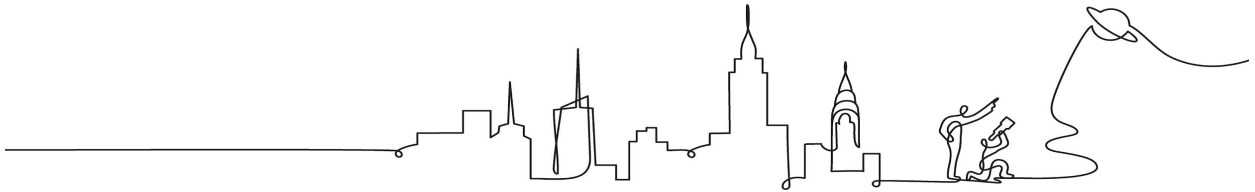
Welcome to Amplify Science!

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.

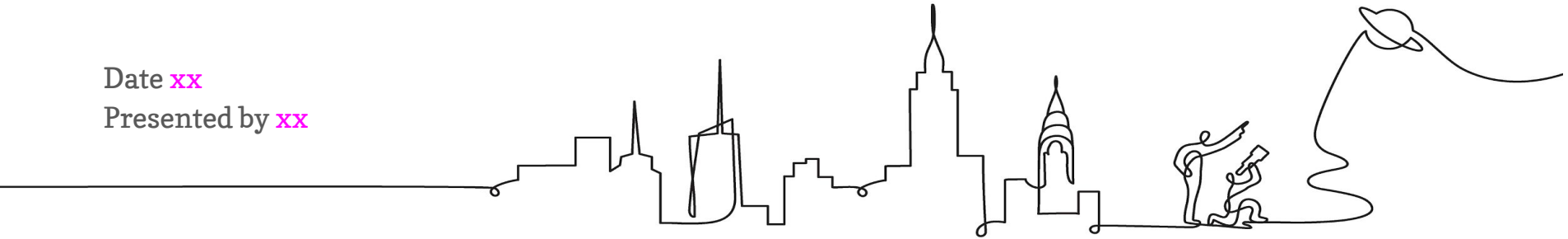
3. In the chat, share your name, grade level, and school you teach in.



Amplify Science
New York City

Supporting ELL's in the Amplify Science Classroom
Grade 5

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?"*

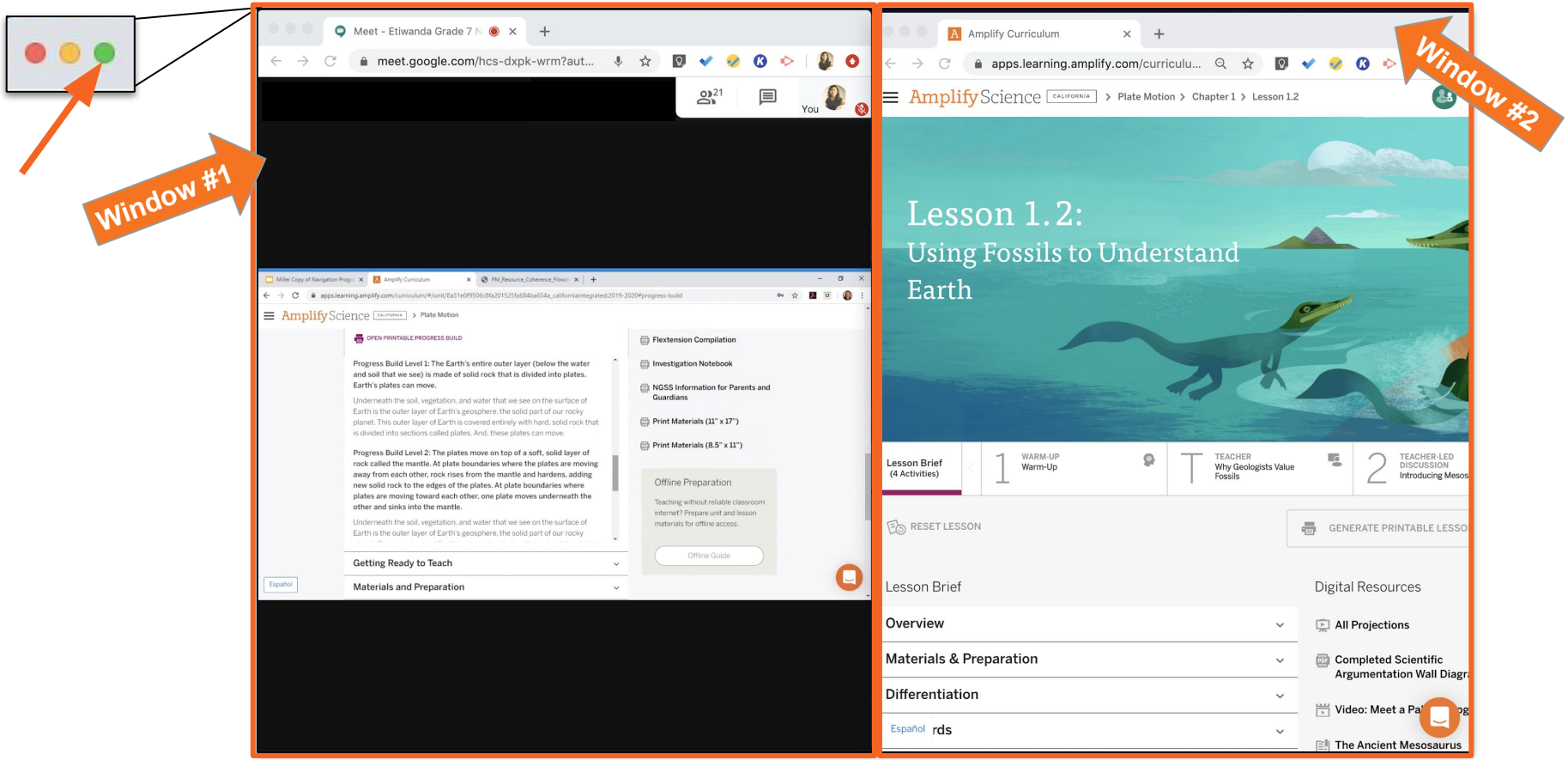
Mute your microphone to reduce background noise unless sharing with the group

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!

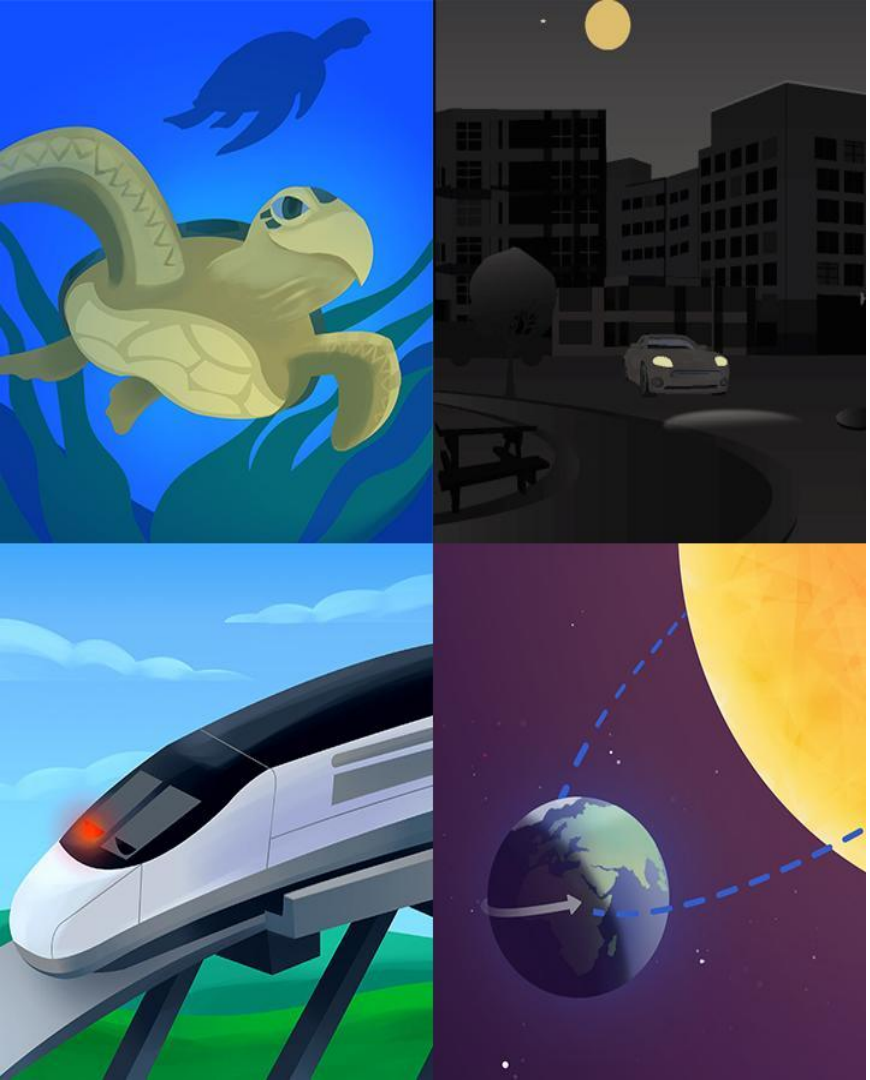
Use two windows for today's webinar



Objectives

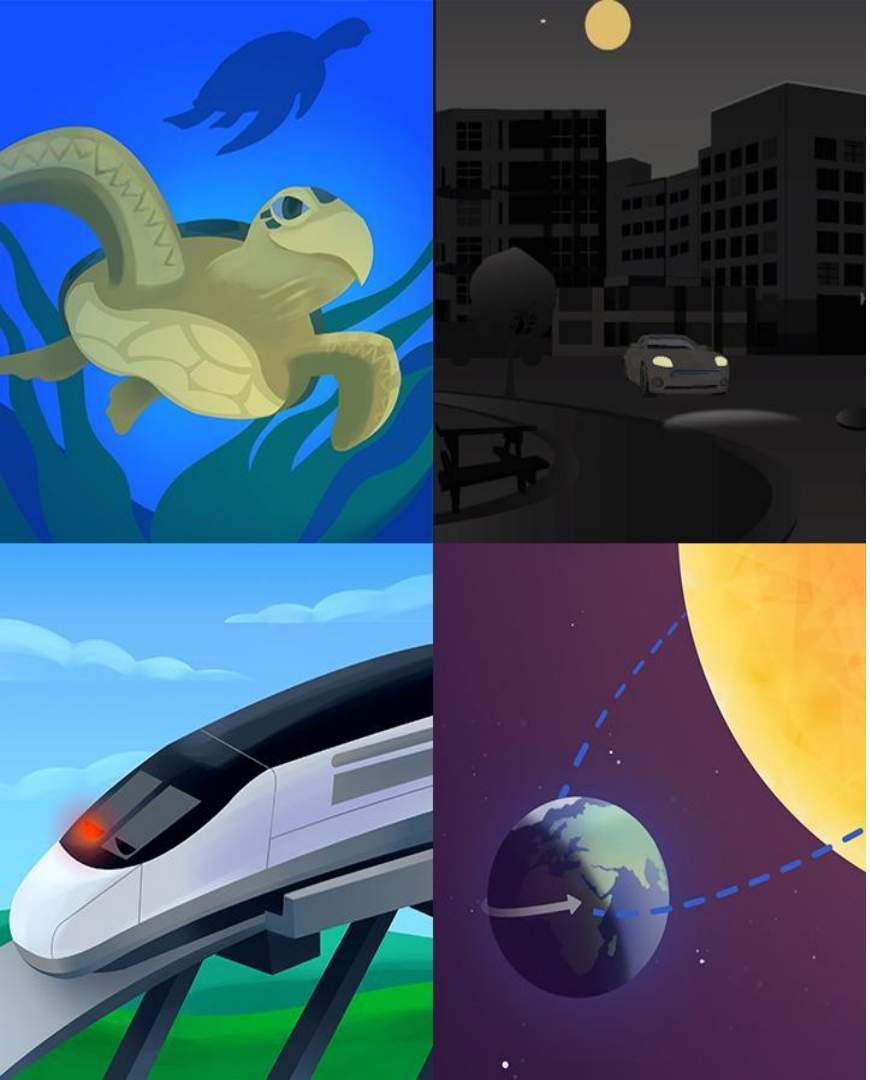
By the end of this 1-hour workshop, you will be able to…

- 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



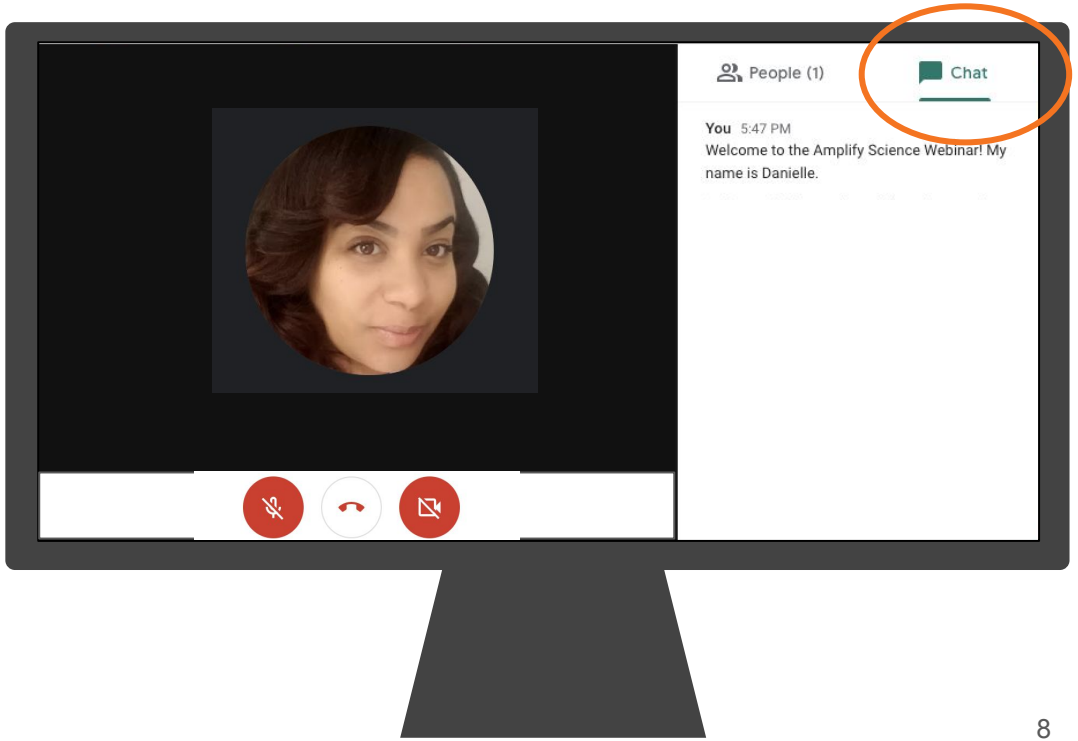
Plan for the day

- **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?

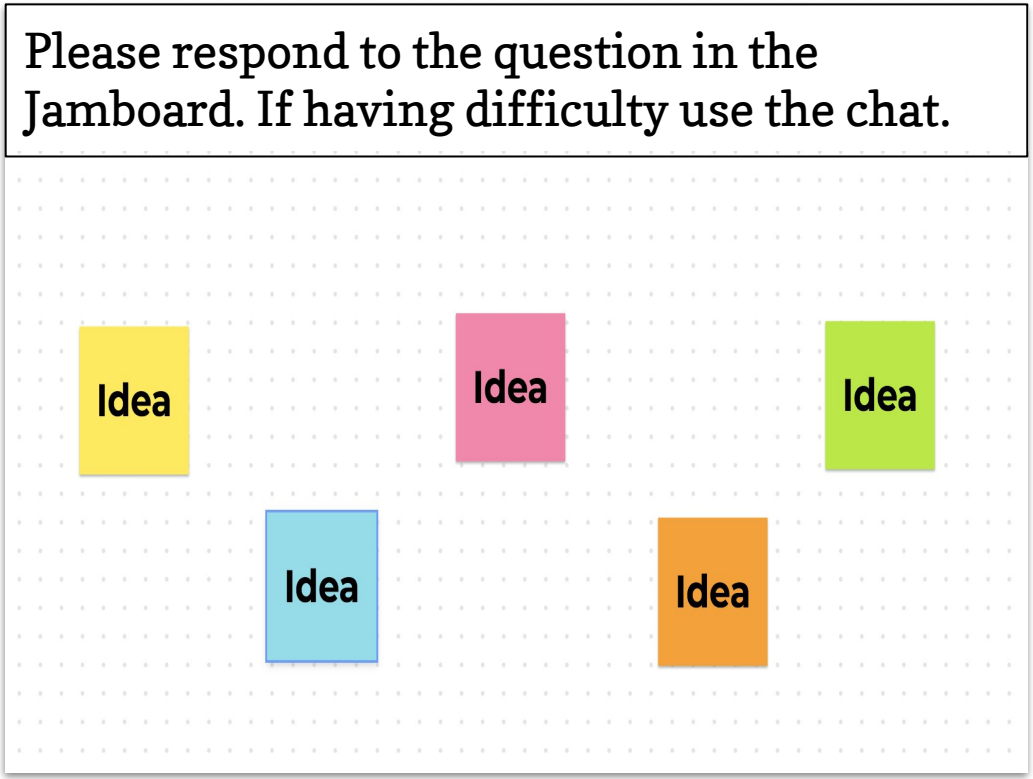
- **Introduce yourself (Name, School, Role)**
- **In the chat, share one word or phrase thats describes how you teaching Amplify.**

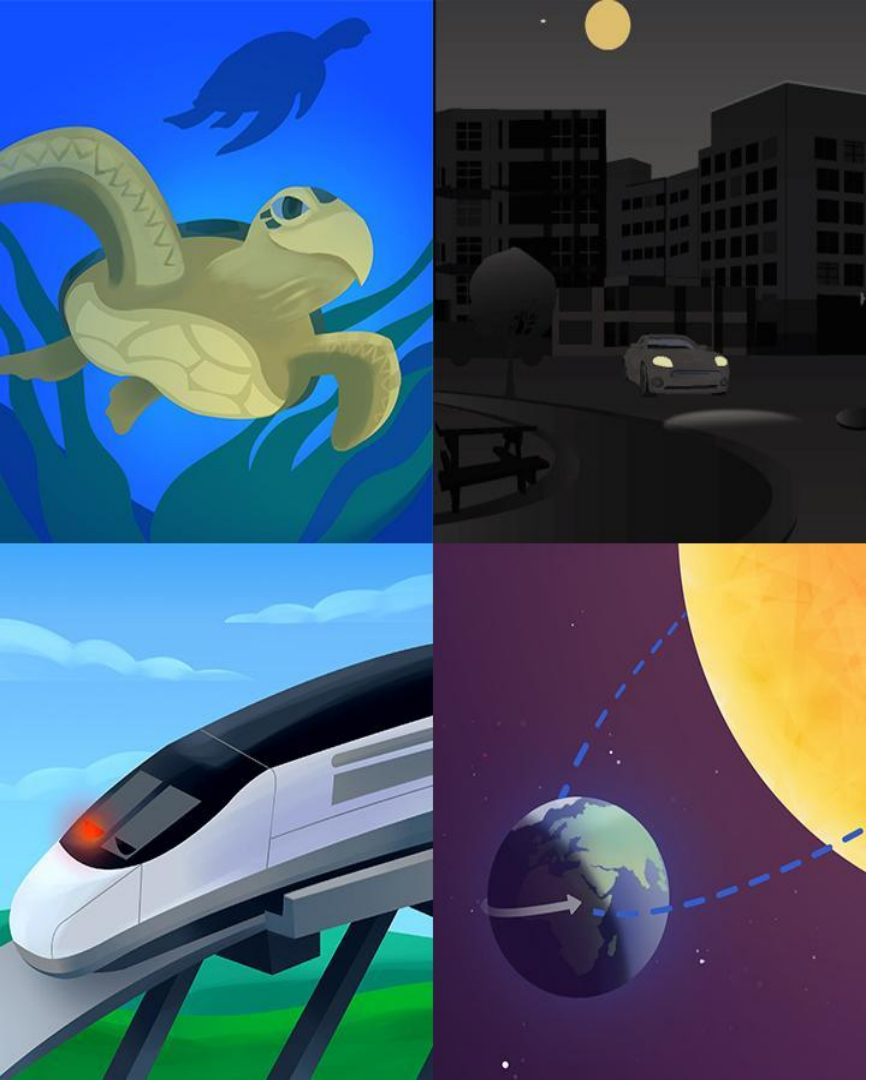


Anticipatory activity

On the Jamboard "post"….

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





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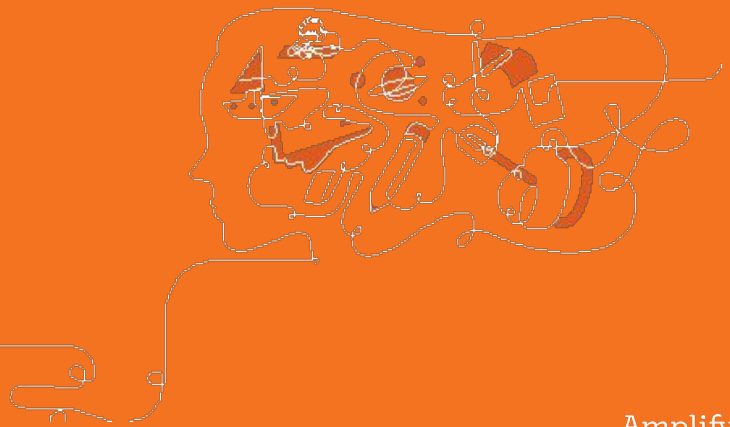
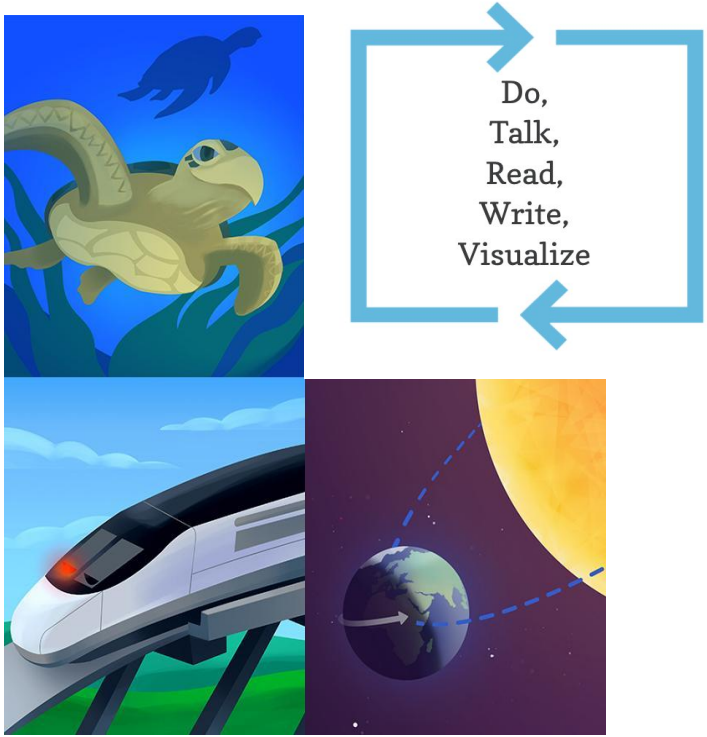
Multimodal Instruction & 3D Learning



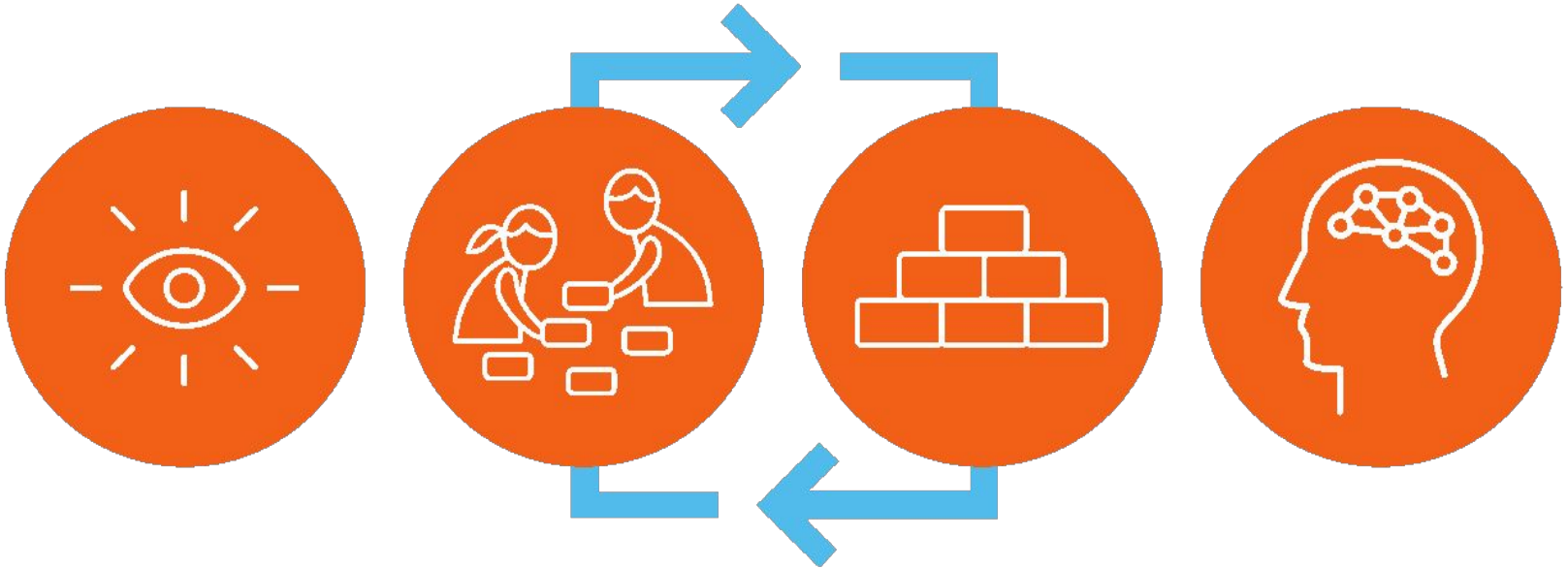
Multimodal, phenomenon-based learning

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

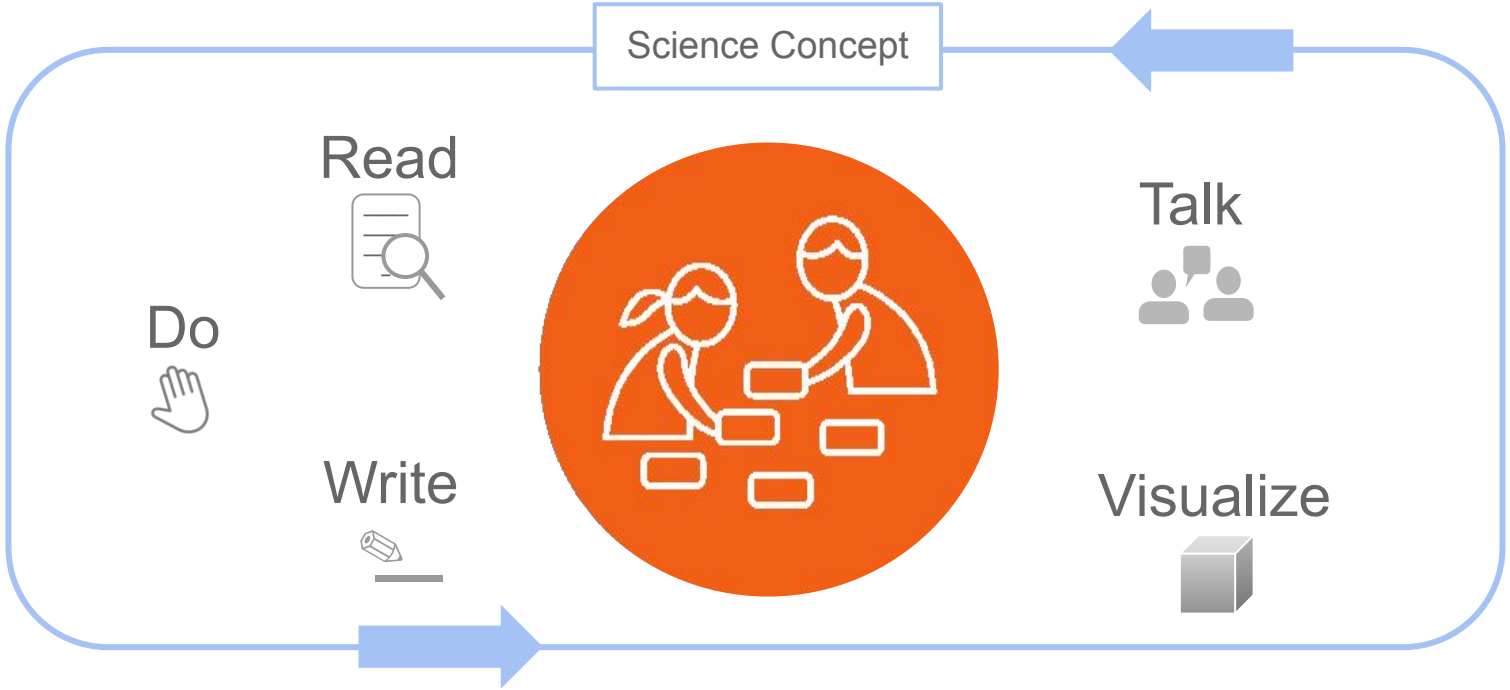
Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to a different context

Multimodal learning

Gathering evidence from different sources

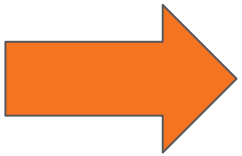


Topics vs. Phenomena

A shift in science instruction

from learning about

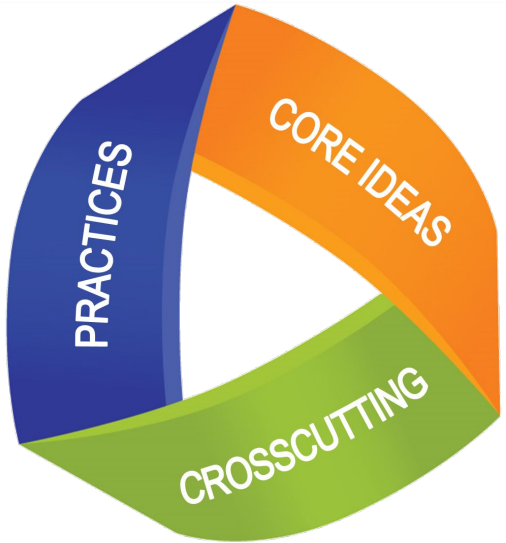
(like a student)



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

ESS1.A: The Universe and Its Stars:

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)

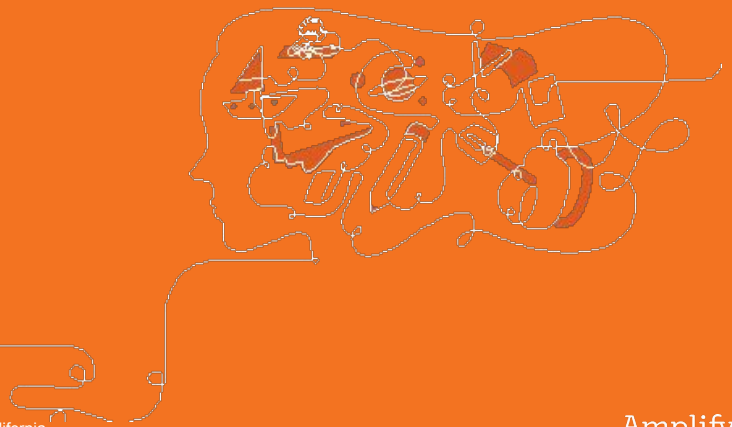
ESS1.B: Earth and the Solar System:

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

PS2.B: Types of Interactions:

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)

Do, Talk, Read, Write, Visualize



Crosscutting Concepts (CCC)

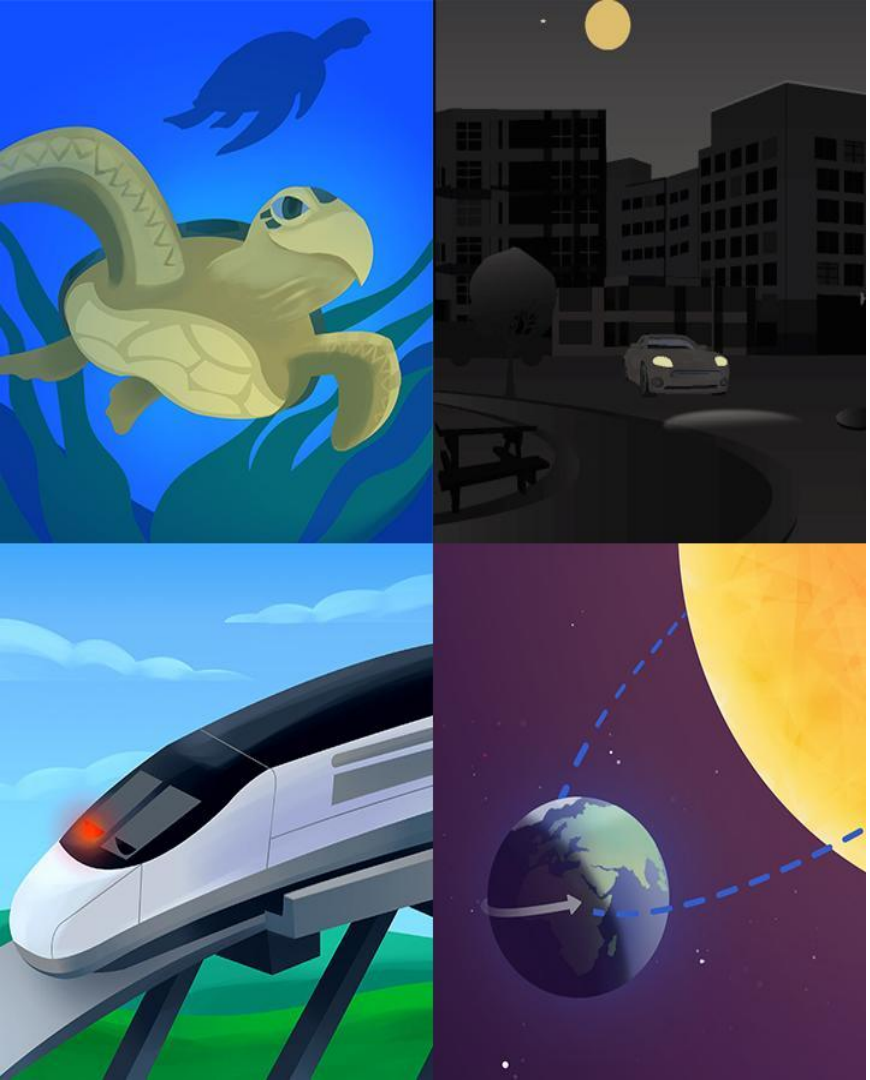
How students think like scientists

- **Do:** Students utilize a simulation, digital modeling tools, and kinesthetic models to observe, investigate, and apply their growing ideas about the daily and yearly patterns of stars that can be observed from Earth. Throughout the unit, students collect data about which stars are visible at different times, revealing emergent patterns. Then, students turn to the Mount Nose kinesthetic model to look for patterns in Earth's motion to help them understand and explain the patterns they observe in the *Patterns of Earth and Sky* Simulation.
- **Talk:** Students share their developing ideas about the daily or yearly patterns of stars they observe with peers through the various student-to-student talk opportunities, including the Think-Write-Pair-Share routine. These low-stakes discussion opportunities allow students to make sense of the patterns of stars over time that they are investigating.
- **Read:** Students read two books that support them in investigating the pattern of when constellations are visible in the night sky. In addition, students read about a scientist who looks for patterns in star brightness data to discover new planets.
- **Write:** With increasing independence, students write explanations describing the relationship between Earth's motion and the daily or yearly patterns of stars that can be observed.
- **Visualize:** As they engage in the Mount Nose Model, students use visualization to develop an understanding of the daily and yearly patterns of stars that they observe. The strategy of visualization is central to students' ability to connect the patterns of stars that they observe over time and Earth's spin and orbit.

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 utilize a simulation, digital modeling tools, and kinesthetic models to observe, investigate, and apply their growing ideas about the daily and yearly patterns of stars that can be observed from Earth. Throughout the unit, students collect data about which stars are visible at different times, revealing emergent patterns. Then, students turn to the Mount Nose kinesthetic model to look for patterns in Earth's motion to help them understand and explain the patterns they observe in the *Patterns of Earth and Sky* Simulation.	Students share their developing ideas about the daily or yearly patterns of stars they observe with peers through the various student-to-student talk opportunities, including the Think-Write-Pair-Share routine. These low-stakes discussion opportunities allow students to make sense of the patterns of stars over time that they are investigating.	Students read two books that support them in investigating the pattern of when constellations are visible in the night sky. In addition, students read about a scientist who looks for patterns in star brightness data to discover new planets.	With increasing independence, students write explanations describing the relationship between Earth's motion and the daily or yearly patterns of stars that can be observed.	As they engage in the Mount Nose Model, students use visualization to develop an understanding of the daily and yearly patterns of stars that they observe. The strategy of visualization is central to students' ability to connect the patterns of stars that they observe over time and Earth's spin and orbit.
Support:	**Support:**	**Support:**	**Support:**	**Support:**



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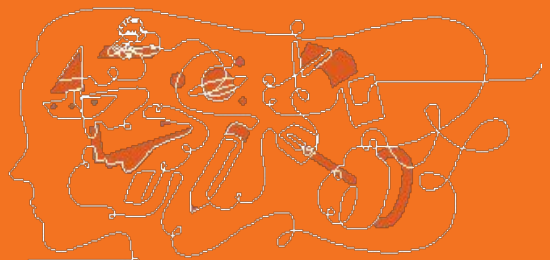
The role of language and literacy



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!

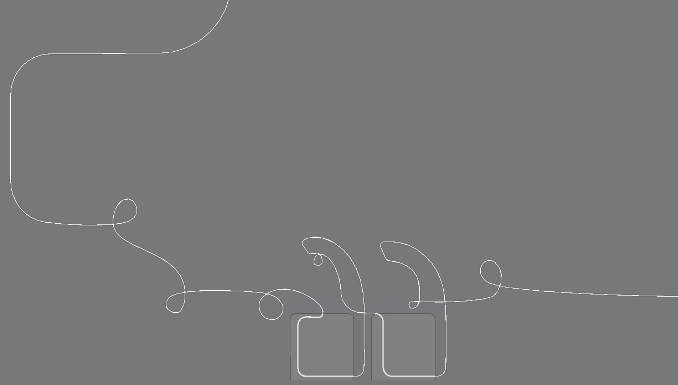
For each of the cards, indicate if students are developing language, science ideas, or both?

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.	

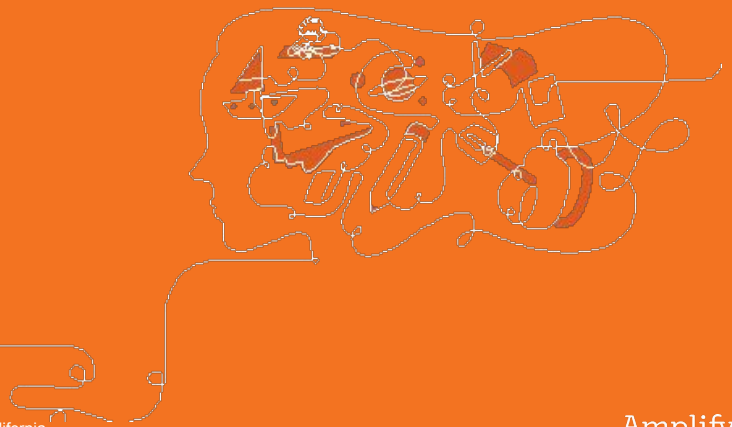
L	B	S
Students are developing **academic language**	Students are developing **both** academic language and understanding of science and engineering ideas	Students are developing **understanding of science and engineering ideas**

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

Accessible examples. The lesson begins with students accessing prior knowledge by discussing what they normally expect to see in the sky during the day and at night. They then use models of Earth that are likely fairly well-known to them—a map and a globe—so they can begin thinking about models and establish that Earth is a sphere. Beginning class with these common experiences and models from which to draw initial student thinking helps students begin the unit on common footing and provides a common base from which to build the more complex conceptual understanding that follows. In addition, thinking about simple and familiar models prior to starting their exploration of the more complex model offered by the *Patterns of Earth and Sky* Simulation helps prepare students to think critically about the Sim during Activity 2.

Visual representations. Visual models and representations are essential for many students as they make sense of two-dimensional and three-dimensional representations of Earth. The *Patterns of Earth and Sky* Simulation provides a highly visual, interactive, and engaging tool for students to orient themselves on Earth and to explore their positional relationship to different stars.

Discourse routine. Engaging in Think-Write-Pair-Share provides students with an opportunity to activate their prior knowledge and discuss science ideas. This routine is especially helpful for English learners: it allows time for students to organize their own ideas before discussing them with a partner, and it provides students the opportunity to rehearse language with a peer before sharing with the whole class.

Time for exploration. Throughout this unit, students will use the *Patterns of Earth and Sky* Simulation to investigate questions related to key unit content. In this lesson, students have time for an open-ended exploration of the Sim. This allows them to discover important features on their own and will help them be prepared to focus on investigating specific questions in upcoming lessons.

Specific Differentiation Strategies for English Learners

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.

Use of realia. Providing some English learners with concrete materials can help them connect the language of science to an experience. If you feel that your students would benefit from this kind of support, you can provide them with physical materials, such as a ball and a plate, and invite them to discuss their observations of these materials as they relate to what they know about Earth, prior to working with the map and globe during Activity 1.

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 support 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.
- 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?"*
- During the Think-Write-Pair-Share routine, you can visit pairs, validate students' ideas, and then invite reluctant students to share their ideas 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.

Potential Challenges in This Lesson

Partner work with digital devices. Some students may have difficulty focusing on the task at hand when presented with engaging materials, such as the Simulation, and a digital device. Consider ways you can make expectations clear ahead of time and support students in focusing their efforts on the specific goals for the Simulation activity.

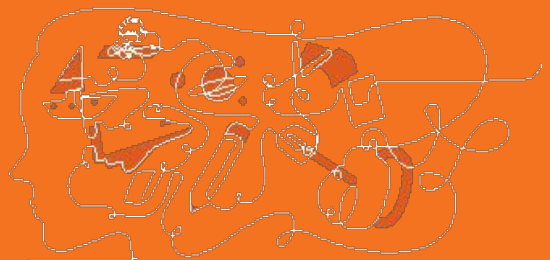
Specific Differentiation Strategies for Students Who Need More Support

Strategic partnering. Creating positive and supportive student partnerships is a crucial first step for creating the kind of classroom culture in which students feel confident and comfortable sharing their thinking. This unit provides many opportunities for student learning to occur through discussion and partner activities. Thinking ahead to create good working partnerships will be an essential component of success for these kinds of lessons.

Specific Differentiation Strategies for Students Who Need More Challenge

Additional writing. After students have been introduced to the different models in this lesson, you can invite them to think about why models are important to the work of astronomers. Have students write a short paragraph about the importance of using models in astronomy.

Instructional Sequence



Grade 5 | Patterns of Earth and Sky

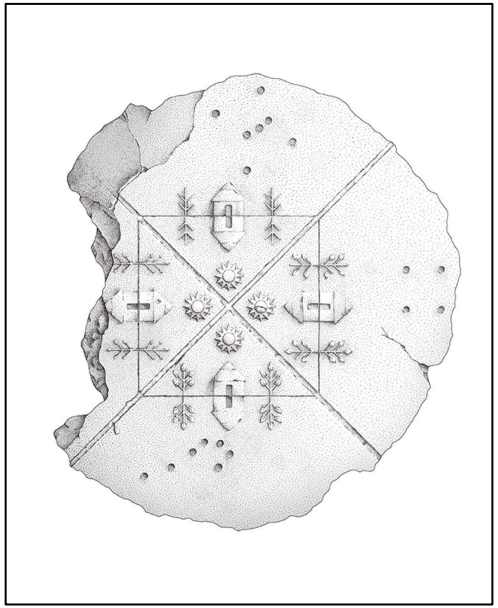
Lesson 1.2: Earth and Stars in Space

AmplifyScience

Activity 1: Modeling the Shape of Earth

Modality: Teacher Led Discussion

Students **compare models and photographs** as they consider which representation supports the idea that Earth is shaped like a sphere and then are introduced to the chapter question.



Vocabulary

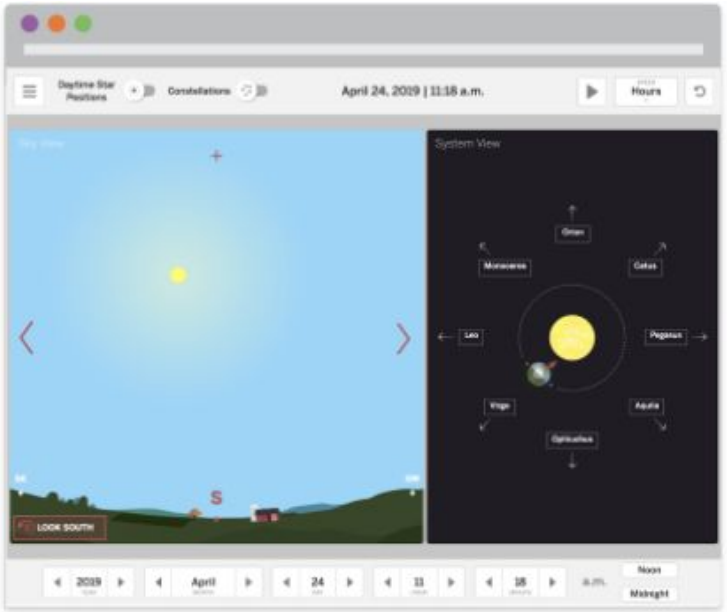
model

something scientists make to answer questions about the real world

Activity 2: Exploring a Simulation of Earth and Sky

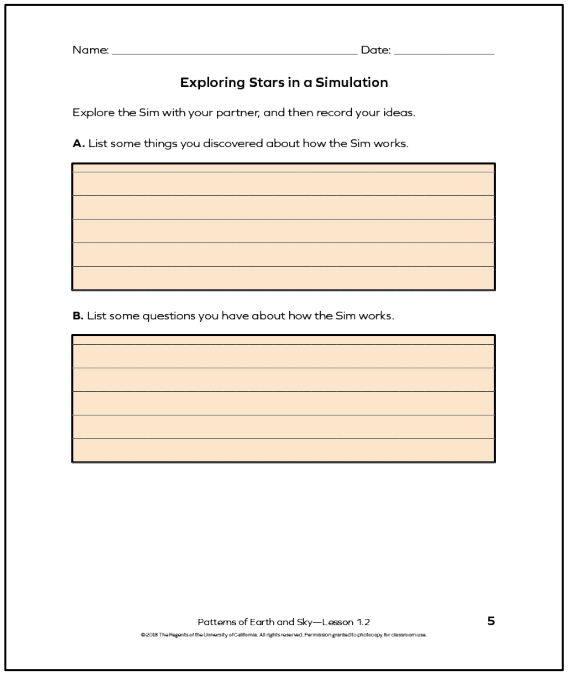
Modality: Teacher Led Discussion

Students **explore the *Patterns of Earth and Sky* Simulation** and familiarize themselves with its features and then **record their findings** in their investigation notebooks.



Guidelines for Using Apps

- Only one person "drives" at a time.
- Anyone can make suggestions about how to use the app.
- Talk about what you observe.
- Rotate the role of "driver."



Name: _____ Date: _____

Exploring Stars in a Simulation

Explore the Sim with your partner, and then record your ideas.

A. List some things you discovered about how the Sim works.

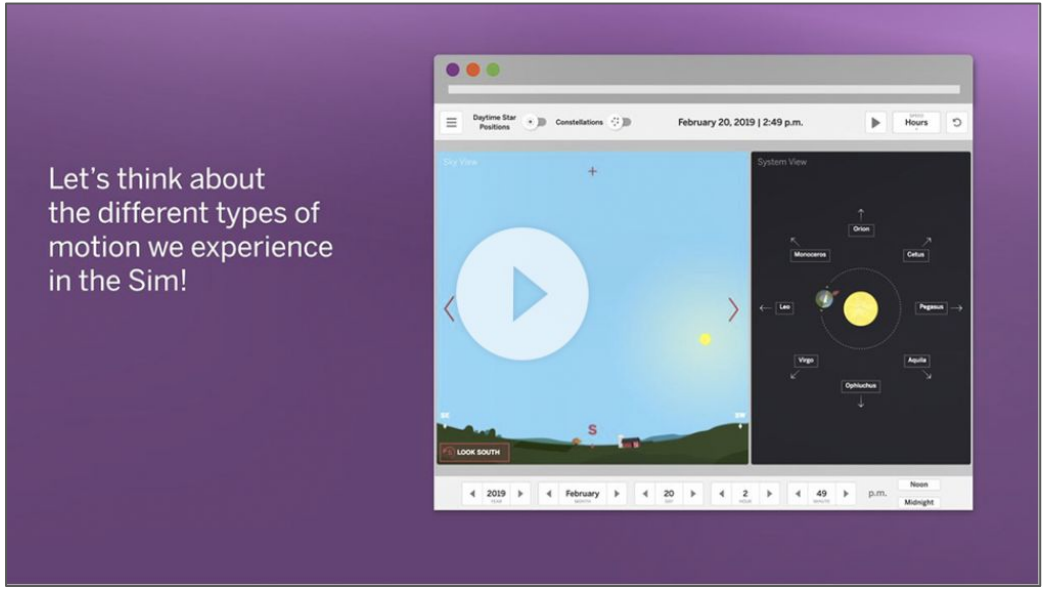
B. List some questions you have about how the Sim works.

Patterns of Earth and Sky—Lesson 1.2 5

Activity 3: Sharing What We Discovered

Modality: Teacher Led Discussion

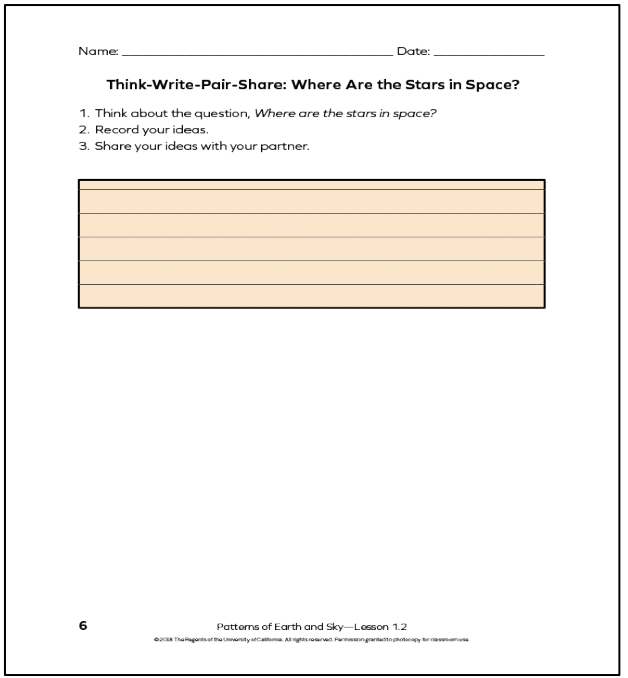
Students **review features of the Sim** and the teacher demonstrates its functionality.



Activity 4: Ideas About Where the Stars Are

Modality: Student to Student Discussion

Students are introduced to the **Think-Write-Pair-Share** routine as a method for considering their initial ideas about the Investigation Question and **jot down their responses** in their investigation notebooks.


Name: _____ Date: _____

Think-Write-Pair-Share: Where Are the Stars in Space?

1. Think about the question, *Where are the stars in space?*
2. Record your ideas.
3. Share your ideas with your partner.

6

Patterns of Earth and Sky—Lesson 1.2

End of Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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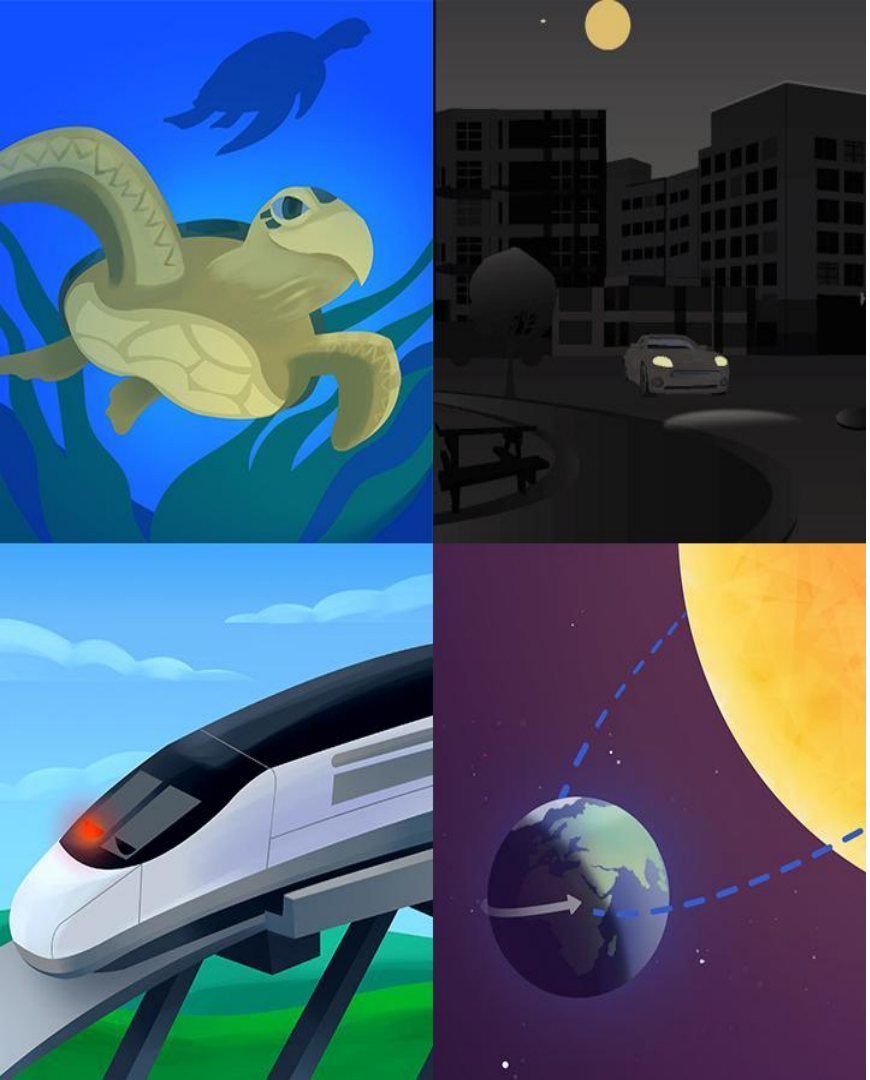

Plan for the day

- **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
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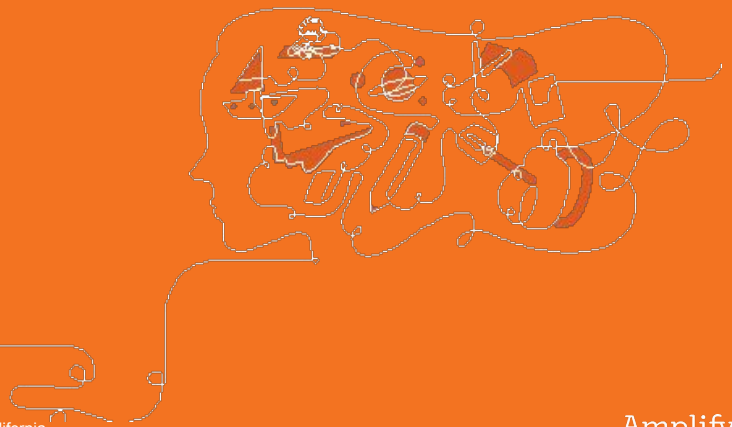
- **Amplify Science Discourse Routines**
  - Research based principles for creating supports
  - Strategies that supporting language & literacy development in science
- **Closing**
  - Reflection/Survey

Research Based Principles



Multilingual Learners

ENACTING THE FIVE PRINCIPLES IN THE CURRICULUM

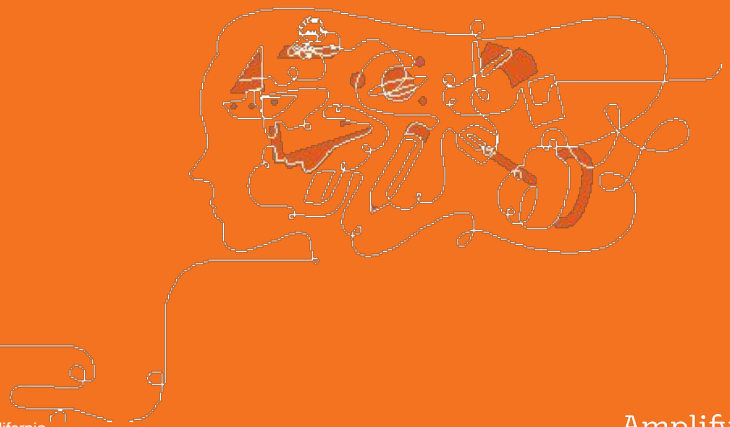
Science Program Guide

- **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.

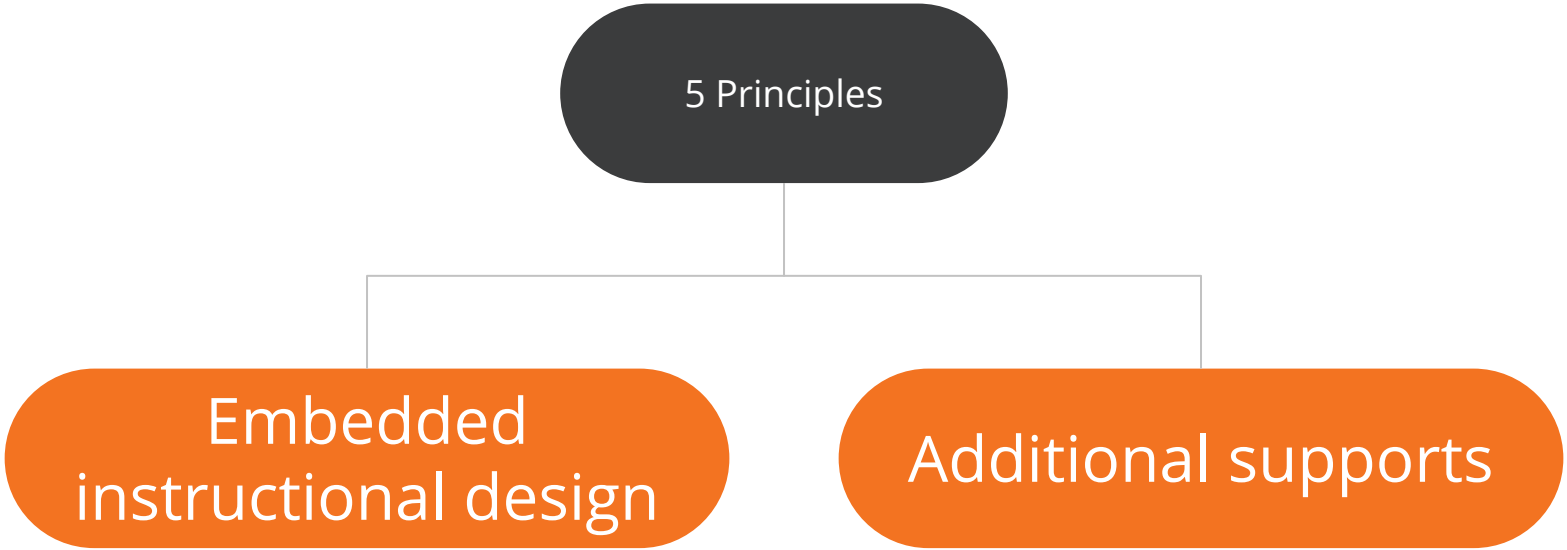
Think & Share

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

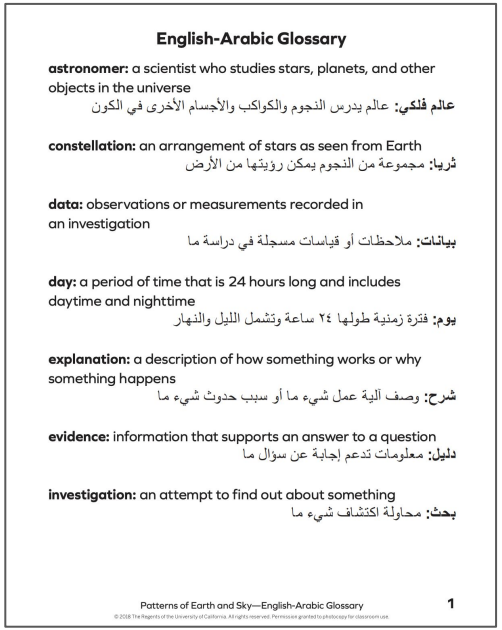


Embedded instructional design

- 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

astronomer: a scientist who studies stars, planets, and other objects in the universe
عالم فلكي: عالم يدرس النجوم والكواكب والأجسام الأخرى في الكون

constellation: an arrangement of stars as seen from Earth
ثريا: مجموعة من النجوم يمكن رؤيتها من الأرض

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

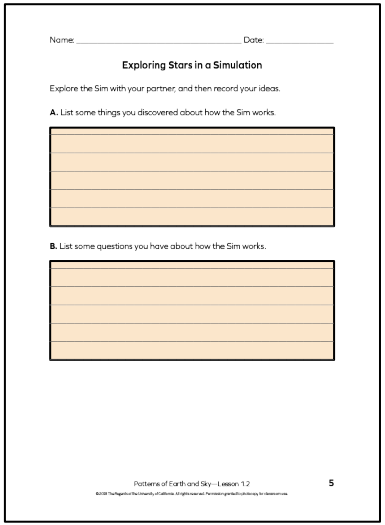
day: a period of time that is 24 hours long and includes daytime and nighttime
يوم: فترة زمنية طولها ٢٤ ساعة وتشمل الليل والنهار

explanation: a description of how something works or why something happens
شرح: وصف آلية عمل شيء ما أو سبب حدوث شيء ما

evidence: information that supports an answer to a question
دليل: معلومات تدعم إجابة عن سؤال ما

investigation: an attempt to find out about something
بحث: محاولة اكتشاف شيء ما

Patterns of Earth and Sky—English-Arabic Glossary 1



Name: _____ Date: _____

Exploring Stars in a Simulation

Explore the Sim with your partner, and then record your ideas.

A. List some things you discovered about how the Sim works.

B. List some questions you have about how the Sim works.

Patterns of Earth and Sky – Lesson 1.2 5

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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?

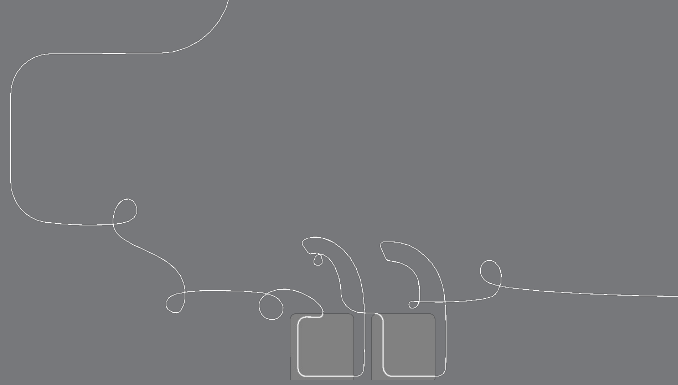
	Kindergarten - Grade 1	Grades 2-5
Discourse routines	Students engage in informal partner, small group, and full class talk as well as with Shared Listening, a structured discourse routine. To work towards answering each Chapter question, students first compose responses orally with a Language Frame activity 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

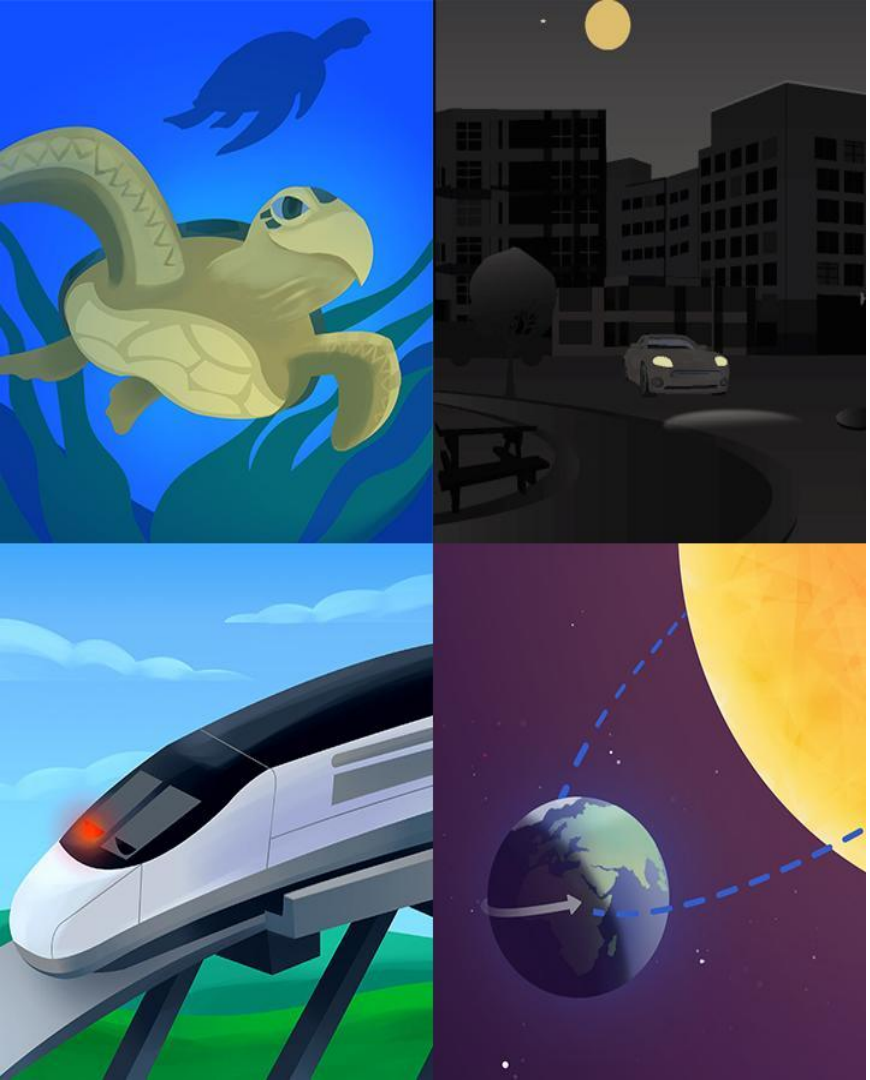
Modifying the instructional suggestions for my students

- 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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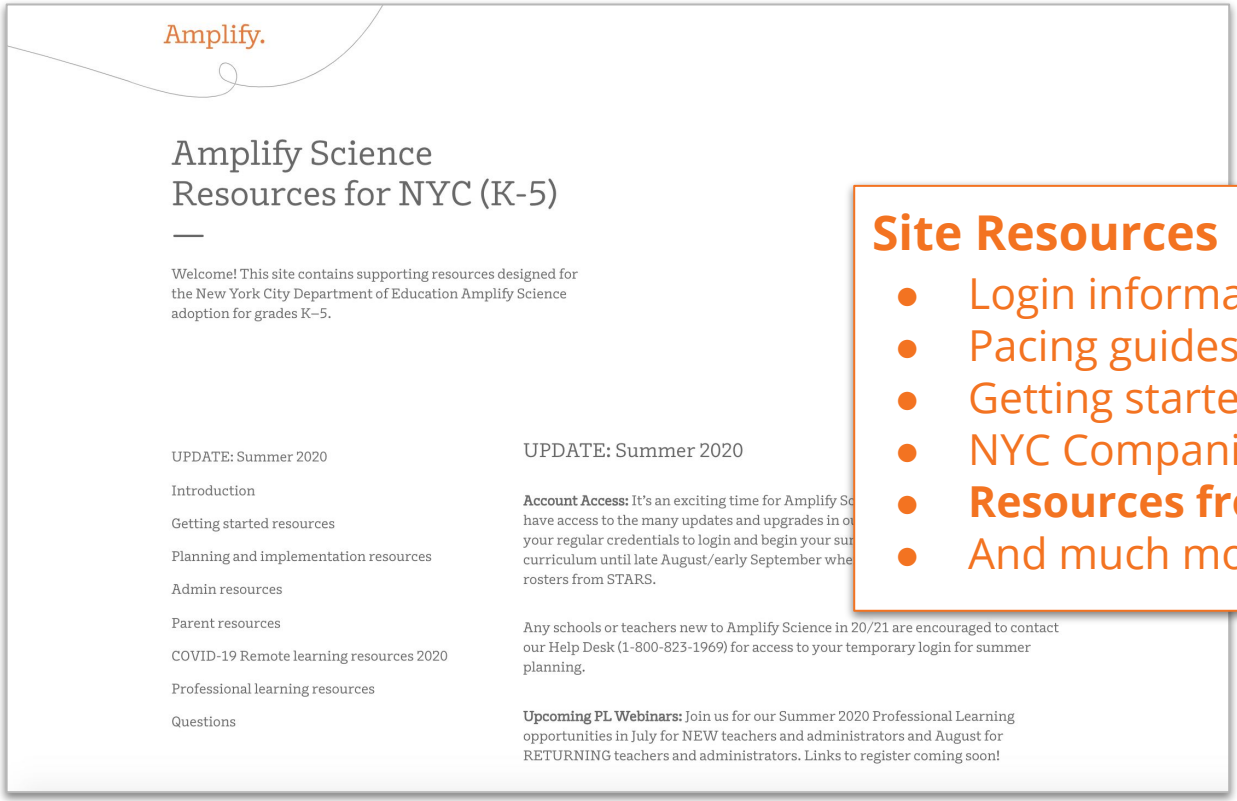
Revisiting Session Objectives:

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

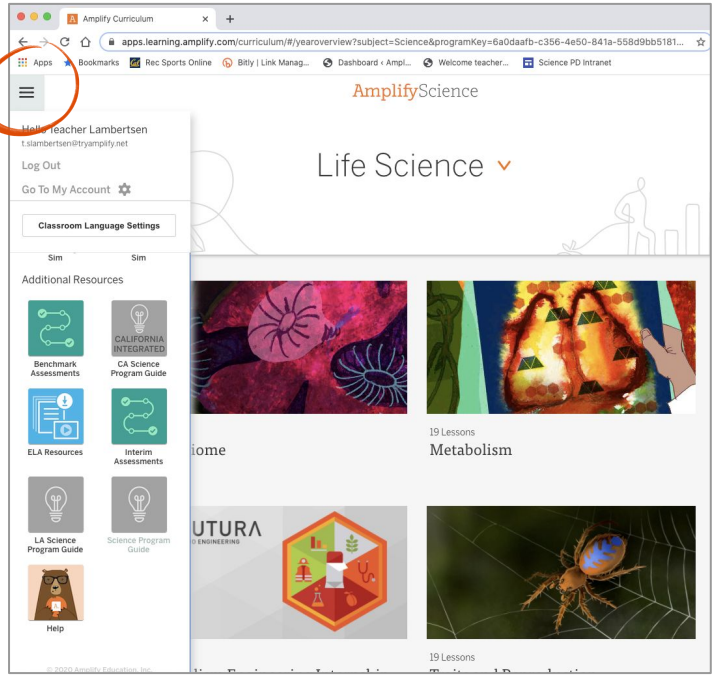
- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

Amplify Science Program Hub

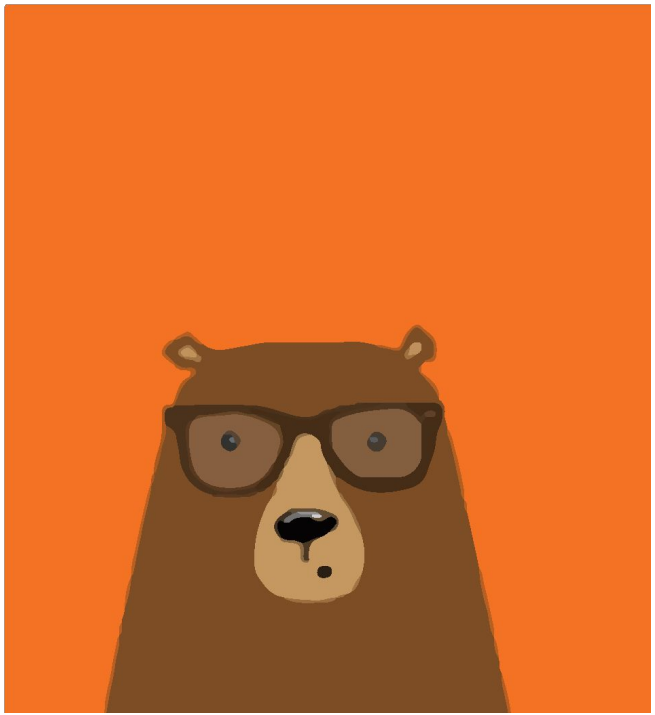
A new hub for Amplify Science resources

- **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.

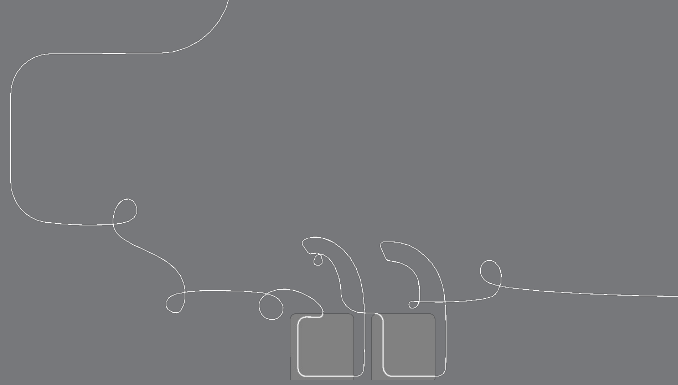
scihelp@amplify.com

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