



MAGIC MILK SCIENCE EXPERIMENT

KINDER2,ROOM 25

Children had a lot of fun exploring the chemical reaction and the colour mixing through this experiment.

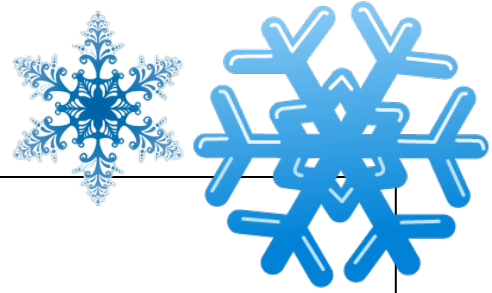
Children tried to guess which kind of experiment we were doing.

Katrina said "are we making play dough"?

Children enjoyed mixing the primary colours and a couple of children said "we are making fireworks" once they added the dish soap to the milk.

We discussed the chemical reaction between the ingredients, and liquid density in simple way by asking questions like which is heavier? Milk or soap?

3.4-Conversing with adults and peers.,4.2- Problem solving,5.3-Fine motor skills.



Educator Reflections

Day 1 – Tuesday, August 18

In the afternoon before lunch we sat down with the children to read a few books. The children really enjoyed reading the book “Frozen” and talking about their favourite characters. We began talking about Elsa’s ice castle, which led to a conversation about a real hotel made of ice and giant ice sculptures.

“It must be really cold to sleep in an ice hotel”, commented Joshua. As the children seemed very interested in the topic, I told them I would bring in pictures of the ice hotel the next day.



Educator Reflections

Day 2 – Wednesday, August 19

After coming back from our baseball game, I decided to show the children the pictures I promised to bring in the day before. They sat around the table and took turns looking at the pictures, as they said “cool” and “wow”.



One of the children suggested that maybe we could grab some snow and cut it. I then explained to them how people use special equipment to make the sculptures and use ladders to reach up high. Kayleigh then asked “did you google how much it cost?” I told her I forgot to look at the price but would let her know as soon as I knew. Joshua then said with a smile “Yeah, then we can go there!”

Domain and skills

3.4 conversing with peers and adults – engaging in increasing longer interactions

3.6 listening to others – engaging in give and take when interacting with others

3.7 enjoying literacy – requesting specific stories

4.4 questioning – asking questions to clarify their understanding



Being Creative with String with the Juniors!



1.1 Friendship

-Participating in peer groups

The children are very engaged as a group in this activity.



1.3 Cooperation

-Co-operating and sharing frequently

The children did a great job sharing ideas, and materials.

1.4 Helping Skills

-Increasing helping behaviors

The children did a wonderful job helping each other make knots for their strings.

3.1 Verbal & Non Verbal Communication

-using correct verb tense, word order, and sentence structure

The children are discussing what they are making, and they are also very focused.

2.3 Self-Esteem

-Showing pride in work & achievements

The children were very proud of their bracelets that they wanted to save them so that they didn't get lost or ruined.

What Is Happening?

The children noticed small blue, pink and purple beads set up on the table with black string. The children decided to make different bracelets with beads and without. They decided to make the bracelets for their mother, a friend, or themselves. A couple of the children needed help tying knots for their string, so a couple of children helped them. Some of the children enjoyed making knots so much that they made a bracelet of different sized knots. One of the children showed the others how to make a knot in the shape of a square.

What Are They Learning?

The children are learning to engage in an activity as a group. They are learning to share ideas, and materials. They are helping each other tie knots at the end of the string. They are learning to make knots of different shapes. They are using different colors, and are creating patterns. They are measuring and cutting string to make sure that it will fit the person's wrist that they are making the bracelet for.

What's Next?

The children have shown an interest in different string, and beads. They can make bracelets, necklaces, rings and different things out of a variety of different strings such as gimp, yarn, etc. They can also use different kinds of beads of different shapes, colors, and sizes. They can learn how to make different patterns, and designs. They can look for ideas in books which show step by step examples on how to make different designs such as different braids, and zippers, etc. The children can also glue string to paper and make different crisscross designs.

Questions Asked By Children & Quotes

"Do you know how to make a zipper design, I do?"

"Does anyone need help tying a knot? I am really good at doing that?"

"Do you guys want me to show you how to make a knot out of a square shape, it's really cool?"

"I'm going to use pink beads, because that's my mom's favourite color!"

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5.3 – Fine Motor Skills – tool use

Here the children are using measuring cups to add milk to the bowl

4.12 – Counting - counting in meaningful ways in play and daily living



Kitchen Time!



Educator Reflections

I observed the children being very excited for making the Popsicles. They offered assistance to their friends and cooperatively listened to me. They had a lot of fun and were full of smiles while making the Popsicles. The children really enjoy our time in the kitchen and being a part of choosing what to make for snack. This also helps the children enjoy their snack and boosts their self-esteem.



1.4 – helping skills – offering assistance

In the bottom right picture you can see a child reaching across showing friends where they still needed to add cups.

4.4 – Questioning – asking why to determine causes

The children were asking why we had to measure the ingredients and why we had to mix it altogether.



Enjoying the yummy Popsicles they made!

2.3 – Self-esteem – seeing themselves as a valuable member of the group



Play

Kayden has decided he would like to measure the length of the room.

He tied pieces of string together. Then he asked for some string and a ruler.

He went to one end of the room and asked a child to hold the string.

Social Stages

Kayden is using the string to measure the room, and the ruler to measure the string to see how long the room is.

1.1 He was making friends by asking them for help.

1.6 Taking others point of view and listening to others ideas

Emotional

2.3 By doing all the measuring and asking for help Kayden is showing pride in his work, and building self-esteem

Communication Language and Literacy

3.3 Kayden shared the process with his peers from beginning to end.

Cognitive

Kayden used 4.2 problem solving skills to achieve his goal.

Measured length 4.7 using string and a ruler.

He completed number operations 4.8 by adding up one length of the string to the other.

He also understands spatial relations 4.9 by knowing how to use a ruler.

Educators Role

To provide the necessary tools: Scissors, String, tape, ruler, and a room in order to complete his task.

Learning Skills

This activity allowed Kayden to socialize, problem solve, complete number operations, measure length, show pride and achievement, and understand spatial relations. This allows the children to broaden their imagination and think about what comes next. Maybe how many shoes does it take to cross the room. The answer lies within them!

