

# One Stop Word Shop

## Vocabulary Lesson Book Directions



### **Lesson 1: Anchor Word**

**Directions:** Give students time to read this page silently.

1. Teacher reads each **heading** and the words underneath. Students follow along.
2. Teacher chooses two words on the list to model how each word can be used to **represent** the anchor word with slight differences in meaning.
3. Teacher says each word. Students should read and echo the words after the teacher.
4. Teacher asks one or more of the following questions.
  - What words did you **identify** or find that were exactly the same as the anchor word?
  - Which words were similar but had slight differences?
  - Is there a phrase that you like using to represent the anchor word?
  - Can you **articulate** or say an example of how you would use a word or phrase?
5. Teacher models how to draw a quick picture that represents a personal connection to the anchor word. Teacher explains the connection.
6. Teacher gives students one minute to **illustrate** their own picture related to anchor word.
7. After drawing, students will **explain** or describe with a partner how the drawing connects to the anchor word.
8. Students select one word or phrase from the exchange list to use throughout the week. Students record this word or phrase in a personal vocabulary journal.

Use the ideas below to enhance students' interest, increase engagement, or reinforce concepts.

- **Favorite Word:** Students select a word from the list as their favorite. Students design a tag to wear their word.
- **Anchor Word Scramble:** Prior to teaching the lesson, 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."
- **Movie Mime:** With a partner, students reenact the picture or scene they've drawn to represent the word list.
- **Picture It-** Search for images using the words found on the word exchange list. Show students the images. Ask students to decide which word from the exchange list would match the picture shown and explain why.

One Stop Word Shop  
Vocabulary Lesson Book Directions



## Lesson 2: Word Exchange-Fluency

**Directions:** Review word exchange list from anchor page. Give students time to read sentences silently.

1. Teacher reads each sentence aloud.
2. Students read the sentences with a partner. When partner is reading, students should track the sentences with their eyes and a finger.
3. Students will **draw conclusions** about the words. *What thoughts come to mind as you read each sentence?* Discuss your thoughts.
4. Teacher can model an example of how to **draw conclusions** with the first sentence. *This sentence makes me think...*
5. Students select a sentence from the lesson that uses a word or phrase they want to remember. Record this sentence in your vocabulary journal.

Use the ideas below to enhance students' interest, increase engagement, or reinforce concepts.

- **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.

# One Stop Word Shop

## Vocabulary Lesson Book Directions



### **Lesson 3: Quick Read**

**Directions:** Review word exchange list from anchor page. Gives students time to read the paragraph silently. Ask students to underline any exchange words.

1. Teacher reads paragraph as written and underlines words used from exchange list.
2. Students draw a picture to **represent** the **selection**. There should be **evidence** of the author's words in their picture.
3. Students discuss picture with a partner before and after drawing.
4. After students have drawn pictures representing the **text**, have volunteer(s) share their drawings with class or group.

Use the ideas below to enhance students' interest, increase engagement, or reinforce concepts.

- **Swapping:** Teacher will read the selection and replace a word from the exchange list with the anchor word to create a less interesting text. Discuss word choice.  
For example: The anchor word angry would replace the synonyms or exchange words used throughout the text.
- **Picture Panes:** Instead of drawing one picture, students draw a series of pictures to represent the Quick Read selection.

# One Stop Word Shop

## Vocabulary Lesson Book Directions



### Lesson 4: Extended Read

Directions: Review word exchange list from anchor page. Gives students time to read the selection silently.

1. Teacher reads the selection at a fluent but not fast pace, and model underlining words from exchange list. Review **key ideas** or details in the text or provide a quick summary.
2. Teacher preselects two questions from the Question Stem Example List below. Have students help answer the selected questions and use the text as **evidence** for each answer.
  - Determine** or decide a good title for this selection. Use **evidence** or proof from the text to **support** your answer.
  - Determine** the lesson, **central idea, theme**, or author's message and use details to **support** your answer.
  - Select one or more characters and use words from the text to **describe** or **compare** their actions and how they affect the story. **Cite evidence** or proof to **support** your answer.
  - Select one of the characters and **describe** their traits. **Draw some conclusions** and make decisions about the character. **Support** by **citing** details from the selection.
  - Synthesize** or give a short review of how \_\_\_\_\_ likely feels when (s)he \_\_\_\_\_. **Cite evidence** from the selection to **support** your answer.
  - Summarize** or give a short explanation of the story in 3–5 sentences.
3. Students turn and talk with a partner to **paraphrase** or **retell** the selection.
4. Students answer the following question: How did knowing the words in the text help your understanding of the selection? Record answer in a personal vocabulary journal.

Use the ideas below to enhance students' interest, increase engagement, or reinforce concepts.

- **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.
- **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.

# One Stop Word Shop

## Vocabulary Lesson Book Directions



### Lesson 5: Spicy Sentences

**Directions:** Review word exchange list from anchor page.

1. Teacher writes a bland sentence.
2. Teacher shares how to create a more interesting, “spicier” sentence using the guiding questions.
3. Teacher selects one word or phrase from the Word Exchange List.
4. Teacher elicits help from students to create a “Spicy Sentence” using the guiding question words.
5. Teacher asks students to work with a partner to create an additional sentence to be shared orally.
6. Teacher asks pairs to share their sentence(s) with the rest of the class.
7. Students can work alone to create additional spicy sentences.

Use the ideas below to enhance students’ interest, increase engagement, or reinforce concepts.

- **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.
- **Grammar:** Teacher requires students to include designated grammar skills.

See examples:

1. *Write a sentence that includes a particular part of speech. (e.g. noun, pronouns, verbs, adjectives, adverbs, conjunction, interjection, or preposition).*
2. *Write a sentence that includes proper nouns.*
3. *Write a sentence that includes direct quotations.*
4. *Write a declarative or imperative sentence.*
5. *Write a compound sentence.*
6. *Write a sentence in past tense, present tense or future tense.*
7. *Write a sentence that includes clauses such as independent or dependent.*
8. *Write a sentence that includes transition words or phrases.*

# One Stop Word Shop

## Vocabulary Lesson Book Directions



### Word Sort

Review word exchange list from anchor page.

1. Students cut the words apart.
2. Students place anchor words at the top of their work surface.
3. Students read aloud each word from the Word Exchange List during this activity.
4. Students analyze the meaning of each word.
5. Students sort the words from the Word Exchange List by **locating** and putting them, one at a time, under each anchor word.
6. With the teacher or a partner, students **summarize** their thinking by giving a quick review. Students **paraphrase** their reasoning for how they **organized** their words.
7. After making any changes needed, students record correctly sorted words on a piece of paper or in your personal vocabulary journal.

*Tip:* If you use the sort as an assessment, students should glue down their sorted words.