

Title Flubber

Curriculum Science or Language

Grade Level Span 6-8

Purpose: To understand the Scientific Method process

Description: Make and correctly identify Flubber

Activities:	Curriculum Standards	NETS for Students
<b>1. Investigate the properties of a compound, mixture and solution. This can be done in pairs or small groups in the computer lab. Student should be able to identify the difference between the three give an example of each based on its properties. ( Ask Jeeves )</b>	Science Inquiry Technology	4,8,10
<b>2. Student gathers ingredients and recipe for Flubber. Mix together 8 oz of white glue, 1 cup of water and 2 drops of food coloring. In another container, dissolve 1 and 1/2 teaspoons of borax in 1 cup of warm water. Combine the glue mixture with the borax solution. Stir until it gets thick and stick together. Pour off the excess water.</b>	Inquiry Science	
<b>3. Using the scientific method the student will design an experiment around the Flubber. The student (with a partner or small group) writes a hypothesis and experiment procedure.</b>	Inquiry Science	
<b>4. Student will conduct their experiment and record and analyses their results. Students may use card stacks, charts, graphs or other appropriate means to record their information.</b>	Inquiry Science Technology	5,8
<b>5. Students will present their findings. This may be done using a power point, hyper studio, classroom demonstration, report or other means.</b>	Inquiry Technology	5,8
<b>6. Extensions - This can also be used as a "How To" demonstration as part of the Write/Speak standard.</b>		


## Tools and Resources

(List all Web sites, specific software and hardware needs)

1.

<http://www.askjeeves.com/main/metaAnswer.asp?t=ai&s=ai&MetaEngine=directhit&en=te&eo=1&o=0&frames=True&url=http%3A%2F%2Fask%2Edirecthit%2Ecom%2Ffcgi%2Dbin%2Fredirurl%2Efcg%3Furl%3Dhttp%3A%2F%2Fwww%2Egeocities%2Ecom%2Fumcdaniel%2Fgeek%2Fdiversityofmatter%2Ehtml%26qry%3D%2522compounds%252cmixtures%2Band%2Bsolutions%2522%26rnk%3D1%26cz%3Dc14ebed317508e1f%26src%3DDH%5FASK%5FSRCH%26uid%3D0f9c2c2beb5c084d3%26sid%3D1508ac2beb5c084d3%26u%3D&ac=24&adcat=jeev&pt=Diversity+of+Matter&dm=http%3A%2F%2Fwww%2Egeocities%2Ecom%2Fumcdaniel%2Fgeek%2Fdiversityofmatter%2Ehtml&io=0&qid=3AA933D0C8AFA04298E375F2B467D98B&back=ask%3D%2522Compounds%252Cmixtures%2Band%2Bsolutions%2522%26o%3D0%26qsrc%3D0%26meta%3D1%26IMAGE1%2Ex%3D9%26IMAGE1%2Ey%3D4&ask=%22Compounds%2Cmixtures+and+solutions%22&dt=020731120638&amt=>

## Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

1. Student correctly identifies a compound, mixture and solution and can give an example of each.
2. Student correctly identifies Flubber as a compound, mixture or solution.
3. Student correctly follows the scientific process.

## Authors (including contact information)

**(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)**

## Personal Account

**(Have you taught this lesson sequence before? What are the great learning/experiences you had?)**

**Yes, I have taught this lesson and the students love it because they have a really cool glob of Flubber that they get to keep and play with after the experiment is completed.**

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