

Literacy-Based Science Task

Big Idea/ Topic (Science)

Light Sources

Reading/ Writing Skills

Reading Skill: Finding the main idea and details

Writing Skill: Write informative texts

Standard Alignment

Science Standard:

S1P1. Obtain, evaluate, and communicate information to investigate light and sound.

b. Ask questions to identify and compare sources of light.

ELA Standards:

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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Pre-Reading: Light Sources

Activity 1: Light Source Hunt

The teacher should take students on a tour around the school building. The task would be to identify and list various light sources. The class will walk around the school and identify sources of light. They should draw or write down the various light sources that they find in their science notebooks/journals. When the class returns from their light source hunt, the teacher or a designated recorder can write down all the sources that were found around the building. The teacher can also strategically place less common items around the school for students to find. Things to find could be but are not limited to ... exit signs, computer screens, overhead projectors, watches, light fixtures, bulbs, sunlight, flashlights, hotplates, lanterns, candles, etc.

Return to class and discuss the items that were observed. Add them to an anchor chart about the sources of light. Questions for discussion may include:

- Are there any other sources of light we didn't see at school?
- What is our major source of light here on Earth?
- Are there any sources of light in the sky?
- Where do you think light comes from?
- What else are you wondering?

Activity 2: Initial light source sort

1. Review the multiple sources of light that were discovered in the previous activity.
2. Ask students why we use light.
3. Review the page of pictures on the [light source sort](#) to ensure students know what each object is.
6. Allow students to sort into categories. Have students generate their own categories and explain to a teacher or neighbor.
7. At this point students may sort into categories such as:
 - a. Light sources that need to be plugged in vs those that do not
 - b. Light sources inside vs light sources outside
 - c. Bright vs Dim light sources
 - d. Various other categories
8. Allow students to sort and explain their categories. Be sure to record any questions that students think of as they are working as these might be answered by the reading.



Reading: Where Does Light Come From?

(Introduce the Reading) Before reading, ask students if they have ever found themselves squinting in bright sunlight. Does it ever feel like the light hurts their eyes? Point out that if someone pushes them, it can hurt their arm, because the energy from the push goes into their arm. Tell them to be watching for why light can hurt their eyes in the book they are going to read.

The Big Book: [Where Does Light Come From?](#) can be used as a read-aloud or for shared reading (projected on a screen). Tell the students that they will be identifying the main topic and the key details of the text as you read. The teacher can also ask students whether the items on each page are natural or human-made sources of light.

Reading Skill: Identify main topic and retell key details.

After reading the book once, remind students that they can find the main topic of the text by looking at the information found near the beginning of a text and by looking for ideas that are repeated. Ask them to look through the book to see what words show up several times. They should notice that the words “light” and “energy” are among the most common words. Point them back to the first page to look for the connection between light and energy. Help them identify that the phrase “Light is energy” is the main idea and fill it in on their [graphic organizer](#). Then ask them to look for examples of light and energy sources and pick three to put down as supporting details.

Post-Reading: A Life Without Light

Writing Skill: Write informative texts

Activity 1: Review sort and record on worksheet

1. Review the light sources sort from earlier in the lesson.
2. Ask students if they would like to change how they sorted the light sources. Then ask them why they are changing it or why they are not changing it.
3. Allow students to cut the pictures apart and glue them in the correct column on the [activity sheet](#).

Activity 2: A Life Without Light

Students should write an informational text about what life without light would be like. They can write independently to include the topic, facts, and a closure or they can use [the sentence starters](#) to help guide their work.

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Print Ready Student Sheets

Light Sources

Cut apart the pictures below. Decide which objects produce light naturally and which ones are made by people. Glue them in the appropriate category.

<i>Natural Light Sources</i>		<i>Human-Made Light Sources</i>	



Light Sources



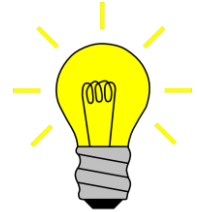
fire



candle flame



computer



lightbulb



flashlight



shoes



firefly



police car lights



lightning



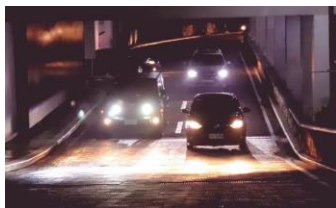
cellphone



sparkler



sun



headlights



jellyfish



nightlight

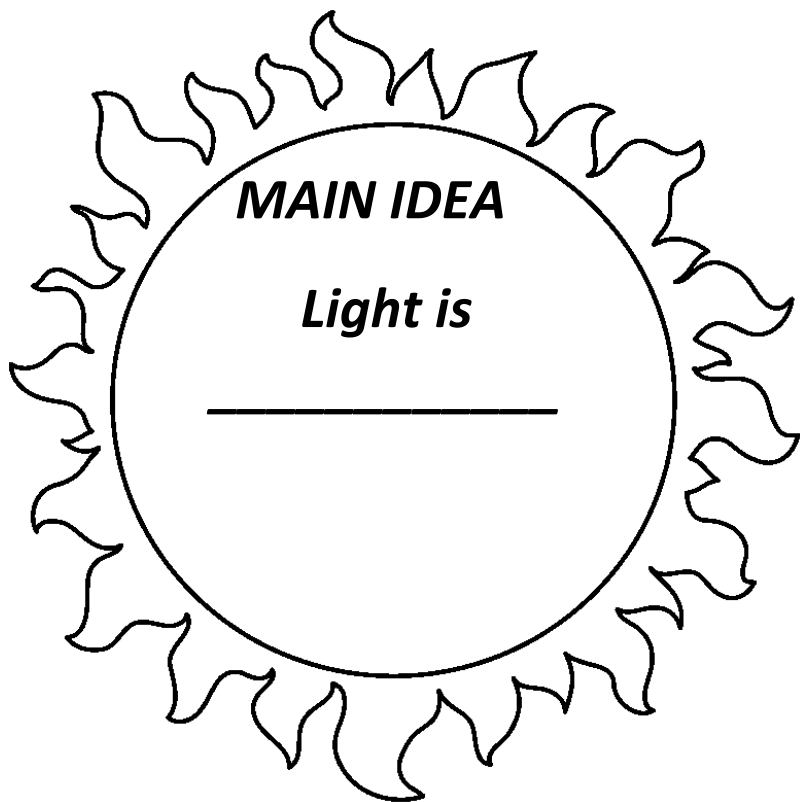


traffic signal

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Key Detail

Key Detail

Key Detail



MY LIFE WITHOUT LIGHT

A life without light would be _____.

***If we didn't have the sun, we would _____
_____.***

***If we didn't have electricity, we would _____
_____.***

***If we didn't have fire, we would _____
_____.***

Life would be _____ without light!

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The Big Book: Where Does Light Come From?

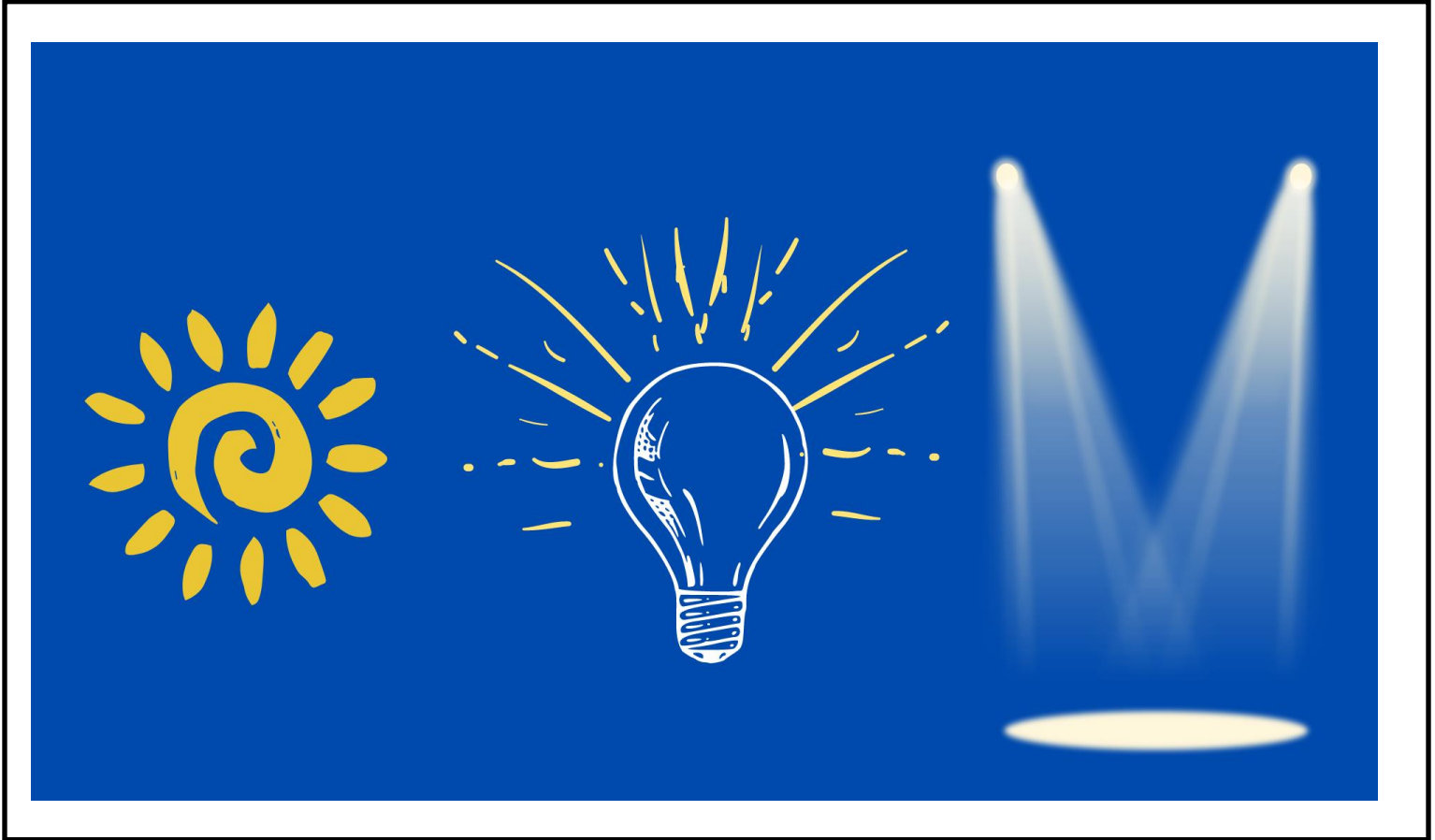
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Where Does Light Come From?



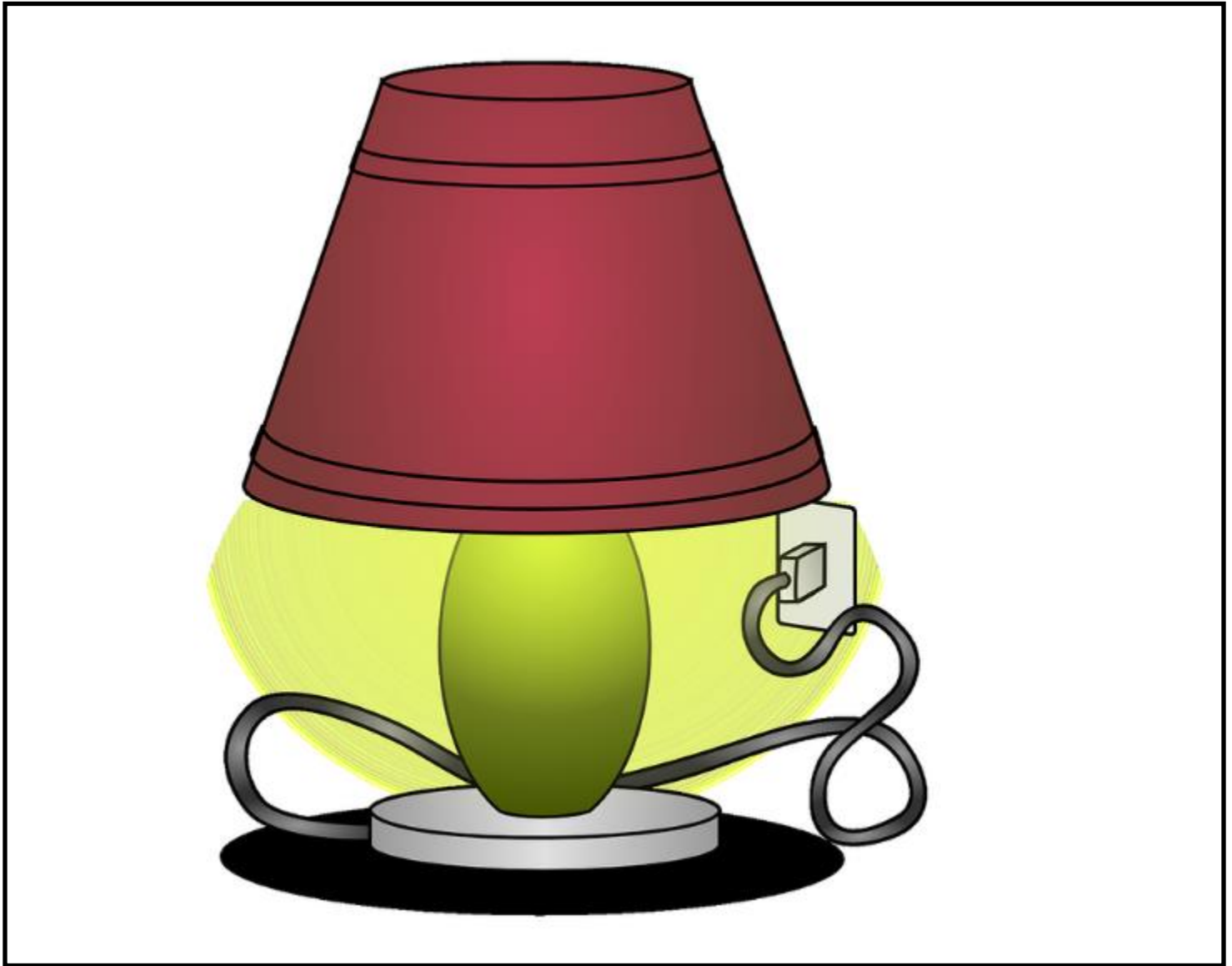
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Where does light come from?



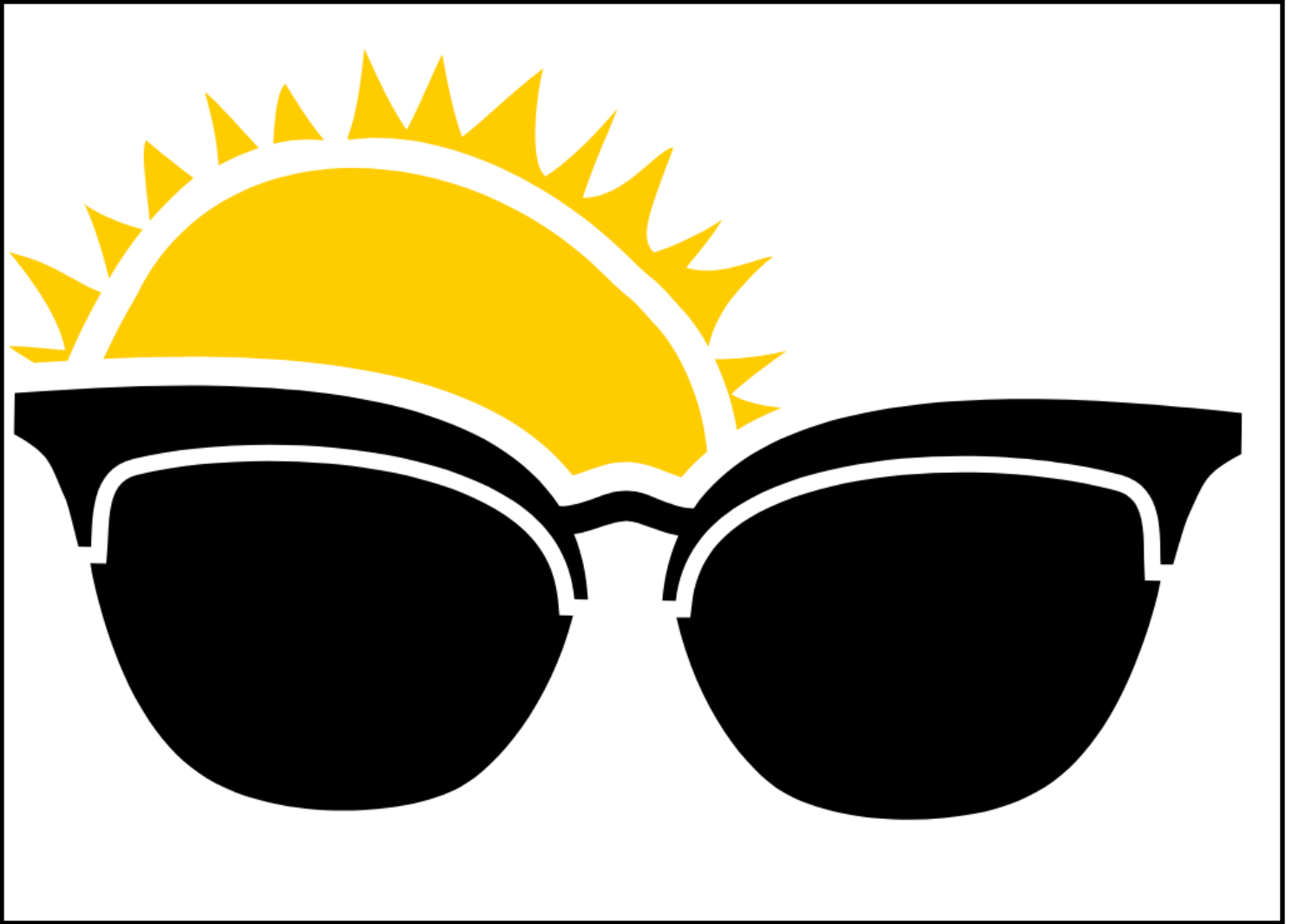
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Sometimes the sun is so bright!
You cover your eyes.
The light hurts.



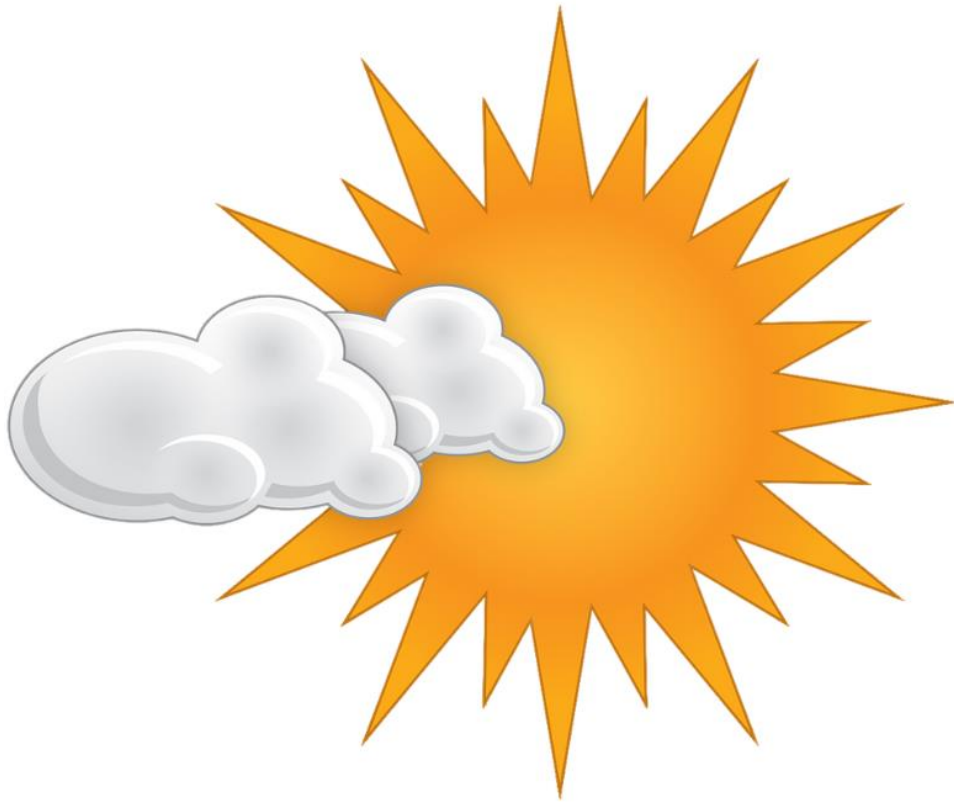
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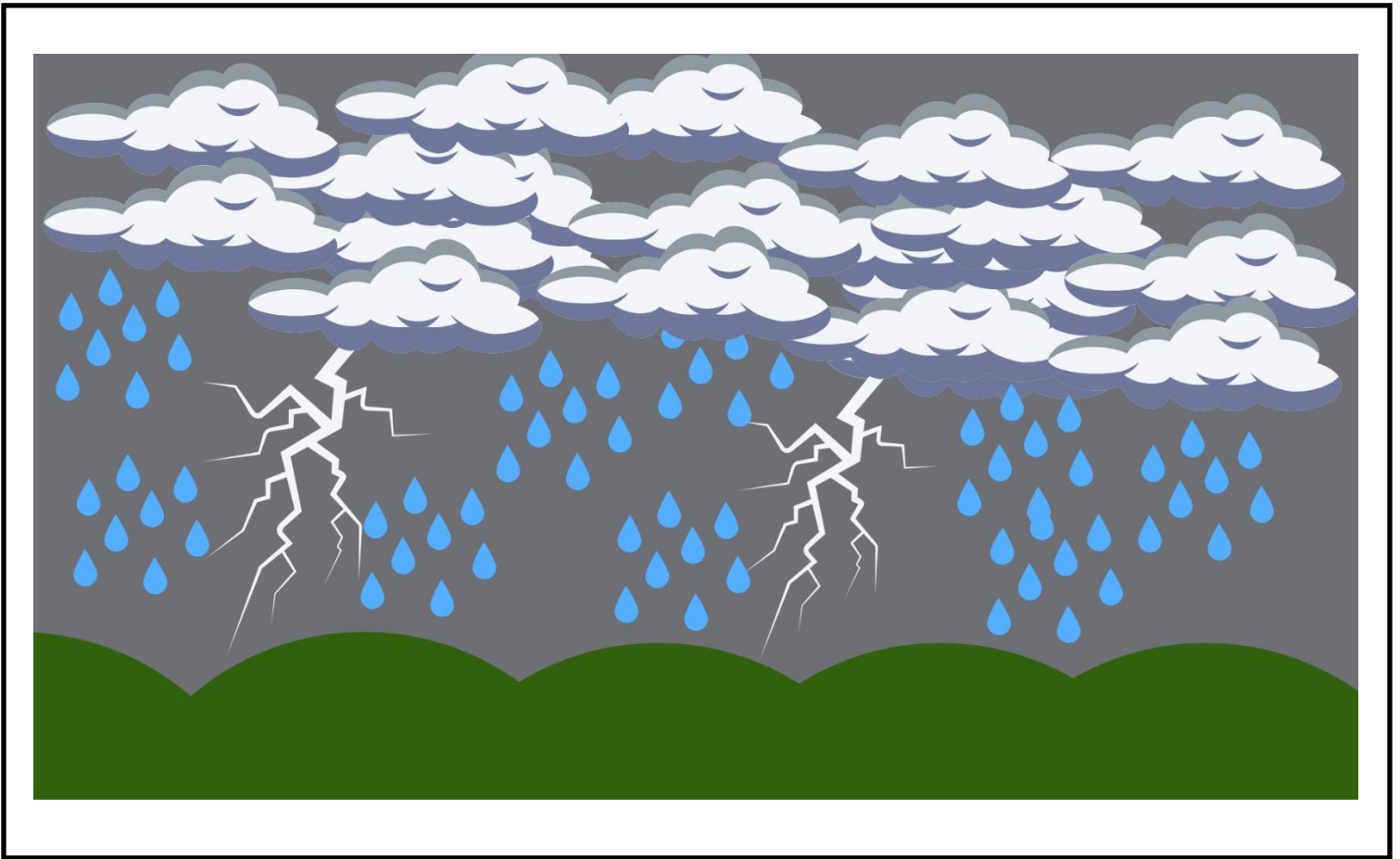
How does light hurt your eyes?
Because light is bright.
Light is energy that you can see.



A campfire gives off light.
The energy comes from the
burning wood.



Lightning makes the sky light up.
The energy comes from the storm.



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A firefly uses its own energy to make light.



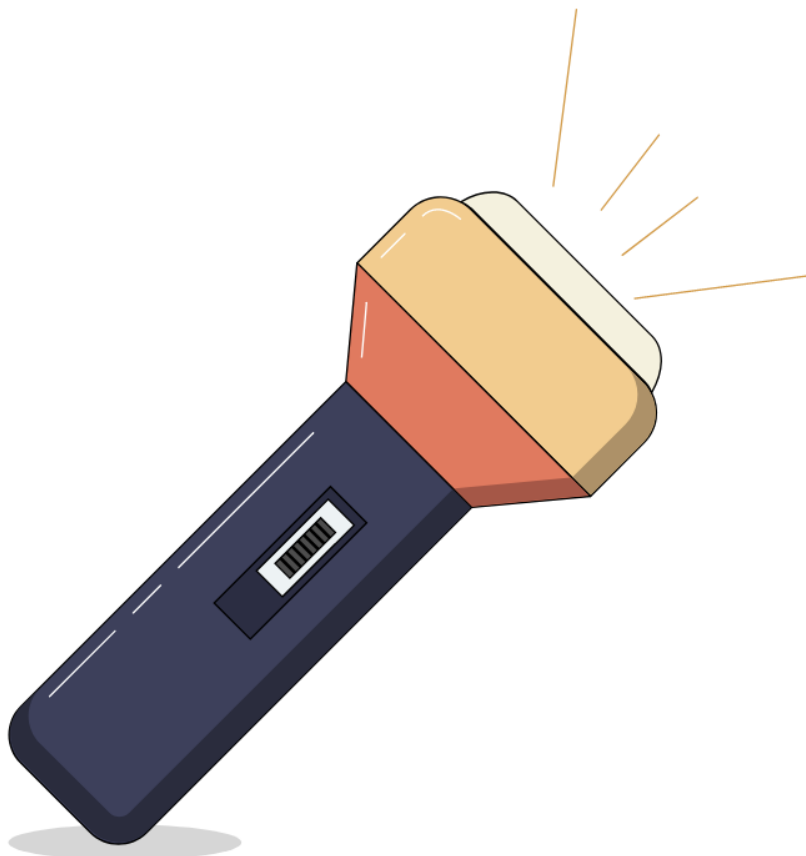
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People can make light, too.
Think about a flashlight.
It must have energy to work.
It gets energy from a battery.



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The light in your classroom needs energy. It uses electricity to shine.



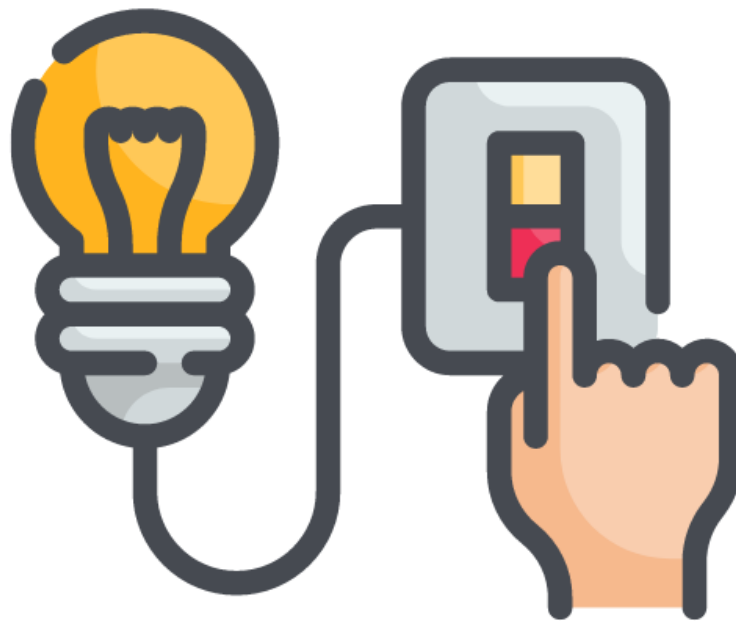
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When you flip the switch, you
stop the electricity.
There is no more energy.
The light goes off.



Light Off

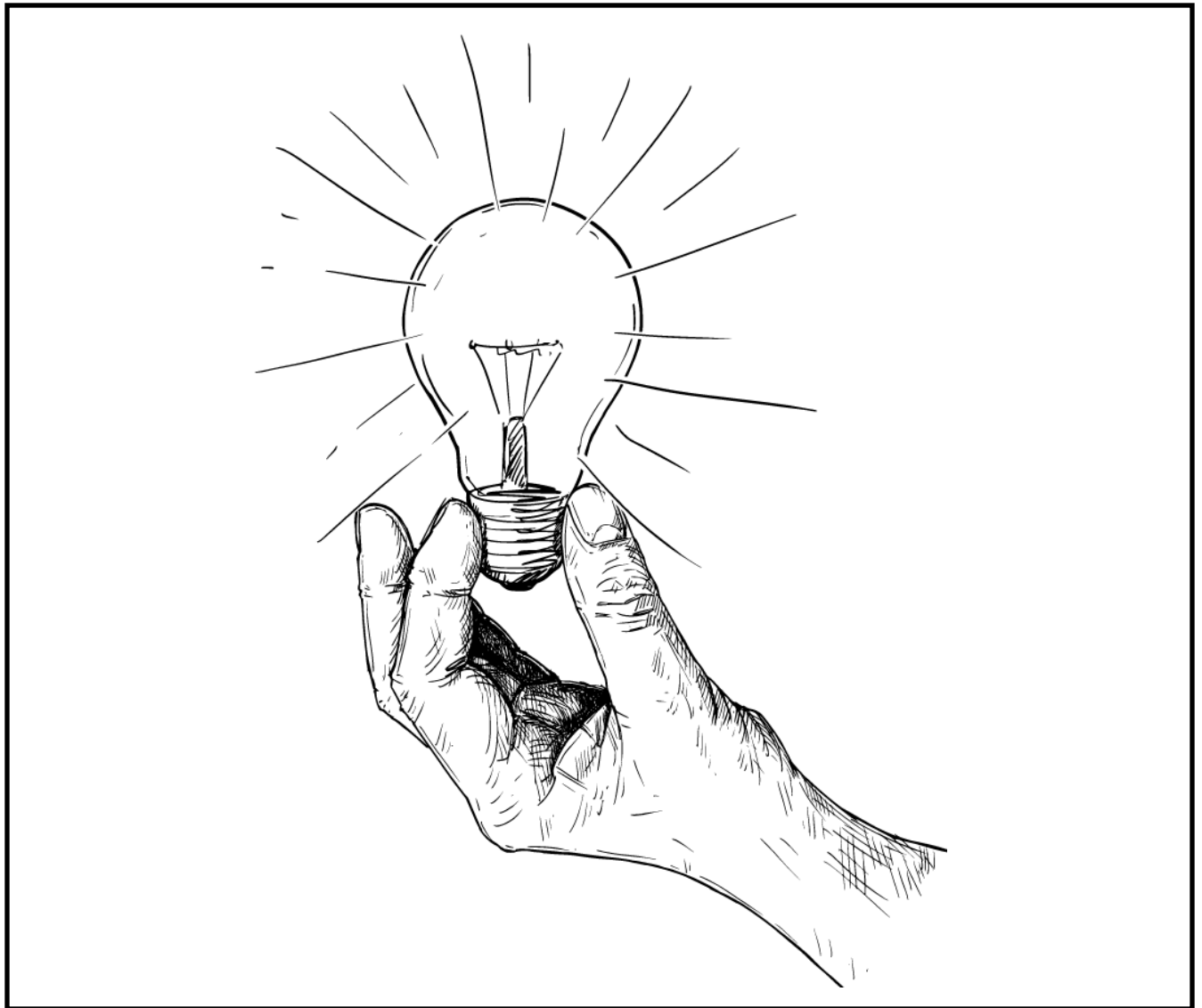
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I wonder what life would be like without any light.



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