

Read, Write, Report!

Purpose

Students will report on a topic in their own words, giving supportive facts and details about the subject.

Materials

For the teacher: chalk, chalkboard

For the students: set of junior encyclopedias or old *Ranger Rick* magazines, writing paper, pencils

Activity

A. Pre-Activity Preparation

Write the following four-step process on the board: “1) search for a topic, 2) read about your topic, 3) write about your topic, 4) orally share your report.”

B. Pre-Activity Discussion

1. Explain to students that you will be teaching them how to paraphrase written and oral reports. Explain that paraphrasing is different than simply copying source materials.
2. Inform students that this will be a mini-research and that they will only be allowed a few minutes for each step.
3. Demonstrate how to do the first step. Show students how to flip through a book quickly, marking with their fingers any topics that might interest them. When you have marked three or four topics, narrow them down to one or two choices.

C. Activity

1. Allow each student to choose one of the volumes of the encyclopedia or an issue of *Ranger Rick*.
2. Have them search for a topic to read and write about, using the method you demonstrated.
3. Give students 4-5 minutes to read their entry or article. Have them write down the title, author, and source of the piece they have read.
4. Have students close the book or magazine, and tell them they have 3-4 minutes to write down all the facts and details about the piece that they can remember. Encourage them to write in full sentences.

(continued)



INCORPORATING **TECHNOLOGY**

Have students use the Internet or an encyclopedia CD-ROM to find more information about their topics.



EXTENDING THE **ACTIVITY**

Repeat the activity with a longer source, and ask students to write a longer report. Have them write a paragraph at a time and extend the activity over a few days.

Standards Links
2.4.4, 2.7.11

Activity (continued)

5. Allow students to revisit their piece if they need help with dates, proper names, or correct spellings of difficult words.
6. Have student volunteers share their reports with the class.


D. Close the Activity


1. Allow students to share some of the interesting facts that they have learned through their mini-research.
2. Reinforce the importance of not copying from source materials, and of presenting things in your own words.

Questions for Review

Basic Concepts and Processes

Upon completion of this activity, ask students the following questions:

 Why is it important not to copy from your source material when researching?

 When reading, how did you help yourself to remember details about your topic?
