

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the storybook by
Lorinda Bryan Cauley



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, be aware 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.

Read It Once Again ™

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: *Clap Your Hands*

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: *Clap Your Hands*

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	L1 Dramatic Play and Props Suggestions p. 259 T1 and T2	L1 Painting on the Easel p. 177 Kangaroo – Red p. 325	L2 Alphabet Matching Game p. 19 See suggestions bullet # 5	L1 Mother Goose Rhyme p. 281 Open, Shut Them Repeat rhyme and imitate actions. L1 Mother Goose Everyday p. 285
T	L1 Dramatic Play and Props Suggestions p. 259 T1 and T2	L1 Painting on the Easel p. 177 Kangaroo – Red p. 325	L2 Alphabet Matching Game p. 19 See suggestions bullet # 4	L1 Mother Goose Rhyme p. 281 Open, Shut Them Repeat rhyme and imitate actions.
W	L1 Dramatic Play and Props Suggestions p. 259 T1 and T2 Continue to add props. Keep open all month.	L1 Painting on the Easel p. 177 Hat – Yellow p. 326	L2 Clap Your Hands Rhyming Words p. 101	L1 Mother Goose Rhyme p. 281 Open, Shut Them Repeat rhyme and imitate actions.
TH	L1 Clap Your Hands Puzzles p. 221 Center Activity L2 We Can Draw Shapes p. 207	L1 Painting on the Easel p. 177 Hat – Yellow p. 326	L2 Clap Your Hands Rhyming Words p. 101 See suggestions bullet # 2	L1 Mother Goose Rhyme p. 281 Use sequencing cards (p. 283). Repeat rhyme and imitate actions.
F	L1 Clap Your Hands Puzzles p. 221 Center Activity L2 Head, Arms, Knees and Toes p. 89 See suggestions bullet # 12	L1 Painting on the Easel p. 177 Pants(bear) – Green p. 327	L2 Measuring Monkeys p. 171	L1 Mother Goose Rhyme p. 281 Use sequencing cards (p. 283). Repeat rhyme and imitate actions.

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 Clap Your Hands Lacing Cards p. 195 L2 Writing Animal Words p. 95	Focus: Label Objects Story Time Teaching Animal Identification Cards p. 19 Activity 1	L1 Jump Like a Frog p. 167 T1 and T2
T	L1 T1 Memory Game p. 25 Activity 1 L1 T2 Memory Game p. 25 Activity 2	Focus: Visual Memory Story Time Teaching Memory Game p. 25	L1 Jump Like a Frog p. 167 T1 and T2
W	L1 Matching Sock Patterns p. 137 L2 Seal's ABC Match-Up p. 53	Focus: Visual Discrimination Story Time Teaching Have children imitate actions on each page.	L1 Blow Me a Kiss p. 31 T1 and T2
TH	L1 Gorilla Shape Matching p. 95 L2 Clap Your Hands Obstacle Course p. 205	Focus: Shape Identification Story Time Teaching Upside Down, Look All Around p. 169	Upside Down, Look All Around p. 169 T1 and T2
F	L1 Find Something Yellow, Find Something Red p. 79 T1 as directed T2 add color words. Children read and spell color words.	Focus: Classification Story Time Teaching Find Something Yellow, Find Something Red p. 79	L1 Show Me a Smile, Show Me a Frown p. 265 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 Awareness/ Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Cutting Grids p. 189 L2 I Can Trace and Print The Letters p. 123	L1 Painting on the Easel p. 177 Pants (bear) – Green p. 327	L2 Writing Color Words p. 81	L1 Mother Goose Rhyme p. 281 Sing the rhyme p. 286 T1 and T2
T	L1 Cutting Grids p. 189 L2 I Can Trace and Print The Letters p. 123	L1 Painting on the Easel p. 177 Hippo – Blue p. 328	L2 Writing Color Words p. 81	L1 Mother Goose Rhyme p. 281 Sing the rhyme p. 286 T1 and T2
W	L1 Clowning Around With Numbers p. 111 See suggestion bullet # 5 L2 Clown Hats and Number Pompoms p. 153 Activity 1	L1 Painting on the Easel p. 177 Hippo – Blue p. 328	L2 Writing Color Words p. 81	L1 Mother Goose Rhyme p. 281 Child chooses sequencing cards to predict what happens next. Place cards on storyboard.
TH	L1 Clowning Around With Numbers p. 111 See suggestion bullet # 5 L2 Clown Hats and Number Pompoms p. 153 Activity 2	L1 Painting on the Easel p. 177 Giraffe – Orange p. 329	L2 How Many Pompoms in the Jar p. 173	L1 Mother Goose Rhyme p. 281 Child chooses sequencing cards to predict what happens next. Place cards on storyboard.
F	L1 Clowning Around With Numbers p. 111 See suggestion bullet # 5 L2 Clown Hats and Number Pompoms p. 153 Activity 3	L1 Painting on the Easel p. 177 Giraffe – Orange p. 329	L2 Clap Your Hands Obstacle Course p. 205 See suggestion bullet #3	L1 Mother Goose Rhyme p. 281 Child chooses sequencing cards to predict what happens next. Place cards on storyboard.

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 Hungry Hippos p. 181 L2 Clap Your Hands for Shapes p. 211 See suggestions bullets #2 and 5	Focus: Color Identification Story Time Teaching Matching Colors p. 75 T2 add color words	L1 Clap, Clap Your Hands p. 289 Choose different verses each day.
T	L1 Make a Silly Face p. 260 L2 Clap Your Hands Syllables p. 109	Focus: Repeat Familiar Phrases Story Time Teaching Make A Silly Face p. 260	L1 Clap, Clap Your Hands p. 289 Choose different verses each day.
W	L1 Clap Your Hands and Count the Bears p. 125 L2 How Much is a Handful? p. 175	Focus: Number Identification Story Time Teaching Clap Your Hands and Count the Bears p. 125	L1 Clap, Clap Your Hands p. 289 Choose different verses each day.
TH	L1 How Old Are You? p. 35 T1 and T2	Focus: Number Concepts Story Time Teaching Clown Hats p. 99	L1 Clap, Clap Your Hands p. 289 Choose different verses each day.
F	Big Animal/Little Animal p. 49 T1 and T2	Focus: Big/Little Story Time Teaching Big and Little p. 47	L1 Clap, Clap Your Hands p. 289 Choose different verses each day.

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 A Pocket for My Babies p.185 L2 Counting, Matching and Adding Animal Friends p. 185	L1 Painting on the Easel p. 177 Shirt (monkey) – Purple p. 330	L2 Balls of All Sizes p. 179 activity 1	L1 Mother Goose Rhyme p. 281 Have the children take turns reading the rhyme from the rebus sheet (p.282)
T	L1 A Pocket for My Babies p.185 L2 Counting, Matching and Adding Animal Friends p. 185, see modifications bullet #4	L1 Painting on the Easel p. 177 Shirt (monkey) – Purple p. 330	L2 Balls of All Sizes p. 179 activity 2	L1 Mother Goose Rhyme p. 281 Have the children take turns reading the rhyme from the rebus sheet (p.282)
W	L1 Mr. Happy Sock p. 241 T1 and T2	L1 Painting on the Easel p. 177 Sock – pink p. 332	L2 Clap Your Hands, Stomp Your Feet. Count With Me p. 181	L1 Mother Goose Rhyme p. 281 Have the children take turns reading the rhyme from the rebus sheet (p.282)
TH	L1 Mr. Happy Sock p. 241 T1 and T2	L1 Painting on the Easel p. 177 Sock – pink p. 332	L2 Clothes Basket Addition p. 193	L1 Mother Goose Rhyme p. 281 Sequence the rhyme using the IWB activity.
F	L1 Matching Baseball Hat p. 77 L2 I Can Trace and Write Numbers p. 229	L1 Painting on the Easel p. 177 Dog – Brown p. 331	L2 Clothes Basket Addition p. 193	L1 Mother Goose Rhyme p. 281 Sequence the rhyme using the IWB activity.

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 Shake Your Arms and Take a Seat p. 173 T1 and T2	Focus: Follow Directions Story Time Teaching Shake Your Arms and Take a Seat p. 173	L1 If You're Happy and You Know It p. 175 T1 and T2
T	L1 Follow the Path p. 203 L2 Clap Your Hands Stories p. 309 Choose 1 prompt	Focus: Follow Directions Story Time Teaching Shake Your Arms and Take a Seat p. 173	L1 If You're Happy and You Know It p. 175 T1 and T2
W	L1 Hats Go Here, Socks Go There p. 153 T1 p. 154 T2 p.155	Focus: Classification Story Time Teaching Hats Go Here Socks Go There p. 153	L1 Doing the Baby Crawl p. 168 T1 and T2
TH	L1 T1 Where Is the Mouse? P. 41 L1 T2 Baby's Animal Friends p. 42	Focus: Position Words Story Time Teaching Where Is the Mouse? P. 41	L1 Shake Your Arms and Take a Seat p. 173 T1 and T2
F	L1 T1 Which One Is Different? p. 53 L1 T2 T1 Which One Is Different? p. 55	Focus: Same/Different Story Time Teaching Which One Is Different? p. 55	L1 Socks On My Feet p. 243 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 Awareness/ Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Playdough p. 179 T1 and T2	L1 Painting on the Easel p. 177 Dog – Brown p. 331	L2 Put Your Socks Away p. 201 Make pocket	L1 Mother Goose Rhyme p. 281 Children work in pairs to retell rhyme. Use sequencing cards (p. 283). Put cards on storyboard.
T	L1 Playdough p. 179 T1 and T2	Make up painting	L2 Put Your Socks Away p. 201 Complete subtraction activity	L1 Mother Goose Rhyme p. 281 Children work in pairs to retell rhyme. Use sequencing cards (p. 283). Put cards on storyboard.
W	L1 Playdough p. 179 T1 and T2	Make up painting	L2 Why Are They Smiling? P. 323	L1 Mother Goose Rhyme p. 281 Children work in pairs to retell rhyme. Use sequencing cards (p. 283). Put cards on storyboard.
TH	L1 Playdough p. 179 T1 and T2	Make up painting	L2 Why Are They Smiling? P. 323	L1 Mother Goose Rhyme p. 281 Imitate actions as rhyme is repeated.
F	Use this time to begin filling packets	Use this time to begin filling packets	Use this time to begin filling packets	L1 Mother Goose Rhyme p. 281 Imitate actions as rhyme is repeated.

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 Happy Hippos Small, Medium, Large p. 135 T1 and T2	Focus: Abstract Concepts Story Time Teaching Flying High in The Sky p. 172	L1 Flying High in the Sky p. 172 T1 and T2
T	L1 I've Got a Secret p. 276 T1 and T2	Focus: Follow Directions Story Time Teaching Have children follow directions to imitate actions in the story.	L1 Bounce, Toss and Catch p. 174 T1 and T2
W	L1 Finish the Phrase p. 61 T1 and T2	Focus: Repeat Familiar Phrases Story Time Teaching Finish the Phrase p. 61	L1 Animal Talk p. 66 T1 and T2
TH	L1 Packet Making Day p. 69 T1 and T2	Focus: Answer "wh" questions Story Time Teaching Ask children who, what and where questions about the story.	L1 Smiling or Frowning? p. 267 T1 and T2
F	L1 Take Your Packet Home p. 70 T1 and T2	Focus: Review Appropriate Skills Story Time Teaching Take Your Packet Home p. 70	L1 Animal Talk p. 66 T1 and T2