



# Getting curious, finding out: reading nonfiction at Level 1

Sharing a book with a child can open up a world of wonder, excitement, rich discussions, and ongoing learning. Nonfiction books offer a unique foundation for children to learn about topics of interest, to expand their vocabulary, and to actively explore information through engaging with photos, labels, and glossaries. Use this guide with Level 1 books in the Super Readers series to foster curiosity and to explore together with children.

## Before you read

**Book selection** Have the child choose a book based on their interests. For instance, if you know they are curious about animals, point them to *Ponies and Horses*.

Ask the child questions about what they already know about the topic and other questions to engage them. For example, "What do you know about \_\_\_\_?", "What else might you want to learn about \_\_\_\_?"

Encourage them to look at the front and back covers and tell you what they notice. Ask them to find the title and read it. Ask them to find the title page and read the title again. Ask, "What do you think this book will tell us about \_\_\_\_?"

Have the child turn to the table of contents and read the chapter titles. Show them how to find a specific topic using the page numbers. Provide a topic from the table of contents and have them locate it in the book.

**Set purpose for reading** Review what they wanted to learn about the topic, and tell them they are going to read to learn more.

## While you read

Have the child start to read the book out loud. Help them with words they may not know, or show them how to use the pronunciation guide to read unknown words.

When they come to bolded words, pause to show that bolded words are important to know. Model how to use the glossary to find out more about that word.

When they come to a page with an image, artwork, or photo, ask them to share what information we can learn from the pictures. If images have labels or text boxes, have them read and discuss the words.

When they come to an illustrated vocabulary bar, pause to highlight each illustration and word. Use the word in sentences and have them practice using the word. For example, if the word is “unloaded,” you may say, “My car was full of groceries; it needed to be unloaded.” Ask, “What are some things that may need to be unloaded?” For a challenge, ask them to answer in complete sentences: “\_\_\_\_\_ needed to be unloaded.”

At various points, when they turn to a new page, pause to have them look at the pictures and to ask what they think this page will be about before they start to read it. This will help them make predictions and then read to find out if they were right.

If they ask questions while reading, pause to discuss them and go back to a page that may help to answer those questions. Tell the child a page number on which to find information and have them locate the page using the colored page numbers.

## After you read

**After they finish the book, ask them questions about key details**

“What was the big idea you learned from this book?”

“Why do you think the author chose to include details about \_\_\_\_ (choose a part in the book)?”

Identify two parts of the book and ask them to explain how they are the same and how they are different.

What part do you think is the most important? (After they share, ask them to retell that part of the book. “Can you describe what happened in that part?”)

“What other books have you read that tell you about this topic?”

Review and examine some of the pictures and reread some of the pages. Ask questions that help them share what they learned from the pictures and what they read in the book. Ask, “How might this book have been different if there weren’t any pictures?”

Revisit some of the bolded words and ask them to share what they remember about those words and to use them in sentences.