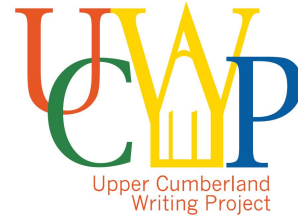


FÜN FACTS :High Interest Research Reports!



Read, Cover, Remember, Retell, Write
READ only as much as 2 fingers can cover.

COVER the words with 2 fingers.

REMEMBER what you have just read. (It is okay to take another look).

RETELL what you have read to yourself or to a partner.

WRITE what you just said in your own words.

Read, Cover, Remember, Retell, Write

Benefits:

Other instructional uses:

Procedures for Top Ten Lists

1. Set up:
 - a. Begin by listing facts about your subject.
 - b. Put stars next to the “oooh” facts or any facts that seem surprising or interesting or beyond general knowledge. What are the facts that everybody knows? What are the facts that seem new?
 - c. Try to find more “oooh” facts before writing your Top Ten list.
2. Choose a title.
 - a. Much of the humor in a Top Ten list comes from the title.
 - i. Top Ten Ways to Get a Polar Bear at You
 - ii. Top Ten Things to Do After You’re Elected the First President of the United States
 - iii. Top Ten Places to Eat if You Are a Toad
 - iv. Top Ten Reasons to Become a Hurricane
 - v. Top Ten Things to Say to Your Mother When You Tell Her You Want a Pet Honeybee
3. Start writing your list.
 - a. Try to make general facts more specific.
 - b. Mix real facts with funny or silly facts. Your true facts are the straight man and your funny facts are the comedian.
 - c. Experiment with ordering your facts different ways to create the funniest effect.
 - d. Doesn’t have to be *Top Ten*. It can be *Top Eight* or *Top Five*.

Top 5 Reasons Why I Want to be a Cockroach

1. If I were a cockroach, I could hold my breath for 40 minutes.
2. Nobody could sneak up on me because I have feelers on my butt that sense movement.
3. My itty bitty claws would let me climb walls.
4. Because I can live a month without food, I wouldn't have to eat my mom's cooking.
5. I could lay around the house doing nothing for 18 hours a day.

Top Ten Lists

Benefits:

Other instructional uses:

Procedures for "A Day in the Life of ..."

Set up:

- Look closely at your research and decide which are the most important facts about the subject you are studying. Circle them and think about one day in the life of your subject.

Write your story:

- If you are writing about a scientific concept, try narrowing the concept by picking one particular event.
- If you are writing about a historical figure, perhaps you may want to record a key event in his or her life.
- You may write in third person (he, she) or first person (I, me).
- The more you include truthful facts in your story, the funnier your account will be.
- Illustrate your story.
- Try introducing funny ideas like what would happen if Paul the Polar Bear tried to attend human school.

"A Day in the Life of..."

Benefits:

Other instructional uses:

Mentioned Resources

51 Wacky We-Search Reports: Face the Facts with Fun (2003) by Barry Lane

No More "I'm Done!": Fostering Independent Writers in the Primary Grades (2010) by Jennifer Jacobson

But How Do You Teach Writing? A Simple Guide for All Teachers (2008) by Barry Lane

Revisit, Reflect, Retell: Time-Tested Strategies for Teaching Reading Comprehension (2008) by Linda Hoyt

Make it Real: Strategies for Success with Informational Text (2002) by Linda Hoyt

Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 (2009) by Lynne Dorfman & Rose Cappelli

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades (2009) by Georgia Heard & Jennifer McDonough

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