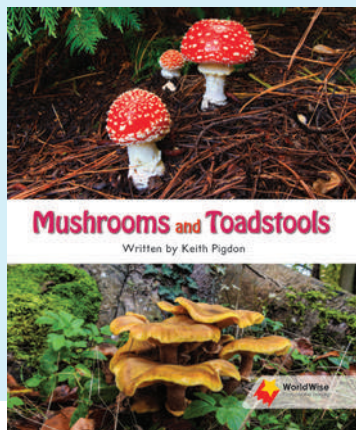


Lesson Plan

**Early Fluent
reading stage
Levels 15–16**



Mushrooms and Toadstools provides information about where and how mushrooms and toadstools grow. It explains what benefits these fungi provide for plants and also warns about the dangers some fungi pose to people.

Running words: 302

**Informative text type:
Report**

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **LW:** Living things are suited to their particular habitats

Key concepts

- Mushrooms and toadstools get food from the soil or from plants.
- Mushrooms and toadstools are fungi. They are not plants.
- Mushrooms and toadstools need plants to get their food.
- Mushrooms and toadstools enrich the soil.

Content vocabulary

dead plants, feed, food, fungi, ground, leaves, mushrooms, plants, poisonous, roots, rot, soil, spores, threads, toadstools, tree stumps

Text features

- Chapter headings with subheadings
- Glossary
- Text boxes
- Captions
- Labelled diagram

Reading strategy

- Summarising

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about mushrooms and toadstools? Where might you find them? What kind of living thing are they?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Mushrooms and Toadstools*. Say: *This book is called Mushrooms and Toadstools. It is a report that tells what mushrooms and toadstools are like, how they get food and why they are important to plants and other living things.* Have students browse through the book, looking at the chapter headings and photographs. Point out the use of subheadings on the contents page. Say: *Each chapter is set up in smaller sections. You will know when a new section begins when you see the subheading.* Ensure that students are aware that the subheadings are larger and in a different colour to the body text of the book.

Building vocabulary

Ask: *What words or phrases might be in a book about mushrooms and toadstools?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers summarise what they have read. This helps them to remember the main ideas and the details of what they read. A summary gives the main idea and any important information. Summaries should be in your own words.* Have the students read page 4. Ask: *What is the main idea on this page?* (For example: Mushrooms and toadstools are both fungi, not plants.) Say: *As you read, think of how you could summarise each section. Ask yourself: "What is the main idea on this page?"*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to reflect on what they have read. Encourage them to summarise each section. Stop them as they complete a section and ask: *What was the main idea on this page?* Support students in identifying the main idea. Ask: *What are the important words on this page? Can you tell me the main idea in your own words?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What kind of living thing are mushrooms and toadstools? Where do mushrooms and toadstools get their food? (Literal)

Why should you only eat mushrooms or toadstools that you have bought from a store? What might happen if you pick and eat a mushroom in a forest? (Inferential)

Why are mushrooms and toadstools important? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I noticed that you stopped at the end of a page and said: "Plants are important for mushrooms and toadstools. Without plants, mushrooms and toadstools would have no food." This is a good summary of the main point. Good readers think about this to help them to remember and understand what they read.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students work with a partner to read a chapter from the book to each other. Partners can then give an oral summary of the information in the chapter. Encourage students to give each other positive feedback about their summaries.

Vocabulary

Say: *In the book, there are several different ways of referring to mushrooms and toadstools.* Turn to page 4. Ask: *What group do mushrooms and toadstools belong to?* (fungi) Turn to page 13 and read the Did you know? text box. Ask: *What is big gym?* (a fungus)

Create a two-column chart with the headings “One” and “More than one”. Write *fungus* and *fungi* in the appropriate columns on this chart. Say: *We say “fungus” when we are talking about one mushroom or toadstool, and “fungi” when we are talking about more than one.* Ask: *What other way can we show that there is more than one of something?* (For example, *plant/s, spore/s* and *leaf/leaves.*) Add students’ suggestions to the chart. When you have enough words, point out the regular plurals (those that have “s”) and the irregular plurals (such as *fungi/fungus, leaf/leaves, quiz/quizzes, goose/geese* and *sheep/sheep*).

Phonological awareness

Say: *Listen carefully as I say these words and count the syllables.* Say the word *fungi*. Ask: *How many syllables in the word “fungi”?* Have pairs think of two-syllable words from the book (such as *mushroom* and *belong*). Share with the group.

Phonics

Write the words *healthy* and *quickly* on a chart. Ask: *What is similar about these words?* Have students talk with a partner about this.

Discuss and draw out these words have two syllables, and the second syllable ends with the long /e/ sound. Ask: *What letter represents the long /e/ sound in these words?* Discuss and invite students to underline the letter “y” in each word.

Say: *Sometimes the letter “y” can make the long /e/ sound. Do you know other two-syllable words like this?* Discuss and use students’ ideas to add words to the chart (such as *jumpy, happy, funny*).

Writing

Shared writing

Ask: *What have we learnt about mushrooms and toadstools? What are the main ideas?* Form a mind map using the students’ suggestions. Ask: *If we were to write about mushrooms and toadstools, what chapter headings might we use? What subheadings?* Refer to the mind map to generate headings and subheadings.

Say: *Let’s write a report about mushrooms and toadstools.* Ask: *Which of these ideas would be first? Which would come next?*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *Do I use fungus or fungi here? How many mushrooms are we talking about?*

Independent writing

Ask: *What interested you most about mushrooms and toadstools? What other questions do you have about these fungi?* Have students talk with a partner and share their ideas with the group.

Have students write about a specific mushroom or toadstool, using the information in the book as a reference.

Sharing and presenting

Compile students’ writing into a class book. Share this with the class. Encourage students to give each other feedback on the information they have presented.

Ask: *What have we learnt about living things by reading this book? What do living things need to survive? How do fungi survive?* Discuss as a group.

Blackline Master: Show What You Know

Name: _____

Use the word bank to add labels and pointers to the pictures of the mushrooms and toadstools to show what you know.

feed	grow	plants	safe	poisonous
------	------	--------	------	-----------



Write two or three sentences to show what you have learnt about mushrooms and toadstools.

WorldWise Lesson Plan *Mushrooms and Toadstools* © 2021 EC Licensing Pty Ltd.

© 2021 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2021 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan, Jenny Feely
Consultant: Lyn Reggett
Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-291-8



9 781761 072918