# Grade 3: Unit 6, Lesson 27

**Title:** *The Power of Magnets*

**Essential Question:** Why are magnets essential to our everyday lives, and how do they work?

**Week 1**

Questions to ask and discuss while reading,drawn from Thinking Through the Text 1-4, and Digging Deeper questions 4-7.

**How does the photograph at the bottom of p. 22 help you understand the text?**

*The left the side of the photo shows that opposite magnetic poles are attracted to each other. The right of the photo shows that like magnetic poles repel each other.*

**Summarize the information about Michael Faraday in the side column.**

*According to the text Michael Faraday was a scientist who wanted to know if magnetic fields could produce electricity. He proved that magnetic fields could produce electricity by doing experiments that led to two great inventions: electric generators and electric motors.*

**List the steps in the process that make it possible for you to turn on a light in your house.**

*First, power plants build generators. Then, electricity flows from generators to power lines. After that, power lines run into the house. Finally, when the light switch is flipped, the electricity causes the light to turn on.*

**What details on pages 24 and 25 support the idea that magnets help provide the power people use every day?**

*Electric generators use magnetic fields and wire coils to produce electricity, which powers buildings and homes. There are magnets in electric motors, which help power household items such as a hair dryer, a watch, and a CD player.*

**Written Response**

Use evidence from the text to explain how magnets work and how they are useful to us.

**Sample Student Response**

*How do magnets work? According to page 31, a magnet attracts things that have iron in them. Items that have iron in them stick to the poles of magnets. The poles are the strongest part of the magnet. Magnets have a north pole and a south pole. The text states that poles that are the same repel each other. Poles that are opposites are attracted to each other and stick together. The force that attracts and repels is called the magnetic field, but the field is invisible.*

*Magnets are used to create electricity. Michael Farrady used magnets to create electricity by inventing electric generators and motors. His generators bring electricity into the home to let us turn on lights, watch T.V. , and listen to music. Also, his electric motors use batteries that are used to power household items such as hair dryers, watches and CD players.*

*In conclusion, magnets use magnetic fields to make the things around us work using electricity, which is very useful.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** Why are magnets essential to our everyday lives, and how do they work?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *The Power of Magnets* | **Words: magnetism, repel, attract, magnetic fields, motors, generators**  **Sentences:**   1. The **magnetism** between the poles makes them stick together or break apart. 2. The poles that are the same **repel** each other. 3. The poles that are different **attract** each other. 4. A **magnetic field** is created when the poles of a magnet repel and attract each other. 5. **Generators** create electricity for houses. 6. **Motors** use batteries to power things like hair dryers. |
| *Maglev Trains* | **Words: ordinary, hovers, whiz, magnetic, levitate, pole**  **Sentences:**   1. Maglev trains are not like **ordinary** trains because they don’t touch the tracks. 2. Maglev trains **hover**, or float, above the tracks. 3. Since Maglev trains don’t touch the tracks, they can go much faster than regular trains, they **whiz** by you. 4. Maglev trains are much quieter than regular trains because they don’t touch the tracks, instead they use **magnetic** force to travel. 5. Maglev trains use magnetic forces to **levitate**, or float above the tracks. 6. Magnets have north and south **poles** that attract or repel each other. |
| *Electromagnets and You* | **Words: electromagnet, magnetized, information, cone, coil, vibrates**  **Sentences:**   1. **Electromagnets** are used in many household items to give them power. 2. If you **magnetize** a large paper clip it will be able to pick up smaller paper clips. 3. The first paragraph in this text contains **information** about electromagnets and computers. 4. Inside a stereo speaker there is a **cone** with a coil that has a magnet around it that shakes and creates the sound. 5. The spring’s wire **coil** makes it bounce up and down. 6. When the coil shakes, or **vibrates**, sound is created. |
| *Magnetism, Magnets: Types of Uses* | **Words: current, variety, fasten, convenient, reliance, incision**  **Sentences:**   1. When electric **current** flows through wires it makes things run. 2. There is a wide **variety**, or many uses for, magnets. 3. Since magnets help things stick, they can be used to **fasten**, or latch, cupboard doors. 4. Magnets and electricity help make life convenient, or easy. 5. Our **reliance** on magnets continues to grow as more things are invented that use magnets. 6. The magnets in special machines that doctors use help them see inside the body without making an **incision**. |
| *Magnets* | **Words: certain, compass, object, horseshoes, needle, opposite**  **Sentences:**   1. Magnets attract only **certain**kinds of metals. 2. Earth’s magnetic field and a **compass** can be used to help us find our way. 3. Magnets do not stick to **objects** made of plastic, glass, or wood. 4. Some magnets are shaped like **horseshoes** while others are shaped like circles or bars. 5. The **needle** in a compass is magnetic. 6. **Opposite** poles of a magnet attract each other, they pull together. |
| *Junior Scientists: Experiments with Magnets* | **Words: experiment, observe, hypothesis, conclusion, record, supplies**  **Sentences:**   1. We did an **experiment** with magnets in my science class. 2. Scientists **observe** objects to learn about them. 3. Scientists make a **hypothesis**, or a guess that is based on things they already know. 4. After doing experiments, scientists make a **conclusion** based on what they learned. 5. Scientists keep a written **record** of everything they do. 6. Scientists make lists of **supplies** they need for experiments. |
| *Science Explorer: Magnets* | **Words: force, method, hypothesis, repel, axis, substances**  **Sentences:**   1. Magnetism is a **force** of nature. 2. The way that scientists think about problems is called the scientific **method**. 3. Scientists make a **hypothesis** before they do an experiment to think about what might happen. 4. Magnets can **repel**, or push away objects as well as attract objects. 5. Earth spins around an imaginary stick in the center of the earth called an **axis**. 6. Even our bodies contain **substances** that have magnetic properties. |
| *Video: “Bill Nye the Science Guy and Magnetism”* | **Words: magnetic field, electrons, atmosphere, physicist, levitation, minerals**  **Sentences:**   1. Earth’s **magnetic field** extends into space. 2. The invisible moving **electrons** in the air vibrate to make sound. 3. The **atmosphere** around the earth helps protect the earth from objects in space. 4. A **physicist** works with the laws of nature to learn how the earth works. 5. A bullet train uses **levitation** to float over the tracks to move very fast. 6. Iron, cobalt, and nickel are **minerals** found in the ground and make the earth magnetic. |
| *Video: “The Science Behind Magnets: How Do They Work?”* | **Words: exert, repulsion, atom, molten, core, solar**  **Sentences:**   1. Magnets **exert** control over other objects without touching them. 2. The opposite of attraction is **repulsion** which is evident when magnets push objects away. 3. Everything is made up of tiny **atoms** that are full of electrons. 4. Earth has a **molten** outer core made of swirling iron which acts as a magnetism engine. 5. The **core** of the Earth is made of iron, cobalt, and nickel, and everything else is around it. 6. The sun gives us **solar** energy. |
| **Sensational Six: magnetism, attract, repel, magnetic field, electromagnets, compass** | |
| **Summary:**  **Magnetism** has many uses. It can tell us where we are because a **compass** uses a magnetized needle that is always attracted to the north, and it entertains us because we use **electromagnets** to power things like T.V’s and radios. Electricity flows through **magnetic fields** because magnets **attract** and **repel** each other at their poles. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about magnets. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *Maglev Trains* | Maglev trains use magnetic fields to travel very fast by hovering above tracks. | Magnetic fields are created by the poles of the magnets that repel each other when they are the same and attract each other when they are opposite. |
| 1. *Electromagnets and You* | There are many household items like doorbells and stereos that use electromagnets. | Electromagnets use magnetic fields to make electricity. |
| 1. *Magnetism, Magnets: Types of Uses* | Magnets are used by machines that give doctors detailed images inside the body. | Magnets have a variety of uses that make life better. |
| 1. *Magnets* | Magnets are used in compasses to tell which way we are going because the needle is always attracted to the North Pole. | Magnets are attracted to the North Pole of the planet and can be used to identify directions. |
| 1. *Junior Scientists: Experiments with Magnets* | We can do experiments with magnets by seeing if they are attracted to different metals. | Magnets are not attracted to all metals. |
| 1. *Science Explorer: Magnets* | Magnets are powerful and the earth and our body contain magnetic substances. | Magnets are everywhere in our world and even in us. |
| 1. *Bill Nye the Science Guy and Magnetism* | Magnets attract iron, nickel and cobalt and Earth has these minerals inside of it. | Magnets do not attract all metals and Earth is a big magnet with a north and south pole. |
| 1. *The Science Behind Magnets: How do the work?* | The sun and planets have a magnetic field. | Magnets are throughout the universe and not just on Earth. |

**Week 2 Written Response**

Students will continue revising and editing their writing from Week 1.

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| Note to Teacher:  *The video, “The Science Behind Magnets: How Do They Work?” goes a little beyond the topic of magnets. It’s interesting, but may muddy the waters.* |

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *The Power of Magnets*

**Essential Question:** Why are magnets essential to our everyday lives, and how do they work?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

How does the photograph at the bottom of p. 22 help you understand the text?

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Summarize the information about Michael Faraday in the side column. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List the steps in the process that make it possible for you to turn on a light in your house. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What details on pages 24 and 25 support the idea that magnets help provide the power people use every day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Week 1 Written Response**

Use evidence from the text to explain how magnets work and how they are useful to us.

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**Building Knowledge: Extending the Topic**

**Essential Question:** Why are magnets essential to our everyday lives, and how do they work?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

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| **Title** | **Six Vocabulary Words & Sentences** |
| *The Power of Magnets* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Maglev Trains* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Electromagnets and You* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Magnetism, Magnets: Types of Uses* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Magnets* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Junior Scientists: Experiments with Magnets* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Science Explorer: Magnets* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Video: “Bill Nye the Science Guy and Magnetism”* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Video: “The Science Behind Magnets: How Do They Work?”* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Sensational Six:** | |
| **Summary** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about magnets.
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. *Maglev Trains* |  |  |
| 1. *Electromagnets and You* |  |  |
| 1. *Magnetism, Magnets: Types of Uses* |  |  |
| 1. *Magnets* |  |  |
| 1. *Junior Scientists: Experiments with Magnets* |  |  |
| 1. *Science Explorer: Magnets* |  |  |
| 1. *Bill Nye the Science Guy and Magnetism* |  |  |
| 1. *The Science Behind Magnets: How do the work?* |  |  |