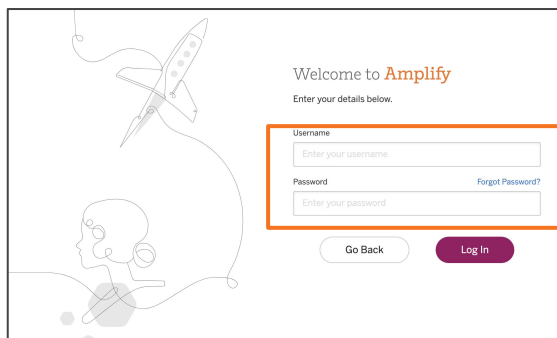
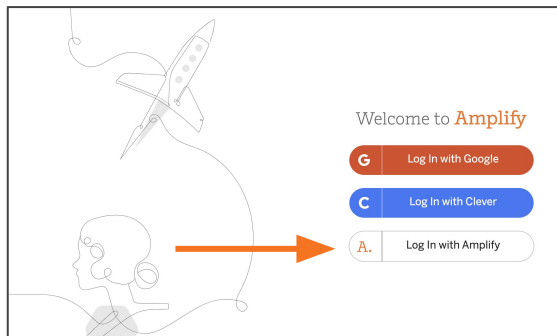


Welcome to Amplify Science!

Do Now: Login and open your digital participant materials



1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
 - **xxxxxxxxx@pd.tryamplify.net**
 - **Password: xxxx**
4. Explore as we wait to begin

Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

Click here for [Remote Learning Resources for Amplify Science](#)

[Click here](#) to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



<https://amplify.com/lausd-science/>

Use two windows for today's webinar

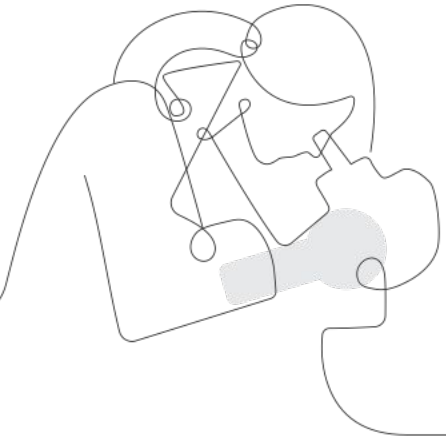
The diagram illustrates the setup for a two-window webinar. An inset box shows a close-up of the window control buttons (red, yellow, green) with an arrow pointing to the green button, indicating how to maximize or click through to the next window. Two orange arrows labeled "Window #1" and "Window #2" point to the respective browser windows.

Window #1: A Google Meet window titled "Meet - Etiwanda Grade 7 N". The URL is meet.google.com/hcs-dxpk-wrm?aut.... The page shows a Google Meet interface with a video player and a sidebar with options like "Flexension Compilation", "Investigation Notebook", "NGSS Information for Parents and Guardians", "Print Materials (11" x 17")", and "Print Materials (8.5" x 11")".

Window #2: An Amplify Curriculum window titled "Amplify Curriculum". The URL is apps.learning.amplify.com/curriculum.... The page displays "Lesson 1.2: Using Fossils to Understand Earth" with a large illustration of a dinosaur. The sidebar includes sections like "Lesson Brief (4 Activities)", "WARM-UP Warm-Up", "TEACHER Why Geologists Value Fossils", "TEACHER-LED DISCUSSION Introducing Mesos", "RESET LESSON", "GENERATE PRINTABLE LESSON", "Lesson Brief", "Overview", "Materials & Preparation", "Differentiation", "Español rds", "Digital Resources", "All Projections", "Completed Scientific Argumentation Wall Diagram", "Video: Meet a Paleontologist", and "The Ancient Mesosaurus".

Second Grade Remote Learning and Guided Planning Session

LAUSD
Date:
Presented by

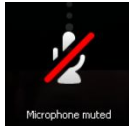


Remote Professional Learning Norms



Take some time to orient yourself to the platform

- *“Where’s the chat box? What are these squares at the top of my screen?, where’s the mute button?”*



Mute your microphone to reduce background noise unless sharing with the group



The chat box is available for posting questions or responses to during the training



Make sure you have a note-catcher present



Engage at your comfort level - chat, ask questions, discuss, share!

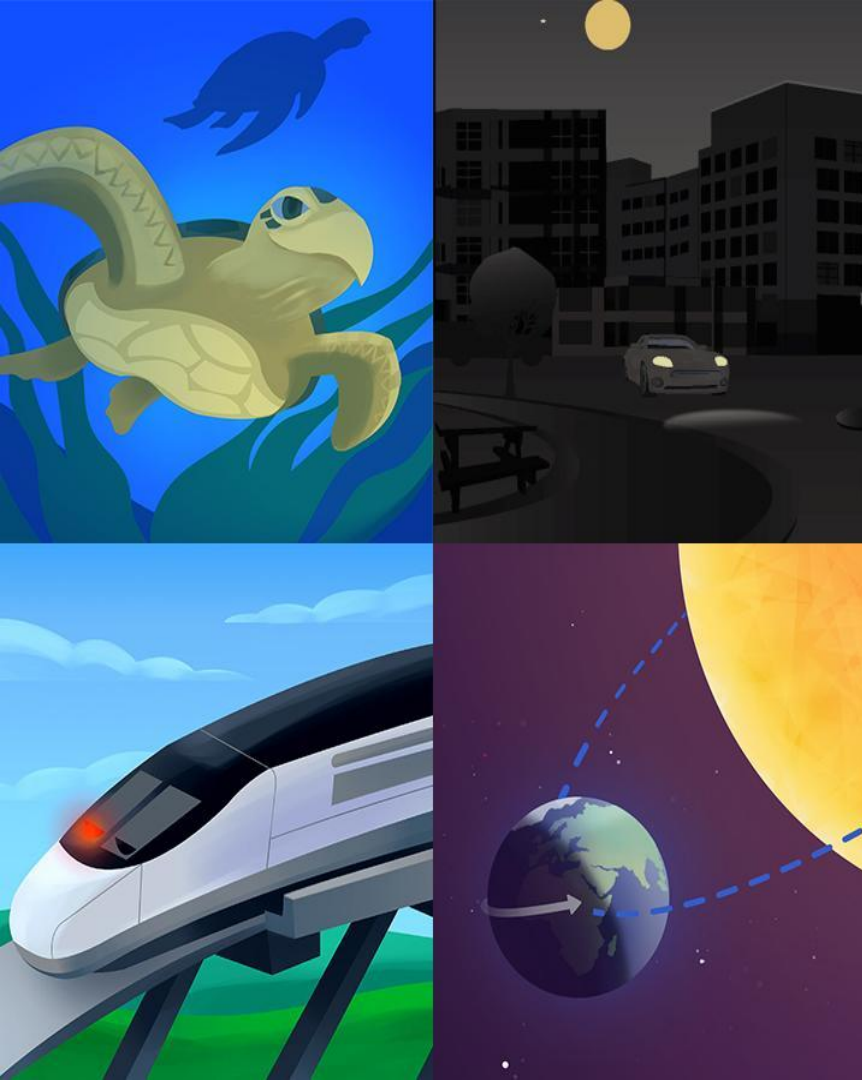
Objectives

By the end of this workshop, you will be able to...

- Select the Amplify Science@Home resources that best fit your instructional context
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home
- Plan how you will leverage Amplify Science@Home resources in a remote setting for back-to-school

e





Plan for the day

- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing



Plan for the day

- Framing the day
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 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing

Remote Learning Reflection

1-2-3 Stop and jot: Last year, while teaching remotely...

- What was **one** challenge, problem, or roadblock you or your students experienced?
- What were **two** successes you or your students experienced?
- What are **three** new things you learned or new insights you gained?

Note catcher

Reflection: Teaching remotely last year

One challenge, problem, or roadblock you or your students experienced

Two successes in your teaching

Three things you learned or new insights

Setting a vision

What are you hoping your students get out of science this year?

Cultivate a
love of
science

Problem solve

Develop flexible
scientific
understanding

Think and
work like real
scientists

Feel successful
and build
academic
confidence

Collaborate
and
communicate

Multimodal, phenomenon-based learning

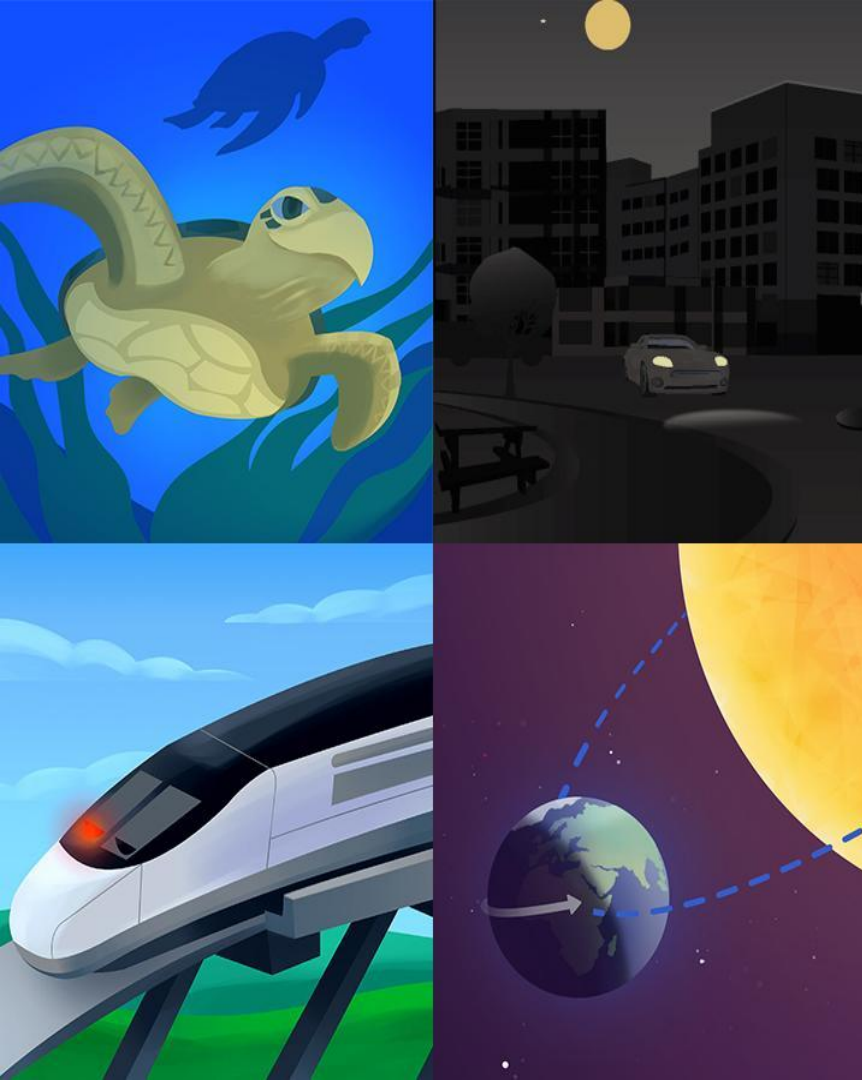
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



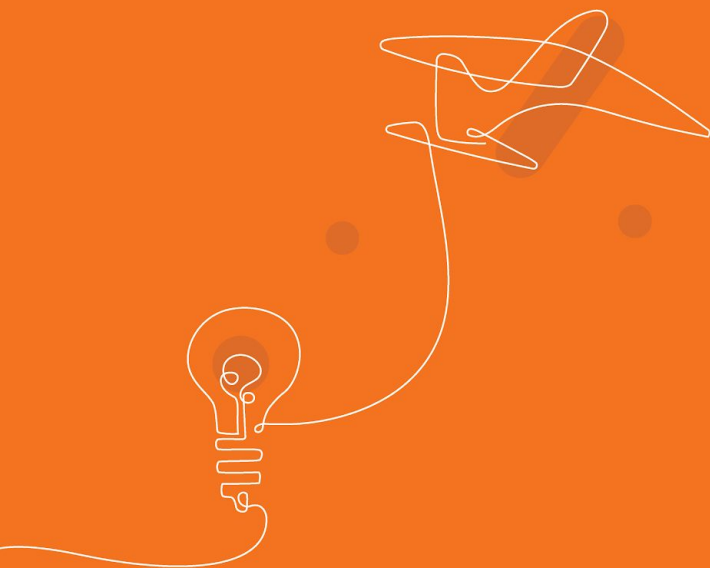


Questions?



Plan for the day

- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing



Amplify Science@Home

A suite of new resources designed
to make extended remote and
hybrid learning easier for teachers
and students.

Amplify Science @Home resources		
Overview: Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the video you set for this school year?		

AmplifyScience@Home

- Built for a variety of instructional formats
- Digital and print-based options
- No materials required
- Available in English and Spanish (student and family materials)
- Accessible on the Amplify Science Program Hub



AmplifyScience@Home

Two different options:

@Home Units

- Packet or slide deck versions of Amplify Science units condensed by about 50%

@Home Videos

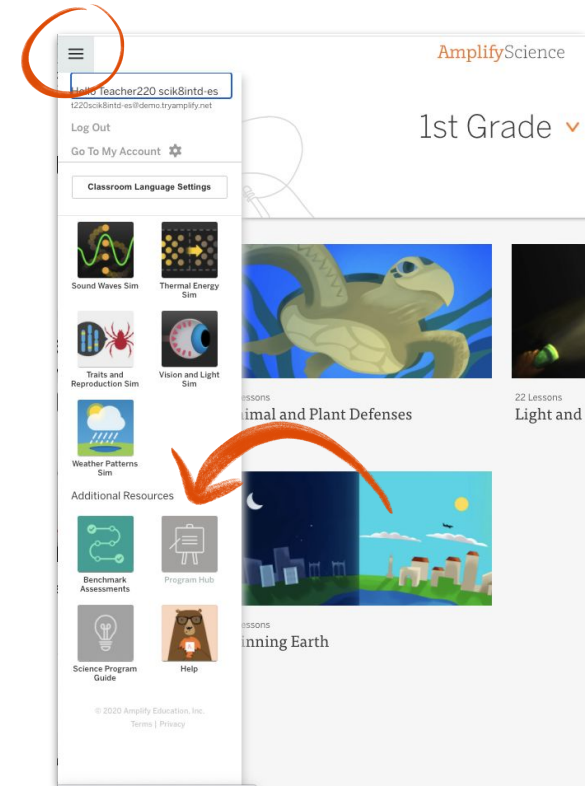
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Accessing Amplify Science@Home

Amplify Science Program Hub

- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu



AmplifyScience@Home

- First unit for each grade level is now available on the Science Program Hub
- Additional units rolling out throughout back-to-school



Amplify Science K-5

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Stop and Jot

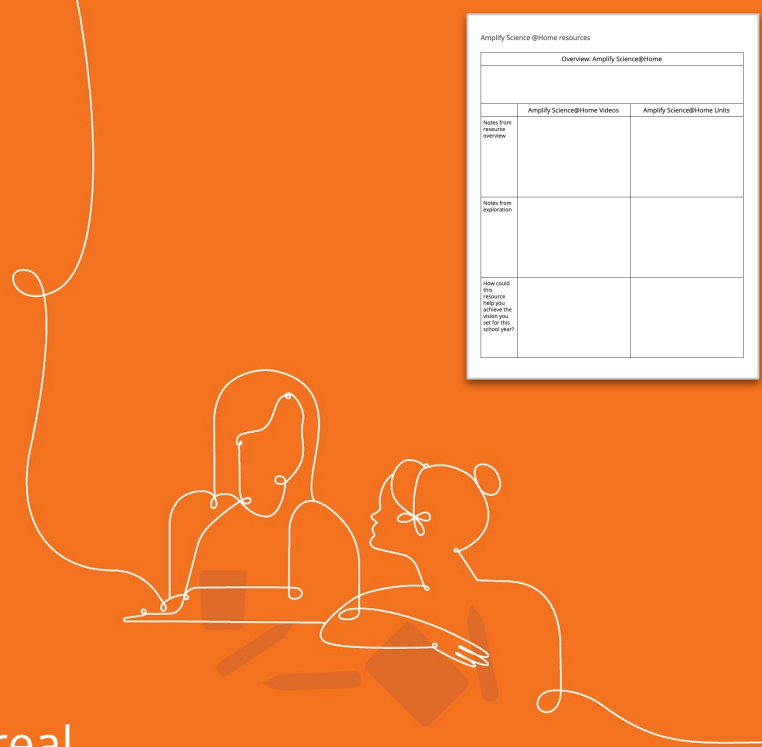
First, ask yourself...

- How much **time** do students have to learn science in the upcoming school year?
- Do your students have **access to technology** at home, or do you need a **print-only solution**?

@Home Videos

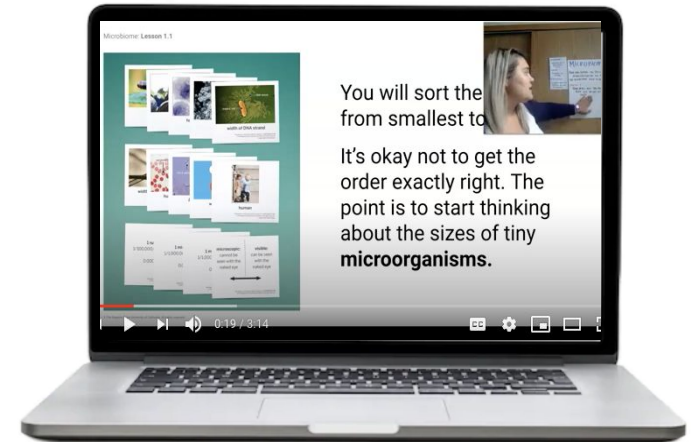
Versions of original Amplify Science lessons adapted for remote learning and recorded by real Amplify Science teachers

Amplify Science @Home resources		
Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from remote exploration		
Notes from exploration		
How could this resource help you achieve the video you set for this school year?		



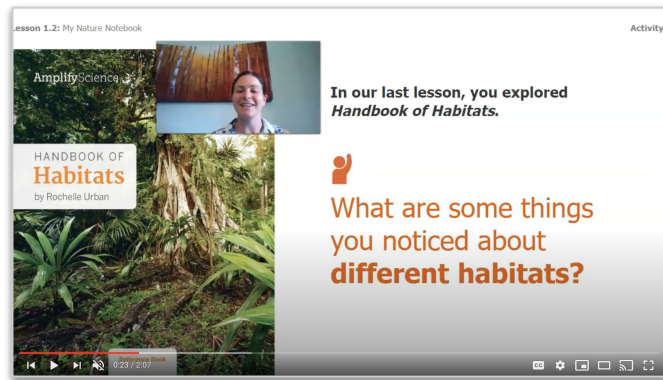
@Home Videos

- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**





Interactive video experience

- **Calls to action**
 - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
 - Read-alouds, digital tool uses, hands-on
- **Options** to use notebooks and/or materials if available



Example lesson: *Plant and Animal Relationships 2.2*

 AmplifyScience > Plant and Animal Relationships > Chapter 2 > Lesson 2.2



Lesson 2.2: A Plant Is a System

Lesson Brief
(4 Activities)

<

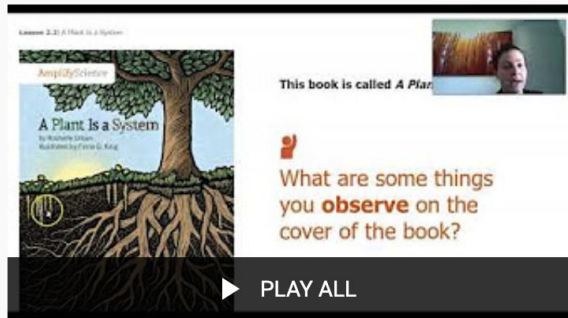
1 TEACHER-LED DISCUSSION
Setting a Purpose for Reading

2 READING
Partner Reading

3 STUDENT-TO-STUDENT DISCUSSION
Concept Mapping

4 TEACHER-LED DISCUSSION
Reflecting on Plant Parts

Example lesson: *Plant and Animal Relationships 2.2*



Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2






5 videos • 2 views • Last updated on Jul 30, 2020

Unlisted



Amplify

SUBSCRIBE

- 1 **Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 1**
Amplify
- 2 **Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part A**
Amplify
- 3 **Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part B**
Amplify
- 4 **Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 3**
Amplify
- 5 **Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 4**
Amplify

Example lesson: *Plant and Animal Relationships* 2.2

1 TEACHER-LED DISCUSSION

Setting a Purpose for Reading

2 READING Partner Reading

3 STUDENT-TO-STUDENT DISCUSSION

4 TEACHER-LED DISCUSSION

Reflecting on Plant Parts



A Plant Is a System

This book is called *A Plant Is a System*.

What are some things you **observe** on the cover of the book?

2:09

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 1

Amplify

2

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part A

Amplify

3

Turn to page 8 in A Flower in the Garden

Think about the **meaning** of the word **roots** as it is used in the story.

3:50

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part B

Amplify

4

Concept Mapping



Step 1
Choose two word cards.

Think about how the two words are related.



Step 2
Write the words on your piece of paper.

Draw lines or circles, and write in places how the words are related.



Step 3
Share your concept map with a partner.

3:21

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 3

Amplify

Adding to the Plant Growth Body Model

1. Head
Set or the Face and **hug your knees to your chest**.
2. Neck
Push one foot to show each getting water.
3. Body
Wedge one hand down your head.
4. Limbs
Reach your arms out to show bones getting light.
5. Full-grown
Stand up and stretch your arms down your head.

5:06

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 4

Amplify

@Home Videos

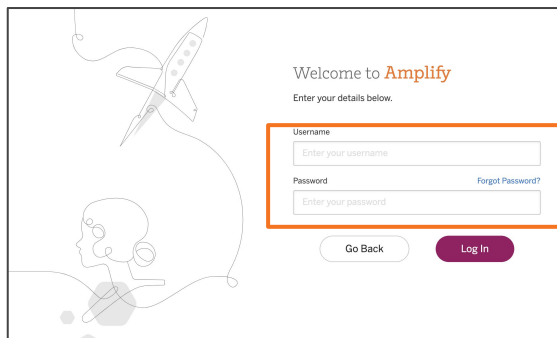
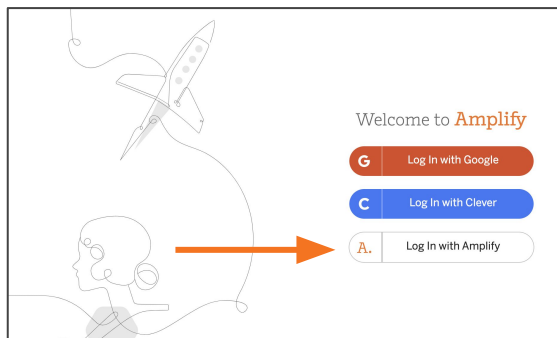
Using the resources

- Assign videos for students to watch during remote, asynchronous time
- Leverage synchronous time for live teaching
 - Lots of time? Teach full lessons
 - Less time? Revisit and preview (see table)

Synchronous time

- Online discussions
- Hands-on investigations (option for teacher demo)
- Digital tool demonstrations
- Interactive read-alouds
- Shared Writing
- Co-constructed class charts

Log in



1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
 - xxxxxxxx@pd.tryamplify.net
 - Password: xxxx
4. Explore as we wait to begin

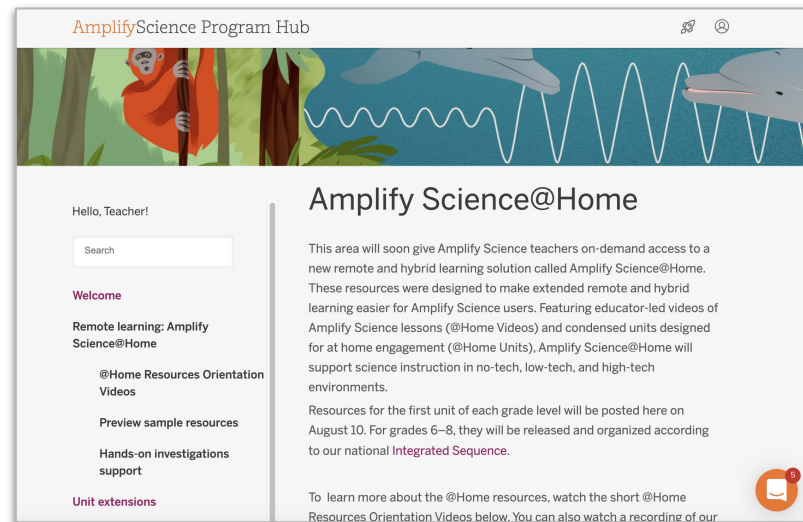
Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: science.amplify.com/programhub

username: [sciencelearningca](#)

password: [DemoOnly1234](#)

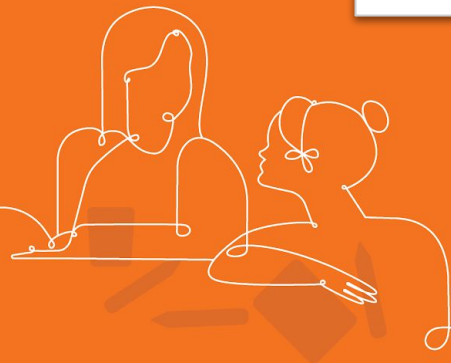


Explore your @Home Videos

Navigate to Plant and Animal Relationships on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

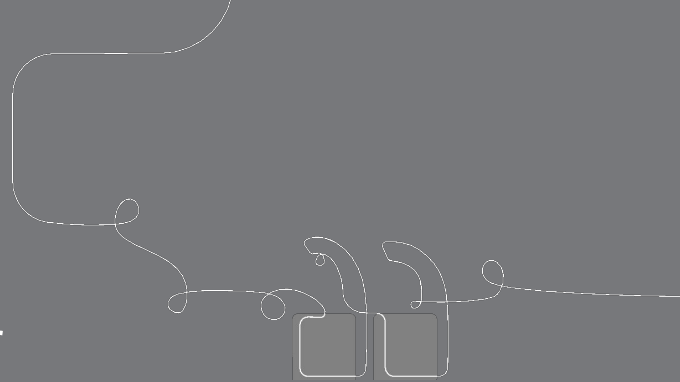
During your work time, consider how this resource can help you reach the vision you set for science this year.

Amplify Science @Home resources		
Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource exploration		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		



Share insights

How could @Home Videos help you and your students achieve the vision you set for science this school year?



Amplify Science @Home resources

Overview: Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		

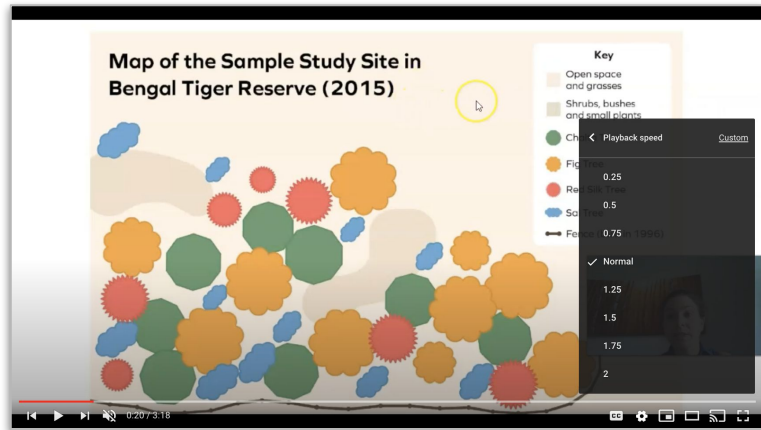
Questions?

Planning suggestions: @Home Videos

The Teacher's Guide is the best planning tool for @Home videos.

- Use the **Lesson Overview Compilation** in the Unit Guide as a pacing and planning tool.
- Refer to the lessons themselves to plan for synchronous instruction.

Try adjusting the playback speed of videos to preview them.

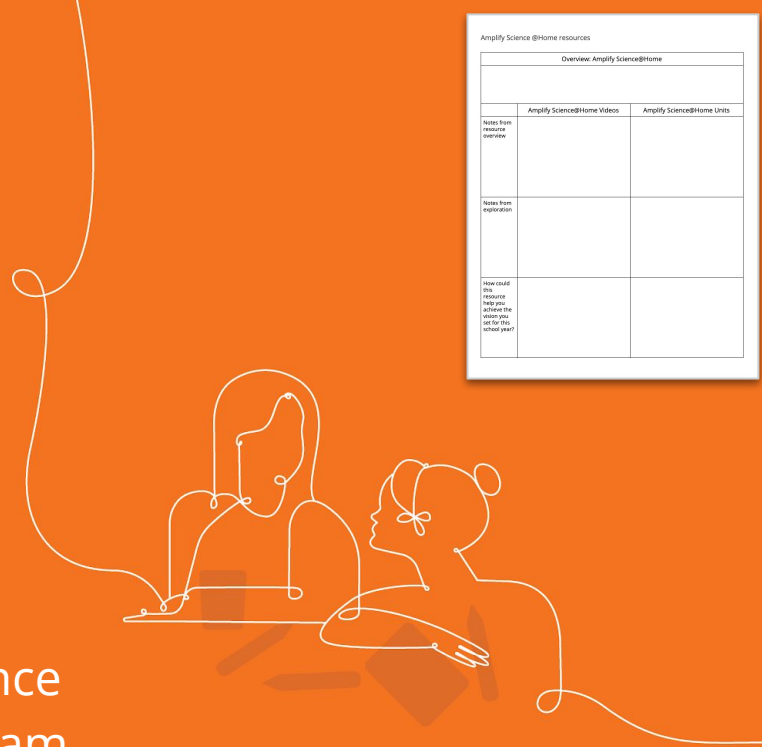


@Home Units

Strategically modified versions of Amplify Science units, highlighting key activities from the program

Amplify Science @Home resources

Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource exploration		
Notes from exploration		
How could this resource help you achieve the science goals set for this school year?		



@Home Units

- Solution for reduced instructional time
- Two options for student access

AmplifyScience
Plant and Animal Relationships @Home Lesson 8

Remember, we have been investigating this question: How do plants get the water and sunlight they need to grow?

Earlier, you **observed** the roots and leaves of different plants. Think about this question: What are your ideas about how a plant's **roots and leaves** help the plant get what it needs to grow?

READ

Today, we will read a new book called *A Plant Is a System*. Think about this question: What are some things you **observe** on the cover of the book?

An important way that readers learn from a book is to **set a purpose** before reading. Our purpose for reading is to find out **how a plant uses its parts** to get the water and sunlight it needs to grow.

Turn to **page 3**. Read pages 3–5.

A **system** is a group of parts that work together. We just learned that a **system** is a **system**.

Find the **What Do the Parts of a Plant Do?** page. This page has places to **write** what you find out about **roots and leaves** as you read.

to **page 6**. Continue **reading** through the end of the book. As you read, **write** about what roots and leaves do.

Now is a good time to take a break.

you will share ideas about what you read in *A Plant Is a System*. You can look back through the book to with your ideas. You will need a **partner** for these tasks. Your partner can be a family member, a friend, a parent, or a stuffed animal, or even a pet.

TALK

about these questions:
What do the **leaves** of a plant do? Read **pages 6 and 7** again if you need help remembering.
What do the **roots** of a plant do? Read **pages 8 and 9** again if you need help remembering.
How is a plant a **system**? Read **page 14** again if you need help remembering.

Plant and Animal Relationships @Home Lesson 8
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@Home Packets:
print-based

Plant and Animal Relationships @Home Lesson 8

AmplifyScience
A Plant Is a System
by Rosalind Wiseman
Illustrated by Fiona G. King

An important way that readers learn from a book is to **set a purpose** before reading.

Our purpose for reading is to find out **how a plant uses its parts** to get the water and sunlight it needs to grow.

Plant and Animal Relationships
@Home Lesson 8

Name: _____ Date: _____

What Do the Parts of a Plant Do?

Directions:

1. Read *A Plant Is a System*.
2. As you read, think about the purpose for reading. Find out how a plant uses its parts to get the water and sunlight it needs to grow.
3. On the lines below, write what each part of the plant does.

The roots of the plant _____

The leaves of the plant _____

Find the **What Do the Parts of a Plant Do?** page.

This page has places to **write** what you find out about **roots and leaves** as you read.

Plant and Animal Relationships @Home Lesson 8
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@Home Slides and Student
Sheets: tech-based

Options for student access

Embedded links to videos:

- Hands-on demonstrations
- Digital tool activities
- Read-alouds

We are working as plant scientists who investigate plants in their habitats. Today we will investigate this question: How do scientists study habitats?



You will read a book and talk with a **partner** about what you read. Your partner could be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!

Today we will read My Nature Notebook. One way readers learn from a book is to **set a purpose** before reading. Our **purpose for reading** My Nature Notebook is to find out different ways to study a habitat.

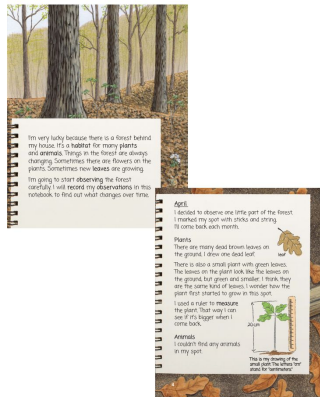


1. Read pages 3 and 4 with your partner.
2. Talk with your partner about some different ways to study a habitat.
3. Read the rest of the book. Remember to read with the **purpose** of finding out different ways to study a habitat.

You can watch a video read-aloud of this book at tinyurl.com/AMPPAAR-01

Let's pause and think about the meaning of **observe**. The child in the book **observed** one little part of the forest. To **observe** means to use any

observe



Read pages 3 and 4 with your partner.

Talk with your partner about some different ways to study a habitat.

You can watch a video read-aloud of this book at tinyurl.com/AMPPAAR-01

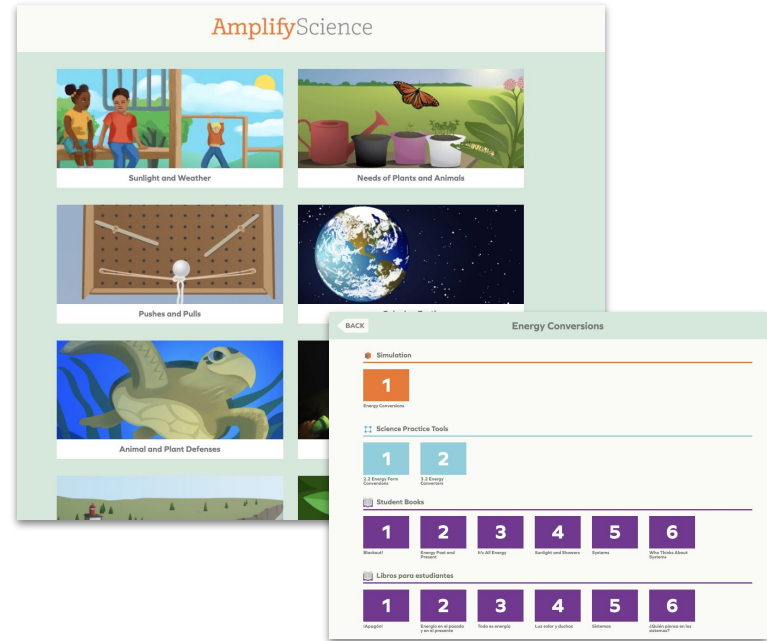
Options for student access

Alternative to embedded video links

Access via curriculum:

- Digital tools (Grades 2-8)
- Digital books (Grades K-5)

Hands-on demos accessible only via embedded YouTube links



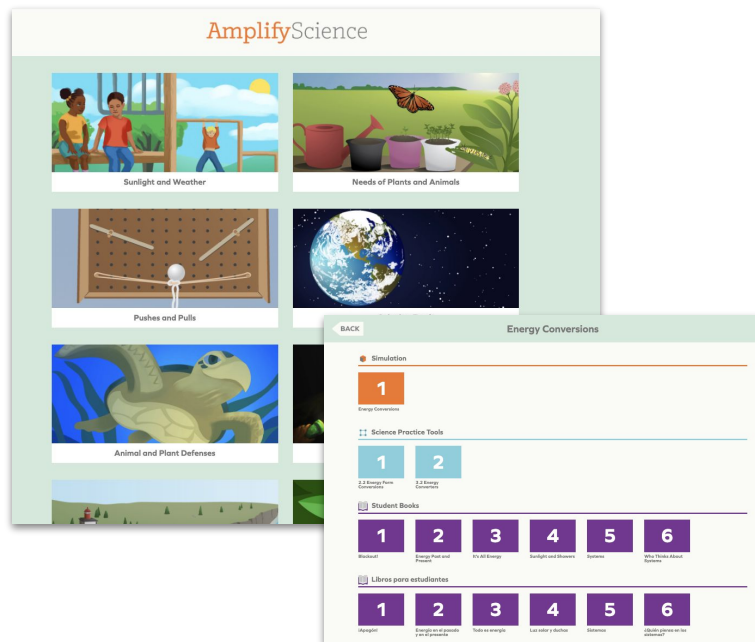
K-5 digital access

apps.learning.amplify.com/elementary



Username: [ampsci123](#)

Password: [ampsci123](#)





@Home Unit resources

All resources are fully editable and customizable

- **Family Overview**
 - Provides context for families
- **Teacher Overview**
 - Outlines the unit and summarizes each lesson
 - Suggestions for adapting for different scenarios
- **Student materials**
 - ~30-minute lessons (slide decks or packets) featuring prioritized activities from Amplify Science curriculum

Example lesson: *Plant and Animal Relationships 2.2*

 AmplifyScience > Plant and Animal Relationships > Chapter 2 > Lesson 2.2



Lesson 2.2: A Plant Is a System

Lesson Brief
(4 Activities)

1 TEACHER-LED DISCUSSION
Setting a Purpose for Reading

2 READING
Partner Reading

3 STUDENT-TO-STUDENT DISCUSSION
Concept Mapping

4 TEACHER-LED DISCUSSION
Reflecting on Plant Parts

@Home Lesson 8: Combined lessons 2.2 & 2.3

@Home Lesson 8

Adapted from: Amplify Science *Plant and Animal Relationships* Lesson 2.2 and 2.3

Key Activities

- **Read:** Students read *A Plant Is a System* and record what they learn about plant parts as they read.
- **Talk:** Students discuss what they have learned about what different plant parts do and how a plant is a system.
- **Write:** Students draw and write to show what they have learned about how a plant uses sunlight and water, and how the parts of a plant work together as a system.

Ideas for synchronous or in-person instruction

Prior to meeting, have students read *A Plant Is a System* and complete the What Do the Parts of a Plant Do? page. While meeting, introduce the vocabulary words and lead students in a discussion about their new understandings (as in *Plant and Animal Relationships* Lesson 2.2, Activity 2). While meeting, you can also have students complete the A Plant Is a System page, and then invite students to share their ideas with classmates.

Show Lesson 8 slides and packet sample

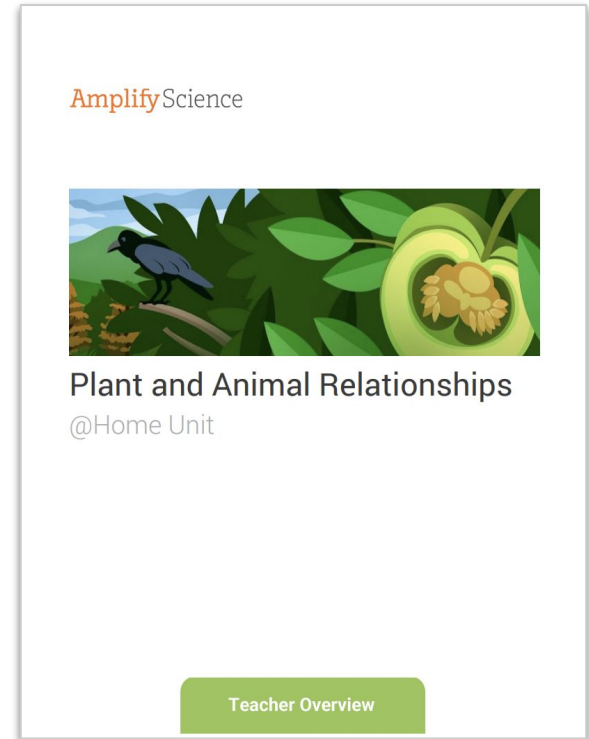
Teacher Overview

Unit-level

- Overview of resources
- Pacing
- Planning for instructional routines
- Assessment considerations

Lesson-level

- Chapters at a glance
- Lesson outlines



*Appendix provides the student investigation notebook pages that go with each lesson.

Explore your @Home Unit

Navigate to Plant and Animal Relationships on the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

During your work time, consider how this resource can help you reach the vision you set for science this year.

Amplify Science @Home resources

Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		



Share insights

How could @Home Units help your you and your students reach the vision you set for science this school year?



Amplify Science @Home resources

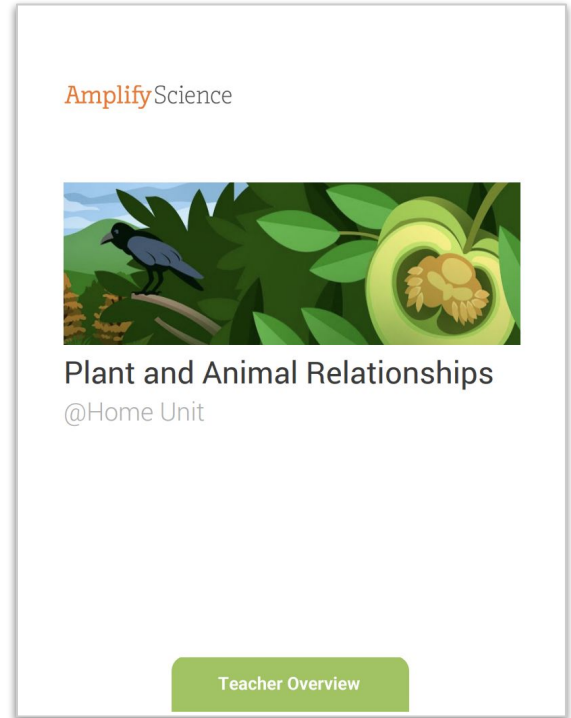
Overview: Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		

Questions?

Planning suggestions: @Home Units

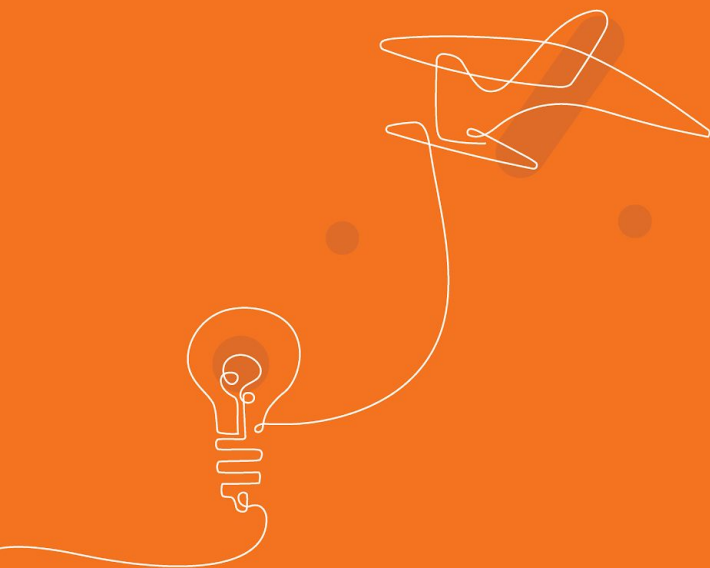
Read the Teacher Overview carefully! Pay particular attention to these sections:

- Overview of @Home Unit Resources
 - Heads-ups about **instructional decisions** to plan for
- Adapting the Amplify Science Approach for Remote Learning
 - Planning support for **multimodal instruction**





Questions?



Amplify Science @Home resources

Overview: Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the goals you set for this school year?		

Using the resources

Sample instructional scenarios

@Home Resources example use case

Remote Model: with synchronous & asynchronous learning



Days 1 & 2

Asynchronous

Assign: Lesson 1.1 @Home Video and sheets for students to work through on their own



Day 3

Synchronous

Teach: Lesson 1.2 using clips from the @Home Video



Day 4

Asynchronous

Assign: Lesson 1.3 @Home Packet or @Home Slides for students to work through on their own



Day 5

Synchronous

Revisit: hands-on or discourse-based activities from the week's lessons

Sample instructional scenario

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

Assign 1-2 @Home Lessons (packet or slides) or @Home videos



Friday

Students submit work product through email, Google Classroom, or by writing on paper and texting the teacher a photo of their work



Let's Discuss

How do you plan to use these resources?

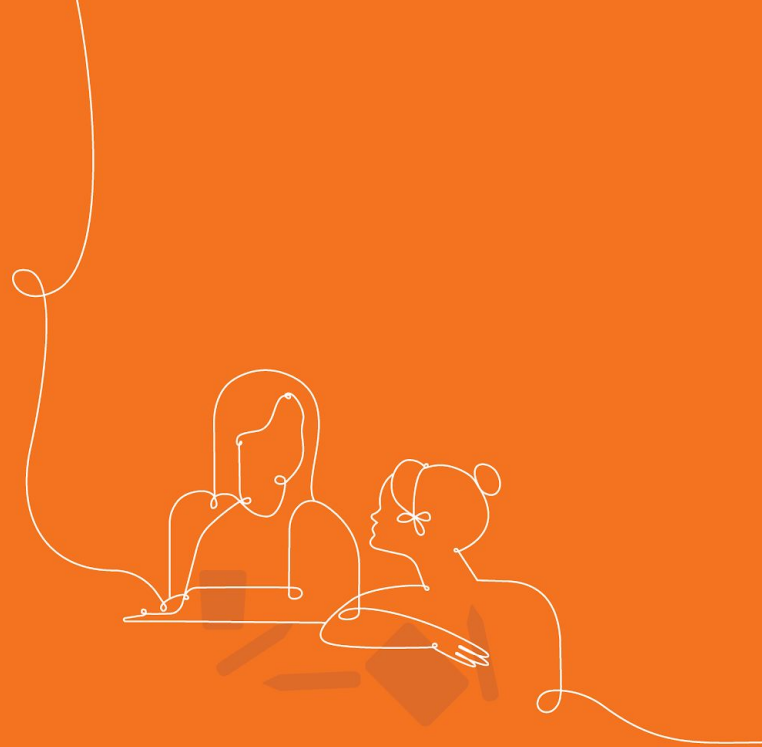




Plan for the day

- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing

Guided Planning



Planning with @Home Resources

Planning tool: @Home Resources

@Home Units: Planning for instructional routines and multimodal learning

A first step in planning to use @Home Units is determining how your students will engage with multimodal learning. Your @Home Unit's Teacher Overview provides guidance to frame decisions you'll need to make, and many suggestions to support decision making.

Find "Adapting the Amplify Science Approach for Remote Learning" in your Teacher Overview. Review the categories and suggestions, then use the organizer below to make a plan.

	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Student talk			
Student writing			
Reading			

@Home Units: Planning for instructional routines and multimodal learning (cont.)

	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Hands-on			
Classroom wall			
Digital tools See Student Resources in the Teacher Overview for guidance on digital tools			

K-5 Digital Tool Access: apps.learning.amplify.com/elementary
Username: ampsci123 Password: ampsci123

Planning with @Home Resources

@Home Resources: Pacing and planning tool

Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

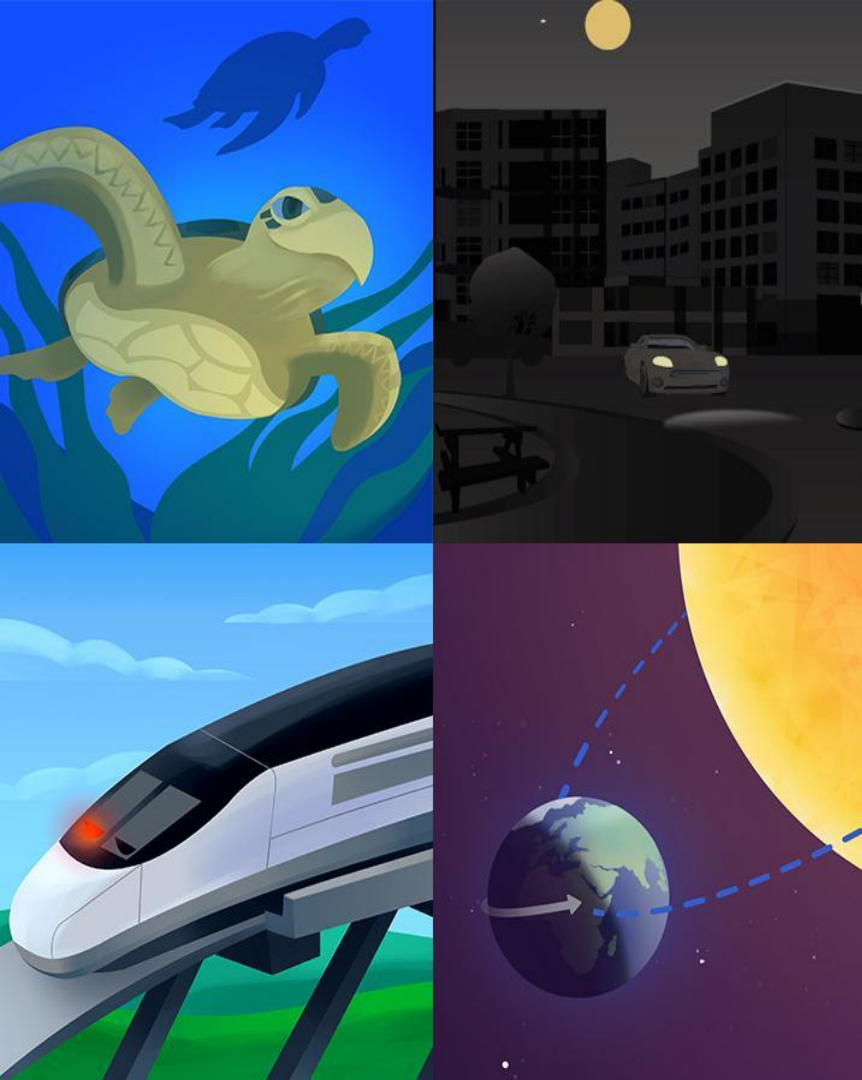
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class
<p>If you have reduced science instructional time: Use the Teacher Overview to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, map your week in the row below.</p> <p>If you have the same amount of science instructional time: Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.</p>				
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:

Planning to use @Home Units

- Download and read your unit's **Teacher Overview** on the Program Hub
- Plan for establishing **key routines** for talk, writing, reading, hands-on, and classroom wall references
 - *(See: Adapting the Amplify Science Approach for Remote Learning in your unit's Teacher Overview)*
- Determine **how students will access** slides or packets, and how they will **submit work**
- Consider **pacing**, including when you have synchronous science time with your students (if applicable)

Planning to use @Home Videos

- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll **communicate with families** about this resource



Plan for the day

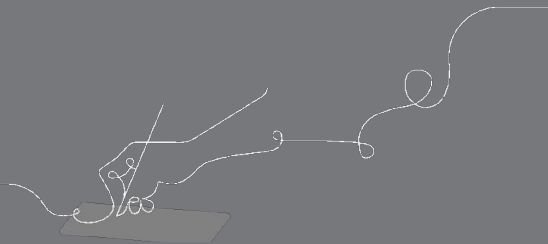
- Framing the day
 - Welcome and introductions
 - Reflection and vision setting
 - Revisiting the Amplify Approach
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Reflection and closing

Vision Reflection

Revisit the vision you set for your students at the beginning of this session.

How will the Amplify Science@Home help you reach that goal?

e



Revisiting our objectives

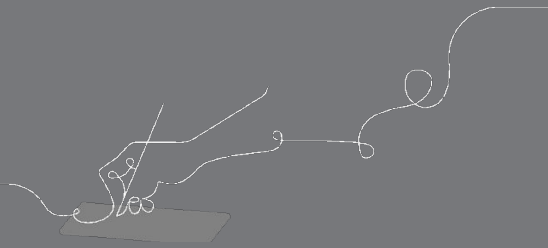
Do you feel ready to...

- Select the Amplify Science@Home resources that best fit your instructional context?
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home?
- Plan how you will leverage Amplify Science@Home resources in a remote setting for back-to-school?

1- I'm not sure how I'm going to do this!

3- I have some good ideas but still have some questions.

5- I have a solid plan for how to make this work!

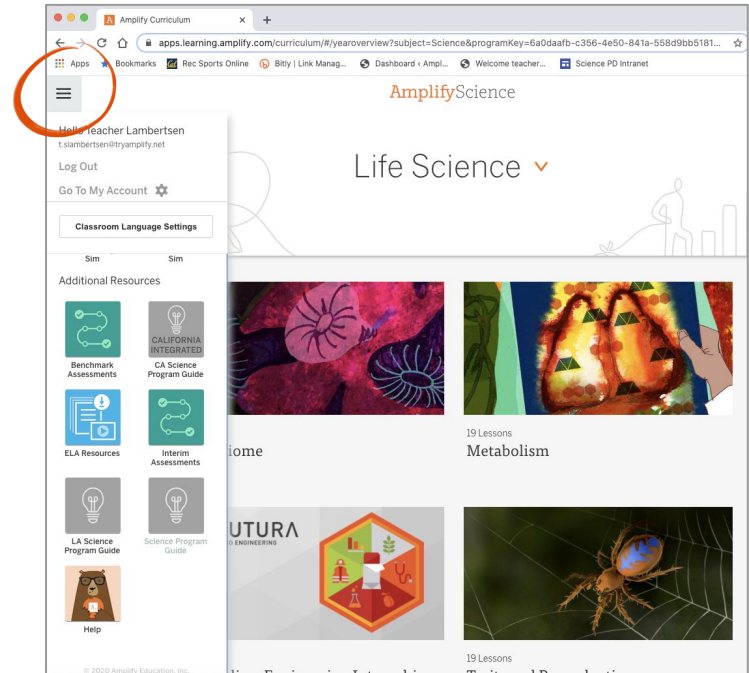


Amplify Science Program Hub

A new hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates

science.amplify.com/programhub



Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

Click here for [Remote Learning Resources for Amplify Science](#)

[Click here](#) to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



<https://amplify.com/lausd-science/>

Schoology Apps

Elementary school teachers will need to download 2 apps.



[Amplify Science: Elementary School Student Edition](#)

Content Area: Science

Grade Level: ES

Content Type: Core

Integration Type: App (Left Navigation)

Purchase Type: District

[Getting Started Guide](#)

Other Info: Grade sync unavailable

Vendor Support Desk:

P: 800.823.1969

E: help@amplify.com

S: amplify.com/support/

Textbook Title(s):

NA



[Amplify Science: Teacher Edition](#)

Content Area: Science

Grade Level: ES, MS

Content Type: Core

Integration Type: App (Left Navigation)

Purchase Type: District

[Getting Started Guide](#)

Other Info: Grade sync unavailable

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Schoology Apps

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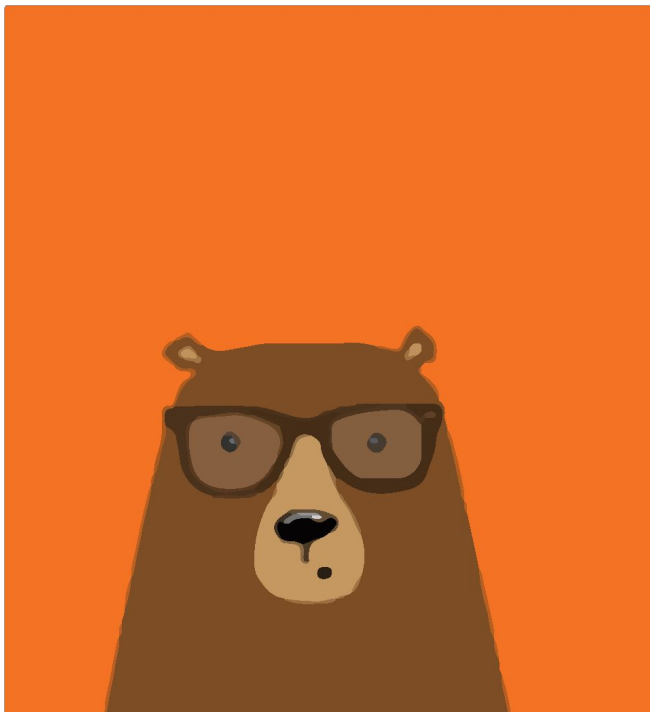


1. **Elementary School Student Edition** - downloading this app pushes the content to students (**students DO NOT need to download anything**)



2. **Teacher Edition** - downloading this app gives full teacher access - **this is the app that teachers will ACTUALLY USE**

Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

<https://my.amplify.com/programguide/content/national/welcome/science/>

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.



Final questions?

Thank you for attending today's session!

Please provide us feedback!

Presenters: XXX

Cohort:

