



These notes are designed so that you can use them as a guide for teaching or alternatively you can give them to a group of students who will then complete the reading and activities independently or with a partner.

Each set of notes has:

- An activity grid
- The science content and knowledge
- The science vocabulary in the glossary
- The answers to the quiz
- Questions for each chapter to guide reading

There is more than one way to read this book. Here are four examples. No one way is better than the another. You may also like to use the graphic organizers to help guide your reading.

- You can skim through the pages of the entire book, stopping at and studying the diagrams. Then check the glossary to clarify your understanding of any unknown science-related words. This will give you the background science information before you read the story. Then go back and read the story.
- You can read the blurb on the back cover, then jump straight into reading Chapter 1. Read the story as if there were no diagrams or bolded words at all. When you have finished, go back and study the diagrams and glossary words to add to your knowledge.
- You can do a combination of both the above. Read the back cover blurb to find out the storyline. Study the initial diagrams. Then read the book, stopping to consolidate your understanding of the science concepts. Check out the bolded words in the glossary if you are unsure of their meaning.
- You can read the book chapter by chapter, stopping and discussing the story and the science as you go.

When you have finished reading, take the test. You should get six out of six. If you aren't sure of an answer, follow the quiz clues at the end of the book.

Now do one or both of the activities. When you have finished these, complete the black line master activities.

| Book Title | Book Activity 1 | Book Activity 2 | Graphic Organiser 1 | Graphic Organiser 2 | Black Line Master 1 | Black Line Master 2 | Black Line Master 3 |
|---|---------------------------|------------------------|-------------------------------|----------------------------|----------------------------|---|---|
| Cassandra's Clever Dad | Values Honesty | Science Inquiry | Comprehension Literal | Science Inquiry | Literacy Vocabulary | Multiple Intelligence Logical | Literacy Inquiry |
| Bushfire | Comprehension Inferential | Science Vocabulary | Literacy Vocabulary | Science Inquiry | Comprehension Literal | Multiple Intelligence Linguistic | Values Cooperation & Teamwork |
| Magnets Malwinski | Values Tolerance | Science Vocabulary | Comprehension Literal | Science Inquiry | Literacy Vocabulary | Multiple Intelligence Linguistic | Comprehension Inferential |
| Alexander Becomes and Astronaut | Values Responsibility | Science Inquiry | Comprehension Literal | Science Inquiry | Science Vocabulary | Multiple Intelligence Linguistic | Comprehension Inferential |
| Battered to Bits | Comprehension Literal | Science Experiment | Literacy Vocabulary | Science Inquiry | Comprehension Inferential | Multiple Intelligence Logical | Values Respect |
| The Devious Desert Racer | Comprehension Inferential | Science Inquiry | Multiple Intelligence Logical | Science Inquiry | Literacy Vocabulary | Comprehension Inferential | Values Respect, Care, Integrity, Responsibility |
| The Wild Ride | Literacy Vocabulary | Science Inquiry | Comprehension Literal | Science Inquiry | Comprehension Literal | Multiple Intelligence Linguistic | Values Responsibility |
| Day of Fire | Comprehension Inferential | Science Inquiry | Comprehension Literal | Science Inquiry | Literacy Vocabulary | Multiple Intelligence Linguistic | Values Priorities |
| Isabella Remington – Basketball Star | Comprehension Inferential | Science Experiment | Comprehension Literal | Science Inquiry | Literacy Vocabulary | Multiple Intelligence Bodily Kinaesthetic | Values Doing Your Best |
| Hurricane Tamer | Comprehension Inferential | Science Numbers | Values Doing Your Best | Science Inquiry | Literacy Vocabulary | Multiple Intelligence Musical | Comprehension Literal |
| Trouble on the Track | Literacy Vocabulary | Science Numbers | Comprehension Literal | Science Inquiry | Comprehension Inferential | Multiple Intelligence Naturalist | Values Relationships |
| Beyond the Thicket | Comprehension Literal | Science Inquiry | Comprehension Inferential | Science Inquiry | Science Vocabulary | Multiple Intelligence Visual Spatial | Values Compassion & Fair Go |

Magnets Malwinski

Science Content and Knowledge:

Physical Science: Magnetism

Level: Middle

Genre: Fantasy

Reading age: 9.6 years

Science Vocabulary

| | |
|----------------|------------------|
| atoms | magnetic poles |
| attract | magnetism |
| domains | magstripe |
| electromagnet | nucleus |
| electrons | outer core |
| inner core | permanent magnet |
| insulator | repel |
| iron | temporary magnet |
| magnetic field | |

Quiz Answers

Question 1:

Electrons

Question 2:

Magnetic poles attract and repel. Opposite poles (north and south) attract and like poles (north and north or south and south) repel each other.

Question 3:

A magnet that loses its magnetism when it is removed from the magnetic field.

Question 4:

Magnetic field

Question 5:

Depending on the strength of the magnetic field, a magnet can attract objects without touching them.

Question 6:

Earth has a magnetic field between the North and South magnetic poles.

Study Guide

Chapter 1 – Nightmare at the Wrecker’s Yard

Read Chapter 1 to find out who the main

characters are, what they look like and their relationship with each other.

Chapter 2 – The Transformation

Chapter 2 provides the complication that sets off the chain of events in the plot. Given what you already know about the characters, what do you think this might be? The front cover illustration and the back cover blurb give you additional clues.

Chapter 3 – Mischief at the Mall

Jot down all the things you can think of that Magnets and his friends could get up to. Remember to use those mentioned in Chapter 2 as possibilities. After you have read the chapter, tick the ones that were the same as in the story.

Chapter 4 – Keep It under Wraps

Read Chapter 4 to find out what sort of solutions Magnets and his friends come up with to sort out his problem. If the title suggests a solution to you, jot it down. If you know of a solution already, jot that down, too.

Chapter 5 – Out of the Frying Pan

How do you think the story will end? Think back to Chapter 1. Are there some unanswered questions that the author might answer in Chapter 5?

Graphic Organizer 1– Literacy

Magnets Malwinski

Name _____

- Comprehension – Literal

As you read the story, jot down what you learn about Marty Malwinski.

| | |
|-----------------------------------|--|
| His nicknames and how he got them | |
| His friends and their interests | |
| How he deals with the unknown | |
| How he deals with a crisis | |
| How he deals with bullies | |



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Graphic Organizer 2 – Science

Magnets Malwinski

Name _____

- Science Inquiry

Fill out Column 1 before you start reading.

Fill out Column 2 as you read.

Fill out Column 3 after you have taken the test.

Fill out Column 4 when you have completed all the activities.

| What I already know about magnetism | What I think I will learn as I read this book | What I found out from reading the book | Questions about magnetism that I still have unanswered |
|-------------------------------------|---|--|--|
| | | | |



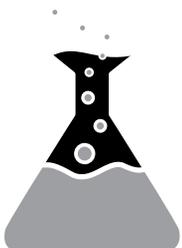
Magnets Malwinski

Name _____

• Vocabulary

The author uses certain words to convey a picture. This is called imagery. Look at the chart below. Read what the author wrote to create an image. Use your own words to create the same image. Return to the page in the book to help you.

| Page | Author's words to convey an image | My words |
|------|---|----------|
| 8 | A mangled car smash | |
| 9 | An old rust bucket | |
| 9 | Freezing me like a human icicle | |
| 10 | I could feel fear starting to creep up my spine like an army of ants | |
| 11 | My stomach churned like a washing machine | |
| 23 | Basi's mouth opened and closed like a hungry goldfish | |
| 59 | A bunch of other kids swaggering along like a herd of cows behind him | |



- Linguistic Intelligence
- Complete the story pyramid.

Marty

2 words that describe Marty

3 words that describe the setting

4 words that state the problem

5 words that describe one event

6 words that describe another event

7 words that describe the ultimate solution



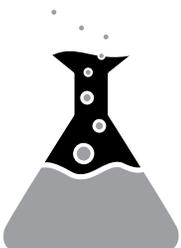
Magnets Malwinski

Name _____

• Comprehension – Inferential

Read each statement. Tick A if you agree or D if you disagree. Reread the text and mark if the author agrees or disagrees with the statement. Provide evidence from the book that supports the author’s opinion on each statement.

| Statement | My opinion | | Author opinion | | Author evidence |
|--|------------|---|----------------|---|-----------------|
| | A | D | A | D | |
| People can become magnetized. | | | | | |
| It’s OK to laugh at someone else’s misfortune. | | | | | |
| Playing practical jokes is a good thing. | | | | | |
| Calling other children names is OK. | | | | | |
| People should stand up to bullies. | | | | | |



Choose three statements and write a paragraph for each on why you agree or disagree.

