DIARY, of a WORM, a SPIDER and a FLY

SCHOOL DATES

April 12 – May 11, 2012

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Transforming Lives Through Theater

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Dear Teachers and Parents,

We are delighted you are joining us for the final production of our 25th Anniversary Season, DIARY OF A WORM, A SPIDER, AND A FLY. It’s not always easy being an insect, especially when you are very different from your friends! Worm discovers that it is okay to be different—and that we all have unique qualities that make us special. DIARY OF A WORM, A SPIDER, AND A FLY is a delightfully heartwarming story about friendship, differences, acceptance and self-confidence—all from a bug’s perspective!

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing DIARY OF A WORM, A SPIDER, AND A FLY with your students as a teaching tool. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!

Julia Magnasco
Education Director
julia@firststage.org

First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.
The day before the first day of school, Worm, Spider and Fly are all writing in their diaries about their summer vacations. Worm is excited to see his friends Spider and Fly, while Fly and Spider are a little reluctant to begin the year.

It is the first day of school in Mrs. McBee’s classroom and she asks all of her students to introduce themselves. We meet the Butterfly, the reserved Spanish speaking flamenco dancer and Ant, a very strong and well organized insect. Everyone in the class is impressed with Ant’s karate moves that he demonstrates. Spider and Fly confidently introduce themselves while Worm is a bit apprehensive because he feels as if he has nothing interesting to say. Finally, he reveals that his mother reminds him that he will do better in school if he doesn’t eat his homework. The class erupts with laughter!

Later, in Spider’s web, Worm and Spider are jumping on Spider’s web trampoline. Spider tries to teach Worm all of the cool things he knows how to do, walk upside down, fly with the wind, but realizes quickly that Worm is unable to do any of these things. Fly appears and shows off her acrobatic moves leaving Worm feeling even more inadequate.

The next day in school is National Safety Day. Mrs. McBee reviews the rules of what to do when there is a dangerous situation. They make a list of all of the things they are afraid of, vacuums, flypaper, big feet.

Worm then turns the questions onto Mrs. McBee as the class closes in on her. They continue to taunt her, whacking imaginary newspapers, spraying fake bug spray, causing her to run frantically out of the classroom.

Outside on the playground Fly buzzes in, impressing Worm with her skills. Fly tries to encourage Worm to keep practicing while buzzing and that may help him to fly. Worm climbs the fence, tries to take off while buzzing, and falls on his butt. The school bell rings.

The following Monday morning at school is the “All About Me” school report day. All of the students must present their reports about themselves. Spider, Ant, Butterfly and Fly all bust out a rap prompting a very excited Mrs. McBee to clap wildly. Worm is reluctant to follow the show and later reveals that he ate his homework because he forgot his lunch at home. He is punished and will have to stay after school to write “I will not eat my homework.” He ends up eating that too.

Fly and Spider are hanging out in Worm’s bedroom. Worm and Fly start digging a tunnel and Spider is grossed out by the idea of getting dirty. Fly teases him about it. Worm teaches Fly how to dig a tunnel since he is an expert at it. They decide to create a secret club called The Dirt Bags. Spider is not interested. As they dig, dirt flies into Spider’s face and he eventually ends up stuck in dirt. He pleads with them for help. Spider whines about his twisted ankles making a bigger deal out of being stuck then is necessary. After freeing him, Fly walks Spider home and Worm continues to dig the tunnel.

At school the next day, Spider reads a report about molting. It is the one thing he is really eager to do. Butterfly goes next and shares her dreams about mov-
(Continued)

ing to Mexico. Ant wants to be a worker ant and help find food for his colony. Fly eagerly raises her hand to go next. Excitedly she tells the class of her dream to be a superhero and protect the planet. After a hearty prompting from Mrs. McBee, Fly finally takes her seat as Worm stands before the class. Worm wants to be a Secret Service Agent despite the fact that is a dangerous job. Mrs. McBee passes out flyers for the school dance and the bell rings. All the students exit talking excitedly about the dance.

Later at the school dance, everyone is dancing except Worm. He is feeling down about his lack of legs. Mrs. McBee convinces him to join in by wiggling and he obliges. Suddenly, Fly hears her Aunt Rita calling for help and she jets off to her rescue.

It is Show and Tell day at school and all of the students are gathered in a circle. Worm shares a dollar bill he found on the cafeteria floor. Spider shares a postcard that he received from his Grandpa in France. Butterfly shows off her passport photo for Mexico. Ant gives a brown belt karate demonstration proving his worker ant skills. When it is Fly’s turn, she boldly takes the floor to reveal her dramatic save of her Aunt Rita who was trapped between the window screen and the window. This very colorful, active retelling proves her superhero status to Mrs. McBee and her fellow classmates. Spider apologizes for his previous comments that she would never be able to be a superhero.

After school at Fly’s house, Fly and her mother are having an argument. Fly is upset that she doesn’t have her own room like Worm. Her mother explains that she has 327 brothers and sisters. When Fly tries to convince her mother to put some of them in the garage, she gets a Time Out. Worm and Spider are also having tough days and also receive Time Outs from their mothers.

Spider has been out of school for a few days, so Worm and Fly stop over to see him. He is reluctant to let them see him because he is about to molt. Before their eyes, Spider begins to shed his exoskeleton much to the disgust of his friends. Spider emerges, impressing his friends with his new grown up body.

Worm is sulking outside of his tunnel, upset about the great things that his friends are doing. Fly assures him of his importance to the earth. When he digs tunnels, he helps the earth to breathe. This gives Worm a new perspective and cheers up.

The next day at school, Worm is excited to tell Mrs. McBee about his recent discovery. He confesses that he told a fib about eating his All About me report- he never did the report because he couldn’t think of anything to say. Mrs. McBee appreciates him telling the truth then gives him free time until the bell rings. Worm joins Fly and Spider to continue digging the tunnel for their secret club. They agree to invite their other classmates into the club and introduce them to the initiation process of rolling in mud. They all roll in the dirt, even Spider, and become totally filthy. They are all proud to be Dirt Bags!
Doreen Cronin was a practicing attorney in Manhattan when her first book *Click, Clack Moo: Cows That Type* became a publishing success. But her book was not published overnight, in fact, she had written this barnyard tale even before attending law school but only received rejection letters from publishers. Five years after submitting the original manuscript she got a call from a publisher who wanted to turn her story into a book and the rest is history!

The busy life of a writer left no room for courtroom litigation and arbitration so Doreen made the leap to being a full-time children’s book author. She then teamed up once again with illustrator Betsy Lewin to write another hilarious barnyard tale, *Giggle, Giggle, Quack*, that continues the escapades of these lovable animals on a farm.

Cronin’s success as a children’s author has continued with her subsequent books, such as *Diary of a Worm* published in 2003 and winner of a Parent’s Choice Award Silver 2003 Picture Book and *Diary of a Spider* published by HarperCollins in 2005. Both feature illustrations by Harry Bliss.

Doreen was born in Queens and grew up in Long Island. She graduated from Pennsylvania State University and St. John’s University School of Law. She currently resides in New York with her husband and dog “Ruffie.”

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Best known for her political satirical revue *MRS. FOGGYBOTTOM & FRIENDS*, which ran for 10 hit years at the Omni-Shoreham Hotel in Washington, D.C., more recently Cushing has turned her hand to adapting popular children's books as musicals, receiving over 300 productions and 3 national tours. Works include *MISS NELSON IS MISSING!, MISS NELSON HAS A FIELD DAY, JUNIE B. JONES & A LITTLE MONKEY BUSINESS, PETITE ROUGE: A CAJUN RED RIDING HOOD, and HEIDI* (with Martha King De Silva), all commissioned by Imagination Stage. Recent works include *THE CHRISTMAS DOLL*, 2007 National Youth Theatre Award for Outstanding New Play/Musical, world premiere Children’s Theatre of Charlotte; *LIZZIE BRIGHT & THE BUCKMINSTER BOY*, First Stage Milwaukee, New Play Series; and the world premieres of *GEORGE AND MARTHA* for Imagination Stage, *DIARY OF A WORM, A SPIDER & A FLY* for Oregon Children’s Theatre, and *IF YOU GIVE A MOUSE A COOKIE* for Roanoke Children’s Theatre. Ms. Cushing lives in the Nation’s Capital with her husband Paul Buchbinder. Their 19 year old son Ben, when not evacuating due to hurricanes, is a Jazz Studies major at Loyola University/New Orleans. For more info, go to www.joancushing.com.
1. In DIARY OF A WORM, A SPIDER AND A FLY, the three main characters all wrote in diaries. Why do people write in diaries? Do you have a diary? What sorts of things do you write in your diary?

2. Spider laughs at Fly for wanting to be a Superhero. How do you think that makes her feel? Have you ever seen someone making hurtful comments? Did you do anything about it? If not, what could you have done?

3. At school, Spider, Worm and Fly have to write a report about what they want to be when they grow up. What do you think Spider wants to be? What about Worm and Fly? What do YOU want to be when you grow up?

4. We meet many different insects and small creatures in Diary of a Worm, a Spider, and a Fly. What kinds of insects live around your house or yard? What are some other bugs you have met before?
Earthworms are very important animals that aerate the soil with their burrowing action and enrich the soil with their waste products (called castings). Good soil can have as many as one million worms per acre.

There are over 3,000 species of earthworms around the world. These invertebrates (animals without a backbone) range in color from brown to red, and most have a soft body. Earthworms range in size from a few inches long to over 22 feet long. The largest earthworms live in South Africa and Australia.

Earthworms eat soil and the organic material in it—including plants, insect parts and bacteria.

The earthworm is a tube-shaped worm that is covered by a moist, protective cuticle. The body earthworm's body is divided into about 150 segments. One end is the mouth, which is covered by a flap, called the prostomium, that helps the earthworm sense light and vibrations. On the other end is the anus, through which waste is excreted. The brain, hearts, and breathing organs are located in the first few segments of the worm. Earthworms breathe through their skin—they have no lungs (if the skin dries out, they cannot breathe and will die). It has five pairs of hearts. The rest of the inside of an earthworm is filled with the intestines, which digest its food.

There are many different types of spiders that live all over the Earth in practically every type of habitat. They come in colors including black, brown, white, gray, red, yellow, green, and orange. Most spiders live for about a year, but the tarantula can live for 15 years. Spiders range in size from barely visible to many inches across.

Spiders are arachnids and not insects; they are related to scorpions and ticks. Young spiders are often cannibals (they will eat each other), and females often eat the male after mating. Spiders are carnivores (meat-eaters), and most eat insects like moths and crickets.

Spiders produce silk in abdominal glands called spinnerets. Spiders use silk to make webs and traps for catching prey, shelter, life lines, and cocoons. The tips of the spider’s legs are oily; this oil keeps them from getting trapped in their own webs.

All spiders have eight legs. They have a two-part body and strong jaws, usually with poisonous fangs. They have a hard exoskeleton and not an internal skeleton.

The common housefly is a flying insect that is found throughout the world. Like all insects, the housefly has a body divided into three parts (head, thorax, and abdomen), a hard exoskeleton, and six jointed legs. Flies also have a pair of transparent wings. The Housefly can taste using its feet and with its mouthparts. Houseflies can only eat liquids, but they can liquefy many solid foods with their saliva.

The complete life-cycle of a housefly takes from 10 to 21 days. On the average, 12 generations of houseflies can be produced in one year. The eggs hatch into white, worm-like maggots in about 12 hours. The maggots grow to be about 1/2 inch long. When they are this big, they burrow into the ground to pupate. An adult will emerge in about 5 to 6 days.
This party treat looks yucky but tastes great. Make an edible cup of worms in real-looking “soil.”

**Ingredients**
- Chocolate pudding
- Gummy worms
- Chocolate cookies
- Ziploc bag
- Clear plastic cups.

**Activity**
1. Make chocolate pudding and cool it in the refrigerator for a few hours.

2. Put individual portions into clear plastic cups. Let the top of the pudding remain rough looking.

3. Place chocolate cookies in the Ziploc bag and close it tight. Use the bottom of a cup to crush the cookies up into fine crumbs.

4. Sprinkle some of the cookies crumbs on top of each cup of chocolate pudding.

5. Place a few gummy worms in each cup.

6. Eat and enjoy your very own cup of worms!
Although there are many similarities between insects and arachnids, there are also many differences between the two species. Below are insect and arachnid facts. Look at these facts and decide whether it is a fact about INSECTS, ARACHNIDS or BOTH! Then, draw a line from the fact to the matching picture.

**INSECTS**

- exoskeletons—hard skeleton on the outside of their bodies
- three pairs of legs—totaling 6 legs
- segmented bodies
- two antennae
- jointed legs
- three body parts
- eight simple eyes

**ARACHNIDS**

- four pairs of legs—totaling 8 legs
- two body parts
- two compound eyes
- no antennae
- three body parts

**BOTH**

- two antennae
- jointed legs
- three body parts
Complete the Addition Problems below. Then, substitute a letter for each number, from the letter code, to answer the question below.

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This flying insect has wings that are made up of tiny scales. This insect goes through complete metamorphosis.

This insect is a ____________________________
Materials
Yarn
Masking tape
Vegetable oil (cotton ball, optional)

Activity
1. Explain to students that spiders catch their food one of two ways, webs or pouncing. Provide pictures of the four types of webs that spiders spin: Orb, Triangle, Sheet, and Tangle.
   a. The following website has pictures of different types of spiders and the 4 types of webs: http://www.geocities.com/brisbane_weavers/.

2. Have students make a circle on the floor. Instruct them to use yarn to weave a web by wrapping it around them once and then throwing it across the floor to someone else in the circle.

3. Once the web has taken shape ask the students which of the webs they think it most resembles.

4. Have the students carefully step out of their loops leaving the web on the floor and return to their seats.
   a. The teacher can later tie the loops together to hold the shape of the web and hang it in the classroom.

5. When the students are back at their seats, have them brainstorm why a spider’s prey gets caught in the web, but the spider does not. List their responses on the board.

6. Give each student a strip of masking tape and have him or her hold it down with one hand and use their fingers to tiptoe across the tape like a spider.
   a. Discuss with the students what happens (their fingers stick).

7. Next, put a little oil (vegetable or olive) on a cotton ball and have students rub their fingers on it before “walking across the tape again.
   a. Discuss with the students that the reason spiders don’t stick is because they have oil glands to help them move across their webs.
I know my friends won’t eat me. But there’s something called the Food Chain, and if I’m not careful, something could happen. -Spider

Activity

1. Begin by asking students what they would do if they saw a spider on their bed, in their shoe, or crawling across the floor. Would they kill it or not?

2. Explain that spiders have to be careful of all different types of animals, including humans.

3. Brainstorm a list of different types of animals and creatures that are scared of spiders, and why they are scared of spiders. List these on a chart. On another chart, brainstorm a list of different animals and creatures that spiders are scared of, and why they are scared of these creatures.

4. In pairs, have students complete the following sentence on a large piece of construction paper and draw a picture showing one way spiders defend themselves, which could include:
   - hiding (using camouflage);
   - escaping (using their silk to carry them off into a safe space hidden from the enemy);
   - frightening the enemy (just by the way they look!);
   - using a weapon (many spiders have poisonous venom secreted from their bite);

   A __________________________ would be afraid of a spider,

   but a spider would be afraid of a __________________________.

5. Display the sentences and pictures in the classroom.
Activity

1. Read aloud to students one or more of Doreen Cronin’s diary based stories: *Diary of a Worm*, *Diary of a Spider*, and *Diary of a Fly*. Although these stories are fiction, discuss with students how they all depict “real-life” records of a specific character’s thoughts, feelings, and experiences over a particular period of time.

2. Next, tell students they will be writing their own journals as a week-long (or year-long) project. Ask students to think of these journals as a way to freely explore their thoughts and feelings while also creating a source of ideas for their writing. Also, remind them that their journals should contain the details that may seem unimportant at first, but which add to the reader’s appreciation and understanding of the writer. They should also date each journal entry.

3. To give students ideas for their first journal entries, present the following writing prompts and tell students they will have 3 to 5 minutes to write. Direct them to try to write nonstop and avoid erasing. Some good prompts for beginning journal entries include:
   - What I did last weekend (or hope to do this weekend);
   - My experiences in the school cafeteria this week, for better or worse;
   - What really makes me frustrated or mad, and why;
   - What really makes me laugh, and why;
   - My favorite thing to do in my free time;
   - Inside my head today;
   - A typical day in my life at school;

   a. You might also have students suggest prompts for journal writing, especially after they find the prompts that have worked well.
4. You can help motivate students to write in their journals by inviting students to add illustrations to their journal entries, and inviting those students who wish, to read aloud their entries with the class.

EXTENSION:
5. If your students are excited by journal writing, expand this activity by allowing students to create their own Diary books, similar to *Diary of a Worm*, *Diary of a Spider*, and *Diary of a Fly*.

   a. After a month or more of writing in their journals, have each student choose 3-7 of their favorite journal entries. They will need to rewrite these entries and edit them, so their sentences are written grammatically correct.

   b. Then, students should transfer these entries onto a large sheet of paper—each entry receives its own sheet. They should include illustrations for each entry, as well.

   c. Finally, students need to create a cover for their book, preferably out of cardboard or cardstock paper. You may choose to laminate the book pages, for stronger durability. These books can be bound with staples, yarn or ring clips.

   d. Allow students to share their very own Diary books with their classmates!
We all have special qualities about ourselves that make us unique! Go around the classroom and talk to your classmates to try to find out special qualities about them! Once you have finished the worksheet, see what differences you have and what similarities you have with your classmates.

Get to know your classmates by answering the following questions. Put the student’s name on the line.

1. _________________________________________ and I have the same favorite color.
2. _________________________________________ has traveled to another state before.
3. _________________________________________ has a birthday the same month as I do.
4. _________________________________________ likes to eat pizza.
5. _________________________________________ plays a musical instrument.
6. _________________________________________ has an older brother or sister.
7. _________________________________________ speaks more than one language.
8. _________________________________________ plays on a sports team.
9. _________________________________________ has a younger brother or sister.
10. _________________________________________ likes to eat vegetables.
11. _________________________________________ can whistle.
12. _________________________________________ can snap their fingers.
13. _________________________________________ has been in a play before.
14. _________________________________________ helps cook dinner at home.
15. _________________________________________ wants to be a teacher when they grow up.
THE MANY DIFFERENT SIDES OF ME!
SOCIAL AND EMOTIONAL WELLBEING STUDENT WORKSHEET
AND CLASSROOM ACTIVITY


Materials
White heavy construction paper or poster board paper
Markers
Pictures from home
Cube outline (found at: http://printables.atozteacherstuff.com/435/cube-pattern/)
Magazines
Parental involvement with the activity
Glue
Scissors

Activity
1. Share with students that there are many unique and special qualities we all have that make us who we are! Tell them they will be creating cubes that will have pictures and drawings on it of all the things that make them special.

2. Copy the cube outline onto heavy construction paper for each student in the classroom. Each side of the cube should represent something different. Ideas include:
   a. The people I love are… (add photographs of the student’s family and loved ones).
   b. This is what I look like now and what I looked like as a baby: (add a current photograph and a baby picture).
   c. My favorite color is… (add magazine pictures of objects in the student’s favorite color).
   d. My favorite foods are… (add magazine pictures of the student’s favorite foods).
   e. My favorite places to go play are… (add photographs and magazine clippings representing student’s favorite play place)
   f. My favorite toys are… (add photographs and magazine clippings representing student’s favorite toys). and magazine clippings representing what the student wants to do when they grow up).
   g. Use the final side for students to write their name on, so everyone knows whom the cube represents.

3. With assistance from parents or other adults, have students glue the pictures on the cube. After all the pictures are glued on and dried, tape the cube together and look at the finished product!!

4. Have the students bring the cube back to school and share the pictures with the rest of the class.

5. HINT: Give your students a full week to get this project done. That way the parents are not feeling rushed to get this project done and they can have fun with their child picking out the pictures.
Every person is unique and special, just like every pair of butterfly wings! Help students create their very own unique butterfly wings, using their footprints as the wings.

**Materials**
- Large white cardstock paper
- Washable paints (many different colors)
- Plastic plates or bowls (for paint)
- Construction paper
- Yarn
- Glue

**Activity**

1. Place about a half inch of paint in each bowl.

2. Allow students to choose the color paint they wish to use for their butterfly. Have students take off their shoes and socks. Individually, paint the bottom of their feet with the paint of their choice (watch out—this may tickle!). Then, have students place the heels of their feet together and step down onto the paper—these footprints will be the wings of their butterfly.

3. Once dry, have students cut out the body of their butterfly with colored construction paper, and add eyes and other decorations to the body with markers. Finally, have them add the antennae by gluing short pieces of yarn to the top of the butterfly’s head.

4. Display these unique butterflies around the classroom!
And what about the trees? There wouldn’t be any way for air or water to reach their roots, if it wasn’t for you. -Fly

Materials
Empty 2-liter plastic soda bottle
Masking tape
Gravel
Sand
Dirt
Banana peel
Worms
Black construction paper

Activity
1. Cut the top off a plastic soda bottle and tape the edge so it can not cut anyone.

2. Pour in 2 inches gravel or stones for drainage on the bottom of the bottle. Then, alternate 2 inches of sand, 2 inches of dirt. (VERY lightly spray the dirt with water)

3. Put a few small pieces of banana peel in the middle for worm food.

4. Continue with sand and dirt layers till top.

5. Add worms.

6. Tape the top of the bottle back on or cover the top with plastic wrap and tape. Either way, put in several air holes.

7. Tape black construction paper around bottle, and leave for a day or two.

8. When you take the paper off, you will see the tunnels the worms have made, and the layers will have shifted and mixed. This is a great way to show how worms work in the garden!

9. Make sure you check your bottle ecosystems every day; moisten the soil; add more moistened food to the top layer if necessary.
WHO SAID IT?

1. There are other things besides legs.
2. You could fly. You just have to practice.
3. You ate your report?
4. Antarctica. The seventh continent. Too cold for me.
5. I won’t eat you.
6. I know my friends won’t eat me. But there’s something called the Food Chain, and if I’m not careful, something could happen.
7. When I grow up, I want to fly to Mexico, where it is muy caliente, and find a mate.
8. I may be little, Mrs. McBee, but I can dream big.
9. I did get hungry, but I ate a comic book instead.
10. Worm, can you wiggle? Then you can dance.
11. I’m trapped! Between a window and a screen! Get me outta here!
12. This is the leg of a French gnat… give it a try!
13. My name is Thursday. And my sidekicks are Ant Man and Fly Girl!
14. TADA! Thanks, kids, it was nice knowin’ ya. But I gotta blow!
15. You eat horse manure with your feet.
16. That’s because Worm doesn’t have 327 brothers and sisters.
17. My mom says next time I better have all my eyes looking in the same direction!
18. You can join our Dirt Bag Club without rolling in the dirt!
19. And what about the trees? There wouldn’t be any way for air or water to reach their roots, if it wasn’t for you.
20. So, now I’m just a filthy dirty grownup.

POST-SHOW QUESTIONS

1. Why doesn’t Worm want to do his ‘All About Me’ report for school? What advice would you give him so that he felt good about doing his report?

2. How are Spider, Worm, and Fly different from each other? How are they similar? What makes you different from some of your friends? What do you share in common with your friends?

3. Think about the way Worm feels about himself at the beginning of the play. Then, think about how he feels about himself at the end of the play. Does he feel different later? If so, what do you think makes his feelings change?

4. Why does Mrs. McBee teach her students how to scare people? Are you scared of insects? Why or why not? What do you do when you see an insect crawling or flying near you?
1. There are other things besides legs. **WORM**

2. You could fly. You just have to practice. **FLY**

3. You ate your report? **MRS. MCBEE**

4. Antarctica. The seventh continent. Too cold for me. **BUTTERFLY**

5. I won't eat you. **ANT**

6. I know my friends won't eat me. But there's something called the Food Chain, and if I'm not careful, something could happen. **SPIDER**

7. When I grow up, I want to fly to Mexico, where it is muy caliente, and find a mate. **BUTTERFLY**

8. I may be little, Mrs. McBee, but I can dream big. **FLY**

9. I did get hungry, but I ate a comic book instead. **WORM**

10. Worm, can you wiggle? Then you can dance. **MRS. MCBEE**

11. I'm trapped! Between a window and a screen! Get me outta here! **AUNT RITA**

12. This is the leg of a French gnat...give it a try! **GRAMPA SPIDER**

13. My name is Thursday. And my sidekicks are Ant Man and Fly Girl! **WORM**

14. TADA! Thanks, kids, it was nice knowin' ya. But I gotta blow! **AUNT RITA**

15. You eat horse manure with your feet. **SPIDER**

16. That's because Worm doesn't have 327 brothers and sisters. **MRS. FLY**

17. My mom says next time I better have all my eyes looking in the same direction! **FLY**

18. You can join our Dirt Bag Club without rolling in the dirt! **WORM**

19. And what about the trees? There wouldn't be any way for air or water to reach their roots, if it wasn't for you. **FLY**

20. So, now I'm just a filthy dirty grownup. **SPIDER**