

Information

Report of Information Essay Defined

Although elementary teachers frequently assign the Report of Information essay, often the specific tools necessary for completing this challenging essay are not clearly presented. Students become frustrated. Teachers are disappointed in the projects they receive because “report of information” papers or projects too often merely regurgitate an encyclopedia or a CD-ROM. This indifferent copying is not used in FIRST STEPS.

“
... students
feel
empowered.”

In this program students, following a strict format for collecting information in note form, group the information into segments that lead into outlines and paragraphs which are finally written into a paper. Students discover that they have gained valuable knowledge about the topic and are able to write intelligently in their own words about the subject. Students also learn to become more specific in choosing a topic and thus become more interesting writers of report of information essays and projects. The wonderful consequence is that students feel empowered.

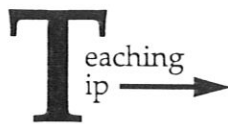
Lesson 1

Materials:

- Master 2:1, Level 1 CUTOUTS
- Master 4:1, TOPIC CLUSTER CHART, one per student plus overlay
- Master 4:2, BING-BANG-BONGO NOTECARDS, one per student plus overlay
- Master 4:3, MINI-RESEARCH PAGE, BOOK 1, one per student plus overlay
- Master 4:4, MINI-RESEARCH PAGE, BOOK 2, one per student plus overlay

Procedure:

1. Review with students the Bing-Bang-Bongo process taught in previous lessons.
2. Explain that the new essay format to be studied and practiced is called a report of information. Further explain that what makes this format different from other essays is that the author must look up information and use it in the essay. The first step is to choose a topic.
3. Hand out to each student a TOPIC CLUSTER CHART.
4. Using an overlay of Master 4:1, TOPIC CLUSTER CHART, have the students suggest a topic to write in the main topic circle of the cluster. After several suggestions, tell them we are going to use **Dinosaurs** as an example. Tell everyone to write **Dinosaurs** in the main topic circle.
5. Brainstorm together subtopic ideas, orally. Then, have students write **Tyrannosaurus Rex** in the Bing square; **Deinonychus** in the Bang triangle; and **Utah Raptor** in the Bongo circle.
6. Explain that now that we know what to look for, we are going to do a mock, or pretend, report of information fact search. We will all do one together and learn how to use BING-BANG-BONGO NOTECARDS and how to take notes on these special cards.
7. Hand out the mini research pages and the BING-BANG-BONGO NOTECARDS. (Note that the mini research pages are smaller versions of encyclopedias and magazines.)



The TOPIC CLUSTER CHART can be very useful for organizing thoughts about the subject.

Lesson 2

Materials:

- Master 4:1, TOPIC CLUSTER CHART, one per student plus overlay
- Master 4:2, BING-BANG-BONGO NOTECARD SHEET, one per student plus overlay
- Master 4:3, MINI-RESEARCH PAGE, BOOK 1, one per student plus overlay
- Master 4:4, MINI-RESEARCH PAGE, BOOK 2, one per student plus overlay
- Master 4:5, DUAL BOOK NOTECARDS, BOOK 1, one per student plus overlay
- * Master 4:6, RESEARCH OUTLINE PAGE, one per student plus overlay—or Master 4:9, RESEARCH OUTLINE POSTER, one per student plus overlay

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Model this procedure slowly and carefully. Do not rush to turn the students loose too early. It is easier to have this procedure solidly understood, even if it is slow, than to have many students confused and in need of reteaching.

It is a good idea to teach the Roman numerals for the outline page as part of your math lesson for the day, as it will connect the writing with other curriculum areas.

Choose one of these two for your students, whichever you feel is more appropriate.

Procedure:

1. Hand out DUAL BOOK NOTECARDS handout. After reviewing Lesson 1, students will follow the same procedure they used with Book 1 to develop notes on Book 2; namely, writing short notes for Bing on the Bing card, short notes for Bang on the Bang card and for Bongo on the Bongo cards with all cards marked **Book 2**. Tell them they will be using *both* sets of cards—those taken from Book 1 and the new set from Book 2.
2. Display Master 4:4, MINI-RESEARCH PAGE, BOOK 2 overlay. Have students read BOOK 2 Notecards on the DUAL BOOK NOTECARDS handout. When they are finished, have them cut apart the notecards and put all BINGs together, all BANGS together, and all BONGOS together.
3. Hand out the either the *Master 4:6, RESEARCH OUTLINE PAGE overlay or the Master 4:9, RESEARCH OUTLINE POSTER overlay. Explain that they will put all notecard facts completed yesterday and today onto this PAGE (or POSTER), whichever you have chosen. *Call attention to the Roman numerals.* Tell students they are used in outlines and sometimes on clocks and watches. For outlines they will need to know the numerals to about six: I for 1, II for 2, III for 3, IV for 4, V for 5, and VI for 6.
4. * Display either the PAGE or POSTER overlay. Start with the title blank, writing **My Three Favorite Dinosaurs** and then have students copy words onto their PAGE or POSTER.

3. Label their notecards with the corresponding Roman Numeral from the outline that matches the ideas of the notes. Then have students rewrite their notes in the space provided.
4. Tell the students to reread their notecards. Then have them write their introduction using the Bunch of Bananas concept: first, stating the main topic; then, listing the three main ideas of the essay. (For those students who are ready, encourage them to use an Interest Catcher.)
5. After the introduction is written, tell the students to look at their outline and then their notecards for their Bing ideas. Then, write these facts and ideas into one paragraph of complete sentences about Bing.
6. Repeat the same procedure with Bang and Bongo.
7. Explain that the last thing to do is to write a summary. Remind the students that they must put each of the three monkeys back into the Barrel of Monkeys by repeating Bing-Bang-Bongo and then using a strong conclusion.
8. Have student work in pairs using Master 4:7, REPORT OF INFORMATION COMMENT SHEET, to make sure their three Bing, Bang, and Bongo ideas are clearly stated in their introduction, body, and conclusion. Also have them double-check all facts on the notecards to see if they were included, and if not, why not? Last, have them check to see if the flow of the Report of Information Essay follows the Outline. Finally, have students compare their rough drafts with the DINOSAUR MODEL ESSAY you display on the overhead.



The instruction given here is deliberately redundant. Remember, however, your chief purpose is to teach students to control their research and to learn to write about it in a clear, concise manner.

Lesson 5

Materials:

- Rough draft from Lesson 4
- Master 2:11, WRITING RUBRIC—page 2:23 in the Teacher Guide and page 4 in the Student Guide
- Editing tools—thesaurus, dictionary
- Pencils

Procedure:

1. Have all students take out their rough drafts from Lesson 4.



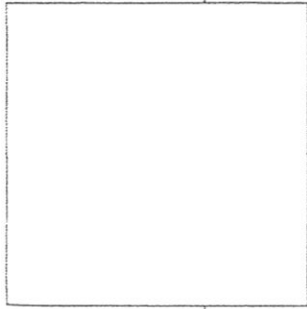
Either provide resource books yourself, or schedule your students into your school library to obtain Bing-Bang-Bongo notes.

4. Once rough drafts have been completed, repeat the comment sheet editing as detailed above. Use the anchor essays in the Student Guide as models for style improvement.
5. Once final drafts have been completed, use Master 2:10, RUBRIC EVALUATION PROCEDURE, as a method to give a final evaluation to the essays.

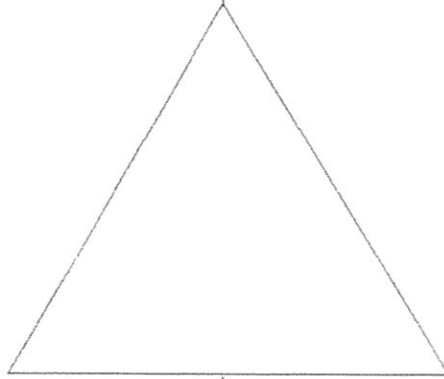
Masters

Ch. 4

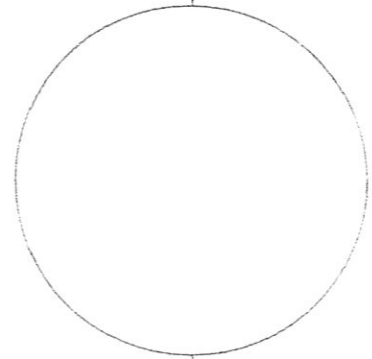
Main Topic: _____



Bing: _____



Bang: _____



Bongo: _____

Summary: _____

BING-BANG-BONGO NOTECARDS

List your information source after the colon:

List your notes:

Book: _____	Student name: _____
Bing: _____	
1. _____	
2. _____	
3. _____	

List your information source after the colon:

List your notes:

Book: _____	Student name: _____
Bang: _____	
1. _____	
2. _____	
3. _____	

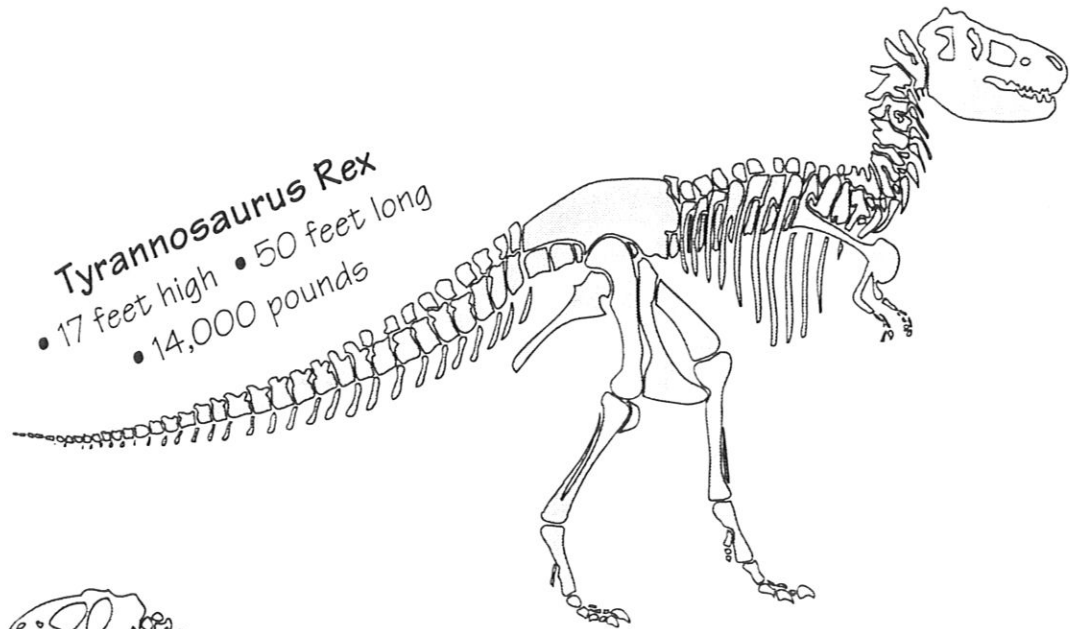
List your information source after the colon:

List your notes:

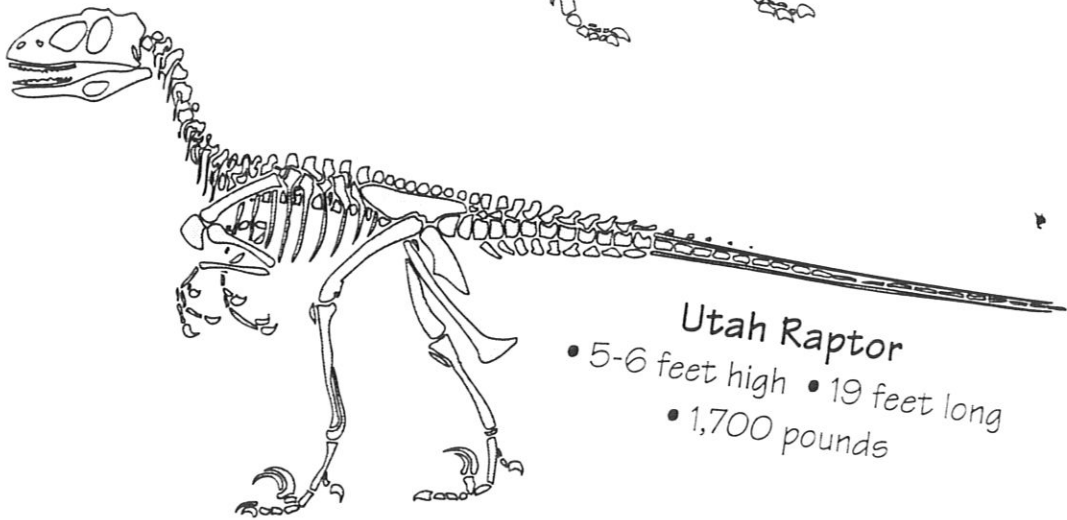
Book: _____	Student name: _____
Bongo: _____	
1. _____	
2. _____	
3. _____	

from **1000 Fantastic Dinosaur Facts**

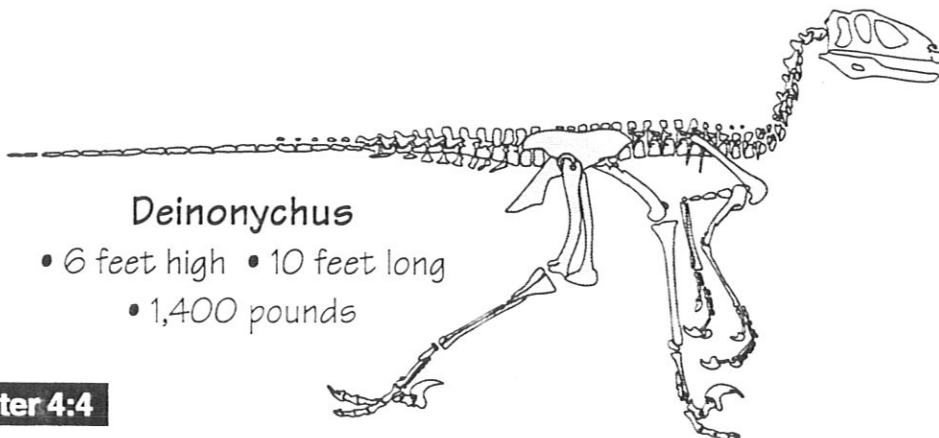
Other World Publishers, Alpine, California, 1995



Tyrannosaurus Rex
• 17 feet high • 50 feet long
• 14,000 pounds



Utah Raptor
• 5-6 feet high • 19 feet long
• 1,700 pounds



Deinonychus
• 6 feet high • 10 feet long
• 1,400 pounds

Master 4:4

Title: _____

I. Bunch of Bananas

(List the your BING, BANG, and BONGO ideas.)

A. BING: _____

B. BANG: _____

C. BONGO: _____

II. The BING idea: _____

A. BING facts from Book 1

1. _____

2. _____

B. BING facts from Book 2

1. _____

2. _____

III. The BANG idea: _____

A. BANG facts from Book 1

1. _____

2. _____

B. BANG facts from Book 2

1. _____

2. _____

IV. The BONGO idea: _____

A. BONGO facts from Book 1

1. _____

2. _____

B. BING facts from Book 2

1. _____

2. _____

V. The BARREL OF MONKEYS summary:

A. Restatement of BING, BANG, and BONGO: _____

A. Challenge to the reader—if using Level 2: _____

DINOSAUR MODEL ESSAY: "The Three Most Terrible Dinosaurs"



"The first paragraph is the **Introduction**, called the **Bunch of Bananas**."

In the deep, dark forest 20 million years ago, a ferocious roar echoed through the trees. That forest belonged to the toughest three dinosaurs of them all. They were the mean, hungry Tyrannosaurus Rex, the small but strong Deinonychus, and the sharp-clawed Utah Raptor.



"The second paragraph is named after me."



BING

I know the Tyrannosaurus Rex means "tyrant lizard." He was really big. He was 17 feet tall and 50 feet long, and he weighed at least 14,000 pounds. Western North America was his home, and he liked to eat meat all the time.



"Hi! I helped with the third paragraph of this exciting essay."



BANG

The Deinonychus sort of looked like a raptor. His name means "terrible claw." His height was six feet, he was ten feet long, and he weighed 1,400 pounds. He also lived in western North America.



"The fourth paragraph is labeled with my name."

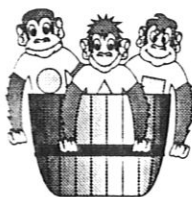


BONGO

The Utah Raptor was not really a big dinosaur. His name means "predator from Utah." His size was five to six feet tall, 19 feet long, with a weight of 1,700 pounds. When this raptor was hungry, he killed and ate animals for the meat.

"This final paragraph is the **summary**, also known as the **conclusion**, the **Barrel of Monkeys**."

In summary, my three favorite dinosaurs are the Tyrannosaurus Rex, the Deinonychus, and the Utah Raptor. I think they are fascinating, and I hope you have enjoyed reading my research about these great animals who lived so long ago.



Master 4:8