Amplify Science

Standard Curriculum Relaunch / Guided Planning

Grade 4, Unit 2: Vision and Light

Part 1

School/District Name: LAUSD Date: November, 2021 Presented by:



Ice Breaker!

Who do we have in the room today?

- Question 1: Which aspects of implementing the Standard Amplify Science curriculum are you most excited or hopeful about?
- **Question 2:** What do you feel most hesitant about?



Amplify's Purpose Statement

Dear teachers,

You do a job that is nearly impossible and **utterly essential**.

We are in your corner – extending your reach, saving you time, and enhancing your understanding of each student.

Thank you for working with us to craft rigorous and riveting learning experiences for your classroom.

We share your goal of inspiring all students to think deeply, creatively, and for themselves.

Sincerely, Amplify

Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.







Vendor Support Desk: P: 800.823.1969

Content Area: ELA Grade Level: ES Content Type: Assessment Integration Type: App (Left Navigation) Purchase Type: District **Getting Started Guide** Other Info: App to be installed for Course Admins only E: help@amplify.com S: amplify.com/support/ Textbook Title(s): NA

- A Amplify Science: Middl...

 - mCLASS Student

This year's app(s).



LMS App Center

The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) that are available for classroom teachers and students to access within the learning management system. Schoology,

For information on District-approval policies and procedures, please visit: udipp.lausd.net.

- To search the full list of digital learning tools, click "Submit".
- To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit".
- To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit".

To learn more about using the LMS App Center, please refer to the following video overview.

←Search Again

Amplify

Content Area: ELA Grade Level: ES Content Type: Supplemental Purchase Type: District and School **Getting Started Guide** Other Info: School licenses required

Vendor Support Desk: P: 800.823.1969 E: help@amplify.com S: amplify.com/support/ Textbook Title(s):

- mCLASS CKLA Amplify Reading
- Integration Type: App (Left Navigation) Amplify Science

NA

Fractions

Amplify Classwork



Integration Type: App (Left Navigation) Purchase Type: District and School

Vendor Support Desk: P: 800.823.1969 E: help@amplify.com S: amplify.com/support/ Textbook Title(s): NΔ

Starts With amplify **Grade Sync for MS Science** All All All Starts With

All Amplify Products



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Programs & Licenses

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CKLA Hub

Reading K-5



CKLA Resource Site



mCLASS Assessment

Science

mCLASS Reporting



Reading 6-8

Vocabulary













Amplify. 13

Join Amplify Science Schoology Group

To join Amplify Science Schoology ES Group: W4PK-W466-63F5B



Part 1:

Amplify Science Standard Curriculum Relaunch





Overarching goals

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

- Navigate the full Amplify Science standard curriculum.
- Understand the program's phenomenon-based approach.
- Apply the program essentials to prepare to teach.^Q





Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Program Essentials
- Closing



Plan for the day: Part 1

- Introduction and Framing
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Amplify Science

Next Generation Science Standards



Disciplinary Core Ideas

What students figure out

How students figure out the science **Science and Engineering Practices**

The habits of thinking that help

Crosscutting Concepts

students organize information

Course curriculum structure

 Grade K Needs of Plants and Animals Pushes and Pulls Sunlight and Weather 	Grade 1Animal and Plant DefensesLight and SoundSpinning Earth	 Grade 2 Plant and Animal Relationships Properties of Materials Changing Landforms 	Key takeaways: • There are 22 lessons
Grade 3 Balancing Forces Inheritance and Traits Environments and Survival Weather and Climate 	Grade 4 • Energy Conversions • Vision and Light • Earth's Features • Waves, Energy, and Information	 Grade 5 Patterns of Earth and Sky Modeling Matter The Earth System Ecosystem Restoration 	 Lessons at grades 2-5 are 60 minutes long

Year at a Glance: Grade 4





Energy Conversions

Vision and Light



Earth's Systems



Waves, Energy, and Information

Domain: Physical Science

Domain: Life Science

Domain: Earth and Space Science

Domain: Physical Science

Unit type: Engineering Design

Unit type: Investigation **U** Ar

Unit type: Argumentation

Student role: System engineers

Student role: Conservation biologists **Student role:** Geologists Unit type: Modeling

Student role: Marine scientists

K-5 Program components

Teacher materials

- Teacher's Guide (print and digital)
- Classroom Slides
- Classroom wall materials
- Embedded assessments
- Program Guide
- Program Hub
- Amplify Help Site







K-5 Program components Student materials

- Hands-on materials
- Investigation Notebooks (print and digital)
- Student books
- Digital Applications



K-5 Program components Classroom kits



Classroom kits

Built for a class of 36 students, with consumables for two years



Questions?





Plan for the day: Part 1

- Introduction and Framing
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Next Generation Science Standards Phenomenon-based learning and teaching

A scientific phenomenon is an **observable event** that occurs in the universe that we can use science ideas to explain or predict.

Comparing topics and phenomena

Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.

Next Generation Science Standards How might learning be different?

Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.
Electric circuits	A flashlight won't turn on, even though it used to work.
Natural selection	A population of newts has become more poisonous over time.

Comparing topics and phenomena A shift in science instruction

from learning about

(like a student)



to figuring out

(like a scientist)

Amplify Science Approach

Introduce a **phenomenon** and a related problem Collect **evidence** from multiple sources Build increasingly complex **explanations** **Apply** knowledge to solve a different problem

S

Previewing the unit Introducing the phenomenon

Amplify Science units are designed around complex phenomena that drives student learning through the unit.

Pay attention to the phenomenon, or observable event, students will figure out in your unit.





This science unit is about **how animals survive in their environment**.

The **Rain Forest Conservation Group** needs our help solving an animal survival problem.

✓ ∧ □ □ □

To: Conservation Biologists **From:** Rain Forest Conservation Group **Subject:** A Problem with the Tokay Geckos



Our biologists have noticed there are fewer Tokay geckos than there used to be in a small area of rain forest in the Philippines. Why are there fewer Tokay geckos? Is something making it hard for Tokay geckos to survive in their environment? We need your help to figure this out!



This is the Tokay gecko.

The Rain Forest Conservation Group is wondering **why there are fewer Tokay geckos** than there used to be.

Tropical Rain Forests of the World



Conservation Biologists



You will be **conservation biologists**—scientists who help protect plants and animals.

You will figure out **why there are fewer Tokay geckos** in an area.

Rain Forest Conversation Group



A conservation group works to make sure that plants and animals can survive. That's why the **Rain Forest Conservation** Group is worried about the Tokay geckos.

Amplify Science Anchoring phenomenon

- Complex and rich
- Drives learning through a whole unit
- Specific and observable
- Relatable at students' developmental level





Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Program Essentials
- Closing




Explore the Program Essentials



Navigation summary

- 1. Select your first unit
 - a. You are now on the Unit Landing Page.

2. Select JUMP DOWN TO UNIT GUIDE.

a. Or scroll down the page to *Planning for the Unit* and *Teacher References*





Key Unit Guide Documents for Planning

	Planning for the Unit		Printable Resources
	Unit Overview	~	Difference Flowcharts
	Unit Map	~	Copymaster Compilation
	Progress Build	~	Flextension Compilation
	Getting Ready to Teach	~	Investigation Notebook
	Materials and Preparation	~	🗃 Multi-Language Glossary
	Science Background	~	MGSS Information for Parents and Guardians
	Standards at a Glance	~	Print Materials (8.5" x 11")
	Teacher References		Print Materials (11" x 17")
	Lesson Overview Compilation	~	
	Standards and Goals	~	Offline Preparation
	3-D Statements	~	Teaching without reliable classroom internet? Prepare unit and lesson
	Assessment System	~	materials for offline access.
1	Embedded Formative Assessments	~	Offline Guide
	Books in This Unit	~	
	Apps in This Unit	~	
	Flextensions in This Unit	~	

Unit Title: Vision and Light

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]		
What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:	
Unit Question:	Relationship between the Unit Phenomenon and Unit Question:	
By the end of the unit, students figure out		
How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?		

Unit Title:

Vision and Light

Overview

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What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:
Unit Question: Suggested resource: • Unit Overview / Unit Map/ Coherence Flowchart	Relationship between the Unit Phenomenon and Unit Question:
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Unit Title:

Vision and Light

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What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:	
Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest.	Conservation Biologists	
Unit Question:	Relationship between the Unit Phenomenon and Unit	
 Suggested resource: Unit Overview / Unit Map / Coherence Flowchart 	Question:	
How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?		

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How do animals use vision and other senses to survive their environment?	Students investigations of how animal eyes function, help them explain why more light at night is affecting the survival of the Tokay geckos.

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

Suggested resource: • Lesson Overview Compilation / Unit Overview

he phenomenon/real-world problem in your unit?

Unit Title:

Vision and Light

Overview [Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]	
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Suggested resource: • Unit Map	summarize what udents figure out at nd of the unit.

Unit Title:

Vision and Light

Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

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By the end of the unit, students figure out		
Since highway lights were installed there is much more light at night. Because of their light receptors, the Tokay geckos have difficulty seeing their prey with the extra light.		
How do students engage with three-dimensional learning to figure out the ph	penomenon/real-world problem in your unit?	
Suggested resource: • Unit Map		

Unit Title: Vision and Light

Overview [Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]		
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Vision and Light

Student Role:		
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How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?		
Students ask and investigate questions about the role that animal's senses, primarily vision, play in survival in order to figure out why there is a decline in the number of Tokay geckos living in one area of the rain forest in the Philippines.		

Unit Title:

Vision and Light

Overview [Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]		
What is the phenomenon/real-world problem students are investigating in	Student Role:	
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Navigation Temperature Check

Rate yourself on your comfort level accessing Amplify Science materials and navigating a digital curriculum.

- 1 = Extremely Uncomfortable
- 2 = Uncomfortable
- 3 = Mild
- 4 = Comfortable
- 5 = Extremely Comfortable









Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization
- Closing

Closing reflection

Based on our work in Part 1, share:

Head: something you'll keep in mind

Heart: something you're feeling

Feet: something you're planning to do

Additional resources

Welcome, caregivers!

We hope you enjoy learning more about Amplify Science and what students are learning in science this year.

Para acceder a este sitio en español haga clic aquí.

Amplify welcomes you and your learner to the Science program for the new school year. We are very excited to









Caregivers

LAUSD Micrositehttps://amplify.com/lausd-science

Welcome to Amplify Science!

This site contains supporting resources designed for the LAUSD Amplify Science adoption for grades TK-8.

- Access the Amplify Science Program Hub (To help orient you to the new design, watch this video and view this reference guide.)
- Find out more about Amplify Science@Home
- Share the Caregiver Hub (Eng/Span) with your families
- For LAUSD ES Teachers- Amplify Science & Benchmark
 Advance Crosswalk
- Instructional guidance for a Responsive Relaunch of Amplify Science in 21-22

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



Program Hub

Use the Amplify Science Program Hub to find useful resources for implementing Amplify Science, including unit overview videos and planning tools.







Additional resources and ongoing support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-10PM EST and weekends 10AM-6PM EST.



help@amplify.com





Amplify Chat



Please provide feedback!

Presenter name:

Workshop title:

Part 1: Relaunching the Standard Curriculum Part 2: Guided Planning (Planning for a Lesson) Modality:

Remote



End of Part 1





Break

10:00 - 10:30





Amplify Science

Standard Curriculum Relaunch /

Guided Planning

Grade 4: Vision and Light

Part 2

School/District Name: LAUSD Date:, Presented by:



Ice Breaker!

Who do we have in the room today?

• Question: Now that we have gone through Part 1, which aspects of Amplify Science do you feel more comfortable with or have a greater understanding of?



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- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

Part 2: Guided Planning (for a lesson)





Overarching goals

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

- Navigate the Amplify Science curriculum.
- Describe what teaching and learning look like in Amplify Science.
- Apply the program essentials to prepare to teach.





Plan for the day: Part 2

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing



Plan for the day: Part 2

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Beginning the Unit The first lesson of every Unit is a pre-unit assessment.

Chapter 1: How does a Tokay gecko get information about its environment?

JUMP DOWN TO CHAPTER OVERVIEW


Vision and Light Family Connection



Español

Name:

Date:

Vision and Light Family Connections Homework

- 1. Choose a member of your household and tell them about what we are investigating in science class.
- 2. Ask them about their experiences, ideas, and questions related to our investigations.
- 3. Write notes about what you learn.

Summary of our investigation you can share:

In science class, we are working as conservation biologists to figure out why a population of Tokay geckos has decreased in an area of rain forest in the Philippines. We will be answering the question, *How do animals use vision and other senses to survive in their environment*?

Ask questions such as:

- What does our investigation make you think of?
- Do you have any memories, stories, expertise, or experiences about something like what we're investigating?
- What have you heard or learned about these topics?
- What do you wonder about what we are investigating?

Write notes here about what you learn:



Beginning the Unit We will be looking at Chapter 1, Lesson 2 for our model lesson.

Chapter 1: How does a Tokay gecko get information about its environment?

JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1: Pre-Unit Assessment Lesson 1.2: Introducing Animal Senses Lesson 1.3: Investigating Animal Senses

Exploring How Animals Survive

Lesson 1.4:

Chanter Overview

Grade 4 | Vision and Light

Lesson 1.2: Introducing Animal Senses

AmplifyScience

Activity 1 Using Senses to Get Information



Conservation Biologists



Tokay Gecko



You are working as conservation biologists to help the Rain Forest **Conservation Group** figure out why the Tokay geckos are having trouble surviving.

Today, we are going to investigate this question:

How do animals use their senses to get information about their environment?

Chapter 1 Question

How does a Tokay gecko get information about its environment?



In the last lesson, you thought about how a monkey gets information.

How does the **monkey** get **information** from its rain forest environment?



Today, we will explore how you use your **senses** to get **information** from your **environment**.

The classroom is our environment for this activity.



You will **observe** objects in these plastic containers.

The labels will tell you which sense to use to observe each object.

Observing Like a Scientist

Hear

Gently shake the *hear* container next to your ear.

Smell

Carefully open the *smell* container. Hold the container in front of you and waft the smell toward your nose.

Touch

Carefully open the *touch* container and feel the object with your fingers.

See

Carefully open the see container and look inside.



Date: Name: Getting Information About the Environment 1. With your group, decide who will be Student A, B, C, or D, and then write each student's name in the correct box. 2. Student A chooses a container. Everyone circles the sense (hear, touch, smell, or see) that Student A will use to observe the object inside the container. 3. Student A hears, touches, smells, or sees the item inside the container. 4. Student A shares what information he or she is getting about the object by using that sense. Everyone records this information. (For the smell, ent (continued) touch, and hear containers, make sure the student wears the blindfold.) 5. Student A guesses what object is in the container and shares that guess 2: Student B with the group. Then he or she can open the lid to check what object is inside. 6. Using the same process, Student B will choose a container and use the Student B use to get sense labeled on it to observe the object inside. Repeat this process two It the object? more times so that everyone in the group gets a turn. smell see n did Student B get I: Student D Student D use to bout the object? 6 Vision and Light—Lesson 1.2 smell see n did Student D aet about the object? about the object? 7 Vision and Light—Lesson 1.2 © 2018 The Regents of the University of California. All rights rese

Turn to pages 6–7 in your notebooks.

Let's **review the directions** together.

Getting Information About the Environment





Step 1

Decide who will be students A, B, C, and D and write each student's name in the correct box.

Step 2

Student A chooses a container. Everyone circles the sense that Student A will use to observe.



Step 3

Student A hears, touches, smells or sees the item inside the container.



Step 4

Student A shares what information they are getting about the object. Everyone records this information.



For example, if I observe this eraser with my eyes, I get information about it.

The **information** I get with my **vision** is that this object is **pink**, **rectangular**, **and solid**.

Getting Information About the Environment (cont.)





Step 5

Student A guesses the object then opens the lid to check. Repeat all steps for students B, C, and D.

Step 6

Name:	Date:	
Getting Info	rmation About the Environment	
 With your group, decide each student's name in 	e who will be Student A, B, C, or D, and then v the correct box.	vrite
 Student A chooses a co touch, smell, or see) tho the container. 	ntainer. Everyone circles the sense (hear, It Student A will use to observe the object insi	ide
3. Student A hears, t		
 Student A shares by using that sens touch, and hear co 	Name: Date: Getting Information About the Environment (continued)	
 Student A guesse: with the group. Th is inside. 	Station 1: Student A Name:	Station 2: Student B Name:
 Using the same pr sense labeled on i more times so tha 	What sense did Student A use to get information about the object? hear touch smell see What information did Student A get about the object?	What sense did Student B use to get information about the object? hear touch smell see What information did Student B get about the object?
	Station 3: Student C	Station 4: Student D
6 0.000 The Name	Want sense did Student C use to get information about the object? hear touch smell see What information did Student C get about the object?	What sense did Student D use to get information about the object? hear touch smell see What information did Student D get about the object?
Vision and Light—Lesson 1.2 0201 he happen after Servicy of Galance. Alight neurost Amazing of help patiency for claments and		ht—Lesson 1.2 7 reserved. Permasion granted to photocopy for classroom use.



Use the directions on page 6 to **complete page 7** in your notebooks.

2

What kind of **information** did you get about what was in each container?

How did you get **information** about each of the objects in the containers?

Activity 2 Sharing Ideas



Scientists work closely together as they learn about and try to make sense of the world around them.

One way scientists work together is by **discussing** what they are learning through their investigations.

Think-Write-Pair-Share Routine







Think silently about the question.

Write

Write your ideas about the question in your notebook. Pair

Turn and talk to a partner about the question.



Share

Share your ideas about the question with the class. Name: _____ Date: _____

Think-Write-Pair-Share: Animal Senses

1. Think about the question below.

2. Record your ideas.

3. Share your ideas with your partner.

How do animals use their senses to get information from their environment?

Turn to page 8 in your notebooks.

How do animals use their senses to get information from their environment?

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how an animal gets information from its environment

Activity 3 Introducing Structure and Function



We'll look at some photos showing how other

animals use their **senses** to get **information** from the **environment**.

First, I will use a familiar object to introduce two words that will help you think more deeply about this.



Let's look at an everyday object.

What is this?

Describe it: What is it made of? What is its shape?



Function means "what something can do."

What is the **function** of a pencil? What is a pencil used for?



Structure is "the way something is shaped or what it is made of."

How does a pencil's **structure** make it good for its function of writing?

Vocabulary



the way something is shaped or what it is made out of that makes it good for a specific function



what something can do

You will look at more images and discuss questions about each image.

You should think about what the body structure in each image has to do with how the animal gets information from its environment.



What is this?

What is its **function**? What is it used for?



How does the **structure** of this nose make it good for its **function**?





What is their **function**? What are they used for?



How does the **structure** of these ears make them good for their **function**?





What is its **function**? What is it used for?



How does the **structure** of this eye make it good for its **function**?




What is their **function**? What are they used for?



How does the **structure** of these whiskers make them good for their **function**? Think back to the hands-on activity where you used your senses.

What structures did you use to get information about the objects in the containers?

Lesson 1.2: Introducing Animal Senses

End of Lesson





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Plan for the day: Part 2

- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing



What have students figured out so far?

Evidence sources work together Investigating and discussing observations

How do these activities **work together** to support understanding of how animals get information about their environment?

Investigation Question: How do animals get information about their environment?



Multimodal learning

Gathering evidence over multiple lessons



Do, Talk, Read, Write, Visualize

Evidence sources work together

Teacher tip: Every evidence source plays an important role in student learning. Be sure to teach every activity in order!





Coherence Flowchart

A diagram of student learning



Coherence Flowchart



Unit Anchor Phenomenon	Vision and Light: Investigating Animal Eyes			
Problem students work to solve	The population of Tokay geckos in a rain forest in the Philippines has decreased since the installation of new highway lights. Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?			
Chapter-level Anchor Phenomenon Chapter 1 Question	Tokay geckos are able to find the things they need in their environment. How does a Tokay gecko get information about its environment?			
Investigative Phenomena Investigation Questions	+ Animals find what they need in an environment. How do animals use their senses to get information about their environment? (1.2-1.4)			
Evidence sources and reflection opportunities	 Explore how senses help people get information about objects in their environment (1.2) Read <i>Investigating Animal Senses</i> (1.3) Investigate how information about objects can be blocked from the senses through a full-class demonstration (1.3) Observe videos of animals and plants using senses to help them survive (1.4) Investigate what is needed to see objects inside a Mystery Box (1.4) 			
	+			
Key concepts	 Animals have different structures that allow them to get information from their environment. (1.3) Sound and scent can carry information about the environment to an animal. (1.3) Animals have different structures that allow them to get information from their environment, which helps them survive. (1.4) (Revised from 1.3) Light, sound, and scent can carry information about the environment to an animal. (1.4) (Revised from 1.3) 			
Application of key concepts to the problem	 Write about how animals get information from their environment (1.4) Discuss how a Tokay gecko gets information about its environment (1.4) 			
Explanation that students can make to answer the Chapter 1 Question	In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.			

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Explore the Coherence Flowchart

Skim the Chapter 1 Coherence Flowchart of your first unit.

> How can the Coherence Flowchart serve you as a planning tool as you begin teaching Amplify Science?





Questions?





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Navigate to the Lesson Brief



ES RESET LESSON

Overview Materials & Preparation Differentiation Standards Vocabulary Unplugged?

Overview

Students explore how an animal uses its senses to get information from its environment. First, students look, smell, touch, and listen to various materials to gather information about different objects in their environment. This hands-on activity prompts them to think about how information about the environment is carried by light, scent, and sound and how they use their senses to take in this information. Next, they are introduced to and employ the Think-Write-Pair-Share discourse routine to reflect on what they've learned so far in relation to the Investigation Question. Last, they view a slideshow that introduces them to body structures that serve different GENERATE PRINTABLE LESSON GUIDE

Digital Resources

Classroom Slides 1.2 | PowerPoint

- Classroom Slides 1.2 | Google Slides
- All Projections

Careful Smelling

Vision and Light Investigation Notebook, pages 6–8

Español

Preparing to teach Classroom Slides

- Open the Classroom Slides under the Digital Resources.
- 2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.
- 3. Consider:
 - What features of the Classroom Slides will support you in teaching this lesson?



Using Classroom Slides as a planning tool

Teacher tip: Classroom Slides are a great visual summary of a lesson. Many teachers download and flip through a lesson's Classroom Slides deck to preview what happens in the lesson.

This is a useful first step for preparing to teach the lesson.



Teaching with Classroom Slides

This detailed guide on the Amplify Science Help Site includes tips for teaching with Classroom Slides and information about the different symbols and activity types you'll find in the slide deck.



4 Steps for Starting Your Lesson

- 1. Download Classroom Slides and review them.
- 2. Read the **Overview**.
- 3. Review the Materials & Preparation document.
- 4. Read the **Differentiation** document.



that introduces them to body structures that serve different

Lesson	Activity Overview	
What is the purpose of this lesson? Access prior knowledge about rocks. Make observations of rocks.	Activity 1 (##min)	
What will students learn?	Activity 2 (##min)	
3-D Statement (identify SEP, CCC, and DCI):	Activity 3 (##min)	
Student Resources:	Activity 4 (##min)	
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Lesson <u>1.2</u>	Activity Overview	
What is the purpose of this lesson? The purpose of this lesson is to introduce students to the ways that information can be carried through scent, sound, and light from the environment to an animal and how animals use their senses to gather information from their environment.	Activity 1 (30 min)	Using Senses to Get Information
What will students learn? •People and other animals use their senses to get information about what is in their environment. •People and other animals have body structures that function to get information from their environment	Activity 2 (15 min)	Sharing Ideas
3-D Statement (identify SEP, CCC, and DCI): Students obtain information from a hands on activity and a slideshow that introduces them to body structures that serve different functions and enable animals to get information from their environment. (structure and function)	Activity 3 (15 min)	Introducing Structure and Function
Student Resources: (each group of 4 students) 1 blindfold*, 4 small plastic canister (sm), 1 plastic tray*, 1 probability cube, 10 dried beans*, Vision and Light Investigation Notebook (pages 6-8)	Activity 4 (# min)	
Assessment Opportunities: On-The-Fly, Activity 3 Ithe University of California. All rights reserved.	Activity 5 (##min)	

Remember to plan for...

Student work:

• How do you plan to collect evidence of student work?

Differentiation:

• How do you plan to differentiate the lesson for diverse learners?

4 Steps for Starting Your Lesson

- Download Classroom Slides and review them.
- Read the **Overview**. 2
- Review the Materials & 3 **Preparation** document.
- Read the **Differentiation** document.
- If you have time, navigate to 5. Lesson 1.3 and repeat steps 1-4.



in relation to the Investigation Question. Last, they view a slideshow that introduces them to body structures that serve different



Questions?





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Additional resources

Welcome, caregivers!

We hope you enjoy learning more about Amplify Science and what students are learning in science this year.

Para acceder a este sitio en español haga clic aquí.

Amplify welcomes you and your learner to the Science program for the new school year. We are very excited to









Caregivers

LAUSD Micrositehttps://amplify.com/lausd-science

Welcome to Amplify Science!

This site contains supporting resources designed for the LAUSD Amplify Science adoption for grades TK-8.

- Access the Amplify Science Program Hub (To help orient you to the new design, watch this video and view this reference guide.)
- Find out more about Amplify Science@Home
- Share the Caregiver Hub (Eng/Span) with your families
- For LAUSD ES Teachers- Amplify Science & Benchmark
 Advance Crosswalk
- Instructional guidance for a Responsive Relaunch of Amplify Science in 21-22

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



Program Hub

Use the Amplify Science Program Hub to find useful resources for implementing Amplify Science, including unit overview videos and planning tools.







Overarching goals

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

- Navigate the Amplify Science curriculum.
- Describe what teaching and learning look like in Amplify Science.
- Apply the program essentials to prepare to teach.



Closing reflection

Based on our work today in Part 2, share:

Head: something you'll keep in mind

Heart: something you're feeling

Feet: something you're planning to do

Additional resources and ongoing support

Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-10PM EST and weekends 10AM-6PM EST.



help@amplify.com





Amplify Chat



Please provide feedback!

Presenter name:

Workshop title:

Part 1: Relaunching the Standard Curriculum Part 2: Guided Planning (Planning for a Lesson) Modality:

Remote

