



Getting curious, finding out: reading nonfiction at Pre-level

Reading 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 more about topics of interest, to build a wide vocabulary, and to actively explore an array of information through engaging with photos, labels, and picture glossaries. Use this guide with books in the Super Readers series to foster curiosity and to explore together with children.

Before you read

Book selection Start with the topics in which the child has shown an interest. For instance, if you know they are curious about dinosaurs, consider choosing *Meet the Dinosaurs*.

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 dinosaurs?", "What else might you want to learn about dinosaurs?", and "How would you like to meet a dinosaur today?"

Take a look at the front and back covers together. Read the title and author(s)'s name(s). Consider saying, "Let's read the title page." Open to the title page and read the title and author(s) again.

Set a purpose for reading Let's read to find out more about ____ (book topic).

While you read

As you read, make note of the different text features. When you come to a bolded word, consider saying, "This word is bolded, which means it is an important word to know. Let's look at the picture glossary to find out what it means." Then turn to the picture glossary, point out the word, and ask your child to use the picture to figure out what it means.

When you read a page with an image, artwork, or photo, ask them to share what they see. Discuss how the pictures can show information. Ask the child, "What did you learn from looking at this picture?" If images have labels, point to each word and read it.

When you read a page with an illustrated vocabulary bar, pause to highlight each illustration and talk about each word. Say a word and have them point to the illustration that represents that word. Use the word in a sentence and have them practice using the word. For example, if the word is "delicious," you may say, "My lunch tasted good; it was delicious!" Ask, "What are some foods that taste delicious?" For more of a challenge, ask them to answer in complete sentences: "_____ tastes delicious!" or "Some delicious foods are _____."

At certain points in the book, when you 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 you start to read it. This will help them make predictions and then read to find out if they were right.

If the child asks questions as you are reading, pause to discuss them and go back to a page that may help answer those questions. Consider telling the child a page number on which to find information and having them locate the page using the colored page numbers.

After you read

After you finish reading the book, ask the child questions about key details

"What was the most surprising part of the book? What do you think was the most important part?" (After they share that part, ask them to retell that part of the book: "Can you tell me what happened in that part?")

Go back and examine some of the pictures and reread some of the pages. Ask questions that help the child share what they learned from the pictures and what they heard in the book. This helps them understand how both the words and the pictures can present information.

Go back to some of the bolded words and ask them to share what they remember about those words or ask questions about those words. For example, if the word is "delicious," you might ask, "What are some foods that are delicious?" If the child needs more support, go to the picture glossary and have them point to the pictures that represent each word.