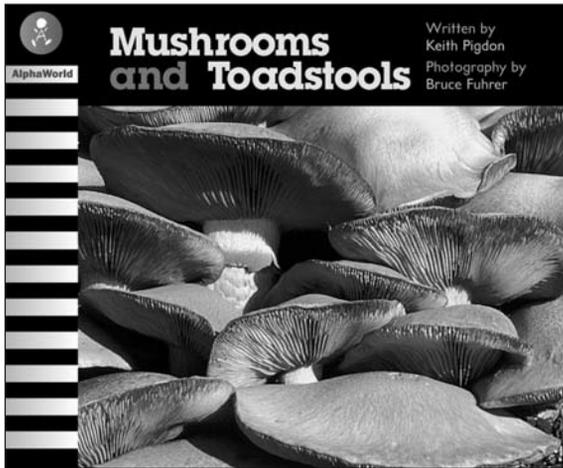


Mushrooms and Toadstools



Topic: Living Things

Curriculum link: Natural Science

Text type: Report/Question and Answer

Reading level: 14

Word count: 285

Vocabulary: fungi, leaves, mushrooms, poisonous, soil, spores, supermarkets, threads, toadstools

Possible literacy focus:

- Reading question and answer books.
- Understanding scientific language: fungi, spores.
- Using the fact files to gain extra information.
- Understanding the purpose of captions.

Follow-up activities

Understanding text structure: Report – question and answer style

Explore the structure of a report with the children. Reports provide factual information about a class or group of things. They have an opening statement and classification followed by facts about the topic. Diagrams and labels may also be used. This particular report is in the form of questions and answers.

List on a chart the following information to show children how this report is structured using the following headings:

Opening statement: What are mushrooms and toadstools?
Facts: How do mushrooms and toadstools feed? How do mushrooms and toadstools grow? etc.

Show children the contents page and discuss how this helps us to locate the information we need.

Fact file

Ask the children to look at the “Fact file” on page 4.

Can you find any other “Fact files”?

Why did the author choose to include “Fact files”?

How do they add to the text?

What other information do you think could have been included in the “Fact files”?

The children could then work with a partner to write their own “Fact files” on mushrooms and toadstools or on another topic.

Syllables

Ask the children to pick a word from the book and work out how many syllables it contains. Suggest to the children that it is easy when you clap out the number of syllables, for example, “mushrooms” has two syllables – mush/rooms. Model a couple of examples as a group, then ask the children to search for other words and work out how many syllables they contain.

Which word in the book has the most syllables?

Which other words can you find that have many syllables?

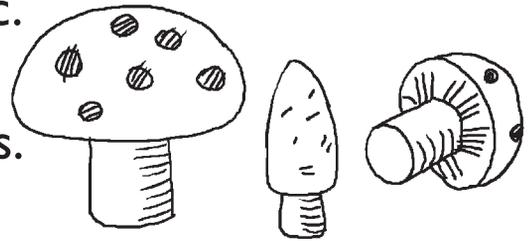
Start a list in the classroom that can be continually added to as the children find new words with higher syllable counts.

Model of a mushroom

You will need:

cardboard, scraps of material, crepe paper, cardboard cylinders, sticky tape, scissors, glue, paper, pencils

1. Make a model of a mushroom or a toadstool.
2. Look carefully at the pictures in *Mushrooms and Toadstools*.
3. Make your model look realistic.
4. Label your model.
5. Share your work with the class.

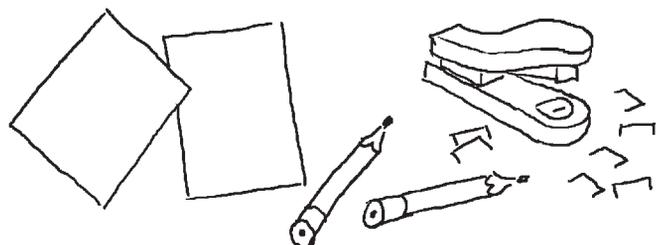


Mushrooms and toadstools book

You will need:

paper, pencils, coloured pencils, stapler, staples

1. Make a book about mushrooms and toadstools.
2. Write some facts about them.
3. Illustrate each page.
4. Make a cover and staple the pages together.
5. Share your book with the class.



Name _____

Make a glossary

Write a definition for each of these words.

Glossary

Word	Definition
fungi	_____ _____
fungus	_____ _____
mushrooms	_____ _____
poisonous	_____ _____
spores	_____ _____
threads	_____ _____
toadstools	_____ _____

Instructions Explain to the children that a glossary is a list of words in alphabetical order, found at the end of some books. It explains what the words mean.

Name _____

Questions and statements

Read the following sentences. Write **question** or **statement** beside each one.

How do mushrooms and toadstools grow?	question
Mushrooms and toadstools grow from tiny spores.	statement
Mushrooms and toadstools make the soil richer.	_____
Big gym is one of the larger fungi.	_____
Mushrooms and toadstools are both fungi.	_____
Fly mushrooms can be mixed with milk and used as fly poison.	_____
What are mushrooms and toadstools?	_____
Many people like to eat mushrooms.	_____
Fungi cannot make their own food like plants do.	_____
Most of the growing fungus is hidden under the ground.	_____
Poisonous mushrooms can make you sick if you eat them.	_____
How do mushrooms and toadstools feed?	_____
The only mushrooms that are safe to eat are the ones you buy.	_____
Can you eat mushrooms?	_____

With a partner, take turns asking questions and making statements about an activity. Write down the questions and statements.

Instructions Explain to the children the difference between a statement and a question. Talk about the different punctuation.