AmplifyScience

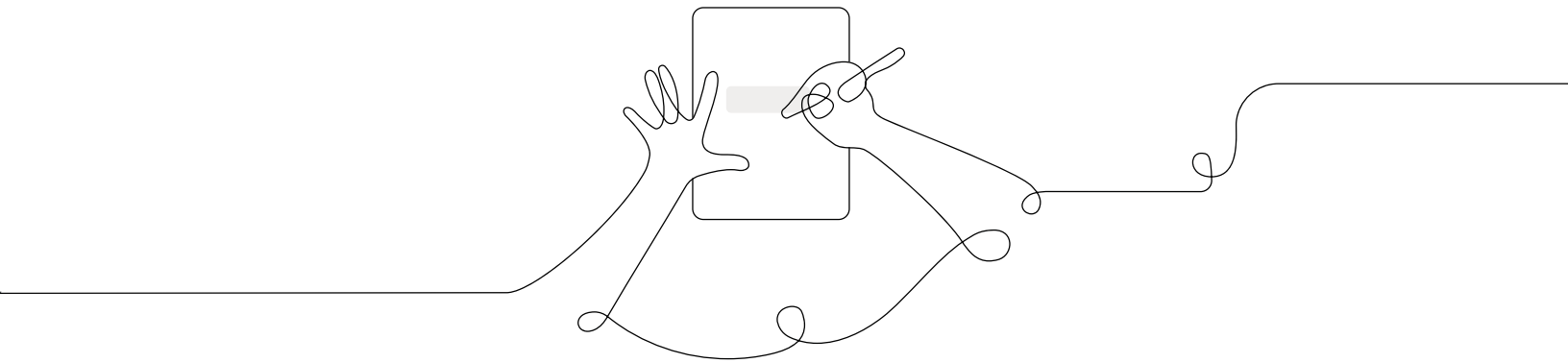# Participant Notebook

Guided Unit Internalization with @Home
Resources

Guided Unit Internalization with @Home Resources

Agenda

Framing the day

- Introductions
- Revisiting the Amplify Science approach

Amplify Science @Home

- @Home Resources refresher
- @Home Resources reflection

Unit internalization

- Unit-level internalization
- Chapter-level internalization

Planning to teach using @Home Resources

- Schedule mapping
- Planning protocol
- Planning for student work

Reflection and closing

@Home Resources Scavenger Hunt

Directions: Use this scavenger hunt to practice navigating the Program Hub and decide which @Home Resources best supports your current instructional needs.

Part 1: @Home Units Task	Notes
Navigate to the @Home Unit resources. • Select Remote learning: Amplify Science @Home • Select Grade-level resources → Grade-level → Unit	
How long is each @Home lesson? Hint: Teacher Overview	
Which types of activities are recommended for synchronous and in-person learning? Hint: Teacher Overview	
How many @Home lessons are in Chapter 1 of your unit? Hint: Teacher Overview	
In which lesson is your unit's phenomenon introduced? Hint: Teacher Overview	
How does the @Home Packet for Lesson 1 differ from the @Home Slides for that same lesson? Hint: Student Materials	
When would you use @Home Student Sheets? Hint: Teacher Overview	
How does the @Home Family Overview support caregivers? Hint: Family Overview	

Part 2: @Home Videos Task	Notes
Navigate to the @Home Unit resources. • Select Remote learning: Amplify Science @Home • Select Grade-level resources → Grade-level → Unit • Scroll down to the @Home Video Playlist • Select the lesson in which the problem or phenomenon is introduced	
Describe the phenomenon (or observable event, something that students can see or experience) in your unit.	

Guided Unit Internalization with @Home Resources Planner

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?	
Unit Question:	Student role:
By the end of the unit, students figure out …	
What science ideas do students need to figure out in order to explain the phenomenon?	

Part 2: Chapter-level internalization

Directions: Complete the table below. If you plan to teach using the @Home Units, use the Teacher Overview. If you plan to teach using the @Home Videos, navigate to the Coherence Flowcharts in the Unit Guide.

Chapter Question:	
What key concepts do students construct in this chapter?	How do students apply the key concepts to answer the Chapter Question? To solve the phenomenon?

Part 3: Lesson-level internalization
Section A: Weekly schedule mapping and selecting & unpacking lessons

Thinking about your two days of instruction, synchronous and asynchronous, how much total time do you have to teach science? How many lessons can your students work through in this amount of time?
*Plan for 30-45 minutes for each @Home Unit lesson. Plan for 45-60 minutes for each @Home Video lesson

Which lesson(s) will you teach or will your students work through?
Locate the lesson(s), review them, and make notes below about what happens in the lesson(s).
*If you're using @Home Unit lessons, skim the lesson in the Teacher Overview or review the Packet or Slides for that lesson.
* If you're using @Home Videos, navigate to the lesson(s) in the Teacher's Guide and read through the Lesson Overview in the Lesson Brief, and/or skim the Instructional Guide.

Plan for synchronous time. Look over the Suggestions for Synchronous Time table to the right. Make notes about the parts of the lesson(s) that would be best suited to synchronous instruction.	Suggestions for Synchronous Time
	- Online discussions - Sim demonstrations - Interactive read-alouds - Shared Writing - Co-constructed class charts

Section B: Multi-day planning, including planning for student work
Directions: Considering your schedule, instructional format, and the lessons you'll teach, use the table below to plan instruction.

Day 1:_____			
Minutes for science: _____ **Instructional format:** ❏ Asynchronous ❏ Synchronous		**Minutes for science: _____** **Instructional format:** ❏ Asynchronous ❏ Synchronous	
Lesson or part of lesson: **Mode of instruction:** ❏ Preview ❏ Review ❏ Teach full lesson live ❏ Teach using synchronous suggestions ❏ Students work independently using: 　❏ @Home Packet 　❏ @Home Slides and @Home Student Sheets 　❏ @Home Videos		**Lesson or part of lesson:** **Mode of instruction:** ❏ Preview ❏ Review ❏ Teach full lesson live ❏ Teach using synchronous suggestions ❏ Students work independently using: 　❏ @Home Packet 　❏ @Home Slides and @Home Student Sheets 　❏ @Home Videos	
Students will...	**Teacher will...**	**Students will...**	**Teacher will...**

	Some Types of Written Work in Amplify Science
Look at the *Students will* columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on? See Some Types of Written Work in Amplify Science to the right for guidance. If there isn't a work product listed above, do you want to add one? Make notes below.	• Daily written reflections • Homework tasks • Investigation notebook pages • Written explanations (typically at the end of Chapter) • Diagrams • Recording pages for Sim uses, investigations, etc

	Completing Written Work	Submitting Written Work
How will students submit this work product to you? See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.	• Plain paper and pencil (videos include prompts for setup) • (6-8) Student platform • Investigation Notebook • Record video or audio file describing work/answering prompt • Teacher-created digital format (Google Classroom, etc)	• Take a picture with a smartphone and email or text to teacher • Through teacher-created digital format • During in-school time (hybrid model) or lunch/materials pick-up times • (6-8) Hand-in button on student platform

Notes

Day 2:_____			
Minutes for science: _____ **Instructional format:** ❏ Asynchronous ❏ Synchronous		**Minutes for science: _____** **Instructional format:** ❏ Asynchronous ❏ Synchronous	

Lesson or part of lesson:
 	
Mode of instruction:
❏ Preview
❏ Review
❏ Teach full lesson live
❏ Teach using synchronous suggestions
❏ Students work independently using:
    ❏ @Home Packet
    ❏ @Home Slides and @Home Student Sheets
    ❏ @Home Videos
		Lesson or part of lesson:
		
		Mode of instruction:
		❏ Preview
		❏ Review
		❏ Teach full lesson live
		❏ Teach using synchronous suggestions
		❏ Students work independently using:
		    ❏ @Home Packet
		    ❏ @Home Slides and @Home Student Sheets
		    ❏ @Home Videos	

Students will...	**Teacher will...**	**Students will...**	**Teacher will...**

Look at the *Students will* columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on? See Some Types of Written Work in Amplify Science to the right for guidance. If there isn't a work product listed above, do you want to add one? Make notes below.	**Some Types of Written Work in Amplify Science**	
	● Daily written reflections ● Homework tasks ● Investigation notebook pages ● Written explanations (typically at the end of Chapter) ● Diagrams ● Recording pages for Sim uses, investigations, etc	
How will students submit this work product to you? See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.	**Completing Written Work**	**Submitting Written Work**
	● Plain paper and pencil (videos include prompts for setup) ● (6-8) Student platform ● Investigation Notebook ● Record video or audio file describing work/answering prompt ● Teacher-created digital format (Google Classroom, etc)	● Take a picture with a smartphone and email or text to teacher ● Through teacher-created digital format ● During in-school time (hybrid model) or lunch/materials pick-up times ● (6-8) Hand-in button on student platform
Notes		

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Suggestions for synchronous time

The following are some ideas for making the most of synchronous time with your students. As a general rule, the best way to use your synchronous time is to provide students opportunities to talk to one another, or to observe or visualize things they could not do independently.

Online synchronous time	Notes
Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc. **Digital tool demonstrations:** You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool. **Interactive read-alouds**: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom. **Shared Writing:** This is a great opportunity for a collaborative document that all your students can contribute to. **Co-constructed class charts:** You can create digital charts, or create physical charts in your home with student input.	

Notes