1. Focus

Introduce the Mentor Informational Report

Read aloud the title. You may also wish to display the informational report using the interactive whiteboard resources.

Say: The title of this informational report is “Ice Pops.” What do you think this report will be about? Allow students to share their predictions.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the article, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Informational Report

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose), to highlight key features of an informational report:

1. The author tells the information in a way that is logical, or makes sense.
2. The author may include facts from a primary source—meaning someone who had direct experience with the topic.
3. The author researches the topic and uses accurate information in the report.

Presenting Information in a Logical Order

Page 13, after first paragraph. Say: I see that the author explains how Frank Epperson created an ice pop by accident before telling what he did with this invention as an adult. The author tells how the name was first Epsicles, then Pop’s ‘sicles, then Popsicles. Authors of good informational reports make text easy to follow by putting facts in an order that makes sense.

Primary Sources

After reading page 13. Say: Here the author tells me how many billions of Popsicles are sold each year “according to the Popsicle Web site.” This is using a primary source. It is called a primary source because the facts about the Popsicles come from the Popsicle company itself; it is the source closest to the facts. Informational text writers use primary sources so readers hear from the sources that have direct experience with the topic. Primary sources often provide accurate information.

Researching and Using Accurate Information

Page 14, after first paragraph. Say: The author tells me about Nero, a Roman ruler, who mixed honey and nuts with snow and ice to make a flavored ice. To include this fact, the author had to do research—he studied and read to learn about the history of icy treats. But the author has to do more than just research. He must put down the facts in his report accurately. That means he must be...
very careful and write the exact facts that he learned about Nero. Doing good research is especially important to writing informational reports because this type of writing depends on facts.

Presenting Information in a Logical Order
After reading page 14. Say: At the start of the article, the author told me how Popsicles were invented. He finished that part of the story before telling about “Popsicle relatives” in this last section. Near the end of the article, he explains the history of cold treats that people eat in other parts of the world. The author organizes the information for me, helping me get a picture of the history of Popsicles and other icy sweets. Having facts organized helps readers of informational reports.

2. Rehearse

Respond Orally to the Mentor Informational Report

After reading, invite students to share their personal reactions to the text by asking questions such as:
• What did you picture when you read about Frank Epperson inventing his first frozen treat?
• What did the ending make you think about?

If necessary, model the following sentence frames to support ELs and struggling students:
• I pictured ______.
• The ending made me think about ______.

3. Independent Writing and Conferring

Say: Today we learned that writers of informational reports arrange information in a way that makes sense to readers. We also learned that a report writer researches a topic and checks facts. Remember these features when you write your informational reports.

During independent writing time, ask students to write as many facts as they can that they learned from listening to the mentor report.

4. Share

Bring students together. Invite volunteers to share the facts they remembered from the mentor informational report. Reinforce the concept that a report provides facts about a nonfiction topic.

Make the Mentor Text Comprehensible for ELs

Beginning
Point to the photographs on page 13. Say: This is a Popsicle. This girl has a Popsicle. A Popsicle is an ice pop. There are other ice pops, too. Use images from the interactive whiteboard resources or label images you have gathered to help readers understand the frozen treats mentioned on page 14 of the text: snow cones, piraguas, and shaved ice. Point to a world map and say the names of places mentioned in the book as homes of frozen treats: Rome, Puerto Rico, Central America, South America, Southeast Asia, Korea, and Japan.

Beginning and Intermediate
Say: This informational report is about ice pops. It tells how Popsicles were made. It tells about other frozen treats. Encourage students to share any experiences they have had with frozen treats.

Intermediate and Advanced
Ask: Do you like Popsicles? Do you like shaved ice? How are different icy treats made? Encourage a background-building discussion about Popsicles and other icy treats and how they are made.

All Levels
Display the images using the interactive whiteboard resources to front-load key content vocabulary and concepts for the read-aloud.