

Research Report

Standards:

- 4.4.4. B. #1- Identify common animals found on PA farms.
- 1.5.3. B. #1- Gather and organize information.
- 1.5.3. B. #2- Write a series of related sentences or paragraphs with one central idea.
- 1.5.3. F.- Edit writing using the conventions of language.
- 1.2.3. A. #1- Differentiate fact from opinion within text.

Materials:

- Paper
- 5 index cards per student
- Pencil
- Encyclopedias and other farm animal books

Objective:

Students will be able to write a research report about a farm animal.

Anticipatory Set:

In theme four of our reading series, students are required to write a research report. We will first read a student writing model in our textbooks to see what a research report looks like.

Procedure:

1. I will first chose a farm animal (a cow) and model how I would fill in a K-W-L chart with things that I already **k**now, what I **w**ant to know, and what I **l**earned.
2. Then I will model how to find and evaluate important information about cows. I will find five facts about cows with the children's help and place the facts on five different index cards. I will add details about the five facts to each index card. I will organize the index cards in the order that intend to write them in my report.
3. I will write my rough draft. The students and I will work together to come up with a good opening sentence.
4. The children and I will edit my rough draft.
5. Finally, I will make a final copy and hang on the board for all the children to refer to when they write their own research report.
6. Students will be given a K-W-L chart and told to pick a farm animal that they want to write a report about. They are then to begin filling in the K-W-L chart with things that they already know and what they want to know.
7. We will take a trip to the library and they will have an opportunity to select books about their farm animal. Back at the classroom they can begin researching their animal. I will also pass out the five index cards and they can start documenting their five facts about their farm animal.

8. Once they have their five facts written they will conference with me. After they have met with me I will either give them the okay to begin writing or tell them to recheck some of their cards.
9. The next day they will meet with a peer. The peer's job is to proofread the report. Students will meet with me if necessary.
10. Finally students will publish their report and fill in the learned section of their K-W-L chart.

Follow-up Activities:

Students could be given an opportunity to create a visual display for their project. All reports could be put into a class book. Students could be given an opportunity to share their report with the rest of the class.