

Pre-activity Resources

Stuart Street
Cardiff Bay
Cardiff
CF10 5BW

Tel: 029 20 475 475
www.techniquest.org



Introduction

Thank you for booking to see **Becky Bubbles**. This pre-activity material has been designed to familiarise your pupils with some of the activities and concepts they will encounter during the show, enhancing their enjoyment and understanding. These pre-activity resources are optional and there may be others that could also be used as preparation.

Show Summary

Join Becky Bubbles as we explore how we can make big bubbles and small bubbles. Investigate whether it is possible to make a bubble sit on your hand or bounce down the stairs. Can we make bubbles of different shapes? How can we make a bubble trampoline? Is it possible to stand inside a bubble?

This fun foundation phase show encourages questioning through exploring and experimentation. Pupils develop their understanding of cause and effect and are encouraged to think imaginatively and creatively as we explore the different properties of bubbles. The show enables interaction and participation from the pupils.



Curriculum Links

Links with the Foundation Phase curriculum are provided at the end of this booklet.

Post-activity Resources

The post-activity resources booklet contains suggested follow-up activities to further develop your pupils' knowledge and understanding of the concepts and issues explored during the show.

Copyright

Teachers may reproduce the following materials without infringing copyright, so long as copies are made for use in their own schools. The permission of Techniquest must be obtained before reproducing these materials for any other purpose.

Bubble Shapes

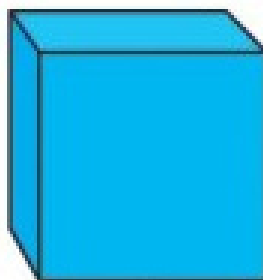
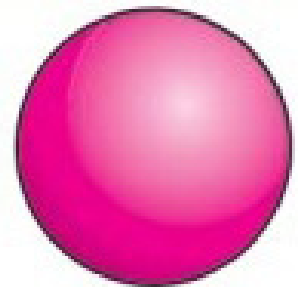
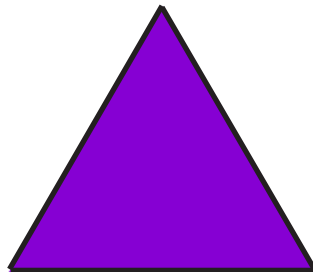
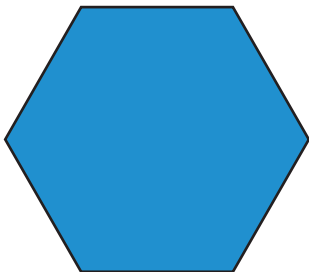
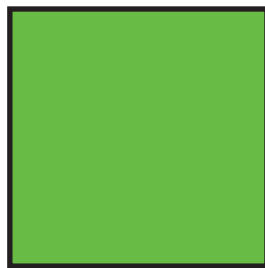
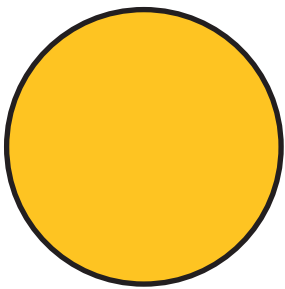
Can you name these shapes?

What shapes are bubbles?

Which of these shapes is the same as a bubble?

Can you think of anything else that is this shape?

Look around you. Where can you see the other shapes?



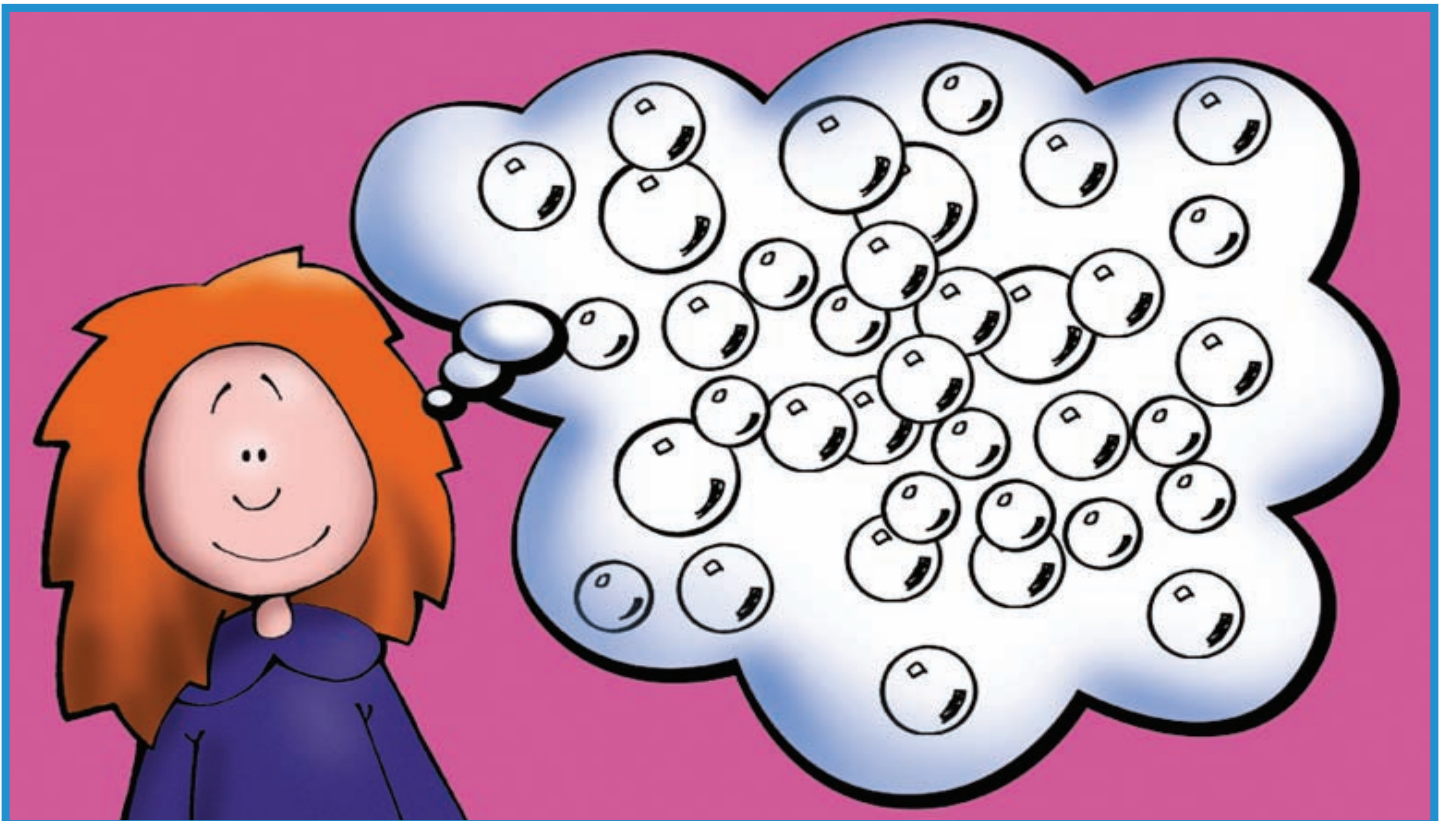
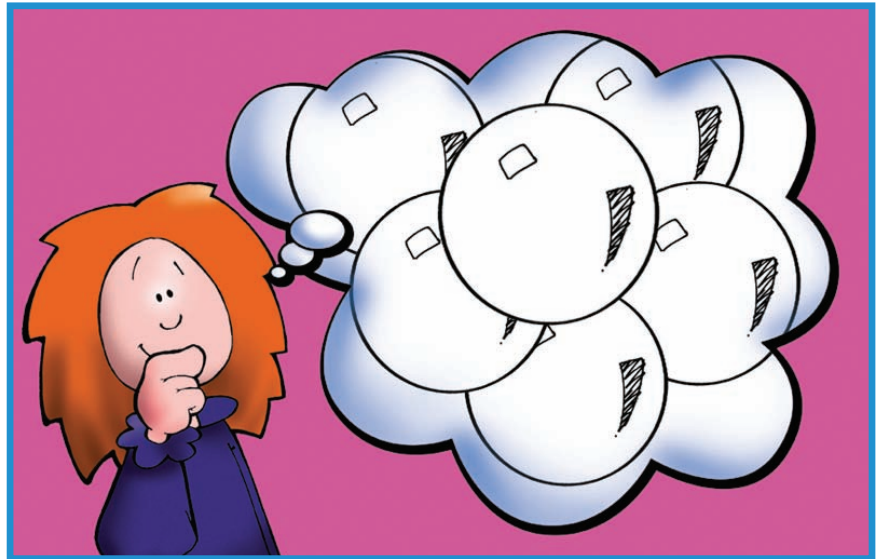
Counting Bubbles

How many bubbles has Becky blown in this picture?

Two of the bubbles pop. How many bubbles are left?

Becky blows three more bubbles. Now how many bubbles are there?

Look at the picture below.



Becky blows more bubbles. How many bubbles has she blown this time?
 How many more bubbles has she blown than last time?
 Half of the bubbles pop. How many are left?

Drawing Bubbles

Draw in the bubbles on these pictures.



Goldfish in a bowl



Blowing bubbles



Scuba diver



Lemonade

Bubble Wrap

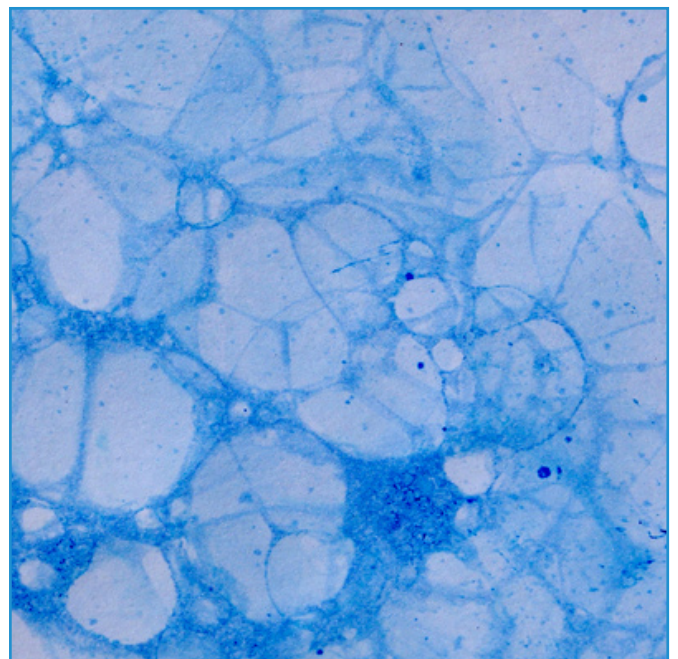
How can we catch bubbles? Try this activity for catching coloured bubbles on paper.

What you need:

- Tempera paint (or any water soluble paint)
- Washing up liquid
- Drinking straws
- Small bowl
- Paper or card
- Old newspaper or cloth to cover work area

What to do:

- Select your paint colour.
- Add water to the paint to make it runny.
- Add some washing up liquid to the paint. Make sure the colour of the paint is still strong.
- Use the straw to blow bubbles into the paint mix. The bubbles should rise over the top of the bowl.
- Press a sheet of paper over the paint bubble mix. The bubbles will 'pop' and leave an impression on the paper.
- Carefully lift the paper up.
- Repeat as required to create different patterns and effects.
- Leave the paper to dry.
- You could use the paper for cards or wrapping paper. Blue paint could be used to create an underwater scene.
- Try placing the paper over different coloured bubbles, to create multicoloured wrapping paper.



Curriculum Links

Outlined below are the Foundation Phase curriculum links for the **Becky Bubbles** show and the accompanying pre- and post-visit activities.

Knowledge and Understanding of the World

Skills

Children are given opportunities to find out by:

- Exploring and experimenting
- Thinking about questions and then asking them and listening to the answers
- Listening to others' ideas
- Identifying what they want to find out and how to do it
- Thinking about what might happen if...
- Thinking about how they will know if something has worked
- Making comparisons and identifying similarities and differences
- Thinking creatively and imaginatively
- Describing what they have found out and offering simple explanations

- Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- Using and becoming familiar with common words and phrases for their world

Range

Myself and Non-living Things

Children are given opportunities to:

- Experiment with different everyday objects and use their senses to sort them into groups
- Understand how some everyday materials change in shape when stretched, squashed, bent and twisted, and when heated or cooled

Mathematical Development

Skills

Children are given opportunities to:

- Identify, collect and organise information in purposeful contexts
- Select and use appropriate mathematical ideas, equipment and materials to solve practical problems.
- Develop a variety of mathematical approaches and strategies
- Interpret solutions to calculations within the context of the given problem
- Develop mathematical language

Range

Children are given opportunities to:

- Understand number and number notation:
 - Use number names accurately, matching the symbol to sound
 - Count, read, write, compare and order numbers, and appreciate the conservation of number
 - Experiment with numbers, and observe numbers and patterns in the environment and everyday life
- Play with shapes; make models and pictures
- Recognise shapes in their environment
- Understand and use properties of shapes:
 - Recognise similarities and differences of 2-D and 3-D shapes