



Land

8 minutes

Restate a few responses from the Socratic Seminar that show evidence of students' learning. Ask students to reflect silently on how their knowledge has grown since the beginning of the module. 

- ▶ **You have learned a lot about how light interacts with objects and affects what we see. What did you do to build your knowledge?**

Model how to find a student work product (e.g., a page from a Science Logbook or a class chart) that shows evidence of how students built their knowledge during the module. Explain the difference between how students learned and what they learned. Instruct students to find one work product in their Science Logbooks or elsewhere in the classroom that shows evidence of how they learned. Have students compare how they learned with a partner who chose a different work product. 

- ▶ **What did you do in this work?**

- *(Response comparing Lesson 5 Activity Guide with Lesson 11 Activity Guide) In one lesson, we observed a model of a basement during a blackout. In the other lesson, we used models to see how light interacts with objects to make shadows.*
- *(Response comparing Lesson 4 class room models chart with Lesson 16 class materials chart) To fill out one class chart, we observed how well we could see objects in the bedroom models and the basement model. To fill out the other class chart, we observed how different materials interacted with light.*

- ▶ **What is the same about what you did? What is different?**

- *(Response comparing Lesson 5 Activity Guide with Lesson 11 Activity Guide) We used models to learn about light both times, but we used the models to learn different things about light. We used the basement model to figure out that we need a light source to see objects. We used the penlight, the box lid, and the cat to see how objects, surfaces, and light sources can form shadows.*
- *(Response comparing Lesson 4 class room models chart with Lesson 16 class materials chart) We used both charts to help us see what was the same and what was different, but one chart was about room models and the other chart showed how much light traveled through materials.*



Teacher Note

Display the driving question board, anchor chart, and anchor model to help students reflect on how their knowledge has grown.



Differentiation

To provide additional support, assign student pairs specific work products that demonstrate clear evidence of similarities in the learning process, such as products in which students applied the same Science and Engineering Practice. For example, consider pairing these work products:

- Lesson 5 Activity Guide and Lesson 11 Activity Guide
- Lesson 4 class room models chart and Lesson 16 class materials chart