

# 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

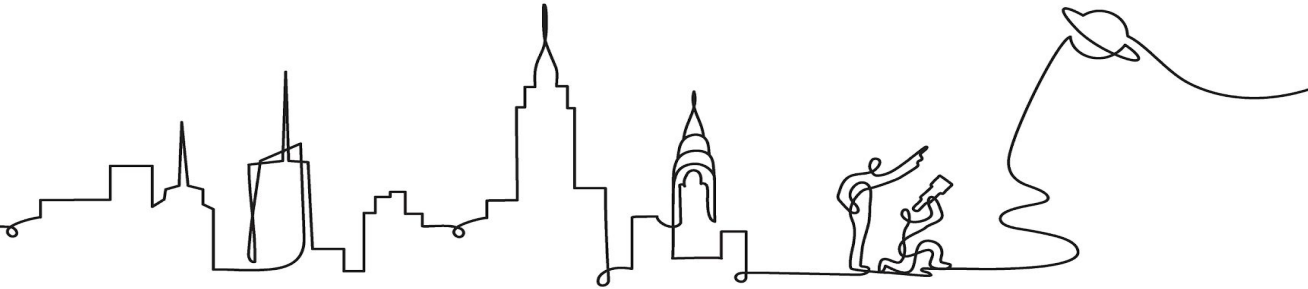
# Amplify Science

New York City

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

Date xx

Presented by xx



# Remote Professional Learning Norms



Take some time to orient yourself to the platform

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



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



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



Make sure you have a note-catcher present



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

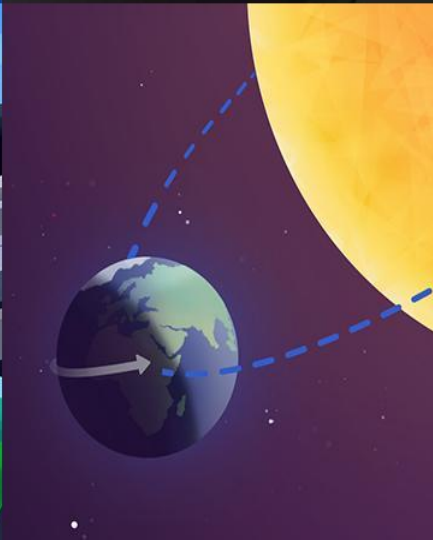
# Objectives

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

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

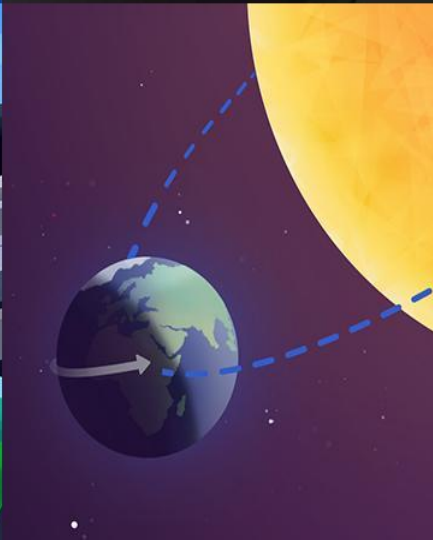
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# Plan for the day

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

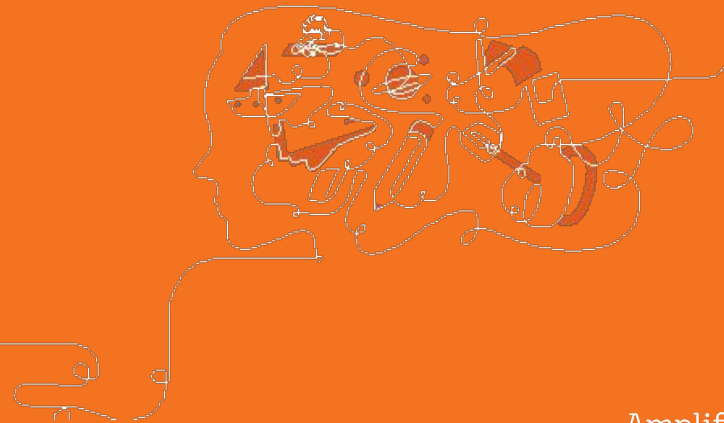


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# Back to School Updates



# Improved Lesson Brief

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

**Release Date:** July 1, 2020

The screenshot 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 a dark blue background with a large, glowing purple arrow pointing downwards, and the text "Lesson 2.2: Reading 'Past Climate Changes on Earth'". Below this is a 3D landscape illustration with green hills, a blue river, and a small island. A navigation bar at the bottom of the header contains four tabs: "Lesson Brief (4 Activities)", "1 Warm-Up", "2 Reading: Active Reading: 'Past Climate Changes on Earth'", "3 Student-to-Student Discussion: Discussing Annotations", and "4 Homework". The main content area is divided into sections: "RESET LESSON" (with a trash icon), "GENERATE PRINTABLE LESSON GUIDE" (with a printer icon), and "Overview". The "Overview" section contains a paragraph of text. To the right, the "Digital Resources" section lists several items: "Past Climate Changes on Earth", "Printable article: 'Past Climate Changes on Earth'", "Active Reading Guidelines", and "Annotation Tracker Instructions". A red circle highlights the left and right navigation arrows in the header, and another red circle highlights the "Overview" menu item in the left sidebar.

# 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 the 'My Account' page with a modal window titled 'Shared Teacher Login' open. The modal 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 organisms of the world are made up of tiny organisms. When something changes inside the world of these tiny organisms, it can change the world of the organisms.

The world is full of tiny organisms. The organisms are called microorganisms and are a lot smaller than you. They live in every part of your body and in every part of the world. They are everywhere and they are very important to you and the world.

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

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

Grado 4 | Conversiones de energía

Lección 2.1: Convertidores de energía

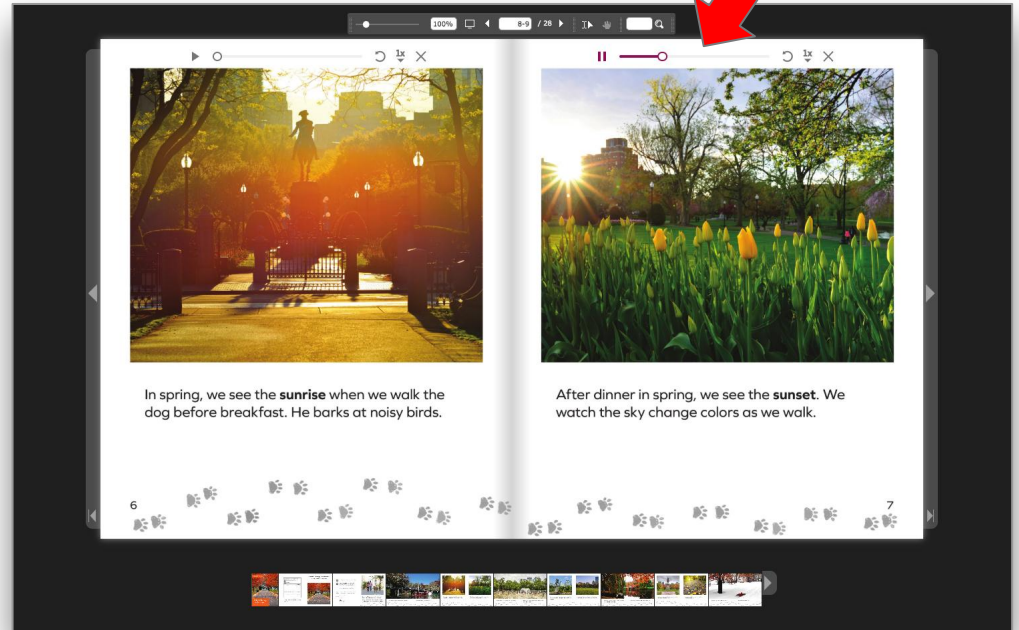
AmplifyScien

# K-5 read aloud: student books

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

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

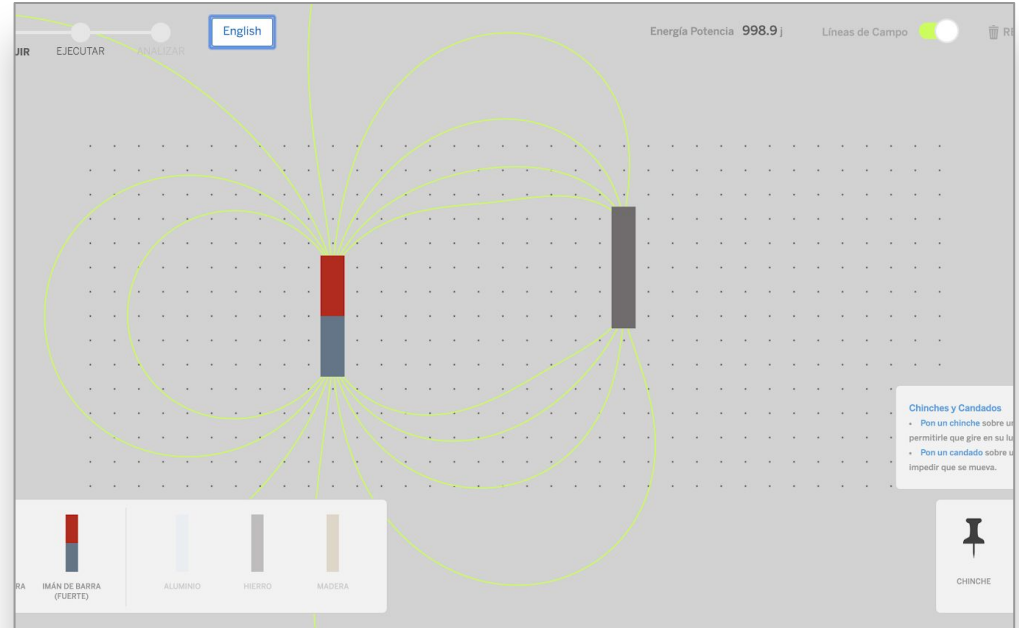
Students will have access to readers through the Elementary Student apps page.



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

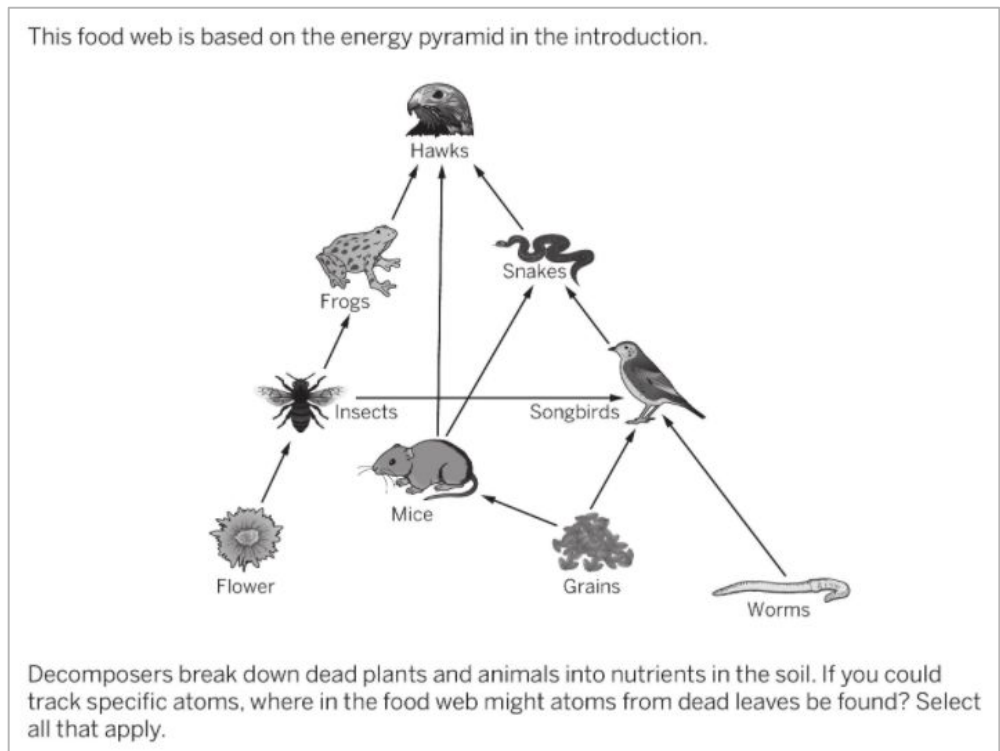
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

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

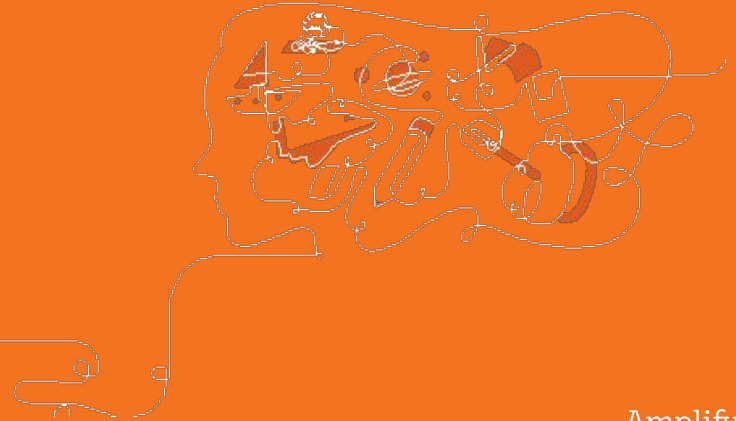


# Benchmark Assessments (grades 3-8)

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



# Reflection and vision setting





# Remote Learning Reflection

## 1-2-3 Stop and jot: Last year, while teaching remotely...

- What was **one** challenge, problem, or roadblock you or your students experienced?
- What were **two** successes you or your students experienced?
- What are **three** new things you learned or new insights you gained?

### Note catcher

Reflection: Teaching remotely last year

One challenge, problem, or roadblock you or your students experienced

Two successes in your teaching

Three things you learned or new insights

# Setting a vision

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

Cultivate a love of science

Problem solve

Develop flexible scientific understanding

Think and work like real scientists

Feel successful and build academic confidence

Collaborate and communicate

# Multimodal, phenomenon-based learning

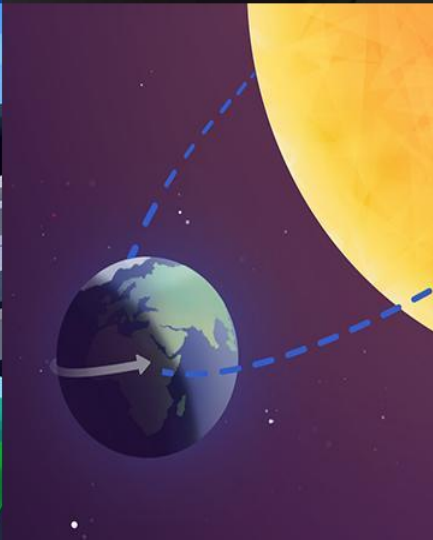
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



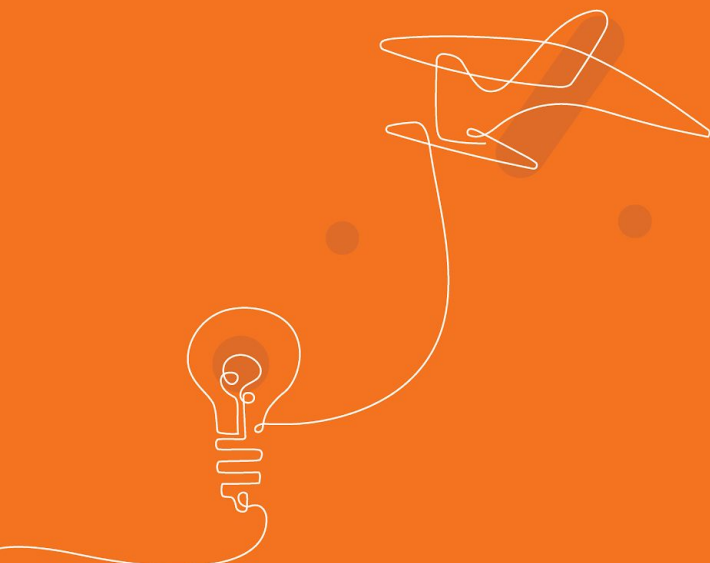
Questions?





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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

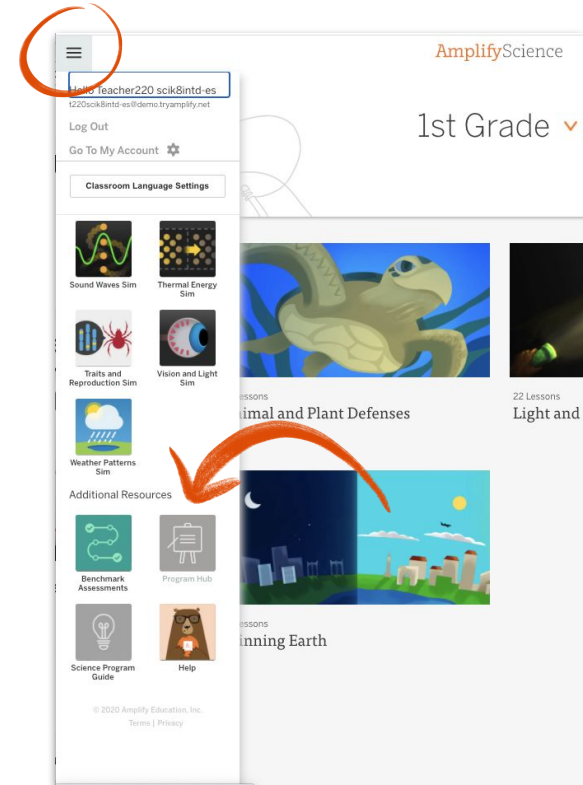




# Accessing Amplify Science@Home

## 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**?

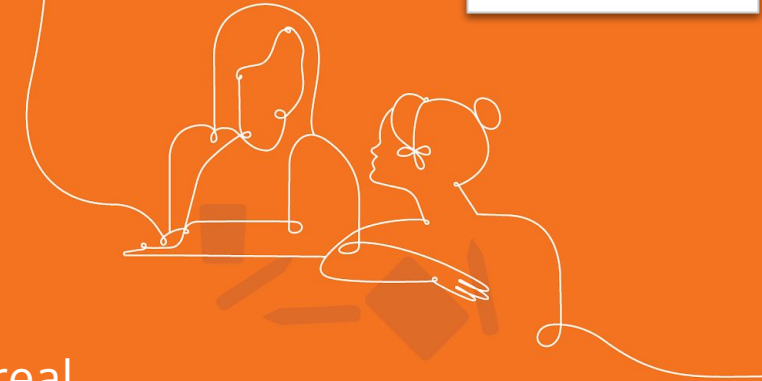
# @Home Videos

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

Amplify Science @Home resources

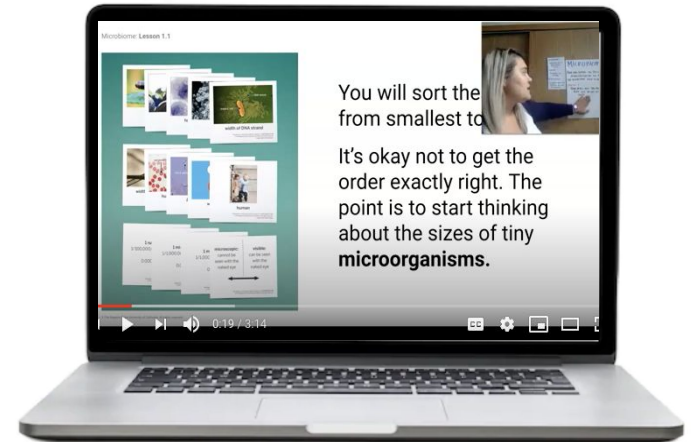
Overview Amplify Science@Home

	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

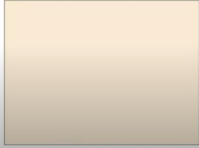
- **Calls to action**
  - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
  - Read-alouds, digital tool uses, hands-on
- **Options to use notebooks and/or materials if available**

Lesson 1.3: Exploring Systems Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Building a Simple Electrical System**


1. With your group, use a solar panel, a fan, and two wires to build an electrical system that functions. (The fan will spin when it functions.)
2. Predict what you can do to make the fan spin more quickly or slowly. Test your ideas, and then discuss what caused the fan to spin more quickly or slowly.
3. Predict what you can do to make the fan spin in a different direction. Test your ideas, and then discuss what caused the fan to spin in a different direction.
4. In the space below, draw your functioning system. Be sure to label every part. (Be sure to include the system needs one part that was not included in your bag of materials.)



Energy Converter - Lesson 1.3 7

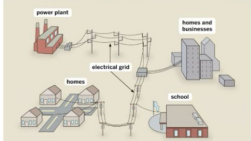
Turn to page 7, Building a Simple Electrical System, in your notebooks.

**Build your own or watch the simple electrical system being built and then draw what the system looks like.**

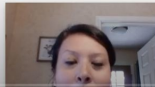



2:21 / 3:31

Lesson 1.3: Exploring Systems Activity 2




How are the diagram of the system and the simple system that was built similar?



2:44 / 6:09

# Example lesson: *Energy Conversions 2.2*

AmplifyScience > Energy Conversions > Chapter 2 > Lesson 2.2



Lesson 2.2:  
Energy Past and Present

< >

<p>Lesson Brief (4 Activities)</p>	<p>1 <b>HANDS-ON</b> Using the Energy Conversions Sorting Tool</p>	<p>2 <b>TEACHER-LED DISCUSSION</b> Introducing Energy Past and Present</p>	<p>3 <b>READING</b> Reading: Energy Past and Present</p>	<p>4 <b>WRITING</b> Synthesizing Ideas from the Book</p>	
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# Example lesson: *Energy Conversions 2.2*



## Grade 4 Energy Conversions Chapter 2 Lesson 2.2

6 videos • 5 views • Updated 7 days ago


Unlisted





Amplify


SUBSCRIBE

1  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part A**  
Amplify 3:41

2  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part B**  
Amplify 5:46

3  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part C**  
Amplify 1:55

4  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 2**  
Amplify 4:16

5  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 3**  
Amplify 8:53

6  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 4**  
Amplify 7:46

# Example lesson: *Energy Conversions 2.2*

1 **HANDS-ON**  
Using the Energy  
Conversions Sorting Tool



2 **TEACHER-LED  
DISCUSSION**  
Introducing Energy Past  
and Present




3 **READING**  
Reading: Energy Past  
and Present

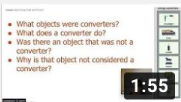


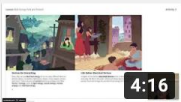
4 **WRITING**  
Synthesizing Ideas from  
the Book




1  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part A**  
Amplify 3:41

2  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 1 Part B**  
Amplify 5:46

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Amplify 1:55

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Amplify 4:16

5  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 3**  
Amplify 8:53

6  **Grade 4 Energy Conversions Chapter 2 Lesson 2.2 Activity 4**  
Amplify 7:46

# @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

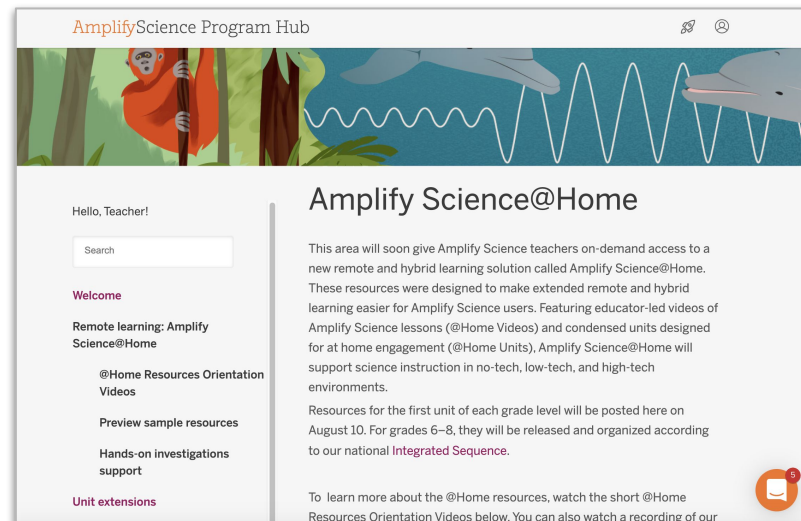
# Amplify Science Program Hub

A new hub for Amplify Science resources

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

username: [sciencelearningca](#)

password: [DemoOnly1234](#)



# Explore your @Home Videos

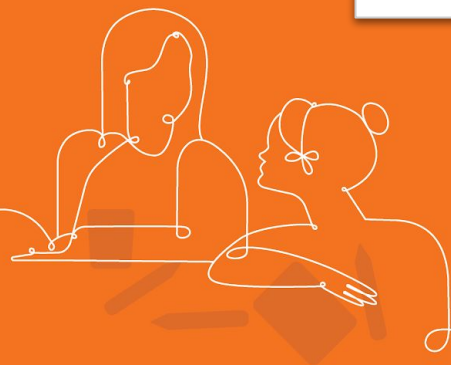
Navigate to Energy Conversions on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

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

Amplify Science @Home resources

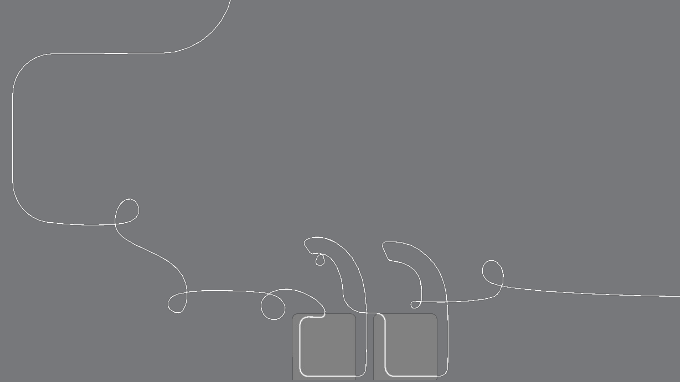
Overview Amplify Science@home

	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource exploration		
Notes from explanation		
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?		

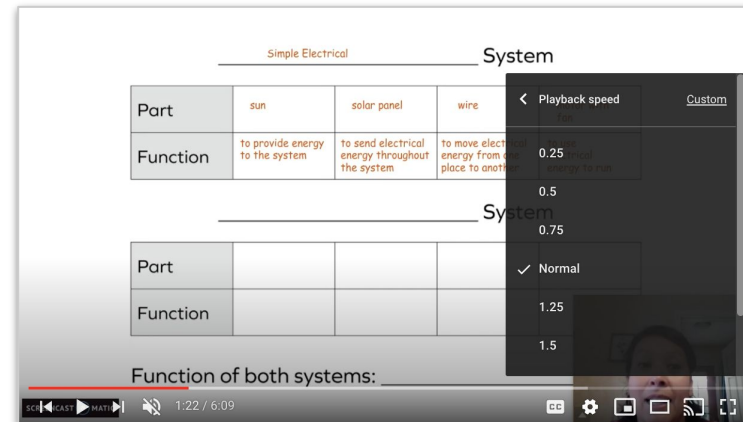
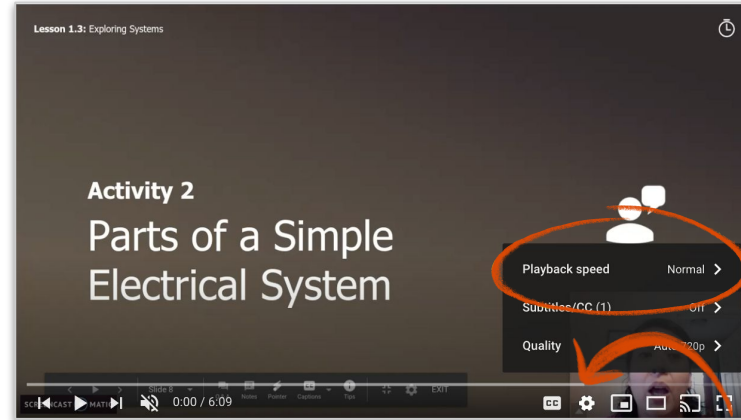
## Questions?

# 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.

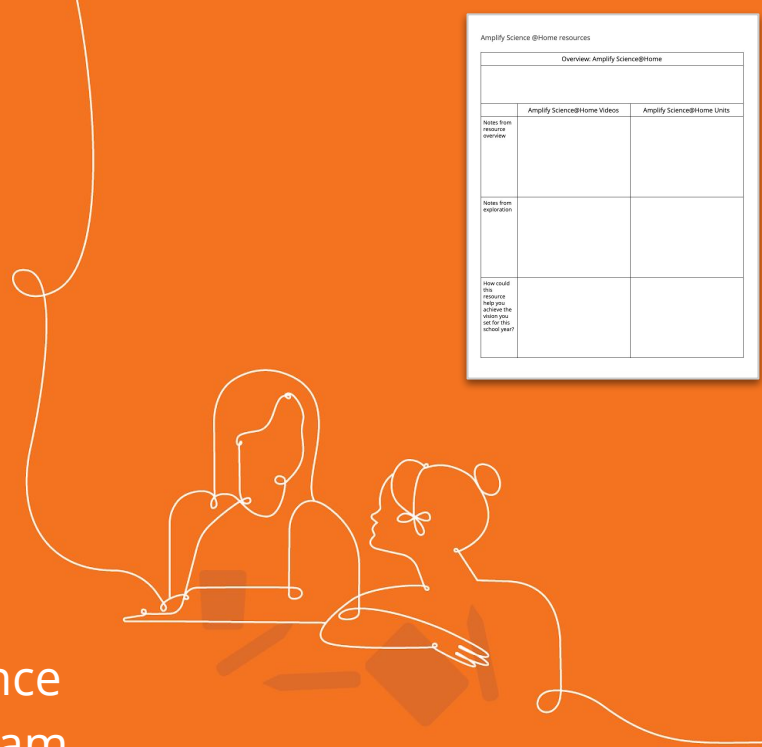


# @Home Units

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
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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

**Energy Conversions @Home Lesson 8**

Remember that we are investigating this question: **How do devices have so many different output energy forms when they are plugged into the same electrical system?**

**READ**  
Today we will read the book *Energy Past and Present* to help answer our question.

**Read the book.** As you read, think about how **energy is converted** from one form to another and synthesize the information in the book with what you learned in the previous lesson.

**WRITE**  
Find the **Synthesizing Ideas about Converting Energy** page and read the directions.

Let's look at some examples. Remember, we are looking for information that will help us answer our question about electrical devices.

- Reread page 6 of the book.** We could record this example from page 6:  

Idea:	fans convert electrical energy into motion energy
Page:	6
- Reread page 7 of the book.** On page 7 there is an example of people in ancient times using energy to stay cool. This example

doesn't involve an electrical device. It also doesn't mention energy being converted from one form to another. It just talks about motion energy. This does not help answer our question. We do not have to record it on our page.

**Find the book again and record ideas from the book and your new understanding on your page.**

Our reading and investigations we have figured out a new key spt.

**Energy can change from one form to another form. One way energy can change is through an electrical device.**

Date: \_\_\_\_\_

**Synthesizing Ideas About Converting Energy**

section below. As you read *Energy Past and Present*, look for text that will help you answer the question. Write the information from the text in the boxes below. Include page numbers. In our class, connect the ideas together to answer the question. Show your understanding in the box below the arrow.

do devices have so many different output energy forms plugged into the same electrical system?

Idea	
Page	
Idea	
Page	
Idea	
Page	
↓	
ending:	

28 Energy Conversions—Lesson 2.2

@Home Packets:  
print-based

**Grade 4 | Energy Conversions**  
**@Home Lesson 8**

**Energy Conversions @Home Lesson 8**

Today we will read *Energy Past and Present*. It is about energy use in the ancient past through today.

This book will help us answer our question.

**Synthesizing Ideas About Converting Energy**

1. Reread the question below. As you read *Energy Past and Present*, look for text that will help you answer the question. Write the information from the text in the boxes below. Include page numbers.  
2. In our class, connect the ideas together to answer the question. Show your understanding in the box below the arrow.

**Question:** How do devices have so many different output energy forms plugged into the same electrical system?

Idea	
Page	
Idea	
Page	
Idea	
Page	
↓	
ending:	

**Find the Synthesizing Ideas about Converting Energy** page.

This page will help us synthesize information from different parts of the book.

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@Home Slides and Student  
Sheets: tech-based

# Options for student access

## Embedded links to videos:

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

Optional: You can watch a video read-aloud of this book at [tinyurl.com/AMPEC-50](https://tinyurl.com/AMPEC-50)

1. **Read pages 5–8.**
2. **Look at the table on page 7.** This table lists bicycle parts and the function of each part. This is like the table of the cherry pitter parts and functions.
  - A bicycle is made of many parts. This is similar to how the cherry pitter was made of many parts. A bicycle is a system and a cherry pitter is a system. To better understand systems, we're **connecting** what we're reading about bicycles with what we observed about the cherry pitter system.
3. **Read the rest of the book.** As you read, **make connections** between different pieces of information to better understand what a system is.

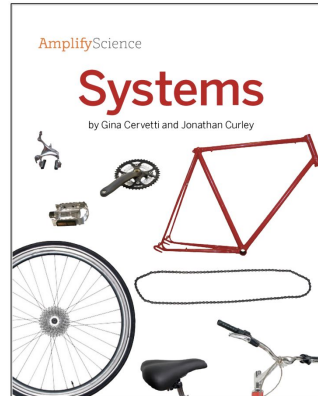
There is a science word for this kind of thinking:

**synthesize:** to put together multiple pieces of information in order to understand something

synthesize

**Think** about this question: *What new understandings do you have about systems?*

Energy Conversions @Home Lesson 2



As we read, we will **make connections** between what we read and what we already know to better understand the information in the book.

You can access a digital version of the book [here](https://tinyurl.com/AMPEC-50) or watch a video read-aloud at [tinyurl.com/AMPEC-50](https://tinyurl.com/AMPEC-50)

# Options for student access

## Alternative to embedded video links

### Access via curriculum:

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

Hands-on demos accessible only via embedded YouTube links

The image 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 sections:

- 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?

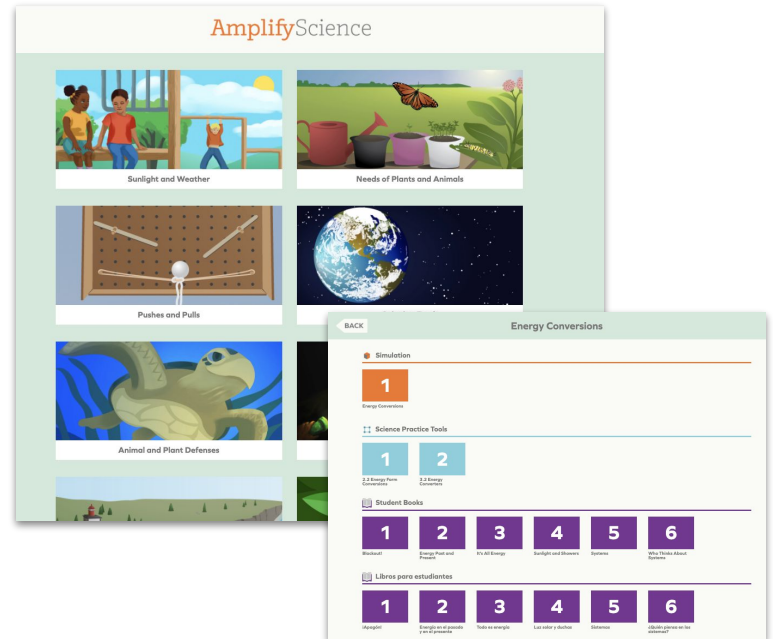
K-5 digital access

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



Username: [nyc4](#)

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: *Energy Conversions 2.2*

AmplifyScience > Energy Conversions > Chapter 2 > Lesson 2.2



## Lesson 2.2: Energy Past and Present



Lesson Brief  
(4 Activities)

1

**HANDS-ON**  
Using the Energy  
Conversions Sorting Tool



2

**TEACHER-LED  
DISCUSSION**  
Introducing Energy Past  
and Present



3

**READING**  
Reading: Energy Past  
and Present



4

**WRITING**  
Synthesizing Ideas from  
the Book



# @Home Lesson 8: Modified lesson 2.2

## @Home Lesson 8

*Adapted from: Amplify Science Energy Conversions Lesson 2.2*

### Key Activities

- **Read:** Students read *Energy Past and Present*.
- **Write:** Students record and synthesize ideas from the book.

### Ideas for synchronous or in-person instruction

Before meeting, have students read the book. While meeting, model recording an idea from the book, then support students as needed in recording and synthesizing ideas.

Show Lesson 8 slides and packet sample



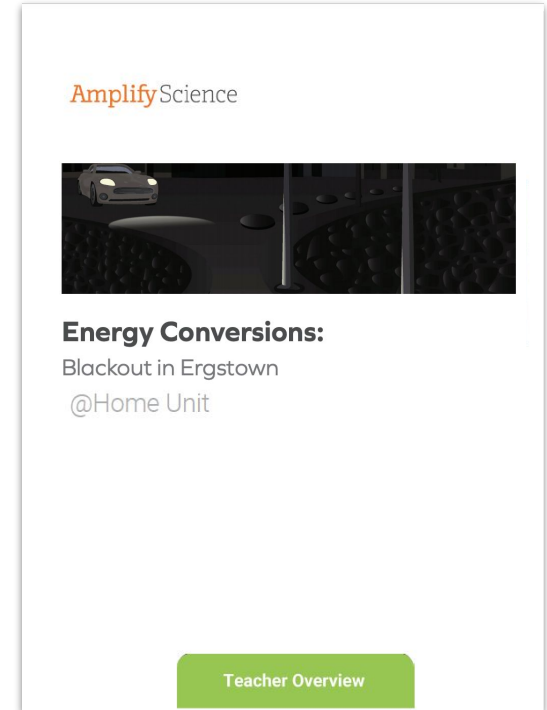
# Teacher Overview

## 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

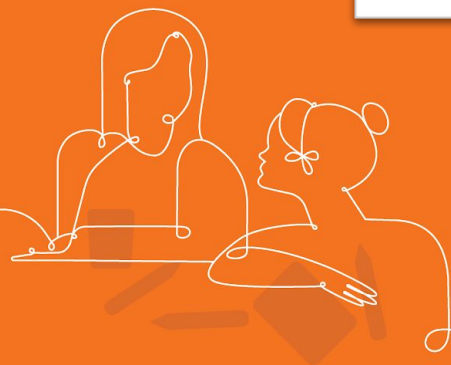
Navigate to Energy Conversions on the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

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

Amplify Science @Home resources

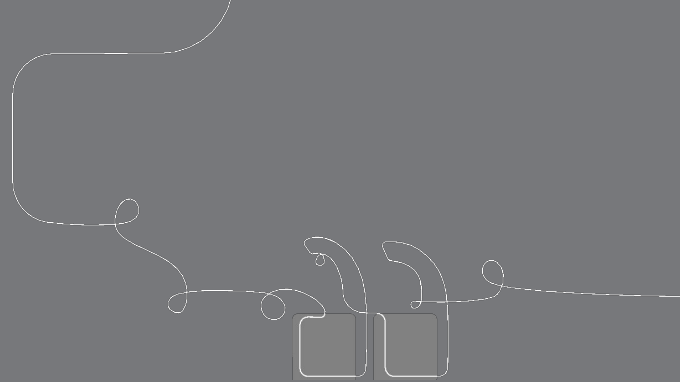
Overview Amplify Science@home

	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?

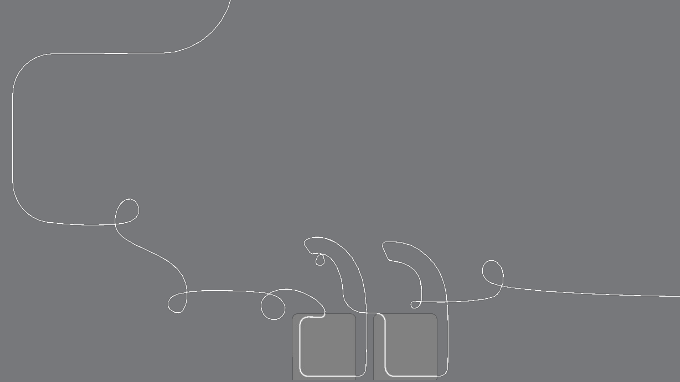
# Planning suggestions: @Home Units

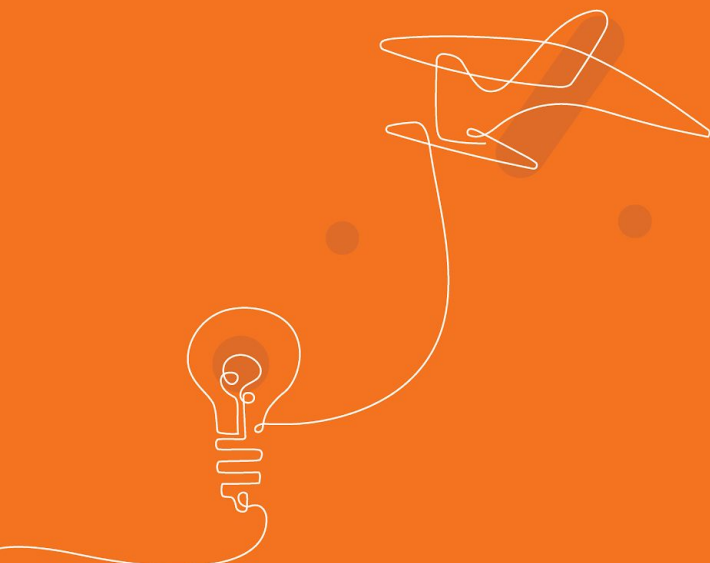
Read the Teacher Overview carefully! Pay particular attention to these sections:

- 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**

  
  
**Energy Conversions:**  
Blackout in Ergstown  
@Home Unit  
  
[Teacher Overview](#)

Questions?





Amplify Science @Home resources



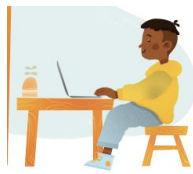




Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		

# 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*

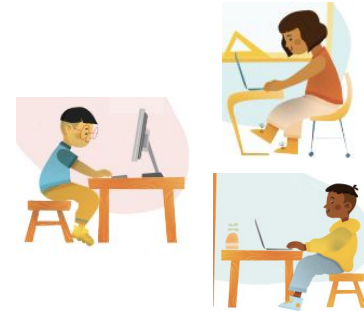
Teach: Lesson 1.2 using clips from the @Home Video



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

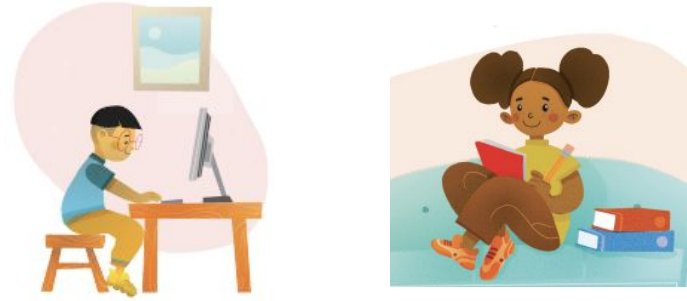
# Sample instructional scenario

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



**Monday-Thursday**

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



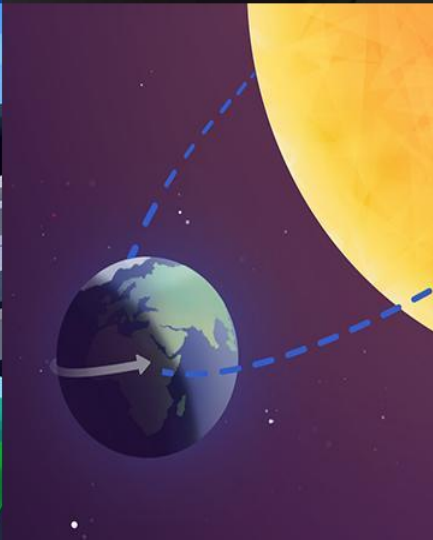
**Friday**

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?

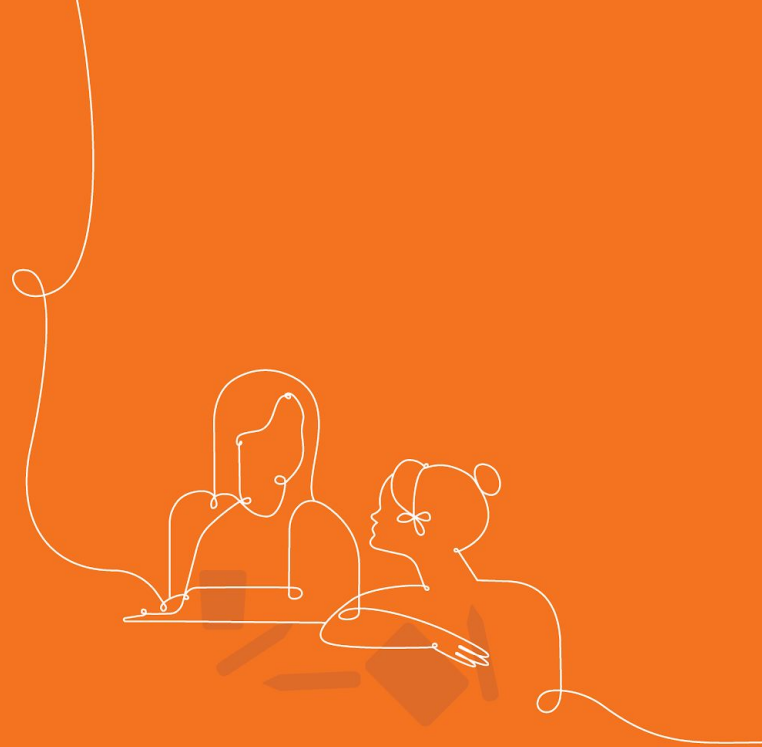




# Plan for the day

- 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:

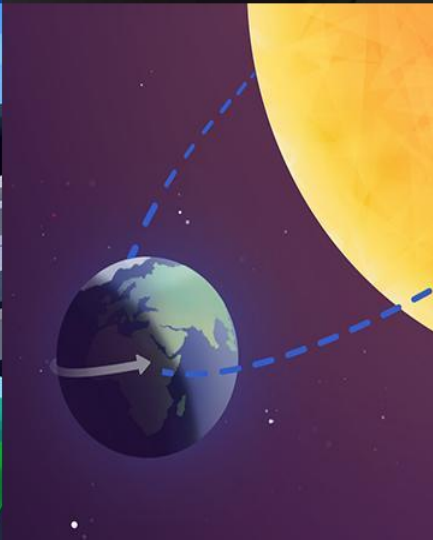


# Planning to use @Home Units

- 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

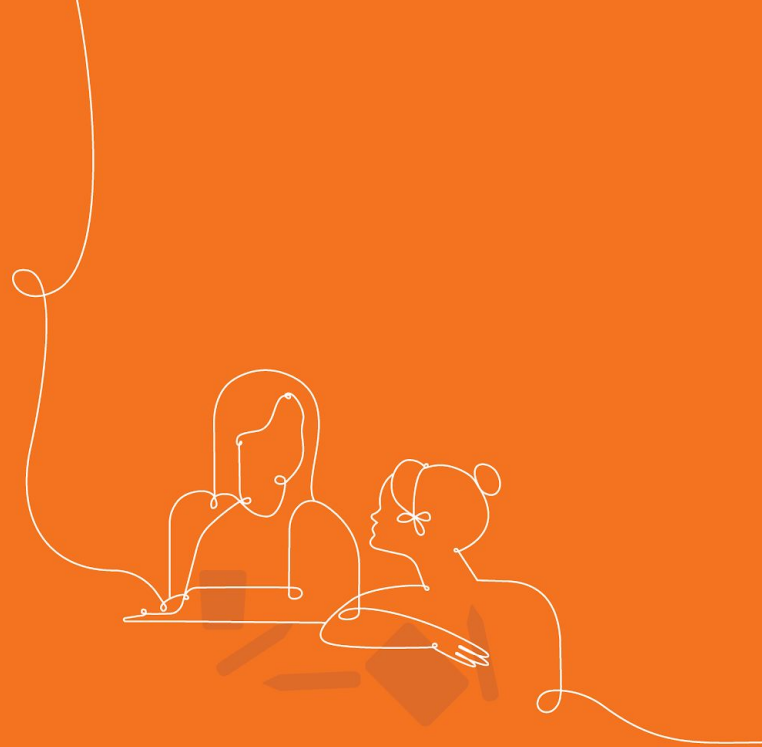
- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll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



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  - @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

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**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

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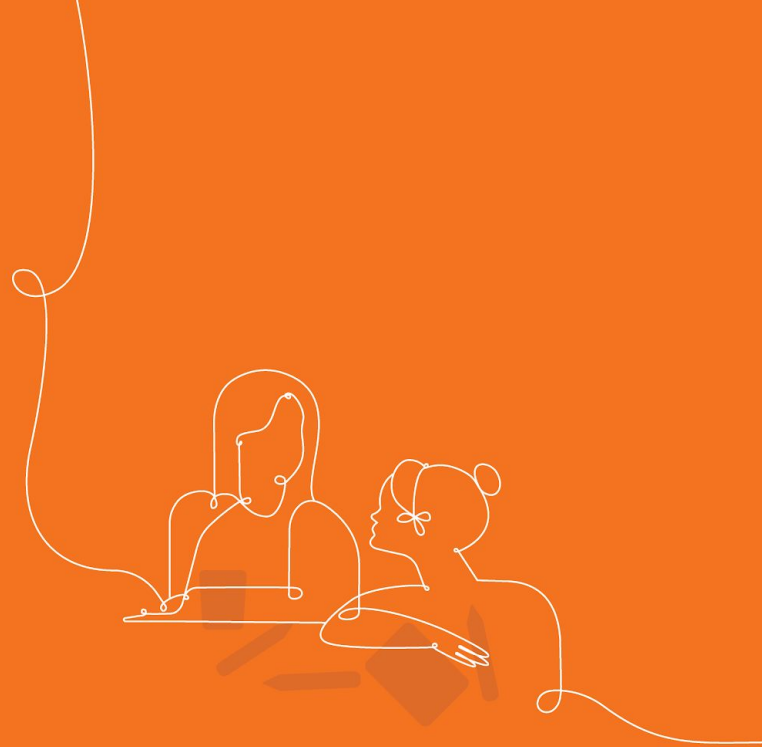
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Student talk			
Student writing			

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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
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Notes:	Notes:	Notes:	Notes:	Notes:

# Reflection and survey

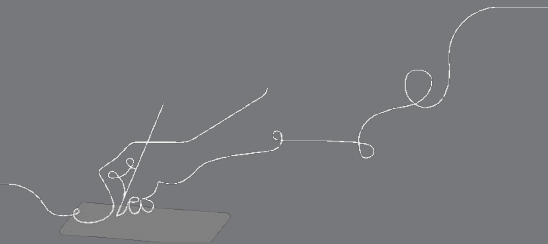


# Vision Reflection

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!

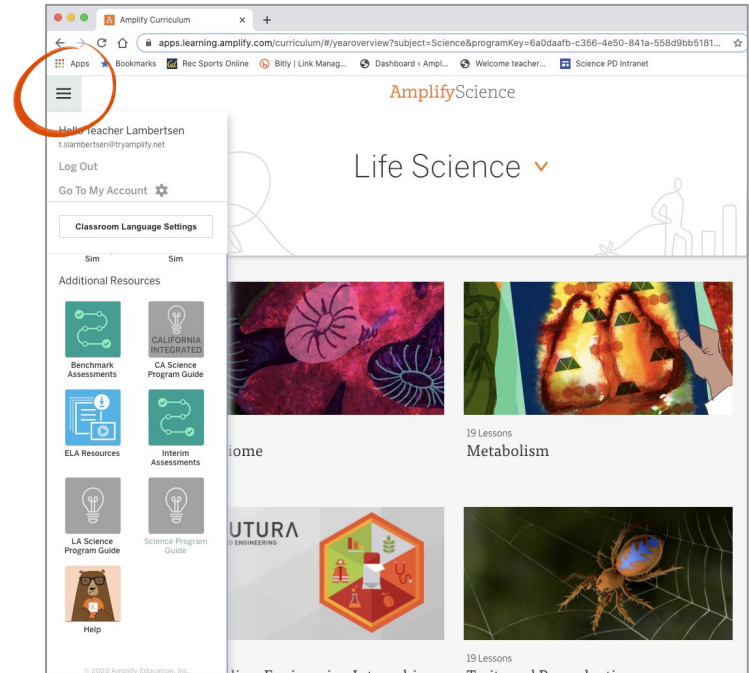


# Amplify Science Program Hub

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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- 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](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

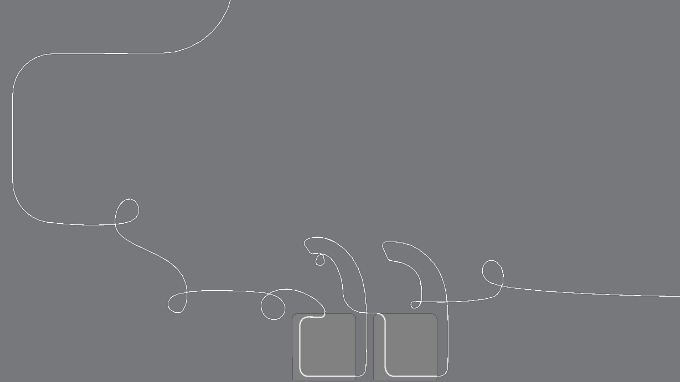


Amplify Chat

## 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

