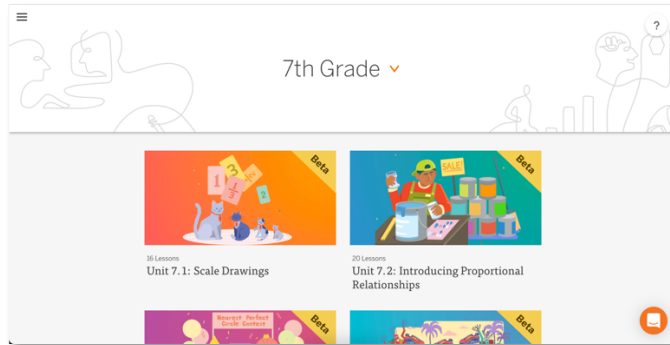
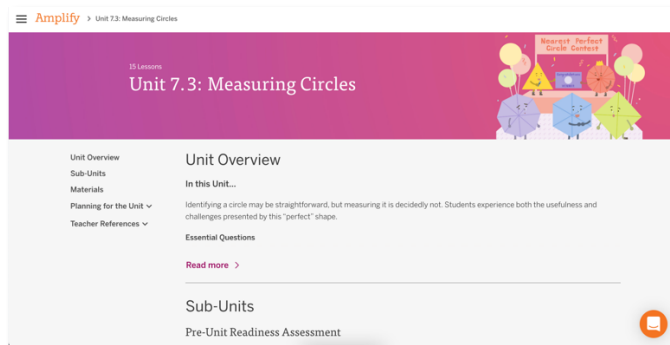


Amplify Math Navigation Guide

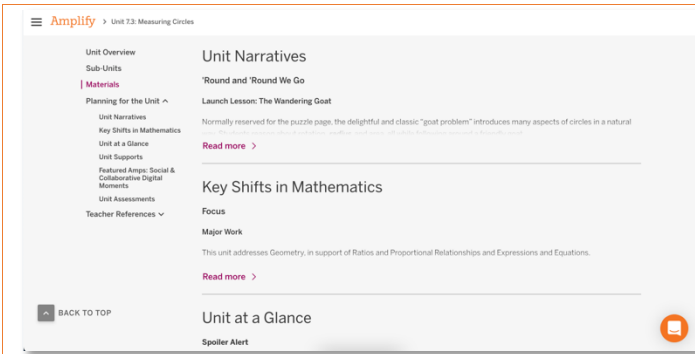
Navigating a Unit and a Lesson



Once you have logged in and navigated to your classes, click on your desired unit. If you cannot see it, you may need to scroll down to see more. Once you have clicked on the unit, you will see sub-units and assessments.

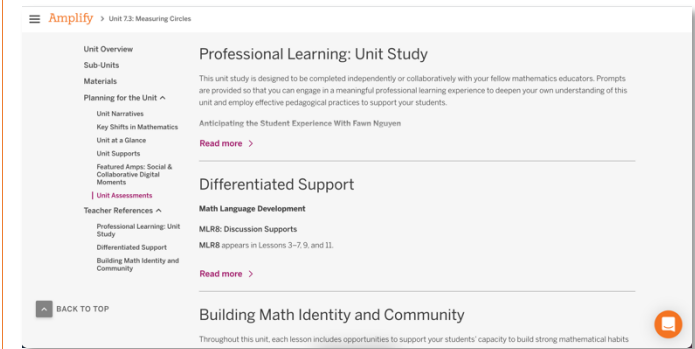


Once you have logged in and navigated to your classes, click on your desired unit. If you cannot see it, you may need to scroll down to see more. Once you have clicked on the unit, you will see sub-units and assessments.



The **Planning for the Unit** resources include:









- **Unit Overview:** Describes what students will learn in the unit and essential questions students will need to be able to answer.
- **Unit Narratives:** Describes what each sub-unit is about overall, and what students will learn in the lessons of that sub-unit.
- **Key Shifts in Mathematics:** This describes what students have learned, will learn, the rigor of the unit, conceptual understanding, procedural fluency, and application in the unit.
- **Unit at a Glance:** Listed here are all of the lessons and tests with descriptions and pacing recommendations.
- **Unit Supports:** The materials listed here tell you what students will need, the new vocabulary the students will learn, the mathematical language routine, and the instructional routine by sub-unit, which can be used to prepare students for what they will need to bring to class, or what you need to be sure every student is prepared for the sub-unit.
- **Featured Amps: Social & Collaborative Digital Moments:** This asks you to go through the lesson as a learner, and ask yourself questions listed in this.
- **Unit Assessments:** Listed here is all of the assessments with descriptions, when to administer the assessments, and what standards each assessment touches.



Teacher References provide further support for planning.

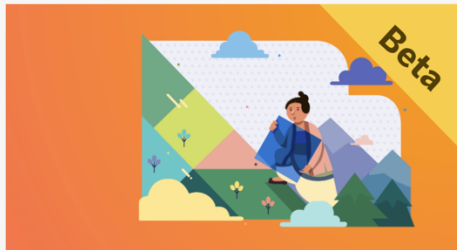
- **Professional Learning: Unit Study:** Hone your craft of teaching by engaging in professional learning opportunities such as doing the math from a student perspective and reflecting on that experience.
- **Differentiated Support:** Prepare to better help your students with various strategies to support their different learning needs.
- **Building Math Identity and Community:** The guidance here is intended to support you in helping your students continue to develop their math identities by engaging in math practices and processes and build sound habits of mind.

Materials

 Unit Overview	 Student Edition Master
 Teacher Edition Master	 Blackline Masters
 Additional Practice	 Pre-Unit Readiness Assessment
 End-of-Unit Assessment	 Performance Task Assessment

On the same page, there are some **Materials** that can better help you understand the unit you will be teaching. These can all be downloaded for offline use.

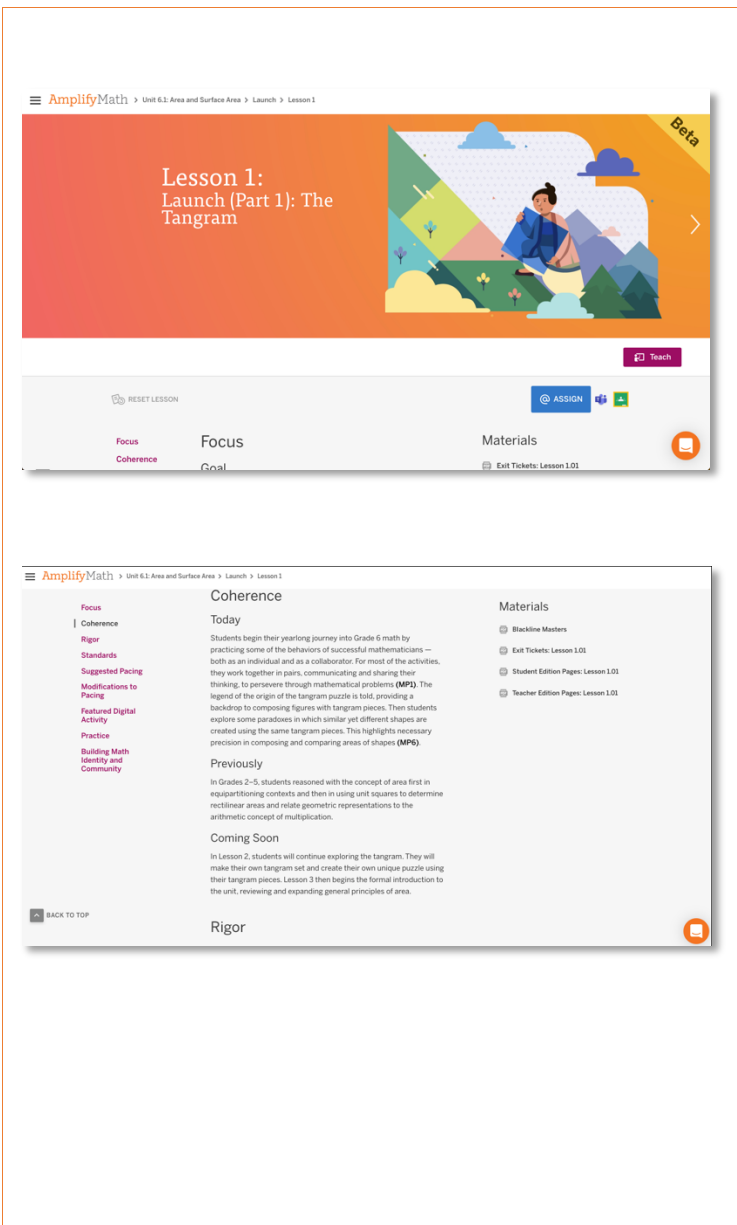
- **Unit Overview.** This PDF has the same information as the dropdowns, but presented in a richer print version and in one place.
- **Student Edition (SE) Master.** This is a print copy of the SE pages of the unit.
- **Teacher Edition (TE) Master.** This is a print copy of the TE pages of the unit.
- **Blackline Masters (BLMs).** This is a zip file containing print copies of relevant BLMs to use with lessons in the unit.
- **Additional Practice.** This is a zip file containing print copies of the student and teacher editions of the Additional Practice for each unit and lesson.
- **Pre-Unit Readiness Assessment.** This zip file contains the student and teacher versions of the Pre-Unit Readiness Assessment.
- **Mid-Unit Assessment.** This zip file contains the student and teacher versions of the Mid-Unit Assessment.
- **End-of-Unit Assessment.** This zip file contains the student and teacher versions of the End-of-Unit Assessment.
- **Performance Task Assessment.** This zip file contains the student and teacher versions of the Performance Task Assessment.



LESSON 1

Launch (Part 1): The Tangram

Now let's click into a lesson.



The Amplify Math Lesson Brief lives on a smooth, scrollable page that makes it easy to find key information to prep. Additionally, the design makes it faster to navigate between lessons.

Planning information is accessible for teachers as they scroll through the Lesson Brief and students benefit from the more streamlined layout.

Jump between each section of the page by clicking the index in the left column or the “Back to top” button in the bottom left corner.

- **Focus** emphasizes learning goals and important points of the lesson.
- **Coherence** establishes the skills students will build on while also explaining the knowledge students will gain in current and future lessons.
- **Rigor** explains challenging concepts students will undertake in the lesson.
- **Suggested Pacing** offers suggested timings teachers can use to cover each part of the lesson.
- **Modifications to Pacing** provides teachers with ways to shorten the lesson if there is a lack of time.
- **Featured Digital Activity** highlights a specific digital activity within the lesson.
- **Vocabulary** lists important words in a lesson.
- **Practice** outlines specific information on each practice problem such as the standards and depth of knowledge of each problem.
- **Building Math Identity and Community** explains how students develop their mathematical identity and build effective habits of mind in the lesson.

Materials

-  [Blackline Masters](#)
-  [Exit Tickets: Lesson 1.01](#)
-  [Student Edition Pages: Lesson 1.01](#)
-  [Teacher Edition Pages: Lesson 1.01](#)

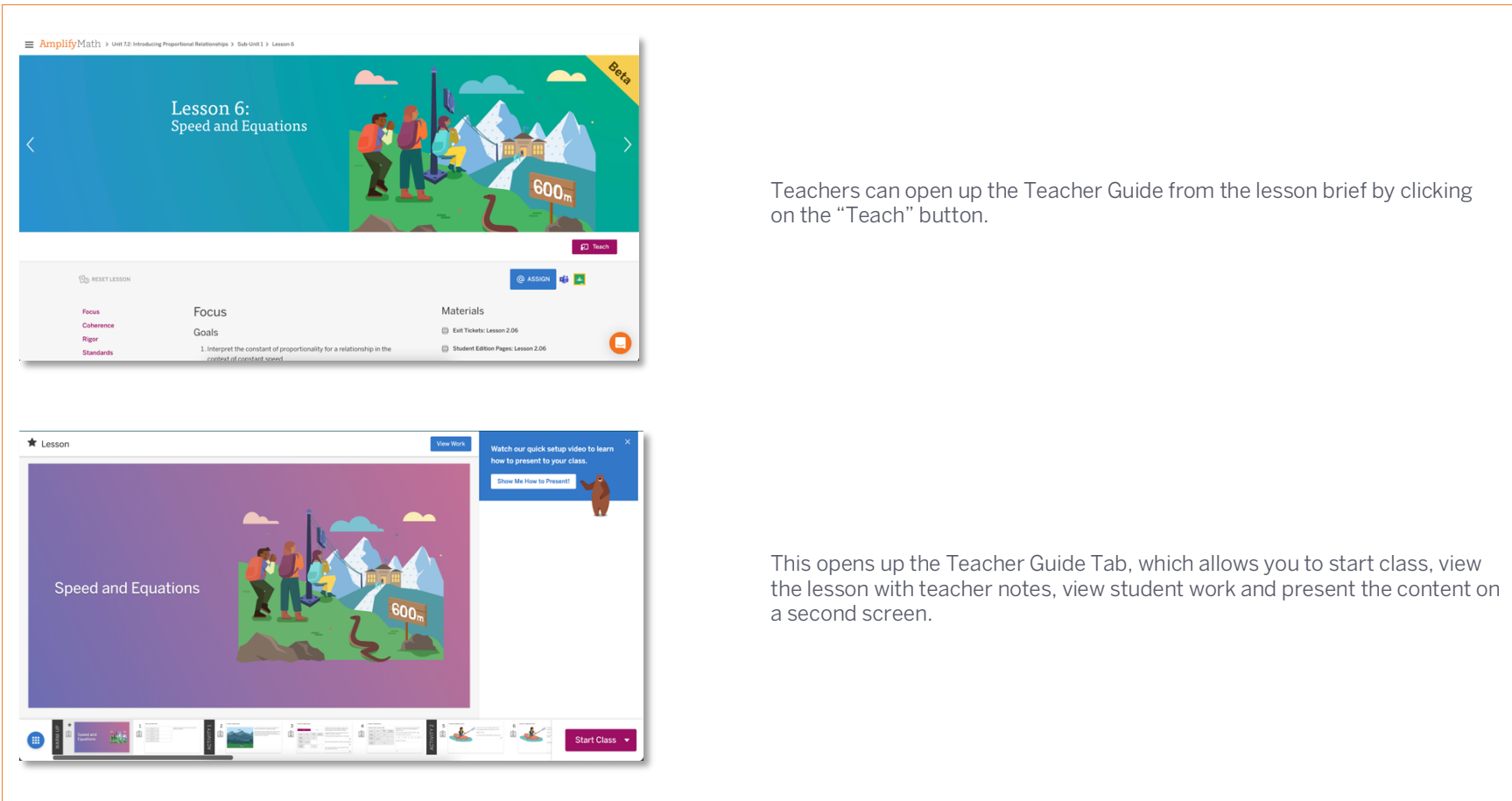
Under **Materials**, additional lesson resources are provided as PDFs for download.

- **Exit Ticket** serves as a quick formative assessment students can use at the end of the lesson.
- **Student Edition (SE) pages** are available for using a print copy of the SE pages of the lesson.
- **Teacher Edition (TE) pages** are available for using a print copy of the TE pages of the lesson.
- **Blackline Masters (BLMs)** contain visual resources to supplement the lesson.



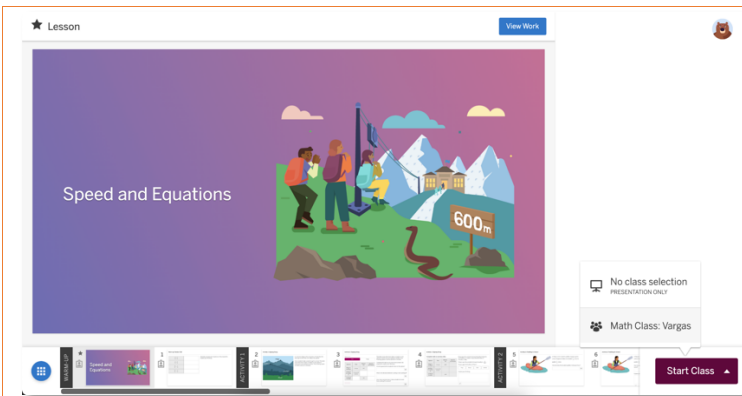
The Lesson Brief has arrows on either side of the banner artwork to quickly skip to and from adjacent lessons.

Starting class allows teachers to present a lesson to a student while also having the student follow along in the software. The Teacher Guide allows you to review slides you're presenting and read teacher only notes to instruct the lesson.

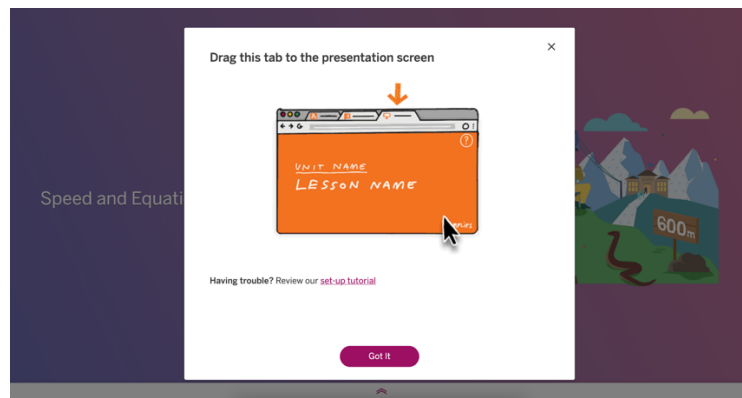


Teachers can open up the Teacher Guide from the lesson brief by clicking on the "Teach" button.

This opens up the Teacher Guide Tab, which allows you to start class, view the lesson with teacher notes, view student work and present the content on a second screen.



To Start Class, click the "Start Class" button. You can choose a class you have, or start a presentation only.

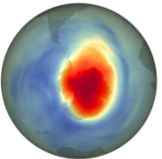


When you start class or present, a new tab will open up and that is your presentation tab. (Clicking the ? in the top Right hand corner of the screen will open up a tutorial that will help you set up your screens so that you can use the presentation tab.)

Slide 1 View work

Warm-up: Notice and Wonder PRESENTING

October 11, 1992



The animation shows the hole in the ozone over Antarctica. The size and shape of the hole are monitored yearly.

I notice ...

I wonder ...

Pacing
Slides 1–2
Small Groups
5 minutes

Launch
> Review the instructions for the Hot 100 routine. Briefly explain that the term magnitude informally means “distance or size.” Monitor the dashboard, noting words that are more clear and specific.

Monitor
Help students get started by activating their prior knowledge. Ask, “What do helpful directions sound like if you are lost?”

Look for points of confusion:
Confusing magnitude with distance
Writing words related to magnitude

? ||

◀ ▶


⋮

You can now control the screen on the presentation tab or the teacher guide tab using the arrows on the bottom of the screen.

The lesson slide navigation on both the teacher guide tab and the presentation tab are collapsed by default and can be shown if you click the double arrow icon on the bottom of the screen.

Slide 6 View Work

Activity 2: Paddling to School PRESENTING



In Nepal, some students paddle a kayak to get to school. Suppose it takes one student $\frac{1}{4}$ hour to paddle $\frac{1}{2}$ miles.

How far would the student paddle in r hours at this speed?

Explain your thinking.

✓

that, 27 represents the distance for any amount of time t .

Connect
Display the table from Activity 1.

Ask:

- “What equation could you write for the relationship in Activity 1?”
- “How does an equation help you determine missing information in a relationship involving time and distance?”
- “What generalizations can you make about writing equations for relationships involving distance, time, and speed?”

Highlight that, in Activity 1, the speed was the constant of proportionality when relating time to distance in the table. Note that once the speed is known, students can place it in the general equation for proportional relationships as the constant of proportionality.

? ||

◀ ▶

⋮

On the teacher guide tab, you can read teacher notes specific to the slide that is being presented.

Teacher notes are collapsed by default, and you can open them up by clicking on the double arrow icon on the right side of the teacher guide tab.