

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 planning tool.



Amplify Science

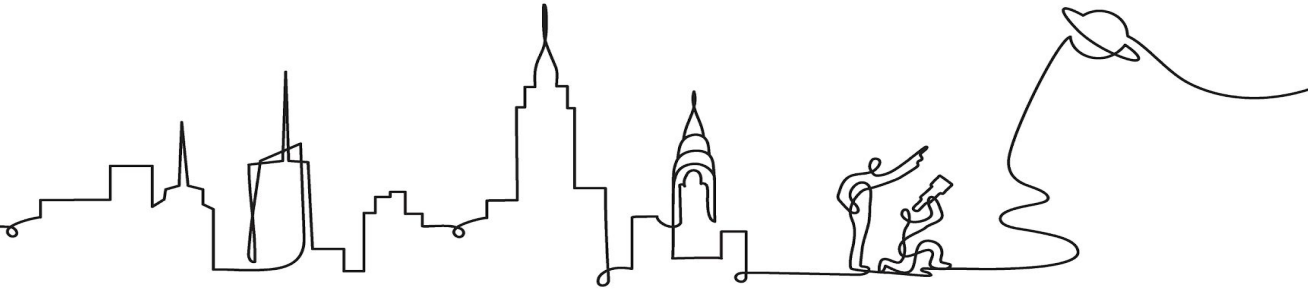
New York City

Teaching with Technology

1st grade

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

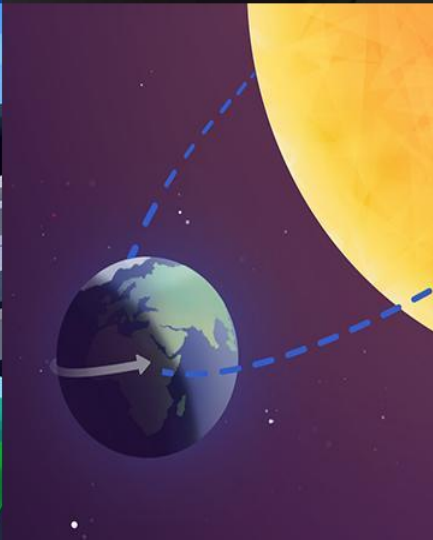
Objectives

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

- Apply a 3-step method for utilizing the Amplify Science @Home Resources, the Teacher's Guide Lesson Brief, and 3rd party applications in order to prepare to effectively teach in a remote & hybrid instructional setting
- Develop a remote and hybrid instructional best-practices tool-kit

e





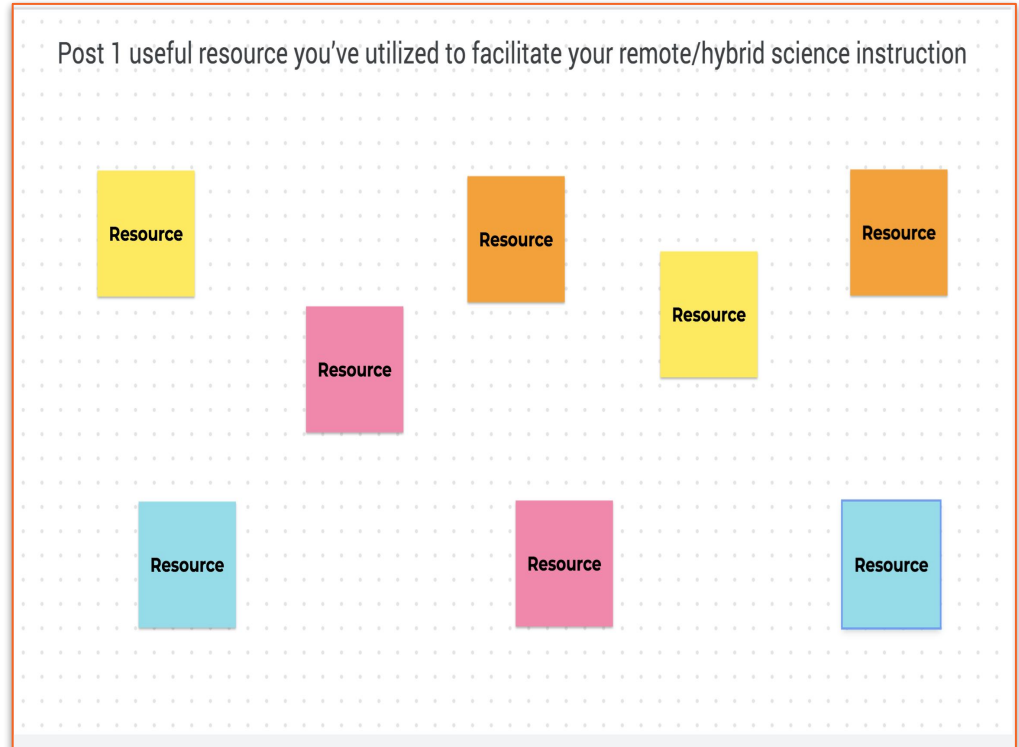
Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

Anticipatory activity

On the Jamboard “post”

- 1 useful resource you've utilized to facilitate your remote/hybrid science instruction



Temperature Check

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

1 = Extremely Uncomfortable

2 = Uncomfortable

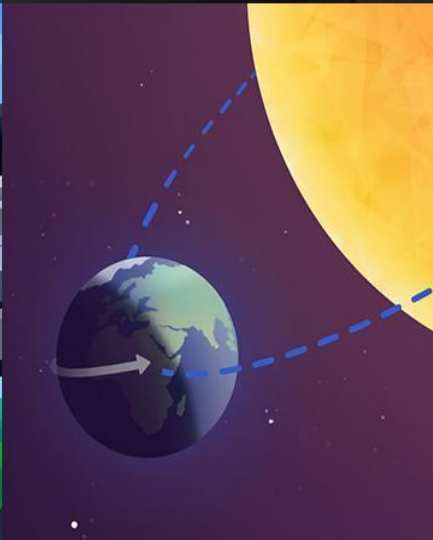
3 = Mild

4 = Comfortable

5 = Extremely Comfortable

Questions?





Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

AmplifyScience@Home

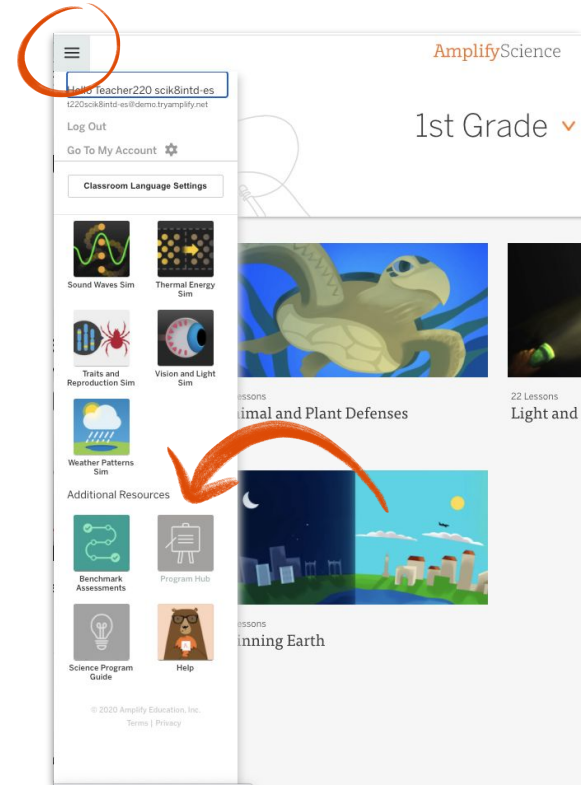
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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
17616-0401@amplify.net

Log Out

Go To My Account

Classroom Language Settings

ELA Resources

Job Postments

LA Science Program Guide

Science Program Guide


FLORIDA EDITION

Standards Map


Help

© 2020 Amplify Education, Inc. Terms | Privacy


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:

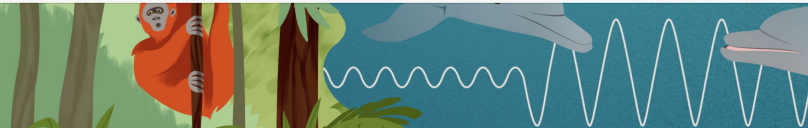
I am a Teacher **I am a Leader**



AmplifyScience Program Hub

LAUNCH PROGRAMS

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.

Resource exploration

We'll take a brief look at each resource type, following this structure:

- Overview of the resource
- Brief exploration time
- Share insights, ask questions

Amplify Science K-5

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

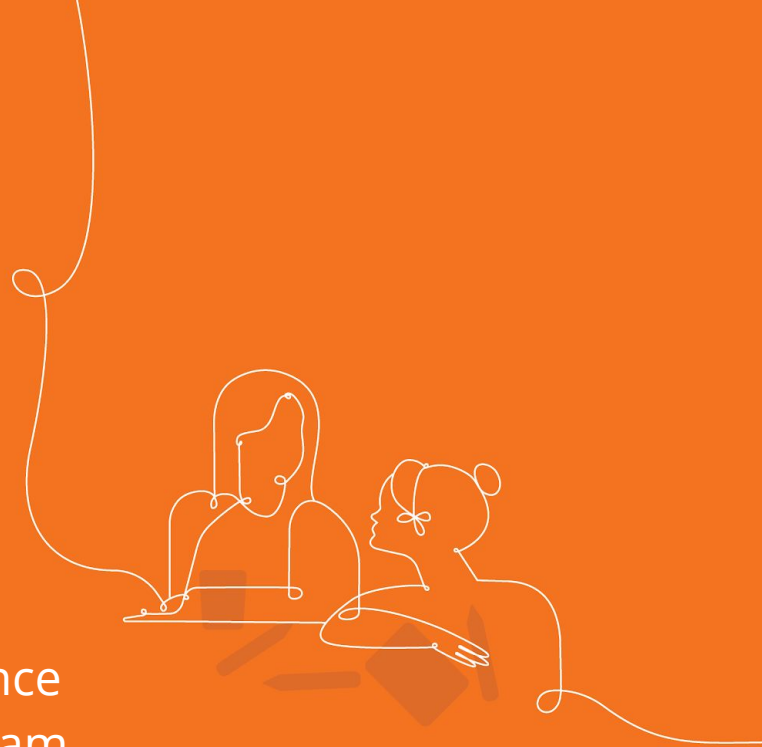
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

@Home Units

Strategically modified versions of Amplify Science units, highlighting key activities from the program



@Home Units

- Solution for reduced instructional time
- Two options for student access

AmplifyScience
Animal and Plant Defenses @Home Lesson 5

We have been working as **aquarium scientists** to investigate how animals and plants do what they need to do to survive.

We can use what we have learned to help the director of the aquarium explain to kids who visit the aquarium **how Spruce will survive** once she is back in the ocean.

You can review the **key concepts** we have figured out so far and the **vocabulary** we can use to talk and write about our ideas on the **@Home Science Wall** pages.

Sea turtles live in a part of the ocean where sharks live, too. Sharks need food to survive. **Sharks eat sea turtles** and other animals.

Think about what we have learned about how animals use their structures to survive.

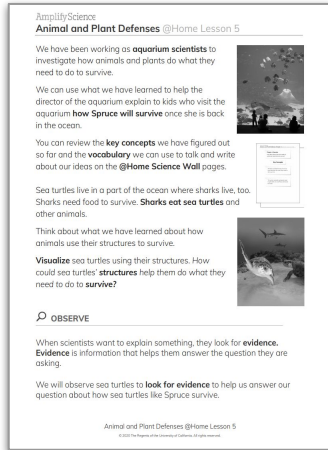
Visualize sea turtles' **structures** help them do what they need to do to **survive**?

OBSERVE

When scientists want to explain something, they look for **evidence**. **Evidence** is information that helps them answer the question they are asking.

We will observe sea turtles to **look for evidence** to help us answer our question about how sea turtles like Spruce survive.

Animal and Plant Defenses @Home Lesson 5
© 2018 by Amplify. All rights reserved.



DRAW and WRITE

In this chapter, we have been working to figure out:

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

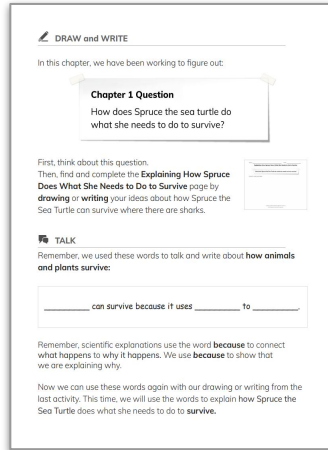
First, think about this question. Then, find and complete the **Explaining How Spruce Does What She Needs to Do to Survive** page by **drawing or writing** your ideas about how Spruce the Sea Turtle can survive where there are sharks.

TALK
Remember, we used these words to talk and write about **how animals and plants survive**:

_____ can survive because it uses _____ to _____.

Remember, scientific explanations use the word **because** to connect what happens to why it happens. We use **because** to show that we are explaining why.

Now we can use these words again with our drawing or writing from the last activity. This time, we will use the words to explain **how Spruce the Sea Turtle** does what she needs to do to **survive**.



Animal and Plant Defenses
@Home Lesson 5



Animal and Plant Defenses @Home Lesson 5

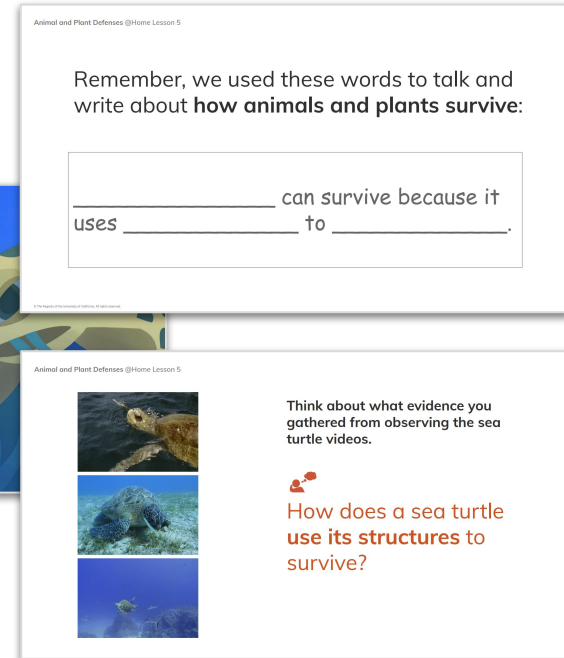
Remember, we used these words to talk and write about **how animals and plants survive**:

_____ can survive because it uses _____ to _____.

Animal and Plant Defenses @Home Lesson 5

Think about what evidence you gathered from observing the sea turtle videos.

How does a sea turtle use its structures to survive?



@Home Packets:
print-based

@Home Slides and Student
Sheets: tech-based

Options for student access


Embedded links to videos:

- Hands-on demonstrations
- Digital tool activities
- Read-alouds

AmplifyScience
Animal and Plant Defenses @Home Lesson 2

We are working as **aquarium scientists**. 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: What do animals and plants need to do to survive?




READ

We will read a book about one kind of animal called a tortoise. Learning about one kind of animal will help us figure out what animals and plants need to do to survive.

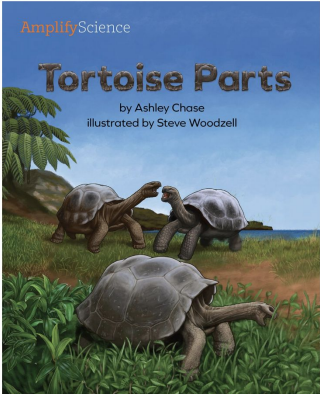
1. Have someone at home read the book **out loud** with you.

Optional: You can watch a video read-aloud of this book at tinyurl.com/AMPAPD-01.

2. Pause on these pages of the book to do the following:
 - cover: What do you notice on cover of the book?
 - page 7: Let's stop and **visualize** the mouth on a tortoise. When you **visualize**, you make a picture or movie in your mind. The tortoise uses its beaky mouth to bite leaves.
 - page 9: Close your eyes and **visualize** the tortoise using its long neck to reach up to get leaves. What did you see?
 - page 13: Close your eyes and **visualize** how the tortoise



Animal and Plant Defenses @Home Lesson 2



AmplifyScience
Tortoise Parts
by Ashley Chase
illustrated by Steve Woodzell

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](https://tinyurl.com/AMPAPD-01) or watch a video read-aloud of this book at tinyurl.com/AMPAPD-01.

© The Regents of the University of California. All rights reserved.

Options for student access

Alternative to embedded video links

Access via curriculum:

- Digital tools (Grades 2-8)
- Digital books (Grades K-5)

Hands-on demos accessible only via embedded YouTube links

The image displays the AmplifyScience curriculum interface. The main grid shows several science topics with corresponding illustrations:

- Sunlight and Weather
- Needs of Plants and Animals
- Pushes and Pulls
- Animal and Plant Defenses

An inset window titled "Energy Conversions" is open, showing a navigation menu with the following sections:

- Simulation
- 1 Energy Conversions
- Science Practice Tools
 - 1 Energy from Sunlight
 - 2 Energy from Wind
- Student Books
 - 1 Energy from Sunlight
 - 2 Energy from Wind
 - 3 Day and Night
 - 4 Light and Sound
 - 5 Energy
 - 6 Why Things Move
- Libros para estudiantes
 - 1 Energía del Sol
 - 2 Energía del viento
 - 3 Día y noche
 - 4 Luz y sonido
 - 5 Energía
 - 6 ¿Por qué las cosas se mueven?

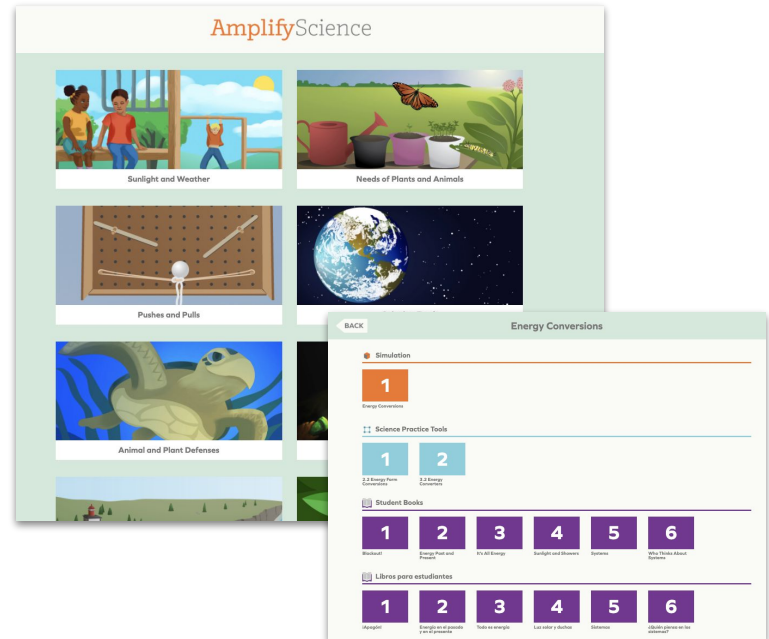
K-5 digital access

apps.learning.amplify.com/elementary



Username: [nyc1](#)

Password: [science1](#)



@Home Lesson 5: Adapted lesson 2.3

@Home Lesson 5

Adapted from: Amplify Science *Animal and Plant Defenses* Lesson 2.3

Key Activities

- **Read:** Students explore *Spikes, Spines, and Shells* to visualize how animals and plants use their structures to not be eaten.
- **Do:** Students make, test, and discuss models of animals and plants defending themselves from being eaten.
- **Draw and Write:** Students draw and label a structure that worked as a defense in their models.
- **Talk:** Students are introduced to three new vocabulary words, *defend*, *defense*, *model*, with the vocabulary routine.

Ideas for synchronous or in-person instruction

While meeting, engage students in creating and/or talking about models of animals and plants defending themselves from being eaten. If you are teaching remotely, have students guide you as you construct a model. If you are teaching in person, have partners work together to create their models (as in *Animal and Plant Defenses* Lesson 2.3, Activity 2).

@Home Unit resources

All resources are fully editable and customizable

- **Family Overview**
 - Provides context for families
- **Teacher Overview**
 - Outlines the unit and summarizes each lesson
 - Suggestions for adapting for different scenarios
- **Student materials**
 - ~30-minute lessons (slide decks or packets) featuring prioritized activities from Amplify Science curriculum

Explore your @Home Unit

Navigate to Balancing Forces on the Program Hub and explore.

You may choose to start with the Teacher Overview, or dig into a lesson.



Share insights and wonderings



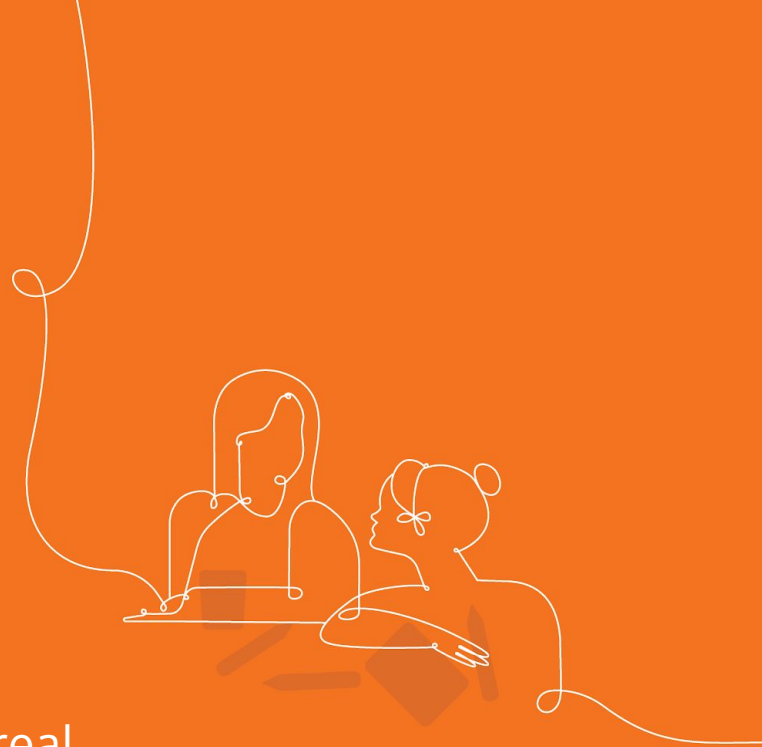
“I think...”

“I wonder...”

Questions?

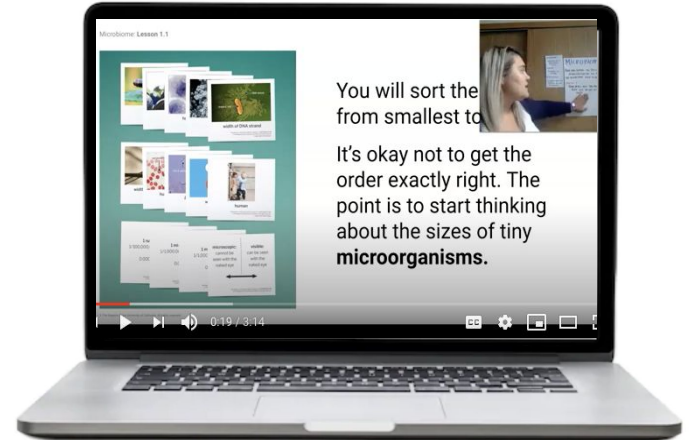
@Home Videos

Versions of original Amplify Science lessons adapted for remote learning and recorded by real Amplify Science teachers



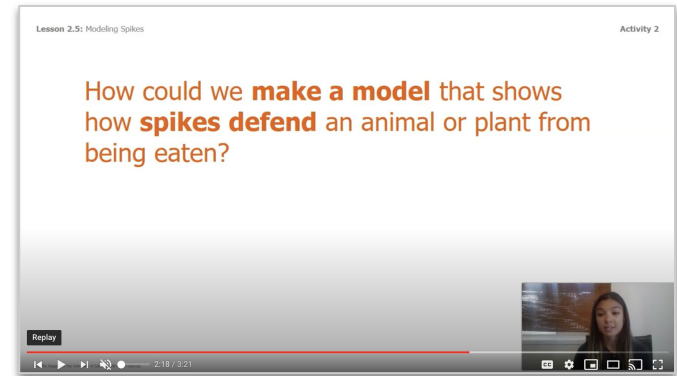
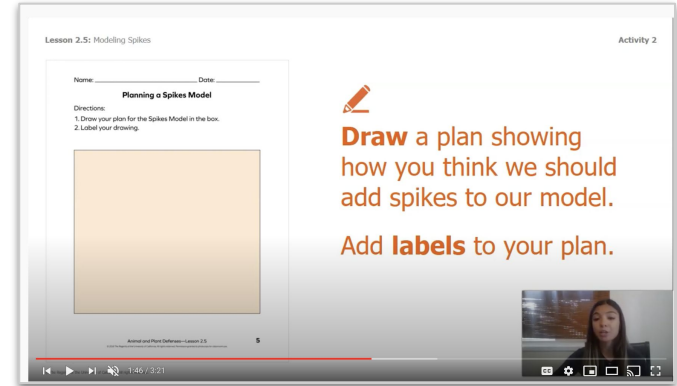
@Home Videos

- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**



Interactive video experience

- **Calls to action**
 - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
 - Read-alouds, digital tool uses, hands-on
- **Options to use notebooks and/or materials if available**



Example lesson: *Animal and Plant Defenses* 2.3

1 **READING**
Exploring Defenses in
Spikes, Spines, and...



2 **HANDS-ON**
Modeling Defenses











3 **WRITING**
Recording Model
Explorations



4 **TEACHER-LED
DISCUSSION**
Discussing Models in
Science



1		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 1 Amplify 3:27
2		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 1 Spikes Spines Reading Amplify 9:03
3		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 2 Part A Amplify 2:28
4		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 2 Part B Amplify 2:06
5		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part A Amplify 1:01
6		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part B Amplify 1:10
7		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 3 Part C Amplify 1:10
8		Grade 1 Animal and Plant Defenses Chapter 2 Lesson 2.3 Activity 4 Amplify 1:38

Explore your @Home Videos

Navigate to Balancing Forces on the Program Hub and explore a video lesson.

You may want to compare the video lesson to the lesson in the Teacher's Guide.



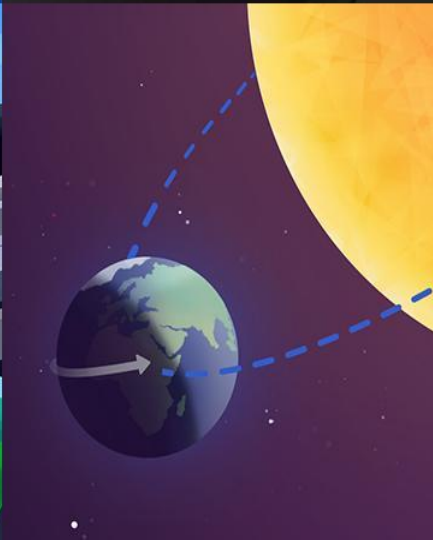
Share insights and wonderings



“I think...”

“I wonder...”

Questions?



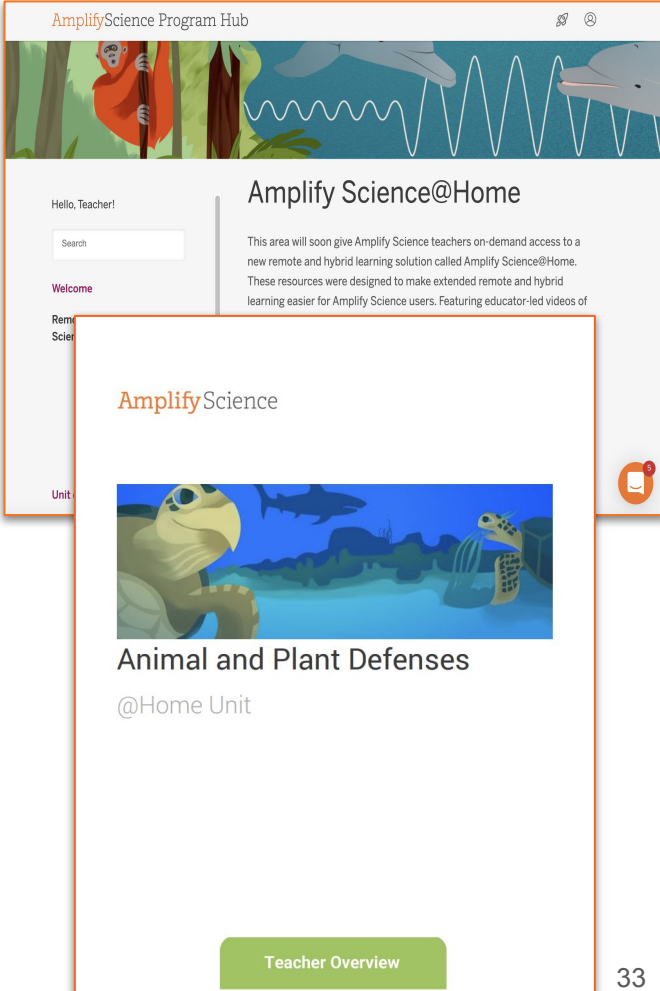
Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- **Preparing to teach remotely**
 - **3-step method**
 - **Planning tool**
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

Preparing to teach: Step 1

Program Hub: @Home Resources

1. Navigate to your grade-level unit @Home Resources section of the **Program Hub**
2. Open **Teacher Overview** document. Scroll down to lessons summaries.
 - Find @home lesson you are up to. Read “Key Activities” and “**ideas for synchronous or in-person instruction**”
 - Scroll down to actual lessons. Skim through **print** and/or **digital** versions.
 - The @home lesson is your asynchronous lesson. Map out at least one paired synchronous activity based on these suggestions in Teacher Overview.
3. Navigate to corresponding **@Home Video**.
 - View for best practices or decide on using a clip during synchronous or asynchronous instruction.



The screenshot displays the Amplify Science Program Hub interface. At the top, the header reads "Amplify Science Program Hub" with a search icon and a refresh icon. Below the header is a banner image featuring a monkey in a red shirt, a whale, and a dolphin. The main content area is titled "Amplify Science@Home" and includes a search bar, a "Hello, Teacher!" greeting, and a welcome message: "This area will soon give Amplify Science teachers on-demand access to a new remote and hybrid learning solution called Amplify Science@Home. These resources were designed to make extended remote and hybrid learning easier for Amplify Science users. Featuring educator-led videos of". A red notification bubble is visible in the top right corner. Below the main content, a unit card for "Animal and Plant Defenses" is shown, featuring an illustration of a turtle and a fish. The card includes the Amplify Science logo, the unit title, and the text "@Home Unit". A green button labeled "Teacher Overview" is positioned at the bottom of the card.

@Home Unit lesson #: 7

Date(s) to administer: Monday, 10/5 & Wed, 10/7

Investigation question: How do plants and animals defend themselves?

@ Home Unit lesson (asynchronous)

Key activities from @ Home lesson:

Read: Students explore Spikes, Spines, and Shells to visualize how animals and plants use their structures to not be eaten.

Do: Students make, test, and discuss models of animals and plants defending themselves from being eaten.

Draw and Write: Students draw and label a structure that worked as a defense in their models.

Talk: Students are introduced to three new vocabulary words, defend, defense, model, with the vocabulary routine.

Dates to administer:

Monday, 10/5

Other notes:

Omit slides 7 onwards from @Home slides

Corresponding synchronous ideas

In-person or remote?

- In-person X
- Remote

Synchronous activity:

Have partners work together to create their models or do teacher demonstration

Other notes:

Dates(s) to administer:

Wed, 10/7

@Home Videos

Use for synchronous or asynchronous?

- Synchronous
- Asynchronous X
- Neither

If using, note lesson & activity/activities:

Lesson 2.3 activity 2

View for best practices?

- Yes X
- No

If yes, notes some best practices:

View for materials preparation

Other notes:

Assign for students to view if missed in -person hands-on activity

Preparing to teach: Step 2

Lesson Brief (Teacher's Guide)

1. Navigate to the **Lesson Brief** of corresponding @Home Lesson
 - Explore: **Differentiation**
 - What differentiation strategies will you utilize in a remote, hybrid, and/or in-person setting?
2. Download the **Classroom Slides** under the **Digital Resources**.
 - Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson
 - Will you use original Classroom slides or the **@home slides** for synchronous instruction?
 - Pay closer attention to **synchronous activity** you chose from step 1 for planning purposes.

AmplifyScience > Animal and Plant Defenses > Chapter 2 > Lesson 2.3

Lesson 2.3:
Introducing Modeling

Lesson Brief (4 Activities) | 1 READING Exploring Defenses in Spikes, Spines, and... | 2 HANDS-ON Modeling Defenses | 3 WRITING Recording Model Explorations | 4 TEACHER-LED DISCUSSION Discussing Models in Science

Lesson 1.2: Tortoise Parts Activity 2

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.

Suggested teacher talk:
We just read Tortoise Parts and learned about how one kind of animal, a tortoise, does what it needs to do to survive. We will think about another kind of animal, a human.

Corresponding original lesson(s)

<p>Differentiation strategies:</p> <p>demonstrate constructing a model of a</p>	<p>Additional synchronous activity notes:</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No X</p>
<p>defense with the provided materials (for students who need more support)</p> <p>read the “What Is Their Defense” sections of the book in order to gather evidence of how the plants and animals defend themselves (for students who need more challenge)</p>	<p>Locate the following materials (in Animal and Plant Defenses kit). Also need to locate a 4" x 6" index card, a hole punch, a sheet of chart paper, and enough trays or containers for each group of four students to receive one.</p> <ul style="list-style-type: none"> ● modeling clay ● plastic combs ● medium paper cups, 9 oz. ● plastic tokens ● toothpicks ● pencil-top erasers ● colored tissue paper 	<p>Other notes:</p>

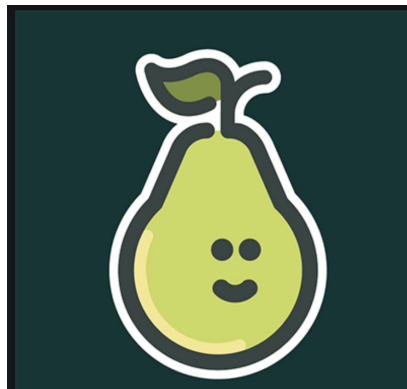
Differentiation plan

<p>Synchronous, remote ideas:</p> <p>demonstrate constructing a model of a defense with the provided materials (for students who need more support)</p> <p>read the “What Is Their Defense” sections of the book in order to gather evidence of how the plants and animals defend themselves (for students who need more challenge)</p>	<p>Synchronous, in-person ideas:</p> <p>demonstrate constructing a model of a defense with the provided materials (for students who need more support)</p> <p>read the “What Is Their Defense” sections of the book in order to gather evidence of how the plants and animals defend themselves (for students who need more challenge)</p>	<p>Asynchronous ideas:</p> <p>Create video of teacher demonstration (or clip from hands-on investigation videos) to students who need more support</p>
---	--	--

Preparing to teach: Step 3

3rd party applications

1. Edit original **Classroom slides** (for synchronous instruction) or **@Home slides** (synchronous or asynchronous) with usage/inclusion of **apps** such as:
 - Jamboard
 - Pear Deck
2. Upload assignments on to **Google Classroom**



Google Classroom

3rd party apps to use

Using a Jamboard ?



- Yes X
- No

Google Classroom:

Which @Home Resources to upload?

- @Home Unit pdf X

Other apps & notes:

Flipgrid for audio responses?

Notes:

For synchronous, remote - use to gather responses on what students visualized from the book.

- @Home Unit slides X
- @Home Video url X
- Other

Notes:

Using a Pear Deck slide?

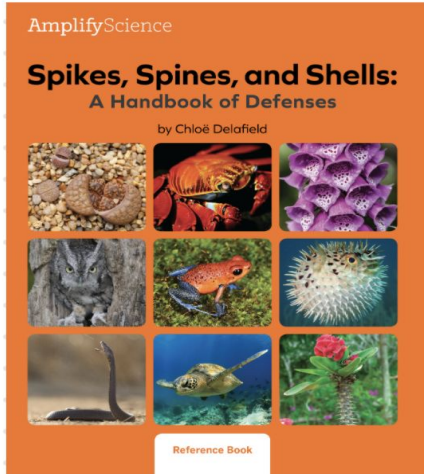
- Yes X
- No

Notes:

For synchronous, remote - use for OTF.

|

Sample Jamboard



Share one example of how animals and plants use their structures to prevent themselves from being eaten based on your reading at home.

Sample Pear Deck slide

Animal and Plant Defenses @Home Lesson 7

Making Structures to Defend a Clay Animal or Plant

1. **Choose a material** to make your structures. Think about the kinds of structures you saw in the book. Why did you choose this material? (Enter responses below)
2. **Make structures** to defend your soft object animal or plant.
3. **Test your structures** by poking with the poky object. Do they keep the clay from being broken apart?

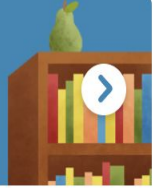


Pear Deck Interactive Slide
Do not remove this bar

TEMPLATE LIBRARY

Our Template Library

Explore and add premade content to your lesson



ASK STUDENTS A QUESTION

Adds a question to your current slide:



Text



Choice



Number



Website



Draw



Draggable™

ADD AUDIO



Students, write your response!

© 2014 by the University of California. All rights reserved.

Sample Google Classroom entry

Instructions

Student work



Home Lesson 7



Amplify Science • 7:42 PM

100 points

Hi aquarium scientists!

Please work until slide 7. We'll be making the models in class!



Copy of Animal and Plant De...
Google Slides

Class comments



Add class comment...

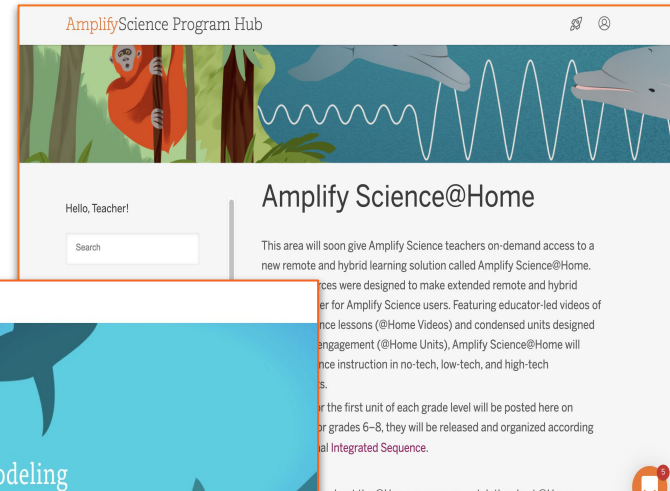


Preparing to teach

3-step method

1. Program Hub: @ Home Resources
2. Teacher's Guide: Lesson Brief
3. 3rd party applications

Step 1



Step 2



Step 3





Now your turn to practice these steps!

- ★ Complete first 1 or 2 rows.
- ★ You may work through rest during 30 minute Q&A time after this 1-hour session.

@Home Unit lesson #:		
Date(s) to administer:		
Investigation question:		
@ Home Unit lesson (asynchronous)		
Key activities from @ Home lesson:	Dates to administer:	Other notes:
Corresponding synchronous ideas		
Live or remote? <input type="checkbox"/> Live <input type="checkbox"/> Remote	Synchronous activity: Dates(s) to administer:	Other notes:

Temperature Check

Rate yourself on your comfort level on utilizing this 3-step method in teaching remotely.

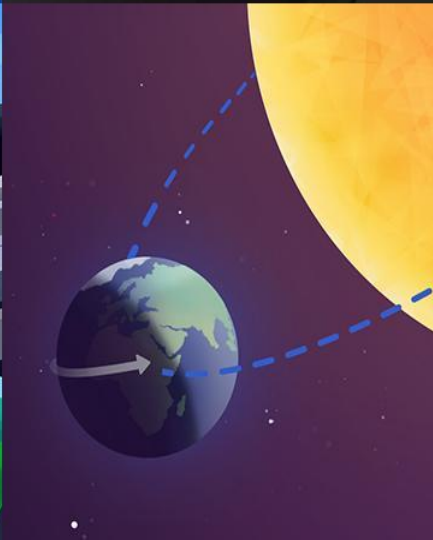
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

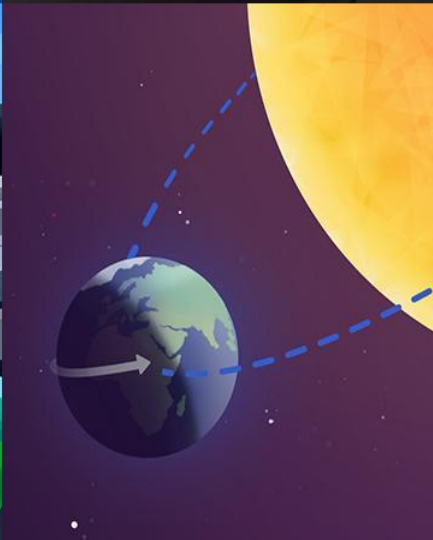
4 = Comfortable

5 = Extremely Comfortable



Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- **General best practices**
 - **Tool-kit co-construction**
- Closing
 - Reflection & survey



Plan for the day

- Framing the day
 - Welcome and introductions
- @Home Resources introduction
 - @Home Units
 - @Home Videos
- Preparing to teach remotely
 - 3-step method
 - Planning tool
- General best practices
 - Tool-kit co-construction
- Closing
 - Reflection & survey

Revisiting our objectives

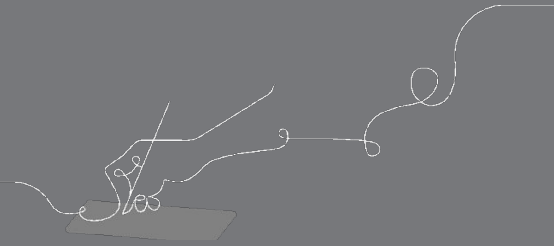
Do you feel ready to to...

- Apply the 3-step method for utilizing the Amplify Science @Home Resources, the Teacher's Guide Lesson Brief, and 3rd party applications in order to prepare to effectively teach in a remote & hybrid setting?
- Continue to develop a remote and hybrid instructional best-practices tool-kit?

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 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

The screenshot shows the Amplify Science Program Hub website. The browser address bar displays the URL: apps.learning.amplify.com/curriculum/#/yearoverview?subject=Science&programKey=6a0daafb-c356-4e50-841a-558d9bb5181.... The user is logged in as **Melba Teacher Lambertsen** (mlambertsen@tryamplify.net). The page features a navigation menu on the left with a hamburger icon circled in red. The main content area is titled **Life Science** and includes a sidebar with **Additional Resources** such as **Benchmark Assessments**, **ELA Resources**, **Interim Assessments**, **LA Science Program Guide**, **Science Program Guide**, and **Help**. The main content area displays a grid of resource cards, including **Metabolism** (19 Lessons) and **Home** (19 Lessons). The footer indicates the copyright year is 2020 Amplify Education, Inc.

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 resources



Caregivers site

Provide your students' families information about Amplify Science and what students are learning

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

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.

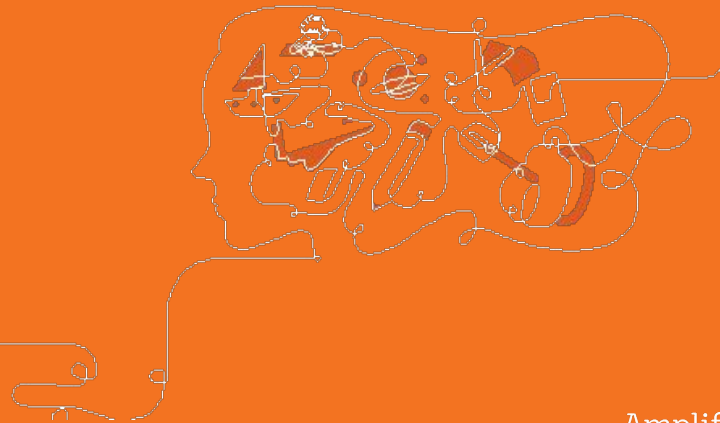


Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX



30 minute open office hours
to follow...

