



Enhancements and Extensions

Once lessons have become routine, these additional tools will enhance students' interest and engagement.

Ideas for the Anchor Page

Before Introducing the Anchor Page Lesson

- **Anchor Word Scramble:** The teacher scrambles the letters of the anchor word. The teacher reveals the letters to students. Students, as quickly as they can, write the word they think is the anchor word. Students who write the anchor word quickly and correctly “win.”
- **Photo Flash:** The teacher flashes one or more photos or clipart pertaining to the anchor word. Students try to guess the anchor word based on the picture(s). Example: Cover of a Curious George book for the anchor word “curious.”
- **Reverse Read:** The teacher reads the word list and students guess the anchor word.

During the Anchor Page Lesson

- **Sound and Motion:** This activity occurs while the teacher reads the words in parentheses. Students cup their hands as if they were the parentheses and make a swooshing sound before and after the words are read.

After the Anchor Page Lesson

- **Movie Mime:** With a partner, students reenact the picture or scene they've drawn to represent the word list.
- **Favorite Word:** Students select a word from the list as their favorite. Students design a tag to wear their word.
- **Word Search:** The teacher provides a blank word search (see: createdbyteachers.com/blanksearchgrids.html). Students create their own word search using words from the anchor word list. Once completed, students swap their word search with a partner.
- **Money Word:** The teacher assigns each letter of the alphabet a monetary amount. Students figure out how much each word “costs.”

Word Exchange Lesson

After the Word Exchange Lesson

- **Reenact:** With a partner, students select and then reenact sentences from the page.
- **Funny Voice:** Students reread sentences using a funny voice.
- **Scooping:** The teacher models for students where natural pauses occur when reading a sentence. The teacher shows students these breaks with a pencil by scooping from the first word to the break.
- Example: Kim devours her favorite food, ice cream.

Quick Reads Lesson

After the Quick Read Lesson

- **Swapping:** Students replace all of the interesting underlined words in the selection with the original anchor word. This helps illustrate to students how an author's word choice impacts a text.
- **Picture Panes:** Instead of drawing one picture, students draw a series of pictures to represent the Quick Read selection.

Extended Reads Lesson

During the Extended Read Lesson

- **Alarm or Echo:** The teacher reads the selection, and as students hear and underline the words, they call out the word or make a sound. This helps students zone in on the selection and words.

After the Extended Read Lesson

- **Annotating:** Students reread the selection to annotate. Students can annotate for a skill (main idea, cause and effect, etc.), asking questions and making connections or visualizing.
- **Quiz Master:** Students create a series of 3-5 open-ended questions, based on the selection, for a partner to answer. Students swap questions with a partner. Questions must be answered with evidence from the text. Each question is worth 10 points. Students who answer all of the questions correctly are crowned Quiz Master.

- **Punctuation Highlight:** Students use a highlighter or crayon to highlight punctuation. The teacher can be specific about which punctuation gets highlighted. If desired, students can use more than one color for different punctuation (e.g., quotation marks in yellow). Students then reread the selection, being more mindful of the punctuation.
 - **Swift Summarizer:** Students use a graphic organizer such as Somebody Wanted But So to summarize the Extended Reads.
 - **Puzzle Piece:** The Extended Read is divided into sections and assigned a number (based on the number of sections). A group of students is assigned to each section. Students practice reading aloud their part of the text or their section. Then, as a class, each groups reads their section aloud in the sequence it occurs.
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Spicy Sentence Lesson

Replace the Regular Lesson with one of these...

The teacher models any of the ideas below before asking students to write using these variations.

These ideas replace the directions for Spicy Sentences.

- **Cartoon Caption:** Students are shown how writers of cartoons create thought or speech bubbles. Students then create their own using the word list from the anchor page or information in any of the selections.
- **Personalize It:** Students write about their personal connection to the words. Example: “This word or words make me think about ... because ...” The student should use the words in their connection. Sentences do not have to be connected to each other.
- **Dear John:** Students write a letter to someone (in class, historical, story character etc.). Students include words from the list or unit in their letter. An example of an appropriately formatted letter should be modeled for students.