

Capillary Action

Spring has sprung! After discussions around root systems in plants and how they get their nutrients, the children decided to put their scientist hats on and experiment. Mrs. Guloien asked the children what would happen if we put celery in coloured water. The children made their predictions and the next day they discovered that the celery leaves changed colour! This proved to them that the celery sucked up the coloured water through “Capillary Action”. We began discussing what would happen if one piece of celery was split in 2 and put in 2 different colours. Some children thought that the colours would blend. I gave the children the same colours of water we used in the experiment so that they could mix the colours together to see what colour combinations they could make while using eye droppers to mimic the capillaries in plants

“I made purple!”, exclaimed Maya. “I made black!”, said Layan

This experimentation is important because it shows how the children are engaging in the “*Thinking*” component of the **B.C Education Curriculum Core Competencies** because it “encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.”

While the children seem like they are just “playing” with coloured water, the **Early Learning Framework Principles** state that “Play is integral to well being and learning”.

The children began lining up to get a turn with the colours. It is the job of an Early Childhood Educator to foster the children’s curiosity. To do this I began asking questions.

“How did you make purple?”, I asked Gia

“I put a little bit of blue and a little bit of red”, she replied

I asked Henry, “What happens when you mix red and green?”

Henry wasn’t sure so he tried it! He then replied, “Red and Green makes grey’ish brown!”

Not only were the children able to display their curiosities but they also were communicating their discoveries with each other. “I made purple too!”, Divija said to Jia.

These exchanges are important because they support both the **B.C. Early Learning Framework Living Inquiries** involving communication and literacies as well as the “*Communication*” component of the **B.C Education Curriculum Core Competencies** as it “encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them”

To extend this activity, next time I will add yellow to the mix as I felt that having red, blue, and green limited the amount of colours they could make. By adding yellow, this will provide the children with the primary colours allowing them to create any colour they wish!

