

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the Storybook
By Don Freeman



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.

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: *Corduroy*

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				

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	Dramatic Play and Prop Suggestions p. 255 T1 and T2	L1 Painting on the Easel p. 187 Corduroy – Brown p. 325	L2 Corduroy’s ABC Match-Up p. 35	L1 Mother Goose Rhyme p. 271 Act out the rhyme as the rhyme is repeated.
T	Dramatic Play and Prop Suggestions p. 255 T1 and T2	L1 Painting on the Easel p. 187 Corduroy – Brown p. 325	L2 Corduroy’s ABC Book p. 51	L1 Mother Goose Rhyme p. 271 Act out the rhyme as the rhyme is repeated.
W	Dramatic Play and Prop Suggestions p. 255 T1 and T2 Continue to add props. Keep the center open all month.	L1 Painting on the Easel p. 187 Overalls – Green p. 326	L2 Alphabet Letter Matching Game p.19 See suggestions bullet # 8	L1 Mother Goose Rhyme p. 271 Continue to act out the rhyme. Use sequencing cards as additional visual cues.
TH	L1 Puzzles p. 137 L2 Alphabet Letter Matching Game p. 19 See suggestions bullet # 4	L1 Painting on the Easel p. 187 Overalls – Green p. 326	L2 Lisa’s Toy Department p.81 See suggestions bullet #2	L1 Mother Goose Rhyme p. 271 Continue to act out the rhyme. Use sequencing cards as additional visual cues.
F	L1 Big and Little p. 47 Have children sort props from story into big and little boxes.	L1 Painting on the Easel p. 187 Bed – Yellow p. 327	L2 Lisa’s Toy Department p.81 See suggestions bullet #2	L1 Mother Goose Rhyme p. 271 Continue to act out the rhyme. Use sequencing cards as additional visual cues.

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 Corduroy Headband p. 181 T1 and T2	Focus: Label Objects Story Time Teaching Use props. Have children match props to the illustrations in the story. Name the objects.	L1 I'm the Night Watchman p. 175 T1 and T2
T	L1 Corduroy's Memory Game p. 33 T1 Instruction bullets # 1-5 T2 Instruction bullet # 6	Focus: Visual Memory Story Time Teaching Have children find Corduroy on appropriate pages.	L1 I'm the Night Watchman p. 175 T1 and T2
W	L1 Animal Fun p. 256 T1 Instruction bullets # 1-2 T2 Instruction bullets # 1, 2 and 3	Focus: Follow Directions Story Time Teaching Give object identification cards (L1 p.19) to the children. Have children find and name their card in the story illustrations. Put cards on Velcro board.	L1 Corduroy Balance Relay p. 173 T1 and T2
TH	L1 T1 Fun in the Sun p. 91 L1 T2 What is Missing? P. 151	Focus: Visual Discrimination Story Time Teaching Have children find Lisa on appropriate pages.	L1 Are You Hiding? p. 293 T1 and T2
F	Big Toy, Little Toy p. 49 T1 and T2	Focus: Big/Little Story Time Teaching L1 p. 47 Have children sort big/little props as the story is read.	L1 Button Hunt p. 183 Find big and little buttons. T1 and T2

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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 Overall Sponge Painting p. 201 T1 and T2	L1 Painting on the Easel p. 187 Bed – Yellow p. 327	L2 Corduroy’s Favorite Words p. 97	L1 Mother Goose Rhyme p. 271 Pass out sequencing cards and have children put their cards in order on the Velcro board as the rhyme is repeated.
T	L1 Matching Corduroy’s Overalls p. 95 L2 Writing Lisa’s Favorite Words p.103	L1 Painting on the Easel p. 187 Lamp – Purple p. 328	L2 Corduroy’s Favorite Words p. 97 See suggestions bullet # 10	L1 Mother Goose Rhyme p. 271 Pass out sequencing cards and have children put their cards in order on the Velcro board as the rhyme is repeated.
W	L1 Overall Shape Matching p. 81 L2 Corduroy Can Draw Shapes p. 255	L1 Painting on the Easel p. 187 Lamp – Purple p. 328	L2 Lisa’s 3D Shapes p. 259	L1 Mother Goose Rhyme p. 271 Pass out sequencing cards and have children put their cards in order on the Velcro board as the rhyme is repeated.
TH	L1 Overall Shape Matching p. 81 L2 I Can Trace and Print the Letters p. 149	L1 Painting on the Easel p. 187 Sofa – Red p. 329	L2 Corduroy’s Opposites p. 139	L1 Mother Goose Rhyme p. 271 Pass out sequencing cards and have children put their cards in order on the Velcro board as the rhyme is repeated.
F	L1 Corduroy’s Colors p. 79 Children match colors L2 Corduroy Learns His Color Words p. 111	L1 Painting on the Easel p. 187 Sofa – Red p. 329	L2 Button Rulers p. 211	L1 Mother Goose Rhyme p. 271 Pass out sequencing cards and have children put their cards in order on the Velcro board as the 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 Character Necklaces p. 259 Have each child choose and color a character. Use character necklaces at story time. T1 and T2	Focus: Repeat Familiar Phrases Story Time Teaching Have children role play parts of the story, repeating familiar words and phrases.	L1 Shall I Put Him in a Box for You p. 177 T1 and T2
T	L1 T1 Corduroy’s Buttons p. 103 L2 T2 Lisa and Corduroy p. 105	Focus: Patterns Story Time Teaching L1 Just Like Corduroy p. 238 See Instructions bullet # 2	L1 No More Jumping on the Bed p. 181 T1 and T2
W	Corduroy’s Shapes p. 93 L2 Lisa’s 3D Shapes p. 259 See suggestions bullet # 5	Focus: Shape Identification Story Time Teaching Find shapes in the story illustrations.	L1 Where is Corduroy’s Button? P. 295 T1 and T2
TH	L1 T1 Which One is Different? p. 61 L1 T2 Which One is Different? p. 63	Focus: Same/ Different Story Time Teaching Give each child a prop from the story. Have children find the same object/character in the story.	L1 Where is Corduroy’s Button? P. 295 T1 and T2
F	L1 The Overall Match Game p. 87 T1 identify colors and shapes T2 see suggestions bullet # 2 (letters)	Focus: Color Identification Story Time Teaching L1 Corduroy’s Colors (p. 79) Give each child an overall card. Children find their color in story illustrations. T2 add color words	L1 Shall I Put Him in a Box for You p. 177 T1 and T2 See suggestions bullet # 1and 2

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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 Button Counting Cards p. 115 See suggestions bullet # 2 L2 Teddies on the Shelf p. 179 Activity 2	L1 Painting on the Easel p. 187 Chest of Drawers p. 330	L2 How Many Pennies in Lisa’s Purse? p. 233	L1 Mother Goose Rhyme p. 271 Put cards on the floor and have children choose the next appropriate card as the rhyme is repeated. Put cards on the Velcro board.
T	L1 Button Counting Cards p. 115 See suggestions bullet # 2 L2 Teddies on the Shelf p. 179 Activity 3	L1 Painting on the Easel p. 187 Chest of Drawers p. 330	L2 Corduroy’s Department Store p.253	L1 Mother Goose Rhyme p. 271 Put cards on the floor and have children choose the next appropriate card as the rhyme is repeated. Put cards on the Velcro board.
W	L1 Playdough p. 186 T1 and T2	L1 Painting on the Easel p. 187 Watchman’s Hat – Blue p.331	L2 Money, Money, Money p. 227 Suggestions bullet 5	L1 Mother Goose Rhyme p. 271 Put cards on the floor and have children choose the next appropriate card as the rhyme is repeated. Put cards on the Velcro board.
TH	L1 Playdough p. 186 T1 and T2	L1 Painting on the Easel p. 187 Watchman’s Hat – Blue p.331	L2 Tossing Pennies p. 231	L1 Mother Goose Rhyme p. 271 Put cards on the floor and have children choose the next appropriate card as the rhyme is repeated. Put cards on the Velcro board.
F	L1 Corduroy’s Toyshelf p. 37 See suggestions bullet # 3 T1 and T2	L1 Painting on the Easel p. 187 Flashlight – Orange p. 331	L2 Lisa’s Piggy Bank p.240	L1 Mother Goose Rhyme p. 271 Put cards on the floor and have children choose the next appropriate card as the rhyme is repeated. Put cards on the Velcro board.

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Date	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	L1 Clowning Around p. 121 L2 Gummy Bears Graphing p.223	Focus: Identify Numbers Story Time Teaching Count the toys on the appropriate pages.	L1 Counting Pennies p. 281 T1 and T2
T	L1 Toy Time p.125 L2 Money, Money, Money p.227	Focus: Number Concepts Story Time Teaching Count the furniture on the appropriate pages. Use number cards to help identify numbers.	L1 Counting Pennies p. 281 T1 and T2
W	L1 Toys and Furniture p. 59 T1 and T2	Focus: Classify Objects Story Time Teaching Use props or pictures. Place props/pictures in appropriate category as story is read.	L1 Tip Toe on the Toys p. 179 T1 and T2
TH	L1 T1 Small, Medium, Large p. 109 L2 Parade of Pennies p. 111	Focus: Abstract Concepts Story Time Teaching L1 What Do You Use? p.53 Pause on appropriate pages and identify objects (T1) and discuss how they are used (T2).	L1 Button Tug of War p. 185 T1 and T2
F	L1 T1 Where Are My Toys p. 35 L1 T2 Corduroy's Friends p. 43	Focus: Position Words Story Time Teaching Pause on appropriate pages to tell where Corduroy is in the picture.	L1 Match It, Count It, Eat It p. 241 T1 and T2

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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 Cutting Grids p. 209 T1 and T2	L1 Painting on the Easel p. 187 Flashlight – Orange p. 332	L2 Money Line Up p. 249 Suggestions bullet #2	L1 Mother Goose Rhyme p. 271 Have children work in pairs and use sequencing cards to retell the rhyme. T1 use teddy bear cards T2 use action cards
T	L1 Corduroy Lacing p. 215 T1 and T2	Make up Day	L2 Corduroy Can Trace and Write Numbers Large p. 261	L1 Mother Goose Rhyme p. 271 Have children work in pairs and use sequencing cards to retell the rhyme. T1 use teddy bear cards T2 use action cards
W	L1 Button, Button, Who Can Button p. 237 T1 and T2 L1 Follow the Path p. 225	Make up Day	L2 Corduroy's Creative Writing Prompts p.335	L1 Mother Goose Rhyme p. 271 Have children work in pairs and use sequencing cards to retell the rhyme. T1 use teddy bear cards T2 use action cards
TH	L1 Follow the Path p. 225 Corduroy Can Trace and Write Numbers small p. 261	Make up Day	L2 Corduroy's Creative Writing Prompts p.335	L1 Mother Goose Rhyme p. 271 Have children work in pairs and use Sequencing cards to retell the rhyme. T1 use teddy bear cards T2 use action cards
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. 271 Have children work in pairs and use sequencing cards to retell the rhyme. T1 use teddy bear cards T2 use action cards

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 Craft Stick Puppets p.67 T1 and T2 Use puppets for story time on Thursday.	Focus: Who Question Story Time Teaching Ask who questions on appropriate pages. Have children hold up appropriate puppet when answering who question.	L1 I'm the Night Watchman p. 175 T1 and T2 Ask "who is the night watchman" as each child takes a turn.
T	L1 Who, What, Where Questions p. 55 T1 and T2	Focus: Where Questions Story Time Teaching Ask who, what, where questions on appropriate pages.	L1 Where Is Corduroy? P. 174 T1 and T2
W	L1 Button Patterning p. 169 T1 and T2	Focus: Predict What Comes Next Story Time Teaching Have children tell you what Corduroy does next as the story is read.	L1 Teddy Bear, Teddy Bear p. 278 Sing the rhyme T1 and T2
TH	L1 Packet Making Day p. 71 T1 and T2	Focus: Retell Parts of the Story Story Time Teaching Using Craft Stick Puppets have children role play parts of the story.	L1 Teddy Bear, Teddy Bear p. 278 Sing the rhyme T1 and T2
F	L1 Take Your Packet Home p. 72 T1 and T2	Focus: Review Appropriate Skills Story Time Teaching Choose an appropriate skill and incorporate it into story time.	L1 Teddy Bear, Teddy Bear p. 278 Sing the rhyme T1 and T2