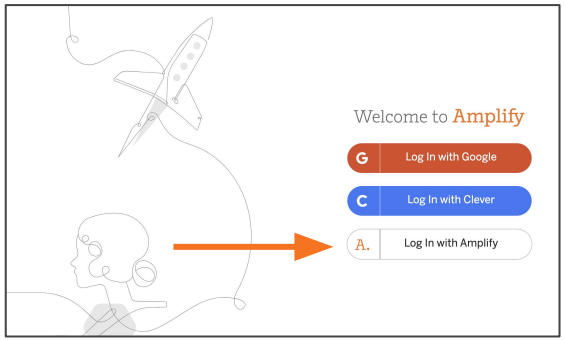
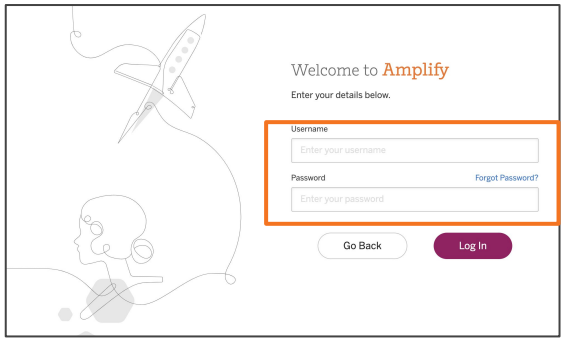
Part of the Day	Timing (min)	*PLS use only* Plan for the day
Welcome	35 min	• Welcome (10) • Review key aspects of the approach (10) • Introduce unit phenomenon (10) • Opening reflection (5)
Unit-Specific	85 min	• Unit Map (5) • Unit storyline overview (5) • Break (15) • Experiencing and analyzing chapter 1 (35) • Analyzing chapter 2 (25)
Remote/Hybrid resources	40 min	• Guided introduction/review (15) • Discussions around challenges & planning (25)
Closing	20 min	• Reflection (5) • Additional resources (10) • Survey (5)

Welcome to Amplify Science!

Do Now





1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
   - xxxxxxx@pd.tryamplify.net
   - Password: xxxx

While you wait for others:

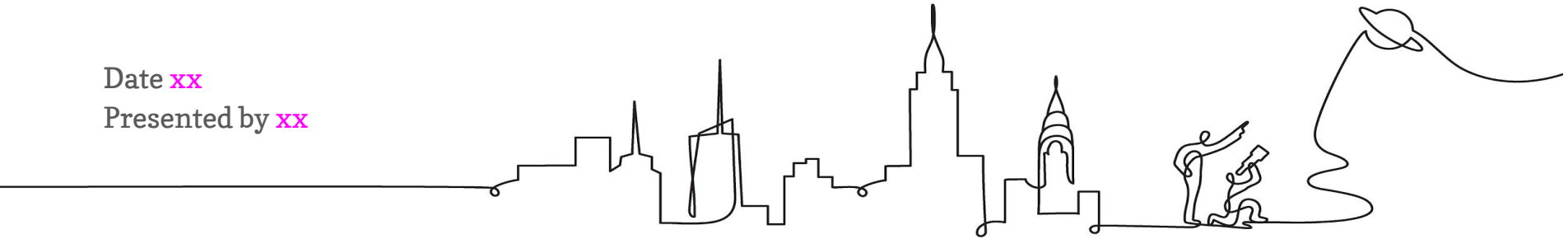
- **Can you find the coherence flowchart?**
- **Can you find the Progress Build?**

Amplify Science
New York City

Understanding the Unit Storyline & Coherence

Grade 5: Modeling Matter

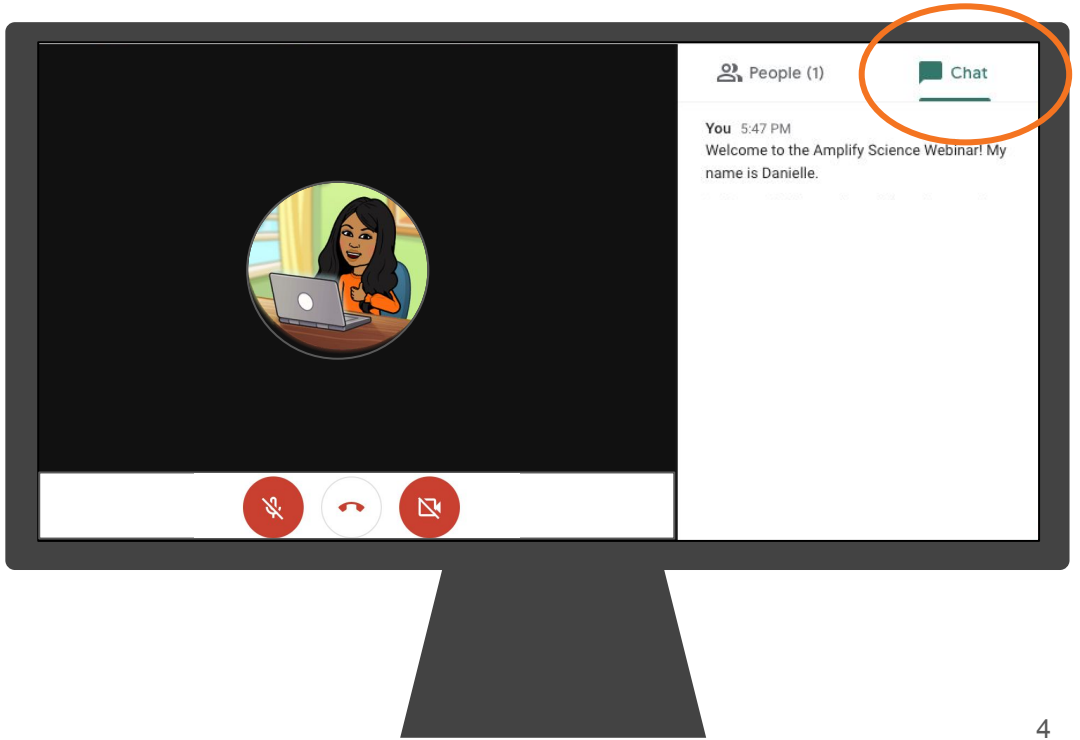
Date xx
Presented by xx



Introductions!

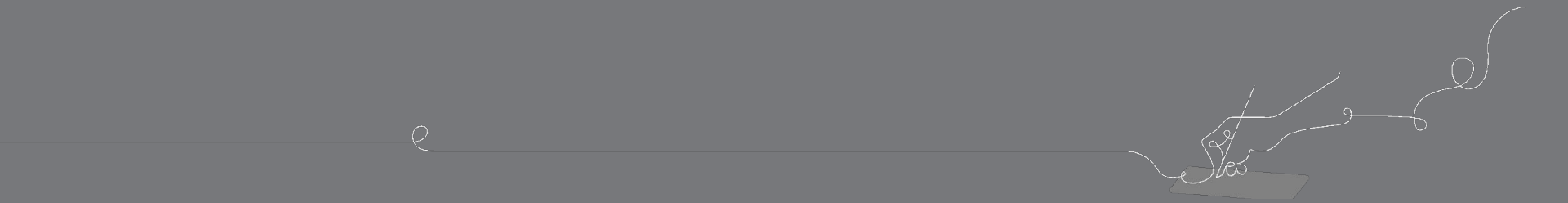
Please introduce yourself in the chat

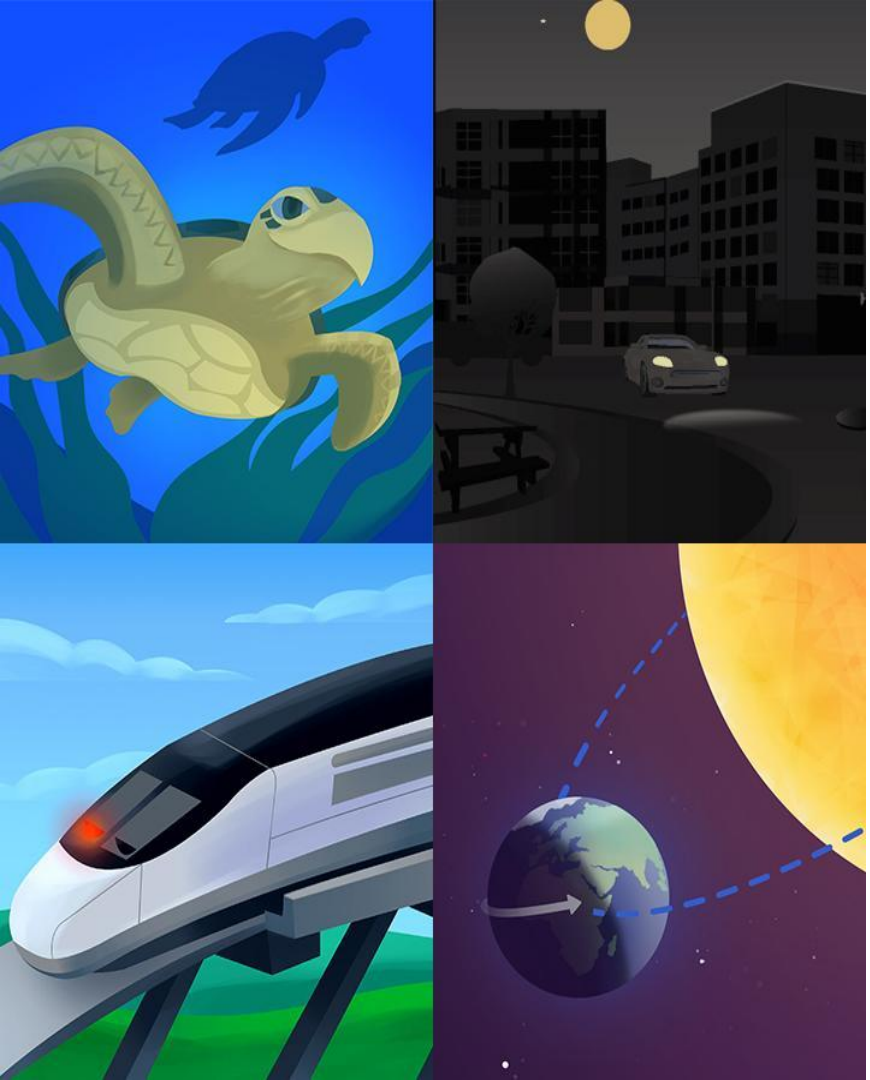
- Share a success or challenge you've had in implementing Amplify Science.
- Then, share a solution to a challenge posted by a colleague.



Overarching goals

- Understand the unit 2 storyline
- Plan for using Amplify Science@Home resources utilizing coherence as a design principle
- Collaboratively problem-solve with colleagues





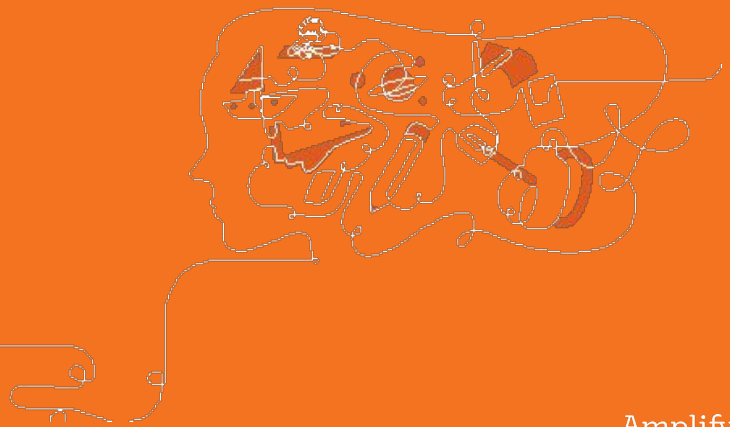
Plan for the day

- Welcome
- Unit storyline
  - Anchor phenomenon
  - Storyline summary
  - Break
  - Model activity
  - Evidence source analysis
- Remote and hybrid resources
  - Reviewing the resources
  - Collaborative planning
- Reflection and closing

Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

Key aspects of the Amplify Science approach

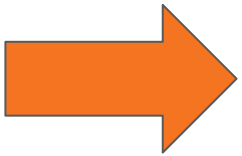


Phenomenon-based instruction

A shift in science instruction

from learning about

(like a student)



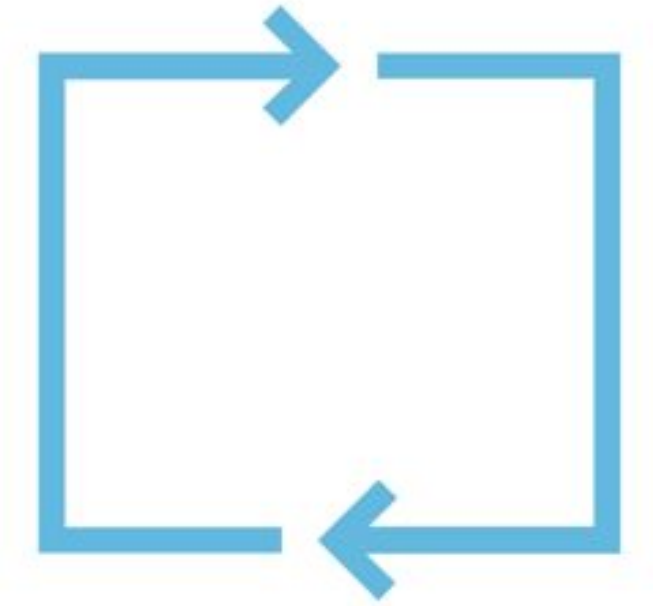
to figuring out

(like a scientist)

Scientific phenomenon: An observable event in the natural world you can use science ideas to explain or predict

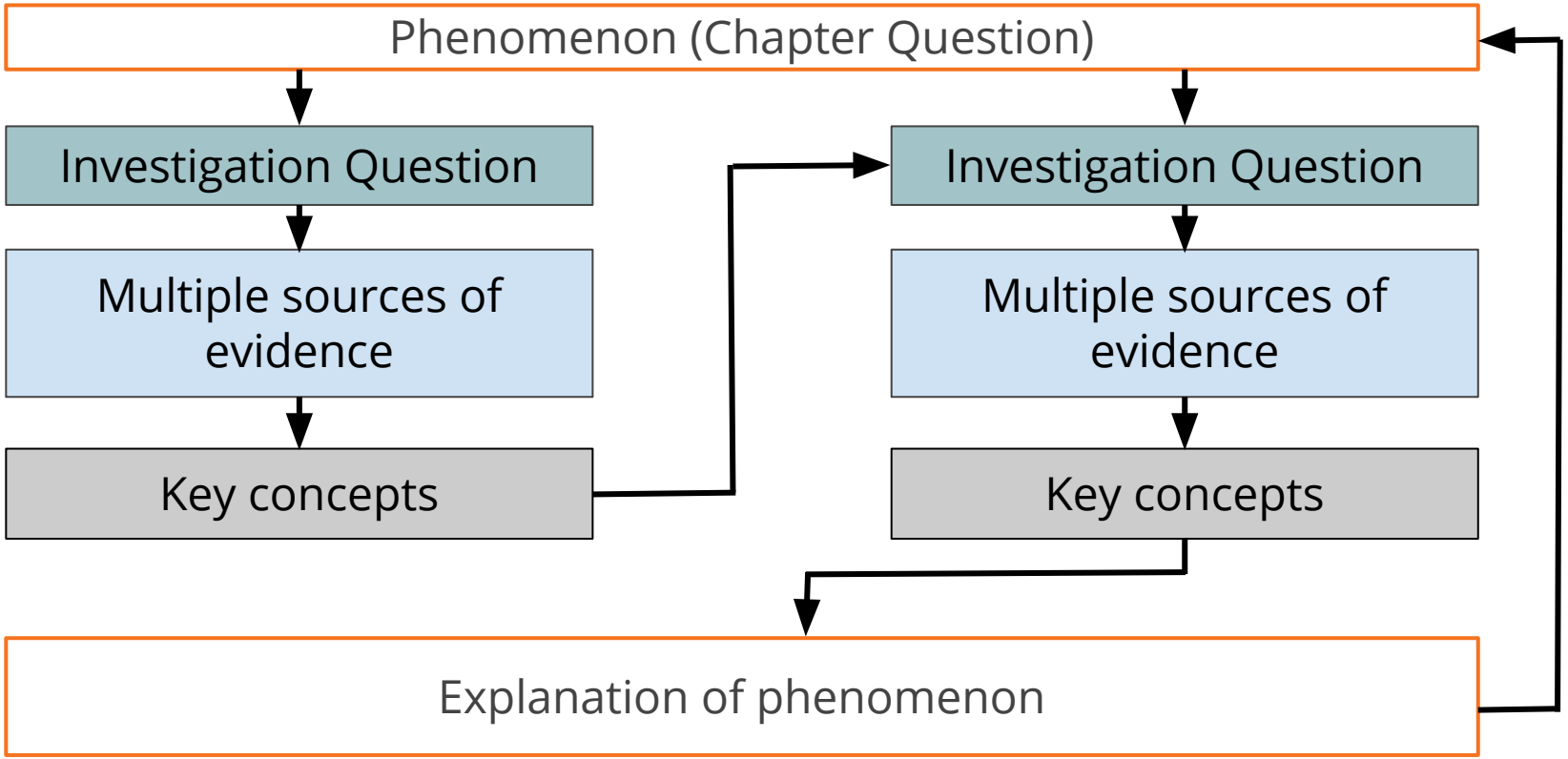
Multimodal learning

Gathering evidence over multiple lessons



Do,
Talk,
Read,
Write,
Visualize

Coherent storylines

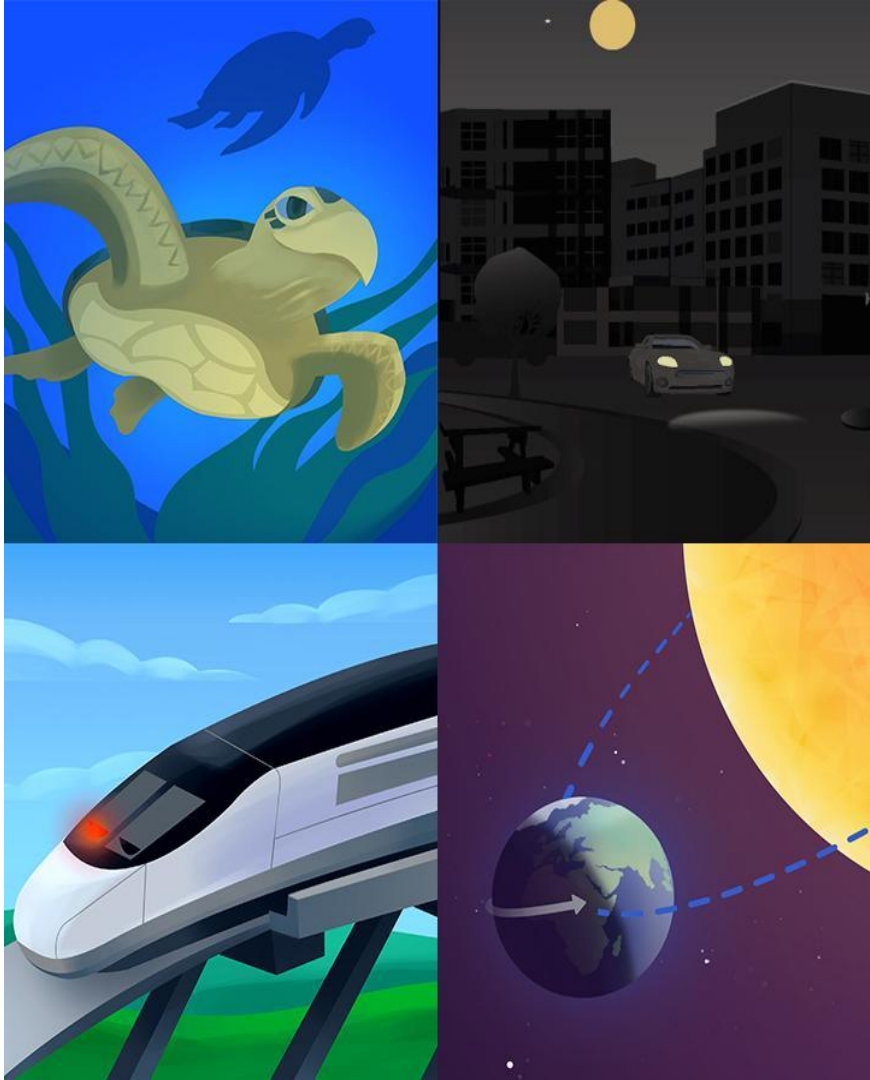


Opening reflection

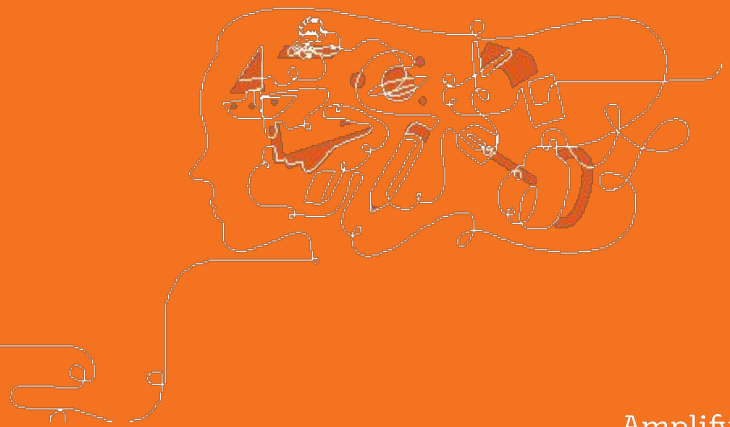
Stop and jot

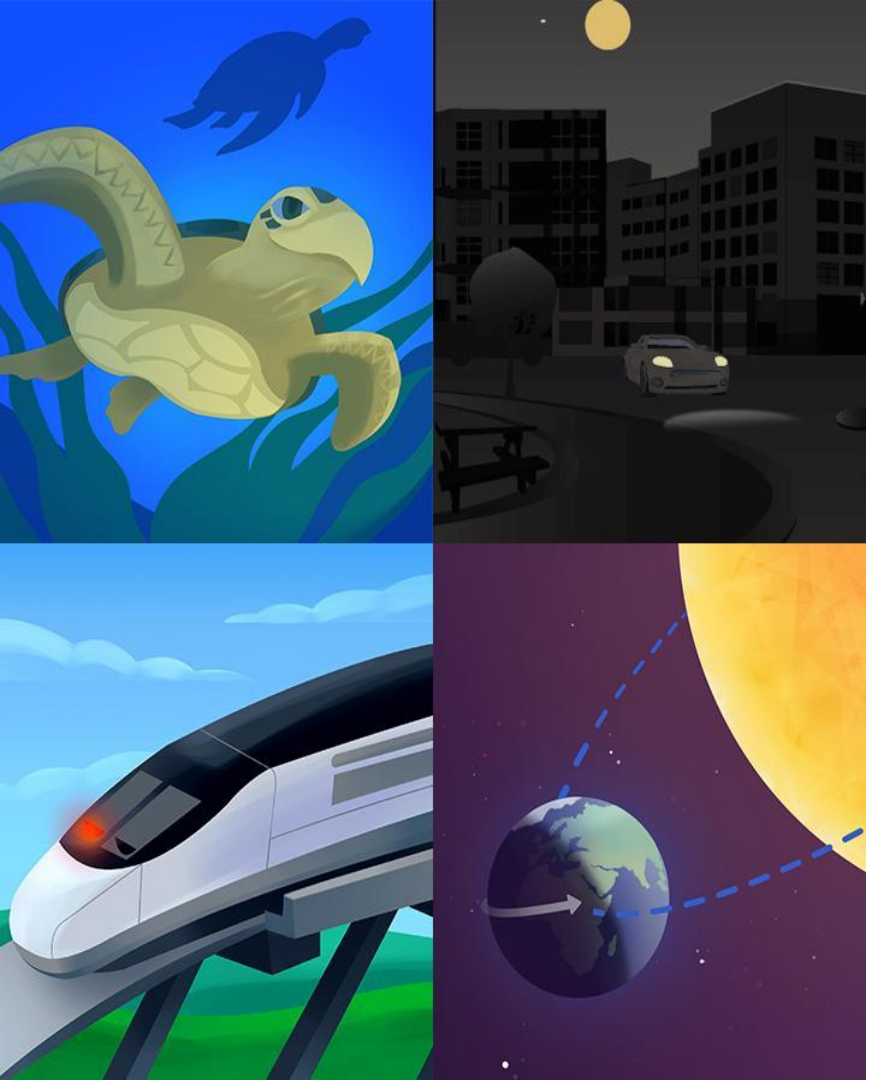
Amplify Science units are designed around **storylines**.

What does this mean for the **student experience**?



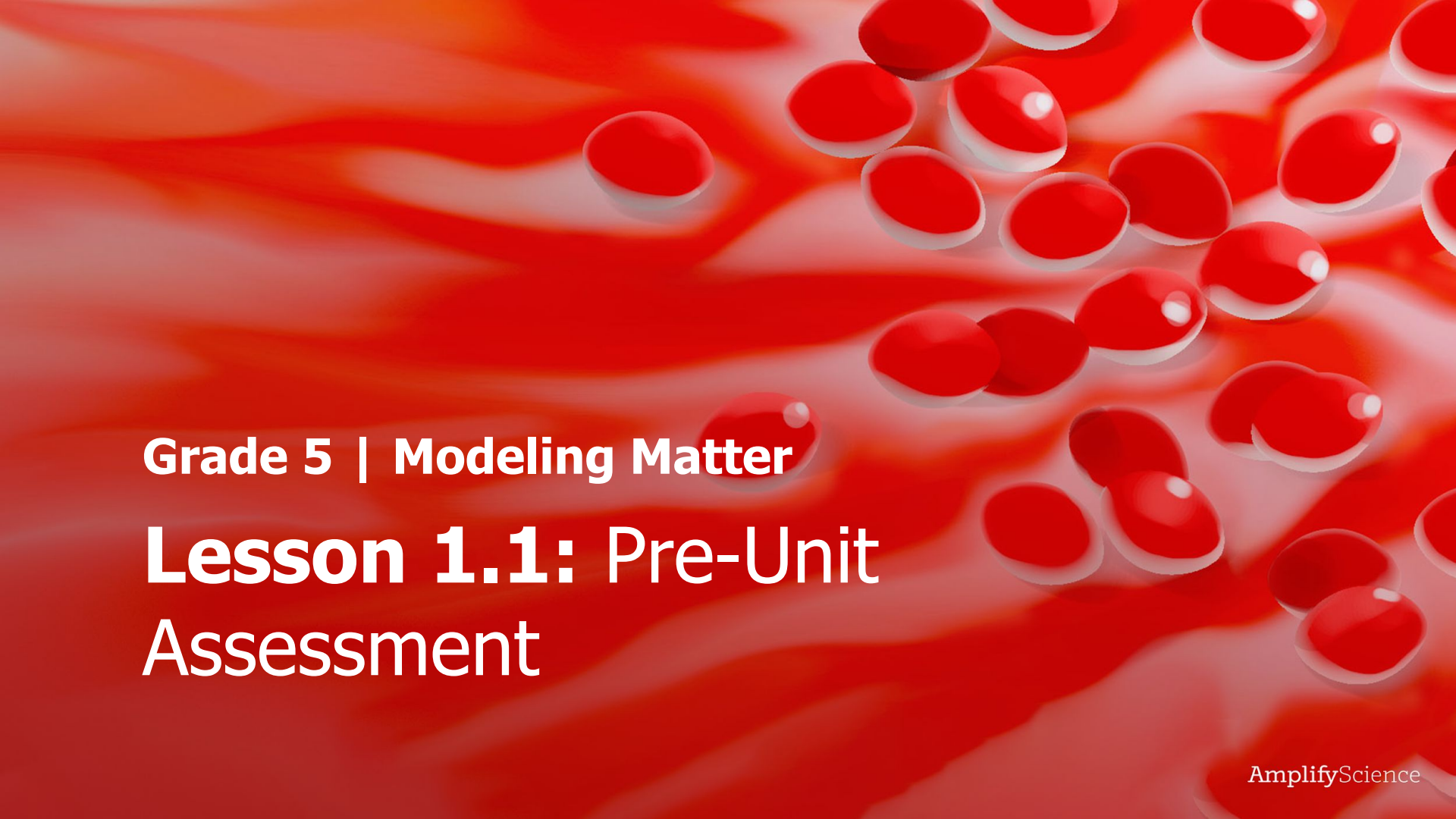
Questions





Plan for the day

- Welcome
- **Unit storyline**
  - Anchor phenomenon
  - Storyline summary
  - Break
  - Model activity
  - Evidence source analysis
  - Breakout groups
- Remote and hybrid resources
  - Reviewing the resources
  - Collaborative planning
- Reflection and closing



Grade 5 | Modeling Matter

Lesson 1.1: Pre-Unit Assessment

AmplifyScience

10 MIN

Activity 1

Introducing the Context

We are starting a unit called *Modeling Matter: The Chemistry of Food*.

This unit is about **matter**, which is the stuff that everything around us is made of, including food!

We will take a **close look at food**, not just as something tasty to eat, but also as something interesting to study.

Let’s think about what **food scientists** do.

Take a moment to look at these pictures of food scientists.

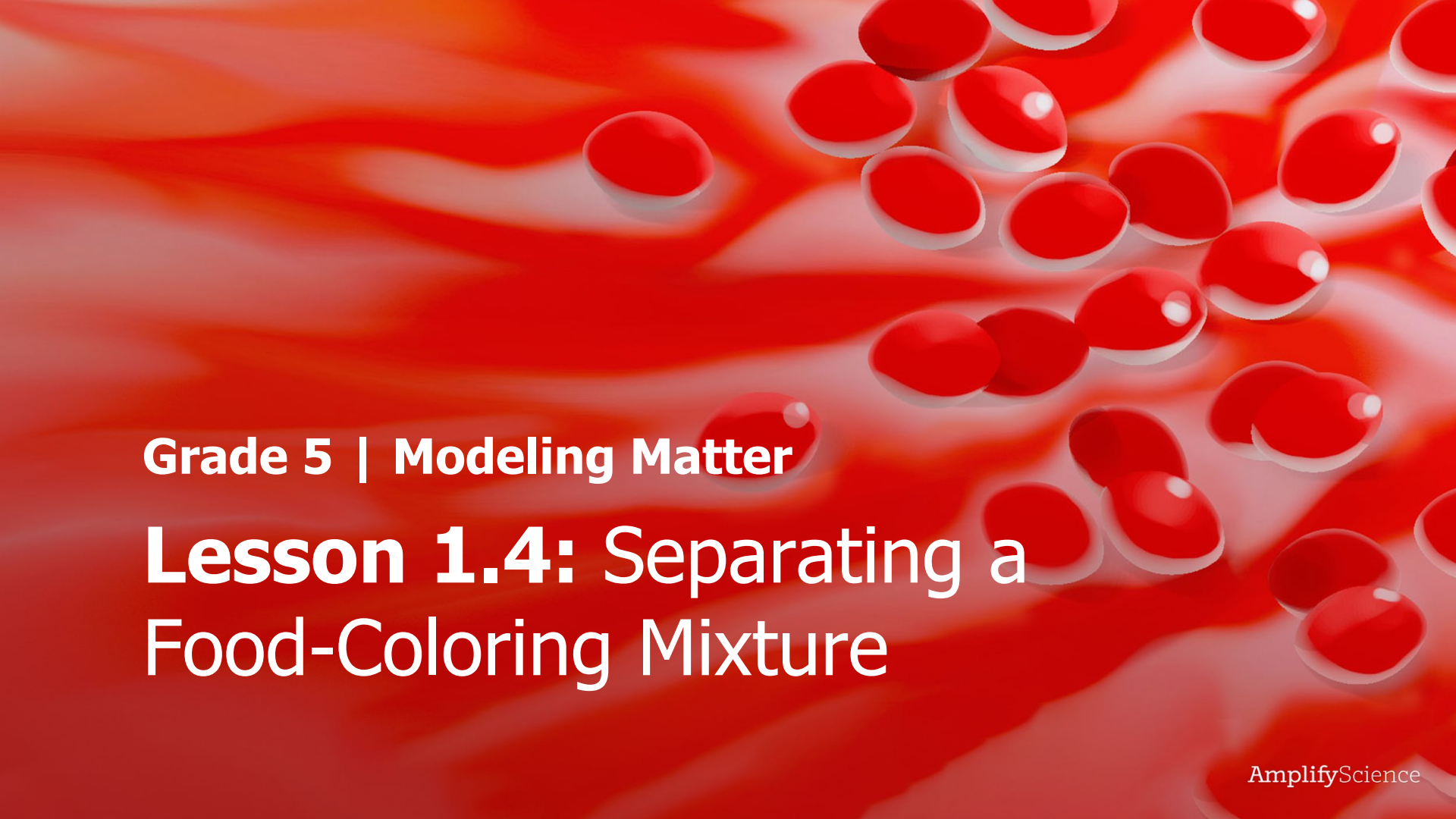
Where do you think a food scientist **works**?

Take a moment to look at these pictures.

What do you think food scientists **want to find out** about the food they study?

Good Food Production, Inc.

For the next few weeks, we are going to take on the role of **food scientists** for a company called Good Food Production, Inc.



Grade 5 | Modeling Matter

Lesson 1.4: Separating a Food-Coloring Mixture

AmplifyScience

5 MIN

Activity 1

Introducing the Harmful-Dye Context

To: Food Science Lab
From: Lauren Harold, President, Good Food Production, Inc.
Subject: Test for Harmful Food Dye

Good Food Production, Inc.

Dear Food Scientists,

Customers are concerned about food products that contain Red Dye #75. Some people believe that Red Dye #75 causes health problems in children. Good Food Production, Inc. wants to make sure our customers are safe!

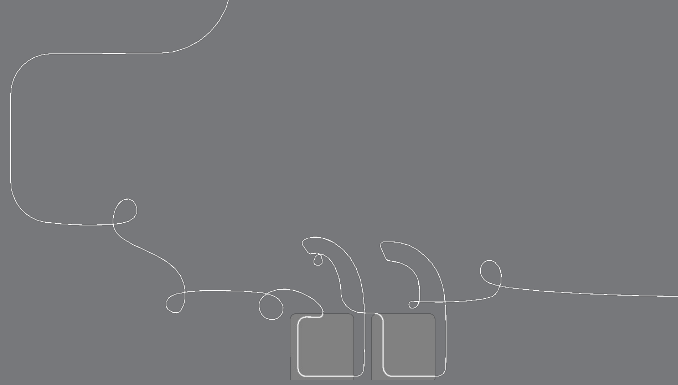
We need to test the food coloring that's used in many of our products to see if it might contain red food dye, so we know if we need to submit it for further testing. Please determine whether our food coloring is a pure substance or whether it is a mixture. If it is a mixture, please determine whether red dye is part of the mixture.

Sincerely,
Lauren Harold, President
Good Food Production, Inc.

This is the food dye that might be harmful, Red Dye #75.

This is the **food coloring** that Good Food Production, Inc. uses in many of its products.

We will **test** to find out if it is a mixture that could contain Red Dye #75.



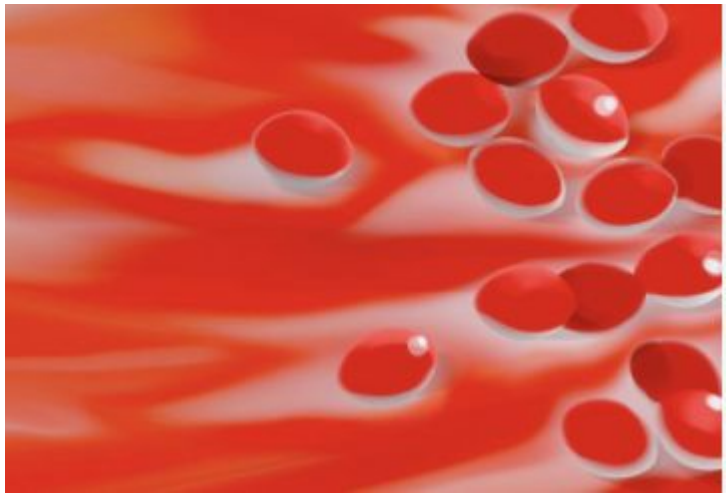
Explaining the phenomenon piece by piece

Modeling Matter storyline

Look for

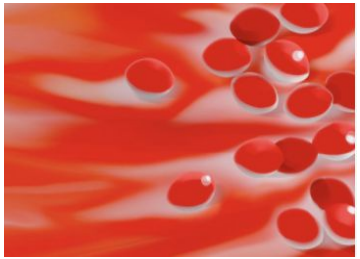
As you listen to the storyline summary, **consider the student experience.**

What will it be like for students to work through the unit storyline?



Modeling Matter

Chapter 1



Chapter Question: Why did the food coloring separate into different dyes?

Explanation: The different dyes that are mixed together have different properties (colors), so they are made of different molecules. The molecules in the mixture that are carried up the paper by the water are attracted to the water and mix with it. As the water travels up the paper, different kinds of molecules travel different distances because their molecules are different sizes or have a different attraction to the paper.

Modeling Matter

Chapter 2

Chapter Question: Why do some salad dressings have sediments, and others do not?

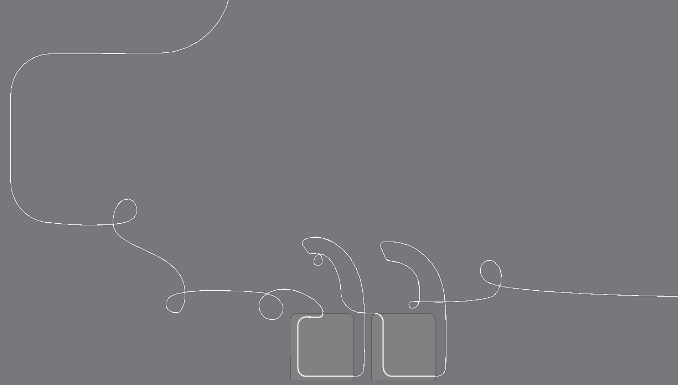
Explanation: Salad dressings with sediments contain solids that are not soluble; salad dressings without sediments contain soluble solids. The molecules of water and the molecules of different solids are different from one another. When a solid dissolves in water (it is soluble), it means that the molecules of the solid are attracted to water molecules.When a solid does not dissolve in water, it means that the molecules of the solid are not attracted to water molecules.

Modeling Matter

Chapter 3

Chapter Question: Why can salad-dressing ingredients separate again after being mixed?

Explanation: When liquids do not mix together, they form layers. The A molecules and the B molecules are not attracted to one another, so they do not mix together. In addition to the level of attraction between A molecules and B molecules, A molecules have a level of attraction to other A molecules, and B molecules have a level of attraction to other B molecules. Liquid ingredients in a salad dressing separate after being mixed if the attraction between molecules of one liquid is greater than the attraction between molecules of different liquids. However, if an emulsifier is added, the liquids can mix because the molecules of the emulsifier are strongly attracted to both A molecules and B molecules.



Would you like to add anything to your opening reflection?

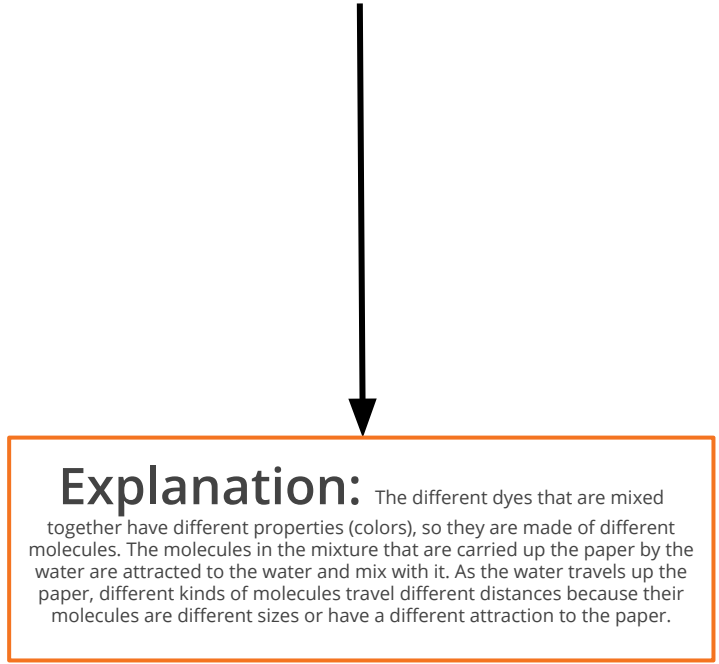
Make any updates, then take a break!

Welcome back

Please respond in the chat

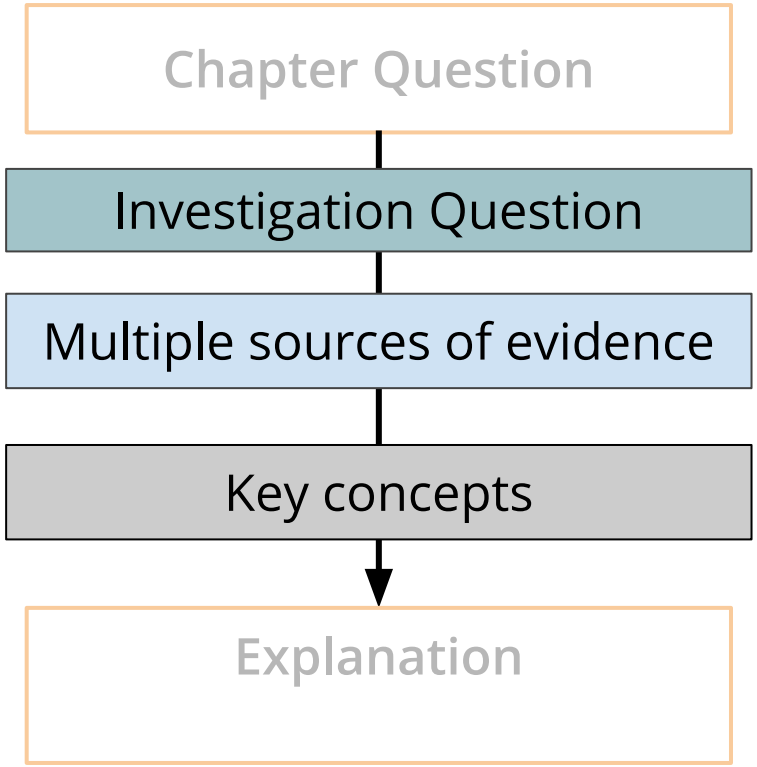
How do students get from the **question** at the beginning of the chapter to the **explanation** at the end of the chapter in Amplify Science?

Chapter Question: Why did the food coloring separate into different dyes?



Constructing science knowledge

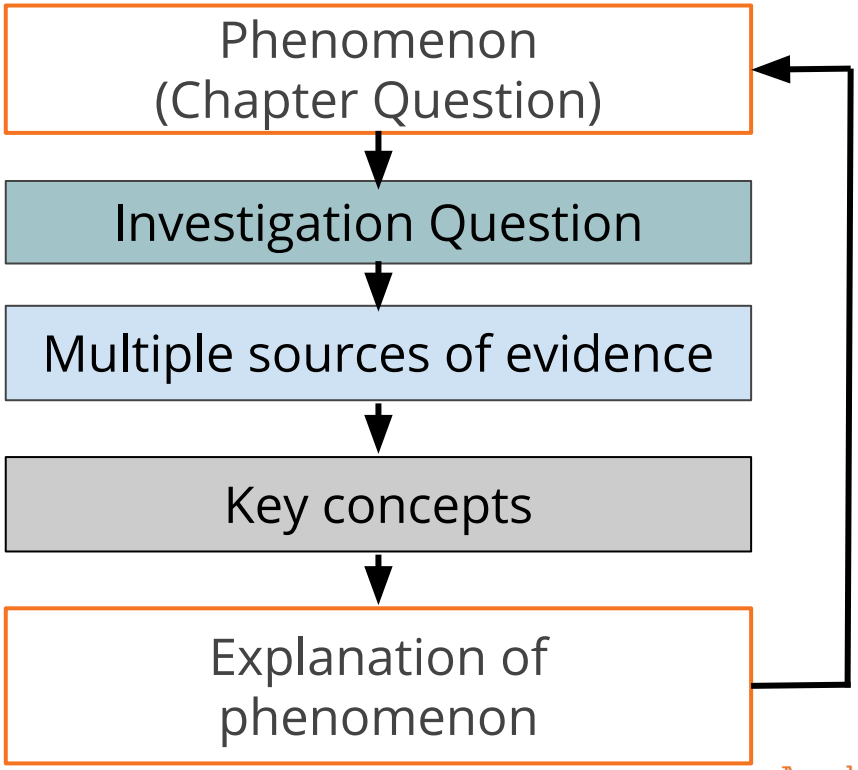
In order to progress through a unit storyline, students figure out general science ideas they can use to explain the phenomenon.



Coherence flowchart

Respond in the chat

Share your **prior knowledge** about the coherence flowchart, and how you've used it as a tool in your planning and teaching.



Modeling Matter: The Chemistry of Food

Unit Anchor Phenomenon
Problem students work to solve

The food coloring from Good Food Production, Inc., is not exactly the same as Red Dye #75.
How can we help Good Food Production, Inc. figure out if their food coloring includes a harmful dye?

Chapter-level Anchor Phenomenon
Chapter 1 Question

Good Food Production, Inc.'s food coloring separated into different dyes.
Why did the food coloring separate into different dyes? (introduced in 1.5)

Investigative Phenomena
Investigation Questions

There are different substances in the world.
How are different substances different? (1.2)

Different substances have different properties.
How are different kinds of molecules different?
How are molecules similar? (1.3-1.4)

Sometimes substances separate.
How do differences in molecules cause substances to separate? (1.5-1.7)

Evidence sources and reflection opportunities

- Observe and record properties of food mixtures (1.2)

- Observe digital Scale Tool to view nanoscale objects (1.3)
- Read *Made of Matter* (1.3)
- Use chromatography to separate food coloring mixture (1.4)
- Observe the Pasta Model and discuss in relation to chromatography (1.4)
- Write about how molecules can be similar and different (1.4)

- Use and discuss the Fan Model of chromatography (1.5)
- Make and evaluate nanovision models of chromatography first by drawing, then with digital tool (1.6)
- Read *Break it Down* (1.7)
- Revisit *Break it Down* to analyze how scientists focus on properties of molecules to separate mixtures (1.8)
- Evaluate example nanovision models of chromatography (1.8)

Key concepts

- All molecules of one substance are exactly the same, and they are different from molecules of any other substance. (1.4)

- Different molecules have different properties. (1.5)
- The properties of a substance are determined by the properties of its molecules. (1.8)

Application of key concepts to the problem

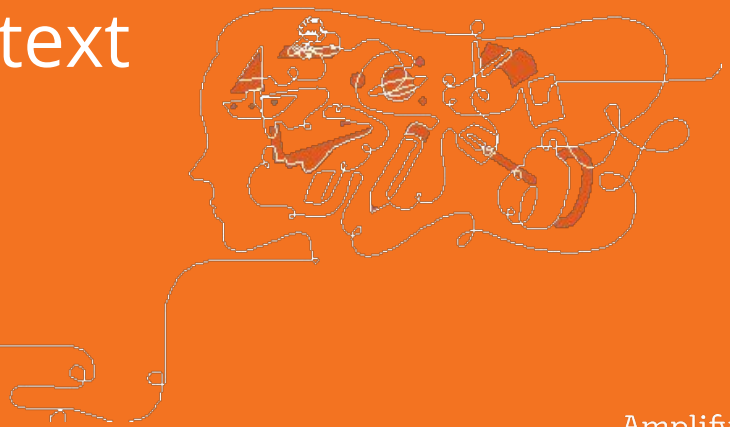
- Revise nanovision models (1.9)
- Write explanations to answer the Chapter 1 Question (1.10)

Explanation that students can make to answer the Chapter 1 Question

The different dyes that are mixed together have different properties (colors), so they are made of different molecules. The molecules in the mixture that are carried up the paper by the water are attracted to the water and mix with it. As the water travels up the paper, different kinds of molecules travel different distances because their molecules are different sizes or have a different attraction to the paper.

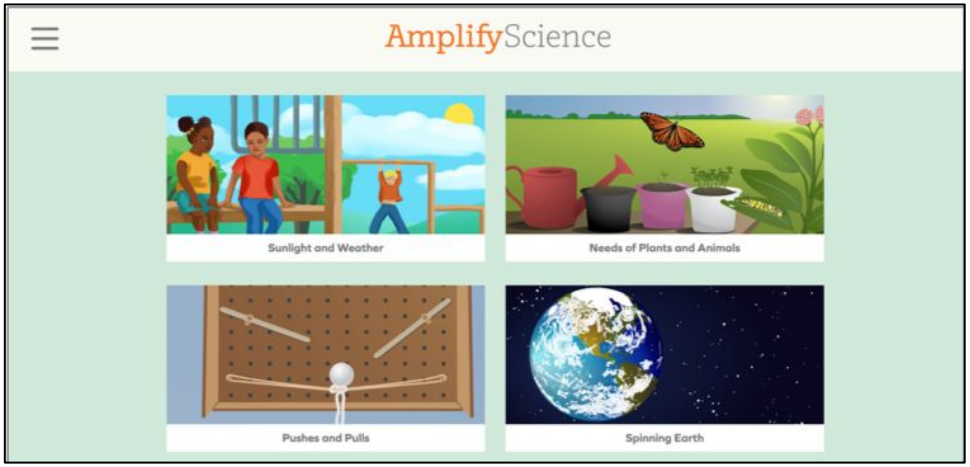
Example evidence source

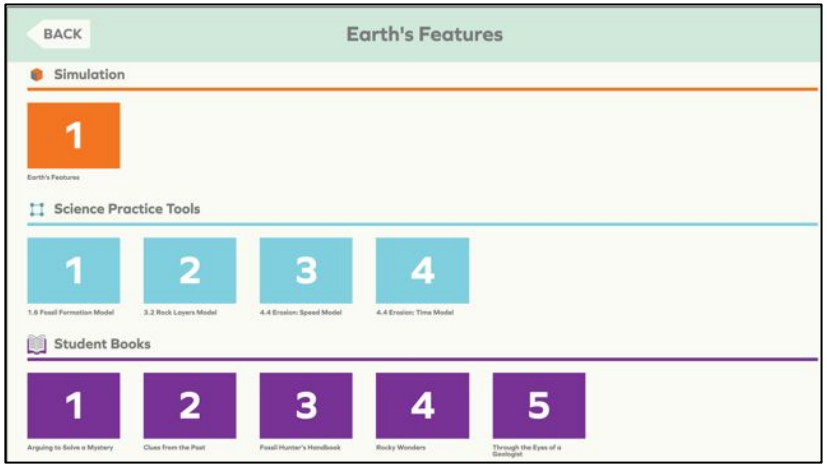
Model Lesson with text



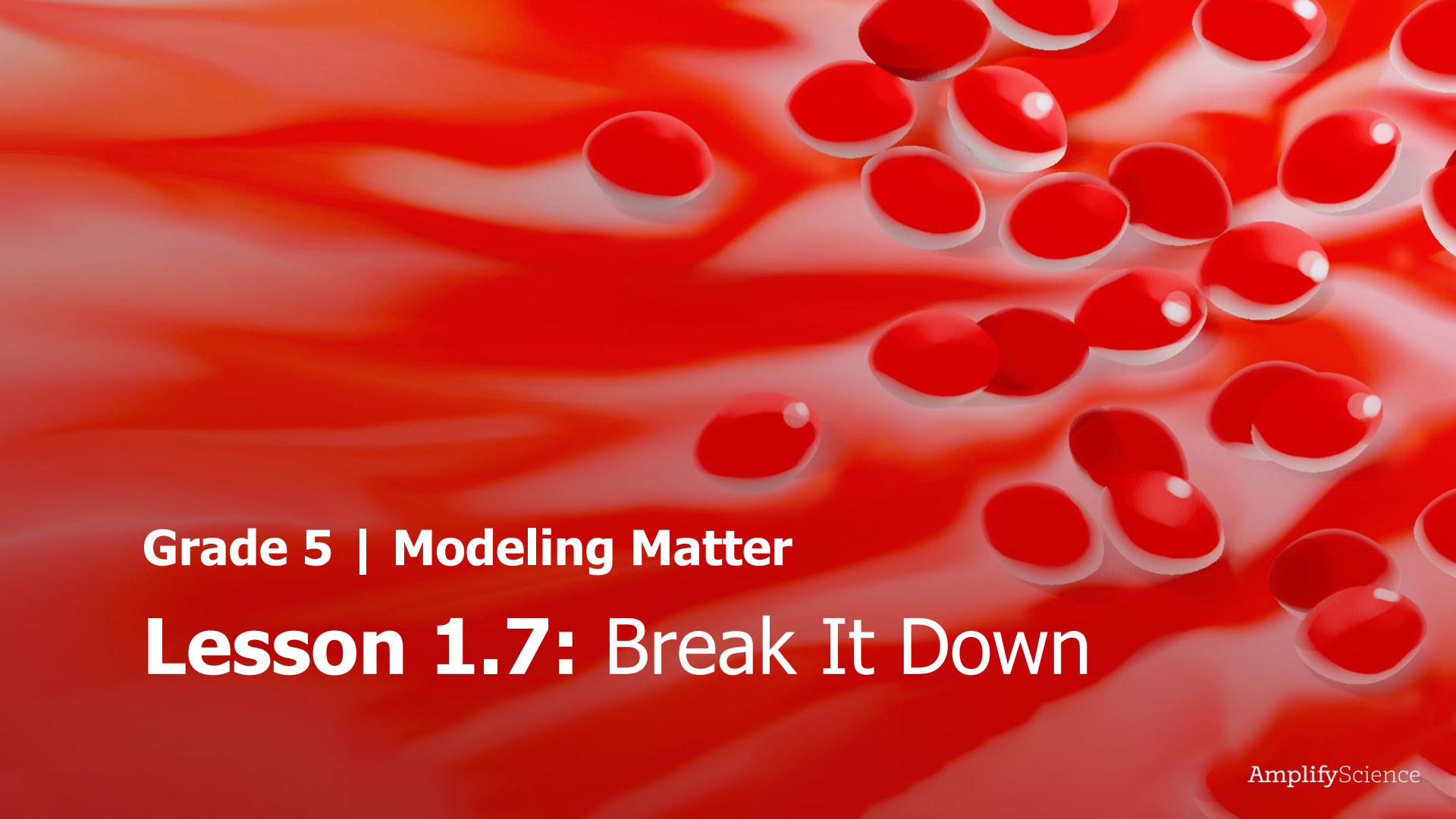
Students app page to access books

Elementary digital experience for students grades K-5 is through the student apps page:
apps.learning.amplify.com/elementary





Student volunteers



Grade 5 | Modeling Matter

Lesson 1.7: Break It Down

AmplifyScience

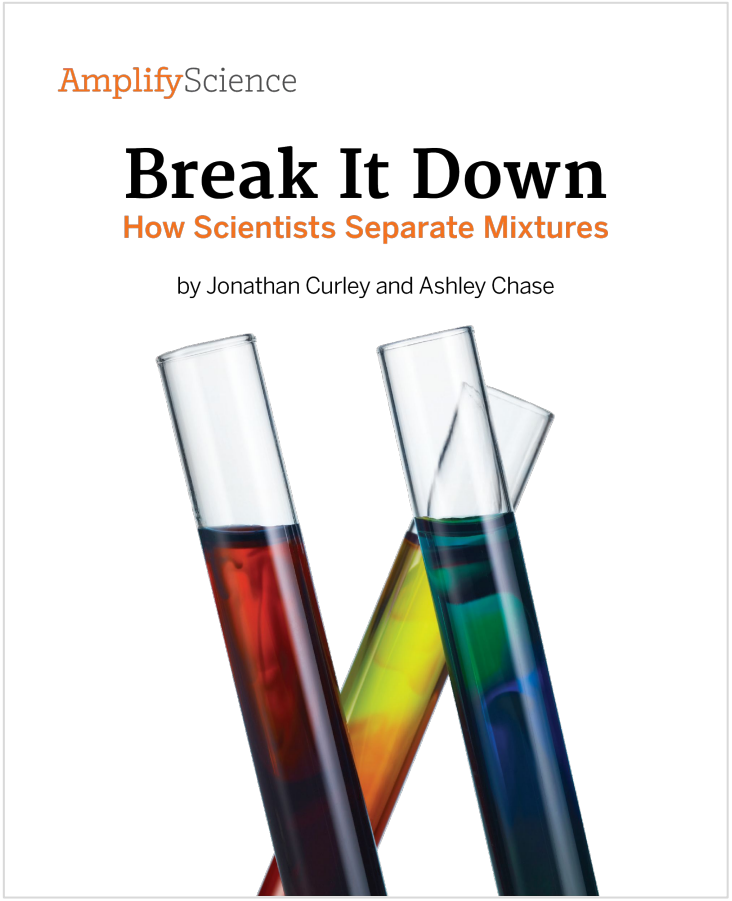
10 MIN

Activity 1

Readers Make Inferences

Scientists make **observations** and **inferences**.

Remember, an inference is something you figure out based on evidence.



This book is about scientists who separate mixtures in their work.

As we read, we will **make inferences** to understand the work the scientists are doing.

AmplifyScience

Break It Down

How Scientists Separate Mixtures

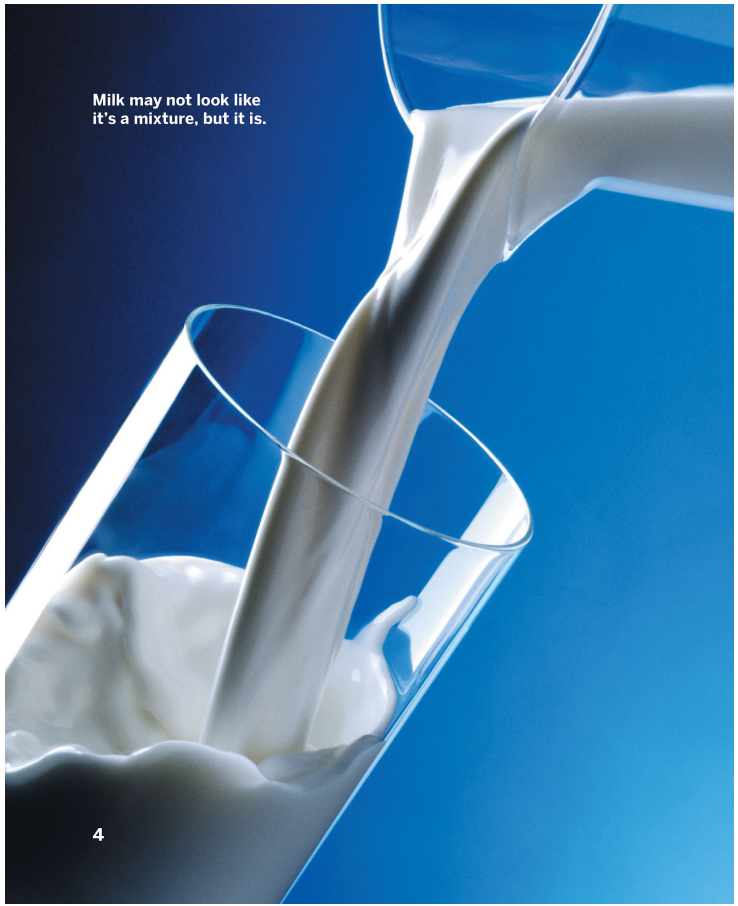
by Jonathan Curley and Ashley Chase

Preview the **photos** and **diagrams** and read some of the **captions** beneath them.

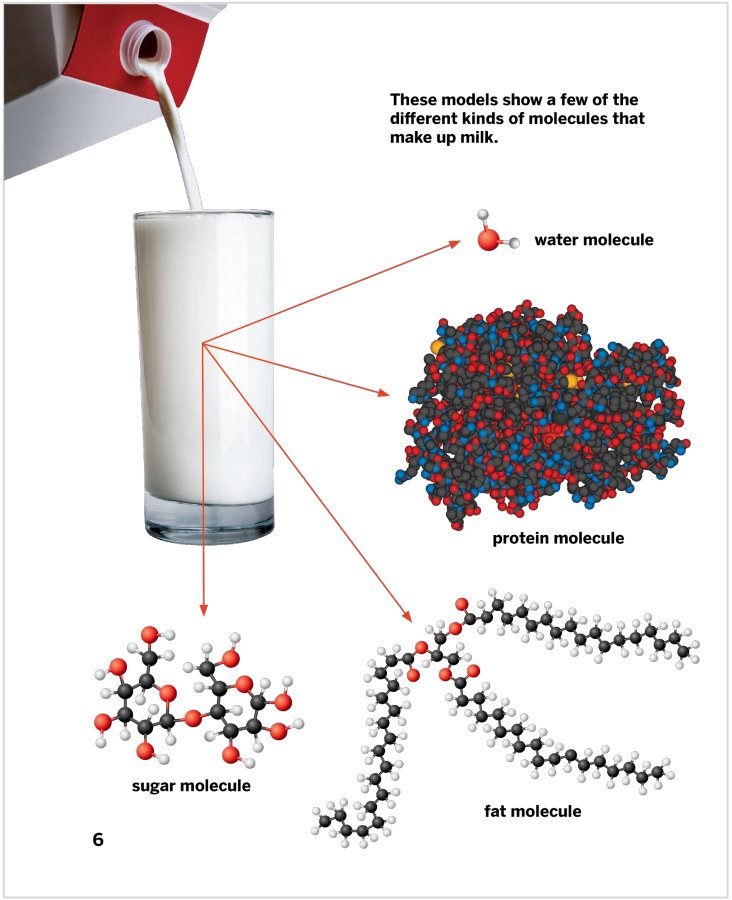
Look for clues that help you make inferences.

Activity 2

Partner Reading



Read pages 4–9 and think about how the text connects to what you already know about **mixtures**.



What is a fact about mixtures that you **already knew**?

What **new information** did you learn?

Name: _____ Date: _____

Making Inferences in
Break It Down: How Scientists Separate Mixtures

Record in the table below as you read *Break It Down*. Use the images, captions, and text in the book to help you make inferences

Section in book	**Make an inference to answer a question**	**What helped you make the inference?** • what you already know • which image, caption, or text? (Include page.)
Break It Down to Solve Problems: pages 10–11	In ocean water, are water molecules attracted to the atoms that make up salt? Yes No	
Break It Down to Save Lives: pages 12–15	Are there different kinds of molecules in blood? Yes No	
Break It Down to Uncover the Past: pages 16–21	Are the different molecules in goat meat, lentils, honey, wine, and olive oil all the same size? Yes No	
Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

Turn to page 18 in your notebooks.

You'll make **inferences** to answer questions. Then, record the parts of the text that helped you.

Let's **do one together**.

Break It Down to Solve Problems

Most of the water on Earth is in the ocean. Ocean water is a mixture of water and different kinds of salt, and it is much too salty for people to drink.

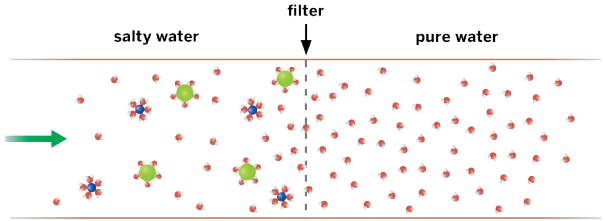
In some parts of the world, there is very little water for drinking, but plenty of ocean water is available. Making salty ocean water safe to drink helps people in these places. However, the water must be separated from the rest of the mixture.

This city is in a desert that is next to the ocean. Drinking water for the city comes from separated ocean water.

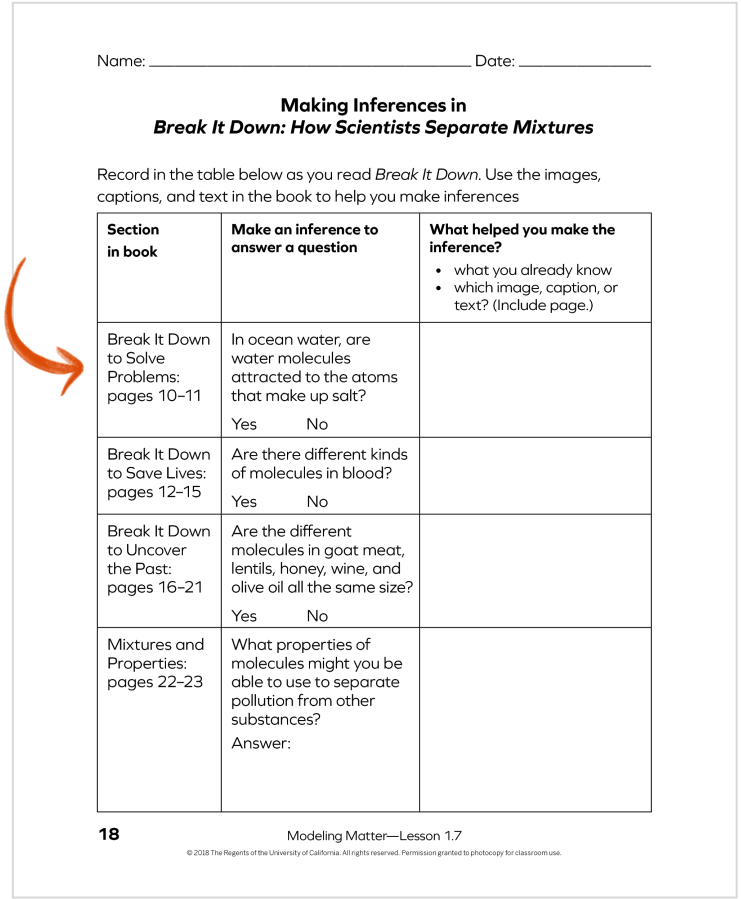
Water and salt have different **properties**—things about matter that people can see, feel, smell, hear, taste, or measure. Differences in the properties of matter are caused by differences in the properties of the atoms and molecules that make up that matter. For example, water molecules are smaller than many other kinds of molecules. Scientists have figured out how to use this property of water molecules to separate pure water from the salty ocean water mixture.

Ocean water is pumped through pipes, and then pushed through a **filter** with holes in it that are much too small to see. The tiny water molecules in the ocean water mixture are small enough to pass through the filter, but the atoms that make the water salty remain trapped. Only pure water comes out on the other side of the filter, and this water is safe for people to drink.

Separating Pure Water from Salty Water



This **diagram** shows how the water can be separated from a mixture of water and salt using a kind of filter.



Name: _____ Date: _____

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Break It Down: How Scientists Separate Mixtures

Record in the table below as you read *Break It Down*. Use the images, captions, and text in the book to help you make inferences

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Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

18 Modeling Matter—Lesson 1.7

Now let's make an **inference** about the first question.

We'll use clues from the text, images, captions, and what we already know about molecules.

Name: _____ Date: _____

Making Inferences in
Break It Down: How Scientists Separate Mixtures

Record in the table below as you read *Break It Down*. Use the images, captions, and text in the book to help you make inferences

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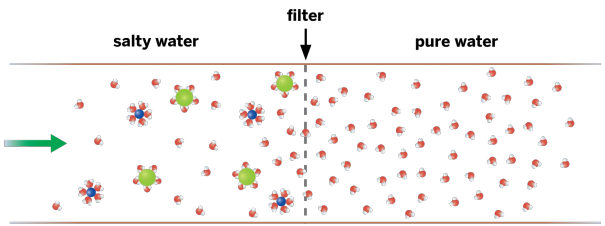
Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

What do you already **know about water molecules** that could help you answer the question?

Water and salt have different **properties**—things about matter that people can see, feel, smell, hear, taste, or measure. Differences in the properties of matter are caused by differences in the properties of the atoms and molecules that make up that matter. For example, water molecules are smaller than many other kinds of molecules. Scientists have figured out how to use this property of water molecules to separate pure water from the salty ocean water mixture.

Ocean water is pumped through pipes, and then pushed through a **filter** with holes in it that are much too small to see. The tiny water molecules in the ocean water mixture are small enough to pass through the filter, but the atoms that make the water salty remain trapped. Only pure water comes out on the other side of the filter, and this water is safe for people to drink.

Separating Pure Water from Salty Water



This **diagram** shows how the water can be separated from a mixture of water and salt using a kind of filter.

What part of the text helps us know that water molecules stick to, or are attracted to, the atoms that make up salt?

Name: _____ Date: _____

Making Inferences in
Break It Down: How Scientists Separate Mixtures

Record in the table below as you read *Break It Down*. Use the images, captions, and text in the book to help you make inferences

Section in book	**Make an inference to answer a question**	**What helped you make the inference?** • what you already know • which image, caption, or text? (Include page.)
Break It Down to Solve Problems: pages 10–11	In ocean water, are water molecules attracted to the atoms that make up salt? Yes No	Diagram on page 11: Water molecules are attracted to other molecules.
Break It Down to Save Lives: pages 12–15	Are there different kinds of molecules in blood? Yes No	
Break It Down to Uncover the Past: pages 16–21	Are the different molecules in goat meat, lentils, honey, wine, and olive oil all the same size? Yes No	
Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

Circle the answer to the question and write about **how we made the inference**.

Remember to include the page number.

Name: _____ Date: _____

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Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

Read pages 12–23, make **inferences**, and complete the rest of the notebook page.

ON-THE-FLY

15 MIN

Activity 3

Reflecting on the Book

Name: _____ Date: _____

Making Inferences in
Break It Down: How Scientists Separate Mixtures

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Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

How did you answer the **second** question?

What helped you make that inference?

Name: _____ Date: _____

Making Inferences in
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Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

How did you answer the **third** question?

What helped you make that inference?

Name: _____ Date: _____

Making Inferences in
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Mixtures and Properties: pages 22–23	What properties of molecules might you be able to use to separate pollution from other substances? Answer:	

How did you answer the **last** question?

What helped you make that inference?

Remember that we are investigating this question:

How do differences in molecules cause substances to separate?

What are some ways that scientists in *Break It Down* separated substances using **differences in the molecules** of the substances?

End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

Published and Distributed by Amplify. www.amplify.com

Evidence source analysis

AmplifyScience

Break It Down

How Scientists Separate Mixtures

by Jonathan Curley and Ashley Chase

62

Key Concept:

- The properties of a substance are determined by the properties of its molecules.

Evidence source analysis

Please respond in the chat

How did reading and discussing this text help us build our understanding of these key concepts?

Key Concept:

- The properties of a substance are determined by the properties of its molecules.

Evidence source analysis

Analyzing an activity within a chapter storyline

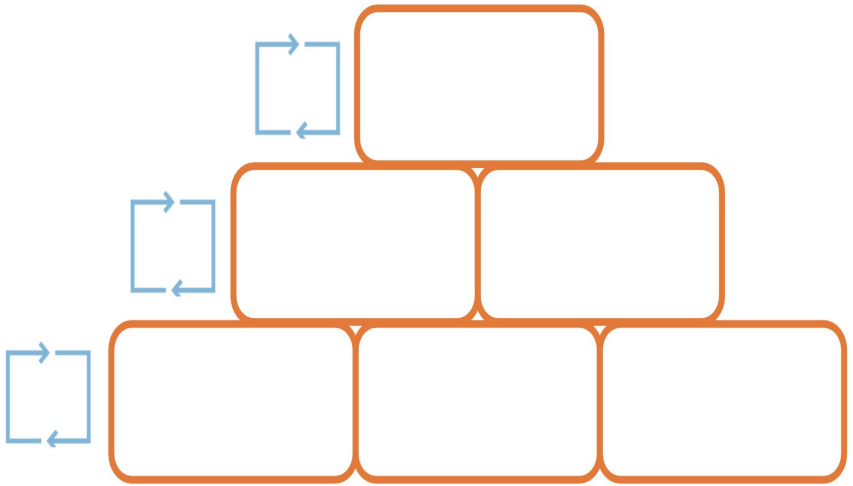
Reflecting on how an activity helps students **figure out key concepts** is a tool for planning to teach.

Resource	Useful for…
Lesson purpose *(in Lesson Brief or Classroom Slides title slide notes)*	Understanding what a lesson or activity is **designed to do for student learning**
Coherence flowchart	Considering how an activity **works together** with other parts of the chapter

Progress Build

Unit-specific learning progression

- Reflecting on where a lesson lies on the your unit's progress build is a tool for **planning** to teach, specifically for gauging student **understanding** throughout the units.
- Which **level** of the progress build does the **model lesson** align to?



Build increasingly complex explanations

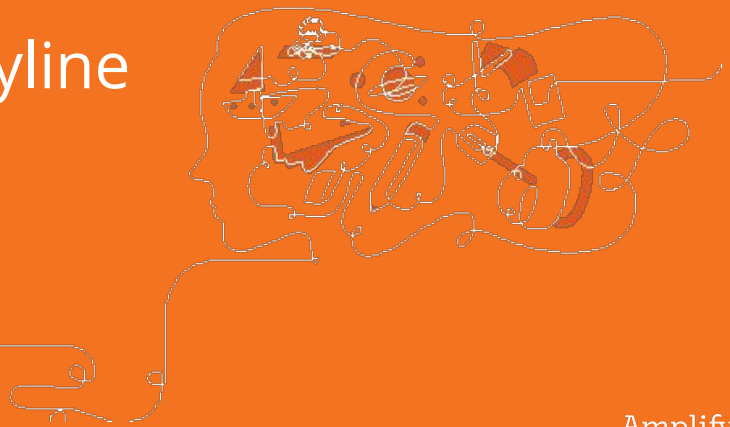
Evidence source analysis

Using evidence source analysis to prepare to teach

1. Read **lesson purpose** to consider the activity's role
2. Use the **coherence flowchart**:
    a. To analyze how it fits within the chapter storyline
    b. To consider the activity's modality and how it works with other activities (of other modalities)
3. As you plan for teaching, consider:
    a. What you'll emphasize during the activity, and what you'll expect students to do or say
    b. Implications for how you'll teach other activities in the chapter

Planning time

Chapter 2 Storyline

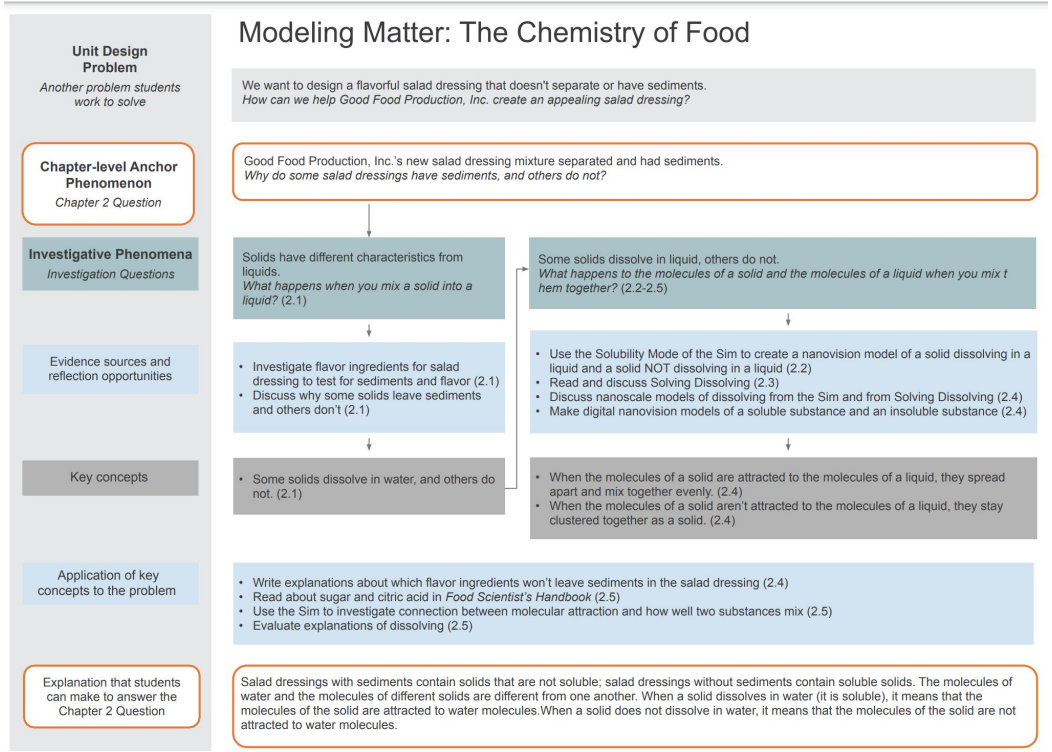


Breakout groups

Evidence source analysis

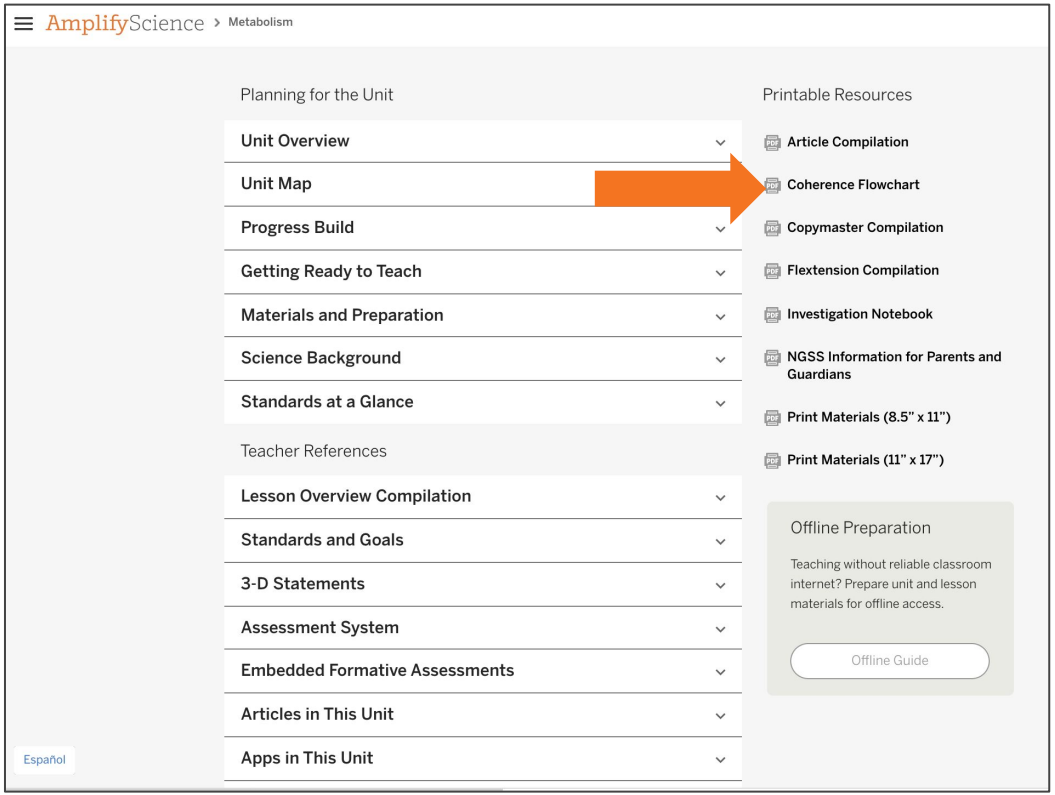
First, get familiar with the Chapter Question, Investigation Question, key concepts, and explanation.

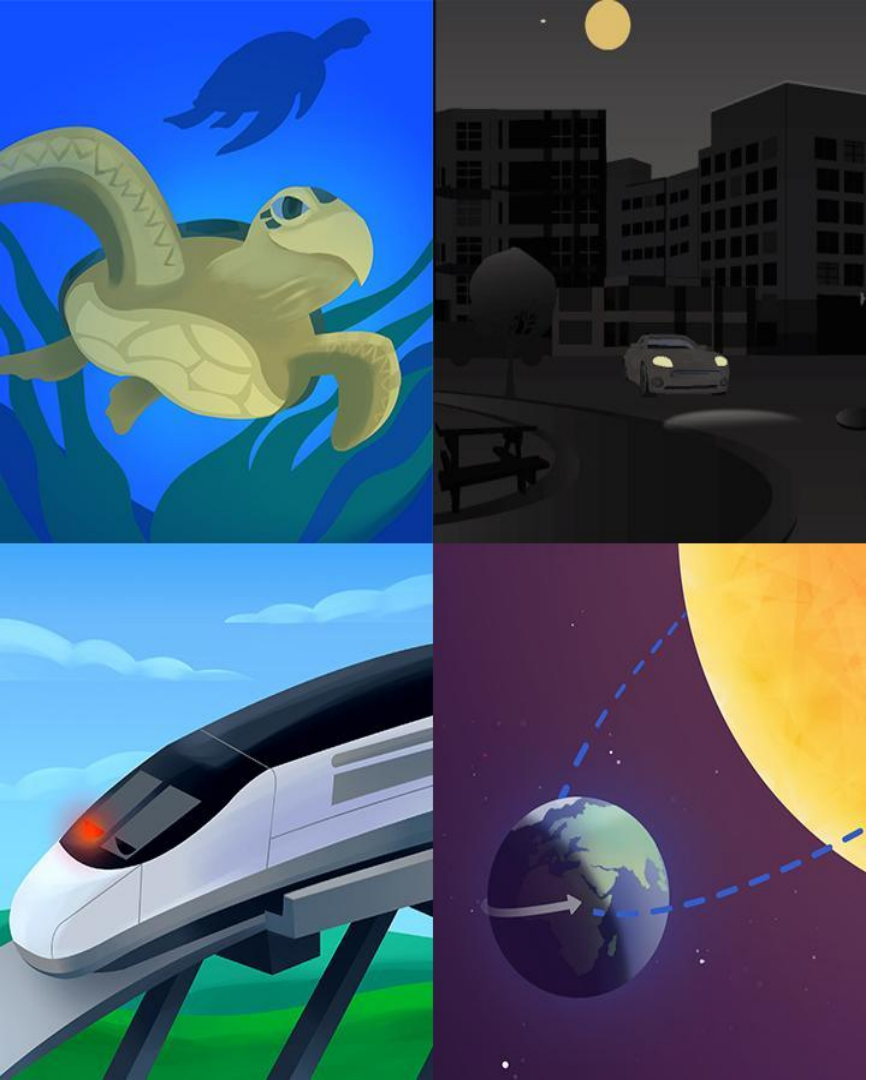
Then, choose one evidence source and analyze its role in the Chapter 2 storyline.



Navigate to your own coherence flowchart

1. From the Unit Landing Page, select **JUMP DOWN TO UNIT GUIDE**
2. Under Printable Resources, select **Coherence Flowchart**
3. Look over the coherence flowchart for **Chapter 1.**





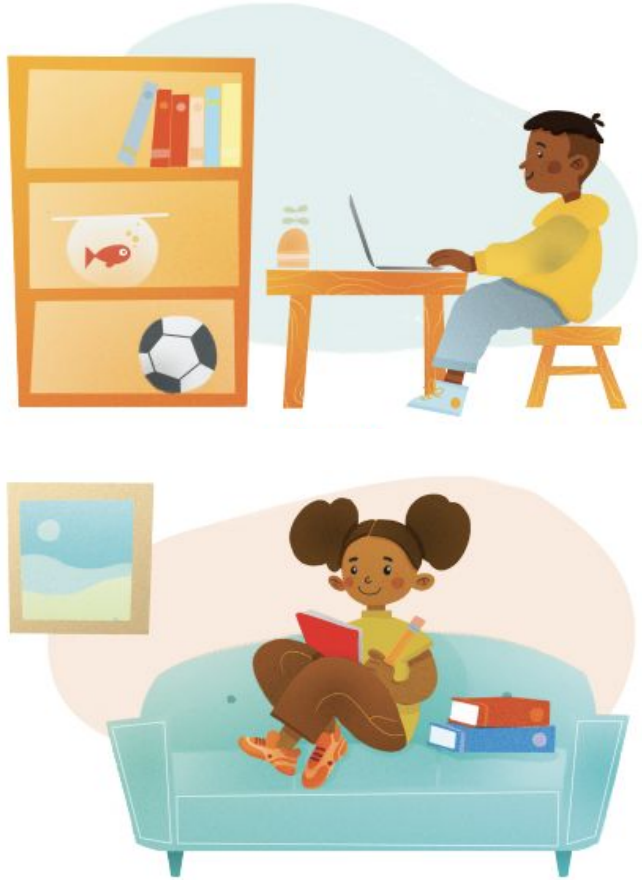
Plan for the day

- Welcome
- Unit storyline
  - Anchor phenomenon
  - Storyline summary
  - Break
  - Model activity
  - Evidence source analysis
  - Breakout groups
- **Remote and hybrid resources**
  - Reviewing the resources
  - Collaborative planning
- Reflection and closing

Amplify Science@Home

A suite of resources that...

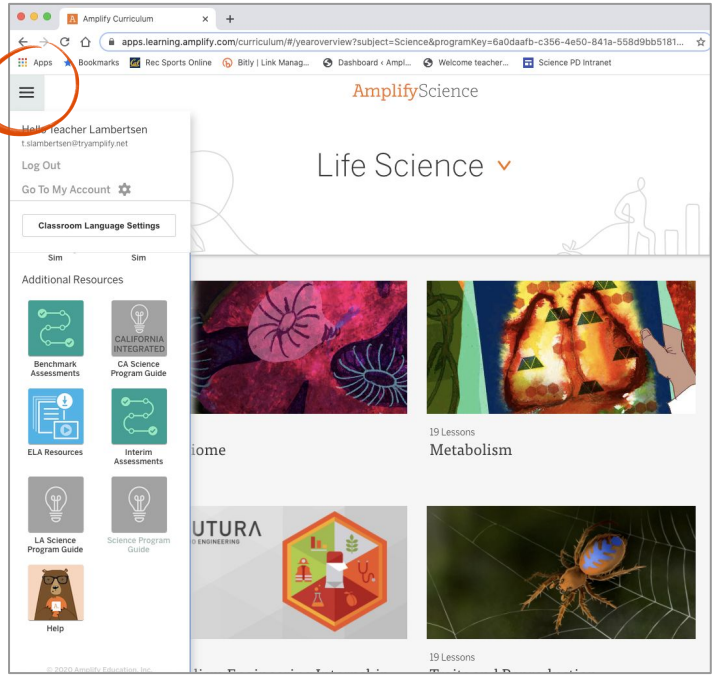
- Are designed for students to complete independently
- Require no materials except a pencil and paper
- Include digital and print-only options
- Can be leveraged in a variety of remote and hybrid instructional formats



Amplify Science Program Hub

A new hub for Amplify Science resources

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



Selecting @Home resources

Questions to consider

- How much **time** do students have to learn science in the upcoming school year?

- Do your students have **access to technology** at home, or do you need a **print-only solution**?

Amplify Science@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

Selecting @Home Units

You might use this resource if...

- You have **less instructional time** for science than you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

Two options for student access	
For students with consistent access to technology at home, use **@Home Slides**	For a print-only option, use **@Home Packets**

@Home Units example use case

Remote Asynchronous Model: Students work flexibly through content

Monday-Thursday

Assign @Home Lessons 1-2 (Packets or Slides)

Friday

Students submit work product through email, or by writing on paper and texting the teacher a photo of their work

@Home Units example use case

Hybrid Model: Teach live during in-person time





Monday-Tuesday

Remote

Assign: @Home Lesson 1 (Packet or Slides)

Wednesday

In-person

Teach: @Home Lesson 1: Ideas for synchronous or in-person instruction

Thursday-Friday

Remote

Assign: @Home Lesson 3 (Packet or Slides)

Selecting @Home Videos

You might use this resource if...

- Your students have **access to internet-connected devices** at home
- You have **about the same amount of instructional time** for science as you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

@Home Videos example use case

Hybrid Model: Teach live during in-person time

Monday

Remote

Assign: Lesson 1.1 Video

Tuesday

In-person

Teach: Lesson 1.2 live

Wednesday

Remote

Assign: Lesson 1.3 Video

Thursday

Remote

Assign: Lesson 1.4 Video

Friday

In-person

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

@Home Videos example use case

Remote Synchronous Model: Discussions during online class

Monday

Asynchronous

Assign: Lesson 1.1 Video

Tuesday

Asynchronous

Assign: Lesson 1.2 Video

Wednesday

Synchronous

Teach: Lead class discussion to review key ideas from 1.1 and 1.2

Thursday

Asynchronous

Assign: Lesson 1.3 Video

Friday

Asynchronous

Assign: Independent written reflection about week's lessons

Navigating to @Home resources

PLS models locating @Home resources live by navigating to the Program Hub (Teacher's Guide -> Global Navigation -> Additional Resources -> Program Hub -> Teacher -> Amplify Science@Home)

Model locating @home resources

Breakout groups

Discussing the resources

Consider **challenges and successes** you are currently experiencing with remote & hybrid learning.

How might you use the @Home resources?

What are your **next steps**?

Individual planning considerations

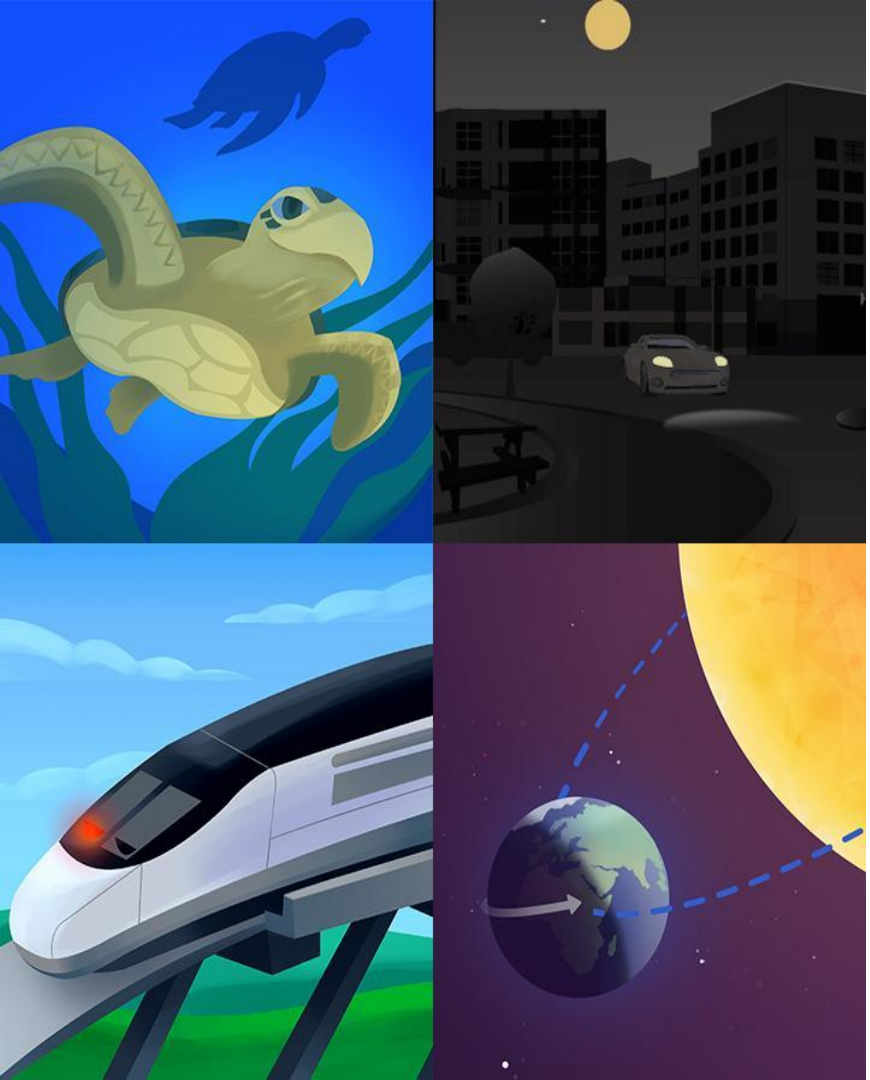
Utilizing coherence as a design principle

@Home lessons consist of a reduced set of **prioritized** activities, but still preserve a **coherent** instructional build.

Individual **work-time** & reflection:

- Open **lesson index**. Compare a lesson of your choice from Teacher's Guide with **@home lesson**.
- How can you best plan **synchronous** instruction "coherently" with your **asynchronous** lesson?
- Jot some notes, using table to right as a guide.

Synchronous time	
In-person	**Online class**
• Discourse routines • Class discussions • Hands-on investigations (option for teacher demo) • Physical modeling activities	• Online discussions • Sim demonstrations • Interactive read-alouds • Shared Writing • Co-constructed class charts



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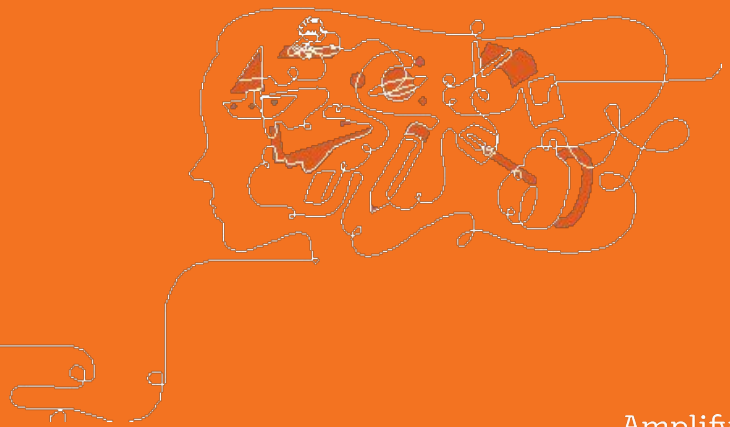
Questions



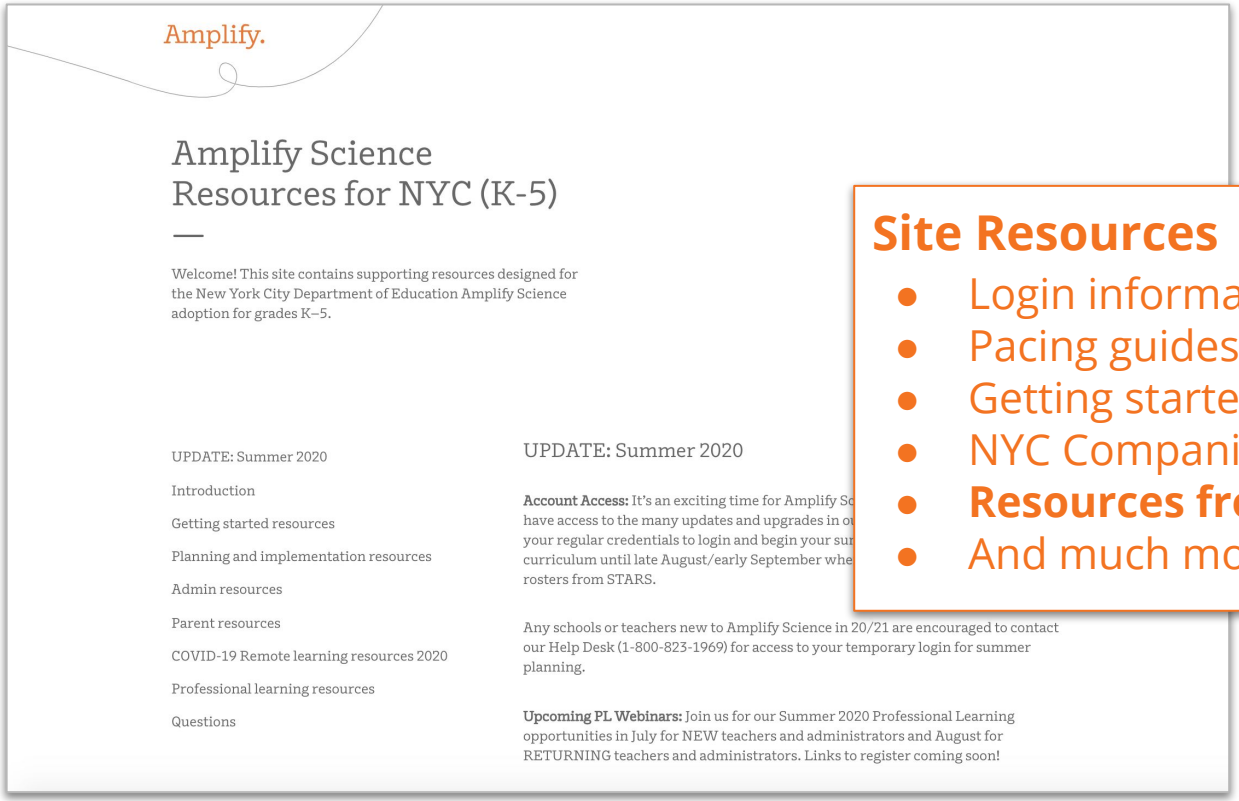
Closing reflection

Please respond in the chat

How can understanding your unit's **storyline** help you make **instructional decisions**, particularly in a remote or hybrid context?

New York City Resources Site

https://amplify.com/amplify-science-nyc-doe-resources/



Site Resources

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

Amplify Science Program Hub

A new hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
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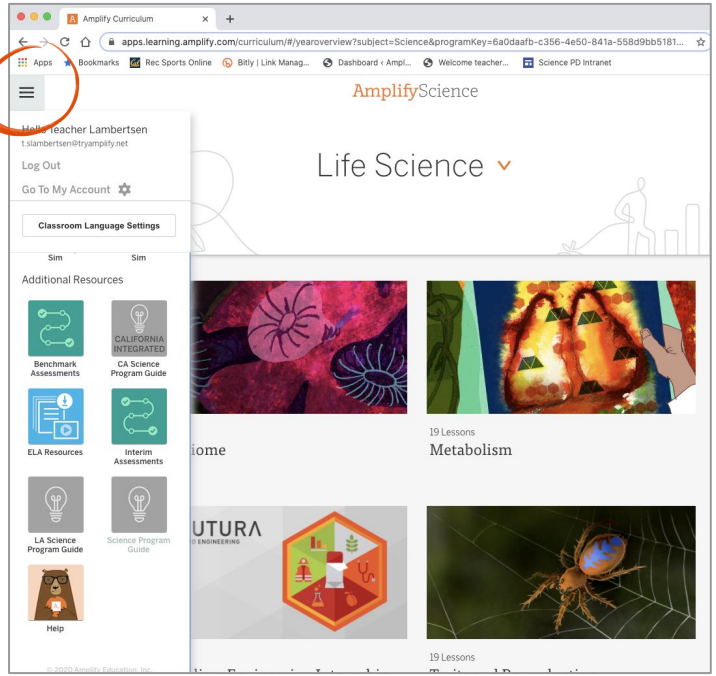
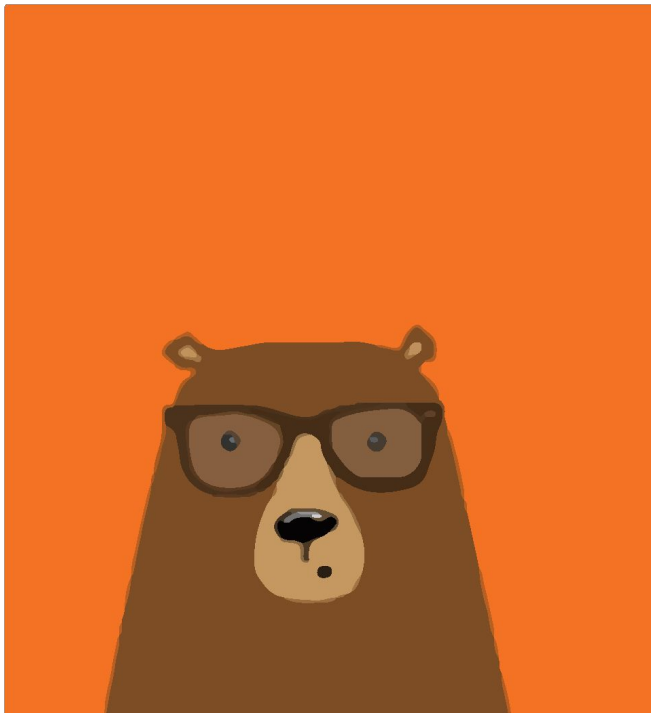


Additional Amplify resources



Program Guide

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

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

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

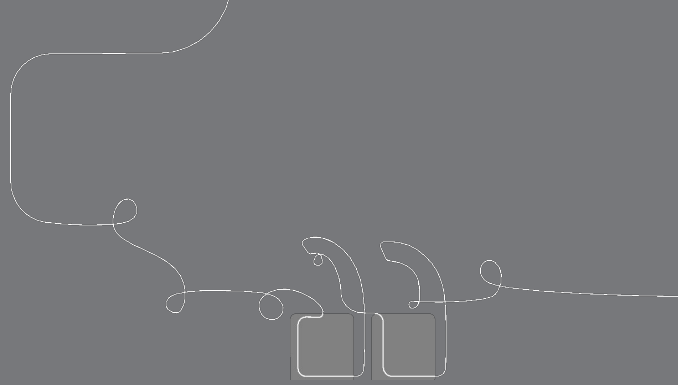
scihelp@amplify.com

800-823-1969

Amplify Chat

When contacting the customer care team:

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



Final Questions?

Please provide us feedback!

URL: https://www.surveymonkey.com/r/BY56SBR

Presenter name: XXX