

Milliken Mills March 2021 Learning Experiences

Learning Experience #1: Salted art



We completed this activity over two days. The first day, the children drew out different shapes they like, traced the drawings with glue, and sprinkled salt on top of the glue. On the second day, the children colored their salted art with watercolor. The teacher asked the children if using watercolor would be a good idea since salt melts in water. They answered, "Salt does melt in water, but maybe it won't because there is glue on it now." The children carried on coloring their art, they found individual salt did melt into the watercolor; but they also found in areas where many salt crystals were held together by the glue did not. One of the children decided to add more water in order to melt the salt, they ended up successful in their goal but also created a huge hole in their art work in the process. "See ya later, salt." she said as she finishes melting the salt in her art.

Since salt is white, the teacher had a discussion with the children "What can you think of or relate to when you see color white?" S1 answered, "White is the color for winter". S2 said, "Snowman is white". S3 said, "I do not like winter. Winter is too cold. I like summer". Children were able to express their thoughts in the discussion, and create artwork based on their ideas.

Learning Experience #2: Oil and paint experiment



In this activity children were curious how primary colors mixed to create secondary colors. One child asked “what color will turn out when red and yellow mix together?” To find out the answer, we mixed red and yellow together, and figured out the answer is orange. We also experimented with other color combinations through this activity. Other than color mixing, the children also observed what happens when oil and paint combine. S1 said, “The paint is floating within the oil”. S2 said, “Paint does not mix with the oil”. S3 said, “It kind of looks like a lava lamp.”

In the learning experience, the children not only learned about mixing primary colors to create secondary colors. They also learned about the density of different liquids. The children have also given ideas for the teachers on future learning experiences. Spoiler Alert! Totally not a lava lamp.

Learning Experience #3: Pour water down a string



To encourage children to use their problem solving skills, the teacher asked the children “who can pour the water from one cup to the other, but not spill water to the table?”. S1 said “I can”, and she moved the two cups close, and poured. Teacher said “Good thinking, but now try one cup up high and the other cup on the table without spilling.” S2 said “I want to try”, she was not successful and water splashed all over the table. “How about we try to use the string?” the teacher suggested. S2 taped the string on to the lip of the cup and tried it again, but was still unsuccessful as the water still splashed on its way into the cup. The teacher asked, “Is there more we can do with what we have to make the water follow the string down to the cup?” S3 said “Maybe if we wet the string more? Some of the water looked like it was following the string and some didn’t.” “Good suggestion, let’s test it out.” said the teacher. S2 soaked the string into the water as S3 suggested. She lifted the cup up high, started her pouring motion, and the water followed the soaked string into the bottom cup. “It works! This reminds me of the water fountain outside, the water was smooth.” said S3. “Yeah, it kind of looks like a waterfall.” said S2.

In this activity, children were engaged in a small group activity, and they expressed their ideas on how to pour water from one cup to another without spilling water.

