

# Amplify Science

## Unit Internalization / Guided Planning

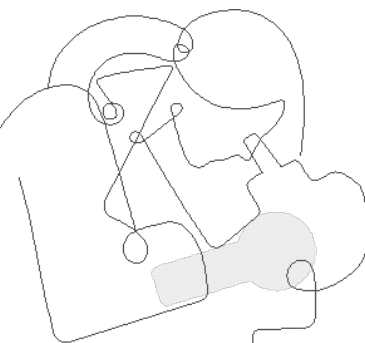
Grade K, Unit 1: Needs of Plants and Animals

### Part 1

School/District Name: LAUSD

Date: September, 2022

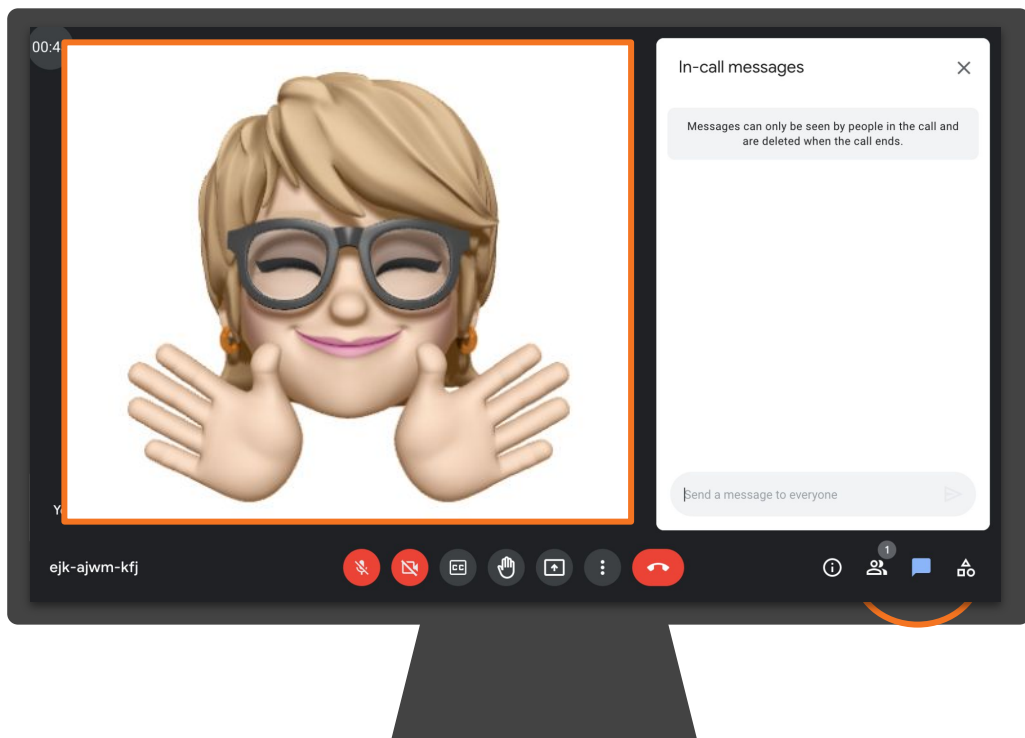
Presented by: Jolene Hori



# Ice Breaker!

## Who do we have in the room today?

- **Question 1:** Which aspects of implementing the Amplify Science standard curriculum has been the most successful?
- **Question 2:** Which aspects have been the most challenging?



# 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



LOS ANGELES UNIFIED SCHOOL DISTRICT

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

COURSES GROUPS RESOURCES TOOLS

Back to Schoolology 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](https://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".

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



my.amplify.com

Amplify MY ACCOUNT ADMIN REPORTS LAUNCH PROGRAMS @ TERIN NGA

Hi, Terin

Classes

Programs & Licenses

Account Settings

Help Center C2

CKLA Hub CKLA Resource Site mCLASS Assessment mCLASS Reporting Reading 6-8

Reading K-5 Science Vocabulary

op is for only)

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

# 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 the unit
- ❑ 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
- Phenomenon-based Instruction
- Unit Internalization
- Additional Resources
- Closing



# Plan for the day: Part 1

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



THE LAWRENCE  
HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

+

Amplify.

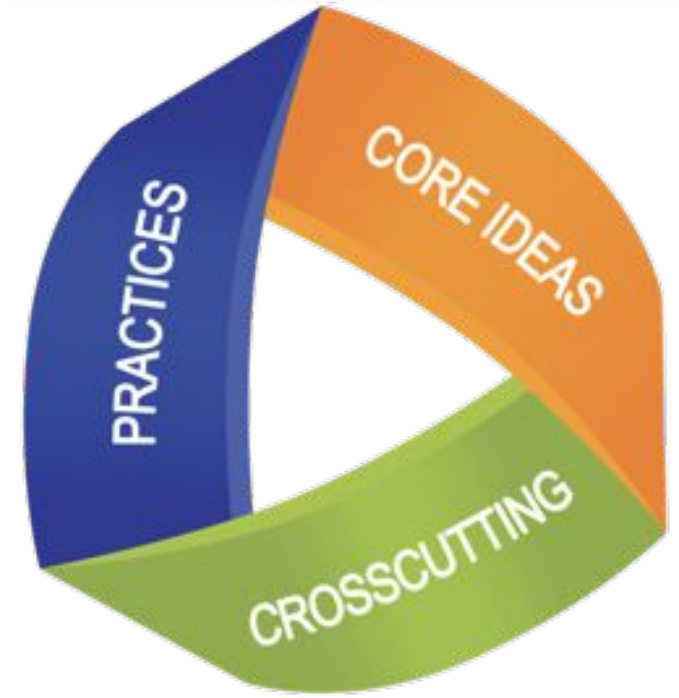
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Amplify Science

# Three dimensional learning

## Evaluate your knowledge

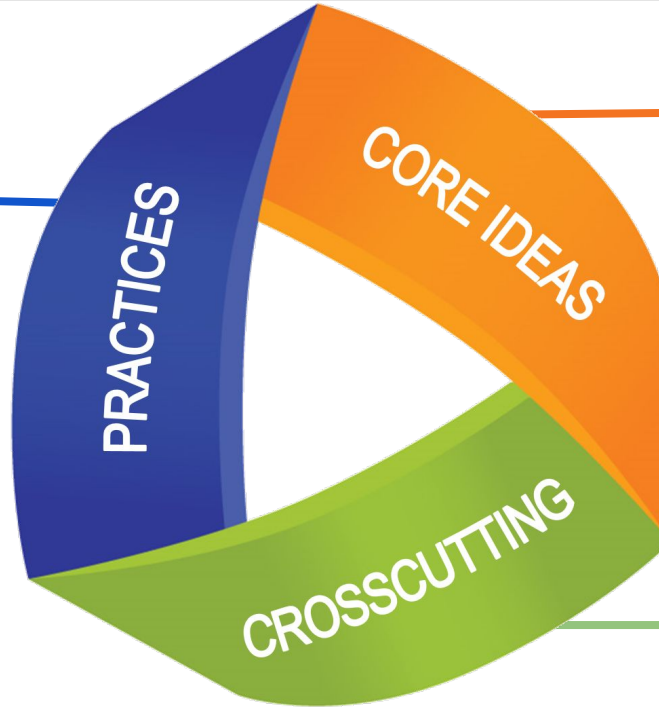
- On a scale of 0-5, how would you rate your familiarity with 3-D learning?



# 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



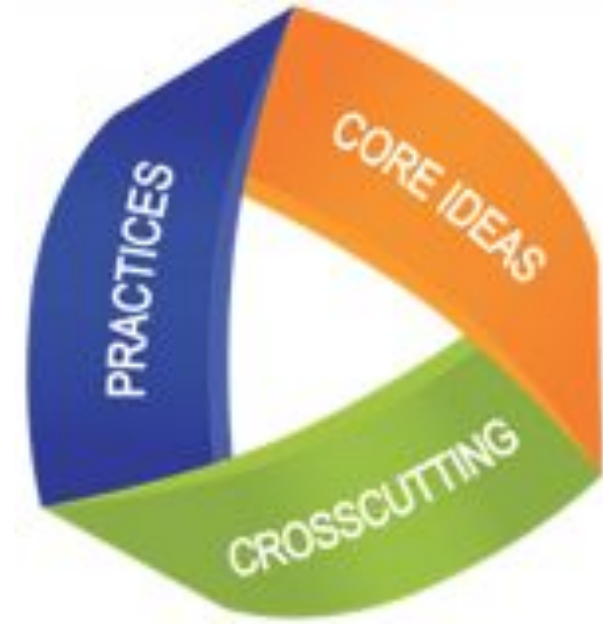
# Three-dimensional learning

## Reflection

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

### Lesson 3.3

Students further investigate seed dispersal by analyzing the number of droppings and the number of seeds per dropping that are transported to places where seeds can get what they need to grow (scale, proportion, and quantity).



# Course curriculum structure

## Grade K

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

## Grade 1

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

## Grade 2

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

## Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

## Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

## Grade 5

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

## Key takeaways:

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

# Year at a Glance: Kindergarten

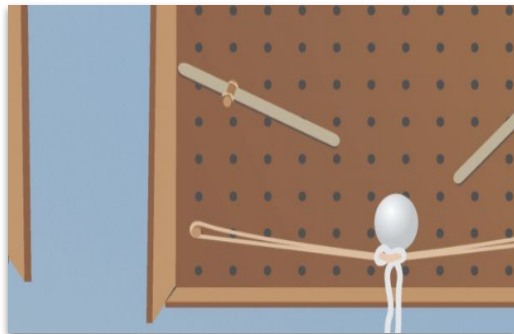


Needs of Plants and Animals

**Domain:** Life Science

**Unit type:** Investigation

**Student role:** Scientist



Pushes and Pulls

**Domain:** Physical Science

**Unit type:** Engineering Design

**Student role:** Pinball Engineer



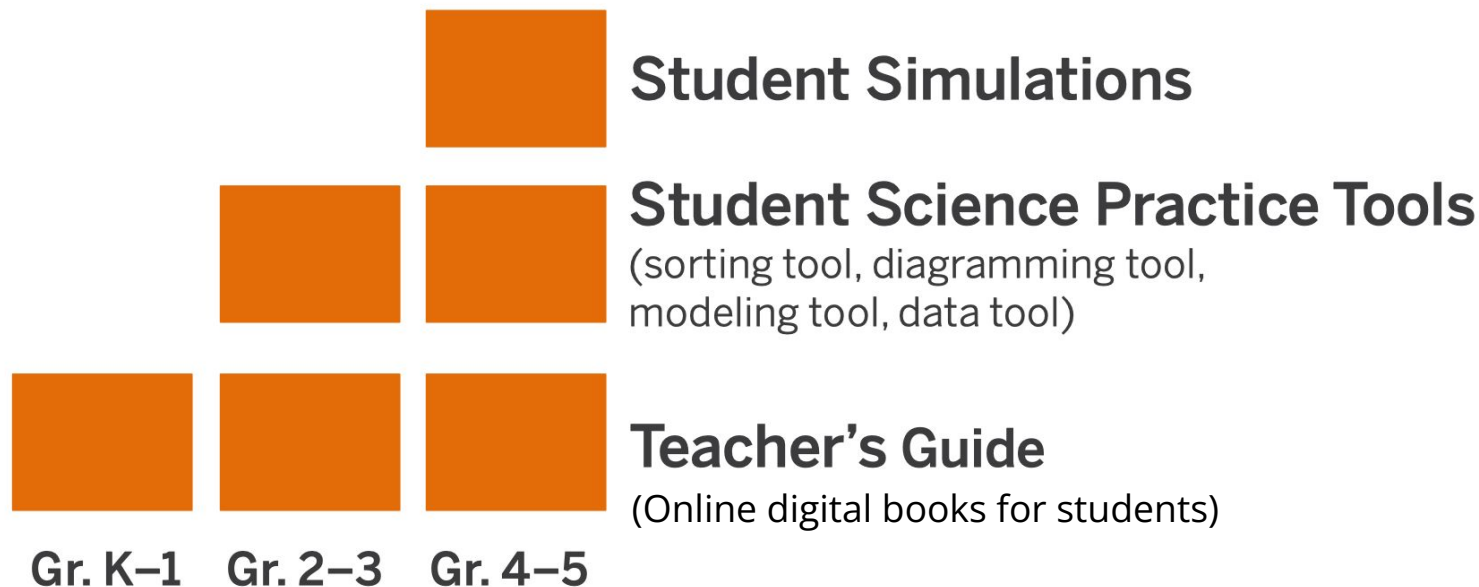
Sunlight and Weather

**Domain:** Earth and Space Science

**Unit type:** Modeling

**Student role:** Weather Scientist

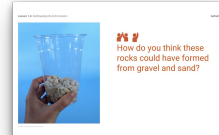
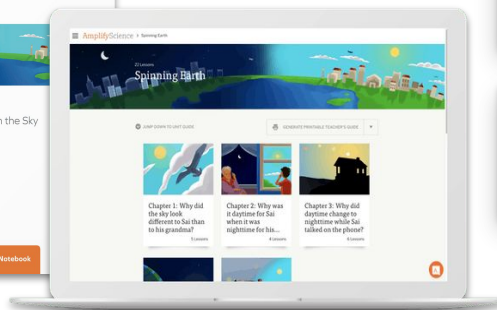
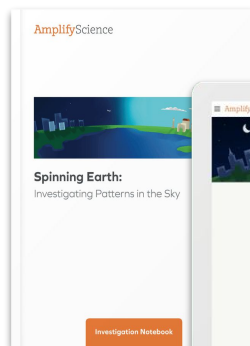
# What are the digital components of Amplify Science Elementary?



# K-5 Program components

## Teacher materials

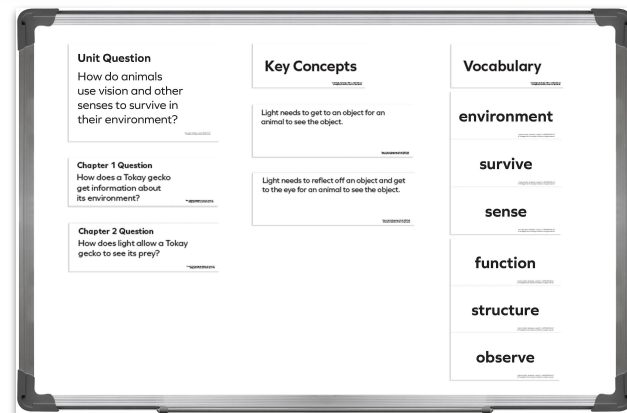
- Teacher's Guide (print and digital)
- Classroom Slides
- Classroom wall materials
- Embedded assessments
- Program Guide
- Program Hub
- Amplify Help Site



Program Hub



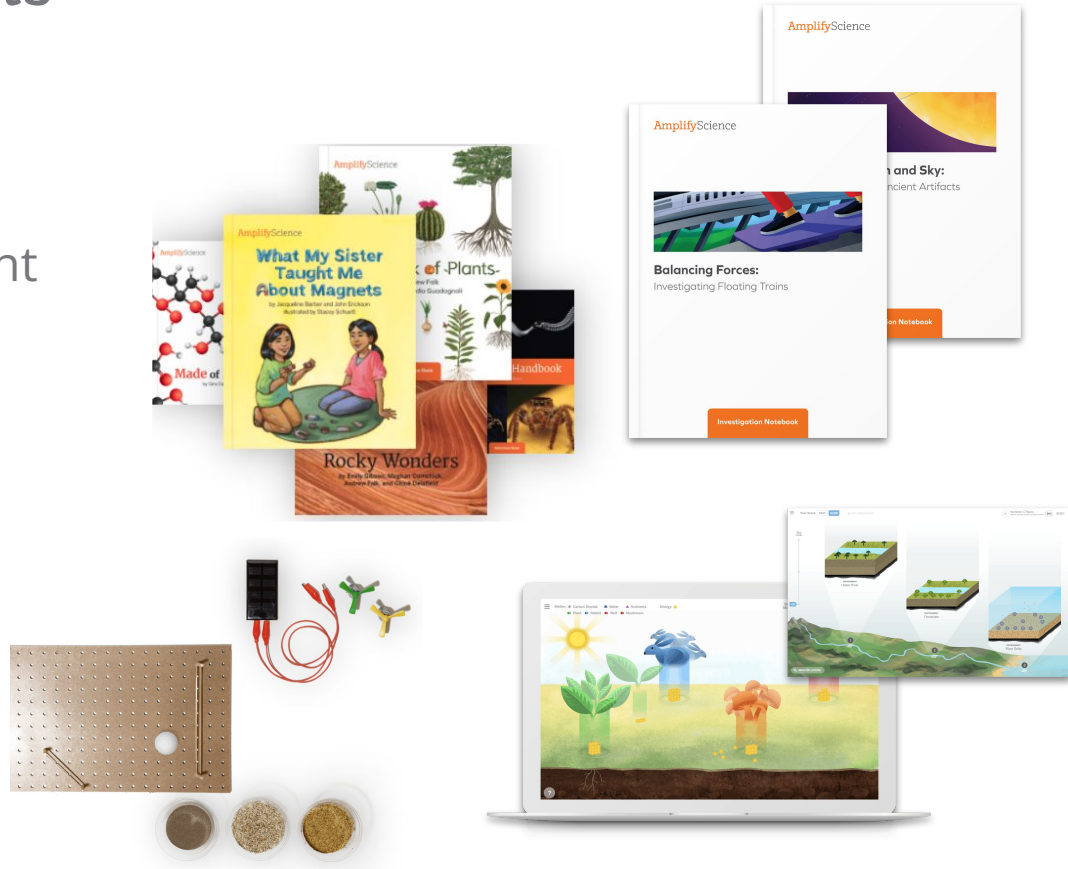
Science Program Guide



# K-5 Program components

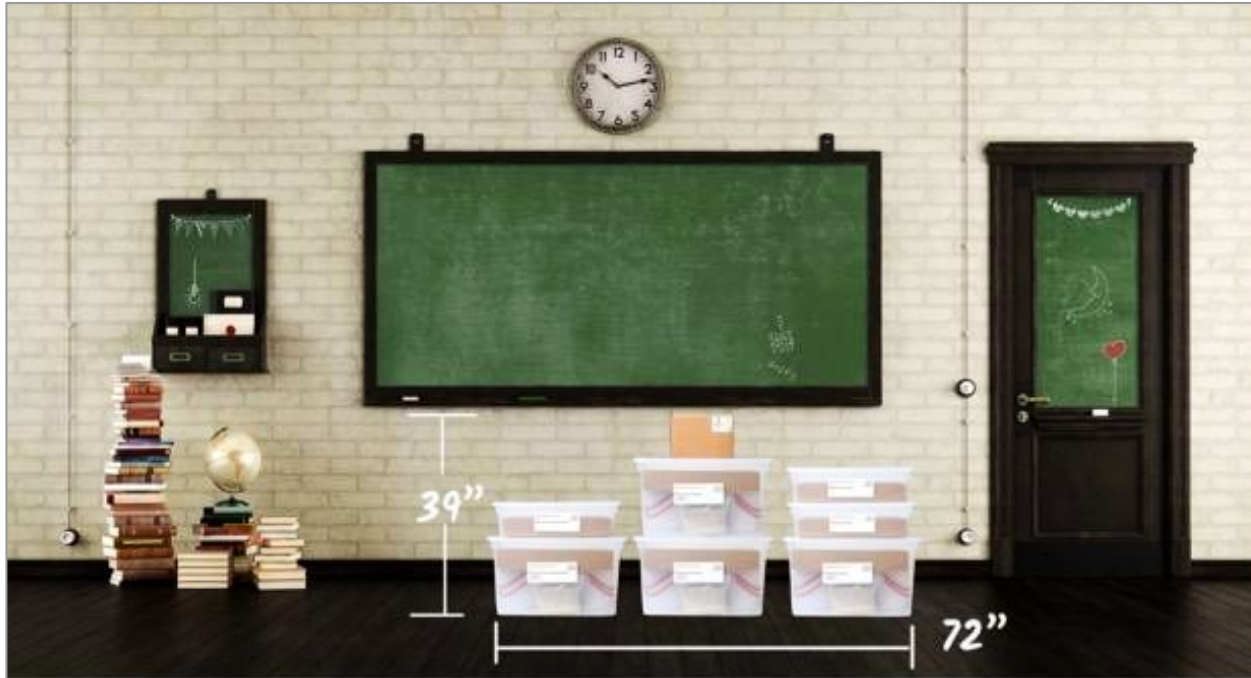
## Student materials

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



# Prepping Hands-On Materials for the Unit

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

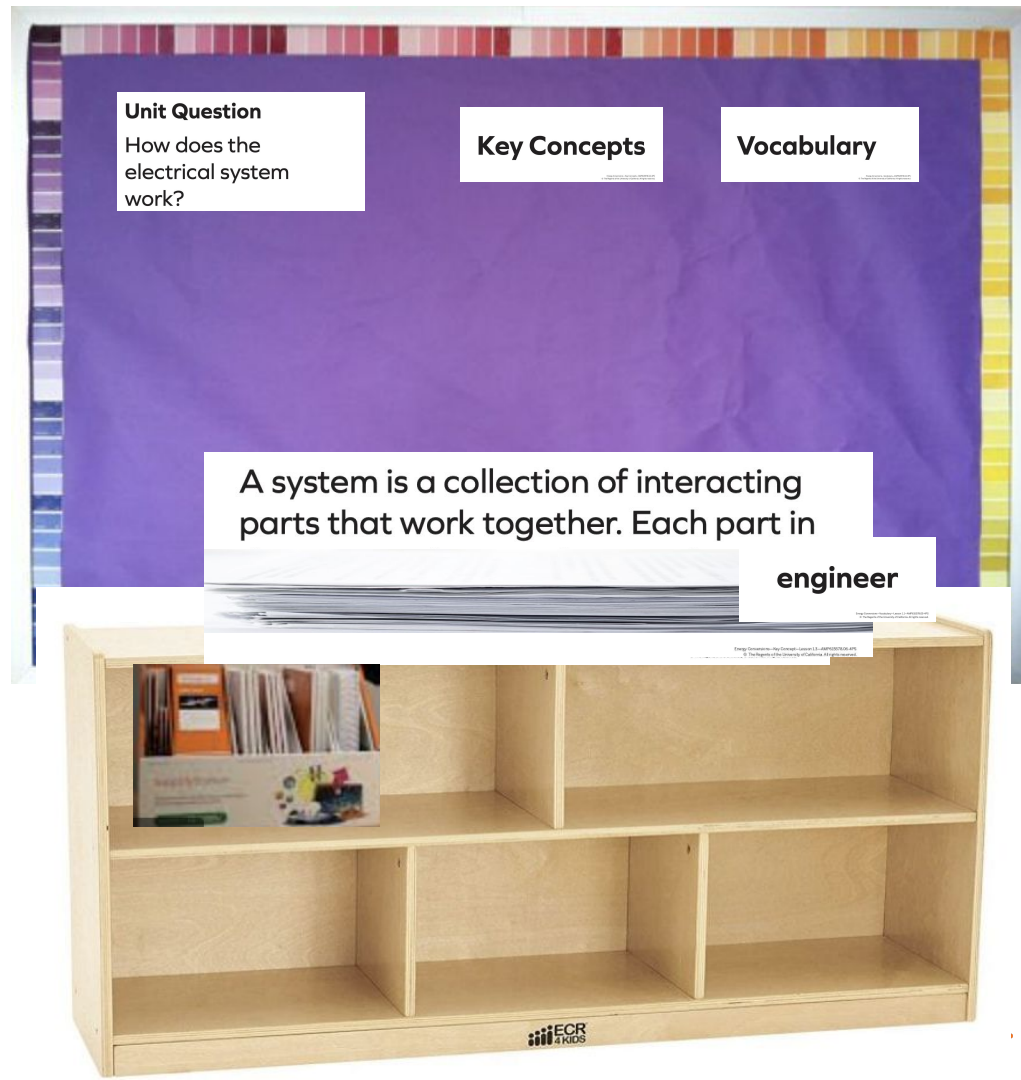


### Classroom Kits

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

# Unpacking the Kit

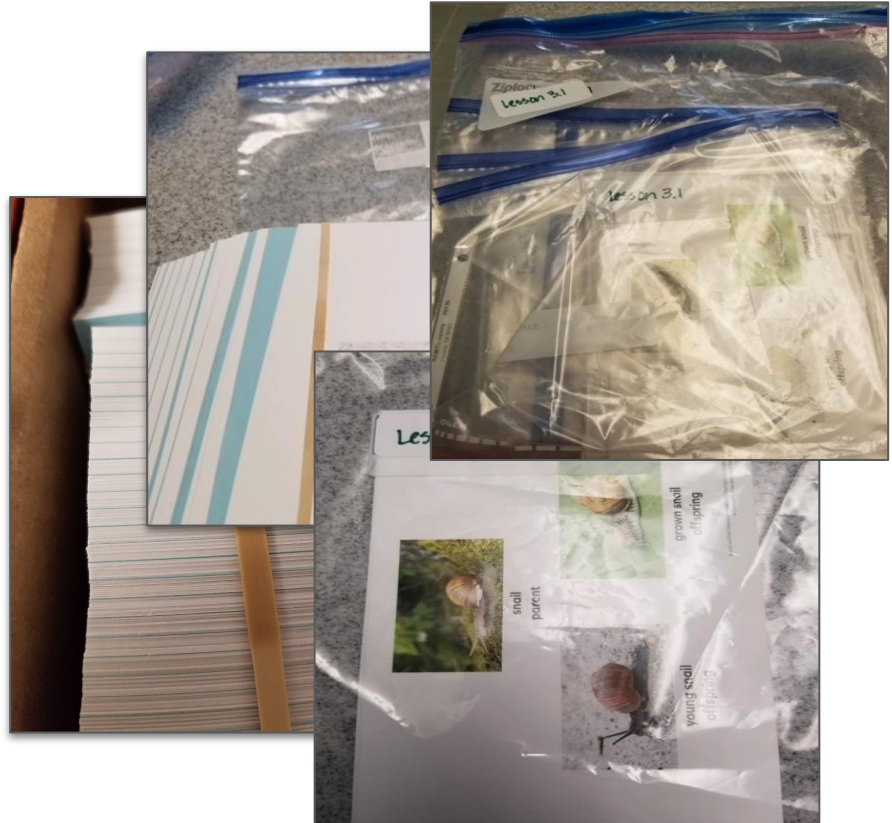
- Pull out the unit question, key concepts and vocabulary materials.
- Place them on the top of the table or bookcase below your science board
- Take books out of kit and place in the bookcase or on the table. (Always collect books after each lesson use. Return to bookcase so they are easily accessible.)



# 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)
- Put each envelope or bag (1 set) into a bigger bag and label



# Grades K and 1

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

Two Suggestions:

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

## Lesson Overview Compilation



OPEN PRINTABLE LESSON OVERVIEW COMPILATION

How do animals and plants survive?

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

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

Lesson 1.1

### Investigation Questions

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

### Key Concepts

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

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



# Welcome to Amplify Science!

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

- Access the [Amplify Science Program Hub](#) (To help orient you to the new design, watch this [video](#) and view this [reference guide](#).)
- Find out more about [Amplify Science@Home](#)
- Share the [Caregiver Hub](#) (Eng/Span) with your families
- For LAUSD ES Teachers- [Amplify Science & Benchmark Advance Crosswalk](#)
- Instructional guidance for a [Responsive Relaunch of Amplify Science in 21-22](#)

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!

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

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

## Classroom kits

Program Introduction

Learn more about Amplify Science

LAUSD Training Sessions- Reference Materials

New! Lesson Prep Videos

Remote Learning Resources

Onboarding: What to expect

Onboarding videos

Unpacking your first hands-on materials kit

Looking for help?

New! Lesson Prep Videos

Unit 1

Grade K- Needs of Plants and Animals

Grade 1- Animals and Plant Defenses

Grade 2- Plant and Animal Relationships

Grade 3- Balancing Forces

Grade 4- Energy Conversions

Grade 5- Patterns of Earth and Sky

Classroom Kits

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

# Hands On Material Organization

## Directions

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

2. Look for the lessons with Hands On.

HANDS-ON 

3. Note in the table below.


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

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

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

# Hands On Material Organization

## Completed for Needs of Plants and Animals

	A	B	C	D	E	F
1	<b>Directions</b>					
2	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)					
3	2. Look for the lessons with Hands On.					
4	HANDS-ON 					
5	3. Note in the table below.					
6	4. Review the materials and preparation to determine if it can be prepared prior to the lesson or on the day of the lesson.					
7	5. Use this same procedure for each Chapter. (Go to the Chapter Activities Contents)					
8						
9	Chapter/Lesson	Activity	Prep Prior	Prep Day of	What to do	
10	1.3	2	X		Create Key concept, What Scientist Do chart, Walk Observation Chart. Prepare for the Science Walk. <ul style="list-style-type: none"> <li>Follow your school's procedures to inform parents of the walk around the school or neighborhood.               <ul style="list-style-type: none"> <li>Arrange for enough volunteers for small groups of students.</li> </ul> </li> <li>Determine route for a walk that includes several opportunities to observe different plants and animals.</li> <li>Walk the route in advance to check that walking at a slow pace allows for completing the circuit in 15–20 minutes.</li> </ul>	
11	1.4	3	X	X	<b>Prep Prior:</b> Create Key concept, What Living Things Need chart. <b>Prep Day of:</b> Select areas in room to be activity stations. In Activity 3, you will have students rotate between nine stations, which each have a different Animals Eating Station Card. Try to find places for the stations that are spaced throughout the classroom and have room for up to four students to stand and look at the image. You'll need: Animals Eating Station Cards. . Gather the Food Sorting Cards and a pocket chart. In Activity 4, you will place these cards in a pocket chart during this lesson. Keep a set of cards near for chart.	
12	1.5	3	x	X	<b>Prep Prior:</b> Prepare the Explanation Language Frame. Using one or two sentence strips, write: "___ can live there because the ___ they need is there." You will use the Food Sorting Cards with this frame. Assemble Animal Habitat Station materials. <ul style="list-style-type: none"> <li>Select enough Animals and Their Foods Cards so each pair gets an animal. Make sure there is at least one pair assigned to each of the nine animals.</li> </ul> <b>Prep Day of:</b> Choose where you will display the Animal Habitat Table Cards. You will need eight stations, with enough space at each to display an Animal Habitat Table Card and have students stand around the picture to observe it. Select two spaces on the wall on opposite sides of the room and post the pictures of the forest and the field of weeds habitats. Students will move to these two spaces in Activity 1. Keep these cards at eye level for students.	

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



JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE

Full Teacher's Guide

(Includes Unit Guide & all 22 Lesson Guides)

Generate

Lesson Guides Only

(on Guides)

OPEN IN NEW TAB

RESET LESSON

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

## Overview

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

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

6 Lessons

## Inheritance and Traits

### Lesson Guides

Chapter 1  
Activities



## Chapter 1 Activities

### Lesson 1.1: Pre-Unit Assessment

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

TEACHER-LED DISCUSSION

WRITING

TEACHER-LED DISCUSSION

STUDENT-TO-STUDENT DISCUSSION

### Lesson 1.2: Blue Whales and Buttercups

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

TEACHER-LED DISCUSSION

READING

TEACHER-LED DISCUSSION

### Lesson 1.3: Observing Similarities and Differences

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

STUDENT-TO-STUDENT DISCUSSION

STUDENT-TO-STUDENT DISCUSSION

### Lesson 1.4: Introducing Species

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

TEACHER

TEACHER-LED DISCUSSION

HANDS-ON

TEACHER-LED DISCUSSION



HANDS-ON



# Questions?





# Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
- Unit Internalization
- 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

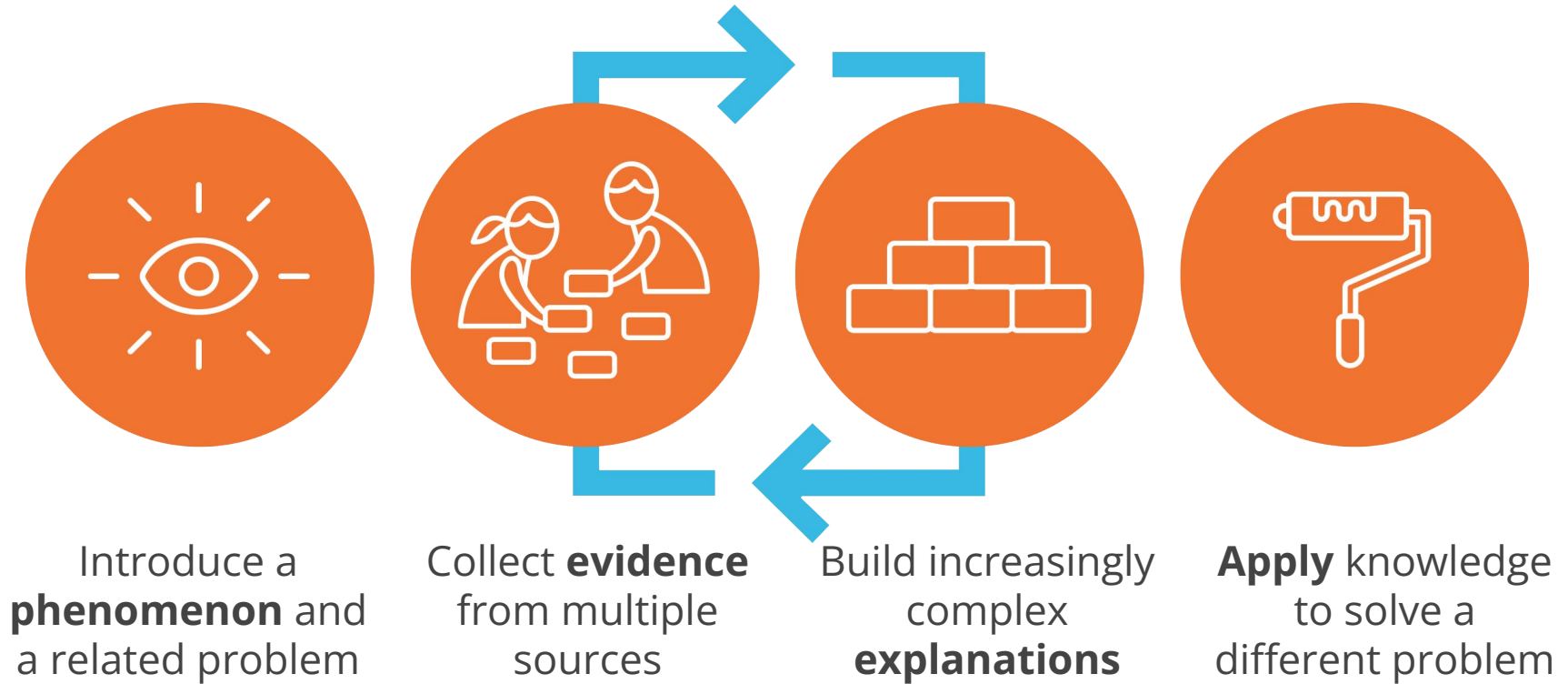
## A shift in science instruction

from learning about  
(like a student)



to figuring out  
(like a scientist)

# Amplify Science Approach

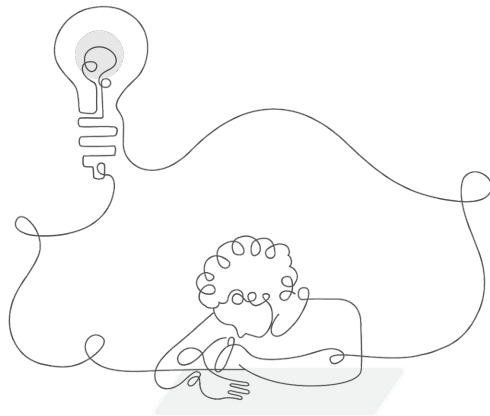


# Previewing the unit

## Introducing the phenomenon

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

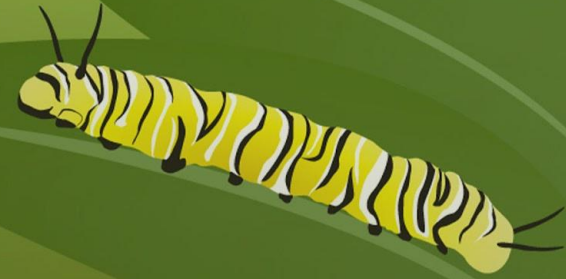
Pay attention to the phenomenon, or observable event, students will figure out in your unit.



Here is how we introduce the phenomenon for this unit.

**Grade K | Needs of Plants and Animals**

# **Lesson 1.1: Pre-Unit Assessment**



## Activity 1

# Introducing Students' Role as Scientists



We have an interesting new challenge to take on in science! We have been asked to help a group of children who live in a neighborhood called Mariposa Grove.

# Children from Mariposa Grove



# The Field



# The Garden



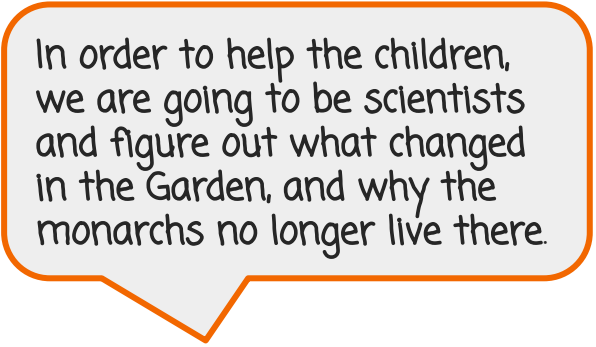
The children in Mariposa Grove need our help. They want to know why there are no monarch caterpillars in the Garden and how they can make the Garden into a place where the caterpillars can live again.



## **Chapter 1 Question**

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

# We are going to be **scientists**.



In order to help the children, we are going to be scientists and figure out what changed in the Garden, and why the monarchs no longer live there.



Turn and talk to a partner about what you know about **scientists**.

We are going to practice saying the word.

- Say the word after me: *scientist*.
- Now say the word together: *scientist*.
- Now whisper the word *scientist* to your partner.

A scientist is a person who learns about the natural world.

## Vocabulary



# scientist

a person who learns about the natural world

# Amplify Science

## Anchoring phenomenon

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

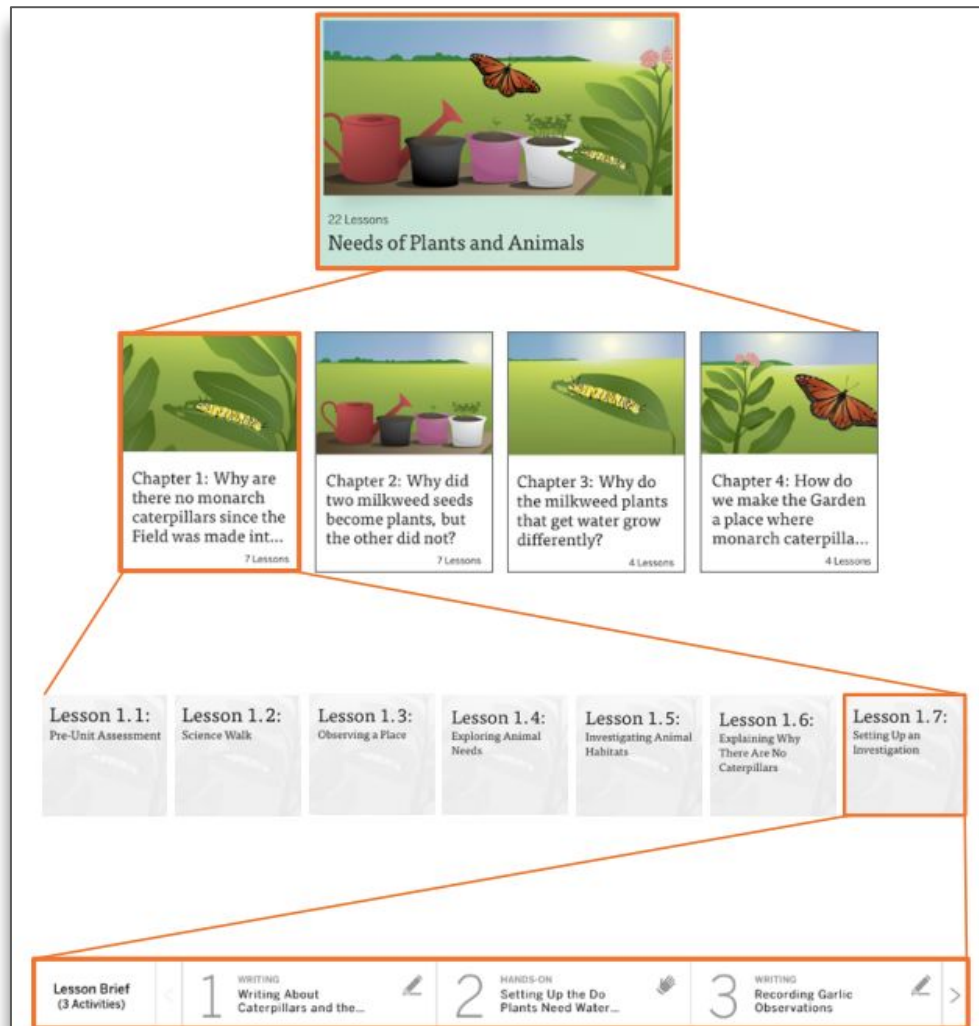
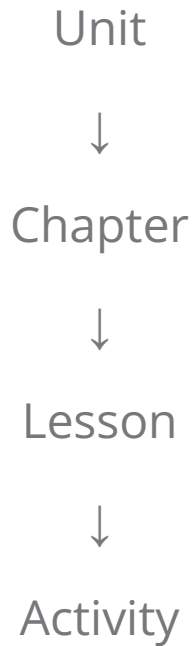




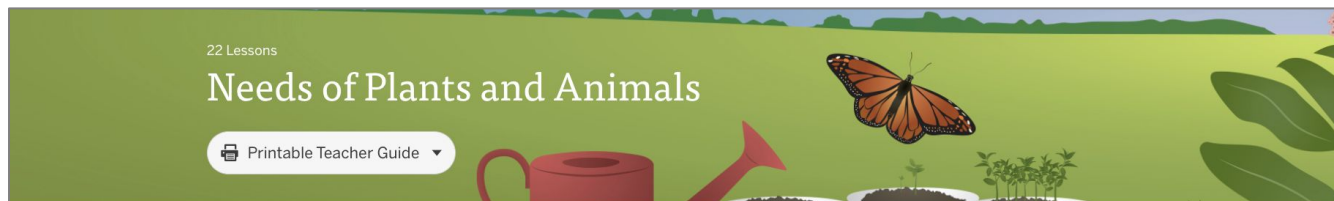
# Plan for the day: Part 1

- Introduction and Framing
- Phenomenon-based Instruction
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- Additional Resources
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# Unit structure



# Let's Go Live!



Unit Overview

Chapters

Printable Resources

Planning for the Unit ▾

Teacher References ▾

Offline Preparation

## Unit Overview

### What's in This Unit?

Over the past 20 years, we have seen a decline in monarch caterpillars. Scientists are studying the causes of this decline and are trying to find ways to help them. It is necessary for the monarch caterpillars to have a healthy environment to live in.

The *Needs of Plants and Animals* unit is designed to help students understand the importance of a healthy environment for all living things.

[Read more >](#)

## Chapters

Chapter 1: Why are the Plants in the Garden? ⓘ



LESSON 1.1  
Pre-Unit Assessment

AmplifyScience > Needs of Plants and Animals > Chapter 1 > Lesson 1.1

Lesson Brief  
(3 Activities)

1 TEACHER-LED DISCUSSION  
Introducing Students' Role  
as Scientists

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

3 READING  
Reading: Science Walk

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation

Standards

Overview

Students' Initial Explanations

Students are introduced to the *Needs of Plants and Animals* unit. They learn that a group of children needs their help to figure out why

Digital Resources

Classroom Slides 1.1 | PowerPoint

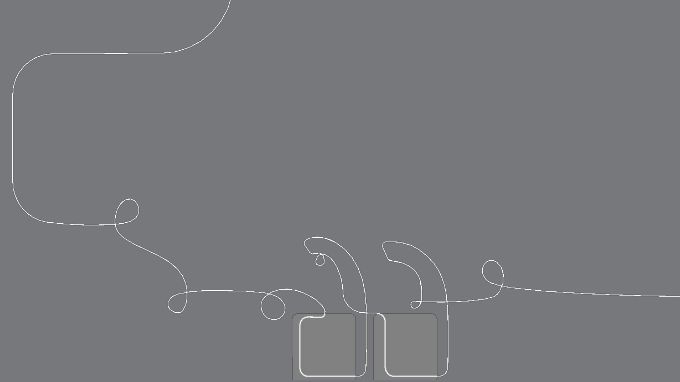
Classroom Slides 1.1 | Google Slides

Español

LESSON 1.3  
Observing a Place

# 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

The screenshot displays the Amplify website interface for the 'Energy Conversions' unit. The top navigation bar includes 'Amplify', 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCIENCE TEACHER'. The left sidebar lists navigation options: 'Unit Overview' (selected), 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The main content area is titled 'Unit Overview' and includes a section 'What's in This Unit?' with a paragraph about the electrical system and a 'Read more' link. Below this is a 'Chapters' section for 'Chapter 1: What happened to the electrical system the night of the blackout?'. It features six lesson cards: Lesson 1.1 Pre-Unit Assessment, Lesson 1.2 Introducing Systems, Lesson 1.3 Exploring Systems, Lesson 1.4 Electrical Energy, Lesson 1.5 Forms of Energy, and Lesson 1.6 Writing an Argument About the Blackout. The bottom left shows language options for English and Español, and the bottom right has a chat icon.

# Key Unit Documents for Unit Planning

The screenshot displays the 'Needs of Plants and Animals' unit planning page. At the top, it indicates '22 Lessons'. The main navigation menu on the left includes: Unit Overview, Chapters, Printable Resources, Planning for the Unit, Teacher References, and Offline Preparation. The 'Printable Resources' section is expanded, showing a list of documents: Unit Map, Progress Build, Getting Ready to Teach, Materials and Preparation, Science Background, Standards at a Glance, Lesson Overview Compilation, Standards and Goals, 3-D Statements, Assessment System, Embedded Formative Assessments, Books in This Unit, Opportunities for Unit Extensions, and Offline Preparation. The 'Unit Overview' section is also expanded, showing 'What's in This Unit?' and 'Printable Resources'. The 'Printable Resources' list includes: 3-D Assessment Objectives, Copymaster Compilation, Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds, Multi-Language Glossary, Print Materials (8.5" x 11"), Coherence Flowcharts, Crosscutting Concept Tracker, Investigation Notebook, NGSS Information for Parents and Guardians, and Print Materials (11" x 17"). The 'Garden?' section at the bottom features three lesson cards: LESSON 1.1 Pre-Unit Assessment, LESSON 1.2 Science Walk, and LESSON 1.3 Observing a Place. A teal arrow points to the 'Coherence Flowcharts' document in the 'Printable Resources' list.

22 Lessons

## Needs of Plants and Animals

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Teacher References

Offline Preparation

Unit Map

Progress Build

Getting Ready to Teach

Materials and Preparation

Science Background

Standards at a Glance

Lesson Overview Compilation

Standards and Goals

3-D Statements

Assessment System

Embedded Formative Assessments

Books in This Unit

Opportunities for Unit Extensions

Offline Preparation

### Unit Overview

What's in This Unit?

#### Printable Resources

- 3-D Assessment Objectives
- Copymaster Compilation
- Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds
- Multi-Language Glossary
- Print Materials (8.5" x 11")
- Coherence Flowcharts
- Crosscutting Concept Tracker
- Investigation Notebook
- NGSS Information for Parents and Guardians
- Print Materials (11" x 17")

#### Garden?

LESSON 1.1  
Pre-Unit Assessment

LESSON 1.2  
Science Walk

LESSON 1.3  
Observing a Place

# Key Unit Documents for Unit Planning

22 Lessons

## Needs of Plants and Animals

**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
- Opportunities for Unit Extensions

**Offline Preparation**

### Unit Overview

**What's in This Unit?**

Over the past 20 years, we have witnessed a steady decline in the population of monarch butterflies in North America. Though the causes of this decline are complex, it appears to be connected to the decrease in the number of milkweed plants, which are necessary for the monarch caterpillars to eat in order to grow into butterflies.

The *Needs of Plants and Animals* unit examines the problem of the declining monarch population on a smaller scale. Students

[Read more >](#)

### Chapters

**Chapter 1: Why are there no monarch caterpillars since the Field was made into the Garden?** ⓘ

LESSON 1.1  
Pre-Unit Assessment

LESSON 1.2  
Science Walk

LESSON 1.3  
Observing a Place

## 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: <b>Needs of Plants and Animals</b>		1
<b>Overview</b> [Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]		
What is the phenomenon/real-world problem students are investigating in your unit? How can the kids in Mariposa Grove attract monarch caterpillars to their neighborhood?	Student Role: <b>Scientists</b>	3
Unit Question: What do living things need to live and grow?	Relationship between the Unit Phenomenon and Unit Question: Monarchs cannot live in a place that does not have the food they need. The problem enables students to develop an understanding of what plants and animals need to survive.	5
By the end of the unit, students figure out... Monarch caterpillars must eat milkweed plants as they grow into monarch butterflies. Sometimes when humans grow food, they get rid of certain plants, which might be food for other animals. This is what happened in the garden.		
How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit? Students carry out investigations to determine what plants and animals need to live and grow (systems and system models) in order to help a group of kids from the fictional town of Mariposa Grove solve the problem of why there are no longer monarch caterpillars living in a garden in their neighborhood (cause and effect)		

### 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:

### Needs of Plants and Animals

#### Overview

[Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]

What is the phenomenon/real-world problem students are investigating in your unit?

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

Student Role:

Scientists

Unit Question:

What do living things need to live and grow?

Relationship between the Unit Phenomenon and Unit Question:

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

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

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

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

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



# Questions?



# Plan for the day: Part 1

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

# Additional resources

## Welcome, caregivers!

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We hope you enjoy learning more about Amplify Science and what students are learning in science this year.

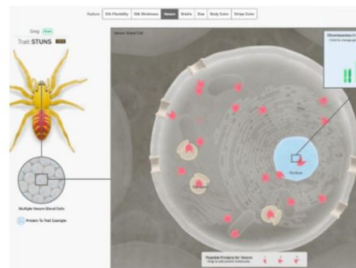
[Para acceder a este sitio en español haga clic aquí.](#)

Amplify welcomes you and your learner to the Science program for the new school year. We are very excited to 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!

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

- Access the [Amplify Science Program Hub](#) (To help orient you to the new design, watch this [video](#) and view this [reference guide](#).)
- Find out more about [Amplify Science@Home](#)
- Share the [Caregiver Hub](#) (Eng/Span) with your families
- For LAUSD ES Teachers- [Amplify Science & Benchmark Advance Crosswalk](#)
- Instructional guidance for a [Responsive Relaunch of Amplify Science in 21-22](#)

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!



# Program Hub

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

This screenshot shows the Amplify Science Program Hub interface. The top navigation bar includes 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'CALIFORNIA SCIENCE TEACHER'. The main header features a green field with a butterfly and the text 'Needs of Plants and Animals' with '22 Lessons'. A sidebar on the left lists 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The main content area is titled 'Unit Overview' and includes a 'What's in This Unit?' section with text about monarch butterflies and a 'Read more' link. Below this is a 'Chapters' section with 'Chapter 1: Why are there no monarch caterpillars since the Field was made into the Garden?' and three lesson thumbnails: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Science Walk', and 'LESSON 1.3 Observing a Place'.

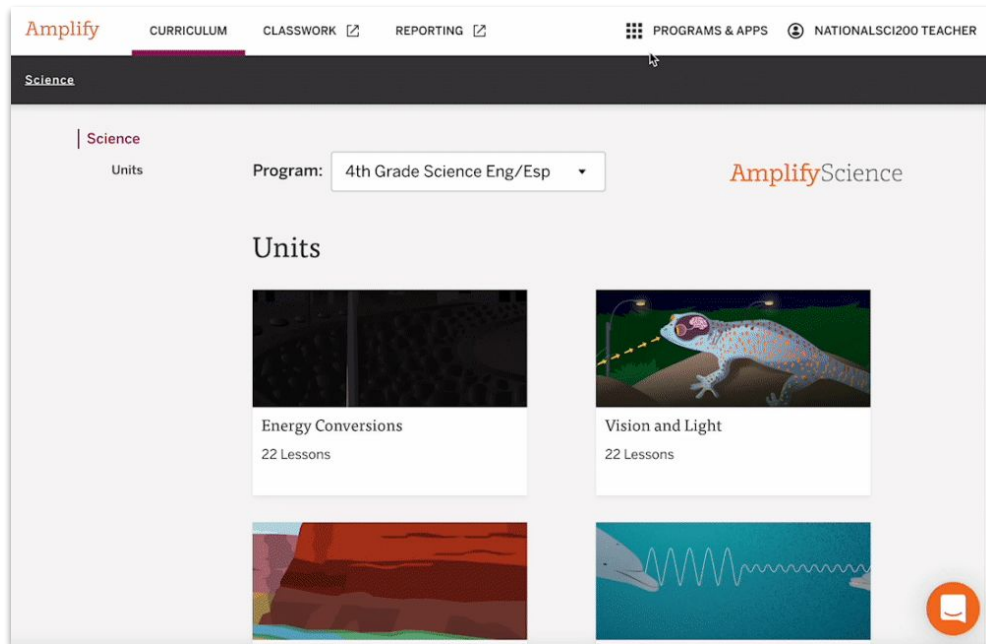
This screenshot shows the 'Welcome Science Educators!' page of the Amplify Science Program Hub. It includes a welcome message and three main resource categories: 'Remote and hybrid learning resources', 'Professional Learning Resources', and 'Additional Unit Materials'. Each category has a corresponding icon and a brief description. A red circle highlights the 'Remote and hybrid learning resources' section.

This screenshot shows the Amplify Science Program Hub interface for the '4th Grade Science Eng/Esp' program. The top navigation bar includes 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONAL SCIENCE TEACHER'. The main header features the 'Amplify Science' logo and the text 'Science Units'. The 'Program' dropdown menu is set to '4th Grade Science Eng/Esp'. The main content area is titled 'Units' and displays three unit cards: 'Energy Conversions' (22 Lessons), 'Vision and Light' (22 Lessons), and a third unit card partially visible at the bottom right.

# 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.





# 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
- ✓ 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

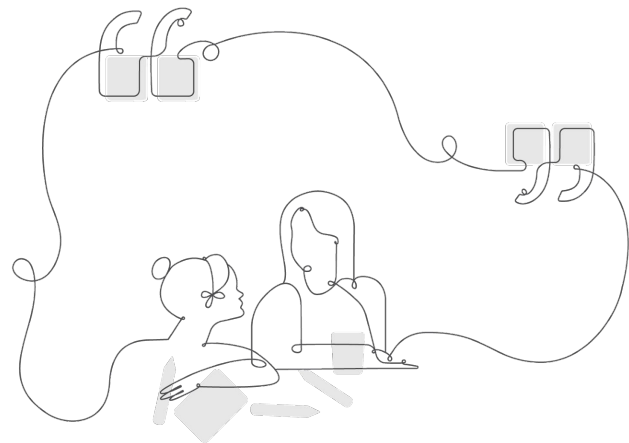
**Feet:** something you're planning to do

# Onsite Upcoming Professional Development!

## Part 3: Unit 1 - Supporting English Learners

- October 15th (Alta California ES, NW)
- October 29th (Ochoa Learning Center, East)

In this session, participants explore strategies to support English learners' ability to do, talk, read, write, visualize, and construct arguments like scientists. Participants will identify the supports and strategies embedded in Unit 1 by engaging in model activities followed by independent planning.



# Additional resources and ongoing support

## Customer Care

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support, weekdays 7AM-10PM EST and weekends 10AM-6PM EST.



[help@amplify.com](mailto:help@amplify.com)



800-823-1969



Amplify Chat



# Please provide feedback!

**Type:**

Strengthen

**Session title:**

Unit Internalization / Guided Planning

(Part 1)

**Professional Learning Specialist name:**

Insert name

(insert email, if you would like)

# 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
  - UN: californiasci60@pd.tryamplify.net
  - PW: AmplifyNumber1
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.

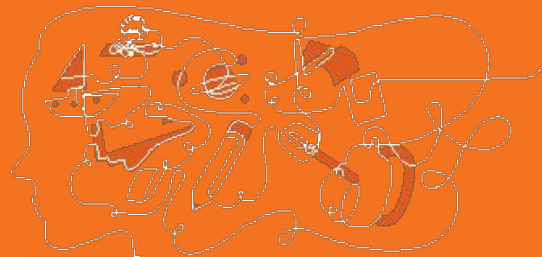
Log In with Amplify



SSO login

# Part 2:

## Guided Lesson Planning



# Amplify Science

## Unit Internalization / Guided Planning

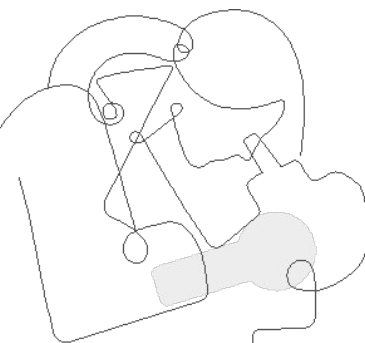
Grade K, Unit 1: Needs of Plants and Animals

### Part 2

School/District Name: LAUSD

Date: September, 2022

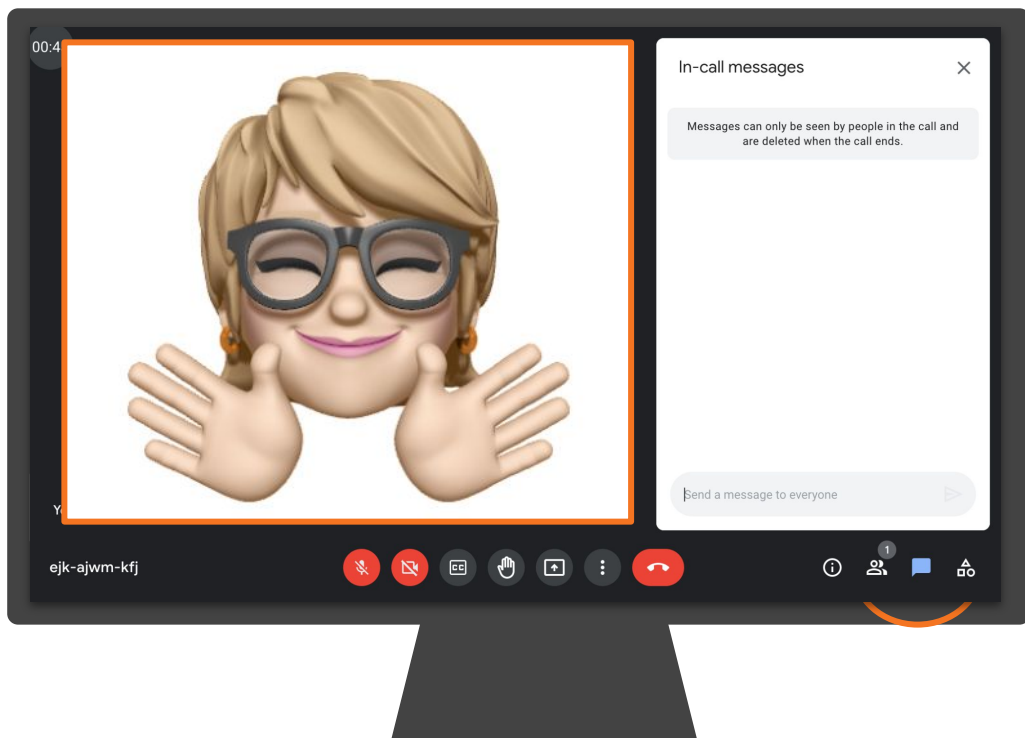
Presented by: Jolene Hori



# Ice Breaker!

## Who do we have in the room today?

- **Question 1:** Which aspects of implementing the Amplify Science standard curriculum has been the most successful?
- **Question 2:** Which aspects have been the most challenging?



# 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.

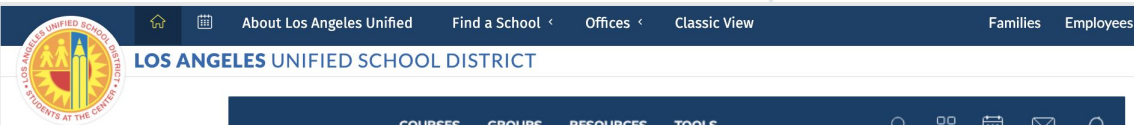
We share your goal of **inspiring all students to think deeply, creatively, and for themselves**.

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 Schoolology 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: [udidp.lausd.net](#).

- To search the full list of digital learning tools, click "Submit".
- To search by Publisher Name or Textbook Title, type in a word associated to your adopted publisher, then click "Submit".
- To narrow your search with filters such as Content Area, Grade Level, or Content Type, select from the dropdown menu, then click "Submit".

To learn more about using the LMS App Center, please refer to the following video overview.

**Publisher Name** Starts With

**Content Area** All

**Grade Level** All

**Content Type** All

**Textbook Title** Starts With

**Submit**

All Amplify Products



## 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: [udidp.lausd.net](#).

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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".

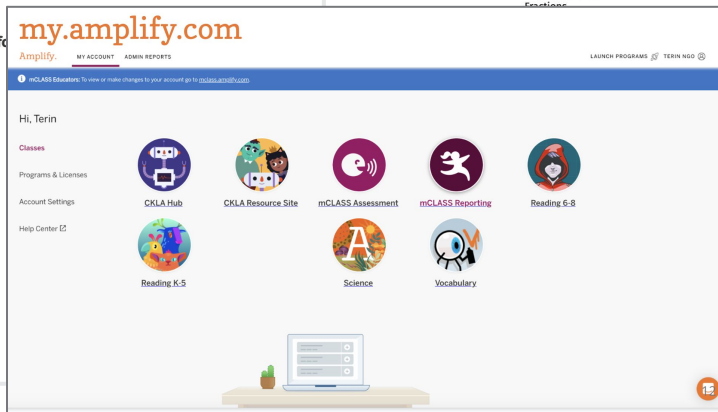
To learn more about using the LMS App Center, please refer to the following video overview.

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



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

op is for only)

# 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

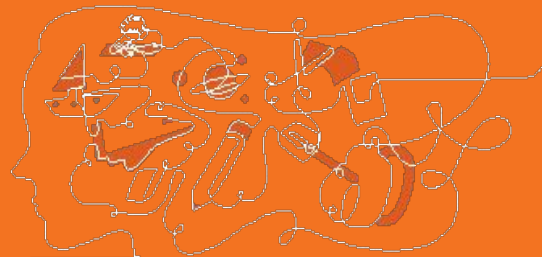
3 = Mild

4 = Comfortable

5 = Extremely Comfortable

# Part 2:

## Guided Lesson Planning

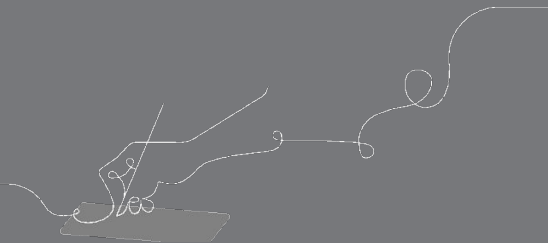


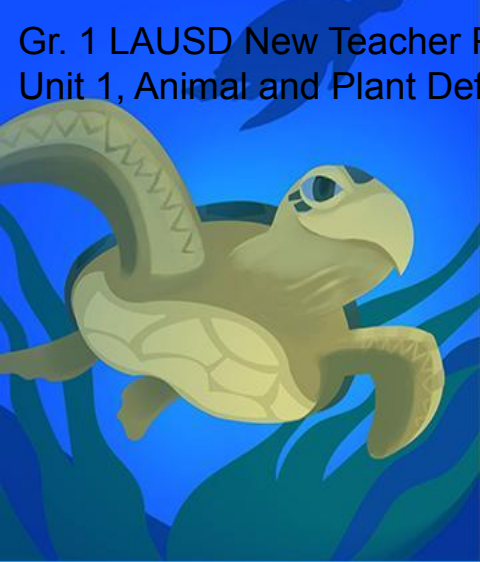
# Overarching goals

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

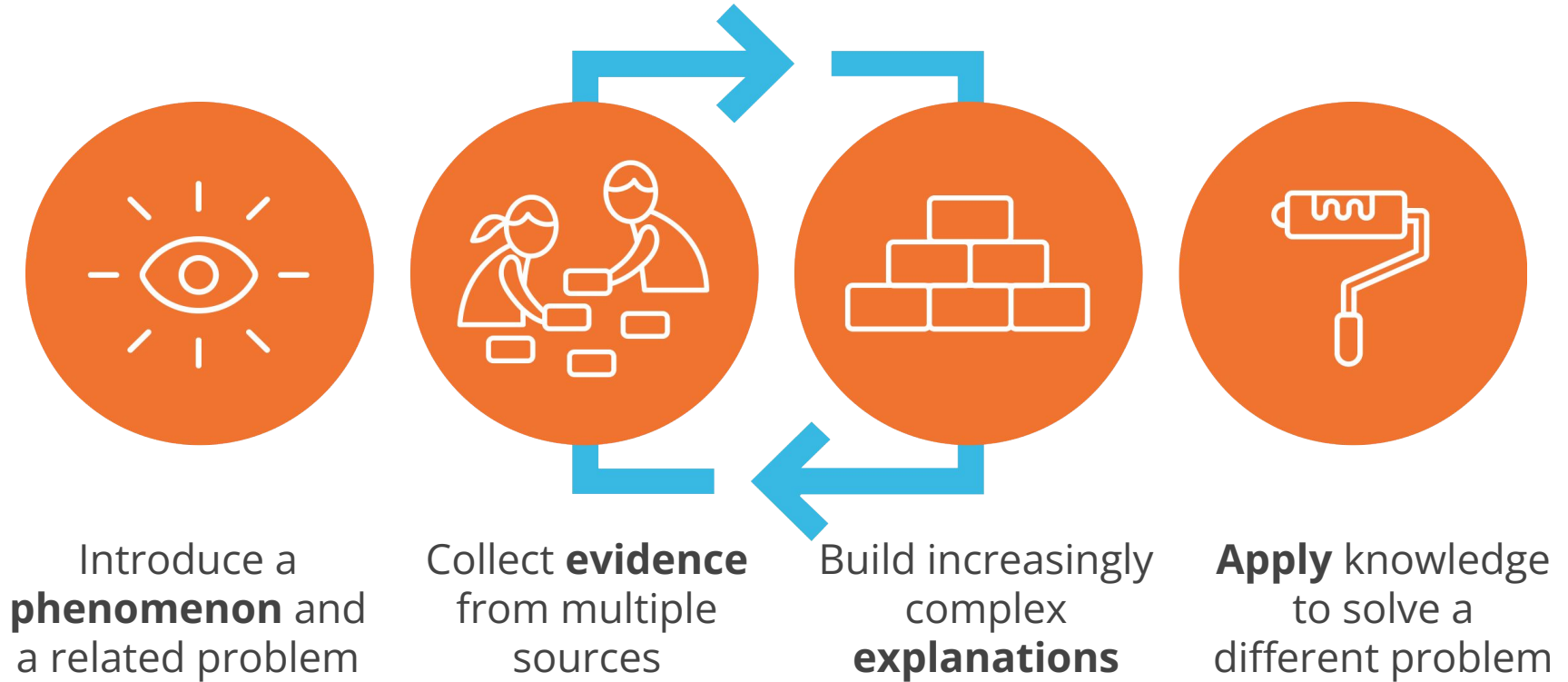




## Plan for the day: Part 2

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

# Amplify Science Approach



# Needs of Plants and Animals

What do living things need to live and grow?

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



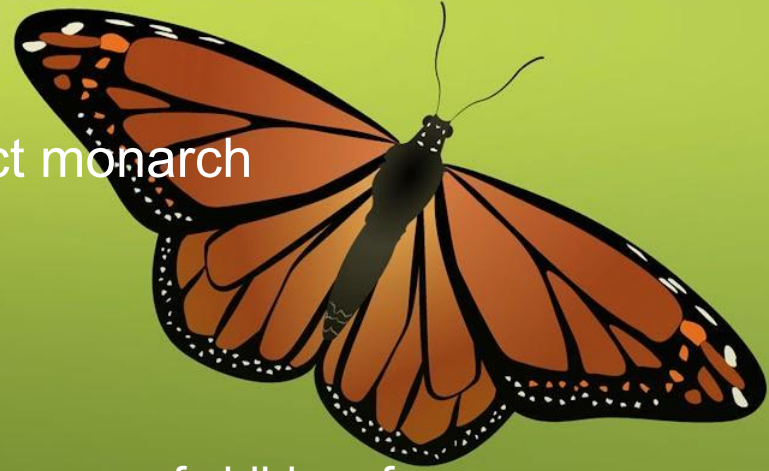
# Needs of Plants and Animals

## **Problem:**

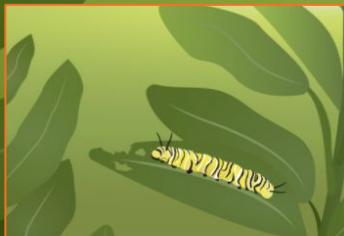
How can the kids in Mariposa Grove attract monarch caterpillars to their neighborhood?

## **Role:** Scientist

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



# Coherent storylines



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

7 Lessons



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

7 Lessons



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

4 Lessons



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

4 Lessons

# Explaining the phenomenon: Science Concepts

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



# Progress Build

## Needs of Plants and Animals

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

### Level 3

Plants also need to get light with their leaves.

### Level 2

Plants need to get water with their roots.

### Level 1

Growth is increasing in size or having new parts.

# Beginning the Unit


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

[Unit Overview](#)  
[Chapters](#)  
[Printable Resources](#)  
[Planning for the Unit](#) ▾  
[Teacher References](#) ▾  
[Offline Preparation](#)


[Read more](#) >

## Chapters


Chapter 1: Why are there no monarch caterpillars since the Field was made into the Garden? ⓘ




LESSON 1.1  
Pre-Unit Assessment




LESSON 1.2  
Science Walk




LESSON 1.3  
Observing a Place




LESSON 1.4  
Exploring Animal Needs



LESSON 1.5  
Investigating Animal Habitats



LESSON 1.6  
Explaining Why There Are No Caterpillars



LESSON 1.7  
Setting Up an Investigation

# Needs of Plants and Animals Family Connection

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

Lesson 1.1:  
Pre-Unit Assessment

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

4 READING Reading: Science Walk

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Overview

Students' Initial Explanations

Students are introduced to the *Needs of Plants and Animals* unit. After being introduced to the work of scientists, they learn that a group of children needs their help to figure out why there are no monarch caterpillars in an area that has been changed from a field to a vegetable garden. Students discuss what they know about what plants and animals need to live in a place. The oral explanations students provide in this discussion serve as a pre-unit assessment for formative purposes and are designed to reveal students' initial understanding of some of the unit's core content, both unit-specific science concepts and the crosscutting concept of Systems and System Models, prior to instruction. As such, these three-dimensional assessments offer a baseline from which to measure growth of understanding over the course of the unit. These explanations can also provide the teacher with insight into students' thinking as they begin the unit. This will allow the teacher to draw connections to students' experiences and to watch for preconceptions that might get in the way of understanding. Students also learn about the strategy of setting a purpose for reading, implementing this strategy during a Read-Aloud of the book *Science Walk*. The purpose of this lesson is to provide students with an overview of the unit context and their role as scientists in order to motivate their learning about the needs of living things throughout the unit. This lesson includes activities that might benefit from

Digital Resources

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

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

Dear Families,

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

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

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

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

# Beginning the Unit


## Model lesson 1.2

[Unit Overview](#)  
Chapters  
Printable Resources  
Planning for the Unit ▾  
Teacher References ▾  
Offline Preparation


[Read more >](#)

### Chapters


Chapter 1: Why are there no monarch caterpillars since the Field was made into the Garden? ⓘ




LESSON 1.1  
Pre-Unit Assessment




LESSON 1.2  
Science Walk




LESSON 1.3  
Observing a Place




LESSON 1.4  
Exploring Animal Needs



LESSON 1.5  
Investigating Animal Habitats



LESSON 1.6  
Explaining Why There Are No Caterpillars



LESSON 1.7  
Setting Up an Investigation

## Activity 1

# Introduction to Observing



## **Chapter 1 Question**

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

# Needs of Plants and Animals Classroom Wall

## **Unit Question**

What do living things need to live and grow?

## **Key Concepts**

## **Vocabulary**

scientist

## **Chapter 1 Question**

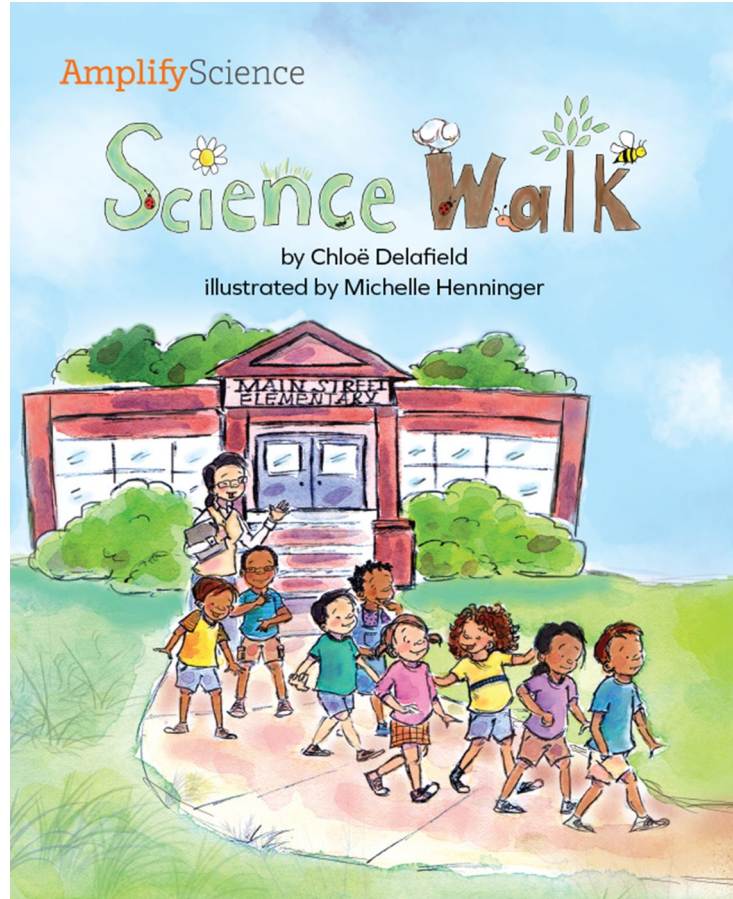
Why are there no monarch caterpillars since the Field was made into the Garden?

## The Field



## The Garden





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

## Vocabulary



**observe**

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

# Needs of Plants and Animals Classroom Wall

## Unit Question

What do living things need to live and grow?

## Key Concepts

## Vocabulary

scientist

observe

## Chapter 1 Question

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

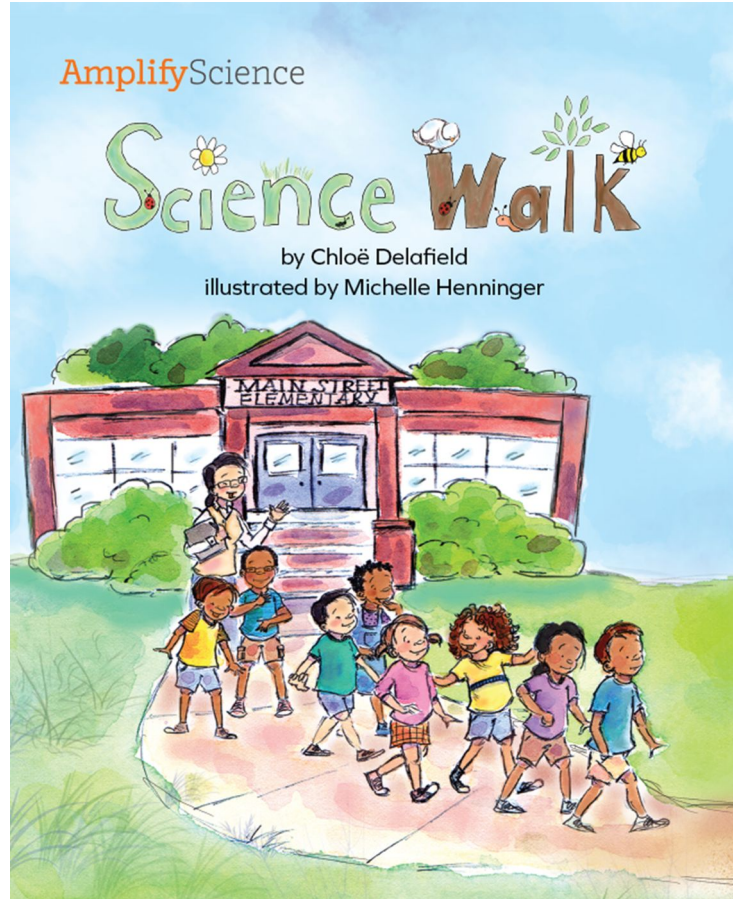
# Our Science Tool Kit



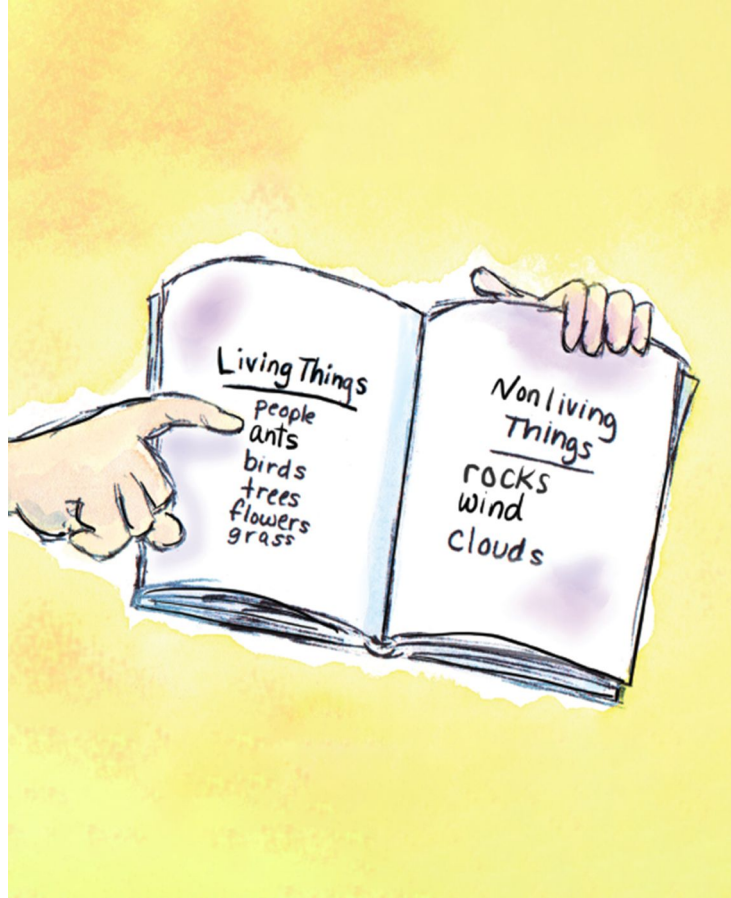
## Activity 2

# Partner Reading: Science Walk

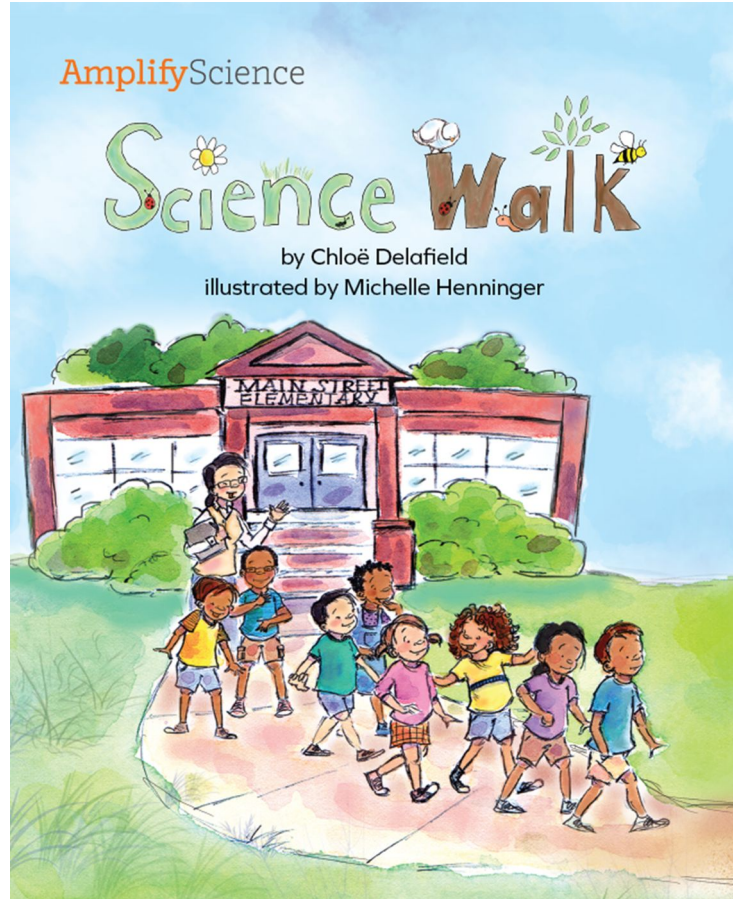




Remember, readers **set a purpose** before reading.



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



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

## Partner Reading



1.

Sit **next to** your partner.



2.

Put the **book between** you.



3.

**Take turns** reading and listening.

## Activity 3

# Comparing Living and Nonliving Things



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

giraffe



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



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



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



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



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clock



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



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



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



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

**Nonliving**



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

## Activity 4

# Discussing Plants and Animals



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

fish



Heads of Plants and Animals - Using Thinking Things Cards - Lesson 1.2 - AMF00000003.00.0  
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sea turtle



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toucan



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flowers



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giraffe



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butterfly



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tree



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monkey



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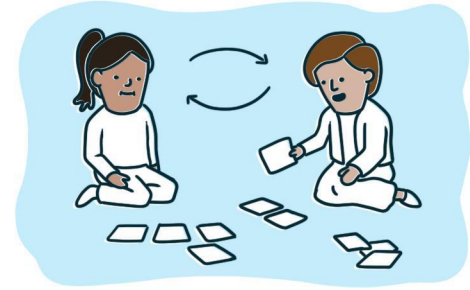
## Sorting Living Things



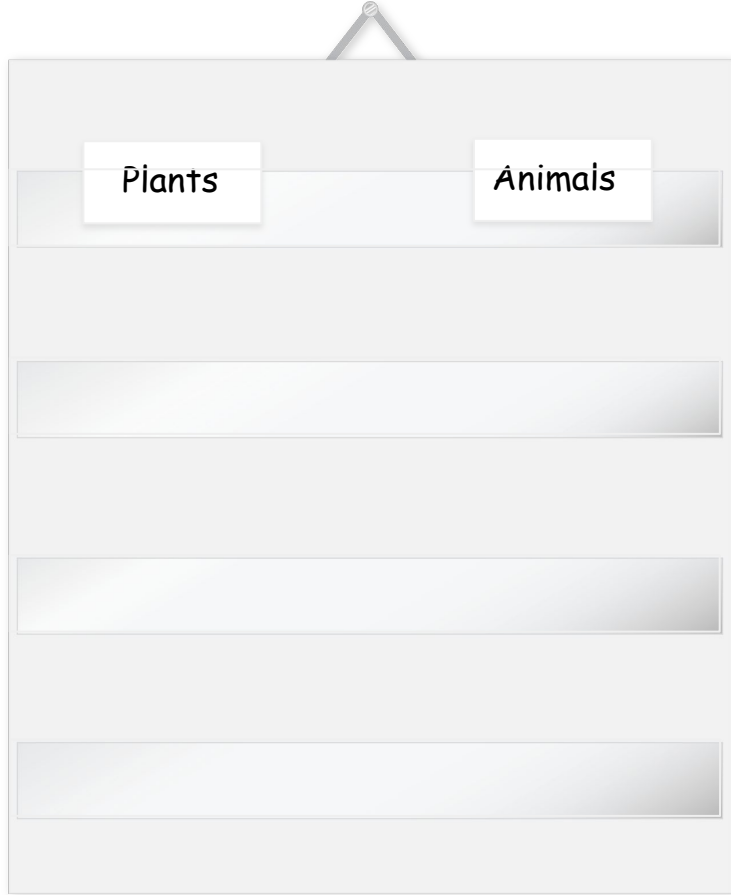
1.  
**Spread out** the cards.



2.  
**Make groups** of cards.



3.  
**Take turns.**



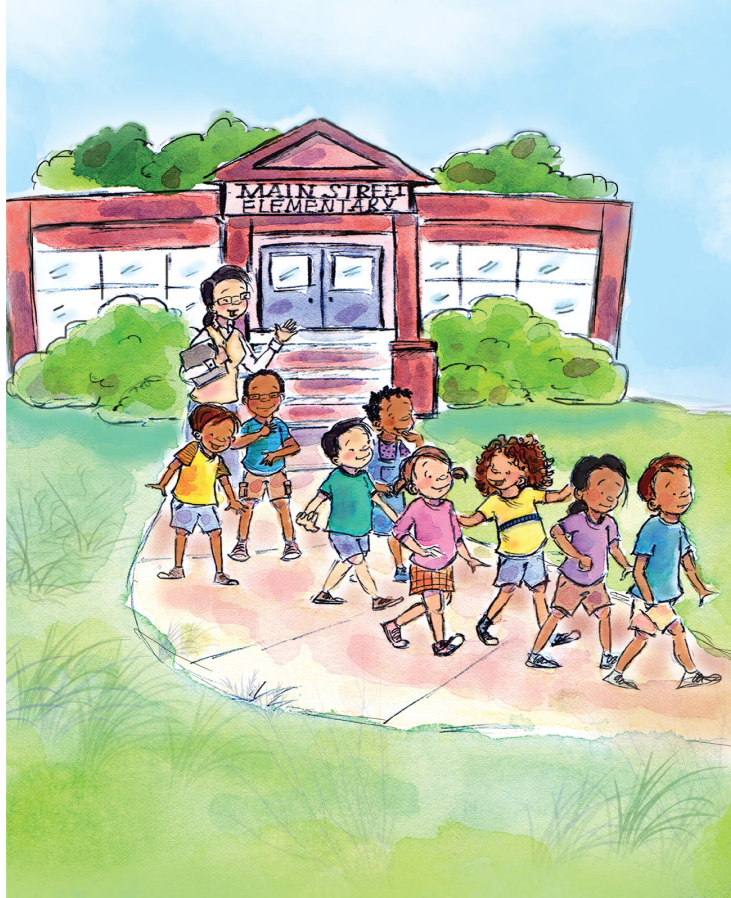
Plants	Animals

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



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

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



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

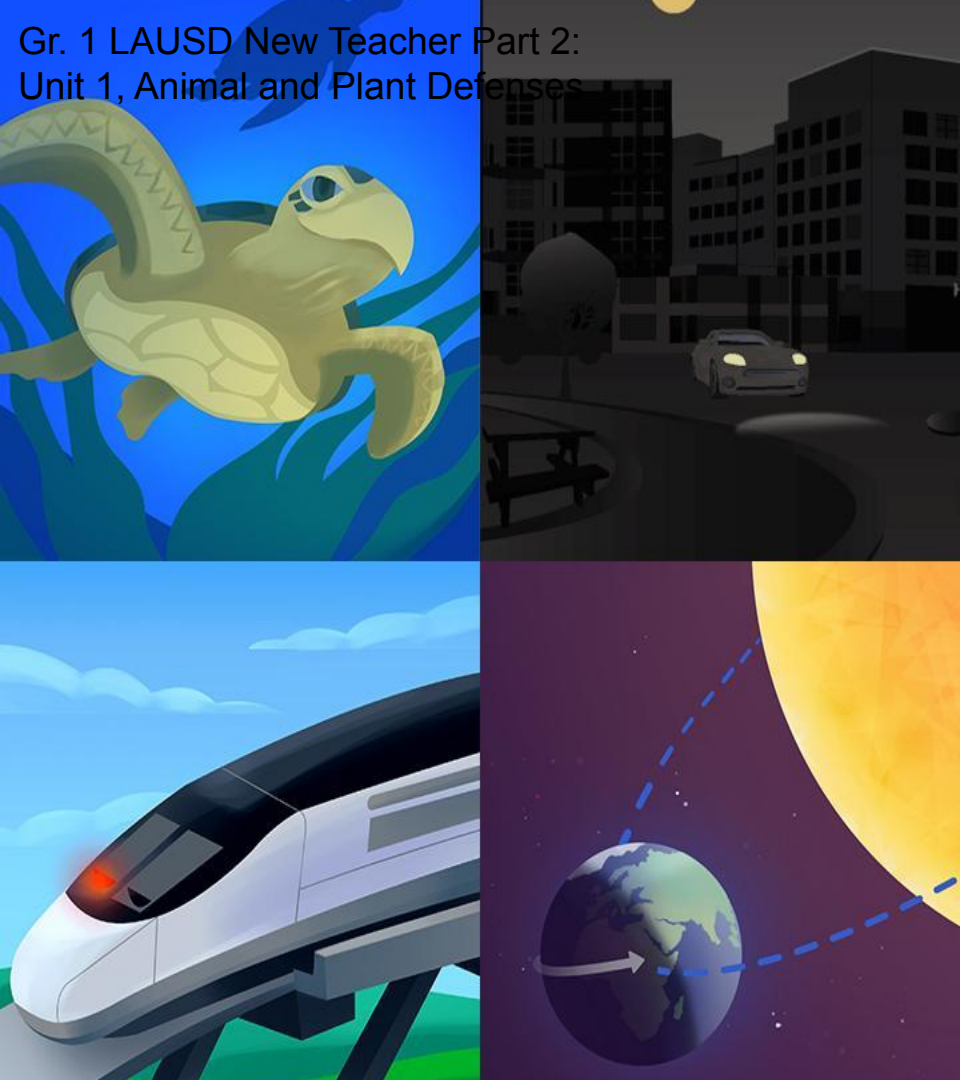
# End of Lesson



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## Plan for the day: Part 2

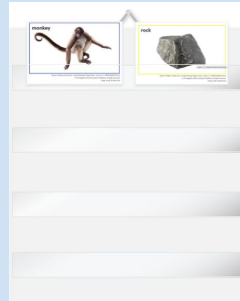
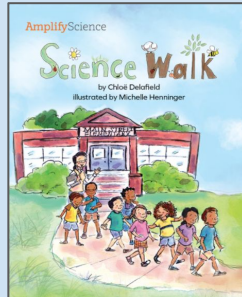
- Teaching and Learning in an Amplify Science Lesson
- Instructional Approach Reflection
- Planning a Lesson
- Closing

# Gathering evidence

## Needs of Plants and Animals Lesson 1.2

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

Investigation Question: (none)



### Sorting Living Things



1.  
Spread out the cards.



2.  
Make groups of cards.



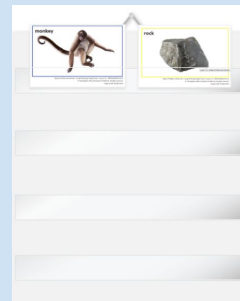
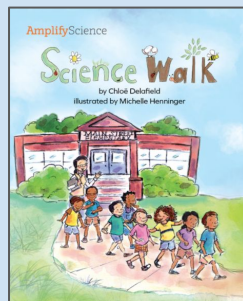
3.  
Take turns.

# Evidence sources work together

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

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

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

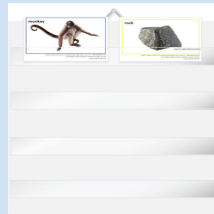
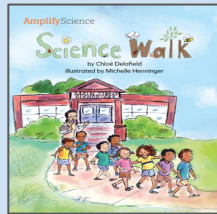


# Gathering evidence

## Needs of Plants and Animals Lesson 1.2

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

Investigation Question: (none)



### Sorting Living Things



1.  
Spread out the cards.



2.  
Make groups of cards.

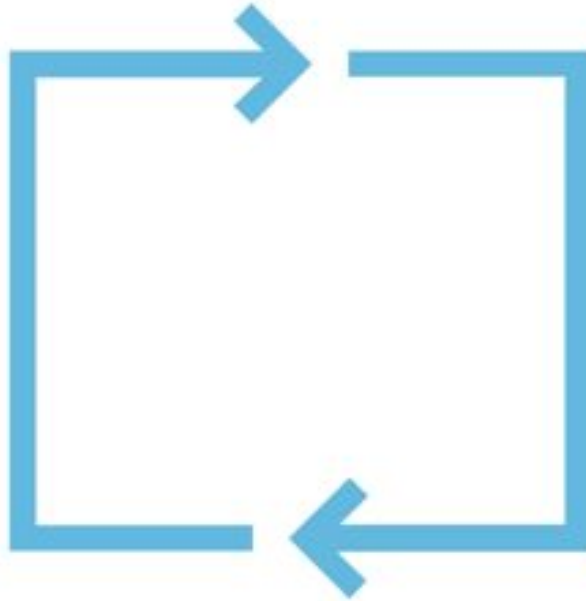


3.  
Take turns.

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

# Multimodal learning

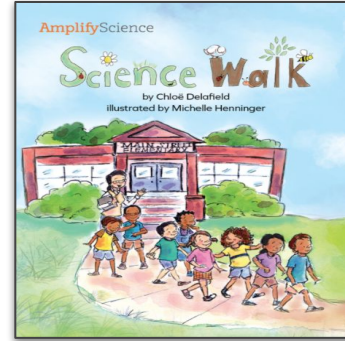
Gathering evidence over multiple lessons



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

# Evidence sources work together

**Teacher tip:** Every evidence source plays an important role in student learning. Be sure to teach every activity in order!



## Sorting Living Things



1.  
**Spread out the cards.**



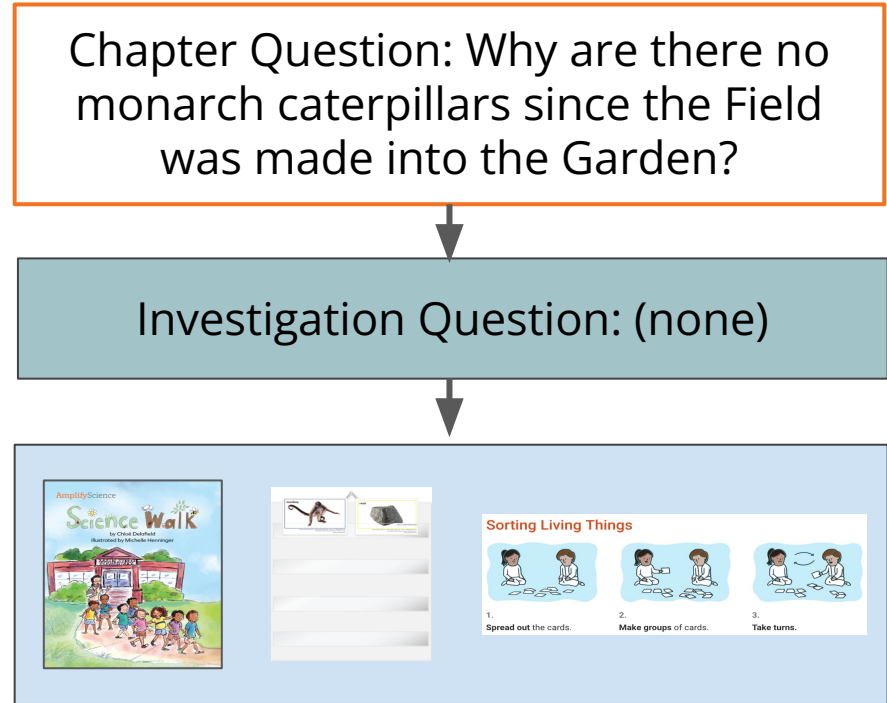
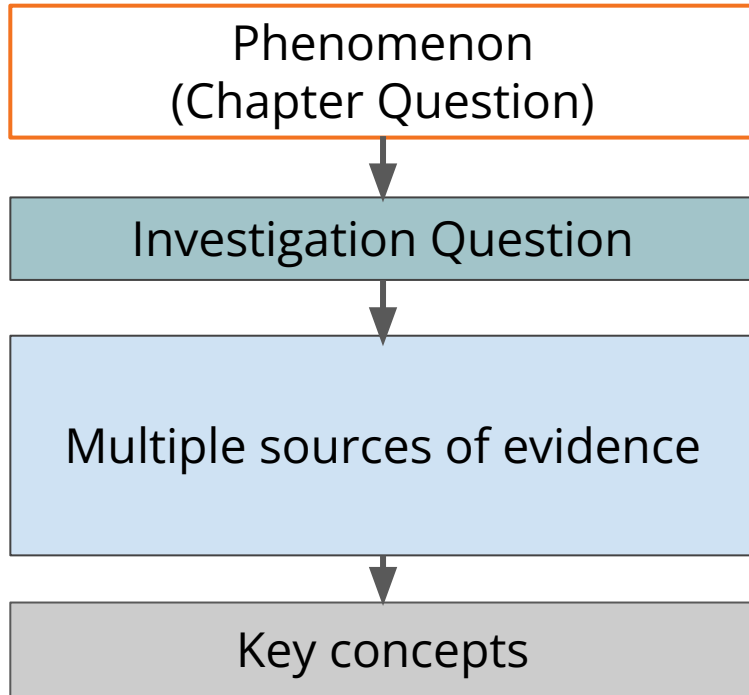
2.  
**Make groups of cards.**



3.  
**Take turns.**

# Coherence Flowchart

## A diagram of student learning



# Coherence Flowchart

## Needs of Plants and Animals Lesson 1.2-1.3

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

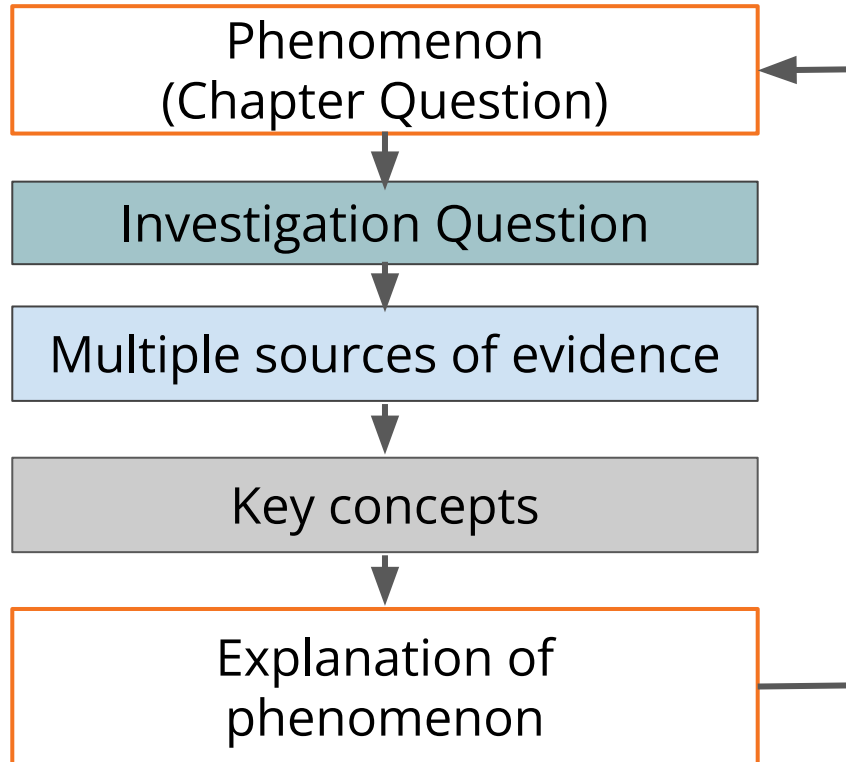
Investigation Question: (none)

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

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

# Coherence Flowchart

A diagram of student learning



# Coherence Flowchart

## Needs of Plants and Animals Lesson 1.2-1.3

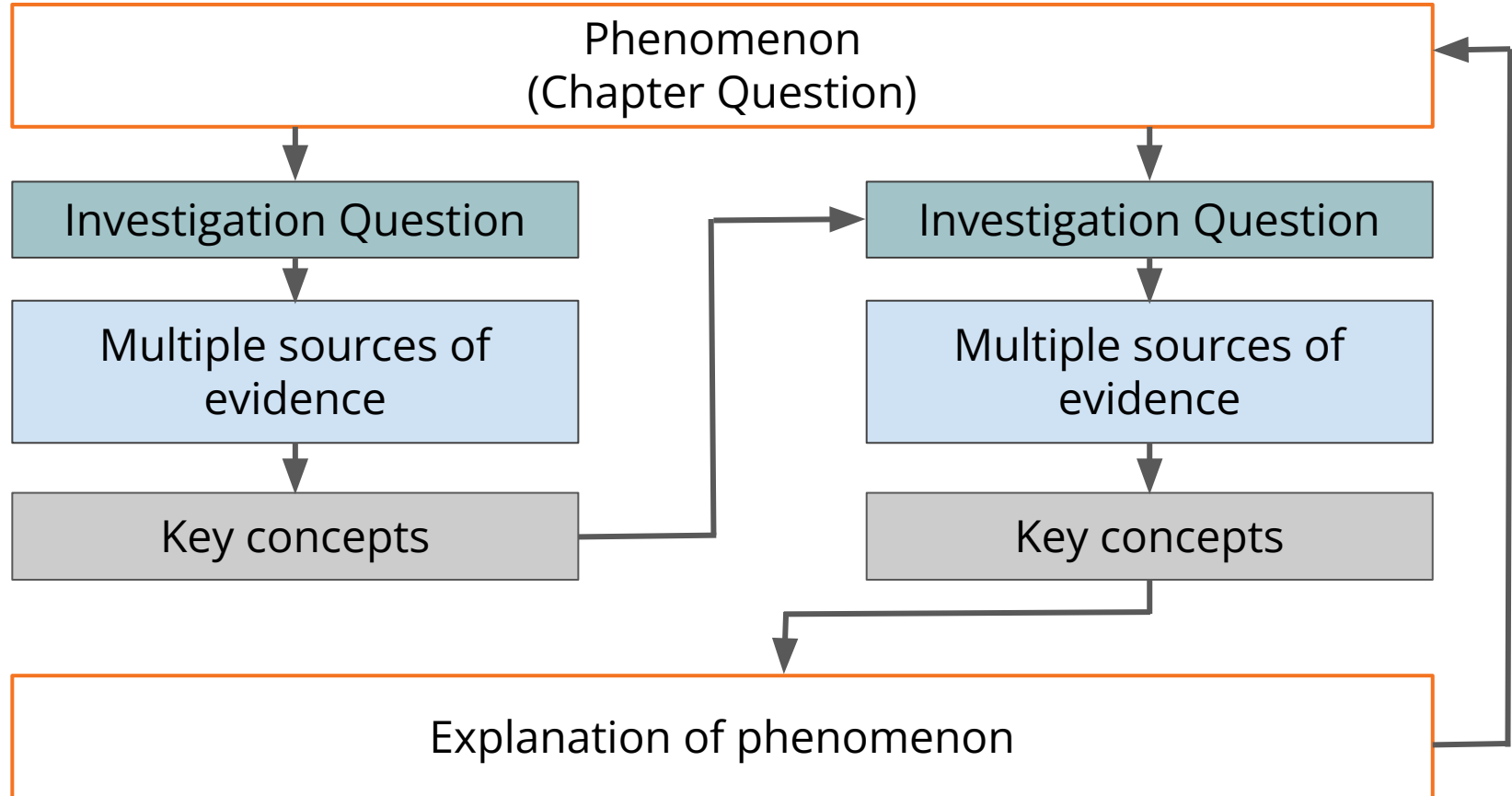
Chapter Question: Why are there no monarch caterpillars since the Field was made into the Garden?

Investigation Question: (none)

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

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

# Coherence Flowchart



**Unit Anchor Phenomenon**

*Problem students work to solve*

**Chapter-level Anchor Phenomenon**  
**Chapter 1 Question**
**Investigative Phenomena**  
*Investigation Questions*
**Evidence sources and reflection opportunities**
**Key concepts**
**Application of key concepts to problem**
**Explanation that students can make to answer the Chapter 1 Question**
**Needs of Plants and Animals: Milkweed and Monarchs**

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

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

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

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

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

Animals can only live in some places.

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

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

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

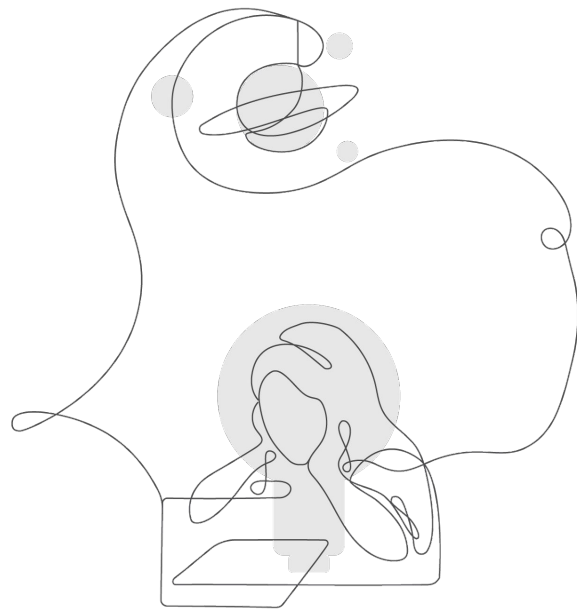
- Search for evidence of monarch caterpillars' food (milkweed) in Field and Garden pictures (1.6)
- Explain why monarch caterpillars cannot live in the Garden (1.7)

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

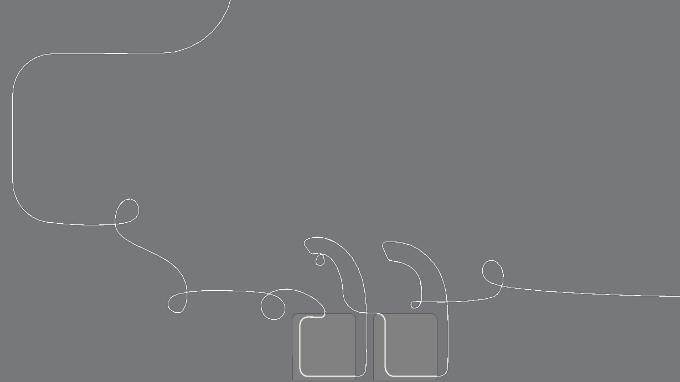
# Explore the Coherence Flowchart

Skim the Chapter 1 Coherence Flowchart.

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



# Questions?





## Plan for the day: Part 2

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

# The Lesson Brief

Lesson Brief  
(4 Activities)

1 TEACHER-LED DISCUSSION  
Introduction to Observing

2 READING  
Partner Reading: Science Walk

3 TEACHER-LED DISCUSSION  
Comparing Living and Nonliving Things

4 STUDENT-TO-STUDENT DISCUSSION  
Discussing Plants and Animals

RESET LESSON

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary

## Overview

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

## Digital Resources

Classroom Slides 1.2 | PowerPoint

Classroom Slides 1.2 | Google Slides

Partner Reading Guidelines

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

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

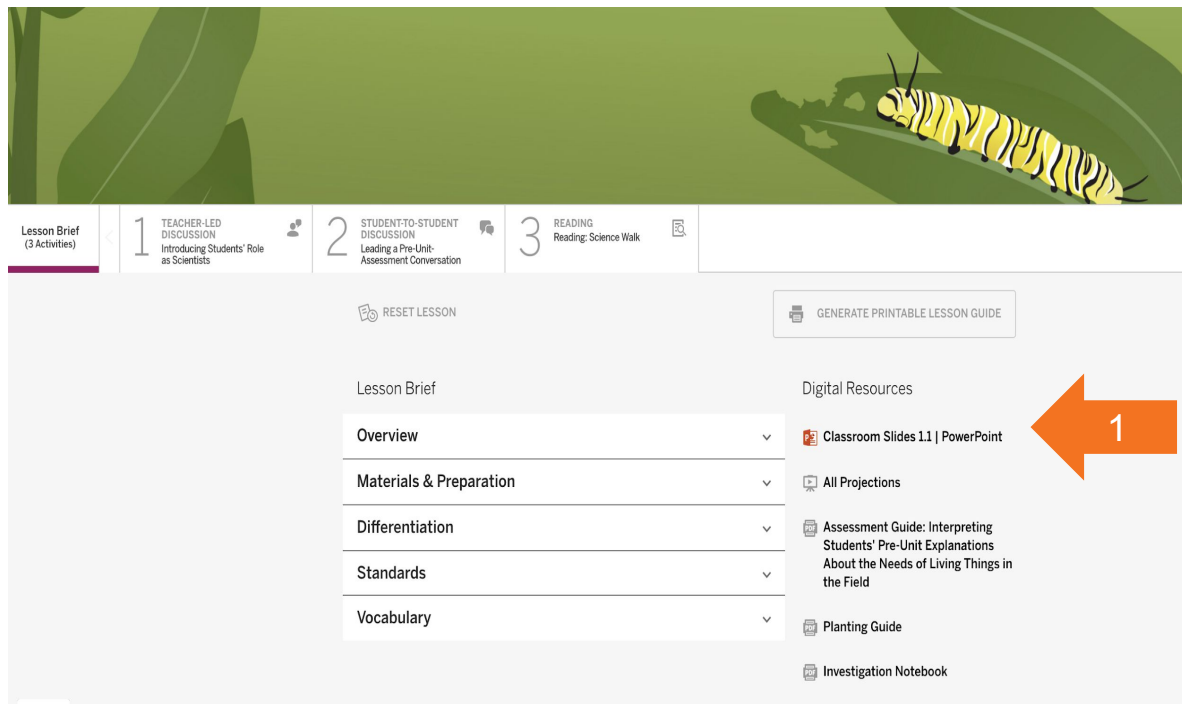
1. Download the **Classroom Slides** for **Lesson 1.1** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.

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

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

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

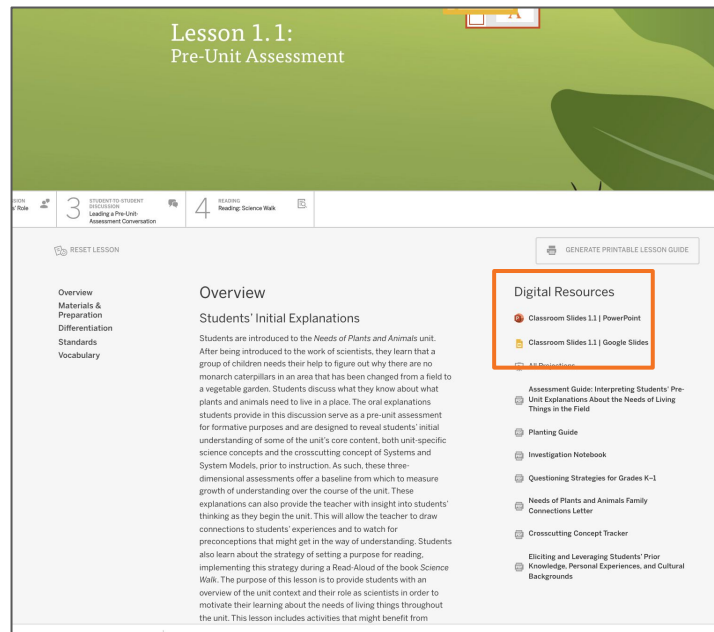


The screenshot shows a lesson planning interface. At the top, there is a green banner with a yellow and black striped caterpillar on a green leaf. Below the banner is a navigation bar with three tabs: 'Lesson Brief (3 Activities)', '1 TEACHER-LED DISCUSSION Introducing Students' Role as Scientists',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

# Preparing to teach

## Classroom Slides

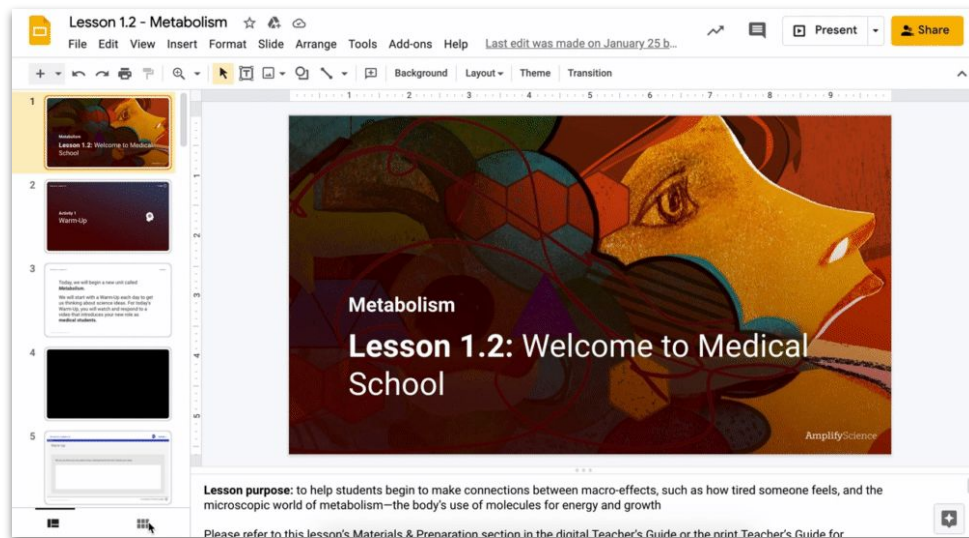
1. Open the **Classroom Slides** under the **Digital Resources** (a lesson of your choice)
2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.
3. **Consider:**
  - What features of the Classroom Slides will support you in teaching this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



# 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.

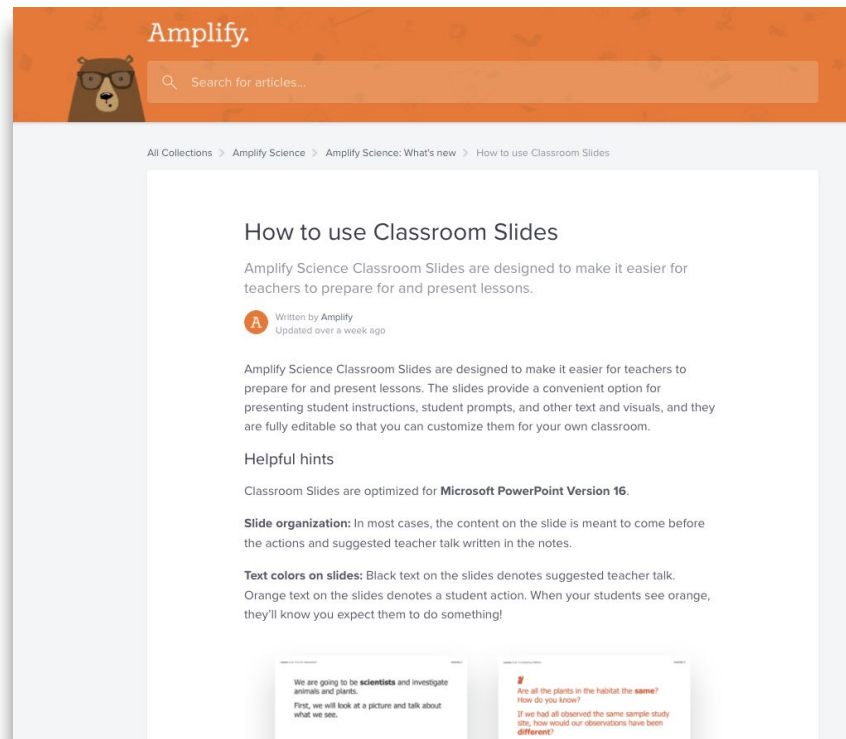
This is a useful first step for preparing to teach the lesson.



# 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.

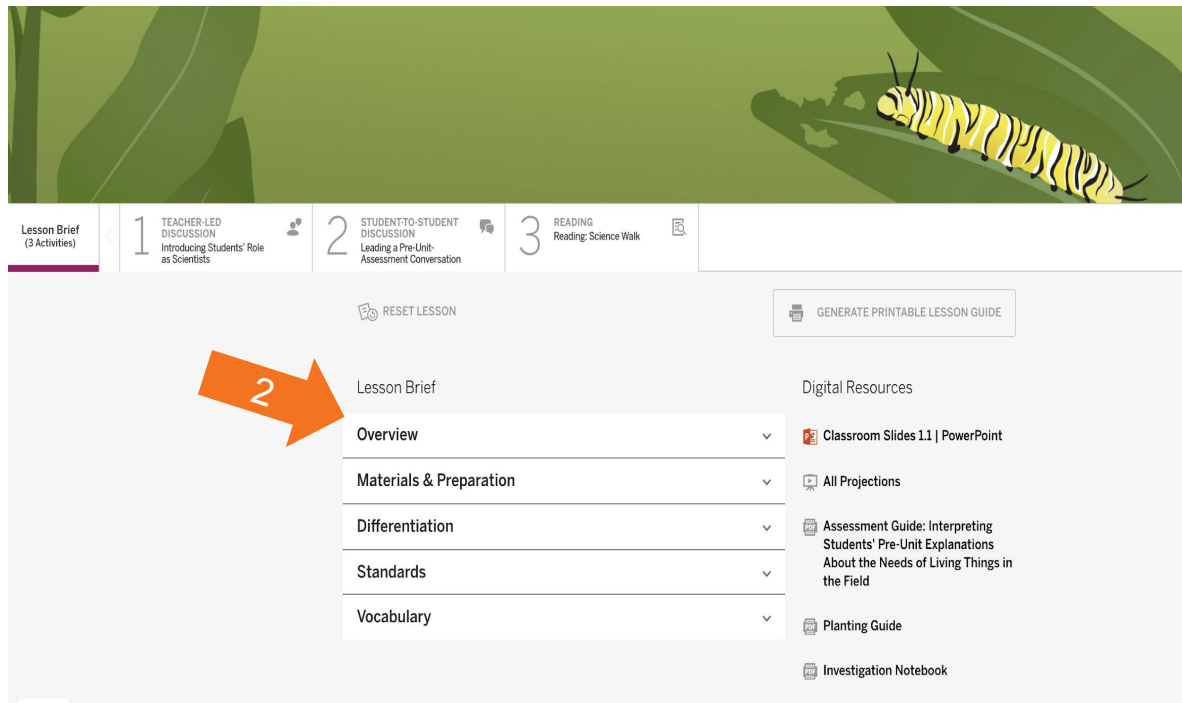
<https://my.amplify.com/help/en/articles/3159738-how-to-use-classroom-slides-grades-k-5>



# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

1. Download the **Classroom Slides** for **Lesson 1.2** and review them.
2. Read the **Overview**.
3. Explore the **Materials & Preparation** document.
4. Read the **Differentiation** document.



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

# Preparing to teach

## The Overview

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

Lesson 1.1:  
Pre-Unit Assessment

3 ASSESSING STUDENT KNOWLEDGE Leading a Pre-Unit Assessment Conversation 4 READING Reading: Science Walk

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

**Overview**

**Students' Initial Explanations**

Students are introduced to the *Needs of Plants and Animals* unit. After being introduced to the work of scientists, they learn that a group of children needs their help to figure out why there are no monarch caterpillars in an area that has been changed from a field to a vegetable garden. Students discuss what they know about what plants and animals need to live in a place. The oral explanations students provide in this discussion serve as a pre-unit assessment for formative purposes and are designed to reveal students' initial understanding of some of the unit's core content, both unit-specific science concepts and the crosscutting concept of Systems and System Models, prior to instruction. As such, these three-dimensional assessments offer a baseline from which to measure growth of understanding over the course of the unit. These explanations can also provide the teacher with insight into students' thinking as they begin the unit. This will allow the teacher to draw connections to students' experiences and to watch for preconceptions that might get in the way of understanding. Students also learn about the strategy of setting a purpose for reading, implementing this strategy during a Read-Aloud of the book *Science Walk*. The purpose of this lesson is to provide students with an overview of the unit context and their role as scientists in order to motivate their learning about the needs of living things throughout the unit. This lesson includes activities that might benefit from

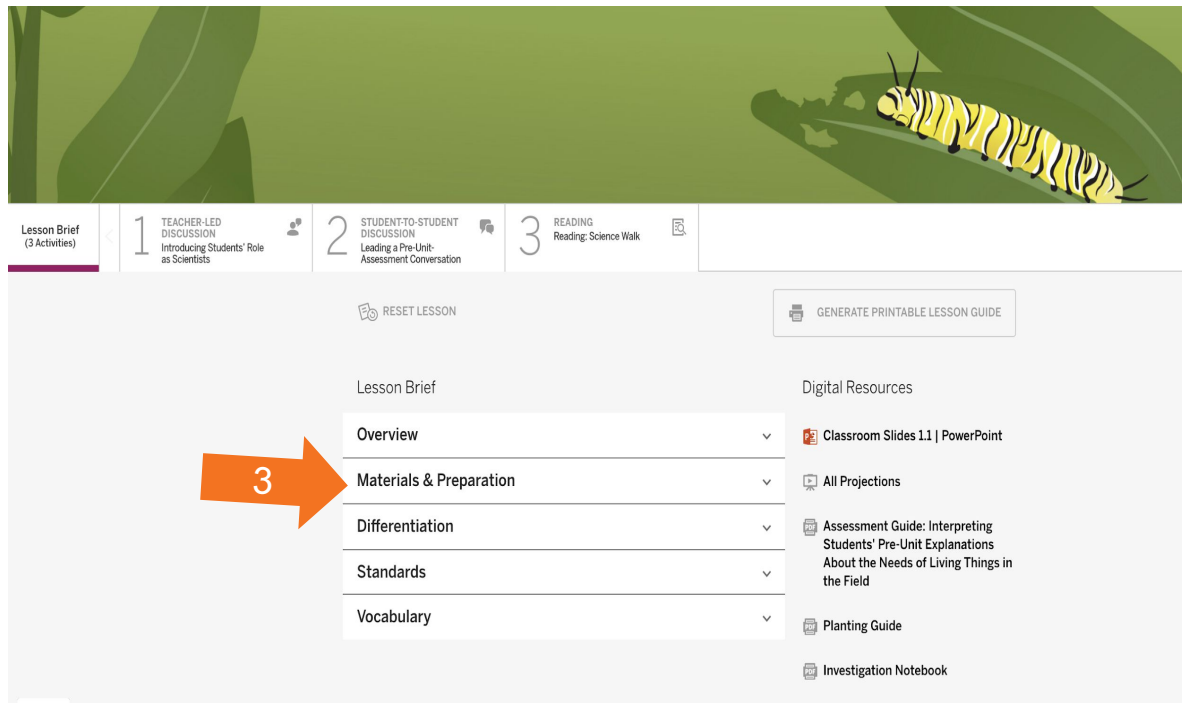
**Digital Resources**

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

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

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



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# Preparing to teach

## Materials and Prep

Review the materials needed for:

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

The screenshot shows a digital resource page with a sidebar on the left and a main content area. The sidebar contains links: Overview, Materials & Preparation (highlighted with an orange box), Differentiation, Standards, and Vocabulary. The main content area is titled 'Materials & Preparation' and is also highlighted with an orange box. It lists materials needed for the Classroom Wall, the Class, and for each pair of students. Below this is a 'Preparation' section with instructions for before the day of the lesson.

**Materials & Preparation**

**For the Classroom Wall**

- 1 vocabulary card: observe

**For the Class**

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

**For Each Pair of Students**

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

\*teacher provided

**Preparation**

**Before the Day of the Lesson**

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

**Digital Resources**

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- Partner Reading Guidelines
- Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

# 4 Easy Steps to Teaching a lesson



## DIRECTIONS:

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

The screenshot displays the Lesson 1.1 interface. At the top, there is a green banner with a yellow and black striped caterpillar. Below the banner, a navigation bar shows three steps: 1. TEACHER-LED DISCUSSION (Introducing Students' Role as Scientists), 2. STUDENT-TO-STUDENT DISCUSSION (Leading a Pre-Unit Assessment Conversation), and 3. READING (Reading: Science Walk). The 'Lesson Brief' section is active, showing a list of documents: Overview, Materials & Preparation, Differentiation, Standards, and Vocabulary. A large orange arrow with the number 4 points to the 'Differentiation' document. To the right, the 'Digital Resources' section lists: Classroom Slides 1.1 | PowerPoint, All Projections, Assessment Guide: Interpreting Students' Pre-Unit Explanations About the Needs of Living Things in the Field, Planting Guide, and Investigation Notebook. A 'RESET LESSON' button is also visible.

# Preparing to Teach

## Lesson-specific differentiation

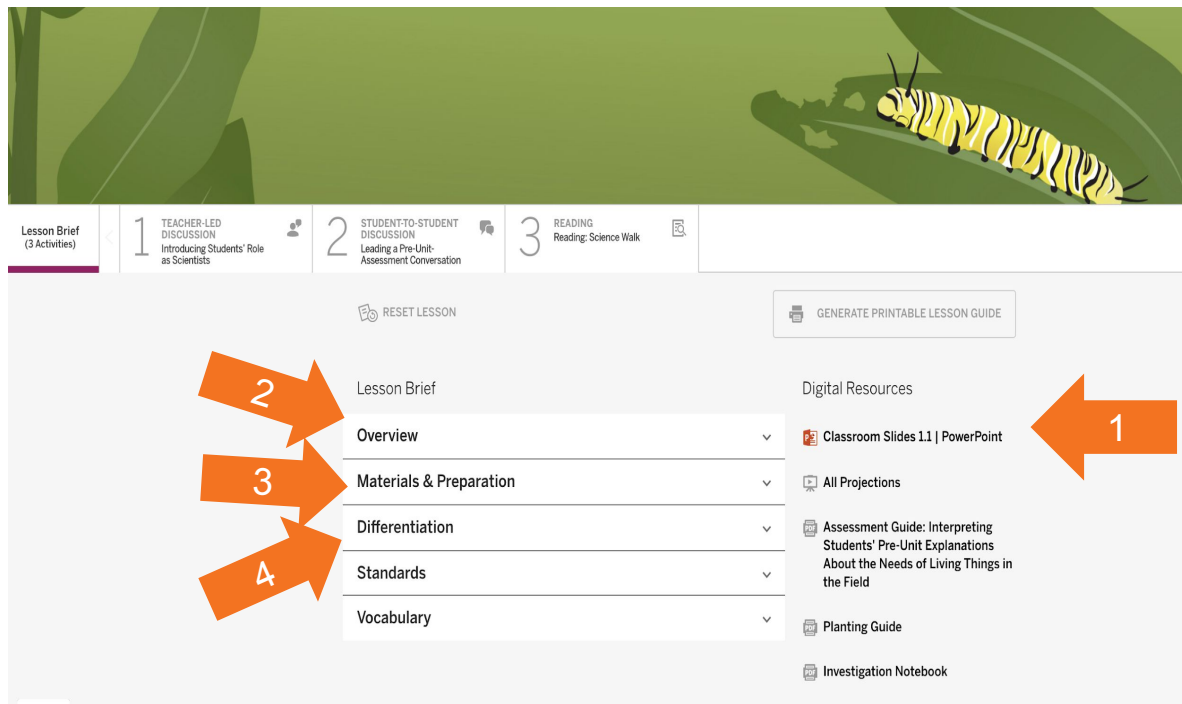
- Embedded supports
- Potential challenges
- Strategies for:
  - English Learners
  - Students who need more support
  - Students who need more challenge

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

## DIRECTIONS:

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



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

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

# Directions for Planning Time

(Make your own copy first before planning)

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

## Digital Resources



Classroom Slides 1.1 | PowerPoint

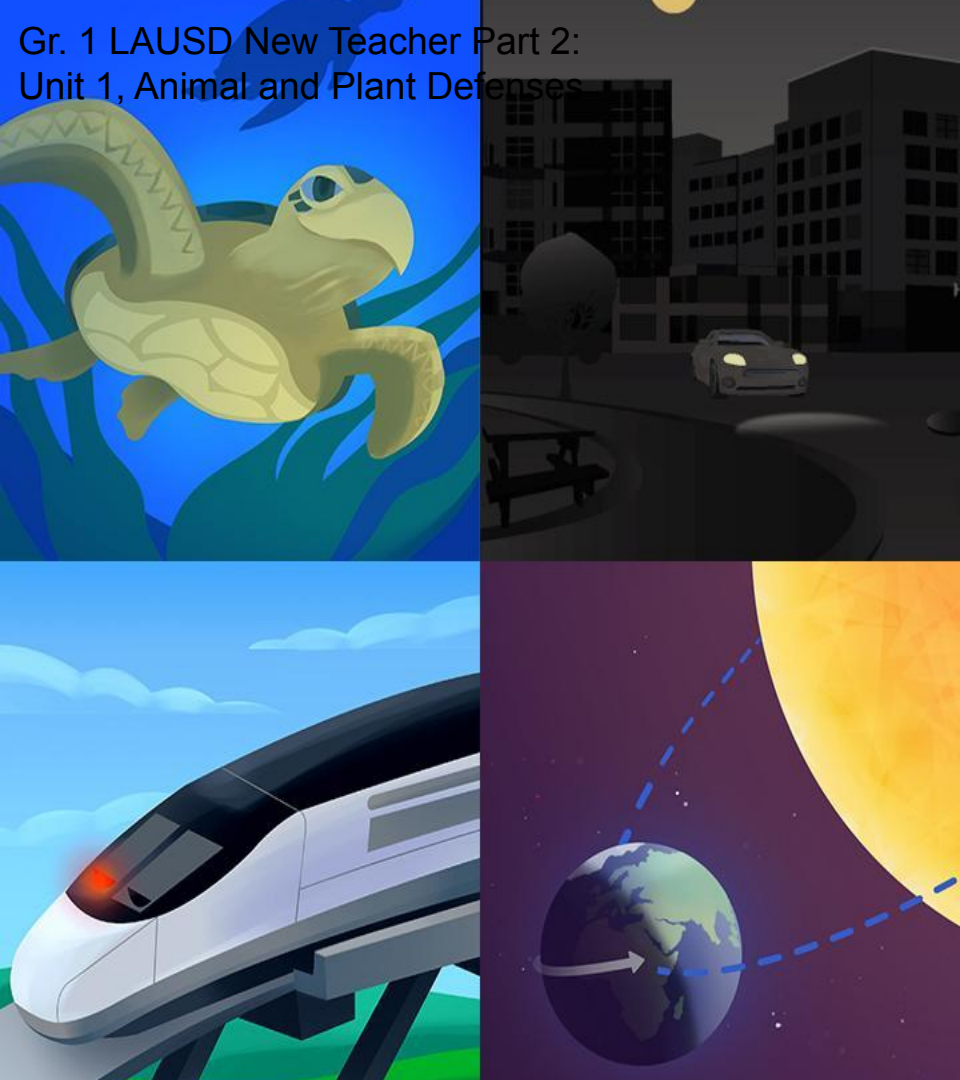


Classroom Slides 1.1 | Google Slides

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

# Questions?





## Plan for the day: Part 2

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

# Additional resources

## Welcome, caregivers!

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We hope you enjoy learning more about Amplify Science and what students are learning in science this year.

[Para acceder a este sitio en español haga clic aquí.](#)

Amplify welcomes you and your learner to the Science program for the new school year. We are very excited to



Grades 6-8



[Caregivers](#)

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



# Welcome to Amplify Science!

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

- Access the [Amplify Science Program Hub](#) (To help orient you to the new design, watch this [video](#) and view this [reference guide](#).)
- Find out more about [Amplify Science@Home](#)
- Share the [Caregiver Hub](#) (Eng/Span) with your families
- For LAUSD ES Teachers- [Amplify Science & Benchmark Advance Crosswalk](#)
- Instructional guidance for a [Responsive Relaunch of Amplify Science in 21-22](#)

Click the button below to preview the digital Teacher's Guide, and check back for exciting updates to this site!

# Program Hub

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

Amplify. CURRICULUM CLASSWORK REPORTING PROGRAMS & APPS CALIFORNIA SCIENCE TEACHER

Science California > Needs of Plants and Animals

22 Lessons

Needs of Plants and Animals

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 past 20 years, we have witnessed a steady decline in the population of monarch butterflies in North America. Though the causes of this decline are complex, it appears to be connected to the decrease in the number of milkweed plants, which are necessary for the monarch caterpillars to eat in order to grow into butterflies.

The *Needs of Plants and Animals* unit examines the problem of the declining monarch population on a smaller scale. Students

Read more

Chapters

Chapter 1: Why are there no monarch caterpillars since the Field was made into the Garden?

LESSON 1.1 Pre-Unit Assessment

LESSON 1.2 Science Walk

LESSON 1.3 Observing a Place

Amplify Science Program Hub

Welcome Science Educators!

The Amplify Science Program Hub was created to provide you with resources, tools, and advice for the success of your implementation. Want a tour? Click [here!](#)

Remote and hybrid learning resources

Amplify Science@Home makes remote and hybrid learning easier.

Professional Learning Resources

Let's get started!

Additional Unit Materials

Additional resources to complement the units you're teaching.

Additional resources to complement the units you're teaching.

Amplify CURRICULUM CLASSWORK REPORTING PROGRAMS & APPS NATIONAL SCIENCE TEACHER

Science

Science

Units

Program: 4th Grade Science Eng/Esp

Amplify Science

Units

Energy Conversions

22 Lessons

Vision and Light

22 Lessons

Energy Conversions

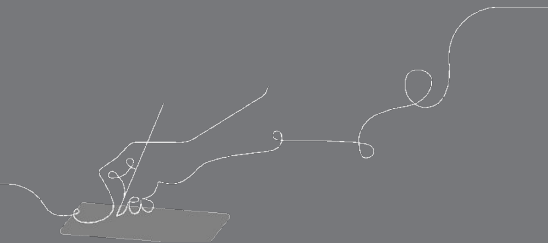
22 Lessons

# 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

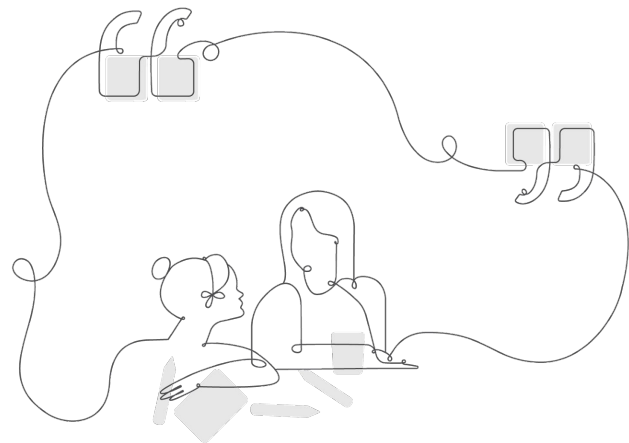
**Feet:** something you're planning to do

# Onsite Upcoming Professional Development!

## Part 3: Unit 1 - Supporting English Learners

- October 15th (Alta California ES, NW)
- October 29th (Ochoa Learning Center, East)

In this session, participants explore strategies to support English learners' ability to do, talk, read, write, visualize, and construct arguments like scientists. Participants will identify the supports and strategies embedded in Unit 1 by engaging in model activities followed by independent planning.



# 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.



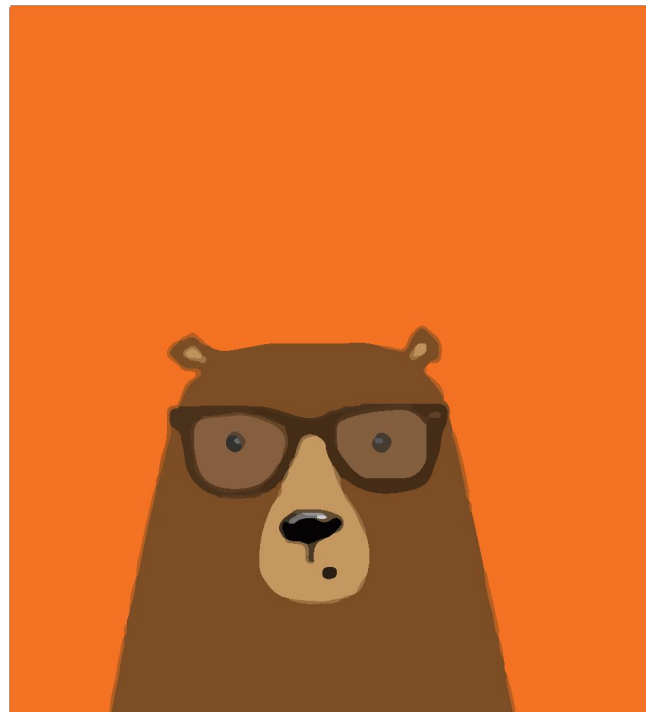
help@amplify.com



800-823-1969



Amplify Chat



# Please provide feedback!

**Type:**

Strengthen

**Session title:**

Unit Internalization / Guided Planning  
(Part 2)

**Professional Learning Specialist name:**

Insert name

(insert email, if you would like)