Book Clue Hunt

Choose useful features, then add a heading to make a real text clearer.

1.T.SS.1.b "Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts. (C)"

NAME _____ DATE _____

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

1 FIND HEADINGS

Heading: _____

Rain falls from clouds.
Puddles form on the ground.

a	**Rain**	**Birds**	**Rocks**
b	**Seeds**	**Moon**	**Frogs**
c	**Teeth**	**Wheels**	**Stars**

2 FIND PAGES

a	**4**	**9**	**7**
b	**11**	**14**	**17**
c	**20**	**16**	**18**

ANSWER KEY

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HOW TO RUN THIS PAGE

Tell students that a heading, such as "Rocks," tells what a page is about. Explain that a page number helps readers find the right page. Read each row aloud, then have students circle one choice. Read the supplied two-sentence rain text with students. After the heading warm-up, each learner actually adds an appropriate heading on the blank line above that text, writing or dictating for exact adult transcription, and explains how it helps the reader.

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

PART 1 · FIND HEADINGS

SAY "The big words in each row can be book headings. Listen for what the reader wants to learn about, then circle the heading that would help the reader. Now listen to the two-sentence text above the rows. Add Rain, or another fitting heading, on its blank heading line. You may write it or dictate while I record it. Tell how your added heading helps a reader know what this text is about."

ROW	SAY	STUDENTS CIRCLE
a	A reader wants facts about rain. Which heading would help the reader find that page? Circle it.	**Rain**
b	A reader wants facts about frogs. Which heading would help the reader find that page? Circle it.	**Frogs**
c	A reader wants facts about wheels. Which heading would help the reader find that page? Circle it.	**Wheels**

PART 2 · FIND PAGES

SAY "The big numbers in each row can be page numbers in a book. Listen for the page the reader needs, then circle that page number."

ROW	SAY	STUDENTS CIRCLE
a	A reader needs page 9. Which number shows page 9? Circle it.	**9**
b	A reader needs page 11. Which number shows page 11? Circle it.	**11**
c	A reader needs page 18. Which number shows page 18? Circle it.	**18**

WHAT TO ACCEPT

Accept one clear circle per row. Answers are Rain, Frogs, Wheels, 9, 11, and 18. Also check the learner actually adds Rain or another suitable heading above the supplied rain/puddle text and explains the feature's help. Support handwriting/dictation; selecting isolated labels alone is the warm-up. No requirement to add every kind of feature.