

# Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Very Busy Spider"  
By Eric Carle



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 Very Busy Spider*

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 Very Busy Spider*

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 <b>Story Time 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 Props Suggestions p. 239 T1 and T2	L1 Spider – red pp. 163, 307	L2 Alphabet Matching Game p. 19	L1 <i>Eensy Weensy Spider</i> pp. 253, 259 T1 and T2 Role play the rhyme using real props.
T	L1 Dramatic Play and Props Suggestions p. 239 T1 and T2	L1 Spider – red pp. 163, 307	L2 Alphabet Matching Game p. 19	L1 <i>Eensy Weensy Spider</i> pp. 253, 259 T1 and T2 Role play the rhyme using real props
W	L1 Dramatic Play and Props Suggestions p. 239 T1 and T2 Continue to add props. Keep center open all month.	L1 Horse – brown pp. 163,310	L2 Alphabet Matching Game p. 19	L1 <i>Eensy Weensy Spider</i> pp. 253, 259 T1 and T2 Role play the rhyme using real props
TH	L1 T1 Spider’s Memory Game p. 27  L2 T2 I Can Trace and Print Letters p. 119	L1 Horse – brown pp. 163,310	L2 Writing Animal Words p. 83	L1 <i>Eensy Weensy Spider</i> pp. 253, 259 T1 and T2 Role play the rhyme using real props and sequencing cards p. 255.
F	L1 Roll a Marble, Spin a Web, Create a Spider p. 208 T1 and T2	L1 Sheep – gray pp. 163, 312	L2 Writing Animal Words p. 83	L1 <i>Eensy Weensy Spider</i> pp. 253, 259 T1 and T2 Role play the rhyme using real props and sequencing cards p. 255.

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 <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	L1 Craft Stick Puppets p. 63 See Suggestion bullet #2. T1 and T2	<b>Focus: Label Objects</b> L1 Story Time Teaching Use the Craft Stick Puppets p. 43 as the story is read. T1 and T2	L1 Taking a Walk with Spider and Friends p. 155 T1 and T2
T	L1 T1 Shapes in the Sun p. 77  L2 T2 The Busy Spider’s Favorite Words and Objects p. 53	<b>Focus: Visual Discrimination</b> L1 Story Time Teaching Have children find different shapes in story illustrations. T1 and T2	L1 Rolling a Spider Web p. 240 T1 and T2
W	L1 Busy Spider’s Web p. 29 T1 and T2	<b>Focus: Repeat Familiar Phrases</b> L1 Story Time Teaching Busy Spider’s Web p. 29 T1 and T2 Have children wear headbands during the story time. Keep bands for other story times.	L1 There’s a Spider on Me! p. 223 T1 and T2
TH	L1 T1 Complete the Picture p. 177  L2 T 2 Caught in a Name Web p. 89	<b>Focus: Visual Memory</b> L1 Story Time Teaching Match the Story Telling Cards to the animal illustrations in the story. T1 and T2	L1 There’s a Spider on Me! p. 223 T1 and T2
F	L1 T1 Big and Little p. 47  L2 T2 Spider Syllables p. 93	<b>Focus: Big and Little</b> L1 Story Time Teaching Use big and little props. Have children sort as big or little. May use big and little sequence cards. T1 and T2	L1 Rolling a Spider Web p. 240 Identify the ball of yarn as big and then little. 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 There's a Spider on My Web p. 75  L2 T2 Spider's Colorful Farm p. 59 See Suggestion bullet #1.	L1 Sheep – gray pp. 163, 312	L2 Busy Spider's ABC Match Up p. 35	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Repeat rhyme using hand motions.
T	L1 Thumbprint Spiders p. 207 Identify thumbprint as an oval. T1 and T2	L1 Goat – orange pp. 163, 313	L2 Busy Spider's ABC Match Up p. 35	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Repeat rhyme using hand motions add sequence cards p. 255
W	L1 T1 Count the Spiders on the Web p. 101 Numbers on the Web p. 107 Count spiders and match to correct number. L2 T2 Counting Spiders p. 149 Activity #2	L1 Goat – orange pp. 163, 313	L2 The Friendship Hayride p. 99	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Repeat rhyme using hand motions add sequence cards p. 255
TH	L1 T1 Busy Spider and his Friends p. 117  L2 T2 Counting Spiders p. 149 Activity #3	L1 Cat – purple pp. 163, 316	L2 Spiders Can Draw Shapes p. 221 See Suggestion bullet #1.	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Sing rhyme p. 260 using hand motions.
F	L1 T1 Cutting Grids p. 171 Have the children work in pairs to find the pictures that are the same. L2 T2 How Many Spiders in the jar? P. 183	L1 Cat – purple pp. 163, 316	L2 Hungry Spider Spins a Web p. 201	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Sing rhyme p. 260 using hand motions.

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 Do You Want to Lace? P. 189 Children id color then color character.  L2 T2 Spider’s Colorful Farm p. 59	<b>Focus: Colors</b> L1 Story Time Teaching Have children name colors of animals/objects in story illustrations. T1 and T2	L1 Flies Caught on a Web p. 161 See Suggestion bullet #2. T1 – as directed T2 – add color words to webs
T	L1 T1 Quack, Quack, What Shape is That? p. 83  L2 T2 Shapes in a Web p. 225	<b>Focus: Shapes</b> L1 Story Time Teaching Have children name colors and shapes in story illustrations. T1 and T2	L1 Busy Spider Spins a Beautiful Web p. 156 T1 and T2
W	L1 T1 Count the Flies p. 113  L2 T2 How Many Flies in my Web? P. 205	<b>Focus: Number Identification</b> L1 Story Time Teaching Count the number of lines and circles on each web. Use number cards to identify the number. T1 and T2	L1 Five Little Spiders p. 265 T1 and T2
TH	L1 T1 Very Busy Spiders in a Web p. 167 Children count the spiders.  L2 T2 How Much is a Handful of Spider Eggs? P. 185	<b>Focus: Number Concepts</b> L1 Story Time Teaching Count the number of animals the spider talks to. Use sequence cards for visual cues. T1 and T2	L1 Five Little Spiders p. 265 T1 and T2
F	L1 T1 Which One is Different? p. 55  L1 T2 Which One is Different? p. 57	<b>Focus: Same and Different</b> L1 Story Time Teaching Give each child a Story Telling Card, p. 19. Compare each picture to the story illustrations. Ask <b>Is it the same or different?</b>	L1 Five Little Spiders p. 265 T1 and T2

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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 Spider Patterns p. 89  L2 T2 Spider Can Draw Shapes p. 221	L1 Duck – yellow pp. 163, 317	L2 How Many Spiders in my Web? P. 205 See Suggestion bullet #1	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Put sequence cards on floor. Have children choose the next card in the sequence of the story.
T	L1 T1 Very Busy Spider Puzzles p. 129  L2 T2 The Friendship Hayride p. 99 Sequence the story.	L1 Duck - yellow pp. 163, 317	L2 The Busy Spiders Simple Addition and Subtraction p. 209	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Put sequence cards on floor. Have children choose the next card in the sequence of the story.
W	L1 T1 Very Busy Spider Puzzles p. 129  L2 T2 Spider Rulers p. 181	L1 Rooster – green pp. 163, 318	L2 The Busy Spiders Simple Addition and Subtraction p. 209	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Put sequence cards on floor. Have children choose the next card in the sequence of the story.
TH	L1 Playdough p. 165 T1 and T2	L1 Rooster – green pp. 163, 318	L2 The Busy Spiders Simple Addition and Subtraction p. 209	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Put sequence cards on floor. Have children choose the next card in the sequence of the story.
F	L1 Playdough p. 165 T1 and T2	L1 Owl – brown pp. 163, 319	L2 Spider Can Trace and Write Numbers p. 235	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Put sequence cards on floor. Have children choose the next card in the sequence of the story.



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 Fly and the Web p. 95  L2 T2 Counting Spiders p. 149 Activity #1	<b>Focus: Patterns</b> L1 Story Time Teaching I Spy a Fly p. 273 Have children tell where the fly is on each page. T1 and T2	L1 My Little Spider p. 263 T1 – sing song T2 – recognize pattern- shoulder, chin, arm, leg as the song is repeated
T	L1 I am the Wind p. 44 T1 and T2	<b>Focus: Sequence the Story</b> L1 Story Time Teaching Use headbands (L1 p. 31) to sequence the story. T1 and T2	L1 Taking a Walk with Spider and His Friends p. 155 See Suggestion bullet #6 T1 and T2
W	L1 Rolling a Spider Web p. 24 Practice using the word, <b>across</b> , as the yarn is tossed. T1 and T2	<b>Focus: Positions</b> L1 Story Time Teaching Find the Fly p. 153 T1 and T2	L1 Find a Fly p. 153 T1 and T2
TH	L1 My Own Puffy Spider p. 203 T1 and T2	<b>Focus: Predict What Happens Next</b> L1 Story Time Teaching Use sequence cards to predict what happens next in the story. T1 and T2	L1 The Spider Spins a Web p. 264 T1 and T2
F	L1 I am a Spider Headband p. 242 T1 and T2	<b>Focus: Follow Directions</b> L1 Story Time Teaching Have children take turns being the spider and talking to the animals in the story. T1 and T2	L1 Pigs in the Mud p. 157 T1 and T2

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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 Follow the Path p. 209  L2 T2 Spider Venom p. 295	L1 Owl – brown pp. 163, 319	L2 My Busy Spider p. 287	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Repeat the rhyme. Children answer <b>wh</b> questions about the rhyme.
T	L1 T1 Follow the Path p. 209  L2 T2 Counting and Matching Spider’s Animal Friends p. 189	L1 Fly – blue pp. 163, 308	L2 The Very Busy Spider’s Creative Writing Prompts p. 313	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Have children take turns repeating the rhyme using the rebus sheet p. 254.
W	L1 T1 There’s a Spider on my Web p. 75 Set up as an independent center.  L2 T2 The Friendship Hayride p. 99 See Suggestion bullet #4	L1 Fly – blue pp. 163, 308	L2 The Very Busy Spider’s Creative Writing Prompts p. 313	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Have children take turns repeating the rhyme using the rebus sheet p. 254.
TH	L1 Character Necklace p. 245 Have children make their own to use at story time. T1 and T2	Make Up Day	L2 Poems on the Farm p. 331	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Have children work in pairs using the sequence cards to retell the rhyme..
F	Use this time to fill packets.	Use this time to fill packets.	Use this time to fill packets.	L1 <i>Eensy Weensy Spider</i> p. 253 T1 and T2 Have children work in pairs using the sequence cards to retell the rhyme..

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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 Who, What, Where? P. 63 T1 – p. 64 T2 – pp. 64-66	<b>Focus: Wh Questions</b> L1 Story Time Teaching Have children answer who, what, and where questions about the story. T1 and T2	L1 The Silly, Willy Spider p. 263 Ask <b>who is next</b> each time song is sung. T1 and T2
T	L1 T1 Moo, Moo, What Size are You? p. 85  L1 T2 Dogs of all Sizes p. 87	<b>Focus: Classification</b> L1 Story Time Teaching <b>Have children classify animals, insects and objects as small, medium, or large.</b> T1 and T2	L1 Spider Toss p. 158 T1 and T2
W	L1 T1 Many or Few? p. 121  L1 T1 Many or Few? p. 122	<b>Focus: Abstract Concepts</b> L1 Story Time Teaching Discuss how the web gets bigger and bigger.	L1 Flies Caught on a Web p. 161 See Suggestion bullet #2. T1 – name colors T2 – read color words
TH	L1 Packet Making day p. 69 T1 and T2	<b>Focus: Repeat Familiar Phrases</b> L1 Story Time Teaching Children use Character Necklaces to role play story. T1 and T2	L1 Want to Jump on the Rocks? p. 159 T1 and T2
F	L1 Take Your Packet Home p. 70 T1 and T2	<b>Focus: Retell the Story</b> L1 Story Time Teaching Use the visuals from L2 the Friendship Hayride pp. 99-114 to retell the story. T1 and T2	L1 Five Little spiders p. 265 T1 and T2