

**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**

READING RHETORICALLY	
<ul style="list-style-type: none"> • PREREADING • READING • POSTREADING 	
Prereading	
<ul style="list-style-type: none"> • Getting Ready to Read • Surveying the Text • Making Predictions and Asking Questions • Introducing Key Vocabulary 	
<p>Language Arts Standard: Writing Applications 2.3 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>Getting Ready to Read</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"> ➤ Show Bar magnet and how it interacts with other magnets and materials. ➤ Brainstorm- <ul style="list-style-type: none"> ➤ What is a magnet? ➤ How does a magnet work? ➤ What materials interact with magnets? ➤ Discuss how magnet works. Students will label North & South poles, draw magnetic field, and magnetic domain. (Attachment A)
<p>Language Arts Standard: Reading Comprehension 2.1 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>Language Arts Standard: Reading Comprehension 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p>	<p>Making Predictions and Asking Questions</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"> ➤ Why do you think the Earth has a North and South Pole? ➤ A compass can tell you which way is north, what do you think the compass is reacting to? ➤ Do you think the Earth has a magnetic field? ➤ Can we feel or see the Earth's magnetic field? <p>Have students label the North & South poles on their worksheet and draw in the magnetic field. Also have students label the North & south points on the compass. (Appendix B)</p>