

# Magnet Magic

**Activity:** Children will use magnetic wands to sort objects into 2 categories: magnetic, and non-magnetic.



## Objective

Children will explore the properties of magnets.

## Targeted Standards

### VI. Scientific Inquiry

**VI.A.2.** Uses tools in scientific inquiry

**Benchmark a.** Uses tools and various technologies to support exploration and inquiry

**VI.A.3.** Uses understanding of causal relationships to act on social and physical environments

**Benchmark a.** Makes predictions and tests their predictions through experimentation and investigation

**Benchmark b.** Collects and records data through drawing, writing, dictation and taking photographs

**Benchmark c.** Begins to form conclusions and construct explanations

[http://flbt5.floridaearlylearning.com/standards.html#d=VI&a=four\\_year\\_olds](http://flbt5.floridaearlylearning.com/standards.html#d=VI&a=four_year_olds)

## Scaffolding

As the children work, assist them in making the following observations and connections:

- Magnets attract some objects, but not others
- Magnetic objects are metal
- Not all metal is magnetic (i.e., soda can)

## Extensions

- Invite children to explore the classroom with magnets. What sticks? What doesn't? What have they learned?
- Add books about magnets to your reading center.
- Challenge children to find objects that are both magnetic and non-magnetic (i.e., children's scissors with plastic handles, clothespins, plastic cars with metal wheels, etc.).

## Materials Needed

A variety of magnetic items (i.e., screws, bolts, paperclips, pipe cleaner pieces, washer, magnetic letters, jingle bell, binder clip, bottle cap, metal beads, binder ring, etc.).

A variety of non-magnetic items (i.e., Legos, wooden puzzle pieces, crayon, birthday candle, marble, rock, pompom, rubber band, roll of tape, penny, button, paper scrap, feather, plastic spoon, etc.).

Several magnetic wands

Chart paper and markers (for recording results)

Three containers (for holding all the items and sorting into 2 sets)

## Checking for Understanding

Children will demonstrate their understanding of the lesson by sorting items into 2 sets, magnetic and non-magnetic.

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## Procedures

1. Place all magnetic and non-magnetic items in one container.
2. Discuss magnets with the children. What do they already know about them? Introduce the words, *magnetic* and *non-magnetic*.
3. Hold up a few of the items and invite children to predict whether they are magnetic or non-magnetic. Ask them to test the predictions using a magnetic wand.
4. Encourage the children to work together, in small groups, to explore the remainder of the items with magnetic wands. Ask them to make predictions, test them, and sort the items into 2 piles.
5. Encourage the children to record their findings by illustrating 2 classroom posters showing magnetic and non-magnetic items.
6. Display the posters and encourage children to share the results with their families when they visit the classroom.