Word Hunter

Overview: Given a modified book, students will seek words in the text to answer teacher questions.

Procedure:

1. Using Powerpoint or another word processing program, the teacher will modify and simplify, as needed, the content of a familiar classroom book (fiction or non‑fiction) so that it is printable and physically accessible (either with page fluffers or with switch access on a computer). Pictures and graphics may be added to support reading.

2. As a large or small group lesson, practicing reading through text with student(s) several times, highlighting important key words.

3. Develop a list of 3‑5 questions (more if needed) that can be answered with the key vocabulary that is highlighted.

4. Present student with a highlighter (enable highlighting if using switch/scanning program on computer) and present students with the questions related to the story you have just read, (either in written or verbal form) directing them to identify and highlight words in the text to answer their questions.

5. Provide feedback and support as needed, limit the field of choices and simplify the text further as needed.

ASOL Covered in this Activity:

3E‑‑CF1j: The student will ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

> **Extension Idea:** Have students generate the questions as well as using key words to answer questions.

3E‑‑CF2d: The student will answer questions to demonstrate understanding of fictional text.

3E‑‑CN1e: The student will answer *who* and *what* questions to demonstrate understanding of details in a familiar nonfiction text.

> **Extension Idea:** Create an experience story based on a current classroom event, have students us key words in the text to answer specific *who* and *what* questions.

3E‑‑CN2a: The student will answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text.

    Extension Idea: Create an experience story based on a current classroom event, have students us key words in the text to answer specific *who* and *where* questions.

5E--CF1a: The student will identify words in the text to answer a question about explicit information in fictional text.
    Extension Idea: Have students find the words in their simplified text that answer the teacher's questions and either write or type the answers.

5E--RW1a: The student will after listening to or reading a familiar text, determine the meanings of words and phrases.
    Extension Idea: Using a familiar simplified text, have students read and highlight words they do not know. Using context clues or dictionaries/online reference materials have them determine the meanings of these words. Add these words to classroom and/or student's personal word wall.

Materials Needed: Teacher generated simplified text, page fluffers, PowerPoint or word processing software, highlighters.

Instructional Setting: Classroom

Community Connections and/or Peer Interaction: Have students who are able read to one another and/or work in teams to locate words to answer teacher questions. Have students pair up to research and identify the meaning of new words. Take students to a public park (or another area with simple, informational signs) and have them locations and other information using the text and picture supports in the signs.

Functional Activity/Routine:
Provide students with a simplified bus or train schedule, ask them to describe the directions or destinations of the bus/train – using direction words from the text (such as west, east, north, and south).

Strategies to Collect Evidence:
Include copy of highlighted text and questions with highlighted keywords along with anecdotal record that includes prompts given and their responses to the questions.

Specific Options for Differentiating this Activity:

Begin teaching this lesson by identifying a word that answers a question from a limited field on one page and expand from there.

Allow students with physical and visual impairments to highlight or flag words using computer switch and scanning technology.

Use audio or braille texts for students with visual impairments.

Allow students to cut out, color over, or otherwise highlight words if they prefer.