



**Rhodes School**  
for the Performing Arts

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Rhodes School  
for the  
Performing Arts  
3<sup>rd</sup>-8<sup>th</sup> Grades  
Science Fair Information  
Packet  
2017-2018





September 21, 2017

Dear TRS Parents and Students,

Welcome to the Science Fair! In addition to learning how to think critically and developing positive attitudes about themselves and their work; students gain the following benefits from participating in the science fair:

- ⌚ Reinforcement of grade level science, literacy and math skills
- ⌚ Fostering curiosity, awareness, and creativity
- ⌚ Increased scientific knowledge
- ⌚ Learning research techniques
- ⌚ Growth in ability to work independently
- ⌚ Having fun with science!

Science Fair projects are produced at home, and while parental support is essential, the following guideline should be used when considering how much help to provide students.

- Pre-Kindergarten through 1<sup>st</sup> graders will need help for most of the project.
- 2<sup>nd</sup> and 3<sup>rd</sup> graders should be able to do at least 50% of the project alone.
- 4<sup>th</sup> - 8<sup>th</sup> graders should be doing almost the entire science project by themselves.

There are two separate links on the school website ([www.rhodesschool.org](http://www.rhodesschool.org)) for Science Fair packets this year. One will be for Pre-K through 2<sup>nd</sup> grade, and the other for 3<sup>rd</sup> through 8<sup>th</sup> grades. Carefully select the packet that is appropriate for your student's grade level. The packet will be a guide to help your student prepare a project and exhibit for the school Science Fair.

The packet includes:

- Types of Science Projects
- Schedule of Assignments (can be used as a Checklist)
- Project Ideas
- Definitions & Science Fair Ideas
- Oral Presentation Rules
- Assignment forms, Resource pages, & Rubrics

The first step is to help your child decide what science project he/she wants to do. Please review this packet carefully with your child, then choose a project your child is interested in and that you deem appropriate for his/her grade and ability level. Need ideas or help? The packet lists several ideas and suggestions and you may also contact your child's Science teacher with questions or help with project ideas.

Once you choose your project, fill out the project plan form and turn it in to your teacher by the



# Rhodes School

for the Performing Arts

**September 26<sup>th</sup>** due date. Use the due date schedule/checklist(pg.6) to help you follow the process and meet deadlines. Each deadline signifies that an assignment needs to be returned to the teacher and will be taken for a grade. Please send a written request or email to your student's homeroom teacher if you need a hard copy of the Science Fair packet.

Good luck & have fun!

**PLEASE SIGN AND RETURN:**

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STUDENT NAME: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

I have reviewed the Rhodes School Science Fair information and all due dates with my child and understand that a final project **MUST be submitted on October 31, 2017 (REQUIRED)**. I further acknowledge that my child understands his/her responsibility to complete much of the work for his/her project at home, according to the enclosed timeline. I also understand that a rubric will be used to evaluate my child's completed project.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



Attached is a Science Fair **Project Selection Form**. Please complete the form with your child and have your child return it to me by the date listed at the top of the form.

### **TYPES OF ACCEPTABLE PROJECTS:**

1. Experiment or Investigation: This is the most common type of project, where you use the [scientific method](#) to propose and test a hypothesis/ask a testable question. After you accept or reject the hypothesis, you draw conclusions about what you observed.

Example: Which type of lotion is softer, Vaseline or Suave? Hypothesis: Suave is softer. Conduct an experiment to test the hypothesis and report on the findings.

2. Research: In this project, you collect information about a topic and present your findings.

Example: A research project can be an excellent project if you use the data to answer a question. An example would be polling people to ask about their beliefs on religious freedom in America, then drawing conclusions about what the results mean or how they may relate to some of our current laws or laws that should be in place. - Must include charts or graphs.

3. Model (K-3rd GRADE ONLY)

This type of project involves building a model to illustrate a concept or principle.

Example: The [vinegar & baking soda volcano](#), used to demonstrate the reaction between the various chemicals used in the project. Report on observations and findings.

4. Invention (4-8th Grade Only) - information below is quoted from <http://school.discoveryeducation.com/sciencefaircentral/Getting-Started/Inventions.html>

#### **Invention is really about engineering a solution. For students, this can be:**

- A problem they want to solve
- A process or physical design they want to improve

#### **In designing and engineering a solution, students:**

- Find a local problem or something that needs to be improved
- Research it to find out what others know
- Suggest a solution and explain why it should work
- Design the solution and the method for testing to see if it works
- Build and test the solution
- Collect data to be sure your solution made a change
- Make sense of the data – how do you know it worked, or didn't work?
- Develop a report and share it with your fellow scientists

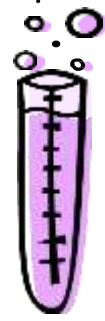


Note that sometimes the invention is a model or a sample set. Once the model or design shows that the solution can work, it can be applied to the real world. Examples are: improving the aerodynamic design of a model car; controlling the spread of a pest; improving building design to better conserve energy.

As with investigations, the key to defining the project is by posing the right question. Students can ask themselves, “What bothers me?” “What have I heard other people complaining about?” Is it something that could be fixed or improved?

### Examples of Invention Projects

<b>GENERAL SCIENCE TOPICS</b>	<b>PROBLEM EXAMPLES</b>	<b>DESIGN QUESTION</b>
Gravity and mass	My backpack is too heavy to carry.	How can I make it easier to get it to school?
Behavior	Our dog barks too much.	How can I get him to quiet down without hurting him?
Visibility	When I'm in a crowd, I can't see around me.	What can I do or use to help me see more?
Stabilizing temperature	My juice gets warm in my lunchbox.	How can I keep it cold?
Human accessibility	My younger brother and sister are too small to reach the light switches. I always have to go turn on the light for them.	How can I make it so they can turn their bedroom room lights on or off?



## Schedule of Assignments

Due Date	Assignment
Thursday, September 21	*Science Fair packets go home with students where parents will review with students and choose a topic.
Tuesday, September 26	*Topic choice is due
Tuesday, October 3	Assignment #1 is due: <b>Problem/Question &amp; Hypothesis</b> ( <i>science grade</i> )
Tuesday, October 10	Assignment #2 is due: <b>Materials &amp; Procedures</b> ( <i>science grade</i> )
Tuesday, October 17	Assignment #3 is due: <b>Data, Results &amp; Conclusion</b> ( <i>science &amp; math grade</i> )
Tuesday, October 24	Assignment #4 is due: <b>Written Report</b> ( <i>science &amp; ELA grade</i> )
Tuesday, October 25	Assignment #5 is due: <b>Background Research/Resources &amp; Bibliography</b> ( <i>science &amp; ELA grade</i> )
Tuesday** <b>October 31</b> by 8:00am	Assignment #6 is due: <b>Final Project-Oral Presentation</b>
Tuesday** <b>October 31</b> by 8:00am	Assignment #7 is due: <b>Final Project-Display Board</b>
Wednesday, November 8	Project Judging Complete
<b>Thursday, November 9</b>	<b>Science Fair Night</b> - Winners Announced



## Science Project Ideas

What keeps things colder plastic wrap or aluminum foil?	Does the color of a material affect its absorption of heat?
Do sugar crystals grow faster in tap water or distilled water?	Does the length of a vibrating object affect water?
How accurately do people judge temperatures?	Do watches keep time the same?
How can you measure the strength of a magnet?	Do ants like cheese or sugar better?
Do roots of a plant always grow downward?	Can you tell what something is just by touching it?
What kind of things do magnets attract?	How long will it take a drop of food dye to color a glass of still water?
Can you tell where sound comes from when you are blindfolded?	Do bigger seeds produce bigger plants?
What materials dissolve in water?	Does a ball roll farther on grass or dirt?
Which dissolves better in water, salt or baking soda?	Can things be identified by just their smell?
Where on school grounds does the grass grow greener?	What brand of eraser is most effective in removing pencil marks?
What is the effect of color cellophane on the growth of lima beans?	Which metal conducts heat best?
Is using two eyes to judge distance more accurate than using one eye?	Which way does the wind blow most frequently?
Does the size of a light bulb affect its energy use?	What type of soil filters water best?
Does sound travel best through solids, liquids, or gases?	Can you see better if you limit the light that gets to your eye?
What common liquids are acid, base, or neutral?	What type of oil has the greatest density?
Can plants grow without soil?	Does warm water freeze faster than cool water?
What holds two boards together better-a nail or a screw?	Does temperature affect the growth of plants?
Do all objects fall to the ground at the same speed?	Does anyone in my class have the same fingerprints?
Which rocks best resist cracking from the impact of a weight?	What brand of tape hold the most weight?
What brand of tape hold the most weight?	How does temperature affect the height that a dropped ball bounces?



## Science Project Ideas

Which plants and vegetables make the best dye?	Which color of light causes green beans to grow best?
What type of line carries sound waves best?	Can same-type balloons withstand the same amount of pressure?
What materials provide the best insulation?	What are the effects of chlorine on plant growth?
Do wheels reduce friction?	What is the soil in my schoolyard made of?
Can plants grow from leaves?	What conditions cause iron nails to rust faster?
What common substances prevent the rusting of iron nails?	What are the effects of caffeine on the germination and growth of bacteria?
What is the effect of various antiseptics on the growth of bacteria?	What conditions affect the strength of adhesives?
How does the number of coils affect the strength of a magnetic field?	Which lubricant best reduces friction?
Does the shape of the container affect the freezing rate of water?	How does the PH of soil affect the rate of seed germination?
Heat transfer- Which is the best conductor?	What effect does temperature and water composition have on crystal growth?
Which type of wild flower grows best under artificial light?	Is there a relationship between phases of the moon and our weather?
Does the carbonation in soda cause the soda cans to corrode?	





## Science Fair Ideas

1. **Society for Science:** See sample fair projects, look through other student's examples, and see the steps involved in judging projects. <https://student.societyforscience.org/>
2. **Science Buddies:** Use the topic selection wizard to help you figure out what science projects interest you most. Once you have a topic, get help doing research, setting up the experiments, and completing them. <http://www.sciencebuddies.org/>
3. **Science Fair Central:** Includes cool project ideas, a science fair handbook, reviews of students' experiments, and more from Discovery Channel School. <http://school.discovery.com/sciencefaircentral/>
4. **Science Fair Project Resource Guide:** Samples, ideas, magazines, resources, and more. Includes a list of sites that explain the Scientific Method. <http://www.ipl.org/div/kidspace/projectguide/>
5. **Scientific Method:** Describes the five steps of the Scientific Method that are helpful when creating a science fair project. Includes examples of wording and sample projects to explain certain steps. <http://school.discoveryeducation.com/sciencefaircentral/Getting-Started/Investigation.html>
6. **Super Science Fair Projects:** Guide to projects, topics, experiments, and tips for successfully completing a science project, including the six steps of the Scientific Method. <http://www.super-science-fair-projects.com/>
7. **Cool Science Fair Project:** Suggestions and ideas on science projects. <http://www.cool-science-projects.com/Science-Fair-Project-Ideas.html>



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## Definitions

1. Background Information/Research: Any essential information (e.g. definitions) that may be necessary to begin your investigation or is necessary to develop your hypothesis.
2. Bibliography: A list of references consulted during your project.
3. Conclusion: A statement telling what was learned as a result of the investigation.
4. Further Research: Ideas for further investigation.
5. Hypothesis: A scientific guess about the relationship between the manipulated variable and the responding variable. The hypothesis provides guidance for the student (the investigator) about what data to collect.
6. Manipulated Variable: A variable that is intentionally changed in a situation (e.g. different amounts of water or brand of paper towel used).
7. Materials: Any items needed to conduct the investigation.
8. Procedures: A complete list of steps followed during an investigation.
9. Recording Data: A complete record of all observations and measurements gathered during an investigation. Keep notes, charts, ideas, etc. in a journal of your project.
10. Responding Variable: A variable that is possibly changed as a result of the manipulated variable (e.g. height of plant growth or winning the game every time).
11. Results: A statement telling the outcome of the investigation.
12. Statement of the Problem (Question): A simple question that can be answered through an investigation.
13. Variable: A condition that varies or changes in a situation.



## Oral Presentation

A lot of kids are scared of speaking in public or to a teacher/judge. Just imagine they are a fellow scientist who just wants you to share what you learned.

Relax, smile, and have fun. Remember, you are the expert and you had fun doing the project. But if you are a little nervous, we listed some things that you need to do during the presentation.

### Helpful Hints:

o Look sharp, feel sharp, and you will be sharp. Dress nice that day, be polite, and speak clearly. You will show that you have confidence. Don't forget to look at your audience.

o Introduce yourself. Point to the title of your display. Tell your audience why you chose to study this.

o State your problem that you studied (your question.) Tell them about your hypothesis (what you thought might happen.)

o Talk about what you learned while researching your topic.

o Talk about the sources (books, websites, and interviews) that helped you understand your topic.

o Tell about your project and explain the steps you took to conduct your experiment. Be sure to mention all the materials involved and point out the pictures that you may have taken.

o If it applies, be sure to show them that you tested your experiment at least 3 times.

o Show them all of the cool graphic organizers that you made, like your tables and charts.

Remember to point out the labeled parts of your graph or table to show that you know what it represents.

o Be sure to explain what your data means. Make sure you can read your graphs and tables. Let them know if you were surprised by the results, or if you know what would happen because you studied about it.

o Make sure you sound like an expert on your topic. Always use the appropriate vocabulary especially by using words from the Scientific Method, like: Problem, Hypothesis, Procedure, Results, and Conclusion.





Rhodes School  
for the Performing Arts  
Grades 3-8  
Science Fair  
Forms Packet  
2017-2018



These forms include checklists and assignment forms to be turned into Science teacher for grade.



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Assignment #1  
**Problem Statement**

(Topic)

**Select a topic that can be answered only by experimenting. Write your topic as a question to be investigated.**

*Example:* "Which brand of paper towels is the most absorbent?"

**Student Name** \_\_\_\_\_

**Teacher Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

**My Problem/Statement**

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**Hypothesis**

**A hypothesis states what you think is going to happen when you investigate a question.**

*Example:* "If Brawny, Viva, and Bounty paper towels are tested for their absorbency, then Bounty paper towels will be the most absorbent."

**My Hypothesis**

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**\*\*Return this form to your teacher by October 3<sup>rd</sup>\*\***



## Assignment #5

# Research/Resources

*\*See Resource Pages\**

**Once you have chosen your topic, it is important to research the written materials on your subject. By finding out as much information about the subject, you will gain a better understanding of your problem. PK -2 Students need at least 2 sources and 3-6<sup>th</sup> grade students need at least 3 sources; 7-8<sup>th</sup> Graders need 5**

1. Read books, websites and articles on your subject. Make sure this information is up to date (not older than 5-10 years).
2. Interview and talk with people who are knowledgeable about your subject.

**\*This section is not included on your Display Board.**

## Bibliography

**Make a list of all the books, magazines, internet articles, interviews, or other sources that were used. \*Write our bibliography using the following format:**

### Books

#### **Format:**

Author's lastname, first name. *Book title*. Additional information. City of publication:  
Publishing company, publication date.

#### **Example:**

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974.

### Website or Webpage

#### **Format:**

Author's last name, first name (if available). "Title of work within a project or database." *Title of site, project, or database*. Editor (if available). Electronic publication information (Date of publication or of the latest update, and name of any sponsoring institution or organization).  
Date of access and <full URL>.

Note: If you cannot find some of this information, cite what is available.

#### **Examples:**

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002  
<<http://whyfiles.org/137lightning/index.html>>.

**\*\*Return the following Resource pages to your teacher by Oct. 25<sup>th</sup> \*\***















## Assignment #3

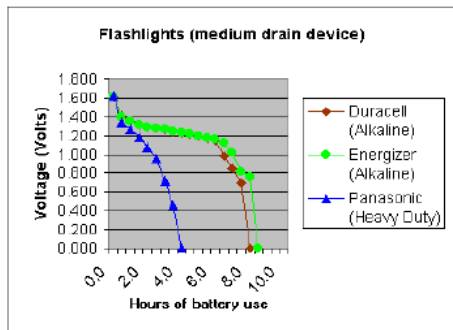
### Data

**Data refers to information gathered during your investigation. Writing in a spiral notebook is the most convenient way to keep a log.**

**\*Your log should include:**

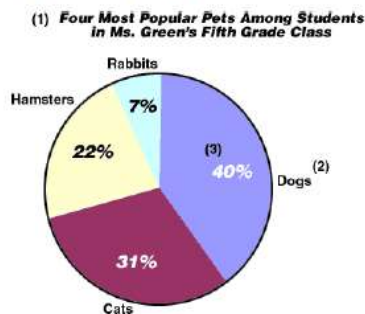
1. A list of all materials you use.
2. Notes on the preparations you made prior to starting your investigation.
3. Information about the resources you use (books, people, library, museum, universities, etc.)
4. Detailed day-by-day notes on the progress of your project.
  - a. What you are actually doing
  - b. Problems you have with your investigation
  - c. Things you would change if you were doing this investigation again.
5. Any drawings that you feel might help explain your work.
6. Data that you gather from your investigation (notes, table, charts, graphs) Be sure that you date each entry in your log.

#### Line Graph



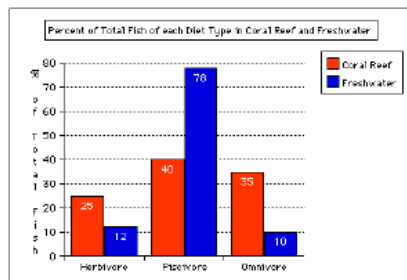
\*Line Graphs are used to show change over a period of time.

#### Circle Graph



\*Pie Graphs use percents to show how parts are compared to a whole.

#### Bar Graph



\*Bar Graphs are used to compare quantities or amounts of similar things.

#### Data Table

DATA TABLE		
	Mass (in grams)	Volume (in milliliters)
Paper sack		
Plastic sack		

\*Data Table shows an organized way to calculate and record this information.



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## Assignment #3

### Results

**Write the results of the experiment based on the information you have observed.**

*Example:* A sheet of Viva paper towel absorbed an average of 50ml of water. A sheet of Suave paper towel absorbed an average of 36ml of water.

## Assignment #3

### Conclusion

**Before you write your conclusion, carefully examine all your data (graphs, charts, tables).**

Ask yourself these questions:

1. Did you get the results you expected to get? If not-how were the results different?
2. Were there any unexpected problems or occurrences that may have affected the results of your investigation?
3. Do you think you collected sufficient data? (Were there enough trials? Samples?)
4. Do I need to revise my original hypothesis? (If you write a revised hypothesis, **DO NOT** use it to replace your original hypothesis for this project!)

**Your conclusion should include:**

1. Statement of support or non-support of the original hypothesis.
2. Description of any problems or unusual events that occurred during your investigation.
3. What you would do differently next time.
4. Revised hypothesis (if data did not support original hypothesis)



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Assignment #3

**My Results**

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**My Conclusion**

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***\*\*Return this form to your teacher by Oct. 17<sup>th</sup> \*\****









## WRITTEN REPORT RUBRIC

	<b>Exceeds Expectations 10 Points</b>	<b>Adequate 8 Points</b>	<b>Needs Improvement 6 Points</b>	<b>Inadequate 4 Points</b>
<b>Title Page</b>	*Exceeds Expectations	*Neatly includes name, grade, title *Correct spelling *Legible	*Missing item(s) *Messy, Illegible *Misspelled words	*Hand written or missing information *Missing item(s) *Messy, Illegible *Misspelled words
<b>Table of Contents</b>	*Exceeds Expectations	*Neatly lists all sections with correct page numbers *Correct spelling *Legible	*Lists sections with page numbers (1-2) *Messy, Illegible *Misspelled words	*No page numbers *Missing section(s) *Messy, Illegible *Misspelled words
<b>Introduction and Purpose</b>	*Exceeds Expectations *Uses attention-getting statements *Clearly states why topic was chosen and why interested *On a separate page alone *Correct spelling *Legible	*Clearly states why topic was chosen and why interested *On a separate page alone *Correct spelling *Legible	Somewhat states why topic was chosen, or not on a separate page *Messy, Illegible *Misspelled words *Incorrect grammar	*Unclear statement *Not on separate page *Messy, Illegible *Misspelled words *Incorrect grammar
<b>Posing Question</b>	*Exceeds Expectations *Stated the problem in question form: How does ____ affect ____? How will ____ affect ____? *Correct spelling *Easy to understand	*State the problem *Correct spelling *Variables are present, but are incorrect or incomplete	*Stated the question using incorrect form *Messy, Illegible *Misspelled words *Incorrect grammar	*Not titled *Incorrect question or doesn't use correct format *Not clearly stated *Messy, Illegible *Misspelled words *Incorrect grammar
<b>Hypothesis</b>	*Statement shows extensive thought and planning by the student *Answers the question in a complete sentence *Is an educated guess *Correct Spelling *Legible	*Answers the question in a complete sentence *Applies directly to the question *Correct grammar *Legible	*Answers the question in a complete sentence *Does not apply to the question *Messy, Illegible *Misspelled words *Incorrect grammar	*Not a complete sentence. *Does not apply to the question *Messy, Illegible *Misspelled words *Incorrect grammar

<b>Background Research</b>	<ul style="list-style-type: none"> <li>*Exceeds Expectations</li> <li>*3 or more paragraphs focusing on topic of research</li> <li>*Bibliography contains at least : <ul style="list-style-type: none"> <li>3 sources (gr 6-8)</li> <li>2 sources (gr K-5)</li> </ul> </li> <li>*Correct grammar</li> <li>*Correct Spelling</li> <li>*Legible</li> <li>*Not internet pasted</li> </ul>	<ul style="list-style-type: none"> <li>*3-5 paragraphs that focus on the topic of research</li> <li>*Bibliography contains less than the number of required sources : <ul style="list-style-type: none"> <li>3 sources (gr 6-8)</li> <li>2 sources (gr K-5)</li> </ul> </li> <li>*Correct Grammar</li> <li>*Correct Spelling</li> <li>*Legible</li> <li>*Not internet pasted</li> </ul>	<ul style="list-style-type: none"> <li>*Less than 3 paragraphs that are loosely related to the topic of research</li> <li>*No Bibliography</li> <li>*incorrect Grammar</li> <li>*Incorrect Spelling</li> <li>*Illegible</li> <li>*Evidence of internet pasted and/or not personalized</li> </ul>	<ul style="list-style-type: none"> <li>*Less than one paragraph that is loosely or not related to the topic of research</li> <li>*No Bibliography</li> <li>*incorrect Grammar</li> <li>*Incorrect Spelling</li> <li>*Illegible</li> <li>*Evidence of internet pasted and/or not personalized</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>*Exceeds Expectations</li> <li>*Complete and extensive list of materials</li> <li>*No misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>*Complete list of materials</li> <li>*No misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>*List of materials is messy or incomplete</li> <li>*Misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>*Missing list of materials</li> </ul>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>*Exceeds Expectations</li> <li>*Procedures are detailed and complete</li> <li>*All variable information is present</li> <li>*Used complete sentences, no fragments</li> <li>*No misspelled words</li> <li>*Neat and organized</li> </ul>	<ul style="list-style-type: none"> <li>*Procedures are complete</li> <li>*All variable information present</li> <li>*Used complete sentences, no fragments</li> <li>*No misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>*Missing variable information</li> <li>*Procedures are incomplete</li> <li>*Fragments in steps of progress</li> <li>*Misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>*Missing variable information</li> <li>*Missing procedures</li> </ul>
<b>Results and Data</b>	<ul style="list-style-type: none"> <li>*Exceeds Expectations</li> <li>*Completed results with a graph/data table or both to support the explanation of results</li> <li>*Easy to read graphics</li> <li>*Used complete sentences, no fragments</li> <li>*No misspelled words</li> <li>*Neat and organized</li> <li>*Correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>*Completed results with a graph/data table and explanation</li> <li>*Easy to read graphics</li> <li>*Stated in complete sentences, no fragments</li> <li>*No misspelled words</li> <li>*Neat and organized</li> </ul>	<ul style="list-style-type: none"> <li>*An explanation is provided, but without a graph/data table</li> <li>*Confusing graphs/data table or missing information</li> <li>*Graph/data table with no explanation</li> <li>*Sentence fragments</li> <li>*Misspelled words</li> <li>*Incorrect grammar</li> </ul>	<ul style="list-style-type: none"> <li>*No graph/data table</li> <li>*No accompanying paragraph</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>*Exceeds Expectations</li> <li>*Conclusion is related to the hypothesis</li> <li>*Correct wording and format</li> <li>*Stated in complete sentences, no fragments</li> <li>*No misspelled words</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion is related to the hypothesis as the answer to the problem or question</li> <li>*Used correct grammar and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>*Not related to the problem</li> <li>*Not written in correlation to the hypothesis</li> <li>*Incomplete sentences, fragments</li> <li>*Misspelled words</li> <li>*Incorrect grammar</li> </ul>	<ul style="list-style-type: none"> <li>*Incomplete sentences, fragments</li> <li>*Misspelled words</li> <li>*Incorrect grammar</li> </ul>
<b>Points Earned</b>	<b>Points:</b> _____	<b>Points:</b> _____	<b>Points:</b> _____	<b>Points:</b> _____

**TOTAL POINTS:** \_\_\_\_\_



## Research/Resources

*\*See Resource Pages\**

**Once you have chosen your topic, it is important to research the written materials on your subject. By finding out as much information about the subject, you will gain a better understanding of your problem. PK -2 Students need at least 2 sources and 3-6<sup>th</sup> grade students need at least 3 sources; 7-8<sup>th</sup> Graders need 5**

3. Read books, websites and articles on your subject. Make sure this information is up to date (not older than 5-10 years).
4. Interview and talk with people who are knowledgeable about your subject.

**\*This section is not included on your Display Board.**

## Bibliography

**Make a list of all the books, magazines, internet articles, interviews, or other sources that were used. \*Write our bibliography using the following format:**

### Books

#### **Format:**

Author's last name, first name. *Book title*. Additional information. City of publication: Publishing company, publication date.

#### **Example:**

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974.

### Website or Webpage

#### **Format:**

Author's last name, first name (if available). "Title of work within a project or database." *Title of site, project, or database*. Editor (if available). Electronic publication information (Date of publication or of the latest update, and name of any sponsoring institution or organization). Date of access and <full URL>.

Note: If you cannot find some of this information, cite what is available.

#### **Examples:**

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002 <<http://whyfiles.org/137lightning/index.html>>.

**\*\*Return the following Resource pages to your teacher by Oct. 25<sup>th</sup> \*\***



**Assignment #6**  
**Oral Presentation Due**

**Assignment #7**  
**Display Board**

**Display Restrictions:**

- A. Liquids, food, accessible chemicals (including household products), gases, or open flames **may not be displayed**. Wrappers may be used on displays instead.
- B. Controlled or illegal substances, including drugs, alcohol, or tobacco **may not be displayed**.
- C. Animals and animal parts (*exception: hair, nails and teeth*) **may not be displayed**. Pictures or student-made models may be used instead.
- D. Micro-organisms, molds, or fungi cultures **may not be displayed**. Pictures may be used instead.
- E. Knives or any other sharp objects should not be displayed. Use **plastic items instead of glass ones** when possible.
- F. **Liquids MAY NOT be used as part of a display**. They may be simulated by using blue plastic wrap, etc.

**\*\*Due by Oct. 31<sup>st</sup> \*\***

Component	Completed
<b>Title:</b> <i>Does the title catch people's attention and is it large</i>	
<b>Purpose</b>	
<b>Hypothesis</b>	
<b>Procedures of Investigation</b>	
<b>Materials</b>	
<b>Results/ Graphs/ Charts:</b> <i>Did the student use pictures and diagrams to effectively convey information about the</i>	
<b>Conclusion</b>	
<b>Conventions:</b> <i>Proper use of spelling, grammar, punctuation,</i>	
<b>Neatness</b>	
<b>Organization:</b> <i>Are the sections on the display board organized</i>	



## ORAL PRESENTATION RUBRIC

	<b>Excellent 10 points</b>	<b>Proficient 8 points</b>	<b>Basic 6 points</b>	<b>Below Basic 4 points</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>*Accurate Introduction and Conclusion</li> <li>*Sequenced material within the body</li> <li>*Cohesive presentation content</li> </ul>	<ul style="list-style-type: none"> <li>*Accurate Introduction and Conclusion</li> <li>*Sequenced material within the body</li> <li>*Cohesive presentation content</li> </ul>	<ul style="list-style-type: none"> <li>*Accurate Conclusion</li> <li>*Sequenced material within the body is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>*Specific Introduction and Conclusion</li> <li>*No sequence in material</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>*Enhances the effectiveness of the presentation</li> <li>*Correct grammar</li> <li>*Appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>*Supports the effectiveness of the presentation</li> <li>*Correct grammar</li> <li>*Appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>*Not interesting</li> <li>*Partially supports the effectiveness of the presentation</li> <li>*Correct grammar</li> <li>*Appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>*Unclear</li> <li>*Minimally supports the effectiveness of the presentation</li> <li>*Occasional mistakes in grammar</li> <li>*Appropriate to audience</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>*Good posture</li> <li>*Eye contact with the audience most of the time</li> <li>*Appropriate gestures and expressions</li> <li>*Delivered with confidence</li> <li>*Full group participation</li> </ul>	<ul style="list-style-type: none"> <li>*Good posture</li> <li>*Frequent eye contact with the audience</li> <li>*Appropriate gestures and expressions</li> <li>*Almost full group participation</li> </ul>	<ul style="list-style-type: none"> <li>*Intermittent good posture</li> <li>*Occasional eye contact with audience</li> <li>*Appropriate gestures and expressions</li> <li>*Partial group presentation</li> </ul>	<ul style="list-style-type: none"> <li>*Poor posture</li> <li>*Seldom eye contact with the audience</li> <li>*Not enough or too much gesture and expression</li> <li>*One person presentation</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>*Student discusses the reasons for the support of the chosen organization in great details</li> <li>*Student describes in detail about their findings</li> <li>*Evident what student has learned</li> </ul>	<ul style="list-style-type: none"> <li>*Student discusses the reasons for the support of the chosen organization with some details</li> <li>*Student outlines their findings</li> <li>*Student shows what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>*Student discusses the reasons for the support of the chosen organization with some details</li> <li>*Student does not outline their findings</li> <li>*Student's misconceptions are still seen</li> </ul>	<ul style="list-style-type: none"> <li>*Student discusses the reasons for the support of the chosen organization with very minimal details</li> <li>*Student does not outline what they have learned</li> <li>*Student still sounds confused on this topic</li> </ul>
<b>POINTS EARNED</b>	_____ <b>Points</b>	_____ <b>Points</b>	_____ <b>Points</b>	_____ <b>Points</b>

**TOTAL POINTS** \_\_\_\_\_

**\*\*Due by Oct. 31<sup>st</sup> \*\***



## EXAMPLE DISPLAY BOARD

