

Amplify Science

Unit Internalization / Guided Planning

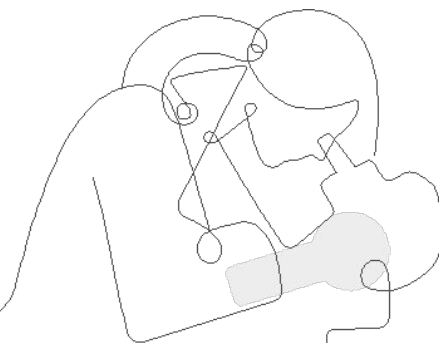
Grade 4, Unit 2: Vision and Light

Part 1

School/District Name: LAUSD

Date:

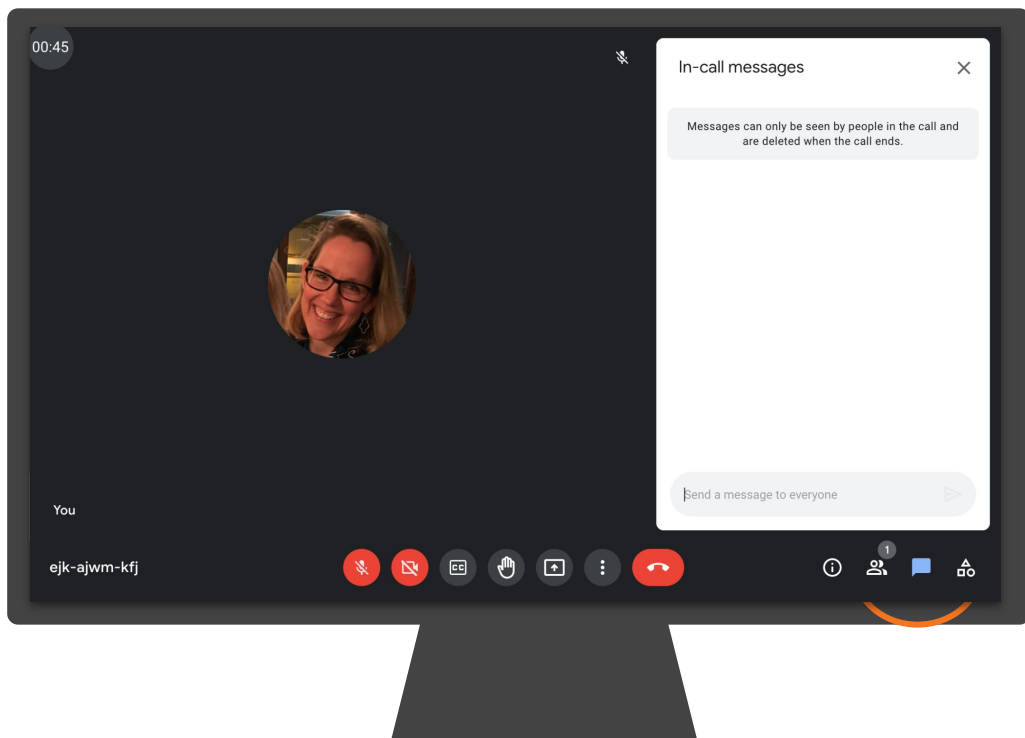
Presented by:



Ice Breaker!

Who do we have in the room today?

- **Question 1:** Which aspects of implementing the Standard Amplify Science curriculum are you most excited or hopeful about?
- **Question 2:** What do you feel most hesitant about?



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.

Schoolology



[← 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, Schoolology.

For information on District-approval policies and procedures, please visit: [udipplausd.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](#).

Publisher Name Starts With

Content Area All

Grade Level All

Content Type All

Textbook Title Starts With

Submit

All Amplify Products



LMS App Center

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- To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit".

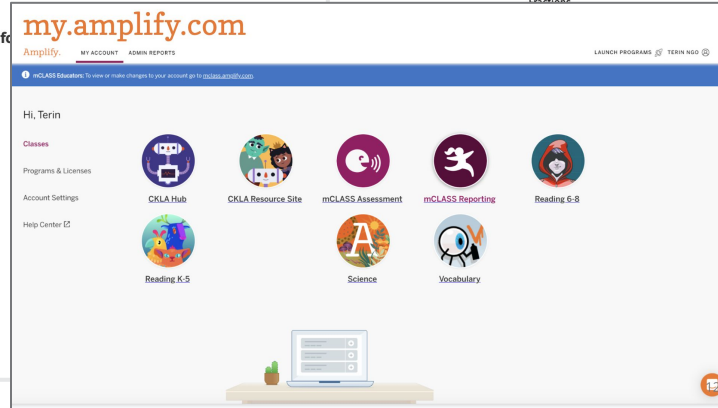
To learn more about using the LMS App Center, please refer to the following [video overview](#).

[← Search Again](#)

Amplify

Content Area: ELA
Grade Level: ES
Content Type: Supplemental
Integration Type: App (Left Navigation)
Purchase Type: District and School
Getting Started Guide
Other Info: School licenses required
mCLASS
CKLA
Amplify Reading
Amplify Science
Creative

Vendor Support Desk:
P: 800.823.9969
E: help@amplify.com
S: amplify.com/support/
Textbook Title(s):
NA



Vendor Support Desk:
P: 800.823.9969
E: help@amplify.com
S: amplify.com/support/
Textbook Title(s):
NA

pp is for only)

 mCLASS Educators: To view or make changes to your account go to mclass.amplify.com.

Hi, Terin

Classes

Programs & Licenses

Account Settings

Help Center 



[CKLA Hub](#)



[CKLA Resource Site](#)



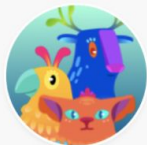
[mCLASS Assessment](#)



[mCLASS Reporting](#)



[Reading 6-8](#)



[Reading K-5](#)



[Science](#)



[Vocabulary](#)



Amplify. on Schoology

2021-2022



Join Amplify Science Schoology Group

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

Navigation Temperature Check

Rate yourself on your comfort level accessing Amplify Science materials and navigating a digital curriculum.

1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable

Part 1

Overarching goals

- ❑ Explain how students engage in phenomenon based and 3D learning to construct an understanding of the science concepts introduced in *Vision and Light*.
- ❑ Internalize the unit and apply your new understanding to plan for the diverse needs of your classroom and students





Plan for the day: Part 1

- Introduction and Framing
- NGSS & 3D Learning
- Phenomenon-based Instruction
- Unit Internalization
- Additional Resources
- Closing



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

+

Amplify.

Amplify Science

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

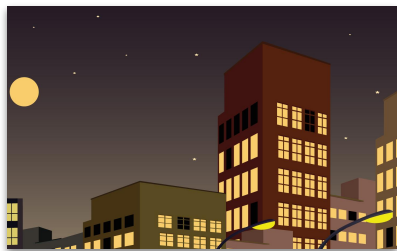
Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

Key takeaways:

- There are 22 lessons per unit
- Lessons at grades 2-5 are 60 minutes long

Year at a Glance: Grade 4

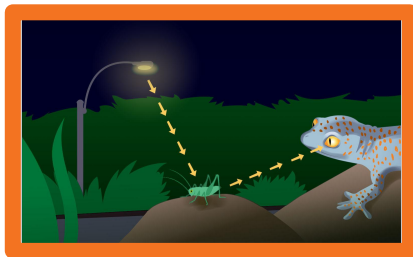


Energy Conversions

Domain: Physical Science

Unit type: Engineering Design

Student role: System engineers

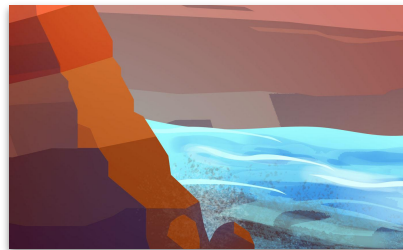


Vision and Light

Domain: Life Science

Unit type: Investigation

Student role: Conservation biologists

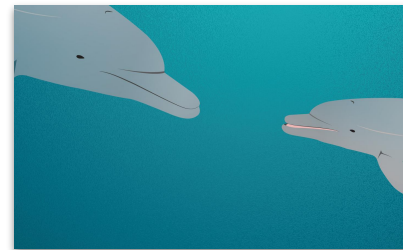


Earth's Systems

Domain: Earth and Space Science

Unit type: Argumentation

Student role: Geologists



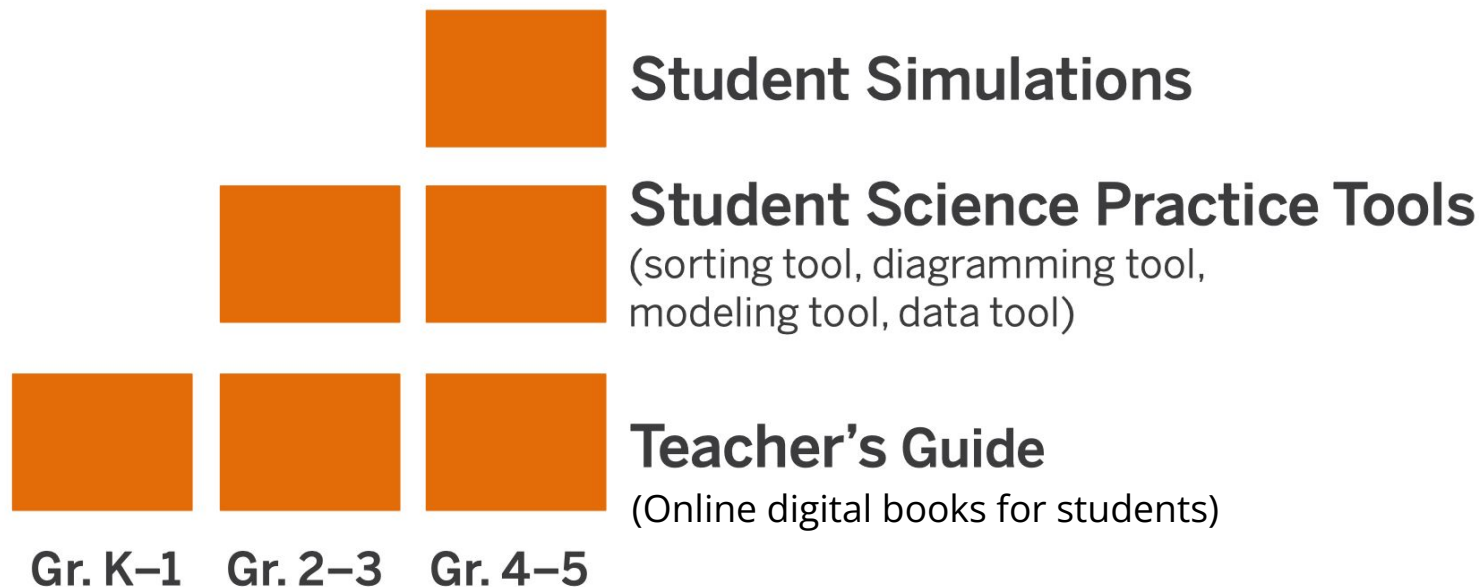
Waves, Energy, and Information

Domain: Physical Science

Unit type: Modeling

Student role: Marine scientists

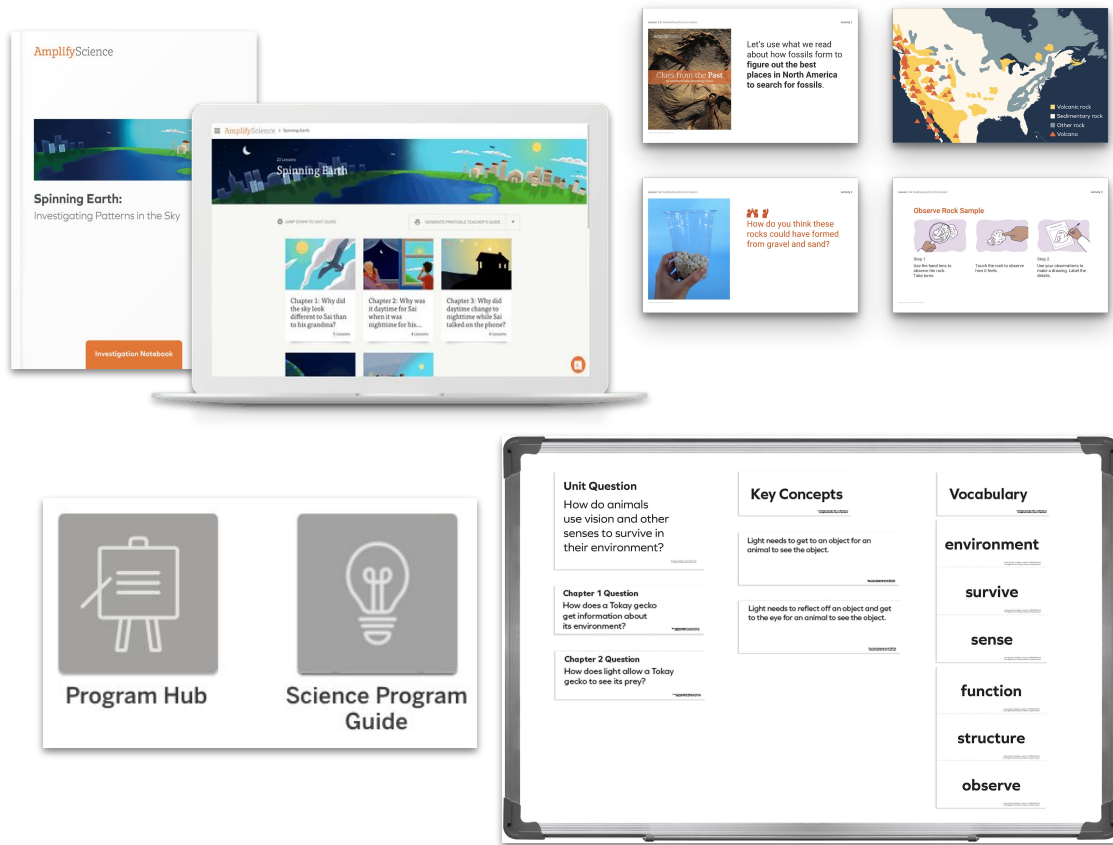
What are the digital components of Amplify Science Elementary?



K-5 Program components

Teacher materials

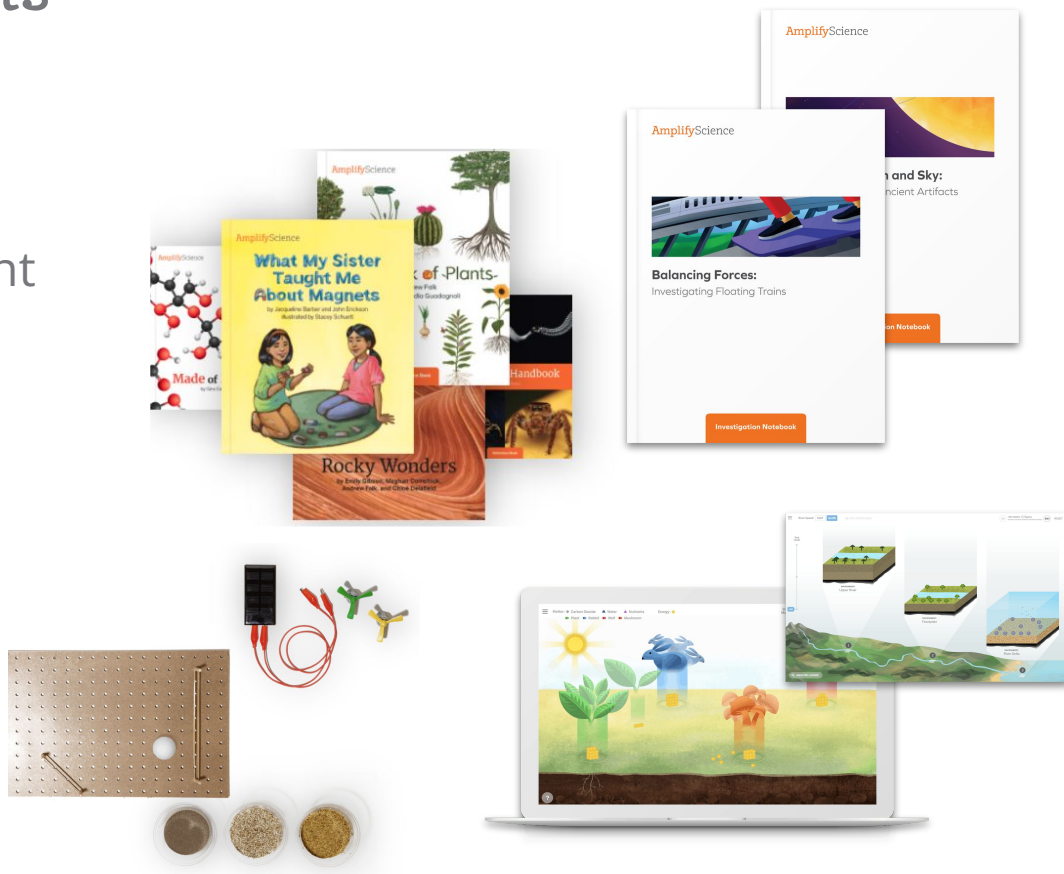
- Teacher's Guide (print and digital)
- Classroom Slides
- Classroom wall materials
- Embedded assessments
- Program Guide
- Program Hub
- Amplify Help Site



K-5 Program components

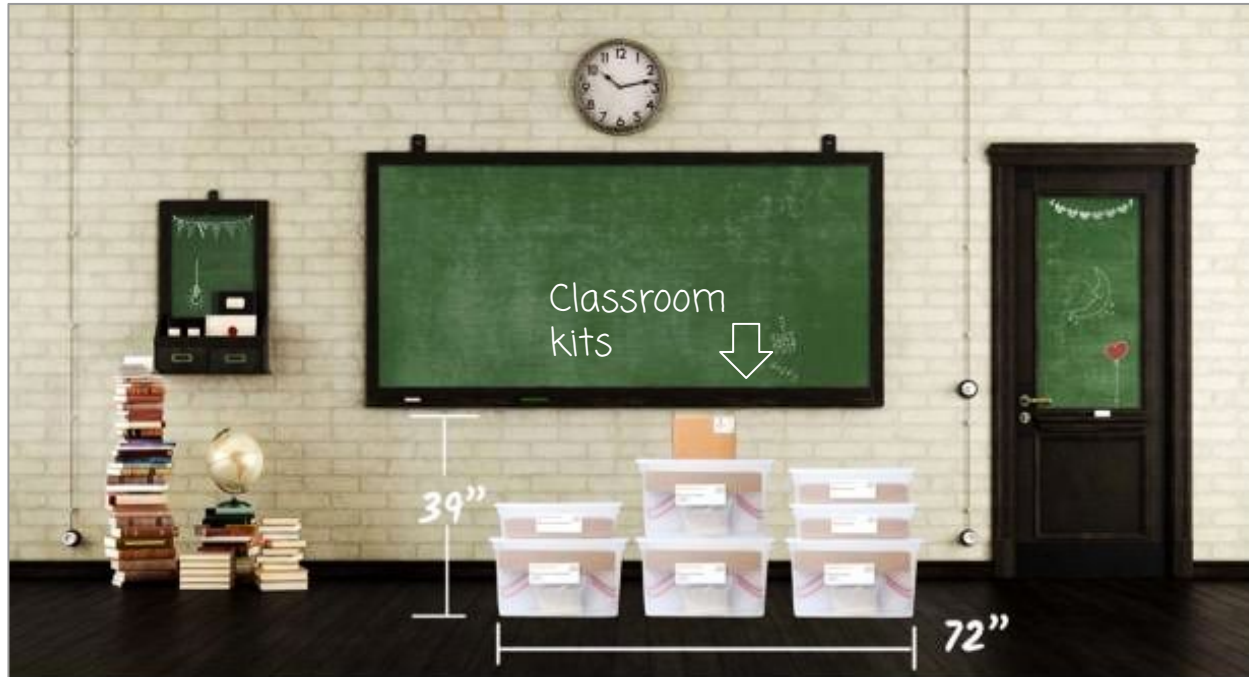
Student materials

- Hands-on materials
- Investigation Notebooks (print and digital)
- Student books
- Digital Applications



K-5 Program components

Classroom kits

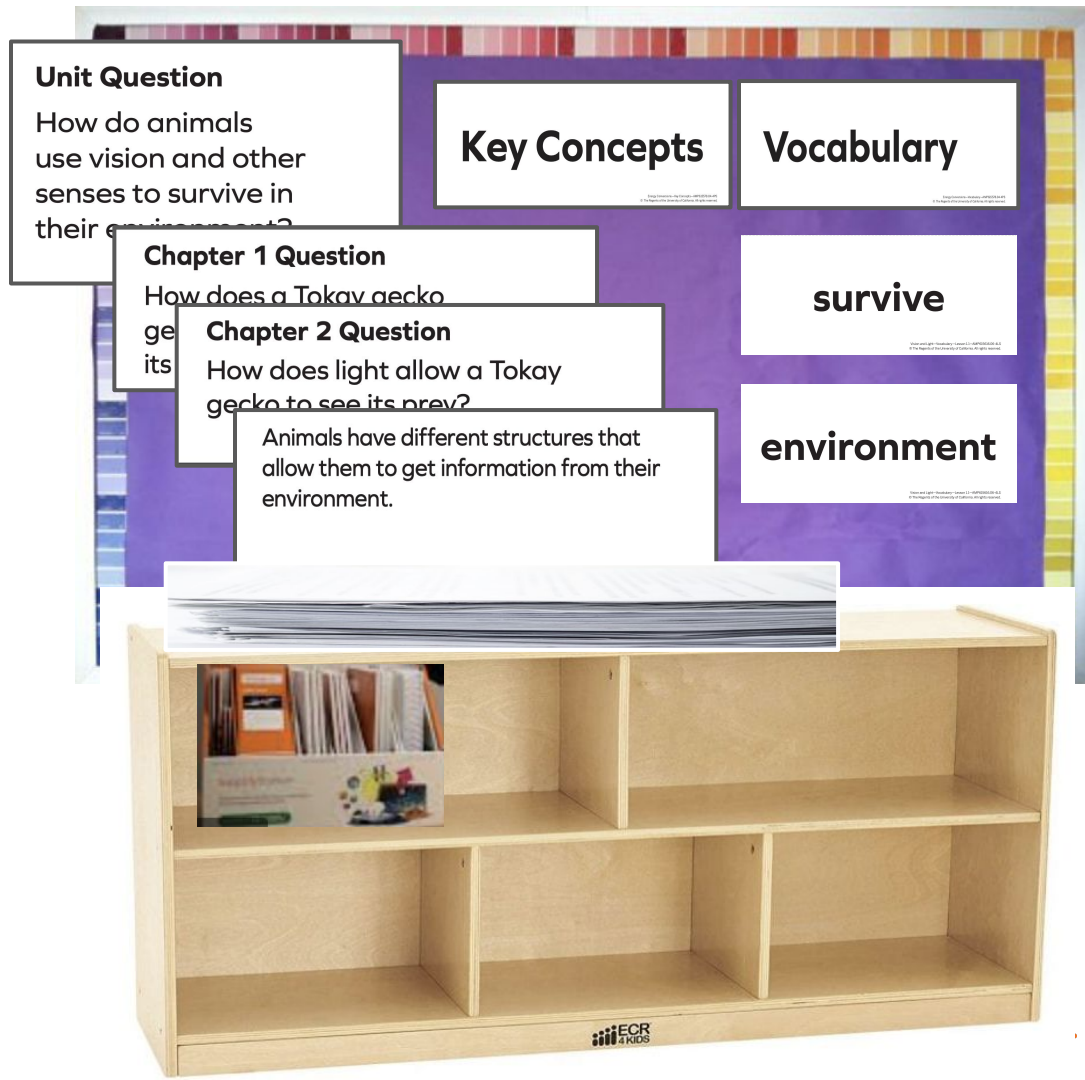


Classroom kits

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

Unpacking the Kit

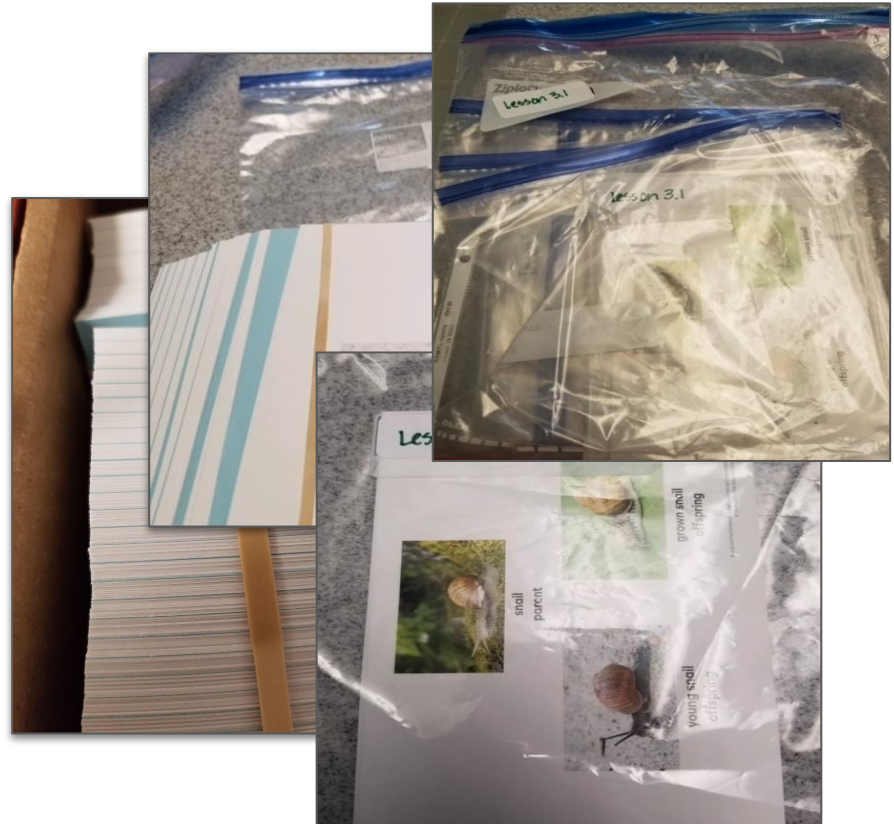
- Pull out the unit question, key concepts and vocabulary materials.
- Place them on the top of the table or bookcase below your science board
- Take books out of kit and place in the bookcase or on the table. (Always collect books after each lesson use. Return to bookcase so they are easily accessible.)



Cards for games, sorting or matching activities

Organization tips:

- Separate and place in envelopes or bags (or clip together)
- Label the envelopes or bags with the name and lesson # and activity #
 - ex. "Lesson 2.4, Act. 1"
 - ex." Set (Bag) 1 of 18"
- Put each bag or envelope (set) into a bigger bag (gallon size) and label
 - ex. "18 sets"



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

The screenshot shows the LAUSD Schoology interface. The top navigation bar is dark blue with the LAUSD logo on the left and icons for search, grid, calendar, and email on the right. The main navigation menu on the left includes 'Home', 'COURSES', 'GROUPS', 'RESOURCES' (circled in orange), and 'TOOLS'. Under 'RESOURCES', there are two sections: 'Group Resources' and 'School Resources'. The 'Group Resources' section is expanded, showing 'Amplify Science- Elementary' (circled in orange) and 'LAUSD Middle School Science - Di...'. The 'School Resources' section shows 'LOS ANGELES USD - 9999' and 'Los Angeles Unified School District'. The 'Group' link in the left sidebar is also circled in orange. The main content area is titled 'Amplify Science- Elementary' and lists resources. The first resource is 'NGSS Resources' (purple folder icon), added by MARIA ARTEAGA on Jun 1, 2021. The second resource is 'Google Drive link for K-6 Phenomenal Notebooking Resources' (pink folder icon), added by INYOUNG LEE on Feb 1, 2021. It includes a Google Drive link and a note about digital phenomenal notebooks for grades 3-6 and Seesaw activities for K-2. The third resource is 'Amplify_Science_Shared_Logins.pdf' (PDF icon), added by Señor Fernando REYES on Aug 9, 2021. The fourth resource is 'Lesson Prep Videos' (green folder icon), added by Terin Ngo on Oct 11, 2021, and is circled in orange.

LOS ANGELES USD

Home

COURSES GROUPS **RESOURCES** TOOLS

Search

Personal

Public

Group

Group Resources

Amplify Science- Elementary

LAUSD Middle School Science - Di...

School Resources

LOS ANGELES USD - 9999

Los Angeles Unified School District

Amplify Science- Elementary

Title

NGSS Resources

Added by MARIA ARTEAGA · Jun 1, 2021

Google Drive link for K-6 Phenomenal Notebooking Resources

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

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

Subfolders for Unit 1 and Unit 2.

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

Added by INYOUNG LEE · Feb 1, 2021

Amplify_Science_Shared_Logins.pdf

Added by Señor Fernando REYES · Aug 9, 2021

Lesson Prep Videos

Added by Terin Ngo · Oct 11, 2021

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!

Microsite: Unit 1, K-2 Lesson Prep Videos

Classroom kits

Program Introduction	New! Lesson Prep Videos
Learn more about Amplify Science	Unit 1
LAUSD Training Sessions- Reference Materials	Grade K- Needs of Plants and Animals >
New! Lesson Prep Videos	Grade 1- Animals and Plant Defenses >
Remote Learning Resources	Grade 2- Plant and Animal Relationships >
Onboarding: What to expect	Grade 3- Balancing Forces >
Onboarding videos	Grade 4- Energy Conversions >
Unpacking your first hands-on materials kit	Grade 5- Patterns of Earth and Sky >
Looking for help?	


Classroom Kits

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

[illegible]

Hands On Material Organization

Completed for Vision and Light

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
1.2	1	X		<p>For Each group of 4: • 1 blindfold* • 4 small plastic canisters • 1 plastic tray* • 1 probability cube</p> <p>• 10 dried beans*. Prepare touch, look, hear, and smell canisters: Use masking tape to create nine of each of the following labels: "touch," "see," "hear," and "smell." Affix a label to each of the plastic canisters.</p> <p>• If necessary, cut the piece of faux fur into squares that are roughly 1" x 1". In each of the nine plastic canisters labeled touch, place 1 square of faux fur. • In each of the nine plastic canisters labeled see, place 1 probability cube. • In each of the nine plastic canisters labeled hear, place 10 dried beans.</p> <p>• In each of the nine plastic canisters labeled smell, place approximately 1 teaspoon of garlic powder. • Close the lids of all the canisters.</p>

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

22 Lessons

Vision and Light

Printable Teacher Guide

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

Lesson Guides Only
(Includes Lesson Guides)

OPEN IN NEW TAB

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Teacher References

Offline Preparation

Over the course of this unit, students investigate the role that animal senses, primarily vision, play in survival as they try to understand a realistic fictional problem with a real organism. They investigate why there is a decline in the number of Tokay geckos living in one area of a rain forest in the Philippines. Humans change the environments in which we live in many ways—clearing forests to make roads and build houses, removing species of plants and animals that are dangerous to humans. Installing lights to make it easier to see at night, and so on. Often these changes affect other species' survival in unanticipated ways.

[Read more >](#)

Chapters

Chapter 1: How does a Tokay gecko get information about its environment? ⓘ

LESSON 1.1

LESSON 1.2

LESSON 1.3

Chapter 1 Activities

Vision and Light Lesson Guides

Chapter 1 Activities

Lesson 1.1: Pre-Unit Assessment

- 1 Introducing the Unit
- 2 Discussing What Animals Need for Survival
- 3 How Animals Get Information from the Environment
- 4 Writing Initial Explanations

TEACHER-LED DISCUSSION

TEACHER-LED DISCUSSION

STUDENT-TO-STUDENT DISCUSSION

WRITING

Lesson 1.2: Introducing Animal Senses

- 1 Using Senses to Get Information
- 2 Sharing Ideas
- 3 Introducing Structure and Function

HANDS-ON

STUDENT-TO-STUDENT DISCUSSION

TEACHER-LED DISCUSSION

Lesson 1.3: Investigating Animal Senses

- 1 Introducing Asking Questions
- 2 Reading: Investigating Animal Senses
- 3 Blocking Information About the Environment

TEACHER-LED DISCUSSION

READING

TEACHER-LED DISCUSSION

Lesson 1.4: Exploring How Animals Survive

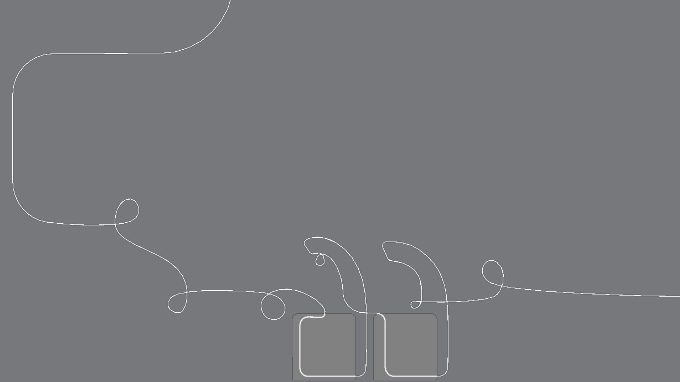
- 1 Observing Animals and Plants
- 2 Critical Juncture: Writing to Reflect
- 3 Introducing the Mystery Box

TEACHER

WRITING

HANDS-ON

Questions?





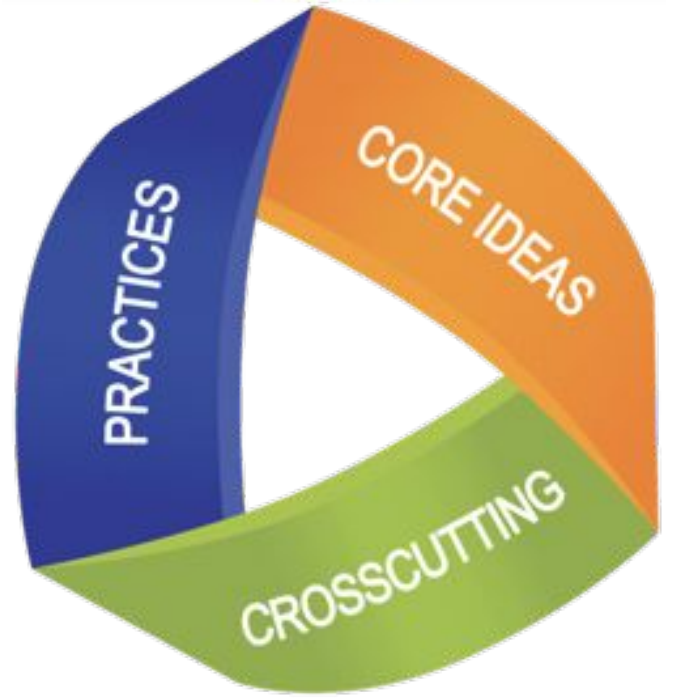
Plan for the day: Part 1

- Introduction and Framing
- **NGSS & 3D Learning**
- Phenomenon-based Instruction
- Unit Internalization
- Additional Resources
- Closing

NGSS - Three dimensional learning

Evaluate your knowledge

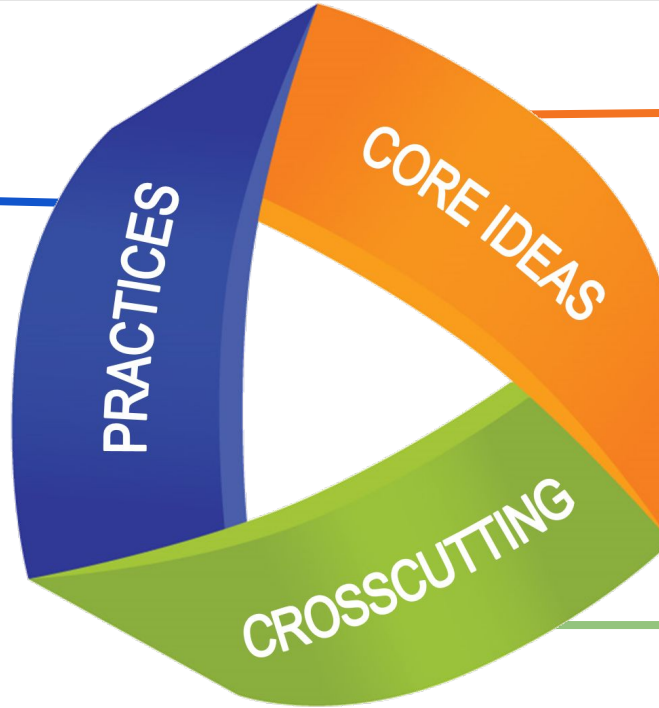
- On a scale of 0-5, how would you rate your familiarity with 3-D learning?



Figuring out Phenomena

Using 3-D teaching and learning

What scientists do
Science and
Engineering Practices



What scientists
want to know
Disciplinary Core
Ideas

How scientists
think
Crosscutting Concepts



Three-dimensional learning

Reflection

In the video, how did students engage in three-dimensional learning to think like scientists?

Lesson 3.2

Students use a model to figure out the relationship between different parts of a habitat system in order to construct their understanding about how animals can help move seeds around a habitat (systems and system models).



Science and Engineering Practices

inquiry

1. Asking questions (for science) and defining problems (for engineering)

2. Developing and using models

3. Planning and carrying out investigations

math

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

language

6. Constructing explanations (for science) and designing solutions (for engineering)

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information



Plan for the day: Part 1

- Introduction and Framing
- NGSS & 3D Learning
- Phenomenon-based Instruction
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- Additional Resources
- Closing

Next Generation Science Standards

Phenomenon-based learning and teaching

A scientific phenomenon is an **observable event** that occurs in the universe that we can use science ideas to explain or predict.

Comparing topics and phenomena

Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.

Next Generation Science Standards

How might learning be different?

Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.
Electric circuits	A flashlight won't turn on, even though it used to work.
Natural selection	A population of newts has become more poisonous over time.

Comparing topics and phenomena

A shift in science instruction

from learning about
(like a student)



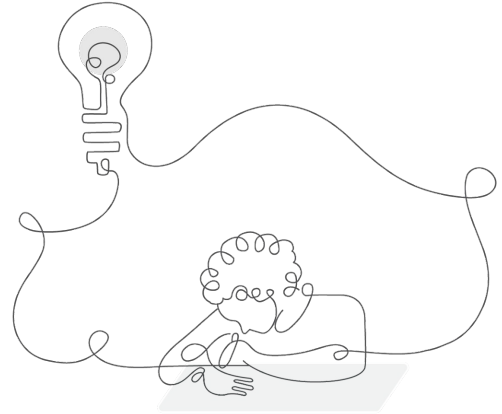
to figuring out
(like a scientist)

Previewing the unit

Introducing the phenomenon

Amplify Science units are designed around complex phenomena that drives student learning through the unit.

Pay attention to the phenomenon, or observable event, students will figure out in your unit.





This science unit is about **how animals survive in their environment.**

The Rain Forest Conservation Group needs our help solving an animal survival problem.



To: Conservation Biologists
From: Rain Forest Conservation Group
Subject: A Problem with the Tokay Geckos



Our biologists have noticed there are fewer Tokay geckos than there used to be in a small area of rain forest in the Philippines. Why are there fewer Tokay geckos? Is something making it hard for Tokay geckos to survive in their environment? We need your help to figure this out!

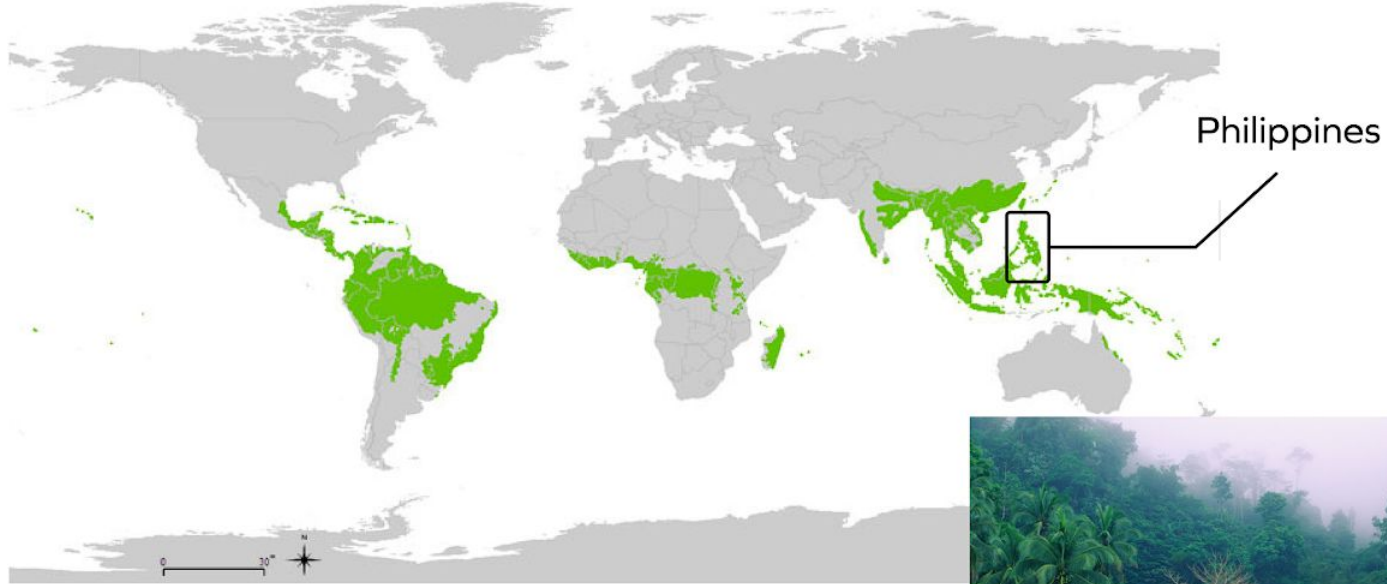
Tokay Gecko



This is the Tokay gecko.

The Rain Forest Conservation Group is wondering **why there are fewer Tokay geckos** than there used to be.

Tropical Rain Forests of the World



Conservation Biologists



You will be **conservation biologists**—scientists who help protect plants and animals.

You will figure out **why there are fewer Tokay geckos** in an area.

Rain Forest Conversation Group

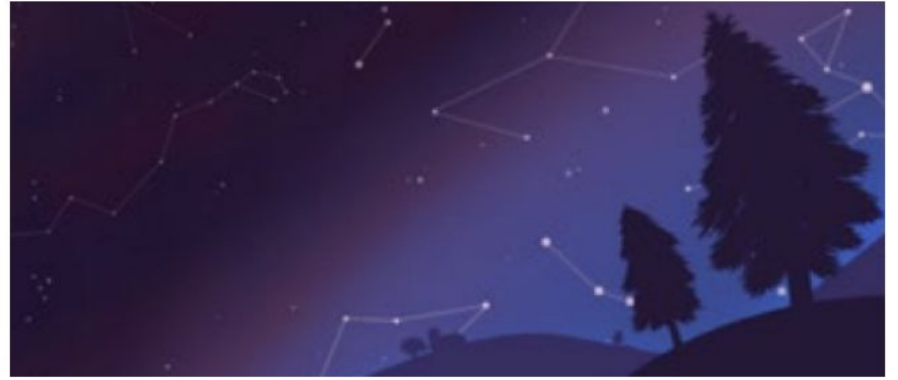


A conservation group works to make sure that **plants and animals can survive**. That's why the Rain Forest Conservation Group is worried about the Tokay geckos.

Amplify Science

Anchoring phenomenon

- Complex and rich
- Drives learning through a whole unit
- Specific and observable
- Relatable at students' developmental level





Plan for the day: Part 1

- Introduction and Framing
- NGSS & 3D Learning
- Phenomenon-based Instruction
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K-5 Navigation structure

Year (each year includes 3–4 units)



Units (each unit includes 3–6 chapters)



Chapters (each chapter includes 2–10 lessons)



Lessons (each lesson includes 2–5 activities)



Let's Go Live!

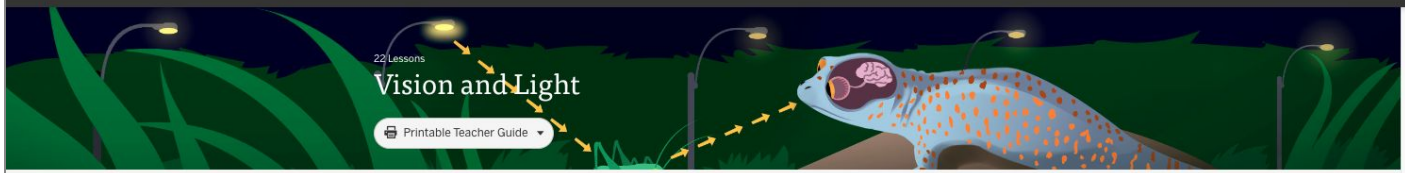
Amplify CURRICULUM CLASSWORK REPORTING PROGRAMS & APPS CALIFORNIASCI26 TEACHER

Science California > Vision and Light

22 Lessons

Vision and Light

Printable Teacher Guide



- Unit Overview
- Chapters
- Printable Resources
- Planning for the Unit
- Teacher References
- Offline Preparation

Unit Overview

What's in This Unit?

Over the course of this unit, students in understand a realistic fictional problem geckos living in one area of a rain forest clearing forests to make roads and build lights to make it easier to see at night.

[Read more >](#)

Chapters

Chapter 1: How does a Tok...



LESSON 1.1

Lesson 1.2: Introducing Animal Senses

Printable Lesson Guide



- 1 HANDS-ON Using Senses to Get Information
- 2 STUDENT-TO-STUDENT DISCUSSION Sharing Ideas
- 3 TEACHER-LED DISCUSSION Introducing Structure and Function

RESET LESSON

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

Overview

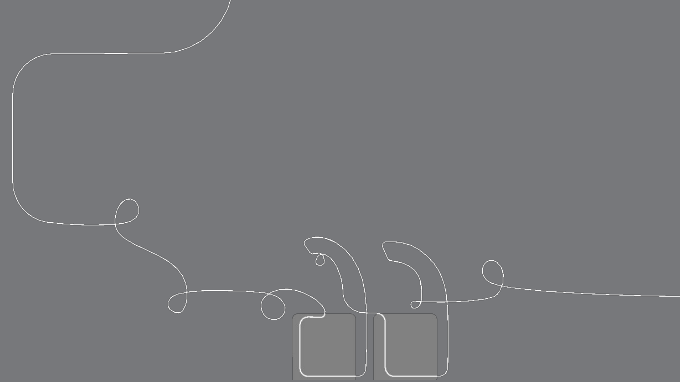
Students explore how an animal uses its senses to get information from its environment. First, students look, smell, touch, and listen to various materials to gather information about different objects in their environment. This hands-on activity prompts them to think about how information about the environment is carried by light, scent, and sound and how they use their senses to take in this

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- All Projections

Navigation summary

1. CLICK the caret to select your grade-level.
2. Select your first unit.
 - a. You are now on the Unit Landing Page.
3. Expand the **Planning for the unit** menu.
 - a. Or scroll down below the lesson buttons.



Unit Level resources

Collection of resources to support planning and day-to-day instruction in the unit:

- Printable Resources
- “Planning for the Unit” documents
- Teacher References

Science California > Vision and Light

22 Lessons

Vision and Light

Printable Teacher Guide

- Unit Overview
- Chapters
- Printable Resources
- Planning for the Unit
- Teacher References
- Offline Preparation

Unit Overview

What's in This Unit?

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[Read more >](#)

Chapters

Chapter 1: How does a Tokay gecko get information about its environment? ⓘ

LESSON 1.1
Pre-Unit Assessment

LESSON 1.2
Introducing Animal Senses

LESSON 1.3
Investigating Animal Senses

English Español

Key Unit Documents for Unit Planning

Amplify. CURRICULUM CLASSWORK REPORTING PROGRAMS & APPS CALIFORNIASCI26 TEACHER

Science California > Vision and Light

22 Lessons
Vision
Printable 1

Unit Overview

Chapters
Printable Resources
Planning for the Unit ^

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
Apps in This Unit
Opportunities for Unit Extensions
Flexensions in This Unit
Offline Preparation

Unit Overview
What's in This Unit?

Over
under
gecko
clear
lights

Printable Resources

3-D Assessment Objectives
Copymaster Compilation
Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds
Investigation Notebook
NGSS Information for Parents and Guardians
Print Materials (11" x 17")

Coherence Flowcharts
Crosscutting Concept Tracker
Flexension Compilation
Multi-Language Glossary
Print Materials (8.5" x 11")

Unit Overview
Chapters
Printable Resources
Planning for the Unit v
Teacher References v
Offline Preparation

English Español

LESSON 1.1 LESSON 1.2 LESSON 1.3

Core Unit Planning & Internalization

Unit Title:		1
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?	Student Role:	2 3
Unit Question:	Relationship between the Unit Phenomenon and Unit Question:	4 5
By the end of the unit, students figure out...		6
How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?		7

Unit Guide resources:

- Unit Overview
- Unit Map
- *Coherence Flowchart*

Unit Guide resources:

- Lesson Overview Compilation
- Unit Overview

Unit Guide resources:

- Unit Map

Unit Guide resources:

- 3D Statements at the Unit Level

Core Unit Planning & Internalization

Unit Title:

Vision and Light

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?

. Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest.

Student Role:

Conservation Biologists

Unit Question:

How do animals use vision and other senses to survive their environment?

Relationship between the Unit Phenomenon and Unit Question:

Student's investigations of how animal eyes function, help them explain why more light at night is affecting the survival of the Tokay geckos.

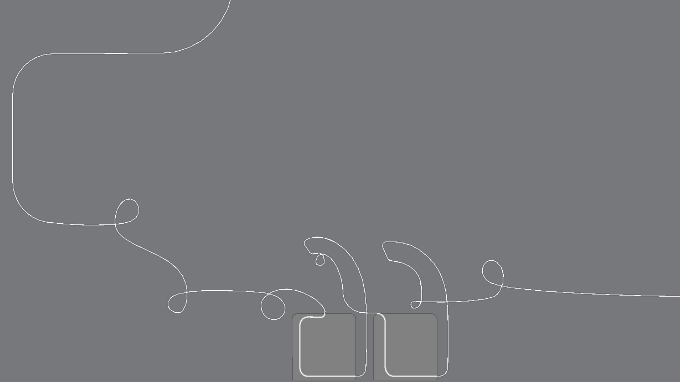
By the end of the unit, students figure out...

Since highway lights were installed there is much more light at night. Because of their light receptors, the Tokay geckos have difficulty seeing their prey with the extra light.

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

Students ask and investigate questions about the role that animal's senses, primarily vision, play in survival in order to figure out why there is a decline in the number of Tokay geckos living in one area of the rain forest in the Philippines.

Questions?





Plan for the day: Part 1

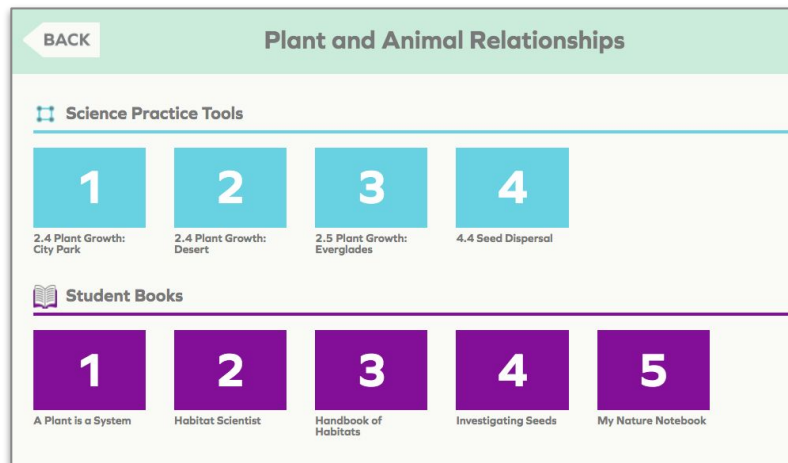
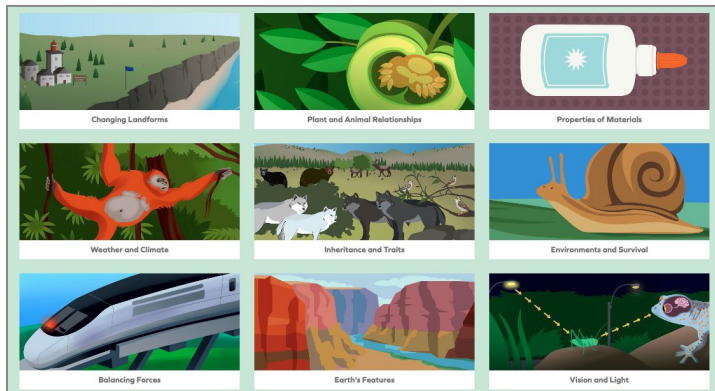
- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization
- Additional Resources
- Closing

Navigating to the Student Apps page

The screenshot shows the Amplify website interface. At the top, the navigation bar includes the Amplify logo, CURRICULUM, CLASSWORK, REPORTING, PROGRAMS & APPS (circled in orange), and CALIFORNIASCI26 TEACHER. Below the navigation bar, the breadcrumb trail reads: Science California > Vision and Light > Lesson 1.2. The main content area features a large illustration of a blue gecko and a green grasshopper. The title "Lesson 1.2: Introducing Animal Senses" is prominently displayed, along with a "Printable Lesson Guide" button. At the bottom, a lesson overview section shows three activities: "HANDS-ON Using Senses to Get Information", "STUDENT-TO-STUDENT DISCUSSION Sharing Ideas", and "TEACHER-LED DISCUSSION Introducing Structure and Function". A "RESET LESSON" button is also visible.

This screenshot displays the Student Apps page. The "Tools" section is circled in orange and includes icons for Rock Transformations Sim, Scale Tool, Sound Waves Sim, Thermal Energy Sim, Traits and Reproduction Sim, Vision and Light Sim, Weather Patterns Sim, and Admin Portal. The "Elementary Student Apps" section is also circled in orange and includes icons for Classwork, Library, My Account, Science Reporting, and the Elementary Student Apps page itself. Below these, the "Other Resources" section lists Benchmark Assessments, CA Science Program Guide, CA Science Program Guide, Help, Science Program Guide, and Science Program Hub.

Student Apps page and accessing the book



Program Hub

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

This screenshot shows the Amplify Science Program Hub interface for Lesson 1.2: Introducing Animal Senses. The top navigation bar includes links for CURRICULUM, CLASSWORK, REPORTING, PROGRAMS & APPS (circled in orange), and CALIFORNIA SCIENCE TEACHER. The main content area features a large illustration of a blue and orange spotted gecko and a green grasshopper. The lesson title "Lesson 1.2: Introducing Animal Senses" is prominently displayed, along with a "Printable Lesson Guide" button. Below the title, there are three numbered steps: 1. HANDS-ON: Using Senses to Get Information, 2. STUDENT-TO-STUDENT DISCUSSION: Sharing Ideas, and 3. TEACHER-LED DISCUSSION: Introducing Structure and Function. At the bottom, there are sections for "Overview" (Materials & Preparation, Differentiation) and "Digital Resources" (Classroom Slides 1.2 | PowerPoint).

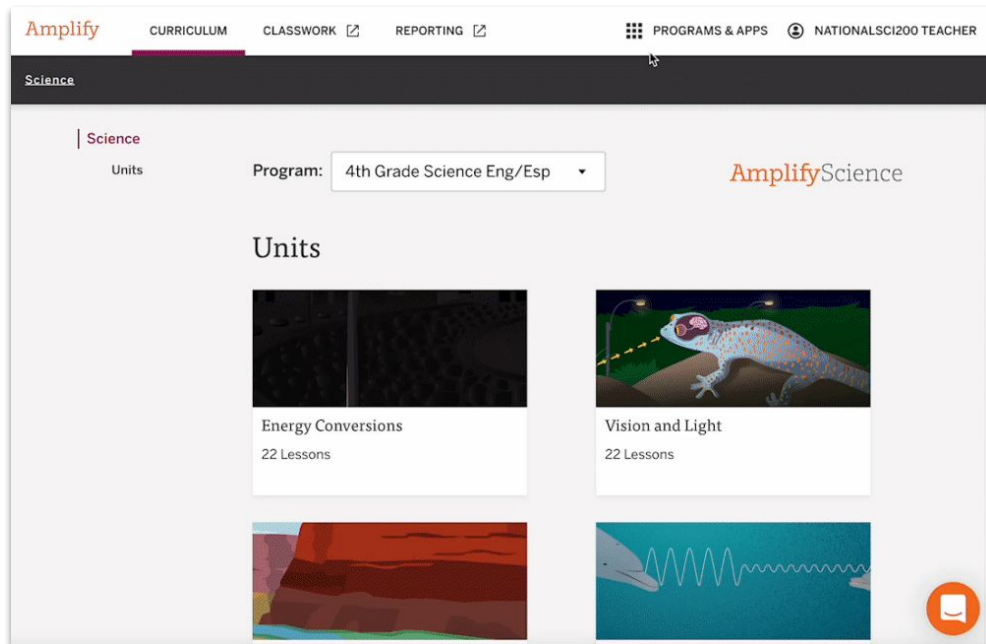
This screenshot shows the Amplify Science Program Hub interface for the 4th Grade Science Eng/Esp program. The top navigation bar includes links for CURRICULUM, CLASSWORK, REPORTING, PROGRAMS & APPS, and NATIONAL SCIENCE TEACHER. The main content area features a large illustration of a blue and orange spotted gecko. The program title "4th Grade Science Eng/Esp" is prominently displayed, along with a "Units" section. The Amplify Science logo is visible in the top right corner.

This screenshot shows the Amplify Science Program Hub interface with a welcome message and resource links. The top navigation bar includes links for CURRICULUM, CLASSWORK, REPORTING, PROGRAMS & APPS, and NATIONAL SCIENCE TEACHER. The main content area features a large illustration of a blue and orange spotted gecko. The program title "4th Grade Science Eng/Esp" is prominently displayed, along with a "Units" section. The Amplify Science logo is visible in the top right corner.

Explore the Program Hub

Familiarize yourself with the Program Hub.

Be ready to share one resource you've found that you'll use while planning and teaching.



Additional resources

Welcome, caregivers!

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.](#)

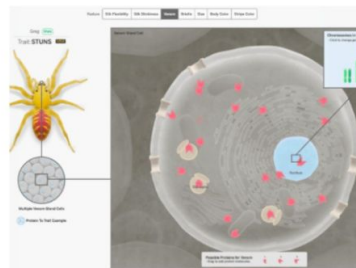
Amplify welcomes you and your learner to the Science program for the new school year. We are very excited to provide you with exceptional learning opportunities through Science. Below are resources and helpful guides for enabling your student to have the most productive experience with our platform throughout the year.



Contact Us



Grades 6-8



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!



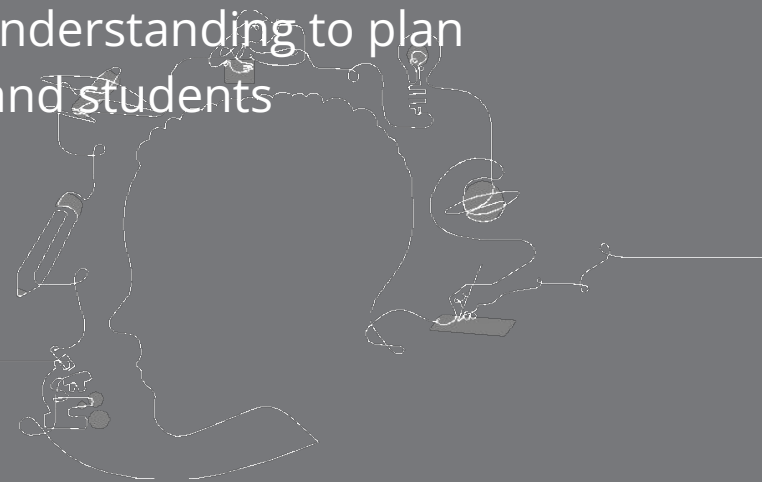


Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization
- Additional Resources
- Closing

Overarching goals

- ✓ Explain how students engage in phenomenon based and 3D learning to construct an understanding of the science concepts introduced in the unit *Vision and Light*.
- ✓ Internalize the unit and apply your new understanding to plan for the diverse needs of your classroom and students



Closing reflection

Based on our work in Part 1, share:

Head: something you'll keep in mind

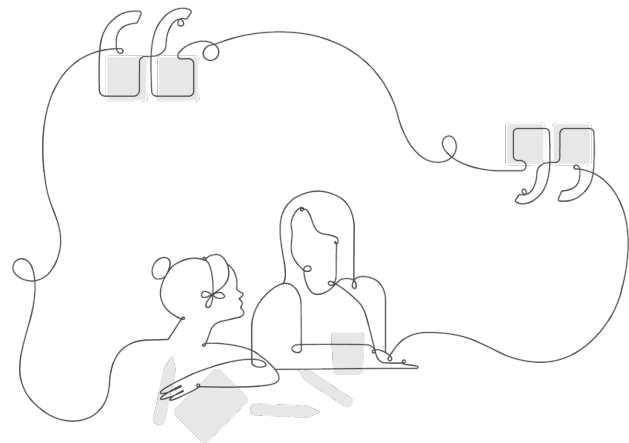
Heart: something you're feeling

Feet: something you're planning to do

Onsite Upcoming Professional Development!

Part 3: Unit 2 - with a focus on assessments

- December 3 (grades 3-6)
- December 12 (grades K-2)



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



800-823-1969



Amplify Chat



Please provide feedback!

Type:

Strengthen

Session title:

Unit Internalization / Guided Planning

(Part 1)

Professional Learning Specialist name:

Welcome to Amplify Science!

or use Demo Account

1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. If you're already logged in with other Google accounts, click **Use another account**
4. Enter teacher demo account credentials
 - xxxxxxxx@pd.tryamplify.net
 - Password: xxxx
5. Explore as we wait to begin

Do Now: Log in through your Schoology account

Welcome to **Amplify**

G

Log In with Google

C

Log In with Clever

A.

Log In with Amplify



SSO login

Amplify Science

Unit Internalization / Guided Planning

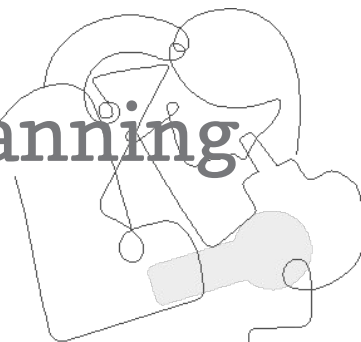
Grade 4, Unit 2: Vision and Light

Part 2

School/District Name: LAUSD

Date:

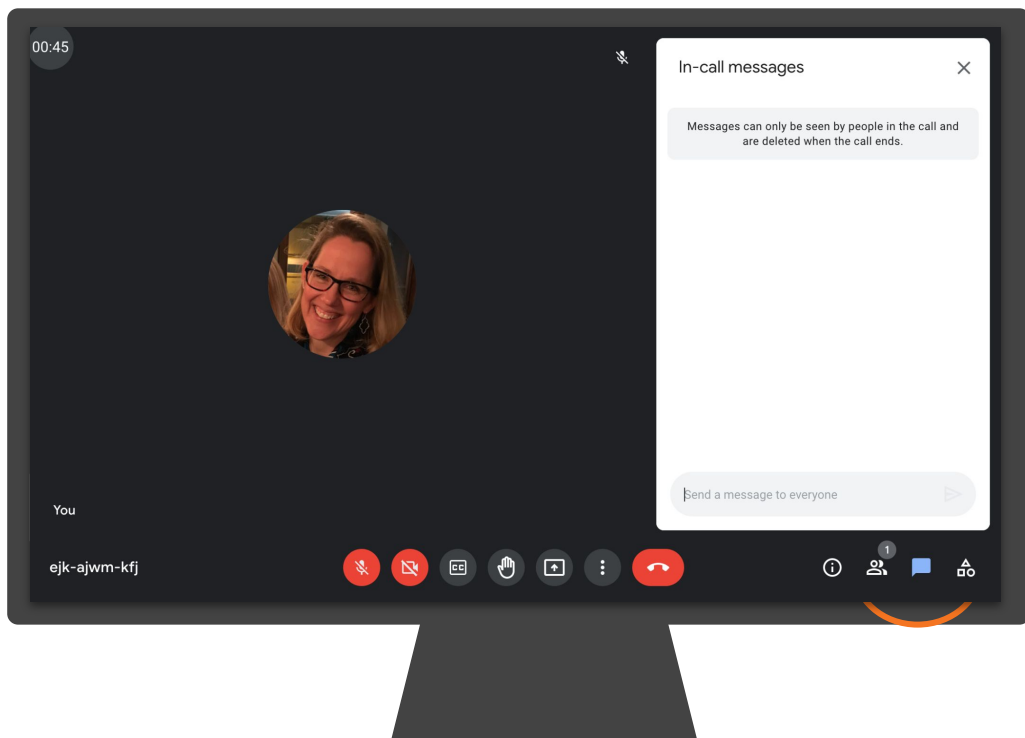
Presented by:



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.

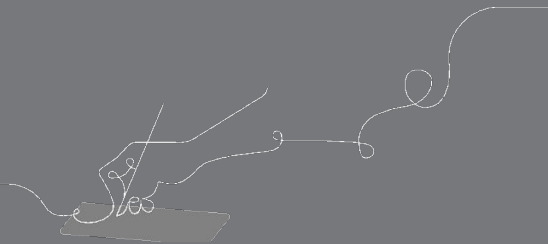
Part 2: Guided Planning

Overarching goals

By the end of this workshop, you will be able to:

- ❑ Describe what teaching and learning look like in Amplify Science.
- ❑ Prepare to teach using Amplify Science resources.

e

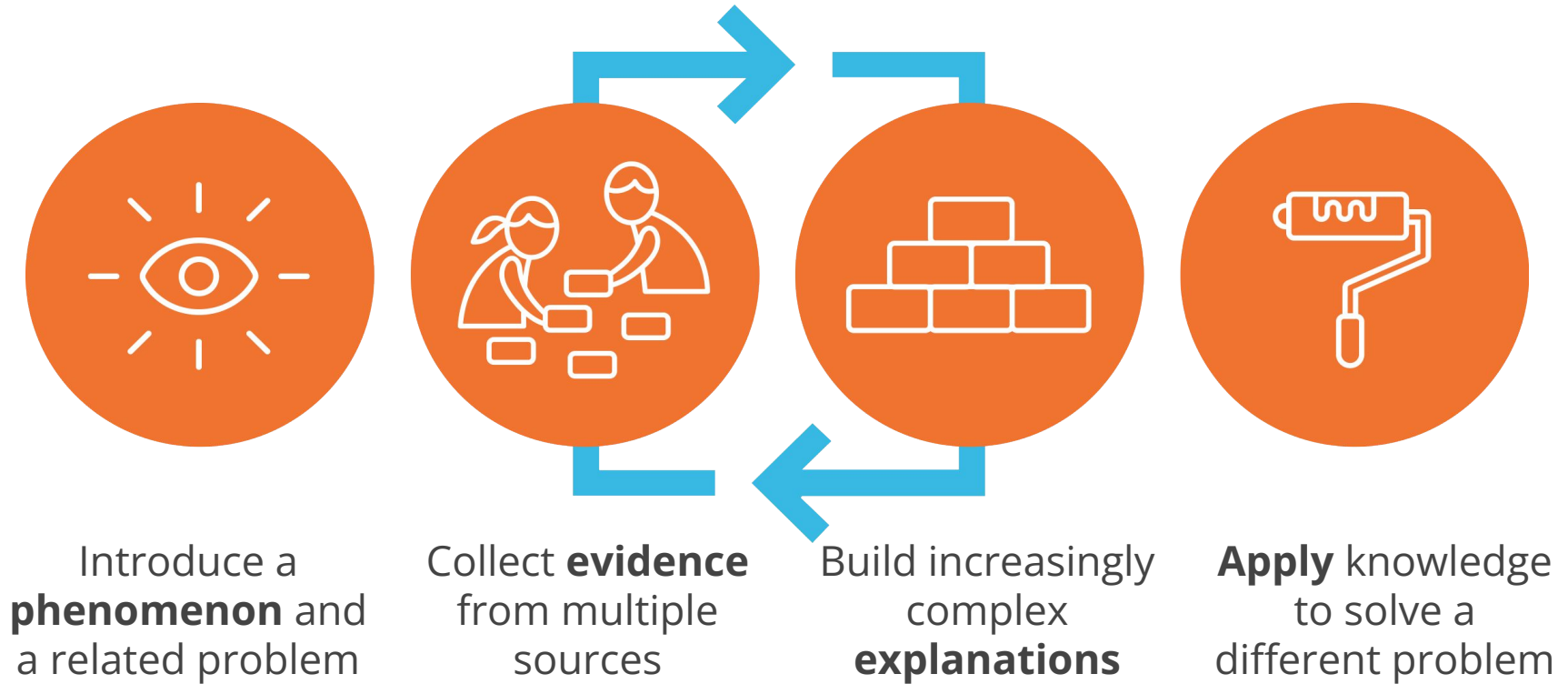




Plan for the day: Part 2

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

Amplify Science Approach

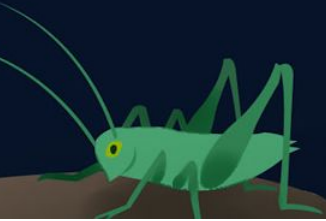


Vision and Light

Problem: Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?

Role: Conservation Biologist

Students investigate why there is a decline in the number of Tokay geckos living in one area of a rainforest in the Philippines.



Vision and Light

Unit Question:

How do animals use vision and other senses to survive in their environment?

Students use their understanding of vision, light, and information processing to figure out why an increase in light in the geckos' habitat is affecting the population.



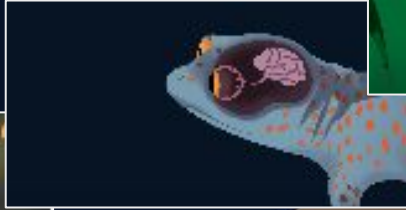
Coherent Storylines



How does the Tokay gecko get information about its environment?



How does light allow a Tokay gecko to see its prey?



How does a Tokay gecko know that it is looking at its prey?



How could more light at night make it hard for a Tokay gecko to see its prey?



How do our senses help us understand our environment?

Explaining the phenomenon: Science Concepts

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



Progress Build

Vision and Light

Assumed prior knowledge (preconceptions): Students are expected to have had many everyday experiences using their senses to see, smell, hear, taste, and touch. Students are likely to understand that animals need to find food and avoid being eaten to survive in their environment. While these ideas are not necessary for students to participate fully in the unit, having exposure to them will prepare students well for what they will be learning.

Level 4

Level 3

Light Receptors in the eye respond to light and the brain forms an image.

Level 2

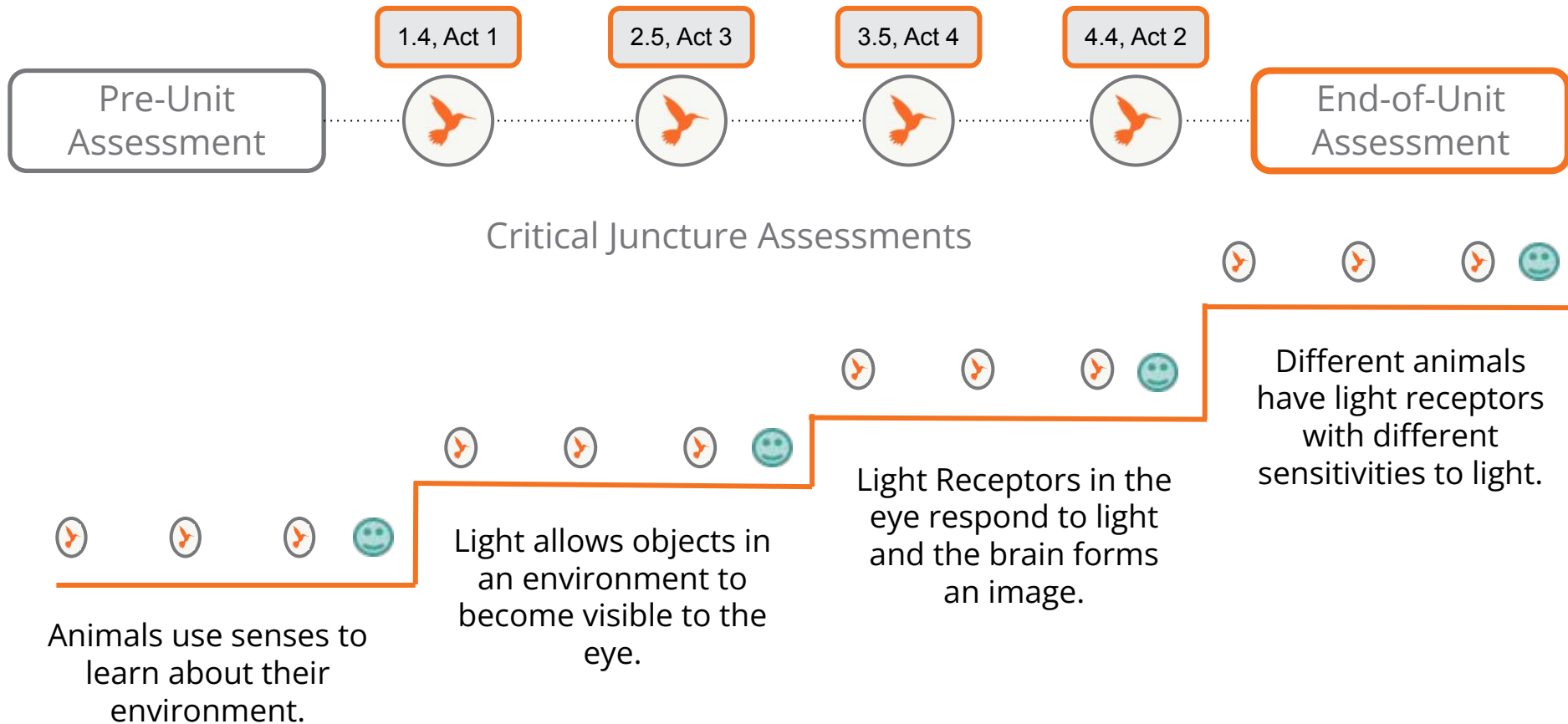
Light allows objects in an environment to become visible to the eye.

Level 1

Animals use senses to learn about their environment.

Different animals have light receptors with different sensitivities to light.

K-5 Assessment System



Beginning the Unit

The first lesson of every Unit is a pre-unit assessment.

Chapter 1: How does a Tokay gecko get information about its environment?

✓ JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1:
Pre-Unit Assessment


Lesson 1.2:
Introducing Animal Senses

Lesson 1.3:
Investigating Animal Senses

Lesson 1.4:
Exploring How Animals Survive

Chapter Overview

Vision and Light Family Connection



Lesson Brief
(4 Activities)

1 TEACHER-LED DISCUSSION
Introducing the Unit

2 TEACHER-LED DISCUSSION
Discussing What Animals
Need for Survival

RESET LESSON

Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

Espanol

Name: _____ Date: _____

Vision and Light Family Connections Homework

1. Choose a member of your household and tell them about what we are investigating in science class.
2. Ask them about their experiences, ideas, and questions related to our investigations.
3. Write notes about what you learn.

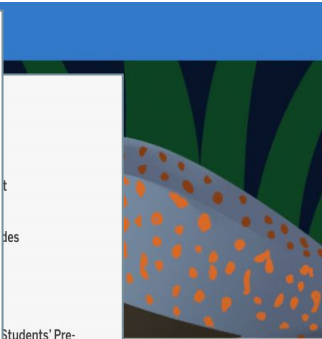
Summary of our investigation you can share:

In science class, we are working as conservation biologists to figure out why a population of Tokay geckos has decreased in an area of rain forest in the Philippines. We will be answering the question, *How do animals use vision and other senses to survive in their environment?*

Ask questions such as:

- What does our investigation make you think of?
- Do you have any memories, stories, expertise, or experiences about something like what we're investigating?
- What have you heard or learned about these topics?
- What do you wonder about what we are investigating?

Write notes here about what you learn:



Students' Pre-Bird Could

the Bird ter

ry: Explaining food

tebook

s 2-5

tebook, pages

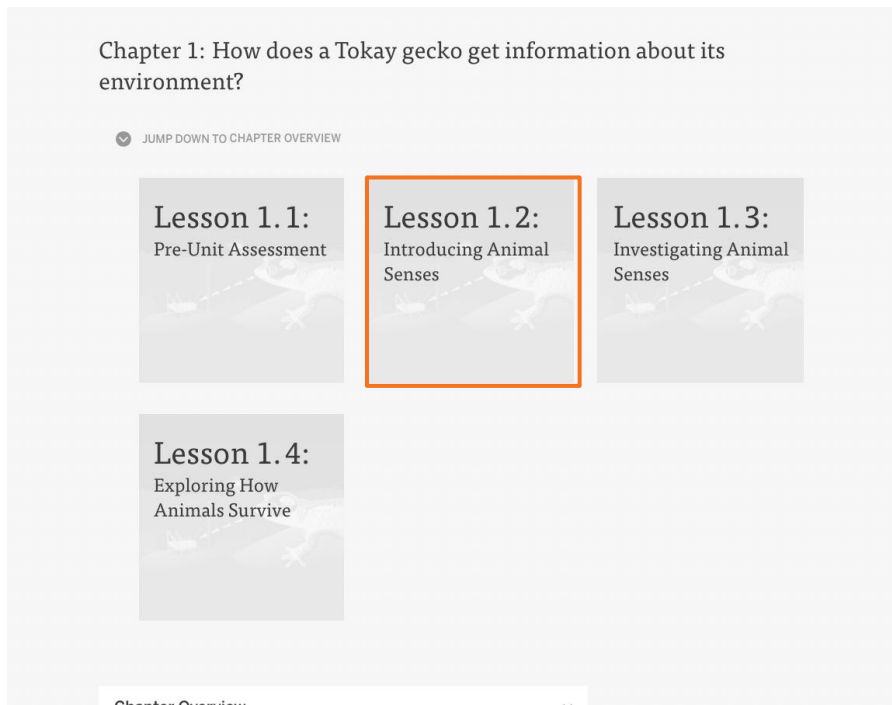
ons

s' Prior , and Cultural



Beginning the Unit

We will be looking at Chapter 1, Lesson 2 for our model lesson.



Grade 4 | Vision and Light

Lesson 1.2: Introducing Animal Senses



Activity 1

Using Senses to Get Information



Conservation Biologists



Tokay Gecko



You are working as **conservation biologists** to help the Rain Forest Conservation Group figure out why the **Tokay geckos** are having trouble surviving.

Today, we are going to investigate this question:

How do animals use their senses to get information about their environment?



Chapter 1 Question

How does a Tokay gecko get information about its environment?



Rain Forest Environment



In the last lesson, you thought about how a monkey gets information.

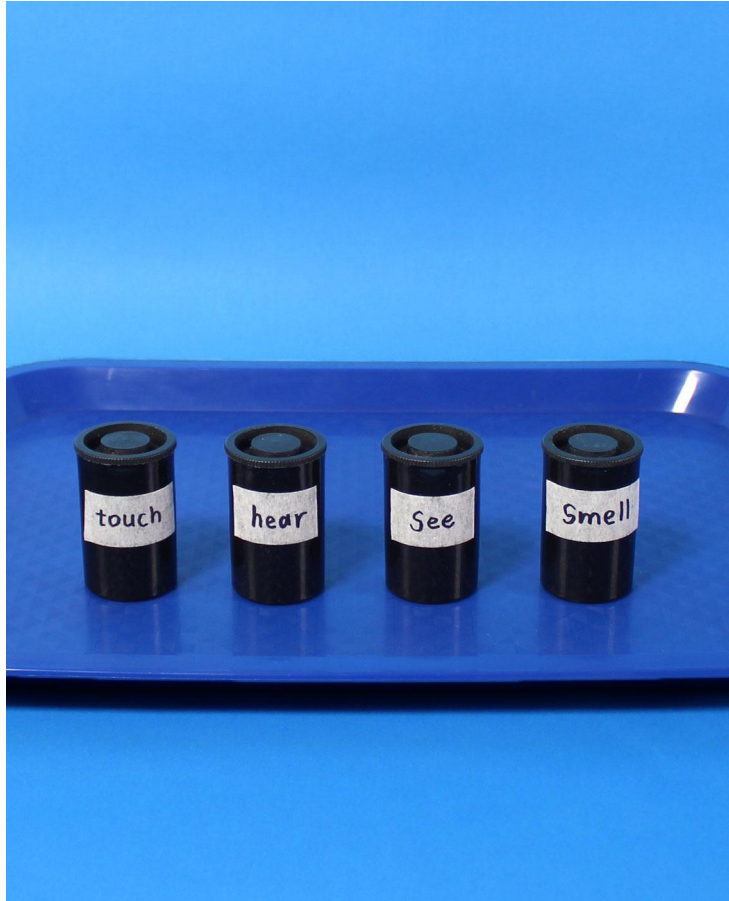


How does the **monkey** get **information** from its rain forest environment?



Today, we will explore how you use your **senses** to get **information** from your **environment**.

The classroom is our environment for this activity.



You will **observe** objects in these plastic containers.

The labels will tell you which sense to use to observe each object.

Observing Like a Scientist

Hear

Gently shake the *hear* container next to your ear.

Smell

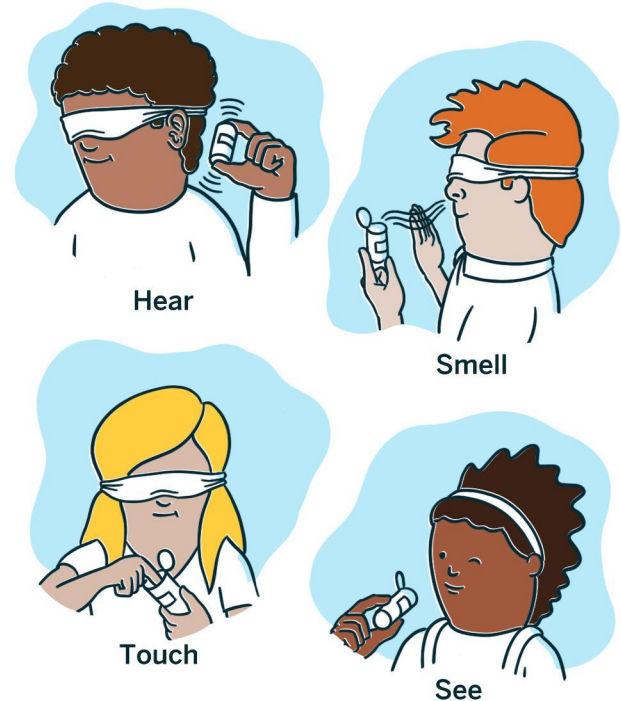
Carefully open the *smell* container. Hold the container in front of you and waft the smell toward your nose.

Touch

Carefully open the *touch* container and feel the object with your fingers.

See

Carefully open the *see* container and look inside.



Name: _____ Date: _____

Getting Information About the Environment

1. With your group, decide who will be Student A, B, C, or D, and then write each student's name in the correct box.
2. Student A chooses a container. Everyone circles the sense (hear, touch, smell, or see) that Student A will use to observe the object inside the container.
3. Student A hears, touches, smells, or sees the item inside the container.
4. Student A shares what information he or she is getting about the object by using that sense. Everyone records this information. (For the smell, touch, and hear containers, make sure the student wears the blindfold.)
5. Student A guesses what object is in the container and shares that guess with the group. Then he or she can open the lid to check what object is inside.
6. Using the same process, Student B will choose a container and use the sense labeled on it to observe the object inside. Repeat this process two more times so that everyone in the group gets a turn.

6

Vision and Light—Lesson 1.2

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e: _____

ent (continued)**2: Student B**Student B use to get
at the object?n smell see
n did Student B get
?**1: Student D**Student D use to
about the object?

n smell see

What information did Student E get
about the object?

Vision and Light—Lesson 1.2

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7

Turn to pages 6–7 in your notebooks.

Let's review the
directions together.

Getting Information About the Environment



Step 1

Decide who will be students A, B, C, and D and write each student's name in the correct box.



Step 2

Student A chooses a container. Everyone circles the sense that Student A will use to observe.



Step 3

Student A hears, touches, smells or sees the item inside the container.



Step 4

Student A shares what information they are getting about the object. Everyone records this information.



For example, if I observe this eraser with my eyes, I get information about it.

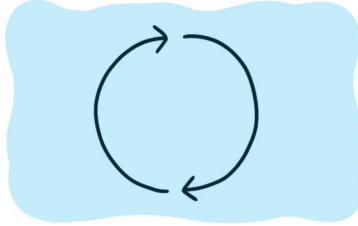
The **information** I get with my **vision** is that this object is **pink**, **rectangular**, and **solid**.

Getting Information About the Environment (cont.)



Step 5

Student A guesses the object then opens the lid to check.



Step 6

Repeat all steps for students B, C, and D.

Name: _____ Date: _____

Getting Information About the Environment

1. With your group, decide who will be Student A, B, C, or D, and then write each student's name in the correct box.
2. Student A chooses a container. Everyone circles the sense (hear, touch, smell, or see) that Student A will use to observe the object inside the container.
3. Student A hears, t
4. Student A shares by using that sense touch, and hear c
5. Student A guesses with the group. Th is inside.
6. Using the same pr sense labeled on i more times so tha

6

© 2018 The Regents

Name: _____ Date: _____

Getting Information About the Environment (continued)

Station 1: Student A	Station 2: Student B
Name: _____	Name: _____
What sense did Student A use to get information about the object? hear touch smell see	What sense did Student B use to get information about the object? hear touch smell see
What information did Student A get about the object? _____ _____ _____	What information did Student B get about the object? _____ _____ _____
Station 3: Student C	Station 4: Student D
Name: _____	Name: _____
What sense did Student C use to get information about the object? hear touch smell see	What sense did Student D use to get information about the object? hear touch smell see
What information did Student C get about the object? _____ _____ _____	What information did Student D get about the object? _____ _____ _____

Vision and Light—Lesson 1.2

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7



Use the directions on page 6 to **complete page 7** in your notebooks.



What kind of **information** did you get about what was in each container?

The kind of information that I got was _____.

How did you get **information** about each of the objects in the containers?

I got the information by _____.

Activity 2

Sharing Ideas



Scientists work closely together as they learn about and try to make sense of the world around them.

One way scientists work together is by **discussing** what they are learning through their investigations.

Think-Write-Pair-Share Routine



Think

Think silently about the question.



Write

Write your ideas about the question in your notebook.



Pair

Turn and talk to a partner about the question.



Share

Share your ideas about the question with the class.

Name: _____ Date: _____

Think-Write-Pair-Share: Animal Senses

1. Think about the question below.
2. Record your ideas.
3. Share your ideas with your partner.

How do animals use their senses to get information from their environment?

Turn to page 8 in your notebooks.



How do animals use their senses to get information from their environment?

Vocabulary



sense

how an animal gets information from its environment

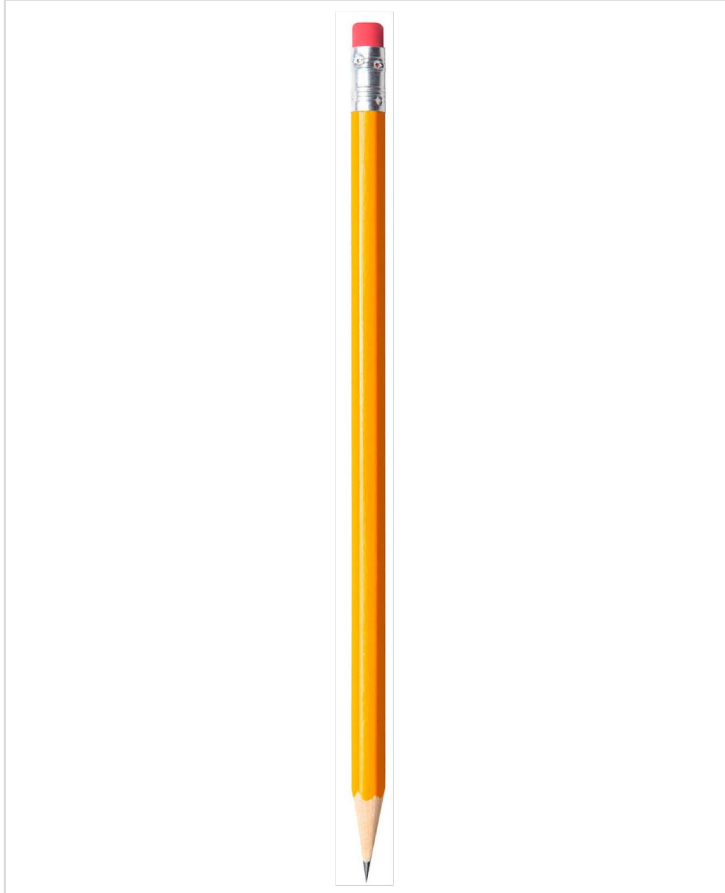
Activity 3

Introducing Structure and Function



We'll look at some photos showing how other animals use their **senses** to get **information** from the **environment**.

First, I will use a familiar object to introduce two words that will help you think more deeply about this.



Let's look at an everyday object.

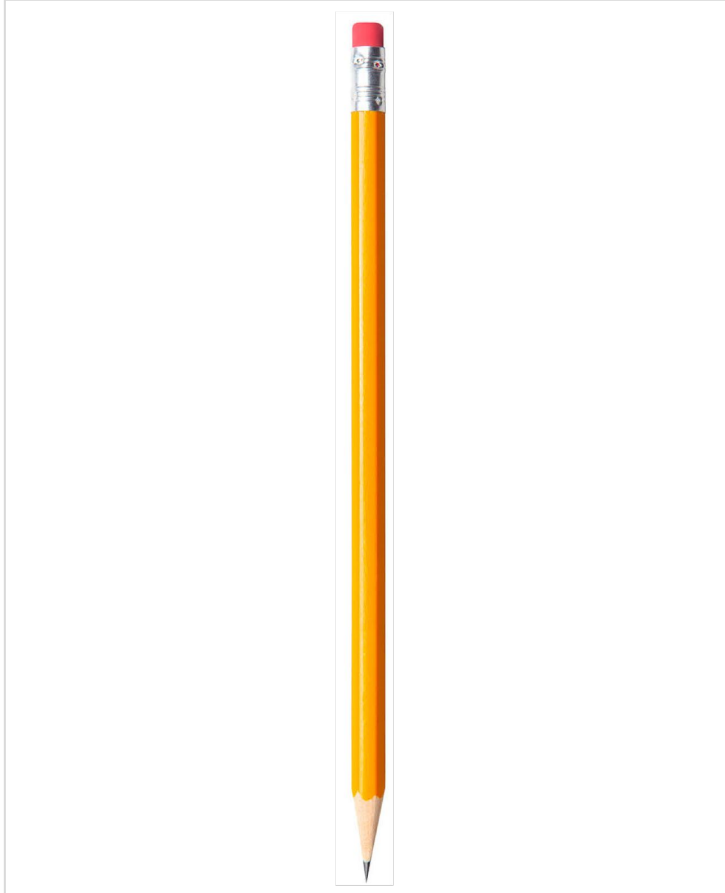


What is this?

This is a _____.

Describe it: What is it made of? What is its shape?

It is made of _____. It is shaped like _____.



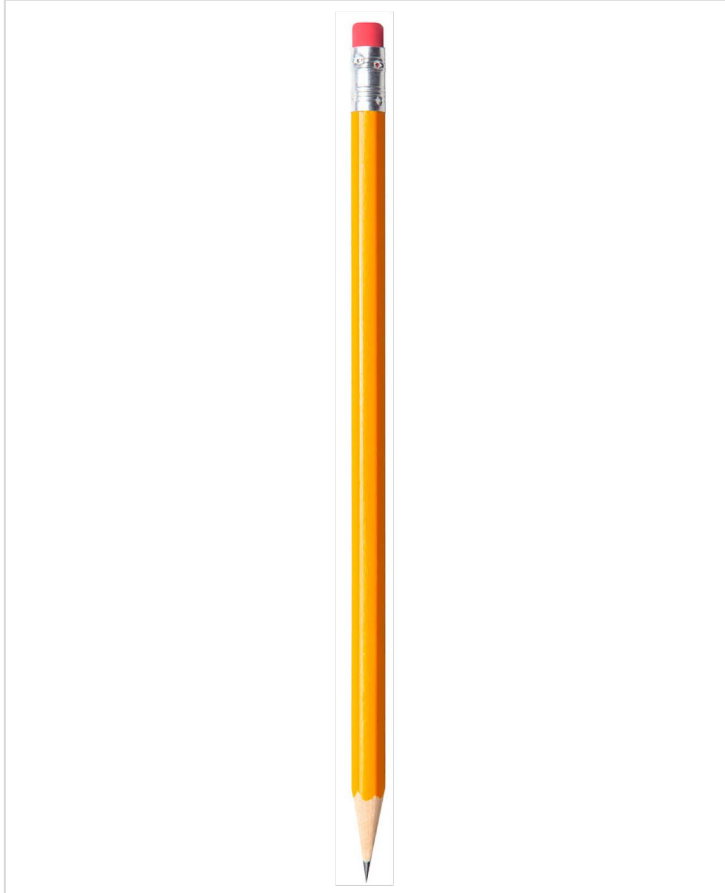
Function means “what something can do.”



What is the **function** of a pencil? What is a pencil used for?

The function of a pencil is _____.

The pencil is used for _____.



Structure is “the way something is shaped or what it is made of.”



How does a pencil’s **structure** make it good for its function of writing?

A pencil’s structure helps with the function of writing because _____.

Vocabulary



structure

the way something is shaped or what it is made out of
that makes it good for a specific function

Vocabulary



function

what something can do

You will look at more images and discuss questions about each image.

You should think about what the body **structure** in each image has to do with how the animal gets **information** from its environment.



What is this?

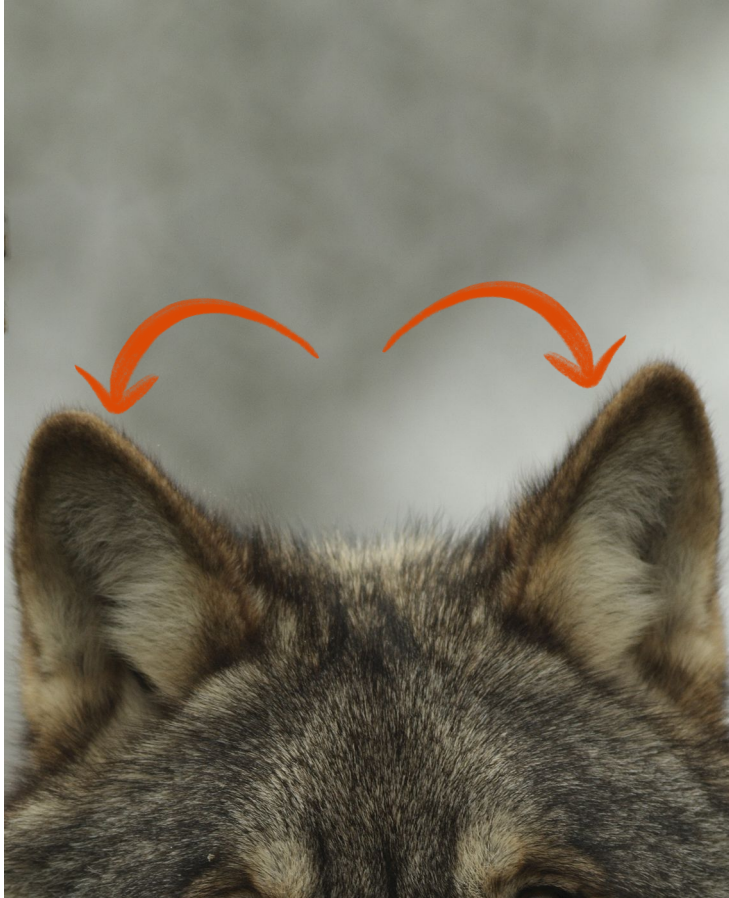
What is its **function**?

What is it used for?



How does the **structure** of this nose make it good for its **function**?

The structure of this nose helps the pig _____ by _____.



What are these?

What is their **function**?

What are they used for?

These are _____.

Their function is _____.

They are used for _____.



How does the **structure** of these ears make them good for their **function**?

They are good for _____ because _____.



What is this?

What is its **function**?

What is it used for?

This is an _____.

It's function is _____.

It is used for _____.



How does the **structure** of this eye make it good for its **function**?

This structure of this ey is good for _____.



What are these?

What is their **function**?

What are they used for?

These are _____.

Their function is _____.

They are used for _____.



How does the **structure** of these whiskers make them good for their **function**?

The structure of these whiskers make them good for _____.

Think back to the hands-on activity where you used your senses.



What **structures** did you use to get **information** about the objects in the containers?

The structures that I used to get information are _____ and _____.

The structions that I used to get information are _____, _____, and _____.

End of Lesson



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HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

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Plan for the day: Part 2

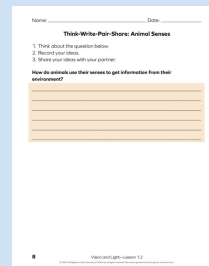
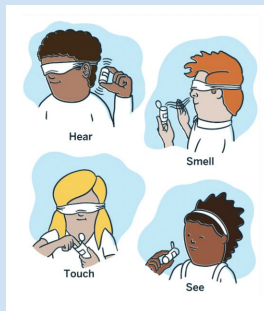
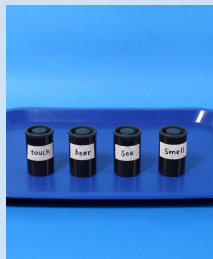
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

Gathering evidence

Vision and Light 1.2

How does a Tokay gecko get information about its environment?

How do animals get information about their environment?



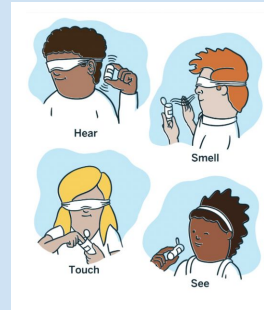
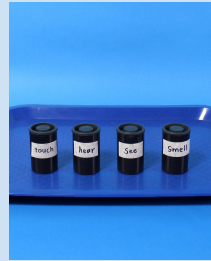
What have students figured out so far?

Evidence sources work together

Investigating and discussing observations

How do these activities **work together** to support understanding of how animals get information about their environment?

Investigation Question: How do animals get information about their environment?



Name _____ Date _____

Make White Pups (Share Animal Senses)

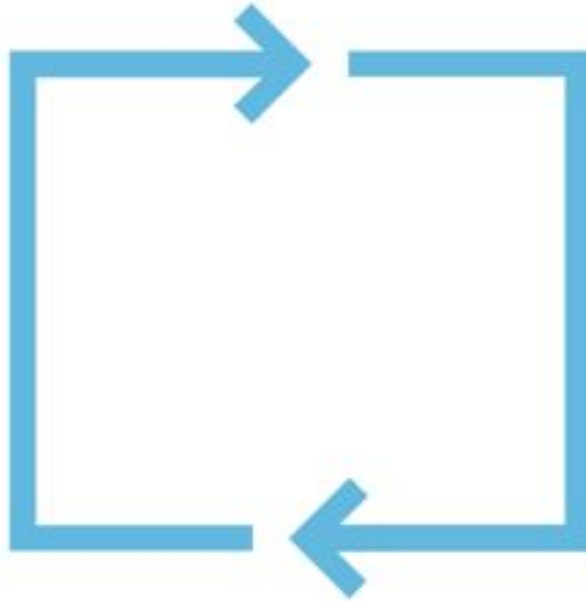
1. Think about the question before.
2. Record your ideas.
3. Share your ideas with your partner.

How do animals use their senses to get information from their environment?



Multimodal learning

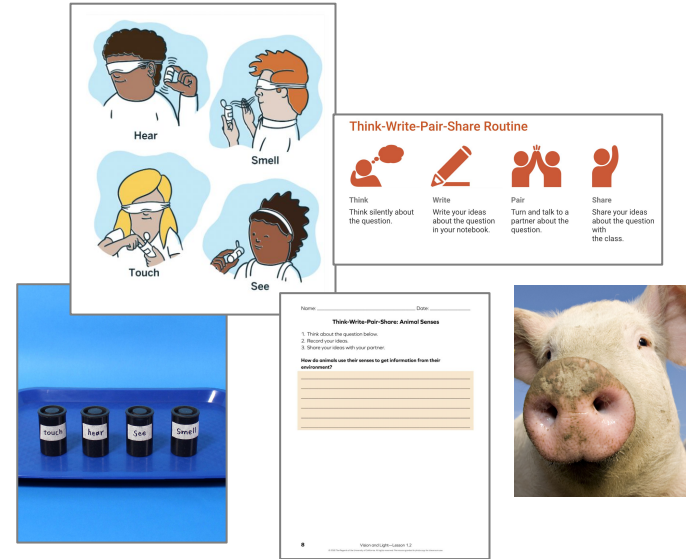
Gathering evidence over multiple lessons



**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!



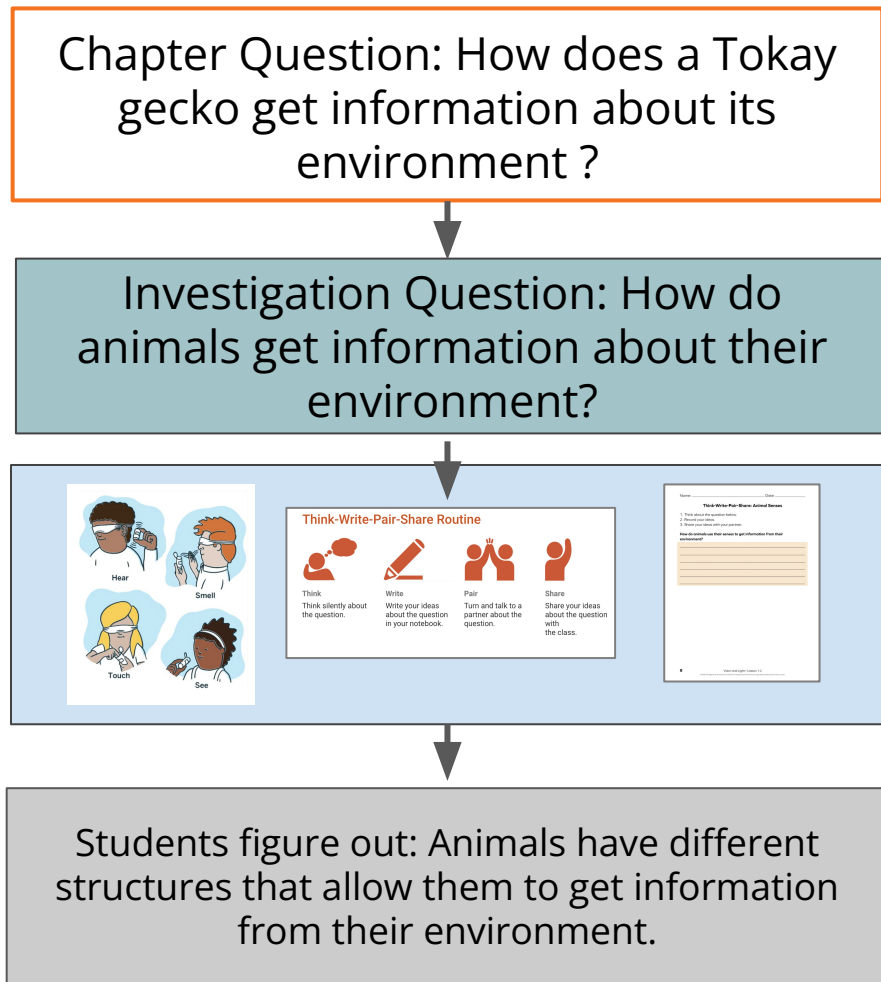
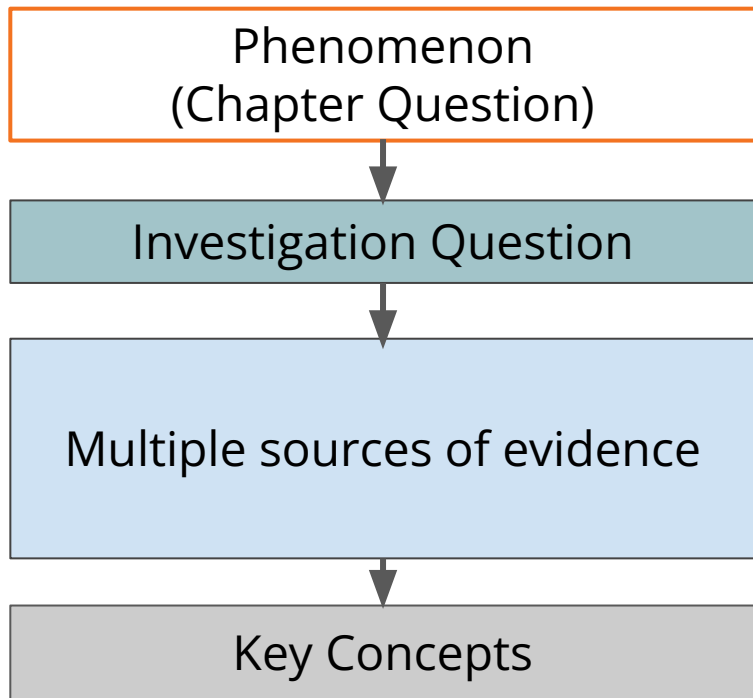
The collage includes several educational resources:

- Senses Illustrations:** Four cartoon characters demonstrating senses: Hear (ear), Smell (nose), Touch (hand), and See (eye).
- Think-Write-Pair-Share Routine:** A graphic with icons and instructions for the routine:
 - Think:** Think silently about the question.
 - Write:** Write your ideas about the question in your notebook.
 - Pair:** Turn and talk to a partner about the question.
 - Share:** Share your ideas about the question with the class.
- Animal Senses Labels:** Four small black containers labeled 'Touch', 'Hear', 'See', and 'Smell' on a blue surface.
- Worksheet:** A sheet titled 'Think-Write-Pair-Share: Animal Senses' with instructions:
 1. Think about the question below.
 2. Record your ideas.
 3. Write your ideas with your partner.It includes a question: 'How do animals use their senses to get information from their environment?' and a table for recording ideas.

Animal	How do animals use their senses to get information from their environment?
- Pig Image:** A close-up photograph of a pig's face, focusing on its snout.

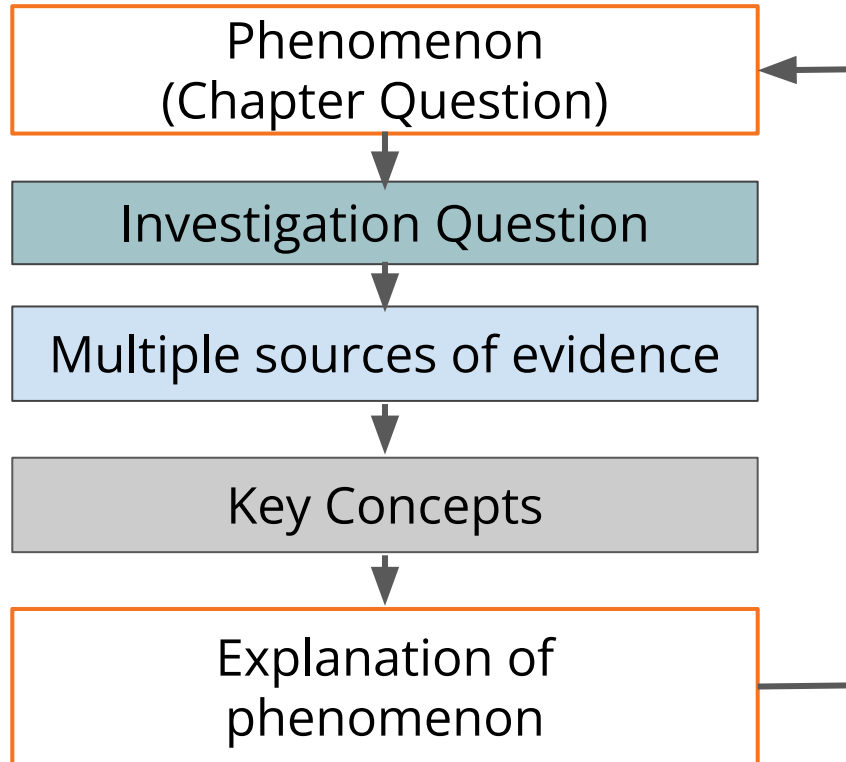
Coherence Flowchart

A diagram of student learning

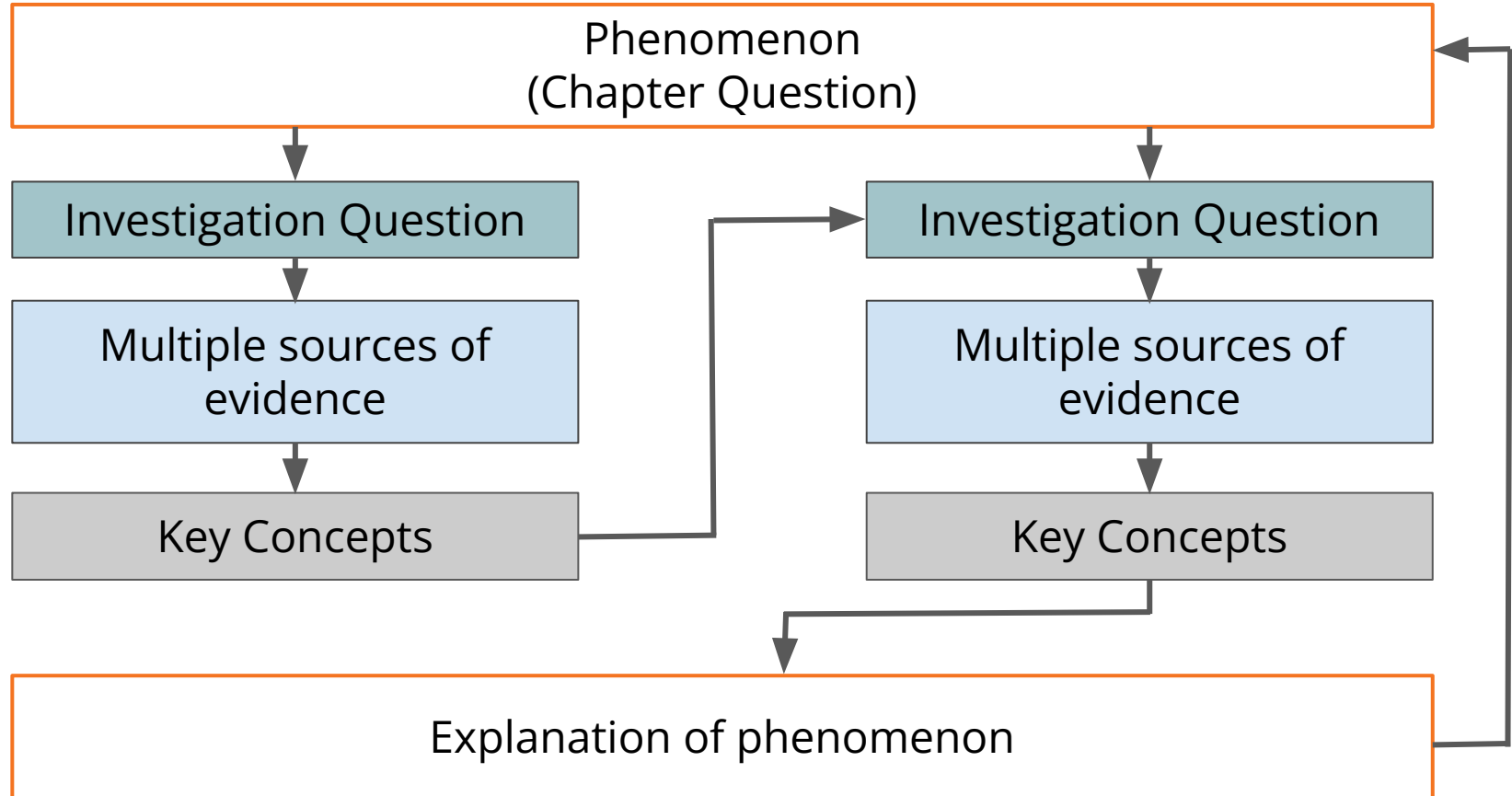


Coherence Flowchart

A diagram of student learning



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 the problem

Explanation that students
can make to answer the
Chapter 1 Question

Vision and Light: Investigating Animal Eyes

The population of Tokay geckos in a rain forest in the Philippines has decreased since the installation of new highway lights. *Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?*

Tokay geckos are able to find the things they need in their environment. *How does a Tokay gecko get information about its environment?*

Animals find what they need in an environment. *How do animals use their senses to get information about their environment?* (1.2-1.4)

- Explore how senses help people get information about objects in their environment (1.2)
- Read *Investigating Animal Senses* (1.3)
- Investigate how information about objects can be blocked from the senses through a full-class demonstration (1.3)
- Observe videos of animals and plants using senses to help them survive (1.4)
- Investigate what is needed to see objects inside a Mystery Box (1.4)

- Animals have different structures that allow them to get information from their environment. (1.3)
- Sound and scent can carry information about the environment to an animal. (1.3)
- Animals have different structures that allow them to get information from their environment, which helps them survive. (1.4) (Revised from 1.3)
- Light, sound, and scent can carry information about the environment to an animal. (1.4) (Revised from 1.3)

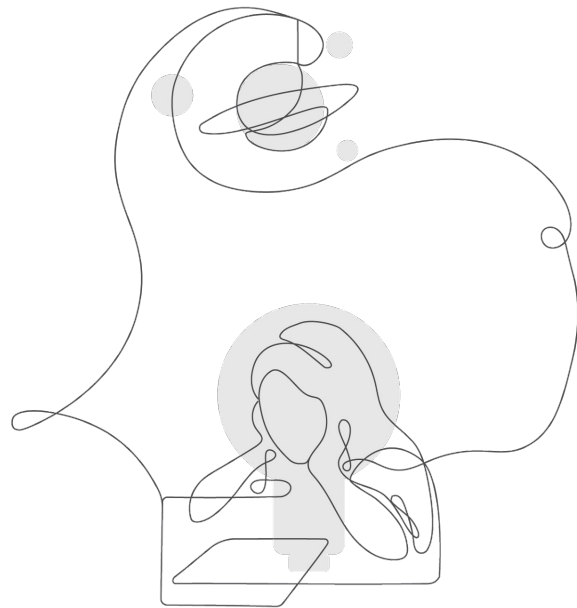
- Write about how animals get information from their environment (1.4)
- Discuss how a Tokay gecko gets information about its environment (1.4)

In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

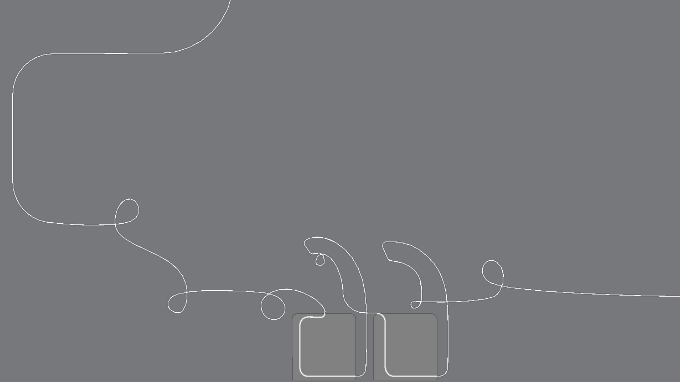
Explore the Coherence Flowchart

Skim the Chapter 1 Coherence Flowchart of your first unit.

How can the Coherence Flowchart serve you as a planning tool as you begin teaching Amplify Science?



Questions?






Plan for the day: Part 2


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

Navigate to the Lesson Brief

Science California > Vision and Light > [Lesson 1.2](#)

Lesson 1.2: Introducing Animal Senses


 Printable Lesson Guide

 Lesson Brief (3 Activities)

1 HANDS-ON
Using Senses to Get
Information

2 STUDENT-TO-STUDENT
DISCUSSION
Sharing Ideas

3 TEACHER-LED DISCUSSION
Introducing Structure and
Function

 RESET LESSON





Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

English español

Overview

Students explore how an animal uses its senses to get information from its environment. First, students look, smell, touch, and listen to various materials to gather information about different objects in their environment. This hands-on activity prompts them to think about how information about the environment is carried by light, scent, and sound and how they use their senses to take in this information. Next, they are introduced to and employ the Think-

Digital Resources

-  Classroom Slides 1.2 | PowerPoint
-  Classroom Slides 1.2 | Google Slides
-  All Projections
-  Careful Smelling

4 Steps for Starting Your Lesson

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

The screenshot shows a lesson interface with a header featuring a green grasshopper and a spotted lizard. Below the header is a navigation bar with three tabs: 1. STUDENT-LED DISCUSSION (Introducing Senses to Get Information), 2. STUDENT-TO-STUDENT DISCUSSION (Sharing Ideas), and 3. TEACHER-LED DISCUSSION (Introducing Structure and Function). The main content area is titled 'Overview' and contains text about how an animal uses its senses. To the left of the main content is a sidebar with a 'RESET LESSON' button and a list of documents: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. To the right of the main content is a 'Digital Resources' section with links to Classroom Slides 1.2 (PowerPoint and Google Slides), All Projections, Careful Smelling, and Vision and Light Investigation Notebook, pages 6-8. Four orange arrows with numbers 1, 2, 3, and 4 point to the following elements: 1. Classroom Slides 1.2 | Google Slides, 2. Overview, 3. Materials & Preparation, and 4. Differentiation.

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Students explore how an animal uses its senses to get information from its environment. First, students look, smell, touch, and listen to various materials to gather information about different objects in their environment. This hands-on activity prompts them to think about how information about the environment is carried by light, scent, and sound and how they use their senses to take in this information. Next, they are introduced to and employ the Think-Write-Pair-Share discourse routine to reflect on what they've learned so far in relation to the Investigation Question. Last, they view a slideshow that introduces them to body structures that serve different

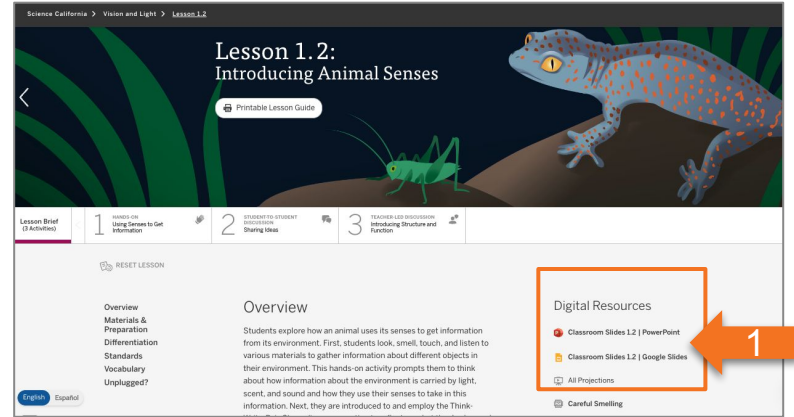
Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- All Projections
- Careful Smelling
- Vision and Light Investigation Notebook, pages 6-8

Preparing to teach

Classroom Slides

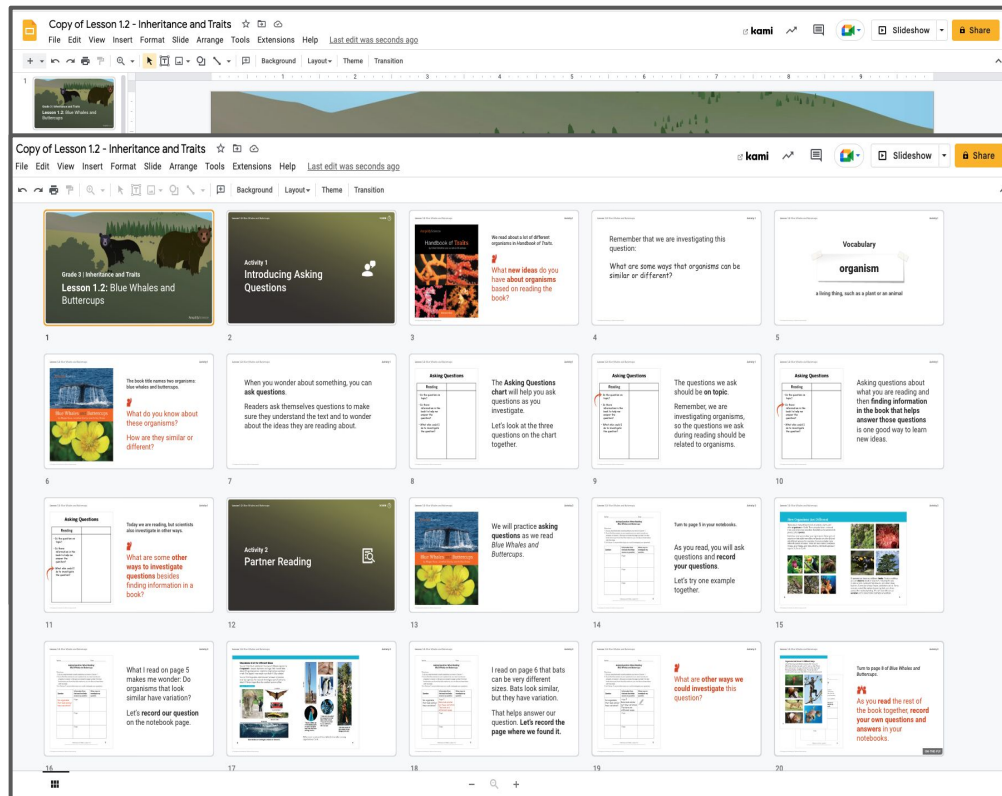
1. Open the Classroom Slides under the Digital Resources.
2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.
3. Consider:
 - What features of the Classroom Slides will support you in teaching this lesson?



Using Classroom Slides as a planning tool

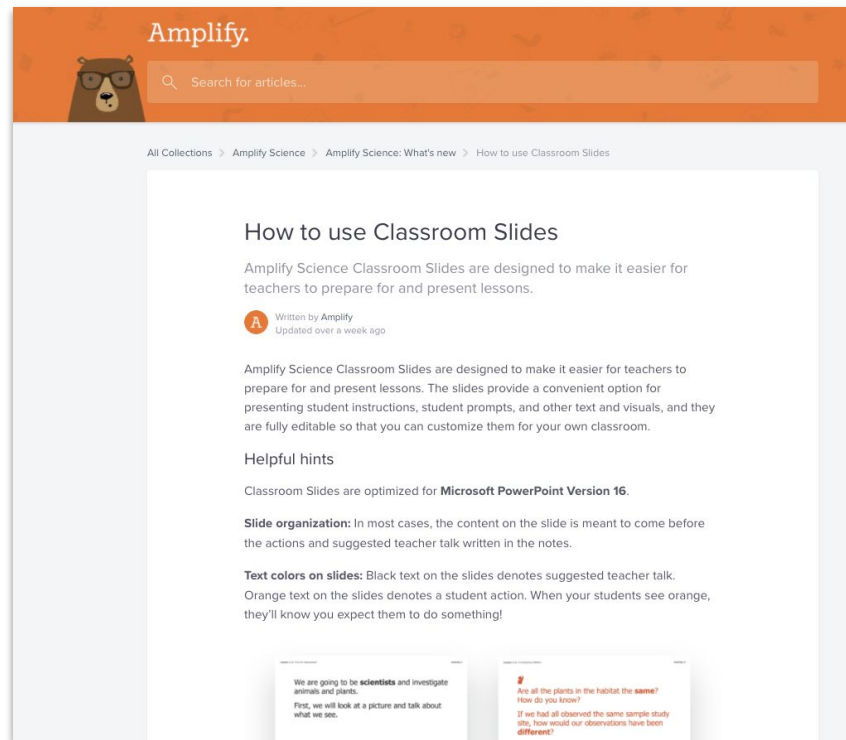
Teacher tip: Classroom Slides are a great visual summary of a lesson. Many teachers download and flip through a lesson's Classroom Slides deck to preview what happens in the lesson.

This is a useful first step for preparing to teach the lesson.



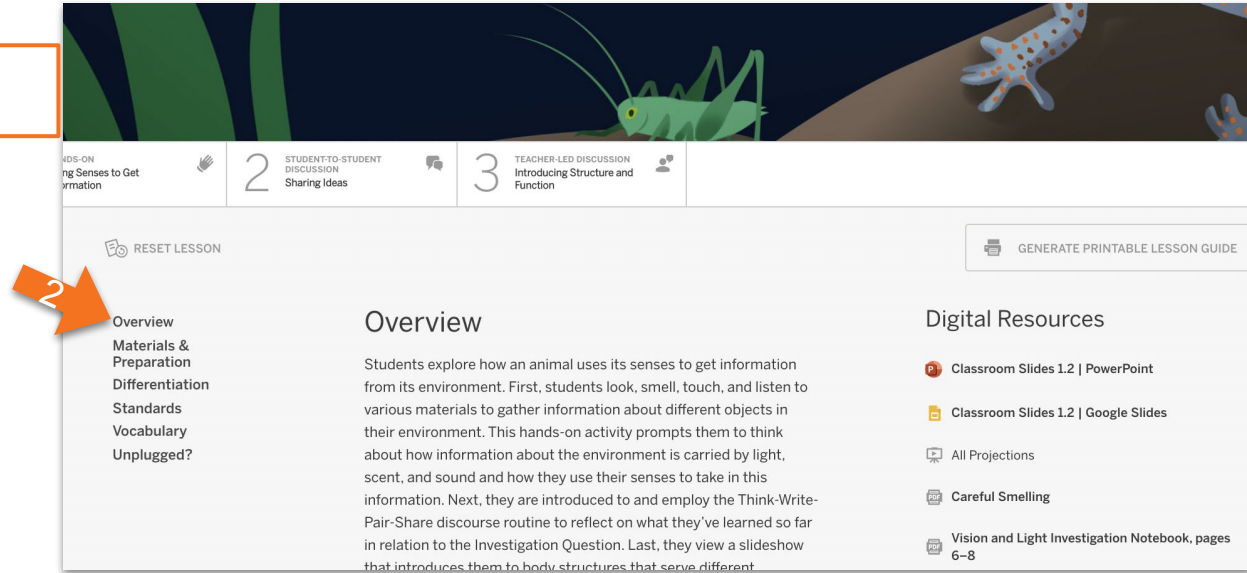
Teaching with Classroom Slides

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 Steps for Starting Your Lesson

1. Download **Classroom Slides** and review them.
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The screenshot shows a digital lesson interface. At the top, there's a header with a green grasshopper and a spotted lizard. Below the header is a navigation bar with three tabs: 1. HANDS-ON (Exploring Senses to Get Information), 2. STUDENT-TO-STUDENT DISCUSSION (Sharing Ideas), and 3. TEACHER-LED DISCUSSION (Introducing Structure and Function). Below the navigation bar is a sidebar with a 'RESET LESSON' button and a list of links: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. An orange arrow with the number '2' points to the 'Overview' link. The main content area is titled 'Overview' and contains text about how an animal uses its senses to get information from its environment. On the right side, there's a 'Digital Resources' section with links to 'Classroom Slides 1.2 | PowerPoint', 'Classroom Slides 1.2 | Google Slides', 'All Projections', 'Careful Smelling', and 'Vision and Light Investigation Notebook, pages 6-8'.

1 HANDS-ON
Exploring Senses to Get Information

2 STUDENT-TO-STUDENT DISCUSSION
Sharing Ideas

3 TEACHER-LED DISCUSSION
Introducing Structure and Function

RESET LESSON

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

Overview

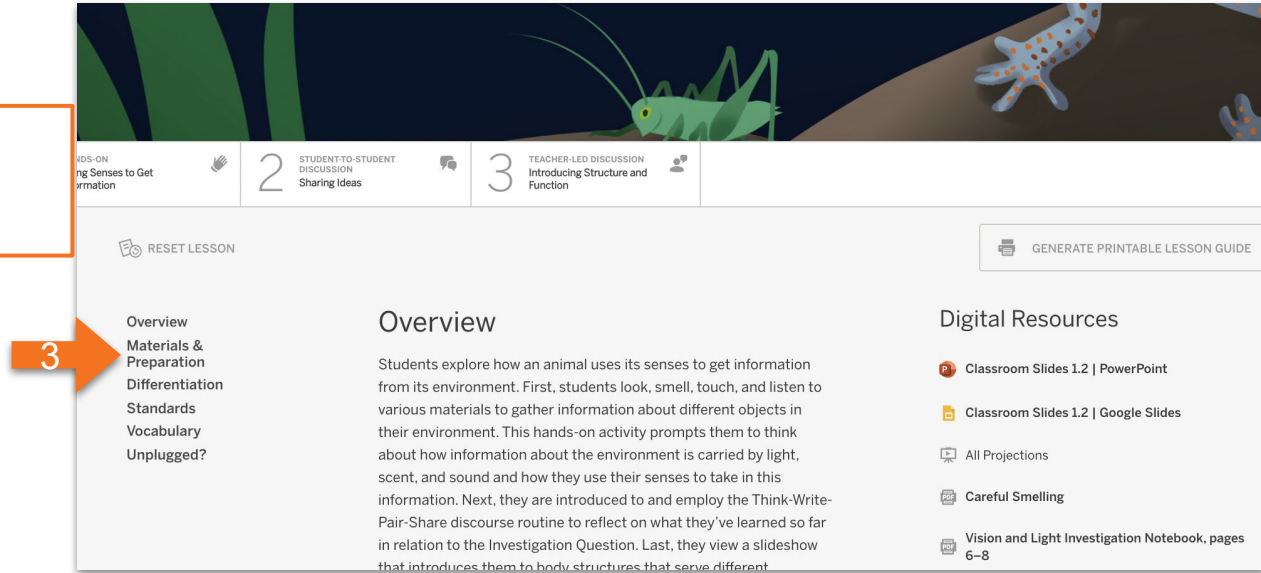
Students explore how an animal uses its senses to get information from its environment. First, students look, smell, touch, and listen to various materials to gather information about different objects in their environment. This hands-on activity prompts them to think about how information about the environment is carried by light, scent, and sound and how they use their senses to take in this information. Next, they are introduced to and employ the Think-Write-Pair-Share discourse routine to reflect on what they've learned so far in relation to the Investigation Question. Last, they view a slideshow that introduces them to body structures that serve different

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- All Projections
- Careful Smelling
- Vision and Light Investigation Notebook, pages 6-8

4 Steps for Starting Your Lesson

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4. Read the **Differentiation** document.

The screenshot shows a digital lesson interface. At the top, there's a header with a green grasshopper and a spotted lizard. Below the header is a navigation bar with three tabs: 1. HANDS-ON (Senses to Get Information), 2. STUDENT-TO-STUDENT DISCUSSION (Sharing Ideas), and 3. TEACHER-LED DISCUSSION (Introducing Structure and Function). The third tab is selected. Below the navigation bar is a sidebar with a 'RESET LESSON' button and a list of links: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. An orange arrow with the number '3' points to the 'Materials & Preparation' link. The main content area is titled 'Overview' and contains text about how an animal uses its senses. On the right side, there's a 'Digital Resources' section with links to 'Classroom Slides 1.2 | PowerPoint', 'Classroom Slides 1.2 | Google Slides', 'All Projections', 'Careful Smelling', and 'Vision and Light Investigation Notebook, pages 6-8'. A 'GENERATE PRINTABLE LESSON GUIDE' button is also present in the top right corner.

1 HANDS-ON
Engaging Senses to Get Information

2 STUDENT-TO-STUDENT
DISCUSSION
Sharing Ideas

3 TEACHER-LED DISCUSSION
Introducing Structure and Function

RESET LESSON

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Materials & Preparation
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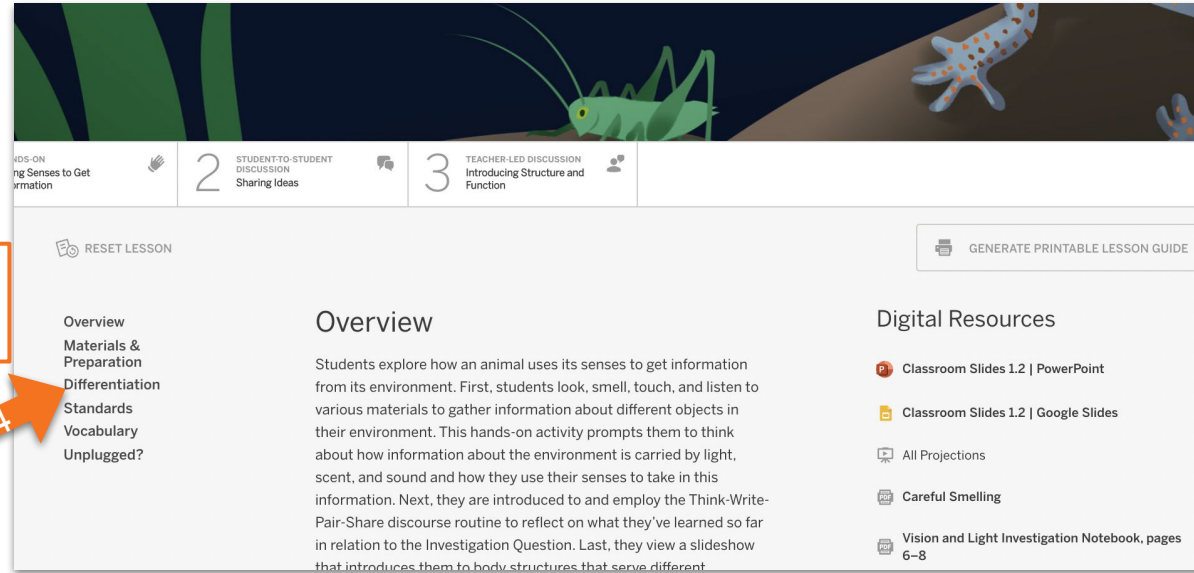
Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- All Projections
- Careful Smelling
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GENERATE PRINTABLE LESSON GUIDE

4 Steps for Starting Your Lesson

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4. Read the **Differentiation** document.



The screenshot shows a lesson overview page for a biology lesson. At the top, there is a header with three tabs: '1 STUDENT-ON-OWN', '2 STUDENT-TO-STUDENT DISCUSSION', and '3 TEACHER-LED DISCUSSION'. Below the header, there is a sidebar on the left with a list of links: 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', 'Vocabulary', and 'Unplugged?'. An orange arrow with the number '4' points to the 'Differentiation' link. The main content area is titled 'Overview' and contains text about how an animal uses its senses to get information from its environment. On the right side, there is a section titled 'Digital Resources' with links to 'Classroom Slides 1.2 | PowerPoint', 'Classroom Slides 1.2 | Google Slides', 'All Projections', 'Careful Smelling', and 'Vision and Light Investigation Notebook, pages 6-8'. A 'RESET LESSON' button is located in the top left of the main content area, and a 'GENERATE PRINTABLE LESSON GUIDE' button is in the top right.

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Engaging Senses to Get Information

2 STUDENT-TO-STUDENT DISCUSSION
Sharing Ideas

3 TEACHER-LED DISCUSSION
Introducing Structure and Function

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

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Differentiation

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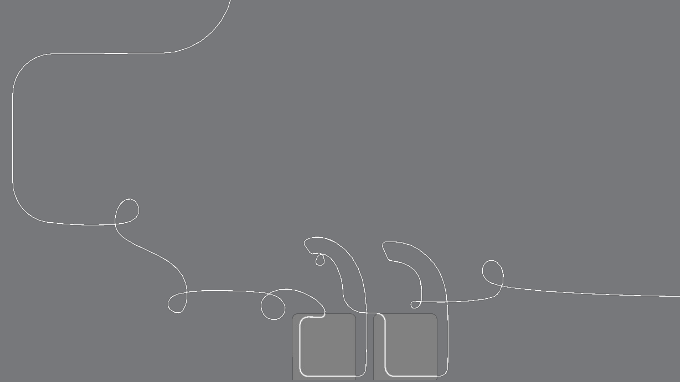
Digital Resources

- Classroom Slides 1.2 | PowerPoint
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- All Projections
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Lesson ____	Activity Overview	
What is the purpose of this lesson? Access prior knowledge about rocks. Make observations of rocks.	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>What is the purpose of this lesson?</p> <p>The purpose of this lesson is to introduce students to the ways that information can be carried through scent, sound, and light from the environment to an animal and how animals use their senses to gather information from their environment.</p>	<p>Activity 1 (30 min)</p>	<p>Using Senses to Get Information</p>
<p>What will students learn?</p> <ul style="list-style-type: none"> •People and other animals use their senses to get information about what is in their environment. •People and other animals have body structures that function to get information from their environment 	<p>Activity 2 (15 min)</p>	<p>Sharing Ideas</p>
<p>3-D Statement (identify SEP, CCC, and DCI):</p> <p>Students obtain information from a hands on activity and a slideshow that introduces them to body structures that serve different functions and enable animals to get information from their environment. (structure and function)</p>	<p>Activity 3 (15 min)</p>	<p>Introducing Structure and Function</p>
<p>Student Resources: (each group of 4 students)</p> <p>1 blindfold*, 4 small plastic canister (sm), 1 plastic tray*, 1 probability cube, 10 dried beans* , <i>Vision and Light</i> Investigation Notebook (pages 6-8)</p>	<p>Activity 4 (# min)</p>	
<p>Assessment Opportunities: On-The-Fly, Activity 3</p>	<p>Activity 5 (##min)</p>	

Questions?





Plan for the day: Part 2

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

Additional resources

Welcome, caregivers!

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!

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!

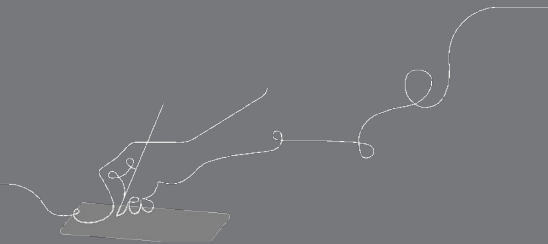


Overarching goals

By the end of this workshop, you will be able to:

- ❑ Describe what teaching and learning look like in Amplify Science.
- ❑ Prepare to teach using Amplify Science resources.

e



Closing reflection

Based on our work today in Part 2, share:

Head: something you'll keep in mind

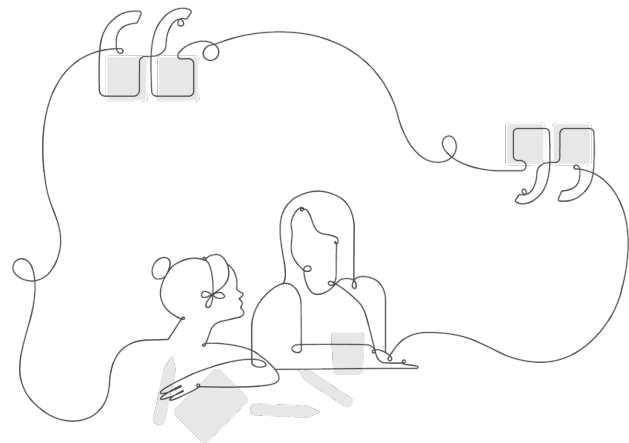
Heart: something you're feeling

Feet: something you're planning to do

Onsite Upcoming Professional Development!

Part 3: Unit 2 - with a focus on assessments

- December 3 (grades 3-6)
- December 12 (grades K-2)



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



800-823-1969



Amplify Chat



Please provide feedback!

surveymonkey.com/r/InitialAmplifySciPL

Presenter name:

Workshop title:

Part 1: Relaunching the Standard Curriculum

Part 2: Guided Planning (Planning for a Lesson)

Modality:

Remote

