

# Let's Investigate

## Magnets

Kindergarten

Activity: 6

Time: 1 Class Period

### General Description

Students will investigate what a magnet is and how it is used in everyday life.

### Objectives

Students will define magnet using their own terminology and investigate how magnets are used in their every day setting.

### Arizona State Standards

SC00 S1C1 PO1 Observe common objects using multiple senses

SC00 S1C2 PO2 Participate in guided investigations in life, physical, Earth and space sciences

SC00 S1C4 PO1 Communicate observations with pictographs, pictures, models, and/or words

SC00 S5C3 PO4 Identify familiar everyday uses of magnets (e.g. in toys, cabinet locks, decorations)

W00 S1C1 PO1 Generate ideas through class discussion

W00 S1C1 PO2 Draw a picture about ideas generated through class discussion

W00 S3C2 PO1 Participate in crating expository texts (e.g. labels, lists, observations, journals, summaries) through drawing or writing

LS R3 Share ideas, information, opinions and questions

### Teacher Background

Students will use the inquiry process to discover what they believe magnets are and generate their own definition. It is important that students generate their own understanding of the world around them instead of trying to memorize definitions. Use of the science inquiry process comes naturally to young children. You will want to label what they are doing but they already know how to make observations and ask questions.

### Materials

Variety of magnets (can be purchased in a hardware store or scientific catalog)

Chart paper

Marker

Pencils for each student

Crayons for each student

Paper for each student

Variety of examples of how magnets are used in everyday life:

on cabinets doors

to hold up art work on the refrigerator

magnetic screwdriver

door bell

certain toys i.e. magna doodle, littlest pets, Barbie,

junk yards to pick up cars and move them (a photo or picture of that)

### **Procedure/Exploration**

1. Give each pair of students a magnet and let them wander the room and explore what it does and how it works.
2. After about 5 minutes call the children back together and ask them how they would tell someone on the telephone about the magnet. How would they define it?
3. Write their explanations on the chart paper and then discuss which ones they like best and develop a class definition.
4. Have the students brainstorm where they have seen magnets used in every day life
5. Share with the students some of the things that you have brought to the classroom that use magnets.
6. Walk around the room and see if there are any other examples
7. Have the students draw their favorite example of how to use a magnet.