Welcome to Amplify Science!

Do Now: Login and open your digital participant materials



Welcome to Amplify Enteryour details below.
Username Enter your username
Password Forgot Password? Enter your password
Go Back Log In

- 1. Go to learning.amplify.com
- 2. Select Log in with Amplify
- 3. Enter teacher demo account

credentials

- xxxxxx@pd.tryamplify.net
- Password: xxxx
- 4. Explore as we wait to begin

Amplify.

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/

Amplify.

Use two windows for today's webinar

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		🕰 ²¹ 🗐 y _{ou} 🚳 🚷	AmplifyScience CALIFORMIA > Plate Motion > Chapter 1 > Lesso	n 1.2
Window #1	More Capy of Stangation Progr. x	congregens-built ↔ & ∎ ®	Lesson 1.2: Using Fossils to Understand Earth	
	Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made of soild rock that is divided into plates. Earth's plates can move. Underneath the soil, vegatation: and water that we see on the surface of Earth is the volting erof Earth's grouphere, the soild put of our rocky planet. This outer layer of Earth's grouphere, the soild put of our rocky planet. This outer layer of Earth's grouphere, the soild put of our rocky planet. This outer layer of Earth's for the soild pates an move. Progress Build Level 2: The plates move on top of a soft, soild layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the martle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle. Underneath the soil, vegation, and water that we see on the surface of Earth is the outer layer of Earth's grouphere, the solid part of our rocky	Plextension Compilation Investigation Notebook NGSS Information for Parents and Guardians Print Materials (11° x 17°) Print Materials (8.5° x 11°) Offline Preparation Tracing without reliable classroom inferent? Prepare unit and isson materials for offline access.	Lesson Brief (4 Activities)	alue
	Getting Ready to Teach v Essantial Materials and Preparation v	Offine Guide	Lesson Brief Overview Materials & Preparation	Digital Resources In All Projections Completed Scientific Argumentation Wall Diagr.
			Differentiation Español rds	Video: Meet a Pa

Amplify Science CALIFORNIA

Kindergarten 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



Plan for the day

- Framing the day
 - \circ $\,$ 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



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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 st	udents experienced
Two successes in your teaching	
Three things you learned or new insights	

Vision setting Beginning of the session: Based on your reflection, set a vision for science this year. What do you hope

your students will get out of science time?

Setting a vision

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



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

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Amplify Science@Home

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

Amplify.

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



@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





EXAMPLIFY Science > Needs of Plants and Animals > Chapter 1 > Lesson 1.6

Lesson 1.6: Explaining Why There Are No Caterpillars

Lesson Brief (3 Activities) TEACHER Searching for What Caterpillars Need BEADING Discovering What Caterpillars Need

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TEACHER-LED DISCUSSION Explaining Why There Are No Caterpillars

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@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)
- Interactive read-alouds
- Shared Writing
- Co-constructed class charts

Log in



Welcome to Amplify Enter your details below.
Usemane Enter your username Password Forgat Password? Enter your password
Go Back Log In

- 1. Go to learning.amplify.com
- 2. Select Log in with Amplify
- 3. Enter teacher demo account credentials
 - xxxxxx@pd.tryamplify.net
 - \circ 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

AmplifyScience Program Hub \$ Q \sim Amplify Science@Home Hello, Teacher! This area will soon give Amplify Science teachers on-demand access to a Search new remote and hybrid learning solution called Amplify Science@Home. These resources were designed to make extended remote and hybrid Welcome learning easier for Amplify Science users. Featuring educator-led videos of Remote learning: Amplify Amplify Science lessons (@Home Videos) and condensed units designed Science@Home for at home engagement (@Home Units), Amplify Science@Home will support science instruction in no-tech, low-tech, and high-tech @Home Resources Orientation environments. Videos Resources for the first unit of each grade level will be posted here on Preview sample resources August 10. For grades 6–8, they will be released and organized according Hands-on investigations to our national Integrated Sequence. support To learn more about the @Home resources, watch the short @Home Unit extensions Resources Orientation Videos below. You can also watch a recording of our

Explore your @Home Videos

Navigate to Needs of Plants and Animals 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.

Share insights

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





Amplify.

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



@Home Units

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



@Home Packets: print-based

@Home Slides and Student
Sheets: tech-based

Needs of Plants and Animals @Home Lesson !

2

What did you **observe** the caterpillar doing?

Options for student access

Embedded links to videos:

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



DRAW and WRITE

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

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apps.learning.amplify.com/elementary

Log In with Amplify

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

EXAMPLIFY Science > Needs of Plants and Animals > Chapter 1 > Lesson 1.6

Lesson 1.6: Explaining Why There Are No Caterpillars

Lesson Brief (3 Activities)

TEACHER Searching for What Caterpillars Need

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READING **Discovering What** Caterpillars Need



FQ.

DISCUSSION Searching for Milkweed Plants



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TEACHER-LED DISCUSSION Explaining Why There Are No Caterpillars

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@Home Lesson 5: Combination of lessons 1.6 & 1.7

@Home Lesson 5

Adapted from: Amplify Science Needs of Plants and Animals Lessons 1.6 and 1.7

Key Activities

- **Observe:** Students make observations of a caterpillar eating a leaf.
- **Read:** Students use the reference book to learn more about the milkweed that monarch caterpillars need for food.
- **Talk:** Students compare images of the Field and the Garden and use an Explanation Language Frame to talk about where monarch caterpillars can live.
- **Draw and Write:** Students draw and/or write to show their ideas about why there are no monarch caterpillars in the Garden.

Ideas for synchronous or in-person instruction

Prior to meeting, assign students to observe the video of the caterpillar eating a leaf and discuss their observations with someone at home. When meeting, have students observe the caterpillar eating a leaf video and share any new observations with the class. Then, read aloud from *Handbook of Plants* (as in *Needs of Plants and Animals* Lesson 1.6, Activity 1) and have students observe, compare, and discuss the images of the Field and the Garden with the Explanation Language Frame (as in *Needs of Plants and Animals* Lesson 1.6, Activities 2 and 3).

Show Lesson 5 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 Needs of Plants and Animals 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.

Share insights

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





Amplify.

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?





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

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 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 2	Day 3	Day 4	Day 5
Minutes for science:	Minutes for science:	Minutes for science:	Minutes for science:	Minutes for science:
Instructional format:	Instructional format:	Instructional format:	Instructional format:	Instructional format:
Asynchronous	Asynchronous	Asynchronous	Asynchronous	Asynchronous
Online class	Online class	Online class	Online class	Online class
If you have reduced scier	Interimentation of the synchron	the Teacher Overview to far	miliarize yourself with the up	coming @Home Lessons.
applicable, pay attention to	le at the unit level as well as	ous or in-person instruction	and suggestions for further.	condensing or expanding
the unit, which are availabl	ount of science instruction	for each lesson or chapter.	Ifhen, map your week in the Ur	row below.
If you have the same am	isons. Refer to Suggestions for	Tal time: Use the Lesson Ov	erview Compilation in the Ur	it Guide to familiarize
yourself with upcoming less	the suggestions of the synchrones of the sync	for Synchronous Time on the	enext page to consider the b	test format for different
Lesson:	Lesson:	Lesson:	Lesson:	Lesson:
Students work	Students work	Students work	Students work	Students work
independently	independently	independently	independently	independently
Teach live lesson	Teach live lesson	Teach live lesson	Teach live lesson	Teach live lesson
(using	(using	(using	(using	(using
synchronous	synchronous	synchronous	synchronous	synchronous
suggestions)	suggestions)	suggestions)	suggestions)	suggestions)
Assign video	Assign video	Assign video	Assign video	Assign video
Preview	Preview	Preview	Preview	Preview
Review	Review	Review	Review	Review

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

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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?





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!



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



Amplify.

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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/

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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

Vendor Support Desk: P: 800.823.1969 E: help@amplify.com S: amplify.com/support/ Textbook Title(s): NA

Amplify.

Schoology Apps

Elementary school teachers will need to download 2 apps.



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



 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/co ntent/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



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:



