

Mr. Fixit's Magnet Machine

Magnet Lesson Grade 2

Students have already been briefly introduced to magnets.

Objectives

Science

2.1.4 Identify and describe different types of magnets.

2.4.4 Identify north and south magnetic poles of magnets.

2.4.5 Plan, design, and conduct an investigation to predict what materials will be attracted to magnets.

Reading

2.3.6 Explain cause and effect relationships and support with text references.

2.3.7 Support conclusions and inferences with information from texts.

Writing

2.6 TSW write for a variety of reasons to various audiences using different formats.

Materials

“Mr. Fixit's Magnet Machine” by Richard Scarry

Various different types of magnets (Ex. Bar magnets, horse shoe magnets, etc.)

Various different objects – some magnetic and some non-magnetic (Ex. Rubber band, paper, paper clips, wooden stick, brads, etc.)

Baggies containing vocabulary terms and definitions written on separate sentence strips

Fly swatters and photographs of objects that are magnetic and non-magnetic.

Procedure

Day 1:

As you read the book, ask these questions:

Cover – What do you think the story might be about?

How might Mr. Fixit use magnets in the story?

What do you know about magnets?

What do you think the machine on the cover is doing?

TTW read the book aloud to students.

Mini-Assessment

What objects do magnets pull (attract)? Metal

What's another word for "pull"? attract

What does the magnet machine do in the story? It pulls the car off the ground AND pulls the key from under the grate (p. 8) AND pulls a lawn mower (p.14) AND pulls a rake (p. 15) AND pulls the roller skates.

Why does the grate fly into the air (p. 9)? The grate was made of metal.

What type of runaway things will Mr. Fixit's Magnetic Machine find? Only things made out of metal.

Will magnets work in water? Yes (p.29)

Using your imagination, what machine might you invent that uses a magnet? How would it work?

Major-Assessment

Students will draw pictures of objects that a magnet will attract. TSW identify what these objects must be made of. TSW also list materials that the objects can NOT be made of (and explain why).

Day 2:

TTW review the story with students. TSW discuss what happened in the story using cause and effect. (Ex. The magnet pulled the key out of the gutter because the key was made of metal and magnets attract objects made of metal.)

TSW (in small groups) demonstrate their knowledge of the vocabulary utilized in the story by matching each definition with the appropriate vocabulary term using the sentence strips and the vocabulary words.

(Attract, pull, metal, magnetic, invention, machine, imagination)

TSW play the Fly swatter game. They will utilize fly swatters to swat objects that are magnetic.