

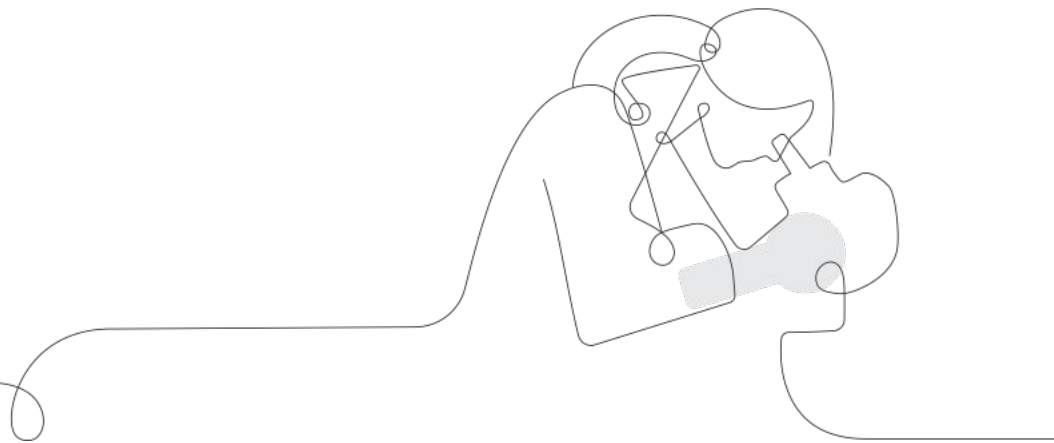
Amplify Science

Teacher Spotlight and General Q&A

LAUSD

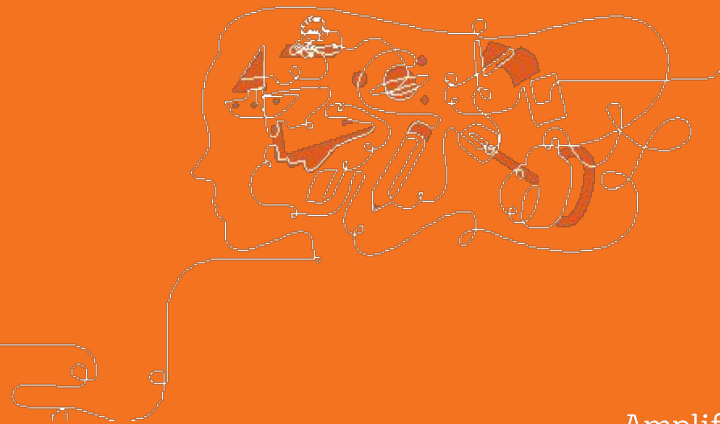
Saturday, May 7, 2022

Presented by James Kochi



What's in Amplify Science?

Opportunities for Unit Extensions



Opportunities for Unit Extensions

Planning for the Unit

Unit Overview ▾

Unit Map ▾

Progress Build ▾

Getting Ready to Teach ▾

Materials and Preparation ▾

Science Background ▾

Standards at a Glance ▾

Teacher References

Lesson Overview Compilation ▾

Standards and Goals ▾

3-D Statements ▾

Assessment System ▾

Embedded Formative Assessments ▾

Books in This Unit ▾

Opportunities for Unit Extensions ▾


Printable Resources

 3-D Assessment Objectives

 Coherence Flowcharts


 Copymaster Compilation


 Crosscutting Concept Tracker

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

 Investigation Notebook

 Multi-Language Glossary

 NGSS Information for Parents and Guardians

 Print Materials (8.5" x 11")

 Print Materials (11" x 17")

Offline Preparation

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

Offline Guide

Sunlight and Weather - Grade Kindergarten

PBS LearningMedia | PBS HAWAII

Subjects ▾ Grades ▾ Student site ↗

Weather Station Field Trip

Video Grades: K-2, 3-5, 6-8


Share to Google Classroom

Share link with students

Build a lesson

Social share

Favorite



Download

About Standards



<https://hawaii.pbslearningmedia.org/resource/e949742f-b34e-4d73-8f12-4147130355b1/weather-station-field-trip/>



Plant and Animal Defenses - Grade 1

Opportunities for Unit Extensions

 OPEN PRINTABLE OPPORTUNITIES FOR UNIT EXTENSIONS

Field Trips and Other Resources

If time allows, you may wish to complement the content of this unit by organizing a student experience such as a field trip, a guest speaker, or even a virtual field trip. For the content of the *Animal and Plant Defenses: Spikes, Shells, and Camouflage* unit, we recommend the following:

- During this unit, plan a field trip to a wildlife center, aquarium, or other location near you where students may observe animals firsthand to connect with and expand their understanding of unit concepts. Ask questions and guide observations to focus on basic animal needs for survival during Chapter 1, on animal defenses during Chapter 2, and on animals and their offspring during and after Chapter 3.
- At any time, plan a field trip to a botanical or other garden with a wide variety of plants where students may observe plants and their structures firsthand. Ask questions and guide students' experiences to focus on basic plant needs for survival.
- Invite a plant or animal expert to visit your class to discuss how living things survive. Depending on your classroom, ask them to bring examples of living animals and plants or specimens of animals or plants to show students how these living things survive. Guest speakers should be selected in such a way as to represent diverse demographic groups in terms of sex, gender, culture, ethnicity, race, sexual orientation, and persons with disabilities.
- To supplement the extension activity in Lesson 2.6, download additional photographs of California flora and fauna by searching the Internet for "California wildlife" or "California plants" and use these photographs to extend students' experiences with identifying and discussing animal and plant structures named in the unit.

- Look for active webcams of aquariums, wildlife centers, or locations outside to view animals exhibiting survival mechanisms discussed in Chapter 2 and after and those caring for offspring during Chapter 3.

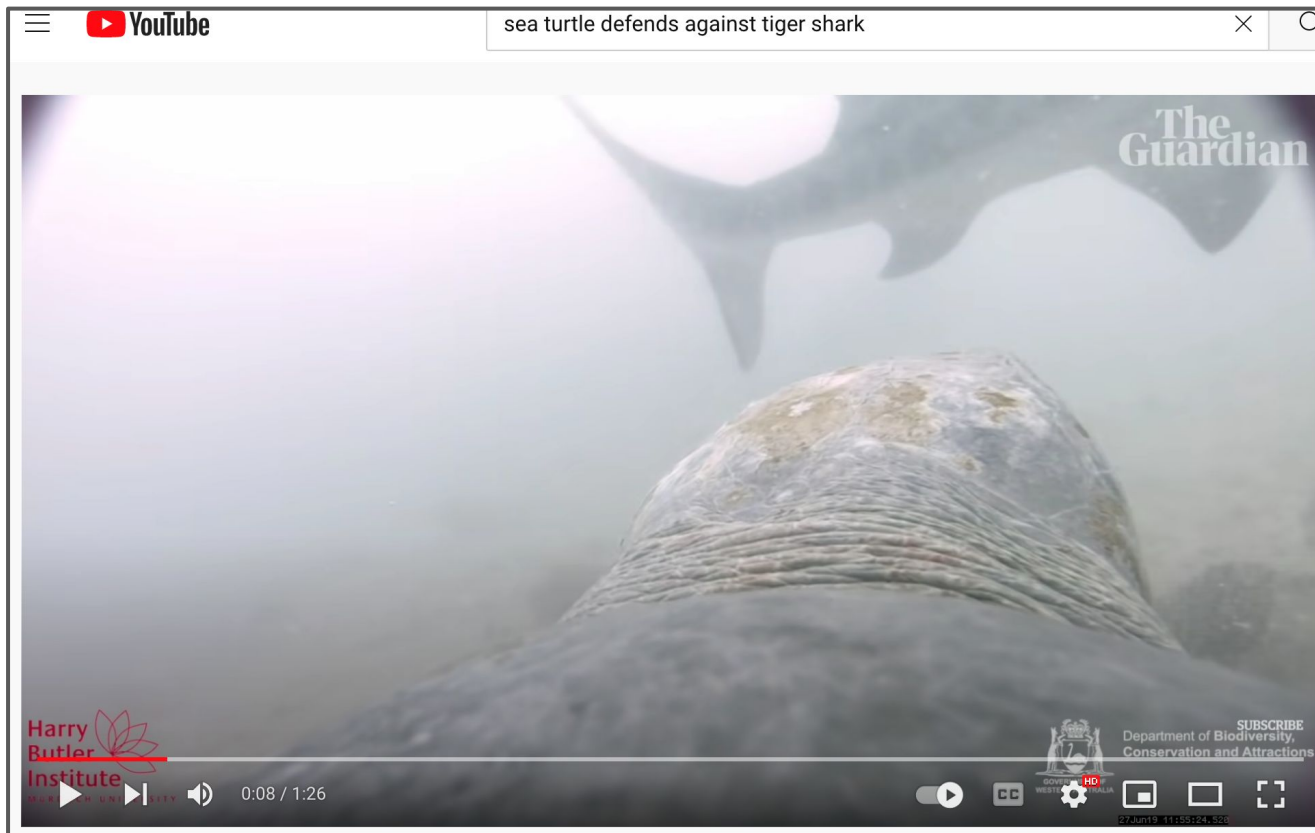
Off YouTube eagle webcam big bear lake ca



Presented by FriendsOfBigBearValley.org 2022-04-17 03:17:24

Big Bear Bald Eagle Live Nest Cam

<https://www.youtube.com/watch?v=B4-L2nfGcuE>



<https://www.youtube.com/watch?v=28Sr89SofRI>

Properties of Materials - Grade 2

Properties of Materials

Unit Map	▼	PDF Coherence Flowchart
Progress Build	▼	PDF Copymaster C
Getting Ready to Teach	▼	PDF Crosscutting Concepts
Materials and Preparation	▼	PDF Eliciting and Learning from Prior Knowledge, Experiences, and Backgrounds
Science Background	▼	PDF Investigation 1
Standards at a Glance	▼	PDF Multi-Language
Teacher References		PDF NGSS Informal Guardians
Lesson Overview Compilation	▼	PDF Print Materials
Standards and Goals	▼	PDF Print Materials
3-D Statements	▼	
Assessment System	▼	
Embedded Formative Assessments	▼	
Books in This Unit	▼	
Apps in This Unit	▼	
Opportunities for Unit Extensions	▼	

Offline Prep Teaching without internet? Prepare materials for offline use

Science CALIFORNIA EDITION Properties of Materials

Opportunities for Unit Extensions

OPEN PRINTABLE OPPORTUNITIES FOR UNIT EXTENSIONS

slipperiness, strongness, crumbliness, or bounciness. You can also have them add their own properties to search for. After returning to your classroom, discuss with students how the playground is designed. Why are certain materials used to build the swings, slides, and different surfaces in the play area? How are the properties of the materials connected to their uses?

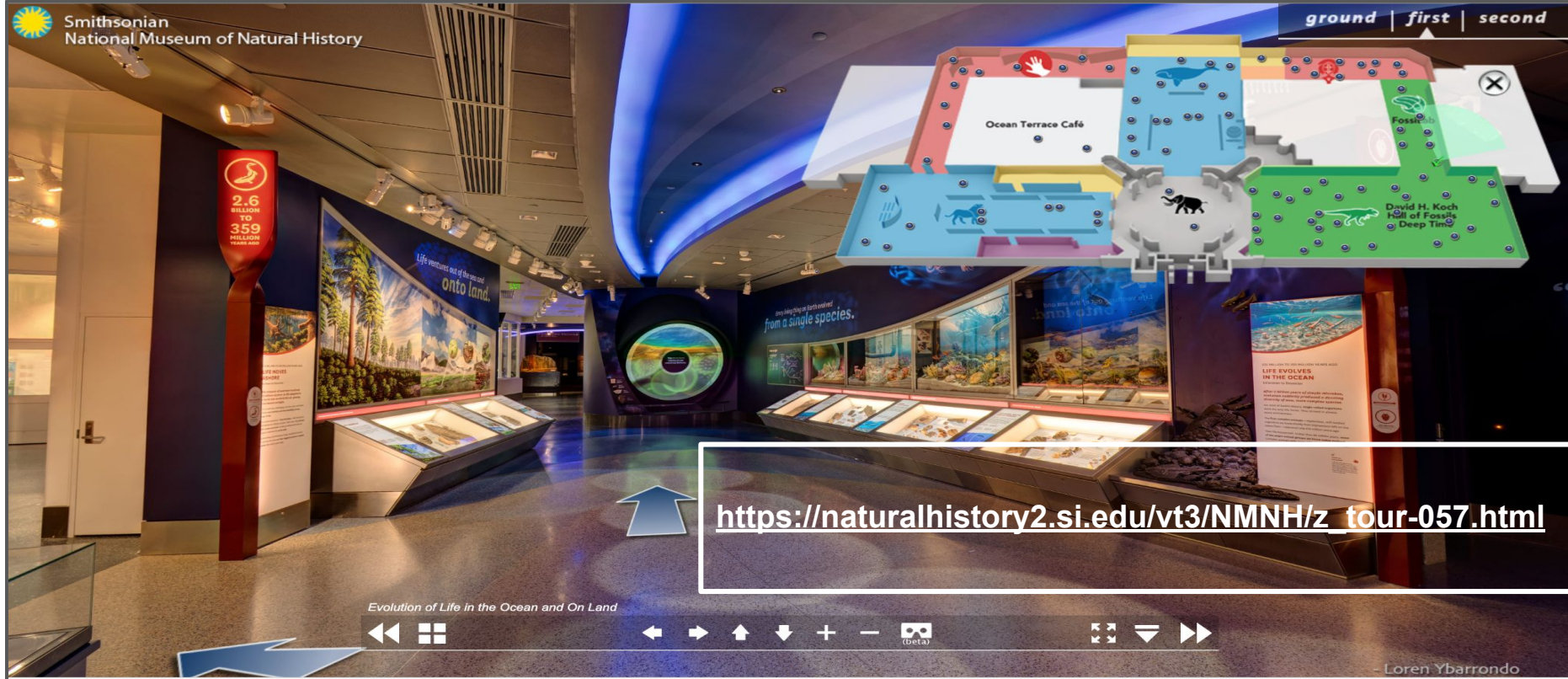
- After Chapter 2, have students take a virtual tour of a recycling facility. Complete a web video search for “tour of a recycling facility,” and many options will appear. Challenge students to make a list of the types of materials that can be recycled and talk about how they are sorted at a recycling facility. Ask students to think critically about the properties of different materials such as plastics, paper, glass, and metal. Encourage students to compare and contrast their different properties and think about why they are important in the recycling process.
- After Chapter 3, organize a field trip to a local food factory that offers tours. Do a web search using the terms “food factory tours” and your city or region. You can also search for specific kinds of foods like candy, jelly

Properties of Materials - Grade 2

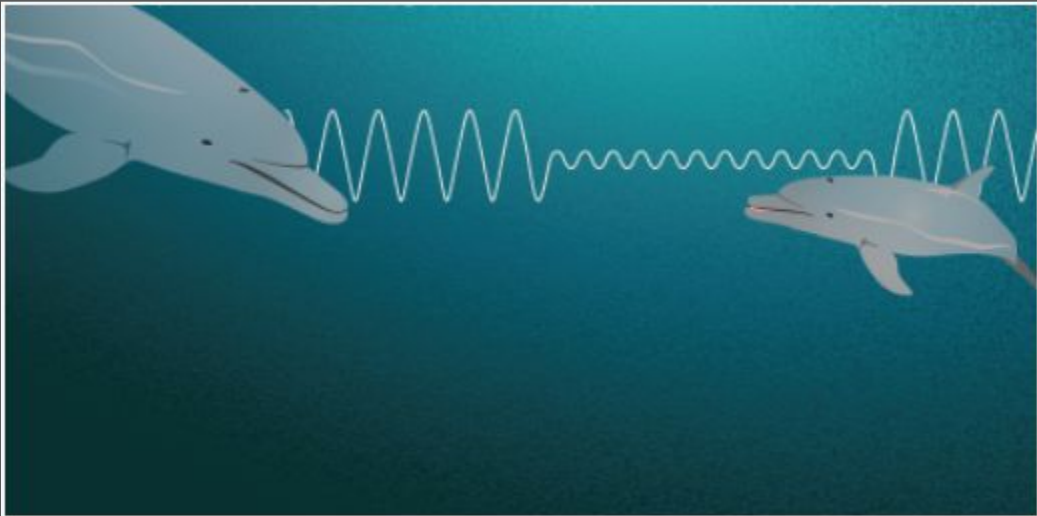


<https://www.youtube.com/watch?v=zgLW9CSvpRw>

Environments and Survival - Grade 4



Waves, Energy, and Information - Grade 4



22 Lessons

Waves, Energy, and Information



Wave Machine Demonstration

681,111 5.3K DISLIKE SHARE DOWNLOAD CLIP SAVE ...

<https://protect-us.mimecast.com/s/XTA2CyPWXJC0OqVtMVgfN?domain=youtu.be>

Earth's Features - Grade 4

Earth's Features

Opportunities for Unit Extensions

OPEN PRINTABLE OPPORTUNITIES FOR UNIT EXTENSIONS

- After the conclusion of the unit, students could engage in an electronic field trip. These could be guided for the whole class, or engaged in on an individual, pair, or small-group basis. The following suggestions are a starting point for finding relevant electronic field trips:
 - Conduct a web search using the search phrase "National Park Foundation electronic field trip." The Bryce Canyon National Park and Grand Canyon National Park electronic field trips are especially relevant to the focus of the *Earth's Features* unit.
 - Conduct a web search using the search phrase "Smithsonian Natural History Museum virtual tour" to view the museum's rock and fossil specimens.
- Anytime during this unit, you could invite a guest speaker to address students—a geologist or a paleontologist. Guest speakers can inform students about career pathways in science and can be used as primary sources of information about rocks and fossils. Guest speakers should be selected in such a way as to represent diverse demographic groups in terms of sex, gender, culture, ethnicity, race, sexual orientation, and persons with disabilities.

The experiences above could support the disciplinary ideas addressed in this unit, as well as practices such as Obtaining, Communicating, and Evaluating Information, and crosscutting concepts such as Stability and Change.

Media and Library Research Extension

Part 1: Information Literacy and Library/Media Research

Bryce Canyon

National Park
Utah

[Plan Your Visit](#) ▾[Learn About the Park](#) ▾[Get Involved](#) ▾

[INFO](#)[ALERT](#)

Bryce Canyon NP Electronic Field Trip




Main Amphitheater

Patterns of Earth and Sky - Grade 5

Patterns of Earth and Sky

Opportunities for Unit Extensions

 OPEN PRINTABLE OPPORTUNITIES FOR UNIT EXTENSIONS

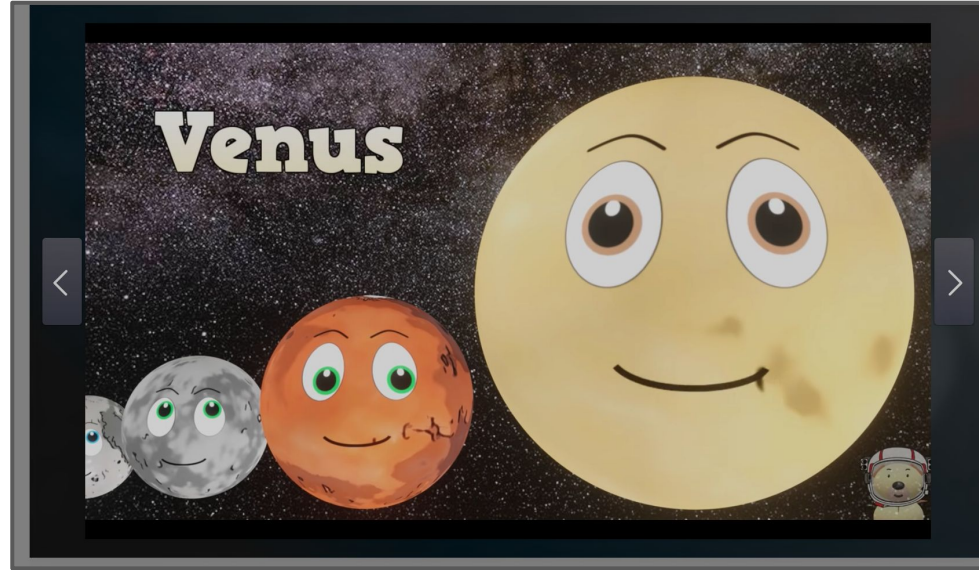
Field Trips and Other Resources

If time allows, you may wish to complement the content of this unit by organizing a student experience such as a field trip, a guest speaker, or even a virtual field trip. For the content of the *Patterns of Earth and Sky* unit, we recommend the following:

- After Lesson 1.1, you may consider organizing a field trip to a local museum with an archaeology exhibit. Have students focus on what they can learn about ancient cultures from the artifacts in the exhibit. For a list of museums that focus on archaeology in California, conduct a web search using the phrase "archaeology museums in California"
- After Chapter 1, find a local scale model of the solar system. If there is not one available in your area, consider watching a video of the creation of one such model:
 - Conduct a web search for a video titled "To Scale: The Solar System"

After viewing the scale model, you may choose to have a class discussion or a writing activity to debrief the experience by using prompts such as:

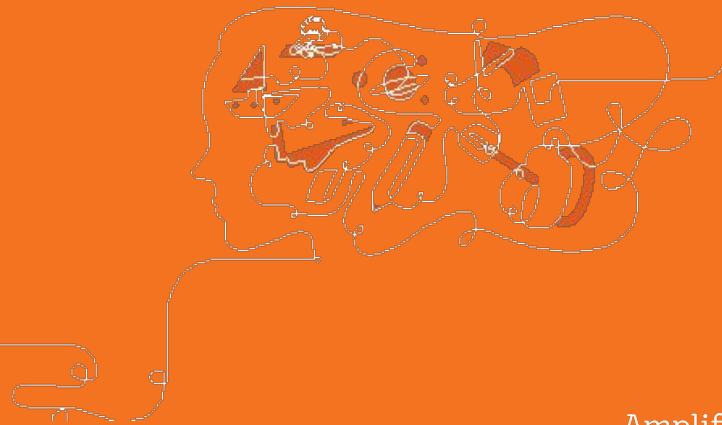
- How did your thinking about the scale of the solar system change after viewing the scale model?
- What was surprising about the scale model?
- What was useful about the scale model?
- What were the limitations of the scale model?



<https://youtu.be/isTEYefMzzM>

Flexextensions

Grades 2 - 5



Flexextensions

Unit Guide

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Apps in This Unit


Opportunities for Unit Extensions


Flexextensions in This Unit


Printable Resources


 3-D Assessment Objectives


 Coherence Flowcharts


 Copymaster Compilation


 Crosscutting Concept Tracker


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


 Flexextension Compilation

 Investigation Notebook

 Multi-Language Glossary

 NGSS Information for Parents and Guardians

 Print Materials (8.5" x 11")

 Print Materials (11" x 17")

Offline Preparation

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

Offline Guide

Flexextensions

Grade 2: Plant and Animal Relationships

Hands-On Flexextension: Investigating Sample Study Sites

This hands-on activity builds on and reinforces students' understanding of how scientists study habitats. Students revisit the sample study sites they chose in Lesson 1.3 to measure, count, and record data about the living and nonliving things they observe. Over a number of visits, students collect data to analyze the changes that occur in their sample study sites. The purpose of this lesson is to give students more experience with determining what and how to measure as well as with recording measurements. You might choose to include this Flexextension if you have access to outdoor space and would like to increase your students' opportunities for outdoor learning.

nce CALIFORNIA EDITION > Plant and Animal Relationships > Lesson 1.3

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

Overview

In this lesson, students study a habitat and the plants that grow there. Using *My Nature Notebook* as a model for how to investigate, students choose outdoor sample study sites in which they can observe plants. Students observe their study site and record the kind of plants they see. Finally, students use their new understanding of the relationship of a sample study site to a habitat as they view a map of the Bengal Tiger Reserve sample study site. The purpose of this lesson is for students to observe a sample study site to see real plants in their habitats and to begin to apply this understanding to thinking about the Bengal Tiger Reserve.

Unit Anchor Phenomenon: There are many new trees growing in the Bengal Tiger Reserve but none of them are chalta trees.

Chapter-level Anchor Phenomenon: There are no new chalta trees growing in the Bengal Tiger Reserve.

Investigative Phenomenon: Different plants live in a habitat around the school.

Students learn:

- A sample study site is a small part of a larger area.

Digital Resources

- Classroom Slides 1.3 | PowerPoint
- Classroom Slides 1.3 | Google Slides
- All Projections
- Optional: Chapter 1 Home Investigation: Investigating a Sample Study Site copymaster
- Hands-On Flexextension lesson guide: Investigating Sample Study Sites
- Hands-On Flexextension copymaster: Investigating Sample Study Sites
- Setting a Purpose chart: Completed
- Plant and Animal Relationships Investigation Notebook, pages 6–7



Hands-On Flextension: Investigating Sample Study Sites

Overview

This hands-on activity builds on and reinforces students' understanding of study habitats. Students revisit the sample study sites they created in Lesson 1.3, measure, count, and record data about the living and nonliving components of the sites. Over a number of visits, students collect data to analyze the changes in the sites. The purpose of this lesson is to give students more experience with what and how to measure as well as with recording measurements. This Flextension includes this Flextension if you have access to outdoor space and provides your students' opportunities for outdoor learning.

Recommended Placement: after Lesson 1.3

Suggested Time Frame: 120 minutes (across several days or weeks)

Next Generation Science Standards (NGSS)

Performance Expectations

- **2-LS4-1:** Make observations of plants and animals to compare the diversity of life in different habitats. Emphasis is on the diversity of living organisms in different habitats. Assessment Boundary: This performance expectation includes specific animal and plant names.

Disciplinary Core Ideas

- **LS4.D: Biodiversity and Humans:**
 - There are many different kinds of organisms, and they exist in different places on land and in water.

Science and Engineering Practices

- **Practice 1:** Asking Questions and Defining Problems
- **Practice 3:** Planning and Carrying Out Investigations
- **Practice 4:** Analyzing and Interpreting Data
- **Practice 5:** Using Mathematics and Computational Thinking

Chapter 1 Home Investigation: Investigating a Sample Study Site

Directions:

1. Get a piece of string or rope (such as a jump rope) that is 3 m long. If you cannot find one, collect two rocks or sticks.
2. Find an outdoor space where one or more plants are growing. This could be a field, park, or even a crack in the sidewalk.
3. Mark the spot with the string or rope to create your sample study site. You can also mark the edges of your site using rocks or sticks.
4. Observe and draw the plants and animals you see in the sample study site.
5. Use words and pictures to describe what you see.

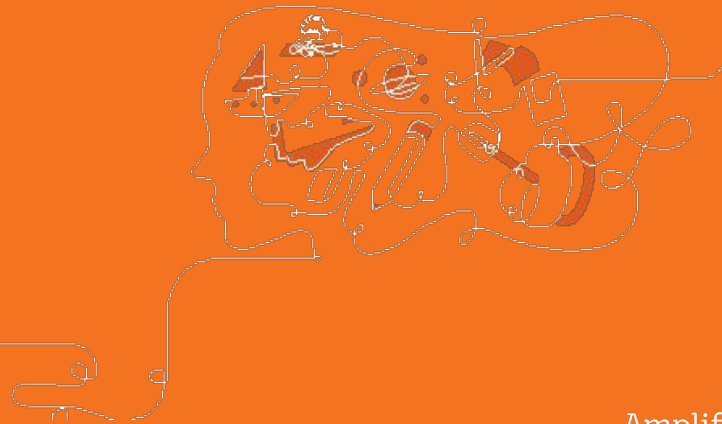
Name: _____ Date: _____

Investigating Sample Study Sites (continued)

Part 1: Returning to Your Sample Study Site (continued)

Today's date: _____

Social Media



LAUSD - Schoology

- To join Amplify ES Group: [W4PK-W466-63F5B](#)



facebook

Facebook

Group by Amplify Education

Amplify Science

🔒 Private group · 5.5K members



+ Invite

About

Discussion

Announcements

Rooms

Topics

Members

More ▼



Welcome to our Amplify Science Facebook group! This group is for educators who use Amplify Science, a K-8 curriculum designed from the ground up... [See More](#)



Private

Only members can see who's in the group and what they post.



Visible

Anyone can find this group.

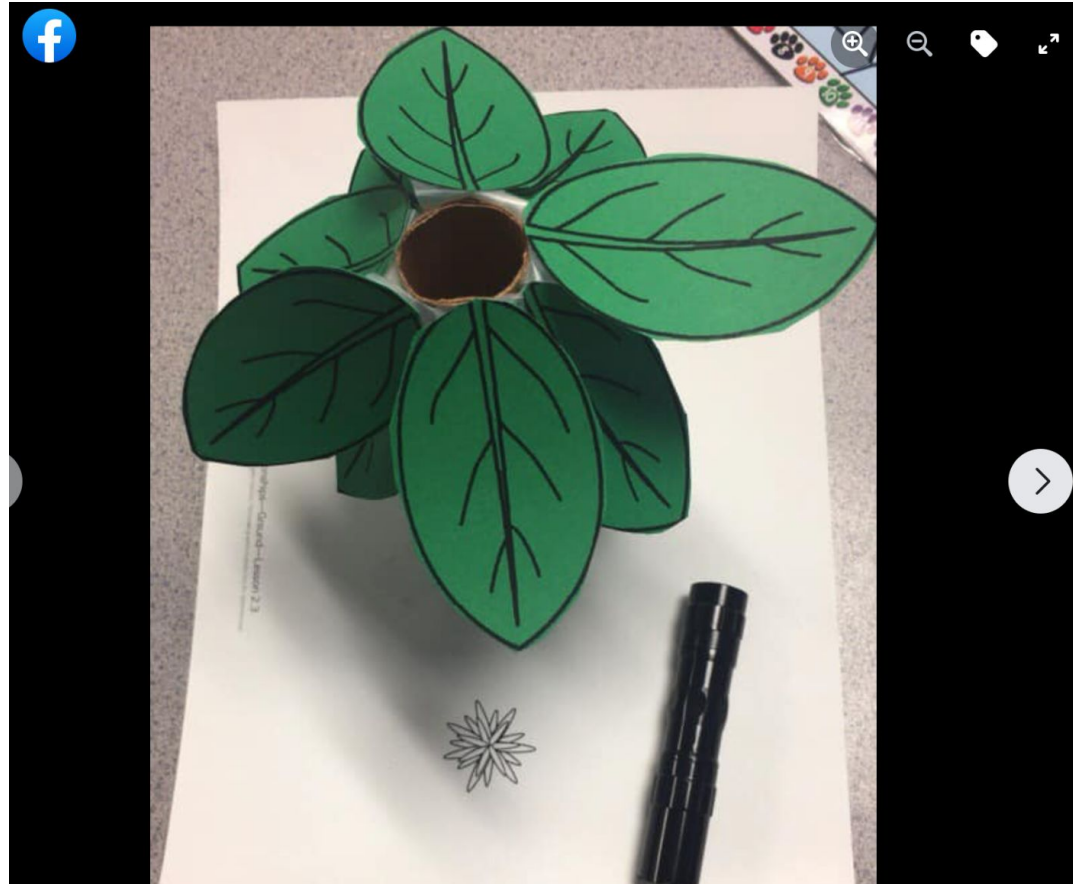




Social Learning


TK





Grade 2







**Christi Thomas**
January 23, 2020 · 🌍


My students really liked this simple demonstration in our 2nd grade plants and animals unit.

 20



9 Comments


 Like

 Comment



**Cyndi Thompson Crouch**
I'm in 5th grade Ecosystems (plants and animals) now. Will you tell me what this demo was so I can see how the concent spirals?

Like · Reply · 1y · Edited

  Cyndi Thompson C... · 2 Replies

**Sharmela Chandrashekhar**
Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?
This demo shows that the tree is blocking the sunlight from reaching the... **See More**

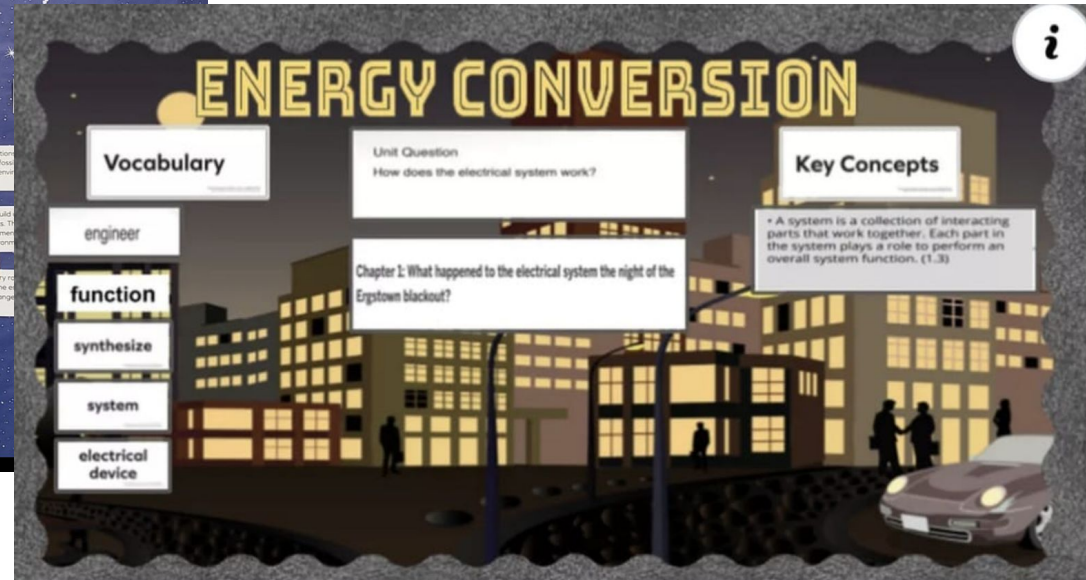
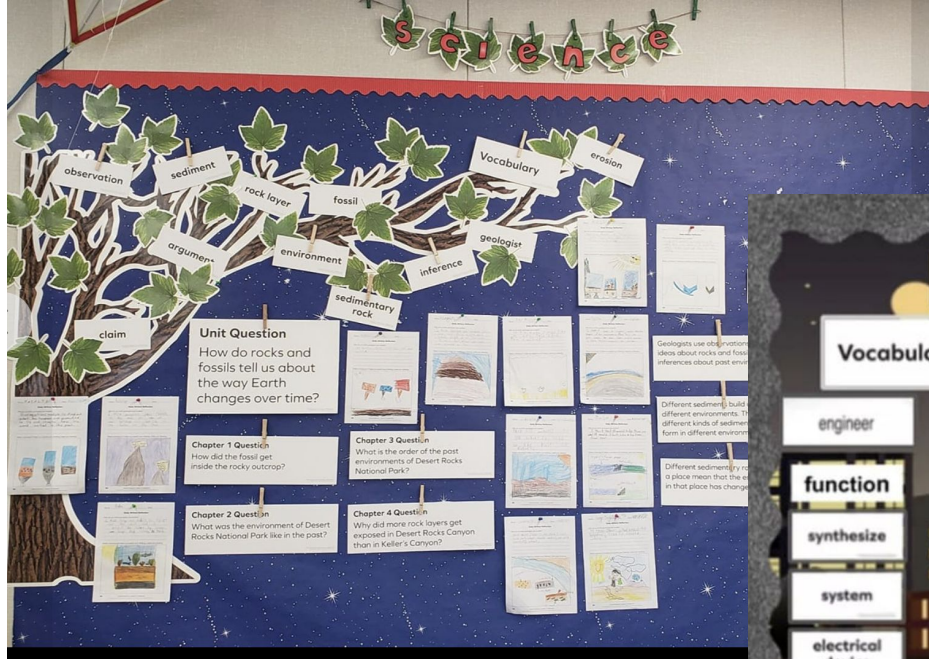
Like · Reply · 1y · Edited

  Christi Thomas repl... · 2 Replies

Grade 2



Grade 4- Classroom Walls



Landforms



A screenshot of a Facebook post by Carrie Culpepper. The main image shows several landscape postcards fanned out on a wooden surface. One postcard in the foreground features a photograph of a desert landscape with a large, rounded rock formation under a blue sky with white clouds. Below the photo, there is handwritten text in black ink that reads: "Hey [redacted] How are you? I You bunches! How do you think it's more rocks on this For more Gran join". The post has 50 likes and 13 comments. The comments section shows three replies: Kristina Marie Glass, Lyndsi Cooney, and Heath Farnsworth-Williams.

Carrie Culpepper
April 28, 2020 · 🌐

We were supposed to be doing the landform postcard unit this 9 weeks, so I got my students landform postcards and mailed them out!

50 Likes · 13 Comments

Like Comment

Kristina Marie Glass
Love this!!! 🥰🥰🥰 We had our kids design their own on google slides and tell us about what they would see and do there!!!
Like · Reply · 1y · 1

↳ **Carrie Culpepper re...** · 2 Replies

Lyndsi Cooney
which unit is this for?
Like · Reply · 1y

↳ **Darbi Dorrington Li...** · 4 Replies

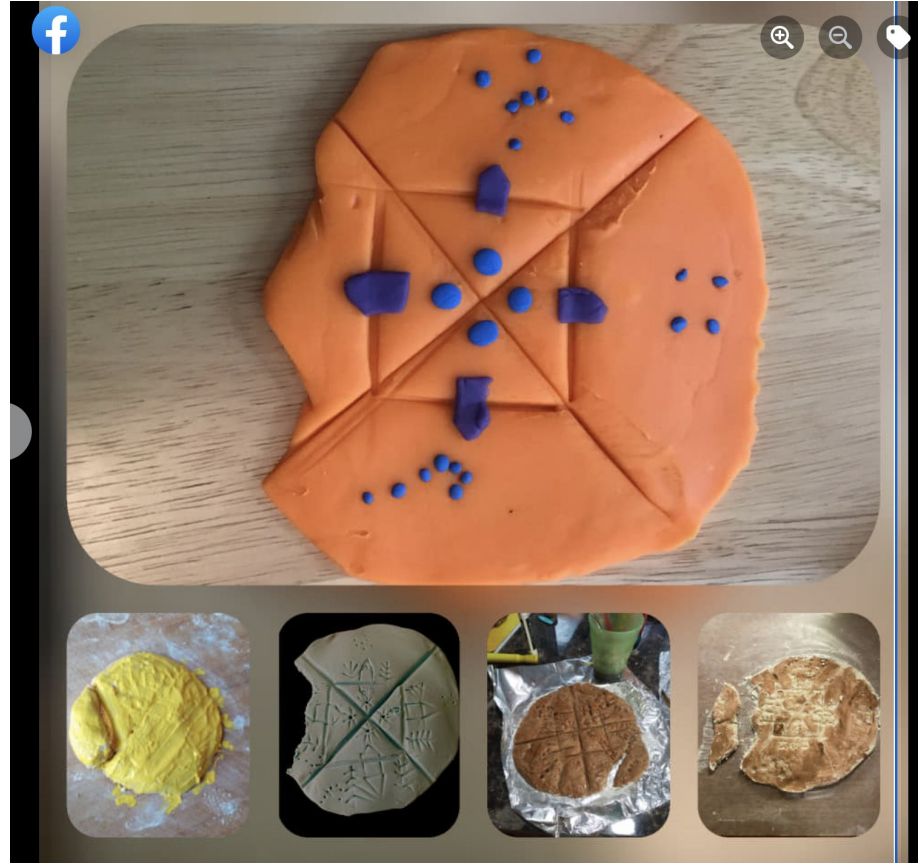
Heath Farnsworth-Williams
this is amazing!
Like · Reply · 1y · 1

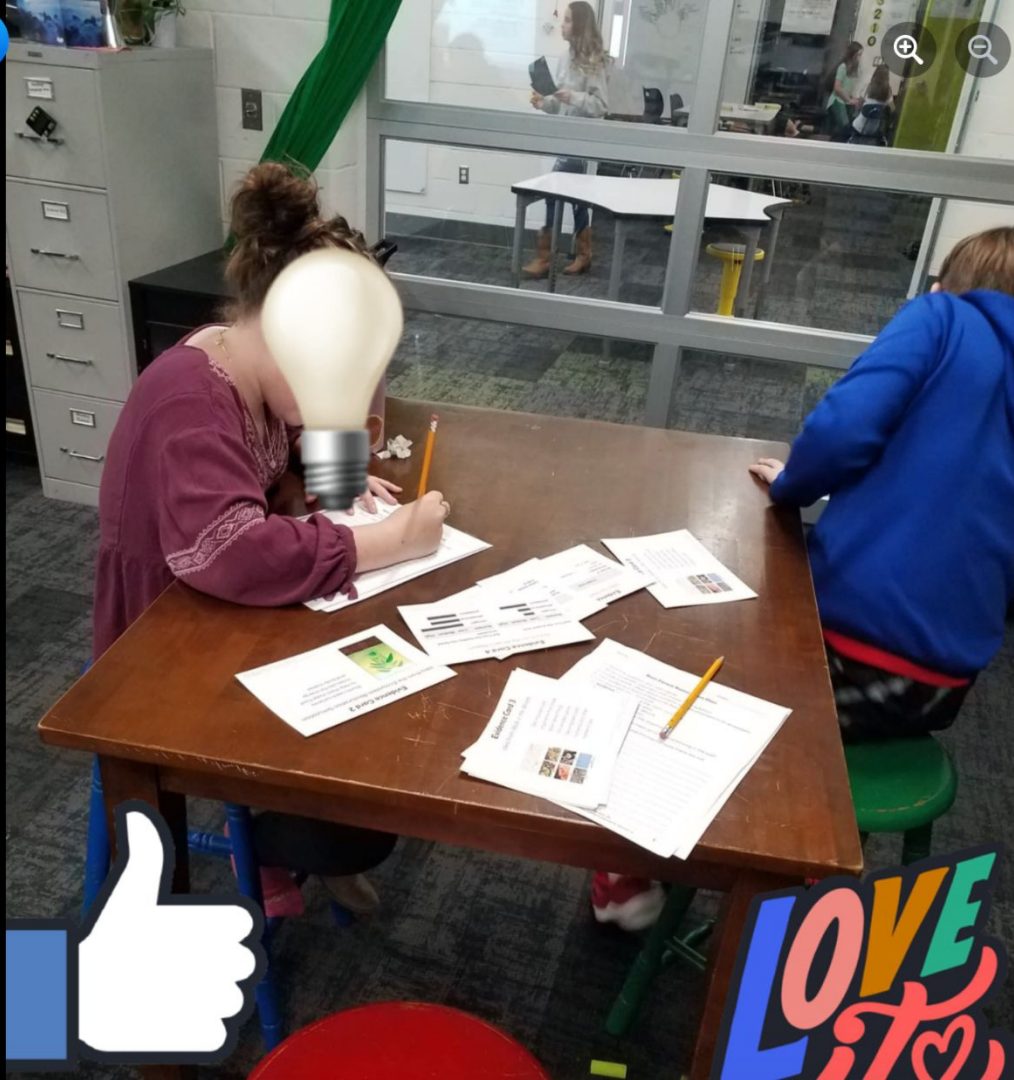
Grade 5- Ecosystem Restoration



Grade 5- Patterns of Earth & Sky

Art Project creating artifact





Cyndi Thompson Crouch

March 13, 2020 · 🌐



I was amazed at all the hardwork these 5th graders were readily putting in to their end of unit writing argument for Ecosystem Restoration--- supporting their claims with evidence and explaining with their science knowledge. The evidence cards were a great support!



12

2 Comments

Like

Comment



Mary Comfort

Have you finished a the units already? I'm on ecosystem restoration now. What are you doing for the rest of the year? I'm wondering what to do or how to slow down.



1

Like · Reply · 1y



Cyndi Thompson Cro... · 1 Reply



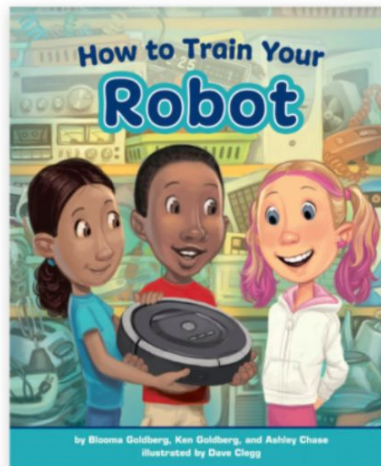
Write a comment...



Announcements

FREE EBOOK

*How to Train
Your Robot*



Amplify Education

March 11 · 🌐



Hey Educators, We recently added a new ebook "How to Train Your Robot" to the Amplify Science library. If you haven't seen it yet, we wanted to provide you with a free download of the PDF.

https://go.info.amplify.com/free_ebook_howtotrainyourrobot



7

👍 Like

💬 Comment




Write a comment...





Special Events






**Amplify Education**March 1 · 🌐...






Join us on March 3rd for an exclusive evening just for Amplify customers! Our host, Afrika Afeni Mills, Director of Diversity, Equity, and Inclusion Director with BetterLesson, will lead a discussion on reimagining learning in a post-COVID world. Register now while seats are open! Click the link below for more info!

https://go.info.amplify.com/download-webinar-fy21_general..... **See More**

6

 Like  Comment

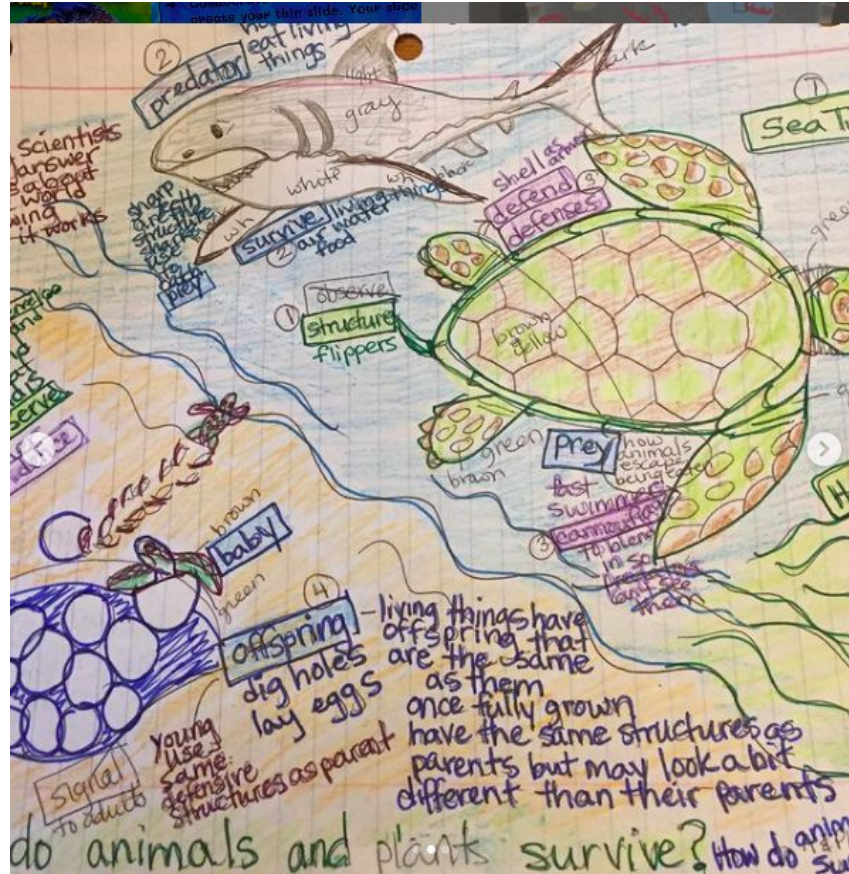






Instagram

Instagram



sarahsteachingpoints



sarahsteachingpoints So #findingteacherjoy in coloring my messy plan for our #amplifyscience unit on animal adaptations and hereditary traits. Bring on the coloring. #adultscolortoo #iteachfirst

21w



ajweeninkspeaks LOVEEE 🥰🥰🥰



21w 1 like Reply



jozihenry You are amazing! Love it!



21w 1 like Reply



5 likes

JANUARY 14



Add a comment...

Post

Instagram



ps84fearlessgardeners



ps84fearlessgardeners Winter solstice.

And.

Milkweed seeds.

As we celebrate the cycle of seasons, we reflect on other cycles.

Milkweed seed pods burst open in the late fall, and use the coolest seed dispersal... Check this out, each seed uses it's own little fluffy parachute to 'fly' away from the parent plant.

The seeds fly away in November, and are happiest under a coating of snow. We recently caught and planted these beautiful seeds on our roof garden and in our Interactive Garden for our two monarch habitats.



15 likes

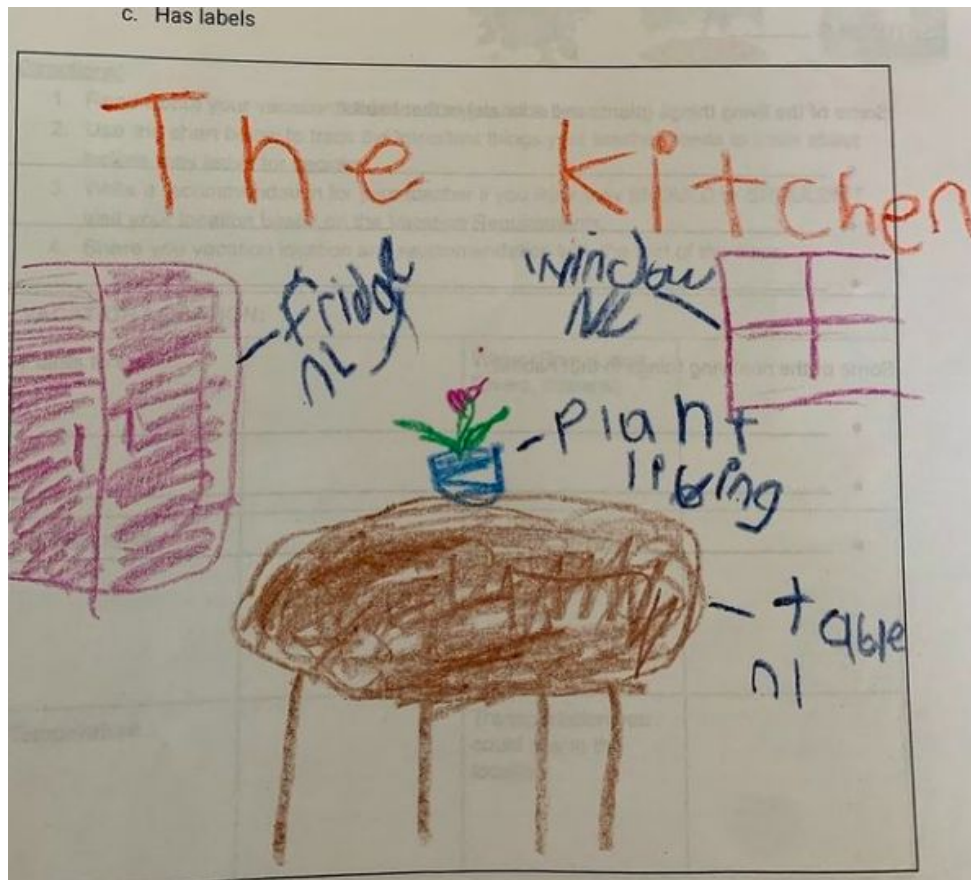
DECEMBER 21, 2020



Add a comment...

Post

Instagram



ms.cnoto



ms.cnoto This diagram of my student's habitat is amazing! It is clear, neat and labeled! The NL stands for non-living things and the L stands for living things. #remoteteaching #scienceproject #habits #science #2ndgrade #remoteteaching #amplifyscience

38w



18 likes

SEPTEMBER 21, 2020

Instagram



teachingwithpotential
Orange County, California



teachingwithpotential When your partner is absent, you get creative and partner read to your turkey craft. Love my students flexibility and positive attitudes through all of this.
#positivevibes #goodattitude
#3rdgraderocks #lovemystudents
#3rdgradeteacher #distancelearning
#distanceteaching #thisis2020
#teachersofinstagram #instateteacher
#teach #partnerreading #smallgroups
#guidedreading #scienceteacher
#amplifyscience #sciencrules

28w



smilingwithscience Hahaha this is like when your teacher bestie is absent and you need to get creative 🤪🤪🤪



34 likes

NOVEMBER 25, 2020



Add a comment...

Post

Instagram

PUSH & PULL KINDERGARTEN SCIENCE UNIT **AMPLIFY SCIENCE**



ps160k



ps160k Kindergarten students worked as engineers to design a pinball machine during their 'Pushes & Pulls' unit in Science. They had to explore and explain forces during remote learning. @queenmarge1017 @doechancellor @uftny @nycschools @followcsa @henrycsa @csabrooklyn @cwatsonharris @uft_elementary @teachnyc_official @BkSouthFSC @uftparachapter @nycmayor #anchoredinexcellence #WilliamTSampson #district20 #ps160 #psilovemyschool #wedoitallatps160 #remember tobekindtoeachother #throwkindnesslikeconfetti #ChampionsofChildren #20k160 #PublicSchoolProud #TWD #brooklynsouthfieldssupportcenter #teachyourhands #socialdistancing



65 likes

MAY 7, 2020



Add a comment...

Post

Instagram Grade 2 Partner Reading



el_guardian_dlmvip



el_guardian_dlmvip Researching different habitats to see how they are similar and different to our own! #2ndgrade #amplifyscience #windyhills

41w



3 likes

AUGUST 31, 2020

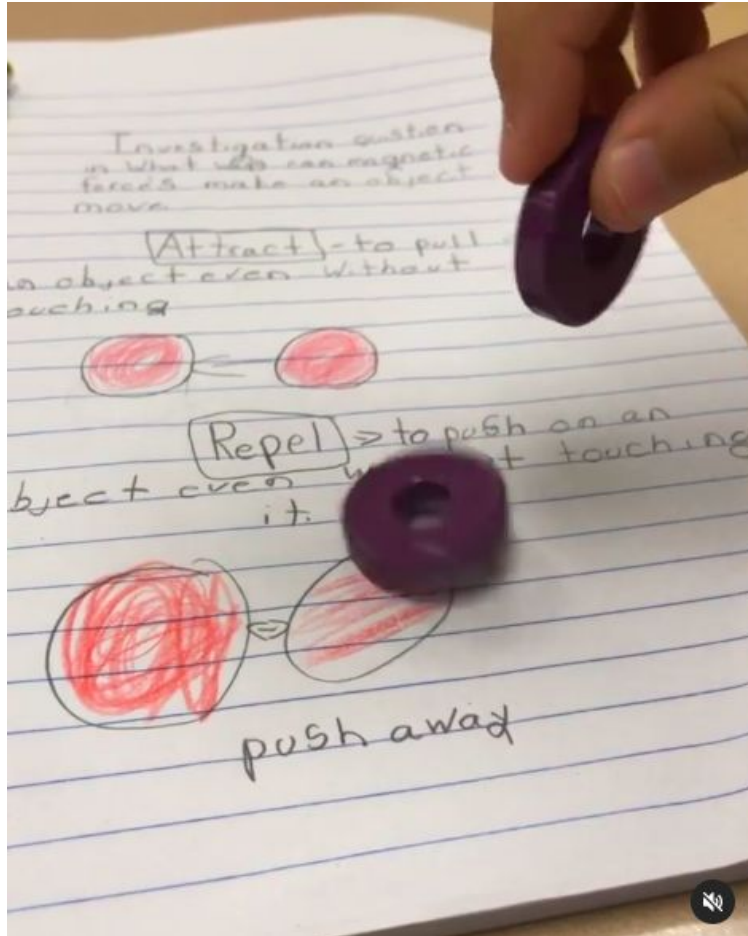


Add a comment...

Post

Instagram

Grade 3 Balancing Forces



wherethewildthingsaretaught



wherethewildthingsaretaught i miss watching them play and learn.

...

#remotlearning #distancelearning
#iteachtoo #teachersofinstagram
#teachersfollowteachers #psis268
#d29shines #scienceteacher
#amplifyscience #amplify

56w



92 views

MAY 14, 2020



Add a comment...

Post



Twitter



Mrs. Zachariadis @MrsZachariadis · Oct 4, 2018



Today our scientists observed each other eating carrots. We recorded our observations using our 5 senses - what we saw, felt, heard, tasted, and smelled. 👁️ 🖐️ 👂 💋 👃 #STEMeducation #littlescientists @AmplifyScience @amplify @PS159_Q



Twitter



Drew Spooner @drew_spooner · Nov 17, 2020



"Look Mrs.Spooner we are practicing our camouflage"

[#animalandplantdefenses](#) [#Amplifyscience](#) @MPS_Morton



Twitter Go live



Amanda Klamo @ms_aklamo · Apr 3, 2018

Exploring how time affects the amount of rock that water can erode!

@WilsonElem #WEareFHSD @AmplifyScience



3



13



Share Out

In the chat, share out a best practice or something you want to highlight about a lesson or unit that you did using Amplify Science.



Work time: Opportunities for Unit Extensions & Flexextensions

Become familiar with the Opportunities for Extensions and Flexextensions in your Unit

- Go to the Unit Landing page of the Unit you are planning for.
- Open the Opportunities for Unit Extensions and or Flexextensions.
- Select one or two extension activities that you incorporate into your unit to enhance student learning.
- Be prepared to share with the group.
 - What did you select?
 - What was the reason for your selection?



Questions?

Thank You!

Thank you for all you do!

