



Diary of a Worm, a Spider, and a Fly

Script
by
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Based on books written by Doreen Cronin, illustrated by Harry Bliss

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Diary of a Worm, a Spider, and a Fly* is designed for Texas students in kindergarten and Grade 1. It offers activities to help you integrate a performance of *Diary* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Diary of a Worm, a Spider, and a Fly is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

Diary is based on books called *Diary of a Worm*, *Diary of a Spider*, and *Diary of a Fly*, written by Doreen Cronin and illustrated by Harry Bliss.

- Have you read the *Diary* books as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read one of the *Diary* books beforehand, how was the play similar to the books?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Diary of a Worm, a Spider, and a Fly*, how would your production be different from the play you saw by Magik?

2: Compound Words

A compound word is made of two or more base words put together. For example, **playground** is a compound word:

playground = play + ground

You can often find the meaning of a compound word by using its base words. For example, the word **playground** describes a place (**ground**) and what happens at that place (**play**).

Each of the following compound words appears in either *Diary of a Worm* or *Diary of a Spider*. Read each word. Then draw a line to separate the compound word into its base words, like this:

playground

Then, as a class, discuss what each word means using its base words.

everything	newspaper	something
sidewalk	hopscotch	homework
nightmare	yourself	necklace
sometimes	grandparents	butterflies
faraway	spiderwebs	another
postcard	airport	birthday

Additional Activity

Teacher: Prompt students to make compound words using the following words as starters.

- any (-time, -day, -one, -body, -thing, -where, -how)
- some (-time, -day, -one, -body, -thing, -where, -how)
- every (-time, -day, -one, -body, -thing, -where)
- tea (-cup, -bag, -spoon, -time, -pot)
- no (-body, -thing, -where)
- night (-time, -mare, -gown, -light)
- day (-time, -dream, -light)
- class (-room, -mate, -time)

3: Write and Illustrate Your Own Story

Diary of a Worm, a Spider, and a Fly tells the story of a worm with two unlikely friends. As a class, write a story about a character who makes an unexpected friend.

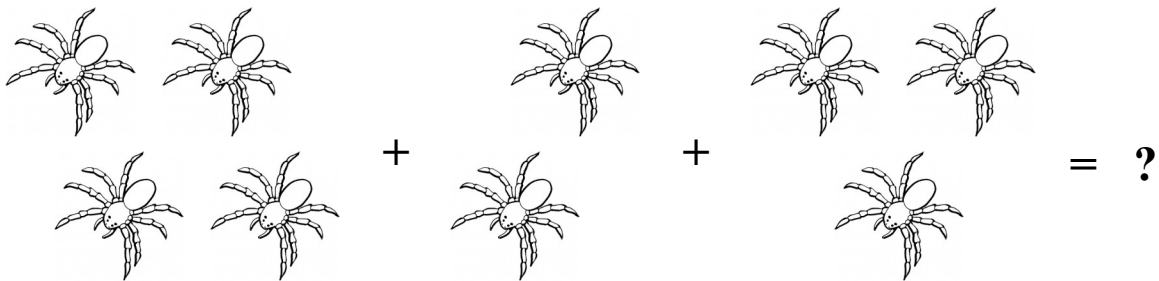
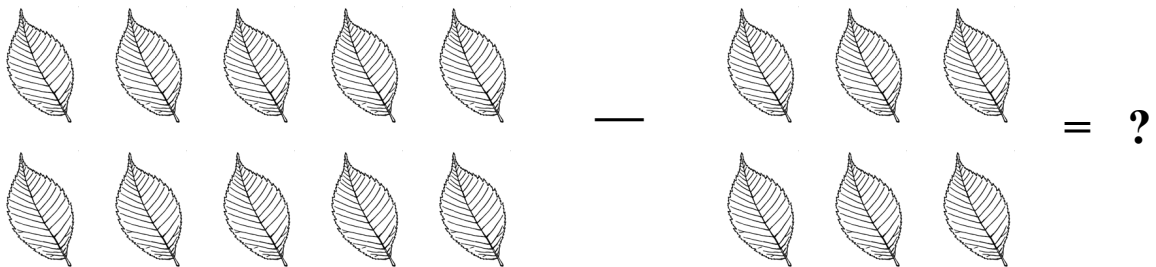
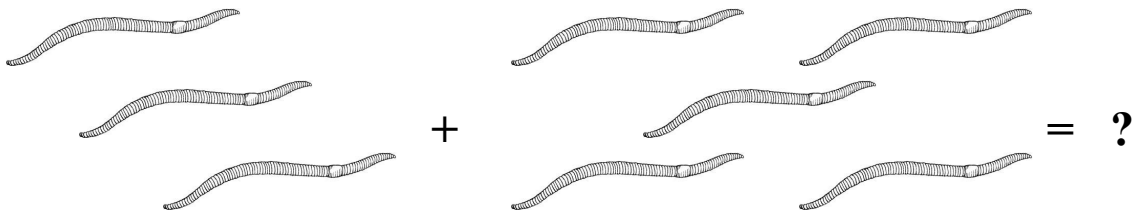
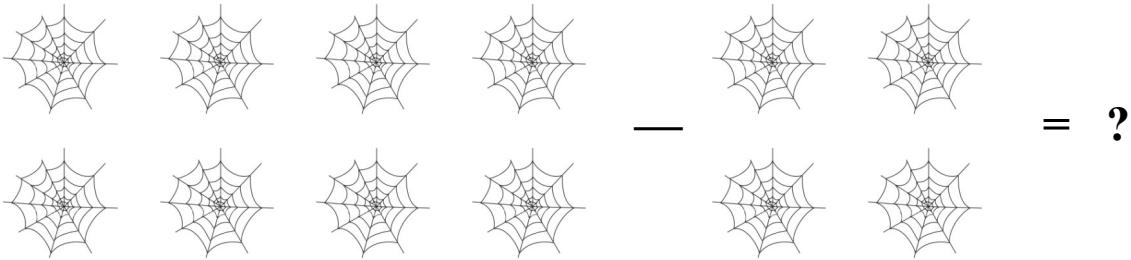
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Living or Nonliving?

Living things have basic needs to survive. Most animals need air, water, food, and shelter. Most plants need air, water, nutrients, sunlight, and space to grow. Nonliving things don't need these things to survive.

Each of these things is mentioned in either *Diary of a Worm* or *Diary of a Spider*, by Doreen Cronin. For each, decide whether it is living or nonliving. Explain your answers.

Diary of a Worm

- a worm
- dirt
- a spider
- a sidewalk
- kids
- birds
- a tree
- macaroni
- a mirror
- gum
- a dog
- a dentist
- cavities
- teeth
- mud

Diary of a Spider

- butterflies
- wind
- silk
- a seesaw
- a water fountain
- a vacuum
- spiderwebs
- skin
- a fly
- a gnat
- an ocean
- people

6: Food, Shelter, and Clothing

Think about *Diary of a Worm, a Spider, and a Fly* to talk about everyone's basic needs of food, shelter, and clothing.

Food

Name or describe the foods that appear in *Diary of a Worm, a Spider, and a Fly*.

- Do you eat the same kinds of food as Worm, Spider, or Fly?
- What foods do you eat that aren't in the story?
- What kinds of food do you need to eat to be healthy?
 - Do you eat any kinds of food that you don't absolutely need?

Shelter

Describe the kinds of shelter in *Diary of a Worm, a Spider, and a Fly*.

- Do any of those shelters look like where you live?
 - Where you go to school?
- How is your home like Worm's?
 - Like Spider's?
 - Like Fly's?
 - How is it different?
- Which character's home would you most like to live in? Why?

Clothing

Think about the clothing in *Diary of a Worm, a Spider, and a Fly*.

- How was Worm's clothing similar to yours?
 - Spider's clothing?
 - Fly's clothing?
- Would a real worm, spider, or fly need clothing like humans do?
 - Why or why not?
 - Why do humans need clothing?

How do the families of Worm, Spider, and Fly meet their basic needs?

- How does your family meet basic needs of food, shelter, and clothing?
- Do your classmates' families meet these needs in different ways?

7: Draw What You Saw!

Choose your favorite moment from *Diary of a Worm, a Spider, and a Fly*. Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



8: Exploring Nature Music

Diary of a Worm, a Spider, and a Fly follows three young creatures growing up in nature.

Play for your students various examples of music dedicated to nature. Classical pieces to consider include:

- The Rite of Spring, by Igor Stravinsky
- Flight of the Bumblebee, by Nikolai Rimsky-Korsakov
- Peter and the Wolf, by Sergei Prokofiev

Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc. Talk about the similarities and differences between the musical sections. Point out that certain instruments represent animals in *Flight of the Bumblebee* and *Peter and the Wolf*.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies

As a class, create a composition themed on *Diary of a Worm, a Spider, and a Fly*

- What instruments did you use?
- Do certain instruments or sounds represent specific characters, actions, or moods?
- Does your composition have lyrics (words)?
- Did you use any natural materials for your instruments?

**Including cardboard oatmeal can (with lid), rubber band, chopsticks, metal spoons, plastic bucket, plastic storage bin, pots and pans, pot/pan lids, wooden spoon, plastic cup with lid, filled ¼ full with dry beans or rice, cardboard tubes, glasses with different levels of water*

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.9
6	Soc Studies 113.11.b.6-7
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.9
6	Soc Studies 113.12.b.7-8
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.4, 6
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.4, 6
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8