

Bluff Park's 2011-2012 EXPO

November 15, 2011

Dear Parent:

Welcome to the beginning of this year's **Bluff Park EXPO** event. EXPO is an opportunity for your child to delve further into an academic area of his/her choice. Students also draw upon and use previous knowledge as well as researched information to design and execute a project of their own (a goal for all of our kids). EXPO serves as time for each child at Bluff Park to become and active participant in a school function.

The following information can be accessed through our Bluff Park web site:

1. Due dates
2. Bibliography samples (List of works cited for Kindergarten and 1st)
3. Project Rubrics and "Great Work"
4. Ideas and Helpful Sites
5. Scientific Process
6. Project guidelines and entry form

Please read through all information carefully. EXPO is a venue for your child to exhibit his or her ability to research, analyze, and synthesize academic information. EXPO also encourages you to work with your child in helping him or her to properly research and acquire information in an organized manner. The rubrics included will assist your child in understanding the project components are required to complete each project.

The dates for the 2011-2012 Bluff Park EXPO are as follows:

Tuesday, November 15, 2011	EXPO forms are emailed home and paper entry forms available.
Friday, December 16, 2011	Turn in EXPO Entry Form to Mrs. McGowan
Tuesday, February 7, 2012 February 8 th - February 15 th	EXPO Projects are due. EXPO Projects are reviewed/student classroom presentations.
Thursday, February 16 th	EXPO projects are taken home.

In conclusion, please emphasize to your child that a winner is someone who does his or her best work. EXPO should be seen as an opportunity for each member of the Bluff Park family to openly accentuate the positive and for each child to demonstrate his/her individual talents.

Sincerely,
Nancy McGowan, Enrichment teacher
nmcgowan@hoover.k12.al.us

Bluff Park's 2011-2012 EXPO

November 15, 2011

Questions to consider when selecting a topic of research:

Science/Math:

- Did the results of your experiment confirm or deny your prediction?
- Are there any questions or issues that remain unanswered?
- Are there any changes that could have been made?
- As a result of the experiment, are there any suggestions or new questions to test?
- Was the experiment important? Why or why not?

Social Studies:

- Why did I choose this particular culture, location, historical event, or geographic site for study?
- What have I learned about the culture, location, historical event, or geographic site that I did not know before?
- How is this topic of importance to me and to others? How has it or will it make an impact on me or others?
- Are there any new questions I have as a result of my study? What?

Fiction/Poetry:

- What authors or poets have I researched in order to lay the groundwork for my original fiction/poetry entry?
- What elements of fiction/poetry are important to know for others who might be interested in writing?
- What steps did I take in order to complete my project?
- What successes and/or difficulties did I encounter? Are there any helpful tips I can pass along to others?
- How do you decide upon a topic for 5 original poems or an original story?
- What ideas do I have for new writing projects?

Non-Fiction:

- Why is your topic of importance to you and others?
- What major question do you wish to answer when your research is complete?
- What questions can you pose in order to create new understandings for yourself and your audience?
- How did you choose experts in your field of study? What are their qualifications?
- What did you learn that you did not know before?
- How can you put all of the information together that you have learned in order to instruct others?
- Did you succeed in answering your question?

All categories:

- Did you have fun?!?

Questions to consider before turning in your final EXPO in February:

Before turning in your EXPO consider the following:

- Is the topic an original one?
- Is the problem well defined?
- Are the methods of experimentation clearly described?
- Is the data displayed in a clear, concise manner?
- Does the **conclusion** refer back to the **hypothesis**?
- Is the presentation visually **appealing**?
- Do you **understand** your project well enough to tell someone **or** does it appear you simply copied information from a book?

Bluff Park's 2011-2012 EXPO

November 15, 2011

1. Each project will need to have a one to two page (**typed or handwritten**) report or description of the way in which the entry was researched and developed.
2. Each project for Grades 2-5 will need to have a bibliography with a minimum of three sources. Grades K and 1 should have a minimum of two sources cited-students in K and 1 are not required to have an annotated bibliography.
3. Display boards should not be larger than 24 inches wide, 15 inches deep and 48 inches high. Student Council will have display boards for sale (\$5-white or \$6 various colors).
4. **No glass** containers are allowed.
5. **No food or live animals** are allowed.
6. Fiction and poetry must be the student's own work.
7. **Consider your question, topic, and area carefully. You are making a commitment of participation. Begin work as soon as you have turned in your topic.**
8. EXPO products are the work of one single student. It cannot be the work of pairs or groups of students. Parents are encouraged to work with their children, but not to do the work for their children.
9. *Choosing a category: **Math**(related to or explaining mathematical principles), **Science** (experiments, comparisons, investigations: original data is produced), **Social Studies** (relating to other cultures or time periods of history), **Poetry** (child's original works and/or works as a result of the study of poetry and its forms), **Fiction** (a child's original body of works), **Non-Fiction** (Research to answer a child's question on a factual topic including information from various experts who have studied this topic in depth).

-----Please cut on this line and return-----

EXPO Entry Form Due Friday, December 16, 2011

Name: _____ Grade: _____ Teacher: _____

*Entry Area: Math Science Social Studies Poetry Fiction Non-Fiction (Circle One)

Question used to guide your project: _____

Will your project require an electrical outlet*? _____

*Please note that equipment will not be supplied for projects.

Student Signature: _____

Parent Signature: _____

Parent email: _____

Teacher Signature (Grades 4 & 5 only): _____

Bluff Park's 2011-2012 EXPO

November 15, 2011

Examples of Bibliography formatting

Book - one author

Kingston, Richard. Lewis and Clark: Explorers of the Louisiana Purchase. Philadelphia: Chelsea House Publishers, 2007.

Book - two authors

Chesnut, Carol A. and Michael Kline. The Lewis and Clark Expedition: Join the Corps of Discovery to explore uncharted territory. Pierre, SD: Williamson Publishing, 2003.

Book - no author given

The Corps of Discovery. Edina, MN: ABDO & Daughters, 2003.

Pamphlet: Association/Institution as author

P Tourism Council. Experience the Mandan Winter. 2004.

Article in a newspaper/magazine- no author

"Meriwether Lewis and William Clark." Time. 17 Feb. 2009 : 43.

Article in a newspaper/magazine - with author

Smith, Josephine. "Mr. Jefferson's Expedition." AppleSeeds. November 2002: 18-20.

Article in a book or encyclopedia (with author)

Moulton, Gary E. "Clark, William." World Book. Chicago: World Book, Inc., 2004.

Article in a book or encyclopedia (no author given)

"Shoshone Indians." World Book. Chicago: World Book, Inc., 2002.

Personal Interview

Pine, Eric. Personal Interview. 21 Jan. 2005.

Encyclopedia article online (with author)

Rice, Otis K. "Lewis and Clark Expedition." The New Book of Knowledge. Grolier Online. 7 Jan. 2005. <<http://go.grolier.com/>>.

Encyclopedia article online (no author given)

"Sacagawea." America the Beautiful. Grolier Online. 8 Jan. 2005. <<http://go.grolier.com/>>.

Professional Online Site

Lewis and Clark. National Park Service. 10Jan. 2005. <<http://www.nps.gov/lecl/>>.

General Internet Sources (www)

"Lewis and Clark in North Dakota." 15 Jan. 2005. <<http://www.state.nd.us/hist/LewisClark/indexFrameset.html>>.

Kindergarten and 1st grade Bibliography

- **Book:** Joanna Cole. The Magic Schoolbus, Lost in the Solar System.
- **Encyclopedia:** Shark. The World Book Encyclopedia.
- **Computer Software:** Abraham Lincoln. Compton's Interactive Encyclopedia. CD-ROM.
- **Internet Resource:** The Nine Planets. <http://seds.lpl.arizona.edu/>.

- **Magazine Article:** Ford, Jennifer. "Multimedia in the Elementary School."

Bluff Park's 2011-2012 EXPO

November 15, 2011

Below are some starter ideas which may help you form questions that will then lead to your search for answers and new knowledge.

- What effect do different materials have on air resistance?
- Does your microwave have any effects on objects that are near but not inside it?
- What types of materials keep liquids hot for the longest amount of time?
- How do different surfaces affect the level of friction?
- What materials absorb the most sound?
- Study the strength of surface tension among different liquids.
- What three dimensional shapes are the strongest?
- How does the weight of an object affect how far you can throw it?
- Test Newton's three laws of motion.
- What kind of materials work best as parachutes?
- Research how much pressure it takes to pop a balloon after different amounts of air have been blown into it.
- Does the surrounding temperature affect the speed at which a candle burns?
- Which weighs more cold water or hot water? Why?
- Does tire pressure effect how far you can travel on a tank of gas?
- Is a car more fuel efficient when traveling with the windows up or down?
- What bridge designs can hold the heaviest loads?
- What colors absorb the most light?
- Test the strength of different fabrics.

Questions to avoid: Will a hurricane hit the coast of Florida in 2025? Which good luck charm is the luckiest?

A helpful way to formulate a purpose would be to complete the missing information:

What would be the effect of _____ on _____?

Helpful Sites

- **Making a bibliography or list of works cited:** <http://www.bibme.org/> Use icons at the top of the page.
- **Internet library:** <http://www.ipl.org/youth/>
- **Library of Congress:** <http://www.loc.gov/>
- **Science** <http://www.ipl.org/div/projectguide/> <http://www.sciencekids.co.nz/projects.html>
- **Scientific process:** http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml
- **History:** <http://www.historyforkids.org/learn/science/logic.htm>
<http://www.historyforkids.org/crafts/>
- **Poetry:** <http://darkwing.uoregon.edu/~leslieob/pizzaz.html>

Bluff Park's 2011-2012 EXPO

November 15, 2011

Steps in the Scientific Process-1-7 can serve as headers of your presentation board.

1. **Purpose** (a question or a problem to be solved)
 2. **Research** (A summary of what you read about your science topic)
 3. **Hypothesis** (what you think the answer will be; an educated guess)
 4. **Materials** (a list of everything you need to complete your project)
 5. **Procedure** (steps to carry out a controlled experiment)
 6. **Results** (your observations, what happened during the experiment)
 7. **Conclusion** (the answer--if you found one--to the original question or problem; was your hypothesis correct?)
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Question: A question may come from anywhere. A good experimental question will usually be stated in this form: How does _____ affect _____ ?

Sample Questions:

- How does drinking coffee affect teeth?
 - How does a gas or an electric burner affect how fast water will boil?
 - How does light affect how a plant grows?
 - Does MiracleGro affect the way a plant grows?
 - How do soil, compost, and dirt affect plants and how fast they grow?
 - Will the type of lotion affect how much moisture is left on the skin?
 - How does salt affect how fast ice will melt in a cup of water?
-

RESEARCH: Find out what information there already is on your topic. Read about what other scientists have done before. Try to discover the scientific principle that is being proven in your experiment and read about it.

HYPOTHESIS: This is the part of the experiment where you make a guess as to what you think will happen. It shouldn't be a wild guess, but an educated guess. This means you should use what you have learned through your research and find out what others have observed before you decide what you think will happen.

MATERIALS: This is just a list of what you need to complete your experiment. Be sure to write it in list form.

- Small glasses
 - Rubber bands
 - Spray bottle filled with water
 - 30 pennies
 - Six different brands of toilet paper
 - Chart to record result
-

Bluff Park's 2011-2012 EXPO

November 15, 2011

PROCEDURE: This is like a recipe, step-by-step instructions for what you will do to test your hypothesis. It should be written in the order in which your experiment will be done. Your procedure must be complete and clear enough that another person could follow it and do the exact same experiment you do.

RESULTS: This is the part where you tell what happened. You could use a chart or table to record your results and then make a graph to display the results.

CONCLUSION: Here are some general guidelines for writing your conclusion:

1. Answer your experimental question based on your results. Was your hypothesis right?
2. How reliable is your conclusion? That is, how certain are you that your results are accurate? Describe any uncontrolled variables and tell how they might have affected the results.
3. What else did you learn that wasn't part of your experimental question?
4. Ideas for further experimentation. Here you should tell what other questions you might investigate and how you would improve on the experiment you just did.

Bluff Park's 2011-2012 EXPO

November 15, 2011

What to include in your project.

Poetry

Poetry entries should have a minimum of 5 poems written by the student.

Students should include:

- Title
- Figurative Language
- Use of the senses
- Use of emotion
- Use of poetic form
- Display of creativity and originality
- Bibliography (sources that assist the student in learning about poetry, terminology, poets that have inspired their work, etc.)

Non-Fiction

Non-fiction entries should be typed, double spaced, 12 point font, or written legibly in black ink.

Students should have the following elements:

- Title
- Organization
- Quality of research
- Grasp of topic
- Appropriate paragraphing
- Grammatical principles
- Critical thinking
- Creativity
- Bibliography

Fiction

Non-fiction entries should be typed, double spaced, 12 point font or written legibly in black ink.

Students should have the following elements:

- Title
- Organization
- Quality of research
- Appropriate paragraphing
- Grammatical principles
- Creativity
- Include elements of good fiction (i.e. good plot, unforgettable characters, setting, theme, dialogue, communicate an overall purpose of the story).
- Bibliography (sources that assist the student in learning about writing, developing characters, plot, climax, as well as authors that inspire their original work.)

Mathematics

Mathematical entries should begin with a statement of the student's purpose or a question that the student wishes to resolve through mathematical research.

Students should have the following elements:

- Title on paper
- Specify the area of math
- Clear statement of problem
- Clarity of explanation
- Show evidence of research
- Quality of work
- Creativity in problem solving/resolving question
- Paragraphing
- Use of good grammatical principles
- Bibliography

Bluff Park's 2011-2012 EXPO

November 14, 2011

Social Studies

Social Studies entries should begin with a statement of the student's purpose or a question that the student wishes to resolve through research.

Students should have the following elements:

- Title on paper
- Demonstrate understanding of topic
- Organization of project
- Quality of research
- Creativity of project
- Organization of paper
- Paragraphing
- Use of good grammatical principles
- Bibliography

Science

Science entries should begin with a statement of the student's purpose or a question that the student wishes to resolve through scientific research.

Students should have the following elements:

- Title on paper
- Demonstrate understanding of topic/or Scientific method
- Clear statement of problem
- Show evidence of research
- Quality of data/information
- Clarity of explanation
- Organization of paper
- Paragraphing
- Use of good grammatical principles
- Bibliography

Great Work

• How do I know if my **research** is quality? Do I have a minimum of three resources and use a variety of sources? (ex. A book, an Internet site, and a magazine or interview source). Also refer to the sample bibliography page for correct form.

• How do I know if I have used **grammar** properly? Read your work again and again. Also, have another person (or a parent) edit your paper.

• How do I know if I have finished my project?

- **Poetry**- A compilation of at least 5 poems following rubric guidelines.
- **Non-fiction**: Did you explain your topic thoroughly? **Fiction**: Does your story have a descriptive detailed beginning? Do the characters seem real? Do you have great action? Does your story give a clear message to readers?
- **Science**: Did I answer my leading question and solve my problem? Did an unexpected solution occur? Did you follow scientific procedures and keep clear logs?
- **Social Studies**: Did I answer my overall question, was my research thorough, do I have any unanswered questions; did I write my information in a way that is understandable to others?
- **Mathematics**: Is your solution based in mathematical principle? Can I give evidence of steps used to solve my problem?
- **Visuals**- Only use models if this will assist others in understanding your project. A model for any other person would serve as an art project.

Bluff Park's 2011-2012 EXPO

November 14, 2011

Dear EXPO Participants and Parents,

EXPO display boards are on sale. If you would like to make a purchase from the Bluff Park Supply store please indicate your choice below and send cash **or** check (payable to Bluff Park Elementary). You may give this form to your teacher or directly to supply store workers near the lunchroom (mornings). Student Council members will **deliver boards to your child's classroom**. Boards are here and will be delivered as soon as you order.

_____ White Display Board	@ \$5.00 = _____
_____ Blue Display Board	@ \$6.00 = _____
_____ Red Display Board	@ \$6.00 = _____
_____ Black Display Board	@ \$6.00 = _____
_____ Green Display Board	@ \$6.00 = _____
_____ Yellow Display Board	@ \$6.00 = _____

Name (first and last)

Teacher's Name

Grade

Thank you for filling in the information above completely. This information allows student council members to get a presentation board to you quickly. ☺