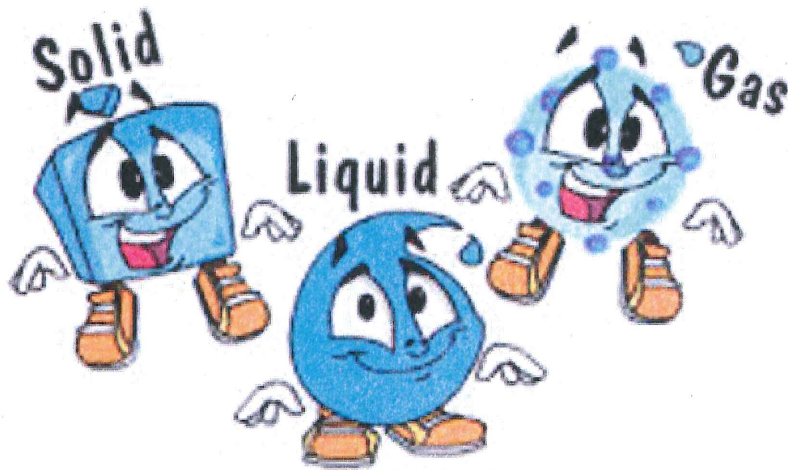


Differentiated Lesson Plan

“Matter Matters”



Grade 2

ELL Acquisition Level 2

Differentiated Instruction Lesson Plan Template

<p>KCAS/Standard and 'I Can' Statement</p>	<p>Content 2-PSI-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. PSI-A: Structures and Properties of Matter</p> <ul style="list-style-type: none"> Different kinds of matter exist and many of them can be either a solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. <p>I can sort and describe a solid, liquid, and gas.</p> <p>Language L.2.1a Use collective nouns. L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>I can use words to describe matter.</p>	
<p>Assessed (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)</p>	<p>Assessment</p> <p>Students will find and identify solids, liquids, and gases. They will use key vocabulary to write sentences about the three states of matter.</p>	<p>Needed Modifications/Assessment Accommodations*</p> <p>Pictures for sorting will be pre-selected and given as a picture word bank.</p> <p>3 sentence frames will be given with a word bank of the key vocabulary.</p>
<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p> <p>Solid Liquid Gas Visible</p>	<p>Vocabulary for ELs</p> <p>Visible Shape</p>
		<p>Students will complete a vocabulary organizer for the new words. Visible- seen Shape- form</p>

	Step by Step Lesson Plan	Needed Modifications/Instructional Accommodations**
<p>Taught</p>	<p>I Do</p> <ol style="list-style-type: none"> 1. Before beginning, I collect materials for the mystery box- a block, small container of colored water, a plastic bag. I have three different shaped containers. 2. I show the block and ask: Can you see the block? Does the block change shape as I put in the different containers? 3. I record student responses on a chart labeled Solids: A) Solids are visible. B.) Solids do not change shape. 4. I repeat the process with the colored water and record student responses on the chart labeled Liquid: A) Liquids are visible. B) Liquids change shape. 5. I fill the clear plastic bag with air and ask: Do you see the air? I let the air escape and ask: Did the air change shape? 6. I record student responses on a chart labeled Gases: A) Most gases are not visible. B) Most gases change shape. <p>We Do</p> <ol style="list-style-type: none"> 1. We will read the Matter Poems. 	<p>* Review the new vocabulary words.</p> <p>*Think-Pair-Share: Answer all questions teacher asks with a partner, then share out with class.</p> <p>*Use oral rehearsal by chorally reading responses on chart. (steps 3, 4, 5)</p> <p>*Rhymes and chants support content learning.</p>

	<p>2. Together, we will sort pictures in a Solid, Liquid, Gas Tree Map.</p> <p>You Do</p> <ol style="list-style-type: none"> 1. Students will use magazines to search for 3 pictures of each type of matter. They will sort the pictures in their own Solid, Liquid, Gas Tree Map. 2. Students will write 3 sentences about matter using the key vocabulary. 	<p>*We will discuss our reasoning for sorting with academic language using accountable talk. (I put it there because.../I didn't put it there because...)</p> <p>*Students will be given pre-selected pictures in a picture word bank.</p> <p>*3 sentence frames will be given, along with a word bank of the key vocabulary.</p> <p>*Give student support when needed.</p>
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*Assessment Accommodations

Reader in English	Reader in Primary Language	Scribe Responses
Simplified Language	Oral Native Language Support	Bilingual or English Glossary
Bilingual or English Dictionary	Extended Time	Prompting/Cueing
Small Group/Single Test Form	Assistive Technology	

**Instructional Accommodations

Read Text in English	Oral Native Language Support	Bilingual or English Glossary
Scribe Responses	Read Text in Primary Language	Simplified Language
Bilingual or English Dictionary	Extended Time	Assistive Technology
Prompting/Cueing	Small Group/Single Test Form	Adapt Pace of Instruction
Provide Visuals/Organizers	Provide Adapted Materials/Technol.	Use Computer/Software
Use Spellcheck	Link Instruction to Prior Learning	Provide Language Objectives
Provide Content Objectives	Build Background Knowledge	Model Language/Task Completion
Engage in Academic Conversations	Scaffold Responses (Oral/Written)	Provide Interaction Opportunities
Teach and Model Meta-Cognitive		

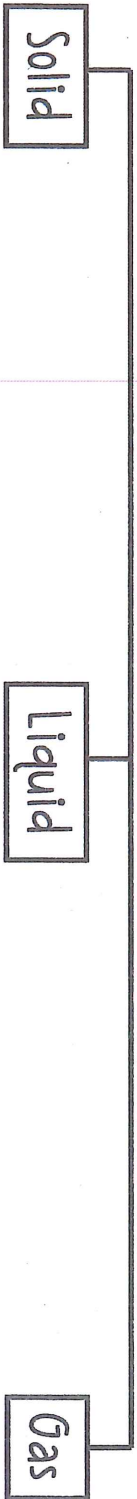
Instructional Accommodations for English Learners

Provide Visuals/Organizers	Teach and Model Meta-Cognitive Strategies	Link Instruction to Prior Knowledge
<ul style="list-style-type: none"> • Concept Maps • Frayer Model • Pictures • Realia (Real Objects) 	<ul style="list-style-type: none"> • Articulate Own Thinking • Inferring • Self-Assessment • Synthesizing • Retelling/Summarizing • Think Alouds 	<ul style="list-style-type: none"> • Anticipation Guide • KWL Chart • Questioning about Previous Experience • Quick Writes/Quick Draws • Word Sort
Scaffold Responses (Oral/Written)	Provide Interaction Opportunities	Build Background
<ul style="list-style-type: none"> • Build On to Students' Oral Responses • Rephrasing • Sentence and Paragraph Frames/Sentence Starters 	<ul style="list-style-type: none"> • Inner and Outer Circles • Jigsaw • Numbered Heads Together • Roundtable • Think-Pair-Share • Three-Step Interview 	<ul style="list-style-type: none"> • Vocabulary • List-Group-Label • Provide Context and/or Visual Aides • Read books, stories, and other resources about the topic • Share Common Experience

Word	Definition
Spanish/Cognate	
Drawing or Picture	Sentence

Word	Definition
Spanish/Cognate	
Drawing or Picture	Sentence

It Matters!



Name _____

solid	liquid	gas
visible	shape	

A chair is a _____ because it is _____ and it does not change _____.

Milk is a _____ because it is _____ and it does change _____.

Air is a _____ because it is usually not _____ and it usually changes _____.