

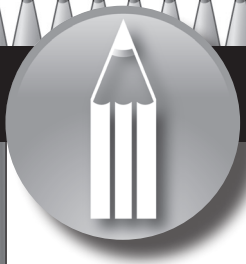


# **Grade 2 Informational Writing Guide**

## **Student Pages for Print or Projection**

**SECTION 4: Research**

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# Student Page

Name: \_\_\_\_\_

## WHY ARE BEAKS IMPORTANT?

Your class has conducted some *research* on why these birds' beaks are important. Based on your research, complete the "Why is it important?" question for the **heron** and **barn swallow**. The **cardinal** has been done for you. Use the sentence starters at the bottom of the page to help you.



Cardinals have orange triangle-shaped beaks. They use these to crack open the seeds they eat.

Hérons have long, thin beaks that come to a sharp point at the end.

Why is this important? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Barn swallows' beaks are very small and flat.

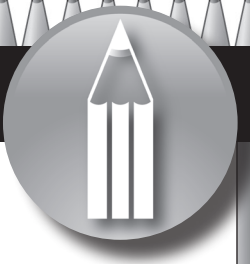
Why is this important? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



### Sentence Starters:

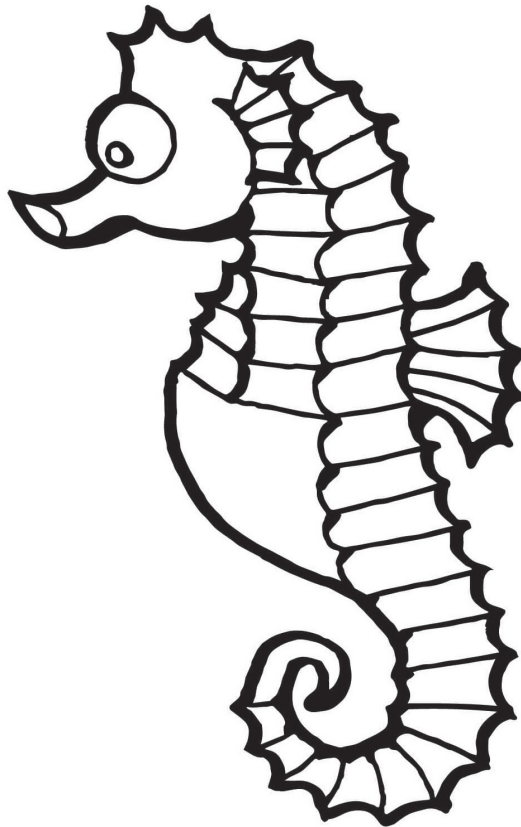
- They use their beaks to \_\_\_\_\_.
- The barn swallow \_\_\_\_\_.
- These unique beaks help them \_\_\_\_\_.
- These feathered fisherman \_\_\_\_\_.
- This makes it easier to \_\_\_\_\_.
- Their beaks are designed to \_\_\_\_\_.



Name: \_\_\_\_\_

## LOOK AND LEARN!

Look at this illustration, below. Is the image realistic enough for you to know what a seahorse really looks like? What are you wondering about seahorses? Your teacher will chart your research questions about seahorses. Then, with your class, you'll find the answers to your questions. Finally, color in your seahorse realistically, and write information sentences about these fascinating creatures on the lines below.



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Name: \_\_\_\_\_

## USING PHOTOS TO GENERATE RESEARCH QUESTIONS

You found a photograph of \_\_\_\_\_ at [images.google.com](https://images.google.com).

List some of the details you see in the photograph.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now think of some questions you have about the photograph. What does the photo make you wonder? List your *research questions*, below.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



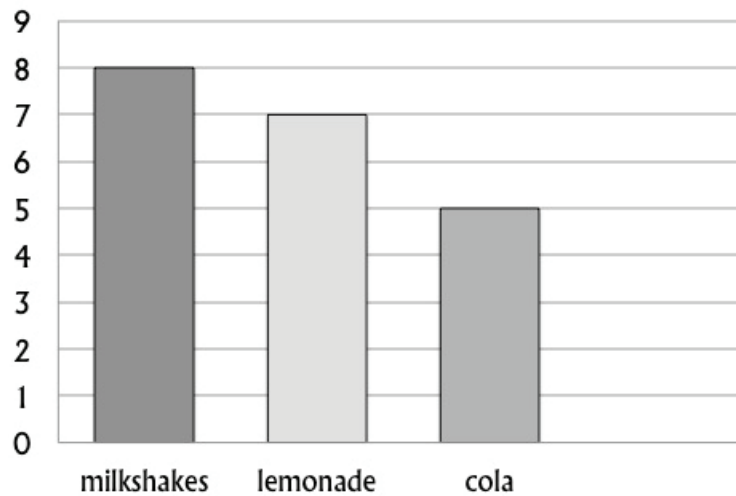
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## FINDING FACTS IN BAR GRAPHS

Look at the *statistics* shown on the bar graph below. Read sentences that use some of these statistics and see if you can write one of your own.

**REMEMBER:** A *statistic* is a fact represented by a number.

20 students in Ms. Brown's class were asked if they preferred a cola, milkshakes, or lemonade on a hot summer day.

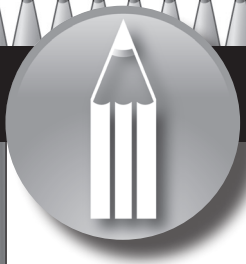


- 8 said they preferred milkshakes
- 7 said they preferred lemonade
- 5 said they preferred cola

1. Out of 20 students, 8 think a milkshake is the best drink on a hot summer day.

2. Only 5 students said they preferred cola.

3. \_\_\_\_\_  
\_\_\_\_\_



# Student Page

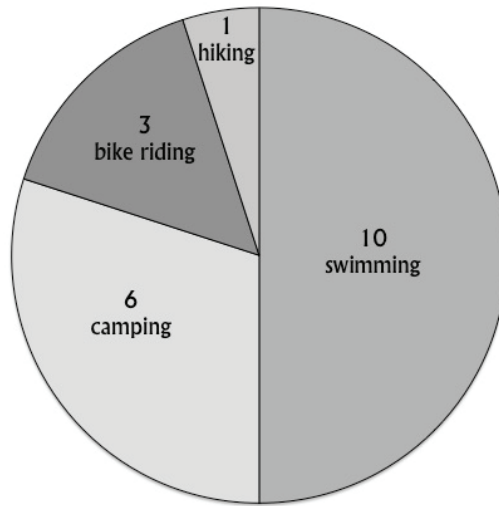
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## FINDING FACTS IN PIE CHARTS

Look at the *statistics* shown on the chart below. Read sentences that use some of the facts from the chart. See if you can write one of your own.

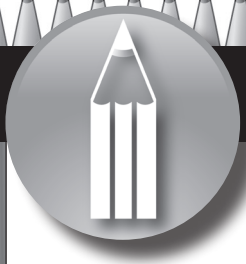
**REMEMBER:** A *statistic* is a fact represented by a number.

Of the 20 students in Ms. Brown's class:



- 10 prefer swimming
- 6 prefer camping
- 3 prefer bike riding
- 1 prefers hiking

1. Swimming is the most popular summer fun activity among the students in Ms. Brown's class.
2. Only three of the 20 students in Ms. Brown's class prefer bike riding.
3. \_\_\_\_\_  
\_\_\_\_\_

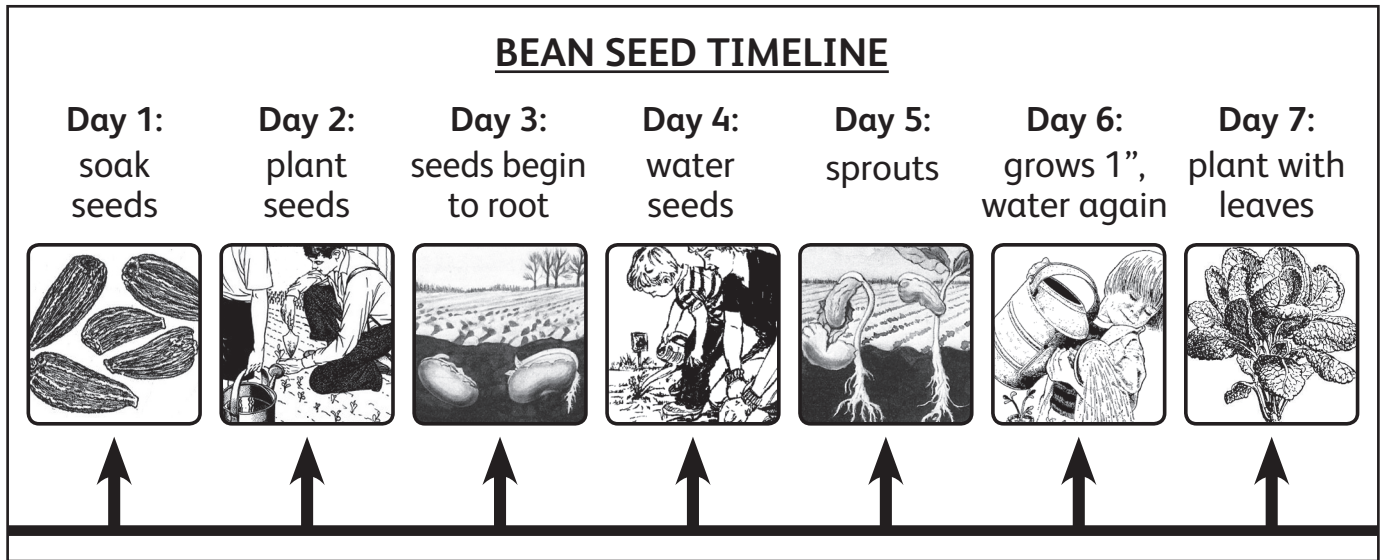


# Student Page

Name: \_\_\_\_\_

## BEAN SEED TIMELINE

One second-grade classroom planted bean seeds! Watch what happened over one week's time! Then use the information on the timeline to write about this process. Use **sentence starters** to help you.



1. On the first day the class soaked the bean seeds.
2. The second day they planted the seeds and waited and watched until day 4.
3. On day 4 the class watered the seeds.
4. Day 5 was exciting because \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.

### Sentence Starters:

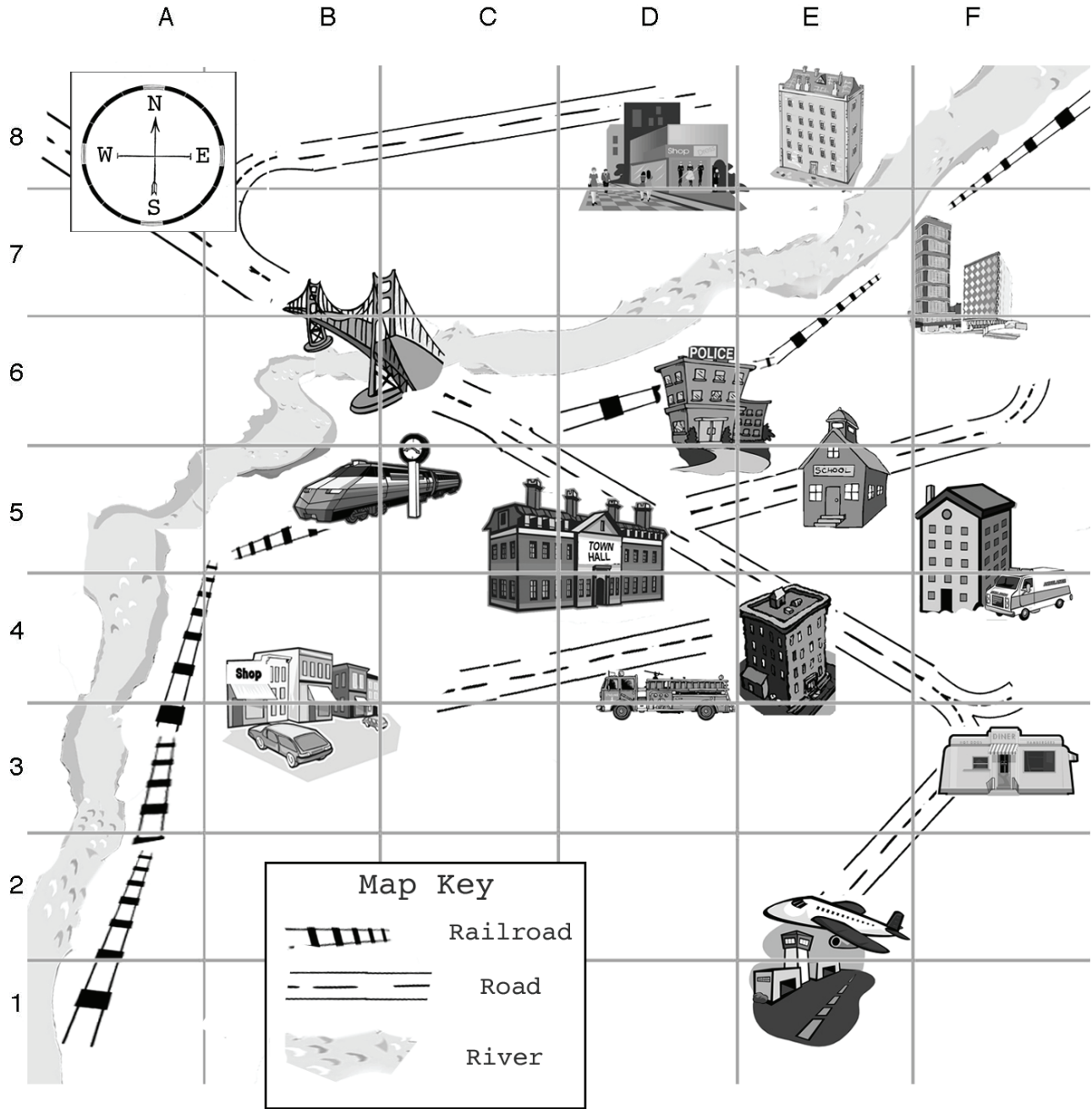
- The timeline reveals that \_\_\_\_\_.
- We see that on Day 6 \_\_\_\_\_.
- After planting, the seeds were watered \_\_\_\_\_.
- One week after soaking \_\_\_\_\_.
- The entire process took \_\_\_\_\_.
- On Day 3 \_\_\_\_\_.



# Student Page

Name: \_\_\_\_\_

## MAP OF TOMSVILLE







Name: \_\_\_\_\_

## TOMSVILLE QUESTIONS

Authors use information from maps for many purposes. Imagine you're writing a travel brochure about the town of Tomsville. Use information from the map to answer each question.

Ex.

1. Where would visitors find the Town Hall?

Visitors would find the Town Hall right in the center of town.

2. What are three ways people could travel in and out of Tomsville?

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3. What might a fisherman enjoy in the town of Tomsville?

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4. Where would visitors find shopping in Tomsville?

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5. If a visitor wanted to eat breakfast before a morning flight, where would she go?

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**BONUS:** Write your own informational sentence about Tomsville, based on information found on the map.

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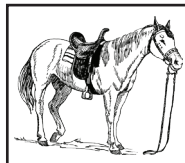
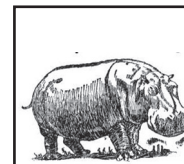
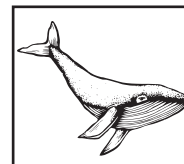
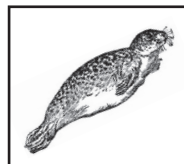
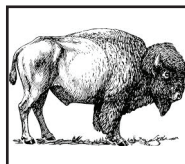
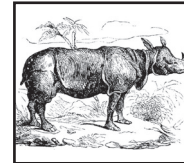
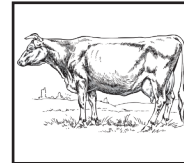
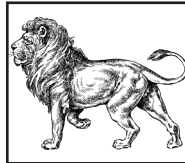
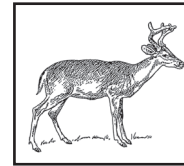
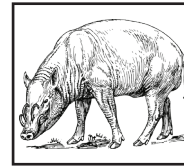
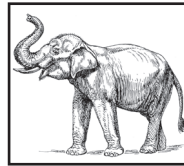
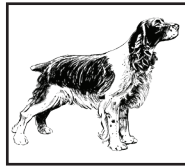
Name: \_\_\_\_\_

## INFORMATION IN A BULLETED LIST

Sometimes information can be presented in a bulleted list. A **bullet** is a dot placed in front of each item on the list. Look at the details in the bulleted list, below. What do you suppose is the TOPIC that umbrellas this list? Read the list, fill in the TOPIC, and add several more bulleted items to the list. (*Hint: each animal on the bulleted list gives birth to live young.*)

TOPIC: \_\_\_\_\_

- dogs
- elephants
- pigs
- deer
- lions
- giraffes
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Now, using the sentence starters, write several sentences based on the information on this list.

**Sentence Starters:**

- An example of a mammal would be \_\_\_\_\_.
- The list also includes \_\_\_\_\_.
- A \_\_\_\_\_ is \_\_\_\_\_.
- Another example \_\_\_\_\_.
- Bullet point three highlights \_\_\_\_\_.
- This list of mammals \_\_\_\_\_.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## KEY VOCABULARY: FINDING INFORMATION WITHIN TEXT

**Table of Contents:** Found at the front of the book, the table of contents lists the parts or chapters of a book.

**Glossary:** Usually found at the end of the book, a glossary defines words you will need to know to understand the text. In some books, short glossaries appear at the beginning of each chapter.

**Chapter Title:** This tells you what the chapter or section of the book will be about.

**Headings:** Usually appearing in **bold-faced type like this**, headings sum up the main ideas of a section of text.

**Keywords:** Often in **bold-faced** or *italicized* type, these words are often defined in the glossary or within the text itself. To understand the text, you need to know the keywords.

**Diagrams:** Simple drawings that can help you understand the text. **Charts** and **graphs** are other visual ways to present information within text.

**Illustrations and Photographs:** These are another way to help you understand keywords or concepts. Unlike the diagram, the photograph or illustration is realistic and provides lots of specific detail. **Captions** appear underneath photographs or illustrations, often in italics. They tell you about the picture.



# Student Page

Name: \_\_\_\_\_

## THE BOOK DETECTIVE

1. What is the **title** of your book?

\_\_\_\_\_

2. Turn to the **Table of Contents**. What are the titles of the first two chapters?

\_\_\_\_\_

\_\_\_\_\_

3. Look in the first **chapter** or **section**. Can you find any **keywords** that are defined within the text? If so, what are they? (Hint: Look for words in **bold-face** or *italic* type!)

\_\_\_\_\_

\_\_\_\_\_

4. Are there **headings** that tell you the main ideas of the first chapter or section? If so, what are they?

\_\_\_\_\_

\_\_\_\_\_

5. Can you find an **illustration** or **photograph** in your book? If so, what is this illustration or photograph helping to explain?

\_\_\_\_\_

\_\_\_\_\_



# Student Page

Name: \_\_\_\_\_

## RECOGNIZING GOLDEN BRICKS (1)

Read the paragraph below. Highlight the “Golden Bricks,” the **statistic** in pink and the **expert quote** in yellow.

### Learning to Swim

You don't need to have a pool or live near the beach to learn how to swim. Ms. Daly, a swimming teacher, explains, “Everyone needs to be able to swim in order to stay safe near the water.” Most towns and cities have a town pool and offer lessons for people of all ages. The American Red Cross reports that almost one-half of American adults cannot swim.





Name: \_\_\_\_\_

## RECOGNIZING GOLDEN BRICKS (2)

Read the paragraph below. Highlight the “Golden Bricks,” the **statistic** in pink and the **expert quote** in yellow.

### Dancing Lessons

Learning how to dance is a fun activity for boys and girls. Dancers must be strong and well-coordinated. They develop good memories and learn how to work together. Dan Black, a star high school football player, says, “I took dance lessons when I was little and they helped me become a good athlete!” According to one local dance school, about 80 % of their students are girls. Dan encourages more boys to take dance class.





Name: \_\_\_\_\_

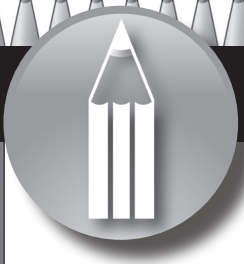
## RECOGNIZING GOLDEN BRICKS (3)

Read the paragraph below. Highlight the “**Golden Bricks**,” the **statistic** in pink and the **expert quote** in yellow.

### Sushi

Sushi is a favorite Japanese food. It is made from raw fish, fish eggs, and vegetables wrapped in rice and seaweed. It can be dipped in a hot sauce called wasabi or topped with salty soy sauce. Marissa, who’s been to Japan many times, says, “Sushi is not only yummy, but it’s good for you!” Many people agree! In fact, in the U.S. over 2 billion dollars are spent on sushi every year!





# Student Page

Name: \_\_\_\_\_

## MORE ON QUOTES AND STATISTICS

Authors use these “Golden Bricks” to add powerful specific detail to their writing. Read each example and try your hand at completing each quote or statistic.

1. Here is what a pilot named Jane Evans said: *It’s dangerous to land a small plane in the fog.*

Now, you try writing this as a **quote**:

Airplane pilot Jane Evans explained, “ \_\_\_\_\_  
\_\_\_\_\_.”

Now, circle the TAG word. (A tag word is a word like *said*.)

2. There were ten children at the lunch table. Three out of the ten agreed that ice cream sandwiches are the best school dessert.

Try writing that as a **statistic**:

At one lunch table, \_\_\_\_\_ out of \_\_\_\_\_ students \_\_\_\_\_  
\_\_\_\_\_.

3. Think of something your mom tells you in order to keep you safe.

Try writing it as a **quote**.

My mom always says, “ \_\_\_\_\_  
\_\_\_\_\_.”

Now, circle the TAG word.

4. Think of your family around the breakfast table. How many of you are grumpy in the morning?

Try writing that as a **statistic**:

In my family \_\_\_\_\_ out of \_\_\_\_\_ of us are \_\_\_\_\_  
\_\_\_\_\_.

5. Think of something you’d like to say to your best friend. Try writing that as a **quote**.

\_\_\_\_\_, “ \_\_\_\_\_.”

Here, add a pronoun and TAG word.