

# Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Little Red Hen" by Lucinda McQueen



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 of 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 Little Red Hen

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 Awareness/Math	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 Little Red Hen*

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 <b>Busy Fingers</b>	Socialization Cognitive, Language <b>Story Time</b> <b>Focus</b>	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 Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Dramatic Play and Prop Suggestions, p. 295 T1 and T2 as directed	Hen - red	L2 Alphabet Matching Game, p. 19	L1 One, Two, Buckle My Shoe, p. 323 T1 and T2 – repeat rhyme using props
T	L1 Dramatic Play and Prop Suggestions, p. 295 T1 and T2 as directed	Hen - red	L2 Alphabet Matching Game, p. 19 - Add more letters	L1 One, Two, Buckle My Shoe, p. 323 T1 and T2 – repeat rhyme using props
W	L1 Dramatic Play and Prop Suggestions, p. 295 T1 and T2 as directed Continue this center all month	House - green	L2 Alphabet Matching Game, p. 19 - Add more letters	L1 One, Two, Buckle My Shoe, p. 323 T1 and T2 – repeat rhyme using props
TH	L1 Who Will Help Me Lace, p. 249 T1 as directed T2 tell about the character they laced	House - green	L2 Bread Taste Tasting, p. 187	L1 One, Two, Buckle My Shoe, p. 315 T1 and T2 – Place Sequencing cards on Floor. Use cards to help retell rhyme.
F	L1 Red Hen’s Colored Eggs, p. 103 L2 Colored Hens Rhyming, p. 81 See instructions, bullets 5, 6, and 7	Goose – orange beak and feet	L2 How Many Eggs are in Your Basket, p. 201	L1 One, Two, Buckle My Shoe, p. 315 T1 and T2 – Place Sequencing cards on Floor. Use cards to help retell rhyme.

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 <b>Busy Fingers</b>	Socialization Cognitive, Language <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	<p><b>L1</b> Big Fat Hen, p. 245 T1 and T2 as directed</p>	<p><b>Focus:</b> Label objects <b>Story time teaching:</b> Have children name and demonstrate how to use objects from the story</p>	<p><b>L1</b> We're Off to the Mill, p. 212 T1 Create obstacle course with a small number of objects to label T2 Create obstacle course with many objects to label</p>
T	<p><b>L1</b> Mising Up the Bread Dough, p. 235 T1 Follow 1 step direction to put objects in the bread T2 Follow 2 step directions to put objects in the bread</p>	<p><b>Focus:</b> Label objects <b>Story time teaching:</b> Pass out sequence cards and memory cards. Have children find Their object(s) in the story.</p>	<p><b>L1</b> We're Off to the Mill, p. 212 T1 Create obstacle course with a small number of objects to label T2 Create obstacle course with many objects to label</p>
W	<p><b>L1</b> Headbands for Little Red Hen and Her Friends, p. 231 T1 and T2 make Little Red Hen headbands For story time</p>	<p><b>Focus:</b> Repeat familiar phrases <b>Story time teaching:</b> Have the children take turns wearing their Little Red Hen headband and asking "Who will help me?"</p>	<p><b>L1</b> The Little Red Hen, p. 327 T1 and T2 as directed</p>
TH	<p><b>L1</b> Craft Stick Puppets, p. 45 T1 and T2 as directed</p>	<p><b>Focus:</b> Repeat familiar phrases <b>Story time teaching:</b> <b>L1</b> Craft Stick Puppets, p. 45 See bullets 6 and 7</p>	<p><b>L1</b> The Little Red Hen, p. 327 T1 and T2 as directed</p>
F	<p><b>L1</b> Red Hen Color Flip Book, p. 105 T1 as directed T2 circle color words</p>	<p><b>Focus:</b> Color identification <b>Story time teaching:</b> Have children name the colors of objects in the story.</p>	<p><b>L1</b> Loading the Wheelbarrow, p. 217 T1 and 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 Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p><b>L1</b> Who Will Take These Shapes to The Mill?, p. 183</p> <p><b>L2</b> Loaf Letters, p. 101</p>	<p>Goose – orange beak and feet</p>	<p><b>L2</b> The Little Red Hen Alphabet Cards, p. 35</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 314 T1 and T2 use rebus cards to retell rhyme</p>
T	<p><b>L1</b> Big and Little, p. 63, Level A</p> <p><b>L2</b> Counting Syllables, p. 97</p>	<p>Cat - gray</p>	<p><b>L2</b> The Little Red Hen Alphabet Cards, p. 35 Add more letters</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 314 T1 and T2 use rebus cards to retell rhyme</p>
W	<p><b>L1</b> Fancy Flour Sack Pattern Match, p. 173</p> <p><b>L2</b> I Can Rhyme, p. 111</p>	<p>Cat - gray</p>	<p><b>L2</b> The Little Red Hen Writing Activity, p. 75</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 314 T1 and T2 use rebus cards to retell rhyme</p>
TH	<p><b>L1</b> Little Red Hen Puzzles, p. 207 T1 and T2 as directed</p>	<p>Dog - brown</p>	<p><b>L2</b> How Many Slices In One Loaf, p. 191</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 pass out sequence cards. Use cards to retell rhyme.</p>
F	<p><b>L1</b> Cooked Playdough, p. 223 T1 and T2 as directed Provide rolling pins and bread pans</p>	<p>Dog - brown</p>	<p><b>L2</b> Wheelbarrow Obstacle Course, p. 205</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 pass out sequence cards. Use 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 <b>Busy Fingers</b>	Socialization Cognitive, Language <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	<p><b>L1</b> Shapes &amp; The Little Red Hen, p. 189</p> <p><b>L2</b> Colored Hens Rhyming, p. 81</p>	<p><b>Focus:</b> Shape identification <b>Story time teaching:</b> Have children identify shapes in the illustrations.</p>	<p><b>L1</b> What Makes a Garden Grow, p. 211</p>
T	<p><b>L1</b> Help the Little Red Hen Make Bread, Big and Little Level B, p. 65</p>	<p><b>Focus:</b> Big/Little <b>Story time teaching:</b> Have children identify objects in the illustrations as big and little.</p>	<p><b>L1</b> Let Me Help You Carry Your Flour, p. 213, bullets 2-6 T1 and T2 provide a big bag and little bag of flour for children to identify</p>
W	<p><b>L1</b> Who Will Help Me Finish the Pattern, p. 179 T1 and T2 as directed</p>	<p><b>Focus:</b> Patterns <b>Story time teaching:</b> Have the children predict the pattern of who answers the Little Red Hen (goose, cat, dog)</p>	<p><b>L1</b> Hens of Different Colors, p. 331 T1 as directed T2 spell color words</p>
TH	<p><b>L1 T1</b> Who Will Help Me Sort the Seeds, p. 227 <b>L1 T2</b> Little Red Hen Memory Game Play Concentration</p>	<p><b>Focus:</b> Visual Memory <b>Story time teaching:</b> After each character is introduced, have the children describe the character.</p>	<p><b>L1</b> Hens of Different Colors, p. 331 T1 as directed T2 spell color words</p>
F	<p><b>L1</b> What Happens First, p. 55 T1 and T2 as directed</p>	<p><b>Focus:</b> Sequence the story <b>Story time teaching:</b> Use story props to illustrate the sequence of the story.</p>	<p><b>L1</b> The Little Red Hen, p. 327 T1 as directed T2 predict what happens next in the song</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 Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p><b>L1</b> Growing Wheat, p. 155</p> <p><b>L2</b> The Little Red Hen Can Draw Shapes, p. 222</p>	Water can – purple	<b>L2</b> The Little Red Hen Alphabet Cards, p. 37	<b>L1</b> One, Two, Buckle My Shoe, p. 324 T1 and T2 sing the rhyme
T	<p><b>L1</b> Connect the Dots, p. 159</p> <p><b>L2</b> The Little Red Hen Creative Writing Prompt, p. 313 – choose 1 prompt</p>	Water can – purple	<b>L2</b> The Little Red Hen Alphabet Cards, p. 37	<b>L1</b> One, Two, Buckle My Shoe, p. 324 T1 and T2 sing the rhyme
W	<p><b>L1</b> Cutting Grids, p. 239</p> <p><b>L2</b> The Little Red Hen Creative Writing Prompt, p. 313 – choose 1 prompt</p>	Wheelbarrow – blue	<b>L2</b> I Can Trace My Numbers, p. 225	<b>L1</b> One, Two, Buckle My Shoe, p. 324 T1 and T2 sing the rhyme
TH	<b>L1</b> Growing Grass Seeds, p. 121 T1 and T2 as directed	Wheelbarrow – blue	<b>L2</b> ABC Bread Match Up, p. 53	<b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 – teacher holds up the number cards. Children repeat appropriate words.
F	<p><b>L1</b> Follow the Path, p. 255</p> <p><b>L2</b> The Little Red Hen Creative Writing Prompt, p. 313 – choose 1 prompt</p>	Oven - yellow	<b>L2</b> ABC Bread Match Up, p. 53	<b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 – teacher holds up the number cards. Children repeat appropriate words.



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 <b>Busy Fingers</b>	Socialization Cognitive, Language <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	<p><b>L1</b> Help the Little Red Hen Count Her Wheat Seeds, p. 151 T1 – p. 152 T2 – pp. 153, 154</p>	<p><b>Focus:</b> Number Identification <b>Story time teaching:</b> Count objects on appropriate pages. Use number cards to identify number counted.</p>	<p><b>L1</b> Five Loaves of Bread, p. 39 T1 and T2 as directed</p>
T	<p><b>L1</b> Growing Beans in a Bag, p. 123 T1 and T2 as directed</p>	<p><b>Focus:</b> Number Concepts <b>Story time teaching:</b> Count objects on appropriate pages.</p>	<p><b>L1</b> Five Loaves of Bread, p. 39 T1 and T2 as directed</p>
W	<p><b>L1</b> T1 Which One is Different?, p. 87 <b>L1</b> T2 Which One is Different?, p. 89</p>	<p><b>Focus:</b> Same/Different <b>Story time teaching:</b> Have the children tell how the wheat is different as it grows.</p>	<p><b>L1</b> Stomp, Stomp, Thresh the Wheat, p. 215 Play as game</p>
TH	<p><b>L1</b> Handy Red Hen, p. 228 T1 and T2 as directed</p>	<p><b>Focus:</b> Follow Directions <b>Story time teaching:</b> Signing Red Hen and Her Friends, p. 49</p>	<p><b>L1</b> Bakery Shop, p. 237 T1 and T2 as directed</p>
F	<p><b>L1</b> T1 What Do You Use to...?, p. 75 <b>L1</b> T2 What Do You Use?, p. 77</p>	<p><b>Focus:</b> Classify <b>Story time teaching:</b> Have children tell (demonstrate) how objects are used in the story. Have story props available.</p>	<p><b>L1</b> The Gardner Plants the Seeds, p. 329 T1 and T2 as directed</p>

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Date	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Phonemic Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p><b>L1</b> Hot! Hot! Stop! Stop!, p. 267 T1 and T2 as directed</p>	<p>Oven - yellow</p>	<p><b>L2</b> The Little Red Hen’s Favorite Words and Phrases, p. 69</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 Children work in pairs using sequencing cards to sequence then say the rhyme.</p>
T	<p><b>L1</b> Class Flower Garden, p. 298 T1 as directed T2 copy/write words to describe flower (red flower; blue flower)</p>	<p>Bread - brown</p>	<p><b>L2</b> The Little Red Hen’s Favorite Words and Phrases, p. 69</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 Children work in pairs using sequencing cards to sequence then say the rhyme.</p>
W	<p><b>L1</b> Will You Help Me, p. 303 T1 and T2 as directed</p>	<p>Bread - brown</p>	<p><b>L2</b> I Can Trace and Print the Letters, p. 123</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 Children work in pairs using sequencing cards to sequence then say the rhyme.</p>
TH	<p><b>L1</b> Will You Help Me, p. 303 T1 and T2 as directed</p>	<p>Make up day</p>	<p><b>L2</b> I Can Trace and Print the Letters, p. 123</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 Children work in pairs using sequencing cards to sequence then say the rhyme.</p>
F	<p><b>L1</b> Will You Help Me, p. 303 T1 and T2 as directed</p>	<p>Use this time to begin filling packets</p>	<p><b>L2</b> Playdough Pretzel Numbers, p. 213</p>	<p><b>L1</b> One, Two, Buckle My Shoe, p. 315 T1 and T2 Children work in pairs using sequencing cards to sequence then say the rhyme.</p>

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	<p><b>L1</b> What Do You Do When You Are Asleep?, p. 69 Instructions, bullets 4-8</p>	<p><b>Focus:</b> Abstract Concepts: Awake/Asleep <b>Story time teaching:</b> Have children describe characters as awake or asleep.</p>	<p><b>L1</b> I will Plant a Garden, p. 330 T1 and T2 as directed</p>
T	<p><b>L1</b> Rebus Page for One, Two, Buckle My Shoe, p. 314 Cut rhyme apart. Have children put rhyme in order. T1 and T2 as directed.</p>	<p><b>Focus:</b> Predict What Happens Next <b>Story time teaching:</b> Use sequencing cards to predict what happens next.</p>	<p><b>L1</b> What Makes a Garden Grow, p. 211 T1 and T2 as directed</p>
W	<p><b>L1</b> Who, What, Where Questions, p. 81 T1 and T2 as directed</p>	<p><b>Focus:</b> Answer Who, What, Where Questions <b>Story time teaching:</b> Answer who, what and where questions about the story.</p>	<p><b>L1</b> Little Brown Seeds, p. 329</p>
TH	<p><b>L1</b> Packet Making Day, p. 97 T1 and T2 as directed</p>	<p><b>Focus:</b> Position Words <b>Story time teaching:</b> Help the Little Red Hen Plant Her Garden, p. 209</p>	<p><b>L1</b> I Will Plant a Garden, p. 330 T1 and T2 as directed</p>
F	<p><b>L1</b> Take Your Packet Home, p. 98 T1 and T2 as directed</p>	<p><b>Focus:</b> Retell Story <b>Story time teaching:</b> Children use sequencing Cards to help retell the story (L1, p. 19)</p>	<p><b>L1</b> We're Off to the Mill, p. 212 T1 and T2 Set up cards to tell the story</p>