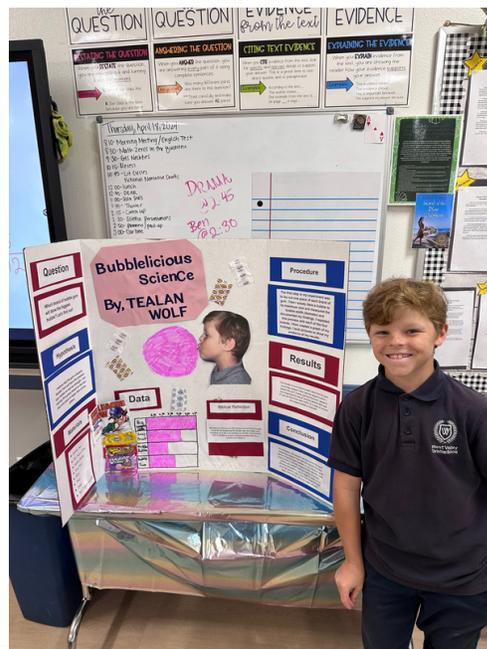
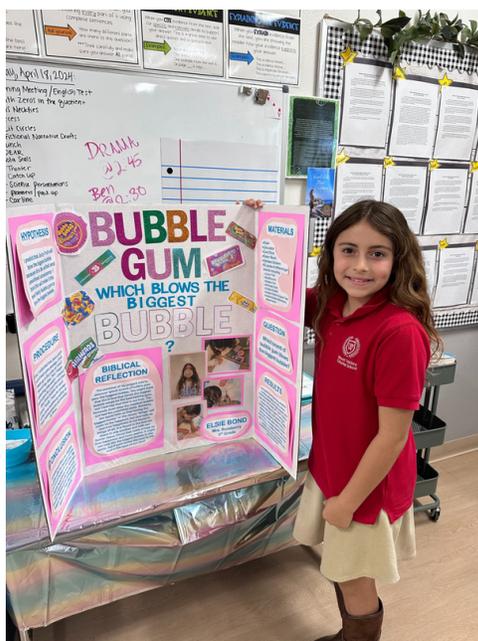


4TH GRADE & 5TH GRADE SCIENCE FAIR

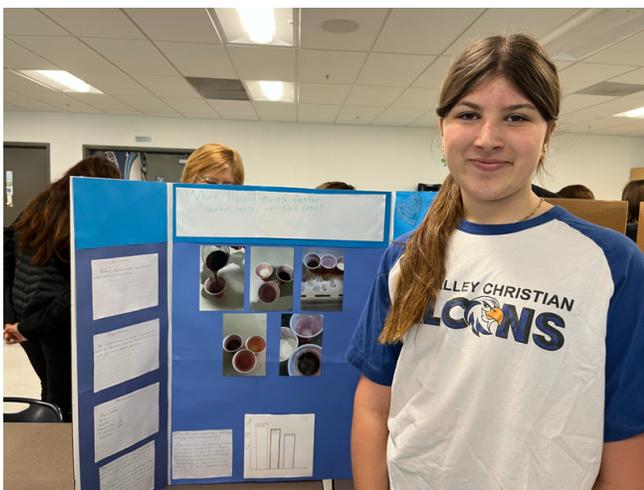
The 4th and 5th grade science fair at West Valley Christian School was a buzzing hive of curiosity and discovery this year. With colorful displays and excited chatter, students showcased their projects, each a testament to their exploration of different scientific elements using the scientific method. But what was truly remarkable was how these young minds not only delved into science but also discovered the Bible through their experiments, guided by themes of creation, stewardship, diversity, and more. Walking through the rows of exhibits, one could see the scientific method at work in each display board. From hypothesis to conclusion, these budding scientists had followed the steps diligently.



As Mrs. Roseberry and Mr. Kruse spoke with the students, it became evident how Bloom's Taxonomy, a framework for educational objectives, played a role in their projects:

- **Remembering:** Many students demonstrated this level by recalling facts about their experiments. For example, Elsie (4th grade) remembered the materials needed for her bubblegum experiment, and Lisa (5th grade) listed the materials needed for her solar oven experiment.
 - **Understanding:** Lilia's (4th grade) project on "Plant Environments" was a prime example. Not only did she memorize facts, but she also explained why certain environments were more beneficial for plants than others, showcasing her understanding of the concept. Ivy (5th grade) showed great understanding in explaining her procedures for her experiment on comparing germs in dog and human mouths.
 - **Applying:** Bell's (4th grade) experiment on "Which Detergent Cleans the Best" went beyond understanding when she went beyond just seeing which brand cleans the best. She applied the results of her experiment and switched her family's detergents after she finished her tests. Eden (5th grade) described in wonderful detail her conclusion on which cookie absorbed the most milk.
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- **Analyzing:** In the case of Tealan's (4th grade) project on "Which Bubble Gum Brand Blows the Biggest Bubble," he not only conducted experiments but also analyzed the results. He looked at patterns, size of the gum, and pliability of the pieces, and explained why certain gum brands blow bigger bubbles than others. Harrison (5th grade) made beautiful charts and graphs that showed his results on which brand of paper towels absorbed the most water.
- **Evaluating:** Finally, Max's (4th grade) project on "Which Airplane Flies the Best?" exemplified evaluation. He tested different airplane models for how far they were able to fly, tested his models 22 times, and then judged which was the most effective based on his experiments. Olivia (5th grade)'s experiment on "What liquid cleans pennies best?" showed great evaluation. She tested 5 different liquids and displayed the results with pictures and graphs.



What made this year's science fair truly unique was how students intertwined their scientific explorations with biblical themes such as:

Creation and Observation: Tealan's (4th grade) bubble gum experiment took a turn toward God creating man when he realized that God blew breath into our lungs, very similarly to how we blow our breath into bubble gum. "I learned that God brought us to life by breathing His breath in our lungs and starting our hearts."

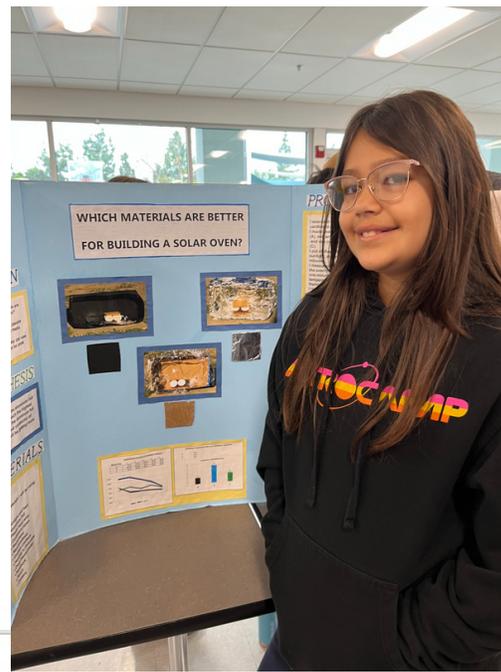
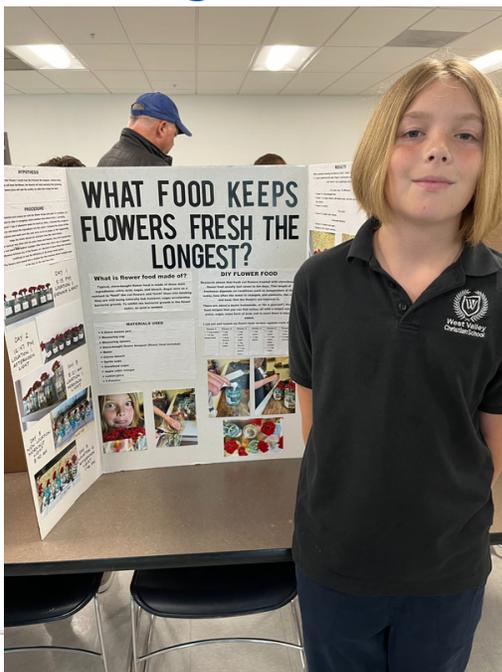
Stewardship of the Earth: Lilia's (4th grade) experiment on what environment is best for plant growth delved into ideals we see in Psalm 92:13, "Planted in the house of the Lord, I will flourish in the courts of our God." Lilia found that plants living in healthy and positive environments with calm, positive sounds promoted better plant growth. "Your environment matters! If there are harsh sounds in a living thing's environment, it does not grow well and its light doesn't shine bright."

Understanding Diversity: Ben's (4th grade) experiment on "Which Dog Food do Dogs Like Best" explored giving dogs three different options of dog food. His experiment showed that all creation had diversity and differing needs, even dogs!

Life and Growth: Arianna's (4th grade) experiment with plant growth liquids sparked a conversation about God's provision. "God provides the rain to give life and grow all things on earth. I learned that flowers only need what He has provided. There is no need to add other ingredients to water to help flowers grow and last longer."

God's love for us: Sophia K's (5th grade) experiment on the varieties of apples and the number of seeds they produce shows that God made even the small apple seeds important to us. God gives us everything we need.

The 4th and 5th-grade science fair was not just a showcase of scientific experiments; it was a testament to the students' learning and growing faith. As they explored the wonders of God's creation through the lens of science, they discovered new layers of understanding about the world around them and the Bible's teachings.



Through the scientific method, Bloom's Taxonomy, and themes from the Bible, these young scientists embarked on a journey of discovery. They asked questions, made hypotheses, experimented, analyzed data, and drew conclusions. But most importantly, they found connections between their experiments and the biblical principles that guide their lives. As we left the science fair, it was clear that these 4th-grade students were not just learning about science; they were learning about God's world and their place within it. Each project was a stepping stone on their path of understanding, both scientifically and spiritually. And as they continue to explore and grow, one thing is certain: their curiosity and faith will lead them to even greater discoveries in the future.

