Amplify Science

Guided Unit Internalization With @Home Resources

Grade 2 Properties of Materials

New York City

Who's in the Room?

Represent for your Borough!

Share your name, role, borough.

1- Brooklyn North
2- Brooklyn South
3- Queens North
4- Queens South
5- The Bronx
6- Staten Island

Workshop Norms

- Please keep your camera on, if possible.
- Take some time to orient yourself to the platform

- 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

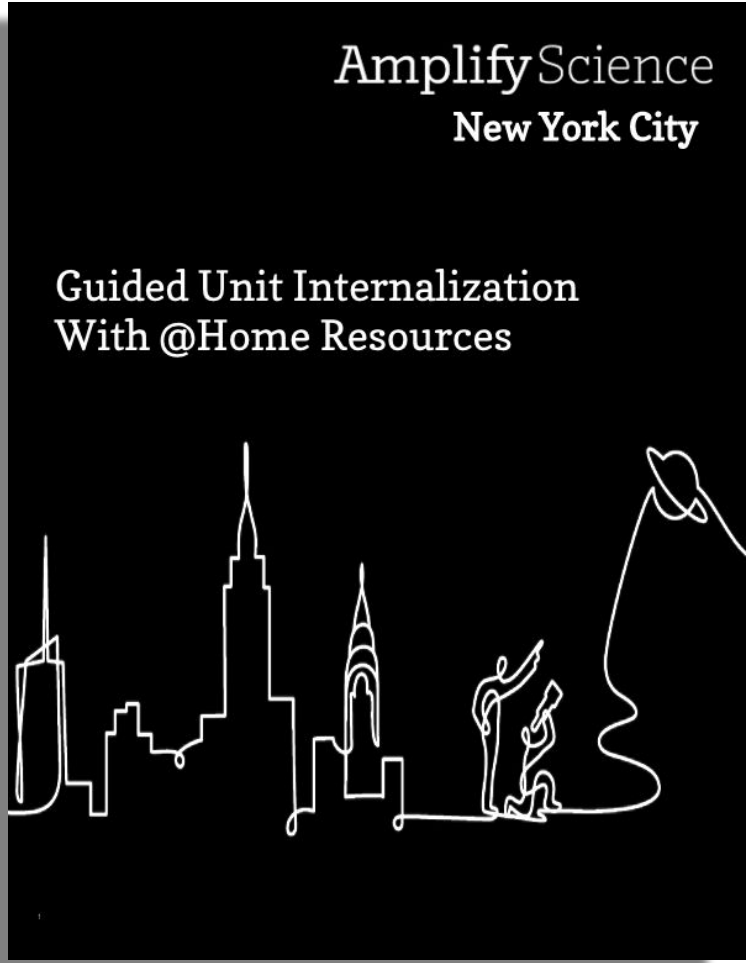
- Make sure you have a note-catcher present

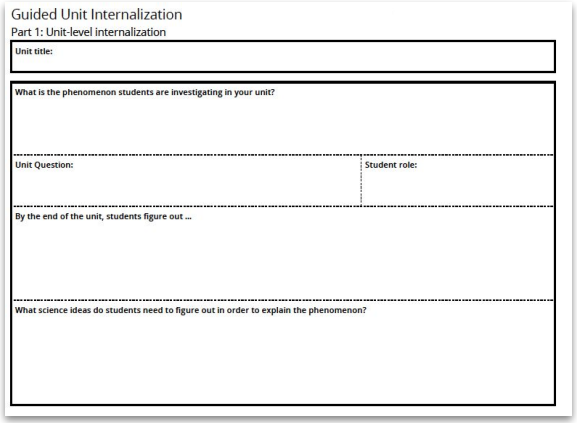
- Be an active participant - chat, ask questions, discuss, share!

Workshop Goals

By the end of this workshop, you will be able to:

- **Make instructional decisions about remote or hybrid learning**
- **Develop a plan for using @Home resources within your class schedule and instructional format.**

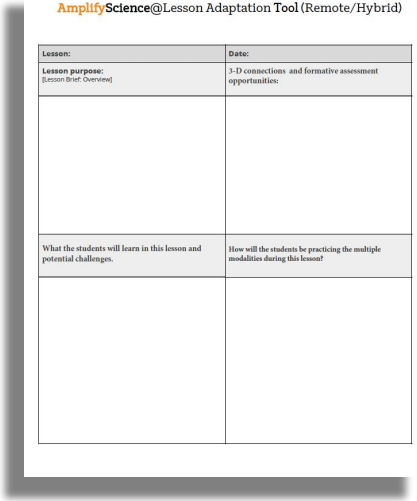




Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:	
What is the phenomenon students are investigating in your unit?	
Unit Question:	Student role:
By the end of the unit, students figure out ...	
What science ideas do students need to figure out in order to explain the phenomenon?	



AmplifyScience@Lesson Adaptation Tool (Remote/Hybrid)

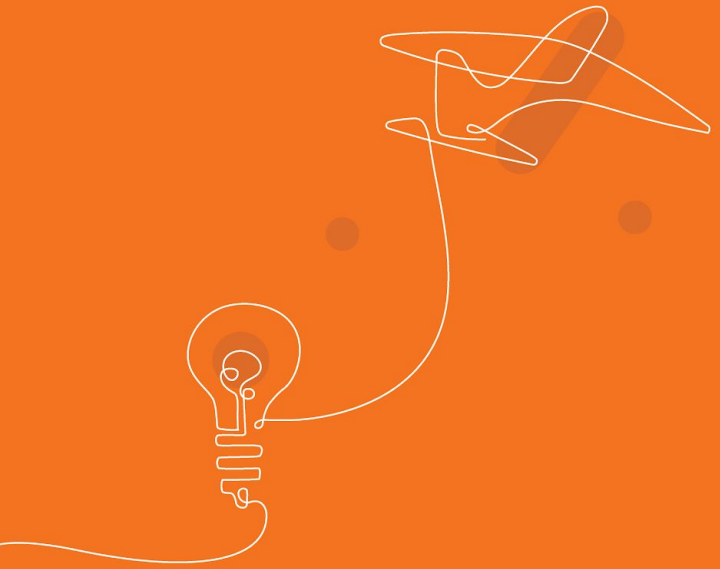
Lesson:	Date:
Lesson purpose: [Lesson Brief: Overview]	3-D connections and formative assessment opportunities:
What the students will learn in this lesson and potential challenges.	How will the students be practicing the multiple modalities during this lesson?

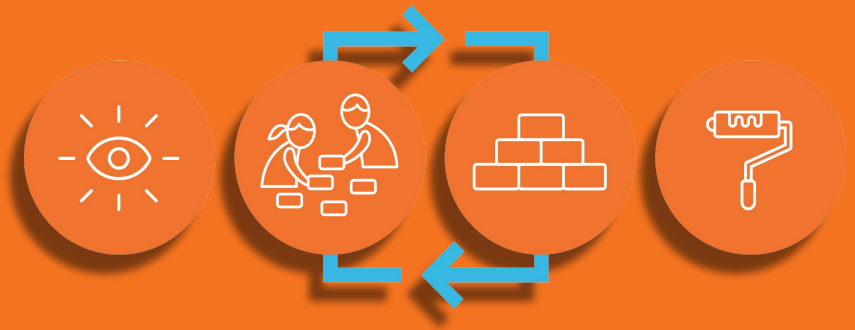
Participant Materials

Plan for the day

- **Framing the day**
- Unit Internalization
- Amplify Science @Home
- Planning to teach using @Home resources
- Reflection and closing

Revisiting the Amplify Science approach





Questions
Reflections
Connections

Unit 2 Planning Notes

Amplify Science Approach Review:

Note Taking Opportunities

A version of this presentation will be available to you. However, you may want to record some of the presenter's comments and suggestions from your colleagues!

The approach

Introduce a phenomenon/real world problem

Collect evidence from multiple sources

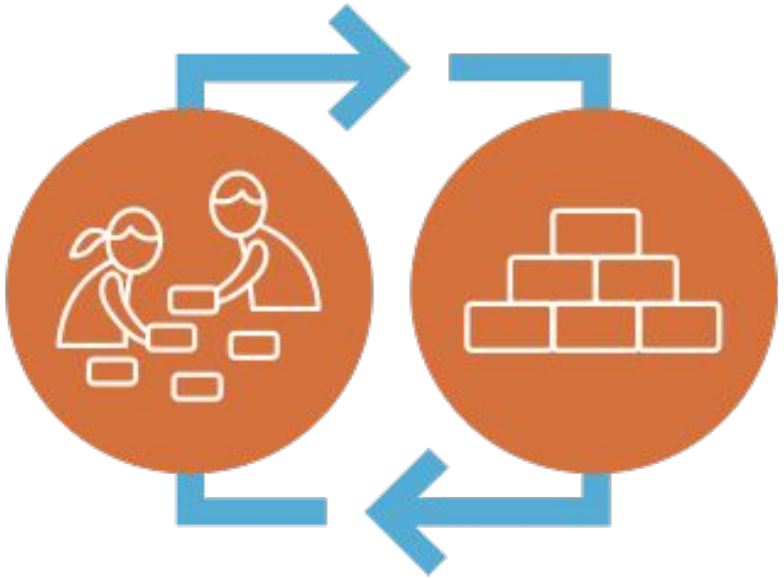
Build increasingly complex explanations

Apply knowledge to solve a different problem

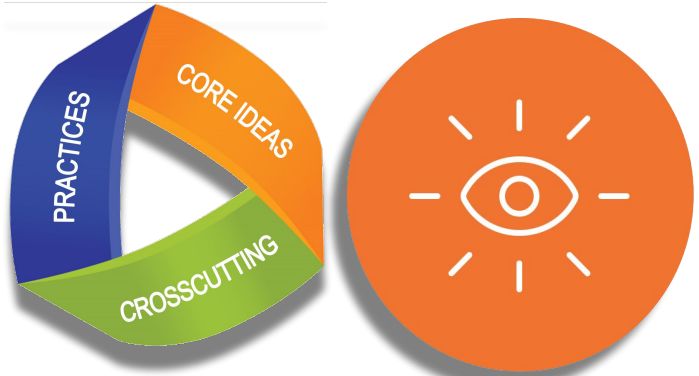
Multimodal Phenomenon-based approach

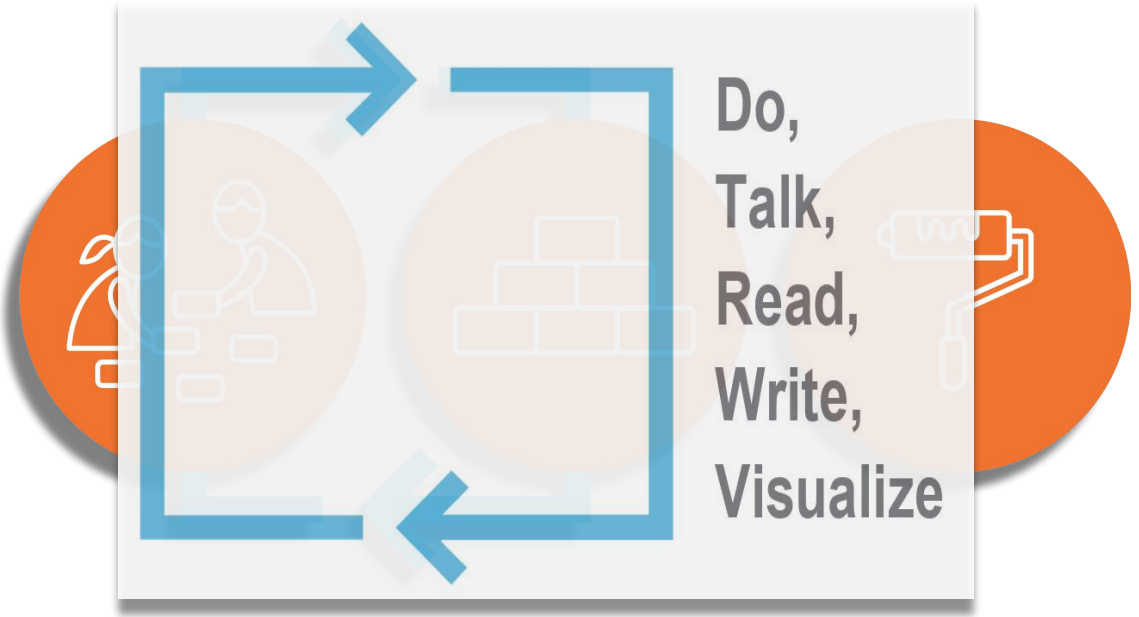
The anchor phenomenon drives instruction through a whole unit

Taking on the **roles** of scientists and engineers, students gather evidence and use it to build **increasingly complex explanations** about a rich, real-world anchoring phenomenon.



Using three dimensions to figure out





Questions?

Amplify Science Chat Race

Type the letter for your answer to the questions you see here in chat!

A Type letter A in Chat

C Type letter C in Chat

B Type letter B in Chat

D Type letter D in Chat

What are the multiple modalities?

A Do, talk, read, write, visualize

C Do, visualize, hands-on projects

B Read, write, google search

D Reading, writing, math

What is the first step to the Amplify Science Approach?

A Collect evidence from multiple sources

B Introduce a Phenomenon and/or real world problem

C Apply knowledge to solve different problem

D Build an increasingly complex explanation

Where can you find login information and NYC scope and sequence?

A. On the NYC Resource Site

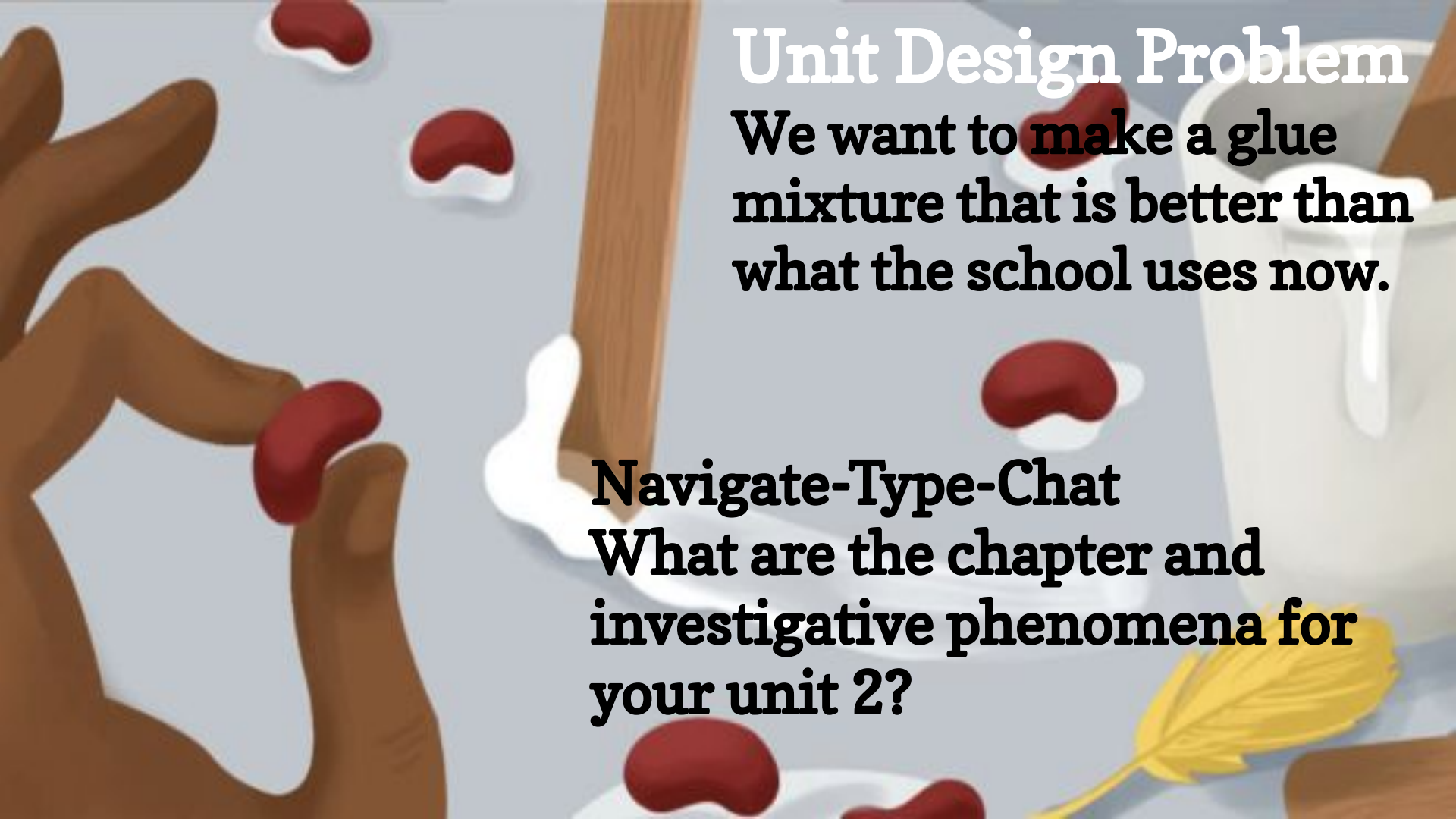
C. In the offline preparation guide

B. The Program Hub

D. The TG on the Unit Level

Plan for the day

- Framing the day
- **Unit Internalization**
- Amplify Science @Home
- Planning to teach using @Home resources
- Reflection and closing

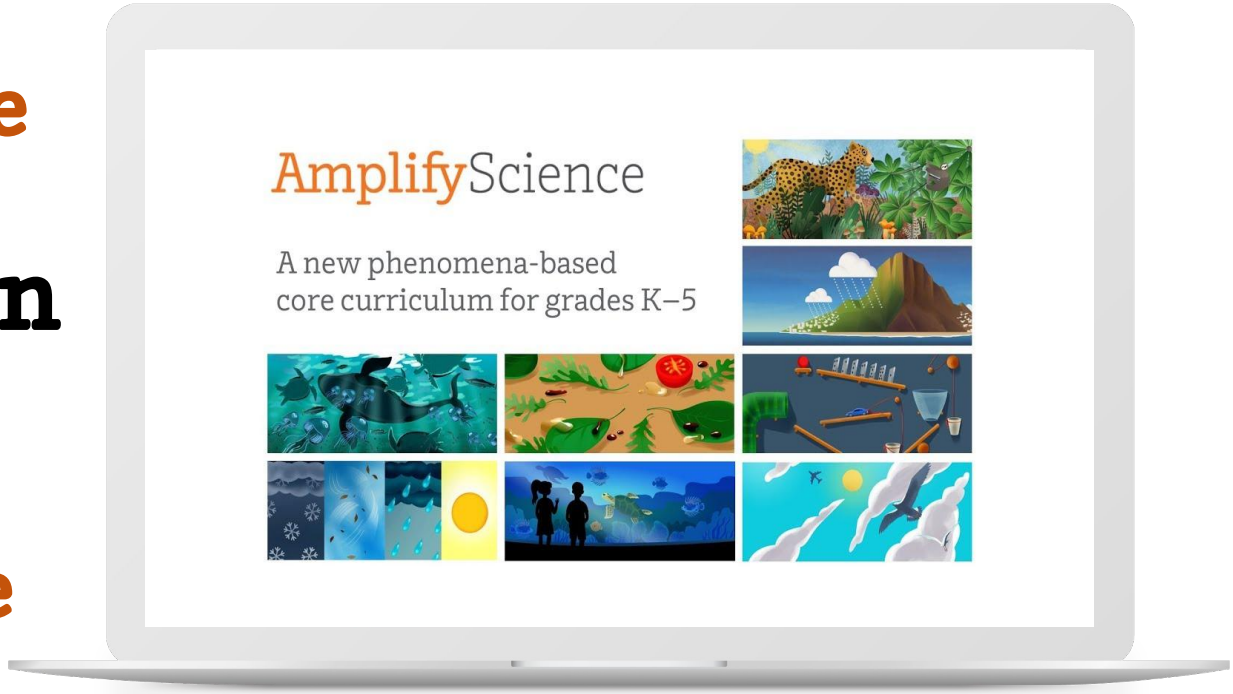


Unit Design Problem

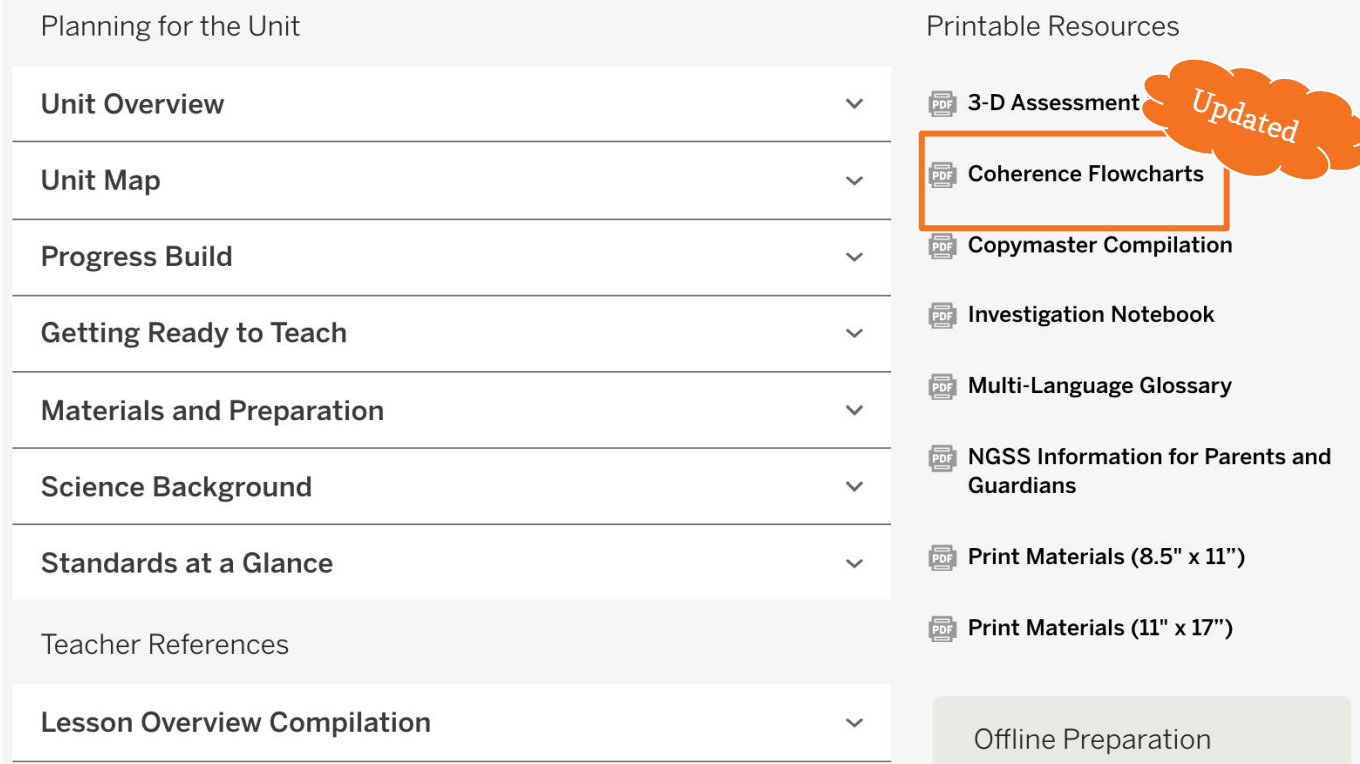
We want to make a glue mixture that is better than what the school uses now.

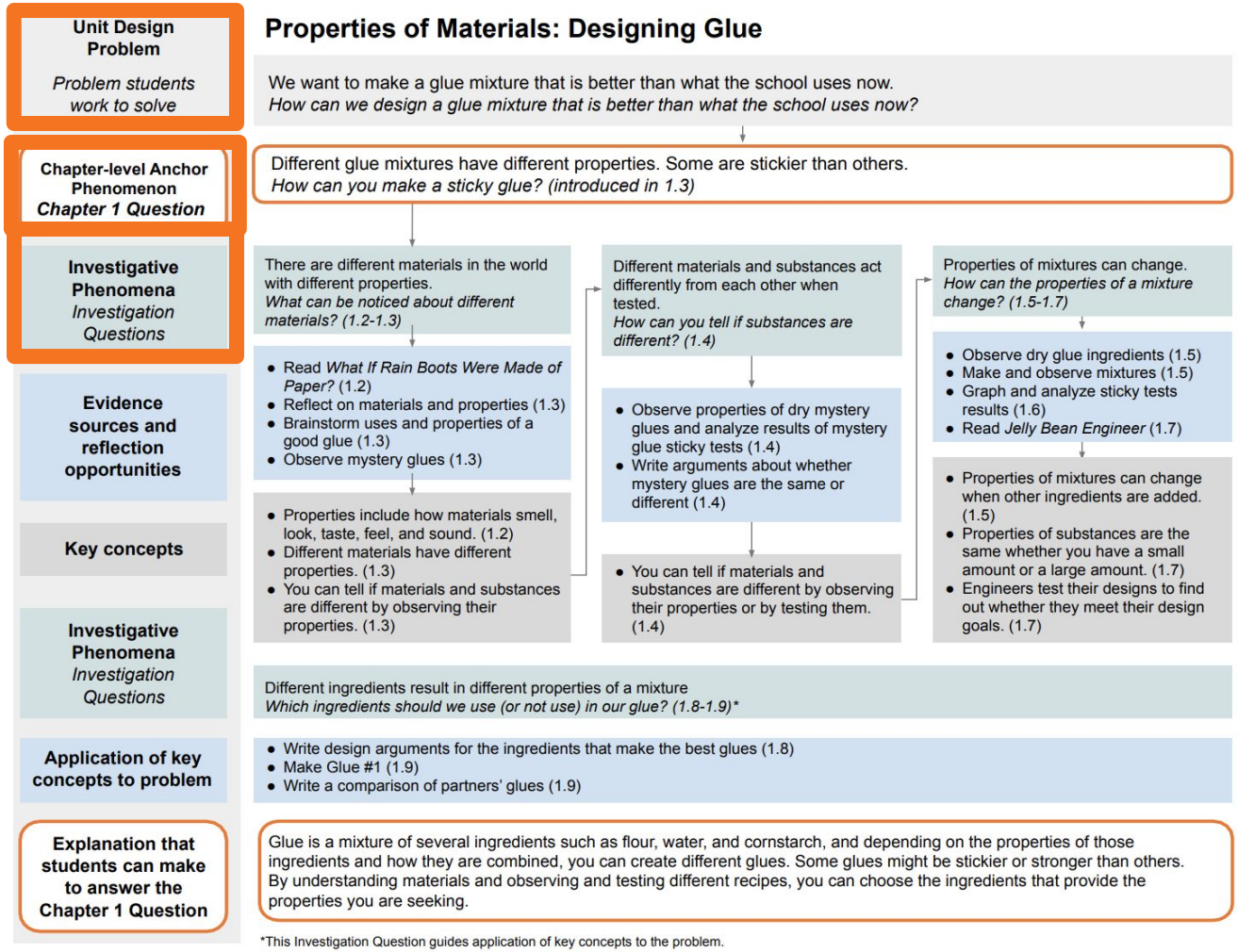
Navigate-Type-Chat
What are the chapter and investigative phenomena for your unit 2?

Amplify Science Unit Two Internalization Notes with Digital Teacher's Guide



Where do you find all of the Unit Phenomena listed with Unit questions?



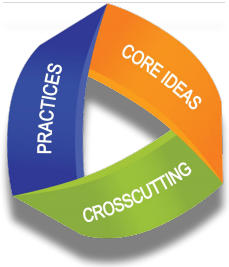


Amplify.

Phenomena Coherence Flowcharts

Amplify.

Note: New 3-D Assessment Objectives Overview Now Available



Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background
- Standards at a Glance

Teacher References

- Lesson Overview Compilation

Printable Resources

NEW

- 3-D Assessment Objectives
- Coherence Flowcharts
- Copymaster Compilation
- Investigation Notebook
- Multi-Language Glossary
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

New 3D Assessment Objectives Overview

Properties of Materials
3-D Assessment Objectives Overview

The NGSS Performance Expectations specify three-dimensional learning objectives for Grade 2 as well as for the K–2 grade band. The tables below include the focal Performance Expectations for this unit and identify the locations of summative and formative assessments that reveal student knowledge and use of the three dimensions to support progress toward these Performance Expectations.

Each table includes the Disciplinary Core Ideas (**DCIs**), Science and Engineering Practices (**SEPs**), and Crosscutting Concepts (**CCCs**) included in that Performance Expectation and specifies the location of assessments associated with these three dimensions. Note that SEPs and CCCs build across the grade and grade band, so we list relevant assessments across grades K–2. Also, in cases in which a DCIs is addressed in multiple units at a grade, we list assessments in the additional unit(s).

Key:

- Summative assessments are noted with (**S**); if not so labeled, the assessment is designed to be formative.
- **OTFA** = On-the-Fly Assessment
- **CJ** = Critical Juncture
- **PRE** = Pre-Unit Assessment
- **EOU** = End-of-Unit Assessment
- **TS** = Teacher Support Note
- **INV** = Investigation Assessment
- **CW** = Chapter Writing Assessment

See the Assessment System overview document for more information.

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

SEP: Planning and Carrying Out Investigations	**DCI:** PS1.A: Structure and Properties of Matter	**CCC:** Patterns
Needs of Plants and Animals (Grade K) OTFA 7: Lesson 2.3, Activity 3 OTFA 10: Lesson 3.1, Activity 2 ***Pushes and Pulls (Grade K)*** PRE: Lesson 1.1, Activity T OTFA 4: Lesson 2.1, Activity 2 ***Sunlight and Weather (Grade K)*** OTFA 2: Lesson 2.1 Activity 4 INV: Lesson 4.1, Activities 3 + 4 (S) OTFA 14: Lesson 5.2, Activity 4 ***Light and Sound (Grade 1)*** OTFA 2: Lesson 1.3, Activity 3 OTFA 7: Lesson 3.1, Activity 2 INV: Lesson 4.1, Activity 3 (S) ***Spinning Earth (Grade 1)*** OTFA 7: Lesson 3.1, Activity 2 OTFA 8: Lesson 3.3, Activity 4 OTFA 11: Lesson 4.1, Activity 2 ***Plant and Animal Relationships (Grade 2)*** OTFA 4: Lesson 1.6, Activity 4 OTFA 9: Lesson 3.3, Activity 3 OTFA 12: Lesson 4.1, Activity 4 OTFA 13: Lesson 4.2, Activity 4 INV: Lesson 4.3, Activity 4 and Lesson 4.3, Activities 1–4 (S) OTFA 14: Lesson 4.3, Activity 3	***Properties of Materials (Grade 2)*** OTFA 3: Lesson 1.5, Activity 3 OTFA 4: Lesson 1.6, Activity 2 CJ 1: Lesson 1.9, Activity 4 CJ 2: Lesson 2.2, Activity 4 EOU: Lesson 4.4, Activity 2 (S)	***Needs of Plants and Animals (Grade K)*** OTFA 5: Lesson 2.2, Activity 1 OTFA 13: Lesson 4.2, Activity 2 ***Sunlight and Weather (Grade K)*** OTFA 6: Lesson 3.2, Activity 3 OTFA 10: Lesson 4.2, Activity 1 ***Light and Sound (Grade 1)*** OTFA 11: Lesson 4.2, Activity 3 ***Spinning Earth (Grade 1)*** PRE: Lesson 1.1, Activity 3 OTFA 5: Lesson 2.2, Activity 4 OTFA 13: Lesson 4.3, Activity 4 CJ 4: Lesson 4.4, Activity 5 TS: Lesson 5.1, Activity 3 EOU: Lesson 5.3, Activity 1 (S) ***Changing Landforms (Grade 2)*** TS: Lesson 2.1, Activity 3

Printable Resources

NEW

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- Coherence Flowcharts
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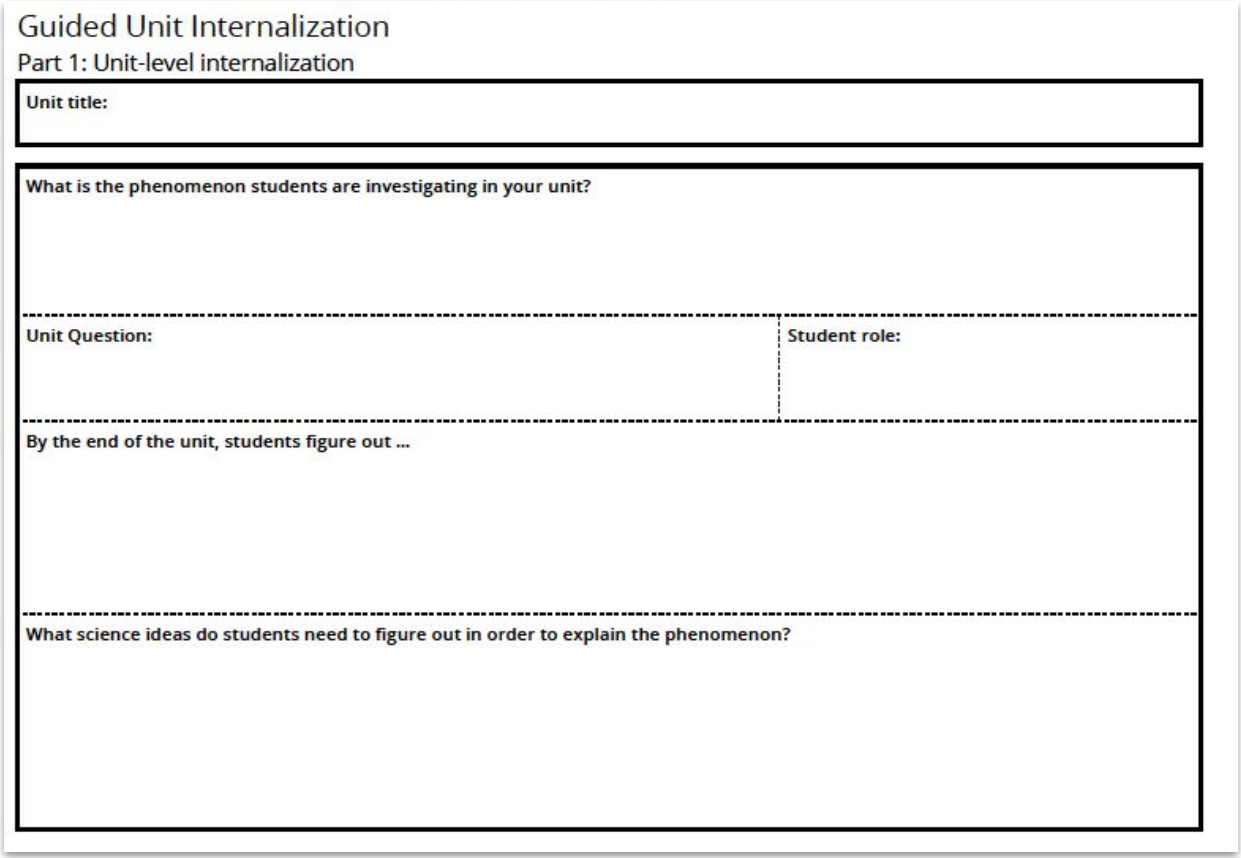
- Flextension Compilation
- Investigation Notebook
- Multi-Language Glossary
- NGSS Information for Parents and Guardians



Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

Unit Question:

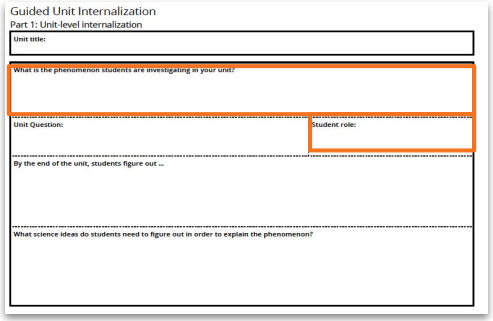
Student role:

By the end of the unit, students figure out ...

What science ideas do students need to figure out in order to explain the phenomenon?

Guided Unit Internalization Document

What is the student role? What will students figure out in Chapter 1?



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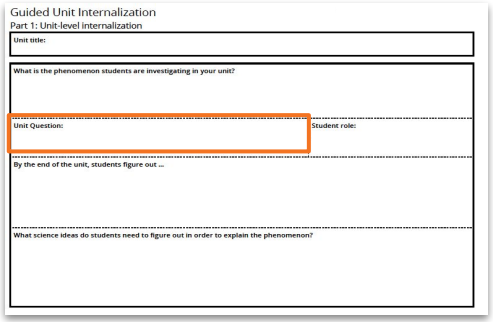
Offline Preparation

What are the Unit and Chapter Questions unit two?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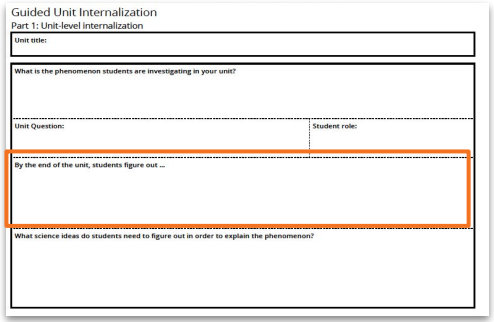
Offline Preparation

By the end of the unit what will the students figure out?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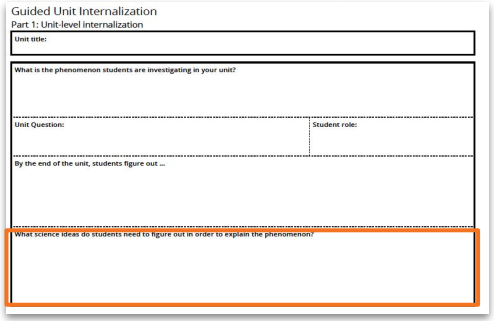
Offline Preparation

What science concepts do students need to figure out in order to build an explanation of the unit phenomena?



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Offline Preparation

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

Unit Overview

Unit Question:

Lesson Overview Compilation

Student role:

Unit Overview

By the end of the unit, students figure out ...

Unit Map, See also Progress Build

What science ideas do students need to figure out in order to explain the phenomenon?

Unit Map, Progress Build, Science Background Document

Where to Look!

Where do you find a table listing the books and the in-class lessons they are used for?

A Science Background

C Progress Build

B Lesson Overview Compilation

D Materials and Preparation

Where do you find possible student preconceptions?

A Science Background

C Progress Build

B Lesson Overview Compilation

D Materials and Preparation

In Chat

- What is the Unit Anchor Phenomenon?
- What is the Unit Question?

Questions?

Plan for the day

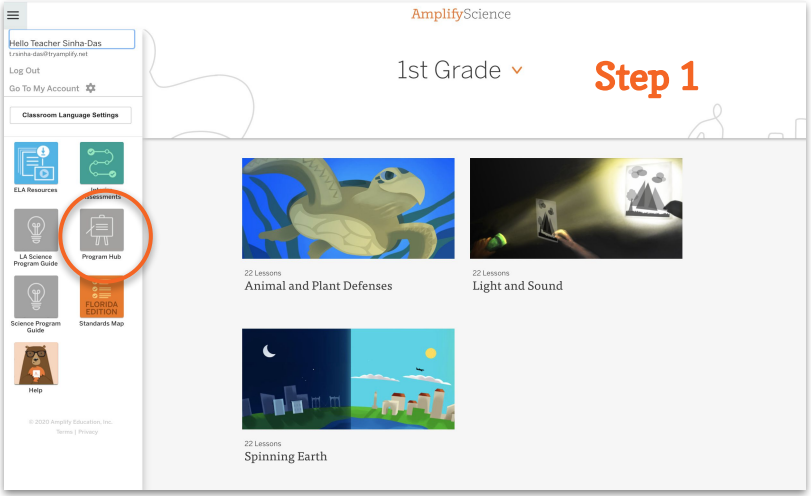
- Framing the day
- Unit Internalization
- **Amplify Science @Home**
- Planning to teach using @Home resources
- Reflection and closing

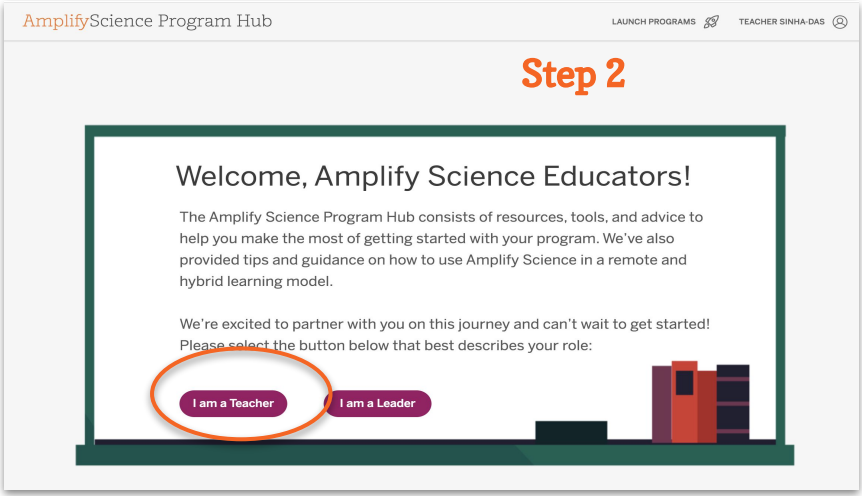
Questions
Reflections
Connections

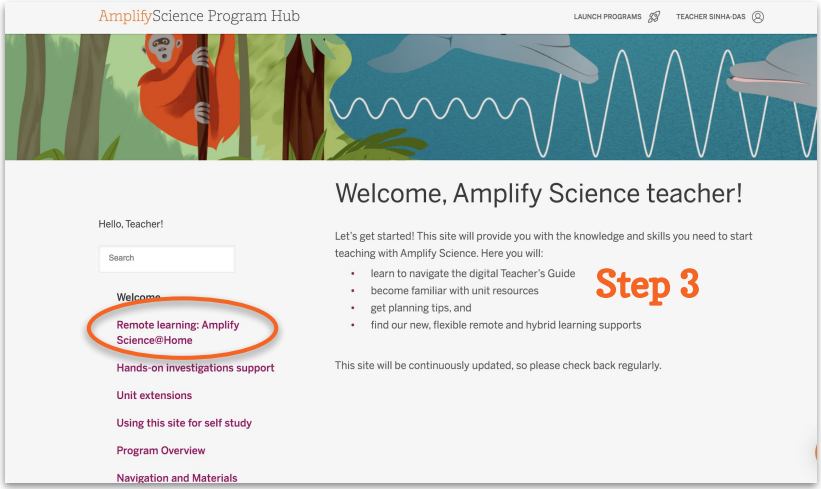
Unit 2 Planning Notes

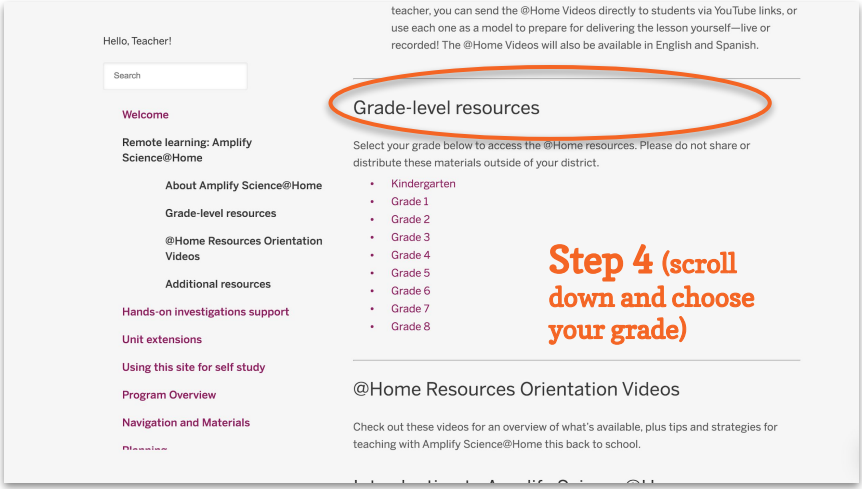
Global Navigation

Program Hub Self Study


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.


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.

Explore your Unit 2 @Home

Navigate to your unit on the Program Hub locate and record planning notes on:

1. **Self-Study Resources**
2. **@Home Videos for Unit 2**

Reminder!
AmplifyScience@Home

@Home Units

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

@Home Videos

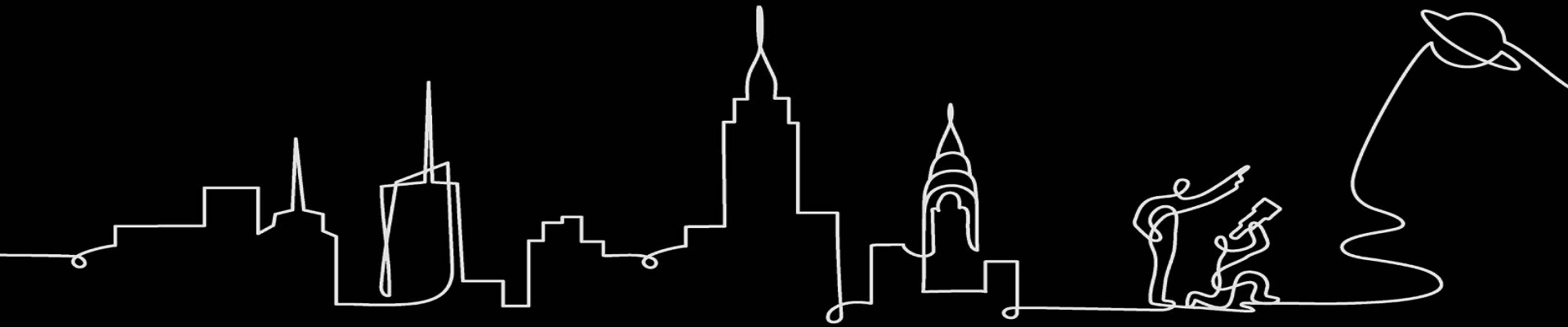
Video playlists of Amplify Science lessons, taught by real Amplify Science teachers

In Chat

What are some possible uses for the @Home Videos

Reflect-Type-Chat! Share and Learn

Which self-study resource on the Program-Hub will you use most often and why?



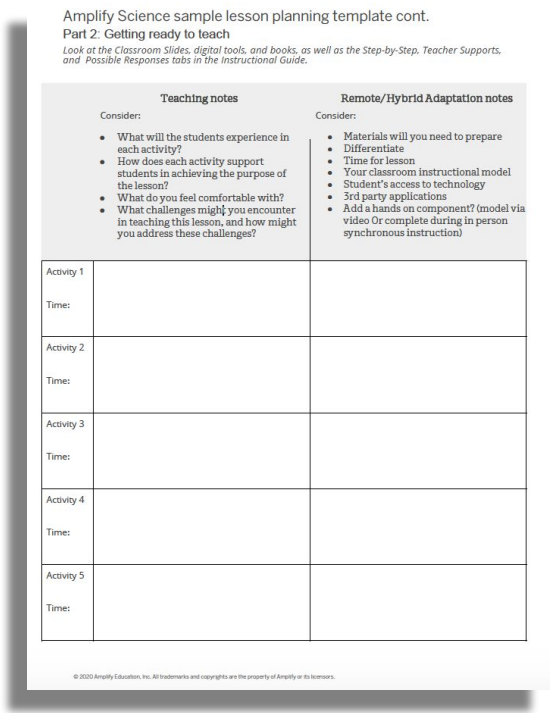
Lesson Adaptation Considerations

While planning consider the information below to select the appropriate resources:

- Do you have more, less, or the same time as last year for Science?
- Your classroom instructional model (Hybrid or Remote)
- Student's access to technology (packet or slides/sheets)
- The 3rd party applications will you pair with Amplify resources (if any)?
- Do I want to add a hands on component? (model via video? Or complete during in person synchronous instruction)

AmplifyScience@Lesson Adaptation Tool (Remote/Hybrid)

Lesson:	Date:
Lesson purpose: [Lesson Brief: Overview]	3-D connections and formative assessment opportunities:
What the students will learn in this lesson and potential challenges.	How will the students be practicing the multiple modalities during this lesson?



Amplify Science sample lesson planning template cont.

Part 2: Getting ready to teach

Look at the Classroom Slides, digital tools, and books, as well as the Step-by-Step, Teacher Supports, and Possible Responses tabs in the Instructional Guide.

	Teaching notes Consider: • What will the students experience in each activity? • How does each activity support students in achieving the purpose of the lesson? • What do you feel comfortable with? • What challenges might you encounter in teaching this lesson, and how might you address these challenges?	Remote/Hybrid Adaptation notes Consider: • Materials will you need to prepare • Differentiate • Time for lesson • Your classroom instructional model • Student's access to technology • 3rd party applications • Add a hands on component? (model via video Or complete during in person synchronous instruction)
Activity 1 Time:		
Activity 2 Time:		
Activity 3 Time:		
Activity 4 Time:		
Activity 5 Time:		

Lesson Adaptation Tool for Remote and Hybrid Learning

Lesson 1.2: What If Rain Boots Were Made of Paper?

Grade 2 | Properties of Materials

AmplifyScience

10 MIN

Activity 1

Introducing the Design Challenge

Unit Question

How can you design a mixture for a certain purpose?

The principal heard that we're starting the *Properties of Materials* unit and thinks we can **help the school** with a **problem**.

I'll read a letter that the principal wrote us. As I read, think about **what the problem is** and **what we will send the principal** at the end of the unit.

Dear Second Grade Students,

Teachers have told me they are worried about some of the supplies at our school. One of the supplies we need to improve is our glue. I talked with a few teachers, and we decided that your second grade class will take on the challenge of designing a new glue for our school.

For the next few weeks, you will become glue engineers. You will make a new glue that can be shared with other classrooms. You will need to learn about glue and the ingredients needed to make glue. You will create your own glue recipes and test them. After that, you will use the evidence from your tests to make your glue even better.

Once you have a final recipe, you will share the recipe with your teacher and me. Thank you so much for your help!

Sincerely,

Your Principal

An **engineer** is a person who uses science knowledge to design something in order to **solve a problem**.

The problem we need to solve is **how to make a glue for our school**. We will take on the role of **glue engineers** as we design the glue.

Vocabulary

design

to try to make something new that solves a problem

Activity 2

Predicting as a Reading Strategy

We will investigate this question over the next few lessons:

What can be noticed about different materials?

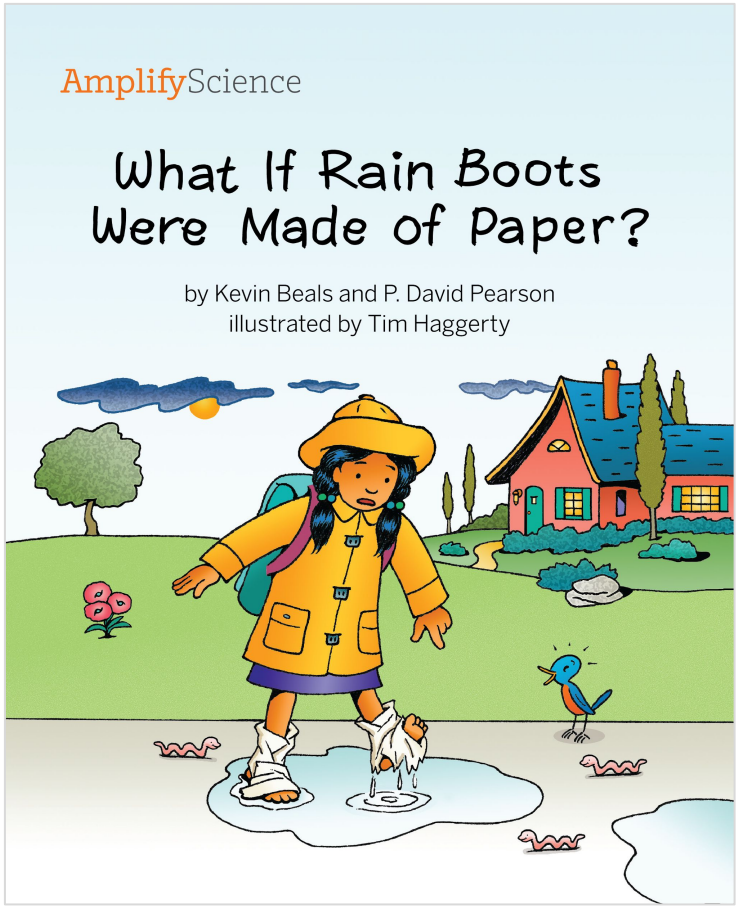
In this lesson, we will be **reading** about **different materials**.

Readers often use a **strategy** called **predicting** to help them understand what they are about to read. Predicting is a strategy that you probably use a lot.

Vocabulary

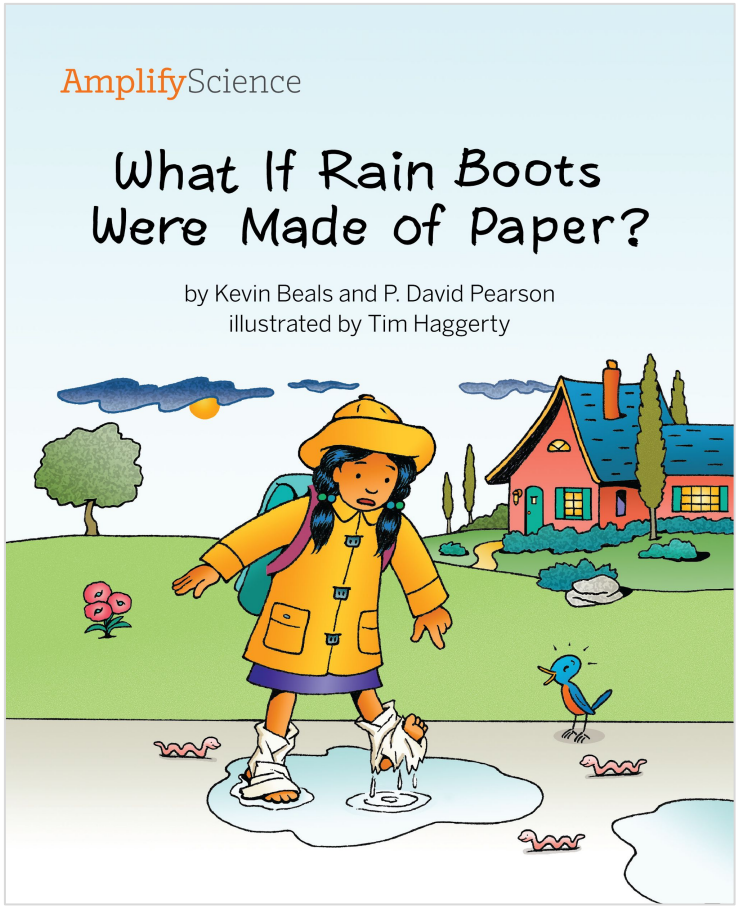
predict

to use what you already know to decide what you think might happen



Before we read this book, let's practice **predicting** what the book will be about or what we'll learn.

We can use the **title**, **pictures**, **text**, **format**, and **story elements**.



What do you **predict** that the book might be about?

I'll read page 3 out loud.

As I read, I'll think about ways I might change my prediction.

Paper rain boots would be a problem. That's why rain boots are made of **rubber**.

- Rubber bends, so it's easy to slip rain boots on our feet.
- Rubber is strong, so it lasts a long time.
- Rubber keeps out water, so our feet stay dry.

Rubber is a great **material** for making rain boots. Maybe we should make everything out of rubber!

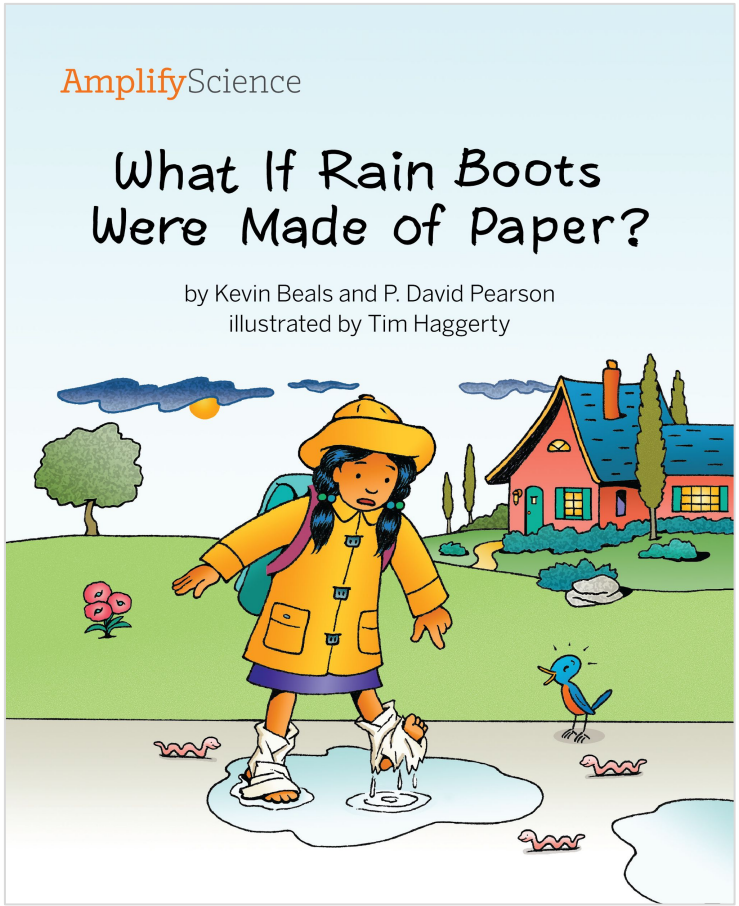
4

Now I'll read page 4.

Let's think about what we are learning as we read and make a new prediction.

Predicting helps readers understand new ideas and think about what they are going to learn or what might happen next.

Readers don't just predict before they read. They continue to **make and adjust their predictions** as they go along.



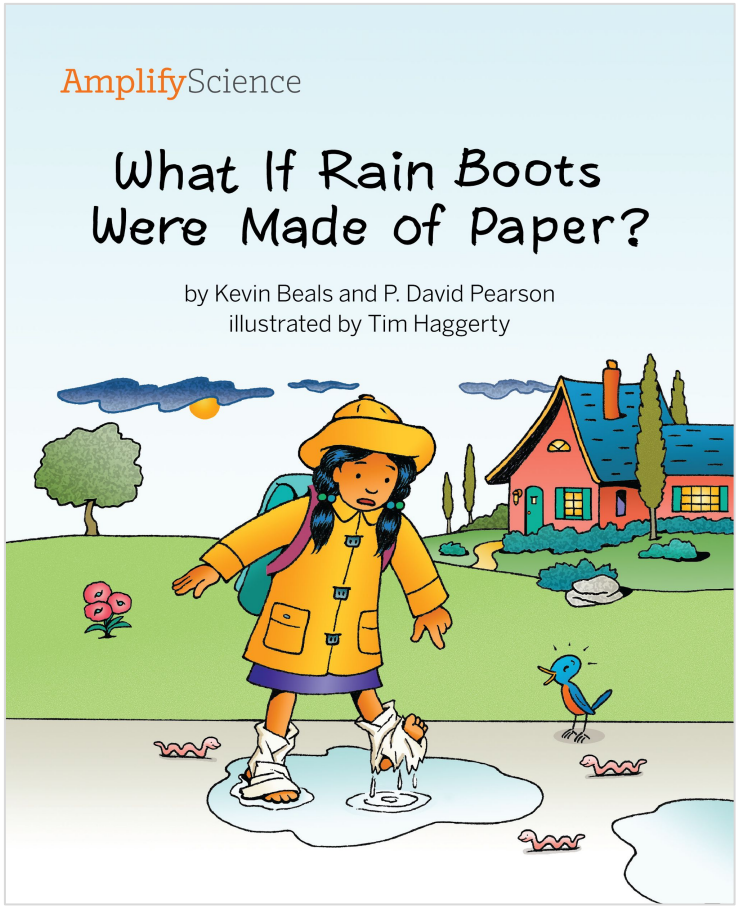
What do you **predict** the book will be about?

Activity 3

Reading: What If Rain Boots Were Made of Paper?

Partner Reading Guidelines

1. Sit next to your partner and place the book between you.
2. Take turns reading.
3. Read in a quiet voice.
4. Be respectful and polite to your partner.
5. Ask your partner for help if you need it. Work together to make sure you both understand what you read.



Read the book with a partner.

As you read, check your predictions and share any new predictions with your partner.

Turn to page 3 and follow along as we reread the book.

I'll call on students to share the reading as we go along.

We'll stop and talk about the book as we read.

Paper rain boots would be a problem. That's why rain boots are made of **rubber**.

- Rubber bends, so it's easy to slip rain boots on our feet.
- Rubber is strong, so it lasts a long time.
- Rubber keeps out water, so our feet stay dry.

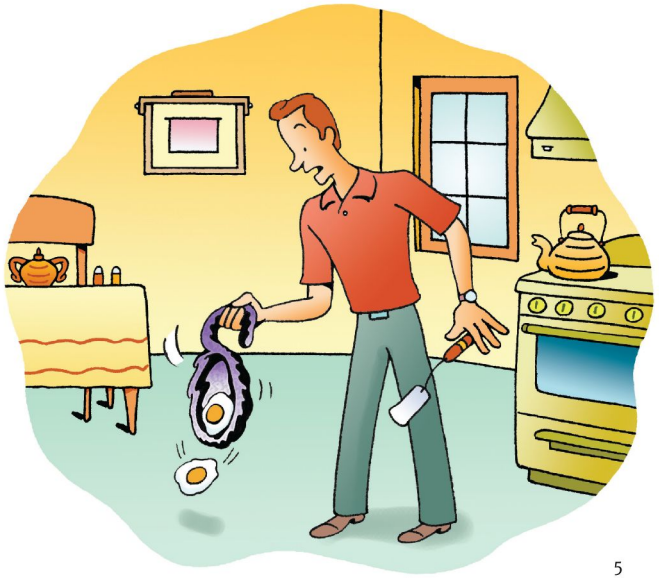
Rubber is a great **material** for making rain boots. Maybe we should make everything out of rubber!

What if pans were made of rubber?

Would food bounce out onto the floor?

Would the pans melt?

Would our food ever get cooked?



Maybe rubber pans are not such a great idea.
That's why pans are made of metal.

- Metal is usually hard and strong.
- Metal won't melt or burn on a stove.
- Metal cooks our food just right.

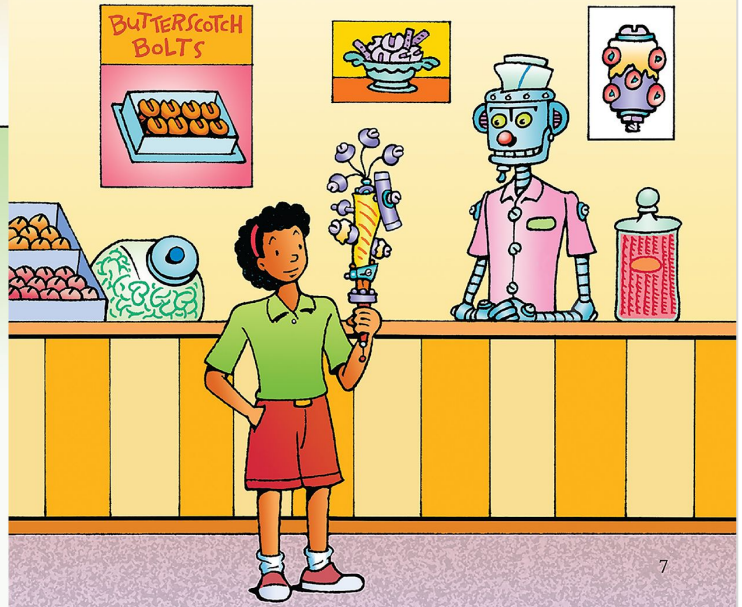
Metal is a great material for making pans. Maybe we should make everything out of metal!

What if candy were made of metal?

Would we be able to chew it?

Would it taste like a car?

Would it **rust** inside our bellies?



Maybe metal candy is not such a great idea.
That's why candy is made of sugar.

- Sugar isn't good for our teeth, but eating sugar is better than biting metal!
- Sugar tastes sweet.
- Sugar breaks apart in our mouths and in our bellies.

Sugar is a great material for making candy. Could sugar be the best material for making everything?

What if books were made of sugar?

Could we write in them?

Would the pages stick together?

Could we turn the pages without breaking them?

Would your little brother try to eat them?

Maybe sugar books are not such a great idea!
I guess that's why books are made of paper.

- It's easy to write on paper.
- Paper pages don't stick together.
- Paper is thin but strong, so we can turn the pages without breaking them.
- Your little brother would not like to eat a paper book.

Paper is a great material for making books. Maybe we should make everything out of paper!

Maybe we should make rain boots out of paper. Wait!
We already thought about that.

- Paper is not good for making boots, but rubber is.
- Rubber is not good for making pans, but metal is.
- Metal is not good for making candy, but sugar is.
- Sugar is not good for making books. What is?

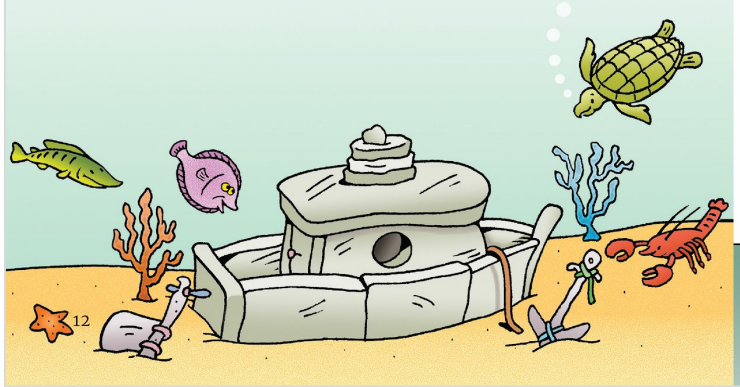
When you **design** something, it's important to pick a material that will work.

Some materials are just right for making certain things.

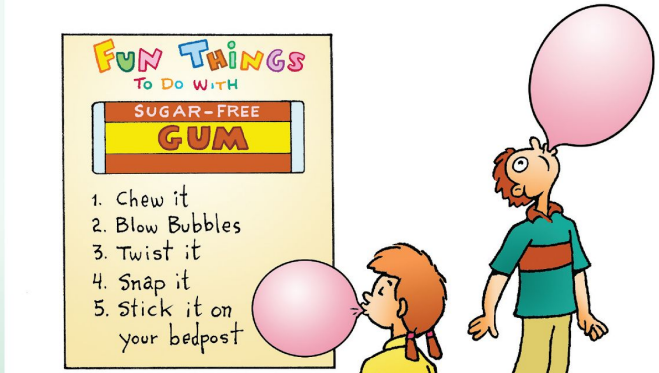
- Glass makes good windows.
- Cloth makes good hats.
- Wood makes good tables.
- Brick makes good houses.

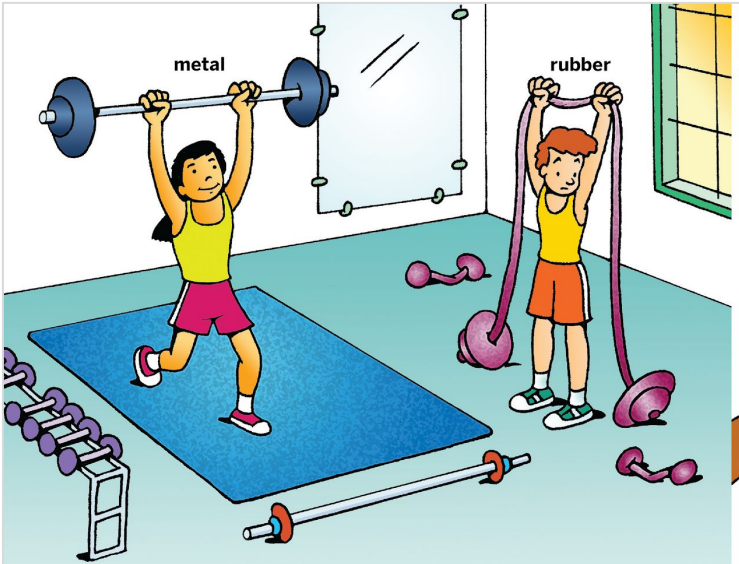
Some materials are silly for making certain things.

- You wouldn't use stone to make boats.
- You wouldn't use clay to make food.
- You wouldn't use cloth to make cars.
- You wouldn't use milk to make clothes.



Sometimes things sound silly, but they work really well.
Rubber candy sounds silly, but maybe it isn't so silly.
A long time ago, people did use rubber for making candy.
They designed gum!





Every material has different **properties**. Properties include how materials look, feel, smell, taste, sound, and mix with other materials.

Hardness is a property of most kinds of metal. Being able to bend easily is a property of rubber.

A material's properties make it great for some uses . . . and not so good for other uses.

What if you were an **engineer**?

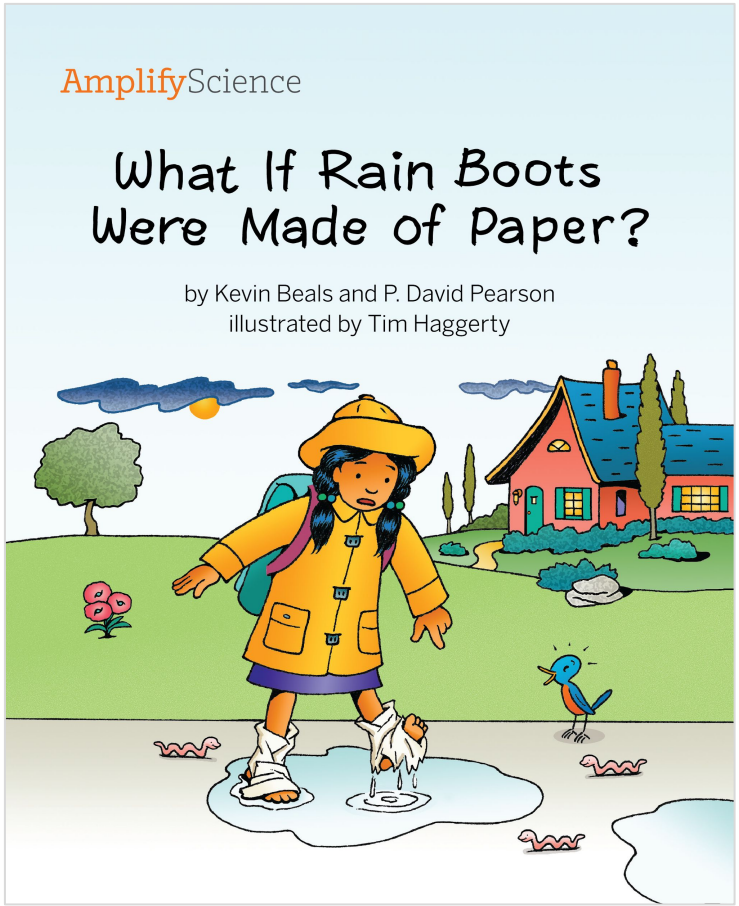
What would you design, and what materials would you use?

Just don't try to make a bike out of bananas.

Some things really are silly!

Activity 4

Reflecting on Materials and Properties



We are going to look back at a couple of **important words** in *What If Rain Boots Were Made of Paper?*

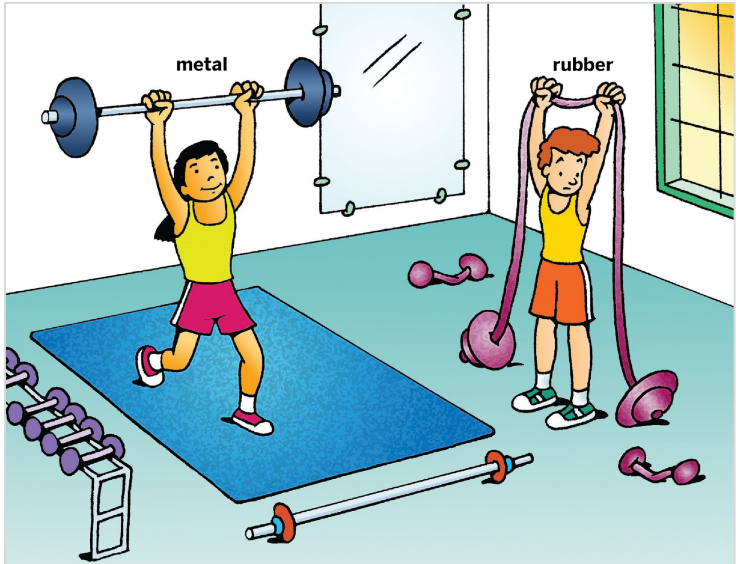
Vocabulary

material

the stuff that makes up everything

What **materials** are used to make **cars?**

What **materials** are used to make **bottles?**



Every material has different **properties**. Properties include how materials look, feel, smell, taste, sound, and mix with other materials.

Hardness is a property of most kinds of metal. Being able to bend easily is a property of rubber.

A material's properties make it great for some uses . . . and not so good for other uses.

14

Turn to page 14. Let's think about the word "properties" as we read.

What were some of the silly examples of materials we read about?

Why were they silly?

Key Concept

Properties include how materials smell, look, taste, feel, and sound.

Vocabulary

property

something about a material that you can see, hear, smell, taste, or feel

What is a **material** you see used in one or more objects in the classroom?

What are the **properties** of that material?

What do its properties make that material **good for**?

Activity 5

Keeping Track of New Ideas

We will continue posting important **words**, **images**, and **ideas** to the **classroom wall**. You can refer to the wall to remember the new things we're learning.

Before we begin designing our glue, we need to **learn more about materials and their properties**.

End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Suggestions for Online Synchronous Time

Online synchronous time
Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.
Digital tool demonstrations: You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.
Interactive read-alouds: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.
Shared Writing: This is a great opportunity for a collaborative document that all your students can contribute to.
Co-constructed class charts: You can create digital charts, or create physical charts in your home with student input.

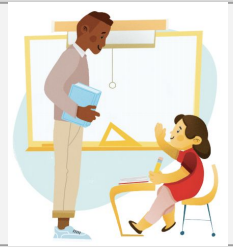
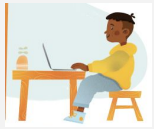
page 14

Plan for the day

- Framing the day
- Unit Internalization
- Amplify Science @Home
- **Planning to teach using @Home resources**
- Reflection and closing

Sample instructional scenario

Hybrid pod model

Select 1-2 lessons for the week and decide the best instructional format for the different parts of the lesson		
In class 	**Remote online class**   	**Remote** 
• Hands-on investigations (option for teacher demo) • Discourse routines • Class discussions • Physical modeling activities	• Sim demonstrations • Read-alouds • Shared Writing • Co-constructed class charts	• @Home video lessons • @Home Unit activities • Reflective writing • Independently review

Sample instructional scenario

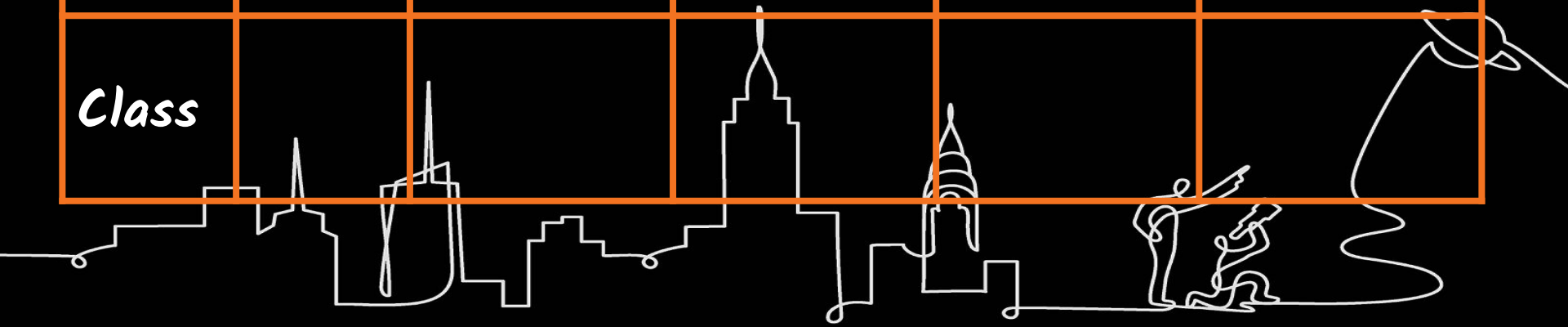
Hybrid pod model

	M-T	W	Th-F
Pod 1	In class 	Remote online class   	Remote 
Pod 2	Remote 		In class 

Think-Type-Chat
Share and Learn

Take a moment to think about your current instructional model. Please share in chat!

	M	T	W	Th	F
Class					
Class					



@Home Resources example use case

Hybrid Model: Teach live during in-person/synchronous time

Day 1

Remote

Assign: Lesson 1.1 @Home Video

Day 2

In-person

Teach: Lesson 1.2 live

Day 3

Synchronous

Teach: Lesson 1.3 using clips from @Home Video

Day 4

Remote

Assign: Lesson 1.4 @Home Packet/Slides

Day 5

In-person

Revisit: hands-on or discourse-based activities the week's lessons

@Home Resources example use case

Remote Model: with synchronous & asynchronous learning

Days 1 & 2

Asynchronous

Assign: Lesson 1.1 @Home Video and sheets for students to work through on their own

Day 3

Synchronous

Teach: Lesson 1.2 using clips from the @Home Video

Day 4

Asynchronous

Assign: Lesson 1.3 @Home Packet or @Home Slides for students to work through on their own

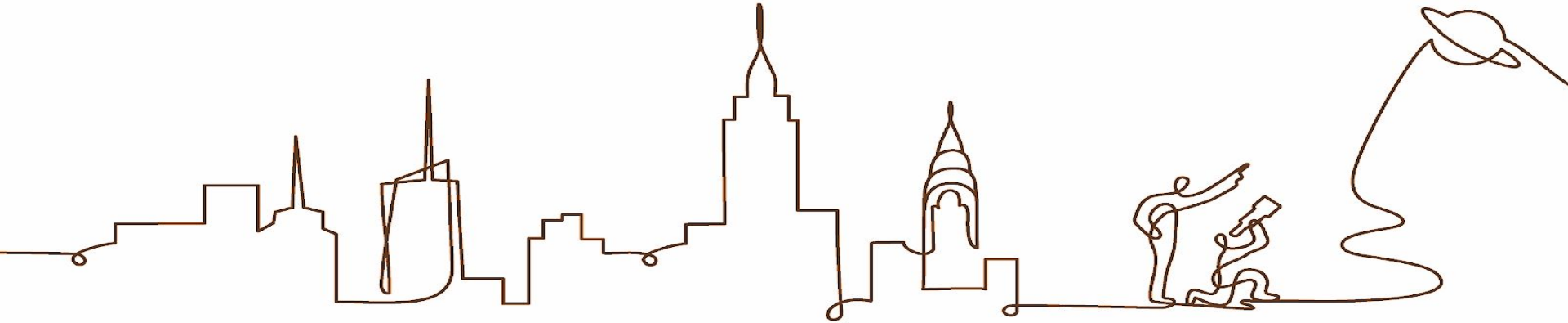
Day 5

Synchronous

Revisit: hands-on or discourse-based activities from the week's lessons

Differentiation

Quick Review of Lesson Level Brief



Guided Planning

Objectives

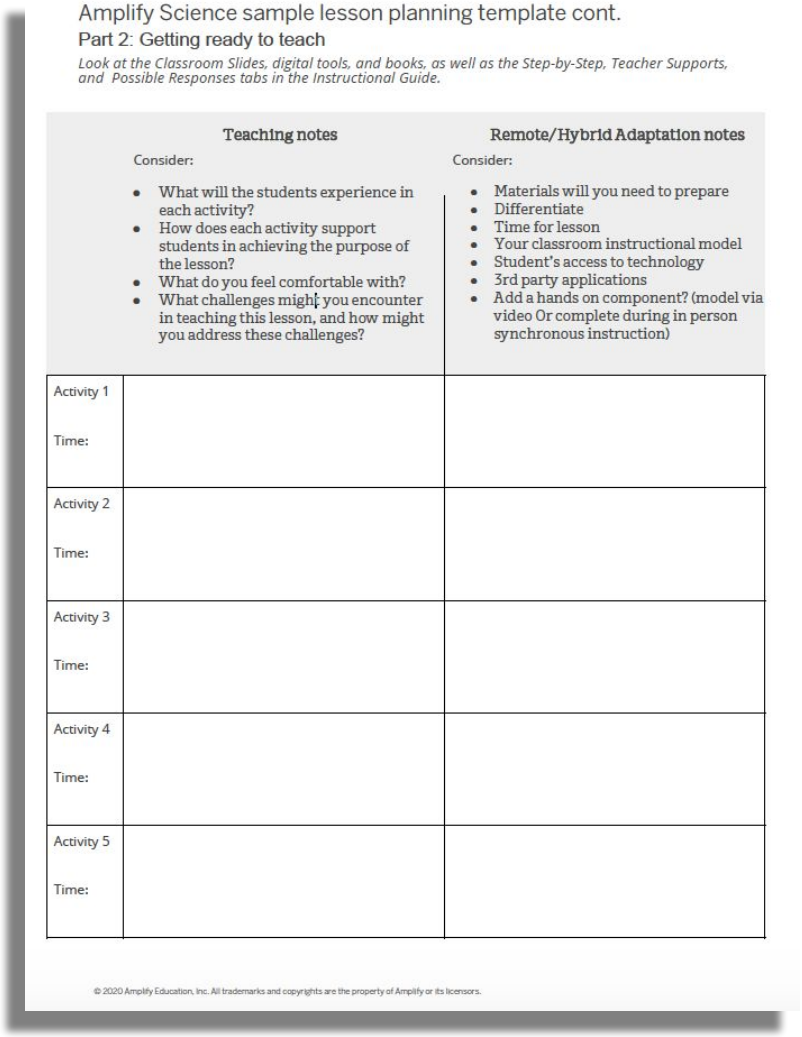
- Use the resources we have explored to compare@Home lessons w/ in-class lessons.
- Use the lesson adaptation tool to adjust an in-class lesson for remote and hybrid learning.

AmplifyScience@Lesson Adaptation Tool (Remote/Hybrid)

Lesson:	Date:
Lesson purpose: [Lesson Brief: Overview]	3-D connections and formative assessment opportunities:
What the students will learn in this lesson and potential challenges.	How will the students be practicing the multiple modalities during this lesson?

Lesson Adaptation!

Choose a lesson and use the Lesson Adaptation Tool to begin recording planning information about the lesson.



Amplify Science sample lesson planning template cont.

Part 2: Getting ready to teach

Look at the Classroom Slides, digital tools, and books, as well as the Step-by-Step, Teacher Supports, and Possible Responses tabs in the Instructional Guide.

	Teaching notes Consider: • What will the students experience in each activity? • How does each activity support students in achieving the purpose of the lesson? • What do you feel comfortable with? • What challenges might you encounter in teaching this lesson, and how might you address these challenges?	Remote/Hybrid Adaptation notes Consider: • Materials will you need to prepare • Differentiate • Time for lesson • Your classroom instructional model • Student's access to technology • 3rd party applications • Add a hands on component? (model via video Or complete during in person synchronous instruction)
Activity 1 Time:		
Activity 2 Time:		
Activity 3 Time:		
Activity 4 Time:		
Activity 5 Time:		

Lesson Adaptation!

With the Lesson Adaptation Tool begin adjusting the lesson for remote and hybrid learning.

Note begin with in-class slides

Lesson Adaptation Considerations

While planning consider the information below to select the appropriate resources:

- Do you have more, less, or the same time as last year for Science?
- Your classroom instructional model (Hybrid or Remote)
- Student's access to technology (packet or slides/sheets)
- The 3rd party applications will you pair with Amplify resources (if any)?
- Do I want to add a hands on component? (model via video? Or complete during in person synchronous instruction)

Plan for the day

- Framing the day
- Unit Internalization
- Amplify Science @Home
- Planning to teach using @Home resources
- **Reflection and closing**

Where do you locate the new 3-D assessment objective overview?

A. Unit Level Materials and Prep

B. Unit Level 3-D statements

C. Unit Level Printable Resources

D. Unit Level Assessment Systems

Where are differentiation notes for Unit 2 lessons?

A. Unit Level Materials and Prep

B. Unit Level Science Background

C. Digital TG Lesson Level

D. Teacher Overview

In Chat

What are the focal performance expectations for your unit?

Where can you find assessment recommendations for @Home units?

A @Home Videos

C @Home Student Slides

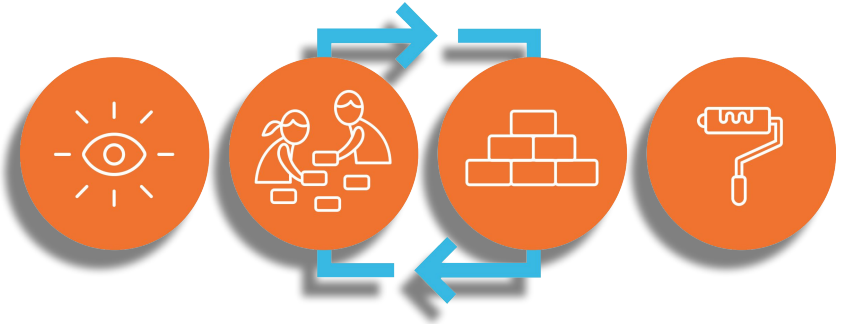
B @Home Student Sheets

D @Home Teacher Overview

In Chat

What is the Chapter 4-level Phenomenon?

What does this Image represent?



A Amplify Science Approach

B How students build a complex explanation

C How students deepen their understanding

D All of these

Did We Meet Out Workshop Goals?

1. Make instructional decisions about remote or hybrid learning
2. Develop a plan for using @Home resources within your class schedule and instructional format.

A yes

B yes but still working

C YES!

D No not quite

Questions?

NYC Program Guide

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

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

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