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| **Description of Activity** | **Teaching/Learning Strategies** | **Expectations Addressed** | **Learning Styles** | **Assessment** |
| Day 1:   1. Lab: Splitting Light  * using prisms and spectroscopes, examine the light produced by the sun, a fluorescent light and a discharge tube | Independent inquiry | E1.2  E2.5  E3.2 | Kinesthetic  Visual  Interpersonal | Diagnostic   * collect labs and review for understanding * observation as students perform lab |
| Day 2:   1. Note: The Visible Spectrum 2. Demo: The IR Camera  * Discuss how surveillance companies use IR cameras to identify criminals in the dark without them noticing  1. Note: How does the human eye work  * Use the coloured bells visual aid to represent how the retina processes incoming light  1. Demo: Colour wheel  * Using the previous analogy, discuss how the colour wheel works (Think-pair-share)  1. Homework questions  * Based on visible spectrum/properties of light | Direct instruction  Technology  Direct instruction  Visual Aid/Analogy  Problem Solving | E1.2  E3.2  E3.8 | Visual  Auditory  Logical | Formative   * Observe think-pair-share for understanding * Questioning of students based on experiment performed on Day 1 * Observe ability to complete homework |
| Day 3:   1. Take up homework questions 2. Lab: Mixing colours of light  * As a class, make predictions on what will happen when colours mixed and then test predictions  1. Note: Additive theory  * Discuss, with relation to the human eye, how colours are mixed to produce new colours  1. Ass’n: How to make a rainbow!  * Students read short paragraph and are evaluated on questions based on reading and the visible spectrum | Teacher led, student involved, inquiry  Direct Instruction  Independent work  Student independent study | E1.1  E2.6  E3.5  E3.7 | Kinesthetic  Visual  Auditory | Formative   * Take-up homework questions and observe level of understanding * Question individuals about their predictions and the logic they were based on   Summative   * Evaluate student understanding of the visible spectrum **knowledge** and **communication** skills (how they interpret and communicate the information in the article |

**Three Day Lesson Sequence**