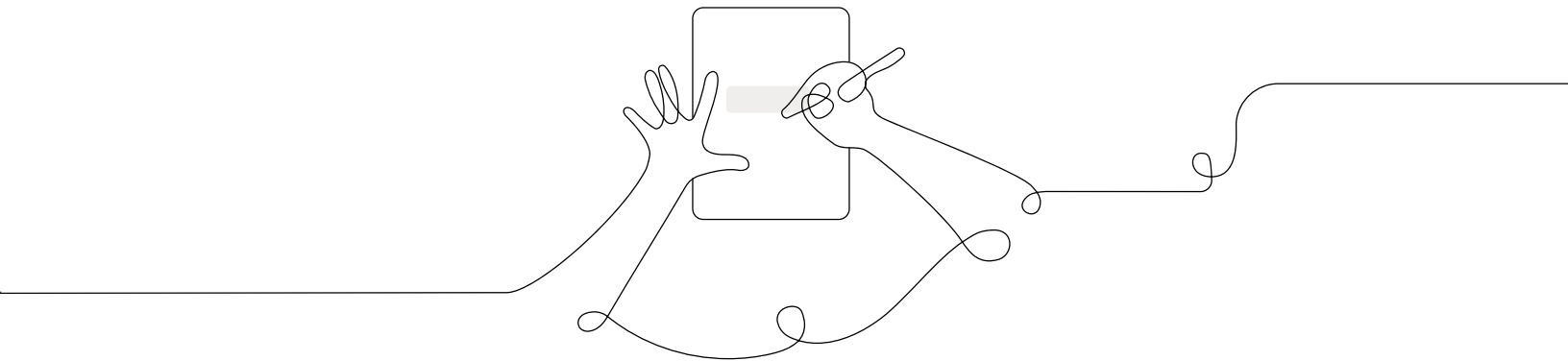


AmplifyScience

Participant Notebook

Guided Planning

Grade 6-8



Unit Guide resources

Once a unit is selected, select **JUMP DOWN TO UNIT GUIDE** in order to access all unit-level resources in an Amplify Science unit.

Planning for the unit

Unit Overview	Describes what's in each unit, the rationale, and how students learn across chapters
Unit Map	Provides an overview of what students figure out in each chapter, and how they figure it out
Progress Build	Explains the learning progression of ideas students figure out in the unit
Getting Ready to Teach	Provides tips for effectively preparing to teach and teaching the unit in your classroom
Materials and Preparation	Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson
Science Background	Adult-level primer on the science content students figure out in the unit
Standards at a Glance	Lists Next Generation Science Standards (NGSS) (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics

Teacher references

Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the unit, explains how the standards are reached
3-D Statements	Describes 3-D learning across the unit, chapters, and in individual lessons
Assessment System	Describes components of the Amplify Science Assessment System, identifies each 3-D assessment opportunity in the unit
Embedded Formative Assessments	Includes full text of formative assessments in the unit
Books in This Unit	Summarizes each unit text and explains how the text supports instruction
Apps in This Unit	Outlines functionality of digital tools and how students use them (in grades 2-5)

Printable resources

Copymaster Compilation	Compilation of all copymasters for the teacher to print and copy throughout the unit
Investigation Notebook	Digital version of the Investigation Notebook, for copying and projecting
Multi-Language Glossary	Glossary of unit vocabulary in multiple languages
Print Materials (8.5" x 11")	Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the kit
Print Materials (11" x 17")	Digital compilation of printed Unit Question, Chapter Questions, and Key Concepts provided in the kit

Guided Unit Internalization Planner

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?	
Unit Question:	Student role:
By the end of the unit, students figure out ...	
What science ideas do students need to figure out in order to explain the phenomenon?	

Part 3: Lesson-level Internalization

Day _____	
Minutes for science: _____ Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	Minutes for science: _____ Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous
Lesson or part of lesson: Mode of instruction: <input type="checkbox"/> Preview <input type="checkbox"/> Review <input type="checkbox"/> Teach full lesson live <input type="checkbox"/> Teach using synchronous suggestions <input type="checkbox"/> Students work independently using: <input type="checkbox"/> @Home Packet <input type="checkbox"/> @Home Slides and @Home Student Sheets <input type="checkbox"/> @Home Videos	
Students will...	Teacher will...

Look at the *Students will* columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on?

See Some Types of Written Work in Amplify Science to the right for guidance.

If there isn't a work product listed above, do you want to add one? Make notes below.

How will students submit this work product to you?

See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.

How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on the standard Amplify Science platform and click on differentiation in the left menu.)

Some Types of Written Work in Amplify Science

- Daily written reflections
- Homework tasks
- Investigation notebook pages
- Written explanations (typically at the end of Chapter)
- Diagrams
- Recording pages for Sim uses, investigations, etc

Completing Written Work

- Plain paper and pencil (videos include prompts for setup)
- (6-8) Student platform
- Investigation Notebook
- Record video or audio file describing work/answering prompt
- Teacher-created digital format (Google Classroom, etc)

Submitting Written Work

- Take a picture with a smartphone and email or text to teacher
- Through teacher-created digital format
- During in-school time (hybrid model) or lunch/materials pick-up times
- (6-8) Hand-in button on student platform

Day _____	
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Suggestions for synchronous time

The following are some ideas for making the most of synchronous time with your students. As a general rule, the best way to use your synchronous time is to provide students opportunities to talk to one another, or to observe or visualize things they could not do independently.

In-person synchronous time	Online synchronous time
<p>Discourse routines: Use the formalized student talk opportunities like Think-Pair-Share, Shared Listening, Thought Swap, Evidence Circles, etc., or establish your own routines.</p> <p>Class discussions: These could include class discussions from the Instructional Guide or other discussion opportunities.</p> <p>Hands-on investigations: While you may want to avoid students touching materials, teacher demonstrations are a good option. Consider running a demonstration multiple times with small groups, so students can see close-up.</p> <p>Physical modeling activities: These include kinesthetic body models, like acting out a phenomenon or creating a full-class scale model.</p>	<p>Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.</p> <p>Digital tool demonstrations: You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.</p> <p>Interactive read-alouds: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.</p> <p>Shared Writing: This is a great opportunity for a collaborative document that all your students can contribute to.</p> <p>Co-constructed class charts: You can create digital charts, or create physical charts in your home with student input.</p>

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Online synchronous time	Notes
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