

# Amplify Science

## New Teachers: Part 2

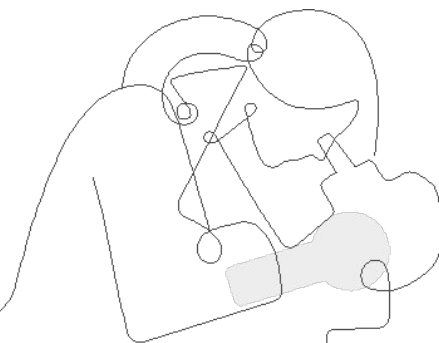
### Unit 1 - Guided Planning

#### Grade K: Needs of Plants and Animals

School/District Name: LAUSD

Date:

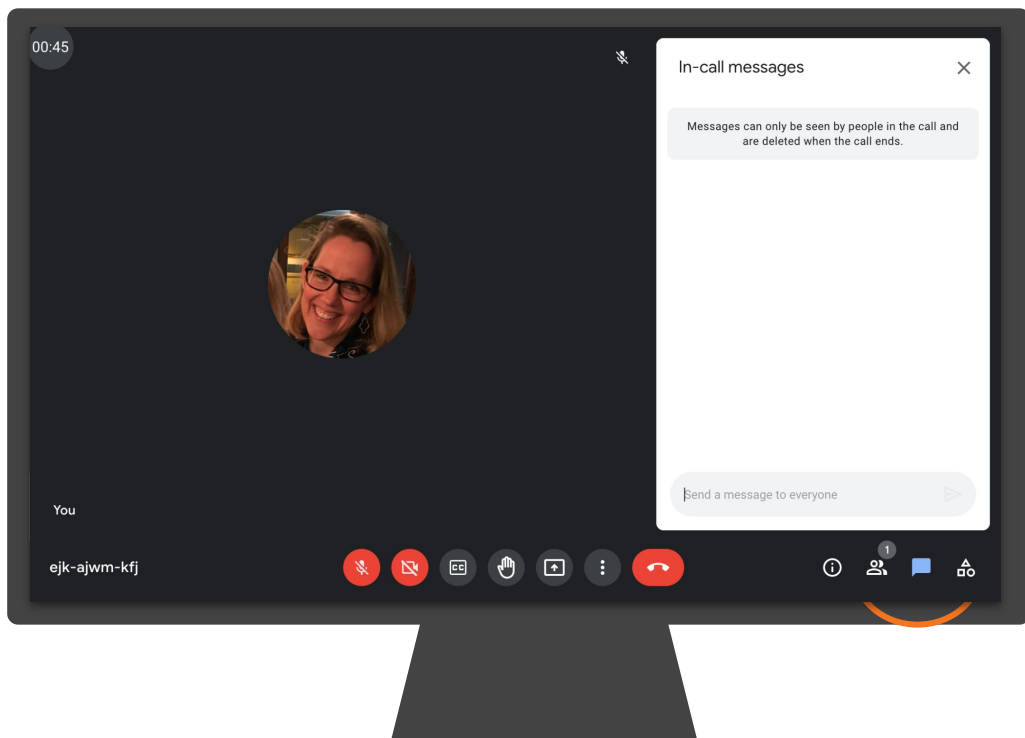
Presented by:



# 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.



[About Los Angeles Unified](#)
[Find a School](#)
[Offices](#)
[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  
[Getting Started Guide](#)  
**Other Info:** App to be installed for Course Admins only


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**Textbook Title(s):**  
 NA



[mCLASS Portal](#)


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**Textbook Title(s):**  
 NA




# LOS ANGELES UNIFIED


## COURSES




Course Options




Materials




Updates




Gradebook




Grade Setup




Mastery




Amplify Reading: Teacup




Amplify Science: Elementary



Amplify Science: Middle School




mCLASS Portal



mCLASS Student




# This year's app(s).



LOS ANGELES UNIFIED SCHOOL DISTRICT

About Los Angeles Unified Find a School Offices Classic View



LOS ANGELES UNIFIED SCHOOL DISTRICT

About Los Angeles Unified Find a School Offices Classic View Families Employees

COURSES GROUPS RESOURCES TOOLS

Back to Schoology Home Page

## 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](https://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

### All Amplify Products



### Grade Sync for MS Science




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- To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit".
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**Publisher Name** Starts With 

**Content Area** All

**Grade Level** All

**Content Type** All

**Textbook Title** Starts With

Submit

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

 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](#)



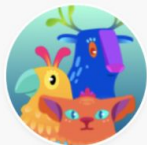
[mCLASS Assessment](#)



[mCLASS Reporting](#)



[Reading 6-8](#)



[Reading K-5](#)



[Science](#)



[Vocabulary](#)



## Amplify. on Schoology

2021-2022



# Schoology

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



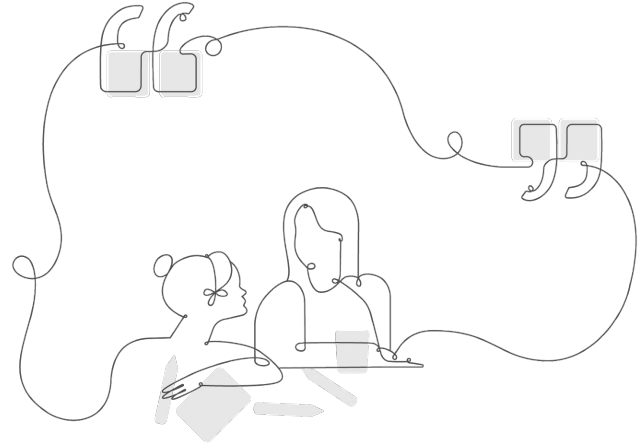
# Upcoming LAUSD Office Hours

**Last working Monday of the month**

**Next Office Hour:**

**January 31, 2022**

- Monday, (4-5pm)



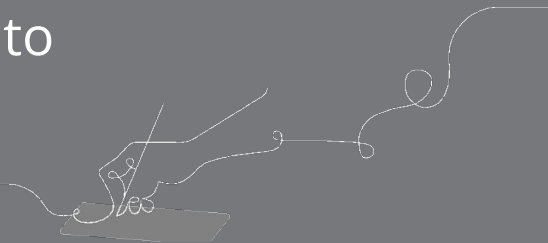
**<https://meet.google.com/uwc-uuaz-qdc?authuser=0>**

## Part 2: Guided Planning

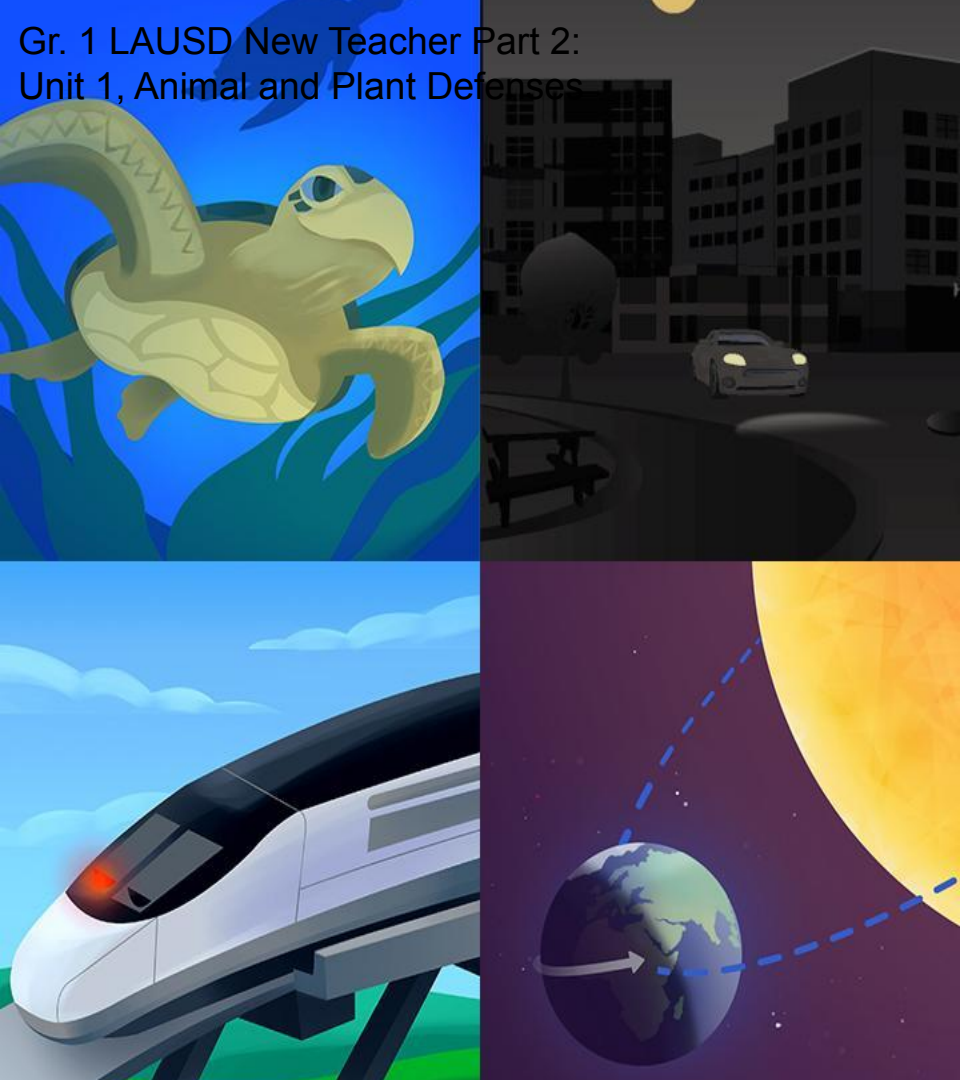
# Overarching goals

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.

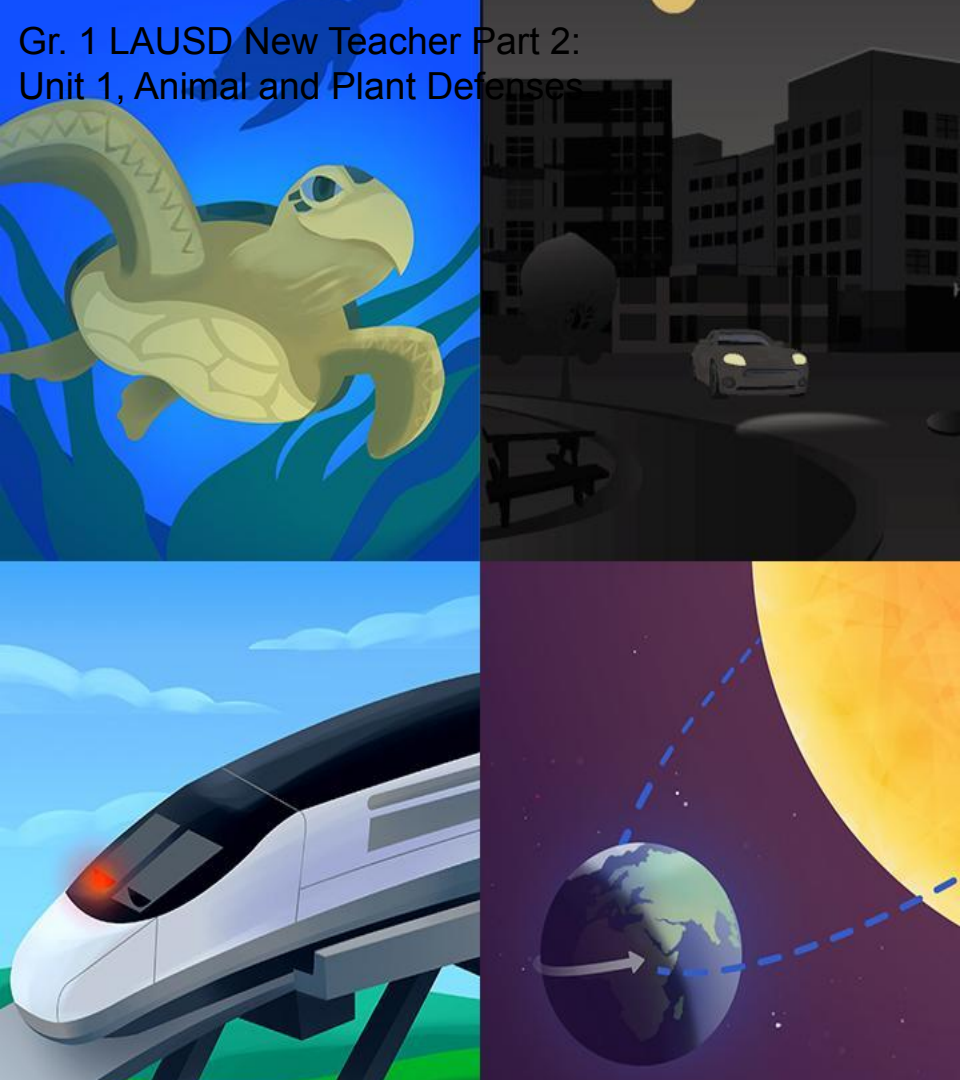






## Plan for the day: Part 2

- 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: Kindergarten

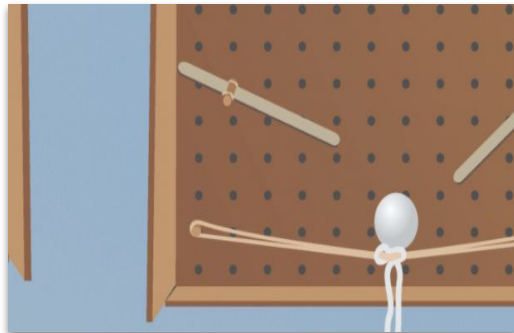


Needs of Plants and Animals

**Domain:** Life Science

**Unit type:** Investigation

**Student role:** Scientist

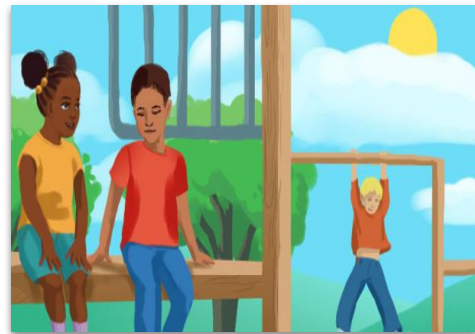


Pushes and Pulls

**Domain:** Physical Science

**Unit type:** Engineering Design

**Student role:** Pinball Engineer



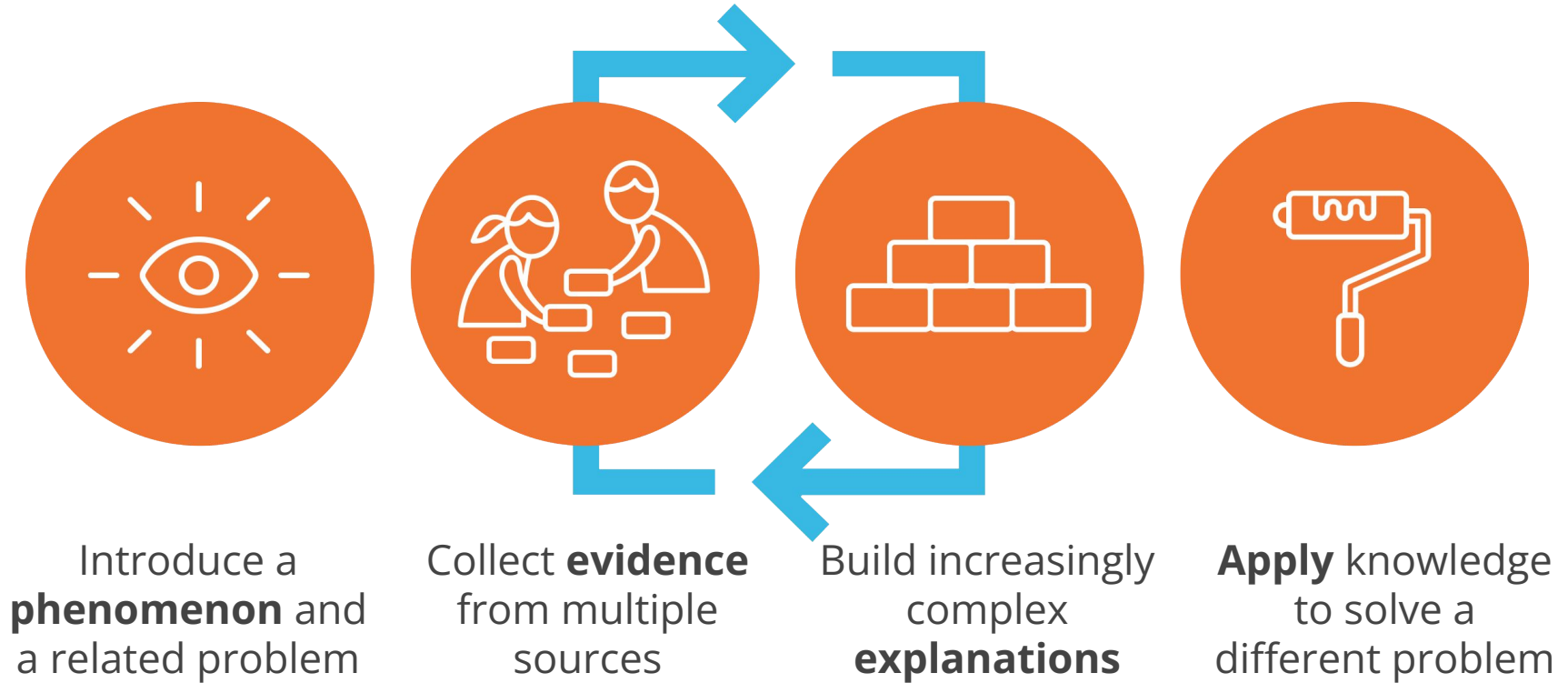
Sunlight and Weather

**Domain:** Earth and Space Science

**Unit type:** Modeling

**Student role:** Weather Scientist

# Amplify Science Approach



# Needs of Plants and Animals

What do living things need to live and grow?

Students figure out that monarch caterpillars feed on milkweed plants, and then investigate what milkweed plants need to grow. Students also examine the ways that humans change their environment in order to meet their needs and explore how people can choose to share the places they live with other living things





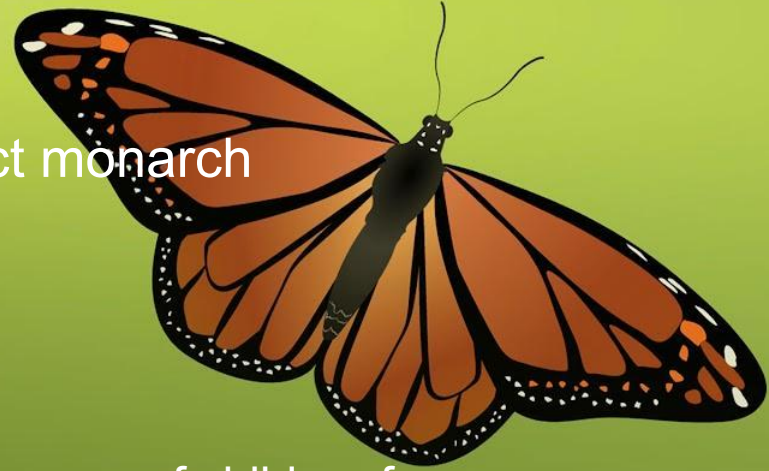
# Needs of Plants and Animals

## **Problem:**

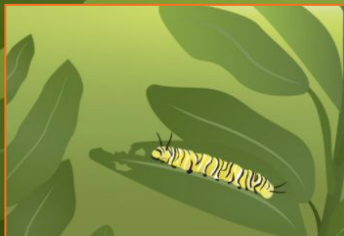
How can the kids in Mariposa Grove attract monarch caterpillars to their neighborhood?

## **Role:** Scientist

Students assume the role of scientists helping a group of children from the fictional community of Mariposa Grove to explain why there are no more caterpillars in a community garden that was converted from a field which once had caterpillars; students also advise the children on what they can do to attract the monarchs.



# Coherent storylines



Chapter 1: Why are there no monarch caterpillars since the Field was made int...

7 Lessons



Chapter 2: Why did two milkweed seeds become plants, but the other did not?

7 Lessons



Chapter 3: Why do the milkweed plants that get water grow differently?

4 Lessons



Chapter 4: How do we make the Garden a place where monarch caterpilla...

4 Lessons



# Explaining the phenomenon: Science Concepts

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



# Progress Build

## Needs of Plants and Animals

Foundational knowledge: Animals can only live in a place that has the food they need.

### Level 3

Plants also need to get light with their leaves.

### Level 2

Plants need to get water with their roots.

### Level 1

Growth is increasing in size or having new parts.

# 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>
	<a href="#">Print Materials (11" x 17")</a>
<b>Teacher References</b>	
<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:

### Needs of Plants and Animals

#### 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 the kids in Mariposa Grove attract monarch caterpillars to their neighborhood?

Student Role:

Scientists

Unit Question:

What do living things need to live and grow?

Relationship between the Unit Phenomenon and Unit Question:

Monarchs cannot live in a place that does not have the food they need. The problem enables students to develop an understanding of what plants and animals need to survive.

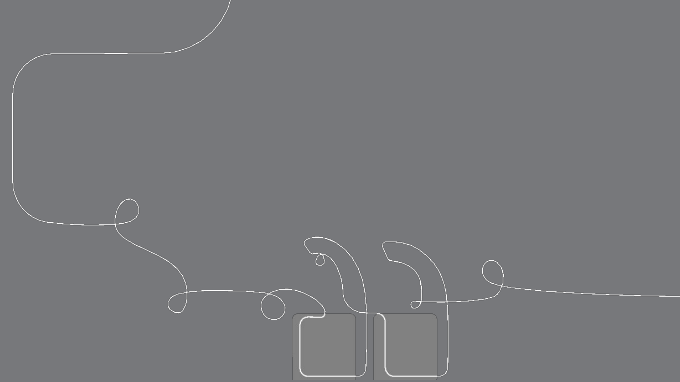
By the end of the unit, students figure out...

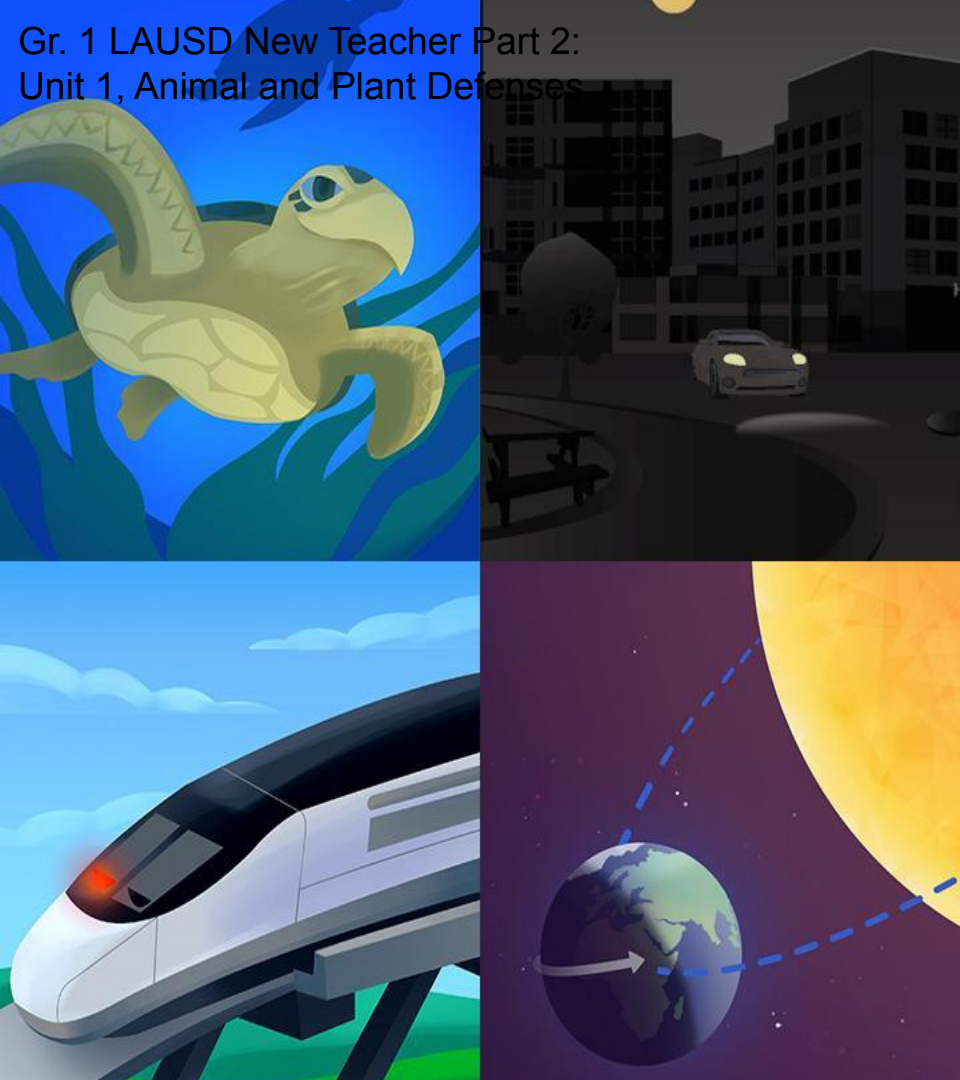
Monarch caterpillars must eat milkweed plants as they grow into monarch butterflies. Sometimes when humans grow food, they get rid of certain plants, which might be food for other animals. This is what happened in the garden.

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

Students carry out investigations to determine what plants and animals need to live and grow (systems and system models) in order to help a group of kids from the fictional town of Mariposa Grove solve the problem of why there are no longer monarch caterpillars living in a garden in their neighborhood (cause and effect)

# 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: Why are there no monarch caterpillars since the Field was made into the Garden?

[JUMP DOWN TO CHAPTER OVERVIEW](#)

<b>Lesson 1.1:</b> Pre-Unit Assessment	<b>Lesson 1.2:</b> Science Walk	<b>Lesson 1.3:</b> Observing a Place
<b>Lesson 1.4:</b> Exploring Animal Needs	<b>Lesson 1.5:</b> Investigating Animal Habitats	<b>Lesson 1.6:</b> Explaining Why There Are No Caterpillars
<b>Lesson 1.7:</b> Setting Up an Investigation		

# Needs of Plants and Animals Family Connection

The screenshot shows a lesson plan interface. At the top, a green banner contains the text 'Lesson 1.1: Pre-Unit Assessment', which is circled in red. Below the banner is a navigation bar with icons and numbers 3 and 4. The main content area is divided into three sections: 'Overview', 'Materials & Preparation', and 'Differentiation'. The 'Overview' section is active and contains the text 'Students' Initial Explanations'. To the right of the 'Overview' section is a 'Digital Resources' list. The list includes 'Classroom Slides 1.1 | PowerPoint', 'Classroom Slides 1.1 | Google Slides', 'All Projections', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field', 'Planting Guide', 'Investigation Notebook', 'Questioning Strategies for Grades K-5', 'Needs of Plants and Animals Family Connections Letter' (circled in red), 'Crosscutting Concept Tracker', and 'Eliciting and Assessing Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds'. A 'RESET LESSON' button is located at the bottom left, and a 'GENERATE PRINTABLE LESSON GUIDE' button is at the bottom right.

Lesson 1.1:  
Pre-Unit Assessment

3 STUDENT TO STUDENT  
DISCUSSION  
Leading a Pre-Unit  
Assessment Conversation

4 READING  
Reading: Science Walk

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Overview

Students' Initial Explanations

Students are introduced to the *Needs of Plants and Animals* unit. After being introduced to the work of scientists, they learn that a group of children needs their help to figure out why there are no monarch caterpillars in an area that has been changed from a field to a vegetable garden. Students discuss what they know about what plants and animals need to live in a place. 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 Systems and System Models, 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. Students also learn about the strategy of setting a purpose for reading, implementing this strategy during a Read-Aloud of the book *Science Walk*. The purpose of this lesson is to provide students with an overview of the unit context and their role as scientists in order to motivate their learning about the needs of living things throughout the unit. This lesson includes activities that might benefit from

Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- All Projections
- Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field
- Planting Guide
- Investigation Notebook
- Questioning Strategies for Grades K-5
- Needs of Plants and Animals Family Connections Letter
- Crosscutting Concept Tracker
- Eliciting and Assessing Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

## *Needs of Plants and Animals* Family Connections Letter

Dear Families,

In science class, we are working as scientists to figure out why there are no more monarch caterpillars in a community garden. We'll be working to answer the question, *What do living things need to live and grow?*

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: Why are there no monarch caterpillars since the Field was made into the Garden?

 [JUMP DOWN TO CHAPTER OVERVIEW](#)

**Lesson 1.1:**  
Pre-Unit Assessment

**Lesson 1.2:**  
Science Walk

**Lesson 1.3:**  
Observing a Place

**Lesson 1.4:**  
Exploring Animal  
Needs

**Lesson 1.5:**  
Investigating Animal  
Habitats

**Lesson 1.6:**  
Explaining Why  
There Are No  
Caterpillars

**Lesson 1.7:**  
Setting Up an  
Investigation

## Activity 1

# Introduction to Observing



## **Chapter 1 Question**

Why are there no monarch caterpillars since the Field was made into the Garden?

# Needs of Plants and Animals Classroom Wall

## **Unit Question**

What do living things need to live and grow?

## **Key Concepts**

## **Vocabulary**

scientist

## **Chapter 1 Question**

Why are there no monarch caterpillars since the Field was made into the Garden?

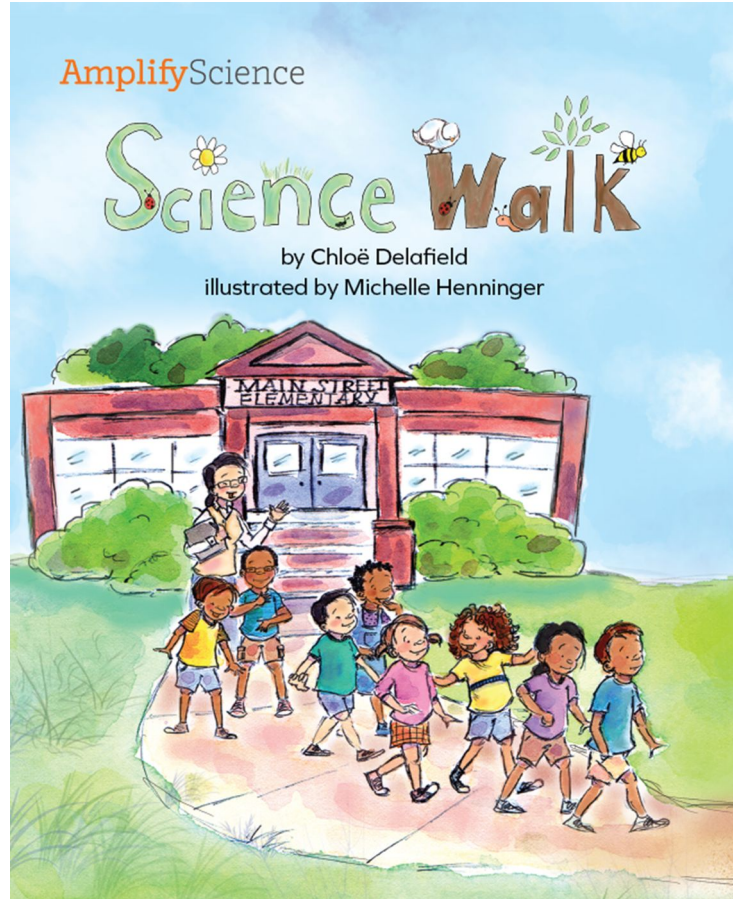
## The Field



## The Garden







What are some of the  
**ways the students**  
**learned** about the place  
by their school?

## Vocabulary



**observe**

to use any of the five senses to learn more about something

# Needs of Plants and Animals Classroom Wall

## Unit Question

What do living things need to live and grow?

## Key Concepts

## Vocabulary

scientist

observe

## Chapter 1 Question

Why are there no monarch caterpillars since the Field was made into the Garden?



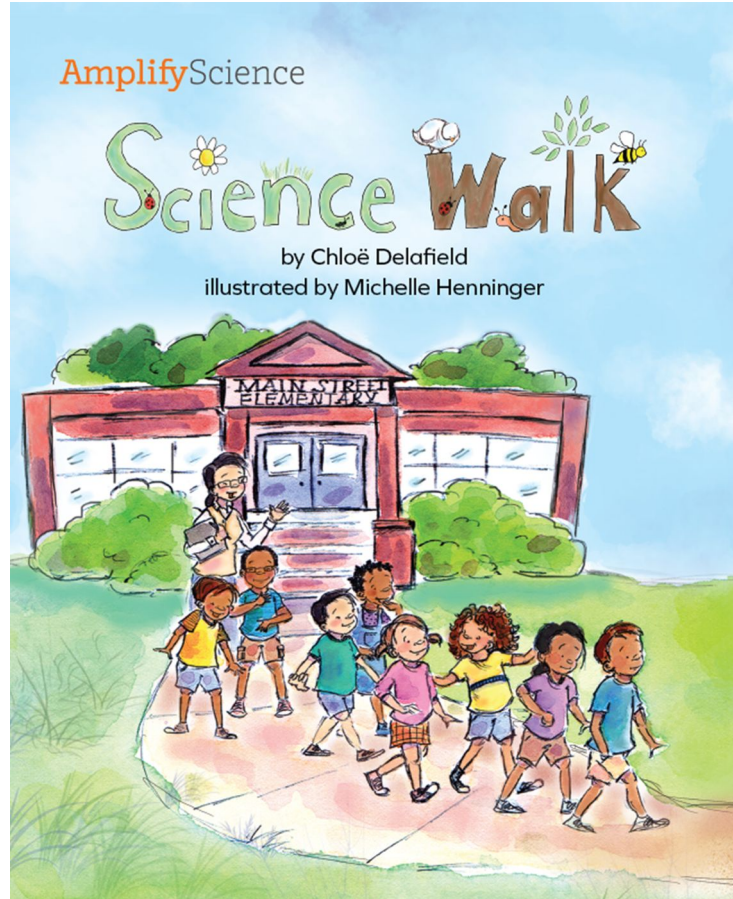
# Our Science Tool Kit



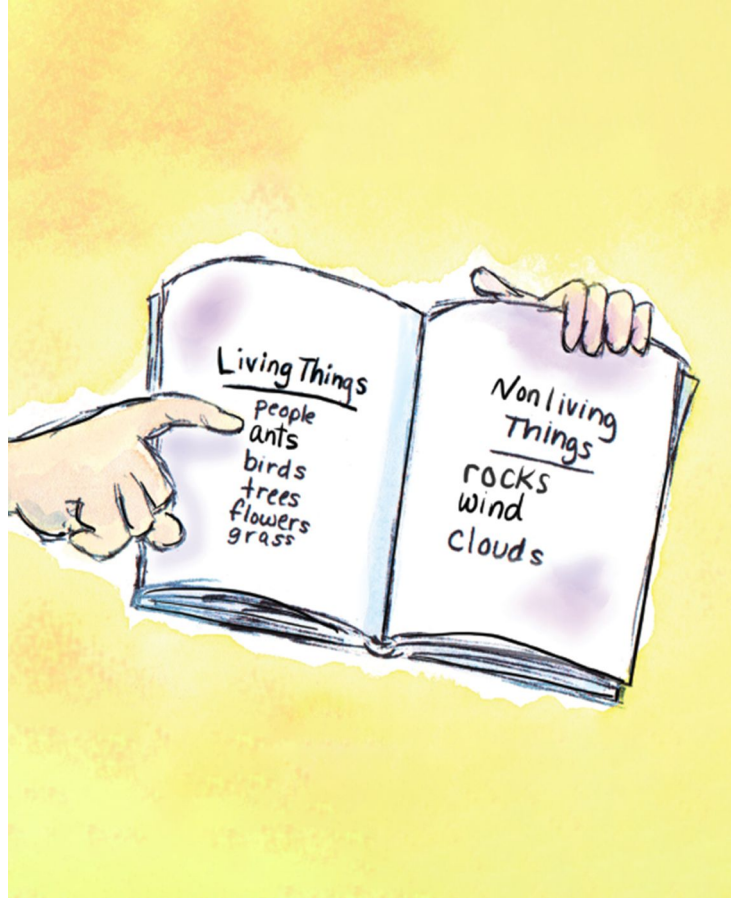
## Activity 2

# Partner Reading: Science Walk



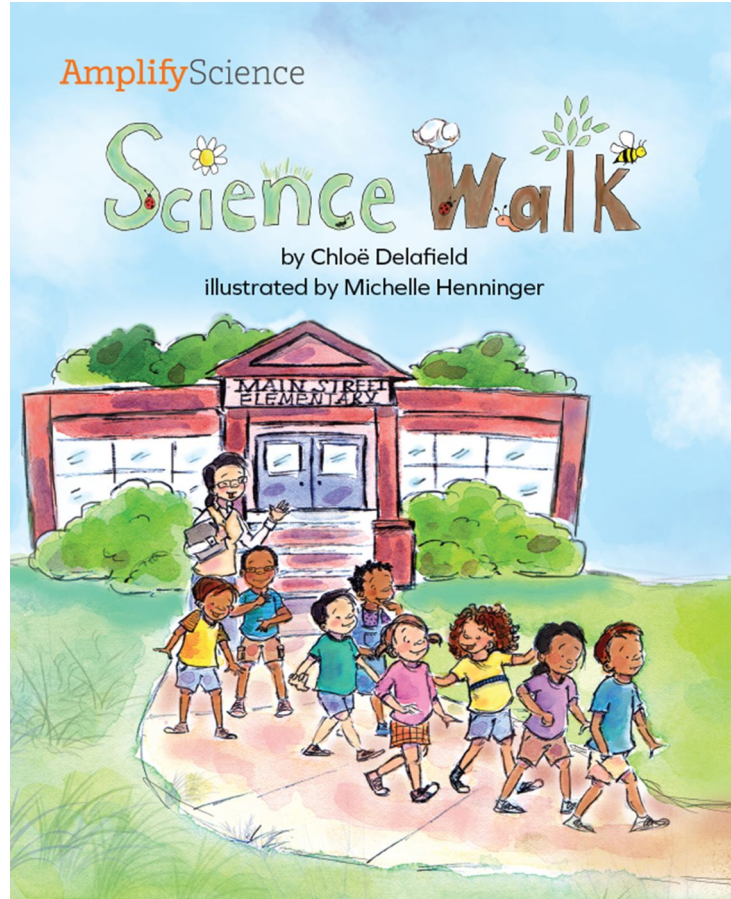


Remember, readers **set a purpose** before reading.



One thing scientists do is  
**sort things into groups.**





Our purpose for reading  
is to look for **living  
things.**

## Partner Reading



1.

Sit **next to** your partner.



2.

Put the **book between** you.



3.

**Take turns** reading and listening.

## Activity 3

# Comparing Living and Nonliving Things



We will work  
as a class to  
sort these  
cards into  
**living and  
nonliving**  
things.

giraffe



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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monkey



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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cloud



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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tree



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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grass



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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clock



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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carrot



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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notebook



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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flowers



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPS050606.03.HLS  
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Image credit: Shutterstock



**Living**

**Nonliving**



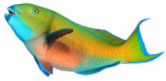
Does anything surprise you about the way these things are grouped?

## Activity 4

# Discussing Plants and Animals



Let's focus on **living things**. We will sort the blue living things cards in a different way.



Shank of Ponds and *Acetate* - *Cloning/Seeding* - *Threat Levels* - *Control* - *Costs* - *Notes*  
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 Image credit: Shutterstock



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A toucan bird with a large, colorful beak (yellow, orange, and black) and black feathers, perched on a brown branch.

Needs of Plants and Animals—Using/Not Using Things Cards—Lesson 1.2—AMP025606-01 #1.3  
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Image credit: Shutterstock



Needs of Plants and Animals—Using/Nonliving Things Cards—Lesson 1.2—JMH035506.00-01.  
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Image credit: Shutterstock



Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPE225006-01-PLS  
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Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMPE225006.CS.A1.  
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Needs of Plants and Animals—Living/Nonliving Things Cards—Lesson 1.2—AMF0250006-01-ALS  
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Image credit: Shutterstock

## Sorting Living Things



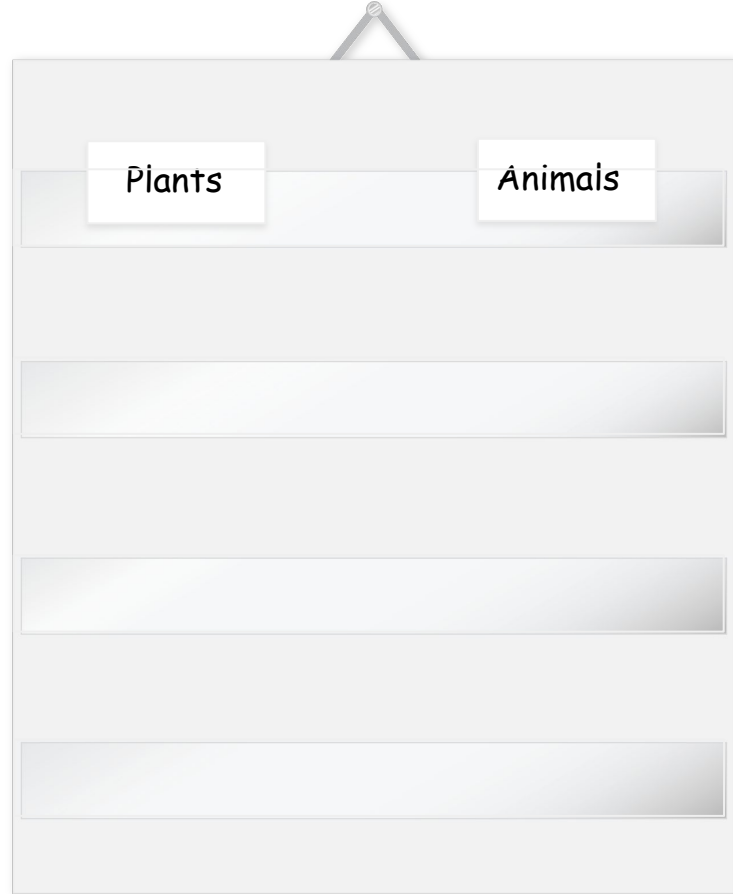
1.  
**Spread out** the cards.



2.  
**Make groups** of cards.



3.  
**Take turns.**



Plants

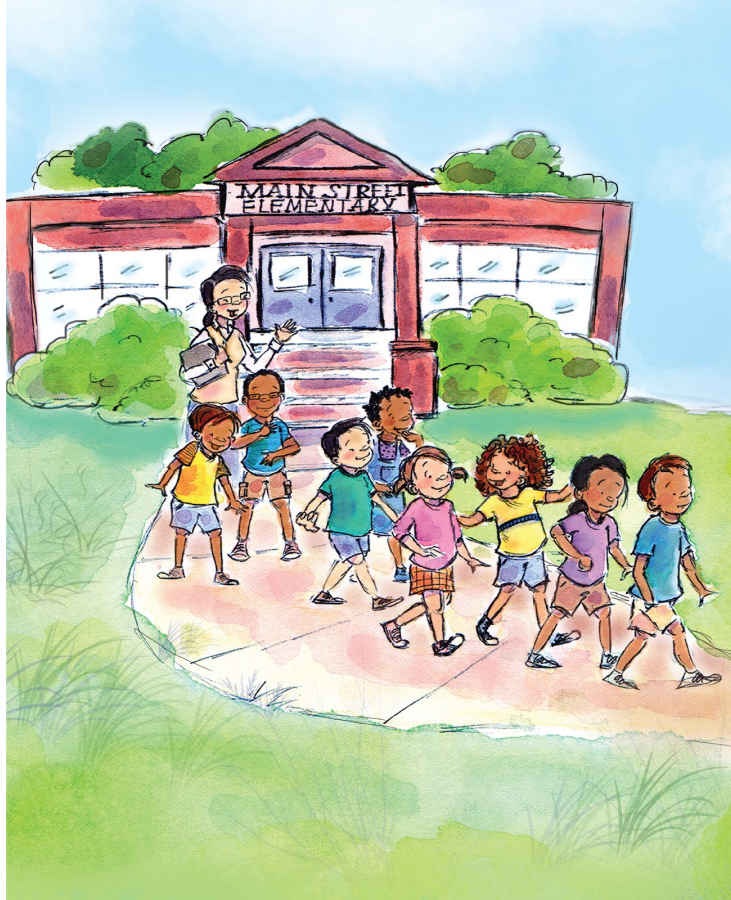
Animals

We are going to sort our **living things** into different groups.



What do you notice about the things in the **plant** group?

What do you notice about the things in the **animal** group?



In the next lesson, we will  
**go on a walk** and observe  
the things near our  
school!



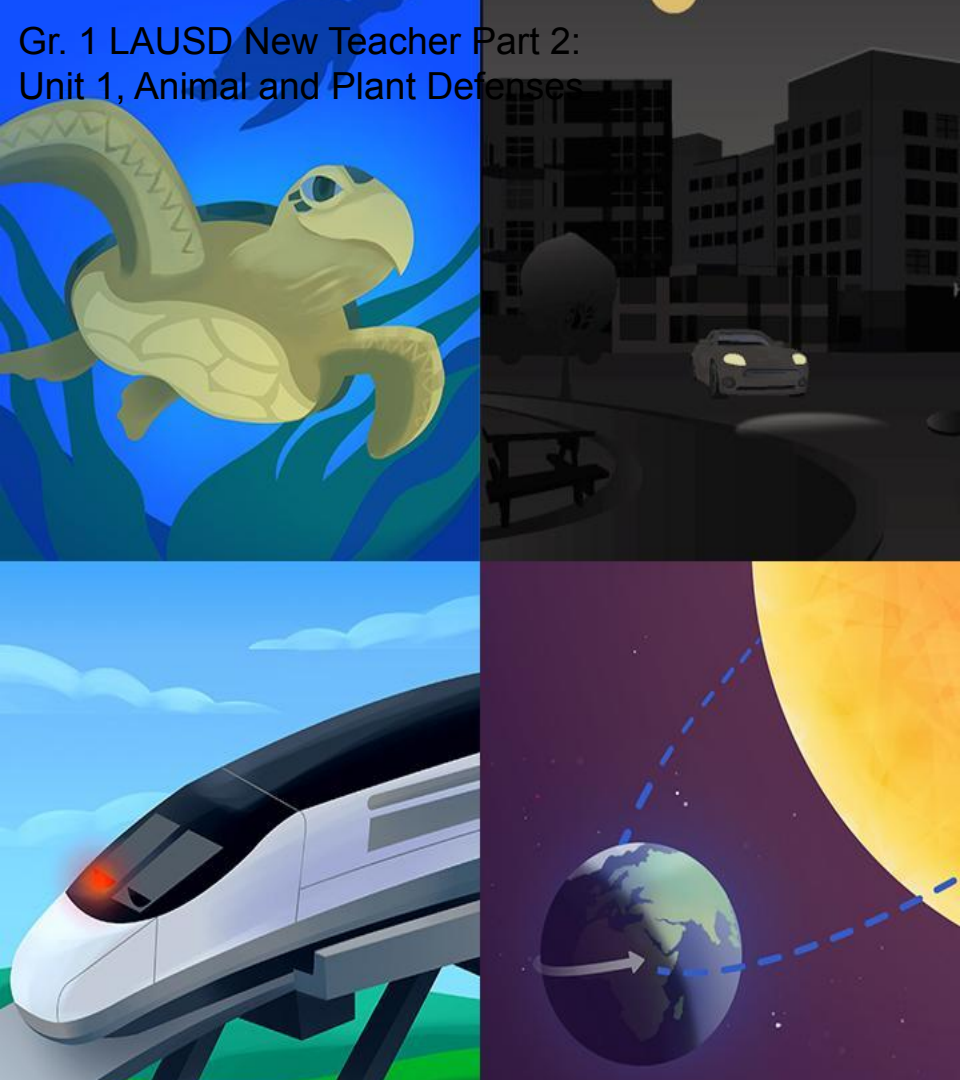
# End of Lesson



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

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## Plan for the day: Part 2

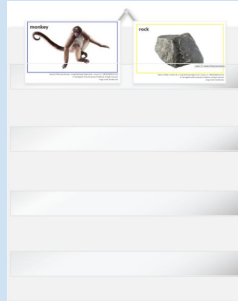
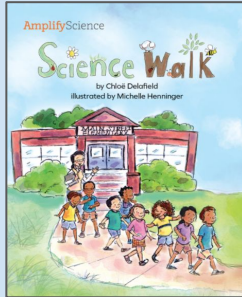
- Part 1 Review
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

# Gathering evidence

## Needs of Plants and Animals Lesson 1.2

Chapter Question: Why are there no monarch caterpillars since the Field was made into the Garden?

Investigation Question: (none)



### Sorting Living Things



1.  
Spread out the cards.



2.  
Make groups of cards.



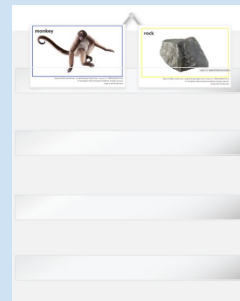
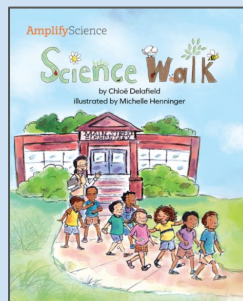
3.  
Take turns.

# Evidence sources work together

## Reading *Science Walk* and Sorting Living and Nonliving things

How do these activities **work together** to support understanding of why are there no monarch caterpillars since the field made into a garden?

Chapter Question: Why are there no monarch caterpillars since the Field was made into the Garden?

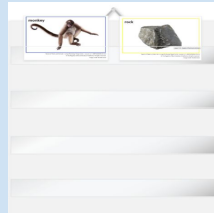
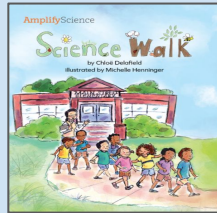


# Gathering evidence

## Needs of Plants and Animals Lesson 1.2

Chapter Question: Why are there no monarch caterpillars since the Field was made into the Garden?

Investigation Question: (none)



### Sorting Living Things



1.  
Spread out the cards.



2.  
Make groups of cards.

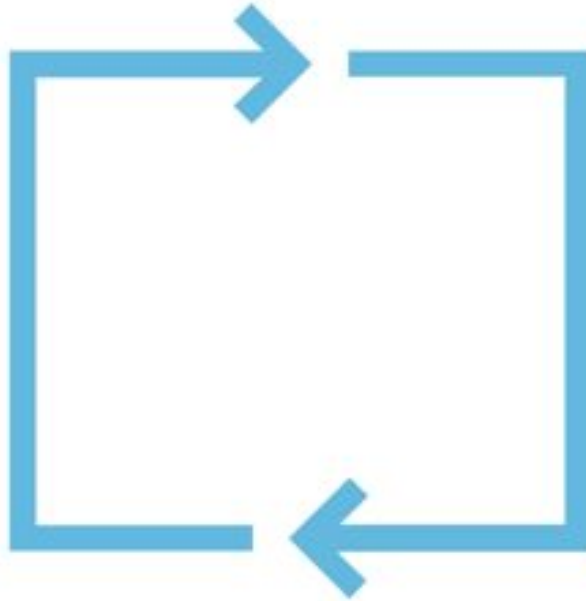


3.  
Take turns.

**What have students figured out so far?**

# Multimodal learning

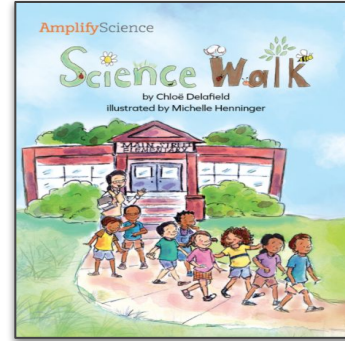
Gathering evidence over multiple lessons



**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!



## Sorting Living Things



1.  
**Spread out the cards.**



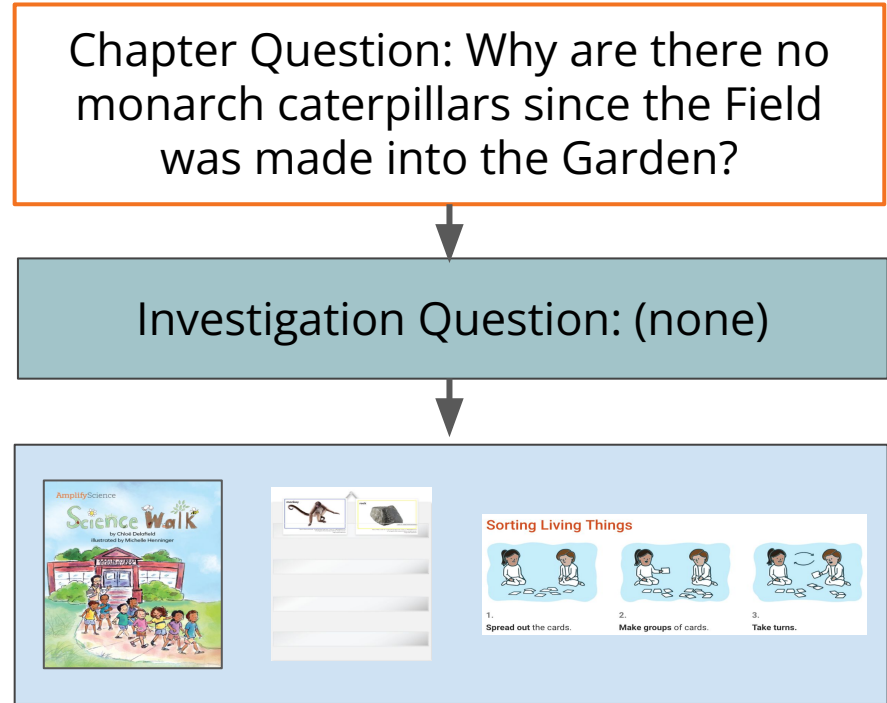
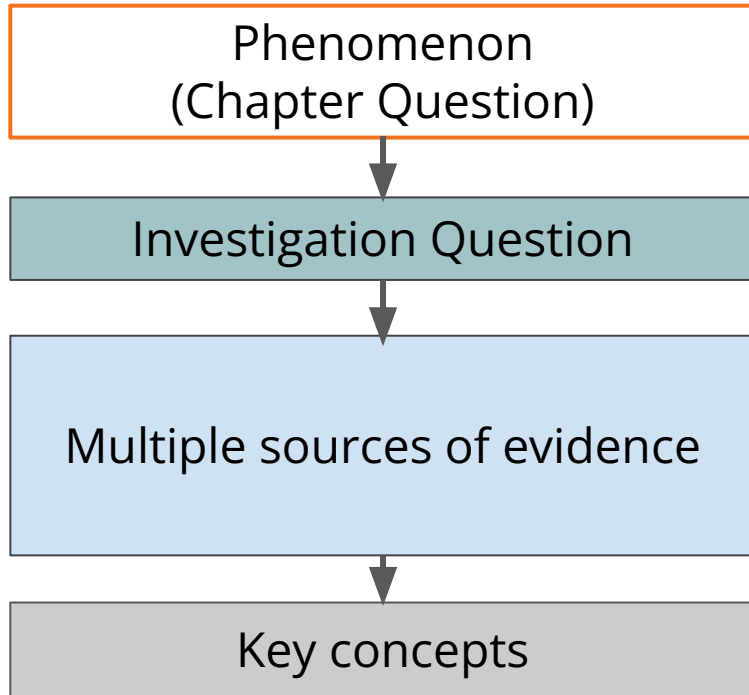
2.  
**Make groups of cards.**



3.  
**Take turns.**

# Coherence Flowchart

## A diagram of student learning





# Coherence Flowchart

## Needs of Plants and Animals Lesson 1.2-1.3

Chapter Question: Why are there no monarch caterpillars since the Field was made into the Garden?



Investigation Question: (none)



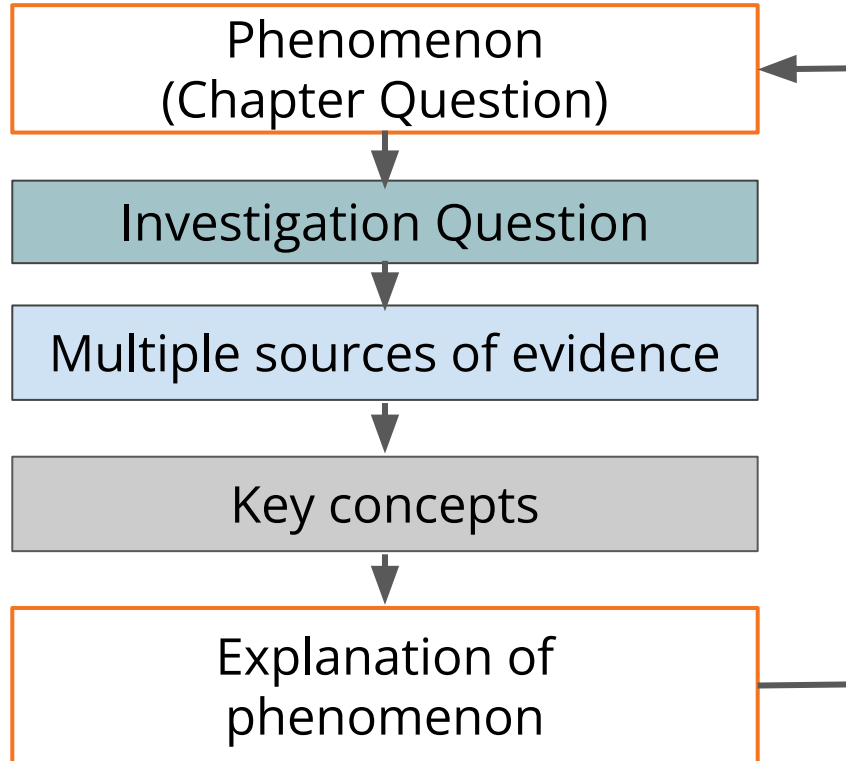
Evidence: Read *Science Walk* (1.1, 1.2)  
Evidence: Sort cards to compare living and nonliving things (1.2)  
**Evidence: Observe living things around the school (1.3)**



Key concept: Different kinds of plants and animals live in a place. (1.3)

# Coherence Flowchart

A diagram of student learning



# Coherence Flowchart

## Needs of Plants and Animals Lesson 1.2-1.3

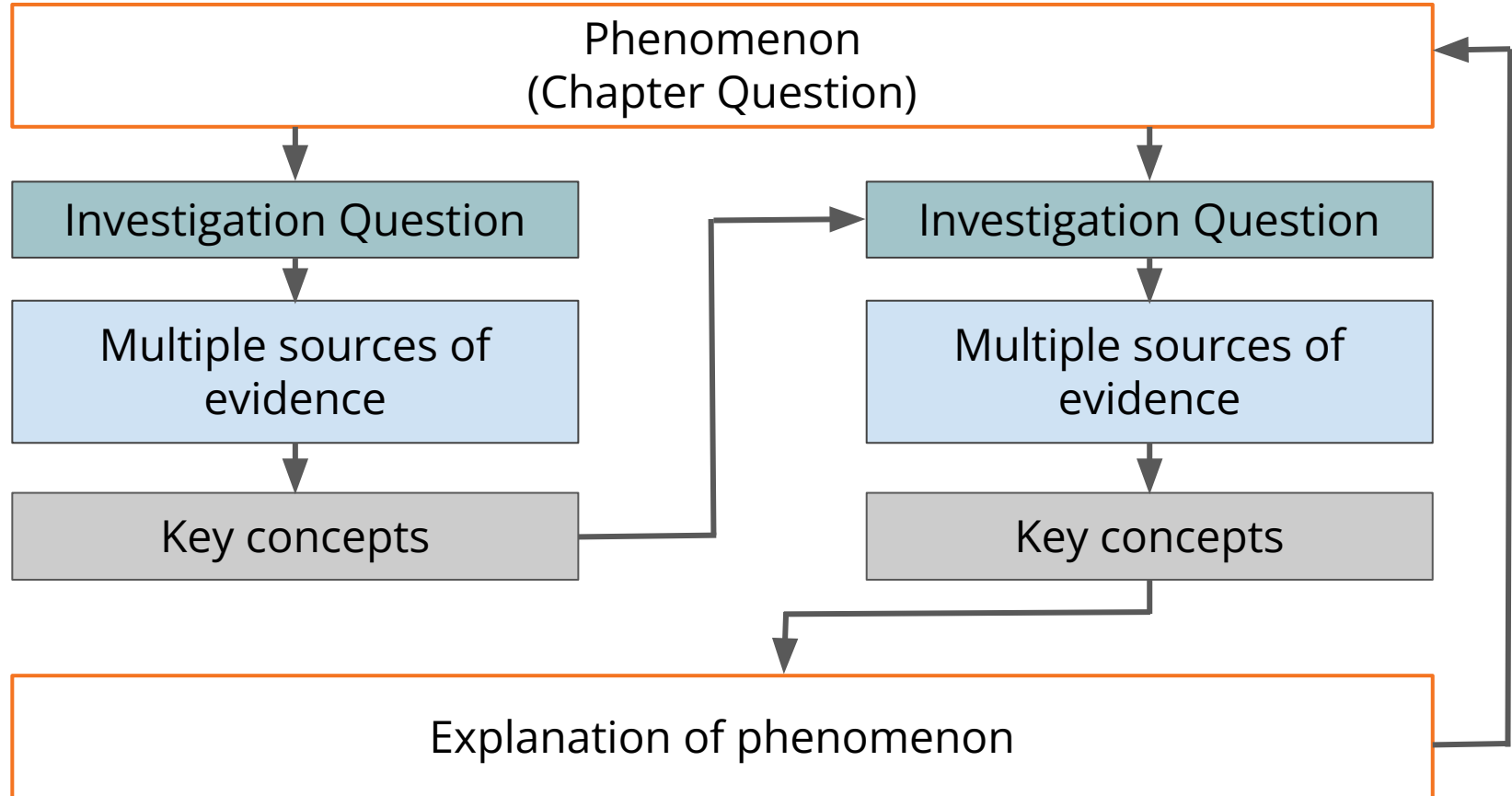
Chapter Question: Why are there no monarch caterpillars since the Field was made into the Garden?

Investigation Question: (none)

Evidence: Read *Science Walk* (1.1, 1.2)  
Evidence: Sort cards to compare living and nonliving things (1.2)  
Evidence: Observe living things around the school (1.3)

Key concept: Different kinds of plants and animals live in a place. (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**

## Needs of Plants and Animals: Milkweed and Monarchs

There are no monarch caterpillars in the Mariposa Grove community garden since a vegetable garden was planted.  
*How can the kids in Mariposa Grove attract monarch caterpillars to their neighborhood?*

There are no monarch caterpillars in the Mariposa Grove community garden.  
*Why are there no monarch caterpillars since the Field was made into the Garden?*

Students use the Chapter 1 Question to frame and motivate their investigations (1.2, 1.3, 1.4)

- Read Science Walk (1.1, 1.2)
- Sort cards to compare living and nonliving things (1.2)
- Observe living things around the school (1.3)

- Different kinds of plants and animals live in a place. (1.3)

Animals can only live in some places.

*Why can an animal live where it does?* (1.4, 1.5)

- Compare animals in the Field and the Garden (1.4)
- Investigate pictures of animals eating food (1.4)
- Explore different habitats (1.5)
- Read about habitats in Handbook of Plants (1.5)
- Examine images of different habitats (1.5)
- Explain where animals live (1.5)

- An animal needs to eat food to live. (1.4)
- Animals can only live in a place that has the food they need. (1.5)

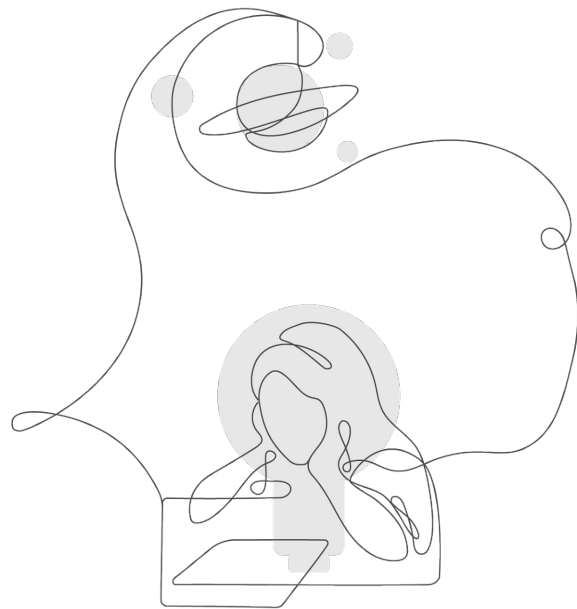
- Search for evidence of monarch caterpillars' food (milkweed) in Field and Garden pictures (1.6)
- Explain why monarch caterpillars cannot live in the Garden (1.7)

Last year, the Field was a place where monarch caterpillars could live, because there was milkweed for them to eat there. Now, in the Garden, there are no monarch caterpillars. The caterpillars cannot live in the Garden because the milkweed they need to eat is not there.

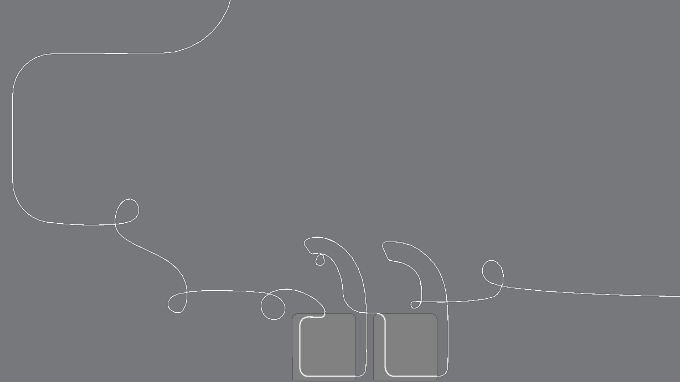
# Explore the Coherence Flowchart

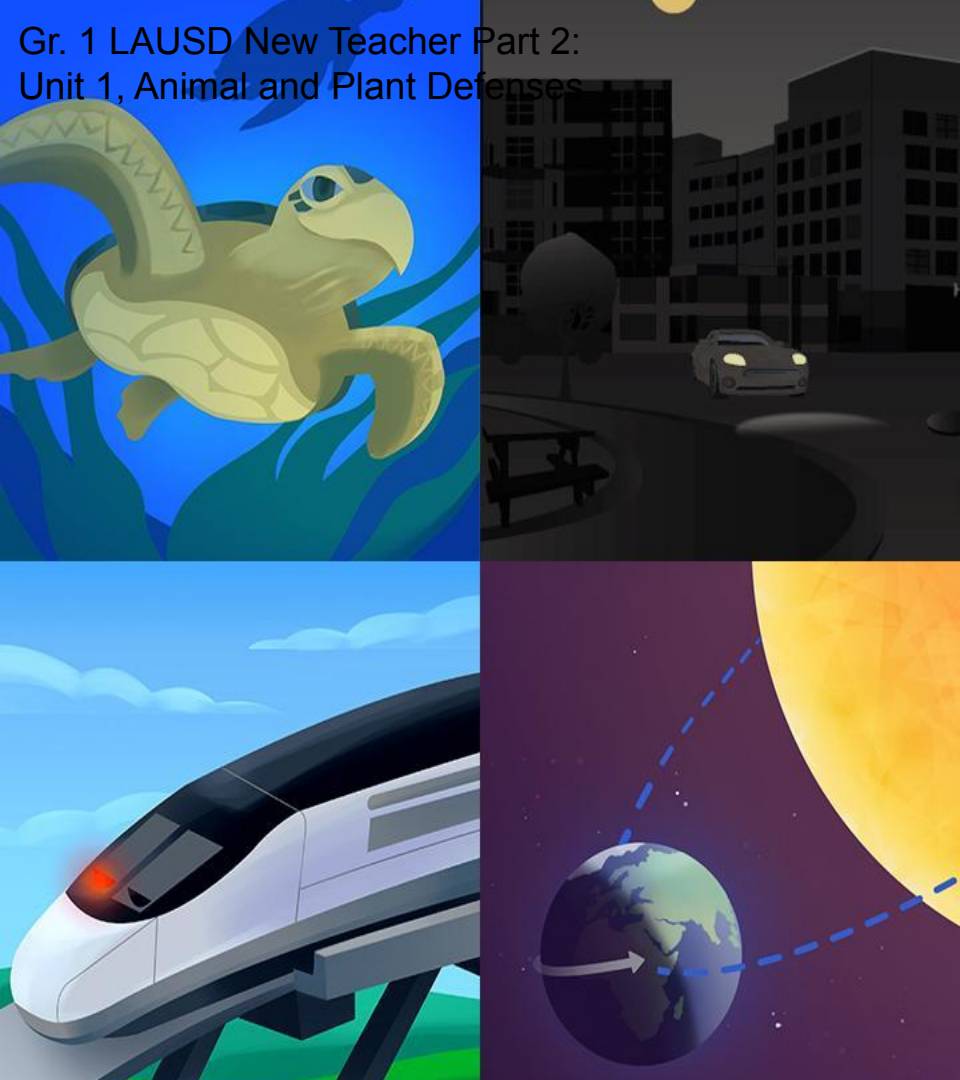
Skim the Chapter 1 Coherence Flowchart.

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

Lesson Brief  
(4 Activities)

1 TEACHER-LED DISCUSSION  
Introduction to Observing

2 READING  
Partner Reading: Science Walk

3 TEACHER-LED DISCUSSION  
Comparing Living and Nonliving Things

4 STUDENT-TO-STUDENT DISCUSSION  
Discussing Plants and Animals

RESET LESSON

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary

## Overview

Students work as scientists to expand their understanding of living things. The lesson begins with a formal introduction to the word *observe*, followed by a discussion of the senses that scientists use to observe, which are referred to as their Science Tool Kit. Then, partners identify living things in the illustrations of the book *Science Walk*. Next, the teacher introduces a card-sort activity to help the class figure out what types of things are living. The lesson concludes with another card-sort activity, this time with partners sorting living things in order to help them understand that both plants and animals are living. The purpose of this lesson is to further develop students' understanding of, and experience with, the practices that scientists use, as well as to guide them to draw conclusions about what types of things are living.

## Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

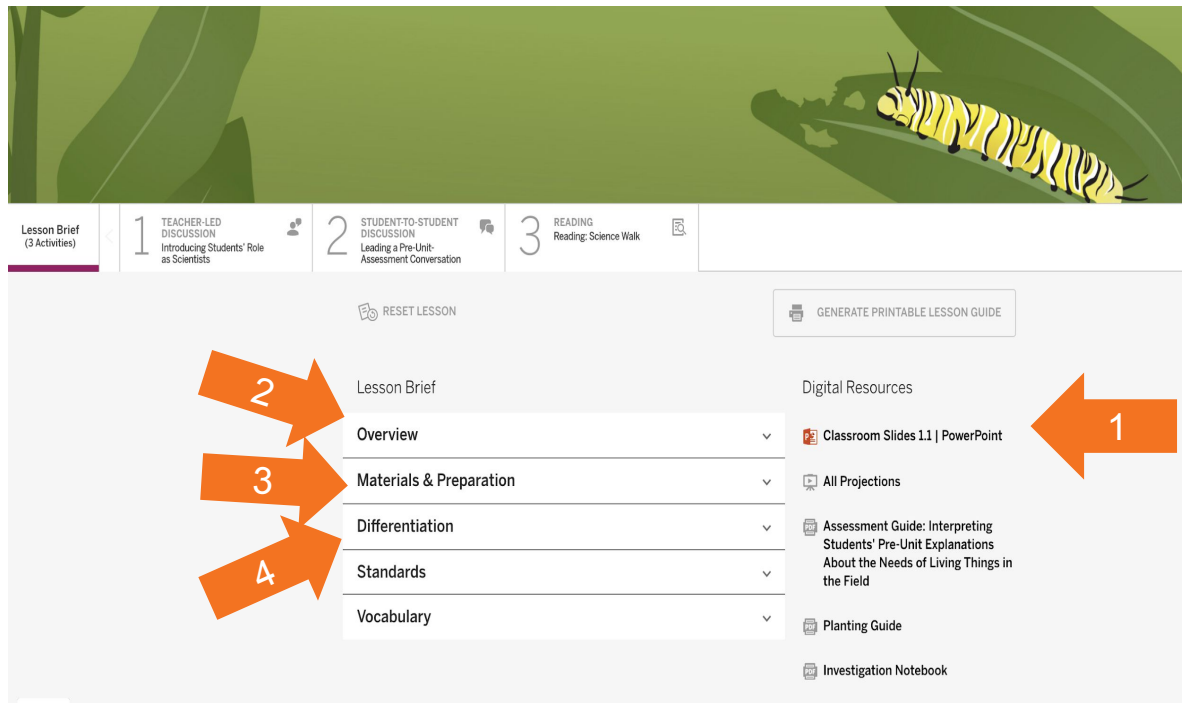
Partner Reading Guidelines

Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

# 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.

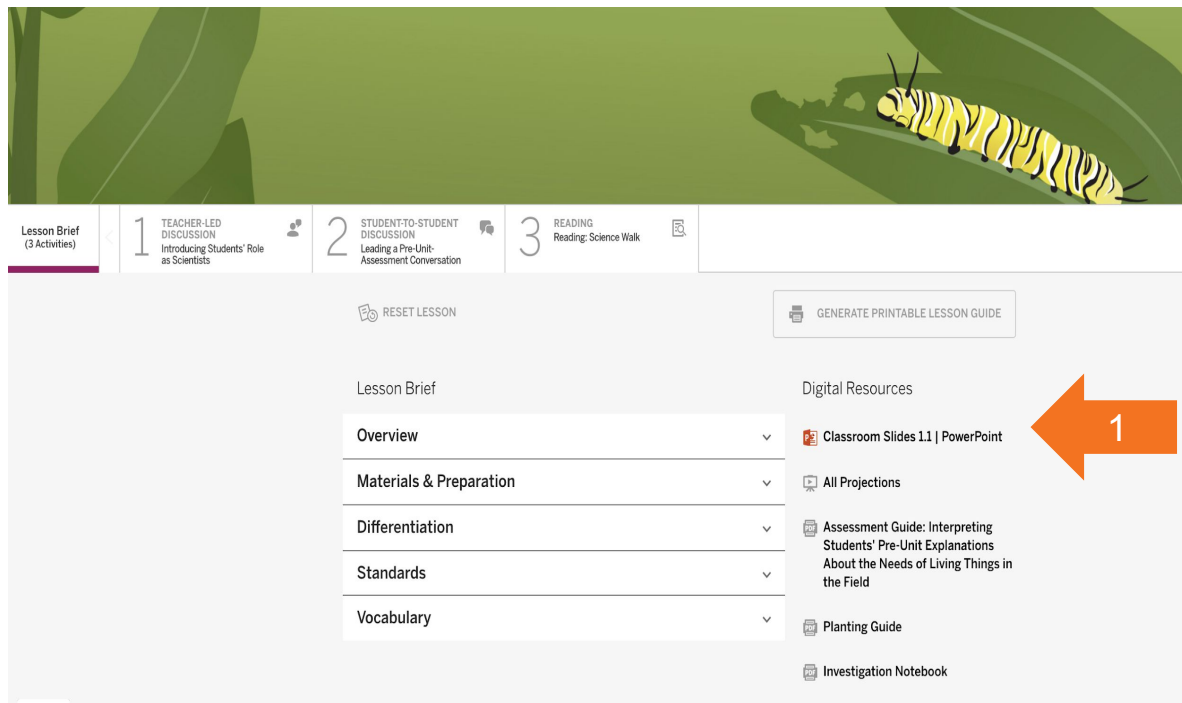


The screenshot shows the Lesson 1.1 interface. At the top, there is a navigation bar with three tabs: 'Lesson Brief (3 Activities)', '1 TEACHER-LED DISCUSSION Introducing Students' Role as Scientists', and '2 STUDENT-TO-STUDENT DISCUSSION Leading a Pre-Unit Assessment Conversation'. To the right of the navigation bar is a large green banner featuring a yellow and black striped caterpillar on a leaf. Below the navigation bar, there is a 'RESET LESSON' button and a 'GENERATE PRINTABLE LESSON GUIDE' button. The main content area is divided into two columns. The left column contains a list of documents: 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulary'. The right column contains a list of 'Digital Resources': 'Classroom Slides 1.1 | PowerPoint', 'All Projections', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field', 'Planting Guide', and 'Investigation Notebook'. Four orange arrows with numbers 1, 2, 3, and 4 point to the 'Classroom Slides 1.1 | PowerPoint', 'Overview', 'Materials & Preparation', and 'Differentiation' documents, respectively. A fifth orange arrow with the number 1 points to the 'Classroom Slides 1.1 | PowerPoint' document from the right side.

# 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.

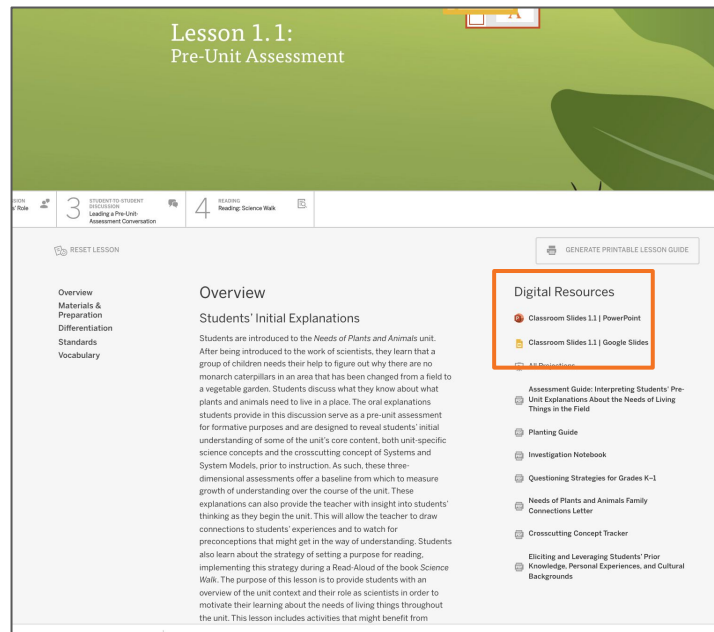


The screenshot shows a lesson planning interface. At the top, there is a green banner with a yellow and black striped caterpillar on a leaf. Below the banner is a navigation bar with three tabs: 'Lesson Brief (3 Activities)', '1 TEACHER-LED DISCUSSION Introducing Students' Role as Scientists', and '2 STUDENT-TO-STUDENT DISCUSSION Leading a Pre-Unit Assessment Conversation'. The 'Lesson Brief' tab is active. Below the navigation bar, there is a 'RESET LESSON' button and a 'GENERATE PRINTABLE LESSON GUIDE' button. The main content area is divided into two columns. The left column is titled 'Lesson Brief' and contains a list of documents: 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulary'. The right column is titled 'Digital Resources' and contains a list of documents: 'Classroom Slides 1.1 | PowerPoint', 'All Projections', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field', 'Planting Guide', and 'Investigation Notebook'. A large orange arrow with the number '1' points to the 'Classroom Slides 1.1 | PowerPoint' document.

# Preparing to teach

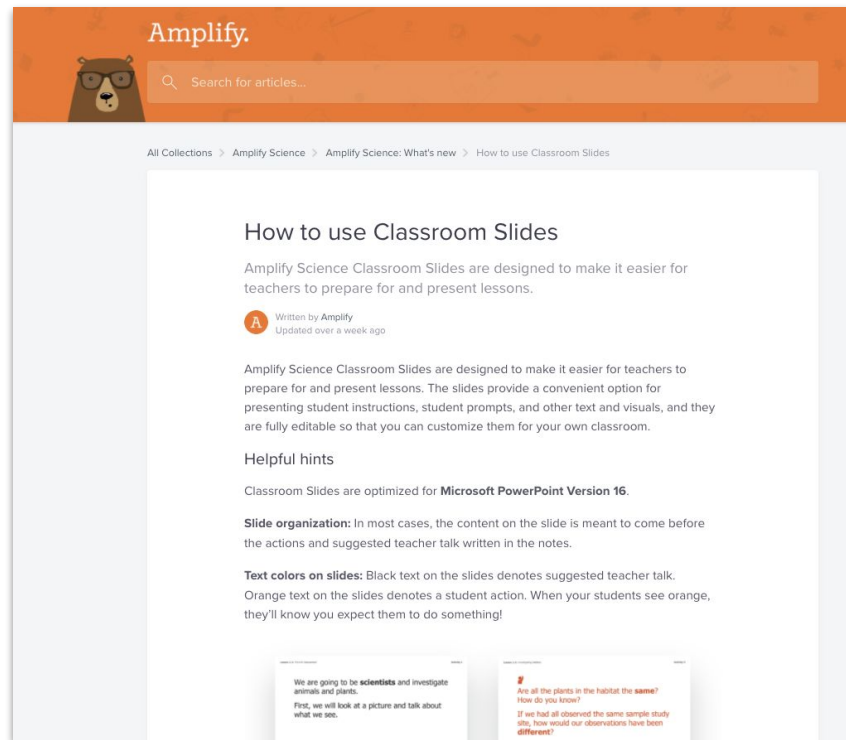
## Classroom Slides

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?



# Teaching with Classroom Slides

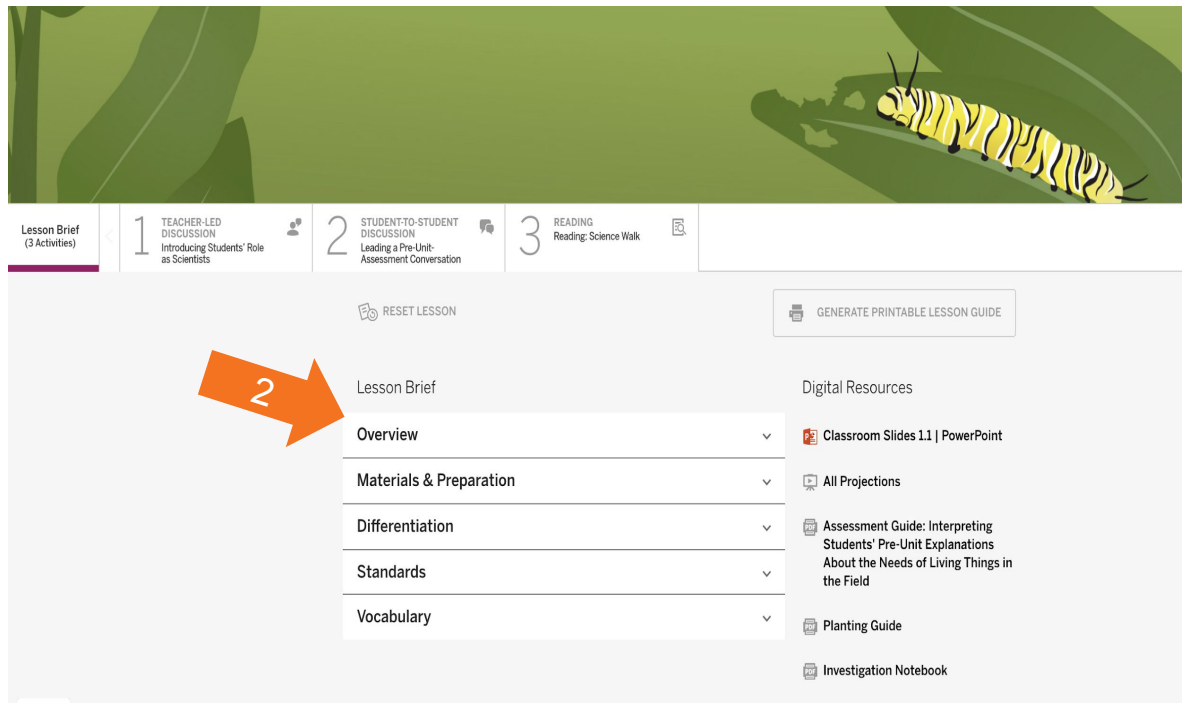
This detailed guide on the Amplify Science Help Site includes tips for teaching with Classroom Slides and information about the different symbols and activity types you'll find in the slide deck.



# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.2** 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. At the top, there is a green banner with a yellow and black striped caterpillar on a leaf. Below the banner is a navigation bar with three main sections: 1. TEACHER-LED DISCUSSION (Introducing Students' Role as Scientists), 2. STUDENT-TO-STUDENT DISCUSSION (Leading a Pre-Unit Assessment Conversation), and 3. READING (Reading: Science Walk). The second section is currently selected. Below the navigation bar, there is a 'RESET LESSON' button and a 'GENERATE PRINTABLE LESSON GUIDE' button. A large orange arrow with the number '2' points to the 'Overview' option in a dropdown menu. The dropdown menu also includes 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulary'. To the right of the dropdown menu, there is a 'Digital Resources' section with links to 'Classroom Slides 1.1 | PowerPoint', 'All Projections', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field', 'Planting Guide', and 'Investigation Notebook'.

# Preparing to teach

## The Overview

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

Lesson 1.1:  
Pre-Unit Assessment

3 Interpreting Student Thinking: Leading a Pre-Unit Assessment Conversation

4 Science Reading: Science Walk

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Students' Initial Explanations

Students are introduced to the Needs of Plants and Animals unit. After being introduced to the work of scientists, they learn that a group of children needs their help to figure out why there are no monarch caterpillars in an area that has been changed from a field to a vegetable garden. Students discuss what they know about what plants and animals need to live in a place. 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 Systems and System Models, 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. Students also learn about the strategy of setting a purpose for reading, implementing this strategy during a Read-Aloud of the book Science Walk. The purpose of this lesson is to provide students with an overview of the unit context and their role as scientists in order to motivate their learning about the needs of living things throughout the unit. This lesson includes activities that might benefit from

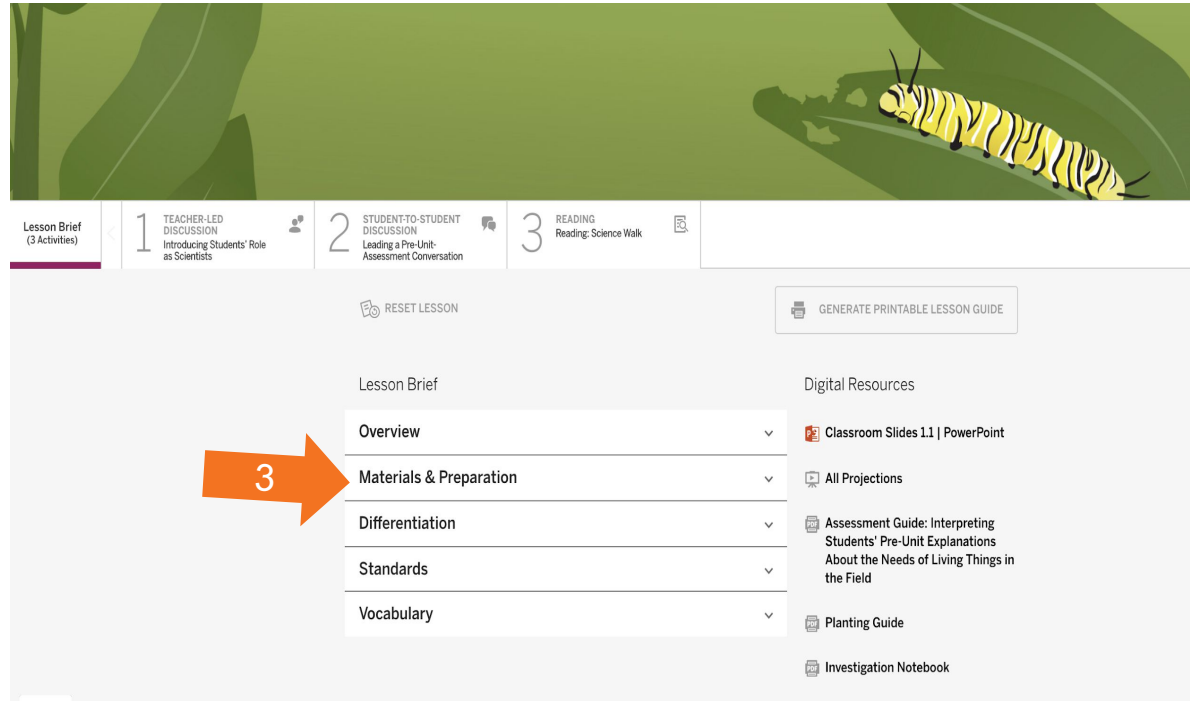
Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- All Projections
- Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field
- Planting Guide
- Investigation Notebook
- Questioning Strategies for Grades K-1
- Needs of Plants and Animals Family Connections Letter
- Crosscutting Concept Tracker
- Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds
- Knowledge, Personal Experiences, and Cultural Backgrounds

# 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. At the top, there's a green banner with a yellow and black striped caterpillar on a leaf. Below the banner is a navigation bar with three main sections: 1. TEACHER-LED DISCUSSION (Introducing Students' Role as Scientists), 2. STUDENT-TO-STUDENT DISCUSSION (Leading a Pre-Unit Assessment Conversation), and 3. READING (Reading: Science Walk). The first section is highlighted with a purple bar. Below the navigation bar, there's a 'RESET LESSON' button and a 'GENERATE PRINTABLE LESSON GUIDE' button. The main content area is divided into two columns. The left column is titled 'Lesson Brief' and contains a list of items: Overview, Materials & Preparation, Differentiation, Standards, and Vocabulary. The right column is titled 'Digital Resources' and contains a list of items: Classroom Slides 1.1 | PowerPoint, All Projections, Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field, Planting Guide, and Investigation Notebook. An orange arrow with the number '3' points to the 'Materials & Preparation' item in the 'Lesson Brief' list.



# 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

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Materials & Preparation

Materials

Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

Partner Reading Guidelines

Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

For the Classroom Wall

- 1 vocabulary card: observe

For the Class

- Science Walk big book
- Living/Nonliving Things Cards (16 cards/set)
- 2 index cards (3" x 5")\*
- pocket chart\*
- 1 sheet of chart paper\*
- marker\*
- masking tape\*

For Each Pair of Students

- 1 set of Living Things Student Cards (11 cards/set)
- 1 copy of Science Walk book

\*teacher provided

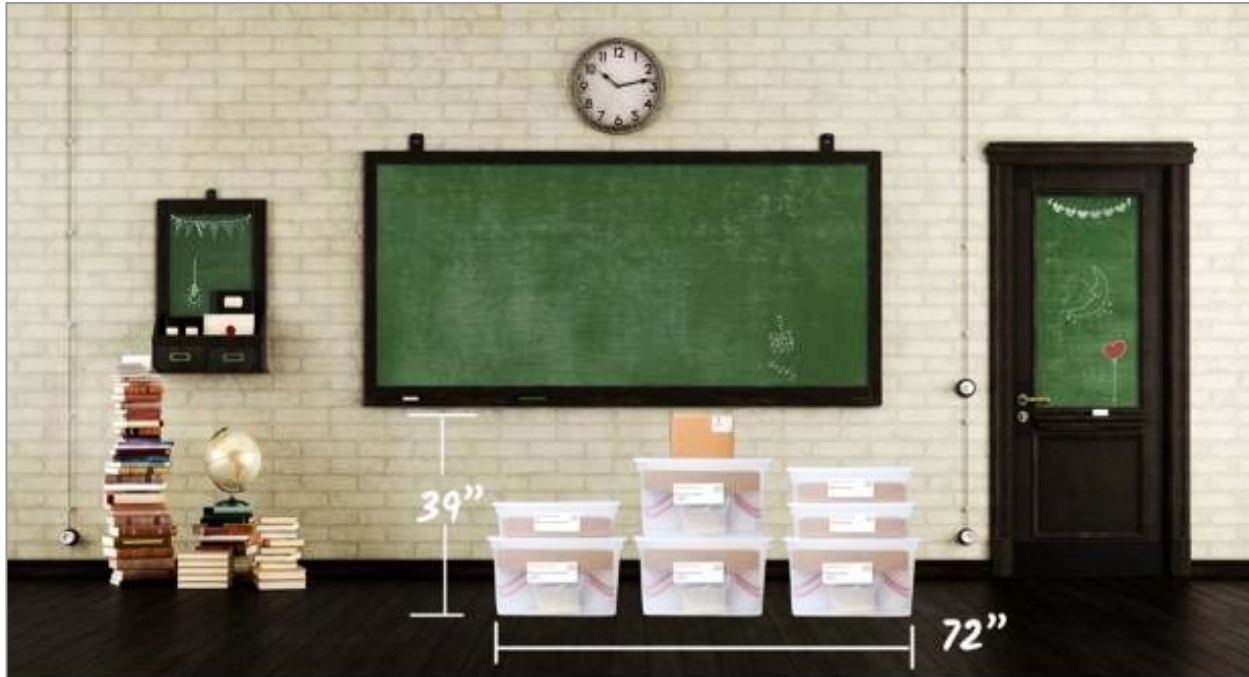
Preparation

Before the Day of the Lesson

- Gather the following item for the classroom wall:
  - 1 vocabulary card: observe
- Locate the following materials (in your Needs of Plants and Animals kit). You will also need to provide two index cards, 3" x 5":
  - Science Walk big book
  - copies of Science Walk book
  - Living/Nonliving Things Cards
  - sets of Living Things Student Cards

# 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!

---

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)

Chapter/Lesson	Activity	Prep Prior	Prep Day of	What to do	
1.1	1	X		Prep plastic bags with labels A, B, C, D and M. Place 1 tsp of the following cinnamon, salt, flour, cornstarch in A,B,C, D. In bag M mix 1 tsp salt and 1 tsp cinnamon.	<i>This is an example from Properties of Materials Grade 2</i>

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



JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

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

Lesson Guides Only  
(Includes Unit Guide & all 22 Lesson 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



HANDS-ON

#### 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 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.

Lesson Brief (3 Activities)

1 TEACHER-LED DISCUSSION  
Introducing Students' Role as Scientists

2 STUDENT-TO-STUDENT DISCUSSION  
Leading a Pre-Unit Assessment Conversation

3 READING  
Reading: Science Walk

4

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Lesson Brief

- Overview
- Materials & Preparation
- Differentiation
- Standards
- Vocabulary

Digital Resources

- Classroom Slides 1.1 | PowerPoint
- All Projections
- Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field
- Planting Guide
- Investigation Notebook



# Preparing to Teach

## Lesson-specific differentiation

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

<div>Overview</div> <div>Materials &amp; Preparation</div> <div><b>Differentiation</b></div> <div>Standards</div> <div>Vocabulary</div>	<div>Differentiation</div> <div>Embedded Supports for Diverse Learners</div> <div><b>Reading prior to card sort.</b> Before students engage in the Living and Nonliving Things card-sort activity, they reread the book <i>Science Walk</i> with a partner, and then have a guided whole-class discussion. This helps students first hear examples of the language they will use when they are working to sort their cards. By participating in the Partner Reading activity, students can explore their conceptual understanding of living and nonliving things. During the whole-class discussion, they rehearse and listen to language that can help them connect to new vocabulary and ideas that they will be working with more independently during the card-sort activity.</div> <div><b>Book models making observations.</b> <i>Science Walk</i> is written to model the science practice of observing. During Activity 2, students use the book to practice observing, reading to identify living things as opposed to nonliving. The modeling in the book should prepare students to be more successful when practicing observing during the Science Walk activity in the next lesson.</div> <div><b>Gestures to support word learning.</b> Gestures are a natural communicative and visual component of speech production. Gestures serve the speaker by providing a nonverbal way to communicate ideas, and they benefit the listener by providing a multimodal way of understanding the information a speaker is trying to convey. As you discuss the Our Science Tool Kit illustration in <i>Science Walk</i>, students are invited to use specific gestures to accompany each of the senses. This gives English learners and students unfamiliar with key vocabulary more opportunities to connect the new vocabulary to their primary languages or prior knowledge. Giving all students a nonverbal way to use science vocabulary also provides multiple opportunities for them to express their thinking and, ultimately, produce new spoken vocabulary.</div>
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# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
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The screenshot shows the Lesson 1.1 interface. At the top, there is a green banner with a yellow and black striped caterpillar. Below the banner is a navigation bar with three tabs: 'Lesson Brief (3 Activities)', '1 TEACHER-LED DISCUSSION Introducing Students' Role as Scientists', and '2 STUDENT-TO-STUDENT DISCUSSION Leading a Pre-Unit Assessment Conversation'. To the right of the navigation bar is a '3 READING Reading: Science Walk' tab. Below the navigation bar is a 'RESET LESSON' button. To the right of the 'RESET LESSON' button is a 'GENERATE PRINTABLE LESSON GUIDE' button. Below the 'RESET LESSON' button is a list of resources: 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulary'. To the right of this list is a 'Digital Resources' section with a list of resources: 'Classroom Slides 1.1 | PowerPoint', 'All Projections', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field', 'Planting Guide', and 'Investigation Notebook'. Four orange arrows with numbers 1, 2, 3, and 4 point to the 'Classroom Slides 1.1 | PowerPoint', 'Overview', 'Materials & Preparation', and 'Differentiation' respectively. A large orange arrow with the number 1 points to the 'Classroom Slides 1.1 | PowerPoint' resource.

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

Lesson <u>1.2</u>	Activity Overview	
<p><b>What is the purpose of this lesson?</b></p> <p>The purpose of this lesson is to further develop students' understanding of, and experience with, the practices that scientists use, as well as to guide them to draw conclusions about what types of things are living.</p>	<p><b>Activity 1</b> (5 min)</p>	<p><b>Introduction to Observing</b></p>
<p><b>What will students learn?</b></p> <p>Scientists sort things into groups to help understand what they observe. Plants and animals are living things. Scientists use different ways to study the world. Scientists look for patterns when they make observations about the world.</p>	<p><b>Activity 2</b> (15 min)</p>	<p><b>Partner Reading: Science Walk</b></p>
<p><b>3-D Statement (identify SEP, CCC, and DCI):</b></p> <p>Students <b>observe and compare</b> in the book <i>Science Walk</i> living things in the ecosystem that is their habitat (systems and system models) in preparation for their own science walk. They also sort cards of living and nonliving things and then progress to sorting cards of living things into categories of plants and animals to <b>evaluate and explain similarities and differences</b> in living and nonliving things (patterns).</p>	<p><b>Activity 3</b> (10 min)</p>	<p><b>Comparing Living and Nonliving Things</b></p>
<p><b>Student Resources:</b></p> <p>For Each Pair of Students =1 set of Living Things Student Cards (11 cards/set), copy of <i>Science Walk</i> book</p>	<p><b>Activity 4</b> (15 min)</p>	<p><b>Discussing Plants and Animals</b></p>
<p><b>Assessment Opportunities:</b></p> <p>n/a</p>	<p><b>Activity 5</b> (## min)</p>	

(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	
What is the purpose of this lesson?	Activity 1 (##min)	
What will students learn?	Activity 2 (##min)	
3-D Statement (identify SEP, CCC, and DCI):	Activity 3 (##min)	
Student Resources:	Activity 4 (##min)	
Assessment Opportunities:	Activity 5 (##min)	

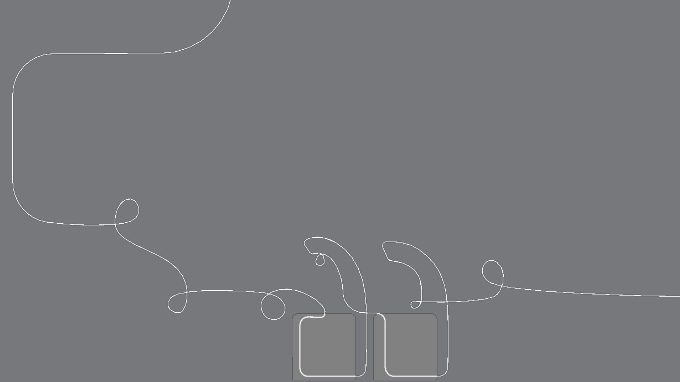
# Independent Planning Time

## DIRECTIONS:

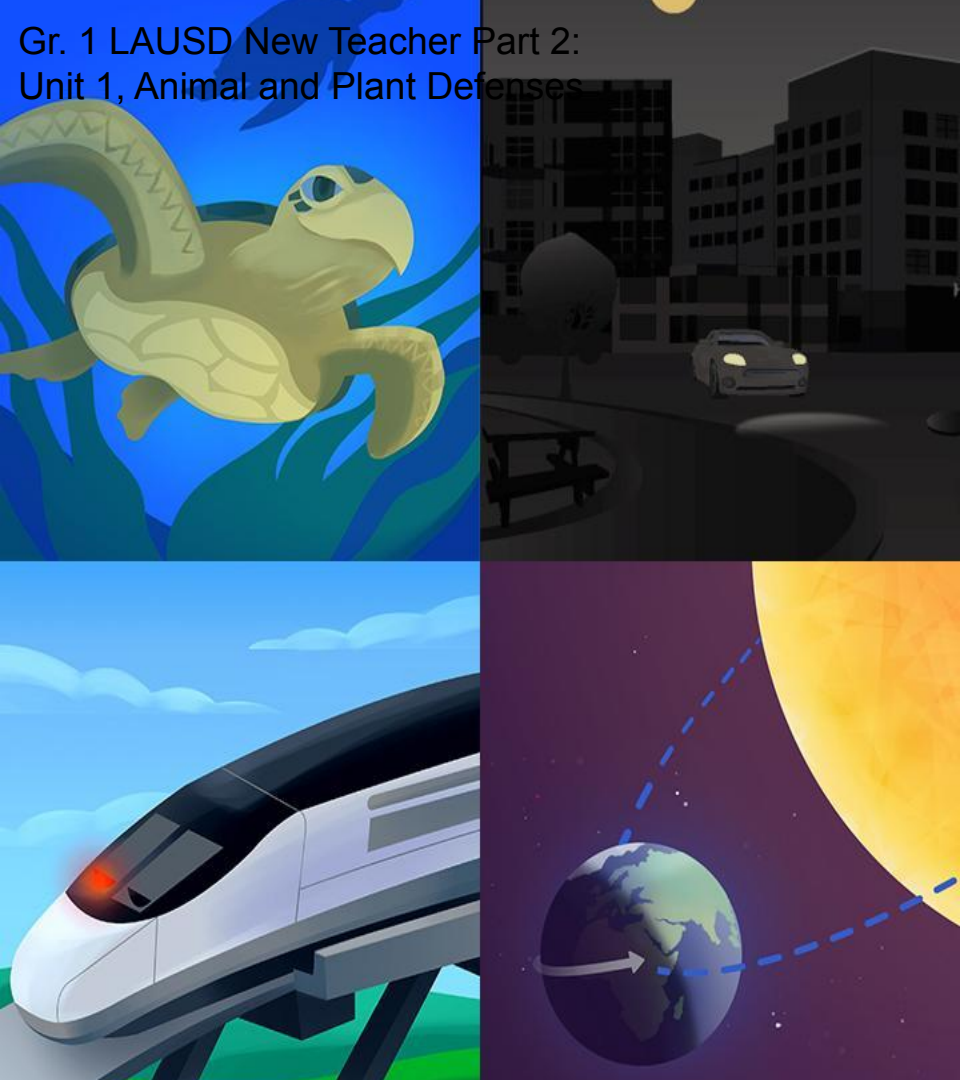
1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.
5. If you have time, navigate to **Lesson 1.3** and repeat steps 1-4.

The screenshot shows a digital interface for Lesson 1.1. At the top, a green banner features a yellow and black striped caterpillar. Below the banner is a navigation bar with three tabs: 'Lesson Brief (3 Activities)', '1 TEACHER-LED DISCUSSION Introducing Students' Role as Scientists', and '2 STUDENT-TO-STUDENT DISCUSSION Leading a Pre-Unit Assessment Conversation'. The 'Lesson Brief' tab is active. On the right side of the navigation bar, there is a tab for '3 READING Reading: Science Walk'. Below the navigation bar, there is a 'RESET LESSON' button and a 'GENERATE PRINTABLE LESSON GUIDE' button. The main content area is divided into two columns. The left column contains a list of resources: 'Lesson Brief', 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', and 'Vocabulary'. The right column contains a list of 'Digital Resources': 'Classroom Slides 1.1 | PowerPoint', 'All Projections', 'Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field', 'Planting Guide', and 'Investigation Notebook'. Four orange arrows with numbers 2, 3, and 4 point to the 'Overview', 'Materials & Preparation', and 'Differentiation' items respectively. A large orange arrow with the number 1 points to the 'Classroom Slides 1.1 | PowerPoint' item.

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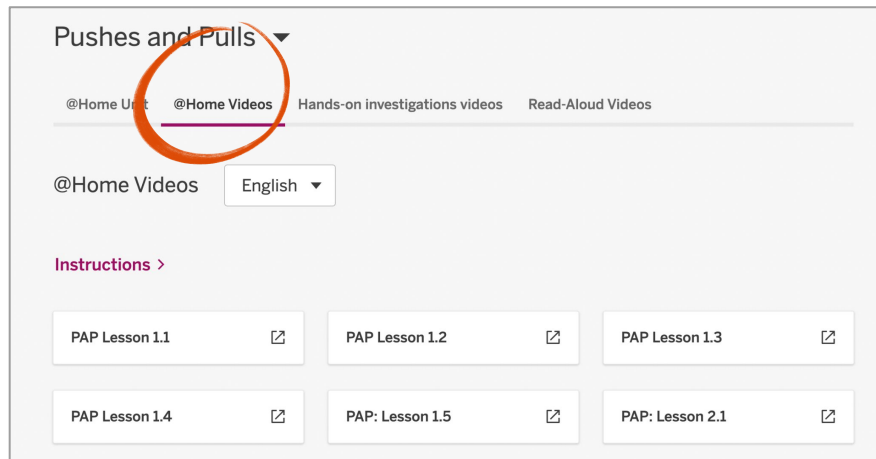
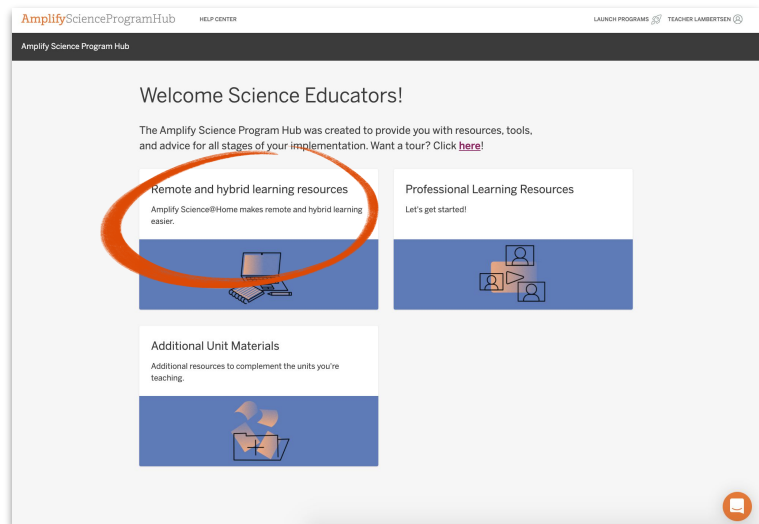
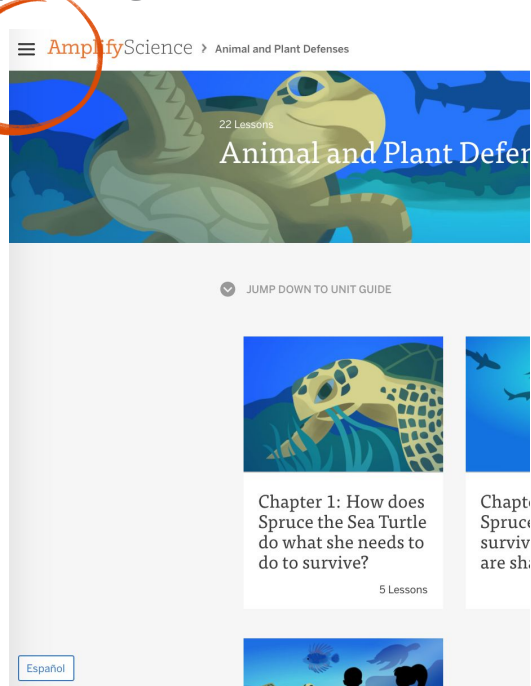
This site contains supporting resources designed for the LAUSD Amplify Science adoption for grades TK–8.

- 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

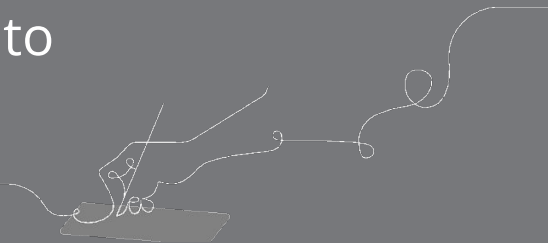
Use the Amplify Science Program Hub to find useful resources for implementing Amplify Science, including unit overview videos and planning tools.



# 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

