

## Photo Description



Small mushrooms with golden-brown caps and thin stems are growing from a forest floor covered in decomposing wood chips and bark. The mushrooms have smooth, rounded caps and appear to be clustered together in several groups. Some mushrooms are fully opened while others are still developing, showing different stages of growth.

## Scientific Phenomena

The anchoring phenomenon shown here is fungal decomposition and nutrient cycling. These mushrooms are the reproductive structures (fruiting bodies) of fungi that live underground in networks of thread-like structures called hyphae. The fungi are breaking down dead organic matter in the wood chips, releasing important nutrients back into the soil that plants can use to grow. This process is essential for forest ecosystems because it recycles nutrients that would otherwise remain locked in dead plant material.

## Core Science Concepts

1. Decomposition: Fungi break down dead organic matter like wood, leaves, and other plant materials, turning them into simpler substances that enrich the soil.
2. Nutrient Cycling: As fungi decompose organic matter, they release essential nutrients (nitrogen, phosphorus, carbon) back into the ecosystem where other organisms can use them.
3. Fungal Life Cycles: The mushrooms we see are just one part of the fungal organism - most of the fungus exists underground as a network of tiny threads that absorb nutrients.
4. Ecological Relationships: Fungi play a crucial role as decomposers in food webs, working alongside bacteria and other organisms to maintain healthy ecosystems.

### Pedagogical Tip:

Use a "Think-Pair-Share" strategy when introducing decomposition. Have students first think individually about what happens to fallen leaves in their yard, then discuss with a partner, and finally share observations with the class. This builds on their prior experiences before introducing the scientific concepts.

### UDL Suggestions:

Provide multiple ways for students to explore decomposition: visual diagrams of the process, hands-on investigation with magnifying glasses, and kinesthetic activities where students act out the roles of different decomposers in an ecosystem. This supports different learning preferences and abilities.

## Zoom In / Zoom Out

**Zoom In:** At the microscopic level, fungal hyphae (thread-like structures) are secreting enzymes that break down the cellulose and lignin in the wood chips. These enzymes work like molecular scissors, cutting large, complex molecules into smaller pieces that the fungus can absorb through its cell walls.

**Zoom Out:** This decomposition process is part of the global carbon cycle. The carbon stored in these wood chips will be released as carbon dioxide during decomposition, contributing to atmospheric gases that plants use for photosynthesis. This connects to forest ecosystem health and even global climate patterns.

## Discussion Questions

1. What would happen to a forest if there were no decomposers like fungi? (Bloom's: Analyze | DOK: 3)
2. How might the nutrients from these decomposing wood chips eventually end up in a nearby tree? (Bloom's: Apply | DOK: 2)
3. What evidence can you observe in this photo that shows fungi are different from plants? (Bloom's: Evaluate | DOK: 2)
4. Why do you think these mushrooms are growing in clusters rather than spread out individually? (Bloom's: Analyze | DOK: 2)

## Potential Student Misconceptions

1. Misconception: "Mushrooms are plants because they grow from the ground."

Clarification: Fungi are neither plants nor animals - they form their own kingdom. Unlike plants, fungi cannot make their own food through photosynthesis and must obtain nutrients by breaking down other organisms.

2. Misconception: "Decomposition is bad because it makes things rot and die."

Clarification: Decomposition is essential for life on Earth. Without decomposers like fungi, dead material would pile up and nutrients would never be recycled for new plant growth.

3. Misconception: "The mushroom is the whole fungus."

Clarification: The mushroom is just the reproductive part of the fungus, like a flower on a plant. Most of the fungus exists underground as a network of thin threads.

## NGSS Connections

- Performance Expectation: 5-LS2-1 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- Disciplinary Core Ideas: 5-LS2.A (The Interdependence of Organisms and Their Environment), 5-LS2.B (Cycles of Matter and Energy Transfer in Ecosystems)
- Crosscutting Concepts: Systems and System Models, Energy and Matter, Patterns
- Science Practices: Developing and Using Models, Analyzing and Interpreting Data

## Science Vocabulary

- \* Decomposer: An organism that breaks down dead plants and animals into simpler materials.
- \* Nutrients: Substances that living things need to grow and stay healthy.
- \* Hyphae: Tiny thread-like structures that make up the main body of a fungus.

- \* Fruiting body: The reproductive part of a fungus that we see as a mushroom.
- \* Ecosystem: A community of living and nonliving things that interact with each other.
- \* Organic matter: Materials that come from living things, like leaves, wood, and dead animals.

### External Resources

Children's Books:

- The Magic School Bus Meets the Rot Squad by Joanna Cole
- Fungus Is Among Us by Rebecca Hirsch
- The Decomposers: Nature's Recyclers by Rebecca Hirsch

YouTube Videos:

- "What Is a Decomposer? | Biology for Kids" - Simple explanation of decomposers' role in ecosystems with engaging animations: <https://www.youtube.com/watch?v=K7ffe7isp8U>
- "Fungi: Death Becomes Them" by SciShow Kids - Kid-friendly exploration of how fungi break down dead material: [https://www.youtube.com/watch?v=bEIKjVV\\_4w4](https://www.youtube.com/watch?v=bEIKjVV_4w4)