Dear Kindergarten – 4th Grade Parents,

It is that time of year again! Students are very excited about our upcoming Science Fair. This year, the Science Fair is an evening, school-wide event with **all** students invited to participate. Projects are required only from 5th graders and Mrs. Hobbs' 6th grade class. This packet contains important information that you and your student need to look over.

Important dates:

April 4th – Last day to turn in PTSA form
April 7th – Science Fair, 6:00 – 8:00 PM
– Set up projects in gym after school, or bring with you on science night

1. All students must present their investigation by placing their information on a tri-fold board. If a large board is too big, it may be cut in half or a smaller one used.
2. Some bus drivers may not allow the large boards due to safety and visibility.
3. Student participants are expected to attend the fair, but younger scientists may, of course, leave after their projects are evaluated.
4. This is a non-competitive science fair, but your child will be discussing his or her project with a science fair evaluator, so students should be prepared to explain projects.
5. Guidelines, grade level examples and a science project worksheet are attached to help plan out all steps of the project.
6. Please bring projects to class as directed by your teacher. You may also drop them off on Science Night at your assigned place after school anytime between 3:30 and 5:45.

If you have any questions, please don't hesitate to contact your child's teacher, or PTSA chairs, Sharon Drazkowski (ksdrazkowski@comcast.net) and Lori Henshaw (lori@henshaw.org). As always, thank you for your support!

~ The PTSA Science Fair Committee

ALCOTT ELEMENTARY
SCIENCE FAIR STUDENT PROJECT

April 7, 2011
Thursday
6:00 – 8:00 pm

Please return this form to school by April 4th.

Name: _____

Phone Number: _____

Email: _____

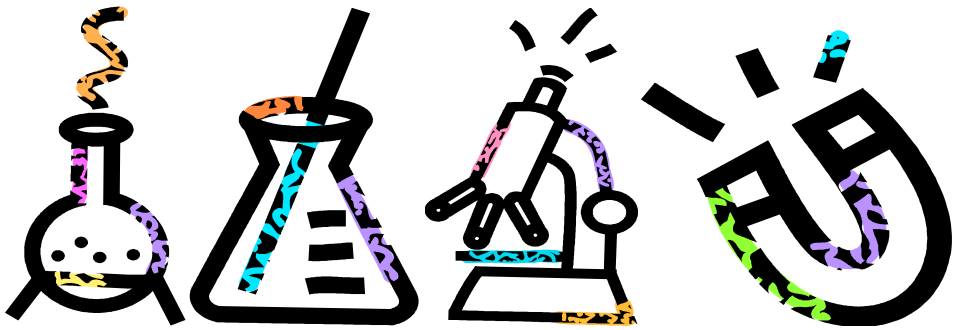
Grade/Class/Teacher: _____

Topic: _____

Special equipment needed (example: electric outlet) _____

_____

Science Fair committee members will review student topics and may contact a student and family to discuss requirements, policies or guidelines. Be prepared to present your project to attendees, members of the faculty and the science committee on Science Fair Night!



Kindergarten – Grade 4
Science Project Worksheet

What is your scientific question?_____
_____
_____

What do you predict will happen ?(Use the words "if" and "then")_____
_____
_____

What materials did you use for the experiment?
*_____
*_____
*_____
*_____

What was your procedure? (List the steps you took during the experiment.)
1._____
2._____
3._____
4._____
5._____

What was the conclusion ? (What happened at the end of the experiement?)_____
_____
_____

Acknowledgements (Who helped you or what books, websites, etc. helped you with the project?)_____
_____

***Write or type this information and put it on a tri-fold board. Include pictures if you have them. Make sure it looks nice!**

Example of Tri-fold Board:

Prediction **Materials** *_____ *_____ *_____ *_____ *_____	**Title of Experiment** By: Your Name and Grade **Question** **Procedure** **(include any pictures charts, graphs or drawings you might have)** **1._____** **2._____** **3._____** **4._____** **5._____** **6._____**	**Conclusion** **Acknowledgments**

Extra Tips:

1. If possible, type everything on paper first, instead of writing directly on your board.

2. Add color to your board by using background paper and colored font.

3. Balance your board so there is not much open space.

4. Do not add meaningless information just to fill your board.

5. Everything must be in your own words.

6. Bring materials that can sit in front of your board only, space is limited.

* Examples of Grade Level Projects

Kindergarten – Grade 1 (District curriculum does not require a variable at this level)
Coin Flip Experiment:

Question: If I flip a coin 100 times, how many times will it land on heads?
Prediction: I predict the coin will land on heads more often than it will land on tails.
Materials: Quarter
Procedure: I flipped a quarter 100 times. After each flip, I recorded on a piece of paper whether it landed on heads or tails.
Conclusion: What happened? It landed 50 times on heads and 50 times on tails.
Acknowledgements: Mom/Dad/Brother, etc. helped me keep track of coin flips.

Grades 2 - 3 (District curriculum adds a variable – what changes- at this level)
Baseball Throw Experiment:

Question: Will changing the time of day affect whether I can throw a baseball farther than my parent?
Prediction: If we throw a baseball in the morning, I can throw farther than my parent. If we throw a baseball at night, my parent will throw it farther.
Materials: Regulation baseball
Participants
Yellow, green and red cloth to mark where baseballs landed
Tape Measure for measuring distance
Conclusion: What happened? My parent threw further than I did both times, but I was able to throw a baseball farther in the morning than at night.
Acknowledgements: Participants

Grade 4
Microwave Popcorn Experiment:

Question: Do different brands of microwave popcorn leave different amounts of unpopped kernels?
Prediction: I predict that if I pop three different brands of microwave popcorn, each brand will leave different amounts of popcorn unpopped.
Materials: 2 bags each A,B, and C brands microwave popcorn
Microwave
2 bowls to separate popcorn from kernels after popping
Procedure: I microwaved two bags of each brand of popcorn. After microwaving each bag, I separated the popped corn from the kernels into the two bowls. I counted the number of kernels left from each bag, and I recorded the results.
Conclusion: What happened? (This is one possible conclusion to this experiment)
Brand A had the most unpopped kernels for each trial – x amount on Trial 1 and y amount on Trial 2. Brands B and C also had different amounts of unpopped kernels, but they were much closer together then Brand X. My prediction was correct that different brands of microwave popcorn would leave different amounts of unpopped kernels
Acknowledgements: