



LEVELS 3/4 ACTIVITY - WORMS AT WORM

ACTIVITY SUMMARY

Students build mini worm farms and make predictions and observations about what happens when worms are under the ground.

RESOURCES

Student worksheets	water
Videos : <i>Introduction to worms</i> [1:53]	10-20 compost worms from your worm farm
large plastic bottle for the class, or per group	cling wrap
damp soil	dark paper
damp sand	pencil
shredded newspaper	

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA	Content Descriptor ELABORATION
SCIENCE Level 3	ACSHE050 Making predictions about change and events in our environment AC SIS053 Jointly constructing questions that may form the basis for investigation AC SIS053 Listing shared experiences as a whole class and identifying possible investigations AC SIS053 Working in groups to discuss things that might happen during an investigation AC SIS054 Working with teacher guidance to plan investigations to test simple cause-and-effect relationships AC SIS054 Discussing as a whole class ways to investigate questions and evaluating which ways might be most successful AC SIS054 Discussing safety rules for equipment and procedures Acsis055 Using a variety of tools to make observations, such as digital cameras, thermometers, rulers and scales AC SIS215 Discussing how well predictions matched results from an investigation and sharing ideas about what was learnt AC SIS058 Describing experiences of carrying out investigations to the teacher; small group or whole class AC SIS060 Communicating with other students carrying out similar investigations to share experiences and improve investigation skill AC SIS060 Exploring different ways to show processes and relationships through diagrams, models and role play AC SIS060 Using simple explanations and arguments, reports or graphical representations to communicate ideas to other students

AUSTRALIAN CURRICULUM LINKS

LEARNING AREA	Content Descriptor ELABORATION
SCIENCE Level 4	<p>AC SIS064 Considering familiar situations in order to think about possible areas for investigation</p> <p>AC SIS064 Reflecting on familiar situations to make predictions with teacher guidance</p> <p>AC SIS065 Exploring different ways to conduct investigations and connecting these to the types of questions asked with teacher guidance</p> <p>AC SIS065 Working in groups, with teacher guidance, to plan ways to investigate questions</p> <p>AC SIS065 Discussing and recording safety rules for equipment as a whole class</p> <p>AC SIS216 Discussing how well predictions matched results from an investigation and proposing reasons for findings</p> <p>AC SIS216 Comparing, in small groups, proposed reasons for findings and explaining their reasoning</p> <p>AC SIS069 Reflecting on investigations, identifying what went well, what was difficult or didn't work so well, and how well the investigation helped answer the question</p> <p>AC SIS071 Communicating with other students carrying out similar investigations to share experiences and improve investigation skills</p> <p>AC SIS071 Using simple explanations and arguments, reports or graphical representations to communicate ideas to other students</p>
ENGLISH	<p>AC ELY1676 Participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views</p> <p>AC ELY1792 Participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations</p> <p>AC ELY1792 Acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes</p> <p>AC ELY1687 Making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required</p> <p>AC ELY1688 Participating in pair, group, class and school speaking and listening situations, including informal conversations, class discussions and presentations</p> <p>AC ELY1688 Choosing a variety of appropriate words and prepositional phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately</p>

KEY WORDS

Worm farm, soil, prediction, observation, castings, results, change, experiment

WORMS AT WORK LESSON PLAN

MAKING THE WORM FARM

Watch video *Introduction to worms*, introducing students to different types of worms.

EXPLORE

Cut the top off of a large plastic bottle.

Fill the bottle with layers of soil and sand.

Add water if required and put shredded newspaper at the top of the soil.

Add 10-20 compost worms to your soil.

Cover the bottle with cling wrap and poke some holes in it with a pencil.

Tape dark paper around the sides of the bottle.

Add 2 teaspoons of water each day to keep the soil damp.

After 2 weeks, take the dark paper off.

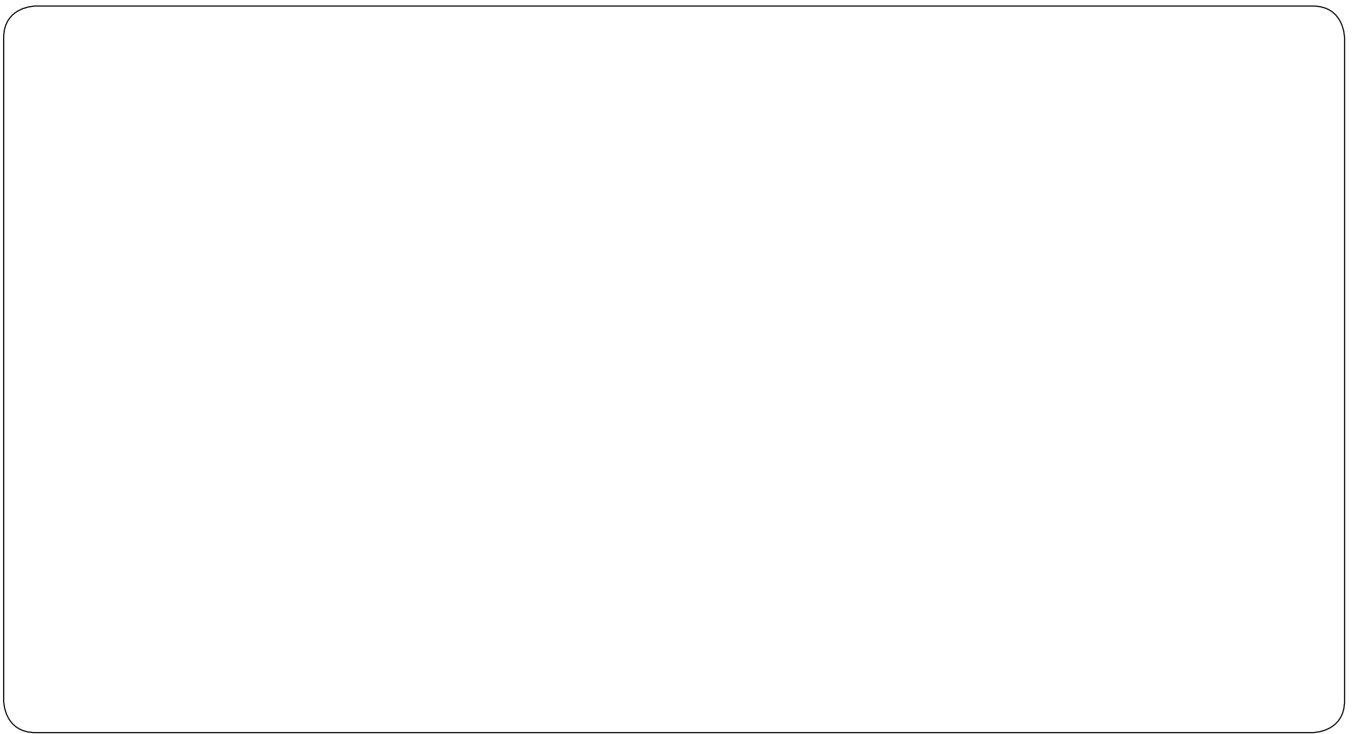
You should see that the worms have mixed up the soil and made tunnels.

Have students volunteer to share their observations, and compare to their assumptions.

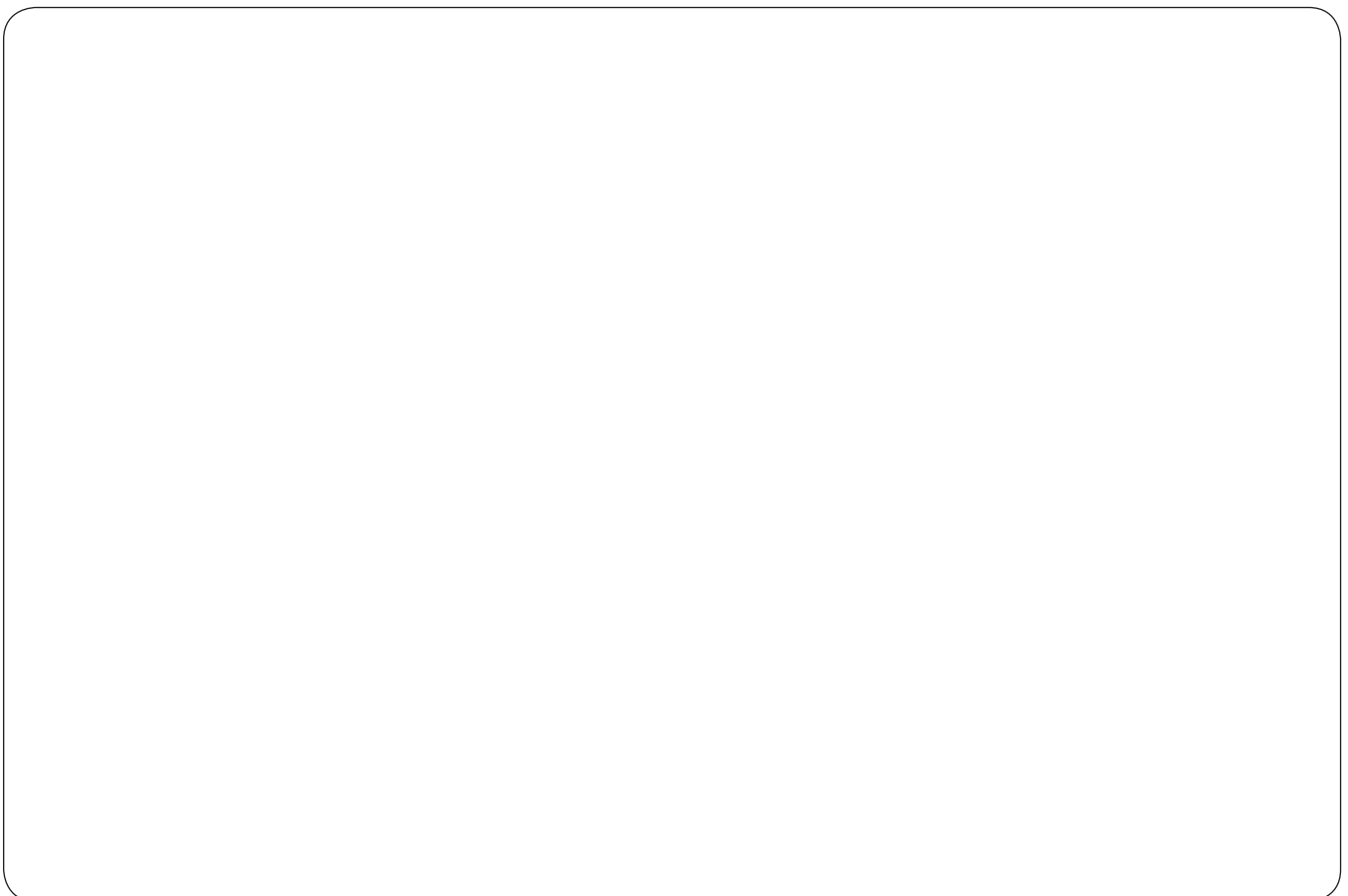
Worms at work

Name: _____

What do you think will happen in the worm farm? Using labeled drawings record your predictions below.



AFTER TWO WEEKS - Record your observations below.



Worms at work

Name: _____

Did your predictions match your observations? Why/ why not?

Do you think the experiment was successful? Why/ why not?

*What would you change about the experiment if you repeated it?
Explain your answer.*

What did you learn from conducting this experiment?

