

**Timeline**

February 15 Friday Parent Letter/Project Idea Submitted for Approval

March 4 Monday Research and Hypothesis due

March 18 Monday Progress Report #1 due

April 5 Friday Progress Report #2 due

**FINAL PROJECT DUE: MONDAY, APRIL 22**

Note: Science Night is Thursday, May 2

Late Projects will receive 5% loss of credit for every day it is late!

February 8, 2013

Dear Parent/Guardian,

As part of the 6th grade curriculum, students will complete an independent experimental investigation at home. This project will provide the students with the opportunity to work as a scientist utilizing the skills of scientific inquiry.

The students will work *individually or with ONE partner* to design and carry out one major experimental investigation. Students are required to manipulate one variable, and the focus question must address a concept that has merit and purpose beyond the experiment itself. Students will need to frame the experimental trials, gather data, make a graph, identify a claim and support it with evidence and reasoning, and construct an appropriate display in order to present the investigation to their class.

Final project will include:

* Typed lab report (100 points)
* Tri-Fold Presentation (50 points)

The deadlines and steps for completing the project are explained in the "Science Project” packet students received today at school. All of the steps of the inquiry model have been taught in school and students should be familiar with them. If you have any questions regarding the project you may check my website or reach me by email hollie.stafford@dvusd.org.

The following deadlines should help to keep everyone on track.

*(Students should have already copied these dates into their planners.)*

February 15 Friday Parent Letter/Project Idea Submitted for Approval

March 4 Monday Research and Hypothesis due

March 18 Monday Progress Report #1 due

April 5 Friday Progress Report #2 due

**FINAL PROJECT DUE: MONDAY, April 22nd!**

*Note:*

Late projects will receive 5% loss of credit for every day late.

Sincerely,

Hollie Stafford

6th Grade

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Science Project**

Project Idea Submission

Due by Friday, February 15, 2013

Question: *(Write this as a YES/NO question. Ex: Do earth materials heat up at different rates?)*

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“Bigger Picture” Concept: *(Ex. To better understand the way the entire earth heats and cools)*

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What is your independent variable? *(Ex. Different earth materials: sand, soil, water, and air)*

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What is your dependent variable? *(Ex. Temperature change measured at 3 min intervals)*

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Consider the final results.

**Use the bottom of this paper to show the data table that will be used to gather your data**.

 Example:

|  |  |
| --- | --- |
| Time(in min.) | Temp. |
| 0 369 |  |

Type of graph: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(Ex. Line graph)*

**Science Project**

Hypothesis and Research

Due March 4, 2013

Question: *(The YES/NO question approved from Mrs. Stafford.)*

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How to write a hypothesis…

*Note: DO NOT USE PERSONAL PRONOUNS (like “I” or “you”).*

**PLAN A…Smarter not Harder!**

*Sample Purpose: Do sand, soil, air, and water heat differently?*

1. Take your yes/no purpose and turn it into the **IF** portion.

*If sand, soil, air, and water heat differently…*

2. Use your dependent variable to create the prediction for the **THEN** portion.

*…then water will heat the slowest…*

3. Use a background research fact that supports the prediction for the **BECAUSE** portion.

*…because water has the highest capacity for storing heat.*

4. Put it all together!

*If sand, soil, air, and water heat differently, then water will heat the slowest because water has the highest capacity for storing heat.*

**PLAN B for the IF portion…using a correlation**

1. Use your Independent Variable (IV) and Dependent Variable (DV).

IV= different type of earth materials

DV=temperature change

*If the type of earth material affects different heating rates…*

2. Use the same formula listed in PLAN A for both **THEN** and **BECAUSE** portions.

**PLAN C…just make it work**

IF = identify what you are manipulating (independent variable)

THEN = identify your prediction and specific measurement (dependent variable)

BECAUSE = state a fact from research that supports your prediction

Hypothesis:

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**Science Project**

Progress Report #1

Due March 18, 2013

1. Read through the scoring rubrics for your final project. Are there any items on them that you need

 help understanding or completing?

**􀂤** No, I understand everything stated on both the lab report and tri-fold presentation rubrics.

**􀂤** Yes. I will explain below.

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Teacher Response:

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2. Progress on Project: Where are you in your project? What are your next steps in making sure your project will be done on time?

Ex: Experimentation, Work on tri-fold, create data tables, etc.

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*Remember that your tri-fold and Report must be in*

*Mrs. Stafford’s classroom by Monday, 4/22!*

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**Science Project**

Progress Report #2

Due April 4, 2013

*Final Checklist:*

**􀂤** Project due date is Monday, April 22, 2013.

**􀂤** I understand that the Lab Report must follow the template.

**􀂤** I have reviewed the Lab Report rubric.

**􀂤** I have reviewed the Presentation checklist.

**􀂤** I understand that I will lose 5% for every day my project is late.

Questions I still have:

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Student Printed Name:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature and Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature and Date:

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