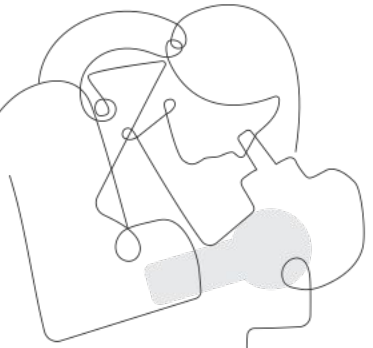
Do Now: *Use the link in the chat to add your best remote learning tips and tricks for teaching Amplify Science to the Jamboard.*

Amplify Science

Unit Internalization & Guided Planning

Deep-dive and strengthening workshop Grade 7, Chemical Reactions (with Home Resources)



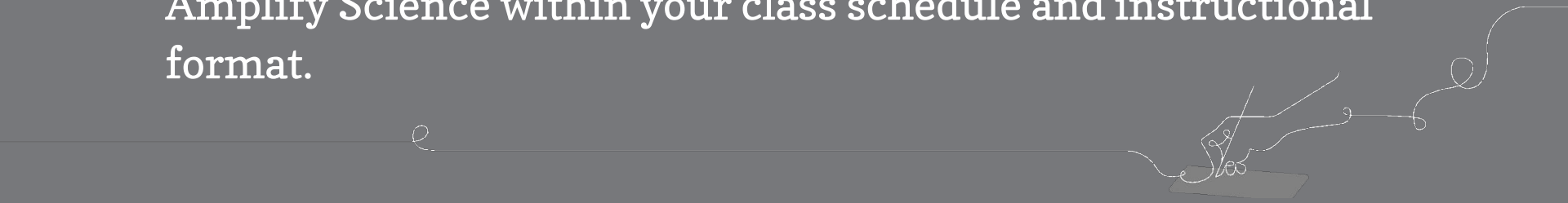
LAUSD
2021
Presented by Your Name

In a new tab, please log in to your Amplify Science account through Schoology.

Workshop goals

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

- Internalize your upcoming unit.
- Plan for collecting **evidence of student learning** in order to make instructional decisions to **support diverse learner needs**.
- Gather resources to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format.



Plan for the day

- Framing the day
  - Welcome
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

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- **Framing the day**
  - **Welcome**
  - **Instructional Materials**
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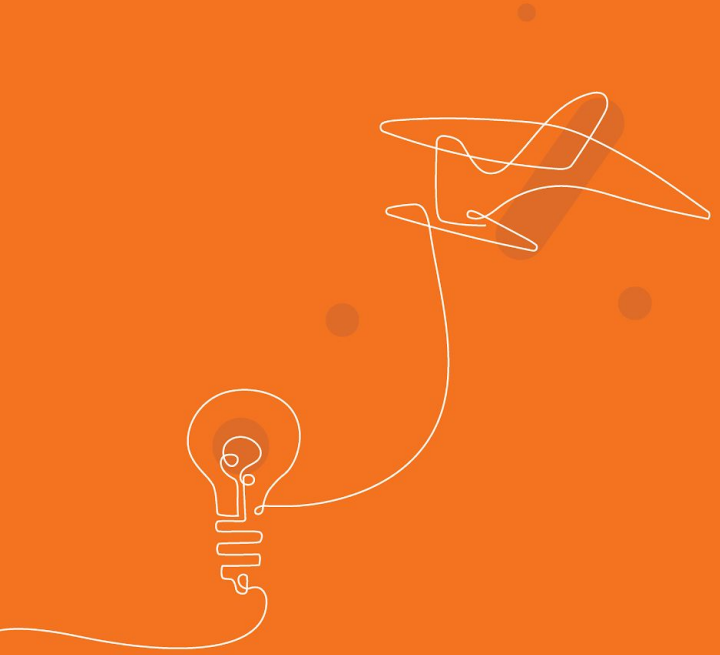
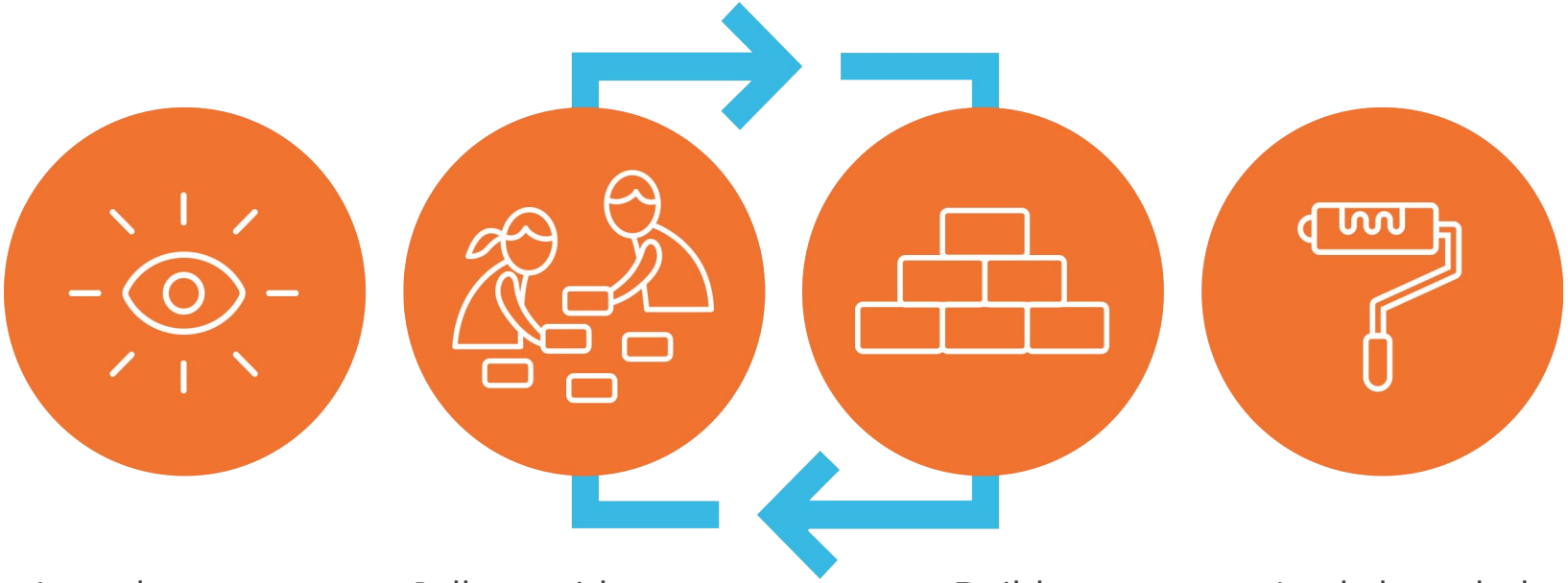


Amplify Science Refresher

Amplify.

Amplify Science Instructional Approach

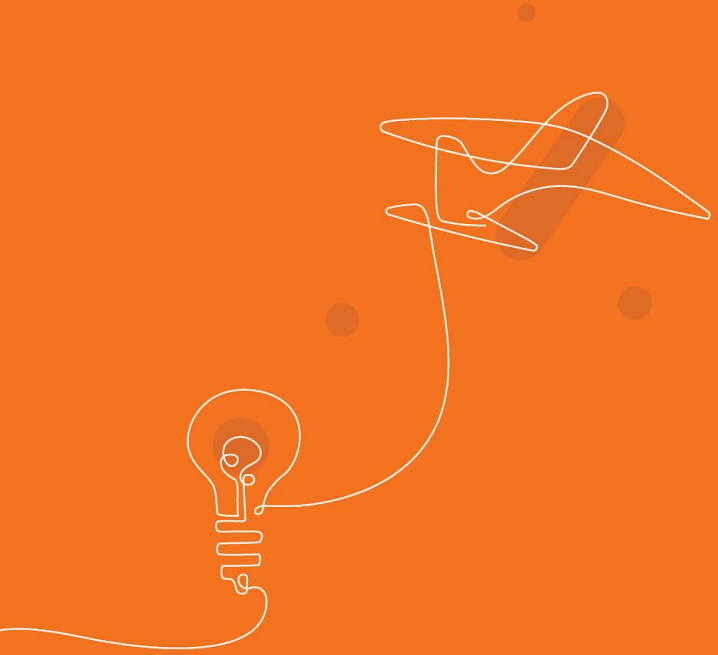


Introduce a phenomenon and a related problem

Collect evidence from multiple sources

Build increasingly complex explanations

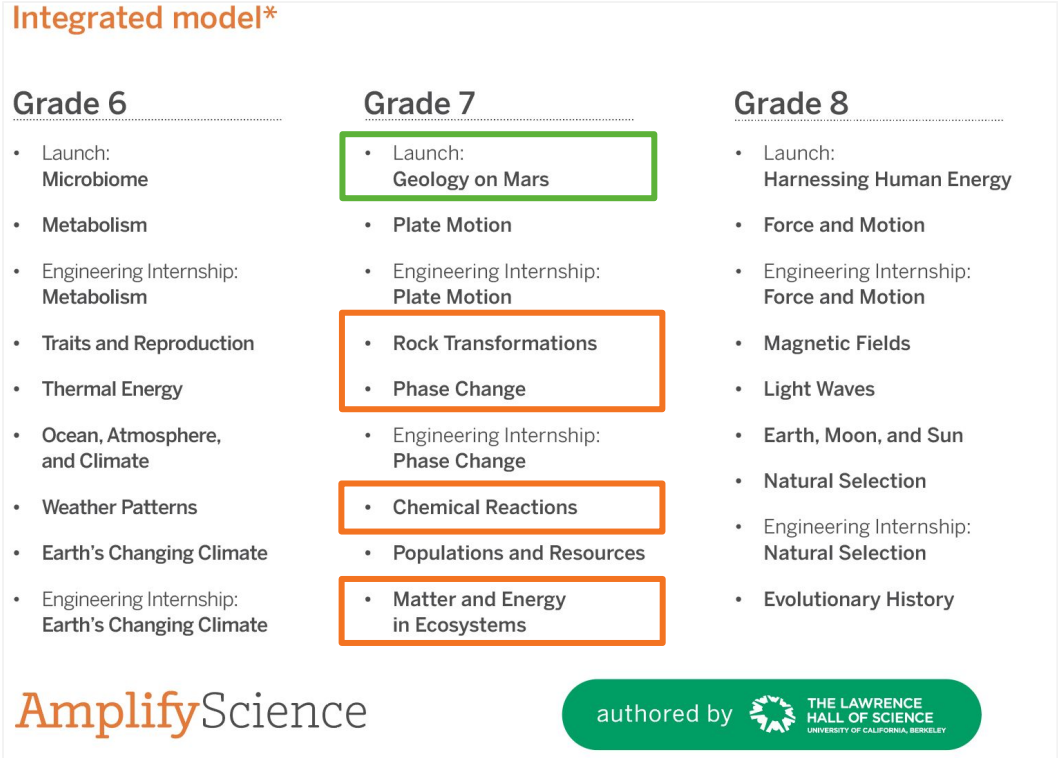
Apply knowledge to solve a different problem



Instructional Materials

Amplify.

Middle school course curriculum structure



These are the prioritized units for 7th grade.

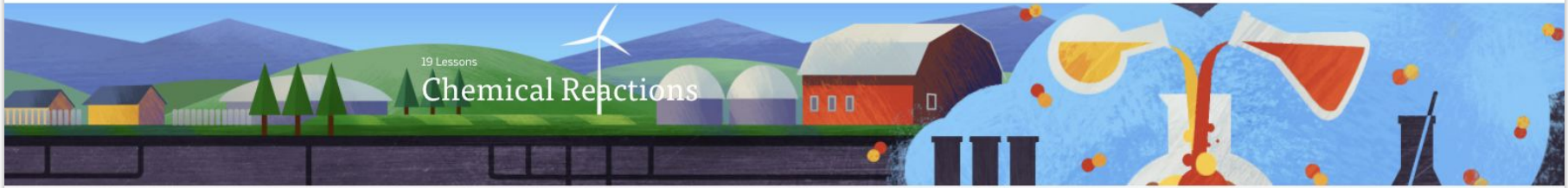
Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

Standard Amplify Science Curriculum

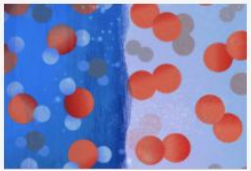


Standard Amplify Science Curriculum

The **Chemical Reactions** unit has **19 lessons** across 4 chapters. Each lesson is written to be **45 minutes** long.

JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE



Chapter 1: Properties and Atoms

6 Lessons

Chapter 2: Reactions

5 Lessons

Chapter 3: Accounting for Atoms

4 Lessons

Chapter 4: Science Seminar

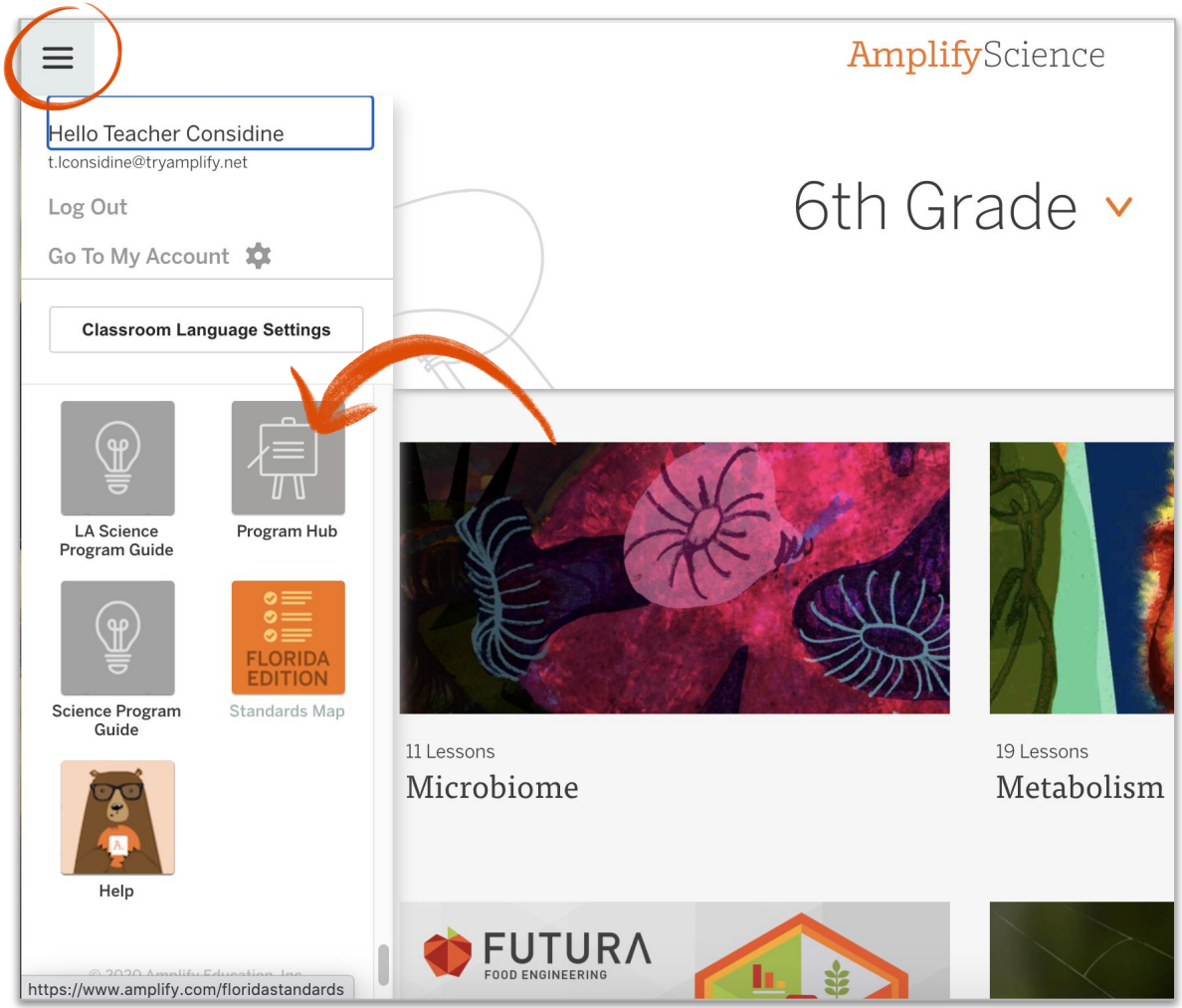
4 Lessons

Español

Amplify Science @Home Curriculum

Amplify Science @Home Curriculum

In addition to the standard Amplify Science curriculum, you also have access to Amplify Science @Home Curriculum on the Science Program Hub.



AmplifyScience@Home

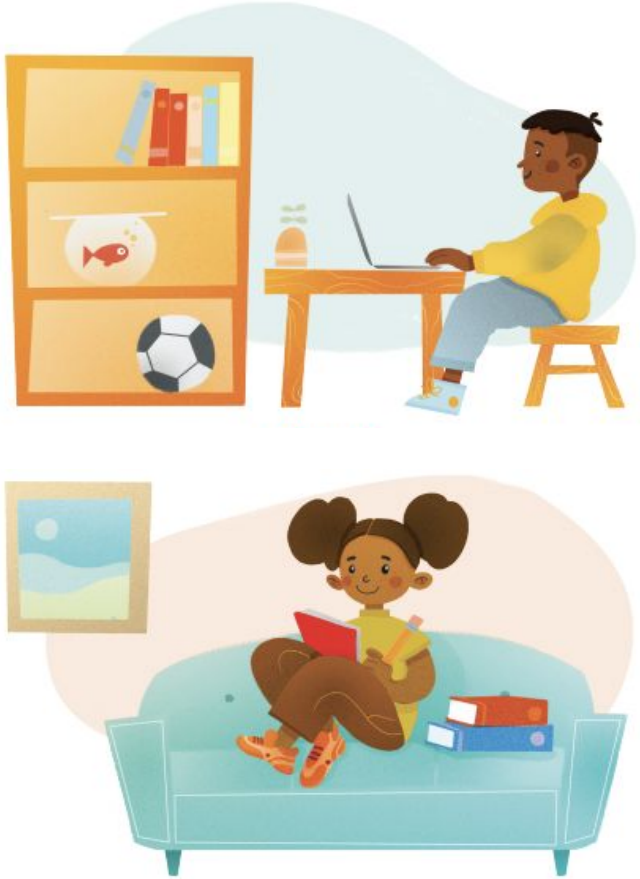
Two different options:

@Home Units

- Digital or print-based versions of Amplify Science units condensed by about 50%

@Home Videos

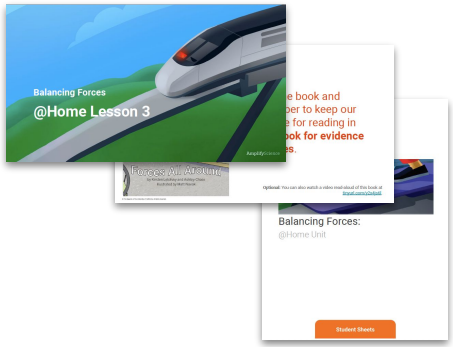
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



@Home Units

A shift in approach to respond to user feedback

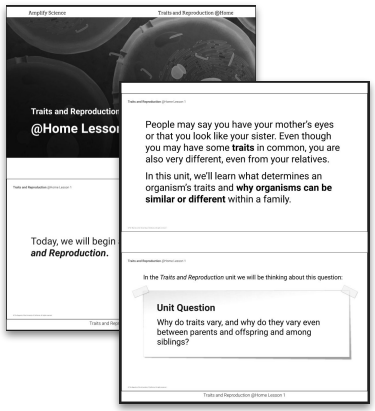
Original approach: two different resources

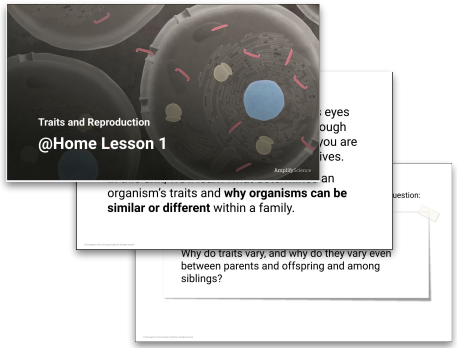


Print-based: @Home packets

Digital: @Home slides and student sheets

Updated approach: one resource, two formats





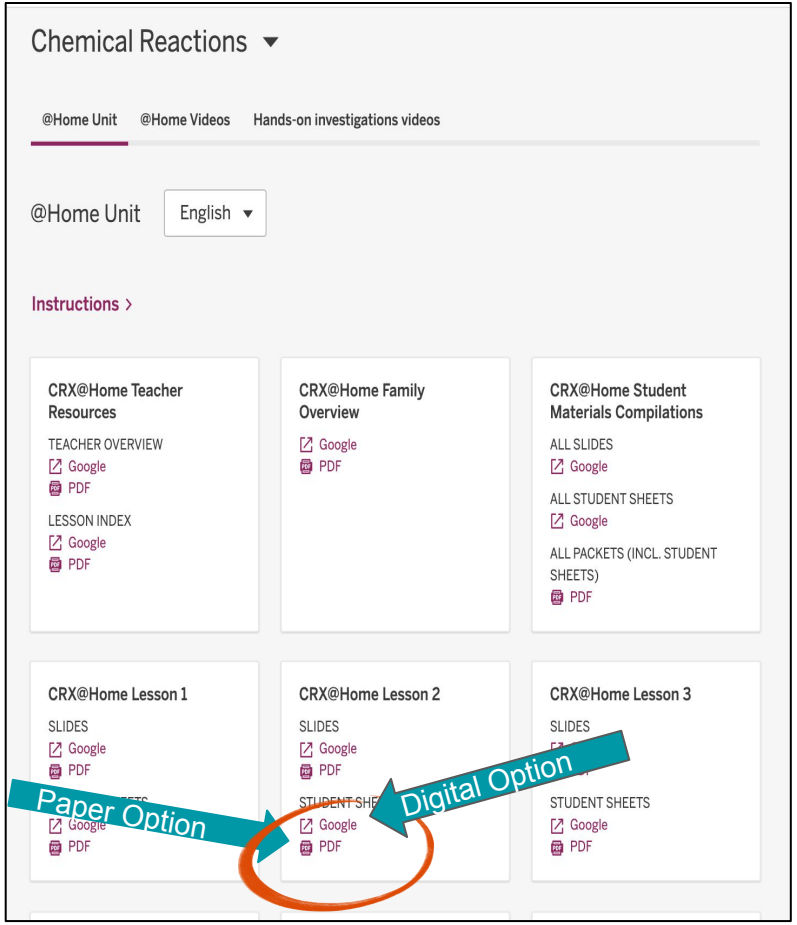
Print-based: PDFs of @Home Slides and student sheets

Digital: Google Slides @Home Slides and Google Doc student sheets

Amplify Science @Home Curriculum

You have access to the **Chemical Reactions** @Home Unit.

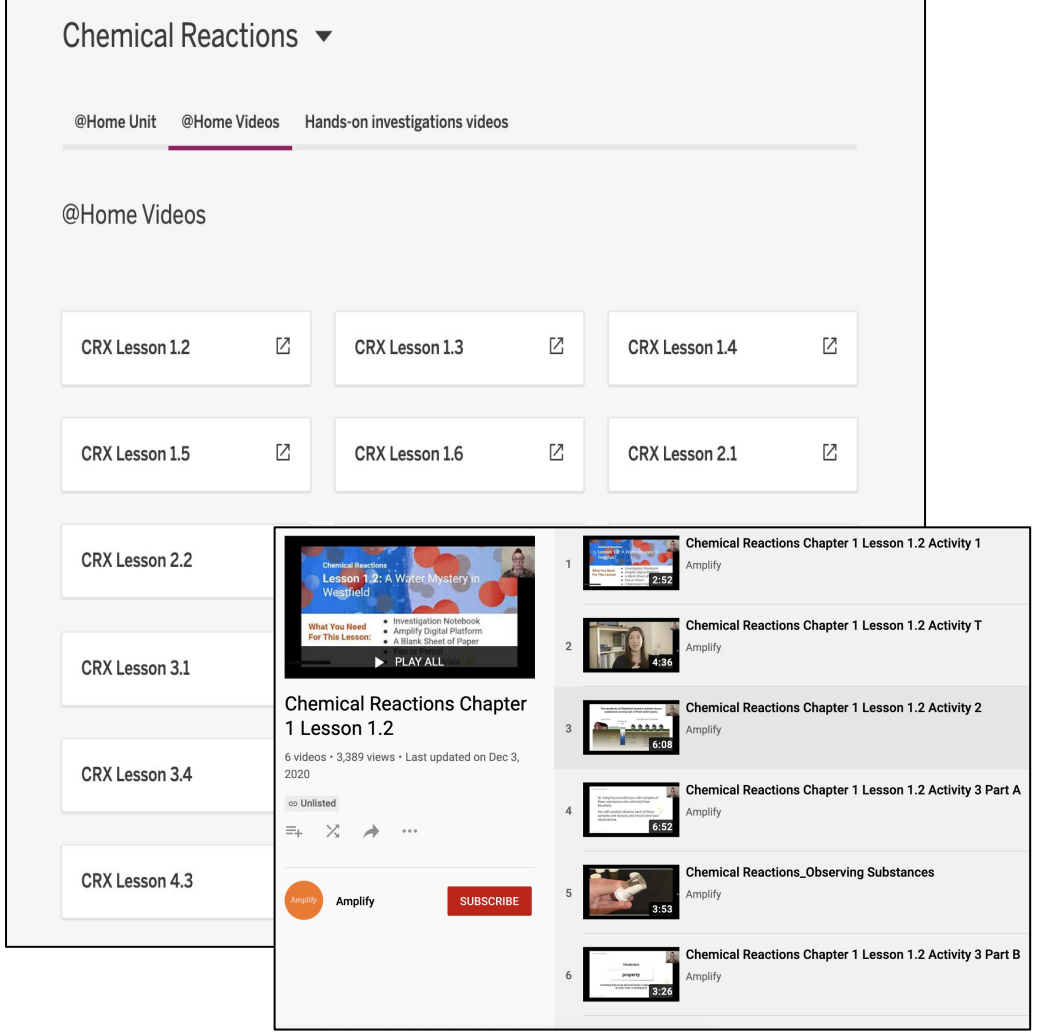
The Phase Change @Home Unit has **14 lessons.** Each lesson is written to be **30 minutes** long.

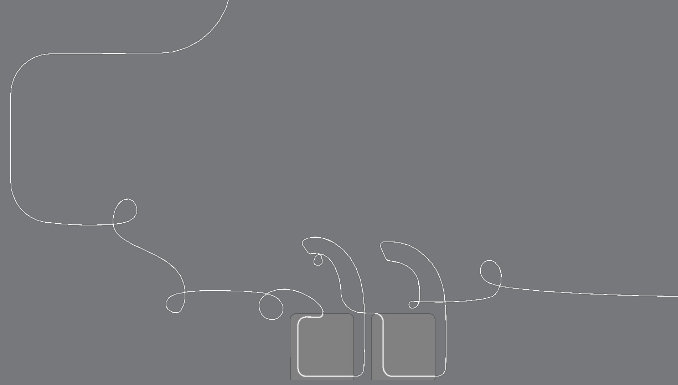


Amplify Science @Home Curriculum

You have access to the Chemical Reactions @Home Videos.

There are 16 @Home Videos for the Chemical Reactions unit. This covers all lessons expect for the assessment lessons (1.1, 3.4, and 4.5). The video playlists on YouTube teach the standard Amplify Science Lessons.





Questions?

Plan for the day

- Framing the day
  - Welcome
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- **Unit Internalization**
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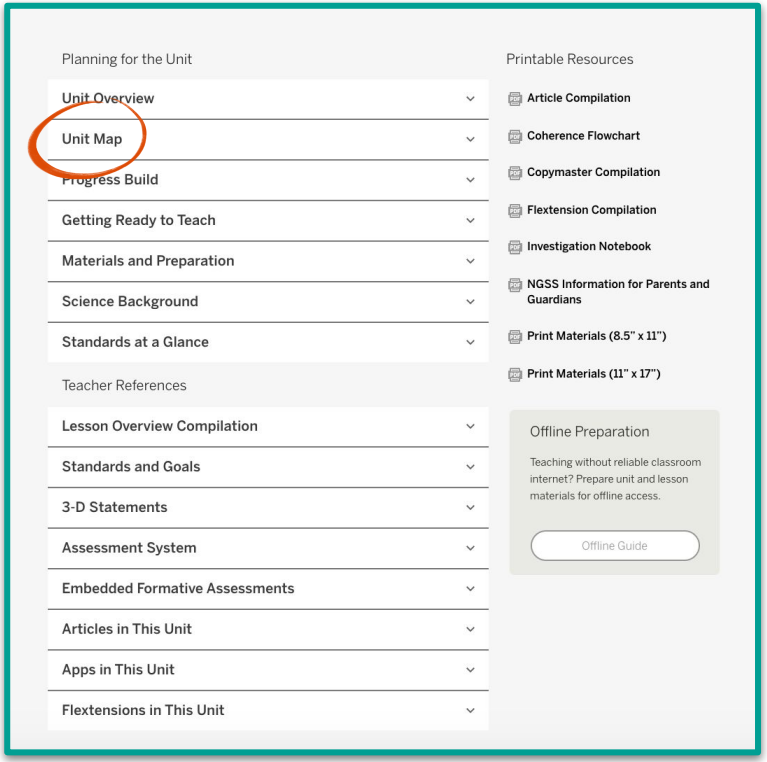
Unit Guide Resources



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

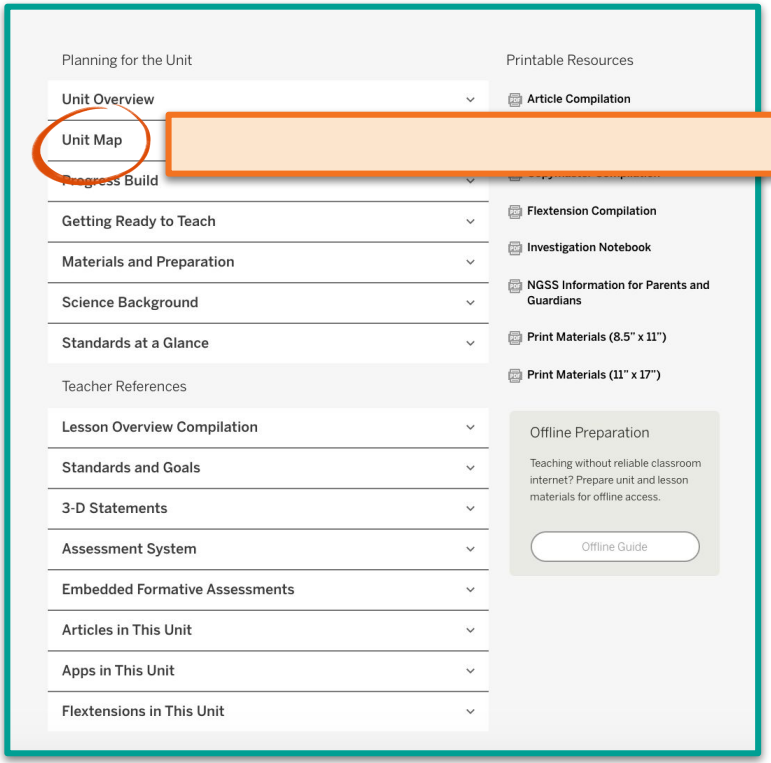
Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the 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)

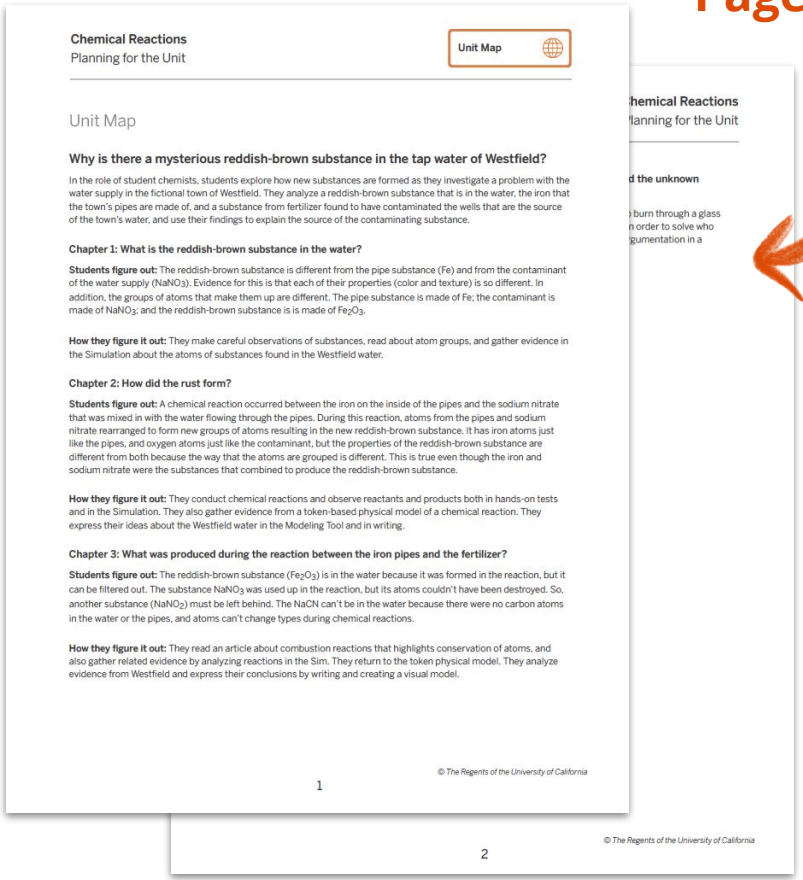
Printable resources

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

Unit Map

Pages 2-3





Chemical Reactions
Planning for the Unit

Unit Map

Unit Map

Why is there a mysterious reddish-brown substance in the tap water of Westfield?

In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a reddish-brown substance that is in the water, the iron that the town's pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town's water, and use their findings to explain the source of the contaminating substance.

Chapter 1: What is the reddish-brown substance in the water?

Students figure out: The reddish-brown substance is different from the pipe substance (Fe) and from the contaminant of the water supply ($NaNO_3$). Evidence for this is that each of their properties (color and texture) is so different. In addition, the groups of atoms that make them up are different. The pipe substance is made of Fe; the contaminant is made of $NaNO_3$; and the reddish-brown substance is is made of Fe_2O_3.

How they figure it out: They make careful observations of substances, read about atom groups, and gather evidence in the Simulation about the atoms of substances found in the Westfield water.

Chapter 2: How did the rust form?

Students figure out: A chemical reaction occurred between the iron on the inside of the pipes and the sodium nitrate that was mixed in with the water flowing through the pipes. During this reaction, atoms from the pipes and sodium nitrate rearranged to form new groups of atoms resulting in the new reddish-brown substance. It has iron atoms just like the pipes, and oxygen atoms just like the contaminant, but the properties of the reddish-brown substance are different from both because the way that the atoms are grouped is different. This is true even though the iron and sodium nitrate were the substances that combined to produce the reddish-brown substance.

How they figure it out: They conduct chemical reactions and observe reactants and products both in hands-on tests and in the Simulation. They also gather evidence from a token-based physical model of a chemical reaction. They express their ideas about the Westfield water in the Modeling Tool and in writing.

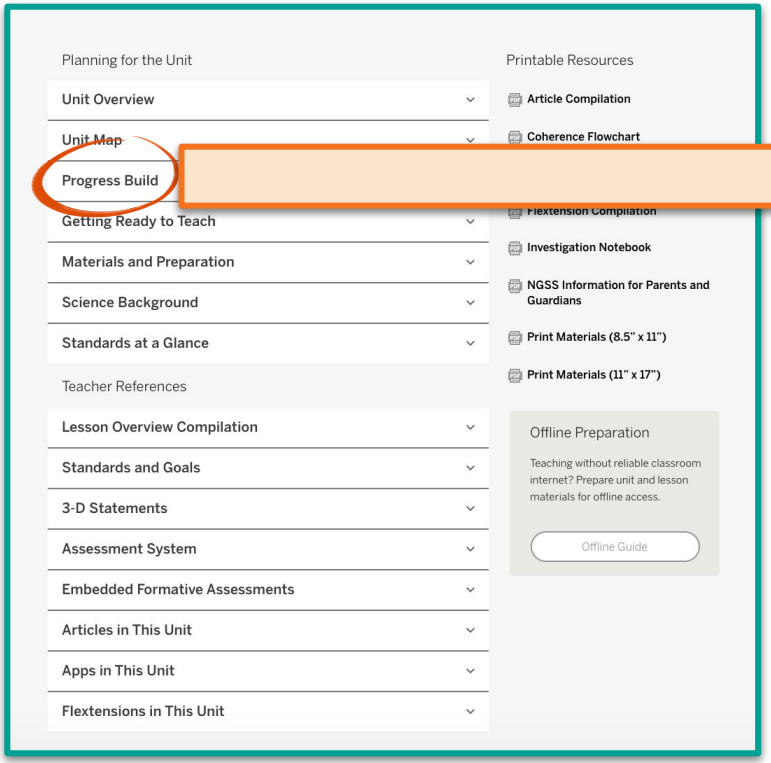
Chapter 3: What was produced during the reaction between the iron pipes and the fertilizer?

Students figure out: The reddish-brown substance (Fe_2O_3) is in the water because it was formed in the reaction, but it can be filtered out. The substance $NaNO_3$ was used up in the reaction, but its atoms couldn't have been destroyed. So, another substance ($NaNO_2$) must be left behind. The NaCN can't be in the water because there were no carbon atoms in the water or the pipes, and atoms can't change types during chemical reactions.

How they figure it out: They read an article about combustion reactions that highlights conservation of atoms, and also gather related evidence by analyzing reactions in the Sim. They return to the token physical model. They analyze evidence from Westfield and express their conclusions by writing and creating a visual model.

Progress Build

Pages 4-5



Chemical Reactions
Planning for the Unit

Progress Build

Progress Build

Each Amplify Science Middle School unit is structured around a unit-specific learning progression, which we call the Progress Build. The unit's Progress Build describes the way students' explanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting students' learning: it organizes the sequence of instruction (generally, each level of the Progress Build corresponds to a chapter), defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested instructional adjustments and differentiation. By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way.

The *Chemical Reactions* Progress Build consists of three levels of science understanding. To support a growth model for student learning progress, each level encompasses all of the ideas of prior levels and represents an explanatory account of unit phenomena, with the sophistication of that account increasing as the levels increase. At each level, students add new ideas and integrate them into a progressively deeper understanding of the relationship between properties, groups of repeating atoms, and how substances are formed during chemical reactions. Since the Progress Build reflects an increasingly complex yet integrated explanation, we represent it below by including the new ideas for each level in bold.

Prior knowledge (preconceptions): At the start of the *Chemical Reactions* unit, middle school students will likely have some everyday experience with substances appearing to change or turn into new substances. For example, they may have experience with processes, such as burning, cooking, rusting, and related physical changes, such as the dissolving of solid substances. Middle school students will have already been introduced to the idea that physical substances around us are made of matter that can be subdivided into particles that are too small to see, but they may not yet know that molecules are composed of even smaller units called atoms. From the *Phase Change* unit, students will be familiar with the idea of particulate motion. They will have learned that molecules move in relation to one another and, thus, they will have a basis for extending this idea to the motion of atoms. This experience and prior knowledge about matter and molecules can be built upon and refined, which the *Chemical Reactions* Progress Build and unit structure are designed to do.

Progress Build Level 1: Different substances have different properties. This is because every substance is made of a unique group of a certain type and number of atoms. This group repeats to make up the substance.

Different substances have different sets of properties that can be observed, such as color, smell, texture, phase, and boiling point, all of which can be compared to determine if substances are different. All substances are made of atoms in groups that repeat to form the substance. Differences in the type and number of atoms of repeating groups distinguish substances from one another.

Progress Build Level 2: During chemical reactions, atoms that make up the starting substance(s) rearrange to form different groups of atoms that repeat, resulting in different substances(s).

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Unit Internalization Work Time

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

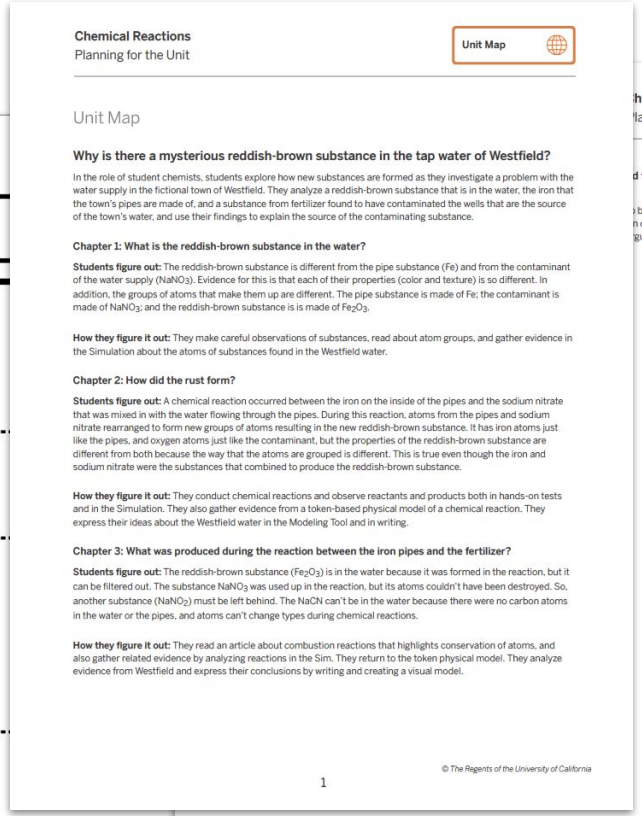
Unit Question:

Student role:

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

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

Page 6



Chemical Reactions
Planning for the Unit

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Pages 1-2

Unit Guide Document

Unit Map

Lesson Overview Compilation

Progress Buld

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Chemical Reactions

What is the phenomenon students are investigating in your unit?

There is a mysterious reddish-brown substance in Westfield's water.

Unit Question:

How do new substances form?

Student role:

Student chemists

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

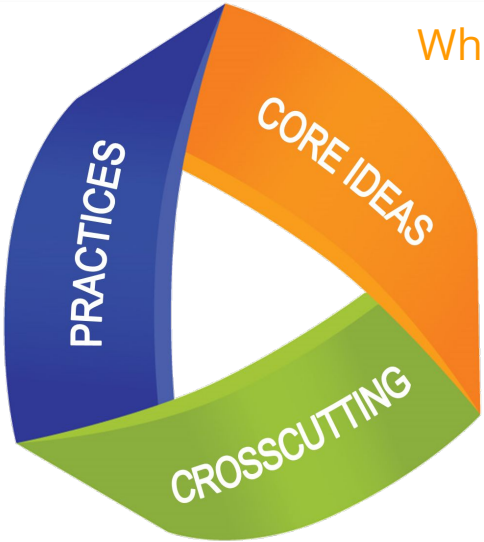
The reddish-brown substance in the water is rust. It formed because of a chemical reaction between the iron pipes and a fertilizer that has contaminated the wells in Westfield. During the chemical reaction, some of the atoms in the pipes and the fertilizer rearranged to form new groups of atoms resulting in the reddish-brown substance. Because of conservation of matter, the atoms that did not rearrange to form the rust must have rearranged to form another product, too.

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

Different substances have different properties. This is because every substance is made of a unique group of a certain type and number of atoms. This group repeats to make up the substance. During chemical reactions, atoms that make up the starting substance(s) rearrange to form different groups of atoms that repeat, resulting in different substances(s). During chemical reactions, the ending substances are formed from the same type and number of atoms that made up the starting substances because atoms cannot be created or destroyed.

Next Generation Science Standards

What students do



What students know

How students think or wonder

Standards as three-dimensional performance expectations that integrate disciplinary core ideas, science and engineering practices, and crosscutting concepts

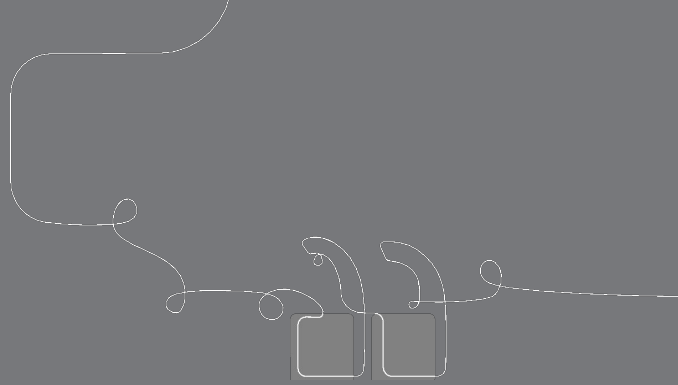
3-D Statements

Key

Practices | Disciplinary Core Ideas | Crosscutting Concepts

Unit Level

To identify a mysterious reddish brown substance appearing in the pipes of a fictional town, students use digital and physical models and hands on observations to investigate how atoms are rearranged into different patterns to form new substances during chemical reactions (scale, proportions, and quantity, pattern Students apply their understanding to construct explanations about how the reddish-brown substance formed as a result of a chemical reaction between the pipes and fertilizer in the water supply



Questions?

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How they figure it out: They make careful observations of substances, read about atom groups, and gather evidence in the Simulation about the atoms of substances found in the Westfield water.

Chapter 1: Properties and Atoms

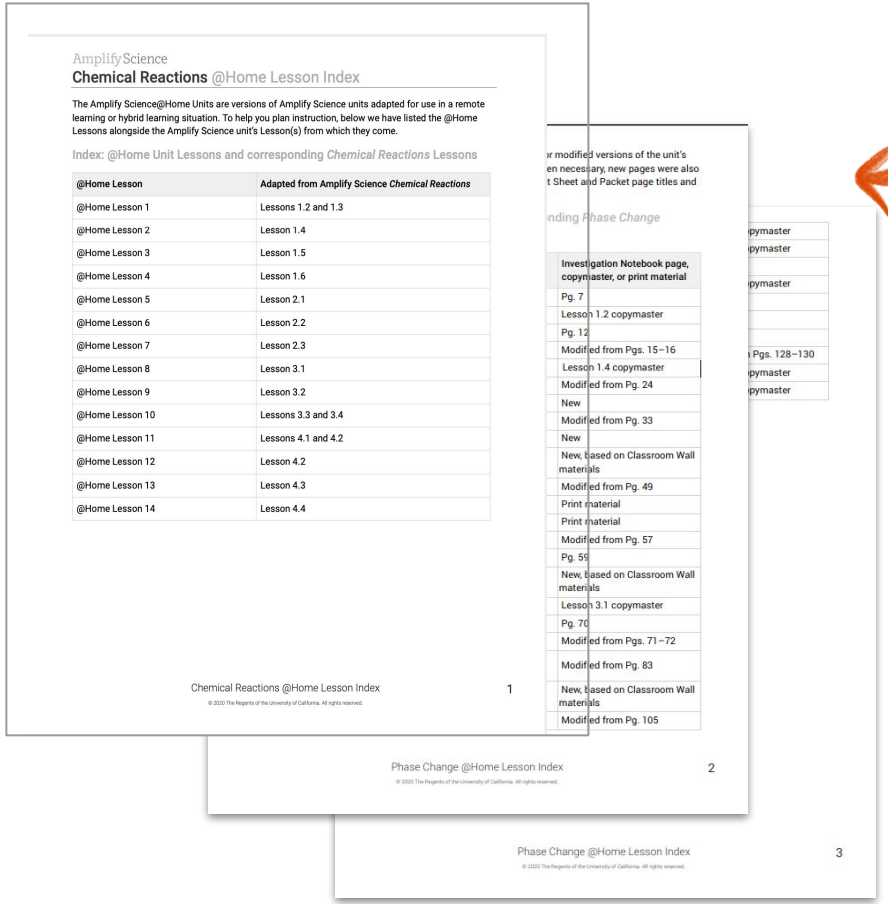
JUMP DOWN TO CHAPTER OVERVIEW

@Home Unit Lesson Index

Pages 8-11

This resource correlates lessons from the Standard Curriculum with @Home Unit Lessons.

It also lists the @Home Unit Student Sheets with information about where they came from (i.e. Student Investigation Notebook, copymaster, or new for the @Home Unit)



AmplifyScience
Chemical Reactions @Home Lesson Index

The Amplify Science@Home Units are versions of Amplify Science units adapted for use in a remote learning or hybrid learning situation. To help you plan instruction, below we have listed the @Home Lessons alongside the Amplify Science unit's Lesson(s) from which they come.

Index: @Home Unit Lessons and corresponding *Chemical Reactions* Lessons

@Home Lesson	Adapted from Amplify Science *Chemical Reactions*
@Home Lesson 1	Lessons 1.2 and 1.3
@Home Lesson 2	Lesson 1.4
@Home Lesson 3	Lesson 1.5
@Home Lesson 4	Lesson 1.6
@Home Lesson 5	Lesson 2.1
@Home Lesson 6	Lesson 2.2
@Home Lesson 7	Lesson 2.3
@Home Lesson 8	Lesson 3.1
@Home Lesson 9	Lesson 3.2
@Home Lesson 10	Lessons 3.3 and 3.4
@Home Lesson 11	Lessons 4.1 and 4.2
@Home Lesson 12	Lesson 4.2
@Home Lesson 13	Lesson 4.3
@Home Lesson 14	Lesson 4.4

Chemical Reactions @Home Lesson Index 1

Investigation Notebook page, copymaster, or print material
Pg. 7
Lesson 1.2 copymaster
Pg. 12
Modified from Pgs. 15–16
Lesson 1.4 copymaster
Modified from Pg. 24
New
Modified from Pg. 33
New
New, based on Classroom Wall materials
Modified from Pg. 49
Print material
Print material
Modified from Pg. 57
Pg. 59
New, based on Classroom Wall materials
Lesson 3.1 copymaster
Pg. 70
Modified from Pgs. 71–72
Modified from Pg. 83
New, based on Classroom Wall materials
Modified from Pg. 105

Phase Change @Home Lesson Index 2

Phase Change @Home Lesson Index 3

Amplify.

Key Activities

- **Introducing the water problem in Westfield:** Students watch a video about the work of chemists in keeping water clean, and then they are introduced to the key substances in the Westfield water problem.
- **Observe:** Students make observations of the properties of four samples to start to think about how chemists tell substances apart.
- **Talk:** Students discuss their observations and predict if any of the four samples are the same substance.
- **Do:** Students compare the properties of substances they find in their homes.

Ideas for synchronous or in-person instruction

Before meeting, have students watch the *Using Chemistry to Keep Water Safe* video. While meeting, introduce the pipe substance, the fertilizer, and the reddish-brown substance and have students discuss the claims. If you are meeting in person, have students make observations of the four samples and discuss their observations. After meeting, have students find and compare different substances in their homes.

@Home Lesson 1

Chemical Reactions

AmplifyScience

Today, we will begin a new unit called ***Chemical Reactions***.

In this unit, you will be investigating a problem a town is having with the water coming into their homes.

Let’s start out by thinking about the importance of clean water.

How would your life be different if you did not have access to clean water?

The **water** we use in our homes must be treated before it is safe to drink. Scientists work every day to ensure that our drinking water is safe.
You will now watch a video about a **scientist** who uses **chemistry** to help keep water clean and safe to use. Note: all videos in this @Home Unit can be viewed on a smartphone or any other connected device.

Using the print version? Watch the video at **tinyurl.com/AMPCRX-01**

We will be working to investigate the water in a town called Westfield. The message on the next slide describes the problem.

Although this scenario is fictional, chemists like the one in the video often work to ensure the water is safe to drink.

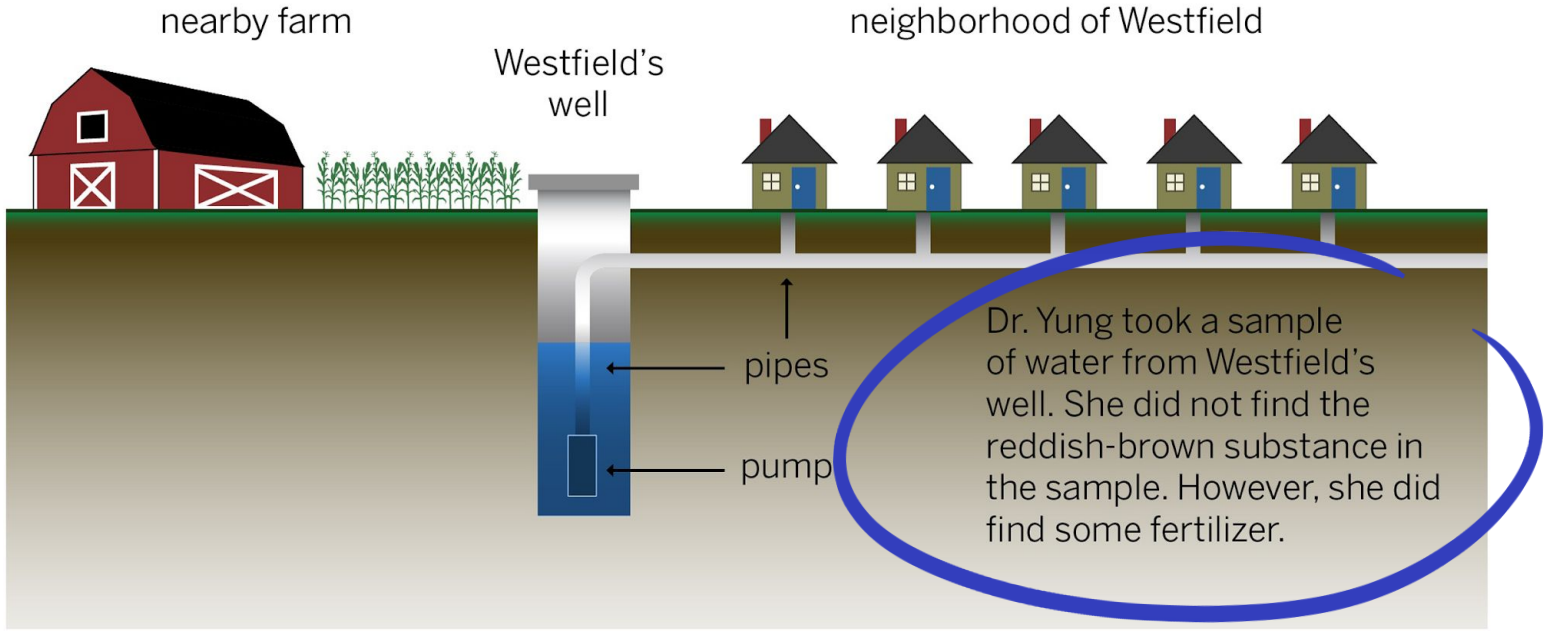
To: Student Chemists
From: Dr. Samara Yung, Lead Chemist
Subject: Water Crisis in Westfield

Last week, I received a call from Alexa Anderson, a resident of Westfield. When she turned on her faucet for a glass of water, a strange reddish-brown substance came out. She called a few of her neighbors and found out that the reddish-brown substance was coming out of their water pipes, too.

My lab uses chemistry to identify unknown substances, so I went to Westfield to take some samples. I took a sample of the water coming out of the pipes and another sample from the well where the neighborhood's water comes from. I analyzed the samples and made an interesting discovery. The water coming out of the pipes contains the mysterious reddish-brown substance, but I didn't find any of the reddish-brown substance in the water sample that I took from the well. Instead, I found something else. It appears that some fertilizer from a nearby farm seeped into the well water.

We need to do more analysis in order to identify the reddish-brown substance, but my lab is unfortunately busy with other projects right now. Therefore, I need your help to get to the bottom of this mystery. The residents of Westfield need answers!

The residents of Westfield found a reddish-brown substance coming out of their pipes. Water from the well did not have the reddish-brown substance, but it did contain fertilizer from a nearby farm.



These are water samples from the well and from the pipes. Notice that the water from the pipes has the **reddish-brown substance,** but the water from the well does not.
Remember, that even though the water taken from the well appears clean, Dr. Yung actually found fertilizer in the sample.

While we are focusing on the mysterious substance in the Westfield water supply, we will also be answering a more general question about how substances form.

Unit Question

How do new substances form?

First, you will be working to help Dr. Yung identify the reddish-brown substance in the water for the people of Westfield.

Chapter 1 Question

What is the reddish-brown substance in the water?

What is the reddish-brown substance in the water?

Claim 1: The reddish-brown substance is the same as the substance that makes up the pipes.
Claim 2: The reddish-brown substance is the same substance as the fertilizer.
Claim 3: The reddish-brown substance is not the same as either the fertilizer or the substance that makes up the pipes.

These are the **claims** you will be considering. The claims deal with three key substances: the mysterious reddish-brown substance, the fertilizer, and the substance that makes up the pipes.
By conducting **investigations** and **gathering evidence**, you will use chemistry to help solve this mystery.

The word **substance** appears in the Chapter 1 Question and in each of the claims. You will learn more about substances throughout this unit. For now, think of a substance as a type of material, such as water or plastic.

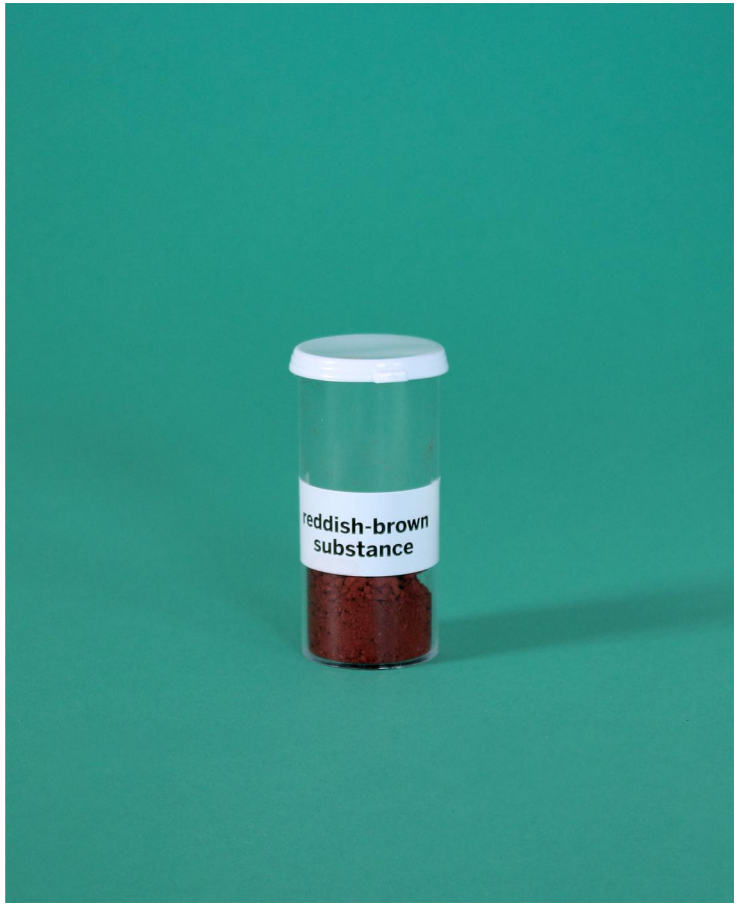
Observing substances is an important first step for chemists who are trying to identify an unknown substance.
A 7th grade student named Jun **observed samples** of the reddish-brown substance, the fertilizer, and the substance that makes up the pipes. You will read their observations on the following slides.

This sample was taken from the **water pipes** used in Westfield. The pipe has been broken to make it easier to examine the substance.

Jun's observations: The substance is gray and made of small, hard pieces. The pieces are a little bit shiny.

This is a sample of the **fertilizer** from the well water. The water was evaporated to observe just the solid.

Jun's observations: The substance is white and made of small, hard crystals.



This is a sample of the **reddish-brown substance** found coming out of the water pipes. It was filtered to observe just the solid.

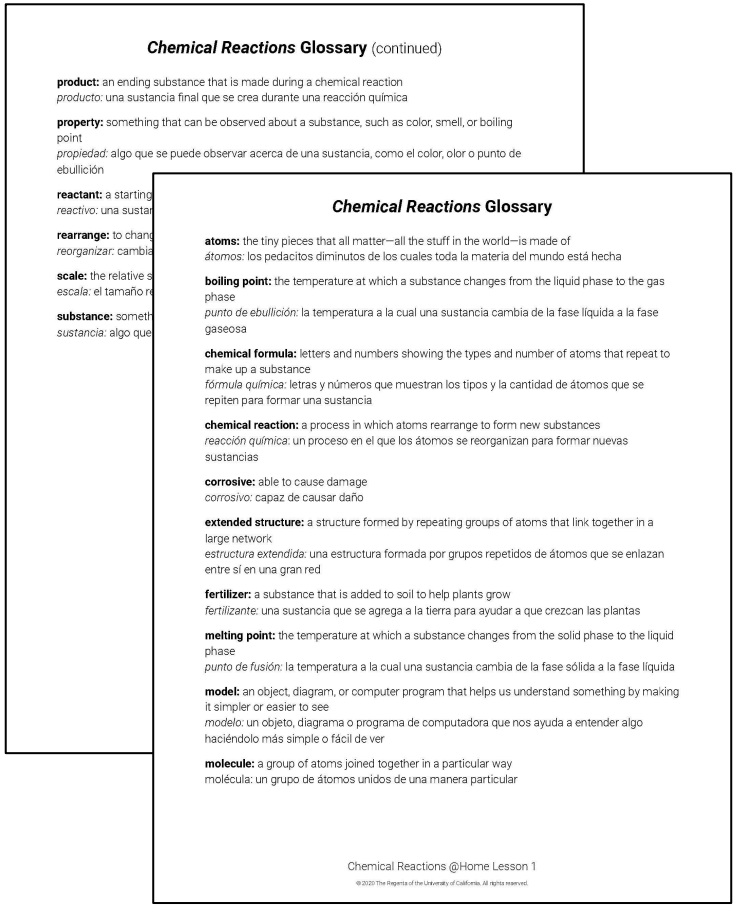
Jun's observations: The substance is reddish-brown and made of small pieces the size of pebbles.

The observations Jun made of the three substances are called properties.

property

something that can be observed about a substance,
such as its color, smell, or boiling point

In this lesson and throughout the unit you will need to **access different pages** such as the glossary on the next slide. Check with your teacher about how you will access materials and complete and submit work in this @Home Unit.



***Chemical Reactions* Glossary** (continued)

product: an ending substance that is made during a chemical reaction
producto: una sustancia final que se crea durante una reacción química

property: something that can be observed about a substance, such as color, smell, or boiling point
propiedad: algo que se puede observar acerca de una sustancia, como el color, olor o punto de ebullición

reactant: a starting
reactivo: una sustar

rearrange: to chang
reorganizar: cambia

scale: the relative s
escala: el tamaño re

substance: someth
sustancia: algo que

***Chemical Reactions* Glossary**

atoms: the tiny pieces that all matter—all the stuff in the world—is made of
átomos: los pedacitos diminutos de los cuales toda la materia del mundo está hecha

boiling point: the temperature at which a substance changes from the liquid phase to the gas phase
punto de ebullición: la temperatura a la cual una sustancia cambia de la fase líquida a la fase gaseosa

chemical formula: letters and numbers showing the types and number of atoms that repeat to make up a substance
fórmula química: letras y números que muestran los tipos y la cantidad de átomos que se repiten para formar una sustancia

chemical reaction: a process in which atoms rearrange to form new substances
reacción química: un proceso en el que los átomos se reorganizan para formar nuevas sustancias

corrosive: able to cause damage
corrosivo: capaz de causar daño

extended structure: a structure formed by repeating groups of atoms that link together in a large network
estructura extendida: una estructura formada por grupos repetidos de átomos que se enlazan entre sí en una gran red

fertilizer: a substance that is added to soil to help plants grow
fertilizante: una sustancia que se agrega a la tierra para ayudar a que crezcan las plantas

melting point: the temperature at which a substance changes from the solid phase to the liquid phase
punto de fusión: la temperatura a la cual una sustancia cambia de la fase sólida a la fase líquida

model: an object, diagram, or computer program that helps us understand something by making it simpler or easier to see
modelo: un objeto, diagrama o programa de computadora que nos ayuda a entender algo haciéndolo más simple o fácil de ver

molecule: a group of atoms joined together in a particular way
molécula: un grupo de átomos unidos de una manera particular

Chemical Reactions @Home Lesson 1

Throughout the year, you can look up vocabulary words in the **glossary** to help you understand what they mean. You can find this in your student pages or in the Amplify Library.

Key Activities

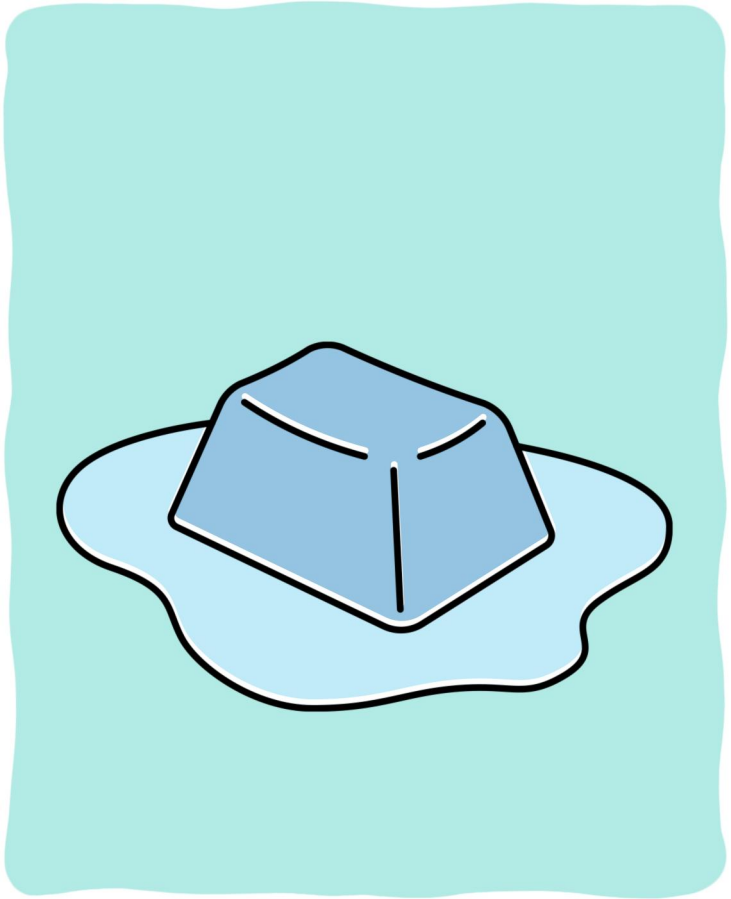
- **Introducing the water problem in Westfield:** Students watch a video about the work of chemists in keeping water clean, and then they are introduced to the key substances in the Westfield water problem.
- **Observe:** Students make observations of the properties of four samples to start to think about how chemists tell substances apart.
- **Talk:** Students discuss their observations and predict if any of the four samples are the same substance.
- **Do:** Students compare the properties of substances they find in their homes.

Ideas for synchronous or in-person instruction

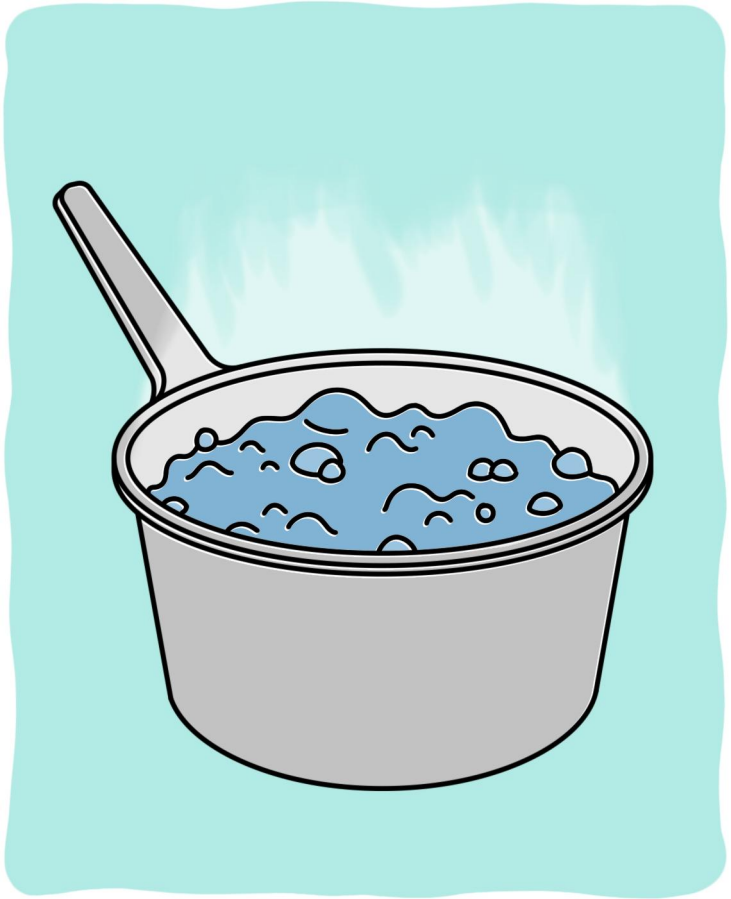
Before meeting, have students watch the *Using Chemistry to Keep Water Safe* video. While meeting, introduce the pipe substance, the fertilizer, and the reddish-brown substance and have students discuss the claims. If you are meeting in person, have students make observations of the four samples and discuss their observations. After meeting, have students find and compare different substances in their homes.

Some **properties** cannot be observed by just looking at the substance.

Chemists rely on some properties that can **only be observed under special conditions,** such as melting and boiling points. Different substances have different melting and boiling points. Therefore, these are properties that could be used to help **identify a substance.**



The **melting point** is the temperature at which a solid will begin to melt and turn to liquid.
Chemists can observe the melting point by heating a solid substance and measuring the temperature at which it changes from a solid to a liquid.



The **boiling point** is the temperature at which a liquid will begin to boil and turn to gas.

Chemists can observe the boiling point by heating a liquid substance and measuring the temperature at which it changes from a liquid to a gas.

What is the reddish-brown substance in the water?

Claim 1: The reddish-brown substance is the same as the substance that makes up the pipes.
Claim 2: The reddish-brown substance is the same substance as the fertilizer.
Claim 3: The reddish-brown substance is not the same as either the fertilizer or the substance that makes up the pipes.

Let's think about the Chapter 1 Question and the claims we are considering.

Do the **observations** of the substances support any of these claims?

What is the reddish-brown substance in the water?

Claim 1: The reddish-brown substance is the same as the substance that makes up the pipes.
Claim 2: The reddish-brown substance is the same substance as the fertilizer.
Claim 3: The reddish-brown substance is not the same as either the fertilizer or the substance that makes up the pipes.

In order to choose between these three claims, we will need to know how to **tell substances apart.**

We will work to answer this question.

Investigation Question:
How can you tell one substance from another?

Next, you'll observe four samples. This activity will help you practice making **detailed observations** and **gathering evidence** to tell different substances apart.

Chemist's Observation Guidelines

When you observe a substance remember to:

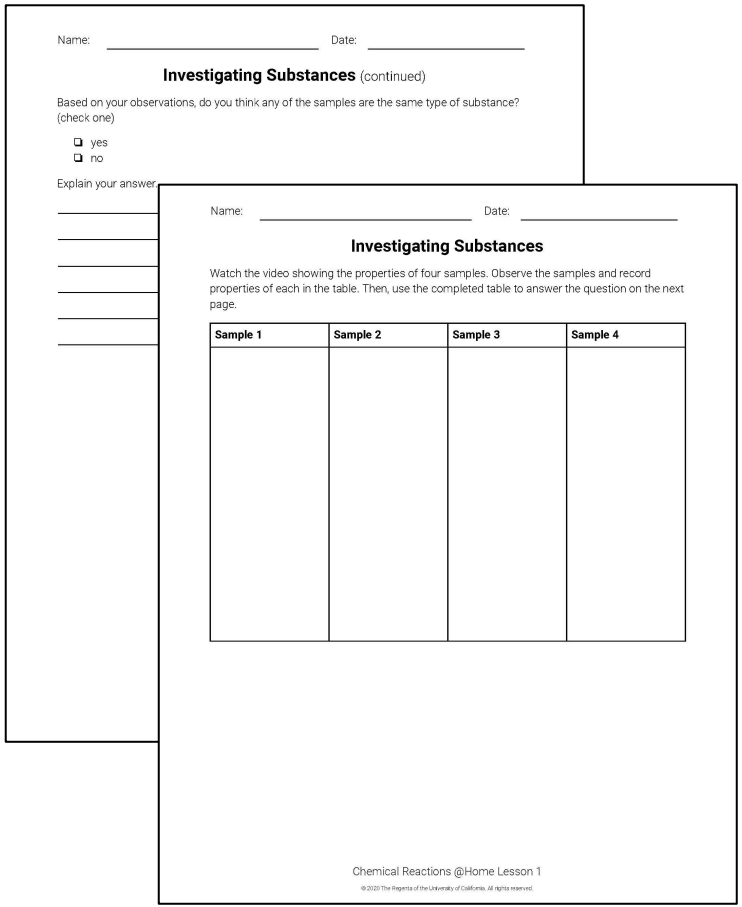
- describe as many properties as you can.
- record detailed information that might help a chemist identify the substance.
- use descriptive words (such as *thick, pink liquid*) rather than imprecise language. For example, don't say, "light-colored stuff."
- avoid opinions (such as *looks gross*).

During the activity, you can use the these guidelines to help you make **detailed observations.**

Jun's Observations

pipe substance	The substance is gray and made of small, hard pieces. The pieces are a little bit shiny.
fertilizer	The substance is white and made of small, hard crystals.
reddish-brown substance	The substance is reddish-brown and made of small pieces the size of pebbles.

Jun's **observations** are examples of the kinds of observations you might make of the four samples.



Name: _____ Date: _____

Investigating Substances (continued)

Based on your observations, do you think any of the samples are the same type of substance? (check one)

- ❑ yes
- ❑ no

Explain your answer.

Name: _____ Date: _____

Investigating Substances

Watch the video showing the properties of four samples. Observe the samples and record properties of each in the table. Then, use the completed table to answer the question on the next page.

Sample 1	Sample 2	Sample 3	Sample 4

Chemical Reactions @Home Lesson 1

Go to the **Investigating Substances** pages.

Watch the video showing the four samples and **record** properties of each. **Use** your observations to answer the question.

Using the print version? Watch the video at **tinyurl.com/AMPCRX-02**

In this lesson and many others in the *Chemical Reactions* @Home unit you will need to **talk with a partner.** Check with your teacher about how you will work with partners in this @Home Unit.

Discuss your observations with your partner.

What properties did you observe?
Do you think any of the samples are the same substance? Why or why not?

Your partner could be a classmate on the phone or someone at home with you.

Remember, we have been working to answer this question:

Investigation Question:
How can you tell one substance from another?

This **key concept** answers the Investigation Question.

1. Different substances have different properties.

Chemists often use **properties** to tell different substances apart. Each substance has its own unique set of properties, so if a chemist observes that two samples have different properties, that is strong evidence that the two samples are different substances.

Although every substance has its own unique set of properties, scientists are **not always able to observe** all the properties of a substance.
You were able to observe the color and texture of the samples, but not other properties, such as the melting and boiling points.

When two substances look very different, it's easy to use their properties to tell them apart. However, it can be hard to distinguish substances that look very similar.

Next, you will observe substances that are more familiar to you.

Key Activities

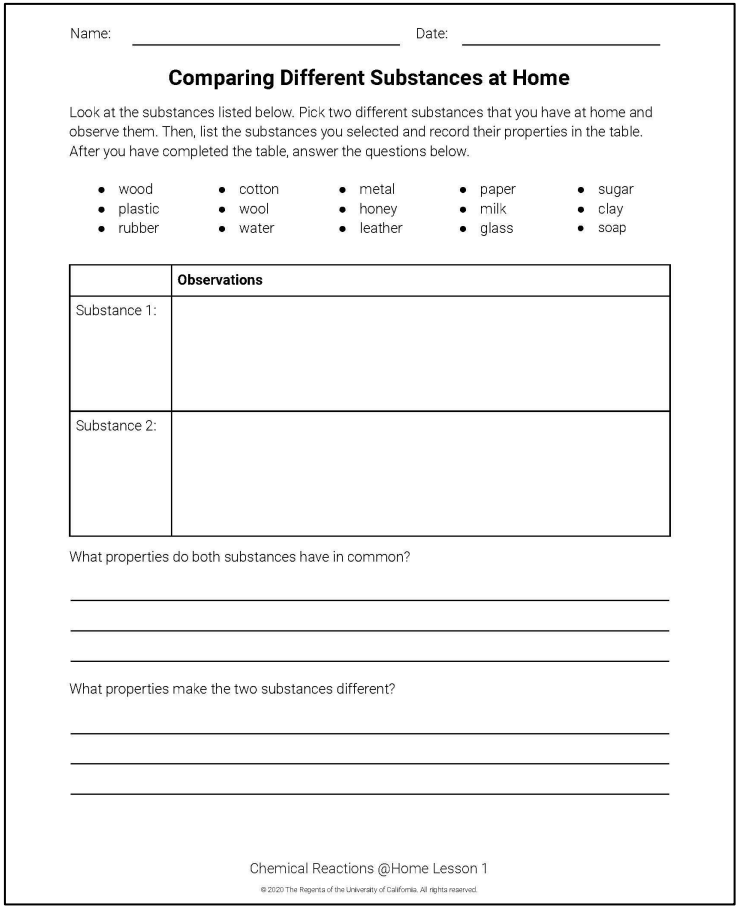
- **Introducing the water problem in Westfield:** Students watch a video about the work of chemists in keeping water clean, and then they are introduced to the key substances in the Westfield water problem.
- **Observe:** Students make observations of the properties of four samples to start to think about how chemists tell substances apart.
- **Talk:** Students discuss their observations and predict if any of the four samples are the same substance.
- **Do:** Students compare the properties of substances they find in their homes.

Ideas for synchronous or in-person instruction

Before meeting, have students watch the *Using Chemistry to Keep Water Safe* video. While meeting, introduce the pipe substance, the fertilizer, and the reddish-brown substance and have students discuss the claims. If you are meeting in person, have students make observations of the four samples and discuss their observations. After meeting, have students find and compare different substances in their homes.

You will **observe** substances that you find at home and **compare** the **properties** of each substance.
You will get a list of items to choose from and for safety reasons, you should only select from the items on the list.

Only select from items on the list.



Name: _____ Date: _____

Comparing Different Substances at Home

Look at the substances listed below. Pick two different substances that you have at home and observe them. Then, list the substances you selected and record their properties in the table. After you have completed the table, answer the questions below.

- wood
- plastic
- rubber
- cotton
- wool
- water
- metal
- honey
- leather
- paper
- milk
- glass
- sugar
- clay
- soap

	Observations
Substance 1:	
Substance 2:	

What properties do both substances have in common?

What properties make the two substances different?

Chemical Reactions @Home Lesson 1

Go to the **Comparing Different Substances at Home** activity.

Pick two different substances from the list that you have at home. **Record** their properties in the table and **answer** the question.

Comparing Different Substances at Home page or **Lesson 1.3, Activity 5**

You observed different substances and should have noticed they have different properties.
In the next lesson, you will investigate why different substances have different properties.

End of @Home Lesson

THE LAWRENCE HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Key Activities

- **Introducing the water problem in Westfield:** Students watch a video about the work of chemists in keeping water clean, and then they are introduced to the key substances in the Westfield water problem.
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- **Do:** Students compare the properties of substances they find in their homes.

Ideas for synchronous or in-person instruction

Before meeting, have students watch the *Using Chemistry to Keep Water Safe* video. While meeting, introduce the pipe substance, the fertilizer, and the reddish-brown substance and have students discuss the claims. If you are meeting in person, have students make observations of the four samples and discuss their observations. After meeting, have students find and compare different substances in their homes.

Suggestions for Online Synchronous Time

Online synchronous time
Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.
Digital tool demonstrations: You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.
Interactive read-alouds: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.
Shared Writing: This is a great opportunity for a collaborative document that all your students can contribute to.
Co-constructed class charts: You can create digital charts, or create physical charts in your home with student input.

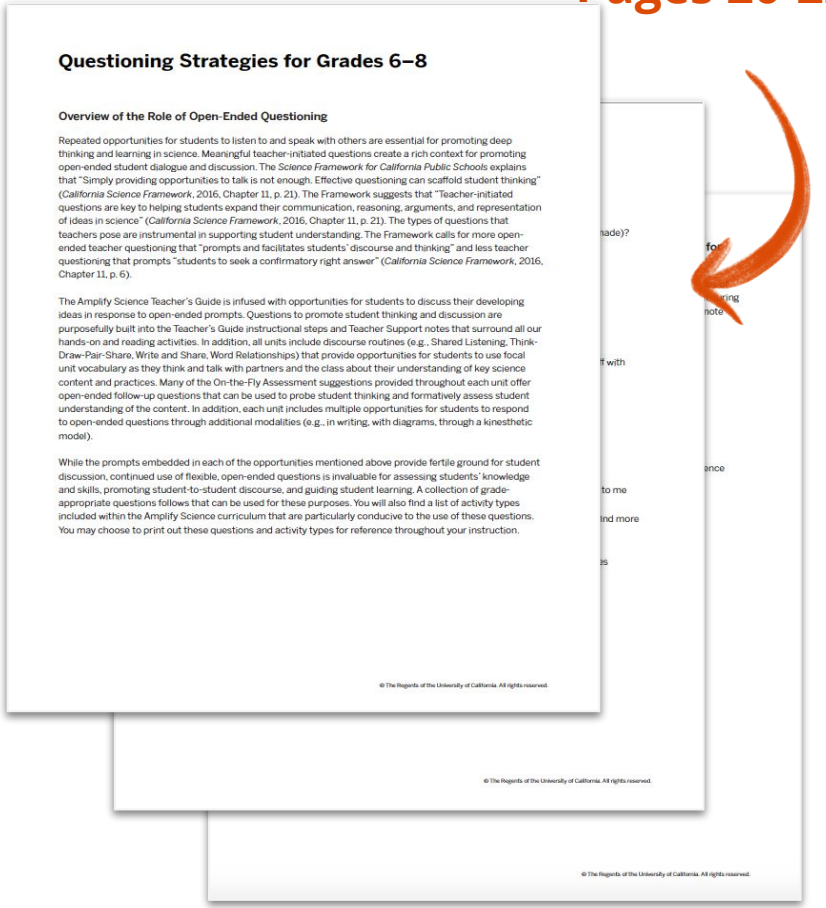
Page 19

Questioning Strategies

Pages 20-22

Open-Ended Questions to Facilitate Student Thinking & Discourse

- Questions to assess students' knowledge and skills
- Questions to promote student-to-student discourse
- Questions to guide student learning



Questioning Strategies for Grades 6–8

Overview of the Role of Open-Ended Questioning

Repeated opportunities for students to listen to and speak with others are essential for promoting deep thinking and learning in science. Meaningful teacher-initiated questions create a rich context for promoting open-ended student dialogue and discussion. The *Science Framework for California Public Schools* explains that "Simply providing opportunities to talk is not enough. Effective questioning can scaffold student thinking" (*California Science Framework*, 2016, Chapter 11, p. 21). The Framework suggests that "Teacher-initiated questions are key to helping students expand their communication, reasoning, arguments, and representation of ideas in science" (*California Science Framework*, 2016, Chapter 11, p. 21). The types of questions that teachers pose are instrumental in supporting student understanding. The Framework calls for more open-ended teacher questioning that "prompts and facilitates students' discourse and thinking" and less teacher questioning that prompts "students to seek a confirmatory right answer" (*California Science Framework*, 2016, Chapter 11, p. 6).

The Amplify Science Teacher's Guide is infused with opportunities for students to discuss their developing ideas in response to open-ended prompts. Questions to promote student thinking and discussion are purposefully built into the Teacher's Guide instructional steps and Teacher Support notes that surround all our hands-on and reading activities. In addition, all units include discourse routines (e.g., Shared Listening, Think-Draw-Pair-Share, Write and Share, Word Relationships) that provide opportunities for students to use focal unit vocabulary as they think and talk with partners and the class about their understanding of key science content and practices. Many of the On-the-Fly Assessment suggestions provided throughout each unit offer open-ended follow-up questions that can be used to probe student thinking and formatively assess student understanding of the content. In addition, each unit includes multiple opportunities for students to respond to open-ended questions through additional modalities (e.g., in writing, with diagrams, through a kinesthetic model).

While the prompts embedded in each of the opportunities mentioned above provide fertile ground for student discussion, continued use of flexible, open-ended questions is invaluable for assessing students' knowledge and skills, promoting student-to-student discourse, and guiding student learning. A collection of grade-appropriate questions follows that can be used for these purposes. You will also find a list of activity types included within the Amplify Science curriculum that are particularly conducive to the use of these questions. You may choose to print out these questions and activity types for reference throughout your instruction.

Reflection: Teaching @Home Lesson 1

How would you teach this lesson?

How might you include suggestions for online synchronous time and/or questioning strategies?

Multi-day planning, including planning for differentiation and evidence of student work

Day @Home Lesson 1

Minutes for science: 15 min

Instructional format:
- [x] Asynchronous
- [ ] Synchronous

Lesson or part of lesson:

Introducing the Water Problem in Westfeld (slides 1-10)

Mode of instruction:
- [x] Preview
- [ ] Review
- [ ] Teach full lesson live
- [ ] Teach using synchronous suggestions
- [x] Students work independently using:
  - [ ] Printed @Home Slides
  - [x] Digital @Home Slides
  - [ ] @Home Videos

Students will...	Teacher will...
View slides and the video that introduces students to the unit. Jot down initial ideas about their reactions to the video.	Assign slides 1-10 in Schoology and provide direction for students to jot down their ideas about the unit problem to share when the class meets together.

Minutes for science: _____

Instructional format:
- [ ] Asynchronous
- [x] Synchronous

Lesson or part of lesson:

Mode of instruction:
- [ ] Preview
- [ ] Review
- [ ] Teach full lesson live
- [ ] Teach using synchronous suggestions
- [ ] Students work independently using:
  - [ ] Printed @Home Slides
  - [ ] Digital @Home Slides
  - [ ] @Home Videos

Students will...	Teacher will...

Multi-day planning, including planning for differentiation and evidence of student work

Day @Home Lesson 1

Minutes for science: 15 min.

Instructional format:
- [x] Asynchronous
- [ ] Synchronous

Lesson or part of lesson:
Introducing the poisonous newts (slides 1-10)

Mode of instruction:
- [x] Preview
- [ ] Review
- [ ] Teach full lesson live
- [ ] Teach using synchronous suggestions
- [x] Students work independently using:
  - [ ] Printed @Home Slides
  - [x] Digital @Home Slides
  - [ ] @Home Videos

Students will...	Teacher will...
View slides and the video that introduces students to the unit. Jot down initial ideas about their reactions to the video.	Assign slides 1-10 in Schoology and provide direction for students to jot down their ideas about the unit problem to share when the class meets together.

Minutes for science: 30 min

Instructional format:
- [ ] Asynchronous
- [x] Synchronous

Lesson or part of lesson:
Summarize the introduction to the unit, and make observations abut the properties of different substances

Mode of instruction:
- [ ] Preview
- [ ] Review
- [ ] Teach full lesson live
- [x] Teach using synchronous suggestions
- [ ] Students work independently using:
  - [ ] Printed @Home Slides
  - [ ] Digital @Home Slides
  - [ ] @Home Videos

Students will...	Teacher will...
Work in groups of three to four to watch the video showing the four samples and record properties of each. Then share as a class. Next, You will observe substances that you find at home and compare the properties of each substance. (this could be assigned as homework)	Revisit the unit question on slide 10 and the claims on slide 11 & 12 Present slides 13-27 and slides 28-39 giving students an opportunity to observe the properties of different substances,. Go over slides 40-42 where students observe properties of substances found at home

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.

Asynchronous: students jot down their initial ideas

Synchronous: record observations while watching a video of four samples of substances.

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

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.

Asynchronous: students jot initial ideas on paper or digitally to bring with them to the asynchronous lesson

Synchronous: Students will use the student sheets to record their observations while watching the video and observing more familiar substances at home.

Completing Written Work	Submitting 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)	• 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

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.)

English-Chinese Glossary

adaptive trait: a trait that makes it more likely that an individual will survive in a specific environment
适应性性状: 使个体在特定环境中存活率更高的性状

ancestor: a related organism from a previous generation
祖先: 具有亲缘关系的上代生物体

camouflage: a way of hiding by looking the same as the background
伪装: 使自己与环境融为一体的隐藏方式

cause: an event or process that leads to a result or change
原因: 导致某种结果或变化的事件或过程

chromosome: a long piece of DNA that contains many genes
染色体: 含有许多基因的 DNA 长链

distribution: the number of individuals with each trait in a population
分布: 种群中具有每种性状的个体数量

DNA: a type of molecule that genes and chromosomes are made of
DNA: 构成基因和染色体的分子

effect: a result or change that happens because of an event or process
效应: 由于某个事件或过程而产生的结果或变化

environment: everything (living and nonliving) that surrounds an organism
环境: 生物体周围的所有（有生命和无生命的）事物

feature: a characteristic that all members of a species have
特征: 某个物种的所有成员都具备的特性

gene: an instruction for making a protein molecule
基因: 产生蛋白质分子的指令

gene version: a specific form of a gene that provides instructions for making a particular protein molecule
基因型: 提供指令以产生特定蛋白质的特殊的基因

. What are students working in the lesson(s)
provide feedback on?
lify Science to the right for guidance.

bove, do you want to add one? Make notes below.
t down their initial ideas

vati
plor

rk p
tten W
k.

t initial ideas on paper or digitally to
synchronous lesson

ll use the student sheets to record
ngaging with the simulation and

- I notice/observe . . .
- I think this is important because . . .
- I wonder . . .

Some Types of Written Work in Amplify Science

- Daily written reflections
- Homework tasks
- Investigation notebook pages
- Written explanations (typically at the end of Chapter)

for Sim uses, investigations, etc

n Work	Submitting Written Work
encil rompts for setup) • (6-8) Student platform • Investigation Notebook • Record video or audio file describing work/answering prompt • Teacher-created digital format (Google Classroom, etc)	• 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

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.)

Supports:

- Encourage students to engage in student-to-student discussion
- Provide students with the Multi-Language Glossary where appropriate, add images
- Leverage primary language for discussions
- Teacher modeling of observing the properties of different substances
- Strategic partnering

Extension: Students can discuss with a partner what tools would be needed to make additional observations of the substances. Such tools might include a Bunsen burner, a stove, or, a thermometer.

Teacher Overview - Chapter 1

Overview of @Home Lessons 2-5

@Home Lesson 2: GROUP 1

- Students watch a video introducing the idea that all matter is made up of atoms. Students read the article “Atomic Zoom-In,” which introduces the idea that substances have different properties because they are made up of different atoms. Pairs discuss the article and their annotation.

@Home Lesson 3: GROUP 2

- Students compare substances with similar atoms in the Sim to gather evidence that they are or are not the same substance. Students return to the “Atomic Zoom-In” article to gather evidence about the investigation question. Students pick two substances they have at home and explain to someone in their household why they have different properties.

@Home Lesson 4: GROUP 3

- Students discuss evidence about the reddish-brown substance and use the evidence to support a claim about its identity. Students review the @Home Science Wall, including the Chapter 1 Question, key concepts, and vocabulary. Students write an argument to the people of Westfield explaining what the reddish-brown substance is.

@Home Lesson 5: GROUP 4

- Students watch a video of substances being mixed in order to investigate substances can change into new substances. Students mix substances in the Sim to get atomic-scale evidence about whether substances can change into new substances. Students reflect on the Investigation Question by discussing evidence from the video and the Sim with a partner.

Breakout groups

pages 14-17

Discussion prompts

Planning:

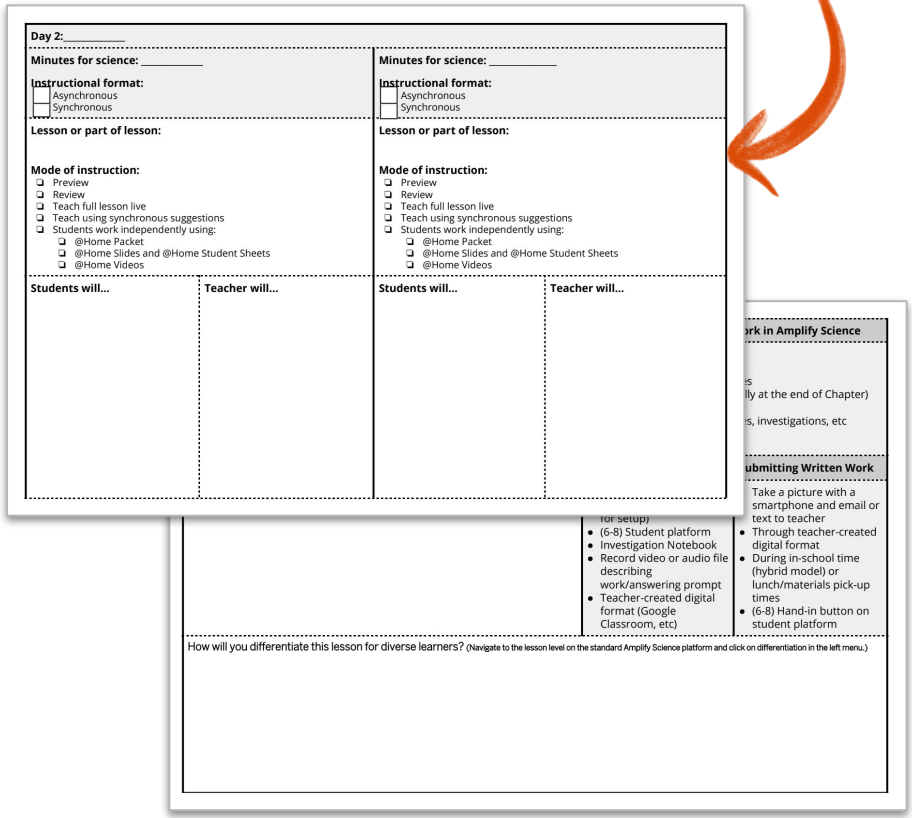
- Dig into the @Home Resources for your assigned lesson.

Student work:

- Discuss how you can collect evidence of student work

Differentiation:

- Consider how you might differentiate your lesson



Day 2:_____

Minutes for science: _____	Minutes for science: _____
Instructional format: ☐ Asynchronous ☐ Synchronous	Instructional format: ☐ Asynchronous ☐ Synchronous
Lesson or part of lesson: Mode of instruction: ❑ Preview ❑ Review ❑ Teach full lesson live ❑ Teach using synchronous suggestions ❑ Students work independently using: ❑ @Home Packet ❑ @Home Slides and @Home Student Sheets ❑ @Home Videos	Lesson or part of lesson: Mode of instruction: ❑ Preview ❑ Review ❑ Teach full lesson live ❑ Teach using synchronous suggestions ❑ Students work independently using: ❑ @Home Packet ❑ @Home Slides and @Home Student Sheets ❑ @Home Videos
Students will... / Teacher will...	Students will... / Teacher will...

...rk in Amplify Science

...ly at the end of Chapter)

...s, investigations, etc

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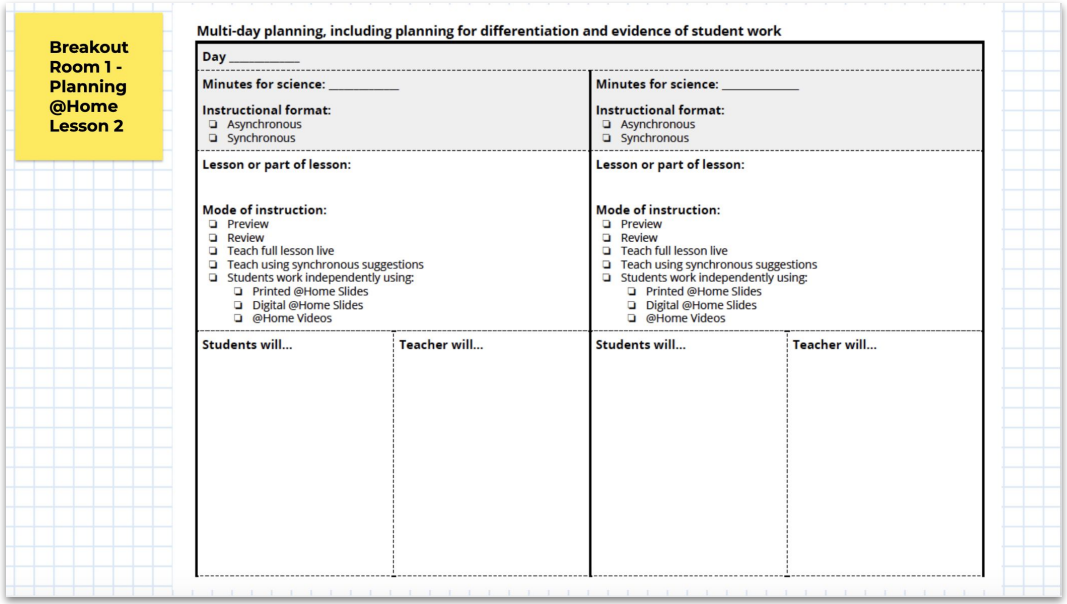
How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on the standard Amplify Science platform and click on differentiation in the left menu.)

Planning Share Out

- What are your key takeaways from planning?
- Which lesson parts did you plan for synchronous vs. asynchronous time?

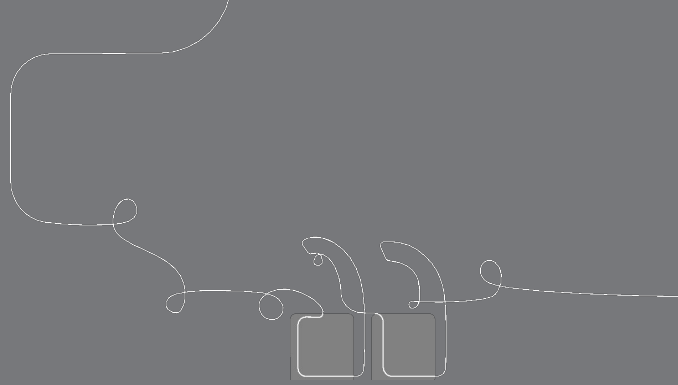


Breakout Room 1 - Planning @Home Lesson 2

Multi-day planning, including planning for differentiation and evidence of student work

Day _____

Minutes for science: _____ **Instructional format:** ❑ Asynchronous ❑ Synchronous	**Minutes for science:** _____ **Instructional format:** ❑ Asynchronous ❑ Synchronous
Lesson or part of lesson: **Mode of instruction:** ❑ Preview ❑ Review ❑ Teach full lesson live ❑ Teach using synchronous suggestions ❑ Students work independently using: ❑ Printed @Home Slides ❑ Digital @Home Slides ❑ @Home Videos	**Lesson or part of lesson:** **Mode of instruction:** ❑ Preview ❑ Review ❑ Teach full lesson live ❑ Teach using synchronous suggestions ❑ Students work independently using: ❑ Printed @Home Slides ❑ Digital @Home Slides ❑ @Home Videos
Students will... / **Teacher will...**	**Students will...** / **Teacher will...**



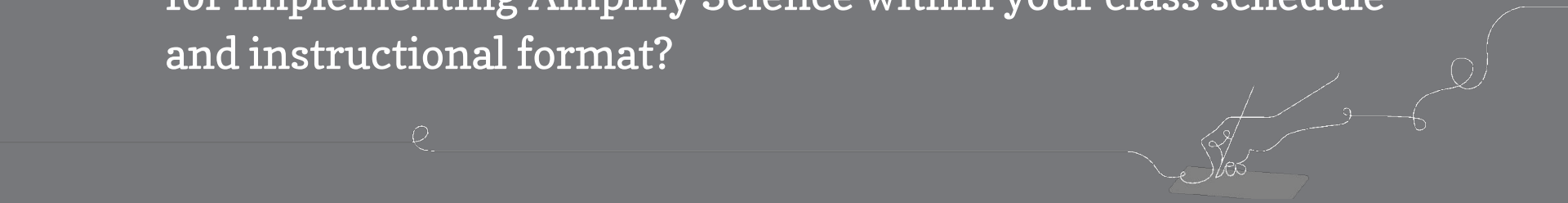
Questions?

Plan for the day

- Framing the day
  - Welcome
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- **Reflection and closing**

During this workshop did we meet our objectives?

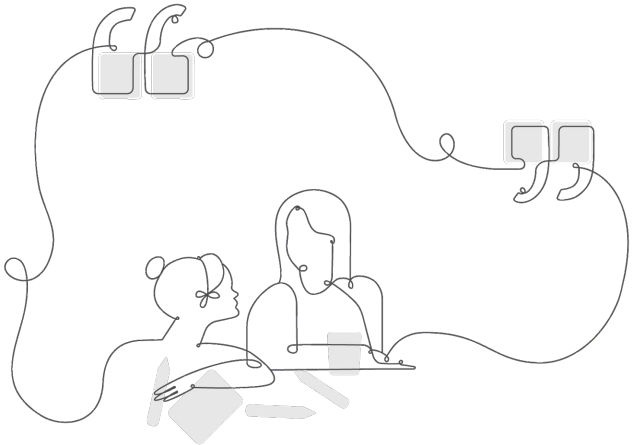
- Were you able to internalize your upcoming unit?
- Do you know how to plan for **collecting evidence of student learning** in order to make instructional decisions to **support diverse learner needs**?
- Do you have the resources you need to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format?



Upcoming LAUSD Office Hours

Bi-weekly through April

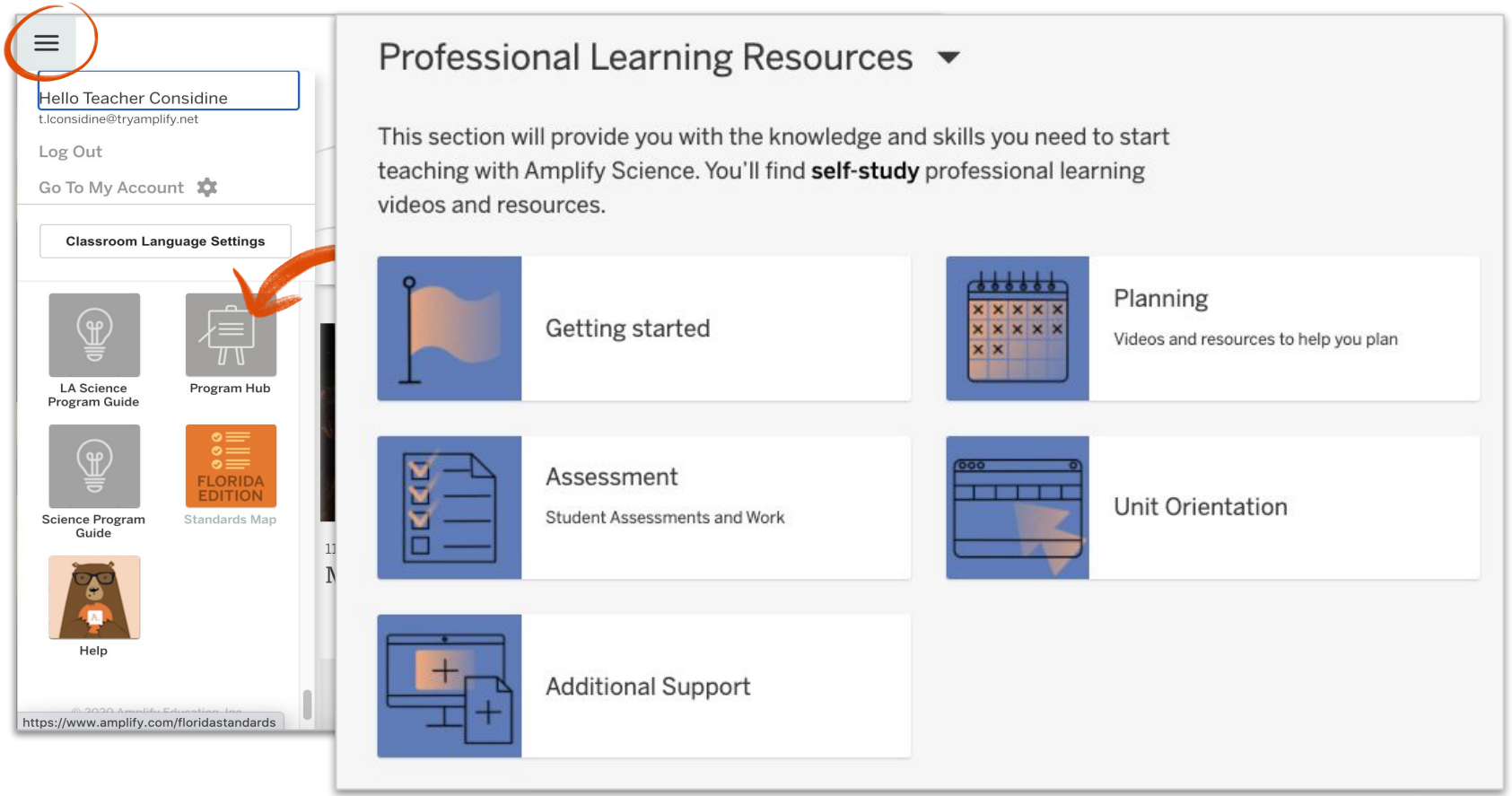
- Thursday, 4/8 (3-4pm)
- Thursday, 4/22 (3-4pm)



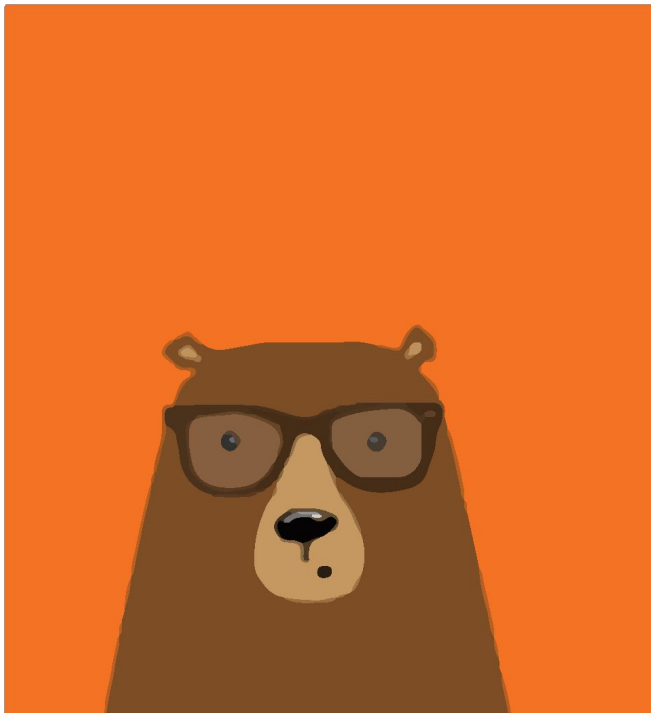
https://tinyurl.com/6-8OfficeHours

Additional Amplify resources

Program Hub: Professional Learning Resources



Additional Amplify resources

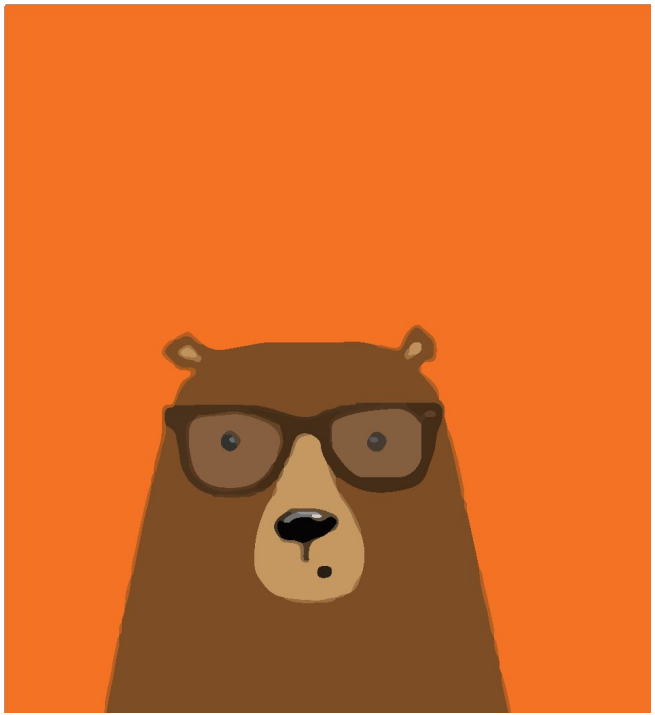


Caregivers site

Provide your students' families information about Amplify Science and what students are learning

amplify.com/amplify-science-family-resource-intro/

Additional Amplify resources



Program Guide

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

http://amplify.com/science/california/review

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.

Creating Assignments in Schoology

- Click Add Materials.
- Select Add Assignment.
- Fill out the Create Assignment form.
- Options. Use Options to turn on/off the following features: Use Individually Assign to only display the assignment to a specific member of the course or a grading group.
- Click Create to complete

LAUSD Shared Logins

AmplifyScience

Go to: my.amplify.com

A. Log In with Amplify

District Shared Logins		
Grade	**Username**	**Password**
Kindergarten	LAUSDscienceK	LAUSD1234
1	LAUSDscience1	LAUSD1234
2	LAUSDscience2	LAUSD1234
3	LAUSDscience3	LAUSD1234
4	LAUSDscience4	LAUSD1234
5	LAUSDscience5	LAUSD1234
6	LAUSDscience6	LAUSD1234
7	LAUSDscience7	LAUSD1234
8	LAUSDscience8	LAUSD1234