

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

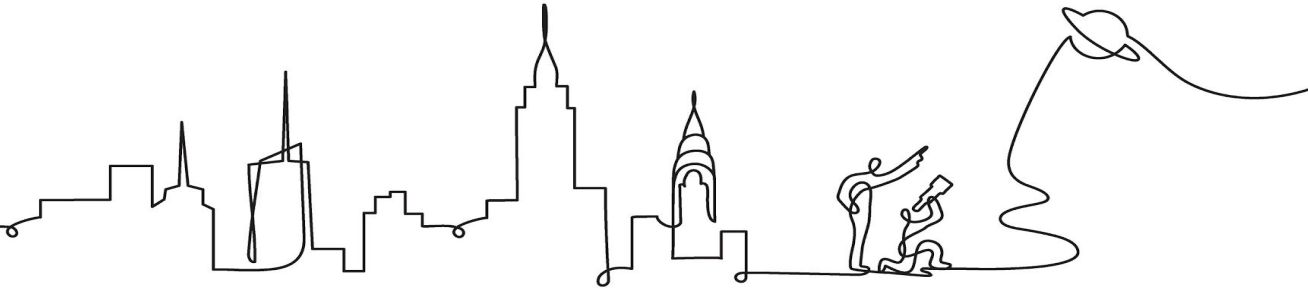
New York City

Teaching with Technology

5th 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/8a31e095506df8a2015256f88ab544_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

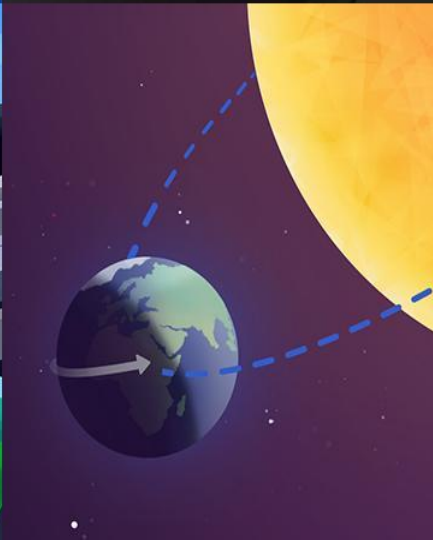
Objectives

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

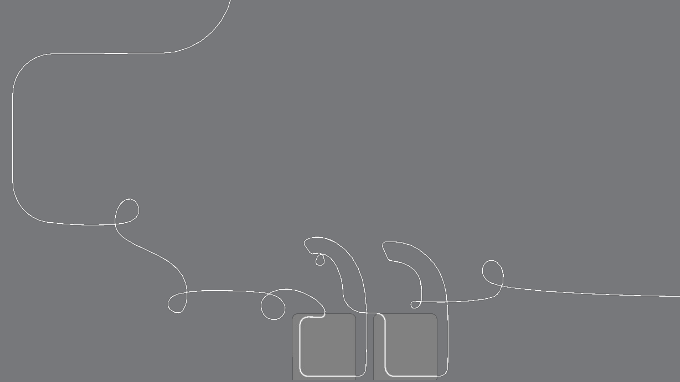
2 = Uncomfortable

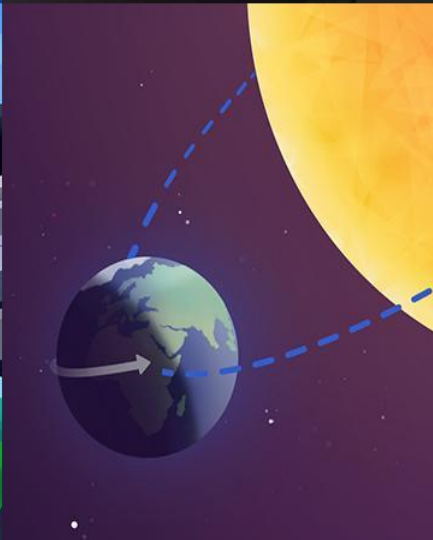
3 = Mild

4 = Comfortable

5 = Extremely Comfortable

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
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AmplifyScience@Home

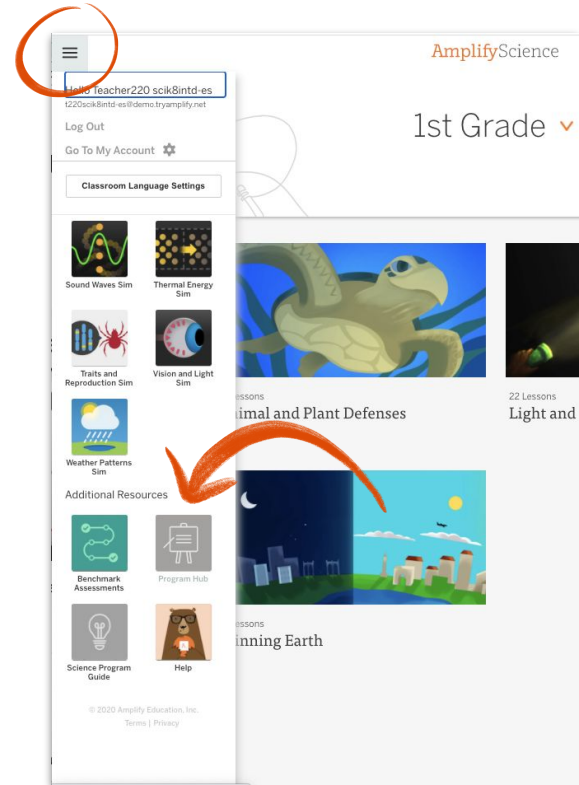
A suite of new resources designed to make extended remote and hybrid learning easier for teachers and students.



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
17636-0401@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.

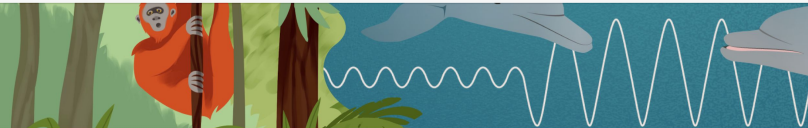
We're excited to partner with you on this journey and can't wait to get started! Please select the button below that best describes your role:

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

- 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

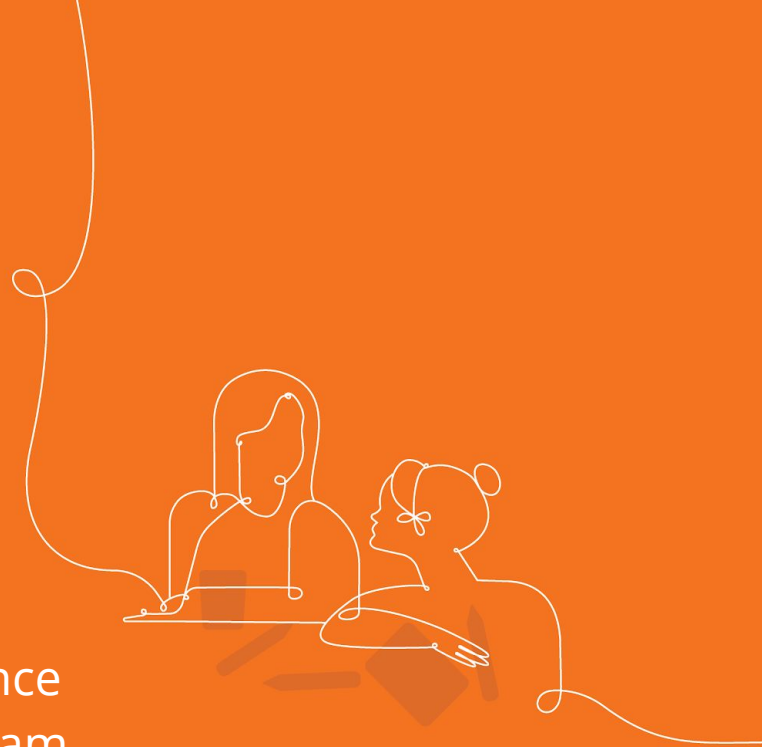
- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

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

Patterns of Earth and Sky @Home
Lesson 6

INTRODUCING THE CHAPTER 2 QUESTION
Read this new message from Dr. Sobri:

Using the Simulation
Students used a digital simulation (Sim) to investigate this question. This Sim is a realistic model of Earth and the sky. Although this model is different from the real Earth and sky, it is also accurate in many ways.

System View
System View, on the right side, shows Earth as if you are seeing it from above Earth's North Pole, but far enough away to also see the sun. Around the sun, there are labels for constellations with arrows pointing in the direction you'd need to travel from Earth to get to those constellations. In other words, the labels do not represent the actual locations of the constellations because they are too far away to show in the Sim.

Earth View
Earth View, on the left side, shows the sky what the observer would see as they stand on Earth and look up.

Sim, it is possible to move time forward and backward, and to speed up time. This makes it easier to investigate when different things are visible in the sky and what happens to the system of the sun, and other stars, as time passes.

@Home Packets:
print-based

Grade 5 | Patterns of Earth and Sky
@Home Lesson 6

Using Data in an Investigation
Investigation Question: What causes the daily pattern of the sun and other stars?
Use the Sim to look for things that repeat and when the pattern happens?
Share with your partner.

Think-Write-Pair-Share Using Data in an Investigation
1. Think about the Investigation Question. What causes the daily pattern of the sun and other stars?
2. Write your ideas.
3. Share your ideas with your partner.

Using Data in an Investigation
Find and complete the Using Data in an Investigation page to reflect on your new ideas from the Sim. If you have a partner to talk to, share your ideas with them.

You can talk to a family member, a friend on the phone, or even a pet or stuffed animal!

@Home Slides and Student
Sheets: tech-based

Options for student access

Embedded links to videos:

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

As you read, you will **visualize** to understand the **size** of objects in space and the **distances** between them.

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

1. **Read page 3.** Then **visualize the size of the beluga whale.** For example, make a picture in your mind of a car and then imagine a beluga whale next to the car.
2. **Turn to page 4.** Did the picture you made in your mind look like the illustration on page 4?
3. **Read the rest of the book.** As you read, **visualize** to understand the size of objects in space and the distances between them.

visualize: to make a picture in your mind using information from different sources

visualize

TALK

Discuss the following questions with a **partner**. Your partner can be a family member, a friend on the phone, or even a pet or stuffed animal!

1. Look at the data table on page 12 of the book.
 - Is the sun the **largest** star, based on the information in this table?
2. Look at the data table on page 19 of the book.
 - Which star is **closest** to Earth? How far away is it?
 - Which star is **most distant**? How far away is it?
 - Based on this data, what can you say about the **distance** of the

Patterns of Earth and Sky @Home Lesson 2



How big is big? Everyone knows whales are big. A beluga whale is longer than a car, and weighs about 1,000 kilograms (more than 2,000 pounds). That's big. Or is it?



Read page 3. Then **visualize the size of the beluga whale.** For example, make a picture in your mind of a car and then imagine a beluga whale next to the car.

Optional: You can access a digital version of the book [here](http://tinyurl.com/AMPPES-01) or watch a video read-aloud at tinyurl.com/AMPPES-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

The image displays the AmplifyScience interface. At the top, the logo 'AmplifyScience' is visible. Below it is a grid of six science topics, each with a representative image and a title: 'Sunlight and Weather' (two children on a bench), 'Needs of Plants and Animals' (a butterfly on a flower), 'Pushes and Pulls' (a ball on a table), 'Animal and Plant Defenses' (a turtle), and two partially visible topics. An inset window titled 'Energy Conversions' is open, showing a 'Simulation' section with a large orange '1' and a 'Science Practice Tools' section with two blue '1' and '2' buttons. Below these are 'Student Books' and 'Libros para estudiantes' sections, each containing six numbered purple buttons (1-6) representing different resources.

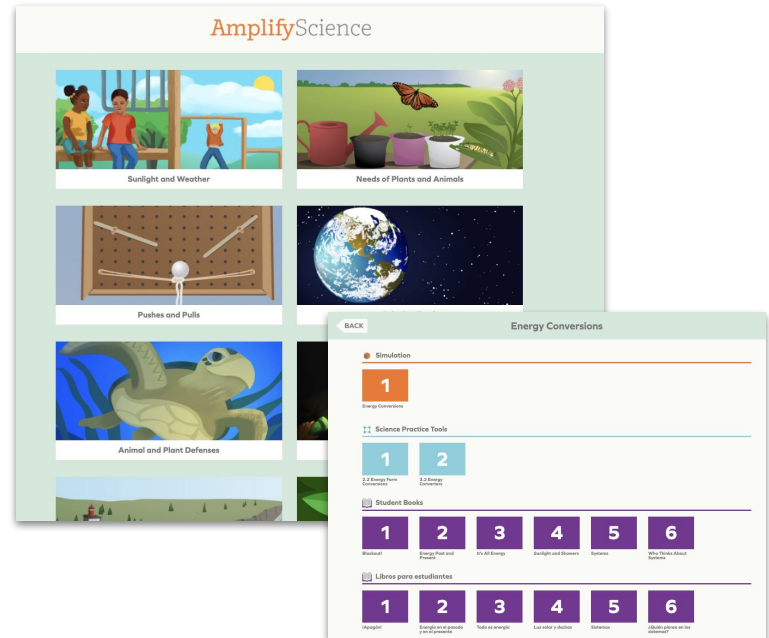
K-5 digital access

apps.learning.amplify.com/elementary



Username: **nyc5**

Password: **science1**



@Home Lesson 6: Combined lessons 2.1 & 2.2

@Home Lesson 6

Adapted from: Amplify Science Patterns of Earth and Sky Lessons 2.1 and 2.2

Key Activities

- **Introducing the Chapter 2 Question:** Students are introduced to the Chapter 2 Question.
- **Introducing the Simulation:** Students are introduced to the *Patterns of Earth and Sky* Simulation (Sim). Students using @Home Slides explore the Sim, while students using @Home packets observe illustrations of the Sim.
- **Do:** Students investigate what causes the daily pattern of when the sun and other stars are visible.
- **Write:** Students reflect on new ideas about what causes the daily pattern.

Ideas for synchronous or in-person instruction

Before meeting, have students complete the Sim investigation. Then while meeting, have students share their observations, and discuss ideas about what causes the daily pattern of when we see the sun and other stars. After meeting, have students complete the written reflection. Alternatively, if you are meeting in person, you might introduce the Sim and have students complete the investigation in pairs so that you can support their work with the Sim.

@Home Unit resources

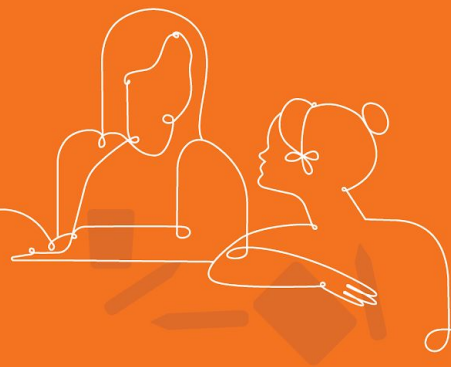
All resources are fully editable and customizable

- **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



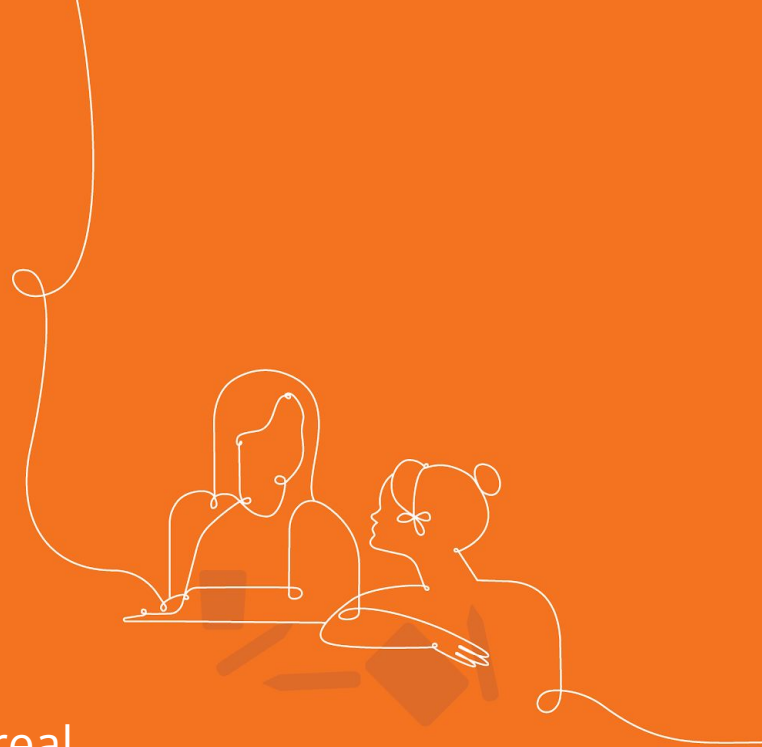
“I think...”

“I wonder...”

Questions?

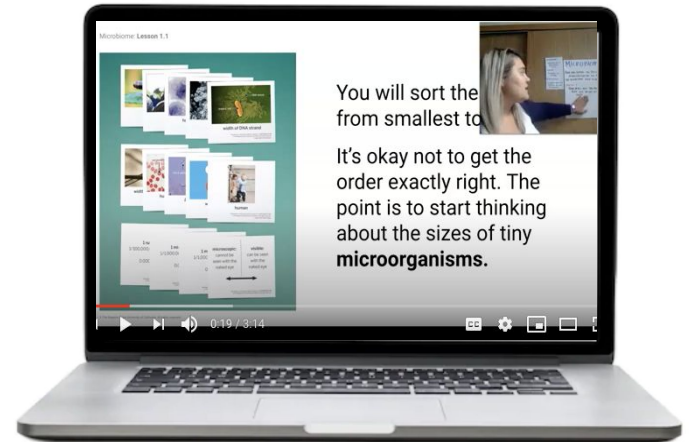
@Home Videos

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

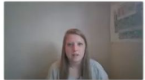
Lesson 1.3: How Big Is Big? How Far Is Far? Activity 2

Star	Distance from Earth in Light-Years*
sun	0.000016
Proxima Centauri	4
Sirius	9
Arcturus	37
Polaris	433
Betelgeuse	643
Deneb	3,230

*All distances are approximate.

Look at the data in this table from page 19 of the book.

Which star is **closest** to Earth? How far away is it?



Lesson 1.5: Investigating Size and Distance Activity 1



Do you think this artifact shows the **sun and stars in the sky together**?

Does this make sense? Why or why not?



SCREENCAST MONITORING

10/19/2013 2:13

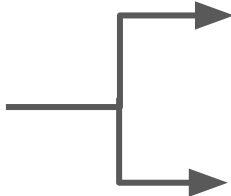
CC Settings Full Screen Exit

Example lesson: *Patterns of Earth and Sky 2.2*

1 TEACHER-LED DISCUSSION
Reviewing the Investigation Plan



2 SIM
Daily Pattern Investigation in the Sim

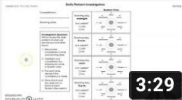


3 STUDENT-TO-STUDENT DISCUSSION
Using Data in an





4 TEACHER-LED DISCUSSION
Reflecting on the Practice of Investigation



1  Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 1
Amplify 3:29

2  Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 2 Part A
Amplify 3:11

3  Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 2 Part B
Amplify 6:47

4  Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 3
Amplify 3:47

5  Grade 5 Patterns of Earth/Sky Chapter 2 Lesson 2.2 Activity 4
Amplify 3:29

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.



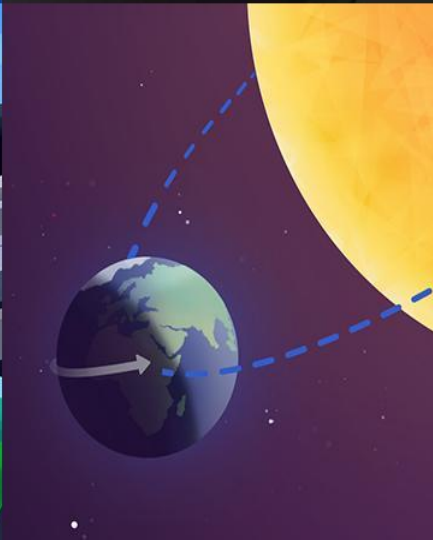
Share insights and wonderings



“I think...”

“I wonder...”

Questions?



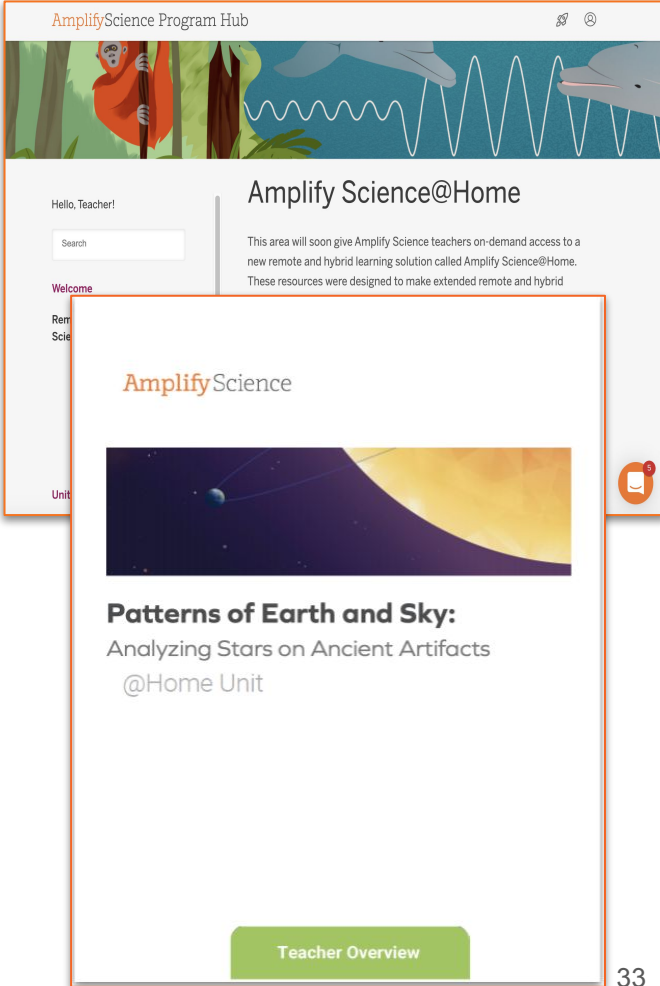
Plan for the day

- 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 decorative banner featuring a monkey, a whale, and a dolphin. Below the header, the page is titled "Amplify Science@Home" and includes a search bar and a welcome message. A prominent card in the foreground highlights a unit titled "Patterns of Earth and Sky: Analyzing Stars on Ancient Artifacts @Home Unit". The card features a graphic of a planet and a star and includes a green button labeled "Teacher Overview".

@Home Unit lesson #: 11

Date(s) to administer: Tuesday, 10/27 & Thursday 10/29

Investigation question: What causes the yearly pattern of the stars that we see?

@ Home Unit lesson (asynchronous)

Key activities from @ Home lesson:

Do: Students create constellation posters for the Mount Nose Model.

Observe: Students observe Earth's movement in the Sim,

Do: Students use the Mount Nose Model to think about how Earth's orbit affects the stars that we see.

Talk: Students discuss their ideas about what causes the yearly pattern of stars that we see.

Dates to administer:

Tuesday, 10/27

Other notes:

Corresponding synchronous ideas

<p>In-person or remote?</p> <ul style="list-style-type: none"> <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Remote X 	<p>Synchronous activity:</p> <p>While meeting, have students discuss the model and their ideas about what causes the yearly pattern of stars that we see.</p> <p>Dates(s) to administer:</p> <p>Thursday, 10/29</p>	<p>Other notes:</p>
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@Home Videos

<p>Use for synchronous or asynchronous?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous X <input type="checkbox"/> Neither <p>If using, note lesson & activity/activities:</p> <p>3.2 activity 1</p>	<p>View for best practices?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes X <input type="checkbox"/> No <p>If yes, notes some best practices:</p> <p>Study how teacher introduces constellation poster activity</p>	<p>Other notes:</p> <p>Assign url for students who need further support for activity and who were not able to meet synchronously</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.

The screenshot shows the AmplifyScience interface for Lesson 2.2: The Daily Pattern. At the top, the navigation bar includes the AmplifyScience logo and the path: Patterns of Earth and Sky > Chapter 2 > Lesson 2.2. The main content area features a dark space background with a large yellow sun on the right, a blue dashed arc representing Earth's orbit, and a small Earth globe at the bottom. The text 'Lesson 2.2: The Daily Pattern' is displayed in white. Below the main content is a navigation bar with four tabs: 1. TEACHER-LED DISCUSSION (Reviewing the Investigation Plan), 2. SIM (Daily Pattern Investigation in the Sim), 3. STUDENT-TO-STUDENT DISCUSSION (Using Data in an Investigation), and 4. TEACHER-LED DISCUSSION (Reflecting on the Practice of Investigation). The first tab is currently selected.

The screenshot displays three slides from the Classroom Slides set. Slide 13 is titled 'Activity 2 Partner Reading' and shows a book icon. Slide 14 is titled 'ON THE FLY' and contains the text: 'As you read the book, use sticky notes to mark places where you visualized to better understand the distances and sizes of objects.' Slide 15 is titled 'ON THE FLY' and contains the text: 'How did visualizing help you better understand the sizes and distances in the book?'. The right side of the screenshot shows a larger view of slide 14, which includes a graphic of a book with yellow sticky notes and the text: 'As you read the book, use sticky notes to mark places where you visualized to better understand the distances and sizes of objects.'

Corresponding original lesson(s)

<p>Differentiation strategies:</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the</p>	<p>Additional synchronous activity notes:</p> <p>Reminder CCC connection:</p> <p>Students observe an effect—we see different stars at different times of year, but on the same night each year, we see the same stars. In this lesson, students begin to investigate what</p>	<p>Use any original slides?</p> <p><input type="checkbox"/> Yes X</p> <p><input type="checkbox"/> No</p> <p>Other notes:</p> <p>Slide 25 for the in-person model</p>
<p>length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>	<p>caused that effect. Throughout the chapter, students investigate the cause of the yearly pattern of stars that we see via kinesthetic physical models, the Sim, and informational text.</p>	

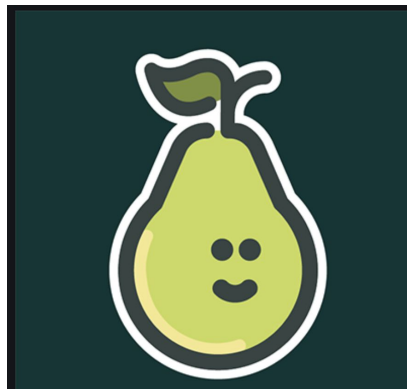
Differentiation plan

<p>Synchronous, remote ideas:</p> <p>Create digital word wall for :</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>	<p>Synchronous, in-person ideas:</p> <p>Create chart-paper word wall for :</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>	<p>Asynchronous ideas:</p> <p>Create printed word wall for :</p> <p>Review words that measure time. Depending on the needs of your students, you may want to work with them ahead of time to make sure they have the words that they need to talk about and understand the passing of time over the course of a year. This may be a good time to talk about the length of a year: there are 12 months in a year, half a year is 6 months, months can be divided into 4 weeks, weeks can be divided into 7 days, etc.</p>
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Preparing to teach: Step 3

3rd party applications

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



Google Classroom

3rd party apps to use

Using a Jamboard ?

- Yes **X**
- No

Notes:

Google Classroom:

Which @Home Resources to upload?

- @Home Unit pdf **X**
- @Home Unit slides **X**
- @Home Video url **X**

Other apps & notes:

Use FlipGrid for audio responses?

For anticipatory activity: How does the model we created help answer our Investigation Question?

Using a Pear Deck slide?

- Yes **X**
- No

Notes:

Use for 3.2, activity 3 OTF

- Other

Notes:

Sample Jamboard



How does the model you created help answer our Investigation question?

Sample Pear Deck slide

Patterns of Earth and Sky @Home Lesson 11

Making a Full Orbit Around the Sun



Step 1

Walk around the sun until you are standing near the **next poster**.



Step 2

Spin slowly and stop when it is **daytime** on Mount Nose. Visualize what a person on Mount Nose would see.



Step 3

Spin slowly and stop when it is **nighttime** on Mount Nose. Visualize what a person on Mount Nose would see and enter your thoughts below.

Repeat steps 1-3 until you return to the Orion constellation poster.



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Using video, animations, or GIFs?
[Get the Pear Deck Power Up!](#)

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 Choice 123 Website
Draw Draggable™

ADD AUDIO
Record or upload audio files for your lesson:

Add Audio to Slide

FEATURED CONTENT

Sample Google Classroom entry

Instructions

Student work



Home lesson 11



Amplify Science • 11:49 AM

100 points

Hello student astronomers!

Please complete the home lesson below. Come to class prepared to discuss your ideas about the model.



Copy of Patterns of Earth an...
Google Slides

Class comments



Add class comment...

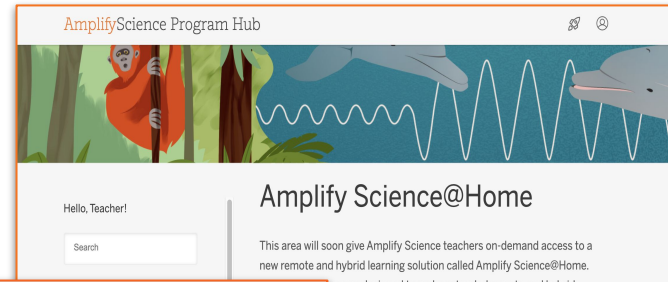


Preparing to teach

3-step method

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

Step 1

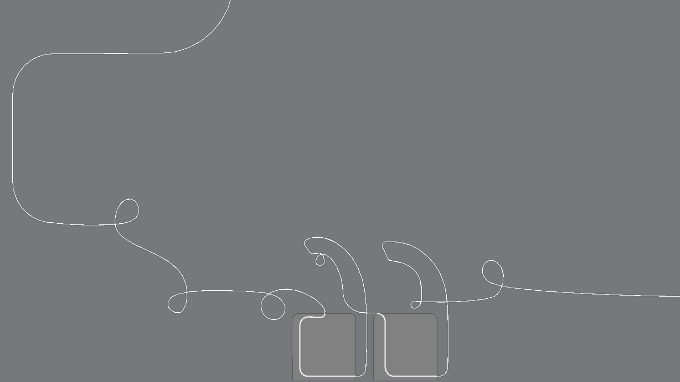


Step 2



Step 3





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? <input type="checkbox"/> Live <input type="checkbox"/> Remote	Synchronous activity: Dates(s) to administer:	Other notes:

Temperature Check

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

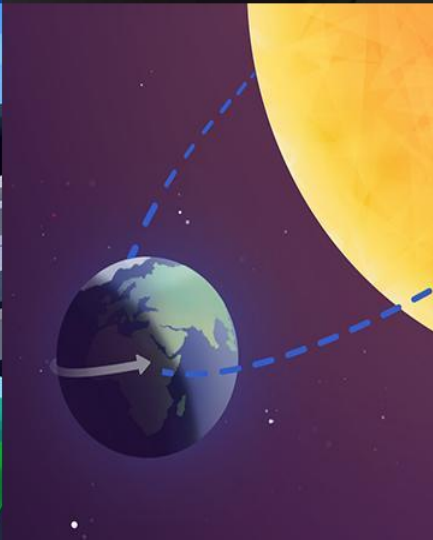
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

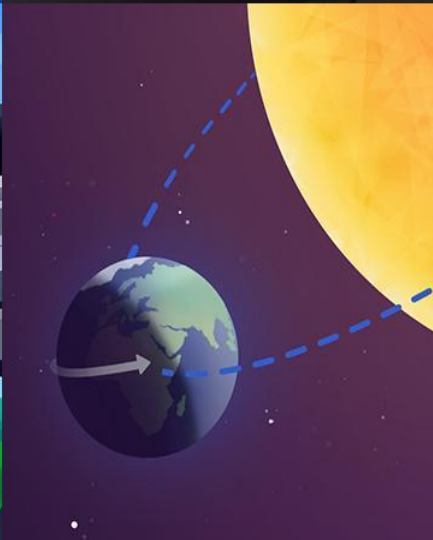
4 = Comfortable

5 = Extremely Comfortable



Plan for the day

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



Plan for the day

- Framing the day
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Revisiting our objectives

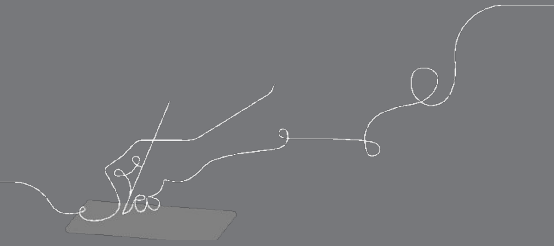
Do you feel ready to to...

- 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 rosters from STARS.

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

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

Site Resources

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

Amplify Science Program Hub

A new hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates

The screenshot shows the Amplify Science Program Hub website. The browser address bar displays the URL: apps.learning.amplify.com/curriculum/#/yearoverview?subject=Science&programKey=6a0daafb-c356-4e50-841a-558d9bb5181.... The page header includes the AmplifyScience logo and the subject "Life Science" with a dropdown arrow. A user profile for "Molly Teacher Lambertsen" is visible, with options for "Log Out" and "Go To My Account". A "Classroom Language Settings" button is also present. The main content area is titled "Additional Resources" and features a grid of icons for "Benchmark Assessments", "ELA Resources", "Interim Assessments", "LA Science Program Guide", and "Science Program Guide". A "Help" icon is also visible. The page displays two resource cards: "iome" (19 Lessons) and "Metabolism" (19 Lessons). The footer includes the copyright notice: "© 2020 Amplify Education, Inc."

Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Caregivers site

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

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

Additional Amplify Support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-7PM EST.



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

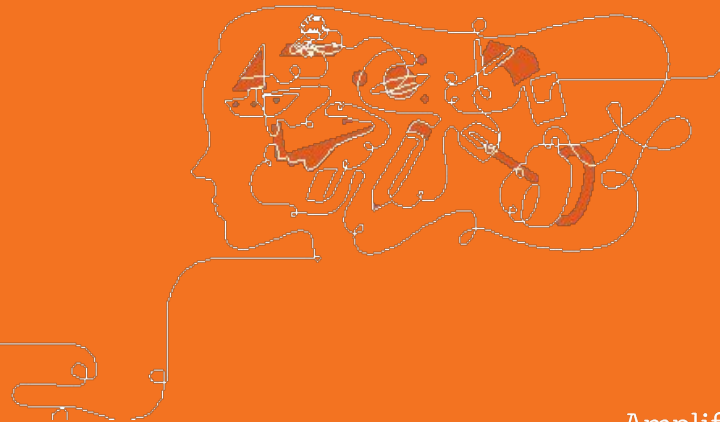


Final Questions?

Please provide us feedback!

URL: www.surveymonkey.com/r/HJD7SQN

Presenter name: XXX



30 minute open office hours
to follow...

