

Diary of a Worm Curriculum Connections

English Language Arts

RL.K-2.CCR.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

SL.K-2.CCR.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.2.3. Describe how characters in a story respond to major events and challenges.

LA.K-2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.6 Identify who is telling the story at various points in a text.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Completing the student response worksheet:

W.K-2.8. (K&1 - With guidance and support from adults,) recall information from experiences or gather information from provided sources to answer a question.

TH:Cn10.1.1. a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

TH:Re8.1.2. c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cn10.1.2. a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

Social Studies

K-H2.0.1 Distinguish among yesterday, today, tomorrow.

K-H2.0.3. Identify the beginning, middle, and end of historical narratives or stories.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D4.1.K-2. Construct an argument with reasons.

Science

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Arts Education – Theatre (Michigan Merit Curriculum)

ART.T.II.K.1 Recognize characters, environments, and situations that support the creation of a classroom dramatization.

ART.T.II.K.4 Recognize simple scenery, costumes, sound, and props in the dramatic process.

ART.T.III.K.3 Reference story details to formulate personal preferences.

ART.T.III.K.6 Recognize the character's wants and needs.

ART.T.III.K.7 Communicate likes and dislikes prompted by performances.

ART.T.IV.K.2 Identify that stories come in a variety of forms.

ART.T.III.1.2 Recognize sequence of events.

ART.T.III.1.3 Recognize likes and dislikes regarding music, sound, movement, dance, and design in classroom dramatizations.

ART.T.III.1.4 List character choices, story settings, and plot lines.

ART.T.III.1.7 Describe emotions and thoughts evoked by performances.

ART.T.V.1.2 Identify artists in the community.

ART.T.III.2.4 Make predictions about characters, setting, and events based on story content.

Community Values

Teamwork, Creative Problem-Solving, Respectful & Productive Communication Skills, Empathy, Understanding Others' Perspectives, Leadership, Inclusion, and Responsibility for Oneself.