



Rio Grande Educational Collaborative

Before and After School Program Lesson Plan

TITLE OF LESSON: Bubble Blowing Competition

DATE:

SITE NAME:

CLASS SIZE:

NAME(S) OF INSTRUCTOR:

DURATION OF LESSON:

CREDIT (website used/name of author): Kevin Saavedra

COMMON CORE STANDARDS: CCSS.ELA-LITERACY.SL.1.1.B, CCSS.ELA-LITERACY.SL.3.1.B, CCSS.ELA-LITERACY.SL.5.1.B

LEARNING OBJECTIVES:

Students will understand the following:

- Collaborate and strategize in a competitive setting
- Identify a leader to represent the team

ACTIVITY:

Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. **Before the lesson**, break the students into three or four groups.
2. At each table, place a drop cloth and empty tray. Have the students apply a thin layer of soap to the drop cloth in front of them, and fill the tray with soap and water.
3. Pass out straws to each student and demonstrate how to blow bubbles with them (dip it in the soap solution, blow slowly, and place it on top of the layer of soap on the cloth).
4. Let the students have a minute to explore with these, then challenge them to figure out how to get a different straw inside the bubble to make it larger (dip the second straw in the solution before piercing the bubble).
5. Now, explain to students that they will be competing to see which group can make the biggest bubble. Blow a bubble at one of the stations, dip a ruler in the solution, and pierce the bubble to measure it. If each group has about 4-5 students, give each student 4-5 minutes to practice blowing bubbles with the large tube, making sure that the students use the other end of the tube or thoroughly clean the used end before blowing with it. After 20 minutes, students will compete.
6. Have each group assign a bubble blower (or multiple if they have a strategy based around that). Each group will have 10 minutes to blow the biggest bubble they can. The bubble must be accurately recorded in inches and verified by a teacher. Other potential roles if students get restless: timekeeper, measurement taker, scribe.

MATERIALS:

The following materials or equipment needed for this lesson:

(Include special equipment request)

- Dish soap
- Water
- Aluminum Trays
- Straws
- Ruler
- Drop cloth or tablecloth

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____

