

Do Now: *In the chat, share one new skill you and/or your students have learned this year during remote learning.*

Amplify Science CALIFORNIA

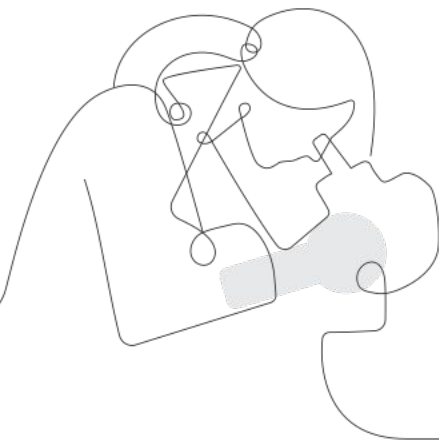
Unpacking *Wondering About Noises in Trees* for Hybrid Learning

TK, Unit 1

LAUSD

x/x/2021

Presented by Your Name



Norms: Establishing a culture of learners



- Please keep your camera on, if possible.
- 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



- The Reaction  button is just past the Chat box.
Let us know how we're doing!



- Make sure you have a note-catcher present



- Engage at your comfort level - chat, ask questions, discuss, share!



Workshop goals

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

- Internalize tips and tricks for hybrid instruction.
- Leverage your understanding of your upcoming unit to make instructional decisions about hybrid learning using the Amplify Science curriculum resources.
- Develop a multi-day plan for implementation within your class schedule and instructional format.





Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience an Activity
- Planning to teach
- Closing

Capturing key takeaways!

[illegible]

Notes	Hybrid Learning Best Practices
Activity Experience	Planning Considerations



Plan for the day

- **Framing the day**
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Notes	Hybrid Learning Best Practices
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Opening reflection

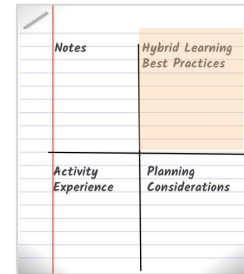
Jamboard

Having taught Amplify Science in a remote setting, what **skills and/or practices** have you developed with your students that you can **leverage as your shift to hybrid learning?**



Remote & Hybrid Learning

A few best practices



- Live, synchronous instruction
 - Survey families to find out what time of day is best for live instruction
- Lesson videos, Book/Read-Aloud recordings
- Meet with small groups
- Make interdisciplinary connections - Amplify Science TK lessons may integrate easily with language arts, math or art lessons/instruction
- Engage families
 - Make sure families are well informed on the unit content
 - Provide projects/activities families can do to support student learning

Shifting to Hybrid Learning

PN page 48

Adapting Amplify Science for Hybrid Learning

Student talk options

- Talk to someone in their household about their ideas.
- Talk to a stuffed animal or pet about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.

Student drawing/writing options

- Draw, have family members/friends take dictation &/or write in a designated science notebook. Photograph drawing/writing and submit digitally.
- Complete prompts in another format. (Teachers can convert prompts so they are completed in an online survey or an editable document that students can submit digitally like SeeSaw, ClassDojo, &/or Schoology).
- Submit audio or video responses digitally (text, email, SeeSaw, ClassDojo, &/or Schoology), rather than submitting a written response.
- Share a response orally with a family member or friend with no submission required.



Shifting to Hybrid Learning

Student reading options

- Engage students in read alouds during synchronous in-person or synchronous remote lessons.
- Watch a video of the unit big book read aloud using a digital device (phone, tablet, or computer).
 - [The Noisy Tree](#)
 - [How Engineers Make Buildings](#)
 - [Puddles Almost Everywhere](#)
 - Unit related literature, especially non-fiction, read alouds - [TK Unit 3:"Wondering About Puddles" Unit Video ReadAlouds & Songs](#)

Hands-on activity/project options

- Do the activity/project with simple materials students are likely to have at home. OR send home baggies of materials for students to use. Have students share projects online &/or in-person, &/or via photo/video and post in class gallery
- Demonstrate hands-on activities with student input during synchronous in-person or synchronous remote lessons.

Shifting to Hybrid Learning

PN page 48



Classroom wall options

The classroom wall provides an important reference for students to track and reflect on their developing understanding of the unit's anchor phenomenon and content. When in the classroom, students can engage with the classroom wall in the usual way. When remote/asynchronous these suggestions will enhance the student experience:

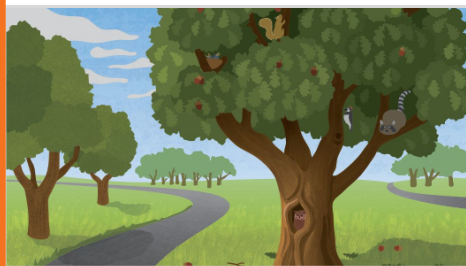
- Create a personal science/engineering wall for students. This would include all of the unit questions, vocabulary words and potentially language frames. You could then have students:
 - Highlight or color in each question or word as it is introduced.
 - Cut out each question or word to post on a large sheet of paper or the refrigerator at home.
 - Illustrate each word that is introduced to create a picture glossary.
 - Have students practice weekly language frames with family members &/or friends
- If you are meeting with your class remotely, you could create a virtual Science/Engineering Wall on a slide.



Questions? Concerns?
Aha's! This reminds me...

Amplify Science TK

Course Structure



Life Science:
Wondering About
Trees



Physical Science:
Wondering About
Buildings



Earth Science:
Wondering About
Puddles

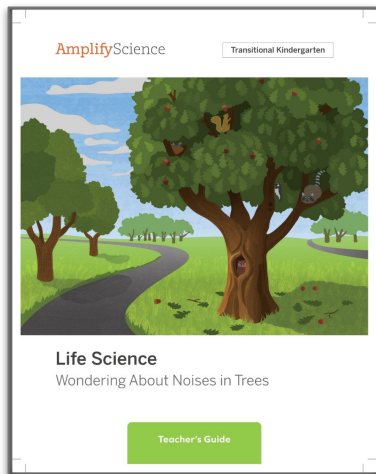
Number of Lessons: 20 lessons per unit

Time: 15 mins per lesson

Instructional Time: 4 - 6 weeks per unit - **Flexible Implementation**

TK Curriculum Materials

Home Connections Copymasters



Science Wall Materials

Science Question 1:

Why are so many noises coming from the tree?

scientist

investigate

Name: _____ Date: _____

Home Connection: Mini-Book

We are conducting our science unit called Life Science: Wondering About Noises in Trees. One of the important science practices that students have learned about is sharing ideas like a scientist. We invite you to engage your student in the following activity to help develop this practice at home.

Directions:

- On each page of the booklets in this mini-book, help your student write a word or a few words to complete the sentence. Alternatively, have your student dictate to you so you can write what they say. Students may choose any animal that uses trees.
- Have your student draw a picture depicting each sentence.
- Once the mini-book is complete, read it about with your student. You might also have your student share the book with friends or other family members.

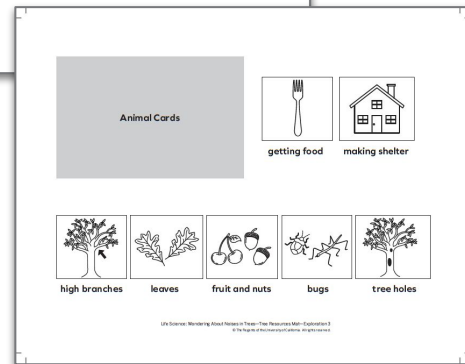
Print Teacher's Guide



Unit Big Book

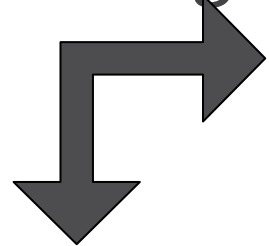


Picture Cards



Student Copymasters

TK Program Overview Website



← → ↻ my.amplify.com/programguide/content/national/tk-resources/tk/

AmplifyScience

Transitional Kindergarten (TK)

Program overview

Program developers

Program components and features

Access and equity

Resources

Resources

- FAQs
- Correlations

BIG BOOKS

- Life Science (*The Noisy Tree*) read aloud
- Earth Science (*Puddles Almost Everywhere*) read aloud
- Physical Science (*How Engineers Make Buildings*) read aloud

COPYMASTERS

- Life Science Copymasters
- Earth Science Copymasters
- Physical Science Copymasters

**TK Unit Big Book
Read-Aloud Videos
& Copymasters!**

**Life Science (*The Noisy Tree*)
Read Aloud link**

Life Science Copymasters link

<https://my.amplify.com/programguide/content/national/tk-resources/tk/>

Science Question 1:

Why are so many noises coming from the tree?

Science Question 2:

What are the animals doing in the tree that makes so much noise?

Science Question 3:

Why is the tree a good place for the animals to get food and make shelter?

Life Science: Wondering About Noises in Trees

Introductory Activity: Learning About the Noisy Tree

Exploration 1: Why Are So Many Noises Coming from the Tree?

Kickoff Discussion:
Listening to the Tree Noises

Activity 1:
Getting to Know the Tree Model

Activity 2:
Classifying Noises

Activity 3:
Reading *The Noisy Tree*

Activity 4:
Gathering Evidence from Pictures

Shared Drawing and Discussion:
Animals Making Noises in the Tree

Exploration 2: What Are the Animals Doing in the Tree That Makes So Much Noise?

Kickoff Discussion:
What Are the Animals Doing?

Activity 1:
Reading *The Noisy Tree*

Activity 2:
Gathering Evidence from Videos

Activity 3:
Gathering More Evidence from Pictures

Activity 4:
Animals in the Tree Model

Shared Drawing and Discussion:
Animals Getting Food and Making Shelter

Exploration 3: Why Is the Tree a Good Place for the Animals to Get Food and Make Shelter?

Kickoff Discussion:
Getting Food and Making Shelter in Trees

Activity 1:
How Animals Use Tree Parts

Activity 2:
Reading *The Noisy Tree*

Activity 3:
Playing the Tree Resources Game

Activity 4:
Showing New Ideas with the Tree Model

Shared Drawing and Discussion:
A Good Place for Getting Food and Making Shelter

Culminating Activity: Creating a Class Book

AmplifyScience

Transitional Kindergarten



Life Science

Wondering About Noises in Trees

Teacher's Guide

AmplifyScience

The Noisy Tree

by Ashley Chase



Multimodal Instruction

Figuring out and making sense of ideas like scientists & engineers!

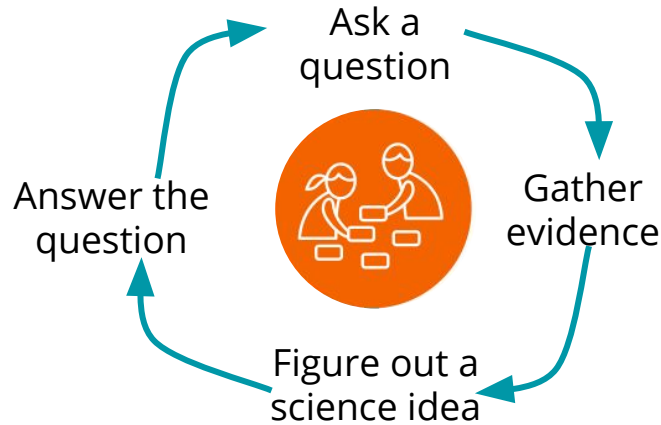


- **Do**
- **Talk**
- **Read**
- **Draw & Write**
- **Visualize**

TK Instructional Approach



Introduction to
the unit
phenomenon



Gather evidence
to figure out
science ideas.



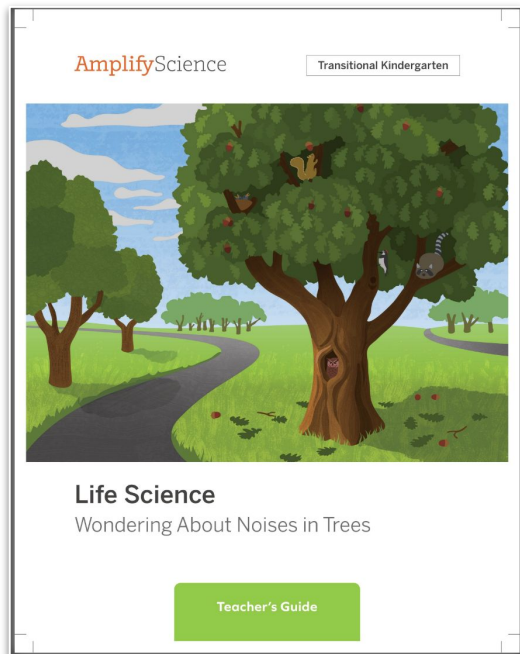
Explain the
phenomenon &
APPLY new
understanding



Questions? Concerns?
Aha's! This reminds me...

Part 1: Unit-level Internalization

TK Resource Reference Sheet



Unit resources	
Unit overview	Brief description of the what, the why, and the how of the unit. It also gives an overview of the structure of the unit.
Instructional resources	Includes references, flexible implementation, description of routines, assessment opportunities, and supports.
Getting Ready to Teach	Snapshot of all the things you will need to prepare ahead of time that will save you time once you get going.
Materials and Prep	What materials you need and what is provided, as well as what you need to prepare before the start of the unit.
Preparation at a Glance	What you need to get ready broken down by activity as well as how long you can expect it to take.
Lesson-level resources	
Lesson Overview	Brief description of what the activity will cover, the how and the why
Materials and Prep	Detailed instructions on how to prepare for this specific activity.
Activity Notes	The what, the why, and the how, including all steps you will go through and recommended teacher talk.
Teacher support	Instructional suggestions including extension opportunities and home connections
Flexible Implementation	Notes on how to structure the activities in the classroom
Model set ups	Set-ups for investigation materials, shared writing and shared drawings
Formative assessments	How to perform the assessment and what to look for in student performance, one per exploration





Life Science

Wondering About Noises in Trees

[Teacher's Guide](#)

Unit Overview

PN Page 2

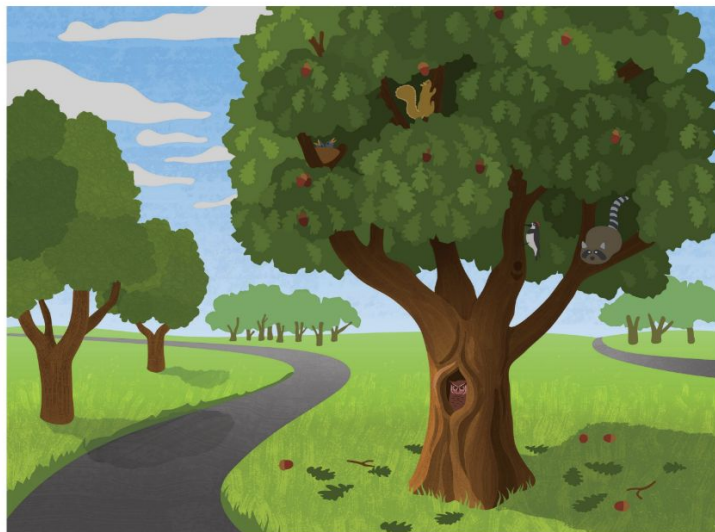
Planning for
the Unit

Life Science

Wondering About Noises in Trees

Unit Overview

In the *Life Science: Wondering About Noises in Trees* unit, students investigate the phenomenon of noises coming from a tree. They are challenged to solve the mystery of what's causing these noises and why. Students discover that many animals spend time in trees and that the noises from the tree are likely coming from animals. What are those animals doing in the tree to make so much noise? Students learn that animals can make noises in trees when they get food and make shelter for themselves or for their babies. For example, a woodpecker taps tree bark to get bugs to eat. Next, students investigate why the tree is a good place for the animals to get food and make shelter. They discover that trees have things that animals need, including food (fruit and nuts, seeds, leaves, and bugs), building materials, and places for shelter. In the course of solving the mystery of the noises from the tree, students are introduced to core ideas in life science, including needs of living things and dependence of animals on plants. The unit includes an emphasis on gathering evidence to construct and test students' ideas and sharing those ideas as scientists do. Students gather evidence for these ideas from a variety of sources: a book, photographs, sound recordings, and videos. They share their developing ideas through discussion, drawing, writing, movement, and use of the class Tree Model. Through the activities, students are exposed to the crosscutting concepts of *Patterns* and *Cause and Effect*. The context of noises from a tree provides a familiar and intriguing starting point for students to engage in doing science.



Life Science

Wondering About Noises in Trees

Teacher's Guide

Unit Structure

PN Page 3

Planning for
the Unit



Life Science

Wondering About Noises in Trees

Life Science: Wondering About Noises in Trees

Introductory Activity: Learning About the Noisy Tree

Exploration 1: Why Are So Many Noises Coming from the Tree?

Kickoff
Discussion:
Listening to the
Tree Noises

Activity 1:
Getting to
Know the
Tree Model

Activity 2:
Classifying
Noises

Activity 3:
Reading
*The Noisy
Tree*

Activity 4:
Gathering
Evidence
from
Pictures

Shared Drawing
and Discussion:
Animals Making
Noises in the Tree

Exploration 2: What Are the Animals Doing in the Tree That Makes So Much Noise?

Kickoff
Discussion:
What Are the
Animals Doing?

Activity 1:
Reading
*The Noisy
Tree*

Activity 2:
Gathering
Evidence
from
Videos

Activity 3:
Gathering
More
Evidence
from
Pictures

Activity 4:
Animals
in the Tree
Model

Shared Drawing
and Discussion:
Animals Getting
Food and Making
Shelter

Exploration 3: Why Is the Tree a Good Place for the Animals to Get Food and Make Shelter?

Kickoff
Discussion:
Getting Food and
Making Shelter in
Trees

Activity 1:
How
Animals
Use Tree
Parts

Activity 2:
Reading
*The Noisy
Tree*

Activity 3:
Playing
the Tree
Resources
Game

Activity 4:
Showing
New Ideas
with the
Tree Model

Shared Drawing
and Discussion:
A Good Place for
Getting Food and
Making Shelter

Culminating Activity: Creating a Class Book

Guided Unit Internalization Planner

Part 1: Unit-level internalization

Unit title: Wondering About Noises in Trees

What is the phenomenon students are investigating in your unit?

There are many noises coming from the tree.

Exploration Questions:

1. Why are so many noises coming from the tree?
2. What are the animals doing in the tree that make so much noise?
3. Why is the tree a good place for the animals to get food and make shelter?

Student challenge:

What's causing the noises and why?

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

Students figure out that animals can make noises in trees when they get food and make shelter for themselves and their babies. Students discover that trees have things animals need, including food, building materials, and places for shelter.

What evidence sources do students engage with across the unit?

the unit big book, pictures and illustrations, models, sound recordings, and videos

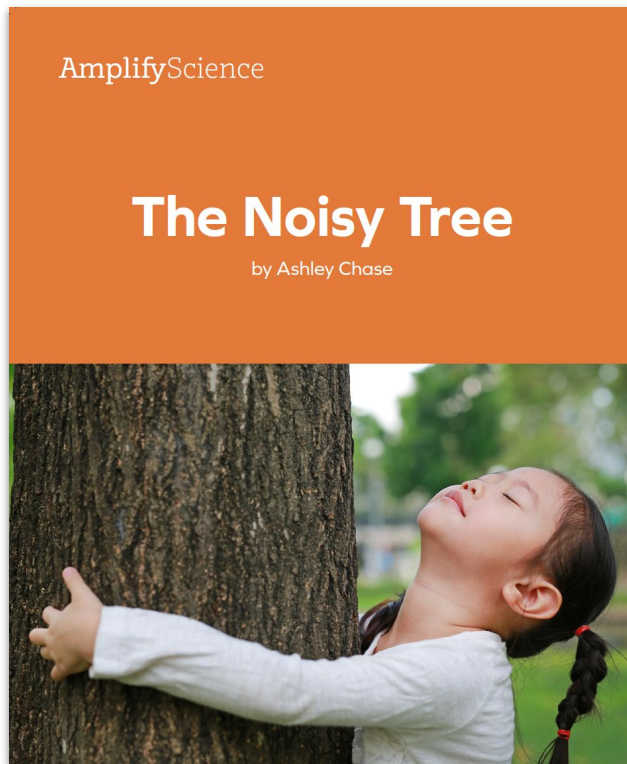


Questions? Concerns?
Aha's! This reminds me...

Part 2: Exploration-level Internalization

Introductory Activity: Learning About the Noisy Tree

The teacher reads aloud the first few pages of *The Noisy Tree*, which begins the story of a young girl who works like a scientist as she observes a tree in the park. Students are introduced to their role as scientists. They also share their initial ideas about what could be making the noises in the tree. **The purpose of this Introductory Activity is to introduce students to the unit phenomenon and to their role as scientists in order to motivate their learning throughout the unit.**



Students learn

- Scientists wonder about things and try to figure out more about them.
- Scientists use their senses to figure things out.

Vocabulary

- scientist



Life Science

Wondering About Noises in Trees

Teacher's Guide

Exploration 1 Overview

Overview

Life Science
Exploration 1

Exploration 1 Overview

In this Exploration, students investigate Science Question 1: *Why are so many noises coming from the tree?* Exploration 1 begins with the Kickoff Discussion in which students listen to sound recordings of noises like those from the tree and share their initial ideas in response to Science Question 1. Four activities help students gather evidence about trees and possible sources of noises from a tree. In Activity 1, students are introduced to the Tree Model that they will use throughout the unit. In Activity 2, students listen to additional sound recordings and draw their ideas about the source of each sound. In Activity 3, the teacher reads aloud a new section of *The Noisy Tree*. In Activity 4, students observe a series of tree pictures and use a language frame to describe their observations. Exploration 1 ends with the Shared Drawing and Discussion in which the class summarizes and applies what they have learned. The purpose of Exploration 1 is for students to use science practices and ideas about patterns to figure out that trees often have a lot of animals in them and that animals make noises.

Students learn

- Trees often have lots of animals in them. Animals make noises.
- Trees have trunks, branches, and leaves.
- Scientists ask questions and gather evidence to answer their questions.
- Scientists draw, write, and talk to share their ideas.

Activities at a Glance

Kickoff Discussion: Listening to the Tree Noises

The teacher introduces Science Question 1: *Why are so many noises coming from the tree?* to motivate the activities students engage in throughout Exploration 1.

Activity 1: Getting to Know the Tree Model

Students are introduced to the Tree Model in order to build an understanding of the parts of a tree and to become familiar with a central resource of the unit.

PN Page 5



Part 2: Exploration-level internalization

Exploration 1
Question:

Why are so many noises coming from the tree?

What do students learn in Exploration 1?

- Trees often have lots of animals in them. Animals make noises.
- Trees have trunks, branches, and leaves.
- Scientists ask questions and gather evidence to answer their questions.
- Scientists draw, write, and talk to share their ideas.

What is the purpose of Exploration 1?

The purpose of Exploration 1 is for students to use science practices and ideas about patterns to figure out that trees often have a lot of animals in them and that animals make noises.



Exploration Note Catcher

Unit Name:

Flexible Implementation Structure:

FOCUS AREAS	Introductory Activity	Exploration #1	Exploration #2	Exploration #3	Culminating Activity
Science Question					
What will students learn? (objectives)					
Key Vocabulary					
Multiple Modalities (Do, Talk, Read, Write, Visualize)					
Assessments and/or Differentiation Opportunities					

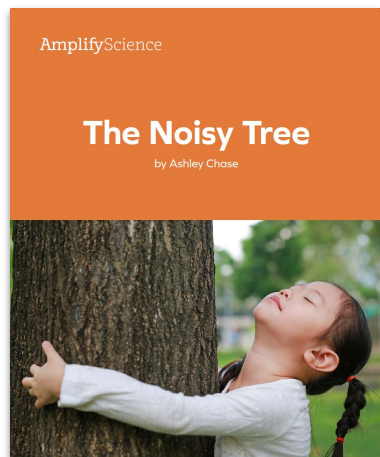


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Kickoff Discussion: **Listening to the Tree Noises**

What?

The class reviews what happened in the first section of *The Noisy Tree* and then listens to sound recordings of noises that are similar to the ones the girl in the book heard. The class is introduced to Science Question 1 and discusses their initial ideas in response to this question.



Science Question 1:

Why are there so many noises coming from the tree?

Summary of Exploration 1

PN Pages 5-6

Activity 1: Getting to Know the Tree Model

Students are introduced to the Tree Model in order to build an understanding of the parts of a tree and to become familiar with a central resource of the unit.

Activity 2: Classifying Noises

Students listen to a series of sound recordings and make drawings of their ideas about the source of each noise. This activity supports students' preliminary understanding that many noises are made by animals.

Activity 3: Reading *The Noisy Tree*

The teacher leads a Read-Aloud of a new section of *The Noisy Tree* to introduce students to animals in the tree. This section of the book helps students understand how scientists make observations to gather evidence to help answer their questions.

Activity 4: Gathering Evidence from Pictures

Students describe what they observe in trees on the Tree Cards in order to gather evidence that many kinds of animals can be found in trees. Students use a language frame to practice sharing ideas like scientists do.

Shared Drawing and Discussion: Animals Making Noises in the Tree

The class participates in a shared drawing and an accompanying discussion to consolidate and apply their understanding of Science Idea 1: *Trees often have lots of animals in them. Animals make noises.*



Activity 1



Life Science

Exploration 1

Activity 1: Getting to Know the Tree Model

What?

Students become familiar with the Tree Model by observing the model and making and adding leaves to it.

Why?

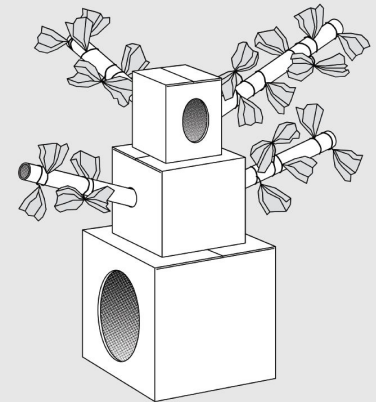
Interacting with the Tree Model helps students develop an understanding of the parts of a tree and prepares them to use the model in later Explorations. Discussing the Tree Model introduces students to the scientific practice of modeling.

How?

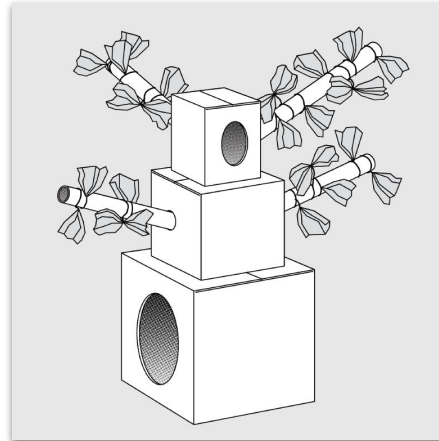
1. Display the Tree Model.

- 🗨 This is a model of a tree. Scientists make models to show their ideas.
- 🗨 A model is similar to the real thing but not exactly the same. Our Tree Model is similar to a real tree but not the same as a real tree.
- 🗨 We will use our Tree Model as we try to figure out more about the noises the girl heard coming from the tree.

2. **Have students observe and discuss the Tree Model.** Encourage students to share their observations about the parts of the model and their characteristics. [There are boxes with holes in them. There are long tubes sticking out of the boxes in all directions.] Students may notice that the Tree Model has a trunk and branches but no leaves.
3. **Display the three leaf samples you created.** Let students know that they will each make a few leaves to add to the Tree Model. Show students how to make the three kinds of leaves by using one pipe cleaner and one piece of tissue paper for each leaf.
4. **Give students time to make leaves for the Tree Model.**
5. **Attach leaves to the Tree Model.** After students have finished making their leaves, have them attach the leaves to the Tree Model by wrapping one end of the pipe cleaner around a branch. Provide assistance with this process as needed.

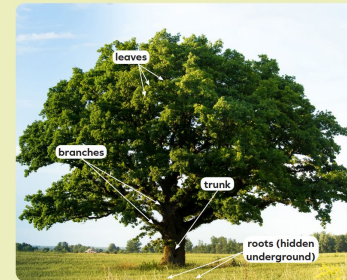


6. **Compare the Tree Model to a real tree.** Have students reflect on how the Tree Model is similar to and different from a real tree. Then, have students share their ideas with one another. As needed, display page 26 of *The Noisy Tree* and point out the parts of the tree. [The Tree Model has a trunk, branches, and leaves like a real tree. The Tree Model is smaller than a real tree. The Tree Model is made of cardboard boxes and tissue paper, but a real tree is not. The Tree Model is inside, and most trees are outside.]
7. **Conclude the activity.** Let students know they will come back to the Tree Model as they continue to investigate the noises from the tree.



Parts of a Tree

Most trees have the same basic parts: a trunk, branches, leaves, and roots.



26 Parts of a Tree

Teacher Support

Instructional Suggestion

Going Further: Embodying Tree Noises

If you have additional time, you may want to invite pairs of students to work with the Tree Model to recreate the phenomenon introduced in *The Noisy Tree*. One student could use the Tree Model to recreate noises they read about in the book and heard in the sound recordings. Students might choose to tap the tree, rustle the leaves, or vocalize the noises while their partners listen. After one partner has had a turn embodying the noises, the two can switch roles.

Instructional Suggestion

Going Further: Thinking More About Models

This activity engages students in the science and engineering practice of *Developing and Using Models*. Students' use of the Tree Model throughout the unit is authentic to one of the ways scientists use models—to show their ideas. The Tree Model, like many scientific models, is similar to the thing it represents in important ways and different in many other ways. While explicit instruction on modeling is beyond the scope of this unit, there are opportunities for deeper discussion around modeling. For example, consider bringing in real leaves and having students discuss the ways the leaves on the Tree Model are similar to and different from a real tree's leaves. Thinking about how models represent scientific ideas in this basic and concrete way prepares students to engage with more complex and abstract models in later grades.

Model of Exploration 1, Activity 1

As you watch the activity, think about how the lesson has been modified for hybrid instruction.



Adapting Amplify Science for Hybrid Learning

Student talk options

- Talk to someone in their household about their ideas.
- Talk to a stuffed animal or pet about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.

Student drawing/writing options

- Draw, have family members/friends take dictation &/or write in a designated science notebook. Photograph drawing/writing and submit digitally.
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Student reading options

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- Watch a video of the unit big book read aloud using a digital device (phone, tablet, or computer).
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 - [How Engineers Make Buildings](#)
 - [Puddles Almost Everywhere](#)
 - Unit related literature, especially non-fiction, read alouds - [TK Unit 3: "Wondering About Puddles" Unit Video ReadAlouds & Songs](#)

Hands-on activity/project options

- Do the activity/project with simple materials students are likely to have at home. OR send home baggies of materials for students to use. Have students share projects online &/or in-person, &/or via photo/video and post in class gallery
- Demonstrate hands-on activities with student input during synchronous in-person or synchronous remote lessons.

Classroom wall options

The classroom wall provides an important reference for students to track and reflect on their developing understanding of the unit's anchor phenomenon and content. When in the classroom, students can engage with the classroom wall in the usual way. When remote/asynchronous these suggestions will enhance the student experience:

- Create a personal science/engineering wall for students. This would include all of the unit questions, vocabulary words and potentially language frames. You could then have students:
 - Highlight or color in each question or word as it is introduced.
 - Cut out each question or word to post on a large sheet of paper or the refrigerator at home.
 - Illustrate each word that is introduced to create a picture glossary.
 - Have students practice weekly language frames with family members &/or friends
- If you are meeting with your class remotely, you could create a virtual Science/Engineering Wall on a slide.

Reflection

<i>Notes</i>	<i>Hybrid Learning Best Practices</i>
<i>Activity Experience</i>	<i>Planning Considerations</i>

- *How was this lesson modified for hybrid learning?*
- *What other ideas do you have for modifying this lesson?*
- *What questions do you have?*



Questions? Concerns?
Aha's! This reminds me...

Remote & Hybrid Learning

A few best practices

- Live, synchronous instruction
 - Survey families to find out what time of day is best for live instruction
- Lesson videos
- Meet with small groups
- **Make interdisciplinary connections** - Amplify Science TK lessons may integrate easily with language arts, social studies math and art lessons/instruction
- **Engage families**
 - **Make sure families are well informed on the unit content**
 - **Provide projects/activities families can do to support student learning**

Interdisciplinary Connections

How can you connect to...

- Reading
- Language Development
- Writing
- Math
- Social Studies
- Art/Music
- Dramatic Play/Socio-Emotional

Family Engagement

Introductory Activity (TG pages 16-22)

Regular Classroom Setting

Introductory Activity - Hybrid &/or Virtual Classroom Setting

- Post Assignment on SeeSaw, ClassDojo, Schoology, with sample links?
- How do we want students to submit, online, photo of work, return with homework packet?
- Other suggestions for family engagement...

Name: _____ Date: _____

Home Connection: Observing Trees

We are beginning a new science unit called *Life Science: Wondering About Noises in Trees*. One of the important science practices that students will learn about in this unit is gathering evidence to answer questions. We invite you to engage your student in the following activity to help develop this practice at home.

Directions:

1. Go to a place with one or more trees.
2. Look around and ask your student to discuss what they see. Encourage them to look carefully at what is in or around the tree(s), as well as the different parts of the tree(s).
3. Have your student close their eyes and discuss what they hear. Encourage them to listen carefully and think about what might be making the sounds they hear.
4. Record your student's responses to the questions below.
5. In the box on the next page, have your student draw a tree that they observed.

What is one thing you saw in or around the tree?

What is one thing you heard in or around the tree?

Life Science: Wondering About Noises in Trees—Introductory Activity

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e: _____ Date: _____

Home Connection: Observing Trees (continued)

Life Science: Wondering About Noises in Trees—Introductory Activity
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Family Engagement

- **Regular Classroom Setting**

Send home little books to families for students to complete with them.

- **Culminating Activity - Hybrid &/or Virtual Classroom Setting**

Distribute little books to families - then ask them take photo/video clip of student reading to family. Then share/post in class online gallery.

- **Both:** Idea - Have students share/read their books to small group or whole class online.

Culminating Activity - Part 2 (TG pages 138-149)

Name: _____ Date: _____

Home Connection: Mini-Book

We are concluding our science unit called *Life Science: Wondering About Noises in Trees*. One of the important science practices that students have learned about is sharing ideas like a scientist. We invite you to engage your student in the following activity to help develop this practice at home.

Directions:

1. On each page of the *Animals in Trees* mini-book, help your student write a word or a few words to complete the sentence. Alternatively, have your student dictate to you so you can write what they say. Students may choose any animal that uses trees.
2. Have your student draw a picture depicting each sentence.
3. Once the mini-book is complete, read it aloud with your student. You might also have your student share the book with friends or other family members.

Life Science: Wondering About Noises in Trees—Culminating Activity
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2

5

because the tree has _____

_____ in the tree

The _____ is _____

6

1

The _____ makes a _____

_____ when it is _____

3

There is a _____ in the tree.

Animals in Trees

Name: _____

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Permission granted to photocopy for classroom use.



Questions? Concerns?
Aha's! This reminds me...

Part 3: Hybrid Learning Pacing and Planning Tool

Hybrid Lesson Planning

Work Time

Questions to consider:

- What adaptations will you make for hybrid learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?

Part 3: Pacing and Planning Tool

PN Pages 44-45



Hybrid Learning: Amplify Science TK

Questions to consider:

- What adaptations will you make for hybrid learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?

Part 3: Amplify Science TK, Hybrid Learning Pacing and Planning Tool

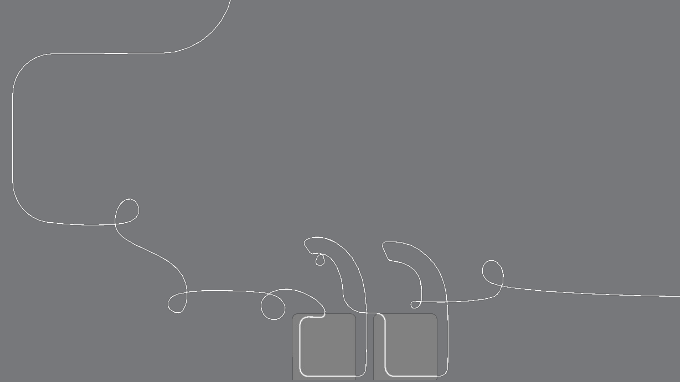
Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottom row.

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	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	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
Use your Teachers Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the next page to consider the best format for different parts of the lesson(s). Then, map your week in the row below.				



Questions? Concerns?
Aha's! This reminds me...

Final Thoughts.....
Questions? Concerns?
Aha's! This reminds me...



Workshop goals reflection

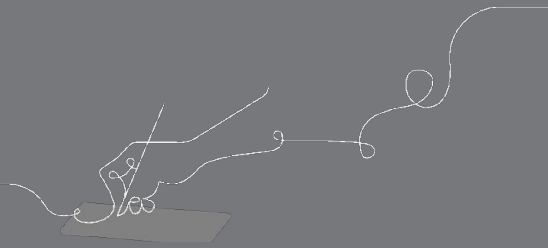
Were you able to:

- Internalize tips and tricks for hybrid instruction?
- Leverage your understanding of your upcoming unit to make instructional decisions about hybrid learning using the TK Amplify Science curriculum resources?
- Develop a multi-day plan for implementation within your class schedule and instructional format?

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

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

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

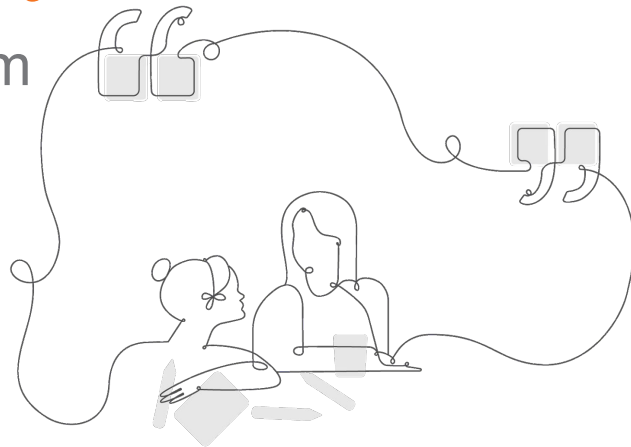


Upcoming LAUSD Office Hours

Final opportunity for this school year:

- Thursday, May 27 from 4:30-5:30pm

<http://bit.ly/TK-6OfficeHours>



We would love your input on PD for Back to School, 2021-22

2021-22 Amplify Science BACK TO SCHOOL PD Survey [LAUSD]

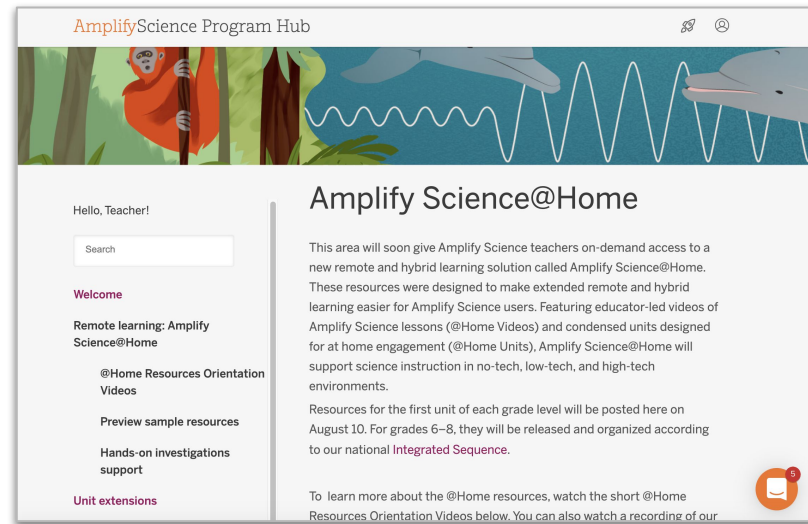
The questions below will help us plan for back to school PD sessions over the summer and in the fall.

Amplify Science Program Hub

A new hub for Amplify Science resources

- Videos and resources to continue getting ready to teach
- Amplify@Home resources
 - **TK big book read aloud videos**

science.amplify.com/programhub
username: **sciencelearningca**
password: **DemoOnly1234**



TK Program Overview Website

AmplifyScience

Transitional Kindergarten
(TK)

Program overview

Program developers

Program components and features

Access and equity

Resources

Resources

- FAQs
- Correlations

BIG BOOKS

- Life Science (*The Noisy Tree*) read aloud
- Earth Science (*Puddles Almost Everywhere*) read aloud
- Physical Science (*How Engineers Make Buildings*) read aloud

COPYMASTERS

- Life Science Copymasters
- Earth Science Copymasters
- Physical Science Copymasters

my.amplify.com/programguide/content/national/tk-resources/tk/

California TK Website



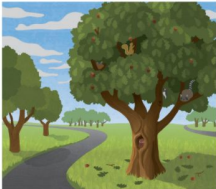

AmplifyScience
CALIFORNIA

Welcome to Transitional Kindergarten

[BACK TO MAIN TK-5 PAGE](#)

Amplify Science California jump-starts a lifelong love of science with developmentally and pedagogically appropriate instruction featuring:

- Real-world problems and **scientific phenomena**.
- An **experiential approach** with lots of hands-on.
- Explicit support for building **oral language** and **early literacy** skills.



[WHAT STUDENTS LEARN](#) [PROGRAM STRUCTURE](#) [HOW TEACHERS TEACH](#) [RESOURCES](#)

amplify.com/science-california-review-tk/

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

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.

Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

Click here for [Remote Learning Resources for Amplify Science](#)

[Click here](#) to go back to the LAUSD homepage.

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



<https://amplify.com/lausd-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

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

Elementary Student Apps Shared Logins

English

- Username: **ampsci123**
- Password: **ampsci123**

Spanish

- Username: **ampsci123sp**
- Password: **ampsci123sp**



**Elementary
Student Apps**