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!

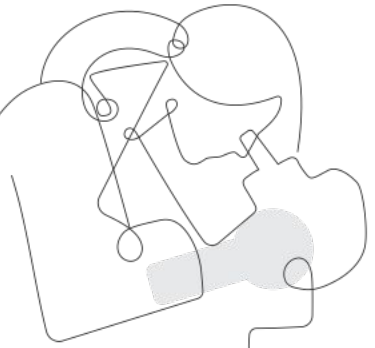
https://amplify.com/lausd-science/

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
Pushes and Pulls, Grade K



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?"*

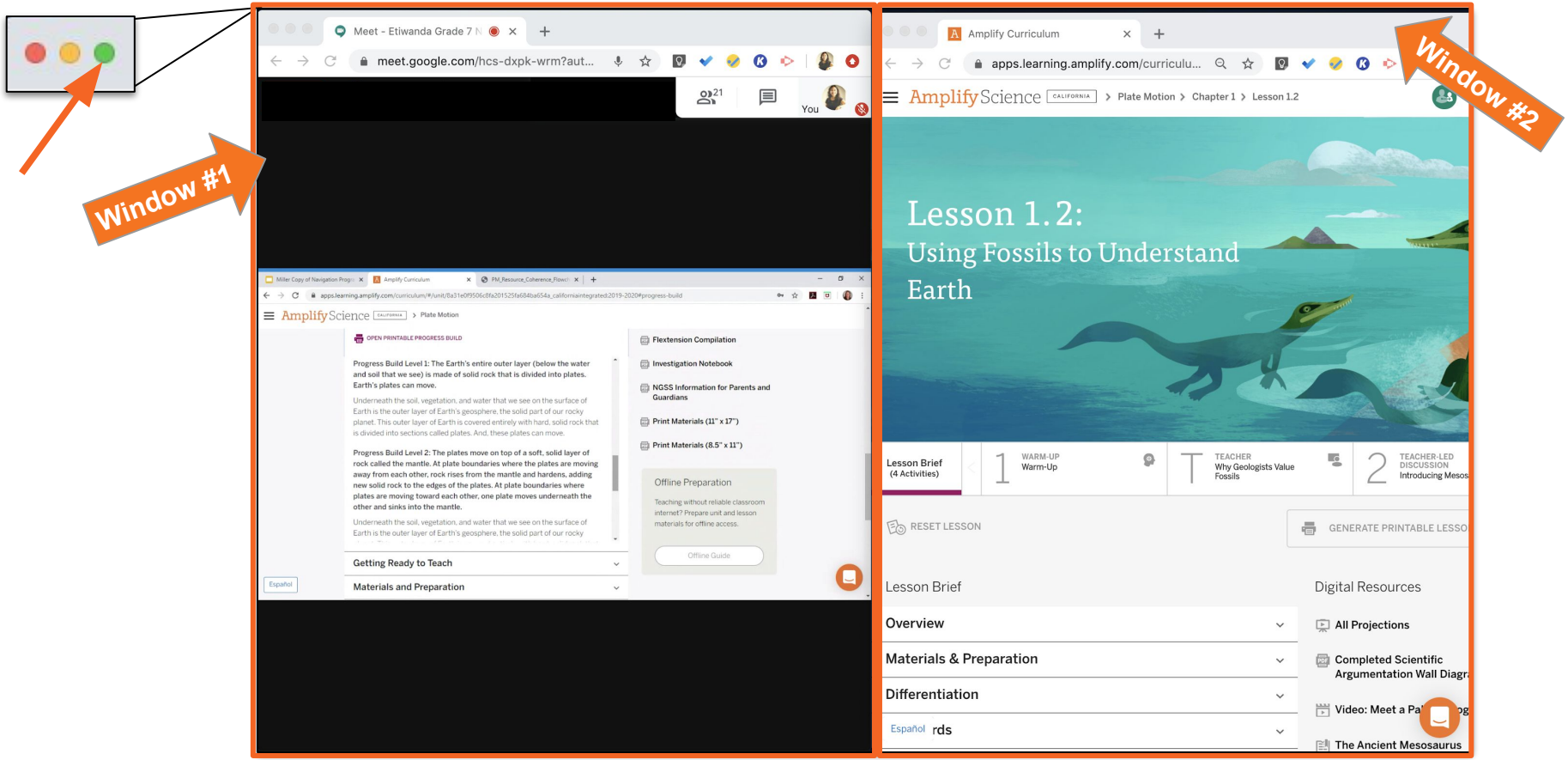
Mute your microphone to reduce background noise unless sharing with the group

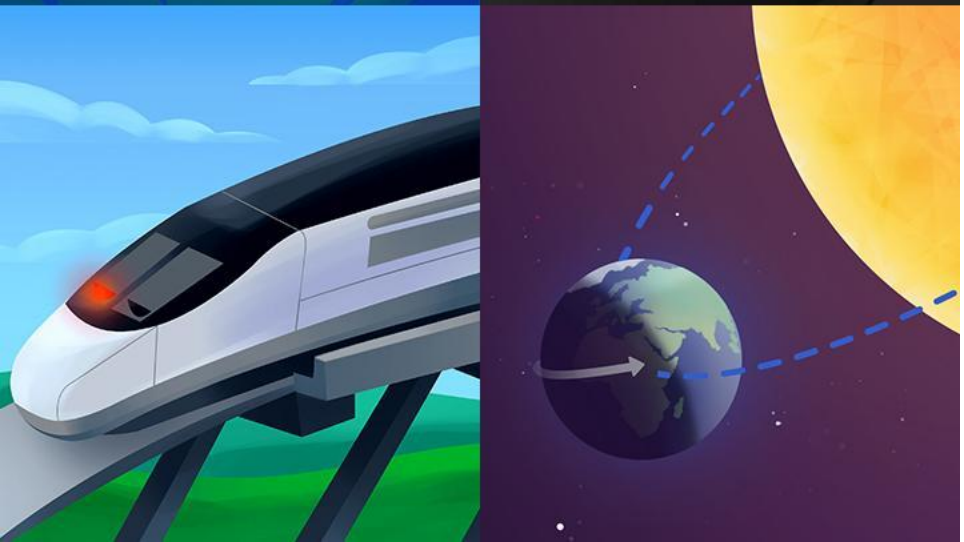
The chat box is available for posting questions or responses to during the training

Make sure you have a note-catcher present

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

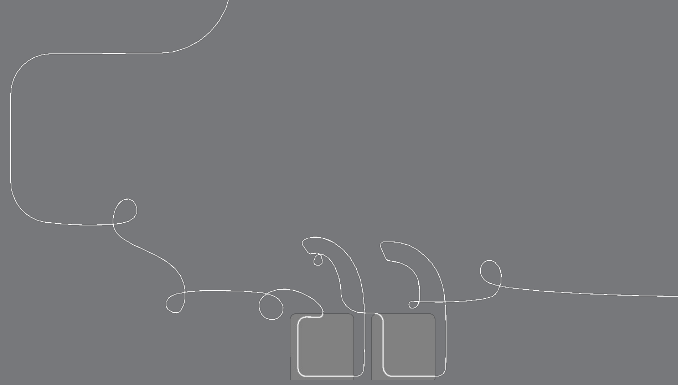
Use two windows for today's webinar



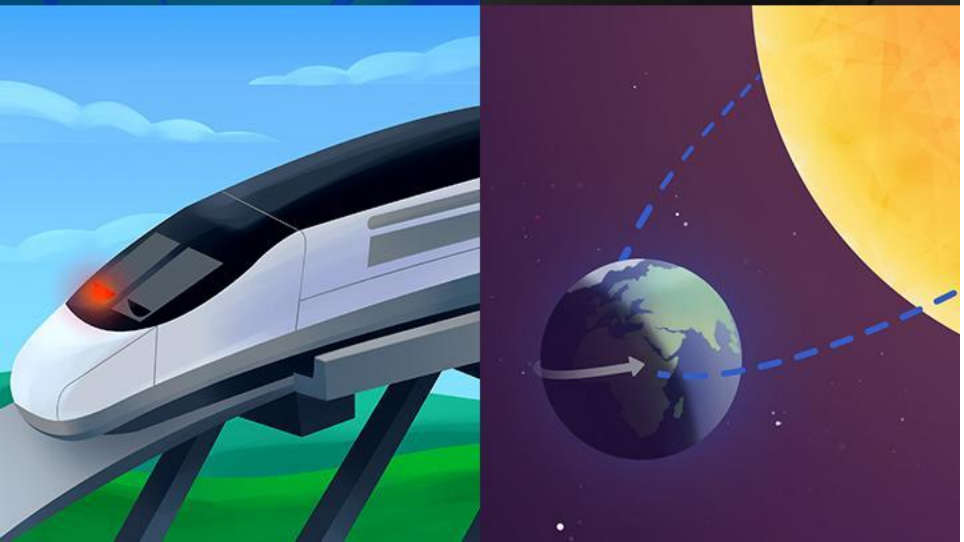


Plan for the day

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



Questions?



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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

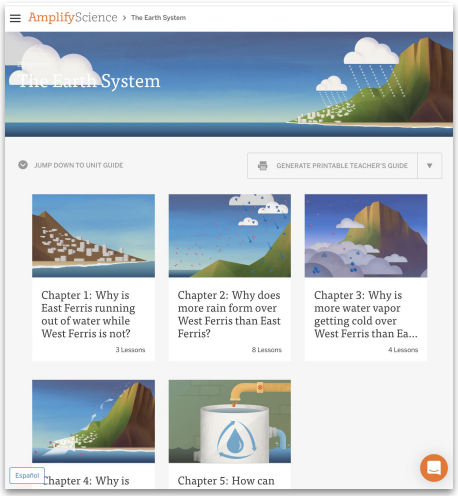
- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Amplify Science

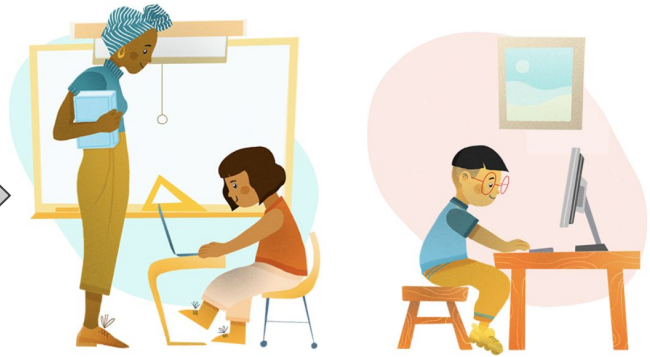
authored by THE LAWRENCE HALL OF SCIENCE

Instructional materials options

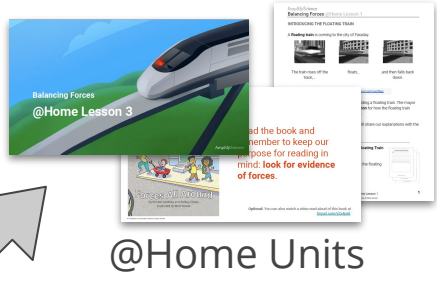
Related but unique resources



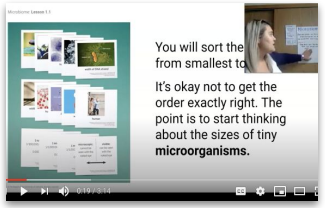
Original Amplify Science curriculum



Amplify Science@Home



@Home Units



@Home Videos

2-Part Unit-specific PD

Part I: Today

Focus on learning the Pushes and Pulls **unit content** and the **early childhood instructional approach** in Amplify Science

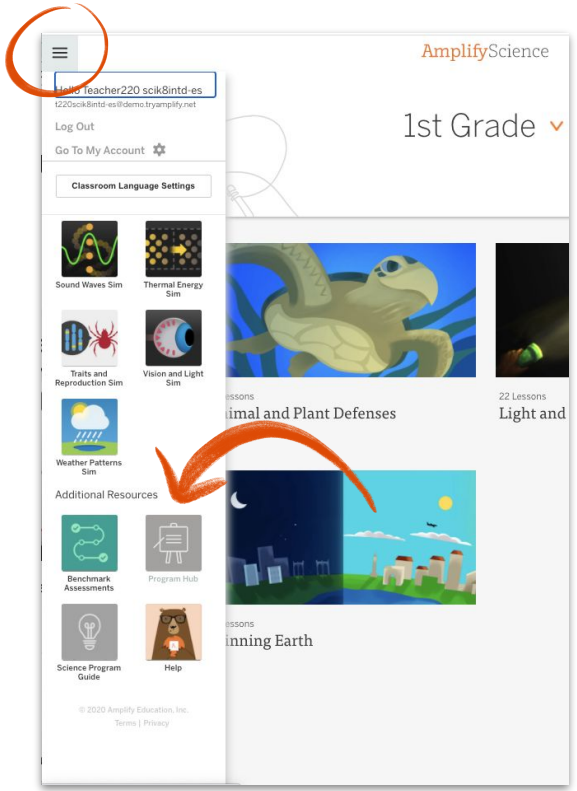
Part II: January

Planning to **teach the unit remotely**

Accessing Amplify Science@Home

Amplify Science Program Hub

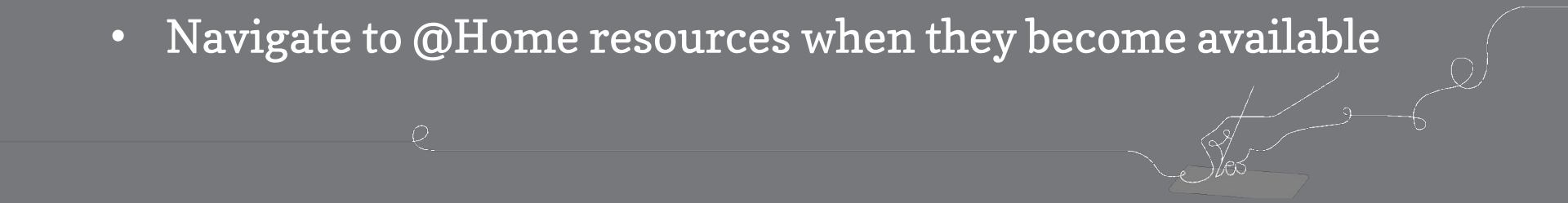
- New site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu

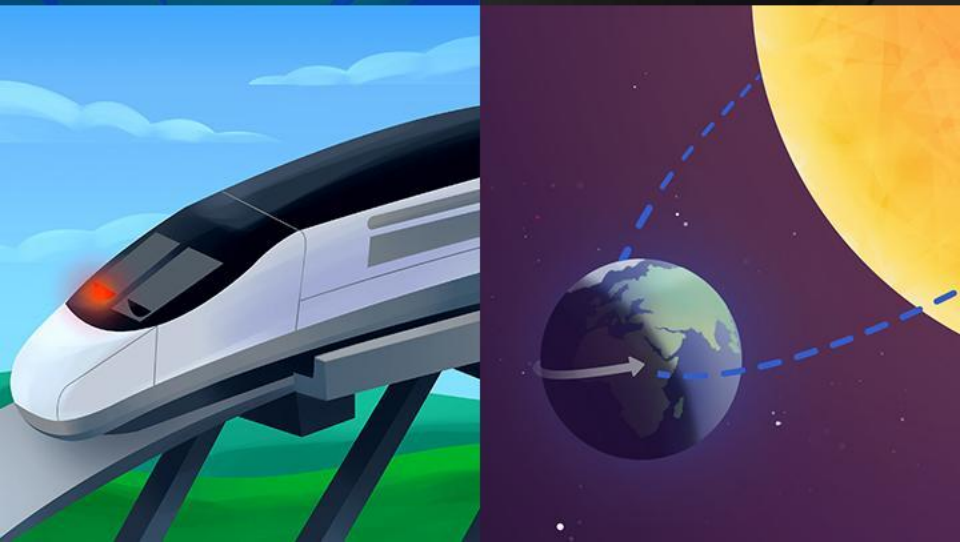


Workshop goals

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





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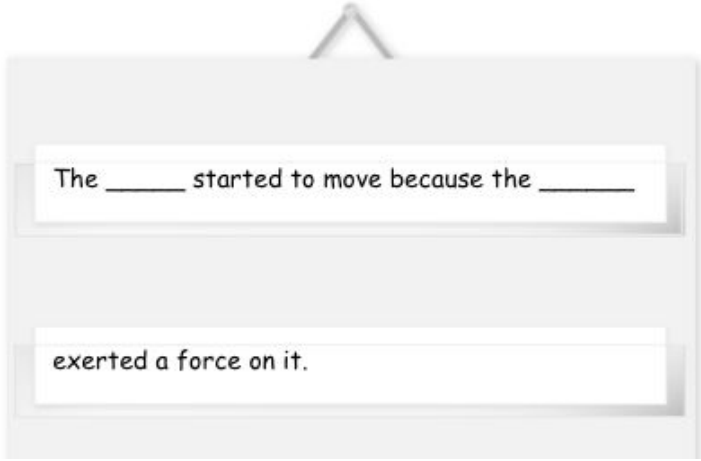
  - Workshop goals
- **Instructional approach: Early childhood**
- Unit internalization
- Program Hub
- Reflection and closing

Instructional approach: Early childhood

Oral language development as a precursor to scientific writing

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

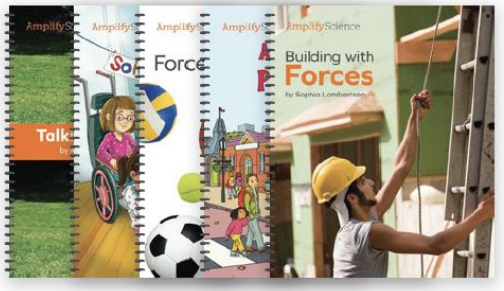


Instructional approach: Early childhood

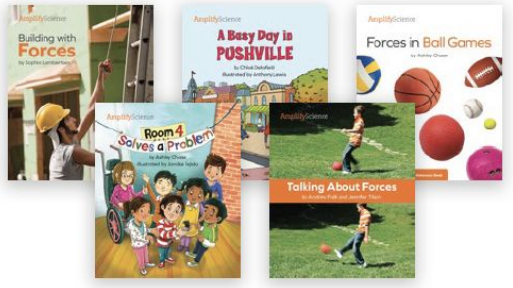
Modeling expert reading of complex texts

- Big books
- Read-alouds of most complex texts
- Shared reading
- Instructional guide supports teacher modeling, think-alouds, and questioning

Big Books



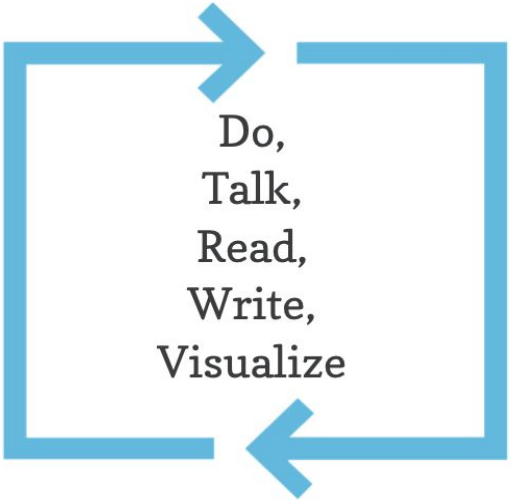
Student Books



Instructional approach: Early childhood

Repetition and practice

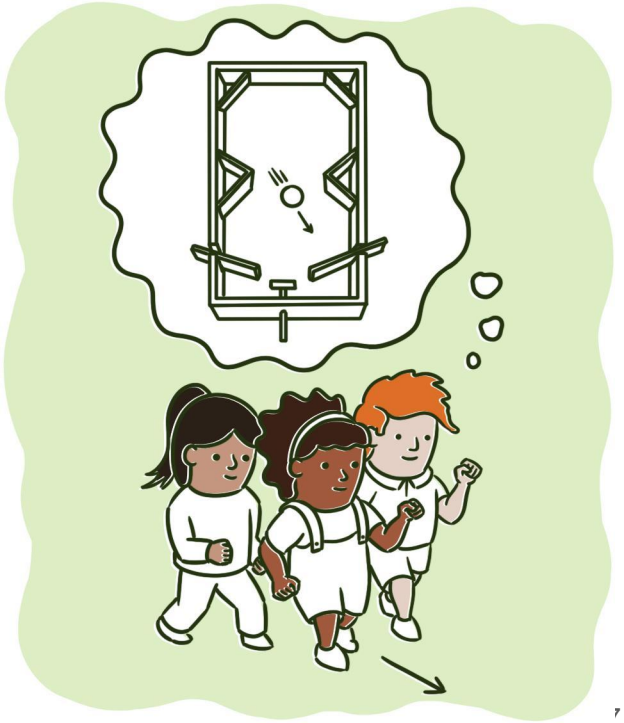
- Gathering evidence for key science concepts in multiple modalities
- Revisiting texts over multiple days
- Viewing videos multiple times



Instructional approach: Early childhood

Attending to developmental attention span

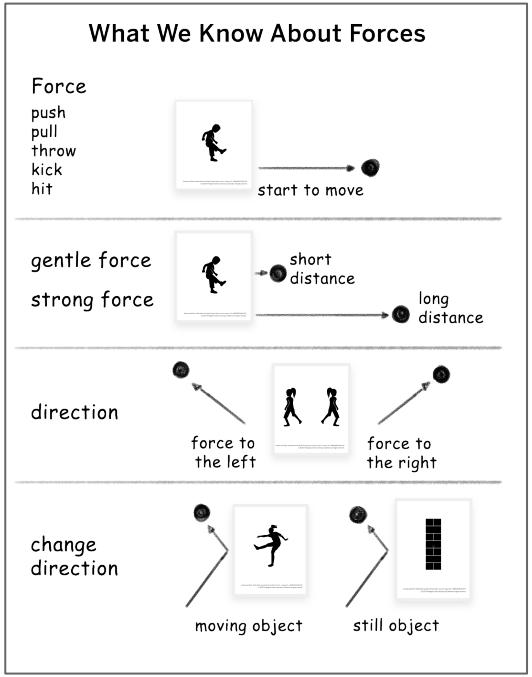
- Short activities (generally 15-minute max)
- Kinesthetic connections
- Movement and talking breaks
- Opportunities for personal connections

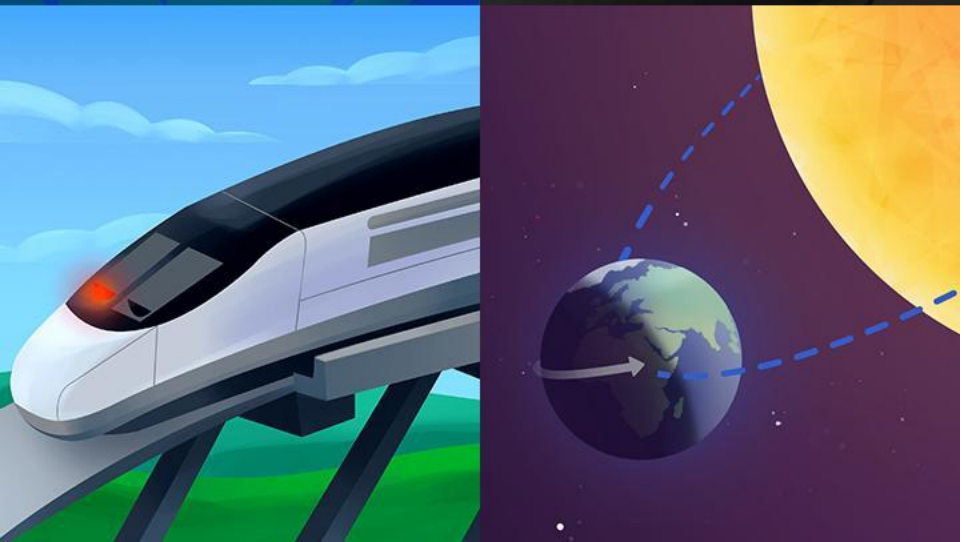


Instructional approach: Early childhood

Co-constructed charts to track learning

- Visual representation of the science ideas students figure out
- Revisited and added to throughout the unit to reflect new understanding
- Supports students' mental models or visualization of science concepts





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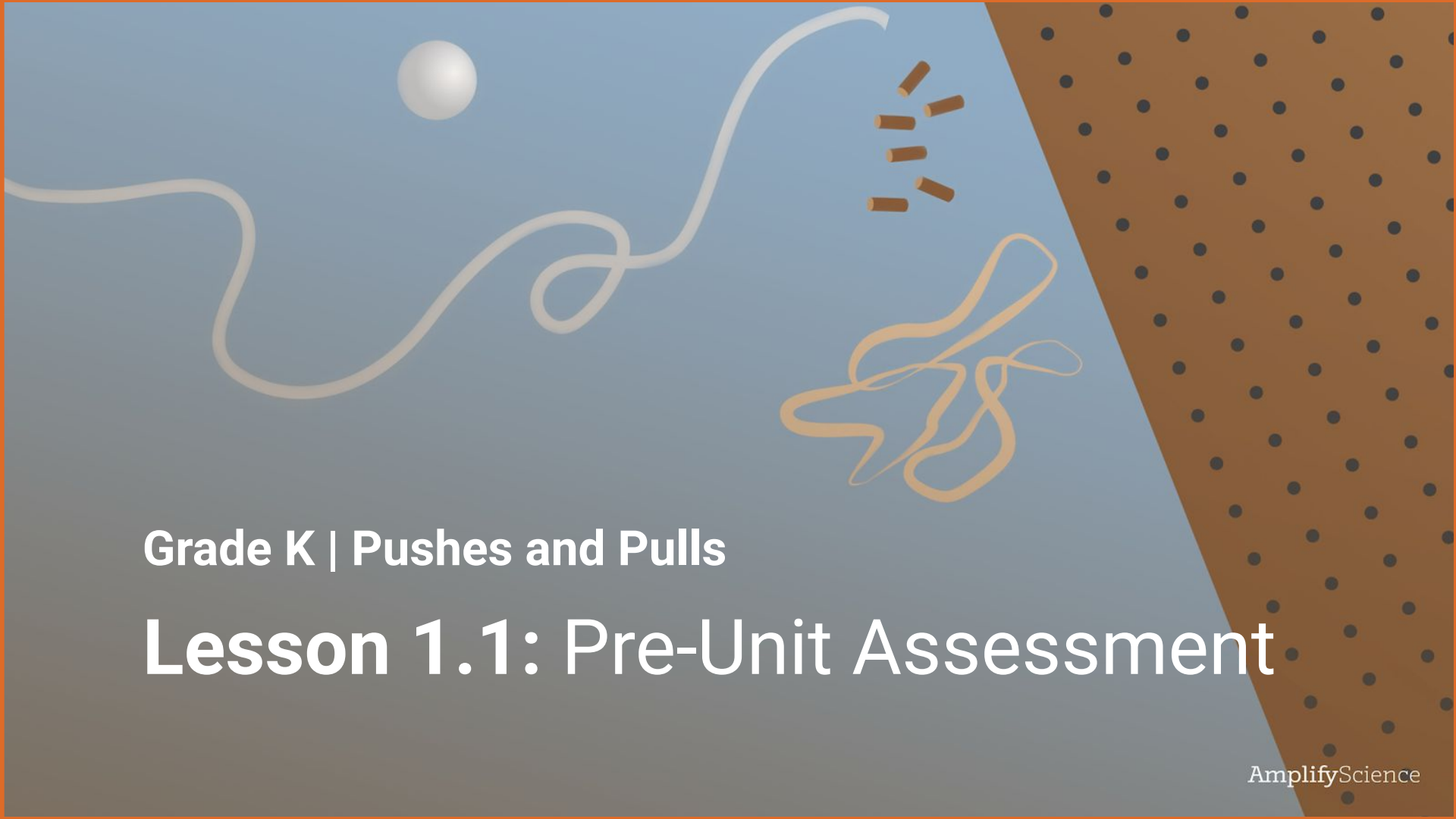


Grade K | Pushes and Pulls

Lesson 1.1: Pre-Unit Assessment

AmplifyScience

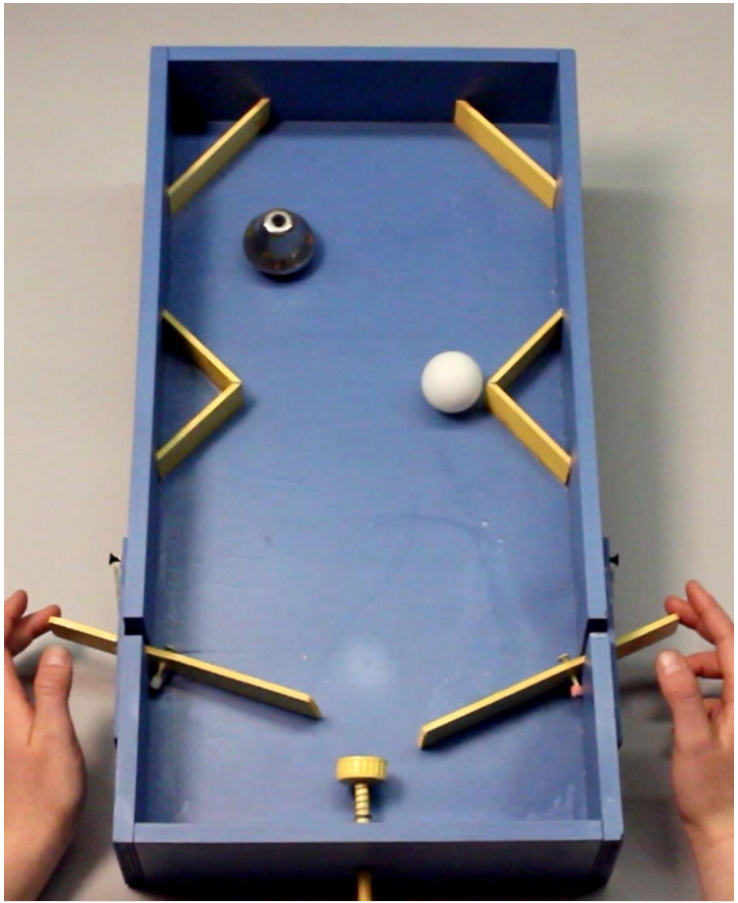
25 MIN

Activity 1

Introducing Students' Role as Engineers

We have a chance to take on an interesting new challenge!

I have been thinking that our class could create our own pinball machine that we could play.



We will watch a video that shows **what pinball machines do.**

This will help us start thinking about how to make our pinball machine.

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

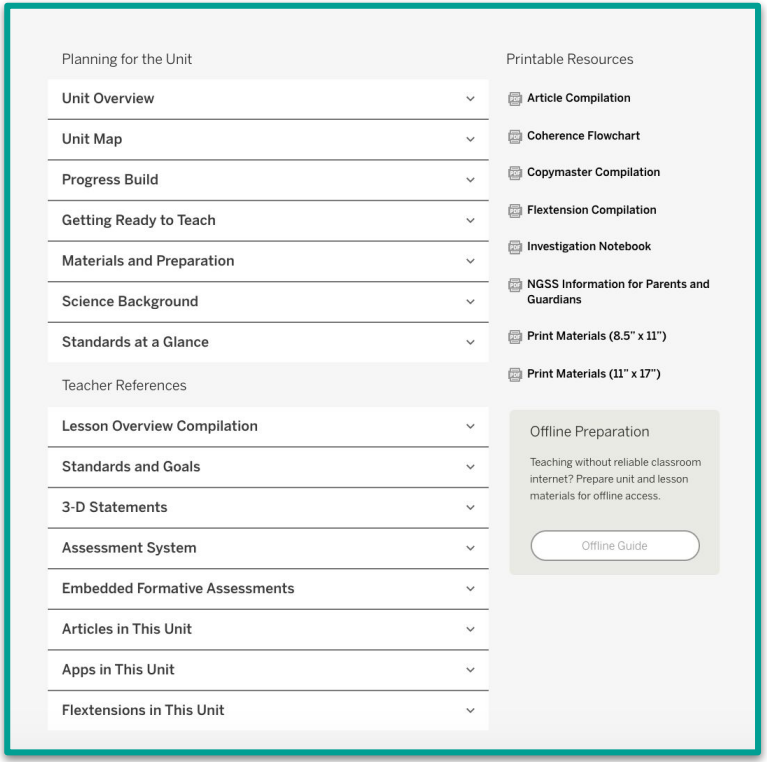
Unit Question:

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



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

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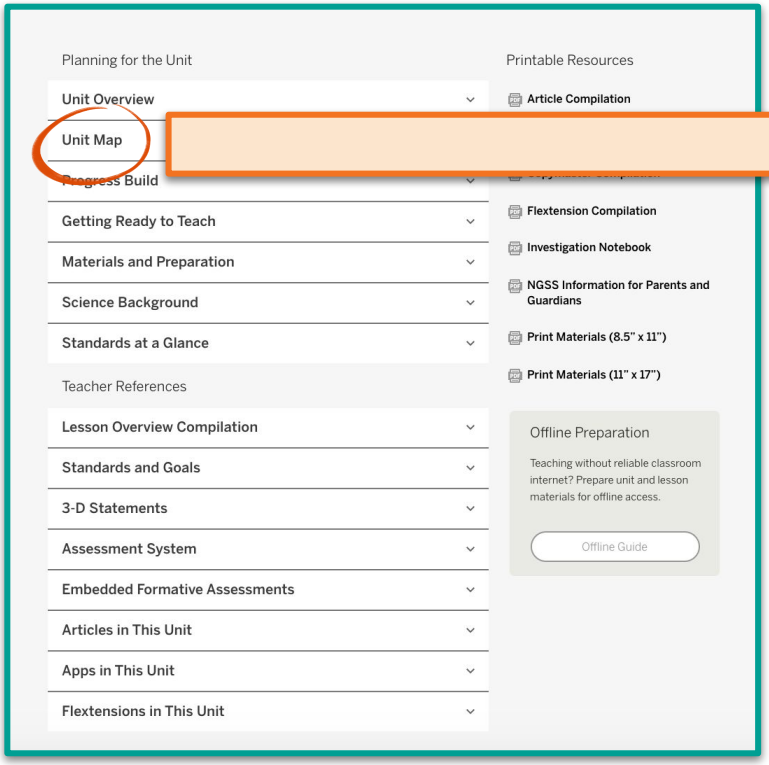
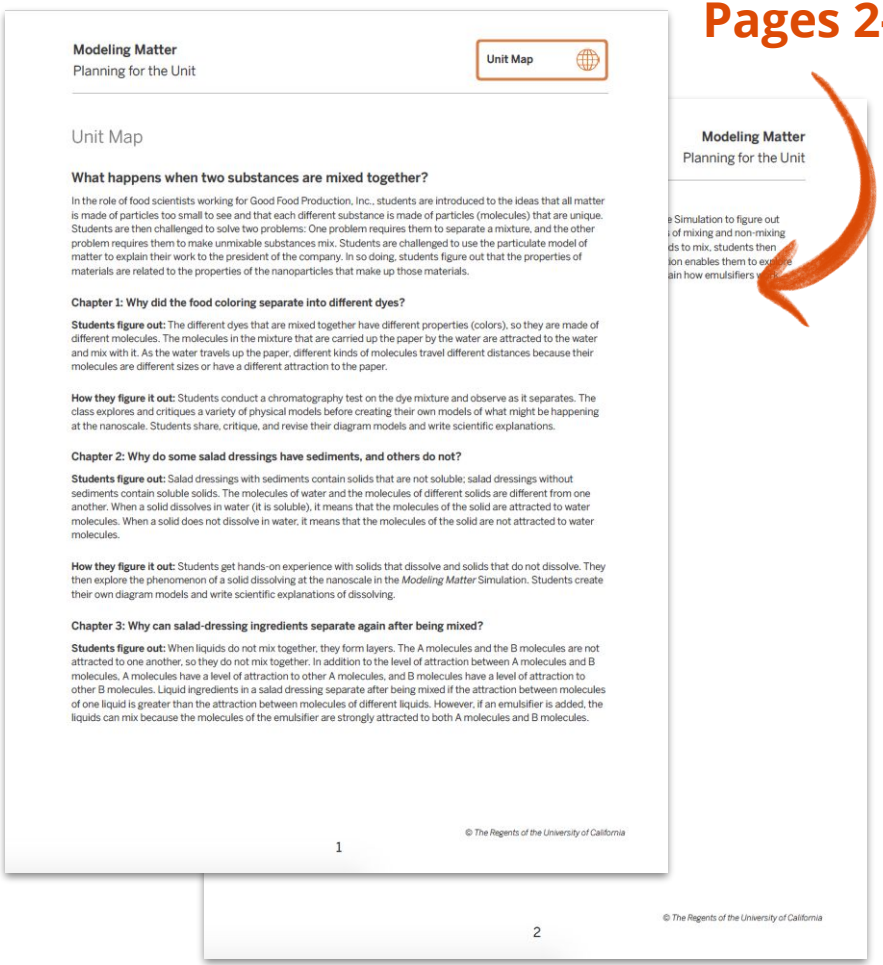
Unit Map



Pages 2-3



Modeling Matter
Planning for the Unit

Unit Map

Unit Map

What happens when two substances are mixed together?

In the role of food scientists working for Good Food Production, Inc., students are introduced to the ideas that all matter is made of particles too small to see and that each different substance is made of particles (molecules) that are unique. Students are then challenged to solve two problems: One problem requires them to separate a mixture, and the other problem requires them to make unmixable substances mix. Students are challenged to use the particulate model of matter to explain their work to the president of the company. In so doing, students figure out that the properties of materials are related to the properties of the nanoparticles that make up those materials.

Chapter 1: Why did the food coloring separate into different dyes?

Students figure out: 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.

How they figure it out: Students conduct a chromatography test on the dye mixture and observe as it separates. The class explores and critiques a variety of physical models before creating their own models of what might be happening at the nanoscale. Students share, critique, and revise their diagram models and write scientific explanations.

Chapter 2: Why do some salad dressings have sediments, and others do not?

Students figure out: 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.

How they figure it out: Students get hands-on experience with solids that dissolve and solids that do not dissolve. They then explore the phenomenon of a solid dissolving at the nanoscale in the *Modeling Matter* Simulation. Students create their own diagram models and write scientific explanations of dissolving.

Chapter 3: Why can salad-dressing ingredients separate again after being mixed?

Students figure out: 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.

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Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Pushes and Pulls

What is the phenomenon students are investigating in your unit?

Pinball machines make pinballs move in different ways.

Unit Question:

Why do things move in different ways?

Student role:

Pinball 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?

Student pinball machines

In the Pushes and Pulls unit in the standard Amplify Science curriculum, students use kit materials to build their own model pinball machines, called Box Models.

As they figure out new ideas about how things move in different ways, they redesign their Box Models to make their pinball move in that new way.

Guided Unit Internalization

Part 1: Unit-level internalization

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Pinball machines make pinballs move in different ways.

Unit Question:

Why do things move in different ways?

Student role:

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

...how to make their Box Models do all the things a real pinball machine can do.

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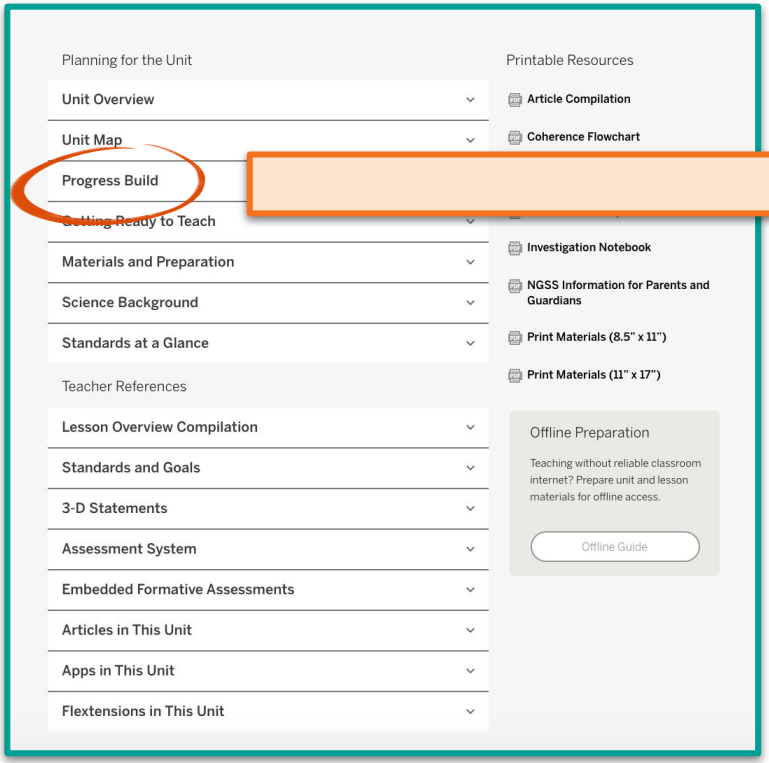
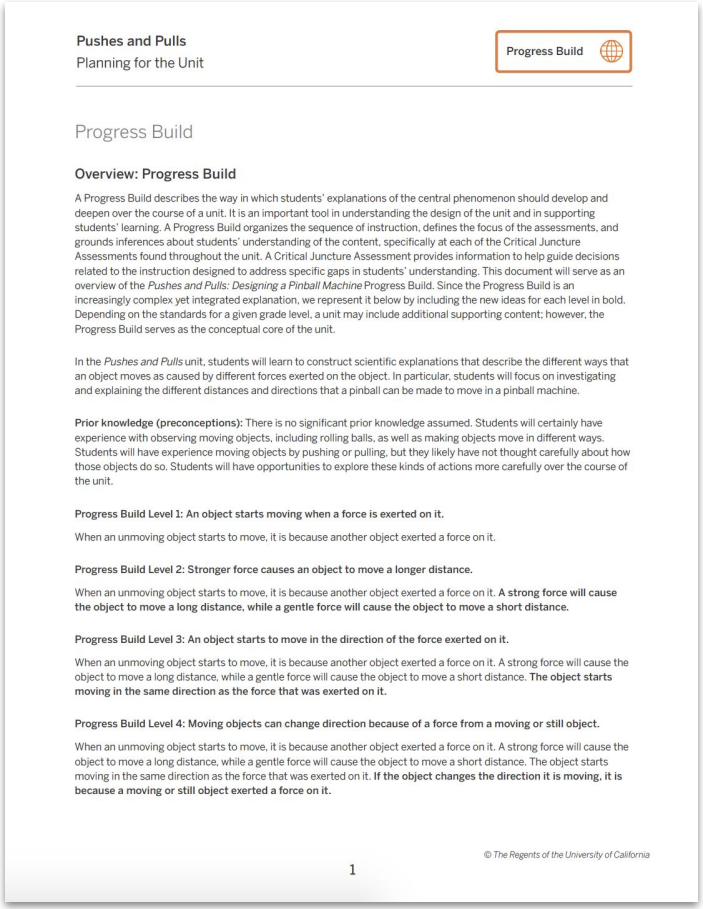
Progress Build





Progress Build

Overview: 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 Assessment provides information to help guide decisions related to the instruction designed to address specific gaps in students' understanding. This document will serve as an overview of the *Pushes and Pulls: Designing a Pinball Machine* 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. Depending on the standards for a given grade level, a unit may include additional supporting content; however, the Progress Build serves as the conceptual core of the unit.

In the *Pushes and Pulls* unit, students will learn to construct scientific explanations that describe the different ways that an object moves as caused by different forces exerted on the object. In particular, students will focus on investigating and explaining the different distances and directions that a pinball can be made to move in a pinball machine.

Prior knowledge (preconceptions): There is no significant prior knowledge assumed. Students will certainly have experience with observing moving objects, including rolling balls, as well as making objects move in different ways. Students will have experience moving objects by pushing or pulling, but they likely have not thought carefully about how those objects do so. Students will have opportunities to explore these kinds of actions more carefully over the course of the unit.

Progress Build Level 1: An object starts moving when a force is exerted on it.

When an unmoving object starts to move, it is because another object exerted a force on it.

Progress Build Level 2: Stronger force causes an object to move a longer distance.

When an unmoving object starts to move, it is because another object exerted a force on it. **A strong force will cause the object to move a long distance, while a gentle force will cause the object to move a short distance.**

Progress Build Level 3: An object starts to move in the direction of the force exerted on it.

When an unmoving object starts to move, it is because another object exerted a force on it. A strong force will cause the object to move a long distance, while a gentle force will cause the object to move a short distance. **The object starts moving in the same direction as the force that was exerted on it.**

Progress Build Level 4: Moving objects can change direction because of a force from a moving or still object.

When an unmoving object starts to move, it is because another object exerted a force on it. A strong force will cause the object to move a long distance, while a gentle force will cause the object to move a short distance. The object starts moving in the same direction as the force that was exerted on it. **If the object changes the direction it is moving, it is because a moving or still object exerted a force on it.**

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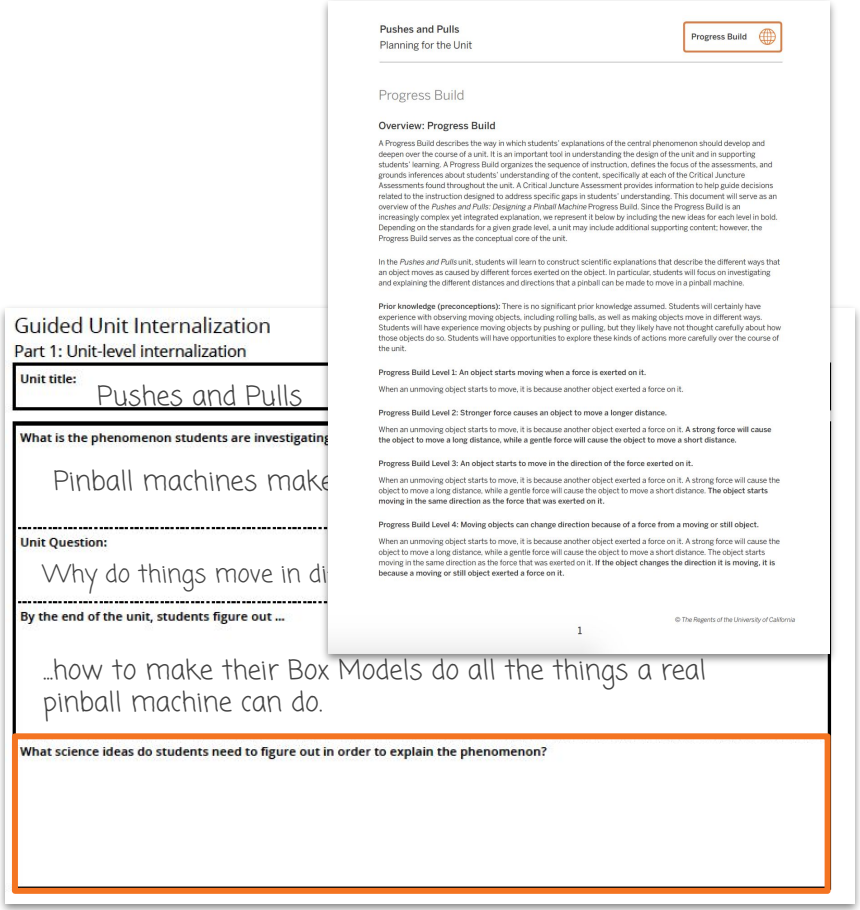
Share your thinking!

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?



Pushes and Pulls
Planning for the Unit

Progress Build

Progress Build

Overview: Progress Build

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Guided Unit Internalization
Part 1: Unit-level internalization

Unit title: Pushes and Pulls

What is the phenomenon students are investigating

Pinball machines make

Unit Question:

Why do things move in di

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

...how to make their Box Models do all the things a real pinball machine can do.

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: Pushes and Pulls

What is the phenomenon students are investigating in your unit?

Pinball machines make pinballs move in different ways.

Unit Question:

Why do things move in different ways?

Student role:

Pinball engineers

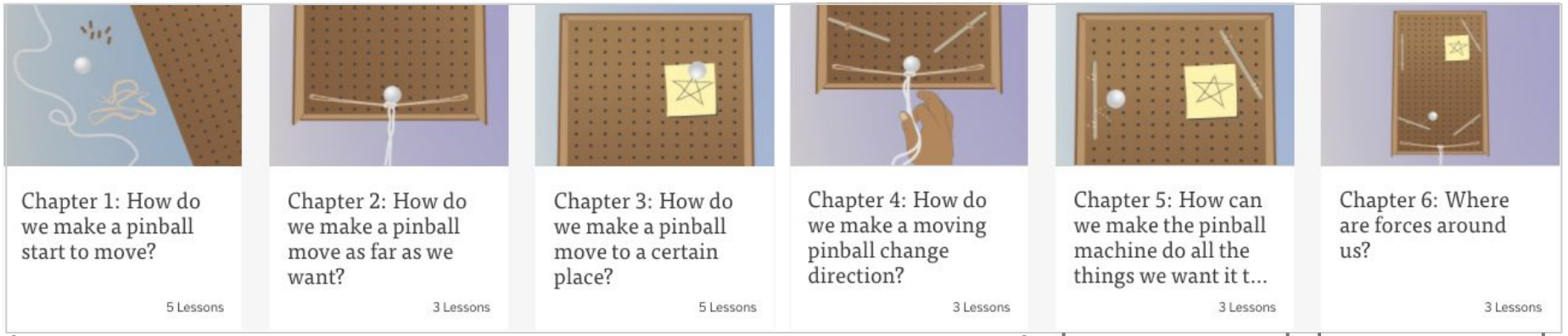
By the end of the unit, students figure out ...

...how to make their Box Models do all the things a real pinball machine can do.

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

An object starts moving when a force is exerted on it. Stronger force causes an object to move a longer distance. An object starts to move in the direction of the force exerted on it. Moving objects can change direction because of a force from a moving or still object.

Chapter-by-Chapter walkthrough



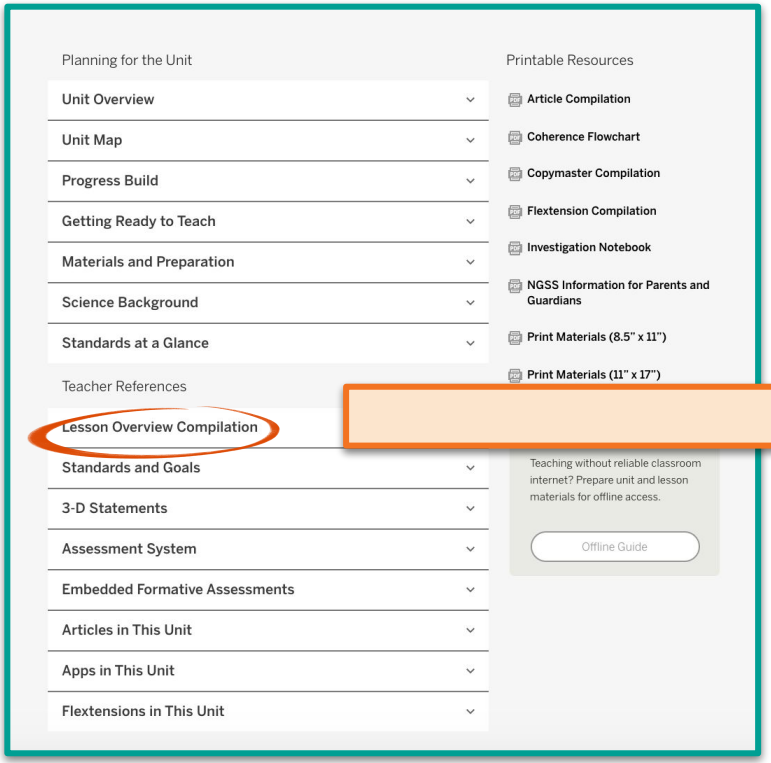
Chapter 1-4: Investigating how to make objects move in different ways

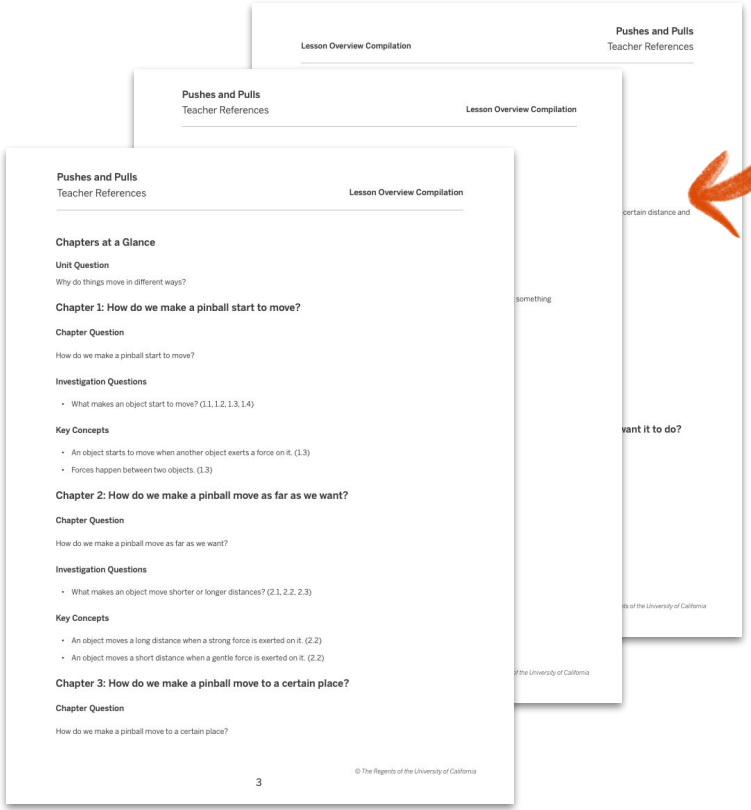
Chapter 5: Engineering design cycle

Chapter 6: Forces in the world

Lesson Overview Compilation

Pages 5-7





Pushes and Pulls
Teacher References
Lesson Overview Compilation

Chapters at a Glance

Unit Question

Why do things move in different ways?

Chapter 1: How do we make a pinball start to move?

Chapter Question

How do we make a pinball start to move?

Investigation Questions

- What makes an object start to move? (1.1, 1.2, 1.3, 1.4)

Key Concepts

- An object starts to move when another object exerts a force on it. (1.3)
- Forces happen between two objects. (1.3)

Chapter 2: How do we make a pinball move as far as we want?

Chapter Question

How do we make a pinball move as far as we want?

Investigation Questions

- What makes an object move shorter or longer distances? (2.1, 2.2, 2.3)

Key Concepts

- An object moves a long distance when a strong force is exerted on it. (2.2)
- An object moves a short distance when a gentle force is exerted on it. (2.2)

Chapter 3: How do we make a pinball move to a certain place?

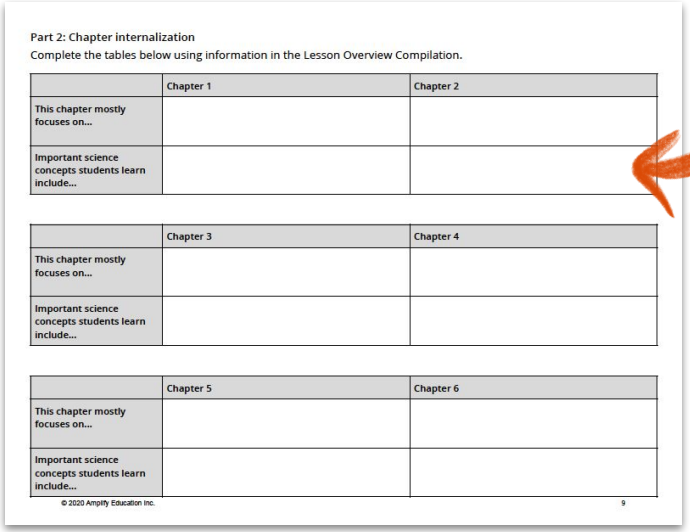
Chapter Question

How do we make a pinball move to a certain place?

Amplify.

Unit internalization tools

Page 9



Part 2: Chapter internalization

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

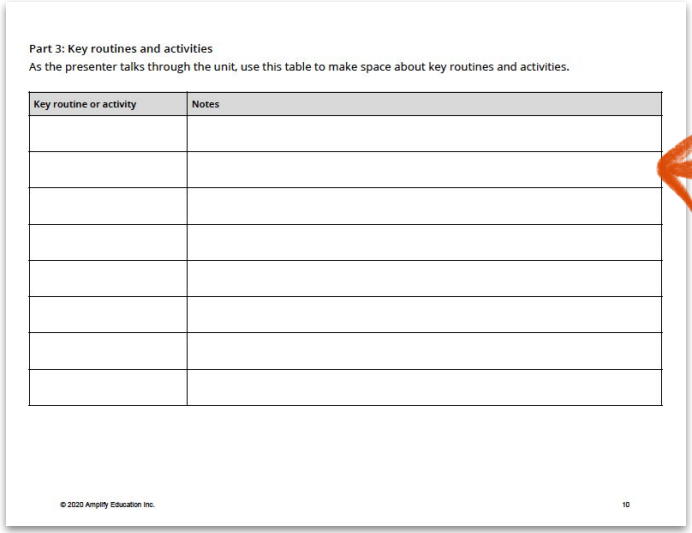
	Chapter 1	Chapter 2
This chapter mostly focuses on...		
Important science concepts students learn include...		

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

	Chapter 5	Chapter 6
This chapter mostly focuses on...		
Important science concepts students learn include...		

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

Key routines and activities tool

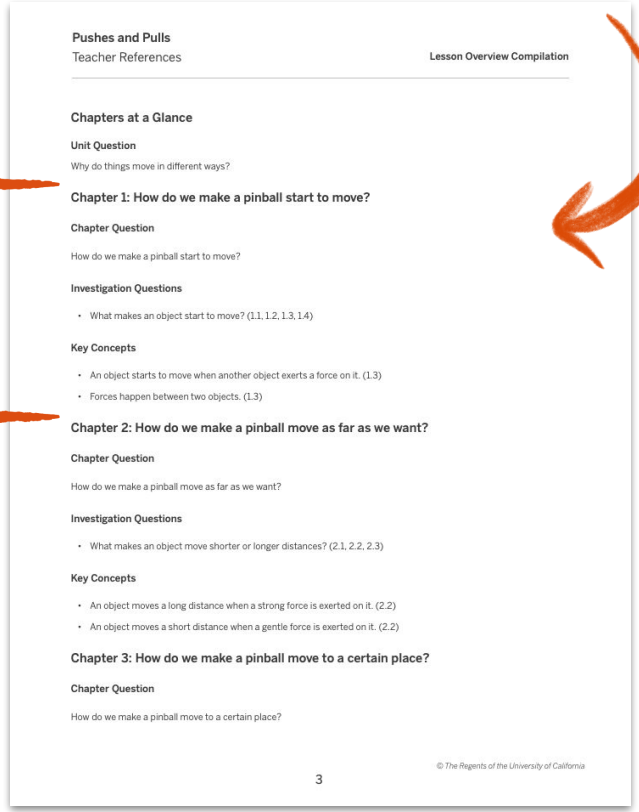
Chapter 1

Chapter Question: How do we make a pinball start to move?

Key Concepts:

- An object starts to move when another object exerts a force on it.
- Forces happen between two objects.

Page 5



Pushes and Pulls
Teacher References
Lesson Overview Compilation

Chapters at a Glance

Unit Question

Why do things move in different ways?

Chapter 1: How do we make a pinball start to move?

Chapter Question

How do we make a pinball start to move?

Investigation Questions

- What makes an object start to move? (1.1, 1.2, 1.3, 1.4)

Key Concepts

- An object starts to move when another object exerts a force on it. (1.3)
- Forces happen between two objects. (1.3)

Chapter 2: How do we make a pinball move as far as we want?

Chapter Question

How do we make a pinball move as far as we want?

Investigation Questions

- What makes an object move shorter or longer distances? (2.1, 2.2, 2.3)

Key Concepts

- An object moves a long distance when a strong force is exerted on it. (2.2)
- An object moves a short distance when a gentle force is exerted on it. (2.2)

Chapter 3: How do we make a pinball move to a certain place?

Chapter Question

How do we make a pinball move to a certain place?

Chapter Internalization: Complete the tables below using information in the Lesson Overview Compilation.

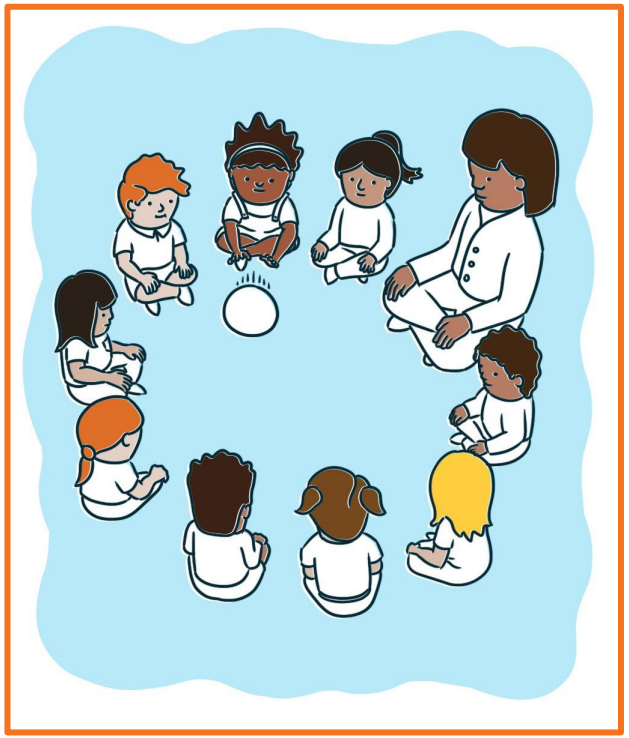
	Chapter 1	Chapter 2
This chapter mostly focuses on...	Making objects start to move	
Important science concepts students learn include...	Forces make things start to move and they happen between two objects	

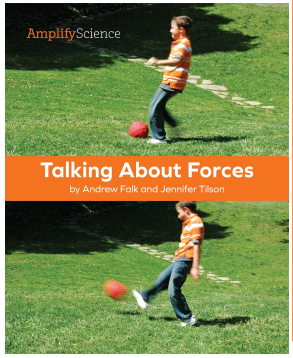
	Chapter 3	Chapter 4
This chapter mostly focuses on...		
Important science concepts students learn include...		

	Chapter 5	Chapter 6
This chapter mostly focuses on...		
Important science concepts students learn include...		

Chapter 1

How do we make a pinball start to move?



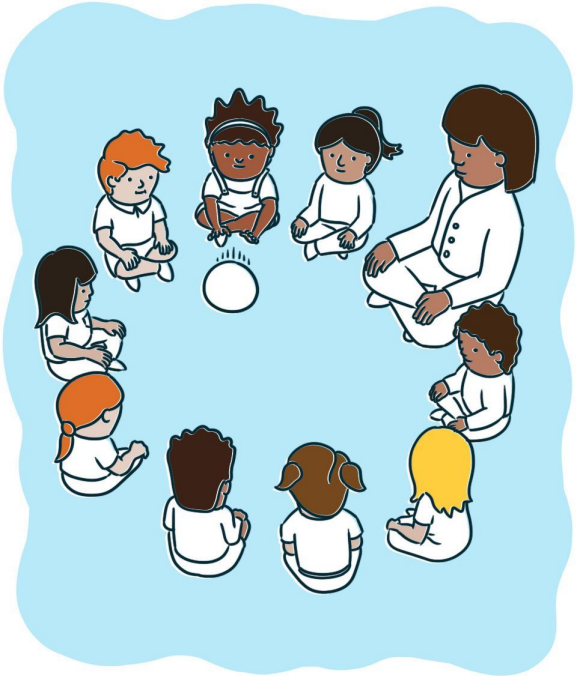


The _____ started to move because the _____

exerted a force on it.

Rugball routine

Chapters 1-4

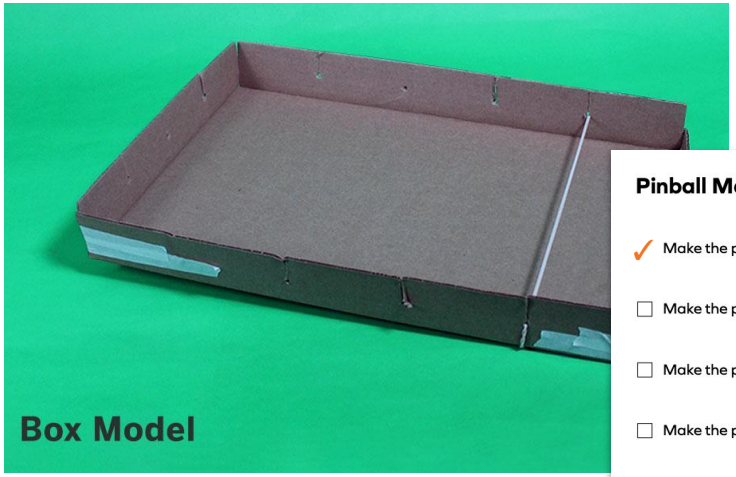


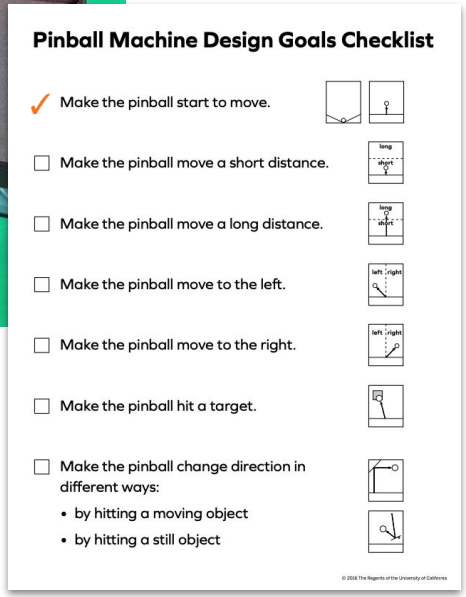
Do: The Rugball routine is a chance for students to figure out how to make an object move in different ways.

Talk: Students practice using unit vocabulary and using the word “because” as they explain how they made the ball move.

Student Box Models

Chapters 1-5





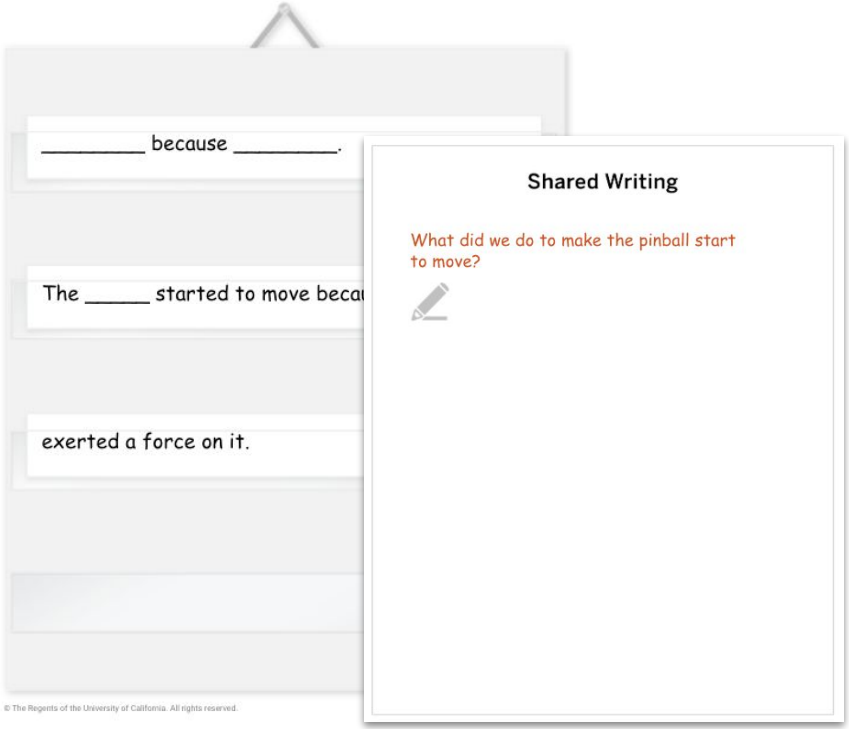
Pinball Machine Design Goals Checklist

- ✓ Make the pinball start to move.
- ☐ Make the pinball move a short distance.
- ☐ Make the pinball move a long distance.
- ☐ Make the pinball move to the left.
- ☐ Make the pinball move to the right.
- ☐ Make the pinball hit a target.
- ☐ Make the pinball change direction in different ways:
  - by hitting a moving object
  - by hitting a still object

Students make changes and updates to their Box Models to meet design goals in every Chapter.

Explanation Language Frames and Shared Writing

All K-1 units



Talk: Oral language development as a precursor to scientific writing

Write: Students contribute to end-of-chapter explanation through Shared Writing

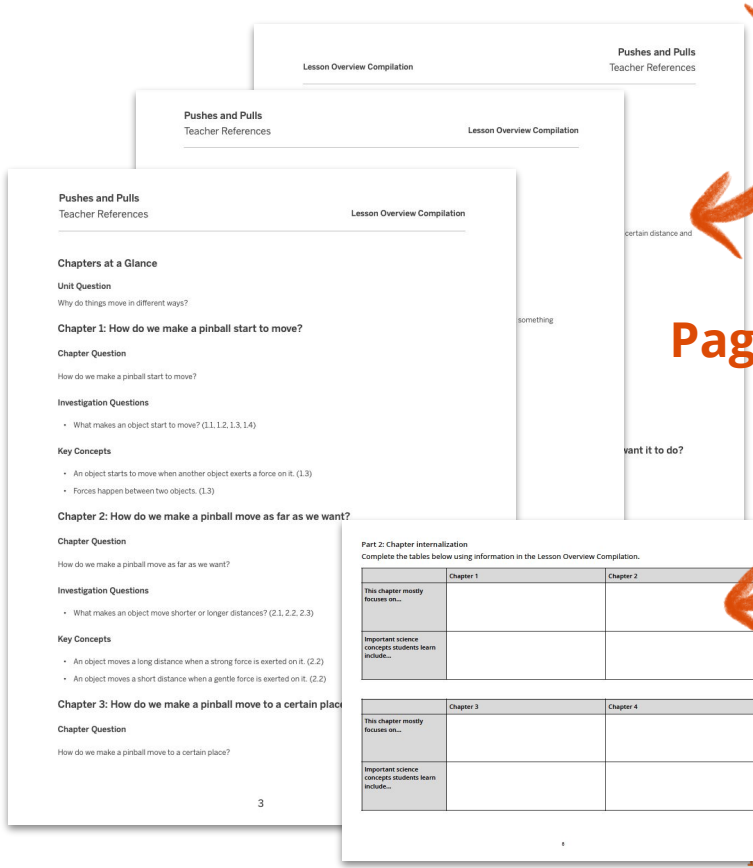
Work time

Read about Chapters 2-4

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

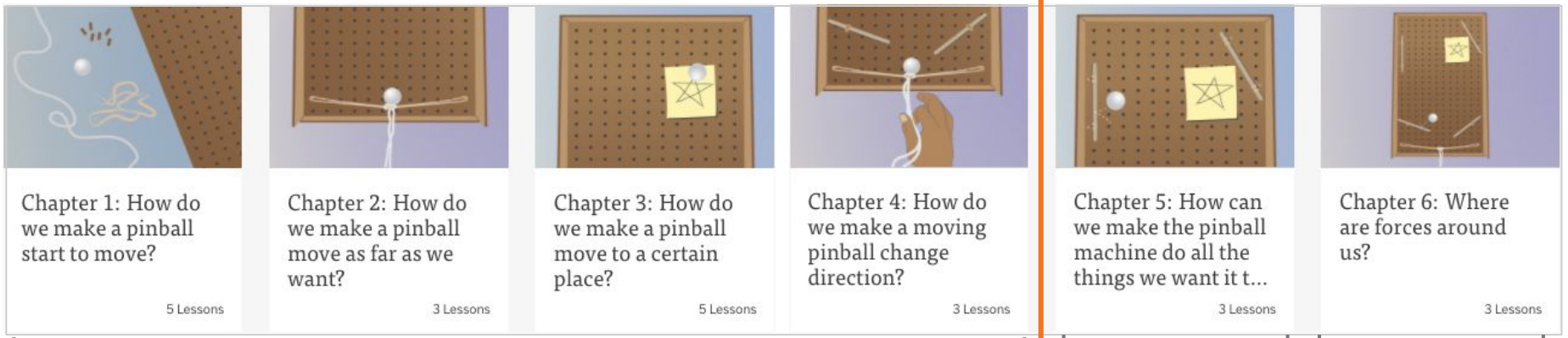
Please come back ready to share the key ideas students figure out in each chapter.

Pages 5-7



Page 9

Chapter-by-Chapter walkthrough



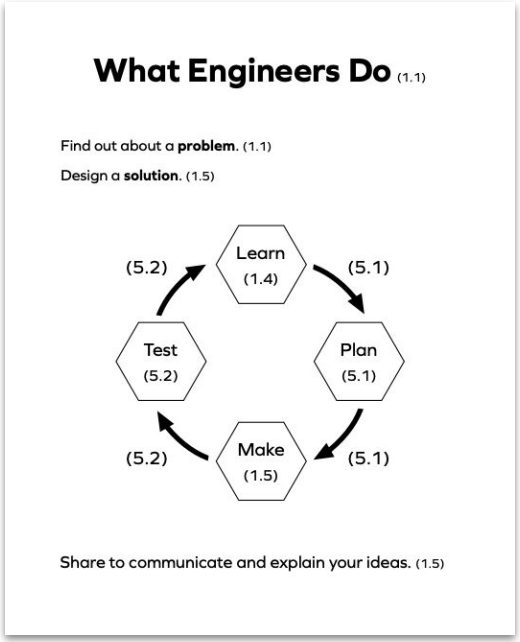
Chapter 1-4: Investigating how to make objects move in different ways

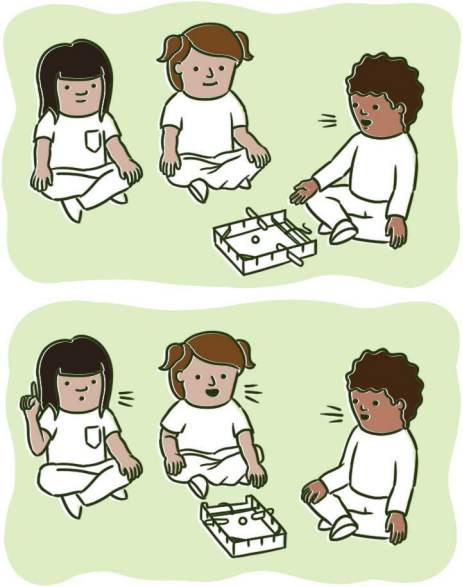
Chapter 5: Engineering design cycle

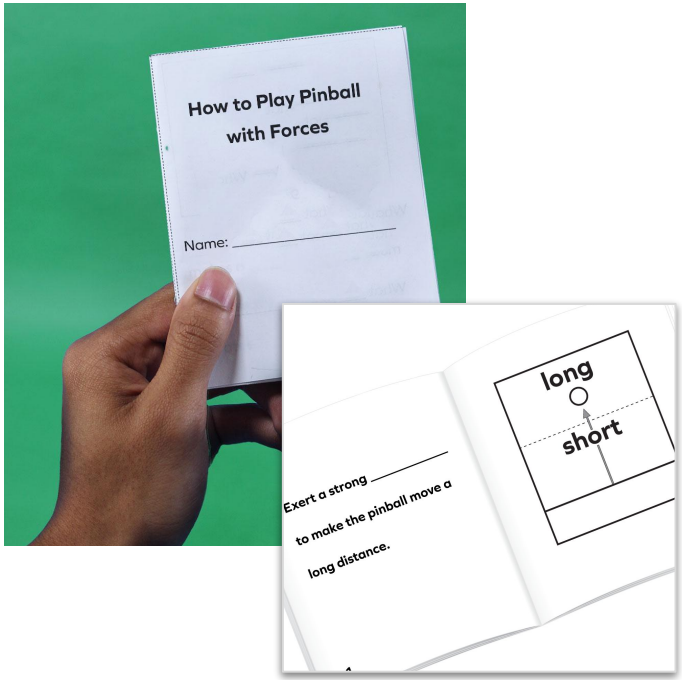
Chapter 6: Forces in the world

Chapter 5

How can we make the pinball machine do all the things we want it to do?

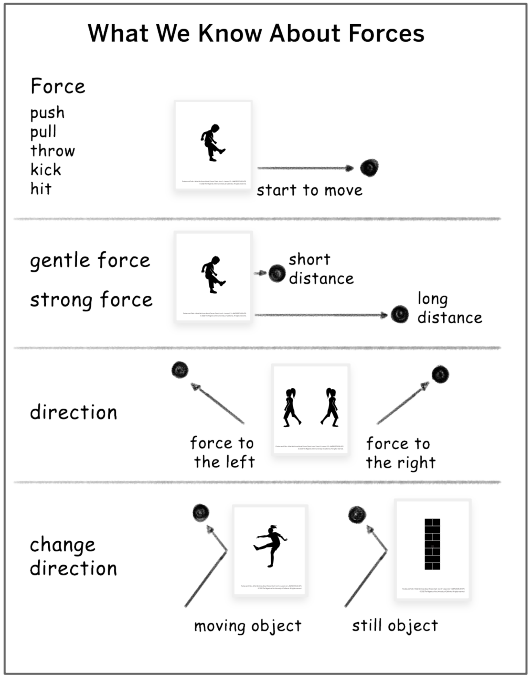


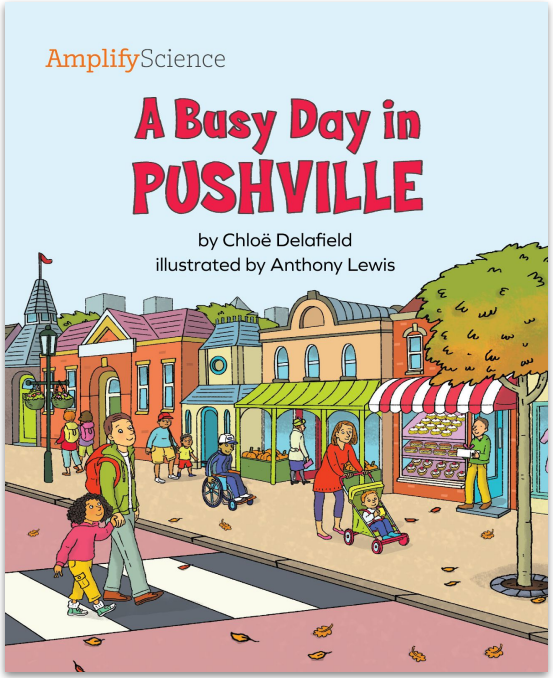


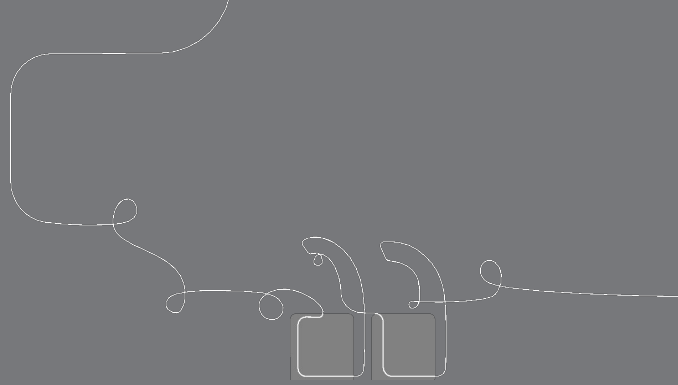


Chapter 6

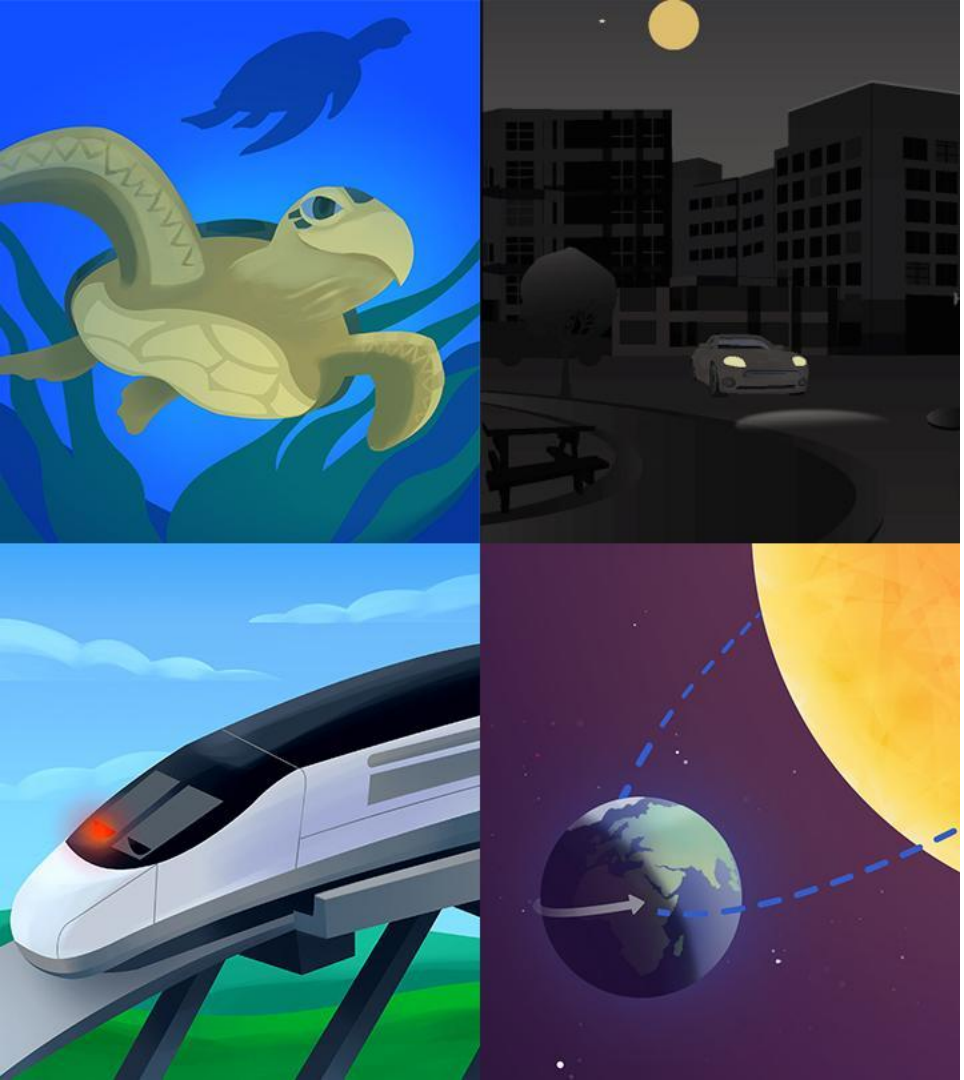
Where are forces around us?







Questions?



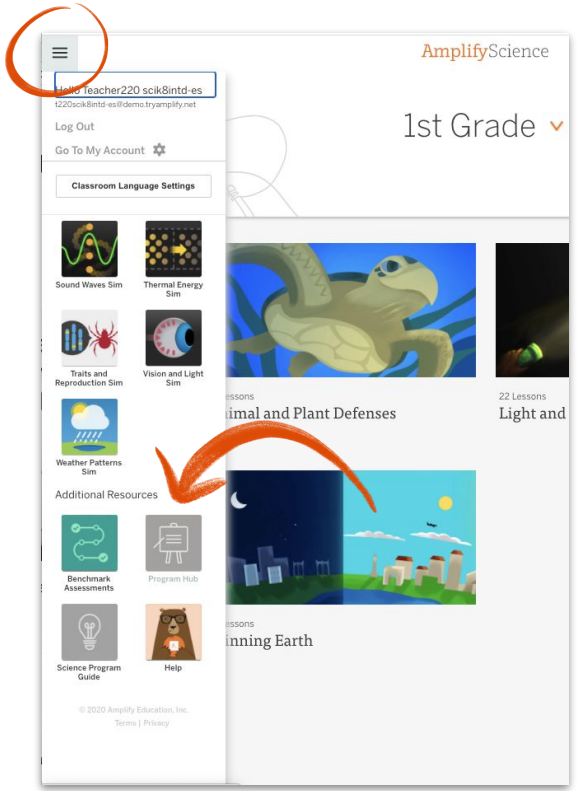
Plan for the day

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

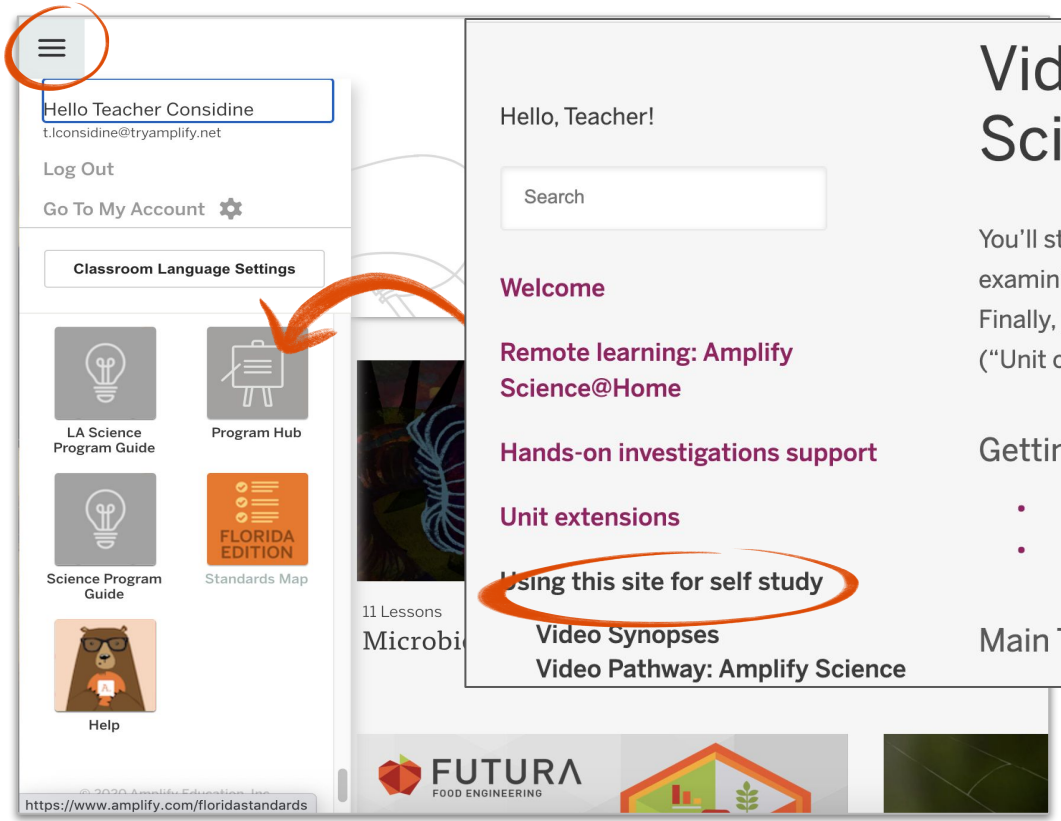
Accessing Amplify Science@Home

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



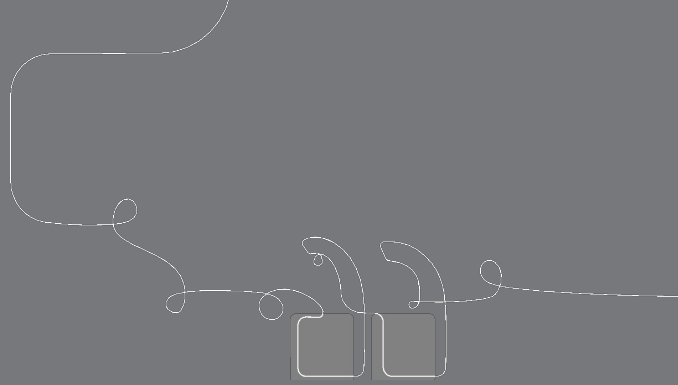
Video Pathway: Amplify Science K-5

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").

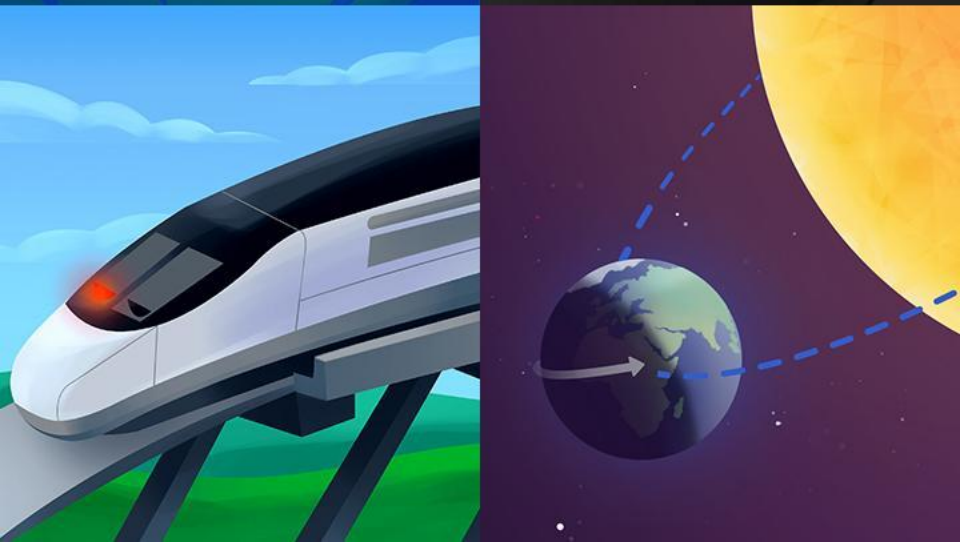
Getting Started: Navigation

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

Main Topics: Planning



Questions?



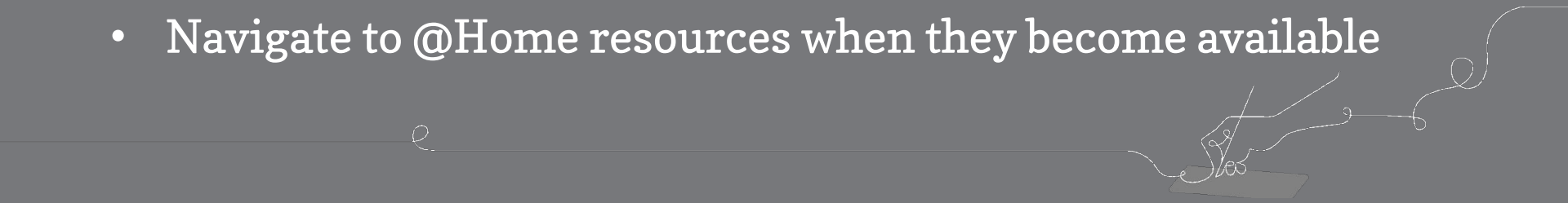
Plan for the day

- Framing the day
  - Instructional materials
  - Workshop goals
- Instructional approach: early childhood
- 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



2-Part Unit-specific PD

Part II: Today

Focus on learning the Pushes and Pulls **unit content** and the **early childhood instructional approach** in Amplify Science

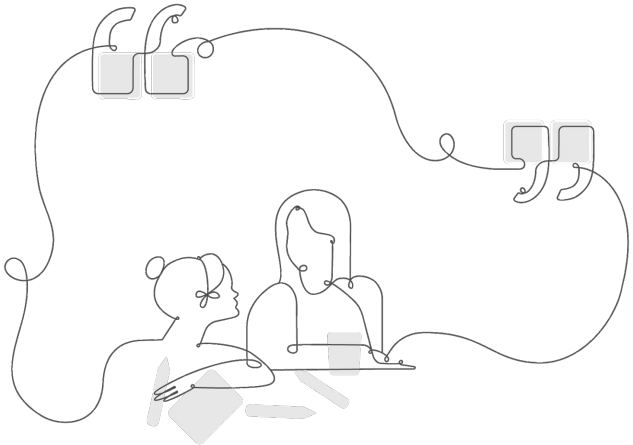
Part II: January

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

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.

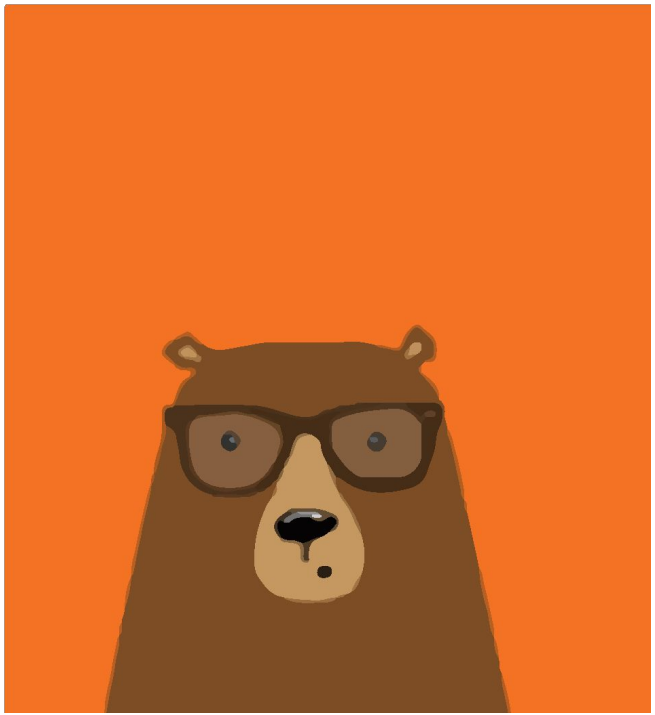
Click here for Remote Learning Resources for Amplify Science

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.

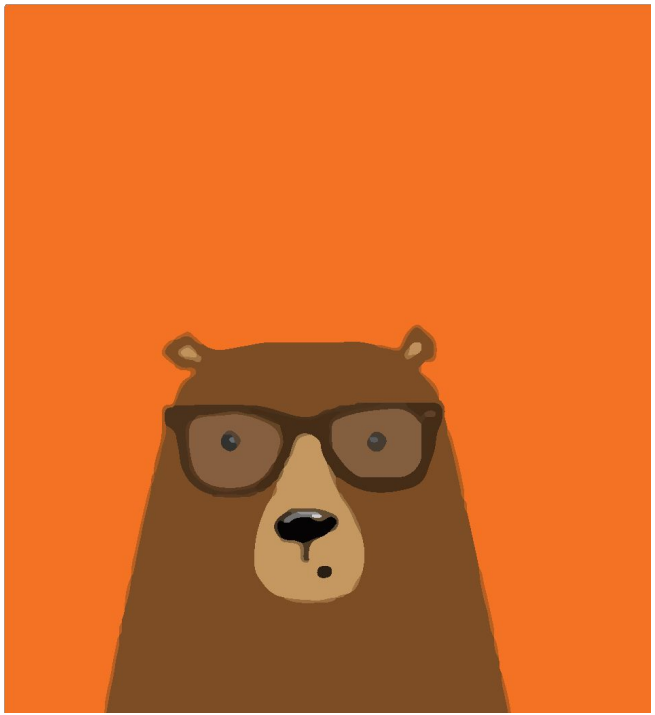
https://cascience.wpengine.com/content/welcome-k-8/integrated-model/

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

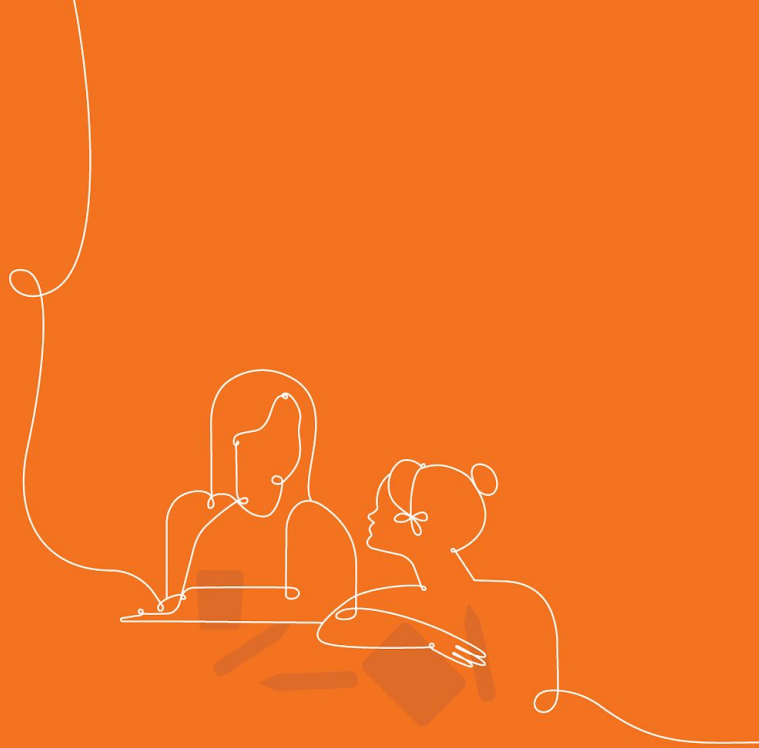
800-823-1969

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

Amplify.