

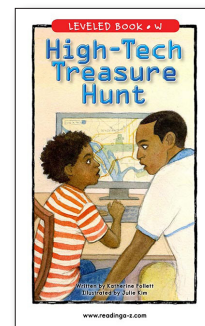
Key Question

How does technology keep us connected?

Vocabulary

Academic vocabulary: *focus (v.), image (n.), plan (v.), similar (adj.), visible (adj.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



Story words

- *exchange student (n.), GPS (n.), hosted (v.), online (adj.), treasure hunt (n.), website (n.)*

Enrichment words

- *coordinates (n.), Internet (n.), master (v.), Metro (n.), profile (n.), smartphone (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *High-Tech Treasure Hunt*.

Ask and answer questions

Before they read, have students examine the front and back covers, the title of the book, and the table of contents. Record any questions students may have about the book. As students read, they can answer the questions or pose new ones. After they read, have students use evidence in the text to answer the questions that were listed. Discuss where students can look to find answers to any unanswered questions.

Story elements

Discuss and chart story elements from the book, including the characters, setting, problem, solution, and any other important events. Have students retell the story, including all of the story elements.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why did Trey say everything changed when Hee Jung saw him playing Drill? (level 3)*
- *Where did Hee Jung's first clue lead Trey? (level 2)*
- *Which clue was in Hee Jung's selfie? (level 1)*
- *Why did the clue tell Trey to "just say go"? (level 2)*
- *How long had Hee Jung planned the treasure hunt? (level 2)*
- *Describe how you play Go. (level 3)*

Graphic organizer: Sequence events

Use the sequence of events [graphic organizer](#) to have students rewrite the events of the story in the correct order.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: In each box, list an event from *High-Tech Treasure Hunt*. List the events in the correct order.

