

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/8a31e095506df8a2015256f88ab544_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

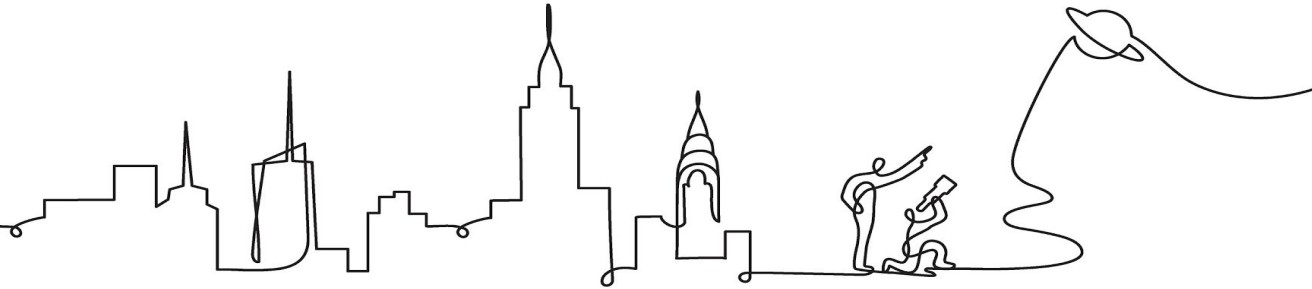
Amplify Science

New York City

Second 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!

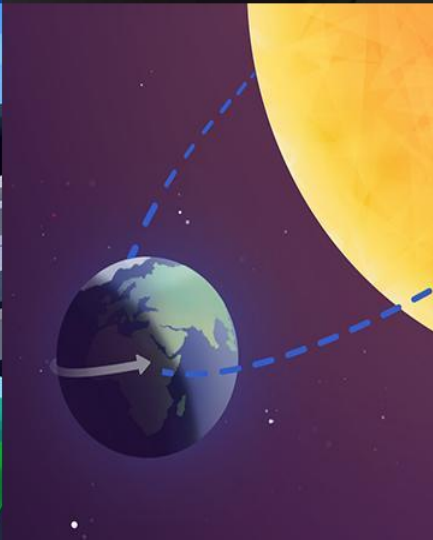
Objectives

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

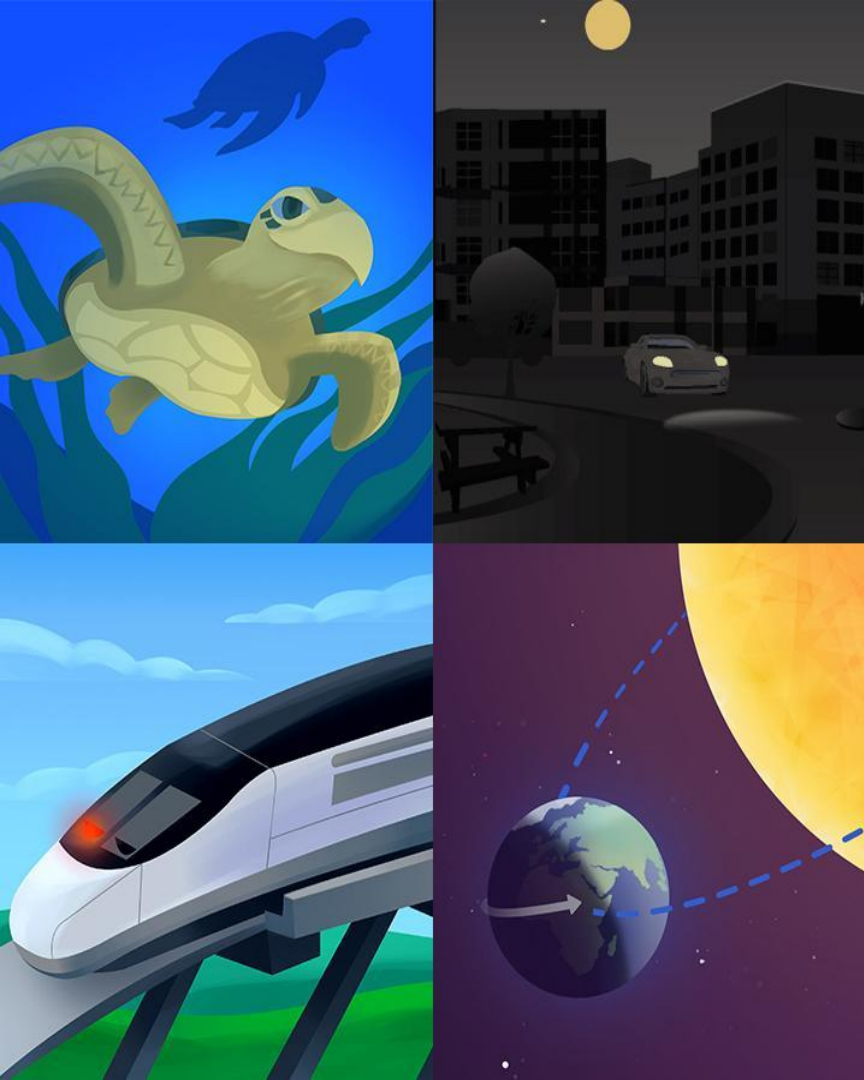
e





Plan for the day

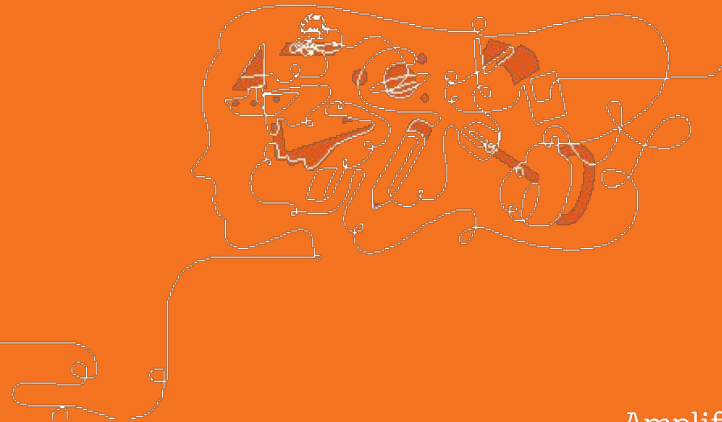
- Framing the day
 - Welcome and introductions
 - Back to school updates
 - Reflection and vision setting
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Closing
 - Turnkey resources
 - Reflection & survey



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

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 displays the AmplifyScience interface for Lesson 2.2. At the top, the breadcrumb trail reads 'AmplifyScience > 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"' against a background of a stylized Earth with a large blue arrow pointing down. Navigation arrows are visible on the left and right sides of this header. 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 includes a 'GENERATE PRINTABLE LESSON GUIDE' button. A sidebar on the left lists navigation options: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. The main content area shows the 'Overview' section, which begins with the text: 'Students continue to learn about how the relationship between energy entering and exiting Earth's system affects climate. After looking at data that shows an increase in energy from the sun is not the cause of current warming, students read about two periods of climate change from Earth's past. The teacher models a new reading strategy: summarizing. Students discuss the reading by reflecting on their annotations. For homework, students take on a mission to make less energy enter than exit and observe temperature. The purpose of'.

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 overlaid on the 'My Account' page. The dialog 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 vast world of tiny organisms living inside you. The trillions of these organisms make up the human microbiome. When something changes to disturb the world of these microbes, it can cause problems.

The world inside you is called the microbiome. The microbes are called microorganisms, and you can't see them with the naked eye. They live in every part of your body, including your skin, your mouth, and your gut. They help you stay healthy and fight off bad germs that can make you sick.

Your microbiome is like a garden. It's full of different types of plants and animals. Some are helpful, and some are harmful. 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

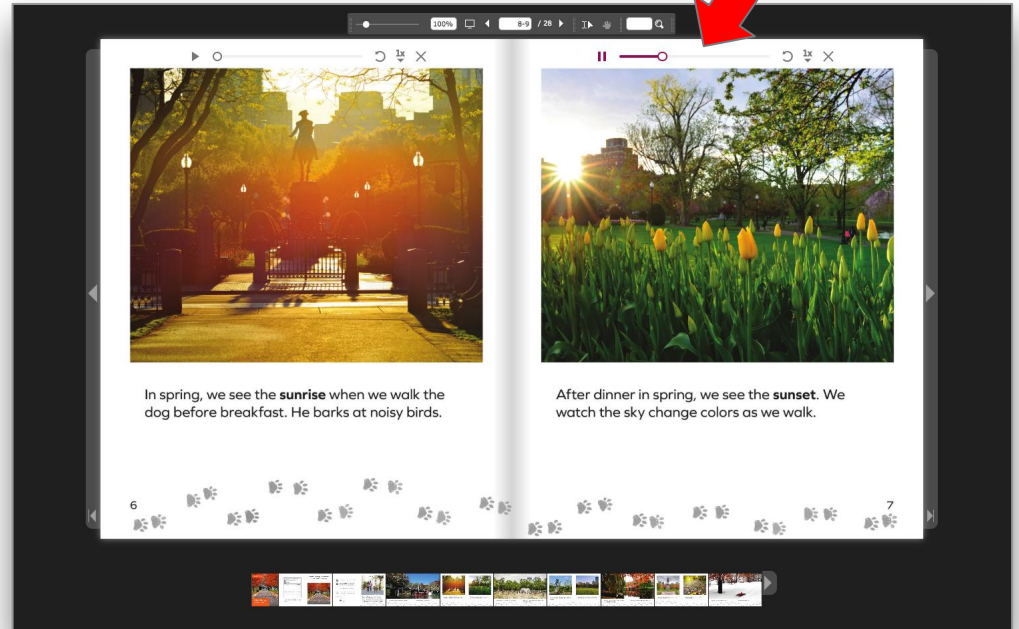
AmplifySci

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.

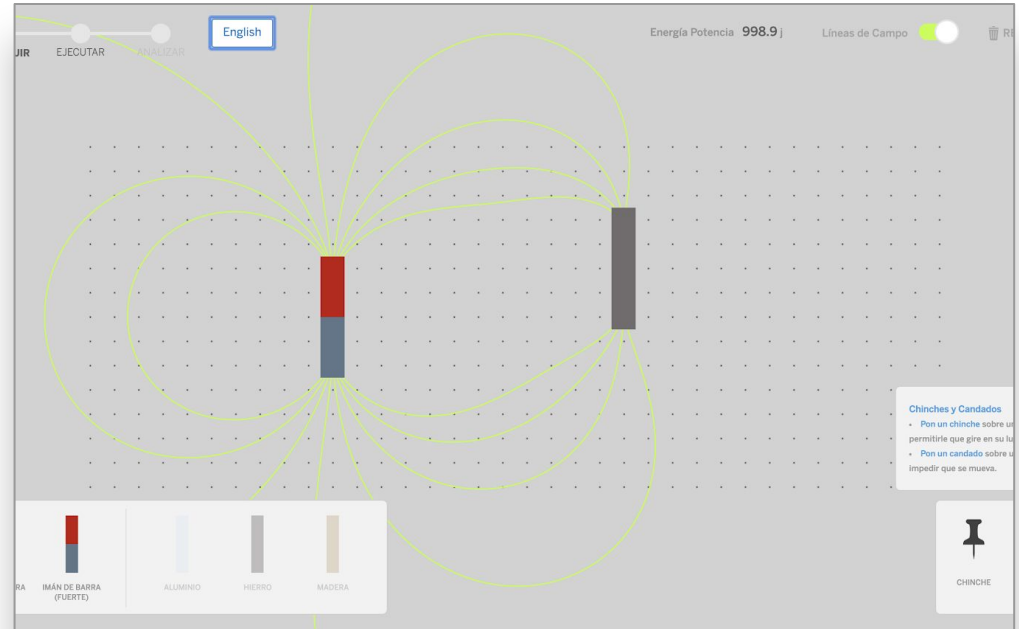
Students will have access to readers through the Elementary Student apps page.



More Spanish: science apps (grades 2–8)

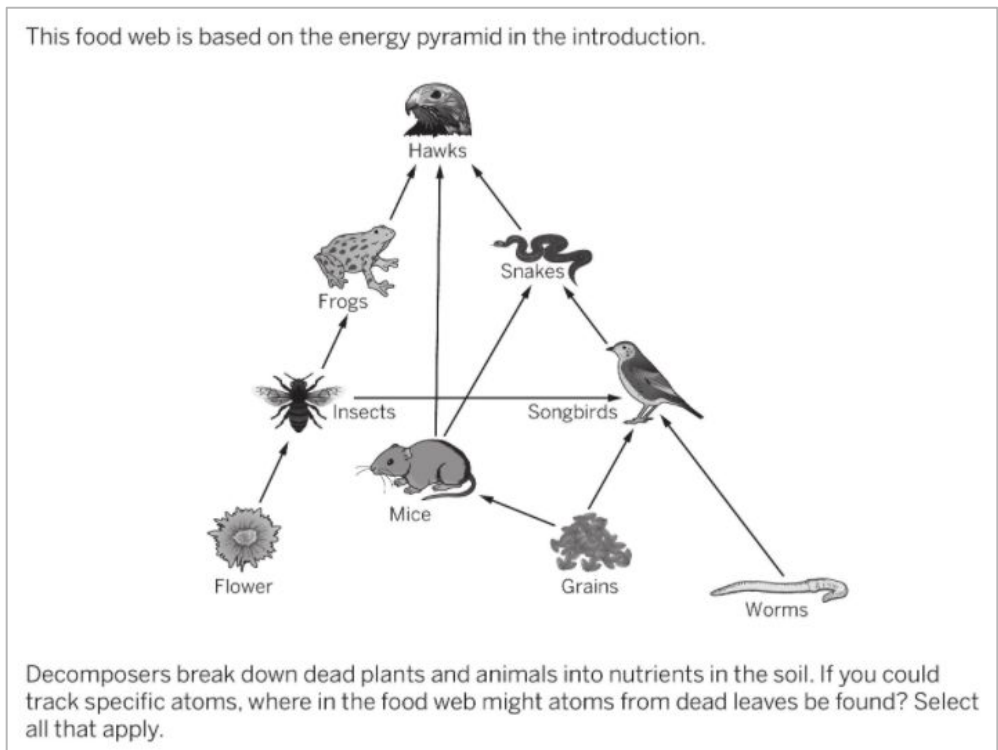
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

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

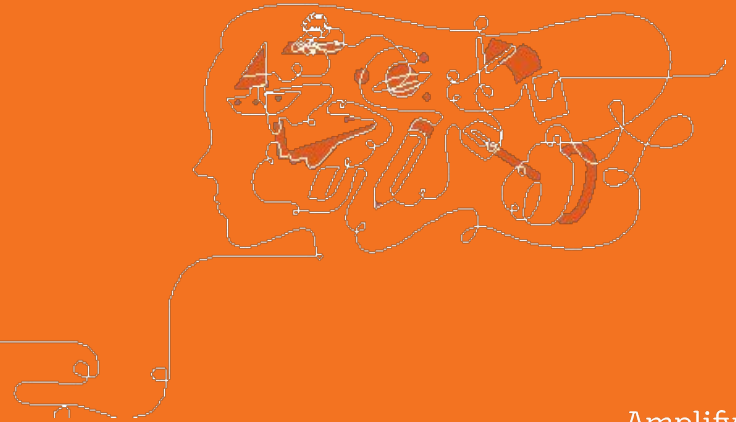


Benchmark Assessments (grades 3-8)

- 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

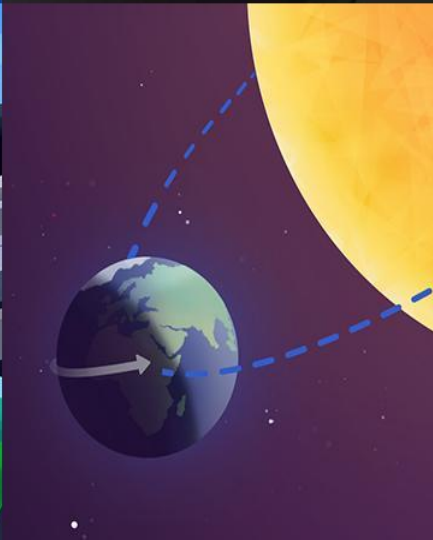
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



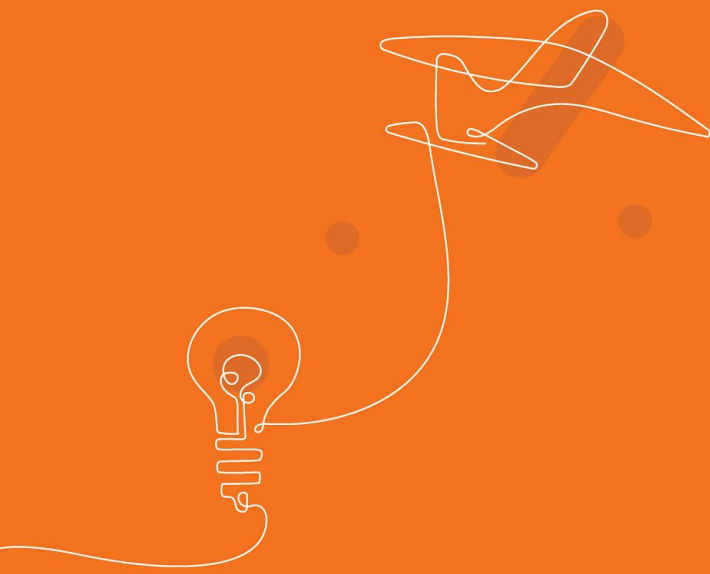
Questions?





Plan for the day

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



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

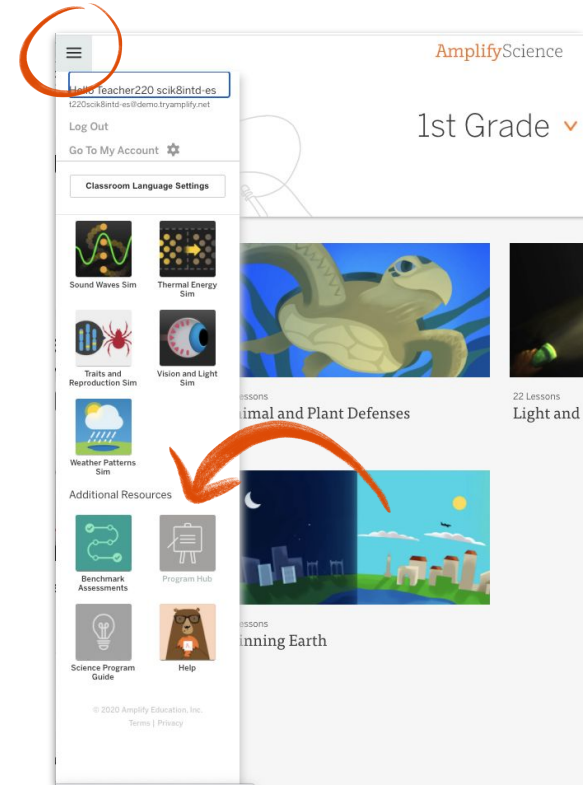
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



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**?

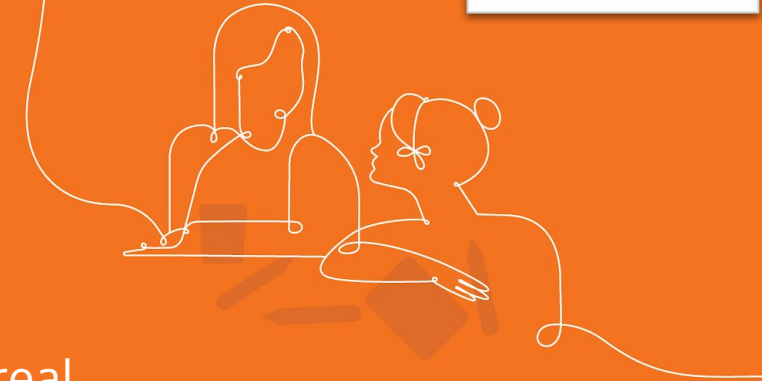
@Home Videos

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

Amplify Science @Home resources

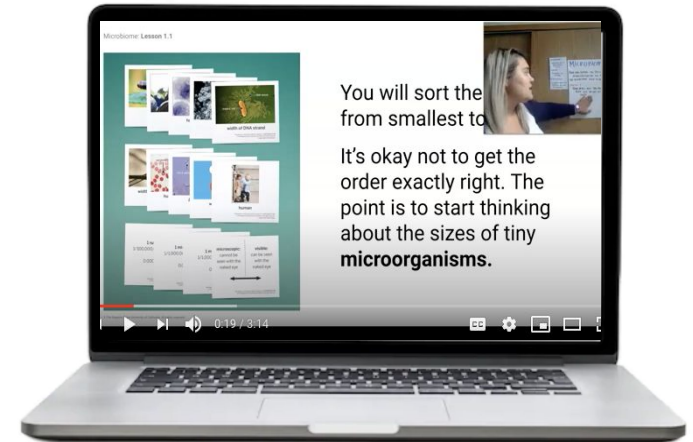
Overview Amplify Science@Home

	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
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**

Lesson 1.2: My Nature Notebook Activity

Amplify Science

HANDBOOK OF Habitats by Rochelle Urban

In our last lesson, you explored *Handbook of Habitats*.

? What are some things you noticed about **different habitats?**

0:29 / 2:07

This screenshot shows a video player interface. On the left, there is a video thumbnail with a woman's face and a nature scene. The video title is 'Lesson 1.2: My Nature Notebook' and it is part of an 'Activity' playlist. The video content shows a woman speaking and a nature scene with the text 'HANDBOOK OF Habitats by Rochelle Urban'. On the right, there is a text prompt: 'In our last lesson, you explored Handbook of Habitats. What are some things you noticed about different habitats?'. The video progress bar shows 0:29 / 2:07.

Lesson 2.4: Finding a Good Place to Grow 4


Do you think all these seeds will get what they need to grow? Why or why not?

2:55 / 3:18

This screenshot shows a video player interface. On the left, there is a video thumbnail with a woman's face and a cartoon illustration of a person holding seeds. The video title is 'Lesson 2.4: Finding a Good Place to Grow' and it is part of a playlist. The video content shows a cartoon illustration of a person holding seeds. On the right, there is a text prompt: 'Do you think all these seeds will get what they need to grow? Why or why not?'. The video progress bar shows 2:55 / 3:18.

Example lesson: *Plant and Animal Relationships 2.2*

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

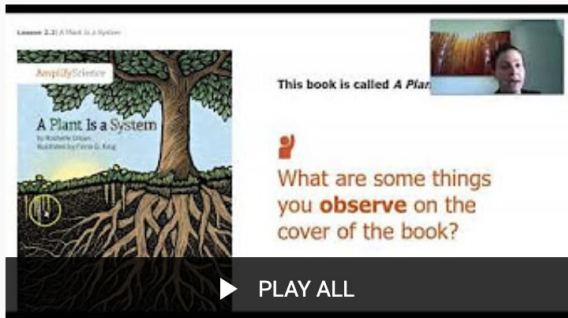


Lesson 2.2: A Plant Is a System

<

Lesson Brief (4 Activities)	1 TEACHER-LED DISCUSSION Setting a Purpose for Reading	2 READING Partner Reading	3 STUDENT-TO-STUDENT DISCUSSION Concept Mapping	4 TEACHER-LED DISCUSSION Reflecting on Plant Parts
--------------------------------	--	-------------------------------------	---	--

Example lesson: *Plant and Animal Relationships 2.2*



Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2

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

Unlisted



Amplify

SUBSCRIBE

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

Example lesson: *Plant and Animal Relationships 2.2*

1 TEACHER-LED DISCUSSION
Setting a Purpose for Reading



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

Amplify

2 READING
Partner Reading



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

Amplify

3 STUDENT-TO-STUDENT DISCUSSION
Concept Mapping



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

Amplify

4 TEACHER-LED DISCUSSION
Reflecting on Plant Parts



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

Amplify



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

Amplify

@Home Videos

Using the resources

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

Synchronous time

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

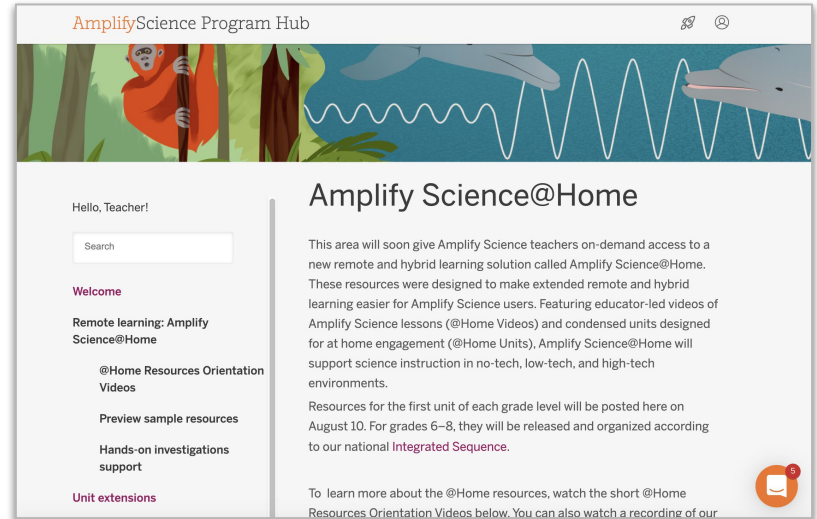
Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: science.amplify.com/programhub

username: [sciencelearningca](#)

password: [DemoOnly1234](#)



Explore your @Home Videos

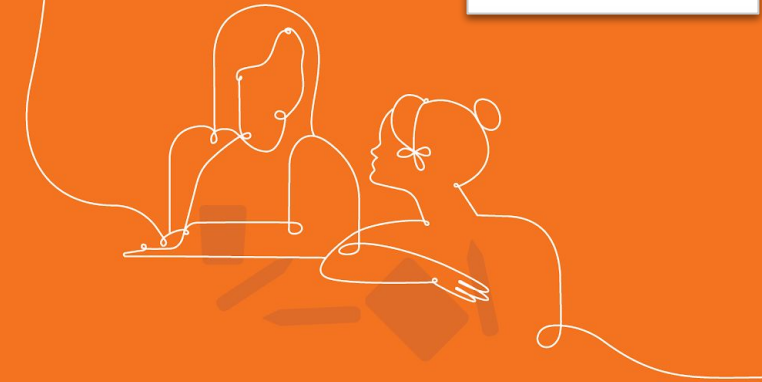
Navigate to Plant and Animal Relationships on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

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

Amplify Science @Home resources

Overview Amplify Science@Home

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



Share insights

How could @Home Videos help your 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 science you set for this school year?		

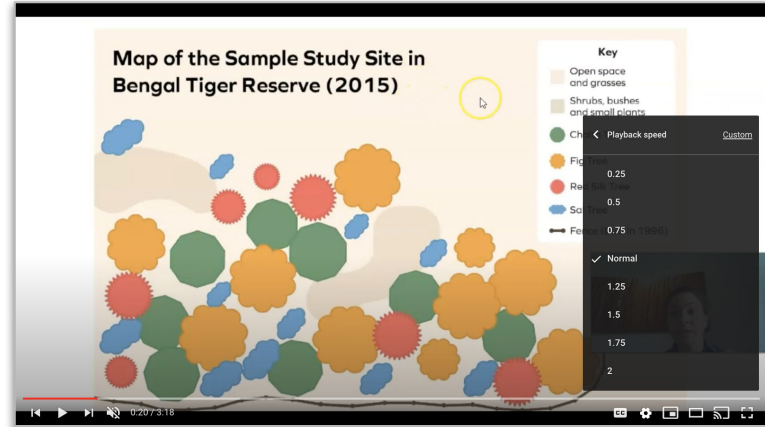
Questions?

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.

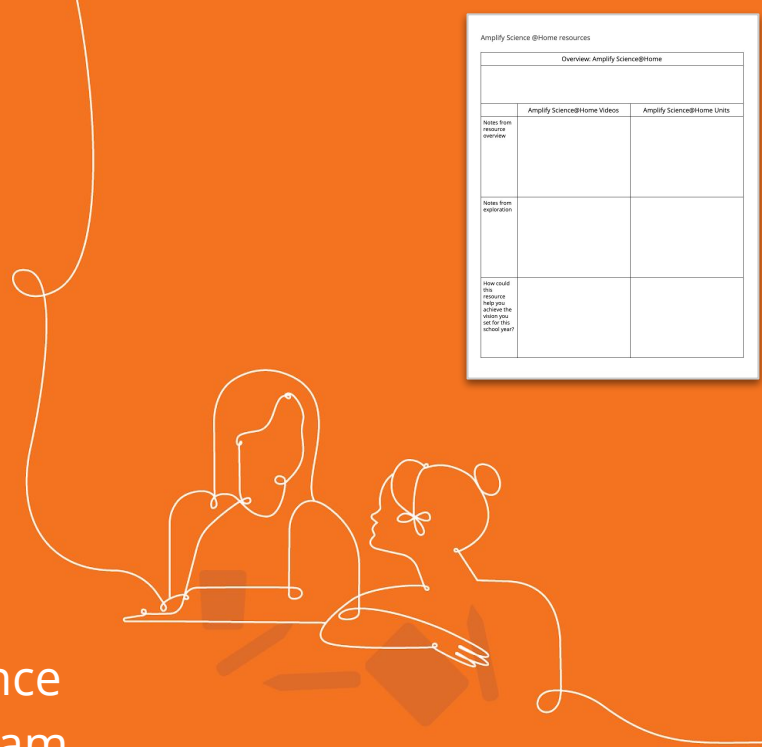


@Home Units

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
Plant and Animal Relationships @Home Lesson 8

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

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

READ

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

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

Turn to **page 3**. Read pages 3–5.

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

Now is a good time to take a break.

What Do the Parts of a Plant Do?

What Do the Parts of a Plant Do?

@Home Packets:
print-based

Plant and Animal Relationships
@Home Lesson 8

@Home Slides and Student
Sheets: tech-based

Plant and Animal Relationships @Home Lesson 8

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

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

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

What Do the Parts of a Plant Do?

Name: _____ Date: _____

Directions

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

The roots of the plant _____

The leaves of the plant _____

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

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

Options for student access

Embedded links to videos:

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

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

 READ

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

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

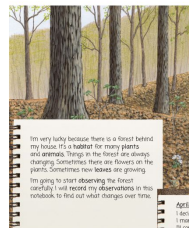


1. Read pages 3 and 4 with your partner.
2. Talk with your partner about some different ways to study a habitat.
3. Read the rest of the book. Remember to read with the **purpose** of finding out different ways to study a habitat.

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

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

observe



I'm very lucky because there is a forest behind my house. It's a habitat for many plants and animals. Things in the forest are always changing. Sometimes there are flowers on the plants. Sometimes new leaves are growing. I'm going to start observing the forest carefully. I will record my observations in my notebook to find out what changes over time.

April
I decided to observe one little part of the forest. I checked my spot with a stick and string. It's come back each month.
Plants
There are many dead brown leaves on the ground. I drew one dead leaf.
There is also a small plant with green leaves.
The leaves on the plant look like the leaves on the ground, but green and smaller. I think they are the same kind of leaves, smaller than the plant first started to grow in this spot.
I used a ruler to measure the plant. They were close. See if I'm right when I come back.
Animals
I couldn't find any animals in my spot.
This is my drawing of the area I'm observing. It will be my notebook for



Read pages 3 and 4 with your partner.

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

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

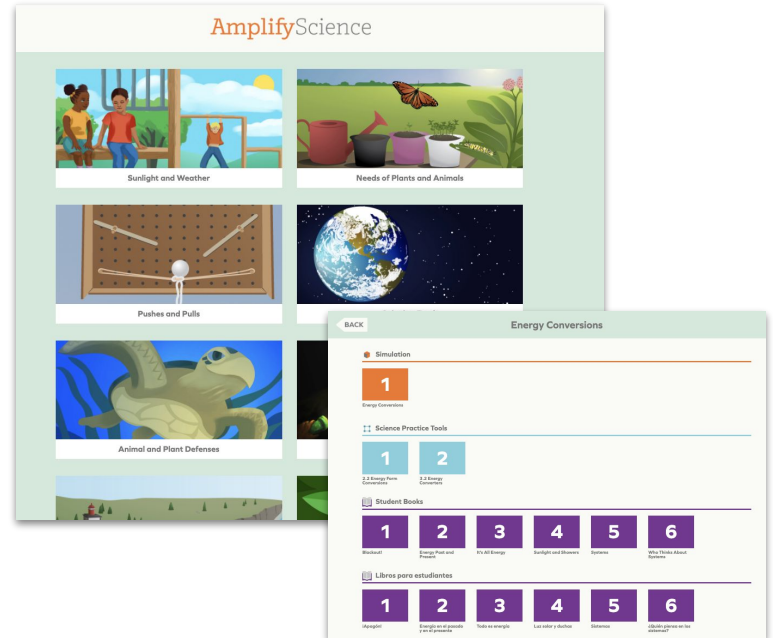
K-5 digital access

apps.learning.amplify.com/elementary



Username: [nyc2](#)

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: *Plant and Animal Relationships 2.2*

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



Lesson 2.2: A Plant Is a System

<

Lesson Brief (4 Activities)	1 TEACHER-LED DISCUSSION Setting a Purpose for Reading	2 READING Partner Reading	3 STUDENT-TO-STUDENT DISCUSSION Concept Mapping	4 TEACHER-LED DISCUSSION Reflecting on Plant Parts
--------------------------------	---	------------------------------	--	---

@Home Lesson 8: Combined lessons 2.2 & 2.3

@Home Lesson 8

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

Key Activities

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

Ideas for synchronous or in-person instruction

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

Show Lesson 8 slides and packet sample

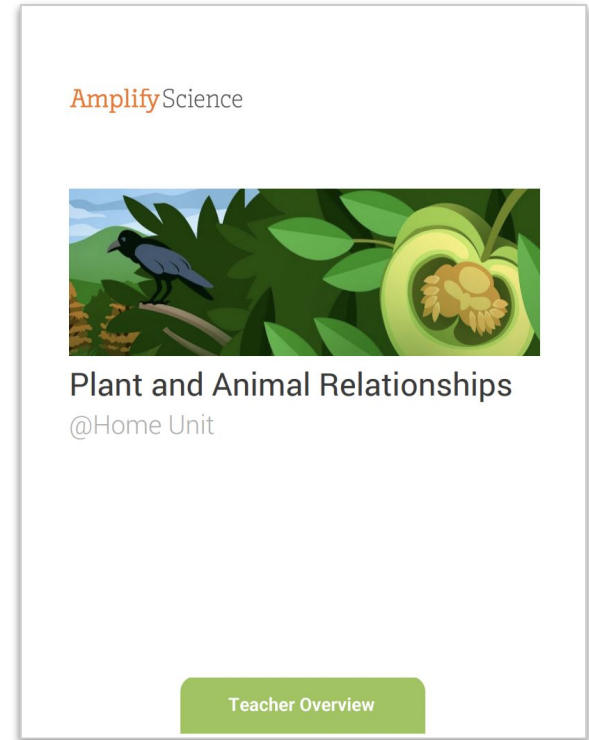
Teacher Overview

Unit-level

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

Lesson-level

- Chapters at a glance
- Lesson outlines



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

Explore your @Home Unit

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

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

Amplify Science @Home resources

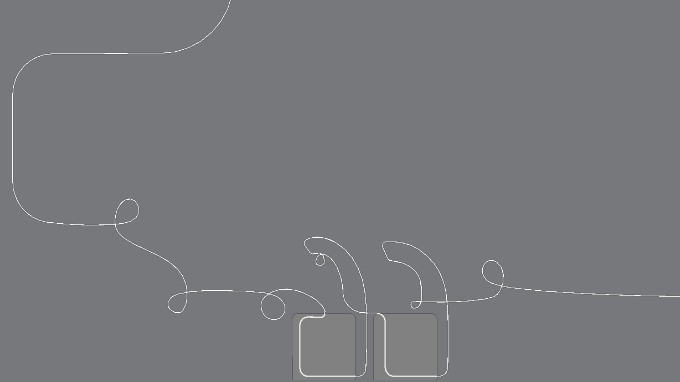
Overview Amplify Science@Home

	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from research exploration		
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

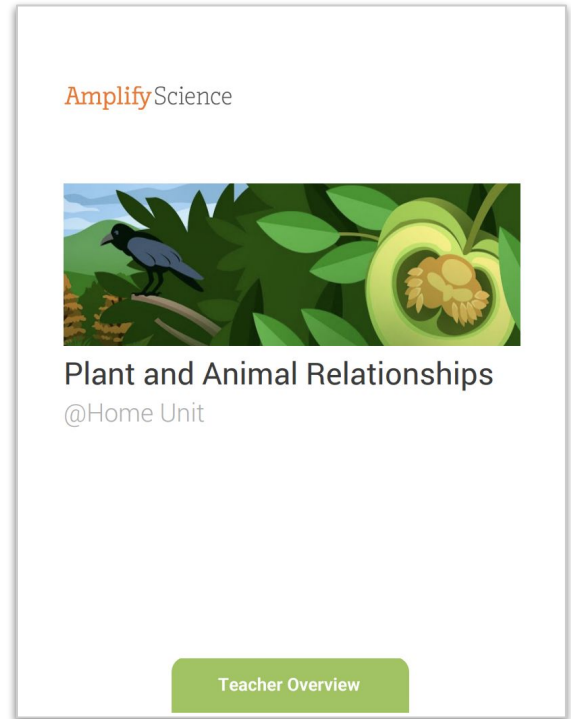
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

Questions?

Planning suggestions: @Home Units

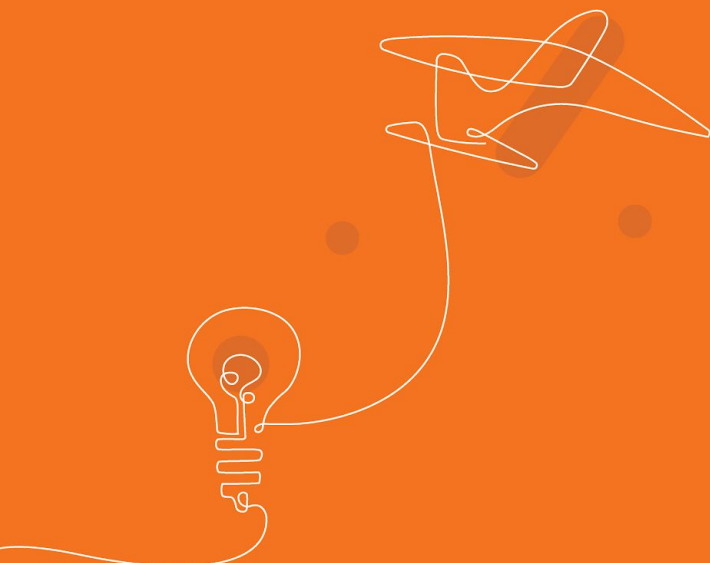
Read the Teacher Overview carefully! Pay particular attention to these sections:

- 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



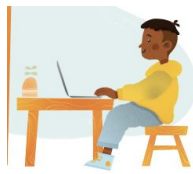




Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the outcomes set for this school year?		

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

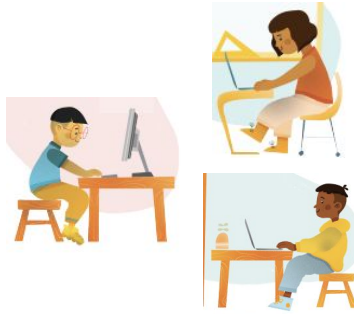
Remote Model: with synchronous & asynchronous learning



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

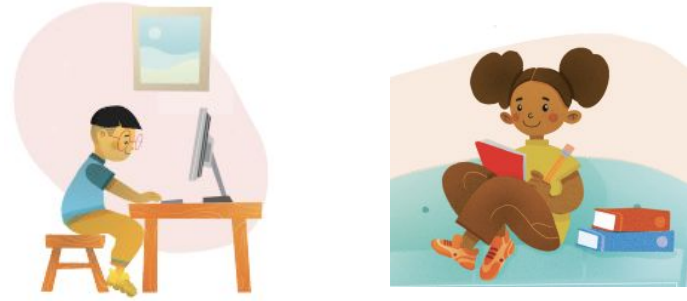
Sample instructional scenario

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

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



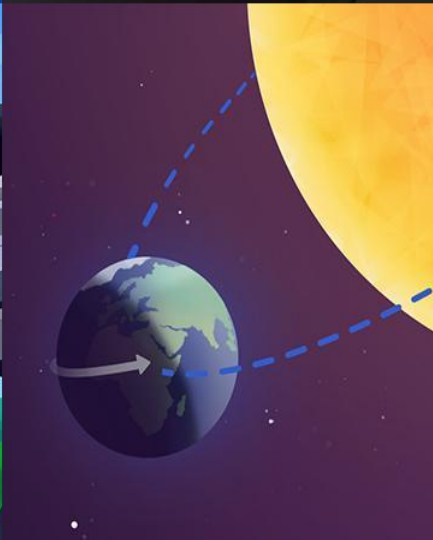
Friday

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?

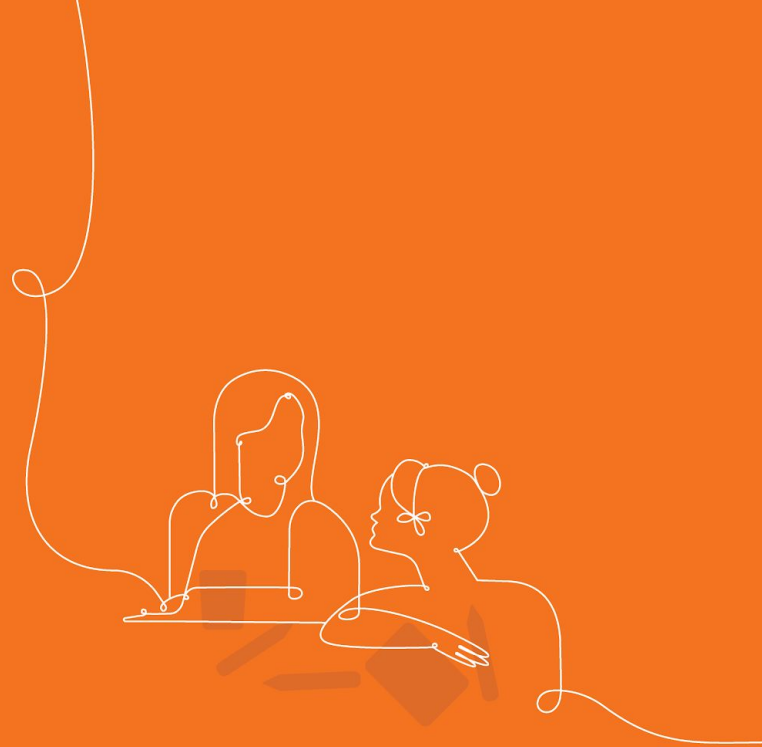




Plan for the day

- 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.

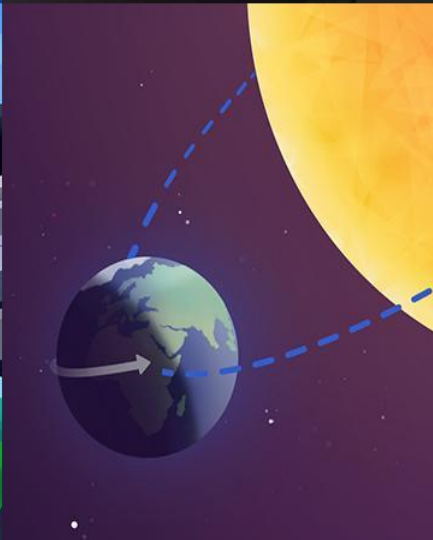
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional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

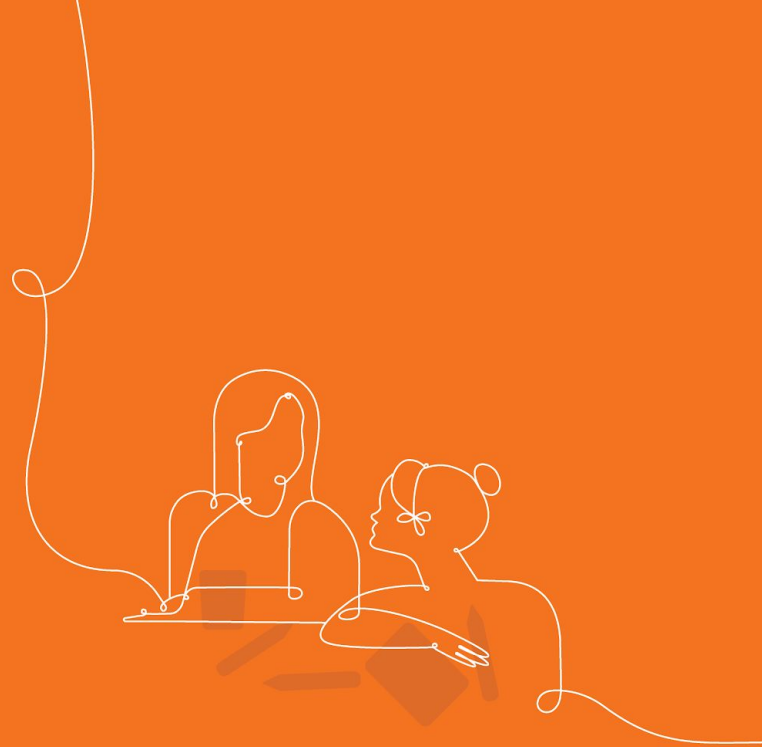
- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll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



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

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

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 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!

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

@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.

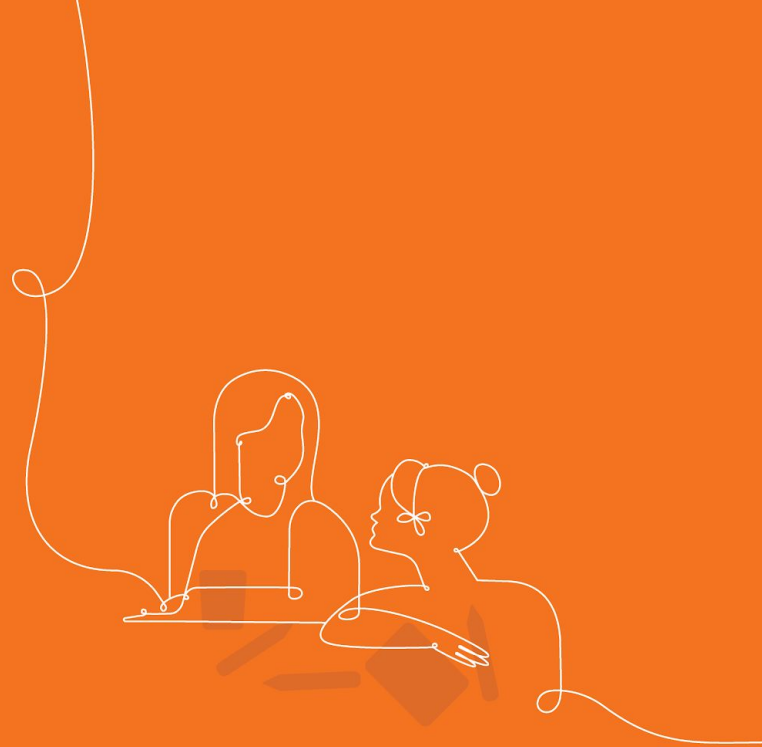
	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Student talk			
Student writing			

@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:	Minutes for science:	Minutes for science:	Minutes for science:	Minutes for science:
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
<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	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	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	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	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:	Notes:	Notes:	Notes:	Notes:

Reflection and survey

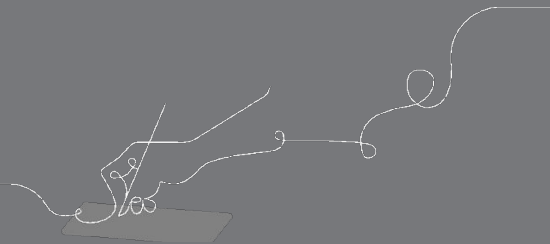


Vision Reflection

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

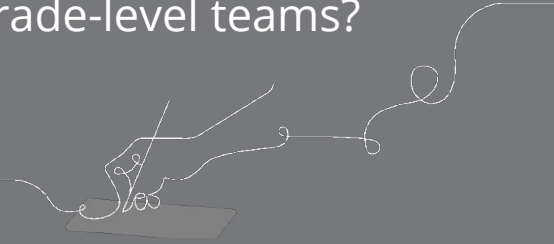
Do you feel ready to to...

- 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!

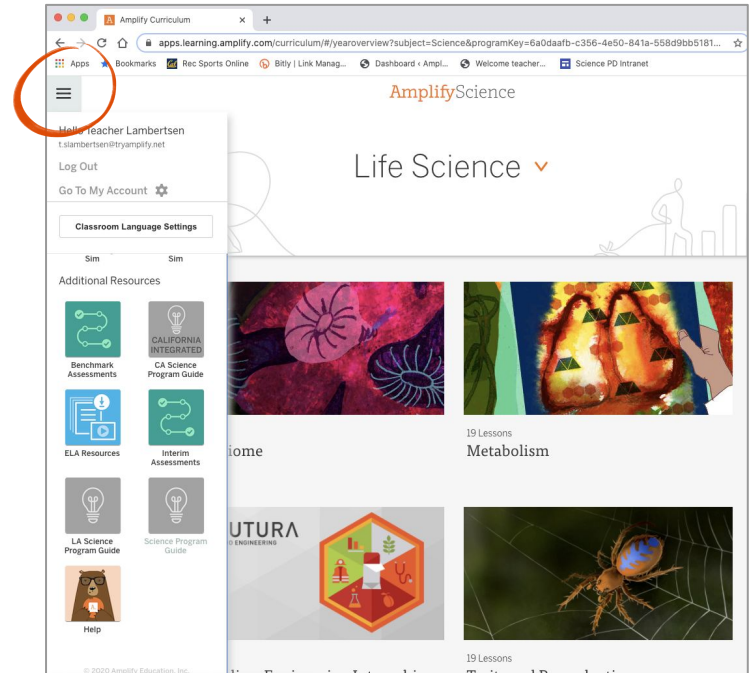


Amplify Science Program Hub

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



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!

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

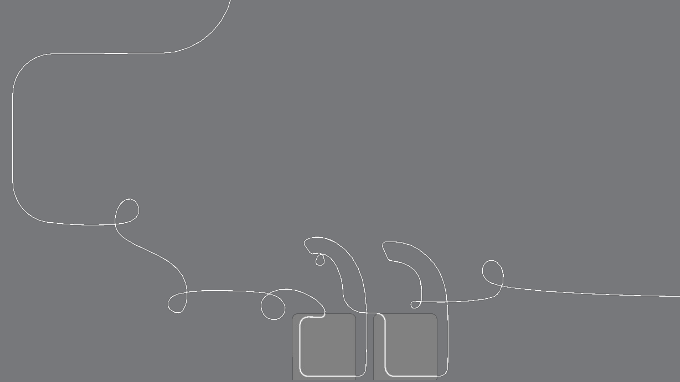


Amplify Chat

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

