How to Teach the Research Report

By David S. Dye, M.Ed.



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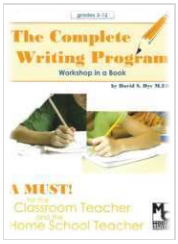
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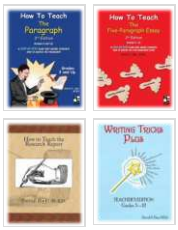
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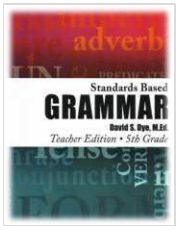
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Introduction

For many students, writing a research report is one of the most dreaded assignments in all of school. For teachers it can be difficult to teach, and for students it can be difficult to complete. It involves a great deal of work for everyone involved, even the parents. When students are assigned a research report, they know they are in for a long, difficult journey. Worst of all, many of the students will lack the skills, confidence, or both which makes this a daily frustrating experience.

After more than a dozen years of teaching the research report, I've never felt that I've had the perfect solution for teaching this assignment. It just seems so bizarre for me to give a 3-5 page research report when many of my students are barely writing essays. Therefore, just like everything else, I decided to break the research report down into its simplest form and build from the ground up.

One of the problems with teaching the research report is that it takes a long time to complete. This does not give the students the time or practice to internalize the skills needed to complete such a complex task. Students will make mistakes and stumble clumsily through the project and probably not have a chance to learn from this process until the next report is given. This often doesn't happen until a year later when their next teacher repeats this process.

There is a solution. **What if the students can practice the research process multiple times on short assignments?** This would allow them the opportunity to make mistakes, take chances, and develop a personal style before trying the longer assignment.

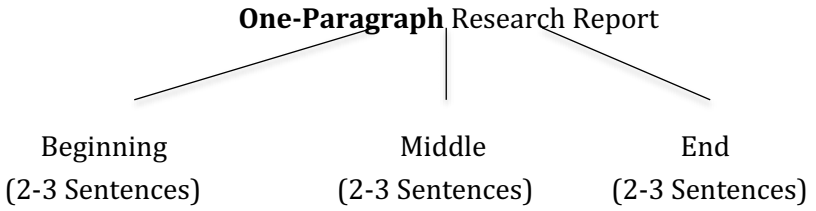
With this thought in mind, I began teaching the one-paragraph research report. Within two weeks, I was able to model the research process several times, give them guided practice, and have them try the report on their own. We next graduated to the five-paragraph research report which took very little time. The students had already learned the hardest part – how to find and organize details on a specific main idea. Fortunately, I had this same group of students for a second year and was able to teach them the final step, the 3-5 page research report.

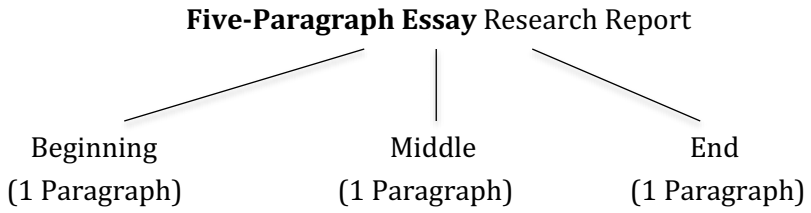
The important idea to remember is to keep the task of writing the report as simple as possible. By keeping the process for writing the one-paragraph research report the same as the 3-5 page research report, the students won't feel like they are doing anything different. Here is an overview of the process:

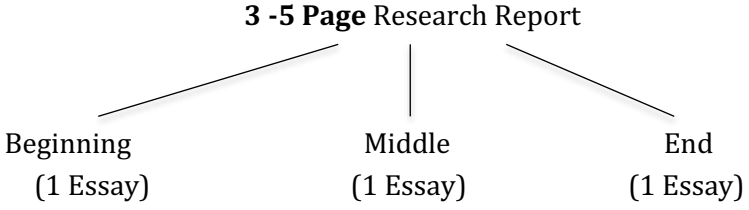
The goal here is to keep the students thinking in threes. For the paragraph, the students are going to look for three things: a beginning, middle, and end; they will write their paragraph around that. For the essay, they will find a beginning, middle, and end and base each paragraph on these. Finally, the students will find a beginning, middle, and end for their 3-5 page research reports. Each of those main ideas will form the foundation for the three sections of their report…basically three Five-Paragraph Essays put together. The students can follow this pattern into the ten page report and beyond. The longer the report, the more main ideas they will find, and each main idea will have a beginning, middle, and end. Below is a visual of this concept.

<u>Overview of the system (See Outline)</u>

Key Point: All reports have a beginning, middle, and end.







Pages 6-10: Skipped

PART I
THE ONE-PARAGRAPH RESEARCH REPORT

How many times will students need to practice the research report until they have it mastered? Some might need a few tries, while others might need several tries each year until they finally master it. It is not realistic to expect teachers to give multiple research reports each year with the specific intent of mastering the research report. On the other hand, it seems unfair to expect students to be able to do a research report without being given the basic skills for completing the task. Nevertheless, by late middle school and into high school, teachers will assign research reports with the expectation that students will know how to complete the task.



In my academic career, I've been assigned dozens of research reports without specifically being taught the process for completing the task. I began each assignment with a complete lack of confidence. I struggled through the assignments and hoped for the best. I received little feedback on my finished work, usually receiving a B without any knowledge as to what I did right or wrong to deserve that grade. I now watch my own children going through middle and high school following the same process with the same feelings of anxiety.

There is a solution for this problem. Why not teach the research report writing process within a single paragraph? Within a week, a teacher can model all the steps required to write a research report and give the students opportunities to try it on their own. This will give students confidence going into larger assignments.

A great aspect about teaching the one-paragraph research report is that it gives the teachers an opportunity to reinforce the subjects they are already teaching outside of writing. Just select a topic that the students are going to study anyway and have them write one-paragraph research reports for those. Social studies and science lend themselves well to this process.

Overview



When I first tried this process, I was teaching fifth grade. I selected seven causes of the American Revolution as our topic for the mini research reports. For each topic, we had a section in our social studies book to use as a resource. Additionally, I had workbooks with summaries of the events of the Revolution from another resource. For a third resource, I copied one-page reports from the Internet and made copies for the class. In this way, we had a variety of resources to use for our report.

We began our first topic by setting up our papers for a paragraph. This prewrite would be a place to begin organizing our information. Next, we read the book, found a beginning, middle, and end for the topic, and recorded them on our prewrites. We then read the worksheet and looked for two details that supported the beginning, middle, and end that we had already found in the book. Finally, we studied the Internet article and added two more details that supported the other details. Using these seven details, we wrote a topic sentence, completed the paragraph, added a closing sentence, and were finished. The entire process took two days.

I modeled this process a second time. As we completed a second paragraph as a class, I could see the light bulbs going on above the students' heads. They were getting it.

For the next two topics, I decided that I would begin the one-paragraph report with the students and allow them to finish it on their own. We found the beginning, middle, and end together, and I allowed the students to finish the rest in pairs.

The students were given even more independence for the final paragraphs. For the next paragraph, the students were allowed to do the entire process in pairs. They completed the next paragraph on their own as a practice test, and the last paragraph became their final exam.

This process took about three weeks. We did the research in class, and the paragraphs were written for homework. We would later follow these same steps while writing the five-paragraph research report for the Westward Movement. Although we were writing longer reports, it only took a week to practice before the students were independently writing their own papers. The one-paragraph research report had prepared them well, and I had already taught the five-paragraph essay, so the transition was almost effortless.



The Steps:

Step 1: Teach the paragraph paper setup.

If you use *How to Teach the Paragraph*, you have already taught your students one simple trick that will help them master the paragraph. We will be using this trick throughout the book as students learn to transition from paragraphs to essays to multiple page reports. It is a good idea to teach the paragraph first, as students who can write a strong paragraph going into this process will learn it more quickly and have a better chance for lifelong mastery.

Thank you for previewing
How to Teach the Research Report

Thank you for previewing How to Teach the Research Report

Example of Step 2:

Select a topic and gather resources.



1. My fifth grade class was studying the American Revolution. I chose to have the students write their first research report on the French and Indian War.
2. Our social studies book gave a good two-page overview of the topic. We used that as our first resource.
3. I had an American Revolution workbook that had a short story about the French and Indian War. I made copies and used this as our second resource.
4. Finally, I found a nice half-page article at SocialStudiesForKids.com. I printed out the article and made copies for the students.



Step 3: Get the students comfortable with the topic.

When students do a larger research report, they won't start note taking right away. They will spend some time becoming familiar with the topic. As they do this, they should start looking for main ideas and themes that emerge. The students will simulate this by taking some time to review their topic.

Example of Step 5: Take Notes - Resource #2



We jumped straight from the first resource to the second, so there was no need to review the three main ideas from resource #1. If we had started this step at a later date, we would have begun with a review of the beginning, middle, and end.

We began by looking at the first fact we found: in the 1750s, the French and British both claimed the Ohio River Valley. We then looked at the second fact: by 1758, the British began to take control of the war. It wasn't hard to see that there were missing details between the beginning and middle of the report. Therefore, our goal was to look for details that would bridge the gap between the beginning and middle or expand on one of the two.

As we began to read, we noticed that the first few paragraphs had nothing to do with bridging the gap between our beginning and middle facts. The students quickly noticed that they could scan the first few paragraphs because they were just looking for a fact that explained what happened after the war began. Then they found it. Resource #2 described how the British struggled early in the war because the French and their American Indian allies fought using guerrilla tactics where the British expected to fight in open fields. This became our detail from this source.

After writing the fact on our prewrite, some students pointed out that that detail was also in resource #1. We were able to discuss that a research report is more reliable than a book report because several sources will confirm that certain details are true. By citing that this

Name
Date

Prewrite

One Main Idea:

1. .

B 1 A. In the 1750s, the French and British both claimed the Ohio River Valley.

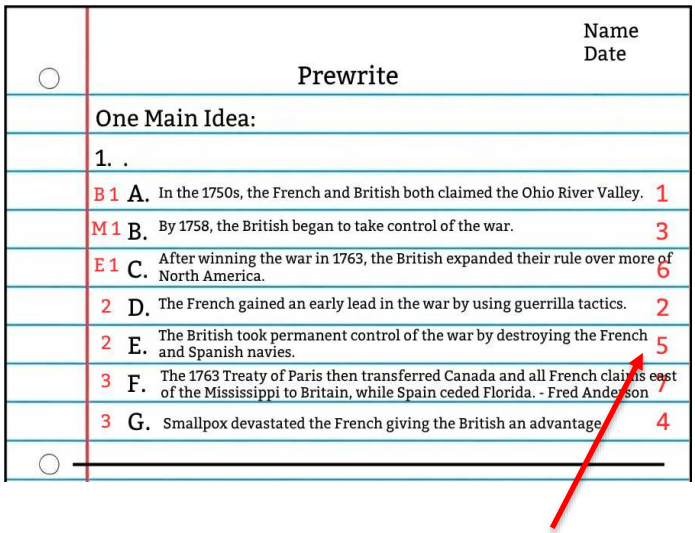
M 1 B. By 1758, the British began to take control of the war.

E 1 C. After winning the war in 1763, the British expanded their rule over more of North America.

2 D. The French gained an early lead in the war by using guerrilla tactics.

2 E. The British took permanent control of the war by destroying the French and Spanish navies.

Step 7: Finish the prewrite.



The students now have everything they need to write their paragraphs. However, it helps them organize their paragraph if they put their details in order and write the main idea of the paragraph on the top of their prewrite.

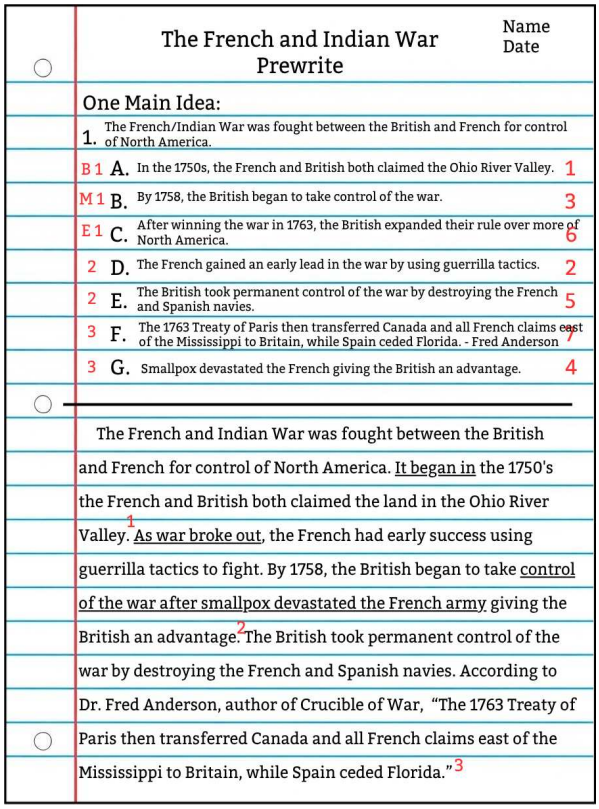
Have the students look at their prewrite. Number the details in the order that they should be placed in their paragraphs. Next, have the students write a one-sentence summary of their topic below "One Main Idea" next to the #1 on their prewrite. The students tend to overthink this step. They just need to state the main idea of the report. For fifth graders, it may be as easy as "The Boston Tea Party was a cause of the American Revolution." Older students can make it more intelligent by expanding on the same idea: "As colonists grew increasingly tired of British taxation without representation, a late-night raid in Boston Harbor heightened the already rising tensions."

Thank you for previewing

How to Teach the Research Report

Sample of Finished Product:

Below is a sample of the final prewrite with the rough draft.



The French and Indian War
Prewrite

Name
Date

One Main Idea:

1. The French/Indian War was fought between the British and French for control of North America.

B 1 A. In the 1750s, the French and British both claimed the Ohio River Valley. 1

M 1 B. By 1758, the British began to take control of the war. 3

E 1 C. After winning the war in 1763, the British expanded their rule over more of North America. 6

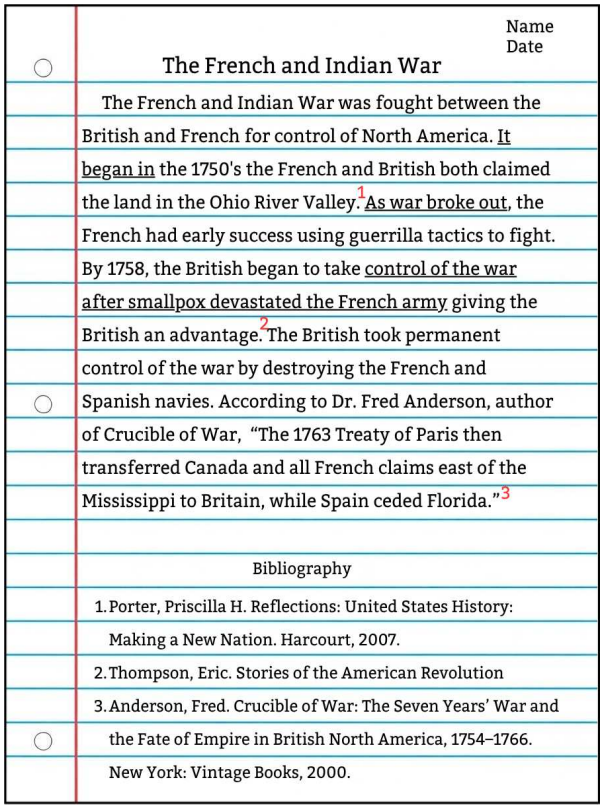
2 D. The French gained an early lead in the war by using guerrilla tactics. 2

2 E. The British took permanent control of the war by destroying the French and Spanish navies. 5

3 F. The 1763 Treaty of Paris then transferred Canada and all French claims east of the Mississippi to Britain, while Spain ceded Florida. - Fred Anderson 7

3 G. Smallpox devastated the French giving the British an advantage. 4

The French and Indian War was fought between the British and French for control of North America. It began in the 1750's the French and British both claimed the land in the Ohio River Valley.[1] As war broke out, the French had early success using guerrilla tactics to fight. By 1758, the British began to take control of the war after smallpox devastated the French army giving the British an advantage.[2] The British took permanent control of the war by destroying the French and Spanish navies. According to Dr. Fred Anderson, author of Crucible of War, "The 1763 Treaty of Paris then transferred Canada and all French claims east of the Mississippi to Britain, while Spain ceded Florida."[3]



The French and Indian War

Name
Date

The French and Indian War was fought between the British and French for control of North America. It began in the 1750's the French and British both claimed the land in the Ohio River Valley.[1] As war broke out, the French had early success using guerrilla tactics to fight. By 1758, the British began to take control of the war after smallpox devastated the French army giving the British an advantage.[2] The British took permanent control of the war by destroying the French and Spanish navies. According to Dr. Fred Anderson, author of Crucible of War, "The 1763 Treaty of Paris then transferred Canada and all French claims east of the Mississippi to Britain, while Spain ceded Florida."[3]

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1. Porter, Priscilla H. Reflections: United States History: Making a New Nation. Harcourt, 2007.
2. Thompson, Eric. Stories of the American Revolution
3. Anderson, Fred. Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754–1766. New York: Vintage Books, 2000.

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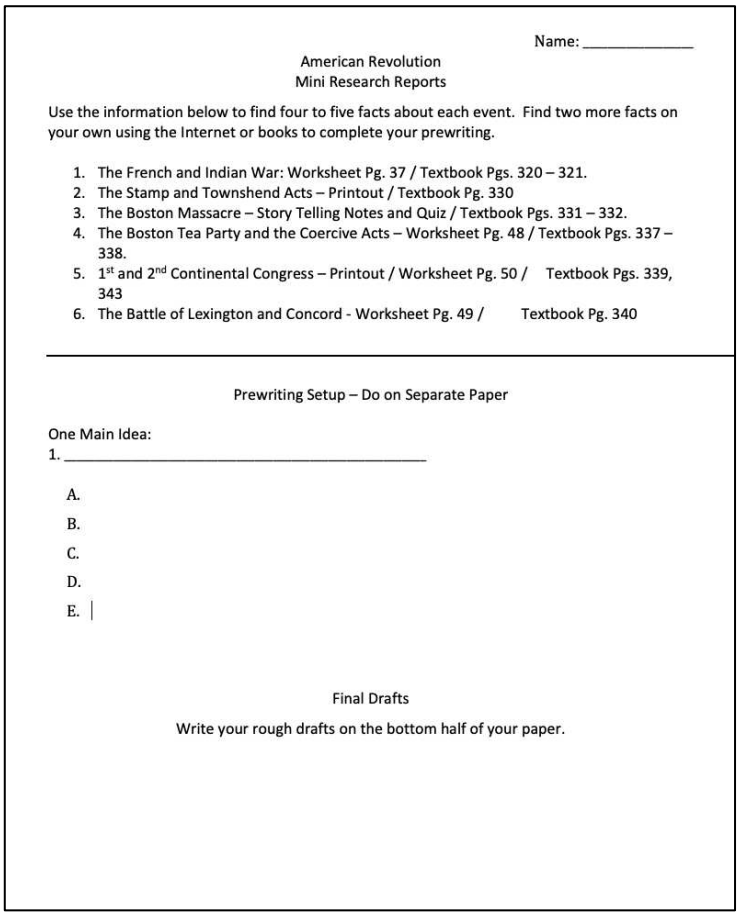
How to Teach the Research Report

Step 10 – Follow up.

Depending on the ability level of your students, you may need to model the one-paragraph research report a few times before the students are ready to try it on their own. Middle school students may only need to see it once, while elementary school students may need several examples before they are ready for independent practice.

There is a sample lesson that I did with my fifth-grade students in the appendix. (You can easily recreate it using your own history textbook.) These students had a variety of backgrounds and ability levels. By completing the six paragraphs from this lesson, beginning with modeling the process, and gradually giving the students more responsibility until they could do it on their own, the students were highly successful.

The worksheet to the right (also in the appendix) shows how I planned the six paragraphs out ahead of time. I listed the six topics and collected two sources for each. I required them to find the third source on their own so they could practice looking for supporting details. As described earlier in this section, we completed the French and Indian War together. For each new paragraph, I did less and less with them until they were doing the last two paragraphs on their own.



Name: _____

American Revolution
Mini Research Reports

Use the information below to find four to five facts about each event. Find two more facts on your own using the Internet or books to complete your prewriting.

1. The French and Indian War: Worksheet Pg. 37 / Textbook Pgs. 320 – 321.
2. The Stamp and Townshend Acts – Printout / Textbook Pg. 330
3. The Boston Massacre – Story Telling Notes and Quiz / Textbook Pgs. 331 – 332.
4. The Boston Tea Party and the Coercive Acts – Worksheet Pg. 48 / Textbook Pgs. 337 – 338.
5. 1st and 2nd Continental Congress – Printout / Worksheet Pg. 50 / Textbook Pgs. 339, 343
6. The Battle of Lexington and Concord - Worksheet Pg. 49 / Textbook Pg. 340

Prewriting Setup – Do on Separate Paper

One Main Idea:
1. _____

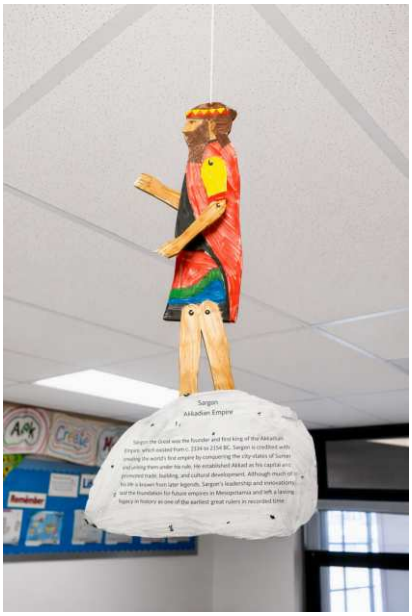
A.
B.
C.
D.
E.

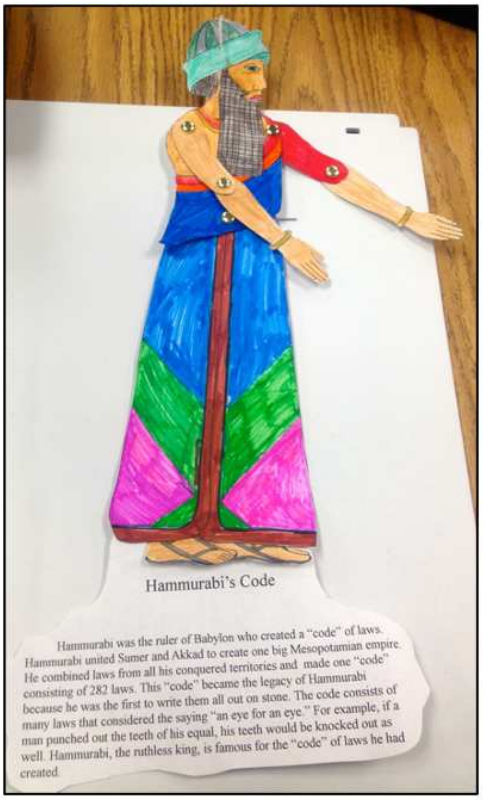
Final Drafts

Write your rough drafts on the bottom half of your paper.

More Samples of Follow-Up Work

When I taught sixth grade, we studied Mesopotamia so I had them do the one-paragraph research report with three major leaders: Sargon, Hammurabi, and Nebuchadnezzar. To the right is a sample of one showing a typed final draft with a figure of each leader standing on the paragraph taped to a rock figurine. The other images on the next page show the same final draft for Hammurabi and Nebuchadnezzar.







PART II
THE FIVE-PARAGRAPH RESEARCH REPORT

In this section, it is assumed that the students have learned to complete the one-paragraph research report, and they have a general knowledge of essay writing. If you are beginning your instruction with the five-paragraph research report, you will want to go back and review the previous sections if you find anything confusing in the directions of this section.

When the students learned how to complete the one-paragraph research report, they learned to complete the following procedure:

1. Set up their paper for organizing their notes.
2. Read about their topic until they discovered a beginning, middle, and end or found three strong main ideas.
3. Take notes only on details that are relevant to the three main ideas.
4. Organize the notes.
5. Write the rough draft.

Basically, the students are going to do the exact same thing for the five-paragraph research report. If they were successful with the one-paragraph report, they will find the five-paragraph report easy. The only difference between the two is that it will take a little more time as they will do each step in a little more detail.

Step 1: Select a topic and gather three resources.

All my experiences with research report writing, from the time I was in third grade and beyond, began the same way. My teachers gave me a topic, told me to write a report about it, and told me to turn it in at a certain time. Like the proverbial father teaching his son to swim by throwing him in the lake, I was left alone to figure out how to do the report on my own. In most cases, I was left to find the main details on my own, organize them, and to copy the final draft from my notes.

By high school, I'd seen enough research reports that I was able to muddle through the projects. However, I was never really confident that I was doing them correctly. This is why I like to introduce the five-paragraph research report by completing one together in class. This will show the students that the process isn't as difficult as they might think, will give them confidence as they work through the project, and will lower their anxiety when you give them a report to do on their own.

Basically, when you model this process, you will begin by selecting a subject from your curriculum. Gather three resources that can serve as the text to supply the details for your report. It would be a great idea to have at least one primary source, as students should be aware of the differences between primary and secondary sources.

Example of Step 1: Select a topic and gather three resources.

My sixth-grade students wrote a five-paragraph research report about ancient Egypt. An entire chapter in our social studies book was devoted to this topic. I knew ahead of time that the three main ideas would be the Old Kingdom, the Middle Kingdom, and the New Kingdom. These would serve as the outline from our first resource. Next, it was easy to find a workbook from a teacher supply store that had short articles on the three kingdoms of ancient Egypt. This would be our second resource. Finally, there are some excellent videos that take students on a tour of ancient Egypt giving examples of firsthand accounts about the lives of the early Egyptians. This would serve as an excellent third source.

Summary of Step 1

1. Select your topic.
2. Select three main ideas that would make good topics for the report.
3. Gather three resources for your report. Use textbooks, library books, and Internet articles.

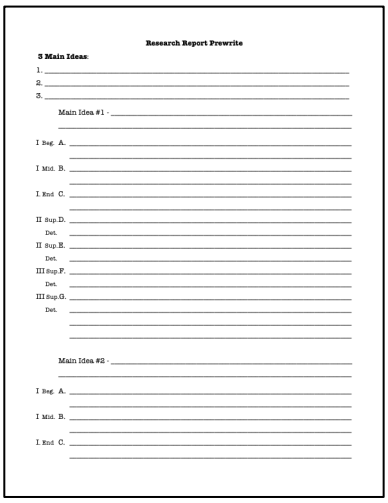
Step 2: Set up four pieces of paper for note taking, or use the worksheets.

Most teachers I know swear by the note cards for research reports. My wife uses them in her classroom, all my children's teachers have used them, and most of my teacher friends use them. From personal experience with my own reports and when I've used note cards with my students, I find them clumsy. I find that I spend a great deal of time searching through and organizing my cards, which, for me, seriously slows the writing process.

I've found that I can organize my information into topics just as well by putting all my details from a resource on one page (one, two, or three pages for longer research reports). I will show you this method. However, if you are devoted to the note cards, I'm sure you will see how you can complete these steps using that method.

Two options: At this point, you need to decide if you are going to have students set up their own papers for note taking or use the worksheets provided in the appendices. I like to have my students set up their own papers because it is more like a natural research report that they will get in high school or college. However, I have had struggling students who need to use worksheets to guide them through the steps. If you choose to have the students set up their own papers, you can use the worksheets as a model and have them set up their papers.

The image to the right is a copy of what the final prewrite will look like after the students have collected all of their information. You will see samples later in the chapter of what the student-made copy of this worksheet looks like.



Research Report Prewrite

3 Main Ideas:

1. _____
2. _____
3. _____

Main Idea #1 - _____

I. Beg. A. _____

I. Mid. B. _____

I. End C. _____

II. Sup. D. _____

Det. _____

II. Sup. E. _____

Det. _____

III. Sup. F. _____

Det. _____

III. Sup. G. _____

Det. _____

Main Idea #2 - _____

I. Beg. A. _____

I. Mid. B. _____

I. End C. _____

Worksheet for the final prewrite of the report

The images on the next page are the front and back of the first worksheet (there are three total) where the students will begin organizing the main ideas of their report and where they will begin writing down possible details to support these main ideas. Again, you will see samples of student-made versions of this paper.

Pages 37-50: Skipped

The Thesis Statement: In a true thesis statement, a writer will be stating the purpose of the paper. The writer will be making arguments or asserting ideas that will be supported later in the paper. Technically, developing the claim for the thesis statement should be done early in the note taking process, either before or while the writer comes up with your three main ideas. The claim the writer is making should be driving the research and collection of the notes.

If the students did not have a clear claim while collecting their information, it's not too late to save the report. The students can focus their essay when writing the introductory paragraph. As they write their three main idea paragraphs, they can be sure to stay focused on the claim they made in their thesis statement.

As stated earlier in this section, here are some ideas for developing the thesis statement:

1. What do these three main ideas have in common?
2. Is there a cause and effect; problem / solution; an argument that can be made?
3. Has something changed because of the topic? New government? Lasting Changes?

Here are two examples:

Basic Introduction:

Ancient Egypt was one of the most impressive civilizations in history.

Stronger Introduction:

Ancient Egypt's achievements over its thousand-year history make it one of the greatest civilizations in human history.

Summarize the Three Main Ideas: On the prewrite of the five-paragraph report, the students have already written their three main ideas. The students can almost copy them directly into their essay. If they do, they should add transition words to help the sentences flow together. To the right is a copy of the prewrite. The next page shows how the three main ideas are summarized into a basic introduction.

Research Report Prewrite

3 Main Ideas:

1. Egypt's great dynasties began around 3100 BC during the Old Kingdom. (Beginning)
2. In 2040 BC the Middle Kingdom began as a time of stability and growth. (Middle)
3. The New Kingdom, an age ruled by pharaohs and gold, began in 1552 BC (End)

Main Idea #1 - _____

_____

I Beg. A. _____

_____

I Mid. B. _____

_____

Basic Introduction

Ancient Egypt was one of the most impressive civilizations in history. The first of their great dynasties began around 3100 B.C. with the Old Kingdom. In 2040 B.C., the Middle Kingdom began as a time of stability and growth. Finally, in 1552 B.C., the New Kingdom emerged as a period ruled by pharaohs and obsessed with gold. These three kingdoms combined would show how ancient civilizations had many incredible achievements.

For thousands of years ancient Egypt would rise and fall, creating new ideas and a fascinating culture that is still studied today. It began with the Old Kingdom, a time when their culture combined with construction to build magnificent structures. By the Middle Kingdom, Egyptians continued to expand their kingdom using ideas from other lands. Finally, the New Kingdom would be Egypt's time of greatest wealth as strong pharaohs conquered their neighbors. The achievements of these three kingdoms over its thousand-year history show why ancient Egypt was one of the greatest civilizations in history.

Advanced Introduction

Encourage the more advanced students to improve the quality of their sentences rather than simply restating the three main ideas. To the left is an example of an interesting introduction with more sophisticated sentences.

Transition Sentence: This sentence should bring the introduction to a close while preparing the reader for the first main idea. The students tend to overthink this step. Just a simple statement giving an overview would be fine.

In our sample introduction, we see "the achievements of these three kingdoms…" Many times, you can borrow words from the last sentence and use them in your topic sentence of the next paragraph to create a smooth transition. In our sample, we can take the word "achievements" and use it in our topic sentence about the Old Kingdom. Therefore, the topic sentence of our first main idea paragraph would read:

> The incredible achievements would begin with the unification of Upper and Lower Egypt.

Pages Skipped

Finally, the bibliography is easy. For each book used in the report, the students simply need to copy the same information from the endnotes. However, they can leave out the page numbers.

Below is a sample of the entire report and how the endnotes/bibliography were listed:

> For thousands of years ancient Egypt would rise and fall, creating new ideas and a fascinating culture that is still studied today. It began with the Old Kingdom, a time when their culture grew and the construction of magnificent structures began. By the Middle Kingdom, Egyptians continued to expand their kingdom using ideas from other lands. Finally, the New Kingdom would be Egypt's time of greatest wealth as strong pharaohs conquered their neighbors. The achievements of these three kingdoms over its thousand-year history show why ancient Egypt was one of the greatest civilizations in history.
>
> These incredible achievements would begin with the unification of Upper and Lower Egypt. King Menes would conquer both halves of Egypt and immediately begin to build. He built an incredible dam that changed the course of the Nile River, protected the capital city of Memphis, and provided fresh water for the people.[1] Other rulers would build as well, with most of Egypt's many pyramids built during this time. These pyramids would be homes for their bodies in the afterlife and a way for the rulers to be worshipped long after their deaths.[2] Besides being great builders of pyramids, they were able to mummify bodies since they believed they would need their bodies to house their souls, or ka.[3] This early time in Egypt's history brought many great achievements to the ancient world.
>
> More great achievements would come in the Middle Kingdom. These rulers would build forts, better irrigation, and larger temples across Egypt. One impressive project was an irrigation ditch that created a man-made lake that prevented the Nile from flooding and provided fresh water for the people.[4] A ruler named Sesostris III would build forts along his conquered lands to protect the land and its gold for the kingdom. Besides building, the Middle Kingdom was known for its trade. Egypt would trade its grains, minerals, and precious stones for silver, copper, gold, and incense.[5] The

wealthy were able to trade for other luxurious items such as long fabric, heavy bracelets, and necklaces made of gold. Finally, the New Kingdom was able to bring new ideas not only from trade, but also from the people that invaded it. The Hyksos showed the Egyptians how to make chariots and other weapons of war.[6] Although Egypt was able to improve on its achievements from the Old Kingdom, the best was yet to come.

The New Kingdom was the time of Egypt's greatest wealth. One pharaoh who added to its wealth was Hatshepsut, one of the only female pharaohs. She was known to bring ships filled with myrrh, ebony wood, ivory, gold, makeup, and a variety of animals.[7] Hatshepsut and many of the other New Kingdom pharaohs would use the military skills learned from the Hyksos to add even more wealth to Egypt. As great as these pharaohs were, Ramses the Great was the "most magnificent of them all."[8] Using the famous Hyksos chariot and double bow, Ramses expanded Egypt's borders well into the Middle East. By this time, most pharaohs were building secret tombs due to grave robbers. Hatshepsut even built one to present to the people while keeping a secret one for her real tomb. In the New Kingdom, pharaohs weren't the only ones with afterlife privileges. The wealthy were able to be mummified and fill their tombs with treasures.[9] All this wealth, from the pharaohs to the people, would be a symbol of Egypt's greatness for hundreds of years.

Anyone can see by the incredible structures that still stand today that ancient Egypt had a culture that made it one of the greatest civilizations in history. The people of the Old Kingdom knew how to build great structures. The people of the Middle Kingdom were able to add to their wealth by trading with faraway lands. Finally, the New Kingdom's influence and power reached deep into Africa and the Middle East. No other civilization in history has endured as long as the ancient Egypt.

Endnotes

1. Engineering an Empire (History Channel DVD) Chapter 2 "Menes"
2. Reflections: Ancient Civilizations Unit 2 (Orlando: Harcourt, 2007) Pg. 145
3. Hotle, Patrick, PhD Egypt and the Middle East: Ancient to Present (Mark Twain Media, Inc., 1995) Pg. 22
4. Hotle, Patrick, PhD Egypt and the Middle East: Ancient to Present (Mark Twain Media, Inc., 1995) Pg. 35
5. Reflections: Ancient Civilizations Unit 2 (Orlando: Harcourt, 2007) Pg. 145

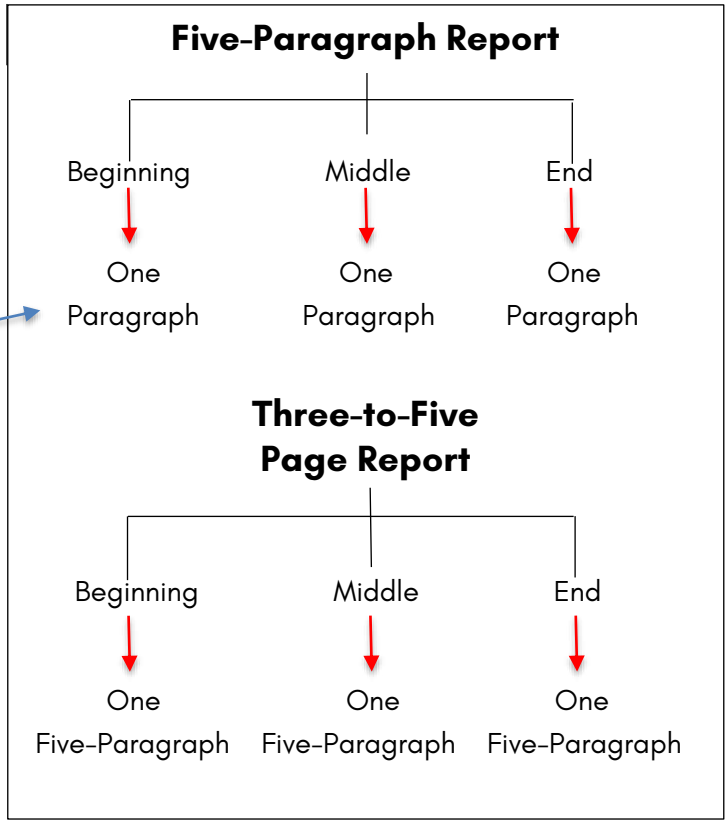
PART III
THE THREE-TO-FIVE-PARAGRAPH RESEARCH REPORT

If the students have mastered the five-paragraph research report, the hard work is mainly finished. Actually writing a three-to-five page research report is surprisingly easy. Rather than writing one five-paragraph report on one topic, they will basically be writing three or more five-paragraph reports on one topic. The only new aspect to this larger assignment is changing the introduction paragraphs so they become transition paragraphs between each main idea.

Here is an overview of what they already know how to do and what they will be asked to do in this section:

1. They know how to find a beginning, middle, and end for their topic.
   Five-Paragraph Report: The students will turn the beginning, middle, and end into <u>paragraphs</u>.

   Three- to Five-Page Research Report: The students will turn the beginning, middle, and end into essays. Another approach would be to find three or four main ideas and write a report for each of these. Either way, the concept is the same; think of three or four main ideas and write an essay on each.



The Five-Paragraph Essay
Research Report

Directions: Follow the steps below to help you write your research report. Check off each step as you complete it.

_____

My Research Report Topic

_____ 1. Gather three resources for your topic. Two sources must be hard sources such as a book, magazine, or newspaper. One resource can be a soft source such as an Internet website or video.

_____ 2. Setup for Notes

*If using the premade worksheets, skip to Step 5:

1. **1st Sheet of Paper**: Write "Main Idea #1 Note Page" on the top center. Write "Possible 3 Main Ideas" on the first line. Skip eight lines and write "Main Idea #1." Skip two lines and write "Resource #1 Citation." Skip two lines and write "Resource #1 Notes" and below that write "Page #" in the margin. On the back of this paper, write "Resource #2 Notes," "Citation" on the line below, and "Page #" in the margin. Finally, in the middle of the page, write "Resource #3 Notes," "Citation," and "Page #" in the margin.

Thank you for previewing
How to Teach the Research Report