

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 x PM_Resource_Coherence_Flow... x

apps.learning.amplify.com/curriculum/#unit/8a31e095506df8a2015256f88ab544_californiaintegrated2019-2020#progress-build

Amplify Science

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

TEACHER Why Geologists Value Fossils

2 TEACHER-LED DISCUSSION Introducing Mesos

RESET LESSON

GENERATE PRINTABLE LESSON

Lesson Brief

Digital Resources

Overview

Materials & Preparation

Differentiation

Español rds

All Projections

Completed Scientific Argumentation Wall Diagram

Video: Meet a Paleontologist

The Ancient Mesosaurus

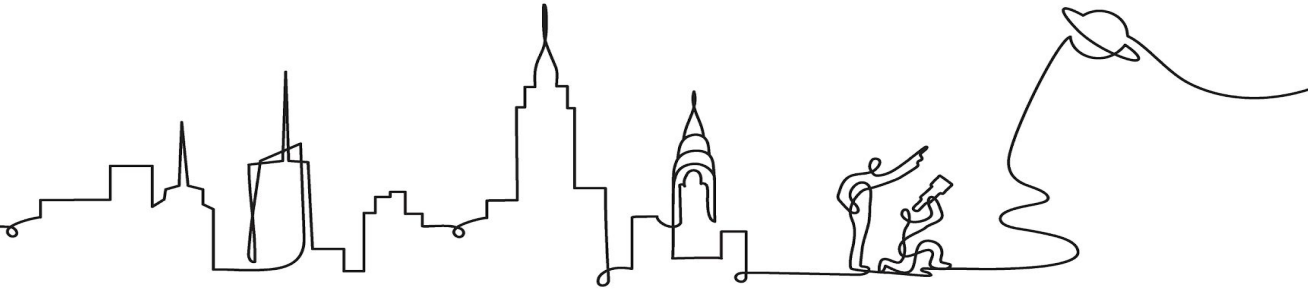
Amplify Science

New York City

Kindergarten Remote/Hybrid Learning & Guided Planning Session

Date xx

Presented by xx



Remote Professional Learning Norms



Take some time to orient yourself to the platform

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



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



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



Make sure you have a note-catcher present



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

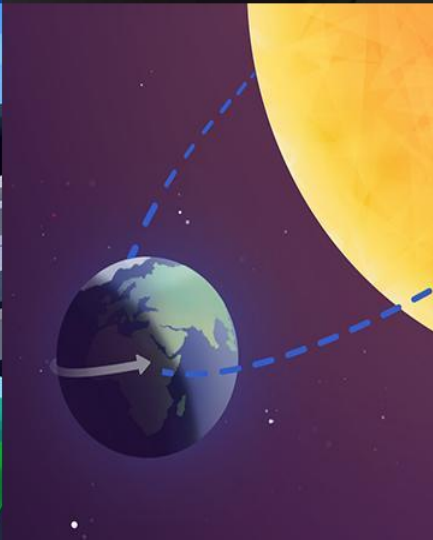
Objectives

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

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

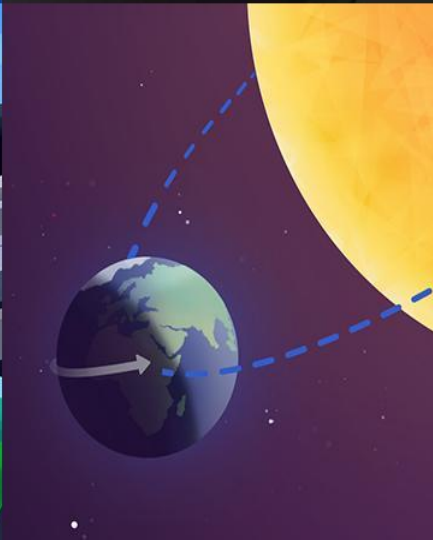
e





Plan for the day

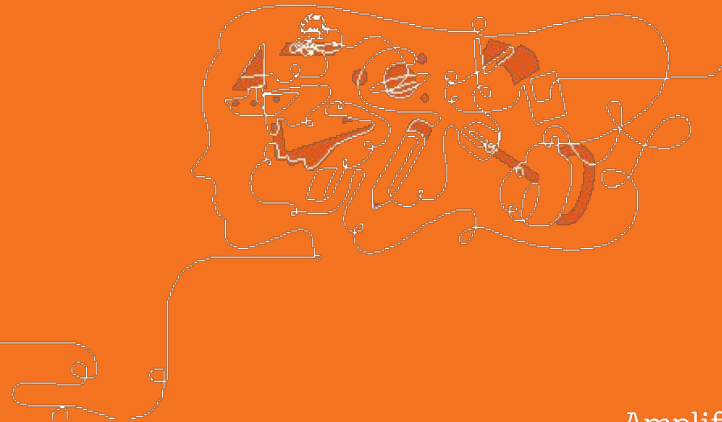
- Framing the day
 - Welcome and introductions
 - Back to school updates
 - Reflection and vision setting
- @Home Resources Introduction
 - @Home Videos
 - @Home Units
 - Resource selection
- Guided Planning
 - Utilizing @Home Resources
- Closing
 - Turnkey resources
 - Reflection & survey



Plan for the day

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

Back to School Updates



Improved Lesson Brief

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

Release Date: July 1, 2020

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

Lesson 2.2: Reading "Past Climate Changes on Earth"

Lesson Brief (4 Activities)

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

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Students continue to learn about how the relationship between energy entering and exiting Earth's system affects climate. After looking at data that shows an increase in energy from the sun is not the cause of current warming, students read about two periods of climate change from Earth's past. The teacher models a new reading strategy: summarizing. Students discuss the reading by reflecting on their annotations. For homework, students take on a mission to make less energy enter than exit and observe temperature. The purpose of

Digital Resources

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

Unplugged?

Shared Teacher Login

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

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

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

The screenshot shows a 'Shared Teacher Login' modal dialog box overlaid on the 'Amplify Licenses' page. The dialog contains the following text and fields:

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

USERNAME: DQFEF COPY PASSWORD: cold-lynx COPY

Teachers log in here
learning.amplify.com

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

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

Close

Classroom Slides (PPT & Google Slides!)

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

Microbiome: Lesson 2.2 Activity 2

The Human Microbiome


A World Inside You

There's a vast world of tiny organisms living inside you. The trillions of these organisms make up the human microbiome. When something changes to disturb the world of these microbes, it can cause problems.

The world is full of tiny organisms. The microbes are called **microorganisms**, and you can't see them with the naked eye. They live all over your body, especially in your mouth, nose, and skin. They help you stay healthy and fight off bad germs that can make you sick.

Your body is home to a vast world of tiny organisms. The trillions of these organisms make up the human microbiome. When something changes to disturb the world of these microbes, it can cause problems.

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

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

Grado 4 | Conversiones de energía

Lección 2.1: Convertidores de energía

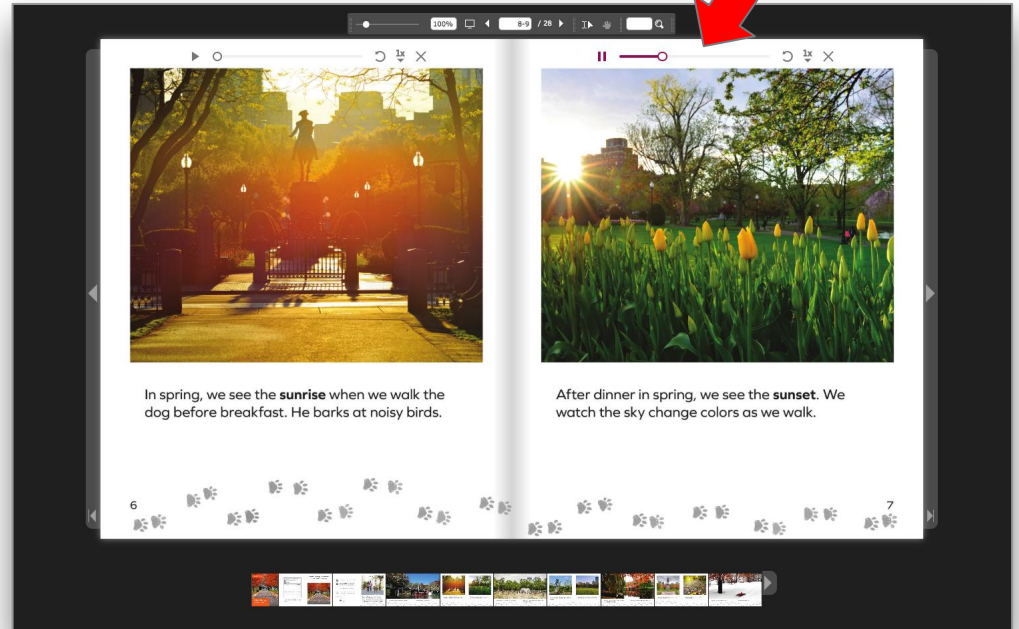
AmplifyScienc

K-5 read aloud: student books

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

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

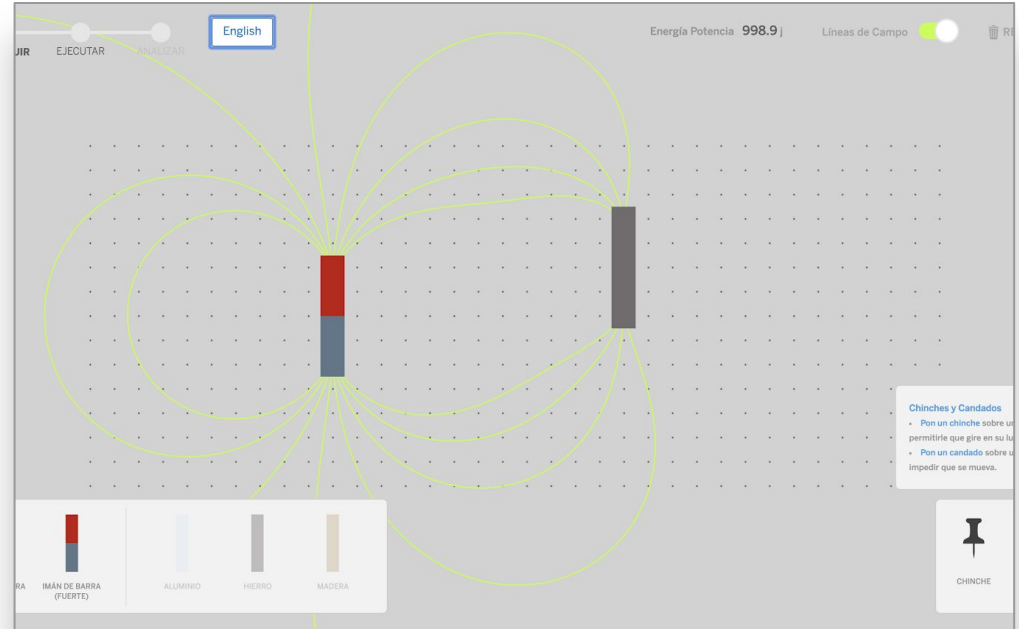
Students will have access to readers through the Elementary Student apps page.



More Spanish: science apps (grades 2–8)

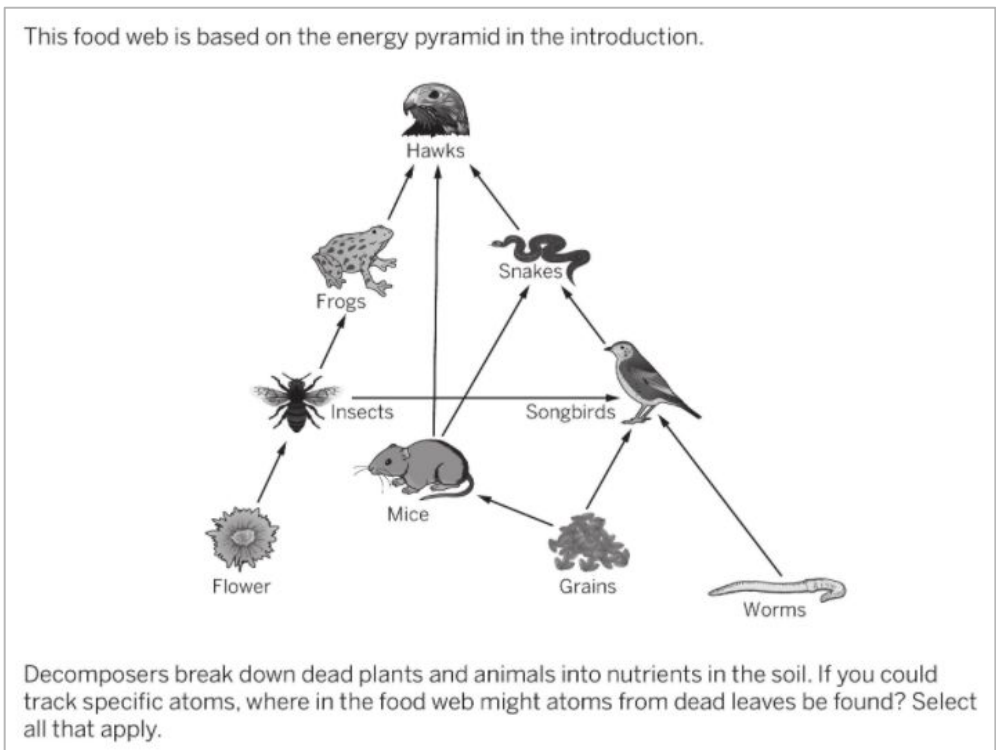
Spanish translations of science apps began last year, and by this back-to-school the project will be complete.

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

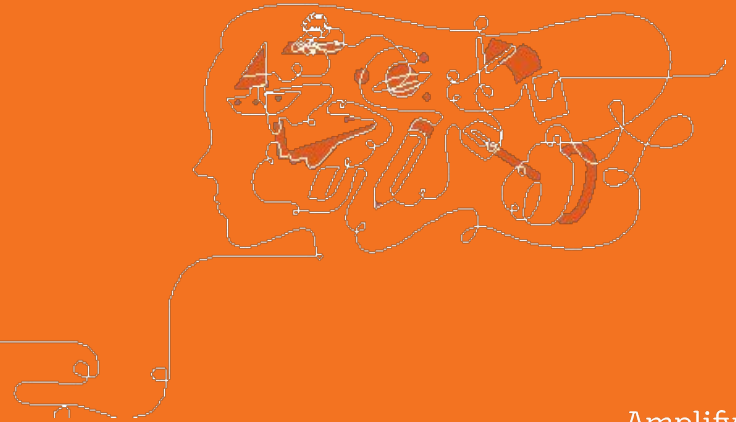


Benchmark Assessments (grades 3-8)

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



Reflection and vision setting



Remote Learning Reflection

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

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

Note catcher

Reflection: Teaching remotely last year

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

Two successes in your teaching

Three things you learned or new insights

Setting a vision

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

Cultivate a love of science

Problem solve

Develop flexible scientific understanding

Think and work like real scientists

Feel successful and build academic confidence

Collaborate and communicate

Multimodal, phenomenon-based learning

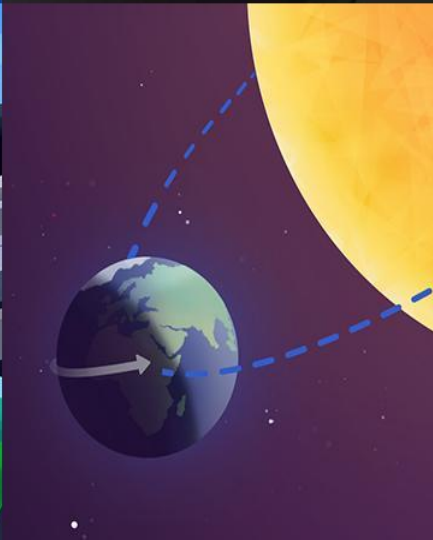
In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



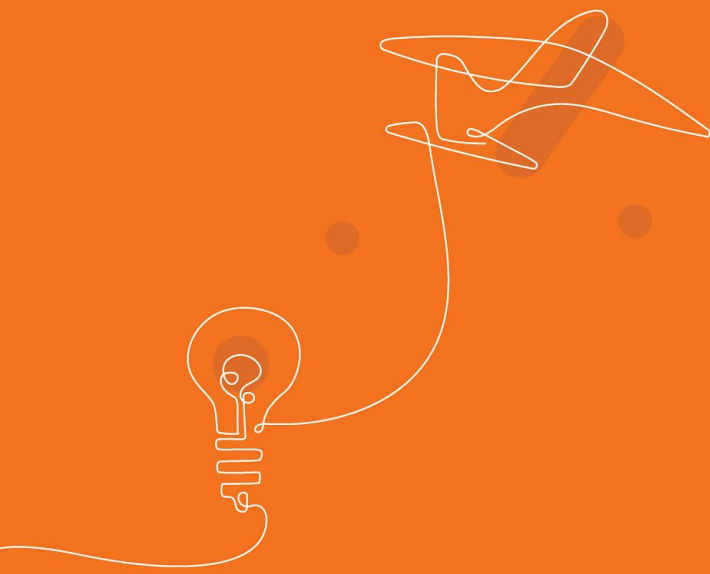


Questions?



Plan for the day

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



Amplify Science@Home

A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.

Amplify Science@Home resources

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

AmplifyScience@Home

- Built for a variety of instructional formats
- Digital and print-based options
- No materials required
- Available in English and Spanish (student and family materials)
- Accessible on the Amplify Science Program Hub



AmplifyScience@Home

Two different options:

@Home Units

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

@Home Videos

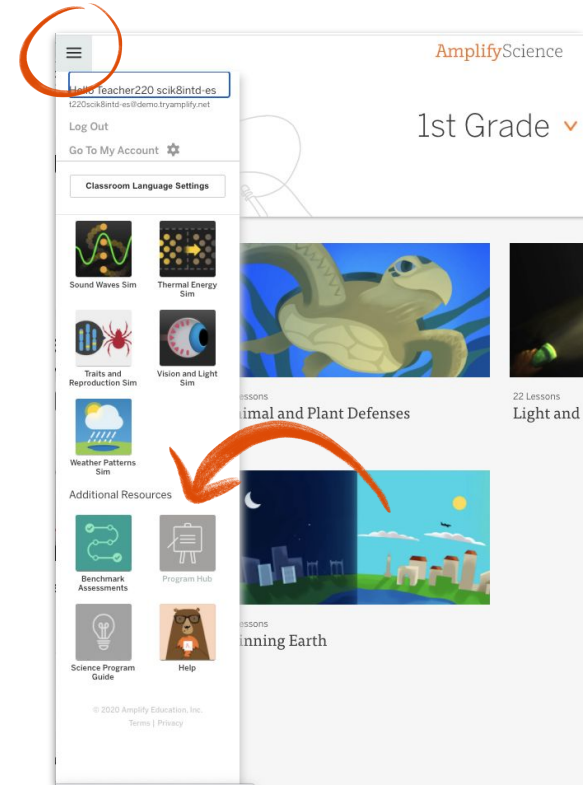
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Accessing Amplify Science@Home

Amplify Science Program Hub

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



AmplifyScience@Home

- First unit for each grade level is now available on the Science Program Hub
- Additional units rolling out throughout back-to-school



Amplify Science K-5

Grade K

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

Grade 1

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

Grade 2

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

Grade 3

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

Grade 4

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

Grade 5

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

Stop and Jot

First, ask yourself...

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

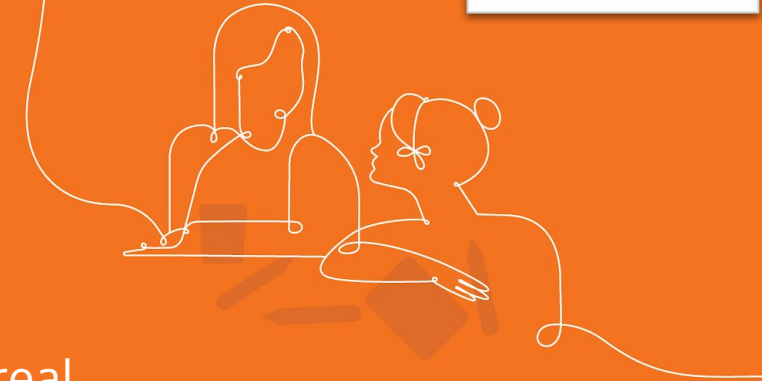
@Home Videos

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

Amplify Science @Home resources

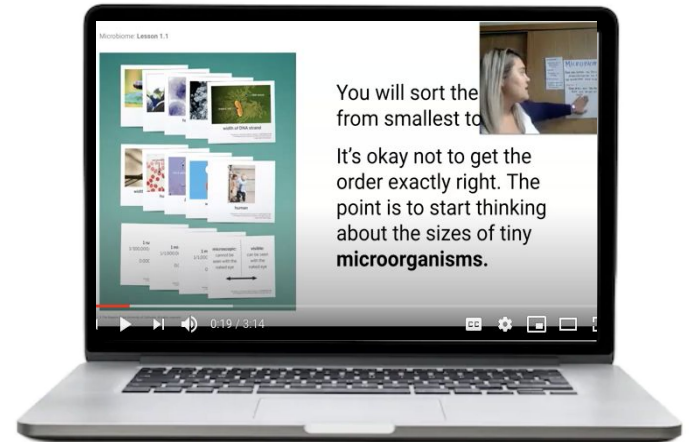
Overview Amplify Science@Home

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



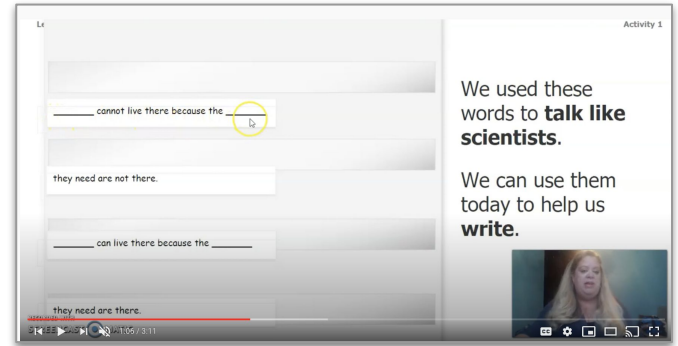
@Home Videos

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



Interactive video experience


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



Example lesson: *Needs of Plants and Animals 1.6*

AmplifyScience > Needs of Plants and Animals > Chapter 1 > Lesson 1.6

Lesson 1.6: Explaining Why There Are No Caterpillars



Lesson Brief (3 Activities)

T TEACHER Searching for What Caterpillars Need

1 READING Discovering What Caterpillars Need

2 TEACHER-LED DISCUSSION Searching for Milkweed Plants

3 TEACHER-LED DISCUSSION Explaining Why There Are No Caterpillars

Example lesson: *Needs of Plants and Animals 1.6*



Grade K Needs of Plants and Animals Chapter 1 Lesson 1.6


3 videos • Last updated on Jul 29, 2020

Unlisted




Amplify


SUBSCRIBE

- 

Grade K Needs of Plants and Animals Chapter 1 Lesson 1.6 Activity 1

Amplify
- 

Grade K Needs of Plants and Animals Chapter 1 Lesson 1.6 Activity 2

Amplify
- 

Grade K Needs of Plants and Animals Chapter 1 Lesson 1.6 Activity 3

Amplify

Example lesson: *Needs of Plants and Animals 1.6*

T	TEACHER Searching for What Caterpillars Need	
1	READING Discovering What Caterpillars Need	



**Grade K Needs of Plants and Animals
Chapter 1 Lesson 1.6 Activity 1**

Amplify

2	TEACHER-LED DISCUSSION Searching for Milkweed Plants	
---	--	---



**Grade K Needs of Plants and Animals
Chapter 1 Lesson 1.6 Activity 2**

Amplify

3	TEACHER-LED DISCUSSION Explaining Why There Are No Caterpillars	
---	---	---



**Grade K Needs of Plants and Animals
Chapter 1 Lesson 1.6 Activity 3**

Amplify

@Home Videos

Using the resources

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

Synchronous time

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

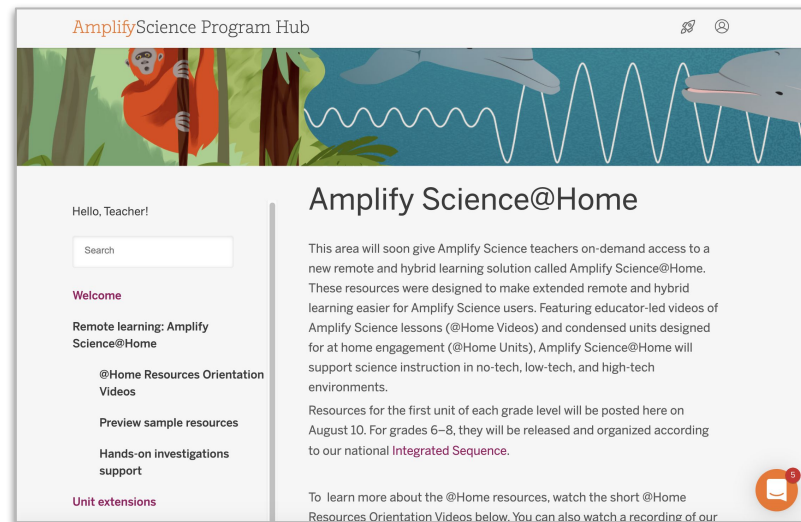
Amplify Science Program Hub

A new hub for Amplify Science resources

Go to: science.amplify.com/programhub

username: [sciencelearningca](#)

password: [DemoOnly1234](#)



The screenshot shows the Amplify Science Program Hub website. At the top, there is a header with the text "Amplify Science Program Hub" and a search icon. Below the header is a banner image featuring a cartoon monkey in a red shirt climbing a tree on the left, and a blue wave with a white line graph overlaid on the right. The main content area is divided into two columns. The left column contains a "Hello, Teacher!" greeting, a search bar, a "Welcome" section, and a list of links: "Remote learning: Amplify Science@Home", "@Home Resources Orientation Videos", "Preview sample resources", "Hands-on investigations support", and "Unit extensions". The right column features a section titled "Amplify Science@Home" with a paragraph of text explaining the new remote and hybrid learning solution. Below this text is another paragraph about the release of resources for grades 6-8. At the bottom right of the page, there is a small orange icon with a white envelope and a red notification bubble containing the number "3".

Explore your @Home Videos

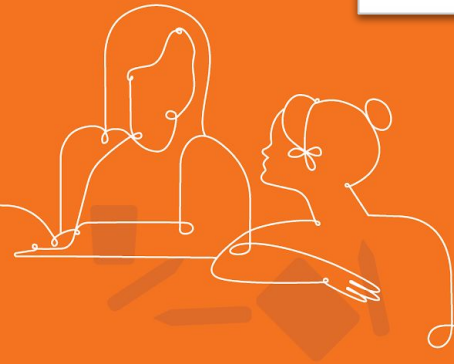
Navigate to Needs of Plants and Animals on the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

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

Amplify Science @Home resources

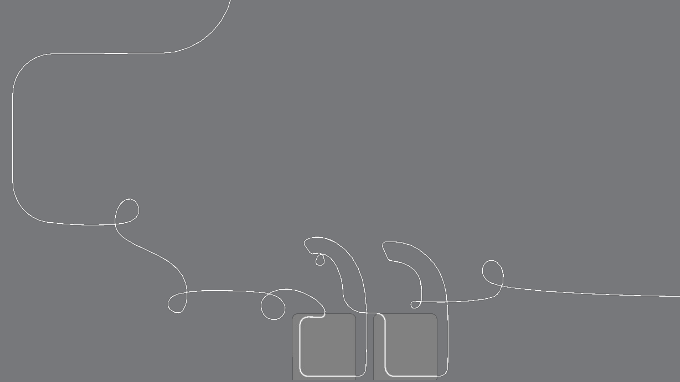
Overview Amplify Science@home

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



Share insights

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



Amplify Science @Home resources

Overview: Amplify Science@Home

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

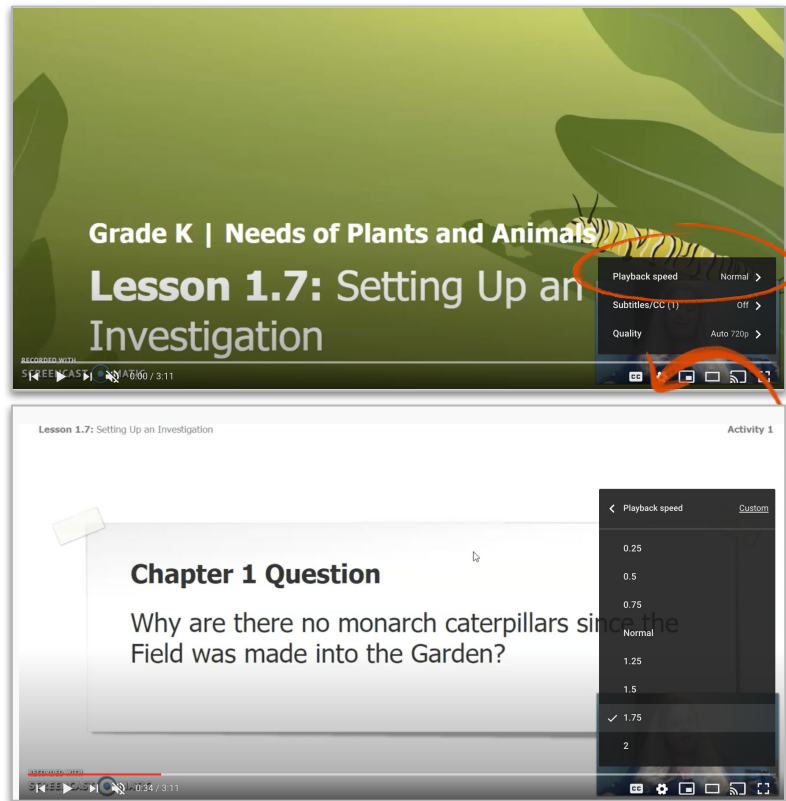
Questions?

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.

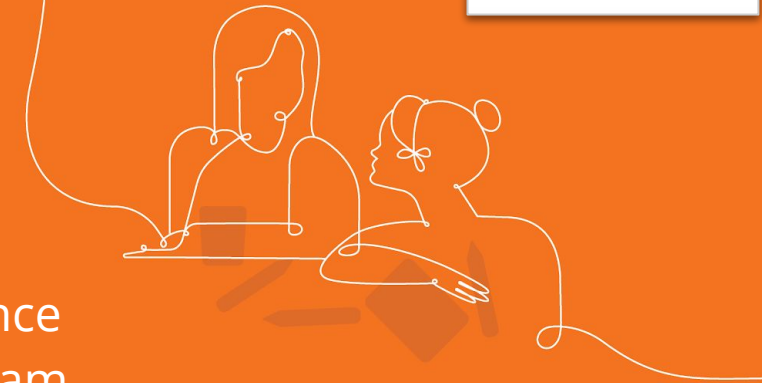


@Home Units

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


AmplifyScience
Needs of Plants and Animals @Home Lesson 5

The children in Mariposa Grove need our help figuring out why there are no monarch caterpillars since the Field was made into the Garden. They want to figure out how to make the Garden a place where monarch caterpillars can live again.



OBSERVE

We have learned that animals can only live in a place that has the food they need. We do not know what type of food the monarch caterpillars need. We will observe pictures to find out more about what monarch caterpillars eat. Look carefully at these pictures:




Optional: Watch a video of a monarch caterpillar here: <https://www.youtube.com/watch?v=3uqfLomMfDk>

After you look at the pictures or watch the video, talk about this question: What did you observe the caterpillar doing?

READ

We observed a monarch caterpillar eating a plant, but we do not know what kind of plant it is. We can use Handbook of Plants to gather more information about what kind of food a monarch caterpillar eats.



Needs of Plants and Animals @Home Lesson 5
© 2020 The Regents of the University of California. All rights reserved.

Name: _____ Date: _____

Explaining Why There Are No Monarch Caterpillars in the Garden

Why are there no monarch caterpillars since the Field was made into the Garden?


Draw or write your ideas.

Needs of Plants and Animals @Home Lesson 5
© 2020 The Regents of the University of California. All rights reserved.

Needs of Plants and Animals
@Home Lesson 5



Needs of Plants and Animals @Home Lesson 5



What did you observe the caterpillar doing?

Needs of Plants and Animals @Home Lesson 5
© 2020 The Regents of the University of California. All rights reserved.


Needs of Plants and Animals @Home Lesson 5

_____ can live there because the _____ they need are there.

_____ cannot live there because the _____ they need are not there.

Remember, we used these words to talk like scientists about the Field and the Garden.

Now, use these words again to talk about your drawing or writing.



Needs of Plants and Animals @Home Lesson 5
© 2020 The Regents of the University of California. All rights reserved.


@Home Packets:
print-based

@Home Slides and Student
Sheets: tech-based


Options for student access

Embedded links to videos:


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

 **DRAW and WRITE**

Find and complete the **How Do Living Things Get What They Need to Live and Grow?** page.




Now is a good time to take a break.

 **READ**

Next you will read a book. Check with your teacher about how you will access books in this @Home Unit.

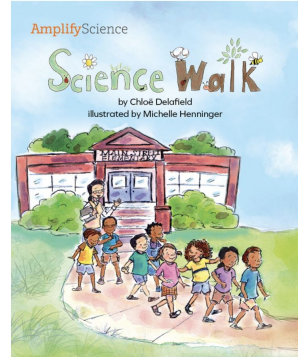
We will read the book *Science Walk*, about how one class of scientists learned about a place near their school.



An important way that readers learn from a book is to **set a purpose** before reading. When you set a purpose, you **decide what you want to figure out** when reading something. As you read, you can make sure that you figure out what you want to figure out.


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

Needs of Plants and Animals @Home Lesson 1



AmplifyScience
Science Walk
by Chloe Delafield
Illustrated by Michelle Henninger

We will read the book *Science Walk* about how one class of scientists learned about a place near their school.

 Find someone to read out loud to you.

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

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 numbered buttons (1-6) for different resources:

- Simulation
- Energy Conversions (1)
- Science Practice Tools (1, 2)
- Student Books (1-6)
- Libros para estudiantes (1-6)

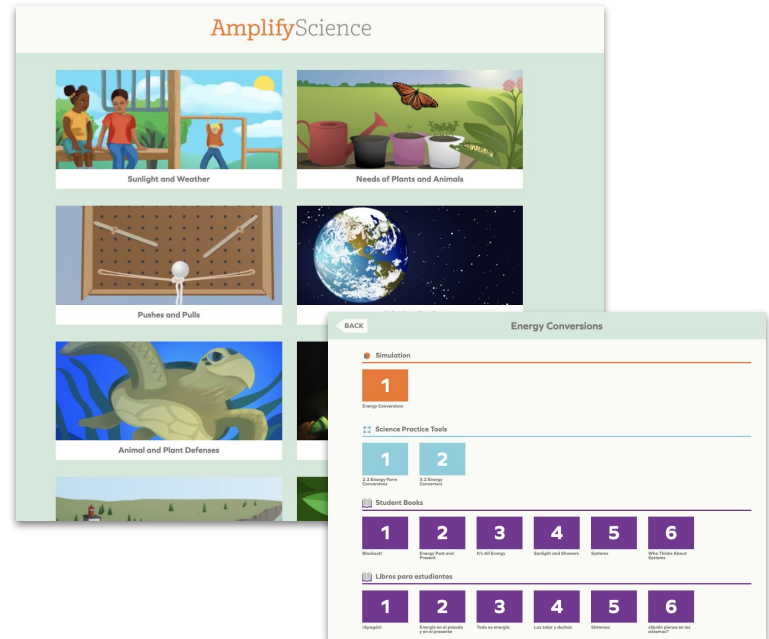
K-5 digital access

apps.learning.amplify.com/elementary



Username: **nyck**

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: *Needs of Plants and Animals 1.6*

AmplifyScience > Needs of Plants and Animals > Chapter 1 > Lesson 1.6

Lesson 1.6: Explaining Why There Are No Caterpillars



Lesson Brief (3 Activities)

T TEACHER
Searching for What
Caterpillars Need

1 READING
Discovering What
Caterpillars Need

2 TEACHER-LED
DISCUSSION
Searching for Milkweed
Plants

3 TEACHER-LED
DISCUSSION
Explaining Why There
Are No Caterpillars

@Home Lesson 5: Combination of lessons 1.6 & 1.7

@Home Lesson 5

Adapted from: Amplify Science *Needs of Plants and Animals* Lessons 1.6 and 1.7

Key Activities

- **Observe:** Students make observations of a caterpillar eating a leaf.
- **Read:** Students use the reference book to learn more about the milkweed that monarch caterpillars need for food.
- **Talk:** Students compare images of the Field and the Garden and use an Explanation Language Frame to talk about where monarch caterpillars can live.
- **Draw and Write:** Students draw and/or write to show their ideas about why there are no monarch caterpillars in the Garden.

Ideas for synchronous or in-person instruction

Prior to meeting, assign students to observe the video of the caterpillar eating a leaf and discuss their observations with someone at home. When meeting, have students observe the caterpillar eating a leaf video and share any new observations with the class. Then, read aloud from *Handbook of Plants* (as in *Needs of Plants and Animals* Lesson 1.6, Activity 1) and have students observe, compare, and discuss the images of the Field and the Garden with the Explanation Language Frame (as in *Needs of Plants and Animals* Lesson 1.6, Activities 2 and 3).

Show Lesson 5 slides and packet sample

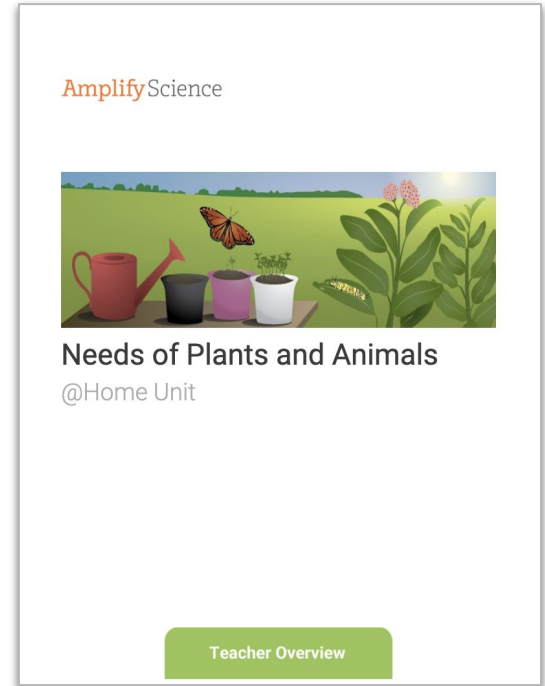
Teacher Overview

Unit-level

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

Lesson-level

- Chapters at a glance
- Lesson outlines



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

Explore your @Home Unit

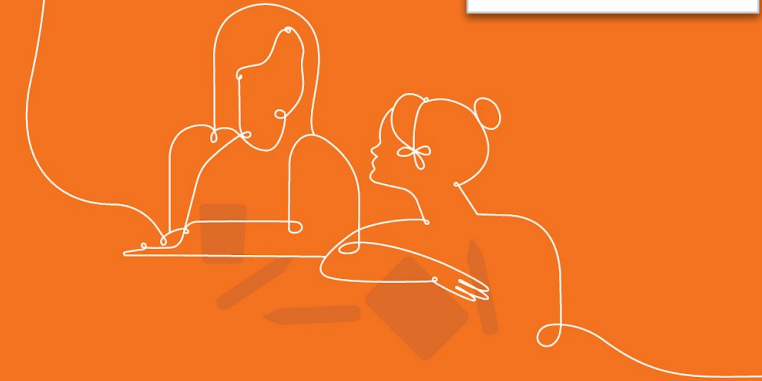
Navigate to Needs of Plants and Animals on the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

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

Amplify Science @Home resources

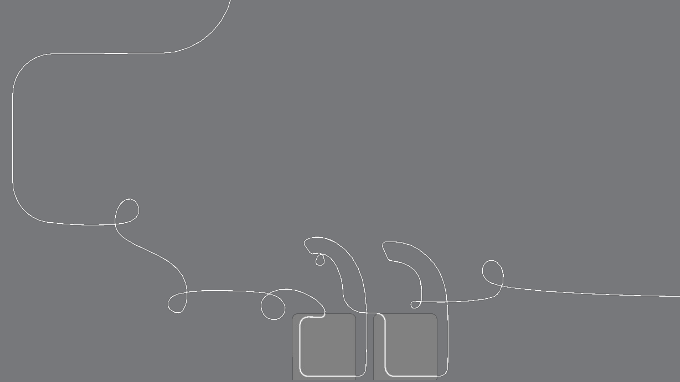
Overview Amplify Science@Home

	Amplify Science@Home Videos	Amplify Science@Home Units
Needs from resource overview		
Needs 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

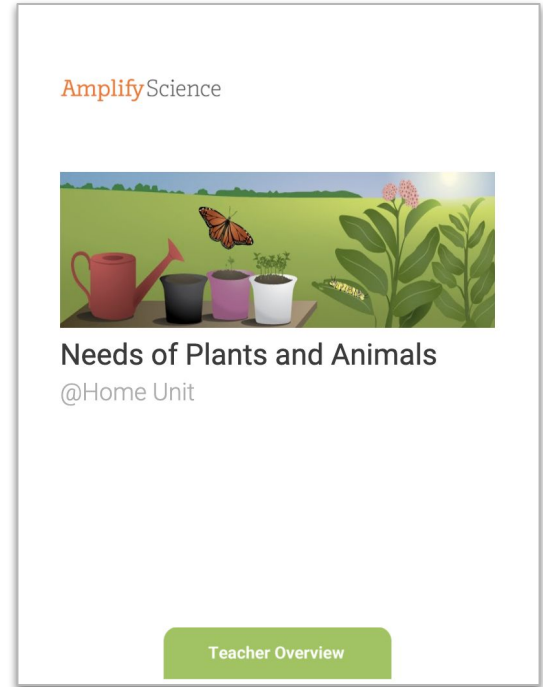
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this help you achieve the science you set for this school year?		

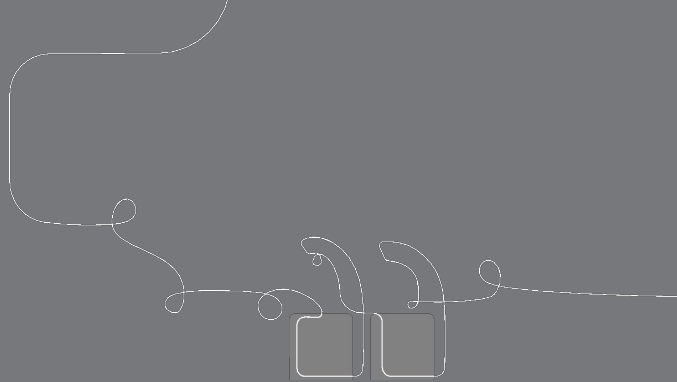
Questions?

Planning suggestions: @Home Units

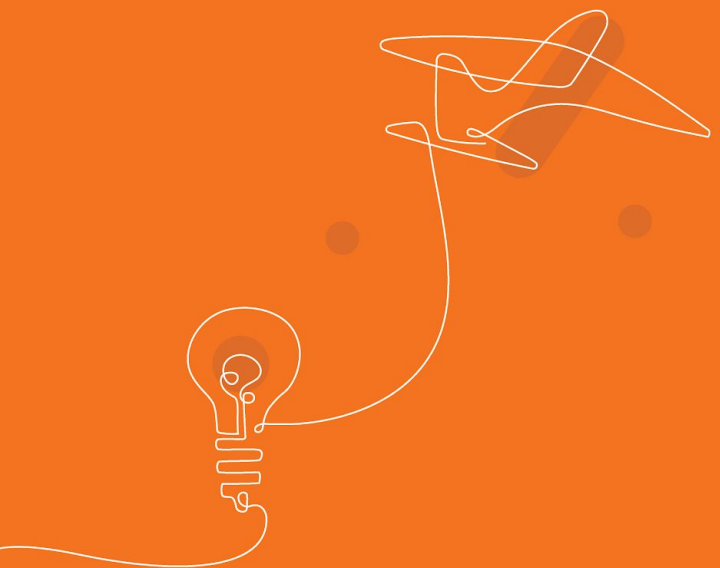
Read the Teacher Overview carefully! Pay particular attention to these sections:

- 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



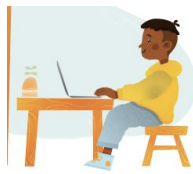




Overview Amplify Science@Home		
	Amplify Science@Home Videos	Amplify Science@Home Units
Notes from resource overview		
Notes from exploration		
How could this resource help you achieve the standards set for this school year?		

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

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

@Home Resources example use case

Hybrid Model: Teach live during in-person/synchronous time



Day 1

Remote

Assign: Lesson 1.1
@Home Video



Day 2

In-person

Teach: Lesson 1.2
live



Day 3

Synchronous

Teach: Lesson 1.3
using clips from
@Home Video



Day 4

Remote

Assign: Lesson 1.4
@Home
Packet/Slides



Day 5

In-person

Revisit: hands-on
or discourse-based
activities the week's
lessons

@Home Resources example use case

Remote Model: with synchronous & asynchronous learning



Days 1 & 2

Asynchronous

Assign: Lesson 1.1 @Home Video and sheets for students to work through on their own



Day 3

Synchronous

Teach: Lesson 1.2 using clips from the @Home Video



Day 4

Asynchronous

Assign: Lesson 1.3 @Home Packet or @Home Slides for students to work through on their own



Day 5

Synchronous

Revisit: hands-on or discourse-based activities from the week's lessons

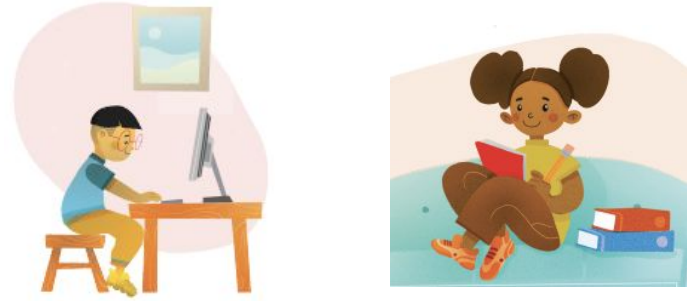
Sample instructional scenario

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

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



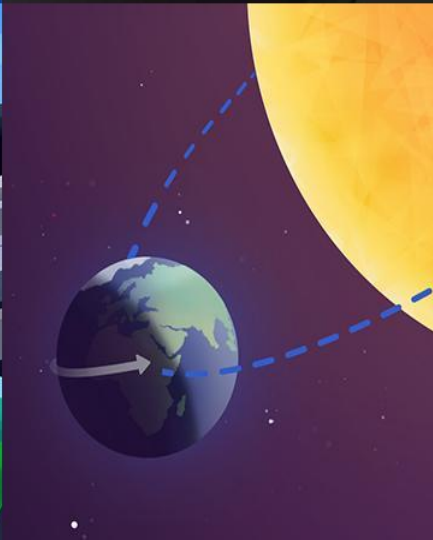
Friday

Students submit work product through email, Google Classroom, or by writing on paper and texting the teacher a photo of their work

Let's Discuss

How do you plan to use these resources?

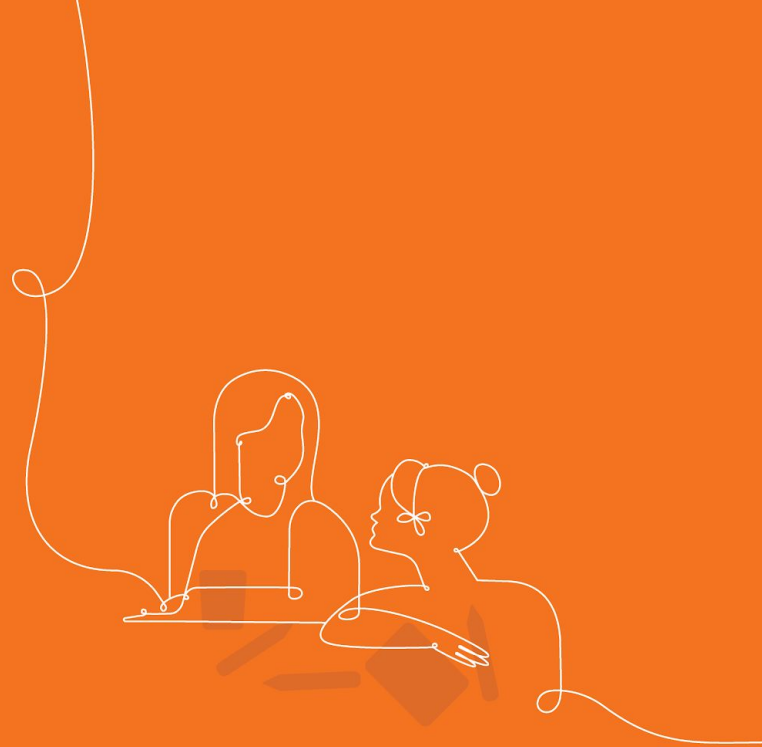




Plan for the day

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

Guided Planning



Planning with @Home Resources

Planning tool: @Home Resources

@Home Units: Planning for instructional routines and multimodal learning

A first step in planning to use @Home Units is determining how your students will engage with multimodal learning. Your @Home Unit's Teacher Overview provides guidance to frame decisions you'll need to make, and many suggestions to support decision making.

Find "Adapting the Amplify Science Approach for Remote Learning" in your Teacher Overview. Review the categories and suggestions, then use the organizer below to make a plan.

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

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

	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Hands-on			
Classroom wall			
Digital tools See Student Resources in the Teacher Overview for guidance on digital tools			

K-5 Digital Tool Access: apps.learning.amplify.com/elementary
Username: ampsci123 Password: ampsci123

Planning with @Home Resources

@Home Resources: Pacing and planning tool

Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

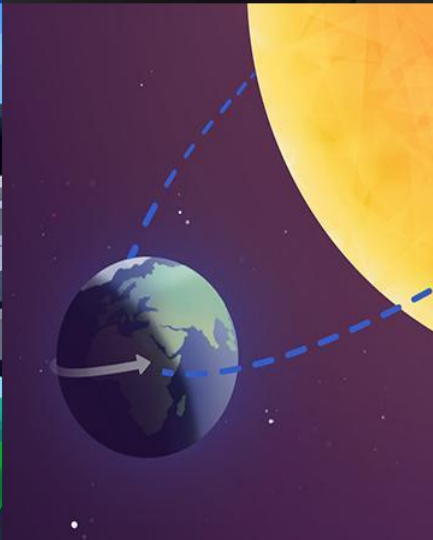
Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class
<p>If you have reduced science instructional time: Use the Teacher Overview to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, map your week in the row below.</p> <p>If you have the same amount of science instructional time: Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.</p>				
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:

Planning to use @Home Units

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

Planning to use @Home Videos

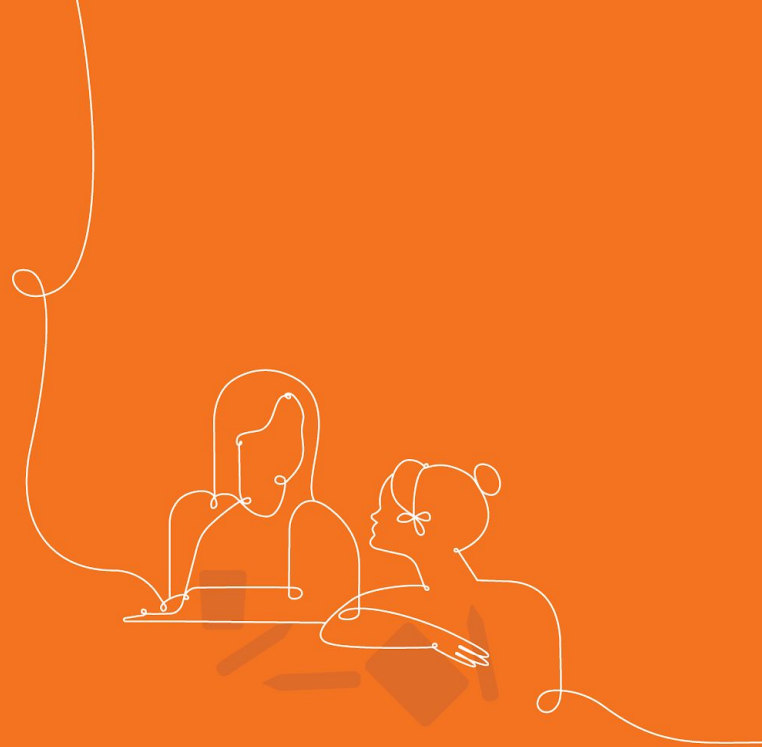
- Determine **how students will access** videos, and how they will **submit work**
- Consider **pacing**, including when you have synchronous/in-person science time with your students (if applicable)
- **Plan for student access** to digital tools and/or digital books (if applicable)
- Consider how you'll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



Plan for the day

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

Turnkey Resources



New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we 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!

Turnkey Resources

Amplify Science

Grades K-8

Remote and hybrid learning guide



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

Planning tool: @Home Resources

@Home Units: Planning for instructional routines and multimodal learning

A first step in planning to use @Home Units is determining how your students will engage with multimodal learning. Your @Home Unit's Teacher Overview provides guidance to frame decisions you'll need to make, and many suggestions to support decision making.

Find "Adapting the Amplify Science Approach for Remote Learning" in your Teacher Overview. Review the categories and suggestions, then use the organizer below to make a plan.

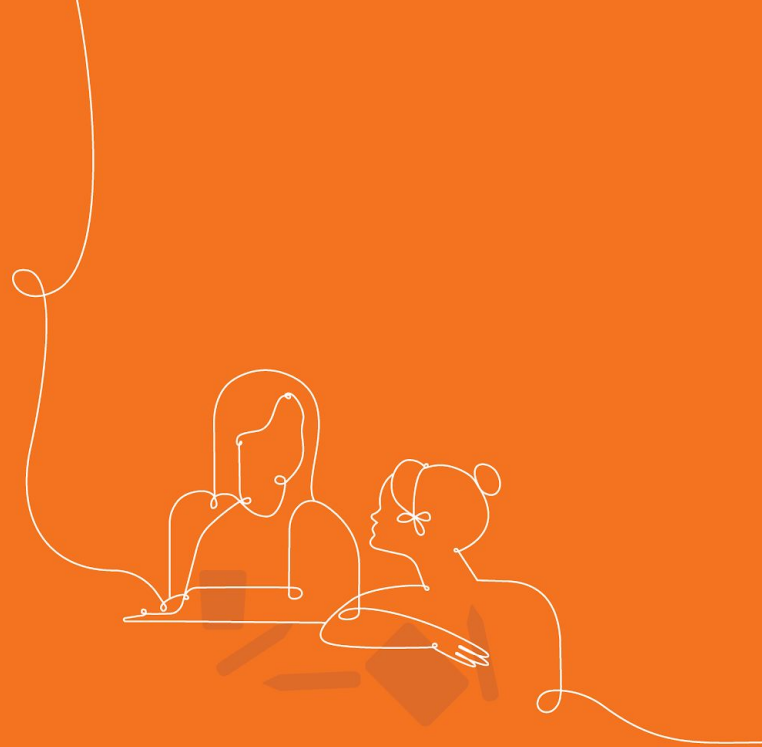
	How will you approach this modality or instructional routine? Note, you may vary your approach throughout the unit.	What do you need to plan or do to enact this approach?	How will you communicate your plan with students and/or families?
Student talk			
Student writing			

@Home Resources: Pacing and planning tool

Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science:	Minutes for science:	Minutes for science:	Minutes for science:	Minutes for science:
Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class
<p>If you have reduced science instructional time: Use the Teacher Overview to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, map your week in the row below.</p> <p>If you have the same amount of science instructional time: Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.</p>				
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review
Notes:	Notes:	Notes:	Notes:	Notes:

Reflection and survey

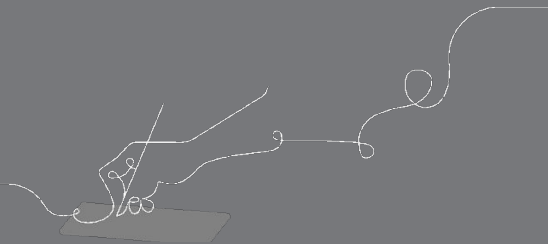


Vision Reflection

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

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

e



Revisiting our objectives

Do you feel ready to to...

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

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

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

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

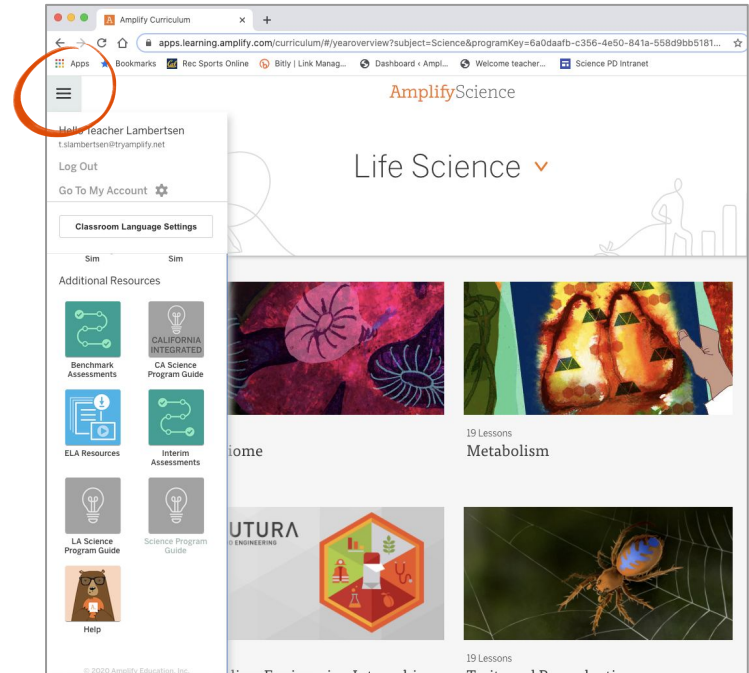


Amplify Science Program Hub

A new hub for Amplify Science resources

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

science.amplify.com/programhub



New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

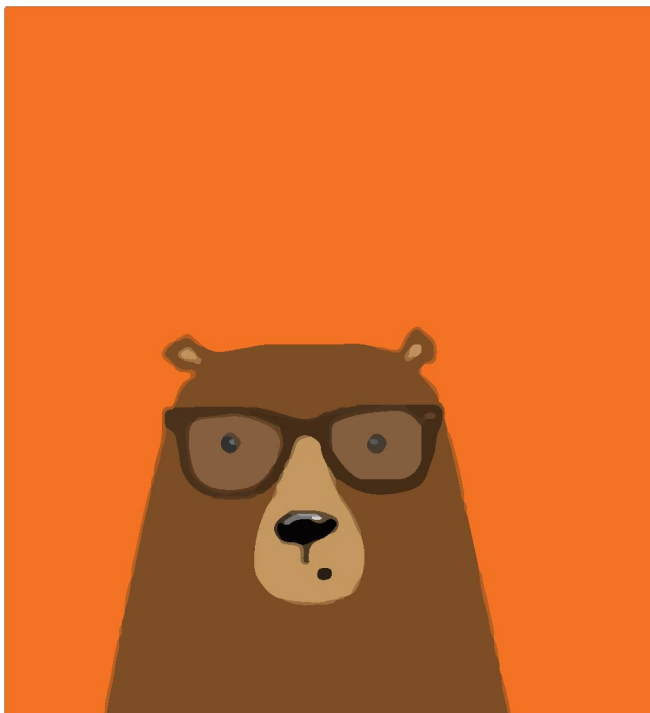
Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

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

Site Resources

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

Additional Amplify resources



Program Guide

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

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

Final questions?



Please provide us feedback!

URL: <https://www.surveymonkey.com/r/3ZJSG8K>

Presenter name: XXX

