

Fluent Lesson Plan

Magnetic Max

Fluent Level 14

Lesson rationale

The students will

- Use their imaginations and prior experience to visualize the text
- Infer meaning from text



Before the lesson

Enjoy reading *Magnetic Max* yourself. Read the lesson plan and prepare and organize the resources and materials you will need for the lesson.

Have a general discussion on magnets to quickly ascertain the students' understanding and personal knowledge about magnets and magnetism. This knowledge is fundamental in understanding this story.

Reading and thinking

Share with the students the reason for the lesson today. Tell them you want them using their imaginations to see the story inside their heads and that they will need to remember information they already know about magnets.

Introduce the book by focusing attention on both the front and back covers. Read the title and discuss the illustration on the front cover and the information on the back cover.

Read pages two and three.

Have the students guess why the tree may be 'odd'.

Read pages four through to the end of seven.

Ask the students, *The writer describes what happened to Joe as "odd". Why is that so?*

I think that Joe might have been frightened. Why do I think that?

Praise the students and encourage them on.

Read pages eight, nine and ten.

What has just happened to Julia? How do you think Julia may be feeling?

Read pages 11 to 13 inclusively.

What could happen next?

Read pages 14, 15 and 16.

How do you feel about what Max was doing? How do you think Max feels? What might have happened after they found Max in the tree?

More thinking

Using a grid format (BLM 2) create a chart using information from or inferred from the story. Along one edge write the characters names; *Joe, Julia* and *Felix*. Along the other edge write these questions, *What did the magnet take from them? How did they feel about it? And, What did they do about it?* Have the students complete the chart with the information from the text. If this format is unfamiliar, give as much support as needed to ensure the students' success. You may wish to complete it together in a 'shared' way, or, at the other end of the spectrum, some students may be familiar with this type of information organiser and can complete it independently.