

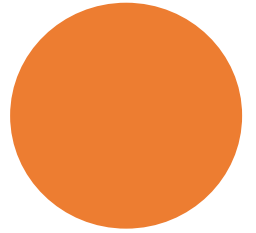
SECOND TRIMESTER WRITING PROMPT

WRITE A REPORT ON A **SCIENCE-RELATED**
TOPIC





PART TWO



I can organize my notes.

I can write all the parts of my report—body, introduction, and conclusion.

I can add a brilliant title!



AFTER YOU FINISH YOUR RESEARCH

- Organize your ideas into sections
- Write what you learned in paragraphs
- Your body should be 3-5 paragraphs



EVERY PARAGRAPH IN THE BODY

- Each gets a heading that briefly describes what the paragraph is about
- Each starts with a topic sentence that gives the subject of the paragraph
- Each needs to have information you discovered in your research with important facts and details to explain the topic of the paragraph





TO ADD TO
PARAGRAPHS

At least one paragraph gets a direct quotation from one of your sources:

“Mount Katmai's 1912 eruption in Alaska ... was 30 times larger than the eruption of Mt. St. Helens in 1980”

(<https://www.usgs.gov/news/20th-century-s-largest-volcanic-eruption>)

TO ADD TO PARAGRAPHS

At least one gets an image,
which could be a photograph,
a chart, or a graph



TO ADD TO PARAGRAPHS

OPTION—You can add a multimedia element, such as a link to a video or audio clip



AFTER YOU ARE ALL
DONE WITH YOUR
BODY ...



NOW WRITE THE INTRODUCTION

Your introduction DOES NOT SAY:

- My topic is ...
- I'm going to talk about ...
- This is what my paper is about ...

Your introduction DOES:

- Name your topic
- Tell enough about it to get the readers interested—a good one “hooks” the reader!
- (There's a sample introduction paragraph on slide 6)

AND THE CONCLUSION

Your conclusion DOES NOT SAY:

- In conclusion...
- I hope you liked my paper.

It DOES NOT start talking about some new topic.

- In addition to volcanoes, earthquakes are interesting too.

Your conclusion DOES:

- Quickly sum up (or summarize) your main points
- Wrap up what you want to say

It's your last chance to get your big idea across.



You want something snazzy!

Science books and articles often have a double title—the boring, ordinary one that tells what the book or article is about, and the fun one that grabs everyone’s attention. You can do that too:

“Mt. St. Helens: The Mountain that Blew its Top!”






THE TITLE!

“Mt. St. Helens: The Mountain that Blew its Top!”

(Notice how the two titles are separated by a colon. And notice how both are treated like titles when it comes to capitalizing—you need to capitalize the first, last, and all important words in *each* title.)



THE BIBLIOGRAPHY

- Make a list of the credible sources you used.
- Follow the guidelines we gave you!
- Alphabetize entries.
- Use reverse-indent. (Get your Learning Coach to help!)

Bibliography

Corvallis, Patrick. "Development Threatens Farmland." *Mesilla Valley Bulletin*. 8 Apr. 2004: A3. Print.

Fellon, Brad. "Aurora Borealis." *Travel*. May 2004: 36-41. Print.



THROUGHOUT

- Use formal language (no contractions or slang, no abbreviations, no first or second person pronouns)
- Use domain-specific language (use proper scientific terms)
- Use transitions to connect and relate ideas
- Follow the rules for correct spelling, punctuation, capitalization, grammar, and usage
- *Get your Learning Coach to help!*

