

Welcome to Amplify Science!

Follow the directions below as we wait to begin.

1. Please log in to your Amplify Account. (Let the presenter know if you need assistance!)
2. Open your participant materials - Note Catcher & Planning Tool.
3. In the chat, share your name, school, and something fun you've done this summer.



New York City Resources Site

<https://amplify.com/amplify-science-nyc-doe-resources/>



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- Resources from PD sessions
- And much more!

Use two windows for today's webinar

Window #1

Meet - Etiwanda Grade 7 N x +
meet.google.com/hcs-dxpk-wrm?aut...

Miller Copy of Navigation Prop... x Amplify Curriculum
apps.learning.amplify.com/curriculum/#unit/8a31e095506df82015256f884b4544_californiaintegrated2019-2020#progress-build

Amplify Science CALIFORNIA > Plate Motion

OPEN PRINTABLE PROGRESS BUILD

Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet. This outer layer of Earth is covered entirely with hard, solid rock that is divided into sections called plates. And, these plates can move.

Progress Build Level 2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle 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, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky

Getting Ready to Teach
Materials and Preparation

Flexension Compilation
Investigation Notebook
NGSS Information for Parents and Guardians
Print Materials (11" x 17")
Print Materials (8.5" x 11")
Offline Preparation
Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.
Offline Guide

Window #2

Amplify Curriculum
apps.learning.amplify.com/curriculu...
Amplify Science CALIFORNIA > Plate Motion > Chapter 1 > Lesson 1.2

Lesson 1.2:
Using Fossils to Understand Earth

Lesson Brief (4 Activities) 1 WARM-UP Warm-Up T TEACHER-LED DISCUSSION Why Geologists Value Fossils 2 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
The Ancient Mesosaurus

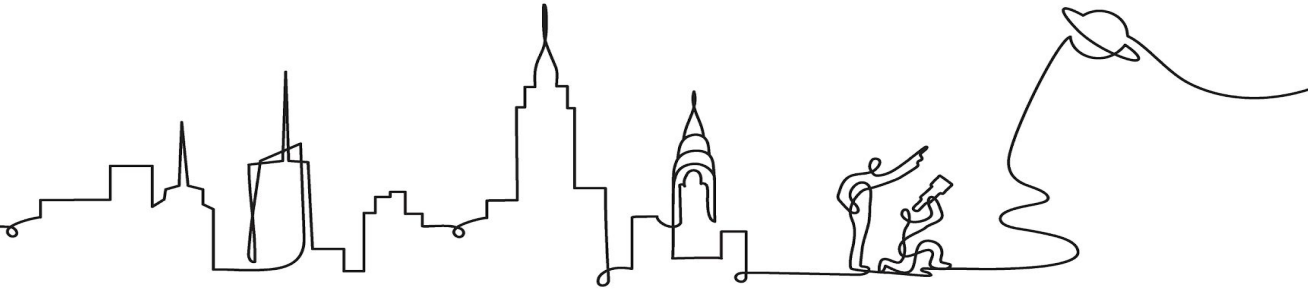
Amplify Science

New York City

First Grade Remote/Hybrid Learning & Guided Planning Session

Date xx

Presented by xx



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!

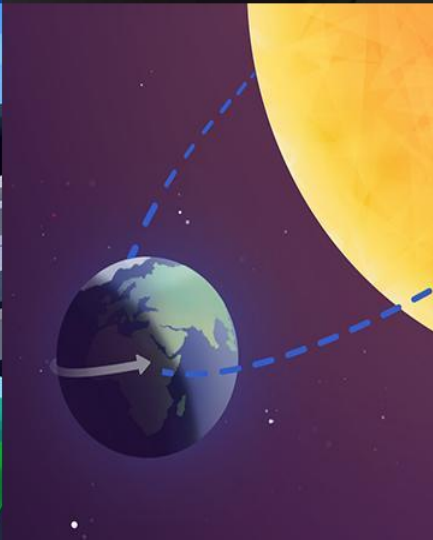
Objectives

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

- Make an informed decision about which of the Amplify Science @Home Resources will best meet the needs of their students
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home
- Plan for unit pacing and initial lessons using the Amplify Science @Home Resources
- Lead future planning sessions on campus within PLCs/grade-level teams

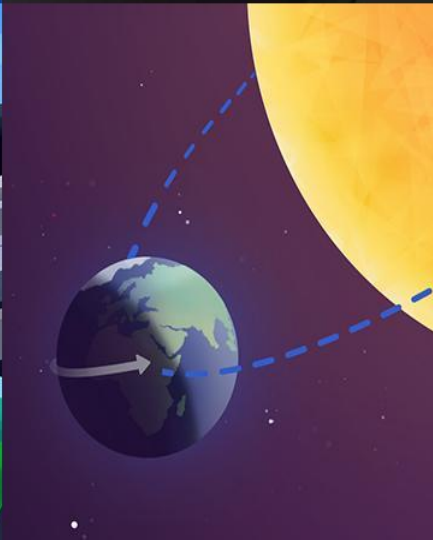
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Plan for the day

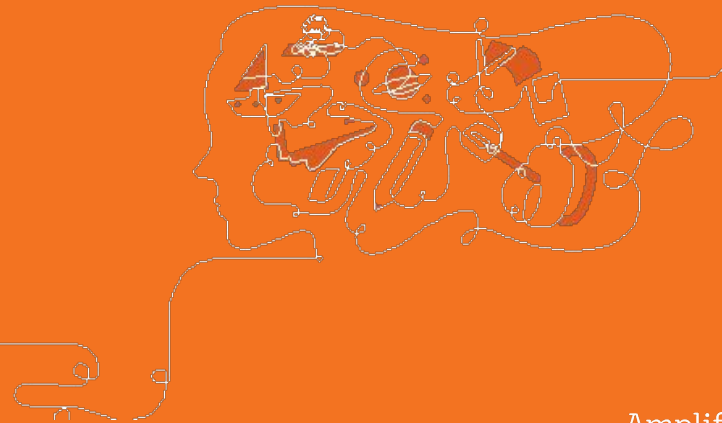
- Framing the day
 - Welcome and introductions
 - Back to school updates
 - Reflection and vision setting
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Closing
 - Turnkey resources
 - Reflection & survey



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Back to School Updates



Improved Lesson Brief

The improved lesson brief makes it easy for **all K-8 Science and students** to access planning content and lesson resources on one smooth, scrollable, page.

Release Date: July 1, 2020

The screenshot shows the AmplifyScience interface for Lesson 2.2. The top navigation bar includes the AmplifyScience logo and the path: Earth's Changing Climate > Chapter 2 > Lesson 2.2. The main header area features the lesson title "Lesson 2.2: Reading 'Past Climate Changes on Earth'" over a background illustration of a landscape with mountains and a large blue arrow pointing down. Navigation arrows are visible on the left and right sides of this header area. Below the header is a progress bar with four steps: 1. Warm-Up, 2. Active Reading: "Past Climate Changes on Earth", 3. Student-to-Student Discussion: Discussing Annotations, and 4. Homework. The main content area is titled "RESET LESSON" and "GENERATE PRINTABLE LESSON GUIDE". On the left, a vertical menu lists: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. The "Overview" section is currently selected and expanded, showing a paragraph of text. To the right, under "Digital Resources", there are links for "Past Climate Changes on Earth", "Printable article: 'Past Climate Changes on Earth'", "Active Reading Guidelines", and "Annotation Tracker Instructions". A small orange icon is in the bottom right corner.

Shared Teacher Login

License owners and managers (principals, APs) can generate Shared Teacher Logins in My Account and distribute to their teachers ahead of data share from district, so that teachers can start planning for 2020-2021. **Also great for paras, ICT teachers, or other support staff not scheduled in STARS.**

The screenshot shows the 'My Account' page in the Amplify system. Under the 'All Shared Logins' section, there is a table with the following data:

	Program Name	Link	Teacher Username	Teacher Password
1	4th Grade	learning.amplify.com	DXBGL	tan-cod
2	5th Grade	learning.amplify.com	DCFEF	cold-lynx
3	6th Grade	learning.amplify.com	BNJW	green-doe

The screenshot shows a 'Shared Teacher Login' modal dialog box. It contains the following text and fields:

Teachers without accounts can use the credentials shown below to preview this Amplify program.

USERNAME: DQFEF COPY PASSWORD: cold-lynx COPY

Teachers log in here
learning.amplify.com

Select "Log in with Amplify" and enter the username name and password.

Please note
This shared account does not allow for saving notes or reviewing student work.

Close

Classroom Slides (PPT & Google Slides!)

K-5 Spanish: Teachers who have the digital **Spanish license** will be able to toggle to Spanish and download the Spanish slides from the Lesson Brief.

Microbiome: Lesson 2.2 Activity 2

The Human Microbiome


A World Inside You

There's a world of life inside of you. The trillions of tiny organisms inside you help you stay healthy. When something changes inside the world of your microbes, it can make you sick.

The world inside of you is called your microbiome. The microbes are called microorganisms, and you can't see them with the naked eye. They're so tiny that you need a microscope to see them. They live on your skin, in your nose, and in your gut. They help you stay healthy and fight off bad germs that can make you sick.

Your microbiome is made up of many different types of microbes. Some are good, and some are bad. The good ones help you stay healthy, and the bad ones can make you sick. You can take steps to keep your microbiome healthy, like eating a diet full of fruits and vegetables, and getting enough sleep.

Let's discuss your questions about "The Human Microbiome" article.

 What questions did you record in your Warm-Up responses?

Grado 4 | Conversiones de energía

Lección 2.1: Convertidores de energía

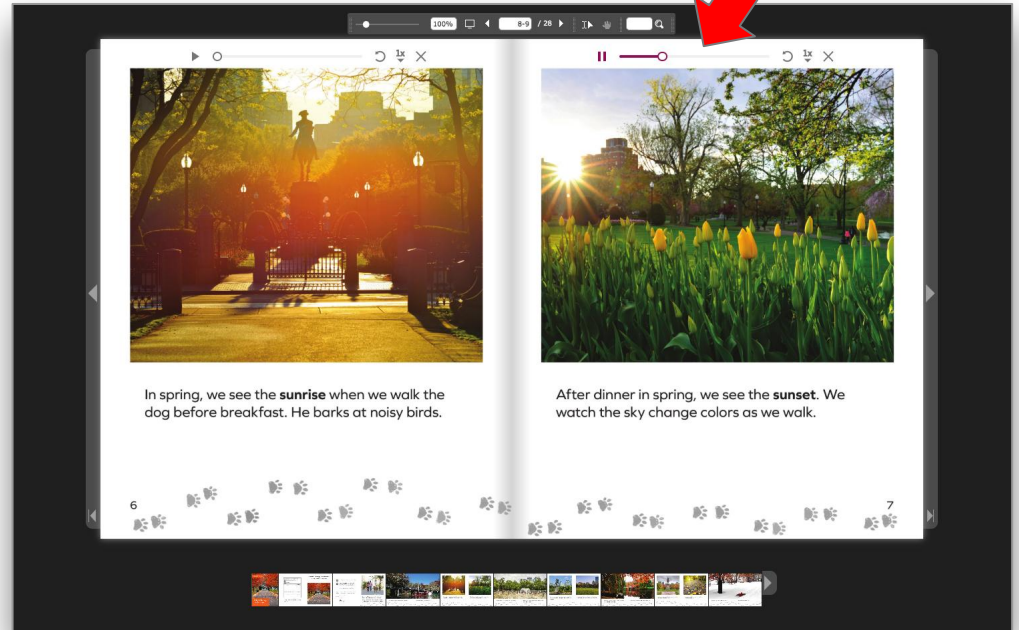
AmplifyScien

K-5 read aloud: student books

Audio read aloud is a helpful new feature that allows users to play and control an audio recording of each page in all student books.

Read aloud functionality will be available for both English and Spanish books.

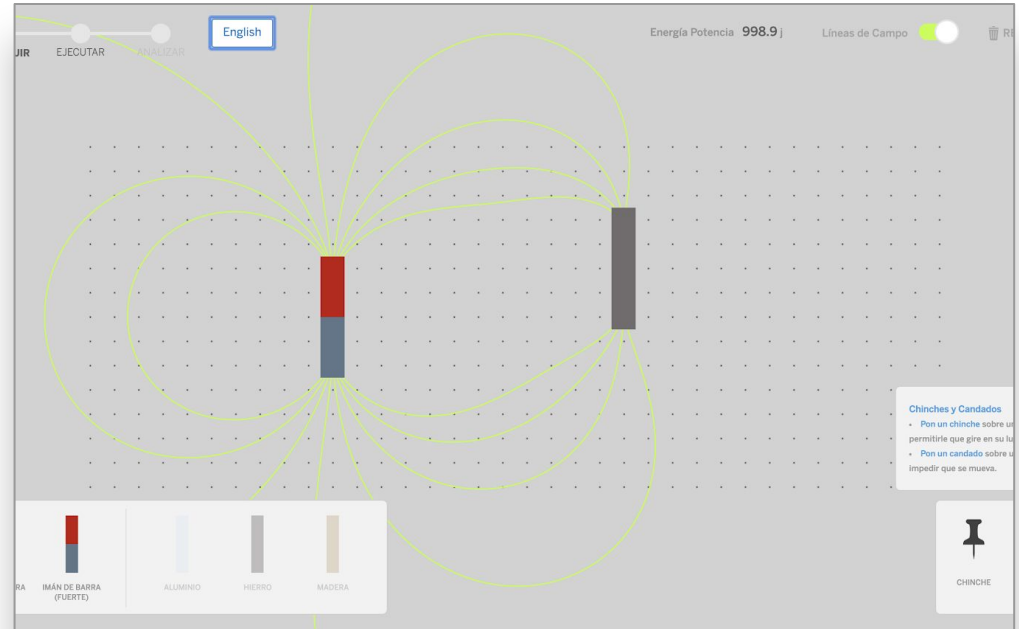
Students will have access to readers through the Elementary Student apps page.



More Spanish: science apps (grades 2–8)

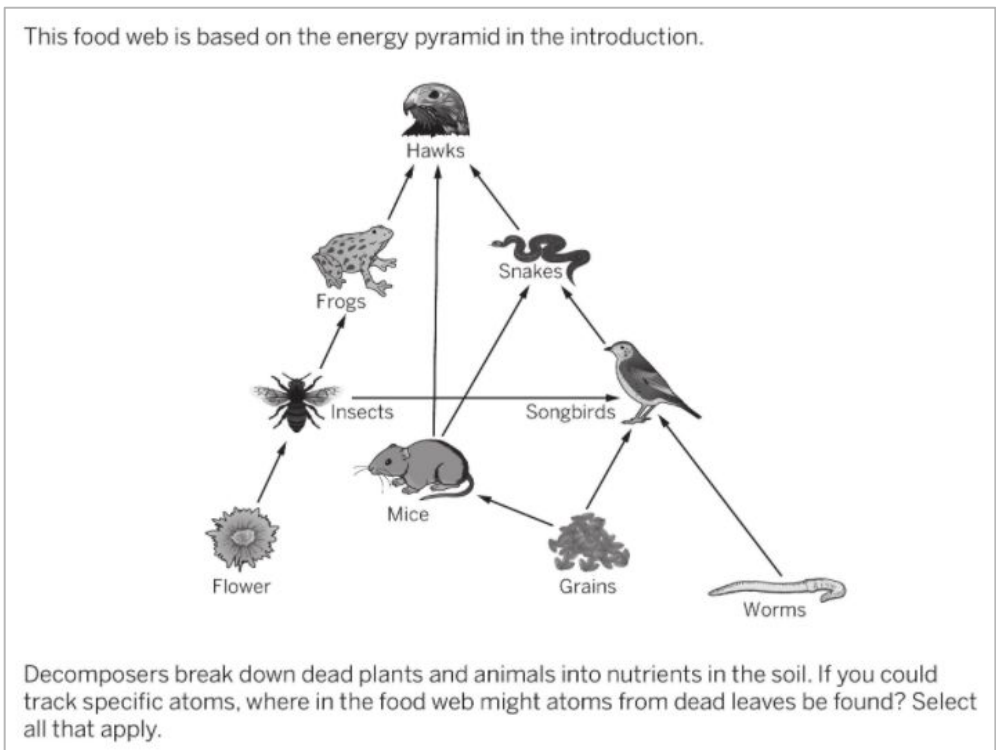
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

All Sims, Modeling Tools, and Science Practice Tools will display fully translated text for those **with Spanish add-on licenses**

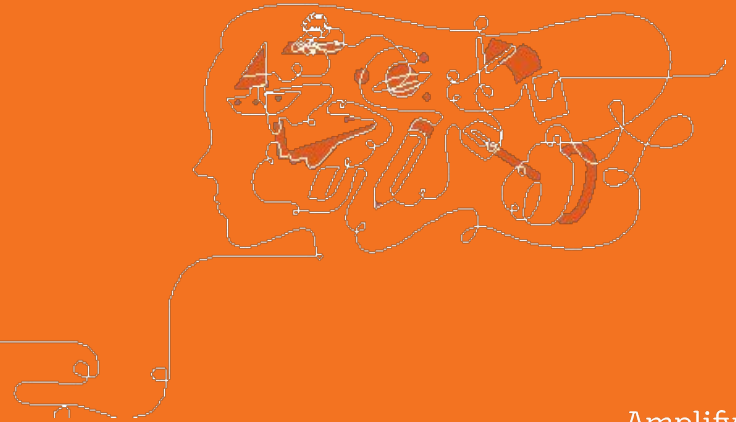


Benchmark Assessments (grades 3-8)

- Benchmarks will now be available digitally on **SchoolCity** and **Otus** platforms, in addition to **Illuminate**.
- Many items within the Benchmark Assessments have been **improved**. This includes edits, re-writes, some rubrics added, and scoring changes



Reflection and vision setting



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

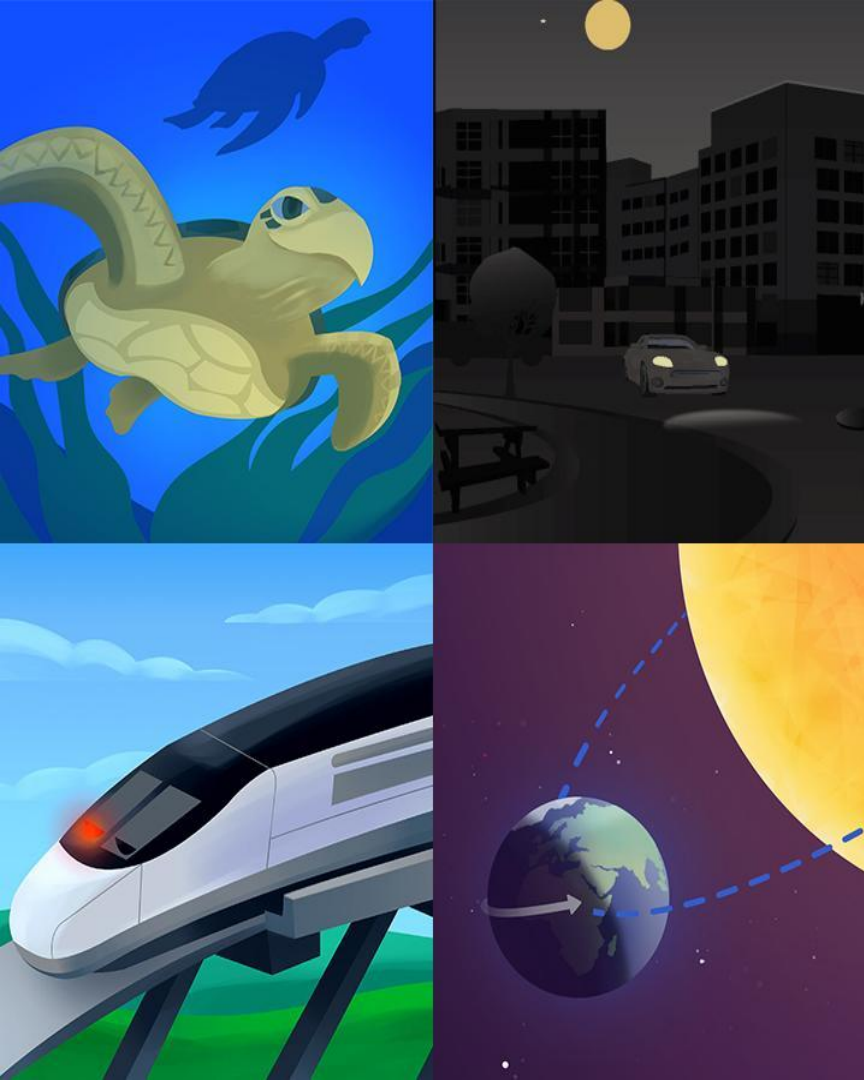
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



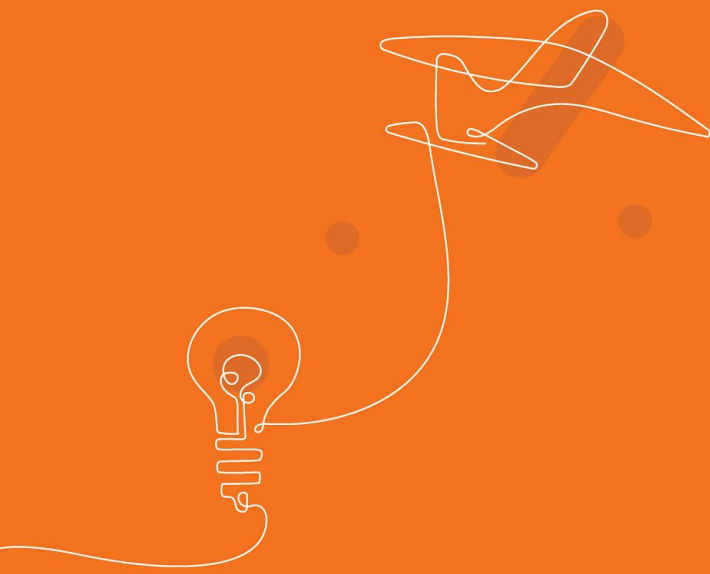
Questions?





Plan for the day

- Framing the day
 - Welcome and introductions
 - Back to school updates
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- @Home Resources Introduction
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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 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 standards 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

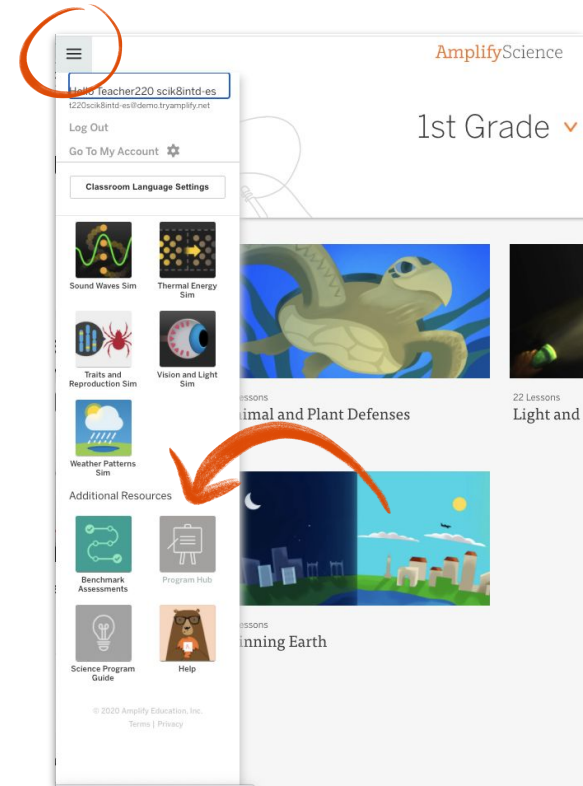
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



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...

- What will the **format** of learning be for most of your students? (in-person, remote - synchronous / asynchronous?)
- How much **time** do you anticipate having to teach science? (more or less than last year?)
- Do your students have **access to technology** at home, or do you need a **print-only solution**?

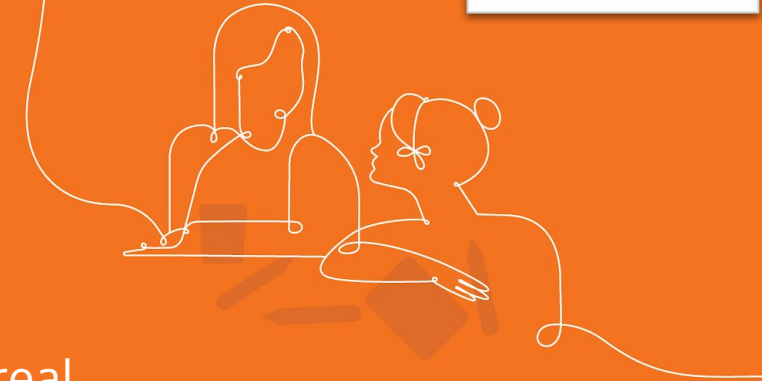
@Home Videos

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

Amplify Science @Home resources

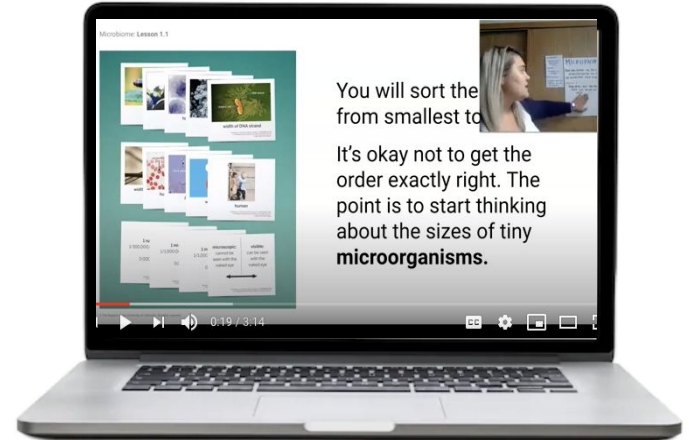
Overview Amplify Science@Home

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



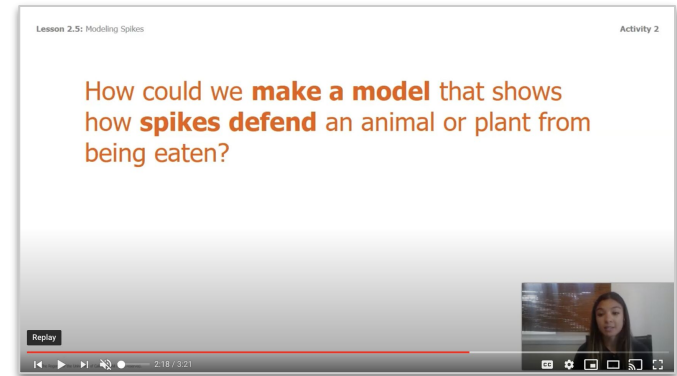
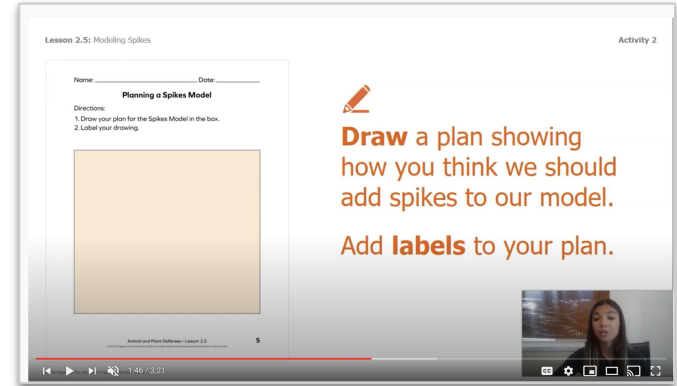
@Home Videos

- 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**



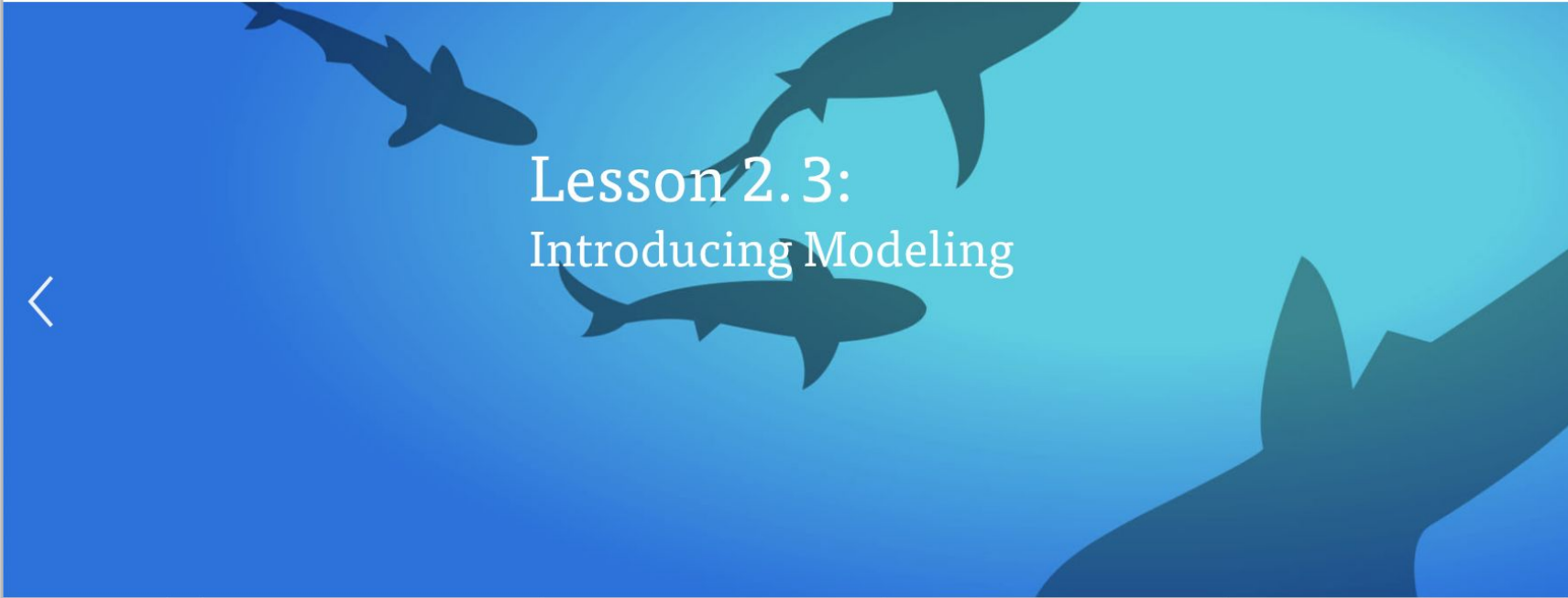
Interactive video experience

- **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: *Animal and Plant Defenses* 2.3

AmplifyScience > Animal and Plant Defenses > Chapter 2 > Lesson 2.3

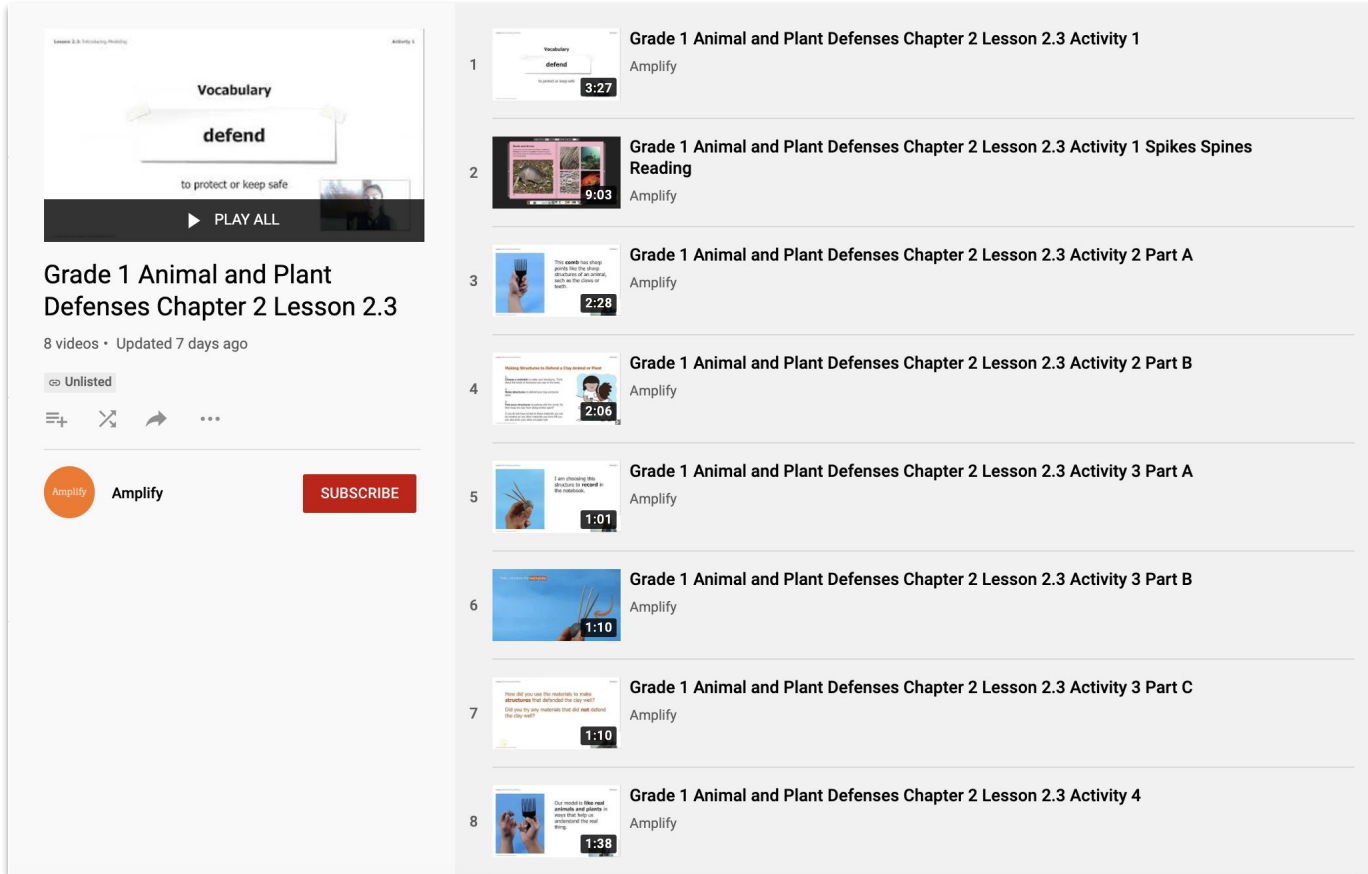


Lesson 2.3: Introducing Modeling

<

Lesson Brief (4 Activities)	< 1 READING Exploring Defenses in Spikes, Spines, and...	2 HANDS-ON Modeling Defenses	3 WRITING Recording Model Explorations	4 TEACHER-LED DISCUSSION Discussing Models in Science
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Example lesson: *Animal and Plant Defenses* 2.3



The image shows a YouTube interface for a lesson playlist. On the left is a video player showing a 'Vocabulary' slide for the word 'defend' with the definition 'to protect or keep safe'. Below the player, the title 'Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3' is displayed, along with '8 videos • Updated 7 days ago'. The channel name 'Amplify' and a 'SUBSCRIBE' button are also visible.

The main area on the right lists eight videos in the playlist:

- 1 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 1**
Amplify 3:27
- 2 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 1 Spikes Spines Reading**
Amplify 9:03
- 3 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 2 Part A**
Amplify 2:28
- 4 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 2 Part B**
Amplify 2:06
- 5 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part A**
Amplify 1:01
- 6 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part B**
Amplify 1:10
- 7 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part C**
Amplify 1:10
- 8 **Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 4**
Amplify 1:38

Example lesson: *Animal and Plant Defenses* 2.3

1 **READING**
Exploring Defenses in
Spikes, Spines, and...



2 **HANDS-ON**
Modeling Defenses











3 **WRITING**
Recording Model
Explorations



4 **TEACHER-LED
DISCUSSION**
Discussing Models in
Science



1		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 1 Amplify 3:27
2		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 1 Spikes Spines Reading Amplify 9:03
3		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 2 Part A Amplify 2:28
4		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 2 Part B Amplify 2:06
5		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part A Amplify 1:01
6		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part B Amplify 1:10
7		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part C Amplify 1:10
8		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 4 Amplify 1:38

@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

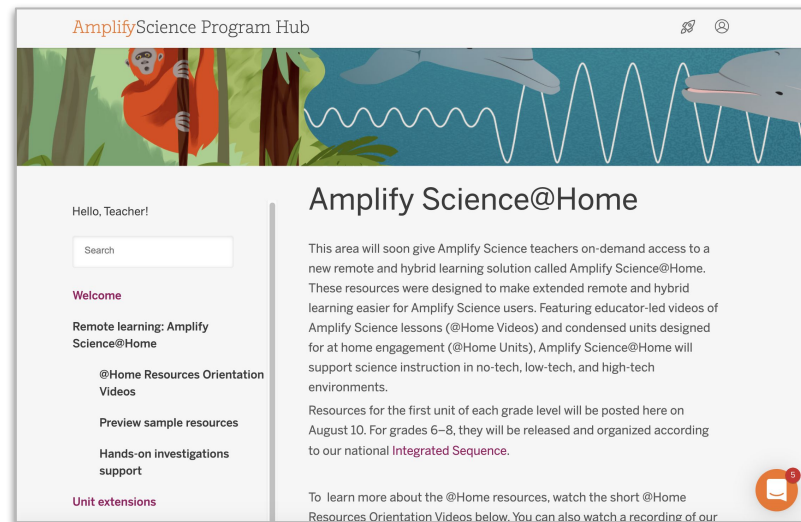
Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: science.amplify.com/programhub

username: [sciencelearningca](#)

password: [DemoOnly1234](#)



The screenshot shows the Amplify Science Program Hub website. At the top, there is a header with the text "Amplify Science Program Hub" and a search icon. Below the header is a banner image featuring a cartoon monkey in a red shirt climbing a tree on the left, and a blue wave with a white sine wave pattern on the right. The main content area is divided into two columns. The left column contains a "Hello, Teacher!" greeting, a search bar, a "Welcome" section, and a list of links: "Remote learning: Amplify Science@Home", "@Home Resources Orientation Videos", "Preview sample resources", "Hands-on investigations support", and "Unit extensions". The right column features a section titled "Amplify Science@Home" with a paragraph of text explaining the new remote and hybrid learning solution. Below this, it states that resources for the first unit of each grade level will be posted on August 10. At the bottom right, there is a small orange icon with a white envelope and a red notification bubble containing the number "3".

Explore your @Home Videos

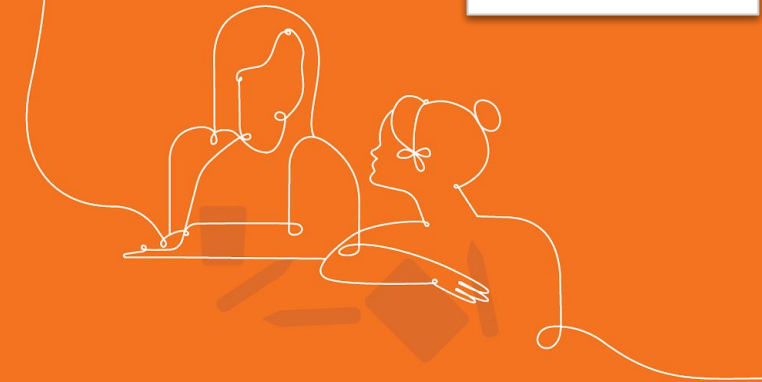
Navigate to Animal and Plant Defenses on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

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

Amplify Science @Home resources

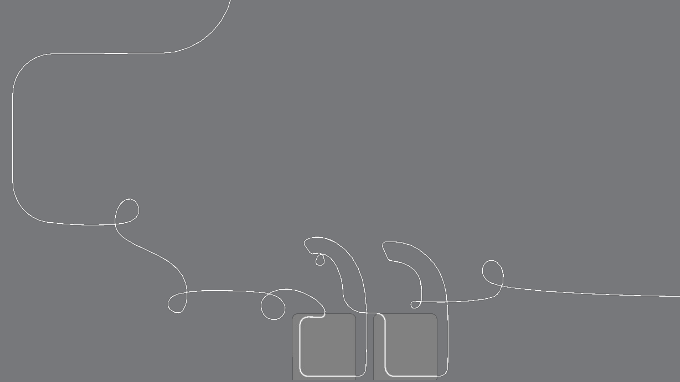
Overview Amplify Science@home

	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 help you achieve the vision you set for this school year?		

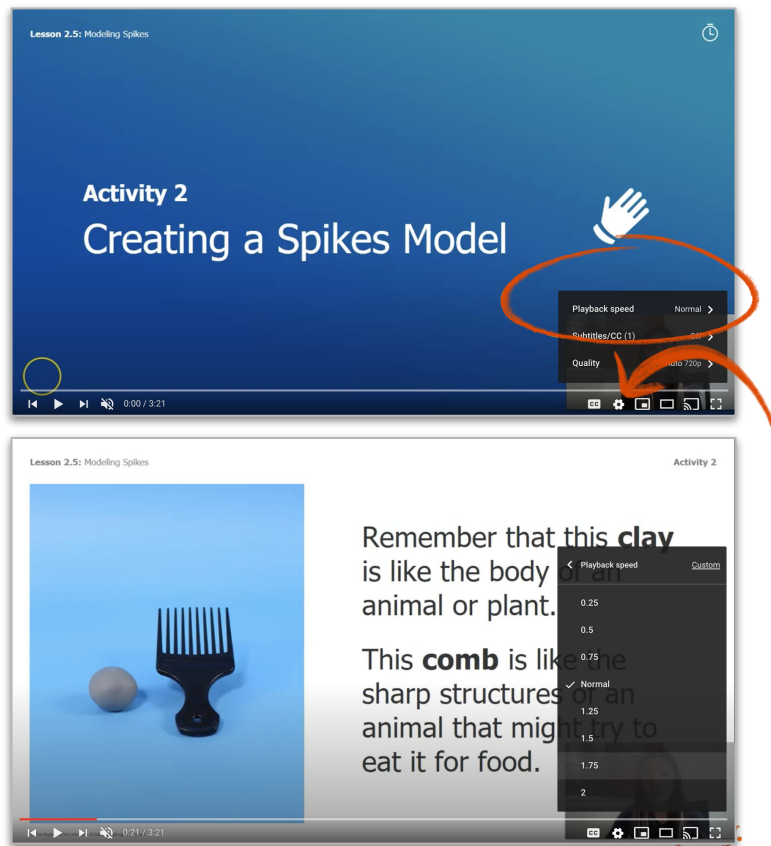
Questions?

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.



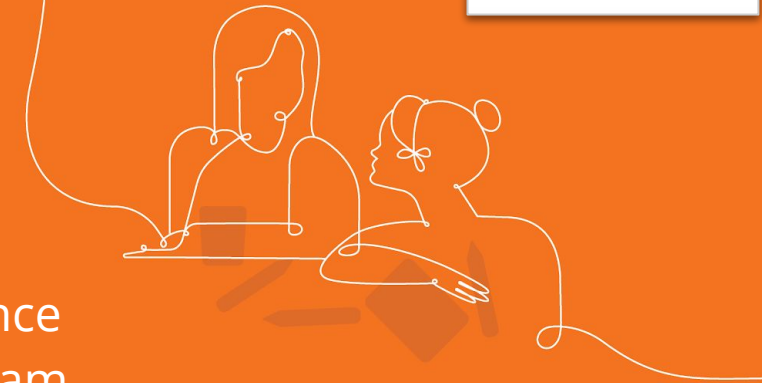
@Home Units

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 overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		



@Home Units

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

AmplifyScience
Animal and Plant Defenses @Home Lesson 5

We have been working as **aquarium scientists** to investigate how animals and plants do what they need to do to survive.

We can use what we have learned to help the director of the aquarium explain to kids who visit the aquarium **how Spruce will survive** once she is back in the ocean.

You can review the **key concepts** we have figured out so far and the **vocabulary** we can use to talk and write about our ideas on the **@Home Science Wall** pages.

Sea turtles live in a part of the ocean where sharks live, too. Sharks need food to survive. **Sharks eat sea turtles** and other animals.

Think about what we have learned about how animals use their structures to survive.

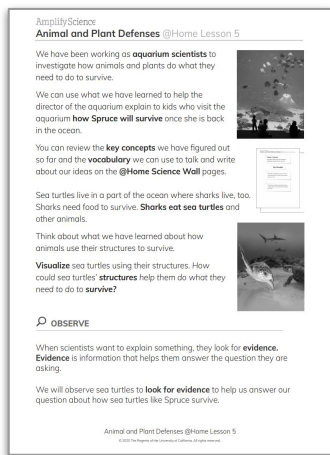
Visualize sea turtles using their structures. How could sea turtles' **structures** help them do what they need to do to **survive**?

OBSERVE

When scientists want to explain something, they look for **evidence**. **Evidence** is information that helps them answer the question they are asking.

We will observe sea turtles to **look for evidence** to help us answer our question about how sea turtles like Spruce survive.

Animal and Plant Defenses @Home Lesson 5
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@Home Packets:
print-based

DRAW and WRITE

In this chapter, we have been working to figure out:

Chapter 1 Question
How does Spruce the sea turtle do what she needs to do to survive?

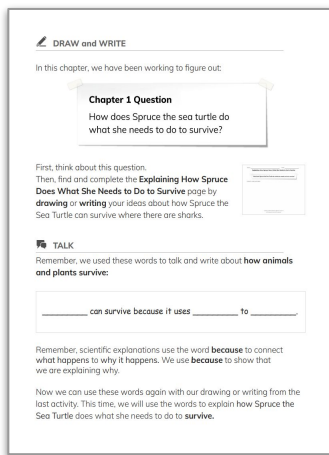
First, think about this question.
Then, find and complete the **Explaining How Spruce Does What She Needs to Do to Survive** page by **drawing or writing** your ideas about how Spruce the Sea Turtle can survive where there are sharks.

TALK
Remember, we used these words to talk and write about **how animals and plants survive**:

_____ can survive because it uses _____ to _____.

Remember, scientific explanations use the word **because** to connect what happens to why it happens. We use **because** to show that we are explaining why.

Now we can use these words again with our drawing or writing from the last activity. This time, we will use the words to explain **how Spruce the Sea Turtle** does what she needs to do to **survive**.



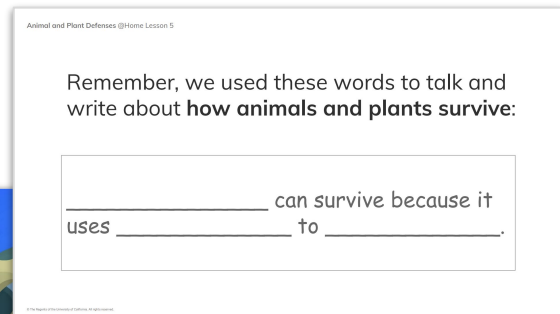
@Home Slides and Student
Sheets: tech-based



Animal and Plant Defenses @Home Lesson 5

Remember, we used these words to talk and write about **how animals and plants survive**:

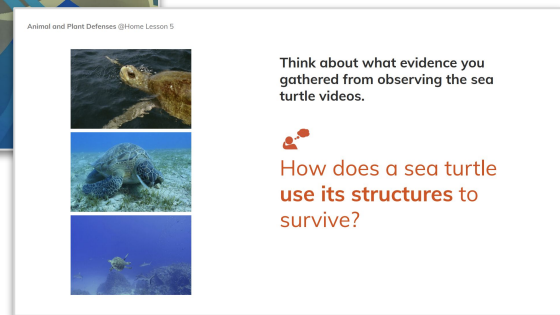
_____ can survive because it
uses _____ to _____.



Animal and Plant Defenses @Home Lesson 5

Think about what evidence you gathered from observing the sea turtle videos.

How does a sea turtle use its structures to survive?



Options for student access


Embedded links to videos:

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

AmplifyScience
Animal and Plant Defenses @Home Lesson 2

We are working as **aquarium scientists**. Spruce the Sea Turtle is an **animal**. Just like other living things, she needs to get **air**, **water**, and **food** to survive. Now we can work to figure out how Spruce gets the **air**, **water**, and **food** she needs to survive.

Today we will investigate: What do animals and plants need to do to survive?




READ

We will read a book about one kind of animal called a tortoise. Learning about one kind of animal will help us figure out what animals and plants need to do to survive.

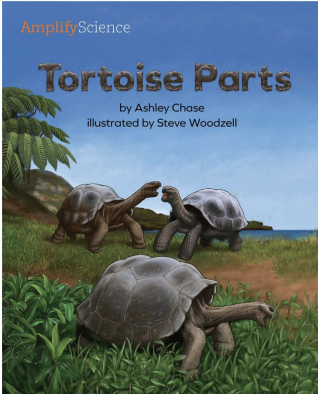
1. Have someone at home read the book **out loud** with you.

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

2. Pause on these pages of the book to do the following:
 - cover: What do you notice on cover of the book?
 - page 7: Let's stop and **visualize** the mouth on a tortoise. When you **visualize**, you make a picture or movie in your mind. The tortoise uses its beaky mouth to bite leaves.
 - page 9: Close your eyes and **visualize** the tortoise using its long neck to reach up to get leaves. What did you see?
 - page 13: Close your eyes and **visualize** how the tortoise



Animal and Plant Defenses @Home Lesson 2



AmplifyScience
Tortoise Parts
by Ashley Chase
illustrated by Steve Woodzell

Today we will read a book about one kind of animal called a tortoise.

READ

Find someone to read out loud to you.

You can access a digital version of the book [here](https://tinyurl.com/AMPAPD-01) or watch a video read-aloud of this book at tinyurl.com/AMPAPD-01.

© The Regents of the University of California. All rights reserved.

Options for student access

Alternative to embedded video links

Access via curriculum:

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

Hands-on demos accessible only via embedded YouTube links

The image shows a screenshot of the AmplifyScience curriculum interface. The main grid displays several science topics with corresponding illustrations:

- Sunlight and Weather
- Needs of Plants and Animals
- Pushes and Pulls
- Animal and Plant Defenses

An inset window titled "Energy Conversions" is open, showing a navigation menu with the following items:

- Simulation
- 1 Energy Conversions
- Science Practice Tools
 - 1 Energy Power and Production
 - 2 Energy Conversions
- Student Books
 - 1 Energy Power and Production
 - 2 Energy Conversions
 - 3 Day and Night
 - 4 Light and Sound
 - 5 Motion
 - 6 Why Things Move
- Libros para estudiantes
 - 1 Energía y Producción de Energía
 - 2 Energía y Conversión
 - 3 Día y Noche
 - 4 Luz y Sonido
 - 5 Movimiento
 - 6 ¿Por Qué se Mueven las Cosas?

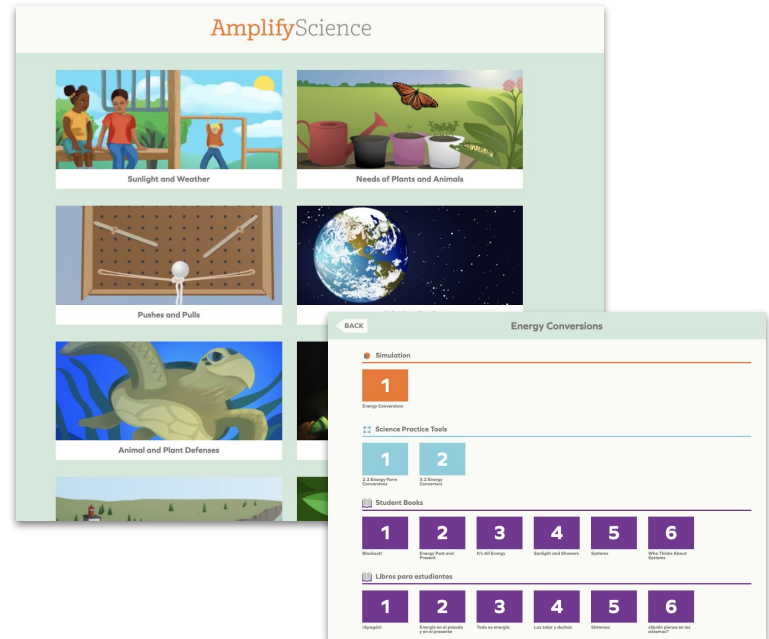
K-5 digital access

apps.learning.amplify.com/elementary



Username: [nyc1](#)

Password: [science1](#)



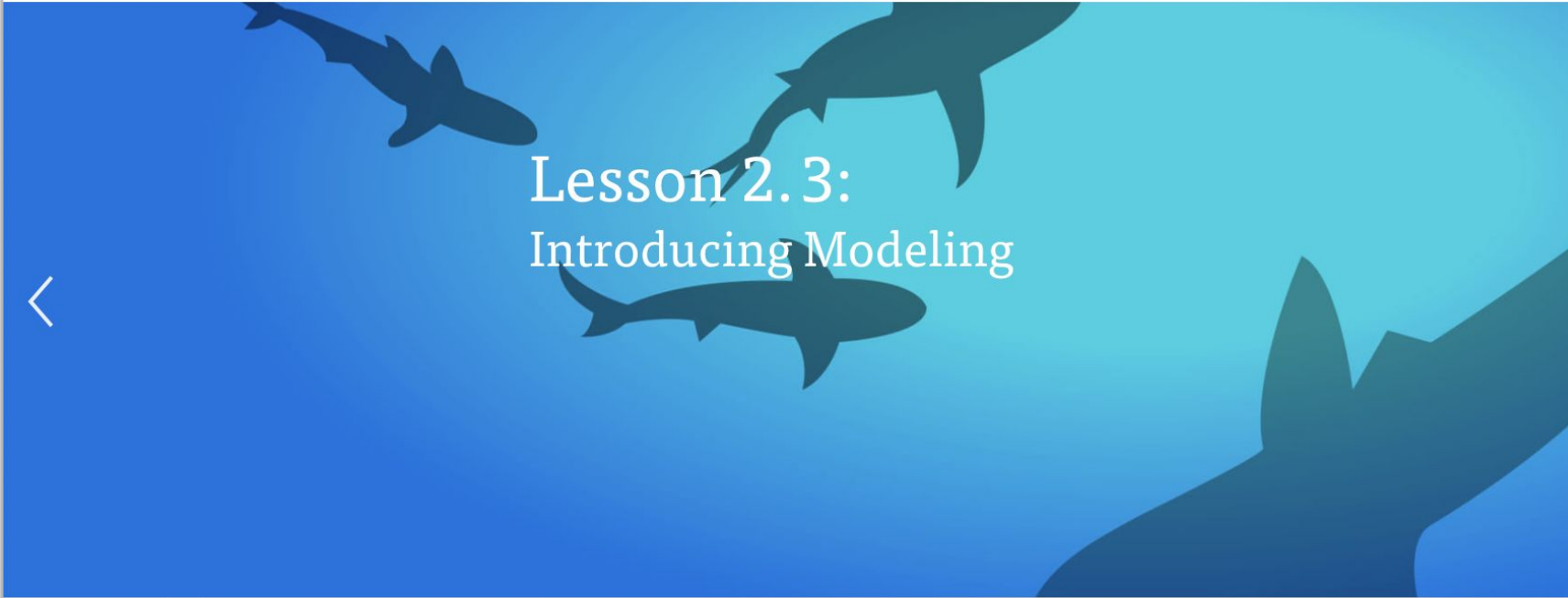
@Home Unit resources

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: *Animal and Plant Defenses* 2.3

AmplifyScience > Animal and Plant Defenses > Chapter 2 > Lesson 2.3



Lesson 2.3:
Introducing Modeling

<

Lesson Brief (4 Activities)	< 1 READING Exploring Defenses in Spikes, Spines, and...	2 HANDS-ON Modeling Defenses	3 WRITING Recording Model Explorations	4 TEACHER-LED DISCUSSION Discussing Models in Science
--------------------------------	---	--	---	--

@Home Lesson 5: Adapted lesson 2.3

@Home Lesson 5

Adapted from: Amplify Science *Animal and Plant Defenses* Lesson 2.3

Key Activities

- **Read:** Students explore *Spikes, Spines, and Shells* to visualize how animals and plants use their structures to not be eaten.
- **Do:** Students make, test, and discuss models of animals and plants defending themselves from being eaten.
- **Draw and Write:** Students draw and label a structure that worked as a defense in their models.
- **Talk:** Students are introduced to three new vocabulary words, *defend*, *defense*, *model*, with the vocabulary routine.

Ideas for synchronous or in-person instruction

While meeting, engage students in creating and/or talking about models of animals and plants defending themselves from being eaten. If you are teaching remotely, have students guide you as you construct a model. If you are teaching in person, have partners work together to create their models (as in *Animal and Plant Defenses* Lesson 2.3, Activity 2).

Show Lesson 5 slides and packet sample

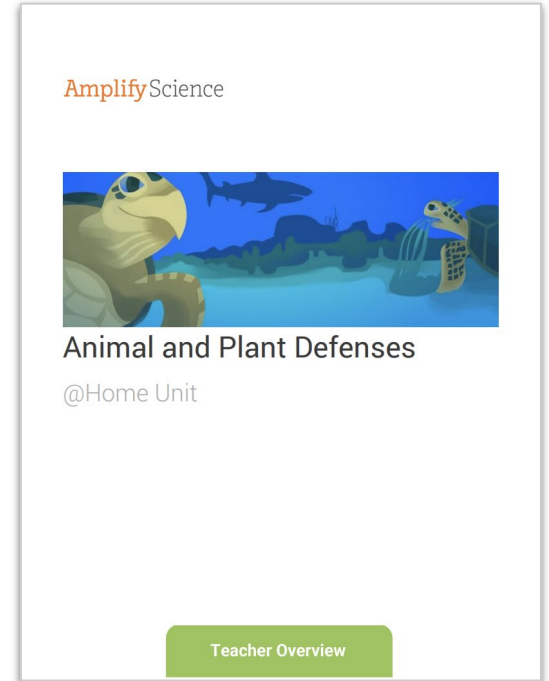
Teacher Overview

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

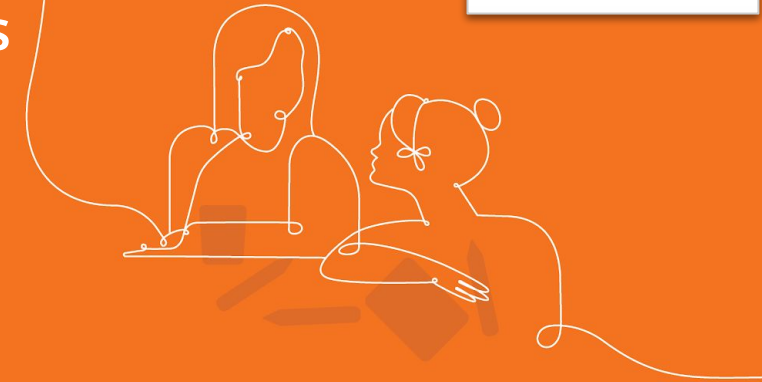
Navigate to Animal and Plant Defenses on the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

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

Amplify Science @Home resources

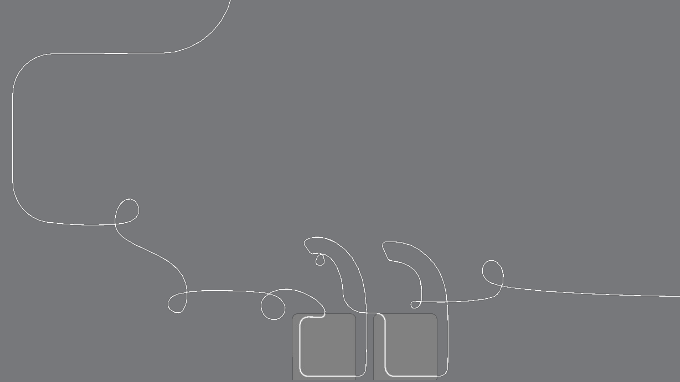
Overview Amplify Science@home

	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 you and your students reach the vision you set for science this school year?



Amplify Science @Home resources

Overview: Amplify Science@Home

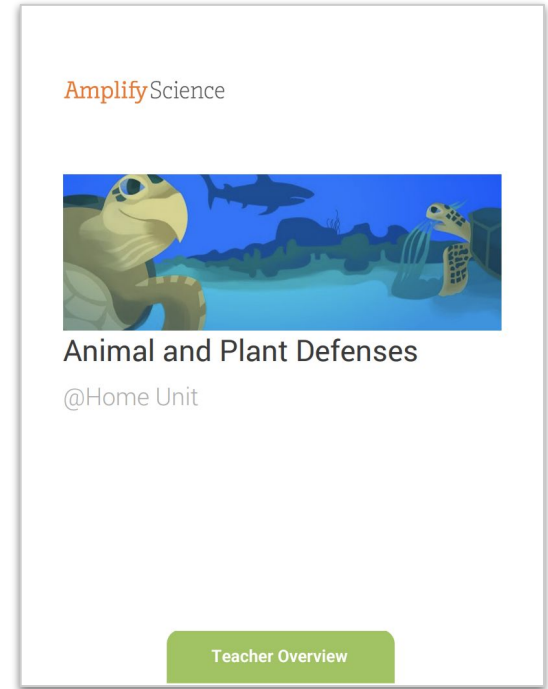
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

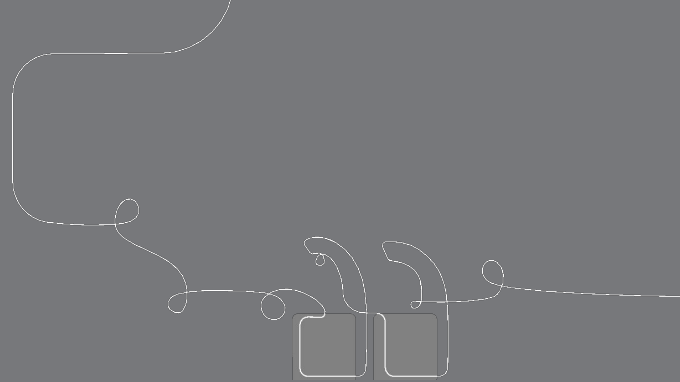
Questions?

Planning suggestions: @Home Units

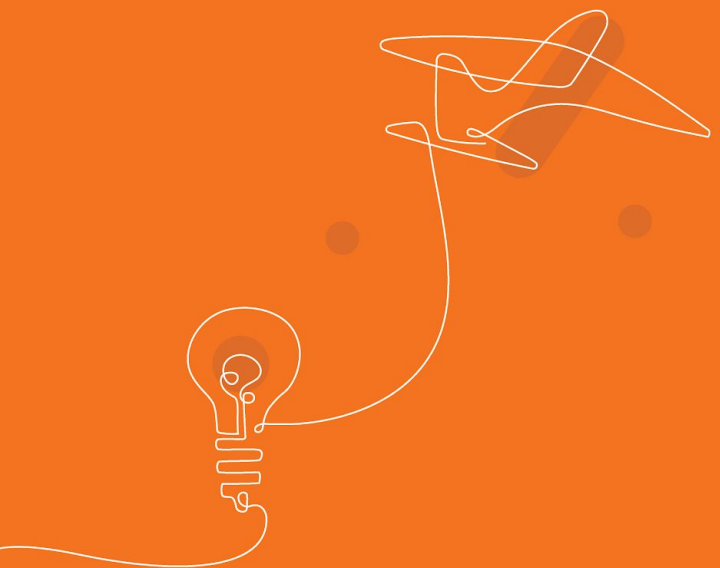
Read the Teacher Overview carefully! Pay particular attention to these sections:

- 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



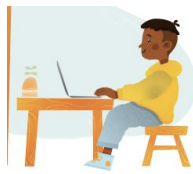




	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		

Using the resources

Sample instructional scenarios

Sample instructional scenario




Hybrid pod model

	M-T	W	Th-F
Pod 1	In class 	Remote online class 	Remote 
Pod 2	Remote 	 	In class 

Sample instructional scenario

Hybrid pod model

Select 1-2 lessons for the week and decide the best instructional format for the different parts of the lesson

In class 	Remote online class 	Remote 
<ul style="list-style-type: none">● Hands-on investigations (option for teacher demo)● Discourse routines● Class discussions● Physical modeling activities	<ul style="list-style-type: none">● Sim demonstrations● Read-alouds● Shared Writing● Co-constructed class charts	<ul style="list-style-type: none">● @Home video lessons● @Home Unit activities● Reflective writing● Independently review

@Home Resources example use case

Hybrid Model: Teach live during in-person/synchronous time



Day 1

Remote

Assign: Lesson 1.1
@Home Video



Day 2

In-person

Teach: Lesson 1.2
live



Day 3

Synchronous

Teach: Lesson 1.3
using clips from
@Home Video



Day 4

Remote

Assign: Lesson 1.4
@Home
Packet/Slides



Day 5

In-person

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

@Home Resources example use case

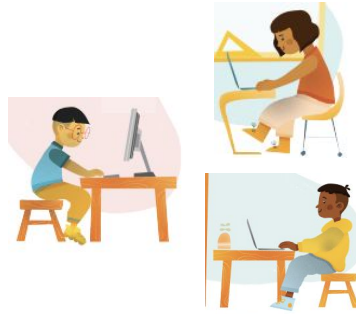
Remote Model: with synchronous & asynchronous learning



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

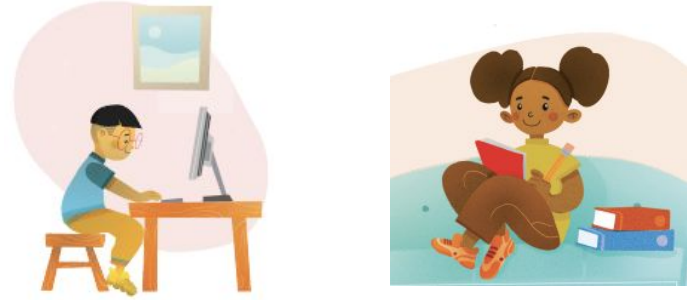
Sample instructional scenario

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

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



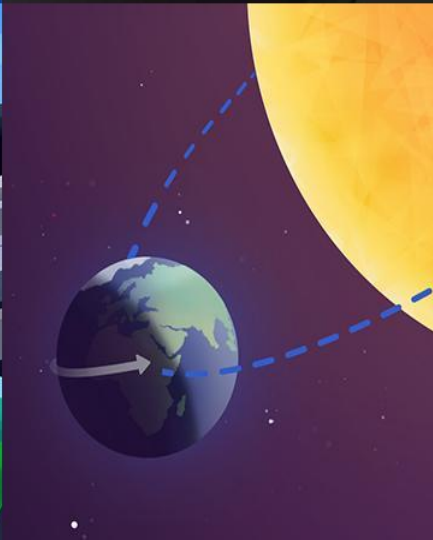
Friday

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?

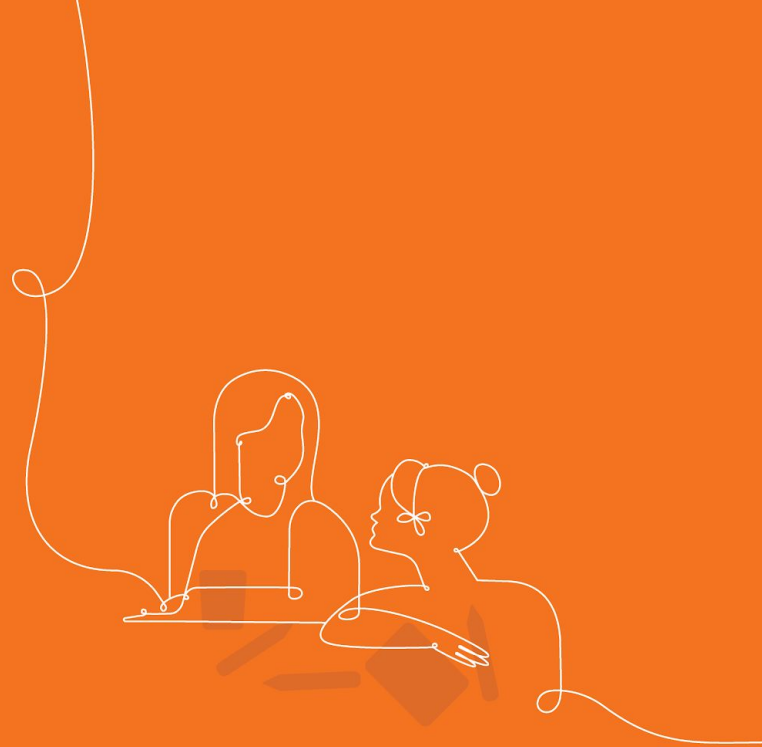




Plan for the day

- Framing the day
 - Welcome and introductions
 - Back to school updates
 - Reflection and vision setting
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Closing
 - Turnkey resources
 - Reflection & survey

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.

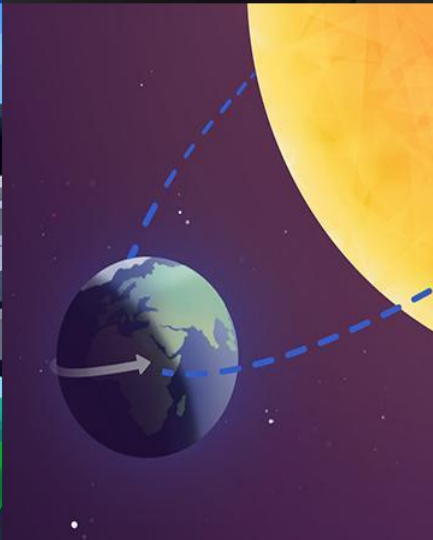
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional 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

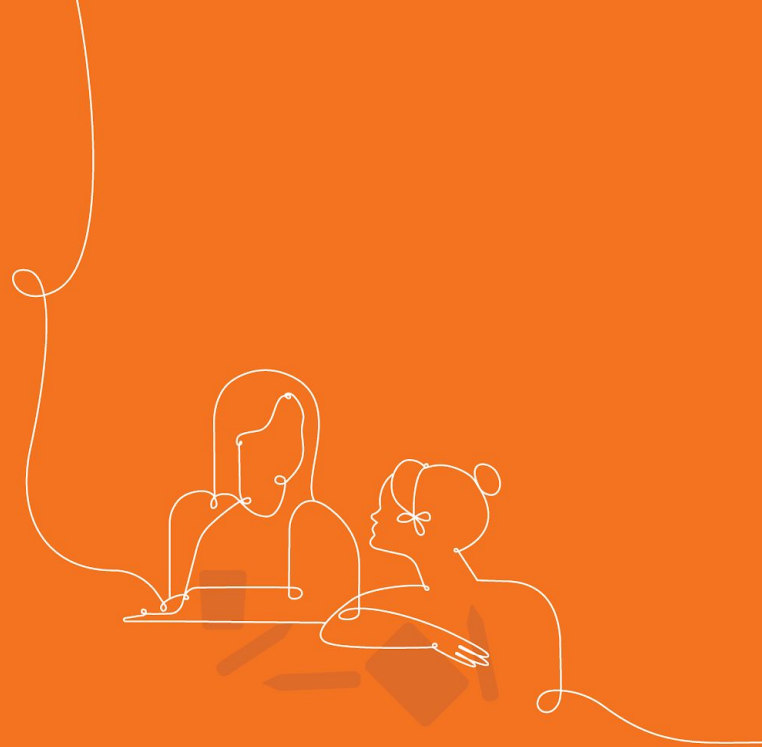
- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll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



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 - Reflection & survey

Turnkey Resources



New York City Resources Site

<https://amplify.com/amplify-science-nyc-doe-resources/>



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

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Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Turnkey Resources

Amplify Science

Grades K-8

Remote and hybrid learning guide



authored by THE LAWRENCE HALL OF SCIENCE UNIVERSITY OF CALIFORNIA, BERKELEY

Planning tool: @Home Resources

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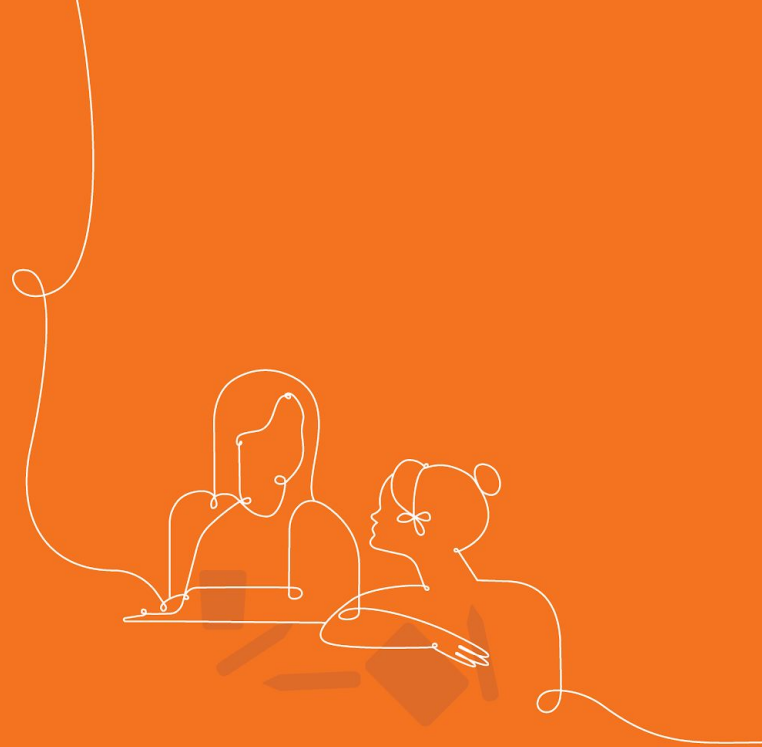
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Student writing			

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Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class
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Notes:	Notes:	Notes:	Notes:	Notes:

Reflection and survey

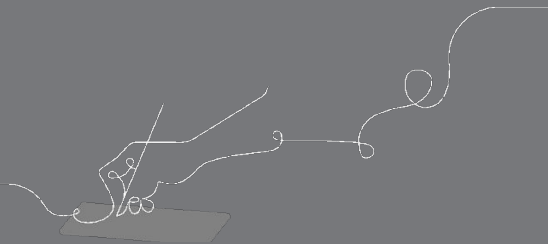


Vision Reflection

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 to...

- Make an informed decision about which of the Amplify Science @Home Resources will best meet the needs of their students?
- Internalize tips and strategies for remote and hybrid instruction using Amplify Science@Home?
- Plan for unit pacing and initial lessons using the Amplify Science @Home Resources?
- Lead future planning sessions on campus within PLCs/grade-level teams?

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!

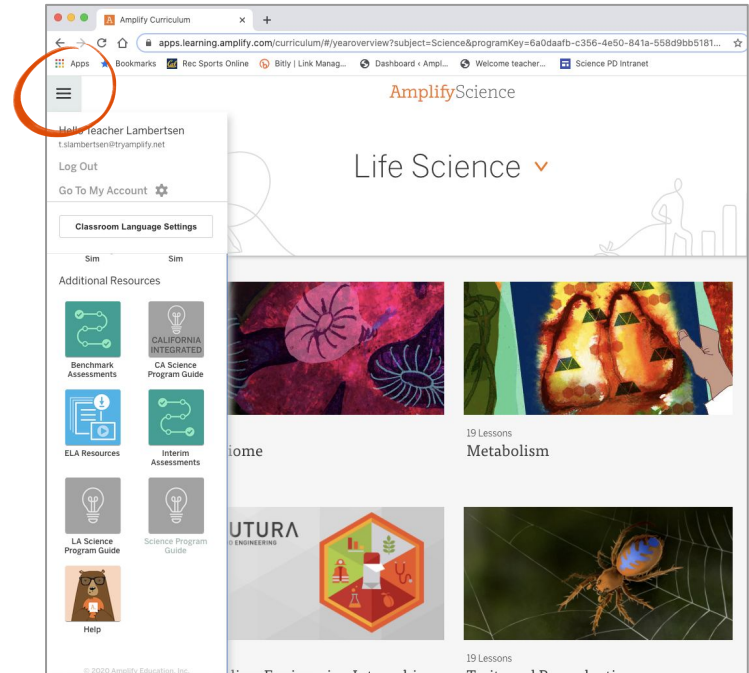


Amplify Science Program Hub

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



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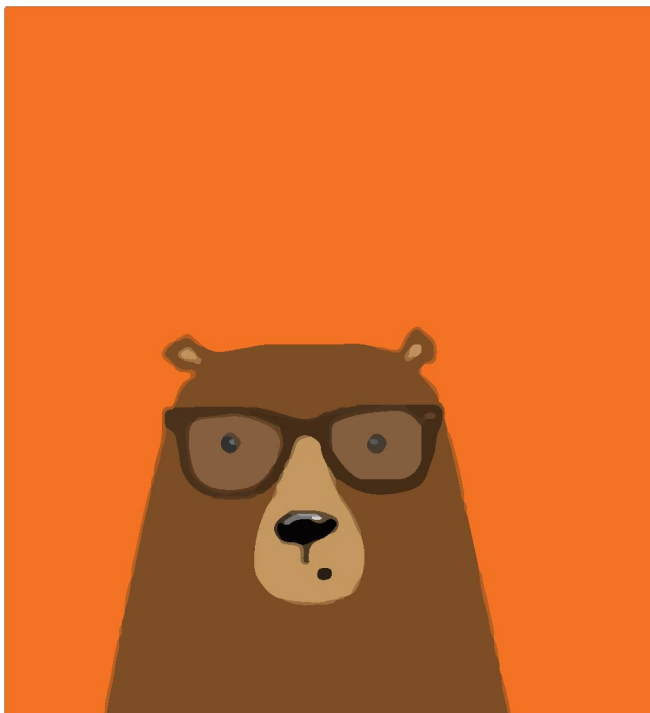
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Additional Amplify resources



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?



Please provide us feedback!

URL: <https://www.surveymonkey.com/r/3ZJSG8K>

Presenter name: XXX

