



## K-2 Reading & Literacy — 5-Day Lesson Plan

GRADE LEVEL

K-2

SUBJECT

Reading & Literacy

WEEK OF

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### Unit Overview

This 5-day Reading & Literacy plan covers reading comprehension and high-frequency word fluency through shared picture-book reading for K-2 students, aligned to Common Core RF.K.3, RL.1.1, RL.2.1.

### Standards Alignment

Common Core RF.K.3, RL.1.1, RL.2.1

### Global Standards Mapping

**United States:**

Common Core RF.K.3, RL.1.1, RL.2.1

**United Kingdom:**

Key Stage 1 (Years 1–2, ages 5–7)

**Australia / NZ:**

Foundation–Year 2 (AC v9.0) · NZ Levels 1–2

**IB Programme:**

PYP — Early Years (ages 3–7)

**Canada (Ontario):**

Ontario Primary Division (K–Grade 3)

**Singapore / India:**

MOE Primary 1–2 · NCERT Classes 1–2

*EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only*

### Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

# Day 1

K-2 Reading & Literacy — 5-Day Lesson Plan

## Learning Objective

Students will engage with reading comprehension and high-frequency word fluency through shared picture-book reading at a K-2 level — day 1 focus area.

## Standards Alignment

Common Core RF.K.3, RL.1.1, RL.2.1

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to reading comprehension and high-frequency word fluency through shared picture-book reading; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Day 2

K-2 Reading & Literacy — 5-Day Lesson Plan

## Learning Objective

Students will engage with reading comprehension and high-frequency word fluency through shared picture-book reading at a K-2 level — day 2 focus area.

## Standards Alignment

Common Core RF.K.3, RL.1.1, RL.2.1

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to reading comprehension and high-frequency word fluency through shared picture-book reading; ask: "What do you already know?"

### Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Day 3

K-2 Reading & Literacy — 5-Day Lesson Plan

## Learning Objective

Students will engage with reading comprehension and high-frequency word fluency through shared picture-book reading at a K-2 level — day 3 focus area.

## Standards Alignment

Common Core RF.K.3, RL.1.1, RL.2.1

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to reading comprehension and high-frequency word fluency through shared picture-book reading; ask: "What do you already know?"

### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Day 4

K-2 Reading & Literacy — 5-Day Lesson Plan

## Learning Objective

Students will engage with reading comprehension and high-frequency word fluency through shared picture-book reading at a K-2 level — day 4 focus area.

## Standards Alignment

Common Core RF.K.3, RL.1.1, RL.2.1

## Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

## Lesson Flow

### Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to reading comprehension and high-frequency word fluency through shared picture-book reading; ask: "What do you already know?"

### Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

### Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

### Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

## Differentiation

### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

# Day 5

## K-2 Reading & Literacy — 5-Day Lesson Plan

### Learning Objective

Students will engage with reading comprehension and high-frequency word fluency through shared picture-book reading at a K-2 level — day 5 focus area.

### Standards Alignment

Common Core RF.K.3, RL.1.1, RL.2.1

### Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

### Lesson Flow

#### Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to reading comprehension and high-frequency word fluency through shared picture-book reading; ask: "What do you already know?"

#### Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

#### Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

#### Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

#### Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

### Differentiation

#### For struggling learners:

Provide a partially-completed example to model the process step-by-step.

#### For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

#### For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

#### For IEP students:

Reduce problem count by half; allow extended time and oral-response option.



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