

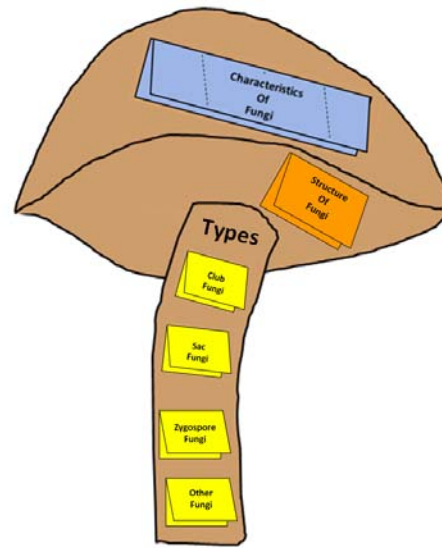
Teacher Notes- “Fungi Fun”

Fungi and rocks. They are quite possibly the 2 most boring science topics for students. But after this lesson, students will no longer think fungi are boring, so they're happy. And you'll be glad too because what they've created is full of valuable information that they understand and will remember.

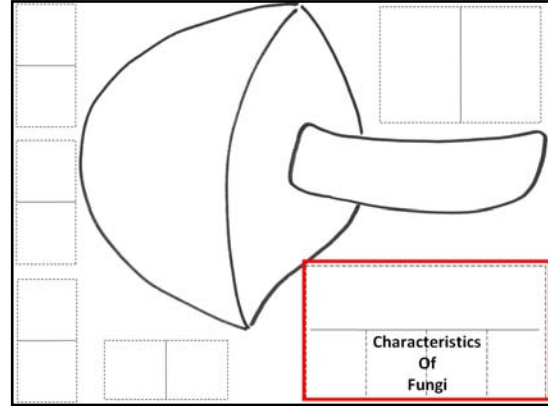
Materials per student: Student Handout (see last page), coloring pencils (4 or 5), glue, scissors

Beforehand-

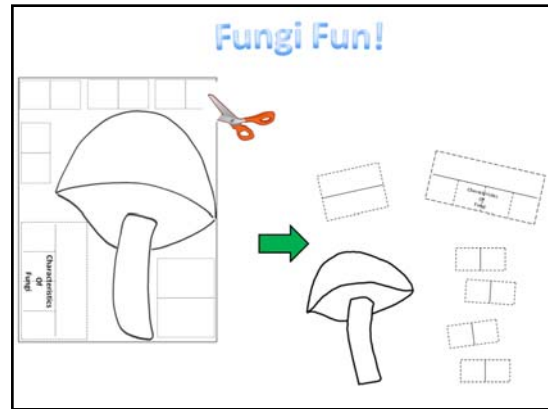
- Change text on the PowerPoint (see last page) to reflect points you want to make, if desired.
 - Take a half hour or so to make one of these yourself. Doing this will help you understand this lesson better. It will also make it easier for students to do if you have one you can hold up, and help you explain it better since you've made one.
 - Insert some pictures of fungi throughout the PowerPoint- they add a nice touch of reality to the lesson. Visit the websites listed in the notes section of the PowerPoint slides for sources.
1. Hand out materials to students: Student Handout, glue, colored pencils, and scissors. Have all materials in clear boxes so they're easy to hand out, manage, and keep track of, and so students have a place to put their pieces of scrap paper.
 2. Have students open their book to Fungi section. We'll need it to get the info. We're putting on our project.



- As shown on PowerPoint, we're first going to write the words "Characteristics of Fungi" across the 4-flap door that's highlighted in red on the PowerPoint. We're doing this now because later it's going to be cut, so it's much easier to do that now.

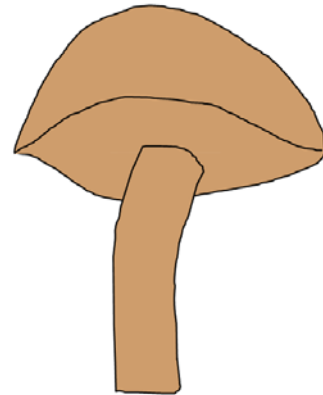


- Next we'll cut and separate all 7 pieces from each other. Cut out the mushroom, then the boxes along all dotted lines, including along the flaps on that 4-flap door. Announce they have 3 minutes to cut, but give them 5. (Some will take forever if you don't prod.)

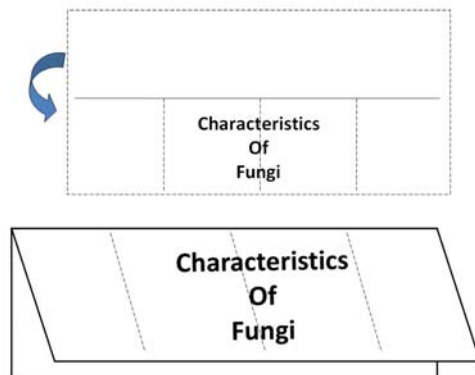


- Next, we'll add color to the mushroom. Tell students to take 30 seconds to do this. We're just trying to add a little something to the plain white.

If you don't mind allowing 2 full days for this project, give them 10 minutes to cut and color. Some students, as you'll see, are very creative!



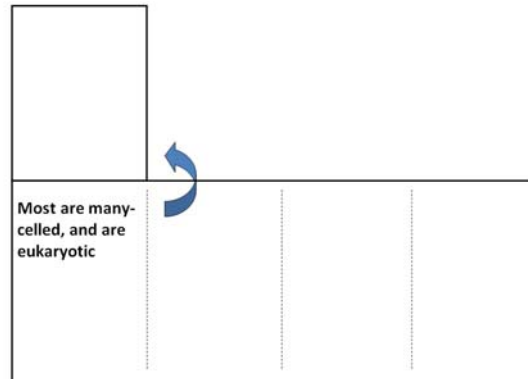
- We'll begin working on the 4-flap door first. As shown, fold it across the solid line so the words face out. Have a sample to hold up to students that they can see how it folds.



- Have all students put down scissors and colored pencils, and direct their attention to the section in the book they're about to read. Pick a student reader to read the first paragraph aloud.
- After she's done reading, ask a couple of simple questions just to make sure they paid attention. If they don't know, re-read it and ask again. This is the important part of the lesson, so send a message saying so.

- Lift door #1 and have students write the notes that appear, in this case that most fungi are many-celled and are eukaryotic.

Students that write large can start writing at the top of the fold-up door so they can have more room.



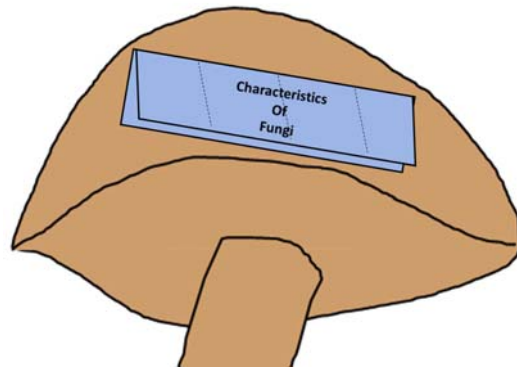
- Read more aloud together, and then fill in doors 2, 3, and 4 to complete the Characteristics.

On the third door, I inserted a picture of the worst-looking case of athlete's foot I could find. The word is "most". "Most" fungi eat dead things. The rest are parasites, like athlete's foot. I like to tell students that this is a picture I took of my foot that morning.



11. Have students close the doors and add a little color to the outside (their choice), then glue it down to the top part of the mushroom.

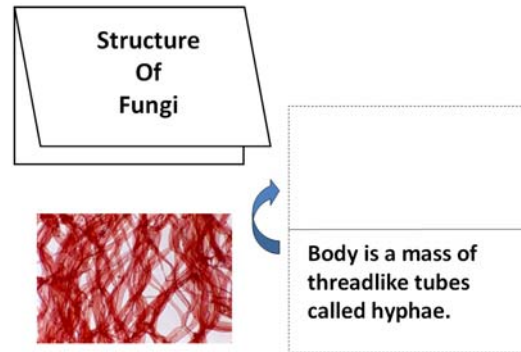
Use 1 DROP of glue! If they use more, the papers will stick together when you collect them later.



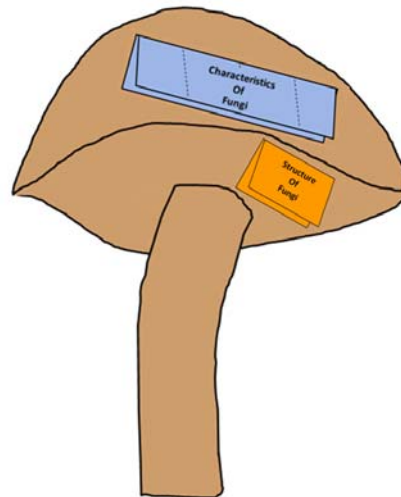
12. Moving on, we'll fill in the next-largest remaining piece. Write "Structure Of Fungi" across the front.

13. Inside, fill in the main point after you've read aloud, quizzed them and they can tell you the info first.

If there's a mat or rug in your room, have students think about how it's just like a fungus because both are made of interwoven tiny little threads.

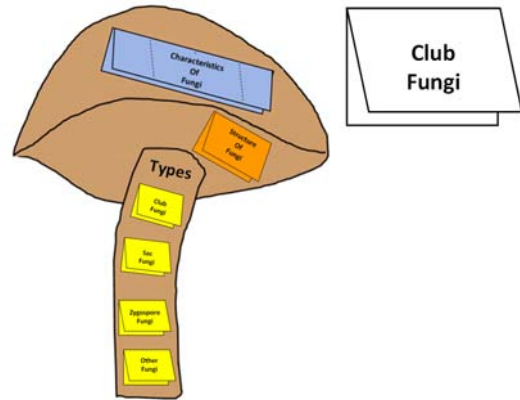


14. Add a little color and glue down in the next section of the fungi, as shown.



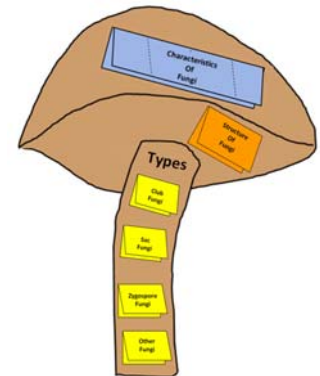
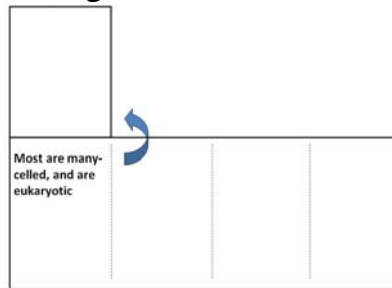
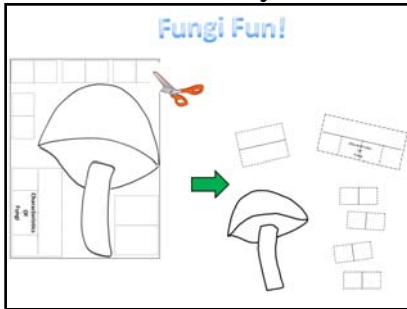
15. By now, about 35 minutes have passed. If you have about 10 minutes left in class, it's best to just set up that last 4 ("Types"), get them glued down so they don't get lost, then come back and fill them in and color tomorrow.

They should easily be able to finish on their own by writing the 4 kinds of fungi on the little flappers, and one essential fact about each on the inside.



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PowerPoint- lead your students through the lesson click-by-click



Student Handout

