

March 2021

Seed Planting



"Do I need to pack the soil?"

"Don't forget to water it!"

"I like soil"

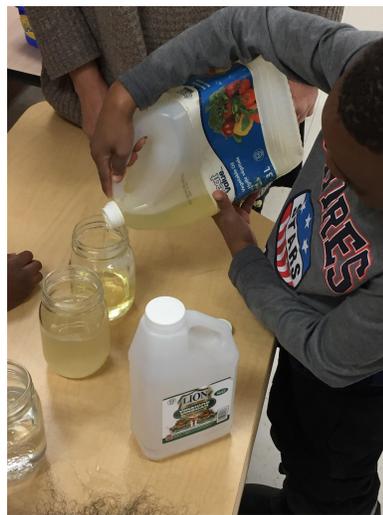
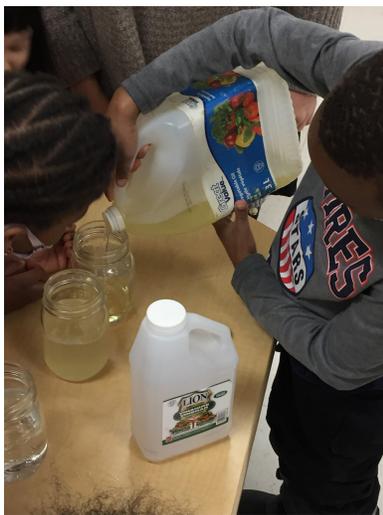
"Why are there holes in the pot?"

"The holes are at the bottom of the pot so the water can go through the pot"

For this activity, the children were given plant soil, pots, and seeds so they could plant their own seeds. They were shown how to properly place the soil in the pot, put the seeds in the soil, then mix the seeds with the soil. Once the pots were taken inside, the plants were watered and the children were told that the plants would slowly grow over the next few weeks.

Planting their own seeds gave each child their own responsibility, building their sense of self-concept. A week or two later, the children saw that their plants had begun to sprout. They then started telling each other which one belonged to them proud of how well their own had sprout; this showcased their self-esteem (ELECT 2.1, 2.3).

Candy Cane Melting Experiment



“Vinegar was the first to dissolve the candy cane. Water was the second to dissolve the candy cane. Oil didn’t dissolve the candy cane. It’s still ‘chillen’.”

“The oil didn’t melt because it is not watery enough.”

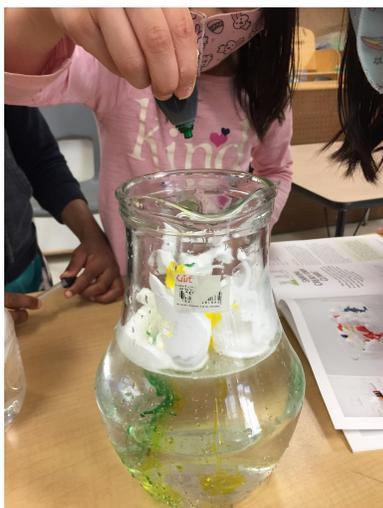
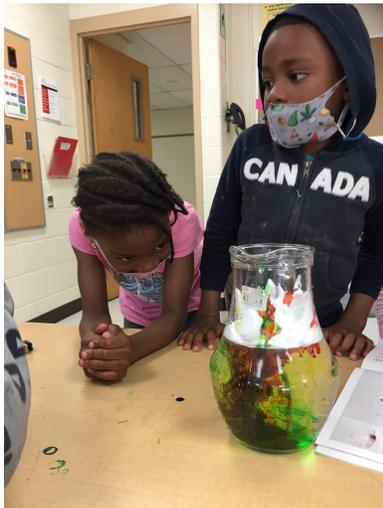
“It is not watery enough, that’s why it’s not melting.”

“The oil is soggy and if oil gets in the vinegar the candy cane makes bubbles and it makes the bubbles stay in place.”

This science experiment had the children each take a task to conduct a melting experiment. For example, one child poured the water in a jar, while another poured the vinegar in another jar. A candy cane was then placed in each jar, and the children were told to wait until the next day to see what happens. The following day, the children were told to give their observations on what happened and why. All of the children had the same general idea, as they all observed that the oil was the only liquid that the candy cane had not dissolved in. All the children gave their reasoning along the lines that it was because the water makeup of the oil was not as high as the other’s, leading the candy cane to not dissolve.

This experiment was meant to get the children thinking about different liquids and how differently they might behave, as well as how other objects behave in relation to those liquids. It was also meant to have the children think ahead and theorize about why things turn out the way they do. Following the experiment, the older children wrote out their observations, fostering their non-verbal communication. The younger children, on the other hand, said their observations out loud, strengthening their verbal communication and their ability to converse with peers and adults (ELECT 3.1, 3.3, 3.7).

Shaving Cream Rain Clouds



"It looks like a rainbow at the top!"

"Looks like rainbows and coke"

"It looks like jellyfish!"

"The food colouring was dripping down the shaving cream because it was strong enough to push down, kind of like clouds"

"It was like rain clouds"

With the children's help, we filled a vase with water and shaving cream, simulating a cloud. The children then added drops of food colouring and watched the colour drip through the clouds and create coloured streaks in the water below. This was meant to simulate rain falling from the clouds into the atmosphere, which in this experiment was the water under the cream. The children had lots of fun adding more colours and seeing how it affected both the shaving cream and the water below.

An interesting part of this experiment was actually that it took a few tries to actually get it working, using different sizes of jars, different amounts of shaving cream, and other variables. It was actually the children themselves who were giving suggestions on how to get the experiment to work, showcasing their ability to problem solve and use helping skills (ELECT 1.2, 1.4). When discussing the outcomes of the experiment afterwards, the children were able to relate the cream to rainclouds, and speaking about the weight of the food colouring and how it was like rain falling through real clouds. This showed positive attitudes towards learning and curiosity, as well as representation and inquiry (ELECT 2.6, 4.3, 4.5).

Mini Ant Farm



"What do ants eat?"

"Ants eat everything!"

"Their names are Anto and Antonio"

"You can decorate the jar"

"I'm going to paint the top and add some other decorations"

"Is that a flag at the back"

"No, it's a background so we know it's Ant Day"

"Finding ants brought our class closer together"

When the children were playing outside, one child had found an ant and asked for a jar so that he could put it in there to feed and take care of it. Soon enough, all the other children got interested in the ant and they all worked together to gather leaves in order to feed the ant. Afterwards, some of the other children had also found other ants, which were then added to the jar. Another child then started decorating the jar, and March 23rd was declared "Ant Day".

Finding and taking care of the ants was a great collaborative experience for the children, with each child taking their own responsibility. The children also showed empathy, as they all cared about the well-being of the ants, making sure they were able to move around, eat, and have other ants with them. In addition, the children wanted to learn more about ants, inquiring what it was they ate, so they could gather the right food for them (ELECT 1.3, 1.5, 4.5)