

# Magical Words: Reading Spell School!

## Materials Needed:

- Paper (plain and colored)
- Crayons or markers
- Index cards or small pieces of paper
- List of 3-5 target sight words (e.g., 'the', 'is', 'a', 'red', 'on')
- List of 5-7 simple CVC words written on separate cards (e.g., 'cat', 'hat', 'sun', 'pot', 'log', 'big', 'mix') - these are your 'Spell Ingredients'
- Optional: A fun stick or decorated pencil to use as a 'wand'

## Lesson Procedure:

### Opening (5-10 minutes): The Magical Greeting!

Welcome your student to 'Reading Spell School'! Say something like, "Welcome, young wizard! Today, we're going to learn the magic of reading words to create amazing (pretend) spells! First, we need to learn some powerful magic sight words." Introduce the target sight words for the day. Write them clearly on a piece of paper or whiteboard. Practice reading them together. You can make it fun: "Let's say the magic word 'the'!" (Wave the wand if using one).

### Activity 1 (10-15 minutes): Finding Spell Ingredients

Spread out the CVC word cards ('Spell Ingredients'). Say, "Every good spell needs ingredients! Let's practice reading our ingredient words." Go through each CVC card, helping your student sound out the words (e.g., /c/ /a/ /t/ makes 'cat'). Have the student pick up the card after successfully reading it. Practice reading them all a few times.

### Activity 2 (15-20 minutes): Reading the Spell Scrolls

Prepare 2-3 simple 'Spell Scrolls' (written instructions on strips of paper). These scrolls should use the target sight words and some of the CVC 'ingredient' words. Keep instructions to two simple steps.

*Example Spell Scroll 1:*

1. Find the red pot.
2. Put 'cat' on the pot.

*Example Spell Scroll 2:*

1. Get a big log.
2. Mix the 'hat' and 'sun'. (Student can just place the word cards together).

Have the student choose a scroll and read it aloud (with help as needed). Encourage them to point to the words as they read. After reading, they follow the instructions using their word cards and maybe drawing paper (e.g., drawing a red pot and placing the 'cat' card on it).

### Activity 3 (10 minutes): Create Your Own Spell Chant

Give the student a piece of paper. Ask them to choose one sight word and two 'ingredient' (CVC) words they learned. Help them write a simple, silly 'spell chant' like: "The cat is big!" or "Mix the red pot!" They can then decorate their chant paper.

### **Closing (5 minutes): Magic Word Review**

Quickly review the sight words and CVC words learned. Ask the student: "What was your favorite magic word today?" Congratulate them on their excellent reading magic!

### **Assessment:**

Observe the student's ability to:

- Read the target sight words during the activities.
- Sound out and read the CVC 'ingredient' words.
- Read and follow the simple 'Spell Scroll' instructions.
- Participate and show engagement with the magic theme.

Review the 'Create Your Own Spell Chant' for correct use of target words (focus on effort and participation over perfect spelling for this activity).

### **Differentiation:**

- **Support:** Use fewer sight words/CVC words. Focus on only one-step instructions initially. Provide more direct help with sounding out words.
- **Challenge:** Introduce slightly more complex sight words or CVCe (magic 'e') words. Create three-step instructions. Encourage writing longer spell chants or sentences.