



*Explore.
Question. Experiment.
Integrate.*

Examining Worms



OVERVIEW

Today, children will focus on animal life in their neighborhood at the smallest level. They will investigate worms and how their needs are met within their habitat. Additionally, the following learning goals can be achieved as the children participate in these ScienceStart! activities:

Science

- Using new vocabulary as part of science activities
- Observing habitats of certain animals to determine how their needs are met
- Becoming familiar with the characteristics of certain animals and comparing one animal with another
- Treating all living things with respect

Literacy

- Using letters to make words
- Writing group stories
- Making and using Venn diagrams
- Alphabet letter: W/w

Mathematics

- Measuring length in a variety of ways
- Sorting animals by their characteristics

Center-Based Play Materials & Activities to Support Today's Science Learning



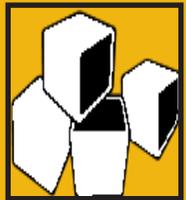
Dramatic Play

- Fishing center – plastic fishing poles, pretend pond, toy fish



Art Center

- Clothespin butterflies
- Egg carton bugs
- Paper plate ladybugs
- Make spider webs with yarn.



Block Area

- Build homes for plastic bugs.
- Make a worm tunnel with tubes and blocks.



Manipulatives

- Bug stamps and stamp pads
- Playdough worms
- Bug puzzles
- Cootie game



Large Motor Play

- Dance like bees.
- Have worm races.
- Flutter like butterflies.



Science Table

- Honeycomb
- Empty beehive
- Magnifying glasses
- Ant farm
- Plastic bugs
- Worm farm
- Photos of insects and worms

Examining Worms

Concepts:

Worms are living things and have certain needs that their environment provides. Worms have certain characteristics that we can observe.

Learning Goals:

Children will observe how a worm moves, how it looks, and how long it is. They will use their observations to create a model of a worm.

Vocabulary:

castings

clitellum

underground

worm

characteristics

segment

wiggle

Materials:

earthworms (one per child)

paper towels

magnifying glasses

paper plates

spray bottle with water

plastic rulers

Read and Talk About:

Wonderful Worms by Linda Glaser



Things to Talk About:

How does an earthworm feel when you hold it in your hand?

How do earthworms move?

Why do worms have to be kept damp?

Where do earthworms live? Why do they live there?

What do you notice when you look closely at an earthworm?

Examining Worms - Language and Literacy

Speaking & Listening	During today's science lesson, encourage the children to use 'describing words' to talk about their earthworm. What do they see? Smell? Feel? Introduce the three new vocabulary words that refer to worm body parts – <i>segment</i> , <i>setae</i> , and <i>clitellum</i> and explain what these words mean. Have the children locate each of these body parts on their worms.
Reading Comprehension	Recall with the children that yesterday's book was called <i>Yucky Worms</i> . Make comparisons between that title and the title of today's book – <i>Wonderful Worms</i> . As you read today's book, ask the children to listen for details the author gives about worms. What kinds of things does she write that make you think worms are wonderful?
Alphabet Awareness	Review W/w for <i>worm</i> . Have the children practice making the letter in the air with their pointer finger as they say the words, "down, up, down, up" to direct their finger.
Phonological Awareness	Encourage the children to think of names for their worm that begin with W/w . What activities could their worms do or pretend to do that begin with W/w . For example, could <i>Willie the worm whistle a wonderful song</i> ?
Print Awareness	Have the children look at the front cover of today's book and find W in the title. How many times does it occur? Show them the title page and find the letters again. Point out that when we write words we use the same letters – in the same order - each time – <i>worm</i> is always spelled w-o-r-m.



Mathematics:

Have the children use a plastic ruler to measure the length of their worm. Explain how to use the ruler to measure and how to read the numbers. Have the child lay the worm next to the ruler to determine its length. Record how long each worm is and make comparisons. Which worm is longest? Shortest?

Examining Worms

Science Inquiry Cycle:

Reflect and Ask

Begin by reading today's book and talking about the information in it. Ask the children what they have learned so far about earthworms. Tell them that today they will be taking a closer look at worms to find out more about them. Ask what they would like to know.

Plan and Predict

Talk about how to handle the earthworms gently so they won't get hurt. Remind the children they must keep the worms moist and demonstrate how to use the spray bottle to do this. Introduce and explain the new vocabulary words – *segment*, *setae*, and *clitellum* and ask the children where they think they will find these on the earthworm.

Act and Observe

In small groups, provide each child with a worm, a paper plate, a spray bottle, a ruler, and a magnifying glass. Measure the worms and record the information. Encourage the children to carefully examine their worms to find out more about them. Ask questions to stimulate their thinking. (What color is your worm? Which end is the head? How does the worm move?) Encourage them to use many describing words when reporting their observations.

Report and Reflect

Talk with the children about what they learned by examining the worms. Use playdough to create models of the worms. Encourage the children to put many details in their model – lines for segments, the setae and clitellum, and the mouth. When the playdough is dry, have the children paint their worms.