

The Amazing Bubble Show
Pre and Post Outreach Activities

The Amazing Bubble Show

<p><u>Pre Activity #1: Fun With Bubble People</u></p> <p><u>Materials:</u> Bright-colored markers, chart paper, white drawing paper, crayons, <i>From Head to Toe</i> by Eric Carle.</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. See attached instructions.
<p><u>Pre Activity #2: Bubble Prints</u></p> <p><u>Materials:</u> Glitter glue, paint, painting supplies, newspaper, paper cup, pan, liquid soap, straws, water.</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. See attached instructions.
<p><u>Post Activity #1. How to Blow a Bubble Writing Activity and Art</u></p> <p><u>Materials:</u> A copy of "How to Blow a Bubble" page for each child, pencils, paper plates, construction paper, glue, balloons, tape.</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. See attached instructions.
<p><u>Post Activity #2: Bubble Overflow</u></p> <p><u>Materials:</u> Copy of "Bubble Overflow" page for each child, pencils, cups, water, straws, liquid soap, citric acid, baking soda.</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. See attached instructions.
<p><u>Post Activity #3: Blowing Frozen Bubbles</u></p> <p><u>Materials:</u> Copies of entire "Blowing Frozen Bubbles" pages for each child, pencils, bottles of bubbles and wands.</p>	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Have students focus on using the scientific method, while investigating the frozen bubbles. 2. Start the activity with inside bubbles and then end the activity with outside bubbles.

Fun With Bubble People

Move away from stick figures by using ovals in different sizes to create people shapes that emphasize body parts and joints to show movement.

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Art Concepts and Skills

- identify and use lines, shapes, and visual texture
- use geometric forms (ovals) to create a drawing
- show movement and/or feeling in art work
- discuss art work using art vocabulary

Materials: bright-colored pointed markers; chart paper; white drawing paper, 12x18 and 9x12; crayons

Read-Aloud Book

From Head to Toe by Eric Carle

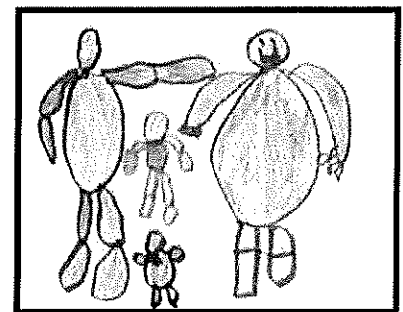
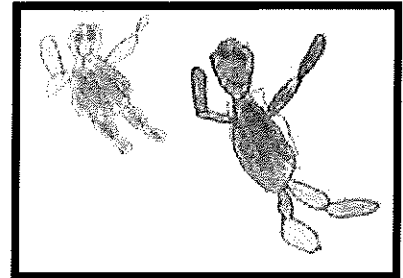
Vocabulary: oval joints

Introduction

- Read aloud *From Head to Toe* by Eric Carle. While reading, have students perform the actions depicted in the book. Follow up with a discussion about body parts, including focusing on the joints that allow our bodies to bend, how arms are connected at the shoulder, and the size of the neck.
- Demonstrate careful and appropriate use of markers, including care of tools and using a light touch. If necessary, demonstrate the difference in line thickness while using the tip versus the side of the marker.

Art Making

- Use a direct-draw activity to draw a bubble person: Focus on each body part individually. Talk about proportion during the drawing (i.e., "What's bigger, your head or your neck?"). Model drawing an oval for the head, a smaller oval for the neck, a large oval for the body, and two long, skinny ovals for each arm and each leg. At least one arm and one leg should be bent at the elbow and knee to show movement.
- Color in all sections as desired.
- Draw and color more 'bubble people' on the same paper to create a group of people in different positions.

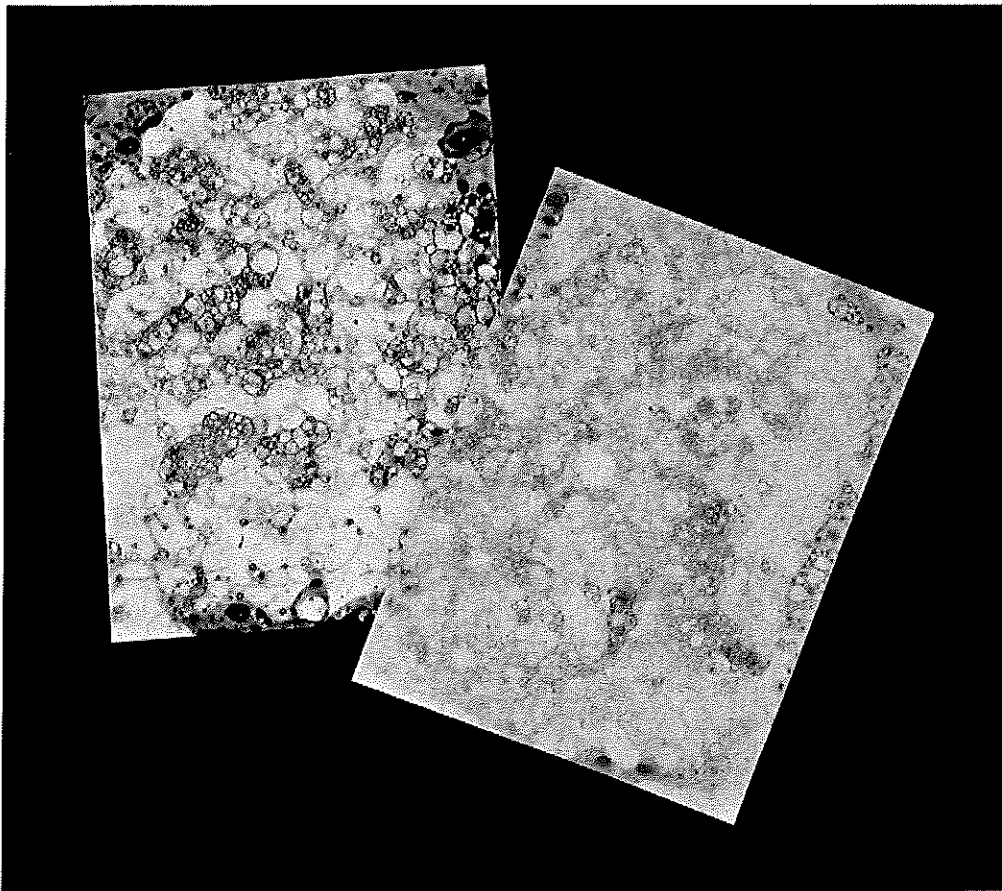


P.E. Connection

Using student art work for examples, have students recreate the actions seen in their art work to use for stretching and cool down exercises.

Encourage students to draw arms and legs in different positions to suggest different kinds of movement. Some students may draw several people; other students may draw only one person. This is an excellent opportunity to discuss quality over quantity.

Bubble Prints



It's impossible to catch and keep floating bubbles, but with a partner you can capture sparkling paint bubbles in a colorful new way!

1.
You'll enjoy making these bubbles with a friend or parent. Cover your craft area with newspaper. Pour enough Crayola Washable Kid's Paint to cover the bottom of a paper cup. Add liquid soap to cover the paint. Add water to double the liquid. Squeeze some Crayola Glitter Glue into the cup. Stir the mixture with a plastic straw.
2.
Place the cup and straw in long, shallow container. Blow INTO the straw to make bubbles come up and over the cup. Fill the pan with bubbles. Ask your partner to turn the cup so the bubbles pour out in every direction.
3.
Move the cup to a paper plate. Wipe any soapy mix from your hands with a paper towel.

4.

With your partner, hold paper by all four corners. Slowly lower the paper into the bubble-filled container to capture as many bubbles as possible without touching the bottom. Slowly lift the paper, turn it so the bubble painting is face up, and place on n

5.

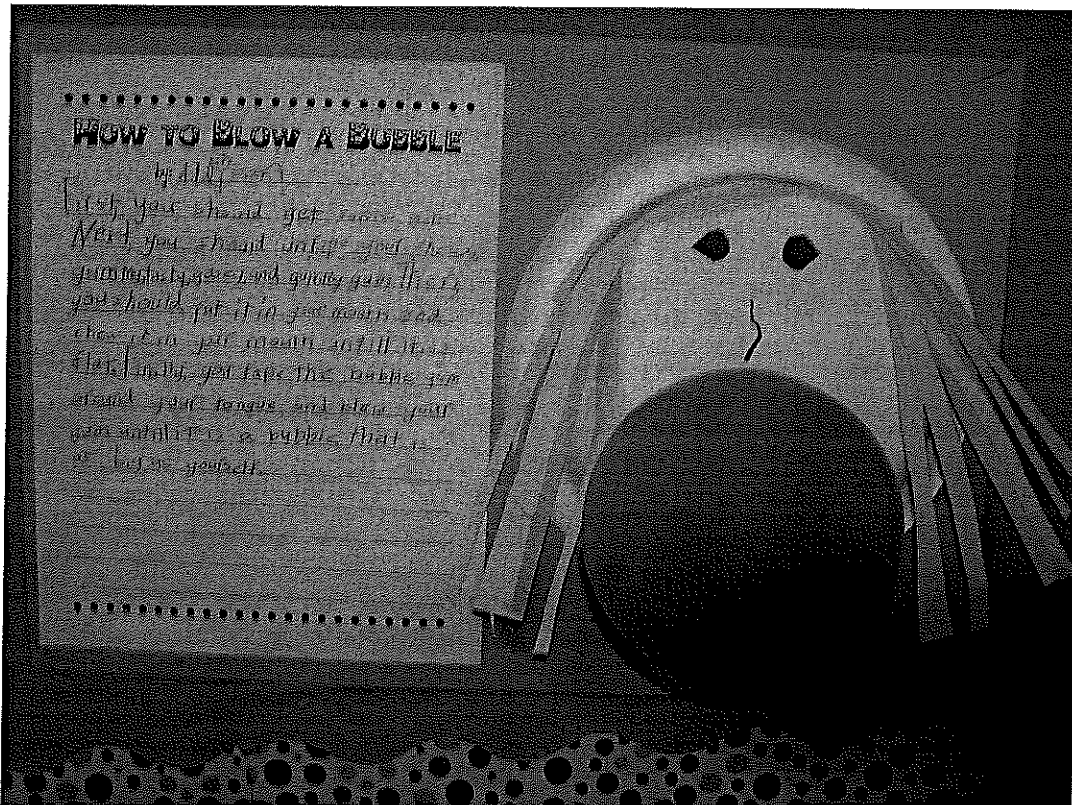
Make more bubble paintings! Experiment to see what happens if you blow fast and slow. Try different brands of liquid soap to see whether you get more bubbles, bigger bubbles, or bubbles that resist popping.

6.

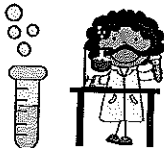
For more fun, add bubbles of a different color to your dry bubble paintings.

How to Blow a Bubble Writing Activity and Art

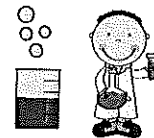
1. Have the children write the steps to blowing a bubble on the provided worksheet.
2. Next have the children draw eyes and a nose on the back side of a paper plate.
3. Have the children add hair to their paper plates by cutting and gluing on construction paper.
4. Have the children choose a colored balloon and blow it up (help them if needed and tie the balloons for them).
5. Attach the balloon to the paper plate face where the mouth would go.
6. Show off your two activities by posting them up together.



Name: _____ Date: _____



Bubble Overflow



What is the difference between bubbles blown in plain water than bubbles blown in soapy water. Can you think of a way to make bubbles without blowing or stirring things together? Let's find out!

Plain Water

- Fill your cup half way with water.
- Put a straw in the water and blow gently.

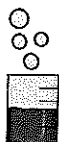
What did you observe?

Soapy Water

- Fill your cup half way with water.
- Add in a few drops of soap. Stir slowly.
- Put a straw in the water and blow gently.

What did you observe?

Use the soapy water solution and add food coloring drops to the solution if you would like. In a different cup mix together a teaspoon of citric acid and a teaspoon of baking soda. What do you predict will happen if you add the baking soda and citric acid mixture to the soapy water mixture?



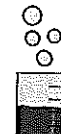
My Predictions

(before the experiment)



My Observations

(after the experiment)



1. Which makes more bubbles, blowing or mixing in the powder?

2. Which made bigger bubbles?

Blowing Frozen Bubbles

This investigation focuses on the steps of the scientific method, rather than the specific science of the freezing of the bubble. The steps as used here are:

- Step 1: Observation
- Step 2: Question
- Step 3: Hypothesis
- Step 4: Experiment
- Step 5: Gather data/observations
- Step 6: Conclusion

Depending on the amount of time you have, this is probably best done on two different days, one for Steps 1-3 (blowing bubbles inside and observing and recording how they look and behave in warm temps) and another for Steps 4-6 (blowing the bubbles outside and comparing those bubbles to the ones blown inside). The best temperature for bubbles to freeze is about 23°F. At my school we don't normally go out in temperatures below 32°F, so I sent home a permission slip so parents would be aware of what we were doing and that we would only be outside for 10 minutes or less.

You will need one small bottle of bubbles and a wand for each student.

Day One:

Step 1: Observation—have students record the location and temperature where they are blowing bubbles. We do it in the classroom. Encourage students to not just dip, blow, dip, blow, dip, blow. Take time to observe the bubbles. Set a timer for about 5 minutes and let the students blow bubbles.

After putting the bubble solution away, students record their observations. As a class, fill up the word bank. Students might suggest words like bounce, shiny, float, etc. Then give students time to draw and label what they observed. On page 2, students write about what they saw.

Step 2: Question—Will frozen bubbles behave the same or differently than normal?

Step 3: Hypothesis—Students write how they believe the frozen bubbles will behave. Will they still be shiny? Will they float or drop? Will they break when they hit the ground?

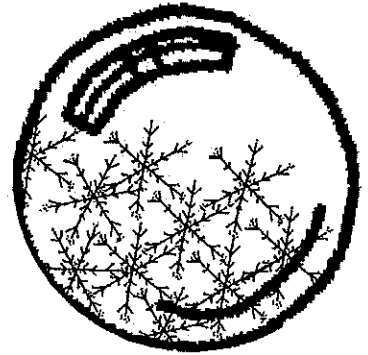
Day Two:

Step 4: Experiment—Blow bubbles outside on a day when the wind is fairly calm and the temperature is around 23°F. Set a timer so you aren't out too long. Encourage students to catch their bubbles and watch what happens.

Step 5: Record Data—Students record what happened when they blew bubbles in a very cold temperature.

Step 6: Conclusion—Students write what they learned about how bubbles behave differently in different temperatures.

Blowing Frozen Bubbles



Step 1: Observation

How do bubbles behave when you blow them in a warm temperature?

Location _____ Temp _____

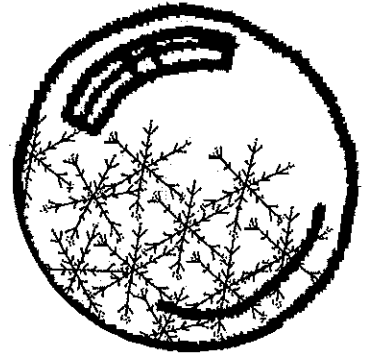
Draw:

Word Bank

A large empty rectangular box for drawing. The box is outlined in black and is positioned to the right of the 'Draw:' label. At the top of the box, the words 'Word Bank' are written and underlined.

Step 1: Observation

Write about what you observed.



Step 2: Question

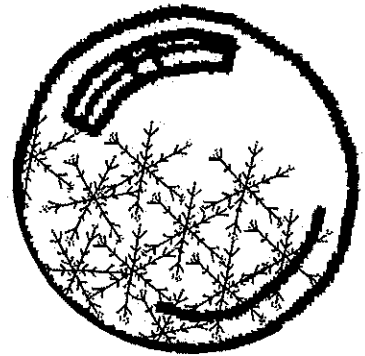
How will bubbles behave differently if they freeze?

Step 3: Hypothesis

What do you think will happen to the bubbles if we blow them outside when it's cold enough to freeze them?

Step 4: Experiment

Blowing bubbles outside in below freezing temperature.



Location _____ Temp _____

Step 5: Collect Data

Draw and write about what you observed.

Step 6: Conclusion

What did you learn about the differences between blowing bubbles in a warm temperature and a very cold temperature?

