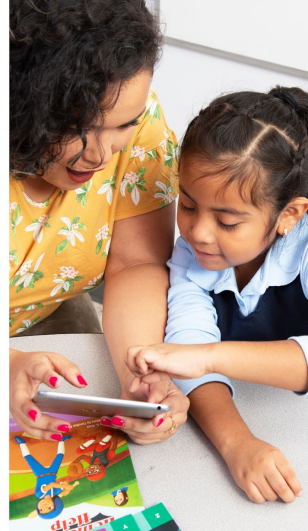


Amplify.

# Kit Materials Prep

Date:

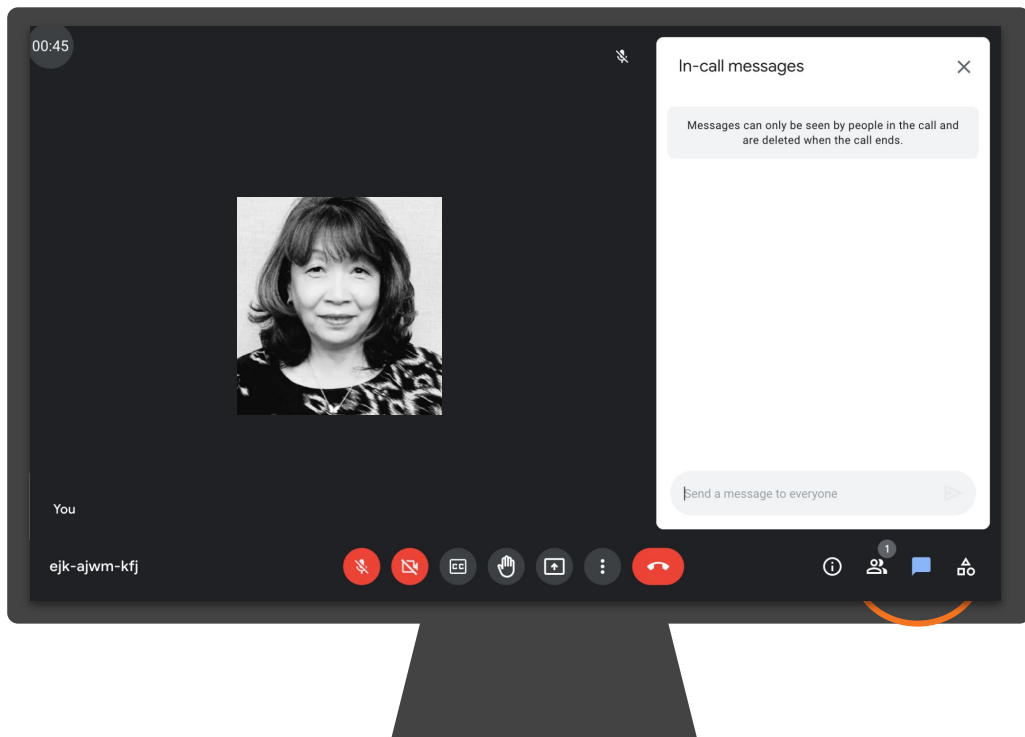
Presenter:



# Ice Breaker!

## Who do we have in the room today?

- **Question:** What support are your teachers needing with Amplify Science?



# 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

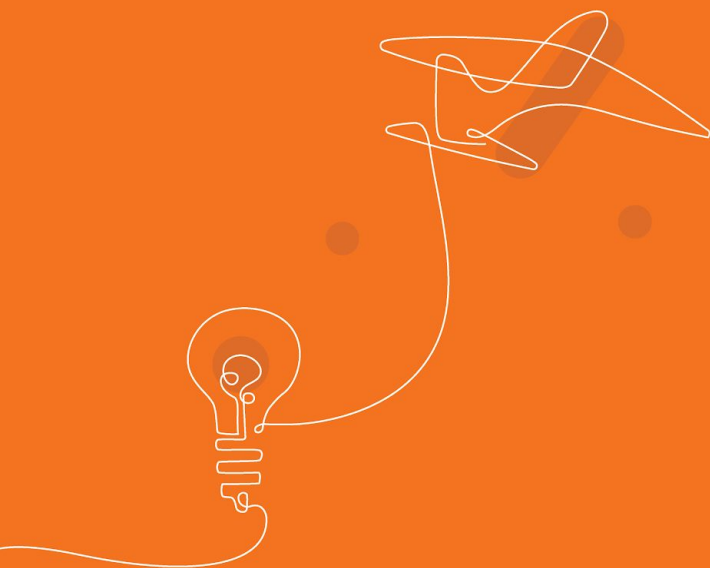
- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

# Agenda

Part 1 - General tips on Unpacking

Part 2 - Hands on organization

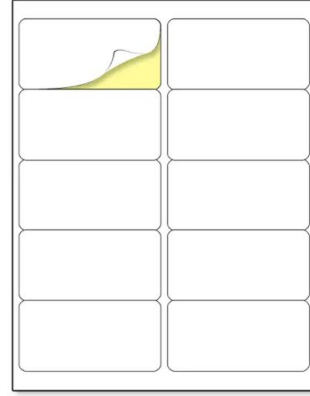
Part 3 - Additional Prep (optional)



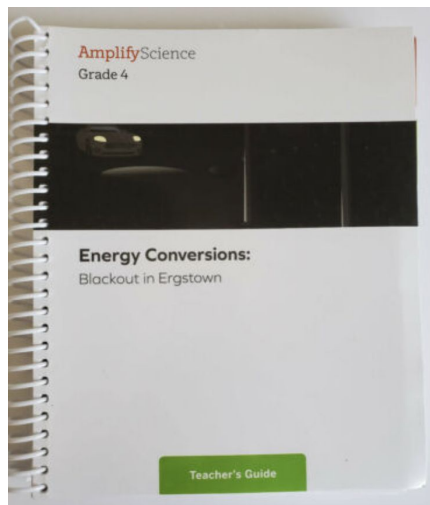
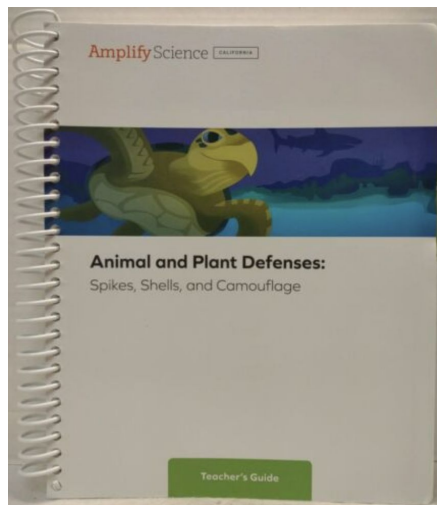
# General Tips on Unpacking

Kit and Wall Materials

# Things to collect before opening the kit



# Print Teacher's Guide and Materials List



The print Teacher's Guide will help as you determine which lessons need hands on preparation

Animal and Plant Defenses Planning for the Unit		
Materials and Preparation		
Materials at a Glance		
<p><b>Note:</b> Check and follow your district's safety regulations pertaining to the use of proper equipment and procedures for students participating in hands-on science activities. Please refer to the Science Safety Handbook for California Public Schools, California Department of Education (CDE).</p> <p><b>Items Provided in the Animal and Plant Defenses Kit</b></p> <p>This is a complete list of all the kit provided materials needed to present the entire Animal and Plant Defenses unit twice for a class of 36 students. For reordering information, call Amplify at 1 (800) 823-1969.</p> <p><b>Note:</b> Your Amplify Science kit may contain additional quantities of some items.</p>		
Quantity needed	Manipulatives	Used in lesson
144	erasers, pencil-top erasers	2.1, 2.5, 2.8
32 oz.	clay	2.3, 2.4, 2.5, 4.2, 4.3, 4.4
37	cups, plastic, 36 oz.	1.1, 1.4
73	cups, paper, 9 oz or 7 oz.	2.3, 2.4, 2.5, 2.8, 4.2
150	cups, plastic, 2 oz.*	1.2, 2.1, 4.3
28	combs, plastic	2.3, 2.4, 2.5, 4.2, 4.3, 4.4
72	twists, plastic	2.3, 2.4, 2.5, 2.6, 2.7, 4.4
36	rips, metal	1.4, 2.3, 2.5, 2.8, 3.1
40	heavy paper, various colors, sheets*	2.3, 2.4, 2.5, 2.8, 4.2
800	toothpicks	2.3, 2.5, 2.8, 4.2
*consumable items		
Quantity in kit	Print materials	Used in lesson
1	Animal and Plant Defenses Investigation Notebook	throughout

1

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Animal and Plant Defenses Planning for the Unit		
Materials and Preparation		
9 sets	Survival Game Role Cards (4 cards)	1.1, 1.4
9 sets	Survival Game Need Cards (2 cards)	1.1, 1.4
1 set	Structure-Function Language Frame Cards, Set 1 (10 cards)	1.3
36 sets	Working Cards (9 cards)	1.4, 2.3, 2.5, 2.8, 3.1
1 set	Structure-Function Language Frame Cards, Set 2 (6 cards)	2.2
1 set	Background Scene Cards (9 cards)	2.6
18 sets	Parent and Offspring Cards Set (5 cards)	3.1, 3.2, 3.3
1 set	Explanation Language Frames Cards (4 cards)	3.3
Quantity in kit	Print materials for the classroom wall	Used in lesson
1	Unit Question	1.1
4	Chapter Questions	1.1, 2.1, 3.1, 4.1
2	Section Headers: Key Concepts, Vocabulary	1.1
9	Vocabulary cards	throughout
Quantity in kit	Student books	Used in lesson
18 + 1 big book	Frog Models	4.1, 4.3
18 + 1 big book	Parents and Offspring	3.2, 3.4, 3.5, 4.3
18 + 1 big book	Spines, Scales, and Shells: A Handbook of Defenses	1.3, 2.3, 2.4, 2.5, 2.6, 2.7, 4.2, 4.3, 4.4
18 + 1 big book	Tortoise Parts	1.2, 1.3, 2.4, 4.3
18 + 1 big book	Whose Lunch Is This?	2.1, 2.2, 4.3

2

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This can be found in the kit.

It can also be found in the print TE and on the digital platform under Materials and Preparation



# Kit

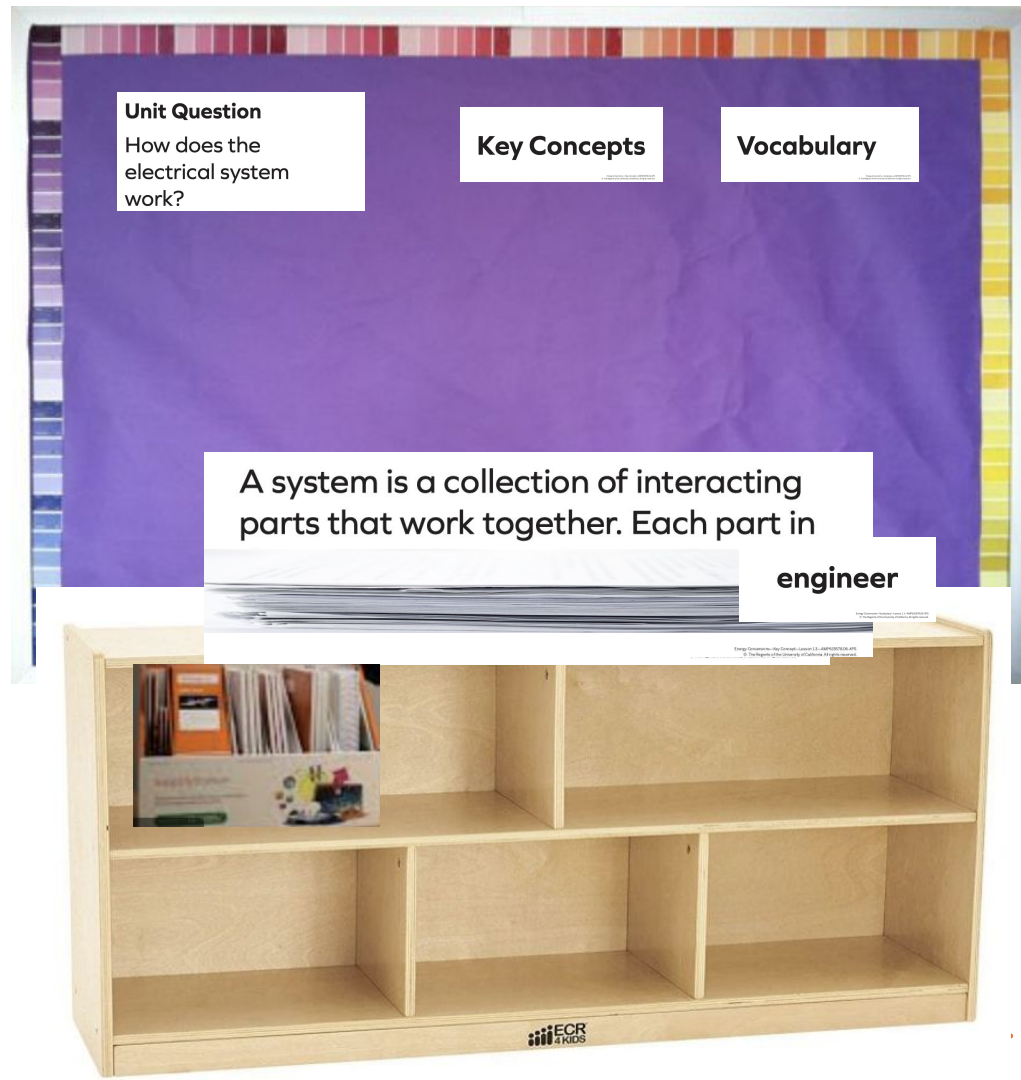
Pull out kits for the unit you are going to unpack.

They can range from 1-3 bins or boxes. (Dirt for example will just be in a brown box.)



# Unpacking the Kit

- Pull out the unit question, key concepts and vocabulary materials.
- Place them on the top of the table or bookcase below your science board
- Take books out of kit and place in the bookcase or on the table. (Always collect books after each lesson use. Return to bookcase so they are easily accessible.)



# Grades K and 1

Key Concepts are not printed on card stock  
Lawrence Hall of Science felt the key understandings should be developed with students.

Two Suggestions:

1. Have blank sentence strips ready to use when developing the key concepts to add to the classroom wall
2. Write out key concepts on sentence strips. Label with the lesson and put them with the chapter questions. (*Note: they can be found in the lesson overview compilation*)

## Lesson Overview Compilation



OPEN PRINTABLE LESSON OVERVIEW COMPILATION

How do animals and plants survive?

Chapter 1: How does Spruce the Sea Turtle do what she needs to

To survive, animals and plants need to get water, air and food.

Lesson 1.1

### Investigation Questions

- What do animals and plants need to do to survive? (1.1)
- How do animals and plants do what they need to do to survive? (1.2, 1.3, 1.4, 1.5)

### Key Concepts

- To survive, animals and plants need to get water, air, and food. (1.1)
- Animals and plants have structures that help them do what they need to do to survive. (1.3)
- To survive, animals and plants need to get water, air, and food, and to not be eaten. (1.4)

# Cards for games, sorting or matching activities

The cards in the kit are separated by a blue sheet of paper.

Organization tip:

- Separate and place in envelopes or bags or clip together
- Label the envelopes or bags with the name and lesson activity



# Word Relationship Cards

## (Grade 1 only)

**observe**

Animal and Plant Defenses—Word Ring Cards—Lesson 1.4—AMP636602.09-1LS  
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**structure**

Animal and Plant Defenses—Word Ring Cards—Lesson 1.4—AMP636602.09-1LS  
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**defense**

Animal and Plant Defenses—Word Ring Cards—Lesson 2.5—AMP636602.09-1LS  
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**survive**

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**scientist**

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**model**

Animal and Plant Defenses—Word Ring Cards—Lesson 2.5—AMP636602.09-1LS  
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**pr**

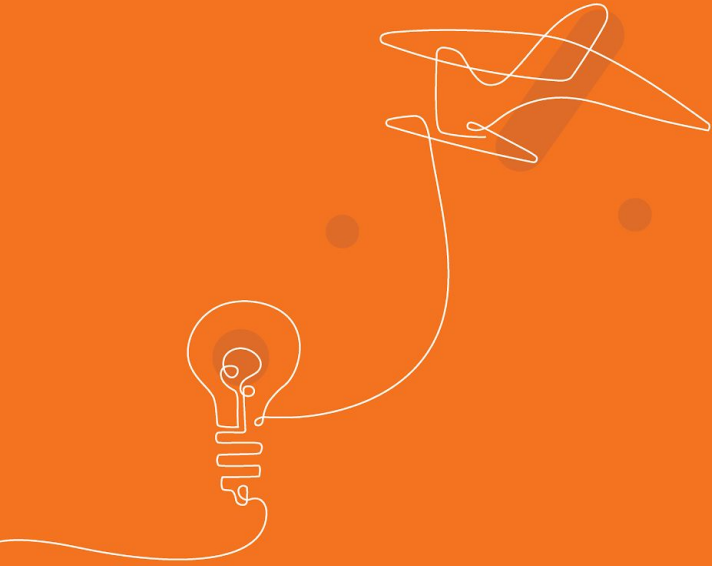
- Hole punch the cards.
  - Place the cards and a ring in a plastic bag.
- Each student will use these and vocabulary cards are added as they are introduced.*

**ing**

—Lesson 3.1—AMP636602.09-1LS  
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# Hands On Organization



Giver participants 2 or 3 minutes to locate site, bookmark it and Go live to [LAUSD / AMPLIFY SCIENCE MICROSITE](#)

# Microsite: Unit 1, K-2 Lesson Prep Videos

## Classroom kits

Program Introduction

Learn more about Amplify Science

LAUSD Training Sessions- Reference Materials

New! Lesson Prep Videos

Remote Learning Resources

Onboarding: What to expect

Onboarding videos

Unpacking your first hands-on materials kit

Looking for help?

New! Lesson Prep Videos

Unit 1

Grade K- Needs of Plants and Animals

Grade 1- Animals and Plant Defenses

Grade 2- Plant and Animal Relationships

Grade 3- Balancing Forces

Grade 4- Energy Conversions

Grade 5- Patterns of Earth and Sky

**Classroom Kits**

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

# LAUSD Schoology: Unit 1, 3-5 Lesson Prep Videos

The screenshot shows the LAUSD Schoology interface. The top navigation bar is dark blue with the LAUSD logo on the left and icons for search, grid, calendar, and email on the right. The main navigation menu on the left includes 'Home', 'COURSES', 'GROUPS', 'RESOURCES' (circled in orange), and 'TOOLS'. Under 'RESOURCES', there are two sections: 'Group Resources' and 'School Resources'. The 'Group Resources' section is expanded, showing 'Amplify Science- Elementary' (circled in orange) and 'LAUSD Middle School Science - Di...'. The 'School Resources' section shows 'LOS ANGELES USD - 9999' and 'Los Angeles Unified School District'. The 'Group' link in the left sidebar is also circled in orange. The main content area is titled 'Amplify Science- Elementary' and lists several resources. The first resource is 'NGSS Resources' (purple folder icon), added by MARIA ARTEAGA on Jun 1, 2021. The second resource is 'Google Drive link for K-6 Phenomenal Notebooking Resources' (pink folder icon), added by INYOUNG LEE on Feb 1, 2021. The third resource is 'Amplify\_Science\_Shared\_Logins.pdf' (PDF icon), added by Señor Fernando REYES on Aug 9, 2021. The fourth resource is 'Lesson Prep Videos' (green folder icon), added by Terin Ngo on Oct 11, 2021, and is circled in orange.

LOS ANGELES USD

Home

COURSES GROUPS **RESOURCES** TOOLS

Search

Personal

Public

Group

Group Resources

Amplify Science- Elementary

LAUSD Middle School Science - Di...

School Resources

LOS ANGELES USD - 9999

Los Angeles Unified School District

Amplify Science- Elementary

Title

NGSS Resources

Added by MARIA ARTEAGA · Jun 1, 2021

Google Drive link for K-6 Phenomenal Notebooking Resources

<https://drive.google.com/drive/folders/168S5PDaAsmg6mOg7LUOIhwO8J7GnYn2G?usp=sharing>

Here are digital resources to support the teaching and learning of the anchor phenomena for Amplify Science and FOSS.

Subfolders for Unit 1 and Unit 2.

Note: In the Unit 1 folder for grades 3-6, please find digital phenomenal notebooks which can be assigned to students in Schoology. For K-2, please find a suite of Seesaw activities. Teachers may add the Seesaw activities into their Seesaw accounts and assign them to students.

Added by INYOUNG LEE · Feb 1, 2021

Amplify\_Science\_Shared\_Logins.pdf

Added by Señor Fernando REYES · Aug 9, 2021

Lesson Prep Videos

Added by Terin Ngo · Oct 11, 2021



# Hands On Material Organization

### Directions

1. Open the Digital Lesson Guides Only page 7 from the Unit Landing page or go the Print TE to page 31. (Chapter 1 Activities)

2. Look for the lessons with Hands On.

**HANDS-ON** 

3. Note in the table below.

4. Review the materials and preparation to determine if it can be prepared prior to the lesson or on the day of the lesson.

5. Use this same procedure for each Chapter. (Go to the Chapter Activities Contents)

[illegible]

- Open Your **Lesson Guides Only**
- Start with **Chapter 1** and look for the **hands icon**
- Go into the lesson **materials** and prep



22 Lessons

## Animal and Plant Defenses

▼ JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

Full Teacher's Guide  
(Includes Unit Guide & all 22 Lesson Guides)

Generate Printable Teacher's Guide

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary

### Overview

Students learn about how animals use the structures on their bodies to help meet their survival needs. The teacher introduces the visualizing strategy and leads a Shared Reading of *Tortoise Parts* to provide students with examples of how an animal uses its structures to do what it needs to do to survive. Partners observe each other eating carrots to gather evidence of how another animal, a human, uses its structures to get and eat food. Students share these observations with the class and make connections to how the tortoise uses its structures in *Tortoise Parts*. The teacher introduces the What Scientists Do chart as a place to record how students work as scientists throughout the unit. The purpose of this lesson is to lay the foundation for students to understand that living things have body parts that help them meet their survival needs.

**Unit Anchor Phenomenon:** Spruce the Sea Turtle and her offspring survive in the ocean.

## Animal and Plant Defenses

### Lesson Guides

Chapter 1 Activities

Lesson 1.1: Pre-Unit Assessment

- 1 Introducing Spruce the Sea Turtle
- 2 Leading a Pre-Unit-Assessment Conversation
- 3 Playing the Survival Game

TEACHER-LED DISCUSSION  
TEACHER-LED DISCUSSION  
HANDS-ON

Lesson 1.2: Tortoise Parts

- 1 Reading: Tortoise Parts
- 2 Observing Structures Used to Eat
- 3 Discussing Observations and Structures

READING  
HANDS-ON  
TEACHER-LED DISCUSSION

Lesson 1.3: Animal and Plant Structures

- 1 Describing Tortoise Structures
- 1 Observing Animal and Plant Structures
- 2 Describing Animal and Plant Structures
- 3 Structures in Spikes, Spines, and Shells

TEACHER-LED DISCUSSION  
TEACHER  
STUDENT-TO-STUDENT DISCUSSION  
READING

Lesson 1.4: Surviving by Not Being Eaten

- 1 Revisiting the Survival Game
- 2 Explaining Not Being Eaten
- 3 Writing About Survival

HANDS-ON  
TEACHER-LED DISCUSSION  
WRITING

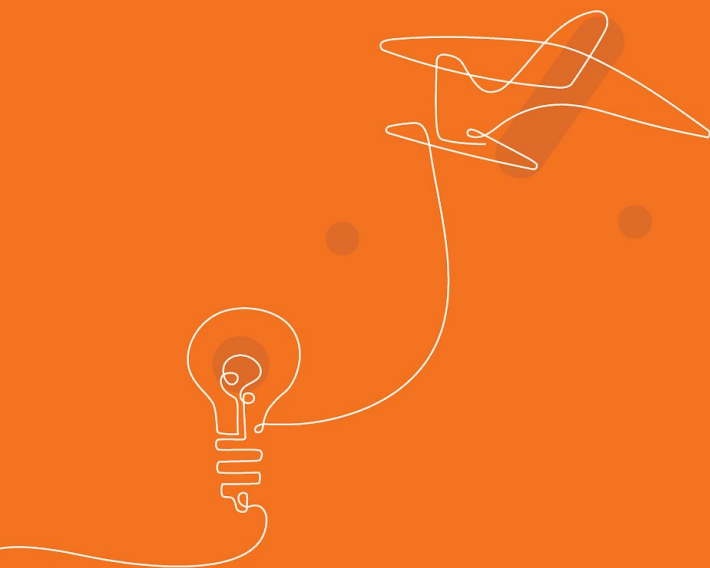
Lesson 1.5: Explaining Sea Turtle Survival

- 1 Gathering Evidence About Sea Turtle Structures
- 1 Explaining Use of Structures for Survival
- 2 Writing About Spruce's Survival
- 3 Reflecting on Being a Scientist

TEACHER  
STUDENT-TO-STUDENT DISCUSSION  
WRITING  
TEACHER-LED DISCUSSION

# Grade 1 Animal and Plant Defenses Materials prep document

Chapter/Lesson	Activity	Prep Prior	Prep Day of	What to do
1.1	3	x		<b>Prep Prior:</b> Locate cups and survival game card sets.
1.2	2	x	x	<b>Prep Prior:</b> Purchase carrots or pretzels <b>Prep Day of:</b> Put food into individual cups (provided in the kit
1.4	1	x		Use cards from lesson 1.1 (survival game cards) <b>Prep Prior:</b> prep word rings with scientist, structure, observe, survive
2.1	3	x		Same prep as lesson 1.2 <b>Prep Prior:</b> Purchase carrots or pretzels <b>Prep Day of:</b> Put food into individual cups (provided in the kit
2.2	1			No prep: students will act out with their bodies
2.3	2	x	x	<b>Prep Prior:</b> Update Word rings with defend, predator <b>Prep Day of</b> For each group of 4: 2 plastic combs 2 medium paper cups, 8 plastic tokens, 20 toothpicks, 15 pencil top erasers, 7-8 pieces of tissue paper (Optional: additional items to use; paper clips, cardboard pieces, popsicle sticks, yarn, rubber bands, etc.) For each pair of students: 1 ball of clay
2.4	2	x		Materials from lesson 2.3
2.5	2	x		You will need only the materials for 1 group of 4
2.6	2	x		<b>Prep Prior:</b> 4x6 index card provided by teacher, cut 8 1/2' x 11' paper into 2 1/2' x 2 1/2' squares. Cut enough for each student to have 1 and several extra squares. Locate background scene cards. Students will need colored markers, crayons or colored pencils.
2.8	3	x	x	<b>Prep Prior:</b> Find word rings. <b>Prep Day of:</b> For each group of 4: 2 medium paper cups, plastic tokens, toothpicks, pencil top erasers, colored tissue, Teacher Provided Materials: 3-4 8 1/2' x 11' white paper, student scissors, masking tape, small plastic interlocking cubes (math manipulative), colored pencils, crayons or markers
3.4	2			
3.5	2			
4.2	2			
4.3	2			



# Additional Prep

Optional

# Investigation Questions

- Look at the **lesson overview compilation** in your print TE or on the digital platform
- Find the investigation questions and write them on sentence strips . (In the bottom right corner, write the lesson you will be introducing this question)
- *(Note: These questions can also be found on the **coherence flowcharts**)*
- They will be added to the Science Classroom Wall. (After creating all the questions, I place them with the chapter questions, etc.)

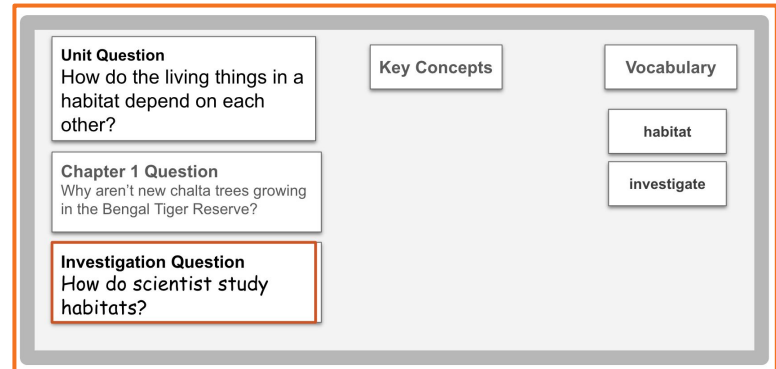
**Chapter 1: How does Spruce the Sea Turtle do what she needs to do to survive?**

## Chapter Question

How does Spruce the Sea Turtle do what she needs to do to survive?

## Investigation Questions

- What do animals and plants need to do to survive? (1.1)
- How do animals and plants do what they need to do to survive? (1.2, 1.3, 1.4, 1.5)



# Additional Charts

- Under **Materials and Preparation**, you will find the **Preparation at a glance**
- This will show you charts, etc that need to be prepped. These can be done prior to the lesson, or on the day of the lesson.
- For example: Partner Reading Guidelines, Safety guidelines, Charts to show learning, etc.

What is a Design Argument

It answers a question with a claim about which solution best meets the criteria.

Lesson 2.4

It connects evidence to each of the criteria: information from testing, ideas from texts and experiences

Lesson 2.4

It describes any limitations.

Lesson 3.6

It is written for an audience.

Lesson 3.6

It uses scientific language.

Lesson 4.5

# What happens if vocabulary cards or questions get lost or damaged?

No worries!

- Go to the unit landing page.
- Scroll down to printable resources
- Click on Print Materials (8.5"x11")
- Click on Print Materials (11"x17")
- All these materials are available in pdf form to print.

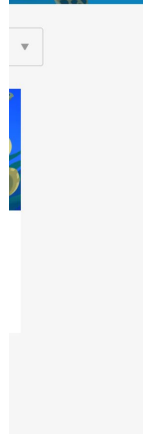
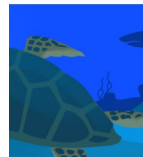


## Vocabulary

Amplify and Print Definitions—Vocabulary—AMP064002 13 U.S.  
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## Key Concepts

Amplify and Print Definitions—Key Concepts—AMP064002 13 U.S.  
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Print Materials (11" x 17")

# Live Kit Demonstration

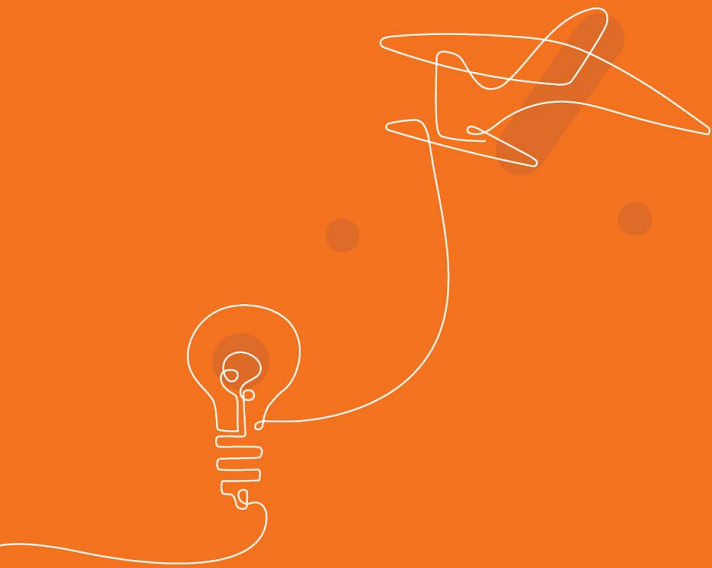
Grade 1 - Animal and Plant Defenses

Grade 4- Energy Conversions

(Completed kit)







# Why do all this prep?

Optional

# Kit Materials in Action



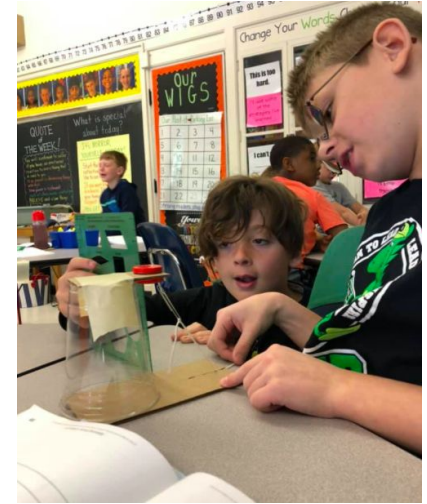
## Student Collaboration

Student working on sorting activity.



## Student Discovery

Students playing a game to learn about survival



## Hands On

Students working together on a hands on experiment from Balancing Forces, Grade 3



## Hands On- Grade 1

### Animal and Plant Defenses

# Questions





Amplify.

Thank you!

