

Materials

40 mL water

20 mL white glue

## Slime Lab

2 pts ec

white plastic cup marked H₂O & Borax

Small baggie spoon

small beaker labeled Glue



Introduction: Slime is a substance that has some properties of a solid, and some properties of a liquid. These types of substances are called colloids (KAWL oydz). Popular colloids include milk, mayonnaise, Jello, and even whipped cream. There are many different types of slime and many different recipes. They also have different names. To make Oobleck, mix water and cornstarch together. We will be making Glurch, or Flubber, which is made with Borax, glue and water- and I call Slime!

| •  | <ul> <li>2 drops food coloring</li> </ul>                          | 50 mL graduated cylinder labeled H₂O                                       |  |  |
|--|--|--|--|--|
| •  | 15 mL Borax (white powder)   | 25 mL graduated cylinders labeled BORAX                                    |  |  |
| <i>Procedu</i> Part 1                            | ures: Check off your procedures a                                  | s you complete each step.  |  |  |
|  | 1. Clean all materials thoroughly.                                 |  |  |  |
| 2. Measure 20mL glue in the labeled GLUE beaker. |  |  |  |  |
|  | 3. Measure 20mL water in a 50 m                                    | L graduated cylinder labeled H₂O   |  |  |
|  | 4. Add the water to the glue and                                   | mix with white spoon.  |  |  |
|  | 5. Add both to a small baggie.                                     |  |  |  |
|  | 6. Get 2 drops of food coloring fr                                 | om Mrs Gillum.   |  |  |
|  | 7. Seal bag (double check, make s                                  | ure it is closed).   |  |  |
|  | 8. Gently knead bag until thoroug                                  | hly mixed Record observations in row 1 of your data table.                 |  |  |
| Part 2<br>                                       | 9. Measure 20 mL water in the lab<br>and pour the water into the ( | beled H2O graduated cylinder<br>CLEAN white plastic cup marked H2O & Borax |  |  |
|  | . 10. Measure 15 mL borax (white p                                 | owder) in the labeled Borax 25 ml graduated cylinder                       |  |  |
|  | 11. Add the borax to the water ar                                  | nd stir until mostly combined.   |  |  |
|  | 12. Immediately, add both to the baggie and seal completely.       |  |  |  |
|  | 13. Mix until there is no liquid - b in row 2 of your data table.  | e careful not to break the bag! - Record observations                      |  |  |
| Part 3   |  |  |  |  |
|  | 14. CLEAN UP EVERYTHING!!!! V<br>your hand to get a stamp:         | /hen you are done cleaning your desk/station - raise                       |  |  |

| Obs                     | onv  | nti | ้วท |  |
|-------------------------|------|-----|-----|--|
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| Observa   | TIONS                |   |  |  |  |
|---|----------------------|---|--|--|--|
|   | Observa <sup>.</sup> | tions - use all of your sense but taste!!!! |  |  |  |
| Part 1  |                      | ·   |  |  |  |
| Part 2  |                      |   |  |  |  |
| a. Water<br>b. Borax<br>c. Elmer's Glue   |                      | Solid, liquid or gas?                       |  |  |  |
| d. Food coloring  2. Press your slime into a ball. Let it sit on your table for a couple of minutes and observe. What do you see?   |                      |   |  |  |  |
| 3. Put a small object like a paperclip on the slime. Let it sit for a while. What happens?  |                      |   |  |  |  |
| 4. Overall, does the slime behave like a solid, liquid or gas? Explain WHY you think that.  |                      |   |  |  |  |
| 5. Do you think your slime is an element, compound, or mixture?   |                      |   |  |  |  |
| Element - any substance that cannot be broken up into simpler substances by chemical means  Compound - a substance formed when atoms of two or more elements join together  Mixture -a material consisting of two or more substances that are not chemically bound to each other and can be separated |                      |   |  |  |  |
| 6. 5 sentence conclusion:   |                      |   |  |  |  |
|   |                      |   |  |  |  |
|   |                      |   |  |  |  |