

**Name of Lesson Plan:** Earthworms in Soil **Topic:** Importance of Earthworms  
**Time required:** 30 min. **Space:** Classroom **Preparer:** Christina Millson **Audience:** Whole Group **Number of Students:** 23

**Resources:** Projector, document camera, *Diary of a Worm* (read aloud), top soil and earthworms from the garden, bowl

**VA Science:**

3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include

a) soil provides the support and nutrients necessary for plant growth;

**Behavioral Objectives:** Given earthworms in soil, students will observe worms and discuss importance of earthworms.

Given read aloud about the day in the life of a worm, students will discuss importance of earthworms and describe how they make soil suitable for plants to grow in.

**Lesson Description:**

**Introduction:** Begin lesson by quickly reviewing the layers of soil discussed in the previous day's lesson. Explain that students will now be exploring the top soil. Ask students to turn and whisper with their partner the items found in top soil (nutrients, humus, decayed plants and animals, mice, and worms etc.). Discuss the things found in top soil as a class. Then go onto say that students will explore earthworms today.

**Content Focus:** Place earthworm under document camera and pass worms around for all students to see. Ask students to whisper with their partners about the daily life of an earthworm. Ask them to discuss "How does it feel in the soil?" "What does the worm do to the soil?" After observing the earthworms, call students to the reading corner and explain that they will be learning more about the life of an earthworm through the book. Ask students to predict what they think the book will be about after reading the title and looking at the cover. Read the book aloud, pausing to ask questions to gauge comprehension and answer any questions should they arise. After reading discuss the importance of an earthworm as a whole class.

**Closure:** Explain that students should think twice before stepping on earthworms on the sidewalk because their jobs are very important. Let students touch the earthworms one at a time at the sink.

**Evaluation: Formative:** Observe students during lesson to determine if they are paying attention and looking at the speaker. Students' ability to answer questions during lesson.

*Sumative:* Performance on Soil quiz.

**Differentiation:** The lesson is differentiated for visual, kinesthetic, and audio learners and there are multiple teaching techniques utilized to meet the diverse needs of the class. Visual learners and kinesthetic learners benefit from seeing and touching the earthworm and seeing the pictures that accompany the text in the book. The auditory learners enjoy the discussion about the importance of an earthworm and auditory component of the read aloud.