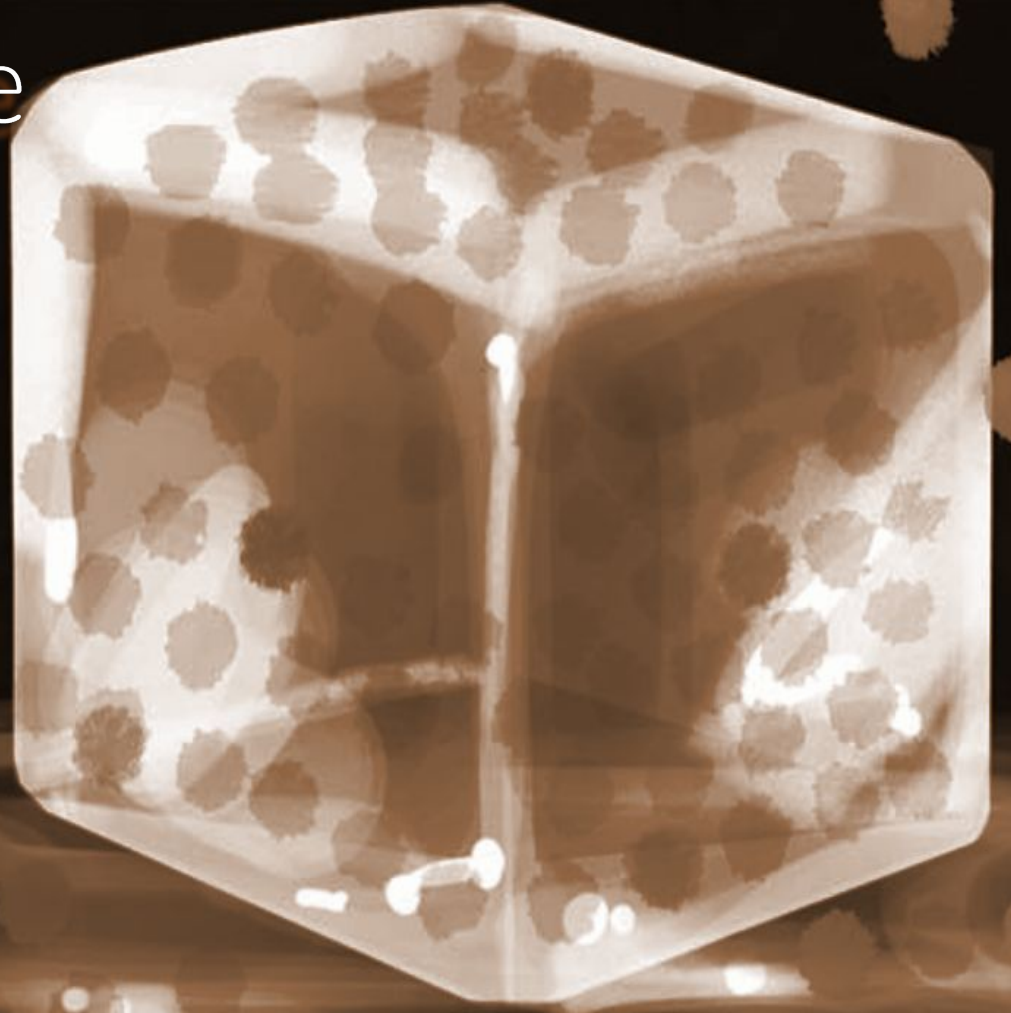


**Amplify Science**  
**New York City**

**Guided Unit**  
**Internalization**  
**Phase Change**



# Who's in the Room?

Represent for your Borough!



Share your name, role, borough.

1- Brooklyn North

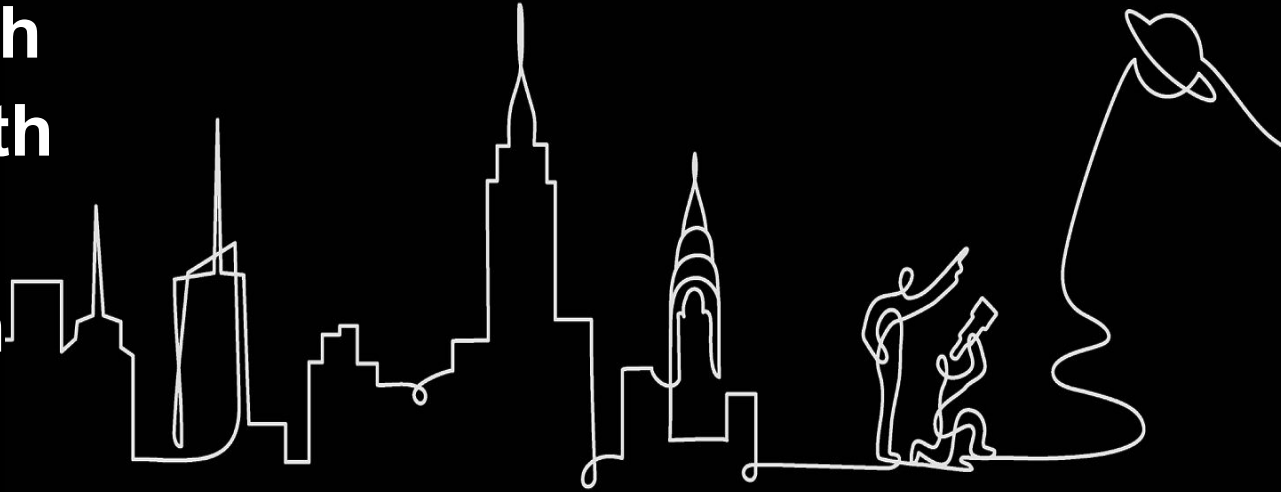
2- Brooklyn South

3- Queens North

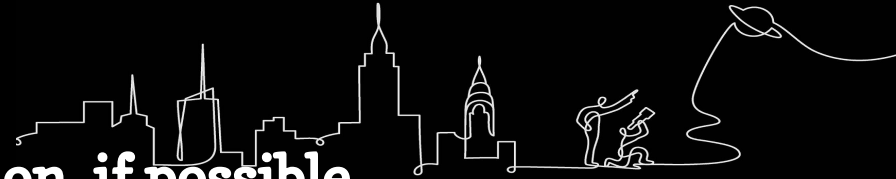
4- Queens South

5- The Bronx

6- Staten Island



# Workshop Norms



- **Please keep your camera on, if possible.**
- **Take some time to orient yourself to the platform**



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



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



- **Make sure you have a note-catcher present**



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

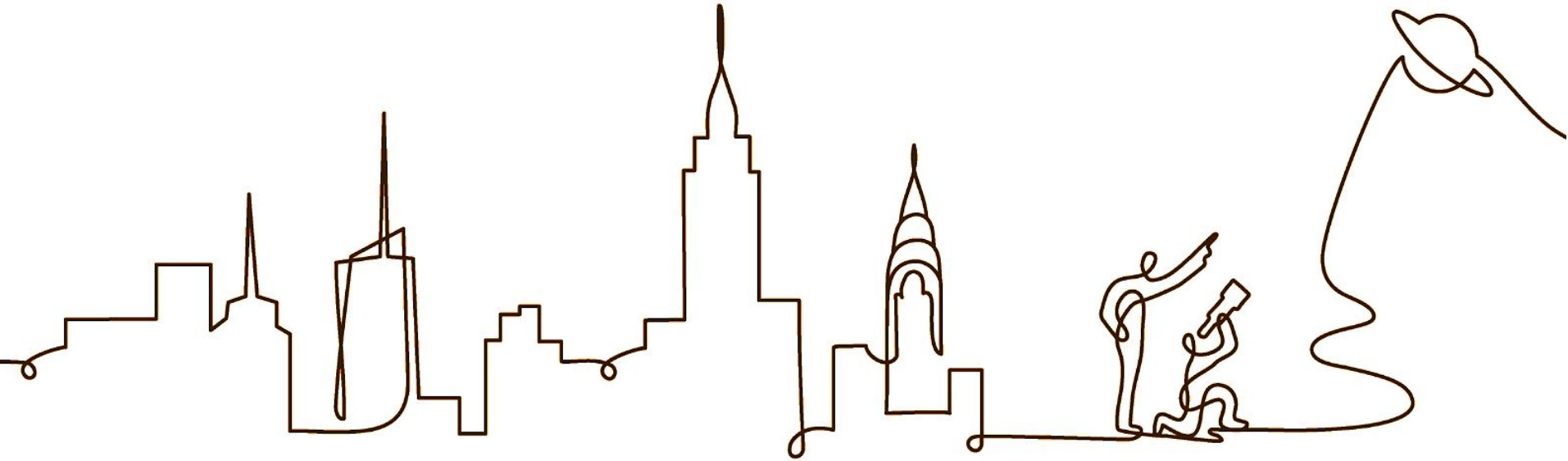
# Workshop Goals

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

- Make instructional decisions about remote or hybrid learning
- Develop a plan for using @Home resources within your class schedule and instructional format.

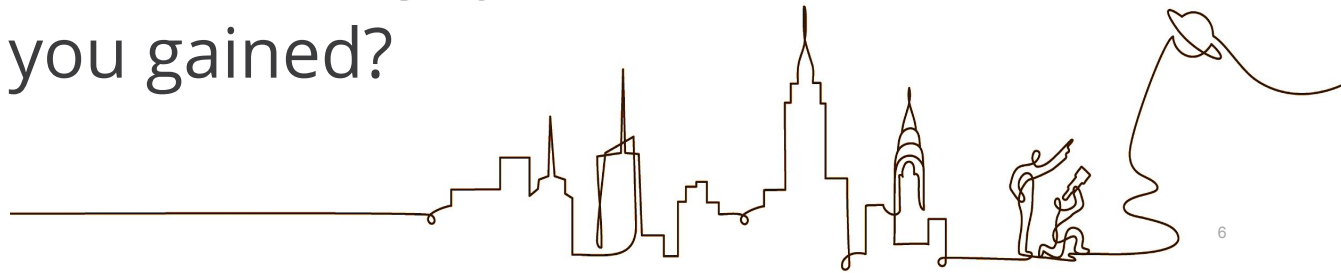


# Reflection and Goal Setting



# Reflect- then in chat Choose One: While teaching through new instructional models (Hybrid/Remote)

- What is **one** challenge, problem, or roadblock you or your students experienced?
- What are **two** successes you or your students experienced?
- What are **three** new things you learned or new insights you gained?



# Amplify Science New York City

## Guided Unit Internalization With @Home Resources



### 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?	

## Participant Materials

### AmplifyScience@Lesson Adaptation Tool (Remote/Hybrid)

Lesson:	Date:
Lesson purpose: <small>(Lesson brief, Overview)</small>	3-D connections and formative assessment opportunities:
What the students will learn in this lesson and potential challenges.	How will the students be practicing the multiple modalities during this lesson?

# Plan for the day

- Framing the day
- Unit Internalization
- Amplify Science @Home
- Planning
- Reflection and closing





## NYC Middle School Unit Pacing Calendar 20-21\*

	Sept.			Oct.			Nov.			Dec.		Jan.		Feb.		Mar.			Apr.		May		Jun.															
	9/14	9/21	9/28	10/5	10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30	12/7	12/14	12/21	1/4	1/11	1/18	1/25	2/1	2/8	2/15	3/1	3/8	3/15	3/22	3/29	4/12	4/19	4/26	5/3	5/10	5/17	5/24	5/31	6/7	6/14	6/21
<b>6th Grade</b>	 Launch Unit: Harnessing Human Energy			 Thermal Energy			 Ocean, Atmosphere, and Climate			 Weather Patterns		 Populations and Resources			 Matter and Energy in Ecosystems			 Earth's Changing Climate																				
<b>7th Grade</b>	 Launch Unit: Microbiome			 Metabolism			 Phase Change			 Chemical Reactions		 Plate Motion			 Engineering Internship Plate Motion:			 Rock Transformations		 Engineering Internship: Earth's Changing Climate																		
<b>8th Grade</b>	 Launch Unit: Geology on Mars			 Force and Motion			 Engineering Internship: Force and Motion			 Earth, Moon, and Sun		 Magnetic Fields			 Light Waves			 Traits and Reproduction			 Natural Selection		 Evolutionary History															

\*Updated Sequence for the 2020-2021 School Year

# Middle School Curriculum New York City Edition

## Grade 6

- Launch: \*  
Harnessing Human Energy
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Populations and Resources
- Matter and Energy in Ecosystems
- Earth's Changing Climate

## Grade 7

- Launch: \*  
Microbiome
- Metabolism
- Phase Change
- Chemical Reactions
- Plate Motion
- Engineering Internship:  
Plate Motion
- Rock Transformations
- Engineering Internship:  
Earth's Changing Climate

## Grade 8

- Launch:  
Geology on Mars
- Force and Motion
- Engineering Internship:  
Force and Motion
- Earth, Moon, and Sun
- Magnetic Fields
- Light Waves
- Traits and Reproduction
- Natural Selection
- Evolutionary History



Unit	@Home Unit Release	@Home Videos Release
<i>Chemical Reactions</i>	January 15	December 11
<i>Earth's Changing Climate</i>	March 13	March 26
<i>Earth, Moon, and Sun</i>	January 10	December 11
<i>Evolutionary History</i>	February 26	March 26
<i>Light Waves</i>	December 17	October 26
<i>Magnetic Fields</i>	November 15	N/A (already posted)
<i>Matter and Energy in Ecosystems</i>	March 21	March 26
<i>Natural Selection</i>	February 20	February 12
<i>Ocean, Atmosphere, and Clime</i>	January 17	December 11
<i>Phase Change</i>	December 19	October 26
<i>Populations and Resources</i>	February 20	February 12
<i>Rock Transformations</i>	November 6	N/A (already posted)
<i>Thermal Energy</i>	December 13	October 26
<i>Traits and Reproduction</i>	November 4	N/A (already posted)
<i>Weather Patterns</i>	February 17	February 12

# Amplify Science@Home Schedule



Written by Amplify

Updated over a week ago

## @Home Resources Release Dates

<https://my.amplify.com/help/en/articles/4562101-amplify-science-home-schedule>

# Classroom Slides Release Dates

<https://my.amplify.com/help/en/articles/4004263-amplify-science-classroom-slides-for-grades-6-8>

## 1st and 2nd unit of each grade: August 2020

- Microbiome
- Geology on Mars
- Harnessing Human Energy
- Metabolism
- Plate Motion
- Force and Motion

## 3rd unit of each grade: September 2020

- Metabolism Engineering Internship
- Plate Motion Engineering Internship
- Force and Motion Engineering Internship

## 4th unit of each grade: October 2020

- Traits and Reproduction
- Rock Transformations
- Magnetic Fields

## 5th unit of each grade: November 2020

- Thermal Energy
- Phase Change
- Light Waves

## 6th unit of each grade: December 2020

- Ocean, Atmosphere, and Climate
- Plate Motion Engineering Internship
- Earth, Moon, and Sun

## 7th unit of each grade: February 2021

- Weather Patterns
- Chemical Reactions
- Natural Selection

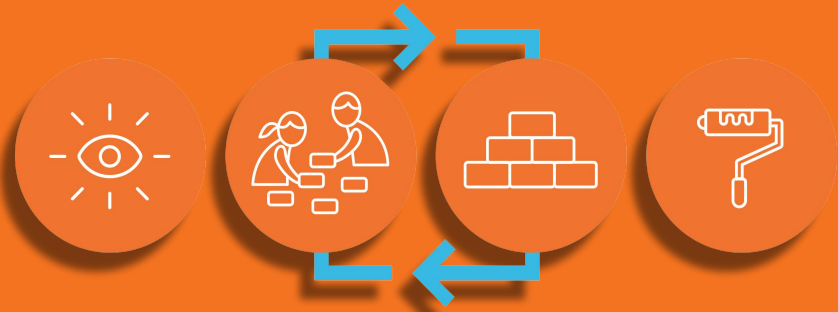
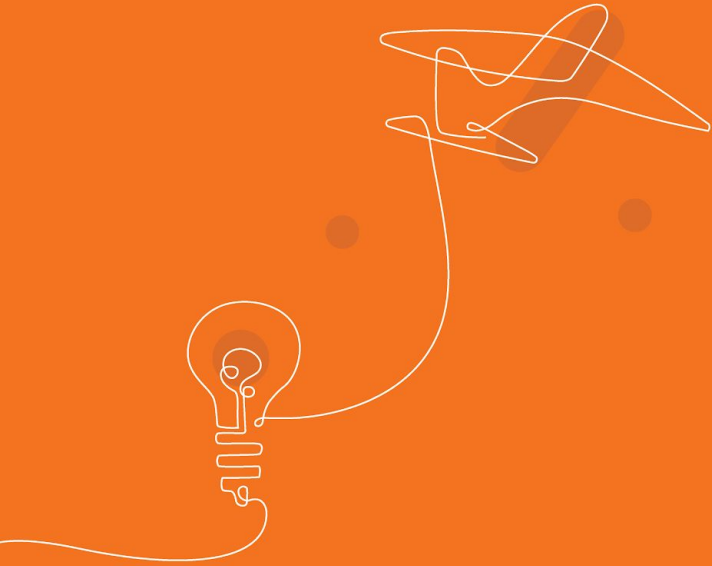
## 8th unit of each grade: March 2021

- Earth's Changing Climate
- Populations and Resources
- Natural Selection Engineering Internship

## 9th unit of each grade: April 2021

- Earth's Changing Climate Engineering Internship
- Matter and Energy in Ecosystems
- Evolutionary History

# Revisiting the Amplify Science approach





Questions  
Reflections  
Connections

## Unit 2 Planning Notes

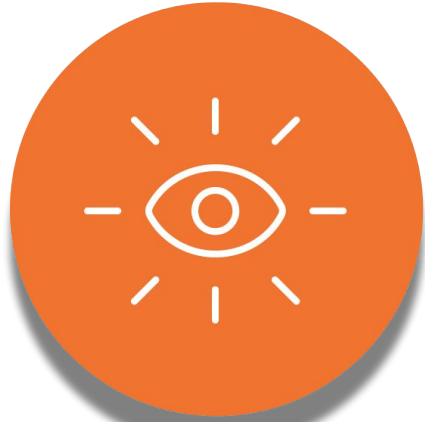
Amplify Science Approach Review:

### Note Taking Opportunities

A version of this presentation will be available to you.

However, you may want to record some of the presenter's comments and suggestions from your colleagues!

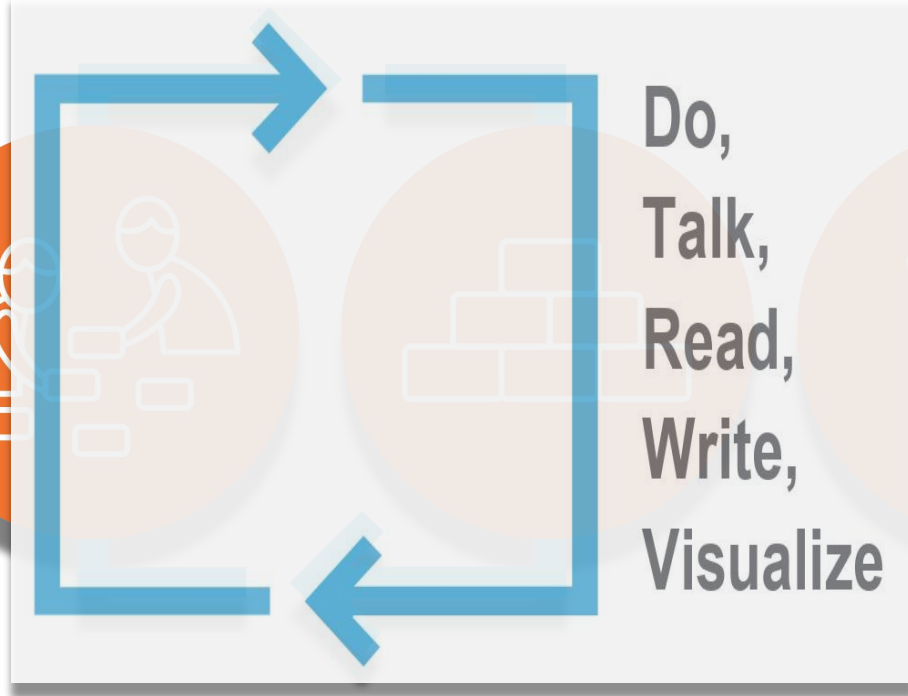
# The approach



**Introduce a  
phenomenon/real  
world problem**



**Collect evidence  
from  
multiple sources**



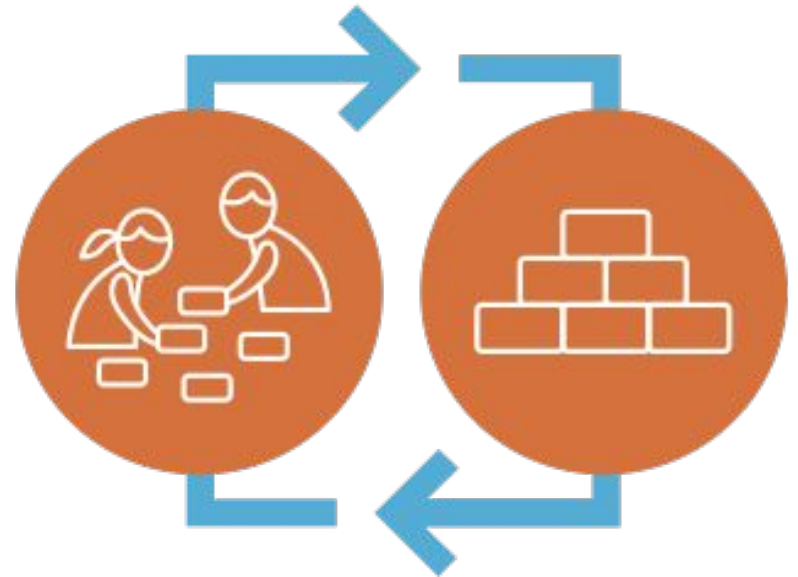
**Build  
increasingly  
complex  
explanations**

**Apply knowledge to  
solve a different  
problem**

# Multimodal Phenomenon-based approach

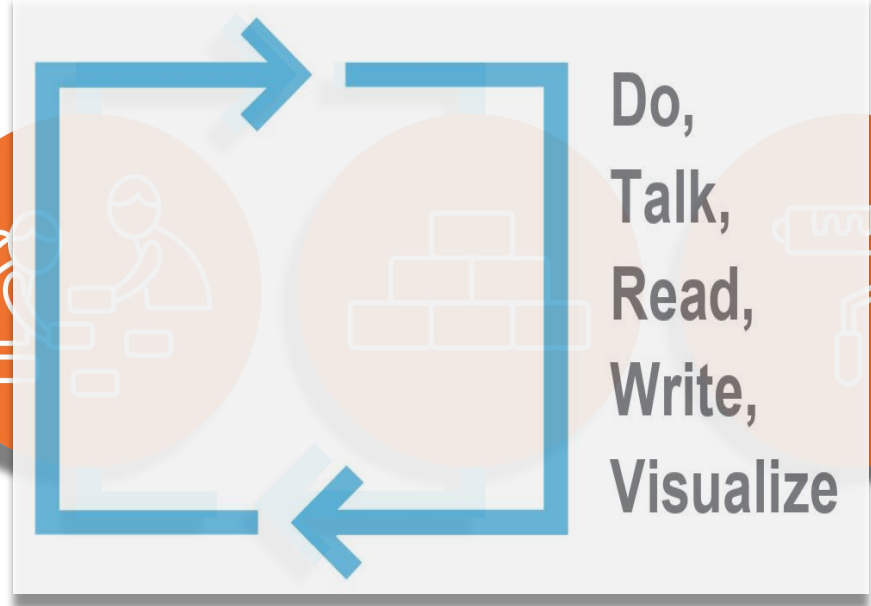
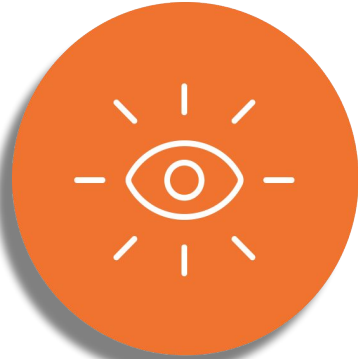
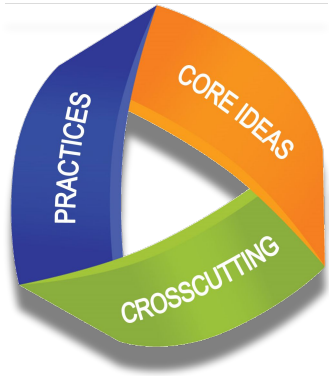
The anchor phenomenon drives instruction through a whole unit

Taking on the **roles** of scientists and engineers, students gather evidence and use it to build **increasingly complex explanations** about a rich, real-world anchoring phenomenon.





# Using three dimensions to figure out





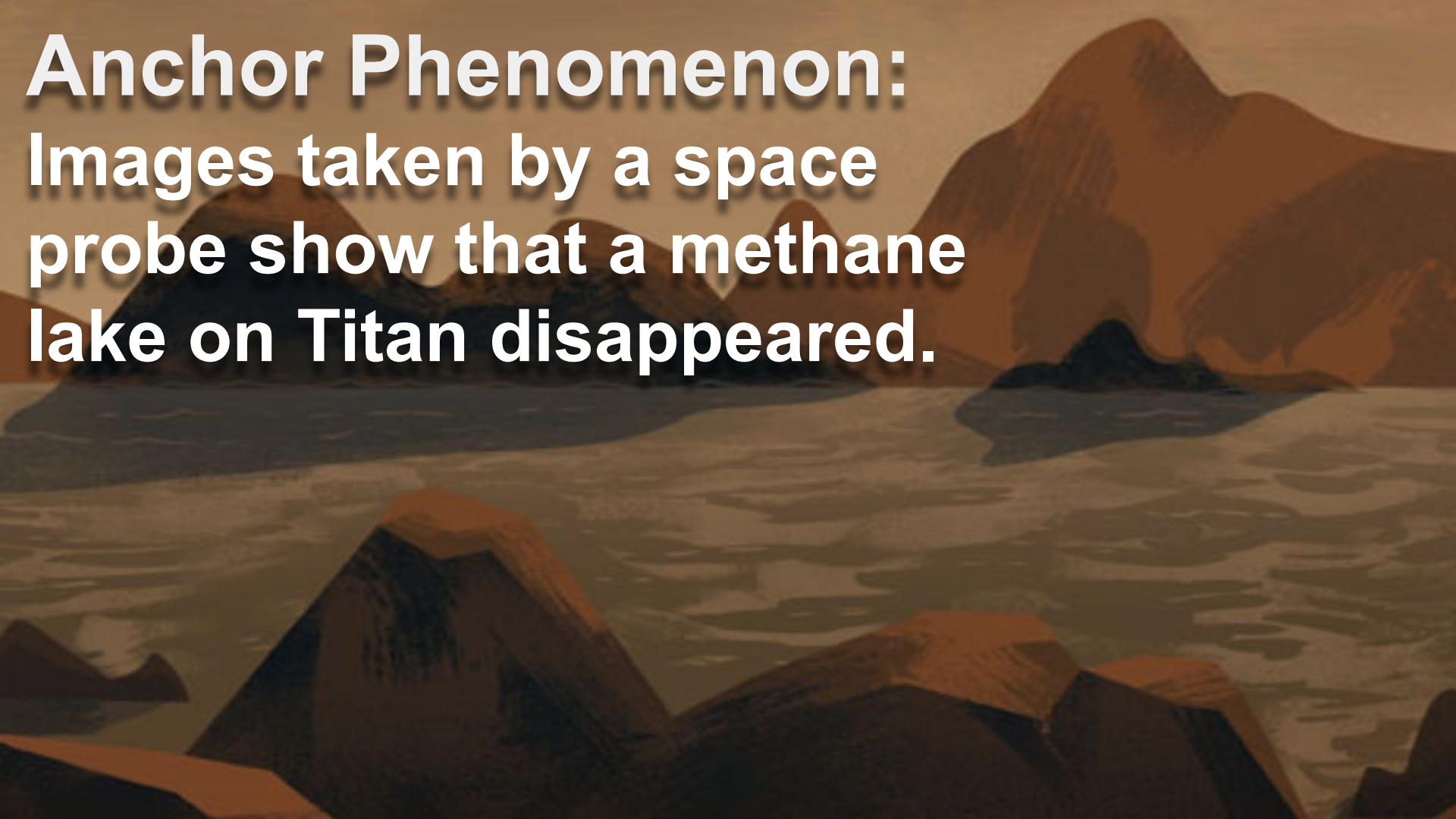
Questions?

# Plan for the day

- Framing the day
- **Unit Internalization**
- Amplify Science @Home
- Planning
- Reflection and closing



**Anchor Phenomenon:  
Images taken by a space  
probe show that a methane  
lake on Titan disappeared.**



Where do you find all of the Unit Phenomena listed with Unit questions?

The screenshot displays a digital resource interface with two main columns. The left column is a navigation menu with the following items: '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', and 'Lesson Overview Compilation'. Each item has a downward-pointing chevron icon. The right column is titled 'Printable Resources' and contains a list of PDF documents: 'Article Compilation', 'Coherence Flowchart', 'Copymaster Compilation', 'Flexextension Compilation', 'Investigation Notebook', 'NGSS Information for Parents and Guardians', 'Print Materials (8.5" x 11")', and 'Print Materials (11" x 17")'. Each item is preceded by a PDF icon. The 'Coherence Flowchart' item is highlighted with an orange rectangular border. At the bottom right of the interface, there is a button labeled 'Offline Preparation'.

Navigation Menu	Printable Resources
Planning for the Unit	Article Compilation
Unit Overview	Coherence Flowchart
Unit Map	Copymaster Compilation
Progress Build	Flexextension Compilation
Getting Ready to Teach	Investigation Notebook
Materials and Preparation	NGSS Information for Parents and Guardians
Science Background	Print Materials (8.5" x 11")
Standards at a Glance	Print Materials (11" x 17")
Teacher References	Offline Preparation
Lesson Overview Compilation	

# Ocean, Atmosphere, and Climate: Cold Years in New Zealand

The problem students work to solve

Chapter 1 Question

Investigation Questions

Evidence sources and reflection opportunities

Key concepts

Application of key concepts to the problem

Explanation that students can make to answer the Chapter 1 Question

During El Niño years, why is Christchurch, New Zealand's air temperature cooler than usual?

What determines the air temperature of Christchurch, New Zealand?

How does air get energy? (1.3)

- Use the Sim to gather evidence about what causes the air temperature of a place to change (1.2)
- Set up a lamp heating experiment to compare the air temperature over a surface and the air temperature over no surface (1.3)
- Conduct a similar test to the lamp heating experiment in the Sim to gather more evidence that energy is not directly transferred to the air (1.3)

- Energy from the sun is transferred to Earth's surface. Some of that energy is then transferred to the air above the surface. (1.3)

- Write and share to explain why the average air temperature of Christchurch is different from the air temperature at another location (1.5)
- Use data from bar graphs showing energy from the sun and average ocean surface temperature during normal years and El Niño years to refute the claim that Christchurch's air temperature is cooler because the amount of energy from the sun changes (1.5)

The air temperature of Christchurch is determined by how much energy is transferred to the air. Energy from the sun is transferred to the surface of Earth, and then to the air above the surface. The amount of energy that is transferred to the air in Christchurch is determined by its latitude. The closer to the equator a location is, the more energy from the sun is transferred to the surface and then to the air. The amount of energy from the sun does not change during El Niño years, so there must be another cause for the cooler air temperature.

Why do different locations have different air temperatures? (1.4, 1.5)

- Analyze energy and air temperature maps to figure out why different locations have different temperatures (1.4)
- Use the Modeling Tool to show why the Equator and South Pole have different air temperatures (1.4)

- The closer a location is to the equator, the more energy it receives from the sun. Therefore, a location's air temperature is affected by its distance from the equator. (1.4)

# Phase Change: Titan's Disappearing Lakes

Problem students work to solve

Chapter 1 Question

Investigation Questions

Evidence sources and reflection opportunities

Key concepts

Application of key concepts to problem

Explanation that students can make to answer the Chapter 1 Question

Why did the methane lake on Titan disappear?

What happened to the liquid in Titan's lake?

How does the appearance of a substance change when it changes phase? (1.2)

- Observe phase change videos (1.2)
- Discuss the properties of substances in different phases using unit vocabulary (1.2)

- A solid holds its shape and does not take the shape of its container. (1.2)
- A gas has no visible shape and fills its container. (1.2)
- A liquid flows and can take the shape of its container. (1.2)

What happens to the molecules of a substance when it changes phase? (1.3-1.6)

- Observe evaporation and condensation and draw predictions of what a solid, liquid, and gas looks like at the molecular scale (1.3)
- Use the Sim to investigate phase changes at the molecular scale (1.3)
- Read an article from *Weird Water Events* (1.4)
- Revisit an excerpt from *Weird Water Events* (1.5)
- Use the Modeling Tool to show what happens to an ice pop when it melts (1.5)

- A solid keeps its shape because its molecules only move in place, not around each other. (1.5)
- A liquid can flow because its molecules move around, not away from each other. (1.5)
- A gas does not have a visible shape because gas molecules can move away from each other. (1.5)
- A phase change is when the molecules that make up a substance experience a change to their freedom of movement. This phase change involves a macro-scale change in appearance. (1.5)

- Use the Modeling Tool to show what would happen if the lake on Titan froze or evaporated and write a short explanation to support each model (1.6)

The methane lake on Titan began as a liquid. The liquid methane could flow because the molecules can move around one another, but not apart from one another. If the lake froze, the liquid methane would become a solid. Solid methane would keep its shape because the molecules in a solid can only move in place, but they cannot move around one another or apart. If the lake evaporated, the liquid methane would have become a gas. Methane gas would not have a visible shape because gas molecules can move away from one another.

# Live Navigation

AmplifyScience

A new phenomena-based  
core curriculum for grades K-5





## Guided Unit Internalization

### Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

Unit Question:

Student role:

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

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

# Guided Unit Internalization Document



# What is the student role? What will students figure out in Chapter 1?

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?	

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background
- Standards at a Glance

Teacher References

- Lesson Overview Compilation

Printable Resources

- Article Compilation
- Coherence Flowchart
- Copymaster Compilation
- Flexextension Compilation
- Investigation Notebook
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

# What are the Unit and Chapter Questions unit two?

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?	

## Planning for the Unit

Unit Overview



Unit Map



Progress Build



Getting Ready to Teach



Materials and Preparation



Science Background



Standards at a Glance



## Teacher References

Lesson Overview Compilation



## Printable Resources



Article Compilation



Coherence Flowchart



Copymaster Compilation



Flexextension Compilation



Investigation Notebook



NGSS Information for Parents and Guardians



Print Materials (8.5" x 11")

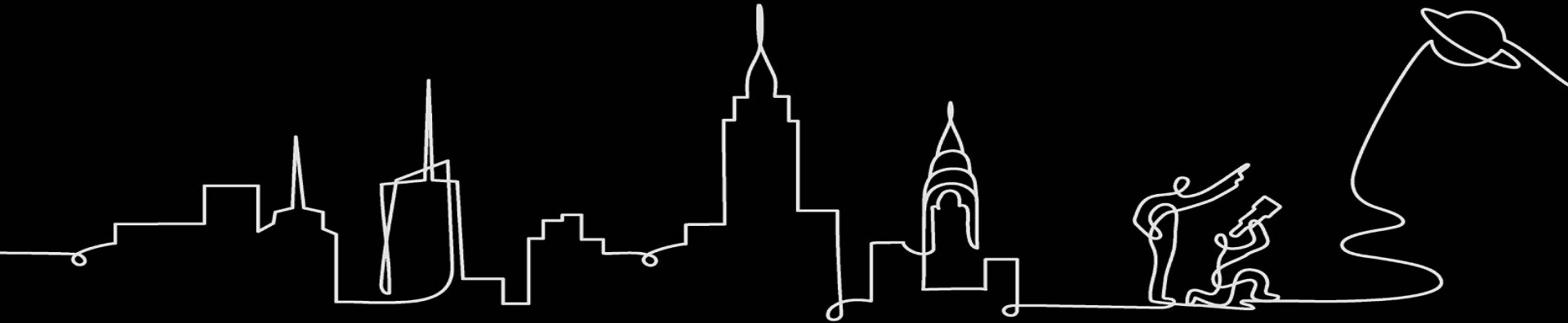


Print Materials (11" x 17")

Offline Preparation

# Reflect-Type-Chat! Share and Learn

**In two sentences or less, what do students figure out by the end of the unit?**



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

Guided Unit Internalization  
Part 1: Unit-level internalization

Unit title:	
What is the phenomenon students are investigating in your unit?	
Unit Questions:	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?	

Planning for the Unit

- Unit Overview
- Unit Map**
- Progress Build**
- Getting Ready to Teach

---

Materials and Preparation

- Science Background
- Standards at a Glance

---

Teacher References

- Lesson Overview Compilation

Printable Resources

- Article Compilation
- Coherence Flowchart
- Copymaster Compilation
- Flexextension Compilation
- Investigation Notebook
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Offline Preparation

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

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?	

Planning for the Unit	Printable Resources
Unit Overview	Article Compilation
Unit Map	Coherence Flowchart
<b>Progress Build</b>	Copymaster Compilation
Getting Ready to Teach	Flexextension Compilation
Materials and Preparation	Investigation Notebook
<b>Science Background</b>	NGSS Information for Parents and Guardians
Standards at a Glance	Print Materials (8.5" x 11")
Teacher References	Print Materials (11" x 17")
<b>Lesson Overview Compilation</b>	Offline Preparation

# Guided Unit Internalization

## Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

### Unit Overview

Unit Question:

**Lesson Overview Compilation**

Student role:

**Unit Overview**

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

**Unit Map, See also  
Progress Build**

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

**Unit Map, Progress Build,  
Science Background Document**

**Where to  
Look!**

**Science Seminar**  
**Anchor Phenomenon:**  
**A liquid oxygen**  
**machine is**  
**malfunctioning.**





# Science Seminar: Remote/Hybrid



Considering claims and evidence



Participating in the Science Seminar

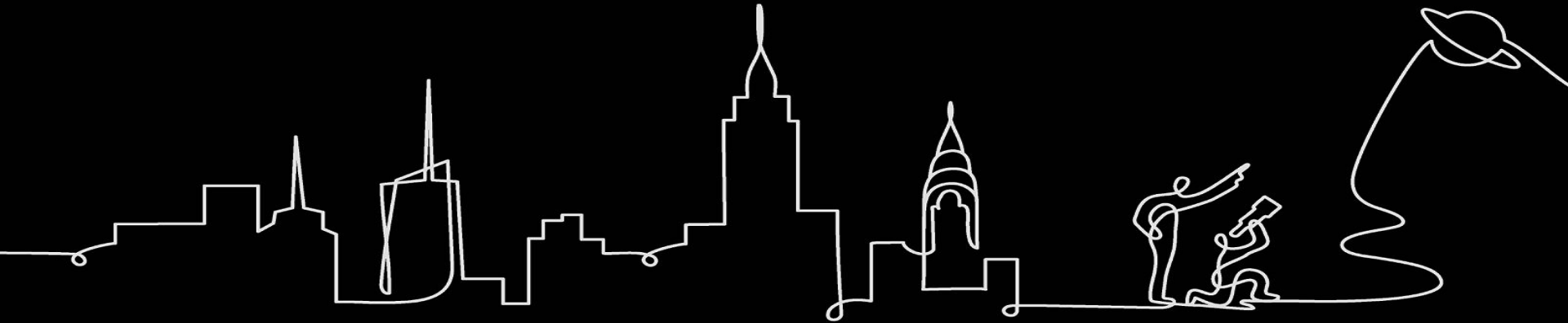


Writing an argument



**Reflect-Type-Chat! Share and Learn**

**How can you adapt the science seminar for remote and hybrid instructional models?**



# Plan for the day

- Framing the day
- Unit Internalization
- **Amplify Science @Home**
- Planning
- Reflection and closing





*Questions*  
*Reflections*  
*Connections*

## *Unit 2 Planning Notes*

*Global*  
*Navigation*

**Program Hub Self Study**

AmplifyScience

Hello Teacher Sinha-Das  
17616-0401@amplify.net

Log Out

Go To My Account

Classroom Language Settings

ELA Resources

Job Postments

LA Science Program Guide

Science Program Guide


FLORIDA EDITION

Standards Map


Help

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1st Grade ▾ **Step 1**



22 Lessons  
**Animal and Plant Defenses**



22 Lessons  
**Light and Sound**



22 Lessons  
**Spinning Earth**

AmplifyScience Program Hub

LAUNCH PROGRAMS

TEACHER SINHA-DAS


**Step 2**

**Welcome, Amplify Science Educators!**

The Amplify Science Program Hub consists of resources, tools, and advice to help you make the most of getting started with your program. We've also provided tips and guidance on how to use Amplify Science in a remote and hybrid learning model.

We're excited to partner with you on this journey and can't wait to get started! Please select the button below that best describes your role:

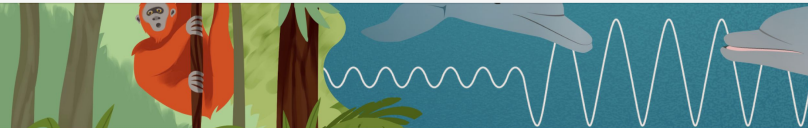
**I am a Teacher** **I am a Leader**



AmplifyScience Program Hub

LAUNCH PROGRAMS

TEACHER SINHA-DAS



Hello, Teacher!

Search

Welcome

**Remote learning: Amplify Science@Home**

Hands-on investigations support

Unit extensions

Using this site for self study

Program Overview

Navigation and Materials

**Welcome, Amplify Science teacher!**

Let's get started! This site will provide you with the knowledge and skills you need to start teaching with Amplify Science. Here you will:

- learn to navigate the digital Teacher's Guide
- become familiar with unit resources
- get planning tips, and
- find our new, flexible remote and hybrid learning supports

This site will be continuously updated, so please check back regularly.

**Step 3**

AmplifyScience Program Hub

LAUNCH PROGRAMS

TEACHER SINHA-DAS

Hello, Teacher!

Search

Welcome

Remote learning: Amplify Science@Home

About Amplify Science@Home

Grade-level resources

@Home Resources Orientation Videos

Additional resources

Hands-on investigations support

Unit extensions

Using this site for self study

Program Overview

Navigation and Materials

Grade-level resources

Select your grade below to access the @Home resources. Please do not share or distribute these materials outside of your district.

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

**Step 4 (scroll down and choose your grade)**

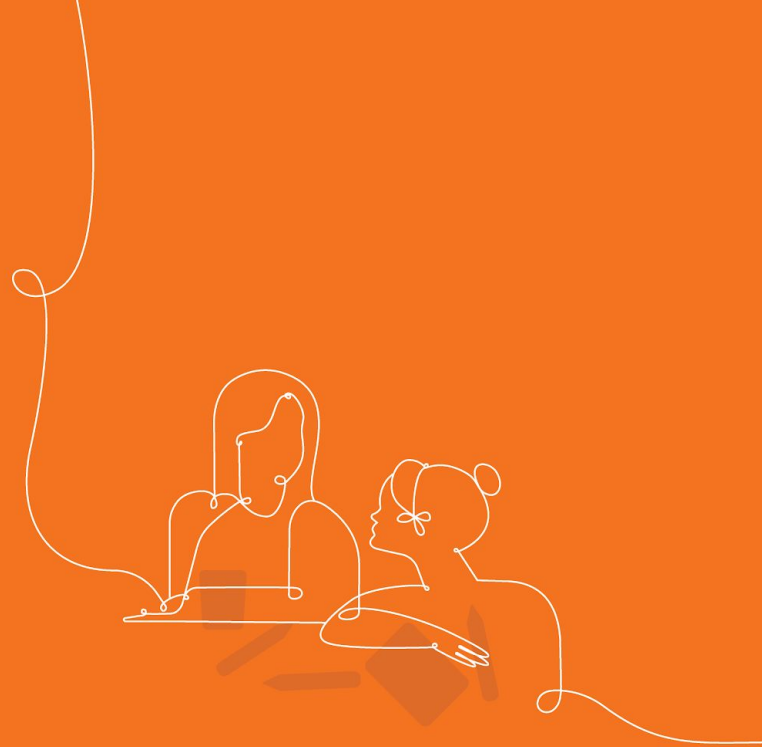
@Home Resources Orientation Videos

Check out these videos for an overview of what's available, plus tips and strategies for teaching with Amplify Science@Home this back to school.

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

**1. Self-Study Resources**

**2. @Home Videos for Unit 3**

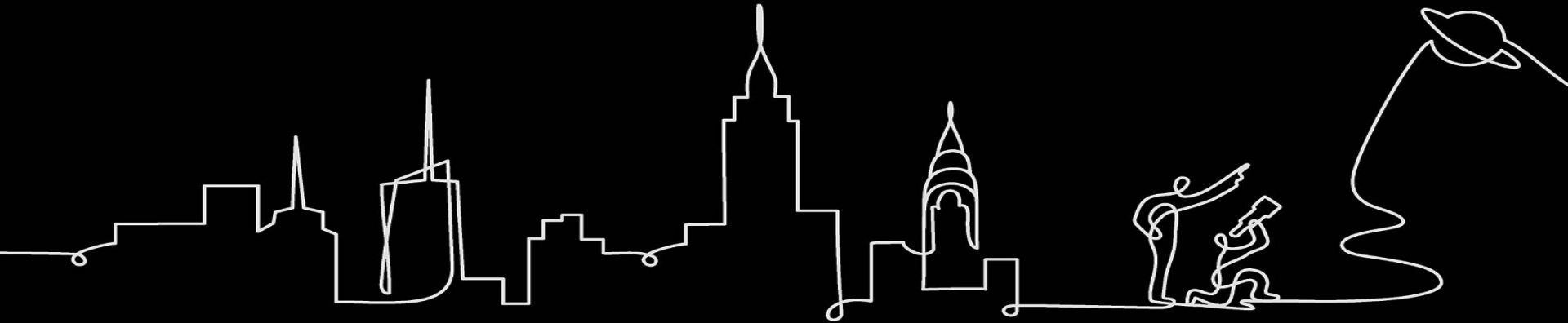


# In Chat

What are some possible  
uses for the @Home  
Videos

**Reflect-Type-Chat! Share and Learn**

**Which self-study resource on the Program-Hub will you use most often and why?**





# AmplifyScience@Home

## Updated Approach @Home Units

Packet or slide deck versions of Amplify Science units condensed by about 50%

**See Updated Approach to Amplify Science @Home Materials!**

<https://my.amplify.com/help/en/articles/4600152-updated-approach-to-amplify-science-home-unit-student-materials>



# Suggestions for Online Synchronous Time



## Online synchronous time

**Online discussions:** It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.

**Digital tool demonstrations:** You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.

**Interactive read-alouds:** Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.

**Shared Writing:** This is a great opportunity for a collaborative document that all your students can contribute to.

**Co-constructed class charts:** You can create digital charts, or create physical charts in your home with student input.



# Plan for the day




- Framing the day
- Unit Internalization
- Amplify Science @Home
- **Planning**
- Reflection and closing



# Sample instructional scenario

## Hybrid pod model

Select 1-2 lessons for the week and decide the best instructional format for the different parts of the lesson

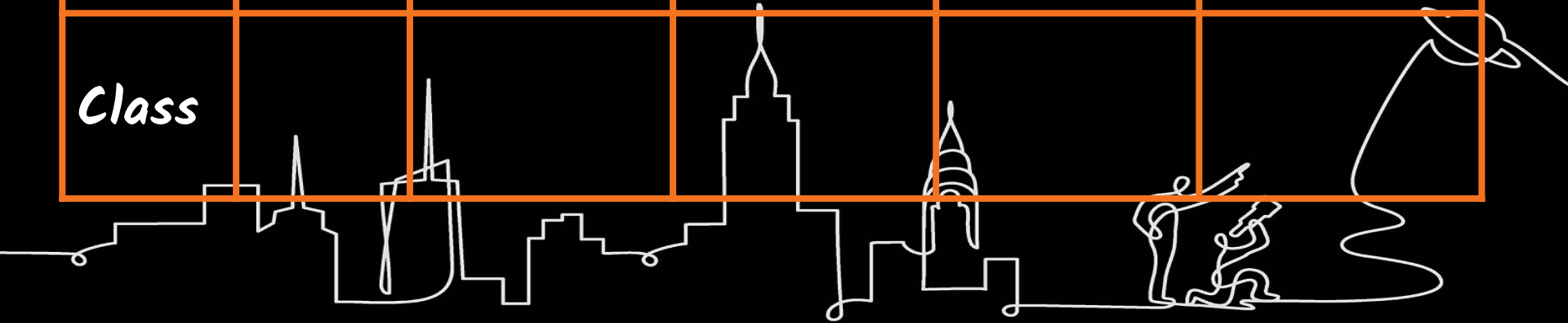
In class		Remote online class	Remote
<ul style="list-style-type: none"><li>● Hands-on investigations (option for teacher demo)</li><li>● Discourse routines</li><li>● Class discussions</li><li>● Physical modeling activities</li></ul>		 <ul style="list-style-type: none"><li>● Sim demonstrations</li><li>● Read-alouds</li><li>● Shared Writing</li><li>● Co-constructed class charts</li></ul>	 <ul style="list-style-type: none"><li>● @Home video lessons</li><li>● @Home Unit activities</li><li>● Reflective writing</li><li>● Independently review</li></ul>

# Think-Type-Chat

## Share and Learn

Take a moment to think about your current instructional model. Please share in chat!

	M	T	W	Th	F
Class					
Class					



# @Home Resources example use case

## Hybrid Model: Teach live during in-person/synchronous time



Day 1

*Remote*

Assign: Lesson 1.1  
@Home Video



Day 2

*In-person*

Teach: Lesson 1.2  
live



Day 3

*Synchronous*

Teach: Lesson 1.3  
using clips from  
@Home Video



Day 4

*Remote*

Assign: Lesson 1.4  
@Home  
Packet/Slides



Day 5

*In-person*

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

# @Home Resources example use case

## Remote Model: with synchronous & asynchronous learning



Days 1 & 2

*Asynchronous*

Assign: Lesson 1.1 @Home Video and sheets for students to work through on their own



Day 3

*Synchronous*

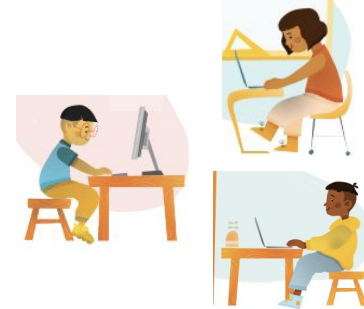
Teach: Lesson 1.2 using clips from the @Home Video



Day 4

*Asynchronous*

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



Day 5

*Synchronous*

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

# Guided Planning

## Objectives

- Use the resources we have explored to compare@Home lessons w/ in-class lessons.
- Use the lesson adaptation tool to adjust an in-class lesson for remote and hybrid learning.





# Lesson Adaptation Considerations

While planning consider the information below to select the appropriate resources:

- Do you have more, less, or the same time as last year for Science?
- Your classroom instructional model (Hybrid or Remote)
- Student's access to technology (packet or slides/sheets)
- The 3rd party applications will you pair with Amplify resources (if any)?
- Do I want to add a hands on component? (model via video? Or complete during in person synchronous instruction)

<b>Lesson:</b>	<b>Date:</b>
<b>Lesson purpose:</b> [Lesson Brief: Overview]	<b>3-D connections and formative assessment opportunities:</b>
<b>What the students will learn in this lesson and potential challenges.</b>	<b>How will the students be practicing the multiple modalities during this lesson?</b>

Amplify Science sample lesson planning template cont.

**Part 2: Getting ready to teach**

*Look at the Classroom Slides, digital tools, and books, as well as the Step-by-Step, Teacher Supports, and Possible Responses tabs in the Instructional Guide.*

	<b>Teaching notes</b>	<b>Remote/Hybrid Adaptation notes</b>
	<p>Consider:</p> <ul style="list-style-type: none"> <li>• What will the students experience in each activity?</li> <li>• How does each activity support students in achieving the purpose of the lesson?</li> <li>• What do you feel comfortable with?</li> <li>• What challenges might you encounter in teaching this lesson, and how might you address these challenges?</li> </ul>	<p>Consider:</p> <ul style="list-style-type: none"> <li>• Materials will you need to prepare</li> <li>• Differentiate</li> <li>• Time for lesson</li> <li>• Your classroom instructional model</li> <li>• Student's access to technology</li> <li>• 3rd party applications</li> <li>• Add a hands on component? (model via video Or complete during in person synchronous instruction)</li> </ul>
Activity 1		
Time:		
Activity 2		
Time:		
Activity 3		
Time:		
Activity 4		
Time:		
Activity 5		
Time:		

# Lesson Adaptation Tool for Remote and Hybrid Learning

Lesson:	Date:
Lesson purpose: [Lesson Brief: Overview]	3-D connections and formative assessment opportunities:
What the students will learn in this lesson and potential challenges.	How will the students be practicing the multiple modalities during this lesson?

# Lesson Adaptation!

Choose a lesson and use the Lesson Adaptation Tool to begin recording planning information about the lesson.

## Amplify Science sample lesson planning template cont.

### Part 2: Getting ready to teach

Look at the Classroom Slides, digital tools, and books, as well as the Step-by-Step, Teacher Supports, and Possible Responses tabs in the Instructional Guide.

Teaching notes		Remote/Hybrid Adaptation notes
Consider:	<ul style="list-style-type: none"><li>• What will the students experience in each activity?</li><li>• How does each activity support students in achieving the purpose of the lesson?</li><li>• What do you feel comfortable with?</li><li>• What challenges might you encounter in teaching this lesson, and how might you address these challenges?</li></ul>	Consider: <ul style="list-style-type: none"><li>• Materials will you need to prepare</li><li>• Differentiate</li><li>• Time for lesson</li><li>• Your classroom instructional model</li><li>• Student's access to technology</li><li>• 3rd party applications</li><li>• Add a hands on component? (model via video Or complete during in person synchronous instruction)</li></ul>
Activity 1		
Time:		
Activity 2		
Time:		
Activity 3		
Time:		
Activity 4		
Time:		
Activity 5		
Time:		

# Lesson Adaptation!

**With the Lesson Adaptation Tool begin adjusting the lesson for remote and hybrid learning. Note begin with in-class slides**

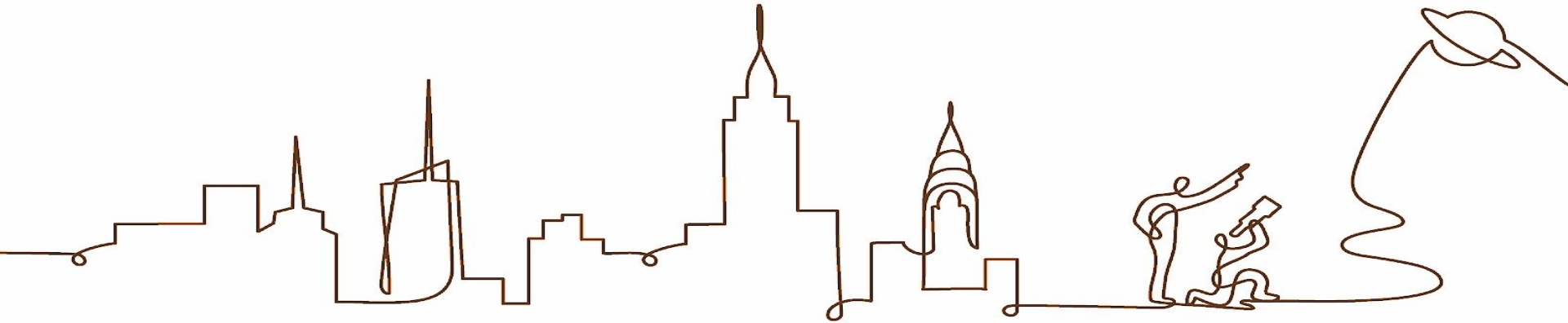
# Lesson Adaptation Considerations

While planning consider the information below to select the appropriate resources:

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# Differentiation

## Quick Review of Lesson Level Brief



# Plan for the day

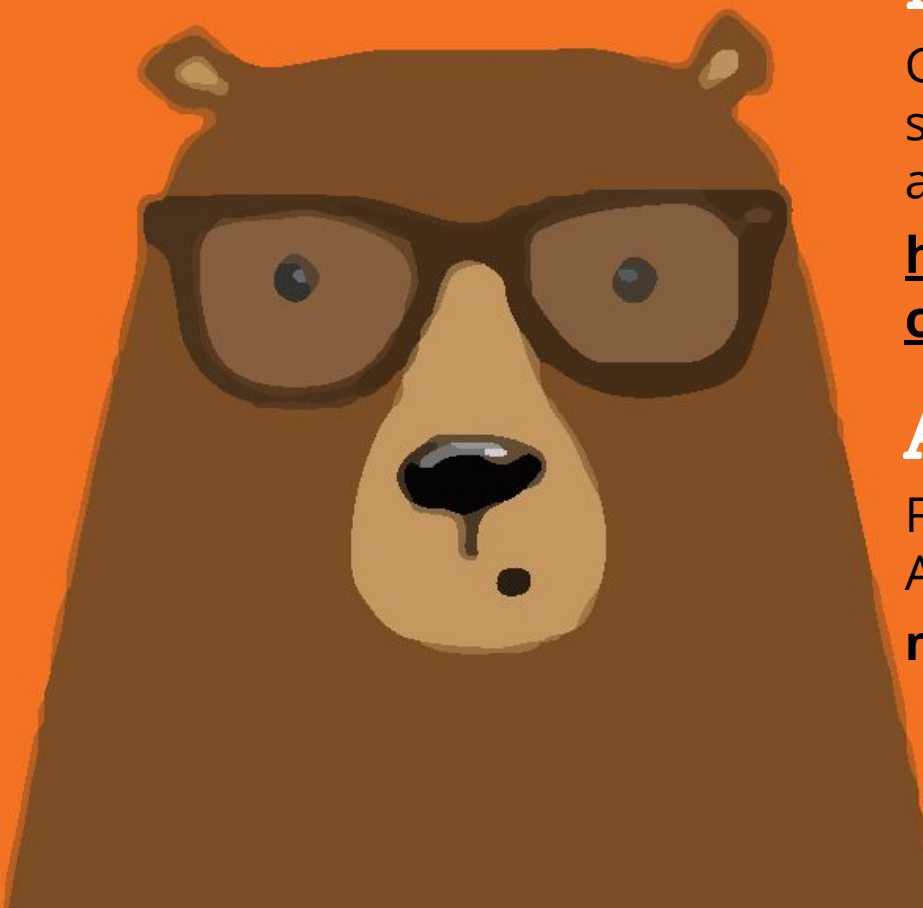
- Framing the day
- Unit Internalization
- Amplify Science @Home
- Planning
- **Reflection and closing**





Questions?





## NYC Program Guide

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

**<https://my.amplify.com/programguide/content/national/welcome/nyc/>**

## Amplify Help

Find lots of advice and answers from the Amplify team.

**[my.amplify.com/help](https://my.amplify.com/help)**

# Customer Care

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



[scihelp@amplify.com](mailto:scihelp@amplify.com)



800-823-1969



**Amplify Chat**