The Book Hunt

Compare how different kinds of directions work for different visitors.

5.7.R "Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the printed clue, circle two clues visitors could see, and number the speaker's message and the volunteer's gesture 1 and 2 so you can compare how they help visitors.

Finding the Story Card

1. At the library's weekend book hunt, visitors searched for a hidden story card near the science shelves. A printed clue said, "Find books about the ocean on the second floor." Blue paper waves hung above the stairs and beside the science shelves. A trail of paper footprints crossed the lobby floor toward the stairs. The words gave a precise destination, while the waves and footprints could be spotted from farther away.

2. During the hunt, a speaker played a short message: "Climb the stairs for your next clue." A volunteer also pointed up when visitors stopped at the desk. Mara, who had trouble reading the small printed clue, followed the blue waves and the volunteer's gesture. Theo, who could not hear the speaker over a noisy group, read the clue instead.

3. Inez used a wheelchair. The footprints ended at the stairs, so they did not show her a usable route. A volunteer pointed out the elevator across the lobby. At the end of the day, the team planned to add large-print clues and a second trail leading to the elevator. They kept the speaker message but knew it could not reach everyone.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the printed clue and the blue waves help visitors in different ways?

2. Why were the waves and the volunteer's gesture useful to Mara?

3. Which direction worked better for Theo, the speaker's message or the printed clue? Explain why.

4. Why did the footprints fail to guide Inez? How would the team's planned change help?

3 YOUR TURN

Your own words

Plan directions to a trade-in table at a school book swap in a noisy gym. In four sentences, describe two different ways to guide visitors, explain how each would help a different visitor, and name one limit of either way.

ANSWER KEY

The Book Hunt

GRADE 5 · 5.7.R

PART 1 · READ AND MARK

Underline the printed clue, circle two clues visitors could see, and number the speaker's message and the volunteer's gesture 1 and 2 so you can compare how they help visitors. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the printed clue and the blue waves help visitors in different ways?	**The printed clue names the ocean books and second floor, while the blue waves are easier to spot from far away and mark the stairs and shelves.**
2	Why were the waves and the volunteer's gesture useful to Mara?	**Mara had trouble reading the small clue. She could follow the visible waves and see the volunteer point up.**
3	Which direction worked better for Theo, the speaker's message or the printed clue? Explain why.	**The printed clue worked better because Theo could read it even though a noisy group kept him from hearing the speaker.**
4	Why did the footprints fail to guide Inez? How would the team's planned change help?	**The footprints ended at the stairs, which were not a usable route for Inez. A second trail would lead her to the elevator.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would post large signs that say "Trade-In Table" at both gym doors. A visitor who cannot hear announcements could read them. Student helpers could point to the table for visitors who are still learning to read. Pointing might be hard to see if a crowd blocks the helpers.

Accept explanations that connect a feature of each direction to a visitor's needs. For the open task, look for two distinct ways to guide visitors, two visitor perspectives, and one plausible limit.