

New York City Resources Site

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



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Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

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Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

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

Welcome to Amplify Science!


Do Now: Please log in to your account

Welcome to **Amplify**

G Log In with Google

C Log In with Clever

A. Log In with Amplify

 SSO login

If you have your login information please use that. If not, please use the NYC DOE Review site, as indicated on the right.

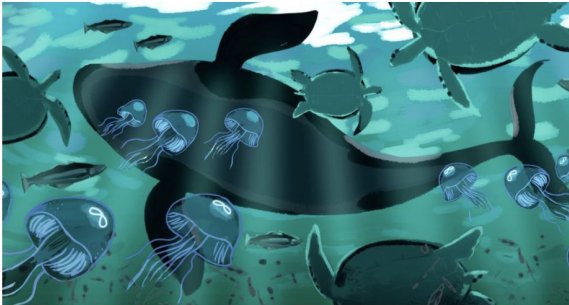
Amplify.

<https://amplify.com/amplify-science-nyc-doe-review/>

Students take on the role of a scientist or engineer every day.

Amplify Science is a new blended curriculum developed to align to the New York City PK–8 Science Scope and Sequence 2018 that meets the New York State Science Learning Standards.

The middle school grades of our K–8 curriculum recently received the only all-green rating by EdReports.



Begin your review


What sets Amplify Science apart?

The Amplify Science approach

Components overview

Review grades K–5

Begin your review

Click here 

Grades K–5

Grades 6–8

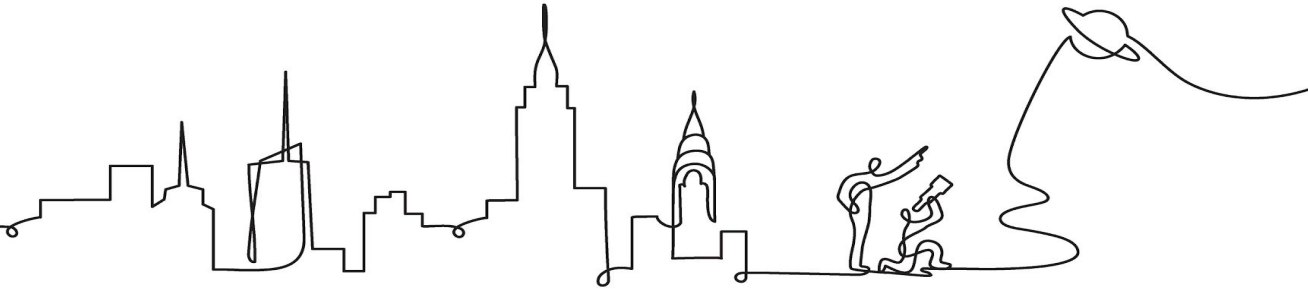
Amplify Science

New York City

Introduction to Amplify Science Grades K-2

Date: **XX**

Presented by **XX**



Introductions!

Who do we have in the room today?

- **Question 1:** Which aspects of adopting a new science curriculum are you most excited or hopeful about?
- **Question 2:** What about adopting a new science curriculum to do you feel most hesitant about?



Remote Professional Learning Norms



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

Window #1

Meet - Etiwanda Grade 7 N x +
meet.google.com/hcs-dxpk-wrm?aut...

Miller Copy of Navigation Prop... x Amplify Curriculum
apps.learning.amplify.com/curriculum/#unit/8a31e095506df8a2015256f884b4544_californiaintegrated2019-2020#progress-build

Amplify Science CALIFORNIA > Plate Motion

OPEN PRINTABLE PROGRESS BUILD

Progress Build Level 1: The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky planet. This outer layer of Earth is covered entirely with hard, solid rock that is divided into sections called plates. And, these plates can move.

Progress Build Level 2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle.

Underneath the soil, vegetation, and water that we see on the surface of Earth is the outer layer of Earth's geosphere, the solid part of our rocky

Getting Ready to Teach
Materials and Preparation

Flexension Compilation
Investigation Notebook
NGSS Information for Parents and Guardians
Print Materials (11" x 17")
Print Materials (8.5" x 11")
Offline Preparation
Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.
Offline Guide

Window #2

Amplify Curriculum
apps.learning.amplify.com/curriculu...
Amplify Science CALIFORNIA > Plate Motion > Chapter 1 > Lesson 1.2

Lesson 1.2:
Using Fossils to Understand Earth

Lesson Brief (4 Activities) 1 WARM-UP Warm-Up T TEACHER-LED DISCUSSION Why Geologists Value Fossils 2 TEACHER-LED DISCUSSION Introducing Mesos

RESET LESSON GENERATE PRINTABLE LESSON

Lesson Brief

Overview
Materials & Preparation
Differentiation
Español rds

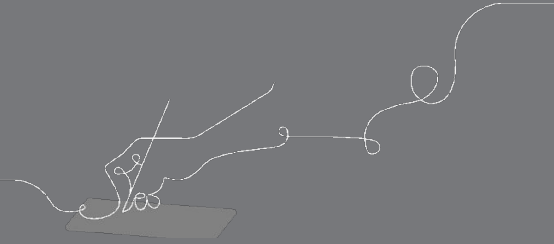
Digital Resources
All Projections
Completed Scientific Argumentation Wall Diagram
Video: Meet a Paleontologist
The Ancient Mesosaurus

Overarching goals

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

- Navigate the digital components of the Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach in a remote & hybrid instructional context.

e

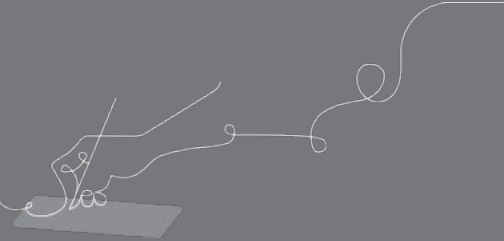




Plan for the day

- Framing the day
 - Welcome and introductions
 - Anticipatory activity
- Overview of program & resources
 - NYC Resources site
 - Amplify Science approach
- Exemplar lesson
- @Home resources introduction
 - @Home units
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- Overview of digital teacher's guide
 - Lesson brief
 - Progress build & assessments
- Guided Planning
- Closing
 - Reflection & additional resources
 - Survey

Questions?

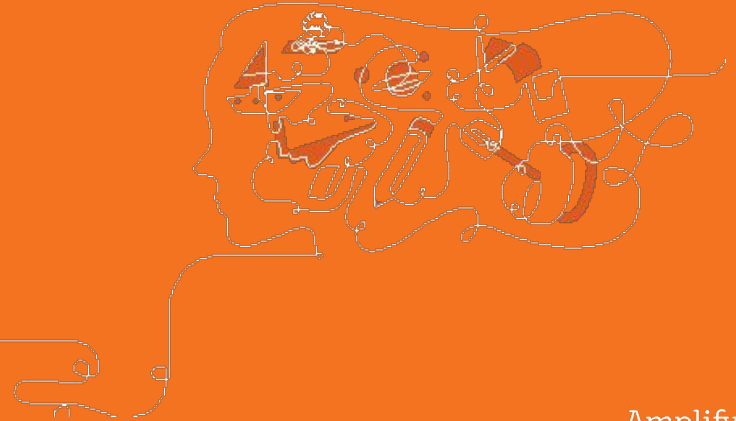




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What is Amplify Science?





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UNIVERSITY OF CALIFORNIA, BERKELEY

+ Amplify.

Amplify Science

Course curriculum structure



PRIMARILY LIFE SCIENCE



PRIMARILY PHYSICAL SCIENCE



PRIMARILY EARTH SCIENCE

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Minutes per lesson
K	Needs of Plants and Animals			Pushes and Pulls			Sunlight and Weather			45	
1	Animal and Plant Defenses			Light and Sound			Spinning Earth			45	
2	Plant and Animal Relationships			Properties of Materials			Changing Landforms			60	
3	Balancing Forces	Inheritance and Traits		Environments and Survival		Weather and Climate			60		
4	Energy Conversions	Vision and Light		Earth's Features		Waves, Energy and Information			60		
5	Patterns of Earth and Sky	Modeling Matter		The Earth System (26 lessons)			Ecosystem Restoration			60	

All units have 22 lessons except Grade 5: The Earth System, which has 26 lessons.

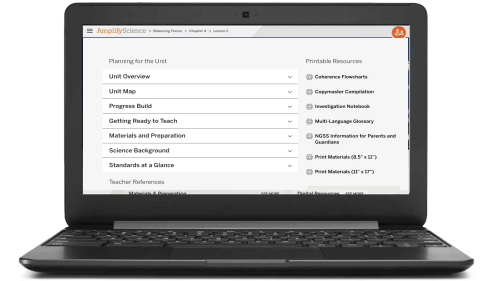
Digital Elementary school components



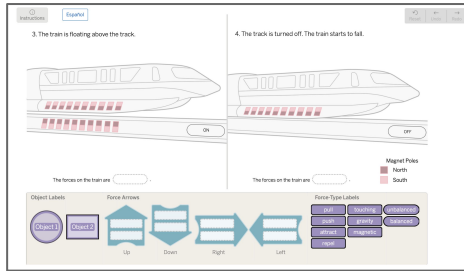
Hands-on investigation videos



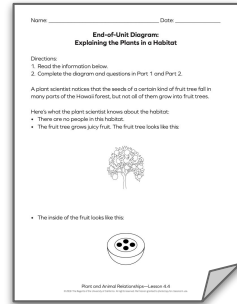
Online Student books & read-alouds



Digital Teacher's Guide



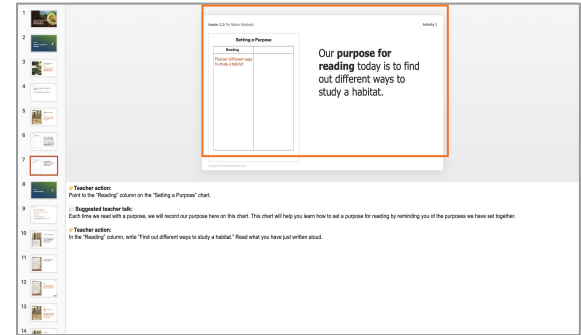
Digital practice tools (grade 2)



Assessments



@Home resources

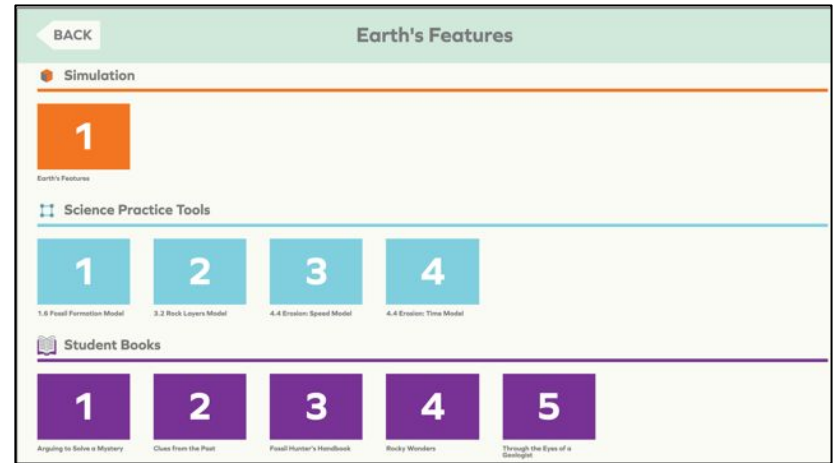
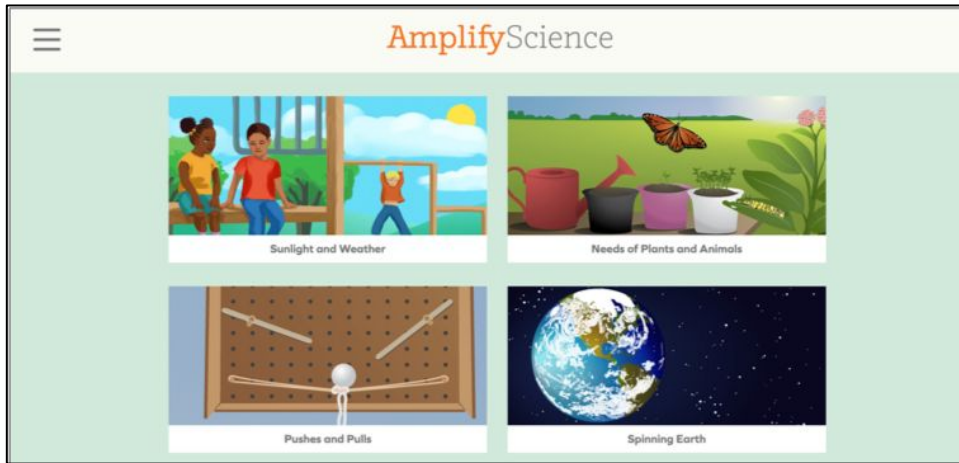


Classroom Slides

Students app page

Elementary digital experience for students grades K-5 is through the student apps page:

apps.learning.amplify.com/elementary



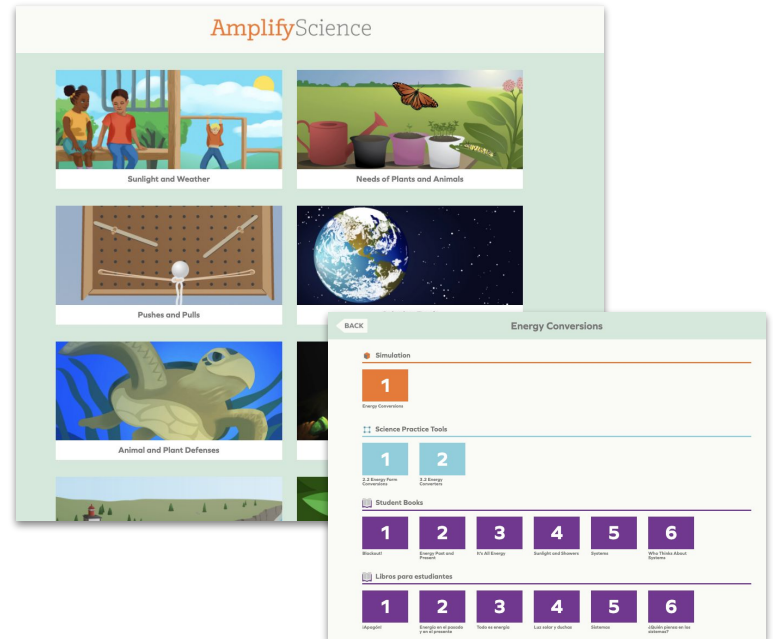
K-5 digital access

apps.learning.amplify.com/elementary



Username: **nyck**

Password: **science1**



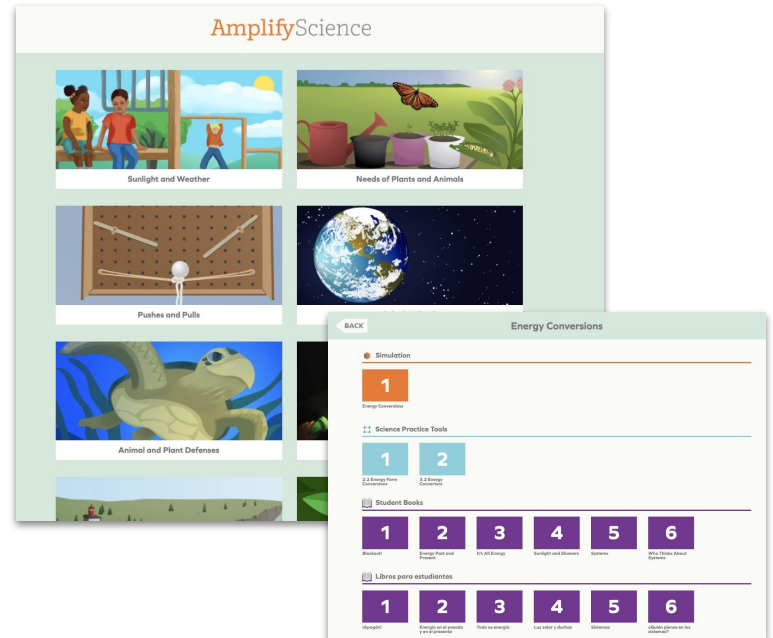
K-5 digital access

apps.learning.amplify.com/elementary



Username: [nyc1](#)

Password: [science1](#)



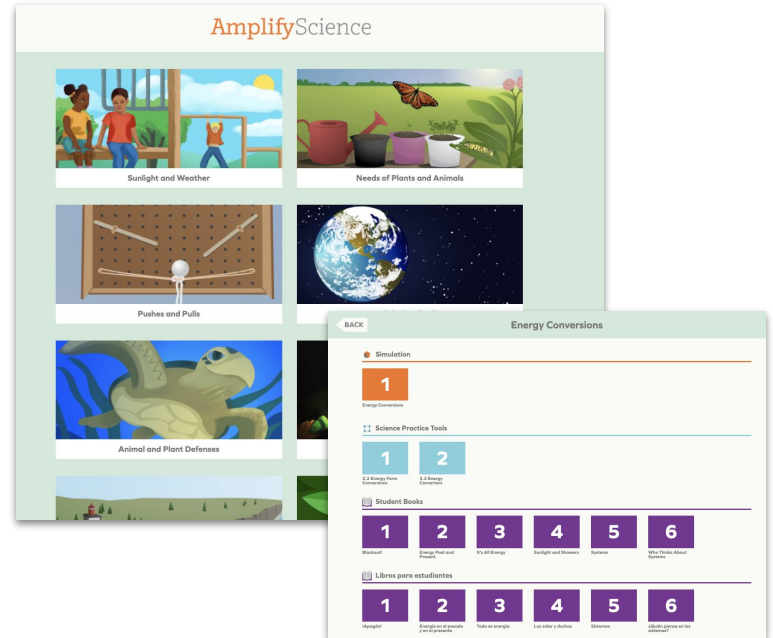
K-5 digital access

apps.learning.amplify.com/elementary



Username: [nyc2](#)

Password: [science1](#)



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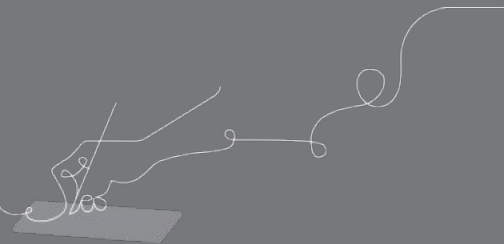
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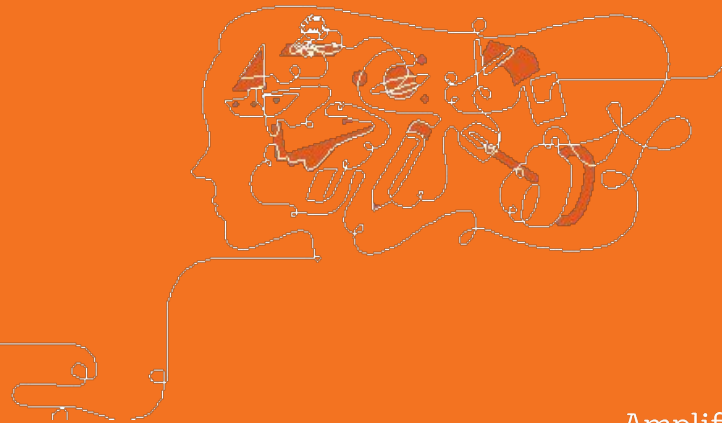
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Questions?



What is phenomenon-based instruction?



New York State Science Learning Standards

Think-Type-Discuss: How might learning be different?

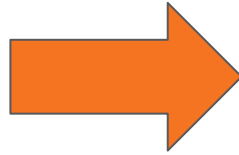
Topic-based	Phenomenon-based
Ocean habitats	A sea turtle can survive in an ocean habitat where sharks live.
Electric circuits	A flashlight won't turn on, even though it used to work.
Mixtures and solutions	One substance dissolved in water but another substance didn't.

Comparing topics and phenomena

A shift in science instruction

from learning about

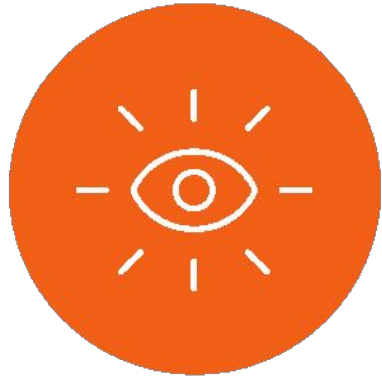
(like a student)



to figuring out

(like a scientist)

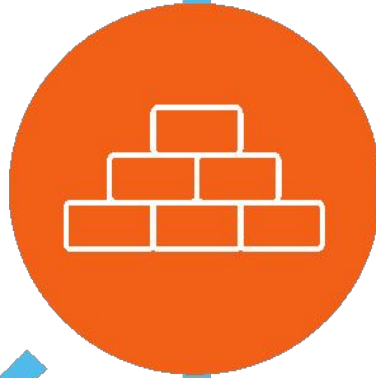
Amplify Science approach



Introduce a phenomenon
and a related problem



Collect evidence from
multiple sources



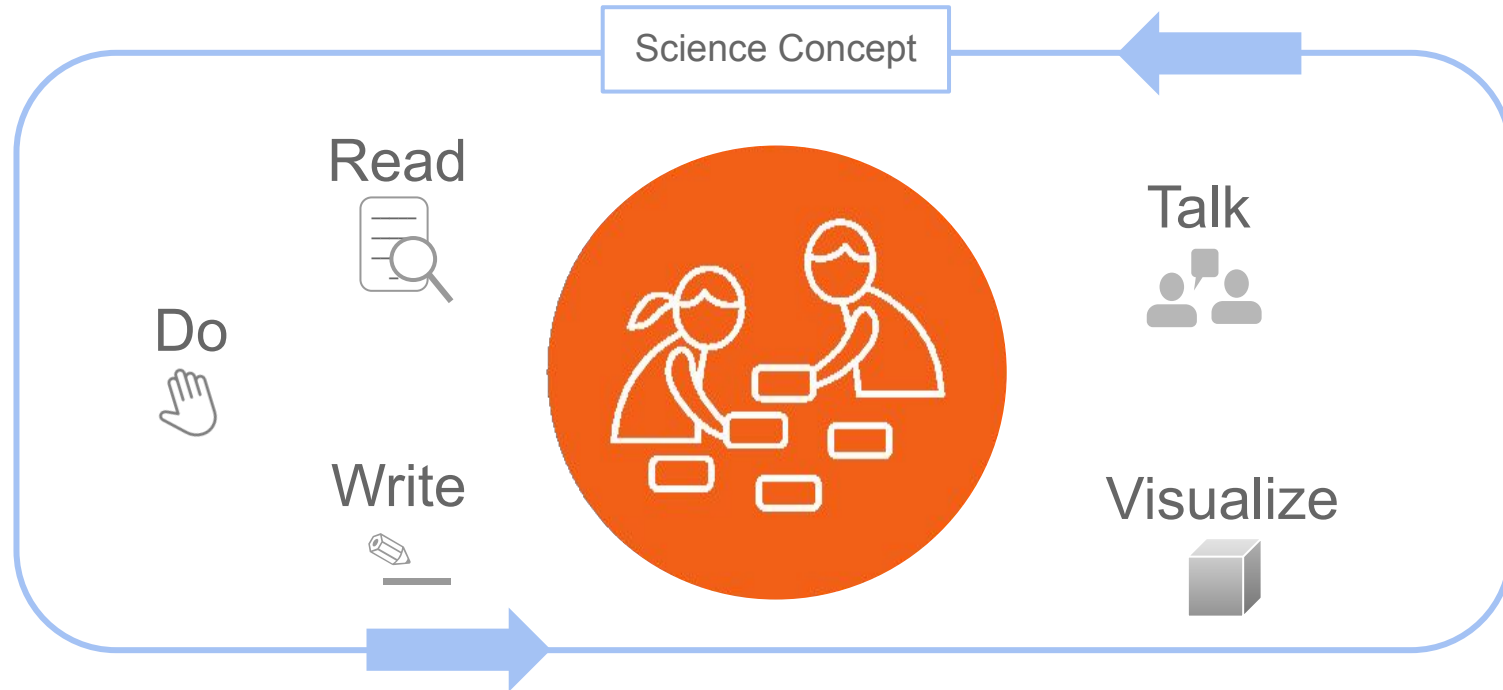
Build increasingly
complex explanations



Apply knowledge
to a different context

Multimodal learning

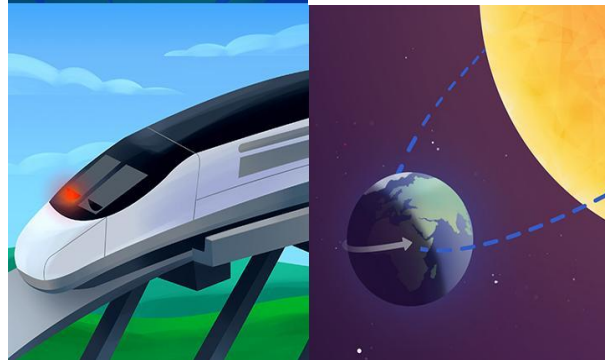
Gathering evidence from different sources



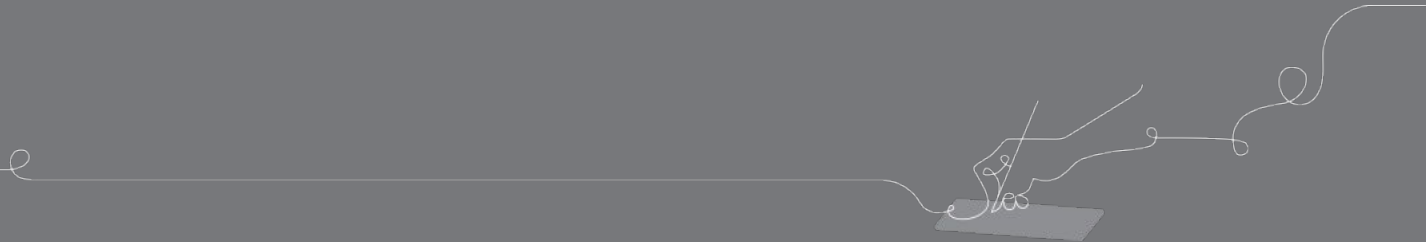
Multimodal, phenomenon-based learning

In each Amplify Science unit, students embody the role of a scientist or engineer to **figure out phenomena**.

They gather evidence from multiple sources, using multiple modalities.



Questions?

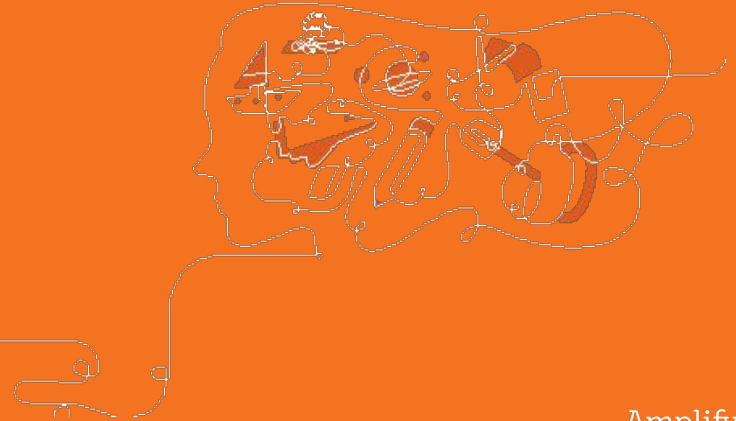




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Asynchronous instruction



A hand holding a green flashlight, illuminating a dark surface. The flashlight is on the left, and a beam of light extends from it towards the top right of the frame. The background is dark, with the light creating a gradient of green and yellow.

Light and Sound

@Home Lesson 1

We will start learning about **light and sound**.

We will be **engineers** who work with light and sound. Today we will learn what light and sound engineers do.

Let's get ready by **observing** some pictures. You will need a **partner** to talk with.

Your partner can be a family member, a friend or classmate on the phone, a stuffed animal, or even a pet!



For each picture, **describe** what you notice.

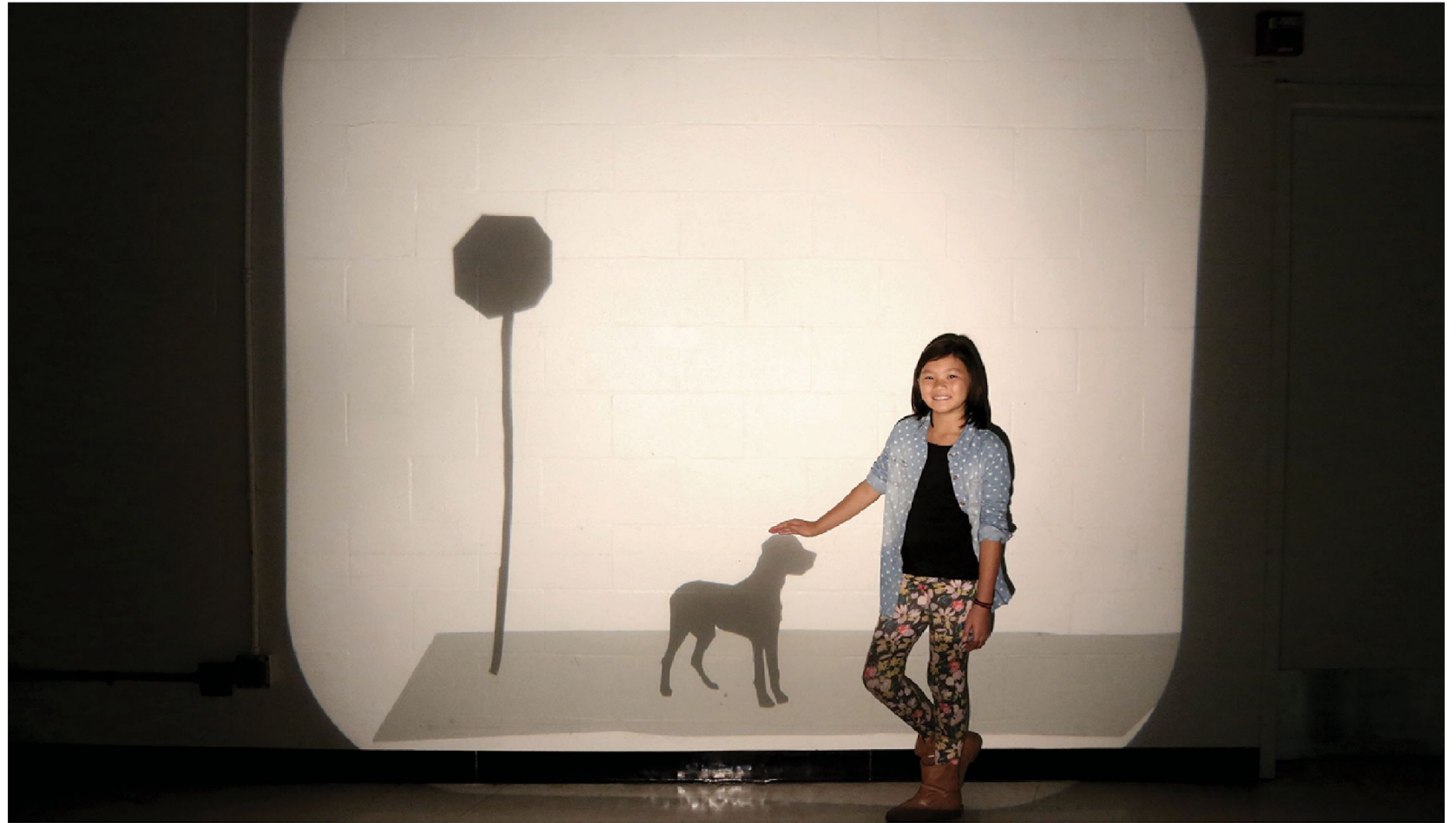


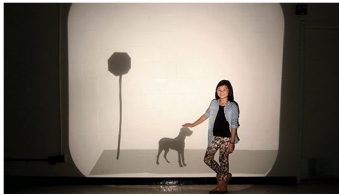








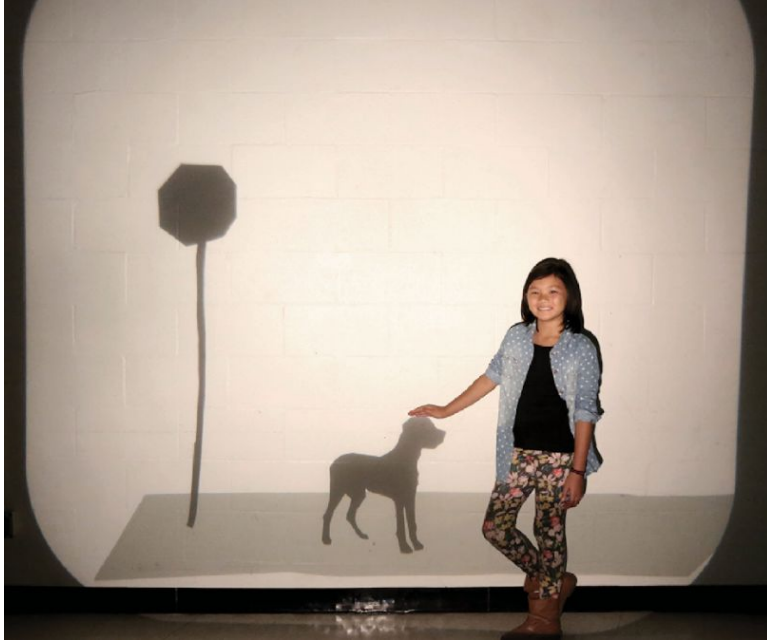




What was the **same** in all of the pictures we just observed?

Let's think about what we know about how **brighter and darker areas** on a surface, such as a wall or the ground, might be made.

We will look at one of the pictures again. It shows brighter and darker areas on a wall. We will **discuss our ideas** about why some areas are brighter and some areas are darker.



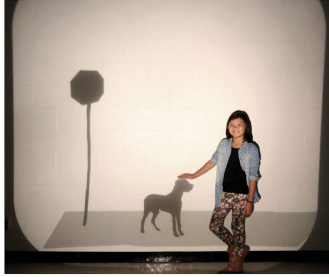
How do you think
someone made those
brighter and darker
areas on the wall?

Name: _____ Date: _____

Thinking About Brighter and Darker Areas

Directions:

1. Think about what you know about how brighter and darker areas on a surface might be made.
2. Look carefully at the picture.
3. In the box, draw to show how you think someone made the brighter and darker areas on the wall.
4. Label your drawing.



Find the **Thinking About Brighter and Darker Areas** page.



Draw to show how you think someone made the brighter and darker areas on the wall.

Label your drawing.



Now, look around you and find **bright and dark areas**.

Talk about **why** the areas you find are bright or dark.

This is the end of the partner work in this lesson.

A **puppet-theater company** has come to us with a **problem** that they think we can **solve** by using **light and sound**.

Their puppet shows use many heavy parts that are difficult to carry around.

They are hoping that we can figure out how to **use light to make a picture on a wall** instead.

Using light to make a picture will make it so the puppet-theater company will not have to carry all the heavy parts to their shows.

Now, we'll look at **pictures of their puppet shows.**



Think about what you **notice** in the pictures.





We can see **light** shining from the left side.

Light can be used to do many different things. It can help us **see what is around us**, it can **send signals**, and it can be used to **make pictures on walls**.



We can also see the musicians on the left side.

They are making **sound** for the show.

A **scene** is the **background** of a play or a puppet show.

The puppet-theater company wants us to **create a picture on the wall using light** for a scene in their puppet show.





What do you think this scene is showing for the story?

Think about **how light is being used** in this scene.

Puppet Scene Design Goals

- The scene should have a bright area.



- The scene should have a dark area.



- The scene should have a medium bright area, between bright and dark.



This list shows our **design goals.**

The puppet-theater company asked us to make scenes that create **three different areas** on the wall.

By making these **three areas**, the puppet-theater company will be able to include many different things in their scenes.

Engineers who **study light** try to answer questions about **how to make brighter and darker areas**.

We will think about this question as we help the puppet-theater company solve its problem:

Unit Question

How do we make different parts of a surface brighter or darker?

Glossary

block: to stop something from passing through
bloquear: no permitir que algo pase

design: to try to make something new that people want or need
diseñar: intentar crear algo nuevo que las personas quieren o necesitan

engineer: a person who makes something to solve a problem
ingeniero/a: una persona que crea algo para solucionar un problema

material: what something is made of
material: lo que constituye algo

observe: to use any of the five senses (sight, hearing, smell, taste, touch) to learn more about something
observar: usar cualquiera de los cinco sentidos (vista, oído, olfato, gusto, tacto) para aprender más sobre algo

source: the place where something comes from
fuentes: el lugar desde donde viene algo

surface: the outside part of something
superficie: la parte exterior de algo

vibrate: to move back and forth quickly
vibrar: mover hacia adelante y hacia atrás rápidamente

You have a **Glossary**
you can use if you need
to find definitions for
science words we are
using.

End of @Home Lesson

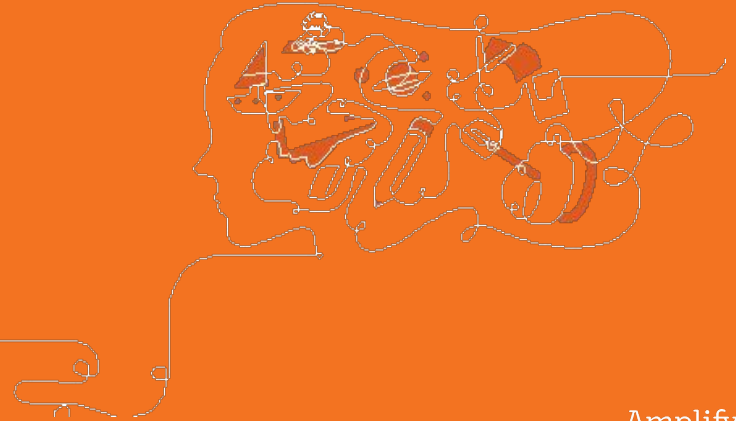


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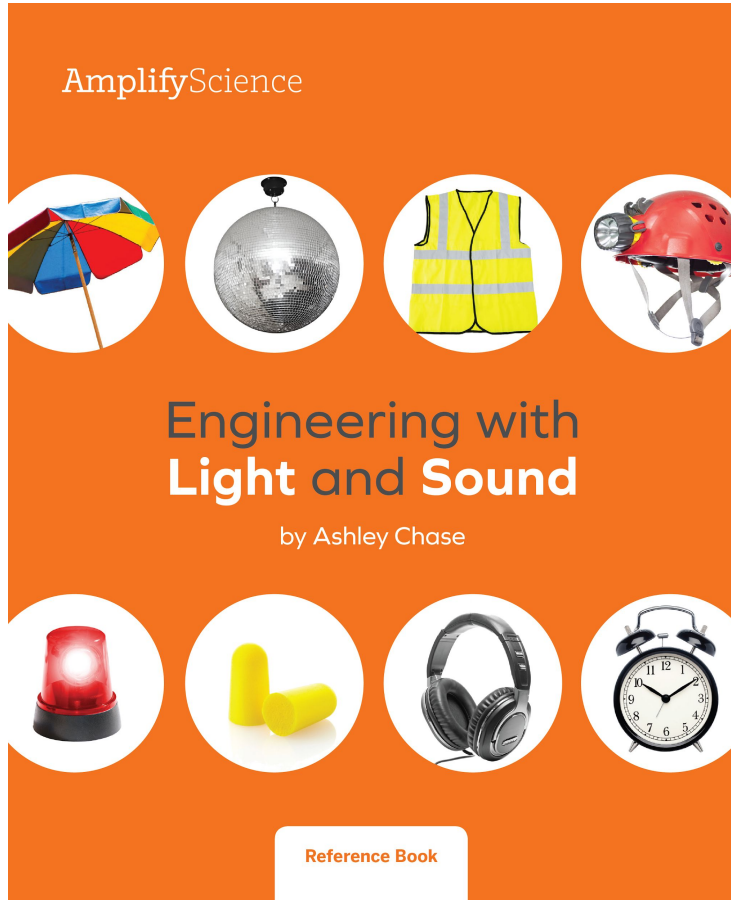
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Synchronous instruction



In order to help the puppet-theater company solve its problem, we will work as **light and sound engineers**.

Engineers are people who **make things** to solve problems.



We will read this book about engineering to find out more about **what engineers do.**

This is a special type of book called a **reference book.**

Contents

What Is an Engineer?	4
Designing Light Sources	7
Designing Things That Block Light or Let Light Pass Through	13
Designing Things That Reflect Light	22
Designing Sound Sources	26
Designing Things That Block Sound	33
Designing Things That Use Both Light and Sound	36
Glossary	39
Index	40

This is the **Contents** page.

It lists the different sections where we can find out more about what engineers do.

What Is an Engineer?

Engineers make things to solve problems. They call this **designing**. Engineers design **solutions** to problems.



This man is an engineer.




These engineers are designing solutions.

First, engineers learn all they can about a problem. Next they plan how to solve the problem. Once they have finished planning, they make their solutions. Then engineers **test** their solutions to see if they work. They may need to change their solutions or try new solutions.

Let's explore this book.

Each section has the same two headings:

“The Problem” and **“The Solution”**

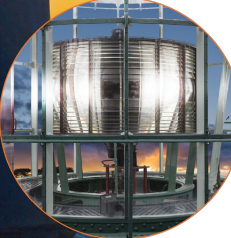


Lighthouse Lights

The Problem
Boats may sink if they run into a rock. Rocks are hard to see at night. People in boats need a way to stay safe from rocks at night.


The Solution
Engineers designed bright lights to warn people in boats. The lights tell people where the rocks are.

Lighthouse lights tell people where the rocks are.



This photo shows a lighthouse light up close.

“The Problem” section describes something that people wanted or needed to do but could not.




Lighthouse Lights

The Problem
Boats may sink if they run into a rock. Rocks are hard to see at night. People in boats need a way to stay safe from rocks at night.

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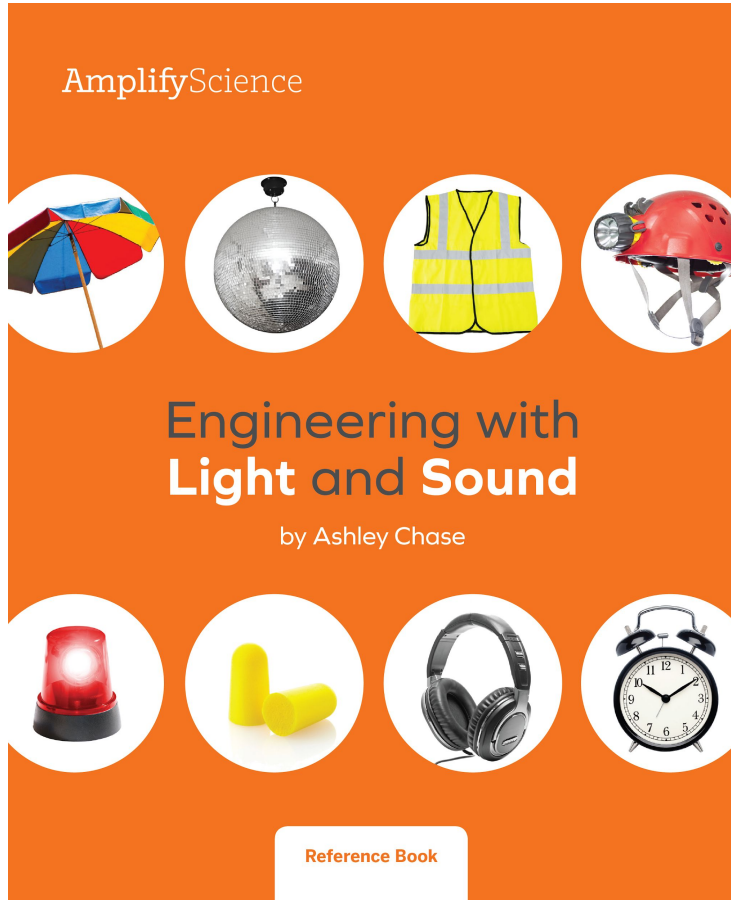
Lighthouse lights tell people where the rocks are.



This photo shows a lighthouse light up close.

8 Designing Light Sources

“The Solution” section describes what the engineers made to solve that problem and help people do what they wanted or needed to do.



You and your partner will look at the **solutions** in the book to get ideas about what light and sound engineers do and make.

I will show you how.



Emergency Signal Mirror

The Problem

Sometimes, hikers become lost in the woods. Rescuers send planes to try to find them, but from a plane it is hard to see a person in the woods. Hikers need a way to send a signal to a search plane flying high overhead.

The Solution

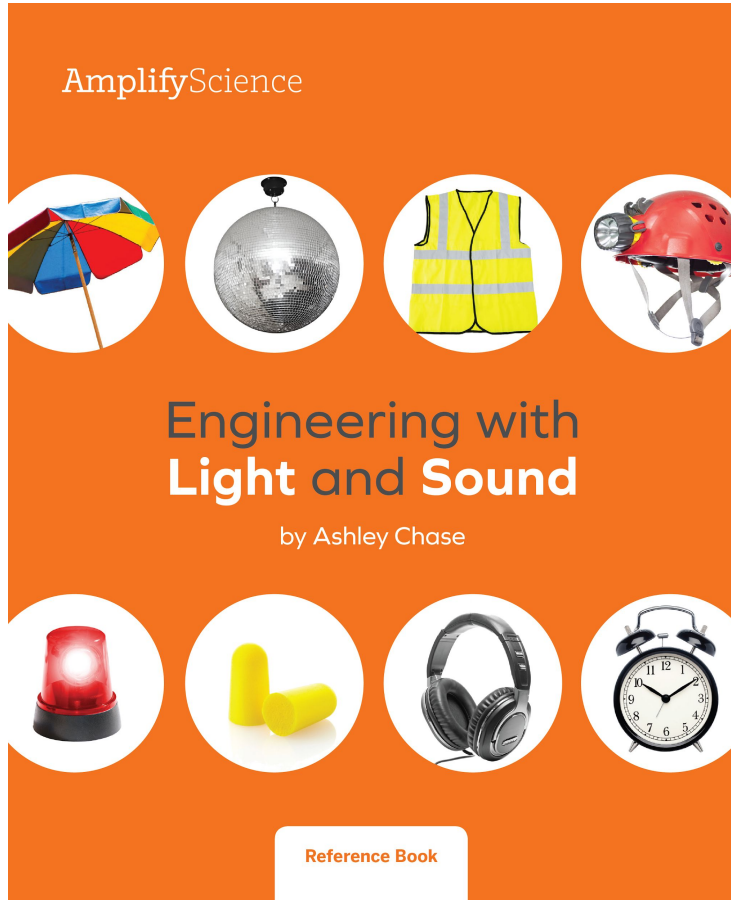
Engineers designed signal mirrors. A lost hiker can use the mirror to reflect sunlight in flashes. People in search planes can see the flashes of light. The reflected light sends a signal. It tells the people in the plane that the lost hiker is below.



This mirror reflects light to send a signal.

This section looks interesting. This person is wearing a raincoat and a backpack, and there are trees behind him.

I wonder if he is hiking or camping.



Now you will do what I did.



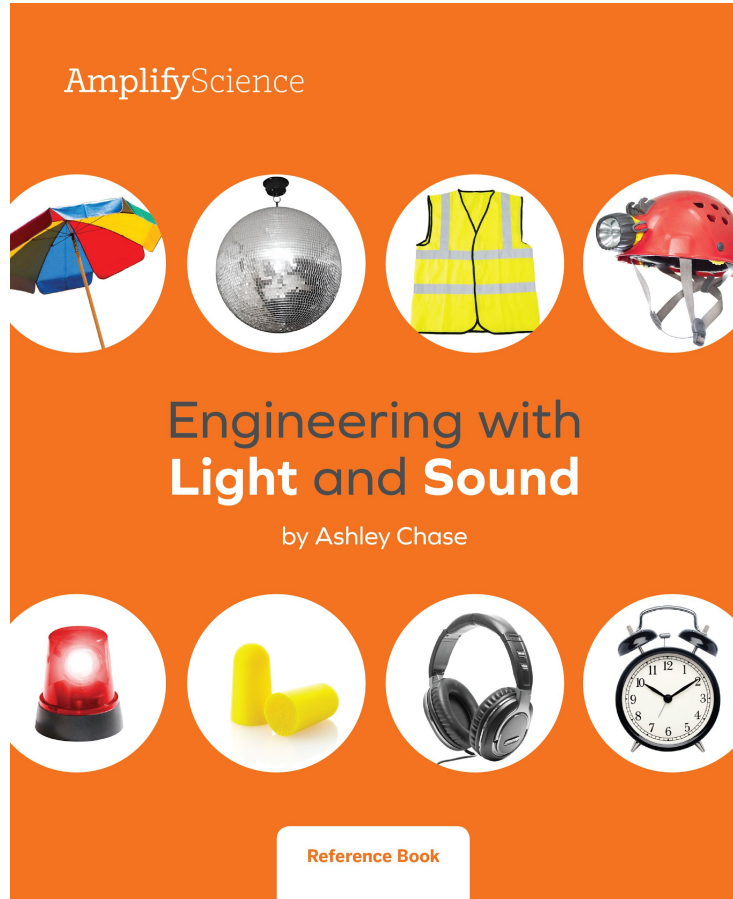
Look for a page you think is **interesting**. Talk to your partner about the **problem** and the **solution**.

What Is an Engineer?

Engineers make things to solve problems. They call this **designing**. Engineers design **solutions** to problems.



What did you learn about what engineers do?



What problems and solutions did you look at?

People depend on the **solutions** engineers make, like the examples we saw today. Engineers are people who use what they know to make things to solve problems.

We will work like **engineers** as we help the puppet-theater company solve their problem.

End of Lesson



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Example lesson reflection

Think-Type-Discuss

Share your insights and wonderings about the example lesson.

“I think...I wonder...”





Plan for the day

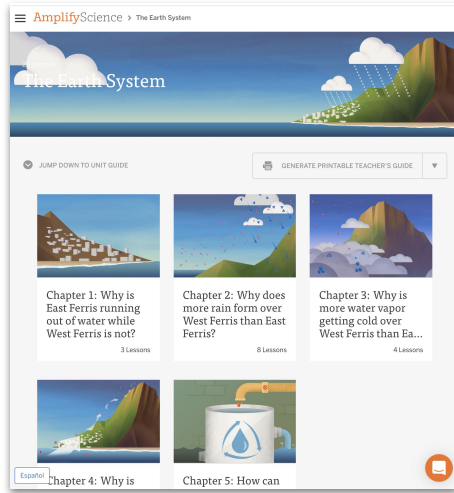
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 - Reflection & additional resources
 - Survey

Selecting a resource

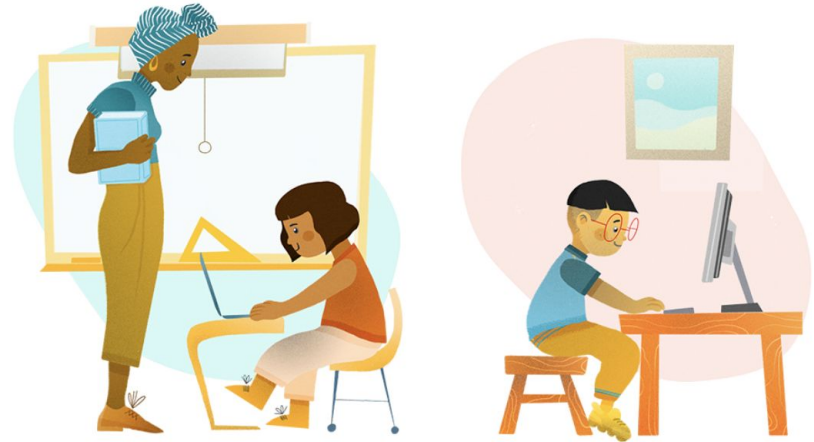
We'll take a deeper look at each resource type, following this structure:

- Brief overview of the resource
- Exploration time
- Share insights, ask questions
- Summarize key features of resource

Resource options



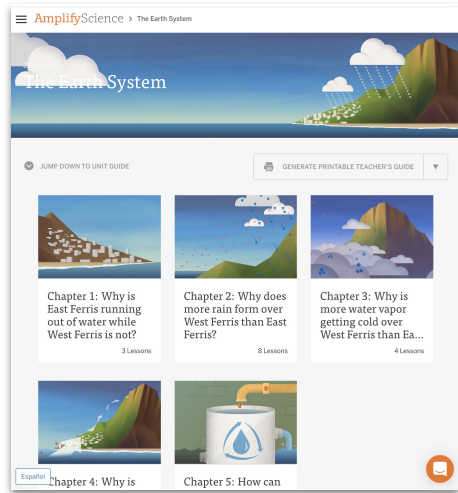
Original Amplify
Science curriculum



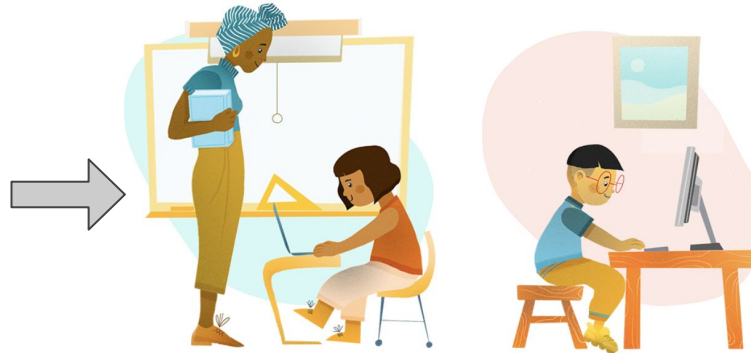
Amplify Science@Home

Resource options

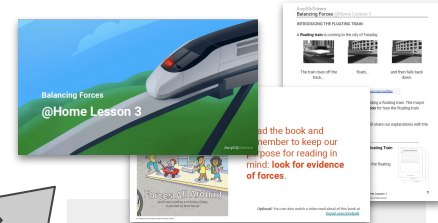
Related but unique resources



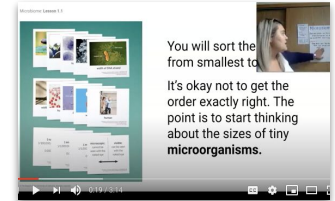
Original Amplify Science curriculum



Amplify Science@Home



@Home Units



@Home Videos



Amplify Science@Home

A suite of resources designed to make extended remote and hybrid learning easier for teachers and students.

AmplifyScience@Home

- Built for a variety of instructional formats
- Digital and print-based options
- No materials required
- Available in English and Spanish (student and family materials)



AmplifyScience@Home

Two different options:

@Home Units

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

@Home Videos

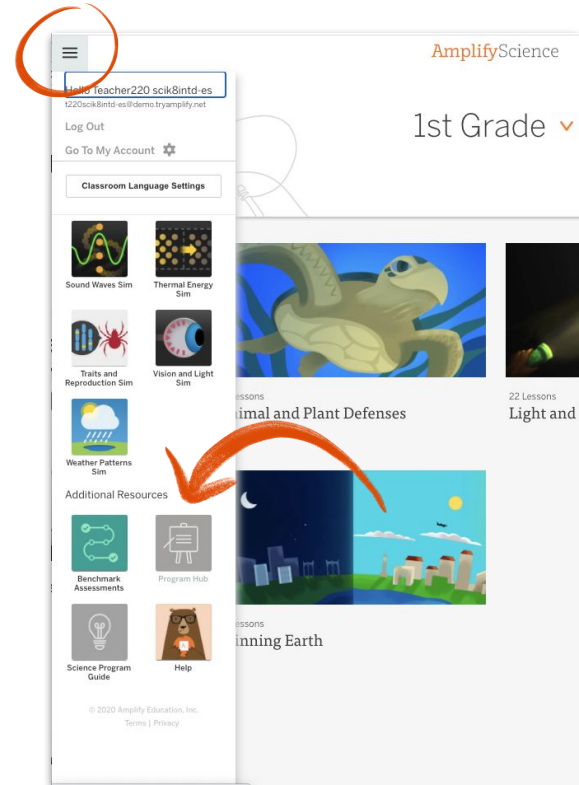
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Accessing Amplify Science@Home

Amplify Science Program Hub

- Site containing Amplify Science@Home and additional PL resources
- Accessible via the Global Navigation menu
- Additional units rolling out throughout back-to-school



AmplifyScience


Hello Teacher Sinha-Das
tsinha@amplify.com

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


1st Grade ▾ **Step 1**



22 Lessons
Animal and Plant Defenses



22 Lessons
Light and Sound



22 Lessons
Spinning Earth

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Amplify Science Program Hub

Welcome Science Educators! **Step 2**

The Amplify Science Program Hub was created to provide you with resources, tools, and advice for all stages of your implementation. Want a tour? Click [here!](#)

Remote and hybrid learning resources
Amplify Science@Home makes remote and hybrid learning easier.

Professional Learning Resources
Let's get started!

Additional Unit Materials
Additional resources to complement the units you're teaching.

AmplifyScienceProgramHub

Amplify Science Program Hub > Remote and hybrid learning resources

Remote and hybrid learning resources ▾

Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.

Step 3 (choose your grade)

Grade Level Units

Transitional Kindergarten

AmplifyScienceProgramHub

Amplify Science Program Hub > Remote and hybrid learning resources

Remote and hybrid learning resources ▾

Resources for the first unit of each grade level are available now, and subsequent units will be released on a rolling basis. For grades 6-8, materials will be released and organized according to our national Integrated Sequence.

Step 4 (scroll down and choose your unit)

Grade Level Units

Orientation and Tutorials
Learn more about how to use @Home resources.

Microbiome

Metabolism

Phase Change

Chemical Reactions

Plate Motion

Explore your @Home Unit

Navigate to the Program Hub and explore. You may choose to start with the Teacher Overview, or dig into a lesson.

During your exploration time, consider how you will utilize these resources.



Share insights

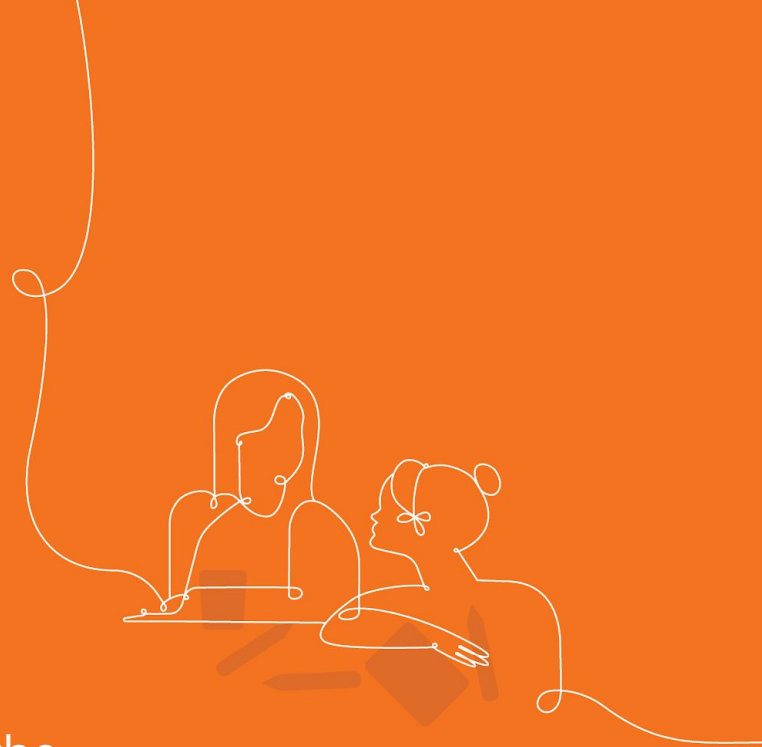
How will you utilize these
@Home Units ?



Questions?

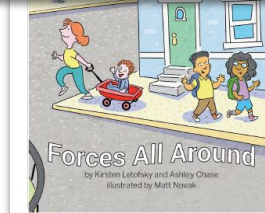
@Home Units: A Summary Overview

Strategically modified versions of Amplify
Science units, highlighting key activities from the
program



@Home Units

- Solution for **reduced instructional time**
- Print-based and tech-based access options
- Available in .pdf and Google Slides/Docs format



remember to keep our purpose for reading in mind: **look for evidence of forces.**

Optional: You can also watch a video read-aloud of this book at my.ari.com/y2x2jsg6

Name: _____ Date: _____

Reading Reflection: Forces All Around

Directions:
Return to each page in the book that is listed in the first column of the table below.
In the second column, describe the evidence of a force in the picture in the book.
In the third column, record whether the force is a pull, a push, or not sure.

number	Evidence of a force (What object is moving or stopping?)	Is it a push, a pull, or not sure?
page 3		
page 7		

@Home Lesson 3
©2019 Amplify Science, Inc. All rights reserved.


@Home Unit resources

All resources are fully editable and customizable

- **Family Overview**
 - Provides context for families
- **Teacher Overview**
 - Outlines the unit and summarizes each lesson
 - Suggestions for adapting for different scenarios
- **Student materials**
 - ~30-minute lessons (slide decks or packets) featuring prioritized activities from Amplify Science curriculum

Example lesson: *Plant and Animal Relationships 2.2*

AmplifyScience > Plant and Animal Relationships > Chapter 2 > Lesson 2.2



Lesson 2.2:
A Plant Is a System

<

Lesson Brief (4 Activities)	1 TEACHER-LED DISCUSSION Setting a Purpose for Reading	2 READING Partner Reading	3 STUDENT-TO-STUDENT DISCUSSION Concept Mapping	4 TEACHER-LED DISCUSSION Reflecting on Plant Parts
--------------------------------	---	------------------------------	--	---

@Home Lesson 8: Combined lessons 2.2 & 2.3

@Home Lesson 8

Adapted from: Amplify Science *Plant and Animal Relationships* Lesson 2.2 and 2.3

Key Activities

- **Read:** Students read *A Plant Is a System* and record what they learn about plant parts as they read.
- **Talk:** Students discuss what they have learned about what different plant parts do and how a plant is a system.
- **Write:** Students draw and write to show what they have learned about how a plant uses sunlight and water, and how the parts of a plant work together as a system.

Ideas for synchronous or in-person instruction

Prior to meeting, have students read *A Plant Is a System* and complete the What Do the Parts of a Plant Do? page. While meeting, introduce the vocabulary words and lead students in a discussion about their new understandings (as in *Plant and Animal Relationships* Lesson 2.2, Activity 2). While meeting, you can also have students complete the A Plant Is a System page, and then invite students to share their ideas with classmates.

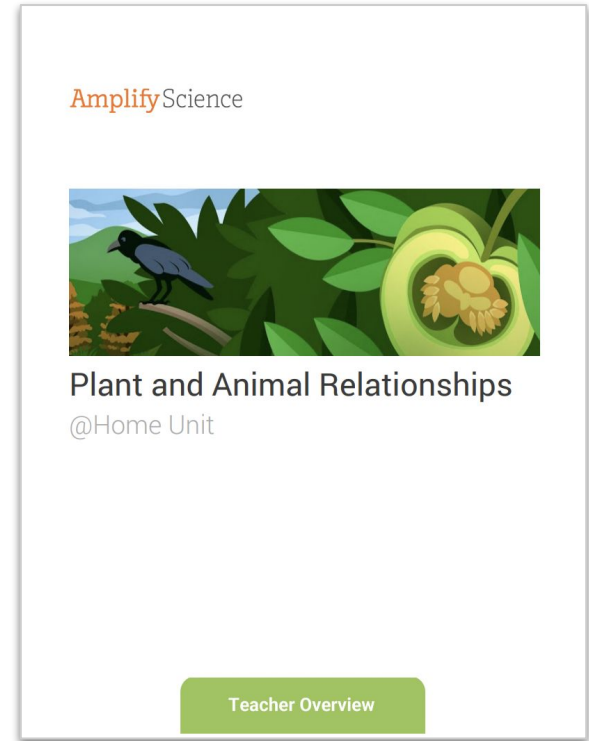
Teacher Overview

Unit-level

- Overview of resources
- Pacing
- Planning for instructional routines
- Assessment considerations

Lesson-level


- Chapters at a glance
- Lesson outlines



*Appendix provides the student investigation notebook pages that go with each lesson.

Revisiting exemplar lesson...

Amplify Science



Light and Sound
@Home Unit

Teacher Overview



Chapter Outlines

Light and Sound @Home
Teacher Overview

@Home Lesson 1

Adapted from: Amplify Science *Light and Sound* Lessons 1.1 and 1.2

Key Activities

- **Talk:** Students observe a series of images and discuss what they notice in the images.
- **Draw and Write:** Students draw and/or write their ideas about how they think someone made brighter and darker areas on a surface.
- **Introducing the Puppet-Theater Company:** Students are introduced to the puppet-theater company's problem and the design goals they will work toward to help solve the problem.
- **Read:** Students are introduced to their role as light and sound engineers and browse the reference book to gather information about the kinds of problems addressed by engineering.

Ideas for synchronous or in-person instruction

While meeting, have students observe the series of images and discuss what they notice in the images and how they think someone made brighter and darker areas on the wall in the final image in the series. Then, introduce the puppet-theater company's problem and students' role as light and sound engineers.

Explore your @Home Videos

Navigate to the Program Hub and explore a video lesson. You may want to compare the video lesson to the lesson in the Teacher's Guide.

During your exploration time, consider how you plan to use these resources.



Share insights

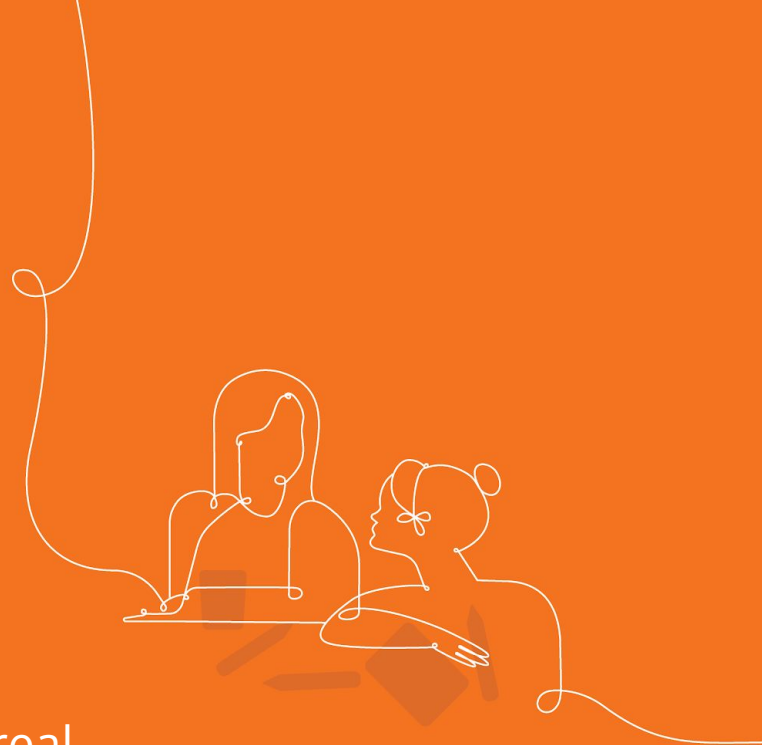
How will you utilize the @Home Videos ?



Questions?

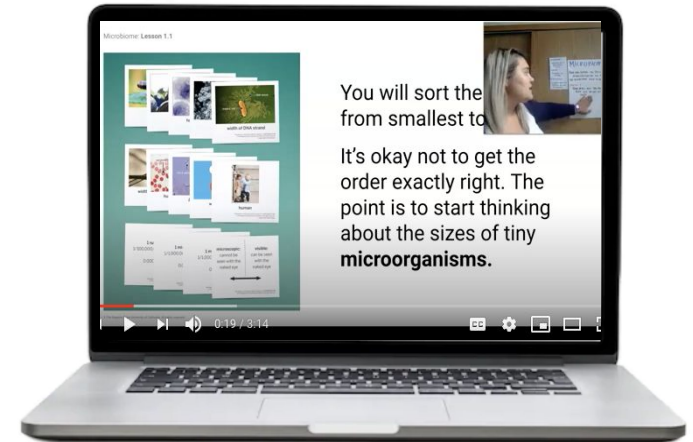
@Home Videos: A Summary Overview

Versions of original Amplify Science lessons adapted for remote learning and recorded by real Amplify Science teachers



@Home Videos

- Lesson playlists include **all activities** from original units
- Great option if have the **same amount of instructional time** as you typically would for science
- Requires **tech access** at home
- Use videos as **models for making your own lesson videos** or leading **online science class**



Interactive video experience

- **Calls to action**
 - Think prompts, pause and take notes, stand up and try it, talk to someone
- **Stand-alone videos within lesson playlists**
 - Read-alouds, digital tool uses, hands-on
- **Options to use notebooks and/or materials if available**

Lesson 1.2: My Nature Notebook Activity

Amplify Science

HANDBOOK OF Habitats by Rochelle Urban

In our last lesson, you explored *Handbook of Habitats*.

? What are some things you noticed about **different habitats?**

0:29 / 2:07

This screenshot shows a video player interface. On the left, there is a video thumbnail with a woman's face and the text 'Amplify Science' and 'HANDBOOK OF Habitats by Rochelle Urban'. On the right, there is a text overlay with a question icon and the text 'In our last lesson, you explored Handbook of Habitats.' Below that is a question: 'What are some things you noticed about different habitats?'. At the bottom, there is a video progress bar showing '0:29 / 2:07' and various control icons.

Lesson 2.4: Finding a Good Place to Grow 4


Do you think all these seeds will get what they need to grow?
Why or why not?

2:55 / 3:18

This screenshot shows a video player interface. On the left, there is a video thumbnail with a woman's face and the text 'Lesson 2.4: Finding a Good Place to Grow'. On the right, there is a text overlay with a question icon and the text 'Do you think all these seeds will get what they need to grow? Why or why not?'. Below that is a question: 'Do you think all these seeds will get what they need to grow? Why or why not?'. At the bottom, there is a video progress bar showing '2:55 / 3:18' and various control icons.

Example lesson: *Plant and Animal Relationships 2.2*

AmplifyScience > Plant and Animal Relationships > Chapter 2 > Lesson 2.2

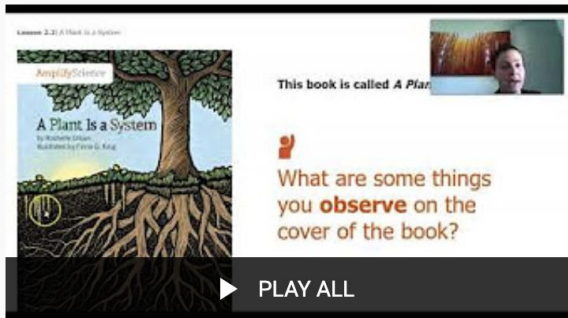


Lesson 2.2: A Plant Is a System

<

Lesson Brief (4 Activities)	1 TEACHER-LED DISCUSSION Setting a Purpose for Reading	2 READING Partner Reading	3 STUDENT-TO-STUDENT DISCUSSION Concept Mapping	4 TEACHER-LED DISCUSSION Reflecting on Plant Parts
--------------------------------	--	-------------------------------------	---	--

Example lesson: *Plant and Animal Relationships 2.2*



Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2


5 videos • 2 views • Last updated on Jul 30, 2020


Unlisted





Amplify


SUBSCRIBE

- 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 1
Amplify
- 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part A
Amplify
- 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 2 Part B
Amplify
- 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 3
Amplify
- 

Grade 2 Plant and Animal Relationships Chapter 2 Lesson 2.2 Activity 4
Amplify

Example lesson: *Plant and Animal Relationships 2.2*

1

TEACHER-LED
DISCUSSION

Setting a Purpose for
Reading



2

READING
Partner Reading



3

STUDENT-TO-
STUDENT
DISCUSSION

Concept Mapping



4

TEACHER-LED
DISCUSSION

Reflecting on Plant Parts



1



Grade 2 Plant and Animal Relationships Chapter 2 Lesson
2.2 Activity 1

Amplify

2



Grade 2 Plant and Animal Relationships Chapter 2 Lesson
2.2 Activity 2 Part A

Amplify

3



Grade 2 Plant and Animal Relationships Chapter 2 Lesson
2.2 Activity 2 Part B

Amplify

4



Grade 2 Plant and Animal Relationships Chapter 2 Lesson
2.2 Activity 3

Amplify

5



Grade 2 Plant and Animal Relationships Chapter 2 Lesson
2.2 Activity 4

Amplify

@Home Videos

Using the resources

- Assign videos for students to watch during remote, asynchronous time
- Leverage synchronous time for live teaching
 - Lots of time? Teach full lessons
 - Less time? Revisit and preview (see table)

Synchronous time

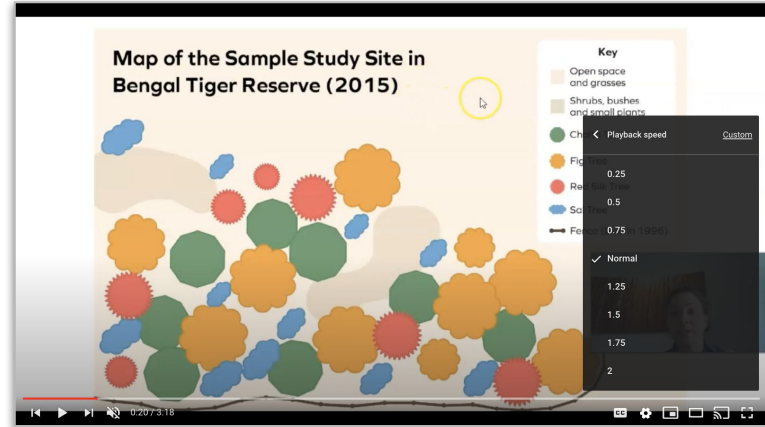
- Online discussions
- Hands-on investigations (option for teacher demo)
- Digital tool demonstrations
- Interactive read-alouds
- Shared Writing
- Co-constructed class charts

Planning suggestions: @Home Videos

The Teacher's Guide is the best planning tool for @Home videos.

- Use the **Lesson Overview Compilation** in the Unit Guide as a pacing and planning tool.
- Refer to the lessons themselves to plan for synchronous instruction.

Try adjusting the playback speed of videos to preview them.

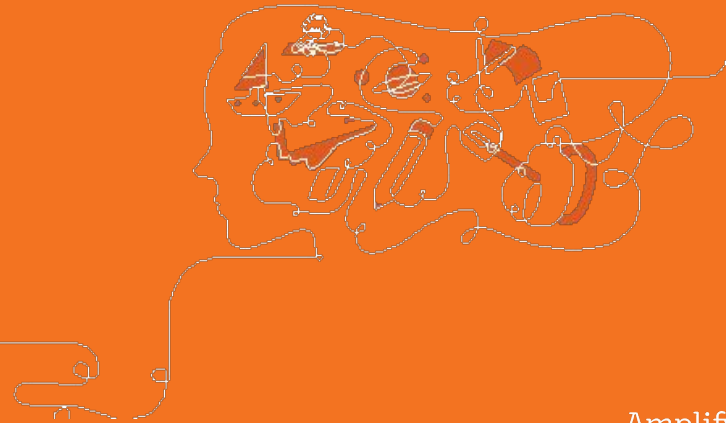




Plan for the day

- Framing the day
 - Welcome and introductions
 - Anticipatory activity
- Overview of program & resources
 - NYC Resources site
 - Amplify Science approach
- Exemplar lesson
- @Home resources introduction
 - @Home units
 - @Home videos
- Overview of digital teacher's guide
 - Lesson brief
 - Progress build & assessments
- Guided Planning
- Closing
 - Reflection & additional resources
 - Survey

Brief overview of digital teacher's guide



Explore digital teacher's guide

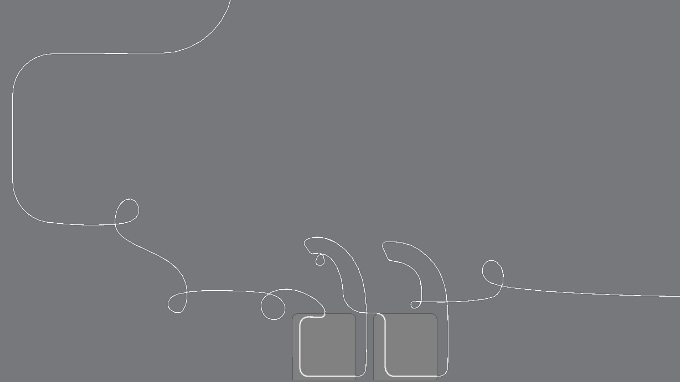
You may choose to start with the unit landing page, or dig into an original lesson.

During your exploration time, consider how you will utilize these resources.



Share insights








How will you utilize the digital teacher's guide?



Questions?

Unit Guide

AmplifyScience > Animal and Plant Defenses

Planning for the Unit		Printable Resources
Unit Overview	▼	 Coherence Flowcharts
Unit Map	▼	 Copymaster Compilation
Progress Build	▼	 Investigation Notebook
Getting Ready to Teach	▼	 Multi-Language Glossary
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		
Lesson Overview Compilation	▼	
Standards and Goals	▼	
3-D Statements	▼	
Assessment System	▼	
Embedded Formative Assessments	▼	
Books in This Unit	▼	

Offline Preparation

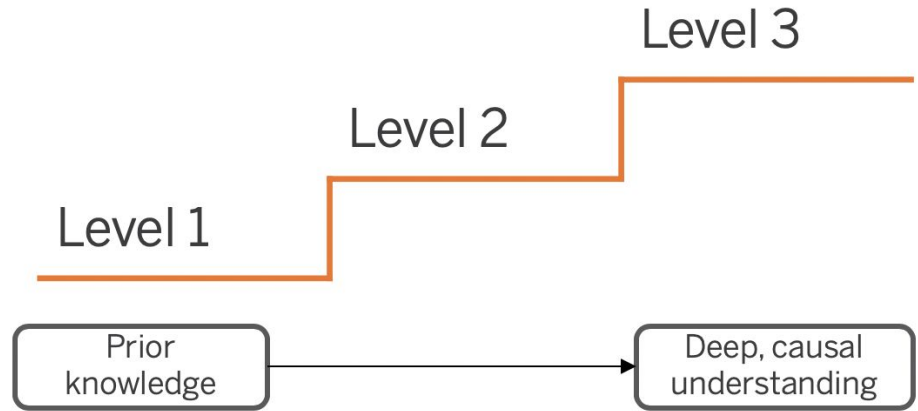
Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.

[Offline Guide](#)

Progress Build

Teaching tip

Being familiar with your unit's Progress Build means you know what's coming. This will help you avoid giving ideas away too early in the unit!



Types of Assessments



Formative Assessments

Used to guide instruction

Pre-Unit

Designed to gauge students' initial understanding and pre-conceptions about core ideas in the unit.

On-the-Fly

Quick check for understanding designed to help monitor and support student progress throughout the unit.

Critical Juncture

Designed to occur at points in the unit in which it is especially important that students understand the content before continuing.



Summative Assessments

Used to measure student learning at the end of instruction

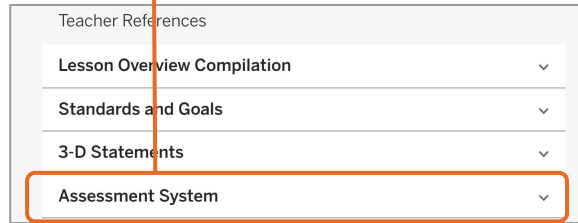
End-of-Unit

Final evaluation of students' understanding of core ideas in the unit.

Review an assessment

Part 1: Choose an Assessment Opportunity

1. Navigate to the *Assessment System* reference in the Unit Guide

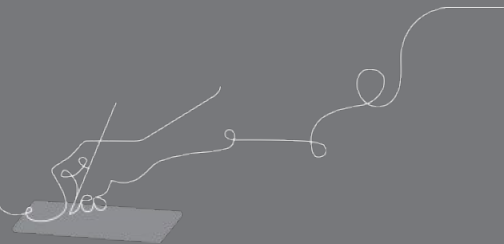


2. Choose an 'Assessment opportunity' to preview.
i.e. Pre-Unit, On-the-Fly, Critical Juncture, or End-of-Unit
3. Navigate to the lesson and review the assessment

Part 2: Review the Assessment

4. As you review the assessment, answer these questions:
 - a. What are students doing?
 - b. What would student performance tell me about student understanding?
 - c. How could I adjust instruction based on student performance?
 - d. How could I record student data?

Questions?

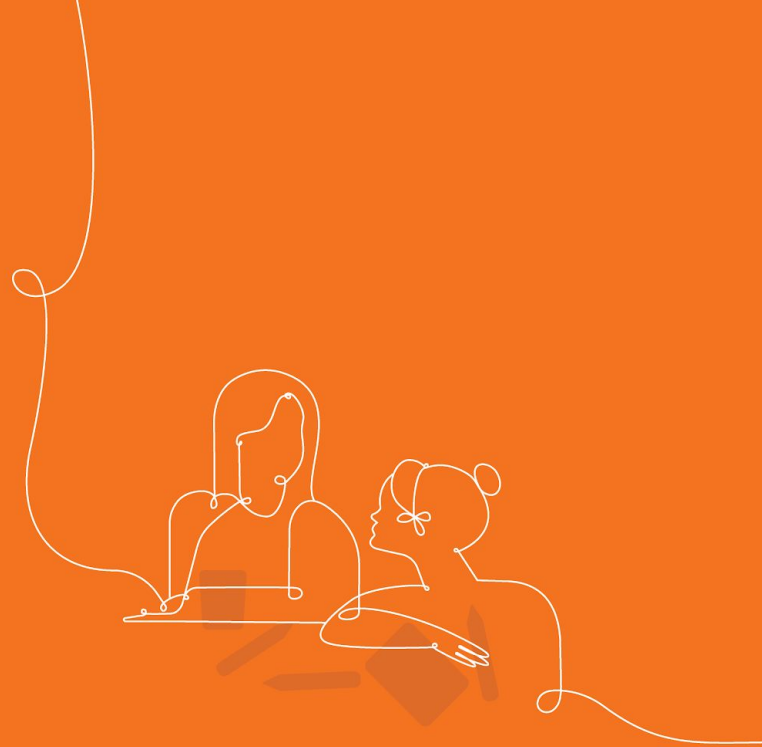




Plan for the day

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- @Home resources introduction
 - @Home units
 - @Home videos
- Overview of digital teacher's guide
 - Lesson brief
 - Progress build & assessments
- **Guided Planning**
- Closing
 - Reflection & additional resources
 - Survey

Guided Planning



Navigation Temperature Check

Rate yourself on your comfort level accessing the Amplify Science digital curriculum.

1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable

@Home Resources example use case

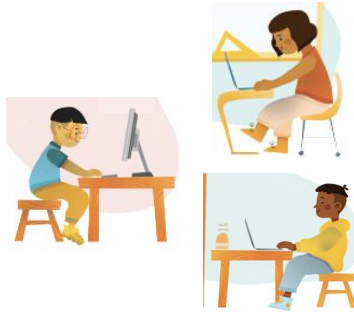
Remote Model: with synchronous & asynchronous learning



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

Let's discuss and plan on



How do you plan to use these resources?



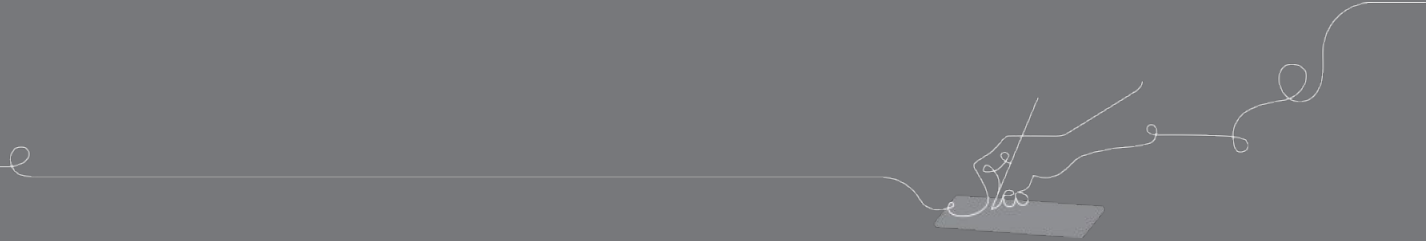
Planning with @Home Resources: Work time

@Home Resources: Pacing and planning tool

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

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class	Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Online class
<p>If you have reduced science instructional time: Use the Teacher Overview to familiarize yourself with the upcoming @Home Lessons. If applicable, pay attention to the guidance for synchronous or in-person instruction and suggestions for further condensing or expanding the unit, which are available at the unit level as well as for each lesson or chapter. Then, map your week in the row below.</p> <p>If you have the same amount of science instructional time: Use the Lesson Overview Compilation in the Unit Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.</p>				
Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:	Lesson: <input type="checkbox"/> Students work independently <input type="checkbox"/> Teach live lesson (using synchronous suggestions) <input type="checkbox"/> Assign video <input type="checkbox"/> Preview <input type="checkbox"/> Review Notes:

Questions?





Plan for the day

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 - @Home videos
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 - Lesson brief
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 - Survey

Revisiting our objectives

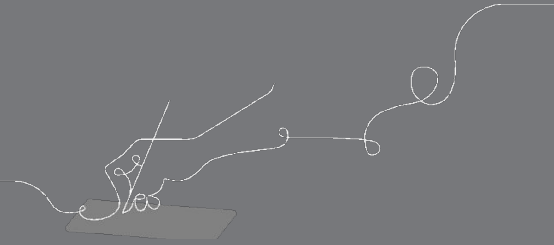
Do you feel ready to to...

- Navigate the digital components of the Amplify Science curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach in a remote & hybrid instructional context.

1- I'm not sure how I'm going to do this!

3- I have some good ideas but still have some questions.

5- I have a solid plan for how to make this work!



New York City Resources Site

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



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K-5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! We have access to the many updates and upgrades in our curriculum until late August/early September when we will update our rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

Site Resources

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

Amplify Science Program Hub

A hub for Amplify Science resources

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

The screenshot shows the Amplify Science Program Hub website. The browser address bar displays the URL: apps.learning.amplify.com/curriculum/#/yearoverview?subject=Science&programKey=6a0daafb-c356-4e50-841a-558d9bb5181.... The page header includes the AmplifyScience logo and the subject "Life Science" with a dropdown arrow. A user profile for "Molly Teacher Lambertsen" is visible, with options for "Log Out" and "Go To My Account". A "Classroom Language Settings" button is also present. The main content area is titled "Additional Resources" and features a grid of icons for "Benchmark Assessments", "ELA Resources", "Interim Assessments", "LA Science Program Guide", and "Science Program Guide". A "Help" icon is located at the bottom of the grid. To the right, there are two featured resource cards: "iome" with a 19 Lessons count and "Metabolism" with a 19 Lessons count. The footer of the page includes the copyright notice "© 2020 Amplify Education, Inc."

Additional Amplify resources



Program Guide

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

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

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



scihelp@amplify.com



800-823-1969

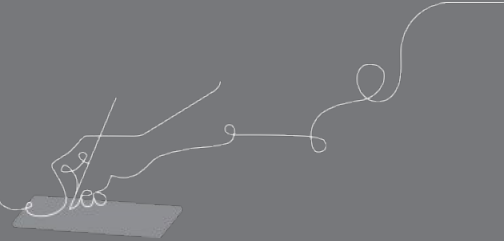


Amplify Chat

When contacting the customer care team:

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

Final Questions?



Please provide us feedback!

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

Presenter name: XX

