

## Lesson 19: Readers Need Strategies for Reading Nonfiction Books

*NOTE: This is meant to be only an introductory lesson to nonfiction. Your Nonfiction Unit of Study will be where you will go into more depth about specific strategies.*

### Supplies Needed:

- Nonfiction book of choice that is well above grade level, but has several pictures and diagrams, a table of contents, an index and bold words with a glossary to match. (Be sure it is a topic of interest for most of your students. An animal is always a good choice for primary grades.)
- Strategies for Reading Nonfiction Books Anchor Chart
- Markers

### Procedure:

- Gather your students together and show them the difficult book that you've chosen to share today. Discuss the term nonfiction and remind them that these types of books help us to learn new information about a topic.
- Share a few pages that have lots of text and comment about how it looks like it might be written for a much older student.
- Ask them what they already know about the topic and let several students share. After complimenting them about how much they already know, tell them that they've already shown one GREAT strategy for reading nonfiction books – *Think about what you already know about the topic.* Discuss how this can be helpful if they see a word they don't recognize in the text, but it could be a word that they do, in fact, KNOW because of their previous knowledge of vocabulary. They might be able to make it match!
- Next, discuss how readers might not always need to read a nonfiction book from the beginning to the end, like they would need to do with a fiction book (although they certainly can!). Nonfiction books can be

used to find out pieces of information that are needed to answer questions or just to learn some new facts about a topic.

- Open the book to the Table of Contents and show this to the students. Ask students if they know what information it shares. Accept answers and approximations and then discuss how it should be used. Let them know that they could use this to pick something specific about the topic to learn more about.
- Go through each of the selected text features in the same way – showing the students what it looks like in the book and discussing how to use those items to learn something new from the nonfiction book.
- Tell students that their task today during independent reading is to make sure they have at least one or two nonfiction books in their book bags (and if not, they need to make plans to exchange a few).
- Send them to do their independent reading. For those that have nonfiction books in their bags, tell them that you will expect them to share some of the things that were discussed at the end of independent reading time.
- Gather the students together and have students share examples of the text features they found and what they learned from them.
- If your students are ready, you can extend this lesson with more involved nonfiction text features such as tables, graphs and charts.
- Display the anchor chart on the wall for students to refer to as they read nonfiction books and also to reference as your students are learning about new topics in science or social studies.

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