MORE THAN MEETS THE EYE

Carmela Jones
Christine Moskalik
MORE THAN MEETS THE EYE

Introductions
COLOR ME WITH LIGHT

More than Meets the Eye, Grades 3-4
Carmela Jones, MNS
How do the primary colors of light mix?

- Red + Blue = MAGENTA
- Blue + Green = CYAN
- Green + Red = YELLOW
- Red + Green + Blue = WHITE
How do the primary colors of pigment mix?

- Red + Blue = PURPLE
- Blue + Yellow = GREEN
- Yellow + Red = ORANGE
- Red + Yellow + Blue = BLACK
ENGINEER A KALEIDOSCOPE

See 3-4 More than Meets the Eye – Color Me with Light Lesson
TEST YOUR KALEIDOSCOPE

See 3-4 More than Meets the Eye – Color Me with Light Lesson
CAN YOU SEE WHAT I SEE?

More than Meets the Eye, Grades 5-6
Christine L. Moskalik
Overview

- Emphasis: Visual Perception
- How it relates to 3-4 lesson
- Our use of this lesson
- Challenge: How can you adapt these activities for your classroom and/or build upon them?
Lesson Outline

- Intro

- Activity 1: Visual Explorations
  - visual perception tests

- Activity 2: Peripheral Vision
  - Simple group experiment, qualitative data

- Wrap-up
Student Objectives

The students will …

- define visual field, binocular, depth perception, and peripheral vision.

- evaluate various aspects of their own vision such as pupil constriction/dilation, blind spot, peripheral vision, depth perception and dominant eye.

- analyze qualitative data for their own peripheral vision.
Activity 1

- 2 min per test
- Instructions and materials listed on each test card
- Record results/observations on student page
- Do as many as you can & be prepared to share-out
Transition points

- Volunteers share observations
- Ask: what surprised, impressed, or confused you?
- Address the relevant eye anatomy/structures or aspect of our visual system for each test.
  - If doing a dissection, address the eye dissection tie-in ("As you have seen in the dissection" or "as you will see in the dissection").
- Announce the next activity: collecting and analyzing data to evaluate our peripheral vision.
Activity 2

- Instructions on student page
- Assign initial roles
- Practice run
Practice Run

Student C – Records Cues
Read instructions; travels along with Student B. Records markings on the poster when Student A says they see something.

Student D – The Sheriff & Transfers data.
Makes sure Student A continues to look ‘straight ahead’ or closes eyes. Records the results on the student page.

Student B – sends cues
Start OFF the poster; hold cue card at head-level; side-step slowly until you reach “stop”.

Student A – receives cues
Stands at “x”– keeps looking straight ahead; close eyes after seeing a cue; STATE what you have seen!!

OK….GO!
Wrap-up

- Share opinions and experiences

- Verbally quiz students on definitions and outcomes of the various visual perception tests

- Relate the outcomes/results of their tests to “every day” life:
  - Survival
  - Communication
  - Decisions/safety
  - Others?

- Student questions?
Thank You!

Questions/Comments?

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