

SCIENCE FAIR 2016 TOOL KIT

Dear Parents,

Science Fair is a great opportunity for students to explore an area of science in depth. In Upper Elementary, Science Fair takes place both at home and at school. This is how it works:

At School

Students will work with their science fair team partners on their experiments and project boards at school.

Lessons on writing and research will take place at school; students will incorporate their new lessons (and refreshers of previous lessons) as they plan their research and writing.

At Home

Each team project will be related to broader topics. Your student will choose one of these related topics as the focus of an independent research paper. Each team member will write their own paper; it doesn't have to be about the exact same topic.

Students will need resource materials: books, magazines, reliable web sites. They will do their research at home; this includes taking notes, organizing their information, and writing their paper. Additional guidelines for the research paper are included in this packet.

Your support is critical to your child's success as they work on their research. They will need time, space, and periodic check-ins to help them stay on track.

We have had lessons related to language, writing, research, and the use of reference materials.

With support both at home and school, your student will be prepared to take on the challenge of Science Fair!

As always, if you have any questions or concerns, please let us know.

Peace,

Kathy & Laura

SCIENCE FAIR 2016 SCHEDULE

Please mark your calendars with these due dates and work to stay on schedule.

Due Date	Actual Date	Task
March 11		Research Paper Topic due
March 7-11		Begin researching options for your project. You can use books at school, the library, and the Internet
March 11		Initial project proposal due
March 14		List of materials needed due
March 16		Research notes check: bring all notes to school for a check-in
March 21		First Draft of Research Paper due
March 28		Final Draft of Research Paper due
April 1		Team Project Completed
April 5		Team Board Completed
April 12		Science Fair at Village Street, 6:00pm

Notes:

- ◆ Research and Research Paper will be completed at home. This is individual work.
- ◆ Project and Board will be completed at school. This is team work.

Criteria for Research Paper:

Rubric (included in tool kit)

- ◆ 4th Years: at least 4 well-constructed paragraphs, either neatly written or typed
 - ◆ 5th Years: at least 5 well-constructed paragraphs, either neatly written or typed
 - ◆ 6th Years: at least 6 well-constructed paragraphs, **typed**
- All papers must include a bibliography, written according to guidelines (included in tool kit)

Typed paper guidelines:

- ⤴ Times or Times New Roman font, 12 Point
- ⤴ Double spaced
- ⤴ Paragraph first-line indent 0.2"
- ⤴ Space after paragraph: 6 points

March 2016

February 2016


S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2016


S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

 UE Science Fair

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	1	2	3	4	5
6	Research options for project				11 Research Paper Topic Due Team Project Proposal Due	12
13	14 Due: Materials List	15	16 Research Notes Check	17	18	19
20	21 Due: Research Paper Draft	22	23	24	25	26
27	28 Due: Research Paper Final	29	30	31	1 Team Project Completed	2

April 2016

March 2016							April 2016							May 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

 UE Science Fair

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28 Due: Research Paper Final	29	30	31	1 Team Project Completed	2
3	4	5 Team Board Completed	6	7	8	9
10	11	12 5:45 PM Science Fair at Village Street	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SCIENCE FAIR 2016 PROJECT PROPOSAL

Name: _____

Your team project proposal is due on **Friday, March 11**. Fill in this sheet and turn it in.

Team Members:

Description of our Earth Science Project:

Lessons given in class this year:

- ♣ Note taking
- ♣ Writing with details
- ♣ Supporting with reasons and details
- ♣ Writing a basic expository paragraph
- ♣ Organizing multiple paragraphs
- ♣ Bibliography
- ♣ Expository topic sentences
- ♣ Grabber expository sentences
- ♣ Introductions
- ♣ Conclusions
- ♣ Paraphrasing
- ♣ Highlighting important information
- ♣ Specific Emotion Words
- ♣ Specific Sensory Words
- ♣ Simile
- ♣ Metaphor
- ♣ Figures of Speech
- ♣ Strong Verbs
- ♣ Show, Don't Tell
- ♣ Punctuation
- ♣ Multi-paragraph essay guidelines
- ♣ Editing
- ♣ Reference book usage
- ♣ Using graphic organizers
- ♣ Internet searching

RESEARCH REFLECTIONS: PLEASE FILL OUT AND RETURN TO SCHOOL AS YOU DO THEM.

Name: _____ Date: _____

What part(s) of the research process were you working on today?

forming research questions	revising
searching for resources	polishing writing
locating information in a resource	taking notes
organizing information	evaluating
drafting	other (explain)

How did you do that part of the research process today? Write or draw what you did:

--	--

What was hard about the research process today?

What was easy about the research process today?

I think a good topic for a lesson would be _____

because _____.

Name: _____ Date: _____

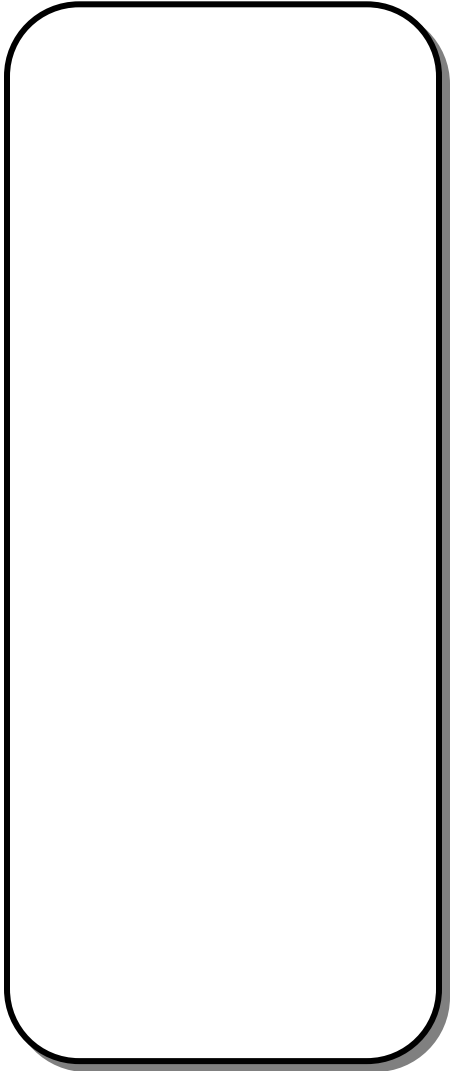
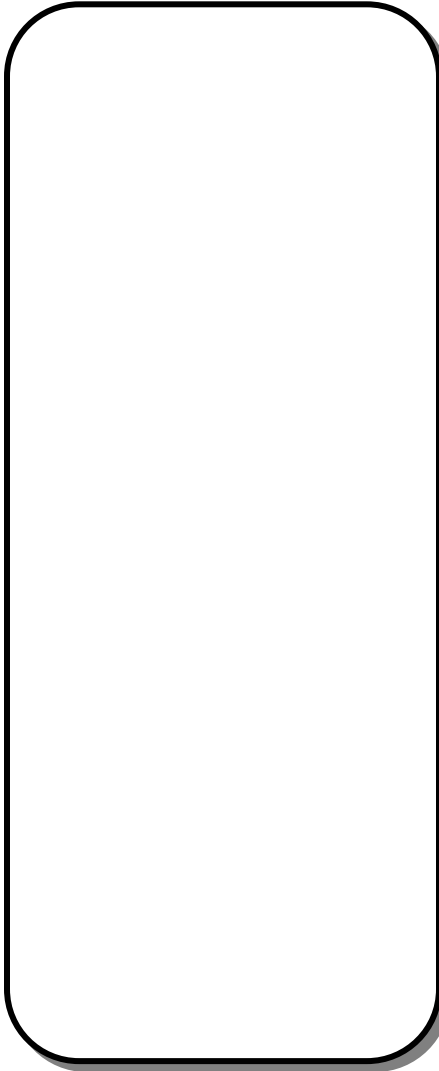
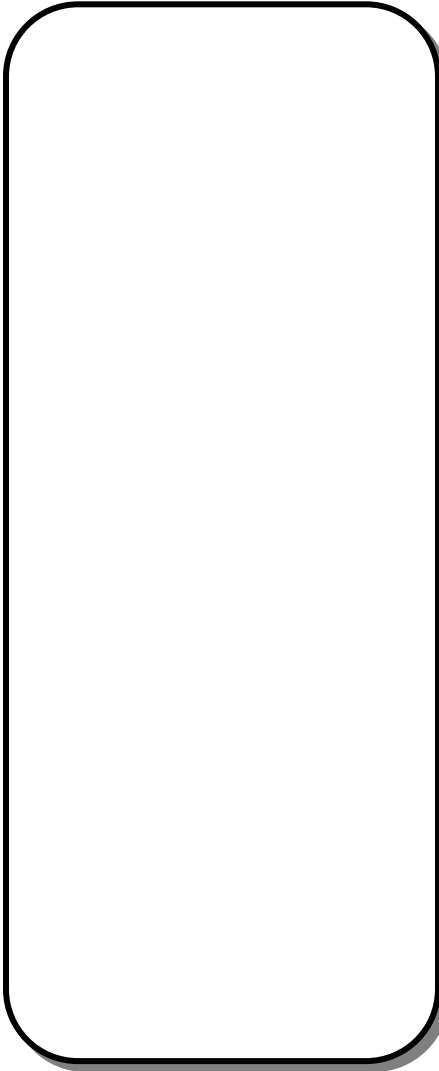
KWLH

Topic: _____

Know?

Want to know?

Learned?



How can you learn more? Where will you research – websites, interviews, books, videos, museums etc?

Name

Date

Period

4 Paragraph Essay Outline

Introduction

Thesis

Body Paragraph 1

Body Paragraph 2

Conclusion

Name

Date

Period

5 Paragraph Essay Outline

Introduction

Thesis

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Conclusion

Name

Date

Period

6 Paragraph Essay Outline

Introduction

Thesis

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Body Paragraph 4

Conclusion

Name: _____

Just the Facts

Instructions: Think of all the interesting things you have learned about from your reading. Fill in the boxes with your ideas. Save what you think is the most important fact that you have learned and write it in the box at the bottom.

Title: _____

Author: _____

Cool Fact!

Interesting!

**Something
new!**

Look!

Wow!

Neat!

Most Important Fact

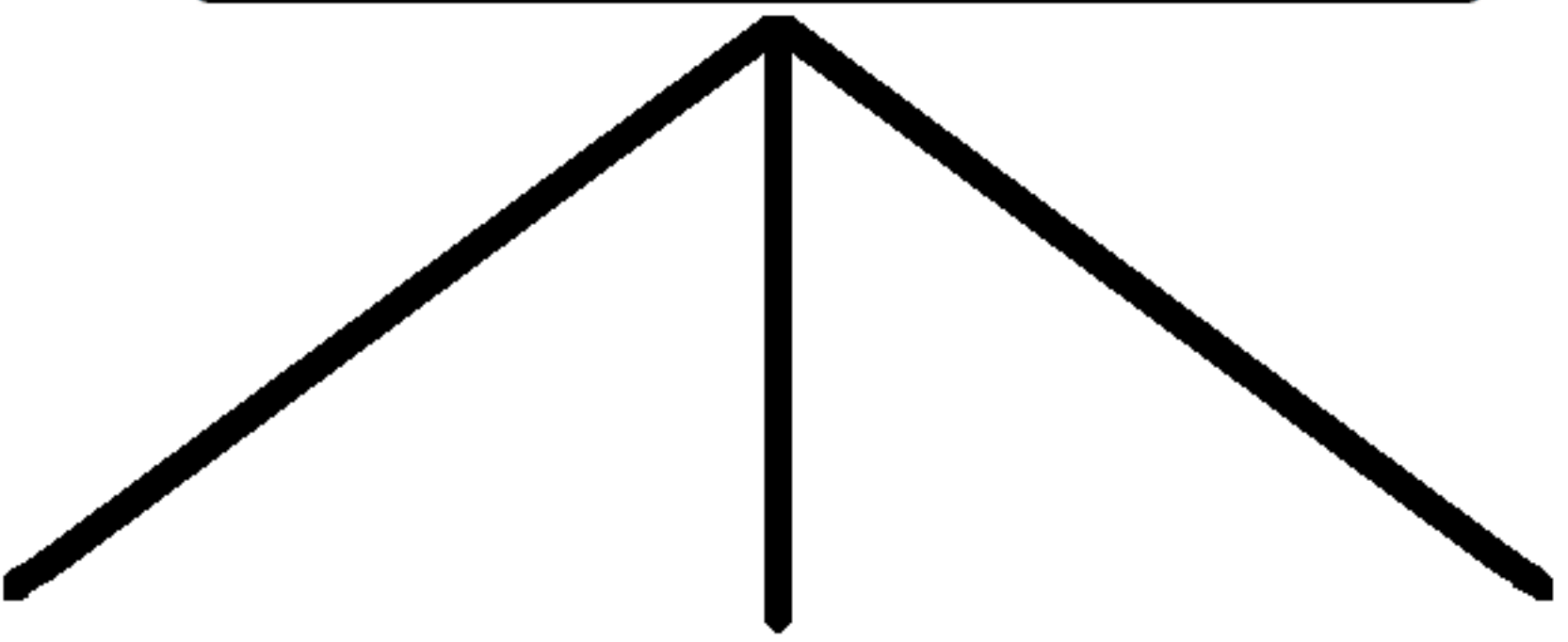


Name _____



Date _____

Topic



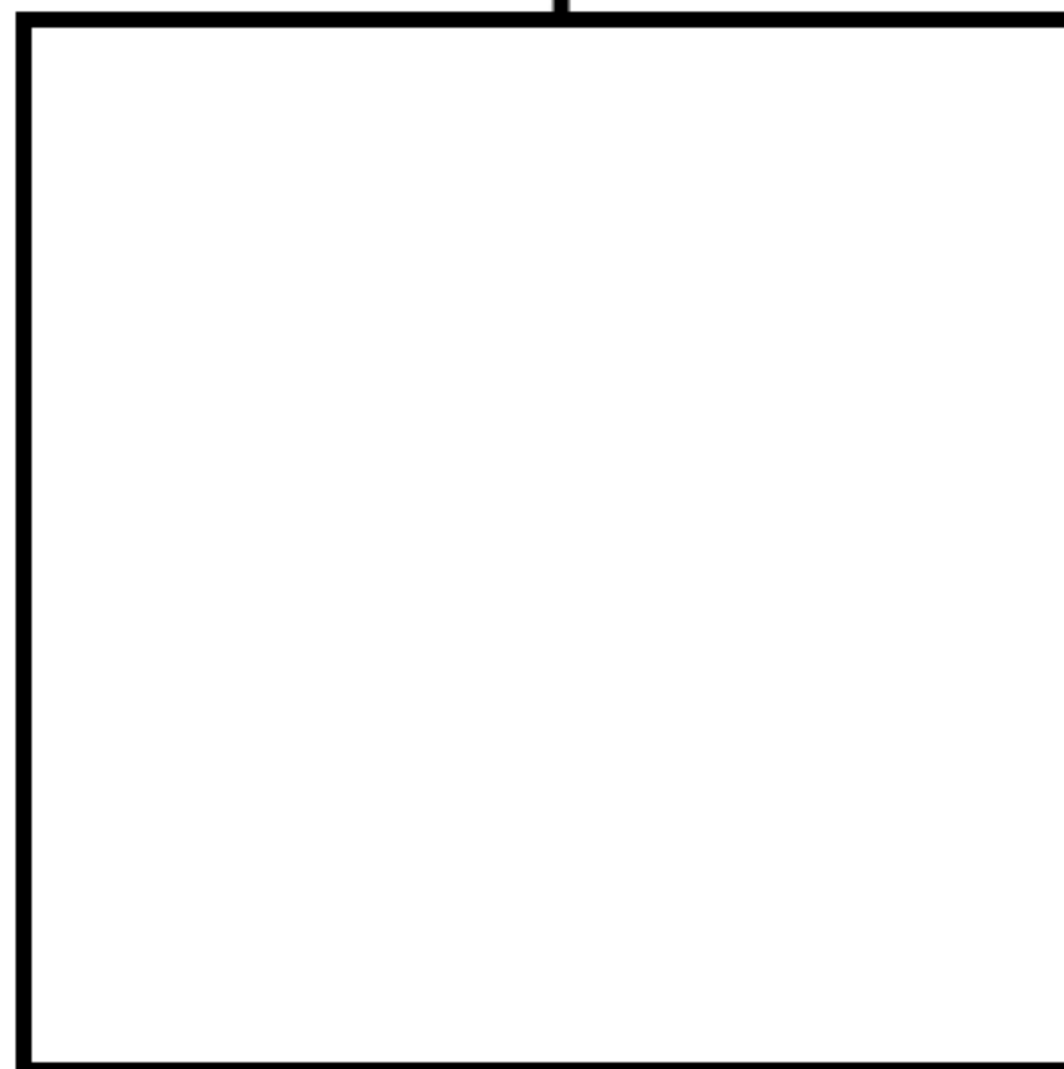
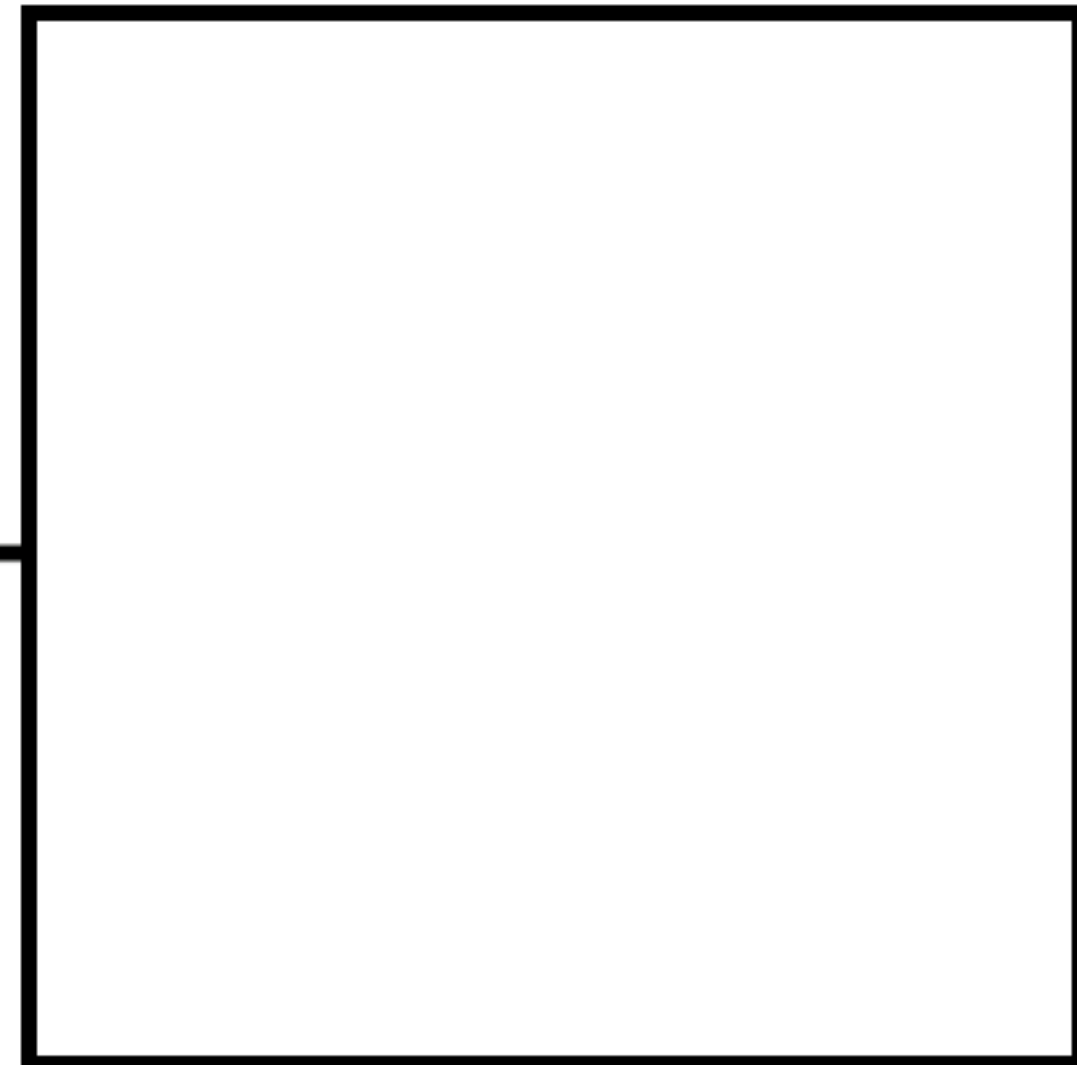
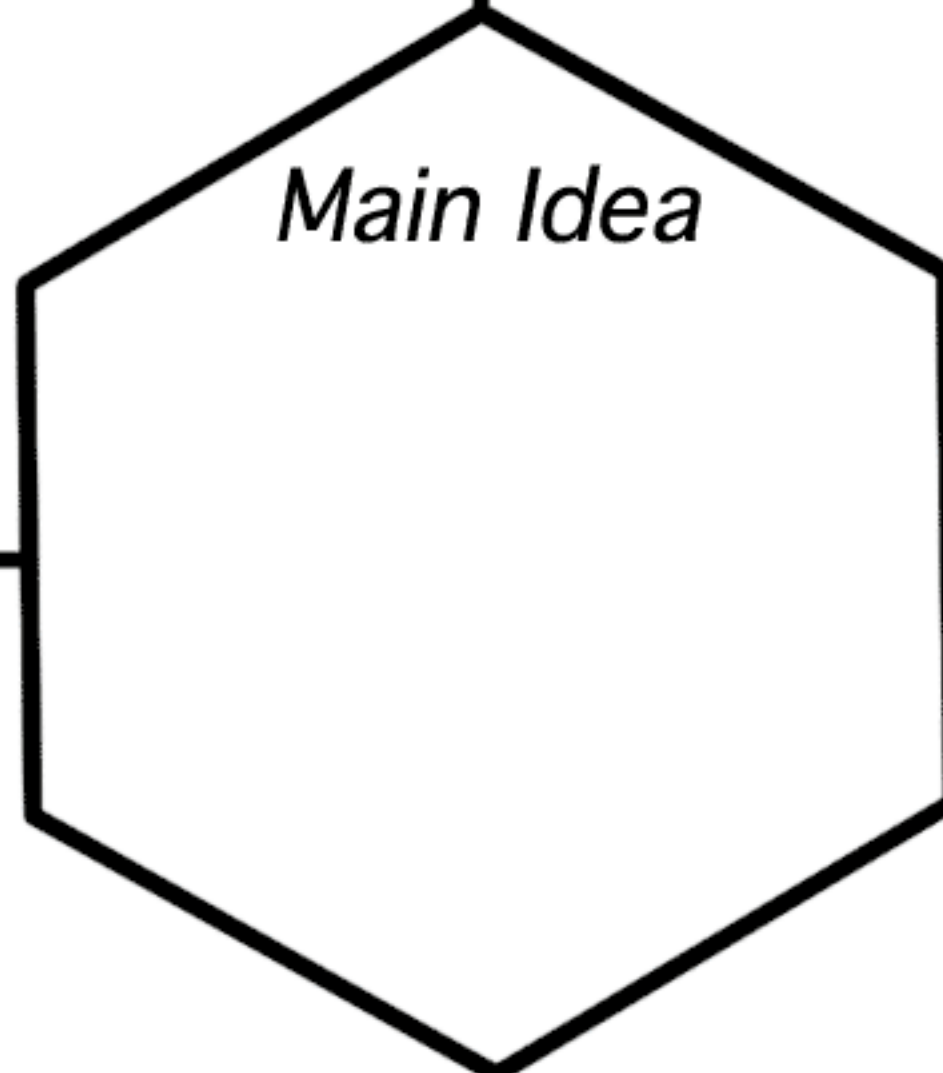
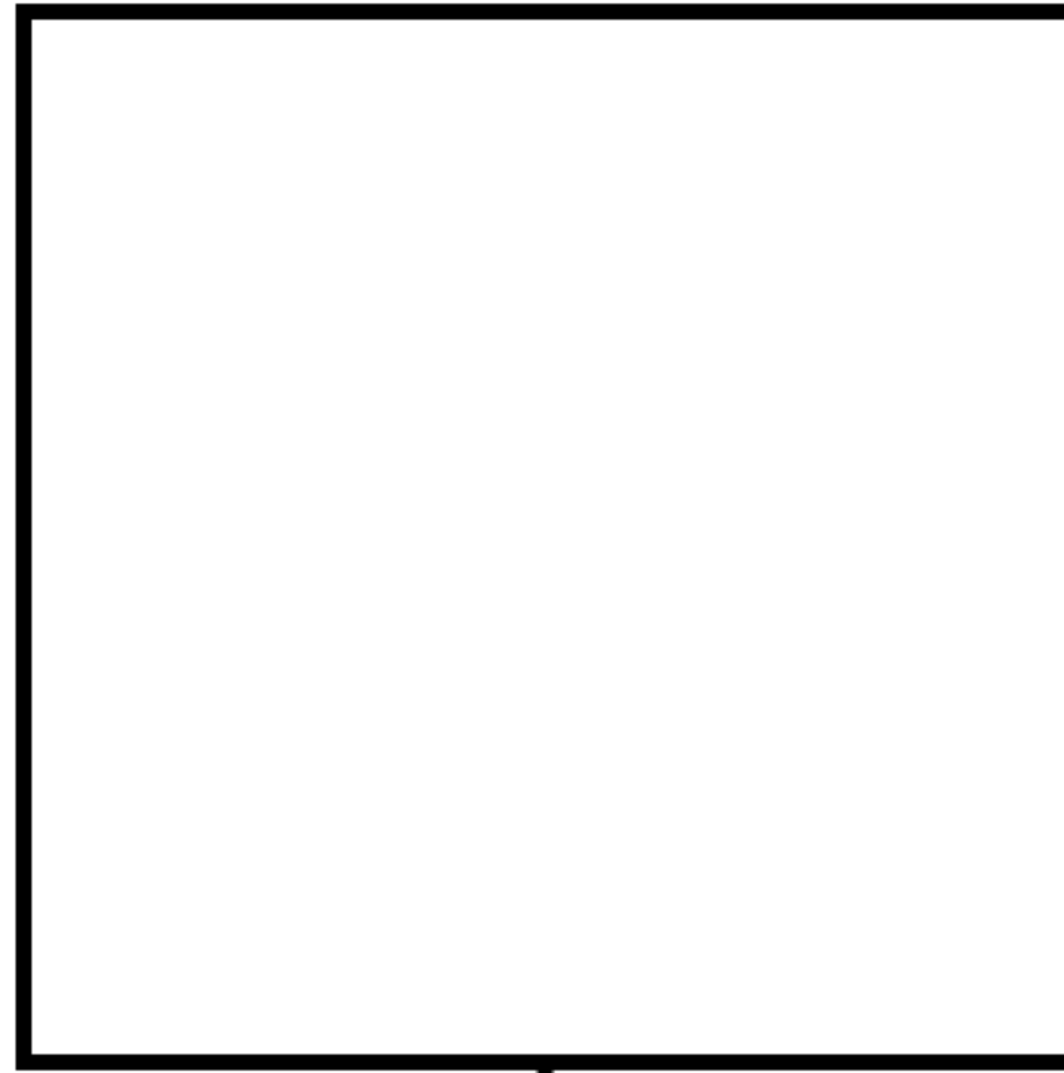
Three large, empty rectangular boxes for writing content, positioned below the branching diagram.

Name _____



Date _____

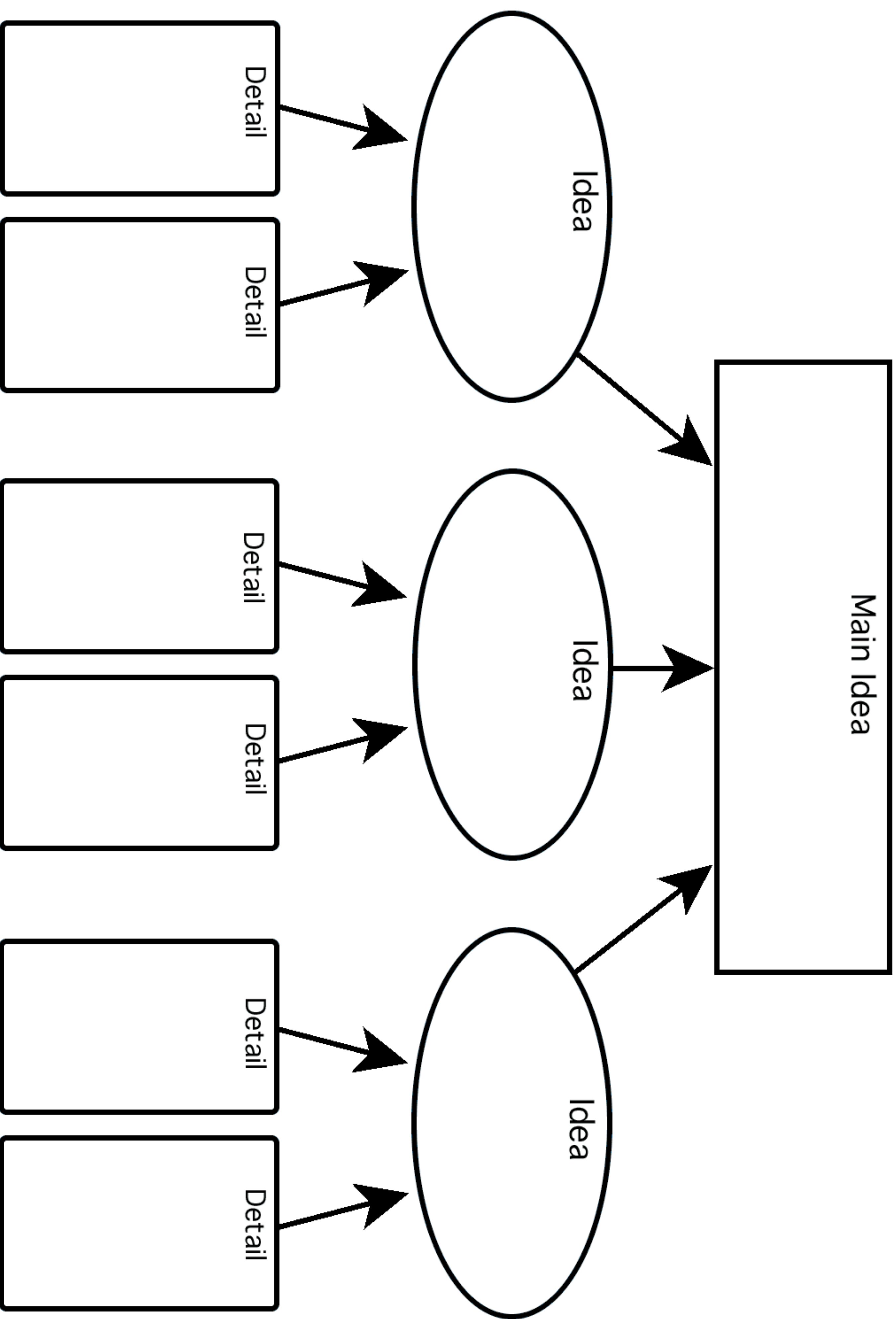
Put the main idea in the center, and related items in the boxes



Name _____



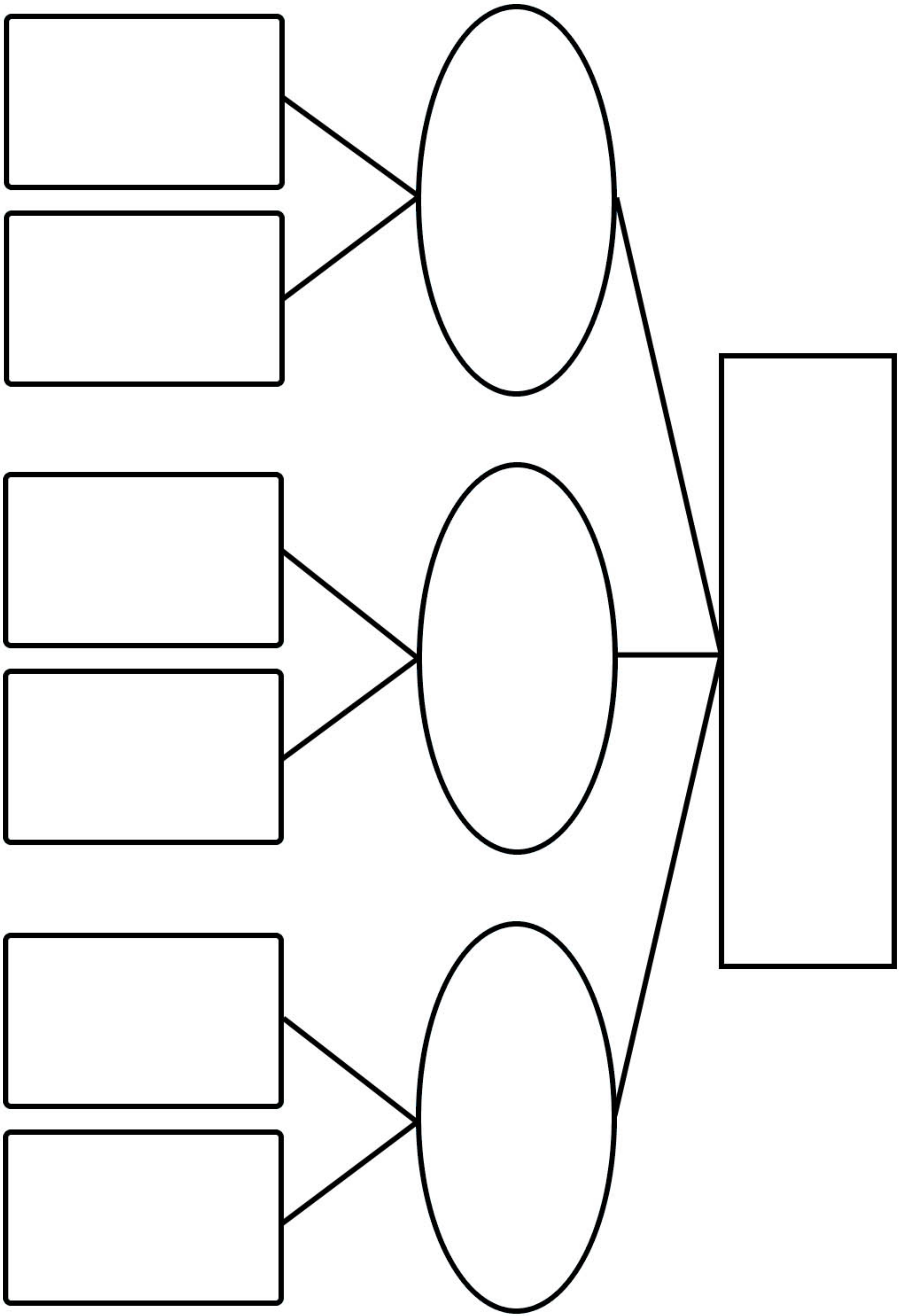
Date _____



Name _____



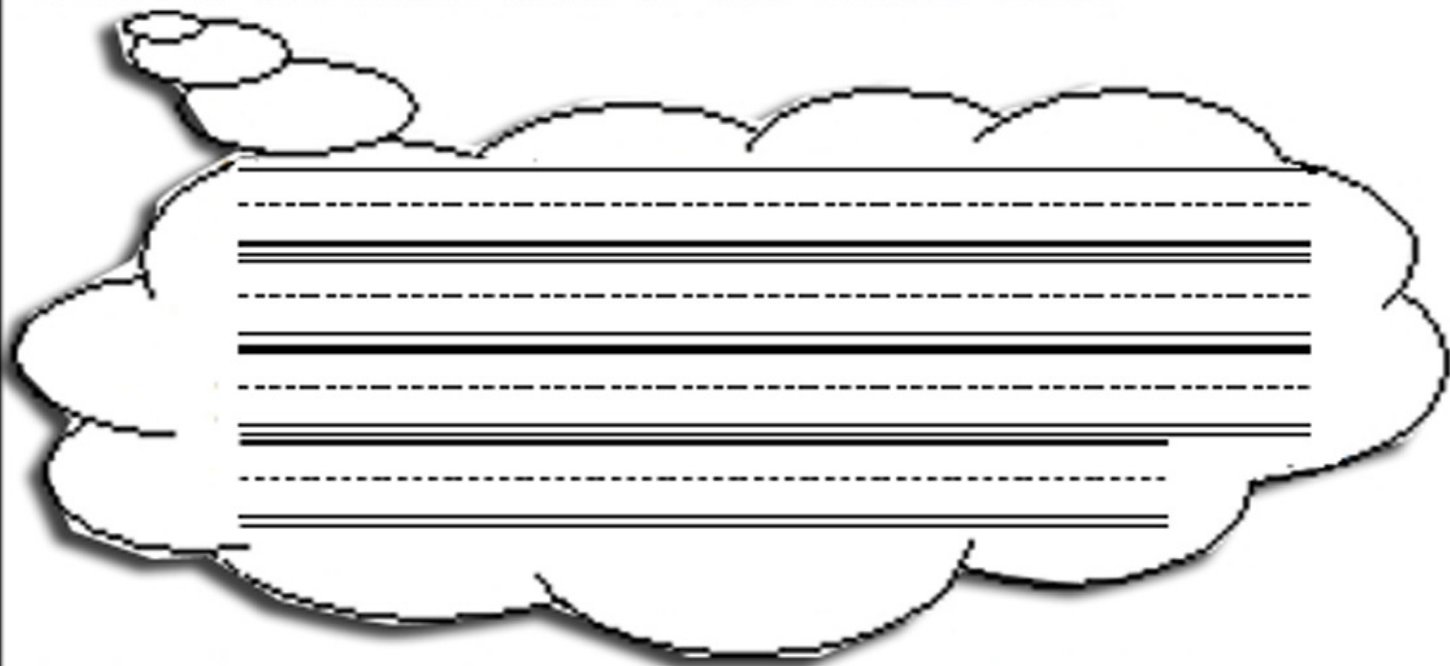
Date _____



Name:

Summarize Using the Main Idea and Important Words

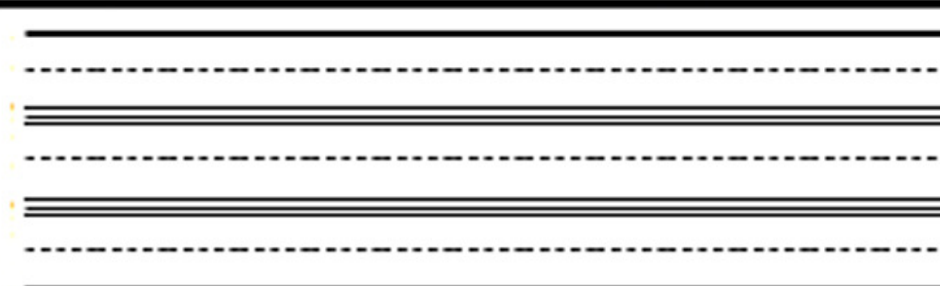
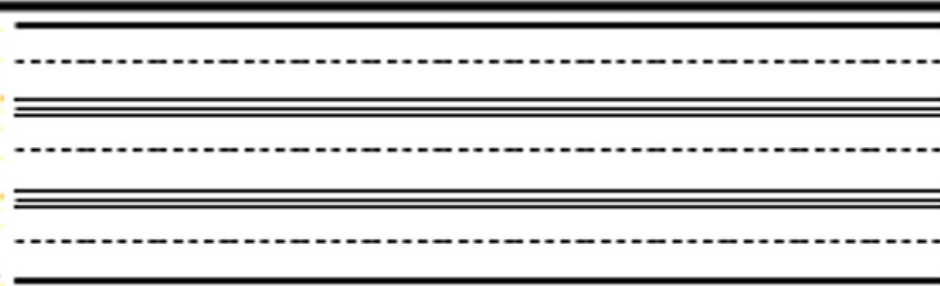
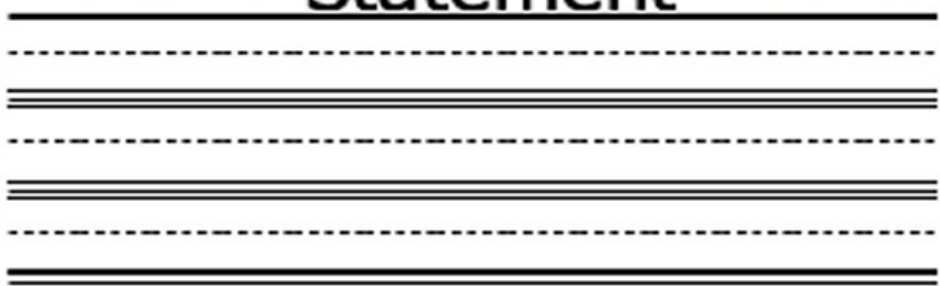
What is the main idea of the whole text?



Paragraphs
Important Words



Statement



Restate Main Idea

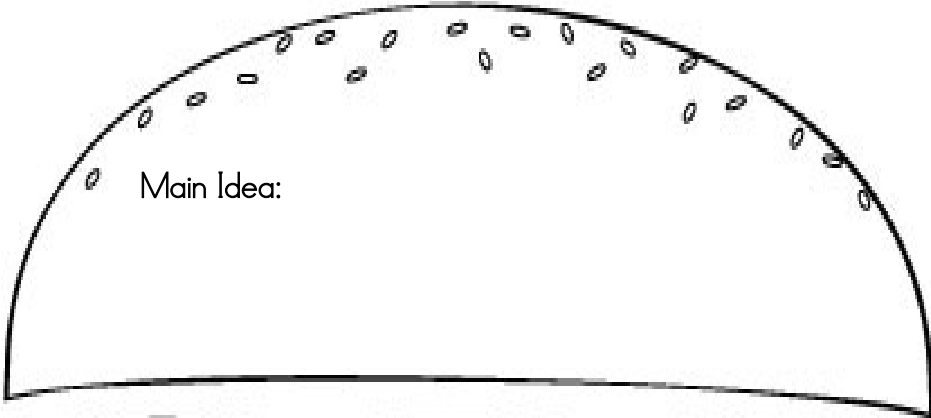


Handwriting practice lines consisting of solid top and bottom lines and a dashed middle line, repeated five times.



Name: _____

Hamburger Writing



Main Idea:



Detail #1:



Detail #2:



Detail #3:



Closing Sentence:

Name: _____ Date: _____ Period: _____

Hamburger Paragraph

Directions: Write a paragraph with 6-8 sentences.

Topic Sentence



Sentence



Sentence (1-2)



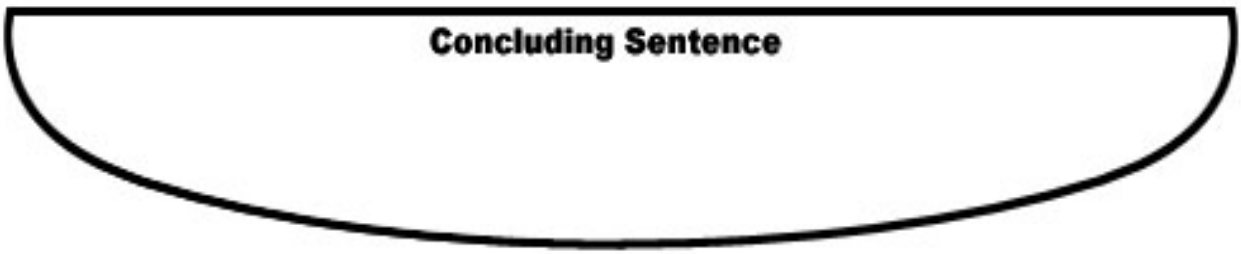
Sentence



Sentence (1-2)



Concluding Sentence





Writing Helpers

Name _____

Transitional Words

accordingly
as a result
consequently
for this reason
for this purpose
hence
otherwise
so then
subsequently
therefore
thus
thereupon
also
as well as
besides
coupled with
furthermore
in addition
likewise
moreover
Similarly
by the same token
conversely
Instead
likewise
on one hand
on the other hand
on the contrary
rather
similarly
yet
but
however
still
nevertheless
in contrast
here
there
over there
beyond
nearly
opposite
under
above
to the left
to the right
in the distance
by the way

as a rule
as usual
for the most part
generally
generally speaking
ordinarily
usually
for example
for instance
for one thing
as an illustration
illustrated with
as an example
in this case
comparatively
coupled with
correspondingly
identically
likewise
similar
moreover
together with
in essence
in other words
namely
that is
that is to say
in short
in brief
to put it differently
at first
first of all
to begin with
in the first place
at the same time
above all
chiefly
with attention to
particularly
including
especially
for instance
in particular
markedly
namely
particularly

for now
for the time being
the next step
in time in turn
later on
meanwhile
next
then
soon
the meantime
later
while
earlier
simultaneously
afterward
in conclusion
with this in mind
after all
all in all
all things considered
briefly by and large
in any case
in any event
in brief in conclusion
on the whole
in short
in summary
in the final analysis
in the long run
on balance
to sum up
to summarize
finally
especially
particularly
singularly
aside from
barring
beside
except
excepting
excluding
exclusive of
other than
outside of save

Book

MLA Last, First M. *Book*. City: Publisher, Year Published. Print.

Ex: Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*. Chicago: Dee, 1999. Print.

Chapter/Anthology

MLA Last, First M. "Section Title." *Book/Anthology*. Ed. ^{Book Editor} First M. Last. ^{Ex: 5th ed.} Edition. City: Publisher, Year Published. Page(s). Print.

Ex: Melville, Herman. *Hawthorne and His Mosses*. *The Norton Anthology of American Literature*. Ed. Nina Baym. 3rd ed. New York: Norton, 1989. 5-25. Print.

**Essays, shorts stories, and poems are put in quotes. Works originally published independently such as plays and novels generally are italicized*

Magazine

MLA Last, First M. "Article Title." *Magazine Title* Date Month Year Published: ^{Ex:1-5 or 15.} Page(s). Print.

Ex: Pressman, Aaron. "Bottom Fishing in Rough Waters." *BusinessWeek* 29 Sept. 2008: 27. Print.

Newspaper

MLA Last, First M. "Article Title." *Newspaper Title* Date Month Year Published: ^{Ex:1-5 or A12.} Page(s). Print.

Ex: Campoy, Ana. "Gasoline Surges in Southeast After Ike." *The Wall Street Journal* 23 Sept. 2008: A14. Print.

Journal

MLA ^{Two Authors} Last, First M., and First M. Last. "Article Title." *Journal Title* ^{Ex: 13} Volume.Issue (Year): ^{Ex: 2-7 or 32.} Page(s). Print.

Ex: Bharadwaj, Parag, and Katerine T. Ward. "Ethical Considerations of Patients with Pacemakers." *American Family Physician* 78 (2008): 398-99. Print.

Website

MLA Last, First M. "Article Title." *Website Title*. Publisher, ^{Date electronically published} Date Month Year. Web. ^{Date Accessed} Date Month Year.

Ex: Satalkar, Bhakti. "Water Aerobics." *Buzzle.com*. Buzzle.com, 15 July 2010. Web. 16 July 2010.

Online Database (Journal)

MLA Last, First M. "Article Title." *Journal Title* ^{Ex: 12.3} Volume.Issue (Year): Page(s). *Database Name*. Web. Day Month Year.

Ex: Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors for Data Mining." *Annals of Operations Research* 263.1 (2008): 5-18. *Academic Search Premier*. Web. 25 Sept. 2008.

**Note that months in MLA are abbreviated. For example, "February" is "Feb."*

TV/ Radio

MLA "Episode." Contributors. *Program*. Network. Call Letter, City, Date. Medium.

Ex: "The Saudi Experience." Prod. Mary Walsh. *Sixty Minutes*. CBS. WCBS, New York, 5 May 2009. Television.

Film

MLA *Title*. Contributors. Distributor, Year of release. ^{DVD, Film etc..} Medium viewed.

Ex: *The Dark Knight*. Dir. Christopher Nolan. Perf. Christian Bale, Heath Ledger, and Aaron Eckhart. Warner Bros., 2008. DVD.

Sound Recording

MLA Contributors. "Song." *Album*. Band. Manufacturer, Year. ^{MP3, CD etc...} Medium.

Ex: Corgan, Billy, and Butch Vig. "Today." *Siamese Dream*. Smashing Pumpkins. Virgins Records America, 1993. CD.

Visual Art / Photograph

MLA Last, First M. *Painting*. Year created. Medium of work. Museum / collection, City.

Ex: Picasso, Pablo. *Three Musicians*. 1921. Oil on panel. Museum of Mod. Art, New York.

Lecture / Speech

MLA Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

Ex: Obama, Barack H. "Inaugural Address." 2009 Presidential Inaugural. Capitol Building Washington. 20 Jan. 2009. Address.

Interview

MLA Interviewee. ^{If any} "Title." Interview by interviewer. ^{Magazine, newspaper, television information} Publication information. Medium.

Ex: Abdul, Paula. Interview by Cynthia McFadden. *Nightline*. ABC. WABC, New York. 23 Apr. 2009. Television.

Cartoon

MLA Last, First M. ^{If any} "Title." Cartoon / Comic strip. ^{Magazine, newspaper, book} Publication information. Medium.

Ex: Trudeau, Garry. "Doonesbury." Comic strip. *New York Times* 8 May 2008: 12. Print.

*Note that months in MLA are abbreviated. For example, "February" is "Feb."

YOU CAN ALSO AUTOMATICALLY CITE YOUR SOURCES FOR FREE AT WWW.EASYBIB.COM

Writing Rubric

Author's Name _____ Title of Piece _____

	1 Does Not Meet	2 Partially Meets	3 Does Not Fully Meet	4 Meets	5 More Than Meets	6 Exceeds
CONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/WORD CHOICE	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
VOICE	Writer's voice/ point of view shows no sense of audience.	Writer's voice/ point of view shows little sense of audience.	Writer's voice/ point of view shows that sense of audience is vague.	Writer uses voice/point of view. Writes with the understanding of a specific audience.	Writer has strong voice/ point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
SENTENCE FLUENCY	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.