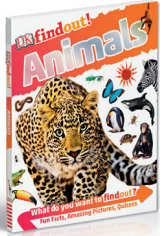


# DK findout!

## STEM



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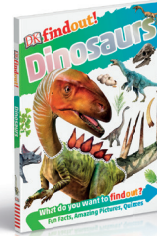
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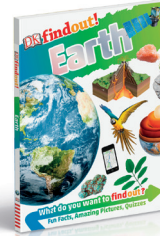
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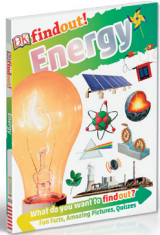
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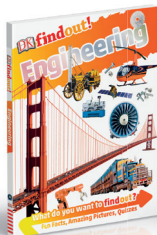
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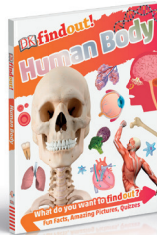
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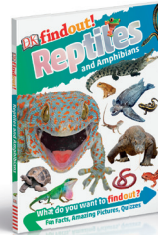
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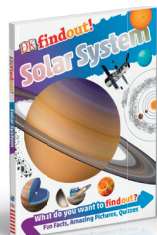


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## HISTORY



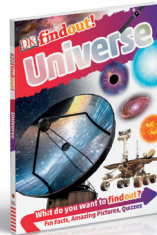
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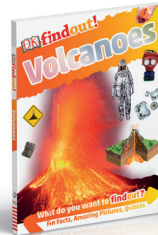
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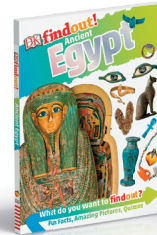
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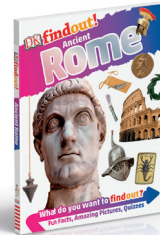
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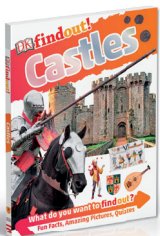
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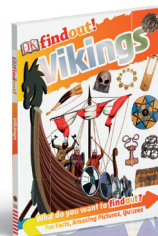
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# Teacher's Guide

Prepared by



Reading Is  
Fundamental  
RIF.org

# DK findout!

## Note to Educators

DK has devoted itself to creating nonfiction publications that are not only accessible for children but interesting to them as well. Their children's books make learning fun by including stimulating visuals, kid-friendly language, and offering a wide range of topics to be explored. Nonfiction texts are not always easy to incorporate into classrooms, but DK has found that particular balance of education and entertainment with publications that keep children reaching for these titles again and again.

The **DKfindout!** series has perfectly struck this balance. From computer coding to world history, from dinosaurs to space, there is a book in this series that will capture even the most reluctant reader's attention. Each book in the series presents content through a variety of mediums, including illustrations, timelines, photo collages, and maps. The carefully designed presentation of information on each topic helps contribute to its aesthetic appeal but, more importantly, to its educational relevance.

These books can be used as classroom reference guides for research. They are also effective as presentation tools, given the wealth of annotated images and graphics. One could be used as an anchor text to a thematic unit or individual lesson. They are great resources to keep in the classroom for students who prefer to read nonfiction texts or who show an interest in specific topics. Display these books in the classroom, and watch as they fly off the shelves.

The series is recommended for students in grades 1–4.

The team at RIF has prepared these teacher's guides with educators in mind. The team consists of the following people:

Edward Deleon, Chief Program and Content Officer

Keisha Siriboe, PhD, Director of Programs and Content

Pamela Thornton, former educator and librarian for Anne Arundel Public Schools in Maryland

Adele St. Martin, pre-service educator and researcher for RIF



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## Lesson Plan

For additional resources go to RIF's Literacy Central ([www.rif.org/DK](http://www.rif.org/DK)). There you'll find word lists, puzzles, games, and other resources. To see the complete series in Literacy Central, input "DKfindout!" in the search bar.

## Discussion Questions

### Pre-Reading Questions

Before students begin reading any of the books, ask the following pre-reading questions. For example, the following questions are about the WWII book but can be easily adapted to fit any of the topics in this series.

- Suppose you want to learn about the history of the war. How would you expect this information to be presented?
- If you wanted to learn about famous people from WWII, how would you expect this information to be presented?
- How would you expect to learn about the technology of WWII?
- Let's recall the features of nonfiction texts!
  - Can anyone tell me where I could find the table of contents? What about the glossary?
  - What is the main function of the glossary?
  - What genre does this book fall into?
- Before you read:
  - Think about what you already know about the subject.
  - What are some questions you want to have answered by reading this book?
- Think about:
  - How people at the time lived.
  - How inventions during the war changed the way we live today.

### Reading

Make the series available for students to read in the classroom. Once all students have had time to examine several books in the series, discuss the post-reading questions below and give students the opportunity to look at the book again to answer them.



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# DK findout!

## Post-Reading Questions

After students have reviewed and read several of the books, engage them with these post-reading prompts and questions.

- Using the information in the book, sketch a timeline of key events. (CCSS.ELA-LITERACY.RI.3.3, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.5.3)
- Who are some of the key people mentioned in this book? Why are they important? (CCSS.ELA-LITERACY.RI.3.3, CCSS.ELA-LITERACY.RI.4.3, CCSS.ELA-LITERACY.RI.5.3)
- Find an annotated illustration in the book—one that combines text and graphics—and explain to the class what is going on in the picture. Use the text labels to clarify the contents of the image. (CCSS.ELA-LITERACY.RI.3.7, CCSS.ELA-LITERACY.RI.4.7, CCSS.ELA-LITERACY.RI.5.7)

## Cross-Curricular Activities (Review and Assessment)

Here are some differentiated post-reading activities to do with your students:

### Writing Activity

- What is the coolest fact that you learned from a book in this series? Write down your fact and the title of the book containing that fact. Share this with the class. (CCSS.ELA-LITERACY.SL.1.4, CCSS.ELA-LITERACY.SL.1.5)
- Write a short story (7-10 sentences) using at least three words from your chosen book's glossary. Put yourself in the story, imagining (subject of book) from your point of view. (CCSS.ELA-LITERACY.W.3.3)
- Can you find two books with overlapping time periods or similar events? Consider the differences and similarities between them and write them down using complete, grammatically correct sentences. (CCSS.ELA-LITERACY.RI.4.9)

### Critical Thinking and Analysis

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCSS.ELA-LITERACY.CCRA.R.8)

- Ask students to choose two chapters that they found the most important or interesting and explain why. Ask them to distinguish whether they liked those specific chapters because they learned the most in that chapter or because they liked the images the most. (CCSS.ELA-LITERACY.RI.2.9)
- Choose a topic from one of the books (either an event or a person) and find a biased news article on the same topic. Divide the class into small groups then ask them to analyze each of the texts and find differences between them. Finally, tell them to look at the source of the information to determine its reliability. (CCSS.ELA-LITERACY.RI.4.9)





## Cross-Curricular Activities (Review and Assessment) - Continued

### Multimedia Presentation

Create a presentation using the text and imagery from the book to summarize its content. Include the following elements:

- An annotated illustration
- A timeline or process document
- Key people

(CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2)

### Group Activity

Inform students that they will be creating a game of “Guess Who/What?” They will work together with their group to write down 10 clues describing some event or person from their assigned book. Each group will have a different book, and after writing down their facts, they will have the opportunity to present in front of the class.

- The group stands in front of the class and takes turns reading their facts.
- After each fact, the group will pause and allow for the rest of the class to try to solve the puzzle. If all the facts are read and no one has guessed the group’s event or person, they will then reveal it to the class.

(CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.4)



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