Read Aloud a Mentor Informational Report 2

1. Focus

Introduce the Mentor Informational Report

Say: Today I’m going to read an informational report titled “Before You Play.” What do you think we might learn about in this article? Allow students to share their predictions.

You may wish to display the informational report on the interactive whiteboard resources so that students may follow along as you read aloud.

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 of an informational report researches the topic and uses accurate information in the report.

2. The author may use graphic features, such as photographs and diagrams, to support the facts in the report.

Researching and Using Accurate Information

Page 6, after second paragraph. Say: The author describes the field in a way that allows me to picture it in my mind. She doesn’t just say, “Soccer is played on a field.” She tells the size and shape of it—a rectangle 100 yards wide and 130 yards long—and she describes the markings. To find these exact measurements, she had to research the topic, and then she recorded the facts accurately for her readers. I’m going to read on and see what other facts I can learn about soccer.

Using Graphic Features

After reading page 7. Say: I’ve read about what soccer players wear, but on this page I see photographs with labels that point to specific parts of a soccer player’s uniform. The diagram helps me understand what I’ve read in the text. It supports the text and gives me visual information that the text cannot give me. A good informational report writer thinks about how to use graphic features to help readers.

Researching and Using Accurate Information

After reading page 8. Say: I can tell that the author really understands the game. She has done her research and studied the details so that she can tell them to me in a way that I can easily understand. In this paragraph, she clearly
explains the offside rule in soccer. In order to do this, she needed to research the rules so she could explain them accurately to her readers.

Using Graphic Features
Page 9, end of article. Say: I see another graphic feature on the page: a photograph. To the left of the photo is a sentence in smaller letters. That is a caption. The caption explains what is in the photograph. This caption says that the photo shows a penalty kick. The perspective of the photo makes me feel like I’m on the field. I can see the kicker looking right at the ball and how much net the goalkeeper has to cover. The goalkeeper has a look of concentration on his face. This photo supports the facts the author has presented and also adds drama to the text.

3. Independent Writing and Conferring

Say: Today we listened to another mentor informational report to learn more about the features in a good informational report. We learned that before we write a report, we need to research our topics. We also learned how graphic features can help readers understand the topic.

Encourage students to think of any topic they know about and to draw or write one or more graphic features that provide information about that topic (for example, a chart, graph, labeled picture, or map).

4. Share

Bring students together. Invite volunteers to display the graphic features they developed and to discuss how these features would be helpful within an informational report.

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:

• Did you like this informational report? Why or why not?
• What did you picture in your mind as you listened to the article?
• Do you feel that you understand the game of soccer better now? Why or why not?
• Which graphic features in the article were most helpful to you, and why?

If necessary, model the following sentence frames to support ELs and struggling students:

• I liked/didn’t like this informational report because ______.
• I pictured ______.
• The most helpful graphic feature was ______. It helped me ______.

Make the Mentor Text Comprehensible for ELs

Beginning
If possible, bring some soccer equipment to class: a ball, cleats, and shin guards. Identify each item for students and label them. Point to these items on page 7 of the mentor text and to the actual items. Say: This is a soccer ball. These are shin guards. These are cleats. You put on shin guards before you play. You put on cleats before you play. Label each item. Provide the following sentence frames to help students talk about the equipment:

This is ______.
These are ______.
Players wear ______.

Intermediate and Advanced
Encourage students to tell what they know about soccer to build vocabulary and background information. Ask: Who plays soccer? What can you tell me about the game of soccer?

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