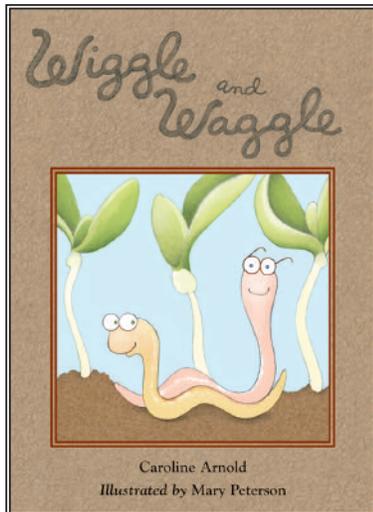
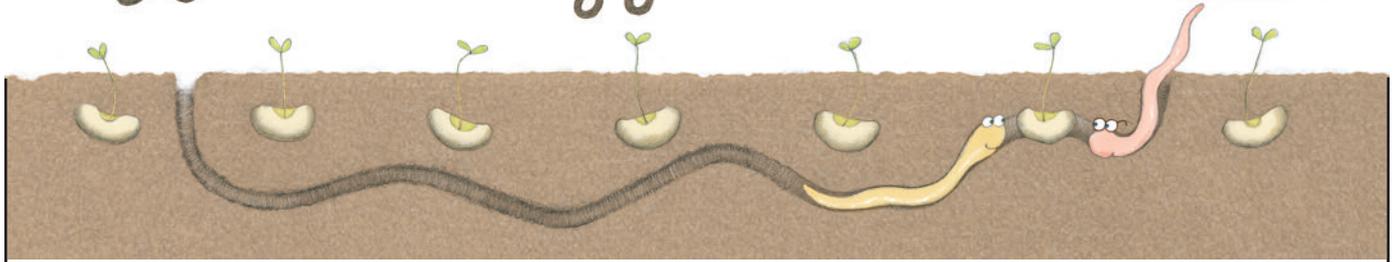


Wiggle and Waggle: Digging into the Story



ISBN 978-1-58089-306-0 \$12.95, HC
48 pages • Ages 5-8

BEFORE reading *Wiggle and Waggle*, show children the book. Ask them these questions about the cover:

- What are Wiggle and Waggle?
- What do you think the story is about?
- Are Wiggle and Waggle friends? How do you know?
- Where does the story take place?

Ask what they know about worms. Create a Worm Fact chart including what the children know, what they would like to know, and what they learn (to complete after the reading).

Ask the children what they know about gardens. Create a list of things that grow in a garden.

DURING the reading, have the children act out Wiggle and Waggle's song.

AFTER reading *Wiggle and Waggle*, ask children these questions:

- What did you learn about worms? (Add new worm facts to the Worm Fact chart).
- Are Wiggle and Waggle friends? Why?
- What makes a good team?
- What are some of the vegetables in Wiggle and Waggle's garden?
- How do worms help the garden grow?
- How do you help out at home?
- Have you ever helped a friend in need? How?
- Do you have a garden at home? What kinds of vegetables or flowers are in it?

Have children draw and write their own *Wiggle and Waggle* adventure. Use page 2 as a handout.

Wiggle and Waggle Word Search

W W R P E D J
A O Z E L I T
G R F X G G R
G M U B G E I
L D N M I B D
E B V L W J Z

DIG

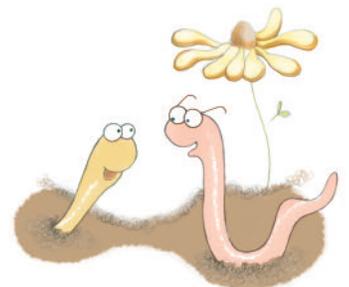
WAGGLE

WORM

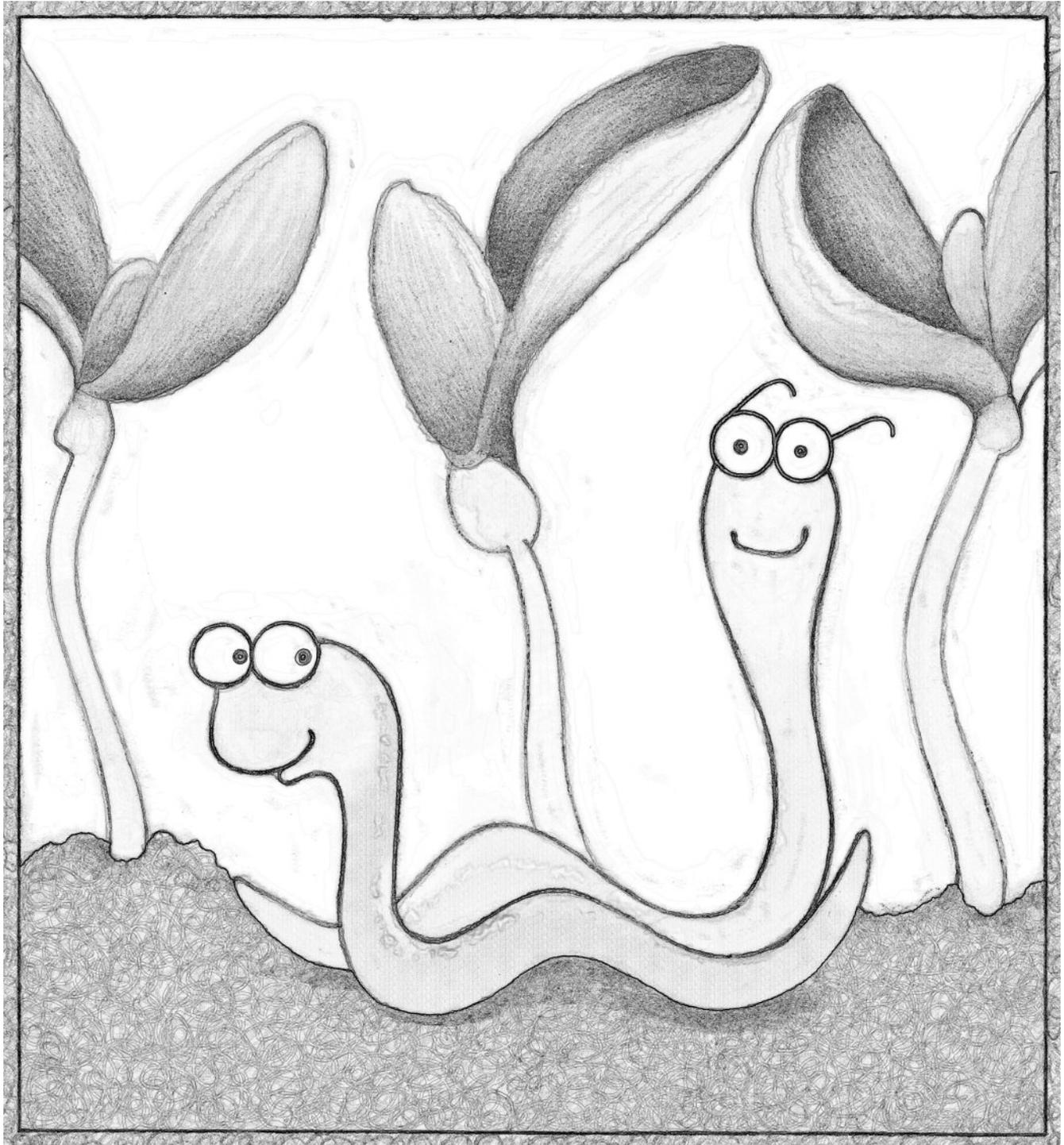
FUN

WIGGLE

DIRT



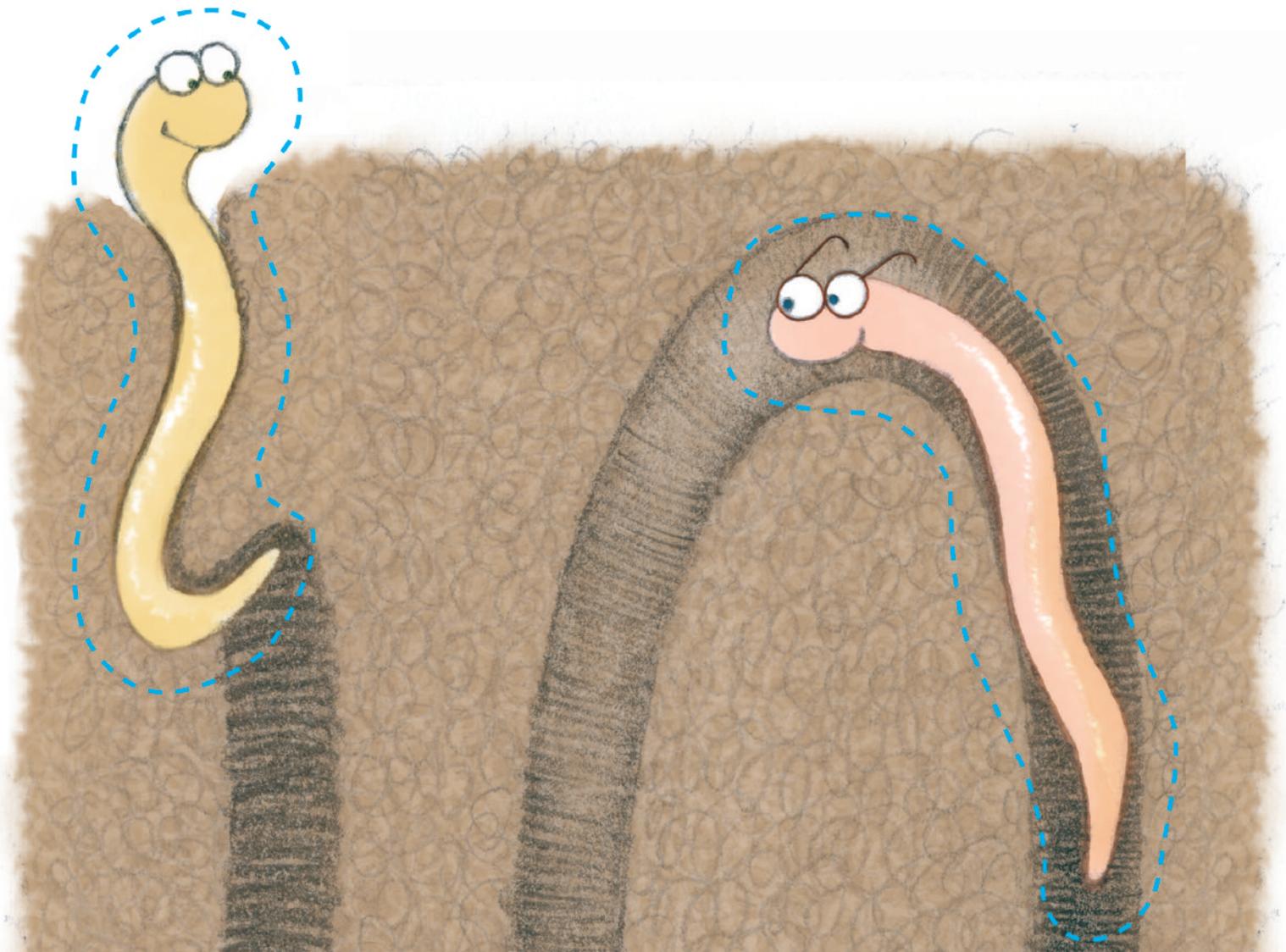
Color Wiggle and Waggle



Put on a *Wiggle and Waggle* puppet show!

- Cut out the Wiggle and Waggle characters with safety scissors or with the help of an adult.
- Put a strip of glue on the ends of two Popsicle sticks.
- Attach each character to a stick.
- Use a tabletop as your stage.
- Sing along with Wiggle and Waggle:

*We wiggle and waggle, squiggle and squirm.
Digging in dirt is the life of a worm.
We dig and we sing all day long,
Our wiggly, waggly, gardening song.*



Wiggle and Waggle's Gardening Song

Music and lyrics by Caroline Arnold

C



We wig - gle and wag - gle, squig - gle and squirm.

3



Dig - ging in dirt is the life of a worm. We

5



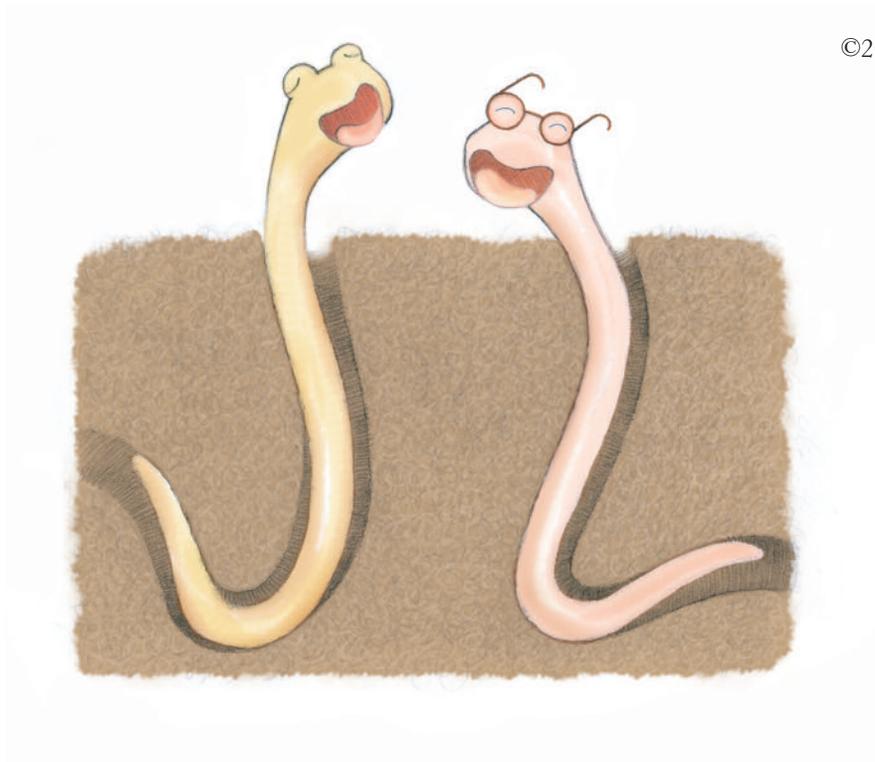
dig and we sing, all day long, our

7



wig - gl - y wag - gl - y gar - den - ing song.

©2007 by Caroline Arnold



Plan a Party with *Wiggle and Waggle*

Dirt and Worms

What you need:

- ◆ Small paper cups
- ◆ Instant chocolate pudding
- ◆ Chocolate cookies
- ◆ Gummy worms



What you do:

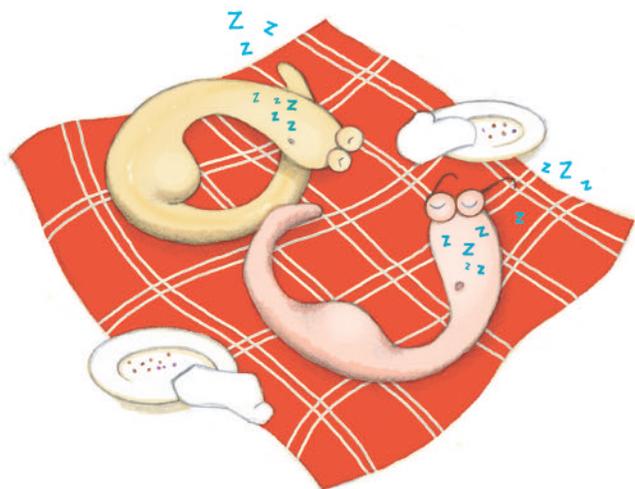
- **Crush** the chocolate cookies into crumbs. Set aside.
- **Prepare** the pudding according to the package instructions. Make as much as you need for however many guests you will be serving.
- **Fill** the cups half-way with pudding.
- **Add** a gummy worm to each cup of pudding.
- **Cover** the gummy worms with more pudding, leaving a half inch at the top of the cup.
- **Fill** the rest of the cup with cookie crumbs.
- **Eat** with a spoon. Dig the worms out with your fingers!

Bug juice

Mix a yellow drink (such as citrus soda or lemonade) with a blue one (such as Kool-Aid).

You'll end up with a radioactive shade of green.

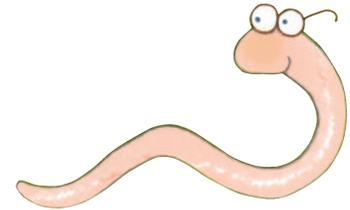
Worms love it!



Get Wiggly with it! Party Games . . .

Spell like Wiggle and Waggle using a ribbon.

- Give each child a piece of colorful construction paper and a piece of ribbon, string, or yarn.
- With glue, help the children spell their names with the piece of ribbon and stick it to their piece of paper.
- They can draw a garden around their name.



Plant a seed

- Give each child a paper cup full of dirt.
- With a felt tip pen, draw a Wiggle and Waggle face on each child's index finger. Let them choose which worm their finger is.
- Instruct the children to make their Wiggle and Waggle finger dig in the dirt to make a place for their seed.
- Sing the Wiggle and Waggle song as you work.
- Give each child a seed to plant in their cup.
- Display the cups along a windowsill where the children can visit their growing seedling. Write the children's names on the outside of the cup so they can take it home when the plant sprouts. Or, send the children home with their cup of dirt to grow at home.



What Wiggle and Waggle Are Reading

Aggie and Ben by Lori Ries,
illustrated by Frank Dormer.

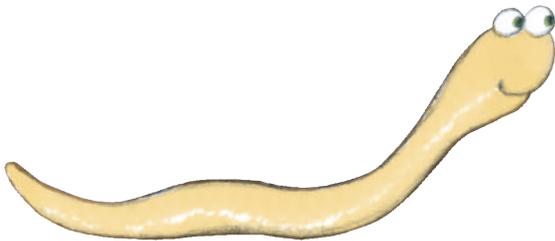
Daddy takes Ben on a surprise trip to the pet store. Ben doesn't want a mouse, a snake, or even a cat. But when a certain puppy makes Ben laugh, a lasting friendship is formed. Three short chapters trace a day in the life of Ben and his new puppy, Aggie. (Ages 4–8, Charlesbridge).

Diary of a Worm by Doreen Cronin,
illustrated by Harry Bliss.

This is the diary of a worm—a worm not that different from you or me. Except he eats his homework. Oh, and his head looks a lot like his rear end. (Ages 4–8, Joanna Cotler).

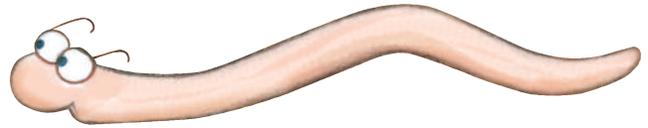
George and Martha by James Marshall.

George and Martha, those incomparable hippos, will delight readers of all ages in these five funny, warm, and wonderful stories. (Ages 5–8, Houghton Mifflin).



Lizette's Green Sock
by Catharina Valckx.

One day Lizette finds a pretty green sock. She's delighted, until some neighborhood bullies tease her. Socks come in pairs, they say. What good is one sock by itself? Lizette searches and searches, but she cannot find the sock's missing mate.



Fortunately, her friend Bert helps her see the situation in a new way. And together they come upon the perfect solution in this ingenious story about how socks, like friends, are always best in pairs. (Ages 4–8, Clarion).

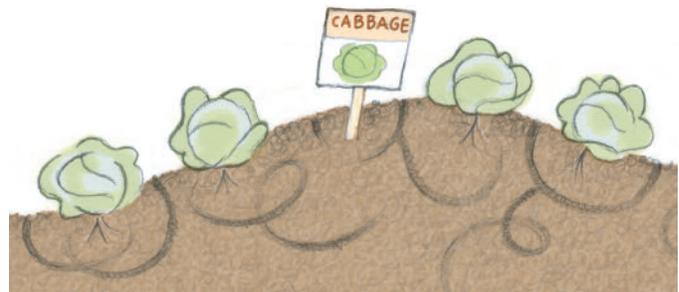
Toot & Puddle by Holly Hobbie.

Two friends, Toot and Puddle, live together in Woodcock Pocket. One day, Toot takes off to see the world, while Puddle decides to stay home. This is the story of their wonderful adventures both far away and right at home all year long. It's a story about being yourself and being a good friend. (Ages 4–6, Little, Brown).

Zelda and Ivy: Three Stories about the Fabulous Fox Sisters

by Laura McGee Kvasnosky.

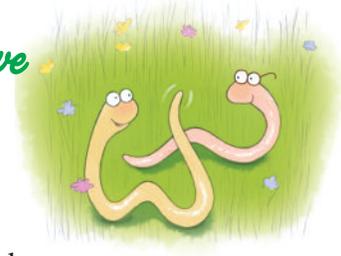
Zelda and Ivy are fox sisters with a flair for the dramatic. Their exploits unfold with plenty of sugar and sass in this spirited trio of stories. (Ages 4–7, Candlewick).



Caroline Arnold

"Truth is often stranger than fiction and certainly just as much fun to write. . . .

If the children who read my books are as excited about reading them as I am about writing them, then I feel that I have accomplished a great deal."



Caroline Arnold is the award-winning author of over a hundred books for young readers, including *Birds: Nature's Magnificent Flying Machines*—a Junior Library Guild Selection and included in Bank Street Books' Best Children's Books of the Year in 2004—and the ALA Notable Book *Dinosaur Mountain* (Clarion).

Caroline grew up in Minneapolis, Minnesota, and spent her summers at a small camp in northern Wisconsin. It was there that she developed her love of animals and the outdoors, delighting in catching sight of deer leaping through the underbrush or a porcupine scrambling up a pine tree.

Caroline began writing books for children when her own children were small. After receiving her MA in art from the University of Iowa, Caroline planned on writing and illustrating her own books, but these days she is primarily a writer. She now uses her keen sense of observation to learn about her subjects, and she passes along her close-up views to children. Her books are well-received by educators and children. She has been awarded the Washington Post/Children's Book Guild Nonfiction Award in 2005.

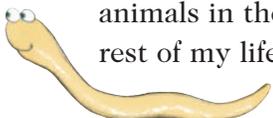
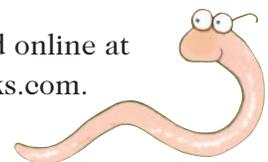
"There are so many different kinds of animals in the world that I could spend the rest of my life writing about animals and

never run out of ideas. When I choose an animal for a book, I often pick endangered species such as pandas or cheetahs. The more we all know about these animals, the more we will care about saving them from extinction. Sometimes, as in my book about snakes, I pick an idea suggested to me by kids. I usually spend up to a year doing background reading on the subject of a book. Then I make trips to the zoo to make my own observations of animals. . . . After I have all the information I need, I sit down to write the book. It takes me about two months to finish the manuscript for one of my animal books."

"My hope is that if kids fall in love with the animals in my books, as I do when I write about them, they will be concerned for the animals' future and want to do what they can to protect the animals and the places where they live."

In addition to writing, Caroline spends much of her time reading, gardening, and traveling. She visits many elementary schools, telling children about her books and encouraging them to read and write. Caroline also teaches in the Writer's Program at UCLA Extension School.

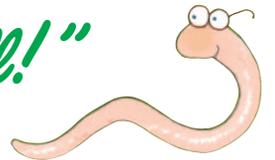
Visit Caroline Arnold online at www.carolinearnoldbooks.com.





Mary Peterson

“Don’t think your picture should look like someone else’s picture. Every artist has her own story to tell!”



Mary Peterson’s story began on a small farm in Iowa surrounded by cornfields and herds of cows. The youngest of six children, Mary grew up in an active household immersed in art. Her mother, a self-taught portrait painter, kept Mary and her brothers and her sisters busy with art projects. She made sure there were plenty of crayons, markers, and paper in the house. During weekly trips to the library, Mary’s mother introduced her to the great Renaissance artists. When her mother began taking extension art classes at the local university, Mary went with her.

“I was always quiet and content,” Mary recalls. “While observing the students in my mom’s art classes, it came together in my head that art could be more than a hobby; it could be an identity.”

Mary knew then she wanted to be an artist. She decided to study fine art, receiving her BFA in studio painting from the University of Northern Iowa in Cedar Falls. After college Mary moved to Los Angeles.

“It was quite a shock to move from rural Iowa to Los Angeles. I was very lonely at first,” Mary remembers. “I didn’t realize how much I relied on my friends and family and how much I would miss them.”

Mary found solace in art. She worked as a freelance graphic designer, and she painted in her free time.

One day a client asked Mary to develop characters for a prospective children’s television show. Her client loved her characters, and Mary loved working on the project. While the show did not get picked up, Mary knew she had finally found her place in the art world and in Los Angeles.

“I discovered the art form that I am most suited for. The pictures I like most to look at and to paint all told stories, but until then I had not thought about telling stories to children,” she says. Now, Mary spends each day thinking of the best way to tell stories through her art.

Visit Mary online at www.marypeterson.com.

