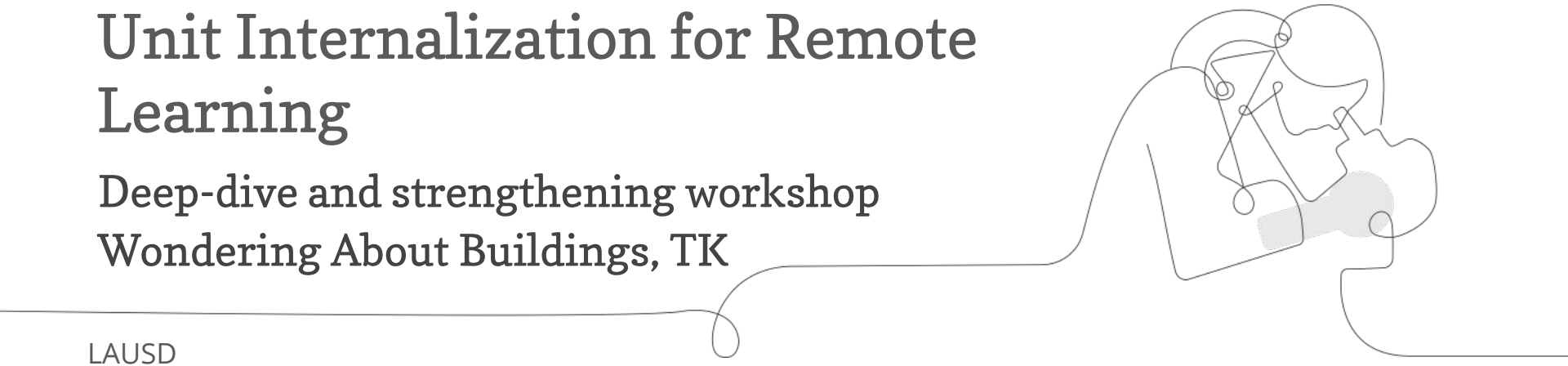
Do Now: *Please use the chat to share where you are with teaching Amplify Science. (1= I have not started. 3= I'm currently teaching unit 1. 5= I'm ready to start, or have started, unit 2.)*

Amplify Science CALIFORNIA

Unit Internalization for Remote Learning

Deep-dive and strengthening workshop
Wondering About Buildings, TK



LAUSD

12/x/2020

Presented by Your Name

Norms: Establishing a Culture of Learners

- Please keep your camera on, if possible.
- 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

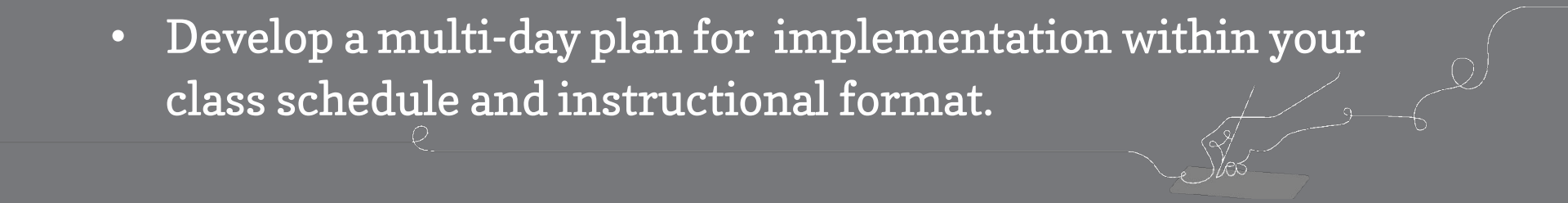
- Make sure you have a note-catcher present

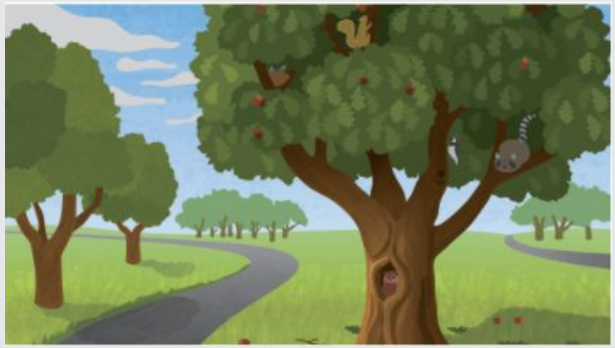
- Be an active participant - chat, ask questions, discuss, share!

Workshop goals

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

- Internalize tips and tricks for remote instruction.
- Leverage your understanding of your upcoming unit to make instructional decisions about remote learning using the Amplify Science curriculum resources.
- Develop a multi-day plan for implementation within your class schedule and instructional format.

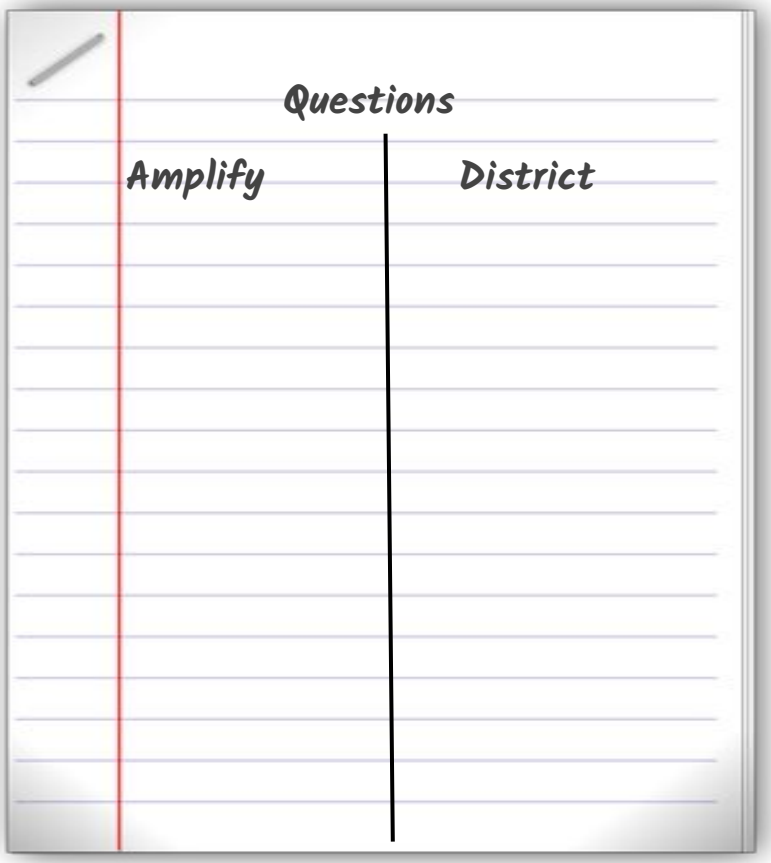


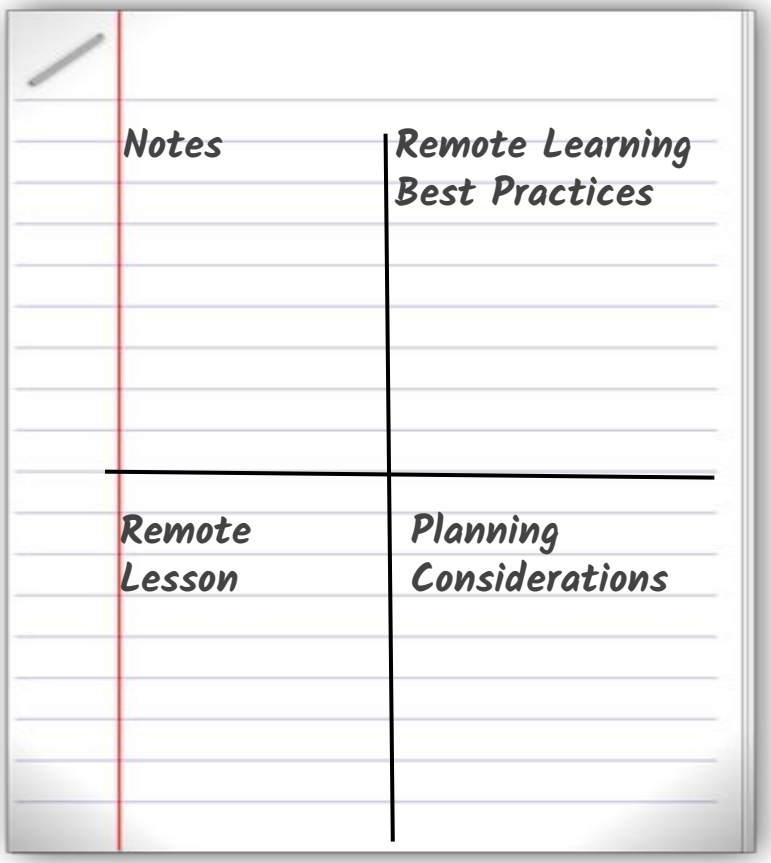


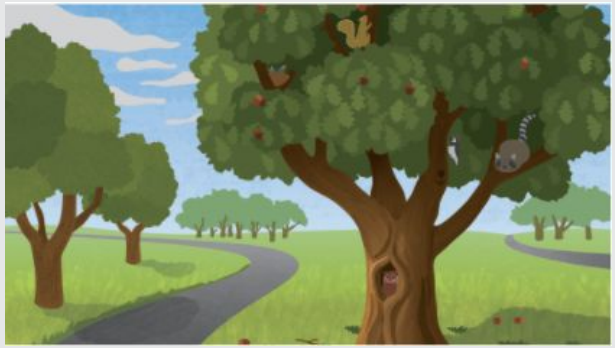
Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience a Remote Activity
- Planning to teach
- Closing

Capturing key takeaways!



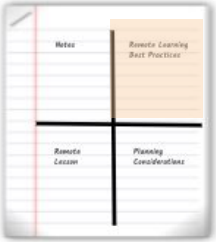




Plan for the day

- **Framing the day**
- Amplify Science Instructional Materials
- Unit Internalization
- Experience a Remote Activity
- Planning to teach
- Closing

Jamboard Share Out



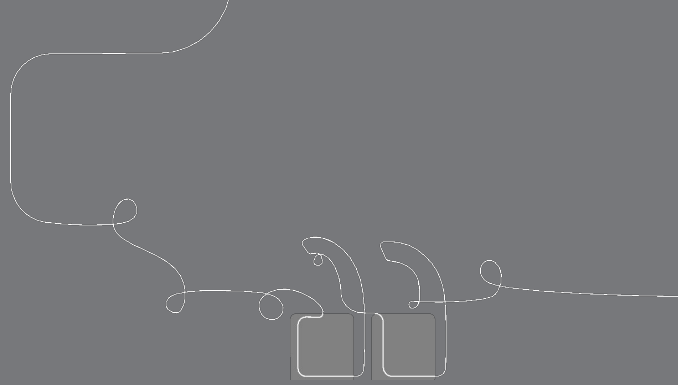
Remote Learning Tips & Tricks

Add a sticky note with your idea(s)!

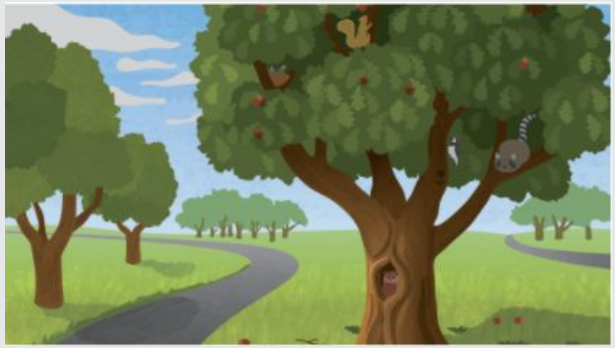
Remote Learning Reflection

A few best practices

- Live, synchronous instruction
  - Survey families to find out what time of day is best for live instruction
- Lesson videos, Book/Read-Aloud recordings
- Meet with small groups
- Make interdisciplinary connections - Amplify Science TK lessons may integrate easily with language arts, math or art lessons/instruction
- Engage families
  - Make sure families are well informed on the unit content
  - Provide projects/activities families can do to support student learning



Questions?

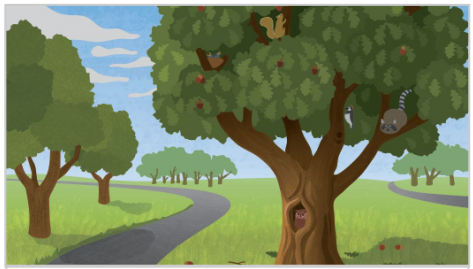


Plan for the day

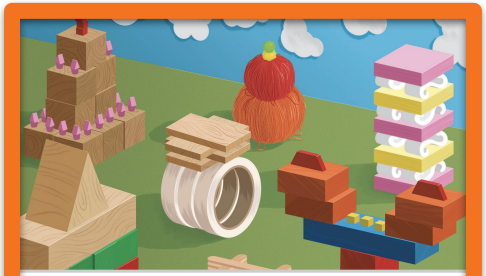
- Framing the day
- **Amplify Science Instructional Materials**
- Unit Internalization
- Experience a Remote Activity
- Planning to teach
- Closing

Amplify Science TK

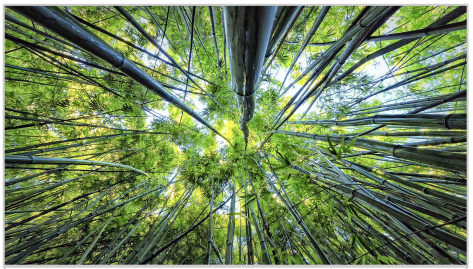
Course Structure



Life Science:
Wondering About Trees



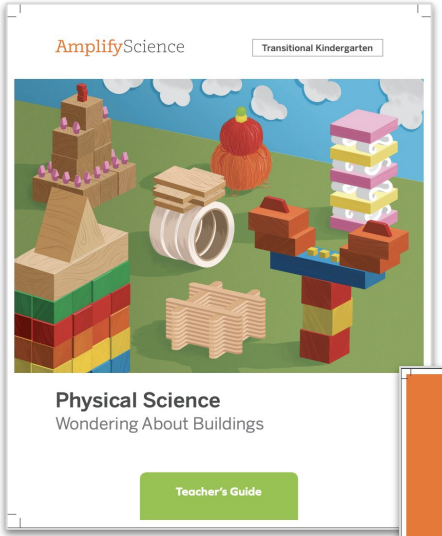
Physical Science:
Wondering About Buildings



Earth Science:
Wondering About Puddles

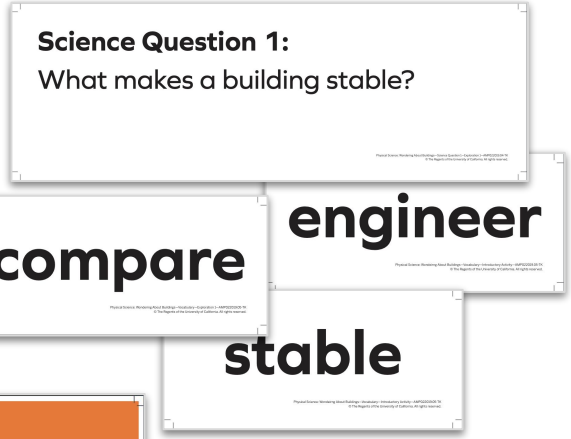
Number of Lessons: 20 lessons per unit
Time: 15 mins per lessons
Instructional Time: 4 - 6 weeks per unit

TK Curriculum Materials

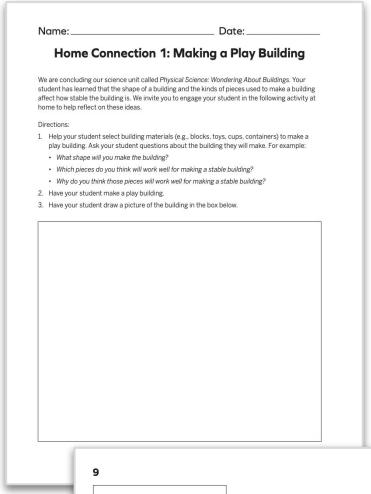


Print Teacher's Guide

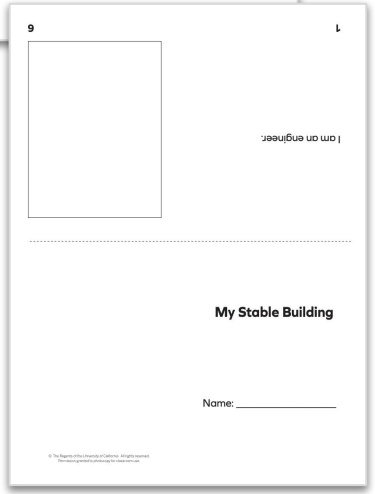
Science Wall Materials

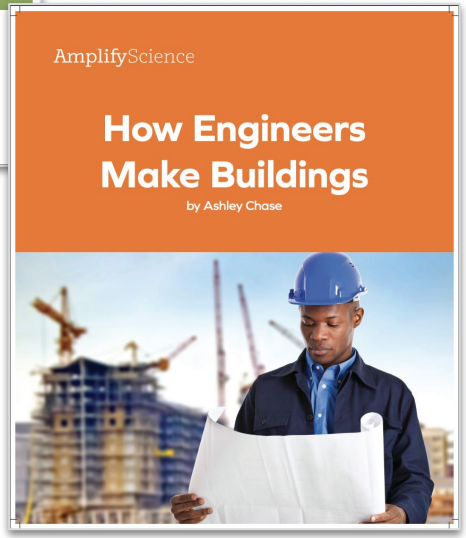


Home Connections Copymasters



Student Copymasters





Unit Big Book

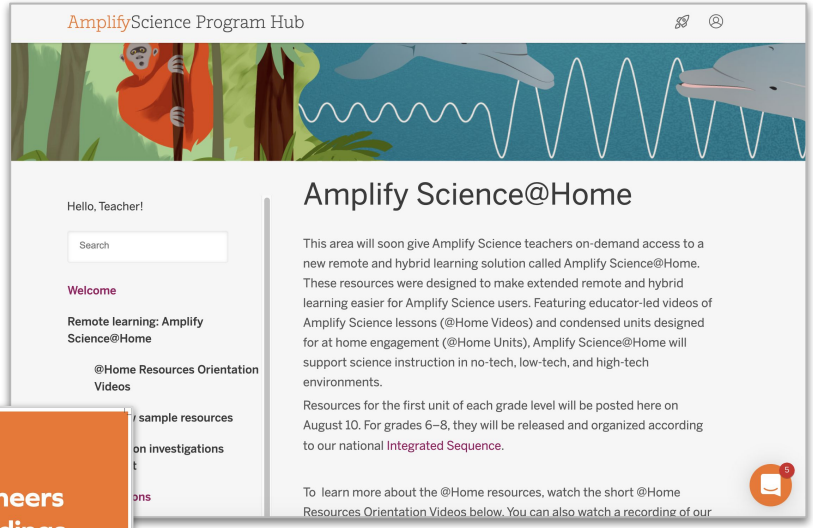
Picture Cards

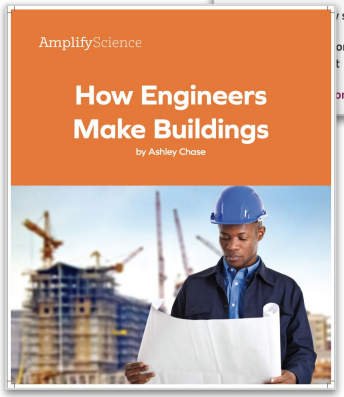
Amplify Science Program Hub

A new hub for Amplify Science resources

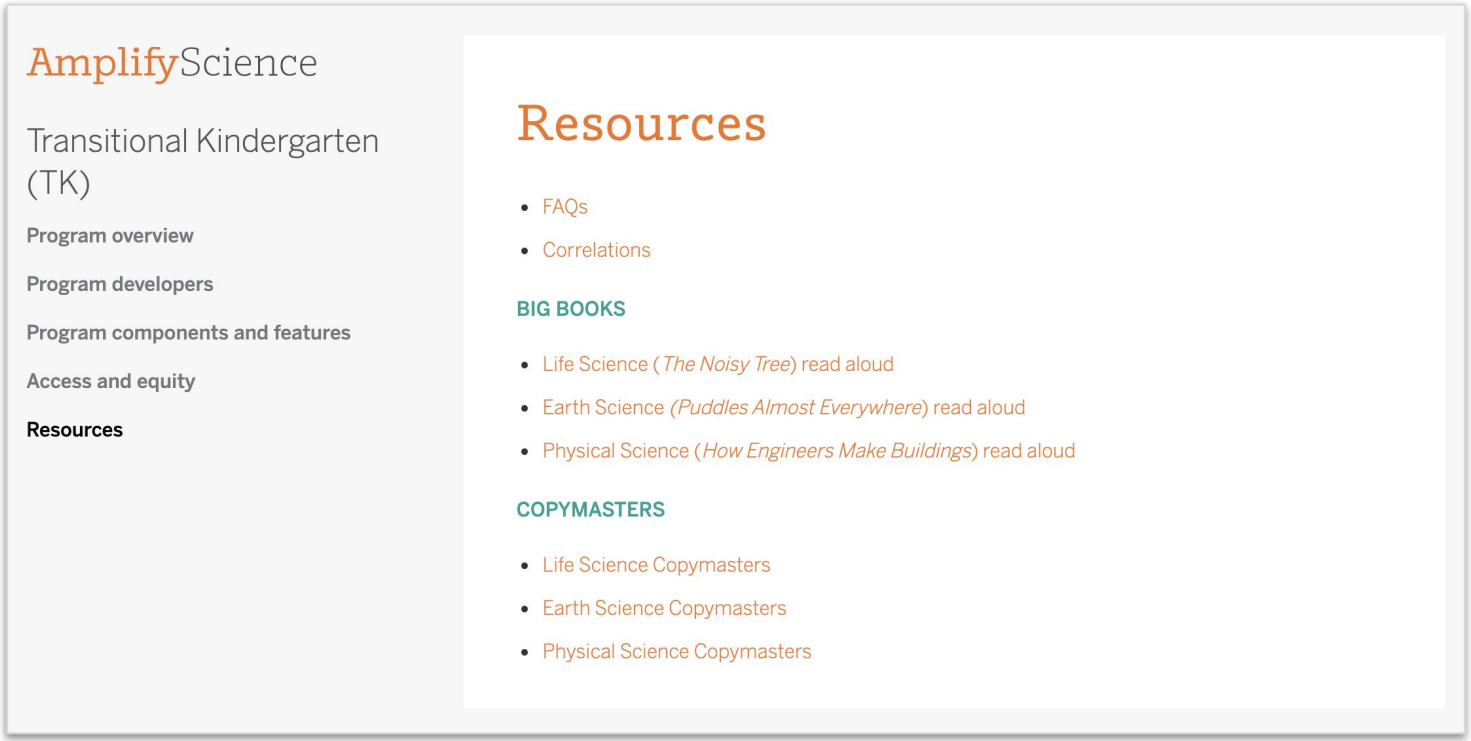
- Amplify@Home resources
  - **TK big book read aloud videos**

science.amplify.com/programhub
username: sciencelearningca
password: DemoOnly1234





TK Program Overview Website



my.amplify.com/programguide/content/national/tk-resources/tk/

Physical Science: Wondering About Buildings

Introductory Activity: Let's Be Engineers of a Play City

Science Question 1:
What makes a building stable?

Exploration 1: What Makes a Building Stable?

Kickoff Discussion:	Activity 1:	Activity 2:	Activity 3:	Activity 4:	Shared Drawing and Discussion:
Sharing Initial Ideas About Stability	Embodying Stability	Reading *How Engineers Make Buildings*	Exploring Stability with Objects	Making Tall and Stable Towers	The Shape of Stable Buildings

Science Question 2:
What are stable buildings made of?

Exploration 2: What Are Stable Buildings Made Of?

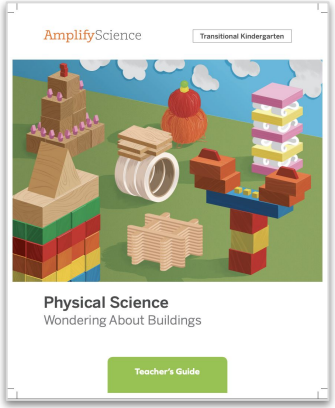
Kickoff Discussion:	Activity 1:	Activity 2:	Activity 3:	Activity 4:	Shared Drawing and Discussion:
Considering Pieces of Buildings	Observing a Time-Lapse Video	Reading *How Engineers Make Buildings*	Comparing Pieces	Making Towers with Different Kinds of Pieces	Recording Engineer's Notes About the Pieces of Stable Buildings

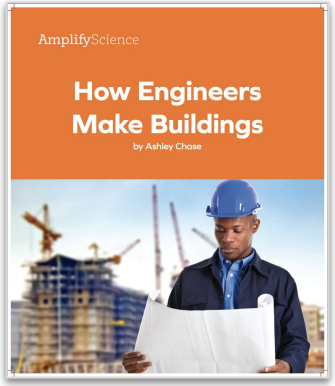
Science Question 3:
How can we make sure our buildings are stable?

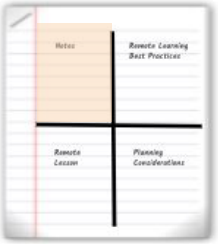
Exploration 3: How Can We Make Sure Our Buildings Are Stable?

Kickoff Discussion:	Activity 1:	Activity 2:	Activity 3:	Activity 4:	Shared Drawing and Discussion:
Reflecting on Stable Buildings	Putting Together Ideas	Reading *How Engineers Make Buildings*	Putting Together Ideas to Make Towers	Engaging in the Design Cycle	Using Engineer's Notes to Put Together Ideas

Culminating Activity: Making a Play City

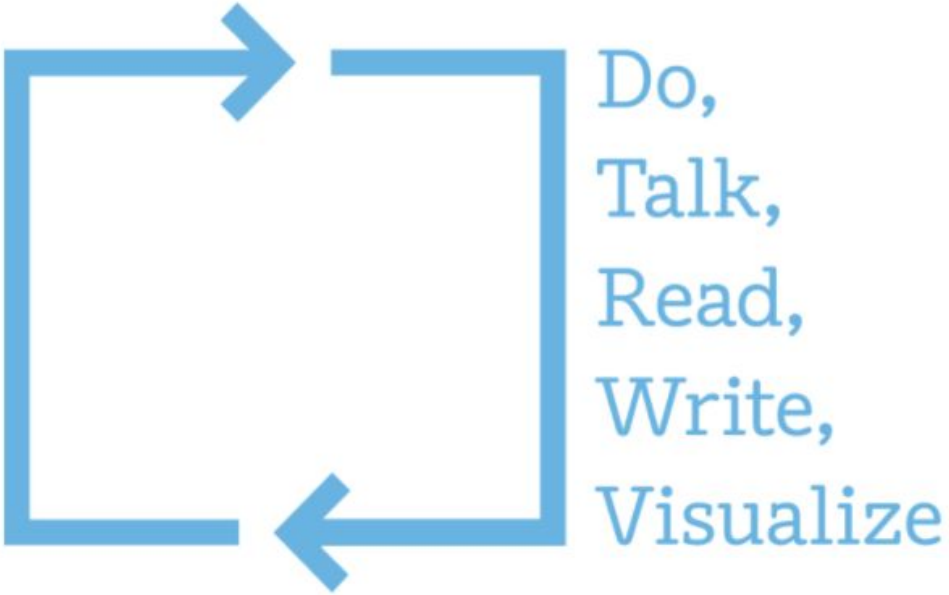




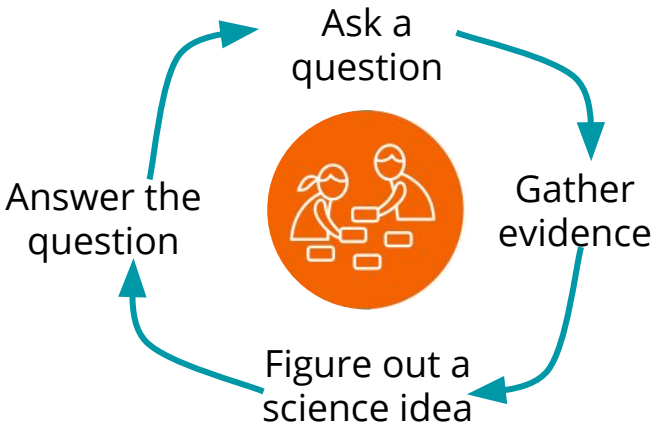


Multimodal Instruction

Figuring out and making sense of ideas like scientists & engineers!



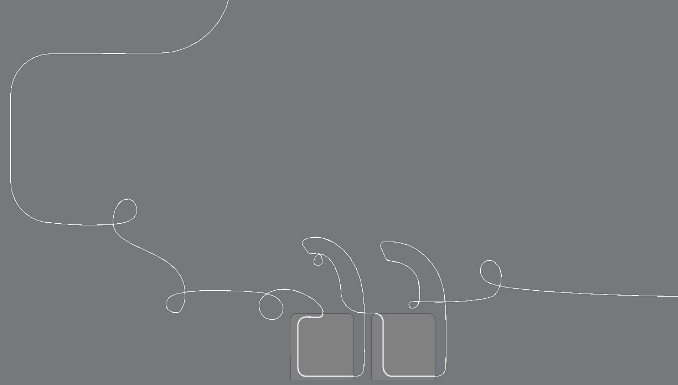
TK Instructional Approach



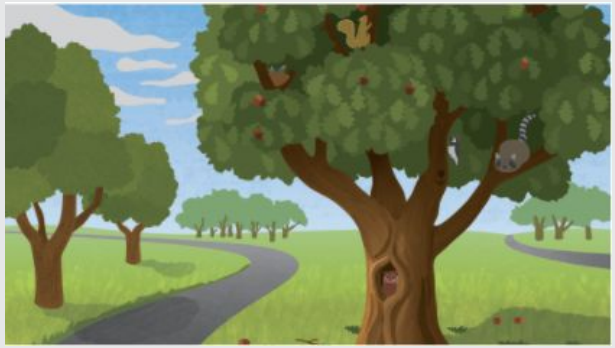
Introduction to the unit phenomenon

Gather evidence to figure out science ideas.

Explain the phenomenon & APPLY new understanding



Questions?

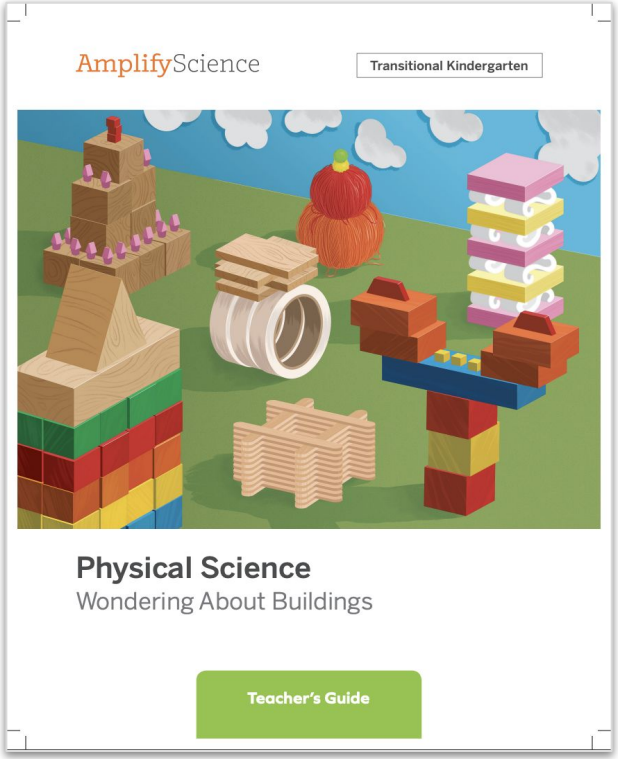


Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- **Unit Internalization**
- Experience a Remote Activity
- Planning to teach
- Closing

Part 1: Unit-level Internalization

TK Resource Reference Sheet



Unit resources	
Unit overview	Brief description of the what, the why, and the how of the unit. It also gives an overview of the structure of the unit.
Instructional resources	Includes references, flexible implementation, description of routines, assessment opportunities, and supports.
Getting Ready to Teach	Snapshot of all the things you will need to prepare ahead of time that will save you time once you get going.
Materials and Prep	What materials you need and what is provided, as well as what you need to prepare before the start of the unit.
Preparation at a Glance	What you need to get ready broken down by activity as well as how long you can expect it to take.
Lesson-level resources	
Lesson Overview	Brief description of what the activity will cover, the how and the why
Materials and Prep	Detailed instructions on how to prepare for this specific activity.
Activity Notes	The what, the why, and the how, including all steps you will go through and recommended teacher talk.
Teacher support	Instructional suggestions including extension opportunities and home connections
Flexible Implementation	Notes on how to structure the activities in the classroom
Model set ups	Set-ups for investigation materials, shared writing and shared drawings
Formative assessments	How to perform the assessment and what to look for in student performance, one per exploration

Page 1

Amplify.

AmplifyScience

Transitional Kindergarten

Physical Science

Wondering About Buildings

Teacher's Guide

Unit Overview

Page 2

Planning for the Unit

Physical Science

Wondering About Buildings

Unit Overview

In the *Physical Science: Wondering About Buildings* unit, students investigate an exciting phenomenon: in a play city made by a class at another school, some buildings stayed up, while other buildings fell down. Students are challenged to create their own play city with stable buildings. In order to create this city, students must figure out what makes a building stable. First, students discover that the shape of a building affects its stability (e.g., many stable buildings have flat bottoms and are bigger at the bottom). Next, students investigate what stable buildings are made of. They figure out that buildings are made of pieces and that the kinds of pieces a building is made of can affect its stability. Students synthesize ideas about how a building's shape and the kinds of pieces used to make a building affect its stability. Students use these ideas to make stable buildings for the play city. In the course of figuring out how to create a play city with stable buildings, students are introduced to core ideas in physical science and engineering—including the observable properties of materials and the idea that objects are made of pieces. The unit includes an emphasis on designing solutions to problems by engaging in a cycle of learning and making, as engineers do. Students gather evidence for these ideas from a variety of sources, including the unit's book, hands-on experiences making buildings, kinesthetic investigations, and a time-lapse video. Students share their developing ideas through discussion, drawing, writing, movement, and activities in which they make buildings. Through the activities, students are exposed to the crosscutting concepts of *Stability and Change* and *Patterns*. The context of making buildings for a play city provides a familiar and engaging starting point for students to engage in engineering.

Unit Structure

Page 3

AmplifyScience

Transitional Kindergarten

Physical Science

Wondering About Buildings

Teacher's Guide

Planning for the Unit

Physical Science
Wondering About Buildings

Physical Science: Wondering About Buildings

Introductory Activity: Let's Be Engineers of a Play City

Exploration 1: What Makes a Building Stable?

- **Kickoff Discussion:** Sharing Initial Ideas About Stability
- **Activity 1:** Embodying Stability
- **Activity 2:** Reading *How Engineers Make Buildings*
- **Activity 3:** Exploring Stability with Objects
- **Activity 4:** Making Tall and Stable Towers
- **Shared Drawing and Discussion:** The Shape of Stable Buildings

Exploration 2: What Are Stable Buildings Made Of?

- **Kickoff Discussion:** Considering Pieces of Buildings
- **Activity 1:** Observing a Time-Lapse Video
- **Activity 2:** Reading *How Engineers Make Buildings*
- **Activity 3:** Comparing Pieces
- **Activity 4:** Making Towers with Different Kinds of Pieces
- **Shared Drawing and Discussion:** Recording Engineer's Notes About the Pieces of Stable Buildings

Exploration 3: How Can We Make Sure Our Buildings Are Stable?

- **Kickoff Discussion:** Reflecting on Stable Buildings
- **Activity 1:** Putting Together Ideas
- **Activity 2:** Reading *How Engineers Make Buildings*
- **Activity 3:** Putting Together Ideas to Make Towers
- **Activity 4:** Engaging in the Design Cycle
- **Shared Drawing and Discussion:** Using Engineer's Notes to Put Together Ideas

Culminating Activity: Making a Play City

Guided Unit Internalization Planner

Part 1: Unit-level internalization

Unit title:	Wondering About Buildings

What is the phenomenon students are investigating in your unit?

In a play city made by a class at another school, some buildings stayed up, while other buildings fell down.

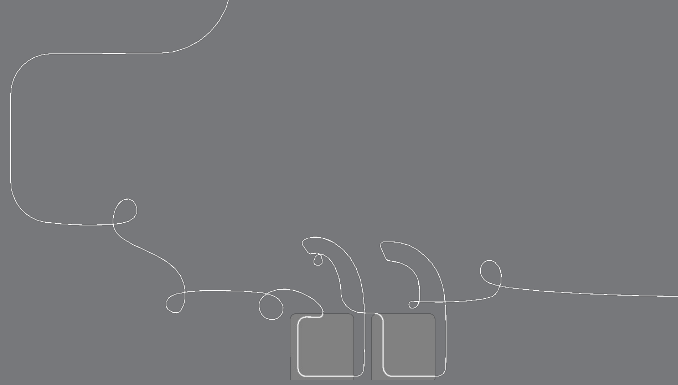
Exploration Questions:	Student challenge:
1. What makes a building stable? 2. What are stable buildings made of? 3. How can we make sure our buildings are stable?	to create their own play city with stable buildings

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

Students discover that the shape of a building affects its stability (e.g., many stable buildings have flat bottoms and are bigger at the bottom). They figure out that buildings are made of pieces and that the kinds of pieces a building is made of can affect its stability. Students synthesize ideas about how a building's shape and the kinds of pieces used to make a building affect its stability.

What evidence sources do students enage with across the unit?

the unit big book, hands-on experiences making buildings, kinesthetic investigations, a time-lapse video, discussion, and drawing/writing



Questions?

Part 2: Exploration-level Internalization

Introductory Activity: Let's Be Engineers of a Play City

What?

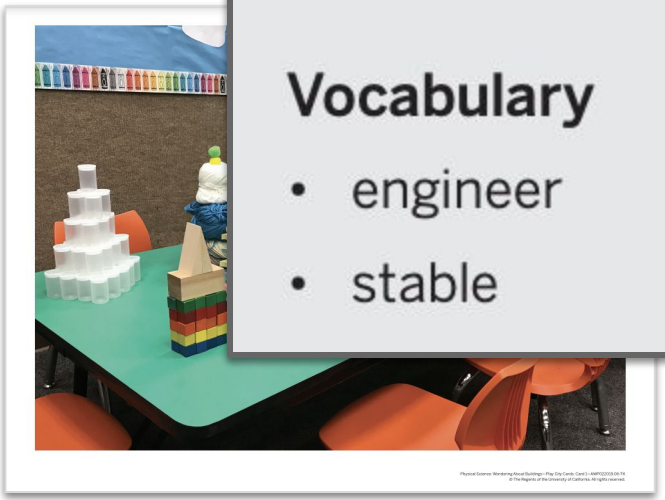
The teache … s in which some build … es 4–12 of *How Engine* … s. Students share their …

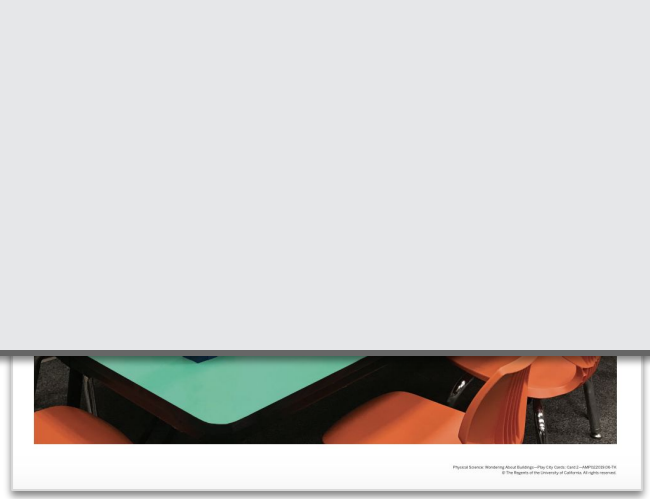
Students learn

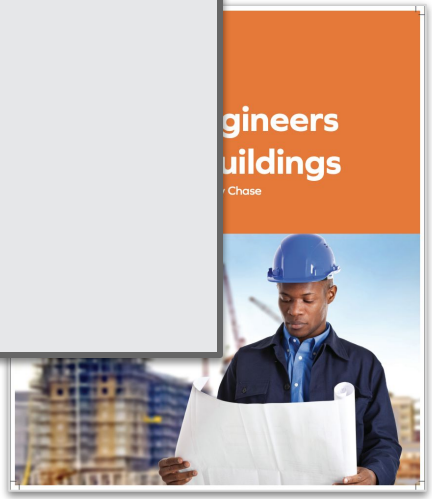
- Engineers make things to solve problems.
- Engineers learn as they work to solve problems.

Vocabulary

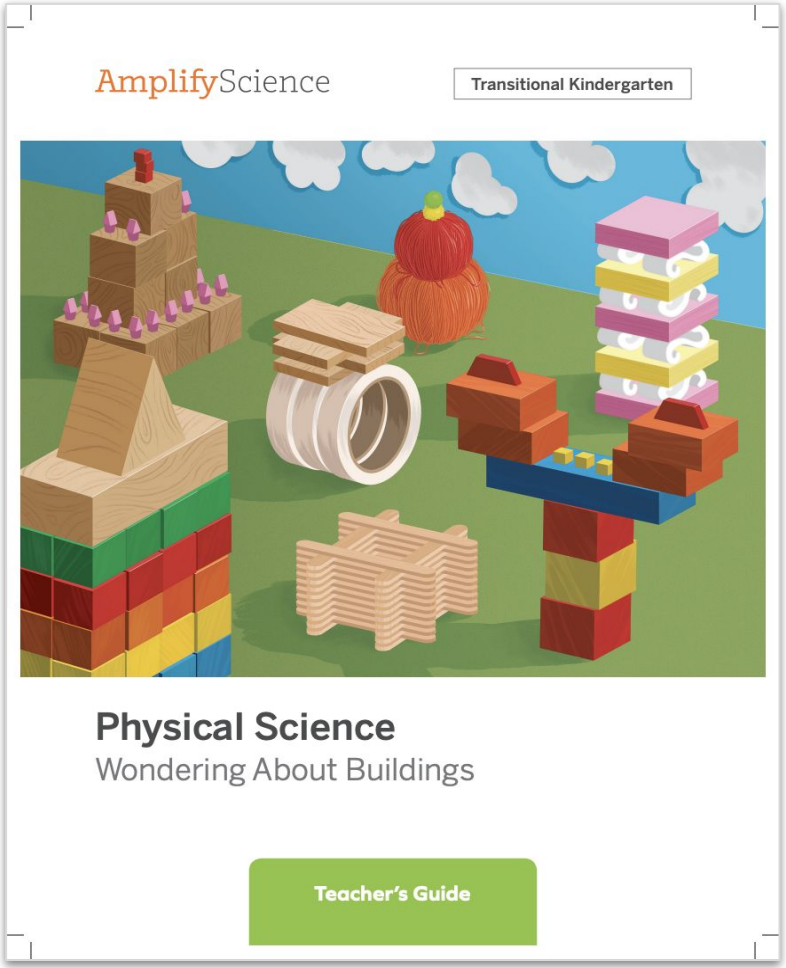
- engineer
- stable

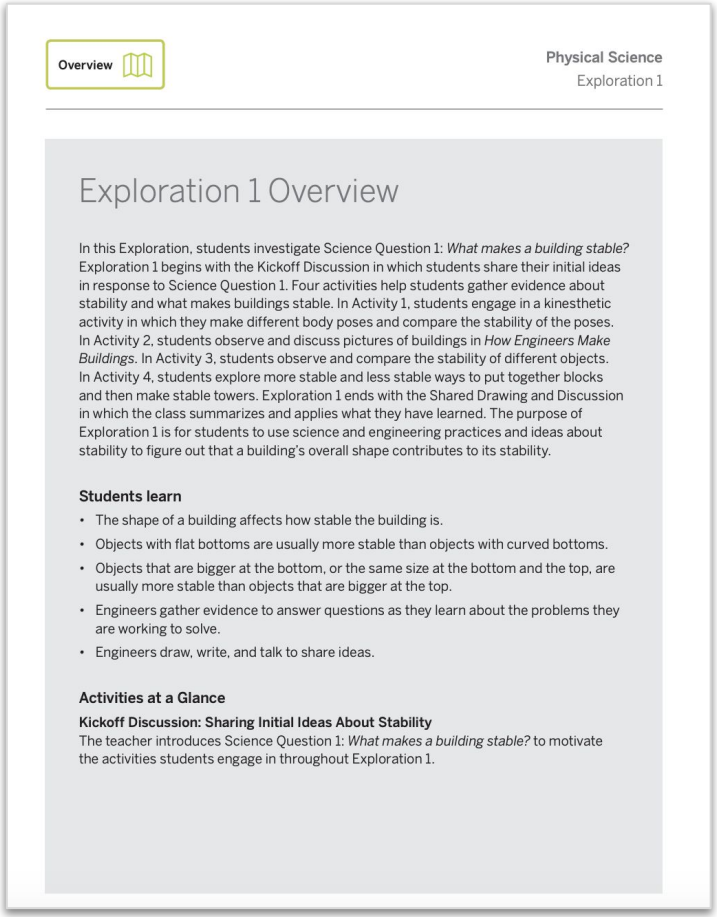






Exploration 1 Overview



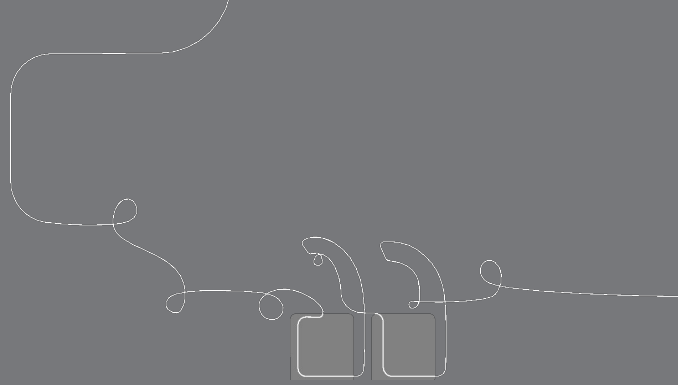


Page 7

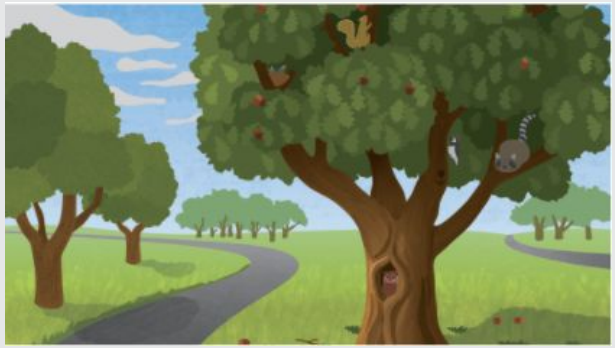
Part 2: Exploration-level internalization

Exploration 1 Question:	What makes a building stable?

What do students learn in Exploration 1?	What is the purpose of Exploration 1?
The shape of a building affects how stable the building is. • Objects with flat bottoms are usually more stable than objects with curved bottoms. • Objects that are bigger at the bottom, or the same size at the bottom and the top, are usually more stable than objects that are bigger at the top. • Engineers gather evidence to answer questions as they learn about the problems they are working to solve. • Engineers draw, write, and talk to share ideas.	The purpose of Exploration 1 is for students to use science and engineering practices and ideas about stability to figure out that a building's overall shape contributes to its stability.



Questions?



Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- **Experience a Remote Activity**
- Planning to teach
- Closing

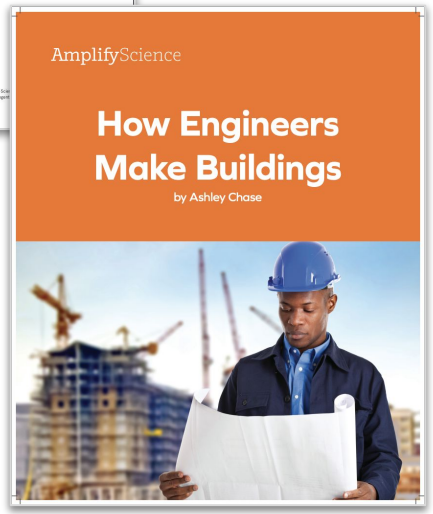
Kickoff Discussion: Sharing Initial Ideas About Stability

What?

The class reviews what they read about engineers in the first section of *How Engineers Make Buildings*. They are introduced to Science Question 1 and discuss their initial ideas in response to this question.

Science Question 1:

What makes a building stable?



Summary of Exploration 1

Page 8

Activity 1: Embodying Stability
Students make a kinesthetic connection to stability by trying and comparing different poses they make with their bodies.

Activity 2: Reading *How Engineers Make Buildings*
The class observes and discusses pictures of different buildings in a new section of *How Engineers Make Buildings* in order to gather evidence about what stable buildings are like.

Activity 3: Exploring Stability with Objects
Students observe and compare the stability of differently shaped objects, which provides evidence that certain aspects of an object's shape contribute to its stability.

Activity 4: Making Tall and Stable Towers
Using blocks, students figure out how to make stable towers. They then use a language frame to practice sharing their ideas about characteristics of stable buildings.

Shared Drawing and Discussion: The Shape of Stable Buildings
The class participates in a shared drawing and an accompanying discussion to consolidate and apply their understanding of Science Idea 1: *The shape of a building affects how stable the building is*.

Activity 1

Activity 1: Embodying Stability

What?

Students observe cards with illustrations that show pairs of body poses, think about which of the poses is more stable, and then try the poses with their own bodies. The class discusses what they think makes some poses more stable than other poses.

Why?

Observing and trying different body poses gives students a kinesthetic connection to the idea of stability. The activity also provides preliminary evidence about factors that contribute to stability, including the size of an object's base and how much contact an object's base has with the ground, as well as how balanced an object is.

How?

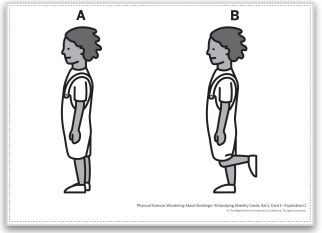
1. **Set purpose.** Let students know that they will use their bodies to learn more about what makes something, such as a building, stable.
2. **Display Embodying Stability Cards: Card 1 and discuss the poses on the card.** Point out that the card shows a person in two different poses—Pose A and Pose B.

   🗨 What is different about these two poses?

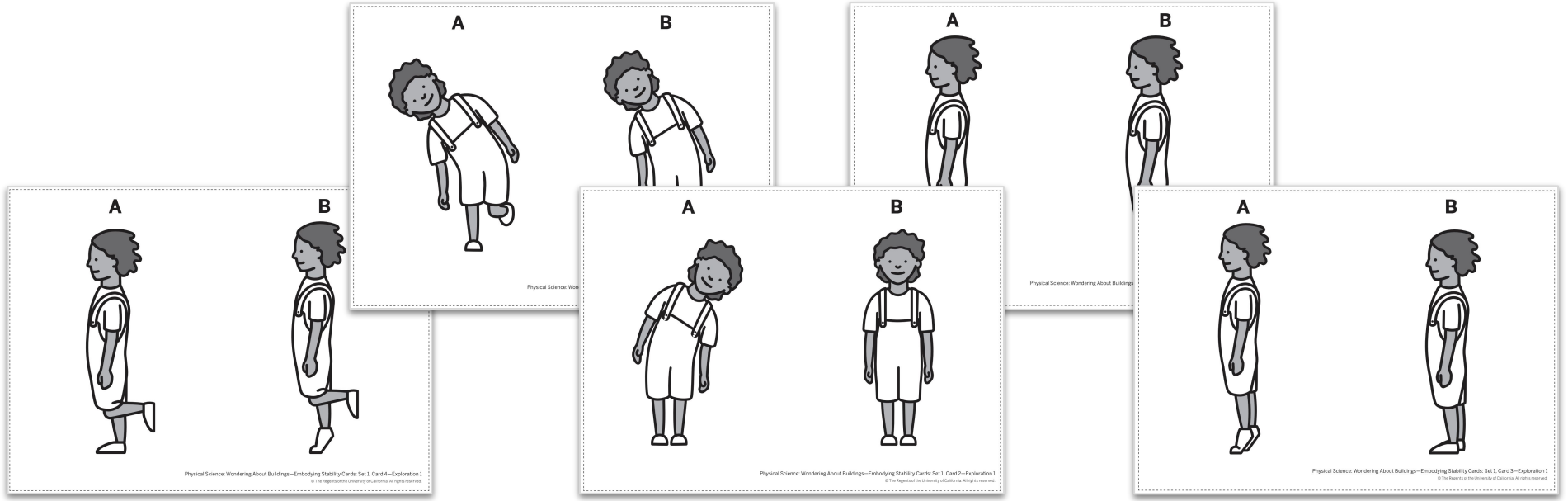
   [In Pose A, the kid is standing on two feet. In Pose B, the kid is standing on one foot.]

   🗨 Which pose do you think will be more stable—A or B?

   Give students a moment to observe the pictures on the card. Then, invite volunteers to share their ideas.
3. **Students try the poses on Embodying Stability Cards: Card 1.** Have students stand up and try the two poses on the card.
4. **Compare what the two poses felt like.** Invite volunteers to describe what Pose A and Pose B felt like. Students may describe Pose A with words and phrases such as *stable*, *not moving*, *still*, or *easy*. Students may describe Pose B with words and phrases such as *not stable*, *wobbly*, *tippy*, *hard*, or *falling over*.



5. **Repeat Steps 2–4 for the remaining Embodying Stability Cards.** Since the poses increase in complexity, guide students through the poses on Cards 2–5, in order.
6. **Discuss stability of poses.** For each Embodying Stability Card:
   - Display the card.
   - Invite two volunteers to demonstrate the two poses on the card.
   - Ask students to share ideas about why one pose is more stable than the other pose.



7. **Introduce *compare*.**

   🗨 You just shared ideas about why one pose is more stable than another pose.

   🗨 You compared how stable each pose was.

   Use the Vocabulary routine to introduce *compare*: to notice how two or more things are alike or different.

8. **Synthesize ideas about stability.** Highlight the following ideas from the discussion:
   - Having two feet on the ground is more stable than having one foot on the ground.
   - Having feet flat on the ground is more stable than being on tiptoes.
   - Standing straight is more stable than leaning to the side.

9. **Conclude the activity by connecting to the stability of buildings.**

   🗨 We gathered evidence about what makes something stable by making and comparing poses. We will remember these ideas as we continue to think about what makes a building stable.

Teacher Support

Instructional Suggestion

Going Further: Changing Ideas Based on Evidence

Flexible thinking is an important habit of mind necessary for engineers and scientists. Engineers may spend a great deal of time and material on a solution, find that it doesn't meet the design goals, and then revise their solution or start over. In this activity, students share initial ideas about which pose in each pair is more stable. They then try the poses and, in some cases, may find that their initial ideas were not accurate. This low-stakes environment is a great one in which to provide instruction around how scientists and engineers change their minds when presented with additional evidence. This can support students' engagement in science and engineering practices, as well as their ability to think like engineers. If you think your students would benefit from a focus on changing ideas based on evidence, consider modeling this practice before students begin this activity.

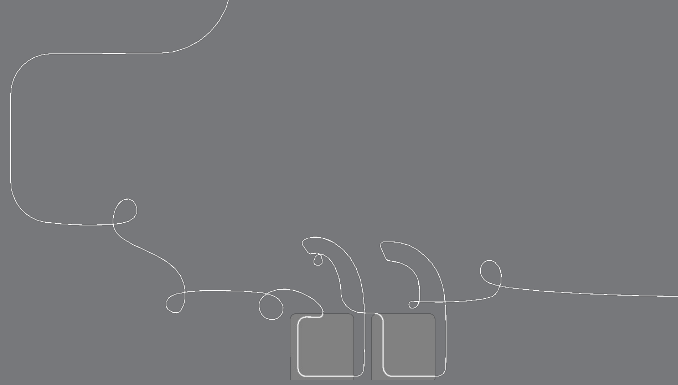
- Hold up a card and think aloud to predict that the less stable pose will be more stable.
- Act out both poses for your students.
- Then, think aloud to model realizing that your prediction was not accurate.
- Explain how gathering evidence that proves your initial ideas were not accurate is an important part of science and engineering.

Model of Exploration 1, Activity 1

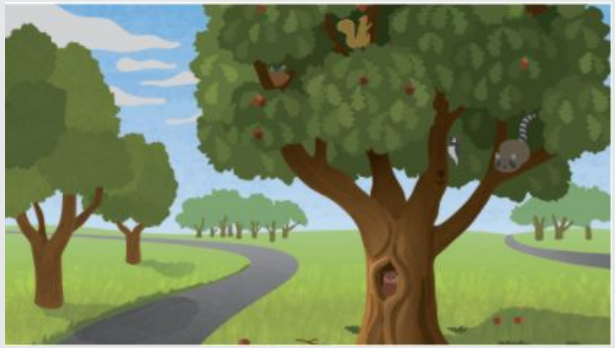
As you watch the lesson, think about how the lesson has been modified for remote instruction.

Reflection

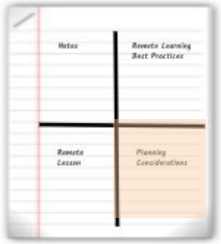
- How was this lesson modified for remote learning?
- What other ideas do you have for modifying this lesson?
- What questions do you have?



Questions?

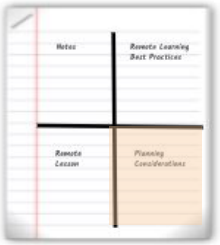


Plan for the day



- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience a Remote Activity
- **Planning to teach**
- Closing

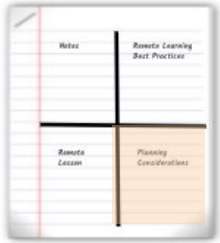
Remote Learning Reflection



A few best practices

- Live, synchronous instruction
  - Survey families to find out what time of day is best for live instruction
- Lesson videos
- Meet with small groups
- **Make interdisciplinary connections** - Amplify Science TK lessons may integrate easily with language arts, math and art lessons/instruction
- **Engage families**
  - **Make sure families are well informed on the unit content**
  - **Provide projects/activities families can do to support student learning**

Interdisciplinary Connections

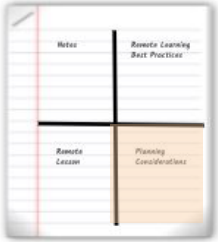


How can you connect to...

- Reading
- Language development
- Writing
- Math
- Art

Family Engagement

Introductory Activity



Name: _____ Date: _____

Home Connection: Observing Buildings

We are beginning a new science unit called *Physical Science: Wondering About Buildings*. In this unit, students will think about how the shape of a building and the pieces a building is made of help make it stable. We invite you to engage your student in the following activity to consider these ideas at home.

Directions:

1. Go on a brief walk with your student to observe buildings. Together, you might observe homes, stores, schools, libraries, or a variety of other building types.
2. Encourage your student to describe the buildings they observe.
3. Have your student choose one building to observe in greater detail.
4. Ask your student to share their observations about the shape of the building.
5. Ask your student to share their observations about what the building is made of.
6. Record your student's responses to the questions below.
7. In the box on the next page, have your student draw the building they chose.

What did you observe about the shape of the building?

_____

_____

_____

_____

_____

What did you observe about what the building is made of?

_____

_____

_____

_____

_____

Physical Science: Wondering About Buildings—Introductory Activity

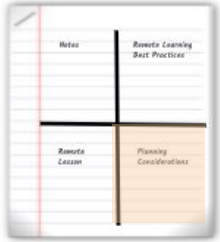
Name: _____ Date: _____

Home Connection: Observing Buildings (continued)

Physical Science: Wondering About Buildings—Introductory Activity

Family Engagement

Culminating Activity



Name: _____ Date: _____

Home Connection 1: Making a Play Building

We are concluding our science unit called *Physical Science: Wondering About Buildings*. Your student has learned that the shape of a building and the kinds of pieces used to make a building affect how stable the building is. We invite you to engage your student in the following activity at home to help reflect on these ideas.

Directions:

1. Help your student select building materials (e.g., blocks, toys, cups, containers) to make a play building. Ask your student questions about the building they will make. For example:
   - *What shape will you make the building?*
   - *Which pieces do you think will work well for making a stable building?*
   - *Why do you think those pieces will work well for making a stable building?*
2. Have your student make a play building.
3. Have your student draw a picture of the building in the box below.

Physical Science: Wondering About Buildings—Culminating Activity

Family Engagement

Culminating Activity

Name: _____ Date: _____

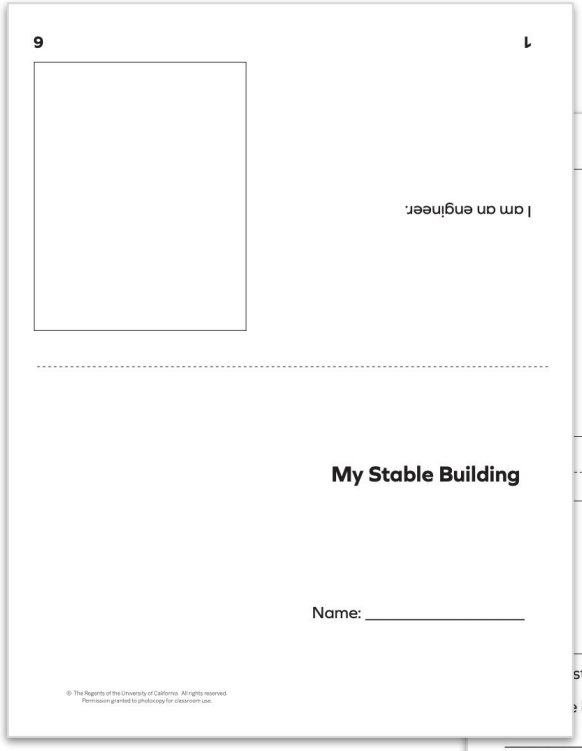
Home Connection 2:
My Stable Building Mini-Book

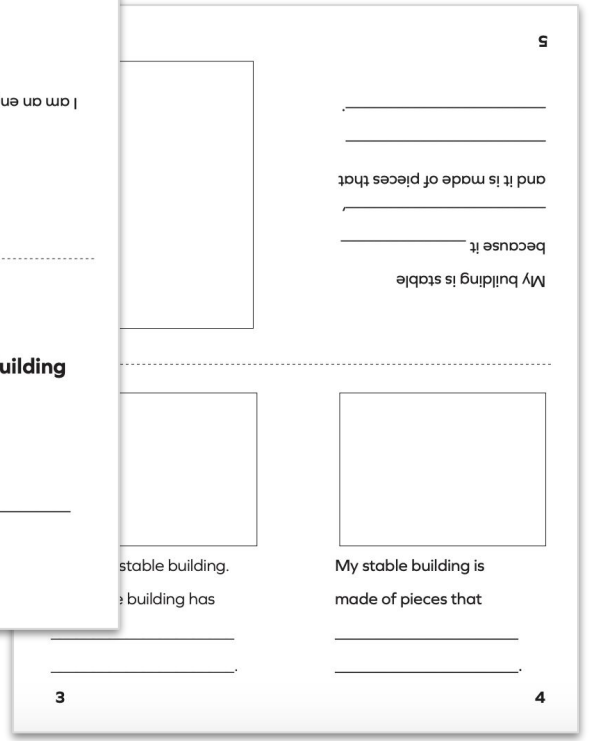
The activity for this Home Connection refers to the play building your student made in Home Connection 1: Making a Play Building.

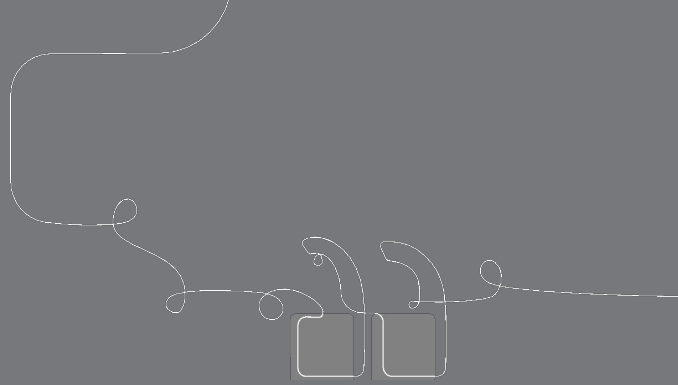
Directions:

1. Let your student know that they are going to create a book about the play building they made.
2. Read page 1 of the mini-book to your student. Then, have your student draw a picture in the box on page 2 to depict this sentence.
3. On pages 3–5, help your student write a few words to complete each sentence, describing something about the shape of their building and the pieces they used that make their building stable. For example:
   - Page 3: *I made a stable building. My stable building has a flat bottom.*
   - Page 4: *My stable building is made of pieces that fit together.*
   - Page 5: *My building is stable because it has a flat bottom, and it is made of pieces that fit together.*

   Alternatively, have your student dictate to you so you can record what they say. Have your student draw pictures in the boxes on pages 3, 4, and 6 to depict these sentences.
4. Once the mini-book is complete, read it aloud with your student. You might also have your student share the book with friends or other family members.







Questions?

Part 3: Remote Learning Pacing and Planning Tool

Remote Lesson Planning

Work Time

Questions to consider:

- What adaptations will you make for remote learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?

pages 37-38

Part 3: Pacing and Planning Tool

Remote Learning: Amplify Science TK

Questions to consider:

- What adaptations will you make for remote learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?

Part 3: Amplify Science TK, Remote Learning Pacing and Planning Tool

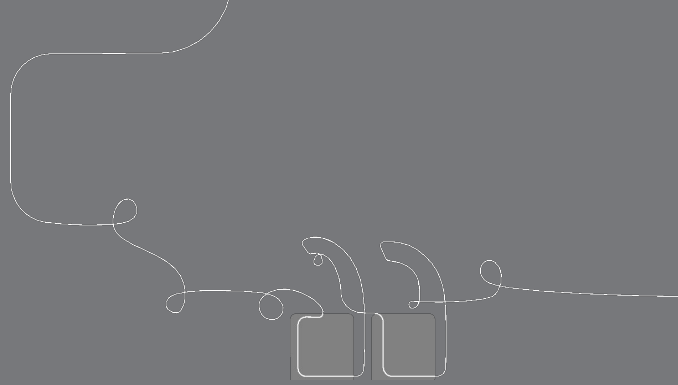
Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for science: Instructional format: ❑ Asynchronous ❑ Online class	Minutes for scienc Instructional form ❑ Asynchronous ❑ Online class
Use your Teachers Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next pag consider the best format for different parts of the lesson(s). Then, map your week in the row below.				

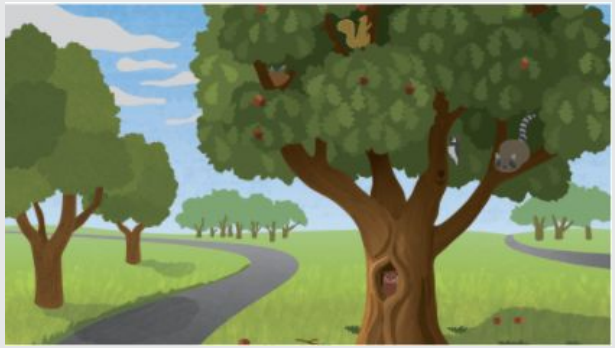
Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson (using synchronous suggestions) ❑ Preview ❑ Review Notes:	Lesson: ❑ Studen work independ tly ❑ Teach live lesson (using synchronous suggestions) ❑ Preview ❑ Review Notes:
Use this row to make notes about student work, including what students will work on, timing, how they will submit work, and how you will respond or provide feedback. This is also a good place to begin thinking about family projects.				

Suggestions for Synchronous Time

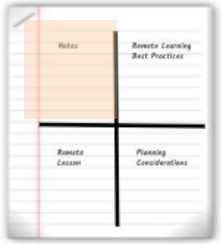
Online class
• Discussions • Hands-on investigations (option for teacher demo) • Interactive read-alouds • Shared Writing • Co-constructed class charts • Preview: Go over what students will experience/do in upcoming asynchronous lessons/family activities so they are prepared. • Review: Revisit activities from previous asynchronous lessons/family activities to help students make sense of them.



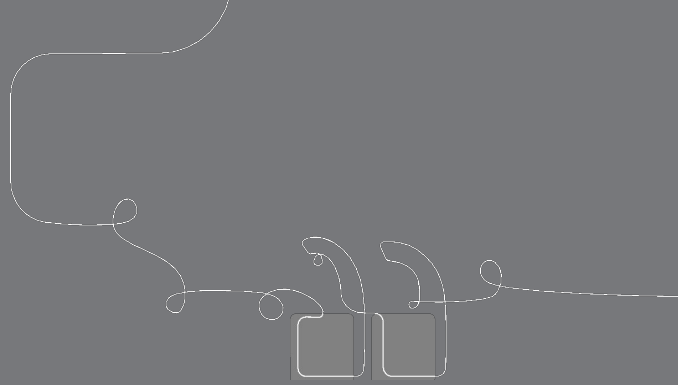
Questions?



Plan for the day

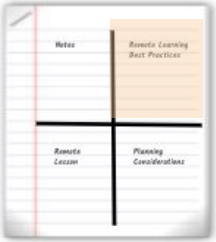


- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience a Remote Activity
- Planning to teach
- **Closing**



Final thoughts/questions?

Revisiting Our Jamboard



Remote Learning Tips & Tricks

Add a sticky note with your idea(s)!

Workshop goals reflection

Were you able to:

- Internalize tips and tricks for remote instruction?
- Leverage your understanding of your upcoming unit to make instructional decisions about remote learning using the Amplify Science curriculum resources?
- Develop a multi-day plan for implementation within your class schedule and instructional format?

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!

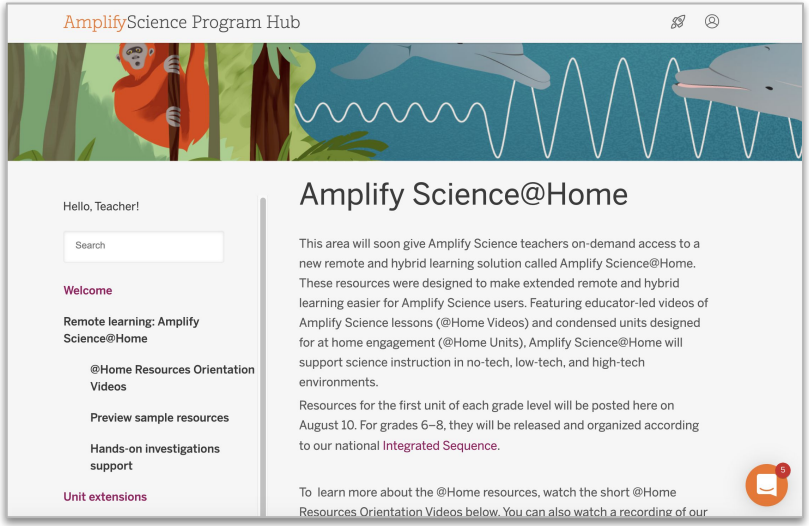
Upcoming Office Hours

- **10/22**, 2:30-3:30pm
  - Grades TK, K, & 1: https://meet.google.com/qbo-opee-dxf
  - Grades 2 & 3: https://meet.google.com/bwj-mimk-awn
  - Grades 4, 5, & 6: https://meet.google.com/xay-gpia-efc
- **11/12**, 4-5pm
- **12/10**, 4-5pm

Amplify Science Program Hub

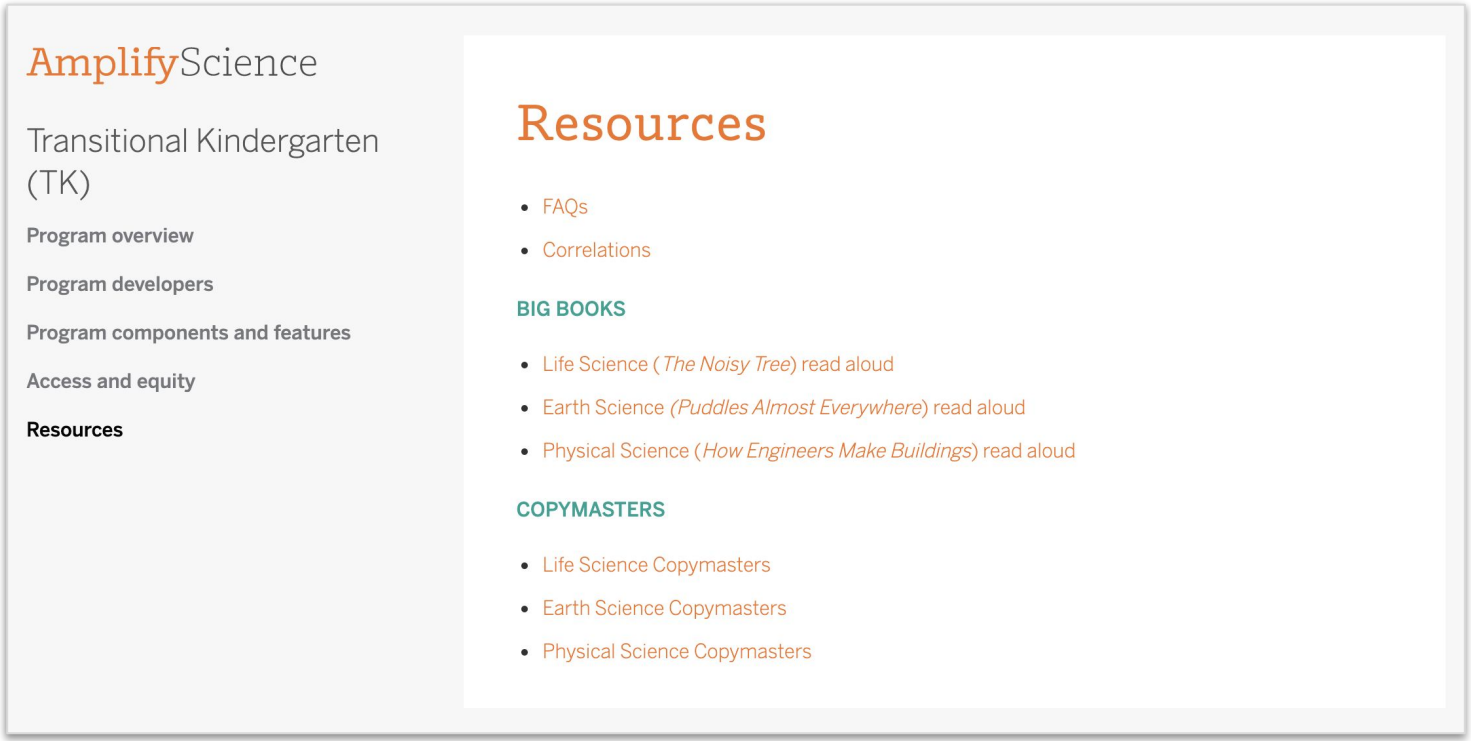
A new hub for Amplify Science resources

- Videos and resources to continue getting ready to teach
- Amplify@Home resources
  - **TK big book read aloud videos**



science.amplify.com/programhub
username: sciencelearningca
password: DemoOnly1234

TK Program Overview Website



my.amplify.com/programguide/content/national/tk-resources/tk/

California TK Website

amplify.com/science-california-review-tk/

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

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.

Amplify.

Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

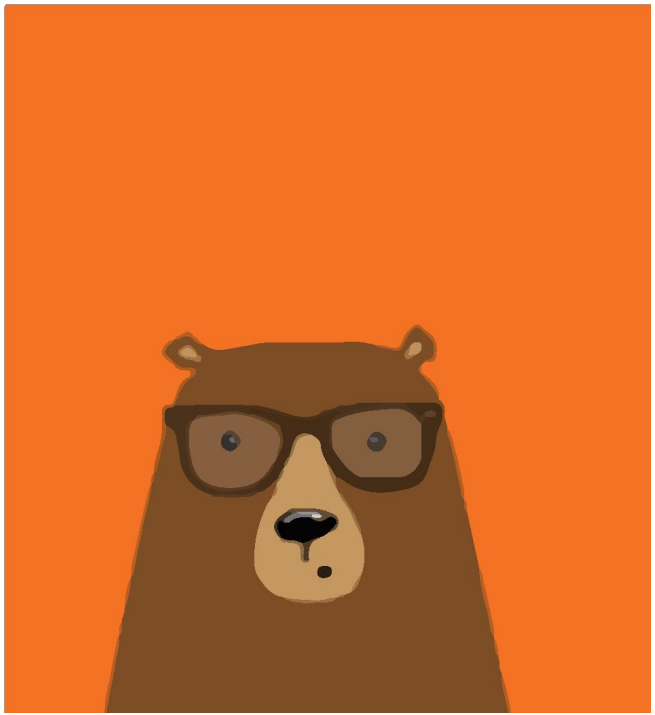
Click here for Remote Learning Resources for Amplify Science

Click here to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!

https://amplify.com/lausd-science/

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