

Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "The Napping House"
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, 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 Napping House*

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 Napping House*

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	<p>L1 Dramatic Play and Prop Suggestions, p. 221 T1 and T2 as directed</p>	House - Blue	<p>L2 Around the Napping House ABC Bingo, p. 69</p>	<p>Deedle, Deedle Dumpling, pp.239-245 Role play with props and sequencing cards</p>
T	<p>L1 Dramatic Play and Prop Suggestions, p. 221 T1 and T2 as directed</p>	House - Blue	<p>L2 Around the Napping House ABC Bingo, p. 69</p>	<p>Deedle, Deedle Dumpling, pp.239-245 Role play with props and sequencing cards</p>
W	<p>L1 Dramatic Play and Prop Suggestions, p. 221 T1 and T2 as directed</p>	Granny's Dress - Red	<p>L2 Napping House Favorite Words, p. 83</p>	<p>Deedle, Deedle Dumpling, pp.239-245 Role play with props and sequencing cards</p>
TH	<p>L1 Cutting Grids, p. 171 Work individually or in small groups. L2 Napping House ABC Matchup, p. 53</p>	Granny's Dress - Red	<p>L2 Napping House Writing Cards, p. 91</p>	<p>Deedle, Deedle Dumpling Pass out sequencing cards. Have children put cards on storyboard as rhyme is repeated.</p>
F	<p>L1 Cutting Grids, p. 171 Work individually or in small groups. L2 Napping House ABC Matchup, p. 53</p>	Bed - Brown	<p>L2 Napping House Writing Cards, p. 91</p>	<p>Deedle, Deedle Dumpling Pass out sequencing cards. Have children put cards on storyboard as rhyme is repeated.</p>

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 Lacing at the Napping House, p. 179 T1 and T2 as directed</p>	<p>Focus: Label objects Story time teaching: L1 Sequencing Cards, p. 19, Activity 1 See suggestions, bullet 1</p>	<p>L1 Deedle, Deedle Dumpling, p. 246 T1 and T2 as directed</p>
T	<p>L1 Cozy Bed, p. 37 T1 and T2 as directed</p>	<p>Focus: Repeat familiar phrases Story time teaching: L1 Cozy Bed, p. 37</p>	<p>L1 No More Silly Children Jumping on the Bed, p. 156</p>
W	<p>L1 Dreaming Child, p. 39 T1 and T2 as directed</p>	<p>Focus: Repeat familiar phrases Story time teaching: L1 Dreaming Child, p. 39</p>	<p>L1 Deedle, Deedle Dumpling, p. 246 T1 and T2 as directed</p>
TH	<p>L1 Napping House Memory Cards, p. 29 Deedle, Deedle Dumpling Pass out sequencing cards. Have children put cards on storyboard as rhyme is repeated.</p>	<p>Focus: Visual memory Story time teaching: L1 Napping House Memory Cards, p. 29</p>	<p>L1 Deedle, Deedle Dumpling, p. 246 T1 and T2 as directed</p>
F	<p>L1 Napping House Memory Cards, p. 29 Deedle, Deedle Dumpling Pass out sequencing cards. Have children put cards on storyboard as rhyme is repeated.</p>	<p>Focus: Patterns Story time teaching: L1 Shhhhh! Don't Wake Granny, p. 155</p>	<p>L1 Deedle, Deedle Dumpling, p. 246 T1 and T2 as directed</p>

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	<p>L1 Napping House Memory Cards, p. 29 Activity 2 T1 and T2 as directed</p>	<p>Bed - brown</p>	<p>L2 Napping House Rhyming Words, p. 101</p>	<p>L1 Deedle, Deedle Dumpling Child chooses card to sequence rhyme on storyboard L1 What's the Weather Like Today, p. 87</p>
T	<p>L1 Napping House Memory Cards, p. 29 Activity 2 T1 and T2 as directed</p>	<p>Dog - gray</p>	<p>L2 My Rainbow Color Book, p. 113</p>	<p>L1 Deedle, Deedle Dumpling Child chooses card to sequence rhyme on storyboard L1 What's the Weather Like Today, p. 87</p>
W	<p>L1 Rainbow Toss, p. 154 See suggestions, bullet 1 T1 as directed T2 add color words to rainbow</p>	<p>Dog - gray</p>	<p>L2 3D Playdough Shapes, p. 225</p>	<p>L1 Deedle, Deedle Dumpling Child chooses card to sequence rhyme on storyboard L1 What's the Weather Like Today, p. 87</p>
TH	<p>L1 Rainbow Toss, p. 154 See suggestions, bullet 1 T1 as directed T2 add color words to rainbow</p>	<p>Cat - orange</p>	<p>L2 Rote Counting to 100, p. 221</p>	<p>L1 Deedle, Deedle Dumpling Use IWB activity to sequence rhyme L1 What's the Weather Like Today, p. 87</p>
F	<p>L1 Put the Cat to Bed, p. 83 See suggestions, bullet 2</p> <p>L2 I Can Trace & Print My Letters, p. 141</p>	<p>Cat - orange</p>	<p>L2 Counting Clouds, p. 211</p>	<p>L1 Deedle, Deedle Dumpling Use IWB activity to sequence rhyme L1 What's the Weather Like Today, p. 87</p>

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 Big House, Little House, Level B, p. 51</p> <p>L2 Rainbow Counting, p. 219</p>	<p>Focus: Big/Little Story time teaching: L1 Big House, Little House, p. 51</p>	<p>L1 The Rainbow Chant, p. 249 T1 and T2 as directed</p>
T	<p>L1 Rainbow Streamers, p. 163 T1 and T2 as directed</p>	<p>Focus: Color Identification Story time teaching: L1 Rainbow Streamers, p. 163</p>	<p>L1 Rainbow Toss, p. 154 T1 and T2 as directed</p>
W	<p>L1 Raining Shapes, p. 95</p> <p>L2 Granny Can Draw Shapes, p. 227</p>	<p>Focus: Shape Identification Story time teaching: L1 Raining Shapes, p. 95</p>	<p>L1 The Rainbow Chant, p. 249 T1 and T2 as directed</p>
TH	<p>L1 Bouncing Animals, p. 161</p> <p>L2 Napping House Sequencing</p>	<p>Focus: Sequencing Story time teaching: L1 Bouncing Animals, p. 161</p>	<p>L1 The Rainbow Chant, p. 249 T1 and T2 as directed</p>
F	<p>L1 Which One is Different?, p. 57</p> <p>L2 Napping House Opposites, p. 133</p>	<p>Focus: Same/Different Story time teaching: L1 Which One is Different?, p. 57</p>	<p>L1 The Rainbow Chant, p. 249 T1 and T2 as directed</p>

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	<p>L1 Raining Shapes, p. 95 See suggestions, bullet 2</p> <p>L2 I Can Trace & Draw My Numbers (Big), p. 231</p>	<p>Mouse - gray</p>	<p>L2 Rainbow Art, p. 27</p>	<p>L1 Deedle, Deedle Dumpling Repeat rhyme using rebus sheet</p> <p>L2 Are You Sleeping, p. 251</p>
T	<p>L1 Raining Shapes, p. 95 See suggestions, bullet 2</p> <p>L2 I Can Trace & Draw My Numbers (Small), p. 231</p>	<p>Mouse - gray</p>	<p>L2 Mixing the Rainbow, p. 273, Day 1</p>	<p>L1 Deedle, Deedle Dumpling Repeat rhyme using rebus sheet</p> <p>L2 Are You Sleeping, p. 251</p>
W	<p>L1 Numbers on a Window, p. 127 See suggestions, bullet 2</p> <p>L2 Counting Raindrops on a Window, p. 171</p>	<p>Slippers - purple</p>	<p>L2 Mixing the Rainbow, p. 273, Day 2</p>	<p>L1 Deedle, Deedle Dumpling Repeat rhyme using rebus sheet</p> <p>L2 Are You Sleeping, p. 251</p>
TH	<p>L1 Numbers on a Window, p. 127 See suggestions, bullet 2</p> <p>L2 Counting Raindrops on a Window, p. 171</p>	<p>Slippers -purple</p>	<p>L2 Napping House Creative Writing Prompts, p. 331</p>	<p>L1 Deedle, Deedle Dumpling Children use cards to predict what happens next.</p> <p>L2 Are You Sleeping, p. 251</p>
F	<p>L1 Playdough, p. 162</p> <p>L2 3D Playdough Shapes, p. 225</p>	<p>Tree- green</p>	<p>L2 Napping House Creative Writing Prompts, p. 331</p>	<p>L1 Deedle, Deedle Dumpling Children use cards to predict what happens next.</p> <p>L2 Are You Sleeping, p. 251</p>

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 Fleas Galore, p. 133</p> <p>L2 How Many Are on the Bed, p. 213</p>	<p>Focus: Number Identification Story time teaching: L1 Fleas Galore, p. 133</p>	<p>L1 There Were Ten in the Bed, p. 252 T1 and T2 as directed</p>
T	<p>L1 A Pair of Slippers, p. 109, Level B</p> <p>L2 Measuring Napping House Objects, p. 223</p>	<p>Focus: Visual Discrimination Story time teaching: L1 A Pair of Slippers, p. 109</p>	<p>L1 There Were Ten in the Bed, p. 252 T1 and T2 as directed</p>
W	<p>L1 Mouse and Friends Position Words, p. 47 T1 and T2 as directed</p>	<p>Focus: Position Words Story time teaching: L1 Mouse and Friends Position Words, p. 47</p>	<p>L1 I Spy a Flea, p. 153 T1 and T2 as directed</p>
TH	<p>L1 Who Is Sleeping in My Bed?, p. 167 T1 and T2 as directed</p>	<p>Focus: Abstract Concepts: up, down, around Story time teaching: L1 Bookless Story, p. 74</p>	<p>L1 Bouncing Animals, p. 161 T1 and T2 as directed</p>
F	<p>L1 Are You Sleeping, p. 223 T1 and T2 as directed</p>	<p>Focus: Classification Story time teaching: L1 Are You Sleeping, p. 223</p>	<p>L1 There Were Ten in the Bed, p. 252 T1 and T2 as directed</p>

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	<p>L1 Making A Rainbow, p. 86 This needs to be a teacher-supervised center T1 and T2 as directed</p>	<p>Tree- green</p>	<p>L2 My Napping House, p. 369 Day 1</p>	<p>L1 Deedle, Deedle Dumpling Ask WH questions about the rhyme. L1 Little Peter Rabbit p. 255</p>
T	<p>L1 Making A Rainbow, p. 86 This needs to be a teacher-supervised center T1 and T2 as directed</p>	<p>Shoes - yellow</p>	<p>L2 My Napping House, p. 369 Day 2</p>	<p>L1 Deedle, Deedle Dumpling Ask WH questions about the rhyme. L1 Little Peter Rabbit p. 255</p>
W	<p>L1 Napping House Puzzles, p. 141 L2 Making Rain in the Classroom, p. 285</p>	<p>Shoes - yellow</p>	<p>L2 My Napping House, p. 369 Day 3</p>	<p>L1 Deedle, Deedle Dumpling Ask WH questions about the rhyme. L1 Little Peter Rabbit p. 255</p>
TH	<p>L1 Coffee Filter Rainbow, p. 164 This needs to be a teacher-supervised center T1 and T2 as directed</p>	<p>Painting Make Up Day</p>	<p>L2 My Napping House, p. 369 Day 4</p>	<p>L1 Deedle, Deedle Dumpling p. 245, see suggestions L1 Little Peter Rabbit p. 255</p>
F	<p>Use this time to begin filling packets.</p>	<p>Use this time to begin filling packets.</p>	<p>Use this time to begin filling packets.</p>	<p>L1 Deedle, Deedle Dumpling p. 245, see suggestions L1 Little Peter Rabbit p. 255</p>

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 Rainbow Color Matching, p. 165 T1 and T2 as directed	Focus: Follow Directions Story time teaching: L1 Bookless Story p. 74	L1 Flea Hop and Stop, p. 157 T1 and T2 as directed
T	L1 Shhhhh! Don't Wake Granny, p. 155 L2 Making a Rainbow in the Classroom, p. 283	Focus: Predict What Happens Next Story time teaching: L1 Sequencing Cards, p. 19, Activity 2	L1 No More Silly Children Jumping on the Bed, p. 156 T1 and T2 as directed
W	L1 Handprint Rainbow, p. 85 L2 Who Builds a House, p. 365	Focus: WH questions Story time teaching: L1 Who, What, Where? p, 63	L1 I Spy a Flea, p. 153 T1 and T2 as directed
TH	Packet Making Day See suggestions, bullet 3 T1 and T2 as directed	Focus: Retell the Story Story time teaching: L1 See suggestions, bullet 4	L1 It's Raining, It's Pouring, p. 254 T1 and T2 as directed
F	Take Your Packet Home, p. 76 T1 and T2 as directed	Focus: Review appropriate skills Story time teaching: L1 Take Your Packet Home, p. 76	L1 No More Silly Children Jumping on the Bed, p. 156 T1 and T2 as directed