

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the storybook *The Little Old
Lady Who Was Not Afraid of Anything*
by Linda Williams



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 Little Old Lady Who Was Not...*

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				

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 Little Old Lady Who Was Not...*

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:	

Week 1 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again Unit: *The Little Old Lady Who Was Not...***

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	L1 Dramatic Play and Props p. 246 T1 and T2	L1 Painting on the Easel p. 177 Shoes - Brown p. 317	L2 Alphabet Matching Game p. 19	L1 Mother Goose Rhymes p. 269 Peter, Peter Pumpkin Eater Introduce the rhyme using the sequence cards T1 and T2
T	L1 Dramatic Play and Props p. 246 T1 and T2	L1 Painting on the Easel p. 177 Shoes - Brown p. 317	L2 LOL's Favorite Words p. 83	L1 Mother Goose Rhymes p. 269 Peter, Peter Pumpkin Eater Introduce the rhyme using the sequence cards T1 and T2
W	L1 Dramatic Play and Props p. 246 T1 and T2 Continue to add props during the month.	L1 Painting on the Easel p. 177 Pants - Green p. 318	L2 LOL's Favorite Words p. 83 See suggestion bullet # 9	L1 Peter, Peter p.269 Role play the rhyme. Use sequence cards as additional visual cues. T1 and T2
TH	L1 LOL's Puzzles p. 137 L2 Alphabet Matching Game p. 19 see suggestion bullet # 3	L1 Painting on the Easel p. 177 Pants - Green p. 318	L2 LOL's Favorite Words p. 83 See suggestion bullet # 10	L1 Peter, Peter p.269 Role play the rhyme. Use sequence cards as additional visual cues. T1 and T2
F	L1 LOL's Puzzles p. 137 L2 Alphabet Matching Game p. 19 see suggestion bullet # 4	L1 Painting on the Easel p. 177 Shirt - Blue p. 319	L2 Writing is fun p. 99	L1 Peter, Peter p.269 Role play the rhyme. Use sequence cards as additional visual cues. T1 and T2

Week 1 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit *The Little Old Lady Who Was Not...*

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 Pumpkins in a Row p. 91 T1 - identify pumpkins T2 - identify small, medium and large	Focus: Label Objects Story Time Teaching Use clothing props. Have children identify objects and imitate actions.	L1 Pumpkin, Pumpkin p. 285 T1 and T2
T	L1 T1 Shirt Patterns p. 93 L1 T2 Follow the Old Lady p. 97	Focus: Visual Discrimination Story Time Teaching Children imitate actions as story is read.	L1 Pumpkin, Pumpkin p. 285 T1 and T2
W	L1 Cutting Grids p. 193 (use the grid on p.95) T1 identify objects once they are cut T2 use the pictures to sequence the story	Focus: Sequence Story Story Time Teaching Use clothing props to build a scarecrow as the story is read. See L1 Making a New Friend p. 247	L1 Scarecrow and the Pumpkin Patch p. 283 T1 repeat familiar words and phrases T2 predict what comes next
TH	L1 Craft stick Puppets p. 39 T1 and T2	Focus: Repeat Familiar Words and Phrases Story Time Teaching Use craft stick puppets to repeat phrases from the story.	L1 Scarecrow and the Pumpkin Patch p. 283 T1 repeat familiar words and phrases T2 predict what comes next
F	L1 What is Missing? p. 149 T1 see suggestion bullet # 1 T2 as directed	Focus: Visual Memory Story Time Teaching Children fill in words and actions as story is read.	L1 Scarecrow and the Pumpkin Patch p. 283 T1 repeat familiar words and phrases T2 predict what comes next

Week 2 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again Unit: *The Little Old Lady Who Was Not...***

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	L1 Pumpkin Seed Names p. 35 T1 first letter in name T2 first name	L1 Painting On The Easel p. 177 Shirt - Blue p. 319	L2 Leaf Patterns p. 219	L1 Peter, Peter p. 269 Use sequence cards. As rhyme is repeated children choose matching card and put it on the story board. T1 and T2
T	L1 T1 Counting Objects with the LOL p. 105 L2 T2 Counting with Seeds p. 201	L1 Painting On The Easel p. 177 Gloves - Yellow p. 320	L2 Color Memory Game p. 107 see suggestion bullet # 2	L1 Peter, Peter p. 269 Use sequence cards. As rhyme is repeated children choose matching card and put it on the story board. T1 and T2
W	L1 T1 Number Match p. 107 L2 T2 Pumpkin Seeds p. 167 Activity # 1	L1 Painting On The Easel p. 177 Gloves - Yellow p. 320	L2 LOL Can Trace and Write Her Numbers p. 259 Large Numbers	L1 Peter, Peter p. 269 Use sequence cards. As rhyme is repeated children choose matching card and put it on the story board. T1 and T2
TH	L1 T1 Sort big and little acorns into big and little baskets L2 T2 Pumpkin Seeds p. 167 Activity # 2	L1 Painting On The Easel p. 177 Hat - Black p. 321	L2 LOL Can Trace and Write Her Numbers p. 259 Small Numbers	L1 Peter, Peter p. 269 Pass out sequence cards. Have children put cards on story board in the appropriate order to retell the rhyme. T1 and T2
F	L1 T1 LOL Basket of Shapes p. 81 See suggestion bullet # 2 L2 T2 Pumpkin Seeds p. 167 see suggestion bullet # 1	L1 Painting On The Easel p. 177 Hat - Black p. 321	L2 LOL Can Draw Shapes p. 255	L1 Peter, Peter p. 269 Pass out sequence cards. Have children put cards on story board in the appropriate order to retell the rhyme. T1 and T2

Week 2 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: *The Little Old Lady Who Was Not...*

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 T1 Clomp, Clomp Colors p. 79 L2 T2 Color Memory Game p. 107	Focus: Identify Colors Story Time Teaching Name the colors of the objects as the story is read.	L1 5 Crows All Shiny Black p. 286 T1 and T2
T	L1 T1 Complete the Picture p. 127 L2 T2 10 Black Crows p. 229	Focus: Identify Numbers Story Time Teaching Count objects on each page. Use number cards to reinforce number identification.	L1 5 Crows All Shiny Black p. 286 T1 and T2
W	L1 T1 Pumpkins in the Pumpkin Patch p. 119 L2 T2 Leaf Count and Graph p. 199 see suggestion bullet # 2	Focus: Number Concepts Story Time Teaching Build the scarecrow with props. Use number cards to count the parts of the scarecrow.	L1 5 Crows All Shiny Black p. 286 T1 and T2
TH	L1 T1 Big Scarecrow/ Little Scarecrow p. 45 L2 T2 Leaf Count and Graph p. 199 see suggestion bullet # 2	Focus: Big / Little Story Time Teaching Use big and little props. Sort objects as they appear in the story.	L1 Pumpkin Bowling p. 264 T1 and T2
F	L1 T1 Pumpkin Face Matching p. 101 L2 T2 Comparing Pumpkins p. 215	Focus: Identify Shapes Story Time Teaching Find shapes in the illustrations on appropriate pages.	L1 Pumpkin Bowling p. 264 T1 and T2

Week 3 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: *The Little Old Lady Who Was Not...*

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	L1 And There He kept Her Very Well p. 279 T1 and T2	L1 Painting on the Easel p. 177 Pumpkin - Orange p. 322	L2 Letter Match - Up p. 37	Peter, Peter p. 269 Use props (wife and pumpkin) to practice the concept of "in" T1 and T2
T	L1 Pumpkin Bowling p. 264 T1 and T2	L1 Painting on the Easel p. 177 Pumpkin - Orange p. 322	L2 Letter Match - Up p. 37	Peter, Peter p. 269 Use props (wife and pumpkin) to practice the concept of "in" T1 and T2
W	L1 Shirts Go Here and Pants go There p. 233 T1 complete with teacher T2 complete independently	L1 Painting on the Easel p. 177 Basket - Brown p. 323	L2 Rhyming Words p. 113	Peter, Peter p. 270 Take turns using the rebus card to retell the rhyme. T1 and T2
TH	L1 Feed the Pumpkin Head p. 169 T1 and T2	L1 Painting on the Easel p. 177 Basket - Brown p. 323	L2 Rhyming Words p. 113 see suggestion bullet # 4	Peter, Peter p. 270 Take turns using the rebus card to retell the rhyme. T1 and T2
F	L1 Feed the Pumpkin Head p. 169 T1 and T2	L1 Painting on the Easel p. 177 Scarecrow Multi- colored p. 324	L2 ABC Bingo p. 119	Peter, Peter p. 270 Take turns using the rebus card to retell the rhyme. T1 and T2

Week 3 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: *The Little Old Lady Who Was Not...*

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 T1 Heavy or Light? p. 55 L2 T2 Clomp It Out! p. 97	Focus: Abstract Concepts Story Time Teaching Collect heavy and light objects from the story. Pause on appropriate pages to discuss heavy and light.	L1 Scarecrow, Scarecrow p. 268 T1 and T2
T	L1 Making A New Friend p. 247 T1 and T2	Focus: Predict what Happens Next Story Time Teaching Use sequence cards (L1 p. 19) and story board to help predict what happens next in the story.	L1 Going Down the Path p. 161 T1 Name pictures in order of the story. T2 Use Familiar Phrase strips (L2 p. 95) to retell the story.
W	L2 Nature Walk p. 213 T1 Follow instructions through bullet # 7 T2 as directed	Focus: Classify Story Time Teaching Have children find articles of clothing on appropriate pages.	L1 One, Two, Stop on a Shoe p. 163 T1 and T2
TH	L1 T1 Hats and Pumpkins p. 49 L1 T2 All Around the Scarecrow p. 51	Focus: Position Words Story Time Teaching Talk about where objects are. Use props to demonstrate position words.	L1 Please Pass the Pumpkin p. 173 T1 and T2
F	L1 Counting Small Objects with the LOL p. 123 T1 p. 125 T2 p. 126	Focus: Follow Directions Story Time Teaching Give 2 step directions as story is read . EX: Put on the shoes. Go clomp, clomp.	L1 LOL Balance Relay p. 162 T1 and T2

Week 4 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: *The Little Old Lady Who Was Not...*

L1 – Level 1 Unit L2 – Level 2 Unit T1 – Tier 1-Children with limited language T2 – Tier 2-Children with age appropriate language

D a t e	Socialization Center Time	Level 1 Tier 1 Object Painted	Level 2 Tier 2 Motor Activity	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Help Me Get Dressed p. 229 T1 with teacher help T2 complete independently	L1 Painting on the Easel p.177 Scarecrow - Multi-colored p. 324	L2 Alphabet Shirt Match p. 55	L1 Peter, Peter p. 269 After repeating the rhyme children answer 'wh' questions about the rhyme. T1 and T2
T	L2 Leaf Rubbings p. 335 T1 identify object and color T2 as directed	L1 Painting on the Easel p.177 Scarecrow - Multi-colored p. 324	L2 Scarecrow Can Trace and Print Letters p. 137	L1 Peter, Peter p. 269 Using sequence cards and story board, children work in pairs to tell and sequence the rhyme. Pair T1 and T2 children together.
W	L1 Pumpkin Prints p. 185 T1 and T2	L1 Painting on the Easel p.177 Make up day	L2 Pumpkin Seed Rulers p. 217	L1 Peter, Peter p. 269 Using sequence cards and story board, children work in pairs to tell and sequence the rhyme. Pair T1 and T2 children together.
TH	L1 T1 Follow the Path p. 209 L1 T2 What Would You Whisper to the Pumpkin Head? p. 341	L1 Painting on the Easel p.177 Make up day	L2 The Leaves Are Falling Game p. 225	L1 Peter, Peter p. 269 Using sequence cards and story board, children work in pairs to tell and sequence the rhyme. Pair T1 and T2 children together.
F	L1 Pumpkin Play Dough p. 178 T1 and T2	Use this time to begin filling packets	Use this time to begin filling packets	L1 Peter, Peter p. 269 Using sequence cards and story board, children work in pairs to tell and sequence the rhyme. Pair T1 and T2 children together.

Week 4 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again Unit: *The Little Old Lady Who Was Not...***

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 Where Do My Shoes go? p. 227 T1 and T2	Focus: 'Wh' questions Story Time Teaching Children answer 'wh' questions about the story	L1 Five Little Pumpkins p. 285 T1 and T2
T	L1 T1 Which One is Different? p. 57 L1 T2 Which One is Different? p. 59	Focus: Same/Different Story Time Teaching L1 Pumpkin Face Match Up p.257. Match emotion cards. Identify the same emotions in the story.	L1 Five Little Pumpkins p. 285 T1 and T2
W	L1 LOL Who Was Not Afraid of Anything Picture Book p. 31 T1 as directed T2 predict what comes next	Focus: Predict what comes next Story Time Teaching Children use their picture books to predict what will happen next in the story.	L1 Five Little Pumpkins p. 285 T1 repeat words and phrases T2 Predict what each pumpkin will say.
TH	L1 Packet Making Day p. 71 T1 and T2	Focus: Position words (behind) Story Time Teaching Using props or sequence cards have children line up behind the LOL as the story is read.	L1 Five Little Pumpkins p. 285 T1 and T2
F	L1 Take Your packet Home p. 72 T1 and T2	Focus: Retell the story Story Time Teaching Use props to build the scarecrow and retell the story.	L1 Five Little Pumpkins p. 285 T1 and T2