

SCIENCE PARENT GUIDE – UNIT 6



IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME

Magnets

Description

First Grade Georgia Standards of Excellence for science engage students in raising questions about the world around them and seeking answers by making observations. First graders identify how magnets pull on all things made of iron and either attract or repel other magnets. First graders create drawings that correctly depict something being described. In this unit, students will observe and demonstrate that magnets can make some things move (push or pull thing). They will learn how magnets attract (pull on) some things, but not others.

KEY WORDS TO KNOW

Attract-Draw closer to

Magnet-an object that will attract objects with iron in them

Pole-near the end of a magnet where the pull is the strongest

Repel- Move away from

Identify – to find out

Magnetic – Attracted to a magnet

Magnetic Force – the strengths of a magnet's pull

Object – a material thing that can be seen and touched

Properties – any attribute or characteristic

Effect – A change that is a result or consequence of an action or other cause.

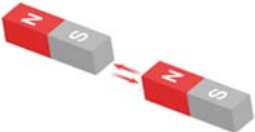
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Recommended Children’s Literature

What can Magnets Do? By Allen Fowler. 1995
What Makes a Magnet? By Franklyn B. Branley. 1996
A Look at Magnets. By Barbara Alpert. 2011
Magnets Push, Magnets Pull. By Mark Weakland. 2010
The Science Book of Magnets. By Neil Ardley. 1991
Magnet Max. By Monica Lozano Hughes. 2015

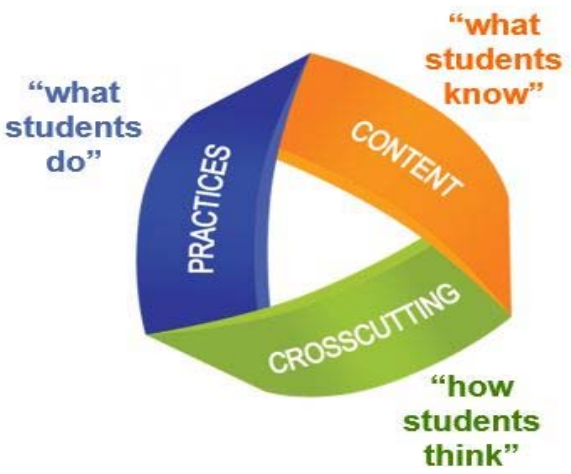
Magnets

Important Concepts Addressed in this Unit	Sample Problems	How You Can Help Your Student
<p>Georgia Standards of Excellence</p> <p>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> <p>a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.</p> <p>b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p>	<p>1. Which of these objects would be attracted to a magnet?</p> <p>A. Rubber ball B. Iron nail C. Copper penny D. Wooden pencil</p> <p>2. What will the magnets below do?</p>  <p>A. Attract B. Repel</p>	<p><u>Interactive Learning Games</u></p> <p>Interactive Sites for Education –</p> <p>http://interactivesites.weebly.com/magnets-and-compass.html</p> <p>Brainpop-</p> <p>https://www.brainpop.com/games/magnethunt/</p> <p><u>Videos</u></p> <p>Brainpop</p>

<p>c. Design a solution to ensure that a plant or animal has all of its needs met.</p> <p>Science and Engineering Practices</p> <ul style="list-style-type: none"> ● Obtain, evaluate and communicate information ● Construct explanation ● Plan and carry out investigations <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> ● Patterns ● Structure and function <p>Core Idea</p> <ul style="list-style-type: none"> ● Magnet behavior 	<p>C. Nothing</p>	<p>https://www.brainpop.com/science/motionsforcesandtime/magnetism/</p> <p>Online Books</p> <p>Story Jumper</p> <p>https://www.storyjumper.com/book/index/15106882/Clifford-Learns-About-Magnets</p>
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Georgia Standards of Excellence for Science

Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.

<p align="center"><u>Science and Engineering Practices</u></p> <p>Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.</p> <p align="center"><u>Crosscutting Concepts</u></p> <p>Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas</p> <p align="center"><u>Core Ideas</u></p> <p>Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology.</p>	 <p align="center">Quoted text from Peter A'Hearn</p>
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