EED278 Individual Science Activity/Experiment

Activity Sheet

Date: 10-13-2011

Name of Activity: Blow Painting

Developed by: Sara Pollaro

Materials needed and instructions:
Paper
Non-breakable container with sides (dishpan, cake pan)
Thinned tempera paint (or homemade paint)
Spoon
Bendable straws

Make your own paint:
$\frac{1}{4}$ cup corn starch
$\frac{1}{4}$ cup water
Food coloring (6-8 drops)
Small plastic bowls with lids.
Mix thoroughly, keep covered when not in use, and have fun.

Suggested age: 3+ years
Describe why you chose this activity:
I chose this activity because of its simplicity, yet intriguing concepts of air movement on a liquid (wind making ripples over a body of water). Then there is the added bonus of making your own paints to use for this project, just think how much fun it is to create something all by yourself. By combining different items, corn starch-water-food coloring, a child can make an awesome paint. Children can make their own special colors!

Identify the science standards (min of 2) that are addressed by the activity:
SCIENCE STANDARD:
Concept 3: Analysis and Conclusions
The child forms conclusions about his/her observations and experimentations.
c. Identifies cause and effect relationships.
d. Forms logical conclusions about investigations.

SCIENCE STANDARD:
Concept 4: Communication
The child describes, discusses or presents predictions, explanations and generalizations.
b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).

Identify one other standard that is addressed by this activity:
MATHEMATICS STANDARD
STRAND 1: NUMBER SENSE AND OPERATIONS
Concept 1: Number Sense
The child uses numbers and counting as a means to determine quantity and solve problems.

a. Uses number words in the context of daily routines, activities, and play.
b. Counting, number sense

Field Test

Describe or provide specific examples of children's responses/behavior:
The children really liked this activity, they were comfortable with the
Based on your observations, list some modification or variations and why. There was lots of laughing and eating. I took several photos of the children while they were having fun.

Provide the questions/statements you asked to extend higher order thinking:
How does the blowing of the straws on the paint compare to the wind making ripples and waves across a body of water?
Take the straw and blow on the grass; does your breath make the grass move? Just like the wind when it blows the blades of grass.

List other curriculum areas that may expand or support this activity:
This activity will expand into math very easily; the children will be measuring out differing proportions needed to make the homemade paint using different measuring tools.
Math can also be incorporated by having the children put a specific number of paint drips on the paper to be predetermined by the child to be blown together.

Class Presentation

Bring to class the materials you used in your activity and any examples completed by children:

I will bring in the materials needed to do this activity. I took pictures of the children laughing and having fun. I will bring in the final results of their efforts. The children used the left over paint to finger paint letters using the paint on the table.

Speak clearly and explain the concepts and reactions to your activity:
The children liked the fact that they were learning while they were having fun. Some of the children asked to make more pictures for other family members. The next time that I was with the children that helped me with this activity, they wanted to do it again.