When Can I See?

Students observe a pencil in darkness and light, then explain what changed.

1-PS4-2 "Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box..."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 WHAT HAPPENED?

a | yes | no | maybe

b | yes | no | maybe

2 USE YOUR CLUES

see	
not	

When Can I See?

HOW TO RUN THIS PAGE

Check that the room is dark when you turn off the lights and close the door. Students observe their pencils with the lights off and on, then use both observations to explain what helped them see.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · WHAT HAPPENED?

SAY "Put your pencil on your desk. Look at it when I turn off the lights, and look again when I turn them on. Circle what you observed in each row."

ROW	SAY	STUDENTS CIRCLE
a	When the lights were off and the room was dark, could you see your pencil? Circle what you observed.	**no**
b	When the lights were on, could you see your pencil? Circle what you observed.	**yes**

PART 2 · USE YOUR CLUES

SAY "Look at the answers you circled. Tell me what changed and how that helped you see your pencil. Then write one word in each box: next to SEE, write when you could see it; next to NOT, write when you could not see it."

- Box 1 (beside see): **light**
- Box 2 (beside not): **dark**

WHAT TO ACCEPT

In a truly dark room, accept no with the lights off and yes with the lights on. Accept phonetic spelling in the boxes; listen for an oral explanation that uses both observations to say the pencil needed light to be seen.