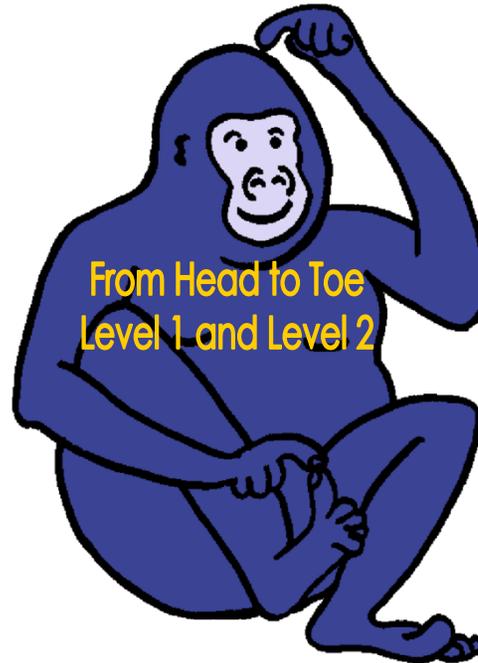


Blended Level 1 and Level 2 Sample Lesson Plans

Based on the story "From Head to Toe"
By Eric Carle



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: *From Head to Toe*

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: *From Head to Toe*

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 & Prop Suggestions, p. 332 T1 and T2 as directed	Purple Gorilla, p. 393	L2 Animal Alphabet, p. 19 Suggestions, Bullet #3	L1 What Are Little Boys Made Of, p. 347 Use props to role play the rhyme.
T	L1 Dramatic Play & Prop Suggestions, p. 332 T1 and T2 as directed	Purple Gorilla, p. 393	L2 Animal Alphabet, p. 19 Suggestions, Bullet #3	L1 What Are Little Boys Made Of, p. 347 Use props to role play the rhyme.
W	L1 Dramatic Play & Prop Suggestions, p. 332 T1 and T2 as directed	Yellow Giraffe, p. 395	L2 Monkey Matchup, p. 35	L1 What Are Little Boys Made Of, p. 347 Use props to role play the rhyme.
TH	L1 Memory Game, p. 26 Play Concentration with Sequencing Cards (p. 19) T1 and T2 as directed	Yellow Giraffe, p. 395	L2 Monkey Matchup, p. 35	L1 What Are Little Boys Made Of, p. 347 Have children put cards in order on the board.
F	L1 Gorilla Pants, p. 103 T1 as directed L2 Colored Crocodiles, p. 101	Brown Buffalo, p. 395	L2 Can You Rhyme It, p. 147	L1 What Are Little Boys Made Of, p. 347 Have children put cards in order on the board.

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 Cardboard Roll Puppets, p. 85 T1 as directed T2 animal name on tags</p>	<p>Focus: Labels Objects Story Time Teaching: Match animal to animal picture as each animal is introduced in the story sequencing cards, p. 19</p>	<p>L1 Animal Talk, p. 42 T1 and T2 as directed</p>
T	<p>L1 Can You Do It? I Can Do It!, p. 215</p>	<p>Focus: Repeat Familiar Phrases Story Time Teaching: Have children imitate each movement and repeat the phrase: I can do it!</p>	<p>L1 Monkey See, Monkey Do, p. 239 T1 and T2 as directed</p>
W	<p>L1 Signing the Story, p. 27 Introduce and practice the signs. Use the sign language cards.</p>	<p>Focus: Visual Memory Story Time Teaching: L1 Signing the Story, p. 27 T1 and T2 as directed</p>	<p>L1 Monkey See, Monkey Do, p. 239 T1 and T2 as directed</p>
TH	<p>L1 Let's Have a Ball, p. 107 L2 Hungry For Colors, p. 109</p>	<p>Focus: Visual Memory Story Time Teaching: Have children name the color of object in the story.</p>	<p>L1 Feed the Crocodile, p. 229 T1 as directed T2 child names color and the beginning sound of the color</p>
F	<p>L1 My Big Brown Buffalo, p. 277 L2 Seals Clap Syllables, p. 121</p>	<p>Focus: Follow Directions Story Time Teaching: Have children follow the directions on each page to complete the appropriate movement.</p>	<p>L1 Hokey Pokey, p. 111 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</p> <p>L2 Gorilla Matchup, p. 53</p>	<p>Brown Buffalo, p. 395</p>	<p>L2 I Can Print My Letters, p. 163 Choose appropriate pages</p>	<p>L1 What Are Little Boys/Girls Made Of, p. 356 T1 and T2 as directed</p>
T	<p>L2 Gorilla Matchup, p. 53</p>	<p>Red Monkey, p. 396</p>	<p>L2 I Can Print My Letters, p. 163 Choose appropriate pages</p>	<p>L1 What Are Little Boys/Girls Made Of, p. 356 T1 and T2 as directed</p>
W	<p>L1 Giraffe Spots, p. 147 See suggestions, bullet #3 L2 Giraffe Spots, p. 193 See suggestions, bullet #3</p>	<p>Red Monkey, p. 396</p>	<p>L2 Crocodile Egg Hunt, p.257</p>	<p>L1 What Are Little Boys/Girls Made Of, p. 356 T1 and T2 as directed</p>
TH	<p>L1 Giraffe Spots, p. 147 See suggestions, bullet #3 L2 Giraffe Spots, p. 193 See suggestions, bullet #3</p>	<p>Black and White Penguin, p. 404</p>	<p>L2 Counting Crocodile Teeth, p. 267</p>	<p>L1 What Are Little Boys/Girls Made Of, p. 349 Recite rhyme using rebus card, p. 349 T1 and T2 as directed</p>
F	<p>L1 Penguin Pattern Match, p. 129 L2</p>	<p>Black and White Penguin, p. 404</p>	<p>L2 Gorilla Can Trace and Write His Numbers, p. 283 (Large numbers)</p>	<p>L1 What Are Little Boys/Girls Made Of, p. 349 Recite rhyme using rebus card, p. 349 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	Fine Motor, Cognitive, Language Busy Fingers	Socialization Cognitive, Language Story Time Focus	Motor, Cognitive, Language Music/ Movement
M	<p>L1 From Head to Toe Puzzles, p. 201</p> <p>L2 Favorite Words From Head to Toe, p. 81</p>	<p>Focus: Visual Discrimination Story Time Teaching: Have children identify shapes in the Illustrations.</p>	<p>L1 The Animals In the Zoo, p. 362 T1 and T2 as directed</p>
T	<p>L1 Walking with the Animals, p. 233</p> <p>L2</p>	<p>Focus: Sequence Story Story Time Teaching: L1 Cardboard Roll Puppets, p. 85 Use puppets to sequence the story</p>	<p>L1 I have a Head, Shoulder, Knees And Toes, p. 338 T1 and T2 as directed</p>
W	<p>L1 Counting Children, p. 181</p> <p>L2 Grab and Graph Animals, p. 271</p>	<p>Focus: Identify Numbers Story Time Teaching: Use cards (L1, p. 159) Count objects/characters and match to number cards</p>	<p>L1 Five Little Monkeys Jumping on the Bed, p. 65 T1 and T2 as directed</p>
TH	<p>L1 Animals Galore, p. 171</p> <p>L2 Ice Estimation, p. 275</p>	<p>Focus: Number Concepts Story Time Teaching: Imitate the action a specified number of times. Use number cards (L1, p. 159) to designate the number.</p>	<p>L1 Five Little Monkeys Jumping on the Bed, p. 65 T1 and T2 as directed</p>
F	<p>L1 Animal Fun, p. 141</p>	<p>Focus: Patterns Story Time Teaching: Create movement patterns as you read the story.</p>	<p>L1 I'm a Little Penguin, p. 359 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 Monkey Matches Shapes, p. 117</p> <p>L2</p>	<p>Blue Seal, p. 397</p>	<p>L2 All About Me Book, p. 371</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 34 Put cards on floor. Children put cards in order to tell rhyme.</p>
T	<p>L1 Playdough, p. 249 T1 and T2 as directed *add zoo animals to center.</p>	<p>Blue Seal, p. 397</p>	<p>L2 All About Me Book, p. 371</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 34 Put cards on floor. Children put cards in order to tell rhyme.</p>
W	<p>L2 Elephant Stomps to 100, p. 255 T1 stomp to 10 T2 stomp to 100</p>	<p>Green Crocodile, p. 399</p>	<p>L2 All About Me Book, p. 371</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 34 Put cards on floor. Children put cards in order to tell rhyme.</p>
TH	<p>L1 Cutting Grids p. 271 T1 and T2 as directed</p>	<p>Green Crocodile, p. 399</p>	<p>L2 What Is The Bird Doing Inside the Egg?, p. 390</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 34 Have children work in pairs. Use sequencing cards to tell rhyme.</p>
F	<p>L1 Playdough, p. 249</p> <p>L2 Is It Taller Than You, p. 277</p>	<p>Gray Donkey, p. 401</p>	<p>L2 If I Were a Bird, Where Would I Fly, p. 377</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 34 Have children work in pairs. Use sequencing cards to tell rhyme.</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 Can You Do It?, p. 127</p> <p>L2 Animals Can Draw Shapes, p. 279</p>	<p>Focus: Shapes Story Time Teaching: Have children find shapes in illustrations.</p>	<p>L1 Five Little Monkeys Sitting in a Tree, p. 57 T1 and T2 as directed</p>
T	<p>L1 Which One is Different?, p. 75 T1</p> <p>L2 Which One is Different, p. 77 T2</p>	<p>Focus: Same/Different Story Time Teaching: Have children imitate the same action as the characters in the story.</p>	<p>L1 Five Little Monkeys Sitting in a Tree, p. 57 T1 and T2 as directed</p>
W	<p>L1 Am I a Child or an Animal, p. 179 T1 and T2 as directed</p>	<p>Focus: Classification Story Time Teaching: L1 Children or Animals Have children sort objects as you read the story.</p>	<p>L1 Five Little Monkeys Sitting in a Tree, p. 57 T1 and T2 as directed</p>
TH	<p>L1 Gary the Gorilla and His Friends, p.45 T1 and T2 as directed</p>	<p>Focus: Position Words Story Time Teaching: Have children use position words to describe where characters or objects are in the illustrations.</p>	<p>L1 Can You Find the Parrot, p. 235</p>
F	<p>L1 Big Zoo Little Zoo, p. 51</p> <p>L2 Banana Bunches, p. 265</p>	<p>Focus: Abstract Concepts (Big/Little) Story Time Teaching: L1 Big and Little, p. 49 Sort big/little animals as story is read.</p>	<p>L1 I Can Stop. I Can Go, p. 234 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 Connect the Dots, p. 189</p> <p>L2 What's on the Science Table, p. 327</p>	<p>Gray Donkey, p. 401</p>	<p>L2 What Keeps You Warm, p. 393</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 347 Have child choose a partner. Recite rhyme together.</p>
T	<p>L1 Follow the Path, p. 297</p> <p>L2 Follow the Path, p. 297</p>	<p>Blue Cat, p. 398</p>	<p>L1 Who Am I, p. 71</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 347 Have child choose a partner. Recite rhyme together.</p>
W	<p>L1 Follow the Path, p. 297</p> <p>L2 From Head to Toe Science Journal, p.307 Write about something they learned from the science table.</p>	<p>Blue Cat, p. 398</p>	<p>L2 Gorilla Can Trace His Numbers, p. 283 (Small Numbers)</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 347 Have child choose a partner. Recite rhyme together.</p>
TH	<p>L1 Giraffe Sponge Painting, p. 287 T1 and T2 as directed</p>	<p>Make up day for painting</p>	<p>L2 Gorilla Can Trace His Numbers, p. 283 (Small Numbers)</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 347 Have children work in pairs. Use sequencing cards to tell rhyme.</p>
F	<p>L1 and L2 Use this time to fill packets.</p>	<p>L1 and L2 Use this time to fill packets.</p>	<p>L1 and L2 Use this time to fill packets.</p>	<p>L1 What Are Little Boys/Girls Made Of?, p. 347 Have children work in pairs. Use sequencing cards to tell rhyme.</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 Can You Do It? I Can Do It!, p. 215 Have child predict what animal will do.</p> <p>L2 Zoo Train, p. 127</p>	<p>Focus: Predict What Happens Next Story Time Teaching: L2 Zoo Train, p. 127 Use the zoo train to predict what happens next in the story.</p>	<p>L1 Animal Cracker Charades, p. 41 T1 and T2 as directed</p>
T	<p>L1 Who, What, Where?, p. 83 T1 and T2 as directed</p>	<p>Focus: Answer wh questions Story Time Teaching: Ask wh questions as the story is read.</p>	<p>L1 Pin the Tail on the Donkey, p. 333 T1 as directed T2 as where is the tail?</p>
W	<p>L1 We Can Make a Zoo, p. 339 T1 and T2 as directed</p>	<p>Focus: Retell the Story Story Time Teaching: L1 We Can Make a Zoo. Place the cages in the order of the story. Have children retell the story as they walk through the zoo.</p>	<p>L1 Feed the Crocodile, p. 229 T1 and T2 as directed</p>
TH	<p>L1 Packet Making Day, p. 95 T1 and T2 as directed</p>	<p>Focus: Position Words Story Time Teaching: Hide animals props around the room. As the story is read, have children find each animal and tell where they found it.</p>	<p>L1 Sally the Camel, p. 361 T1 and T2 as directed</p>
F	<p>L1 Take Your Packet Home, p. 96 T1 as directed T2 share creative writing and/or science journal</p>	<p>Focus: Answer wh questions Story Time Teaching: Ask wh questions as the story is read.</p>	<p>L1 Sally the Camel, p. 361 T1 and T2 as directed</p>