Amplify Science
CALIFORNIA

TK Remote Learning and Guided Planning Session

LAUSD
Date:
Presented by x

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

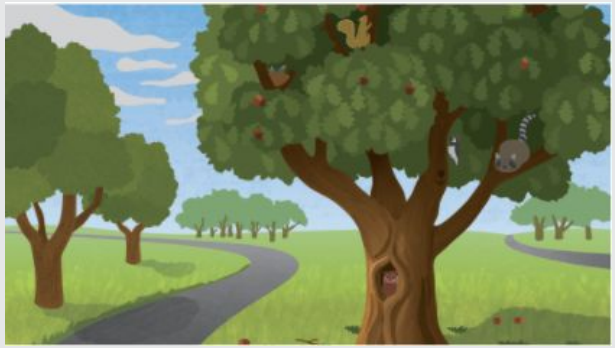
Make sure you have a note-catcher present

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

Session Goals

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

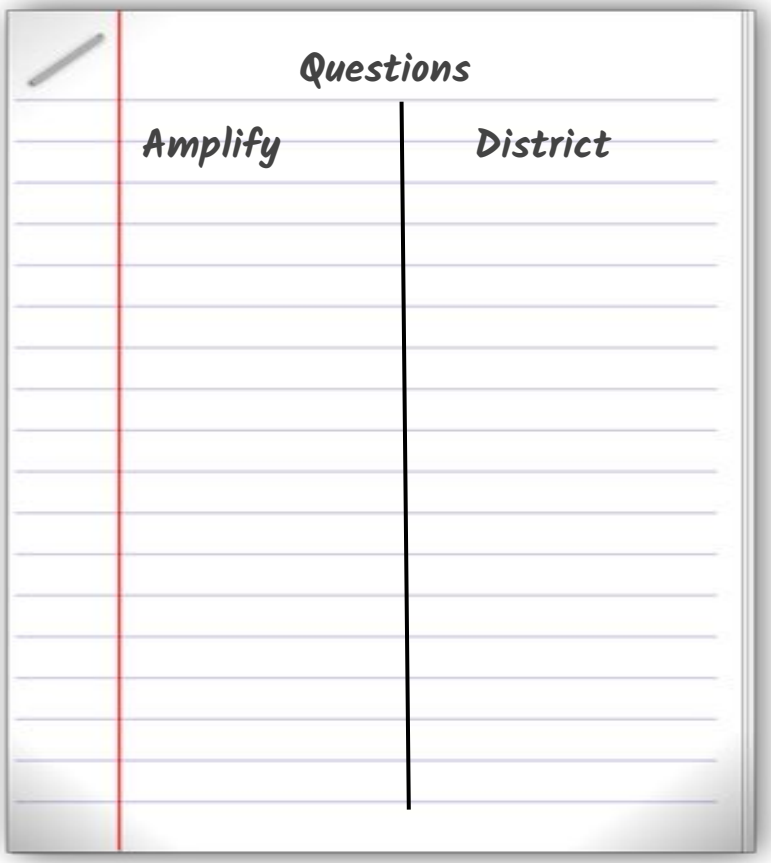
- Internalize tips and strategies for remote instruction
- Plan how you will leverage Amplify Science in a remote setting for back-to-school

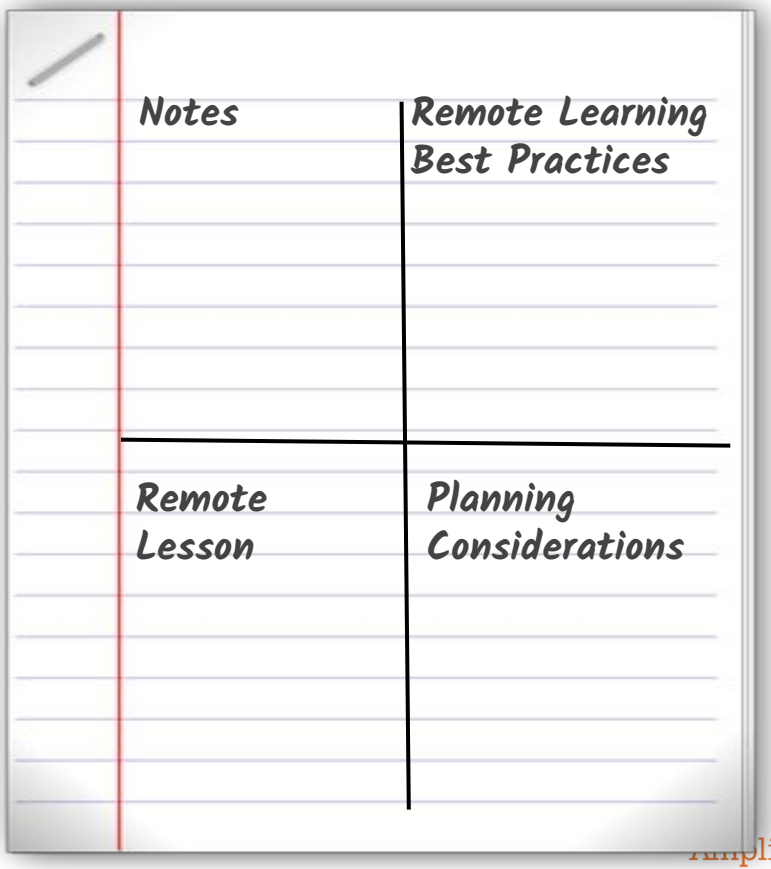


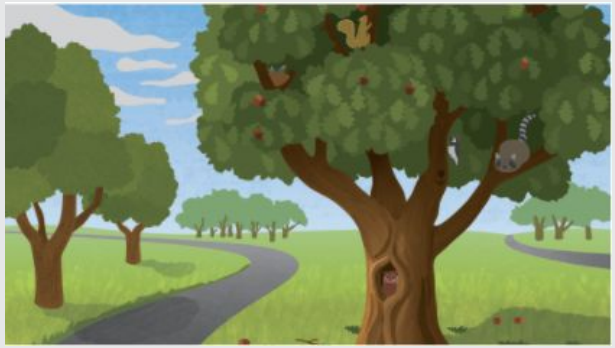
Plan for the day

- Framing the day
  - Welcome and introductions
  - Remote learning best practices discussion
- Experiencing a Remote Lesson
  - Unpack the lesson
  - Model lesson
  - Reflection
- Unit Planning
  - Interdisciplinary connections
- Guided Planning
  - Support & work time
- Reflection and closing

Capturing key takeaways!







Plan for the day

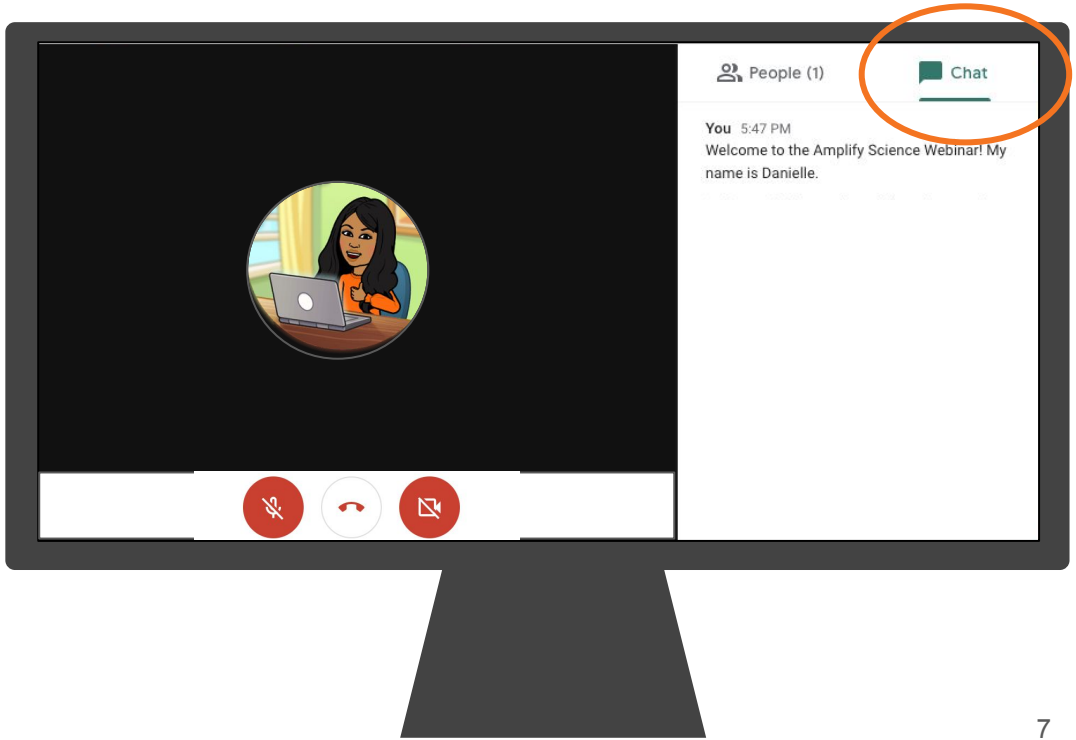
- Framing the day
  - Welcome and introductions
  - Remote learning best practices discussion
- Experiencing a Remote Lesson
  - Unpack the lesson
  - Model lesson
  - Reflection
- Unit Planning
  - Interdisciplinary connections
- Guided Planning
  - Support & work time
- Reflection and closing

Introductions

Welcome back!

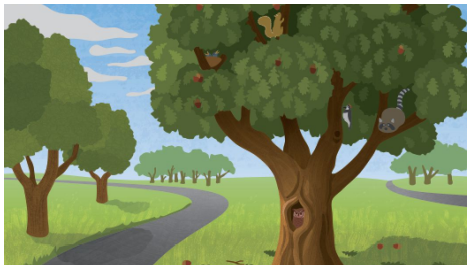
- **Share 1:** Share something you learned in orientation that makes you excited to teach Amplify Science.

- **Share 2:** Share one thing you learned during remote learning last year.



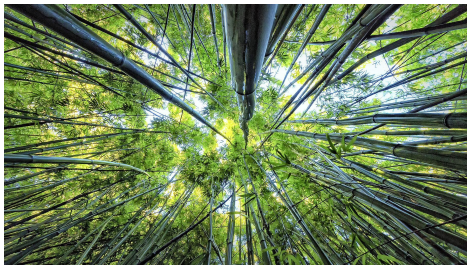
Amplify Science Transitional Kindergarten

Course Structure



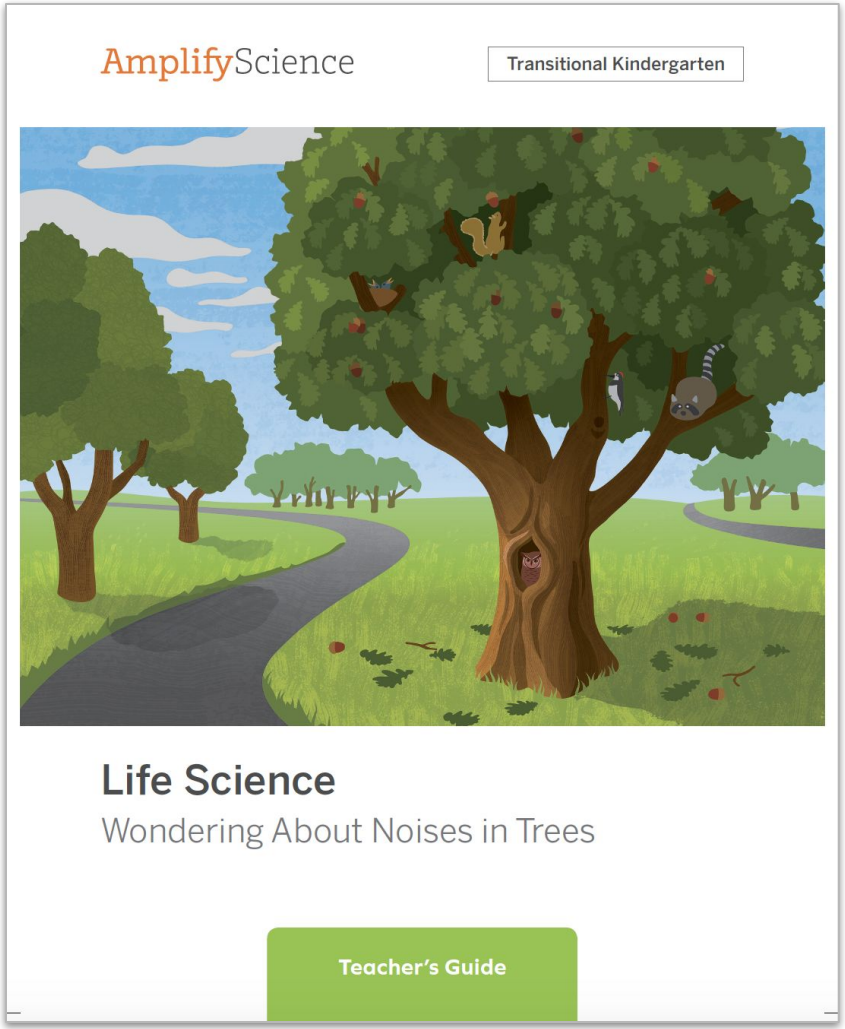
Life Science:
Wondering About Trees

Physical Science:
Wondering About Buildings



Earth Science:
Wondering About Puddles

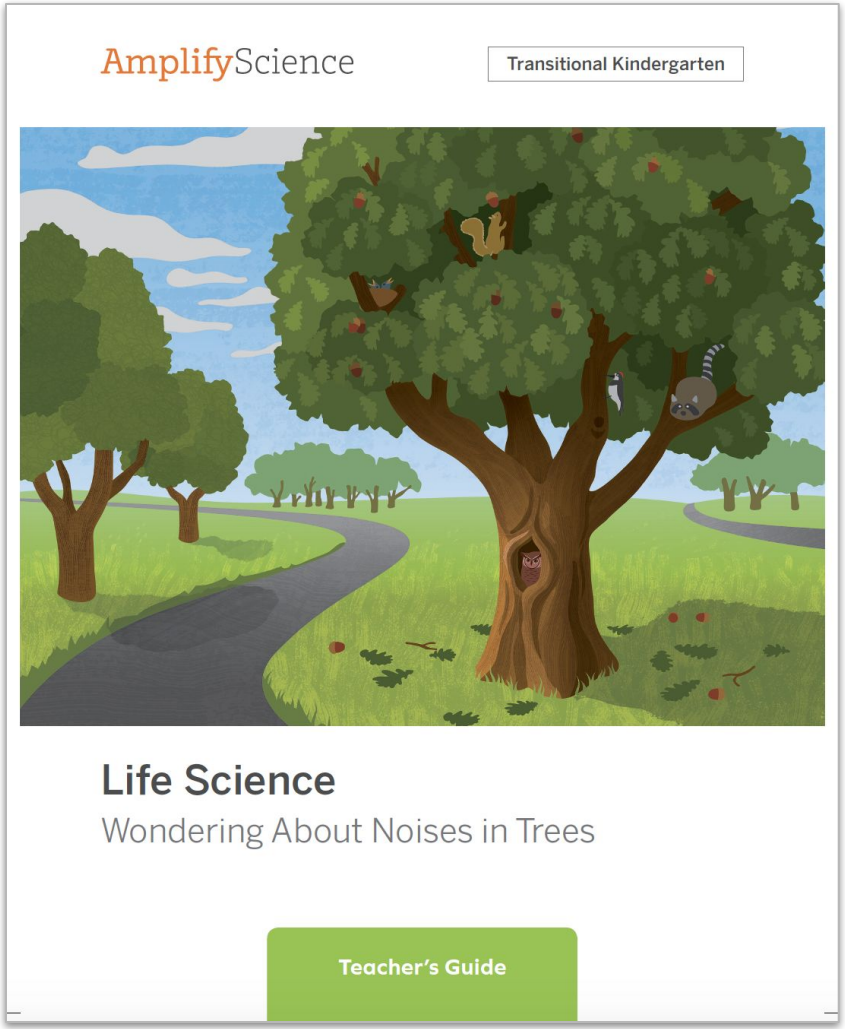
Number of Lessons: 20 lessons per unit
Time: 15 mins per lessons
Instructional Time: 4 - 6 weeks per unit



Unit Overview

In the ***Life Science: Wondering About Noises in Trees*** unit, students investigate the phenomenon of noises coming from a tree. They are challenged to solve the mystery of *what's causing these noises and why* ***?***

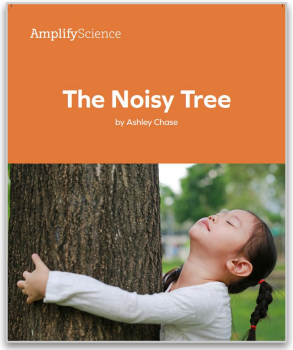
They solve their mystery - & they figure out that trees can be very important for different kinds of animals - for both food & shelter.



Unit Overview

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

They gather **evidence** from **multiple sources**.



Life Science: Wondering About Noises in Trees

Introductory Activity: Learning About the Noisy Tree

Kickoff Discussion: Listening to the Tree Noises	**Activity 1:** Getting to Know the Tree Model	**Activity 2:** Classifying Noises	**Activity 3:** Reading *The Noisy Tree*	**Activity 4:** Gathering Evidence from Pictures	**Shared Drawing and Discussion:** Animals Making Noises in the Tree

Exploration 1: Why are there so many noises coming from the tree?

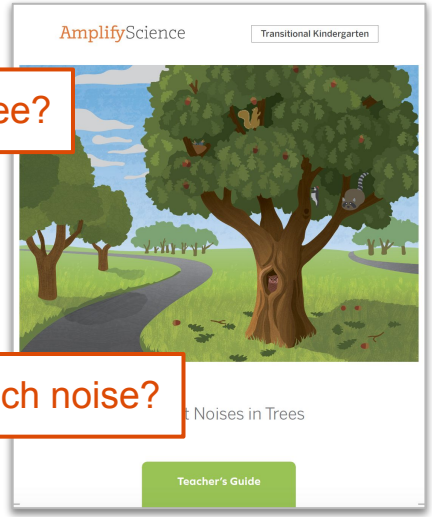
Kickoff Discussion: What Are the Animals Doing?	**Activity 1:** Reading *The Noisy Tree*	**Activity 2:** Gathering Evidence from Videos	**Activity 3:** Gathering More Evidence from Pictures	**Activity 4:** Animals in the Tree Model	**Shared Drawing and Discussion:** Animals Getting Food and Making Shelter

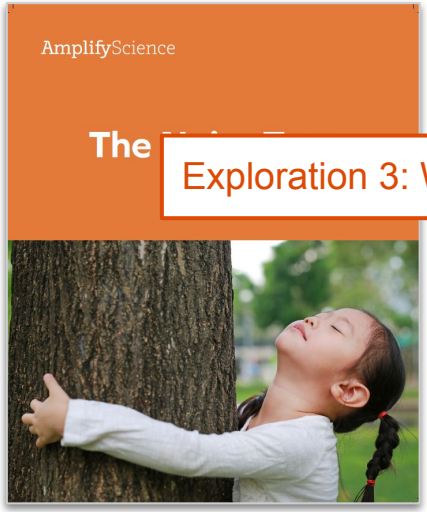
Exploration 2: What are the animals doing in the tree that makes so much noise?

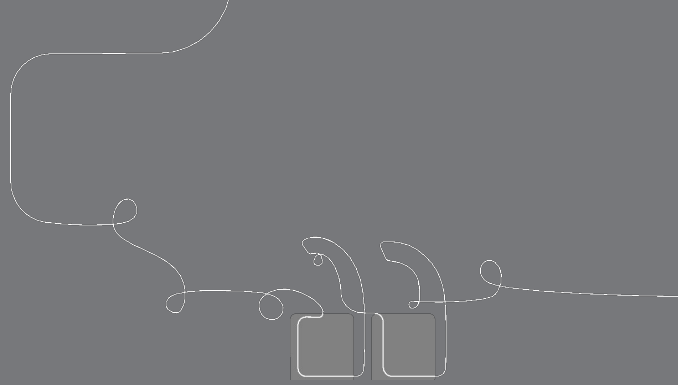
Kickoff Discussion: Getting Food and Making Shelter in Trees	**Activity 1:** How Animals Use Tree Parts	**Activity 2:** Reading *The Noisy Tree*	**Activity 3:** Playing the Tree Resources Game	**Activity 4:** Showing New Ideas with the Tree Model	**Shared Drawing and Discussion:** A Good Place for Getting Food and Making Shelter

Exploration 3: Why is the tree a good place for the animals to get food and make shelter?

Culminating Activity: Creating a Class Book



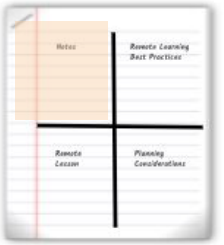




Questions?

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

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?

Remote Learning Reflection

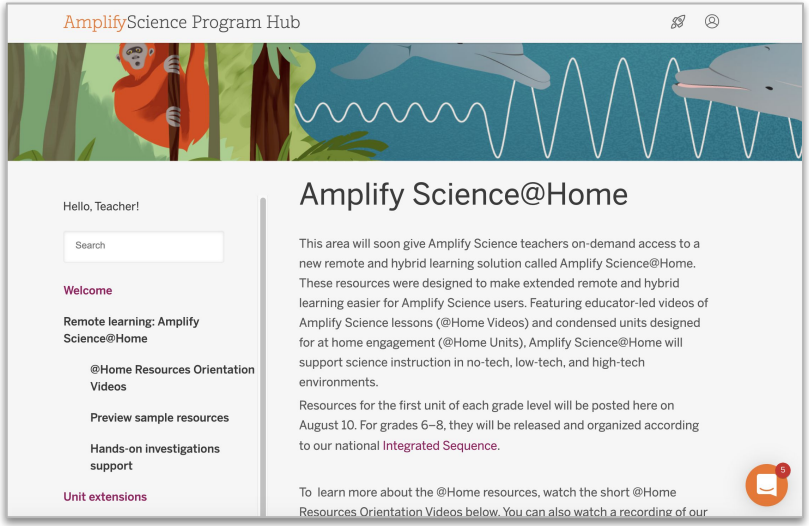
A few best practices

- Live, synchronous instruction
  - Survey families to find out what time of day is best for live instruction
- Lesson videos
- Meet with small groups
- Make interdisciplinary connections - Amplify Science TK lessons may integrate easily with language arts, math or art lessons/instruction
- Engage families
  - Make sure families are well informed on the unit content
  - Provide projects/activities families can do to support student learning

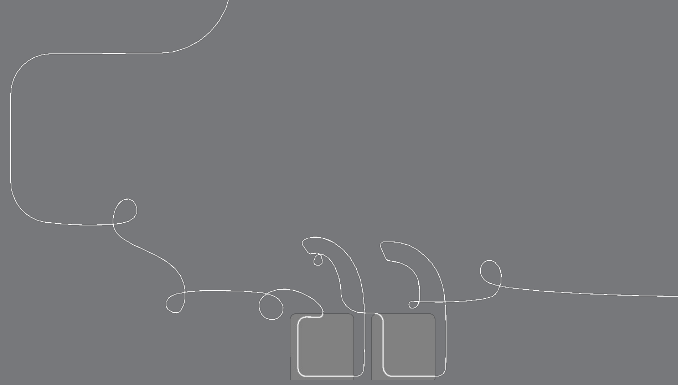
Amplify Science Program Hub

A new hub for Amplify Science resources

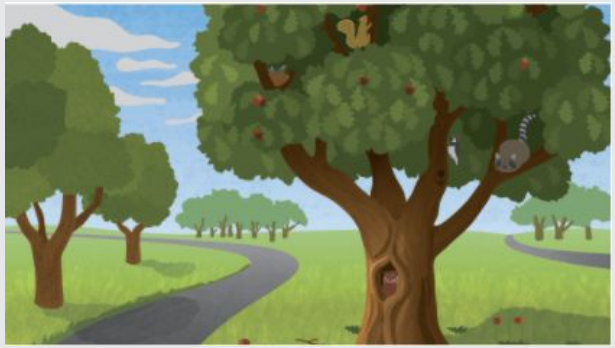
- Videos and resources to continue getting ready to teach
- Amplify@Home resources
  - **TK big book read aloud videos**
- Keep checking back for updates



science.amplify.com/programhub
username: sciencelearningca
password: DemoOnly1234



Questions?



Plan for the day

- Framing the day
  - Welcome and introductions
  - Remote learning best practices discussion
- Experiencing a Remote Lesson
  - Unpack the lesson
  - Model lesson
  - Reflection
- Unit Planning
  - Interdisciplinary connections
- Guided Planning
  - Support & work time
- Reflection and closing

Activities at a Glance

Kickoff Discussion: Listening to the Tree Noises

The teacher introduces Science Question 1: *Why are so many noises coming from the tree?* to motivate the activities students engage in throughout Exploration 1.

Activity 1: Getting to Know the Tree Model

Students are introduced to the Tree Model in order to build an understanding of the parts of a tree and to become familiar with a central resource of the unit.

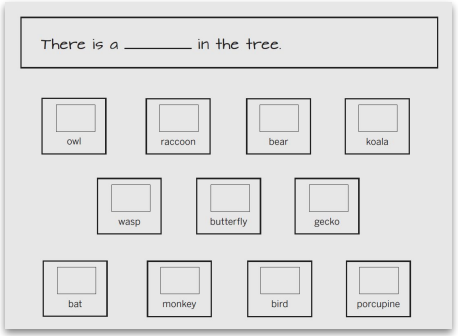
Activity 2: Classifying Noises

Students listen to a series of sound recordings and make drawings of their ideas about the source of each noise. This activity supports students' preliminary understanding that many noises are made by animals.

Activity 3: Reading *The Noisy Tree*

The teacher leads a Read-Aloud of a new section of *The Noisy Tree* to introduce students to animals in the tree. This section of the book helps students understand how scientists make observations to gather evidence to help answer their questions.

Unpack Exploration 1, Activity 4



How?

1. **Set purpose.** Let students know that they will observe pictures of trees to figure out if there is anything in the trees that could be making noises.
2. **Model observing a Tree Card.** Hold up Tree Card 12. Think aloud to model observing the tree and making note of the koala in the tree.
3. **Introduce the language frame.**

   Scientists share their ideas with other scientists. We can use these words to help us talk about and share our ideas when we observe something in the tree that could be making noises.

   Point to the language frame and read it aloud.

   There is a _____ in the tree.

4. **Model using the language frame.** Think aloud to model describing the tree on Tree Card 12 by using the language frame.

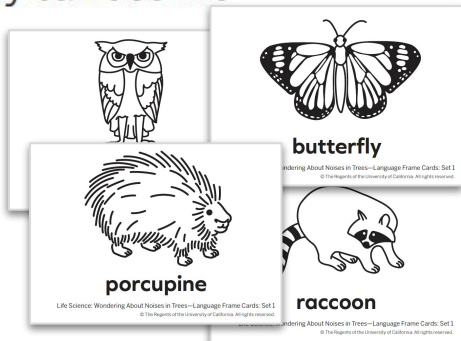
   There is a koala in the tree.

   Point to the words of the language frame again and have students join you in reading the completed sentence aloud: *There is a koala in the tree*. Then, think aloud to model describing the tree on Tree Card 2 and then point to the language frame.

   I don't see anything in this tree that could be making noises so I don't need to use these words to describe this picture.

5. **Explain the procedure for observing Tree Cards.** Hold up a few Tree Cards and let students know that they will work in pairs to observe the trees in the pictures. If students observe something in the tree that they think could be making noises, they can use the language frame to describe what they see.

There is a _____ in the tree.



6. **Distribute materials.** Distribute several Tree Cards to each pair of students.
7. **Students discuss pictures.** Once students have had a chance to discuss their Tree Cards, have them trade with another pair. Do this a few times so each pair has a chance to discuss several of the pictures.
8. **Invite students to share by using the language frame.** For each picture:
   - Display the picture.
   - Invite a volunteer to share what they observed in the picture.
   - If the volunteer observed something that could be making noise, invite them to place the corresponding language frame card in the blank in the language frame (e.g., a student sharing their observation of Tree Card 21 would choose the *raccoon* card and place it in the language frame).
   - Point and read the completed frame together (e.g., *There is a raccoon in the tree.*).

   Repeat with additional pictures as time permits.
9. **Synthesize observations.**

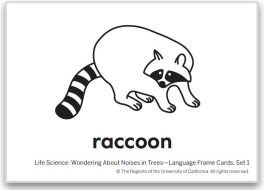
   What was something we observed in many trees?

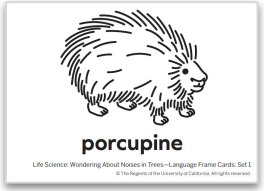
   [Animals.]

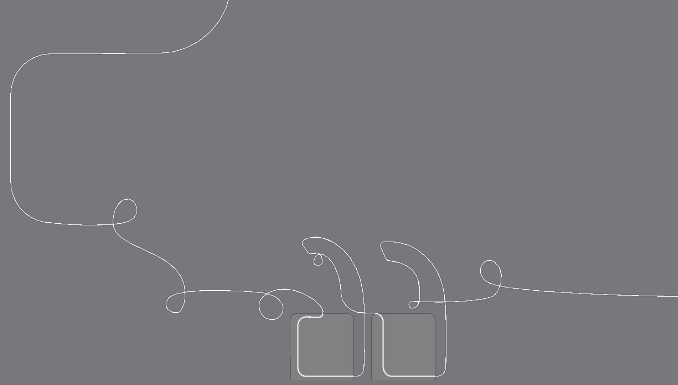
   Were there animals in every tree?

   [No.]

   We looked at pictures and gathered evidence to figure out that there are animals in many trees, but not in all trees.



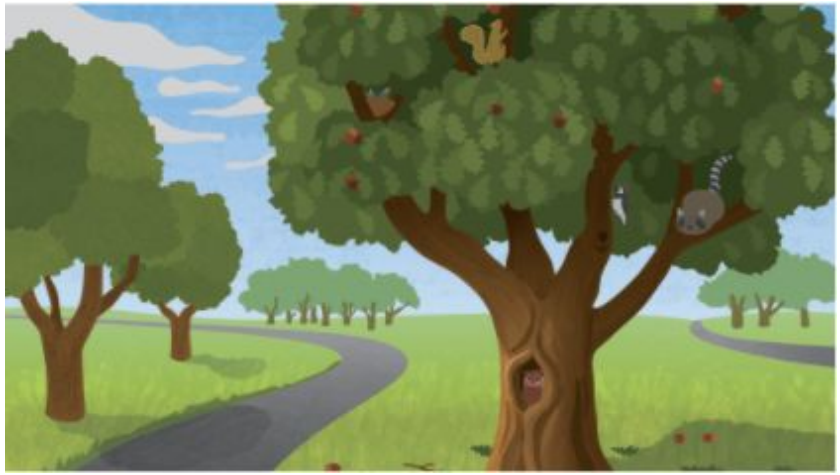




Questions?

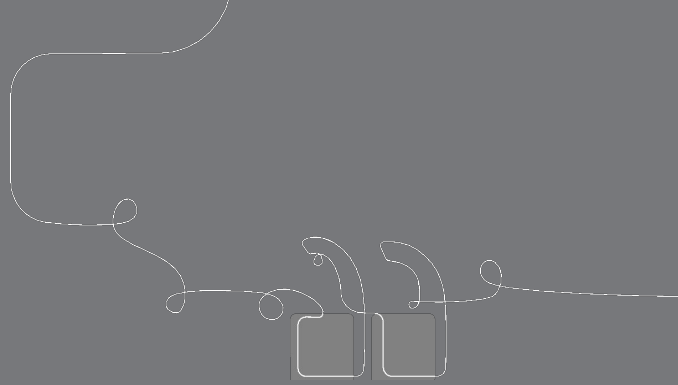
Model of Exploration 1, Activity 4

As you watch the lesson, think about how the lesson has been modified for remote instruction.

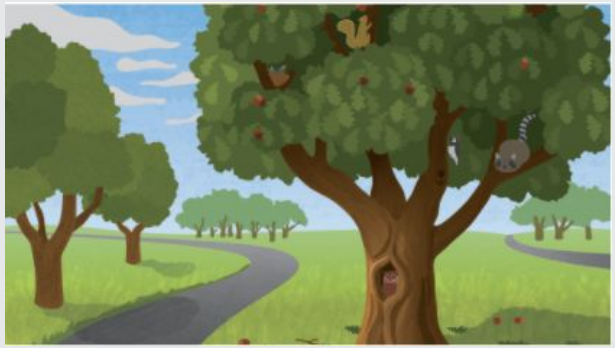


Reflection

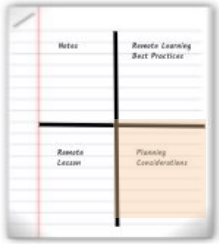
- How was this lesson modified for remote learning?
- What other ideas do you have for modifying this lesson?
- What questions do you have?



Questions?

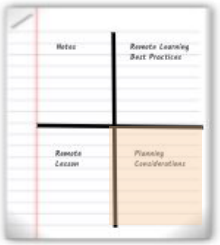


Plan for the day



- Framing the day
  - Welcome and introductions
  - Remote learning best practices discussion
- Experiencing a Remote Lesson
  - Unpack the lesson
  - Model lesson
  - Reflection
- Unit Planning
  - Interdisciplinary connections
- Guided Planning
  - Support & work time
- Reflection and closing

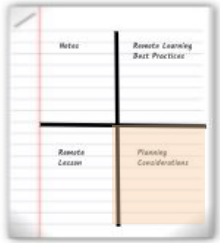
Remote Learning Reflection



A few best practices

- Live, synchronous instruction
  - Survey families to find out what time of day is best for live instruction
- Lesson videos
- Meet with small groups
- **Make interdisciplinary connections** - Amplify Science TK lessons may integrate easily with language arts, math and art lessons/instruction
- **Engage families**
  - **Make sure families are well informed on the unit content**
  - **Provide projects/activities families can do to support student learning**

Interdisciplinary Connections



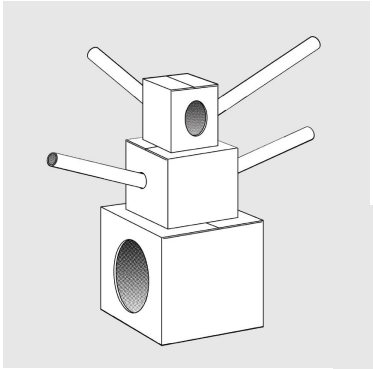
How can you connect to...

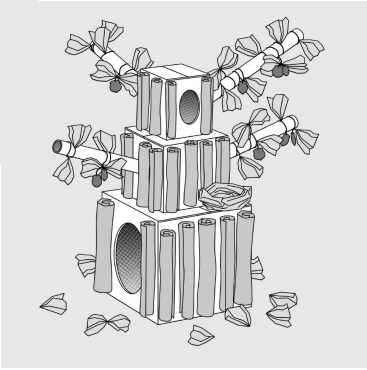
- Reading
- Language development
- Writing
- Math
- Art

Family Engagement

How can you engage families to enhance student learning?

- **The Tree Model is central to the unit.** Students could collect materials at home to build their own models with their families - which can become their own culminating project @ the end of the unit
- **Weekly projects:** Students gradually add to their own tree models - **1st** by adding tree parts (leaves, branches, bark, etc.) &
  2nd by adding animals - teachers can share blackline masters with students so they can add animals (related to vocabulary & language frame routines) either by gluing to parts of tree where they live, and/or acting out with puppets.





- **"Field-trips"** - families can take related weekly "nature walks" - backyard, local park, virtual "field-trip" to different forests, &/or observe specific animals via webcam & report on their adventures.

Family Engagement

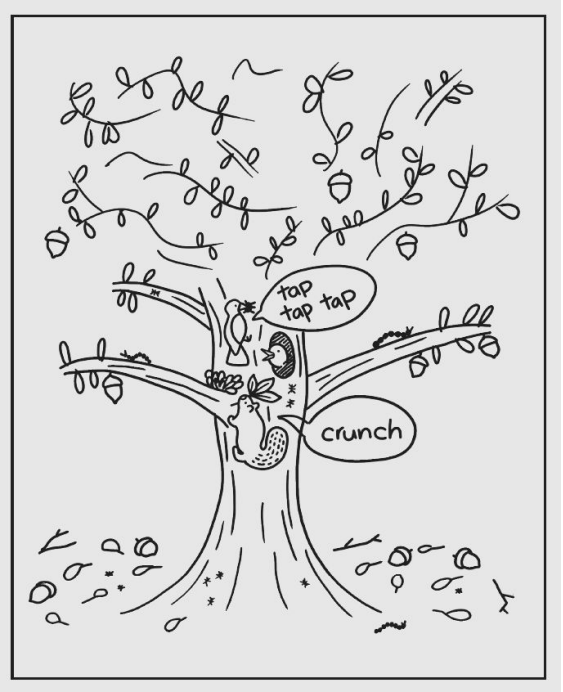
How can you engage families to enhance student learning?

- **Engaging students in related sorting and patterning activities.**
- **<u>Weekly projects</u>:** Students can use different objects (leaves, small sticks, teacher provided blackline masters of leaves &/or animals) to sort into groups based off of attributes and/or make patterns.
  - Groupings or patterns can be shared & explained by students via photos or short video clips - perhaps as assignments on school platform like SeeSaw or Class Dojo
  - These objects could then be used to create art projects/pictures to share with teacher/classmates in same way. Perhaps a classroom virtual gallery of unit creations?

Family Engagement

Modes of communication

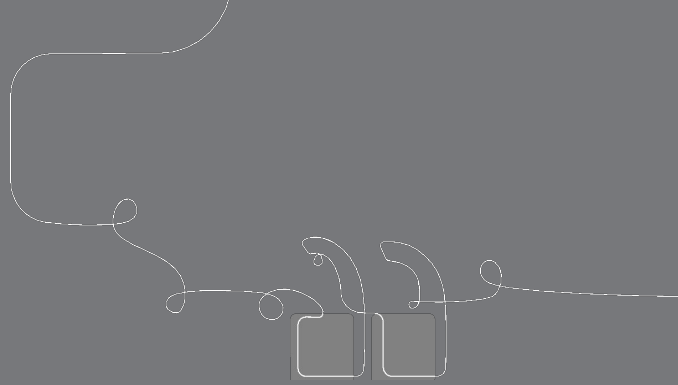
- Drawings
- Shared writing
- Photographs
- Videos
- School-site platforms, for asslike SeeSaw or Class Dojo
- Gallery of projects on Classroom or School-site websites



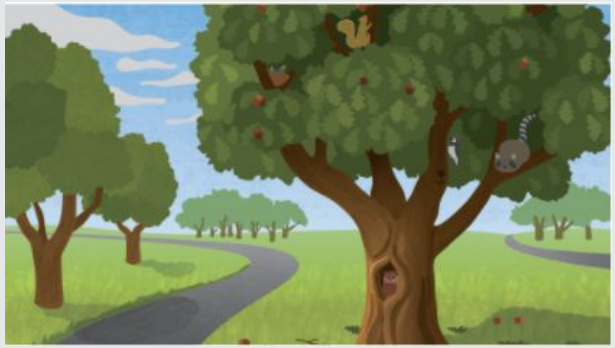
There is a woodpecker in the tree.

The woodpecker makes a tapping noise when it is getting food.

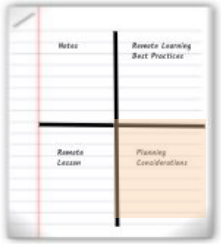
The woodpecker is getting food in the tree because the tree has bugs.



Questions?



Plan for the day



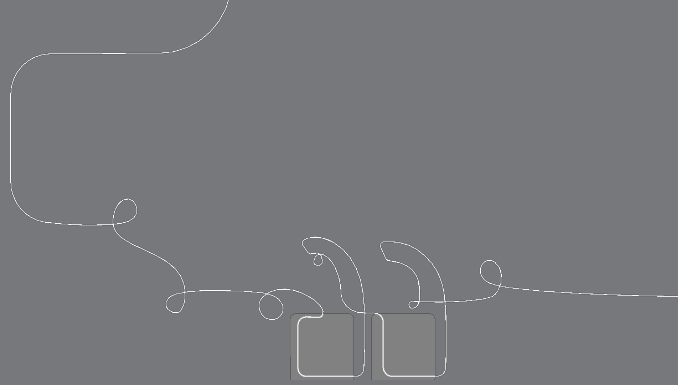
- Framing the day
  - Welcome and introductions
  - Remote learning best practices discussion
- Experiencing a Remote Lesson
  - Unpack the lessson
  - Model lesson
  - Reflection
- Unit Planning
  - Interdisciplinary connections
- Guided Planning
  - Support & work time
- Reflection and closing

Remote Lesson Unit Planning

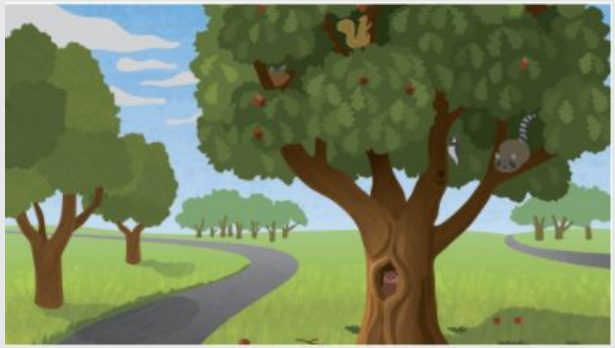
Work Time - breakout rooms

Questions to consider:

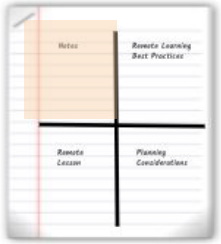
- What adaptations will you make for remote learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?



Final thoughts/questions?



Plan for the day



- Framing the day
  - Welcome and introductions
  - Remote learning best practices discussion
- Experiencing a Remote Lesson
  - Unpack the lessson
  - Model lesson
  - Reflection
- Unit Planning
  - Interdisciplinary connections
- Guided Planning
  - Support & work time
- Reflection and closing

Revisiting our vision

How will what you learned today help you realize your vision?

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

Session Goals

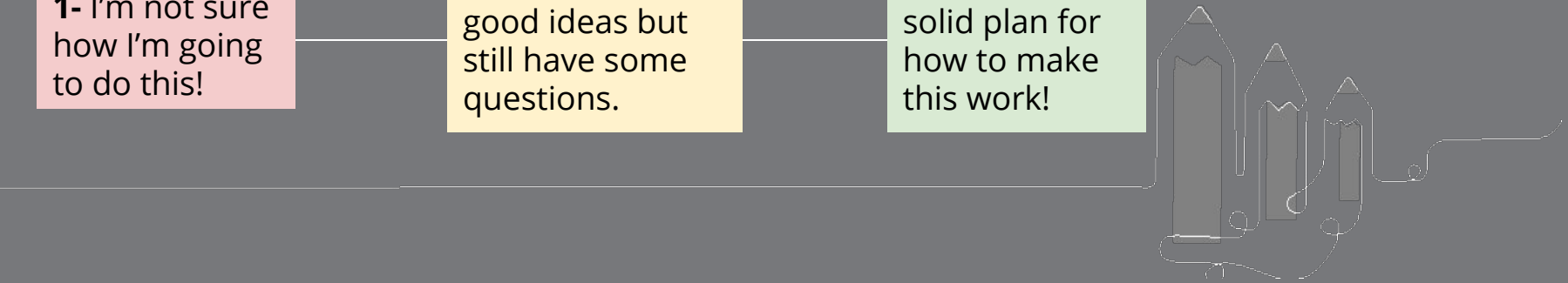
Are you able to:

- Apply tips and strategies for remote instruction?
- Plan how you will leverage Amplify Science in a remote setting for back-to-school?

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

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

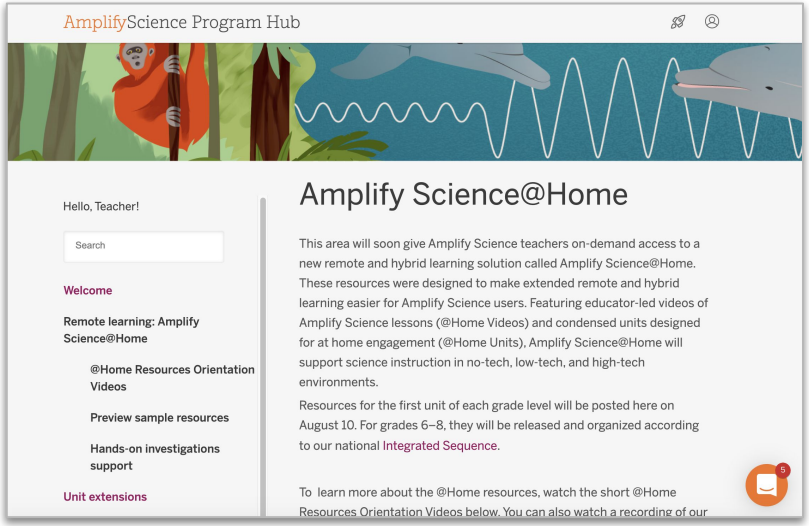
5- I have a solid plan for how to make this work!



Amplify Science Program Hub

A new hub for Amplify Science resources

- Videos and resources to continue getting ready to teach
- Amplify@Home resources
  - **TK big book read aloud videos**
- Keep checking back for updates



science.amplify.com/programhub
username: sciencelearningca
password: DemoOnly1234

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.

Amplify.

Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

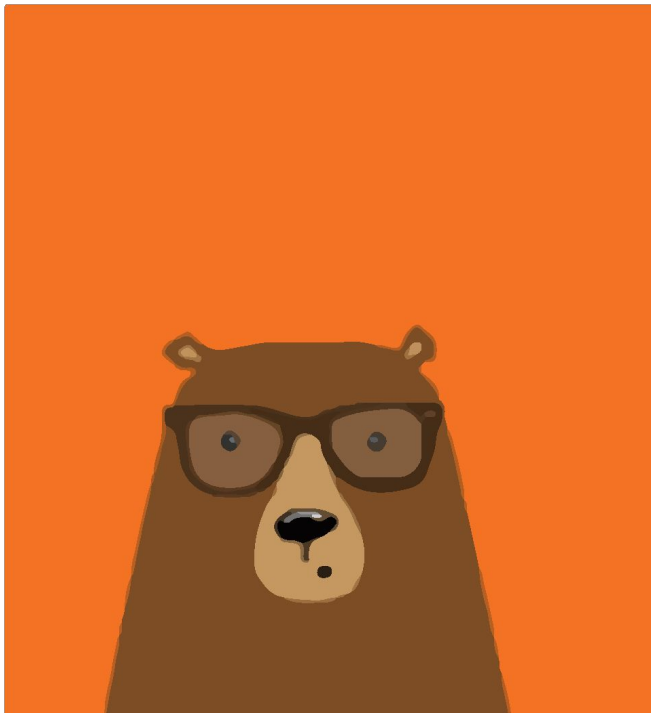
Click here for Remote Learning Resources for Amplify Science

Click here to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!

https://amplify.com/lausd-science/

Additional Amplify resources



Program Guide

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

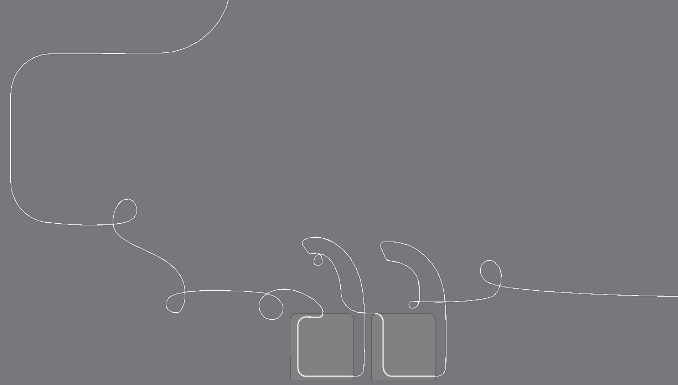
https://my.amplify.com/programguide/content/national/welcome/science/

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Thank you for joining us!



Cohort name: X

Presented by: X and X