

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Kissing Hand"
By Audrey Penn



These blended lesson plans are intended to be an example of how both **Level 1** and **Level 2** activities can be used within a classroom to accommodate the different ability levels of your children.

As you review these lesson plans, consider the ability levels of each child in your class and amend these plans accordingly.

Not all activities from **Level 1** and **Level 2** units are included in these lesson plans. Please refer to your units for additional activities that may be appropriate.

Use this grid for your own lesson plans.

Week Page 1

Blended Level 1 and Level 2 Sample Lesson Plans

Read It Once Again Unit: *The Kissing Hand*

L1 – Level 1 Unit

L2 – Level 2 Unit

T1 – Tier 1-Children with limited language

T2 – Tier 2-Children with age appropriate language

Date	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Motor Activity	Socialization, Cognitive, Language Circle Time Mother Goose
M				
T				
W				
TH				
F				

Use this grid for your own lesson plans.

Week Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: *The Kissing Hand*

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M		Focus:	
T		Focus:	
W		Focus:	
TH		Focus:	
F		Focus:	

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Phonemic Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Dramatic Play and Props p. 217 T1 and T2 as directed	L1 Gray Raccoon p. 282	L2 Mama and Chester ABC Matchup p. 35	L1 Georgie Porgie p. 233 Use props to role play the rhyme
T	L1 Dramatic Play and Props p. 217 T1 and T2 as directed	L1 Gray Raccoon p. 282	L2 Mama and Chester ABC Matchup p. 35 Add letters as appropriate	L1 Georgie Porgie p. 233 Use props to role play the rhyme
W	L1 Dramatic Play and Props p. 217 T1 and T2 as directed	L1 Yellow Moon p. 278	L2 Mama and Chester ABC Matchup p. 35 Add letters as appropriate	L1 Georgie Porgie p. 233 Use props to role play the rhyme
TH	L1 Memory Game p. 33 T1 as directed T2 play Concentration	L1 Yellow Moon p. 278	L2 Chester's Favorite Words p. 57	L1 Georgie Porgie p. 233 Pass out sequencing cards for children to put cards in order on Story Board.
F	L1 Chester Teaches Shapes p. 81 L2 Chester Can Draw Shapes p. 195	L1 Heart – Red p. 275	L2 Chester's Favorite Words p. 57	L1 Georgie Porgie p. 233 Pass out sequencing cards for children to put cards in order on Story Board.

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	L1 Signing “I Love You” p. 43 T1 and T2 as directed	Focus: Repeat Familiar Phrases Story Time Teaching: Have children repeat several phrases as the story is read.	L1 Open Them, Shut Them, p. 39
T	L1 Raccoon Headband p. 152 T1 and T2 as directed	Focus: Label Objects Story Time Teaching: L1 I’m on My Way To School p. 159	L1 Open Them, Shut Them, p. 39
W	L1 Bring on the Bugs p. 27, step 1 L2 Chester’s Forest Friends p. 251, Activity 1	Focus: Visual Discrimination Story Time Teaching: L1 Bring on the Bugs p. 27, step 2 T1 as directed T2 tell facts about animals	L1 Open Them, Shut Them, p. 39
TH	L1 Have a Heart Patterns p. 89 L2 Chester’s Forest Friends p. 251 Activity 2	Focus: Visual Memory Story Time Teaching: Have children find Chester in appropriate illustrations.	L1 This Hole is My Home p. 155
F	L1 Whoo Knows Their Shapes p. 87 L2 Chester’s 3D Shapes p. 199	Focus: Shapes Story Time Teaching: Children name shapes in story illustration T1 – 8 basic shapes T2 – 3D shapes	L1 This Hole is My Home p. 155

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Phonemic Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L1 Playdough p. 163 T1 and T2 as directed Add heart cookie cutters</p>	<p>Red Hearts, p. 275</p>	<p>L2 Alphabet Matching Game, p. 19</p>	<p>L1 Georgie Porgie, p. 233 Sing and Say p. 242</p>
T	<p>L1 Playdough p. 163 T1 and T2 as directed Add heart cookie cutters</p>	<p>Blue Bird, p. 276</p>	<p>L2 Alphabet Matching Game, p. 19</p>	<p>L1 Georgie Porgie, p. 233 Sing and Say p. 242</p>
W	<p>L1 Playdough p. 163 T1 and T2 as directed Add heart cookie cutters</p>	<p>Blue Bird, p. 276</p>	<p>L2 Alphabet Matching Game, p. 19</p>	<p>L1 Georgie Porgie, p. 233 Sing and Say p. 242</p>
TH	<p>L1 Matching Colors p. 77 L2 Colors in Rhyme p. 63, Activity 3</p>	<p>Green Frog, p. 277</p>	<p>L2 Chester Counts Syllables, p. 73</p>	<p>L1 Georgie Porgie, p. 233 Sing and Say p. 242</p>
F	<p>L1 Beautiful Butterflies, p. 79 L2 Colors in Rhyme, p. 63, Activity 3</p>	<p>Green Frog, p. 277</p>	<p>L2 Chester Counts Syllables, p. 73</p>	<p>L1 Georgie Porgie, p. 233 Sing and Say p. 242</p>

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 Leaves on the School Tree, p. 171</p> <p>L2 Colors in Rhyme, p. 63 Activities 1 and 2</p>	<p>Focus: Colors Story Time Teaching: Name the colors of objects and animals.</p>	<p>L1 Love, Love, Love Your Friends, p. 244</p>
T	<p>L1 Going to School with Chester, p. 121</p> <p>L2 A Handful of Kisses, p. 139 Activity 2</p>	<p>Focus: Identify numbers Story Time Teaching: Count the number of animals on appropriate pages.</p>	<p>L1 Five Little Spiders, p. 98</p>
W	<p>L1 One Kiss in Each Hand, p. 115</p> <p>L2 One or Many, p. 99</p>	<p>Focus: Number Concepts Story Time Teaching: Count the number of bugs on appropriate pages.</p>	<p>L1 Five Little Spiders, p. 98</p>
TH	<p>L1 Hearts of All Sizes, p. 127</p> <p>L2 How Many Students in the Classroom, p. 209, Activities 1 and 2</p>	<p>Focus: Number Concepts Story Time Teaching: Identify animals as small, medium, or large on appropriate pages.</p>	<p>L1 I Like to Go to School, p. 244 T1 as directed T2 Tell why they like school to add verses</p>
F	<p>L1 Chester and His Friends , p. 93</p> <p>L2 Lucky Leaf Patterning, p. 181</p>	<p>Focus: Patterns Story Time Teaching: Have children identify the pattern of day/night/day/night.</p>	<p>L1 I Like to Go to School, p. 244 T1 as directed T2 Tell why they like school to add verses</p>

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Phonemic Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L2 Writing Letters in the Sand, p. 79 T1 Find buried animals in the sand T2 as directed</p>	<p>Orange Butterfly, p. 279</p>	<p>L2 Which Word is Just Like Another, p. 91</p>	<p>Georgie Porgie, p. 233 Put cards on floor. Children put cards in order to tell rhyme.</p>
T	<p>L2 Writing Letters in the Sand, p. 79 T1 Find buried animals in the sand T2 as directed</p>	<p>Orange Butterfly, p. 279</p>	<p>L2 Which Word is Just Like Another, p. 91</p>	<p>Georgie Porgie, p. 233 Put cards on floor. Children put cards in order to tell rhyme.</p>
W	<p>L1 Follow the Path, p. 189 L2 I Can Trace and Print the Letters, p. 109 Choose appropriate pages</p>	<p>Purple crayon, p. 280</p>	<p>L2 Which Word is Just Like Another, p. 91</p>	<p>Georgie Porgie, p. 233 Put cards on floor. Children put cards in order to tell rhyme.</p>
TH	<p>L1 Follow the Path, p. 189 L2 I Can Trace and Print the Letters, p. 109 Choose appropriate pages</p>	<p>Purple crayon, p. 280</p>	<p>L2 A Handful of Kisses, p. 139, Activity 3</p>	<p>Georgie Porgie, p. 233 Have children work in pairs. Use sequencing cards to retell rhyme.</p>
F	<p>L1 Lacing Chester and His Friends, p. 183 L2 I Can Trace and Print the Letters, p. 109 Choose appropriate pages</p>	<p>Brown owl, p. 281</p>	<p>L2 Which Word is Just Like Another, p. 91</p>	<p>Georgie Porgie, p. 233 Have children work in pairs. Use sequencing cards to retell rhyme.</p>

L1 – Level 1 Unit

L2 – Level 2 Unit

T1 – Tier 1-Children with limited language

T2 – Tier 2-Children with age appropriate language

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 Big and Little, p. 55</p> <p>L2 A Jar Full of Kisses, p. 185</p>	<p>Focus: Big/Little Story Time Teaching: Sort big/little animals as story is read.</p>	<p>L1 I'm a Little Raccoon, p. 246 T1 and T2 as directed</p>
T	<p>L1 Mrs. Raccoon is in the Middle, p. 49</p> <p>L2 Animal Weigh In, p. 207</p>	<p>Focus: Position Words Story Time Teaching: Have children tell where the animals are in relation to the tree.</p>	<p>L1 Hidden Kisses, p. 181 T1 and T2 as directed</p>
W	<p>L1 Which One is Different, p. 61</p> <p>L2 Two Legs, Four Legs, Six Legs, or Eight, p. 171</p>	<p>Focus: Same/Self Story Time Teaching: Have children imitate the <u>same</u> emotion that Chester feels as the story is read.</p>	<p>L1 The More We Get Together, p. 245 T1 as directed T2 add verses</p>
TH	<p>L1 Nighttime/Day Time, p. 201</p> <p>L2 Chester's Forest Friends, p. 251 Activity 3</p>	<p>Focus: Abstract Concepts Story Time Teaching: Have children identify appropriate illustrations as day/night.</p>	<p>L1 The More We Get Together, p. 245 T1 as directed T2 add verses</p>
F	<p>L1 Who's Going to School?, p. 173</p> <p>L2 Lovely Rulers, p. 183</p>	<p>Focus: Follow Directions Story Time Teaching: Find Chester on each page. Have children tell where they see Chester.</p>	<p>L2 Chester Goes Round the Counting Tree, p. 177 T1 count to 10 T2 as directed</p>

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Phonemic Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L1 Cutting Grids, p. 177</p> <p>L2 If I Were a _____, p. 309</p>	<p>Brown owl, p. 281</p>	<p>L2 How Many Students In the Classroom, p. 209 Activity 3</p>	<p>Georgie Porgie, p. 233 Have child choose a partner. Use rebus sheet to recite rhyme together.</p>
T	<p>L1 Cutting Grids, p. 177</p> <p>L2 If I Were a _____, p. 309</p>	<p>Brown owl, p. 281</p>	<p>L2 Scamper Off to School, p. 187</p>	<p>Georgie Porgie, p. 233 Have child choose a partner. Use rebus sheet to recite rhyme together.</p>
W	<p>L1 Kissing Hand Puzzles, p. 135</p> <p>L2 If I Were a _____, p. 309</p>	<p>Make up painting</p>	<p>L2 Scamper Off to School, p. 187</p>	<p>Georgie Porgie, p. 233 Recite rhyme using sequencing cards. Ask wh questions about the rhyme.</p>
TH	<p>L1 Kissing Hand Puzzles, p. 135</p> <p>L2 Feelings Class Book, p. 323</p>	<p>Make up painting</p>	<p>L2 Scamper Off to School, p. 187</p>	<p>Georgie Porgie, p. 233 Recite rhyme using sequencing cards. Ask wh questions about the rhyme.</p>
F	<p>L1 and L2 Use this time to fill packets T1 label animals T2 answer wh questions about animals</p>	<p>L1 and L2 Use this time to fill packets T1 label animals T2 answer wh questions about animals</p>	<p>L1 and L2 Use this time to fill packets T1 label animals T2 answer wh questions about animals</p>	<p>Georgie Porgie, p. 233 Recite rhyme using sequencing cards. Ask wh questions about the rhyme.</p>

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	L1 Nighttime Animals, p. 203 T1 and T2 as directed	Focus: Classify Objects Story Time Teaching: L1 Nighttime Animals, p. 203 See instructions, bullet #2	L1 Raccoon Song, p. 246 T1 and T2 as directed
T	L1 Chester’s Bag Puppet, p. 165 T1 and T2 as directed	Focus: Sequence/retell the story Story Time Teaching: L1 Chester’s Bag Puppet Use puppet to retell parts of story	L1 Raccoon Song, p. 246 T1 and T2 as directed
W	L1 Who, What, Where? p. 67 T1 and T2 as directed	Focus: Answer wh questions Story Time Teaching: L1 Ask: T1 Who, What, Where? T2 add How, Why, When?	L1 Hidden Kisses, p. 151 T1 and T2 as directed
TH	L1 Packet Making Day, p 71 T1 and T2 as directed	Focus: Sequence Story Story Time Teaching: L1 Use sequencing cards to predict what will happen next in the story.	L1 I’m on My Way to School, p. 159 T1 and T2 as directed
F	L1 Take Your Packet Home, p. 96 T1 label animals T2 answer wh questions about animals	Focus: Answer wh questions. Story Time Teaching: L1 Ask: T1, Who, What, Where? T2, add How, Why, When?	L1 High in the Sky, p. 153