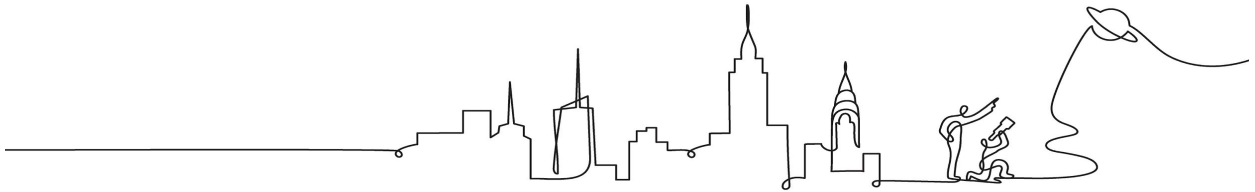
Welcome to Amplify Science!

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.

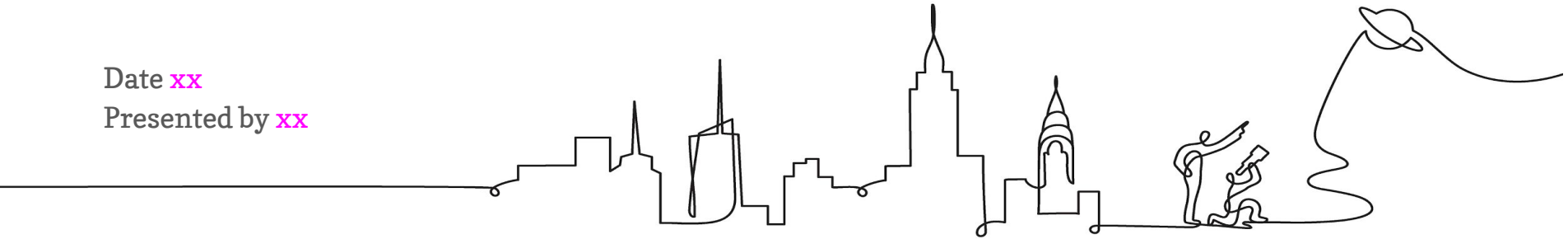
3. Open your planning tool.



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?"*

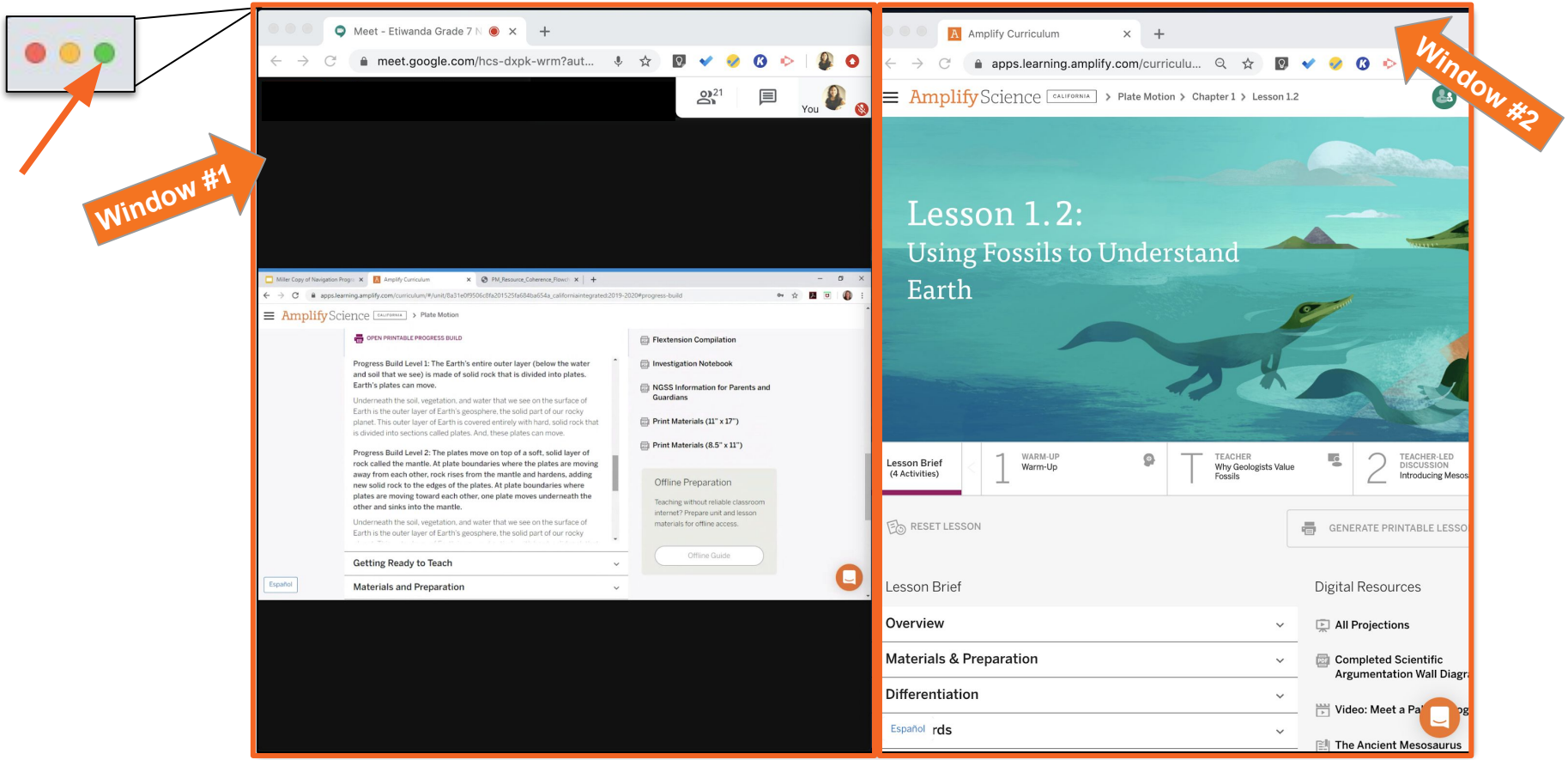
Mute your microphone to reduce background noise unless sharing with the group

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!

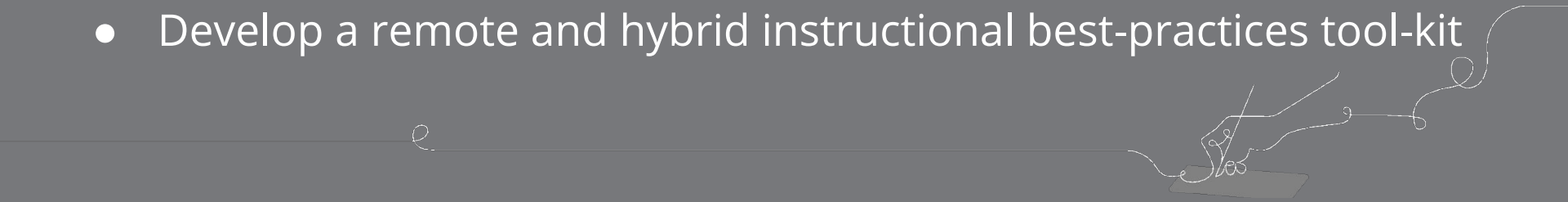
Use two windows for today's webinar

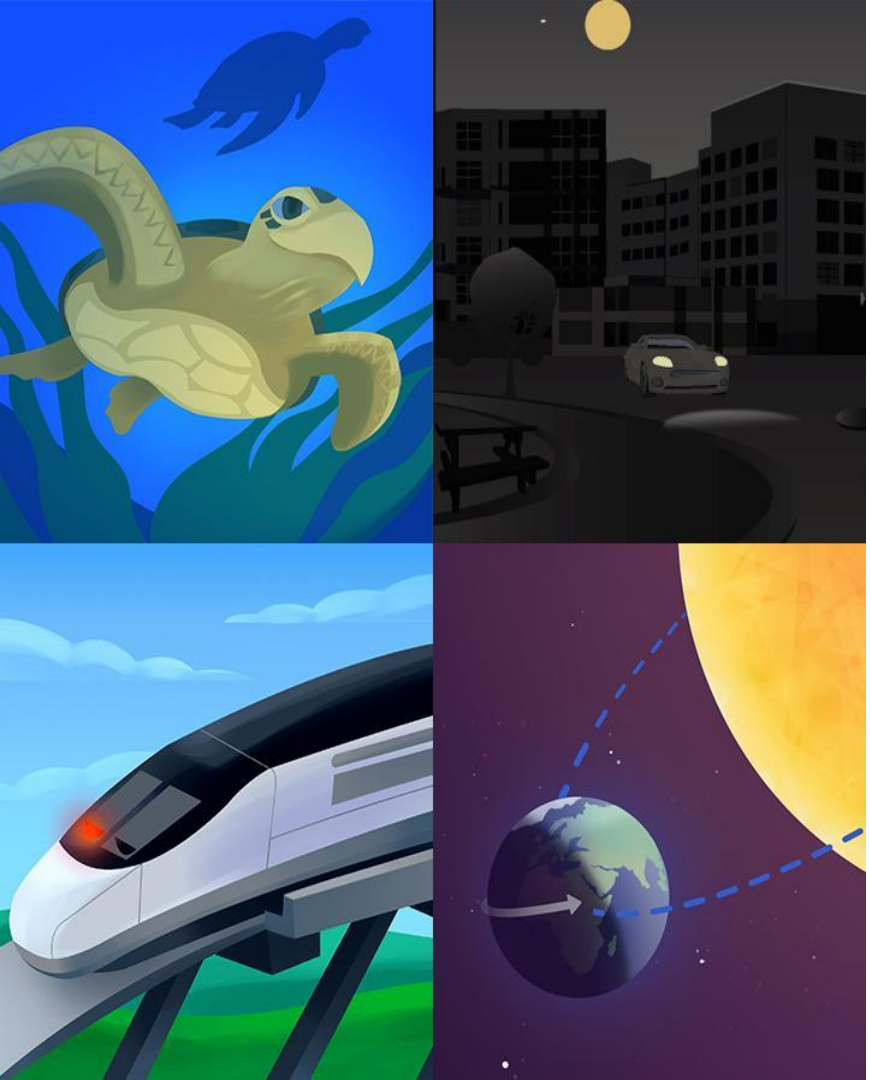


Objectives

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





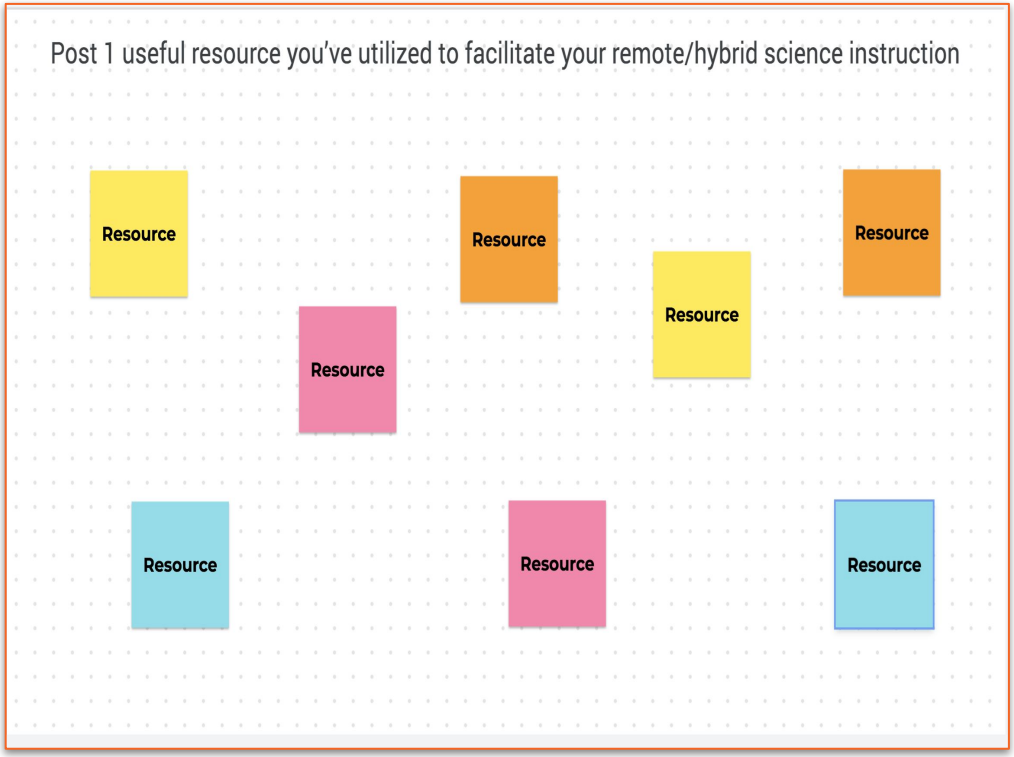
Plan for the day

- 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

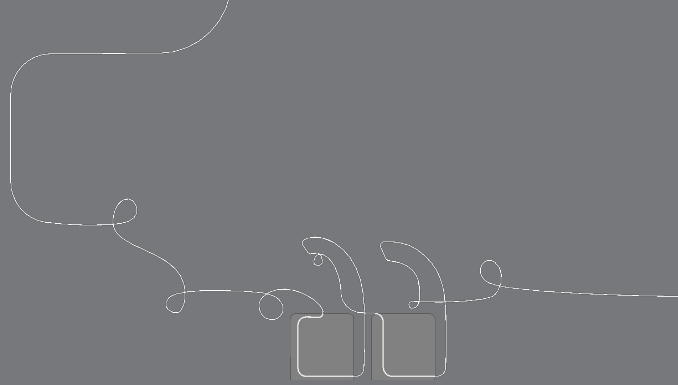
1 = Extremely Uncomfortable

2 = Uncomfortable

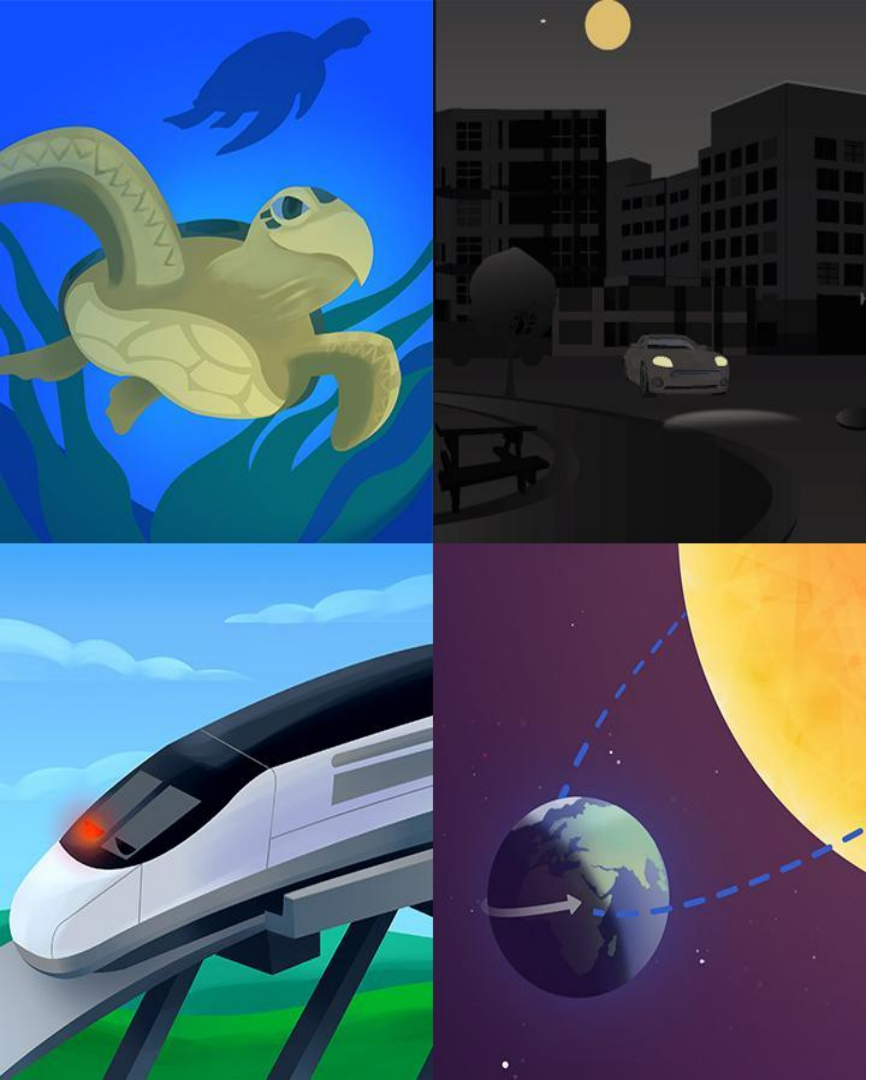
3 = Mild

4 = Comfortable

5 = Extremely Comfortable



Questions?



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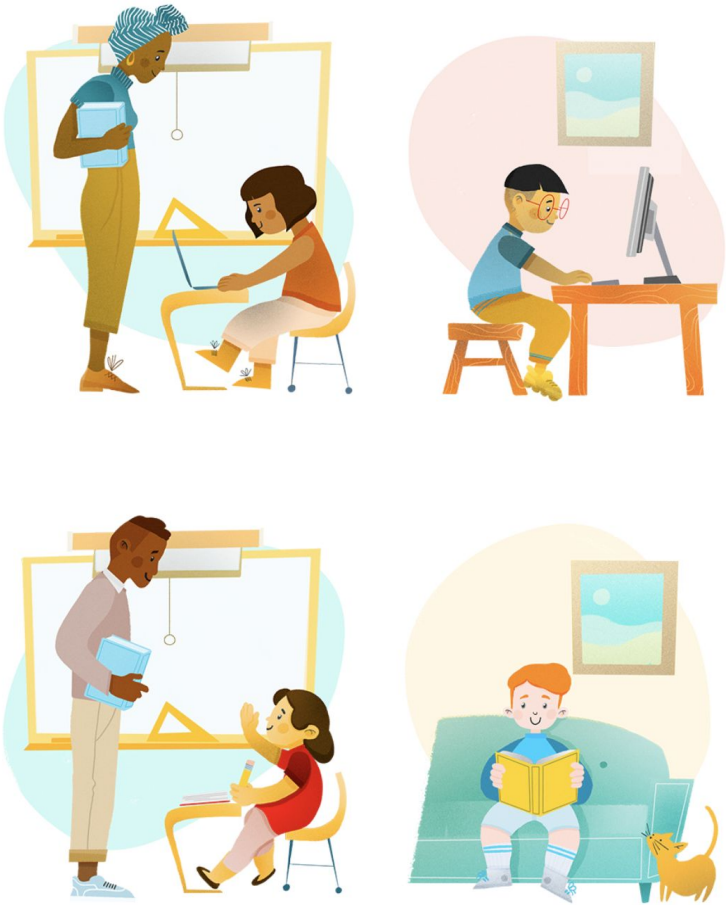
- Closing
  - Reflection & survey

AmplifyScience@Home

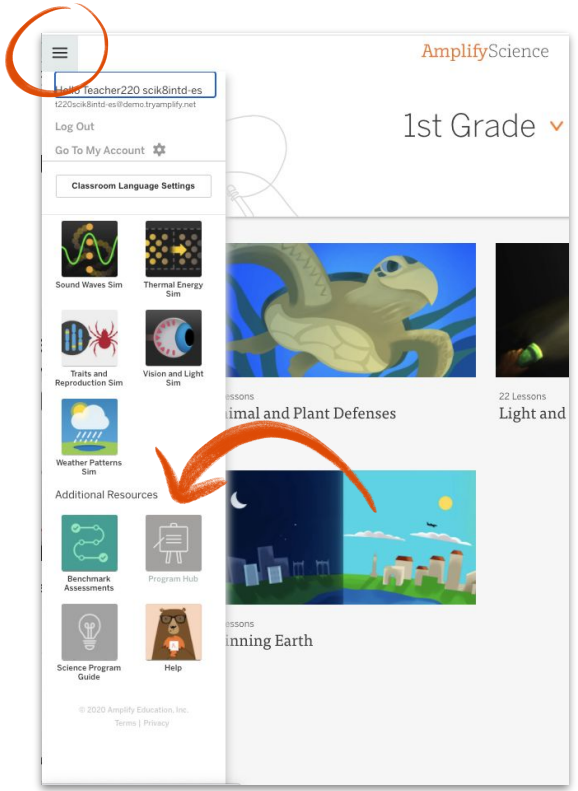
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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

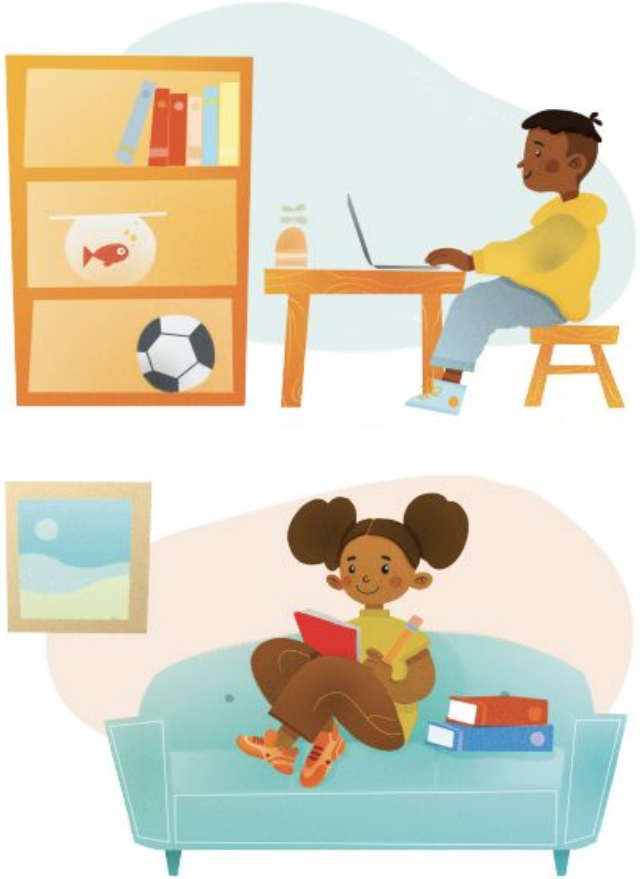
Two different options:

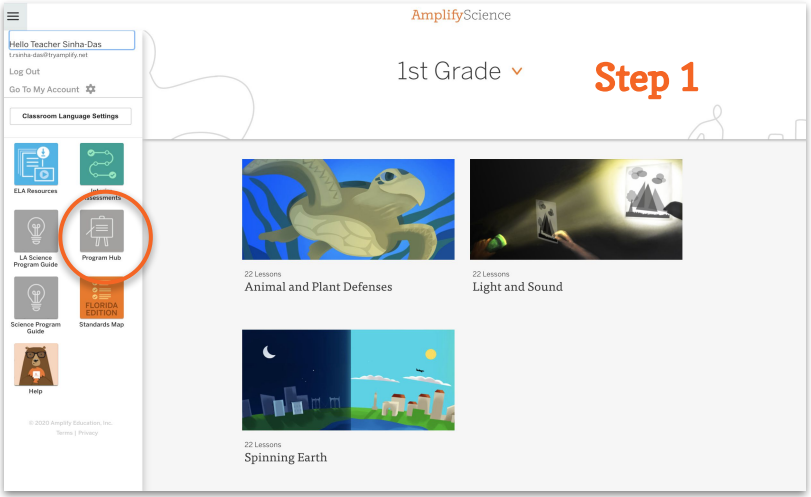
@Home Units

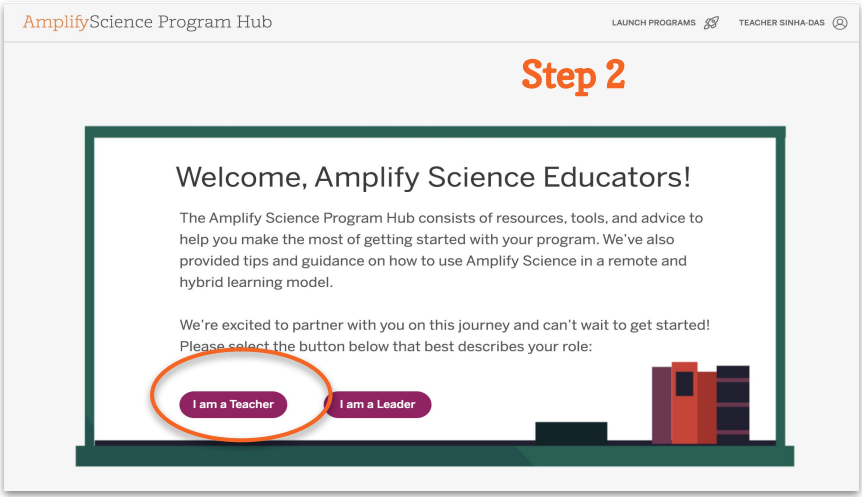
- Packet or slide deck versions of Amplify Science units condensed by about 50%

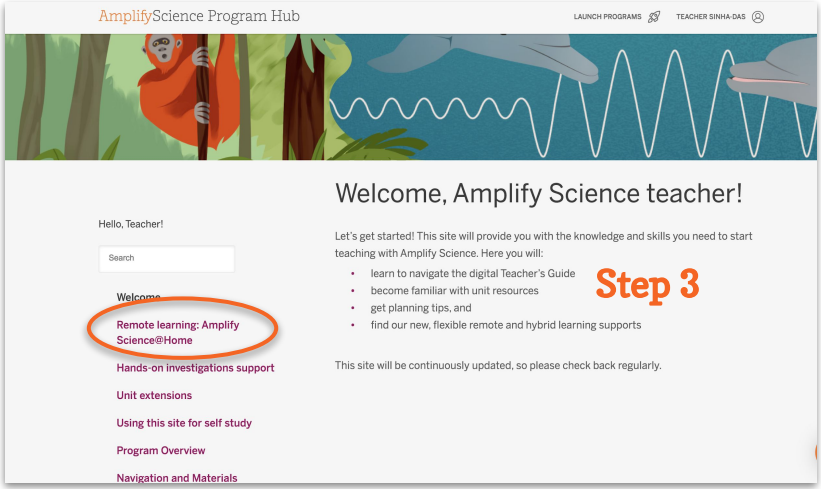
@Home Videos

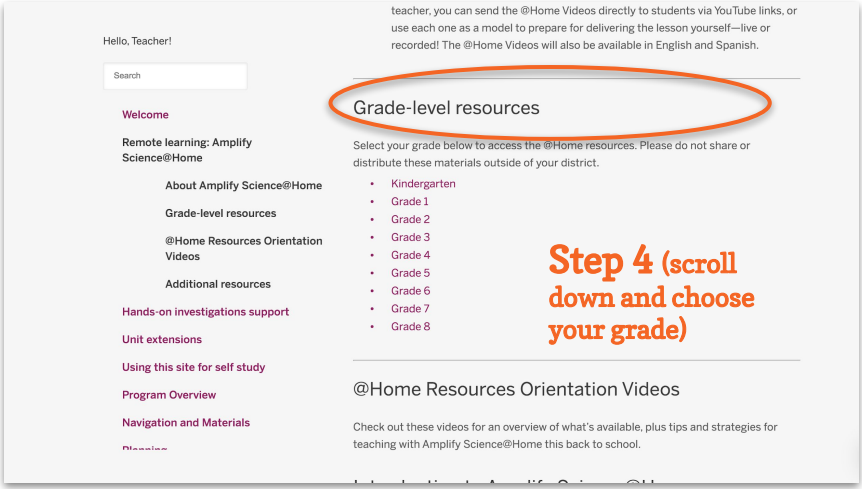
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers




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


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


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


teacher, you can send the @Home Videos directly to students via YouTube links, or use each one as a model to prepare for delivering the lesson yourself—live or recorded! The @Home Videos will also be available in English and Spanish.
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

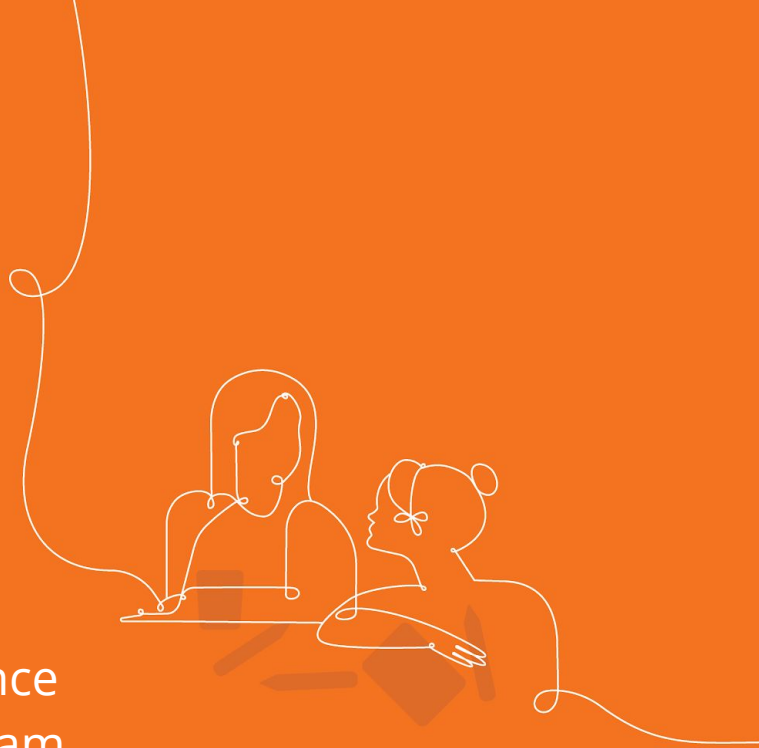
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

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

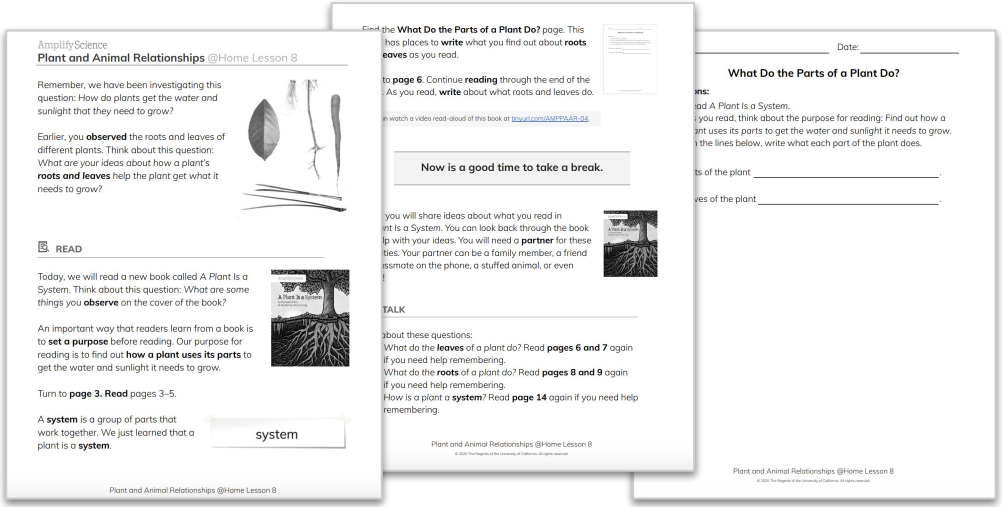
@Home Units

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

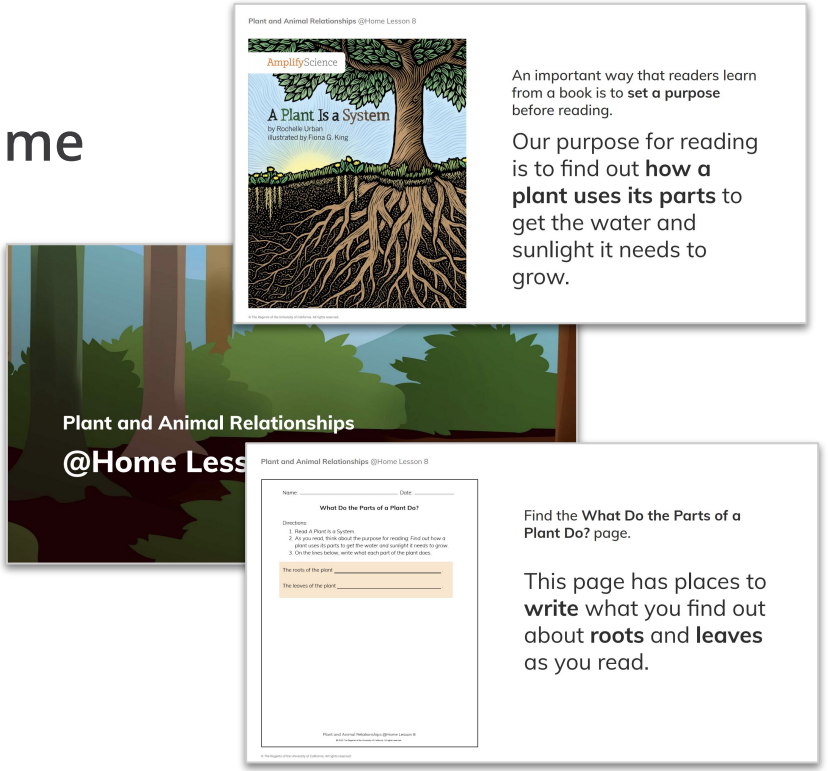


@Home Units

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



@Home Packets: print-based

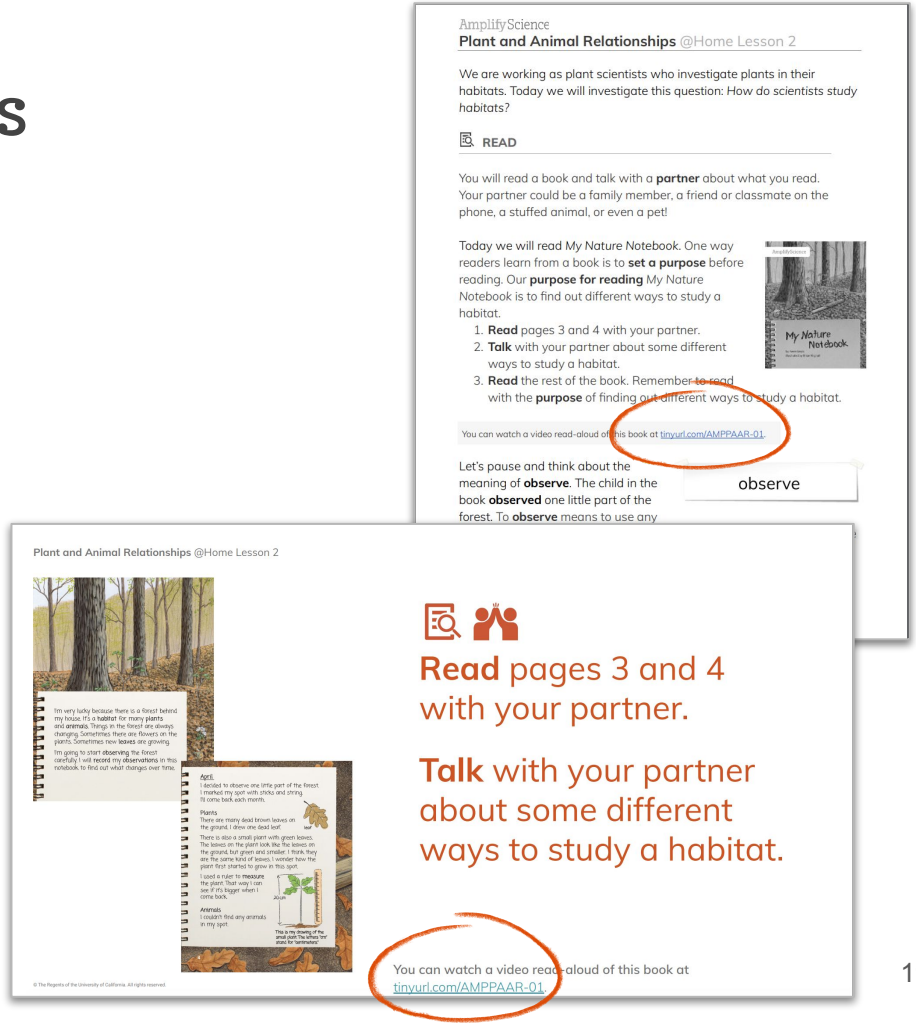


@Home Slides and Student Sheets: tech-based

Options for student access

Embedded links to videos:

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



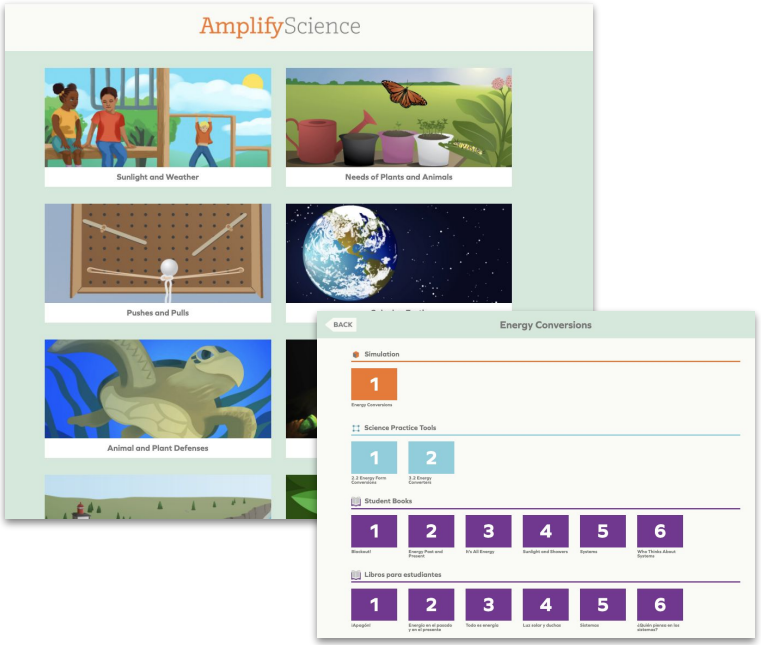
Options for student access

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

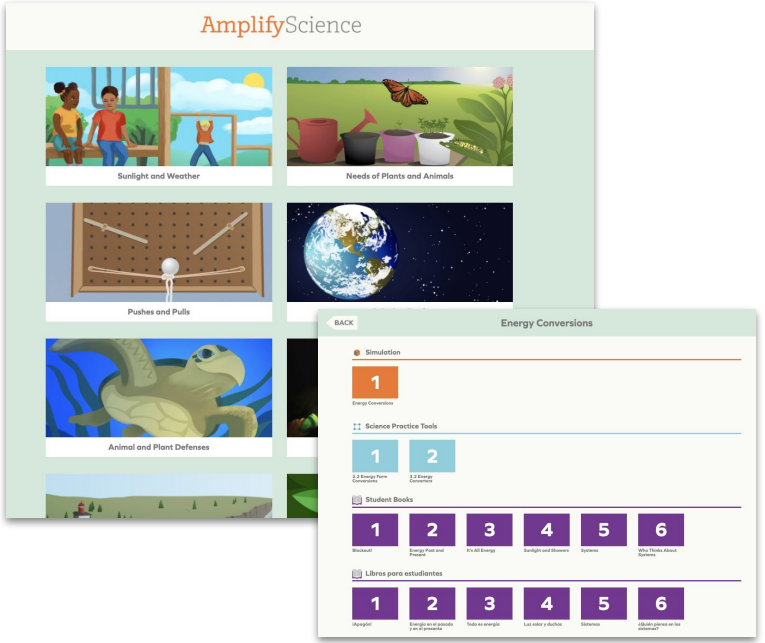


K-5 digital access

apps.learning.amplify.com/elementary

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

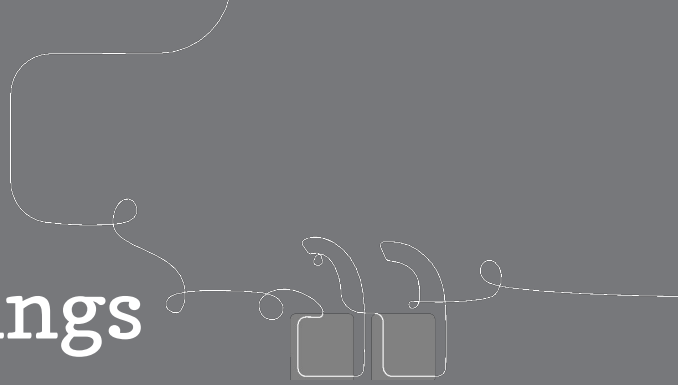
- **Family Overview**
  - Provides context for families
- **Teacher Overview**
  - Outlines the unit and summarizes each lesson
  - Suggestions for adapting for different scenarios
- **Student materials**
  - ~30-minute lessons (slide decks or packets) featuring prioritized activities from Amplify Science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

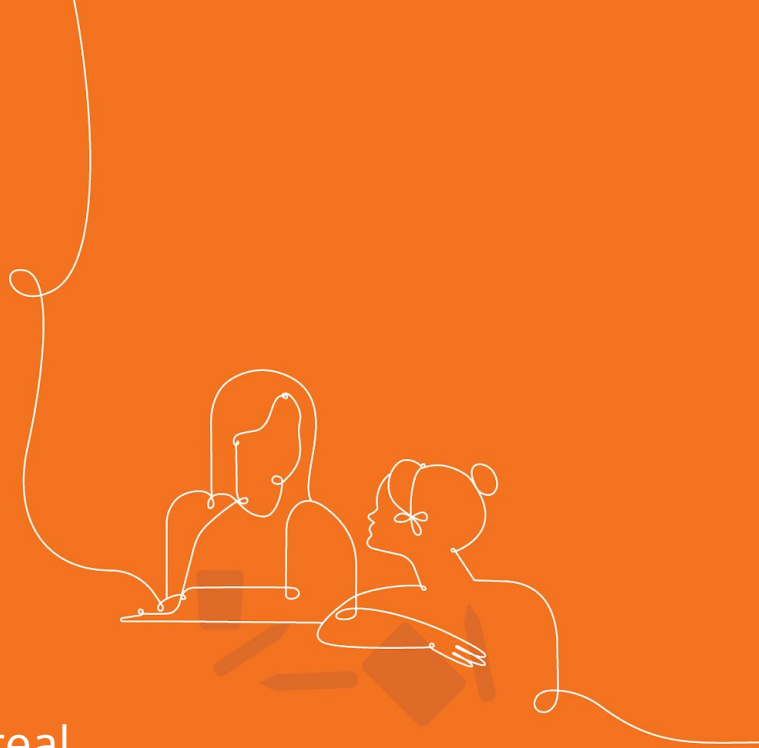


"I think…"

"I wonder…"

Questions?

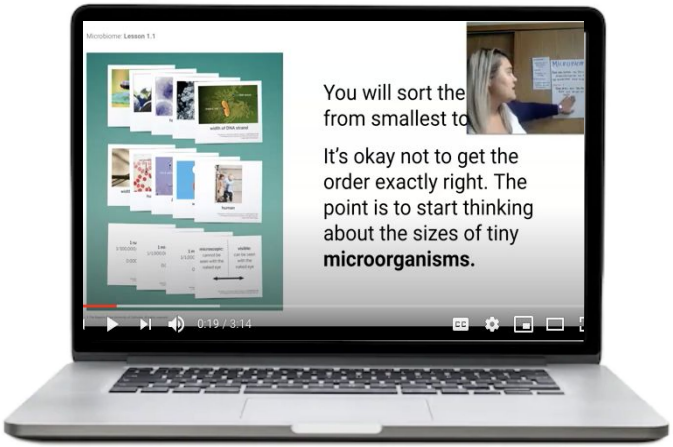
@Home Videos



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

2 READING
Partner Reading

3 STUDENT-TO-STUDENT DISCUSSION
Concept Mapping

4 TEACHER-LED DISCUSSION
Reflecting on Plant Parts

1 

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

2 

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

3 

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

4 

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

5 

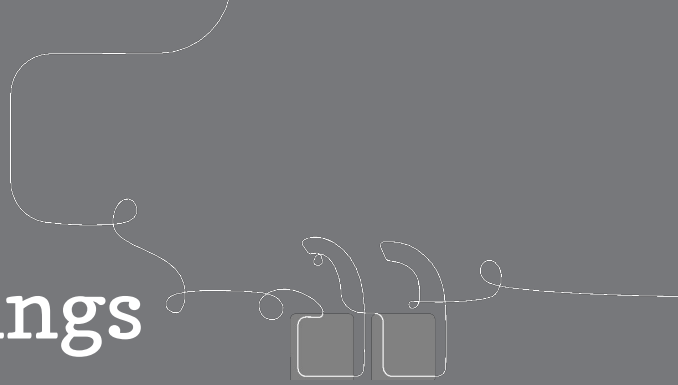
Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 4
Amplify

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…"

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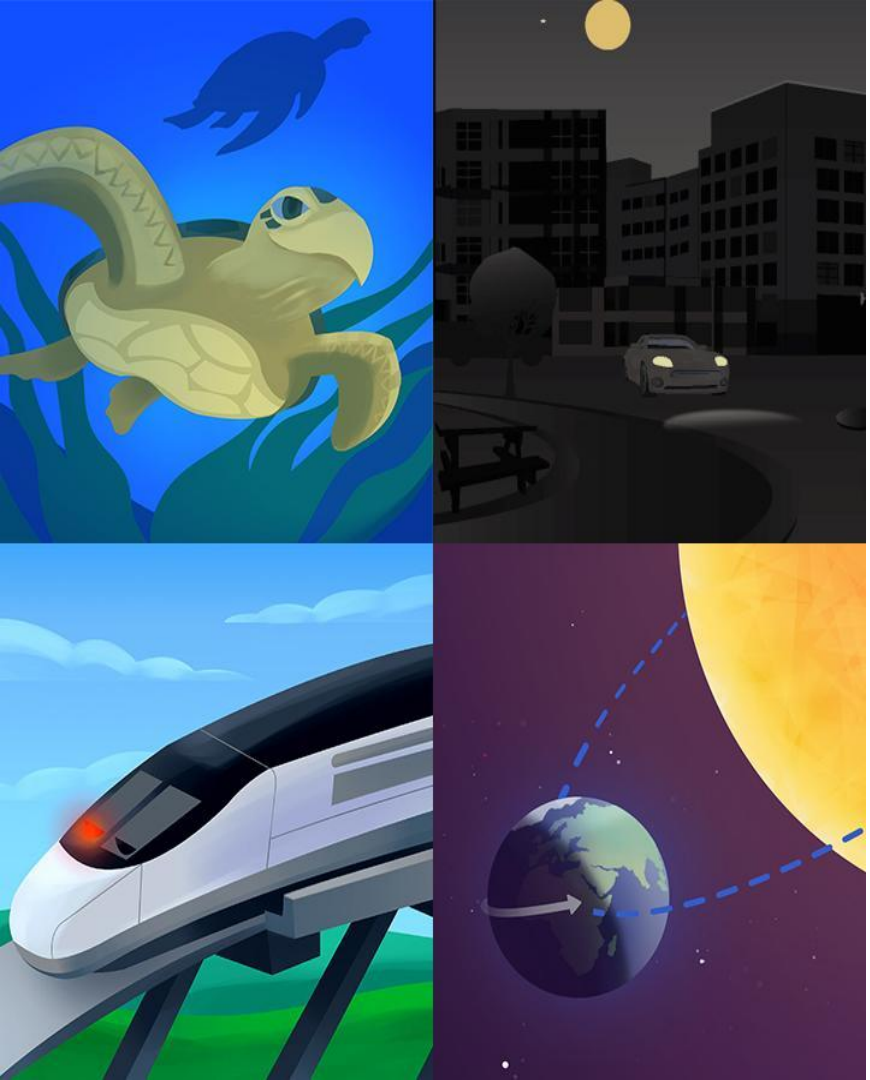

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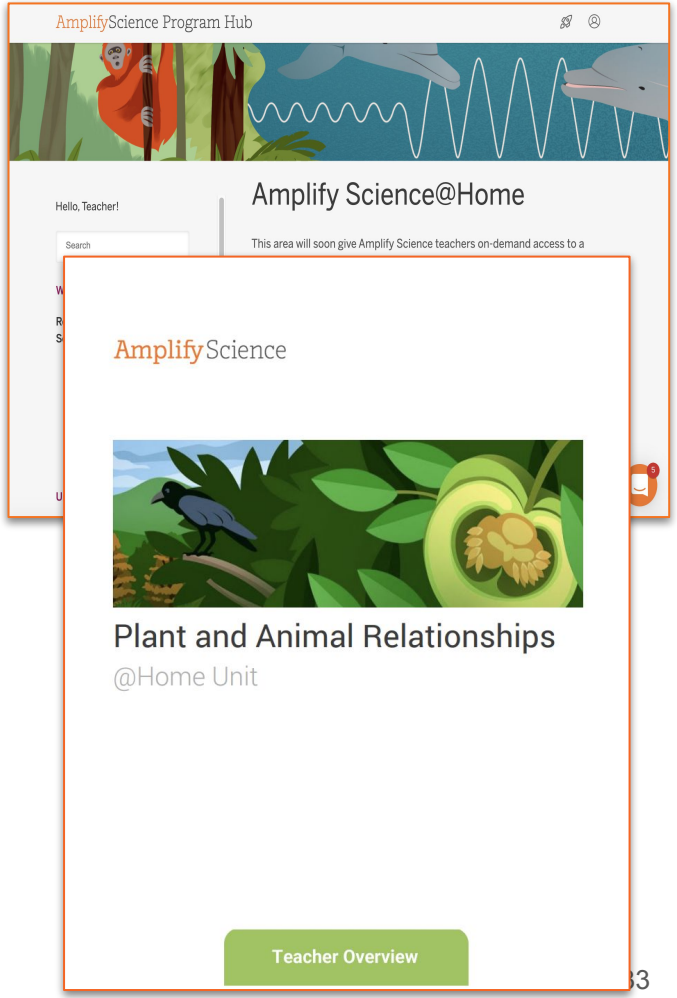
Preparing to teach: Step 1

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.



@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		
In-person or remote? ❑ In-person X ❑ Remote	Synchronous activity: Have students observe and discuss the leaves and roots Dates(s) to administer: Thursday, 10/22	Other notes:

@Home Videos		
Use for synchronous or asynchronous? ❑ Synchronous ❑ Asynchronous X ❑ Neither If using, note lesson & activity/activities: 2.1 Activity 2	View for best practices? ❑ Yes X ❑ No If yes, notes some best practices: View for materials preparation	Other notes: Provide 2.1 activity 2 url for students who missed in-person hands-on activity

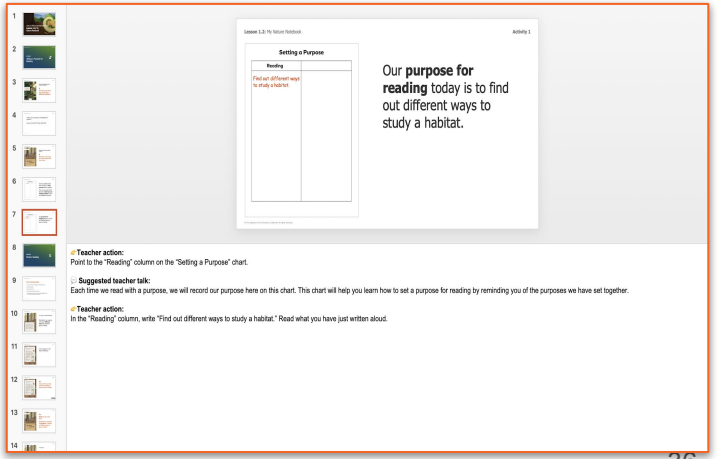
Preparing to teach: Step 2

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.



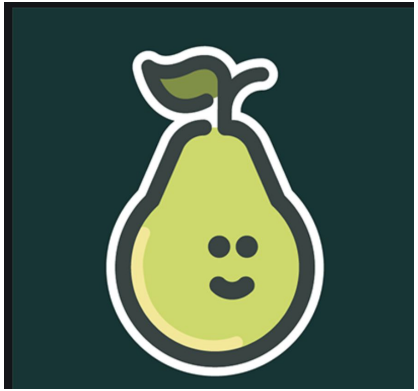
Corresponding original lesson(s)		
Differentiation strategies: Keep a list of words on a chart and add to it throughout the unit as students make observations. If you notice that students are not lining up their rulers correctly, model how to measure the plant parts. Use sentence frames for small-group observations of the plant parts: • I observe ___. • I think that this part helps the plant ___. • I think so because ___. Students who are more experienced with measurement can measure more than one root or leaf	**Additional synchronous activity notes:** 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 them lightly with water and store them in a large resealable plastic bag.	**Use any original slides?** ❑ Yes ❑ No X **Other notes:**
Differentiation plan		
Synchronous, remote ideas: 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: • I observe ___. • I think that this part helps the plant ___. • I think so because ___. Students who are more experienced with measurement can measure more than one root or leaf	**Synchronous, in-person ideas:** 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: • I observe ___. • I think that this part helps the plant ___. • I think so because ___. Students who are more experienced with measurement can measure more than one root or leaf	**Asynchronous ideas:** 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: • I observe ___. • I think that this part helps the plant ___. • I think so because ___. Students who are more experienced with measurement can measure more than one root or leaf

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**



3rd party apps to use		
Using a Jamboard ? ❑ Yes X ❑ No Notes:	Google Classroom: Which @Home Resources to upload? ❑ @Home Unit pdf X ❑ @Home Unit slides X	Other apps & notes: Use Flipgrid for audio responses?
As an anticipatory activity for remote, synchronous instruction Using a Pear Deck Slide(s)? ❑ Yes X ❑ No Notes: For the OTF during remote, synchronous instruction	❑ @Home Video url X ❑ Other Notes:	

Sample Jamboard

very young pine tree

marigold

carrot

pine tree

lemon tree

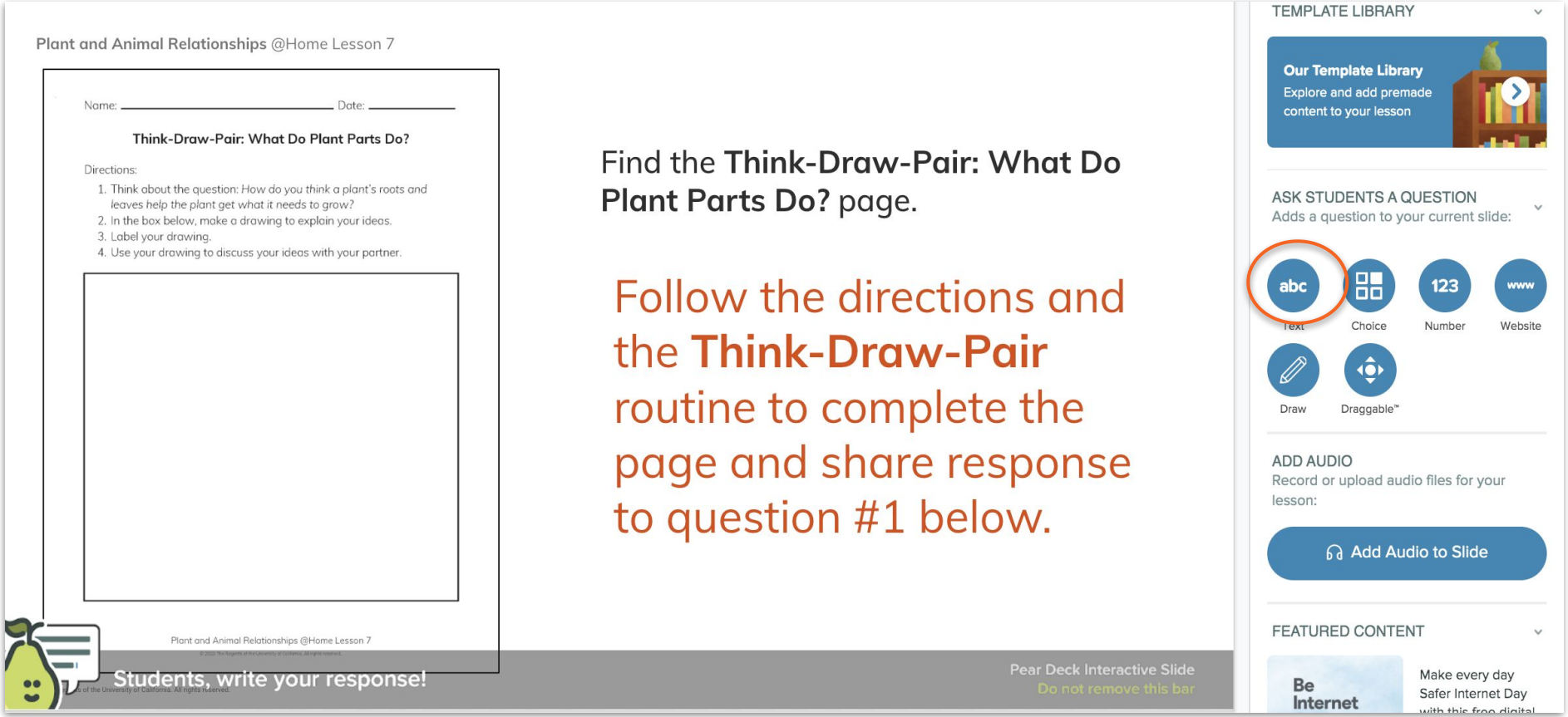
dandelion

maple tree

green onion

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

Sample Pear Deck slide



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

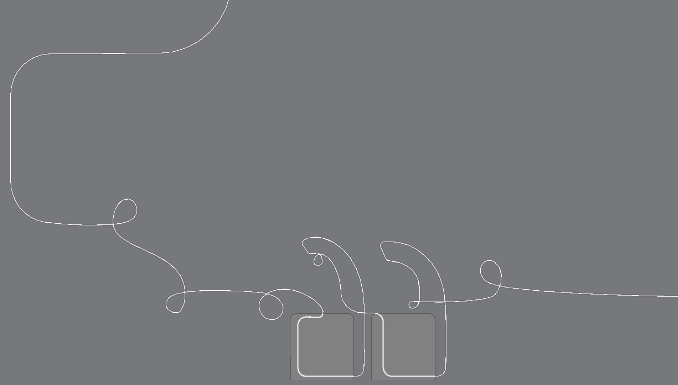
Class comments

Add class comment...

Preparing to teach

3-step method

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



Questions?

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? ❑ Live ❑ 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.

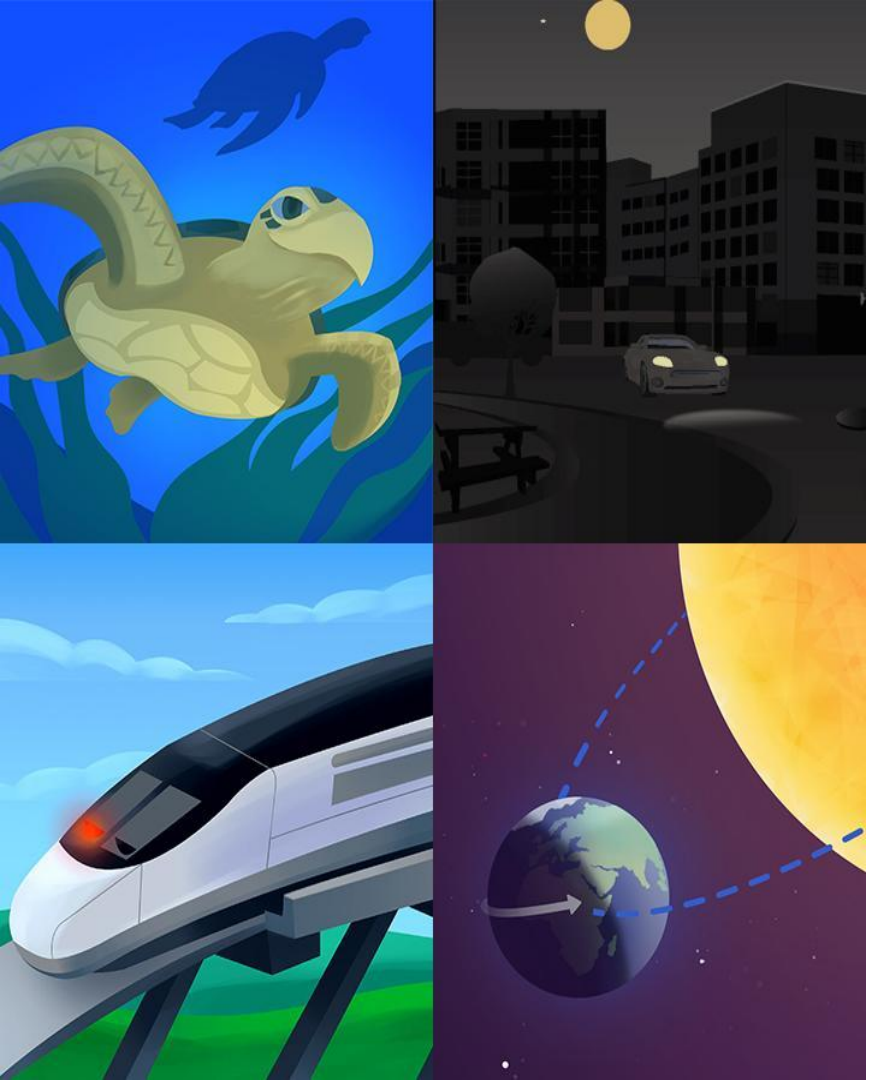
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable

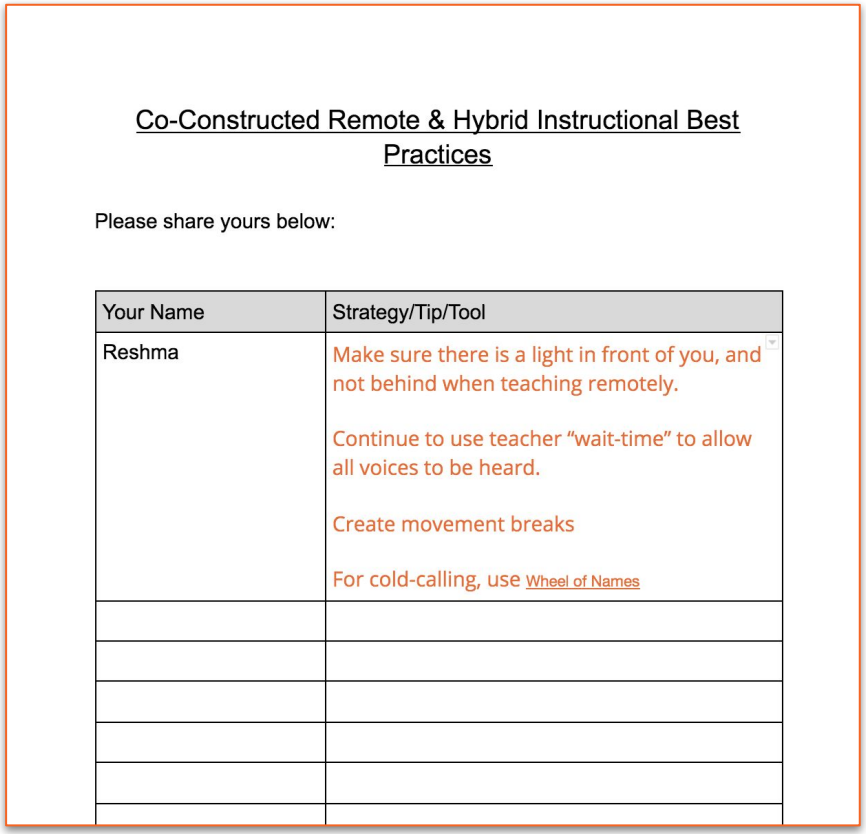


Plan for the day

- 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

General best practices tool-kit

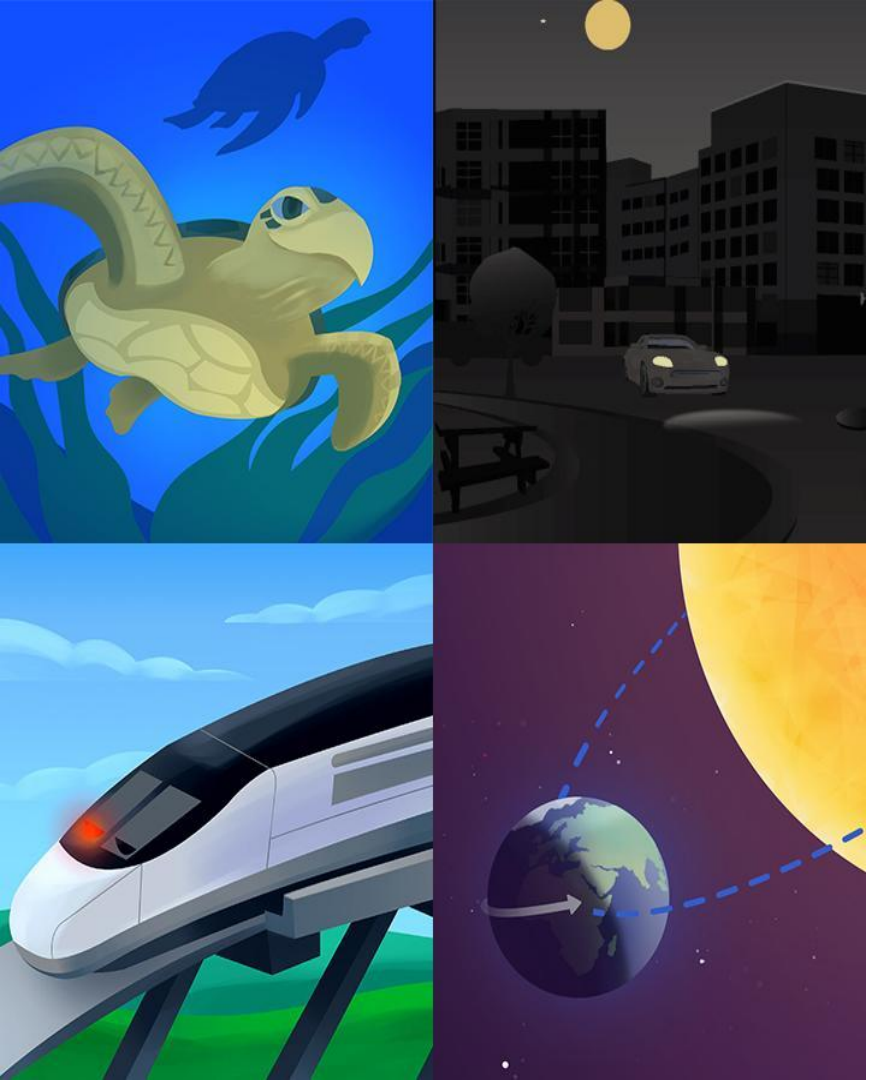
- Open shared Google Doc
- Share some general best-practices
- Please continue to add after today's session



Co-Constructed Remote & Hybrid Instructional Best Practices

Please share yours below:

Your Name	Strategy/Tip/Tool
Reshma	Make sure there is a light in front of you, and not behind when teaching remotely. Continue to use teacher "wait-time" to allow all voices to be heard. Create movement breaks For cold-calling, use Wheel of Names



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Revisiting our objectives

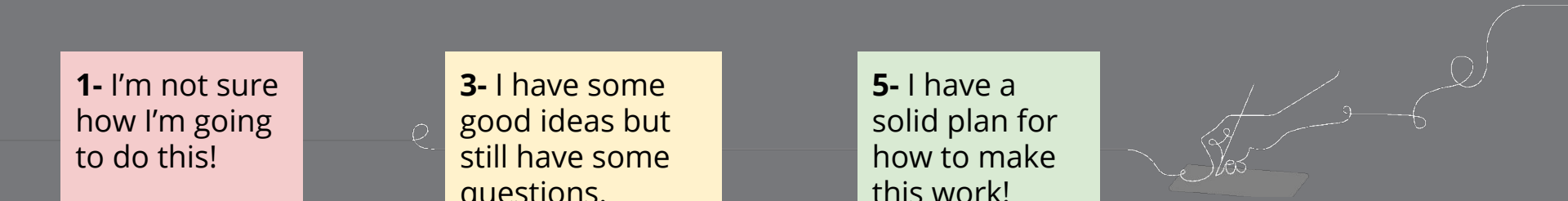
Do you feel ready to to…

- 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!

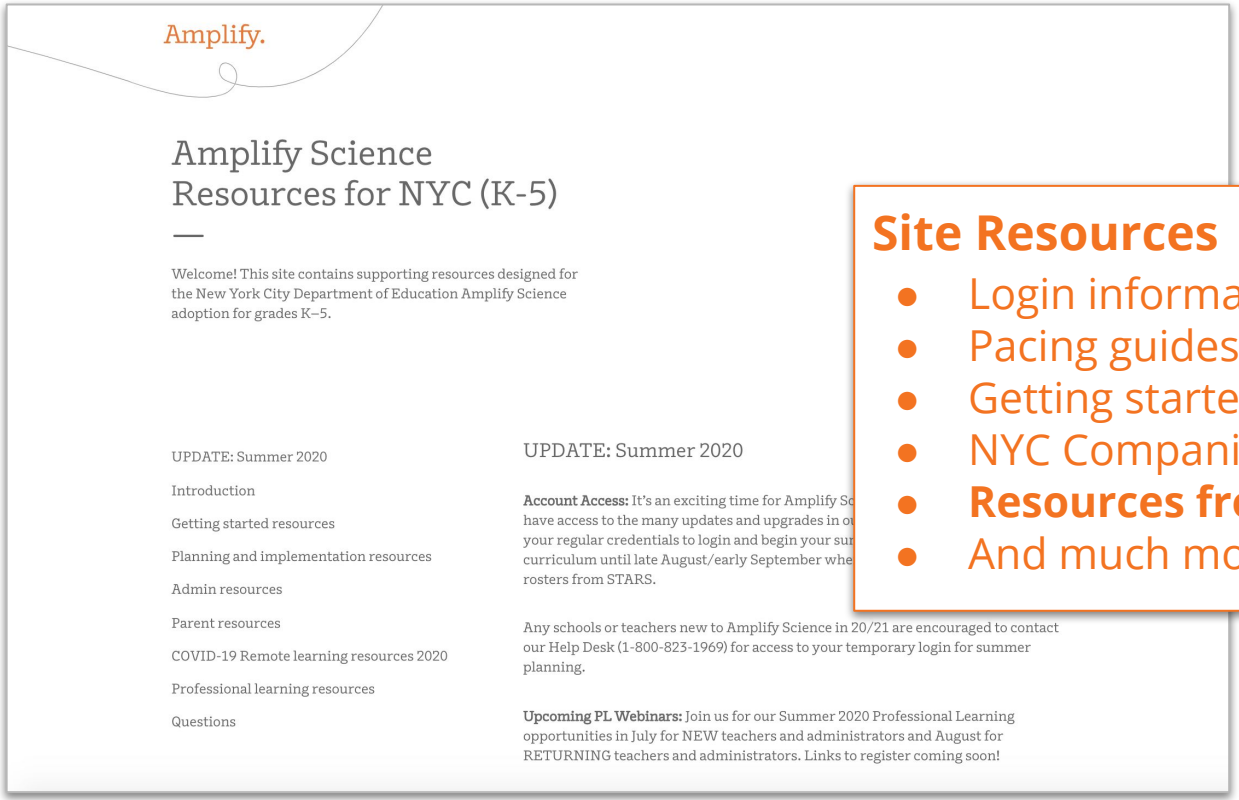
3- I have some good ideas but still have some questions.

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/



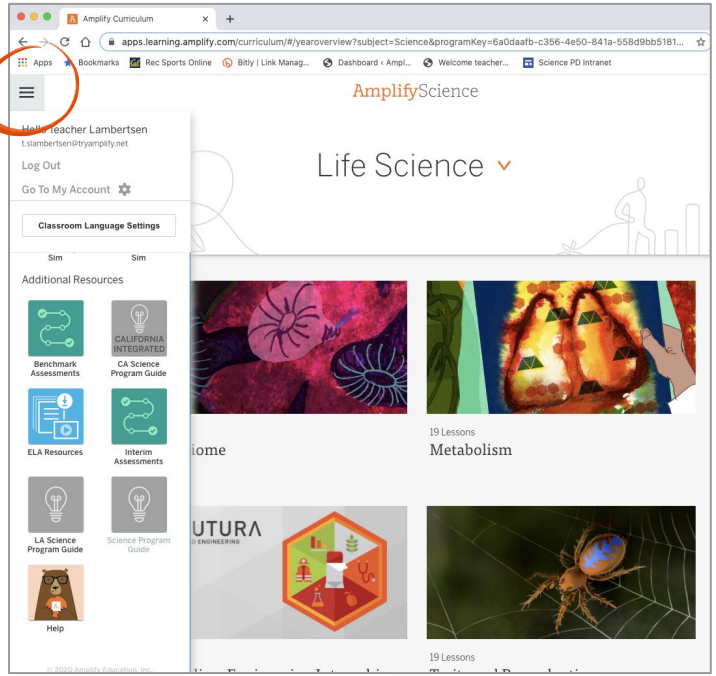
Site Resources

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

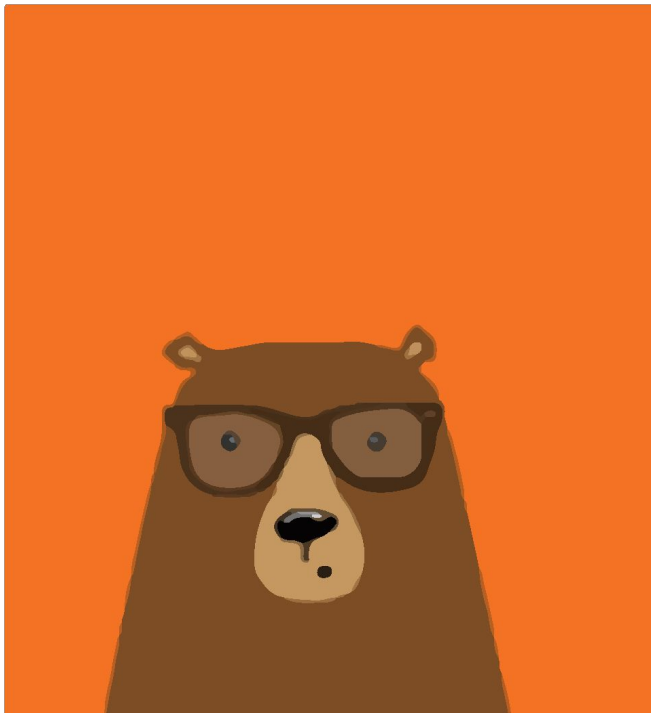
Amplify Science Program Hub

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.

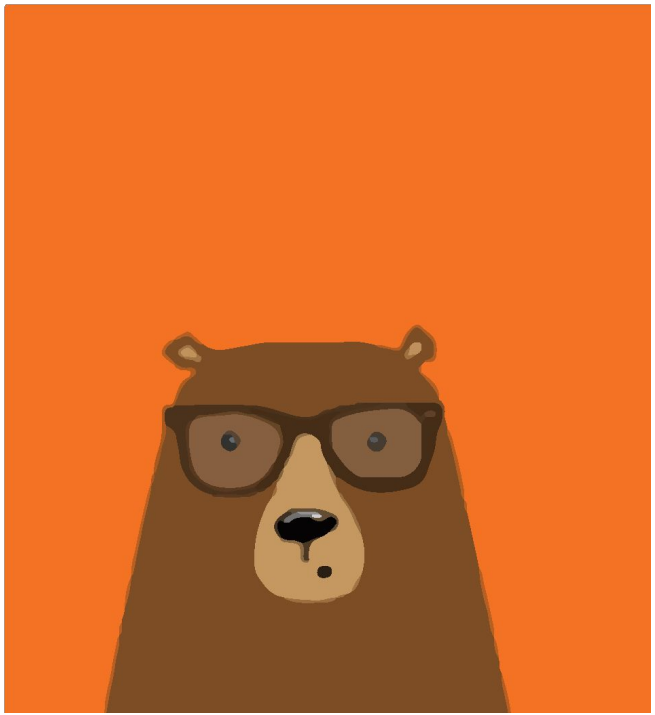
https://my.amplify.com/programguide/content/national/welcome/science/

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify 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.

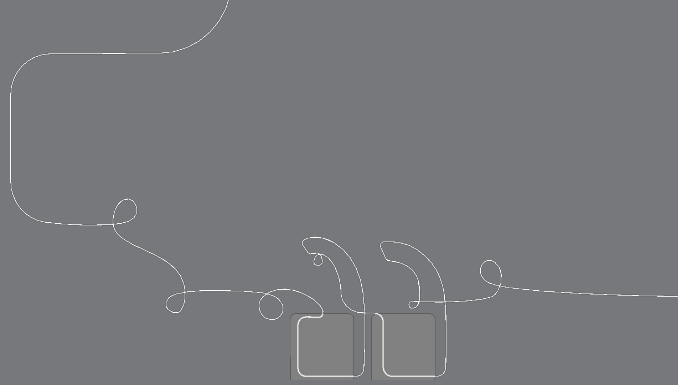
scihelp@amplify.com

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.

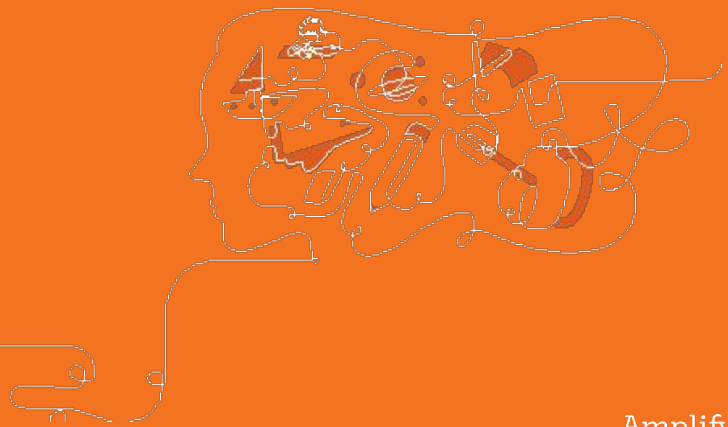


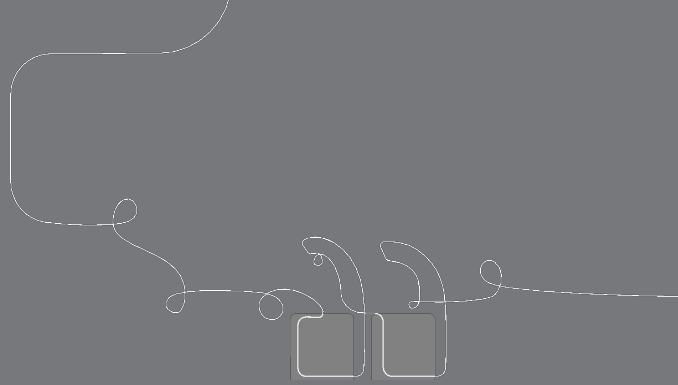
Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX





30 minute open office hours to follow...