

# 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

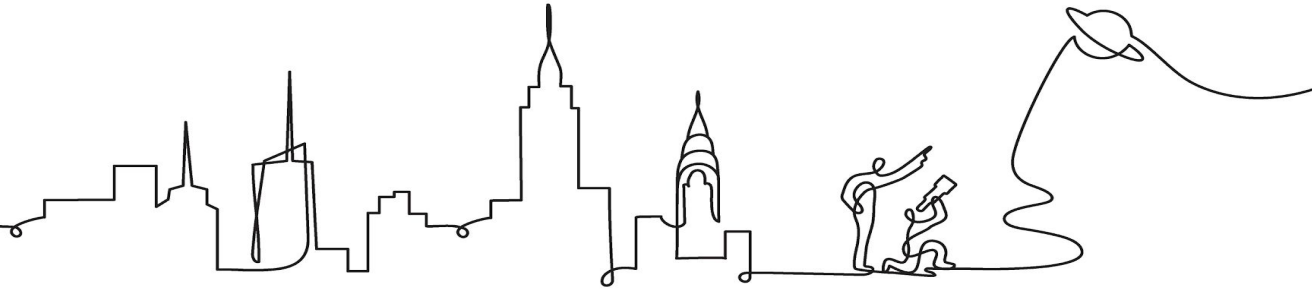
New York City

## Teaching with Technology

### 2nd grade

Date xx

Presented by xx

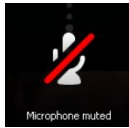


# Remote Professional Learning Norms



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/8a31e095506df8a2015256f884b4544\_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

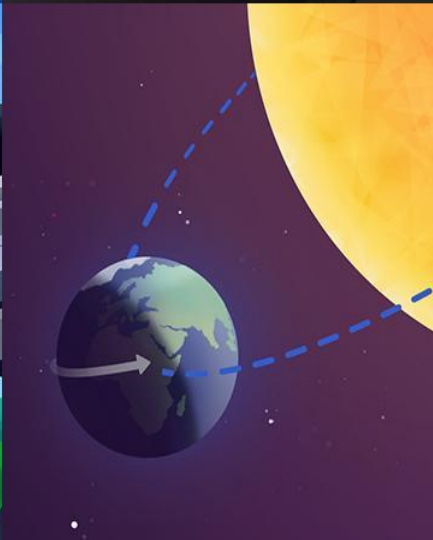
# Objectives

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



# Temperature Check

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

1 = Extremely Uncomfortable

2 = Uncomfortable

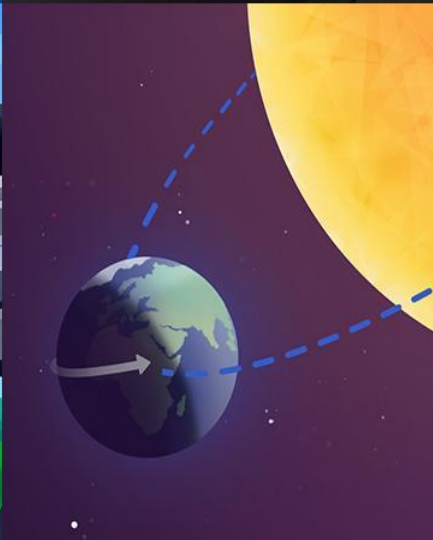
3 = Mild

4 = Comfortable

5 = Extremely Comfortable







# Plan for the day

- Framing the day
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- @Home Resources introduction
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- Closing
  - Reflection & survey

# AmplifyScience@Home

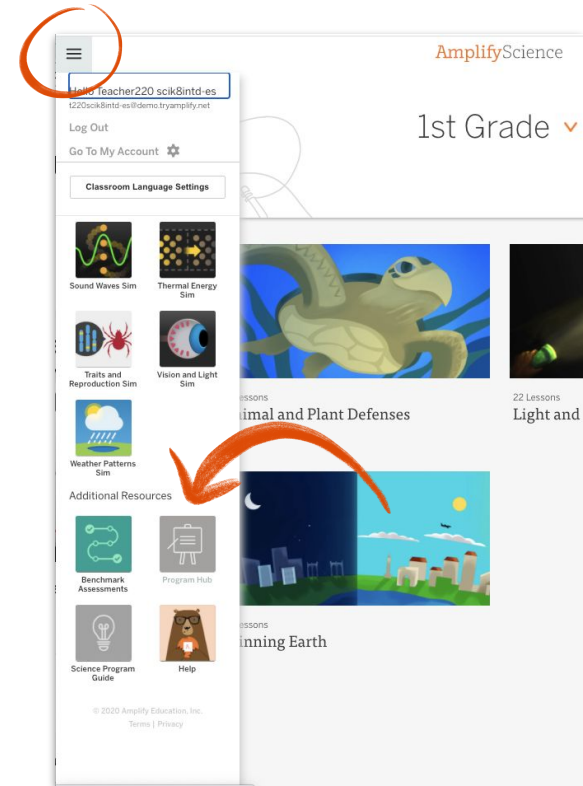
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



# 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  
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.

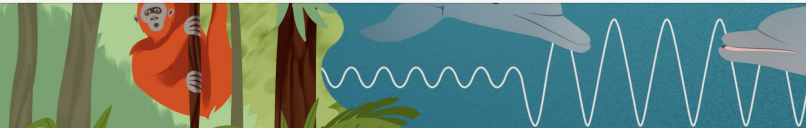
We're excited to partner with you on this journey and can't wait to get started! Please select the button below that best describes your role:

**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.

# 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**

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

## Grade **1**

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

## Grade **2**

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

## Grade **3**

---

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

## Grade **4**

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

## Grade **5**

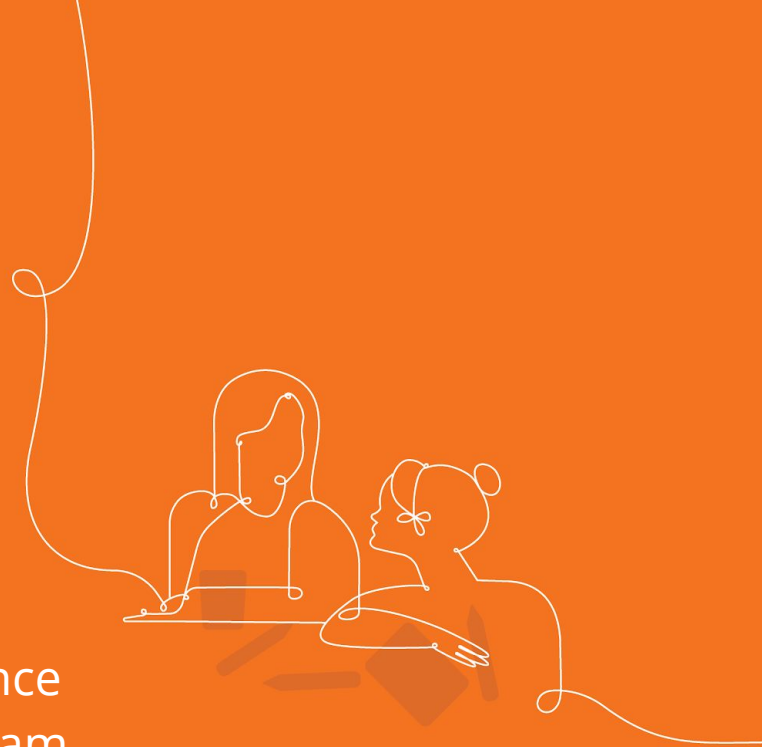
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- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration



# @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  
Plant and Animal Relationships @Home Lesson 8

Remember, we have been investigating this question: How do plants get the water and sunlight that they need to grow?

Earlier, you **observed** the roots and leaves of different plants. Think about this question: What are your ideas about how a plant's **roots and leaves** help the plant get what it needs to grow?

**READ**

Today, we will read a new book called *A Plant Is a System*. Think about this question: What are some things you **observe** on the cover of the book?

An important way that readers learn from a book is to **set a purpose** before reading. Our purpose for reading is to find out **how a plant uses its parts** to get the water and sunlight it needs to grow.

Turn to **page 3**. Read pages 3–5.

A **system** is a group of parts that work together. We just learned that a plant is a **system**.

Find the **What Do the Parts of a Plant Do?** page. This page has places to **write** what you find out about **roots and leaves** as you read.

Go to **page 6**. Continue **reading** through the end of the book. As you read, **write** about what roots and leaves do.

Now is a good time to take a break.

You will share ideas about what you read in *A Plant Is a System*. You can look back through the book to help with your ideas. You will need a **partner** for these ideas. Your partner can be a family member, a friend, or someone on the phone, a stuffed animal, or even a robot.

**TALK**

Answer these questions:

What do the **leaves** of a plant do? Read **pages 6 and 7** again if you need help remembering.

What do the **roots** of a plant do? Read **pages 8 and 9** again if you need help remembering.

How is a plant a **system**? Read **page 14** again if you need help remembering.

@Home Packets:  
print-based

Plant and Animal Relationships  
@Home Lesson 8

@Home Slides and Student  
Sheets: tech-based

Plant and Animal Relationships @Home Lesson 8

An important way that readers learn from a book is to **set a purpose** before reading.

Our purpose for reading is to find out **how a plant uses its parts** to get the water and sunlight it needs to grow.

Plant and Animal Relationships @Home Lesson 8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**What Do the Parts of a Plant Do?**

Directions:

1. Read *A Plant Is a System*.
2. As you read, think about the purpose for reading. Find out how a plant uses its parts to get the water and sunlight it needs to grow.
3. On the lines below, write what each part of the plant does.

The roots of the plant \_\_\_\_\_

The leaves of the plant \_\_\_\_\_

Find the **What Do the Parts of a Plant Do?** page.

This page has places to **write** what you find out about **roots and leaves** as you read.

# Options for student access

## Embedded links to videos:

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

We are working as plant scientists who investigate plants in their habitats. Today we will investigate this question: How do scientists study habitats?

 READ

You will read a book and talk with a **partner** about what you read. Your partner could be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!

Today we will read My Nature Notebook. One way readers learn from a book is to **set a purpose** before reading. Our **purpose for reading** My Nature Notebook is to find out different ways to study a habitat.



1. Read pages 3 and 4 with your partner.
2. Talk with your partner about some different ways to study a habitat.
3. Read the rest of the book. Remember to read with the **purpose** of finding out different ways to study a habitat.

You can watch a video read-aloud of this book at [tinyurl.com/AMPPAAR-01](https://tinyurl.com/AMPPAAR-01).

Let's pause and think about the meaning of **observe**. The child in the book **observed** one little part of the forest. To **observe** means to use any

observe



I'm very lucky because there is a forest behind my house. It's a habitat for many plants and animals. Things in the forest are always changing. Sometimes there are flowers on the plants. Sometimes new leaves are growing. I'm going to start observing the forest carefully. I will record my observations in this notebook to find out what changes over time.

**April**  
I decided to observe one little part of the forest. I checked my spot with a stick and string. It's come back each month.

**Plants**  
There are many dead brown leaves on the ground. I drew one dead leaf.  
There is also a small plant with green leaves.  
The leaves on the plant look like the leaves on the ground, but green and smaller. I think they are the same kind of leaves, smaller than the plant first started to grow in this spot.

I used a ruler to measure the plant. They were close. See if it's bigger when I come back.

**Animals**  
I couldn't find any animals in my spot.

This is my drawing of the area I'm watching for plants and animals.



Read pages 3 and 4 with your partner.

Talk with your partner about some different ways to study a habitat.

You can watch a video read-aloud of this book at [tinyurl.com/AMPPAAR-01](https://tinyurl.com/AMPPAAR-01).

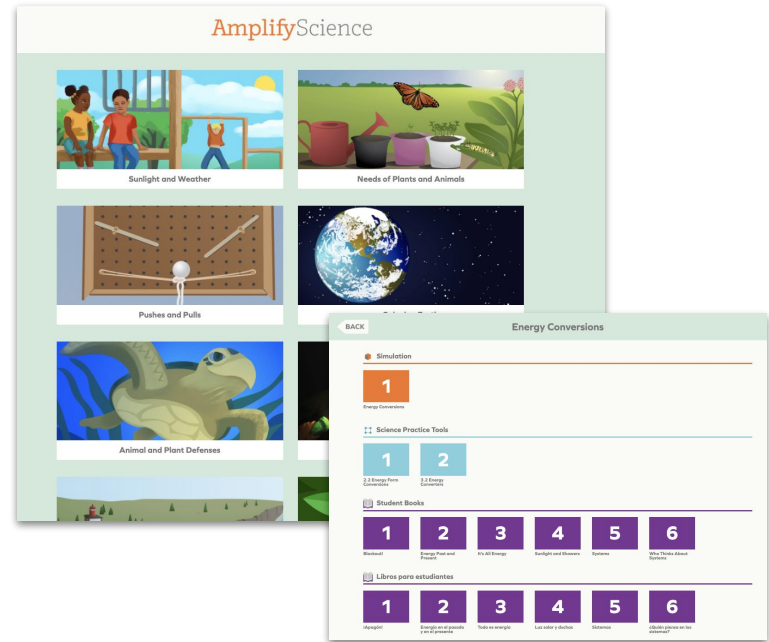
# Options for student access

## Alternative to embedded video links

### Access via curriculum:

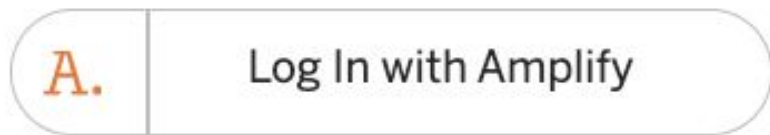
- Digital tools (Grades 2-8)
- Digital books (Grades K-5)

## Hands-on demos accessible only via embedded YouTube links



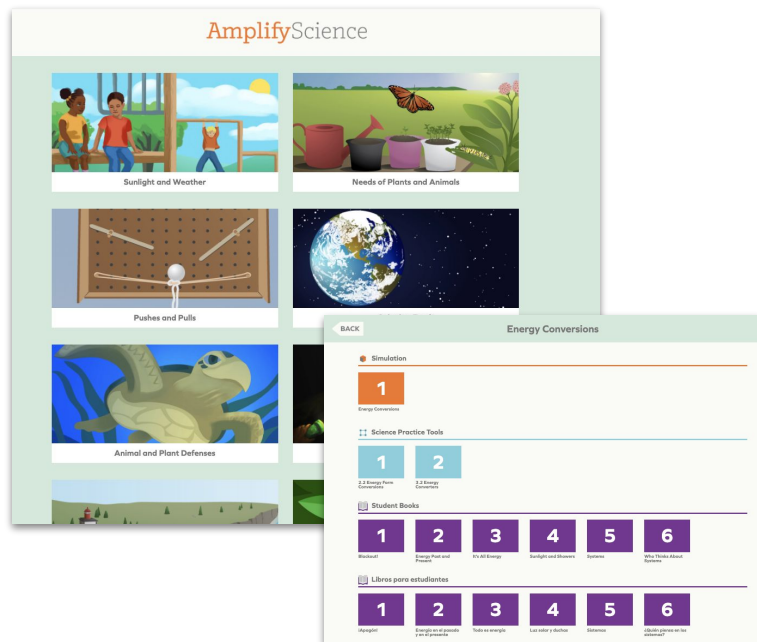
K-5 digital access

[apps.learning.amplify.com/elementary](https://apps.learning.amplify.com/elementary)



Username: [nyc2](#)

Password: [science1](#)



# @Home Lesson 8: Combined lessons 2.2 & 2.3

## @Home Lesson 8

Adapted from: Amplify Science *Plant and Animal Relationships* Lesson 2.2 and 2.3

### Key Activities

- **Read:** Students read *A Plant Is a System* and record what they learn about plant parts as they read.
- **Talk:** Students discuss what they have learned about what different plant parts do and how a plant is a system.
- **Write:** Students draw and write to show what they have learned about how a plant uses sunlight and water, and how the parts of a plant work together as a system.

### Ideas for synchronous or in-person instruction

Prior to meeting, have students read *A Plant Is a System* and complete the What Do the Parts of a Plant Do? page. While meeting, introduce the vocabulary words and lead students in a discussion about their new understandings (as in *Plant and Animal Relationships* Lesson 2.2, Activity 2). While meeting, you can also have students complete the A Plant Is a System page, and then invite students to share their ideas with classmates.

# @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



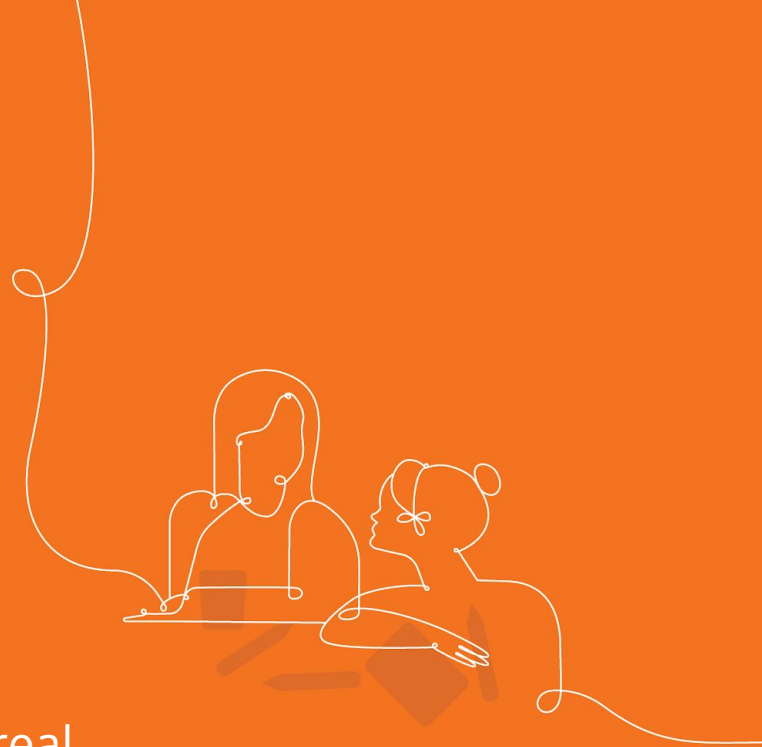
“I think...”

“I wonder...”

## Questions?

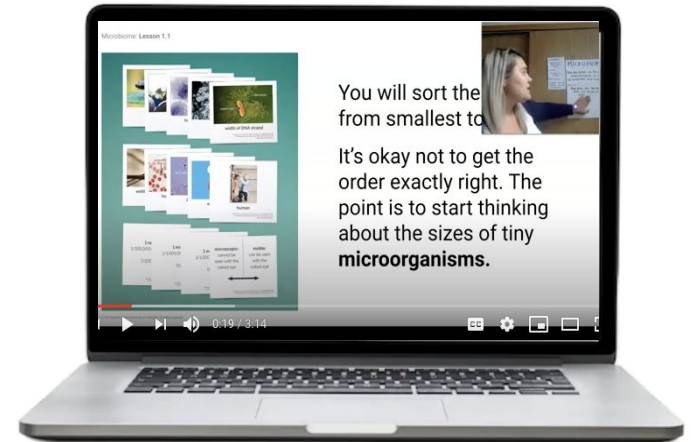
# @Home Videos

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



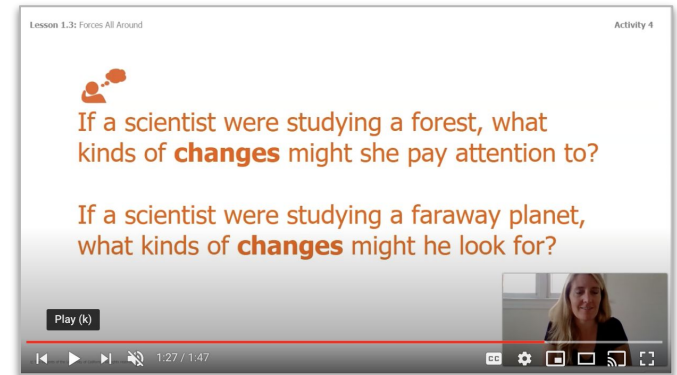
# @Home Videos

- 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: *Plant and Animal Relationships 2.2*

**1** TEACHER-LED DISCUSSION  
Setting a Purpose for Reading



**Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 1**

Amplify

**2** READING  
Partner Reading



**Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part A**

Amplify

**3** STUDENT-TO-STUDENT DISCUSSION  
Concept Mapping



**Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part B**

Amplify

**4** TEACHER-LED DISCUSSION  
Reflecting on Plant Parts



**Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 3**

Amplify



**Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 4**

Amplify

# 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.



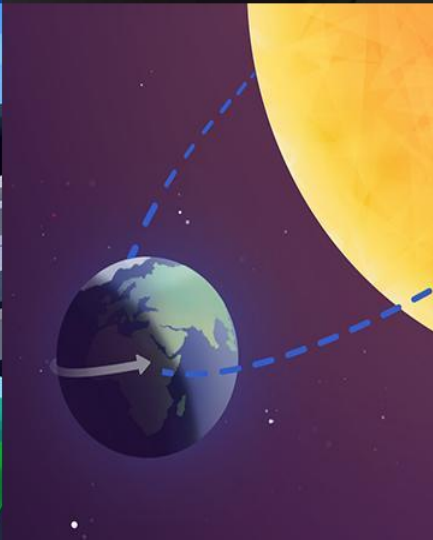
# Share insights and wonderings



“I think...”

“I wonder...”

## Questions?



# Plan for the day

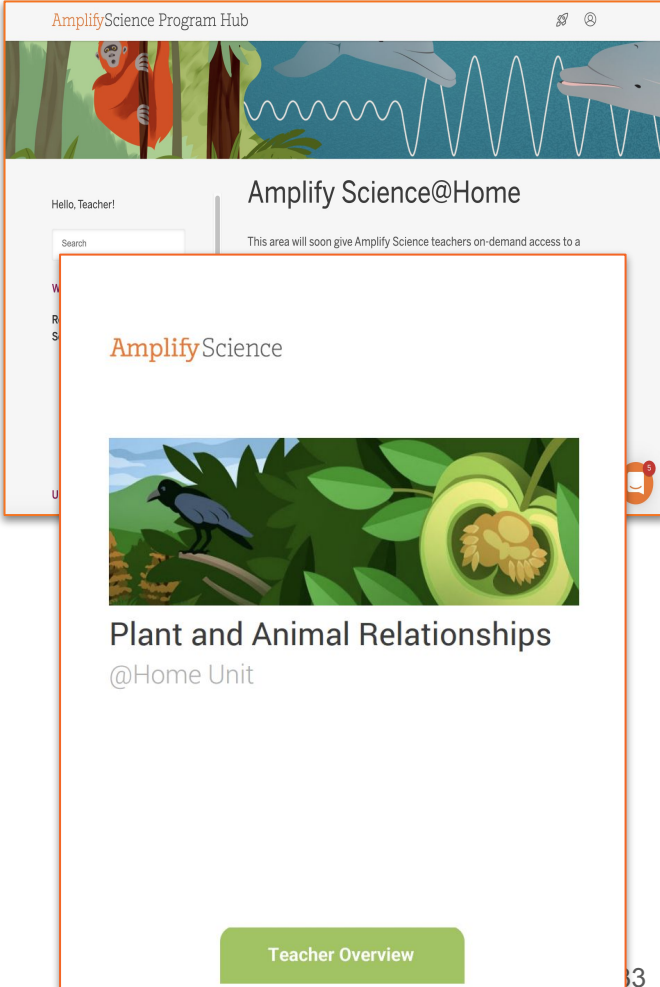
- Framing the day
  - Welcome and introductions
- @Home Resources introduction
  - @Home Units
  - @Home Videos
- **Preparing to teach remotely**
  - **3-step method**
  - **Planning tool**
- General best practices
  - Tool-kit co-construction
- Closing
  - Reflection & survey



# 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, there is a header with the text "Amplify Science Program Hub" and a search icon. Below the header is a banner image featuring a monkey, a whale, and a dolphin. The main content area is titled "Amplify Science@Home" and includes a search bar and a message: "This area will soon give Amplify Science teachers on-demand access to a". A large, white-bordered box highlights a specific resource card. The card features the Amplify Science logo, an illustration of a blue bird perched on a branch next to a green, sliced-open fruit, and the text "Plant and Animal Relationships @Home Unit". At the bottom of the card is a green button labeled "Teacher Overview".

@Home Unit lesson #: 7

Date(s) to administer: Tuesday, 10/20 & Thursday, 10/22

Investigation question: How do plants and animals get the sunlight and water they need to grow?

@ Home Unit lesson (asynchronous)

Key activities from @ Home lesson:

Introducing the Chapter 2 Question: Students review what they figured out in Chapter 1 and are introduced to the Chapter 2 Question and a new Investigation Question.

Observe: Students observe and record roots and leaves, and begin to think about what these parts do for a plant.

Talk: Students use the Think-Draw-Pair Routine to consider how a plant's roots and leaves help it get what it needs to grow.

Dates to administer:

Tuesday, 10/20

Other notes:

## Corresponding synchronous ideas

<p>In-person or remote?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> In-person <b>X</b></li><li><input type="checkbox"/> Remote</li></ul>	<p>Synchronous activity:</p> <p><b>Have students observe and discuss the leaves and roots</b></p> <p>Dates(s) to administer:</p> <p><b>Thursday, 10/22</b></p>	<p>Other notes:</p>
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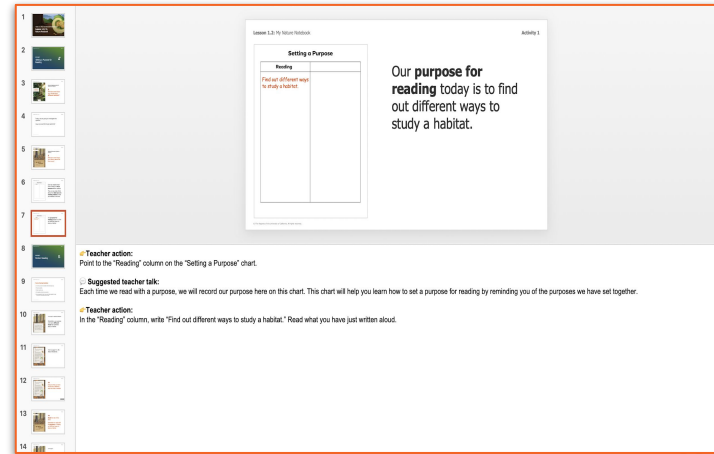
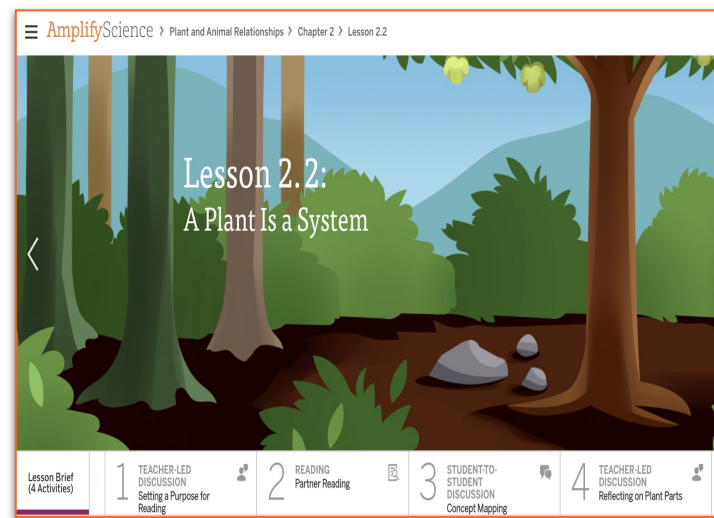
## @Home Videos

<p>Use for synchronous or asynchronous?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Synchronous</li><li><input type="checkbox"/> Asynchronous <b>X</b></li><li><input type="checkbox"/> Neither</li></ul> <p>If using, note lesson &amp; activity/activities:</p> <p><b>2.1 Activity 2</b></p>	<p>View for best practices?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Yes <b>X</b></li><li><input type="checkbox"/> No</li></ul> <p>If yes, notes some best practices:</p> <p><b>View for materials preparation</b></p>	<p>Other notes:</p> <p><b>Provide 2.1 activity 2 url for students who missed in-person hands-on activity</b></p>
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# 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.



Corresponding original lesson(s)		
<p><b>Differentiation strategies:</b></p> <p>Keep a list of words on a chart and add to it throughout the unit as students make observations. If you notice that students are not lining up their rulers correctly, model how to measure the plant parts. Use sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> <li>● I observe ___.</li> <li>● I think that this part helps the plant ___.</li> <li>● I think so because ___.</li> </ul> <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p><b>Additional synchronous activity notes:</b></p> <p>Gather enough leaves and roots for each group of four students to receive a handful of leaves (ideally from different plants) and at least two plant roots. Collect any roots and leaves on the day of this lesson or the day before the lesson. If you gather them the day before the lesson, spray</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No X</p> <p>Other notes:</p>
<ul style="list-style-type: none"> <li>● I observe ___.</li> <li>● I think that this part helps the plant ___.</li> <li>● I think so because ___.</li> </ul> <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p>them lightly with water and store them in a large resealable plastic bag.</p>	
Differentiation plan		
<p><b>Synchronous, remote ideas:</b></p> <p>Keep a list of words on a chart and add to it throughout the unit as students make observations. If you notice that students are not lining up their rulers correctly, model how to measure the plant parts. Use sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> <li>● I observe ___.</li> <li>● I think that this part helps the plant ___.</li> <li>● I think so because ___.</li> </ul> <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p><b>Synchronous, in-person ideas:</b></p> <p>Keep a list of words on a chart and add to it throughout the unit as students make observations. If you notice that students are not lining up their rulers correctly, model how to measure the plant parts. Use sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> <li>● I observe ___.</li> <li>● I think that this part helps the plant ___.</li> <li>● I think so because ___.</li> </ul> <p>Students who are more experienced with measurement can measure more than one root or leaf</p>	<p><b>Asynchronous ideas:</b></p> <p>Send students a list of words on a chart Record a video of modelling how to measure the plant parts. Send a document of sentence frames for small-group observations of the plant parts:</p> <ul style="list-style-type: none"> <li>● I observe ___.</li> <li>● I think that this part helps the plant ___.</li> <li>● I think so because ___.</li> </ul> <p>Students who are more experienced with measurement can measure more than one root or leaf</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

<p>Using a Jamboard ?</p> <p><input type="checkbox"/> Yes <b>X</b></p> <p><input type="checkbox"/> No</p> <p>Notes:</p>	<p>Google Classroom: </p> <p>Which @Home Resources to upload?</p> <p><input type="checkbox"/> @Home Unit pdf <b>X</b></p> <p><input type="checkbox"/> @Home Unit slides <b>X</b></p>	<p>Other apps &amp; notes:</p> <p><b>Use Flipgrid for audio responses?</b></p>
<p><b>As an anticipatory activity for remote, synchronous instruction</b></p> <p>Using a Pear Deck Slide(s)?</p> <p><input type="checkbox"/> Yes <b>X</b></p> <p><input type="checkbox"/> No</p> <p>Notes:</p> <p><b>For the OTF during remote, synchronous instruction</b></p>	<p><input type="checkbox"/> @Home Video url <b>X</b></p> <p><input type="checkbox"/> Other</p> <p>Notes:</p>	

# Sample Jamboard



very young  
pine tree



marigold



carrot



pine tree



lemon tree



dandelion



maple tree



green onion

How are the leaves of different plants similar? How are they different?



# Sample Pear Deck slide

Plant and Animal Relationships @Home Lesson 7

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think-Draw-Pair: What Do Plant Parts Do?

Directions:

1. Think about the question: How do you think a plant's roots and leaves help the plant get what it needs to grow?
2. In the box below, make a drawing to explain your ideas.
3. Label your drawing.
4. Use your drawing to discuss your ideas with your partner.



Plant and Animal Relationships @Home Lesson 7

Students, write your response!

Find the Think-Draw-Pair: What Do Plant Parts Do? page.

Follow the directions and the **Think-Draw-Pair** routine to complete the page and share response to question #1 below.

TEMPLATE LIBRARY

### Our Template Library

Explore and add premade content to your lesson

ASK STUDENTS A QUESTION

Adds a question to your current slide:

abc

Text

Choice

123

Number

www

Website



Draw



Draggable\*

ADD AUDIO

Record or upload audio files for your lesson:

Add Audio to Slide

FEATURED CONTENT

Be Internet

Make every day Safer Internet Day with this free digital

Pear Deck Interactive Slide  
Do not remove this bar

# Sample Google Classroom entry

Instructions

Student work



## Home Lesson 7

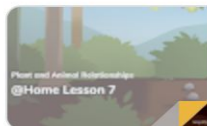


Amplify Science • 8:36 PM

100 points

Hi Plant Scientists!

Please complete this home lesson. Come prepared to class to observe some real roots and leaves!



Copy of Plant and Animal Rel...  
Google Slides

Class comments



Add class comment...

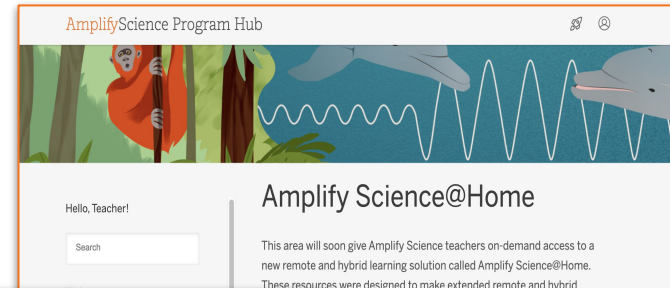


# Preparing to teach

## 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.

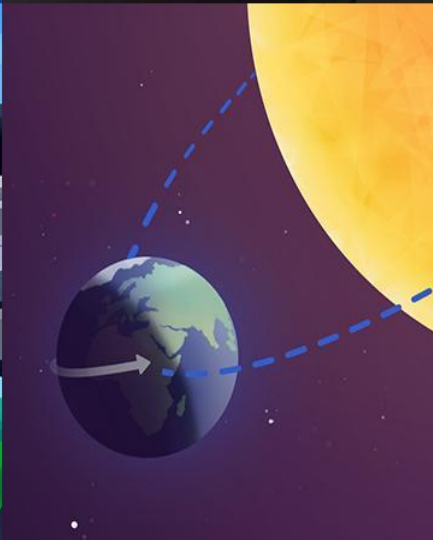
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable

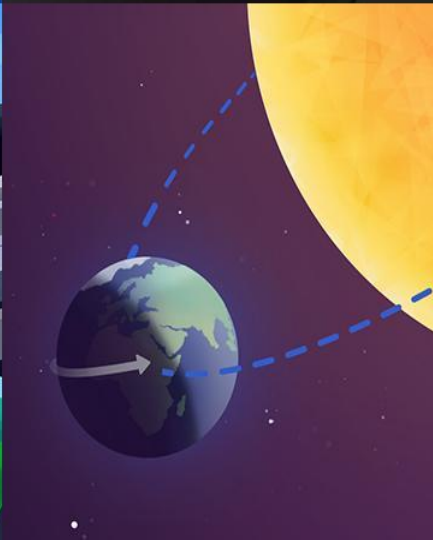


# Plan for the day

- 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

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# Revisiting our objectives

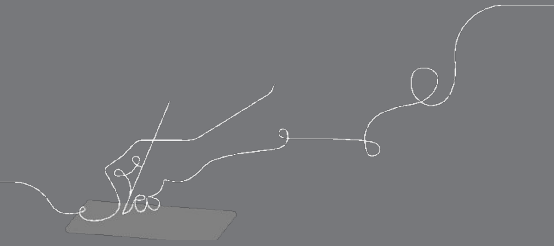
Do you feel ready to to...

- 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 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!

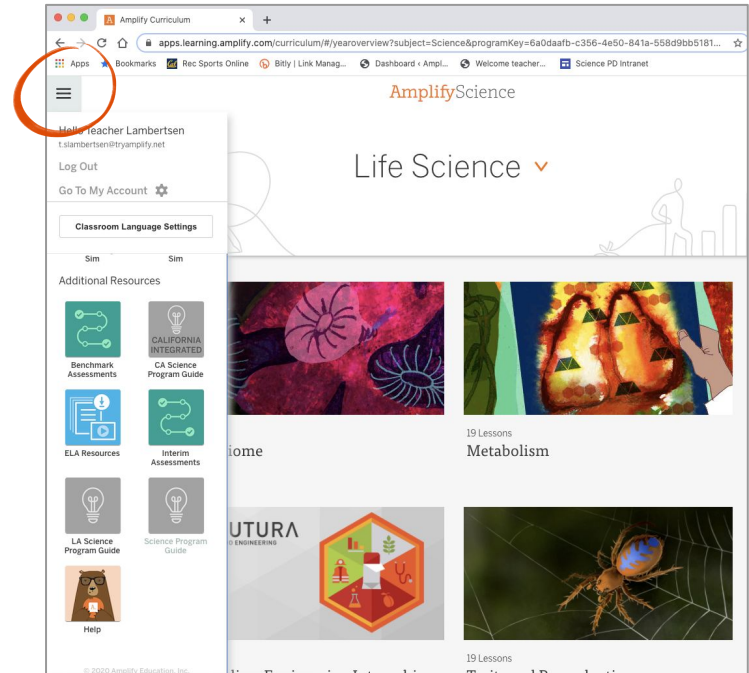
## Site Resources

- 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](https://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/](https://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.



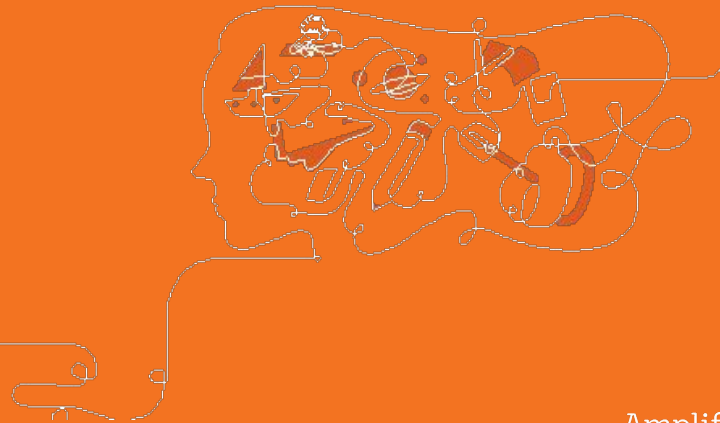
# Final Questions?



# Please provide us feedback!

**URL:** [www.surveymonkey.com/r/HJD7SQN](http://www.surveymonkey.com/r/HJD7SQN)

**Presenter name:** XXX



30 minute open office hours  
to follow...

