Lesson Plan

Teacher's Name: Jennifer E. Litts **Subject:** Science

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SOL(s): K.1 The student will conduct investigations in which

a) basic properties of objects are identified by direct observation;

c) objects are described both pictorially and verbally;

g) a question is developed from one or more observations;

j) unusual or unexpected results in an activity are recognized.

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include

a) attraction/nonattraction, push/pull, attract/repel, and metal/nonmetal; and

b) useful applications (refrigerator magnet, can opener, magnetized screwdriver, and magnetic games).

Objective(s): Students will verbally list uses for magnets and then predict and test if a common classroom object is magnetic.

Materials Needed: Strong magnet, Mickey's Magnet by Franklyn M Branley and Eleanor K. Vaughan, classroom items selected by students, large sheet of white paper.

Group Size: whole-group

Duration: 20 minutes

Introduction: (build background, make connections)

Ask student to describe what they learned about magnets in the previous lesson. Make sure to focus on vocabulary including: attraction/nonattraction, pull, attract, and metal/nonmetal.

Statement of Objectives:

Tell students that today we will talk about ways that magnets are useful in our homes and that we will try to predict what magnets will attract in the classroom by pretending to be magnets ourselves!

Input: (Step-by-Step Procedure, Questions)

1. Have the students join you on the carpet to read a book. Read Mickey's Magnet by Franklyn M Branley and Eleanor K. Vaughan to the students;

make sure to draw attention to ways that Mickey found the magnet to be useful.

2. After reading the story, ask students to think of ways that magnets can help them in their homes and their lives. Some ideas can include: can openers, refrigerator magnets to hold up work, picking up small metal objects, and in junk yards.
3. Write the students ideas on a large sheet of white paper, which the students can later illustrate during choice time.
4. Once all ideas have been given, tell the students that they are now to be magnets. They need to look around the classroom and find an object to which they think they will stick. If possible they should bring the object back to the carpet. If it is something like a door handle, they need to remember where it is.
5. Have the students return to their circle spot with their object, if possible. Go around the circle testing each student's object with the strong magnet.

Assessment Activity:

Observe students as they make predictions and test their ideas. Review students' group sheet to see if students accurately confirmed their predictions or proved their predictions to be false.

Closure:

Ask students what they learned about magnets today. Focus them on discussing the ways that magnets are useful in the home. Ask them how they might choose to use a magnet.