



LEVELS 3/4 ACTIVITY - WORM FARMERS

ACTIVITY SUMMARY

Students take notes as the teacher guides them through the video *Worm farming*, which details both setting up a worm farm and how to care for worms.

Students then work in pairs or groups to create a poster illustrating the procedure of setting up a worm farm.

Before students create posters discuss the purpose, structure and language features of a procedural text. Create a class rubric based on these features to assess the posters.

Extension: students film a gardening show segment explaining the procedure.

If students need more information than they managed to include in their notes, they can re-watch the video, or visit <http://www.wormlovers.com.au/faqs/> for more details about worm farms.

RESOURCES

Student worksheets

Poster paper

Pens, textas, colouring pencils

AUSTRALIAN CURRICULUM LINKS - LEVEL 3/4 ENGLISH

LEARNING AREA	CONTENT DESCRIPTOR ELABORATION
LANGUAGE	<p>ACELA1476 Identifying roles and collaborative patterns in students' own groups and pair work</p> <p>ACELA1477 Exploring how modal verbs, for example 'must', 'might', or 'could' indicate degrees of probability or obligation</p> <p>ACELA1478 Becoming familiar with typical structural stages and language features of various types of text, for example procedures</p> <p>ACELA1482 Identifying different types of verbs and the way they add meaning to a sentence</p> <p>ACELA1482 Learning how time is represented through the tense of a verb</p> <p>ACELA1490 Becoming familiar with the typical stages and language features of such text types as procedure</p> <p>ACELA1491 Describing how text connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next', and 'finally'</p> <p>ACELA1498 Building vocabulary from research about technical and subject specific topics</p>

LEARNING AREA	CONTENT DESCRIPTOR ELABORATION
LITERACY	<p>ACELY1676 participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views</p> <p>ACELY1682 using print and digital resources to gather information about a topic</p> <p>ACELY1682 selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact</p> <p>ACELY1682 using appropriate simple, compound and complex sentences to express and combine ideas</p> <p>ACELY1682 using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas</p> <p>ACELY1687 making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required</p> <p>ACELY1694 using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose</p> <p>ACELY1694 using appropriate simple, compound and complex sentences to express and combine ideas</p> <p>ACELY1694 using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context</p>

Setting up a worm farm

As you watch the video on Worm Farming, take notes below on what you need to set up a worm farm

A series of horizontal dashed lines for taking notes.

Use your notes to create a Procedural Poster explaining how to set up a worm farm.

