

# Amplify Science

## New Teachers: Part 2

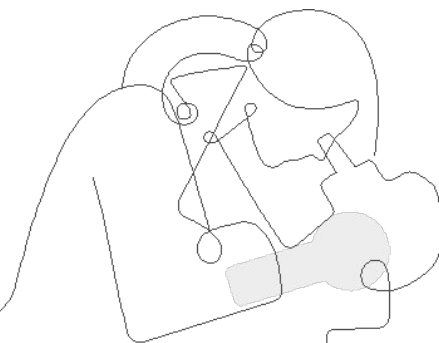
### Unit 1 - Guided Planning

### Grade 1: Animal and Plant Defenses

School/District Name: LAUSD

Date:

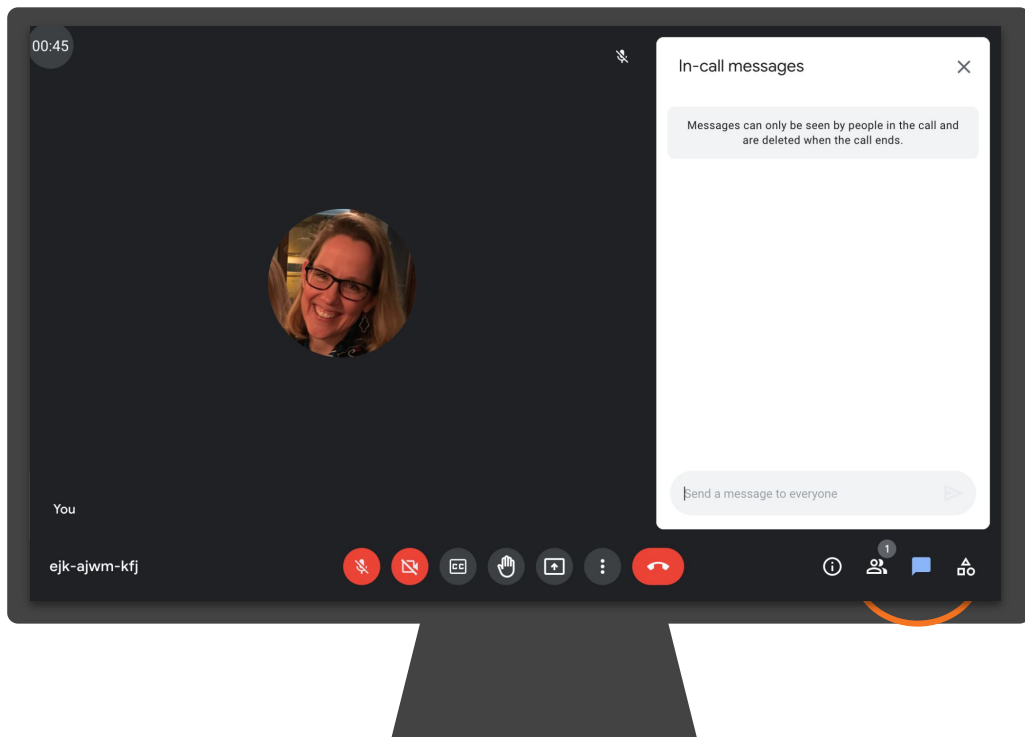
Presented by:



# 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?



# 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.




# Last year's Amplify apps.



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[Classic View](#)


## LOS ANGELES UNIFIED SCHOOL DISTRICT



[mCLASS Student](#)

**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 all course members.


**Vendor Support Desk:**  
 P: 800.823.1969  
 E: [help@amplify.com](mailto:help@amplify.com)  
 S: [amplify.com/support/](https://amplify.com/support/)  
**Textbook Title(s):**  
 NA



[mCLASS Assessment](#)

**Content Area:** ELA  
**Grade Level:** ES  
**Content Type:** Assessment  
**Integration Type:** App (Left Navigation)  
**Purchase Type:** District  
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[mCLASS Portal](#)


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**Textbook Title(s):**  
 NA



**LOS ANGELES UNIFIED**

**COURSES**



Course Options

Materials

Updates

Gradebook

Grade Setup

Mastery

Amplify Reading: Teac...

Amplify Science: Eleme...


Amplify Science: Middl...

mCLASS Portal

mCLASS Student




# This year's app(s).



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## 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: [udpp.lausd.net](http://udpp.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  
**Integration Type:** App (Left Navigation)  
**Purchase Type:** District and School  
[Getting Started Guide](#)  
**Other Info:** School licenses required  
 mCLASS  
 CKLA  
 Amplify Reading  
 Amplify Science  
 Fractions

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



### Amplify Classwork

**Content Area:** ELA  
**Grade Level:** ES  
**Content Type:** Supplemental  
**Integration Type:** App (Left Navigation)  
**Purchase Type:** District and School  
[Getting Started Guide](#)  
**Other Info:** School licenses required. This app is for teacher use only (install for Course Admins only)

**Vendor Support Desk:**  
 P: 800.823.1969  
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 S: [amplify.com/support/](mailto:amplify.com/support/)  
**Textbook Title(s):**  
 NA

All Amplify Products

Grade Sync for MS Science

Publisher Name: Starts With

Content Area: All

Grade Level: All

Content Type: All

Textbook Title: Starts With

Submit

 mCLASS Educators: To view or make changes to your account go to [mclass.amplify.com](https://mclass.amplify.com).

Hi, Terin

## Classes

Programs & Licenses

Account Settings

Help Center 



[CKLA Hub](#)



[CKLA Resource Site](#)



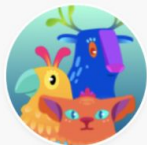
[mCLASS Assessment](#)



[mCLASS Reporting](#)



[Reading 6-8](#)



[Reading K-5](#)



[Science](#)



[Vocabulary](#)



## Amplify. on Schoology

2021-2022



# Schoology

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



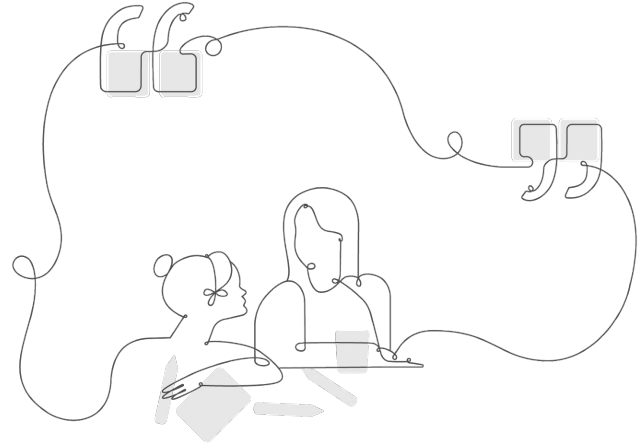
# Upcoming LAUSD Office Hours

**Last working Monday of the month**

**Next Office Hour:**

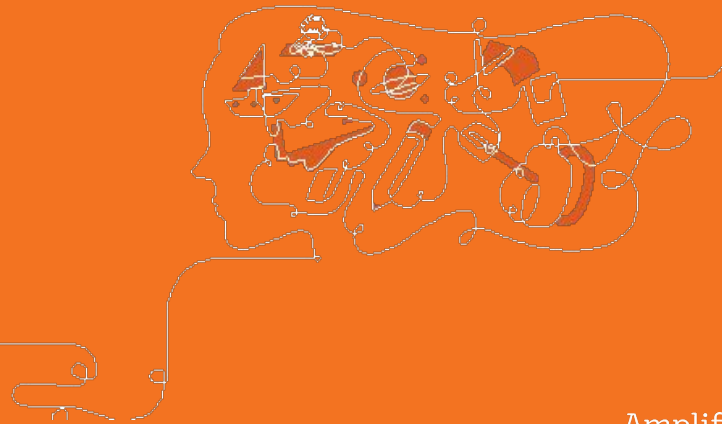
**January 31, 2022**

- Monday, (4-5pm)



**<https://meet.google.com/uwc-uuaz-qdc?authuser=0>**

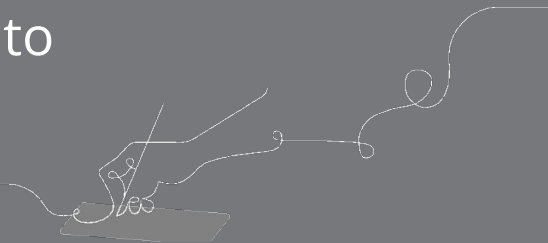
# Part 2: Guided Planning



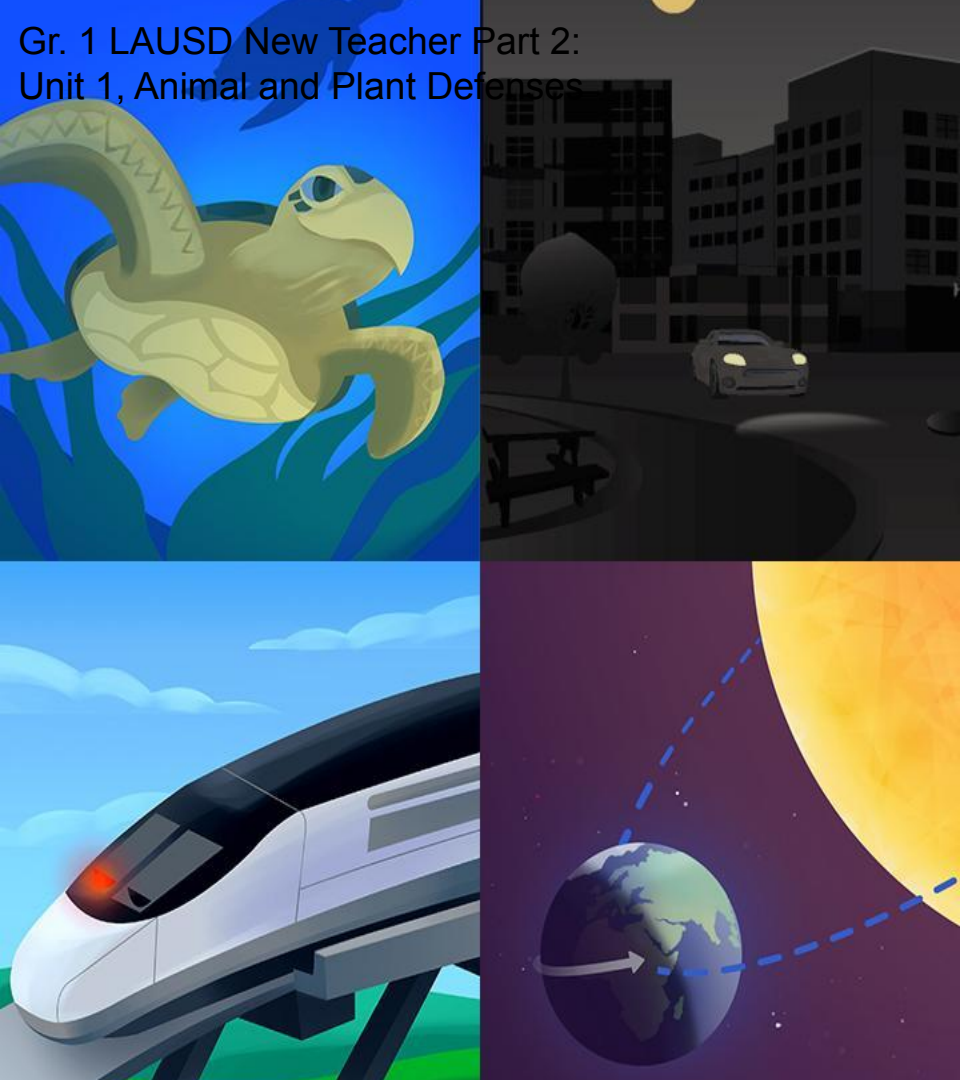
# Overarching goals

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.

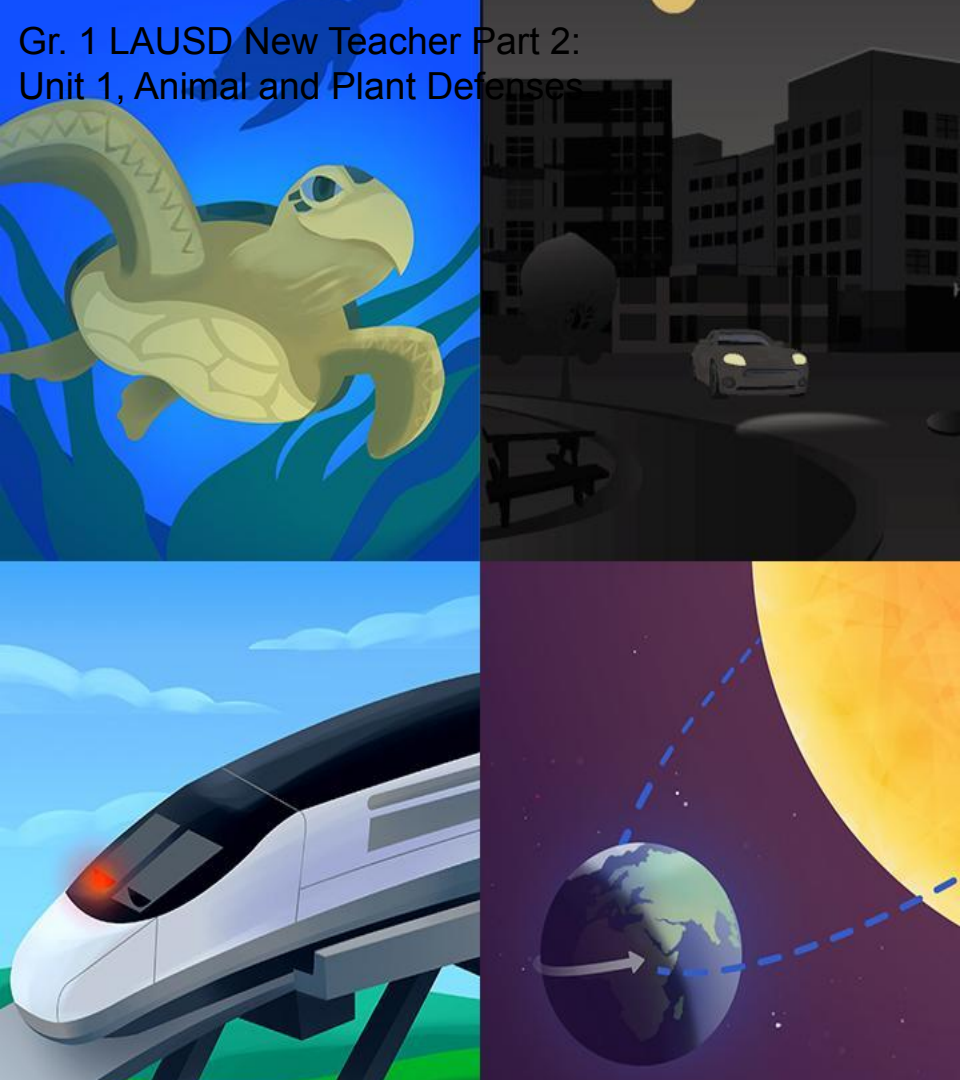






## Plan for the day: Part 2

- Part 1 Review
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing



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# Course curriculum structure

## Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

## Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

## Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

## 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

## Key takeaways:

- There are 22 lessons per unit
- Lessons at grades K-1 are 45 minutes long

# Year at a Glance: Grade 1

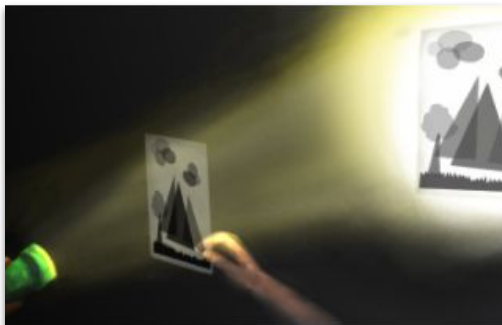


Animal and Plant  
Defenses

**Domain:** Life Science

**Unit type:** Modeling

**Student role:** Marine  
Scientist



Light and Sound

**Domain:** Physical Science

**Unit type:** Engineering  
Design

**Student role:** Light and  
Sound Engineer



Spinning Earth

**Domain:** Earth and Space  
Science

**Unit type:** Investigation

**Student role:** Sky Scientist

# Amplify Science Approach



# Animal and Plant Defenses

How do animals and plants survive?

This unit presents an opportunity for students to delve deeply into understanding the structures that make up animals and plants, as well as how some of these structures can function as defenses against predators.





# Animal and Plant Defenses

**Problem:** How can a sea turtle survive in the ocean after being released by an aquarium?

**Role:** Marine Scientists

Students investigate how Spruce the turtle can survive in the ocean. They then investigate a question about Spruce's offspring: This context, which serves as the anchor phenomenon for the unit, provides concrete examples and motivation for students to discover the core ideas of the unit about how organisms and their offspring survive, particularly how they avoid being eaten.

# Coherent storylines



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

5 Lessons



Chapter 2: How can Spruce the Sea Turtle survive where there are sharks?

8 Lessons



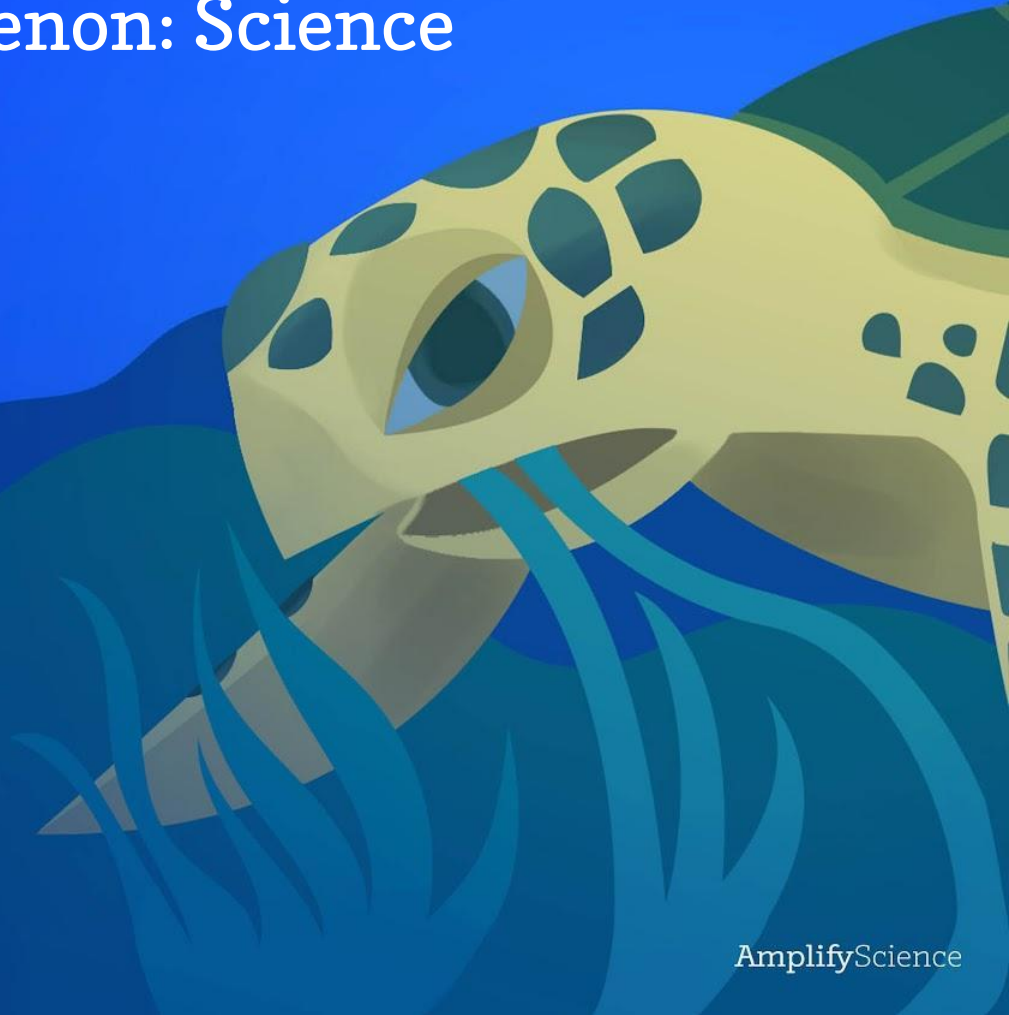
Chapter 3: How can Spruce the Sea Turtle's offspring survive where ther...

5 Lessons



# Explaining the phenomenon: Science Concepts

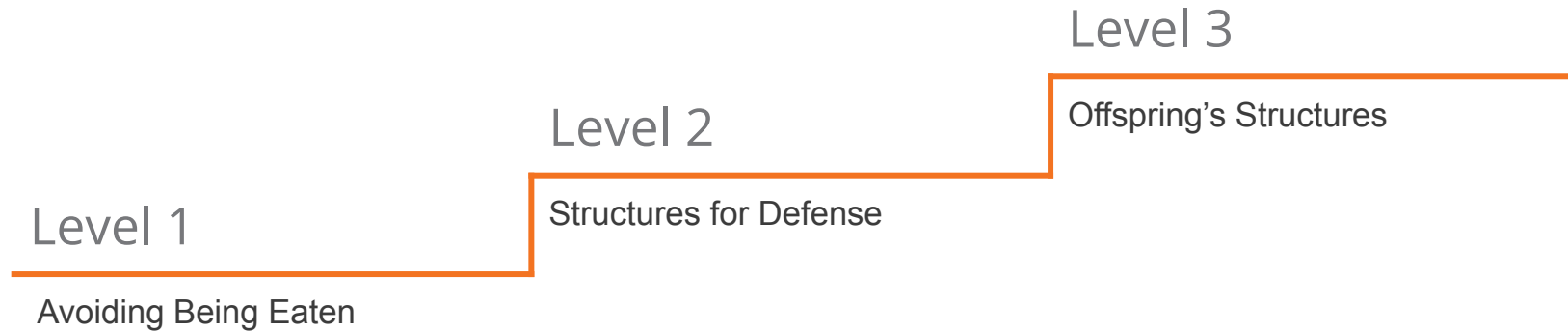
What **science concepts** do you think students need to understand in order to **explain the phenomenon?**



# Progress Build

## Animal and Plant Defenses

**Prior knowledge (preconceptions):** It is assumed students know that animals and plants are living things and can die if they do not get what they need.



# Key Unit Guide Documents for Planning

Planning for the Unit	Printable Resources
<a href="#">Unit Overview</a> ▾	<a href="#">Coherence Flowcharts</a>
<a href="#">Unit Map</a> ▾	<a href="#">Copymaster Compilation</a>
<a href="#">Progress Build</a> ▾	<a href="#">Flexextension Compilation</a>
<a href="#">Getting Ready to Teach</a> ▾	<a href="#">Investigation Notebook</a>
<a href="#">Materials and Preparation</a> ▾	<a href="#">Multi-Language Glossary</a>
<a href="#">Science Background</a> ▾	<a href="#">NGSS Information for Parents and Guardians</a>
<a href="#">Standards at a Glance</a> ▾	<a href="#">Print Materials (8.5" x 11")</a>
Teacher References	<a href="#">Print Materials (11" x 17")</a>
<a href="#">Lesson Overview Compilation</a> ▾	
<a href="#">Standards and Goals</a> ▾	
<a href="#">3-D Statements</a> ▾	
<a href="#">Assessment System</a> ▾	
<a href="#">Embedded Formative Assessments</a> ▾	
<a href="#">Books in This Unit</a> ▾	
<a href="#">Apps in This Unit</a> ▾	
<a href="#">Flexextensions in This Unit</a> ▾	

### Offline Preparation

Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.

[Offline Guide](#)

## Core Unit Planning & Internalization

Unit Title:

### Animal and Plant Defenses

#### 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?

How can a sea turtle survive in the ocean after being released by an aquarium?

Student Role:

Marine Scientists

Unit Question:

How do animals and plants survive?

Relationship between the Unit Phenomenon and Unit Question:

The phenomenon provides concrete examples and motivation for students to discover the core ideas of the unit about how organisms and their offspring survive, particularly how they avoid being eaten.

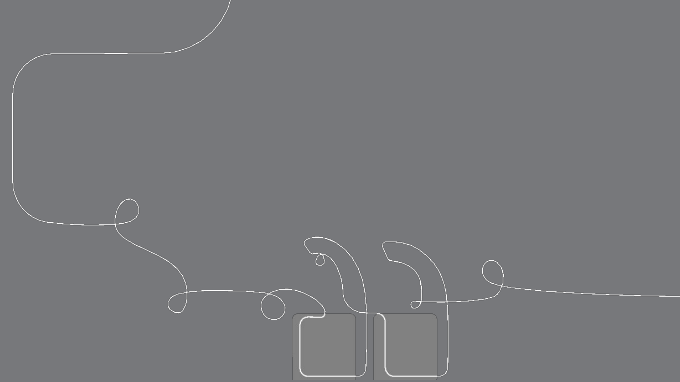
By the end of the unit, students figure out...

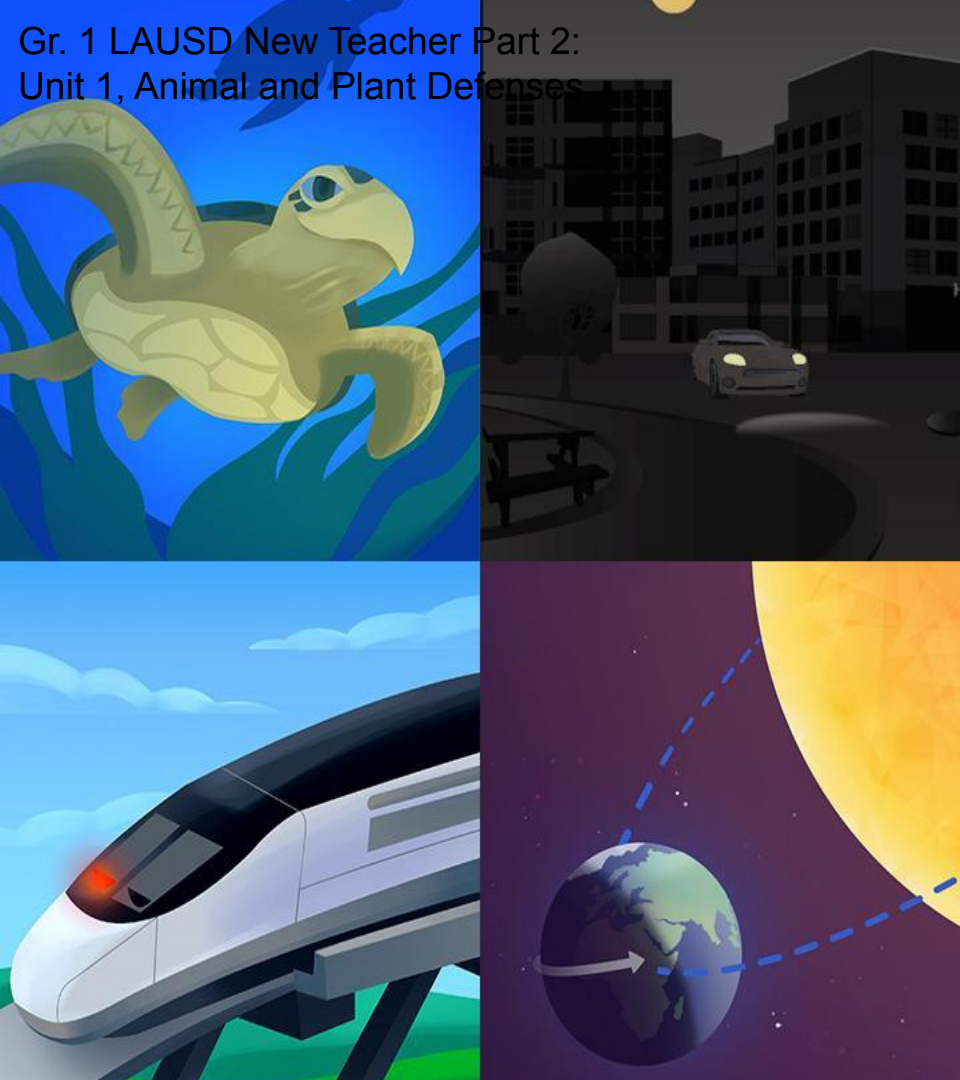
Sea Turtles have a hard shell that stops a predator from biting and eating it. Sea turtles use camouflage, which makes it difficult for predators to find and eat sea turtles.

How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?

Students investigate how animals and plants, as well as their offspring, use their structures meet their needs for survival. Students apply what they learn by developing models and constructing explanations to communicate their ideas

# Questions?





## Plan for the day: Part 2

- Part 1 Review
- 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 Spruce the Sea Turtle do what she needs to do to survive?

▼ JUMP DOWN TO CHAPTER OVERVIEW

**Lesson 1.1:**  
Pre-Unit Assessment

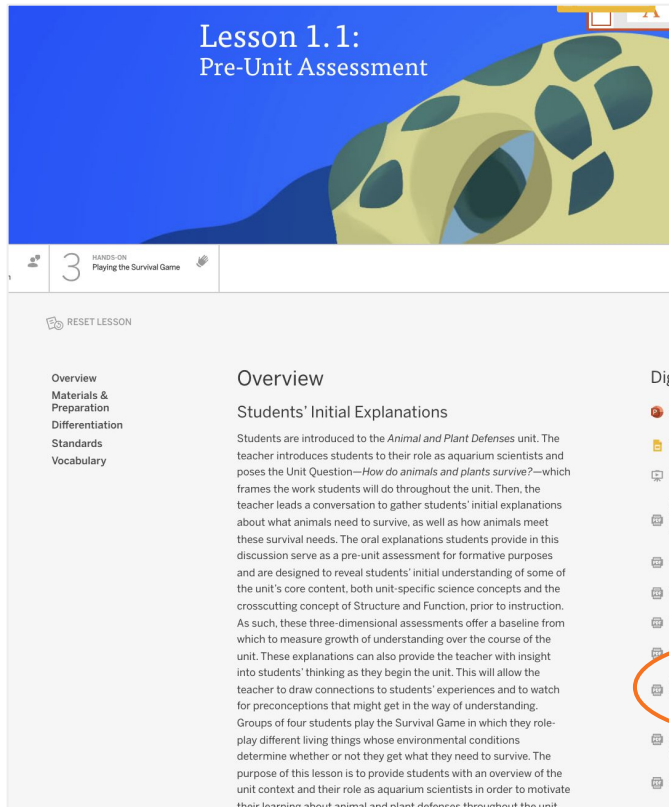
**Lesson 1.2:**  
Tortoise Parts

**Lesson 1.3:**  
Animal and Plant  
Structures

**Lesson 1.4:**  
Surviving by Not  
Being Eaten

**Lesson 1.5:**  
Explaining Sea  
Turtle Survival

# Animal and Plant Defenses - Family Connection



Lesson 1.1:  
Pre-Unit Assessment

3 HANDS-ON  
Playing the Survival Game

RESET LESSON

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary

### Overview

#### Students' Initial Explanations

Students are introduced to the *Animal and Plant Defenses* unit. The teacher introduces students to their role as aquarium scientists and poses the Unit Question—*How do animals and plants survive?*—which frames the work students will do throughout the unit. Then, the teacher leads a conversation to gather students' initial explanations about what animals need to survive, as well as how animals meet these survival needs. The oral explanations students provide in this discussion serve as a pre-unit assessment for formative purposes and are designed to reveal students' initial understanding of some of the unit's core content, both unit-specific science concepts and the crosscutting concept of Structure and Function, prior to instruction. As such, these three-dimensional assessments offer a baseline from which to measure growth of understanding over the course of the unit. These explanations can also provide the teacher with insight into students' thinking as they begin the unit. This will allow the teacher to draw connections to students' experiences and to watch for preconceptions that might get in the way of understanding. Groups of four students play the Survival Game in which they role-play different living things whose environmental conditions determine whether or not they get what they need to survive. The purpose of this lesson is to provide students with an overview of the unit context and their role as aquarium scientists in order to motivate their learning about animal and plant defenses throughout the unit.

## ***Animal and Plant Defenses* Family Connections Letter**

Dear Families,

In science class, we are working as aquarium scientists helping an aquarium director explain to visitors how a sea turtle can survive when she is released back into the ocean. We'll be working to answer the question, *How do animals and plants survive?*

Sharing some of your own ideas, connections, expertise, or stories related to what we will be learning about can help prepare students for their work in science class. It can help students see that what we study in science is connected to their lives, families, and communities.

Use the following questions to think about your personal connections to students' science learning, then share them with your student.

- What does our work in science make you think of?
- Do you have any memories, stories, or experiences about something related to what we will be investigating?
- What have you heard or learned about these topics?
- What do you wonder?



# Beginning the Unit

## Model lesson 1.2

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

▼ JUMP DOWN TO CHAPTER OVERVIEW

**Lesson 1.1:**  
Pre-Unit Assessment

**Lesson 1.2:**  
Tortoise Parts

**Lesson 1.3:**  
Animal and Plant  
Structures

**Lesson 1.4:**  
Surviving by Not  
Being Eaten

**Lesson 1.5:**  
Explaining Sea  
Turtle Survival

## Activity 1

# Reading: Tortoise Parts





We have been working as  
**aquarium scientists.**



We played a game to figure out what animals and plants need to survive.



What did we learn that animals and plants **need** to survive?



Spruce the Sea Turtle is an **animal**.

Just like other living things, she needs to get **air, water, and food** to survive.

Investigation Question:

How do animals and plants do what they need to do to survive?

# Animal and Plant Defenses Classroom Wall

## Unit Question

How do animals and plants survive?

## Chapter 1 Question

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

## Investigation Question

How do animals and plants do what they need to do to survive?

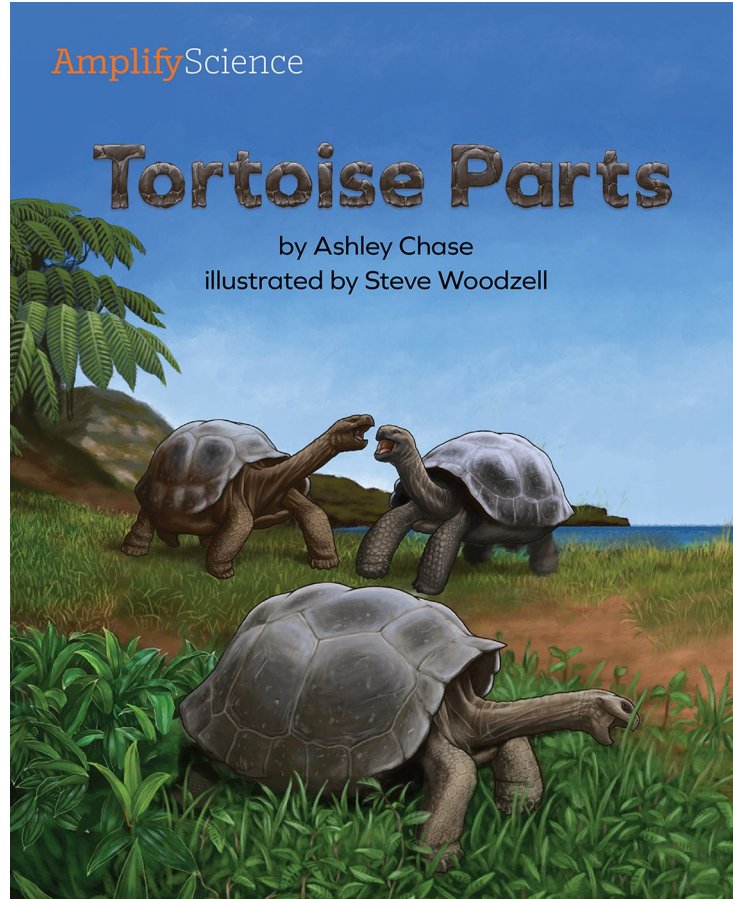
## Key Concepts

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

## Vocabulary

scientist

survive



Today we will read a book about one kind of animal called a tortoise.



What do you notice on the **cover** of the book?



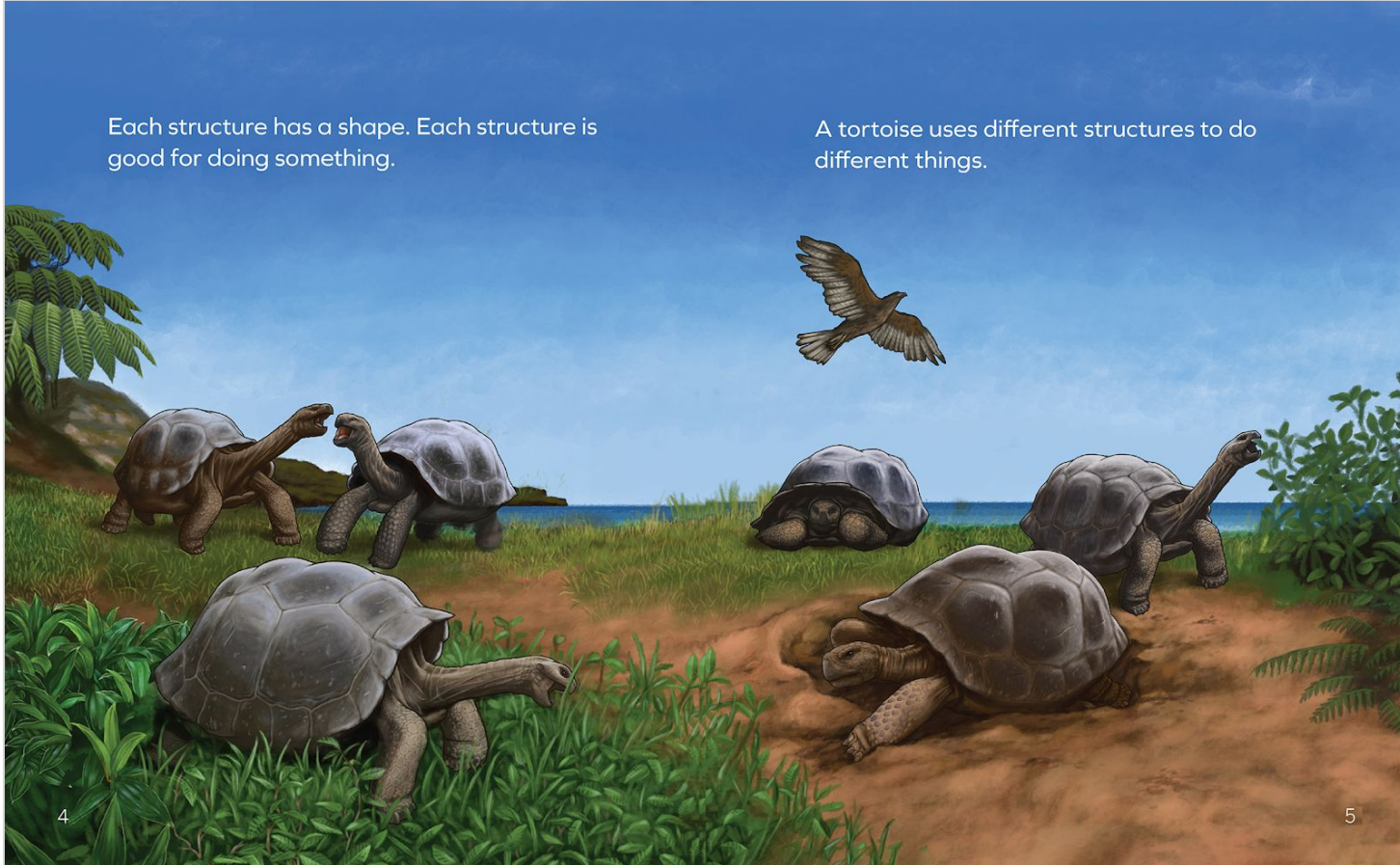
Look at the body of a tortoise. (The word *tortoise* sounds like "TOR-tuss.")



You will see lots of different parts. These parts are called **structures**.

Each structure has a shape. Each structure is good for doing something.

A tortoise uses different structures to do different things.



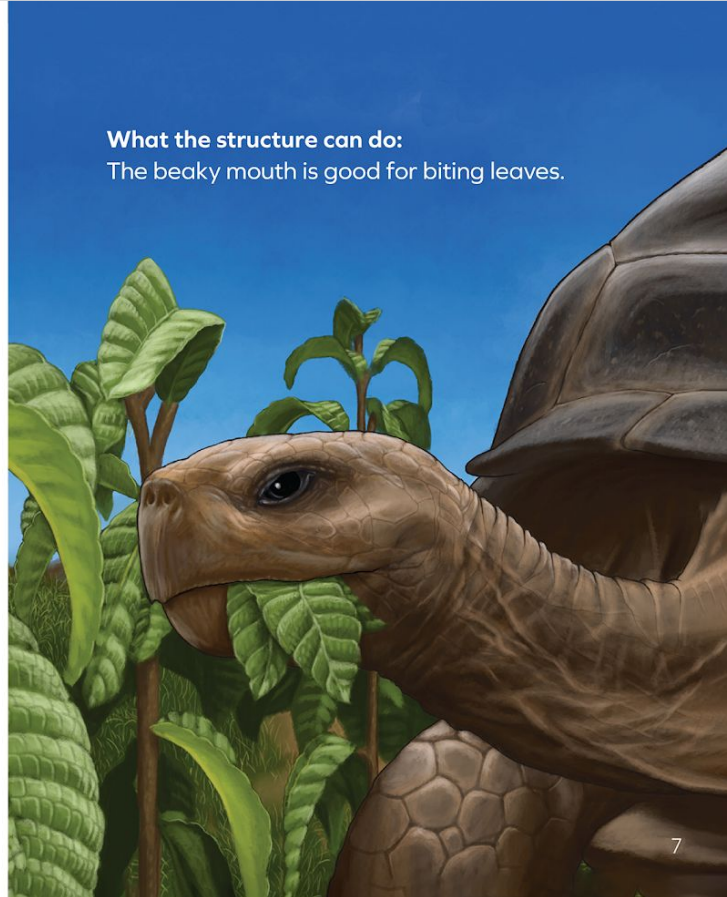
**Structure:**

A tortoise has a beaky mouth.



**What the structure can do:**

The beaky mouth is good for biting leaves.



Let's stop and **visualize** the mouth on a tortoise.

When you visualize, you make a picture or movie in your mind.





Close your eyes and **visualize** the tortoise using its beaky mouth to eat leaves.



**Structure:**

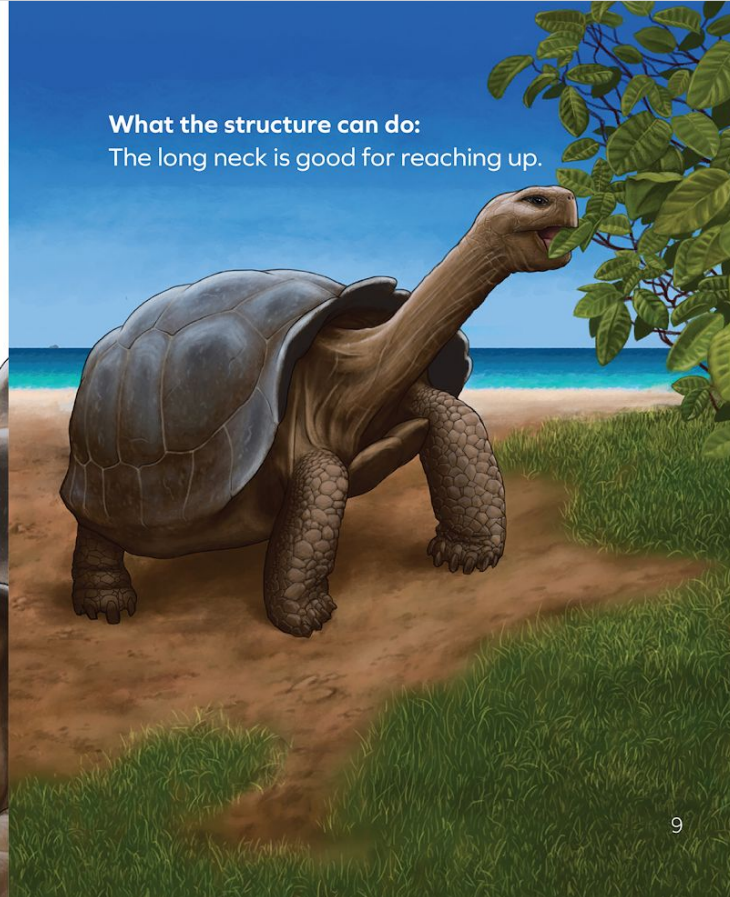
A tortoise has a long neck.

long neck →

8

**What the structure can do:**

The long neck is good for reaching up.



9



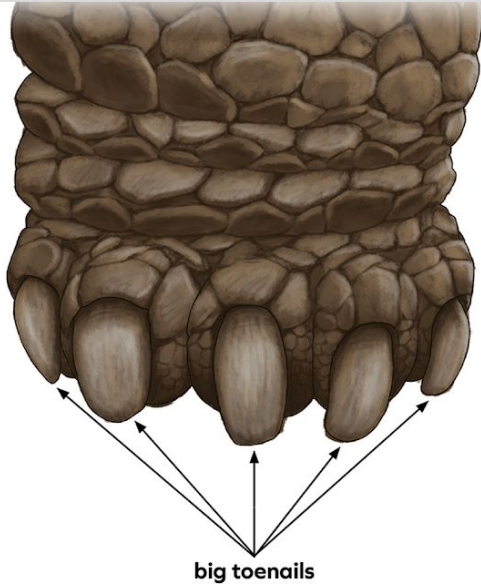
Close your eyes and visualize the tortoise using its long neck to reach up to get leaves.



What did you see when you visualized the tortoise using its long neck?

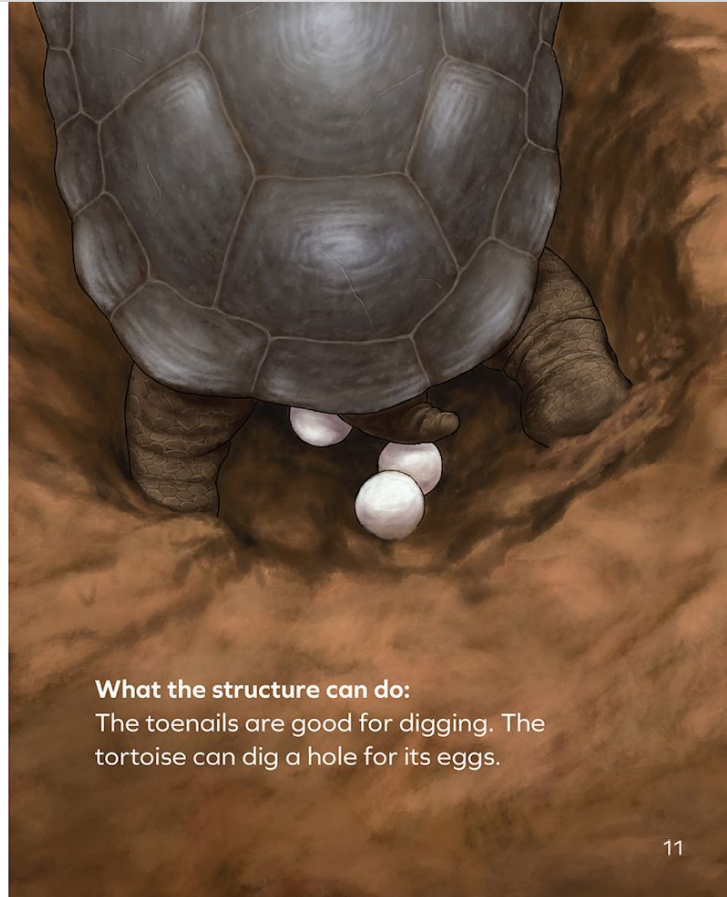






**Structure:**

A tortoise has big toenails on each foot.

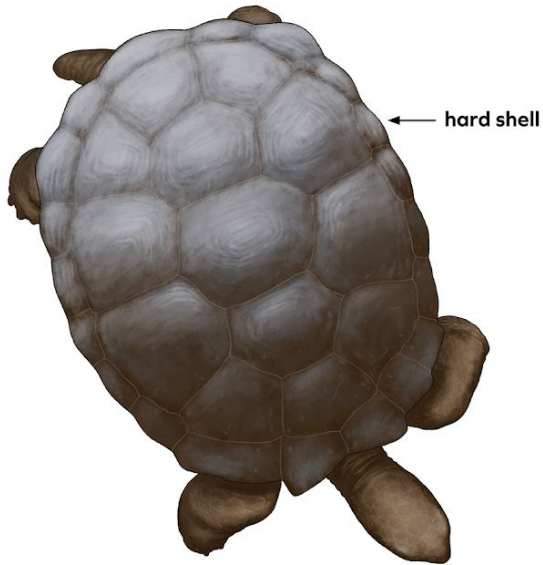


**What the structure can do:**

The toenails are good for digging. The tortoise can dig a hole for its eggs.

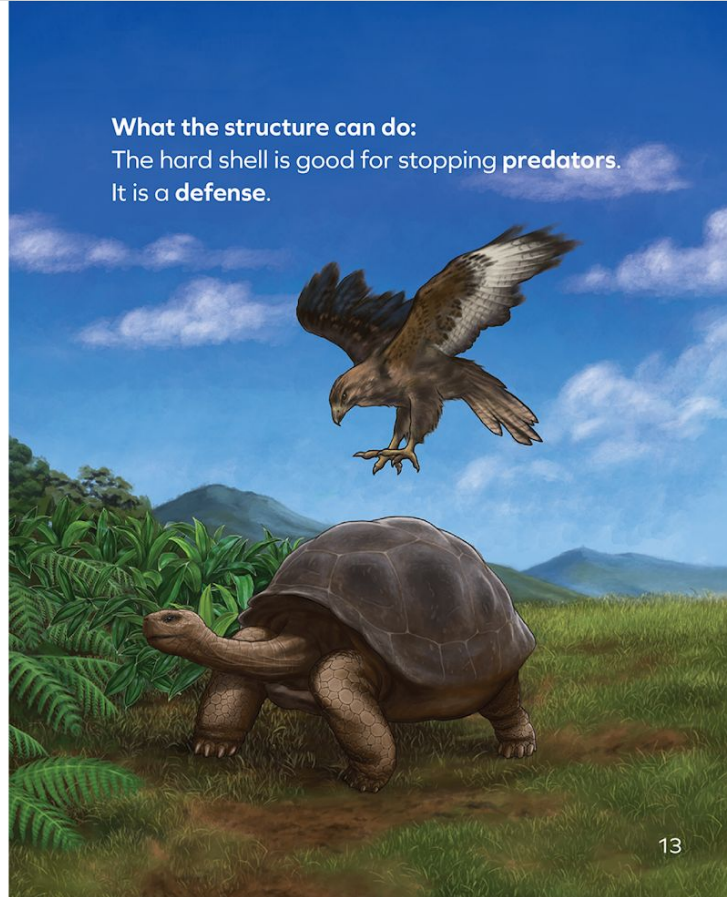
**Structure:**

A tortoise has a hard shell.



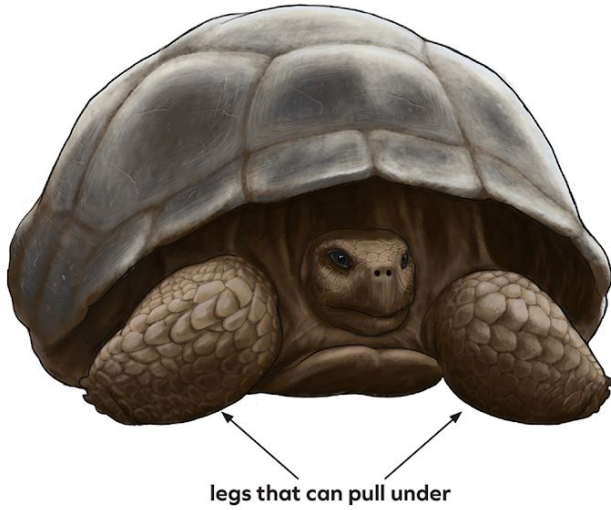
**What the structure can do:**

The hard shell is good for stopping **predators**.  
It is a **defense**.



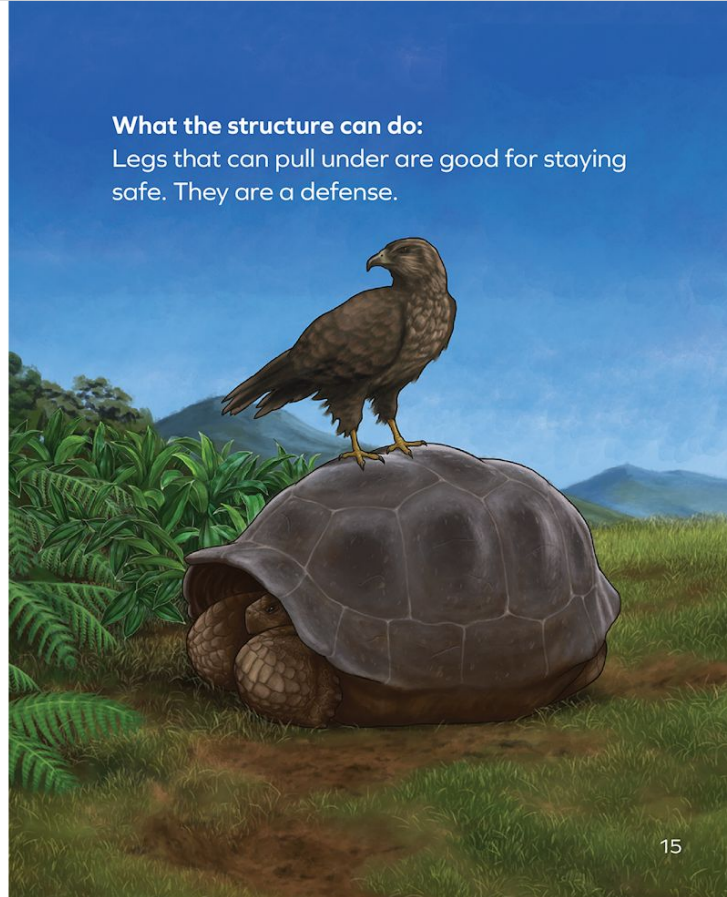
**Structure:**

A tortoise has legs that can pull under its shell.



**What the structure can do:**

Legs that can pull under are good for staying safe. They are a defense.





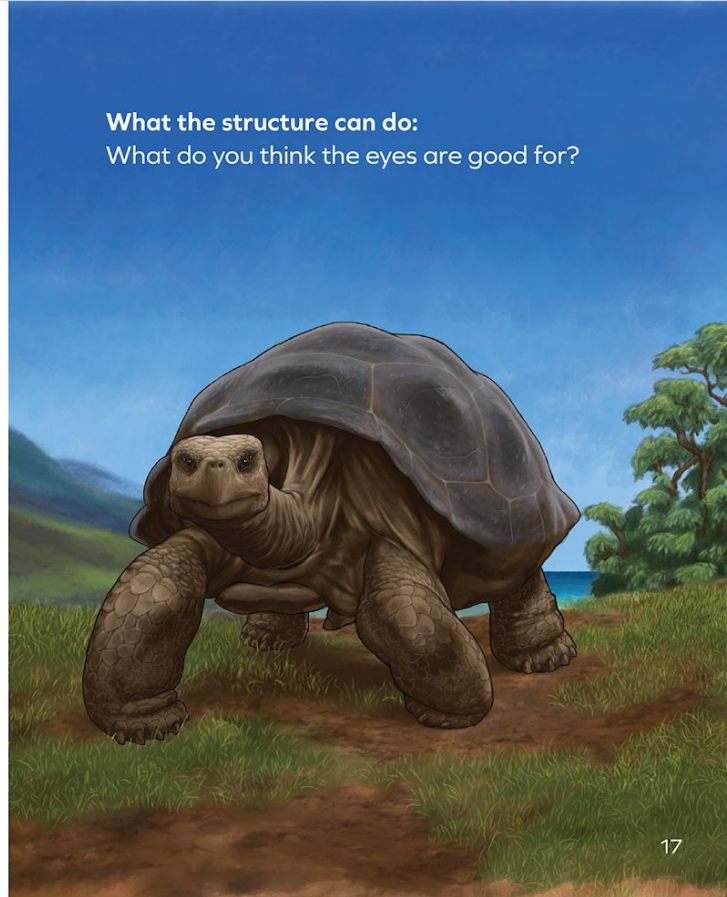
**Structure:**

A tortoise has eyes.

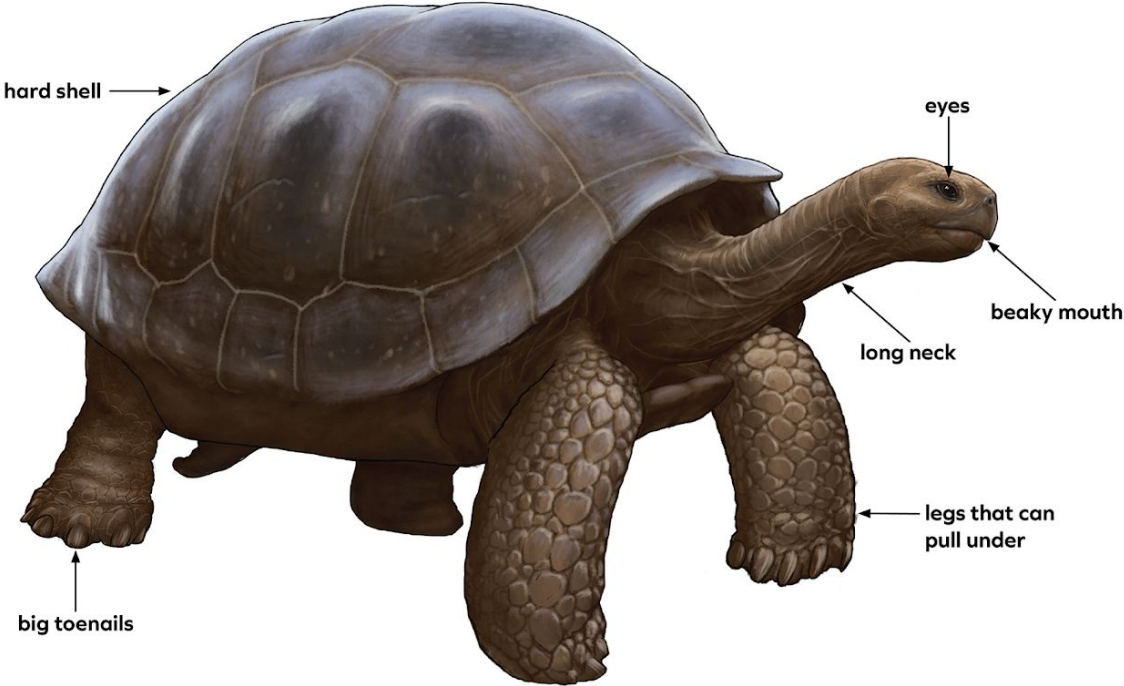


**What the structure can do:**

What do you think the eyes are good for?



**Tortoise Parts**



## Vocabulary



**structure**

a part of an object or a living thing that does something

# Animal and Plant Defenses Classroom Wall

## Unit Question

How do animals and plants survive?

## Chapter 1 Question

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

## Investigation Question

How do animals and plants do what they need to do to survive?

## Key Concepts

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

## Vocabulary

scientist

survive

structure

## Activity 2

# Observing Structures Used to Eat







Just like tortoises,  
**humans** need to get  
water, air, and food to  
survive.

Now we will **investigate**  
how humans get the food  
we need to survive.

## Vocabulary



**observe**

to use any of the five senses (sight, hearing, smell, taste, touch) to learn more about something

# Animal and Plant Defenses Classroom Wall

## Unit Question

How do animals and plants survive?

## Chapter 1 Question

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

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## Key Concepts

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scientist

survive

structure

observe



I'll show you how I might  
use my senses of sight,  
touch, and hearing to  
**observe** a pencil.



You will take turns  
**observing** each other  
eating a carrot.

Watch how your partner  
gets the carrot and eats  
the carrot.

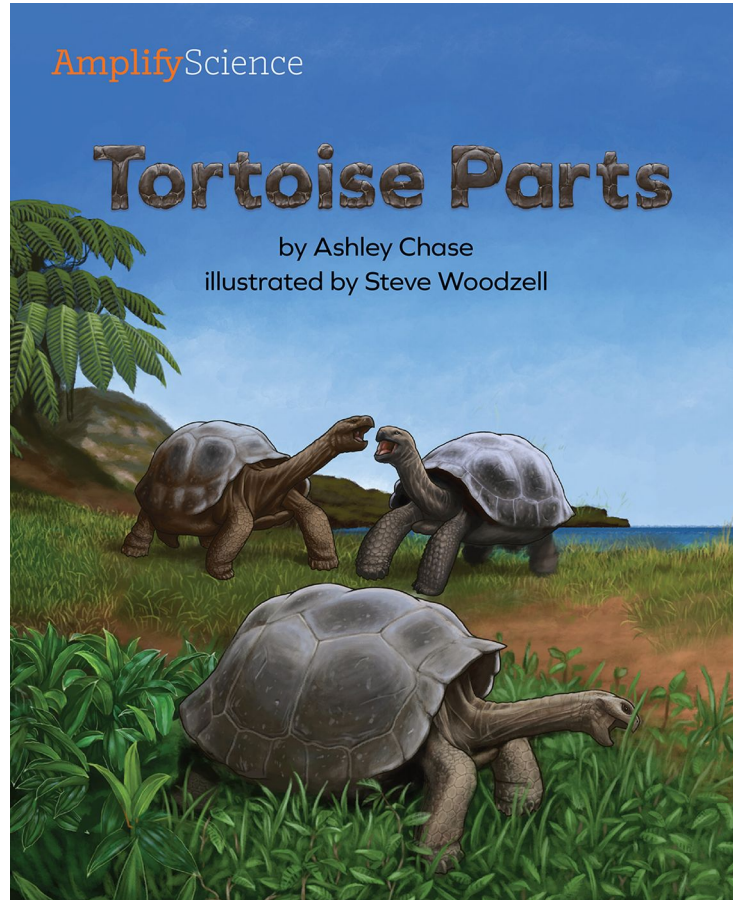
## Activity 3

# Discussing Observations and Structures





What did you observe when the person in the video was eating a carrot?



You just observed someone using **structures** on their body to eat.

We read about how a tortoise uses **structures** on its body to do what it needs to do to survive.





What is **the same** about how you and a tortoise do what you need to do to survive?



What is **different** about how you and a tortoise do what you need to do to survive?

## What Scientists Do

To answer questions, scientists . . .

We are scientists.

This chart will help us think about the things that **scientists do** when they work.

### **What Scientists Do**

To answer questions, scientists . . .



When scientists wonder about something in the world around them, **they ask a question.**

## Investigation Question:

How do animals and plants do what they need to do to survive?

# Animal and Plant Defenses Classroom Wall

## Unit Question

How do animals and plants survive?

## Chapter 1 Question

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

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## Key Concepts

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

## Vocabulary

scientist

survive

structure

observe

## What Scientists Do

To answer questions, scientists . . .



Today we learned that  
**scientists observe.**

Let's add that to our  
chart.

## What Scientists Do

To answer questions, scientists . . .

observe



How did we **observe** like scientists today?



# End of Lesson



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

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## Plan for the day

- Introduction and framing
- Navigation and planning
- Teaching and learning in an Amplify Science lesson
- **Instructional approach reflection**
- Additional program resources
- Closing

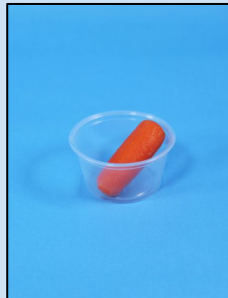
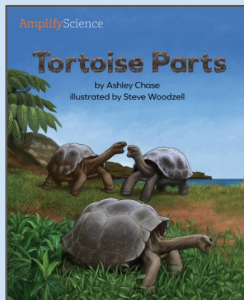
# Gathering evidence

## Animal and Plant Defenses Lesson 1.2

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



Investigation Question: How do animals and plants do what they need to do to survive?

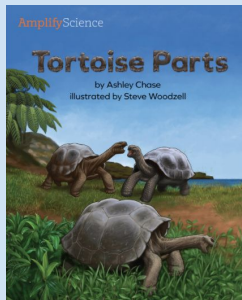


# Evidence sources work together

## Reading *Tortoise Parts* and observing carrot eating

How do these activities **work together** to support understanding of how animals and plants do what they need to do to survive?

Investigation Question: How do animals and plants do what they need to do to survive?

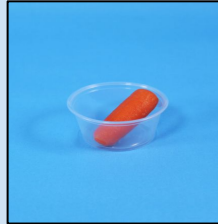
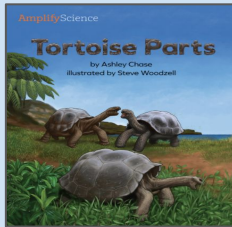


# Gathering evidence

## Animal and Plant Defenses Lesson 1.2

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

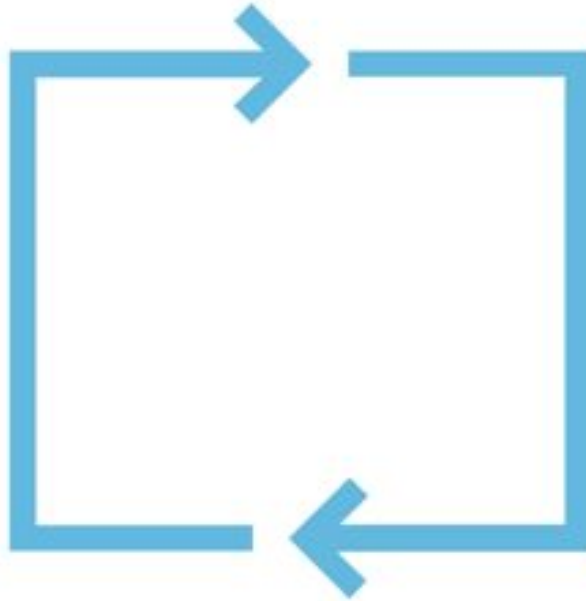
Investigation Question: How do animals and plants do what they need to do to survive?



What have students figured out so far?

# Multimodal learning

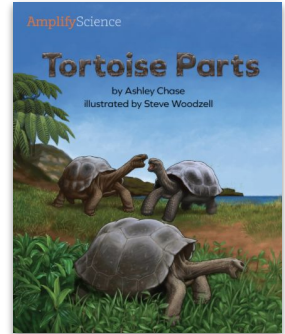
Gathering evidence over multiple lessons



**Do,  
Talk,  
Read,  
Write,  
Visualize**

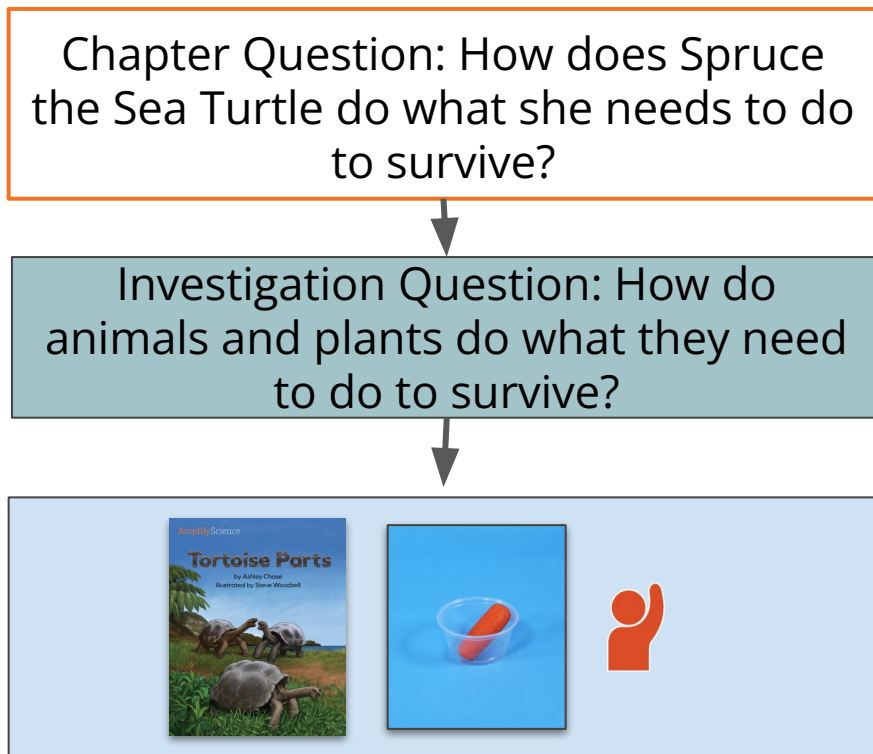
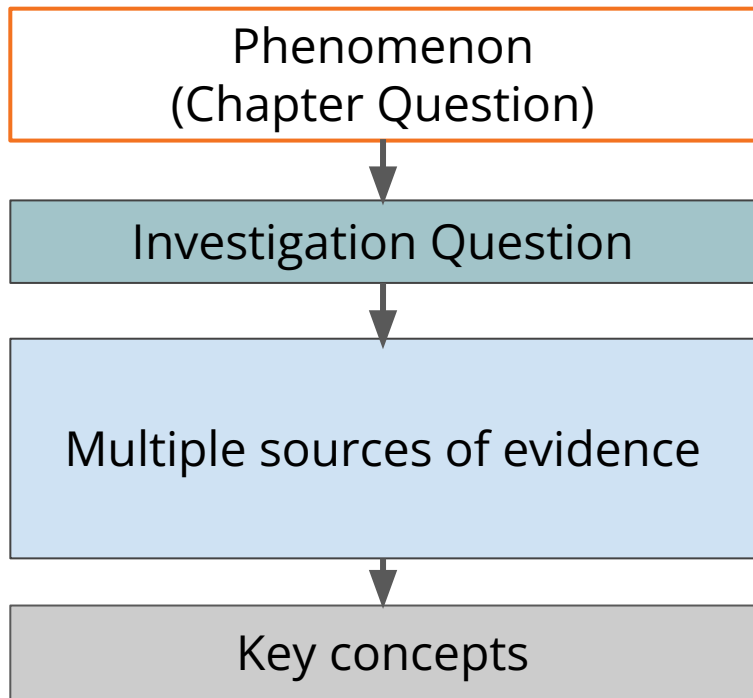
# Evidence sources work together

**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

## Animal and Plant Defenses Lesson 1.2-1.3

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



Investigation Question: How do animals and plants do what they need to do to survive?



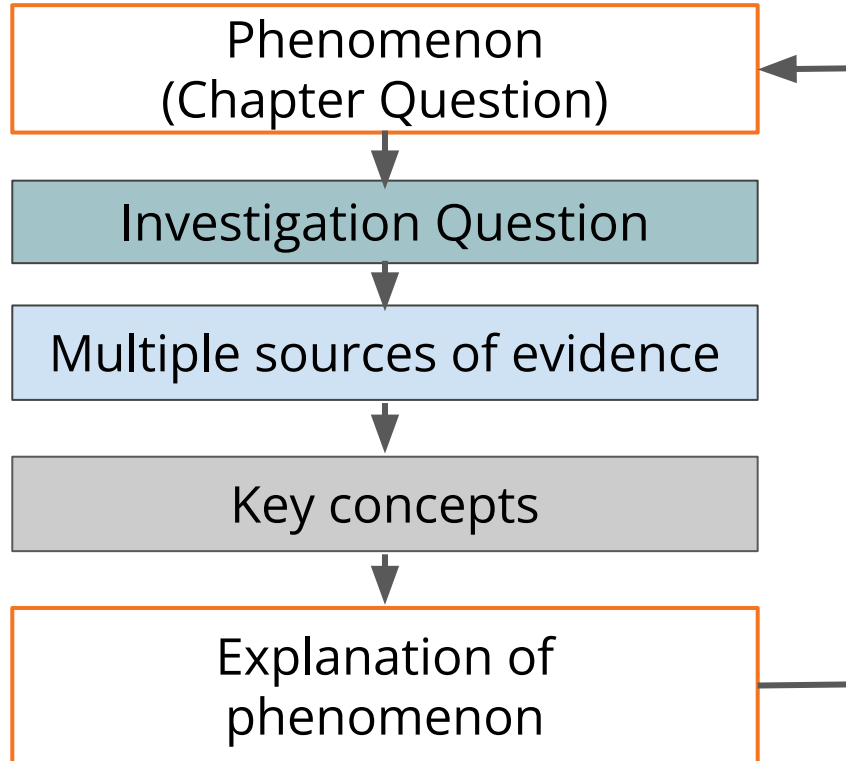
Evidence: Read *Tortoise Parts* (1.2)  
Evidence: Observe students eating (1.2)  
**Evidence: Describe structures in *Tortoise Parts* (1.3)**  
**Evidence: Watch videos of plant and animal structures (1.3)**  
**Evidence: Read *Spikes, Spines, and Shells* (1.3)**



Key concept: Animals and plants have structures that help them do what they need to do to survive. (1.3)

# Coherence Flowchart

A diagram of student learning



# Coherence Flowchart

## Animal and Plant Defenses Lesson 1.2-1.3

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



Investigation Question: How do animals and plants do what they need to do to survive?

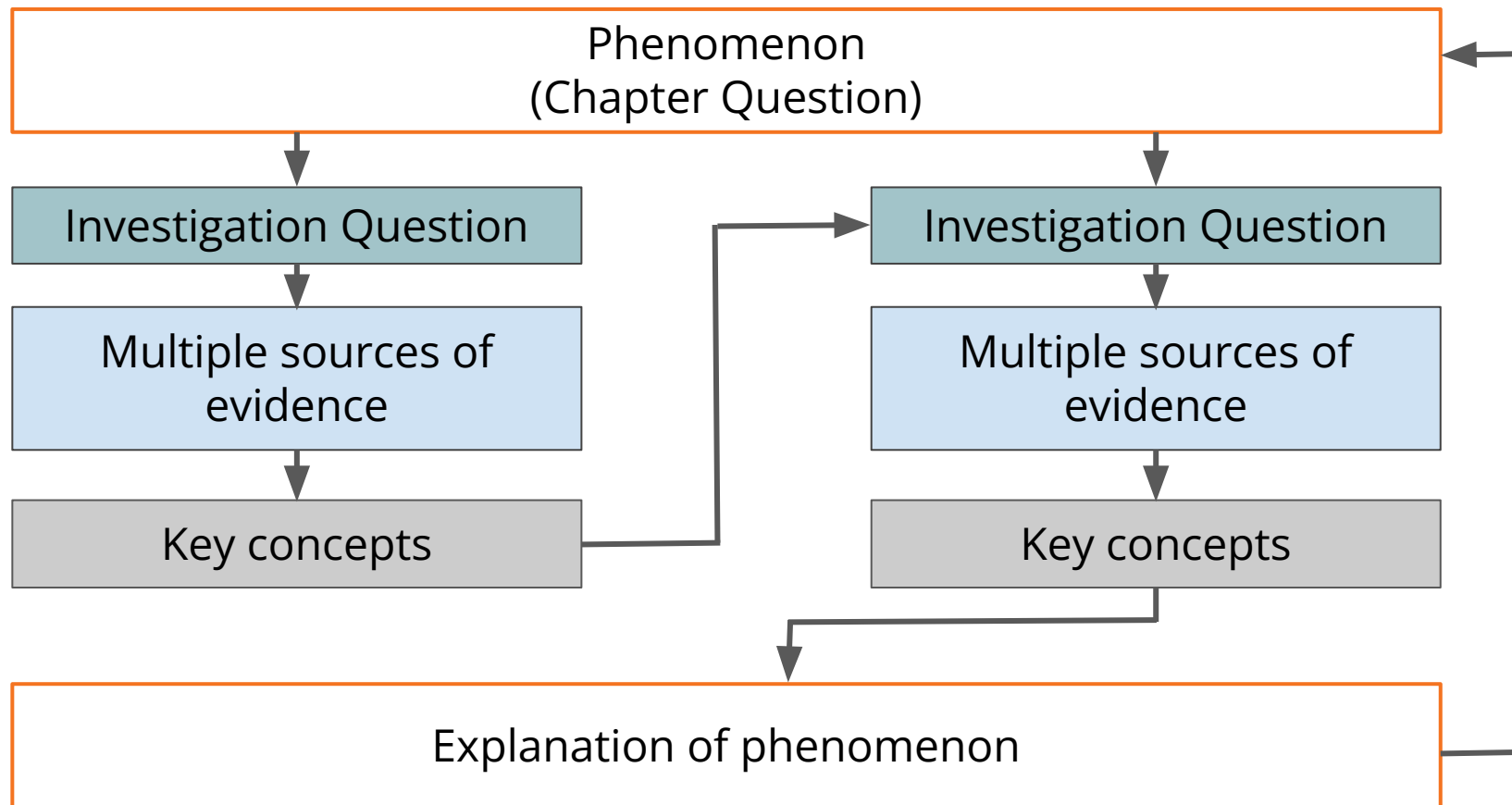


Evidence: Read *Tortoise Parts* (1.2)  
Evidence: Observe students eating (1.2)  
Evidence: Describe structures in *Tortoise Parts* (1.3)  
Evidence: Watch videos of plant and animal structures (1.3)  
Evidence: Read *Spikes, Spines, and Shells* (1.3)



Key concept: Animals and plants have structures that help them do what they need to do to survive. (1.3)

# Coherence Flowchart



**Unit Anchor Phenomenon**

*Problem students work to solve*

**Chapter-level Anchor Phenomenon  
Chapter 1 Question**

**Investigative Phenomena  
Investigation Questions**

**Evidence sources and reflection opportunities**

**Key concepts**

**Application of key concepts to problem**

**Explanation that students can make to answer the Chapter 1 Question**

## Animal and Plant Defenses: Spikes, Shells, and Camouflage

Spruce the Sea Turtle and her offspring survive in the ocean.  
*How can a sea turtle survive in the ocean after being released by an aquarium?*

Spruce the Sea Turtle survives in the ocean.  
*How does Spruce the Sea Turtle do what she needs to do to survive?*

Sometimes plants and animals survive.  
*What do animals and plants need to do to survive? (1.1)*

- Play the Survival Game (1.1)

- To survive, animals and plants need to get water, air, and food. (1.1)

Plants and animals get water, air, and food.  
*How do animals and plants do what they need to do to survive? (1.2, 1.3, 1.4, 1.5)*

- Read *Tortoise Parts* (1.2)
- Observe students eating (1.2)
- Describe structures in *Tortoise Parts* (1.3)
- Watch videos of plant and animal structures (1.3)
- Read *Spikes, Spines, and Shells* (1.3)
- Revisit the Survival Game (1.4)
- Write about how animals do what they need to do to survive. (1.4)

- 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)

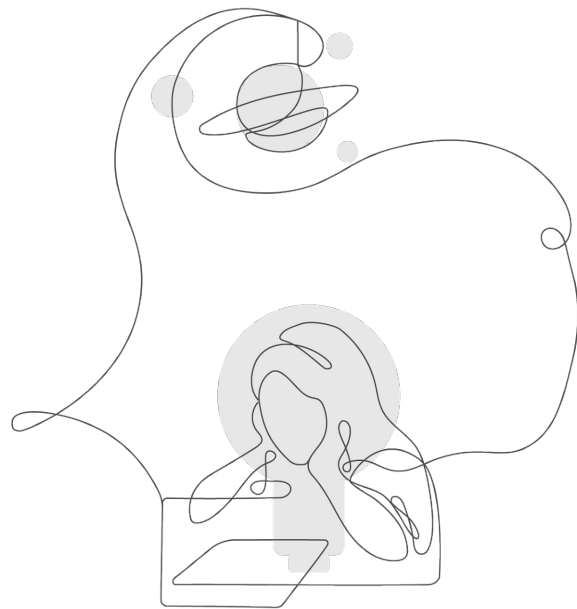
- Gather evidence about sea turtle structures and explain how they use those structures to survive (1.5)
- Write about how Spruce does what she needs to do to survive in the ocean (1.5)

Sea turtles have body parts that help them get food, air, and water. In the ocean, there are predators that might try to eat the sea turtle. To survive in the ocean, she needs to avoid being eaten by predators.

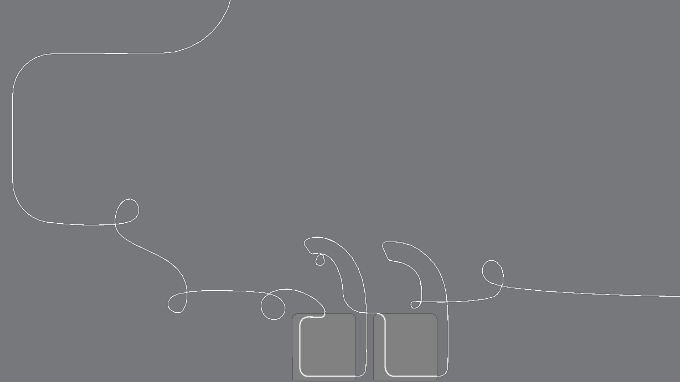
# Explore the Coherence Flowchart

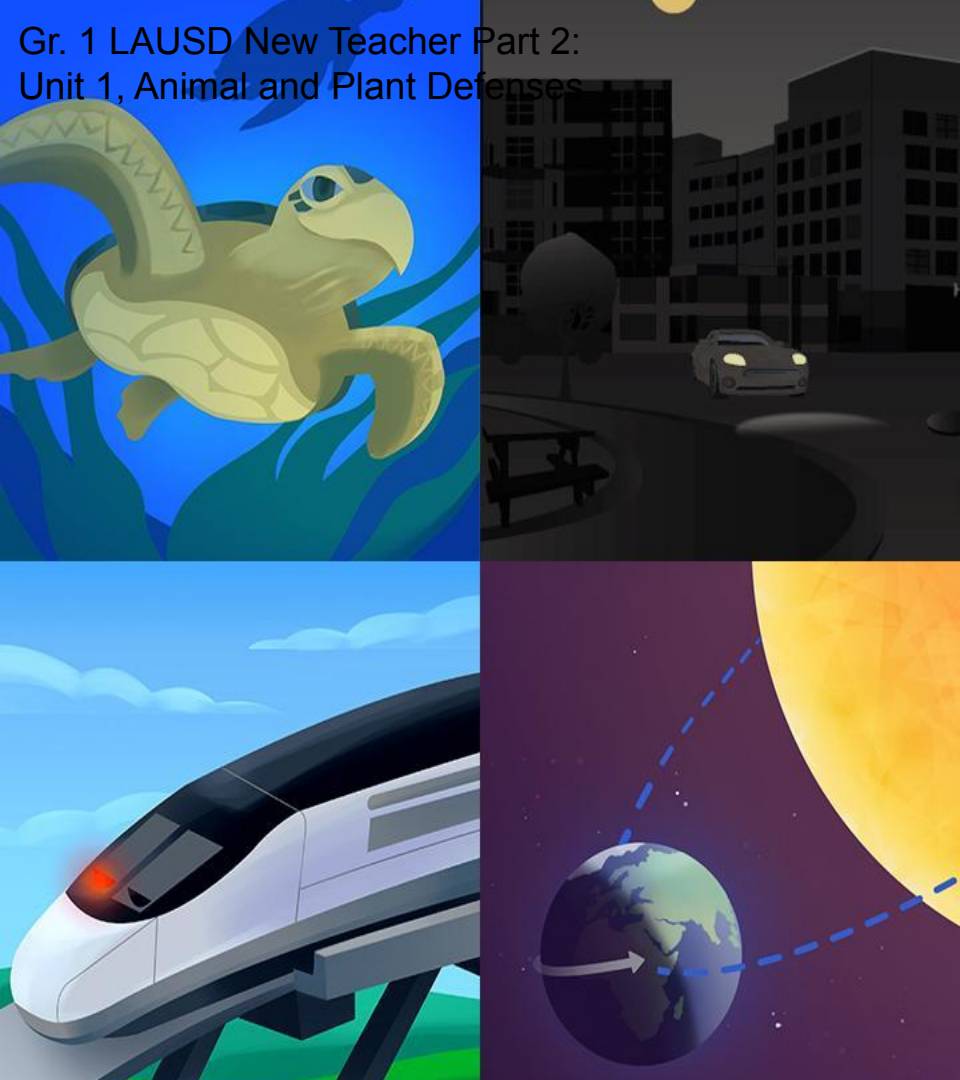
Skim the Chapter 1 Coherence Flowchart.

Think about how you might use the Coherence Flowchart to summarize learning throughout Chapter 1.



# Questions?







## Plan for the day: Part 2


- Part 1 Review
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing



# The Lesson Brief

 AmplifyScience > Animal and Plant Defenses > Chapter 1 > Lesson 1.1






## Lesson 1.1: Pre-Unit Assessment


Lesson Brief  
(3 Activities)

1 TEACHER-LED DISCUSSION  
Introducing Spruce the Sea Turtle

2 TEACHER-LED DISCUSSION  
Leading a Pre-Unit-Assessment Conversation

3 HANDS-ON  
Playing the Survival Game

 RESET LESSON

 GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation



Standards


### Overview


#### Students' Initial Explanations

Students are introduced to the *Animal and Plant Defenses* unit. The teacher introduces students to their role as aquarium scientists and

### Digital Resources

-  Classroom Slides 1.1 | PowerPoint
-  Classroom Slides 1.1 | Google Slides

 Español



# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

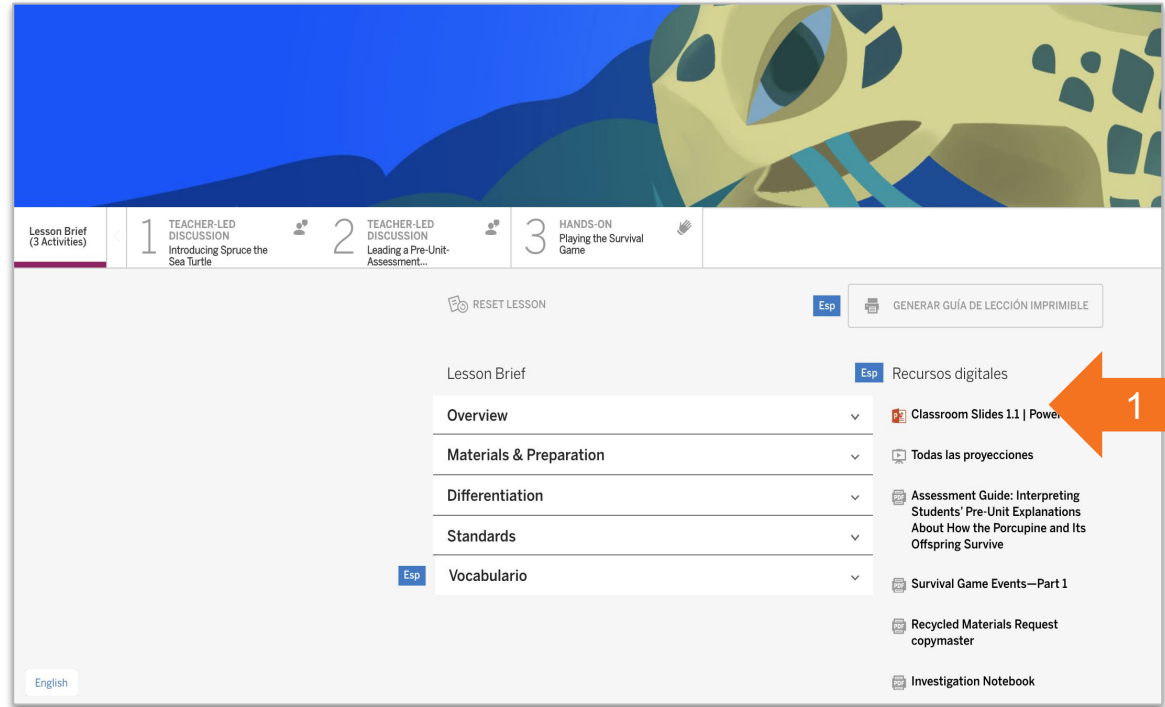
1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.

The screenshot shows a lesson planning interface with a header featuring a sea turtle illustration. Below the header is a navigation bar with three main sections: 'Lesson Brief (3 Activities)', 'TEACHER-LED DISCUSSION', and 'HANDS-ON'. The 'Lesson Brief' section is highlighted. Below this, there is a 'RESET LESSON' button and a language selector set to 'Esp'. A list of lesson components is shown, including 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulario'. Four orange arrows with numbers 1 through 4 point to specific elements: Arrow 1 points to 'Classroom Slides 1.1 | PowerPoint' in the 'Recursos digitales' section; Arrow 2 points to 'Overview'; Arrow 3 points to 'Materials & Preparation'; and Arrow 4 points to 'Differentiation'. Other visible elements include 'GENERAR GUÍA DE LECCIÓN IMPRIMIBLE', 'Todas las proyecciones', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About How the Porcupine and Its Offspring Survive', 'Survival Game Events—Part 1', 'Recycled Materials Request copymaster', and 'Investigation Notebook'.

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

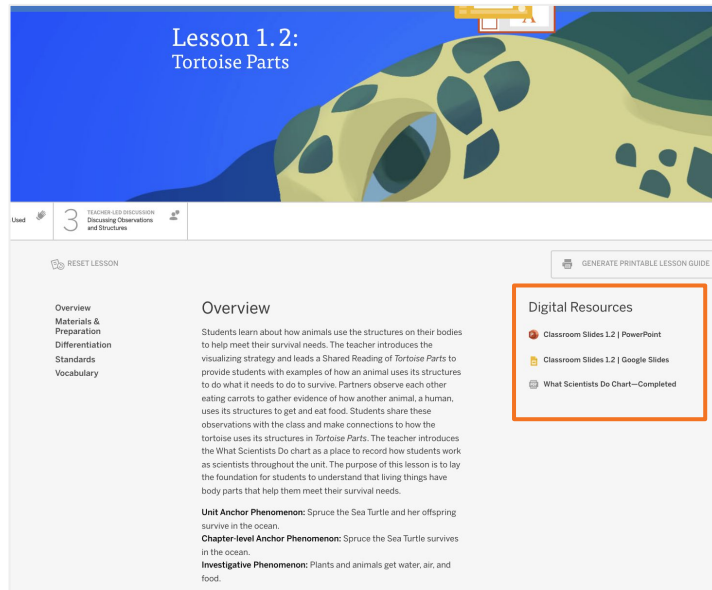
1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.



# Preparing to teach

## Classroom Slides

1. Open the **Classroom Slides** under the **Digital Resources** (a lesson of your choice)
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?



The screenshot shows the Classroom Slides interface for Lesson 1.2: Tortoise Parts. The header features a blue background with a stylized illustration of a tortoise's head and shell. The title "Lesson 1.2: Tortoise Parts" is displayed in white text. Below the header, there is a navigation bar with a "Unit" tab, a "3" indicating the current slide, and a "TEACHER-LED DISCUSSION: Discussing Observations and Structures" label. The main content area is divided into two sections: "Overview" and "Digital Resources". The "Overview" section contains a paragraph about students learning about how animals use structures on their bodies to help meet their survival needs. The "Digital Resources" section, which is highlighted with an orange border, lists three resources: "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", and "What Scientists Do Chart—Completed". A "GENERATE PRINTABLE LESSON GUIDE" button is located in the top right corner of the interface.

Lesson 1.2:  
Tortoise Parts

Unit 3 TEACHER-LED DISCUSSION: Discussing Observations and Structures

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

**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.

**Chapter-level Anchor Phenomenon:** Spruce the Sea Turtle survives in the ocean.

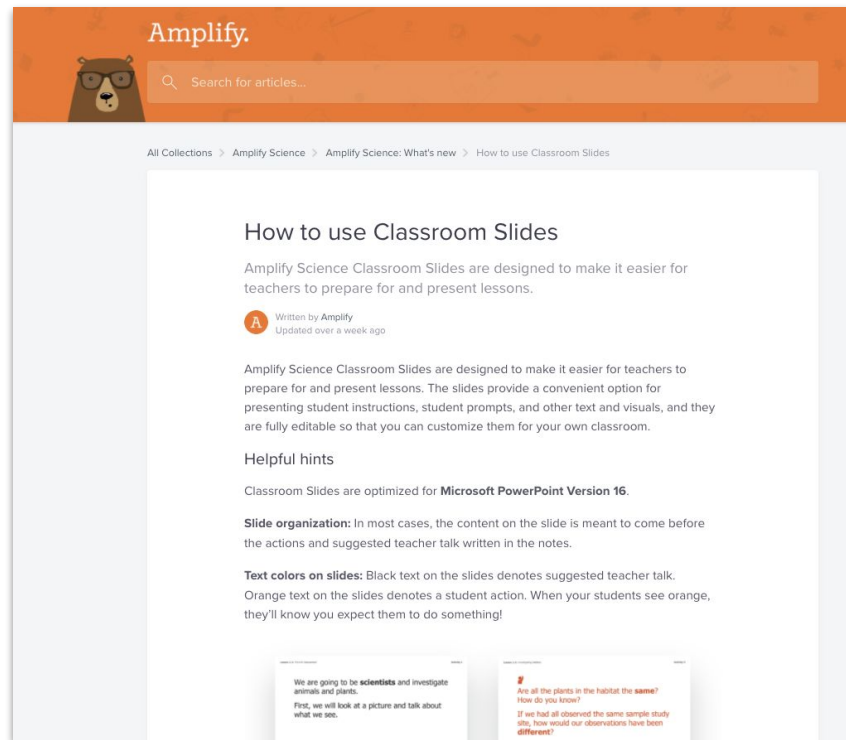
**Investigative Phenomenon:** Plants and animals get water, air, and food.

**Digital Resources**

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- What Scientists Do Chart—Completed

# Teaching with Classroom Slides

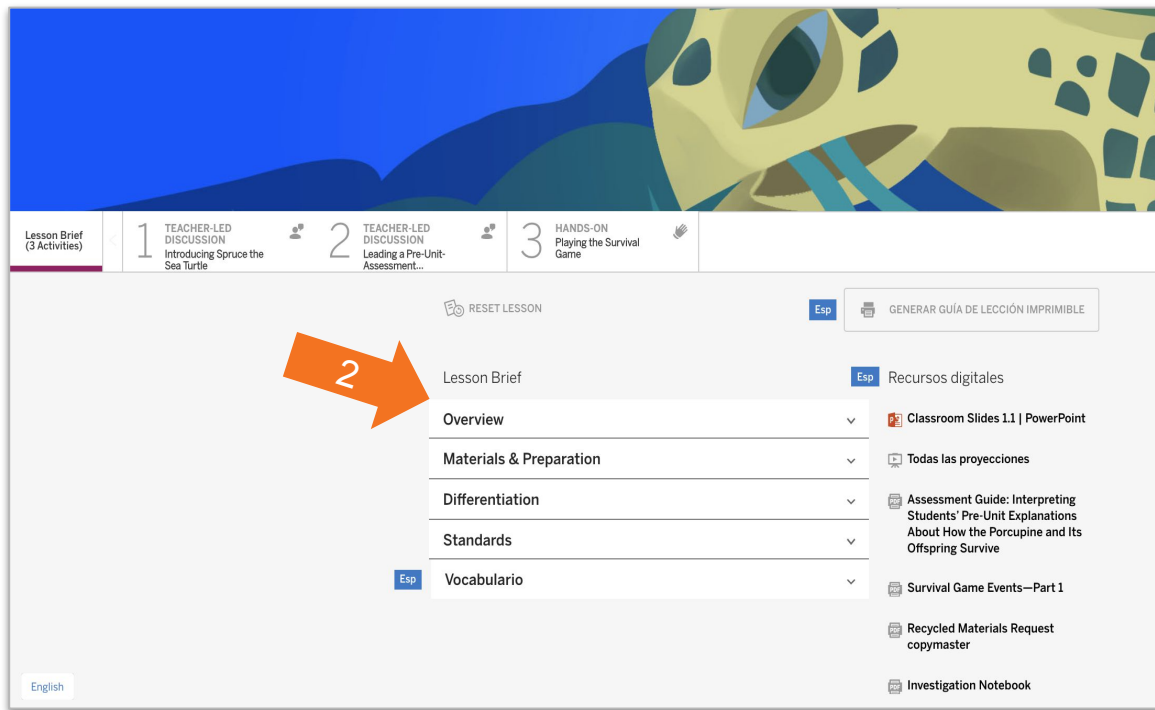
This detailed guide on the Amplify Science Help Site includes tips for teaching with Classroom Slides and information about the different symbols and activity types you'll find in the slide deck.



# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

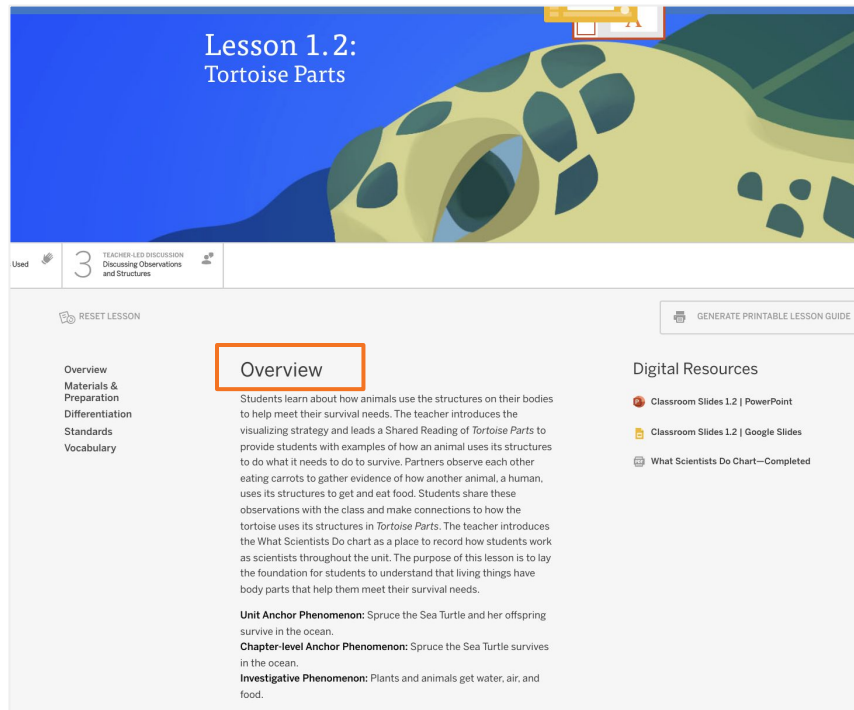
1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.



# Preparing to teach

## The Overview

- Read through the lesson overview.
- Find the purpose of the lesson.



Lesson 1.2:  
Tortoise Parts

Used 3 TEACHER-LED DISCUSSION  
Discussing Observations  
and Structures

RESET LESSON

GENERATE PRINTABLE LESSON 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.  
**Chapter-level Anchor Phenomenon:** Spruce the Sea Turtle survives in the ocean.  
**Investigative Phenomenon:** Plants and animals get water, air, and food.

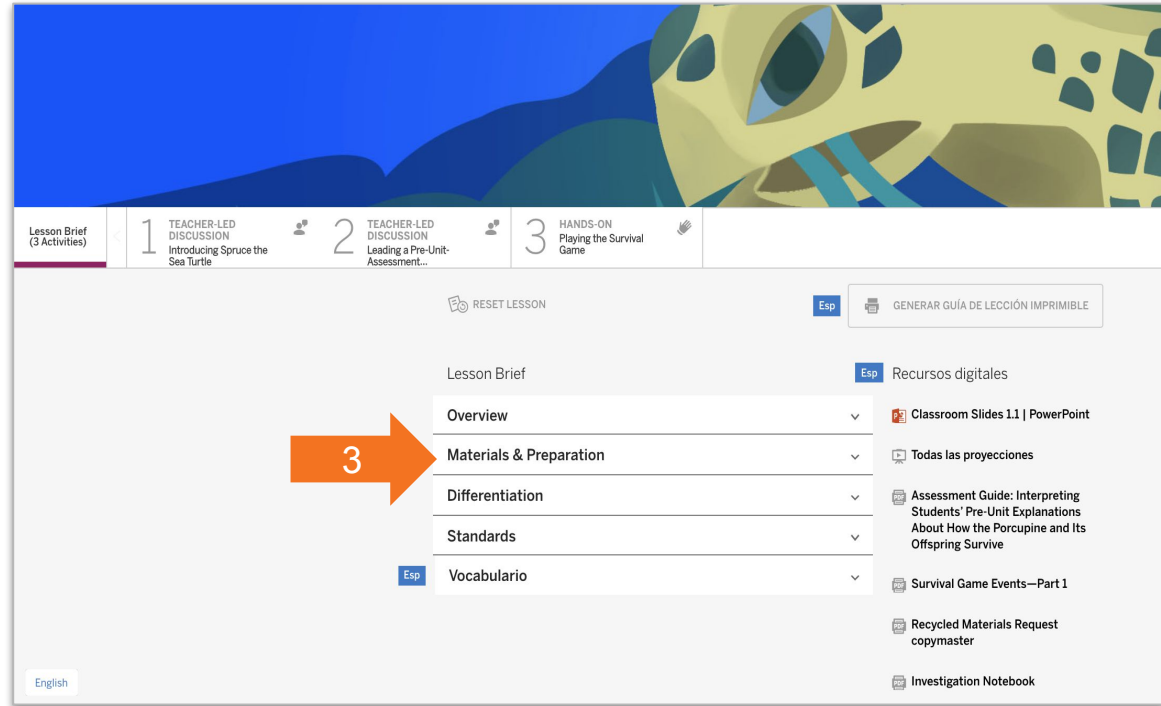
Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- What Scientists Do Chart—Completed

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.



The screenshot shows a digital interface for Lesson 1.1. At the top, there's a header with a blue sky and a green sea turtle. Below the header, there's a navigation bar with three main sections: 1. TEACHER-LED DISCUSSION (Introducing Spruce the Sea Turtle), 2. TEACHER-LED DISCUSSION (Leading a Pre-Unit Assessment...), and 3. HANDS-ON (Playing the Survival Game). The first section is currently selected. In the main content area, there's a 'Lesson Brief' section with a 'RESET LESSON' button. To the right of the Lesson Brief, there's a button labeled 'Esp' and a button labeled 'GENERAR GUÍA DE LECCIÓN IMPRIMIBLE'. Below the Lesson Brief, there's a list of documents: 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulario'. An orange arrow with the number '3' points to the 'Materials & Preparation' document. To the right of this list, there's a section labeled 'Esp' and 'Recursos digitales' with a list of resources: 'Classroom Slides 1.1 | PowerPoint', 'Todas las proyecciones', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About How the Porcupine and its Offspring Survive', 'Survival Game Events—Part 1', 'Recycled Materials Request copymaster', and 'Investigation Notebook'.



# Preparing to teach

## Materials and Prep

Review the materials needed for:

- The Classroom Wall
- For the Class
- For each pair of students (if applicable)
- Preparation

### Materials & Preparation

#### Materials

##### For the Classroom Wall

- 2 vocabulary cards: *observe*, *structure*

##### For the Class

- *Tortoise Parts* big book
- 1 index card (4" x 6")\*
- 1 sheet of paper (8.5" x 11")\*
- pencil with eraser\*
- 1 sheet of chart paper\*
- marker\*
- masking tape\*

##### For Each Student

- 1 small plastic cup, 2 oz.
- 1 baby carrot\*

\*teacher provided

#### Preparation

##### Before the Day of the Lesson

###### 1. Gather the following materials for the classroom wall:

- 2 vocabulary cards: *observe*, *structure*

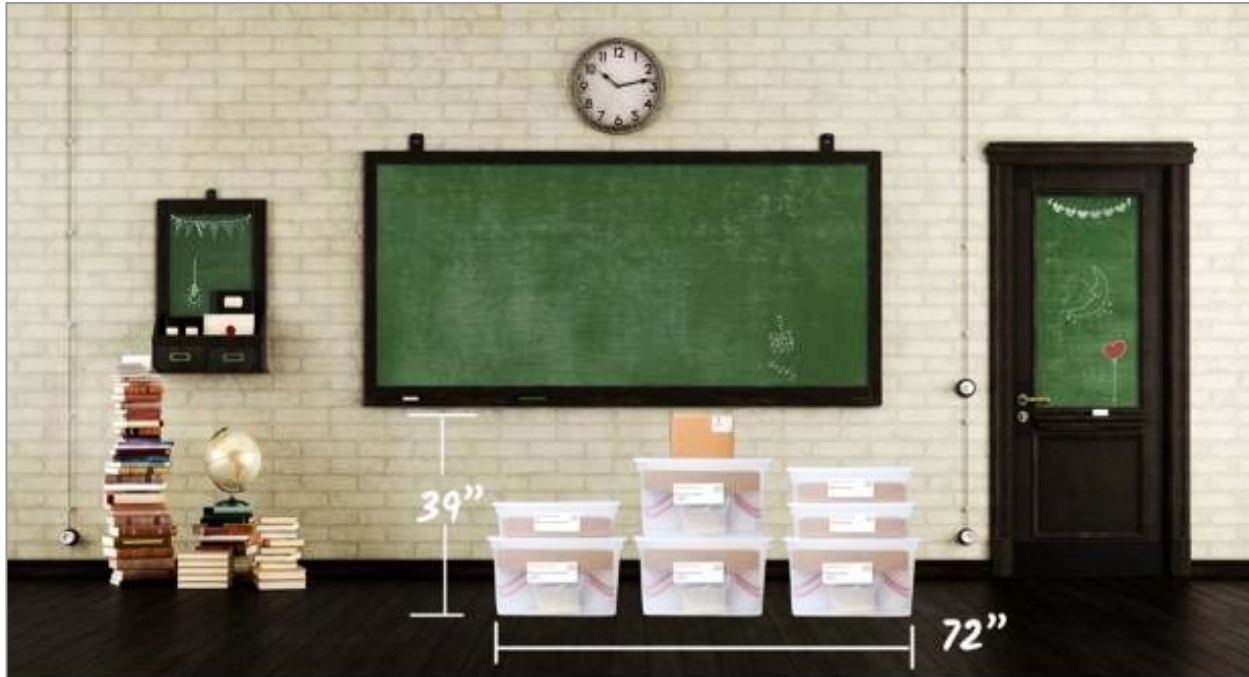
###### 2. Locate the following materials (in your *Animal and Plant Defenses kit*). You will also need to locate a white, unlined 4" x 6" index card.

- small plastic cup, 2 oz.
- *Tortoise Parts* big book

###### 3. Prepare for the Carrot Eating activity. In Activity 2 of this

# Prepping Hands-On Materials for the Unit

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



### Classroom Kits

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

LAUSD Microsite-  
<https://amplify.com/lausd-science>



# Welcome to Amplify Science!

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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!

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

# 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

## Inheritance and Traits

JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

Full Teacher's Guide

(Includes Unit Guide & all 22 Lesson Guides)

Generate

Lesson Guides Only

(on Guides)

OPEN IN NEW TAB

RESET LESSON

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

### Overview

Through reading an informational text, students continue to explore how organisms can be similar and different. Students read the book *Blue Whales and Buttercups*, which provides many examples of the great diversity of organisms on Earth and the many ways in which they can be similar and different. Students are introduced to the sense-making strategy of asking questions and use this strategy to help them understand and engage with the book. The purpose of this lesson is to introduce students to the concept that even though organisms can be quite different, they are all related.

Chapter 3: Why isn't  
lf 44 like the  
on Valley Pack in  
ting style and...

6 Lessons

## Inheritance and Traits

### Lesson Guides

Chapter 1  
Activities



### Chapter 1 Activities

#### Lesson 1.1: Pre-Unit Assessment

- 1 Introducing the Unit
- 2 Writing Initial Explanations
- 3 Introducing the Investigation Notebook
- 4 Previewing the Reference Book

TEACHER-LED DISCUSSION

WRITING

TEACHER-LED DISCUSSION

STUDENT-TO-STUDENT DISCUSSION

#### Lesson 1.2: Blue Whales and Buttercups

- 1 Introducing Asking Questions
- 2 Partner Reading
- 3 Reflecting on Relatedness

TEACHER-LED DISCUSSION

READING

TEACHER-LED DISCUSSION

#### Lesson 1.3: Observing Similarities and Differences

- 1 Observing Similarities and Differences in Animals
- 2 Observing Bird Traits
- 3 Thought Swap

STUDENT-TO-STUDENT DISCUSSION

STUDENT-TO-STUDENT DISCUSSION

#### Lesson 1.4: Introducing Species

- 1 Observing Bird Sounds
- 1 Identifying Songbirds
- 2 Sorting Bear Species
- 3 Introducing the Problem Students Will Investigate

TEACHER

TEACHER-LED DISCUSSION

HANDS-ON

TEACHER-LED DISCUSSION



HANDS-ON



# Hands On Material Organization

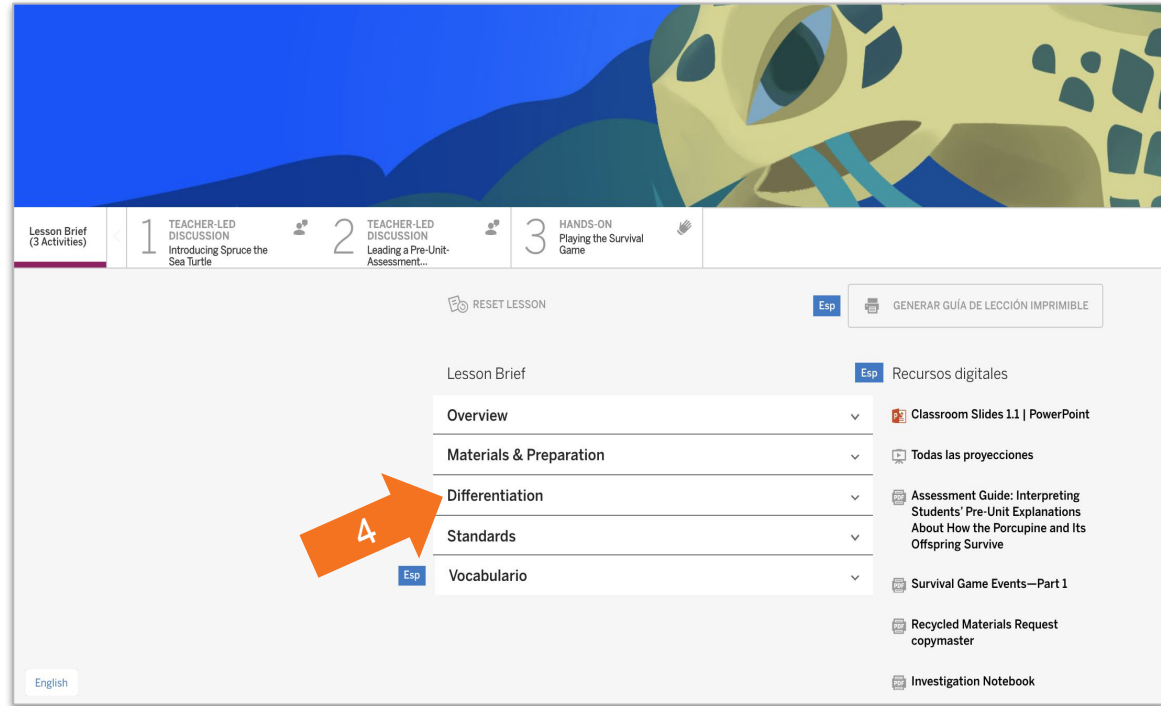
Completed for Inheritance  
and Traits

Chapter/Lesson	Activity	Prep Prior	Prep Day of	What to do
1.3	1	X		<b>Prep Prior:</b> For each group of 4: • 1 set of Animal Cards, clipped together (10 cards/set), I put them in envelopes and label them. For each group of 2: 1 set of Bird Cards, clipped together (8 cards/set)
1.4	2	X		<b>Prep Prior:</b> Bird cards from prior lesson, locate the Bear cards. Each pair of students will receive 1 bear card. Here are the bear groupings : • Black bear: 1, 5, 9, 13, 17 • Brown bear: 2, 6, 10, 14, 18 • Spectacled bear: 4, 8, 12, 16, 20 • Sun bear: 3, 7, 11, 15, 19
1.5	1	X		<b>Prep Prior:</b> For each group of 4: 1 set of Elk Mountain Pack Data Cards, clipped together (6 cards/set)
2.4	2	X	X	<b>Prep Prior:</b> Print out Parent 1 and 2 Instructions copymaster. Make two copies of each sheet so you have a total of three sheets of Parent 1 Instructions and three sheets of Parent 2 Instructions. Cut apart each Parent 1 and Parent 2 strip. You should have 18 Parent 1 strips and 18 Parent 2 strips. Each pair of students will receive 1 strip of instructions from each parent. Using a permanent marker, label 1 cup with "Instructions from Parent 1." On the other cup, write "Instructions from Parent 2." Place the respective strips in each cup. Each pair of students will choose one Parent 1 strip of instructions and one Parent 2 strip of instructions from the cups. <b>Prep Day of:</b> Each pair will get three pieces of clay: red, green, and yellow. Each piece of clay should be about 2 inches.
3.1	2	X		<b>Prep Prior:</b> For each group of 4: 1 set of Flamingo Family Data Cards, clipped together (3 cards/set)
3.3	3	X		<b>Prep Prior:</b> For each group of 4: Label 3 cups: cup 1, cup 2, cup 3. Each group will also need 1 bottle of red and 1 bottle of blue food coloring. Note: Each group will need approximately one cup of water for each of the three cups. Teacher will need to provide three stalks of celery (the lighter, inner stalks with leaves intact work best) per group. The length of the celery stalks you will need for the investigation will depend on the thickness of the stalks. Cut off the end of a stalk so the stalk measures approximately 10 inches. Place the stalk in a cup of water to ensure that the stalk does not cause the cup to tip over.
3.4	1	X		Trays from previous days celery experiment
4.3	1	X		<b>Prep Prior:</b> For each group of 4: 1 set of Sparrow Family Data Cards, clipped together (3 cards/set) For each group of 2: crayons and/or color pencils (minimum: gray, brown, black, yellow, pink)*

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.





# Preparing to Teach

## Lesson-specific differentiation

- Embedded supports
- Potential challenges
- Strategies for:
  - English Learners
  - Students who need more support
  - Students who need more challenge

### Differentiation

#### Embedded Supports for Diverse Learners

**Gradual release of responsibility.** In this lesson, students are introduced to the strategy of visualizing. Explicitly modeling how you evaluate you picture what is described in a book or imagine how something shown in a photograph or illustration would look as it moves prepares students to use this strategy more independently later in the unit. As the unit proceeds, students will practice visualizing with less teacher modeling and explicit support.

**Shared Reading.** Engaging in Shared Reading provides more support for reading and understanding at the beginning of the unit as students build their vocabulary and scientific knowledge. The book *Tortoise Parts* was designed to support a rich Shared Reading experience, during which you will guide students in reading, visualizing, and making sense of the text. *Tortoise Parts* has a repetitive sentence structure and text layout that may help students read some of the text along with you.

**What Scientists Do chart.** In this lesson, students are introduced to the What Scientists Do chart. By creating this chart with the class, you will model a way to organize information. The chart uses simple illustrations, which the teacher draws, to connect new concepts about the role of scientists to key vocabulary words (e.g., the word *observe* in this lesson). This chart records new information in an organized manner and provides an ongoing and accessible visual reference for students. The end result is a class reference tool that helps solidify new terms and related concepts in students' minds.

**Multimodal instruction.** Students gather evidence about how animals use body parts to meet their needs (particularly, their need for food) from text and photographs in a book, by eating a carrot, by observing their partner eat a carrot, and by discussing. Having experience with key ideas in many modalities gives students multiple opportunities to make sense of the concepts, as well as provides students who learn in different ways with different entry points.

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.

The screenshot shows a lesson planning interface with a header featuring a sea turtle illustration. Below the header is a navigation bar with three main sections: 'Lesson Brief (3 Activities)', 'TEACHER-LED DISCUSSION', and 'HANDS-ON'. The 'Lesson Brief' section is highlighted. Below this, there is a 'RESET LESSON' button and a language selector set to 'Esp'. A list of lesson components is shown, including 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulario'. Four orange arrows with numbers 1 through 4 point to specific elements: Arrow 1 points to 'Classroom Slides 1.1 | PowerPoint' in the 'Recursos digitales' section; Arrow 2 points to 'Overview'; Arrow 3 points to 'Materials & Preparation'; and Arrow 4 points to 'Differentiation'. Other visible elements include 'GENERAR GUÍA DE LECCIÓN IMPRIMIBLE', 'Todas las proyecciones', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About How the Porcupine and Its Offspring Survive', 'Survival Game Events—Part 1', 'Recycled Materials Request copymaster', and 'Investigation Notebook'.

Lesson ____		Activity Overview	
What is the purpose of this lesson?		Activity 1 (##min)	
	From the lesson overview		
What will students learn?		Activity 2 (##min)	
3-D Statement (identify SEP, CCC, and DCI):		Activity 3 (##min)	
	From the lesson standards		
Student Resources:		Activity 4 (##min)	
	From the lesson materials and preparation		
Assessment Opportunities:		Activity 5 (##min)	
	From the lesson at a glance in the overview or classroom slides		

From the Lesson at a glance in the overview

From the lesson overview

From the lesson standards

From the lesson materials and preparation

From the lesson at a glance in the overview or classroom slides

Lesson <u>1.2</u>	Activity Overview	
What is the purpose of this lesson?	Activity 1 (5 min)	
What will students learn?	Activity 2 (15 min)	
3-D Statement (identify SEP, CCC, and DCI):	Activity 3 (10 min)	
Student Resources:	Activity 4 (15 min)	
Assessment Opportunities: n/a	Activity 5 (## min)	

(Make your own copy first before planning)

1. Make a copy of this planning slide.
2. Download the classroom slides for the lesson you would like to plan
3. Insert the planning slide at the front of the classroom slide deck
4. Navigate at the lesson level to answer the questions on this slide
5. Make edits directly on your side deck to meet the needs of your students

## Digital Resources



Classroom Slides 1.1 | PowerPoint



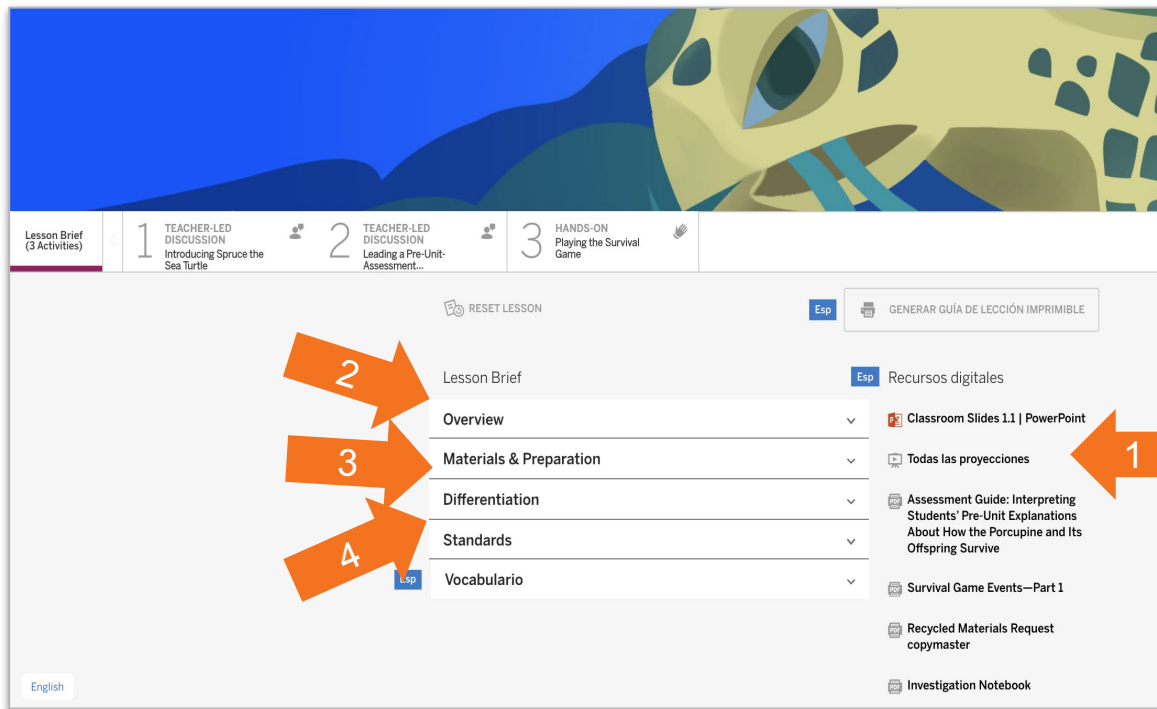
Classroom Slides 1.1 | Google Slides

Lesson ____	Activity Overview	
<p>What is the purpose of this lesson?</p> <p>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</p>	<p><b>Activity 1</b> (20 min)</p>	<p><b>Reading: Tortoise Parts</b></p>
<p>What will students learn?</p> <p>Visualizing how something happens can help scientists understand pictures and words as they read. Observing animals and plants helps scientists understand how living things survive. Animals have structures with functions that help them get and eat their food. Scientists start with questions and conduct investigations to find answers.</p>	<p><b>Activity 2 (15 min)</b></p>	<p><b>Observing Structures Used to Eat</b></p>
<p>3-D Statement (identify SEP, CCC, and DCI):</p> <p>Students read the book <i>Tortoise Parts</i> and observe one another eating carrots in order to obtain and evaluate information about structures (body parts) that animals use to meet specific survival needs (structure and function).</p>	<p><b>Activity 3 (10 min)</b></p>	<p><b>Discussing Observations and Structures</b></p>
<p>Student Resources:</p> <p>1 small plastic cup, 2 oz</p> <p>1 baby carrot*</p>	<p><b>Activity 4</b> (xx min)</p>	
<p>Assessment Opportunities:</p> <p>Activity 1</p>	<p><b>Activity 5</b> (xx min)</p>	

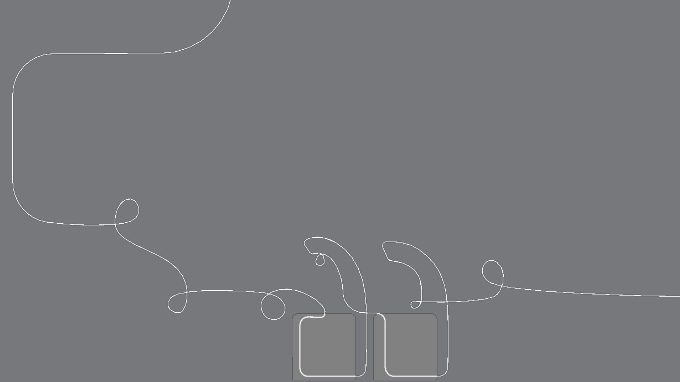
# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

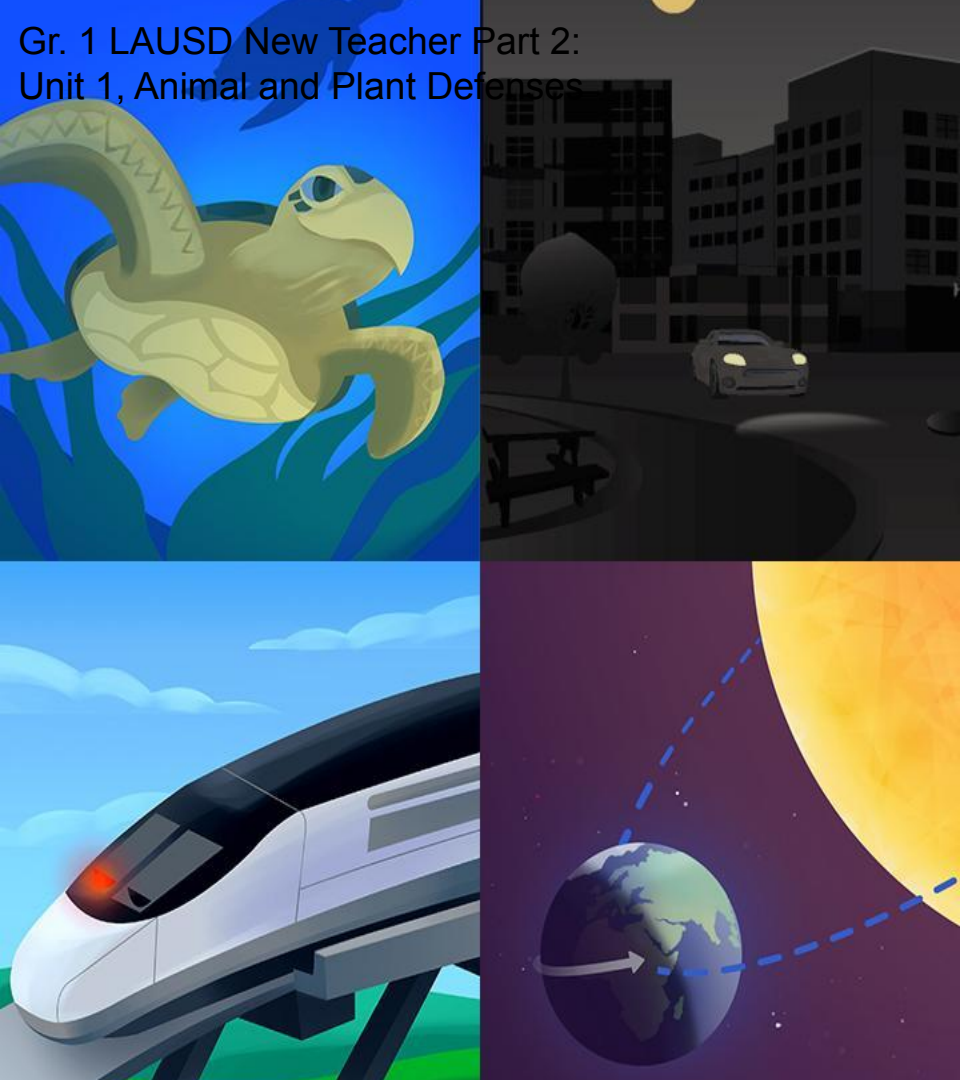
1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.
5. If you have time, navigate to **Lesson 1.3** and repeat steps 1-4.



# Questions?







## Plan for the day: Part 2

- Part 1 Review
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

# Additional resources

## Welcome, caregivers!

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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



Grades 6-8



[Caregivers](#)

LAUSD Microsite-  
<https://amplify.com/lausd-science>



# Welcome to Amplify Science!

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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.

The screenshot shows the Amplify Science Program Hub interface. At the top, the Amplify Science logo is circled in orange. Below it, the title 'Animal and Plant Defenses' is displayed with a large illustration of a sea turtle. A sidebar on the left contains a 'JUMP DOWN TO UNIT GUIDE' button and two chapter cards: 'Chapter 1: How does Spruce the Sea Turtle do what she needs to do to survive?' (5 Lessons) and 'Chapter 2: How does Spruce the Sea Turtle do what she needs to do to survive?'. At the bottom left, there is a language toggle for 'Español'.

The screenshot shows the Amplify Science mobile app interface. The Amplify Science logo is at the top. Below it, there is a 'Hello Teacher Martin' greeting and a 'Log Out' button. A 'Go To My Account' button with a star icon is also present. A 'Classroom Language Settings' button is located below. A grid of icons represents different resources: 'CALIFORNIA INTEGRATED CA Science Program Guide', 'ELA Professional Learning', 'ELA Resources', 'Interim Assessments', 'Program Hub' (circled in orange), 'Science Program Guide', 'FLORIDA EDITION Standards Map', and 'Help'.

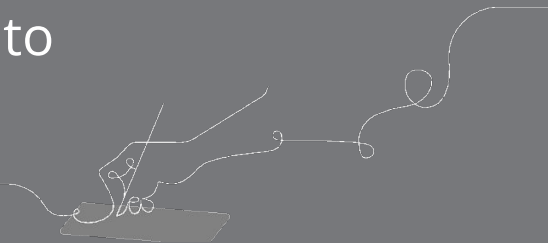
The screenshot shows the Amplify Science Program Hub desktop interface. The header includes the Amplify Science Program Hub logo, a 'HELP CENTER' link, and 'LAUNCH PROGRAMS' and 'TEACHER LAMBERTSEN' links. The main content area is titled 'Welcome Science Educators!' and includes a message: 'The Amplify Science Program Hub was created to provide you with resources, tools, and advice for all stages of your implementation. Want a tour? Click [here!](#)'. Below this, there are three main sections: 'Remote and hybrid learning resources' (circled in orange), 'Professional Learning Resources', and 'Additional Unit Materials'. Each section has a corresponding icon and a brief description.

The screenshot shows the Amplify Science Program Hub desktop interface, specifically the 'Pushes and Pulls' section. The section title is 'Pushes and Pulls' with a dropdown arrow. Below the title, there are tabs for '@Home Unit', '@Home Videos' (circled in orange), 'Hands-on investigations videos', and 'Read-Aloud Videos'. The '@Home Videos' tab is active, showing a language dropdown set to 'English'. Below the tabs, there is an 'Instructions >' link. The main content area displays a grid of lesson cards: 'PAP Lesson 1.1', 'PAP Lesson 1.2', 'PAP Lesson 1.3', 'PAP Lesson 1.4', 'PAP: Lesson 1.5', and 'PAP: Lesson 2.1'. Each card has an external link icon.

# 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](mailto:help@amplify.com)



800-823-1969



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

