


# The **Worm** Book



**Nature's Recycler**



**Karen Tayleur  
& Guy Holt**

## Blurb:

What animal has no bones  
but can move, has no lungs  
but can breathe and has no  
eyes but can see?

The remarkable worm.

## Specifications

Authors: Karen Tayleur  
Designer: Guy Holt  
ISBN: 9781742036694  
Format: 297 x 210 mm  
Extent: 32pp  
Binding: Hardback  
RRP: \$24.99  
Reading Level: Ages 7-12  
Interest Level: 5-12  
Age Suitability: Foundation-Year 6  
Category: Non-Fiction

Australian Curriculum Outcomes  
Foundation to Year 6

### Curriculum Links

- LIFE SCIENCE
- BIOLOGICAL SCIENCE
- ENVIRONMENTAL SCIENCE
- HUMANITIES
- SOCIAL SCIENCES
- GEOGRAPHY

## Study Notes

- Life science • biological science • environmental science
- conservation • wildlife conservation • environment
- biology • habitat • citizen science • worms
- impact of humans on wildlife • human responsibility
- adaptations • survival • wildlife • humanities and social sciences • geography

# Synopsis

A worm's diet consists of organic matter such as dead plants, fungi, bacteria and even dead animals. Worms digest this matter, absorb the remaining energy and then turn it into poo, known as worm castings. Worm castings are packed with nutrients that fertilise the soil to help feed new plants. They also bind the soil particles to help reduce soil erosion and improve water retention. This is why these worms are known as nature's recyclers.

*The Worm Book* introduces students to these remarkable and important creatures.

# Australian Curriculum Outcomes Foundation-Year 6

Foundation  
AC9SFU0  
ACSSU002  
ACSHE013

Year 1  
AC9S1U01  
AC9S1H01  
AC9S1I01  
AC9S1I02  
AC9S1I06

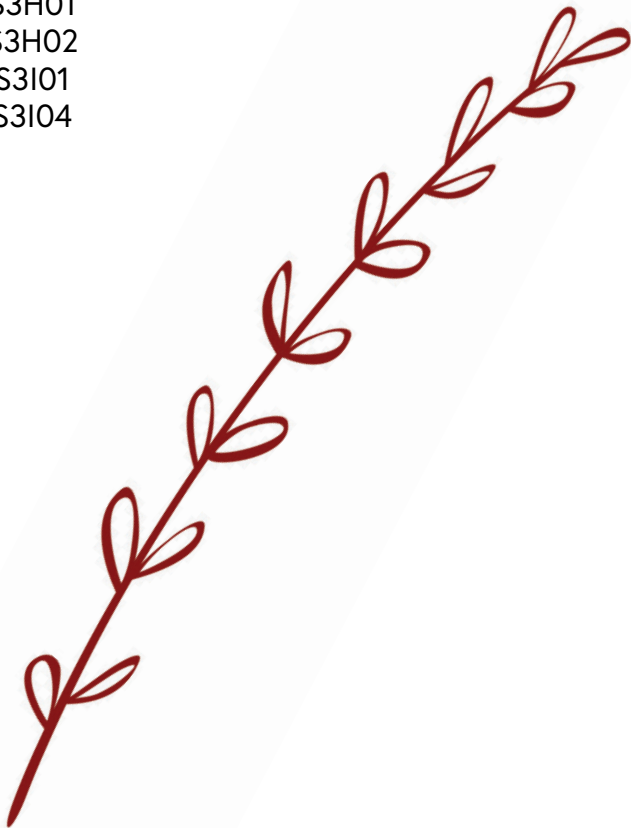
Year 2  
AC9S2U02  
AC9S2H01  
AC9S2I04  
AC9S2I06

Year 3  
AC9S3U01  
AC9S3U02  
AC9S3U03  
AC9S3H01  
AC9S3H02  
AC9S3I01  
AC9S3I04

Year 4  
AC9S4U01  
AC9S4U04  
AC9S4H02  
AC9S4I03  
AC9S4I06

Year 5  
AC9S5U01  
AC9S5I01  
AC9S5I04

Year 6  
AC9S6U01  
AC9S6U04  
AC9S6H01  
AC9S6I06



## About the Author



### Karen Tayleur

[www.wdog.com.au/karen-tayleur/](http://www.wdog.com.au/karen-tayleur/)  
Karen has had a variety of jobs including present wrapper, bank teller and ward assistant in a nursing home. She was a publisher at the age of 20 for the short story magazine *Brave New Word* and thinks nothing can replace the rush of writing, except maybe reading a really good story. Karen is the author of *What's The Big Idea - Australian Inventions* and *Show Me The Money*.

### Writing style

*The Worm Book* uses a clear, straightforward writing style to help students and casual readers alike to understand the complex world of the worm. The book is packed with scientific terminology and features a helpful glossary in the back for readers to review any unfamiliar language. *The Worm Book* is an engaging read for both beginning and established readers.



## About the Designer



### Guy Holt

[www.guyholt.com](http://www.guyholt.com)  
Guy Holt is founder of GUY Design Studio and for more than 20 years has been based in Melbourne, Australia. Guy worked in the UK, Germany and Papua New Guinea before moving to Melbourne. Guy has also written and illustrated *The Frog Book*, *How Far is Deep Space* and *From Space to Core*.

### Photographic and design style

*The Worm Book* uses a mixture of illustration and high-quality photography to capture this fascinating range of worms in minute detail. Photos show worms close up in all their glory, while clean, polished illustrations demonstrate complex concepts in a clear, stylish manner. This book is attractive to look at while also remaining easy to follow. Dark blocks of text on light backgrounds make *The Worm Book* easy to read for people of all seeing abilities and strategic bold text helps to highlight important concepts for students.





## Before Reading

### Worm Word Cloud

As a class brainstorm worms. Use the words to create a Word Cloud. If using the suggested webpage, select the frog shape from the shape option for added interest. Resource: <https://www.wordclouds.com/>.

After reading *The Worm Book*, revisit the word cloud to see if the class would like to add words. Perhaps create a new word cloud with words and terms from the text.

### Examine the Cover

What clues does it give about the genre?

What might the book be about?

Discuss the clues about the book. Ask students to share their reasoning.

- Is this a picture book or a nonfiction book?
- What genre might it be?
- Where might students find this book in the library?

Help students identify the title of the book, author, illustrator and publisher.

- Discuss each person's role in creating a book.
- Which of these roles would students prefer?

Discuss the book's title: *The Worm Book – Nature's Recycler*.

- What clues does it offer readers?
- What questions does the title prompt?
- What do you know about recycling?

### The Blurb

Read the blurb: 'What animal has no bones but can move, has no lungs but can breathe and has no eyes but can see? The remarkable worm.'

- What clues does it provide about the book?
- Discuss with students what they already know about worms.
- On a large sheet of paper create a table, with the headings: 'What we know about worms' and 'What we want to know about worms'.
- Revisit the poster after reading.
- Do students want to add anything to either column?
- Were all the questions answered?
- Allocate unanswered questions to pairs to research.
- Take some guesses about how a worm might see with no eyes, or breathe with no lungs. What other body parts might it use to do these things?
- Revisit these guesses after reading the book to see whether anyone was right.
- Research Project: Can you find any other animals that see differently, or breathe differently?

## After Reading

### Turn and Talk

After reading *The Worm Book*, have students turn and talk to the person beside them to discuss what they found interesting about the book. Ask the class whether anybody's family recycles at home. What do they put in their recycling bin? Ask the class whether anybody has ever made a worm farm at home. What did they do with the leachate from the worm farm?

### Guided Reading

As well as *The Worm Book*, the following government website may be useful for senior grade reading activities: <https://www.yourhome.gov.au/live-adapt/food-organic-waste>.

### Categorising Activity

Draw the large outline of a worm on the board or use the template on page 7. Ask students to label various body parts (the hearts, the peristomium, the clitellum, the periproct, the brain).

### Worm Report

- Break the class into groups.
- Allocate each group one of the following worm species featured in *The Worm Book*:

Christmas tree worm  
feather duster worm  
hammerhead worm  
red worm  
ship worm

### Reflective Exercises

Can you remember which animals eat worms?

Where do worms live?

What are the four stages of composting?

What sorts of food can you compost?

### Environmental Skills

As a class, discuss the ways in which worms help the environment.

As a class, plan the building of a worm farm.

- What materials might be needed?
- How much space is needed? How much light?
- What sort of worms will you use?
- What will you do with the fertilizer that the worms make?
- What plants will you grow?
- Who will be responsible for checking on the worm farm? Develop a schedule where everyone takes a turn.

## Worm Farm

As a class, revisit 'Make your own worm farm' on pages 26-27 of *The Worm Book*.

Discuss whether a worm farm would be suitable at your school. Encourage students to explore:

- Pros and cons, including safety considerations.
- Suitable places for the farm.
- Who would have to approve the farm.
- How to educate other class levels about the farm.

If the school agrees, have students design and build a worm farm. If a worm farm isn't appropriate for your school, students could design and create a 3D diorama of a worm farm using old shoe boxes, paper and glue. Display these around the school with instructions of how students can set up their own worm farm at home. This can be copied from *The Worm Book*.

## Useful Resources

- <https://australian.museum/learn/animals/worms/>
- <https://backyardbuddies.org.au/backyard-buddies/earthworms>
- <https://www.australiangeographic.com.au/topics/wildlife/2017/12/the-plight-of-the-giant-gipps-land-earthworm/>
- <https://www.cela.org.au/publications/amplify!-blog/aug-2016/amazing-earthworms>
- <https://www.abc.net.au/gardening/how-to/building-a-worm-farm/9430596>
- <https://www.bunnings.com.au/diy-advice/garden/composting/how-to-make-a-worm-farm>.

