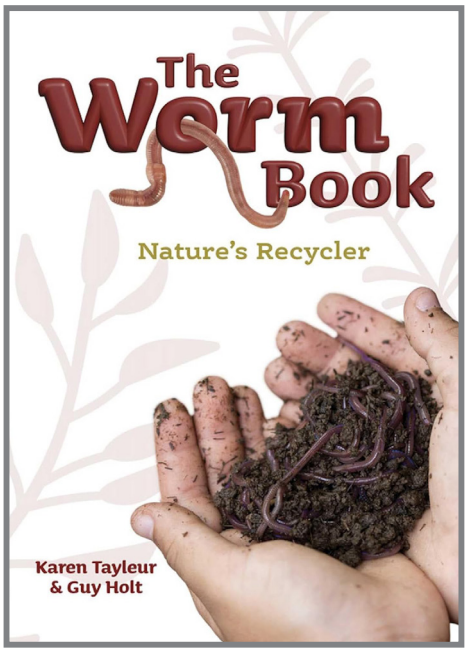
The Worm Book: Nature's Recycler



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RECOMMENDED FOR: Lower to Mid Primary

SYNOPSIS

What animal has no bones but can move, has no lungs but can breathe and has no eyes but can see?
The remarkable worm.

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

ABOUT THE AUTHOR

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*.

ABOUT THE DESIGNER

Guy Holt is the 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*.

STUDY NOTES

BEFORE READING

- As a class, brainstorm worm words. Use the words to create a Word Cloud. 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* and discuss the following questions:

  - What clues does it offer readers?
  - What questions does the title prompt?
  - What do you know about recycling?
- 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.
  - Can you find any other animals that see differently, or breathe differently?

AFTER READING

- 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?
- Draw the large outline of a worm on the board. Ask students to label various body parts (the hearts, the peristomium, the clitellum, the periproct, the brain).
- Break the class into groups and 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.

  Ask them to research each worm and then present their findings to the class.
- 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?
- 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 fertiliser 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.
- As a class, revisit 'Make your own worm farm' on pp 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*.