

Report Writing Made Easy: Grades 2-5

Grade Levels: Second through Fifth Grades

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Length of Unit: Six lessons (minimum of eight days)

I. ABSTRACT

Teaching report writing is not as difficult a process as it may appear. Guide your students through the entire process in this simple, easy to follow unit. The lessons begin with an introduction to research and advance through each necessary step to produce a thoughtful, well-organized final product, including a bibliography. Students are taught that outlines are simply questions that need to be answered. Answer those questions on notecards that are then put in numerical order, and your report is practically written. With these six step-by-step lessons, students in grades two through five will become expert report writers.

II. OVERVIEW

A. Concept Objectives

1. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Colorado State Standards: Reading and Writing Standard 5)
2. Understands how to write for a variety of purposes and audiences. (Colorado State Standards: Reading and Writing Standard 2)

B. Content from the *Core Knowledge Sequence*

Second Grade (page 43)

1. Produce reports and make reasonable judgments about what to include in his or her own written works.

Third Grade (page 65)

1. Produce reports and make reasonable judgments about what to include in his or her own written works.
2. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.
3. With guidance go through the process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

Fourth Grade (page 87)

1. Produce reports with a coherent structure.
2. Know how to gather information from different sources and write reports representing the information in his or her own words, with the attention to the following:
 - a. understanding the purpose and audience of writing
 - b. defining a main idea and sticking to it
 - c. providing an introduction and conclusion
 - d. organizing material in coherent paragraphs
 - e. illustrating points with relevant examples
 - f. documenting sources in a rudimentary bibliography

Fifth Grade (page 109)

1. Produce reports and research essays with a coherent structure.
2. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words, with the attention to the following:

- a. understanding the purpose and audience of writing
 - b. defining a main idea and sticking to it
 - c. providing an introduction and conclusion
 - d. organizing material in coherent paragraphs
 - e. illustrating points with relevant examples
 - f. documenting sources in a rudimentary bibliography
- C. Skill Objectives
- 1. The student will be able to identify different types of resources and what kind of information is found in each.
 - 2. The student will be able to locate specific information from resources.
 - 3. The student will learn how to produce organized bibliography cards, numbered and aligned with each and every resource/reference used in writing a report.
 - 4. The student will be able to identify information required to complete an outline.
 - 5. The student will be able to compose a paragraph from a simple outline.
 - 6. The student will be able to complete notecards in order to organize specific information about a research topic.
 - 7. The student will write coherent paragraphs from a completed outline.
 - 8. The student will revise and edit the rough draft to correct grammar, mechanics, and spelling mistakes.
 - 9. The student will produce a well-organized and final copy of a report.
 - 10. The student will arrange resources into a list called a bibliography.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
- 1. Gibaldi, J. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Association of America, 1999. 0-87352-975-8.
 - 2. James, E., & Barkin, C. *How To Write Super School Reports*. New York: Lothrop, Lee & Shepard Books, 1998. 0-688-16132-4.
 - 3. Sullivan, H., & Sernoff, L. *Research Reports A Guide for Middle and High School Students*. Brookfield, CT: The Milbrook Press, 1996. 0-7613-0398-7.
- B. For Students
- 1. Content from the *Core Knowledge Sequence*, Second Grade, page 43
 - a. Organize material in paragraphs and understand
 - i. how to use a topic sentence
 - ii. how to develop a paragraph with examples and details
 - iii. that each new paragraph is indented

IV. RESOURCES

- A. Three or more copies of each of the following resources:
- 1. Map
 - 2. World atlas
 - 3. Telephone book
 - 4. Dictionary
 - 5. Encyclopedia
 - 6. Thesaurus
 - 7. School lunch menu
 - 8. Newspaper
 - 9. Current magazine
 - 10. Non-fiction book
- B. A copy of the following resources:
- 1. A book with one author

2. A book with two or more authors
3. An encyclopedia
4. A volume of a multi-volume work
5. Magazine
6. A CD-ROM

V. LESSONS

Lesson One: Introduction to Research

A. *Daily Objectives*

1. Concept Objectives
 - a. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
2. Lesson Content

Second, Third, and Fourth Grades

 - a. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.

Fifth Grade

 - a. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words.
3. Skill Objective(s)
 - a. The student will be able to identify different types of resources and what kind of information is found in each.
 - b. The student will be able to locate specific information from resources.

B. *Materials*

1. Three or more copies of each of the following:
 - a. U.S. road map
 - b. World atlas
 - c. Telephone book
 - d. Dictionary
 - e. Encyclopedia
 - f. Thesaurus
 - g. School lunch menu
 - h. Newspaper
 - i. Current magazine
 - j. Non-fiction book
2. Candy-enough to give each child one piece
3. Appendix A-prepared with enough questions for each student to have three questions
4. Copy of Appendix B and access to resources listed

C. *Key Vocabulary*

1. Resource or source-a book, statement, person, etc. supplying information
2. Research-process of collecting facts and information on a specific topic

D. *Procedures/Activities*

Day One

1. Gather the resources listed above and place around the classroom. Before class make several copies of Appendix A and cut apart. Write approximately 10 questions per source, or as many as needed, so each student has three cards for the Resource/Fact Find Activity below (make sure that the three cards each student gets are for three different resources).

2. Explain to the students that a resource is a book, statement, person, etc. supplying information.
3. Ask the following questions:
 - a. Where would you look to find a phone number? (telephone book)
 - b. Where would you look when you need to find the definition of a word? (dictionary)
 - c. Where do you find what time a movie is playing that you want to see? (newspaper)
4. Teacher should read or paraphrase the following information to students: “The places to find all of the answers to the previous questions are resources. On a daily basis people look up all kinds of information to questions they have. We get up in the morning and want to know what time it is so we look on a clock or listen to the radio. When we want to know what the weather will be for the day we listen to a news program or read the newspaper. We look on the school lunch menu to see what’s for lunch, and the bus schedule to see what time we need to be at the bus stop. We look on a sports schedule to see what time practice is, and the TV guide to see what time our favorite show is on. Located around the room are a variety of resources.”
5. Teacher should hold up each resource in room and discuss each use.
6. Teacher will introduce the following activity: Resource/Fact Find and say, “We are going to play a game where you go fact finding.” Teacher should pass out three question cards to each student (from Appendix A).
7. Give students the following directions:

Over the next few minutes you are to locate answers to the questions you have been given. When you have written down the *answers* and the *resources* sit quietly in your seat and I will give you a piece of candy. Teacher should collect the cards from the students when the students are finished.
8. While the students are finishing their candy, teacher should read off some selections from question cards, indicating the source and the answer.

Day Two

9. Students should be given a tour of school or local library to become familiar with resources available for research purposes.
- E. *Assessment/Evaluation*
1. The teacher will check the students’ Resource/Fact Find cards to make sure student correctly found the information in the right source.

Lesson Two: How to Use Bibliography Cards

A. *Daily Objectives*

1. Concept Objective
 - a. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
2. Lesson Content

Second and Third Grades

 - a. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.

Fourth Grade

 - a. Know how to gather information from different sources and write reports representing the information in his or her own words, with the attention to the following:
 - i. documenting sources in a rudimentary bibliography

Fifth Grade

- a. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words, with the attention to the following:
 - i. documenting sources in a rudimentary bibliography
 3. Skill Objective
 - a. The student will learn how to produce organized bibliography cards, numbered and aligned with each and every resource/reference used in writing a report.
- B. *Materials*
1. Three 3" x 5" index cards for each student
 2. Teacher: gather a minimum of three different resources from the list on Appendix B
 3. Copies of Appendices B and C for each student
- C. *Key Vocabulary*
1. Bibliography-an alphabetical list of all the resources from which information for a report was obtained
 2. Publisher-a person or company that prints books
 3. Title page-a page at the beginning of a book that indicates title, author, and publication information
 4. Publication-an item that is published
 5. Year of publication-the year a publication was printed
- D. *Procedures/Activities*
1. Explain to students that when you write reports, you take facts from different resources and must write a bibliography at the end of the report telling all the sources you have used. Many times, before the report is due, resources must be returned to the library. If you have not recorded the information from each resource you will be unable to complete your bibliography.
 2. In order to organize the resources, each resource is given a number, 1, 2, 3, etc. This number goes on an index card, in the top right-hand corner. If you have four resources, you will have four cards numbered 1-4. These numbers will be written on the fact cards you write for each fact you gather. The number will indicate from which book you took the information. Other important information to include on your reference card would be the title, author, and publication information. This information should be written in the correct format. (See Appendix B).
 3. Hand out Appendix B, with the correct ways to format resources. Discuss the types of resources and their formats.
 4. Hand out Appendix C and three index cards to each student. The teacher and the students will complete bibliography cards for the three selected resources. Teacher will draw three large index cards on the board and instruct the students to complete the index cards along with the teacher as demonstrated on the board. Using one resource at a time indicate to the class what number this resource will be. Write that number in the top right-hand corner of the index card. Discuss which format should be used for this resource. Teacher should model how to locate the author, title, publisher, place of publishing, and the publication date on the title page. Using this information, complete the reference cards using the correct format for each source gathered.

- E. *Assessment/Evaluation*
1. The teacher will check student's bibliography cards for the following: resource number in top right hand corner of index and that the resource is written in the correct bibliography format.

Lesson Three: Outlines Are Questions You Need to Answer

- A. *Daily Objectives*
1. Concept Objective
 - a. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
 2. Lesson Content
Second and Third Grades
 - a. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.Fourth Grade
 - a. Know how to gather information from different sources and write reports representing the information in his or her own words, with the attention to the following:
 - i. defining a main idea and sticking to it
 - ii. providing an introduction and conclusion
 - iii. organizing material in coherent paragraphsFifth Grade
 - a. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words, with the attention to the following:
 - i. defining a main idea and sticking to it
 - ii. providing an introduction and conclusion
 - iii. organizing material in coherent paragraphs
 3. Skill Objective(s)
 - a. The student will be able to identify information required to complete an outline.
 - b. The student will be able to compose a paragraph from a simple outline.
- B. *Materials*
1. Copies of Appendices D, E1, and E2 for each student
 2. Notebook paper for each student
- C. *Key Vocabulary*
1. Preliminary outline-a set of headings and sub-headings (thought of as questions) organized in outline form to direct research
 2. Completed outline-a set of researched facts and information (thought of as answers) organized in outline form aligned to preliminary outline
 3. Report-a type of writing based on facts and information collected from research
- D. *Procedures/Activities*
1. Pass out Appendix D to students. Read over hand out and discuss.
 2. Teacher should explain to children that outlines are questions that we need to answer. When we have questions, we do research to find the answers to our questions. We write our answers onto notecards. When our notecards are all done, put the information from the notecards onto blank outline. When our blank outline is complete, all of the questions have been answered; this is called a completed outline.

3. Teacher should ask pertinent questions to draw parallels between preliminary outline and completed outline. For example, what does 2B on the preliminary outline ask? Where do you put the answer to that question? (on 2B on the completed outline) Teacher should stress the words questions and answers as outlines are reviewed and compared. The preliminary outline asks the questions. The completed outline answers the questions.
 4. Have a student read the paragraph written from Appendix D. Conclude that the questions were answered and then written into paragraph form, which can be called a report.
 5. Pass out Appendices E1 and E2.
 6. Instruct the students to answer the questions on the preliminary outline by writing their answers onto notecards found on Appendix E1. When their notecards are complete, they write the information from the notecards onto the blank outline (Appendix E2). Once they have answered all the questions on the blank outline this will be a completed outline.
 7. Students should then write a paragraph from their completed outline on notebook paper.
 8. Collect Appendix E1, Appendix E2, and paragraph from each student.
- E. *Assessment/Evaluation*
1. Teacher will evaluate that the preliminary outline, notecards, and completed outline are all properly aligned.

Lesson Four: Notecards: Gathering and Organizing Information

A. *Daily Objectives*

1. Concept Objective
 - a. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
2. Lesson Content

Second and Third Grade

 - a. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.

Fourth Grade

 - a. Know how to gather information from different sources and write reports representing the information in his or her own words, with the attention to the following:
 - i. defining a main idea and sticking to it
 - ii. providing an introduction and conclusion
 - iii. organizing material in coherent paragraphs

Fifth Grade

 - a. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words, with the attention to the following:
 - i. defining a main idea and sticking to it
 - ii. providing an introduction and conclusion
 - iii. organizing material in coherent paragraphs
3. Skill Objective
 - a. The student will be able to complete notecards in order to organize specific information about a research topic.

B. *Materials*

1. Copies of Appendices F and G for each student

2. Five 3" x 5" index cards for each student
- C. *Key Vocabulary*
1. Notecard-an index card with information written on it
- D. *Procedures/Activities*
1. Hand out Appendix F.
 2. Teacher should have students identify four parts to a completed notecard:
 - a. book number
 - b. book page
 - c. outline number/letter
 - d. a fact

The fact answers the "question" posed in the outline number.
 3. Teacher should emphasize the following ideas to students:
 - a. each card has only one fact
 - b. each card must have a number indicating which book the fact came from
 - c. each card must have a page number where the fact is found
 - d. outlines ask questions that you need to find the answers to
 - e. notecards are where you write the answers
 - f. each card must indicate which question the fact answers on the outline
i.e., 1a, 1b, 2a, 2b, etc.
 - g. students should understand that as they complete notecards they will follow a logical order as does the outline; the numbers on the card 1a, 1b, 2a, 2b, etc. will help students organize their information EXACTLY matching their outline
 4. Hand out Appendix G and five index cards to each student. Complete the activity in Appendix G.
- E. *Assessment/Evaluation*
1. The teacher will collect the five notecards from each student to check for book number, book page, and that the fact is a phrase that answers the outline question.

Lesson Five: Writing the Report

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
 - b. Understands how to write for a variety of purposes and audiences.
 2. Lesson Content

Second and Third Grade

 - a. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.

Third Grade

 - a. Produce reports and make reasonable judgments about what to include in his or her own written works.
 - b. With guidance go through the process of gathering information, organizing, thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

Fourth Grade

 - a. Produce reports with a coherent structure.
 - b. Know how to gather information from different sources and write reports representing the information in his or her own words, with the attention to the following:

- i. understanding the purpose and audience of writing
- ii. defining a main idea and sticking to it
- iii. providing an introduction and conclusion
- iv. organizing material in coherent paragraphs

Fifth Grade

- a. Produce reports and research essays with a coherent structure.
- b. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words, with the attention to the following:
 - i. understanding the purpose and audience of writing
 - ii. defining a main idea and sticking to it
 - iii. providing an introduction and conclusion
 - iv. organizing material in coherent paragraphs
 - v. illustrating points with relevant examples
- 3. Skill Objective(s)
 - a. The student will write coherent paragraphs from a completed outline.
 - b. The student will revise and edit the rough draft to correct grammar, mechanics, and spelling mistakes.
 - c. The student will produce a well-organized and final copy of a report.

B. *Materials*

- 1. Copies of Appendix H and the appropriate Appendix from Appendices I-L for each student
- 2. Optional: make an overhead transparency of Appendix H

C. *Key Vocabulary*

- 1. Revise-change content of writings
- 2. Edit-correct the mechanics, grammar, and spelling of writings

D. *Procedures/Activities*

- 1. Choose one of the research projects found in Appendices I through L according to your grade level. Assign students to gather their own resources for this assigned report.
- 2. Teacher should instruct students to complete bibliography cards, notecards, and completed outline aligning each to research report assigned. Teacher should set time frames for each of these steps. Students progress should be monitored during each step from choosing resources through the completed outline. This process could take one to three weeks as appropriate for the grade level. During this time, the teacher should complete the process so she can have a completed outline to use as a model.
- 3. After completed outlines are done, the student is ready to write the rough draft of report.
- 4. Hand out Appendix H to each student.
- 5. Continuing over the next several days go over Appendix H with the class step by step until all rough drafts have been completed.
- 6. Students will type final draft of their report at home after teacher approves rough draft.

E. *Assessment/Evaluation*

- 1. The teacher should collect rough drafts and checklist (Appendix H) and discuss with each student further revisions and editing.

Lesson Six: Creating a Bibliography

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understands how to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
 - b. Understands how to write for a variety of purposes and audiences.
 2. Lesson Content

Second and Third Grade

 - a. Know how to gather information from basic print sources, and write reports representing the information in his or her own words.

Fourth Grade

 - a. Know how to gather information from different sources and write reports representing the information in his or her own words, with the attention to the following:
 - i. documenting sources in a rudimentary bibliography

Fifth Grade

 - a. Know how to gather information from different sources and write reports synthesizing the information from at least three different sources, presenting the information in his or her own words, with the attention to the following:
 - i. documenting sources in a rudimentary bibliography
 3. Skill Objective
 - a. The student will arrange resources into a list called a bibliography.
- B. *Materials*
1. Student's bibliography cards from Lesson Three
 2. Computer/typewriter
 3. Copy of Appendix M for each student
- C. *Key Vocabulary*
1. Bibliography-an alphabetical list of all the resources from which information for a report was obtained
- D. *Procedures/Activities*
1. Instruct students to put their bibliography cards in order by author's last name or by title, if there is no author.
 2. Pass out Appendix M. Read and discuss handout together in class.
 3. On chalkboard or overhead, model to the students how to take the information from your alphabetized bibliography cards to make a bibliography page.
 4. Instruct students to write a draft on notebook paper of their bibliography in alphabetical order using the guidelines given.
 5. Students will type final draft of their bibliography at home after teacher approves rough draft.
 6. The students will turn in the final draft of their report and bibliography on date assigned by the teacher.
- E. *Assessment/Evaluation*
1. Teacher should approve each student's bibliography draft according to bibliography style(s) required in Appendices B and M.
 2. Teacher will evaluate the final report according to their grading criteria.

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Resource/Fact Find Activity
- B. Appendix B: How to Format Resources in a Bibliography
- C. Appendix C: Bibliography Cards
- D. Appendix D: Outlines Are Questions You Need to Answer

- E. Appendix E1: Outlines Are Questions You Need to Answer-You Try It
- F. Appendix E2: Autobiography Outline
- G. Appendix F: Notecards: Gathering and Organizing Information
- H. Appendix G: Notecards: Gathering and Organizing Information-You Try It
- I. Appendix H: Writing Your Report
- J. Appendix I: 2nd Grade State Research Project
- K. Appendix J: 3rd Grade Important Rivers Research Project
- L. Appendix K: 4th Grade American President Research Project
- M. Appendix L: 5th Grade Aztec, Inca, Maya Research Project
- N. Appendix M: Creating a Bibliography

VIII. BIBLIOGRAPHY

- A. Baugh, L.S. *Here's How Write Term Papers and Reports*. Chicago, IL: NTC Learning Works, 1997. 0-8442-2608-4
- B. *Colorado*. Monkato, MN: Capstone Press, 1996. 0-56065-356-6
- C. Gibaldi, J. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Association of America, 1999. 0-87352-975-8.
- D. James, E., & Barkin, C. *How To Write Super School Reports*. New York: Lothrop, Lee & Shepard Books, 1998. 0-688-16132-4.
- E. Lewis, P., & Watson, P. *Report Writing A Focus on Social Studies and Science*. Miliken Publishing Company. 1-558-63-240-9
- F. Sullivan, H., & Sernoff, L. *Research Reports A Guide for Middle and High School Students*. Brookfield, CT: The Milbrook Press, 1996. 0-7613-0398-7.

Appendix A-Report Writing Made Easy: Grades 2-5
Resource/Fact Find Activity

Name: _____ Question: _____ Answer: _____ Source: _____	Name: _____ Question: _____ Answer: _____ Source: _____
Name: _____ Question: _____ Answer: _____ Source: _____	Name: _____ Question: _____ Answer: _____ Source: _____
Name: _____ Question: _____ Answer: _____ Source: _____	Name: _____ Question: _____ Answer: _____ Source: _____
Name: _____ Question: _____ Answer: _____ Source: _____	Name: _____ Question: _____ Answer: _____ Source: _____

Appendix B-Report Writing Made Easy: Grades 2-5

How to Format Resources in a Bibliography



Books: one author

Fair, Jeff. Moose for Kids. Minocqua, WI: Northwood Press, Inc., 1992.



Books: two authors

Clemesha, David, and Andrea Griffing Zimmerman. Rattle Your Bones Skeleton Drawing Fun. New York: Scholastic, 1991.



Encyclopedias

“Monkeys.” The Encyclopedia Americana. 1998 ed.



One Volume of a Multi-Volume Work

Parker, Hershel. Melville: A Biography. Vol. 1. Baltimore: John Hopkins UP, 1996.

Magazine Articles

Fair, Jeff. “When Bears Go Fishing.” Ranger Rick. June 2001: 14-19.



Personal Interviews

Jones, Stephen. Personal Interview. 12 June 2001.



On-Line Source

Weber, Ray. 50States.Com-States and Capitals. 12 June 2002 < <http://www.50states.com/>>

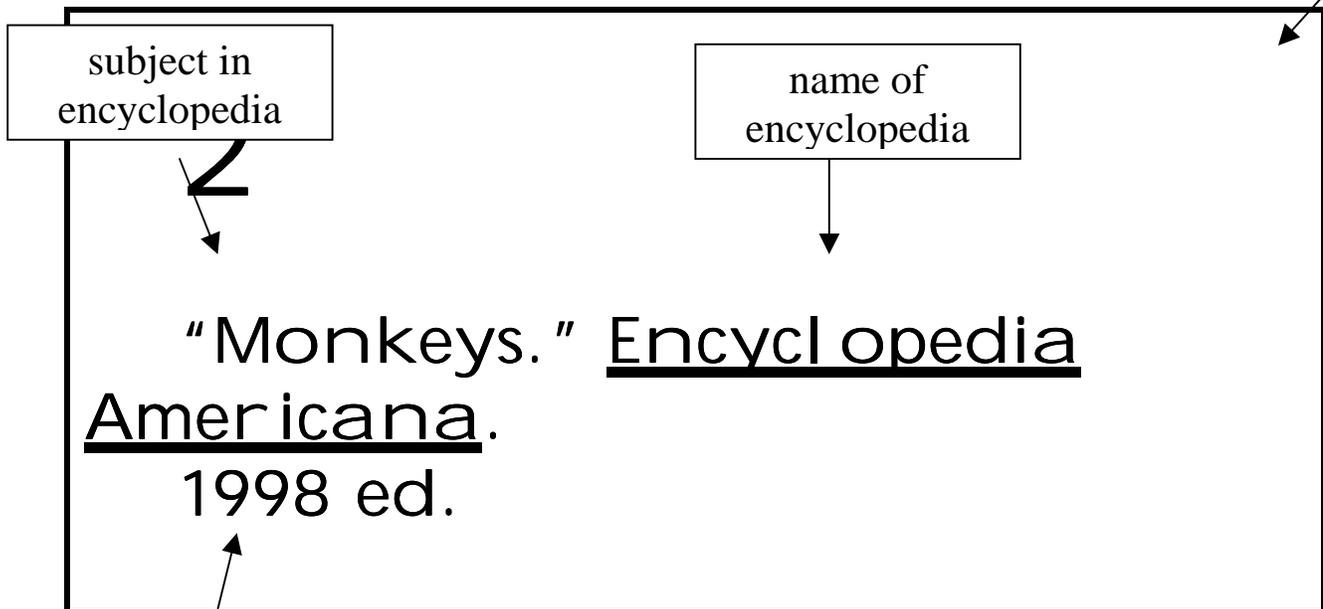
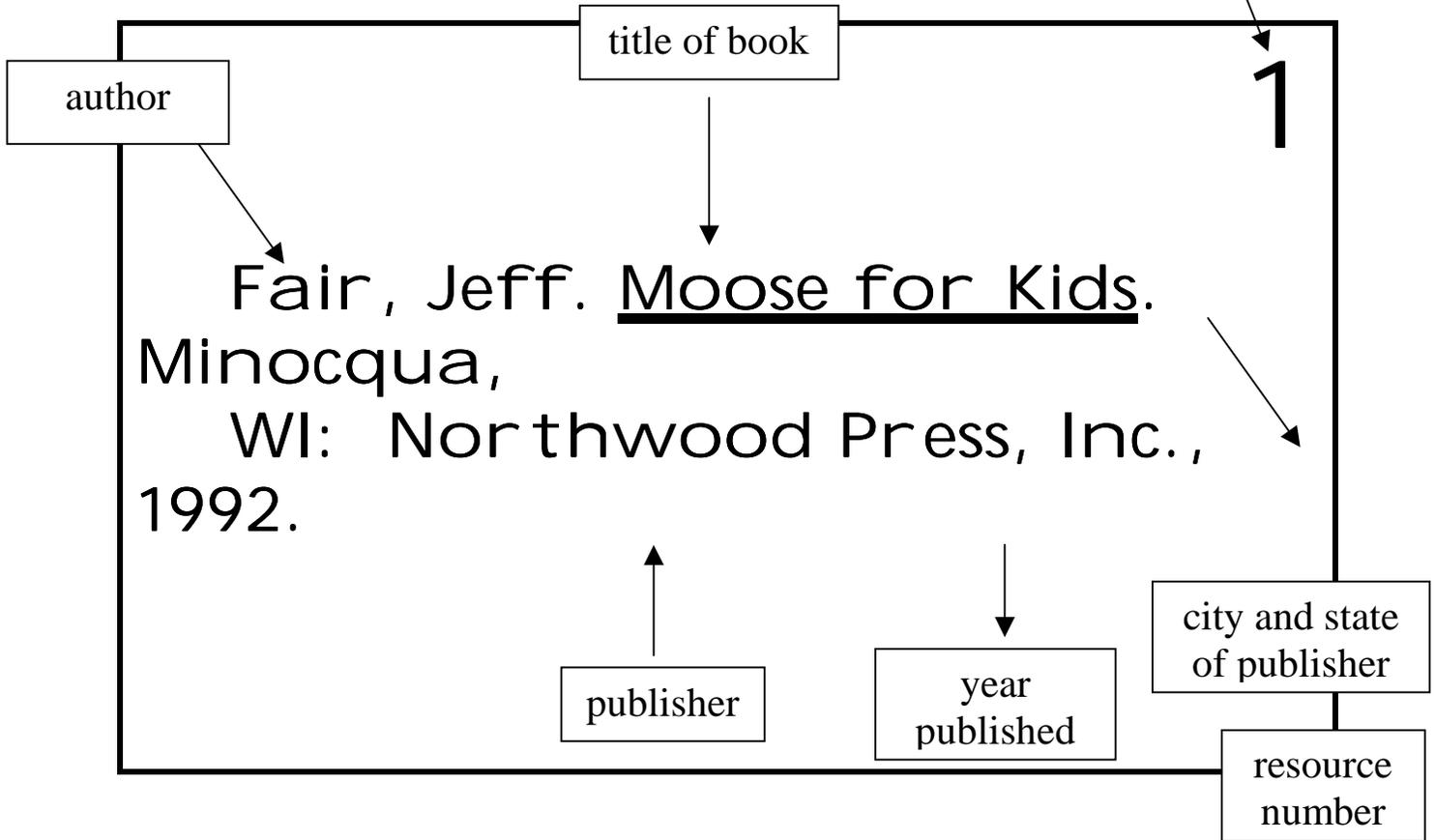


CD-Rom

“Albatross.” The Oxford English Dictionary. CD-ROM. Oxford: Oxford UP, 1992.

resource
number

Bibliography Cards



year published	
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Outlines Are Questions You Need to Answer

Preliminary Outline

Autobiography Outline

1. Your Name
 - a. birth date
 - b. birth place
2. Family Information
 - a. number of people in family
 - b. mother's name
 - c. father's name
 - d. brother's and/or sister's names and ages
3. School Information
 - a. name of school
 - b. teacher's name

These are the questions.



write answers onto notecard

3a
1
John Kennedy
Elementary

Completed Outline

Autobiography Outline

1. Susan Smith
 - a. August 14, 1993
 - b. Denver, Colorado
2. Smith Family Information
 - a. six people in family
 - b. Pat
 - c. John
 - d. Dan, age 12, Mark, age 10, and Lisa, age 3
3. School Information
 - a. John Kennedy Elementary School
 - b. Mrs. Carter

notecard information goes onto outline

These are the answers.



Paragraph from Completed Outline

I am Susan Smith. I was born on August 14, 1993 in Denver, Colorado. There are six people in the Smith family. My parents' names are John and Pat. I have two brothers, Dan, age 12, and Mark, age 10, and a little sister, Lisa, age 3. My brothers and I attend John Kennedy Elementary School. I am in Mrs. Carter's class. I like being me!

This is your report.



Appendix E1-Report Writing Made Easy: Grades 2-5

Outlines Are Questions You Need to Answer "You Try It!"

Answer the questions from the preliminary outline on the following notecards. When notecards are done, transfer information to the blank outline on Appendix E2.

Preliminary Outline

Autobiography Outline

1. Your Name
 - a. birth date
 - b. birth place
2. Family Information
 - a. number of people in family
 - b. mother's name
 - c. father's name
 - d. brother's and/or sister's names and ages
3. School Information
 - a. name of school
 - b. teacher's name

These are the questions.

Your assignment is to answer the questions on the notecards.

1	1
---	---

2a	1
----	---

3	1
---	---

1a	1
----	---

2b	1
----	---

3a	1
----	---

1b	1
----	---

2c	1
----	---

3b	1
----	---

2	1
---	---

2d	1
----	---

Note: #1 indicates the resource. Since this is an autobiography, the source is you.

Autobiography Outline

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

c. _____

d. _____

3. _____

a. _____

b. _____

Your next assignment is to use this outline to write your report.

Notecards: Gathering and Organizing Information

State Outline

1. Name of State
 - a. location
 - b. square miles

Resource

From: Colorado by Capstone Press, page

Chapter 2

The Land

Colorado lies in the western United States. It has canyons, plains, and many high mountains. The total area is 104,100 square miles (270,660 square kilometers).

The Colorado River rushes through steep canyons. The river was named after the Spanish word for red-colored. The canyons and the water turn a deep red color in the late afternoon. The state of Colorado takes its name from the river.

The Rocky Mountains run through central and western Colorado. More than 50 Colorado mountain peaks rise higher than 14,000 feet (4,200 meters).

Bibliography Card

1
Colorado. Mankato, MN:
Capstone Press, 1996.

Notecards

bibliography
card number

outline
letter/number

1a.

1

pg.

11

located in western United
States

information
to complete
outline

1b.

1

pg.

11

104,100 square miles

the page where
information is
found

Appendix G-Report Writing Made Easy: Grades 2-5

Notecards: Gathering and Organizing Information

"You Try It!"

Using five index cards and the following information, complete one notecard for 2a, two notecards for 2b, and two notecards for 2c.

State Outline

1. Name of State
 - a. location
 - b. square miles
2. Land and Resources
 - a. physical geography
 - b. major river
 - c. mountain range

Bibliography Card

1

Colorado.
Mankato, MN:
Capstone Press, 1996.

Resource

From: Colorado by Capstone Press, page
11

Chapter 2
The Land

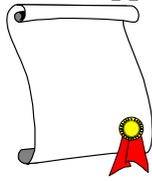
Colorado lies in the western United States. It has canyons, plains, and many high mountains. The total area is 104, 100 square miles (270,660 square kilometers).

The Colorado River rushes through steep canyons. The river was named after the Spanish word for red-colored. The canyons and the water turn a deep red color in the late afternoon. The state of Colorado takes its name from the river.

The Rocky Mountains run through central and western Colorado. More than 50 Colorado mountain peaks rise higher than 14,000 feet (4,200 meters).

Remember: the outline is a question you need to answer. Outlines are not usually in question form. This is something you need to do for yourself. For example, 1a says, "location." You ask yourself, "Where is Colorado located?"

Appendix H-Report Writing Made Easy: Grades 2-5



Writing Your Report

You Are Almost Done!

Read over each item below and check it **ONLY** you have done what it says.

Step One

A good outline makes writing a first draft easy! The completed outline contains **ALL** the information you will write in your report. In fact, your report is almost written.

- I have an outline that is complete.

Step Two

What To Do Next!

Take the information from your outline, one main heading and all of its sub-headings, to create one paragraph. Do **ONE** main heading at a time! As you write your report pay close attention to sentence structure, grammar, and spelling. Remember all good paragraphs should include a topic sentence, supporting facts, and a concluding sentence.

- I have written a paragraph for each main heading.
- Each of my paragraphs has a topic sentence.
- Each of my paragraphs has a concluding sentence.
- I have checked my paragraphs for spelling and punctuation errors.

Step Three

When All Your Paragraphs Are Completed

Organize all the paragraphs into a logical, sequential report. Sometimes paragraphs need to be combined with other paragraphs or a paragraph should be split apart to create the best report, if this needs to be done, do so now. Then, read your paper aloud to yourself.

- I have read my report aloud and my ideas connect from one paragraph to another.
- I have read my report aloud and it all makes sense.

Step Four

Sometimes reports need to include an introductory paragraph to introduce your report and a concluding paragraph summarizing your report. If you need help deciding this, talk to your teacher.

Step Five

- If needed, I have written introductory or concluding paragraphs for my report.

Finally, put your report away for a time and take a break. You will come back and read it again as you revise and edit.

I have corrected:

- misspelled words
- capitalization errors
- personal pronouns such as: I, you, my, and me (except in an autobiography)
- run-on sentences
- fragmented sentences
- punctuation errors

Step Six

Congratulations! Your rough draft is done! You are now ready to write or type your final copy.

Appendix I-Report Writing Made Easy: Grades 2-5

State Research Project

2nd Grade

Preliminary Outline

- 1) Name of state
 - a) Region
 - b) Land forms
 - c) Capital
 - d) Fact about capital
 - e) State known for

- 2) Interesting Facts
 - a) Nickname of state
 - b) State Flower
 - c) State Bird

Complete the following steps in order to write your research report.

- 1. Find out what topic you are going to write on.
- 2. Locate a minimum of 2 resources about your topic.
- 3. Gather the following materials: pen/pencil, notebook paper, 3 x 5 index cards, plastic zip-lock baggie to organize notecards, and a folder to hold all your materials.
- 4. Properly label bibliography cards.
- 5. Answer all the questions from outline on notecards, making sure each notecard is complete with book number, outline number, page number and fact.
- 6. Put notecards in numerical order.
- 7. Replace questions on outline with the answers from your notecards.
- 8. Write your rough draft.
- 9. Complete bibliography.
- 10. Edit and revise rough draft.
- 11. Rewrite for a finished product.

Sample Bibliography Card

1
<u>Colorado</u> . Mankato, MN: Capstone Press, 1996.

Sample Notecard

1c	1 page 5
Denver is the Capital city	

Example of Completed Outline

- 1) Colorado
 - a) Western United States
 - b) Mountainous
 - c) Denver
 - d) Mile High City
 - e) Rocky Mountains and skiing

**Example of Paragraph for Outline Number 1,
1a, 1b, 1c, 1d, 1e**

Colorado is located in the western part of the United States. The capital of Colorado is Denver. Denver is called the Mile High City because it is one mile above sea level. Colorado is known for The Rocky Mountains and the skiing people do there.

Appendix J-Report Writing Made Easy: Grades 2-5
Research Project

Important Rivers of the World

3rd Grade

- 1) Name of River
 - a) location
 - b) length
 - c) interesting fact
 - d) nickname
- 2) Features
 - a) source
 - b) mouth
 - c) tributaries
 - d) waterfalls and gorges
 - e) recreation
 - f) wildlife

Example of Completed Outline

- 1) Mississippi
 - a) Minnesota to Gulf of Mexico
 - b) 2,340 miles
 - c) 3rd largest river basin in the world
 - c) 2nd longest river in the world
 - d) Big River

**Example of a paragraph from
outline 1, 1a, 1b, 1c, and 1d**

The Mississippi River's head waters are in Minnesota and flows down to the Gulf of Mexico. At 2,340 miles long, the Mississippi River is the 2nd longest river in the world. "Big River" is the nickname of the Mississippi river because it has such a large river basin, the 3rd largest in the world.

Complete the following steps in order to write your research report.

1. Find out what topic you are going to write on.
2. Locate a minimum of 2 resources about your topic.
3. Gather the following materials: pen/pencil, notebook paper, 3 x 5 index cards, plastic zip-lock baggie to organize notecards, and a folder to hold all your materials.
4. Properly label bibliography cards.
5. Answer all the questions from outline on notecards, making sure each notecard is complete with book number, outline number, page number and fact.
6. Put notecards in numerical order.
7. Replace questions on outline with the answers from your notecards.
8. Write your rough draft.
9. Complete bibliography.
10. Edit and revise rough draft.
11. Rewrite for a finished product.

Appendix K-Report Writing Made Easy Grades: 2-5

Research Project

American Presidents

4th Grade

Preliminary Outline

1. Name of President
 - a. Political party
 - b. Years in office
 - c. Age at inauguration
 - d. Number of presidency
 - e. Vice President
2. Life Information
 - a. Date of birth
 - b. Place of birth
 - c. Date of death
 - d. Age of death
 - e. Wife
 - f. Children
3. Interesting Facts
 - a. Nickname
 - b. Famous Quote
 - c. Interesting story or event
 - d. Famous or Special landmarks

Example of Completed Outline

- 2) Warren Harding
 - a) Republican
 - b) 2 years
 - c) 55 years old
 - d) 29th President
 - e) Calvin Coolidge

Example of a paragraph from outline 1, 1a, 1b, 1c, 1d, 1e

Warren Harding was the 29th President of the United States. Harding was a Republican and served as President for only two years. Calvin Coolidge was the Vice President for Warren Harding, who was 55 years old when he became the President.

Complete the following steps in order to write your research report.

1. Choose a President to write about.
2. Locate a minimum of 2 resources about your topic.
3. Gather the following materials: pen/pencil, notebook paper, 3 x 5 index cards, plastic zip-lock baggie to organize notecards, and a folder to hold all your materials.
4. Properly label bibliography cards.
5. Answer all the questions from outline on notecards, making sure each notecard is complete with book number, outline number, page number and fact.
6. Put notecards in numerical order.
7. Replace questions on outline with the answers from your notecards.
8. Write your rough draft.
9. Complete bibliography.
10. Edit and revise rough draft.
11. Rewrite for a finished product.

Appendix L-Report Writing Made Easy Grades: 2-5

Research Project

Aztec, Inca, Mayan

5th Grade

Preliminary Outline

1. The Empire
 - a. time
 - b. location
 - c. city or cities
 - d. interesting facts
2. Way of Life
 - a. religion
 - b. family
 - c. food
 - d. clothing
 - e. shelter
 - f. arts and crafts
 - g. language
 - h. warfare
3. Economy
 - a. agriculture
 - b. trade
 - c. transportation

Example of Completed Outline

1. Aztec-An Indian People
 - a. 1400-1500
 - b. Mexico
 - c. Tenochtitlan-largest city
 - d. advanced civilization
 - d. empire was destroyed by Spaniards

Example of a paragraph from outline 1, 1a, 1b, 1c, 1d

The Aztecs were an American Indian people. They had a very advanced civilization between 1400 and 1500 AD in Mexico. The Aztecs built many cities but the most famous one is Tenochtitlan. The Aztec Empire was destroyed by the Spanish in 1521.

Complete the following steps in order to write your research report.

1. Choose a civilization to write about.
2. Locate a minimum of 3 resources about your topic.
3. Gather the following materials: pen/pencil, notebook paper, 3 x 5 index cards, plastic zip-lock baggie to organize notecards, and a folder to hold all your materials.
4. Properly label bibliography cards.
5. Answer all the questions from outline on notecards, making sure each notecard is complete with book number, outline number, page number and fact.
6. Put notecards in numerical order.
7. Replace questions on outline with the answers from your notecards.
8. Write your rough draft.
9. Complete bibliography.
10. Edit and revise rough draft.
11. Rewrite for a finished product.

Appendix M-Report Writing Made Easy: Grades 2-5

Creating a Bibliography

A bibliography is a list of references or resources you used to collect information for your report. A bibliography shows that you did research to learn about your topic. Information for your bibliography is found on the title page of most resources.

The resources for your report should be listed alphabetically by the author's last name, or if there is no author, alphabetize by the title of the article or entry.

Double-space your bibliography.

Example:

<p style="text-align: center;">Bibliography</p> <p>Fair, Jeff. <u>Moose for Kids</u>. Minocqua, WI: Northwood Press, Inc., 1992.</p> <p>“Monkeys.” <u>The Encyclopedia Americana</u>. 1998 ed.</p> <p>Jones, Stephen. Personal Interview. 12 June 2001.</p>
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