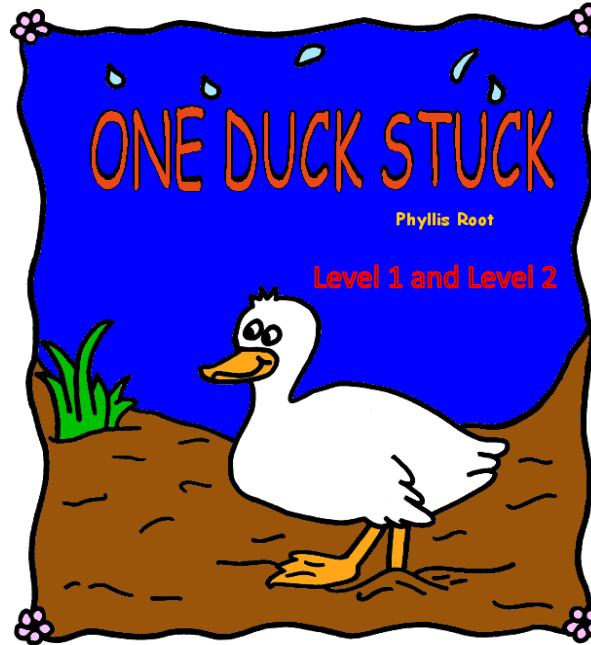


Blended Level 1 and Level 2 Sample Lesson Plans

Based on Story "One Duck Stuck"
by Phyllis Root



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.

Week Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit:

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	Tier 1 Object Painted	Tier 2 Phonemic Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M				
T				
W				
TH				
F				

Week Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again Unit:**

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			
T			
W			
TH			
F			

Week 1 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	Tier 1 Object Painted	Tier 2 Phonemic Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L1 Dramatic Play/Props p. 223</p> <p>T1 and T2 complete activity as directed.</p>	<p>L1 Duck p. 161 p. 285</p>	<p>L2 Alphabet Match p. 19 Choose 10-12 cards</p>	<p>L1 3 Ducks in a Brook T1 and T2 - Sing and say every day. Use sequencing cards. p. 237</p>
T	<p>L1 Dramatic Play/Props p. 223</p> <p>T1 and T2 complete activity as directed</p>	<p>L1 Duck p. 161 p. 285</p>	<p>L2 Alphabet Match p. 19 Add additional cards</p>	<p>L1 3 Ducks in a Brook p. 237 T1 and T2 - Pass out sequencing cards and have children take turns putting them in order.</p>
W	<p>L1 Dramatic Play/Props p. 223</p> <p>T1 and T2 complete activity as directed</p>	<p>L1 Duck p. 161 p. 285</p>	<p>L2 Skunk ABC Match Up p. 53</p>	<p>L1 3 Ducks in a Brook p. 237 T1 and T2 - Place sequencing cards on the floor, let a child choose the next card in the correct order.</p>
TH	<p>L1 Fish of Many Colors pp. 67-68 T1 - Complete activity as directed. L2 Color Word Flying Ducks pp. 90-93 T2 - Complete activity as directed.</p>	<p>L1 Fish p. 161 p. 287</p>	<p>L2 Skunk ABC Match Up p. 53</p>	<p>L1 3 Ducks in a Brook p. 237 T1 and T2 - Place sequencing cards on the floor, let a child choose the next card in the correct order.</p>
F	<p>L1 Pond Play p. 228</p> <p>T1 and T2 complete activity as directed.</p>	<p>L1 Fish p. 161 p. 287</p>	<p>L2 Skunk ABC Match Up p. 53</p>	<p>L1 3 Ducks in a Brook p. 237 T1 and T2 - Place sequencing cards on the floor, let a child choose the next card in the correct order. Also: L1 Little Ducks p. 248 T1 and T2 – Sing and sav.</p>

Week 1 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	<p>L1 <i>Lacing Duck and His Friends</i> p. 185 T1 – as directed T2 – as directed and discuss beginning sounds of object to be laced.</p>	<p>Read the story. Identify objects, animals and insects in the illustrations</p>	<p>L1 <i>Walking Through the Messy, Mossy Marsh</i> p. 157 T1 – as directed T2 – Add words to sequencing cards</p>
T	<p>L1 <i>Snake Necklace</i> p. 166 T1 – as directed T2 – Make pattern with the macaroni (ab, ab or aa, bb)</p>	<p>Read story. Use <i>Story Telling Cards</i> pp. 15-20. T1 – Match cards to illustrations. T2 – Use cards to predict “What comes next?”</p>	<p>L1 <i>Six Little Ducks</i> p. 249 T1 and T2 sing song.</p>
W	<p>L2 <i>Making Slime</i> p. 313 T1 – Repeat phrases to describe slime. T2 – as directed</p>	<p>Read story. Repeat familiar phrases. T1 – Repeat 1-2 word phrases. T2 – Repeat sentences.</p>	<p>L1 <i>Six Little Ducks</i> p. 249 T1 and T2 sing song.</p>
TH	<p>L2 <i>Colored Ducks in the Muck</i> p. 75 T1 – Identify colors and repeat phrases T2 – as directed</p>	<p>Read the story. Identify the color of objects.</p>	<p>L1 <i>Fishing for Colors</i> p. 69 T1 – as directed T2 – Write color words on fish for children to read.</p>
F	<p>L1 T1 <i>Ducks in a Pond</i> (Level A) p. 23 T1 – Position Words, as directed. L1 T2 <i>Duck and Friends</i> (Level B) p. 25 T2 – Position Words, as directed</p>	<p>Read the story. Find the red leaf on each page.</p>	<p>L2 <i>Red Leaf Hide and Seek</i> p. 121 T1 and T2 as directed.</p>

Week 2 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	Tier 1 Object Painted	Tier 2 Phonemic Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L2 Frogs on a Log p. 169 T1 – Complete Activity 1 T2 – Complete Activity 3</p>	<p>L1 Fish p. 161 p. 287</p>	<p>L2 Trace and Write Numbers p. 251</p>	<p>L1 3 Ducks in a Brook p. 37 T1 and T2 – Say using the rebus. ALSO L1 5 Green and Speckled Frogs p. 41 T1 and T2 – sing and say.</p>
T	<p>L2 Frogs on a Log p. 169 T1 – Complete Activity 1 T2 – Complete Activity 3</p>	<p>L1 Moose p. 161 p. 296</p>	<p>L2 Trace and Write Numbers p. 251</p>	<p>L1 3 Ducks in a Brook p. 37 T1 and T2 – Say using the rebus. ALSO L1 5 Green and Speckled Frogs p. 41 T1 and T2 – sing and say.</p>
W	<p>L2 The Frog Jump p. 229 T1 and T2 – Make headbands to use with the movement activity.</p>	<p>L1 Moose p. 161 p. 296</p>	<p>L1 Memory Game p. 21 T2 - Play game as directed.</p>	<p>L1 3 Ducks in a Brook p. 37 T1 and T2 – Say using the rebus. ALSO L1 5 Green and Speckled Frogs p. 41 T1 and T2 – sing and say.</p>
TH	<p>L1 T1 Puzzles p. 133 T1 – choose appropriate puzzle L2 T2 Trace and Write Numbers p. 251 T2 – as directed</p>	<p>L1 Moose p. 161 p. 296</p>	<p>L1 Memory Game p. 21 T2 - Play game as directed.</p>	<p>L1 3 Ducks in a Brook p. 37 T1 and T2 - Place sequencing cards on the floor, let a child choose the next card in the correct order.</p>
F	<p>L1 T1 Puzzles p. 133 T1 – choose appropriate puzzle L2 T2 Trace and Write Numbers p. 251 T2 – as directed</p>	<p>L1 Frog p. 161 p. 290</p>	<p>L2 Counting Slithery Snakes p. 225</p>	<p>L1 3 Ducks in a Brook p. 37 T1 and T2 - Place sequencing cards on the floor, let a child choose the next card in the correct order.</p>

Week 2 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	<p>L1 T1 <i>Counting Objects</i> p. 87 T1 – as directed</p> <p>L2 T2 <i>Mashy Animals</i> p. 201 T2 – as directed</p>	<p>Read the story. Count the objects on each page. T1 – count T2 – count and predict the next number</p>	<p>L1 <i>Snails and Crickets</i> p. 160 T1 and T2 – as directed</p>
T	<p>L1 <i>Friends in the Marsh</i> p. 101 T1 – p. 102 as directed T2 – pp. 103-104 as directed</p>	<p>Read the story. Count the objects on each page. T1 – count T2 – count and predict the next number</p>	<p>L2 <i>Clomping Around</i> p. 207 T1 – rote count to 10 T2 – as directed</p>
W	<p>L1 T1 <i>Big and Little</i> p. 31 T1 – as directed</p> <p>L1 T2 <i>Big Marsh Little Marsh</i> p. 33 T2 – as directed</p>	<p>Read the story. Identify big and little animals.</p>	<p>L2 <i>Frog Jump</i> p. 229 T1 – as directed T2 – measure jump with <i>Slimy Rulers</i> p. 228</p>
TH	<p>L1 T1 <i>Which One is Different</i> p. 51 T1 – as directed</p> <p>L2 T2 <i>Possum Blossoms</i> p. 221 T2 – as directed</p>	<p>Read the story. Identify animals that are the same and different.</p>	<p>L1 <i>Quack, Quack, Quack</i> p. 229 T1 and T2 – as directed</p>
F	<p>L1 T1 <i>Critters in the Marsh</i> p. 175 T1 – as directed</p> <p>L2 T2 <i>Animal Blossoms</i> p. 280 T2 – as directed</p>	<p>Read the story. Count the objects on each page. T1 – count T2 – count and predict the next number</p>	<p>L1 <i>Quack, Quack, Quack</i> p. 229 T1 and T2 – as directed</p>

Week 3 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	Tier 1 Object Painted	Tier 2 Phonemic Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 <i>Play Dough</i> p. 163 T1 and T1 – as directed	L1 <i>Frog</i> p. 161 p. 290	L2 <i>Duck Can Draw Shapes</i> p. 247-249	L1 <i>3 Ducks in a Brook</i> T1 and T2 – teach the concept “upside down” ALSO L1 <i>Five Little Fishes</i> p. 25 T1 – sing song T2 – identify rhyming words
T	L1 <i>Play Dough</i> p. 163 T1 and T2 – make shapes with the play dough	L1 <i>Frog</i> p. 161 p. 290	L2 <i>Duck Can Draw Shapes</i> p. 247-249	L1 <i>3 Ducks in a Brook</i> T1 and T2 – work on “upside down” ALSO L1 p. 73-76 Hide shapes around the room for the children to find.
W	L1 <i>Play Dough</i> p. 163 T1 and T1 – as directed	L1 <i>Skunk</i> p. 161 p. 296	L2 <i>Duck Can Draw Shapes</i> p. 250 Use shape cube to roll and draw	L1 <i>3 Ducks in a Brook</i> T1 and T2 – work on “upside down” Also L1 <i>Ducky Feet</i> p. 208 T1 and T2 – as directed
TH	L1 <i>Super Snakes</i> p. 71 T1 and T2 – as directed	L1 <i>Skunk</i> p. 161 p. 296	L2 <i>Duck in the Muck Rhyming Words</i> p. 125	L1 <i>3 Ducks in a Brook</i> T1 and T2 - work on “upside down” Also L1 <i>Down by the Marsh</i> p. 248 T1 and T2 – sing and say
F	L1 <i>Super Snakes</i> p. 71 T1 and T2 – as directed	L1 <i>Skunk</i> p. 161 p. 296	L2 <i>Duck in the Muck Rhyming Words</i> p. 125	L1 <i>3 Ducks in a Brook</i> T1 and T2 - work on “upside down” Also L1 <i>Down by the Marsh</i> p. 248 T1 and T2 – sing and say

Week 3 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	<p>L2 Rhyming Words p. 99 T1 – Label objects and repeat rhyming words T2 – as directed</p>	<p>Read the story. Identify the rhyming words. T1 – repeat the rhyming words T2 – Identify the rhyming words</p>	<p>L2 Silly Slimy Rhyming Words p. 111 T1 – repeat rhyming words T2 – as directed</p>
T	<p>L1 T1 Stuck on Shapes p. 71 T1 – as directed L1 T2 Duck Shapes p. 77 T2 – as directed</p>	<p>Read the story. T1 and T2 - Repeat the sound words.</p>	<p>L1 Down by the Marsh p. 248 T1 and T2 – as directed</p>
W	<p>L1 T1 Wings, Tail, Feet and Antlers p. 115 T1 – as directed L2 T2 Marsh Animals p. 293 T2 – as directed</p>	<p>T1 and T2 – Roll play the story. See L1 p. 223</p>	<p>L2 Calling all Ducks p. 307 T1 – strengthen oral motor muscles T2 – as directed</p>
TH	<p>L1 T1 Marsh Friends p. 167 T1 – as directed L2 T2 The Snail Trail p. 335 T2 – as directed</p>	<p>Read the story. T1 and T2 - Use the Story Telling Cards p. 15-19 to predict which animals come next.</p>	<p>L1 Hop Along Frog p. 173 T1 and T2 – as directed</p>
F	<p>L1 T1 Dragon Fly Clips p. 171 T1 – as directed L2 T2 One or Many p. 113 T2 – as directed</p>	<p>T1 and T2 – Roll play the story. See L1 p. 223</p>	<p>L1 Walking Barefoot in the Marsh p. 207 T1 and T2 – as directed</p>

Week 4 Page 1 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again Unit: One Duck Stuck**

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	Tier 1 Object Painted	Tier 2 Phonemic Awareness/Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	<p>L1 <i>Here We Come</i> p. 147 T1 and T2 - make headbands</p>	<p>L1 <i>Snail</i> p. 161 p. 295</p>	<p>L2 <i>Fun With Acrostics</i> p. 247</p>	<p>L1 <i>3 Ducks in a Brook</i> T1 and T2 – say rhyme, answer “wh” ques. ALSO L1 <i>There...Green Marsh</i> p. 247 T1 and T2 – sing song</p>
T	<p>L1 <i>Here We Come</i> p. 147 T1 and T2 - make headbands</p>	<p>L1 <i>Snail</i> p. 161 p. 295</p>	<p>L2 <i>Fun With Acrostics</i> p. 247</p>	<p>L1 <i>3 Ducks in a Brook</i> T1 and T2 – say rhyme, answer “wh” ques. L2 <i>For All You Do</i> p. 353 T1 and T2 – do bullet 2</p>
W	<p>T1 and T2 – use <i>Here We Come Headbands</i> to roll play the story.</p>	<p>L1 <i>Snail</i> p. 161 p. 295</p>	<p>L2 <i>Duck’s Favorite Words</i> p. 69</p>	<p>L1 <i>3 Ducks in a Brook</i> T1 and T2 – say rhyme, answer “wh” ques. L2 <i>10 Yellow...Muck</i> p. 233 T1 – repeat phrases, T2 – as directed</p>
TH	<p>T1 and T2 – use <i>Here We Come Headbands</i> to roll play the story.</p>	<p>Painting catch-up day</p>	<p>L2 <i>Duck’s Favorite Words</i> p. 69</p>	<p>L1 <i>3 Ducks in a Brook</i> T1 and T2 – say rhyme, answer “wh” ques. ALSO L1 <i>There...Green Marsh</i> p. 247 T1 and T2 – sing song</p>
F	<p>T1 and T2 – use <i>Here We Come Headbands</i> to roll play the story.</p>	<p>Share Packets</p>	<p>L2 <i>Duck’s Favorite Words</i> p. 69</p>	<p>L1 <i>3 Ducks in a Brook</i> T1 and T2 – put seq. cards in wrong order/let children correct ALSO L1 <i>There...Green Marsh</i> p. 247 T1 and T2 – sing song</p>

Week 4 Page 2 Blended Level 1 and Level 2 Sample Lesson Plans **Read It Once Again** Unit: One Duck Stuck

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	<p>L1 T1 <i>Who, What, Where</i> p. 39 T1 – as directed</p> <p>L2 T2 <i>Help...Help</i> p. 361 T2 – as directed</p>	<p>Read the story. Ask children “Wh” questions. See L1 p. 39</p> <p>T1 – who, what, where</p> <p>T2 – who, what, where, how, why</p>	<p>L1 <i>Slippy Sloppy Marsh</i> p. 159 T1 and T2 – as directed</p>
T	<p>L1 T1 <i>Simple Pipe...Snakes</i> p. 165 T1 – as directed</p> <p>L2 T2 <i>Creative Writing</i> p. 331 T2 – as directed</p>	<p>Read the story. T1 and T2 complete L1 <i>I Can Help</i> activity p. 235.</p>	<p>L1 <i>Duck Pond Games</i> p. 226 T1 - pull 2 ducks and name numbers T2 – pull 2 ducks and add numbers together</p>
W	<p>L1 T1 <i>One...Can Help Me</i> p. 105 T1 – as directed</p> <p>L2 T2 <i>Help the Duck</i> p. 213 T2 – as directed</p>	<p>Read the story. T1 and T2 complete L1 <i>Here We Come</i> activity p. 145.</p>	<p>L1 <i>Squirt the Ducks</i> p. 227 T1 – as directed T2 – measure distance with tape measure</p>
TH	<p>L1 <i>Packet Making Day</i> p. 59 T1 and T2 – as directed</p>	<p>Read the story. T1 and T2 complete L1 <i>Here We Come</i> activity p. 145.</p>	<p>L1 <i>Six Little Ducks</i> p. 249 T1 and T2 – sing song</p>
F	<p>L1 <i>Take Your Packet Home</i> p. 60 T1 – as directed T2 – Share writings and science journals with peers.</p>	<p>Read the story. Ask children “Wh” questions. See L1 p. 39</p> <p>T1 – who, what, where</p> <p>T2 – who, what, where, how, why</p>	<p>L1 <i>Six Little Ducks</i> p. 249 T1 and T2 – sing song</p>