

# Amplify Science

## Unit Internalization / Guided Planning

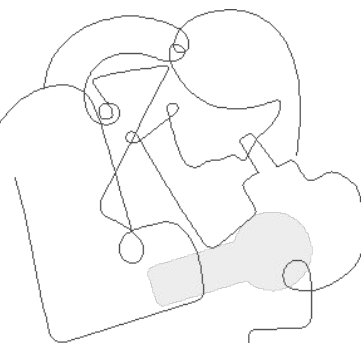
Grade 2, Unit 1: Plant and Animal Relationships

### Part 1

School/District Name: LAUSD

Date: September, 2022

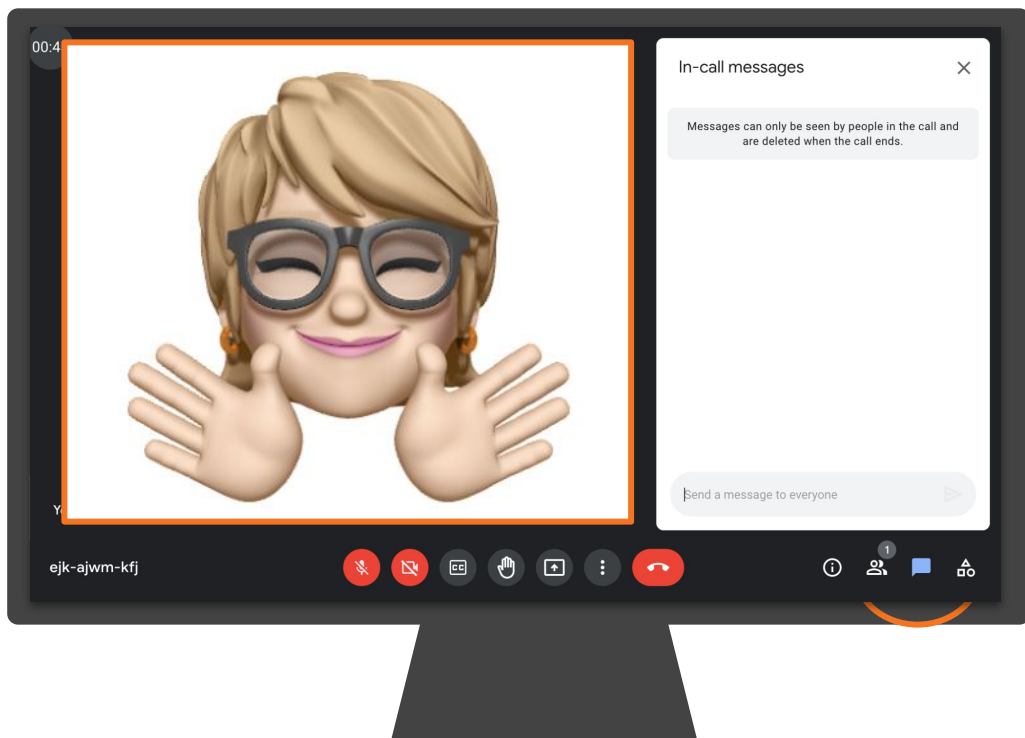
Presented by: Jolene Hori



# 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



[← 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

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

[← Search Again](#)

### Amplify

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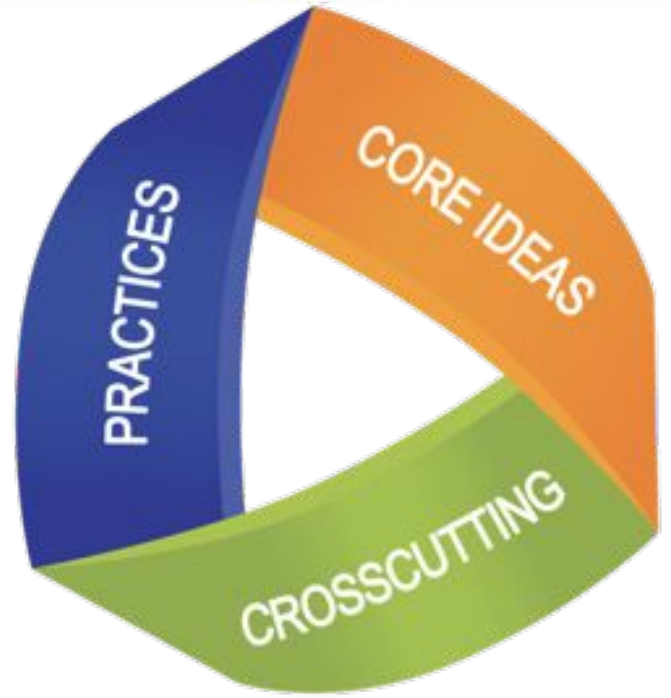
Amplify Science



# Three dimensional learning

## Evaluate your knowledge

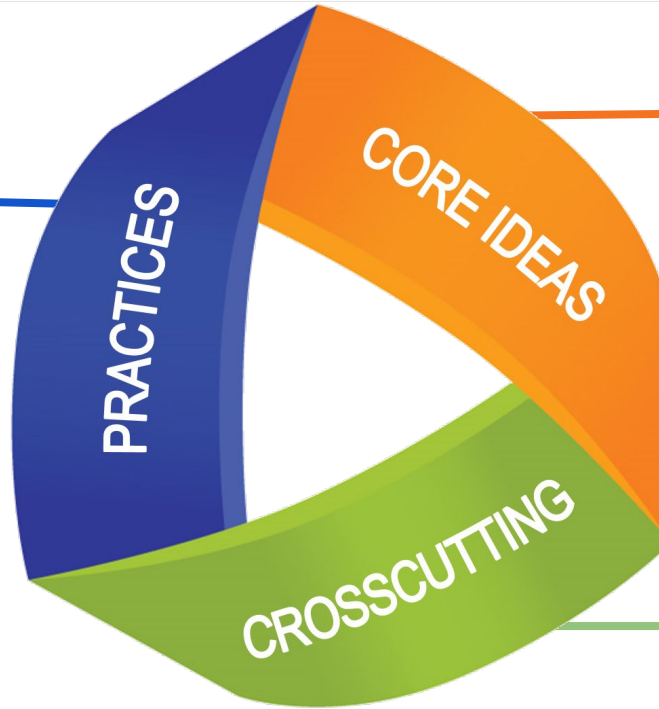
- On a scale of 0-5, how would you rate your familiarity with 3-D learning?



# 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 3.2

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



# Course curriculum structure

## Grade K

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

## Grade 1

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

## Grade 2

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

## Grade 3

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

## Grade 4

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

## Grade 5

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

## Key takeaways:

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

# Year at a Glance: Grade 2

Pg. 2

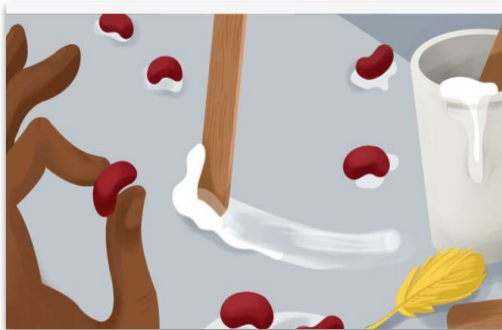


Plant and Animal Relationships

**Domain:** Life Science

**Unit type:** Investigation

**Student role:** Plant scientists

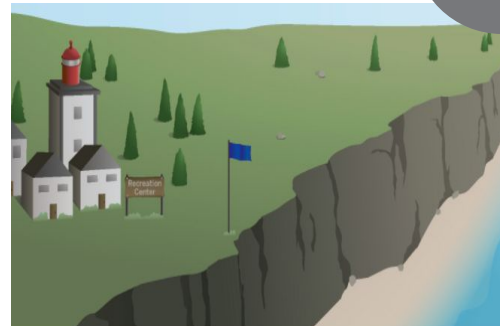


Properties of Matter

**Domain:** Physical Science

**Unit type:** Engineering Design

**Student role:** Glue engineers



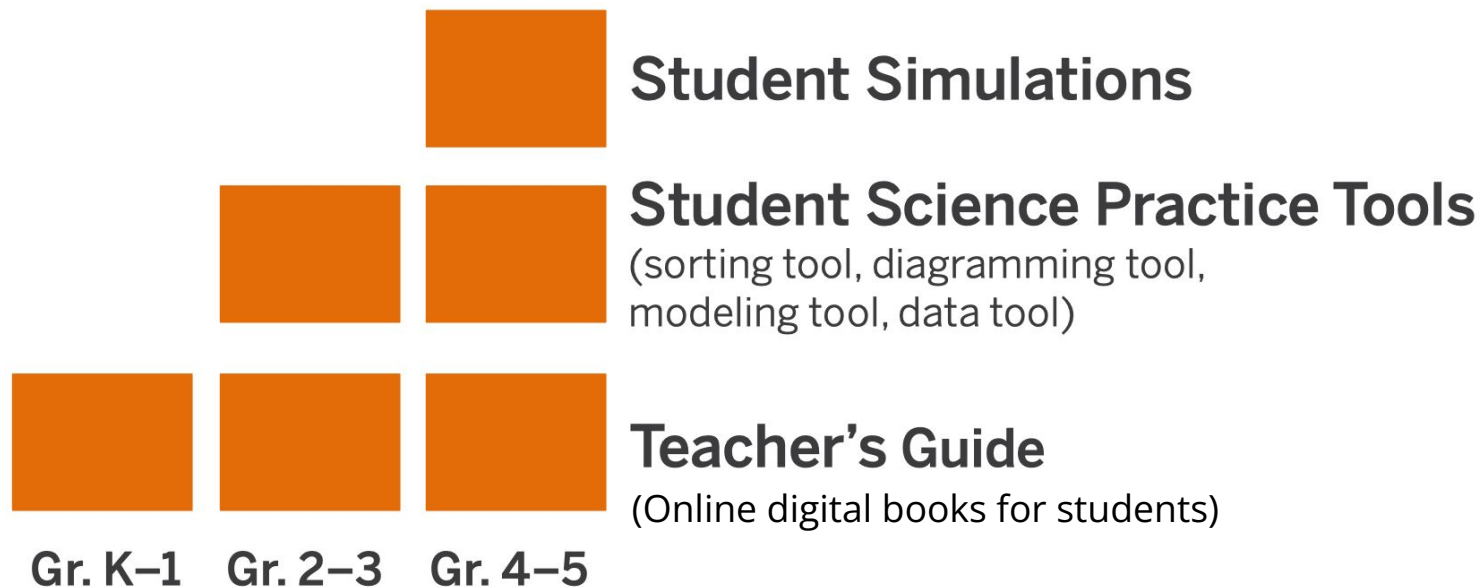
Changing Landforms

**Domain:** Earth and Space Science

**Unit type:** Modeling

**Student role:** Geologists

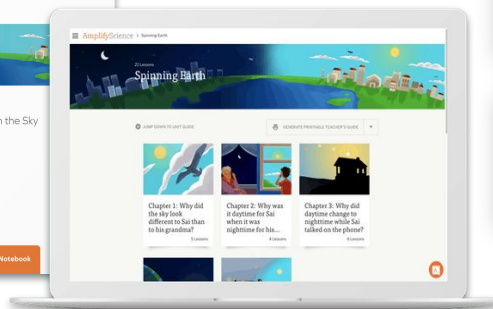
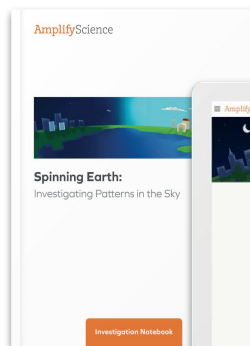
# What are the digital components of Amplify Science Elementary?



# K-5 Program components

## Teacher materials

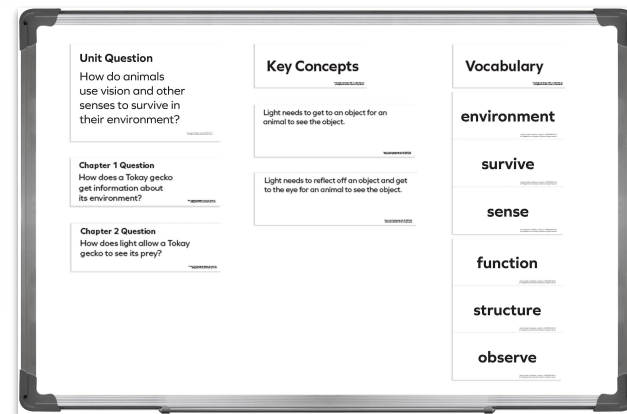
- Teacher's Guide (print and digital)
- Classroom Slides
- Classroom wall materials
- Embedded assessments
- Program Guide
- Program Hub
- Amplify Help Site



Program Hub



Science Program Guide

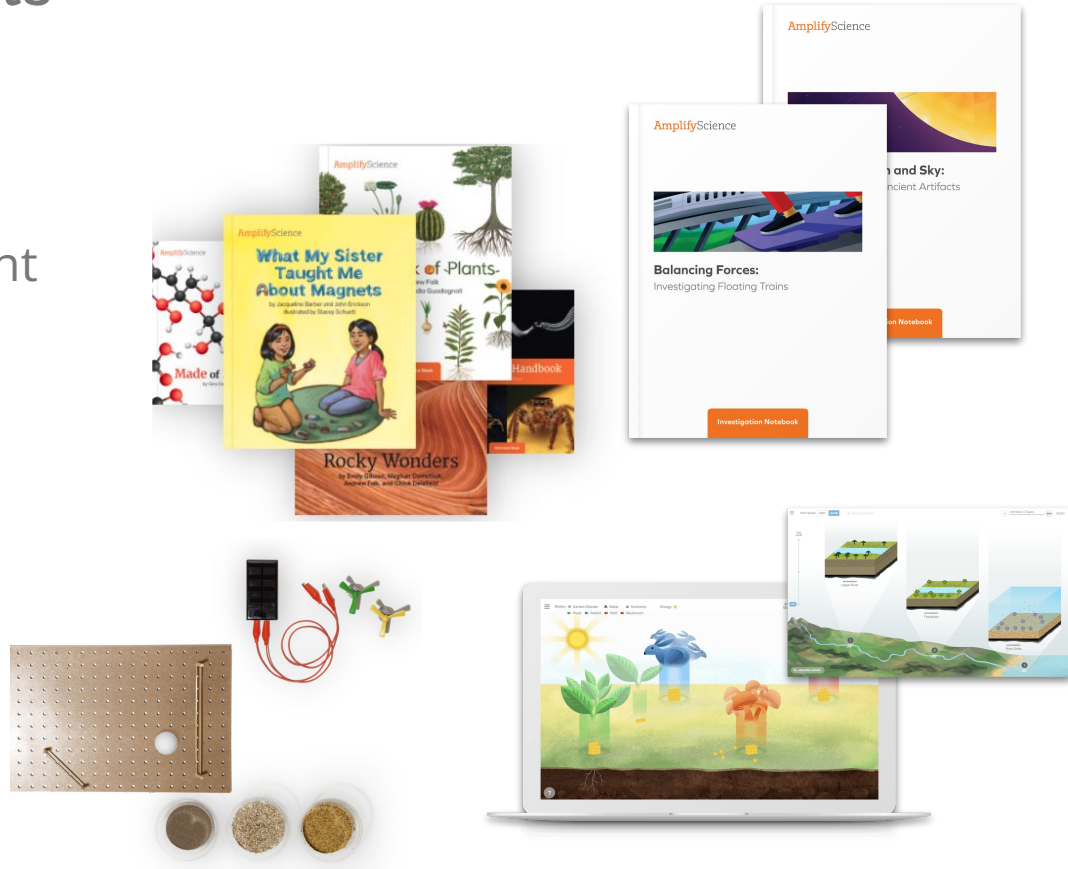




# K-5 Program components

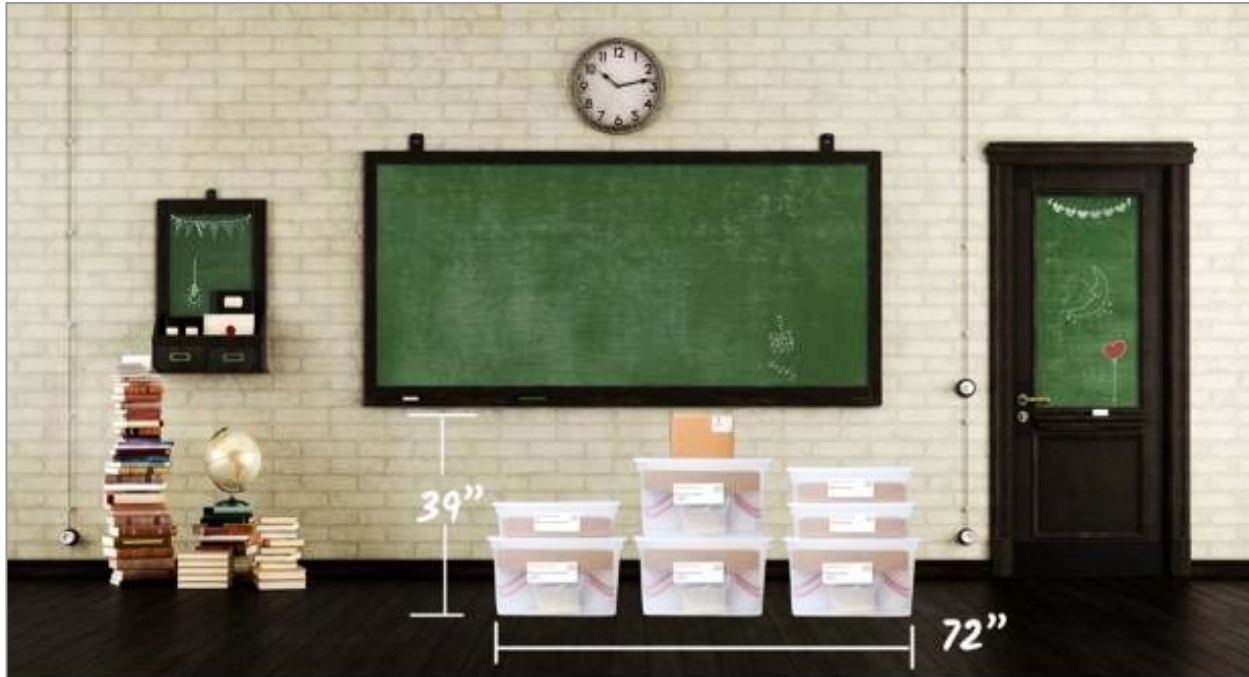
## Student materials

- 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

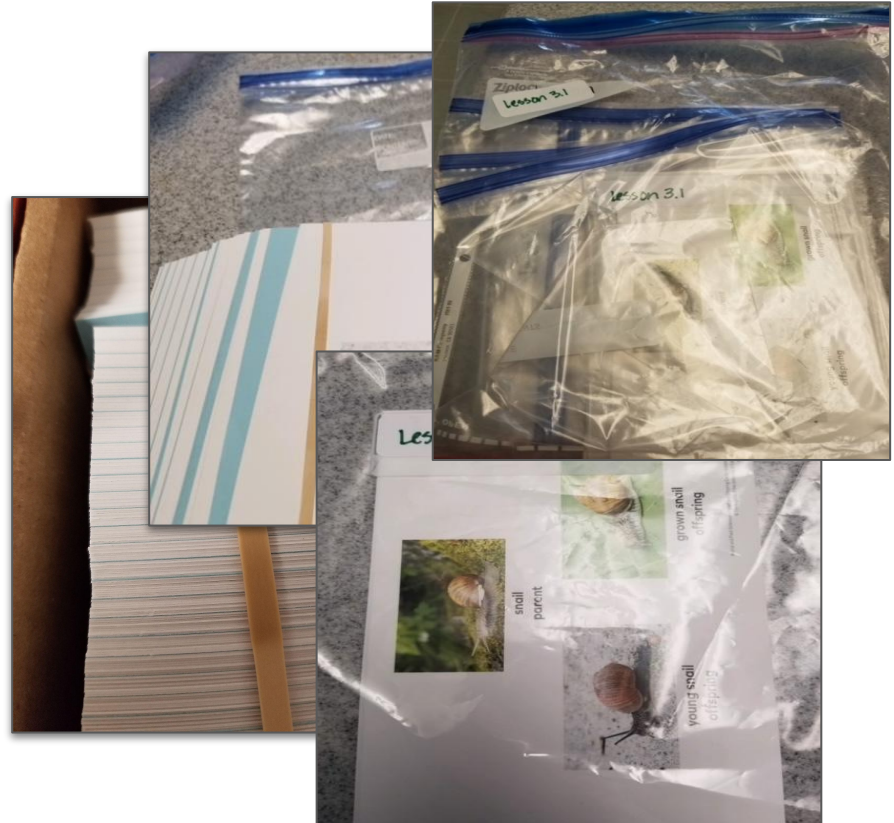
- Pull out the unit question, key concepts and vocabulary materials.
- Place them on the top of the table or bookcase below your science board
- Take books out of kit and place in the bookcase or on the table. (Always collect books after each lesson use. Return to bookcase so they are easily accessible.)



# 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



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!

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

## Classroom kits

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

## Classroom Kits

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



# 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 Plant and Animal Relationships

	A	B	C	D	E
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		For each pair of students: Cut string into 2-meter lengths
11	1.5	2	x	x	Prepare cups of seeds. In Activity 2, student pairs will observe and sort seeds. Each cup does not need to have exactly the same amount of seeds. Each pair should have at least one of each type. For each pair of students, place the following in a plastic cup (depending on seed availability, you may use more than one type to each cup): • a few sunflower, alfalfa, marigold, and beet seeds • at least one lima bean, corn kernel, and acorn/ginkgo seed
12	2.1	2/3	x		For each group of 4: 4 rulers, handful of leaves, 2 plant roots (all teacher provided)
13	2.3	2/3		x	copies of Growing Roots Game student sheets blue crayons and markers (1 of each per pair of students) Sunlight and Leaves Model <a href="https://learning.amplify.com/m/50266b960cb80320/original/ELSCI_2LS_CU_235.pdf">https://learning.amplify.com/m/50266b960cb80320/original/ELSCI_2LS_CU_235.pdf</a> cubes, flashlight, sheets of paper, marker, masking tape
14	3.1	4		x	Each student will need 3 kidney beans to hide.
15	3.2	3		x	For each flutterbird group, prepare a tray with the following materials: 1 plastic spoon, 1 sealed plastic bag with a strip of masking tape on the outside of the bag and a 1" ball of green play clay inside For each strongbill group, prepare a tray with the following materials: 1 set of tongs, 1 sealed plastic bag with a strip of masking tape on the outside of the bag and a 1" ball of blue play clay inside <b>Create Fruit Models:</b> Make 30 sweetpink fruit models. For each fruit model, cover a single kidney bean with a thin layer of pink play clay. Roll the bean in your hands to make it spherical. The resulting fruit model should be just larger than the kidney bean itself (about the size of a ping pong ball). Make 20 yummyberry fruit models. For each fruit model, flatten a small amount of purple play clay and place about 6 mung beans in the center. Roll the clay with the beans inside and create a 1"-diameter ball. Roll the play clay with the bean inside in your hands to make it spherical. These models should be just larger than the sweetpink fruit models. Store each type of fruit model in a sealed plastic bag until immediately before the lesson so the play clay does not harden.



- 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  
(Includes Unit Guide & all 22 Lesson Guides)

OPEN IN NEW TAB

RESET LESSON

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary  
Unplugged?

## Overview

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

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

6 Lessons

## Inheritance and Traits Lesson Guides

Chapter 1  
Activities



### Chapter 1 Activities

#### Lesson 1.1: Pre-Unit Assessment

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

TEACHER-LED DISCUSSION  
WRITING  
TEACHER-LED DISCUSSION  
STUDENT-TO-STUDENT DISCUSSION

#### Lesson 1.2: Blue Whales and Buttercups

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

TEACHER-LED DISCUSSION  
READING  
TEACHER-LED DISCUSSION

#### Lesson 1.3: Observing Similarities and Differences

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

STUDENT-TO-STUDENT DISCUSSION  
STUDENT-TO-STUDENT DISCUSSION



HANDS-ON

#### Lesson 1.4: Introducing Species

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

TEACHER  
TEACHER-LED DISCUSSION  
HANDS-ON  
TEACHER-LED DISCUSSION

# 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

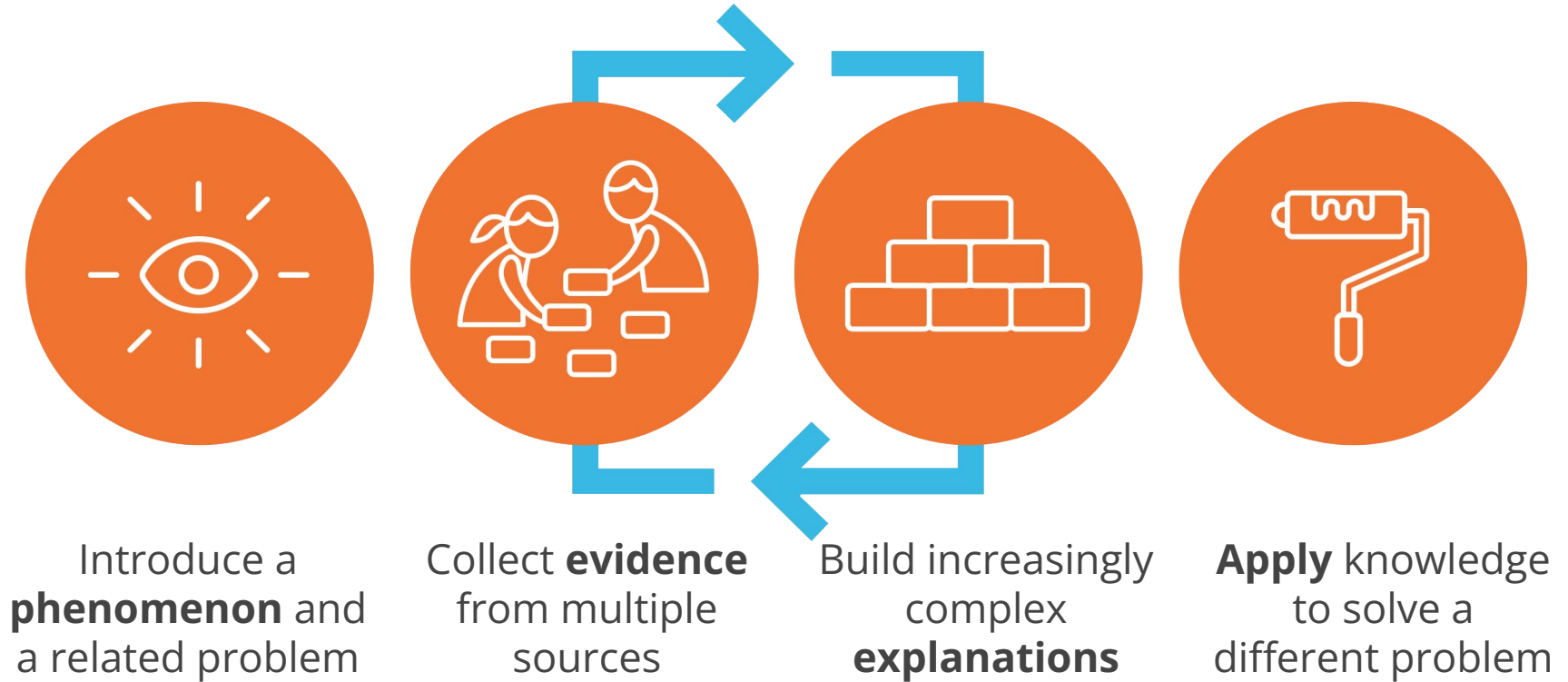
## A shift in science instruction

from learning about  
(like a student)



to figuring out  
(like a scientist)

# Amplify Science Approach



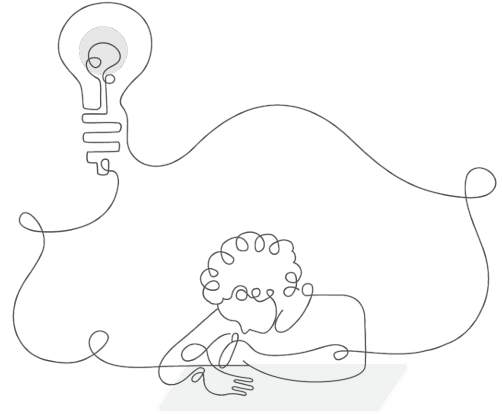


# Previewing the unit

## Introducing the phenomenon

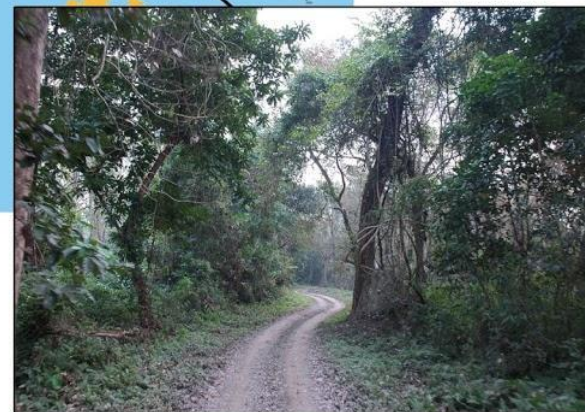
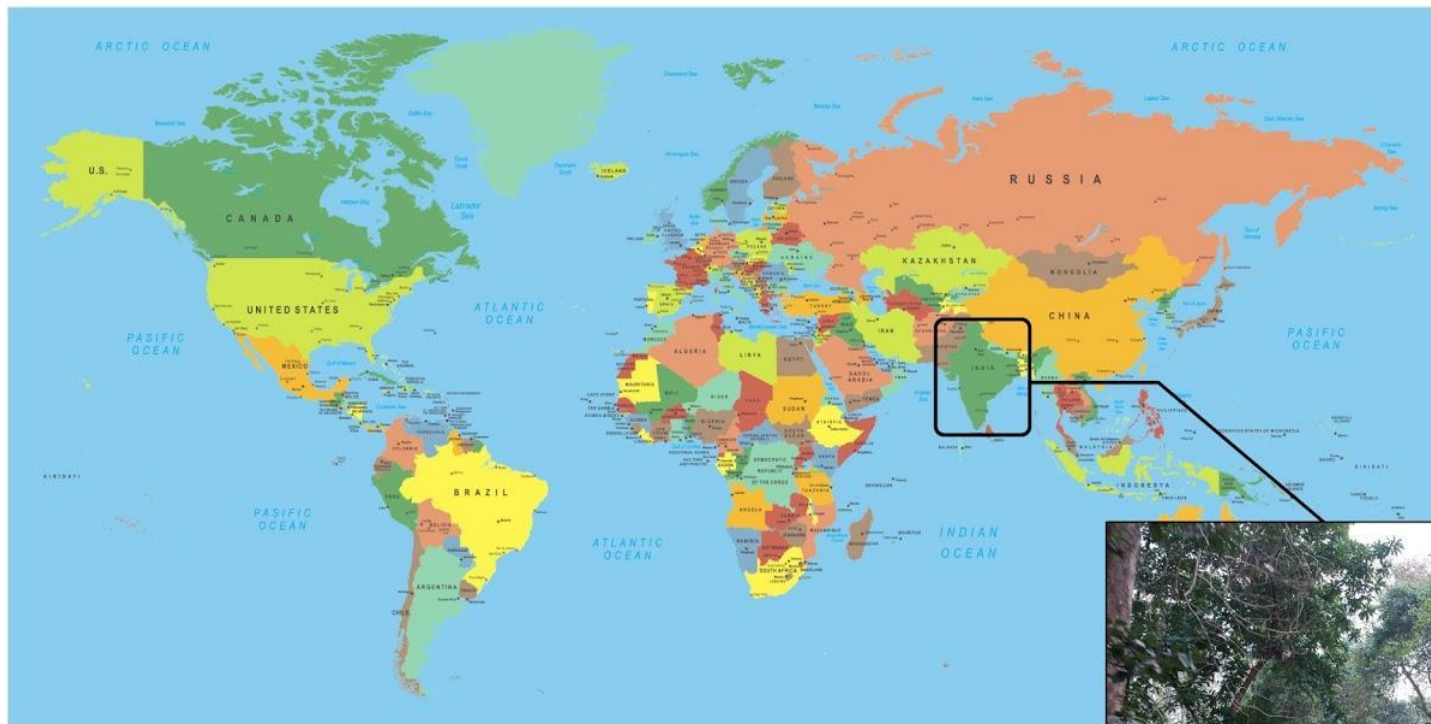
Amplify Science units are designed around complex phenomena that drive student learning through the unit.

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



The unit we're beginning is called *Plant and Animal Relationships: Investigating Systems in a Bengali Forest*.

In this unit, you will **investigate why the chalta trees are not growing in the Bengali Tiger Reserve**.



**Broadleaf Forest**

# Bengal Tiger Reserve



The Bengal Tiger Reserve is a section of the forest where tigers are protected. Lots of different kinds of plants and animals live in the Bengal Tiger Reserve.





The lead scientist at the Reserve thinks something is **changing** with the trees. We are going to help figure out **what is happening** with the trees that live in the Reserve.



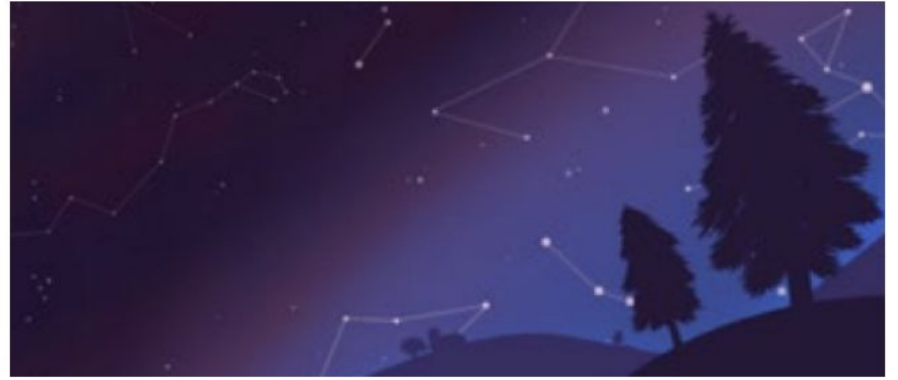
In this unit, we will be **plant scientists**.

Plant scientists try to answer questions about plants in the places where they live.

# Amplify Science

## Anchoring phenomenon

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



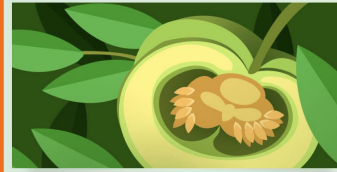


# Plan for the day: Part 1

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



## Unit



22 Lessons

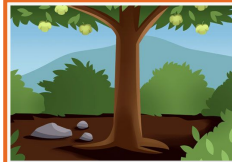
## Plant and Animal Relationships

## Chapters



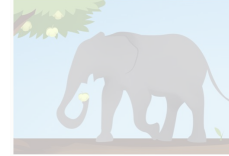
Chapter 1: Why  
aren't new chalta  
trees growing in the  
Bengal Tiger...

7 Lessons



Chapter 2: Why  
aren't the chalta  
seeds getting what  
they need to grow?

5 Lessons



Chapter 3: Why  
aren't the chalta  
seeds getting to  
places where they...

6 Lessons



Chapter 4: How are  
other seeds in the  
reserve able to get to  
places where they...

4 Lessons

## Lessons

Lesson 2.1:  
Exploring Plant Parts

Lesson 2.2:  
A Plant Is a System

Lesson 2.3:  
2.3 Investigating  
How Roots and  
Leaves Grow

Lesson 2.4:  
2.4 Finding a Good  
Place to Grow

Lesson 2.5:  
Why Aren't New  
Chalta Trees  
Growing?

## Activities

1 TEACHER-LED DISCUSSION  
Revisiting the Bengal  
Tigers Reserve



2 MODELING TOOL  
A Good Place to Grow in  
the Everglades



3 WRITING  
Writing a Scientific  
Explanation

# Let's Go Live!

## Plant and Animal Relationships

Printable Teacher Guide

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

### Unit Overview


#### What's in This Unit?

What is the connection between chalta fruit, elephants, and ... occurred in a broadleaf forest habitat in northeastern India. ... a great diversity of plants and animals that interact in a myria ... needs, but without the ability to move on their own, how can ... depend on animals to disperse their seeds to new places in t


[Read more >](#)

### Chapters


#### Chapter 1: Why aren't new chalta trees gr




LESSON 1.1  
Pre-Unit Assessment



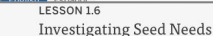
LESSON 1.2  
My Nature Notebook



LESSON 1.4  
Discovering the Problem in the Reserve



LESSON 1.5  
What Are Seeds?



LESSON 1.6  
Investigating Seed Needs

### Lesson 1.1: Pre-Unit Assessment

Printable Lesson Guide

Lesson Brief (3 Activities)

1 TEACHER-LED DISCUSSION  
Introducing the Context of the Unit

2 READING  
Introducing the Reference Book

3 STUDENT-TO-STUDENT DISCUSSION  
Diagramming Initial Explanations

RESET LESSON

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

#### Overview

##### Students' Initial Diagrams

Students are introduced to the *Plant and Animal Relationships* unit and to their role as plant scientists investigating changes in the trees at a Bengal Tiger Reserve in India. To initiate student thinking about habitats, the teacher introduces and demonstrates how to use the unit's reference book, *Handbook of Habitats*. Pairs explore the book and read an introductory section about diversity within and across

#### Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- All Projections
- Pre-Unit Diagram: Explaining the Plants in a Habitat copymaster

Amplify

# 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

## Plant and Animal Relationships

Printable Teacher Guide

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Teacher References

Offline Preparation

### Unit Overview

#### What's in This Unit?

What is the connection between chalta fruit, elephant, occurred in a broadleaf forest habitat in northeastern India, a great diversity of plants and animals that needs, but without the ability to move on their own, depend on animals to disperse their seeds to new places.

[Read more](#)

### Chapters

#### Chapter 1: Why aren't new chalta trees



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.4  
Discovering the Problem in the Reserve



LESSON 1.2  
My Nature Notebook



LESSON 1.5  
What Are Seeds?

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Unit Map

Progress Build

Getting Ready to Teach

Materials and Preparation

Science Background

Standards at a Glance

Teacher References

Lesson Overview

Compilation

Standards and Goals

3-D Statements

Assessment System

Embedded Formative

Assessments

Books in This Unit

Apps in This Unit

Opportunities for Unit

Extensions

Flexextensions in This Unit

Offline Preparation

### Unit Overview

#### What's in This Unit?

What is the connection between chalta fruit, elephants, and droppings? Students find out as they investigate a mystery that really occurred in a broadleaf forest habitat in northeastern India. Earth is comprised of a vast array of complex habitats, each including

### 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")

# Key Unit Documents for Unit Planning

## Plant and Animal Relationships

Printable Teacher Guide

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Teacher References

Offline Preparation

### Unit Overview

#### What's in This Unit?

What is the connection between chalta fruit, elephants, and droppings? Students find out as they investigate a mystery that really occurred in a broadleaf forest habitat in northeastern India. Earth is comprised of a vast array of complex habitats, each including a great diversity of plants and animals that interact in a myriad of ways. Like animals, plants are living things with particular needs, but without the ability to move on their own, how can plants get to places where those needs can be met? Many plants depend on animals to disperse their seeds to new places in their habitats where they are able to get the water and sunlight that

[Read more >](#)

### Chapters

#### Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.4  
Discovering the Problem in the Reserve



LESSON 1.2  
My Nature Notebook



LESSON 1.5  
What Are Seeds?

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Unit Map

Progress Build

Getting Ready to Teach

Materials and Preparation

Science Background

Standards at a Glance

Teacher References

Lesson Overview

Compilation

Standards and Goals

3-D Statements

Assessment System

Embedded Formative Assessments

Books in This Unit

Apps in This Unit

Opportunities for Unit Extensions

Flextensions in This Unit

Offline Preparation

### Unit Overview

#### What's in This Unit?

What is the connection between chalta fruit, elephants, and droppings? Students find out as they investigate a mystery that really occurred in a broadleaf forest habitat in northeastern India. Earth is comprised of a vast array of complex habitats, each including a great diversity of plants and animals that interact in a myriad of ways. Like animals, plants are living things with particular needs, but without the ability to move on their own, how can plants get to places where those needs can be met? Many plants depend on animals to disperse their seeds to new places in their habitats where they are able to get the water and sunlight that

[Read more >](#)

### Chapters

#### Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve? ⓘ



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.4  
Discovering the Problem in the Reserve



LESSON 1.2  
My Nature Notebook



LESSON 1.5  
What Are Seeds?



LESSON 1.3  
Investigating Habitats



LESSON 1.6  
Investigating Seed Needs

## Core Unit Planning & Internalization

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

### 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:

### Plant and Animal Relationships

#### 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?

What is happening to the chalta trees in the Bengal Tiger Reserve?

Student Role:

Plant Scientists

Unit Question:

How do the living things in a habitat depend on each other?

Relationship between the Unit Phenomenon and Unit Question:

Students use their newfound understanding of plant needs and plant-animal relationships in a habitat to explain what chalta seeds need to grow into full-grown trees and why no new chalta trees are growing in the Bengal Tiger Reserve.

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

The chalta trees in the Bengal Tiger Reserve depend on elephants to disperse their seeds. Elephants eat the chalta fruit for food, move to other places in the habitat, and leave droppings with seeds. A fence built in 1996 has prevented elephants from coming inside the reserve, so elephants no longer disperse chalta seeds to places where they might grow.

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

Students use and create models to investigate and then plan and carry out investigations to explain why new chalta trees are not growing in a section of a broadleaf forest in India. In so doing, they figure out how the parts of a habitat system interact generally and about seed dispersal mechanisms specifically.





# Questions?



# Plan for the day: Part 1

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

# Additional resources

## Welcome, caregivers!

---

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

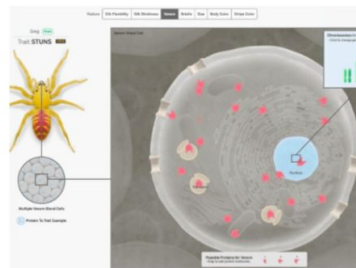
[Para acceder a este sitio en español haga clic aquí.](#)

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

 [Contact Us](#)



Grades 6-8



# LAUSD Microsite-

## <https://amplify.com/laUSD-science>

### Welcome to Amplify Science!

---

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

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

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



# Program Hub

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

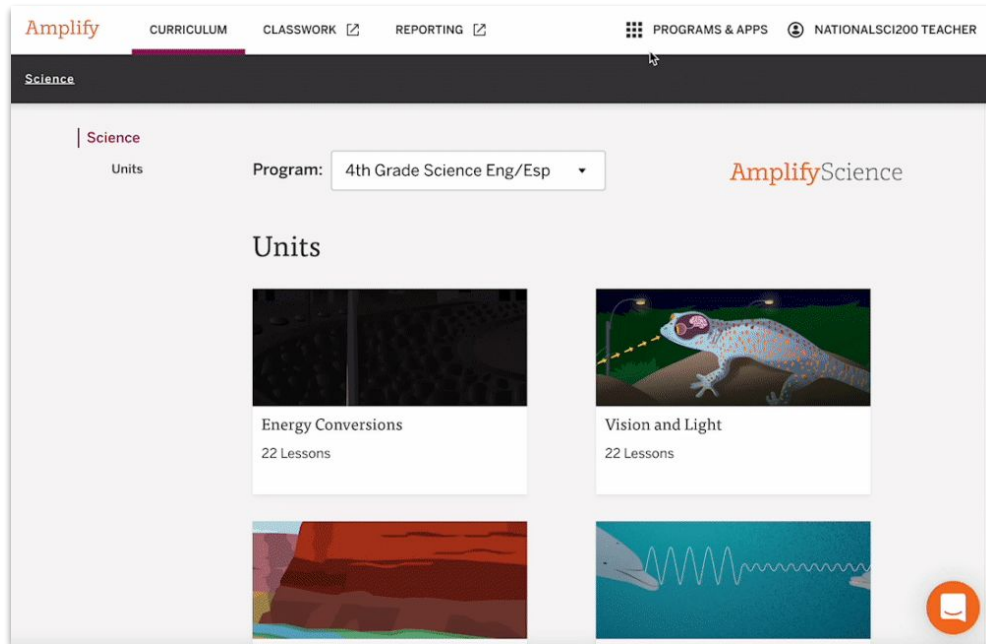
This screenshot shows the Amplify Science Program Hub for the unit 'Plant and Animal Relationships'. The interface includes a top navigation bar with 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCI200 TEACHER'. The main content area features a large banner with the unit title and a 'Printable Teacher Guide' button. Below the banner, there is a sidebar with links to 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Unit Map', 'Progress Build', 'Getting Ready to Teach', 'Materials and Preparation', 'Science Background', and 'Standards at a Glance'. The main content area is divided into two sections: 'Unit Overview' and 'Chapters'. The 'Unit Overview' section includes a 'What's in This Unit?' section with a paragraph about the connection between chalta fruit, elephants, and droppings, and a 'Read more' link. The 'Chapters' section includes a 'Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?' section with a grid of six lesson thumbnails labeled 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 My Nature Notebook', 'LESSON 1.3 Investigating Habitats', 'LESSON 1.4 Discovering the Problem in the Reserve', 'LESSON 1.5 What Are Seeds?', and 'LESSON 1.6 Investigating Seed Needs'. A red circle highlights the 'PROGRAMS & APPS' link in the top navigation bar.

This screenshot shows the Amplify Science Program Hub for the unit '4th Grade Science Eng/Esp'. The interface includes a top navigation bar with 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCI200 TEACHER'. The main content area features a large banner with the unit title and a 'Printable Teacher Guide' button. Below the banner, there is a sidebar with links to 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Unit Map', 'Progress Build', 'Getting Ready to Teach', 'Materials and Preparation', 'Science Background', and 'Standards at a Glance'. The main content area is divided into two sections: 'Unit Overview' and 'Chapters'. The 'Unit Overview' section includes a 'What's in This Unit?' section with a paragraph about the connection between chalta fruit, elephants, and droppings, and a 'Read more' link. The 'Chapters' section includes a 'Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?' section with a grid of six lesson thumbnails labeled 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 My Nature Notebook', 'LESSON 1.3 Investigating Habitats', 'LESSON 1.4 Discovering the Problem in the Reserve', 'LESSON 1.5 What Are Seeds?', and 'LESSON 1.6 Investigating Seed Needs'. A red circle highlights the 'PROGRAMS & APPS' link in the top navigation bar.

# 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

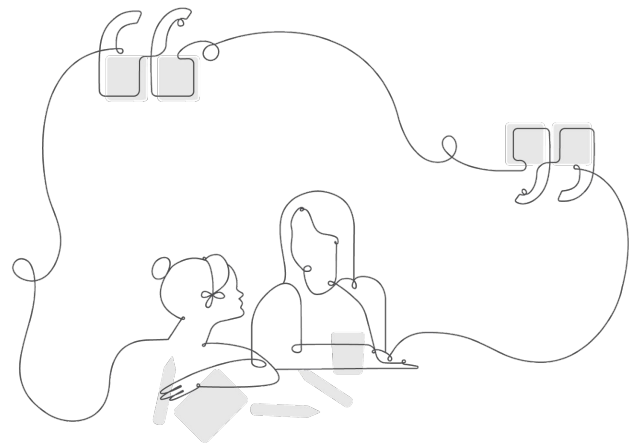
**Feet:** something you're planning to do

# 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.



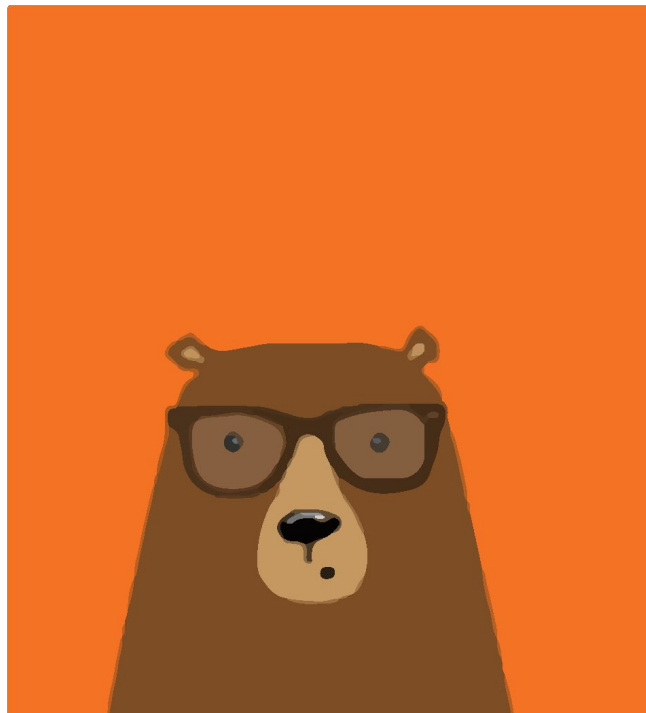
[help@amplify.com](mailto:help@amplify.com)



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.

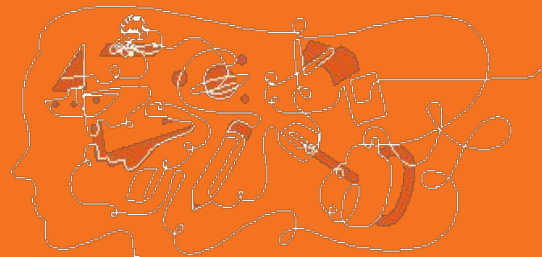
Log In with Amplify



SSO login

# Part 2:

## Guided Lesson Planning



# Amplify Science

## Unit Internalization / Guided Planning

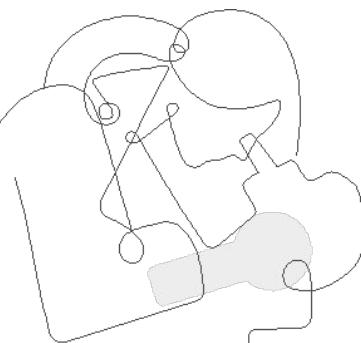
Grade 2, Unit 1: Plant and Animal Relationships

### Part 2

School/District Name: LAUSD

Date: September, 2022

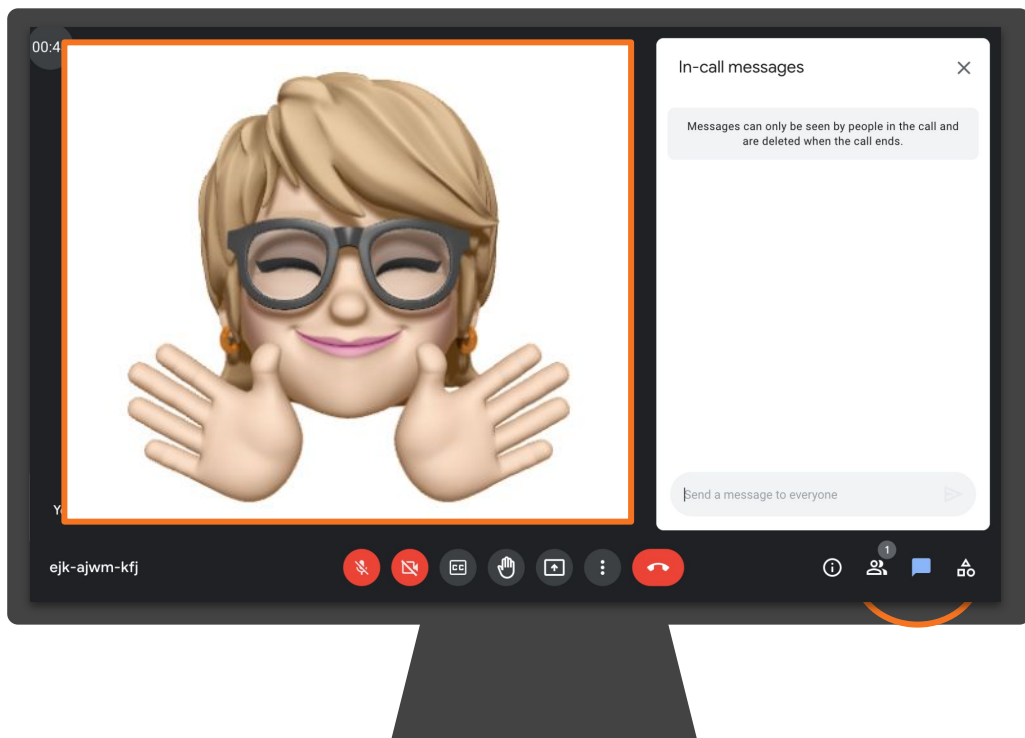
Presented by: Jolene Hori



# 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 Schoology Home Page](#)

## LMS App Center

The LMS App Center provides a catalog of District-approved digital content and learning tools (including digital components of adopted textbooks) that are available for classroom teachers and students to access within the learning management system, Schoolology.

For information on District-approval policies and procedures, please visit: [udipp.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



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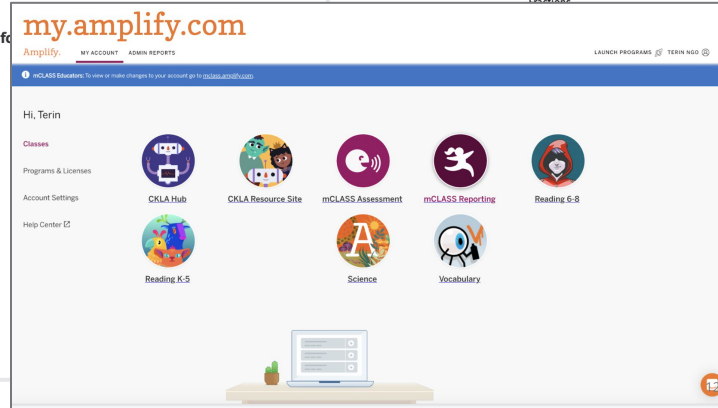
To learn more about using the LMS App Center, please refer to the following [video overview](#).

[← Search Again](#)

### Amplify

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

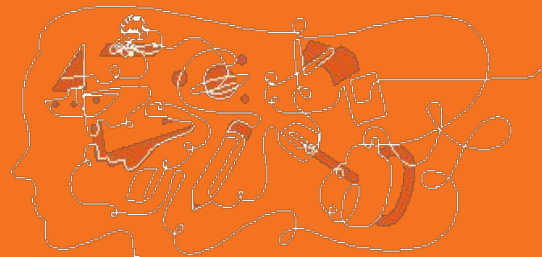
3 = Mild

4 = Comfortable

5 = Extremely Comfortable

# Part 2:

## Guided Lesson Planning

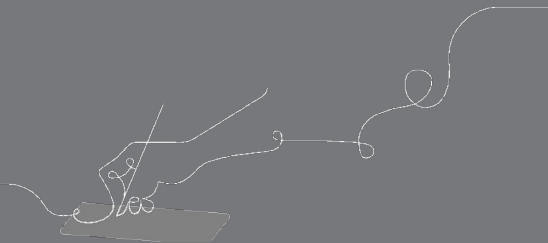


# Overarching goals

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



# Plant and Animal Relationships



How do the living things in a habitat depend on each other?

Students investigate and pursue a chain of reasoning that takes them from considering how plants get what they need to grow to understanding how seeds depend on animals for dispersal.

# Plant and Animal Relationships

**Problem:** What is happening to the chalta trees in the Bengal Tiger Reserve?

**Role:** Plant Scientists

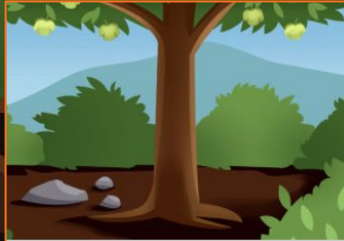
Students examine what plant structures allow a plant to get what it needs to grow and how plants depend on the parts of their habitat to get them to new places where there is ample sunlight and water.

# Coherent storylines



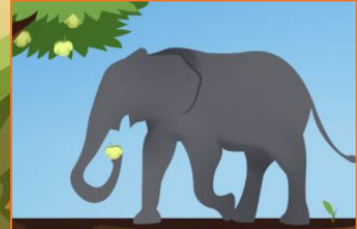
Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger...

7 Lessons



Chapter 2: Why aren't the chalta seeds getting what they need to grow?

5 Lessons



Chapter 3: Why aren't the chalta seeds getting to places where they...

6 Lessons

# Explaining the phenomenon: Science Concepts

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



# Progress Build

## Plant and Animal Relationships

**Prior knowledge (preconceptions):** Students are likely to understand that some animals eat plants for food and that plants need water and sunlight to grow.

### Level 1

Plants make seeds, which can sprout and grow into new plants only if they get enough sunlight and water.

### Level 2

In order to grow, seeds need space to get sunlight on their leaves and to spread their roots to get water.

### Level 3

Some plants depend on animals to disperse their seeds, and some animals depend on these plants for food.



# Beginning the Unit

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

## Chapters

Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve? ⓘ



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.2  
My Nature Notebook



LESSON 1.3  
Investigating Habitats



LESSON 1.4  
Discovering the Problem in  
the Reserve



LESSON 1.5  
What Are Seeds?

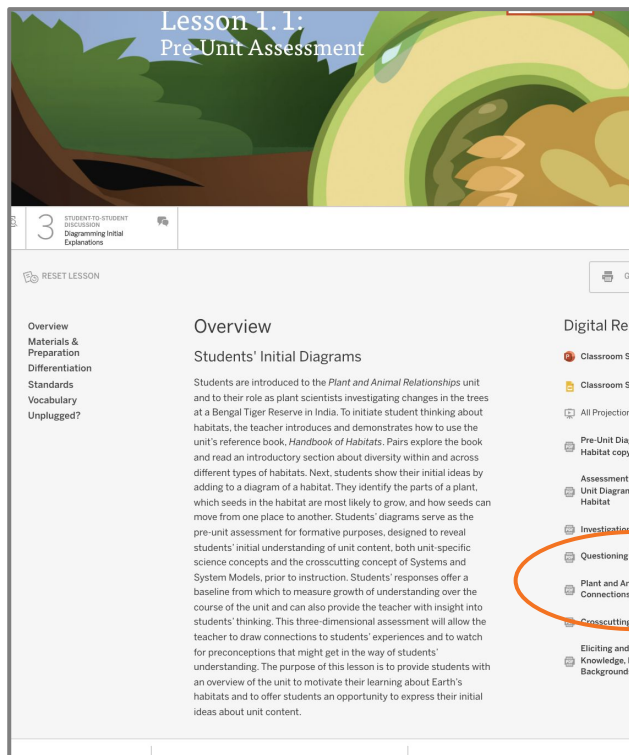


LESSON 1.6  
Investigating Seed Needs



LESSON 1.7  
Explaining Why There Are  
No New Chalta Trees

# Plant and Animal Relationships - Family Connection



**Lesson 1.1:  
Pre-Unit Assessment**

STUDENT TO STUDENT  
DISCUSSION  
Diagramming Initial  
Explanations

RESET LESSON

**Overview**

**Students' Initial Diagrams**

Students are introduced to the *Plant and Animal Relationships* unit and to their role as plant scientists investigating changes in the trees at a Bengal Tiger Reserve in India. To initiate student thinking about habitats, the teacher introduces and demonstrates how to use the unit's reference book, *Handbook of Habitats*. Pairs explore the book and read an introductory section about diversity within and across different types of habitats. Next, students show their initial ideas by adding to a diagram of a habitat. They identify the parts of a plant, which seeds in the habitat are most likely to grow, and how seeds can move from one place to another. Students' diagrams serve as the pre-unit assessment for formative purposes, designed to reveal students' initial understanding of unit content, both unit-specific science concepts and the crosscutting concept of Systems and System Models, prior to instruction. Students' responses offer a baseline from which to measure growth of understanding over the course of the unit and can also provide the teacher with insight into students' thinking. This three-dimensional assessment will allow the teacher to draw connections to students' experiences and to watch for preconceptions that might get in the way of students' understanding. The purpose of this lesson is to provide students with an overview of the unit to motivate their learning about Earth's habitats and to offer students an opportunity to express their initial ideas about unit content.

**Digital Resources**

- Classroom S
- Classroom S
- All Projection
- Pre-Unit Diag
- Habitat copy
- Assessment o
- Unit Diagram
- Habitat
- Investigation**
- Questioning S
- Plant and An
- Connections
- Crosscutting
- Eliciting and
- Knowledge, P
- Backgrounds

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Plant and Animal Relationships*** **Family Connections Homework**

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

### **Summary of our investigation you can share:**

In science class, we are working as plant scientists to figure out why no new chalta trees are growing in a tiger reserve in India. We will be answering the question, *How do the living things in a habitat depend on each other?*

### **Ask questions such as:**

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



# Beginning the Unit

## Model lesson 1.2

### Chapters

Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve? ⓘ



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.2  
My Nature Notebook



LESSON 1.3  
Investigating Habitats



LESSON 1.4  
Discovering the Problem in  
the Reserve



LESSON 1.5  
What Are Seeds?



LESSON 1.6  
Investigating Seed Needs



LESSON 1.7  
Explaining Why There Are  
No New Chalta Trees

## Activity 1

# Setting a Purpose for Reading



Today, we are going to investigate this question:

How do scientists study habitats?

# Plant and Animal Relationships Classroom Wall

## Unit Question

How do the living things in a habitat depend on each other?

## Chapter 1 Question

Why aren't new chalta trees growing in the Bengal Tiger Reserve?

## Investigation Question

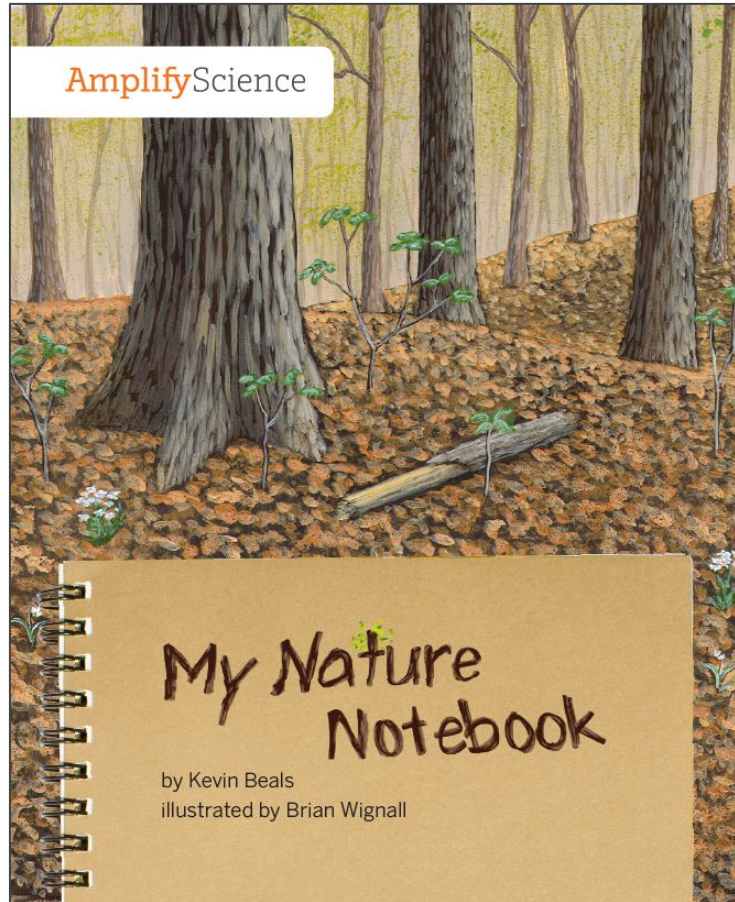
How do scientist study habitats?

## Key Concepts

## Vocabulary

habitat

investigate



The title of this book is *My Nature Notebook*.



What are some things you observe about the front cover?

**Setting a Purpose**

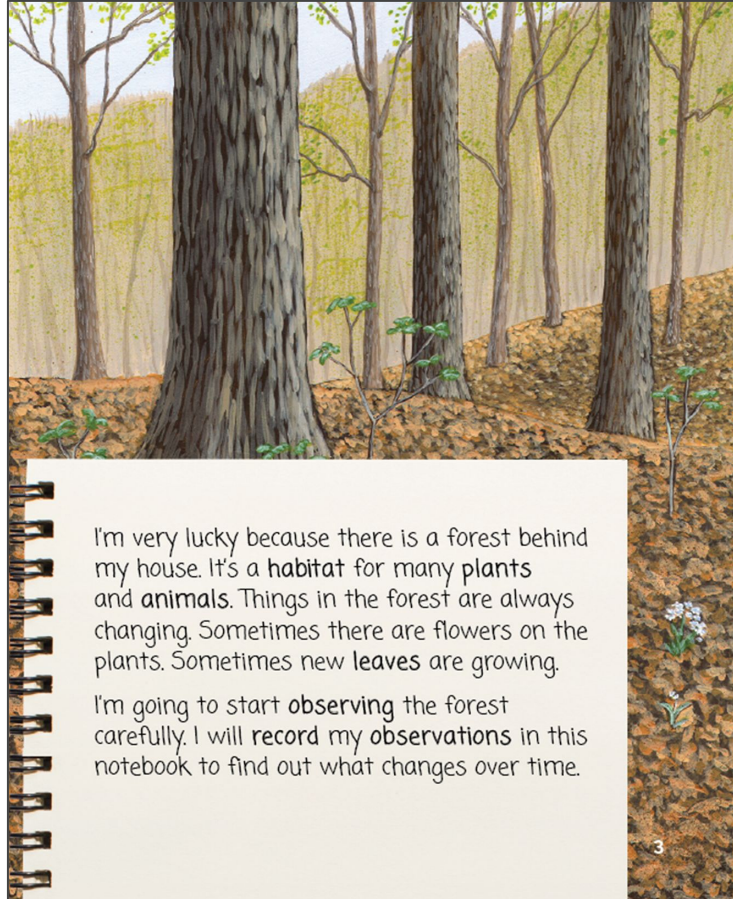
Reading	
Find out different ways to study a habitat.	

Our **purpose** for reading today is to find out different ways to study a habitat.

## Activity 2

# Partner Reading





Turn to page 3 in *My Nature Notebook*.

Remember, our purpose is to learn **different ways** that scientists study a habitat.



April

I decided to observe one little part of the forest.  
I marked my spot with sticks and string.  
I'll come back each month.

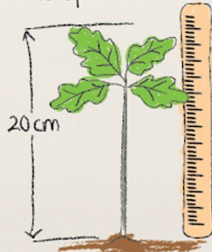
Plants

There are many dead brown leaves on the ground. I drew one dead leaf.



There is also a small plant with green leaves. The leaves on the plant look like the leaves on the ground, but green and smaller. I think they are the same kind of leaves. I wonder how the plant first started to grow in this spot.

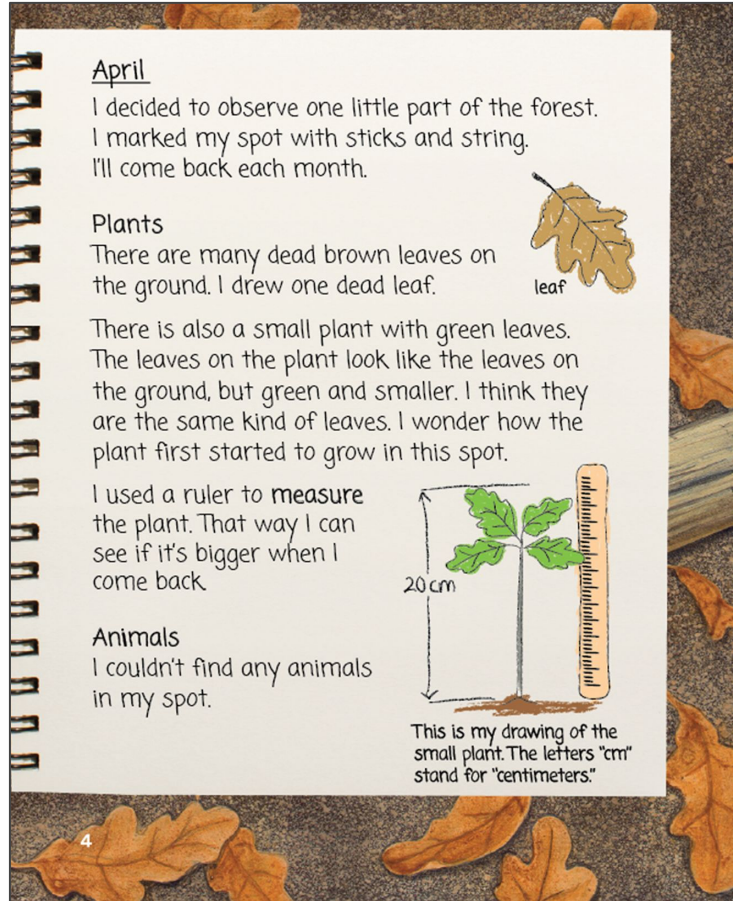
I used a ruler to **measure** the plant. That way I can see if it's bigger when I come back.

Animals

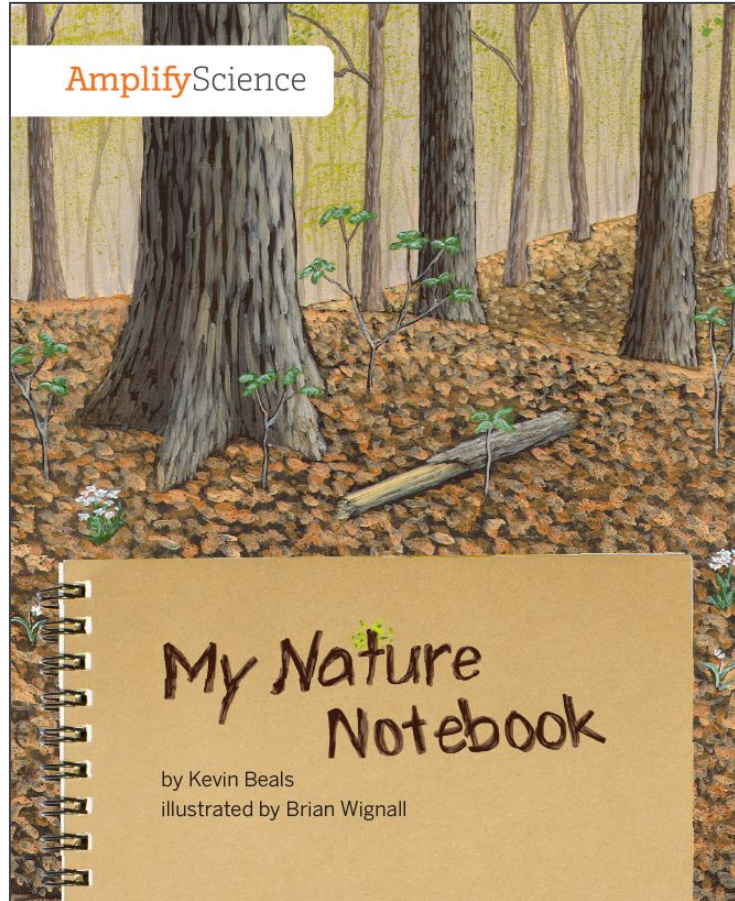
I couldn't find any animals in my spot.

This is my drawing of the small plant. The letters "cm" stand for "centimeters."

Turn to page 4 in *My Nature Notebook*.

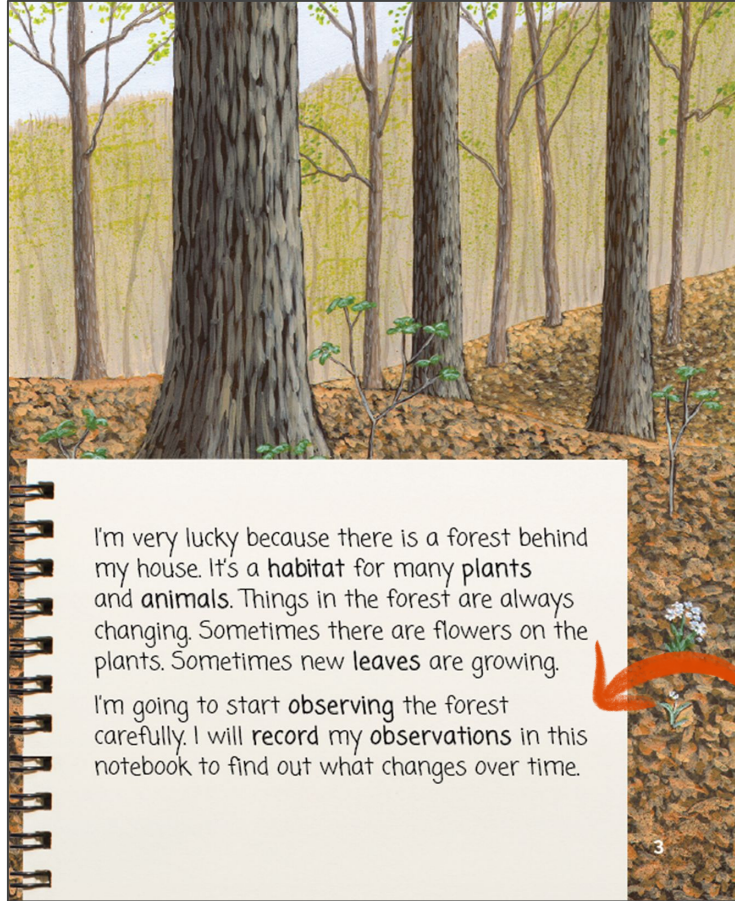


Discuss what you have found about different ways to study a habitat.



**Read** the rest of the book.

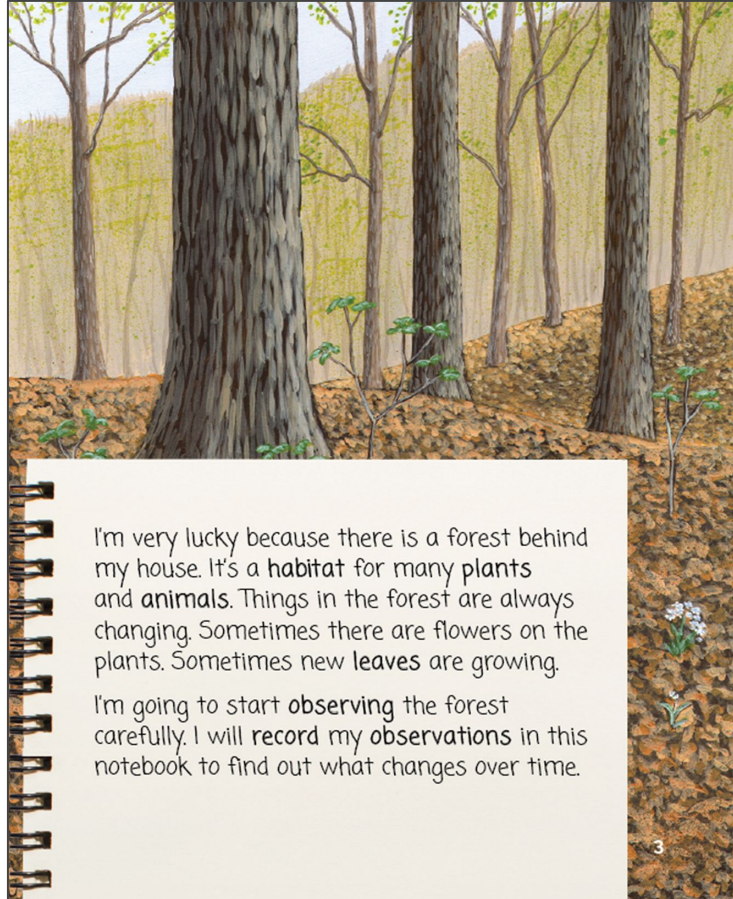
Remember to read with the **purpose** of finding out different ways to study a habitat.



Turn to page 3.

Let's think about the word *observe*.





Let's think about the meaning of *observe*.



Can you **observe** plants in this forest habitat?

What do you **observe** about the plants?

## Vocabulary



**observe**

to use any of the five senses to gather  
information about something

# Plant and Animal Relationships Classroom Wall

## Unit Question

How do the living things in a habitat depend on each other?

## Chapter 1 Question

Why aren't new chalta trees growing in the Bengal Tiger Reserve?

## Investigation Question

How do scientist study habitats?

## Key Concepts

## Vocabulary

habitat

investigate

observe

## Activity 3

# Reflecting on Ways to Study a Habitat





Remember that we are investigating this question:

How do scientists study habitats?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

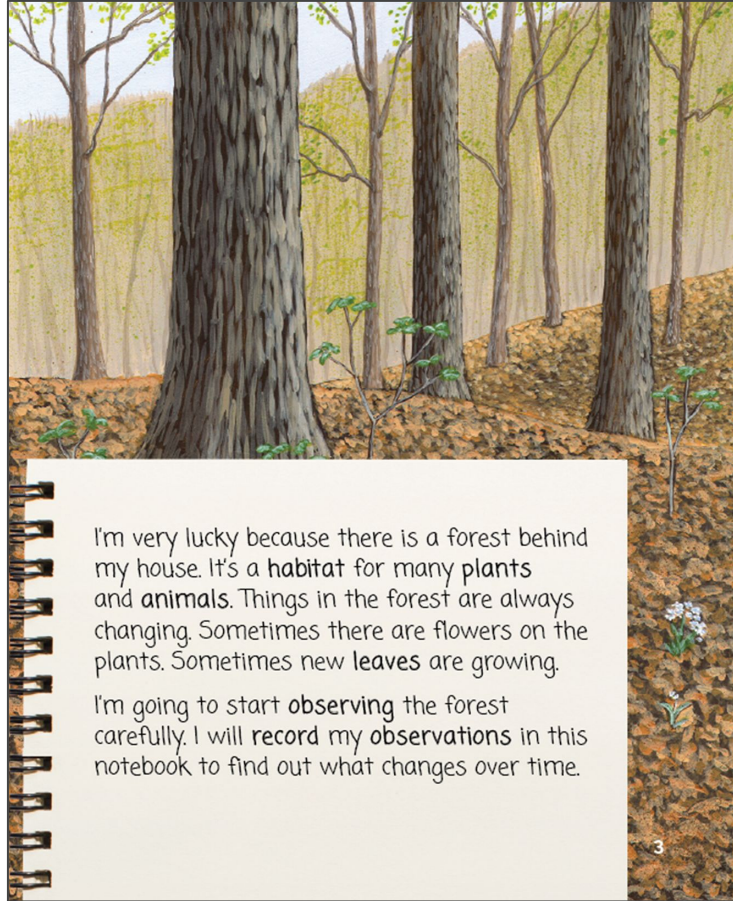
**Ways to Study a Habitat**

Directions:

1. After reading *My Nature Notebook*, think about the ways the child studied the forest habitat.
2. In each box below, write one way she studied the forest habitat.


Turn to page 4 in your notebooks.

We will **record** different ways to study a habitat that we read about in *My Nature Notebook*.



The child is studying the forest habitat by making **observations** and **recording** them in her notebook.

April

I decided to observe one little part of the forest.  
I marked my spot with sticks and string.  
I'll come back each month.

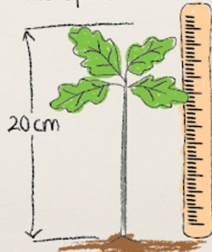
Plants

There are many dead brown leaves on the ground. I drew one dead leaf.



There is also a small plant with green leaves. The leaves on the plant look like the leaves on the ground, but green and smaller. I think they are the same kind of leaves. I wonder how the plant first started to grow in this spot.

I used a ruler to measure the plant. That way I can see if it's bigger when I come back.

Animals

I couldn't find any animals in my spot.

This is my drawing of the small plant. The letters "cm" stand for "centimeters."

To study this habitat, the child marks the spot she is going to observe.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Ways to Study a Habitat**

Directions:

1. After reading *My Nature Notebook*, think about the ways the child studied the forest habitat.
2. In each box below, write one way she studied the forest habitat.

She marked the spot to observe.

Let's add that to the top box on the notebook page.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Ways to Study a Habitat**

Directions:

1. After reading *My Nature Notebook*, think about the ways the child studied the forest habitat.
2. In each box below, write one way she studied the forest habitat.

She marked the spot to observe.

She observed the spot every month.

Another way the child is studying the forest habitat is to **observe the same spot once every month.**

We can add that to the next box.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

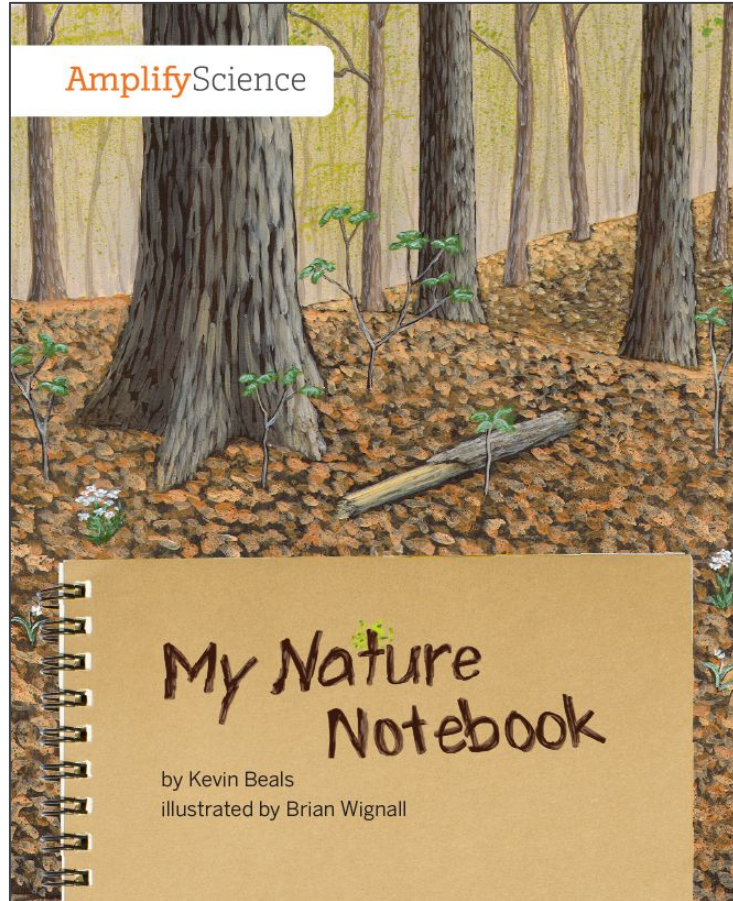
**Ways to Study a Habitat**

Directions:

1. After reading *My Nature Notebook*, think about the ways the child studied the forest habitat.
2. In each box below, write one way she studied the forest habitat.




**Write** different ways that the child studied the forest habitat.



*My Nature Notebook* was about one type of habitat: a forest habitat.



What are the different kinds of plants that live in the forest habitat in this book?





We live in a habitat. What kinds of plants have you **observed in our habitat**?

How are the plants in our habitat **similar** to the plants in the forest habitat in the book? How are they **different**?

# End of Lesson



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HALL OF SCIENCE  
UNIVERSITY OF CALIFORNIA, BERKELEY

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## Plan for the day

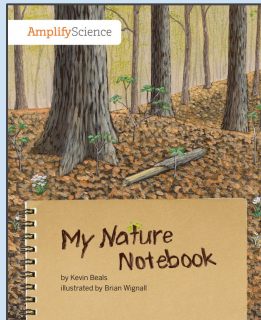
- Introduction and framing
- Navigation and planning
- Teaching and learning in an Amplify Science lesson
- **Instructional approach reflection**
- Additional program resources
- Closing

# Gathering evidence

## Plant and Animal Relationships Lesson 1.2

Chapter Question: Why aren't new chalta trees growing in the Bengal Tiger Reserve?

Investigation Question: How do scientists study habitats?



Name \_\_\_\_\_ Date \_\_\_\_\_

**Ways to Study a Habitat**

Directions:

1. After reading *My Nature Notebook*, think about the ways the child studied the forest habitat.
2. In each box below, write one way she studied the forest habitat.

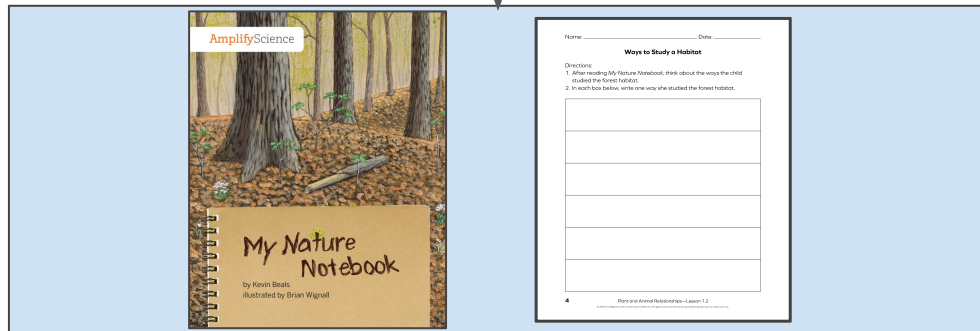

4 Plant and Animal Relationships—Lesson 1.2

# Evidence sources work together

## Reading *My Nature Notebook* and notebook activity

How do these activities  
**work together** to  
support understanding of  
how scientists study  
habitats?

Investigation Question: How do scientists study habitats?



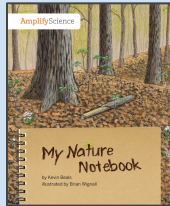
The diagram illustrates how two evidence sources work together. At the top, a teal box contains the investigation question: "Investigation Question: How do scientists study habitats?". A black arrow points down from this box to a light blue rectangular area. Inside this area, on the left, is the cover of the book "My Nature Notebook" by Kevin Beale, illustrated by Brian Wignall. The cover features a forest scene with trees and a log. On the right is a worksheet titled "Ways to Study a Habitat" with a section for directions and a list of two tasks: "1. After reading My Nature Notebook, think about the ways the child studied the forest habitat." and "2. In each box below, write one way she studied the forest habitat." followed by seven empty boxes for writing. The worksheet also includes a footer with the page number "4" and the text "Bats and Animal Relationships—Lesson 1.2".

# Gathering evidence

## Plant and Animal Relationships Lesson 1.2

Chapter Question: Why aren't new chalta trees growing in the Bengal Tiger Reserve?

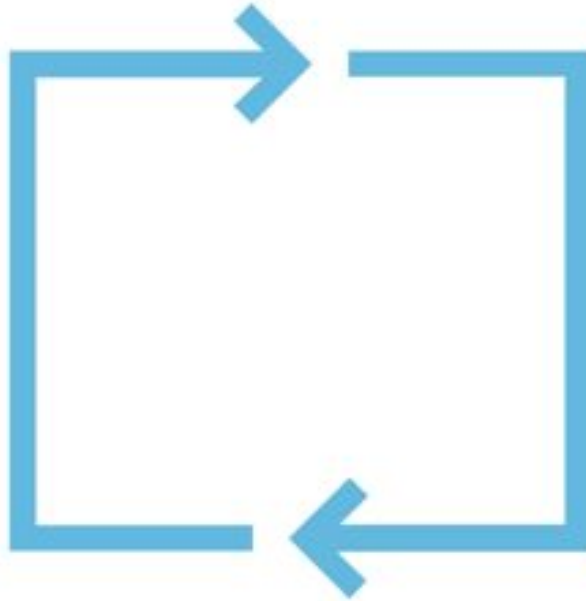
Investigation Question: How do scientists study habitats?

A worksheet titled 'Ways to Study a Habitat'. It includes a 'Name' and 'Date' section at the top. Below the title, there are two numbered instructions: '1. After studying the habitat information, think about the ways that scientists study the forest habitat.' and '2. In your own words, write why the student the forest habitat.' There are several blank lines provided for writing answers.

What have students figured out so far?

# Multimodal learning

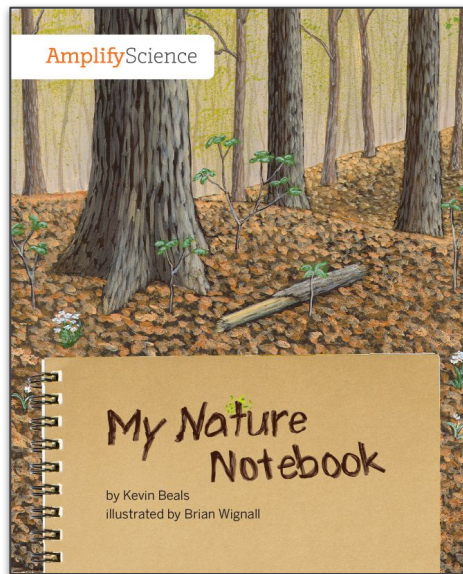
Gathering evidence over multiple lessons



**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!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Ways to Study a Habitat**

Directions:

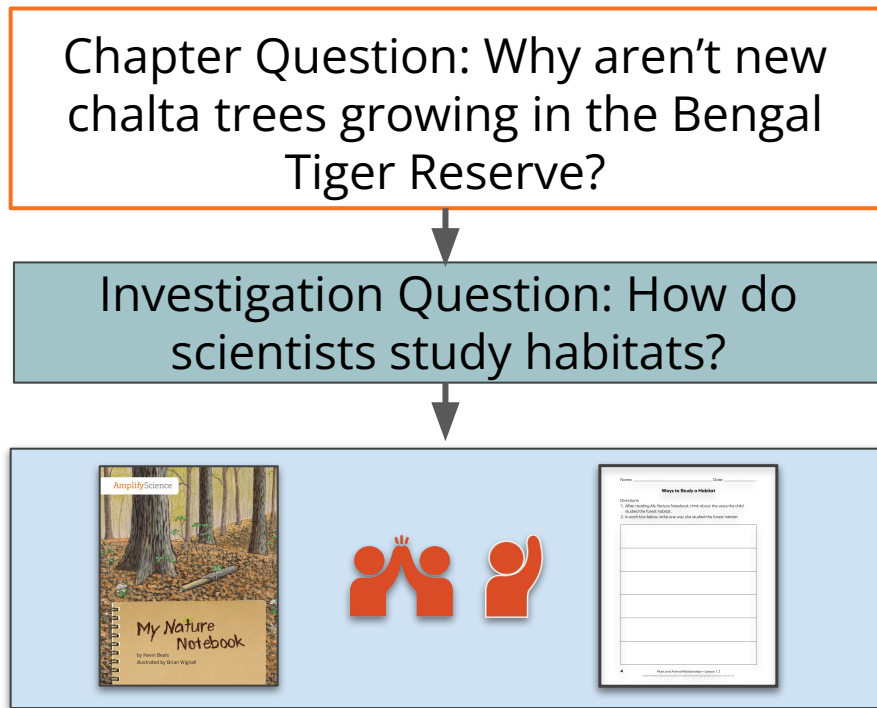
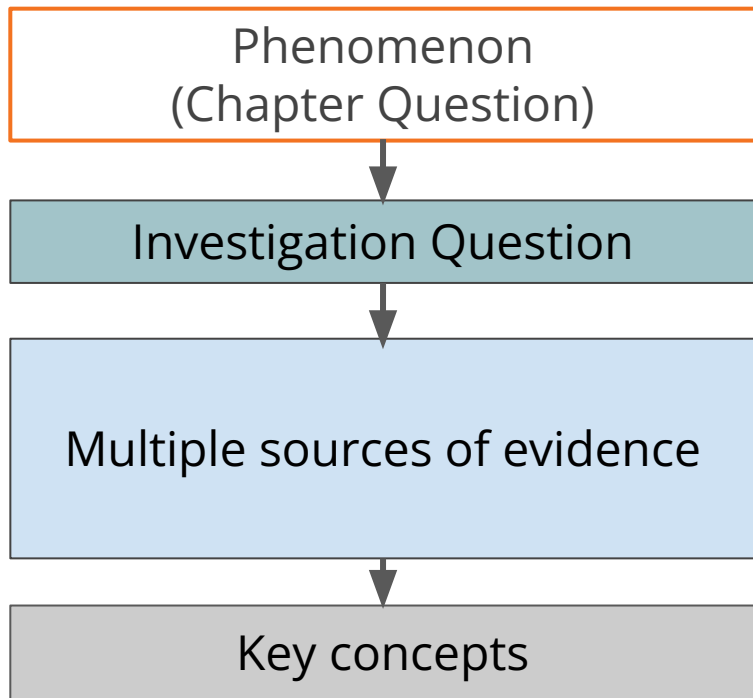
1. After reading *My Nature Notebook*, think about the ways the child studied the forest habitat.
2. In each box below, write one way she studied the forest habitat.


**4** Plant and Animal Relationships—Lesson 1.2  
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# Coherence Flowchart

## A diagram of student learning



# Coherence Flowchart

## Plant and Animal Relationships Lesson 1.2-1.4

Chapter Question: Why aren't new chalta trees growing in the Bengal Tiger Reserve?



Investigation Question: How do scientists study habitats?



Evidence: Read *My Nature Notebook* (1.2)

Evidence: Discuss and record ways to study a habitat (1.2)

**Evidence: Investigate a sample study site habitat (1.3)**

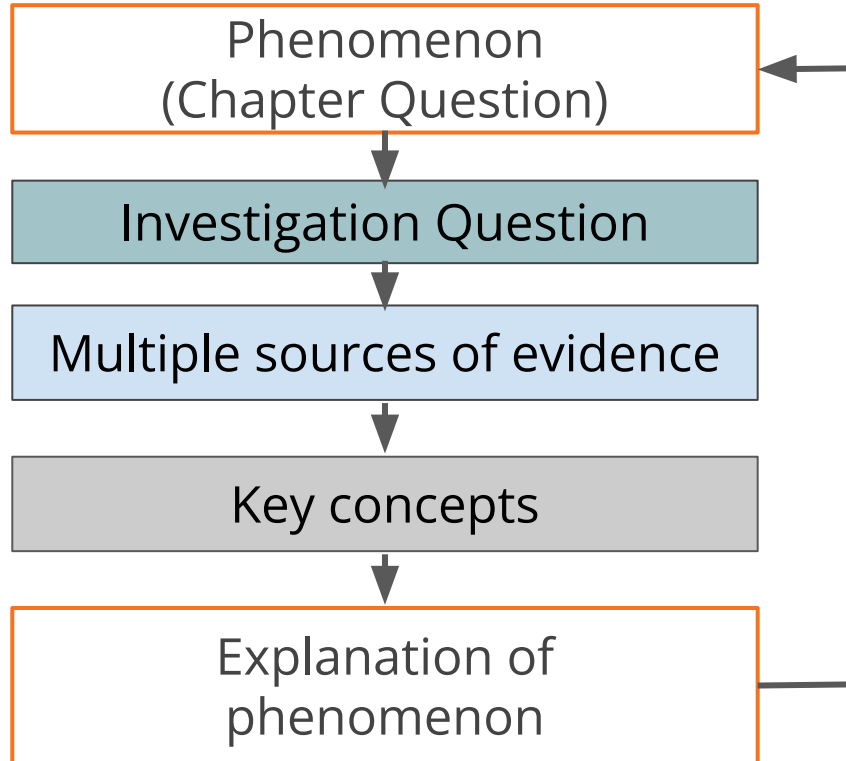
**Evidence: Read about the broadleaf forest and other habitats in *Handbook of Habitats* (1.4)**



Key concepts: One way scientists study habitats is by observing the plants in them over time. (1.4) There are many types of habitats. Each habitat has many different types of plants and animals. (1.4)

# Coherence Flowchart

A diagram of student learning



# Coherence Flowchart

## Plant and Animal Relationships Lesson 1.2-1.4

Chapter Question: Why aren't new chalta trees growing in the Bengal Tiger Reserve?



Investigation Question: How do scientists study habitats?



Evidence: Read *My Nature Notebook* (1.2)

Evidence: Discuss and record ways to study a habitat (1.2)

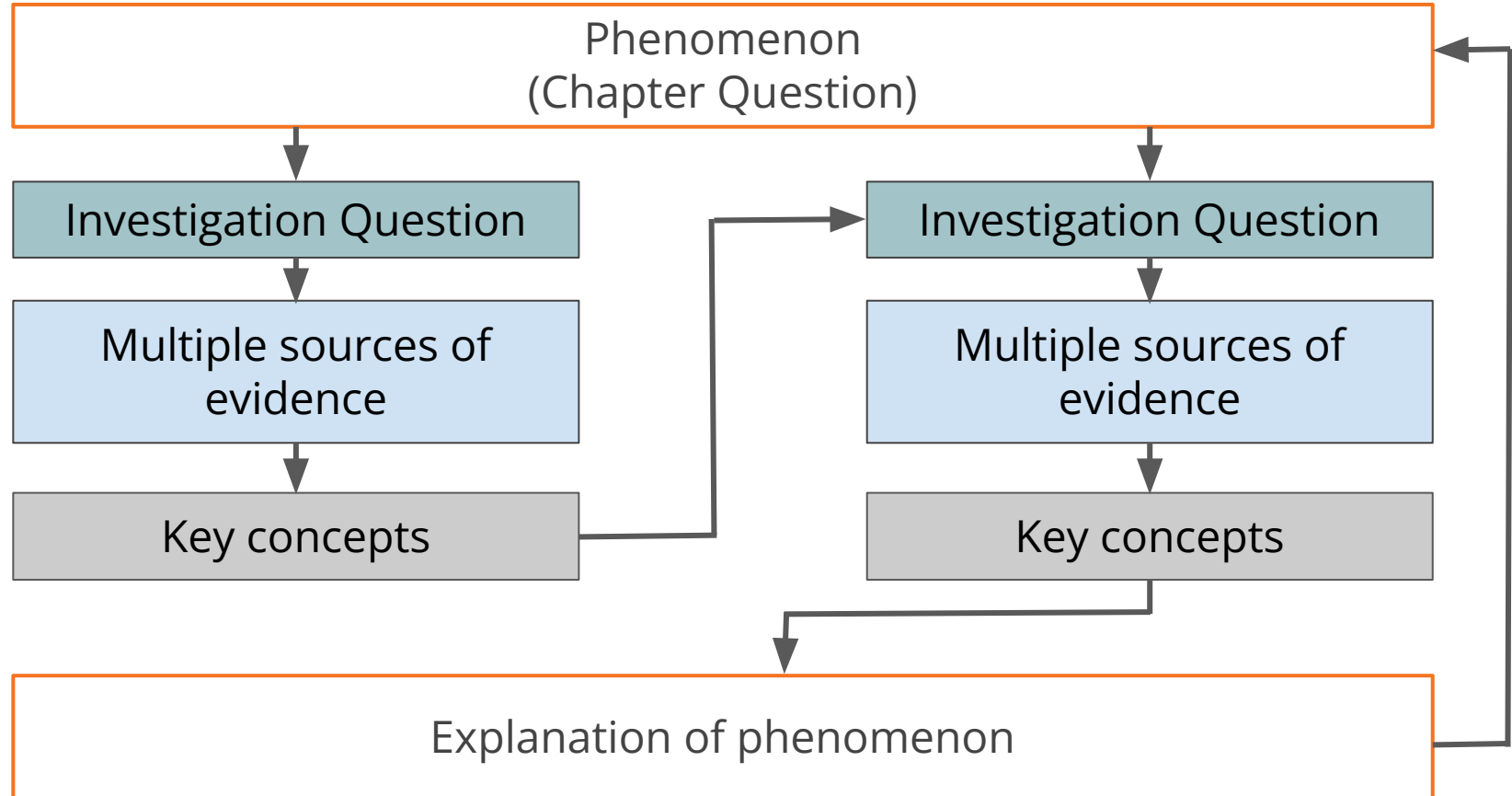
Evidence: Investigate a sample study site habitat (1.3)

Evidence: Read about the broadleaf forest and other habitats in *Handbook of Habitats* (1.4)



Key concepts: One way scientists study habitats is by observing the plants in them over time. (1.4) There are many types of habitats. Each habitat has many different types of plants and animals. (1.4)

# 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**

# Plant and Animal Relationships: Investigating Systems in a Bengali Forest

There are many new trees growing in the Bengal Tiger Reserve but none of them are chalta trees.  
*What is happening to the chalta trees in the Bengal Tiger Reserve?*

There are no new chalta trees growing in the Bengal Tiger Reserve.  
*Why aren't new chalta trees growing in the Bengal Tiger Reserve?*

The plants in a habitat change slowly over time.  
*How do scientists study habitats? (1.2, 1.3, 1.4)*

- Read *My Nature Notebook* (1.2)
- Discuss and record ways to study a habitat (1.2)
- Investigate a sample study site habitat (1.3)
- Read about the broadleaf forest and other habitats in *Handbook of Habitats* (1.4)

- One way scientists study habitats is by observing the plants in them over time. (1.4)
- There are many types of habitats. Each habitat has many different types of plants and animals. (1.4)

Some new plants grow. Some do not.  
*How do new plants grow? (1.5, 1.6)*

- Observe and sort seeds (1.5)
- Read about seeds in *Handbook of Habitats* (1.5)
- Sequence plant growth cards (1.5)
- Investigate water and seeds (1.6)
- Investigate sunlight and plant growth (1.6)
- Discuss relationships between science words (1.7)

- Plants make seeds that can grow into new plants. (1.5)
- Only seeds that get enough sunlight and water sprout and grow into full-grown plants. (1.6)

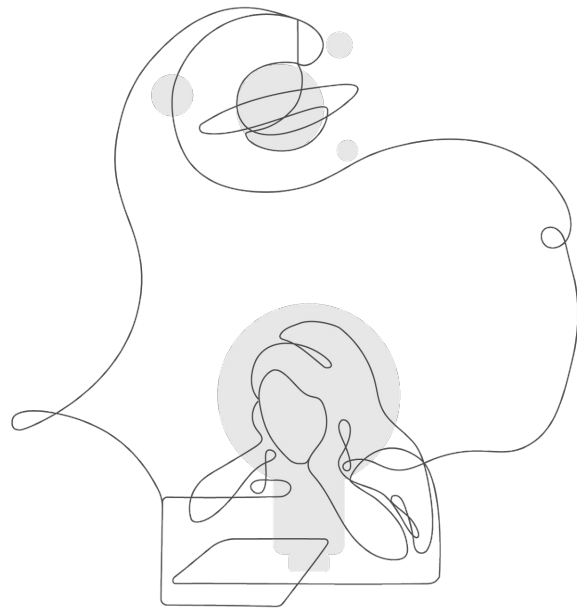
- Count the trees in the Bengal Tiger study site and discuss data (1.4)
- Revisit Bengal Tiger study site maps (1.5)
- Discuss data about chalta trees in the Bengal Tiger Reserve (1.7)
- Explain why there are no new chalta trees growing in the Bengal Tiger Reserve (1.7)

The chalta trees in the Bengal Tiger Reserve make seeds. Only the seeds that get enough water and sunlight will sprout and grow into new adult plants. There are no new chalta trees because the chalta tree seeds must not be getting enough water and sunlight.

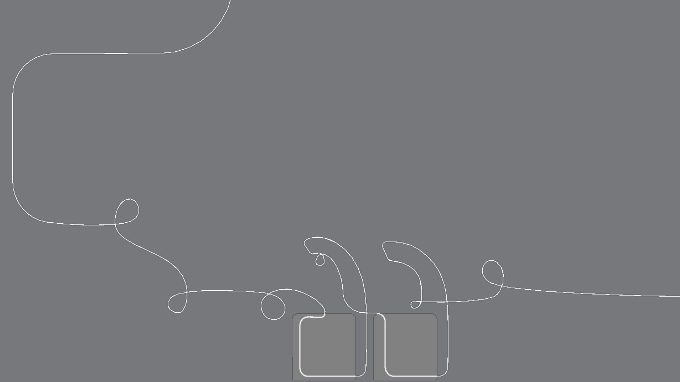
# Explore the Coherence Flowchart

Skim the Chapter 1 Coherence Flowchart.

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



# Questions?



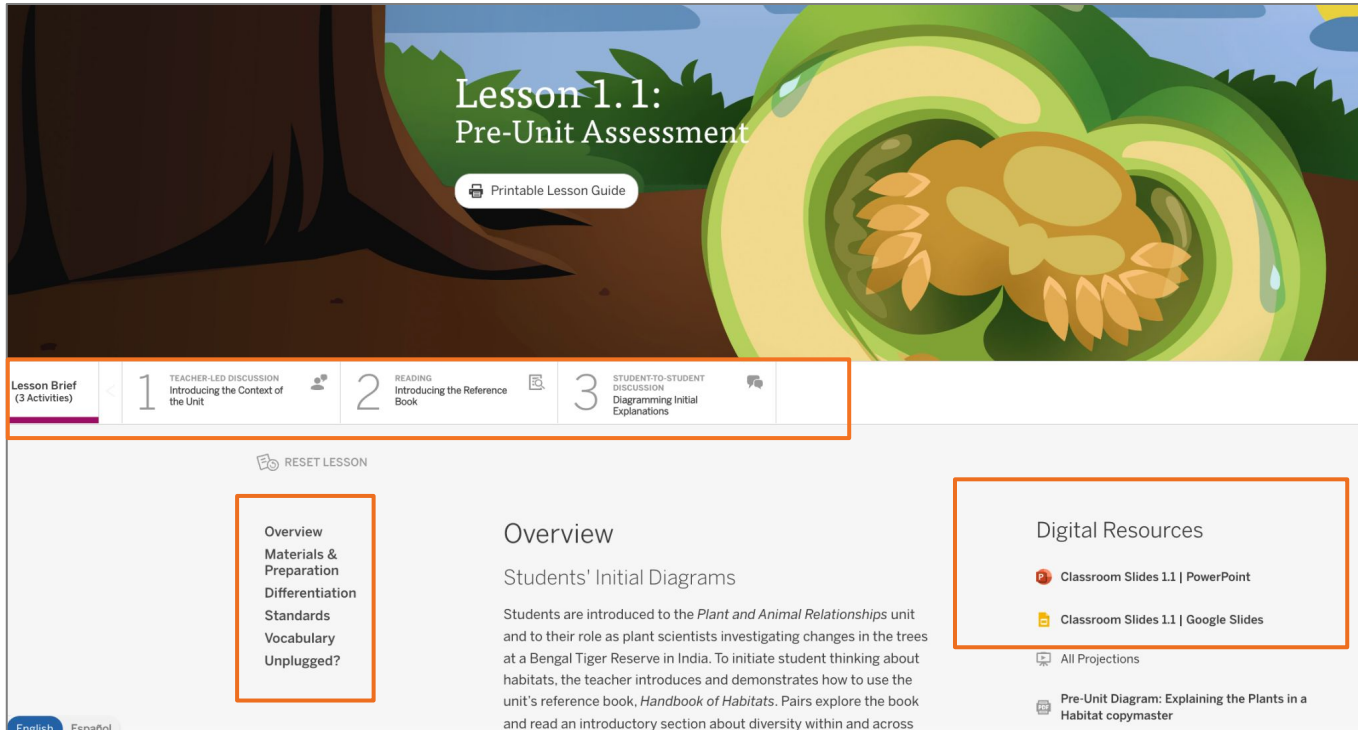




## Plan for the day: Part 2

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

# Navigate to a lesson page



The interface features a header with a forest illustration. The title 'Lesson 1.1: Pre-Unit Assessment' is centered, with a 'Printable Lesson Guide' button below it. A navigation bar contains four tabs: 'Lesson Brief (3 Activities)', '1 TEACHER-LED DISCUSSION Introducing the Context of the Unit', '2 READING Introducing the Reference Book', and '3 STUDENT-TO-STUDENT DISCUSSION Diagramming Initial Explanations'. The 'Lesson Brief' tab is selected. Below the navigation bar is a 'RESET LESSON' button. The main content area is divided into three sections: a left sidebar with links to 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', 'Vocabulary', and 'Unplugged?'; a central 'Overview' section titled 'Students' Initial Diagrams' with a paragraph about the unit; and a right sidebar titled 'Digital Resources' containing links to 'Classroom Slides 1.1 | PowerPoint', 'Classroom Slides 1.1 | Google Slides', 'All Projections', and 'Pre-Unit Diagram: Explaining the Plants in a Habitat copymaster'. A language selector at the bottom left shows 'English' and 'Español'.

## Lesson 1.1: Pre-Unit Assessment

[Printable Lesson Guide](#)

Lesson Brief (3 Activities) 1 TEACHER-LED DISCUSSION Introducing the Context of the Unit 2 READING Introducing the Reference Book 3 STUDENT-TO-STUDENT DISCUSSION Diagramming Initial Explanations

RESET LESSON

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary  
Unplugged?

### Overview

#### Students' Initial Diagrams

Students are introduced to the *Plant and Animal Relationships* unit and to their role as plant scientists investigating changes in the trees at a Bengal Tiger Reserve in India. To initiate student thinking about habitats, the teacher introduces and demonstrates how to use the unit's reference book, *Handbook of Habitats*. Pairs explore the book and read an introductory section about diversity within and across

### Digital Resources

- [Classroom Slides 1.1 | PowerPoint](#)
- [Classroom Slides 1.1 | Google Slides](#)
- [All Projections](#)
- [Pre-Unit Diagram: Explaining the Plants in a Habitat copymaster](#)

English Español

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

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

The screenshot shows the Amplify lesson interface for Lesson 1.1, titled "TEACHER-LED DISCUSSION: Reflecting on Ways to Study a Habitat". The interface is divided into several sections:

- Top Header:** A decorative banner with a forest scene. Below it, a navigation bar shows the lesson number "3" and a "RESET LESSON" button.
- Left Sidebar:** A list of navigation links: "Overview", "Materials & Preparation", "Differentiation", "Standards", "Vocabulary", and "Unplugged?".
- Main Content Area:** The "Overview" section is active, displaying a paragraph about students reading "My Nature Notebook" to learn about forest habitats. The text describes how students are introduced to the strategy of setting a purpose for reading and how they use investigation notebooks to record their findings.
- Right Sidebar:** A section titled "Digital Resources" containing a list of links: "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", "Partner Reading Guidelines", "Setting a Purpose chart: Completed", and "Plant and Animal Relationships Investigation Notebook, pages 3-5".
- Buttons:** A "GENERATE PRINTABLE LESSON GUIDE" button is located in the top right corner.

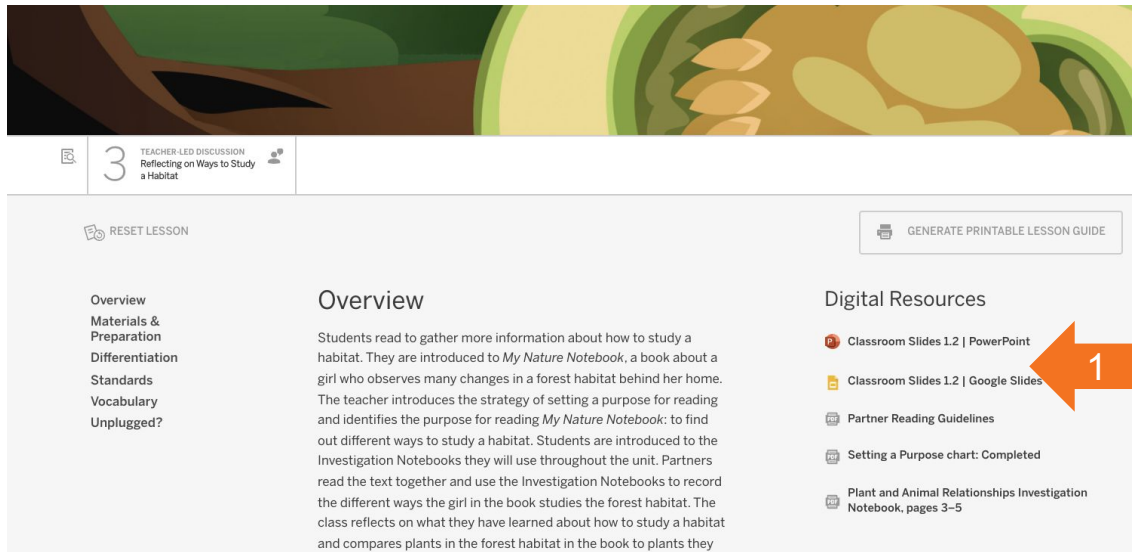
Four orange arrows with numbers 1 through 4 are overlaid on the interface to indicate the teaching steps:

- Arrow 1 points to the "Classroom Slides 1.2 | PowerPoint" link in the Digital Resources section.
- Arrow 2 points to the "Overview" link in the left sidebar.
- Arrow 3 points to the "Materials & Preparation" link in the left sidebar.
- Arrow 4 points to the "Differentiation" link in the left sidebar.

# 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 Classroom Slides interface for Lesson 1.1. At the top, there is a header with a large number '3' and the text 'TEACHER-LED DISCUSSION Reflecting on Ways to Study a Habitat'. Below this, there is a 'RESET LESSON' button. The main content area is titled 'Overview' and contains a paragraph of text about the lesson. On the right side, there is a 'DIGITAL RESOURCES' section with a list of resources. An orange arrow with the number '1' points to the first resource, 'Classroom Slides 1.2 | PowerPoint'.

3 TEACHER-LED DISCUSSION  
Reflecting on Ways to Study  
a Habitat

RESET LESSON

Overview

Students read to gather more information about how to study a habitat. They are introduced to *My Nature Notebook*, a book about a girl who observes many changes in a forest habitat behind her home. The teacher introduces the strategy of setting a purpose for reading and identifies the purpose for reading *My Nature Notebook*: to find out different ways to study a habitat. Students are introduced to the Investigation Notebooks they will use throughout the unit. Partners read the text together and use the Investigation Notebooks to record the different ways the girl in the book studies the forest habitat. The class reflects on what they have learned about how to study a habitat and compares plants in the forest habitat in the book to plants they

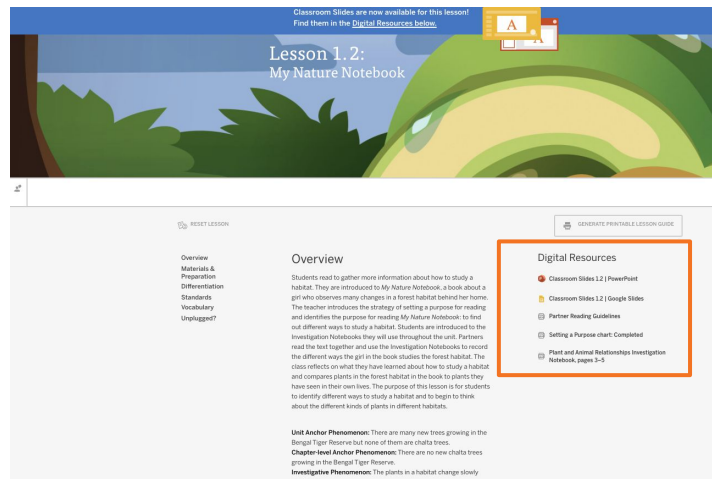
DIGITAL RESOURCES

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- Partner Reading Guidelines
- Setting a Purpose chart: Completed
- Plant and Animal Relationships Investigation Notebook, pages 3–5

# Preparing to teach

## Classroom Slides

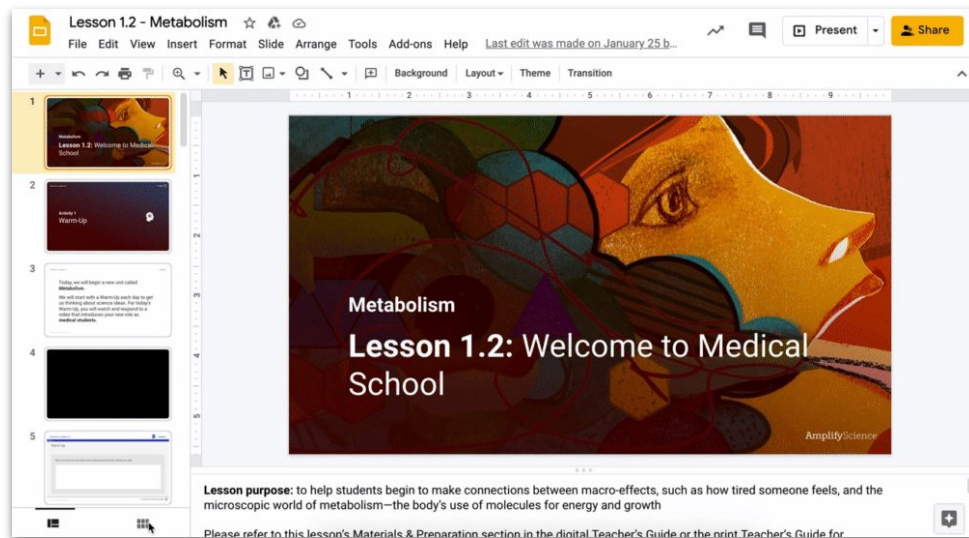
1. Open the **Classroom Slides** under the **Digital Resources** (a lesson of your choice)
2. Read through the Classroom Slides including the **presenter notes** to gain a better understanding of the lesson.
3. **Consider:**
  - What features of the Classroom Slides will support you in teaching this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



# Using Classroom Slides as a planning tool

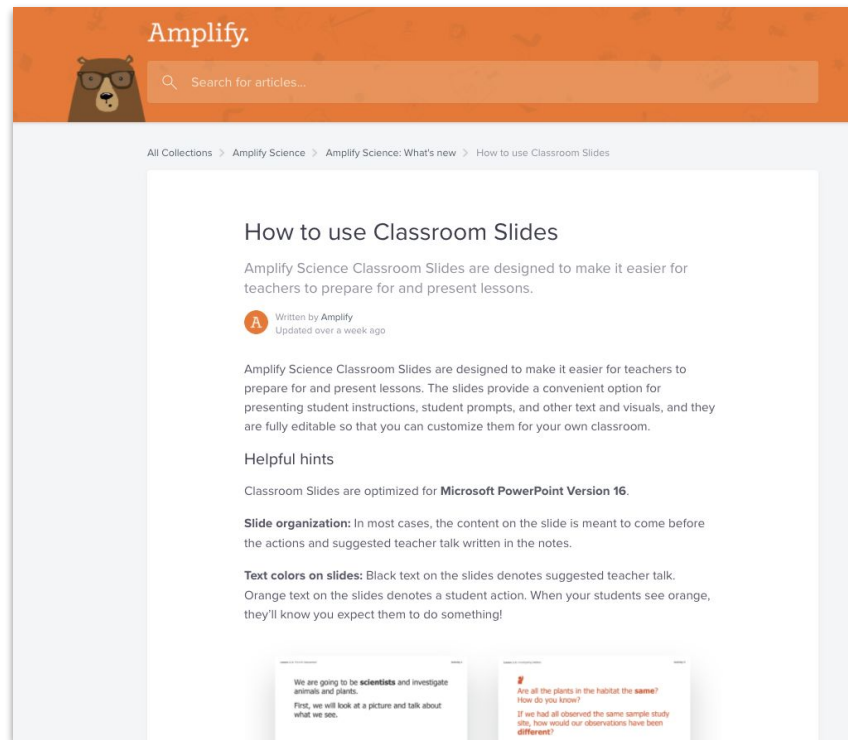
Teacher tip: Classroom Slides are a great visual summary of a lesson. Many teachers download and flip through a lesson's Classroom Slides deck to preview what happens in the lesson.

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



# Teaching with Classroom Slides

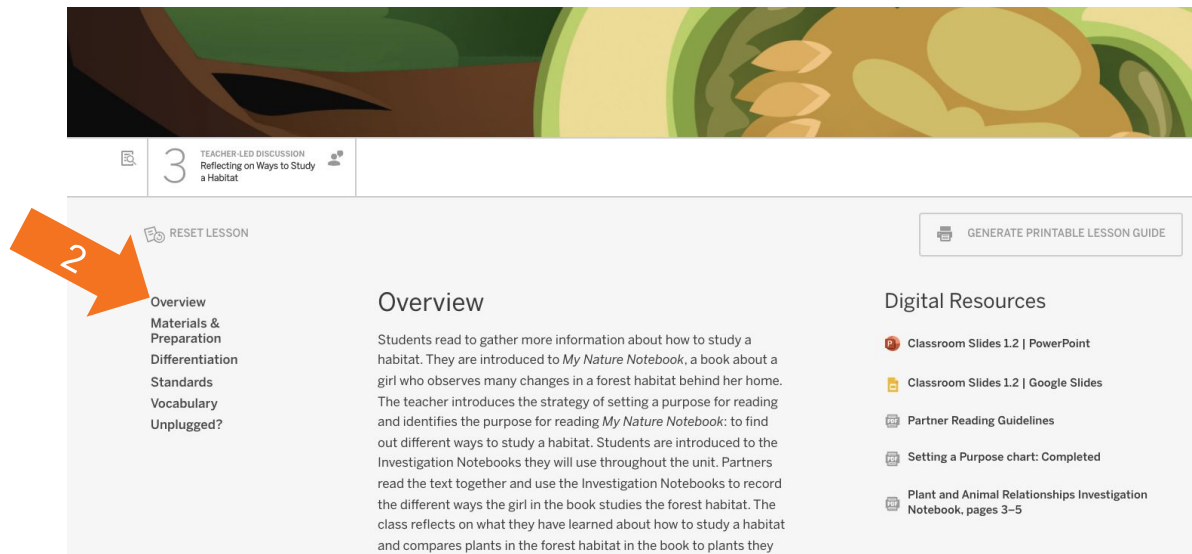
This detailed guide on the Amplify Science Help Site includes tips for teaching with Classroom Slides and information about the different symbols and activity types you'll find in the slide deck.



# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

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



The screenshot shows a digital interface for Lesson 1.1. At the top, there is a header with a large number '3' and the text 'TEACHER-LED DISCUSSION Reflecting on Ways to Study a Habitat'. Below this is a navigation menu with links: 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', 'Vocabulary', and 'Unplugged?'. An orange arrow with the number '2' points to the 'Overview' link. The main content area is titled 'Overview' and contains a paragraph of text. On the right side, there is a 'Digital Resources' section with links to 'Classroom Slides 1.2 | PowerPoint', 'Classroom Slides 1.2 | Google Slides', 'Partner Reading Guidelines', 'Setting a Purpose chart: Completed', and 'Plant and Animal Relationships Investigation Notebook, pages 3-5'. At the top right, there is a button that says 'GENERATE PRINTABLE LESSON GUIDE'.

3 TEACHER-LED DISCUSSION  
Reflecting on Ways to Study  
a Habitat

RESET LESSON

Overview

Students read to gather more information about how to study a habitat. They are introduced to *My Nature Notebook*, a book about a girl who observes many changes in a forest habitat behind her home. The teacher introduces the strategy of setting a purpose for reading and identifies the purpose for reading *My Nature Notebook*: to find out different ways to study a habitat. Students are introduced to the Investigation Notebooks they will use throughout the unit. Partners read the text together and use the Investigation Notebooks to record the different ways the girl in the book studies the forest habitat. The class reflects on what they have learned about how to study a habitat and compares plants in the forest habitat in the book to plants they

GENERATE PRINTABLE LESSON GUIDE

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- Partner Reading Guidelines
- Setting a Purpose chart: Completed
- Plant and Animal Relationships Investigation Notebook, pages 3-5



# Preparing to teach

## The Overview

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

Classroom Slides are now available for this lesson!  
Find them in the [Digital Resources](#) below.

### Lesson 1.2: My Nature Notebook

[RESET LESSON](#)

**Overview**

Students read to gather more information about how to study a habitat. They are introduced to *My Nature Notebook*, a book about a girl who observes many changes in a forest habitat behind her home. The teacher introduces the strategy of setting a purpose for reading and identifies the purpose for reading *My Nature Notebook*: to find out different ways to study a habitat. Students are introduced to the Investigation Notebooks they will use throughout the unit. Partners read the text together and use the Investigation Notebooks to record the different ways the girl in the book studies the forest habitat. The class reflects on what they have learned about how to study a habitat and compares plants in the forest habitat in the book to plants they have seen in their own lives. The purpose of this lesson is for students to identify different ways to study a habitat and to begin to think about the different kinds of plants in different habitats.

**Unit Anchor Phenomenon:** There are many new trees growing in the Bengal Tiger Reserve but none of them are chalta trees.  
**Chapter-level Anchor Phenomenon:** There are no new chalta trees growing in the Bengal Tiger Reserve.  
**Investigative Phenomenon:** The plants in a habitat change slowly over time.

**Digital Resources**

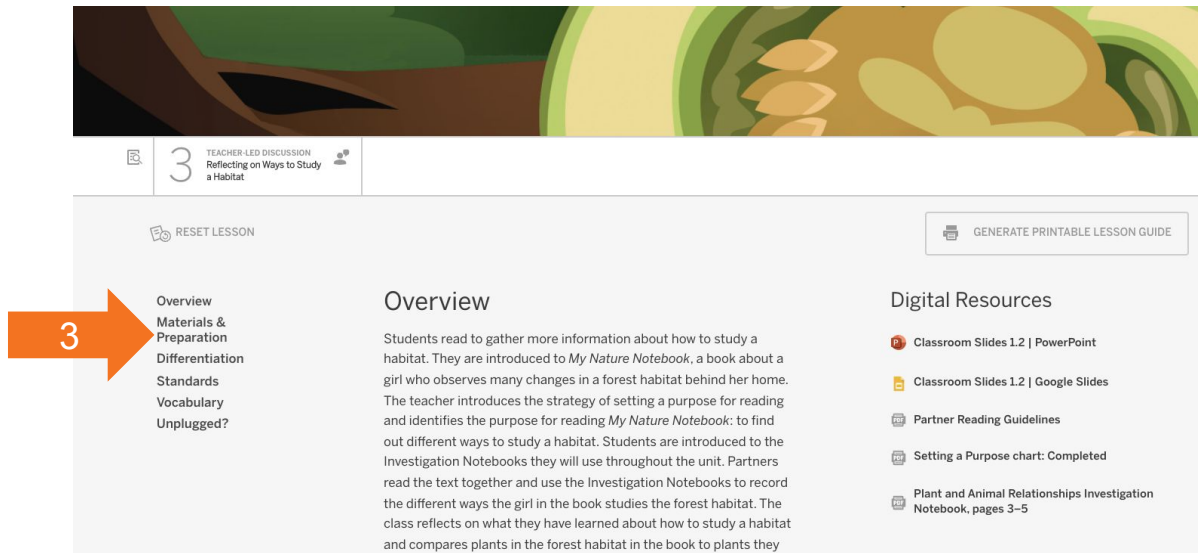
- [Classroom Slides 1.2 | PowerPoint](#)
- [Classroom Slides 1.2 | Google Slides](#)
- [Partner Reading Guidelines](#)
- [Setting a Purpose chart: Completed](#)
- [Plant and Animal Relationships Investigation Notebook, pages 3-5](#)

[GENERATE PRINTABLE LESSON GUIDE](#)

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

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



The screenshot shows a digital interface for Lesson 1.1. At the top, there is a header with a large number '3' and the text 'TEACHER-LED DISCUSSION Reflecting on Ways to Study a Habitat'. Below this, there is a 'RESET LESSON' button. A red arrow with the number '3' points to a sidebar menu containing the following links: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. The main content area is titled 'Overview' and contains a paragraph of text about the lesson. On the right side, there is a 'GENERATE PRINTABLE LESSON GUIDE' button and a section titled 'Digital Resources' which lists several resources: Classroom Slides 1.2 | PowerPoint, Classroom Slides 1.2 | Google Slides, Partner Reading Guidelines, Setting a Purpose chart: Completed, and Plant and Animal Relationships Investigation Notebook, pages 3-5.

3 TEACHER-LED DISCUSSION  
Reflecting on Ways to Study  
a Habitat

RESET LESSON

3

Overview  
Materials & Preparation  
Differentiation  
Standards  
Vocabulary  
Unplugged?

Overview

Students read to gather more information about how to study a habitat. They are introduced to *My Nature Notebook*, a book about a girl who observes many changes in a forest habitat behind her home. The teacher introduces the strategy of setting a purpose for reading and identifies the purpose for reading *My Nature Notebook*: to find out different ways to study a habitat. Students are introduced to the Investigation Notebooks they will use throughout the unit. Partners read the text together and use the Investigation Notebooks to record the different ways the girl in the book studies the forest habitat. The class reflects on what they have learned about how to study a habitat and compares plants in the forest habitat in the book to plants they

GENERATE PRINTABLE LESSON GUIDE

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- Partner Reading Guidelines
- Setting a Purpose chart: Completed
- Plant and Animal Relationships Investigation Notebook, pages 3-5

# Preparing to teach

## Materials and Prep

Review the materials needed for:

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

### Materials & Preparation

#### Materials

##### For the Classroom Wall

- vocabulary card: *observe*

##### For the Class

- 2 sheets of chart paper\*
- marker, wide tip\*
- masking tape\*

##### For Each Pair of Students

- 1 copy of *My Nature Notebook*

##### For Each Student

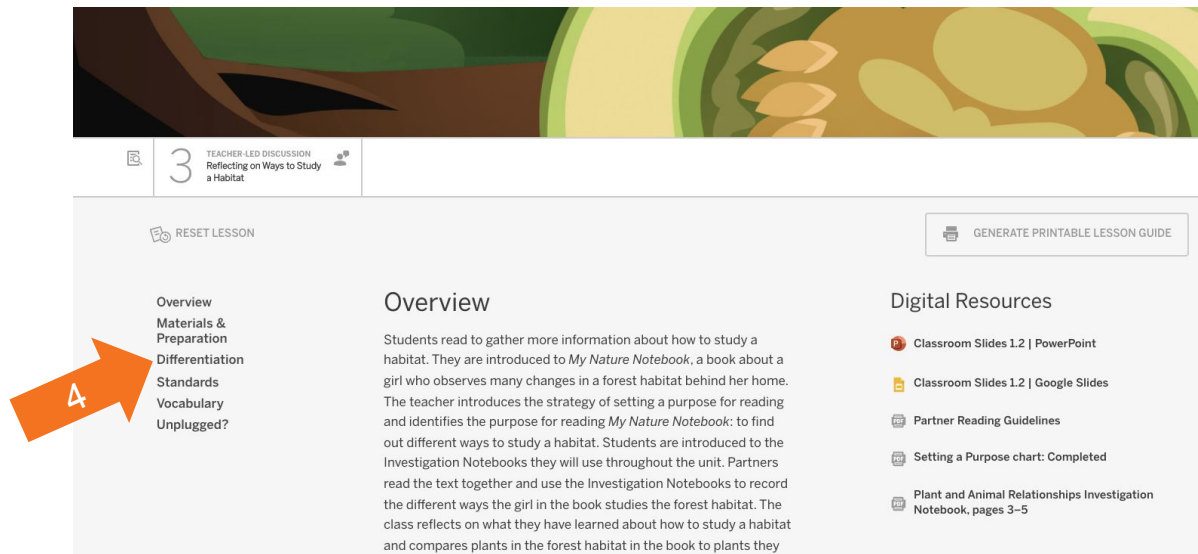
- *Plant and Animal Relationships* Investigation Notebook (pages 1, 3–5)

\*teacher provided

# 4 Easy Steps to Teaching a lesson

## DIRECTIONS:

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



The screenshot shows a digital interface for Lesson 1.1. At the top, there is a header with a forest illustration and a section titled '3 TEACHER-LED DISCUSSION Reflecting on Ways to Study a Habitat'. Below this is a sidebar with a 'RESET LESSON' button and a list of links: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?. A red arrow with the number '4' points to the 'Differentiation' link. The main content area is titled 'Overview' and contains a paragraph about students reading 'My Nature Notebook' and using investigation notebooks. On the right side, there is a 'GENERATE PRINTABLE LESSON GUIDE' button and a 'Digital Resources' section with links to 'Classroom Slides 1.2 | PowerPoint', 'Classroom Slides 1.2 | Google Slides', 'Partner Reading Guidelines', 'Setting a Purpose chart: Completed', and 'Plant and Animal Relationships Investigation Notebook, pages 3-5'.

# Preparing to Teach

## Lesson-specific differentiation

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

### Differentiation

#### Embedded Supports for Diverse Learners

**Partner Reading.** Reading with a partner provides opportunities for students to assist each other with reading and understanding complex text. Partner Reading encourages discussion of the text and allows students to share ideas with each other, notice illustrations and text features, and interact with the book.

**Setting a Purpose chart.** The Setting a Purpose chart, which is introduced in this lesson prior to reading *My Nature Notebook*, is added to with help from the class throughout the unit. The chart provides an ongoing and accessible visual reference for how to set a purpose prior to reading or investigating. It also serves as an in-the-moment reminder for students about what their purpose for reading or investigating is during a particular lesson or activity.

**Model searching for and recording information.** In this lesson, you will model using *My Nature Notebook* to search for information about how people study habitats, and then recording that information in the Investigation Notebook. This helps students understand how to use the book to find information, and will help them when reading and recording information with a partner.

#### Potential Challenges in This Lesson

**Reading-centered.** Reading science texts can be challenging. Some students may benefit from additional reading supports. Consider if any of your students would benefit from extra reading instruction in order to be successful with reading *My Nature Notebook* in Activity 2. This book is organized as chronological journal entries and contains metric measurements. Students may benefit from getting acquainted to these aspects of the text.

# 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 Amplify lesson interface for Lesson 1.1, titled "TEACHER-LED DISCUSSION: Reflecting on Ways to Study a Habitat". The interface is divided into several sections:

- Top Header:** Features a large background image of a forest scene with a tree trunk and foliage. Below the image is a navigation bar with a "3" icon and the title "TEACHER-LED DISCUSSION: Reflecting on Ways to Study a Habitat".
- Left Sidebar:** Contains a "RESET LESSON" button and a list of navigation links: "Overview", "Materials & Preparation", "Differentiation", "Standards", "Vocabulary", and "Unplugged?".
- Main Content Area:** Displays the "Overview" section, which includes a paragraph about students reading "My Nature Notebook" and using investigation notebooks to study a habitat.
- Right Sidebar:** Includes a "GENERATE PRINTABLE LESSON GUIDE" button and a "Digital Resources" section with links to "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", "Partner Reading Guidelines", "Setting a Purpose chart: Completed", and "Plant and Animal Relationships Investigation Notebook, pages 3-5".

Four orange arrows with numbers 1 through 4 are overlaid on the interface to indicate the teaching steps:

- Arrow 1 points to the "Classroom Slides 1.2 | Google Slides" link in the Digital Resources section.
- Arrow 2 points to the "Overview" link in the left sidebar.
- Arrow 3 points to the "Materials & Preparation" link in the left sidebar.
- Arrow 4 points to the "Differentiation" link in the left sidebar.

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



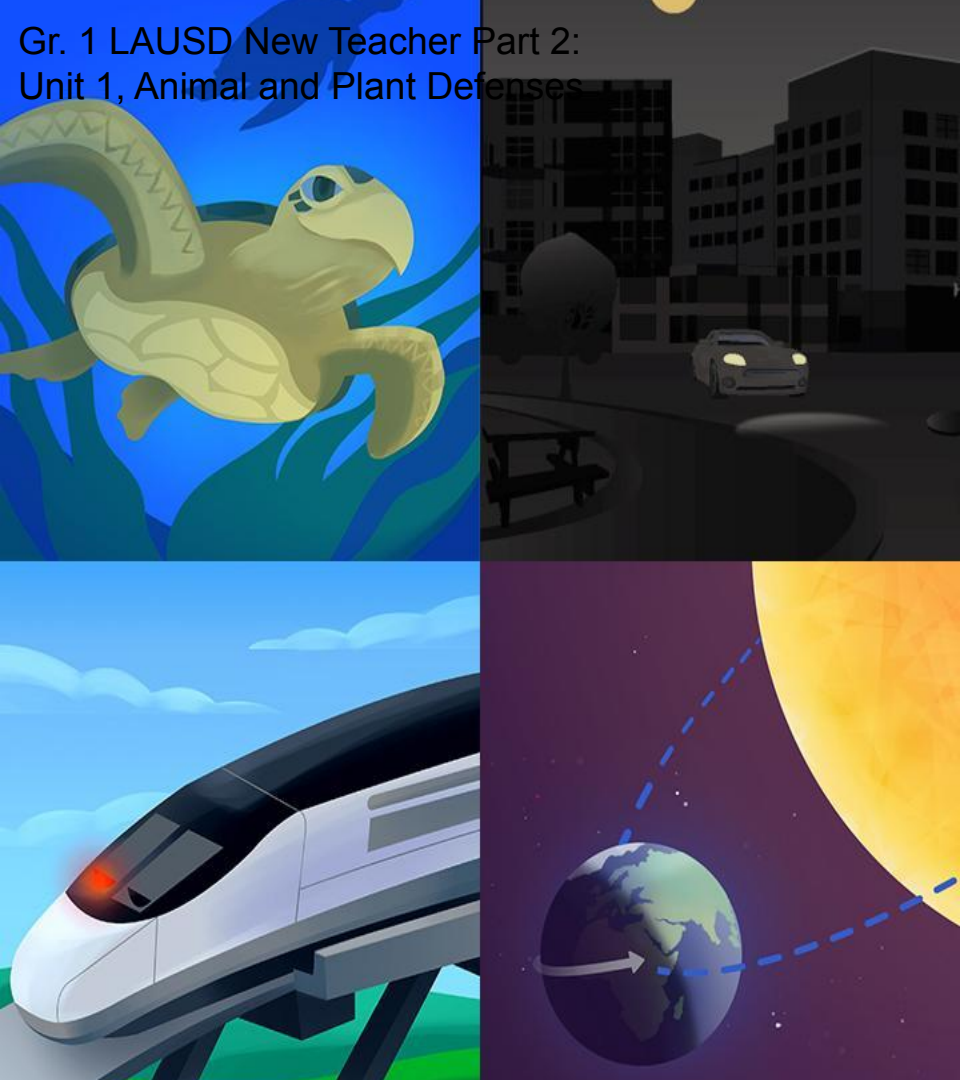
Classroom Slides 1.1 | Google Slides



Lesson 1.2	Activity Overview	
<p>What is the purpose of this lesson?</p> <p>The purpose of this lesson is for students to identify different ways to study a habitat and to begin to think about the different kinds of plants in different habitats.</p>	<p><b>Activity 1</b> <b>(10 min)</b></p>	<p>Setting a Purpose for Reading</p>
<p>What will students learn?</p> <p>Scientists study habitats in multiple ways. Setting a purpose before reading can help readers focus their attention.</p>	<p><b>Activity 2 (25 min)</b></p>	<p>Partner Reading</p>
<p>3-D Statement (identify SEP, CCC, and DCI):</p> <p>Students read the book <i>My Nature Notebook</i> to obtain information about the different ways that plant scientists study habitats in order to prepare for conducting their own investigations of a habitat systems (systems and system models)</p>	<p><b>Activity 3 (20 min)</b></p>	<p>Reflecting on Ways to Study a Habitat</p>
<p>Student Resources:</p> <p>For Each Pair of Students: 1 copy of <i>My Nature Notebook</i></p> <p>For Each Student <i>Plant and Animal Relationships</i> Investigation Notebook (pages 1, 3-5)</p>	<p><b>Activity 4</b> <b>( xx min)</b></p>	
<p>Assessment Opportunities:</p> <p>Activity 2</p>	<p><b>Activity 5</b> <b>( xx min)</b></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

The screenshot shows the Amplify Science Program Hub for California Science. The top navigation bar includes links for CURRICULUM, CLASSWORK, REPORTING, and PROGRAMS & APPS (highlighted with a red circle). The main header features a large illustration of a plant and a sun, with the title "Plant and Animal Relationships" and a "Printable Teacher Guide" button. The left sidebar lists various resources: Unit Overview, Chapters, Printable Resources, Planning for the Unit, Unit Map, Progress Build, Getting Ready to Teach, Materials and Preparation, Science Background, Standards at a Glance, Teacher References, Lesson Overview, Compilation, Standards and Goals, 3-D Statements, Assessment System, Embedded Formative Assessments, Books in This Unit, Apps in This Unit, Opportunities for Unit Extensions, Flexions in This Unit, and Offline Preparation. The main content area displays the "Unit Overview" for "Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?" and lists six lessons with corresponding illustrations of a chalta tree.

The screenshot shows the Amplify Science Program Hub for National Science. The top navigation bar includes links for CURRICULUM, CLASSWORK, REPORTING, and PROGRAMS & APPS (highlighted with a red circle). The main header features a large illustration of a plant and a sun, with the title "Plant and Animal Relationships" and a "Printable Teacher Guide" button. The left sidebar lists various resources: Unit Overview, Chapters, Printable Resources, Planning for the Unit, Unit Map, Progress Build, Getting Ready to Teach, Materials and Preparation, Science Background, Standards at a Glance, Teacher References, Lesson Overview, Compilation, Standards and Goals, 3-D Statements, Assessment System, Embedded Formative Assessments, Books in This Unit, Apps in This Unit, Opportunities for Unit Extensions, Flexions in This Unit, and Offline Preparation. The main content area displays the "Unit Overview" for "Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?" and lists six lessons with corresponding illustrations of a chalta tree.

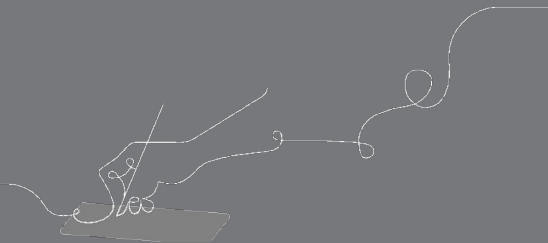
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# Overarching goals

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

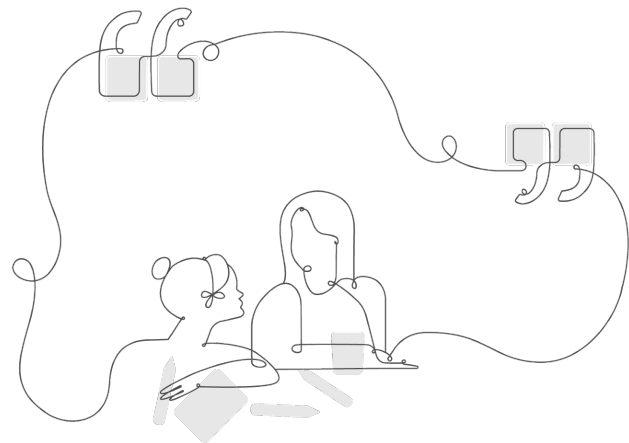


# Onsite Upcoming Professional Development!

## 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)