The Force of Magnets

Key Concept

The force of magnets can push or pull objects made of iron or steel.

Standards correlation at **SundanceNewbridge.com**

Before Reading

Build Background for All Learners Display the Big Book cover. Read aloud the title and author's name. Ask: **What do you know about magnets?** Record children's responses in the first column of a KWL chart.

As you page through the Big Book, ask: **What do you want to know about magnets?** Record children's responses in the second column. Complete the chart after reading.

What I Know	What I Want to Know	What I Learned
Magnets can lift paper clips.	What other things can magnets lift?	
Magnets can hold notes to a refrigerator.	What else do people use magnets for?	

Content Vocabulary Turn to Big Book page 16. Explain that a glossary lists important words from a book and gives their meanings. Use the glossary to introduce the vocabulary words *attract, force, magnet, pole,* and *repel* and their meanings.

English-Language Learners Collect these objects mentioned in the Big Book: magnet, paper clip, coins, wooden block, plastic toy. Identify each object and have children hold each one. Encourage children to say each word in their first language and then in English.

During Reading

Comprehension Strategy: Make Predictions Questions are presented throughout the Big Book. After reading each question, ask volunteers to suggest possible answers. Tell the class to look for answers in the text as you continue reading.

Share the Book and Key Concept Read aloud the Big Book all the way through. Then reread, encouraging children to join in. Use the following questions to guide comprehension, prompt discussion, and deepen understanding of the key concept.

Page 4	**Text Feature: Illustration** **How does the illustration help you understand what happens when a paper clip is placed near a magnet?**
Pages 6–7	(Explain that *N* and *S* stand for *north* and *south*. Remind children that north and south are opposites and this can help them remember which magnetic poles attract each other—opposites attract.)
Pages 8–11	**What kinds of things can magnets attract? What will magnets *not* attract?**
Pages 12–15	**What other ways might magnets be useful?**

Wrap up discussion about the book by eliciting the key concept from children.

After Reading

Respond to the Text Complete the last column of the KWL chart with children. Encourage them to ask questions they may have, and then review appropriate pages from the book as needed.

Build Vocabulary List the words from the Big Book that describe materials: *metal, wood, cloth, plastic.* As you read each word, have children name objects made from that material. List their answers next to the words.

Assessment: Oral Help partners or small groups carry out the activity on page 15. Have children discuss their results and what they mean. Encourage children to make more predictions about magnets and ask them to suggest activities that could help verify them.

Rereading Options

Focus on the Key Concept Provide children with magnets and a variety of metal and nonmetal objects. Ask children to predict which of the objects a magnet will attract and to offer a reason why. Have them test their predictions.

Focus on Fluency Model reading the Big Book text frequently. If Little Books are available, encourage children to read them to a partner or on their own. Check that children read with good expression.