

## Magnets

**Topic:** Force/Science

**Curriculum link:** Physical Science

**Text type:** Report

**Reading level:** 15

**Word count:** 352

**Vocabulary:** aeroplanes, attracts, electric, iron, machines, magnets, metal, motors, refrigerators, steel, surfaces

**Possible literacy focus:**

- Understanding the text at the three levels: literal, interpretive and inferential.
- Understanding the difference between a question and a statement.
- Identifying the features of an index.
- Using an index.

## Follow-up activities

### Discuss and reflect

Ask the children:

*Why do we need magnets?*

*What would the world be like without them?*

*How would this effect you?*

*Can you think of anywhere else that magnets would be useful?*

### Definitions

List the following words on the board: magnet, metal, attracts, surfaces, refrigerators, motors, cranes.

Ask the children to write a definition for each of these words. Suggest that they may wish to include labelled diagrams to help define the terms.

### Magnetic letters

Provide the children with plenty of lower case and upper case magnetic letters. Ask the children to make a list of about ten words from the text. They could include some words that they already know how to spell and some new words that they would like to learn how to spell. Write the list on the board.

Ask the children to make the words on the list using the magnetic letters. The children can then write these words in sentences, presenting some facts from the book. They can share their sentences with a friend.

# Magnetic game

You will need:

cardboard, paper, pencils, felt pens, icypole sticks, small magnets, paper clips, glue, scissors, sticky tape

1. Look at the games shown on pages 10–11 in *Magnets*.
2. Make up your own game using magnets.
3. Write instructions for how to play your game.
4. Finish making all of the parts of your game.
5. Now play the game with a friend.



---

## What is attracted to your magnet?

You will need:

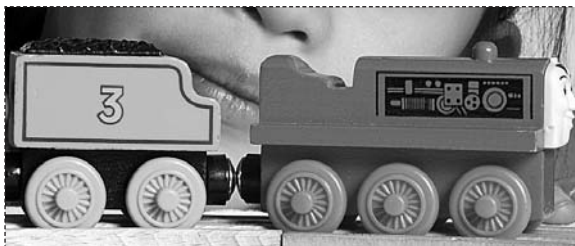
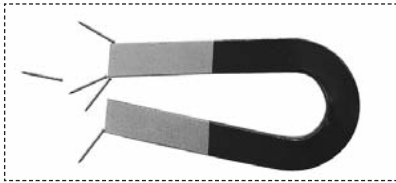
paper, pencil, magnet

1. Find out what things are attracted to magnets.
2. Pick one of these places to check for magnetic things:
  - classroom
  - school ground
  - at home.
3. Write down the things that you think will be magnetic.
4. Now check your guesses.
5. Were you right?
6. Share your findings with the class.

Name \_\_\_\_\_

# Magnets

Cut out these pictures. Sort them into groups. Label your groups.



**Instructions** Remind children to use *Magnets* as a resource for sorting the pictures. In this open-ended task, the children can group the pictures in a variety of ways.

Name \_\_\_\_\_

## Questions and statements

Read the following sentences. Write **question** or **statement** beside each one. Look at the book *Magnets* to check that the statements are correct. Tick the correct statements.

	<b>question</b>	<b>statement</b>
What do magnets look like?		
Some magnets are round.		
Toy trains use magnets to join the different parts together.		_____
Magnets can be many shapes and sizes.		_____
All cranes have very strong magnets in them.		_____
Cars, buses and planes, and many other things we travel in have electric motors in them. These motors have magnets.		_____
There are magnets inside refrigerators.		_____
What is a magnet?		_____
Some magnets are flat.		_____
Nails that are made of iron never stick to a magnet.		_____
What does a magnet do?		_____
Many cupboard doors have magnets to keep them shut.		_____
A plastic ball sticks to a magnet.		_____
In the game called "go fishing", the magnet in the fishing line picks up the metal fish.		_____

With a partner, take turns asking questions and making statements about magnets. Write down your questions and statements.

---



---



---



---

**Instructions** Explain to the children the difference between a statement and a question. Check the book carefully for the correct statements.