














Technology-Connected Lesson Plan

Title:	Magnetic or Not?
Grade Levels:	1 - 2
Curriculum Areas:	🖥️ Science
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW discover magnet facts. 🖥️ TLW create a tree map on magnets. 🖥️ TLW distinguish between magnetic and non-magnetic materials.
GLEs:	<p>2. Pose questions that can be answered by using students' own observations and scientific knowledge (SI-E-A1)</p> <p>3. Predict and anticipate possible outcomes (SI-E-A2)</p> <p>23. Identify materials attracted by magnets (PS-E-C5)</p> <p>24. Determine, through experimentation, which poles of magnets are attracted to each other and which poles repel each other (PS-E-C5)</p>
Louisiana Comprehensive Curriculum:	<p>1st Grade Unit 3 Activity 2 - Poles of a Magnet</p> <p>GLEs: (SI) 2,3,(PS)23,24</p>
Technology Guidelines:	<p>Basic Operations and Concepts</p> <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology. <p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity.

	<ul style="list-style-type: none"> ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products. ◆ Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences.
Technology Connection:	<ul style="list-style-type: none">  Internet  http://ksnn.larc.nasa.gov/k2/videos/s_magnetsWork_H.html  http://www.engineeringinteract.org/resources/parkworldplot/flash/concepts/magneticforces.htm  http://www.bbc.co.uk/schools/ks2bitesize/science/activities/magnets_springs.shtml  http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP_rand=604036329&AP_activityType=10&AP_urlId=42166&AP_continuePlay=true&id=42166  http://www.quia.com/cc/207226.html  <i>Kidspiration</i>  <i>Printer</i>  <i>Computers</i>  <i>Presentation Station</i>
Procedures:	<ul style="list-style-type: none">  TTW introduce the students to magnets by showing a short movie/cartoon on http://ksnn.larc.nasa.gov/k2/videos/s_magnetsWork_H.html

	<ul style="list-style-type: none"> 🖥️ TSW discuss the movie as it is playing. TSW take an online quiz at http://www.engineeringinteract.org/resources/parkworldplot/flash/concepts/magneticforces.htm. TSW take turns coming to the presentation station to answer the questions. 🖥️ TSW model for the students how to use Kidspiration. TSW complete the tree map template on magnets in Kidspiration by filling in the missing words and by choosing pictures that are magnetic and non-magnetic. 🖥️ Early finishers will go to http://www.quia.com/cc/207226.html and play magnetic match. 🖥️ TSW discuss the lesson and complete a circle map with new facts they learned about magnets. 🖥️ If time permits, students will play Magnet Millionaire as a whole group review at http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP_rand=604036329&AP_activityType=10&AP_urlId=42166&AP_continuePlay=true&id=42166
Materials:	🖥️ Computers, printer, Kispiration, circle map, websites
Assessment:	<ul style="list-style-type: none"> 🖥️ Teacher Observation 🖥️ Completed Tree Map
Teacher's Name:	🖥️ Melissa Ryan
School:	🖥️ Champ Cooper/Tucker Elementary