“Earthworms” Carousel Walk – Cooperative Learning Activity/Formative Assessment

OBJECTIVE: Students will cooperatively demonstrate their knowledge of earthworms by contributing, with their science group, at least eight facts to a class “Carousel Walk” about earthworms.

PA ACADEMIC STANDARDS:
3.3.4 A – Know the similarities and differences of living things.
3.3.4 B – Know that living things are made up parts that have specific functions
3.4.4 D - Describe the composition and structure of the universe and earth’s place in it.

MATERIALS:
- Five large pieces of chart paper (lined)
- Five different chart markers/magic markers (different colors)
- Earthworm books (see previous lesson)
- Access to whiteboard/dry erase markers
- Sheet of “Herman’s Worm Terms” (see attached)
- Whistle
- Sufficient space for each science group to meet at each “station”

PROCEDURE:
a) Anticipatory Set: Have five “stations” set up throughout the room (making these compatible/identical to the stations at which students work in their science groups is preferable). At each station place one large sheet of chart paper with a different heading written on it. Ensure that the sheets of chart paper are upside-down so that students may not yet read them. Papers should be labeled as follows;
   “Where Earthworms Live”
   “Earthworms’ Bodies”
   “How Earthworms Grow”
   “How Earthworms Eat”
   “Weird Earthworm Facts”

Place one science group at each station. Explain that today students will be able to show off their knowledge of earthworms so far by taking what is called a “Carousel Walk.” Ask students what a carousel is; elicit two responses. Explain that today we will be acting like a carousel by walking in a circle around the classroom with our groups. Each group will use a different colored marker to write facts that they know about earthworms on each paper. Each paper will contain a different category of information about earthworms. When the teacher says “go,” students will have four minutes to work together to remember as many facts as they can about earthworms that fit into that category. Students should rally-robin their responses, with each member writing down one fact at a time passing their marker in a circle to the next person in the group, who will also record one fact.
Model this process with a student or with the cooperating teacher so that students will see how it works.

Explain that after four minutes, you will stop students, signaling that each group must move to the next station. Students will repeat the process at this next station; however, they may only write down facts that the previous group did NOT write down. This process will continue through all five stations until groups return to their original spots.

Review each category of facts by asking the group currently at each station to turn over their paper and read the category. (Explain, for instance, that “How Earthworms Grow” refers to how earthworms are born, how they grow into adult worms, and how adult earthworms make baby earthworms).

To aid students, draw attention to the “Herman’s Worm Terms” written on the board. DO NOT define these terms, but instead simply leave them on the board to give students some ideas for writing (OPTIONAL; may be omitted if it is determined beforehand that students do not need this.)

b) Practice: Allow students to begin working, signaling that they should change stations every four minutes. Circulate around the classroom to make sure students are on-task. Ask students to raise their hands, stop talking, and face the front of the classroom when they reach their original “station.”

c) Closure: Review the facts that the students came up with by displaying the chart papers at the front of the classroom. Read over the facts and elicit any extensions or corrections that the students may have. See if any final new facts may be added to the sheets.

ASSESSMENT: Groups’ contributions may be monitored informally. Additionally they may be monitored formally by noting how many facts each group came up with for each category (each group’s responses will be recorded in a different colored marker!) Papers may be displayed in the hallway or the classroom to show off students’ good work.