Grades K–5

Adapting Amplify Science for remote learning













Hands-on investigations

Hands-on activities present unique challenges for remote learning. There are, however, several workarounds that will enable you to share the main takeaways of the would-be hands-on experience with students.

- Use the free resources we've compiled. A team of teacher volunteers are filming themselves teaching Amplify Science lessons, and we are posting these videos online for free. When possible, the teachers include demonstrations of the hands-on activities as they come across them in the lessons. Sometimes, as you can imagine, it isn't possible to obtain the necessary materials. In these cases, the teachers either skip the activity or modify it—you can use their adaptations as a guide for how to handle that respective hands-on activity.
- 2. For investigations that involve common household materials (e.g., plastic baggies, ice, etc.), have students conduct the activity with their family.
- **3.** Locate a video of a similar activity on YouTube and share this with students.
- **4.** Describe the activity and provide students with possible data or results.



freeresources.amplify.com

- 5. If possible, organize a video demonstration with students or record a demonstration of a hands-on activity with the supplies that you have available (especially if you're able to get your hands on your Amplify Science kit).
- 6. For any hands-on activity that calls for students to manipulate printed cards (like a card sort) or to engage in a science game, you could provide copies of the materials. All print materials included in the kits are also available in PDF from within the digital Teacher's Guide (under Printable Resources in the Unit Guide for each unit, when logged in at learning.amplify.com). If you have access to a printer and if your district has arranged pickup/ dropoff logistics, you could download the PDF file, print the necessary materials, and hand them out to students. In this case, the expectation would be that students engage in the activity with their families.
- 7. And of course, because of the Amplify Science Do, Talk, Read, Write, Visualize approach, students will have multiple opportunities to explore every major idea in the unit throughout the lessons. This means you can consider skipping the hands-on experience and know that your students will have other modalities through which to access the concepts.

Before choosing an option, be sure to follow your district's guidelines and suggestions.

GRADES K-5

Discussion

Discussion activities may be possible to complete at home, with slight adjustments. Two ideas for adjustments include:

- 1. Students could complete a modified version of the discussion with a sibling or other family member (taking into consideration that adults' time is limited).
- 2. Students could call a friend or classmate to have the discussion on the phone.



GRADES K-1



Reading activities are particularly good candidates for adaptation to a remote learning setting. At these grade levels, having a family member access the materials below and read the Student Books aloud is probably the best option.

There are a few ways to get access to the readings:

- If there is internet access at home, students and their parents/guardians can access digital versions of the books using the login credentials found <u>here</u>. They can also find instructional guides for the reading activities on <u>this website</u>.
- 2. If there is internet access at home, you can record videos of yourself reading the books aloud, then post them on whichever platform you normally use for student/family communication. This has the benefit of maintaining a connection with your students, while also enabling them to read the books without the help of an adult.
- If your district has arranged pickup/dropoff and you have access to a printer, you could download, print, and distribute PDF versions of the readers to students. The PDF files for the Student Books are also located <u>here</u> (listed by unit).
- 4. A team of teacher volunteers are filming themselves teaching Amplify Science lessons, and we are posting these videos for free online. If a lesson includes any reading activities, the volunteer teacher will read the book aloud in the video! Find the lesson videos <u>here</u>. Additionally, in the coming weeks, we will be adding Spanish Read Alouds of the Student Books.

GRADES 2-5

Reading

Reading activities are particularly good candidates for adaptation to a remote learning setting. There are a few ways to provide access to the readings:

- If there is internet access at home, students and their parents/guardians can access digital versions of the books using the login credentials found <u>here</u>. They can also find instructional guides and any associated Investigation Notebook pages for reading activities on this website.
- 2. If there is internet access at home, you can record videos of yourself reading the books aloud, then post them on whichever platform you normally use for student/family communication. This has the benefit of allowing you to maintain a connection with your students, while also enabling them to read the books without the help of an adult.
- If your district has arranged pickup/dropoff and you have access to a printer, you could download, print, and distribute PDF versions of the readers to students. The PDF files for the Student Books are also located <u>here</u> (listed by unit).
- 4. A team of teacher volunteers are filming themselves teaching Amplify Science lessons, and we are posting these videos for free online. If a lesson includes any reading activities, the teacher volunteer will read the book aloud in the video! Find the lesson videos <u>here</u>.

GRADES K-1

Assessments

Conversational and observational assessments will be difficult in a remote learning setting. If you and your students have access to the internet or a phone, you could set up individual or group virtual/phone conferences.

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Lesson videos

Assessments

First, it is worth recognizing that in general, assessments will be difficult in a remote learning setting, especially if your district does not have an arranged pickup/dropoff system or an established online forum (e.g., Google Classroom) in place.

There are a couple of options, though.

- For the Pre- and end-of-unit assessments, you can download the PDFs of the assessments, distribute them to students, and have them turn in their completed sheets in whatever way possible. Alternatively, you could ask students to simply store their completed assessments until it is possible to hand them in. Note that the PDFs of the assessments can be downloaded from the Digital Resources area of the lessons in which assessments occur. You'll need to log into your digital Teacher's Guide.
- 2. If possible, you can arrange a phone call with each student. In the call, you could talk through the assessment questions and record their responses.
- 3. You can utilize the templates available on whichever classroom management platform you use to create regular checks on student understanding of unit content. For example, if using Google Classroom, there are Google Forms, Quizzes, Questions, etc. Leveraging these resources will allow you to collect formative data throughout the remote learning experience. If you don't currently have Google Classroom (or something like it), you can find resources for helping you to set up a virtual classroom at wideopenschool.org.
- 4. You might consider having students collect various work products they have completed during this time at home in lieu of the Pre- and End-of-Unit assessments. This would work similarly to the process outlined in the portfolio assessments described in the **Program Guide**. Note that, because students won't have access to the full and true version of unit activities, you may want to adapt the portfolio assessment to be more forgiving in terms of what counts as a work product.



wideopenschool.org

Observations from video

When logged into the digital **Teacher's Guide**, teachers can download all Amplify Science videos from the Digital Resources area of any lesson that includes them. Feel free to share any videos you download with your students via email or any established forum you are familiar with (e.g., Google Classroom). Alternatively, the video recordings that a team of teacher volunteers are making will include the videos if they are in the lesson being recorded. You can send the **link** to the website containing these teacher-recorded videos directly to students to have them watch the full lesson recording.

GRADES K-5

Discourse Routines

The goal of these routines is to give students practice using science language and vocabulary in oral discussions. Some routines, like Think-Pair-Share or Shared Listening, could be completed with a family member at home. Others, like Roundtable Discussion or Concept Mapping, may be difficult to replicate in a remote learning situation. For those routines that may be more challenging to implement remotely, you might consider modifying them to be more conducive. For example, if meeting with your students virtually, you might change a Think-Pair-Share to a Think-Write-Share, because breaking off into paired discussion would be difficult.