Light and Sound
Card 2 of 38: Rays of Sunlight
Light and Sound
Card 6 of 38: Firefly
Light and Sound
Card 7 of 38: Plane Mirror
Light and Sound
Card 8 of 38: Distorted Reflection in Moving Water
Light and Sound
Card 11 of 38: Translucent Stained Glass
Light and Sound
Card 12 of 38: Refraction
Card 13 of 38: Instruments That Use Lenses
Light and Sound
Card 15 of 38: Distortion Mirror
Light and Sound
Card 16 of 38: X-Ray
Light and Sound
Card 18 of 38: Rainbow
Light and Sound
Card 19 of 38: Raindrop Prisms
LONGER WAVELENGTHS
RADIO  MICROWAVE  INFRARED  VISIBLE  ULTRAVIOLET  X-RAY  GAMMA RAY

SHORTER WAVELENGTHS
Light and Sound

Card 20 of 38: Light Energy from the Sun
Light and Sound
Card 22 of 38: Sound Waves
Light and Sound
Card 24 of 38: Recorder
Light and Sound
Card 25 of 38: Sound Waves Entering Ear
Light and Sound
Card 26 of 38: Sound Traveling Through String
Light and Sound
Card 28 of 38: Lincoln Center
Light and Sound
Card 35 of 38: Telegraph
Light and Sound
Card 36 of 38: Visible Speech
Light and Sound
Card 37 of 38: Man Using Bell’s Phone
Light and Sound
Card 38 of 38: Telephone Development
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude, others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To those named and unnamed we are deeply grateful.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capital View Elementary, Challenge Foundation Academy, (NJ); Community Academy Public Charter School, Lake-Lure Classical Academy, New York City Public School 36, New York City Charter School, PS 239, (New York City Public School 30), PS 344, (New York City Public School 31), PS 345, (New York City Public School 32), PS 346, (New York City Public School 33), PS 347, (New York City Public School 34), PS 348, (New York City Public School 35), PS 349, (New York City Public School 36). We would like to extend special recognition to Program Directors Whittington, Hueri, and Zolin, who were instrumental in the early development of this program.

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CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

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