



About the Book

Text Type: Nonfiction/Informational Page Count: 22 Word Count: 1,170

Book Summary

Magnetism introduces readers to the basic principles of the magnetic force field. The text, photos, and illustrations explain how a magnetic field is created, how to see it, and how it works. Examples are provided to illustrate how magnets are used in the modern world. In addition, the text includes hands-on experiments that children can do in order to experience this invisible force.

About the Lesson

Targeted Reading Strategy

- Self-question

Objectives

- Use the strategy of self-questioning to understand and remember informational text
- Identify main idea and details
- Identify verbs
- Apply suffix *-ed* to change the tense of a verb

Materials

Green text indicates resources available on the website

- Book—*Magnetism* (copy for each student)
- Chalkboard or dry erase board
- Ask and answer questions, main idea and details, suffixes worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: *atoms* (n.), *electromagnets* (n.), *force* (n.), *magnetic poles* (n.), *motors* (n.), *repel* (v.)
 Enrichment: *encode* (v.), *generators* (n.), *lines of force* (n.), *lodestone* (n.), *magnetic* (adj.), *magnetic field* (n.), *magnetism* (n.)

Before Reading

Build Background

- Ask students to share what they already know about magnets. Have them explain what they know about what a magnet is, how it works, and where magnets are used.
- Give each student an [ask-and-answer-questions worksheet](#). Have students fill in the first section of the (K) with information they know about magnets.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Have students preview the table of contents. Explain that the table of contents helps them understand what the book is about. Have students use the table of contents to generate questions related to what they want to know about magnetism.

Introduce the Reading Strategy: **Self-question**

- Tell students that asking questions before and during reading helps readers pay closer attention to the important information in a book.
- Model asking and answering questions.
Think-aloud: The second section of this book is called Magnetism and Magnets. I want to know what magnetism is. In the second section of my ask-and-answer-questions worksheet, I am going to write: Is magnetism something that makes a magnet work?
- Invite students to look at the other section headings in the table of contents and use them to come up with their own questions. Encourage students to share their questions with the group.
- Have students write their questions in the second section on their ask-and-answer-questions worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes or other word endings. They can also look for familiar words within words to help them work out words.
- Model looking for words within words. For example, have students find the word *magnetized* on page 7. Show students how to use a word they already know to read an unfamiliar word. Say: *I know that part of this word is magnet. I can use what I know about the word magnet to help me figure out the rest of the word (magnet/ized).* Have students put the whole word together in the sentence and read to be sure it makes sense.


Set the Purpose

- Have students refer to their ask-and-answer-questions worksheet as they read to answer the questions they have generated about magnets and magnetism.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. Have them go back and reread the pages if they finish before everyone else.
- Model how to answer a question.
Think-aloud: While I was reading, I found the answer to the first question on my ask-and-answer-questions worksheet. I found out that magnetism is the force that pushes, pulls, or moves an object. I was able to use the information in the book to answer my question and learn more about magnets.
- Have students read to the end of the book. Remind them to use the book to answer the questions on their ask-and-answer-questions worksheet. Have students write their answers on their ask-and-answer-questions worksheet.

-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share answers to their questions. Remind them that asking and answering questions while reading is a good way to remember and stay focused on the reading material.

Teach the Comprehension Skill: **Main idea and details**


- **Discussion:** Review with students that identifying the main idea in a book, or a section of the book, helps readers understand what the book is about and also helps readers identify the details that support the main idea.
- **Introduce and model:** Tell students that each section of the book contains a main idea and details. Ask students to reread pages 5 through 7. Remind students that the main idea is what the section is mostly about. Have students share what they think this section is about (*magnetism*). Remind students that the details tell more about the main idea. Have students share the details in this section (*an invisible force, a push or a pull, it flows in one direction*).
- **Check for understanding:** Give students the [main-idea-and-details worksheet](#). Have students turn to page 8 and review what this section is about. Ask students to share the main idea of this section (*magnetic field*). Have students record the main idea on their main-idea-and-details worksheet.
- Ask students to provide details about a magnetic field (*it flows in lines, the shape of the lines around the magnet is the magnetic field, stronger magnets have bigger magnetic fields*). Have students record the details on their main-idea-and-details worksheet.
- **Independent practice:** Have students complete the main-idea-and-details worksheet by identifying the main ideas for the other sections in the book and the details that support them.


-  Instruct students to use the inside back cover of their book to make a list of the ways they use magnets in their daily lives. Have students illustrate each item on their list.

Build Skills

Grammar and Mechanics: **Verbs**

- Tell students that verbs are words that show action. Have students provide examples of verbs and write these on the board.
- Write the following sentence on the board: *The magnet pulled the paperclip across the table.* Have students identify the verb in the sentence (*pulled*).

-  Ask students to turn to pages 5 through 7 in the book. Have them circle or write the verbs they find in the sentences on these pages. When finished, discuss students' responses.

-  On the inside front cover of their book, have students write two complete sentences and circle the verbs in each sentence.

Word Work: Suffixes **-ed** and **-ied**

- Write the following sentences on the board:
Amy pulls the wagon.
Amy and I pull the wagon.
Amy pulled the wagon.
 Ask students what is different about the sentences (the verb endings).
- Have students explain how changing the verb ending tells when the action happened. (No ending or the ending -s shows that the action is happening in the present, and the ending -ed shows the action happened in the past.)
- Write simple sentences on the board and ask students to identify if the action is happening in the present or in the past. For example: *Sam and Chris picked flowers for their mother* (past); *Sara and Bill race to the corner* (present); *Ken used all of the milk* (past).
- Explain that when you want to show that an action happened in the past, sometimes you need to change the end of the word before adding -ed.
 - If the word ends in a silent e, you take away the e before adding -ed.
 - If the word ends in a consonant followed by a y, you change the y to -ied.
 - If the word ends with a short vowel followed by a consonant, you double the consonant before adding -ed.
- Show students an example of each (*race* becomes *raced*, not *raceed*; *carry* becomes *carried*, not *carriedy*; *stop* becomes *stopped*, not *stoped*).
- For additional practice, have students complete the [suffixes worksheet](#). Have students read each verb and change it to past tense.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Informational Writing and Art Connection

Have students create a book titled *Using Magnets*. Have them write a sentence that tells one way a magnet is used on each page of the book and then illustrate it. Have students include one use and one illustration per page.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Science Connection

Have students complete the experiment on page 12 of the book. Have them use the results of their experiment to write a short paragraph that answers the questions on page 12.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the text to ask and answer questions on a worksheet to understand and remember information in the book
- correctly identify the main idea and details in each section of the book and on a worksheet
- correctly identify and use verbs in sentences
- accurately apply the correct suffixes *-ed* and *-ied* to complete a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**