

What is light? October 2017

Tashi: "A light is when you can see."

Anyia: "So you can see when you're eating!"

On this day, the fire alarm went off early in the morning. Firefighters arrived and were able to turn the alarm off, but the flashing light remained throughout the day. Coincidentally, we also had a small group plan to investigate light in the dark corner of the classroom. We had at our disposal a lamp that can be maneuvered at its post, but this flashing emergency light also provided an interesting aspect to the investigation...



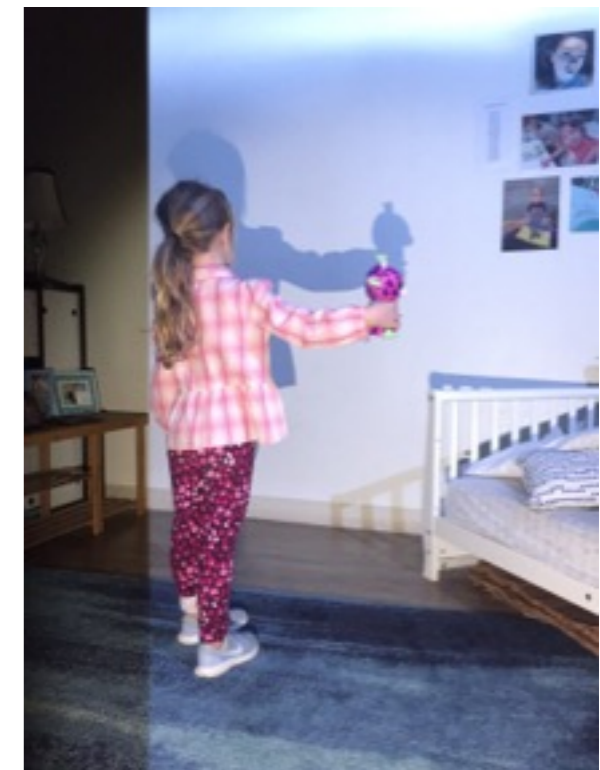
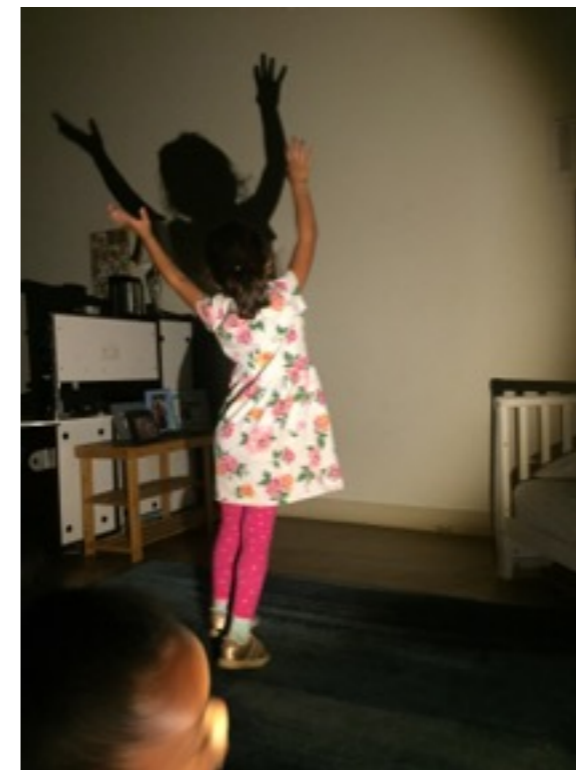
Rachel: "What happens when we take the light up on the wall?"

Tashi: "Oh! We can see the shadows!"

Anyia: "It gets like a bear!"

Julian: "The couch shadow!"

Evelyn: "Let's see what happens when I hold up my giraffe..."



Tashi: "It's a teeny circle..."

Evelyn: "Can we turn off this light and see the light that's flashing better?"

(We turn off the lamp momentarily and witness the flashing emergency light.)

Evelyn: "It's like a haunted house!"



What can we see that the children know about light + shadows from this experience?

What other materials could we use to explore light?

Anyia said the light "gets like a bear." Do the children see light as a living thing? How so?

What does this experience say about context: the back of the room, how we use it, how we could use it more intentionally with light?

Tashi and Evelyn particularly used their whole bodies to explore the light in an elaborate dance. How can we cater light and shadow experiences to each child's "language" they are drawn to utilize?

How much do children know about the connection between light + shadow.