An illustration of three children sitting on a colorful checkered mat outdoors. The child in the center is wearing a purple cape and is holding a yellow magnet. The child on the left is wearing a blue dress and has a blue bow in her hair. The child on the right is wearing a striped shirt. On the mat, there are two blue rulers, a compass, and a small yellow object. In the background, there is a chain-link fence and a person's legs in an orange shirt and blue pants.

# Teaching Activity Guide

# Magnetic Magic

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by Terry Catasús Jennings  
illustrated by Andrea Gabriel

# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

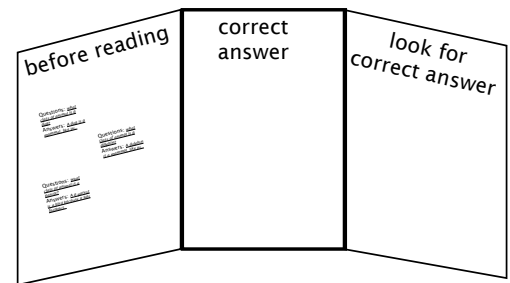
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



# Pre-Reading Questions

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1. What are magnets?
2. What can magnets do?
3. How do magnets react around other magnets?
4. How could you use magnets to perform magic tricks?
5. What is a compass?
6. How does a compass work?
7. How can you use a compass to find the treasure from a treasure map?
8. What does “magnetic North” mean?
9. Is magnetic North always in the same place?
10. What kinds of things can change over time that would make it hard to find the treasure from a very old treasure map?

## Comprehension Questions & Writing Prompts

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*Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)*

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

1. What was Dena doing at the pool?
2. Who is Enrique? What did Enrique think about what Dena was doing?
3. Where did Enrique get his treasure map?
4. What tools did Dena use to try to find the treasure?
5. Why was the treasure not where Dena thought it would be?
6. How did Dena feel when she couldn't find the treasure?
7. Who explained to Dena why she couldn't find the treasure the first time?
8. What did Dena learn about teaching others?
9. What did you learn about magnets from the *For Creative Minds*?
10. Did anything in the *For Creative Minds* help you understand the story better?
11. Has anybody ever tried to play a trick on you? Tell about what happened and how it made you feel.
12. Enrique helped Dena see that she wasn't being nice to the other kids by tricking them. Has anybody ever helped you notice when you were doing something that wasn't nice? How did you change your behavior?

# Observation Skills: Art Scavenger Hunt

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*Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

*Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

*Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).*

*Use illustrations and details in a story to describe its characters, setting, or events.*

1. What special clothes or costume does Dena like to wear when she is performing magic tricks?
2. Who watches while Dena practices her magic tricks at home?
3. What color are the umbrellas near the pool?
4. Describe the pool where Dena and her friends meet and play.
5. Describe the park where Dena expects to find the treasure.
6. What does the tree stump look like where Dena finds the treasure?
7. What types of ice cream does Mr. Scoops have in his ice cream store?
8. What do Dena and her friends look like? How can you describe the people you see in this story. Do any of them look like you?

# Fill in the Conjunction

---

*Objective Core Language Arts: Use frequently occurring conjunctions.*

Use one of the following words to fill in the sentence so that it makes sense.

and

but

or

so

because

1. She could also make two magnets pull together, or push apart, \_\_\_\_\_ she didn't have to practice.
2. She floated a lodestone on a thin piece of wood, spun the board, \_\_\_\_\_ predicted where the stone would point when it stopped.
3. Dena knew fooling the little kids wasn't nice, \_\_\_\_\_ she loved doing it!
4. Then she slid the other straight edge \_\_\_\_\_ that one end touched the location of old elementary school's door.
5. When they arrived at the area where the oak tree should be, they didn't find it \_\_\_\_\_ the treasure.
6. The tree had died \_\_\_\_\_ that's why he was laughing.
7. Dena was glad to have the ice cream, \_\_\_\_\_ she sure wasn't happy she'd been fooled.
8. Even though she walked the right distance, she couldn't find the treasure \_\_\_\_\_ she had gone the wrong direction.

# Cross-Curricular Vocabulary Activities

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## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.



# Word Bank

---

Build a word bank using words found in the story or For Creative Minds.

Adjective	Noun			Verb

# Cross-Curricular Silly Sentences

---

1. Dena held the \_\_\_\_\_ carefully with one hand.  
noun
2. The \_\_\_\_\_ kids at the pool watched.  
adjective
3. That's what \_\_\_\_\_ do naturally.  
noun
4. They \_\_\_\_\_ and repel.  
verb
5. "That's not \_\_\_\_\_," Enrique \_\_\_\_\_. "It's magnetism."  
noun verb
6. Walk 1000 feet northwest to find a \_\_\_\_\_ in the hole at the bottom of the \_\_\_\_\_ tree.  
noun adjective
7. Dena was so angry she was sure \_\_\_\_\_ was coming out of her \_\_\_\_\_.  
noun noun
8. She pictured a tall \_\_\_\_\_ with a \_\_\_\_\_ hole on the bottom.  
noun adjective
9. A \_\_\_\_\_ box \_\_\_\_\_ inside the hole in the stump.  
adjective verb
10. "You \_\_\_\_\_ the little kids all the time."  
verb
11. He told them he used the \_\_\_\_\_ to show Enrique how Earth's magnetic field \_\_\_\_\_.  
noun verb
12. She \_\_\_\_\_ him how it worked.  
verb

# Language Arts: Sequence Sentence Strips

Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

Dena held the board carefully with one hand. On top, a paper clip moved. The little kids at the pool watched, mouths wide open, eyes fixed on the paper clip.  
“It’s magic,” Dena said.

One day, a new boy named Enrique came to the pool. He was visiting his grandfather for the summer.  
“That’s not magic,” Enrique said. “It’s magnetism.”

The next day, Enrique handed her a map. “I bet you can’t find this place,” he dared. The date on Enrique’s map was 1905.

When they arrived at the area where the oak tree should be, they didn’t find it or the treasure.

“Maybe the tree died,” Enrique said. He could barely keep from laughing. Dena was so angry she was sure smoke was coming out of her ears. Was Enrique trying to fool her?

Dena re-checked her work when she got home.  
Why couldn't she find the tree?

She ran to the little league field. She was right!  
A metal box lay inside the hole in the stump.  
It was a long way from where she walked the  
first time.

The next day, Dena took Enrique and the  
older kids to the stump at the little league  
field.

At Mr. Scoops', Enrique's grandfather,  
the owner, treated everyone to sundaes.  
He told them he used the map to show  
Enrique how Earth's magnetic field moves.

Dena was glad to have the ice  
cream, but she sure wasn't  
happy she'd been fooled.

The next day, Dena did her show at the pool again.  
"I like your magic," one of the little kids said.  
"It's not magic," Dena said. "It's magnetism." She  
showed him how it worked. No more fooling.

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	M	A	G	N	E	T	F	A	R	V
2	Q	X	E	L	T	R	M	A	P	S
3	R	E	P	E	L	Y	A	L	O	C
4	B	W	V	A	S	E	G	C	O	Y
5	R	O	R	I	E	P	I	G	L	C
6	F	A	T	T	R	A	C	T	L	E
7	O	W	E	R	F	R	F	O	W	I
8	R	A	T	B	U	K	A	L	D	O
9	C	O	M	P	A	S	S	K	A	W
10	E	V	E	E	N	G	A	C	L	B

ATTRACT  
COMPASS  
FORCE  
MAGIC  
MAGNET  
PARK  
POOL  
REPEL

# Science Journal (Vocabulary)

---

## Magnet

my definition

my drawing

## Magnetic Field

my definition

my drawing

# Compass

my definition

my drawing

# Map

my definition

my drawing

# Compass Rose

my definition

my drawing

# Magnetic North

my definition

my drawing



# Lodestone

my definition

my drawing

# Earth

my definition

my drawing

# Tools and Technology

---

*Objective: Explain why people use science and technology and how scientists and engineers work.*

*Identify examples of technology used to investigate Earth*

*Explain how various technologies are used in the community technology, tools, community.*

*Identify tools people have invented for everyday life and for scientific investigations.*

1. What is a tool that uses magnets (Dena uses one when she looks for the treasure)?
2. Have you ever seen a compass?
3. How do you think a compass can be useful?
4. If you did not have a GPS or navigation system in your car, how would you find your way in an unfamiliar place?
5. Have you ever used a map to get from one place to another?

# Map Activity

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*Objective: reading maps, geography*

## Home

- Draw a map of your bedroom.
- Hide a “treasure” in your room and mark it with an X on the map.
- Give your map to a sibling or friend and see if they can find the treasure. If they can’t, help them read the map so they can find it.

## Town

- Ask a family member or teacher to help you get a paper map of your hometown, or print one from online.
- Find your home on the map.
- Find your school on the map.
- How do you get from home to school? Can you find the shortest path on the map to get from home to school?
- Do you ride the bus to school? Can you draw your bus route?
- Where are other places you like to go? Can you find them on the map?

## State

- Ask a family member or teacher to help you get a paper map of your state, or print one from online.
- Find your hometown on the map.
- Find the state capitol. What roads or highways would you take to get from your town to the state capitol?
- What is the largest city in your state? What roads or highways would you take to get from your town to the largest city?
- Are there any state parks or national parks near your hometown? Use cardinal directions (north, south, east, west) to describe where a state or national park is, relative to your hometown.

# Maps

---

## Country

- Find your state on the map in Appendix B. If you live in Alaska or Hawaii, use the map in Appendix C.
- Color your state in with your favorite color.
- What other states border (touch) your state? Describe where the bordering states are, using cardinal directions.
- If you travel east from your state until you reach an ocean, what ocean will you be in?
- If you travel west from your state until you reach an ocean, what ocean will you be in?
- The capitol of the United States of America is Washington, D.C., located between the states of Maryland and Virginia. What direction would you need to travel from your state to Washington, D.C.? What states would you pass through along the way?

## World

- Find the United States of America on the map in Appendix C.
- Color in the United States.
- What country is to the south of the United States and borders the states of California, Arizona, New Mexico, and Texas?
- What country is to the north of the United States and borders 13 states: Alaska, Washington, Idaho, Montana, North Dakota, Minnesota, Michigan, Ohio, Pennsylvania, New York, Vermont, New Hampshire, and Maine?
- Where were you born? Find the country or state where you were born on the map.
- Do you know anybody who was born in a different country than you were? Can you find the country where they were born on the map?
- Pick a country that you have heard about or would like to know more about. Find that country on the map. Use the internet to research about that country. What is its capitol city? How many people live in this country? What languages do people in this country speak?

# Character

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*Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

*Identify some of their own personal responsibilities.*

*Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.*

*Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.*

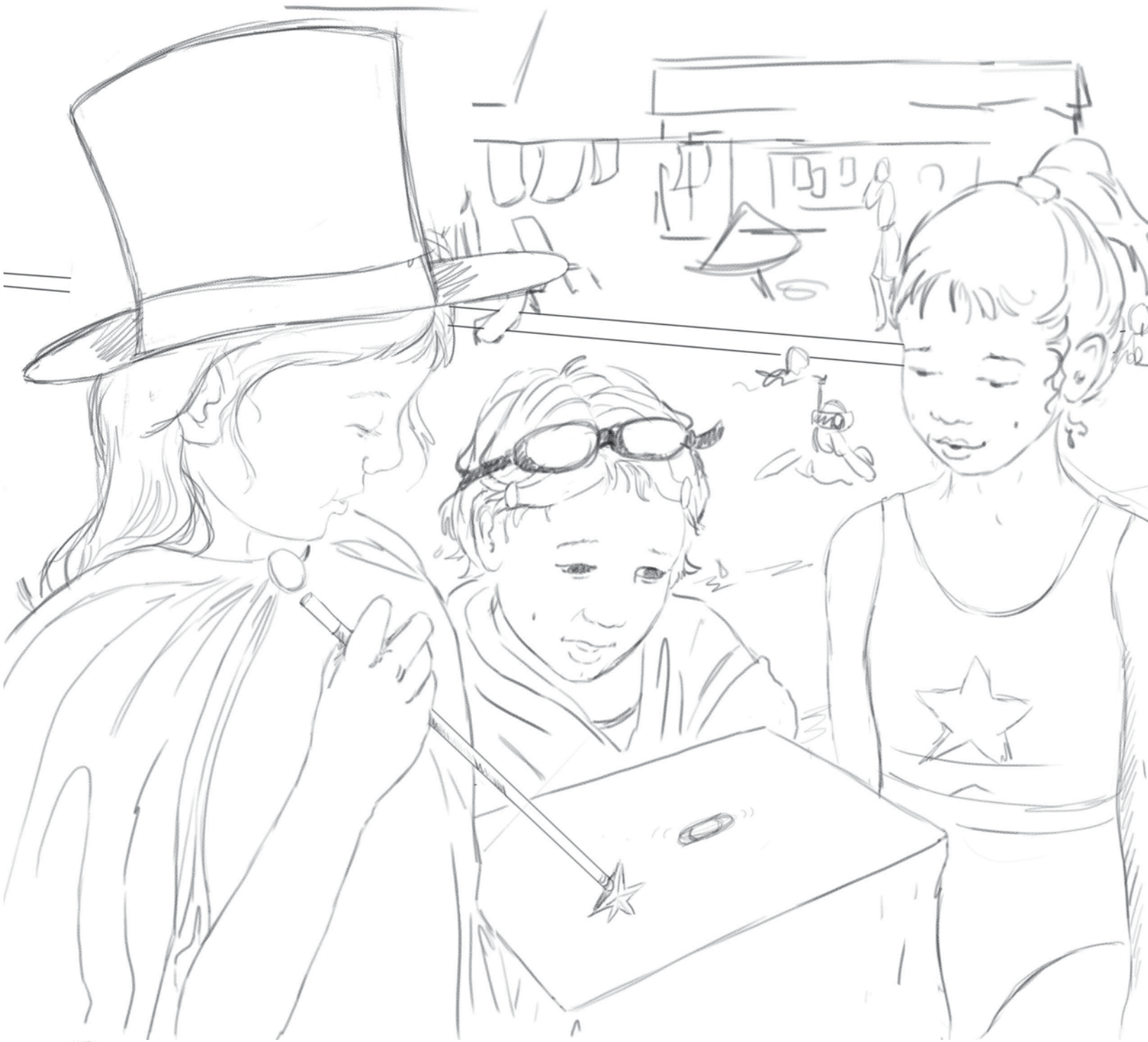
*Describe ways that individual actions can contribute to the common good of the community.*

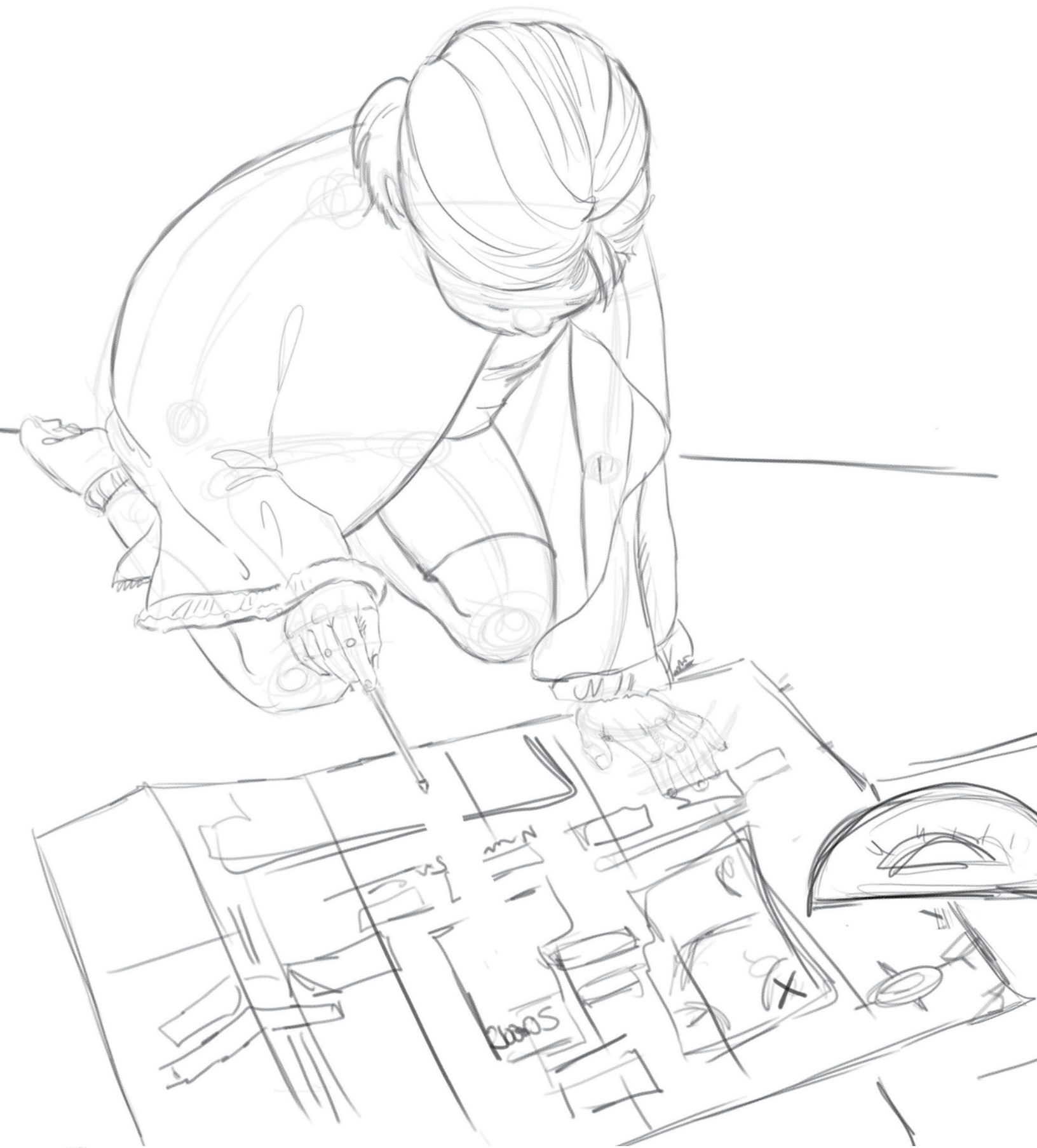
*Predict consequences that may result from responsible and irresponsible actions.*

1. What was Dena doing at the beginning of the story?
2. Why did Enrique think what she was doing was wrong?
3. Did Enrique talk to her about what she was doing?
4. How did Dena respond when Enrique “called her out” (told her that her actions were not nice to others)?
5. Did Dena change her behavior after talking with Enrique?
6. How did Enrique convince Dena to stop fooling the other kids?
7. Do you think what Enrique did was fair? Why or why not?
8. How did Dena feel when she thought Enrique was fooling her?
9. What did Enrique say when Dena accused him of fooling her?
10. What did Dena learn in this story?

# Coloring Pages

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# Answers

## Fill in the Conjunction Answers

1. but
2. and
3. but
4. so
5. or
6. and
7. but
8. because

## Cross-Curricular Silly Sentences Answers

1. Dena held the board carefully with one hand.
2. The little kids at the pool watched.
3. That's what magnets do naturally.
4. They attract and repel.
5. "That's not magic," Enrique said. "It's magnetism."
6. Walk 1000 feet northwest to find a surprise in the hole at the bottom of the oak tree.
7. Dena was so angry she was sure smoke was coming out of her ears.
8. She pictured a tall stump with a triangular hole on the bottom.
9. A metal box lay inside the hole in the stump.
10. "You fool the little kids all the time."
11. He told them he used the map to show Enrique how Earth's magnetic field moves.
12. She showed him how it worked.

## Word Search Answers

	A	B	C	D	E	F	G	H	I	J
1	M	A	G	N	E	T				
2							M		P	
3	R	E	P	E	L		A		O	
4							G		O	
5						P	I		L	
6	F	A	T	T	R	A	C	T		
7	O					R				
8	R					K				
9	C	O	M	P	A	S	S			
10	E									

ATTRACT	6, B
COMPASS	9, A
FORCE	6, A
MAGIC	2, G
MAGNET	1, A
PARK	5, F
POOL	2, I
REPEL	3, A

# Appendix A—“What Children Know” Cards

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<p>Question:</p>  <p>My answer:</p>    <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>  <p>My answer:</p>    <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>  <p>My answer:</p>    <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>  <p>My answer:</p>    <p>This information is correct! This information is not correct; can you find the correct information?</p>

# Appendix B—U.S. Map



# Appendix C—World Map



# Appendix D—Vocabulary Cards

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