

**The California State University  
Task Force on Expository Reading and Writing  
EXPOSITORY READING AND WRITING  
ASSIGNMENT TEMPLATE**

**MAGNETISM  
Glencoe Science Level Blue  
Chapter 23, Section 1 (666-671)  
Teacher Version**

<b>READING RHETORICALLY</b>	
<ul style="list-style-type: none"> <li>• PREREADING</li> <li>• READING</li> <li>• POSTREADING</li> </ul>	
<b>Prereading</b>	
<ul style="list-style-type: none"> <li>• Getting Ready to Read</li> <li>• Surveying the Text</li> <li>• Making Predictions and Asking Questions</li> <li>• Introducing Key Vocabulary</li> </ul>	
<p><b>Language Arts Standard: Writing Applications 2.3</b> Write brief reflective compositions on topics related to text, exploring the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</p>	<p><b>Getting Ready to Read</b></p> <p>As students approach this topic, you can engage them with the text through quick writes, models, brainstorming, or other activities to achieve the following goals:</p> <ul style="list-style-type: none"> <li>➤ Show Bar magnet and how it interacts with other magnets and materials.</li> <li>➤ Brainstorm- <ul style="list-style-type: none"> <li>➤ What is a magnet?</li> <li>➤ How does a magnet work?</li> <li>➤ What materials interact with magnets?</li> </ul> </li> <li>➤ Discuss how magnet works. Students will label North &amp; South poles, draw magnetic field, and magnetic domain. (Attachment A)</li> </ul>
<p><b>Language Arts Standard: Reading Comprehension 2.1</b> Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices.</p> <p><b>Language Arts Standard: Reading Comprehension 2.3</b> Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p>	<p><b>Making Predictions and Asking Questions</b></p> <p>Explain to students that Earth is a magnet. Ask questions to help students make predictions about what that means for the earth.</p> <p>Help them notice that the bar magnets features are also present in the earth. You could ask questions like the following:</p> <ul style="list-style-type: none"> <li>➤ Why do you think the Earth has a North and South Pole?</li> <li>➤ A compass can tell you which way is north, what do you think the compass is reacting to?</li> <li>➤ Do you think the Earth has a magnetic field?</li> <li>➤ Can we feel or see the Earth's magnetic field?</li> </ul> <p>Have students label the North &amp; South poles on their worksheet and draw in the magnetic field. Also have students label the North &amp; south points on the compass. (Appendix B)</p>