

Lesson 12

RESEARCH AND GATHER
INFORMATION W.3.7, W.3.8

INTRODUCTION

Real-World Connection

SCIENCE CONNECTION

One day, Mateo's soccer coach heard thunder and rushed the players off the field. They could not see lightning, but the coach said the weather could be dangerous.

The next day, Mateo asked his teacher why thunder and lightning are dangerous. She said that Mateo could do research about it for a science report. How should Mateo research the danger of thunder and lightning? We will practice these skills in the **Guided Instruction** and **Independent Practice**. Then, we will come back to Mateo at the end of the lesson.

What I Am Going to Learn

- How to choose a topic and do research
- How to use books and digital sources to get information
- How to organize the facts and write them in my own words

What I May Already Know W.2.7, W.2.8

- I know how to work with a partner or group to research and write a report, or record observations in science.
- I know how to recall information from experiences or sources to answer a question.

WORDS TO KNOW

research

sources

narrow

recall

summarize



Vocabulary in Action

THINK ABOUT IT

Think of a topic you like. Go to a library to find books about it. Take notes about what you already know. Jot down what you want to learn. Is your topic too big? Is there a smaller part on which you can focus?

You will find words in this lesson that are used in many ways.

- When you **research** a topic, you find out all you can about it and take notes.
- Information comes in many forms. Different forms of information are called **sources**. Sources can be printed, like books. Other sources can be digital, like web pages. In a research report, you use information from two or more sources. Take notes from your sources.
 - The best sources to use will depend on your topic.
 - For a recent event, Internet sources can be best. The Internet is very current.
 - For a paper on a famous person from the past, books can be good sources.
 - This chart shows types of sources.

PRINT SOURCES	DIGITAL SOURCES	OTHER MEDIA
books, magazines, newspapers, brochures, pamphlets	web pages, online newspapers, online encyclopedias, online videos	TV programs or news shows, speeches or talks, radio reports, interviews

TIPS AND TRICKS

Not all websites are good sources. Look for websites written by experts on your topic.

- When you have too much information for one report, you might need to **narrow**, or focus, your topic.
- Sometimes, you **recall** information to answer a question. To recall, you remember things in your life and information you already know. Here is an example. A prompt asks you to tell about a time you learned a new skill. Take notes about your experiences. Tell what skill you learned. Tell how you learned it. Then use your notes to draft a response.
- To **summarize** means you write down the important points from your research. You can do this by taking notes. Here are some ways to take notes.
 - Use a highlighter to mark key parts.
 - Make notes on the page.
 - Jot down facts on note cards.

Mateo found a source that said, “Lightning can do strange things, like make a tree explode. Lightning heats the sap in the tree trunk. The sap changes to steam. The steam expands and blows up the tree.” Mateo wrote in his notes, “It is not safe to be under a tree in a storm. A lightning strike can make a tree explode.”

GUIDED INSTRUCTION

A student wrote this research report about hurricanes. Notice how the student includes information from sources and from her own experience. Pay close attention to the highlighted sentences and the tips.

Project Hurricane

Genre: Student Sample Writing

Hurricanes are a powerful type of storm. **1** They usually happen in the tropics. They are also called *tropical cyclones* because they are fast swirling storms. A hurricane is formed by strong winds and thunderstorms.

Meteorologists study the weather. They let you know when a storm is coming. They tell you how to prepare for it. There are two warnings meteorologists use. **2** A *hurricane watch* lets you know that there will likely be bad weather. A *hurricane warning* is when there is definitely dangerous weather. Last year during hurricane season, my family and I had to go to our aunt’s house because there was a hurricane warning in our town.

Meteorologists also categorize hurricanes on a wind scale. **3** This is called the *Saffir-Simpson Hurricane Wind Scale*. It goes from 1 to 5. A lower number means a lower wind speed. A CAT 1 hurricane is not as strong as a CAT 5 hurricane. A CAT 5 hurricane is very dangerous. Storms this strong can have wind speeds up to 157 miles per hour.

A CAT 4 hurricane hit Texas a few years ago. It reached wind speeds of up to 150 miles per hour. **4** I remember seeing on the news the damage it caused. Houses were destroyed and trees were uprooted. I even remember seeing a boat that had been thrown into someone’s house!

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TIPS AND TRICKS

Use an outline to organize your notes. Start with the introduction. Then, add main point #1. Then, add main point #2. Finally, add the conclusion.

HINT, HINT

Before you write, research print and digital sources. Include facts, details, and examples.

1 In the introduction, the writer tells the topic of the paper.

2 The writer gives facts about hurricane warnings. Underline the personal experience that the writer includes.

3 The writer uses information from sources to tell about the hurricane wind scale.

4 The writer uses research and personal experience to tell about a hurricane in Texas.

5 The writer explains what a storm surge is.

6 In the conclusion, the writer restates the main points.

Storm surges are another danger from hurricanes. This is when the storm makes sea water rise and flood the land. 5 This is a problem for people who live near water and the coast. Water can rise as high as 20 feet during a storm surge.

Hurricanes are dangerous. It is best to be prepared for a hurricane before it hits. 6 You should make sure you have plenty of food, water, batteries, and flashlights. Have a safe place to go. It is better to be safe than be sorry!

Can you complete this table using information from the student's report?

Introduction	
Main Point #1	
Main Point #2	
Conclusion	

How Am I Doing?

What questions do you have?

Write a topic you would like to research. List three sources you would use to start gathering information on the topic.

Have you ever had to prove that something you told a friend was true? How did you use research to prove your point?

SKETCH IT

In the margin below, draw a picture of a topic you would like to research.

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

- I. Write a research report about one of these types of extreme weather: tornado, blizzard, hail, or dust storm. First, define the weather event. Then use information from personal experience and from print and digital sources. Use the outline below to plan your report.

HINT, HINT

Use an outline to plan the order of your information. Group similar facts and details together.

TIPS AND TRICKS

Reread the prompt carefully. Focus on only one type of extreme weather. Narrow the topic even more if you need to.

I. Introduction

- A. Introduce your topic.

II. Main Point #1

- A. State your first point.

- B. Details

III. Main Point #2

- A. State your second point.

- B. Details

IV. Conclusion

- A. Restate your topic.

- B. Add a final thought.

