

Page Helper Hunt

Students connect simple page features to how they help readers.

K.P.AC.1.d "Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	TITLE	NUMBERS	SPACES
b	SPACES	TITLE	NUMBERS
c	NUMBERS	SPACES	TITLE

2 MATCH HELPERS _____

TITLE	•	•	READ
NUMBERS	•	•	TOPIC
SPACES	•	•	ORDER

HOW TO RUN THIS PAGE

Read each choice aloud and let students mark the page as you speak. Students show that a page's parts can help a reader find a topic, follow an order, or read print more easily. Ask students to explain their choice aloud after each mark.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY "Listen to the page helpers in each row: TITLE, NUMBERS, SPACES. Circle the helper that would help the reader most, then tell me why it helps."

ROW	SAY	STUDENTS CIRCLE
a	A reader wants to know what a page will be about. Which helper would help most?	TITLE
b	A reader needs to do steps in the right order. Which helper would help most?	NUMBERS
c	A reader wants print that is easier to see and read. Which helper would help most?	SPACES

PART 2 • MATCH HELPERS

SAY "Read the words with me. Draw a line from each page helper on the left to what it helps a reader do on the right."

- **TITLE** matches **TOPIC**
- **NUMBERS** matches **ORDER**
- **SPACES** matches **READ**

WHAT TO ACCEPT

Circle-row answers are TITLE, NUMBERS, SPACES. Match TITLE to TOPIC, NUMBERS to ORDER, and SPACES to READ. Accept oral explanations such as, "A title tells the topic," "Numbers show the order," or "Spaces make words easier to read."