

**Project FOCUS  
Best Lessons  
FIRST GRADE**

**Title of Lesson:** Magnet Properties

**Theme:** Physical Science

**Unit Number:** 3      **Unit Title:** Magnets

**Performance Standard(s) Covered (enter code):**

S1P2

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

Magnets, magnetic properties

**Learning Activity (Description in Steps)**

**Abstract(limit 100 characters):** The purpose of this lesson is to inform students about different properties about magnets.

**Details:** Prior to this lesson, I searched the internet for some properties of magnets and how I could relate them to first graders. First, I wrote down a “magnetic” phrase on a piece of construction paper for each group. Each phrase was different. Also, I made bags for each group. I put a different, magnetic object in each of the Ziploc, plastic bags. The magnetic objects were ones that the first graders had seen before in a previous lesson. I put these bags with the magnetic objects and the magnetic phrases in a big, Kroger plastic bag. I also added another piece of construction paper in the Kroger plastic bag. I tied these Kroger plastic bags up so no one could see what was inside of them.

Before we did the activity, I reviewed what we had learned about magnets so far. For example, I reiterated that magnets were strongest at their poles. My class comes to science in groups and we do a lesson for about thirty minutes. Therefore, each group has about six people in it. So, I divided the group into partners. Therefore, there were three different groups of two people. I informed them that we were going to play “magnet charades.” Each little group was given

a bag. They had fifteen minutes to decide how they could “act out” their magnetic phrase. Also, they were to draw their magnetic object on a piece of construction paper. Then, they were to get up in front of the class and “act out” their phrase and present their drawing. The class was to guess what property of magnets they were “acting out” and what magnetic object they had drawn. During the fifteen minutes, they could talk to their partner. However, while in front of the class, they could not speak- only gesture! It is important to make sure one keeps the class under control. This lesson can be somewhat rowdy, so it is important to maintain “inside” voices while doing this activity. It also works better if the lesson can be conducted in a big room. For example, we were in the cafeteria. This lesson went really well and it was really fun! Some of the groups were very creative and expressive with their gestures. Overall, I think it was a very effective lesson.

**Materials Needed (Type and Quantity):**

- Ziploc plastic bags
- Kroger plastic bags
- construction paper
- pencils/markers
- magnets
- magnetic objects (paper clips, hair pins, safety pins, nails, screws, etc.)

**Notes and Tips (suggested changes, alternative methods, cautions):**

It is imperative that the children do not put the plastic bags in their mouth. Also, they should be careful not to poke themselves with the safety pins.

**Sources/References:**

- 1)
- 2)
- 3)