

## **Skewer Balloons**

The first day, students watch the Science Minute video and answer the Day 1 question. You may choose to show the video any of the later days when students need a refresher (or because some students missed the first day). Each day's activity is based on the Science and Engineering Practices listed below.

Sample answers are listed on the next page.

Link to video: <a href="mailto:stevespangler.com/ss-video/445257408">stevespangler.com/ss-video/445257408</a>

The beaker icon in the lower left corner represents the approximate grade level.



Practice 1: Asking Questions

Practice 4: Analyze and Interpret Data, or Practice 5: Use Math and Computational Thinking

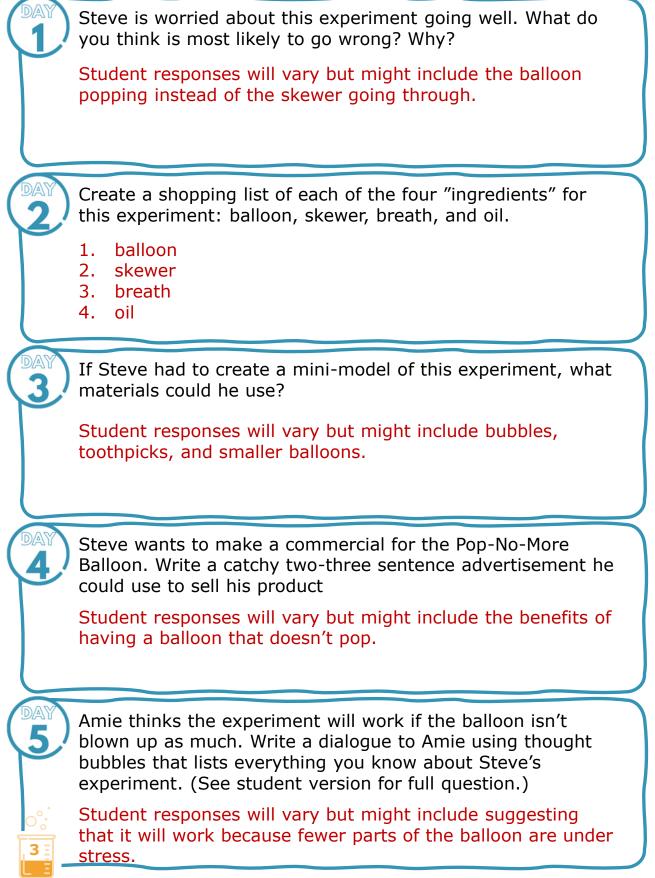
Practice 2: Develop Models, or Practice 3: Plan an investigation



5

Practice 6: Construct Explanations

Practice 7: Engage in Argument from Evidence, or Practice 8: Obtain, Evaluate, and Communicate Information





Name \_\_\_\_\_ Date \_\_\_\_\_

## **Skewer Balloons**

Create a shopping list "ingredients" for this e		
skewer, breath, oil.	(3)	
2	(4)	

DAY 3	If Steve had to create a mini-model of this experiment what materials could he use?	nt, 
	Steve wants to make a commercial for the Pop- No-More Balloon. Write a catchy two-three sentence advertisement he could use to sell his product.	DAY
DAY 5	Amie thinks the experiment will work if the balloon isn't blown up as much. Write a dialogue to Amie using thought bubbles that lists everything you know about Steve's experiment. Do you agree or disagree with Amie? Explain your thinking.	
		© Kesler Science, LLC 2023