Introduce the Mentor Informational Report

Say: Today I’m going to read an informational report titled “Migrating Animals in the Sky.” Migrating animals travel from one place to another. What sort of animals do you think we’ll learn about in this report? 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 “Strategies to Support ELs.”

Read Aloud the Mentor Informational Report

Read the text aloud, 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 exact information in the report.
2. The author presents the information in the report in a way that is logical, or makes sense.
3. The author shows that there are different ideas, or viewpoints, about the information so that readers can come to their own conclusions.
4. The author may include a quotation from someone who is an expert on the topic. This is called a primary source.

Researching a Topic
Page 18, after first paragraph. Say: The author includes a lot of information about monarch butterflies. She had to do research to learn about monarchs. At the top of page 18, the author points out an interesting fact: some scientists have found that some monarchs live longer than a month. The author didn’t make up this fact. She got the information from her research, from the Wildlife Conservation Society.

Presenting Information in a Logical Order
After reading page 18. Say: On this page, the author carefully explains the steps in the migration of butterflies. She describes what happens in a logical order, and it helps me understand why the monarchs that fly north again are the grandchildren of the original migrants. Informational reports include information in a logical order that readers can easily follow.

Including Different Perspectives
Page 19, after first paragraph. Say: At the beginning of this paragraph, the author asks a question about how butterflies know to fly to a place they’ve never seen before. She explains that there are different perspectives, or points
of view, about how butterflies know. Often informational reports include more than one perspective so readers can come to their own decision about how monarchs behave.

Using Primary Sources
After reading page 19. Say: Informational reports include information from primary sources, which are people or documents closest to the topic. The author uses the study from Warnell School of Forestry and Natural Resources and the study by Dr. Zoey Katz that supports the Warnell study.

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 find particularly interesting in this report? Why did it interest you?*
- *Dr. Katz is an insect expert. Why do you think the writer included information from Dr. Katz in her report?*

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

- *I liked this informational report because ______.*
- *The most interesting thing was ______.*
- *I know the author researched butterflies because ______.*

3. Independent Writing and Conferring

Say: We learned that writers of informational reports research the topic to learn about it. When they write, they present information in a logical order and provide more than one idea on the topic.

Invite students to write a paragraph about any informational topic they know something about.

4. Share

Bring students together. Invite volunteers to read aloud their paragraphs. Discuss features of informational texts that are reflected in their writing.

Make the Mentor Text Comprehensible for ELs

**Beginning**
Show photographs of birds and butterflies or display them using the interactive whiteboard resources. Label the pictures using self-stick notes. Label a map of the world with the places mentioned in the text: North Pole, South Pole, North America, Canada, and Mexico.

**Beginning and Intermediate**
Say: This informational report is about animals that migrate. These animals fly. (Use a globe or world map to show how the terns fly from the North Pole to the South Pole.) The birds fly from the North Pole to the South Pole. (Point to the map on page 19. Trace the route the butterflies follow.) The butterflies fly from the north to Mexico in the south.

**Intermediate and Advanced**
Point to the photographs on pages 16 and 17 or use those from the interactive whiteboard resources. Ask: What are these birds doing? What do you know about birds? What do you know about butterflies? Encourage a background-building discussion about birds and butterflies, their habitats, and why they migrate.

**All Levels**
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the content of the mentor text: north/el norte; south/el sur.

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