



## Orientation

Ensure that you have read about using the plan in the Program Guide.

### Book summary

Read the following summary to the student.

What do you do with your food scraps? We put ours in a worm farm. Read this book to find out how to make one yourself.

### Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Explore the student's ideas about what a worm farm might be. What other sorts of "farms" are there? Tell the student that the book is about two children who make a worm farm. The worms will eat what the children put in the farm, which will make the soil richer and will be good for helping things to grow in the garden. Encourage the student to look at the picture on each page and identify the things that are needed to make a worm farm.

## Conferencing

### Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
  - asking the comprehension questions provided and any others that seem necessary;
  - asking the student to retell the story in their own words;
  - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
  - encouraging the student to confirm the predictions they made during the orientation.

### Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

## Comprehension questions

1. Why did the kids want to make a worm farm?
2. What equipment did they need?
3. Why do you think they put a lid on the tub?
4. Why do you think worms like worm farms?
5. Would you recommend making a worm farm? If so, why?

## Answers to the Comprehension questions

1. To use up the food scraps and make good soil for the garden.
2. A tub, food scraps, paper, water, soil, red worms.
3. Answers may vary but could include: to make it dark and damp; so the worms can't escape; to keep it from getting wet.
4. Answers will vary.
5. Answers will vary.

## Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

### Purpose

Giving oral instructions to explain how to carry out a task

### Introduce the concept and practice

Using an informational text to find out how to do and make things is essential for developing independent work skills.

Discuss the text, ensuring the student understands the topic-specific vocabulary. Ask the student to retell the process of making a worm farm. Talk about whether the sequence is important and how changing the order may affect the result. Together, draw a simple flow diagram of the process.

As a follow-up, ask the student to draw a quick sketch to go with each step. These could be recorded separately from the flow diagram and later matched with each corresponding step.





Name: ..... Date: .....

Introduction: What do you do with your food scraps? We put ours in a worm farm. Read this book to find out how to make one yourself.

Errors  
M S

José and I made a worm farm. We wanted to use \_\_\_\_\_ our food scraps and \_\_\_\_\_ good soil for the \_\_\_\_\_. We used a tub. \_\_\_\_\_ cut up some paper, \_\_\_\_\_ we put water on \_\_\_\_\_. Then we put the \_\_\_\_\_ in the bottom of \_\_\_\_\_ tub. We put our \_\_\_\_\_ scraps in the tub. \_\_\_\_\_ we put in some soil \_\_\_\_\_ the garden. We bought worms \_\_\_\_\_ the garden store. They \_\_\_\_\_ called red worms. Red \_\_\_\_\_ like worm farms. We \_\_\_\_\_ them in the tub. \_\_\_\_\_ put a lid on \_\_\_\_\_ tub. Red worms like \_\_\_\_\_ live in the dark. \_\_\_\_\_ day, we put our \_\_\_\_\_ scraps in the worm \_\_\_\_\_. The worms ate all \_\_\_\_\_ food scraps. They made good soil \_\_\_\_\_ the garden. Soon we \_\_\_\_\_ many more worms. People \_\_\_\_\_ worms for their gardens. We gave some worms to our teacher. They will make good soil for her garden.

Accuracy Chart (Exact word replacement only)

Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors

M = Meaning (makes sense) \_\_\_\_ S = Syntax (sounds right) \_\_\_\_

Heard  Seen  Unseen

Comments: .....





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José and I made a worm farm.  
We wanted to use up our food scraps  
and make good soil for the garden.  
We used a tub.

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We cut up some paper, and we put water on it.  
Then we put the paper in the bottom of the tub.  
We put our food scraps in the tub.

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Then we put in some soil from the garden.  
We put some red worms in the tub.  
We put a lid on the tub.

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Every day, we put our food scraps in the worm farm.  
The worms ate all the food scraps.  
They made good soil for the garden.

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Name: ..... Date: .....

Words can be found in these directions:



The letter in each square can only be used in one word.

b	g	s	o	m	e	c	u	t
o	p	a	s	t	o	r	e	l
t	a	t	r	l	w	e	o	i
t	p	a	e	d	i	i	n	k
o	e	l	m	a	e	v	n	e
m	r	l	s	a	c	n	e	f
w	a	t	e	r	k	h	o	o
g	o	o	d	i	l	e	e	r
a	n	d	h	a	d	i	t	r

**Words to find:**

- |        |       |         |       |       |
|--------|-------|---------|-------|-------|
| all    | and   | bottom  | cut   | for   |
| garden | good  | had     | in    | it    |
| like   | live  | make    | on    | paper |
| some   | store | teacher | water | we    |

Use the letters that are left to make the word that tells what the worms made for the garden. ....





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

**START**  
 You and José make a worm farm to use up your food scraps.

**1**

**2** A worm farm will make good soil for your garden. Go on to 5.

**3**

**19**

**20**

**21**

**22** You put some soil from the garden in the tub. Go back three spaces.

**4** You use an old tub. Name two numbers. If you spin one of them, go on to 7.

**18** You put your food scraps in the tub. Spin again. Go forward that number.

**END**  
 You put your food scraps in the worm farm every day, and soon, there are many more worms.



**23**

**5**

**17**

**30**

**24**

**6**

**16**

**29**

**25** You put some red worms in the tub. Go back to 23.

**7**

**15**

**28**

**27**

**26** You put a lid on the tub. Spin again. Go back that number.

**8** You cut up some paper. Go forward four spaces.

**14** You put the paper in the bottom of the tub. Miss a turn.

**13**

**12**

**11** You put water on the paper. Spin again. If you spin a 3 or a 4, go on to 15.

**10**

**9**





**Name:** ..... **Date:** .....

Create a flow diagram showing the steps for making a worm farm. List each step and draw a picture. The first one is done for you.

Take a large tub.



Write on the back of this page if you need more space.

**REMEMBER**

Start with finding the tub and finish with putting your food scraps in the farm.

