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The Effect of Mushrooms on Humans and Living Organisms

1. level: elementary; **grade:** 6.

2. subject: Czech language and literature (intersubjectivity – science)

3. time allocation: 2 teaching lessons (90 minutes)

4. aims:

> The pupil distinguishes selected mushrooms by their characteristic features and draws the features in a photograph of the mushroom.
>
> The pupil looks up necessary information in an academic text (scanning).
>
> The pupil explains the function of adjectives and paratactic expressions in an academic text.
>
> The pupil describes the characteristics of an academic text and produces a simple academic text using parataxis.
>
> The pupil perceives the importance of environmental protection.

5. methods: independent work, peer teaching, discussion methods, explanation, working with text, working with picture

6. forms: frontal teaching, pair work, group work, individual work

7. materials: worksheet (text + tables), stationery, papers, computer, projector with screen

8. literature:

HAGARA, Ladislav a Vladimír ANTONÍN. *Velký atlas hub*. Praha: Ottovo nakladatelství, 2006. ISBN 80-7360-334-9.

Course of the lesson

Evocation (activities before reading)

Task 1: The teacher leads a class discussion and asks the following questions:

Do you go mushroom hunting? Does anyone in your family go mushroom hunting?

Which mushrooms do you gather? How do you decide whether to take the mushrooms?

What are the risks of mushroom hunting?

The teacher writes the risks on the board, the pupils discuss how to eliminate the possible risks. One possibility is to work with a mushroom atlas (with academic text, comprehension).

Realization (activities during reading)

Task 2: The teacher hands out the text, the pupils look at it (read it - skimming). Before the pupils start reading the text in more detail, the teacher asks the following questions (pupils work individually or in pairs):

1) Where could we find a text like this?

2) Who is it for?

3) What is the purpose of the text?

4) Is it an academic text? Why yes, why not?

Possible solution:

1) The text could be found in an atlas of mushrooms or a guide for mushroom hunters.

2) The text is intended for mushroom hunters, or anyone who needs to identify a particular mushroom.

3) The purpose of the text is to describe the mushroom so that we can recognize it in nature.

4) Yes, this is an academic text because there are terms, as well as complex compound sentences.

Task 3: Students read the text in detail independently by silent reading, then the teacher divides them into pairs and asks the following questions:

1) Did you understand the text?

2) What, if anything, prevented you from understanding it?

3) Are there rather short or complex sentences in the text?

4) Why was it difficult to read?

The teacher prompts several pupils to respond and further asks in what ways the text could be better understood.

Task 4: Then the teacher gives the following task (the pupils are still working in pairs): *In order to understand the text better, we need to understand the relationships between the words*

in the sentences. (At this point, the teacher models the work). *Choose one of the underlined sentences from the text and draw the relationships between the words.*

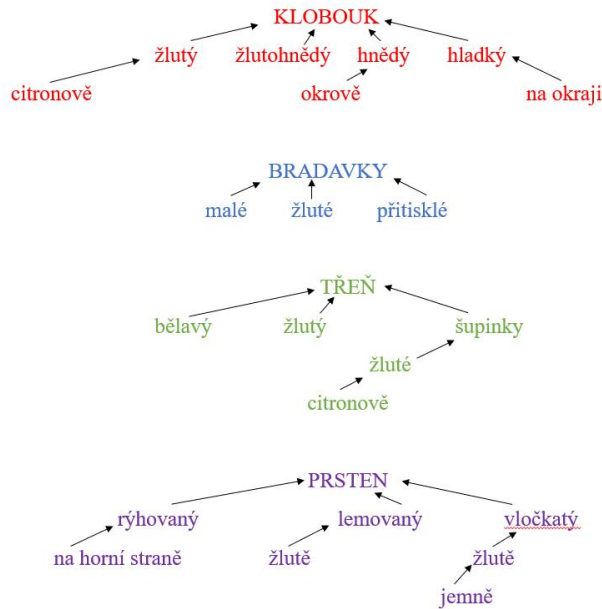HAGARA, Ladislav a Vladimír ANTONÍN. *Velký atlas hub*. Praha: Ottovo nakladatelství, 2006. ISBN 80-7360-334-9.

Pupils work in groups (ideally of four) with two academic texts (edible and poisonous mushrooms) and complete a worksheet (table). Pupils are given two tables - one for edible mushrooms only, the other for poisonous mushrooms only. At the same time, they are given photos of the mushrooms according to their texts and create captions for them (applying the knowledge from the text, marking and describing the characteristics in the photo).

The V4 Humanities Education for the Climate. Diagnoses – Best Practices – Recommendations

EDIBLE MUSHROOMS					
MUSHROOM	CAP	RING	STEM	GILLS	HABITAT

POISONOUS MUSHROOMS					
MUSHROOM	CAP	RING	STEM	GILLS	HABITAT

After the group work is completed, one pupil from each group presents the result of their work. The teacher projects a photo with the inscribed characteristics (it serves as a support for the pupil during the presentation alongside the worksheet). The other pupils write the characteristics of the mushroom in the worksheet. When the presentations are finished, the pupils should have written down six edible and six poisonous mushrooms.
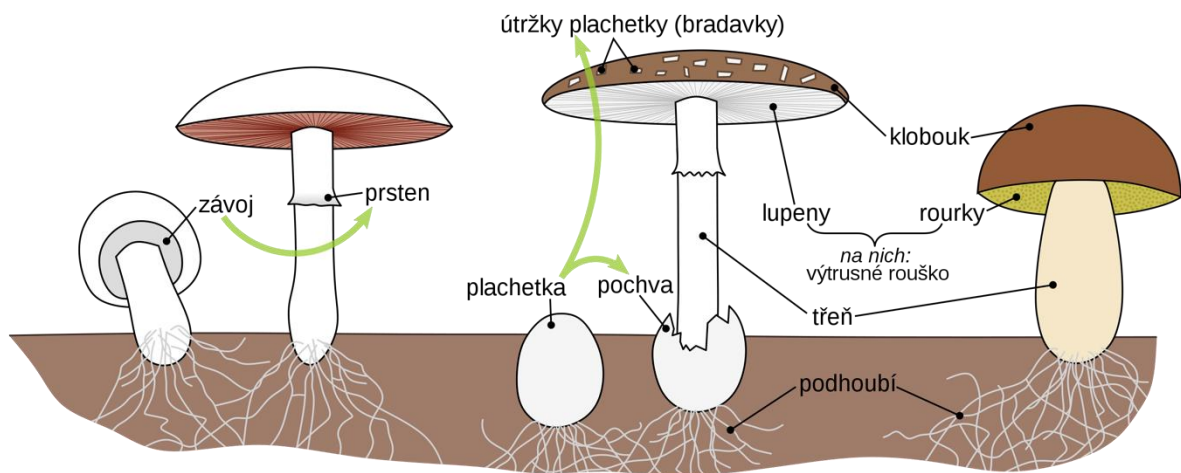
https://cs.wikipedia.org/wiki/Plodnice#/media/Soubor:Anatomie_bazidiokarpů.svg

Task 5: Pupils answer questions and complete tasks:

How can we tell which kind of mushroom it is?

How do we proceed if we cannot identify the mushroom in the forest?

What do we do if we find a poisonous mushroom?

Underline in the text (pupils work in groups) the phrases by which you distinguished the two mushrooms from each other.

Did you read the text continuously or in fragments? Provide a brief explanation.

Task 6: Pupils work in pairs with one of the texts from the group work (there were groups of four pupils, one pair will have an edible mushroom, the other a poisonous one), the teacher asks the following questions:

What is the function of text?

What do the underlined words indicate?

Mostly which word class are the underlined words?

What is the function of underlined words in the text? Why did the author use them?

After finishing the work in pairs, the teacher will summarize that these words are mostly adjectives, they indicate characteristics of the mushrooms, and their function is to distinguish the mushroom from other kinds.

Reflection (activities after reading)

Task 7: Pupils work in pairs on this task:

Edit the text to make it easier for your classmates to understand. However, you need to keep the features of academic text.

After writing the text, describe how your text differs from the original one.

Task 8: The teacher asks the following questions:

Summarize the main features of an academic text.

Describe how we can make reading an academic text easier.

How did you work with the text? Justify your answer.