

Lesson Plan: Word Wizard Adventure

Materials Needed

- A short, engaging picture book appropriate for a 7-year-old (e.g., "Where the Wild Things Are" by Maurice Sendak, or any book with a clear plot and interesting characters).
- Whiteboard or large piece of paper and markers.
- Letter tiles, magnetic letters, or small pieces of paper with individual letters written on them (enough to spell target words).
- Pencils, crayons, or colored pencils.
- Drawing paper.
- A "Mystery Box" (any small, decorated box) with one of the target vocabulary words inside on a slip of paper.

Learning Objectives

By the end of this lesson, you will be able to:

- Read a short passage aloud with more smoothness and expression.
- Identify and read words with a specific phonics pattern (e.g., the 'sh' sound).
- Define a new vocabulary word and use it in a sentence.
- Answer questions about a story to show you understand it.
- Draw a picture and write a sentence about your favorite part of the story.

Lesson Activities

Part 1: Introduction - The Word Wizard's Mission (5 minutes)

1. Hook:

Start by presenting the "Mystery Box."

Educator says: "Welcome, Word Wizard! Today, we have a special mission. Inside this Mystery Box is a secret, powerful word that will help us on our reading adventure. But first, we need to get our wizard brains ready! Our mission today is to become better readers by reading a story smoothly, discovering secret word patterns, and understanding the story's big ideas."

2. State Objectives:

Educator says: "By the end of our mission, you'll be able to read like a storyteller, find and build words with a secret sound, learn a new magic word, and tell me all about the story we read. Ready to start?"

Part 2: Body - The Reading Adventure (25-30 minutes)

I Do: Modeling the Skills (5-7 minutes)

1. Fluency Modeling: Open the chosen book to the first page.

Educator says: "First, I'll show you how a Word Wizard reads. Listen to how I make my voice go up and down and how I read smoothly, like I'm telling a secret. My eyes are watching the words, and my mouth is saying them."

Read the first page or two with great expression, pointing to the words as you go.

2. **Phonics/Vocabulary Modeling:** Stop at a word that has the target phonics pattern (e.g., "ship," "shore," "hush").

Educator says: "Aha! I found a word with a secret sound pattern! The word is 'hush'. Do you see how the letters 's' and 'h' are together? When they team up, they don't say 's-h', they make a new sound: 'shhhh,' like you're telling someone to be quiet. Let's practice it: sh, sh, sh."

Write "sh" on the whiteboard.

We Do: Guided Practice Together (10 minutes)

1. **Shared Reading (Fluency):**

Educator says: "Now, let's be reading partners! We will read the next page together. Try to make your voice sound just like mine. We'll be a reading team!"

Read the next couple of pages together (choral reading), pointing to the words.

2. **Word Detectives (Phonics & Spelling):**

Educator says: "Let's be Word Detectives! On this page, can you help me find another word with our secret 'sh' sound?"

Scan the page together. When the student finds a word (e.g., "show"), celebrate! Write it on the whiteboard under "sh".

3. **Vocabulary Building (Vocabulary):** Open the Mystery Box to reveal the secret word (e.g., "mischief").

Educator says: "It's time to open the Mystery Box! Our magic word is... 'mischief'! That's a fun word. Mischief means playful trouble or getting into silly shenanigans. In the story, the character is making mischief! Can you think of a time you were full of mischief?"

Discuss the word and connect it to the student's own experiences.

4. **Comprehension Check (Formative Assessment):** Ask a question about the story so far.

Educator says: "Quick check, Word Wizard! Who is the main character in our story so far? Where are they?"

You Do: Independent Practice (10-15 minutes)

1. **Independent Reading (Fluency):**

Educator says: "You are doing an amazing job! Now it's your turn to be the storyteller. You read the next page all by yourself. Remember to use your expressive voice!"

Provide quiet support and gentle corrections if needed. Praise effort and expression.

2. Word Building (Phonics & Spelling):

Educator says: "Let's build the 'sh' words we found. Use these letter tiles to build the words 'hush' and 'show'."

Have the student use the letter tiles to spell the words. This makes the spelling hands-on and fun.

Success Criteria: The student correctly spells the target phonics words using the provided letters.

3. Show What You Know (Comprehension & Vocabulary - Summative Assessment):

Educator says: "Your final mission is to show me you understood the whole adventure. On this paper, please draw your favorite part of the story. Then, at the bottom, write one Super Sentence telling me about your picture. For a bonus wizard point, try to use our mystery word, 'mischief,' in your sentence!"

Success Criteria: The drawing clearly relates to the story. The sentence is a complete thought, starts with a capital letter, ends with a period, and accurately describes the picture.

Part 3: Conclusion - Wizard Debrief (5 minutes)

1. Share and Recap:

Ask the student to share their drawing and read their Super Sentence aloud.

Educator says: "Wow, what a fantastic drawing! And your sentence perfectly explains it. You are truly a Word Wizard!"

2. Review Key Concepts:

Educator says: "Let's recap our mission. We learned that 's' and 'h' together make the 'sh' sound. We learned a new word, 'mischief,' which means playful trouble. And you showed me you understood the story by answering questions and drawing your favorite part. You did an amazing job on your reading adventure today!"

Differentiation

• For Learners Needing More Support:

- Read most of the story aloud, having the student read only a few key, simple sentences.
- Focus on only one 'sh' word and build it together multiple times.
- Provide a sentence starter for the writing portion, such as "My favorite part was when..."
- Ask simple "who" or "what" questions instead of "why" questions.

• For Learners Needing a Challenge:

- Have the student read a larger portion of the book independently.
- Challenge them to find other words with digraphs (ch, th) in the story.
- Ask them to write two or three "Super Sentences" or predict what might happen next in the

story.

- Introduce a second vocabulary word from the story.