**SECTION 2: COMPARING BUBBLE SOLUTIONS**

## LAB

**INTRODUCTION**

Challenge your student to determine which brand of dishwashing



**Westminster College**

liquid will make the biggest bubble. This activity presents your students with a way to quantify how well a soap solution forms bubbles. It also introduces the scientific concept of a fair test.

# ASSESSMENT ANCHORS ADDRESSED

**S4.A.1.1** Identify and explain the pros and cons of applying scientific, environmental, or technological knowledge to possible solutions to problems.

**S4.A.2.2** Identify appropriate instruments for a specific task and describe the information the instrument can provide.

**S4.C.1.1** Describe observable physical properties of matter.

# PURPOSE

Students create and test different bubble solutions to make big bubbles.

# MATERIALS

|  |  |
| --- | --- |
| **For the class:** | **For the teacher:** |
| \*Materials for bubble makers: strainer, small tin cans, protractors, paper, mason jars, straws, tea ball, funnels, toilet tissue and paper-towel rolls, aluminum foil… | \*Newspaper |
| 3 different types of dishwashing liquid | Eyedropper |
| Glycerin | 1 one gallon container |
| 1 pie pan | \*water |
| \*Measuring cups | Masking tape |
| Vinegar | Squeegee |
| Paper towels | \*1 meter stick |
| \* 1 pint containers |  |

*Teacher provides items marked with \**

## Westminster College SIM Page 1