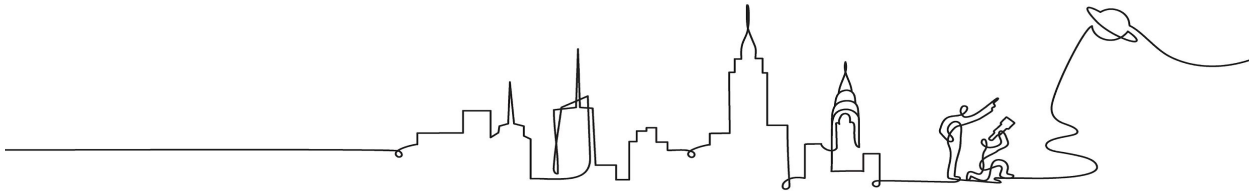
Welcome to Amplify Science!

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.

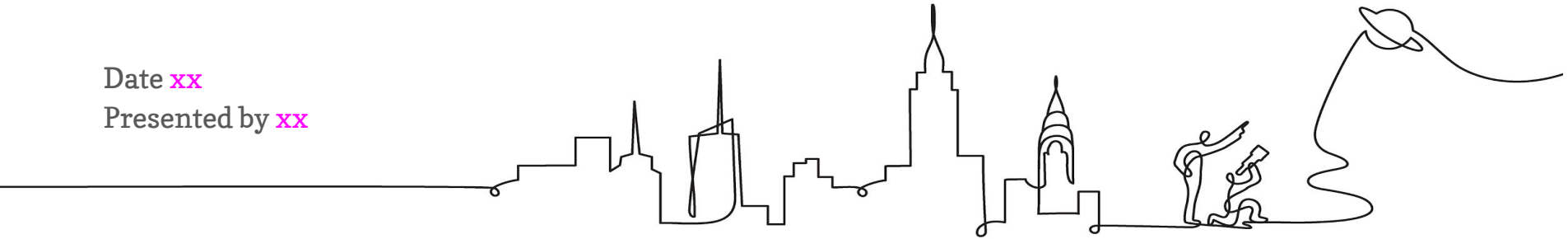
3. Open your planning tool.



Amplify Science
New York City

Teaching with Technology
3rd 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?"*

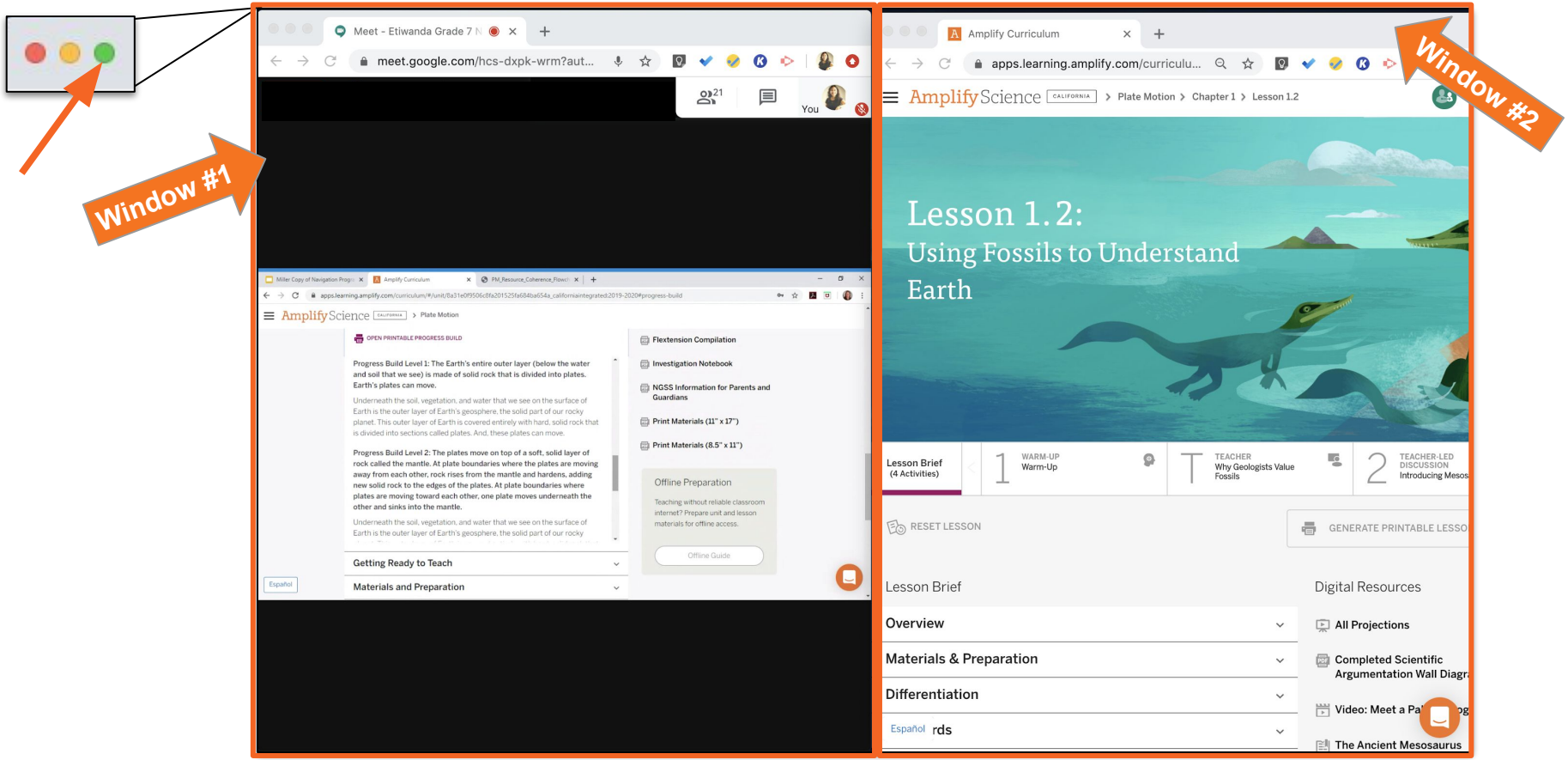
Mute your microphone to reduce background noise unless sharing with the group

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!

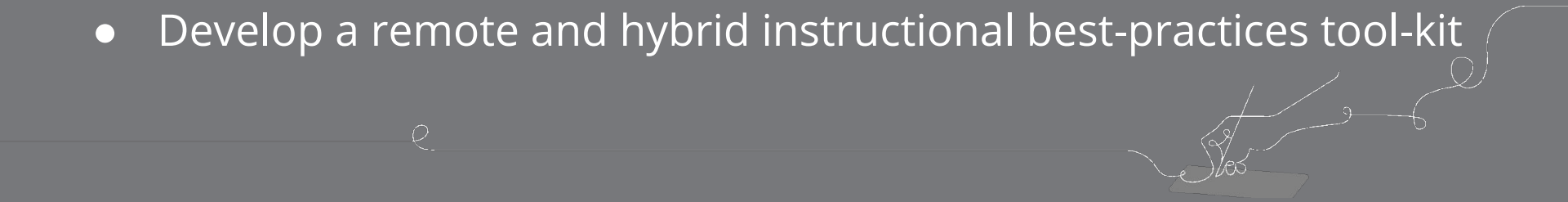
Use two windows for today's webinar

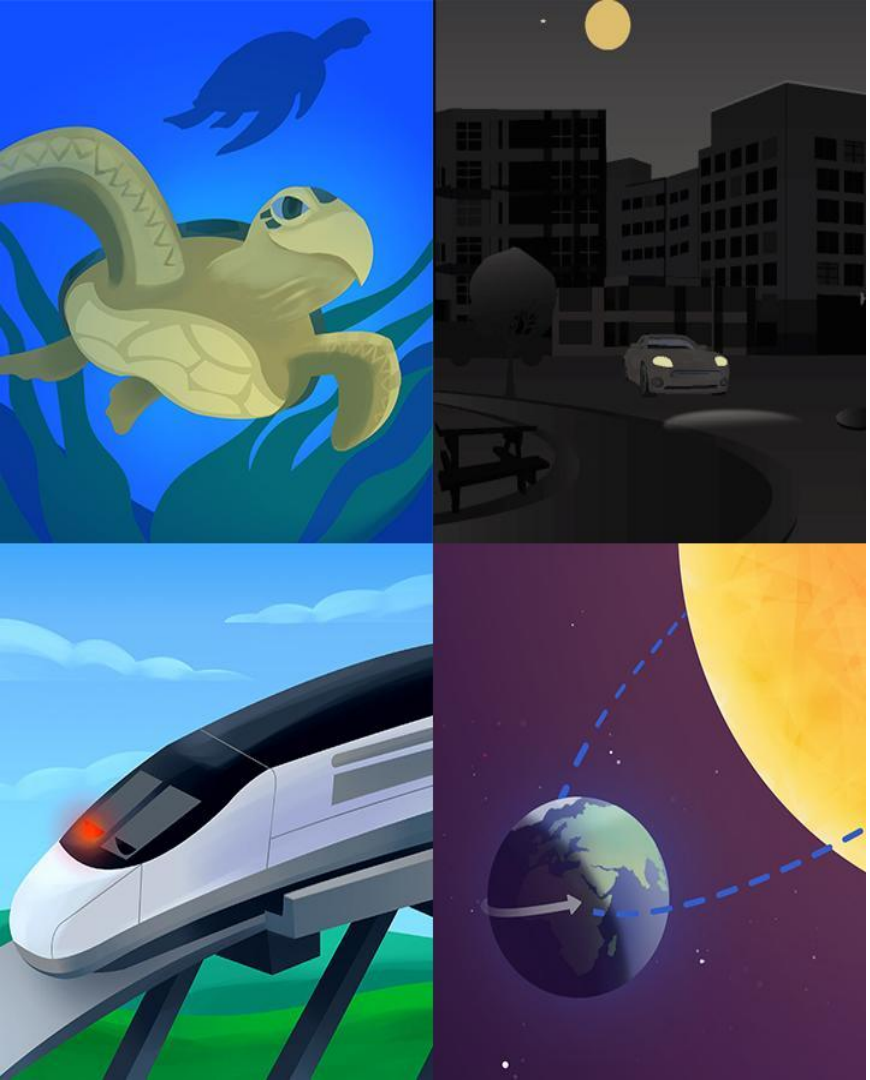


Objectives

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





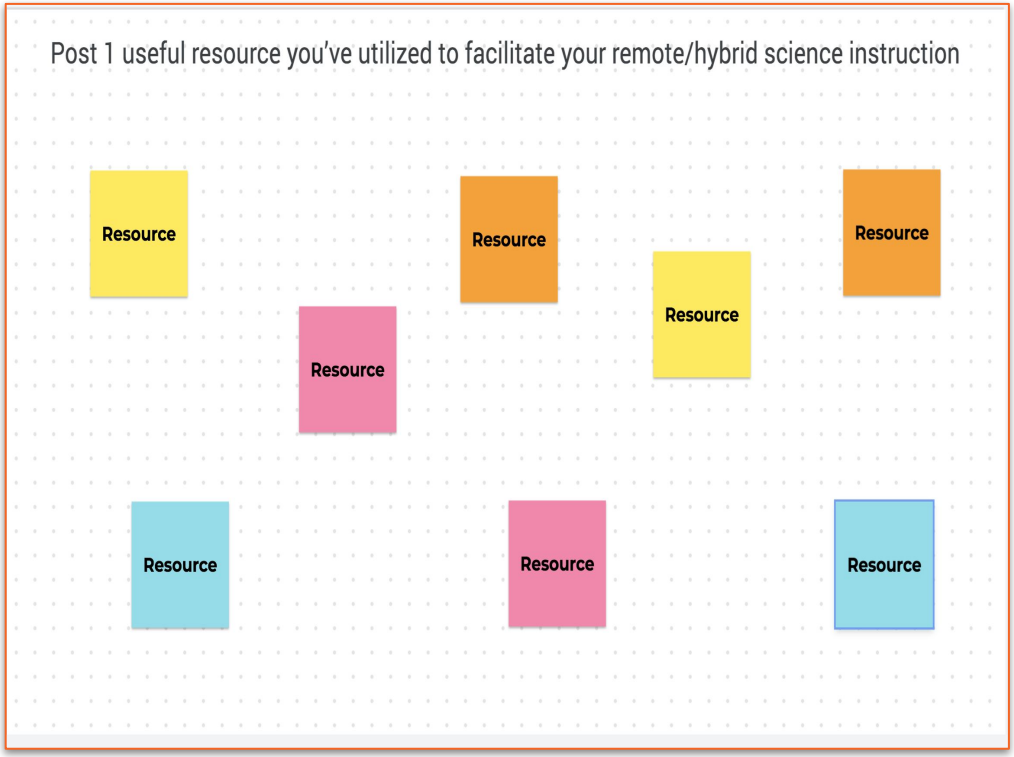
Plan for the day

- 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

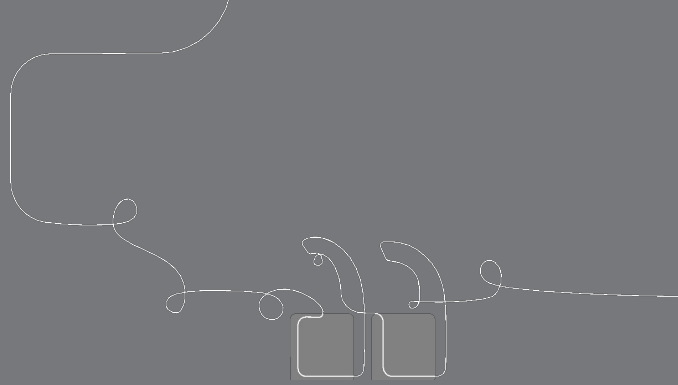
1 = Extremely Uncomfortable

2 = Uncomfortable

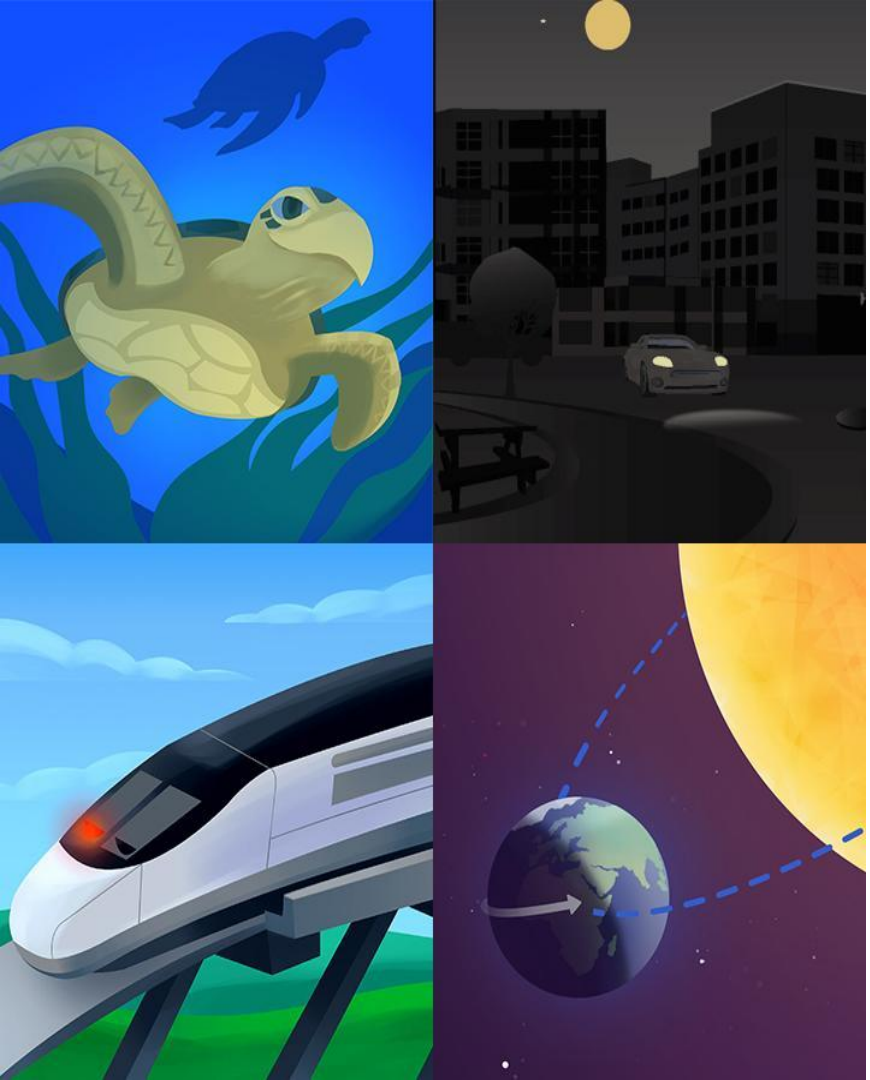
3 = Mild

4 = Comfortable

5 = Extremely Comfortable



Questions?



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  - @Home Videos
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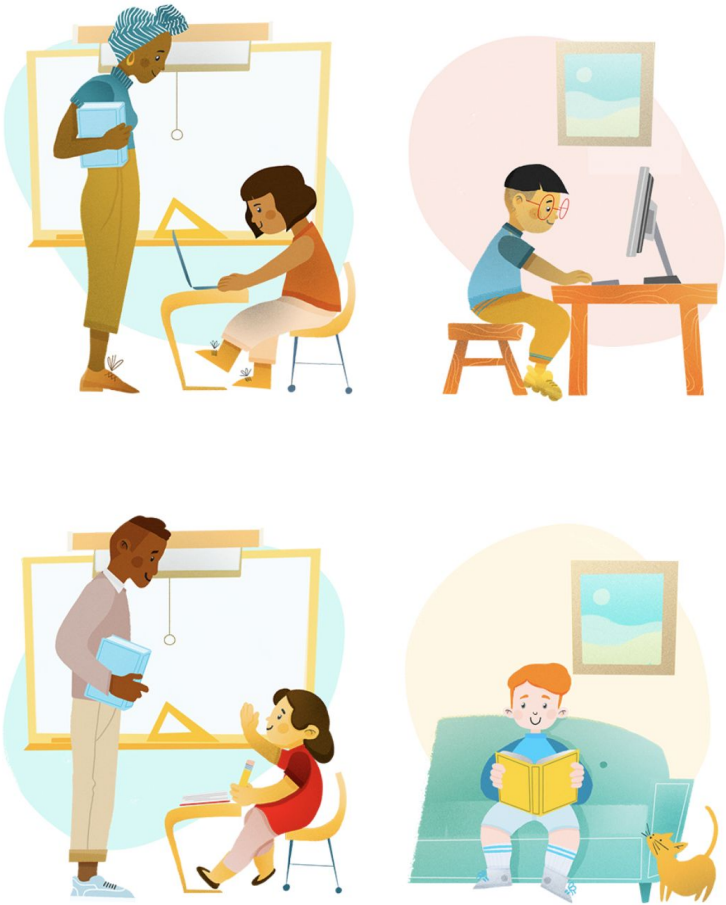
  - 3-step method
  - Planning tool
- General best practices
  - Tool-kit co-construction
- Closing
  - Reflection & survey

AmplifyScience@Home

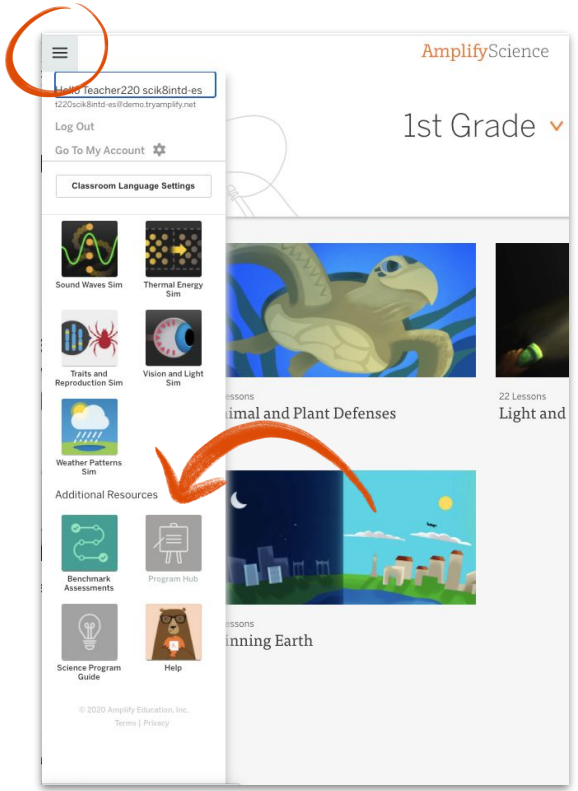
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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

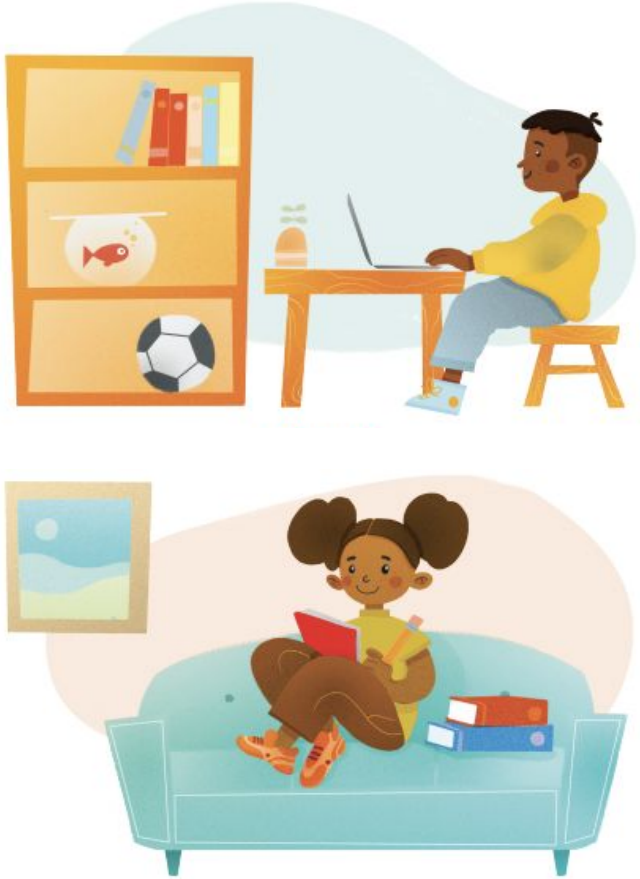
Two different options:

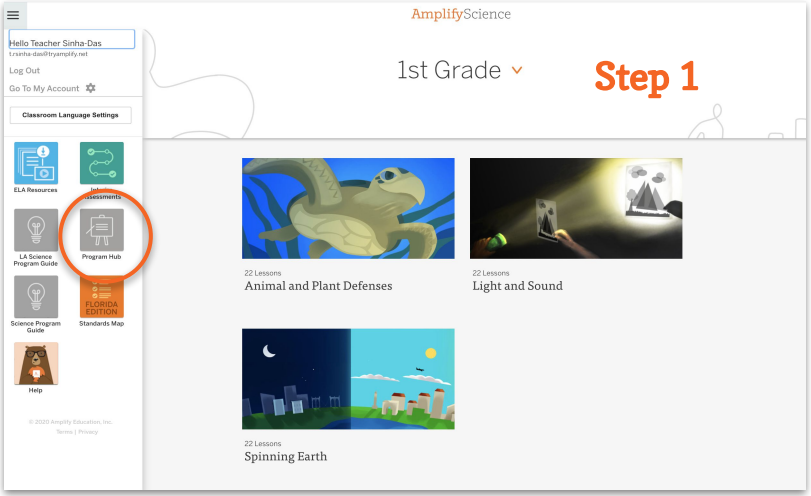
@Home Units

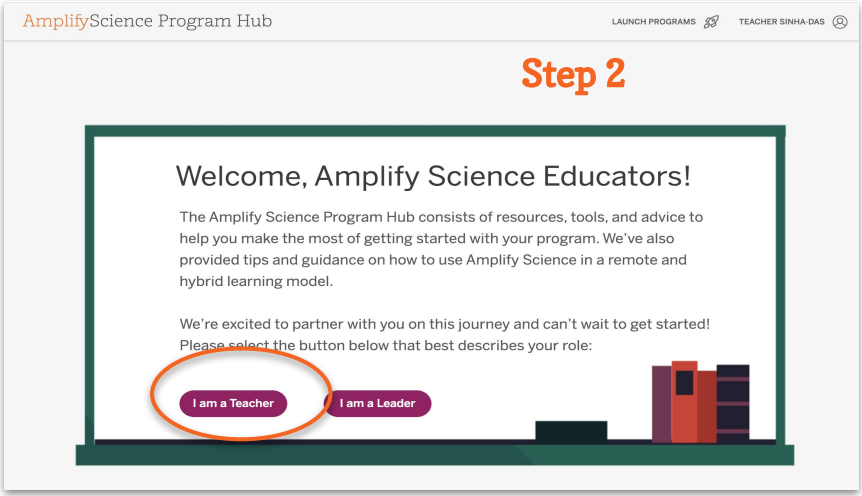
- Packet or slide deck versions of Amplify Science units condensed by about 50%

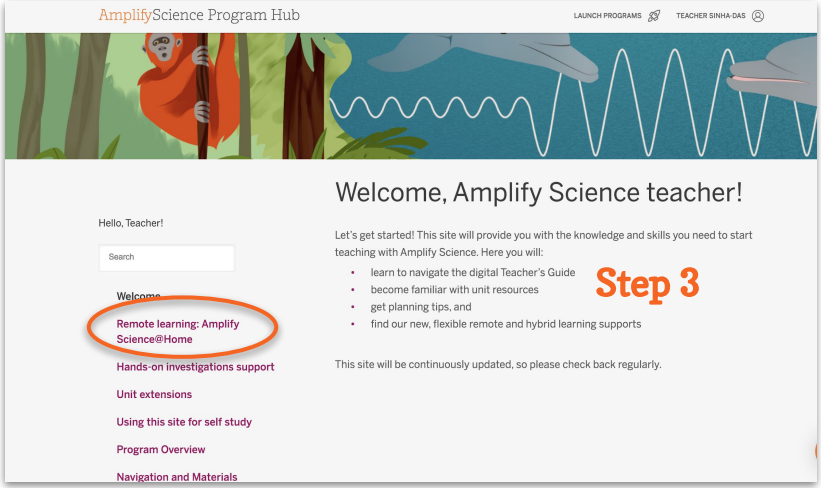
@Home Videos

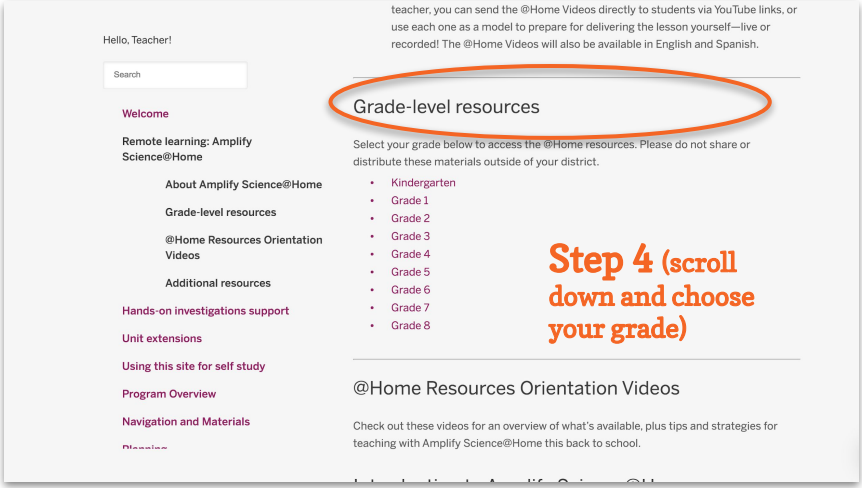
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers




AmplifyScience
Hello Teacher Sinha-Das
Log Out
Go To My Account
Classroom Language Settings
ELA Resources
Program Hub
LA Science Program Guide
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.


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
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.
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

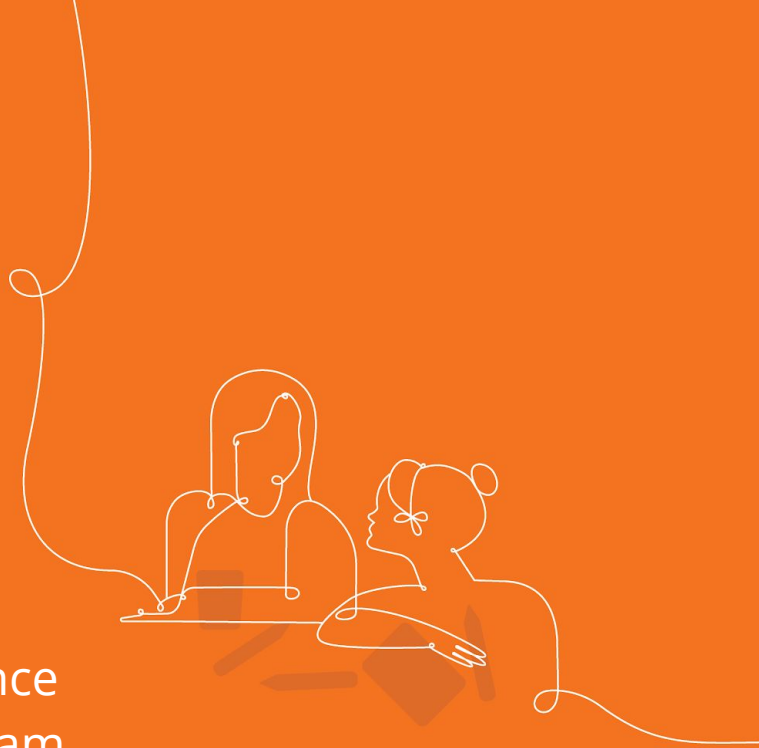
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

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

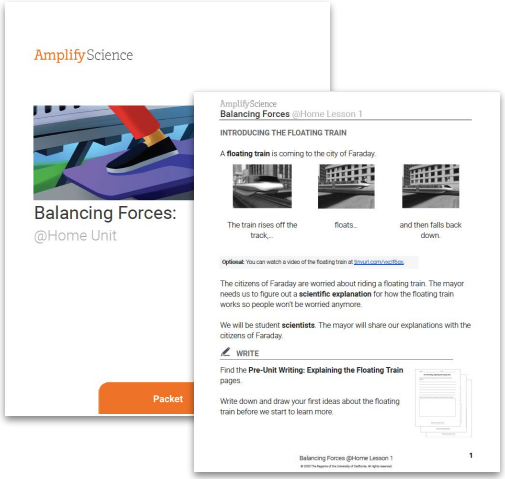
@Home Units

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

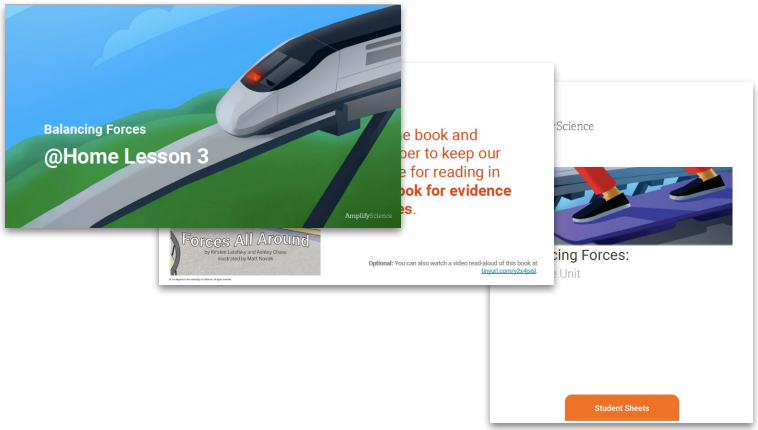


@Home Units

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



@Home Packets: print-based

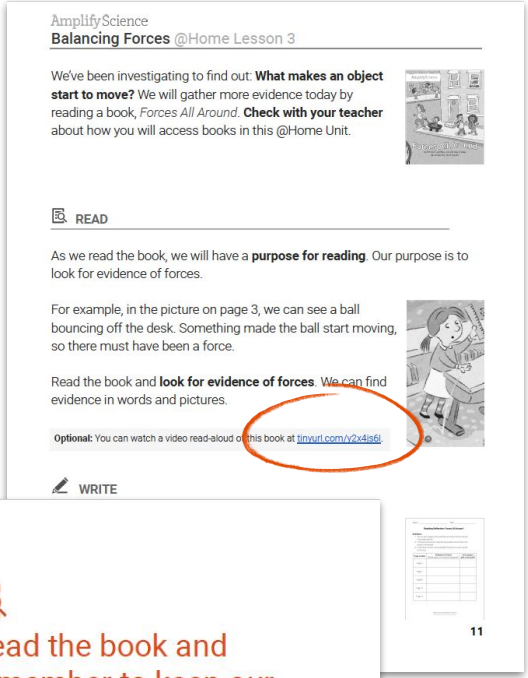


@Home Slides and Student Sheets: tech-based

Options for student access

Embedded links to videos:

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


AmplifyScience
Balancing Forces @Home Lesson 3

We've been investigating to find out: **What makes an object start to move?** We will gather more evidence today by reading a book, *Forces All Around*. **Check with your teacher** about how you will access books in this @Home Unit.

READ

As we read the book, we will have a **purpose for reading**. Our purpose is to look for evidence of forces.

For example, in the picture on page 3, we can see a ball bouncing off the desk. Something made the ball start moving, so there must have been a force.

Read the book and **look for evidence of forces**. We can find evidence in words and pictures.

Optional: You can watch a video read-aloud of this book at tinyurl.com/y2x4js6l.

WRITE

11


Balancing Forces: @Home Lesson 3

AmplifyScience

Forces All Around
by Kirsten Letofsky and Ashley Chase
illustrated by Matt Novak

Read the book and remember to keep our purpose for reading in mind: **look for evidence of forces**.

Optional: You can also watch a video read-aloud of this book at tinyurl.com/y2x4js6l.

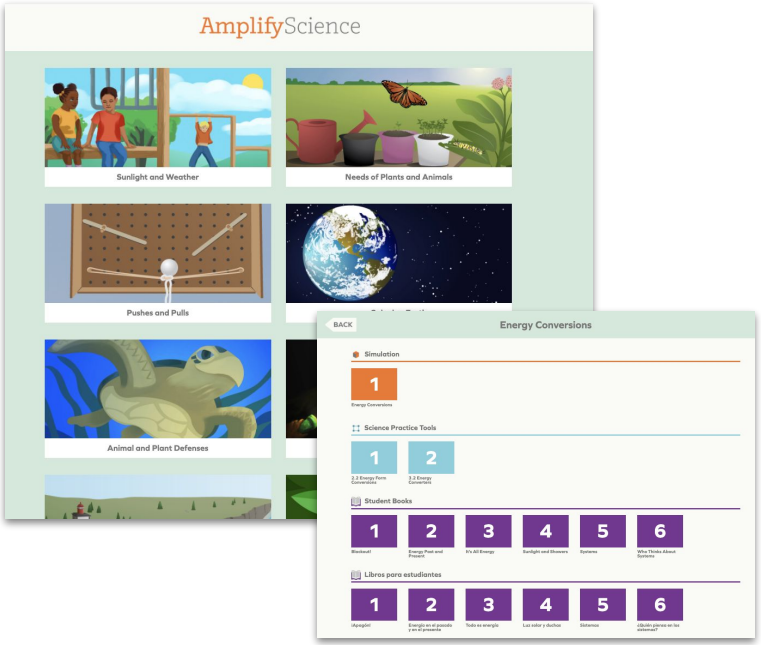
Options for student access

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

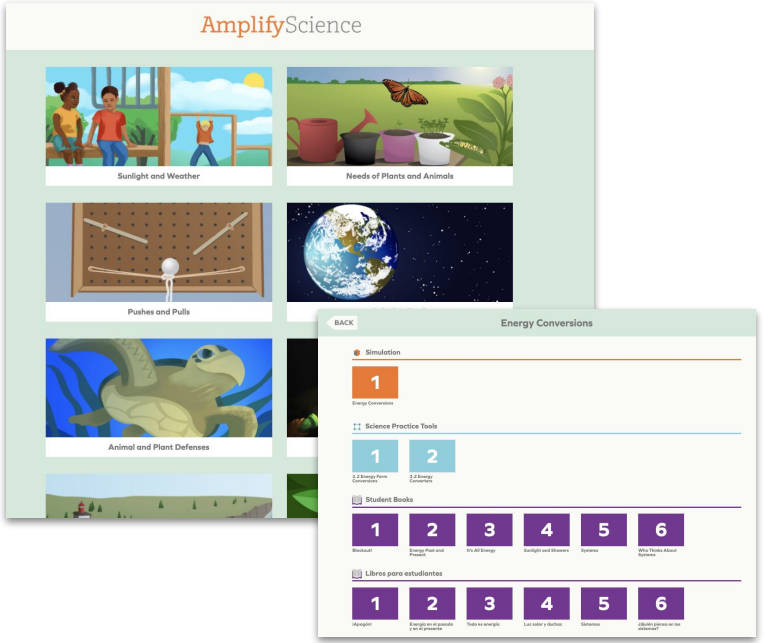


K-5 digital access

apps.learning.amplify.com/elementary

Username: nyc3

Password: science1



@Home Lesson 5: Combines 2.1 and 2.2

@Home Lesson 5

Adapted from: Amplify Science *Balancing Forces* Lessons 2.1 and 2.2

Key Activities

- **Introducing the Chapter 2 Question:** Students review what they have figured out about the floating train, and are introduced to the Chapter 2 Question.
- **Do:** Students investigate non-touching forces, using any magnets they have on hand and other everyday materials.
- **Talk:** Students discuss evidence of non-touching forces and patterns in what objects are moved by magnets.

Ideas for synchronous or in-person instruction

Before meeting, have students complete the hands-on investigation. When meeting, have students share their observations and ideas. If meeting in person, you might also have students extend their hands-on exploration with materials from the *Balancing Forces* kit (as in *Balancing Forces* Lesson 2.1, Activity 1) before discussing findings.

@Home Unit resources

All resources are fully editable and customizable

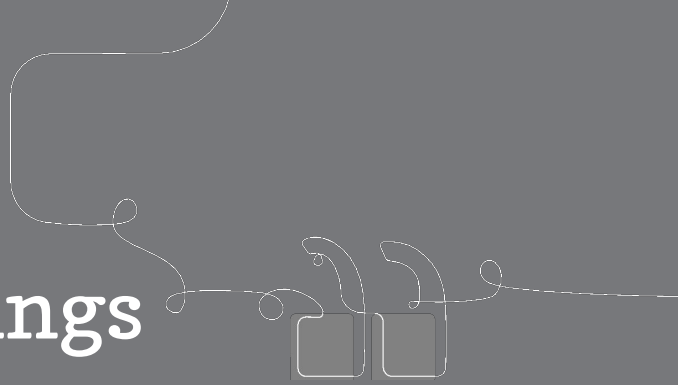
- **Family Overview**
  - Provides context for families
- **Teacher Overview**
  - Outlines the unit and summarizes each lesson
  - Suggestions for adapting for different scenarios
- **Student materials**
  - ~30-minute lessons (slide decks or packets) featuring prioritized activities from Amplify Science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

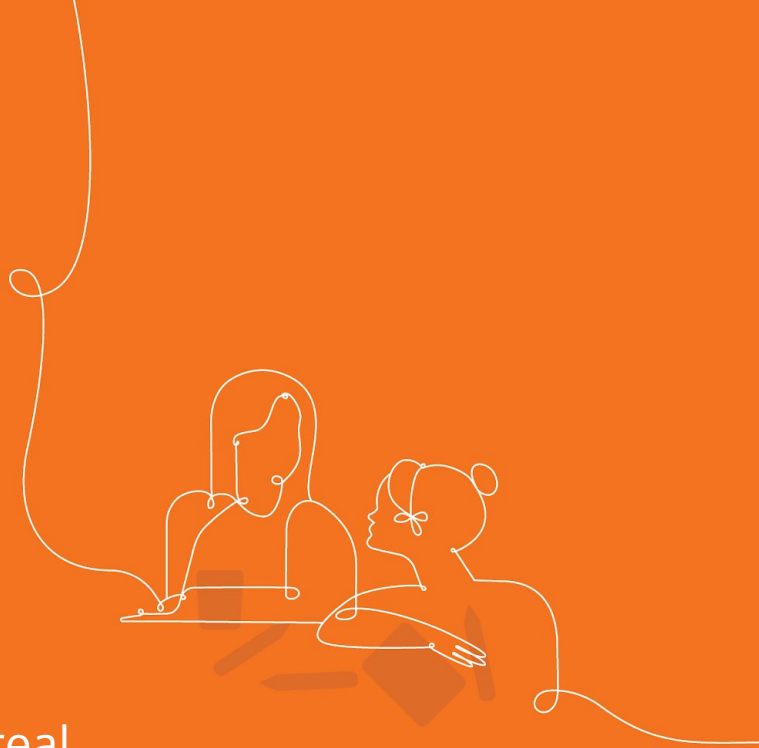


"I think…"

"I wonder…"

Questions?

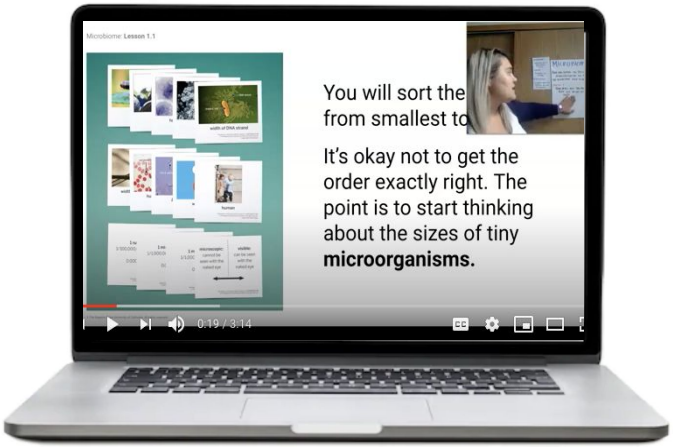
@Home Videos



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: *Balancing Forces* 2.2

1 HANDS-ON
Investigating What Objects Magnetic Forces Act On

1 

Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 1 Part A
Amplify

2 

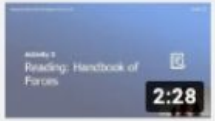
Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 1 Part B
Amplify

2 TEACHER-LED DISCUSSION
Discussing What Objects Magnetic Forces Act On

3 

Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 2
Amplify

3 READING
Reading: Handbook of Forces

4 

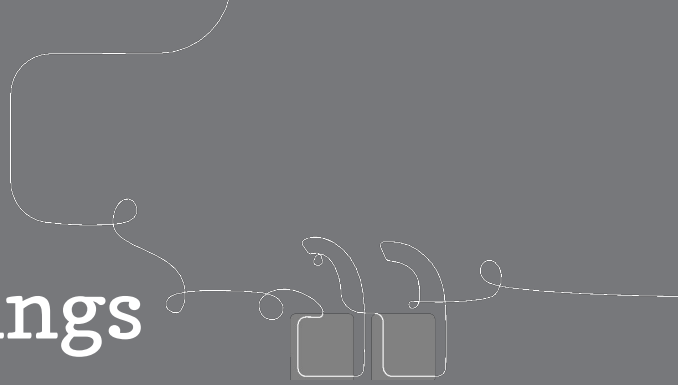
Grade 3 Balancing Forces Chapter 2 Lesson 2.2 Activity 3
Amplify

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



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"I wonder…"

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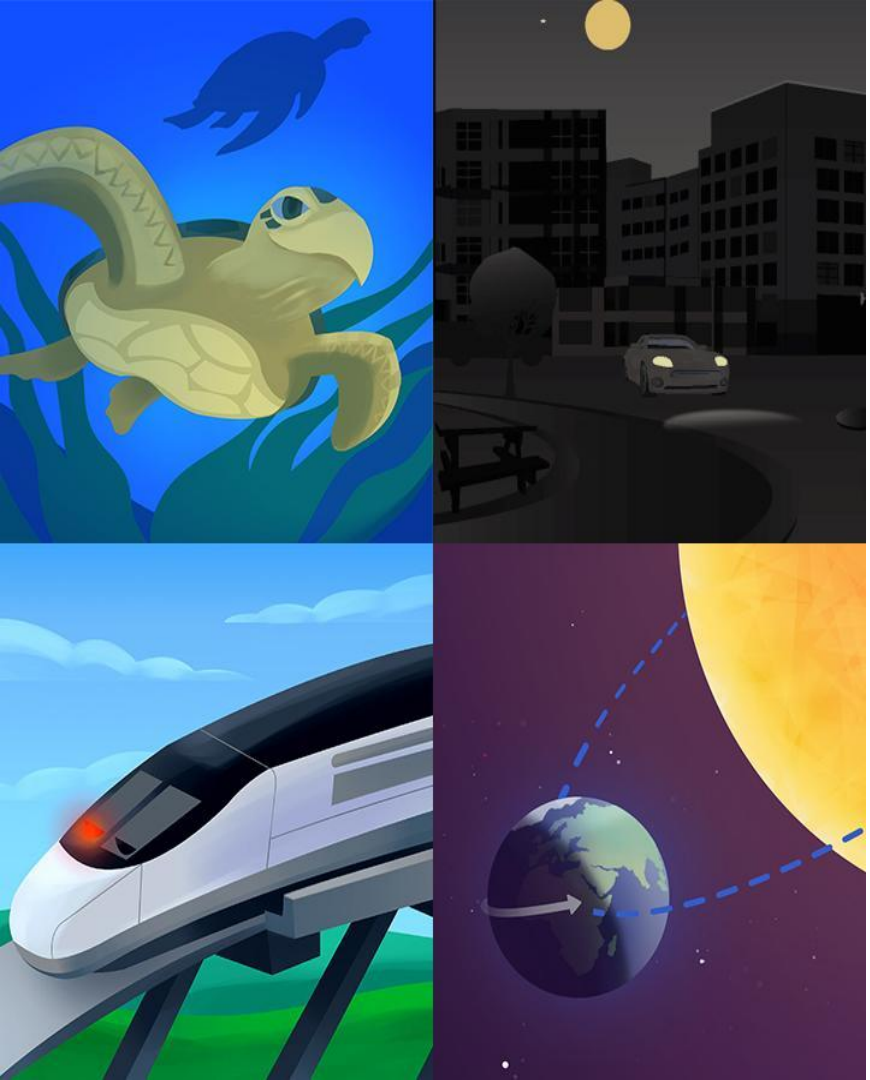

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  - Planning tool
- General best practices
  - Tool-kit co-construction
- Closing
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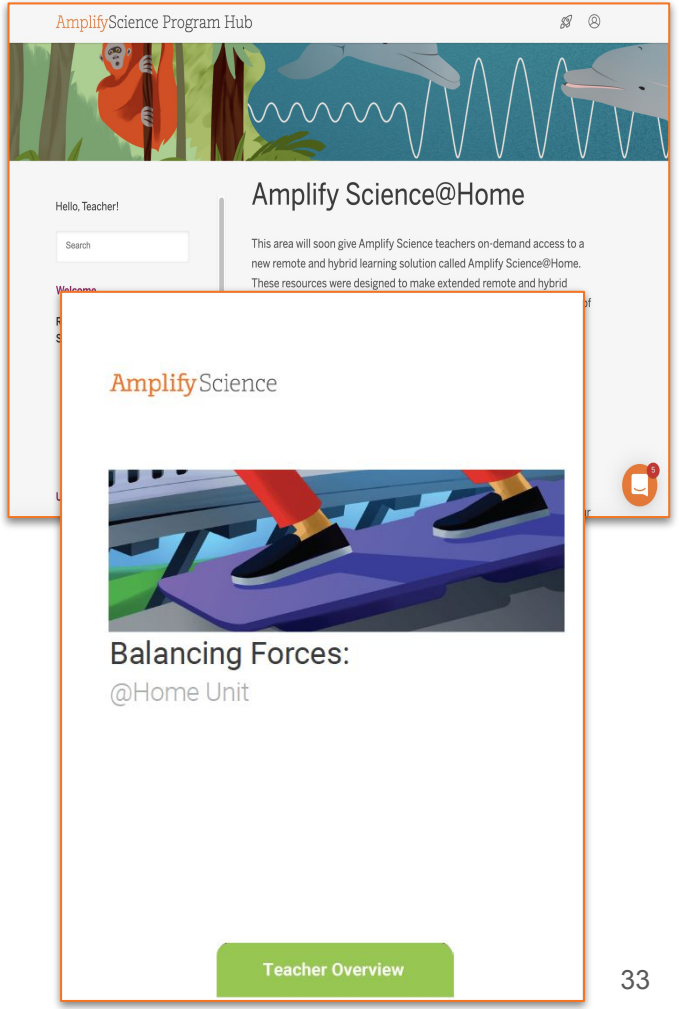
Preparing to teach: Step 1

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 #: 3		
Date(s) to administer: Thursday, October 1 and Monday, October 5th		
Investigation question: What makes an object start to move?		
@ Home Unit lesson (asynchronous)		
Key activities from @ Home lesson: **Read** *Forces All Around* **Write:** Reading Reflection student sheet	Dates to administer: Thurs, Oct. 1	Other notes: **Talk:** Students use the Observation Table to record and talk about evidence of forces from the book - this activity can be done synchronously.

Corresponding synchronous ideas

Live or remote?

- [x] Live
- [ ] Remote

Synchronous activity:

Debrief the text by having students share evidence of forces they found. Add these to a digital or chart version of the Class Observation Table.

Dates(s) to administer:

Monday, Oct. 5

Other notes:

Create evidence of forces chart on large paper for live meeting.

@Home Videos

Use for synchronous or asynchronous?

- [ ] Synchronous
- [x] Asynchronous
- [ ] Neither

If using, note lesson & activity/activities:

Activity 4 can be assigned as optional or as enrichment

View for best practices?

- [ ] Yes
- [x] No

If yes, notes some best practices:

Other notes:

Share activity 4 link on Google Classroom as optional activity

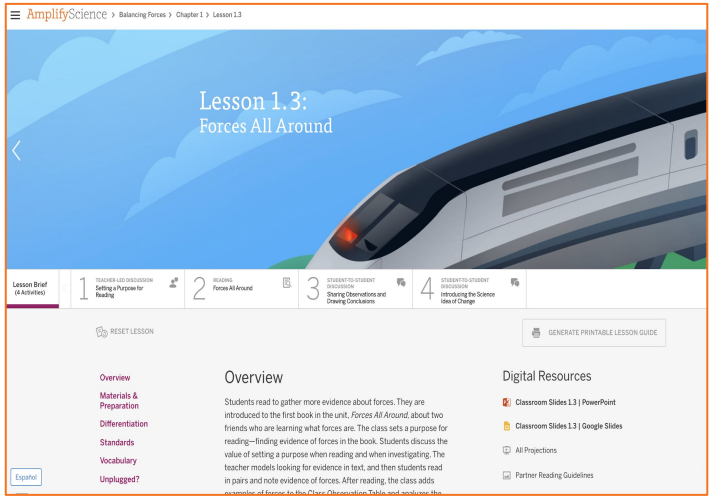
Preparing to teach: Step 2

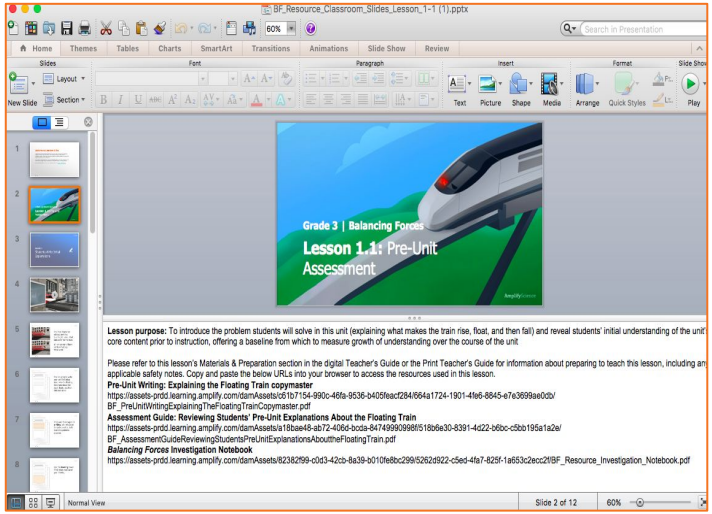
Lesson Brief (Teacher's Guide)

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:

Assign Multiple Meaning Words page and anticipation guide for students who need more support
Meet smaller groups
Students who need more challenge can create an additional page for book

Additional synchronous activity notes:

Read teacher support tab activity 3 for tips on supporting discussions

Use any original slides?

- ❑ Yes
- ☒ No

Other notes:

Differentiation plan

Synchronous, remote ideas:

Schedule meetings to engage in shared reading and collaborative summarizing with smaller groups

Synchronous, in-person ideas:

Meet with individual students to engage in shared reading and collaborative summarizing. Complete anticipation guide beforehand

Asynchronous ideas:

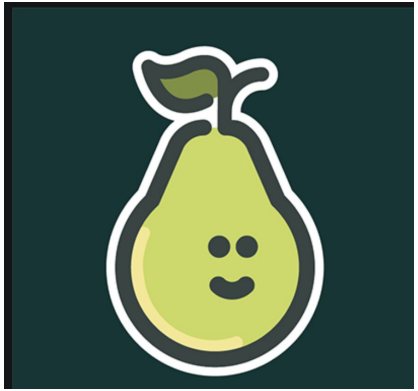
Students complete Anticipation guide or additional book page. Assign separately on Google Classroom.

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 Jamboard ?

- [x] Yes
- [ ] No

Notes:

To share evidence of forces when meeting

Using Pear Deck?

- [x] Yes
- [ ] No

Notes:

For on-the-fly assessment in activity 2

Google Classroom:

Which @Home Resources to upload?

- [x] @Home Unit pdf
- [x] @Home Unit slides
- [x] @Home Video url
- [x] Other

Notes:

Clip out Multiple Meaning Words, Anticipation Guide from Investigation notebook page using Adobe. Or, take screenshot and convert into Google doc

Other apps & notes:

Consider audio response options for some students. Perhaps Flip Grid?

Sample Jamboard

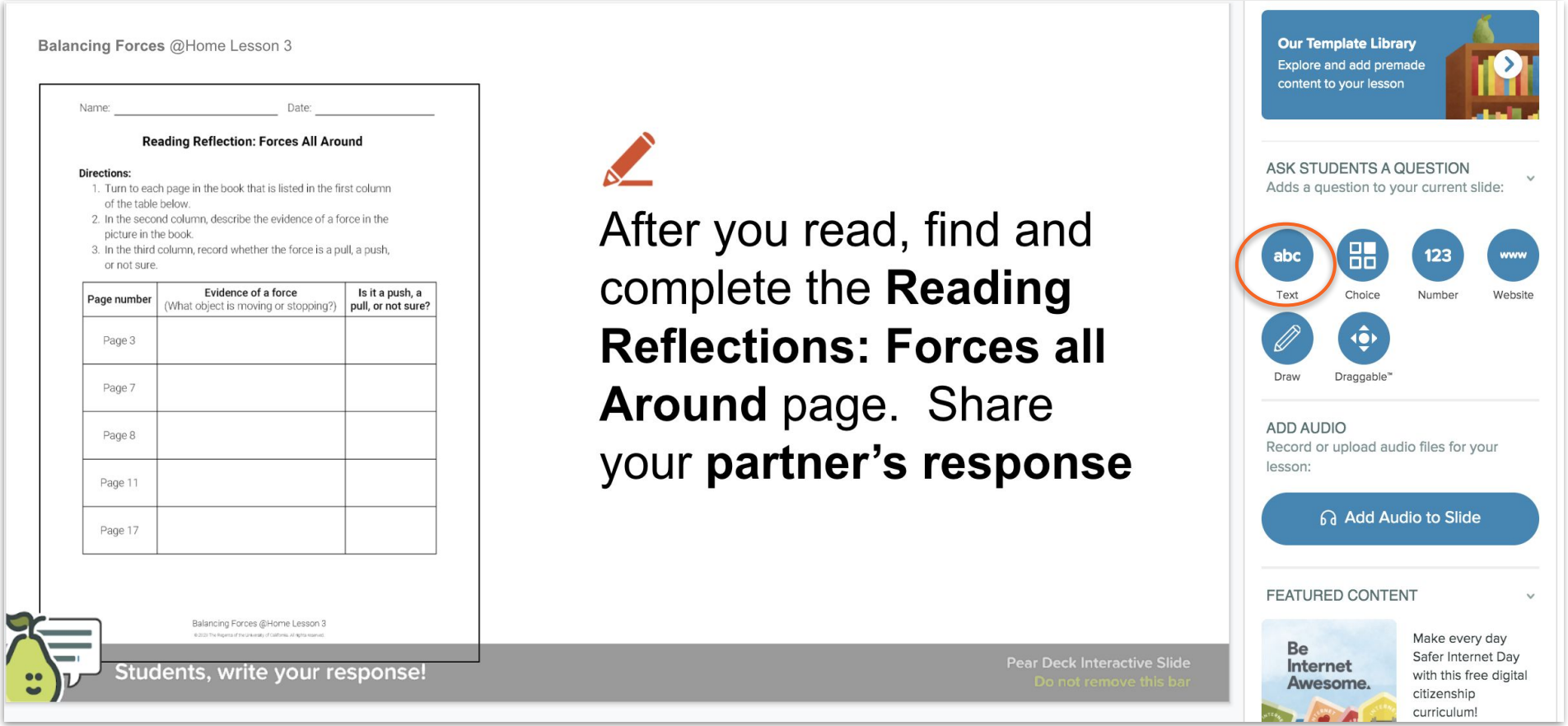
Share an evidence of a force here on a post-it.

Put your name.

If the row is crowded, post in another row

Page number	Evidence of a force (What object is moving or stopping?)	Is it a push, a pull, or not sure?
Page 3		
Page 7	Mom pushes a stroller. Reshma	push-Reshma
Page 8		
Page 11		
Page 17		

Sample Pear Deck slide



Sample Google Classroom entry

Instructions | Student work

Home Lesson 3

Amplify Science • 3:26 PM

100 points

Hello Scientists!

Please complete this home lesson. Come to class tomorrow with questions and your reflection sheet completed.

Copy of Balancing Forces @...
Google Slides

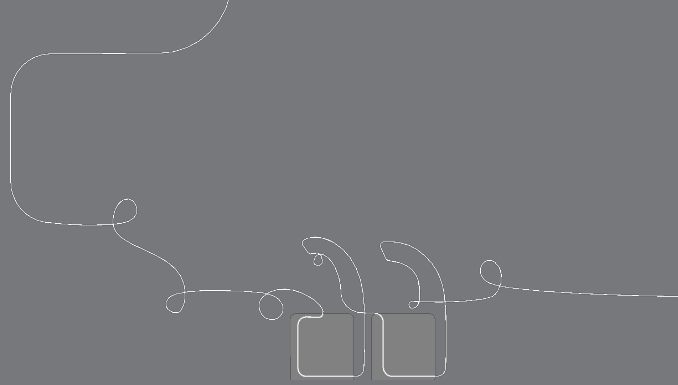
Class comments

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.

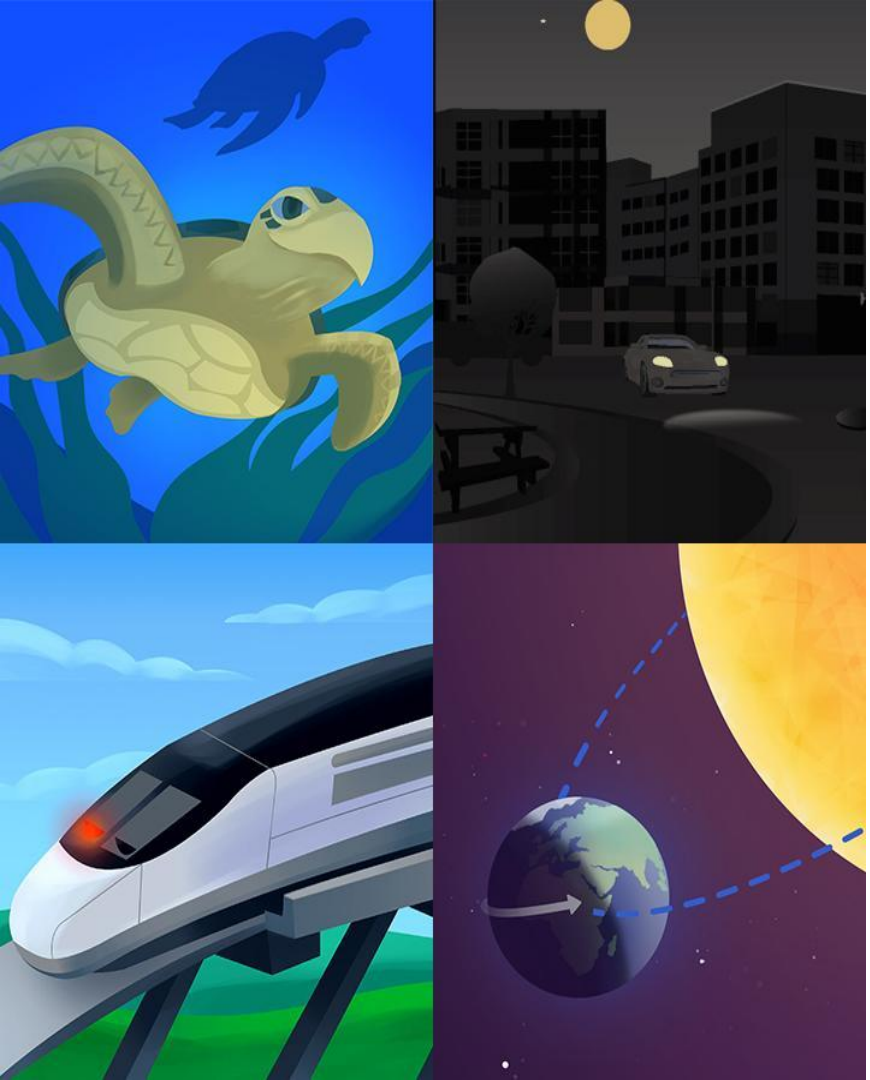
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable

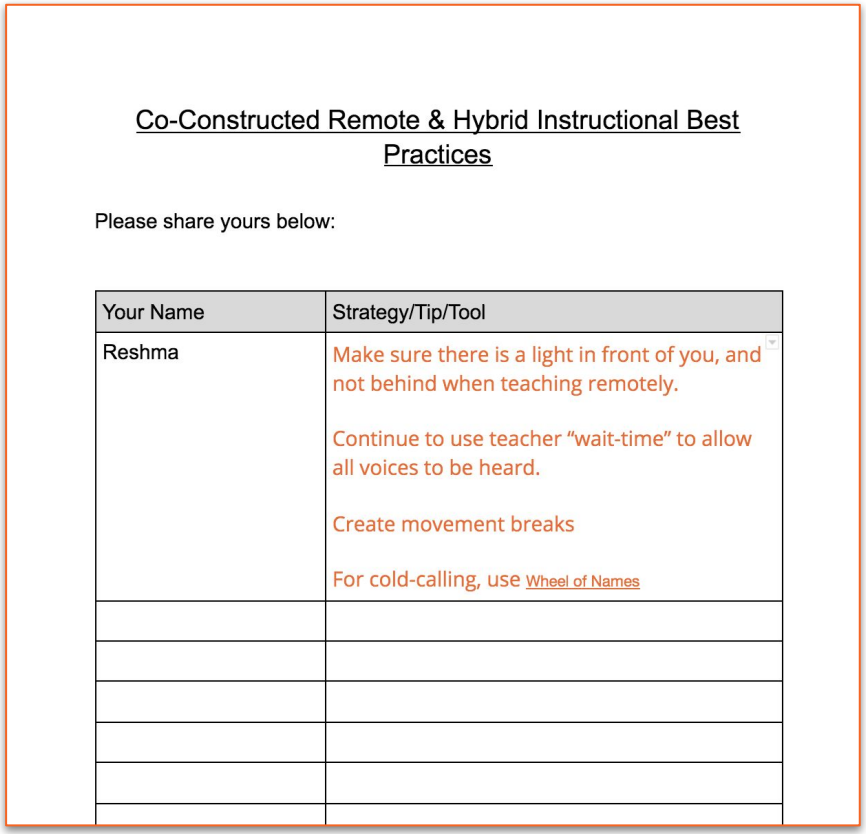


Plan for the day

- 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

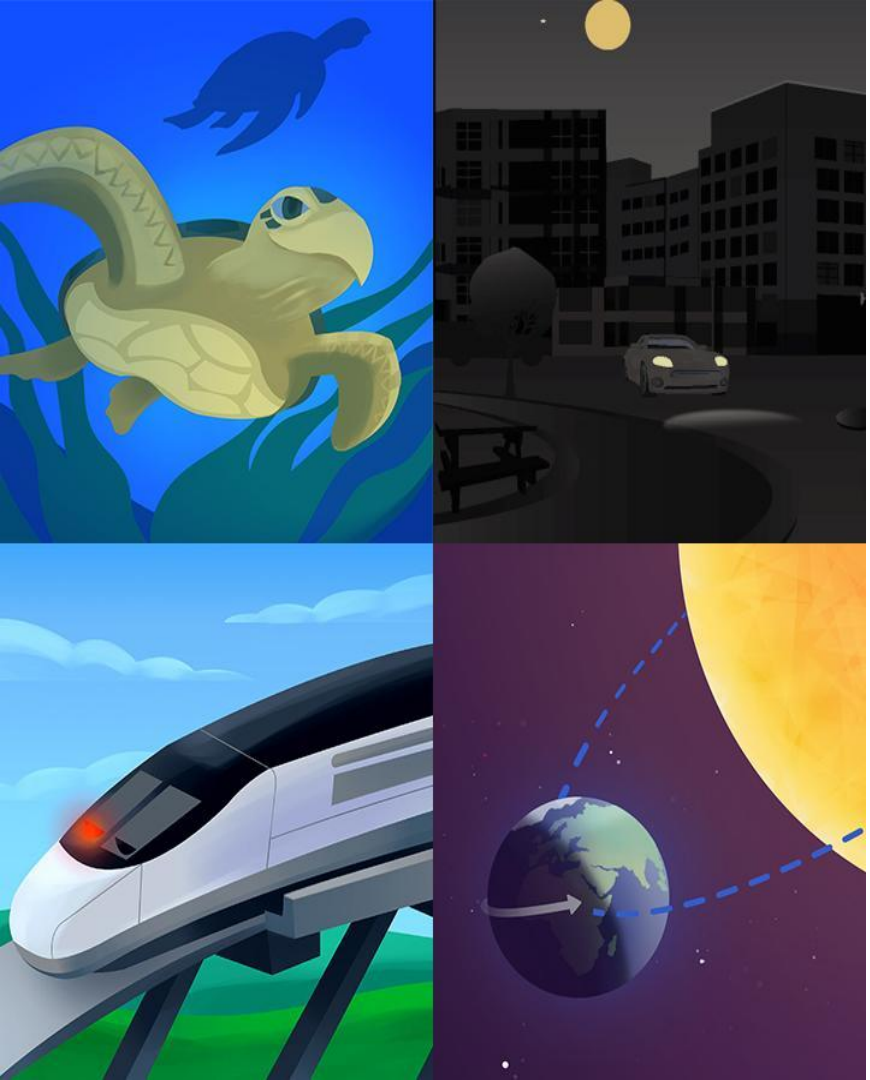
- Open shared Google Doc
- Share some general best-practices
- Please continue to add after today's session



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

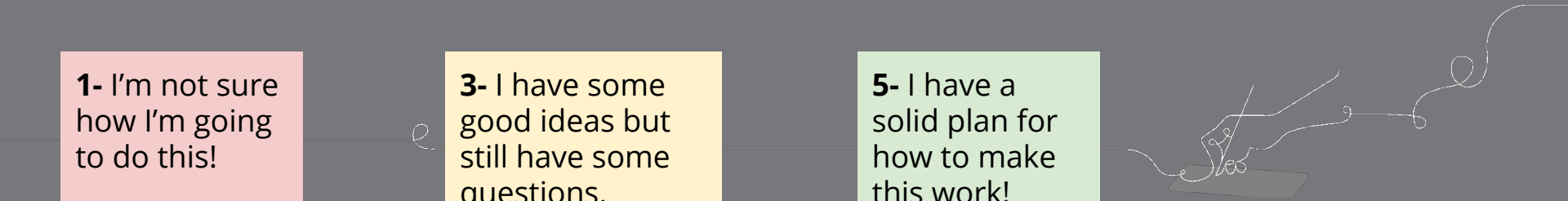
Do you feel ready to to…

- 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!

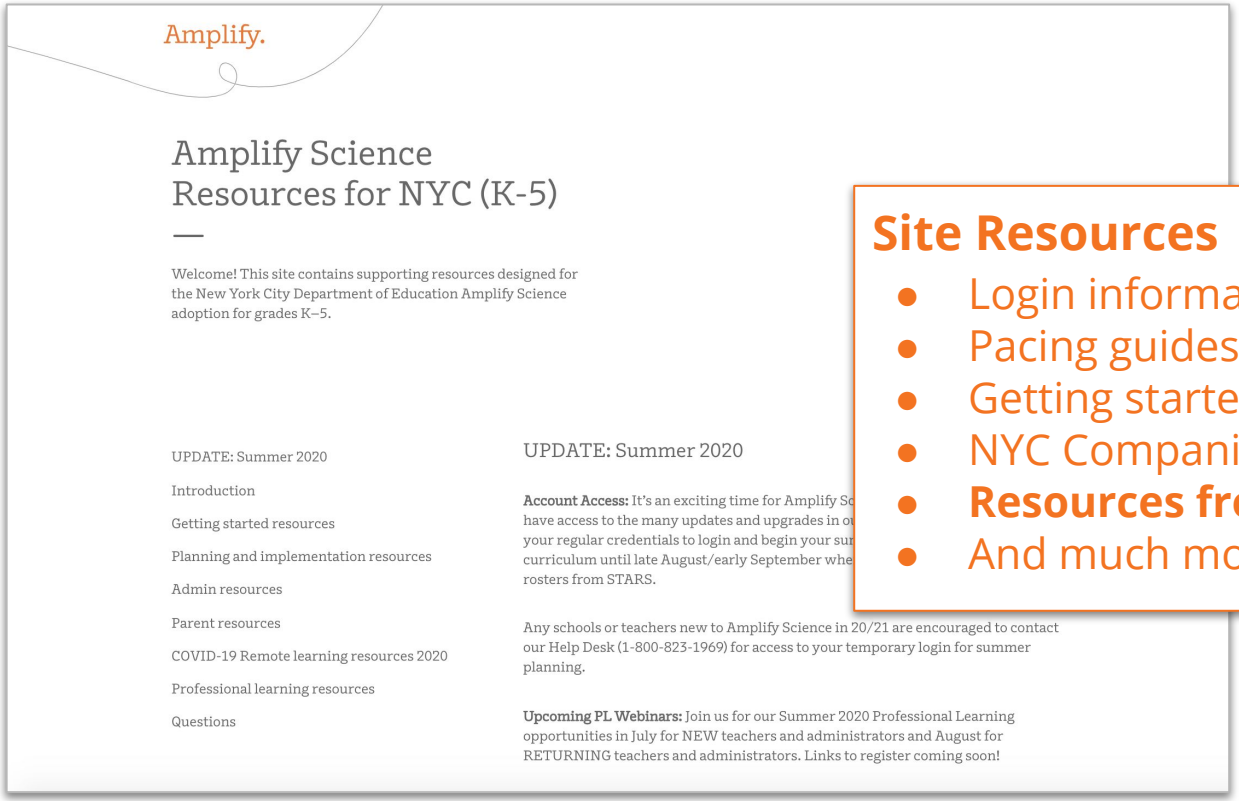
3- I have some good ideas but still have some questions.

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/



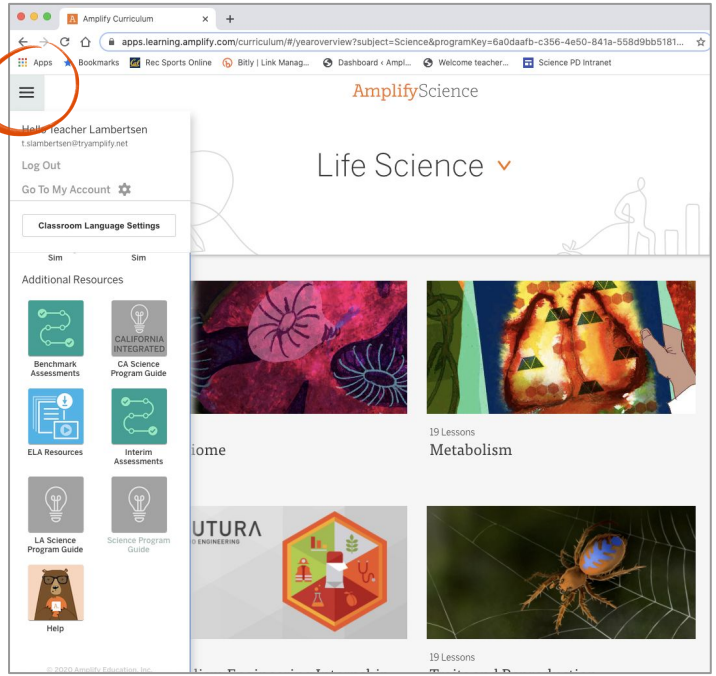
Site Resources

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

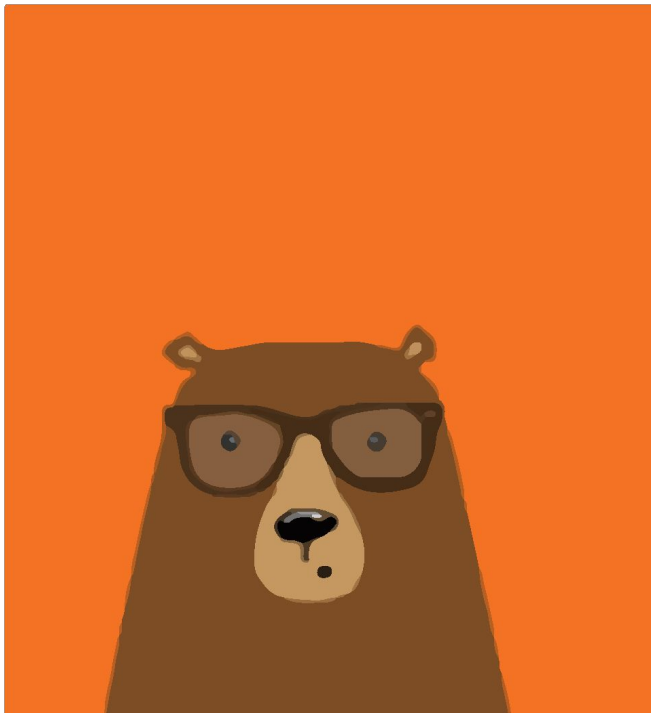
Amplify Science Program Hub

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.

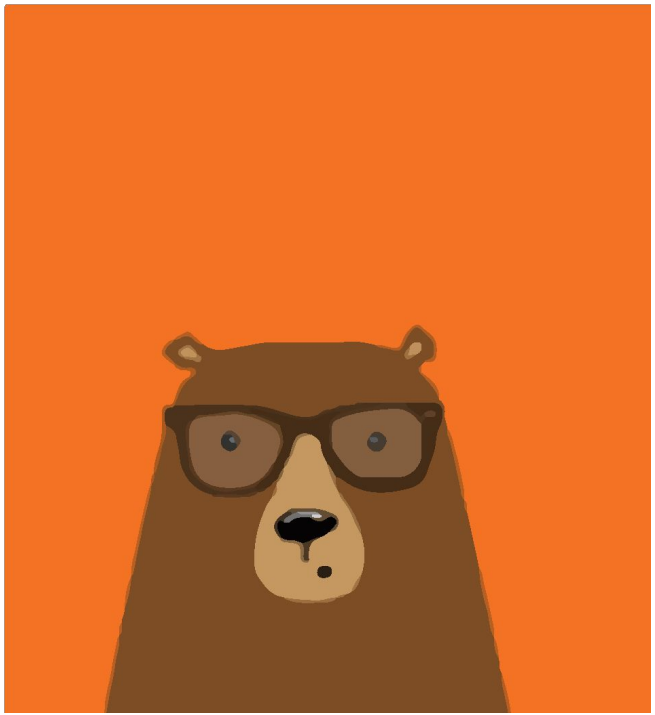
https://my.amplify.com/programguide/content/national/welcome/science/

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.

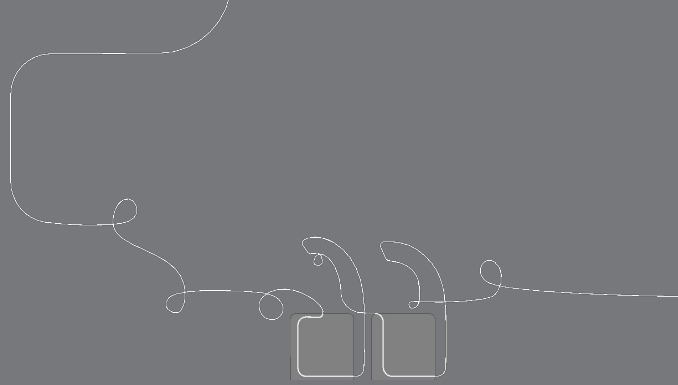
scihelp@amplify.com

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.

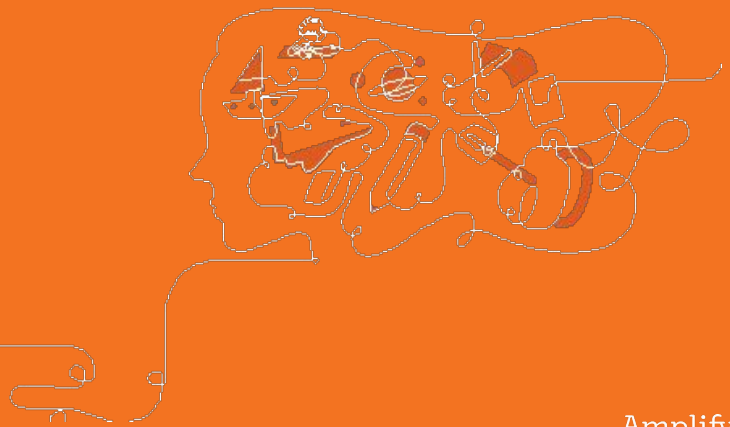


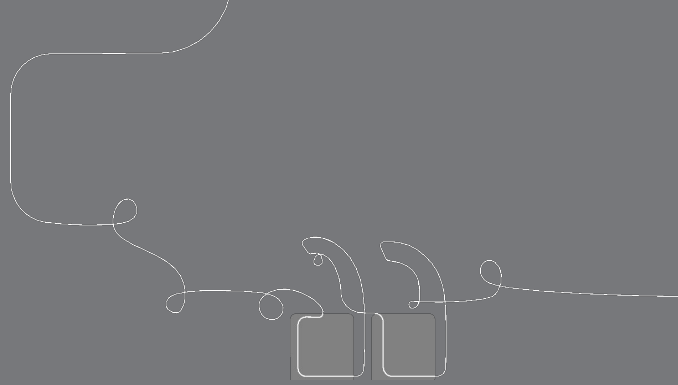
Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX





30 minute open office hours to follow...