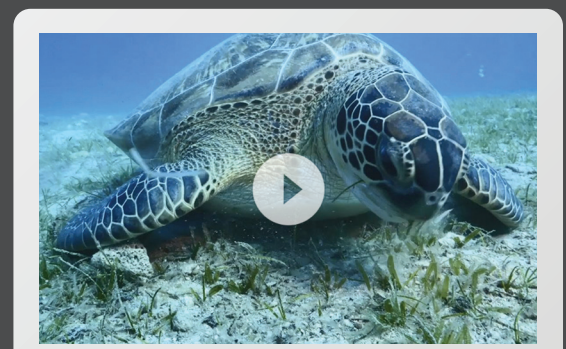
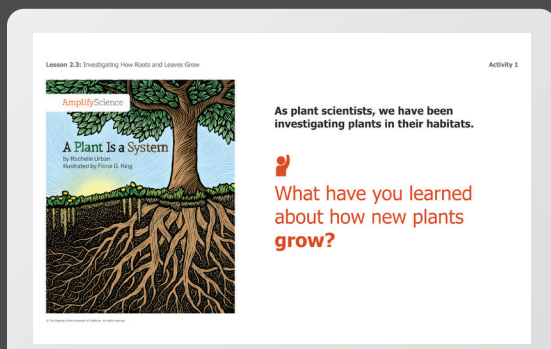
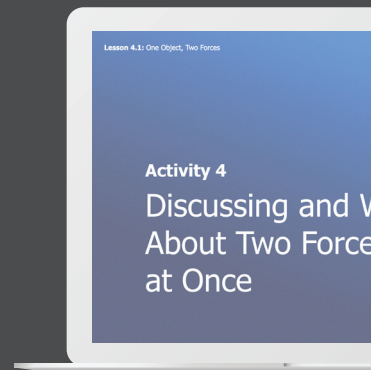
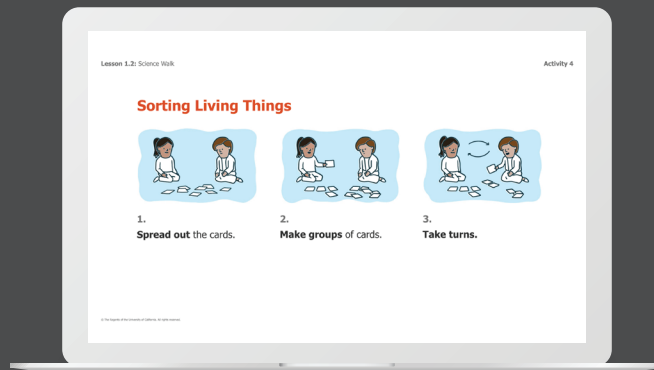


Classroom Slides

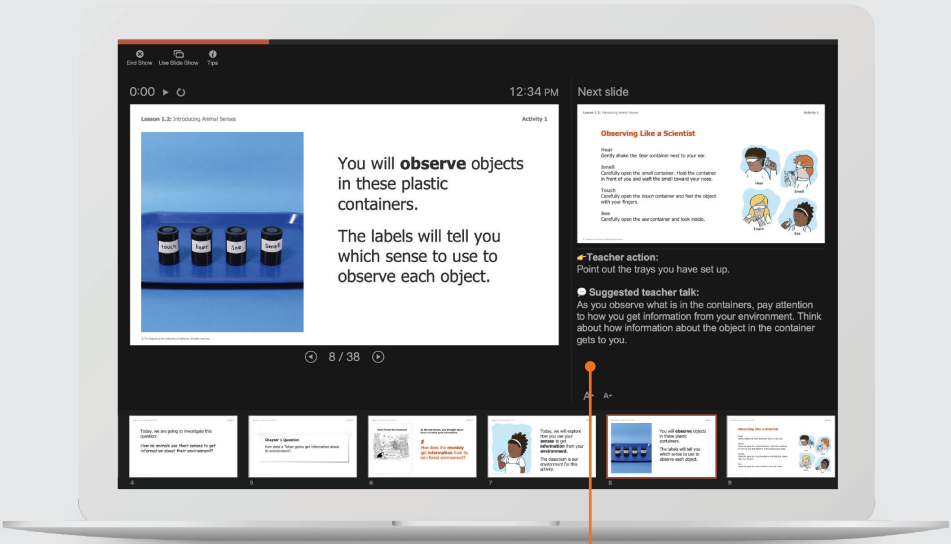


Meet your new hands-free TG!

Science time just got a whole lot easier. With our new Classroom Slides, you can put down the Teacher’s Guide and focus on what matters most—your students. Plus, with Classroom Slides, lesson prep is as quick as a click!

Classroom Slides are:

- **Available offline**, which means no more sweating unreliable internet connections.
- **Streamlined for easy lesson delivery**, including lesson visuals, activity instructions and transitions, animations, investigation setup videos, technology support, and more.
- **Fully editable**, allowing you to incorporate your own flavor, flair, and favorite resources, such as Mystery Science.
- **Coming soon in Spanish** for the 2020–2021 school year.



Presenter view lets you:

- **Project the student-facing content** to your class.
- **View your teacher notes**, including teacher talk, teacher actions, and potential student responses.
- **Preview the next slide** so that you know what's coming next.

The Notes section of most slides includes suggested teacher talk, teacher actions, potential student responses, and assessment supports. The first slide of each file includes links to relevant resources in the digital Teacher’s Guide.



Needs of Plants and Animals

Grade K | Needs of Plants and Animals

Lesson 1.2: Science Walk

Lesson 1.2: Science Walk

Activity 1

Chapter 1 Question

Why are there no monarch caterpillars since the Field was made into the Garden?

The Field

The Garden

Lesson 1.2: Science Walk

Activity 1

Science Walk

What are some of the **ways the students learned** about the place by their school?

Lesson 1.2: Science Walk

Activity 1

Vocabulary

observe

to use any of the five senses to learn more about something

Our Science Tool Kit

Sense of Hearing

Sense of Sight

Sense of Smell

Sense of Taste

Sense of Touch

Lesson 1.2: Science Walk

Activity 2

One thing scientists do is **sort things into groups**.

Lesson 1.2: Science Walk

Activity 4

Sorting Living Things

1. **Spread out** the cards.

2. **Make groups** of cards.

3. **Take turns**.

Hands-on activity supports

Many slides give you and your students visual cues about how to work through a hands-on activity.

Teacher view

Grade K | Needs of Plants and Animals

Lesson 1.1: Pre-Unit Assessment

Activity 1

Introducing Students' Role as Scientists

Lesson purpose: To provide students with an overview of the unit context and their role as scientists in order to motivate their learning about the needs of living things throughout the unit.

Please refer to this lesson's Materials & Preparation section in the digital Teacher's Guide or the Print Teacher's Guide for information about preparing to teach this lesson, including any applicable safety notes. Copy and paste the below URL into your browser to access the resources used in this lesson.

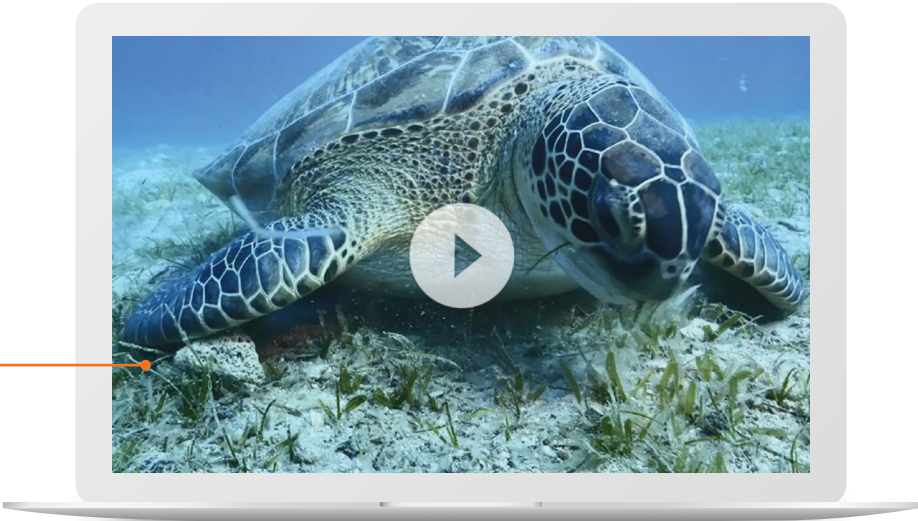
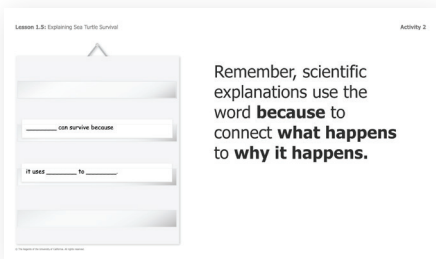
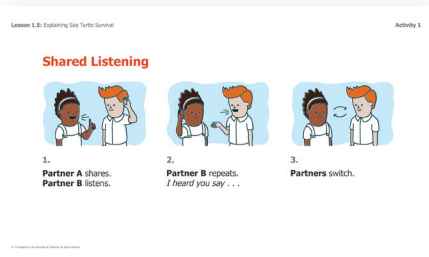
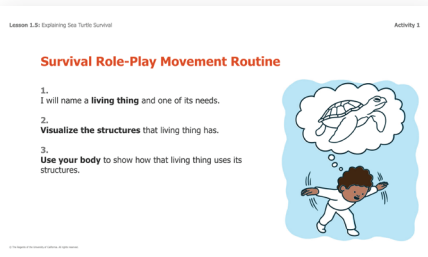
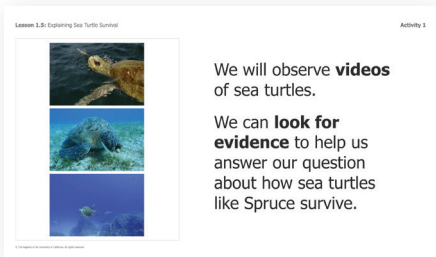
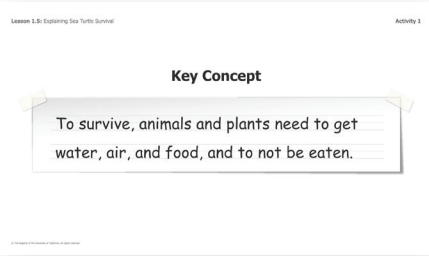
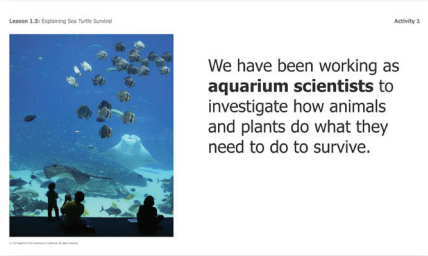
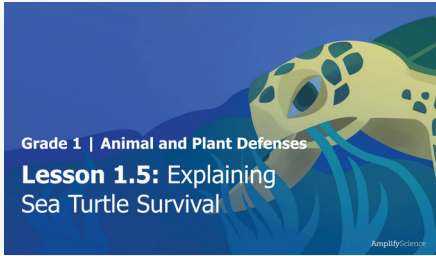
Children from Mariposa Grove

Student view

Grade K | Needs of Plants and Animals

Lesson 1.1: Pre-Unit Assessment

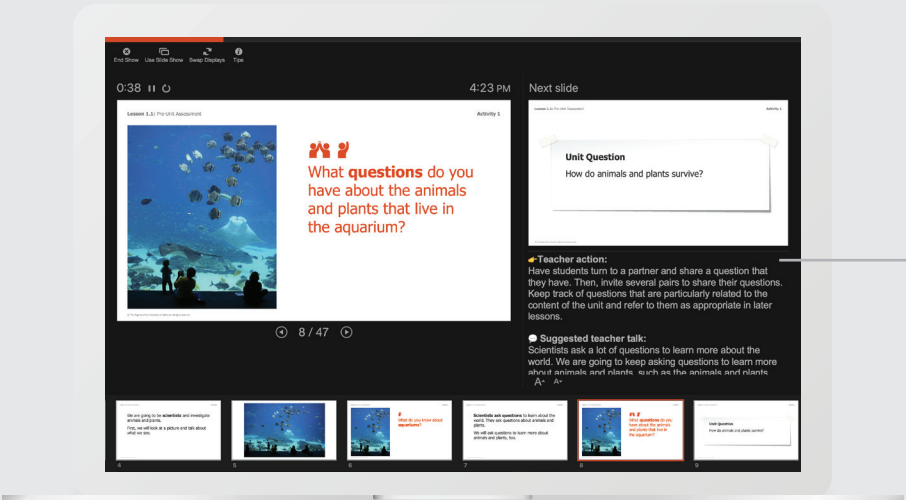
Animal and Plant Defenses



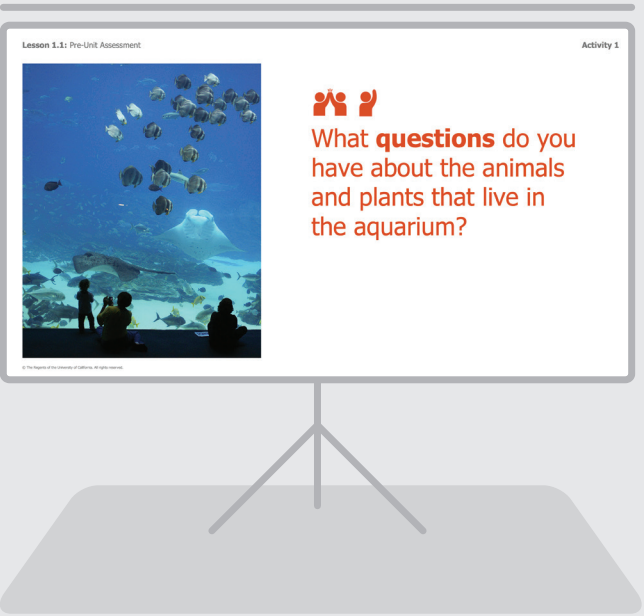
Videos

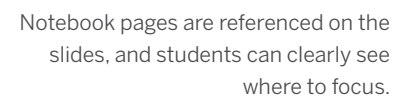
Many Classroom Slides include embedded videos.

Teacher view

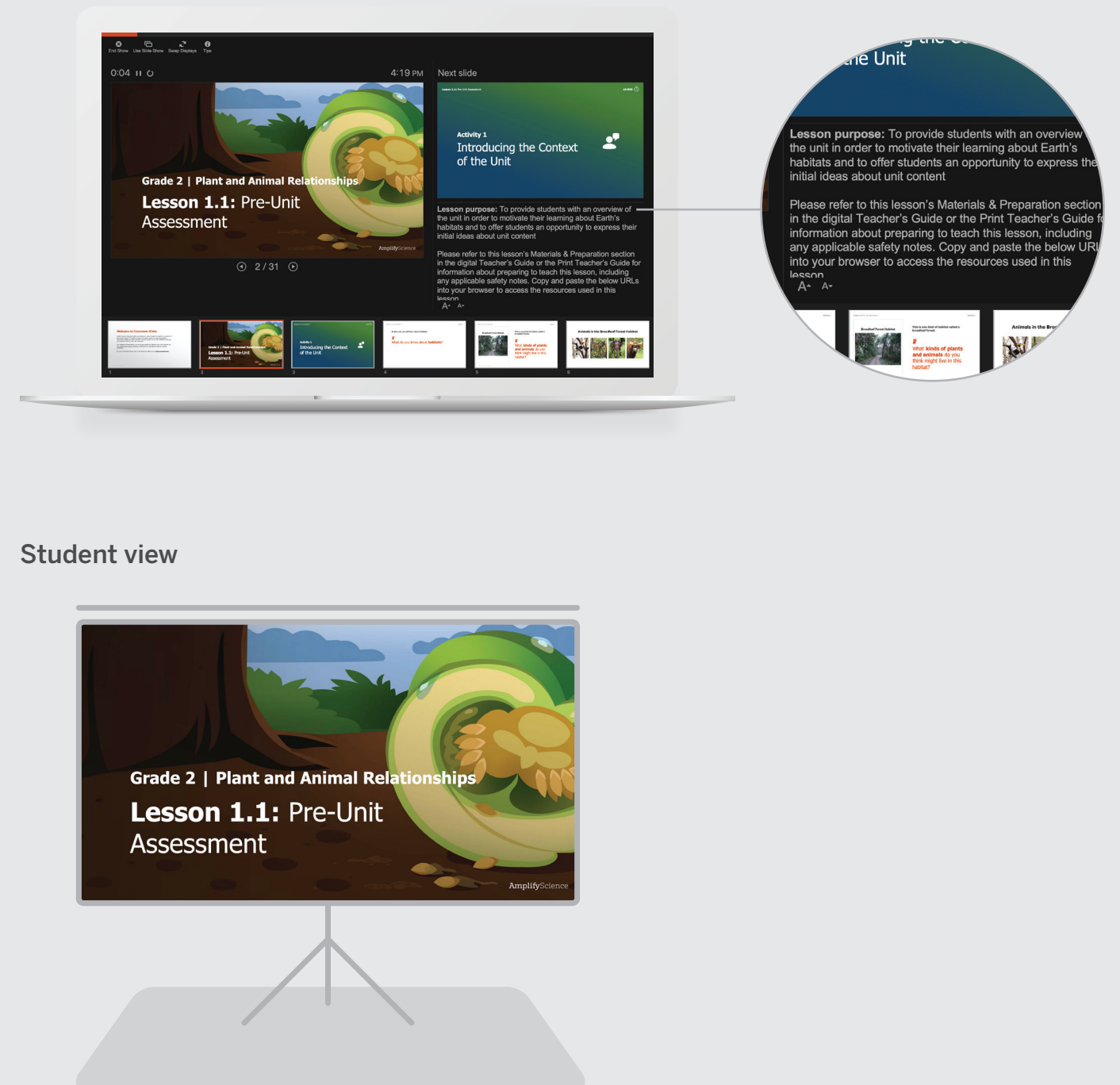


Student view

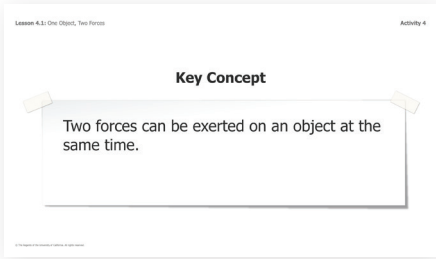
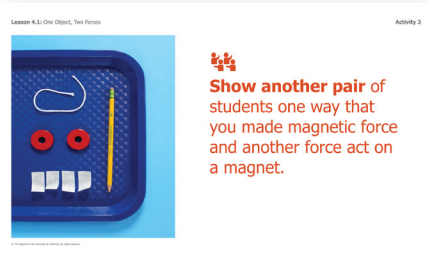
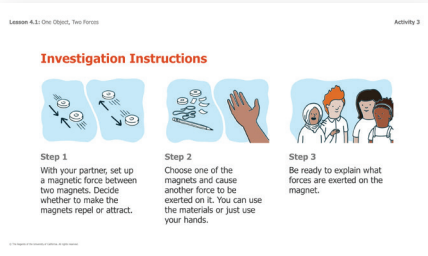
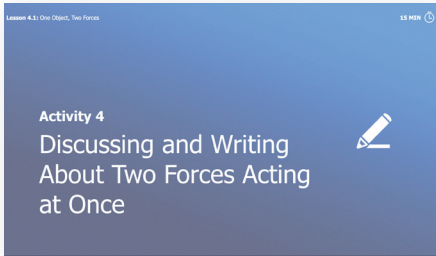
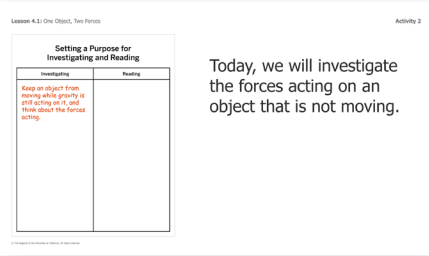
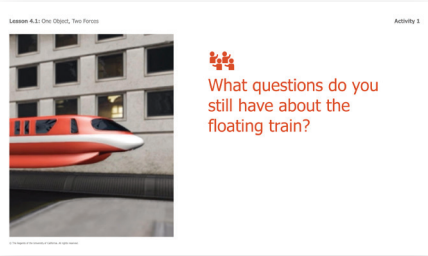




Student view

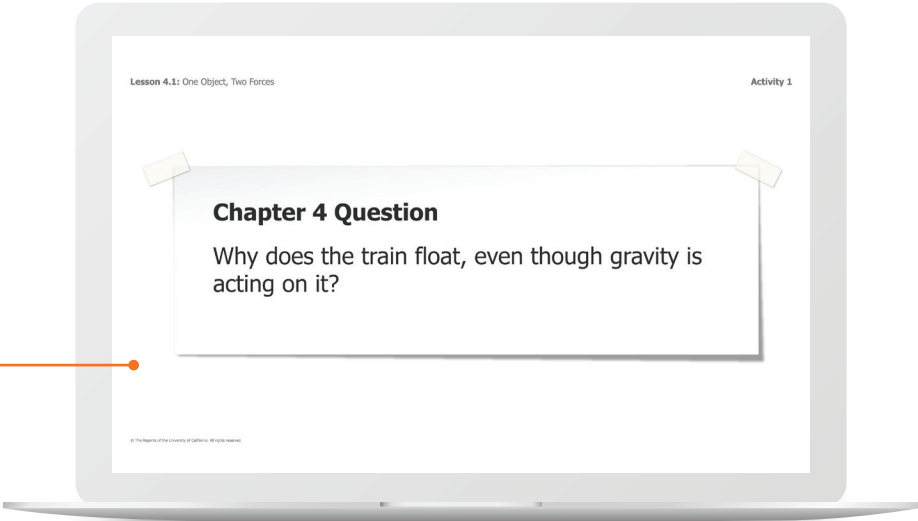


Balancing Forces

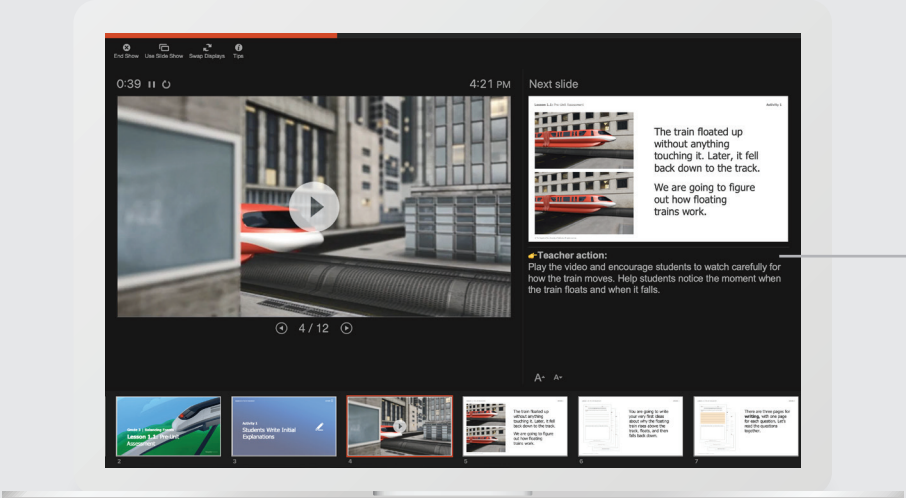


Classroom Wall

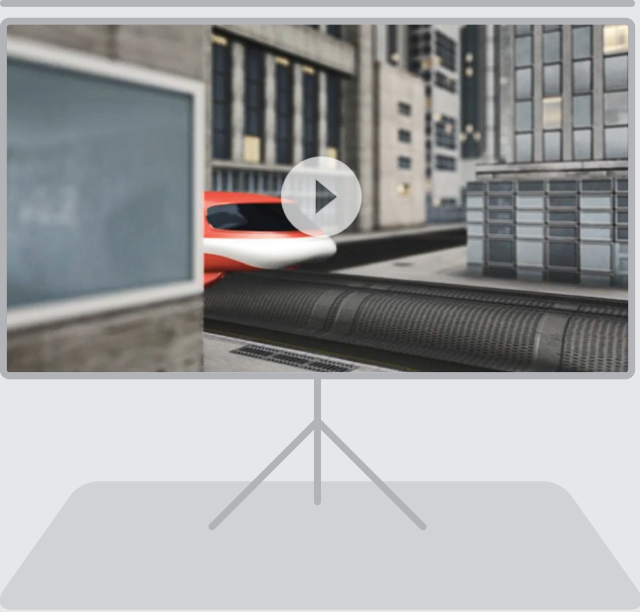
Classroom Wall materials are referenced, making it easier to understand when to post a chapter question, key concept, or vocabulary word.



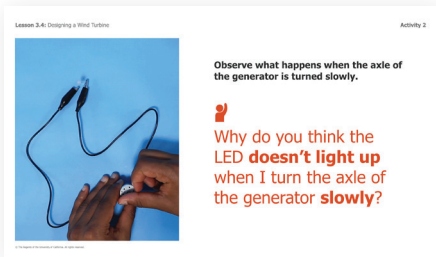
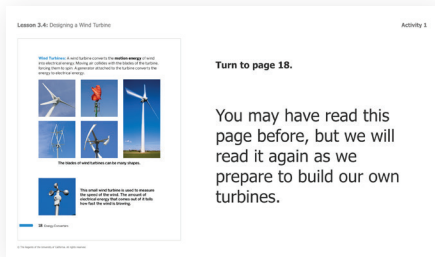
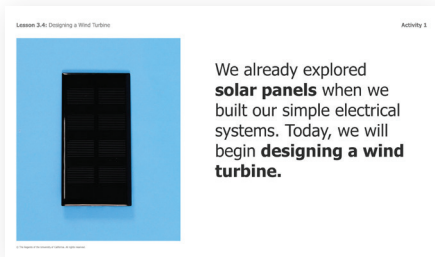
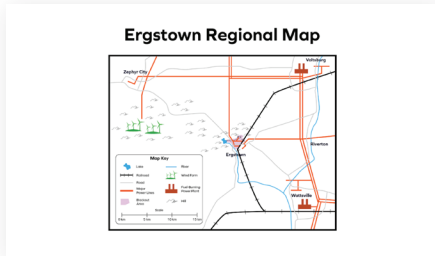
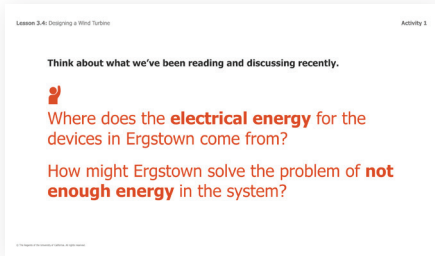
Teacher view



Student view

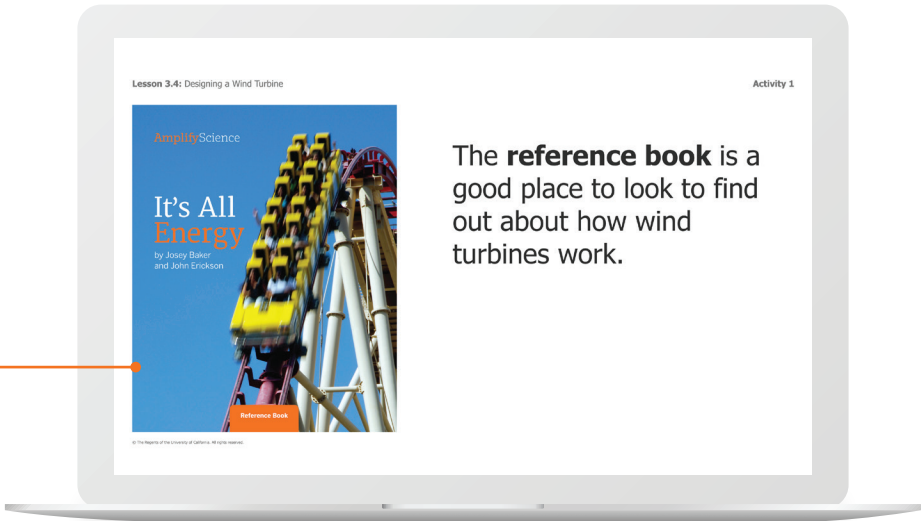


Energy Conversions

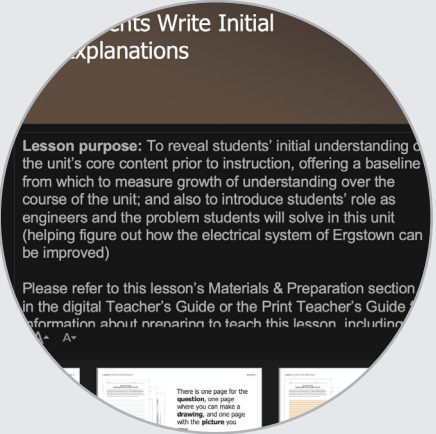
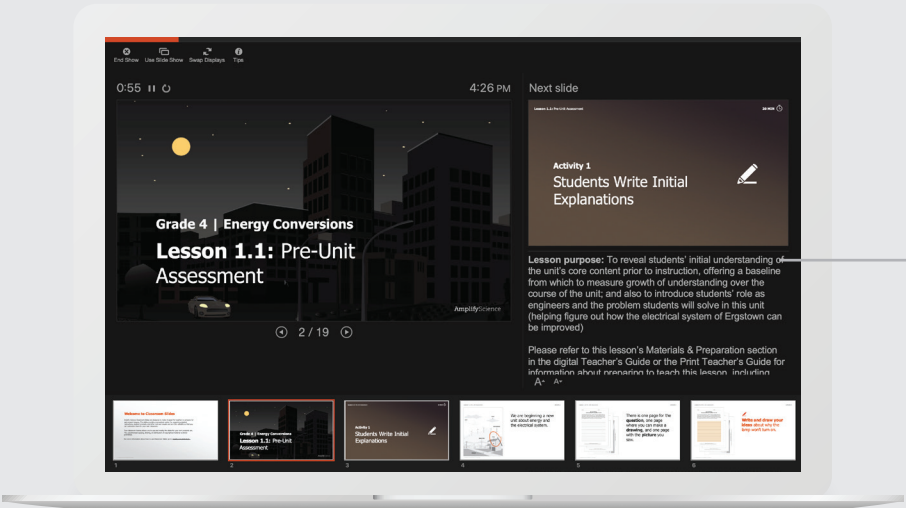


Student Books

All Student Books are introduced and Read Aloud pages are displayed.



Teacher view



Student view



Patterns of Earth and Sky

Grade 5 | Patterns of Earth and Sky

Lesson 3.2: Modeling Earth's Orbit

Lesson 3.2: Modeling Earth's Orbit

What **yearly pattern** did we observe in the Sim during our last lesson?

Lesson 3.2: Modeling Earth's Orbit

To investigate why the stars we see change throughout the year, we will add to the Mount Nose Model by making **constellation posters**.

Lesson 3.2: Modeling Earth's Orbit

Constellation	Group
Orion	1
Cetus	2
Pegasus	3
Aquila	4
Ophiuchus	5
Virgo	6
Leo	7
Monoceros	8

Each group will make a poster. We need eight posters, **one poster for each constellation** named in System View of the Sim.

Lesson 3.2: Modeling Earth's Orbit

Read about your constellation in the reference book, looking for information to include on your poster.

Lesson 3.2: Modeling Earth's Orbit

May 19, 2020 9:25 a.m.

Lesson 3.2: Modeling Earth's Orbit

Mount Nose Model with Constellations

Stand near your poster and spread out to form a big ring around the ball that represents the **sun**.

The ring represents Earth's orbit around the sun. The **posters** represent **constellations** in different directions.

Each person's head represents **Earth** at a different position in its orbit around the sun. Your **nose** represents Mount Nose (a mountain on Earth).

Lesson 3.2: Modeling Earth's Orbit

Let's start building our model, using System View as a guide.

When your group is called, come put your poster up.

Sims and digital modeling tools

Support for using technology is included right where you need it most.

Teacher view

2:24 4:29 PM Next slide

Star Map

Tomb Painting
Luoyang, China
1,600 years old

12 / 34

Suggested teacher talk:
This star map was found on the ceiling of a tomb in Luoyang, China. It was painted more than 1,600 years ago. It shows over 300 stars and constellations, including the Big Dipper. The band of stars across the middle likely shows the Milky Way.

Teacher action:
Invite students to share their thoughts.

Suggested teacher talk:

Suggested teacher talk:
This star map was found on the ceiling of a tomb in Luoyang, China. It was painted more than 1,600 years ago. It shows over 300 stars and constellations, including the Big Dipper. The band of stars across the middle likely shows the Milky Way.

Teacher action:
Invite students to share their thoughts.

Suggested teacher talk:

Student view

Star Map

Tomb Painting
Luoyang, China
1,600 years old

Metabolism

Metabolism
Lesson 3.2: Exploring Chemical Reactions

Prepublication resource. Please only use for preview purposes. Print this page offline.

Lesson 3.2: Exploring Chemical Reactions

Complete the Warm-Up by answering the questions.

Vocabulary

energy

the ability to make things move or change

Lesson 3.2: Exploring Chemical Reactions

We'll investigate with these substances. There are **four types of molecules** in them: water and phenol red in the liquid and baking soda and calcium chloride in the powder.

Lesson 3.2: Exploring Chemical Reactions

Observe a Chemical Reaction

Measure: Measure 10 mL of phenol red solution from the squeeze bottle into the graduated cylinder.

Combine: Carefully open the bag with the powders and pour the phenol red solution into the bag.

Seal Bag and Mix: Push the air out of the bag, then seal it. Gently massage the outside of the bag to mix the substances.

Touch and Observe: Have each group member touch the bag and share their observations.

Lesson 3.2: Exploring Chemical Reactions

What did the substances look like **after the reaction**?

How did you know the **reactants changed** in the process you observed?

Lesson 3.2: Exploring Chemical Reactions

Where did the chemical reaction take place?

Lesson 3.2: Exploring Chemical Reactions

Let's take a look this diagram that shows **cellular respiration**. This diagram is another way of modeling how cellular respiration happens.

glucose molecules + oxygen molecules → water molecules + carbon dioxide molecules + energy

Key: red = oxygen atom, white = hydrogen atom, black = carbon atom

Coming soon!

Classroom Slides for grade 6 will be available for the 2020–2021 school year.

Get started with Classroom Slides

Classroom Slides are available online and are conveniently located in the Digital Resources section within every lesson. To find them, login to the digital Teacher's Guide using your own account or using this demo account (learning.amplify.com/ca-science) and then follow the steps below.

1 Navigate to the desired unit.

AmplifyScience

4th Grade ▾

27 Lessons Energy Conversions

27 Lessons Vision and Light

27 Lessons Earth's Features

27 Lessons Waves, Energy, and Information

2 Select any chapter.

AmplifyScience > Vision and Light

Jump down to unit guide

Chapter 1: How does a Tokay gecko get information about its environment? 4 Lessons

Chapter 2: How does light allow a Tokay gecko to see its prey? 8 Lessons

Chapter 3: How does a Tokay gecko know that it is looking at its prey? 3 Lessons

Chapter 4: How could more light at night make it hard for a Tokay gecko L... 4 Lessons

Chapter 5: How do our senses help us understand our environment? 2 Lessons

3 Click on a lesson.

AmplifyScience > Vision and Light > Chapter 1

Chapter 1: How does a Tokay gecko get information about its environment?

Jump down to chapter overview

Lesson 1.1: Pre-Unit Assessment

Lesson 1.2: Introducing Animal Senses

Lesson 1.3: Investigating Animal Senses

Lesson 1.4: Exploring How Animals Survive

4 Locate the Digital Resources section. Download the Classroom Slides PowerPoint.

AmplifyScience > Vision and Light > Chapter 1 > Lesson 1.3

Lesson 1.3: Investigating Animal Senses

Lesson Brief (3 Activities)

1. Research: Investigating Animal Senses

2. Research: Investigating Animal Senses

3. Research: Investigating Animal Senses

Lesson Overview

Digital Resources

Classroom Slides 1.3 | PowerPoint

15 MIN

Activity



Lesson 1.3: Animal and Plant Structures

Investigation Question:

How do animals and plants do what they need to do to survive?

Activity 1

Grade 3 | Balancing Forces

Lesson 3.1: Observing Evidence of Gravity



AmplifyScience

The Garden



What do plants **need** to live and grow?

Activity 1

Activity 1



Lesson 2.6: Observing Radish Roots


10 MIN

Activity 1

Observing Radish Growth



Lesson 3.1: Observing Evidence of Gravity



Let's review what we've discovered about the **floating train**.

Activity 1

Grade 4 | Energy Conversions

Lesson 3.4: Designing a Wind Turbine



AmplifyScience

Lesson 3.1: Observing Evidence of Gravity




Lesson 3.4: Designing a Wind Turbine

Chapter 3 Question

Where does the **electrical energy** for the devices in Ergstown come from?

Activity 1

Lesson 1.3: Animal and Plant Structures



To help answer our question, we observed our partners eating a carrot.

How did our partners **get** the food they needed?

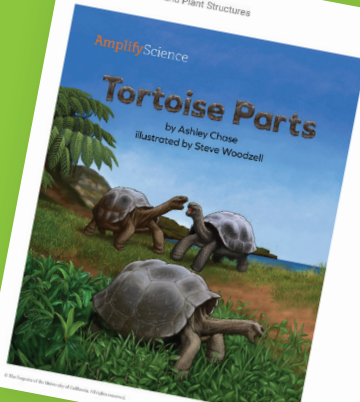
Activity 1

Lesson 3.1: Observing Evidence of Gravity

Activity 1

Revisiting Train

Lesson 1.3: Animal and Plant Structures



We also read **this book** to help answer our question about how animals and plants get what they need.

Activity 1

Grade K | Needs of Plants and Animals

Lesson 2.6: Observing Radish Roots



AmplifyScience

Lesson 3.4: Designing a Wind Turbine

Think about what we've been reading and discussing recently.

Where does the **electrical energy** for the devices in Ergstown come from?

How might Ergstown solve the problem of **not enough energy** in the system?

Activity 1

Ergstown



Map Key

- Lake
- River
- Road
- Wind Farm
- Power Plant
- House
- Field
- Mountain
- Water

Activity 1

ing to in

Lesson 1.3: Animal and Plant Structures

10 MIN

Activity 1

Describing Tortoise Structures

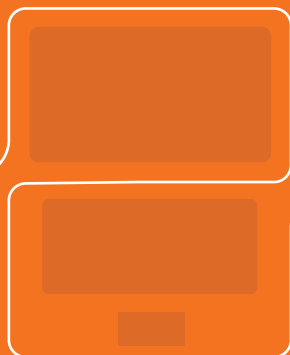


Lesson 3.1: Observing Evidence of Gravity

Discuss your ideas about the Question

Activity 1

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Amplify Science, visit
amplify.com/science/california.



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THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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