

## LOOKING CLOSELY: HANDS ON WORMS

**Focus Lesson:** Looking Closely: Hands on Worms

**Materials:**

*Yucky Worms* by Vivian French

Pencils

Paper

**Time:** 1.5 hours

**\*Common Core Standards:**

**CCSS.ELA-LITERACY.W.5.7**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**CCSS.ELA-LITERACY.RI.5.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Thinking Skill:**

- Observation
- Labeling a diagram

**Objective:**

Students will create a diagram, drawing together the facts they read and what they are experiencing hands on with worms.

**Connection:**

Students will make the connection between what they see in nature and what they are reading about to learn the most about worms.

**Explicit Instruction:**

Start a discussion with students about what they know about worms.

What do they look like?

What do they do?

How might they be important to the food chain?

Re-Read pages 18-19 of *Yucky Worms* by Vivian French

**Guided Practice:**

Carefully go over pages 18 and 19 with students about “how to be a wormologist”.

Bring students outside and let them test out being a “wormologist”. Ask them to take careful notes in their science journals.

Bring students back into the classroom and have them wash their hands. Then have them share what they found outside as a class. What did they observe?

**Independent Practice:**

Using what students observed and what they learned from *Yucky Worms*, have each student draw a diagram of a worm and label it. They can add interesting information about the worm’s environment, its predators, etc.

**Reflection – Group Share:**

Once students have finished their diagrams they can share with a partner. Then bring students back together and have them share what they thought was the most interesting part of their partner’s diagram.

Also ask them to write a reflection on how it felt to be a wormologist.  
What did they learn about doing field research rather than reading about the information?

**Reading list:**

*Yucky Worms* by Vivian French

**Teacher Note:**