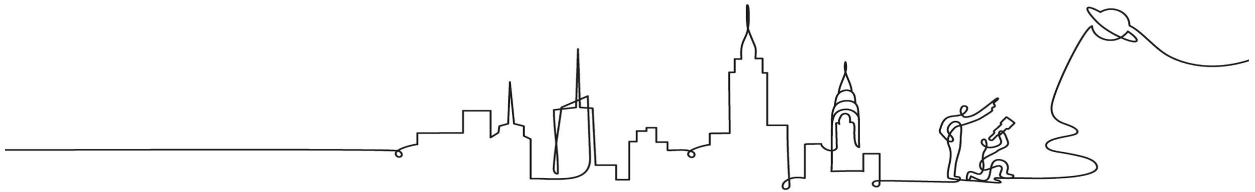
Welcome to Amplify Science!

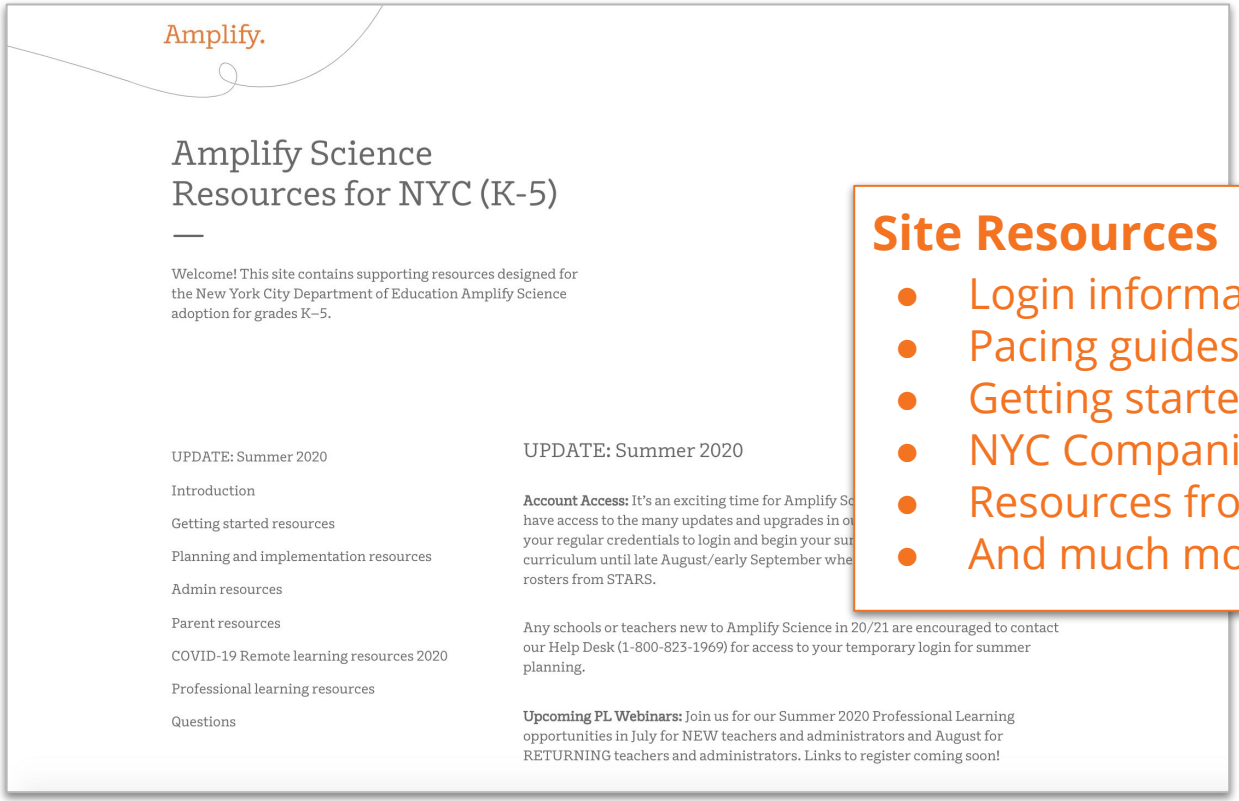
Follow the directions below as we wait to begin.

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

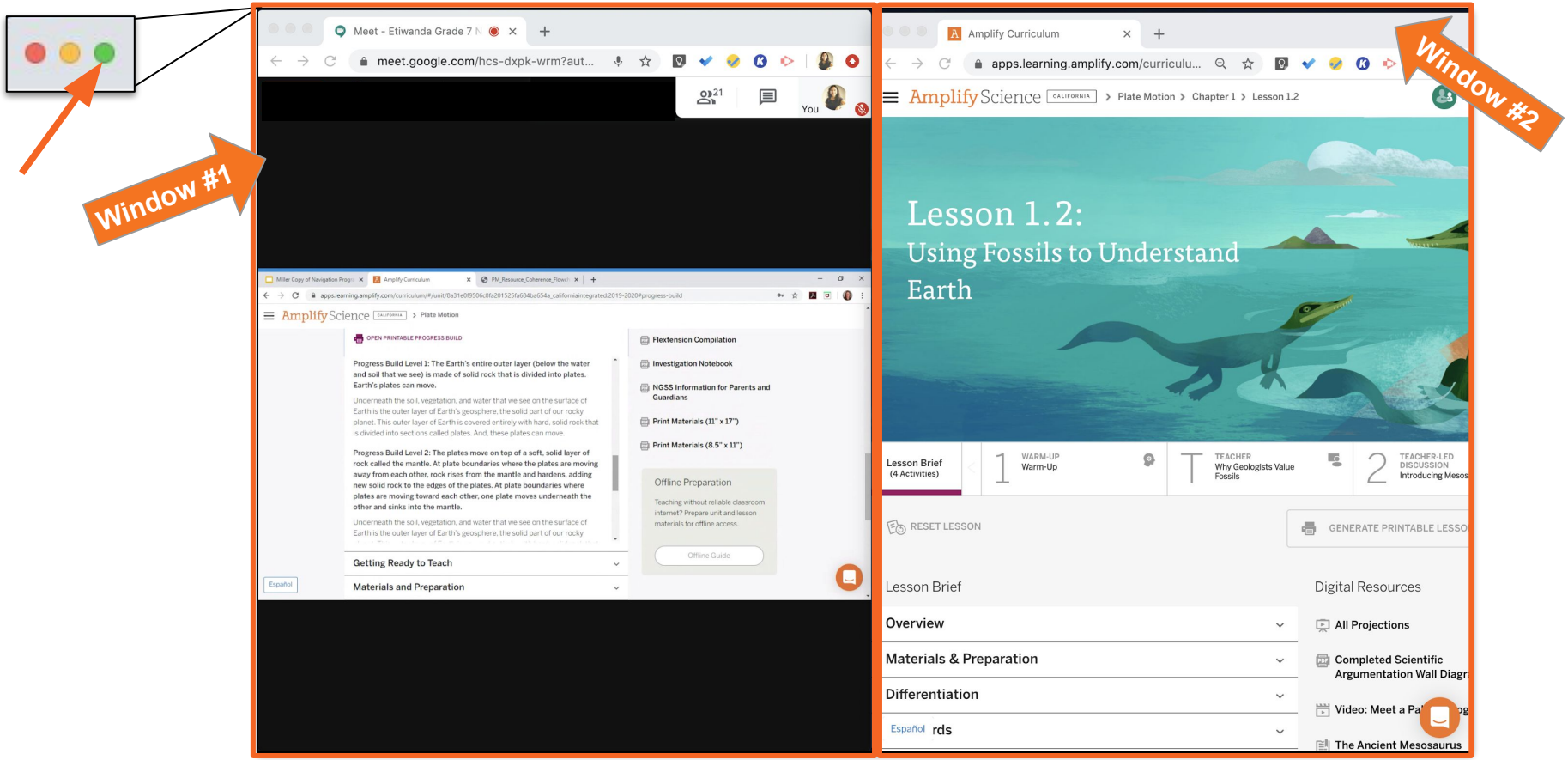
https://amplify.com/amplify-science-nyc-doe-resources/



Site Resources

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

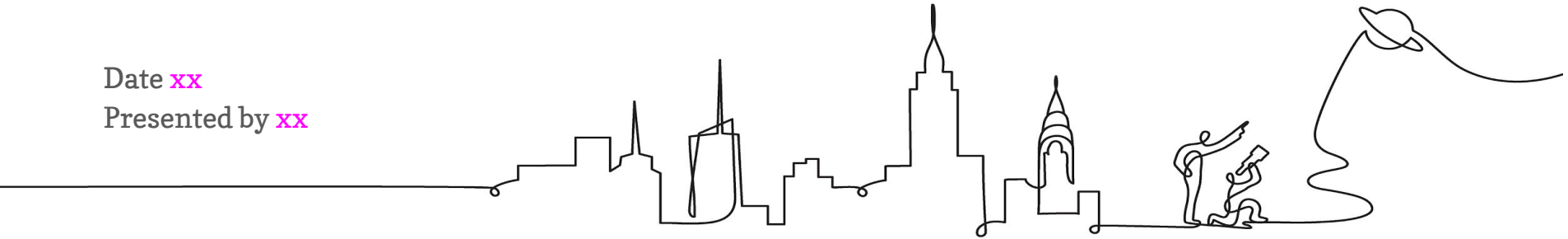
Use two windows for today's webinar



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

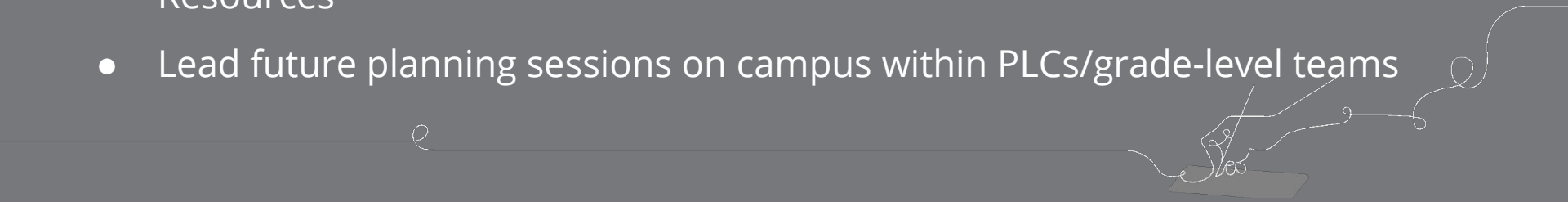
Engage at your comfort level - chat, ask questions, discuss, share!

Amplify.

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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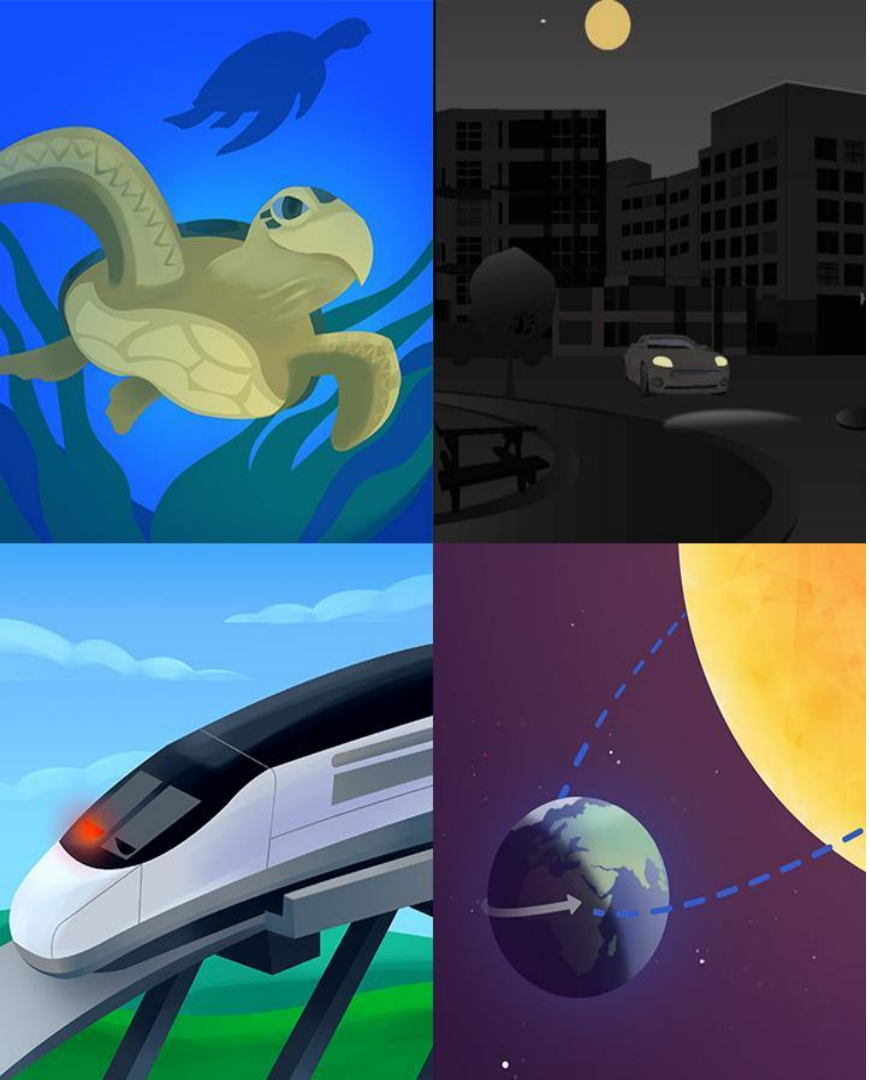
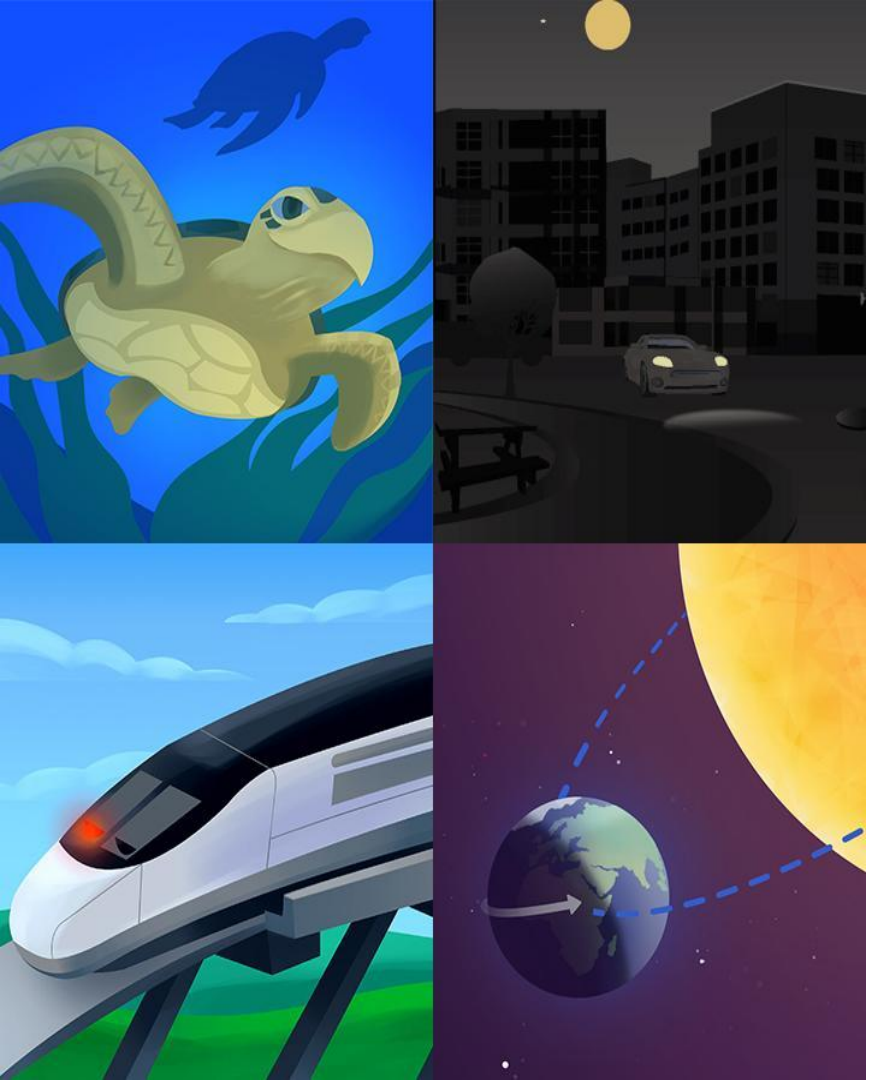


Plan for the day

- 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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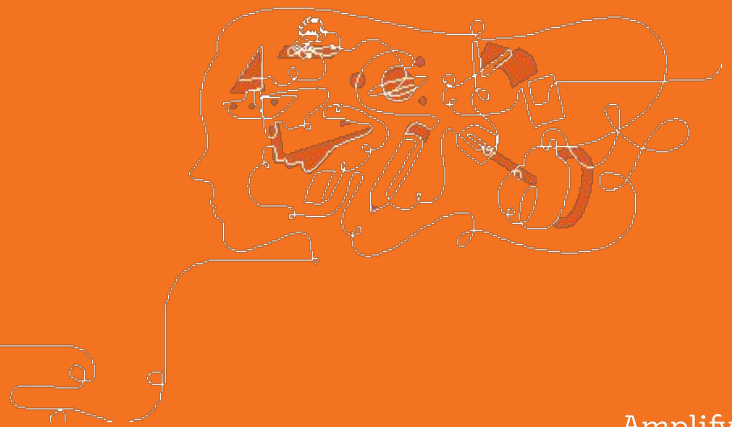
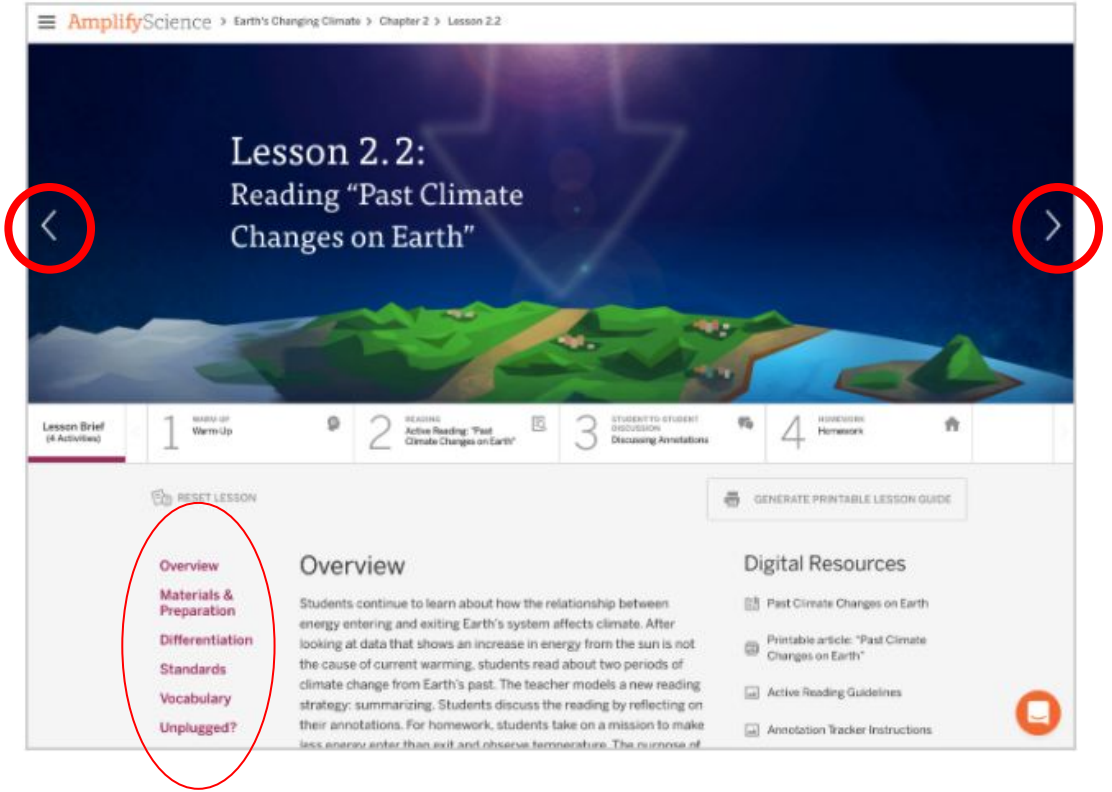
Back to School Updates



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

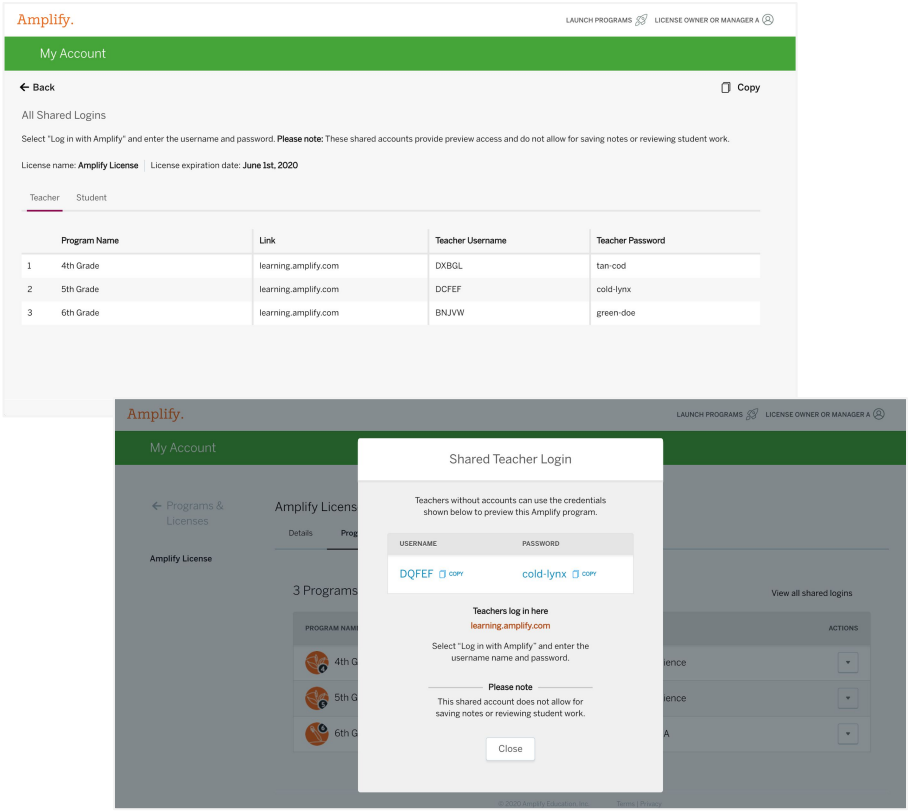


Lesson Brief Article

Amplify.

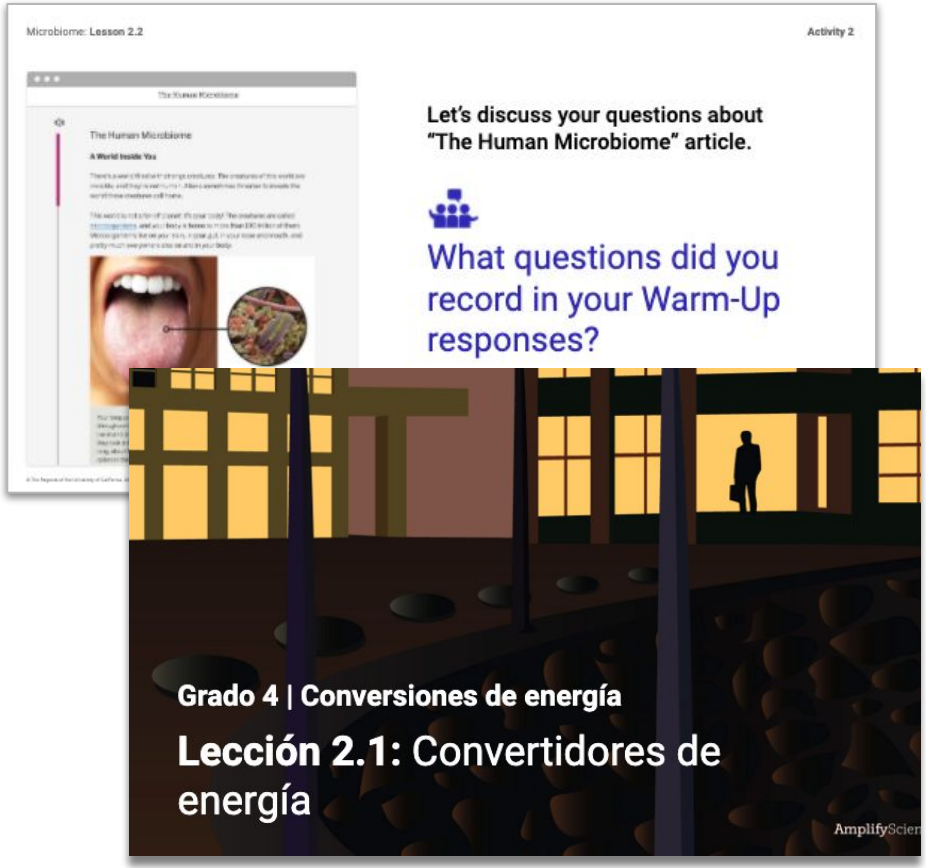
Shared Teacher Login

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.**



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.



Classroom Slides

Amplify.

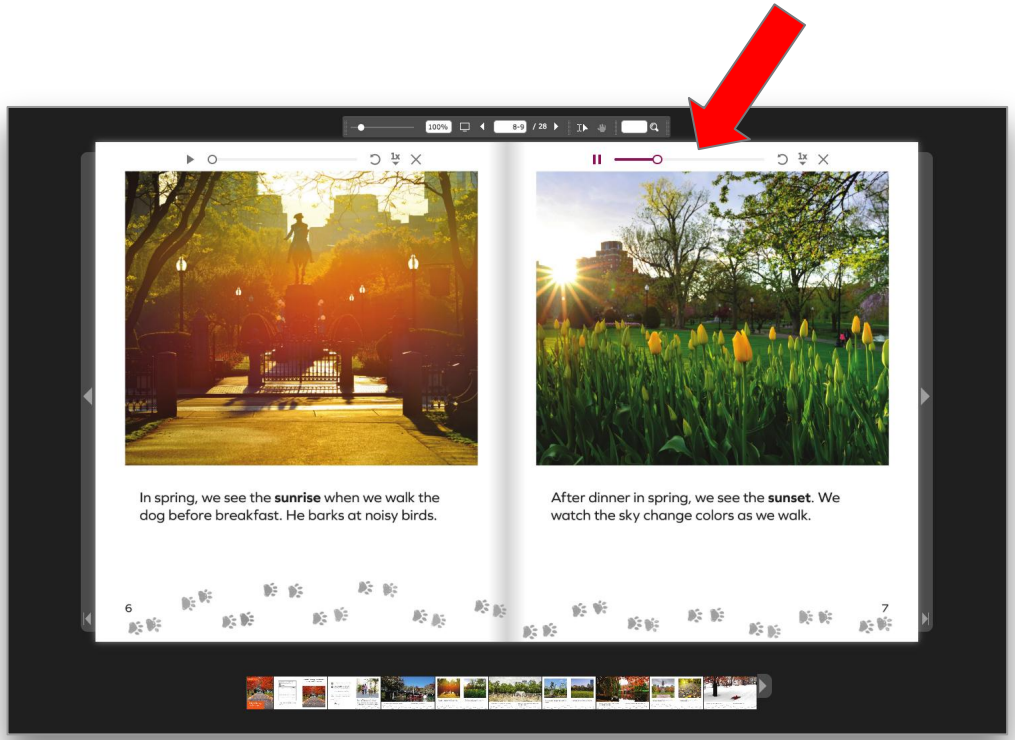
Release: July 1, 2020

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.

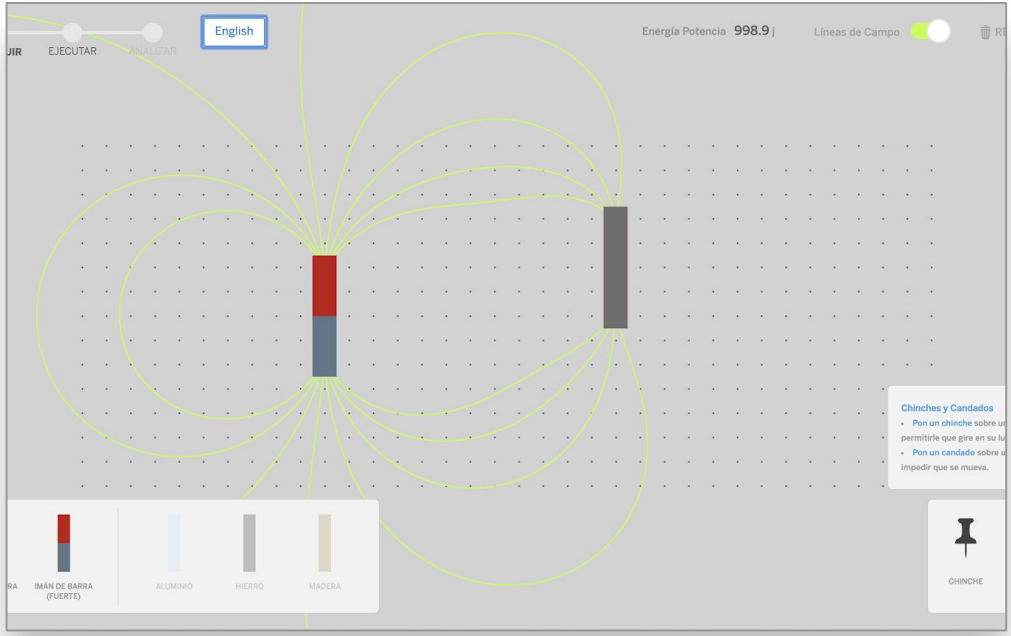


More Spanish: science apps (grades 2–8)

Release: July 1, 2020

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

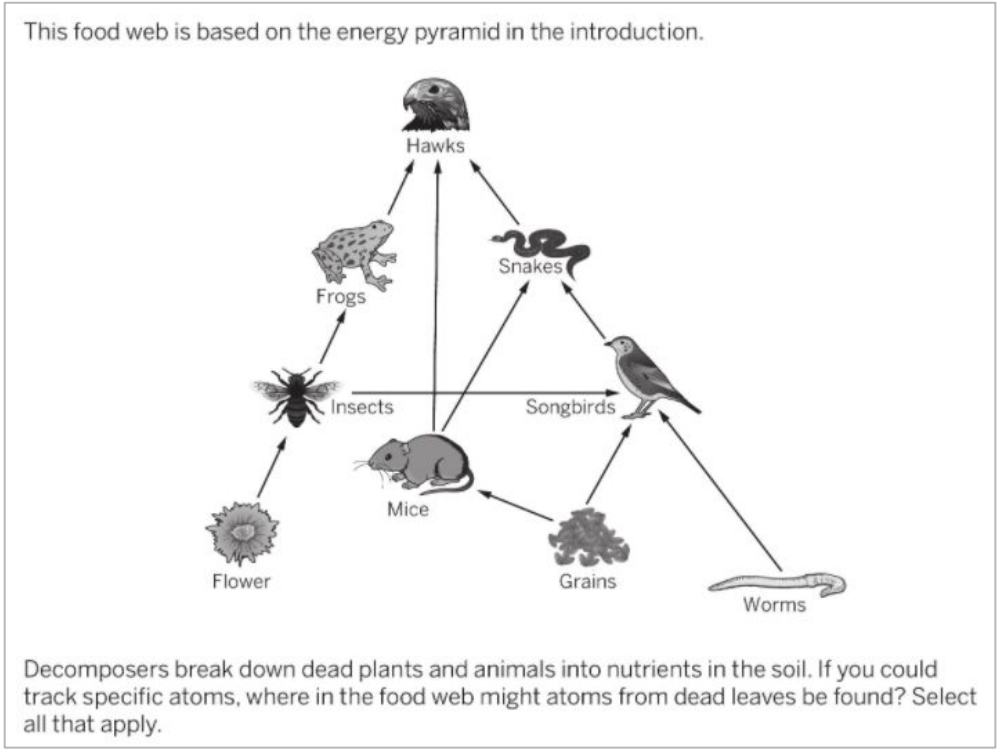
All Sims, Modeling Tools, and Science Practice Tools will display fully translated text for those **with Spanish add-on licenses**



Benchmark Assessments (grades 3-8)

Release: July 1, 2020

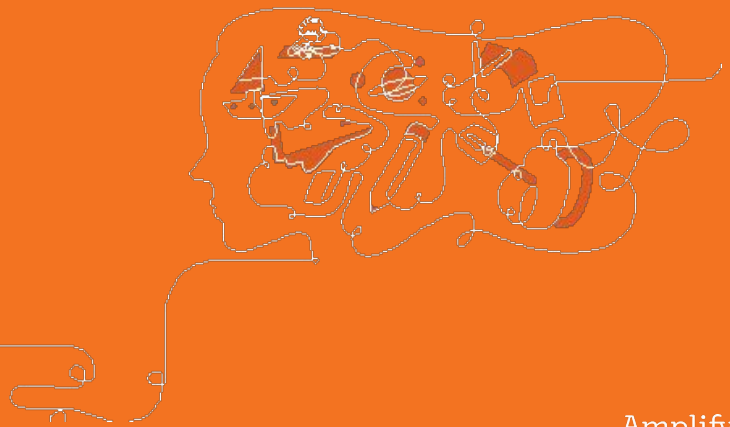
- Benchmarks will now be available digitally on **SchoolCity** and **Otus** platforms, in addition to **Illuminate**.
- Many items within the Benchmark Assessments have been **improved.** This includes edits, re-writes, some rubrics added, and scoring changes



Benchmark Assessments

Amplify.

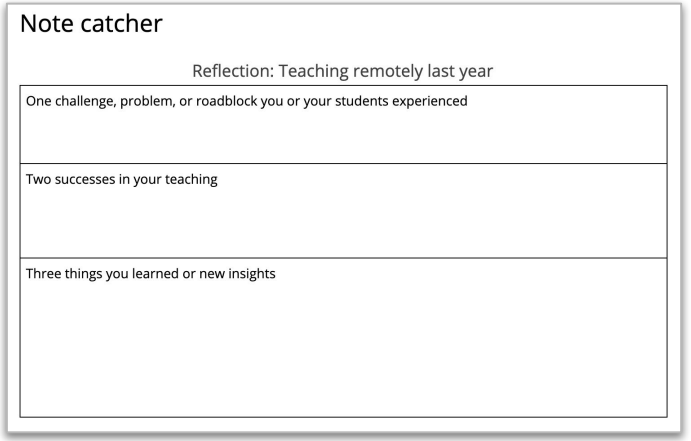
Reflection and vision setting



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

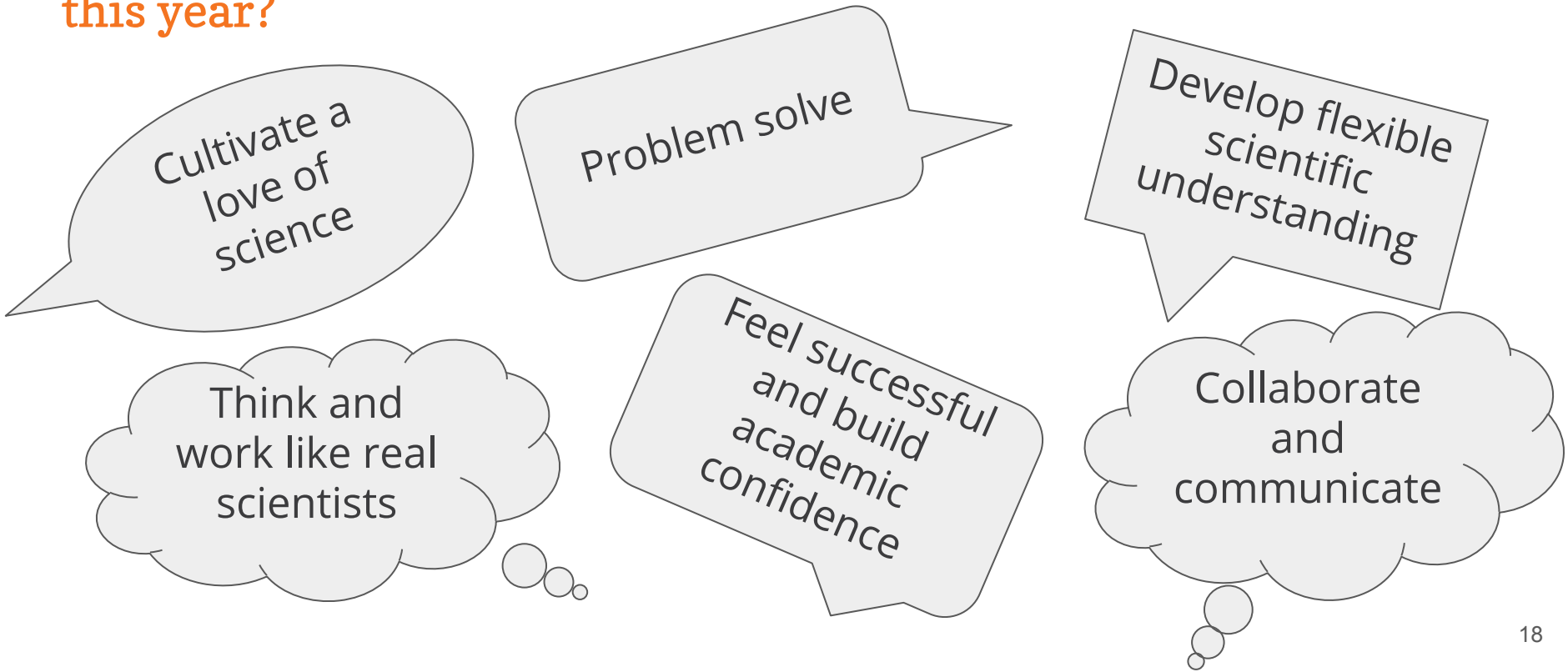
One challenge, problem, or roadblock you or your students experienced
Two successes in your teaching
Three things you learned or new insights

Setting a vision

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?

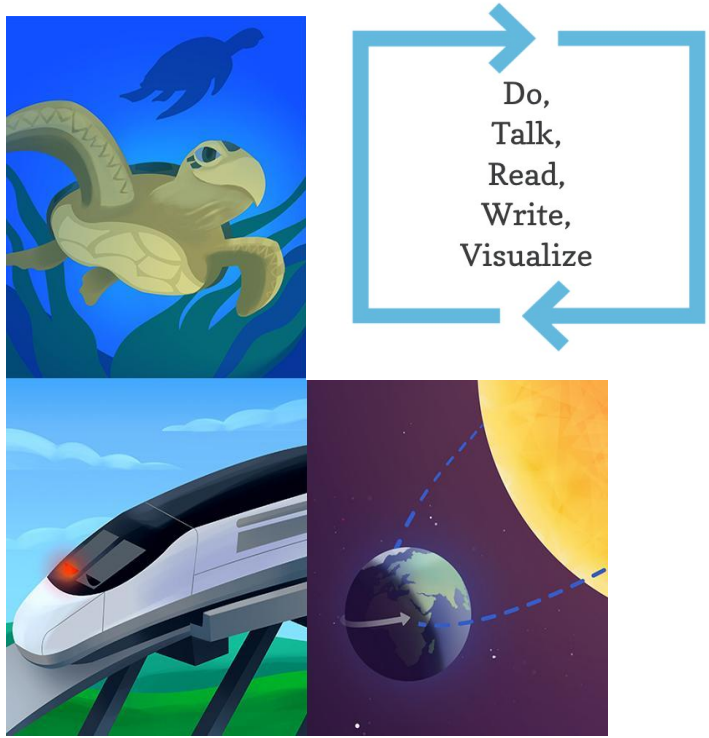
What are you hoping your students get out of science this year?

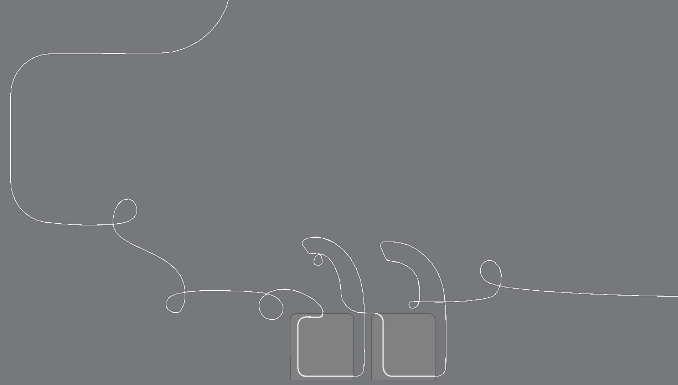


Multimodal, phenomenon-based learning

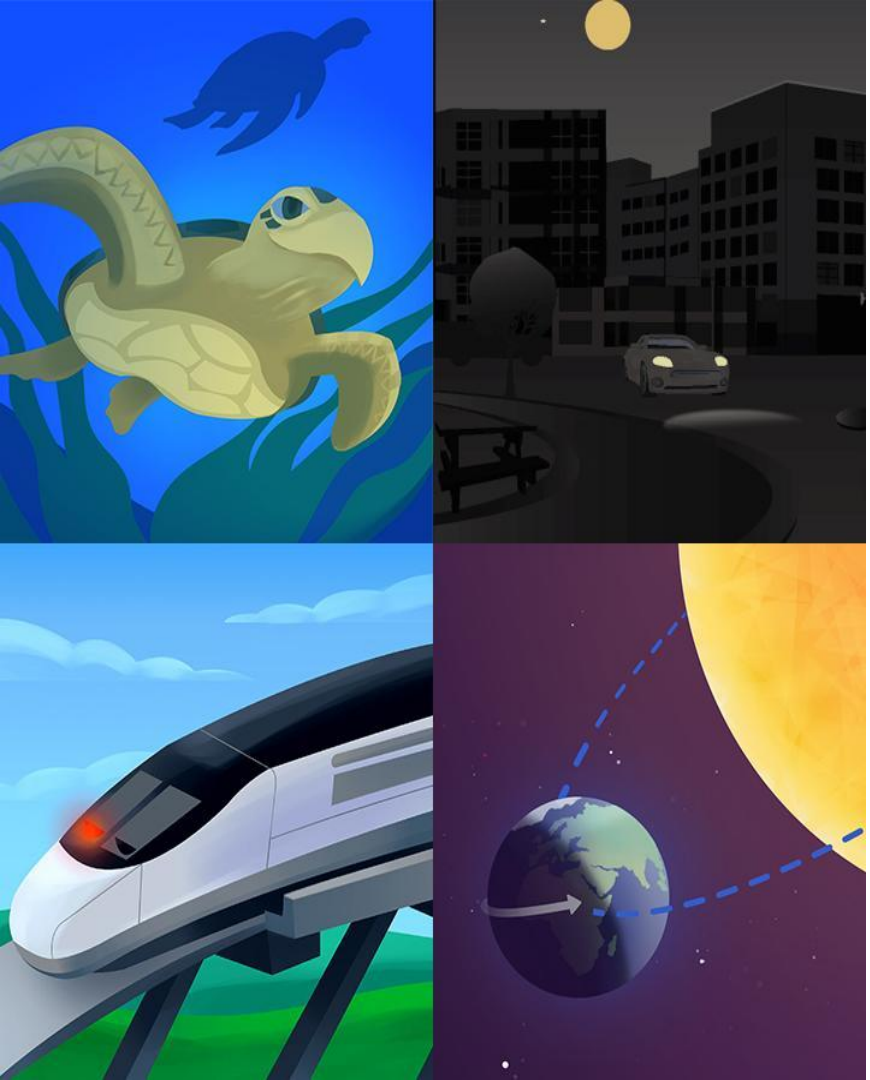
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.





Questions?



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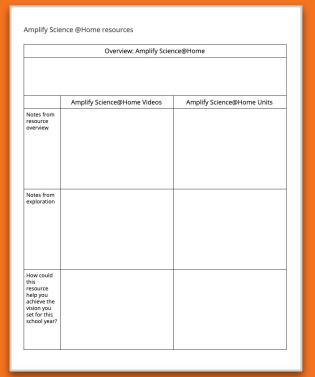


Amplify Science @Home resources

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?		

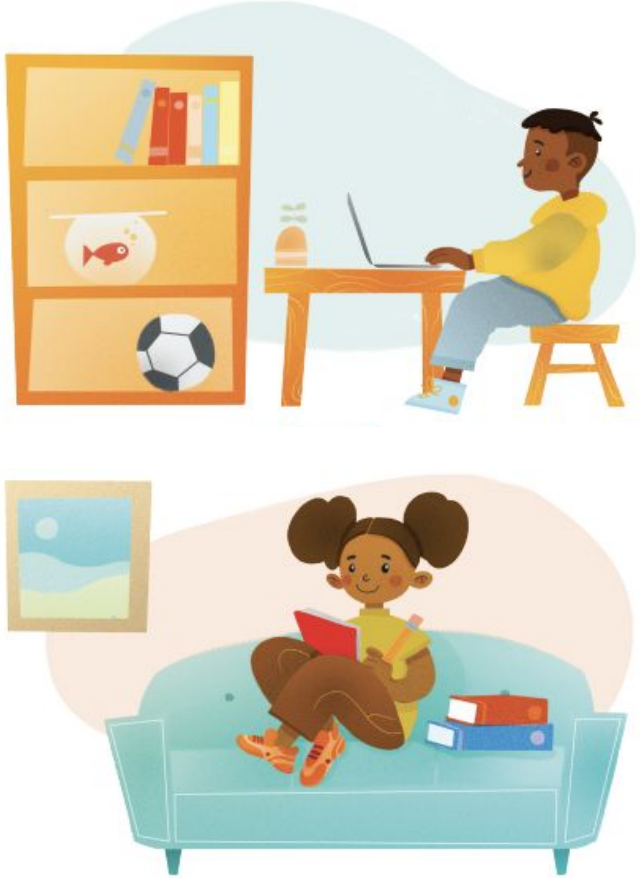
Amplify Science@Home

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

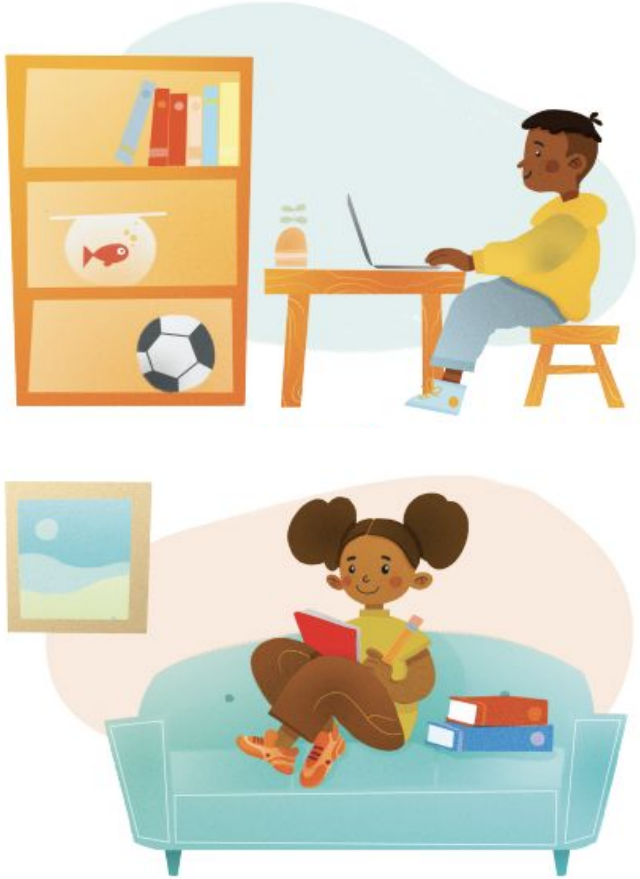
Two different options:

@Home Units

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

@Home Videos

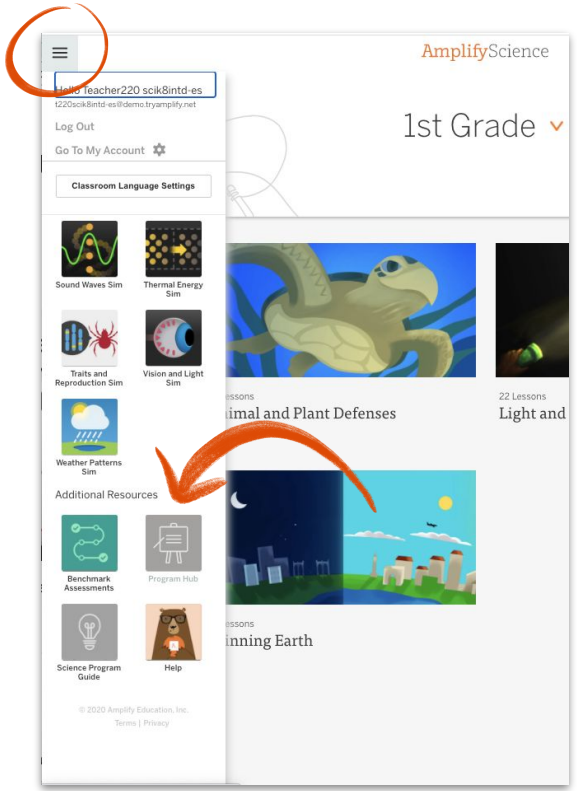
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Accessing Amplify Science@Home

Amplify Science Program Hub

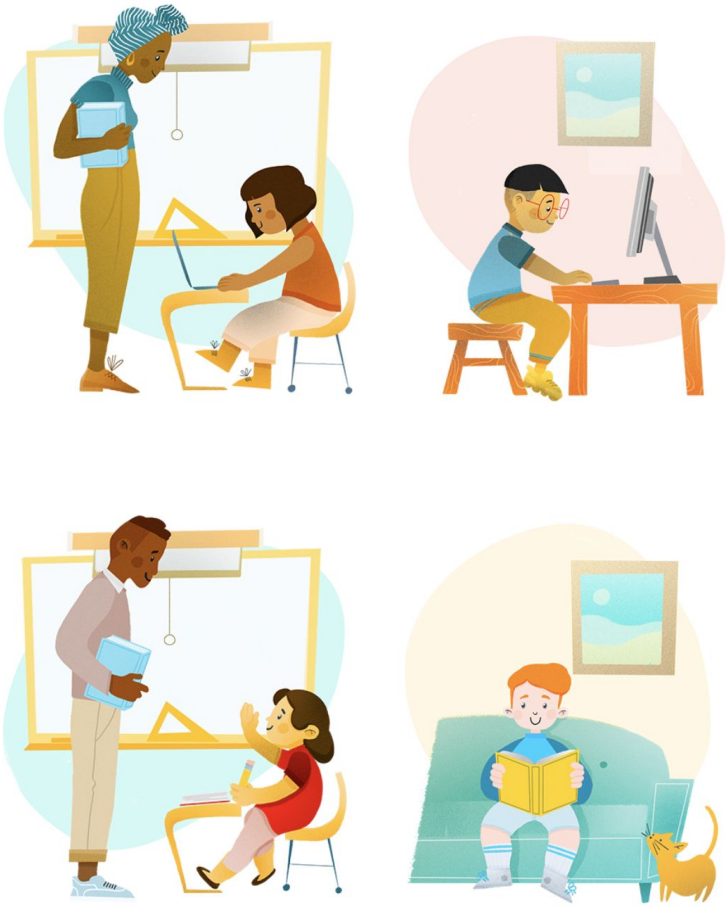
- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu



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

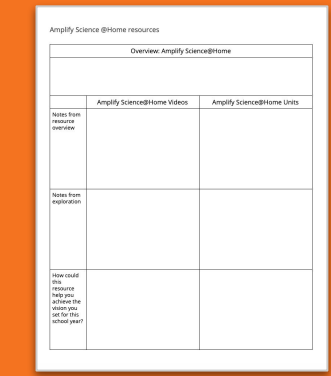
Grade 5

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

Stop and Jot

First, ask yourself...

- 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**?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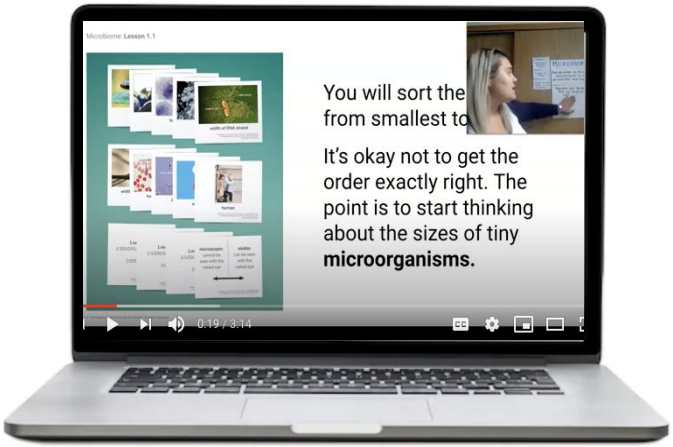
@Home Videos

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

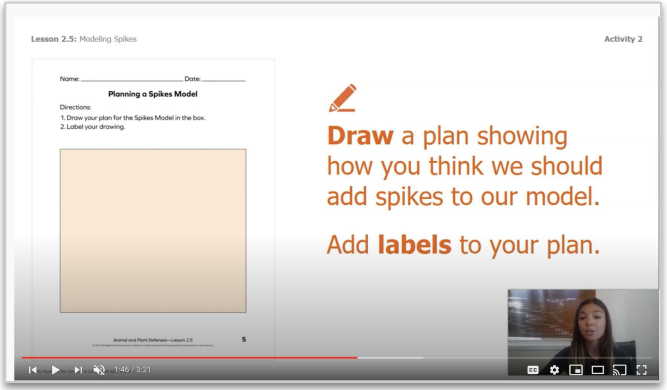
@Home Videos

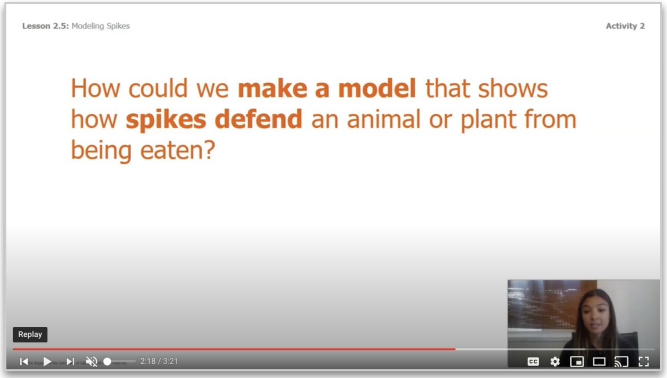
- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**



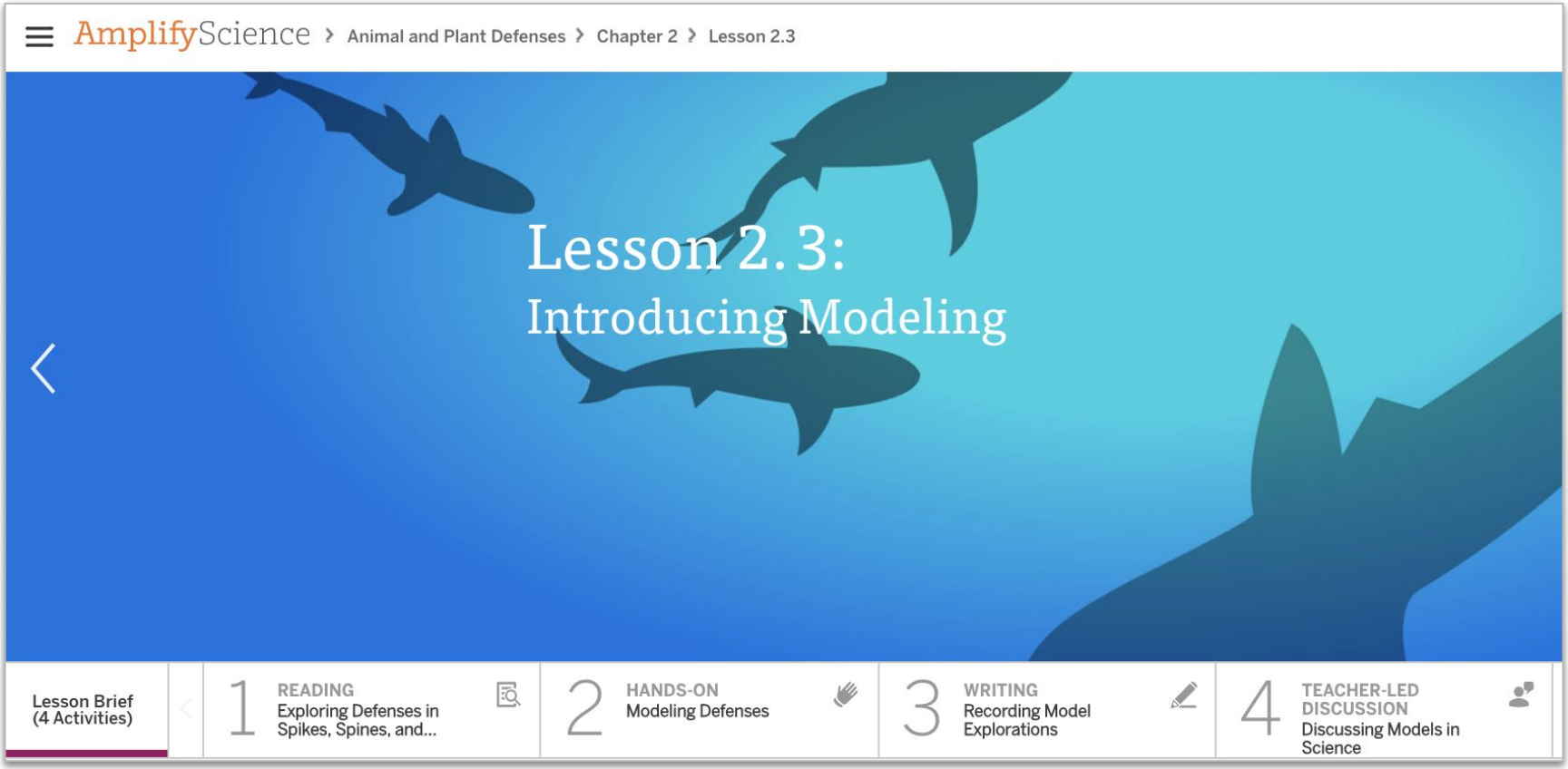
Interactive video experience

- **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





Example lesson: *Animal and Plant Defenses* 2.3



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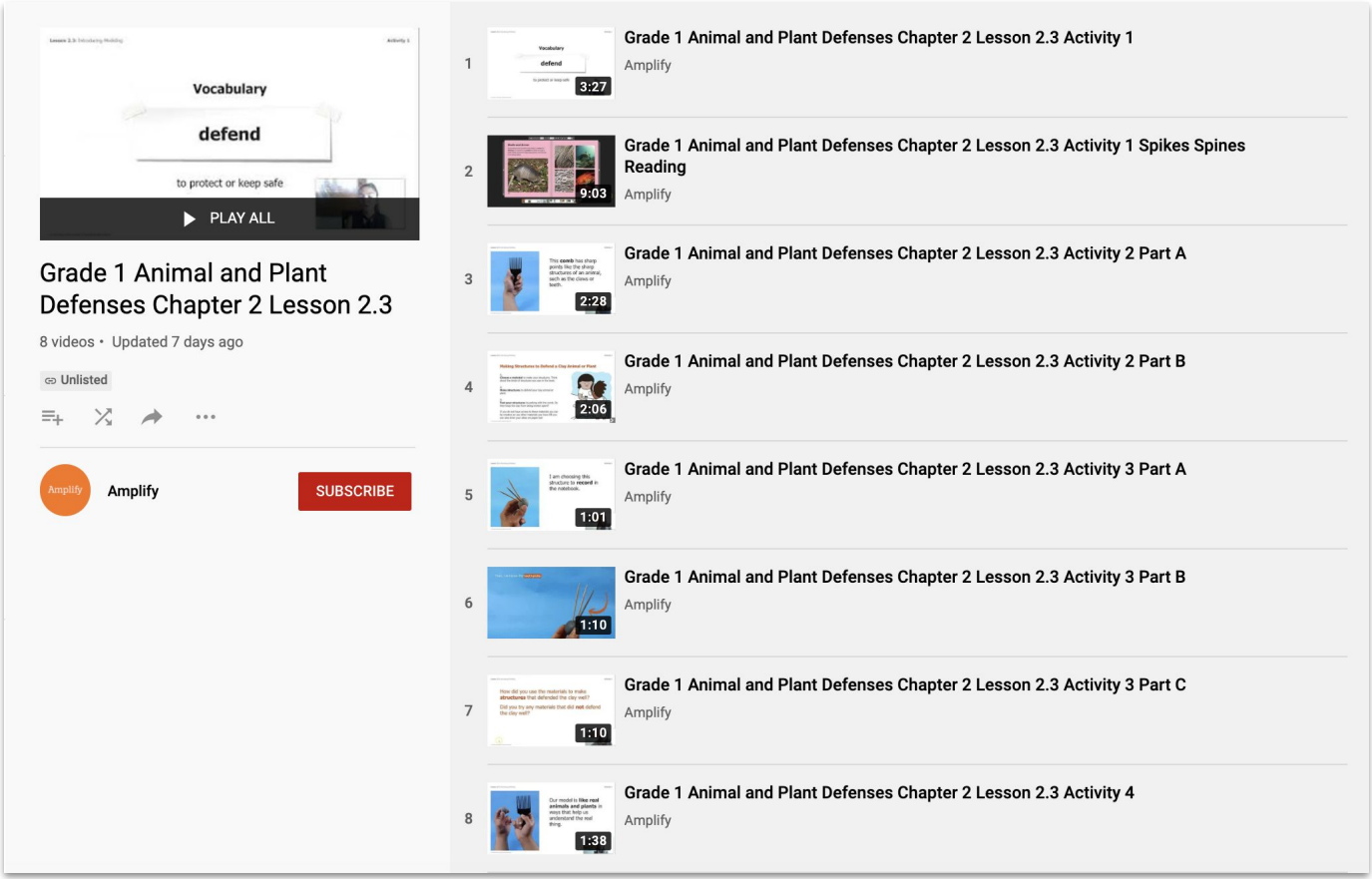

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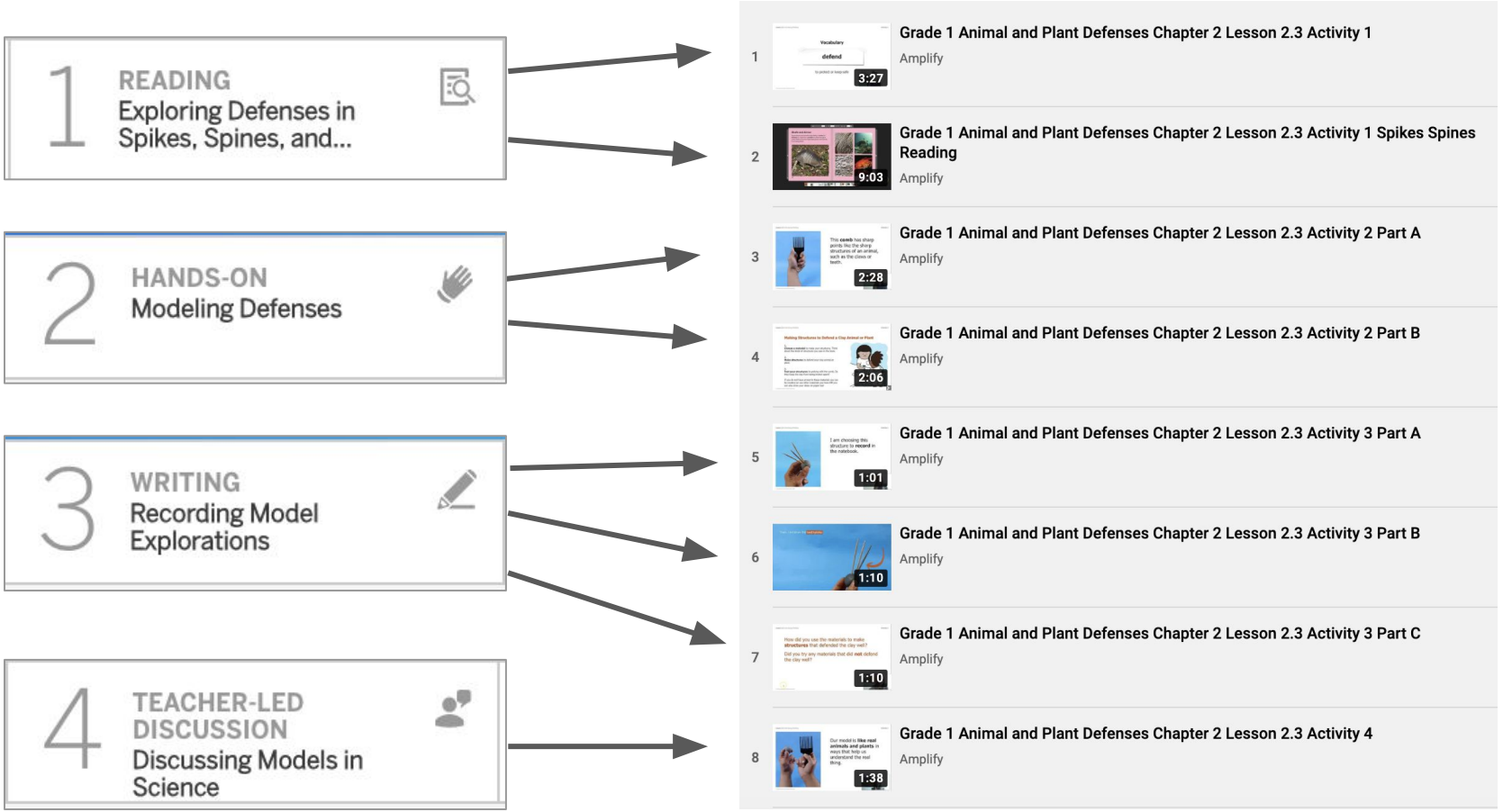


@Home Videos

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

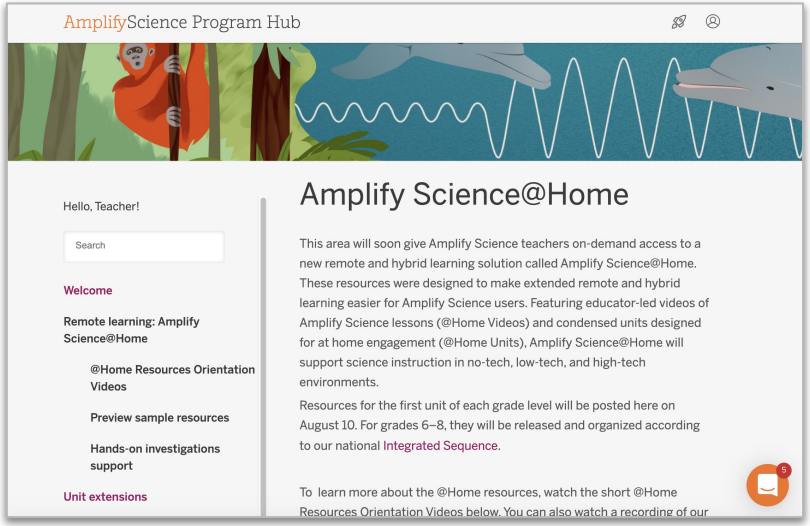
Amplify Science Program Hub

A new hub for Amplify Science resources

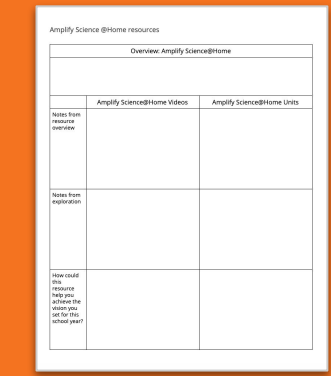
Go to: science.amplify.com/programhub

username: sciencelearningca

password: DemoOnly1234



Explore your @Home Videos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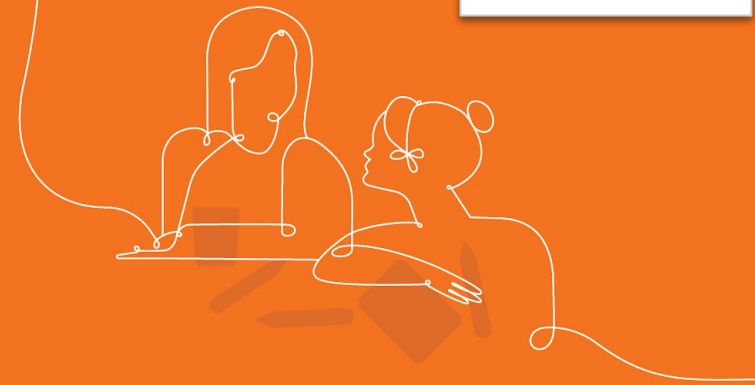


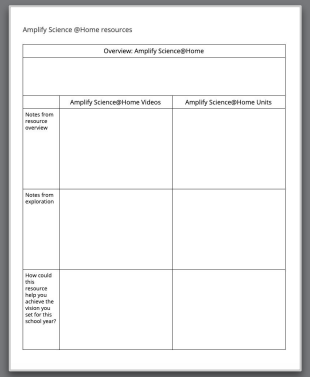
Navigate to Animal and Plant Defenses on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

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

Amplify.

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

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

Questions?

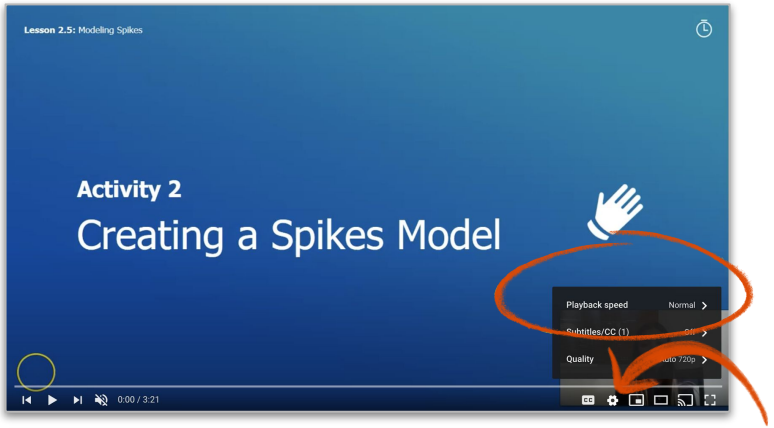
Amplify.

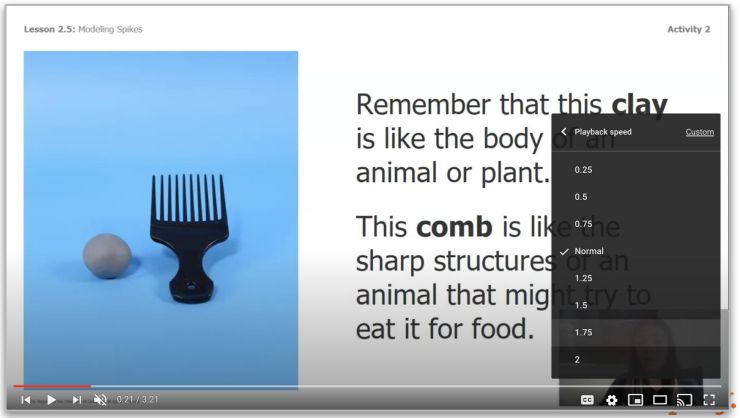
Planning suggestions: @Home Videos

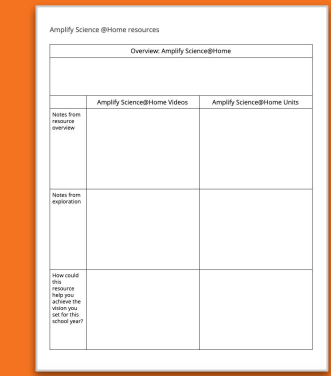
The Teacher's Guide is the best planning tool for @Home videos.

- 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.






Amplify Science @Home resources

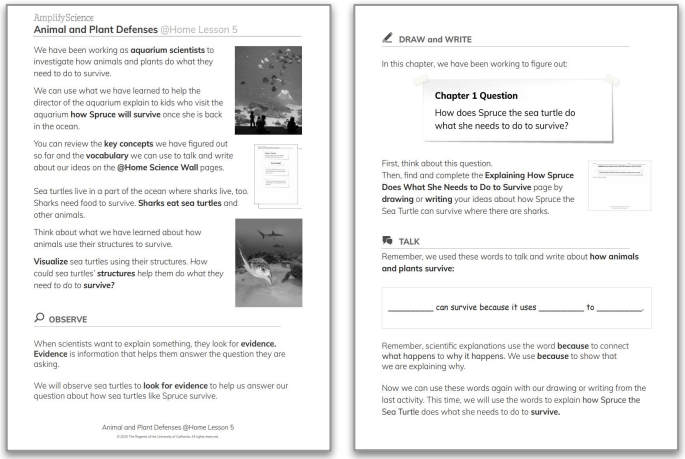
Overview: Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the vision you set for this school year?		

@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



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

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.

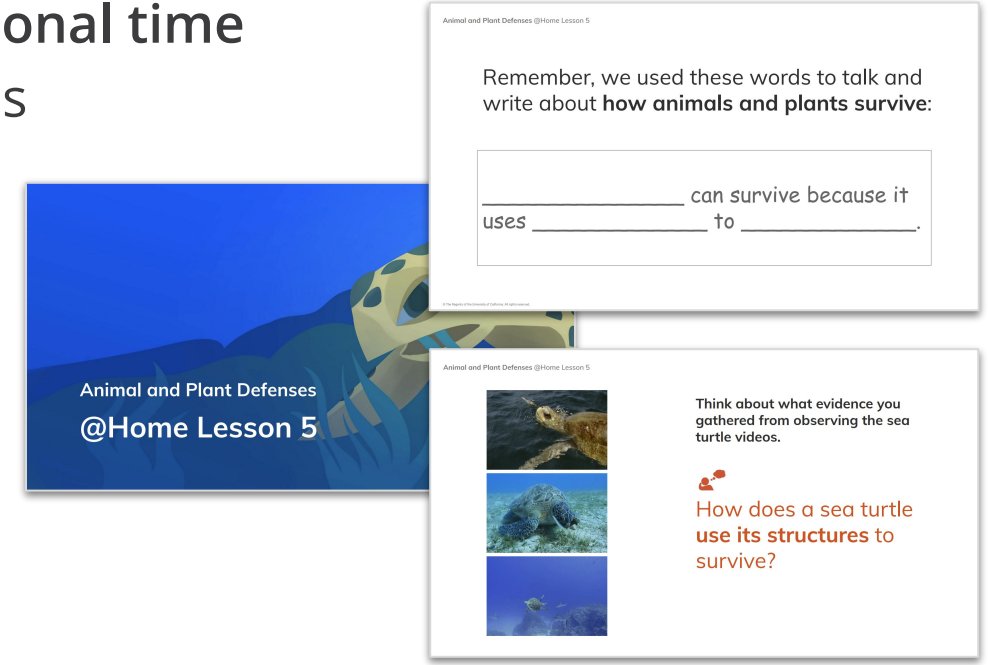
TALK

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.**



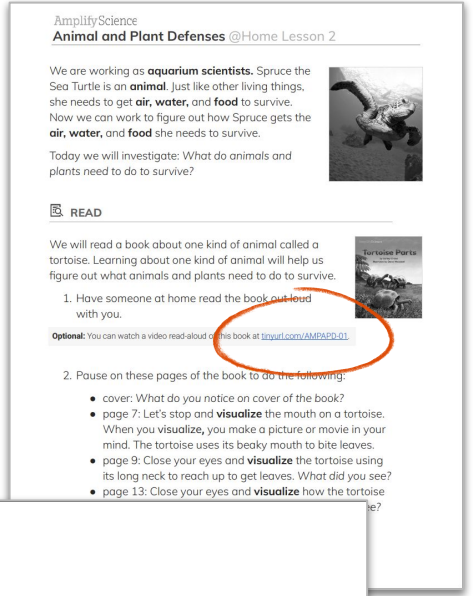
@Home Packets: print-based

@Home Slides and Student Sheets: tech-based

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?*

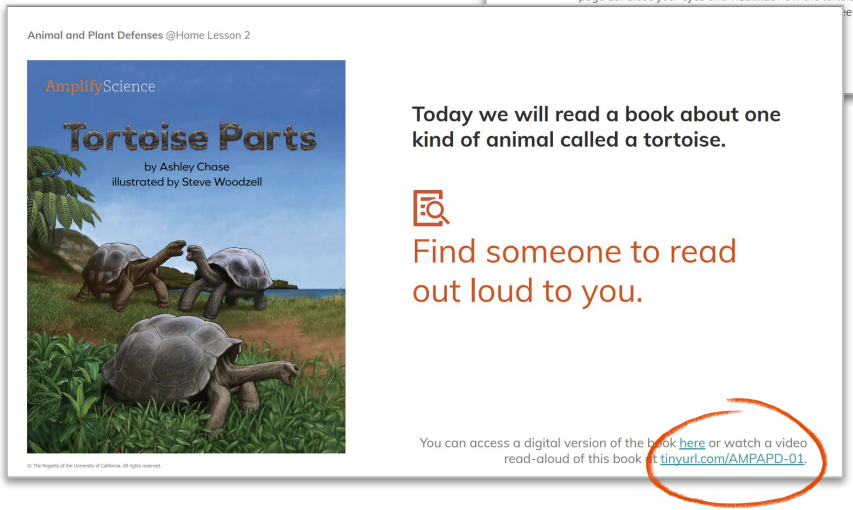
READ

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



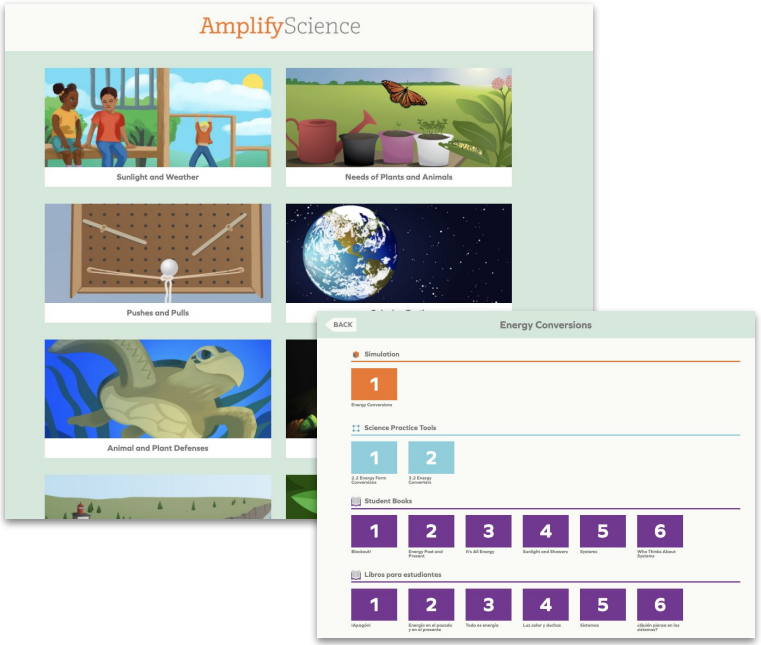
Options for student access

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

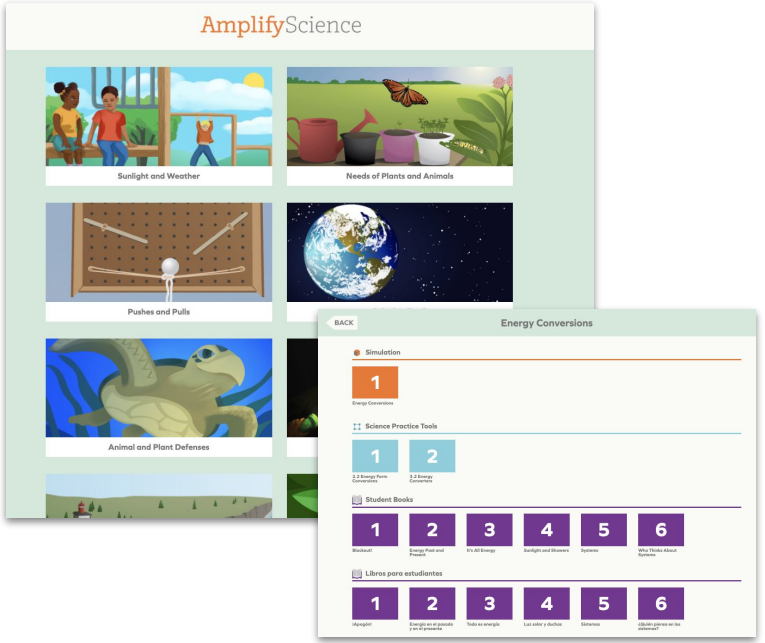


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc1

Password: science1

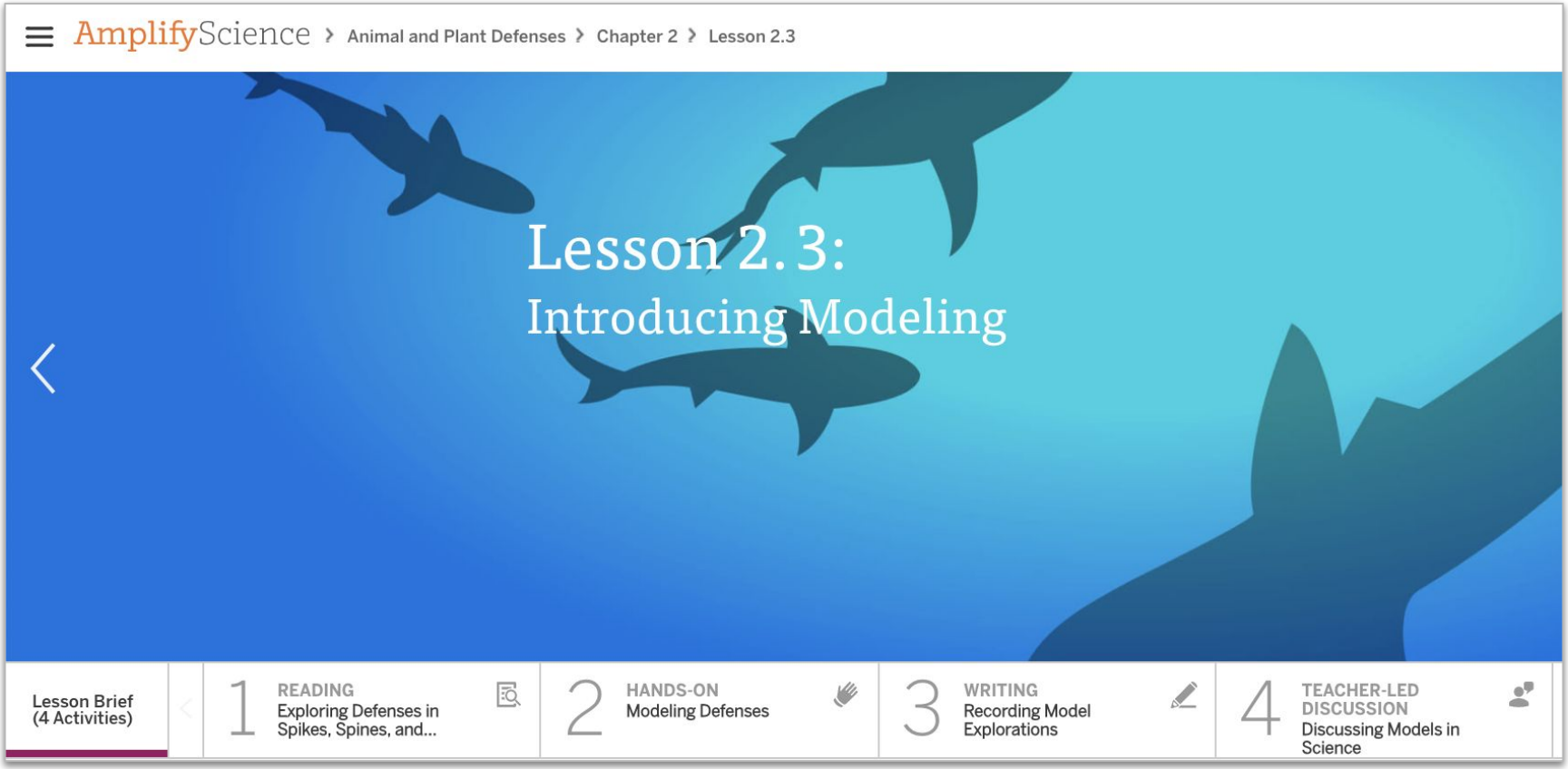


@Home Unit resources

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



@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

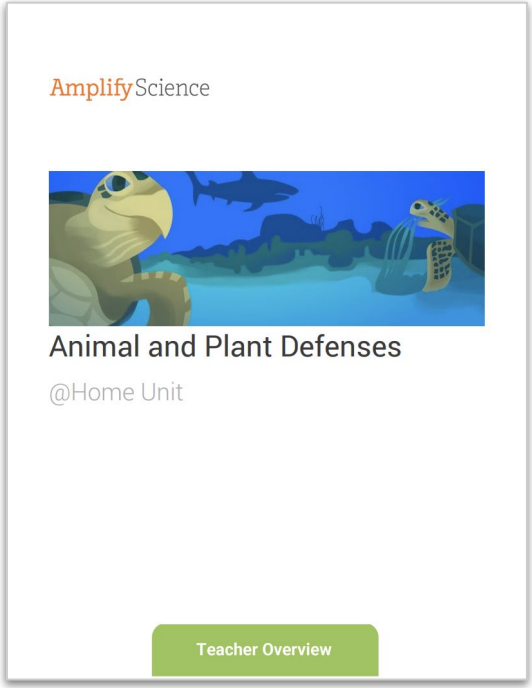
Teacher Overview

Unit-level

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

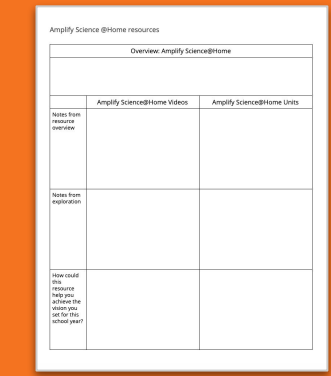
Lesson-level

- Chapters at a glance
- Lesson outlines



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

Explore your @Home Unit


Amplify Science @Home resources

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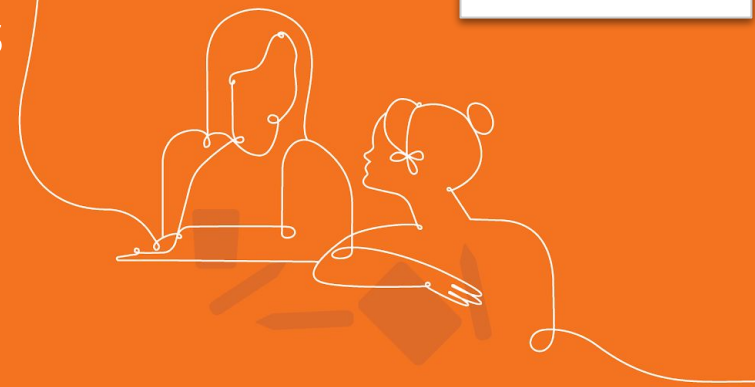
How could this resource help you achieve the vision you set for this school year?		

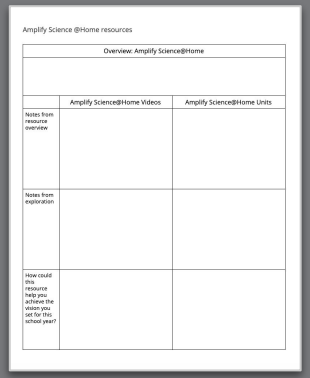


Navigate to Animal and Plant Defenses on the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

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

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		
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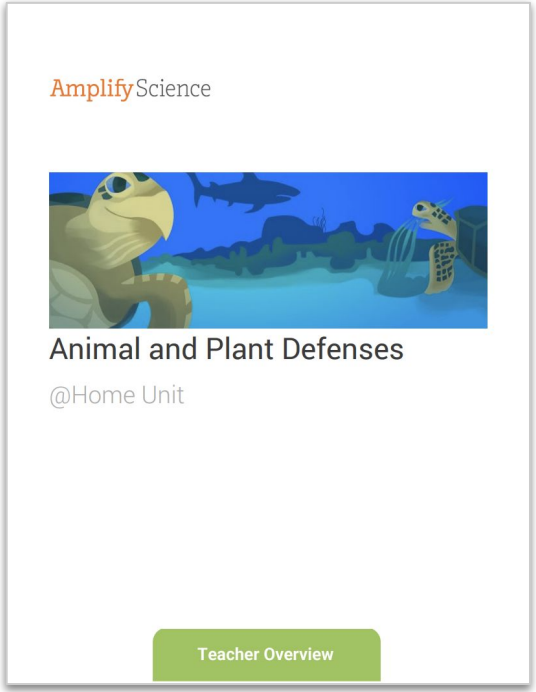
Questions?

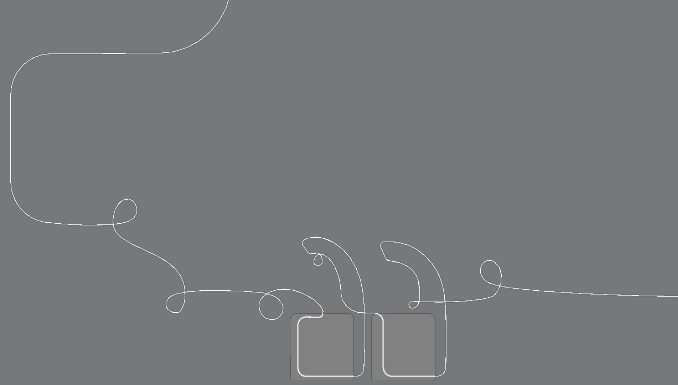
Amplify.

Planning suggestions: @Home Units

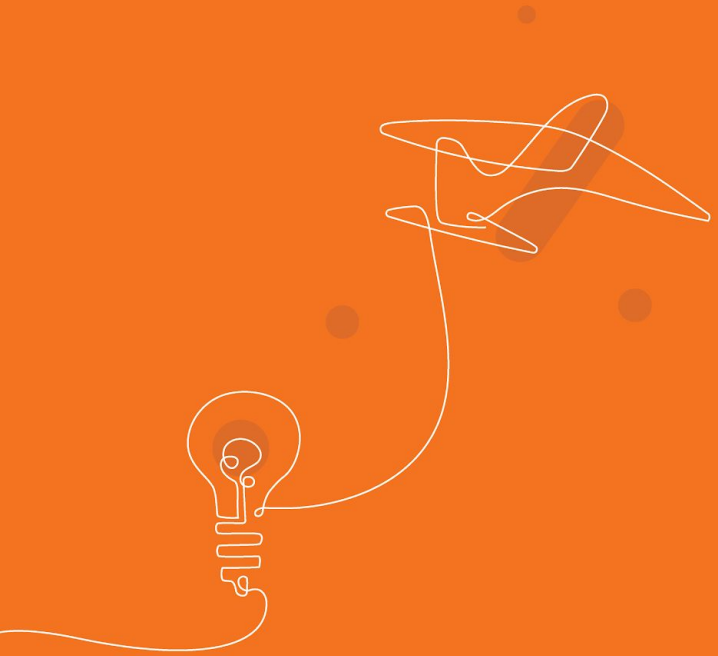
Read the Teacher Overview carefully! Pay particular attention to these sections:

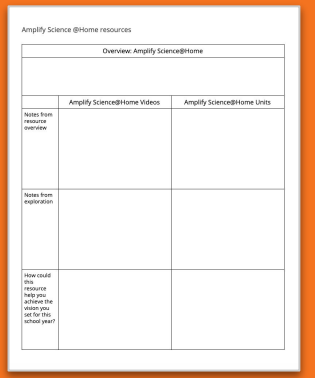
- Overview of @Home Unit Resources
  - Heads-ups about **instructional decisions** to plan for
- Adapting the Amplify Science Approach for Remote Learning
  - Planning support for **multimodal instruction**





Questions?





Amplify Science @Home resources

Overview: Amplify Science@Home		
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Using the resources

Sample instructional scenarios

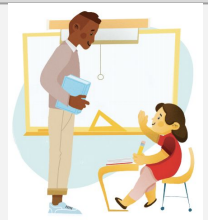
Sample instructional scenario

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**
• Hands-on investigations (option for teacher demo) • Discourse routines • Class discussions • Physical modeling activities	• Sim demonstrations • Read-alouds • Shared Writing • Co-constructed class charts	• @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

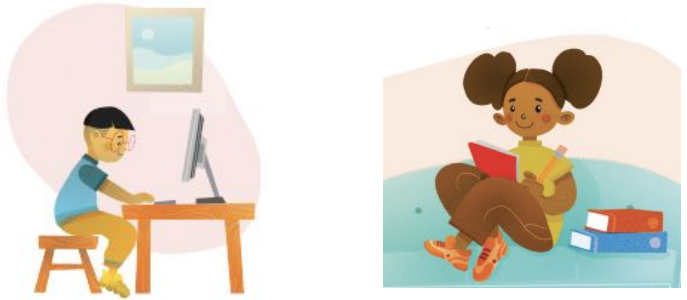
Day 5

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

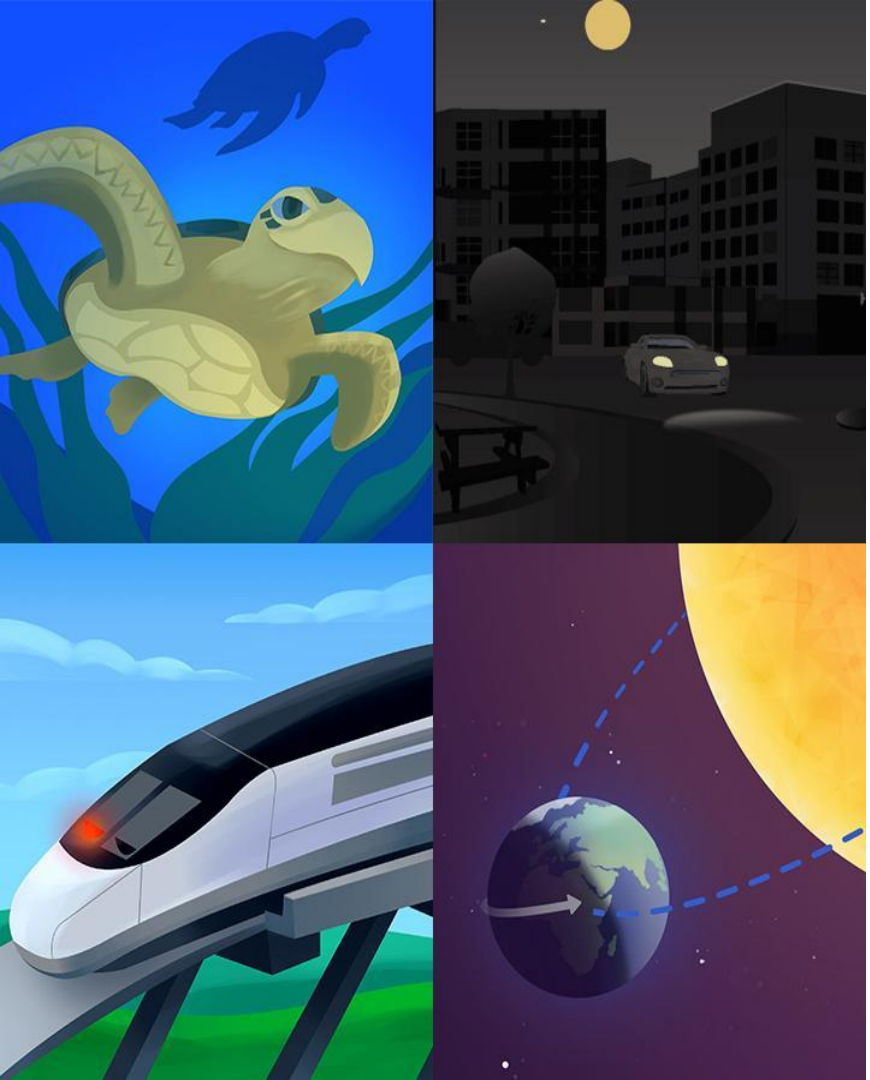
Assign 1-2 @Home Lessons (packet or slides) or @Home videos

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

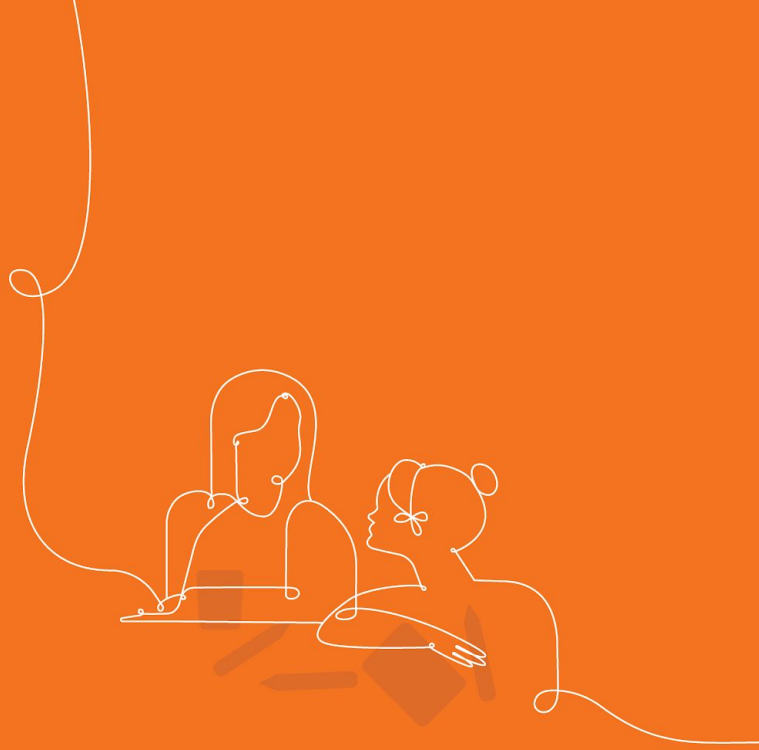
How do you plan to use these resources?



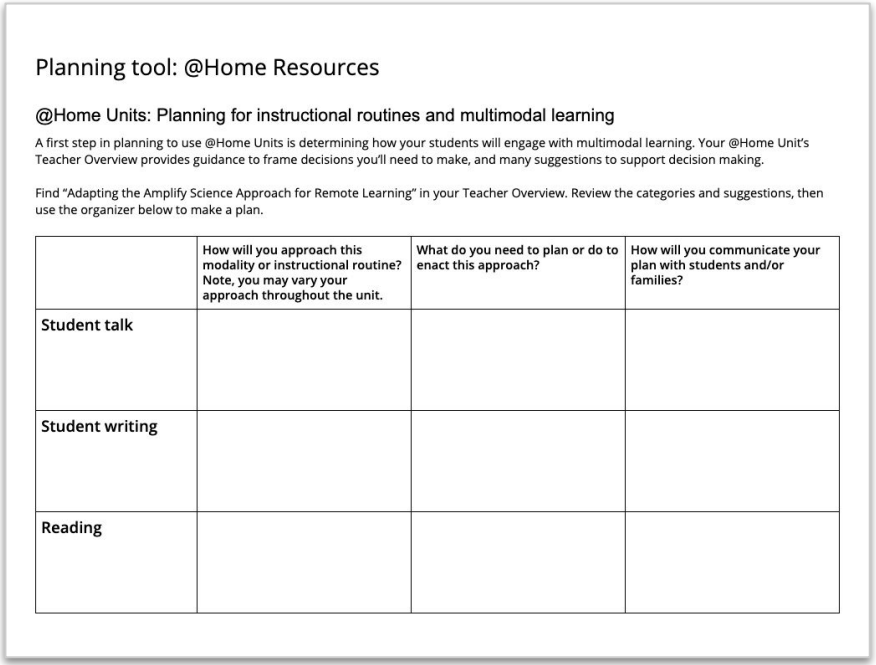
Plan for the day

- 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



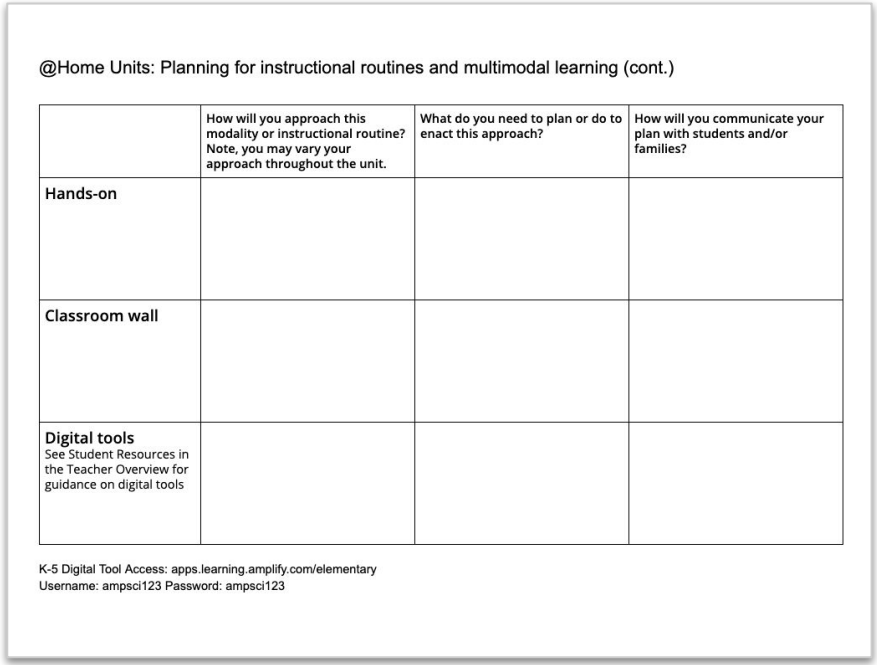
Planning tool: @Home Resources

@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			

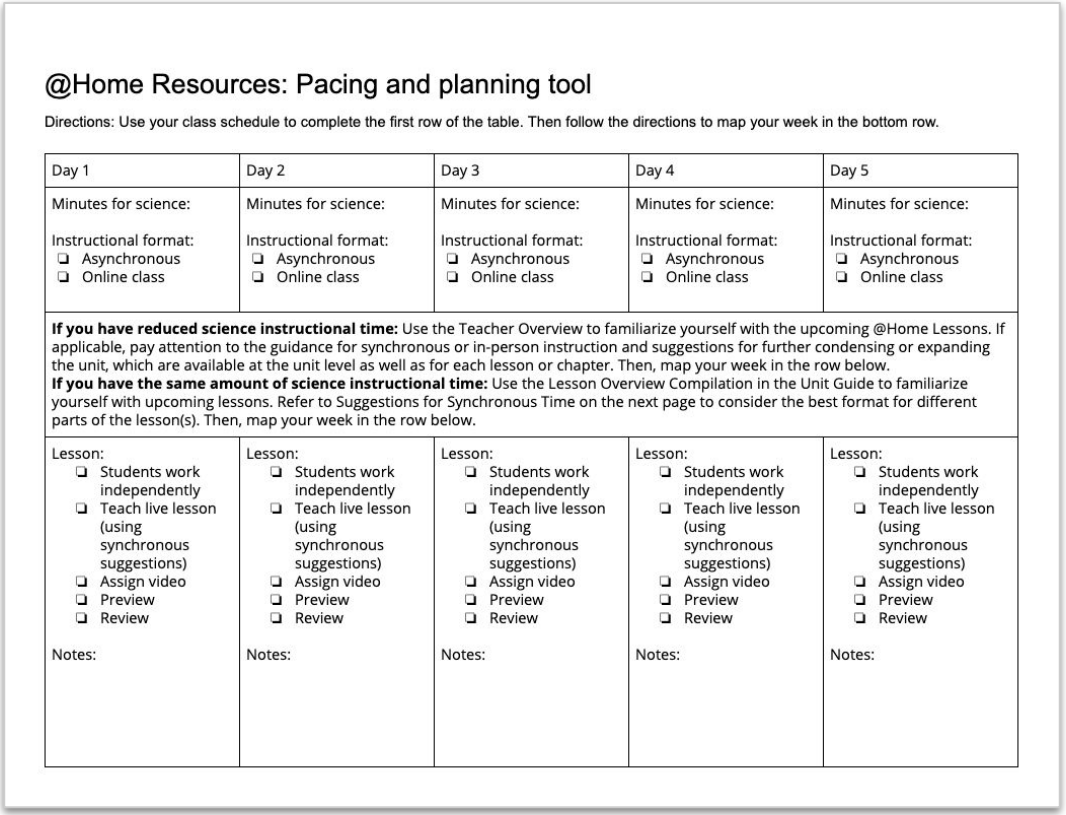


@Home Units: Planning for instructional routines and multimodal learning (cont.)

	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.

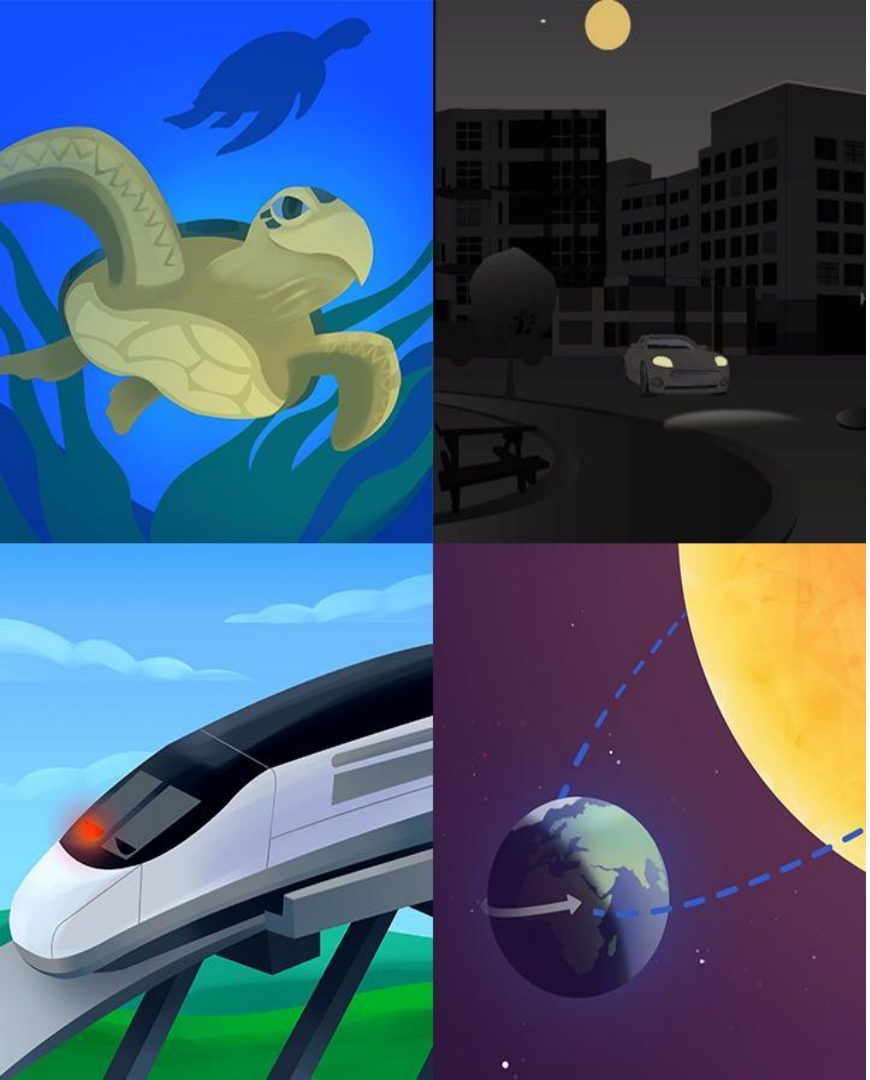
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class
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. **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.				
Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ 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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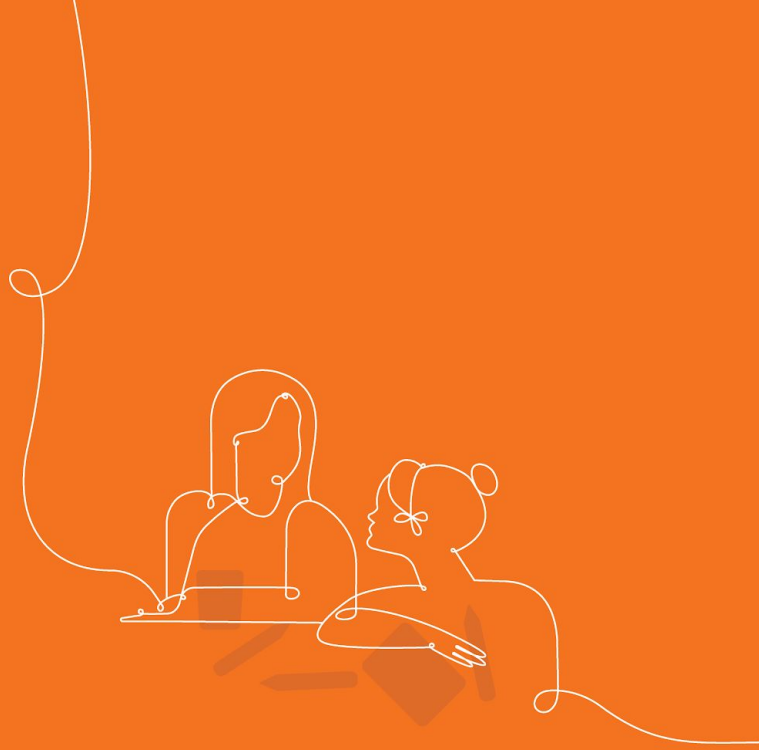
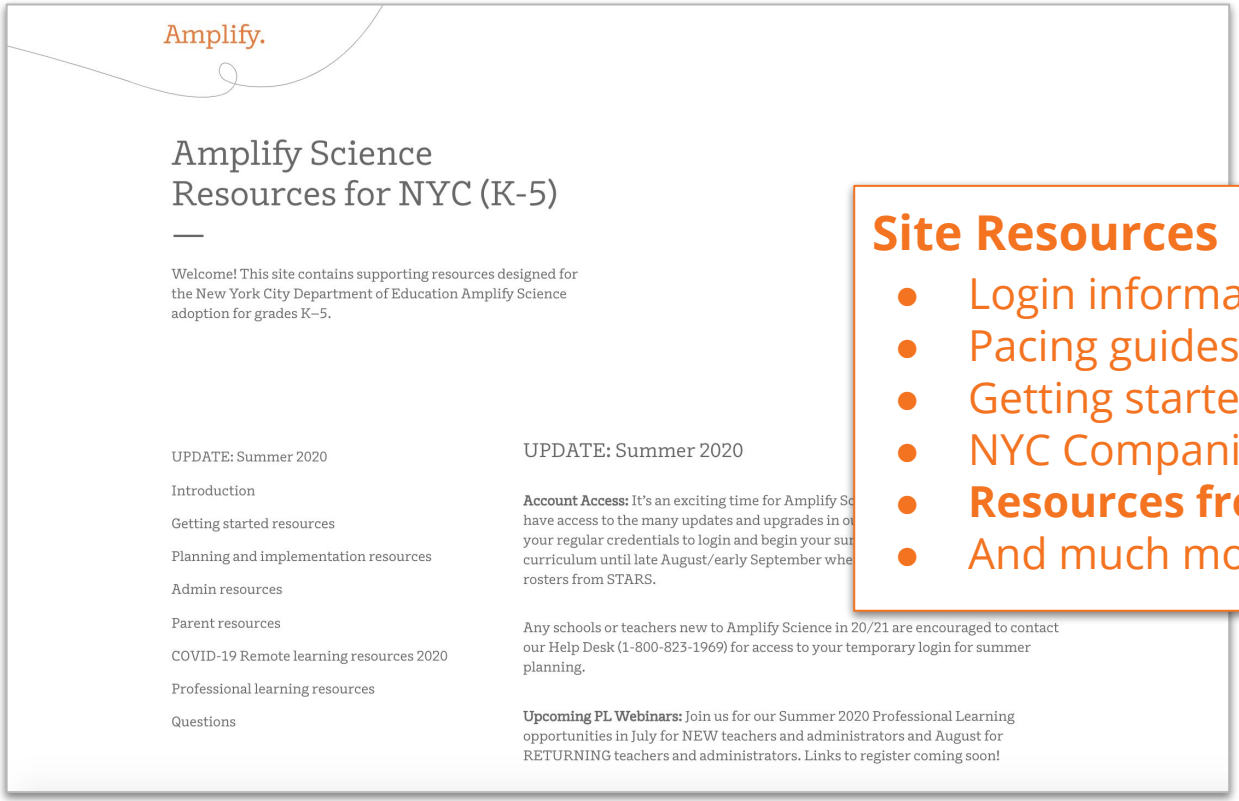
Turnkey Resources



New York City Resources Site

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



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

Planning tool: @Home Resources

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Student writing			
Readi			

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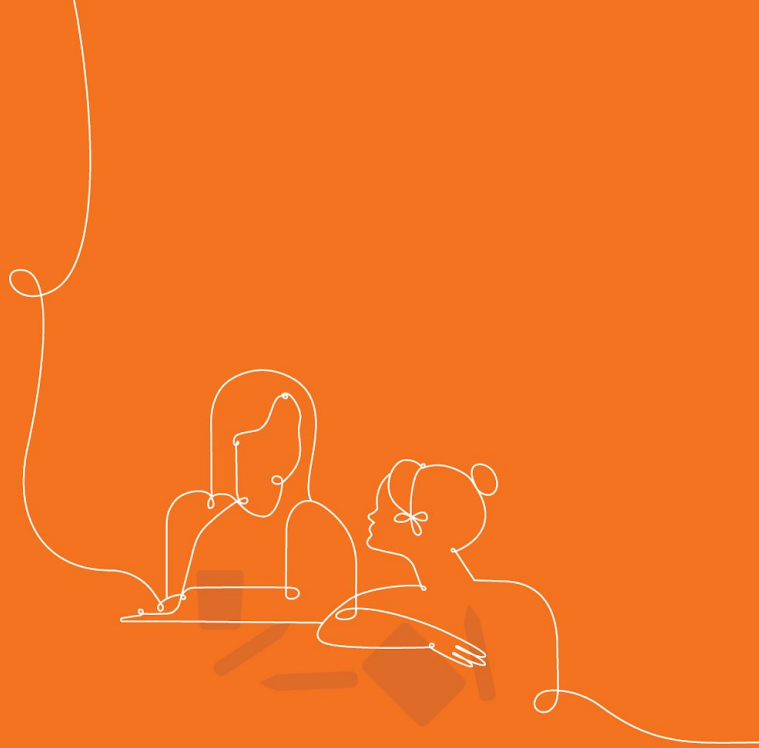
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class
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. **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.				
Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Assign video ❑ Preview ❑ Review Notes:

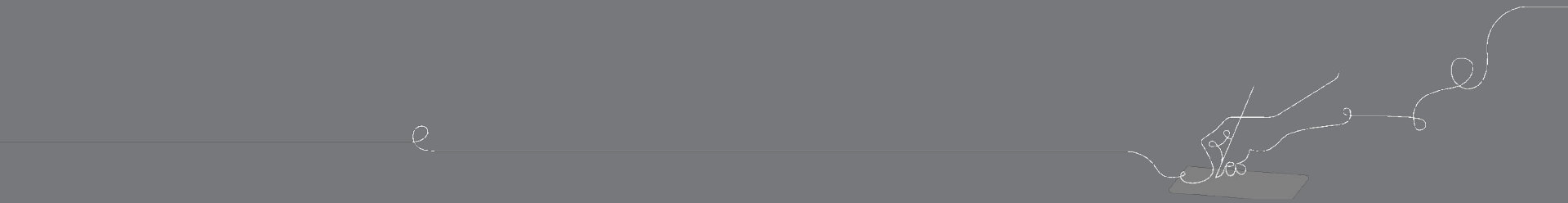
Reflection and survey



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?



Revisiting our objectives

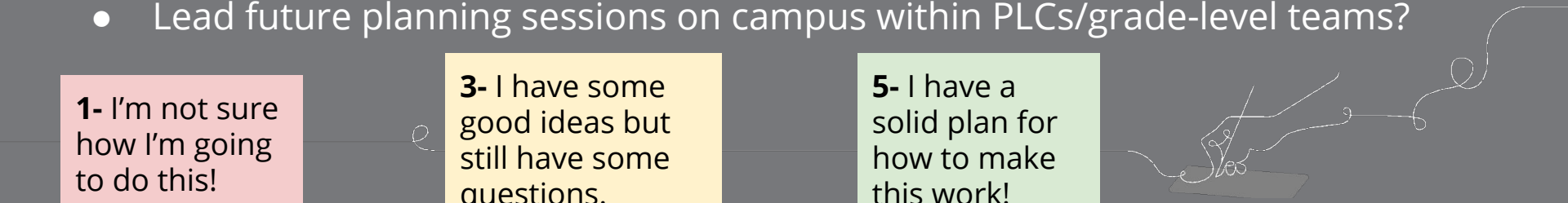
Do you feel ready to to…

- 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.

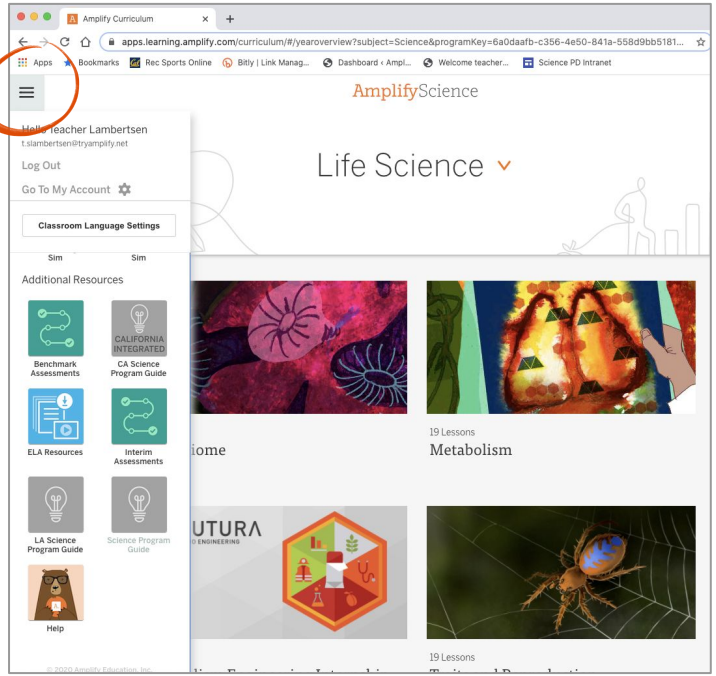
5- I have a solid plan for how to make this work!



Amplify Science Program Hub

A new hub for Amplify Science resources

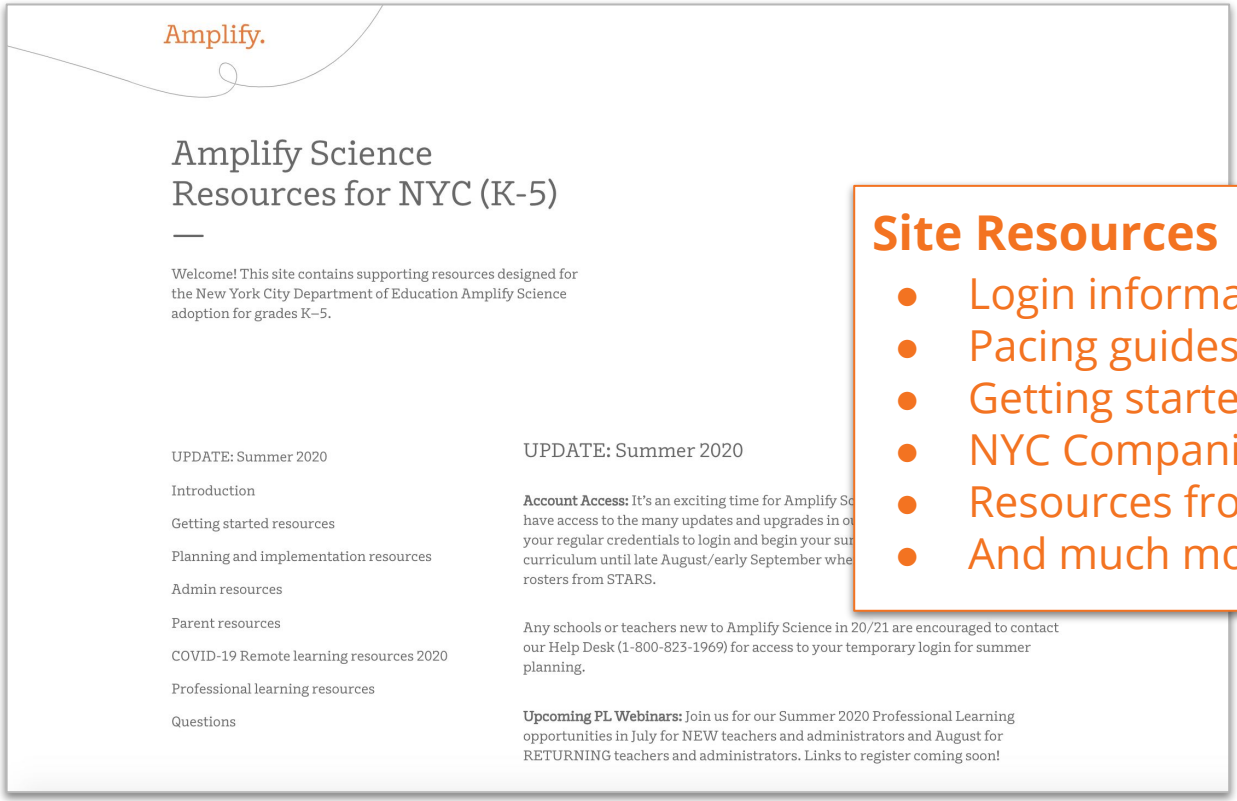
- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



science.amplify.com/programhub

New York City Resources Site

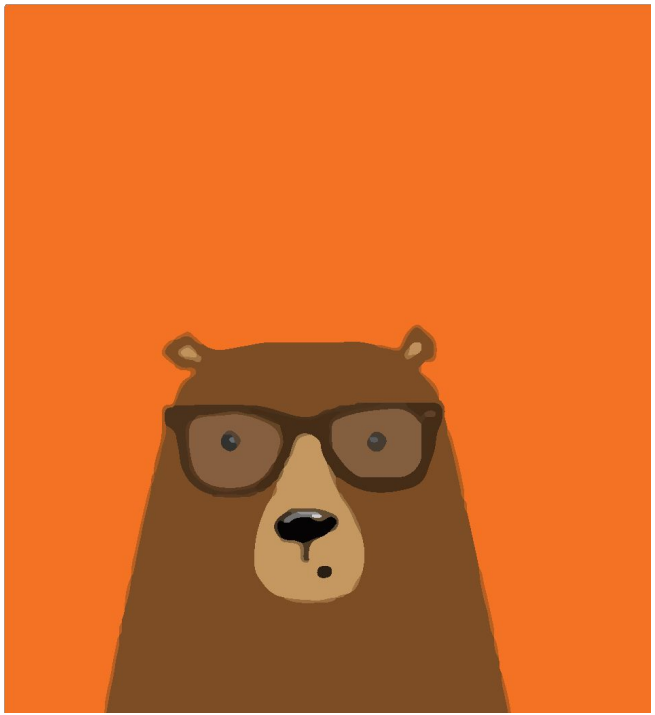
https://amplify.com/amplify-science-nyc-doe-resources/



Site Resources

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

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.

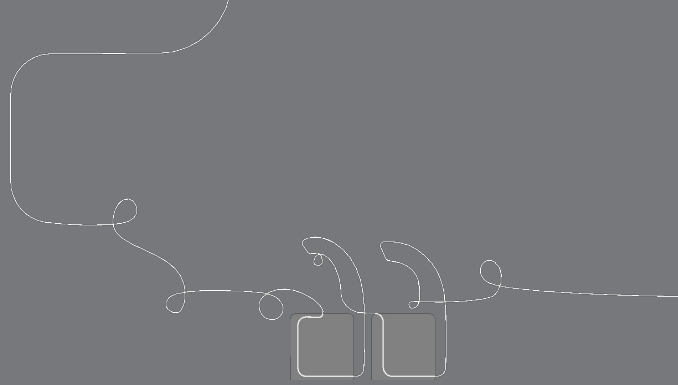
scihelp@amplify.com

800-823-1969

Amplify Chat

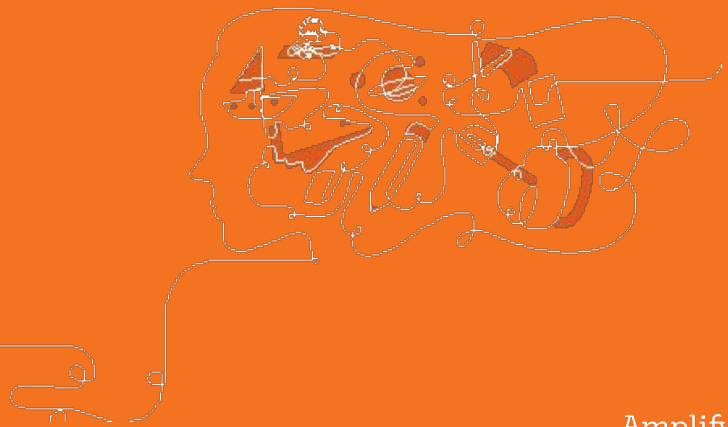
When contacting the customer care team:

- 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