Invention project

Due date is February 25, 2019

Dear Parents,

Your student has an at-home project! We are learning about inventions and inventors from the past, from many cultures, and from around the world. They will, with this project, learn how to become an inventor themselves! Fun!

Task 1- Brainstorming (in class)

First, the students will brainstorm, in class, inventions they could create. Please use their brainstorming to help them pick which invention they are going to create. Please write on the form you turn back in which invention your child will be doing.

Task 2- Sketch of Invention and Materials List

Students will sketch what their invention will look like, give it a title, and write out a list of materials that they will need. (If the actual invention ends up being different from their original sketch that is okay. Sometimes great ideas morph as they are being created.)

Task 3- Create and Turn In the Invention, Questions Page, and Presentation Board

Next, the students will ACTUALLY CREATE the invention that they have thought up! This does not require you to spend any money unless you want to. Save milk jugs, paper towel rolls, foil, etc. to use as materials. Use items around the house that you wanted to throw away or donate anyway. Included in this packet is a list of questions that the students are to have answered when they turn in their invention. The students will also need to make a tri-fold presentation board to sit behind their invention for the Invention project. The presentation board will need to have at least the following elements: student name, title of invention, picture or drawing, and a catchy phrase about their invention.

Task 4- The Presentation

Finally, the students will present their inventions during class. The students will use the Questions page (included in this packet) to guide their presentation. The Questions page must be turned in when they turn in their invention.

Questions to Answer About My Invention:

1. How does your invention make life better or easier?

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 2. How does your invention work?

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 3. What is interesting about your invention?

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 4. Did your invention change as you were making it? How?

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 5. How long did it take you to make your invention?

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 6. Did you enjoy this project? Why or why not?

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Invention Project Rubric

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

100 Points

\_\_\_\_\_\_\_\_\_ 20 points Creative, Original Idea.

\_\_\_\_\_\_\_\_\_ 20 points Effort and hard-work is evident.

\_\_\_\_\_\_\_\_\_ 10 points All parts of project were turned in on time (10 points off the first day, 5 additional points each day late after that)

\_\_\_\_\_\_\_\_\_ 10 points The invention works .

\_\_\_\_\_\_\_\_\_ 20 points Presentation includes the student’s name, the title of their invention, drawing, picture, the actual invention and a catchy phrase.

\_\_\_\_\_\_\_\_\_ 20 points Presentation is well planned and rehearsed and answers the questions from the

Questions page turned in.

\_\_\_\_\_\_\_\_\_ TOTAL (Your Grade)

Voting Slips for Students

Write a student’s name next to each category:

Most Environmentally Helpful \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Most Scientific \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best Tool \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Most Creative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Most Helpful to Humans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My favorite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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