



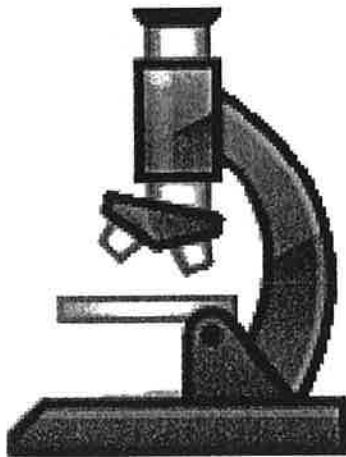
Central Point Elementary School  
Principal - Walt Davenport

# Science Fair

## 2013

Scientific Method \* Collections \* Observations

Demonstrations \* Experiments \* Scientific Principles



## Central Point Elementary Science Fair Suggested Timeline

Target Date	Preparation for Science Fair
April 29	Science Fair Kick-Off
April 29	Entry forms handed out.
May 10 <sup>th</sup>	<p>Turn in completed Science Fair Entry form to your teacher, <u>signed by your parent</u>. You need your teacher's approval before beginning your project.</p> <p>Work on your project. Write out your plan and procedure. Conduct any necessary research and gather your materials. Try to be finished with your project one week in advance (May 10<sup>th</sup>) This will save you much stress.</p>
May 17 <sup>th</sup>	<p>Science Fair and Family Night! Bring your project to the gym sometime between 7:20-8:00a.m. &amp; get your number. Attend the fair 6-8p.m. Take project home after the Fair.</p>

Note: All students who have their projects displayed in the Science Fair will receive a participatory award. We will not be judging or issuing individual awards. Also, some classes may be given a science project as a required assignment and be issued a grade. Timelines may change for these teachers' needs.

## Central Point Elementary Science Fair Safety Rules

1. Projects must be approved by the teacher before starting.
2. No live insect or animals should be exhibited at the fair. Models, stuffed animals, or photographs should be used instead.
3. Students should avoid doing experiments involving bacterial cultures.
4. No controlled substances should be exhibited.
5. No dangerous or combustible chemicals should be displayed at the fair. Rockets or engines must not contain fuel. All chemicals displayed should have the contents clearly marked on the container.
6. No open flames will be permitted, except by prior permission.
7. All projects using household electricity must conform to standard wiring practices and safety. No exposed live wires or leads.
8. Expensive or fragile items should not be displayed. Valuable items essential to the project should be simulated or photographed.
9. Collections (i.e. minerals, shells, feathers, etc.) should be protected with a transparent covering.
10. Items to be displayed in front of a backboard should be adequately secured (e.g. batteries, wire, switch and motor - secure to a piece of plywood and place in front of backboard).

## Guidelines for Parent involvement

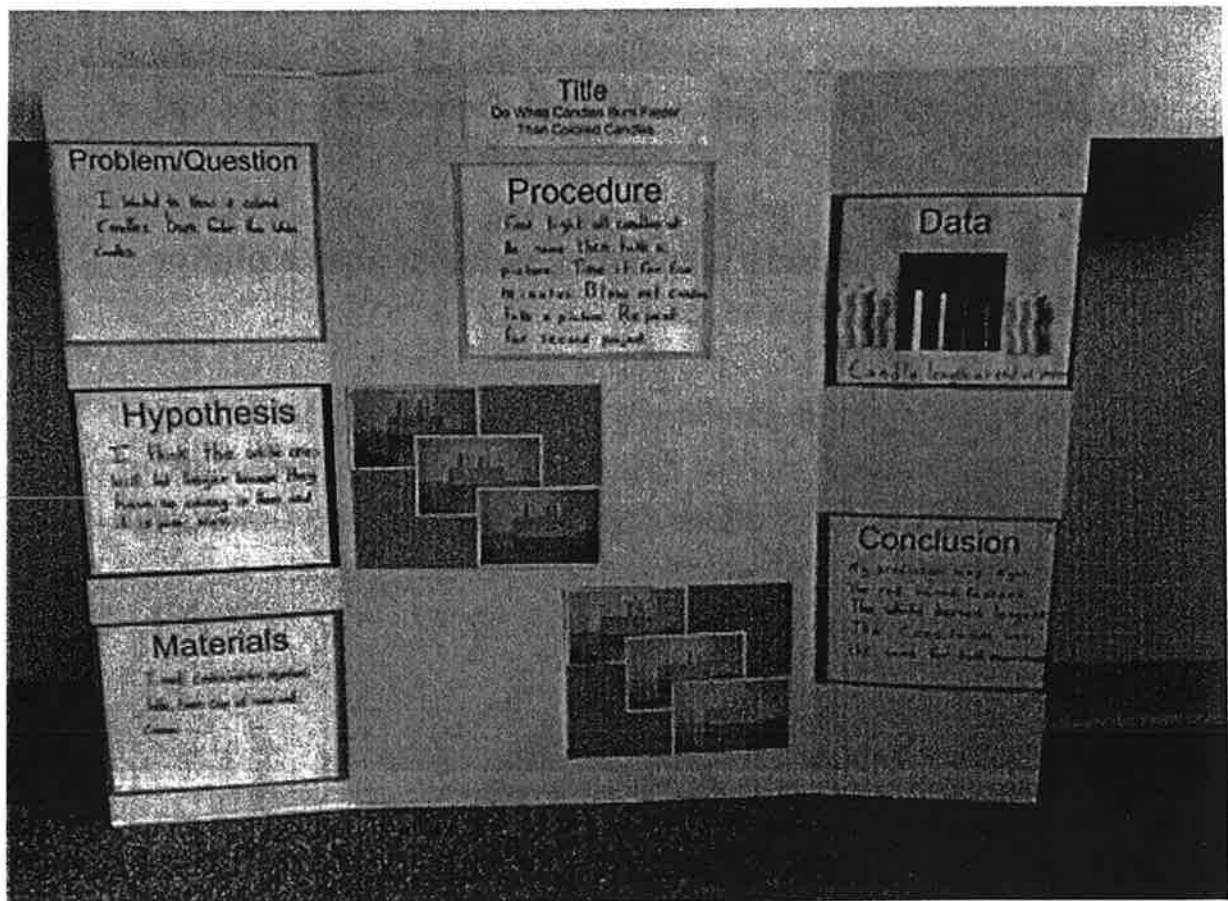
1. Help your child select a project that is feasible to accomplish.
2. Help your child find materials for the project such as research sources, building supplies, and display materials.
3. Offer support and assistance as your child is working on her or his project. Your child should plan and direct the activity as much as possible. Your part will involve listening to those plans and then offering suggestions as needed.
4. Encourage your child to work on the project on a regular basis.
5. Be sure that your child practices good safety procedures.
6. Assist in the construction of the display and its transportation to school the day of the science fair.
7. Be sure your child's project is picked up after Family Science Night (Friday, May 17<sup>th</sup>). Projects that are not claimed by the end of Wednesday, May 22<sup>st</sup>, may be disposed of.

Our Goal: To give students a chance to work independently or cooperatively to develop science interests, engage in critical thinking and communicate ideas to others.



## Looking at a Science Project -- A SAMPLE

Directions: This is a sample of a science project at a science fair. Study this display carefully.



This may give you an idea for your display that you will have at the science fair.

## The Exhibit or Display

1. Display boards may be made of any suitable material that is able to support its own weight. Display boards may be purchased at our school's office for \$2.00.
2. The center panel of the display should contain the project title. Lettering and any visual materials (photos, drawings, etc.) should be clear and large enough for someone to see from a distance.
3. Side panels should have supporting material (more photos, drawings, graphs, charts, etc.)
4. If you are doing an experiment, it is suggested that you **State the Problem** on the front panel, put the **Hypothesis** and **Procedure** on the left panel and the **Results** and **Conclusion** on the right panel.



# ABOUT MY SCIENCE PROJECT

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

What I did to put my project together: \_\_\_\_\_

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What I learned from putting my project together: \_\_\_\_\_

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What I enjoyed most about doing my project: \_\_\_\_\_

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(K - 3 may include this report next to your project)

## SCIENCE EXPERIMENT WORKSHEET

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Project Title: \_\_\_\_\_

Hypothesis (What I think will happen): \_\_\_\_\_

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Equipment and materials I will use: \_\_\_\_\_

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Procedure (What I plan to do): \_\_\_\_\_

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Results (What happened? Can I show measurements, tables and graphs?)

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Conclusion (What I found out by doing this experiment): \_\_\_\_\_

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(This worksheet may be used by 4<sup>th</sup> & 5<sup>th</sup> grade students to help them get organized)



## Science Projects which utilize the Scientific Method

1. What kind of juice cleans pennies best?
2. Do watches keep the same time?
3. Which move faster, snails or slugs? Large or small? On what surface?
4. Do ants like cheese or sugar better?
5. Which uses more water, a bath or shower?
6. Can you tell where sounds come from when you are blindfolded?
7. Do different types of apples have the same number of seeds?
8. Which materials absorb the most water?
9. Does a mirror in front of a fish change what the fish does?
10. Do all objects fall to the ground at the same time?
11. Can things be identified by just their smell?
12. With which brand of battery do toys run longest?
13. Do ice cubes melt faster in the air or in room temperature water?
14. Does water with salt boil faster than plain water?

Better for 4<sup>th</sup> and 5<sup>th</sup> graders

15. How much of an orange or tomato is water?
16. Which liquid has the highest viscosity?
17. How much can a caterpillar eat in one day?
18. Does the color of water affect its rate of evaporation?
19. Does salt in water affect its rate of evaporation?
20. Do all colors fade at the same rate?
21. Which brand of diaper holds the most "water"?
22. Does a baseball go farther when hit by a wood or metal bat?
23. What kind of glue holds two boards together better?
24. Which metal conducts heat best?
25. What percentage of corn seeds in a package germinate?
26. Does the size of a light bulb affect its energy use?
27. Does the color of material affect its absorption of heat?
28. Does the length of a vibrating object affect sound?
29. Do males or females judge air temperature more accurately?

## The Scientific Method of Solving an Unknown

- Step 1. State the problem to be solved.
- Step 2. Gather as much information about the problem as possible.
- Step 3. From the gathered evidence, form a reasonable hypothesis.
- Step 4. Test the hypothesis.
- Step 5. Form a conclusion, based on the outcome of the test.



# Central Point Elementary Science Fair Entry Form

Complete and return this to your teacher as soon as possible.  
Make sure a parent or guardian signs this form  
before you turn it in.

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of project to be entered: (Please circle)

Experiment Model Collection Invention

Recycling Technology

Science project title: \_\_\_\_\_

Project description: \_\_\_\_\_

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Needed:

Electrical outlet: \_\_\_\_\_ Other: \_\_\_\_\_

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

