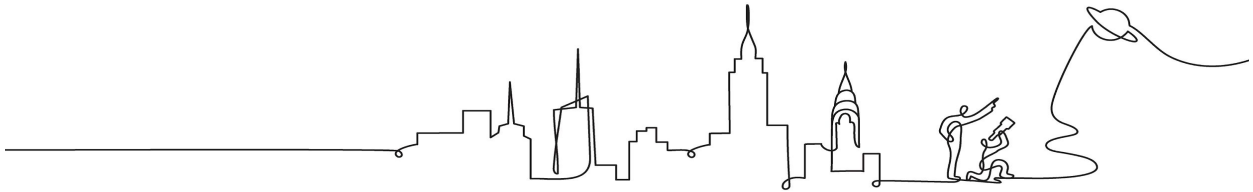
Welcome to Amplify Science!

Follow the directions below as we wait to begin.

1. Please log in to your Amplify Account.

2. Sign in using link dropped in chat.

3. Open your Participant Notebook.

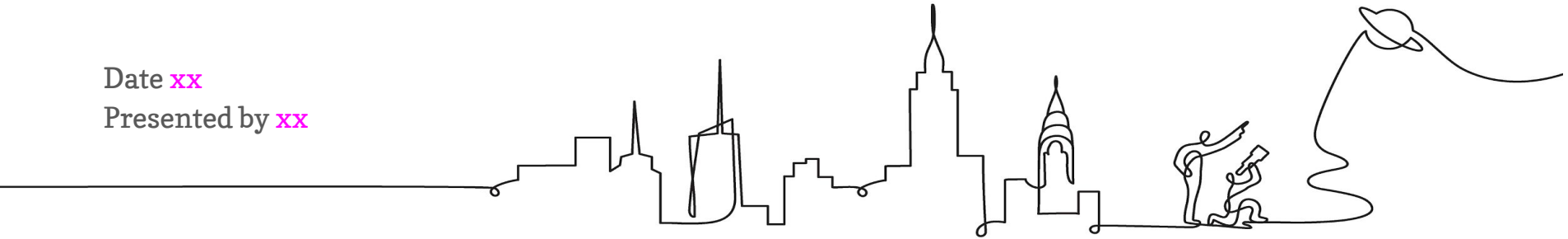


Amplify Science
New York City

The Amplify Science Approach: Practicing Multiple Modalities & 3-D Learning

Kindergarten

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?"*

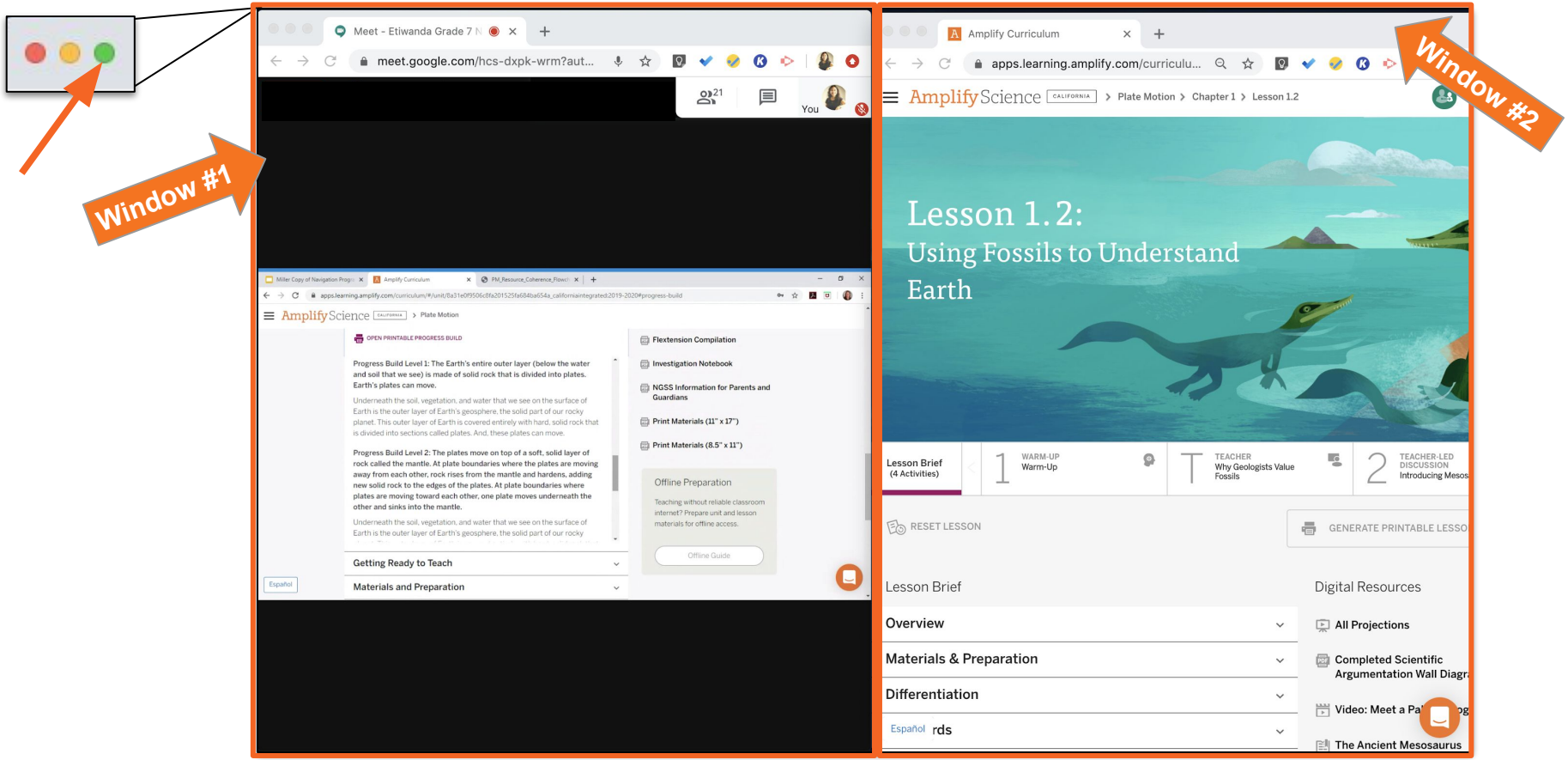
Mute your microphone to reduce background noise unless sharing with the group

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!

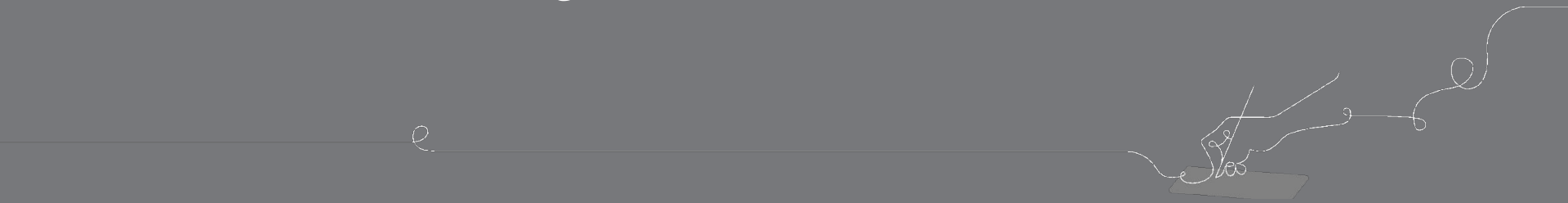
Use two windows for today's webinar



Objectives

By the end of this 1-hour workshop, you will be able to...

- Analyze the role of multimodal and 3-dimensional learning in a coherent @Home lesson activity sequence.
- Adapt multimodal and 3-dimensional instructional routines to your learners' particular instructional contexts.
- Support caregivers as partners in practicing multiple modalities and 3-dimensional learning at home.



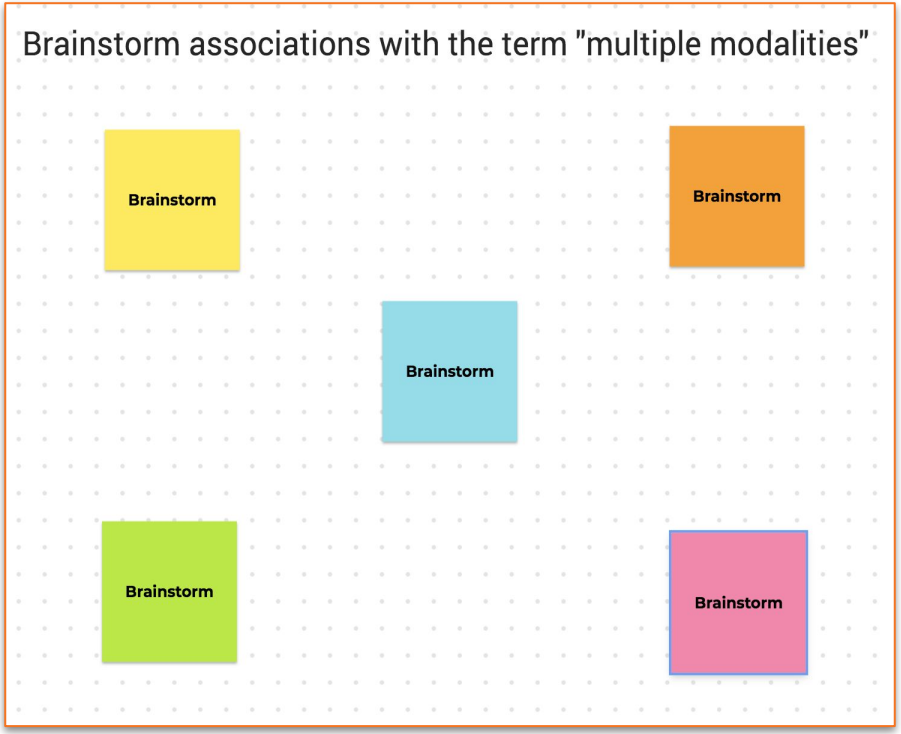
Plan for the day

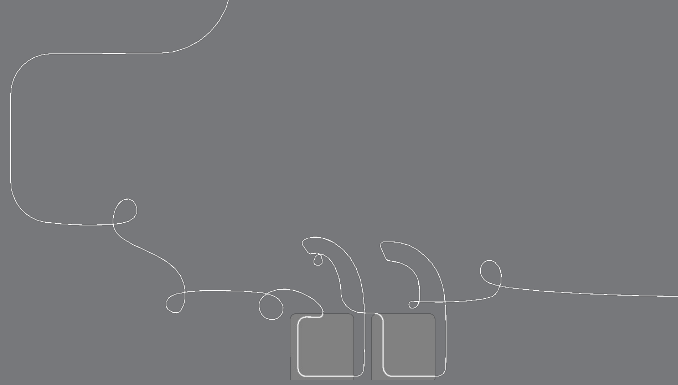
- **Framing the day**
  - Welcome and introductions
  - Anticipatory activity
- **Overview of Amplify Science Approach**
  - Multimodal, phenomenon-based learning
  - 3 dimensions of NYSSLS
- **@Home Resources review**
  - @Home Units
  - @Home Videos
- **Multimodal & 3-D Learning: @Home lesson**
  - Coherent activity sequence analysis
  - Adaptations of multiple modalities
  - Classroom wall
- **Caregivers as partners**
  - Family overview resource
  - Caregivers' site
- **Closing**
  - Reflection & additional resources
  - Survey

Anticipatory activity

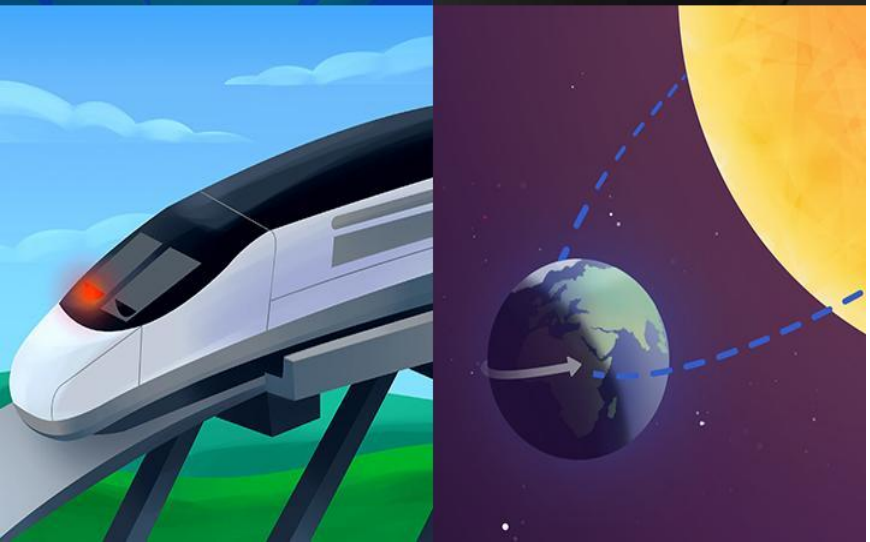
On the Jamboard “post”….

- Your **associations** with these terms:
  - “Multiple modalities”
  - “3-Dimensional learning”
  - “Amplify Science approach”





Questions?



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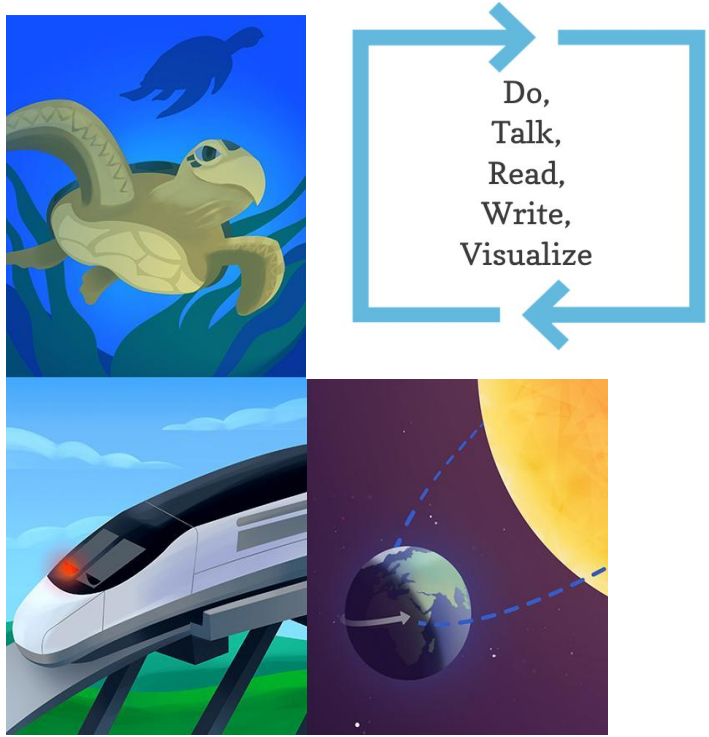
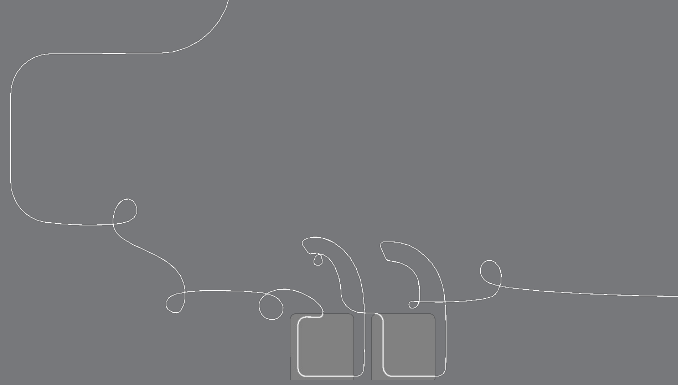
Multimodal, phenomenon-based learning

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.



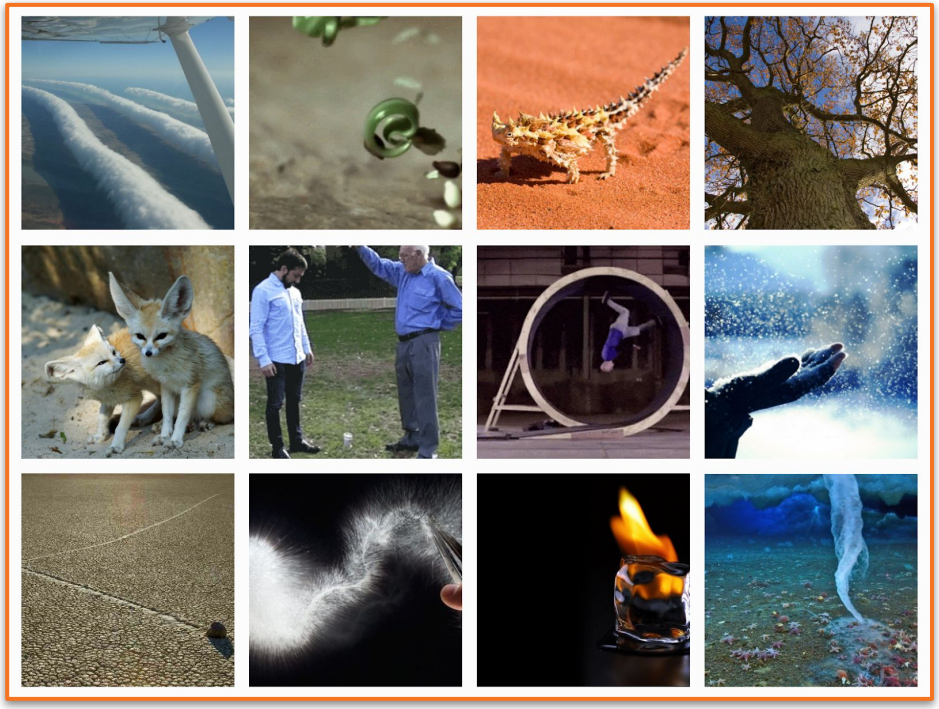


What are PHENOMENA?

Phenomena are observable occurrences.

- These occurrences stimulate curiosity or pose problems to for students to solve.

- Students are motivated to ask science questions or design solutions that drive learning.



Amplify Science units focus on phenomena

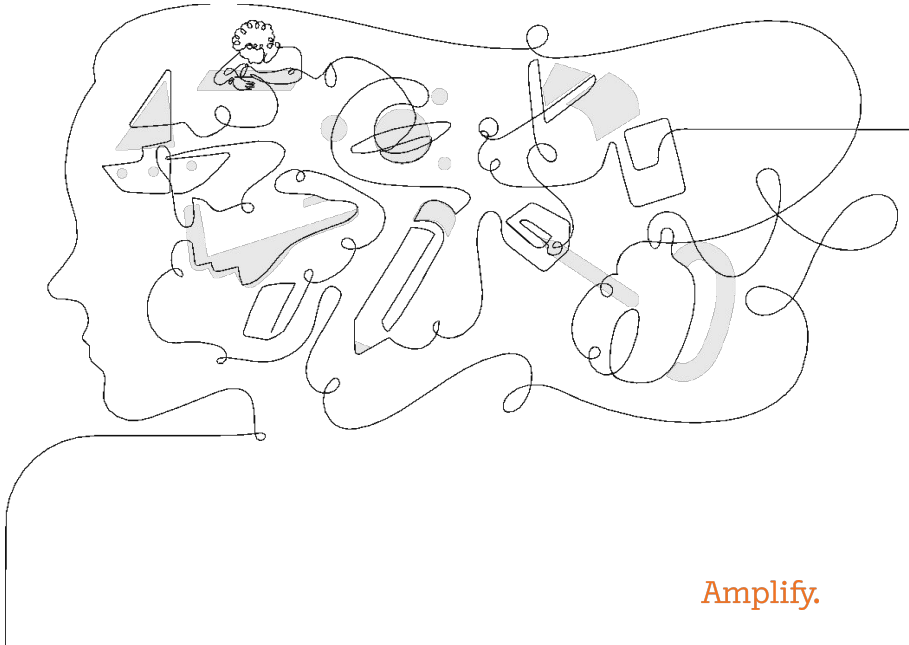
Topics		Phenomena
all about sea turtles		How do sea turtles defend themselves from sharks?
inheritance and traits		How do organisms get their traits?
ecosystem restoration		How can an ecosystem be restored to its original healthy state?

Shifts called for in the NRC* framework

Learning about topics	→	Figuring out phenomena
Listing or classifying facts devoid of context	→	Understanding interrelatedness of ideas
Simple observations	→	Complex causal explanations

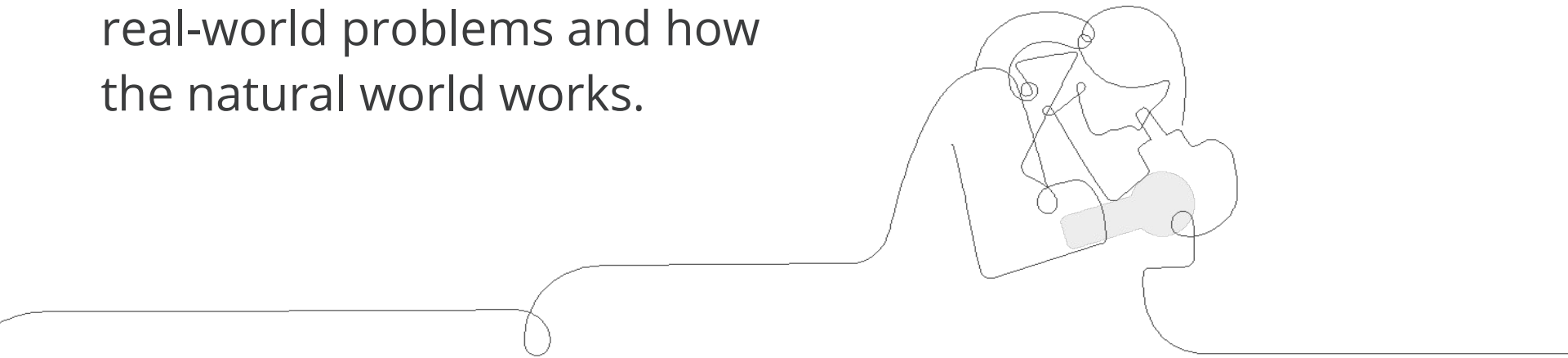
*National Research Council of the National Academy of Sciences, 2011

Figure out, not learn about



Problem-based deep dives

Students inhabit the roles of scientists and engineers to figure out solutions to real-world problems and how the natural world works.



Three dimensions of NYSSLS

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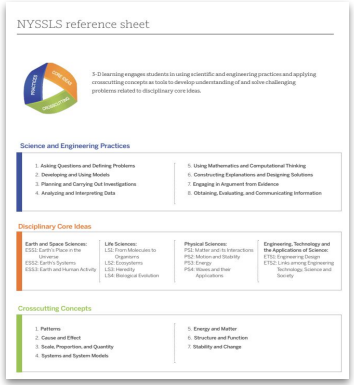
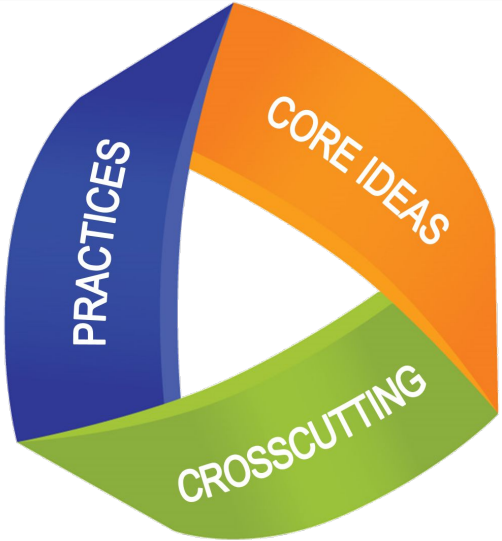




Disciplinary Core Ideas

- Describe core ideas in the science discipline (DCI)

Science and Engineering Practices

- Describe behaviors scientists and engineers engage in (SEP)

Crosscutting Concepts

- Describe concepts linking the different domains of science (CCC)

Disciplinary Core Ideas

The foundational concepts lessons are based on

Physical Science

PS1 Matter and Interactions
PS2 Motion and Stability: Forces and Interactions
PS3 Energy
PS4 Wave Properties

Earth & Space Science

ESS1 Earth's Place in the Universe
ESS2 Earth's Systems
ESS3 Earth and Human Activity

Life Science

LS1 From Molecules to Organisms: Structure and Properties
LS2 Ecosystems: Interactions, Energy, and Dynamics
LS3 Heredity: Inheritance and Variation of Traits
LS4 Biological Evolution: Unity and Diversity

Earth & Space Science

ETS1 Earth's Place in the Universe

Science and Engineering Practices (SEP)

How students engage as scientists

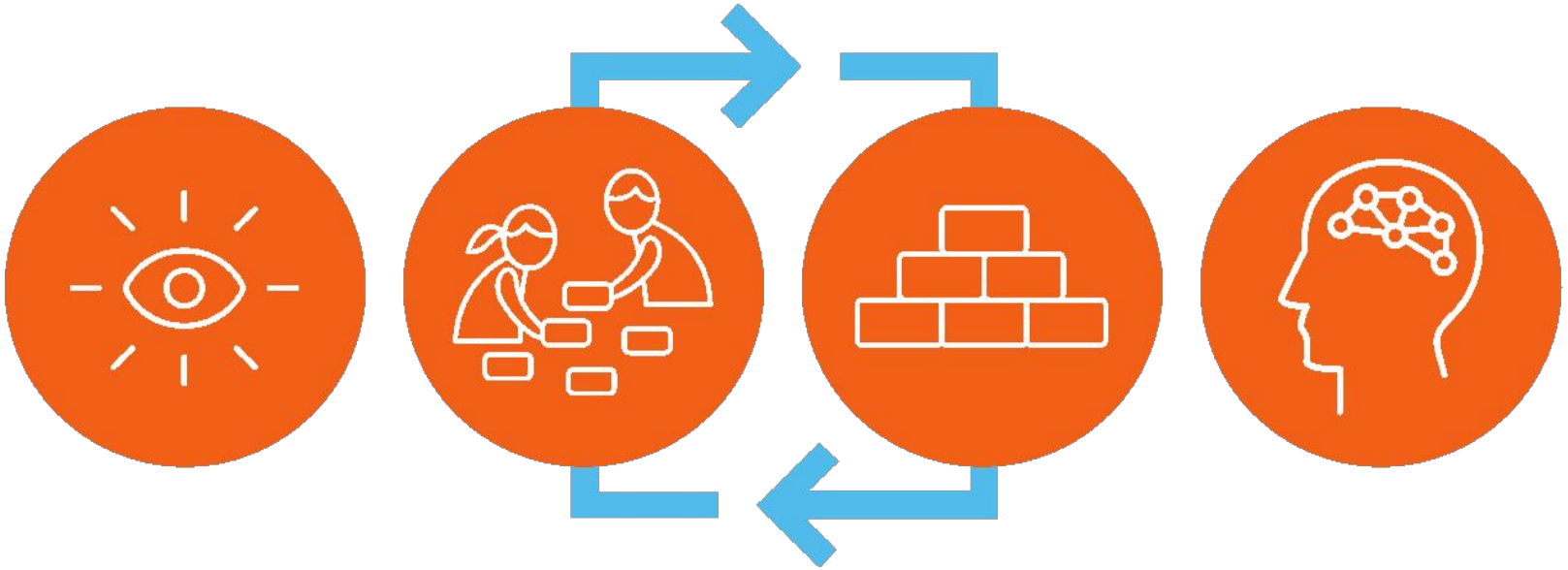
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts (CCC)

How students makes sense of phenomenon

- Patterns
- Cause and Effect
- Scale, Proportion and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

Amplify Science approach



Introduce a phenomenon and a related problem

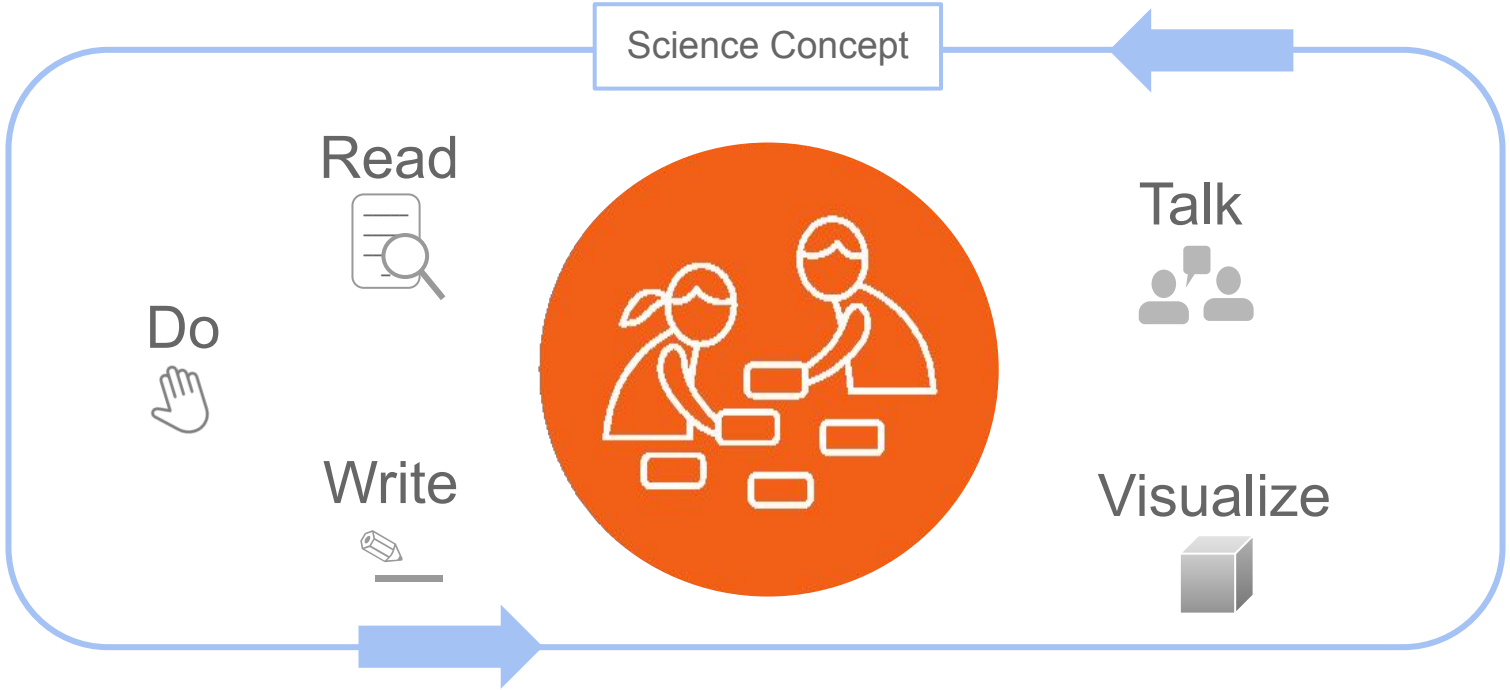
Collect evidence from multiple sources

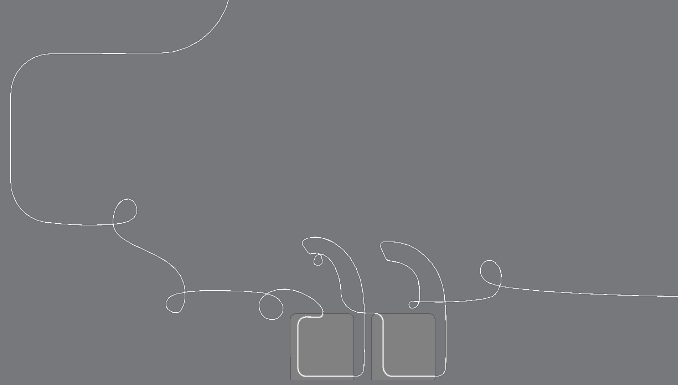
Build increasingly complex explanations

Apply knowledge to a different context

Multimodal learning

Gathering evidence from different sources





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Temperature Check

Rate your comfort level accessing and navigating the Amplify Science @Home Resources

1 = Extremely Uncomfortable

2 = Uncomfortable

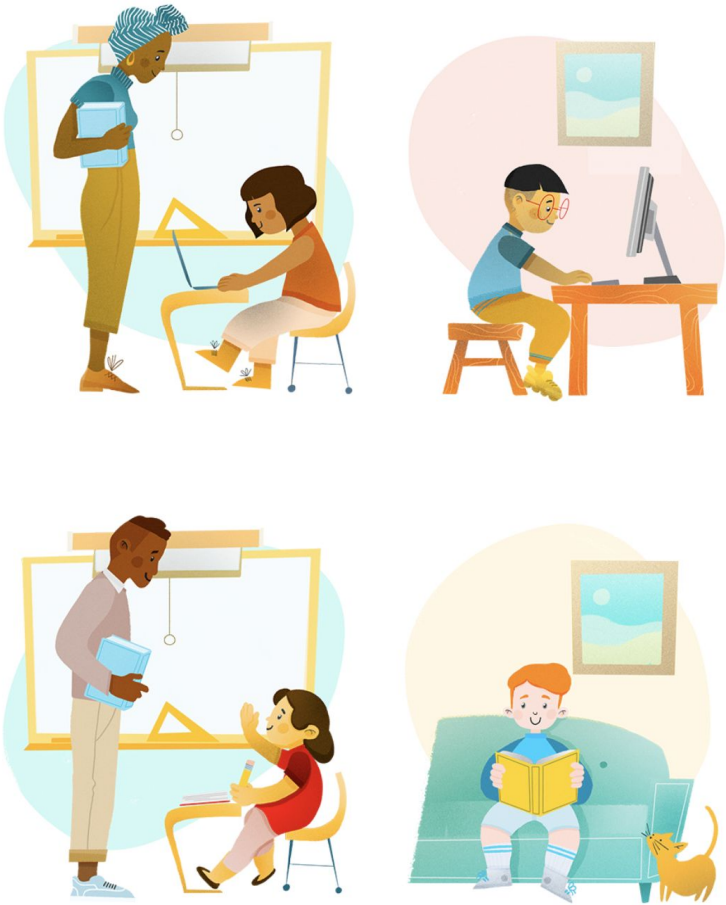
3 = Mild

4 = Comfortable

5 = Extremely Comfortable

AmplifyScience@Home

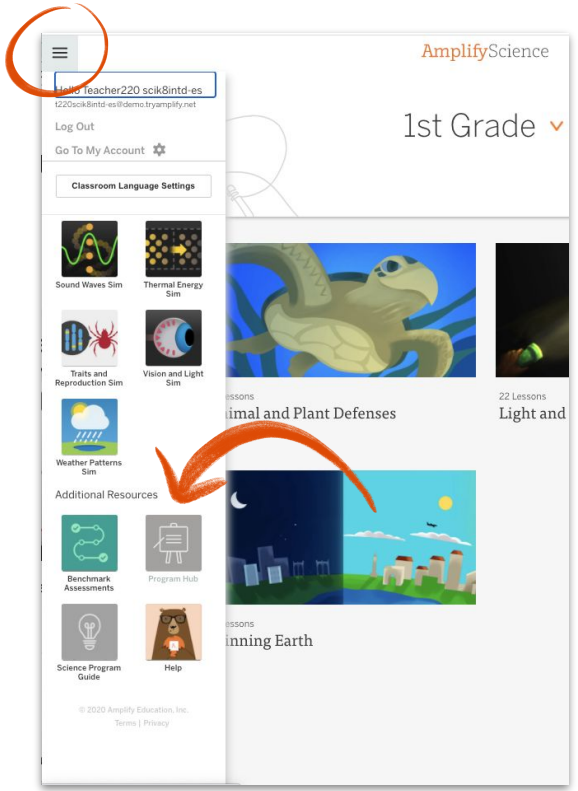
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



Accessing Amplify Science@Home

Amplify Science Program Hub

- Contains Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu
- First unit for each grade level is now available
- Additional units rolling out throughout back-to-school



AmplifyScience@Home

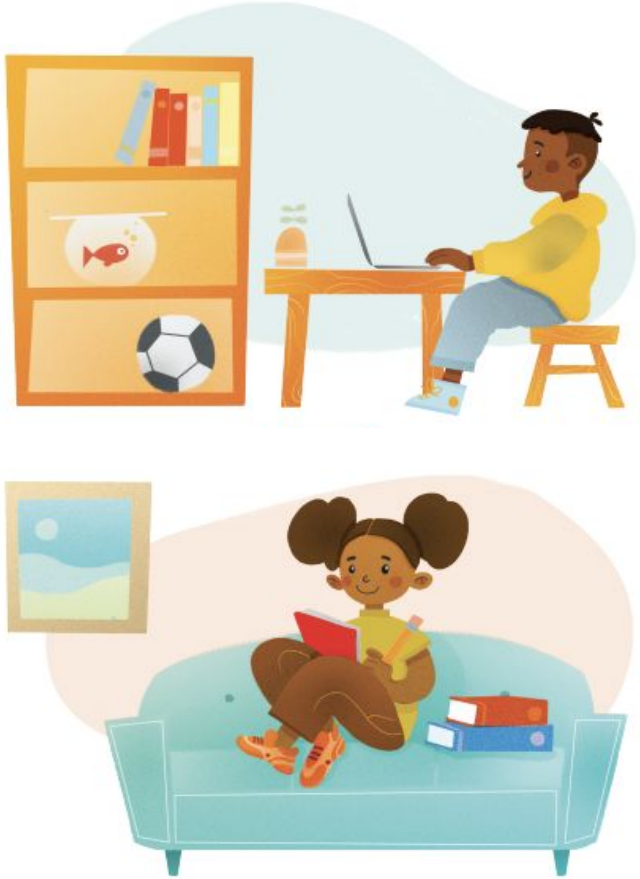
Two different options:

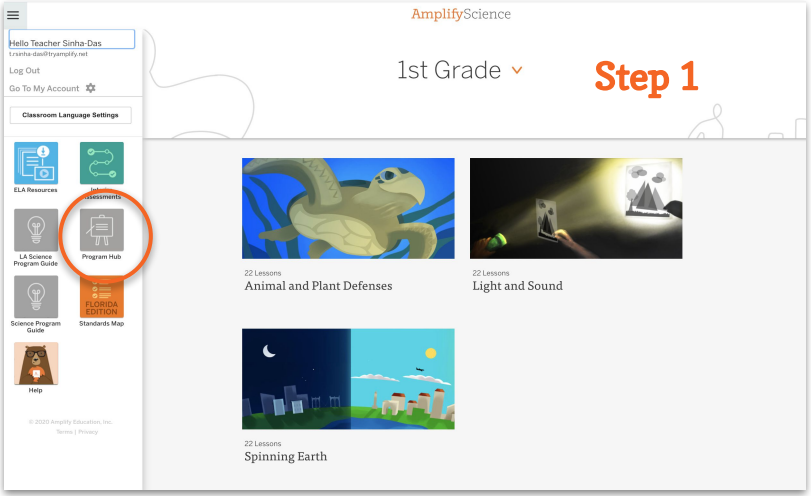
@Home Units

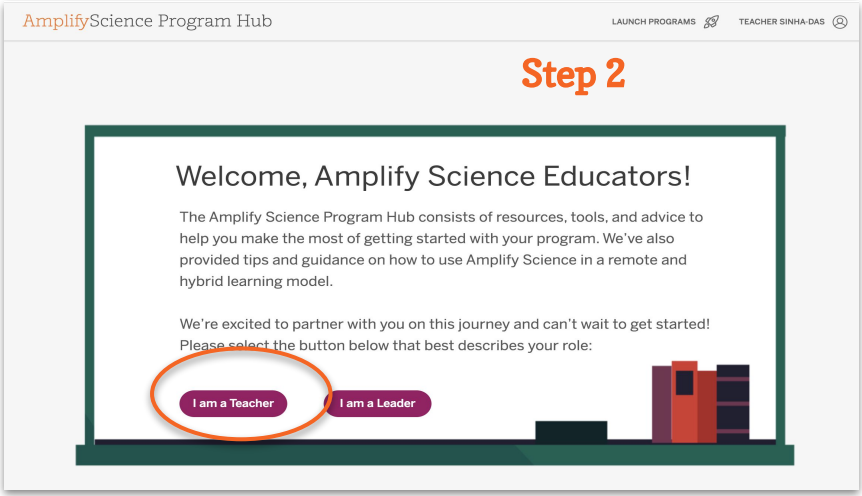
- Packet or slide deck versions of Amplify Science units condensed by about 50%

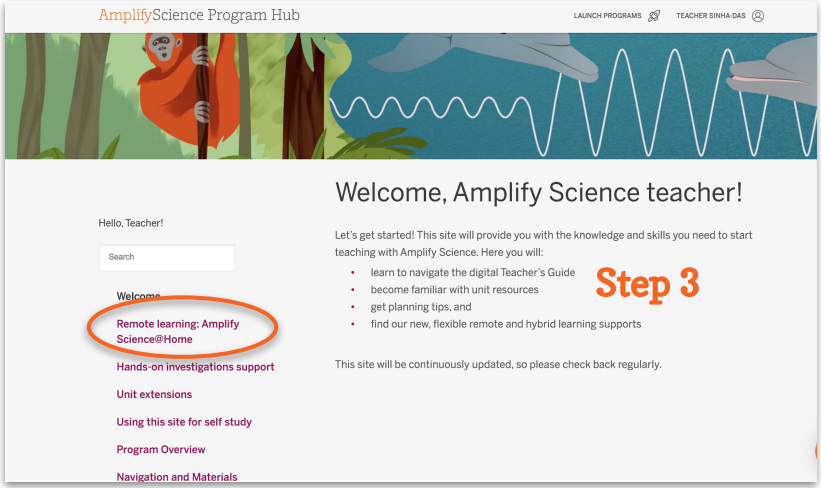
@Home Videos

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




AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
LA Science Program Guide
Science Program Guide
Standards Map
Help
1st Grade
Step 1
22 Lessons
Animal and Plant Defenses
22 Lessons
Light and Sound
22 Lessons
Spinning Earth


AmplifyScience Program Hub
LAUNCH PROGRAMS
TEACHER SINHA-DAS
Step 2
Welcome, Amplify Science Educators!
The Amplify Science Program Hub consists of resources, tools, and advice to help you make the most of getting started with your program. We've also provided tips and guidance on how to use Amplify Science in a remote and hybrid learning model.
We're excited to partner with you on this journey and can't wait to get started! Please select the button below that best describes your role:
I am a Teacher
I am a Leader


AmplifyScience Program Hub
LAUNCH PROGRAMS
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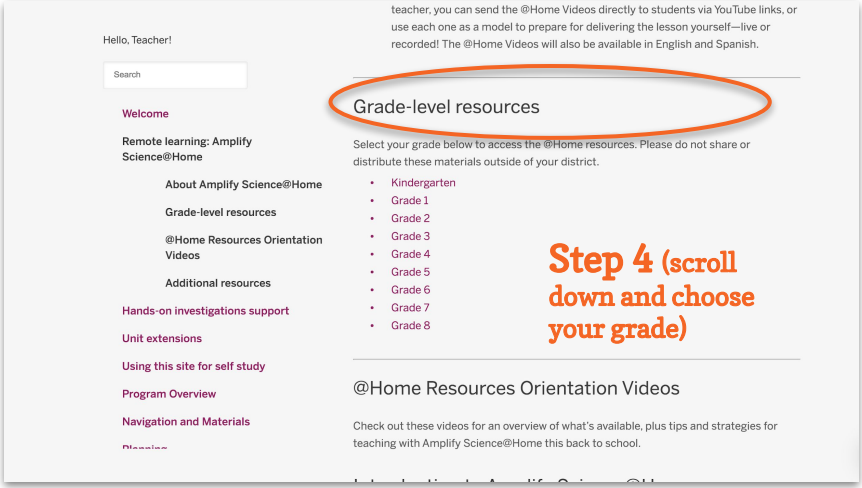
Welcome, Amplify Science teacher!
Hello, Teacher!
Search
Welcome
Remote learning: Amplify Science@Home
Hands-on investigations support
Unit extensions
Using this site for self study
Program Overview
Navigation and Materials
Let's get started! This site will provide you with the knowledge and skills you need to start teaching with Amplify Science. Here you will:
learn to navigate the digital Teacher's Guide
become familiar with unit resources
get planning tips, and
find our new, flexible remote and hybrid learning supports
Step 3
This site will be continuously updated, so please check back regularly.


Hello, Teacher!
Search
Welcome
Remote learning: Amplify Science@Home
About Amplify Science@Home
Grade-level resources
@Home Resources Orientation Videos
Additional resources
Hands-on investigations support
Unit extensions
Using this site for self study
Program Overview
Navigation and Materials
teacher, you can send the @Home Videos directly to students via YouTube links, or use each one as a model to prepare for delivering the lesson yourself—live or recorded! The @Home Videos will also be available in English and Spanish.
Grade-level resources
Select your grade below to access the @Home resources. Please do not share or distribute these materials outside of your district.
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Step 4 (scroll down and choose your grade)
@Home Resources Orientation Videos
Check out these videos for an overview of what's available, plus tips and strategies for teaching with Amplify Science@Home this back to school.

Review your @Home Unit

Navigate to your unit on the Program Hub and explore (if you this is your first time).

OR,

Complete scavenger hunt (if you explored these resources before)

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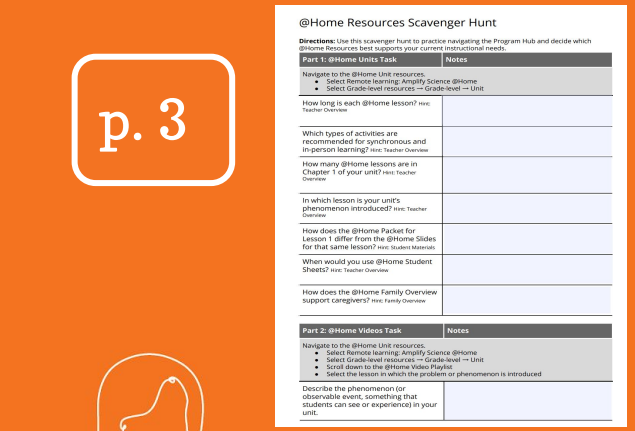

@Home Resources Scavenger Hunt

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.	

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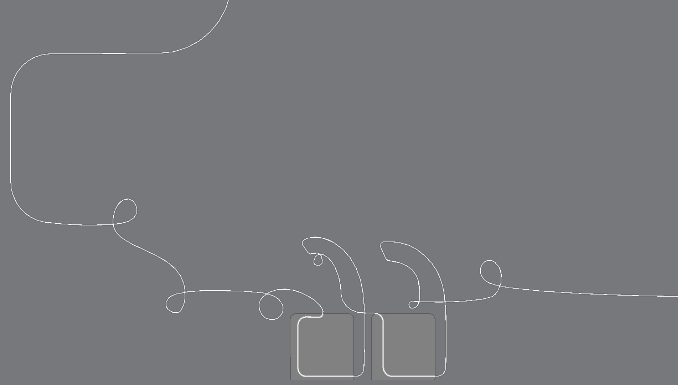

Questions?

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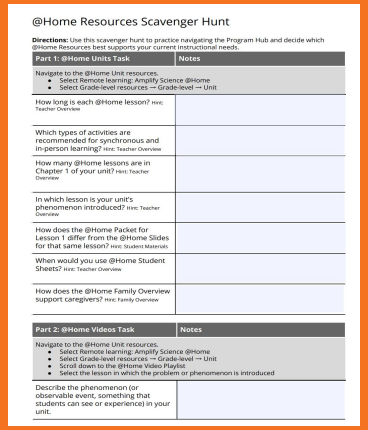
.

p. 3



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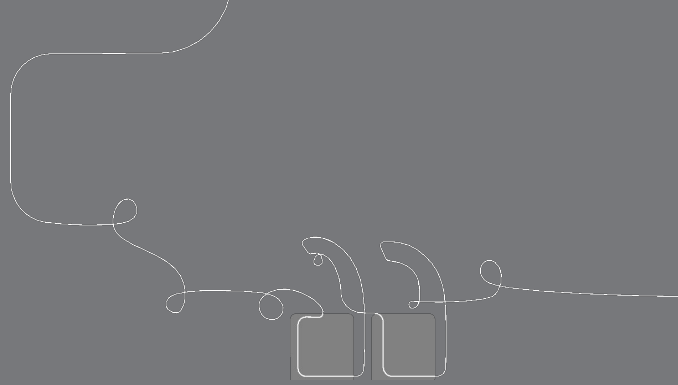

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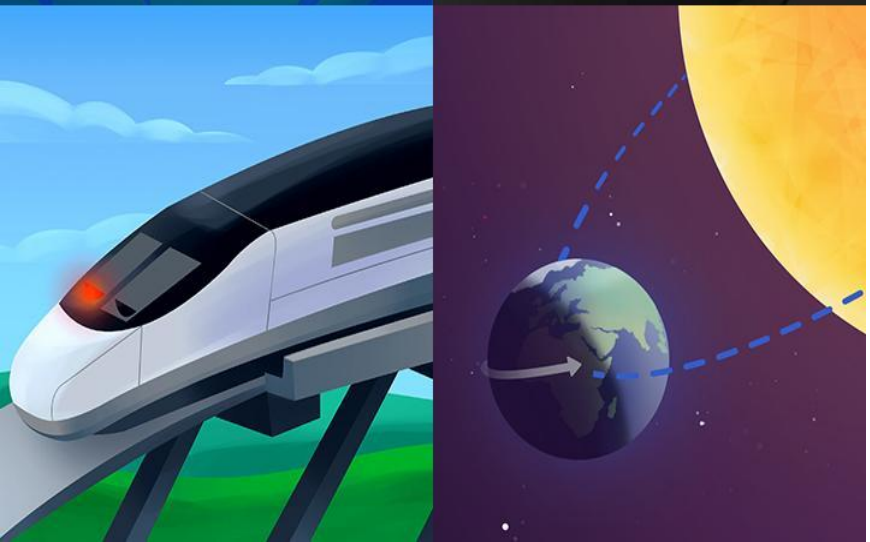

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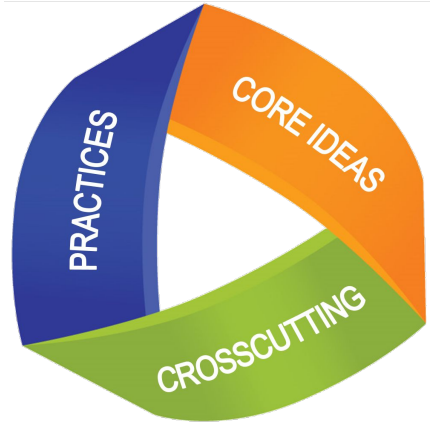
@Home Units

Reduced set of prioritized activities

- Preserves a **coherent** instructional build
- Retains a **multi-modal** & **3-D** learning approach
- **Adapted** versions of doing, talking, reading, and writing



@Home Lesson

A coherent activity sequence

- **Observe** lesson

- Note **modalities** and science & engineering **practices** that were utilized

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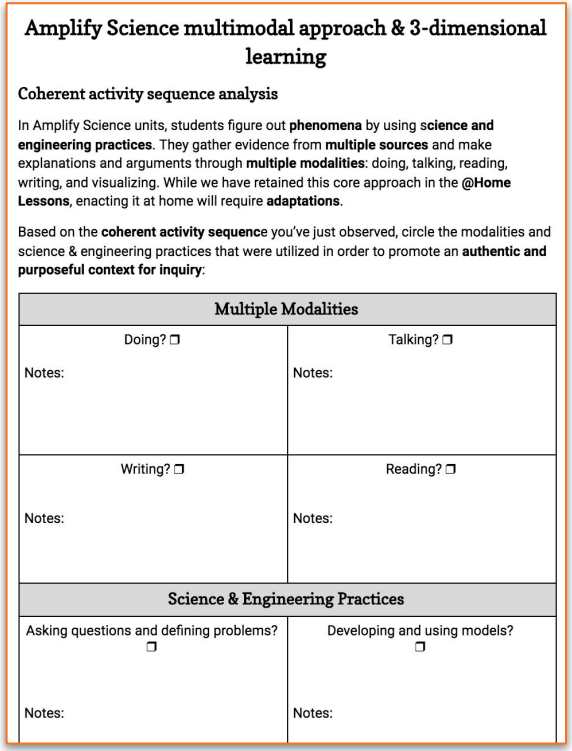


Amplify Science multimodal approach & 3-dimensional learning

Coherent activity sequence analysis

In Amplify Science units, students figure out **phenomena** by using **science and engineering practices**. They gather evidence from **multiple sources** and make explanations and arguments through **multiple modalities**: doing, talking, reading, writing, and visualizing. While we have retained this core approach in the **@Home Lessons**, enacting it at home will require **adaptations**.

Based on the **coherent activity sequence** you've just observed, circle the modalities and science & engineering practices that were utilized in order to promote an **authentic and purposeful context for inquiry**:

Multiple Modalities	
Doing? ❐ Notes:	Talking? ❐ Notes:
Writing? ❐ Notes:	Reading? ❐ Notes:
Science & Engineering Practices	
Asking questions and defining problems? ❐ Notes:	Developing and using models? ❐ Notes:

Needs of Plants and Animals

@Home Lesson 5

AmplifyScience

Children from Mariposa Grove

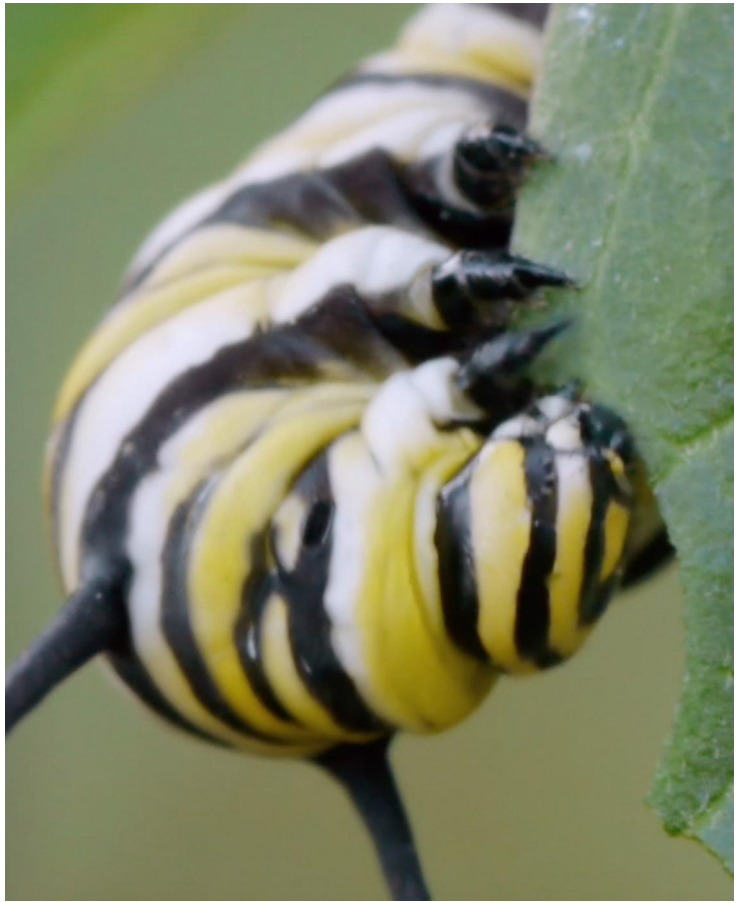
The children in Mariposa Grove need our help figuring out **why there are no monarch caterpillars** since the Field was made into the Garden.

They want to figure out how to make the Garden **a place where monarch caterpillars can live** again.

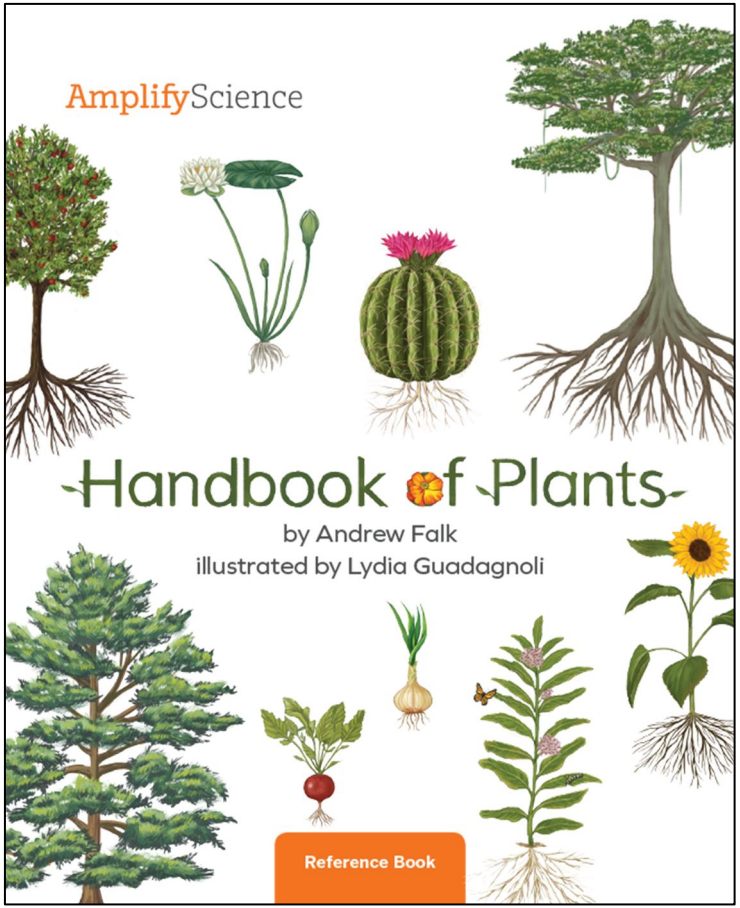
We have learned that **animals** can only live in a place that has the **food** they need.

We do not know what type of food the **monarch caterpillars** need. We will watch a video to find out more about what monarch caterpillars eat.

tinyurl.com/AMPNPA-03



What did you **observe** the caterpillar doing?



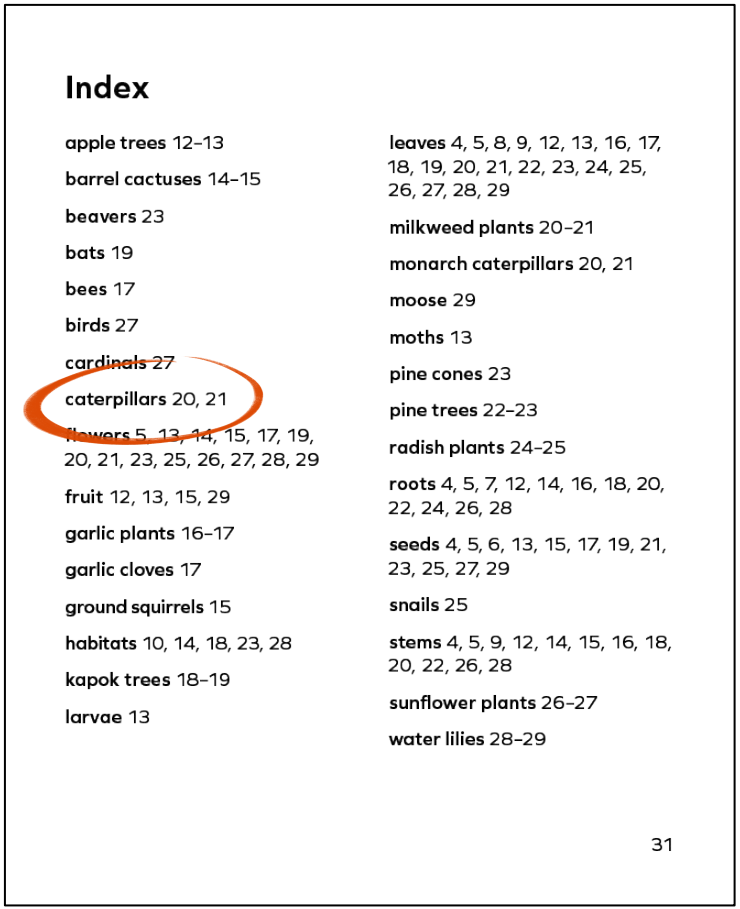
We observed a monarch caterpillar eating a **plant**, but we do not know what kind of plant it is.

We can use *Handbook of Plants* to gather more information about **what kind of food** a monarch caterpillar eats.

Sometimes we can find information by looking **at every page** of the book.

Another strategy we can use to find the information we are looking for is to **use the index**.

Turn to page 31 to find the index.



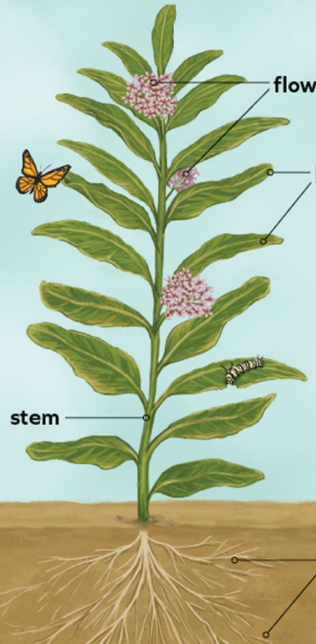
Index

The **index** is a list at the back of a book that tells us about the kinds of information we can find in the book.

We can find information about **caterpillars** on pages 20–21.

Milkweed

Milkweed is a **plant** that monarch caterpillars need to eat in order to live and **grow**. Milkweed plants grow in many places in the United States.



The **roots** of the milkweed plant get the water the plant needs to live and grow.

The **leaves** of the milkweed plant catch the sunlight that the plant needs to live and grow.

The flowers of the milkweed plant make the **seed** pods.

New milkweed plants grow from the fluffy seeds found in milkweed pods.

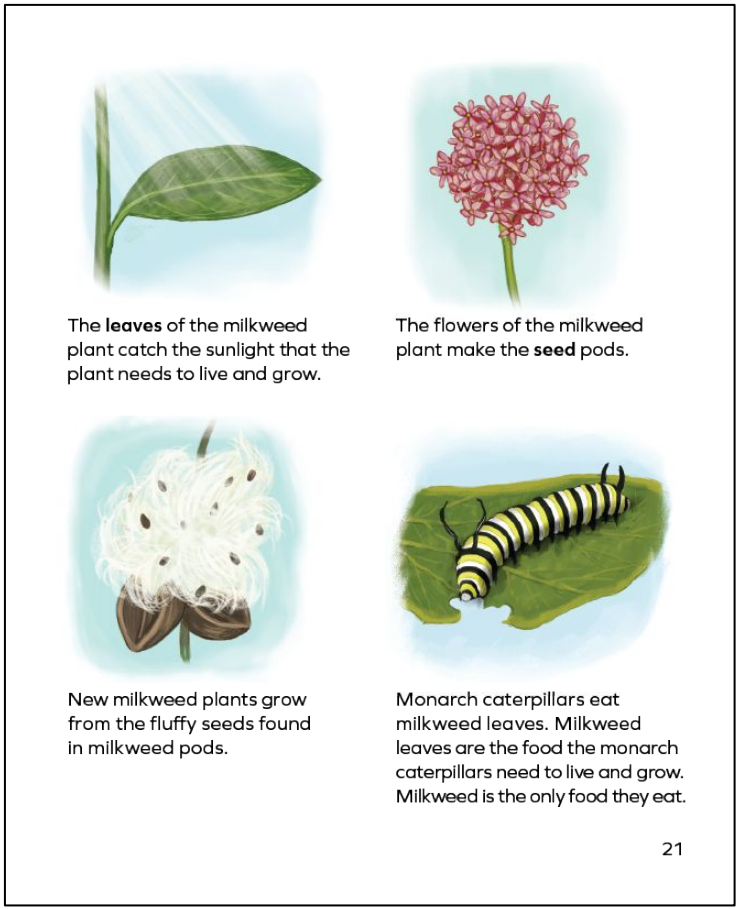
Monarch caterpillars eat milkweed leaves. Milkweed leaves are the food the monarch caterpillars need to live and grow. Milkweed is the only food they eat.

Read pages 20–21.

You can access a digital version of the book here.

The caterpillars on these pages are called **monarch caterpillars**.

Milkweed is the only food they eat. Milkweed is a kind of **plant**.



The **leaves** of the milkweed plant catch the sunlight that the plant needs to live and grow.

The flowers of the milkweed plant make the **seed** pods.

New milkweed plants grow from the fluffy seeds found in milkweed pods.

Monarch caterpillars eat milkweed leaves. Milkweed leaves are the food the monarch caterpillars need to live and grow. Milkweed is the only food they eat.

21

What do **monarch caterpillars need** to have in the place where they live?

Now is a good time to take a break.

Now that we know what **food** the monarch caterpillars need, we will think about **where they can live.**

You will need a **partner** for this activity.

Your partner can be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!

The Field

The Garden

Observe and **compare** the pictures.

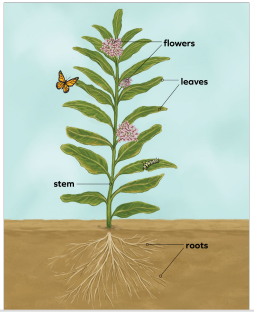
How are the Field and the Garden **different**?

How are they **alike**?

The Field

The Garden

Milkweed



Look carefully at the pictures of the **Field** and the **Garden**.

Can you find **milkweed plants**?

The Field

We see some **milkweed plants** in the **Field** so we know that last year the monarch caterpillars had food to eat.

The Garden

We do **not see any milkweed plants** in the **Garden**.

This year, the monarch caterpillars do not have food to eat.

The Garden

Monarch caterpillars cannot live in the Garden. Why not?

Name: _____ Date: _____

Explaining Why There Are No Caterpillars

Directions:

1. Choose one habitat: The Field or The Garden.
2. Choose a sentence to explain why the monarch caterpillars can or cannot live in that habitat.
3. Use the pictures below the sentence to help you say your sentence out loud.
4. Repeat steps 1-3 with the other habitat.

The Field	The Garden
	

_____ can live there because the _____ they need are there.	
 monarch caterpillars	 milkweed plants

_____ cannot live there because the _____ they need are not there.	
 monarch caterpillars	 milkweed plants

Needs of Plants and Animals @Home Lesson 5

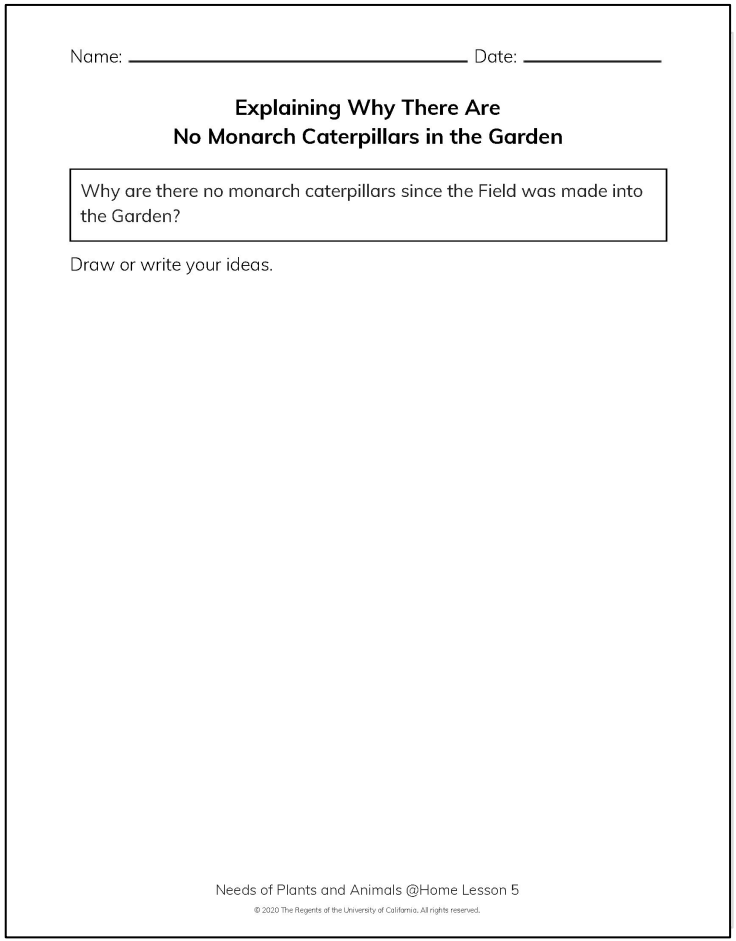
Now, we can explain our ideas as a scientist would.

Find the **Explaining Why There Are No Caterpillars** page.

Use the words and pictures to talk about your ideas.

Scientists **record** what they observe to help them **remember**.

Scientists also record to **share** what they learn with others.



Name: _____ Date: _____

Explaining Why There Are
No Monarch Caterpillars in the Garden

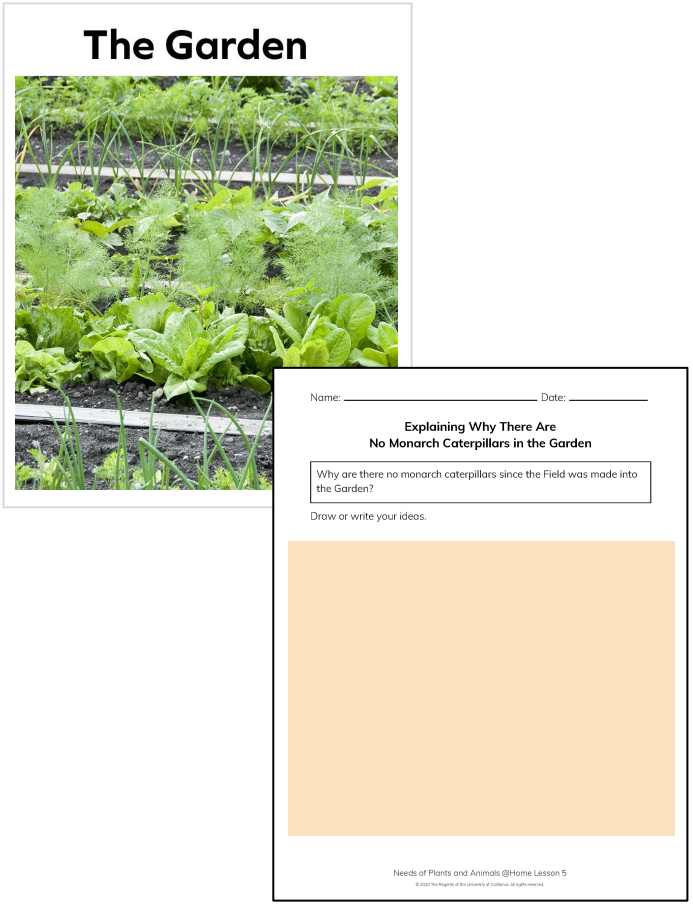
Why are there no monarch caterpillars since the Field was made into the Garden?

Draw or write your ideas.

Needs of Plants and Animals @Home Lesson 5

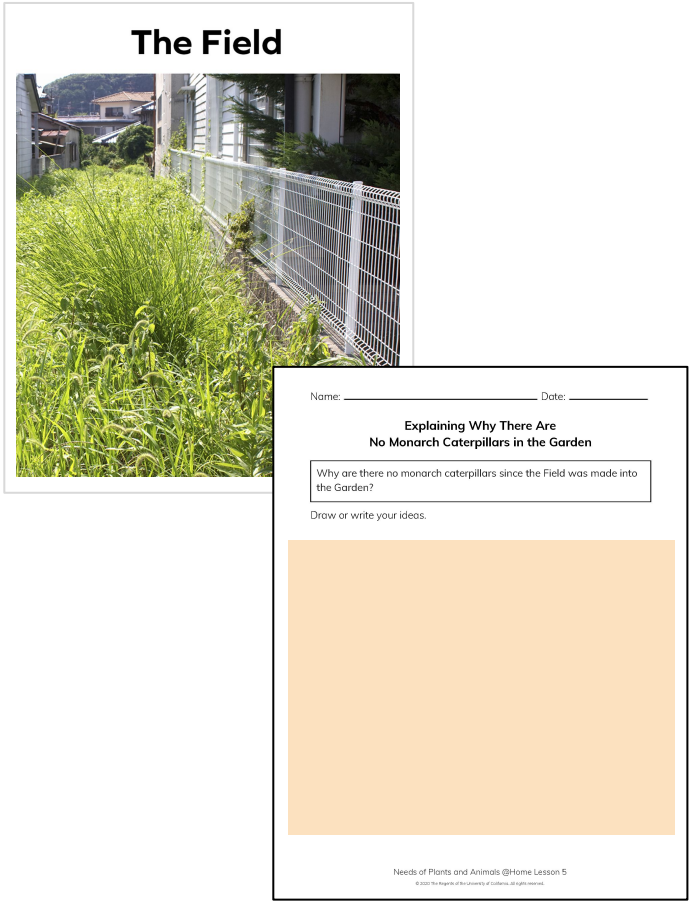
Find the **Explaining Why There Are No Monarch Caterpillars in the Garden** page.

We will use this sheet to **record** our ideas about why there are no caterpillars since the Field was made into the Garden.



Think about the **Garden** first.

Draw or write your ideas about why a monarch caterpillar **cannot live** in this place.

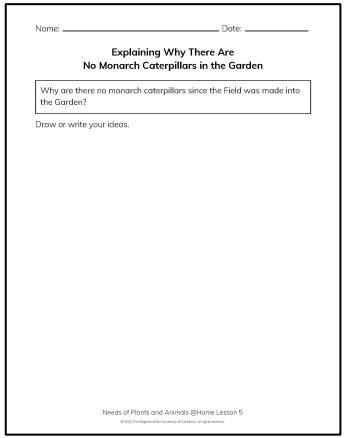


Now, think about the **Field**.

Use the same page to draw or write your ideas about why a monarch caterpillar **can** live in this place.

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

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



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

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.

End of @Home Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Reflection

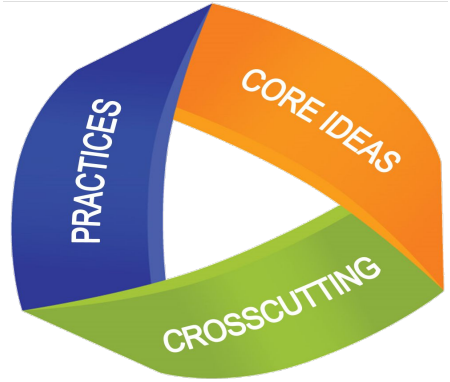
Coherent activity sequence analysis

- Which **multiple modalities** were students in engaged in? How were they **adapted**?

- Which **science & engineering practices** were students engaged in? How were they **adapted**?

Crosscutting concepts

- The **“big ideas”** that cut across all the domains
- Serve as useful lens to **integrate** new ideas
- Open next **@home lesson**
- Identify the cross-cutting concepts **collaboratively**



Crosscutting Concepts Analysis

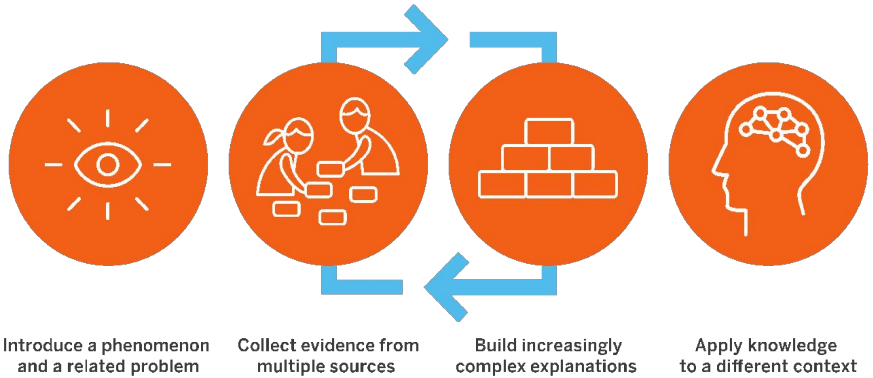
Navigate to the next @home lesson. Make note of which crosscutting concept(s) **scaffold** students' understanding and **connect it to other ideas** about the natural world that they have learned thus far in this particular lesson.

Patterns? ❒ Notes:	Cause & Effect? ❒ Notes:
Scale, Proportion, & Quantity? ❒ Notes:	System & System Models? ❒ Notes:

Adaptations of multiple-modalities

Specific routines & additional supports

- How would you adapt different aspects of the **Amplify Science approach** for your learners' **particular contexts**?



Adaptations of multiple modalities

The **@Home Lessons** provide general guidance for these **adaptations** of the **multiple modalities** in **remote/hybrid** instructional contexts but you may need to set up expectations for specific routines or provide additional support to your students. Let's brainstorm ideas for how different aspects of the **Amplify Science approach** might be adapted for your **learners' particular context**s.

Modality	Adaptation
Doing	
Talking	
Reading	
Writing	

Suggestions for synchronous time

p. 7

Using the resources

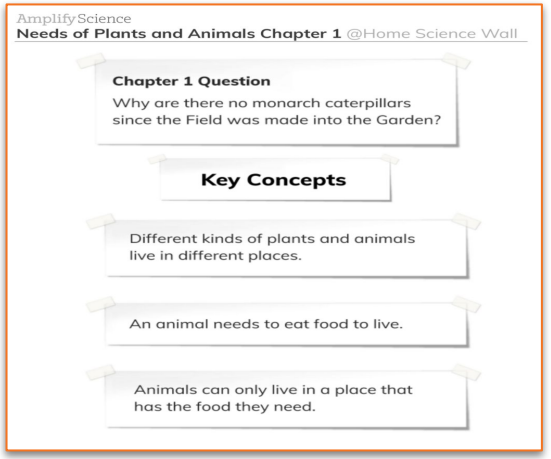
- Leverage synchronous time for live teaching
  - Lots of time? Teach full lessons
  - Less time? Revisit and preview (see table)

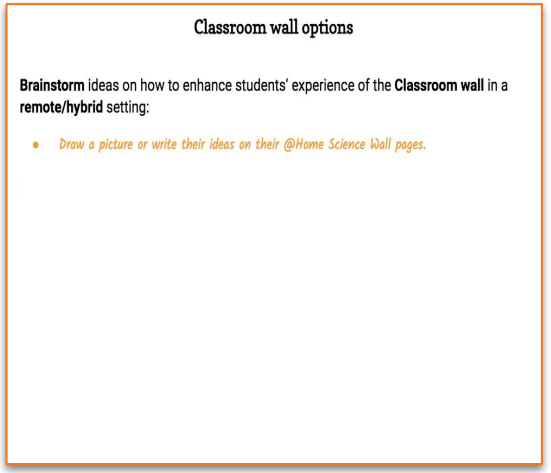
Synchronous time	
In-person	**Online class**
• Discourse routines • Class discussions • Hands-on investigations (option for teacher demo) • Physical modeling activities	• Online discussions • Sim demonstrations • Interactive read-alouds • Shared Writing • Co-constructed class charts

Classroom wall

Re-imagined as @Home science wall

- **Chapter Questions**, **key concepts**, and **vocabulary** that have been introduced so far are provided in the **last lesson** of each chapter.
- How would you enhance students' experience of the **Classroom wall** in a **remote/hybrid** setting?





@Home science wall

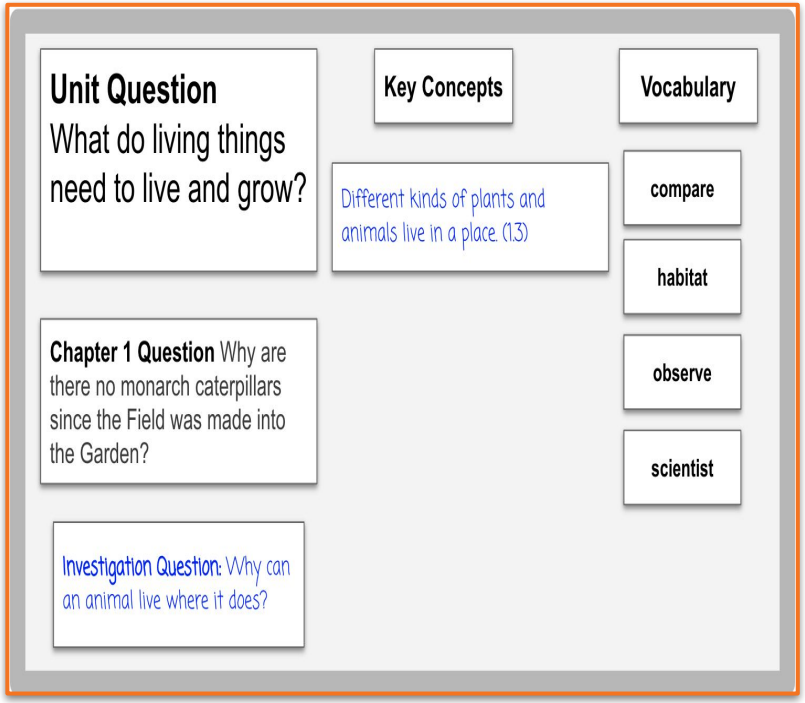
To enhance students' experience of the @Home Science Wall, you could have them:

- Draw a **picture** or write their ideas on their @Home Science Wall pages.
- Highlight or **color** in each question, key concept, or word that is introduced.
- **Cut out** each question, key concept, or word. These can be then posted on a wall, large sheet of paper, or refrigerator at home.
- **Illustrate** each word that is introduced to create a picture glossary.
- If you are meeting with your class remotely, you could create a **virtual** @Home Science **Wall.**

Creating a virtual @Home science wall

If meeting remotely

- **Screenshot** chapter questions, key concepts, vocabulary from **@Home Student sheets**
- Screenshot (from **teacher's guide**) or create own **unit** & **investigation** questions
- **Animate** new additions
- Now **try** yourself on **Google slides**!



Needs of Plants and Animals Classroom Wall

Unit Question
What do living things need to live and grow?

Chapter 1 Question Why are there no monarch caterpillars since the Field was made into the Garden?

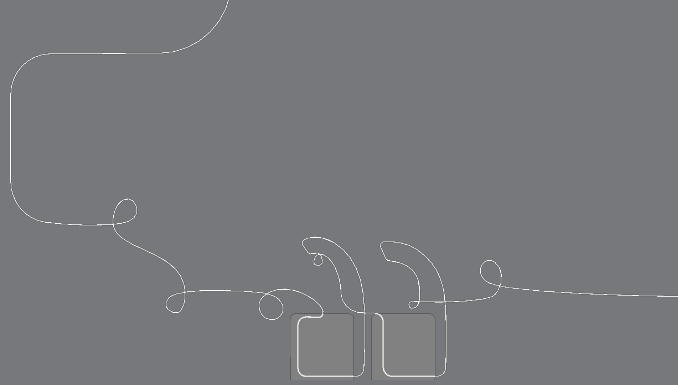
Investigation Question: Why can an animal live where it does?

Key Concepts

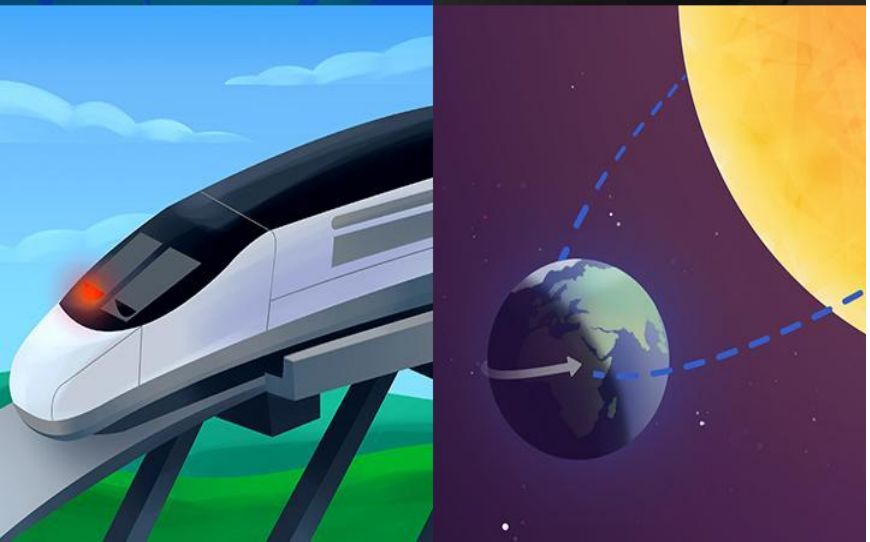
Different kinds of plants and animals live in a place. (1.3)

Vocabulary

- compare
- habitat
- observe
- scientist



Questions?



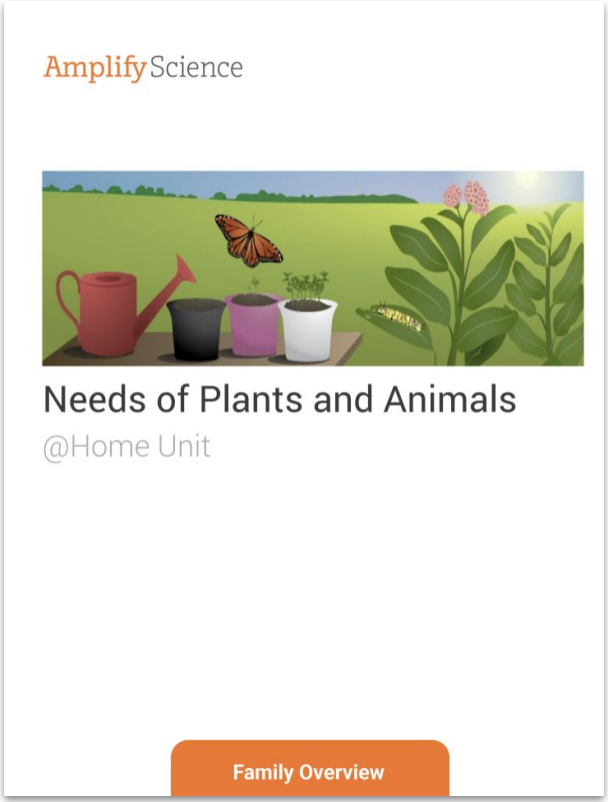
Plan for the day

- **Framing the day**
  - Welcome and introductions
  - Anticipatory activity
- **Overview of Amplify Science Approach**
  - Multimodal, phenomenon-based learning
  - 3 dimensions of NYSSLS
- **@Home Resources review**
  - @Home Units
  - @Home Videos
- **Multimodal & 3-D Learning: @Home lesson**
  - Coherent activity sequence analysis
  - Adaptations of multiple modalities
  - Classroom wall
- **Caregivers as partners**
  - Family overview resource
  - Caregivers' site
- **Closing**
  - Reflection & additional resources
  - Survey

Caregivers as partners

Supporting practicing multiple modalities & 3-D learning at home

- Editable letter that introduces the **unit** and the kinds of **activities** students will be doing
- Ideas about what **parents and guardians** can do to support their student at home.
- **Unit summary**, Chapter Questions, **key concepts**, unit vocabulary and definitions, and information about **books** & **hands-on** materials.



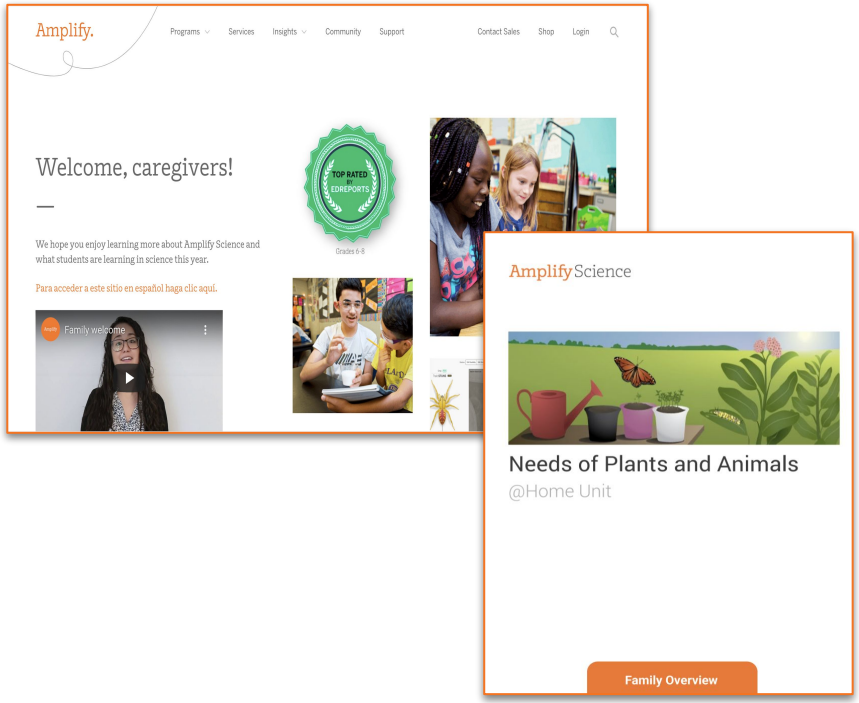
Caregivers' site

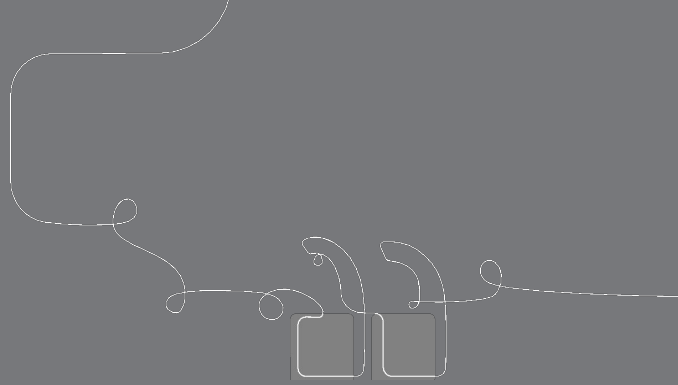
amplify.com/amplify-science-family-resource-intro/

- Provides your students' **families** information about Amplify Science & optional **extension** activities.

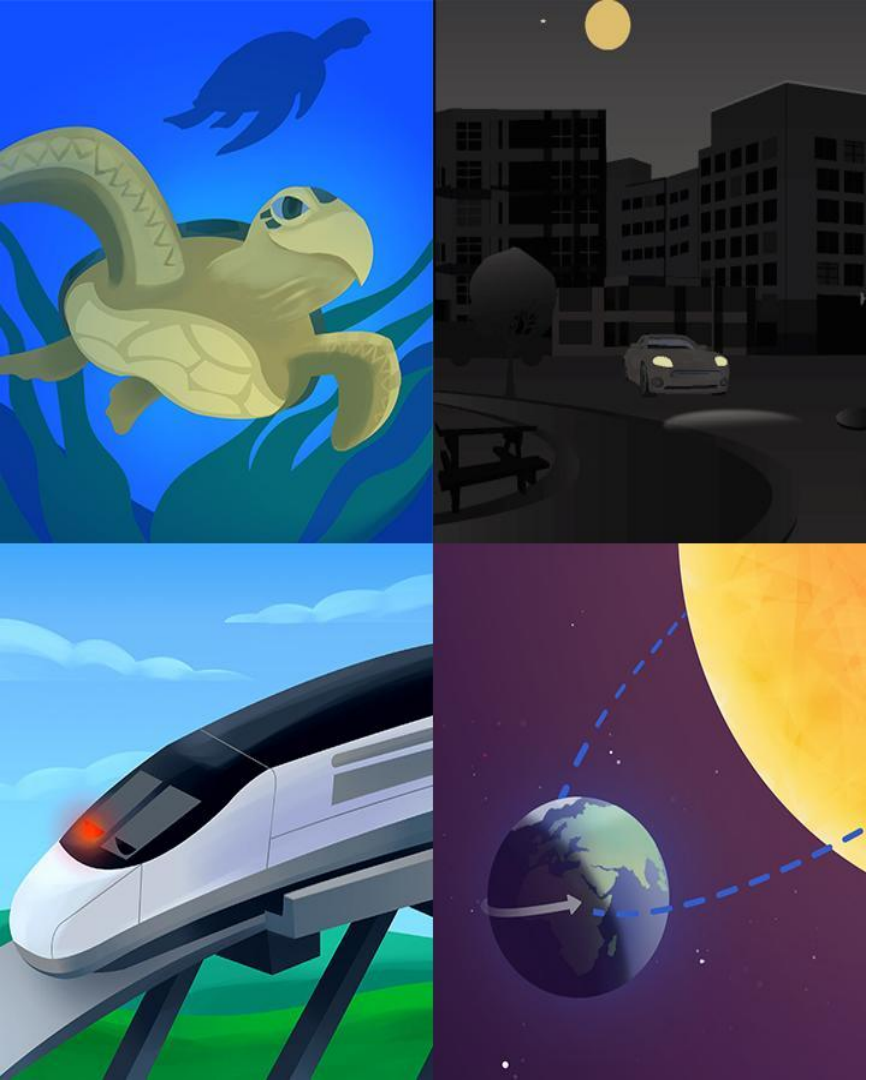
- **Explore** and reflect:

  - How will you utilize these resources to support caregivers?





Questions?



Plan for the day

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Revisiting our objectives

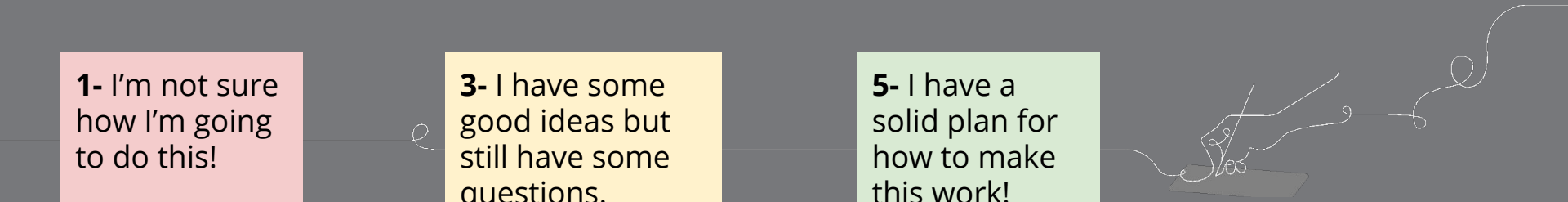
Do you feel ready to to…

- Analyze the role of multimodal and 3-dimensional learning in a coherent @Home lesson activity sequence?
- Adapt multimodal and 3-dimensional instructional routines to your learners' particular instructional contexts?
- Support caregivers as partners in practicing multiple modalities and 3-dimensional learning at home?

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

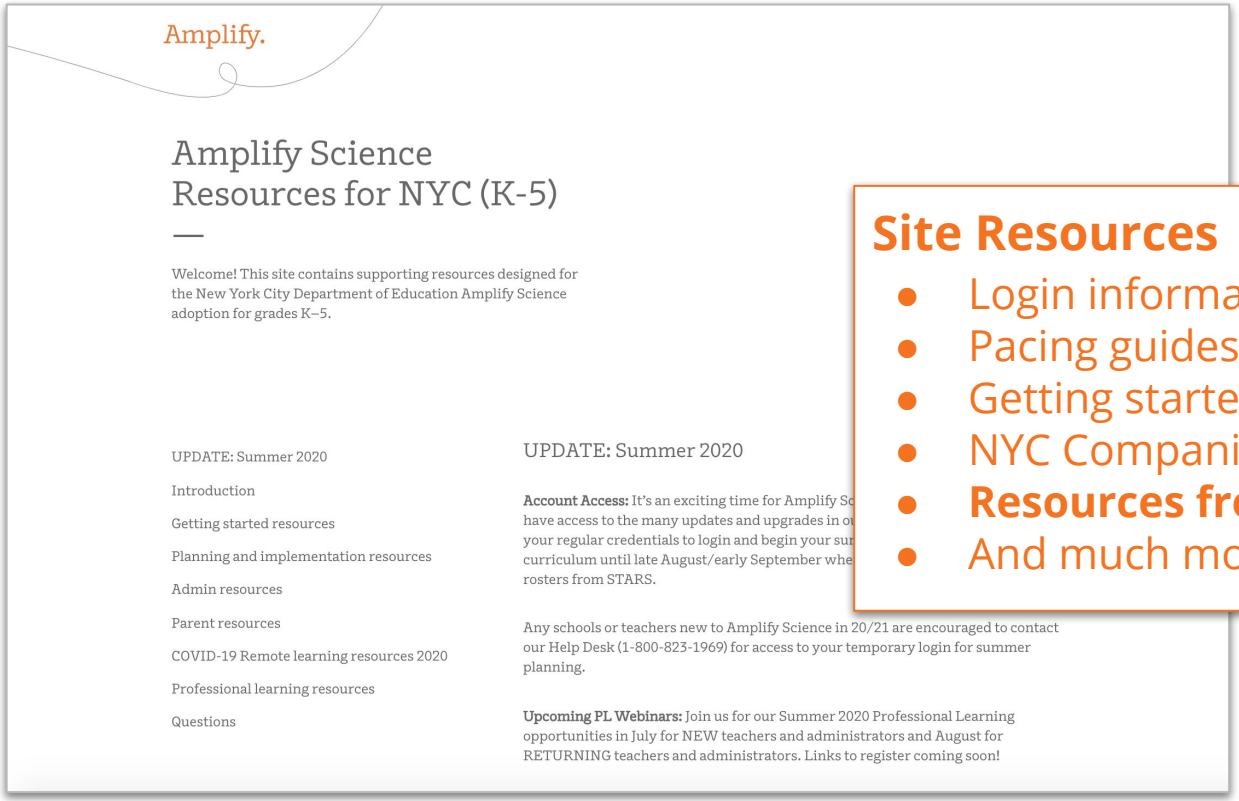
3- I have some good ideas but still have some questions.

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



New York City Resources Site

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



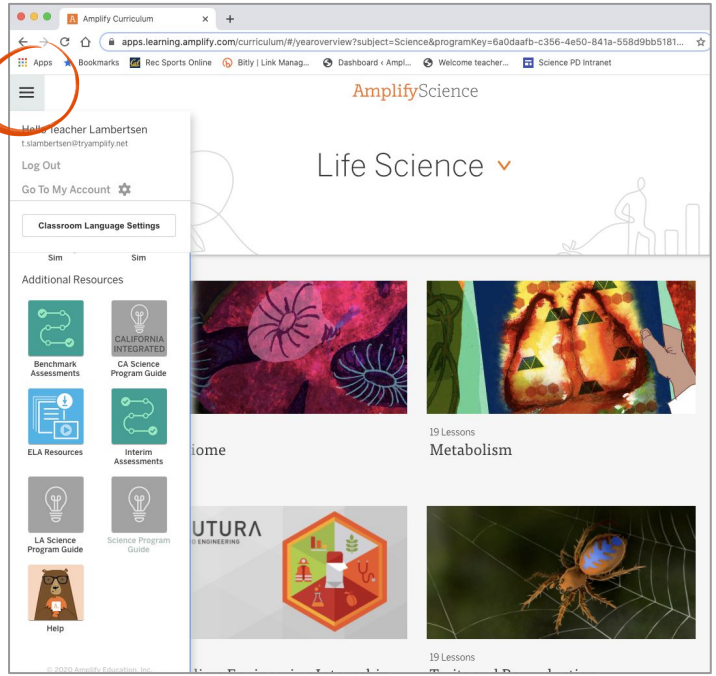
Site Resources

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

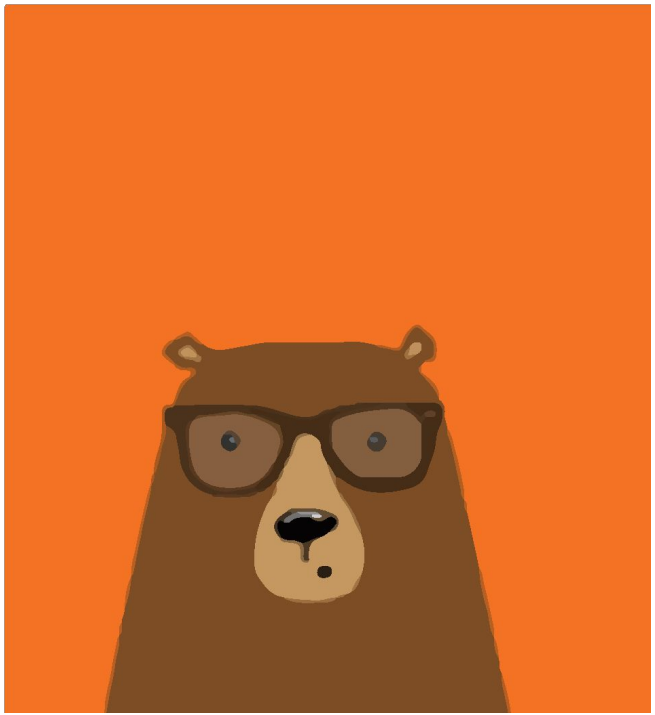
Amplify Science Program Hub

A new hub for Amplify Science resources

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



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.

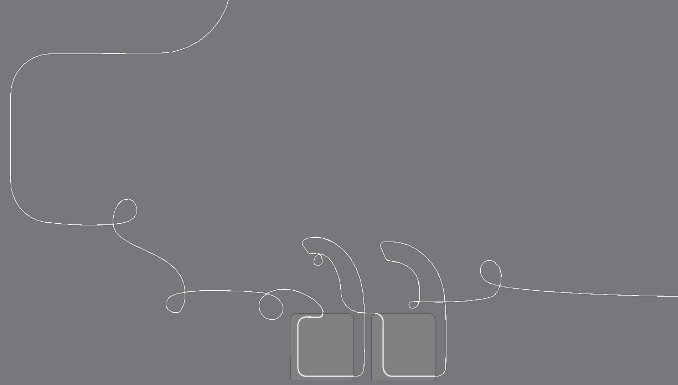
scihelp@amplify.com

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.

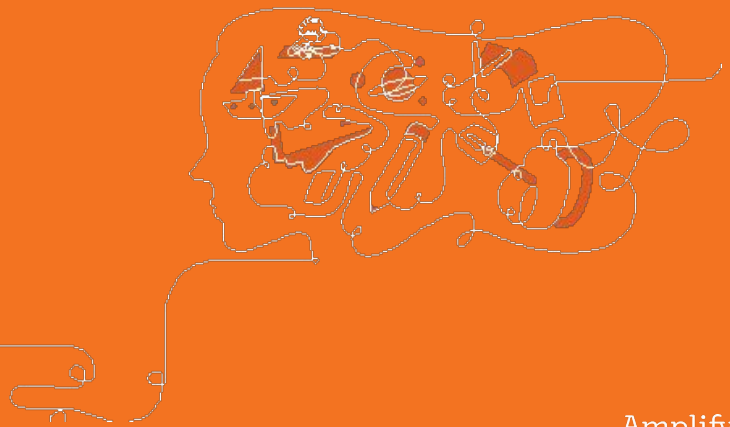


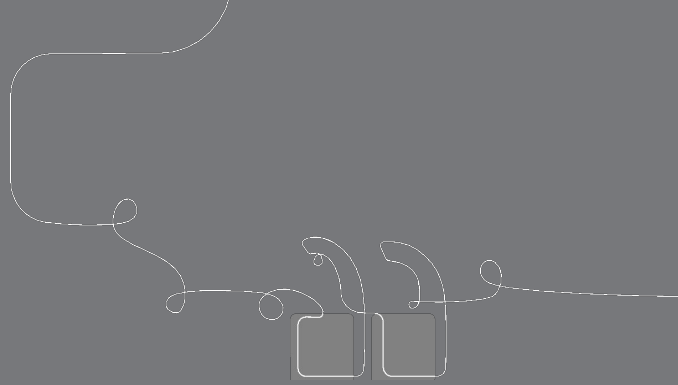
Final Questions?

Please provide us feedback!

URL: https://www.surveymonkey.com/r/BY56SBR

Presenter name: XXX





30 minute open office hours to follow...