



# Getting curious, finding out: reading nonfiction at Level 2

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 2 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 oceans or exploration, point them to *Submarines and Submersibles*.

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 the author will tell us about \_\_\_\_?"

Have the child turn to the table of contents and read the chapter titles. Provide a few topics from the table of contents and have them locate them in the book.

**Set purpose for reading** Ask, "What do you want to learn as you read?" and "What are the most important things the author wants you to know?"

## While you read

Have the child start to read the book out loud. Encourage them to use the pronunciation guide to read unknown words.

When they come to bolded words, pause to discuss them. Help them use the other words in the sentences to figure out the meaning. Model how to use the glossary to find out more about that word.

When they come to a page with images, artwork, or photos, ask them to share what they notice in the pictures. If images have labels or text boxes, have them read and discuss the words.

When they come to a different style of presentation or illustrated text boxes, pause to highlight each illustration and word. For example, if the page describes types of frogs, help them categorize the frogs by their characteristics. Ask, "What types of frogs blend in with their environment?"

At various points, when they turn to a new page, pause to have them read the headings and subheadings and to ask what they think this page will be about before they start to read it. This will help them use the text structure to help them organize the information as they read.

If they ask questions while reading, pause to discuss them, and have the child go back to a page that may help to answer those questions.

## After you read

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

"What was the main idea the author was telling us in this book? What details help you know that is the main idea?"

"Why do you think the author chose to include details about \_\_\_\_\_ (choose a part in the book)? If you could talk to the author about this book, what might you share with them or ask them? Are there parts that you would take out or other information that you would add?"

"Think about the most important parts of the book. Starting at the beginning, can you summarize the information by sharing the most important parts?"

"What other books have you read that have helped you investigate this topic?"

Revisit specific parts of the book to help the child organize the information. Identify certain parts of the book and ask them to explain how they are similar and different. Verbally discuss or draw a Venn diagram and label the similarities and differences.

Review the text features to help the child identify how nonfiction books can present information. For example, you could examine bolded words, pages with labels or particular headings, and subheadings to review. Ask, "How might this book have been different if there weren't any visual features such as pictures, headings, labels, or bolded words?"