

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Mitten"
by Jan Brett



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 Mitten***

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 Mitten*

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 Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L1 Dramatic Play and Prop Suggestions, p. 231 T1 and T2 as directed</p>	<p>Mitten – white p. 302</p>	<p>L2 Keep Your Hands Warm Alphabet Cards, p. 35</p>	<p>L1 Once I Caught a Bear Alive, pp. 243, 251 Role play/say rhyme</p>
T	<p>L1 Dramatic Play and Prop Suggestions, p. 231 T1 and T2 as directed</p>	<p>Mitten – white p. 302</p>	<p>L2 Keep Your Hands Warm Alphabet Cards, p. 35 L2 Keep Your Hands Warm Alphabet</p>	<p>L1 Once I Caught a Bear Alive, pp. 243, 251 Role play/say rhyme</p>
W	<p>L1 Dramatic Play and Prop Suggestions, p. 231 T1 and T2 as directed. Continue to add props. Keep center open all month.</p>	<p>Boots – brown p. 304</p>	<p>L2 One or Many, p. 79</p>	<p>L1 Once I Caught a Bear Alive, pp. 243, 251 Role play/say rhyme</p>
TH	<p>L1 Snowflakes are Falling, p. 29 T1 color T2 color words</p>	<p>Boots – brown p. 304</p>	<p>L2 Writing Mitten Words, p. 101</p>	<p>L1 Once I Caught a Bear Alive, pp. 243, 251 Child chooses sequencing card to help sequence rhyme on the story board.</p>
F	<p>L1 Shaving Cream Snow, p. 160 T1 and T2 as directed</p>	<p>Hat – red p. 291</p>	<p>L2 How Many Balls Of Yarn?, p. 183</p>	<p>L1 Once I Caught a Bear Alive, pp. 243, 251 Child chooses sequencing card to help sequence rhyme on the story board.</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 Cutting Grids, p. 169 Have children find, name and color each object before cutting</p> <p>L2 The Mitten Alphabet Cards, p. 19</p>	<p>Focus: Label Objects Story time teaching: Lay out story props in appropriate sequence. Have children match sequencing cards to props as story is read.</p>	<p>L1 Making Our Way to the Mitten, p. 148 T1 and T2 as directed</p>
T	<p>L1 The Mitten memory Game, p. 27 L2 The Mitten Alphabet Cards, p. 19 See Suggestions, bullet #10</p>	<p>Focus: Label Objects Story time teaching: Make a large cloth mitten. Have children name each animal and put it in the mitten.</p>	<p>L1 Making Our Way to the Mitten, p. 148 T1 and T2 as directed</p>
W	<p>L1 Mitten Lacing, p. 175 L2 Nicki’s Favorite Words and Phrases, p. 65</p>	<p>Focus: Repeat Familiar Phrases Story time teaching: Pause on appropriate pages. Have children fill in familiar words and phrases.</p>	<p>L1 Who Fits in a Mitten, p. 256 T1 and T2 as directed</p>
TH	<p>L1 Mitten Partners, p. 28 L2 Nicki’s Matching Boots, p. 71</p>	<p>Focus: Color Identification Story time teaching: Have children name colors of objects in the story.</p>	<p>L1 Fill Baba’s Basket, p. 149 T1 and T2 as directed</p>
F	<p>L1 T1 A Pair of Boots for Nicki, p. 73 L1 T2 What Comes Next, p. 81</p>	<p>Focus: Patterns Story time teaching: Make character necklaces from animal sequencing cards. Have children role play the story.</p>	<p>L1 Who Fits in a Mitten, p. 149 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>L1 Big and Little, Level A, p.31 L2 ABC Matchup, p. 51</p>	<p>Hat – red, p. 291</p>	<p>L2 Hedgehog Rules, p. 181</p>	<p>L1 Once I Caught a Bear Alive, p. 244 Use rebus card to “read” rhyme</p>
T	<p>L2 ABC Matchup, p. 51</p>	<p>Fox – orange, p. 295</p>	<p>L2 Snowball Syllables, p. 107</p>	<p>L1 Once I Caught a Bear Alive, p. 244 Use rebus card to “read” rhyme</p>
W	<p>L1 Cooked Play Dough Provide mitten, snowflake and boot cookie Cutters. Have children create pairs. T1 and T2 as directed.</p>	<p>Fox – orange, p. 295</p>	<p>L2 How Many Animals In My Mitten, p. 201</p>	<p>L1 Once I Caught a Bear Alive, p. 244 Use rebus card to “read” rhyme</p>
TH	<p>L1 What Comes Next?, p. 85 Sort real clothing and stuffed animals into appropriate categories. T1 and T2 as directed.</p>	<p>Hedgehog – brown, p. 294</p>	<p>L2 I Can Trace and Print the Letters, p. 119</p>	<p>L1 Once I Caught a Bear Alive Use IWB activity to sequence the rhyme</p>
F	<p>L1 Complete the Picture, p. 193 T1 and T2 as directed.</p>	<p>Hedgehog – brown, p. 294</p>	<p>L2 Bungee Basket Measuring, p. 185</p>	<p>L1 Once I Caught a Bear Alive Use IWB activity to sequence 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 Big Mitten, Little Mitten, p. 33 T1 and T2 as directed	Focus: Big/Little Story time teaching: Identify each animal as big or little	L1 Stop on a Sneeze, p. 155 T1 and T2 as directed
T	L1 Which One is Different?, p. 47 T1 pp. 48, 49 T2 pp. 50, 51, 52	Focus: Same/Different Story time teaching: Have children identify Nicki’s boots and mittens as the ‘same.’	L1 Stop on a Sneeze, p. 155 T1 and T2 as directed
W	L1 Help Grandma Baba Find the Pairs, p. 87 T1 and T2 as directed	Focus: Abstract Concept – Pairs Story time teaching: Use real objects to create pairs as objects are seen in the story.	L1 My Mittens Have Two Thumbs, p. 257 T1 and T2 as directed
TH	L1 Animals and Clothing, p. 85 T1 and T2 as directed	Focus: Classification Story time teaching: Use sequencing and memory cards. Sort pictures as animals or clothing as the story is read.	L1 Snowey Pokey, p. 261 T1 and T2 as directed
F	L1 What is Missing?, p. 133 T1 and T2 as directed	Focus: Visual Memory Story time teaching: Have children predict what animal comes next.	L1 Snowey Pokey, p. 261 T1 and T2 as directed

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 There's No People Like Snow People, p. 239 T1 and T2 as directed	Tree – green, p. 301	L2 Nicki Can Draw Shapes, p. 217	L1 Once I Caught a Bear Alive, p. 243 Pass out sequencing cards. Have children Put cards on storyboard as rhyme is repeated.
T	L1 There's No People Like Snow People, p. 239 T1 and T2 as directed	Tree – green, p. 301	L2 Animals in the Mitten, p. 291	L1 Once I Caught a Bear Alive, p. 243 Pass out sequencing cards. Have children Put cards on storyboard as rhyme is repeated.
W	L1 Counting Objects with Nicki, p. 93 L2 Dots and Numbers on a Mitten, p. 149	Badger – brown, p. 296	L2 Animals in the Mitten, p. 291	L1 Once I Caught a Bear Alive, p. 243 Pass out sequencing cards. Have children Put cards on storyboard as rhyme is repeated.
TH	L1 Flower Matching, p. 189	Badger – brown, p. 296	L2 The Mitten Simple Addition and Subtraction, p. 205	L1 Once I Caught a Bear Alive, p. 243 Pass out sequencing cards. Have children Put cards on storyboard as rhyme is repeated.
F	L1 Touch and Tell Mittens, p. 234 T1 and T2 as directed	Yarn – blue, p. 292	L2 I Can Trace and Write Numbers, p. 233	L1 Once I Caught a Bear Alive Have children fill in words to the 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 Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 Nicki’s Shapes, p. 71 L2 Shapes in a Mitten, p. 221</p>	<p>Focus: Shapes Story time teaching: Have children find shapes in the story illustrations.</p>	<p>L2 Boot Stomping, p. 197 T1 count to 10 T2 count to 100</p>
T	<p>L1 Snowflakes are falling, p. 29 T1 1 - 5 T2 10 - 30</p>	<p>Focus: Number Identification Story time teaching: Count the number of animals in the mitten. Use number cards to record the amount.</p>	<p>L2 Nicki’s Snowballs, p. 151 T1 and T2 as directed</p>
W	<p>L1 Count and Match, p. 107 L2 A Basket Full of Yarn, p. 187</p>	<p>Focus: Number Concepts Story time teaching: Count the number of objects on appropriate pages.</p>	<p>L2 Nicki’s Snowballs, p. 151 T1 and T2 as directed</p>
TH	<p>L1 Mittens of all Sizes, p. 91 T1 and T2 as directed</p>	<p>Focus: Visual Discrimination Story time teaching: Place the animal sequencing cards around the room. Have the children find each animal as the story is read.</p>	<p>L1 Each Mitten Has a Mate, p. 261 T1 and T2 as directed Use matching colored mittens or Matching snowflake cards.</p>
F	<p>L1 Hiding in a Mitten, p. 147 T1 and T2 as directed</p>	<p>Focus: Follow Directions Story time teaching: L1 Hiding in a Mitten, p. 147. Have children take turns crawling in the mitten as the story is read.</p>	<p>L1 Each Mitten Has a Mate, p. 261 T1 and T2 as directed Use matching colored mittens or matching snowflake cards.</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>L1 Printing Snowflakes, p. 161 T1 and T2 as directed</p>	<p>Yarn – blue, p. 292</p>	<p>L2 The Mitten Creative Writing Stories, p. 309 Choose 1 prompt</p>	<p>L1 Once I Caught a Bear Alive, p. 253 Children choose a partner and Repeat the rhyme together</p>
T	<p>L1 Puzzles, p. 123 L2 The Great Snowball Melt, p. 281</p>	<p>Owl – brown, p. 299</p>	<p>L2 The Mitten Creative Writing Stories, p. 309 Choose 1 prompt</p>	<p>L1 Once I Caught a Bear Alive, p. 253 Children choose a partner and Repeat the rhyme together</p>
W	<p>L1 Follow the Path, p. 201 L2 What is Snow?, p. 283</p>	<p>Owl – brown, p. 299</p>	<p>L2 If I Were a ..., p. 325</p>	<p>L1 Once I Caught a Bear Alive, p. 253 Children choose a partner and Repeat the rhyme together</p>
TH	<p>L1 Crystal Creations, p. 162 T1 and T2 as directed</p>	<p>Make up day</p>	<p>L2 If I Were a ..., p. 325</p>	<p>L1 Once I Caught a Bear Alive, p. 253 Role play the rhyme</p>
F	<p>Use this time to begin filling packets T1 and T2 as directed</p>	<p>Use this time to begin filling packets T1 and T2 as directed</p>	<p>Use this time to begin filling packets T1 and T2 as directed</p>	<p>L1 Once I Caught a Bear Alive, p. 253 Role play 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	<p>L1 T1 Mouse and the Mitten, p. 37 L1 T2 All Around the Cottage, p. 39</p>	<p>Focus: Position Words Story time teaching: Children use position words to tell where the animals are.</p>	<p>L1 Tramping Through the Snow, p. 261 T1 and T2 as directed</p>
T	<p>L1 Who, What and Where?, p. 43 T1 page 44 T2 pp. 44-46</p>	<p>Focus: Wh questions Story time teaching: Children answer wh questions about the story.</p>	<p>L1 Dance Like Snowflakes, p. 262 T1 and T2 as directed</p>
W	<p>L1 Animals in the Mitten, p. 165 T1 and T2 as directed Use at story time</p>	<p>Focus: Sequence Story Story time teaching: Have children predict what animal goes into their mitten next.</p>	<p>L1 Who Fits in a Mitten?, p. 256 T1 and T2 sing song T2 predict what animal comes next</p>
TH	<p>L1 Packet Making Day, p. 55 T1 and T2 as directed</p>	<p>Focus: Predict What Happens Next Story time teaching: Have children predict what animal goes into the big mitten next.</p>	<p>L1 The Mitten in the Snow, p. 261 T1 and T2 sing song T2 predict what animal comes next</p>
F	<p>L1 Take Your Packets Home, p. 56 T1 and T2 as directed</p>	<p>Focus: Retell the Story Story time teaching: Use sequencing cards To retell the story.</p>	<p>L1 The Mitten in the Snow, p. 261 T1 and T2 sing song T2 predict what animal comes next</p>