



Level 22

Book d

Magnets Quiz



Written by Eli Francis

Level	22
Word Count	562
Text Type	Information report (quiz)
High-Frequency Word/s Introduced	



MACMILLAN

The New Clubhouse

Help Yourself to Health

Whisker's Excuses

Magnets Quiz

Munga, the Bush Monster

All About Dogs

The Red Flyer

Jump, Trundle, Climb, Slither, Flap, Snap!

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Discuss the front cover with students. What is the boy doing? Have you played with magnets? Ask students to talk about the magnets they have used, what happened, and how they worked.

Talk about what a *Magnets Quiz* could be and read the contents page to extend prior information. Ask students which magnets are new to them and which one they would be interested in reading about first.

Explain to students that each chapter heading is a type of magnet and each chapter is written from the magnets' view as they recount information and characteristics about themselves for a quiz.

Read and discuss the information in the glossary and revise how it is available to support their reading.

Introduce and explain the *Magnets Quiz* BLM.

DURING READING

Revise the guided silent reading procedure and objective with students.

Ask students to turn to Magnetite on page 10 and read to find out what magnetite is and how it reacts near a magnet.

Pages 4–5 What is a keeper and what is it for?

Pages 14–15 What is a compass used for, and which part of it is a magnet?

Continue through the book, encouraging students to read for key information.

AFTER READING

Ask students to describe one of the magnets for the teacher to identify.

Ask them if there were any difficulties understanding information. Clarify problems and revise strategies to use.

Ask students to reread the book independently, reminding them they will need information to complete the *Magnets Quiz* BLM.

Developing Specific Skills

Technical vocabulary meanings

Compound words – bushwalking, doorbell, loudspeakers, underside, electromagnet, horseshoe, something, inside

Hyphen – bar-shaped

Possessive pronouns – my, their

Have students –

- Use the book model to understand how to read and write quizzes.
- Sort and sift information to write quiz questions.
- Use the text to support accuracy – right and wrong answers.
- Refer to a glossary and index to extend understanding of technical vocabulary.
- Search for answers to inquiry questions through the table of contents.

MEANING MAKER

Pages 20–22 Set up an interactive magnetic learning centre in the classroom. Provide sorting base cards headed *Magnetic* and *Non-Magnetic* to assist recording.

Find north and south directions from the school.

Encourage students to make and play quiz games, using other curriculum topics.

TEXT CRITIC

Ask students to discuss why playing a quiz game is an enjoyable method of learning information.

Have students talk about how helpful the book has been for them to set up and play quiz games.

Ask students if the subject in the book contained a reasonable balance of known and unknown magnets.

22d Magnets Quiz

Name _____

1. Unjumble the letters to make words. Use your book for help.

Match words to write compound words.

ubhs

eids

odro

gtmean

orhes

elbl

durne

eohs

eoclrte

gwnailk

odul

kreespa

2. We use these words to show that something belongs to someone.

my mine your his hers its our ours their theirs

Choose the correct word for each sentence and circle it.

a. It is to stop me losing my/mine force.

b. Chinese sailors used me to help them find our/their way.

22d Magnets Quiz

Name _____

Write a magnets quiz to try with your friends. The first one is done for you. Write the answers on a separate piece of paper.

- a. Deep down inside me, where it is very hot, there is liquid metal.
What am I?

22d Magnets Quiz

Name _____

1. Use the text to help you match the following words about magnets with their meanings. The first one has been done for you.

- | | |
|-----------|---|
| metal | having or using the powers of a magnet |
| force | a small piece of metal that stops a magnet losing its force |
| keeper | a hard magnetic rock |
| magnetite | many people use me to find their way |
| magnetic | something that causes things to move or change |
| compass | a material that is usually hard and shiny and melts when it is very hot |

2. Draw a picture about one or two of the words. Write a caption.

