

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 Grade 1

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

Window #1

Meet - Etiwanda Grade 7 N x +
meet.google.com/hcs-dxpk-wrm?aut...

Miller Copy of Navigation Prop... x Amplify Curriculum
apps.learning.amplify.com/curriculum/#unit/8a31e095506df82015256f884b4544_californiaintegrated2019-2020#progress-build

Amplify Science CALIFORNIA > Plate Motion

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 T TEACHER-LED DISCUSSION Why Geologists Value Fossils 2 TEACHER-LED DISCUSSION Introducing Mesos

RESET LESSON GENERATE PRINTABLE LESSON

Lesson Brief

Overview
Materials & Preparation
Differentiation
Español rds

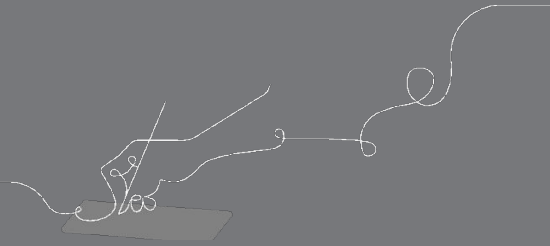
Digital Resources
All Projections
Completed Scientific Argumentation Wall Diagram
Video: Meet a Paleontologist
The Ancient Mesosaurus

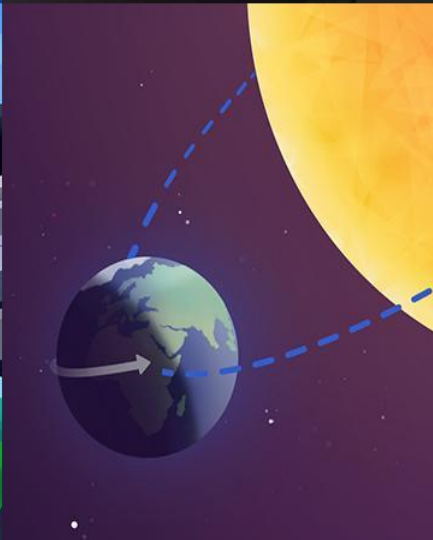
Objectives

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.

e





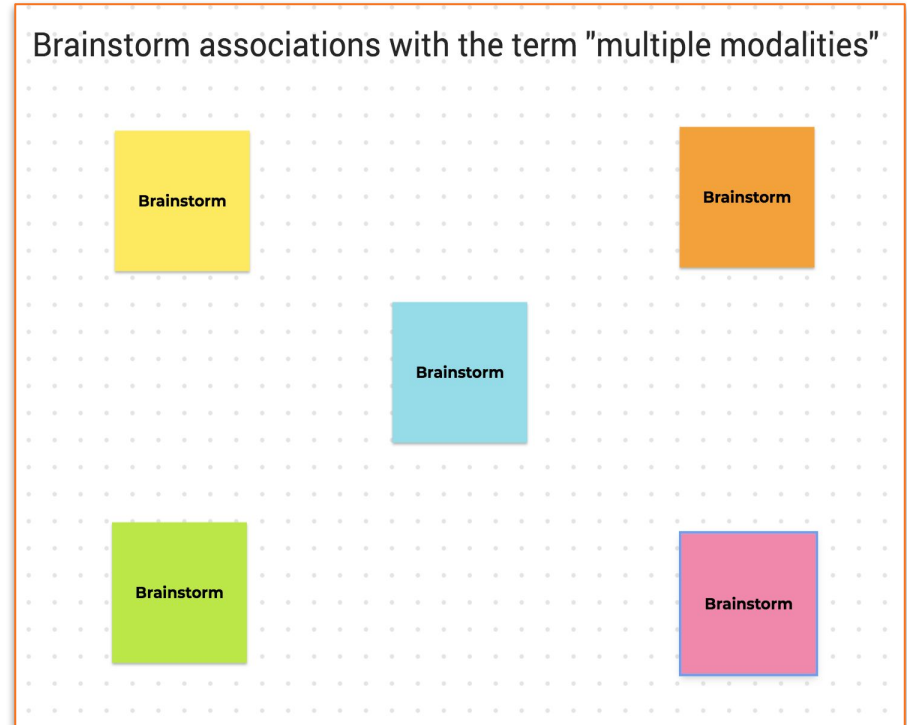
Plan for the day

- **Framing the day**
 - Welcome and introductions
 - Anticipatory activity
- **Overview of Amplify Science Approach**
 - Multimodal, phenomenon-based learning
 - 3 dimensions of NYSSLS
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 - @Home Videos
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- **Closing**
 - Reflection & additional resources
 - Survey

Anticipatory activity

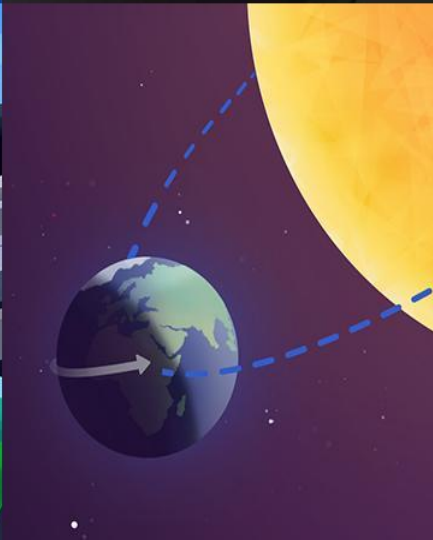
On the Jamboard “post”

- 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.

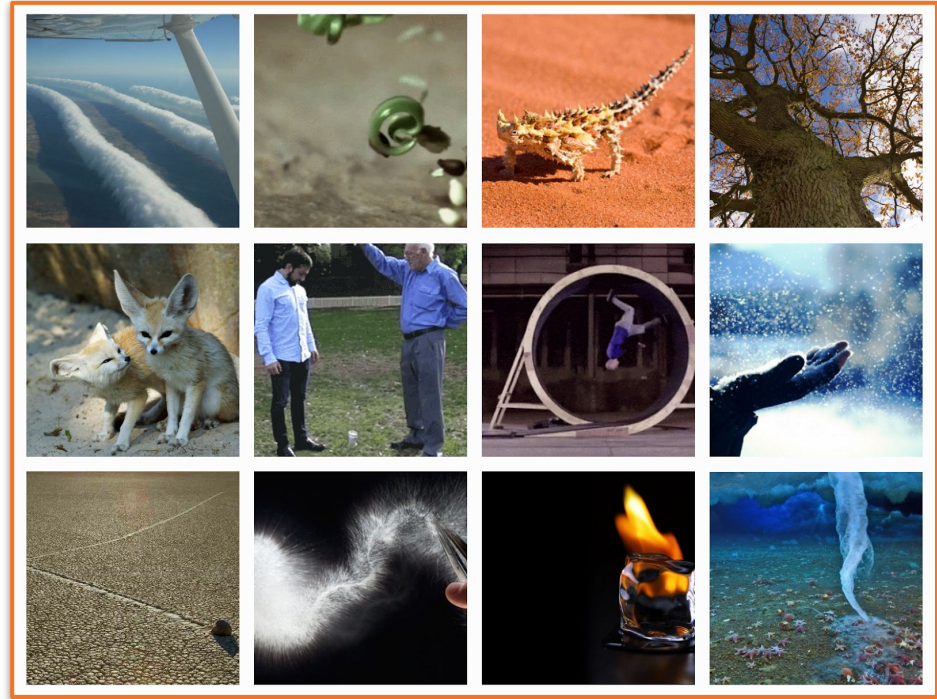




What are PHENOMENA?

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

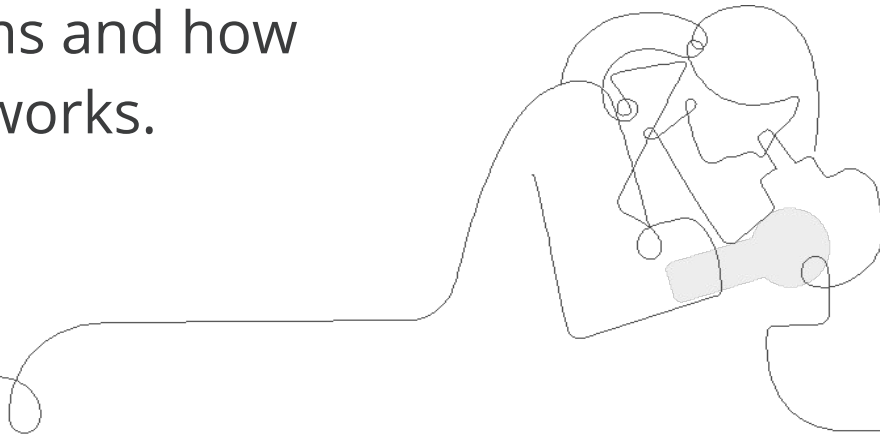
*National Research Council of the National Academy of Sciences, 2011

Figure out,
not learn about



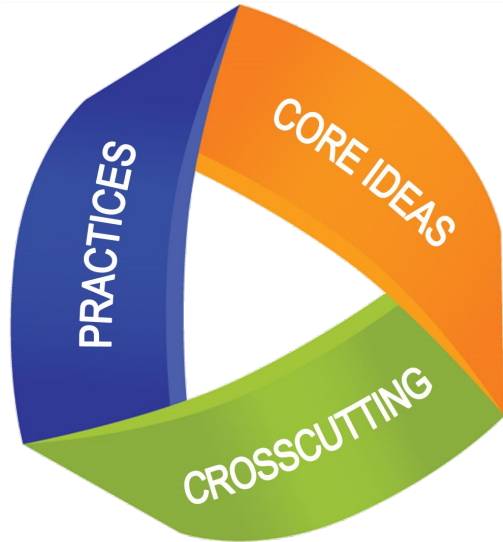
Problem-based deep dives

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

p. 4



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

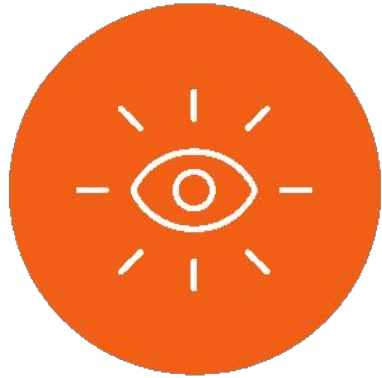
Crosscutting Concepts (CCC)

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



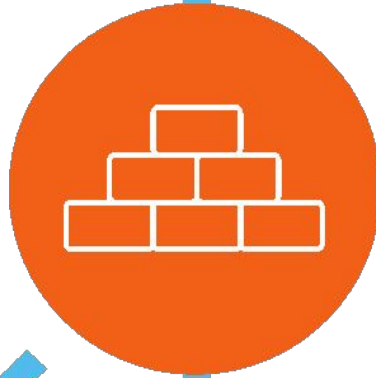
Amplify Science approach



**Introduce a phenomenon
and a related problem**



**Collect evidence from
multiple sources**



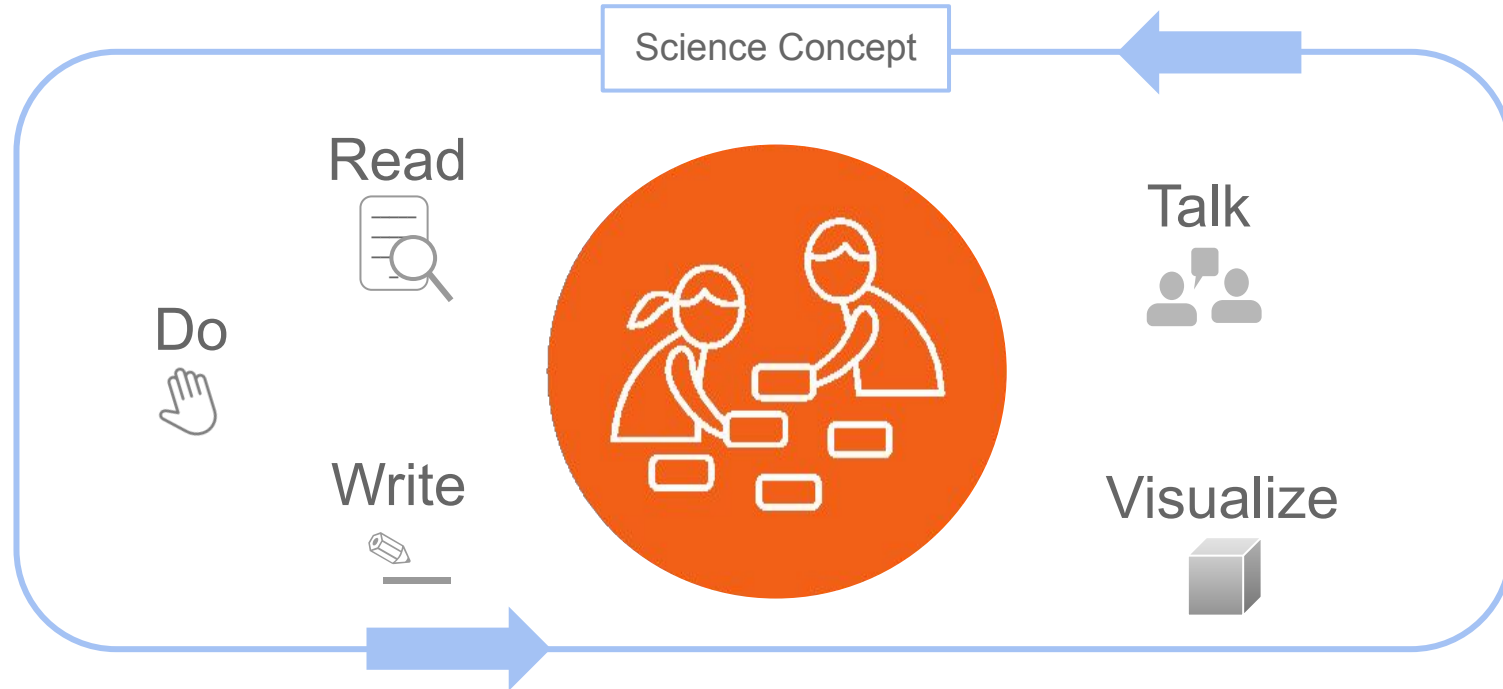
**Build increasingly
complex explanations**



**Apply knowledge
to a different context**

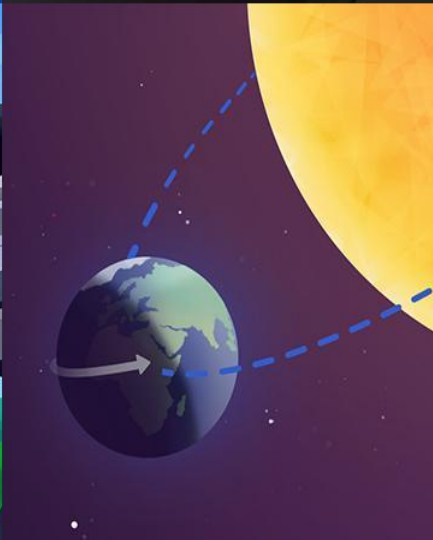
Multimodal learning

Gathering evidence from different sources



Questions?





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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

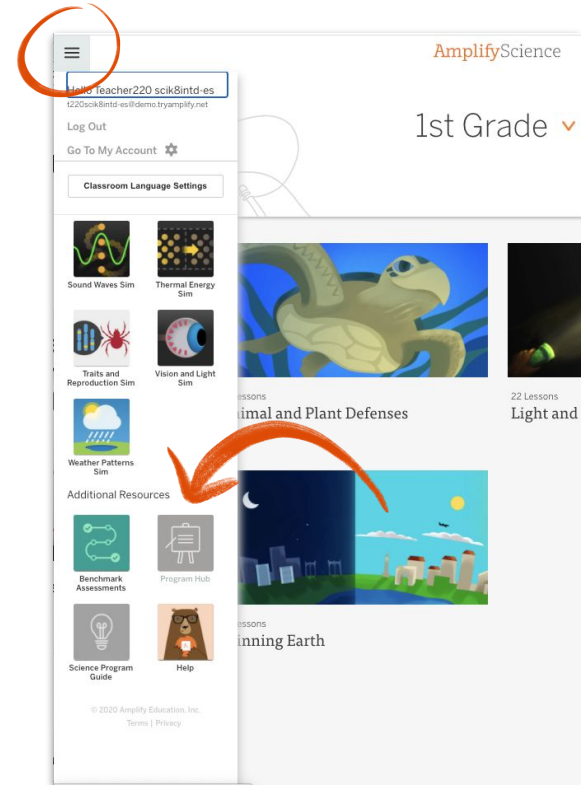
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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
17616-0410@amplify.net

Log Out
Go To My Account


Classroom Language Settings

ELA Resources
Job Postments
LA Science Program Guide
Science Program Guide
Help


1st Grade ▾ **Step 1**



22 Lessons
Animal and Plant Defenses



22 Lessons
Light and Sound



22 Lessons
Spinning Earth

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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.

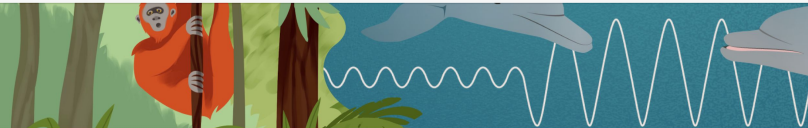
We're excited to partner with you on this journey and can't wait to get started! Please select the button below that best describes your role:

I am a Teacher I am a Leader



AmplifyScience Program Hub

LAUNCH PROGRAMS TEACHER SINHA-DAS



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

Welcome, Amplify Science teacher!

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

This site will be continuously updated, so please check back regularly.

Step 3

AmplifyScience Program Hub

LAUNCH PROGRAMS TEACHER SINHA-DAS

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

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)

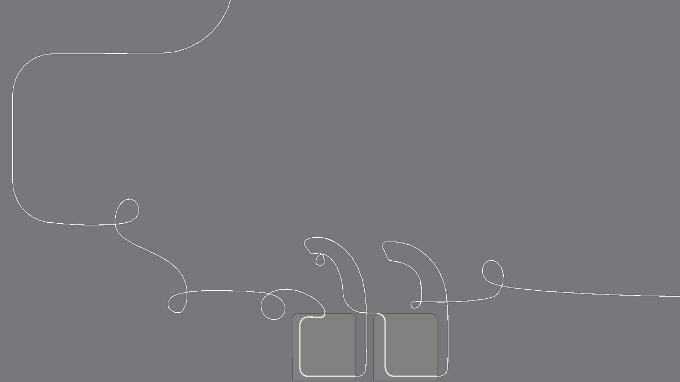
p. 3



@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. <ul style="list-style-type: none">Select Remote learning: Amplify Science @HomeSelect Grade-level resources → Grade-level → Unit	
How long is each @Home lesson? View Teacher Overview	
Which types of activities are recommended for synchronous and in-person learning? View Teacher Overview	
How many @Home lessons are in Chapter 1 of your unit? View Teacher Overview	
In which lesson is your unit's phenomenon introduced? View Teacher Overview	
How does the @Home Packet for Lesson 1 differ from the @Home Slides for that same lesson? View Student Materials	
When would you use @Home Student Sheets? View Teacher Overview	
How does the @Home Family Overview support caregivers? View Family Overview	
Part 2: @Home Videos Task	Notes
Navigate to the @Home Unit resources. <ul style="list-style-type: none">Select Remote learning: Amplify Science @HomeSelect Grade-level resources → Grade-level → UnitScroll down to the @Home Video PlaylistSelect 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.	



Questions?

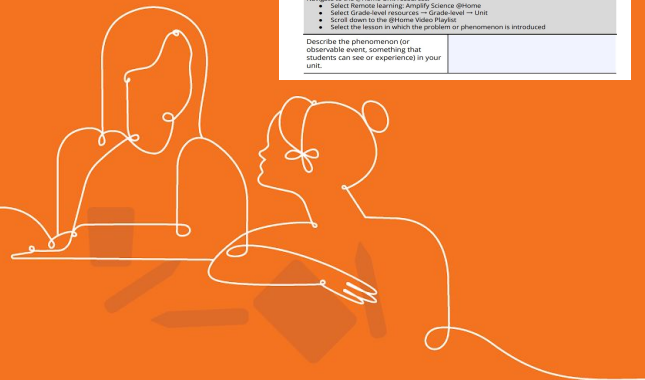
Review your @Home Video

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p. 3

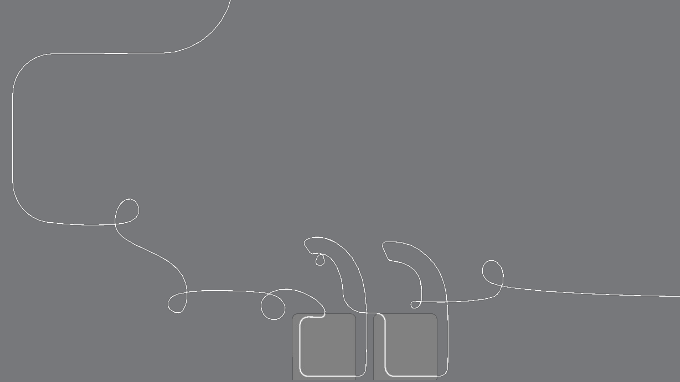


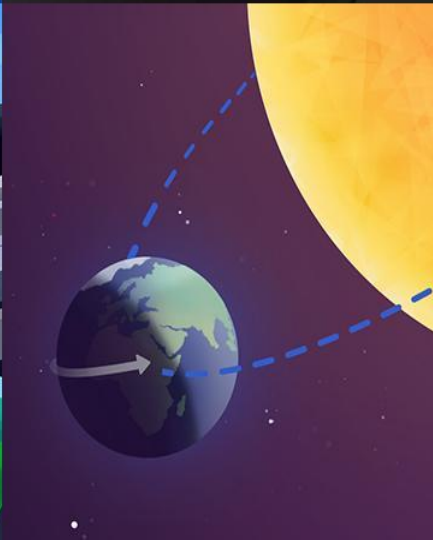
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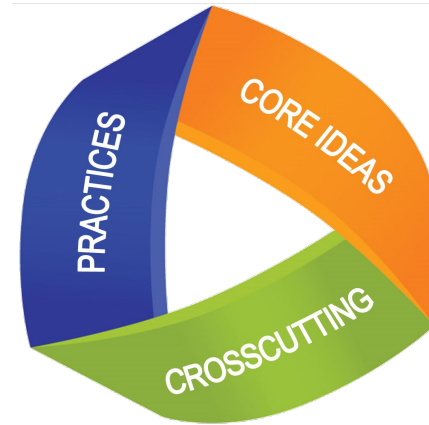
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@Home Units

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

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? <input type="checkbox"/>	Talking? <input type="checkbox"/>
Notes:	Notes:
Writing? <input type="checkbox"/>	Reading? <input type="checkbox"/>
Notes:	Notes:
Science & Engineering Practices	
Asking questions and defining problems? <input type="checkbox"/>	Developing and using models? <input type="checkbox"/>
Notes:	Notes:

A stylized illustration of a sea turtle with a yellowish-green head and shell, dark spots, and a blue eye. The turtle is shown in profile, eating a piece of blue seaweed. The background is a solid blue color with darker blue, wavy shapes representing the ocean floor or water. The text is overlaid on the left side of the image.

Animal and Plant Defenses
@Home Lesson 2



We have been working
as **aquarium scientists**.

We are trying to explain
how sea turtles, like
Spruce, survive in the
ocean.



Spruce the Sea Turtle is an **animal**.

Just like other living things, she needs to get **air, water, and food** to survive.

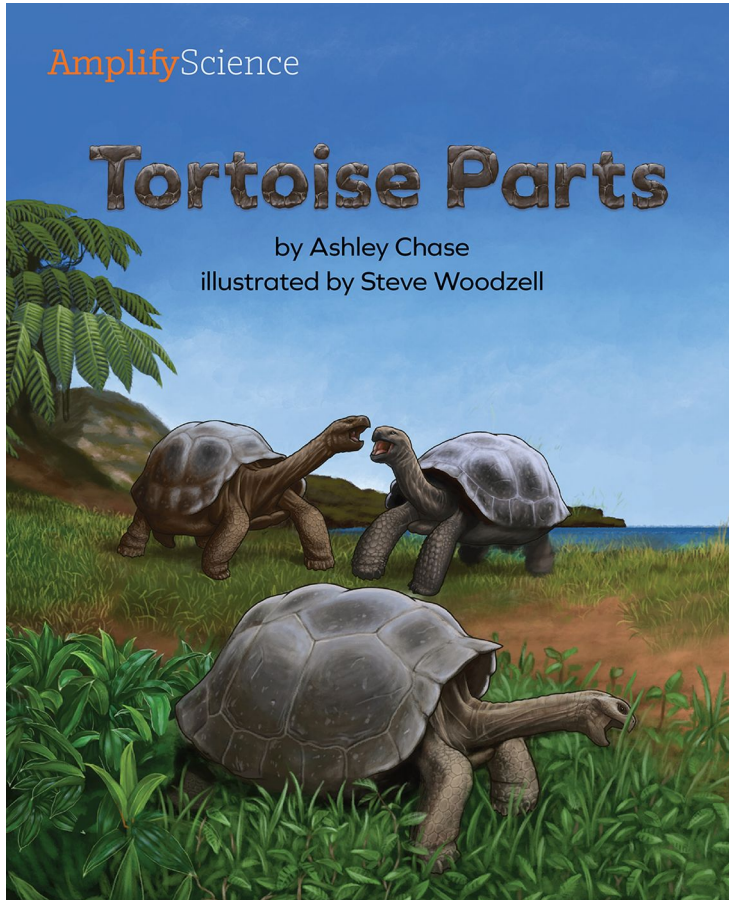


Now we can work to figure out how Spruce gets the **air**, **water**, and **food** she needs to survive.



Today we will investigate:

How do animals and plants do what they need to do to survive?

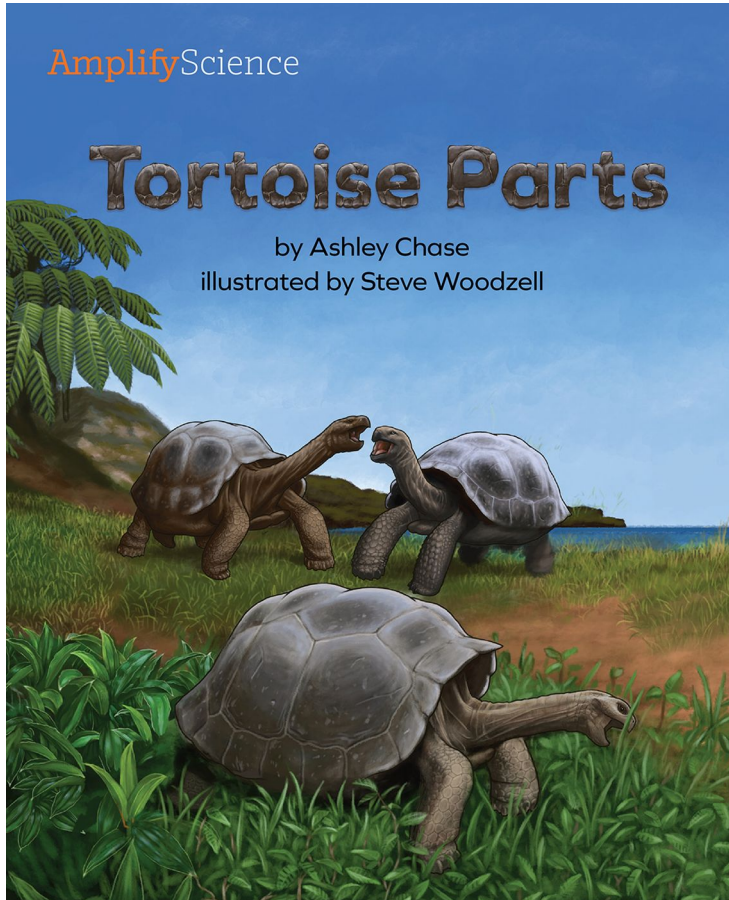


Today we will read a book about one kind of animal called a tortoise.



Find someone to read out loud to you.

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



Learning about one kind of animal will help us figure out what animals and plants need to do to survive.



What do you notice on the **cover** of the book?

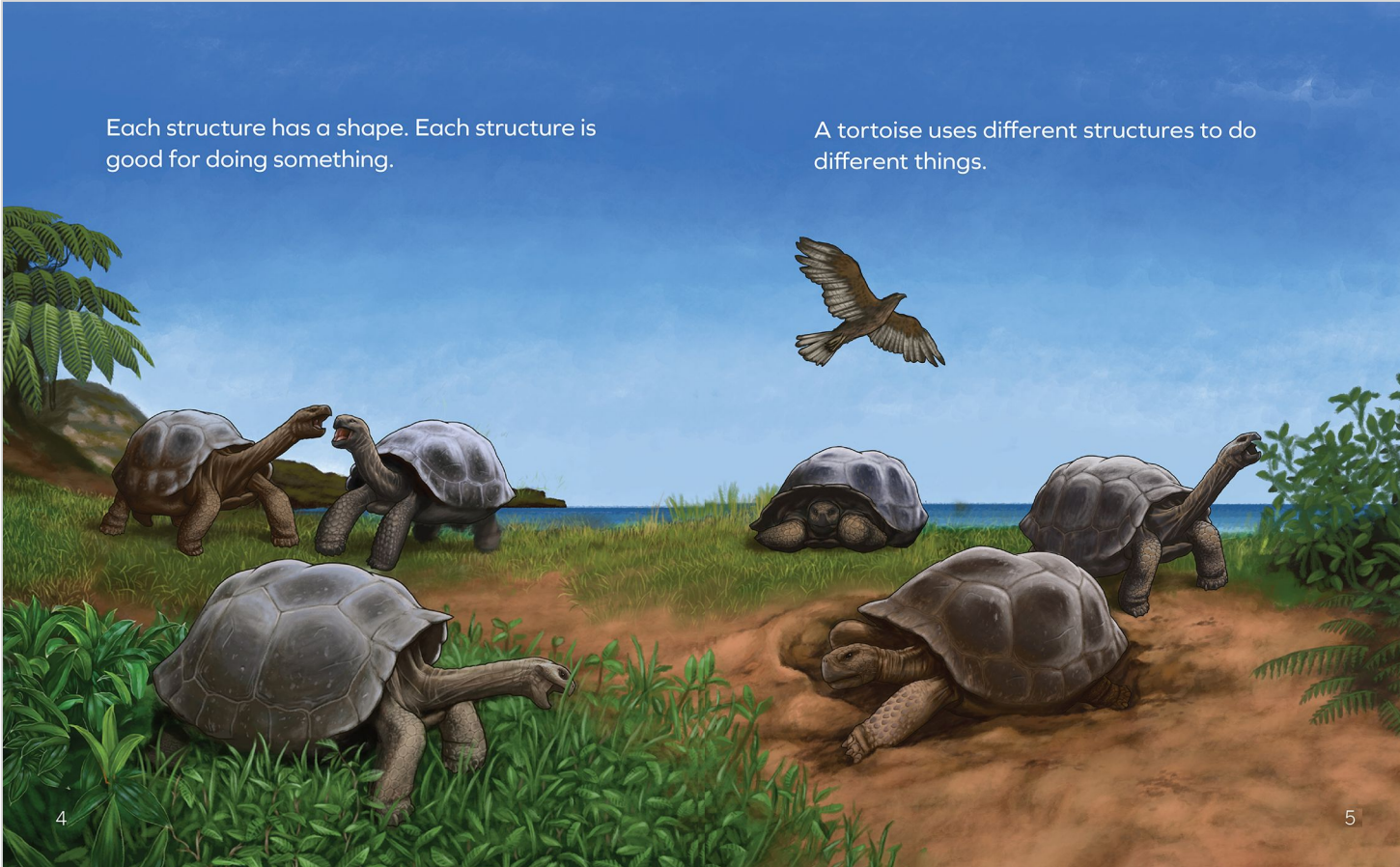
Look at the body of a tortoise. (The word *tortoise* sounds like "TOR-tuss.")



You will see lots of different parts. These parts are called **structures**.

Each structure has a shape. Each structure is good for doing something.

A tortoise uses different structures to do different things.



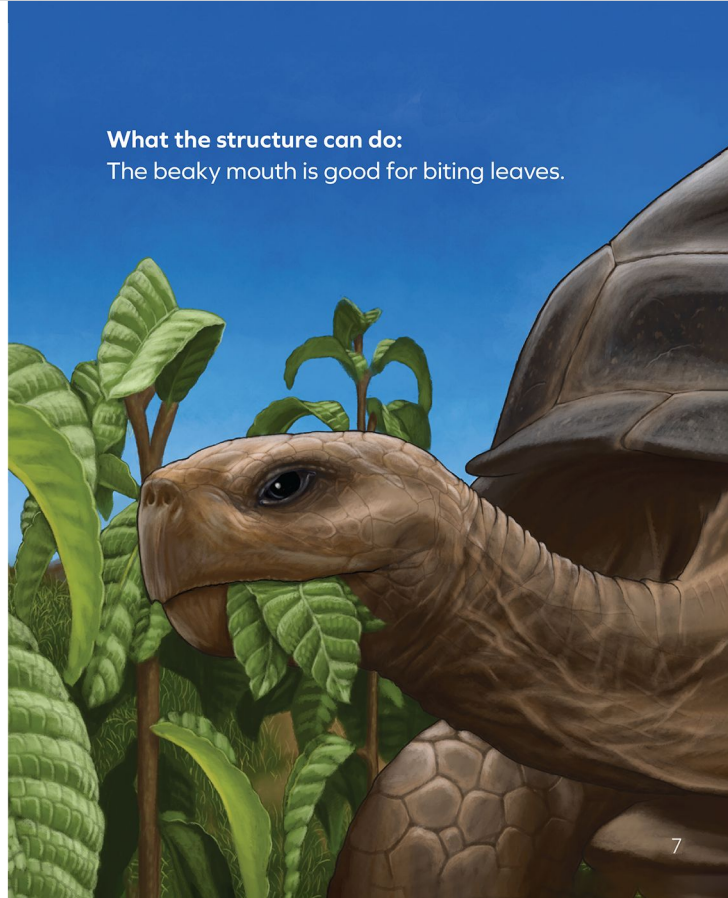
Structure:

A tortoise has a beaky mouth.



What the structure can do:

The beaky mouth is good for biting leaves.





Let's stop and **visualize** the mouth on a tortoise.

When you visualize, you make a picture or movie in your mind.

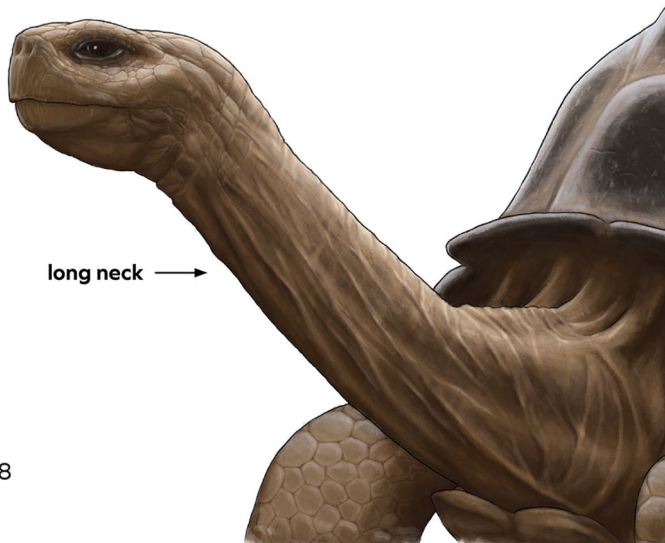
We can visualize, or make a movie in our minds, about the sharp, beaky mouth biting leaves and ripping the leaves off the plant.



Close your eyes and **visualize** the tortoise using its beaky mouth to eat leaves.

Structure:

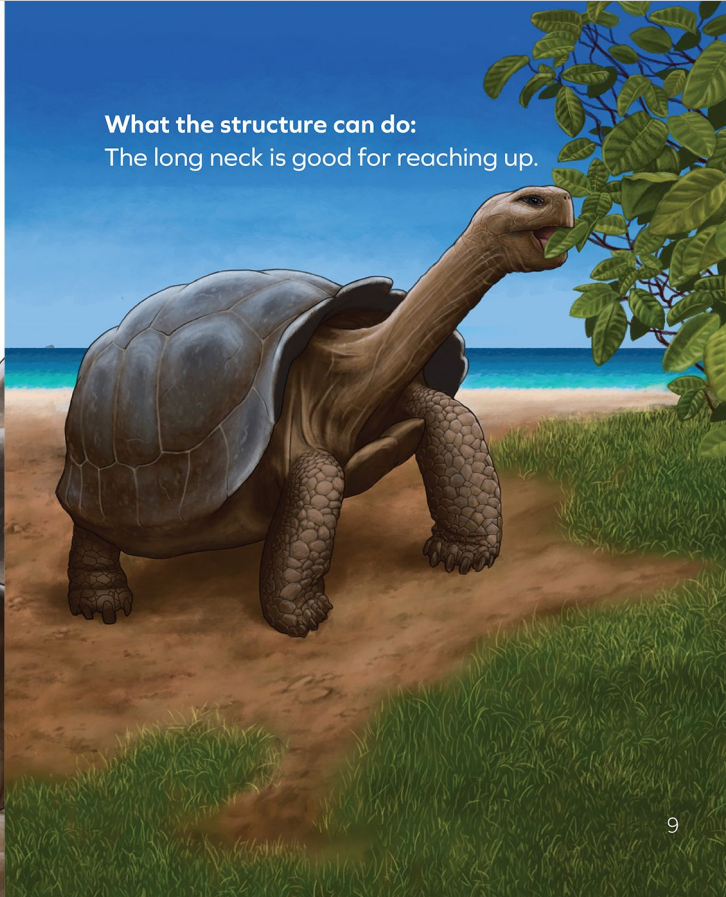
A tortoise has a long neck.



8

What the structure can do:

The long neck is good for reaching up.

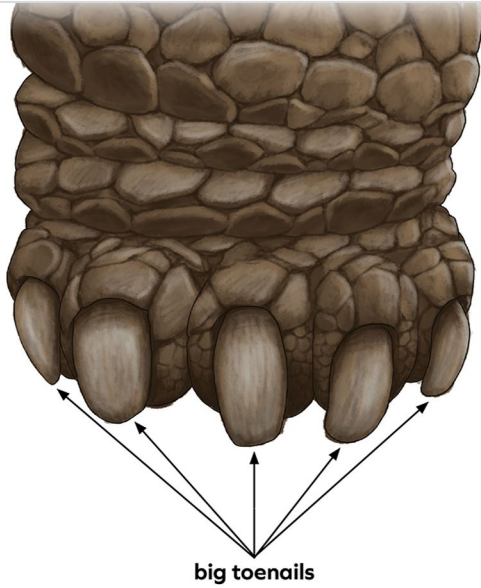


9

Close your eyes and visualize the tortoise using its long neck to reach up to get leaves.



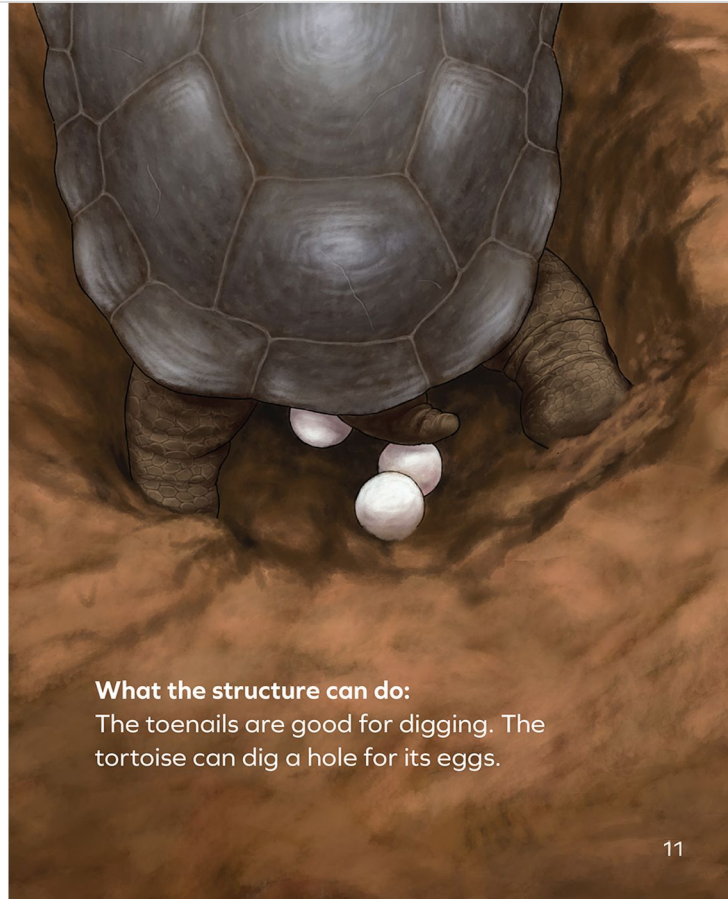
What did you see when you visualized the tortoise using its long neck?



big toenails

Structure:

A tortoise has big toenails on each foot.

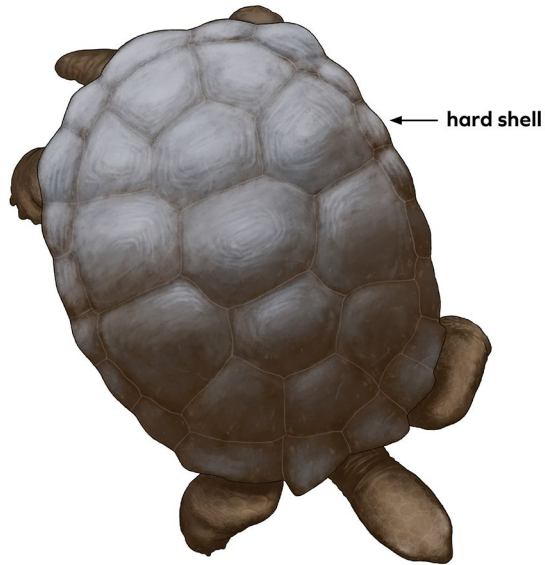


What the structure can do:

The toenails are good for digging. The tortoise can dig a hole for its eggs.

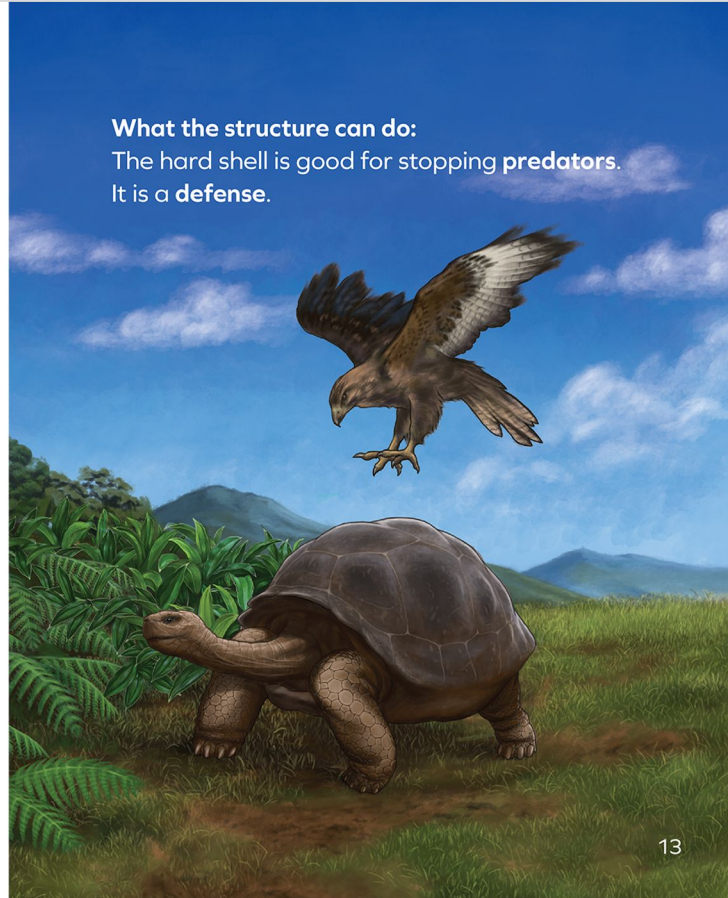
Structure:

A tortoise has a hard shell.



What the structure can do:

The hard shell is good for stopping **predators**.
It is a **defense**.



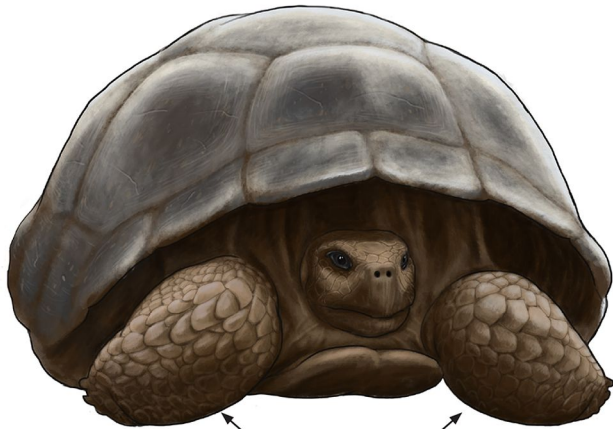
Close your eyes and visualize how the tortoise uses its hard shell to stop predators.



What did you see when you visualized the tortoise using its hard shell?

Structure:

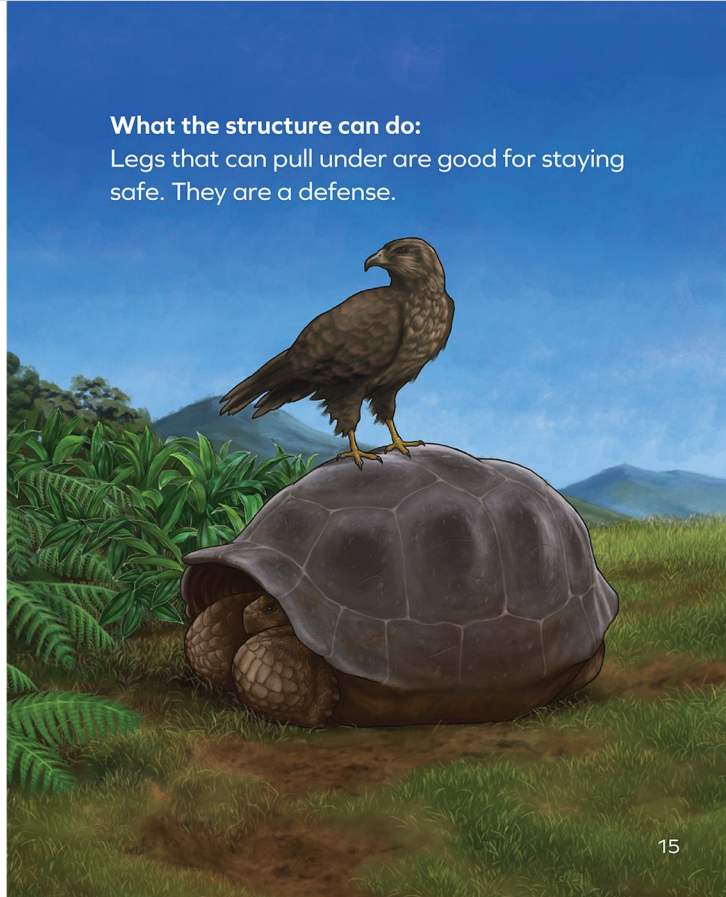
A tortoise has legs that can pull under its shell.



legs that can pull under

What the structure can do:

Legs that can pull under are good for staying safe. They are a defense.



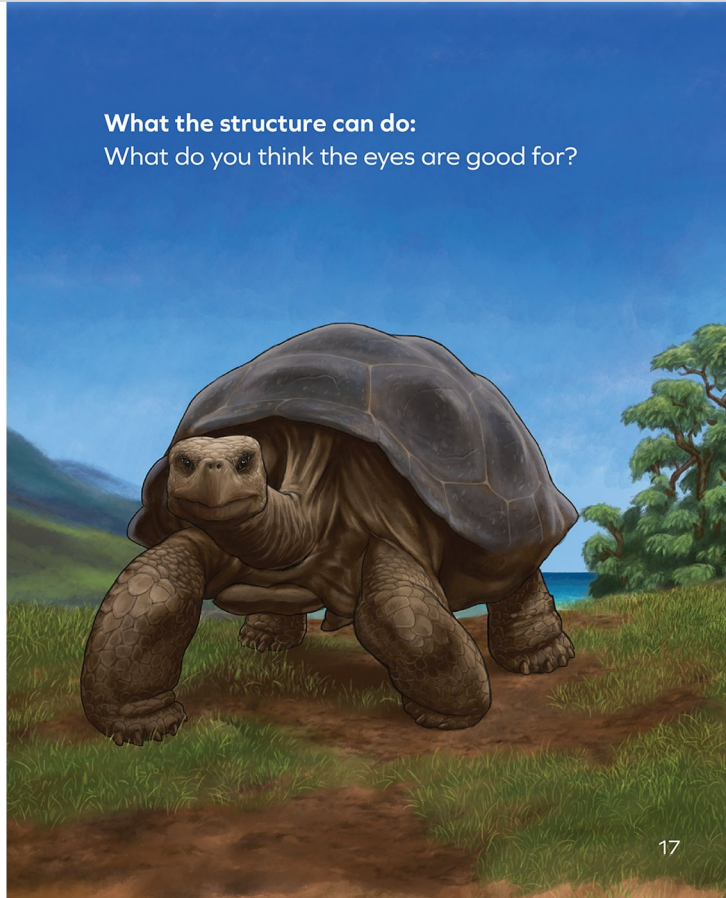
Structure:

A tortoise has eyes.



What the structure can do:

What do you think the eyes are good for?

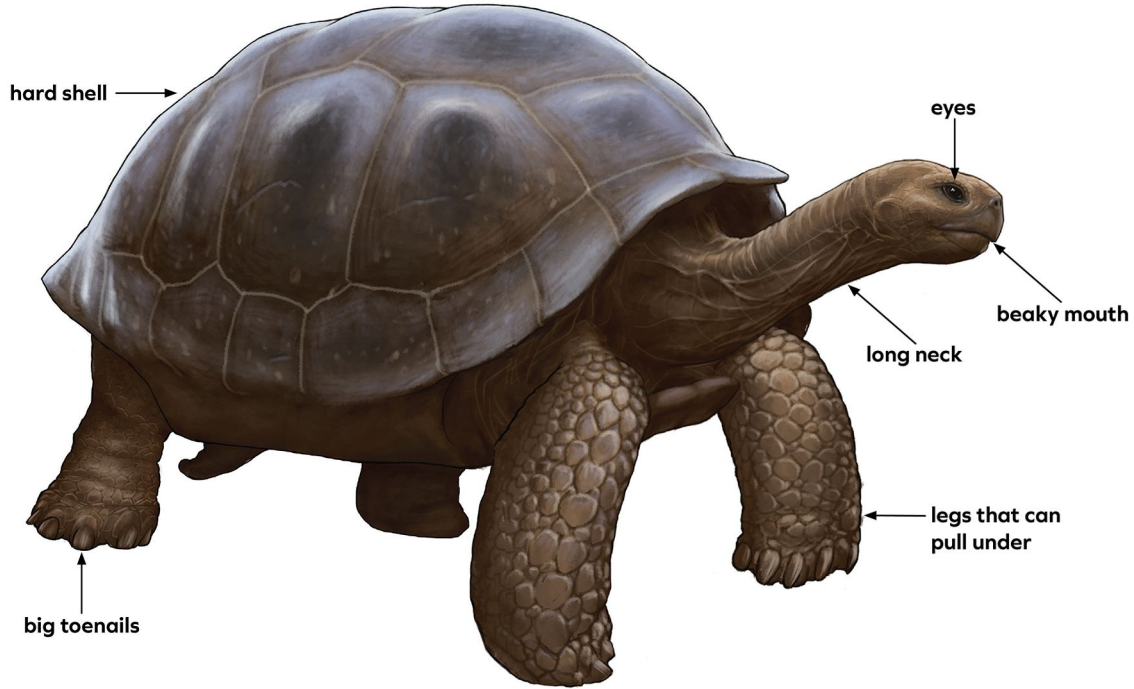


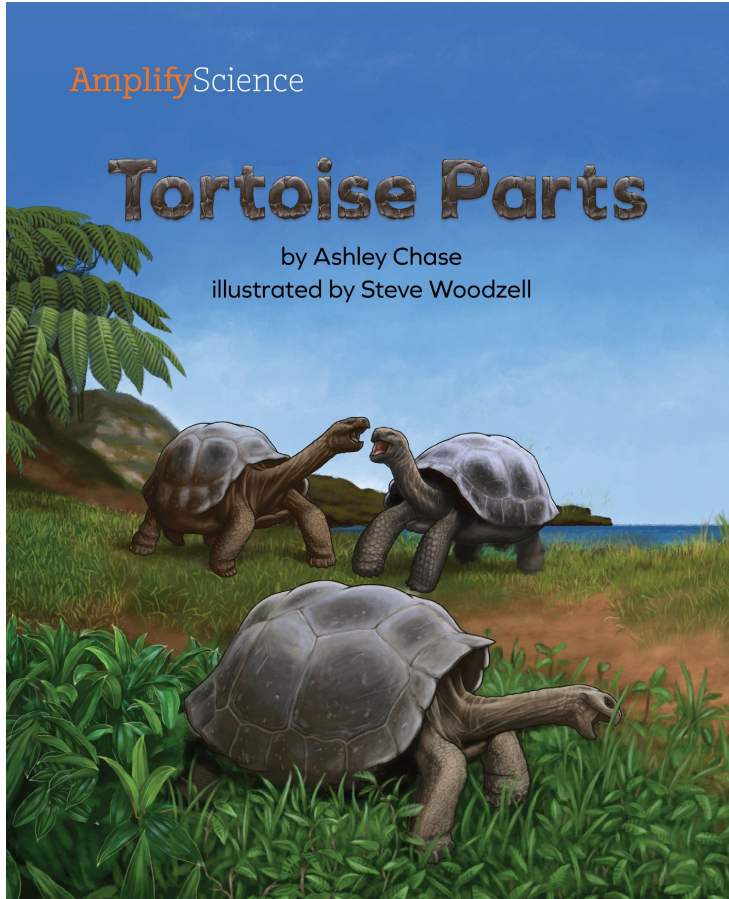
Close your eyes and visualize how the tortoise uses its eyes.



What did you see when you visualized the tortoise using its eyes?

Tortoise Parts





We read **this book** to help answer our question about how animals and plants get what they need.












Name: _____ Date: _____

Talking About Tortoise Parts

Directions

1. Read the book *Tortoise Parts*.
2. Read the sentence below. Point to and say the words below each blank line to complete the sentence.
3. Read and complete the sentence using other words in the box.

A _____ uses its _____ to _____ .

 tortoise	 mouth	 bite
	 toenails	 reach up
	 neck	 dig
	 shell	 stop predators
	 legs	 stay safe

Find the **Talking About Tortoise Parts** page.

We can use the words and pictures on this page to talk about how a **tortoise** uses its **structures**.












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Read pages 6 and 7 of *Tortoise Parts* again, then use the Talking About Tortoise Parts page to talk about how a tortoise uses its mouth.



What does a tortoise use its **mouth** to do?












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Animal and Plant Defenses @Home Lesson 2

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Read through *Tortoise Parts* again and talk about how a tortoise uses its different structures.



What does a tortoise use its **neck** to do?

Its **toenails**?

Its **shell**? Its **legs**?



Now is a good time to take a break.



Just like tortoises,
humans need to get
water, air, and food to
survive.

Now we will **investigate**
how humans get the
food we need to survive.



As we work as aquarium scientists, we will do things that scientists do to learn about the world.

One thing we will do is use our five senses to **observe**.



You can **observe** this pencil.

You can use your **eyes to see** that it is mostly yellow.

You can use your **fingers to feel** that the side of the pencil is smooth.



When you write with the pencil you can use your **ears to hear** a soft, scratchy sound.

Let's talk about two new words we are learning.

To **observe** is to use any of the five senses (sight, hearing, smell, taste, touch) to learn more about something.



observe

1. Practice saying the word to yourself: **observe**
2. Practice saying the word to someone at home: **observe**
3. Practice whispering the word: **observe**

A **structure** is a part of an object or living thing that does something.



structure

1. Practice saying the word to yourself: **structure**
2. Practice saying the word to someone at home: **structure**
3. Practice whispering the word: **structure**



Now you need a partner and some pieces of **hard food**, like carrots or pretzels.

You will take turns **observing** each other eating.

Your partner can be anyone at home with you!
Make sure you check with an adult before eating anything.



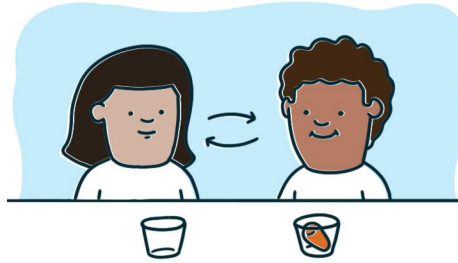
Observing Structures We Use to Eat



1.

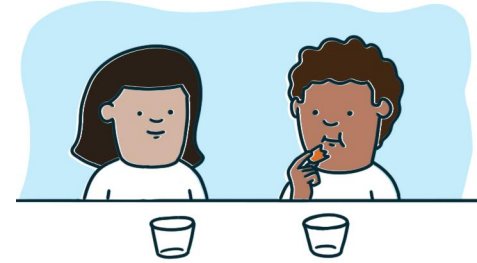
Partner A eats a piece of hard food.

Partner B observes.



2.

Partners switch.



3.

Partner B eats a piece of hard food.

Partner A observes.

What did you observe when your partner was eating?



What is **the same** about how you and a tortoise do what you need to do to survive?

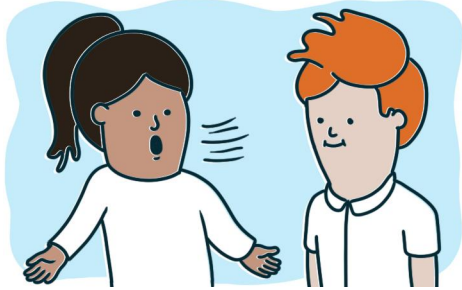
What is **different** about how you and a tortoise do what you need to do to survive?

Now you will think about something else we need to survive.

Animals, including humans like us, breathe because we **need air**. Breathing brings air into our bodies.

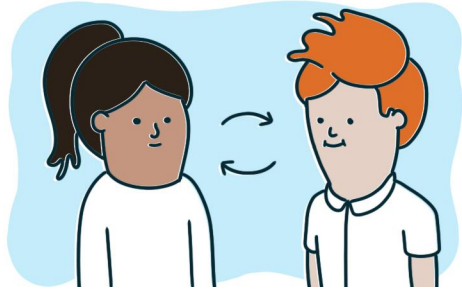
You and your partner will take turns **observing** each other breathing.

Observing Structures We Use to Breathe



1.

Partner A breathes.
Partner B observes.



2.

Partners switch.

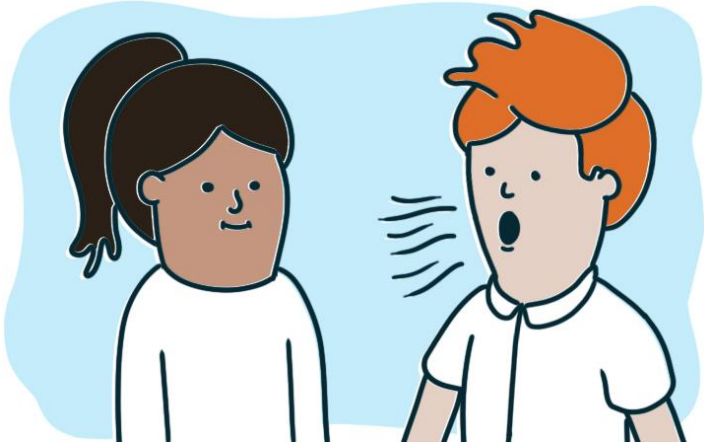


3.

Partner B breathes.
Partner A observes.



What did you observe when your partner was breathing?



What **structures** or parts of the body did you observe your partner using to breathe?

We just observed one type of animal, a **human**, getting the air it needs to survive.

In the next lesson, we will work like **scientists** to **observe** another type of animal, a **sea turtle**, getting what it needs to survive.

End of @Home Lesson



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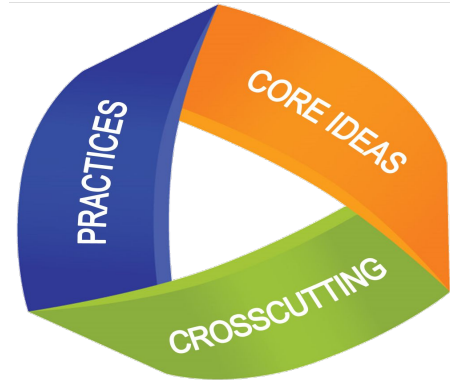
Reflection

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**

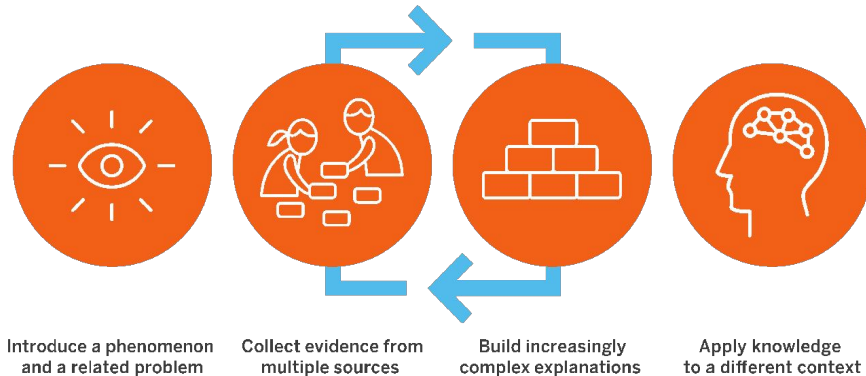


Crosscutting Concepts Analysis	
Navigate to the next @home lesson. Make note of which crosscutting concept(s) scaffold students' understanding and connect it to other ideas about the natural world that they have learned thus far in this particular lesson.	
Patterns? <input type="checkbox"/>	Cause & Effect? <input type="checkbox"/>
Notes:	Notes:
Scale, Proportion, & Quantity? <input type="checkbox"/>	System & System Models? <input type="checkbox"/>
Notes:	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 contexts.

Modality	Adaptation
Doing	
Talking	
Reading	
Writing	

Suggestions for synchronous time

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
<ul style="list-style-type: none"> ● Discourse routines ● Class discussions ● Hands-on investigations (option for teacher demo) ● Physical modeling activities 	<ul style="list-style-type: none"> ● 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?

AmplifyScience
Animal and Plant Defenses Chapter 1 @Home Science Wall

Chapter 1 Question
How does Spruce the sea turtle do what she needs to do to survive?

Key Concepts

Animals and plants have structures that help them do what they need to do to survive.

To survive, animals and plants need to get water, air, and food, and to not be eaten.

Classroom wall options

Brainstorm ideas on how to enhance students' experience of the **Classroom wall** in a **remote/hybrid** setting:

- *Draw a picture or write their ideas on their @Home Science Wall pages.*

@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!**

The image shows a virtual science wall layout with several text boxes:

- Unit Question:** How do animals and plants survive?
- Key Concepts:** To survive, animals and plants need to get water, air, and food.
- Vocabulary:** environment, survive
- Chapter 1 Question:** How does Spruce the sea turtle do what she needs to do to survive?
- Investigation Question:** What do animals and plants need to do to survive?

Classroom Wall

Unit Question

How do animals and plants survive?

Key Concepts

To survive, animals and plants need to get water, air, and food.

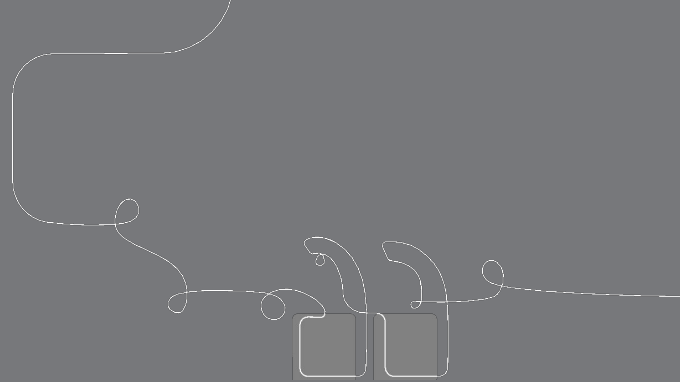
Vocabulary

environment

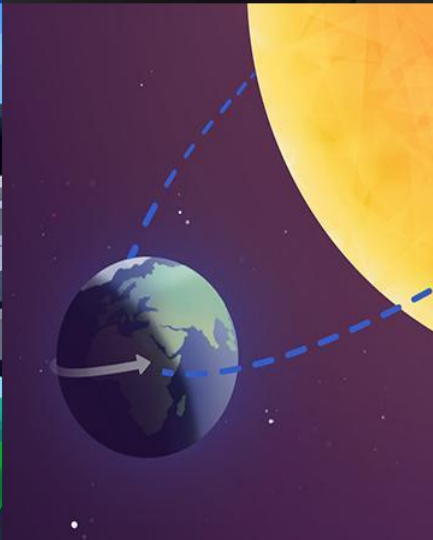
survive

Chapter 1 Question How does Spruce the sea turtle do what she needs to do to survive?

Investigation Question: What do animals and plants need to do to survive?



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.

AmplifyScience



Animal and Plant Defenses

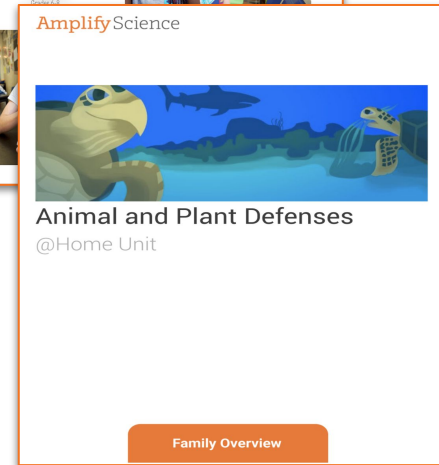
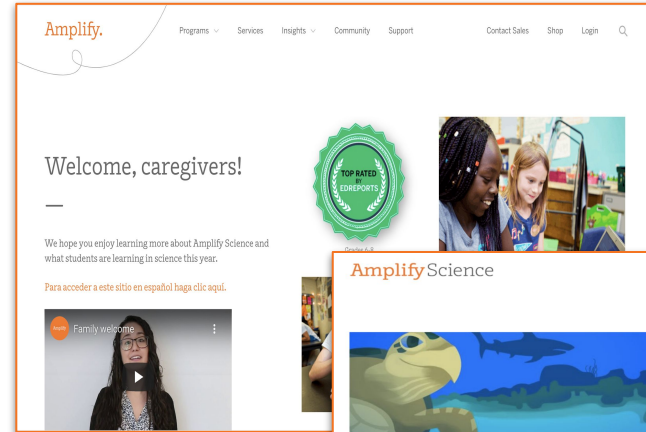
@Home Unit

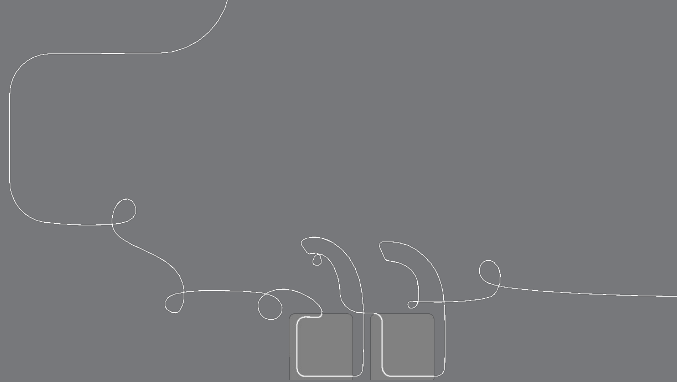
Family Overview

Caregivers' site

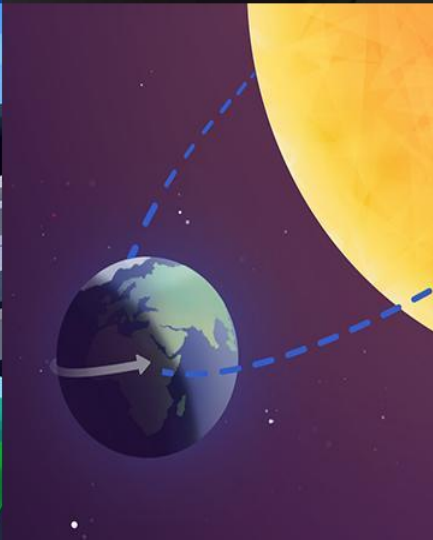
amplify.com/amplify-science-family-resource-intro/

- 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

- **Framing the day**
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Revisiting our objectives

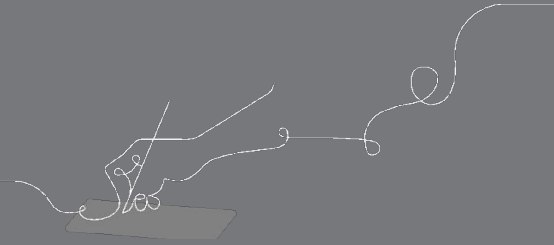
Do you feel ready to to...

- 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/>



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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!

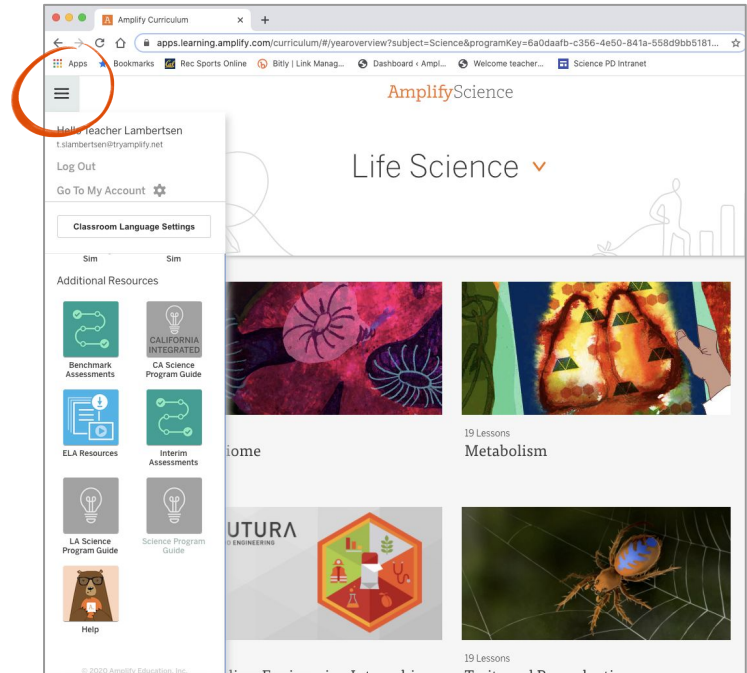
Site Resources

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

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



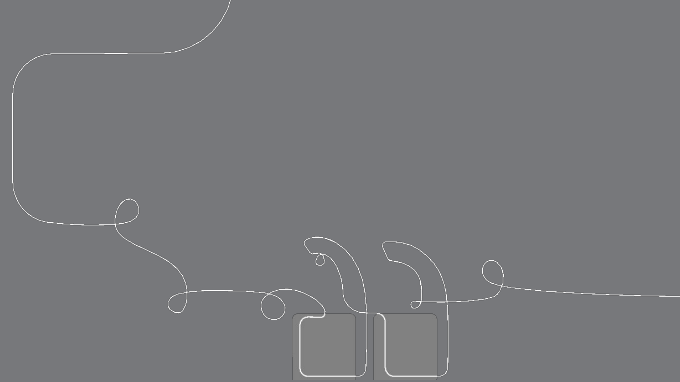
800-823-1969



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.

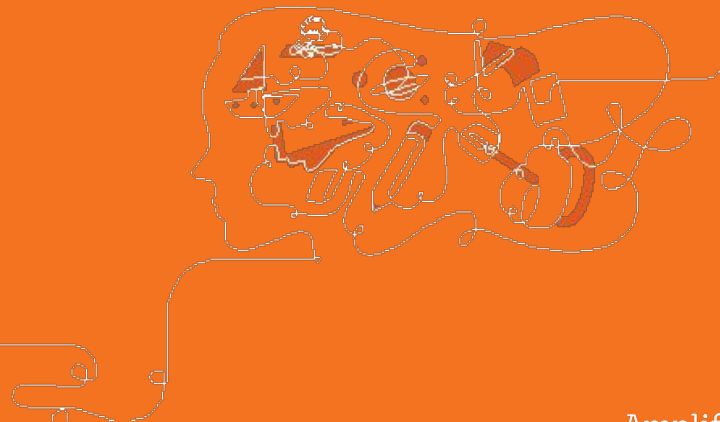


Final Questions?

Please provide us feedback!

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

Presenter name: XXX



30 minute open office hours
to follow...

