

# Blended Level 1 and Level 2

## Sample Lesson Plans

Based on the Storybook  
by  
Audrey Wood



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: *Silly Sally*

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 <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 Awareness/ Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Dramatic Play and Prop Suggestions p. 234 T1 and T2	L1 Painting on the Easel p. 163 Silly Sally – Purple p. 295	L2 Alphabet Matching Game p. 19	L1 Mother Goose Rhyme p. 247 Role play the rhyme T1 and T2
T	L1 Dramatic Play and Prop Suggestions p. 234 T1 and T2	L1 Painting on the Easel p. 163 Silly Sally – Purple p. 295	L2 Alphabet Matching Game p. 19 See suggestion bullet # 3	L1 Mother Goose Rhyme p. 247 Role play the rhyme T1 and T2
W	L1 Dramatic Play and Prop Suggestions p. 234 T1 and T2 Continue to add props. Keep center open all month.	L1 Painting on the Easel p. 163 Pig – Pink p. 297	L2 Silly Sally’s Favorite Words and Phrases p.79 See suggestion bullet #9	L1 Mother Goose Rhyme p. 247 Role play the rhyme T1 and T2
TH	L1 Silly Sally’s Puzzles p. 129  L2 Silly Sally’s Alphabet Cards p. 35	L1 Painting on the Easel p. 163 Pig – Pink p. 297	L2 Writing Neddy’s Favorite Words p. 103	L1 Mother Goose Rhyme p. 247 Role play the rhyme T1 and T2
F	L1 Silly Sally’s Puzzles p. 129  L2 Alphabet Matching Game p. 19 See suggestions bullet #4	L1 Painting on the Easel p. 163 Dog – Brown p. 298	L2 Loony Bird’s Color Words p. 87 See suggestion bullet #1	L1 Mother Goose Rhyme p. 247 Role play the rhyme 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 Silly Sally's Headbands p. 167 T1 and T2 (Save for role playing story later)	<b>Focus: Label Objects</b> <b>Story Time Teaching</b> Introduce props as you read the story	L1 The Dog Played Leapfrog p. 156 T1 and T2
T	L1 Puzzles p. 129  L2 Silly Sally's Favorite Words and Phrases p. 79 See suggestions bullet #10	<b>Focus: Visual Discrimination</b> <b>Story Time Teaching</b> Assign each child a character from the story. Have children find their characters as the story is read.	L1 The Dog Played Leapfrog p. 156 T1 and T2
W	L1 Craft Stick Puppets p. 43 T1 and T2	<b>Focus: Repeat Familiar Phrases</b> <b>Story Time Teaching</b> Use craft stick puppets as you repeat familiar words and phrases from the story.	Tickle and Tell p. 244 T1 and T2
TH	L1 Silly Sally's Memory Game p. 23  T1 Instruction bullets #1-5 T2 Instruction bullet #6	<b>Focus: Visual Memory</b> <b>Story Time Teaching</b> Using Sequence Cards (p. 19). Have children find characters in the story and identify them.	L1 Silly Sally, Silly Sally p. 261 T1 and T2
F	L1 Silly Sally's Flowers p. 73  L2 Loony Bird's Color Words p. 87	<b>Focus: Color Identification</b> <b>Story Time Teaching</b> Give each child a flower (p.74). Have children find matching colors in the story illustrations.	L1 Neddy Buttercup's Flower Toss p. 153 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 Silly Sally’s Flower Shapes p. 101 See suggestion bullet #2 - set up as a center  L2 Silly Sally’s Sandals p. 203	L1 Painting on the Easel p. 163 Dog – Brown p. 298	L2 Silly Classmates go to Town p. 115	L1 Mother Goose Rhyme p. 247 Pass out sequencing cards and allow children to put their cards on the board at the appropriate time.
T	L1 Silly Sally’s Flower Shapes p. 101 See suggestion bullet #2 - set up as a center  L2 Silly Sally Can Draw Shapes p. 233	L1 Painting on the Easel p. 163 Loon – white p. 299	L2 Silly Classmates go to Town p. 115	L1 Mother Goose Rhyme p. 247 Pass out sequencing cards and allow children to put their cards on the board at the appropriate time.
W	L1 Pigs in the Mud p. 77 See suggestions bullet #3 T1 and T2	L1 Painting on the Easel p. 163 Loon – white p. 299	L2 Silly Classmates go to Town p. 115	L1 Mother Goose Rhyme p. 247 Pass out sequencing cards and allow children to put their cards on the board at the appropriate time.
TH	L1 Pigs in the Mud p. 77 See suggestions bullet #3 T1 and T2 L2 Silly Sally Can Trace and Write Numbers p. 239 Large	L1 Painting on the Easel p. 163 Sheep – black p. 300	L2 Flowers in the Window Box p. 152 Activity 2	L1 Mother Goose Rhyme p. 248 Children take turns saying the rhyme using the rebus sheet.
F	L1 Follow the Path p. 193  L2 Silly Sally Can Trace and Write Numbers p. 239 Small	L1 Painting on the Easel p. 163 Sheep – black p. 300	L2 Flowers in the Window Box p. 152 Activity 3	L1 Mother Goose Rhyme p. 248 Children take turns saying the rhyme using the rebus sheet.

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Date	Fine Motor, Cognitive, Language <b>Busy Fingers</b>	Socialization Cognitive, Language <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	L1 Big Sally Little Sally p. 39  T1 complete with teacher help T2 complete independently	<b>Focus: Big/Little Story Time Teaching</b> Children sort big/little props as the story is read.	L1 Shake Your Sillies Out p. 260 T1 and T2
T	L1 Silly Sally’s Shapes p. 107  L2 Building a Town for Silly Sally p.237 See sugg. Bullet #2	<b>Focus: Shapes Story Time Teaching</b> Find shapes in story illustrations. Use flower shape cards as visual cues as needed.	L1 Shake Your Sillies Out p. 260 T1 and T2
W	L1 Counting with Neddy. P. 89  L2 Neddy Buttercup Counts syllables p. 109	<b>Focus: Number Identification Story Time Teaching</b> Count objects on appropriate pages.	L1 Shake Your Sillies Out p. 260  T2 have children create new verses
TH	L1 Silly Sally’s Numbers p. 93  L2 Bows, Bows, So Many Bows p. 187	<b>Focus: Number Concepts Story Time Teaching</b> Count objects on appropriate pages. Use number cards to identify numbers.	L1 Shake Your Sillies Out p. 260  T2 have children create new verses
F	L1 Are You Sleeping p. 215 T1 and T2	<b>Focus: Abstract Concepts Story Time Teaching</b> Have children imitate being awake and asleep as appropriate as the story is read.	L1 Shake Your Sillies Out p. 260  T2 have children create new verses

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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. 179  L2 Counting and Matching Sally’s Animal Friends p. 189	L1 Painting on the Easel p. 163 Neddy Buttercup - Yellow p.296	L2 DownTown Smack Down p. 209	L1 Mother Goose Rhyme p. 247 Working in pairs and using sequencing cards, children retell the rhyme. Pair T1 andT2 children together.
T	L1 Silly Wooly Sheep p.205 T1 and T2	L1 Painting on the Easel p. 163 Neddy Buttercup - Yellow p.296	L2 How Much is a Handful p. 211	L1 Mother Goose Rhyme p. 247 Working in pairs and using sequencing cards, children retell the rhyme. Pair T1 andT2 children together.
W	L1 Pigs in the Mud p. 77 L2 Counting and Matching Sally’s Animal Friends p.189 Place cards in order 1-10(20,30)	L1 Painting on the Easel p. 163 Doghouse – Brown p. 301	L2 Sally’s Wooly Sheep Addition p. 217	L1 Mother Goose Rhyme p. 247 Working in pairs and using sequencing cards, children retell the rhyme. Pair T1 andT2 children together.
TH	L1 Over and Under the Bridge p. 31 T1 and T2	L1 Painting on the Easel p. 163 Doghouse – Brown p. 301	L2 Sally’s Wooly Sheep Addition p. 217	L1 Mother Goose Rhyme p. 247 Working in pairs and using sequencing cards, children retell the rhyme. Pair T1 andT2 children together.
F	L1 Over and Under the Bridge p. 31 T1 and T2	L1 Painting on the Easel p. 163 House – Yellow p. 302	L2 Silly Sally Walks to Town p. 215	L1 Mother Goose Rhyme p. 247 Working in pairs and using sequencing cards, children retell the rhyme. Pair T1 andT2 children together.



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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 Which One is Different? p. 49  L1 T2 Which One is Different? p. 51	<b>Focus: Same/Different</b> <b>Story Time Teaching</b> Have each child choose a favorite character. Children find the <b>same</b> character in the story.	L1 Silly Sally Says p. 236 T1 and T2
T	L1 Character Necklaces p. 237 T1 and T2 Allow each child to make one necklace.	<b>Focus: Sequence the Story</b> <b>Story Time Teaching</b> Use character necklaces to role play the story.	L1 Silly Sally Says p. 236 T1 and T2
W	L1 T1 Silly Wooly Sheep p. 109  L1 T2 Forwards, Backwards, Upside Down p. 115	<b>Focus: Patterns</b> <b>Story Time Teaching</b> Put the characters on the storyboard (p.19). Have children use the cards (the pattern) to predict what character comes next in the story.	L1 Silly Sally Says p. 236 T1 and T2
TH	L1 T1 Over and Under the Bridge p. 31  L1 T2 Over and Under the Bridge p. 33	<b>Focus: Position Words</b> <b>Story Time Teaching</b> Hide and Seek with Silly Sally p. 151	L1 In the Dog House p. 235 T1 and T2
F	L1 Silly Loon Goes Swimming p. 17 Tune p. 157  L2 Silly Sally Rhyming Words p. 69	<b>Focus: Follow Directions</b> <b>Story Time Teaching</b> Sing the appropriate stanza from the song as the story is read (Silly Sally Went to Town p. 259)	L1 Silly Sally’s Backwards Tune p. 157

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M	L1 Silly Sally and Friends Lacing p. 185 T1 and T2	L1 Painting on the Easel p. 163 House – Yellow p.302	L2 Silly Sally Rhyming Words p. 69 See suggestion bullet # 4	L1 Mother Goose Rhyme p. 247 Have children put sequencing cards in order as the rhyme is said. T1and T2
T	L1 Playdough p. 165 T1 and T2	L1 Painting on the Easel p. 163 Flower – Child chooses color p.304	L2 Off We Go To Rhyming Town p. 77	L1 Mother Goose Rhyme p. 247 Have children put sequencing cards in order as the rhyme is said. T1and T2
W	L1 Playdough p. 165 T1 and T2	L1 Painting on the Easel p. 163 Flower – Child chooses color p.304	L2 Wooly Sheep, Wooly Sheep, How Many Wooly Sheep? p. 221	L1 Mother Goose Rhyme p. 247 Have children put sequencing cards in order as the rhyme is said. T1and T2
TH	L1 Playdough p. 165 T1 and T2	Make up day	L2 Silly Sally’s Creative Writing Prompts p. 323	L1 Mother Goose Rhyme p. 247 Have children put sequencing cards in order as the rhyme is said. T1and T2
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. 247 Have children put sequencing cards in order as the rhyme is said. T1and T2

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Date	Fine Motor, Cognitive, Language <b>Busy Fingers</b>	Socialization Cognitive, Language <b>Story Time Focus</b>	Motor, Cognitive, Language Music/ Movement
M	L1 Who, What and Where Questions p. 47 T1 and T2	<b>Focus: “Wh” questions Story Time Teaching</b> Children answer “wh’ questions about the story.	L1 Dancing A Jig with Silly Sally p. 152 T1 and T2
T	L1 The Dog Played Leapfrog p. 156 Arrange 6 buckets in a row to sequence the story. Children predict what comes next before jumping. T1 and T2	<b>Focus: Predict What Comes Next Story Time Teaching</b> Use props or sequence cards. Ask “Who does Sally meet next?”	L1 Silly Sally Went To Town p. 259 T1 and T2
W	L1 What Do You Do When You Are Sleepy? P. 57 T1 and T2	<b>Focus: Classification Story Time Teaching</b> Have children tell if characters are awake or asleep on appropriate pages.	L1 Dancing A Jig with Silly Sally p. 152 T1 and T2
TH	L1 Packet Making Day p. 65 T1 as directed T2 use character pictures to sequence the story on their packet.	<b>Focus: Retell the story Story Time Teaching</b> Use Silly Sally head bands (p. 167) to role play the story.	L1 Silly Sally Went To Town p. 259 T1 and T2
F	Take Your Packets home p. 66 Have children collect characters on the order of the story.	<b>Focus: “Wh” questions Story Time Teaching</b> Children answer “wh” questions about the story.	L1 Silly Sally Went To Town p. 259 T1 and T2