

# Let's Teach find

**FIND** is an exciting word because it is the act of discovering, and discovery is the foundation of learning. The level of what and how you **FIND** things and information changes based on your age. A young child may **FIND** Mom or Dad while playing “peek-a-boo” or “hide and seek.” School age children start to **FIND** out about a lot of things: what things are, how they work, where they come from. Explorers and scientists **FIND** new lands or new discoveries. And of course everyone **FINDs** missing items.



## FIND

Find the word in the vocabulary. **FIND** is typically a verb. If you can't locate **FIND**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



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## INTRODUCE

Use **FIND** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: “**FIND** means to get, to discover, or to learn. We **FIND** people when we play Hide & Seek. We **FIND** out information we go to school.”



## MODEL

Model the word throughout the day, touching **FIND** in the vocabulary anytime you say it.

“We need to **FIND** out what time it starts.”

“I need you to **FIND** your sister.”

“Did you **FIND** your shoes?”

“Let's **FIND** out what happened.”



## ENCOURAGE

Create activities to provide lots of models and practice with **FIND**.

Life the Flap Book: “Can you **FIND** the...”

Hide & Seek: “You hide and I will **FIND** you.”

App: Hidden Object: Will you **FIND** them all?

Scavenger Hunt: “I can't **FIND** it. Can you help me **FIND**...”



## EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.

Place things out of site. Wait for learner to show awareness and ask or comment “Help **FIND**.” or “I can't **FIND** it.” During class lesson ask questions about what people do/did. “What did Columbus do?” Wait for the answer “**FIND** things.”

