

Vocabulary

Explanation for Application of Reading Strategy

Magnet Summaries

Magnet Summaries (Buehl, 2003) involve the identification of key terms or concepts, magnet words, from the reading of a selection or chapter. Students use the magnet words to organize important information that should be included in a summary.

Before Reading

Instruct students to read a very short practice selection. Ask them to identify a key term or concept that the details in the passage seem to "stick" to. Show them that magnet words frequently appear in titles, headings or may be highlighted in the text in bold or italic print.

During Reading

Write one magnet word on the board. Ask the students to recall some of the important details from the passage that are related to the magnet word. Record the students' ideas on the board around the magnet word. Have the students do the same thing on a sheet of paper or a 3 x 5 card. Send the students back to the text for a second reading so that they can add important details that may have been missed. The teacher lists three or four magnet words on the board. The students record the magnet words on their 3 x 5 cards. The students now read the entire passage. They generate the important details for each magnet word.

After Reading

From classroom discussion, students continue to add information to their cards. Illustrate how to organize and combine into a sentence, the information that is on one card. The magnet word should occupy a central place in the sentence. Some of the details may not be as important as others and will be omitted from the sentence.

Have the students work individually or with their cooperative groups, and write summary sentences for each of the cards. Have them write the first draft of their sentences on scratch paper and then record them on the back of their magnet cards. Next have the students put their four or five summary sentences into a well ordered summary paragraph.

Vocabulary

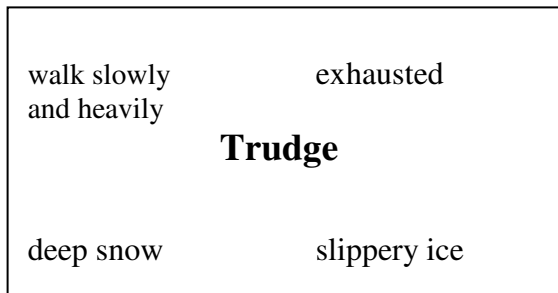
Model for Application of Reading Strategy

Magnet Summaries

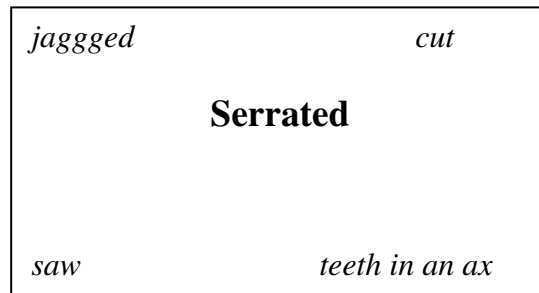
“Climbing Frozen Waterfalls”

Magnet Cards

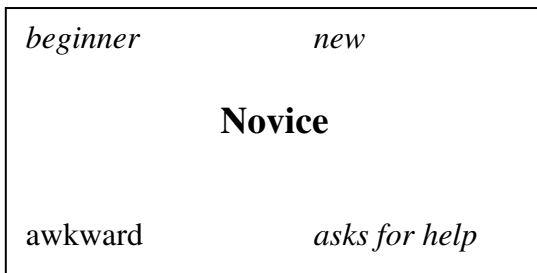
Put key concept word in the middle of each card. As you read, put important details around the “magnet word.”



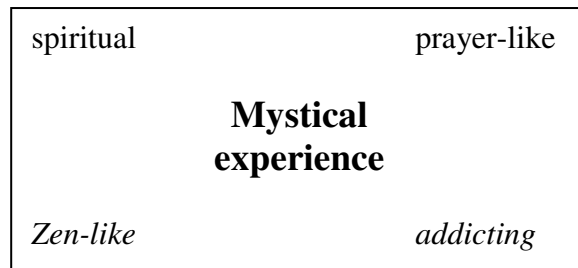
If you **trudge** through deep snow and walk slowly and heavily on slippery ice, you will be exhausted at the end of the day.



When you use a **serrated** ax to climb frozen waterfalls, the ax has teeth that are jagged and cut and saw into the ice.



A **novice** ice climber is a beginner who is new at the sport, so he or she must ask for advice and maybe awkward the first few times he/she tries ice climbing.



The experience of ice climbing is **mystical** and spiritual because the climber goes into a prayer-like or Zen-like state of consciousness which becomes addicting.

Arrange the four summary sentences into a paragraph summary.

To climb frozen waterfalls, the climber has to **trudge** through deep snow and walk slowly and heavily on slippery ice. This is very exhausting. One of the pieces of equipment that the climber must use is a **serrated** ax which has teeth that are jagged and saw and cut into the ice. A **novice** ice climber is a beginner who is new at the sport, so he or she must ask for advice and maybe awkward the first few times he/she tries climbing a frozen waterfall. Many ice climbers find the experience a **mystical** or spiritual. They say that they go into a prayer-like or Zen-like state of consciousness which becomes addicting.

Information from: Critical Reading Series, *Daredevils*, Jamestown Publishers, Chicago, IL.

Vocabulary

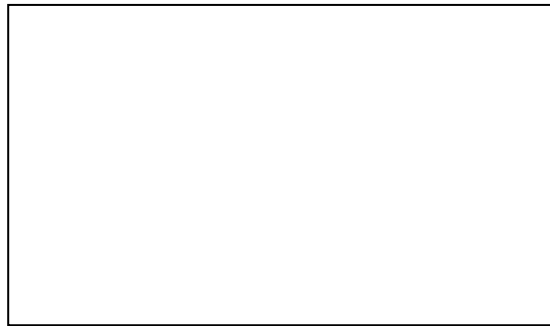
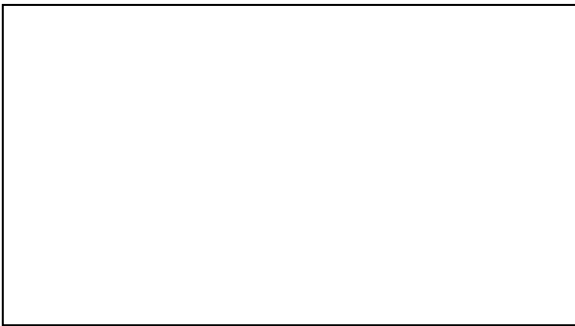
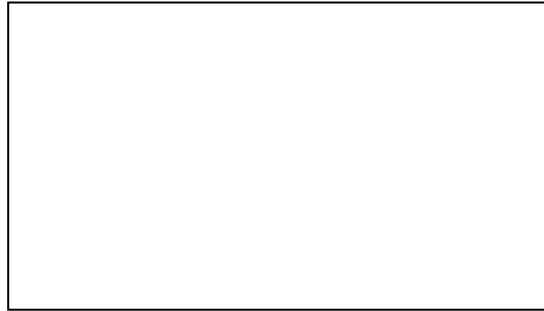
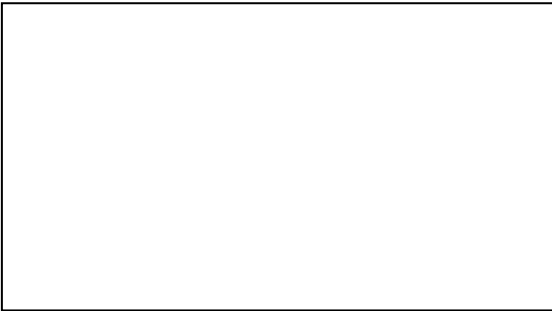
Template for Application of Reading Strategy

Magnet Summaries

Title of Selection

Magnet Cards

Put key concept word in the middle of each card. As you read, put important details around the “magnet word.”



Write a summary of the key concept word and the surrounding details on the back of each card. Arrange the four summary sentences into a paragraph summary.