



Science Fair, History Day,
Destination Imagination and
Oral Interpretation
Information Night

Science Fair

(Advisor- Mrs. Bowns)

What is it? Your child will be developing a science experiment through the Scientific Method. All Science Fair work is done at home by your child.

Student Responsibilities to Participate and Receive Credit:

- ▶ Signed Science Fair Contract
- ▶ Attend Science Fair Meetings
- ▶ Turn in Science Fair Project on time

Upper grade students are expected to ask questions and communicate with the Science Fair Advisors. Please encourage your child to communicate with the Science Fair Advisors first before intervening and communicating directly with the Advisors yourself.



Science Fair



Timeline:

September/October

- Topic, research, title, question, hypothesis, materials, and procedures

November

- ▶ Experiment, data, results

December

- ▶ Project board and journal due

Where do we begin? Select a topic.

Suggested Criteria for topic selection:

1. Think about WHAT INTERESTS you.
 2. Think of a TESTABLE QUESTION about the subject.
 3. How does it relate to the real world?
- ▶ BE ORIGINAL- Don't choose something that has been done repeatedly.

Science Fair

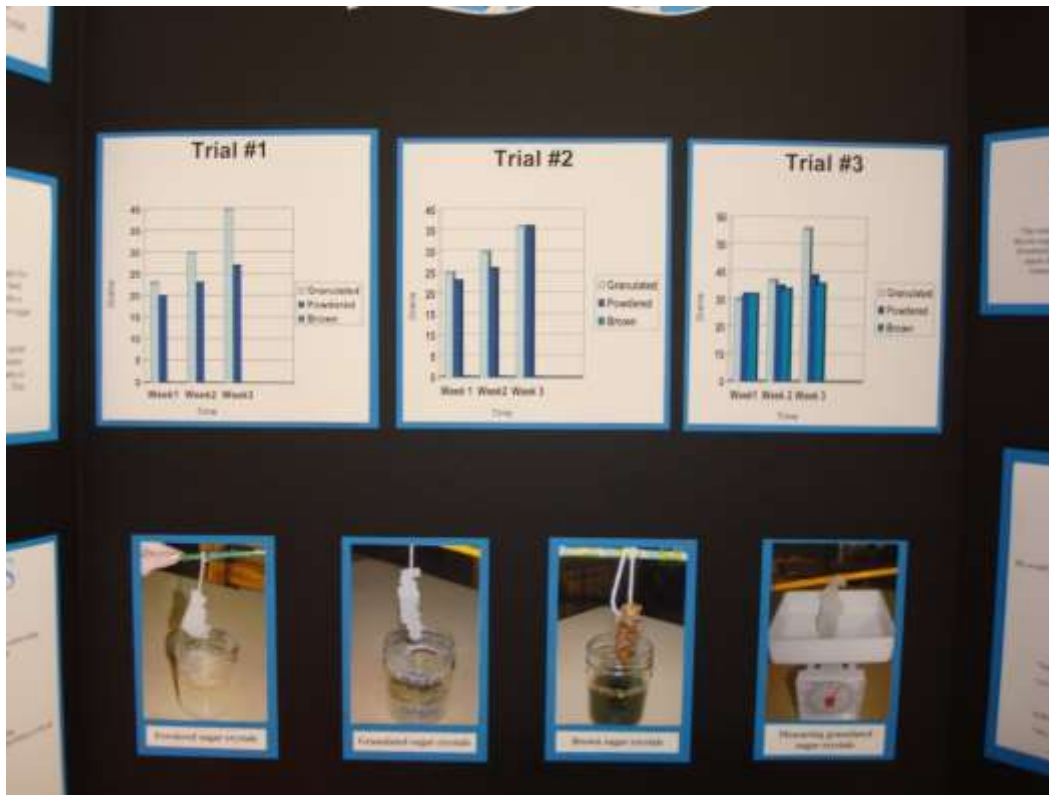
- ▶ Not a model:



- ▶ Projects to avoid:

- ▶ Consumer product testing: Example-“Which is best popcorn, cereal, diapers, paper towels, etc...”
- ▶ Projects using animals, humans, teeth or blood.

Sample Projects



Keeping Cool in School

Hypothesis

We wanted to find out which color shirt would stay coolest in a hot day? Our hypothesis was that the white shirt would keep us the coolest in a hot day.

Research

According to our research, the color of an object affects the wavelength of light that it reflects and absorbs. All other wavelengths are absorbed. White light is made up of all colors and each color has a different wavelength. A white shirt reflects all color wavelengths and absorbs the least amount of heat. Dark colors absorb all color wavelengths and absorb the most amount of heat.

Procedures

We tested the temperature of a water container that we covered the container with the top of the shirt. We covered the container with the shirt and placed it in a sunny area. We used a thermometer to measure the temperature of the water in the container. We changed the shirt and repeated the experiment. We changed the water temperature and repeated the experiment.

Materials

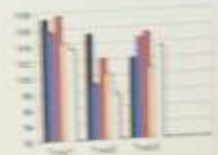


Data

Change in Temperature



Temperature after 25 Minutes



Results

In our trials, we found that the darker colored shirts did not always have the highest temperatures and the white shirt was not always the coolest. Our results varied from trial to trial. One reason could be that the shirts weren't 100% cotton. We did all the experiment different times of the day. The base temperature was a little different each time. The lamp we used was turned on for the whole trial.

Conclusion

Our trials showed that out of three times the white shirt absorbed the least heat, but the blue shirt absorbed the most heat in only one trial. The results did not support our hypothesis.

Further Research

For further research could be to do all the experiment outside at the same time of day. We could make more of the shirts and make out of the same material.

Bibliography



PROBLEM

After they are carved, pumpkins often start to mold after a few days. This limits the number of days that a Jack 'o' Lantern can be displayed before Halloween.

RESEARCH QUESTION

Which treatment (alcohol, Lysol bleach, hydrogen peroxide, alcohol and bleach, or refrigeration) best prevents mold growth on a car of pumpkins?

MATERIALS

Pumpkin, bowl, food coloring, alcohol, bleach, Lysol disinfectant, hydrogen peroxide, spray bottle, sample jar, white tape, newspaper, plastic bin, gloves, fabric, permanent marker.

Preventing Mold Growth on Pumpkins



Treatment Key

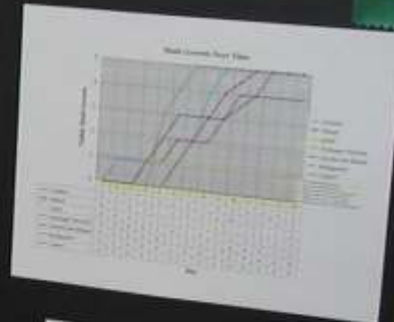
- 1 = Control (no chemicals applied)
- 2 = Bleach
- 3 = Alcohol and Bleach
- 4 = Lysol Disinfectant
- 5 = Alcohol
- 6 = Hydrogen Peroxide
- 7 = Refrigeration



Procedure in Pictures

PROCEDURE

1. The pumpkin was washed and cut in half. Then its seeds were removed.
2. 7 pieces of pumpkin were sliced from the pumpkin half, and the holes at all were sealed on the back of the pieces.
3. The pieces were sealed over and sealed up so we don't know the color.
4. Using a spray bottle, 1 of the pieces were treated with alcohol, Lysol, bleach, hydrogen peroxide, or a mixture of alcohol and bleach. One of the untreated pieces was put in the refrigerator.
5. The 6 unrefrigerated pieces were put in a plastic bin, and the rest of the bin was sealed in a bag. A label was put next to each pumpkin piece. Labels:



was put in a plastic bag containing the refrigerated pieces.

6. A Mold Growth Log was created using Excel. Each day of the experiment, the sheet was filled in using the following data:
- 6-1. Not visible mold growth
- 6-2. A very small amount of mold
- 6-3. Mold covers less than 1/4 of the piece
- 6-4. Mold covers 1/4 to 1/2 of the piece
- 6-5. Mold covers more than 1/2 of the piece

RESULTS

Hydrogen peroxide prevented mold growth on a carved pumpkin. The rest of the pieces had to be replaced. A control piece had to be replaced every day.



INTERVIEW

Interview of Dr. Joseph A. Santolucito, Associate Professor of Microbiology, University of North Carolina at Chapel Hill.

Dr. Santolucito was interviewed on October 10, 2011, at his home in Chapel Hill, North Carolina. The interview was conducted by [Name], a student at the University of North Carolina at Chapel Hill. The interview was audio taped and lasted approximately 45 minutes. The transcript of the interview is provided below.

Q: How long have you been at the University of North Carolina at Chapel Hill?

A: I have been at the University of North Carolina at Chapel Hill for 15 years. I came here in 1996 and have been here ever since.

Q: How long have you been teaching microbiology?

A: I have been teaching microbiology for 15 years. I started teaching microbiology in 1996 when I came to the University of North Carolina at Chapel Hill.

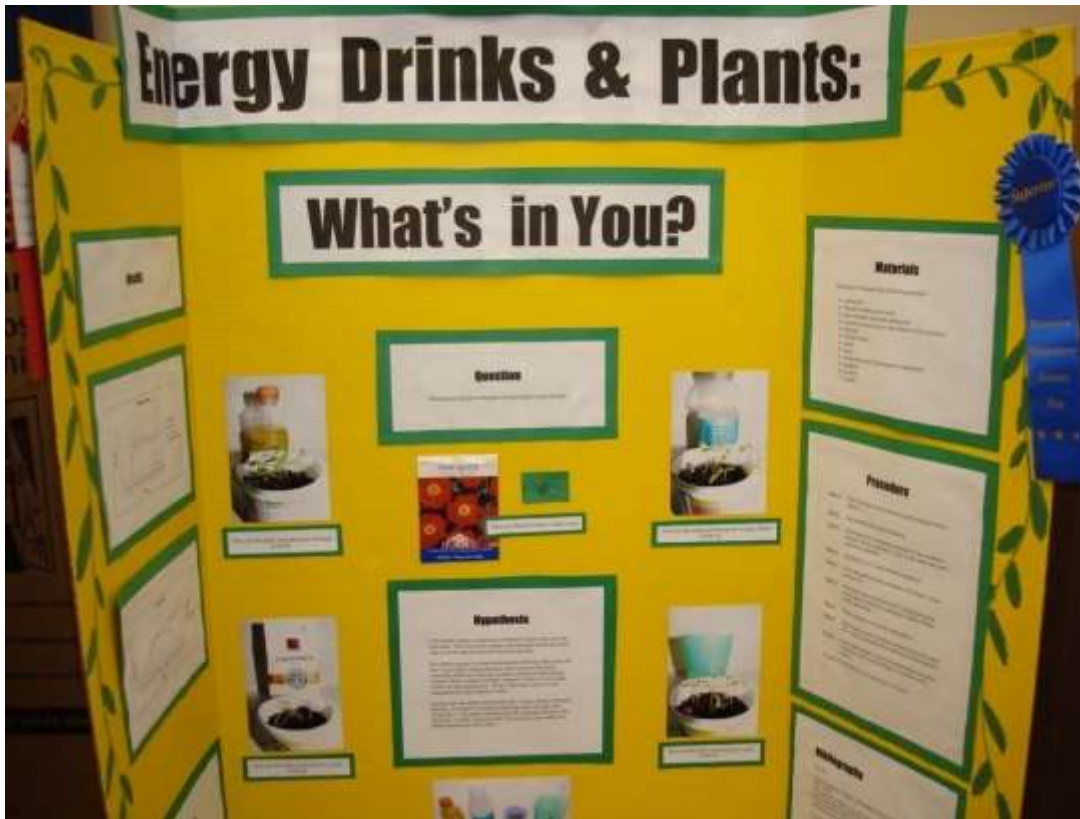
Q: How long have you been teaching pumpkin microbiology?

A: I have been teaching pumpkin microbiology for 15 years. I started teaching pumpkin microbiology in 1996 when I came to the University of North Carolina at Chapel Hill.

Q: How long have you been teaching mold growth on pumpkins?

A: I have been teaching mold growth on pumpkins for 15 years. I started teaching mold growth on pumpkins in 1996 when I came to the University of North Carolina at Chapel Hill.

PLEASE DO NOT TOUCH



COMPARING AND INVESTIGATING THE EFFECTS OF CLEANERS ON INKSTAINS

Research

What is a stain? A stain is a mark or discoloration on a surface. It can be caused by a variety of factors, including liquids, oils, and pigments. In this experiment, we will investigate the effects of different cleaners on ink stains. The goal is to determine which cleaner is most effective at removing ink stains from a white surface.

The purpose of this experiment is to compare the effectiveness of three different cleaners: Dish Soap, Bleach, and Rubbing Alcohol. We will measure the amount of ink removed from a white surface after applying each cleaner for a set period of time. The results will be compared to determine which cleaner is the most effective.

Introduction

Ink stains are a common problem in many households. They can be caused by a variety of factors, including spilled ink, ink splatters, and ink transfers. While there are many different cleaners available, not all are equally effective at removing ink stains. This experiment will help us determine which cleaner is the most effective.

Materials

- 1. Ink
- 2. Dish Soap
- 3. Bleach
- 4. Rubbing Alcohol
- 5. Paper Towels
- 6. White Paper
- 7. Water
- 8. Cotton Swabs

Procedure

1. Take one drop of ink and place it on a white paper towel.
2. Let the ink sit for 10 minutes. Do not touch the ink.
3. Use a cotton swab to apply the cleaner.
4. Rub the ink for 30 seconds.
5. Check the results.
6. Repeat the process for each cleaner.
7. Compare the results.

Hypotheses

We hypothesize that Bleach will be the most effective at removing ink stains from a white surface. We also hypothesize that Rubbing Alcohol will be the second most effective, and Dish Soap will be the least effective.

Experimental Flow Chart



Bibliography

- 1. Science Fair Project: How to Write a Bibliography
- 2. Science Fair Project: How to Write a Bibliography
- 3. Science Fair Project: How to Write a Bibliography



Conclusion

Based on the results of this experiment, we can conclude that Bleach is the most effective cleaner for removing ink stains from a white surface. Rubbing Alcohol is the second most effective, and Dish Soap is the least effective. These results support our hypothesis that Bleach would be the most effective cleaner.



NHD

NATIONAL

HISTORY DAY

Goals of History Day

(Advisor: Mrs. Liu)

- To further a student's understanding of historical sources, principles, and perspectives.
- To increase critical thinking, reasoning and analysis skills.

Categories

- 4th and 5th grade: (poster only)
 - May be individual or group (2 -5 students)
- 6th Grade:
 - Historical paper (individual)
 - Exhibits
 - Performances
 - Documentary
 - Website

*More information can be found at www.nhdca.org

Topic: Taking a Stand in History

- Topics can be local, state, or worldwide - keeping in mind that all topics should have occurred 25+ years ago.
- Topic ideas can be found on website: www.nhd.org
- Students are encouraged to pick topics that they want to learn more and/or feel strongly about.
- Rules for History Day can also be found on website. Copies can be provided for those in need of one.
 - *Please write your name down on your way out on the sign-up sheet if you do need a hard copy.*



▶ *Block R criteria*

▶ Meet all timelines:

- ▶ Topics and permission slips due to Mrs. Liu in room 24 by October 6th.
- ▶ Individual and group meetings will be held between Oct. 17th - Dec. 2nd during lunch in room 24. Days will vary based on grade level.
- ▶ RV History Day Project Viewing: Dec. 6th
- ▶ Fresno County History Day: March 11, 2017, at Fresno Pacific University
- ▶ State Finals: Rocklin, CA (participation optional) May 2017



Destination Imagination (D.I.)

(Advisor: Mrs. MC Johnson)

- ▶ What is Destination Imagination?
 - ▶ Creative
 - ▶ Critical thinking and problem solving skills
 - ▶ Emphasis placed on the “process” how students go about developing solutions to the challenges.



Destination Imagination (D.I.)

- ▶ All students in grades 1-6 may participate in DI.
- ▶ Parent Coaches are needed.
- ▶ No more than 7 students may be on a team.
- ▶ Packets will be ordered once teams have been established.



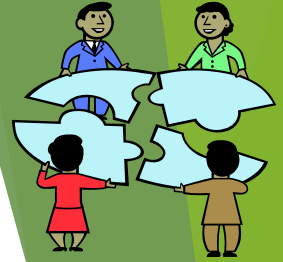
Destination Imagination (D.I.)

Resources

- ▶ <http://www.idodi.org>
- ▶ <http://www.caldi.org>

Timelines

- ▶ *Confirmation of teams due to Mrs. Johnson – 9/29/16*
- ▶ Regional Tournament – 2/25/17
- ▶ State Tournament – 4/1/17 in North Highlands, CA (participation optional)



Oral Interpretation (O.I.)

(Advisors: Mrs. Anderson and Mrs. Whitlow)

OI is the dramatic interpretation of a book or poem that is shared with an audience.

Students perform in a large choral group setting.

The CUSD O.I. Festival is on Thursday, February 9th at the Mercedes Edwards Theater.

Mandatory practices will be held weekly (times TBA)

Students must attend practices and performs in the O.I. Festival to get credit for Block R.



Questions?



Please see advisors below with questions:

Science Fair: Mrs. Misty Bowns

History Day: Mrs. Alison Liu

D.I. : Mrs. Mary-Carol Johnson

O.I. : Mrs. Stacey Anderson and Mrs. Elizabeth Whitlow

Thank you for attending this evening.