Title of Lesson: Magnets  
Theme: Physical Science  
Unit Title: Magnets and Magnetism  

Performance Standard(s) Covered (enter code):  
S3P2. Students will investigate magnets and how they affect other magnets and common objects.  
a. Investigate to find common objects that are attracted to magnets.

Content (key terms and topics covered):  
Magnets, magnetic, magnetism, magnetic field

Materials Needed (Type and Quantity):  
Set of magnets - 1 per group  
Zip-Lock bags - 1 per group  
Coins (penny, nickel, dime)  
Paperclip  
Pencil  
Cotton balls  
Rubber bands  
Aluminum foil

Notes and Tips (suggested changes, alternative methods, cautions):  
- Caution: make sure no sharp objects are in the bags.  
- Make sure the students know to not place any object in their mouths.

Learning Activity (Description in Steps)

Abstract (limit 100 characters): Students will learn about magnetic and magnetism. They will determine whether common household objects are magnetic using magnets.
Details:
1) Before class fill each Zip-Lock bag with different objects. Make sure to have an good ratio of magnetic to non magnetic objects.
2) At the start of class fill out a KWL (know, want to know, learned) chart. This will give an idea of what should specific topic should be addressed.
3) Start the activity off with a brief introduction on the topic of magnets. A brainpop video or Bill Nye video is recommended. These are usually funny and keep the student’s attention.
4) After the video, go over key concepts that the video talked about i.e. magnetic field, attraction and repulsion, etc.
5) Break the class into groups. Preferably a group will have a teacher to guide them, so break up the groups accordingly.
6) Hand out a Zip-Lock bag filled with different objects to each group.
7) Each group should have an index card and describe each item in their bags and come up with a hypothesis of whether or not the objects are magnetic.
8) After the students have made their prediction hand out magnets so the students can test their hypotheses.
9) After testing the different objects, instruct the students to write down whether or not their predictions were correct.
10) Bring the students back into a large group to go over what they learned about their objects.
11) Create a list of things that they found that were magnetic and non magnetic. Discuss the why certain objects were magnetic and why others were not.

Notes and Tips (continued):
- Make sure each student gets a turn at testing the objects.
- Slow the testing down, meaning after an object is tested, make sure they come up with an observation as a group and write it down.

References
- Ms. Harvey Magnets lesson plan
- Third grade best lesson, Magnets.