



In this new series from PBS North Carolina, Ava and friends explore the world of science through hands-on experiments. In the episode “Stretch, Squish and Bounce,” Ava and Cathal explore the stretchy world of polymers and create slime.

To learn more, visit pbsnc.org/MiniFab.

Slime Experiment

Materials

- ½ cup clear or white glue
- ½ cup water
- Food coloring
- ½ cup liquid starch
- Shaving cream
- Cup or bowl
- Measuring cups
- Spoon or fork

Instructions

1. Add glue and water to a bowl or cup and mix well.
2. Add one drop of food coloring.
3. Add liquid starch and mix well. You'll see your slime start to form.
4. Lay your slime on a flat surface and knead for 1 minute.
5. Add two squirts of shaving cream and knead for 1 minute.
6. You've made your own slime! Great job!



Activity courtesy of the Children's Museum of Atlanta and CampTV.org



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NC DEPARTMENT OF HEALTH AND HUMAN SERVICES
Division of Child Development and Early Education

Mini Fab Science Lab is made possible with support from the North Carolina Department of Health and Human Services (NC DHHS) Division of Child Development and Early Education.

Learning Goals

NC Foundations for Early Learning & Development (Pre-K)

Cognitive Development (CD)

- **CD-1:** Children use scientific inquiry and problem-solving skills.
Hands-on exploration encourages prediction, comparison and cause-effect observation.
- **CD-2:** Children demonstrate knowledge of physical science.
Children explore how liquids transform into stretchy solids (polymers) through mixing and kneading.

Approaches to Learning (APL)

- **APL-2:** Children actively seek to understand the world.
The sensory and physical change of the slime invites further questions.
- **APL-4:** Children demonstrate creativity, persistence and problem-solving.
Slime-making involves experimentation with texture, consistency and stretchiness.

Language Development (LD)

- **LD-4:** Children communicate effectively.
Children use descriptive language to explain textures and changes.

Emotional & Social Development (ESD)

- **ESD-6:** Children develop relationships and social skills.
Slime-making promotes shared exploration, turn-taking and group problem-solving.

NC Standard Course of Study: K-3 Alignment—Science

Kindergarten: Physical Science

- **K.P.2.1:** Compare observable physical properties of different kinds of materials.
Glue, water and slime are compared by texture, movement and consistency.
- **K.P.2.2:** Classify objects based on properties.
Children classify liquids, solids and the “in-between” nature of slime.

Grade 1: Forces & Matter

- **1.P.2.1:** Understand solids and liquids and how they change.
Children observe the transformation from separate liquids into flexible solids.

Grade 2: Properties & Changes in Matter

- **2.P.2.1:** Understand that solids and liquids can be mixed and changed.
The materials' reaction is a vivid example of molecular change—liquid to polymer.
- **2.P.2.2:** Compare and contrast the properties of matter before and after mixing.
Children reflect on how texture, stretch and bounce change with ingredients.

Grade 3: Chemistry & Materials

- **3.P.2.1:** Recognize changes in physical and chemical properties of materials.
The slime is a new material with new properties—a classic intro to polymer science.
- **3.P.2.2:** Understand structure-function relationships in materials.
The way slime stretches or bounces links to properties of polymers and connects to the scientist's description of shoe materials.



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