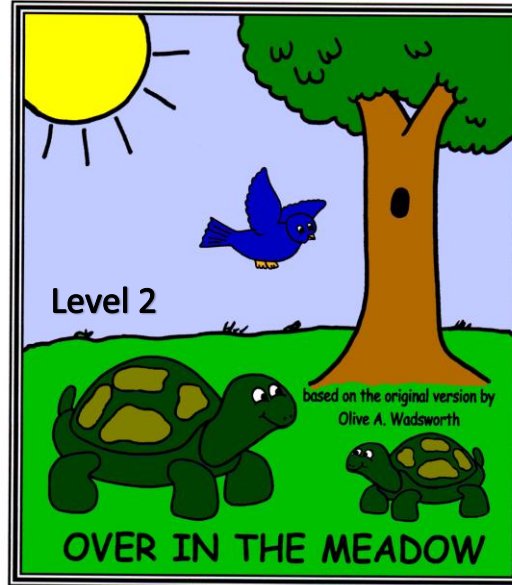


Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story, “Over
in the Meadow” illustrated
by Ezra Jack Keats



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: *Over in the Meadow*

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 Aware./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: *Over in the Meadow***

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 Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Dramatic Play and Props Suggestions p. 245 T1 and T2	L1 Turtle – green pp. 173, 318	L2 Over in the Meadow Alphabet Matching Game p. 19	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Role play the rhyme using real props.
T	L1 Dramatic Play and Props Suggestions p. 245 T1 and T2	L1 Turtle – green pp. 173, 318	L2 Over in the Meadow Alphabet Matching Game p. 19	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Role play the rhyme using real props.
W	L1 Dramatic Play and Props Suggestions p. 245 T1 and T2 Continue adding props and keep center open all month.	L1 Fish – green pp. 173, 319	L2 ABC Match Up p. 63	L1 <i>I Had a Little Turtle</i> pp. 263, 273, 273 T1 and T2 Role play the rhyme using real props and sequencing cards.
TH	L1 Papier-Mache' Beehive p. 187 T1 and T2	L1 Fish – green pp. 173, 319	L2 ABC Match Up p. 63	L1 <i>I Had a Little Turtle</i> pp. 263, 273, 273 T1 and T2 Role play the rhyme using real props and sequencing cards.
F	L1 Papier-Mache' Beehive p. 187 T1 and T2	L1 Bluebird – blue pp. 173, 314	L2 ABC Match Up p. 63	L1 <i>I Had a Little Turtle</i> pp. 263, 273, 273 T1 and T2 Role play the rhyme using real props and sequencing 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 T1 Over in the Meadow Lacing p. 199 L2 T2 Favorite Words and Objects p. 67	Focus: Label Objects L1 Story Time Teaching Over in the Meadow Seq. cards p. 19 Use cards and animal/insect props to introduce vocabulary. T1 and T2	L1 I'm a Fish p. 284 T1 and T2
T	L1 T1 Red Bird, Blue Bird, One Bird...p. 81 L2 T2 Favorite Words and Objects p. 67	Focus: Color Identification L1 Story Time Teaching Have children name, recognize, and match colors in the story illustrations. T1 and T2	L1 Color Rhyme p. 80 Use real or paper feathers to act out the rhyme. T1 and T2
W	L1 T1 Over in the Meadow Puzzles p. 149 L2 T2 I Can Trace and Write Numbers p. 257 large	Focus: Visual Discrimination L1 Story Time Teaching Match the L1 sequencing cards to the story illustrations. T1 and T2	L1 Jump Over the Stream p. 167 T1 and T2
TH	L1 Crawling Turtles p. 172 T1 and T2	Focus: Repeat Familiar Phrases L1 Story Time Teaching Have children fill in or repeat the rhyming words. T1 and T2	L1 Jump Over the Stream p. 167 T1 and T2 Add animal/insect cards to stream. Children name object before jumping.
F	L1 Big Meadow, Little Meadow p. 49 T1 – small group activity T2 – complete independently	Focus: Big and Little L1 Story Time Teaching Use big and little story props. Sort prop into big and little groups. T1 and T2	L1 I Wish I Were a Frog p. 281 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 Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 T1 Shapes on a Turtle p. 83 L2 T2 Very Froggy Alphabet Cards p. 35	L1 Bluebird – blue pp. 173, 314	L2 Creating Plurals p. 97	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Pass out sequence cards. Have children use cards to predict what happens next.
T	L1 Over in the Meadow Memory Game p. 41 T1 and T2 Play concentration.	L1 Muskrat – brown pp. 173, 322	L2 Mother Muskrat Can Draw Shapes p. 237	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Pass out sequence cards. Have children use cards to predict what happens next.
W	L1 T1 Counting Over in the Meadow p. 103 L2 T2 Busy Bees In a Hive p. 171 Activity #2	L1 Muskrat – brown pp. 173, 322	L2 How Many Goldfish in a Bowl? p. 205	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Pass out sequence cards. Have children use cards to predict what happens next.
TH	L1 T1 Counting Bluebirds p. 104 L2 T2 Busy Bees In a Hive p. 171 Activity #3	L1 Bee – yellow pp. 173, 315	L2 Mother, Mother Count with Me p. 231	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Put sequence cards on the floor. Allow children to choose the next card needed to tell the rhyme.
F	L1 T1 Frogs on a Lily p. 105 Lily Pads With Numbers p. 117 Match Frogs with numbers. L2 T2 I Can Trace and Write My Numbers p. 257, small numbers	L1 Bee – yellow pp. 173, 315	L2 Old Mother Turtle Opposites p. 109	L1 <i>I Had a Little Turtle</i> pp. 263, 273 T1 and T2 Put sequence cards on the floor. Allow children to choose the next card needed to tell the rhyme.

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 Over in the Meadow Memory Game p. 41 T1 – Match Mamas to babies T2 – Match animal/insect to habitat	Focus: Visual Memory L1 Story Time Teaching Where Are My Honeys p. 163 T1 and T2	L1 Walking Through the Meadow p. 168 T1 and T2
T	L1 T1 Firefly Shining Shapes p. 93 L2 T2 Words in Action p. 129	Focus: Shape Identification L1 Story Time Teaching Have children repeat the action word on app. pages. Imitate each action. T1 and T2	L1 Tiny Tim p. 280 T1 and T2
W	L1 T1 Counting Crickets p. 133 L2 T2 goldfish Rulers p. 203	Focus: Number Identification L1 Story Time Teaching Count the number of babies on each page. T1 and T2	L1 Tiny Tim p. 280 T1 and T2
TH	L1 fun With Fireflies p. 129 T1 – 1-3 T2 – 1-10	Focus: Number Concepts L1 Story Time Teaching Count the number of wings, tails, and /or beaks. T1 and T2	L1 Tiny Tim p. 280 T1 and T2
F	L1 T1 Which One is Different? p. 63 L1 T2 Which One is Different? p. 65	Focus: Same or Different? L1 Story Time Teaching Use 2 sets of animal/insect seq. cards. Have children find the matching cards as story is read. T1 and T2	L1 Tiny Tim p. 280 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 Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 Playdough p. 176 Provide cookie cutters to match vocabulary in the story. T1 and T2	L1 Crow – black pp. 173, 324	L2 Writing Animal Words p. 103	L1 <i>I Had a Little Turtle</i> pp. 263, 265 T1 and T2 Have children take turns repeating the rhyme using the Rebus sheet.
T	L1 Playdough p. 176 Provide cookie cutters to match vocabulary in the story. T1 and T2	L1 Crow – black pp. 173, 324	L2 Writing Animal Words p. 103	L1 <i>I Had a Little Turtle</i> pp. 263, 265 T1 and T2 Have children take turns repeating the rhyme using the Rebus sheet.
W	L1 Playdough p. 176 Provide cookie cutters to match vocabulary in the story. T1 and T2	L1 Cricket – gray pp. 173, 323	L2 How Many Animals In The Meadow? p. 233	L1 <i>I Had a Little Turtle</i> pp. 263, 265 T1 and T2 Have children take turns repeating the rhyme using the Rebus sheet.
TH	L1 T1 <i>Over in the Meadow</i> p. 149 See Suggestion #5. L2 T2 Spotted Lizard Color Words p. 115	L1 Cricket – gray pp. 173, 323	L2 <i>Over in the Meadow Rhyming Words</i> p. 73	L1 <i>I Had a Little Turtle</i> pp. 263, 264 T1 and T2 Have children repeat the rhyme using hand motions.
F	L1 T1 Small, Medium, Large p. 137 L2 T2 Counting, Matching, and Adding Animal Friends p. 215	L1 Lizard – orange pp. 173, 320	L2 <i>Over in the Meadow Rhyming Words</i> p. 73	L1 <i>I Had a Little Turtle</i> pp. 263, 264 T1 and T2 Have children repeat the rhyme using hand motions.

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 Patterns in the Sun p. 94 L1 T2 Patterns in the Meadow p. 99	Focus: Patterns L1 Story Time Teaching Have children fill in some words on each page as the story is read. T1 and T2	L1 The Cricket Hop p. 171 T1 and T2
T	L1 T1 mama and Baby Matching p. 42 L2 T2 Light-up Syllables p. 123	Focus: Classification L1 Story Time Teaching Use mama and baby sequence cards to create mama and baby groups. T1 and T2	L1 The Cricket Hop p. 171 T1 and T2
W	L1 Where Do They Live? p. 43 T1 and T2	Focus: Where Questions L1 Story Time Teaching Have children answer where questions as the story is read. Talk about where the animals live. T1 and T2	L1 Five Little Blue Birds p. 279 Role play the rhyme. T1 and T2
TH	L2 T1 Two Little Black Birds p. 45 L2 T2 A Number of Rhymes p. 81	Focus: Rhyming L1 Story Time Teaching Have children repeat rhyming words on each page. T1 and T2 T2 – Give 3 rd word that rhymes with pair.	L1 Five Little Blue Birds p. 279 Role play the rhyme. T1 and T2
F	L1 A Family of Fish p. 139 T1 and T2	Focus: Predicting What Happens Next L1 Story Time Teaching Use sequence cards to predict what comes next. T1 and T2	L1 Leap Frog p. 175 Tape animal/insect cards to top of 9 or 10 buckets. Have children tell what animal they jump over. 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 Aware./Math	Socialization, Cognitive, Language Circle Time Mother Goose
M	L1 T1 Over in the Pond p. 179 L2 T2 I Can Trace and Print the Letters. 141	L1 Lizard – orange pp. 173, 320	L2 Over in the Meadow Creative Writing Stories p. 337	L1 <i>I Had a Little Turtle</i> pp. 263, 264 T1 and T2 Repeat rhyme with hand motions. Answer wh questions about the rhyme.
T	L1 Rainbow Fish p. 177 T1 and T2	L1 Frog – green pp. 173, 316	L2 Over in the Shape Meadow p. 241	L1 <i>I Had a Little Turtle</i> pp. 263, 267 T1 and T2 Have children work in pairs using the seq. cards to tell the rhyme.
W	L1 T1 Follow the Path p. 215 L2 T2 I Can Trace and Print the Letters. 141	L1 Firefly – green pp. 173, 317	L2 Over in the Shape Meadow p. 241	L1 <i>I Had a Little Turtle</i> pp. 263, 267 T1 and T2 Have children work in pairs using the seq. cards to tell the rhyme.
TH	L1 T1 Follow the Path p. 215 L2 T2 Over in the Meadow Creative Writing Stories p. 337	L1 Firefly – green pp. 173, 317	L2 Poems in the Meadow p. 353	L1 <i>I Had a Little Turtle</i> pp. 263, 267 T1 and T2 Have children work in pairs using the seq. cards to tell the rhyme.
F	Use this time to fill packets.	L1 Make up Day	Use this time to fill packets.	L1 <i>I Had a Little Turtle</i> pp. 263, 267 T1 and T2 Have children work in pairs using the seq. cards to tell the rhyme.

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 Who, What, and Where p. 59 L2 T2 Creepy Crawly Graphing p. 207	Focus: Wh Questions L1 Story Time Teaching Children answer Wh questions about the story. T1 and T2	L1 Fish in the Stream p. 165 T1 and T2
T	L1 T1 Over and Under the Lily Pad p. 53 L2 T2 All Around the Meadow p. 55	Focus: Position Words L1 Story Time Teaching Children use position words to tell where animals and insects are in the illustrations. T1 and T2	L1 Fish in the Stream p. 165 Have children tell where the fish landed. T1 and T2
W	L1 Froggies Jumped High, Froggies Jump Low p. 169 T1 and T2	Focus: Abstract Concepts, High/Low L1 Story Time Teaching Have children demonstrate jumping/flying high and low on app. pages. T1 and T2	L1 Flight of the Honey Bee p. 186 T1 and T2
TH	L1 Packet Making Day p. 73 T1 and T2	Focus: Sequence the Story L1 Story Time Teaching Have children sing the story. p. 277 T1 and T2	L1 Baby Bumble Bee Song p. 283 T1 and T2
F	L1 Take Your Packet home p. 74 T1 and T2	Focus: Repeat Familiar Phrases L1 Story Time Teaching T1 – fill in 1 and 2 word phrases T2 – fill in 4 and 5 word phrases	L1 Walking Through the Meadow p. 168 Children repeat familiar phrases about each animal/insect. T1 and T2