

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/>

Do Now: Please use the chat to self-reflect on your ability to navigate the Amplify Science curriculum (1= very uncomfortable to 5 = very comfortable).

Amplify Science

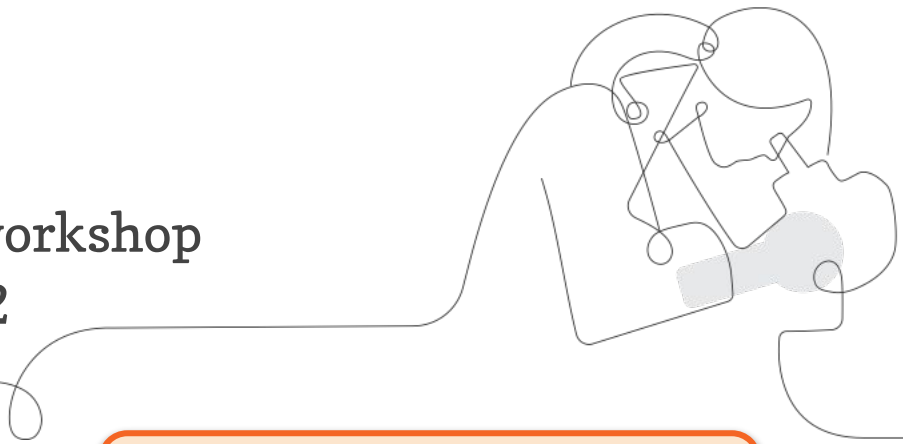
Unit Internalization Part I

Deep-dive and strengthening workshop
Properties of Materials, Grade 2

LAUSD

12/x/2020

Presented by Your Name



In a new tab, please log in to
your Amplify Science account
through Schoology.

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



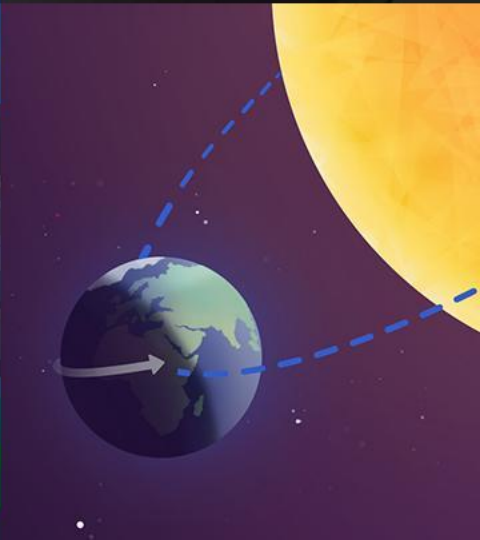
Engage at your comfort level - chat, ask questions, discuss, share!

Use two windows for today's webinar

The diagram illustrates the setup for a two-window webinar. An inset box shows a close-up of the top-left corner of a window, with an orange arrow pointing to the window control buttons (red, yellow, green). Two orange arrows labeled "Window #1" and "Window #2" point to the respective browser windows.

Window #1 displays a Google Meet link: `meet.google.com/hcs-dxpk-wrm?aut...`. Below the video player, the Amplify Science curriculum page is visible, showing the "Plate Motion" section. The page includes text about Earth's layers and plate boundaries, a sidebar with resources like "Flexension Compilation" and "Investigation Notebook", and a "Getting Ready to Teach" section.

Window #2 displays the Amplify Curriculum website: `apps.learning.amplify.com/curriculu...`. The page title is "Lesson 1.2: Using Fossils to Understand Earth". The page features a large illustration of a dinosaur in a prehistoric landscape. Below the illustration, there are tabs for "Lesson Brief (4 Activities)", "1 WARM-UP Warm-Up", "TEACHER Why Geologists Value Fossils", and "2 TEACHER-LED DISCUSSION Introducing Mesos". A "RESET LESSON" button is visible. The bottom section lists "Digital Resources" including "All Projections", "Completed Scientific Argumentation Wall Diagram", "Video: Meet a Paleontologist", and "The Ancient Mesosaurus".

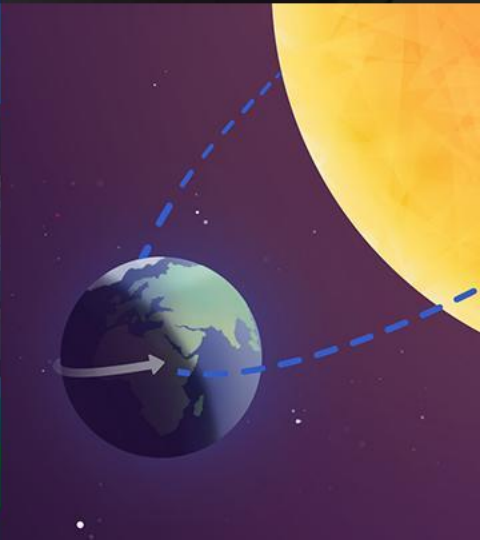


Plan for the day

- Framing the day
 - Instructional materials
 - Workshop goals
- Instructional approach: K-2
- Unit internalization
- Program Hub
- Reflection and closing



Questions?



Plan for the day

- **Framing the day**
 - **Instructional materials**
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Elementary school course curriculum structure

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- **Properties of Materials**
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

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

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Amplify Science

authored by



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA

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2-Part Unit-specific PD

Part I: Today

Focus on learning the Properties of Materials unit content and the K-2 instructional approach in Amplify Science

Part II: January

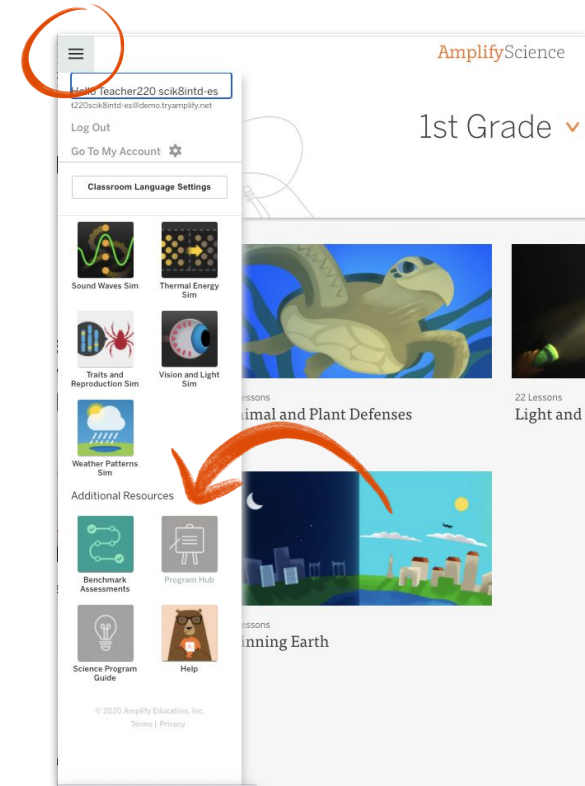
Planning to teach the unit remotely



Accessing Amplify Science@Home

Amplify Science Program Hub

- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu

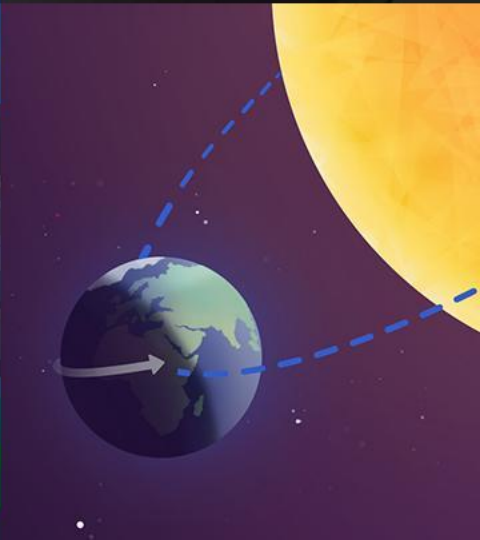


Workshop goals

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

- Explain the science concepts students will figure out in your upcoming unit
- Describe the unit's anchor phenomenon and key activities students will use as evidence in explaining the phenomenon
- Navigate to @Home resources when they become available





Plan for the day


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- **Instructional approach: K-2**
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K-2 Instructional approach


Oral language support and highly scaffolded scientific writing

- Student-to-student discourse routines (shared listening, think-draw-pair-share)
- Sentence stems and language frames
- Explicit vocabulary instruction
- Shared writing and robust teacher modeling

Lesson 1.4: Supporting Claims with Evidence Activity 1



The image shows two overlapping cards. The top card is white with the word "properties" in bold black text. Below it, in smaller text, is "Properties of Matter, Lesson 1.4" and "© The Regents of the University of California. All rights reserved." The bottom card is also white with the word "observe" in bold black text. Below it, in smaller text, is "Properties of Matter, Lesson 1.4" and "© The Regents of the University of California. All rights reserved."

 **Create as many sentences as you can using these words.**

Discuss what you've learned and what the words mean.



K-2 Instructional approach

Modeling expert reading of complex texts

- Shared reading and partner reading approach
- Explicit instruction for reading scientific texts (text features, comprehension strategies)
- Instructional guide supports teacher modeling, think-alouds, and questioning

Partner Reading Guidelines

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

K-2 Instructional approach

Repetition and practice

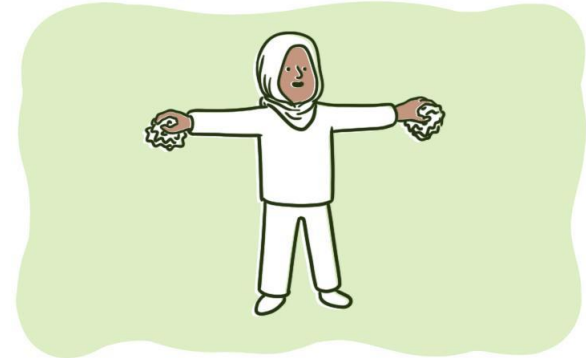
- Gathering evidence for key science concepts in multiple modalities
- Revisiting texts over multiple days
- Viewing videos multiple times



K-2 Instructional approach

Attending to developmental attention span

- Short activities
- Kinesthetic connections
- Movement and talking breaks
- Opportunities for personal connections



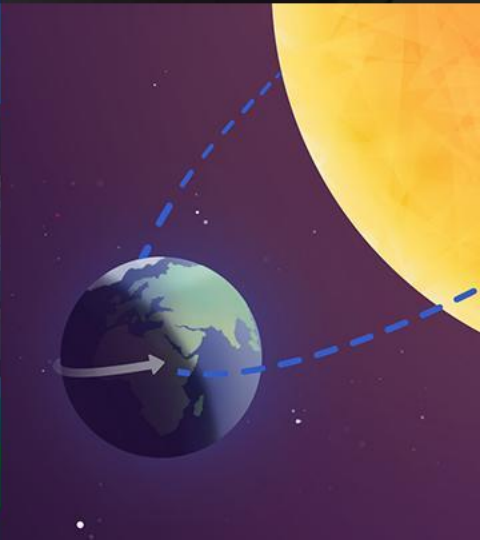
K-2 Instructional approach

Co-constructed charts to track learning

- Collaboratively built records of student learning
- Revisited and added to throughout the unit to reflect new understanding
- Serve as reference resource for students

**Properties of Glue Ingredients:
Completed**

Ingredient	Observations		Sticky Test	
	Dry ingredient	Ingredient + water	Predictions	Results
salt	white, hard, tiny pieces	grainy, a bit clear, some dissolves	0	
baking soda	white, scratchy powder	makes a smooth runny paste	2	
flour	white, soft, fluffy, blows easily	thick, stretchy, sticks to spoon	12	
cornstarch	bright, white, soft, squeaky powder	white, thick, flows, but is hard	8	



Plan for the day

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- **Unit internalization**
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Grade 2 | Properties of Materials

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

Activity 1

Introducing the Design Challenge





Unit Question

How can you design a mixture for a certain purpose?

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

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



Dear Second Grade Students,

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

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

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

Sincerely,

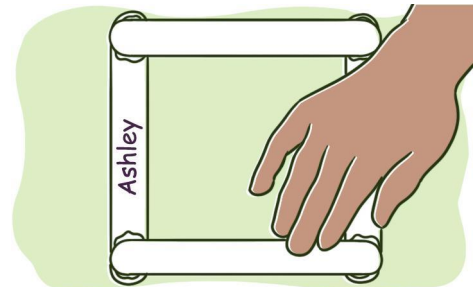
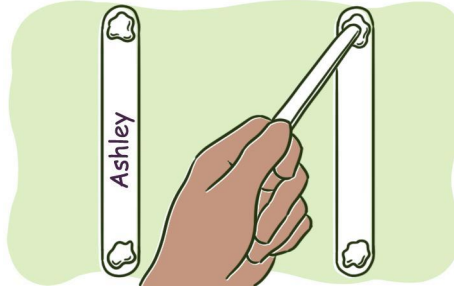
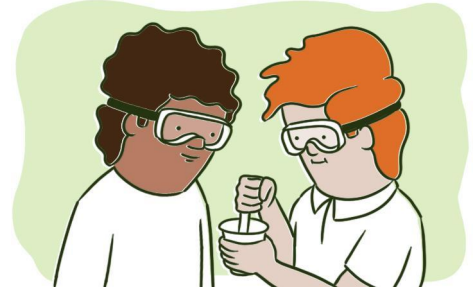
Your Principal

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

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

End-of-unit glue designs

Students iterate throughout the unit to develop a final glue recipe



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?



Unit Guide Resources

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

Standards and Goals

3-D Statements

Assessment System

Embedded Formative Assessments

Articles in This Unit

Apps in This Unit

Flextensions in This Unit

Printable Resources

Article Compilation

Coherence Flowchart

Copymaster Compilation

Flextension Compilation

Investigation Notebook

NGSS Information for Parents and Guardians

Print Materials (8.5" x 11")

Print Materials (11" x 17")

Offline Preparation

Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.

Offline Guide

Unit Guide resources

Once a unit is selected, select **JUMP DOWN TO UNIT GUIDE** in order to access all unit-level resources in an Amplify Science unit.

Planning for the unit

Unit Overview	Describes what's in each unit, the rationale, and how students learn across chapters
Unit Map	Provides an overview of what students figure out in each chapter, and how they figure it out
Progress Build	Explains the learning progression of ideas students figure out in the unit
Getting Ready to Teach	Provides tips for effectively preparing to teach and teaching the unit in your classroom
Materials and Preparation	Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson
Science Background	Adult-level primer on the science content students figure out in the unit
Standards at a Glance	Lists Next Generation Science Standards (NGSS) (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics

Teacher references

Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the unit, explains how the standards are reached
3-D Statements	Describes 3-D learning across the unit, chapters, and in individual lessons
Assessment System	Describes components of the Amplify Science Assessment System, identifies each 3-D assessment opportunity in the unit
Embedded Formative Assessments	Includes full text of formative assessments in the unit
Books in This Unit	Summarizes each unit text and explains how the text supports instruction
Apps in This Unit	Outlines functionality of digital tools and how students use them (in grades 2-5)

Printable resources

Copymaster Compilation	Compilation of all copymasters for the teacher to print and copy throughout the unit
Investigation Notebook	Digital version of the Investigation Notebook, for copying and projecting
Multi-Language Glossary	Glossary of unit vocabulary in multiple languages
Print Materials (8.5" x 11")	Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the kit
Print Materials (11" x 17")	Digital compilation of printed Unit Question, Chapter Questions, and Key Concepts provided in the kit



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?



Unit Map

Pages 2-3

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Offline Guide

Properties of Materials

Planning for the Unit

Unit Map

How can we design a glue mixture that is better than what the school uses now?

As glue engineers, students are challenged to create a glue for use at their school that meets a set of design goals. Students present an evidence-based argument stating why their glue mixture would solve their school's need for a better glue.

Chapter 1: How can you make a sticky glue?

Students figure out: Glue is a mixture of several ingredients such as flour, water, and cornstarch, and depending on the properties of those ingredients and how they are combined, you can create different glues. Some glues might be stickier or stronger than others. By understanding materials and observing and testing different recipes, you can choose the ingredients that provide the properties you are seeking.

How they figure it out: To set context, students gather evidence about materials and their properties by reading a book about everyday things and what they are made of. They investigate the properties of two mystery glues and make scientific arguments about whether they are the same or different glue. The class goes on to observe and test possible glue ingredients for their sticky properties, graph test data, and search for information about ingredients in the unit's reference book. Using all the gathered evidence, students plan, make, and test their own glue recipes.

Chapter 2: Can heating a substance (and returning it to its original temperature) make a better glue?

Students figure out: When water is heated and returned to room temperature, the properties go back to the way they were, but the properties of some other materials change after heating and going back to room temperature. For example, when a mixture of cornstarch and water is heated and then returned to room temperature, it has different properties than it had before.

How they figure it out: Students investigate how heating a substance may help them make a better glue by conducting tests to determine the properties of possible glue ingredients before and after heating. This supports them in determining cause-and-effect relationships.

Chapter 3: What ingredients can be used to make a glue that is sticky and strong?

Students figure out: Sometimes, the properties of glue are a combination of the properties of the substances that make up that glue, such as a flour-water combination. Ingredients can be combined to create different glues that have different properties. For example, baking soda, which is smooth, and flour, which is sticky, can be combined to make smooth and sticky glue.

How they figure it out: Students are inspired by reading a book that shows the design process in action. They decide that the glue they create for the school should have an additional design criteria—the property of strength—a key and useful feature for its intended purpose at the school. Students set about testing evidence-based plans that include the best ingredients for a strong glue mixture. By the end of the chapter, student teams make and test a second glue recipe.

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Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Properties of Materials

What is the phenomenon students are investigating in your unit?

Engineers can make glue with different properties.

Unit Question:

How can you design a mixture for a certain purpose?

Student role:

Glue engineers

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

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



End-of-unit glue designs

Students iterate throughout the unit to develop a final glue recipe

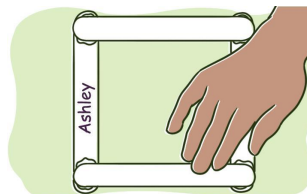
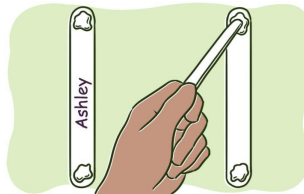
Design Goals

Goals for Our Glue

- must be sticky
- must be strong

Additional student-generated goals, such as:

- dries hard
- spreadable
- not smelly



Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Properties of Materials

What is the phenomenon students are investigating in your unit?

Engineers can make glue with different properties.

Unit Question:

How can you design a mixture for a certain purpose?

Student role:

Glue engineers

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

...how to design a glue that is sticky, strong, and meets other student-generated design criteria.

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



Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Properties of Materials

What is the phenomenon students are investigating in your unit?

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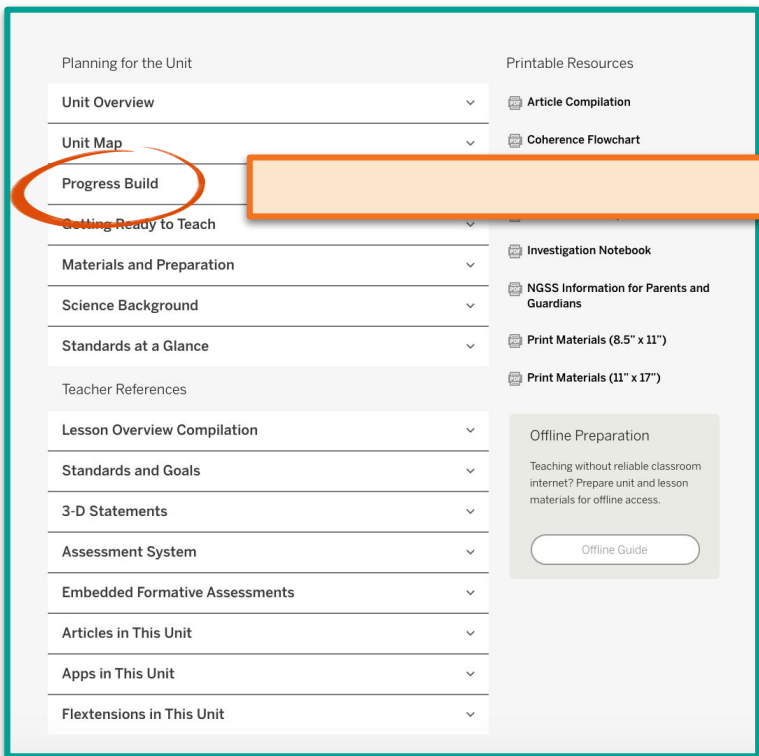
...how to design a glue that is sticky, strong, and meets other student-generated design criteria.

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



Progress Build

Pages 4-5



Planning for the Unit

- Unit Overview
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- Teacher References
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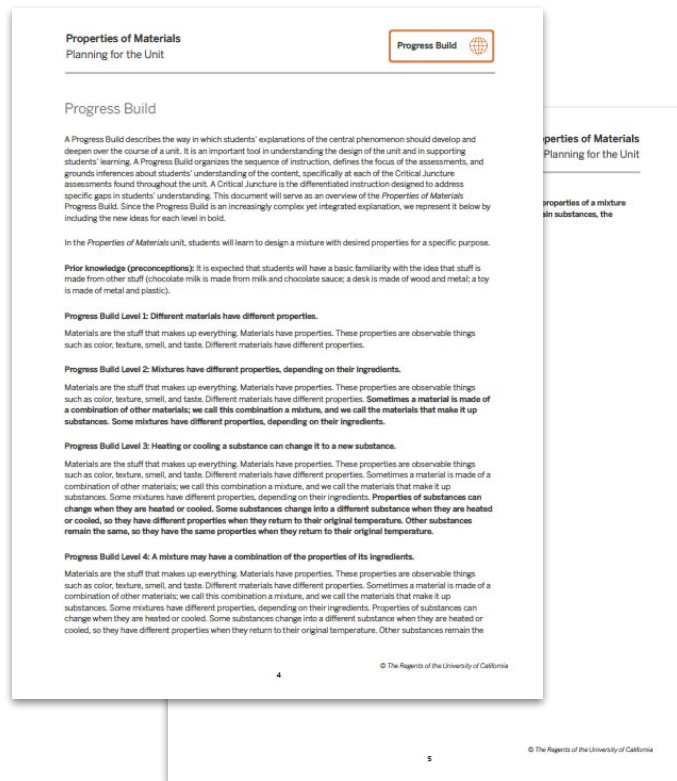
Printable Resources

- Article Compilation
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Offline Preparation

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Offline Guide



Properties of Materials
Planning for the Unit

Progress Build

A Progress Build describes the way in which students' explanations of the central phenomenon should develop and deepen over the course of a unit. It is an important tool in understanding the design of the unit and in supporting students' learning. A Progress Build organizes the sequence of instruction, defines the focus of the assessments, and grounds inferences about students' understanding of the content, specifically at each of the Critical Juncture assessments found throughout the unit. A Critical Juncture is the differentiated instruction designed to address specific gaps in students' understanding. This document will serve as an overview of the Properties of Materials Progress Build. Since the Progress Build is an increasingly complex yet integrated explanation, we represent it below by including the new ideas for each level in bold.

In the Properties of Materials unit, students will learn to design a mixture with desired properties for a specific purpose.

Prior knowledge (preconceptions): It is expected that students will have a basic familiarity with the idea that stuff is made from other stuff (chocolate milk is made from milk and chocolate sauce; a desk is made of wood and metal; a toy is made of metal and plastic).

Progress Build Level 1: Different materials have different properties.
Materials are the stuff that makes up everything. Materials have properties. These properties are observable things such as color, texture, smell, and taste. Different materials have different properties.

Progress Build Level 2: Mixtures have different properties, depending on their ingredients.
Materials are the stuff that makes up everything. Materials have properties. These properties are observable things such as color, texture, smell, and taste. Different materials have different properties. Sometimes a material is made of a combination of other materials; we call this combination a mixture, and we call the materials that make it up substances. Some mixtures have different properties, depending on their ingredients.

Progress Build Level 3: Heating or cooling a substance can change it to a new substance.
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Progress Build Level 4: A mixture may have a combination of the properties of its ingredients.
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Share your thinking!

After reading the Progress Build, what are your ideas about the prompt:

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

Guided Unit Internalization Part 1: Unit-level Internalization

Unit title: Properties of Materials

What is the phenomenon students are investigating in your unit?
Engineers can make glue with

Unit Question:
How can you design a mixture for a certain purpose?

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

...how to design a glue that is sticky, strong, and meets other student-generated design criteria.

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

Properties of Materials Planning for the Unit

Progress Build

Progress Build

A Progress Build describes the way in which students' explorations of the central phenomenon should develop and deepen over the course of a unit. It is an important tool in understanding the design of the unit and in supporting students' learning. A Progress Build organizes the sequence of instruction, defines the focus of the assessments, and grounds inferences about students' understanding of the content, specifically at each of the Critical Juncture assessments found throughout the unit. A Critical Juncture is the differentiated instruction designed to address specific gaps in students' understanding. This document will serve as an overview of the Properties of Materials Progress Build. Since the Progress Build is an increasingly complex yet integrated explanation, we represent it below by including the new ideas for each level in bold.

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Properties of Materials Planning for the Unit

Properties of a mixture
on substances, the

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Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Properties of Materials

What is the phenomenon students are investigating in your unit?

Engineers can make glue with different properties.

Unit Question:

How can you design a mixture for a certain purpose?

Student role:

Glue engineers

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

...how to design a glue that is sticky, strong, and meets other student-generated design criteria.

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

- Different materials have different properties.
- Mixtures have different properties, depending on their ingredients.
- Heating or cooling a substance can change it to a new substance.
- A mixture may have a combination of the properties of its ingredients.

Chapter-by-Chapter walkthrough



Chapter 1: How can you make a sticky glue?

9 Lessons



Chapter 2: Can heating an ingredient make a better glue?

4 Lessons



Chapter 3: What ingredients can be used to make a glue that is sticky and...

5 Lessons



Chapter 4: What is the glue recipe that best meets our design goals?

4 Lessons

Chapters 1-3: Investigating properties of materials and mixtures

Chapter 4:
Engineering design

Lesson Overview Compilation

Pages 6-7

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Offline Guide

Lesson Overview Compilation

Properties of Materials
Teacher References

Chapters at a Glance

Unit Question
How can you design a mixture for a certain purpose?

Chapter 1: How can you make a sticky glue?

Chapter Question
How can you make a sticky glue?

Investigation Questions

- What can be noticed about different materials? (1.2, 1.3)
- How can you tell if substances are different? (1.4)
- How can the properties of a mixture change? (1.5, 1.6, 1.7)
- Which ingredients should we use (or not use) in our glue? (1.8, 1.9)

Key Concepts

- Properties include how materials smell, look, taste, feel, and sound. (1.2)
- Different materials have different properties. (1.3)
- You can tell if materials and substances are different by observing their properties. (1.3)
- You can tell if materials and substances are different by observing their properties or by testing them. (1.4)
- Properties of mixtures can change when other ingredients are added. (1.5)
- Properties of substances are the same whether you have a small amount or a large amount. (1.7)
- Engineers test their designs to find out whether they meet their design goals. (1.7)

Chapter 2: Can heating an ingredient make a better glue?

Chapter Question
Can heating a substance (and returning it to its original temperature) make a better glue?

Investigation Questions

- What can happen after a substance has been heated or cooled and returns to its original temperature? (2.1, 2.2)

6

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Lesson Overview Compilation

2.1)
are heated or cooled. (2.2)
e a different substance. (2.2)
glue that is sticky and strong?
ng?
(3.4, 3.5)
nts. (3.2)
)
with certain properties. (3.4)
our design goals?

7

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Unit internalization tools

Page 9

Part 2: Chapter internalization
Complete the tables below using information in the Lesson Overview Compilation.

	Chapter 1	Chapter 2
Important science concepts students learn include...		

	Chapter 3	Chapter 4
This chapter mostly focuses on...		
Important science concepts students learn include...		

8

Chapter internalization tool

Page 10

Part 3: Key routines and activities
As the presenter talks through the unit, use this table to make space about key routines and activities.

Key routine or activity	Notes

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Key routines and activities tool

Chapter 1

Chapter Question: How can you make a sticky glue?

Key Concepts about materials:

- Properties include how materials smell, look, taste, feel, and sound.
- Different materials have different properties.
- You can tell if materials and substances are different by observing their properties or by testing them.



Lesson Overview Compilation

Properties of Materials
Teacher References

Chapters at a Glance

Unit Question
How can you design a mixture for a certain purpose?

Chapter 1: How can you make a sticky glue?

Chapter Question
How can you make a sticky glue?

Investigation Questions

- What can be noticed about different materials? (1.2, 1.3)
- How can you tell if substances are different? (1.4)
- How can the properties of a mixture change? (1.5, 1.6, 1.7)
- Which ingredients should we use (or not use) in our glue? (1.8, 1.9)

Key Concepts

- Properties include how materials smell, look, taste, feel, and sound. (1.2)
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Chapter 2: Can heating an ingredient make a better glue?

Chapter Question
Can heating a substance (and returning it to its original temperature) make a better glue?

Investigation Questions

- What can happen after a substance has been heated or cooled and returns to its original temperature? (2.1, 2.2)

6

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Chapter 1

Key Concepts about mixtures:

- Properties of mixtures can change when other ingredients are added.
- Properties of substances are the same whether you have a small amount or a large amount.

Key Concepts about engineering:

- Engineers test their designs to find out whether they meet their design goals.



Lesson Overview Compilation

Properties of Materials
Teacher References

Chapters at a Glance

Unit Question
How can you design a mixture for a certain purpose?

Chapter 1: How can you make a sticky glue?

Chapter Question
How can you make a sticky glue?

Investigation Questions

- What can be noticed about different materials? (1.2, 1.3)
- How can you tell if substances are different? (1.4)
- How can the properties of a mixture change? (1.5, 1.6, 1.7)
- Which ingredients should we use (or not use) in our glue? (1.8, 1.9)

Key Concepts

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Chapter 2: Can heating an ingredient make a better glue?

Chapter Question
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Investigation Questions

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6

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Part 2: Chapter internalization

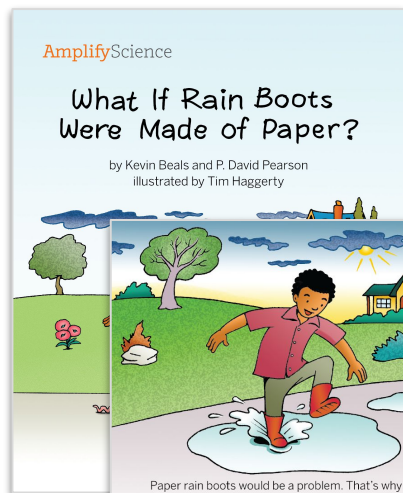
Complete the tables below using information in the Lesson Overview Compilation.

	Chapter 1	Chapter 2
This chapter mostly focuses on...	Setting a foundation about properties of materials and making a sticky glue.	
Important science concepts students learn include...	Ideas about properties of materials, ideas about mixtures and substances, ideas about engineering.	

	Chapter 3	Chapter 4
This chapter mostly focuses on...		
Important science concepts students learn include...		

Chapter 1: How can you make a sticky glue?

Lessons 1.1-1.4: Focus on materials and properties



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

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

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

4

What if pans were made of rubber?

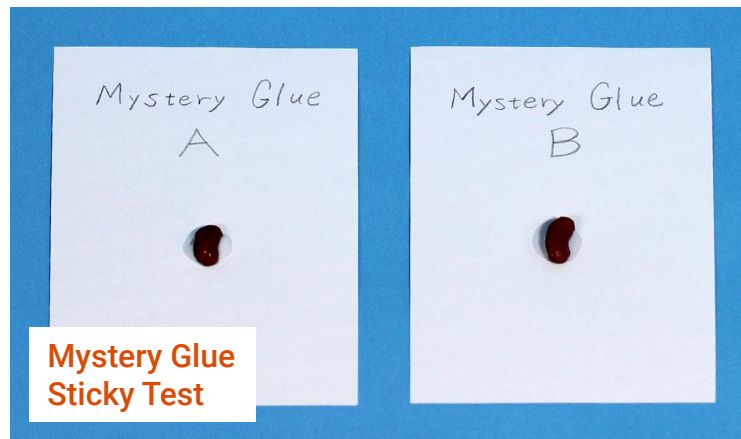
Would food bounce out onto the floor?

Would the pans melt?

Would our food ever get cooked?

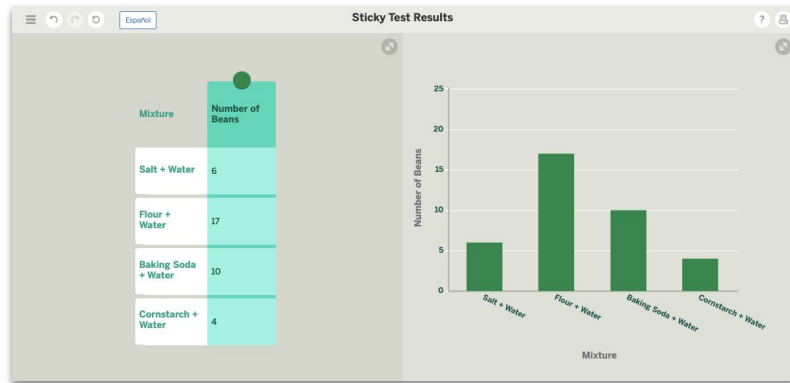


5



Chapter 1: How can you make a sticky glue?

Lessons 1.5-1.9: Focus on mixture and designing glue



Work time

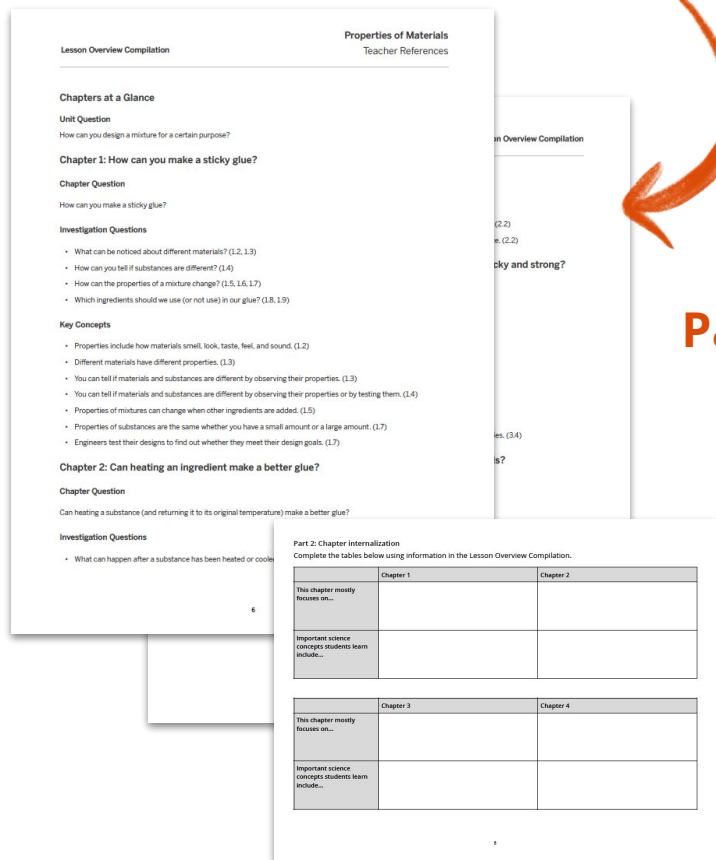
Read about Chapters 2-4

Use the Lesson Overview Compilation to get to know Chapters 2-4. Make notes in your Chapter internalization tool.

Please come back ready to share the key ideas students figure out in each chapter.

Pages 6-7

Page 10





Questions?

Unit internalization tools

Page 9

Part 2: Chapter internalization

Complete the tables below using information in the Lesson Overview Compilation.

	Chapter 1	Chapter 2
This chapter mostly focuses on...		
Important science concepts students learn include...		

	Chapter 3	Chapter 4
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Important science concepts students learn include...		

8

Chapter internalization tool

Page 10

Part 3: Key routines and activities

As the presenter talks through the unit, use this table to make space about key routines and activities.

Routine or activity	Notes

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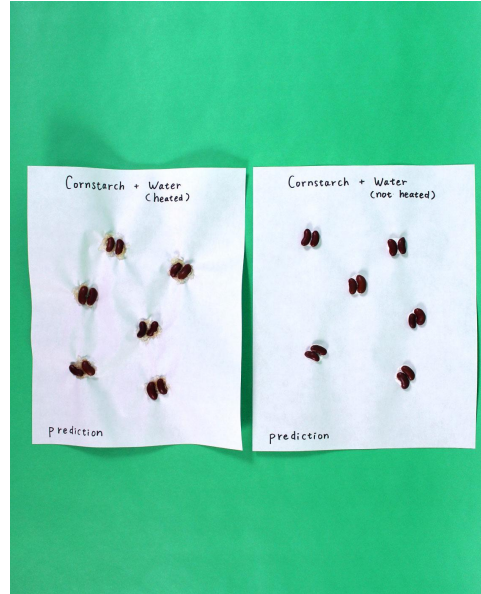
Key routines and activities tool

Sticky tests

Chapters 1-3



Chapter 1



Chapter 2

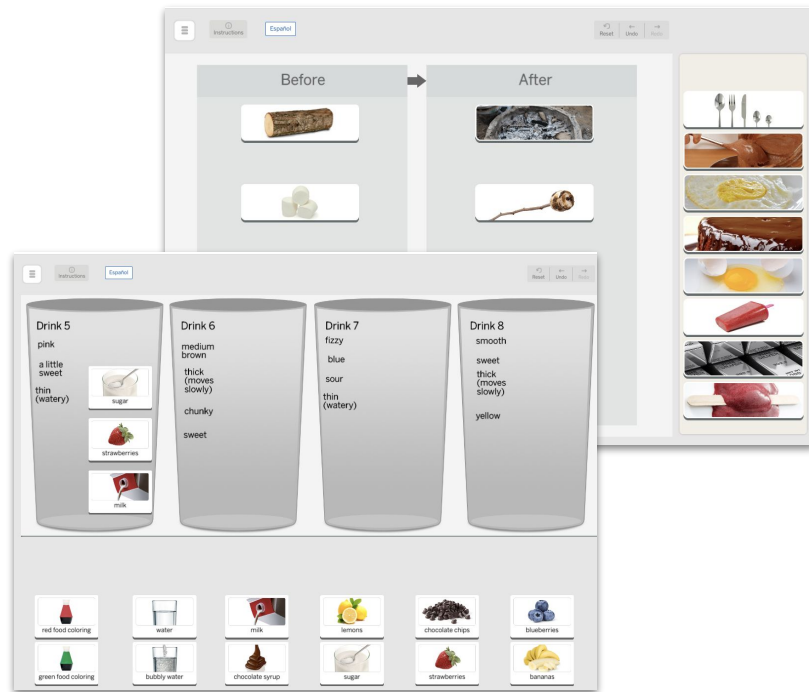


Chapter 3

Digital tools



Graphing tool



Sorting tools

Word relationships routine

The image shows two overlapping activity cards for 'Lesson 4.3: Mystery Mixtures'. The top card, labeled 'Activity 1', contains a list of science words on the left: 'properties', 'observe', 'test', 'ingredients', 'mixture', 'evidence', 'substance', and 'design goal'. Each word is on a small card with a definition. To the right of the list, the text reads: 'Soon we will write our letters to the principal. To get ready, we will use the **Word Relationships** routine to practice making sentences with **science words**.' The bottom card, also labeled 'Activity 1', shows two word cards, 'evidence' and 'design goal', on the left. To the right, the text reads: 'I can make this sentence using two new words: My glue mixture did well on the strength test, which is **evidence** that it met my second **design goal**.'

Lesson 4.3: Mystery Mixtures Activity 1

properties observe
test ingredients
mixture evidence
substance design goal

Soon we will write our letters to the principal.
To get ready, we will use the **Word Relationships** routine to practice making sentences with **science words**.

Lesson 4.3: Mystery Mixtures Activity 1

evidence design goal

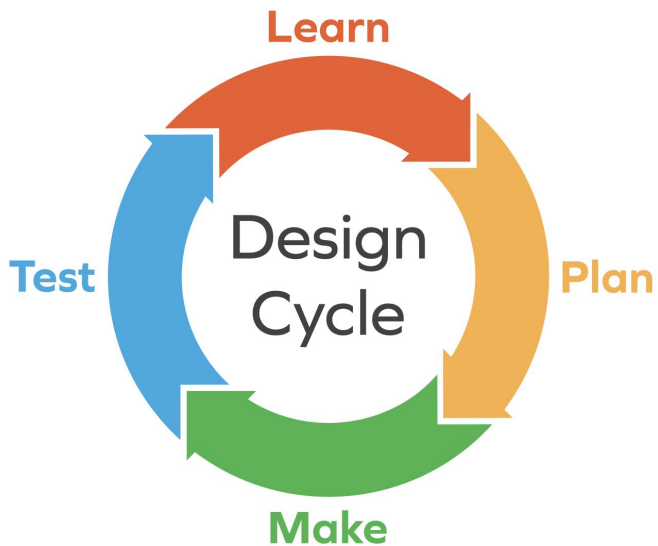
I can make this sentence using two new words:
My glue mixture did well on the strength test, which is **evidence** that it met my second **design goal**.

Talk: Students work together, using cards, to build sentences illustrating the relationships among unit vocabulary

Write: This activity is a chance for students to practice building sentences about the unit's science ideas before formal writing tasks.

Engineering practices

Design Cycle and writing design arguments



Name: _____ Date: _____

Writing a Design Argument: Glue Ingredients

Directions:

1. Complete the design goal.
2. Read the question.
3. Write a claim to answer the question.
4. Then, record your evidence on the lines.

Design goal

The design goal is to make a glue that is _____.

Question

Which ingredients will best meet that design goal?

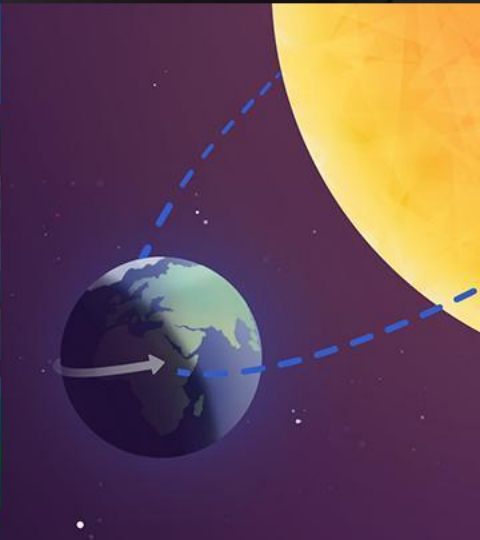
Claim

The ingredients that will best meet the design goal for my glue are

How do you know? What is your evidence?



Questions?



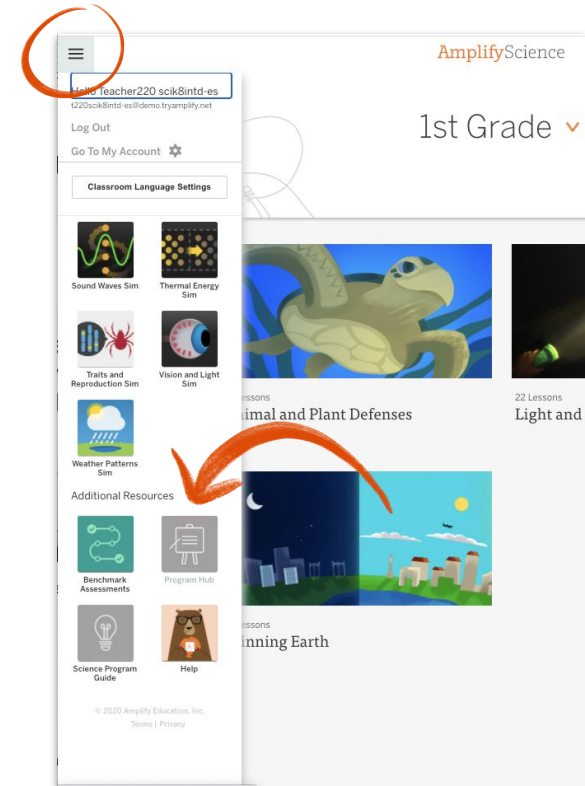
Plan for the day

- Framing the day
 - Instructional materials
 - Workshop goals
- Instructional approach: K-2
- Unit internalization
- **Program Hub**
- Reflection and closing

Accessing Amplify Science@Home

Amplify Science Program Hub

- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu



Program Hub: Self Study Resources

Hello Teacher Considine
t.lconsidine@tryamplify.net

Log Out

Go To My Account ⚙️

Classroom Language Settings

LA Science Program Guide

Program Hub

Science Program Guide

Standards Map

Help

11 Lessons
Microbi

Hello, Teacher!

Search

Welcome

Remote learning: Amplify Science@Home

Hands-on investigations support

Unit extensions

Using this site for self study

Video Synopses

Video Pathway: Amplify Science

Video Pathway: Amplify Science K-5

You'll start with the big picture ("Getting Started"), then move on to examining increasingly detailed aspects of the program ("Main Topics"). Finally, you'll take a closer look at content from your specific grade level ("Unit orientation videos").

Getting Started: Navigation

- K-5 Program Overview
- K-5 Navigation and logging in

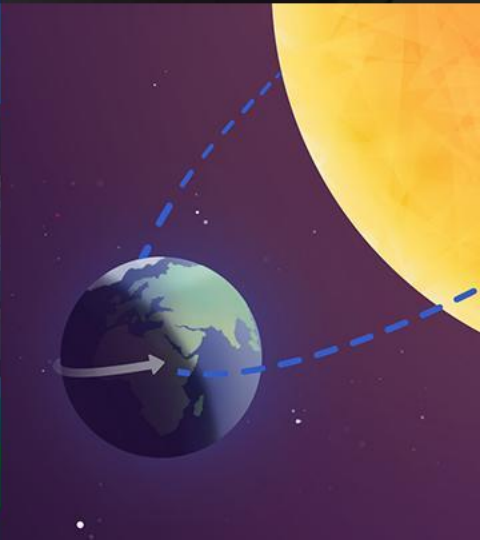
Main Topics: Planning

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<https://www.amplify.com/floridastandards>

FUTURA
FOOD ENGINEERING



Questions?



Plan for the day

- Framing the day
 - Instructional materials
 - Workshop goals
- Instructional approach: K-2
- Unit internalization
- Program Hub
- **Reflection and closing**

Reflecting on our goals

Are you able to:

- Explain the science concepts students will figure out in your upcoming unit
- Describe the unit's anchor phenomenon and key activities students will use as evidence in explaining the phenomenon
- Navigate to @Home resources when they become available

e



2-Part Unit-specific PD

Part I: Today

Focus on learning the Properties of Materials unit content and the K-2 instructional approach in Amplify Science

Part II: January

Planning to teach the unit remotely

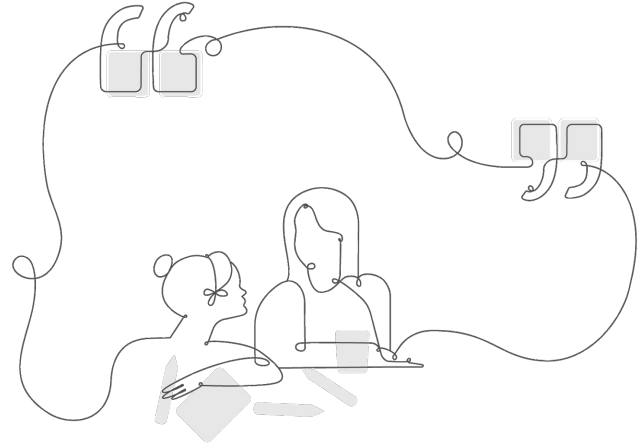


Upcoming LAUSD Office Hours

Monthly through January:

- Thursday, 12/10 (4-5pm)
- Thursday, 1/14 (4-5pm)

<http://bit.ly/TK-6OfficeHours>



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](#)

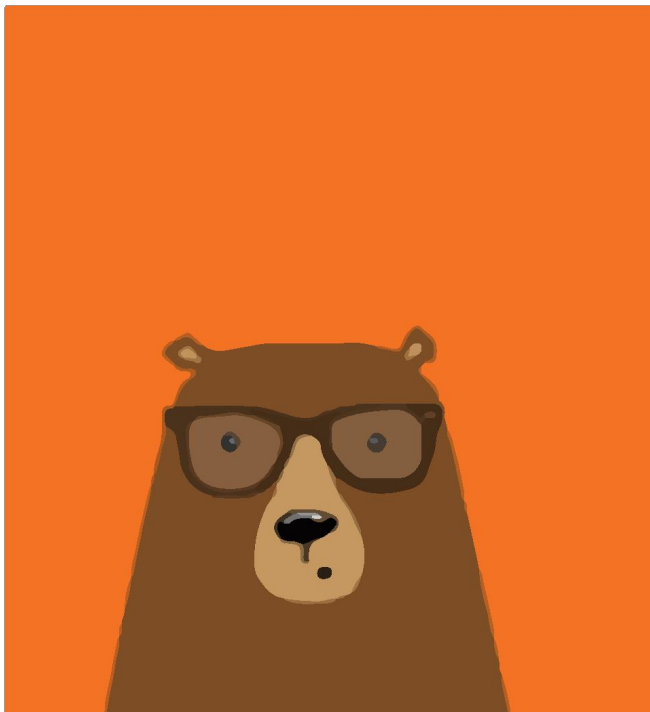
[Click here](#) to go back to the LAUSD homepage.

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://cascience.wpengine.com/content/welcome-k-8/integrated-model/>

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify resources



Caregivers site

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

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

Additional Amplify Support

Customer Care

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



scihelp@amplify.com



800-823-1969



Amplify Chat

When contacting the customer care team:

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

Thank you for your feedback!

Session: Unit Internalization Part I

Presenter: xx

