SCIENCE

Lesson 10

Year 1

Topic: Celebrating light and sound

Producing a light and sound extravaganza

Lesson concepts

- Light and sound are produced by a range of sources and can be sensed
- People use science in their daily lives
- Questioning can be responded to
- Observations and ideas can be represented and communicated

Today students will:

- share knowledge about light and sound.

Resources

Digital

Slideshow — Welcome to my light and sound extravaganza! (optional)

Find and prepare

Sound effects recorded for chosen story

Video recording device

A bright source of light (for example: bright torch or desk lamp)

A screen (for example: made from a cardboard box and baking or butchers paper; or a plain light-coloured sheet)

Scrapbook

Billy goat puppets (made in previous fortnight, using Sheet 10 — Billy goat puppet outlines)

Key terms

light, science, sound

For definitions and explanations of terms, please see the Glossary.

Note

Before the lesson, make a shadow puppet screen. Search 'how to make your own shadow puppet screen' on the internet for ideas, if required. The sound effects can be recorded during the performance if they have not been pre-recorded.

An adult can narrate the story, if desired.

Learning alerts

Be aware of students focusing on role-play rather than the light and/or sound produced for the presentation.

Suggested next steps for learning:

- Remind students to focus on making light and sound effects.

Lesson

Present light and sound effects

Say to students

> In this lesson, you are going to perform a story with light and sound effects. We will video it so we can show it to your teacher or anyone else you wish.

1. Support students to practise using shadow puppets (made using Sheet 10 — Billy goat puppet outlines) in conjunction with a light source and sound effects recorded for a chosen story.
2. Set up the video camera to record.
   a. Introduce the student's story by saying 'Students have used their science understanding to create light and sound effects for a story (or part of a story). See if you can spot the sound and light effects.'
   b. Play the sound effects audio and record the student performing their story. If the narration and sound effects were not recorded prior to the performance, an adult can read the story and make the sound effects as the student performs.
   c. Replay for students to view and discuss how the different effects come across on the video.
3. If time permits, students might like to insert photos into a slideshow. Edit the slideshow to demonstrate their science understandings. Use **Slideshow — Welcome to my light and sound extravaganza!** as a template.

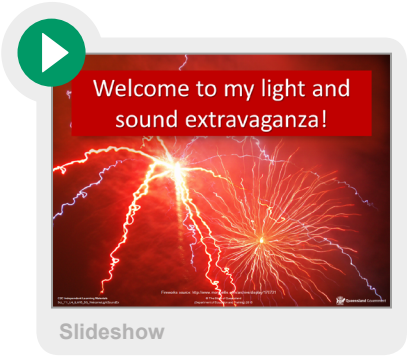

Image source: http://mrg.bz/ns8XPk

   a. Support students to include photos in the slideshow.
   b. Use the recorded shadow puppet story to share learning with family and friends.

Note

If no live audience is available, send it to an audience such as family or friends.

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4. Ask students to consider the science they have learned.

Focus questions

Q. *Where do sound and light come from?*

A. Some sort of source.

Q. *What are some sources of light?*

A. For example: The sun, light bulbs, candles.

Q. *What are some sources of sound?*

A. For example: Machines, animals, people, toys, musical instruments.

Q. *What are some actions that can produce sound?*

A. For example: Strumming, plucking, hitting, shaking, squeezing.

Q. *How do we know about light and sound?*

A. We observe them with our senses.

Q. *What have we learned about what scientists do?*

A. For example: They ask questions, they observe changes to make decisions that help everyday lives of people, they help us understand things.