

Research Report Time Management

WEEK 1

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Objectives				
Students will: • learn the components of a research report.	Students will: • learn how to gather information for a research report.	Students will: • practice gathering information for their own research reports.	Students will: • learn how to organize their information into an Outline.	Students will: • practice organizing their notes into an Outline.
Activities				
• Discuss the elements and traits of a research report (Student pages 224–226). • Use the rubric to study the model (Student pages 227–233).	• Read and discuss Prewriting: Gather Information (Student pages 234–236).	• Choose a topic, survey sources, and make a 3 W’s Chart. • Make note cards.	• Read and discuss Prewriting: Organize Ideas (Student pages 237–239).	• Review note cards. • Make an Outline to organize information.

WEEK 2

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Objectives				
Students will: • learn how to include an attention-grabbing introduction in their drafts.	Students will: • practice writing their own drafts.	Students will: • learn how to add quotes and paraphrased information from experts.	Students will: • practice adding quotes and paraphrased information from experts.	Students will: • learn how to cite quotes correctly. • learn how to make a list of Works Consulted.
Activities				
• Read and discuss Drafting: Write a Draft (Student pages 240–243).	• Use an Outline to write a draft. • Include an introduction that grabs the reader’s attention.	• Read and discuss Revising: Extend Writing (Student pages 244–245).	• Add quotes and paraphrased information from experts.	• Read and discuss Revising: Clarify Writing (Student pages 246–247).

WEEK 3

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Objectives				
Students will: • practice citing quotes correctly. • practice making a list of Works Consulted.	Students will: • learn how to use introductory verbal phrases to vary sentences.	Students will: • learn how to form compound and complex sentences correctly.	Students will: • practice editing their drafts for spelling, capitalization, and punctuation.	Students will: • learn different ways to publish their research reports.
Activities				
• Reread drafts, making sure quotes are cited correctly. • Make a list of Works Consulted.	• Read and discuss Editing: Check Sentences (Student page 248). • Use introductory verbal phrases to vary sentences.	• Read and discuss Editing: Proofread Writing (Student page 249).	• Fix any spelling, capitalization, or punctuation errors. • Use compound and complex sentences correctly.	• Read and discuss Publishing: Share Writing (Student page 252).

*To complete the chapter in fewer days, teach the learning objectives and activities for two days in one day.

This planning chart, correlated to your state’s writing standards, is available on-line at <http://www.zaner-bloser.com/sfw>.

Writing a Research Report

Prewriting Gather Information

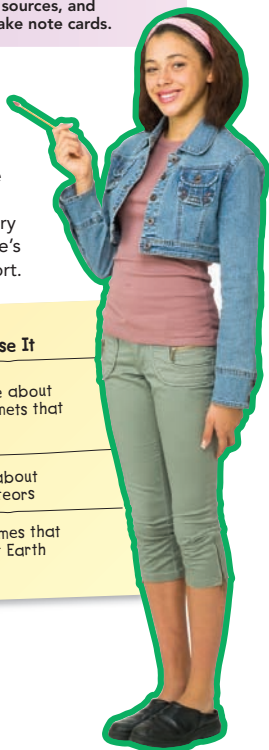


The report focuses on one topic.

Writing Strategy

Choose a topic, survey some sources, and make a 3 W's Chart. Then, make note cards.

My teacher told us that we'd be writing research reports. I really like watching the night sky with my telescope, so I decided to choose a topic related to astronomy. I just read an article about deadly asteroid threats, so I chose asteroids as my topic. My first step was to look at books and magazine articles, so I went to the library and searched for information about asteroids. Here's a list of some of the information I read for my report.



Source	Why I Chose It
"Deadly Space Threats Get More Attention." <i>The Columbus Dispatch</i>	Newspaper article about asteroids and comets that could hit Earth
"Danger from the Sky." <i>Cricket</i>	Magazine article about asteroids and meteors
<i>The Search for the Killer Asteroid</i>	Book about the times that asteroids have hit Earth

Practice!

Now it's your turn. Choose a topic and gather information from sources.

Writer's Term

3 W's Chart

A 3 W's Chart organizes your ideas about a topic. It lists what your questions are, what information you already know, and where you might find answers to your questions.

After I chose my topic and began my research, I decided to make a 3 W's Chart to organize the information that I found. Notice on my chart how some of the information can be found in more than one place. This is good because if I find the same information in different sources, it's probably correct.

3 W'S CHART

What are some of my questions?	What do I already know?	Where can I find answers/explanations?
What are asteroids, and where are they found?	They're pieces of rock that move through space.	<i>The Search for the Killer Asteroid</i>
What are the differences among asteroids, meteoroids, meteors, and meteorites?	I'm not sure—will need to find out.	article in <i>Cricket</i> magazine, <i>The Search for the Killer Asteroid</i>
What important meteorites have hit Earth? What were their effects?	One hit Arizona around 50,000 years ago. It left a huge crater.	Web site on Barringer Meteorite Crater, <i>Cricket</i> article
Why are scientists so concerned about asteroids, and why do they study them so closely?	They're afraid one could slam into Earth and cause mass destruction—and possible extinction.	Internet article from Space.com, newspaper article on space threats, MIT Web site, <i>Cricket</i> article
Is there any way to stop asteroids from slamming into Earth?	I don't know—will need to find out.	<i>The Search for the Killer Asteroid</i> , newspaper article on space threats, <i>Cricket</i> article

Practice!

Now it's your turn. Make a 3 W's Chart to decide what you want to know, what you already know, and where you can find the answers.

Prewriting

(Student pages 234–235)

Help students brainstorm a list of possible topics for their research reports by asking the following: "What are your personal interests?" and "What special knowledge do you have about a particular topic or subject?" and "Is there anything about this topic or subject that you'd like to know more about?" Then, direct students' attention to Briana's words on Student page 234. Point out that Briana chose to use a topic of personal interest as the focus of her research report, and that she then narrowed her topic based on an article she recently had read. Remind students that they can make their research process lively and fun by using a topic of personal interest as the focus of their report.

Now, point out Briana's source notes on Student page 234, focusing on the right-hand column. Explain to students that when surveying sources, they should think about the usefulness and validity of the information being presented. Is it relevant to their topic? Will it help them maintain a narrow research focus? Point out that students will want to use the most recent but accurate sources available at the time of their research.

Finally, direct students' attention to Briana's 3 W's Chart on Student page 235. Tell students they will make similar 3 W's Charts to help them think about what they want to know, what they already know, and where they can find further information about their topic.

More Practice!

For more practice with these writing strategies, you may wish to have students use the Strategy Practice Book. See the appendix for annotated Strategy Practice Book pages.

WORK with a PARTNER

Students with similar interests may benefit from working on their reports in pairs. Make sure partners work together from start to finish, beginning with brainstorming ideas and ending with publishing their work. Help each pair set up an agreeable schedule and division of labor. Follow up with "check-in" conferences as necessary.