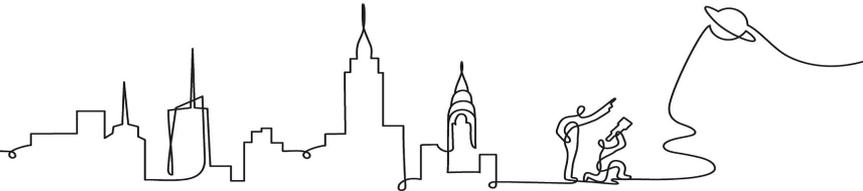


# Welcome to Amplify Science!

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

The image illustrates a dual-window setup for a webinar. Two windows are shown side-by-side, each with an orange border. An inset in the top-left corner shows a window control bar with three colored buttons (red, yellow, green) and an orange arrow pointing to the first window.

**Window #1** (Left): A Google Meet window titled "Meet - Etiwanda Grade 7 N". The address bar shows "meet.google.com/hcs-dxpk-wrm?aut...". The main content area is mostly black, suggesting a video feed that is not visible. At the bottom, there are icons for participants (21) and a "You" profile.

**Window #2** (Right): An Amplify Science curriculum page titled "Lesson 1.2: Using Fossils to Understand Earth". The address bar shows "apps.learning.amplify.com/curriculu...". The page features a large illustration of a blue dinosaur in a prehistoric landscape. Below the illustration, there are sections for "Lesson Brief (4 Activities)", "WARM-UP Warm-Up", "TEACHER-LED DISCUSSION Why Geologists Value Fossils", and "TEACHER-LED DISCUSSION Introducing Mesos...". There are also buttons for "RESET LESSON" and "GENERATE PRINTABLE LESSON".

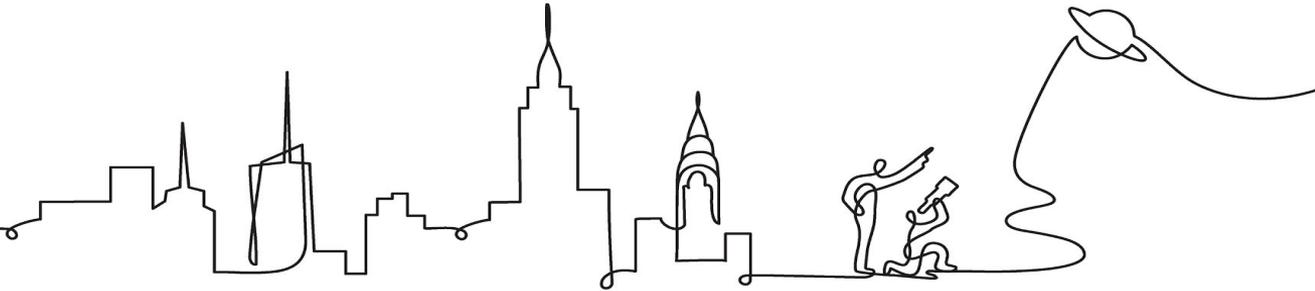
# Amplify Science

New York City

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

Date xx

Presented by xx



# Remote Professional Learning Norms



Take some time to orient yourself to the platform

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



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



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



Make sure you have a note-catcher present



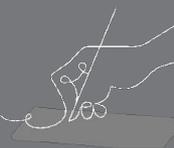
Engage at your comfort level - chat, ask questions, discuss, share!

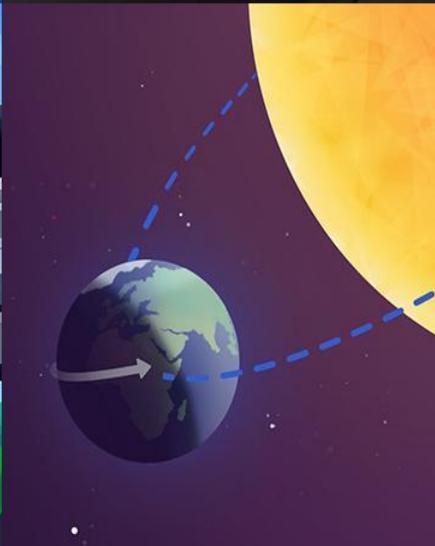
# Objectives

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

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

e





# Plan for the day

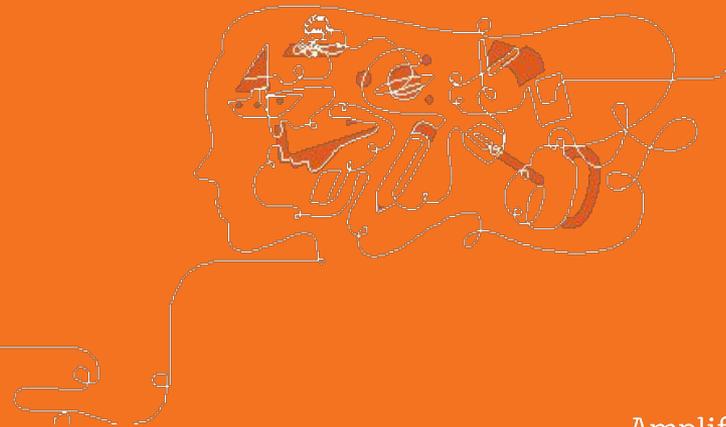
- Framing the day
  - Welcome and introductions
  - Back to school updates
  - Reflection and vision setting
- @Home Resources Introduction
  - @Home Videos
  - @Home Units
  - Resource selection
- Guided Planning
  - Utilizing @Home Resources
- Closing
  - Turnkey resources
  - Reflection & survey



# Plan for the day

- Framing the day
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# Back to School Updates



# Improved Lesson Brief

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

**Release Date:** July 1, 2020

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

# Shared Teacher Login

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

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

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

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

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

USERNAME: DQFEF COPY      PASSWORD: cold-lynx COPY

Teachers log in here  
learning.amplify.com

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

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

Close

# Classroom Slides (PPT & Google Slides!)

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

Microbiome: Lesson 2.2 Activity 2

The Human Microbiome

**A World Inside You**

There's a vast world of tiny organisms living inside you. The organisms of the world are made up of tiny organisms. When you breathe, you breathe in these tiny organisms. They live inside you.

The world is full of tiny organisms. They live inside you. They are called microorganisms. They are tiny organisms that live inside you. They are called microorganisms. They are tiny organisms that live inside you. They are called microorganisms. They are tiny organisms that live inside you.

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

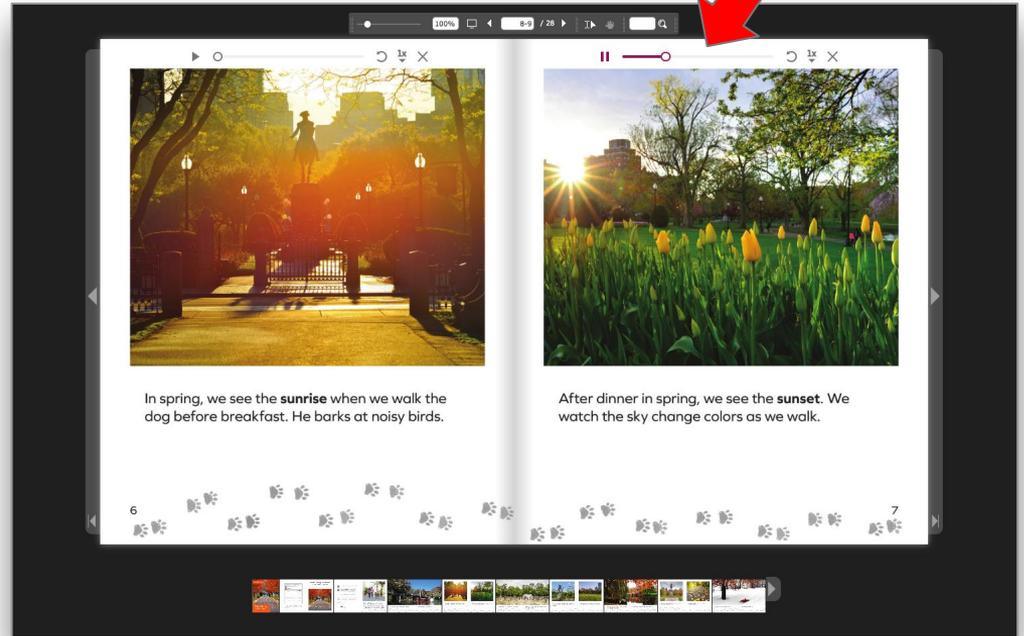
AmplifyScien

# 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.

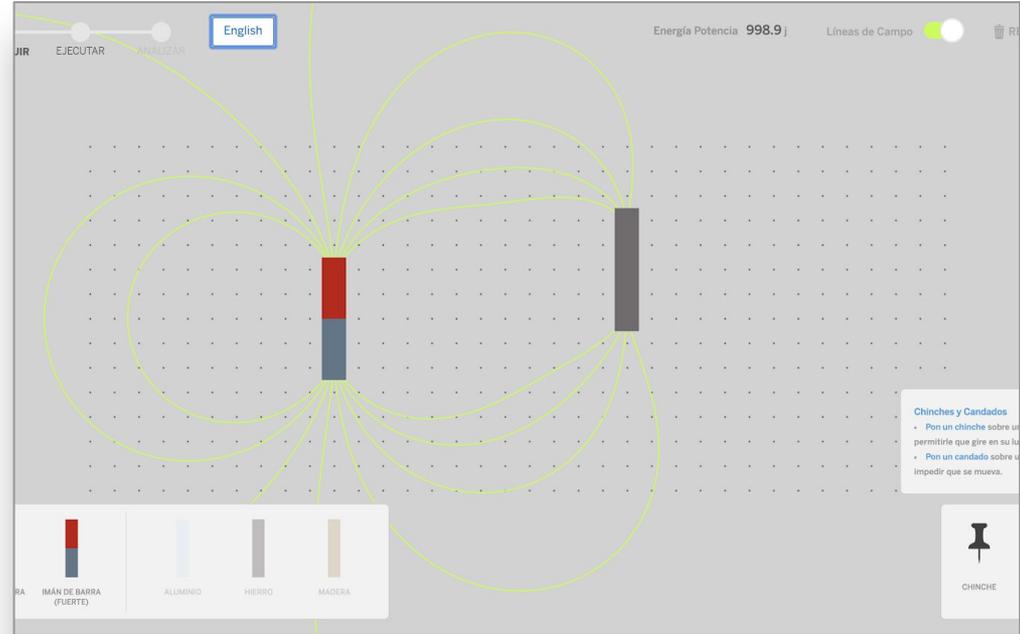
Students will have access to readers through the Elementary Student apps page.



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

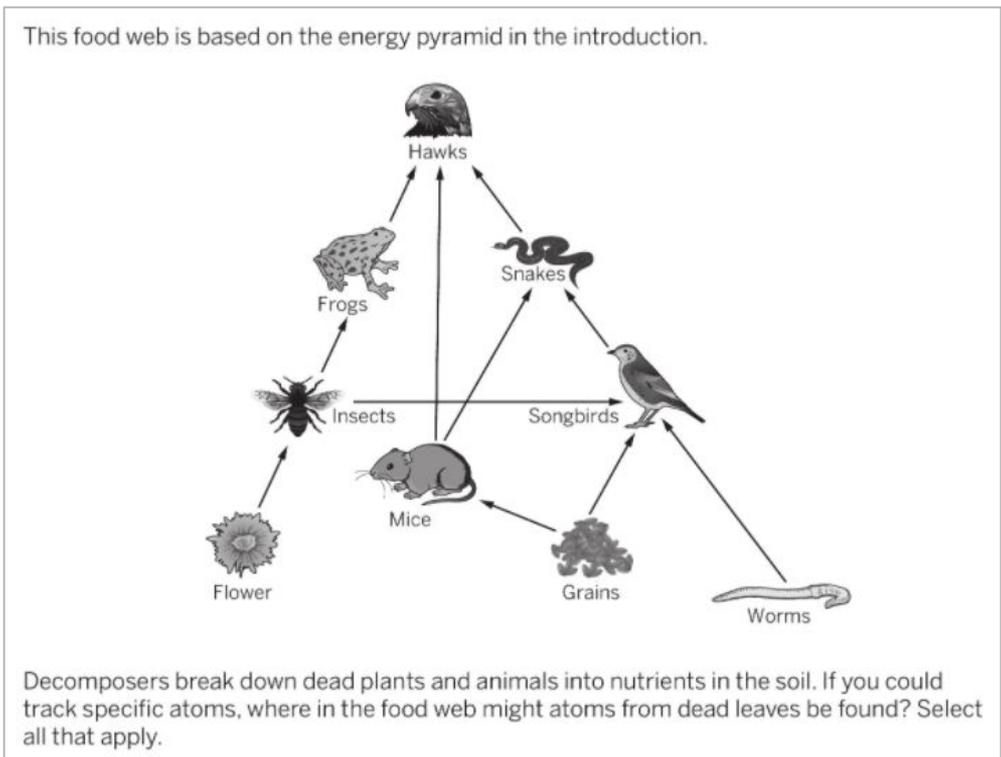
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

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

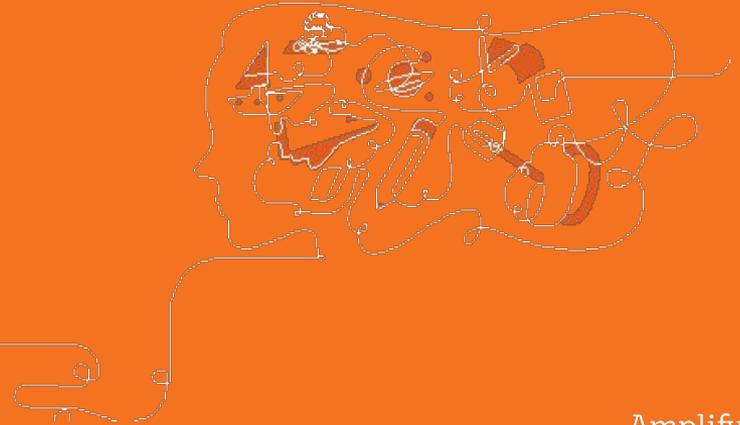


# Benchmark Assessments (grades 3-8)

- 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

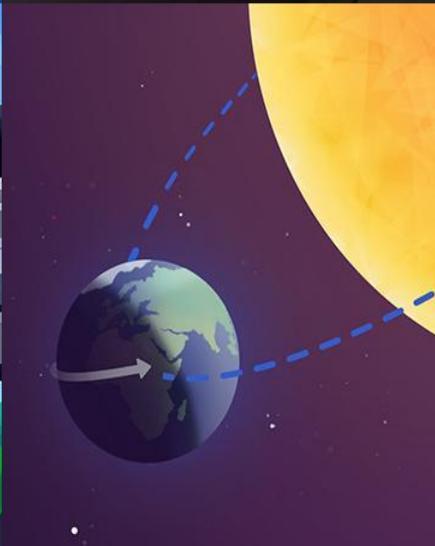
# Multimodal, phenomenon-based learning

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.







# Plan for the day

- Framing the day
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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

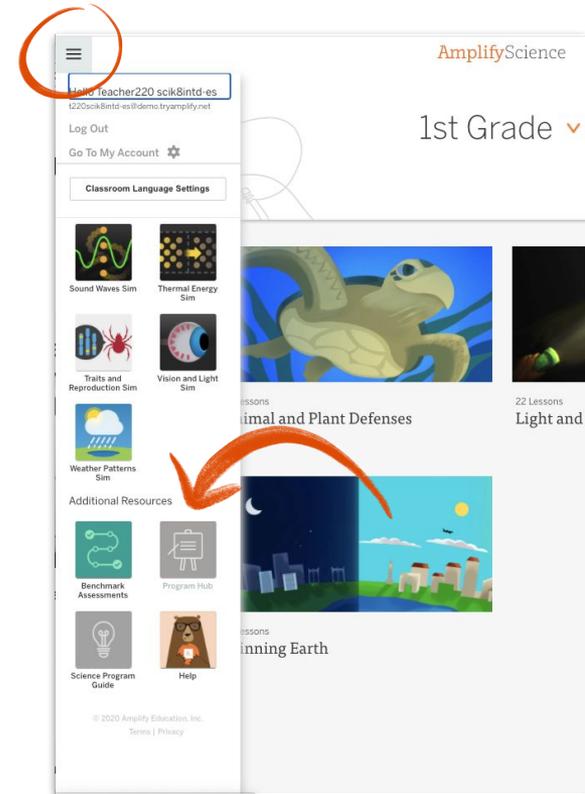
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



# 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

---

- 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

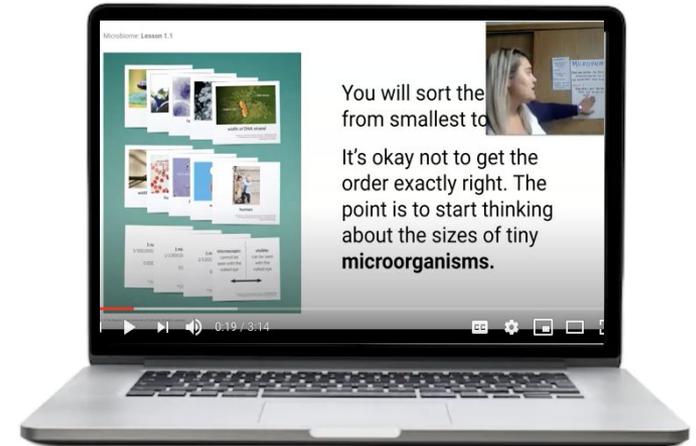
Overview Amplify Science@Home

	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: How Big Is Big? How Far Is Far? Activity 2

Star	Distance from Earth in Light-Years*
sun	0.000016
Proxima Centauri	4
Sirius	9
Arcturus	37
Polaris	433
Betelgeuse	643
Deneb	3,230

\*All distances are approximate.

Look at the data in this table from page 19 of the book.

Which star is **closest** to Earth? How far away is it?



Lesson 1.5: Investigating Size and Distance Activity 1



Do you think this artifact shows the **sun and stars in the sky together**?

Does this make sense? Why or why not?



SCREENCAST MONITORING

1/19/19 10:03 / 2:13

CC Settings Full Screen Exit

# Example lesson: *Patterns of Earth and Sky 2.2*

AmplifyScience > Patterns of Earth and Sky > Chapter 2 > Lesson 2.2

## Lesson 2.2: The Daily Pattern



Lesson Brief  
(4 Activities)

1

TEACHER-LED  
DISCUSSION  
Reviewing the  
Investigation Plan



2

SIM  
Daily Pattern  
Investigation in the Sim



3

STUDENT-TO-  
STUDENT  
DISCUSSION  
Using Data in an



4

TEACHER-LED  
DISCUSSION  
Reflecting on the  
Practice of Investigation



# Example lesson: *Patterns of Earth and Sky 2.2*

Lesson 2.2: The Daily Pattern Investigation

Considerations...

Starting time:

Investigational Questions

System View

PLAY ALL

## Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2

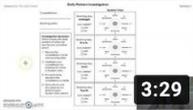
5 videos • Updated 7 days ago

Unlisted



Amplify

SUBSCRIBE

1  **Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 1**  
Amplify

2  **Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 2 Part A**  
Amplify

3  **Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 2 Part B**  
Amplify

4  **Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 3**  
Amplify

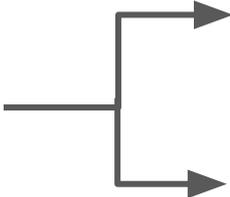
5  **Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 4**  
Amplify

# Example lesson: *Patterns of Earth and Sky 2.2*

1 **TEACHER-LED DISCUSSION**  
Reviewing the Investigation Plan



2 **SIM**  
Daily Pattern Investigation in the Sim



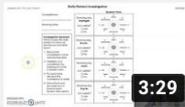
3 **STUDENT-TO-STUDENT DISCUSSION**  
Using Data in an



4 **TEACHER-LED DISCUSSION**  
Reflecting on the Practice of Investigation



1



**Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 1**

Amplify

3:29

2



**Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 2 Part A**

Amplify

3:11

3



**Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 2 Part B**

Amplify

6:47

4



**Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 3**

Amplify

3:47

5



**Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 4**

Amplify

3:29

# @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

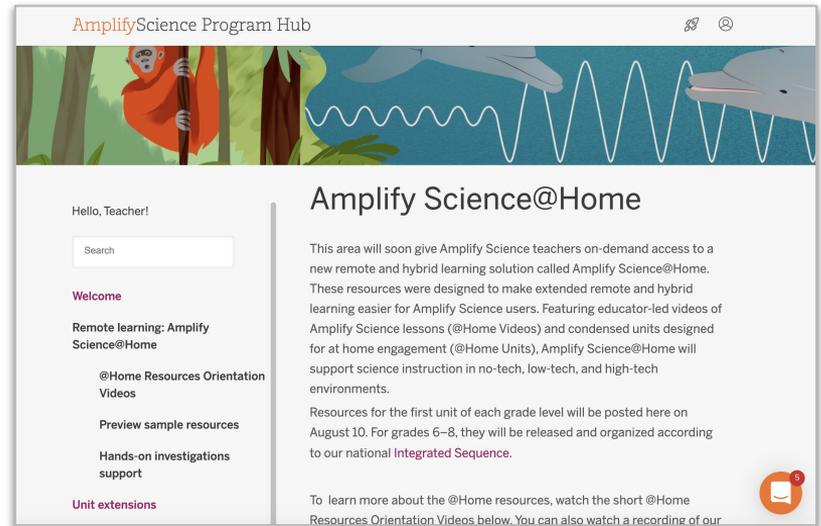
# Amplify Science Program Hub

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 Patterns of Earth and Sky 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

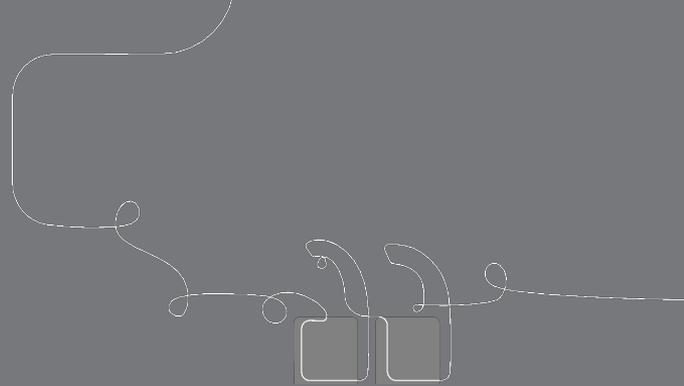
Overview Amplify Science@Home

	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 vision you set for this school year?		

## Questions?

# Planning suggestions: @Home Videos

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

- Use the **Lesson Overview Compilation** in the Unit Guide as a pacing and planning tool.
- Refer to the lessons themselves to plan for synchronous instruction.

Try adjusting the playback speed of videos to preview them.



# @Home Units

Strategically modified versions of Amplify Science units, highlighting key activities from the program

Amplify Science @Home resources

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



# @Home Units

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

**Patterns of Earth and Sky @Home**  
Lesson 6

**INTRODUCING THE CHAPTER 2 QUESTION**  
Read this new message from Dr. Sobri:

**The Student Assessment**  
From: Dr. Sobri, Museum of Archaeology  
Subject: Another Question About The Artifact

Think you're ready for explaining why we can't see stars other than the sun in the sky? We have a new question: Why is the sun up sometimes, but not all the time?

Would you be able to explain that? We think your information might help us as we try to understand what would have been shown on the missing piece of the artifact.

Before that, we want to display the artifact along with a replica of the missing piece that is as accurate as we can make it.

The archaeology team has a new question:

**Chapter 2 Question**  
Why is the sun up sometimes, but not other times?

To figure out why the sun is only up sometimes, we can start by thinking about the daily **pattern** of daytime and nighttime.

**pattern:** something we observe to be similar over and over again

We will investigate this question to understand the pattern of daytime and nighttime: **What causes the daily pattern of when we see the sun and other stars?**

**USING THE SIMULATION**  
Students used a digital simulation (Sim) to investigate this item. This Sim is a **basic model of Earth and the sun**. Although this model is different from the real Earth and sun, it is also accurate in many ways.

**System View:** on the right side, shows Earth as if you are seeing from **above Earth's North Pole**, but far enough away to also see the sun.

around the sun, there are labels for **constellations** with arrows pointing in the direction you'd need to travel from Earth to get to those constellations. In other words, the labels do not represent the actual locations of the constellations because they are too far away to show in the Sim.

**Observer:** here is a person on Earth, whom we'll call "the observer." In the Sim, this person is always in the same location on Earth.

**Earth View:** on the left side, shows the sky what the observer would see as they stand on Earth and look up.

In the Sim, it is possible to move time forward and backward, and to speed up or slow down time. This makes it easier to investigate when different things are visible in the sky and what happens to the system of the sun, and other stars, as time passes.

Patterns of Earth and Sky—Lesson 6 27

@Home Packets:  
print-based

**Grade 5 | Patterns of Earth and Sky**  
**@Home Lesson 6**

**Find and complete the Using Data in an Investigation page to reflect on your new ideas from the Sim. If you have a partner to talk to, share your ideas with them.**

**Patterns of Earth and Sky: @Home Lesson 6**

**Think-Write-Pair-Share Using Data in an Investigation**

1. Think about the Investigation Question: What causes the daily pattern of when we see the sun and other stars?

- Write and draw labels from the Sim to look for things that repeat.
- Write down the pattern you found.
- Record your ideas.
- Share your ideas with your partner.

Patterns of Earth and Sky—Lesson 6 27

You can talk to a family member, a friend on the phone, or even a pet or stuffed animal!

**To: Student Astronomers**  
**From: Dr. Sobri, Museum of Archaeology**  
**Subject: Another Question About the Artifact**

For explaining why we can't see stars other than the sun in the sky, we have a new question—Why is the sun up sometimes, but not all the time?

Would you be able to explain that? We think your information might help us as we try to understand what would have been shown on the missing piece of the artifact.

Before that, we want to display the artifact along with a replica of the missing piece that is as accurate as we can make it.

@Home Slides and Student  
Sheets: tech-based

# Options for student access

## Embedded links to videos:

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

As you read, you will **visualize** to understand the **size** of objects in space and the **distances** between them.

**Optional:** You can watch a video read-aloud of this book at [tinyurl.com/AMPPES-01](http://tinyurl.com/AMPPES-01).

1. **Read page 3.** Then **visualize the size of the beluga whale.** For example, make a picture in your mind of a car and then imagine a beluga whale next to the car.
2. **Turn to page 4.** Did the picture you made in your mind look like the illustration on page 4?
3. **Read the rest of the book.** As you read, **visualize** to understand the size of objects in space and the distances between them.

**visualize:** to make a picture in your mind using information from different sources

visualize

TALK

Discuss the following questions with a **partner**. Your partner can be a family member, a friend on the phone, or even a pet or stuffed animal!

1. Look at the data table on page 12 of the book.
  - Is the sun the **largest** star, based on the information in this table?
2. Look at the data table on page 19 of the book.
  - Which star is **closest** to Earth? How far away is it?
  - Which star is **most distant**? How far away is it?
  - Based on this data, what can you say about the **distance** of the

Patterns of Earth and Sky @Home Lesson 2



How big is big? Everyone knows whales are big. A beluga whale is longer than a car, and weighs about 1,000 kilograms (more than 2,000 pounds). That's big. Or is it?



**Read page 3.** Then **visualize the size of the beluga whale.** For example, make a picture in your mind of a car and then imagine a beluga whale next to the car.

**Optional:** You can access a digital version of the book [here](http://tinyurl.com/AMPPES-01) or watch a video read-aloud at [tinyurl.com/AMPPES-01](http://tinyurl.com/AMPPES-01).

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

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

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

- Simulation
- 1 Energy Conversions
- Science Practice Tools
  - 1 Energy from Sunlight
  - 2 Energy from Wind
- Student Books
  - 1 Energy from Sunlight
  - 2 Energy from Wind
  - 3 Day and Night
  - 4 Light and Sound
  - 5 Energy
  - 6 Why Things Move
- Libros para estudiantes
  - 1 Energy from Sunlight
  - 2 Energy from Wind
  - 3 Day and Night
  - 4 Light and Sound
  - 5 Energy
  - 6 Why Things Move

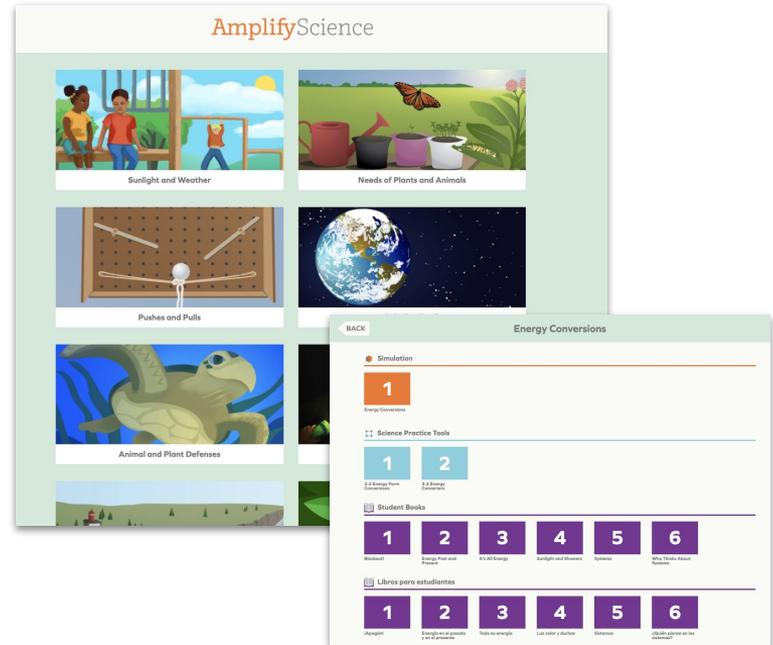
K-5 digital access

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



Username: [nyc5](#)

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: *Patterns of Earth and Sky 2.2*

AmplifyScience > Patterns of Earth and Sky > Chapter 2 > Lesson 2.2

## Lesson 2.2: The Daily Pattern



Lesson Brief  
(4 Activities)

1

TEACHER-LED  
DISCUSSION  
Reviewing the  
Investigation Plan



2

SIM  
Daily Pattern  
Investigation in the Sim



3

STUDENT-TO-  
STUDENT  
DISCUSSION  
Using Data in an



4

TEACHER-LED  
DISCUSSION  
Reflecting on the  
Practice of Investigation



# @Home Lesson 6: Combined lessons 2.1 & 2.2

## @Home Lesson 6

*Adapted from: Amplify Science Patterns of Earth and Sky Lessons 2.1 and 2.2*

### Key Activities

- **Introducing the Chapter 2 Question:** Students are introduced to the Chapter 2 Question.
- **Introducing the Simulation:** Students are introduced to the *Patterns of Earth and Sky* Simulation (Sim). Students using @Home Slides explore the Sim, while students using @Home packets observe illustrations of the Sim.
- **Do:** Students investigate what causes the daily pattern of when the sun and other stars are visible.
- **Write:** Students reflect on new ideas about what causes the daily pattern.

### Ideas for synchronous or in-person instruction

Before meeting, have students complete the Sim investigation. Then while meeting, have students share their observations, and discuss ideas about what causes the daily pattern of when we see the sun and other stars. After meeting, have students complete the written reflection. Alternatively, if you are meeting in person, you might introduce the Sim and have students complete the investigation in pairs so that you can support their work with the Sim.

Show Lesson 6 slides and packet sample

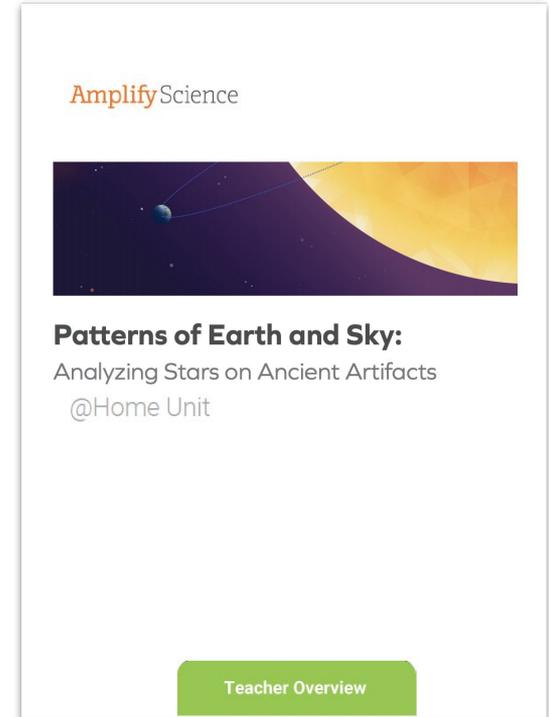
# Teacher Overview

## 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 Patterns of Earth and Sky 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

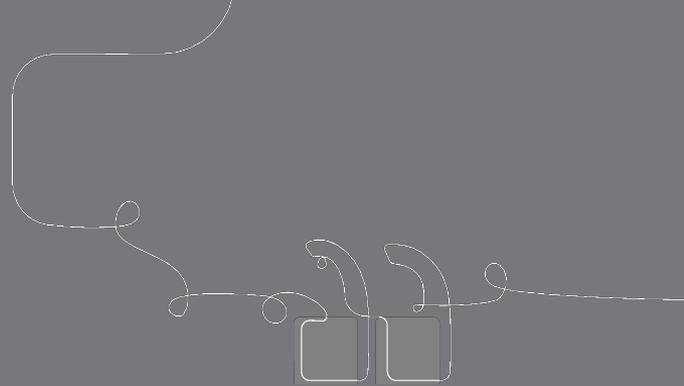
Overview Amplify Science@home

	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

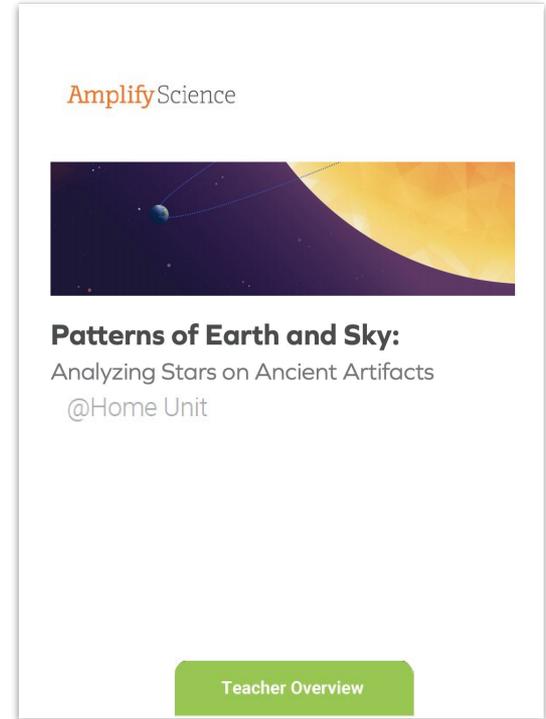
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

## Questions?

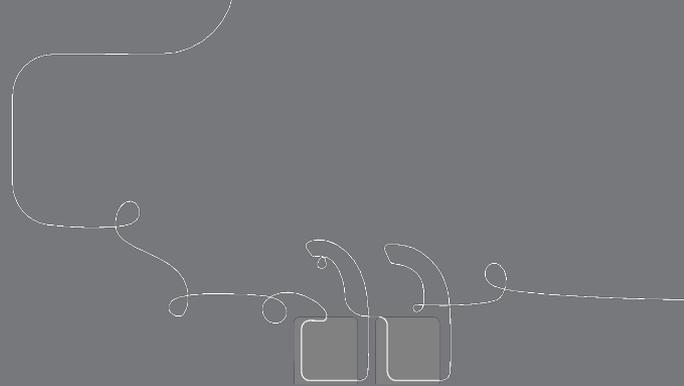
# Planning suggestions: @Home Units

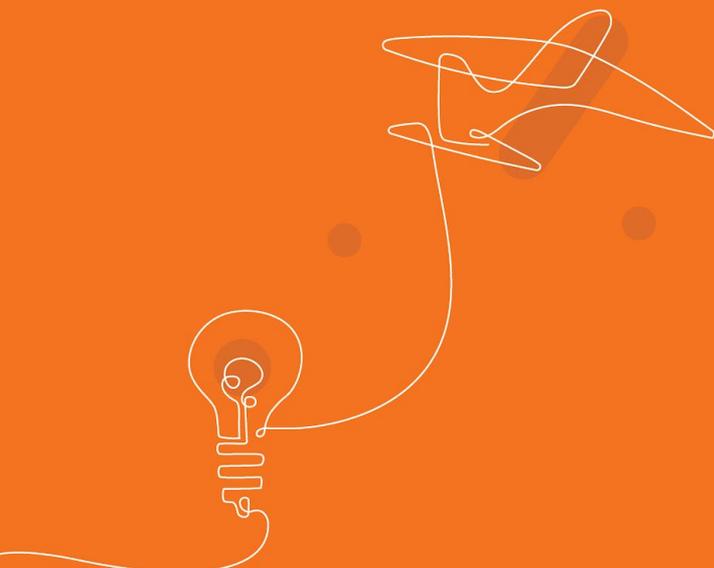
Read the Teacher Overview carefully! Pay particular attention to these sections:

- 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



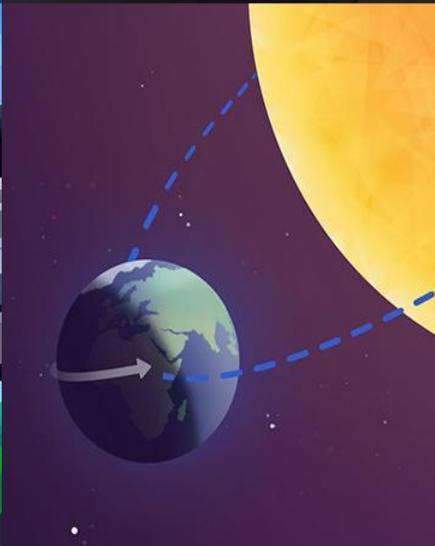
**Friday**

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?

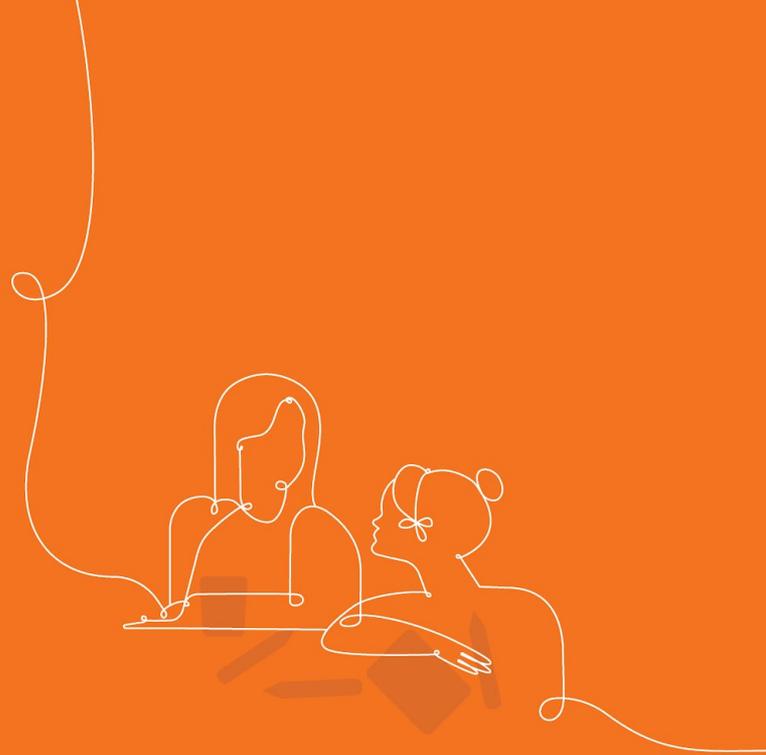




# Plan for the day

- 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.

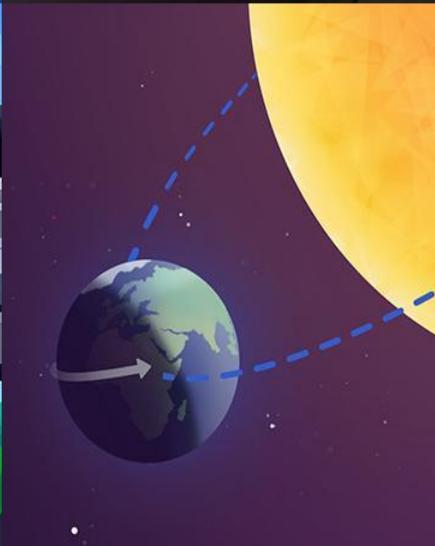
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional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

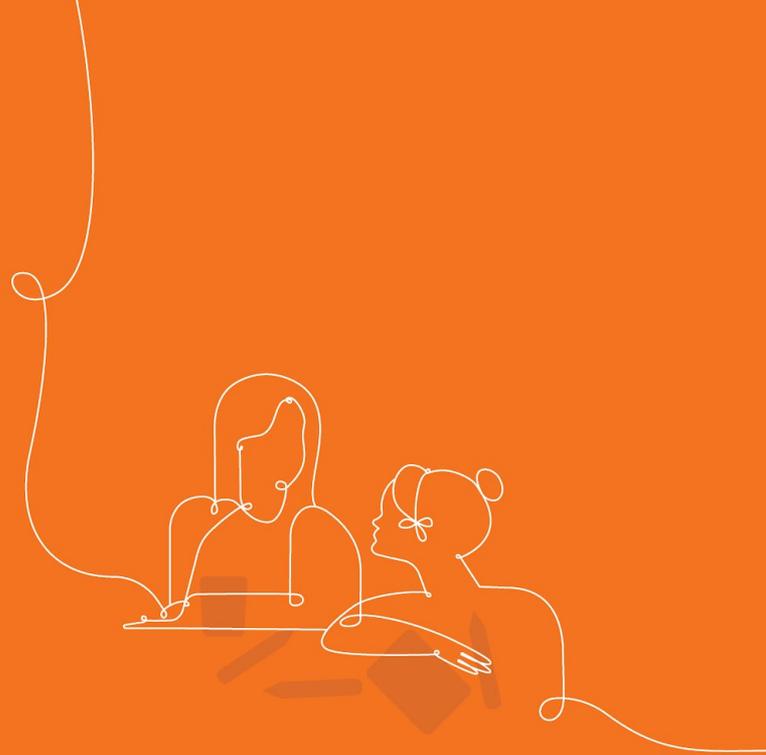
- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll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

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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



### Planning tool: @Home Resources

#### @Home Units: Planning for instructional routines and multimodal learning

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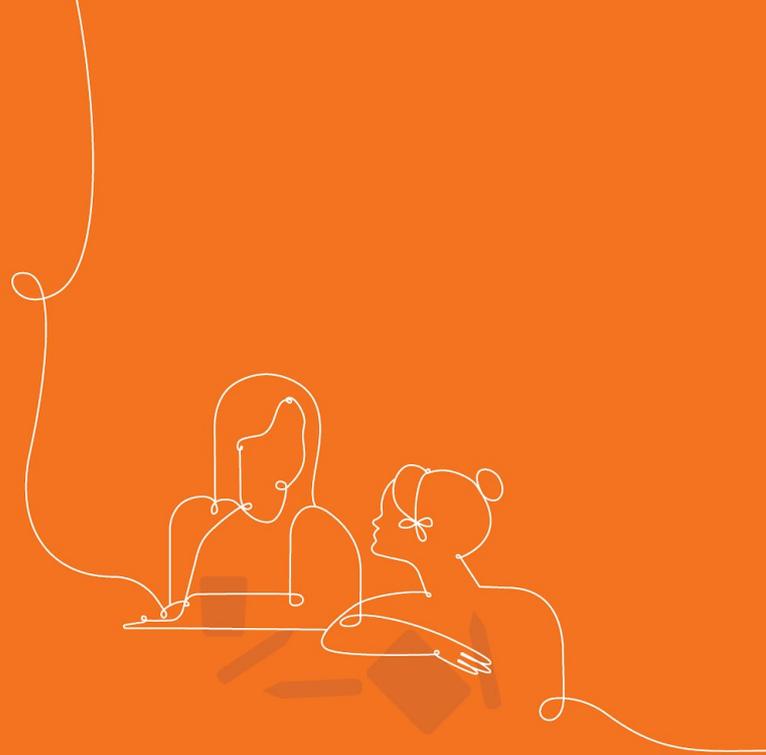
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Student writing			

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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

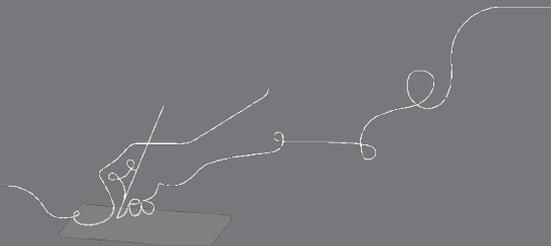


# Vision Reflection

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!

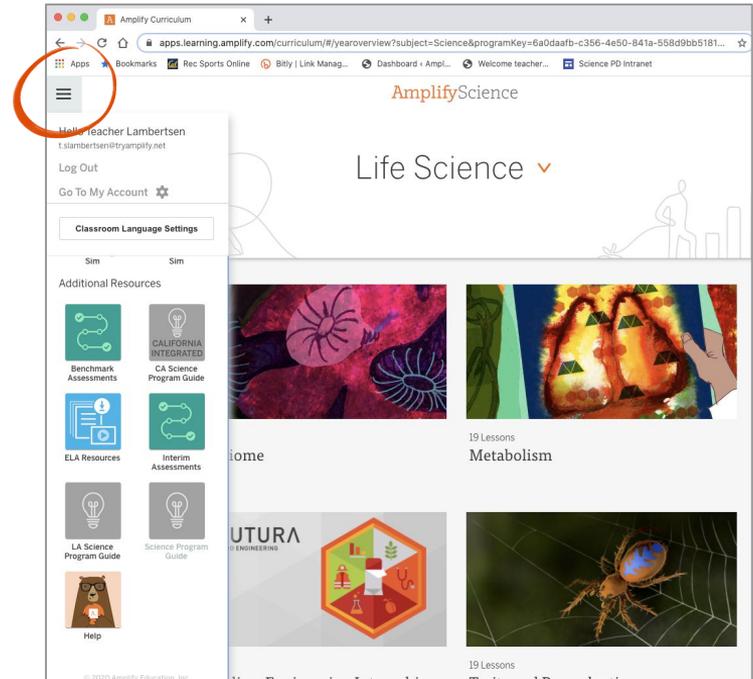


# Amplify Science Program Hub

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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- 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

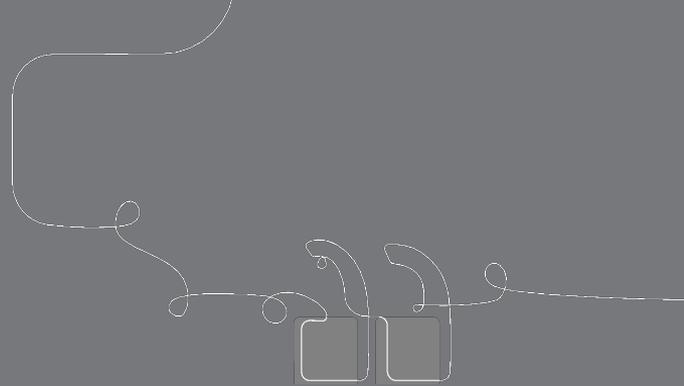


Amplify Chat

## 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

