

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Three Bears"
by Paul Galdone



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 Three Bears*

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 Three Bears*

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: Story time teaching:	
T		Focus: Story time teaching:	
W		Focus: Story time teaching:	
TH		Focus: Story time teaching:	
F		Focus: Story time teaching:	

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 & Prop Suggestions, p. 263 T1 and T2 as directed Continue this center all month</p>	<p>Papa Bear - brown</p>	<p>L2 Alphabet Matching Game, p. 19</p>	<p>L1 Pease Porridge, p. 287 Repeat the rhyme using props T1 and T2 as directed</p>
T	<p>L1 Dramatic Play & Prop Suggestions, p. 263 T1 and T2 as directed Continue this center all month</p>	<p>Papa Bear - brown</p>	<p>L2 Alphabet Matching Game, p. 19 Add additional cards</p>	<p>L1 Pease Porridge, p. 287 Repeat the rhyme using props T1 and T2 as directed</p>
W	<p>L1 Dramatic Play & Prop Suggestions, p. 263 T1 and T2 as directed Continue this center all month</p>	<p>Mama Bear – your choice</p>	<p>L2 The Three Bears Alphabet Cards, p. 35</p>	<p>L1 Pease Porridge, p. 289 put cards on floor and allow children to choose the next appropriate card as the rhyme is repeated. T1 and T2 as directed</p>
TH	<p>L1 Class Quilt, p. 187 T1 and T2 as directed</p>	<p>Mama Bear – your choice</p>	<p>L2 The Three Bears Alphabet Cards, p. 35 Add additional cards</p>	<p>L1 Pease Porridge, p. 289 put cards on floor and allow children to choose the next appropriate card as the rhyme is repeated. T1 and T2 as directed</p>
F	<p>L1 Class Quilt, p. 187 T1 and T2 as directed</p>	<p>Baby Bear – your choice</p>	<p>L2 Goldilocks Can Draw Shapes, p. 243</p>	<p>L1 Pease Porridge, p. 289 put cards on floor and allow children to choose the next appropriate card as the rhyme is repeated. 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	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 Lacing Bears, p. 211 T1 and T2 as directed</p>	<p>Focus: Label Objects Story time teaching: Use Sequencing Cards, L1, p. 19. Children match cards to pictures in the book and name the objects.</p>	<p>L1 Bear Hokey Pokey, p. 306 T1 and T2 as directed</p>
T	<p>L1 Complete the Picture, p. 159 T1 as directed L1 Memory Game, p. 31 T2 play concentration</p>	<p>Focus: Visual Memory Story time teaching: Give each child a visual memory card (L1, p. 32). Have children find their object in the story illustrations.</p>	<p>L1 We’re Going on a Bear Hunt, p. 177 T1 and T2 as directed</p>
W	<p>L1 Bear Headbands, p. 193 T1 and T2 as directed</p>	<p>Focus: Repeat Familiar Phrases Story time teaching: Children role play the part of the bears repeating familiar phrase “Somebody has”</p>	<p>L1 Teddy Bear, Teddy Bear, p. 179 T1 and T2 as directed</p>
TH	<p>L1 Help Me Find My ..., p. 103 L2 I Can Trace and Print the Letters, p. 142</p>	<p>Focus: Visual Discrimination Story time teaching: Have the children find the little, middle sized, and big objects.</p>	<p>L1 Teddy Bear, Teddy Bear, p. 179 T1 and T2 as directed</p>
F	<p>L1 Baby Bear’s Bowl of Shapes, p. 95 L2 The Three Bears Creative Writing Prompts, p. 331 Choose 1 prompt</p>	<p>Focus: Shapes Story time teaching: Give each child a shape card (L1, p. 97). Have them find their shapes in the story illustrations.</p>	<p>L1 Pause on Paws, p. 180 Have children identify the ovals in the paw prints 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	L1 Bed Time Teddy Bears, p. 123 L2 Counting Teddy Grahams, p. 221	Baby bear – your choice	L2 Number of Bowls and Spoons, p. 211	L1 Pease Porridge Rebus, p. 288 Use rebus card to retell rhyme T1 and T2 as directed
T	L1 Bear Paw Sponge Painting, p. 195 L2 Help Baby Bear Get Home, p. 213	Goldilocks – blue dress yellow hair	L2 Counting Bears on a Bed, p. 171	L1 Pease Porridge Rebus, p. 288 Use rebus card to retell rhyme T1 and T2 as directed
W	L1 Big and Little, p. 43 L2 Baby Bear Can Trace and Write Numbers, p. 247 (large numbers)	Goldilocks – blue dress yellow hair	L2 Baby Bear March, p. 227	L1 Pease Porridge Rebus, p. 288 Use rebus card to retell rhyme T1 and T2 as directed
TH	L1 Matching Colors, p. 83 L2 Teddy Bear Color Bingo, p. 69	Papa Bear’s Bowl – orange	L2 Parts of a Flower, p. 293	L1 Pease Porridge, p. 287 Children fill in the last word of each rhyme T1 and T2 as directed
F	L1 Playdough, p. 183 T1 and T2 as directed	Papa Bear’s Bowl – orange	L2 Leaf Matching Game, p. 305	L1 Pease Porridge, p. 287 Children fill in the last word of each rhyme L2 Recite rhyme leaving last words off for peers to fill in

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 Helping Goldilocks Count, p. 141 L2 Counting Teddy Grahams, p. 221</p>	<p>Focus: Identify numbers Story time teaching: Counting Bears on Chairs, p. 122</p>	<p>L1 Five Little Bears: Counting Up, p. 305 T1 and T2 as directed</p>
T	<p>L1 Great Big, Middle Sized and Wee Little, p. 89 T1 and T2 as directed</p>	<p>Focus: Number concepts Story time teaching: L1 Great Big, Middle Sized and Wee Little, p. 87</p>	<p>L1 Five Little Bears: Counting Down, p. 305 T1 and T2 as directed</p>
W	<p>L1 Great Big Papa Bear, Wee Little Baby Bear, p. 45 L2 Who Does It Belong To, p. 231</p>	<p>Focus: Big/Little Story time teaching: Have children identify the big and little objects in the story</p>	<p>L1 Bouncing Bears, p. 176 Bounce a big bear and a little bear T1 and T2 as directed</p>
TH	<p>L1 Goldilocks Golden Hair Headbands, p. 265 – children name colors of ribbons L2 Baby Bear, Baby What Do You See? p. 103</p>	<p>Focus: Colors Story time teaching: Have children identify the color of objects in the story</p>	<p>L1 Feed the Bears, p. 171 T1 and T2 as directed</p>
F	<p>L1 Stuffed Baby Bear, p. 197 Use pictures from the book to tell what happened to baby bear T1 and T2 as directed</p>	<p>Focus: Sequence story Story time teaching: Use the sequence cards (L1, p. 19) to sequence the story.</p>	<p>L1 Did You Ever See?, p. 304 T1 as directed T2 predict what the bears did next In the story</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 Colored Cottages, p. 85 L2 Phonemic Awareness Matching Activity, p. 125</p>	<p>Mama’s chair – red</p>	<p>L2 Three Bears ABC Match-Up, p. 53</p>	<p>L1 Pease Porridge, p. 294 Sing the rhyme T1 and T2 as directed</p>
T	<p>L1 Somebody’s Been Tasting My Porridge, p. 41 T1 and T2 – make finger puppets to use at story time</p>	<p>Mama’s chair – red</p>	<p>L2 Three Bears ABC Match-Up, p. 53</p>	<p>L1 Pease Porridge, p. 294 Sing the rhyme T1 and T2 as directed</p>
W	<p>L1 What Do You Use to...?, p. 57 L2 Teddy Graham Taste Test, p. 223</p>	<p>Papa’s bed – green</p>	<p>L2 What Goes Together, p. 119</p>	<p>L1 Pease Porridge, p. 289 Pass out all sequencing cards. Children use cards to tell rhyme T1 and T2 as directed</p>
TH	<p>L1 A Cottage in the Woods, p. 264 T1 and T2 as directed</p>	<p>Papa’s bed – green</p>	<p>L2 Three Bears Favorite Words And Objects, p. 79</p>	<p>L1 Pease Porridge, p. 289 Pass out all sequencing cards. Children use cards to tell rhyme T1 and T2 as directed</p>
F	<p>L1 A Cottage in the Woods, p. 264 T1 and T2 as directed Keep the cottage as a center next week</p>	<p>Cottage – your choice</p>	<p>L2 Three Bears Favorite Words And Objects, p. 79</p>	<p>L1 Pease Porridge, p. 289 Pass out all sequencing cards. Children use cards to tell rhyme 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	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 Coffee Texture Bear, p. 188 T1 and T2 as directed</p> <p>L2 Three Bears Rhyming Words, p. 95</p>	<p>Focus: Follows Directions</p> <p>Story time teaching:</p> <p>L1 Character Necklaces, p. 267 Use necklaces to role play story</p>	<p>L1 The Baby Bear Bounce, p. 182 T1 and T2 as directed</p>
T	<p>L1 Which One is Different, p. 67 T1 as directed</p> <p>L1 Which One is Different, p. 69 T2 as directed</p>	<p>Focus: Same/Different</p> <p>Story time teaching:</p> <p>L1 Somebody’s Been Tasting My Porridge, p. 41</p>	<p>L1 The Baby Bear Bounce, p. 182 T1 and T2 as directed</p>
W	<p>L1 What Do You Use?, p. 59 T1 and T2 as directed</p>	<p>Focus: Classify</p> <p>Story time teaching:</p> <p>Have children describe how objects are used in the story</p>	<p>L1 The Teddy Bear Dance, p. 303 T1 as directed T2 choose actions for additional verses</p>
TH	<p>L1 Naming, Touching, Sorting Hard/Soft, p. 55 T1 and T2 as directed</p>	<p>Focus: Abstract Concept</p> <p>Story time teaching:</p> <p>L1 Baby Bear’s Touch and Feel Box, p. 56</p>	<p>L1 The Teddy Bear Dance, p. 303 T1 as directed T2 choose actions for additional verses</p>
F	<p>L1 Bears on Chairs, p. 49 T1 as directed</p> <p>L1 Don’t Wake Goldie, p. 51 T2 as directed</p>	<p>Focus: Position Words</p> <p>Story time teaching:</p> <p>Have children use position words to answer where questions</p>	<p>L1 The Bear Went Over the Mountain, p. 302 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	L1 Follow the Path, p. 223 L2 Mystery Box, p. 275	Cottage – your choice	L2 Tracing/ Writing Small Numbers, p. 258	L1 Pease Porridge, p. 287 Children work in pairs using sequence cards to retell the rhyme T1 and T2 as directed
T	L1 Cutting Grids, p. 205 L2 Mystery Box, p. 275	Make up day	L2 Writing the Bear’s Favorite Words, p. 87	L1 Pease Porridge, p. 287 Children work in pairs using sequence cards to retell the rhyme T1 and T2 as directed
W	L1 Craft Stick Puppets, p. 37 T1 and T2 as directed	Make up day	L2 Writing the Bear’s Favorite Words, p. 87	L1 Pease Porridge, p. 287 Children work in pairs using sequence cards to retell the rhyme T1 and T2 as directed
TH	L1 Craft Stick Puppets, p. 37 T1 and T2 as directed *keep puppets to use at story time on Friday	Make up day	L2 Three Bears Character Writing Prompts, p. 345 Choose 1 character	L1 Pease Porridge, p. 287 Children recite rhyme individually T1 fills in words T2 recites entire rhyme
F	Use this time to fill packets T1 and T2 as directed	Use this time to fill packets T1 and T2 as directed	L2 Three Bears Character Writing Prompts, p. 345 Choose 1 character	L1 Pease Porridge, p. 287 Children recite rhyme individually T1 fills in words T2 recites entire rhyme

Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 Who, What, Where?, p. 63 T1 and T2 as directed</p>	<p>Focus: Answer wh questions Story time teaching: Children answer who, what and where questions.</p>	<p>L1 The Bears Went Walking, p. 306 T1 and T2 as directed</p>
T	<p>L1 The Home of the 3 Bears, p. 201 Children use the word in to tell where objects are L2 The Three Bears Creative Writing Prompts, p. 331 – choose a prompt</p>	<p>Focus: Position Words Story time teaching: Have children use position words to tell where Goldilocks is.</p>	<p>L1 The Bears Went Walking, p. 306 T1 and T2 as directed</p>
W	<p>L1 A Cool Twist to Play Dough, p. 184 T1 and T2 as directed</p>	<p>Focus: Abstract Concepts – Hot/Cold Story time teaching: Have children describe porridge as hot or cold</p>	<p>L1 Pause on Paws, p. 180 T1 and T2 as directed</p>
TH	<p>L1 Packet Making Day, p. 77 T1 and T2 as directed</p>	<p>Focus: Predict what happens next Story time teaching: Children predict what Goldilocks and the three bears do next.</p>	<p>L1 Take Baby Bear to His Chair, p. 175 T1 and T2 as directed</p>
F	<p>L1 Take Your Packet Home, p. 78 T1 and T2 as directed</p>	<p>Focus: Retell story Story time teaching: Use craft stick puppets to role play story (L1, p. 37)</p>	<p>L1 We’re Going on a Bear Hunt, p. 177 T1 and T2 as directed</p>