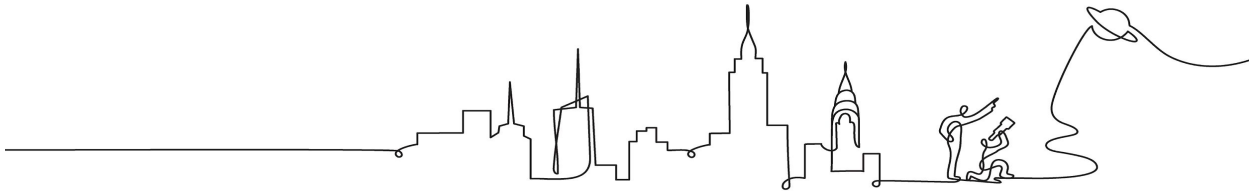
Welcome to Amplify Science!

Follow the directions below as we wait to begin.

1. Please log in to your Amplify Account.

2. Sign in using link dropped in chat.

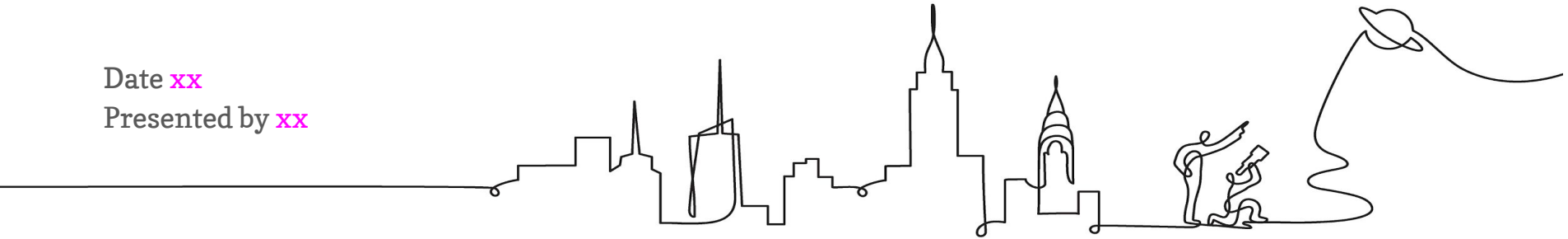
3. In the chat, share your name, grade level, and school you teach in.



Amplify Science
New York City

Supporting ELL's in the Amplify Science Classroom
Grade 3

Date xx
Presented by xx



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?"*

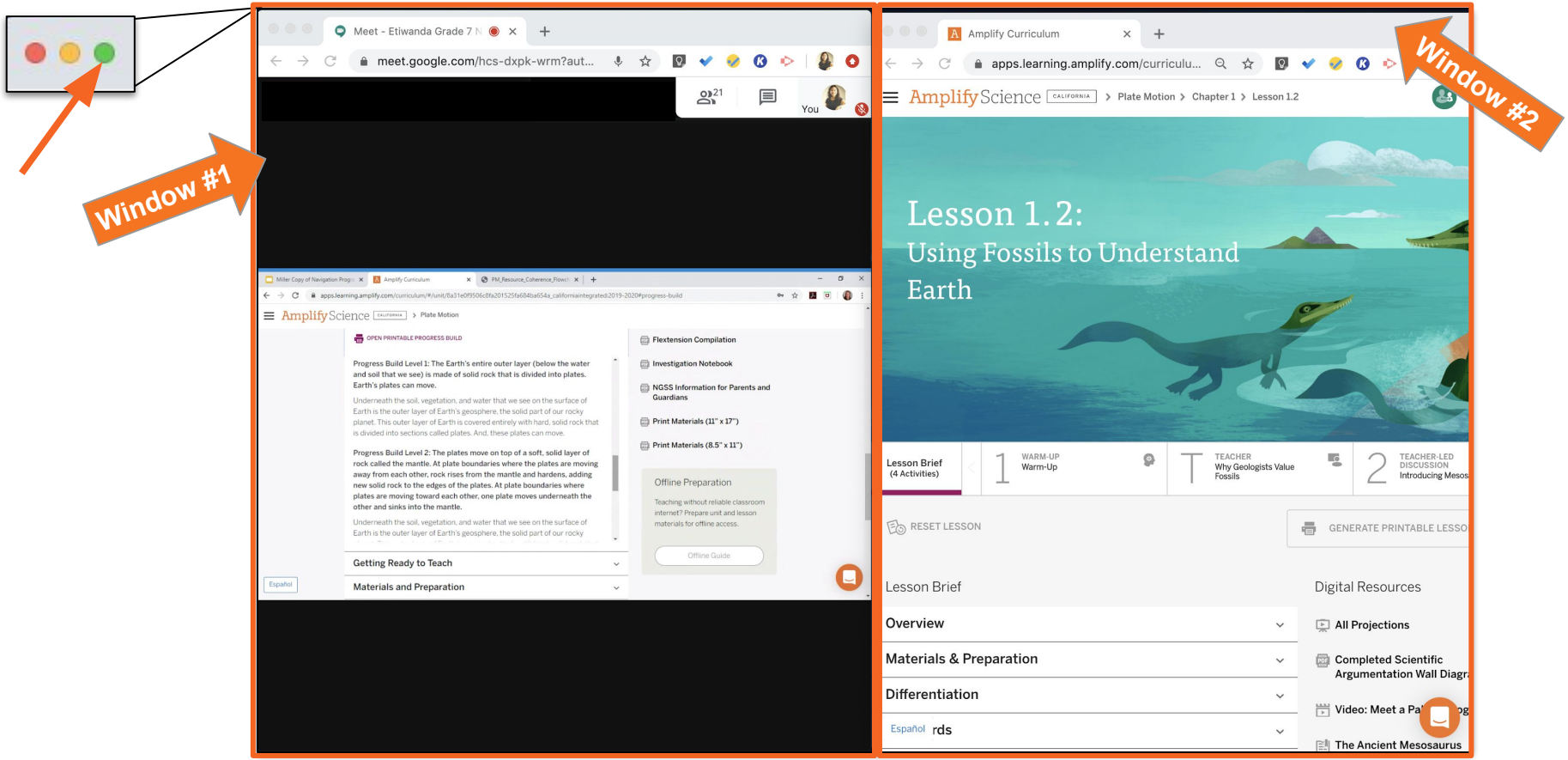
Mute your microphone to reduce background noise unless sharing with the group

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!

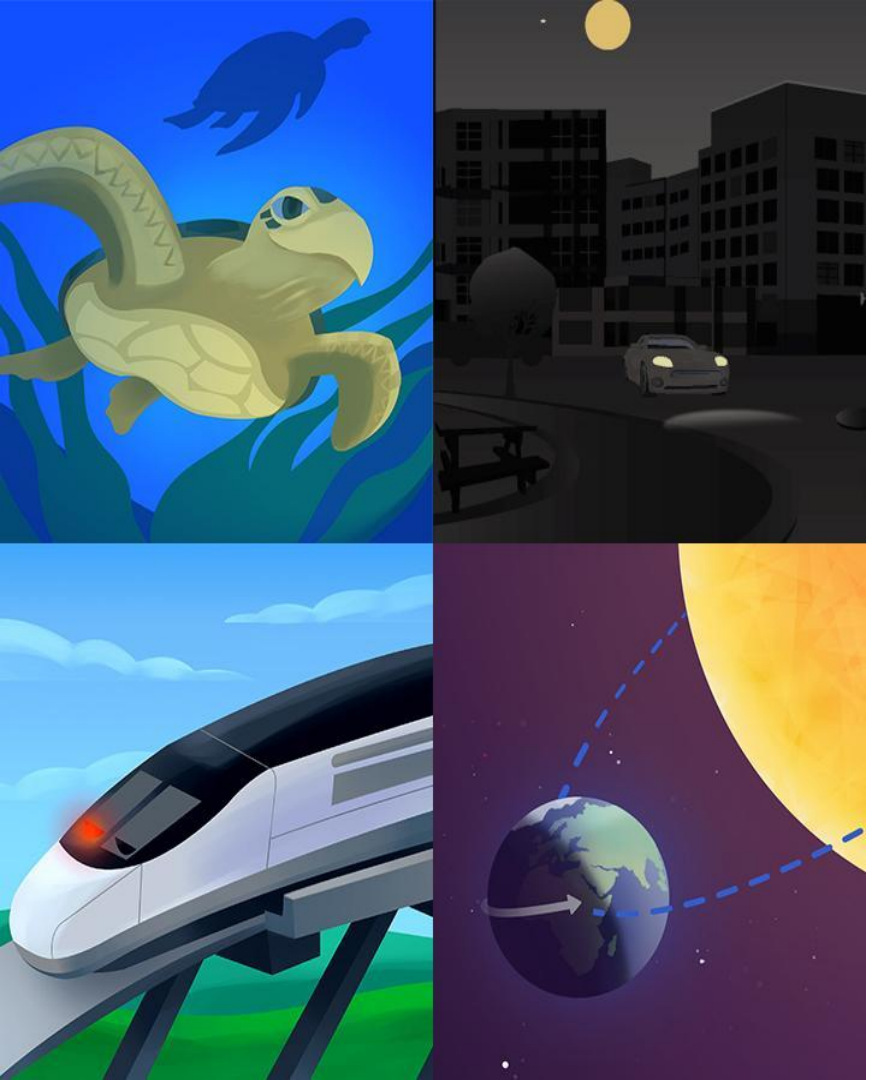
Use two windows for today's webinar



Objectives

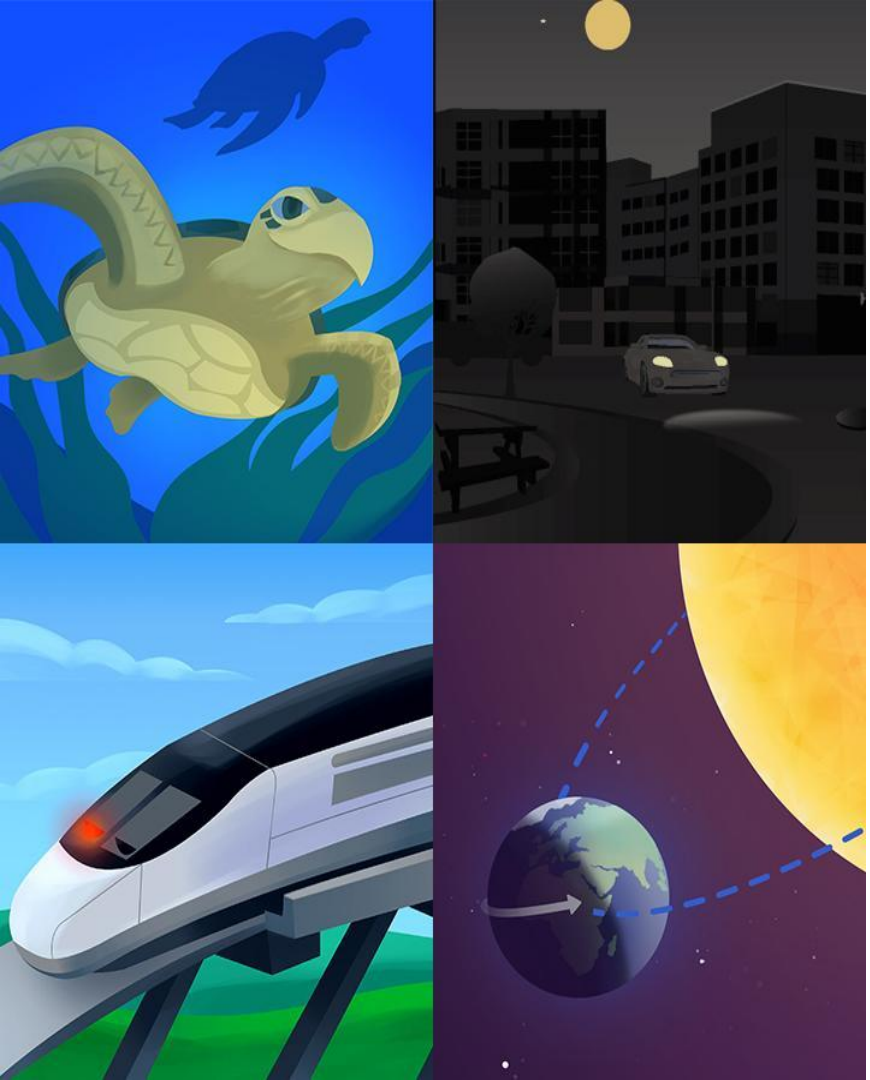
By the end of this 1-hour workshop, you will be able to…

- Explore strategies to support English learners ability to Do, Talk, Read, Write, Visualize, and argue like scientists.
- Analyze an instructional sequence through the lens of an English learner to deepen your knowledge of the critical role of language and literacy in developing scientific understanding.
- Become familiar with the research based principles which guide the creation of the supports and strategies in Amplify science that aid students development of disciplinary literacy in science.



Plan for the day

- **Framing the day**
  - Welcome and introductions
- **Amplify Science Approach**
  - Multimodal Instruction
  - Exploring strategies Do, Talk, Read, Write, and Visualize
- **Amplify Science Embedded Supports**
  - The role of language and literacy
  - Differentiation
  - Lesson instructional sequence
- **Amplify Science Discourse Routines**
  - Research based principles for creating supports
  - Strategies that supporting language & literacy development in science
- **Closing**
  - Reflection/Survey



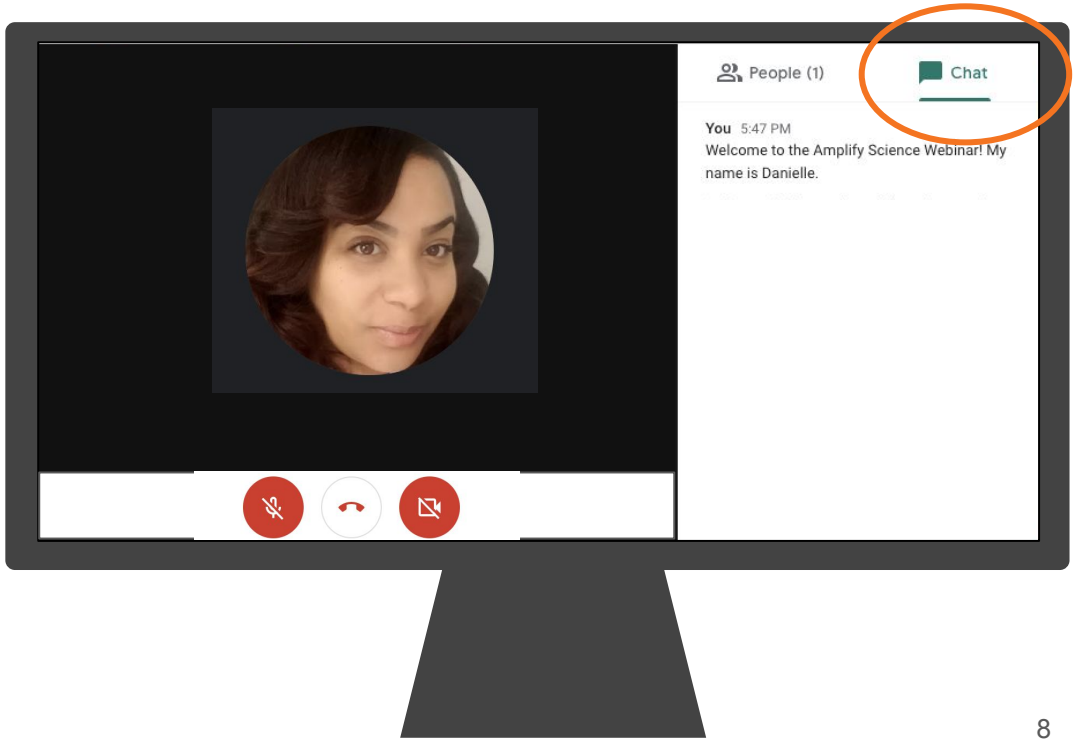
Plan for the day

- **Framing the day**
  - Welcome and introductions
  - The role of language and literacy
- **Amplify Science discourse routines**
  - Multimodal Instruction
  - Strategies that support language development in science
- **Amplify Science Embedded Support**
  - Differentiation
  - Analyzing embedded supports for diverse learners
- **Closing**
  - Reflection/Survey

Introductions!

Who do we have in the room today?

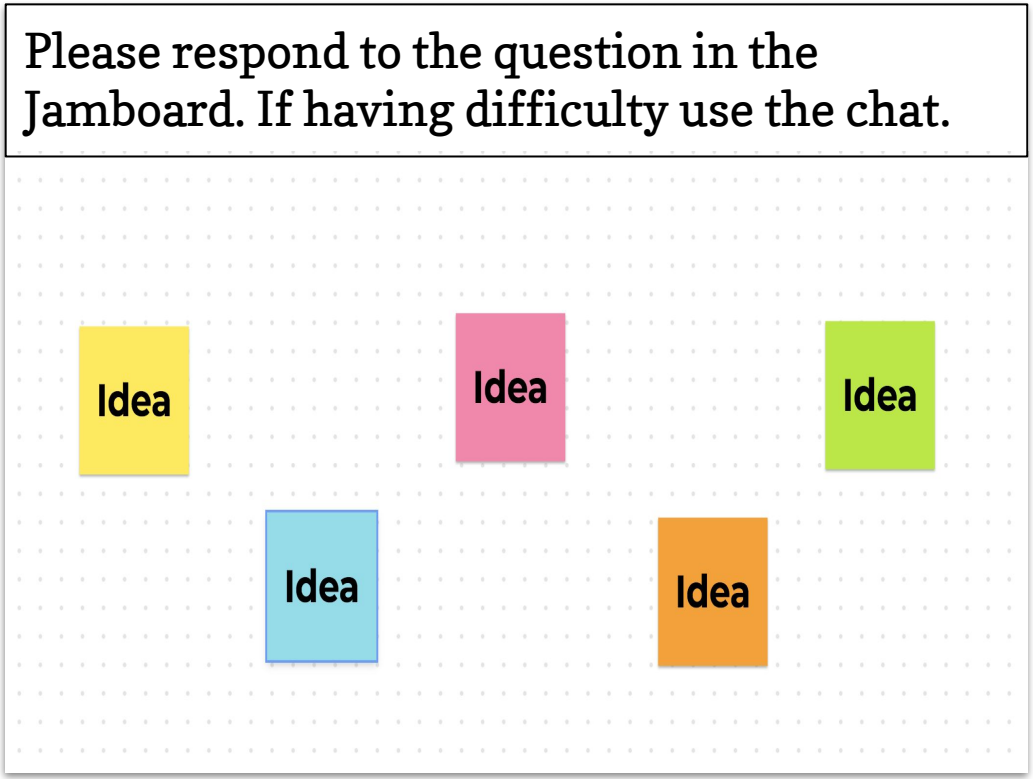
- **Introduce yourself (Name, School, Role)**
- **In the chat, share one word or phrase thats describes how you teaching Amplify.**

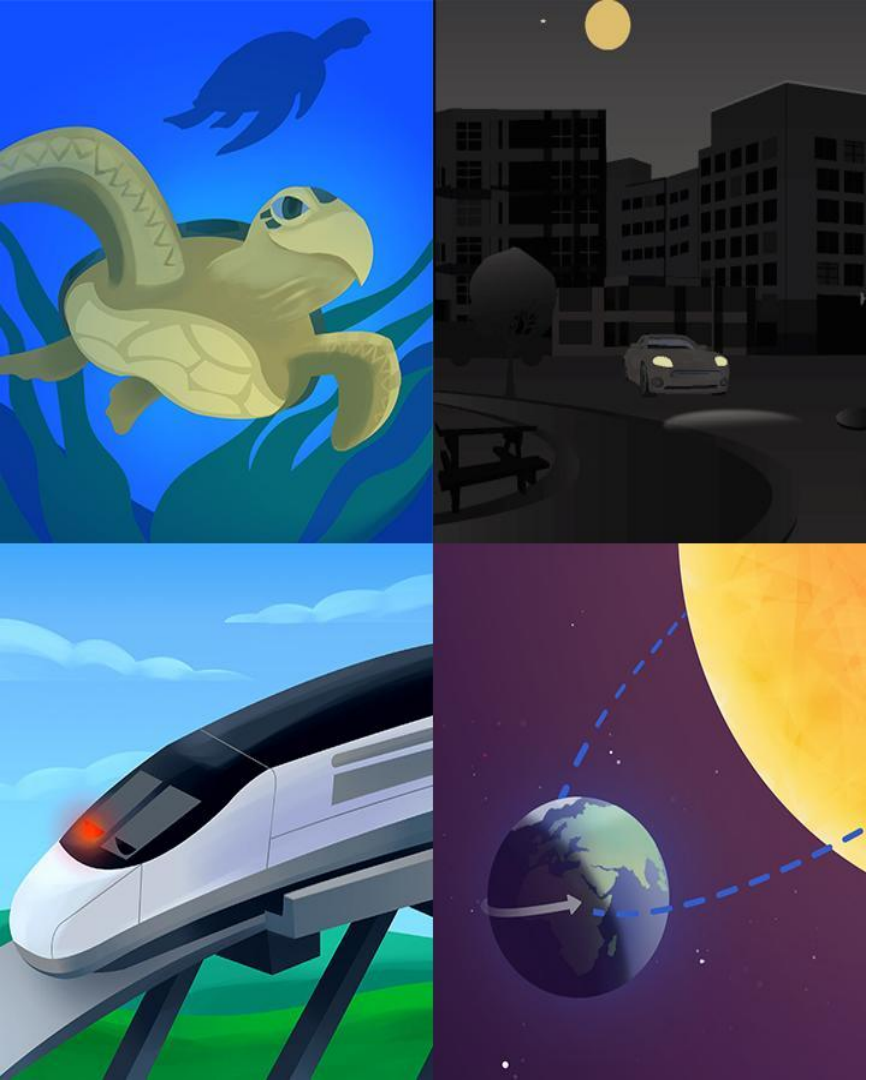


Anticipatory activity

On the Jamboard "post"….

- What strategies are you currently using to engage and support ELL learners in your classroom?





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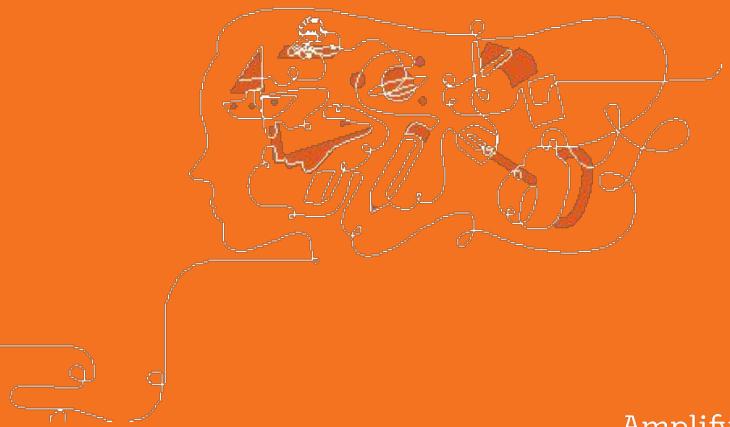
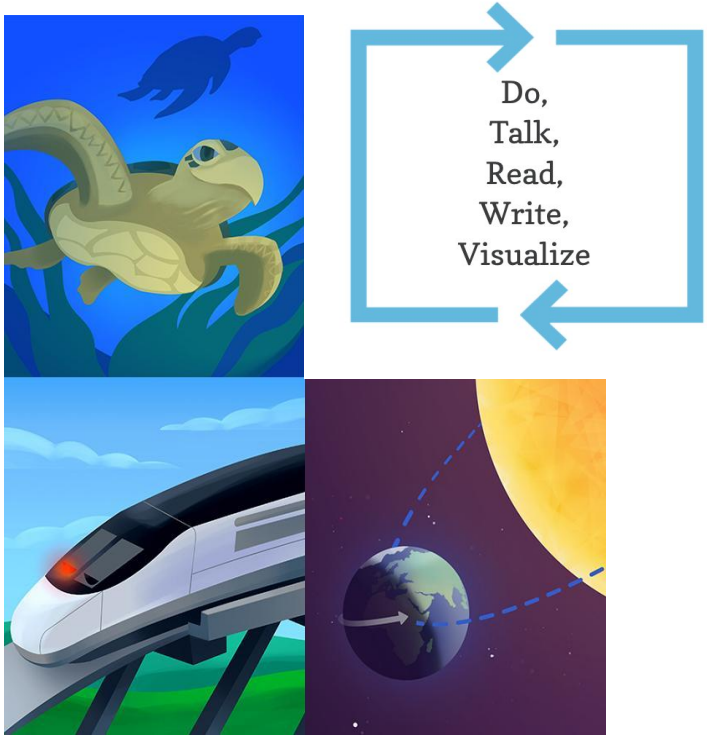
Multimodal Instruction & 3D Learning



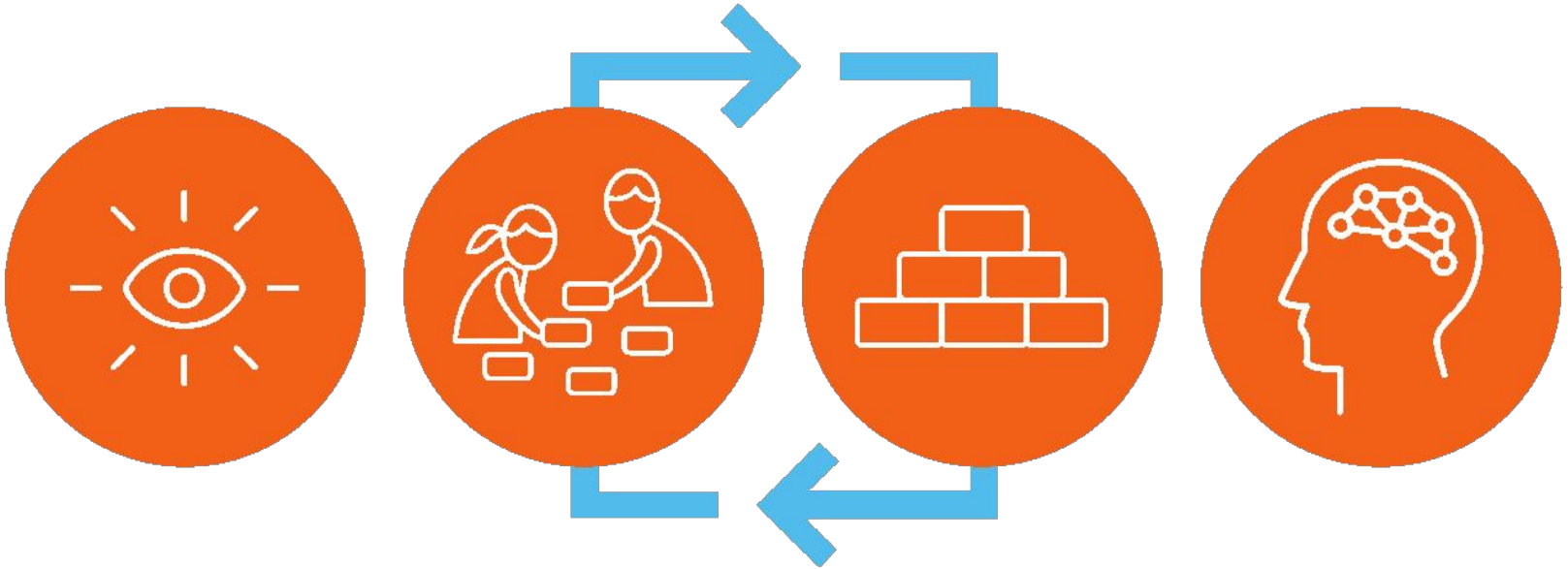
Multimodal, phenomenon-based learning

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

Through problem based deep dives, they gather evidence from multiple sources, using multiple modalities.



Amplify Science approach



Introduce a phenomenon and a related problem

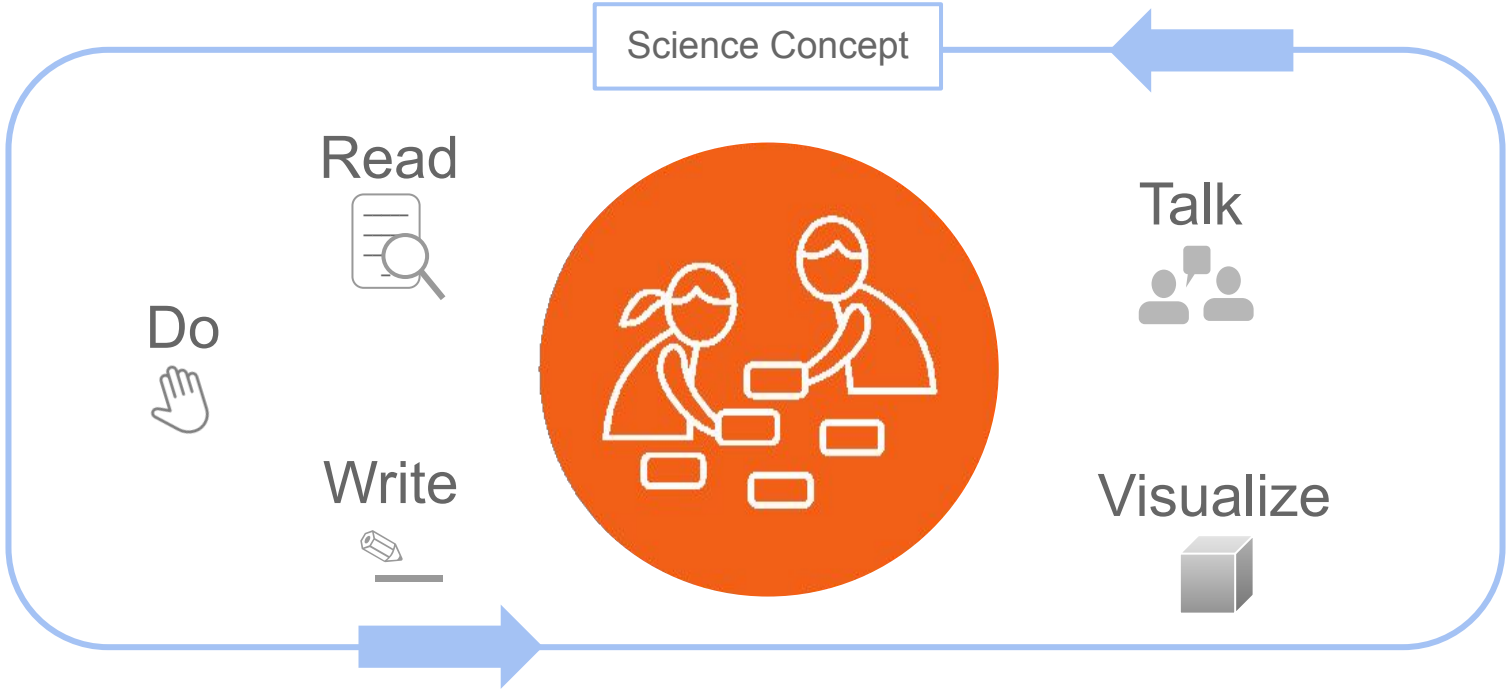
Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to a different context

Multimodal learning

Gathering evidence from different sources

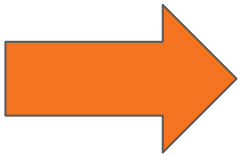


Topics vs. Phenomena

A shift in science instruction

from learning about

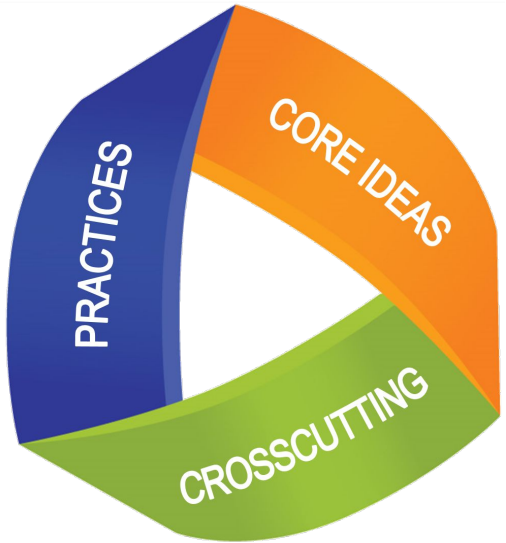
(like a student)



to figuring out

(like a scientist)

Three dimensions of NYSSLS



Disciplinary Core Ideas

- Describe core ideas in the science discipline (DCI)

Science and Engineering Practices

- Describe behaviors scientists and engineers engage in (SEP)

Crosscutting Concepts

- Describe concepts linking the different domains of science (CCC)

Science and Engineering Practices (SEP)

How students engage as scientists

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Science and Engineering Practices (SEP)

How students engage as scientists

inquiry

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations

math

4. Analyzing and interpreting data
5. Using mathematics and computational thinking

language

6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Disciplinary Core Ideas (DCI)

How students figure out what they want to know as scientist

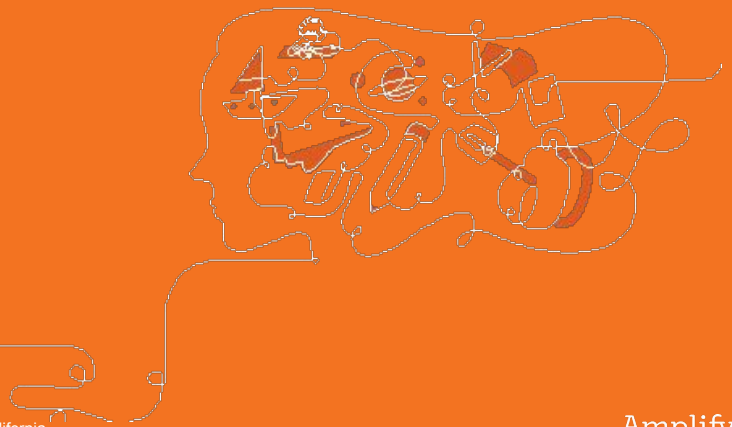
PS2.A: Forces and Motion: Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (3-PS2-1)

The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (3-PS2-2)

PS2.B: Types of Interactions: Objects in contact exert forces on each other. (3-PS2-1)

Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3), (3-PS2-4)

Do, Talk, Read, Write, Visualize



Crosscutting Concepts (CCC)

How students think like scientists

Do: Students are challenged to use magnetic force to counterbalance the force of gravity by making a magnet float and then by making a paper clip float.

Talk: Multiple opportunities for student-to-student talk engage the class in figuring out what they can infer about the forces acting on objects based on the positions of those objects either being stable or changing.

Read: Students read a book about hoverboards and reflect on when the forces on the hoverboard are unbalanced (causing the position of the objects to change) and when they are balanced (resulting in objects whose positions are stable).

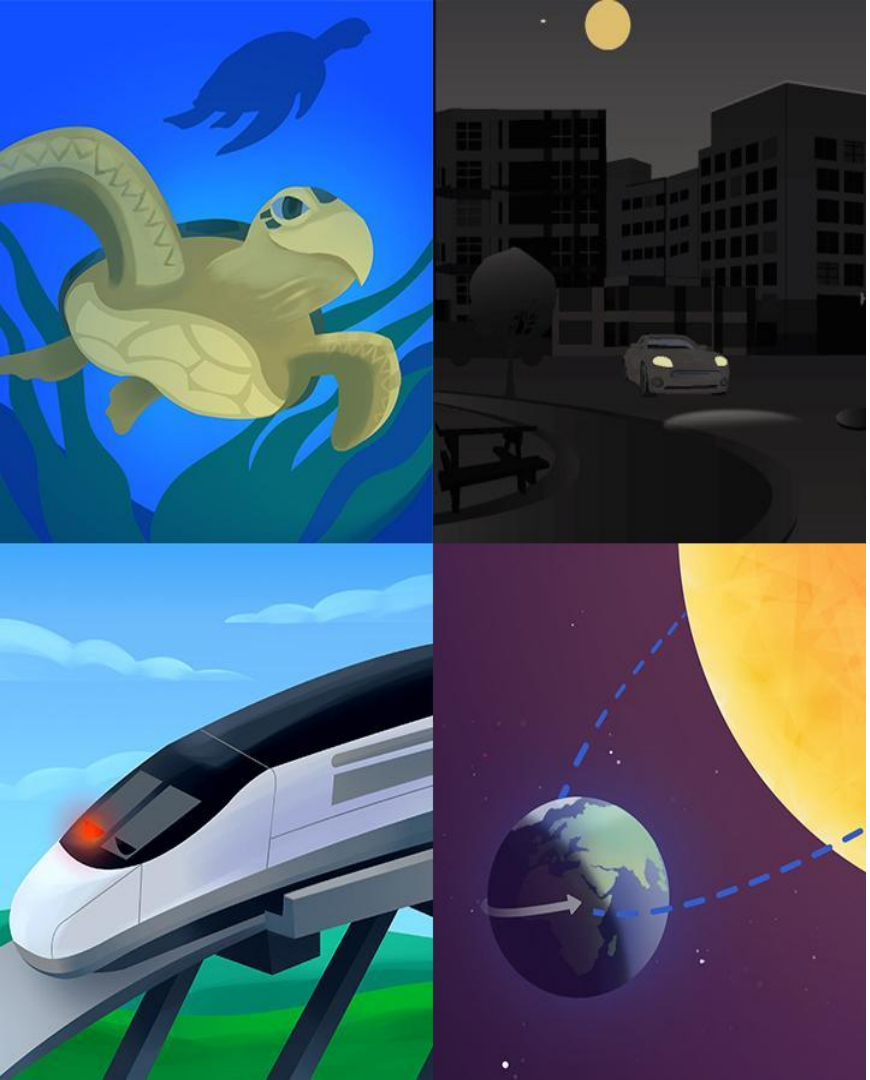
Write: During the course of the unit, students write several scientific explanations explaining how a floating train works, taking into account when the train is moving and when it is stable.

Visualize: Through developing diagrams, students work to visualize the invisible forces acting on objects that cause the position of those objects to change or remain stable.

Do, Talk, Read, Write, Visualize (Multimodal Instruction)

Look at each modality, choose one, and drop a current support you would provide for your ELL students in the chat.

Do:	**Talk:**	**Read:**	**Write:**	**Visualize:**
Students are challenged to use magnetic force to counterbalance the force of gravity by making a magnet float and then by making a paper clip float.	Multiple opportunities for student-to-student talk engage the class in figuring out what they can infer about the forces acting on objects based on the positions of those objects either being stable or changing.	Students read a book about hoverboards and reflect on when the forces on the hoverboard are unbalanced (causing the position of the objects to change) and when they are balanced (resulting in objects whose positions are stable).	During the course of the unit, students write several scientific explanations explaining how a floating train works, taking into account when the train is moving and when it is stable.	Through developing diagrams, students work to visualize the invisible forces acting on objects that cause the position of those objects to change or remain stable.
Support:	**Support:**	**Support:**	**Support:**	**Support:**



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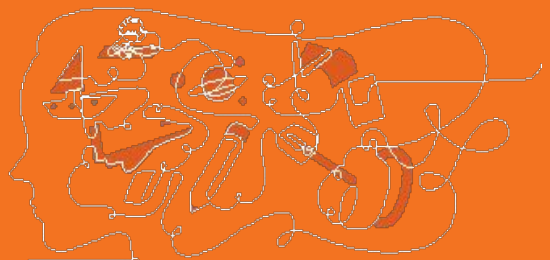
The role of language and literacy



Reflect and Share:

How does learning Science support language development?

“Science class is a language development opportunity if the discourse is managed to be inclusive and supportive. All students need support at some level or another.”

-Dr. Helen Quinn
Particle physicist and
National Academy of Sciences Chair

Language of the science classroom

The ways in which **students and teachers** use **oral** and **written** language to interact with each other, to **obtain information** from written materials, and to participate in **discourse** to construct understanding about science.

Language vs. Science

In the following activity you will read descriptions of Amplify Science activities students engage with as they figure out unit phenomena.

Language: Students are developing academic language

Science: Students are developing understanding of science and engineering ideas

You decide! Language, Science, or Both!

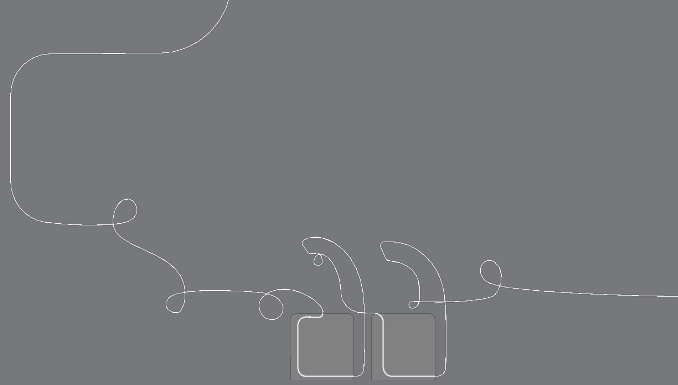
For each of the cards, indicate if students are developing language, science ideas, or both?

L	B	S
Students are developing **academic language**	Students are developing **both** academic language and understanding of science and engineering ideas	Students are developing **understanding of science and engineering ideas**

Students explain what type of force caused the ball in the pinball machine they designed to go in the direction it went	
A student looks at genetic information from two "parent" creatures and creates a model of an offspring's traits using clay	
Students explore magnetic forces using magnets and other materials, then generate and discuss questions and initial ideas about magnets.	
Partners read a book about how two sisters learn about magnets and record what they learn.	
After sorting a series of temperature graphs, the class figures out how temperature can vary differently over a year in different parts of the world.	
Students write up and share their ideas for the best way to solve Ergstown's rolling blackout problem.	
Students record observations of radish seeds; some are planted in soil with water and others are planted in soil with no water.	
Students use their bodies to make a kinesthetic line plot of orangutan heights.	

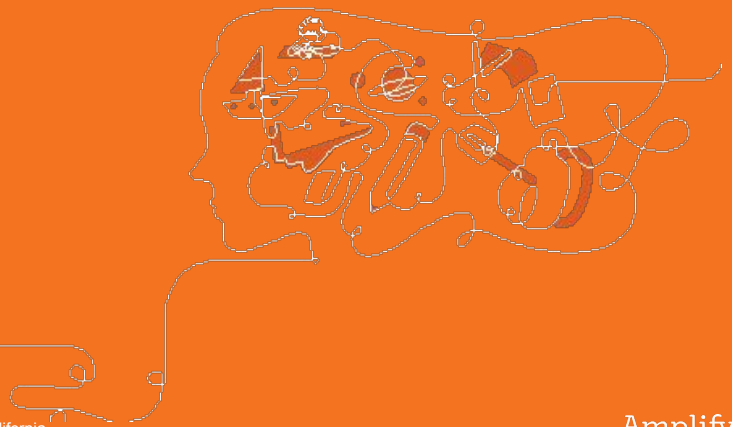
L	B	S
Students are developing **academic language**	Students are developing **both** academic language and understanding of science and engineering ideas	Students are developing **understanding of science and engineering ideas**

Reflect and Share:



What new insights were you able to gain about language ideas vs. science idea for ELL students in Amplify Science?

Differentiation



Multilingual Learners

ENACTING THE FIVE PRINCIPLES IN THE CURRICULUM

Science Program Guide

- **Principle 1:** Leverage and build students' informational background knowledge.
- **Principle 2:** Capitalize on students' knowledge of language.
- **Principle 3:** Provide explicit instruction about the language of science.
- **Principle 4:** Provide opportunities for scaffolded practice.
- **Principle 5:** Provide multimodal means of accessing science content and expressing science knowledge.

Differentiation briefs

Categories of differentiation briefs

- Embedded supports for diverse learners
- Potential challenges in this lesson
- Specific differentiation strategies for English learners
- Specific differentiation strategies for students who need more support
- Specific differentiation strategies for students who need more challenge

Lesson 1.2 Differentiation for ELL students

Embedded Supports for Diverse Learners

Frequent student-to-student discussions. This introductory lesson is intended to get students excited about the specific content of the unit. It includes multiple opportunities for students to discuss and share their initial thinking. Students will come into the classroom with very different experiences and understandings; providing frequent student discussion allows students to learn from one another. As students share, the teacher can carefully listen for incorrect ideas and can either address them in the moment or make a plan for addressing them during later lessons. Students learn from and are motivated by frequent student discussions. This strategy is especially effective when students have a range of background knowledge.

Initial experiences with touching forces. Having students experience touching forces in this lesson supports learning that students will do in upcoming lessons about the non-touching forces of magnetic force and gravity. It is easier to establish the idea of a force as a push or a pull with touching forces because in these examples, the push or pull is more active and easily observed.

Visual references. The Problem in Faraday Slideshow, the *Floating Train* video, the images on the concept wall, and the use of physical materials during discussions help support students' learning. Visuals are especially helpful for English learners and students who struggle to process oral or written language.

Potential Challenges in This Lesson

Discussion-centered. Since discussion is central to this lesson, you might want to consider how you can support participation of students who are not as confident in their abilities to communicate orally or who have difficulties with this kind of communication.

Partner work with physical materials. Some students may have difficulty focusing on the task at hand when presented with engaging materials and/or when working independently with a partner. Consider ways you can make expectations clear ahead of time and support students in focusing their efforts on the specific goals for the activity.

Specific Differentiation Strategies for English Learners

Academic language support. Developing science language and literacy is a complex process that includes, yet is broader than, vocabulary knowledge and usage. Science texts include general academic and discipline-specific vocabulary, and they also include disciplinary ways of using language, such as grammatically complex sentences and texts that are structured in more academic ways than everyday language. These broader aspects of academic language in science can be highlighted to students.

Vocabulary support. The study of science provides an authentic purpose for using academic language to describe, explain, and argue. In each unit, students practice using a small set of high-utility science vocabulary words that are contextualized and used repeatedly in a variety of modalities. In this lesson, students will be introduced to their role as student scientists. They discuss their initial ideas about what makes the fictional train rise up, float, and fall back onto the track. They also investigate with blocks to begin to figure out what makes an object start to move. To support students' sense-making during these activities, you may want to spend more time discussing a few terms for English learners, such as *force*.

Leveraging primary languages. Acknowledging students' primary languages can have a positive affective and cognitive impact. Having students use their primary languages, if they choose, affirms their identities and cultures and helps them gain access to unfamiliar content. Encourage students to write their observations in their primary languages, if they choose to do so, while they are working on the Making Blocks Move notebook page. You can also invite pairs to discuss by using their primary language if they speak the same primary language.

Cognates. Many of the academic words that students will be learning over the course of this lesson and unit are Spanish cognates. Cognates are words in two or more different languages that sound and/or look the same or very nearly the same, and that have similar or identical meanings. You may decide to support students by keeping a running list on chart paper of cognates that students encounter in this unit, or by encouraging students to keep their own lists that they can refer to as needed. Cognates are especially rich linguistic resources to exploit for academic English language development and for biliteracy development.

Bilingual Spanish glossary. Having access to translations and definitions of new science terms in Spanish is helpful for English learners for whom Spanish is their primary language. Have students turn to pages 77–79, Glossary, in the *Balancing Forces* Investigation Notebook to see Spanish translations and definitions. Encourage students to refer to this glossary as needed throughout the unit.

Promoting inclusion in discussions. Participating in discussions is critical for English learners to develop science knowledge and the language of science. Some English learners may be hesitant to contribute to class or small-group discussions because they lack experience or confidence in participating in small or large group discussions. However, they have a lot to say. There are several steps you can take to help English learners to fully engage in discussions and to feel that their contributions are valued.

- Ahead of time, create in collaboration with the class (and frequently refer to) norms for discussions to ensure that all students understand how to include their peers and respect their contributions.
- Before a whole-class discussion, give students an opportunity to practice telling a partner something they might want to share with the whole class.
- Make a suggestion about what a particular student might share in an upcoming discussion by saying something such as, *"I see that you and your partner observed _____. Would you be willing to share about that with the class?"*
- For English learners at the early Emerging level of English language proficiency (i.e., Newcomer ELs), pair them with a language mentor, a student who is bilingual in the Newcomer EL's language and in English and who can serve as a bridge between the two languages (ensure that this student is adequately prepared and supported to do so).
- Students should be encouraged to express themselves in the language in which they are most comfortable and to increasingly integrate accurate science terms and phrasing in English into their discussions (through the use of language frames or referring to class charts or the classroom wall where resources such as Key Concepts and Unit Vocabulary are posted).
- Have students reflect on their level of participation and what helped them to be an active participant in the discussions.

Strategic partnering. Throughout the unit, students will often work with partners. Extended academic discourse that is equitable (that is, all students have an opportunity to engage) is critical for developing both language and content knowledge. Strategic partnering is essential for English learners as they develop understanding of new content. Therefore, consider carefully which partner to assign for each English learner in your class and assign a partner who has slightly higher English language skills than the student in question. Opportunities for English learners to engage in conversations that are slightly above their language-proficiency levels can accelerate second-language learning and increase students' confidence when engaging in science discourse. Try to assign each English learner a partner who will be likely to engage in discussion at the appropriate language level. We suggest you assign different partners over the course of the unit so an English learner who serves as a language mentor for another English learner in one lesson gets a partner with more advanced English in another lesson. When assigning partners, consider which partnering structure will be most supportive for your students.

Specific Differentiation Strategies for Students Who Need More Support

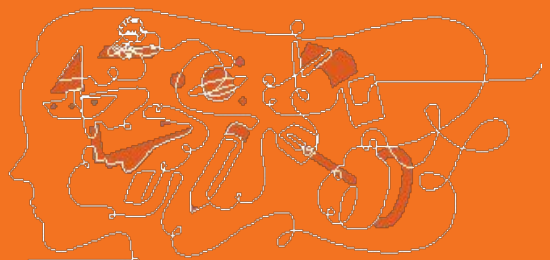
Sentence frames and sentence starters. For this lesson's discussions, you can offer support for students who are less comfortable speaking in class by providing the following prompts as scaffolds and encouraging students to use them as needed.

- When we _____, I observed _____.
- I think it might be because _____.
- I wonder, _____?

Specific Differentiation Strategies for Students Who Need More Challenge

Additional writing opportunity. At the end of the lesson, you can have students select one or more ways of moving a block that they recorded in their notebooks and have them write a few sentences that more fully describe why the block moved. Encourage students to use the following vocabulary in their writing: *observe, force, push,* and/or *pull.*

Instructional Sequence



Grade 3 | Balancing Forces

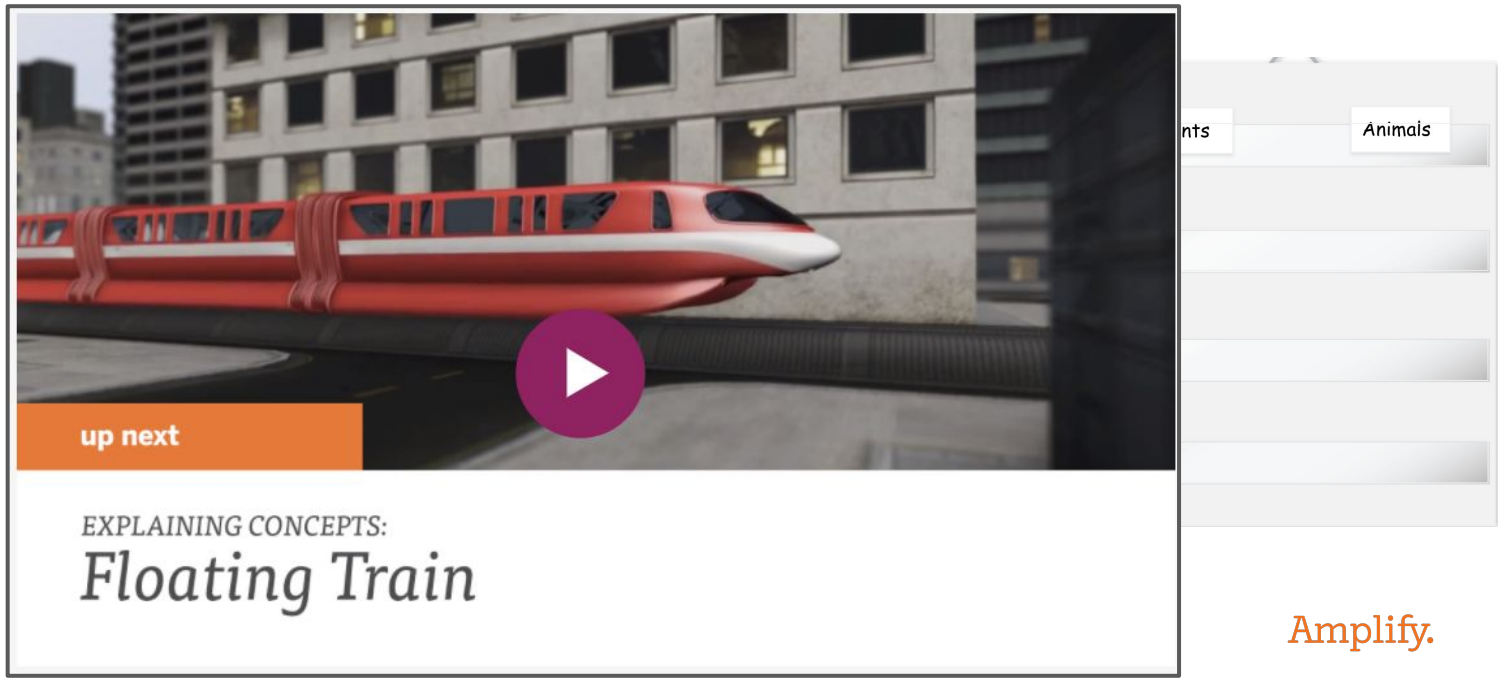
Lesson 1.2: Making an Object Move

AmplifyScience

Activity T: Teacher

Modality: Introducing the Problem

A floating train is coming to town, and people are worried. Students' job is to explain to the townspeople how the floating train works.

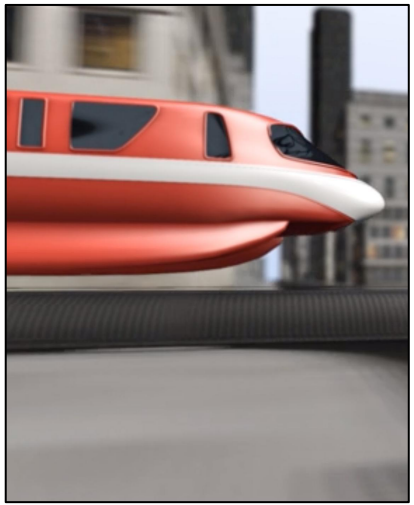


Amplify.

Activity 1: Discussing Initial Ideas

Modality: Student to Student Discussion

Students wonder how the floating train works and will investigate what makes things move, fall, and float. Student complete a **Think-Pair-Share** routine and **talk** through several different thought provoking questions centered around the floating train. They are then introduced to the unit and chapter question.



Think-Pair-Share Routine

Think
Think silently about the question.

Pair
Turn and talk to a partner about the question.

Share
Share your ideas about the question with the class.

Unit Question

What can make an object move or not move?

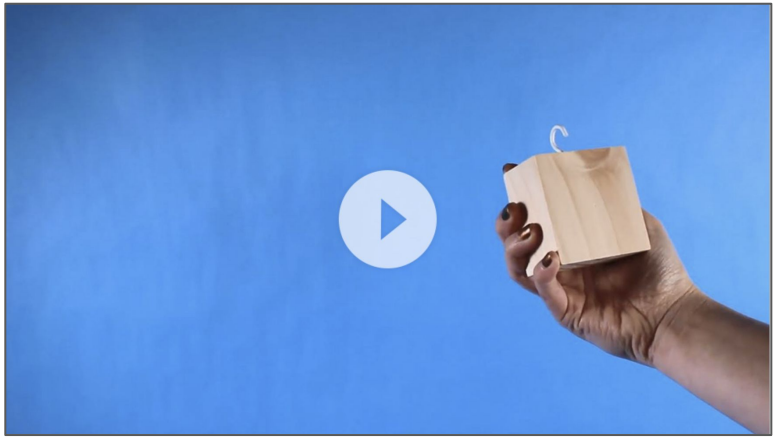
Chapter 1 Question

Why does the train rise?

Activity 2:Making Blocks Move

Modality: Hands On

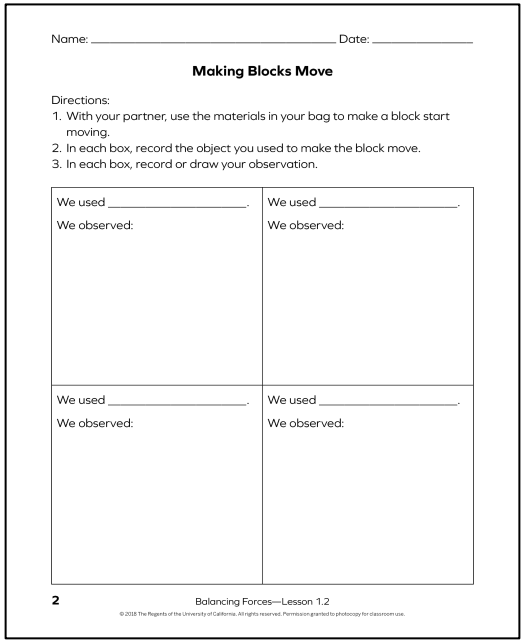
Students use blocks and everyday materials to explore different ways that one object can push or pull on another object, are **introduced to the word *observe*, and record their findings** in their investigation notebooks.



Vocabulary

observe

to use any of the five senses to gather information about something



Name: _____ Date: _____

Making Blocks Move

Directions:
1. With your partner, use the materials in your bag to make a block start moving.
2. In each box, record the object you used to make the block move.
3. In each box, record or draw your observation.

We used _____. We observed:	We used _____. We observed:
We used _____. We observed:	We used _____. We observed:

2 Balancing Forces—Lesson 1.2

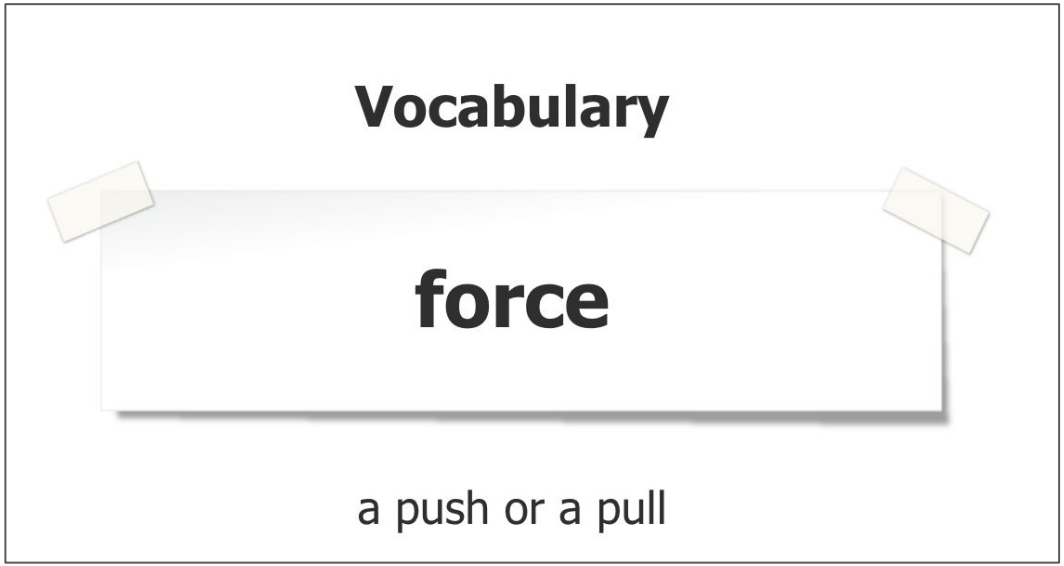
Activity 3: Sharing Observations

Modality: Teacher Led Discussion

The **class discusses and records the results of students' investigations** in a class observation table, and the term *force* is introduced.

Class Observation Table

Object 1	Object 2	Observation	Push, a pull, or not sure



End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

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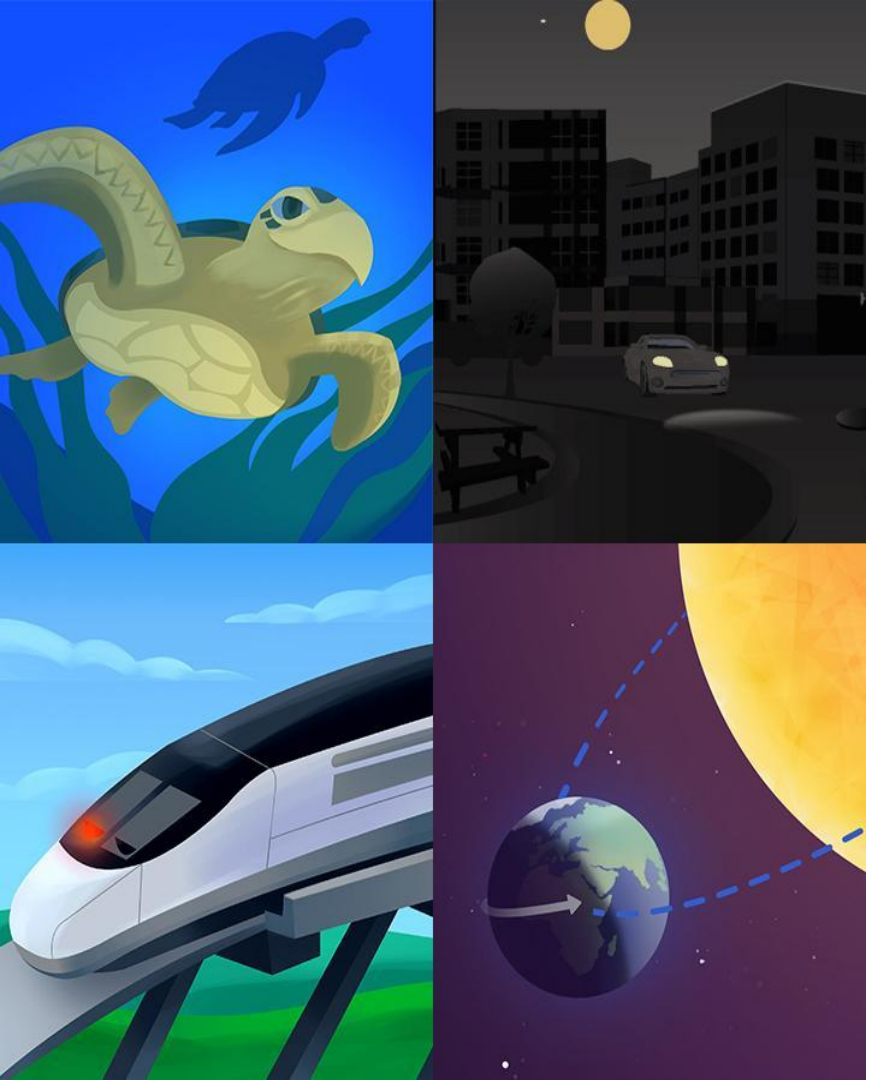

Plan for the day

- **Framing the day**
  - Welcome and introductions
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  - Multimodal Instruction
  - Exploring strategies Do, Talk, Read, Write, and Visualize
- **Amplify Science Embedded Supports**
  - The role of language and literacy
  - Differentiation
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- **Amplify Science Discourse Routines**
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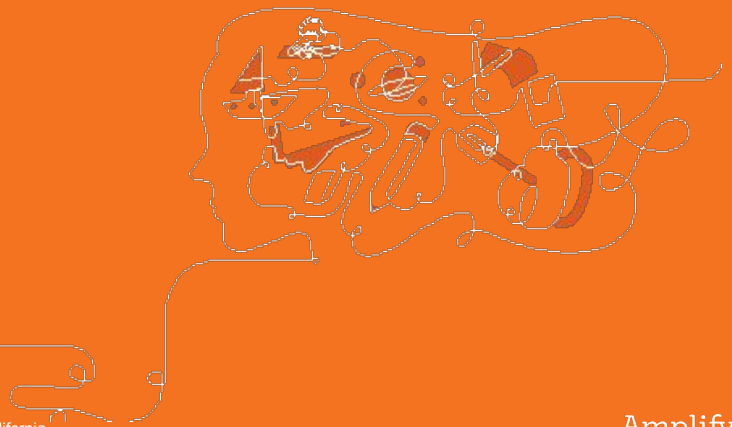
  - Reflection/Survey

Research Based Principles



Multilingual Learners

ENACTING THE FIVE PRINCIPLES IN THE CURRICULUM

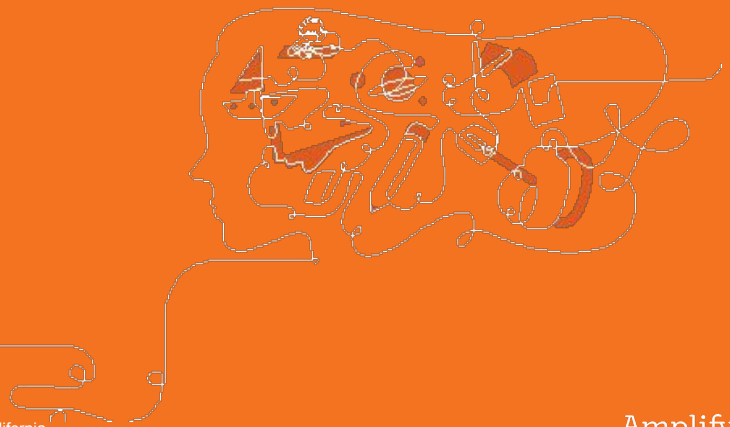
Science Program Guide

- **Principle 1:** Leverage and build students' informational background knowledge.
- **Principle 2:** Capitalize on students' knowledge of language.
- **Principle 3:** Provide explicit instruction about the language of science.
- **Principle 4:** Provide opportunities for scaffolded practice.
- **Principle 5:** Provide multimodal means of accessing science content and expressing science knowledge.

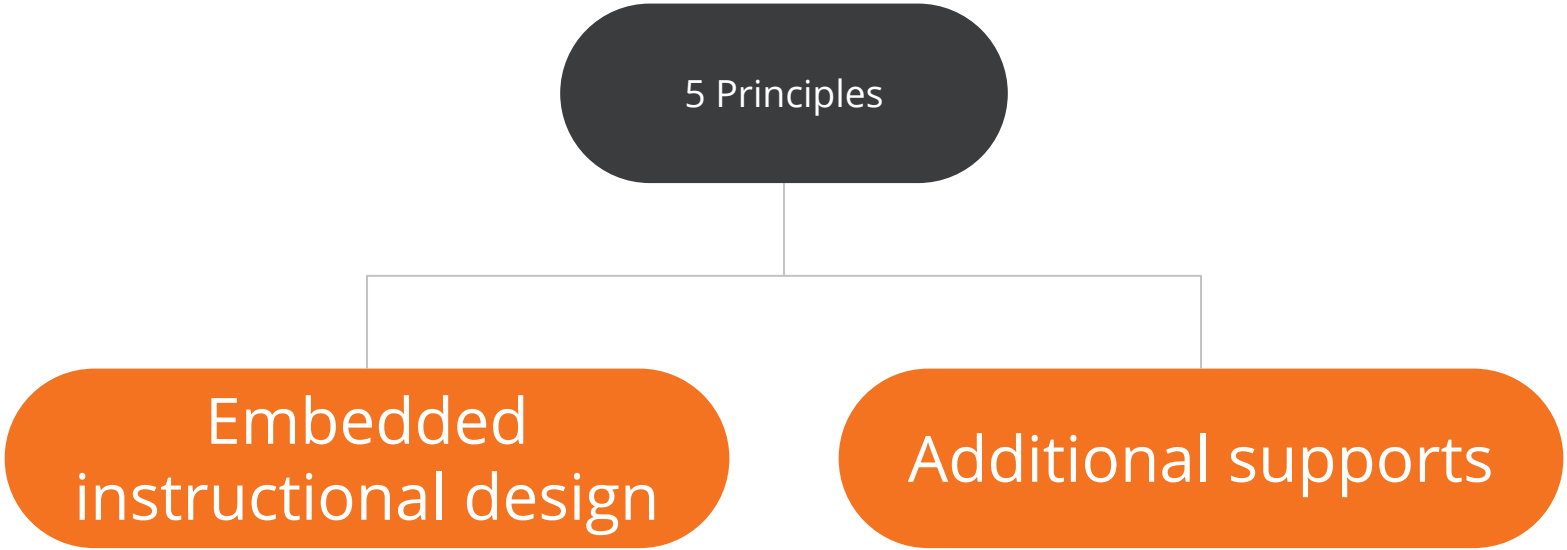
Think & Share

Choose one principle, how could you implement this principle to support ELL students in your classroom?

Strategies that support language and literacy development



Supports for English learners



Embedded instructional design

- Modeling Active Reading/ Active Reading
- Anticipation Guides
- Science/ Everyday Word Chart
- Word Relationships Activities
- Graphic Organizers
- Reflective writing with language frames/ sentence starters
- Practice Tools
- Physical and digital models

Additional supports

- Cognates
- Multilingual Glossary
- Word Banks
- Multiple-Meaning Words
- Extended Modeling
- Additional Visual Representations
- Optional Graphic Organizers
- Response Option

English-Arabic Glossary

analyze: to make sense of data
تحليل: جعل البيانات مفهومة

attract: to pull on an object, even without touching it
يجذب: سحب جسم ما حتى دون لمسه

balanced forces: multiple forces of equal strength acting on an object
قوى متوازنة: قوى متعددة ذات تأثير متساوٍ واقع على جسم ما

data: observations or measurements recorded in an investigation
بيانات: ملاحظات أو قياسات مسجلة في دراسة ما

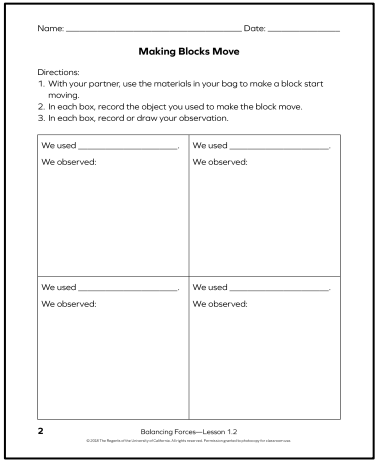
design: to try to make something new that solves a problem
تصميم: محاولة بناء شيء جديد يحل مشكلة ما

diagram: an illustration that shows how something works or what its parts are
مخطط: شكل توضيحي يبين آلية عمل شيء ما أو أجزائه

electromagnet: a kind of magnet that can be turned on and off
مغناطيس كهربائي: أحد أنواع المغناطيس التي يمكن تشغيلها وإيقافها

engineer: a person who uses science knowledge to design something in order to solve a problem
مهندس: شخص يستخدم المعرفة لتصميم شيء ما لحل إحدى المشكلات

Balancing Forces—English-Arabic Glossary 1



Name: _____ Date: _____

Making Blocks Move

Directions:
1. With your partner, use the materials in your bag to make a block start moving.
2. In each box, record the object you used to make the block move.
3. In each box, record or draw your observation.

We used _____. We observed:	We used _____. We observed:
We used _____. We observed:	We used _____. We observed:

2 Balancing Forces—Lesson 1.2

Resources for Supporting Multilingual Learners

- Optional investigation notebook pages
- Digital copy of vocabulary words
- Access to lesson level powerpoints (editable)
- Remote learning access for students (via Program Hub)
  - Student readers (English/Spanish)
  - Modeling tools/Sims/Practice tools
  - Videos with calls to action (English/Spanish)
  - Student slides, packets, and sheets (editable)

Language vs. Discourse

Academic language

Academic discourse

- Identify…
- What is…?
- List…
- Students use tier 1 and 2 vocabulary

- Prove/disprove with evidence…
- What would happen if….how do you know?
- Explain how this connects to…
- Students use tier 2 & 3 vocabulary

Amplify Science discourse routines

- Oral Composition and/or Drawings as teacher captures words (K-1)
- Explanation Language Frames
- Shared Listening
- Partner Reading
- Thought Swap
- Think-Pair-Share
- Word Relationships
- Questioning Strategies [K-8]
    - Do you agree/disagree?

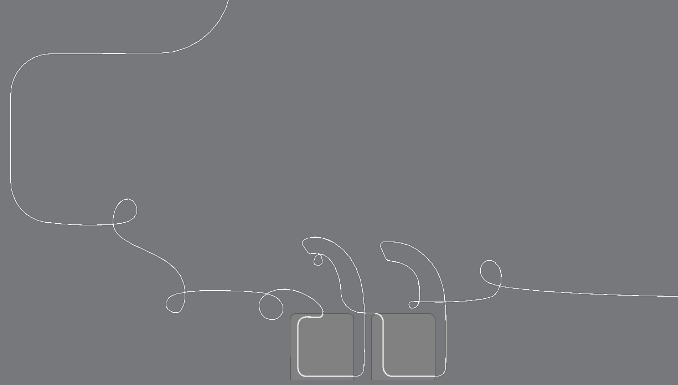
	Kindergarten - Grade 1	Grades 2-5
Discourse routines	Students engage in informal partner, small group, and full class talk as well as with Shared Listening, a structured discourse routine. To work towards answering each Chapter question, students first compose responses orally with a Language Frame activity using sentence frames written on sentence strips, completed with cards. They use this practiced sentence structure to write explanations together as a class (Shared Writing) or in their investigation notebooks.	Students engage in informal partner, small group, and full class talk as well as with a variety of structured discourse routines. Each unit includes 2-3 different routines such as: • Shared listening • Think-pair-share • Think-draw (or write) -pair-share • Thought swap • Concept mapping • Word relationships • Building on ideas • Evidence circles

Additional support considerations

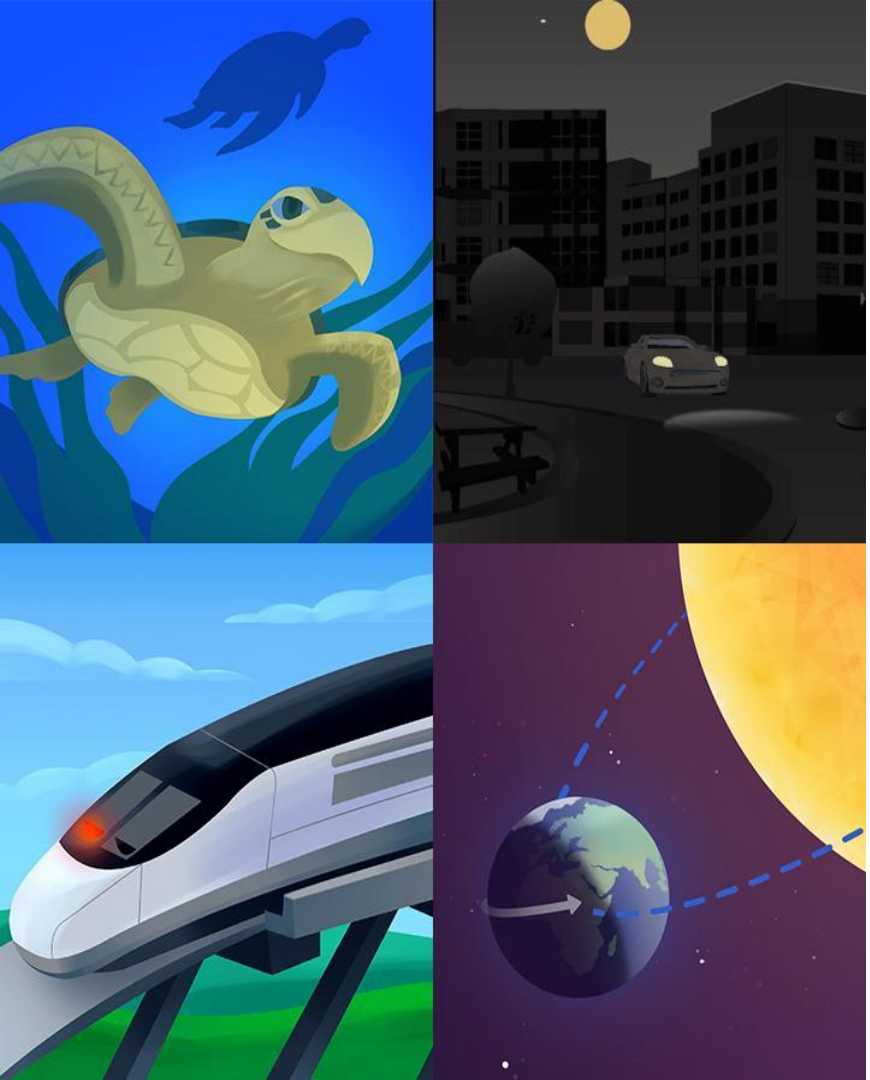
Modifying the instructional suggestions for my students

- Additional practice time
- Strategic grouping
- Additional resources (multilingual glossary, word banks, other environmental print)
- Increased support for gradual release of responsibility
- Alternative response options

Reflect and Share



What Amplify Science strategies can you use to aid ELL students in accessing academic language and move toward achieving discourse?



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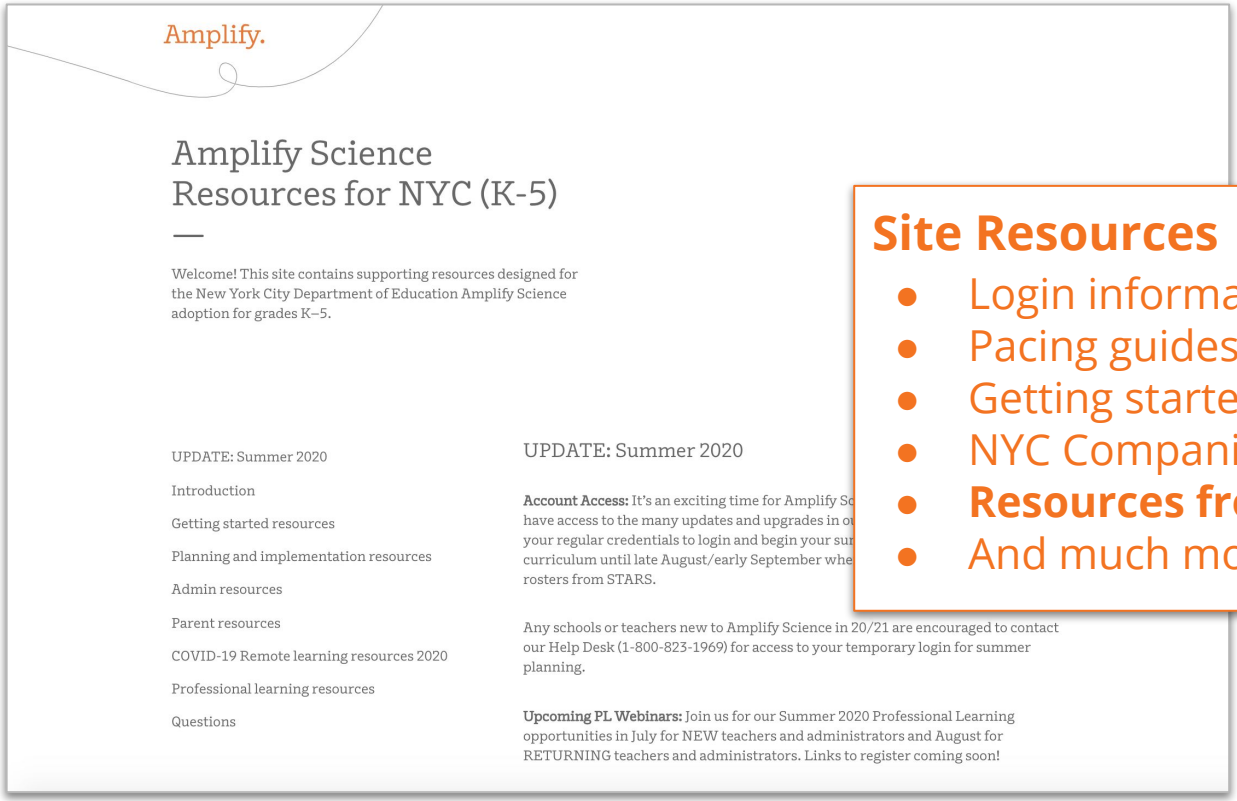
Revisiting Session Objectives:

By the end of this 1-hour workshop, you will be able to…

- Explore strategies to support English learners ability to Do, Talk, Read, Write, Visualize, and argue like scientists.
- Analyze an instructional sequence through the lens of an English learner to deepen your knowledge of the critical role of language and literacy in developing scientific understanding.
- Become familiar with the research based principles which guide the creation of the supports and strategies in Amplify science that aid students development of disciplinary literacy in science.

New York City Resources Site

https://amplify.com/resources-page-for-nyc-k-5/



Site Resources

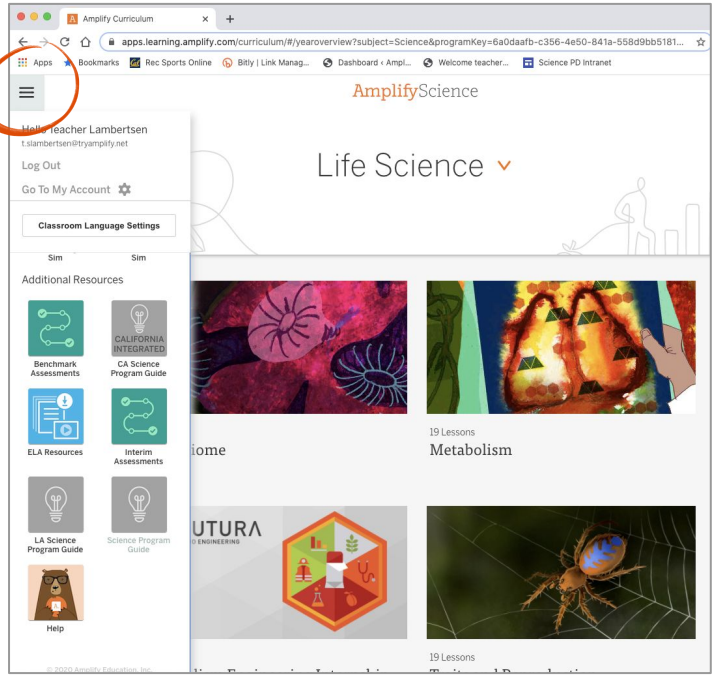
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Amplify Science Program Hub

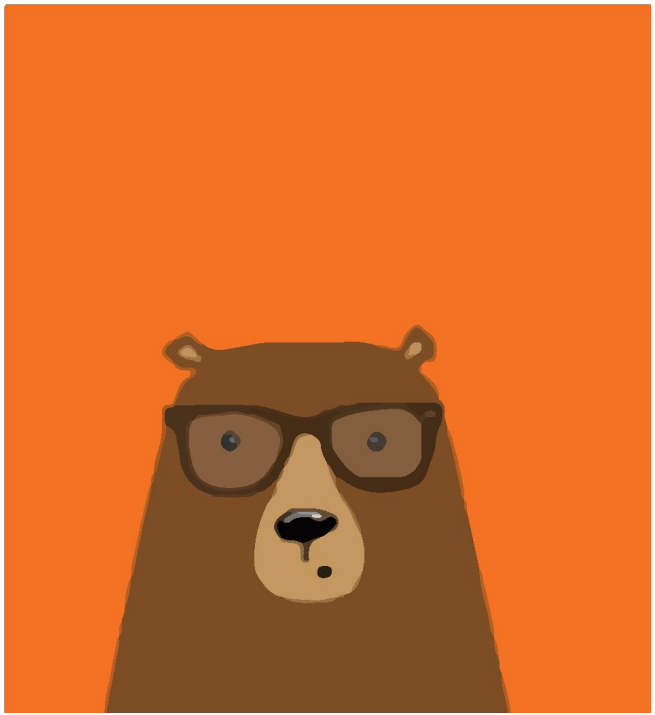
A new hub for Amplify Science resources

- **Videos and resources to prepare for instruction**
- **Amplify@Home resources**
- **Self study resource and much more!**

***Check back often to stay update to date with Amplify Science ***



Additional Amplify resources



Program Guide

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

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

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

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

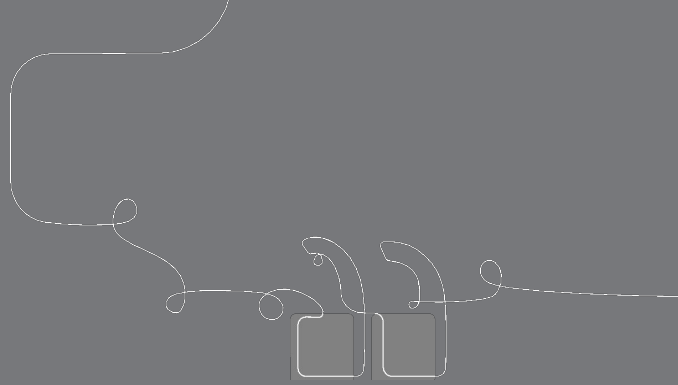
scihelp@amplify.com

800-823-1969

Amplify Chat

When contacting the customer care team:

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



Final Questions?

Please provide us feedback!

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

Presenter name: XXX