Lesson 1.4
Making Sense of Light Sources and Brightness
Lesson Overview

Students continue to debrief their observations from the Light-Source Hunt through discussion and writing. After returning to the book *Can You See in the Dark?*, the class adds to the Light Sources chart. Students learn that not only do you need light to see, but that all light that helps us see comes from a source. By using a language frame that helps them explain cause and effect, students discuss how the source of a light makes a surface look bright. The purpose of this lesson is to synthesize new understandings about light sources and brightness by explaining that when we observe bright places, it is because of light coming from a source.

**Design Problem:** Design a puppet-show scene, using light.

**Investigative Phenomenon:** Some surfaces look bright.

**Students learn:**

- All light comes from a source.
Revisiting Can You See in the Dark?

Students are introduced to Partner Reading and revisit *Can You See in the Dark?* to identify additional light sources.

**Instructional Guide**

1. **Display the *Can You See in the Dark?* big book.** Remind students that they found many light sources around the school and that there are many other light sources in the book.

2. **Introduce Partner Reading.** Let students know that they will work with partners to find light sources in this book. Point to the Partner Reading Guidelines. Explain that these guidelines will help them make sense of the book as they read with their partners.

3. **Model the Partner Reading Guidelines.** Invite a volunteer to be your reading partner. Read each guideline aloud and model the corresponding behavior with a partner.

   - Sit next to your partner.
   - Put the book between you.
   - Work together to read and understand. (This is modeled in the next step.)

4. **Model working together to understand and find a light source.** With your partner, demonstrate how you might find a light source in the book, mark its place by using a sticky note, and then discuss with your partner.

   - I think this streetlight on page 9 is a light source. I am going to put a sticky note here.

   Prompt your partner to ask you how you know the lamp is a light source by asking you *How do you know?*

   - The lamp has light coming from it and makes the street bright.
5. **Assign partners and distribute books and sticky notes.** Distribute 1 copy of the book and 10 sticky notes to each pair. As students read, circulate to observe the light sources they identify and the discussions they have about how they know each one is a light source.

6. **Debrief the light sources from the book.** After students have spent about five minutes searching for sources, gather them back together in the discussion area. Ask students to look back in their books and share the light sources they found, while you record any new sources on the Light Sources chart. For each source that students share, ask them how they know it is a light source. [It has light coming from it. It makes a surface bright.]

7. **Introduce and post the key concept.**

   We know something is a light source if it has light coming from it. In the previous lesson, we found many light sources around our school. Today, in the book, we found more sources that you might see in other places.

   Whenever we see light, it must be coming from a light source. I am going to post this idea on the wall so we can remember it. If we want to use light to help the puppet-theater company, we now know that we will need a light source.

Read aloud the key concept and post it to the Key Concept section of the classroom wall.

8. **Add to the What We Know About Light chart.** Draw a flashlight in the top-left corner of the chart. Write "Light source" as the column header above the flashlight. Point to the column header and the flashlight.

   The flashlight will remind us that this is the light source. We know all light comes from a source.

9. **Collect all copies of Can You See in the Dark?**

**Teacher Support**

**Rationale**

**Literacy Note: Partner Reading**

Partner Reading provides time for students to apply and practice the reading strategies they’re learning and provides opportunities for them to assist each other with reading. In this lesson, Partner Reading is not focused on reading the words of the text; rather, it is focused on working together with a partner to use the images in the book to make sense of the content. Later in the unit, Partner Reading will also involve working with a peer to read the words of the text. For first-grade readers, it may take more time to establish procedures for Partner Reading. This will vary depending on the needs of your class. You may wish to provide additional modeling on how to read images and search for light sources with a partner. Set clear expectations for partner work, such as sharing the reading equally, helping each other understand the pictures in the text, and speaking in quiet voices. Establishing procedures takes time at first, but will pay off in terms of student learning and management of these lessons. Over time, students gain practice working together and will need fewer reminders about reading together effectively.
Instructional Suggestion

Going Further: Annotating During Reading
To help students become more familiar with saying and writing key vocabulary, you may wish to give them several minutes to record the word source on a few sticky notes before reading. Invite students to use their word ring for support. As students look for light sources in the text, you can invite them to place the sticky note on the pages that show light sources and use the word source as they share with their partners. This visual reminder can help students use the word source in their discussions.
Revisiting Can You See in the Dark?

Students are introduced to Partner Reading and revisit Can You See in the Dark? to identify additional light sources.

Instructional Guide

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   - Sit next to your partner.
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4. **Model working together to understand and find a light source.** With your partner, demonstrate how you might find a light source in the book, mark its place by using a sticky note, and then discuss with your partner.

   – Pienso que este alumbrado en la página 9 es una fuente de luz. Voy a poner un post-it aquí.

   Prompt your partner to ask you how you know the lamp is a light source by asking you *How do you know?*

   – La lámpara tiene luz que sale de ella y hace brillante a la calle.
5. Assign partners and distribute books and sticky notes. Distribute 1 copy of the book and 10 sticky notes to each pair. As students read, circulate to observe the light sources they identify and the discussions they have about how they know each one is a light source.

6. Debrief the light sources from the book. After students have spent about five minutes searching for sources, gather them back together in the discussion area. Ask students to look back in their books and share the light sources they found, while you record any new sources on the Light Sources chart. For each source that students share, ask them how they know it is a light source. [It has light coming from it. It makes a surface bright.]

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