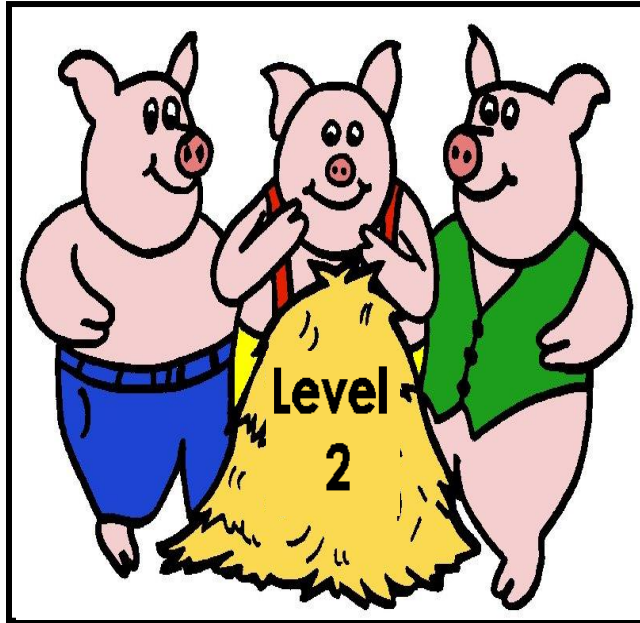


# Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Three Little Pigs"  
by James Marshall



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 Little Pigs*

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				
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 Little Pigs*

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 Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Dramatic Play and Prop Suggestions p. 284 T1 and T2	L1 Pig – blue pp. 205, 365	L2 Alphabet Game p. 19	L1 <i>To Market, To Market</i> pp. 303, 309 Role play the rhyme using real props. T1 and T2
T	L1 Dramatic Play and Prop Suggestions p. 284 T1 and T2	L1 Pig – blue pp. 205, 365	L2 Alphabet Game p. 19	L1 <i>To Market, To Market</i> pp. 303, 309 Role play the rhyme using real props. T1 and T2
W	L1 Dramatic Play and Prop Suggestions p. 284 T1 and T2 Continue to add props. Keep Center open all month.	L1 Straw House – yellow pp.. 205, 368	L2 Alphabet Game p. 19	L1 <i>To Market, To Market</i> pp. 303, 309 Role play the rhyme using real props. T1 and T2
TH	L1 More Huffing and Puffing p. 40 T1 and T2	L1 Straw House – yellow pp.. 205, 368	L2 The Three Little Pigs Learn to Write p. 69	L1 <i>To Market, To Market</i> pp. 303, 309 Role play the rhyme using real props and sequencing cards p. 306. T1 and T2
F	L1 T1 Learning Shapes with Pig Number 3 p. 93  L2 T2 Alphabet Cards p. 35	L1 Pig # 2 – your choice of color pp. 205, 366	L2 The Three Little Pigs Learn to Write p. 69 Use blank page.	L1 <i>To Market, To Market</i> pp. 303, 309 Role play the rhyme using real props and sequencing cards p. 306. T1 and T2

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 <b>Music/ Movement</b>
M	L1 T1 Cutting Grids p. 234 Have children find, name and color all pictures before cutting. L2 T2 The Three Little Pigs Rhyming Words p. 89	<b>Focus: Label objects/following directions</b> L1 Story Time Teaching Use the Storytelling Cards p. 19 that illustrate characters. Have children identify the characters in the story. T1 and T2	L1 The Tail of a Pig p. 335 T1 and T2
T	L1 T1 Little Pigs Memory Game p. 33  L2 T2 Colored Brick Matching Activity p. 77	<b>Focus: Visual Memory</b> L1 Story Time Teaching Use Memory Game Cards pp. 34-38. Have children find objects in story illustrations T1 and T2	L1 The Tail of a Pig p. 335 T1 and T2
W	L1 A House Built of Sticks p. 219 T1 and T2	<b>Focus: Visual discrimination</b> L1 Story Time Teaching T1 and T2 Have children match/name the 3 different kinds of houses on appropriate pages. Use storytelling cards as visual cues.	L1 The Tail of a Pig p. 335 T1 and T2
TH	L1 I'll Huff and Puff p. 39 Have children repeat familiar phrase before blowing objects. T1 and T2	<b>Focus: Repeat Familiar Phrases</b> L1 Story Time Teaching Have children repeat phrase "I'll huff and I'll puff" on appropriate pages. T1 and T2	L1 Little Pig Bounce p. 195 T1 and T2
F	L1 Shapes and Faces p.1 05 T1 and T2	<b>Focus: Shapes</b> L1 Story Time Teaching Have children find shapes in story illustrations. Use shapes pp. 95-102 as visual cues. T1 and T2	L1 The Piggy Pokey p. 201 T1 - As directed T2 - Choose additional verses

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 T1 Puzzles p. 165  L2 T2 How Many Bricks? P. 149	L1 Pig # 2 – your choice of color pp. 205, 366	L2 The Three Little Pigs Alphabet House Match p. 53	L1 <i>To Market, To Market</i> pp. 306, 310 Sing the rhyme using the sequence cards. T1 and T2
T	L1 T1 Puzzles p. 165  L2 T2 Counting and Writing Numbers p. 181 See suggestion bullet #5	L1 Stick House – brown pp. 205, 369	L2 Phonemic Awareness House Matching p. 95	L1 <i>To Market, To Market</i> pp. 306, 310 Sing the rhyme using the sequence cards. T1 and T2
W	L1 T1 Trees and Numbers p. 137  L2 T2 Counting and Writing Numbers p. 181 See suggestion bullet #6	L1 Stick House – brown pp. 205, 369	L2 Building a Brick House p. 185	L1 <i>To Market, To Market</i> pp. 303, 306 Pass out sequence cards, have children use cards to predict what happens next. T1 and T2
TH	L1 A Bundle of Sticks p. 149 T1 1-3 T2 1-10	Pig 3 – green vest pp. 205, 367	L2 Shape Hunt p. 193	L1 <i>To Market, To Market</i> pp. 303, 306 Pass out sequence cards, have children use cards to predict what happens next. T1 and T2
F	L1 Wolf Paw Print Sponge Painting p. 208 T1 and T2	Pig 3 – green vest pp. 205, 367	L2 The Wolf Can Draw His Shapes p. 201	L1 <i>To Market, To Market</i> pp. 303, 306 Pass out sequence cards, have children use cards to predict what happens next. T1 and T2

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 <b>Music/ Movement</b>
M	L1 T1 Big and Little Level A p. 49  L1 T2 Big Brick House, Little Brick House p. 51	<b>Focus: Big and Little</b> L1 Story Time Teaching Use big and little story props. Sort objects by size as the story is read. T1 and T2	L1 Wolf Stew p. 199 T1 and T2
T	L1 t1 What Color Is Your House? p. 85  L2 T2 How Many are in a Bundle? p. 192	<b>Focus: Colors</b> L1 Story Time Teaching I'm on My Way p. 83 T1 and T2	L1 Wolf Stew p. 199 T1 and T2
W	L1 T1 Sticks, Bricks, and Pigs p. 161  L2 T2 Which House Would You Build? p. 189	<b>Focus: Number Identification</b> L1 Story Time Teaching Count the number of objects on pages as story is read. T1 and T2	L1 The Pigs Go Marching p. 314 T1 and T2
TH	L1 Build it, Count it p. 124 T1 – 1-5 blocks T2 – 1-10 blocks Use real blocks.	<b>Focus: Number Concepts</b> L1 Story Time Teaching Have a pile of hay, sticks and bricks. Have children count objects in each pile on appr. pages. T1 and T2	L1 The Pigs Go Marching p. 314 T1 and T2
F	L1 The Three Little Pigs Finger Puppets p. 47 T1 and T2	<b>Focus: Repeat Familiar Phrases</b> L1 Story Time Teaching Use the finger puppets p. 47 to help role play the story. T1 and T2	L1 The Pigs Go Marching p. 314 T1 and T2

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 Building a Brick House p. 56 Have the children build and paint the house. T1 and T2	L1 Brick House – red pp. 205, 370	L2 House Matching p. 95 See sugg. bullet #1	L1 <i>To Market, To Market</i> pp. 303, 306 Put sequence cards on floor. Have children choose the next card to tell the rhyme. T1 and T2
T	L1 Little pig, Little Pig, Let me Come In p. 55 T1 and T2	L1 Brick House – red pp. 205, 370	L2 You Can Write Your Numbers p. 205 large	L1 <i>To Market, To Market</i> pp. 303, 306 Put sequence cards on floor. Have children choose the next card to tell the rhyme. T1 and T2
W	L1 T1 Perky Piggy Pants p. 109  L2 T2 The Big Bad Wolf Can Trace and Print His Letters. P. 119	L1 Wolf – gray pp. 205, 373	L2 You Can Write Your Numbers p. 205 small	L1 <i>To Market, To Market</i> pp. 303, 306 Put sequence cards on floor. Have children choose the next card to tell the rhyme. T1 and T2
TH	L1 T1 Lacing With the Pigs p. 239  L2 T2 The Big Bad Wolf Can Trace and Print His Letters. P. 119	L1 Wolf – gray pp. 205, 373	L2 Stick Rulers p. 199	L1 <i>To Market, To Market</i> pp. 305 Have children take turns repeating the rhyme using the rebus sheet. T1 and T2
F	L1 Character Headbands p. 209 Have the children color characters following teacher’s directions. T1 and T2	L1 Pot – purple pp. 205, 371	L2 Did It Move? p. 239	L1 <i>To Market, To Market</i> pp. 305 Have children take turns repeating the rhyme using the rebus sheet. T1 and T2



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 <b>Music/ Movement</b>
M	L1 T1 Which One is Different? p. 61  L1 T2 Which One is Different? p. 63	<b>Focus: Same and Different</b> L1 Story Time Teaching Give each child a house picture from the seq. cards. Have children find the same house as the story is read. T1 and T2	L1 Wolf Paw Path p. 202 T1 and T2
T	L1 All Around the House p. 57 T1 – p. 58 T2 – pp. 58-60	<b>Focus: Position Words</b> L1 Story Time Teaching Use the Brick House. Have children place characters <b>in, out, beside, on,</b> and <b>behind</b> the house. T1 and T2	L1 Piggy Hid the Apples p. 196 T1 and T2
W	L1 Craft Stick Puppets p. 43 T1 and T2	<b>Focus: Sequence Story</b> L1 Story Time Teaching Use puppets to sequence the story. T1 and T2	L1 Wolf Paw Path p. 202 Add appropriate seq. cards beside each paw. Have children sequence the story as they walk the path. T1 and T2
TH	L1 T1 Heavy or Light? p. 91  L2 T2 Investigating Straw, Sticks, and Bricks p. 197	<b>Focus: Abstract concept –Heavy/Light</b> L1 Story Time Teaching Use story props to demonstrate heavy/light. Have children identify objects in the story as heavy or light. T1 and T2	L1 A Load of Bricks p. 199 T1 and T2
F	L1 Rough or Smooth? p. 92 T1 and T2	<b>Focus: Abstract concept – Rough/Smooth</b> L1 Story Time Teaching Use story props to demonstrate rough/smooth. Have children identify objects in the story as rough or smooth. T1 and T2	L1 The Pigs are Pink and Plump p. 335 T1 and T2

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 T1 The Pigs Go on an Adventure p. 249 L2 T2 Sink or Float? p. 233	L1 Pot – purple pp. 205, 371	L2 Exploring Apples p. 251	L1 <i>To Market, To Market</i> pp. 309 Have children work in pairs using the sequence cards to tell the rhyme. pp. 205, 372 T1 and T2
T	L1 Who’s Afraid of the big Bad Wolf? p. 291 T1 and T2	L1 Butter churn pp. 205, 372	L2 The Three Little Pigs Creative Writing Prompts. p. 289	L1 <i>To Market, To Market</i> pp. 309 Have children work in pairs using the sequence cards to tell the rhyme. pp. 205, 372 T1 and T2
W	L1 Pin the Tail on the Wolf p. 298 T1 and T2	L1 Butter churn pp. 205, 372	L2 What’s in Your House? p. 347	L1 <i>To Market, To Market</i> pp. 309 Have children work in pairs using the sequence cards to tell the rhyme. pp. 205, 372 T1 and T2
TH	L1 Playdough p. 207 T1 and T2	Make up Day	L2 School Scavenger Hunt p. 317	L1 <i>To Market, To Market</i> pp. 309 Have children work in pairs using the sequence cards to tell the rhyme. pp. 205, 372 T1 and T2
F	Use this time to begin filling packets. T1 and T2	Use this time to begin filling packets. T1 and T2	Use this time to begin filling packets. T1 and T2	L1 <i>To Market, To Market</i> pp. 309 Have children work in pairs using the sequence cards to tell the rhyme. pp. 205, 372 T1 and T2

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	L1 T1 Small, Medium, Large p. 87  L1 T2 Little, Middle, Big Bad Wolf p. 89	<b>Focus: Classification, small, med., large</b> L1 Story Time Teaching Use 3 sizes of story props and have children classify objects by size as the story is read. T1 and T2	L1 Paw Print Stop and Go p. 197 T1 and T2
T	L1 Who, What, Where? P. 69  T1 – p. 70 T2 – pp. 70-72	<b>Focus: Wh Questions</b> L1 Story Time Teaching Have children answer wh questions about the story. T1 and T2	L1 Little Pig, Little Pig. p. 297 T1 and T2
W	L1 First, Second, or Third? p. 155 T1 and T2	<b>Focus: Predict what comes next</b> L1 Story Time Teaching Use the first, second, and third pictures p. 156 during story time. T1 and T2	L1 The Butter Churn Roll p. 193 T1 and T2
TH	L1 Packet Making day p. 75 T1 – label objects from story T2 – sequence story on packet	<b>Focus: Retell the story</b> L1 Story Time Teaching Use sequence cards to help retell the story. T1 and T2	L1 The Apple Chase p. 203 T1 and T2
F	L1 Take Your Packet Home p. 76 T1 and T2	<b>Focus: Wh Questions</b> L1 Story Time Teaching Have children answer where questions about the story. T1 and T2	L1 Counting Pigs p. 336 T1 and T2