



### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 386

#### Book Summary

*The Power of Magnets* introduces the reader to the science behind magnets. Through examples and a hands-on activity that encourages students to make their own magnet, readers will learn about the practical applications of magnets. Photographs and diagrams support the text.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Use the reading strategy of summarizing to understand text
- Identify main ideas and supporting details in an informational text
- Identify long /i/ (as in *-ight*) word family
- Identify and use commas in a series
- Arrange words in alphabetical order

#### Materials

Green text indicates resources available on the website

- Book—*The Power of Magnets* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Main idea and details, commas, alphabetical order 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 [Vocabulary a-z.com](http://Vocabulary a-z.com).

- Content words:

Story critical: *attracts (v.), current (n.), electricity (n.), force (n.), magnetism (n.), repel (v.)*

Enrichment: *code (n.), generators (n.), invisible (adj.)*

### Before Reading

#### Build Background

- Ask students to share what they know about magnets. Create a KWL chart on the board. Explain that the *K* stands for information they know, the *W* stands for what they want to know, and the *L* stands for what they have learned. Record students' ideas in the *K* column. Let them know you will add to this chart after reading the book.
- Encourage students to volunteer questions that they have about magnets. Record what they are wondering or wanting to learn in the *W* section of the KWL chart.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand an informational text is to put the most important information in each paragraph or section into their own words. A good summary is brief (no more than two sentences) and includes only the most important information. One strategy readers can use to summarize is to underline important words as they read and use these words to create a sentence in their own words about what they read.
- Read page 4 aloud to students. Model how to summarize.  
*Think-aloud: Whenever I read a book, I always pause to summarize the most important information in my mind. As I read this page aloud, I will underline what I think are the most important words to help me create a summary. (Read aloud and underline the following words: magnet, metal, attracts, electricity, magnetism), Now that I've underlined these words, I can use them to restate in my own words what I just read about. I think a good summary of this first section might sound something like this: Magnets attract other metals. Many objects in our homes have electricity running through them that comes from magnets.*



Have students read page 6 and ask them to underline the most important words on the page. These may be important words, like *magnet*, that appear often, or they may be words that are in bold. When they are finished reading, ask students to work with a partner to write a summary of page 6. Remind them that their summary should be brief and in their own words. Invite student volunteers to share the summary they created with their partner. Remind students that as they read, they should use the strategy of summarizing to put text into their own words, which will make it easier to understand and remember.

- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a main idea that is the most important idea in the book. Often the main idea is related to the title of the book, so they can use the title for clues about the main idea. Invite students to look at the title page of the book again to make predictions about what the main idea of the book will be.
- Tell students that as they read, they will be looking for details that give them more information about, or support, the main idea. Explain that when reading informational text, they can also often use the table of contents to find supporting details. Ask students to return to page 3 to review the table of contents.
- Model using the table of contents to identify possible supporting details.  
*Think-aloud: As I look over page 3, I see that I am going to learn about invisible magnetism and magnets everywhere. I will pay attention to the details in each of these sections to help me identify supporting details.*
- Introduce and explain the **main-idea-and-details worksheet**. Draw a similar chart on the board.  
*Say: I can use this chart to help me keep track of the main idea and details in each section of the book. I will use the section heading as a clue to the main idea for that section.*

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *attracts, current, electricity, force, magnetism, repel*.
- Tell students that these content words can be found in the story and that they all relate to magnets. Let students know that they will learn how to read and use these words in a sentence as they read.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *force* in the dictionary. Invite them to follow along while you read the definition for *force*. Have students compare the dictionary definition with the glossary definition.
- Have students follow along on page 6 as you read the sentence in which the word *force* is found to confirm the meaning of the word. Ask a student volunteer to use the word *force* in an original sentence.
- Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- As students read the book have them stop at the end of each section and summarize in their mind what has happened in that section.

## During Reading

### Student Reading



**Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Have students underline important details as they read that can be included in their summary statement.

- Model summarizing important information in the book.  
**Think-aloud:** *After reading page 7, I underlined several important words that I can use in writing my summary: pole, magnet, attract and repel. I can use these details to help write a summary in my own words. Here is my brief summary for this page: Magnets have two poles, a north pole and a south pole. Poles that are the same will repel each other, while poles that are different will attract each other because of the force of magnetism.*
- **Check for understanding:** On a separate sheet of paper, have students draw a web similar to the main-idea-and-details worksheet. Have them write the main idea of the first section, "Invisible Magnetism," and the details that support the main idea.
- Have students read the remainder of the book. Remind them to continue thinking about the important details of the book as they read so they can summarize the information in their mind as they read.



Have students make a small 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

- **Think-aloud:** *As I read, it helped me to pay attention to the most important details and then use those details to create summary sentences in my mind. By doing this, I was always thinking about the text and made sure that I understood what I was reading so I could put it into my own words. For example, in the section titled "Magnets Everywhere," I learned about all the different places*

## Lesson Plan *(continued)*

## The Power of Magnets

*that I can find magnets in everyday objects, as well as how magnets help some people do their jobs better. I know that I will remember more about magnets after paying attention and being able to summarize on my own.*

- Ask students to explain how the strategy of summarizing helped them understand and enjoy the book. Ask volunteers to share their summaries for the section “Magnets Everywhere.”
- As a class, add several facts that students learned about magnets to the L column of the KWL chart on the board.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the most important details while they read helped students to remember more and learn more about magnets. Explain that they can use the details to confirm or refine the main idea.



**Check for understanding:** Have students reread pages 10 and 11 and underline the most important details on these pages. Share these details as a class and write the ideas on the board, placing a tally mark next to ideas that are shared multiple times so students can see which words were chosen by many of their classmates. Ask students how each of these details support the main idea.

- **Independent practice:** Have students complete the main-idea-and-details worksheet for the section “Magnets Everywhere.” If time allows, discuss their responses.
- **Enduring understanding:** In this book, the author shares information about how magnets work and how they are used in everyday objects around our homes. After having read the book, are there any places in your home or school that you now know magnets are used that you didn’t know before?

### Build Skills

#### Phonics: Long /i/ vowel pattern

- Write the following sentence from page 13 on the board: *Every time you turn on a light, you are using a magnet.* Underline *light* and ask students to repeat the word with you. Ask what sound the letter *i* makes in this word (long /i/).
- Ask students if they can name other words that rhyme with *light* and are in the *-ight* word family. Brainstorm words in this word family on the board (*night, bright, sight, tight*).
- Ask a student volunteer to underline the ending that all these words have in common. Write and say the *-ight* ending together.
- Explain to students that all the words in this word family contain the long /i/ sound, just as in words such as *high, height, and kite*. The *-ight* spelling is just one way to make this long /i/ sound.



**Check for understanding:** Have students go through the book and highlight words that contain the long /i/ sound.

#### Grammar and Mechanics: Commas in a series

- Write the following sentence from page 14 on the board: *You will need a large iron nail, a strong magnet, and several paper clips.* Invite a student volunteer to circle the commas in this sentence. Ask students how many items are in the list (three). Explain to students that one use of commas is to separate each item in a list. The commas tell the reader when to pause when reading about the different items in the list.
- Write another sentence on the board, this time with commas missing: *I went to the store to buy apples cheese milk and bread.* Ask students how many items are in the list (four). Invite a student volunteer to come to the board and add commas to separate the items in the list.
- Have students work with a partner to find a sentence in the book that contains commas in a series. Ask for student volunteers to share their example sentence with the class.

## Lesson Plan *(continued)*

## The Power of Magnets

- **Check for understanding:** Write the following sentence on the board: *Magnets are interesting fun and useful.* Have students rewrite the sentence on a separate piece of paper, being sure to use a comma to separate each item in the list. Check individual answers for understanding.
- **Independent practice:** Introduce, explain, and have students complete the [commas worksheet](#). If time allows, discuss their responses.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *magnetism* and *force* on the board. Have a volunteer explain which word would appear first in alphabetical order (*force*) and why (because *f* comes before *m* in the alphabet).
- Write the words *electricity* and *everything* on the board. Point out that the words begin with the same letter (*e*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*electricity*, because the second letter, *l*, comes before the second letter, *v*, in *everything*).
- **Check for understanding:** Write the words *plastic* and *pole* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after they are finished.

## 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. Have students practice summarizing the story with someone at home. Then have them find items in their home that use magnets.

## Extend the Reading

### Informational Writing Connection

Create a class book about inventions. Provide students with Internet and print resources to research an invention that uses magnets, such as the MRI machine or a computer. In their report, students should be able to state how the invention helps people, when it was invented, and how magnets are used in it. Allow time for illustrations as well. After individual students share their report with the class, bind their reports to create a class book.

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

### Science Connection

After students create their own magnet following the instructions in the book, invite them to further investigate the properties of magnets by using their magnet to test the magnetism of various everyday objects in the classroom and at home. Have students create a list of objects that they believe will be attracted to the magnet. Then have them test their predictions. Invite them to create a list of objects that the magnets were attracted to. Lead a roundtable discussion in which students share and discuss their findings.

### 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 strategy of summarizing to comprehend the text
- correctly identify the main idea and supporting details during discussion and on a worksheet
- identify and correctly read the long /i/ sound in the *-ight* word family
- understand the process of arranging words in alphabetical order during discussion and on a worksheet
- recognize and correctly use commas in a series during discussion and on a worksheet
- correctly alphabetize words during discussion and on a worksheet

### Comprehension Checks

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