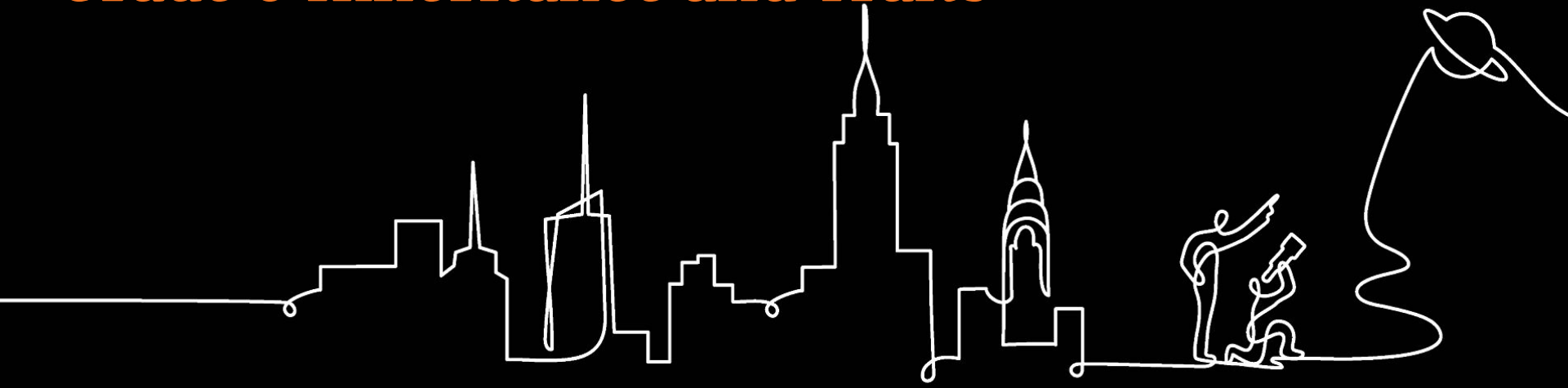
Amplify Science

Guided Unit Internalization With @Home Resources

New York City

Grade 3 Inheritance and Traits



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

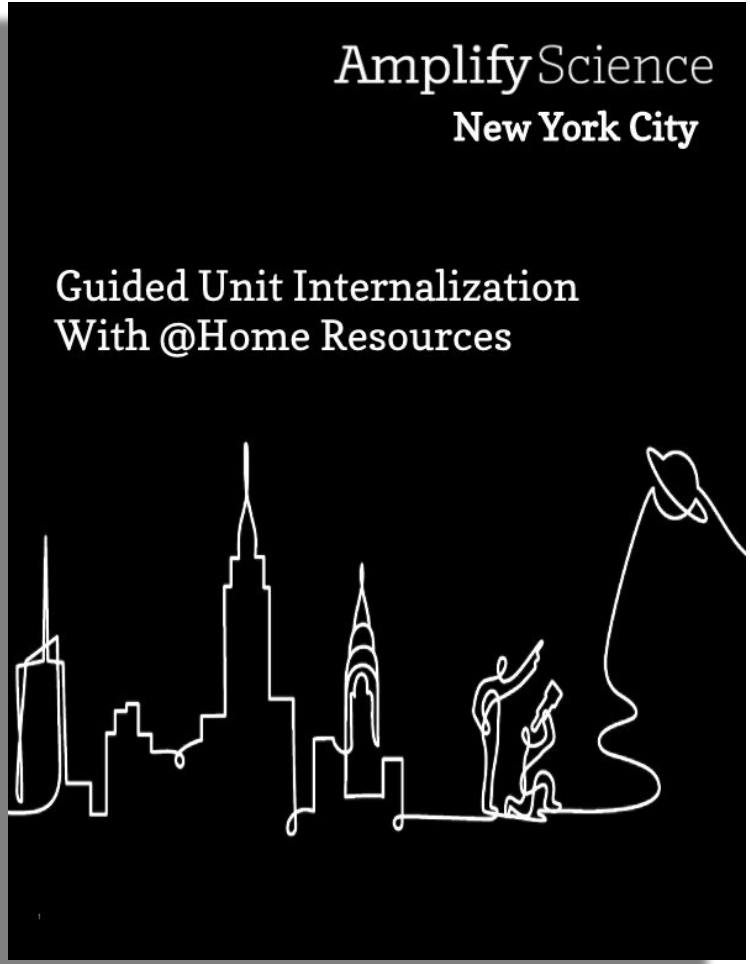
- Make sure you have a note-catcher present

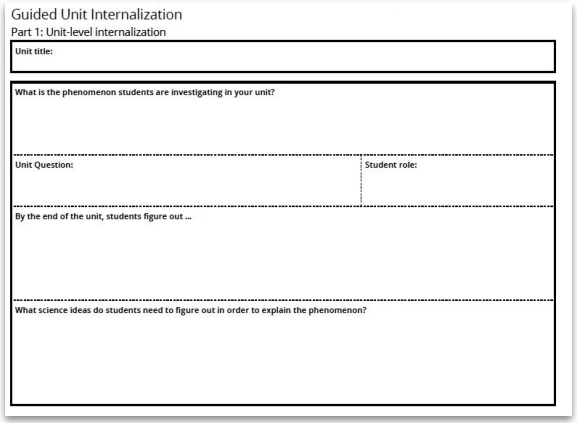
- Be an active participant - chat, ask questions, discuss, share!

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.**

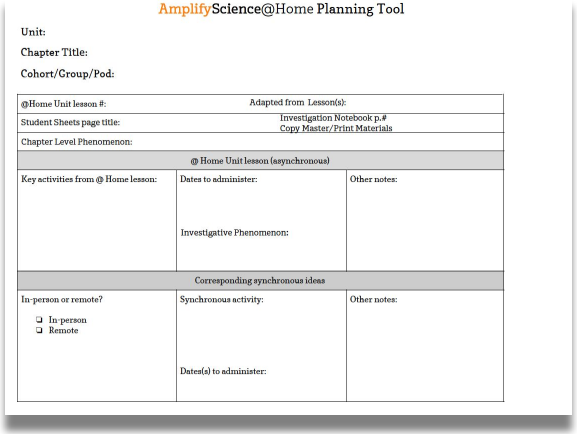




Guided Unit Internalization

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@Home Planning Tool

Unit:

Chapter Title:

Cohort/Group/Pod:

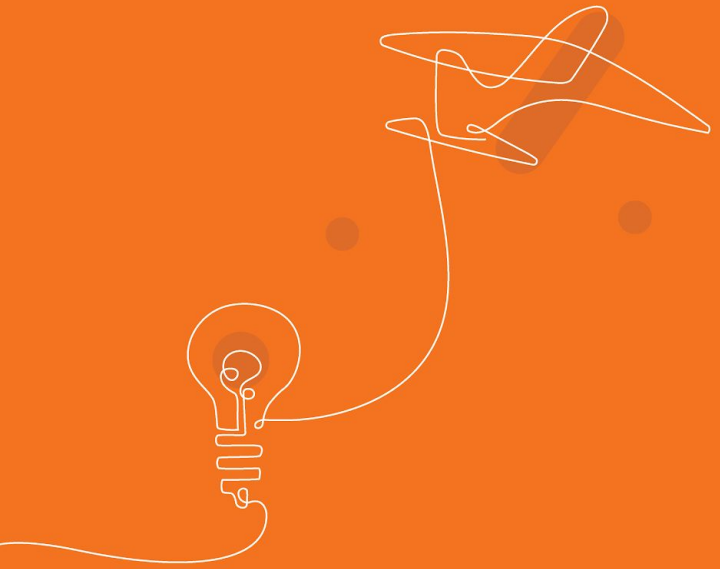
@Home Unit lesson #:	Adapted from Lesson(s):	
Student Sheets page title:	Investigation Notebook p.# Copy Master/Print Materials	
Chapter Level Phenomenon:		
@ Home Unit lesson (asynchronous)		
Key activities from @ Home lesson:	Dates to administer: Investigative Phenomenon:	Other notes:
Corresponding synchronous ideas		
In-person or remote? ❑ In-person ❑ Remote	Synchronous activity: Dates(s) to administer:	Other notes:

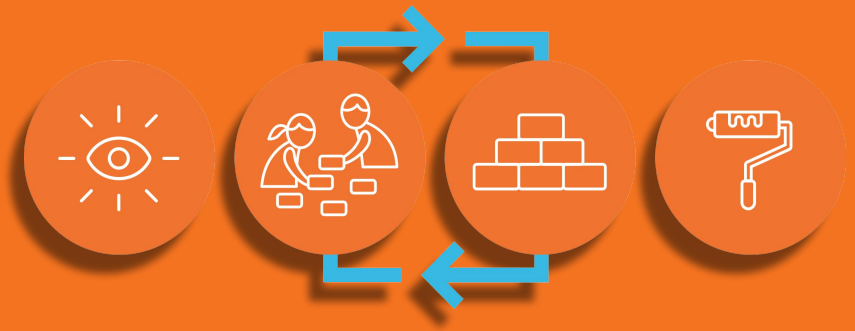
Participant Materials

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

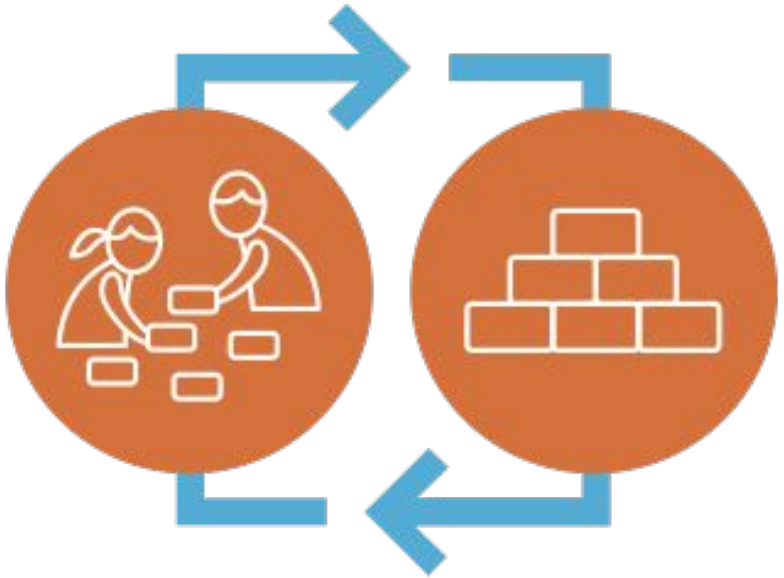
Build increasingly complex explanations

Apply knowledge to solve a different problem

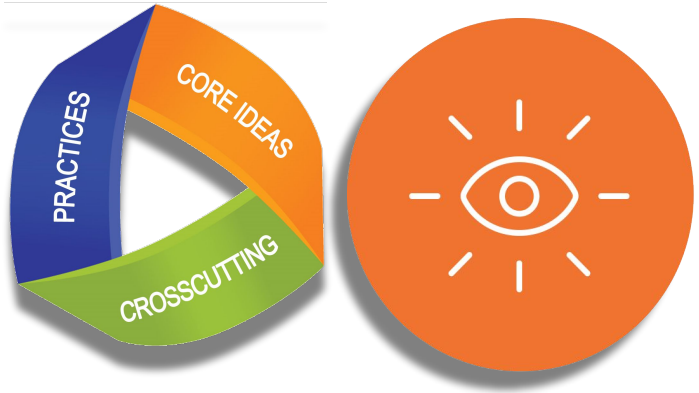
Multimodal Phenomenon-based approach

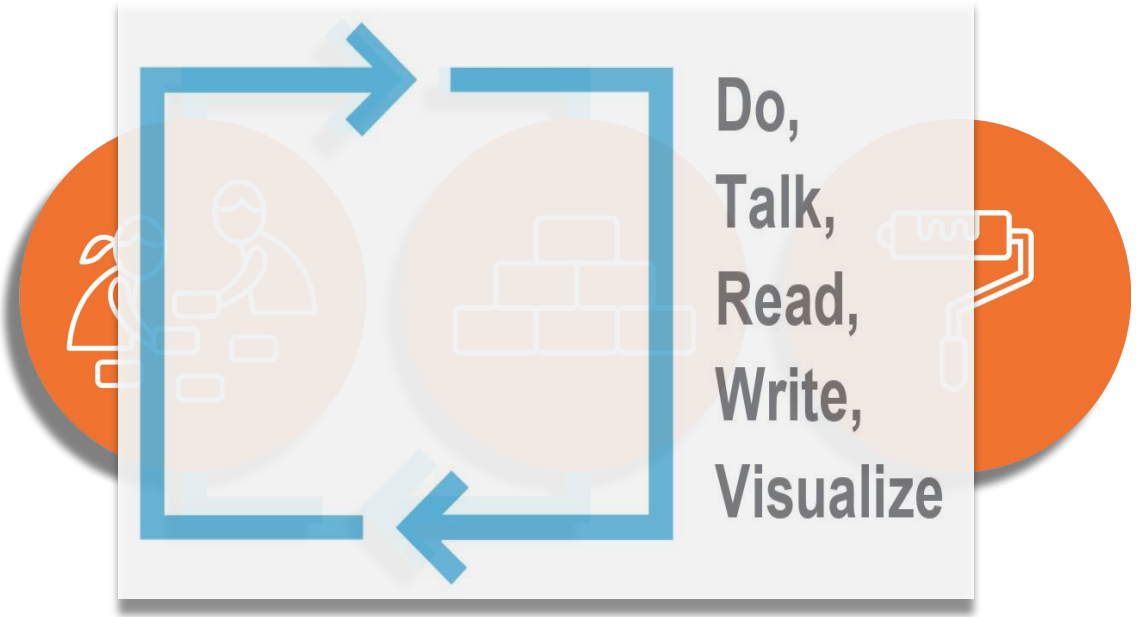
The anchor phenomenon drives instruction through a whole unit

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

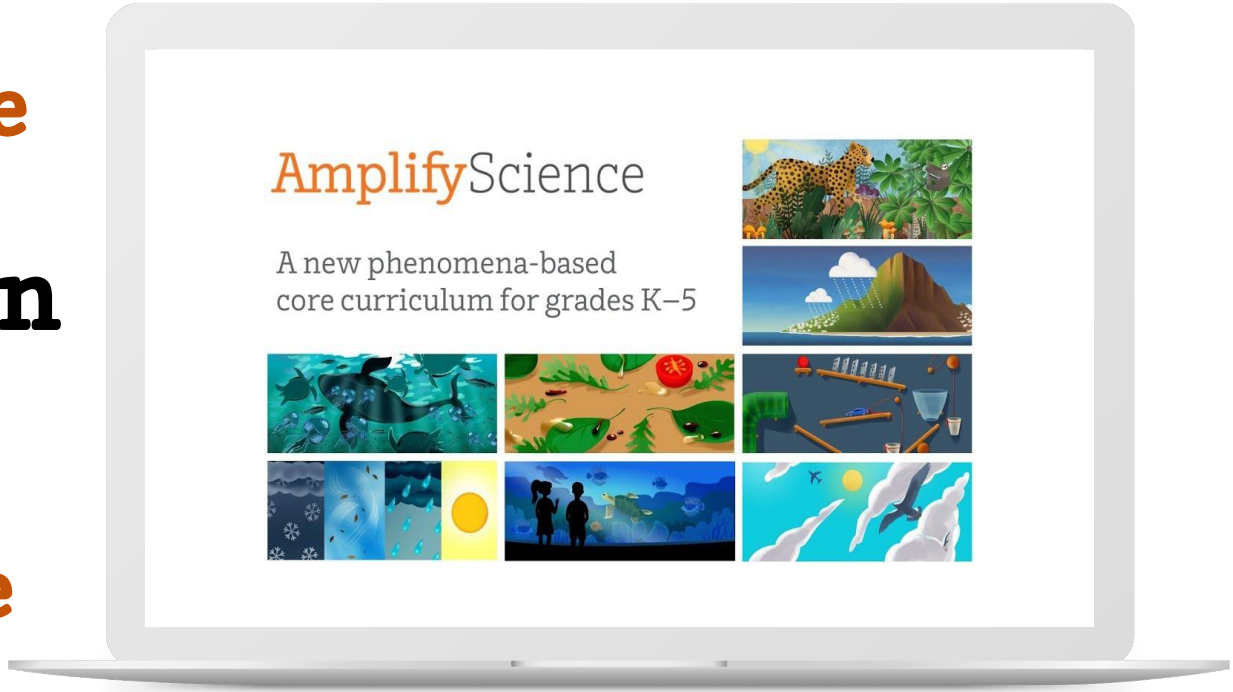
Unit Anchor Phenomenon

Wolf 44 appears different from the rest of the wolves in its pack.

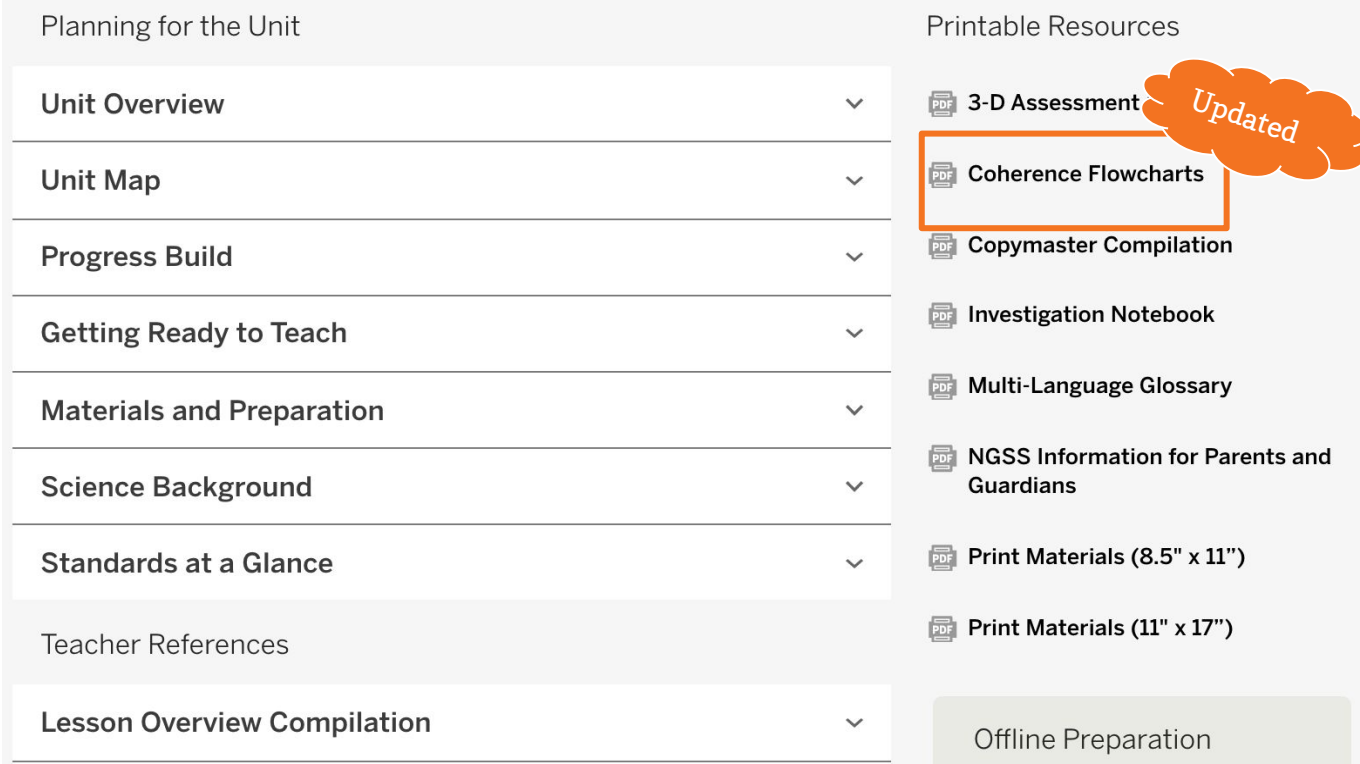
Navigate-Type-Chat

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?



Inheritance and Traits: Variation in Wolves

Unit Anchor Phenomenon
Problem students work to solve

Wolf 44 appears different from the rest of the wolves in its pack
What is the origin of the traits of Wolf 44—a wolf that appears different from the rest of its pack?

Chapter-level Anchor Phenomenon
Chapter 1 Question

Wolf 44 has a different fur color from the rest of its pack.
Why are wolves different even though they are all the same species? (introduced in 1.4)

Investigative Phenomena
Investigation Questions

There are many different organisms in the world.
What are some ways that organisms can be similar or different? (1.1-1.4)

There are similarities and variations in traits of organisms.
How can we describe the traits of organisms in a species? (1.5-1.6)

Evidence sources and reflection opportunities

- Read *Blue Whales and Buttercups* (1.2)
- Reflect on relatedness (1.2)
- Observe similarities and differences between animals (1.3)
- Observe bird traits (1.3)
- Observe bird sounds (1.4)
- Observe bear traits (1.4)

- Look for patterns in the wolf pack (1.5)
- Construct bar graphs to analyze similarity and variation in students' traits (1.5)
- Read *Handbook of Traits* to gather info about how traits vary within a species (1.6)
- Use Word Relationships routine to reflect on learning across the chapter (1.6)
- Create digital models of trait variation (1.6)

Key concepts

- Organisms have observable traits. (1.3)

- Organisms in a species have many similar traits, but for each trait there can be variation. (1.6)

Application of key concepts to the problem

- Review wolf data and reflect on variation of traits within the wolf pack (1.7)
- Write class explanation to answer the Chapter 1 Question (1.7)

Explanation that students can make to answer the Chapter 1 Question

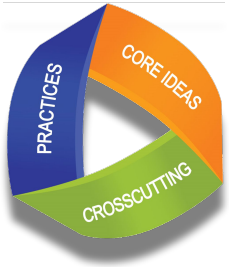
Even though all wolves are the same species, some wolves are different from others due to variation of traits within a species. This means that even though wolves can have similarities in their traits, there can also be variations in each trait. For example, wolves have different colors of fur: some wolves have a trait for gray fur, others have a trait for black fur.

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

Inheritance and Traits
3-D Assessment Objectives Overview

The NGSS Performance Expectations specify three-dimensional learning objectives for Grade 3 as well as for the 3–5 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 3–5. 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.

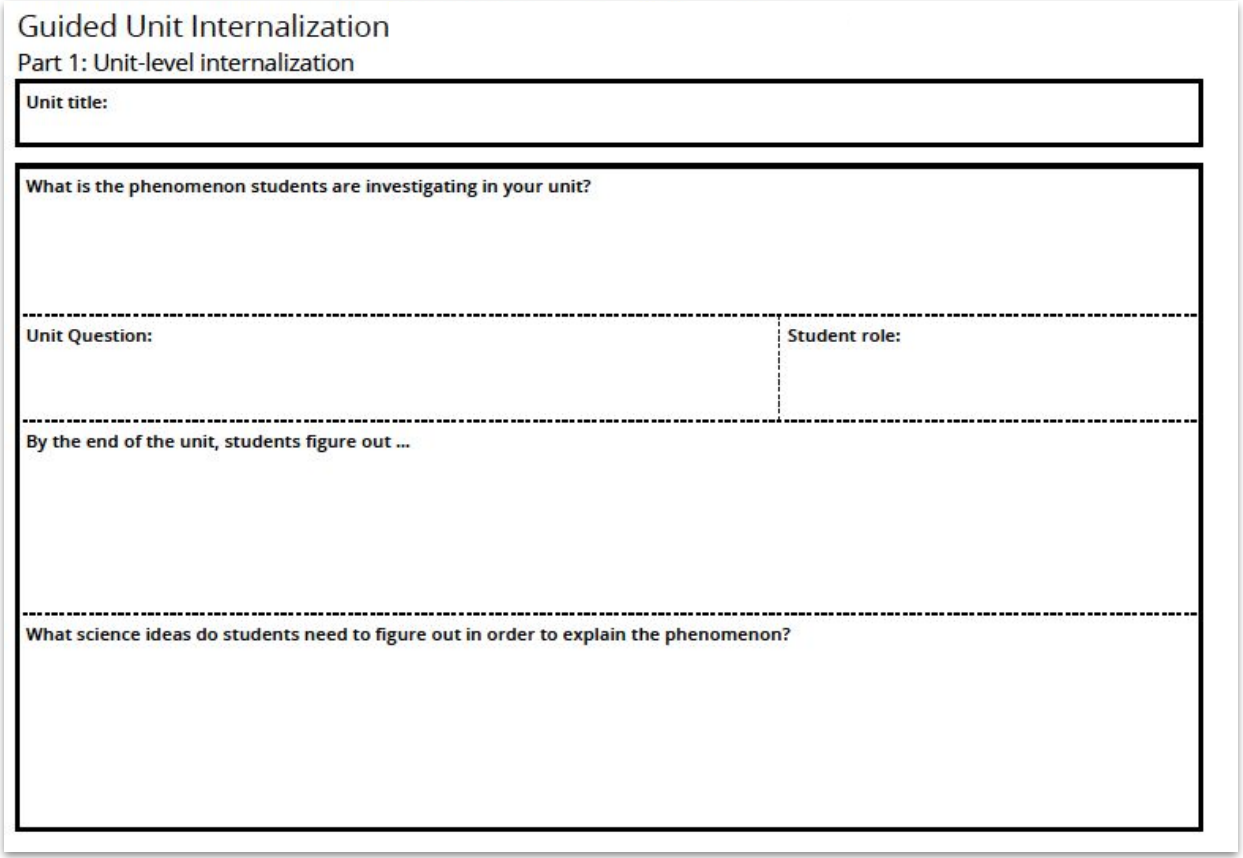
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

SEP: Analyzing and Interpreting Data	**DCI:** LS3.A: Inheritance of Traits	**DCI:** LS3.B: Variation of Traits	**CCC:** Patterns
Balancing Forces (Grade 3) INV: Lesson 5.1, Activity 3 (S)	***Inheritance and Traits (Grade 3)*** PRE: Lesson 1.1, Activity 2 OTFA 7: Lesson 2.5, Activity 1 CJ 2: Lesson 2.6, Activity 3 CW: Lesson 2.6, Activity 3 EOU 1: Lesson 3.6, Activity 3 (S)	***Inheritance and Traits (Grade 3)*** PRE: Lesson 1.1, Activity 2 CJ 1: Lesson 1.7, Activity 1 OTFA 7: Lesson 2.5, Activity 1 CW: Lesson 2.6, Activity 3	***Balancing Forces (Grade 3)*** CW: Lesson 3.4, Activity 3 TS: Lesson 5.3, Activity 2
Inheritance and Traits (Grade 3) OTFA 8: Lesson 2.5, Activity 4			***Inheritance and Traits (Grade 3)*** PRE: Lesson 1.1, Activity 2 OTFA 3: Lesson 1.5, Activity 1 OTFA 5: Lesson 2.2, Activity 1 EOU 1: Lesson 3.6, Activity 3 (S) EOU 2: Lesson 4.2, Activity 2 (S)
Weather and Climate (Grade 3) OTFA 1: Lesson 1.2, Activity 3 OTFA 2: Lesson 1.4, Activity 2 CJ 1: Lesson 1.5, Activity 3 OTFA 3: Lesson 1.6, Activity 1 OTFA 4: Lesson 2.2, Activity 2 CJ 2: Lesson 2.4, Activity 2 OTFA 6: Lesson 2.5, Activity 1 CW: Lesson 2.5, Activity 3 OTFA 7: Lesson 3.2, Activity 1 OTFA 8: Lesson 3.3, Activity 2 OTFA 9: Lesson 3.4, Activity 2 OTFA 11: Lesson 4.2, Activity 2			***Weather and Climate (Grade 3)*** PRE: Lesson 1.1, Activity 2 OTFA 5: Lesson 2.3, Activity 2 CJ 2: Lesson 2.4, Activity 2 CW: Lesson 2.5, Activity 3 OTFA 7: Lesson 3.2, Activity 1 OTFA 8: Lesson 3.3, Activity 2 CJ 3: Lesson 3.5, Activity 3 EOU 1: Lesson 3.7, Activities 1-3 (S) OTFA 11: Lesson 4.2, Activity 2 EOU 2: Lesson 4.4, Activities 1 & 2 (S)
Vision and Light (Grade 4) INV: Lesson 5.2, Activities 1-4 (S)			
Patterns of Earth and Sky (Grade 5) INV: Lesson 4.3, Activities 1-3 (S)			***Waves, Energy, and Information (Grade 4)*** PRE: Lesson 1.1, Activity 4 OTFA 1: Lesson 1.2, Activity 3 OTFA 12: Lesson 3.5, Activity 3
Modeling Matter (Grade 5) OTFA 12: Lesson 3.1, Activity 3			***Patterns of Earth and Sky (Grade 5)*** OTFA 4: Lesson 2.1, Activity 1 OTFA 5: Lesson 2.2, Activity 4 OTFA 8: Lesson 3.1, Activity 4 OTFA 10: Lesson 3.3, Activity 3 INV: Lesson 4.3, Activities 1-3 (S)
The Earth System (Grade 5) OTFA 7: Lesson 3.2, Activity 3			***Modeling Matter (Grade 5)*** OTFA 12: Lesson 3.1, Activity 3
Ecosystem Restoration (Grade 5) TS: Lesson 2.1, Activity 2			

Printable Resources

NEW

- 3-D Assessment Objectives
- Coherence Flowcharts
- Copymaster Compilation
- Flextension Compilation
- Investigation Notebook
- Multi-Language Glossary
- NGSS Information for Parents and Guardians



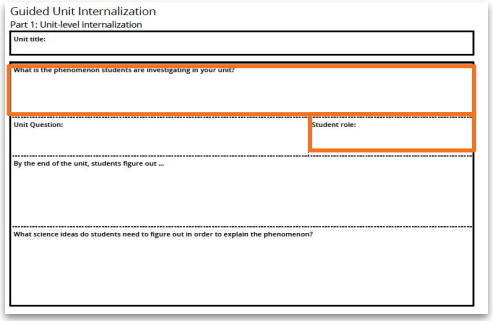
Guided Unit Internalization

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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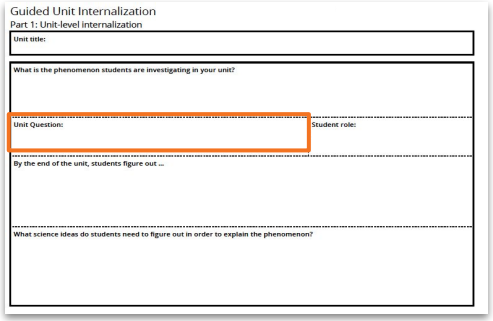
Offline Preparation

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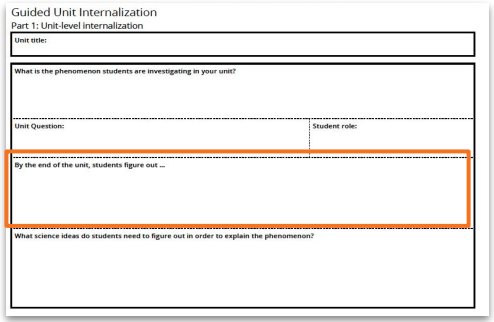
Offline Preparation

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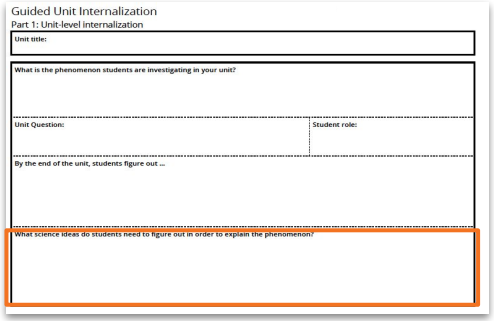
Offline Preparation

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



Guided Unit Internalization

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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

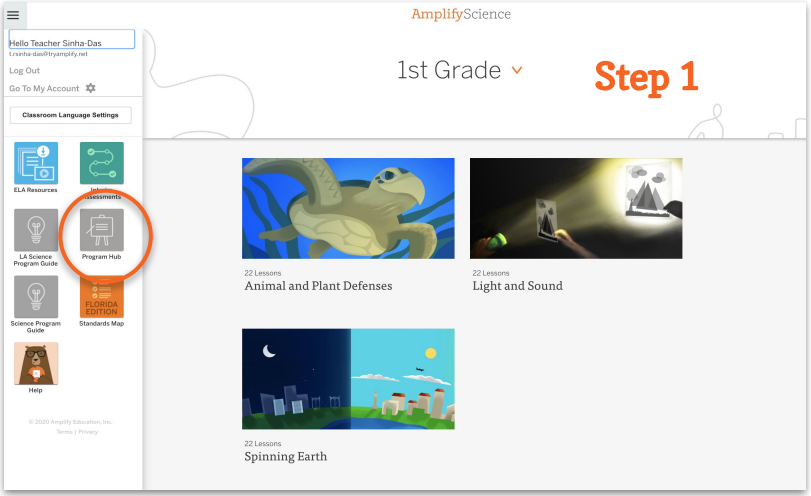
- Framing the day
- Unit Internalization
- **Amplify Science @Home**
- Planning to teach using @Home resources
- Reflection and closing

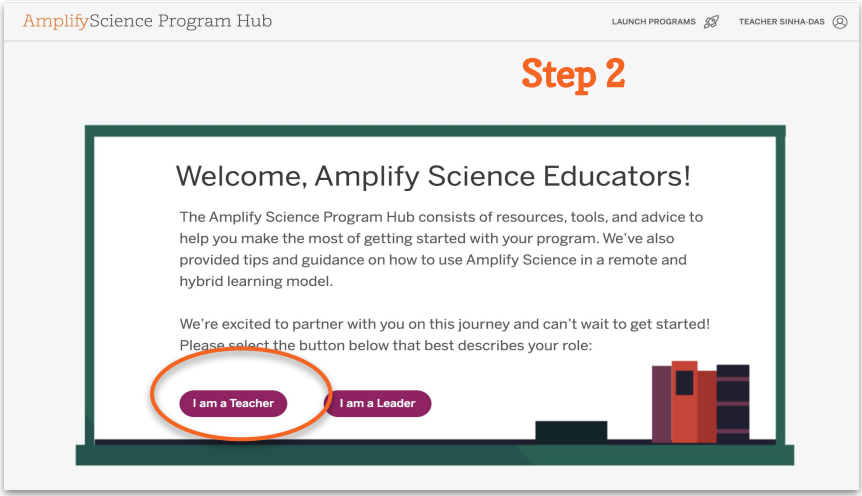
Questions
Reflections
Connections

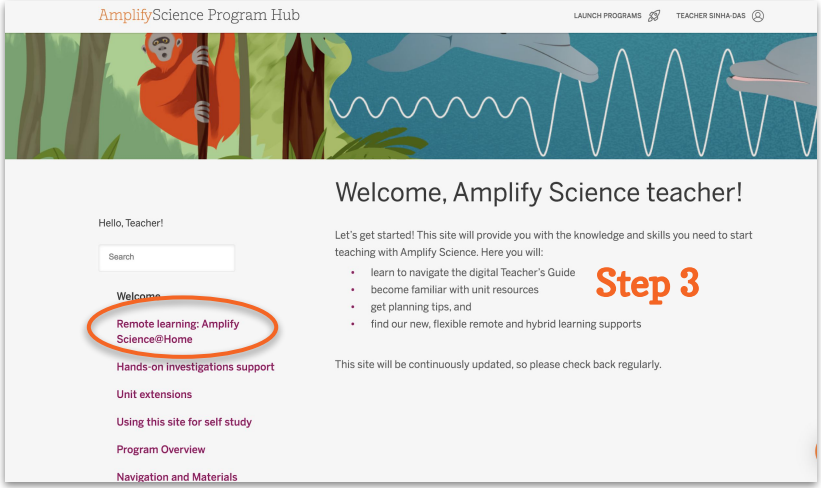
Unit 2 Planning Notes

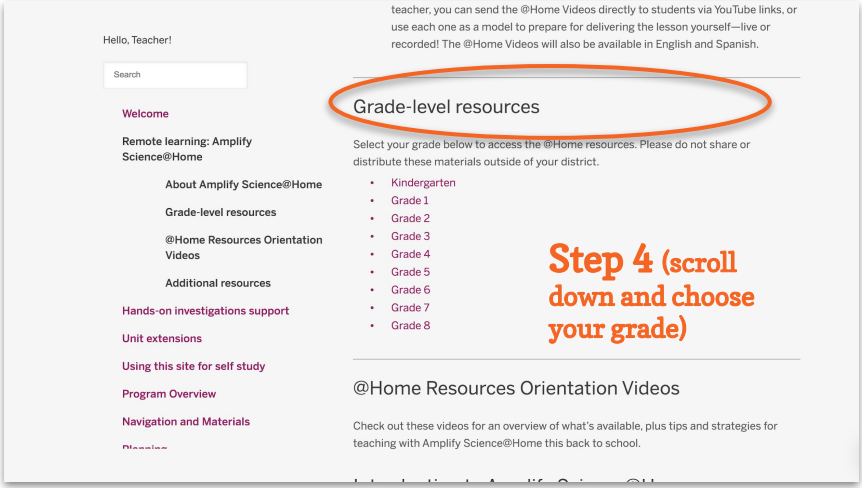
Global Navigation

Program Hub


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.

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

Inheritance and Traits

@Home Lesson 1

AmplifyScience

Key Activities

- **Introducing the Wolves in Graystone National Park:** Students are introduced to the unit problem and their role as wildlife biologists.
- **Write:** Students complete a pre-unit writing activity about their initial understanding of inheritance and traits.

Ideas for synchronous or in-person instruction

While meeting, introduce the students' role as wildlife biologists and lead a discussion about what wildlife biologists study and how they work. Assign students to complete the pre-unit writing after the class meeting.

We’re about to begin a new science unit.

You will take on the role of **wildlife biologists**. You will investigate many of the things that scientists like wildlife biologists do.

Take a moment to look at these pictures of wildlife biologists.

What do you think **wildlife biologists** study?

Let's look at more pictures of wildlife biologists.

Where do you think **wildlife biologists** work?

As wildlife biologists, you will study **wolves** in Graystone National Park.

There is a mystery about one particular wolf that you will work to solve.

Wolves live in a **pack**, or group of many wolves.

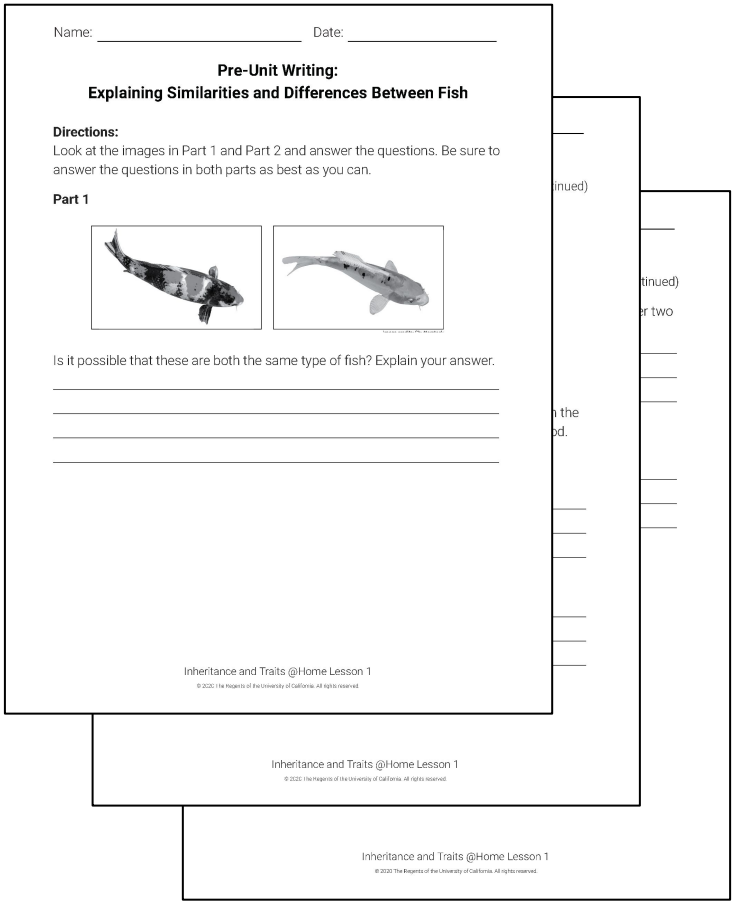
Being part of a group often helps animals survive.

Key Activities

- **Introducing the Wolves in Graystone National Park:** Students are introduced to the unit problem and their role as wildlife biologists.
- **Write:** Students complete a pre-unit writing activity about their initial understanding of inheritance and traits.

Ideas for synchronous or in-person instruction

While meeting, introduce the students' role as wildlife biologists and lead a discussion about what wildlife biologists study and how they work. Assign students to complete the pre-unit writing after the class meeting.



Name: _____ Date: _____

Pre-Unit Writing:
Explaining Similarities and Differences Between Fish

Directions:
Look at the images in Part 1 and Part 2 and answer the questions. Be sure to answer the questions in both parts as best as you can.

Part 1

Is it possible that these are both the same type of fish? Explain your answer.

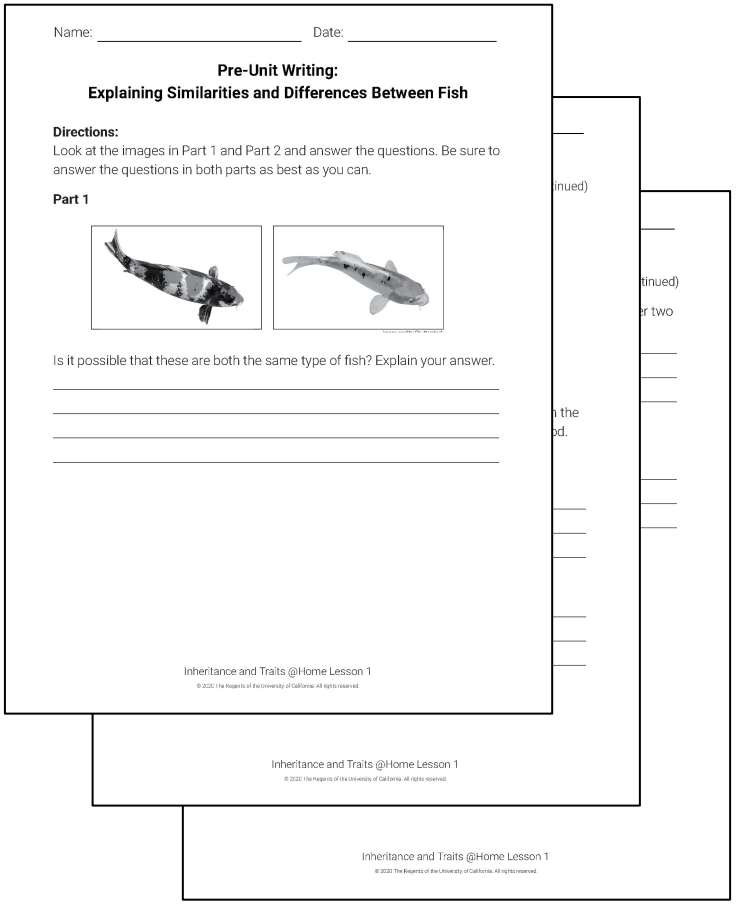
_____
_____
_____
_____

Inheritance and Traits @Home Lesson 1

Inheritance and Traits @Home Lesson 1

Inheritance and Traits @Home Lesson 1

You are going to **write** your very first ideas about how living things become the way they are.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Part 1

Is it possible that these are both the same type of fish? Explain your answer.

Inheritance and Traits @Home Lesson 1

Inheritance and Traits @Home Lesson 1

Inheritance and Traits @Home Lesson 1

Find and complete the **Pre-unit writing: Explaining Similarities and Differences Between Fish** pages.

Write your ideas about similarities and differences between the fish.

End of @Home Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Key Activities

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Ideas for synchronous or in-person instruction

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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

Explore your Unit 2 @Home

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

@Home Videos

@Home Units

@Home Book Read-aloud

@Home Hands-on Videos

Which document displays the correlations between in-class lessons and @Home lessons?

A @Home Teacher overview

C Lesson Brief

B Amplify Welcome Page

D Lesson Index

How do the students access program components including e-books?

A. Elementary Student Apps Page

B. Amplify Welcome Page

C. The caregivers site

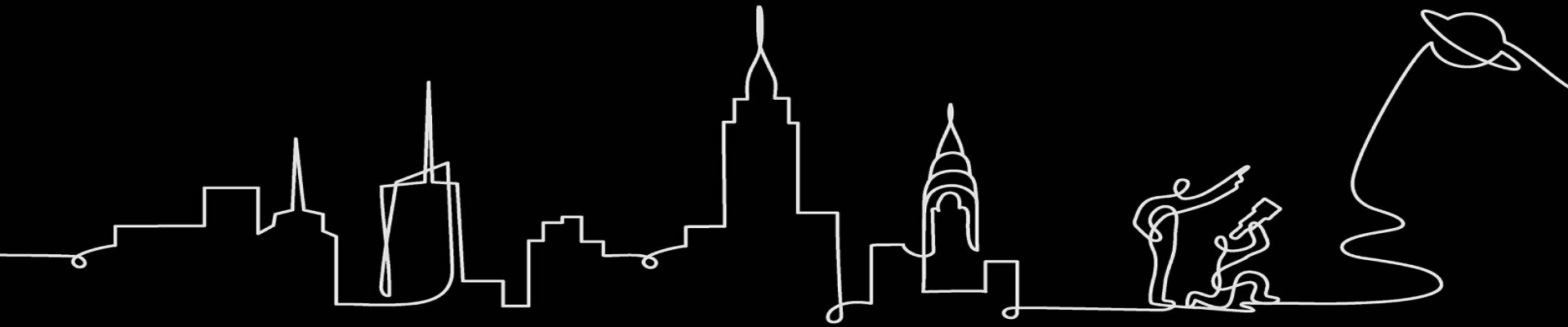
D. The program hub

In Chat

What are some possible uses for the @Home Videos

Reflect-Type-Chat! Share and Learn

What are some of the things you figured out while exploring and comparing the @Home Resources

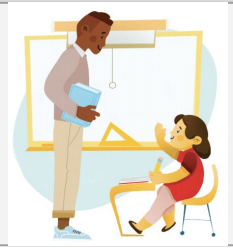
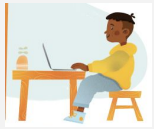


Plan for the day

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

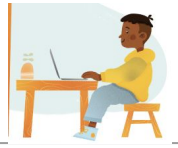
Sample instructional scenario

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

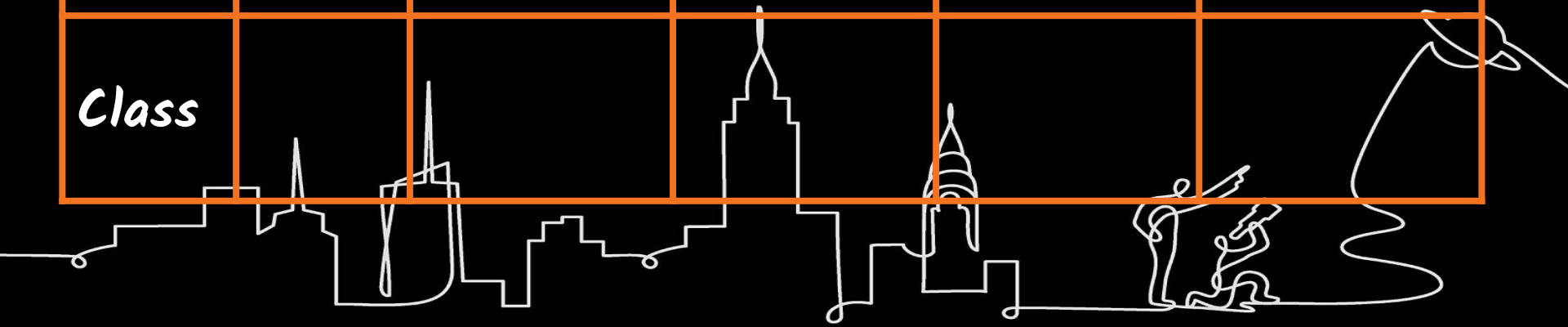
Hybrid pod model

	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

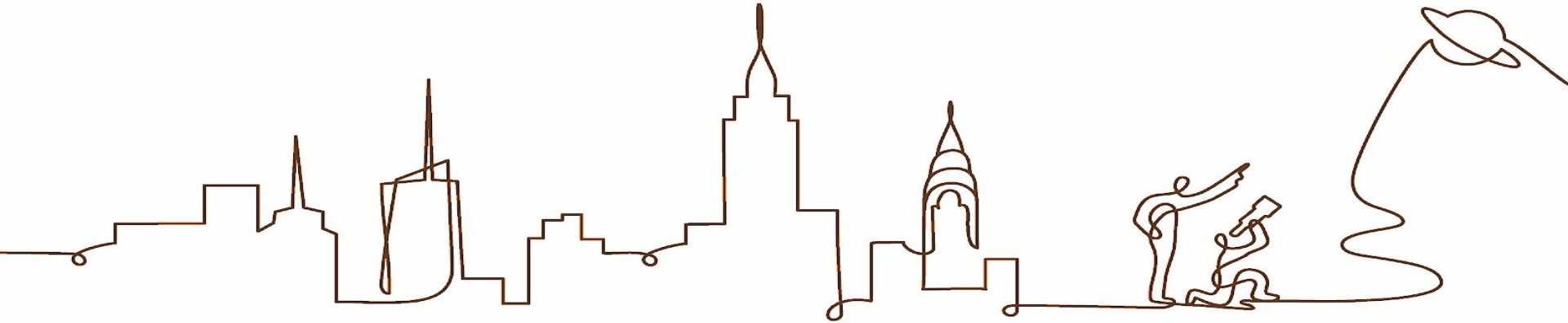
Assign: Lesson 1.3 @Home Packet or @Home Slides for students to work through on their own

Day 5

Synchronous

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

@Home Differentiation



Amplify Science

Inheritance and Traits @Home Lesson Index

The Amplify Science@Home Units are versions of Amplify Science units adapted for use in a remote learning or hybrid learning situation. To help you plan instruction, below we have listed the @Home Lessons alongside the Amplify Science unit's Lesson(s) from which they come.

Index: @Home Unit Lessons and corresponding *Inheritance and Traits* Lessons

@Home Lesson	Adapted from Amplify Science *Inheritance and Traits*
@Home Lesson 1	Lesson 1.1
@Home Lesson 2	Lessons 1.2
@Home Lesson 3	Lessons 1.2 and 1.3
@Home Lesson 4	Lesson 1.4
@Home Lesson 5	Lesson 1.5
@Home Lesson 6	Lesson 1.6
@Home Lesson 7	Lesson 1.7
@Home Lesson 8	Lesson 2.1
@Home Lesson 9	Lesson 2.1 and 2.2
@Home Lesson 10	Lesson 2.3
@Home Lesson 11	Lessons 2.4
@Home Lesson 12	Lessons 2.5
@Home Lesson 13	Lesson 2.6
@Home Lesson 14	Lesson 3.1 and 3.2
@Home Lesson 15	Lesson 3.2 and 3.3
@Home Lesson 16	Lesson 3.3 and 3.4
@Home Lesson 17	Lesson 3.4
@Home Lesson 18	Lesson 3.5 and 3.6

Program Hub

Index map to Differentiation

Amplify.

Review your Unit 2 @Home

Use the Unit Guide and Lesson Index to explore the differentiation possibilities for @Home units.

Guided Planning

Objectives

- Use the resources we have explored to compare@Home lessons w/ in-class lessons.
- Use the planning template and @Home resources (found on the Program HUB) to plan an upcoming lesson .

AmplifyScience@Home Planning Tool

Unit:

Chapter Title:

Cohort/Group/Pod:

@Home Unit lesson #:	Adapted from Lesson(s):	
Student Sheets page title:	Investigation Notebook p.# Copy Master/Print Materials	
Chapter Level Phenomenon:		
@ Home Unit lesson (asynchronous)		
Key activities from @ Home lesson:	Dates to administer: Investigative Phenomenon:	Other notes:
Corresponding synchronous ideas		
In-person or remote? ❑ In-person ❑ Remote	Synchronous activity: Dates(s) to administer:	Other notes:

Resources

1. Lesson Index
2. Coherence FLowcharts
3. 3-D Assessment objectives overview
4. @Home Teacher overview

@Home Videos		
Use for synchronous or asynchronous? ❑ Synchronous ❑ Asynchronous ❑ Neither If using, note lesson & activity/activities:	View for best practices? ❑ Yes ❑ No If yes, notes some best practices:	Other notes:
Corresponding original lesson(s)		
Differentiation strategies:	Additional synchronous activity notes:	Use any original slides? ❑ Yes ❑ No Other notes:
Differentiation plan		
Synchronous, remote ideas:	Synchronous, in-person ideas:	Asynchronous ideas:

Resources

1. Lesson Index
2. @Home Teacher overview
3. Differentiation Brief
4. Lesson Brief

3rd party apps to use		
Using Jamboard ? ❑ Yes ❑ No Notes: Using Pear Deck? ❑ Yes ❑ No Notes:	Google Classroom: Which @Home Resources to upload? ❑ @Home Unit pdf ❑ @Home Unit slides ❑ @Home Video url ❑ Other Notes:	Other apps & notes:

Teacher Notes from lesson brief:

Resources

1. Lesson Index
2. @Home Teacher overview
3. Differentiation Brief
4. Lesson Brief

Guided Planning Work Time

- Use the planning template and @Home resources (found on the Program HUB) to plan an upcoming lesson
- 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

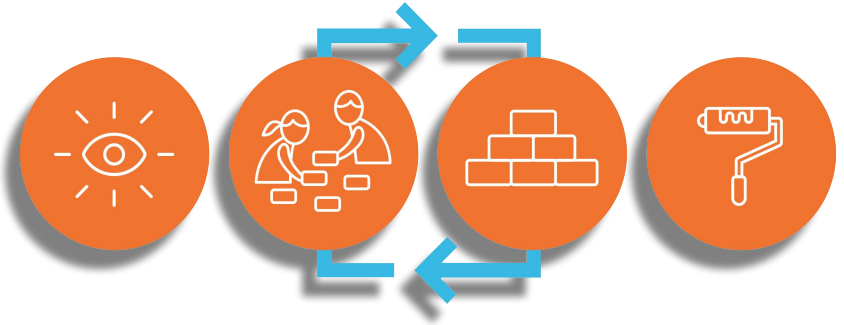
B @Home Student Sheets

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