

# 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/8a31e095506df8a2015256f884b4544\_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

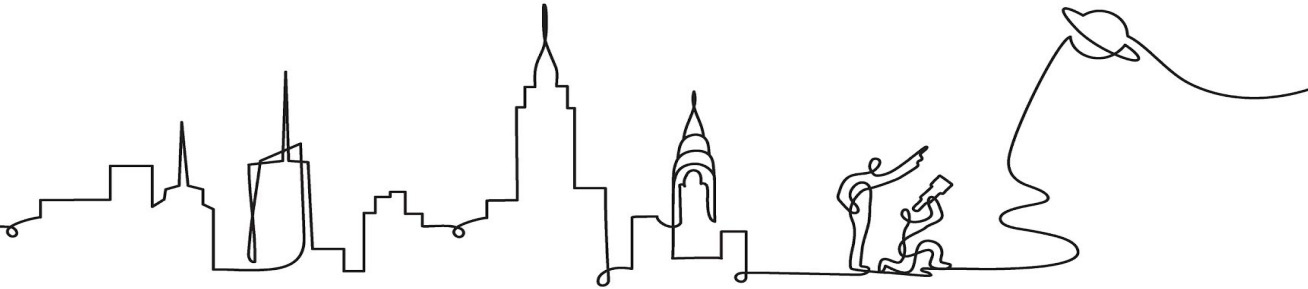
# Amplify Science

New York City

## Third Grade Remote/Hybrid Learning & Guided Planning Session

Date xx

Presented by xx



# Remote Professional Learning Norms



Take some time to orient yourself to the platform

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



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



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



Make sure you have a note-catcher present



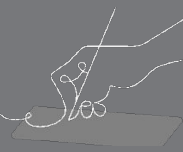
Engage at your comfort level - chat, ask questions, discuss, share!

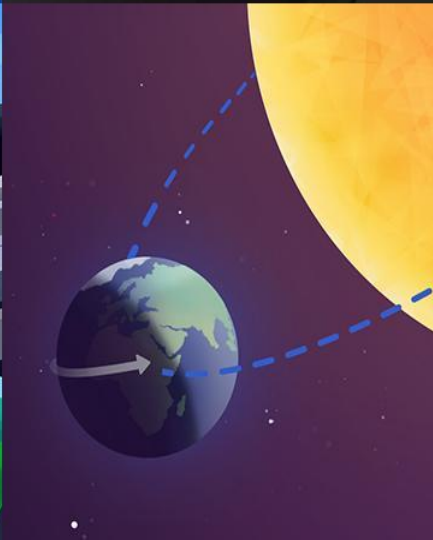
# Objectives

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

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

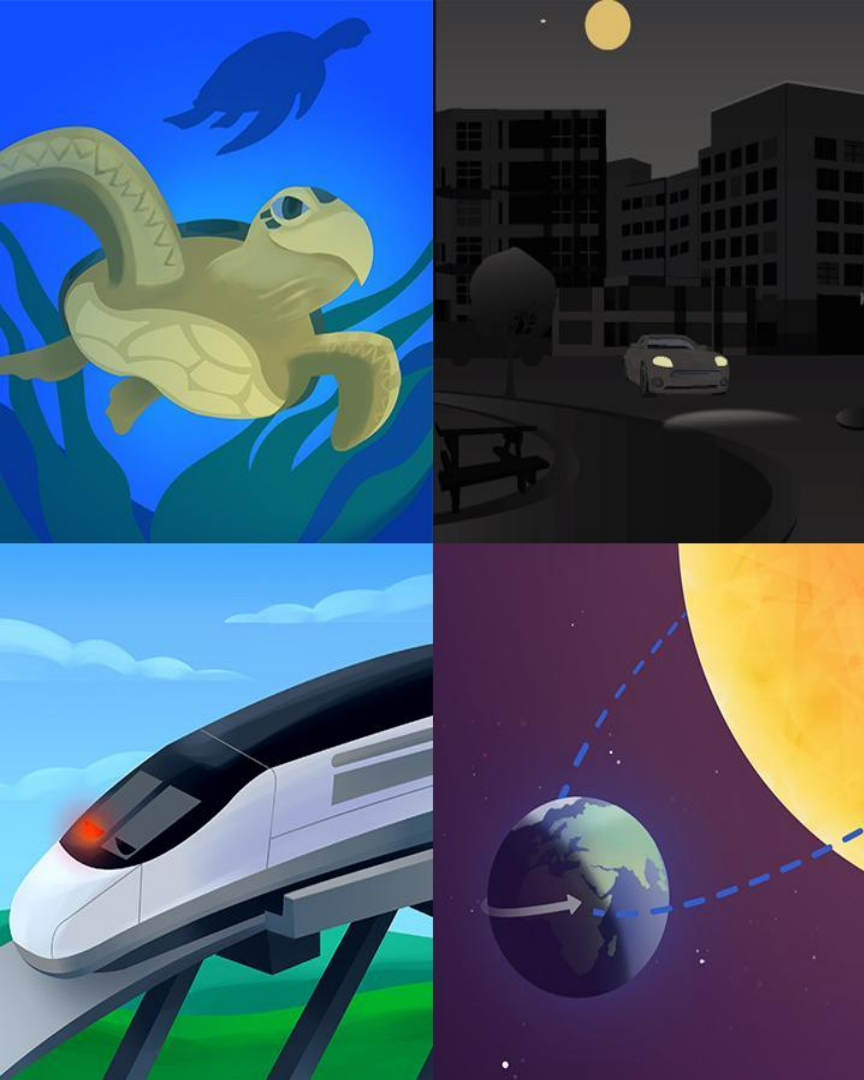
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# Plan for the day

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

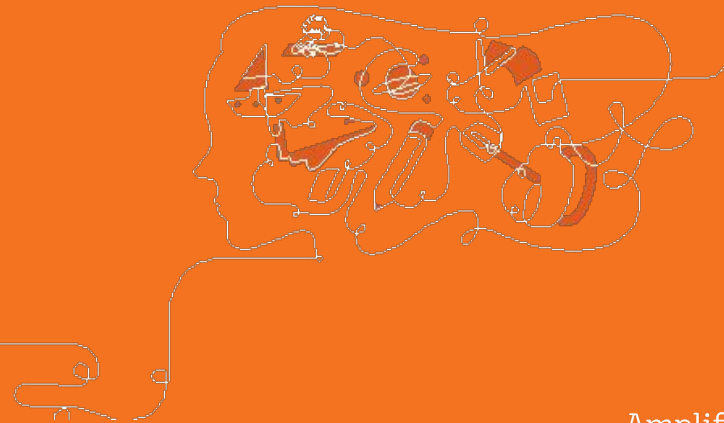


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# Back to School Updates



# Improved Lesson Brief

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

**Release Date:** July 1, 2020

AmplifyScience > Earth's Changing Climate > Chapter 2 > Lesson 2.2

## Lesson 2.2: Reading "Past Climate Changes on Earth"

Lesson Brief (4 Activities)

- 1 WARM-UP Warm-Up
- 2 READING Active Reading: "Past Climate Changes on Earth"
- 3 STUDENT TO STUDENT DISCUSSION Discussing Annotations
- 4 HOMEWORK Homework

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

### Overview

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

### Digital Resources

- Past Climate Changes on Earth
- Printable article: "Past Climate Changes on Earth"
- Active Reading Guidelines
- Annotation Tracker Instructions

### Unplugged?

# 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 modal dialog titled 'Shared Teacher Login' overlaid on the 'Amplify Licenses' 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 is full of tiny organisms. The microbes are called **microorganisms**, and you can't see them with the naked eye. They live all over your body, especially in your mouth, nose, and skin. They help you stay healthy and fight off bad germs that can make you sick.

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

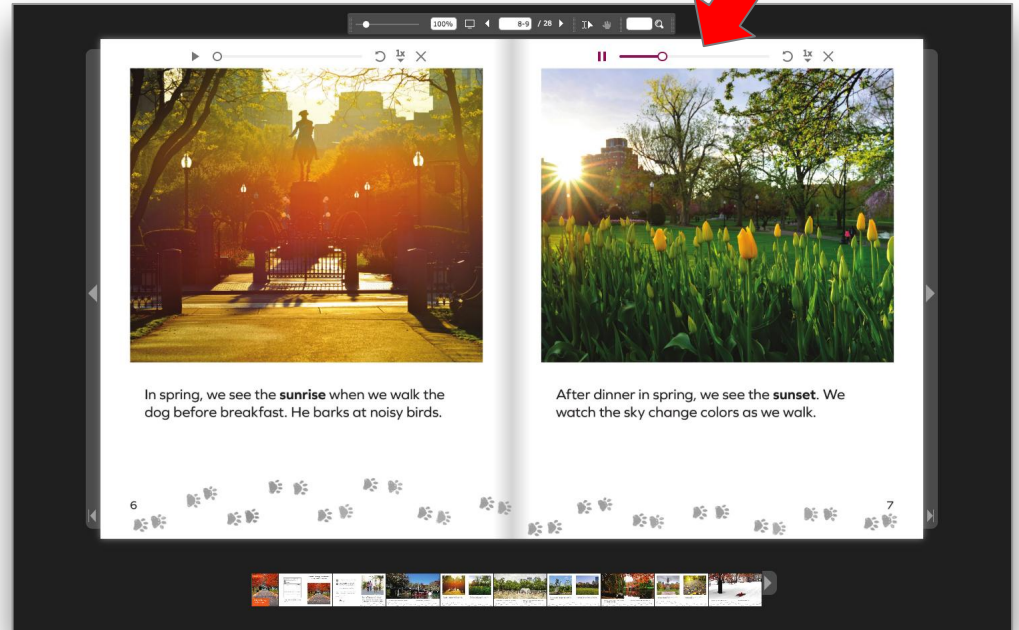
AmplifyScienc

# 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.

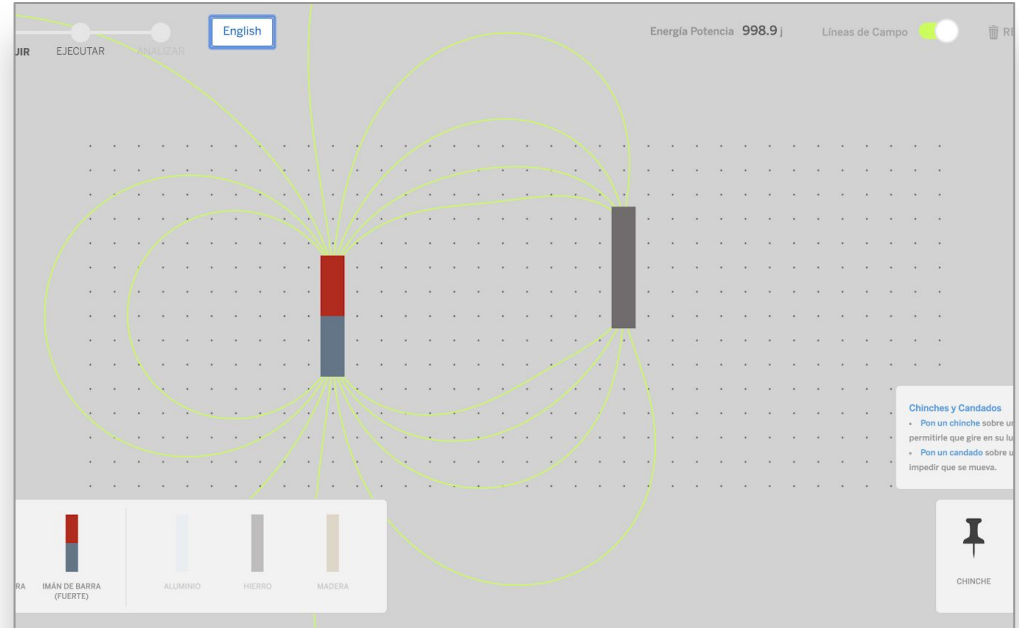
Students will have access to readers through the Elementary Student apps page.



# More Spanish: science apps (grades 2–8)

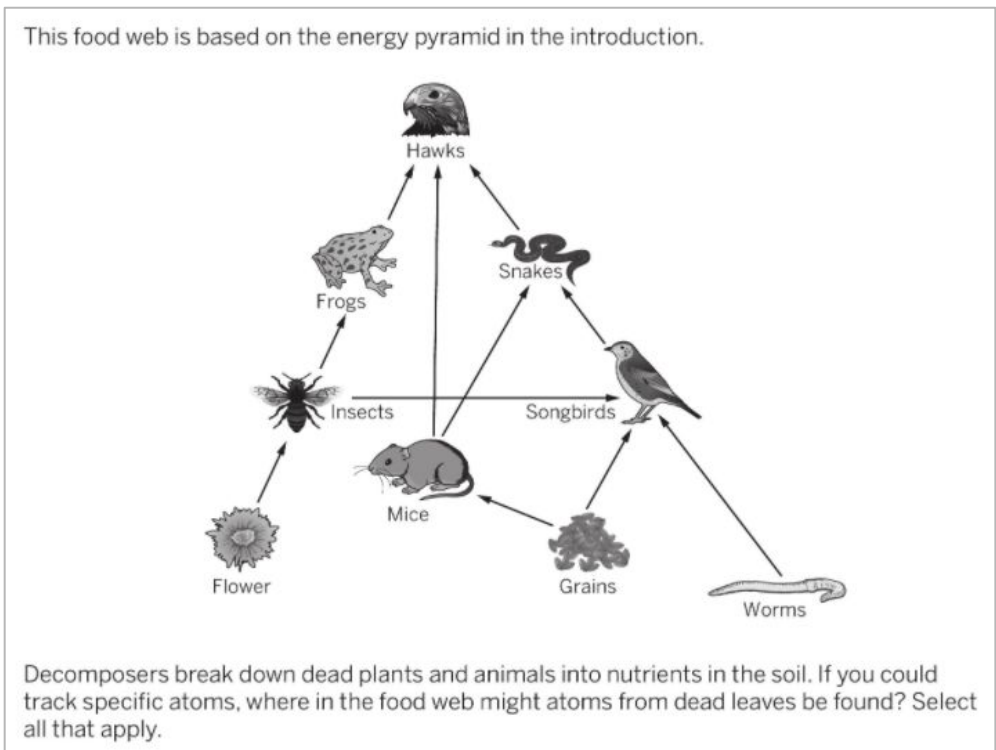
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

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

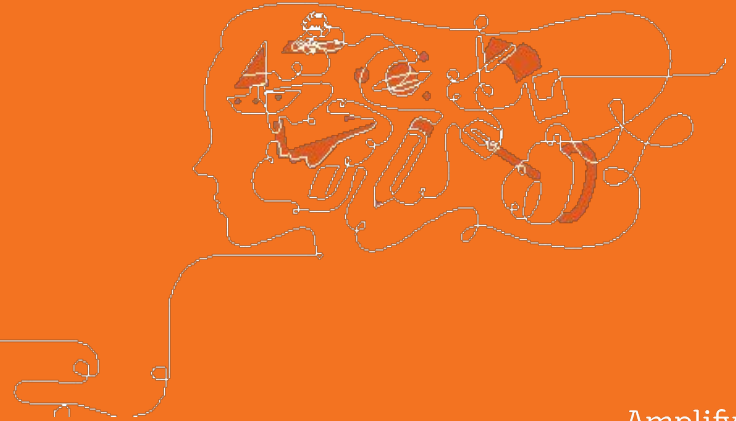


# Benchmark Assessments (grades 3-8)

- 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

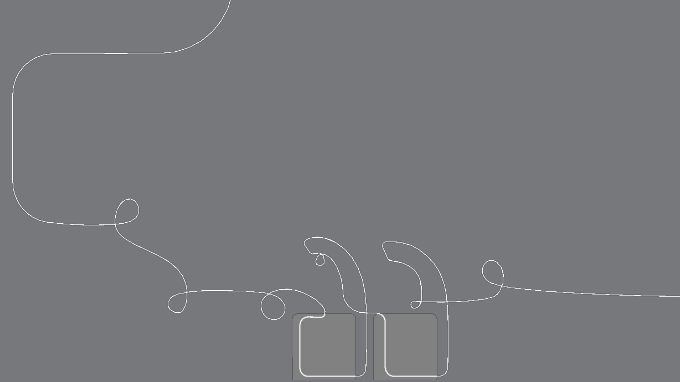
# Multimodal, phenomenon-based learning

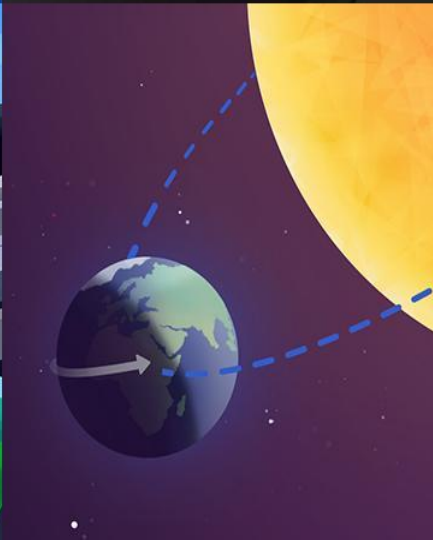
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



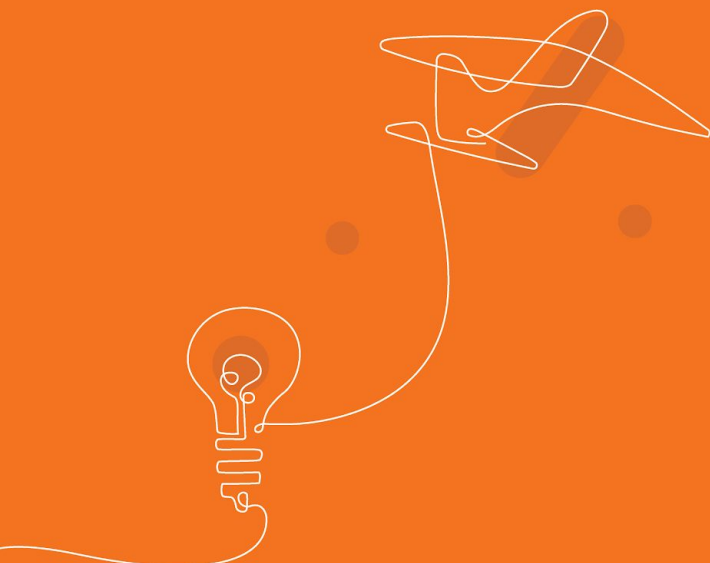
Questions?





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- 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

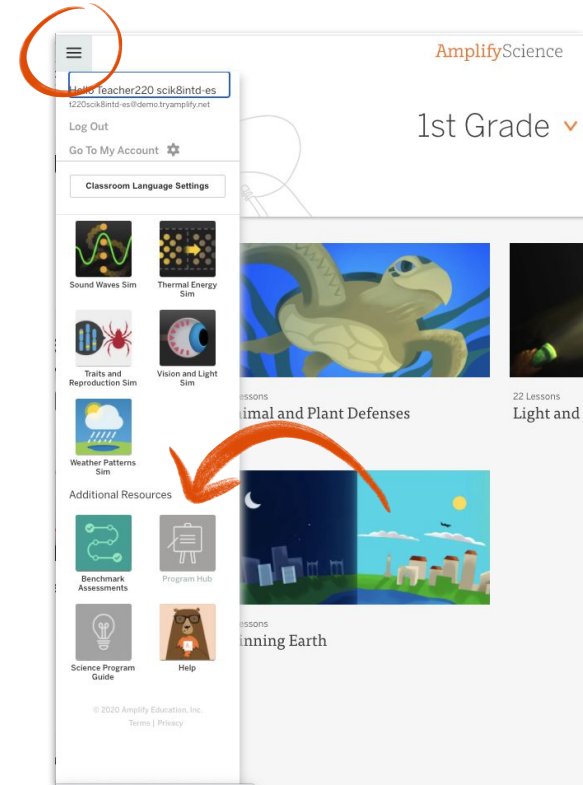




# Accessing Amplify Science@Home

## 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**

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

## Grade **1**

---

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

## Grade **2**

---

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

## Grade **3**

---

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

## Grade **4**

---

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

## Grade **5**

---

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

# Stop and Jot

First, ask yourself...

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

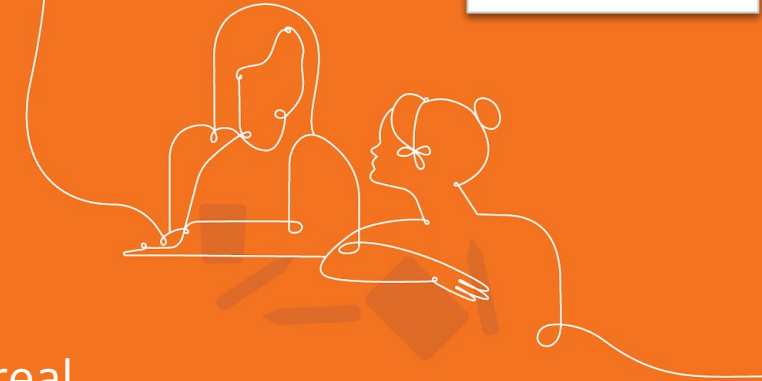
# @Home Videos

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

Amplify Science @Home resources

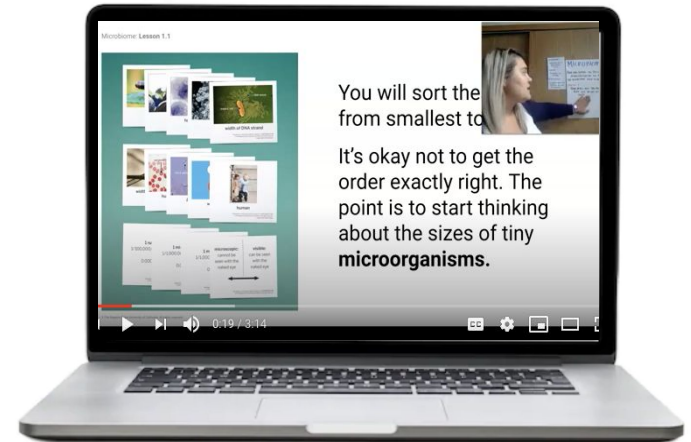
Overview Amplify Science@Home

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



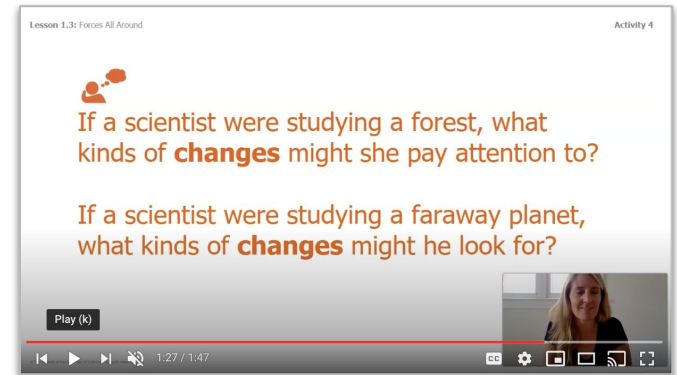
# @Home Videos

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



# Interactive video experience

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



# Example lesson: *Balancing Forces 2.2*

AmplifyScience > Balancing Forces > Chapter 2 > Lesson 2.2

The main content area features a large, stylized graphic of a red and black dumbbell. A thick, horizontal orange bar is superimposed over the center of the dumbbell. The text "Lesson 2.2: What Objects Do Magnetic Forces Act On?" is written in white, centered on the orange bar. A white left-pointing chevron is positioned to the left of the text.

## Lesson 2.2: What Objects Do Magnetic Forces Act On?

<

<p>Lesson Brief (3 Activities)</p>	<p>&lt; 1 HANDS-ON Investigating What Objects Magnetic Forces Act On</p>	<p>2 TEACHER-LED DISCUSSION Discussing What Objects Magnetic Forces Act On</p>	<p>3 READING Reading: Handbook of Forces</p>
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# Example lesson: *Balancing Forces 2.2*

The screenshot shows a YouTube interface. At the top left is the YouTube logo. A search bar is in the top center. On the right are icons for video camera, grid, bell, and profile. The main content area features a large video player thumbnail for 'Grade 3 | Balancing Forces Lesson 2.2: What Objects Do Magnetic Forces Act On?' with a 'PLAY ALL' button. Below the player is the title 'Grade 3 Balancing Forces Chapter 2 Lesson 2.2', '4 videos • 2 views • Updated 4 days ago', and an 'Unlisted' status. There are icons for playlist, share, and more options. At the bottom left is the Amplify logo, and at the bottom right is a red 'SUBSCRIBE' button. On the right side, a list of four videos is shown, each with a thumbnail, number, title, duration, and the Amplify logo.

YouTube

Search

Grade 3 | Balancing Forces  
Lesson 2.2: What Objects Do Magnetic Forces Act On?  
PLAY ALL

Grade 3 Balancing Forces Chapter 2 Lesson 2.2

4 videos • 2 views • Updated 4 days ago

Unlisted


Amplify


SUBSCRIBE


- 1 Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 1 Part A 9:45 Amplify
- 2 Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 1 Part B 1:59 Amplify
- 3 Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 2 4:21 Amplify
- 4 Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 3 2:28 Amplify


# Example lesson: *Balancing Forces* 2.2


1 **HANDS-ON**  
Investigating What Objects  
Magnetic Forces Act On 

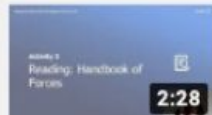
1  **Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 1 Part A**  
Amplify

2  **Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 1 Part B**  
Amplify

2 **TEACHER-LED DISCUSSION**  
Discussing What Objects  
Magnetic Forces Act On 

3  **Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 2**  
Amplify

3 **READING**  
Reading: Handbook of  
Forces 

4  **Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 3**  
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)
- Sim demonstrations
- Interactive read-alouds
- Shared Writing
- Co-constructed class charts

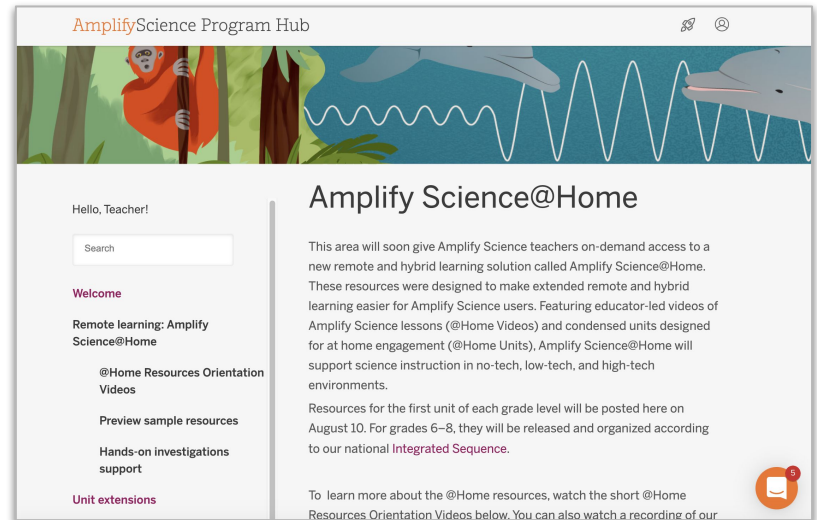
# Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: [science.amplify.com/programhub](https://science.amplify.com/programhub)

username: [sciencelearningca](#)

password: [DemoOnly1234](#)



The screenshot shows the Amplify Science Program Hub website. At the top, the title "Amplify Science Program Hub" is displayed. Below the title is a banner image featuring a cartoon monkey on the left and a blue wave pattern on the right. The main content area is divided into two columns. The left column contains a "Hello, Teacher!" greeting, a search bar, and a "Welcome" section with links for "Remote learning: Amplify Science@Home", "@Home Resources Orientation Videos", "Preview sample resources", "Hands-on investigations support", and "Unit extensions". The right column features the heading "Amplify Science@Home" and a paragraph of text explaining the new remote and hybrid learning solution. It mentions that resources for the first unit of each grade level will be posted on August 10. A small orange notification icon with the number "3" is visible in the bottom right corner of the page.

Amplify Science Program Hub

Hello, Teacher!

Search

Welcome

Remote learning: Amplify Science@Home

@Home Resources Orientation Videos

Preview sample resources

Hands-on investigations support

Unit extensions

## Amplify Science@Home

This area will soon give Amplify Science teachers on-demand access to a new remote and hybrid learning solution called Amplify Science@Home. These resources were designed to make extended remote and hybrid learning easier for Amplify Science users. Featuring educator-led videos of Amplify Science lessons (@Home Videos) and condensed units designed for at home engagement (@Home Units), Amplify Science@Home will support science instruction in no-tech, low-tech, and high-tech environments.

Resources for the first unit of each grade level will be posted here on August 10. For grades 6–8, they will be released and organized according to our national [Integrated Sequence](#).

To learn more about the @Home resources, watch the short @Home Resources Orientation Videos below. You can also watch a recording of our

# Explore your @Home Videos

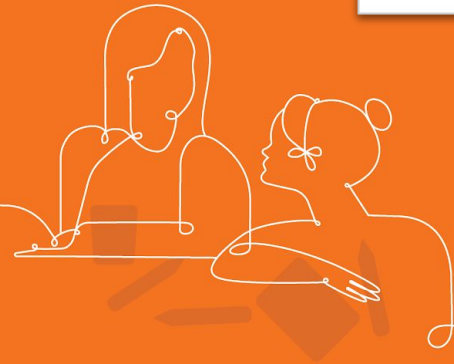
Navigate to Balancing Forces on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

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

Amplify Science @Home resources

Overview Amplify Science@home

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



# Share insights

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



Amplify Science @Home resources

Overview: Amplify Science@Home

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

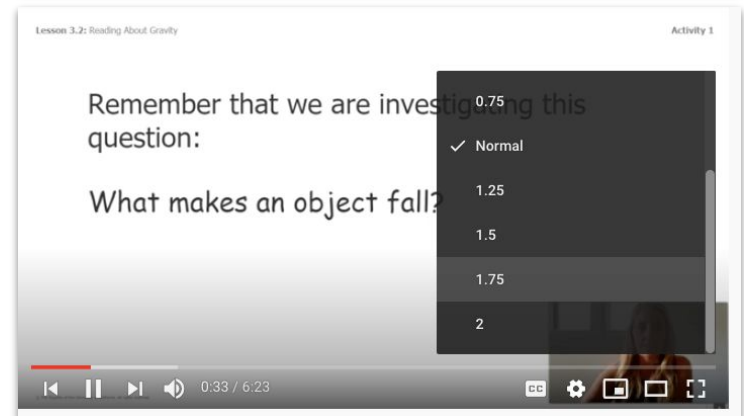
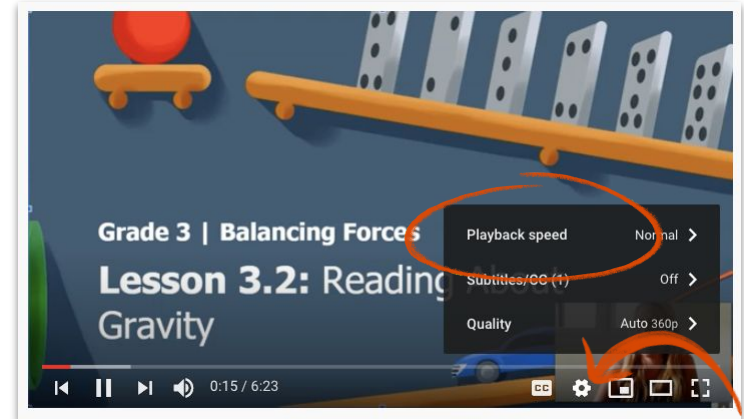
## Questions?

# 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.

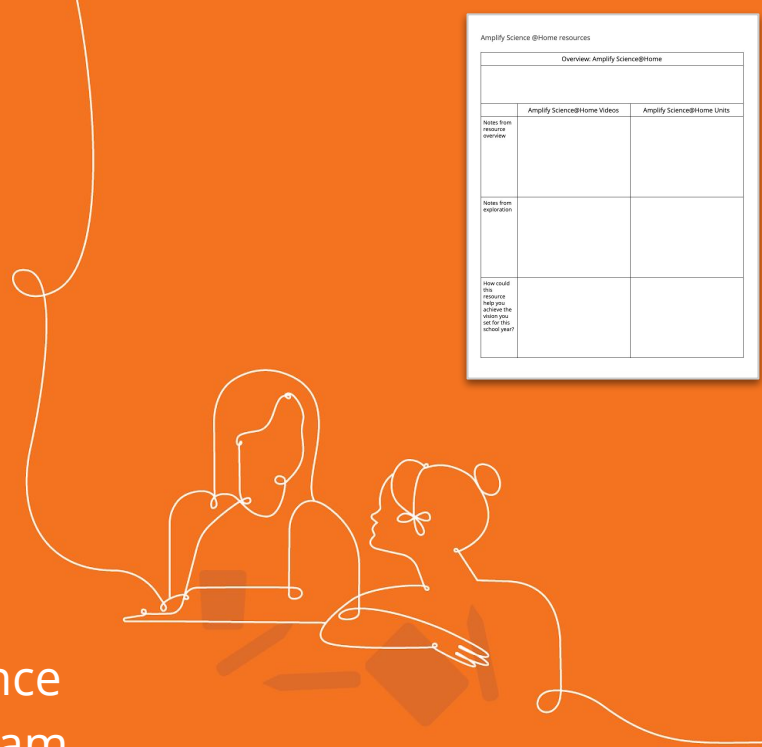


# @Home Units

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?		



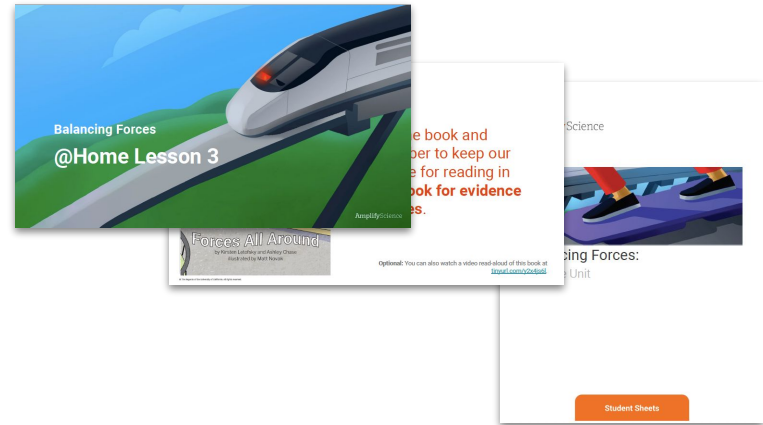


# @Home Units

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



@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  
**Balancing Forces @Home Lesson 3**

We've been investigating to find out: **What makes an object start to move?** We will gather more evidence today by reading a book, *Forces All Around*. **Check with your teacher** about how you will access books in this @Home Unit.



**READ**



As we read the book, we will have a **purpose for reading**. Our purpose is to look for evidence of forces.

For example, in the picture on page 3, we can see a ball bouncing off the desk. Something made the ball start moving, so there must have been a force.

Read the book and **look for evidence of forces**. We can find evidence in words and pictures.

**Optional:** You can watch a video read-aloud of this book at [tinyurl.com/v2x4s6f](https://tinyurl.com/v2x4s6f)

**WRITE**



11

Balancing Forces: @Home Lesson 3



**READ**

Read the book and remember to keep our purpose for reading in mind: **look for evidence of forces.**

**Optional:** You can also watch a video read-aloud of this book at [tinyurl.com/v2x4js6f](https://tinyurl.com/v2x4js6f)

# Options for student access

## Alternative to embedded video links

### Access via curriculum:

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

## Hands-on demos accessible only via embedded YouTube links

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

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

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

- Simulation
- 1 Energy Conversions
- Science Practice Tools
  - 1 Energy From Sunlight
  - 2 Energy Conversions
- Student Books
  - 1 Energy From Sunlight
  - 2 Energy From Sunlight
  - 3 Day and Night
  - 4 Daylight and Darkness
  - 5 Seasons
  - 6 Why Things Move
- Libros para estudiantes
  - 1 Energía Desde el Sol
  - 2 Energía Desde el Sol
  - 3 Día y Noche
  - 4 Luz y Oscuridad
  - 5 Estaciones
  - 6 ¿Por Qué se Mueven las Cosas?

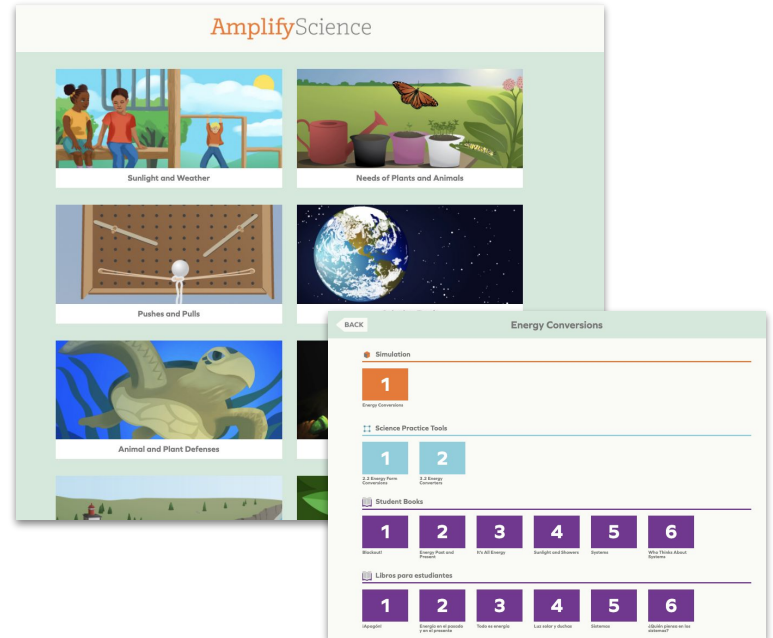
K-5 digital access

[apps.learning.amplify.com/elementary](https://apps.learning.amplify.com/elementary)



Username: **nyc3**

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: *Balancing Forces 2.2*

AmplifyScience > Balancing Forces > Chapter 2 > Lesson 2.2

The main content area features a large, stylized graphic of a red and black dumbbell. A horizontal orange bar with a white left-pointing arrow is overlaid on the dumbbell. The text "Lesson 2.2: What Objects Do Magnetic Forces Act On?" is centered on this bar in white font.

## Lesson 2.2: What Objects Do Magnetic Forces Act On?

Lesson Brief (3 Activities)

- 1** HANDS-ON  
Investigating What Objects  
Magnetic Forces Act On 
- 2** TEACHER-LED DISCUSSION  
Discussing What Objects  
Magnetic Forces Act On 
- 3** READING  
Reading: Handbook of  
Forces 

# @Home Lesson 5: Combines 2.1 and 2.2

## @Home Lesson 5

Adapted from: Amplify Science *Balancing Forces* Lessons 2.1 and 2.2

### Key Activities

- **Introducing the Chapter 2 Question:** Students review what they have figured out about the floating train, and are introduced to the Chapter 2 Question.
- **Do:** Students investigate non-touching forces, using any magnets they have on hand and other everyday materials.
- **Talk:** Students discuss evidence of non-touching forces and patterns in what objects are moved by magnets.

### Ideas for synchronous or in-person instruction

Before meeting, have students complete the hands-on investigation. When meeting, have students share their observations and ideas. If meeting in person, you might also have students extend their hands-on exploration with materials from the *Balancing Forces* kit (as in *Balancing Forces* Lesson 2.1, Activity 1) before discussing findings.

Show Lesson 5 slides and packet sample



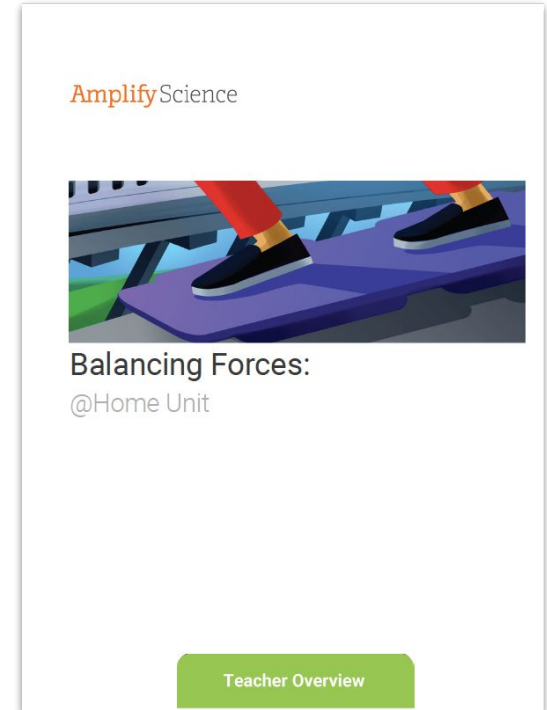
# Teacher Overview

## Unit-level

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

## Lesson-level

- Chapters at a glance
- Lesson outlines



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

# Explore your @Home Unit

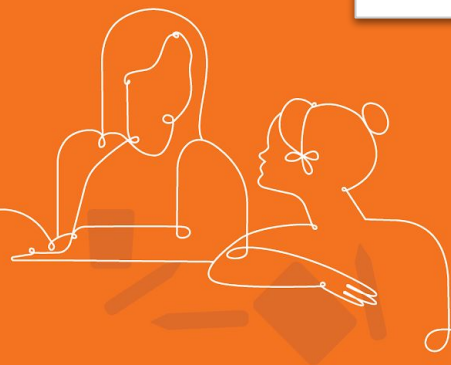
Navigate to **Balancing Forces on the Program Hub** and explore. You may choose to start with the **Teacher Overview**, or dig into a lesson.

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

Amplify Science @Home resources

Overview Amplify Science@home

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



# Share insights

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



Amplify Science @Home resources

Overview: Amplify Science@Home

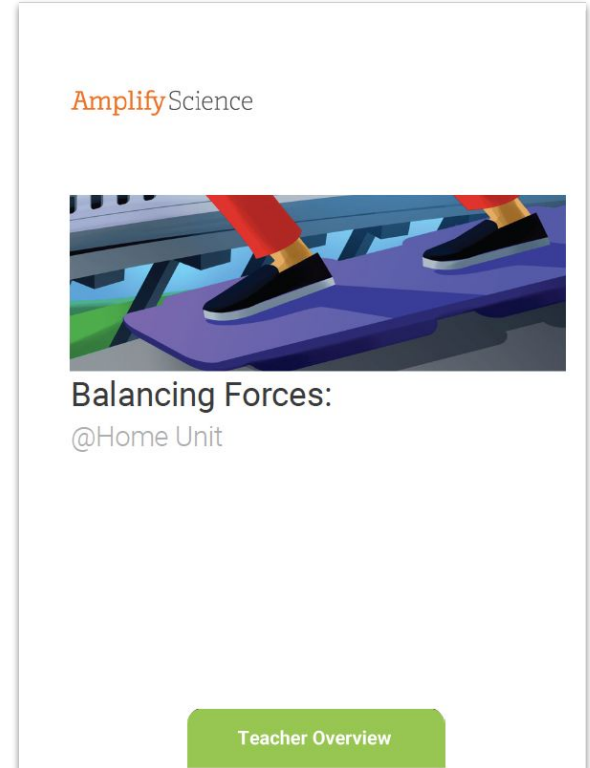
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

## Questions?

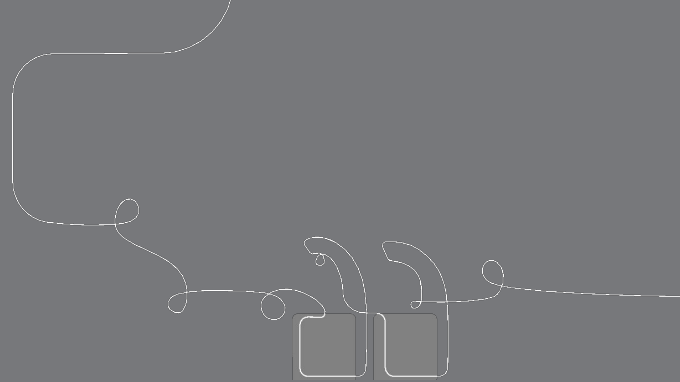
# Planning suggestions: @Home Units

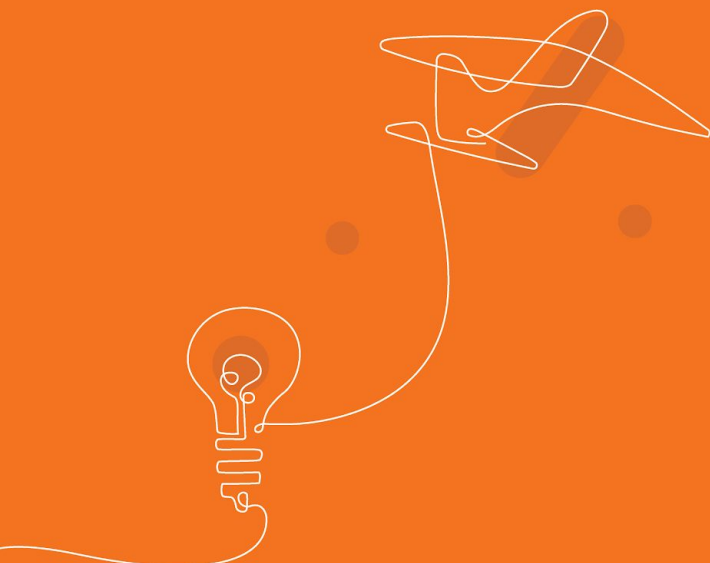
Read the Teacher Overview carefully! Pay particular attention to these sections:

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



Questions?





Amplify Science @Home resources



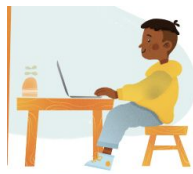




Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		

# Using the resources

Sample instructional scenarios

# Sample instructional scenario




## Hybrid pod model

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

# Sample instructional scenario

## Hybrid pod model

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

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



# @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

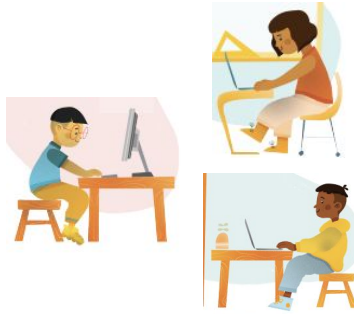
## Remote Model: with synchronous & asynchronous learning



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

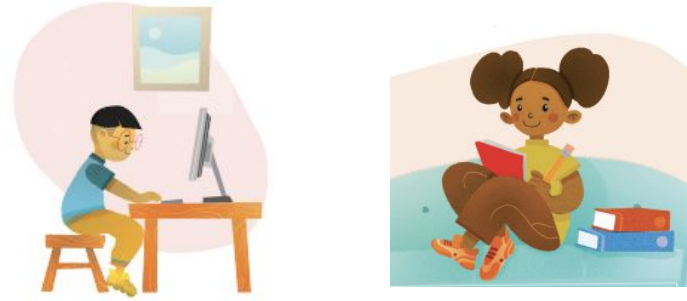
# Sample instructional scenario

**Remote Asynchronous Model: Students work flexibly through content**



**Monday-Thursday**

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



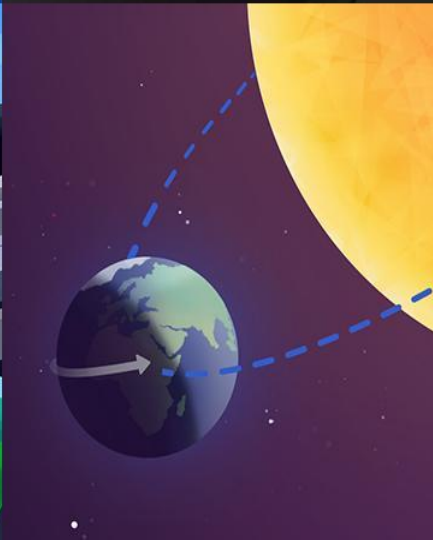
**Friday**

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?

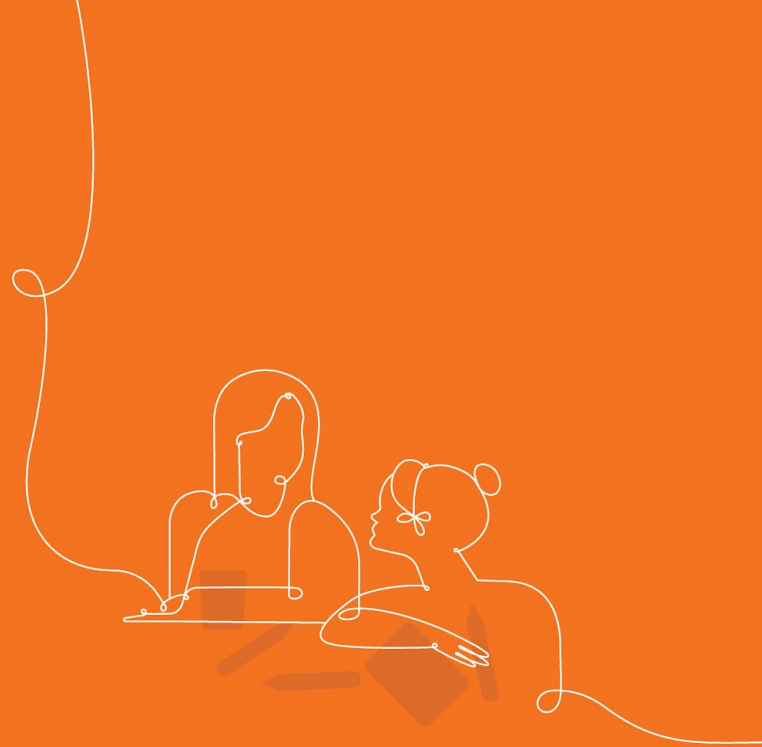




# Plan for the day

- 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](https://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><b>If you have reduced science instructional time:</b> 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><b>If you have the same amount of science instructional time:</b> Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.</p>				
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:

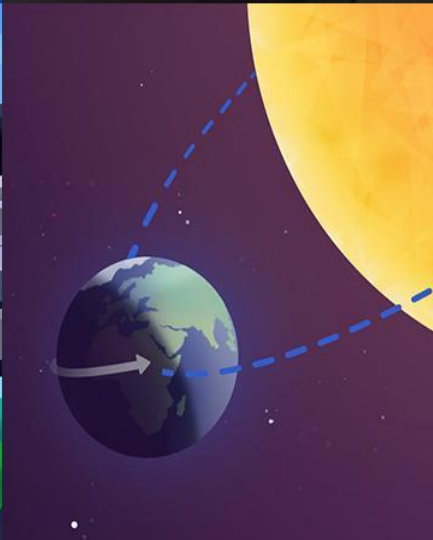


# Planning to use @Home Units

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

# Planning to use @Home Videos

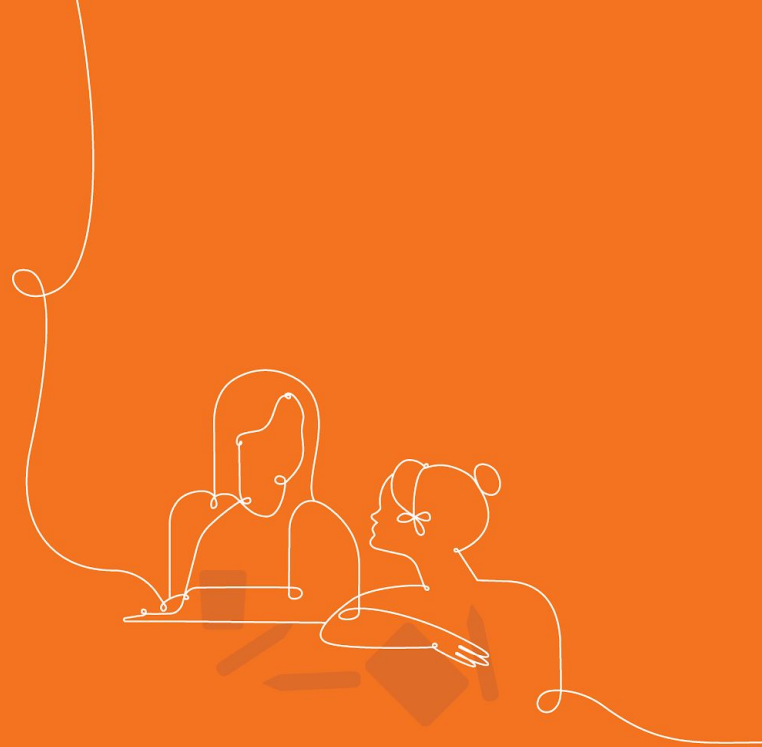
- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll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



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- 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

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

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

## Site Resources

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

# Turnkey Resources

Amplify Science

Grades K-8

## Remote and hybrid learning guide



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

### Planning tool: @Home Resources

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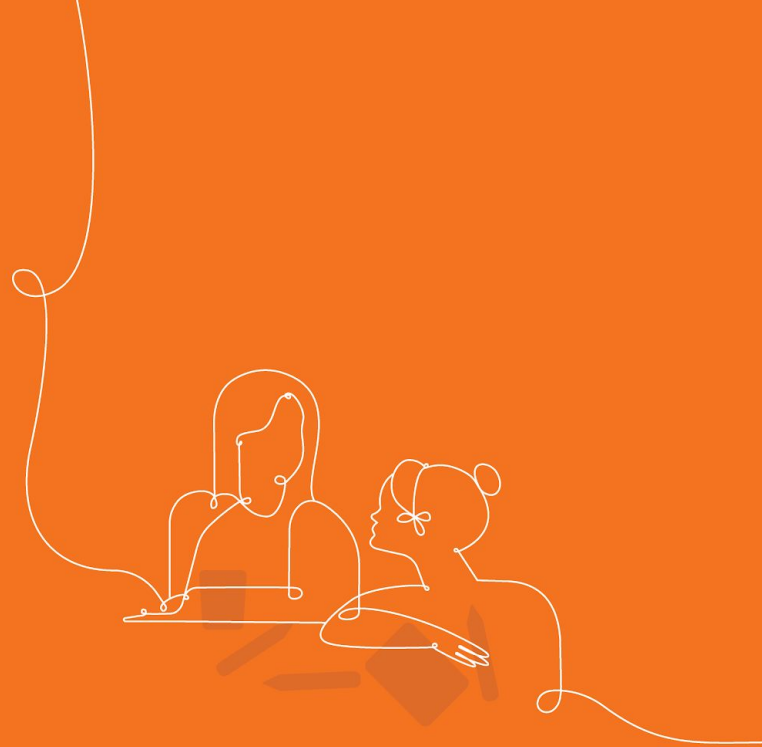
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Student writing			

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

# Reflection and survey

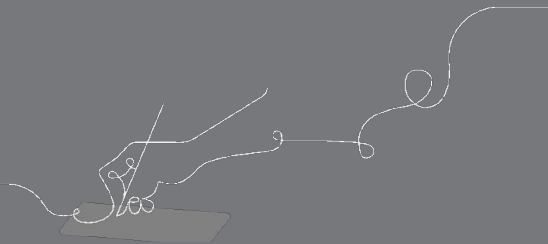


# Vision Reflection

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

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

e





# Revisiting our objectives

Do you feel ready to to...

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

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

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

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

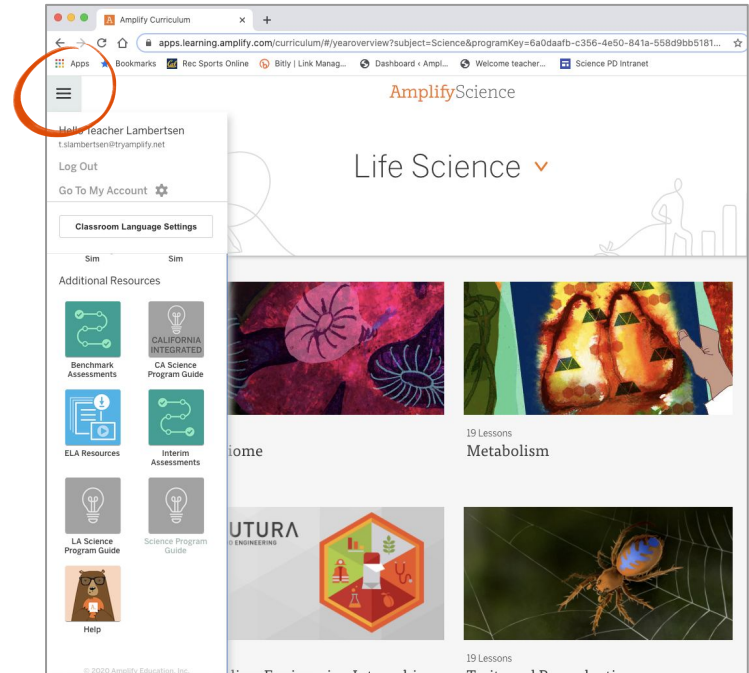


# Amplify Science Program Hub

A new hub for Amplify Science resources

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

[science.amplify.com/programhub](https://science.amplify.com/programhub)



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# Additional Amplify resources



## **Program Guide**

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

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

## **Amplify Help**

Find lots of advice and answers from the Amplify team.

**[my.amplify.com/help](https://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

