

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. In the chat, share your name, grade level, and school you teach in.



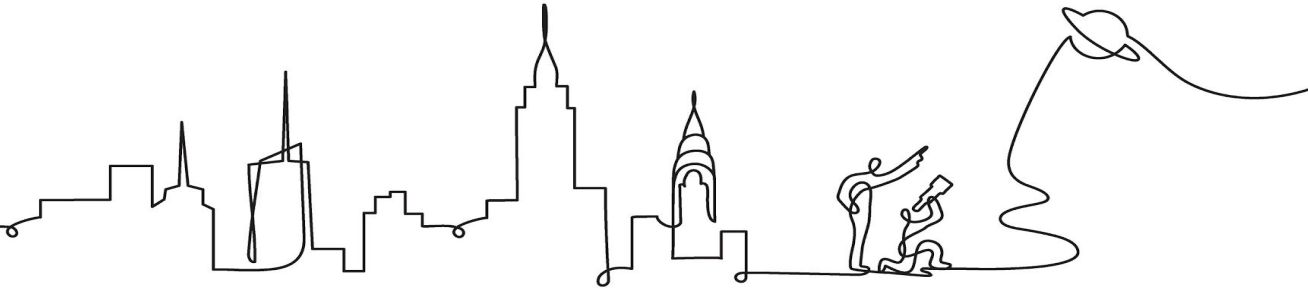
Amplify Science

New York City

Academic Discourse & Questioning Strategies in the Amplify Science Classroom Kindergarten

Date xx

Presented by xx

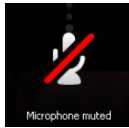


Remote Professional Learning Norms



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

The image illustrates a dual-window setup for a webinar. Two windows are shown side-by-side, each with an orange border. An inset in the top-left corner shows a small window with three colored buttons (red, yellow, green) and an orange arrow pointing to the top-left corner of the first window.

Window #1 (left): A Google Meet window titled "Meet - Etiwanda Grade 7 N". The address bar shows "meet.google.com/hcs-dxpk-wrm?aut...". The main content area is mostly black, suggesting a video feed that is not visible. At the bottom, there are icons for participants (21), chat, and a "You" profile.

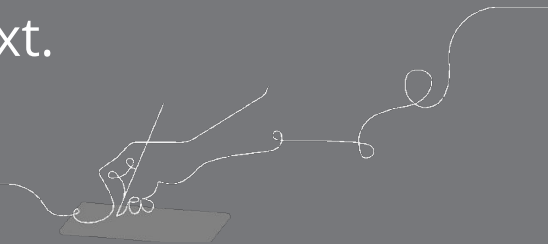
Window #2 (right): An Amplify Science curriculum page titled "Lesson 1.2: Using Fossils to Understand Earth". The address bar shows "apps.learning.amplify.com/curriculu...". The page features a large illustration of a blue dinosaur in a prehistoric landscape. Below the illustration, there are navigation tabs for "Lesson Brief (4 Activities)", "1 WARM-UP Warm-Up", "TEACHER Why Geologists Value Fossils", and "2 TEACHER-LED DISCUSSION Introducing Mesos...". A "RESET LESSON" button is visible on the left, and a "GENERATE PRINTABLE LESSON" button is on the right. A sidebar on the right lists "Digital Resources" including "All Projections", "Completed Scientific Argumentation Wall Diagram", "Video: Meet a Paleontologist", and "The Ancient Mesosaurus".

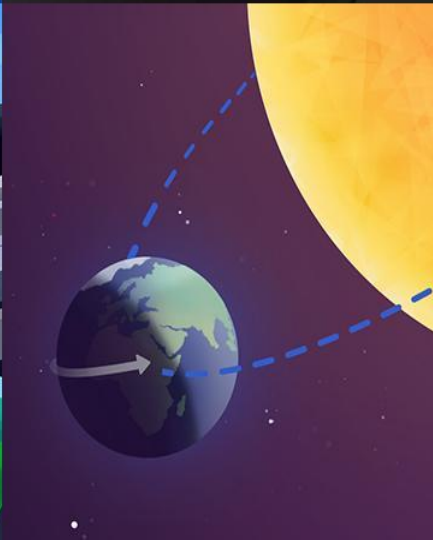
Objectives

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

- Elaborate on the central role academic discourse & questioning strategies play in 3-dimensional, multimodal learning.
- Adapt Amplify Science discourse routines, questioning strategies, and the classroom wall to meet the needs of all students in a remote/hybrid instructional context.

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Plan for the day

- **Framing the day**
 - Welcome and introductions
 - Anticipatory activity
- **Amplify Science approach review**
 - 3-Dimensional learning
 - Multiple modalities
- **Amplify Science discourse routines**
 - @Home Unit lesson analysis
- **Questioning strategies**
 - Remote/hybrid adaptations
- **Classroom wall**
 - Unit, chapter, & investigation questions
 - Remote classroom wall
- **Closing**
 - Reflection & additional resources
 - Survey

Anticipatory activity

On the Jamboard “post”

- your **ideas** on how scientists and engineers use **questioning** & academic **discourse** in their work.

How do scientists and engineers use questioning & academic discourse in their work?

Idea

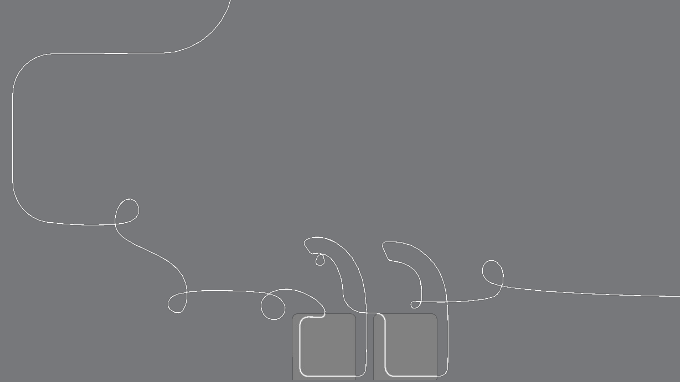
Idea

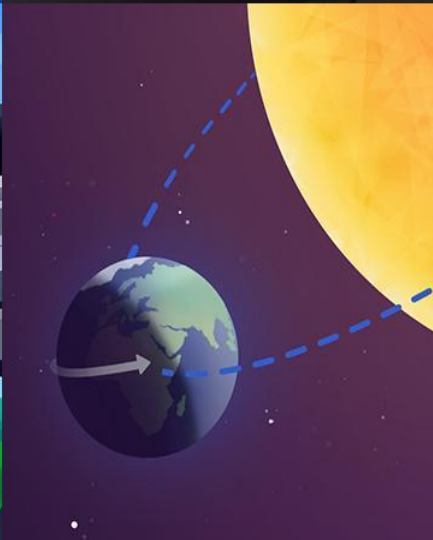
Idea

Idea

Idea

Questions?





Plan for the day

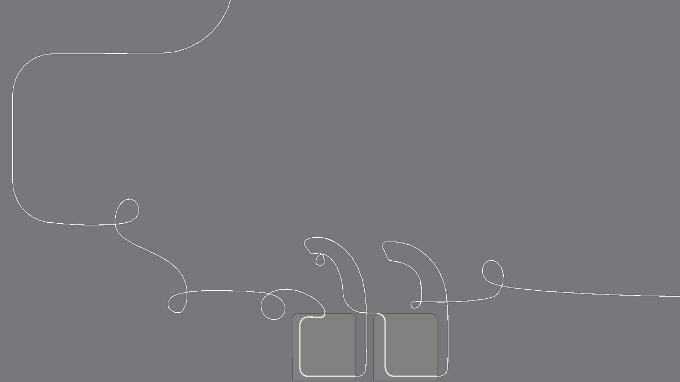
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Multimodal, phenomenon-based learning

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.

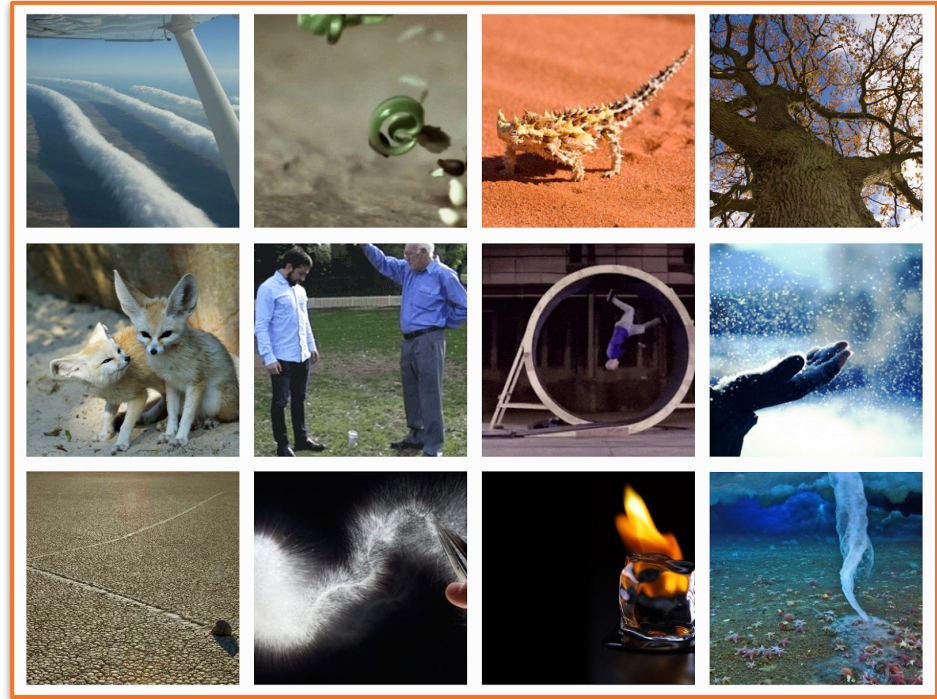




What are PHENOMENA?

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

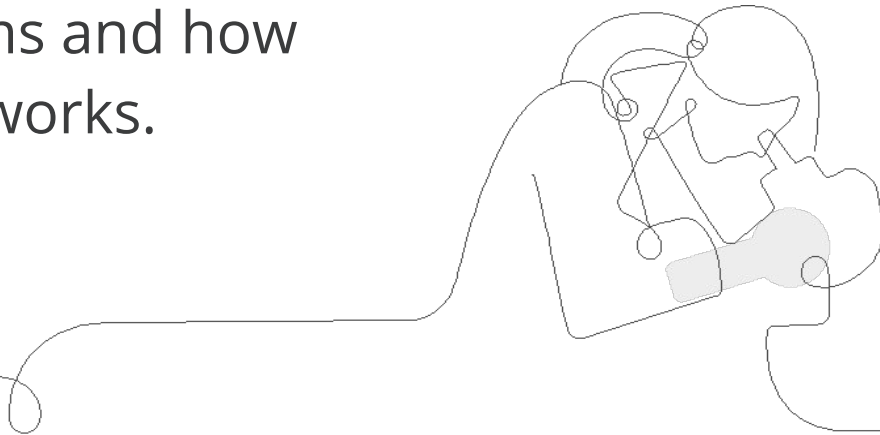
*National Research Council of the National Academy of Sciences, 2011

Figure out,
not learn about

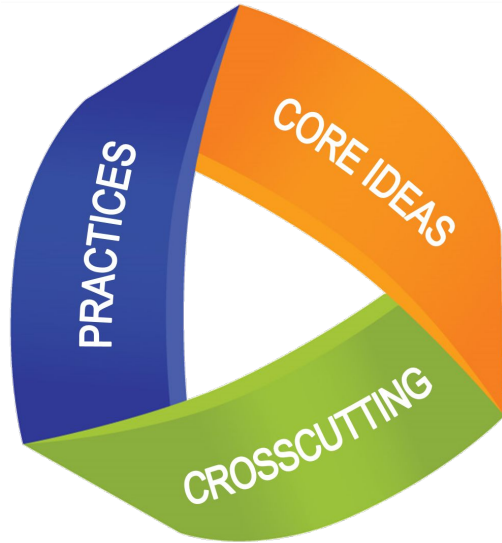


Problem-based deep dives

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 NYSSL



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

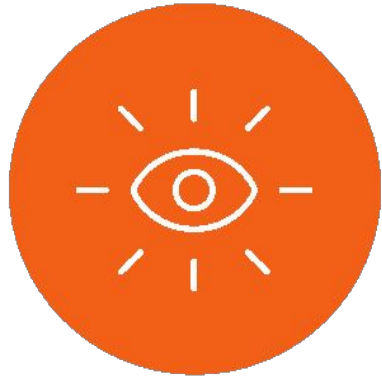
- Describe concepts linking the different domains of science (CCC)

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

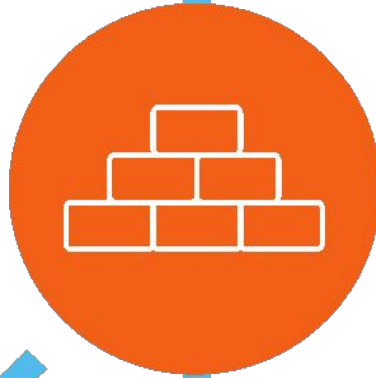
Amplify Science approach



Introduce a phenomenon
and a related problem



Collect evidence from
multiple sources



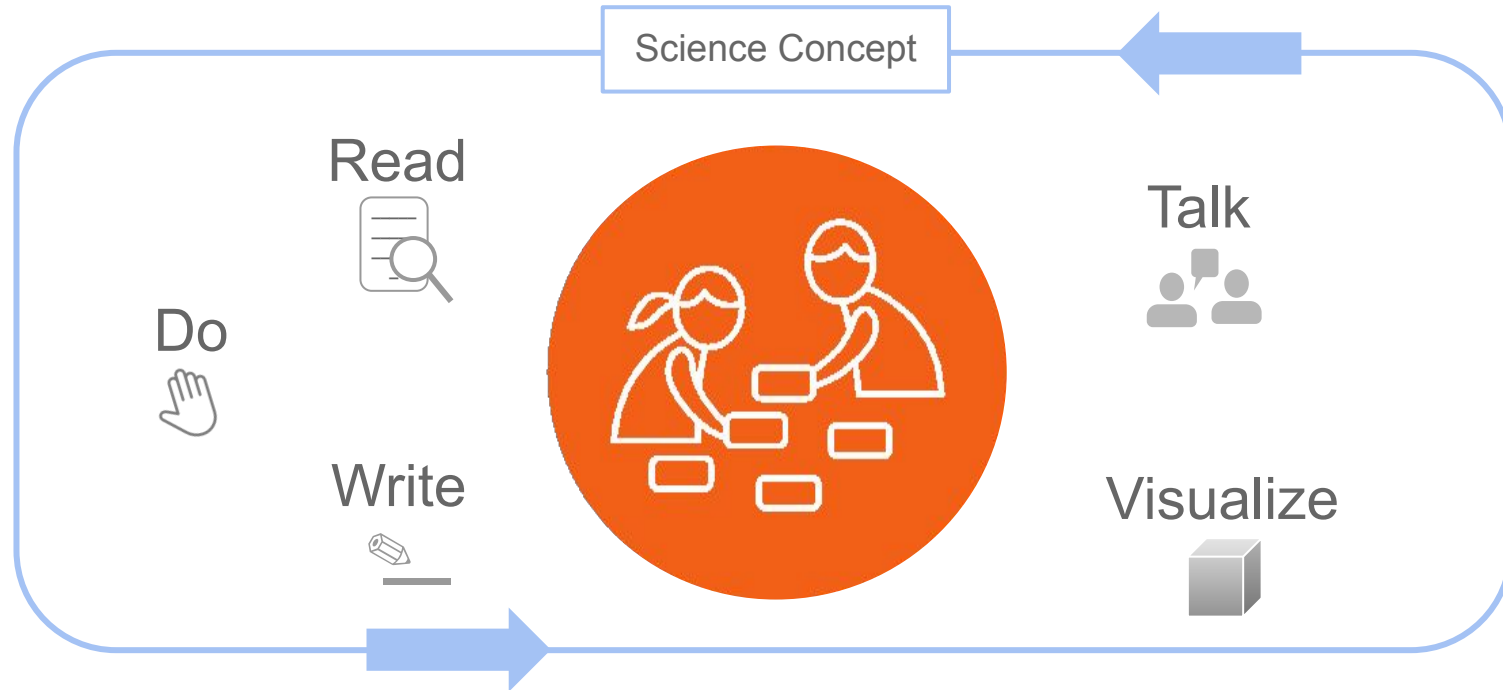
Build increasingly
complex explanations

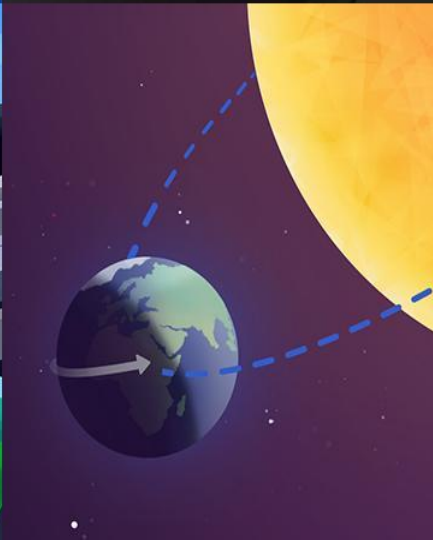


Apply knowledge
to a different context

Multimodal learning

Gathering evidence from different sources





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What is academic discourse?

Academic language

- Identify...
- What is...?
- List...
- Students use tier 1 and 2 vocabulary

Academic discourse

- Prove/disprove with evidence...
- What would happen if....how do you know?
- Explain how this connects to...
- Students use tier 2 & 3 vocabulary

How can strategic teacher questions throughout the lesson promote a higher level of student academic discourse?

Bloom's Taxonomy

<p>1</p> <p>Knowledge</p> <p>Identification and recall of information</p>	<p>define fill in the blank list identify</p>	<p>label locate match memorize</p>	<p>name recall spell</p>	<p>state tell underline</p>
<p>2</p> <p>Comprehension</p> <p>Organization and selection of facts and ideas</p>	<p>convert describe explain</p>	<p>interpret paraphrase put in order</p>	<p>restate retell in your own words rewrite</p>	<p>summarize trace translate</p>
<p>3</p> <p>Application</p> <p>Use of facts, rules, and principles</p>	<p>apply compute conclude construct</p>	<p>demonstrate determine draw find out</p>	<p>give an example illustrate make operate</p>	<p>show solve state a rule or principle use</p>

Bloom's Taxonomy

<p>4 Analysis</p> <p>Separating a whole into component parts</p>	<p>analyze categorize classify compare</p>	<p>contrast debate deduct determine the factors</p>	<p>diagram differentiate dissect distinguish</p>	<p>examine infer specify</p>
<p>5 Synthesis</p> <p>Combining ideas to form a new whole</p>	<p>change combine compose construct create design</p>	<p>find an unusual way formulate generate invent originate plan</p>	<p>predict pretend produce rearrange reconstruct reorganize</p>	<p>revise suggest suppose visualize write</p>
<p>6 Evaluation</p> <p>Developing opinions, judgements, or decisions</p>	<p>appraise choose compare conclude</p>	<p>decide defend evaluate give your opinion</p>	<p>judge justify prioritize rank</p>	<p>rate select support value</p>

Amplify Science discourse routines

- Oral Composition and/or Drawings as teacher captures words (K-1)
- Explanation Language Frames
- Shared Listening
- Partner Reading
- Thought Swap
- Think-Pair-Share
- Word Relationships
- Questioning Strategies [K-8]
 - Do you agree/disagree?





Kindergarten - Grade 1

Grades 2-5

Discourse routines

Students engage in informal partner, small group, and full class talk as well as with Shared Listening, a structured discourse routine.

To work towards answering each Chapter question, students first compose responses orally with a Language Frame activity using sentence frames written on sentence strips, completed with cards. They use this practiced sentence structure to write explanations together as a class (Shared Writing) or in their investigation notebooks.

Students engage in informal partner, small group, and full class talk as well as with a variety of structured discourse routines. Each unit includes 2-3 different routines such as:

- Shared listening
- Think-pair-share
- Think-draw (or write) -pair-share
- Thought swap
- Concept mapping
- Word relationships
- Building on ideas
- Evidence circles


Placeholder for @ home lesson insert: Pushes & Pulls

Reflect and share

- Choose one discourse routine and describe how you would facilitate it in your remote/hybrid classroom for this particular lesson.

Academic Discourse Routines in the Amplify Science Remote/Hybrid Classroom Collaborative Brainstorm

Explanation Language Frames - a gradual release strategy that provides students with a structure to frame their thinking. Ex: Turtles need a ___ to survive because ___.



Ideas for how to facilitate this routine in a remote/hybrid instructional context.	
Challenges & solutions for facilitating this routine in a remote/hybrid instructional context.	
Scaffolds & modifications for this routine to engage ALL students in a remote/hybrid instructional context.	

Reflect and share

- What might be one challenge with facilitating this discourse routine in your remote/hybrid classroom?
- What is a solution to this challenge?

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Reflect and share



- How could you scaffold and/or modify the discourse routine to engage all students?

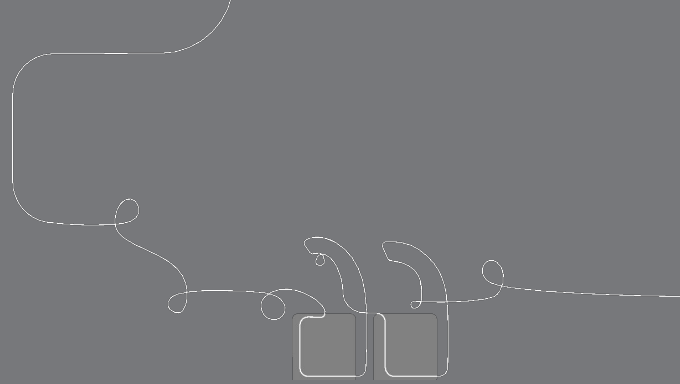
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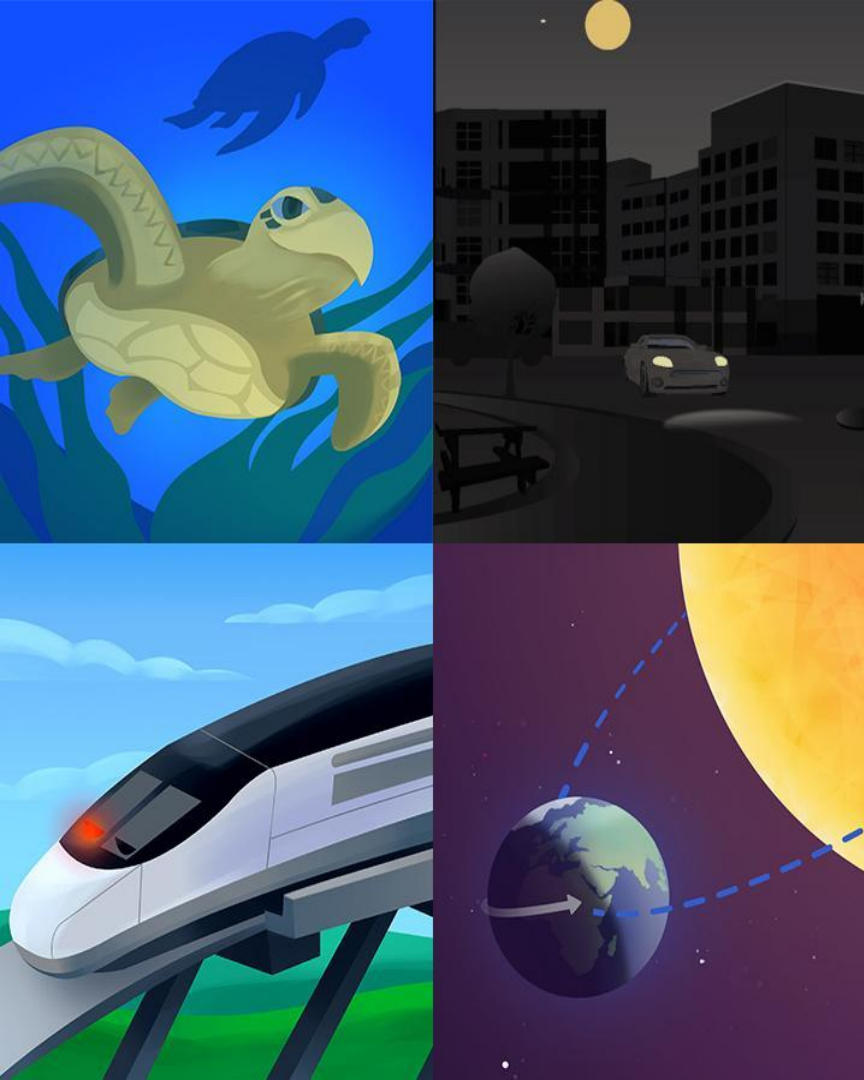
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Questions?



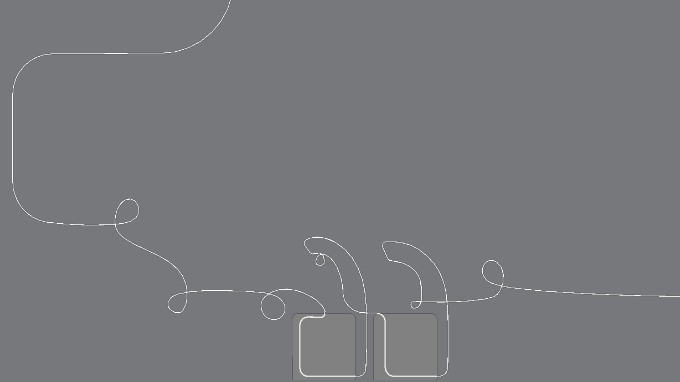


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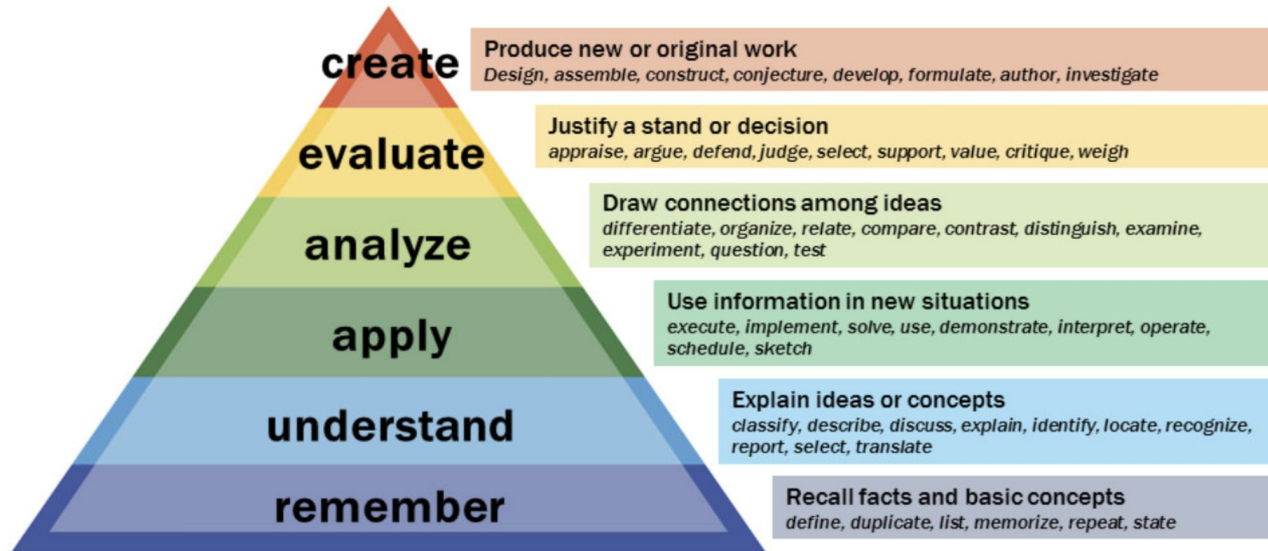
Reflect and share

- What questioning strategies have you used in your classroom in the past?
- What role(s) have these strategies taken on in your classroom in the past?



Questioning Strategies - In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies along Bloom's Taxonomy. Questions are pre-planned prior to the lesson and specifically aligned to the learning objectives and differentiated student needs.

Bloom's Taxonomy

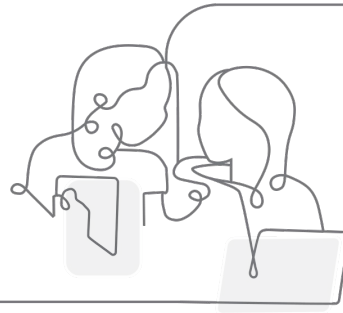


To make connections within a unit of study, ask students to:

- **Remember:** What are we figuring out in this unit? What do you already know?
- **Understand:** Describe how this lesson activity is connected to the unit/chapter/investigation question?
- **Apply:** Use the unit vocabulary to enhance your scientific explanation.
- **Analyze:** What information can you use from the Simulation to support your explanation or argument? Describe how the ideas / concepts fit together?
- **Evaluate:** Defend your claim with at least two sources of evidence. Critique the argument of a peer and provide feedback on their supporting evidence.
- **Create:** Design a model to support the solution.

Questioning in Amplify Science

- clarify understanding
- justify claims
- verify evidence
- accessing prior knowledge
- uncovering misconceptions

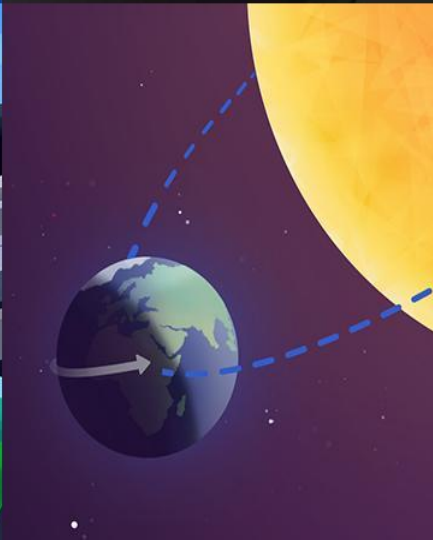


Analyzing Questioning Strategies in Amplify

Use the graphic organizer to collect your thoughts.

- Identify questions within @home lesson of choice.
- What purpose did the questions serve?
- How did the questions further student understanding?
- How did they serve as a check for understanding?
- How did they align to the unit phenomenon?
- What modifications would you make to questioning to address the needs of the different learners in a remote/hybrid context?

Identify questions within the activity.	
What purpose did the questions serve?	
How did the questions further student understanding?	
How did they serve as a check for understanding?	
How did they align to the unit phenomenon?	
Thinking about your students, what modifications would you make to questioning to address their needs?	



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Pushes and Pulls: Designing a Pinball Machine

How can we create a pinball machine for our class?

How do

What is the relationship among unit, chapter, and investigation questions?

How do they facilitate students' thinking like a scientist and/or engineer?

- De
- Diagram
- Add a launcher to make the pinball start to move in Class Pinball Machine (1.5)
- Shared Writing to explain the Chapter 1 Question (1.5)
- Revisit Talking About Forces to use Explanation Language Frame to explain how objects move in the text (1.5)

To make our pinball start to move, we must exert a force on the pinball. We can use a rubber band launcher to exert a force on the pinball.

Problem students work to solve

Chapter 1 Question

Investigation Question

Evidence sources and reflection opportunities

Key concepts

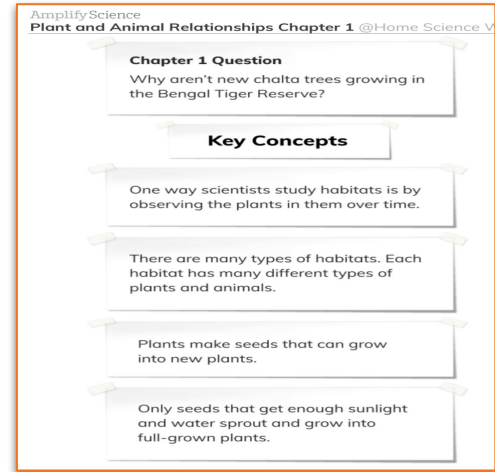
Application of key concepts to problem

Explanation that students can make to answer the Chapter 1 Question

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


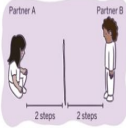
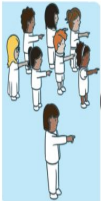
To enhance students' experience of the @Home Science Wall, you could have them:

- 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!**

Unit Question	<u>Pushes and Pulls</u>	Vocabulary
Chapter 4 Question How do we make a moving pinball change direction?	Key Concepts	
Chapter 5 Question How can we make the pinball machine do all the things we want it to do?	An object starts to move in the same direction as the force that starts the motion. (3.2)	design
Chapter 6 Question Where are forces around us?	Every force has a strength—gentle or strong—and a direction. (3.3)	
Investigation Questions	Every force has a strength—gentle or strong—and a direction, which makes the object move a certain distance and direction. (3.4)	distance
What makes an object start moving in a certain direction? (3.1, 3.2)	A moving object changes direction when another moving object exerts a force on it. (4.2)	
What makes an object move to a certain place? (3.3, 3.4, 3.5)	A moving object changes direction when a still object in its way exerts a force on it. (4.2)	direction
What can make a moving object change direction? (4.1, 4.2)	Whenever we see an object start to move, stop moving, or change direction, that is evidence that something exerted a force on it. (6.1)	Amplify.
How do engineers make their solutions do all the things they want them to do? (5.1)		
Where are forces in the world? (6.1)		

Unit Question

Chapter 4 Question

How do we make a moving pinball change direction?

Chapter 5 Question

How can we make the pinball machine do all the things we want it to do?

Chapter 6 Question

Where are forces around us?

Investigation Questions

What makes an object start moving in a certain direction? (3.1, 3.2)

What makes an object move to a certain place? (3.3, 3.4, 3.5)

What can make a moving object change direction? (4.1, 4.2)

How do engineers make their solutions do all the things they want them to do? (5.1)

Where are forces in the world? (6.1)

Pushes and Pulls

Key Concepts

An object starts to move in the same direction as the force that starts the motion. (3.2)

Every force has a strength—gentle or strong—and a direction. (3.3)

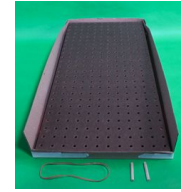
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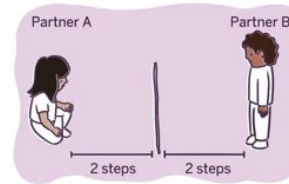
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Vocabulary

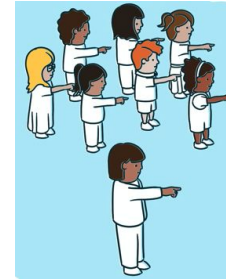
design



distance



direction



Whenever we see an object start to move, stop moving, or change direction, that is evidence that something exerted a force on it. (6.1)

Amplify.

Revisiting our objectives

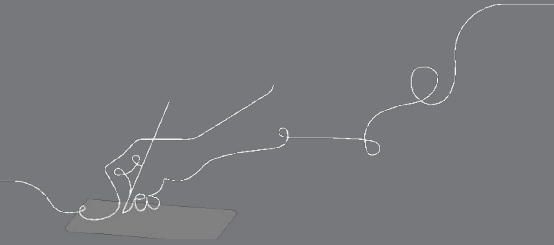
Do you feel ready to to...

- Elaborate on the central role academic discourse & questioning strategies play in 3-dimensional, multimodal learning.
- Adapt Amplify Science discourse routines, questioning strategies, and the classroom wall to meet the needs of all students in a remote/hybrid instructional context.

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/>



Amplify.

Amplify Science Resources for NYC (K-5)

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

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

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

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

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

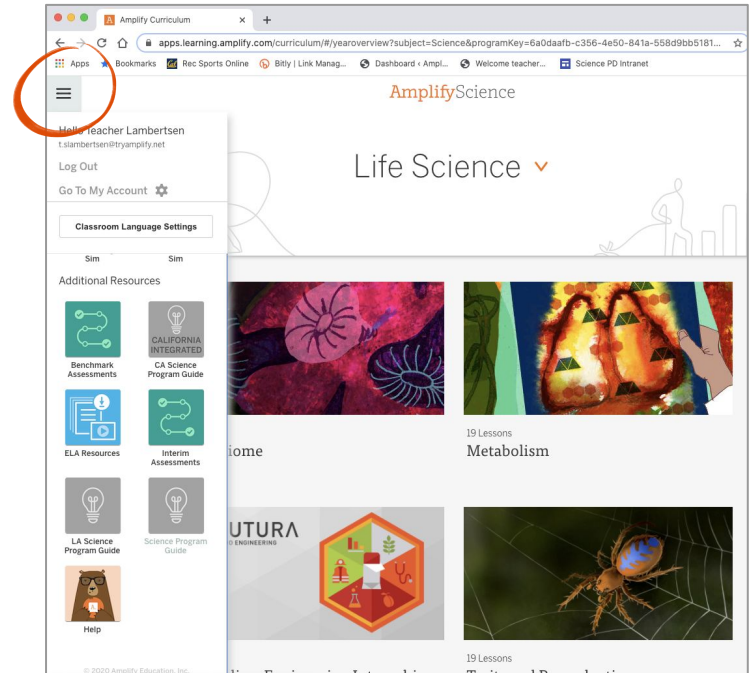
Site Resources

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

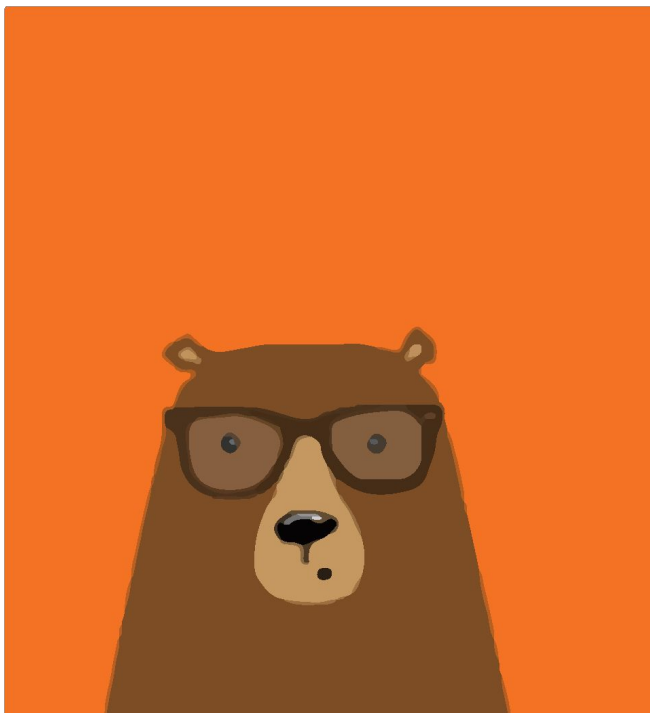
Amplify Science Program Hub

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



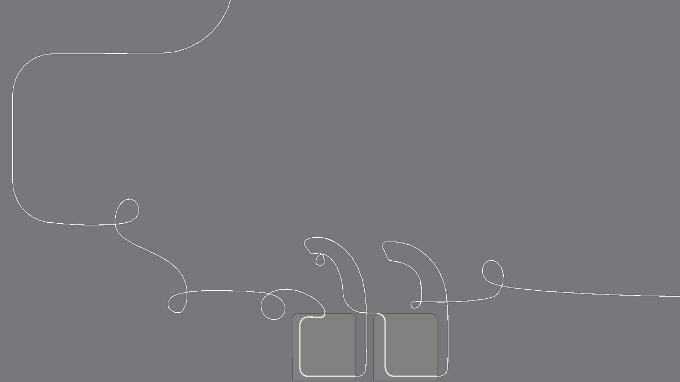
800-823-1969



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.

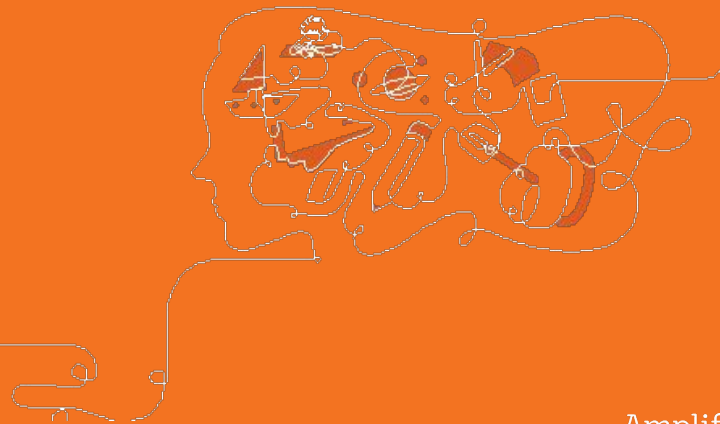


Final Questions?

Please provide us feedback!

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

Presenter name: XXX



30 minute open office hours
to follow...

