

Amplify Science

Unit Internalization / Guided Planning

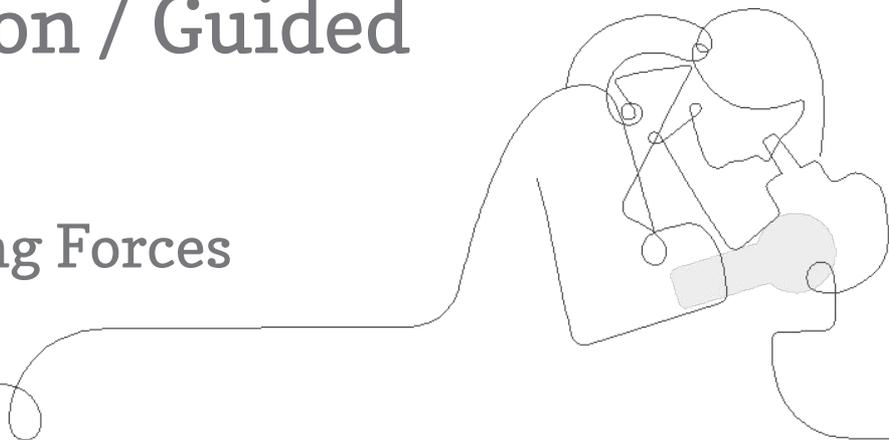
Grade 3, Unit 1: Balancing Forces

Part 1

School/District Name: LAUSD

Date: October, 2022

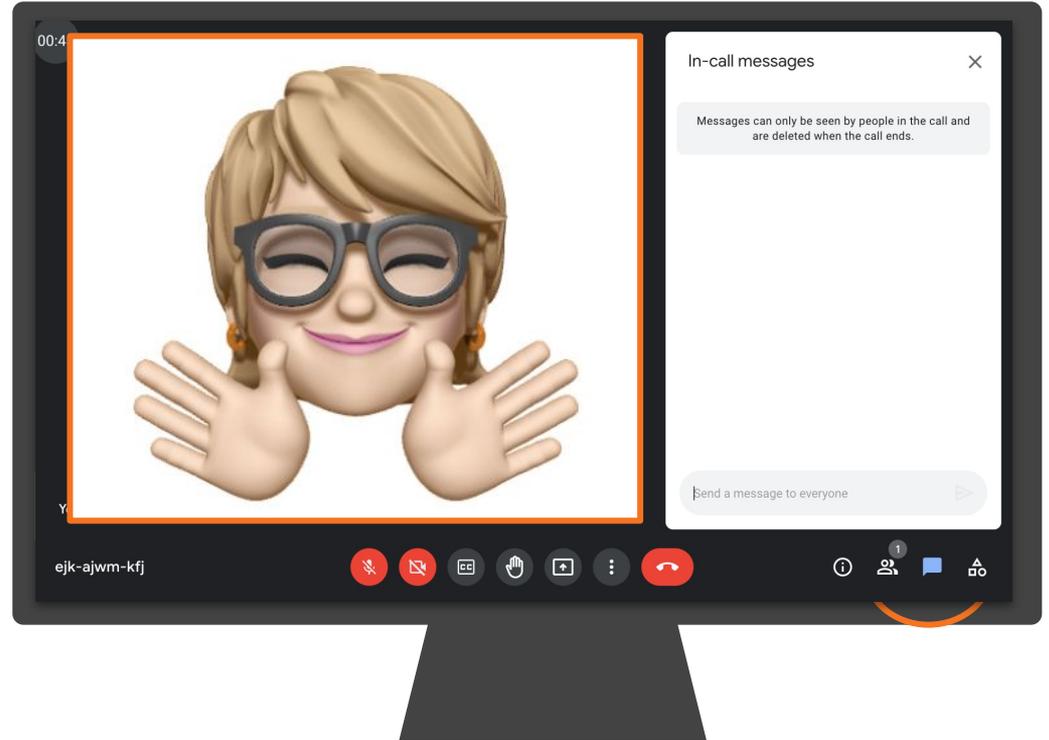
Presented by:



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.

Schoology



[← Back to Schoology Home Page](#)

LMS App Center

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

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

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
Creations

Vendor Support Desk:
P: 800.8231969
E: help@amplify.com
S: amplify.com/support
Textbook Title(s):
NA

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

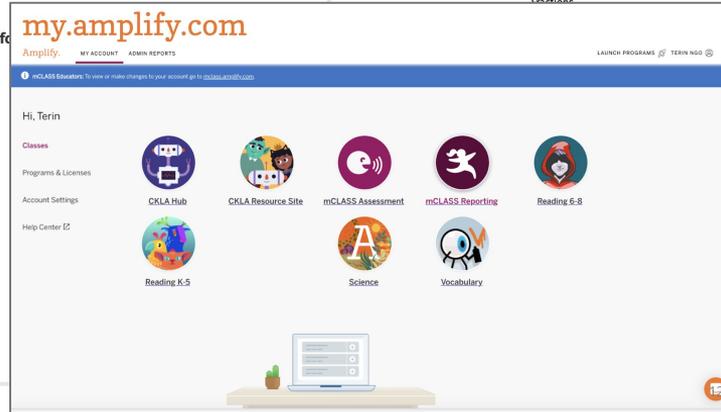
Publisher Name: Starts With

Content Area: All

Grade Level: All

Content Type: All

Textbook Title: Starts With



pp is for only)

Vendor Support Desk:
P: 800.8231969
E: help@amplify.com
S: amplify.com/support
Textbook Title(s):
NA

Join Amplify Science Schoology Group

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

Navigation Temperature Check

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

1 = Extremely Uncomfortable

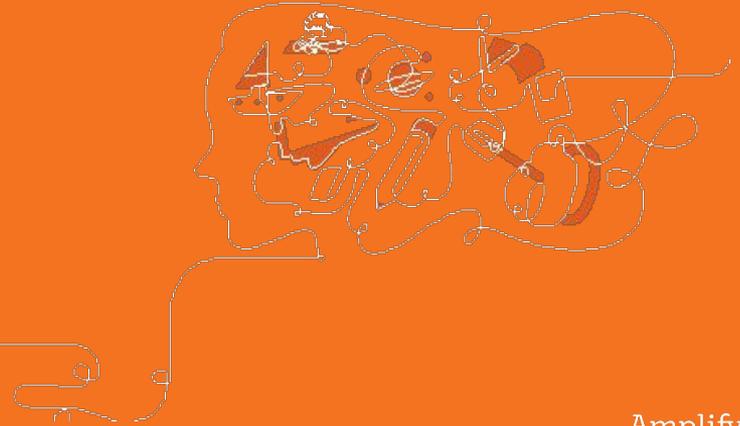
2 = Uncomfortable

3 = Mild

4 = Comfortable

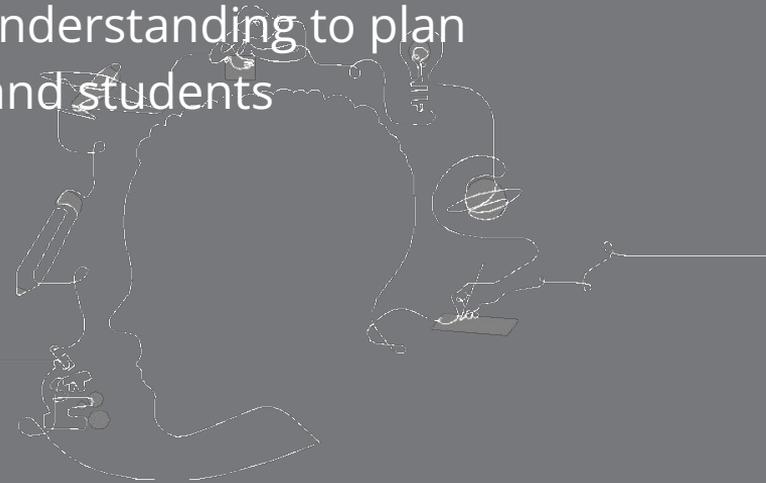
5 = Extremely Comfortable

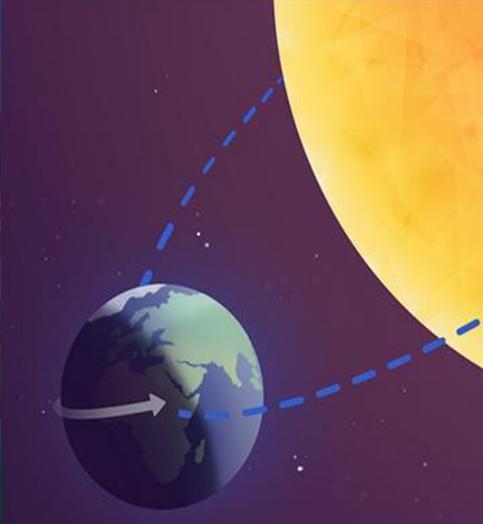
Part 1



Overarching goals

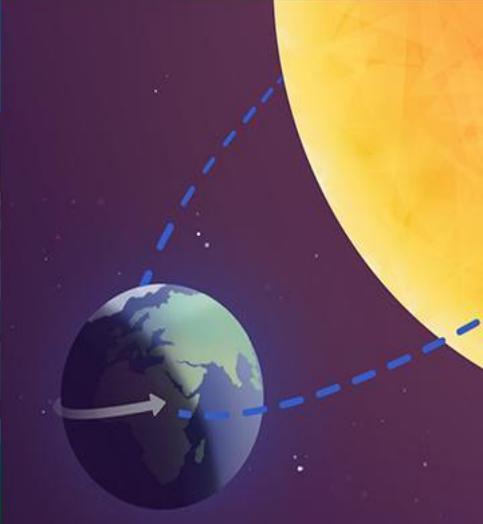
- ❑ Explain how students engage in phenomenon based and 3D learning to construct an understanding of the science concepts introduced in the unit
- ❑ Internalize the unit and apply your new understanding to plan for the diverse needs of your classroom and students





Plan for the day: Part 1

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



Plan for the day: Part 1

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



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

+

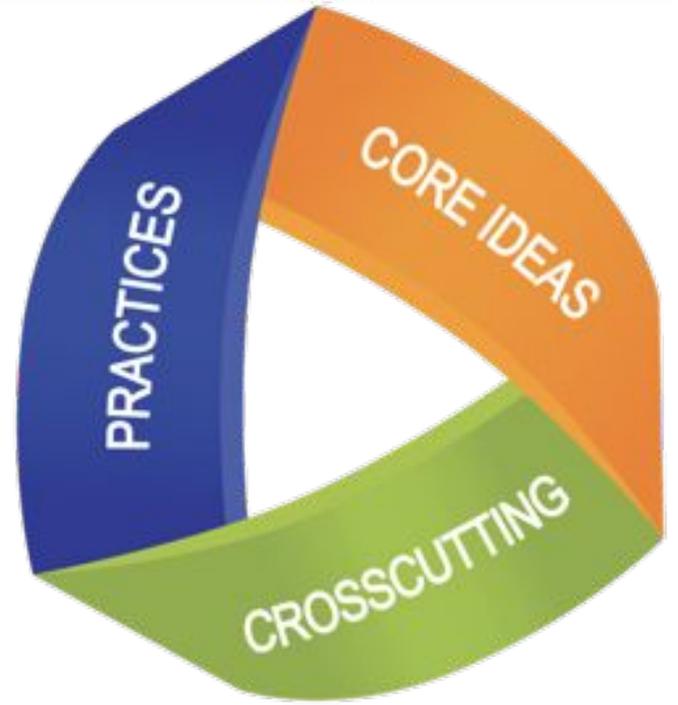
Amplify.

Amplify Science

Three dimensional learning

Evaluate your knowledge

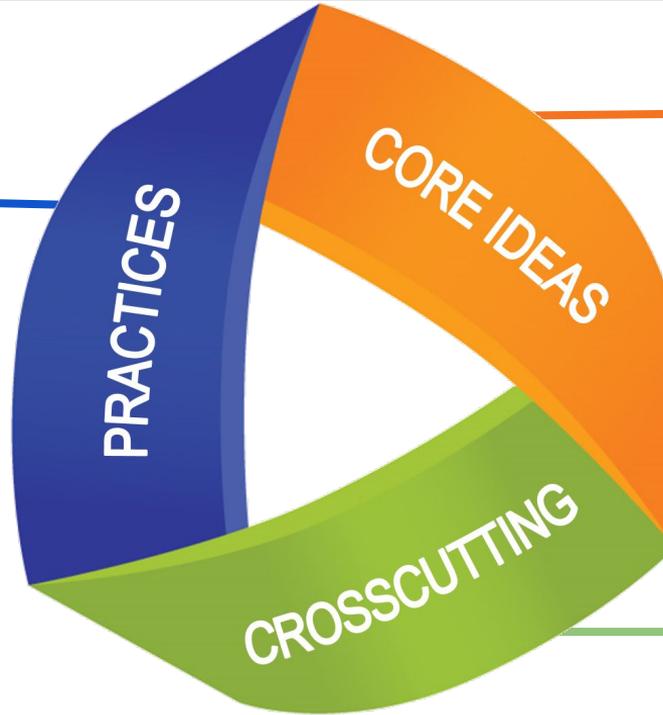
- On a scale of 0-5, how would you rate your familiarity with 3-D learning?



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

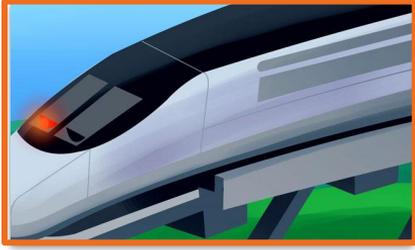
Grade 5

- 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 3



Balancing Forces

Domain: Physical Science

Unit type: Modeling

Student role: Engineers



Inheritance and Traits

Domain: Life Science

Unit type: Investigation

Student role: Wildlife biologists



Environments and Survival

Domain: Life Science

Unit type: Engineering Design

Student role: Biomimicry engineers



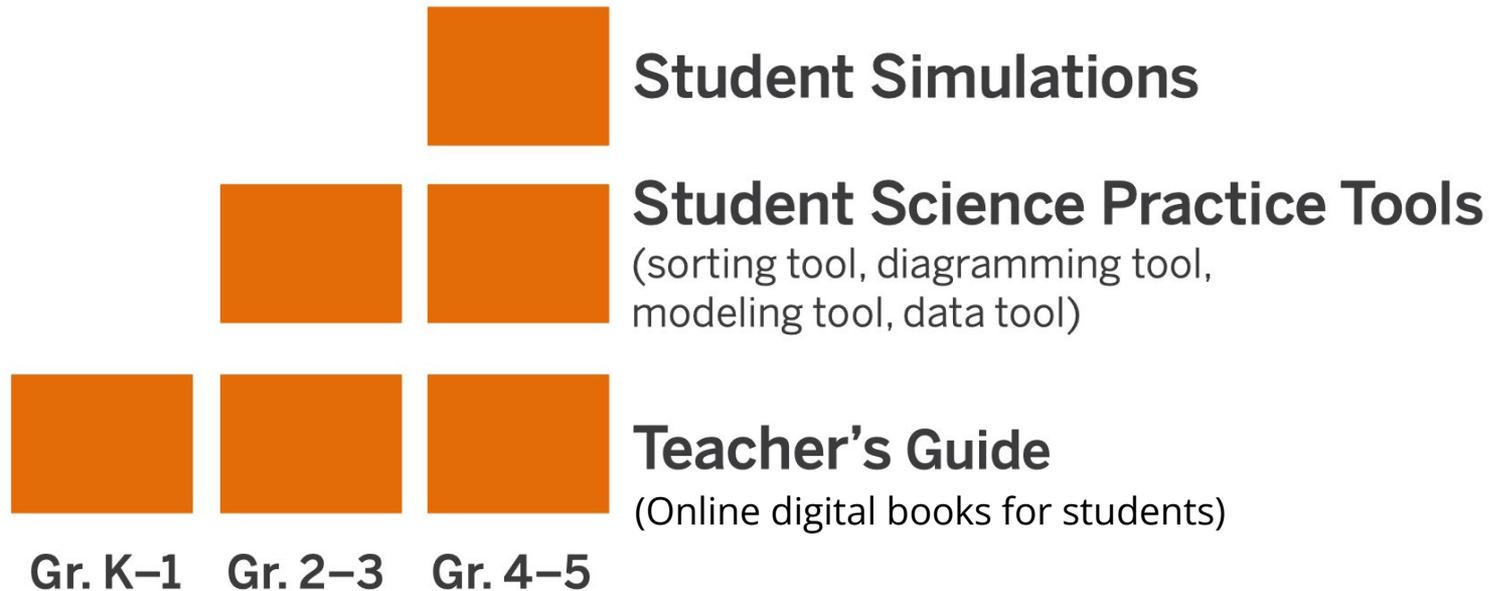
Weather and Climate

Domain: Earth and Space Science

Unit type: Argumentation

Student role: Meteorologists

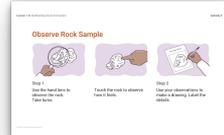
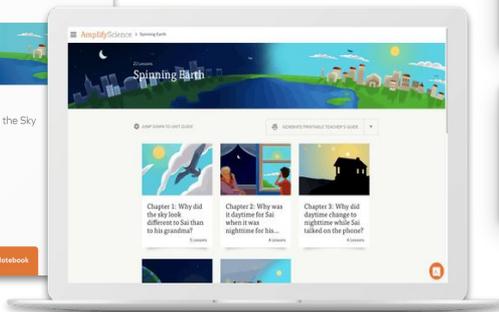
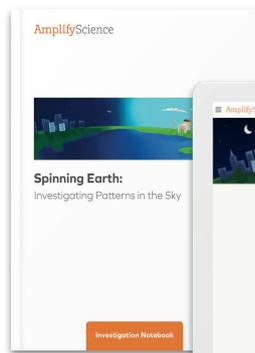
What are the digital components of Amplify Science Elementary?



K-5 Program components

Teacher materials

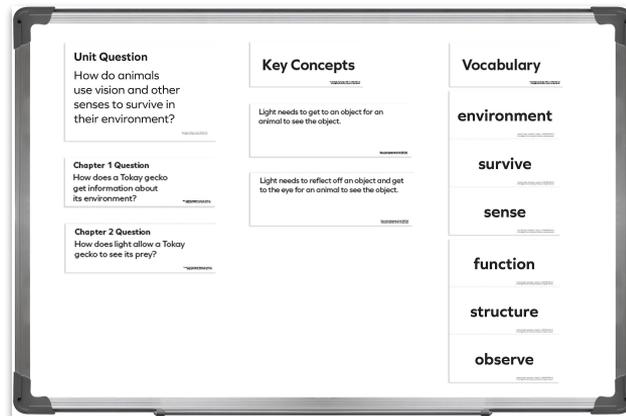
- Teacher's Guide (print and digital)
- Classroom Slides
- Classroom wall materials
- Embedded assessments
- Program Guide
- Program Hub
- Amplify Help Site



Program Hub



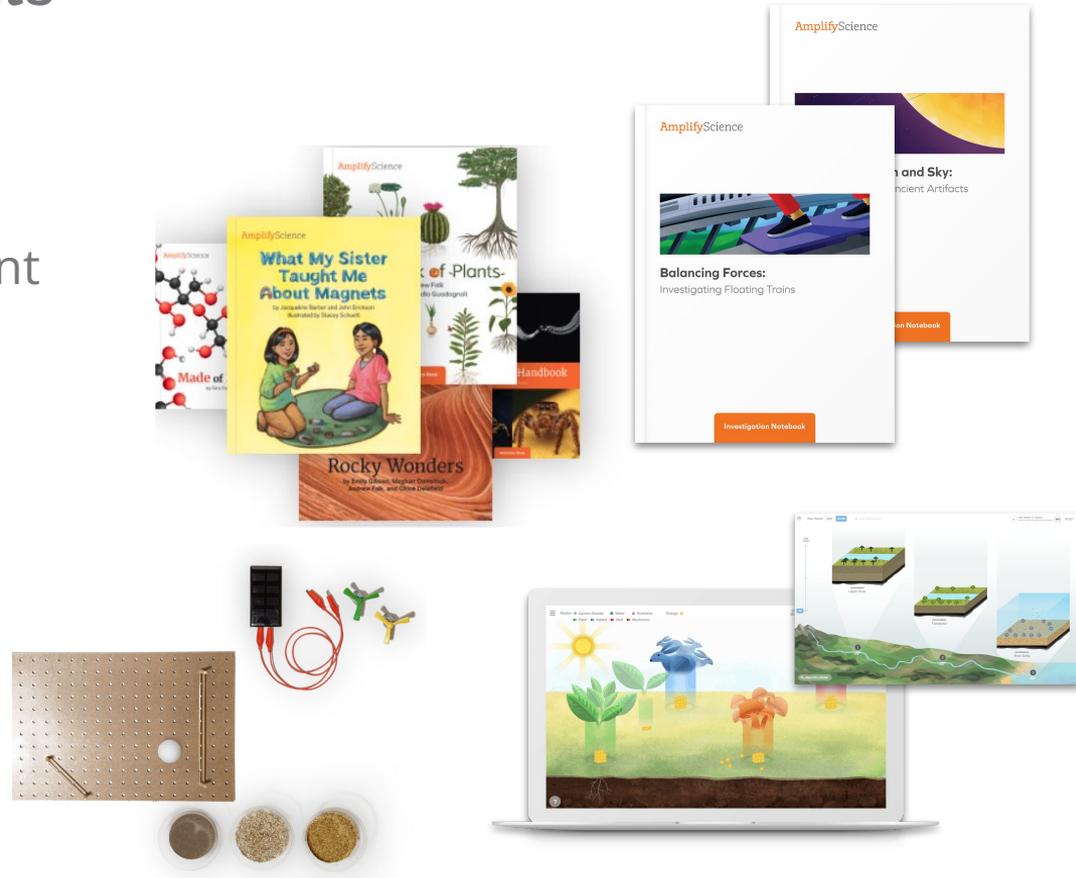
Science Program Guide



K-5 Program components

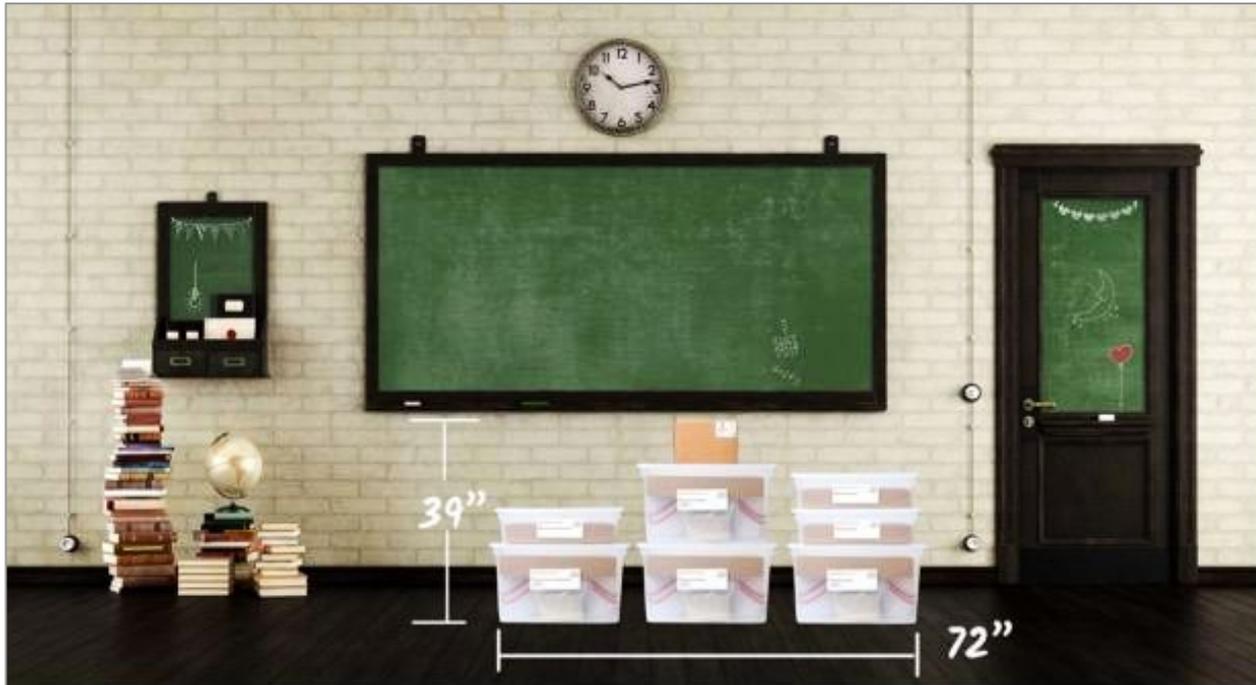
Student materials

- 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

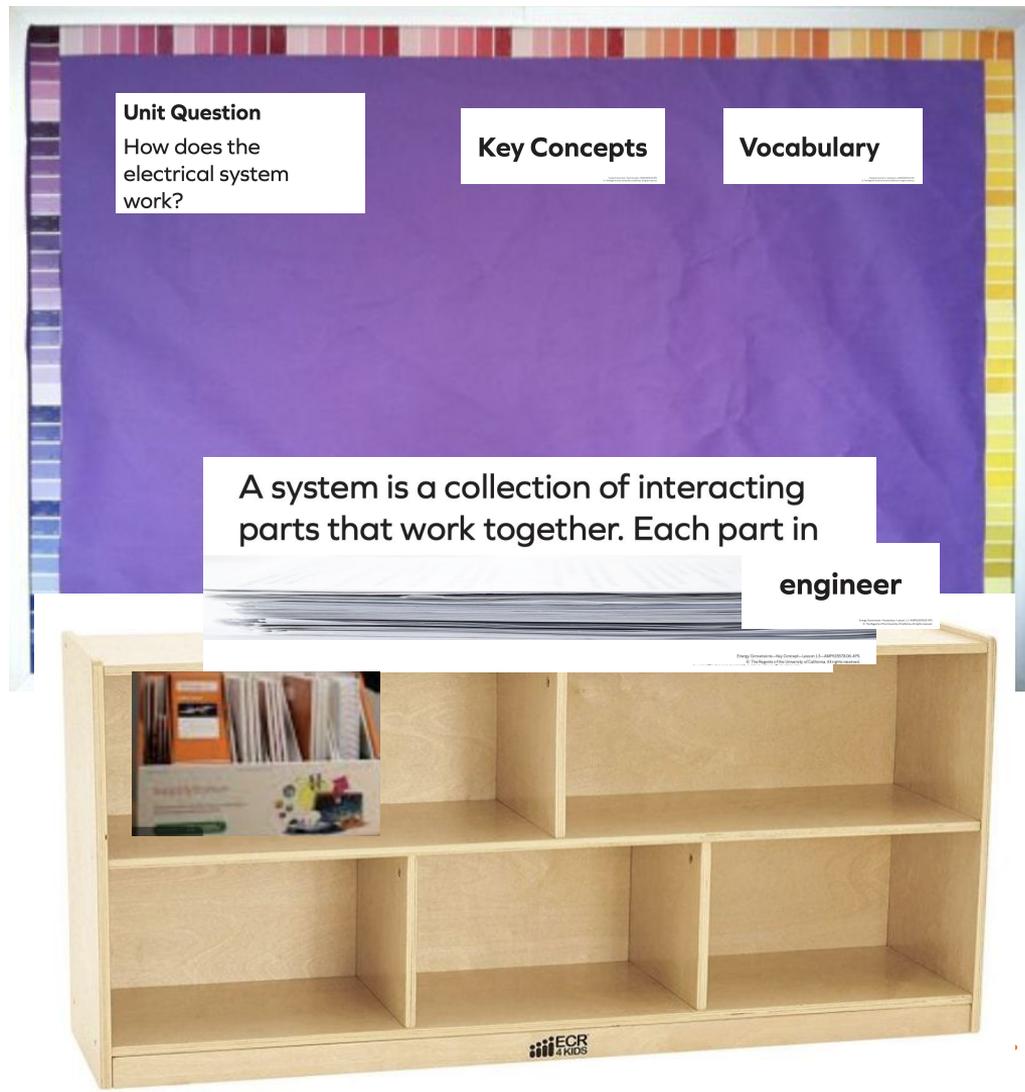


Classroom Kits

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

Unpacking the Kit

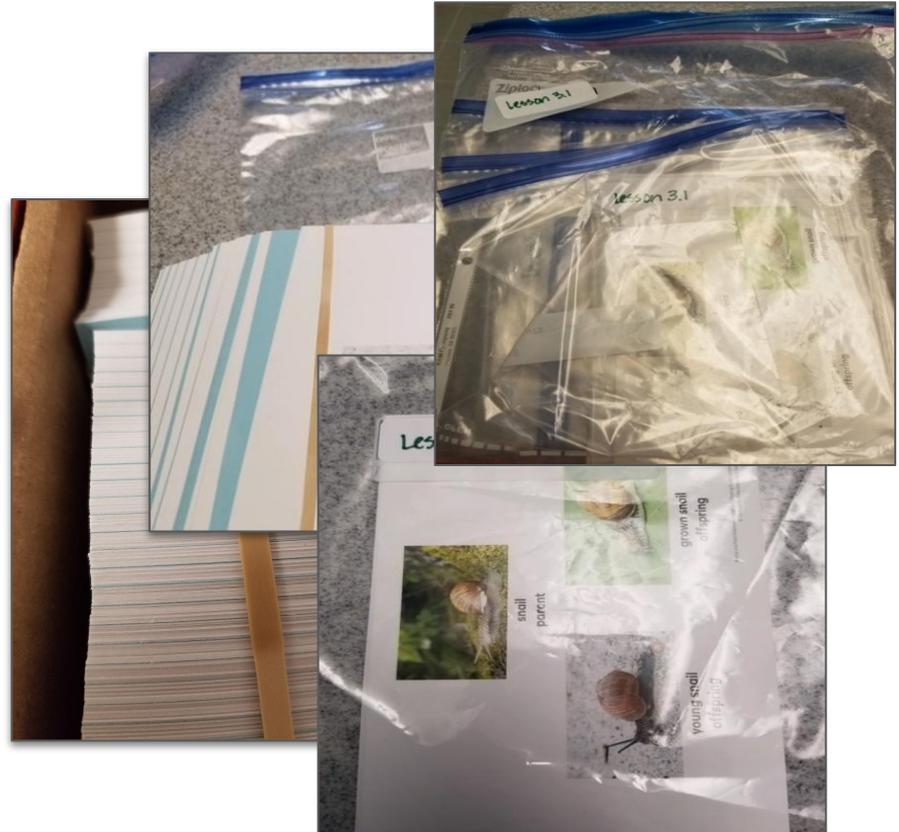
- Pull out the unit question, key concepts and vocabulary materials.
- Place them on the top of the table or bookcase below your science board
- Take books out of kit and place in the bookcase or on the table. (Always collect books after each lesson use. Return to bookcase so they are easily accessible.)



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 Schoology: Unit 1, 3-5 Lesson Prep Videos

The screenshot displays the LAUSD Schoology interface. At the top, a dark blue navigation bar contains the LAUSD logo, the text 'LOS ANGELES UNIFIED SCHOOL DISTRICT', and menu items: 'COURSES', 'GROUPS', 'RESOURCES', and 'TOOLS'. The 'RESOURCES' menu item is circled in orange. To the right of the navigation bar are icons for search, grid view, calendar, and email.

On the left side, a sidebar contains navigation options: 'Search', 'Personal', and 'Public'. The 'Group' option, represented by a group of people icon, is circled in orange. Below the 'Group' icon, the text 'Group' is visible.

The main content area is titled 'Amplify Science- Elementary'. It features a list of resources:

- NGSS Resources**: Added by MARIA ARTEAGA · Jun 1, 2021
- Google Drive link for K-6 Phenomenal Notebooking Resources**: <https://drive.google.com/drive/folders/168S5PDaAsmg6mOg7LUOIhwO8J7GnYn2G?usp=sharing>. Here are digital resources to support the teaching and learning of the anchor phenomena for Amplify Science and FOSS. Subfolders for Unit 1 and Unit 2. Note: In the Unit 1 folder for grades 3-6, please find digital phenomenal notebooks which can be assigned to students in Schoology. For K-2, please find a suite of Seesaw activities. Teachers may add the Seesaw activities into their Seesaw accounts and assign them to students. Added by INYOUNG LEE · Feb 1, 2021
- Amplify_Science_Shared_Logins.pdf**: Added by Señor Fernando REYES · Aug 9, 2021
- Lesson Prep Videos**: Added by Terin Ngo · Oct 11, 2021

The 'Lesson Prep Videos' resource is circled in orange.

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



Welcome to Amplify Science!

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

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

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

Microsite: Unit 1, K-2 Lesson Prep Videos

Classroom kits

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

Classroom Kits

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

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 Balancing Forces

Directions				
1. Open the Digital Lesson Guides Only page 7 from the Unit Landing page or go the Print TE to page 31. (Chapter 1 Activities)				
2. Look for the lessons with Hands On.				
HANDS ON 				
3. Note in the table below.				
4. Review the materials and preparation to determine if it can be prepared prior to the lesson or on the day of the lesson.				
5. Use this same procedure for each Chapter. (Go to the Chapter Activities Contents)				
Chapter/Lesson	Activity	Prep Prior	Prep Day of	What to do
1.2	2	X		First, you will need to screw one hook into the short end of each block. You will also need to provide rubber bands. Assemble one gallon-size self-sealing plastic bag of investigation materials for each pair of students, plus one bag for demonstration purposes. Each bag should contain the following items: • 2 blocks, with hooks • 1 balloon • 1 rubber band • 1 paper clip • 1 domino • 1 clothespin • 1 index card
1.4	2	X		Make sure you have a bag of materials from Lesson 1.2 for each pair. Add a rubber ball to each bag.
2.1	1	X		For each group of four students prepare a bag with the following materials: You will pass each group two ring magnets as well. • 1 small paper clip • 1 steel spoon • 1 plastic spoon* • 1 washer • 1 piece of wood (craft stick) • 1 balloon • 1 penny* Create Magnet Anticipatory Chart https://learning.amplify.com/m4c4c0409cedec1c/original/ELSG1_3-FS_CU_126.pdf
2.2	1	X		Add to bag from lesson 2.1 • 1 brass-plated paper fastener (brad) • 1 solid-brass paper fastener (brad) • 1 twist tie with iron core • 1 piece of steel wool • 1 scrap of aluminum foil
2.3	1	X		For each pair of students: • 1 copy of Handbook of Forces • 2 ring magnets • 1 small paper clip • 2 sticky notes*
3.1	2	X		Assemble sets of investigation materials. Each pair of students will need one set of the following investigation materials. • 1 paper clip • 1 domino • 1 heavy book
3.3	1	X		For each pair of students: • 1 domino • 1 rubber ball • 1 ring magnet • 1 ball magnet • 1 ramp (cardboard half-pipe) • 1 folded index card • 1 paper clip • 1 piece of wood (craft stick) • 1 steel spoon • 1 washer • 2 wooden blocks with hooks • 1 cardboard half-pipe • 1 rubber band*
4.1	2	X		Each pair of students will receive one set of investigation materials: • 2 ring magnets • 1 pencil • 1 piece of string (8 inches long) • 4 pieces of masking tape (1 inch each)
4.2	1	X		For Each Pair of Students: • 2 ring magnets • 1 large pieces of cardboard (7" x 3.5") • 1 small pieces of cardboard (3.5" x 2") • 1 plastic cup • 1 paper clip with a piece of string (about 8" long) tied to it • several pieces of masking tape • 4 sticky notes • 1 copy of Handbook of Forces

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



[JUMP DOWN TO UNIT GUIDE](#)
[GENERATE PRINTABLE TEACHER'S GUIDE](#)

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

[Lesson Guides Only](#)
 (Lesson Guides)

[OPEN IN NEW TAB](#)

[RESET LESSON](#)

Overview

Overview
 Materials & Preparation
 Differentiation
 Standards
 Vocabulary
 Unplugged?

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
 If 44 like the
 on Valley Pack in
 ating style and...

6 Lessons

Inheritance and Traits
 Lesson Guides

Chapter 1 Activities

Lesson 1.1: Pre-Unit Assessment

1	Introducing the Unit	TEACHER-LED DISCUSSION
2	Writing Initial Explanations	WRITING
3	Introducing the Investigation Notebook	TEACHER-LED DISCUSSION
4	Previewing the Reference Book	STUDENT-TO-STUDENT DISCUSSION

Lesson 1.2: Blue Whales and Buttercups

1	Introducing Asking Questions	TEACHER-LED DISCUSSION
2	Partner Reading	READING
3	Reflecting on Relatedness	TEACHER-LED DISCUSSION

Lesson 1.3: Observing Similarities and Differences

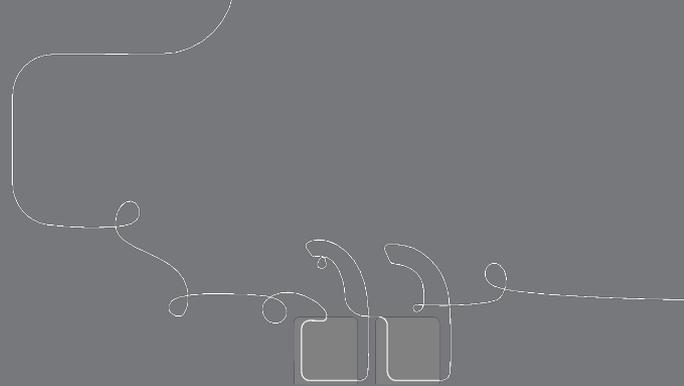
1	Observing Similarities and Differences in Animals	STUDENT-TO-STUDENT DISCUSSION
2	Observing Bird Traits	STUDENT-TO-STUDENT DISCUSSION
3	Thought Swap	STUDENT-TO-STUDENT DISCUSSION

Lesson 1.4: Introducing Species

1	Observing Bird Sounds	TEACHER
1	Identifying Songbirds	TEACHER-LED DISCUSSION
2	Sorting Bear Species	HANDS-ON
3	Introducing the Problem Students Will Investigate	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?

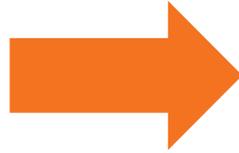
Topic-based	Phenomenon-based
Chemical reactions	There's a reddish-brown substance in a town's tap water.
Electric circuits	A flashlight won't turn on, even though it used to work.
Natural selection	A population of newts has become more poisonous over time.

Comparing topics and phenomena

A shift in science instruction

from learning about

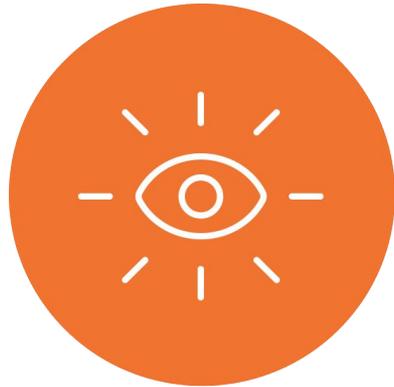
(like a student)



to figuring out

(like a scientist)

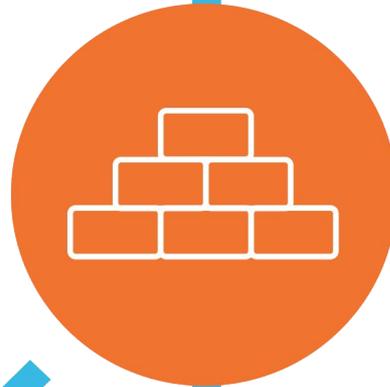
Amplify Science Approach



Introduce a **phenomenon** and a related problem



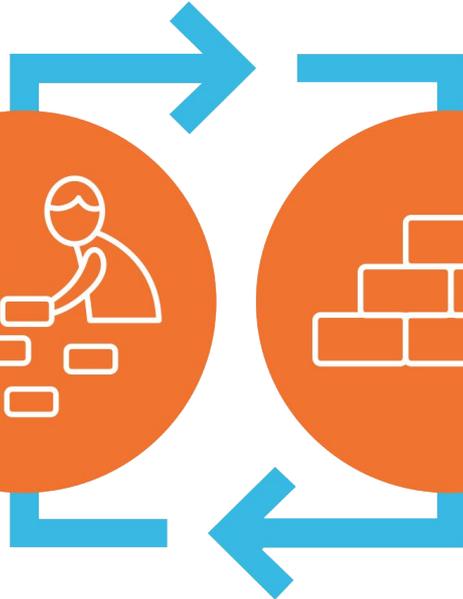
Collect **evidence** from multiple sources



Build increasingly complex **explanations**



Apply knowledge to solve a different problem

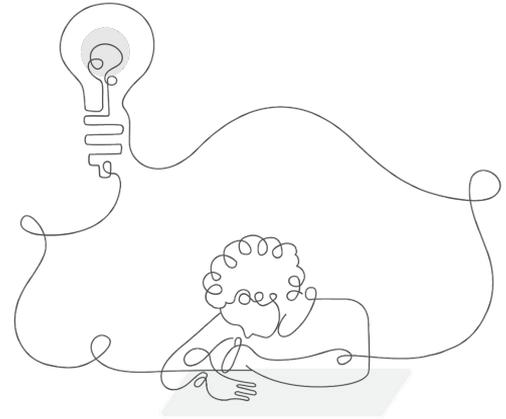


Previewing the unit

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 train floated up without anything touching it. Later, it fell back down to the track.

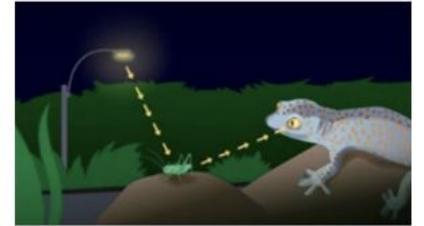


We are going to figure out how floating trains work.

Amplify Science

Anchoring phenomenon

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

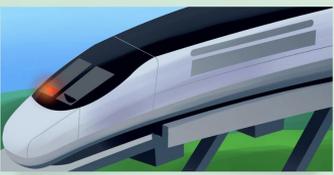




Plan for the day: Part 1

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

Unit



22 Lessons
Balancing Forces

Chapters



Chapter 1: Why does the train rise?
4 Lessons



Chapter 2: Why does the train rise without anything touching it?
5 Lessons



Chapter 3: Why does the train fall?
4 Lessons



Chapter 4: Why does the train float, even though gravity is acting on it?
4 Lessons



Chapter 5: Why does the train change from floating to falling?
5 Lessons

Lessons

Lesson 2.1:
Discovering Non-Touching Forces

Lesson 2.2:
What Objects Do Magnetic Forces Act On?

Lesson 2.3:
Investigating Ways Magnetic Force Moves Objects

Lesson 2.4:
What My Sister Taught Me About Magnets

Lesson 2.5:
Explaining Magnetic Force and the Train

Activities

Lesson Brief (3 Activities) < 1 HANDS-ON Investigating What Objects Magnetic Forces Act On 2 TEACHER-LED DISCUSSION Discussing What Objects Magnetic Forces Act On 3 READING Reading: Handbook of Forces >

Let's Go Live!

Amplify. CURRICULUM CLASSWORK REPORTING PROGRAMS & APPS CALIFORNIASCI26 TEACHER

Science California > Balancing Forces



22 Lessons

Balancing Forces

Printable Teacher Guide

Unit Overview

Chapters

Printable Resources

Planning for the Unit

Teacher References

Offline Preparation

Unit Overview

What's in This Unit?

Scientists and engineers have figured out a way to build a train that can travel faster than rolling along the ground. In the *Balancing Forces* unit, students will learn how to seem to defy logic. Over the course of the unit, through first-hand experiences and text, students will come to understand how forces can cause motion.

[Read more >](#)

Chapters

Chapter 1: Why does the train rise? ⓘ



LESSON 1.1
Pre-Unit Assessment



LESSON 1.2
Making an Object Move

English Español

AmplifyScience > Balancing Forces > Chapter 1 > Lesson 1.1

Lesson 1.1: Pre-Unit Assessment

Lesson Brief (2 Activities) | TEACHER: The Floating Train Video | 1 WRITING: Students Write Initial Explanations | 2 TEACHER-LED DISCUSSION: Introducing Investigation Notebooks

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Students watch a short video about a floating train and write their initial explanations about what they think makes the train rise, float, and then fall. Figuring out how the floating train works is the problem students will solve in this unit. The explanations they provide today serve as a Pre-Unit Assessment for formative purposes, designed to assess students' understanding of the concepts of forces and motion.

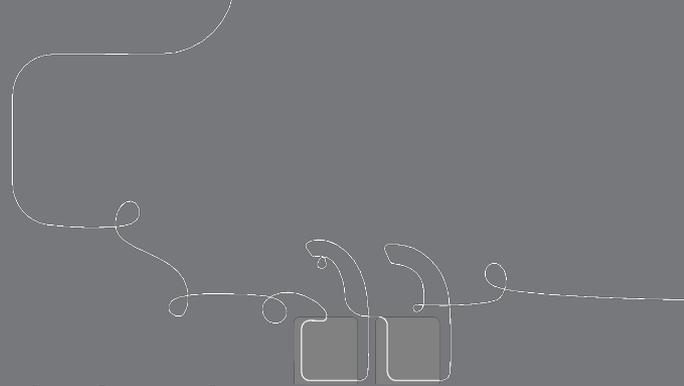
Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- Classroom Videos 1.1 | Zip

Español

Navigation summary

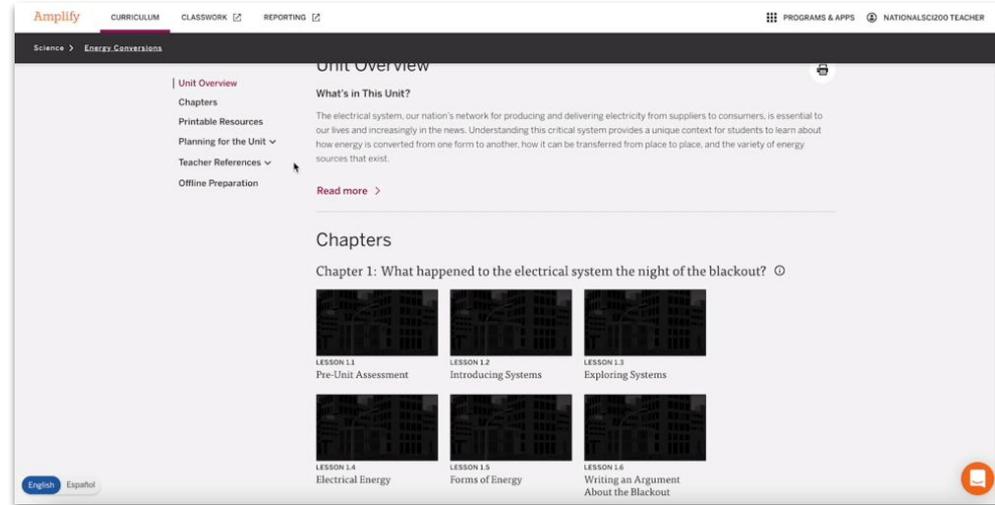
1. CLICK the caret to select your grade-level.
2. Select your first unit.
 - a. You are now on the Unit Landing Page.
3. Expand the **Planning for the unit** menu.
 - a. Or scroll down below the lesson buttons.



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 'NATIONALSCIZOO TEACHER'. The main content area is titled 'Unit Overview' and features a sidebar with navigation options: 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The 'What's in This Unit?' section provides a brief overview of the electrical system and includes a 'Read more' link. Below this, the 'Chapters' section is titled 'Chapter 1: What happened to the electrical system the night of the blackout?' and lists six lessons with corresponding thumbnail images: 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). A language selector at the bottom left shows 'English' and 'Español', and a chat icon is visible at the bottom right.

Key Unit Documents for Unit Planning

The screenshot displays the Amplify website interface for the unit 'Animal and Plant Defenses'. The main navigation menu on the left includes: Unit Overview, Chapters, Printable Resources, Planning for the Unit, Teacher References, and Offline Preparation. The 'Printable Resources' section is highlighted with three green arrows. The 'Unit Overview' page is open, showing a 'Printable Teacher Guide' button and a 'Unit Overview' section with a printer icon. Below this, the 'What's in This Unit?' section lists various resources, with 'Coherence Flowcharts' highlighted by a green arrow. The 'Printable Resources' section lists: 3-D Assessment Objectives, Copymaster Compilation, Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds, Multi-Language Glossary, Print Materials (8.5" x 11"), Coherence Flowcharts, Crosscutting Concept Tracker, Investigation Notebook, NGSS Information for Parents and Guardians, and Print Materials (11" x 17"). The bottom of the page shows lesson cards for LESSON 1.1 Pre-Unit Assessment, LESSON 1.2 Tortoise Parts, and LESSON 1.3 Animal and Plant Structures.

22 Lessons

Animal and Plant Defenses

Printable Teacher Guide

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

Unit Overview

What's in This Unit?

Earth is inhabited by many different kinds of animals and plants. Each of these animals and plants has its own way of getting food, water, and shelter. Some animals and plants have special adaptations that help them survive in their environment. Read more >

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")

Chapters

- Lesson Overview Compilation
- Standards and Goals
- 3-D Statements
- Assessment System
- Embedded Formative Assessments
- Books in This Unit
- Opportunities for Unit Extensions

LESSON 1.1 Pre-Unit Assessment

LESSON 1.2 Tortoise Parts

LESSON 1.3 Animal and Plant Structures

Key Unit Documents for Unit Planning

The screenshot displays the Amplify website interface for the unit 'Animal and Plant Defenses'. The main navigation menu on the left includes: Unit Overview, Chapters, Printable Resources, Planning for the Unit, Teacher References, and Offline Preparation. The 'Printable Resources' section is highlighted with a teal arrow. The 'Unit Overview' page is open, showing a sidebar with 'Unit Overview', 'Chapters', 'What's in This Unit', and 'Chapters'. The 'What's in This Unit' section is also highlighted with a teal arrow. The main content area of the 'Unit Overview' page includes a 'Printable Teacher Guide' button, a 'What's in This Unit?' section with a 'Read more' link, and a 'Printable Resources' section. The 'Printable Resources' section lists several documents, with 'Coherence Flowcharts' highlighted by a teal arrow. Below the 'Printable Resources' section, there are three lesson cards: LESSON 1.1 Pre-Unit Assessment, LESSON 1.2 Tortoise Parts, and LESSON 1.3 Animal and Plant Structures. The bottom of the page shows the lesson titles for LESSON 1.1, LESSON 1.2, and LESSON 1.3.

22 Lessons

Animal and Plant Defenses

Printable Teacher Guide

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

Unit Overview

Unit Overview

Chapters

Printable Resources

Planning for the Unit

What's in This Unit

Earth is inhale each of these the nearly er getting food, function in w

Read more

Chapters

Chapter 1

LESSON 1.1 Pre-Unit Assessment

LESSON 1.2 Tortoise Parts

LESSON 1.3 Animal and Plant Structures

Unit Overview

What's in This Unit?

Earth is inhale each of these the nearly er getting food, function in w

Read more

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")

LESSON 1.1 Pre-Unit Assessment

LESSON 1.2 Tortoise Parts

LESSON 1.3 Animal and Plant Structures

Core Unit Planning & Internalization

Unit Title: <input type="text"/>		1
Overview [Resources: Unit Overview, Teacher's Guide, Coherence Flowchart, Unit Map, 3-D Statements]		
What is the phenomenon/real-world problem students are investigating in your unit?	Student Role:	2 3
Unit Question:	Relationship between the Unit Phenomenon and Unit Question:	4 5
By the end of the unit, students figure out...		6
How do students engage with three-dimensional learning to figure out the phenomenon/real-world problem in your unit?		7

- Unit Guide resources:**
- Unit Overview
 - Unit Map
 - Coherence Flowchart

- Unit Guide resources:**
- Lesson Overview Compilation
 - Unit Overview

- Unit Guide resources:**
- Unit Map

- Unit Guide resources:**
- 3D Statements at the Unit Level

Core Unit Planning & Internalization

Unit Title:

Balancing Forces

Overview

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

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

How is it possible for a train to float?

Student Role:

Engineer

Unit Question:

What can make an object move or not move?

Relationship between the Unit Phenomenon and Unit Question:

In coming to understand how a floating train works, students grasp of an array of foundational concepts in the area of force and motion.

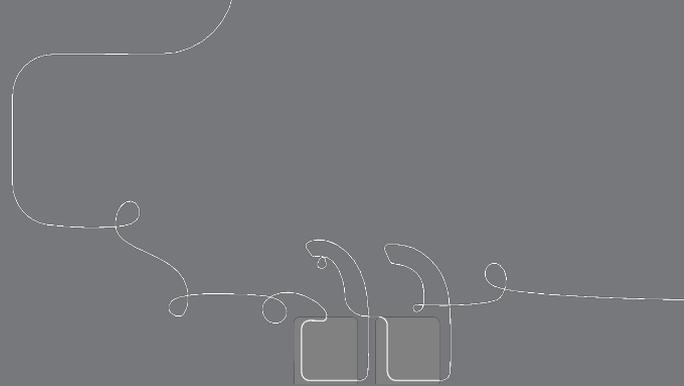
By the end of the unit, students figure out...

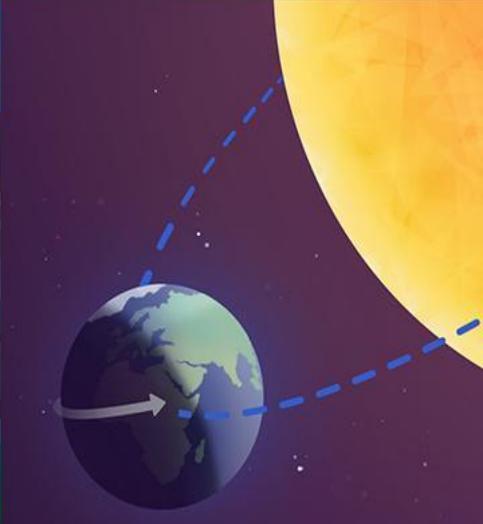
More than one force can be exerted on the train at a time. The force of gravity is pulling the train toward Earth, and magnetic force is pushing the train up away from the tracks. Those forces work in opposite directions so when the forces are balanced, the train floats and stays in the air.

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

Students plan and conduct investigations, analyze patterns in data (patterns), and obtain information about magnetic force, gravity, and balanced and unbalanced forces. Students write explanations and create physical models and diagram models to show why the train's vertical motion is stable at times and changes at times.

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.

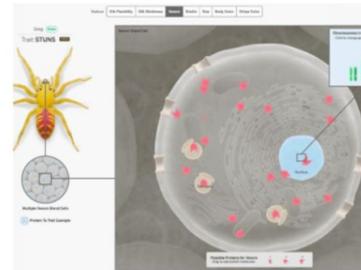
[Para acceder a este sitio en español haga clic aquí.](#)

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.

The screenshot shows the Amplify Science Program Hub interface for the 'Balancing Forces' unit. The top navigation bar includes 'Amplify', 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'CALIFORNIASCI26 TEACHER'. The main header displays 'Science California > Balancing Forces' with a 'Printable Teacher Guide' button. The unit title 'Balancing Forces' is prominently displayed above an illustration of a train on a track. A sidebar on the left lists navigation options: 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The main content area is titled 'Unit Overview' and includes a 'What's in This Unit?' section with a 'Read more' link. Below this, the 'Chapters' section is shown, with 'Chapter 1: Why does the train rise?' selected. Three lesson thumbnails are visible: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Making an Object Move', and 'LESSON 1.3 Force All Around'. A red circle highlights the 'PROGRAMS & APPS' menu item in the top navigation bar.

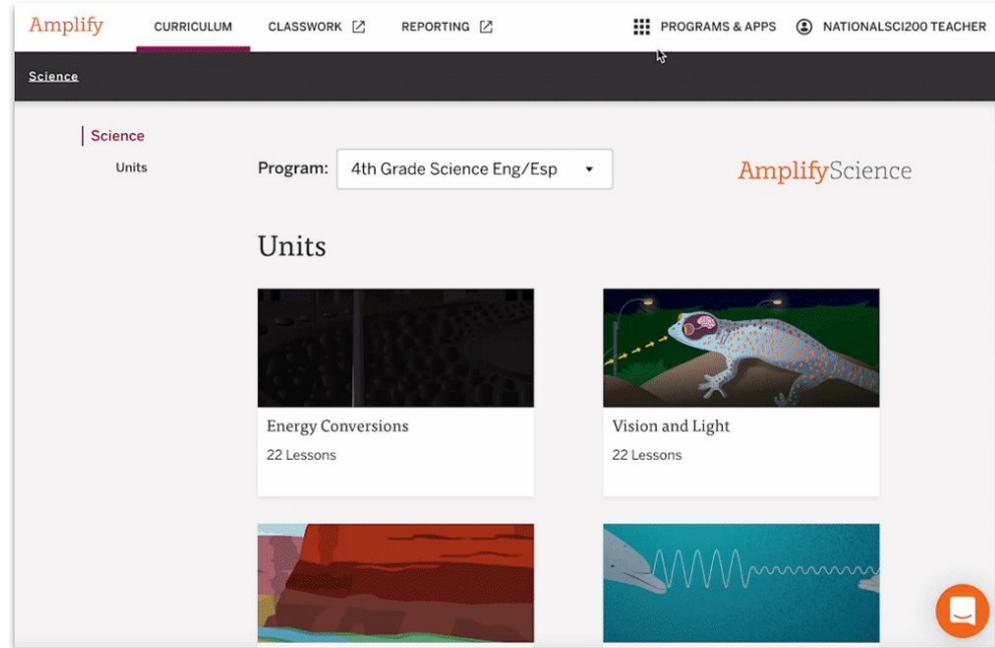
The screenshot shows the Amplify Science Program Hub interface for the 'Energy Conversions' unit. The top navigation bar includes 'Amplify', 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCI200 TEACHER'. The main header displays 'Science' and 'Units'. The 'Program:' dropdown menu is set to '4th Grade Science Eng/Esp'. The unit title 'Energy Conversions' is prominently displayed above an illustration of a gecko. The main content area is titled 'Units' and includes a 'What's in This Unit?' section with a 'Read more' link. Below this, the 'Chapters' section is shown, with 'Chapter 1: Why does the train rise?' selected. Three lesson thumbnails are visible: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Making an Object Move', and 'LESSON 1.3 Force All Around'. A red circle highlights the 'PROGRAMS & APPS' menu item in the top navigation bar.

The screenshot shows the Amplify Science Program Hub 'Welcome Science Educators!' page. The top navigation bar includes 'AmplifyScienceProgramHub', 'HELP CENTER', 'LAUNCH PROGRAMS', and 'TEACHER LOGIN/EXIT'. The main content area is titled 'Welcome Science Educators!' and includes a 'What's in This Unit?' section with a 'Read more' link. Below this, the 'Chapters' section is shown, with 'Chapter 1: Why does the train rise?' selected. Three lesson thumbnails are visible: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Making an Object Move', and 'LESSON 1.3 Force All Around'. A red circle highlights the 'Remote and hybrid learning resources' section, which includes a 'Professional Learning Resources' link. Below this, the 'Additional Unit Materials' section is shown, which includes a 'Professional Learning Resources' link. A red circle highlights the 'Remote and hybrid learning resources' section.

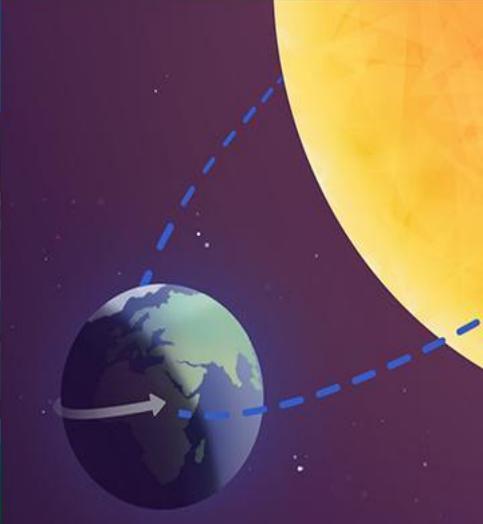
Explore the Program Hub

Familiarize yourself with the Program Hub.

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



The screenshot displays the Amplify Science Program Hub interface. At the top, the Amplify logo is on the left, and navigation links for CURRICULUM, CLASSWORK, and REPORTING are in the center. On the right, there are links for PROGRAMS & APPS and a user profile for NATIONALSCI200 TEACHER. Below the navigation bar, the word "Science" is displayed in a dark header. The main content area features a "Science" breadcrumb and "Units" sub-header. A "Program:" dropdown menu is set to "4th Grade Science Eng/Esp". The AmplifyScience logo is on the right. Under the "Units" heading, four unit cards are visible: "Energy Conversions" (22 Lessons) with a dark background, "Vision and Light" (22 Lessons) with a gecko illustration, a unit with a red and brown landscape illustration, and a unit with a blue background and a white wave illustration. A small orange chat icon is in the bottom right corner.



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

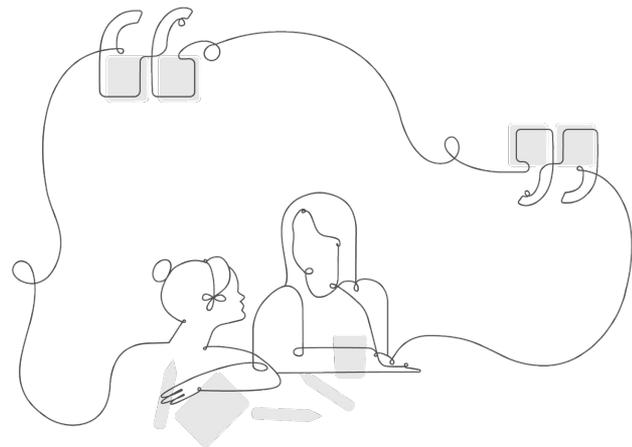
Feet: something you're planning to do

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



800-823-1969



Amplify Chat



Please provide feedback!

Type:

Strengthen

Session title:

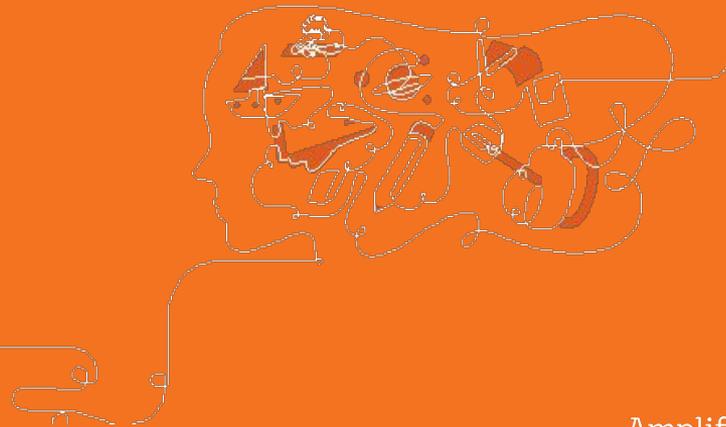
Unit Internalization / Guided Planning
(Part 1)

Professional Learning Specialist name:

Insert name

(insert email, if you would like)

Part 2: Guided Lesson Planning



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

Amplify Science

Unit Internalization / Guided Planning

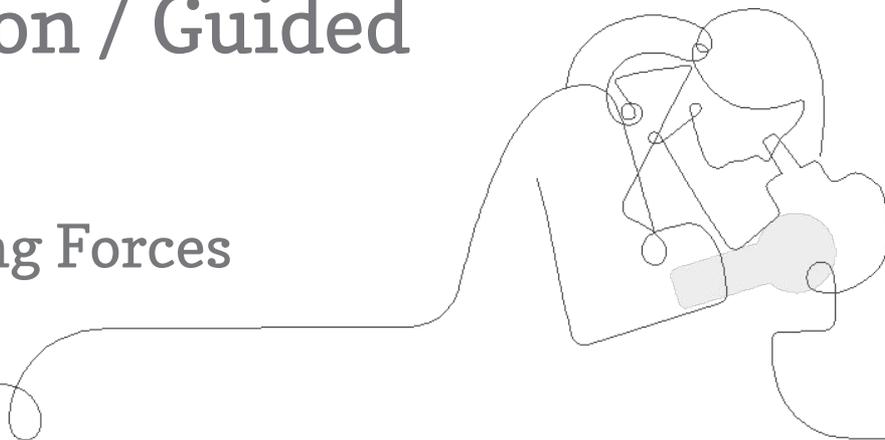
Grade 3, Unit 1: Balancing Forces

Part 2

School/District Name: LAUSD

Date: September, 2022

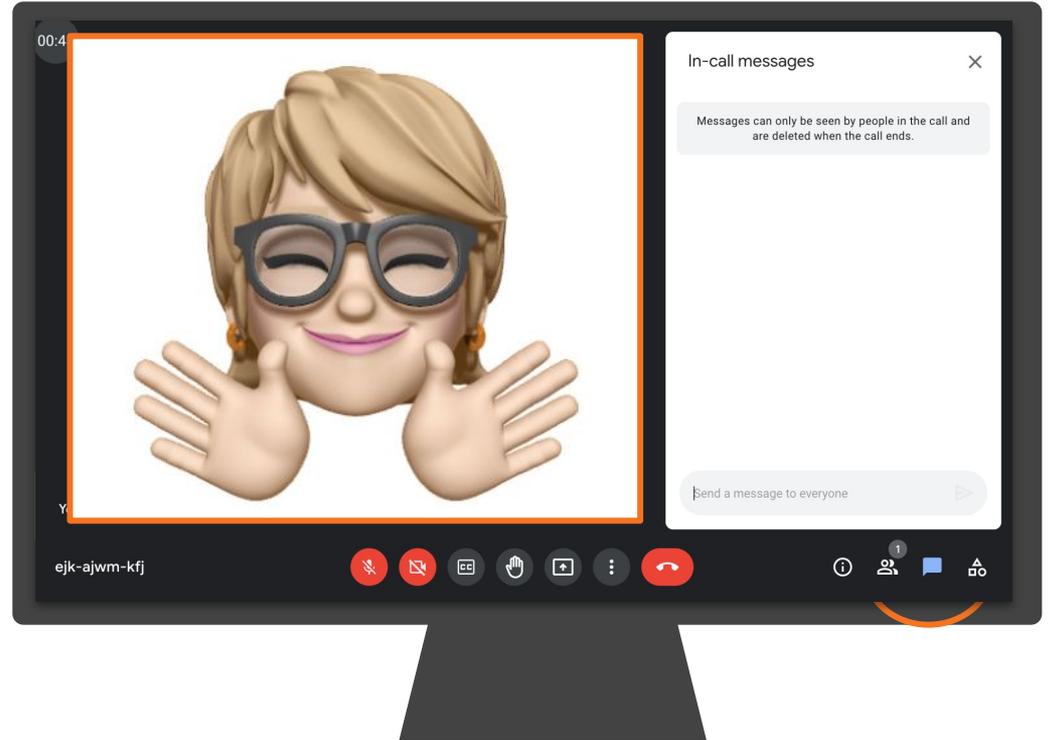
Presented by:



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.

Schoology



[← Back to Schoology Home Page](#)

LMS App Center

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

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

All Amplify Products



LMS App Center

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

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

[← Search Again](#)

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: 800.8231969
E: help@amplify.com
S: amplify.com/support
Textbook Title(s):
NA

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

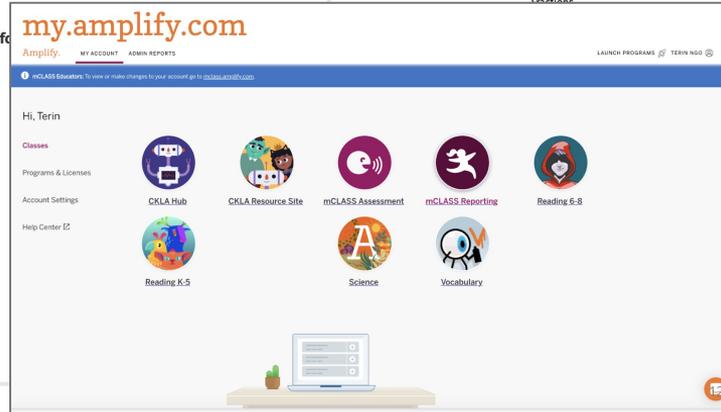
Publisher Name: Starts With

Content Area: All

Grade Level: All

Content Type: All

Textbook Title: Starts With



pp is for only)

Vendor Support Desk:
P: 800.8231969
E: help@amplify.com
S: amplify.com/support
Textbook Title(s):
NA

Join Amplify Science Schoology Group

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

Navigation Temperature Check

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

1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

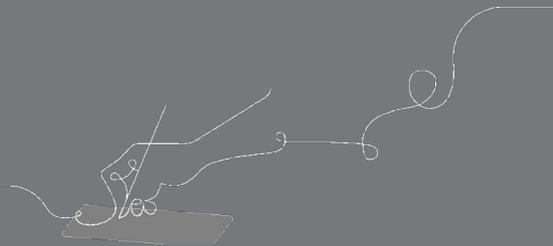
5 = Extremely Comfortable

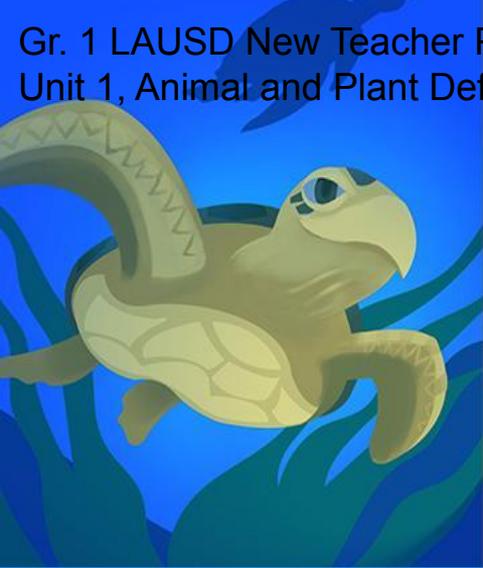
Overarching goals

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

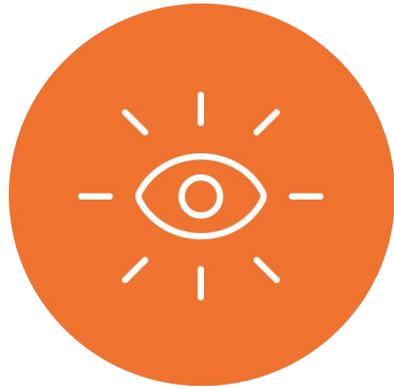




Plan for the day: Part 2

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

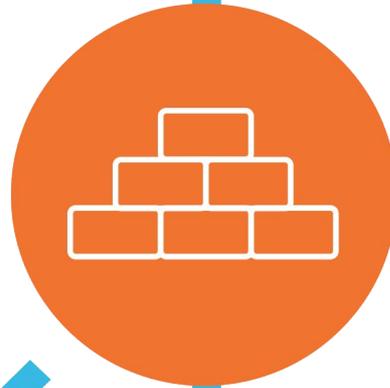
Amplify Science Approach



Introduce a **phenomenon** and a related problem



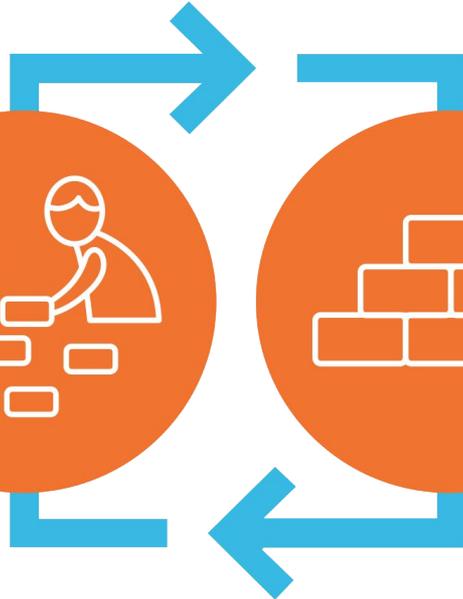
Collect **evidence** from multiple sources



Build increasingly complex **explanations**



Apply knowledge to solve a different problem



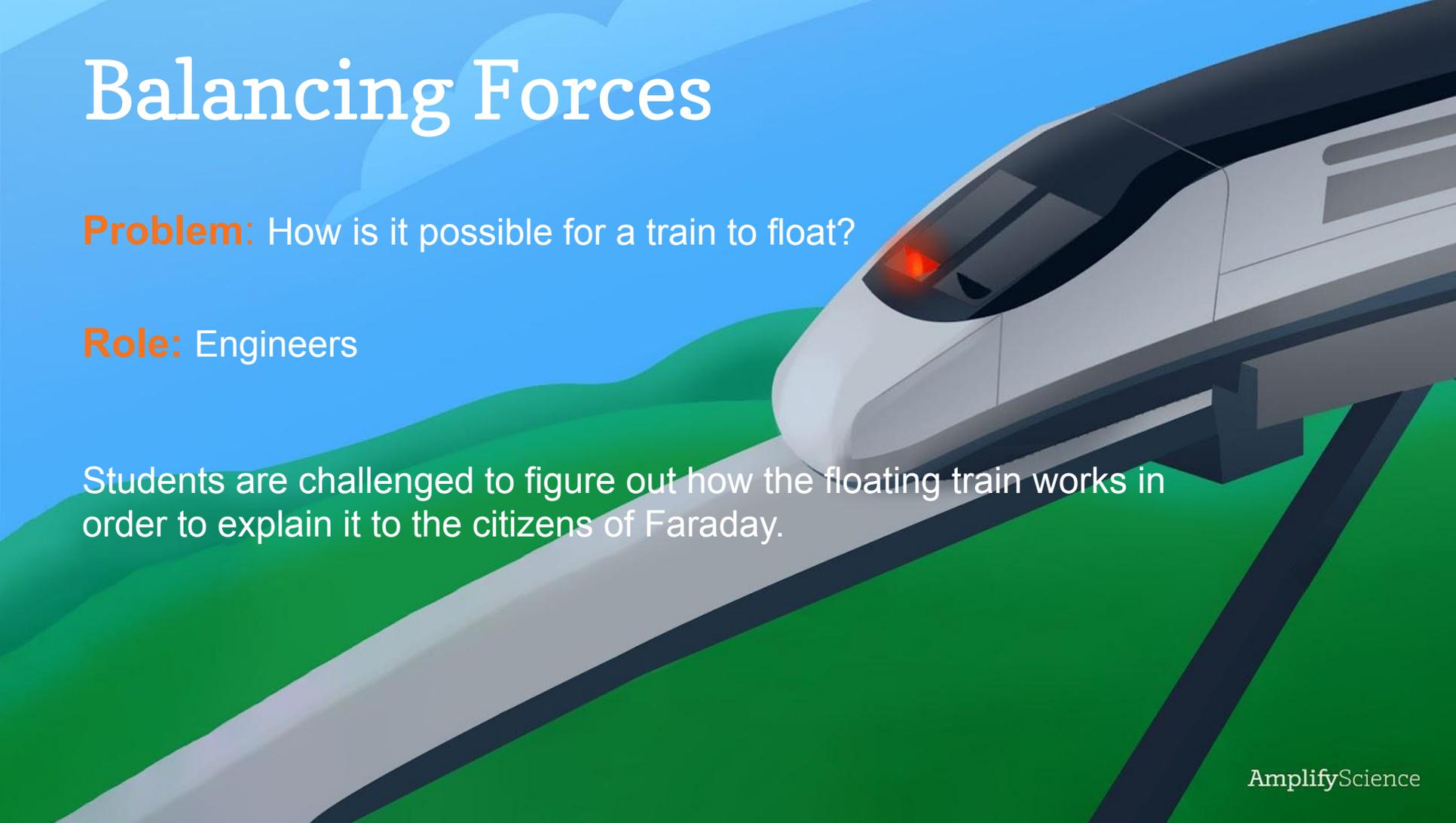
Balancing Forces



What can make an object move or not move?

Students explore forces that are acting on and around them every day, often unseen and misunderstood. They will discover how magnetic force can be used to counterbalance the force of gravity.

Balancing Forces



Problem: How is it possible for a train to float?

Role: Engineers

Students are challenged to figure out how the floating train works in order to explain it to the citizens of Faraday.

Coherent Storylines



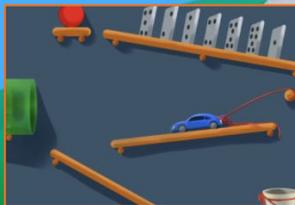
Chapter 1: Why does the train rise?

4 Lessons



Chapter 2: Why does the train rise without anything touching it?

5 Lessons



Chapter 3: Why does the train fall?

4 Lessons



Chapter 4: Why does the train float, even though gravity is acting on it?

4 Lessons



Chapter 5: Why does the train change from floating to falling?

5 Lessons

Explaining the phenomenon: Science Concepts

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



Progress Build

Balancing Forces

Assumed prior knowledge (preconceptions): When you push or pull something, it starts moving.

Level 1

A force is a push or pull that acts between two objects.

Level 2

Forces can be touching or non-touching.

Level 3

More than one force can act on an object at the same time. When those forces are balanced, a still object will remain still; when those forces are unbalanced, the object will start to move.

Beginning the Unit

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

Chapters

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



LESSON 1.1
Pre-Unit Assessment



LESSON 1.2
Tortoise Parts



LESSON 1.3
Animal and Plant
Structures



LESSON 1.4
Surviving by Not Being
Eaten



LESSON 1.5
Explaining Sea Turtle
Survival

Balancing Forces Family Connection

Lesson 1.1:
Pre-Unit Assessment

TEACHER-LED DISCUSSION
Introducing Investigation Notebooks

RESET LESSON

GENERATE PRINTABLE LESSON

Overview

Students watch a short video about a floating train and write their initial explanations about what they think makes the train rise, float, and then fall. Figuring out how the floating train works is the problem students will solve in this unit. The explanations they provide today serve as a Pre-Unit Assessment for formative purposes, designed to reveal students' initial understanding of the unit's core content prior to instruction. As such, students' explanations offer a baseline from which to measure growth of understanding over the course of the unit. These three-dimensional assessments can also provide the teacher with insight into students' thinking as they begin this unit of instruction. This will allow the teacher to draw connections to students' experiences and to watch for preconceptions that might get in the way of students' understanding. At the end of the lesson, students will receive their Investigation Notebooks and learn some of the ways that scientists use notebooks.

Unit Anchor Phenomenon:

The floating train rises, floats above the track, then later falls back to the track.

Chapter-level Anchor Phenomenon:

The train rises above the track.

Students learn:

- Reflecting on what you understand and don't understand allows you to prepare for learning new things.

Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- Classroom Videos 1.1 | Zip
- Video: Floating Train
- Pre-Unit Writing: Explaining the Float copymaster
- Assessment Guide: Interpreting Student Explanations About the Floating Train
- Balancing Forces Investigation Notebook
- Questioning Strategies for Grades 2-5
- Balancing Forces Family Connections Homework**
- Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Backgrounds
- Crosscutting Concept Tracker

Name: _____

Date: _____

Balancing Forces 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 scientists to figure out how a floating train works. We will be answering the question, *What can make an object move or not move?*

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: How does Spruce the Sea Turtle do what she needs to do to survive? ⓘ



LESSON 1.1
Pre-Unit Assessment



LESSON 1.2
Tortoise Parts



LESSON 1.3
Animal and Plant
Structures



LESSON 1.4
Surviving by Not Being
Eaten



LESSON 1.5
Explaining Sea Turtle
Survival

A stylized illustration of a high-speed train in motion, moving from the right side of the frame towards the left. The train is white with a black front and a glowing red light. It is on a grey track that curves through a green, rolling landscape under a blue sky with soft, white clouds. The overall style is clean and modern, typical of educational materials.

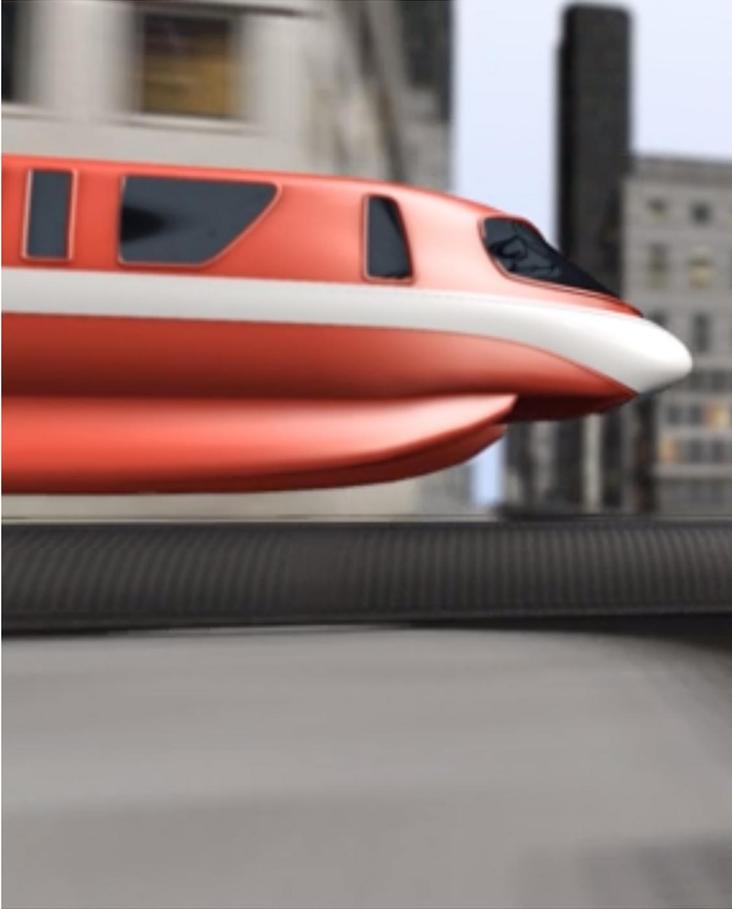
Grade 3 | Balancing Forces

Lesson 1.2: Making an Object Move

Activity 1

Discussing Initial Ideas





Real engineers invented floating trains. The trains are faster and use less energy than regular trains.



You will be student **scientists** investigating what can make things move, float, and fall.

Think-Pair-Share Routine



Think

Think silently about the question.



Pair

Turn and talk to a partner about the question.



Share

Share your ideas about the question with the class.



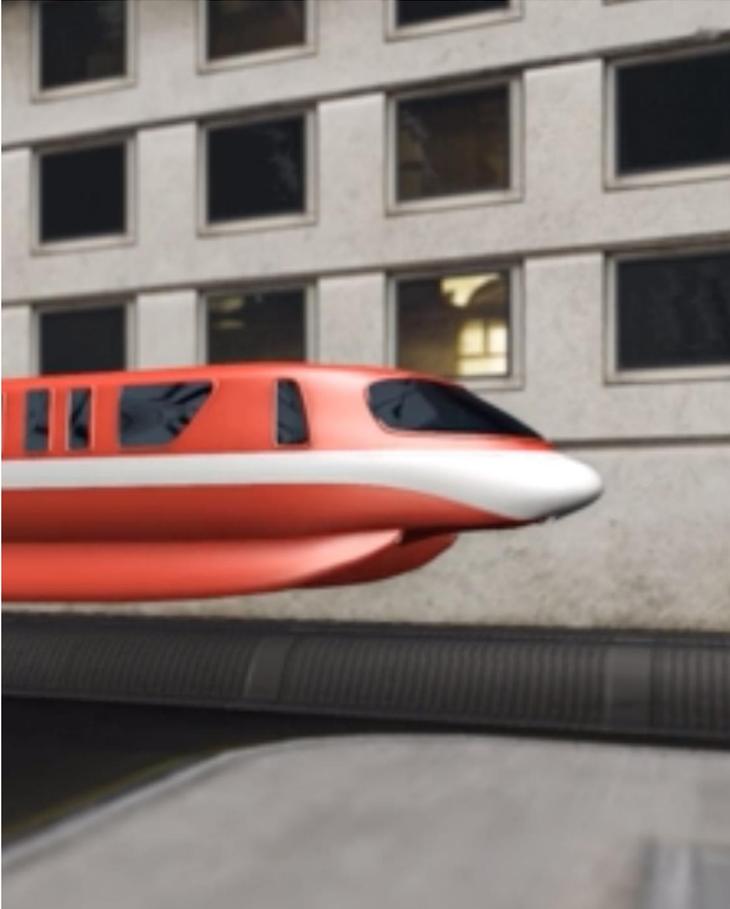
What do you think could make a train **rise up** off the track?



What do you think could make a train **float above** the track?



What do you think could make a train **fall back** onto the track?

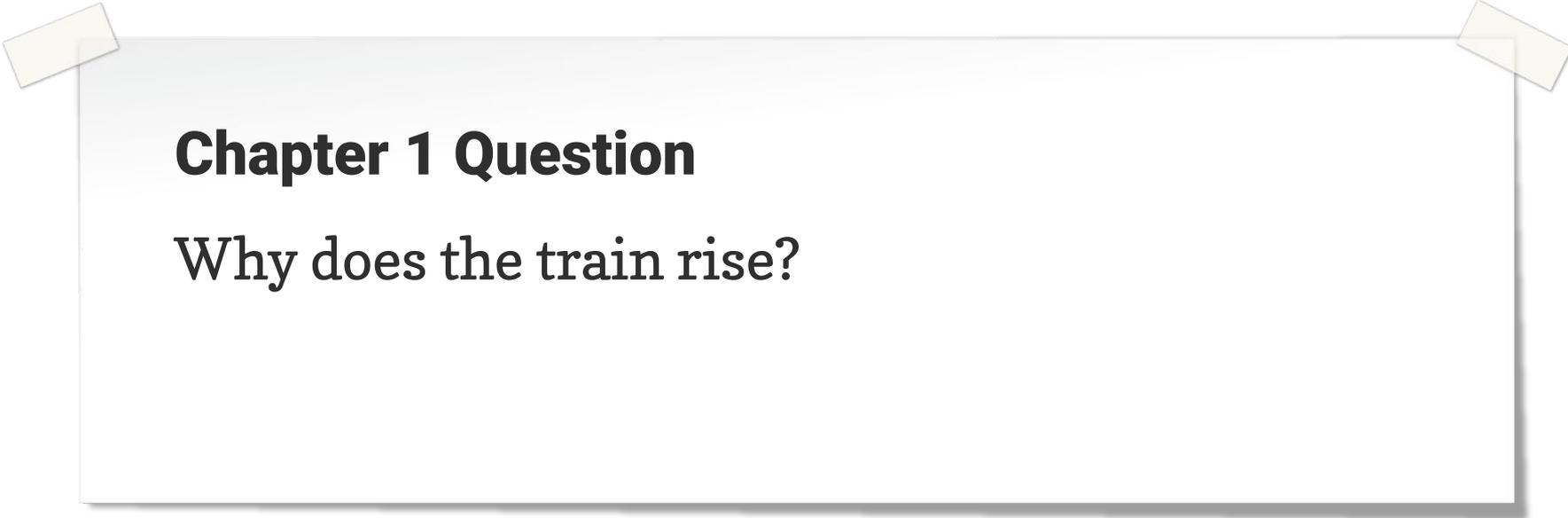


What questions do you have about the floating train?



Unit Question

What can make an object move or not move?



Chapter 1 Question

Why does the train rise?

Activity 2

Making Blocks Move



Today, we're going to investigate this question:

What makes an object start to move?

Vocabulary



observe

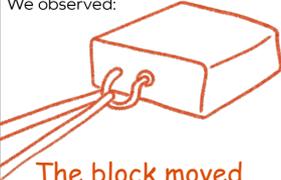
to use any of the five senses to learn more about something

Name: _____ Date: _____

Making Blocks Move

Directions:

1. With your partner, use the materials in your bag to make a block start moving.
2. In each box, record the object you used to make the block move.
3. In each box, record or draw your observation.

<p>We used <u>a rubber band</u>.</p> <p>We observed:</p>  <p>The block moved forward.</p>	<p>We used _____.</p> <p>We observed:</p>
<p>We used _____.</p> <p>We observed:</p>	<p>We used _____.</p> <p>We observed:</p>

On page 2 of the Investigation Notebook, we will **record what we observed** with words and drawings.

Name: _____ Date: _____

Making Blocks Move

Directions:

1. With your partner, use the materials in your bag to make a block start moving.
2. In each box, record the object you used to make the block move.
3. In each box, record or draw your observation.

We used _____. We observed:	We used _____. We observed:
We used _____. We observed:	We used _____. We observed:



Write and draw to record how you made the block move and what you observed.



Find many ways to make one of the blocks start moving.

Activity 3

Sharing Observations



Class Observation Table

Object 1	Object 2	Observation	Push, a pull, or not sure
			

We will gather observations from the whole class and record them in this table.

Class Observation Table

Object 1	Object 2	Observation	Push, a pull, or not sure
			

When scientists gather observations, they look for patterns they can notice.



What patterns do you notice?

Vocabulary



force

a push or a pull

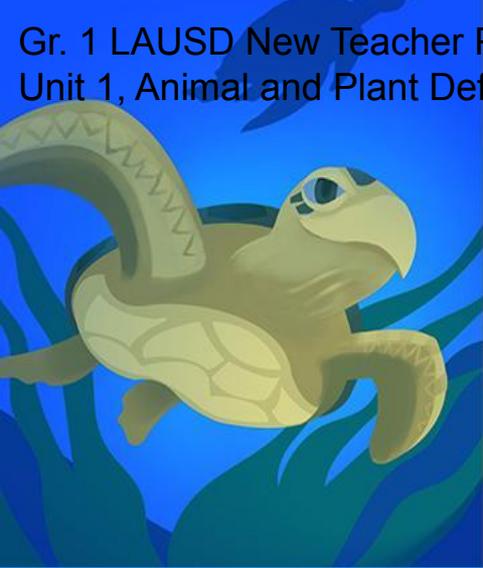
End of Lesson



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

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Plan for the day: Part 2

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

Gathering evidence

Balancing Forces Lesson 1.2

Chapter Question: Why does the train rise?

Investigation Question: What makes an object start to move?



Class Observation Table			
Object 1	Object 2	Observation	Push, a pull, or not sure

Evidence sources work together

Investigate making blocks move and sharing observations

How do these activities **work together** to support understanding of what makes an object start to move?

Investigation Question: What makes an object start to move?



Gathering evidence

Balancing Forces Lesson 1.2

Chapter Question: Why does the train rise?

Investigation Question: What makes an object start to move?

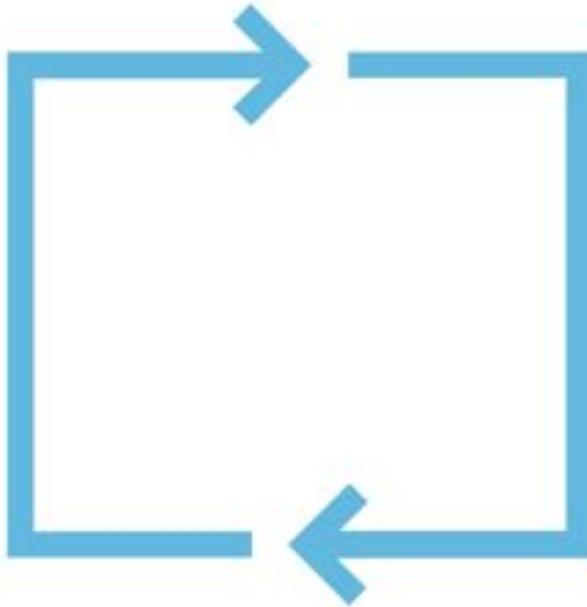


Class Observation Table			
Object 1	Object 2	Observation	Push, a pull, or not sure

What have students figured out so far?

Multimodal learning

Gathering evidence over multiple lessons



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

Evidence sources work together

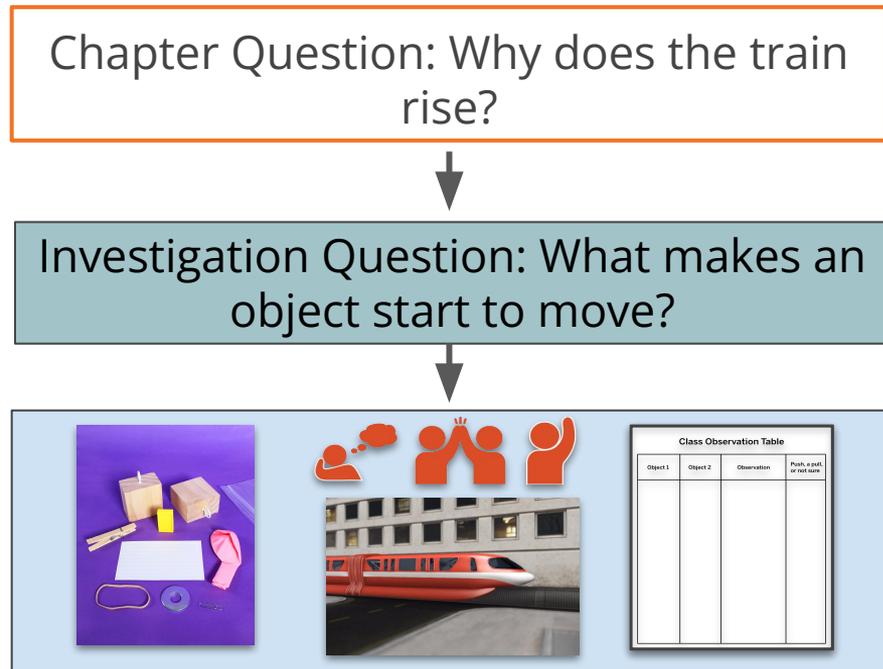
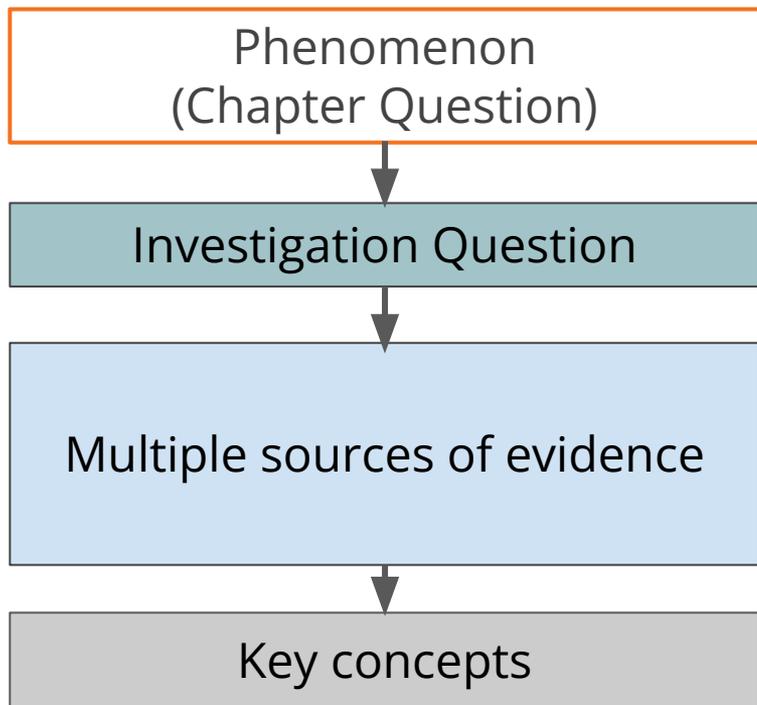
Teacher tip: Every evidence source plays an important role in student learning. Be sure to teach every activity in order!



Class Observation Table			
Object 1	Object 2	Observation	Push, a pull, or not sure

Coherence Flowchart

A diagram of student learning



Coherence Flowchart

Balancing Forces Lesson 1.2-1.4

Chapter Question: Why does the train rise?

Investigation Question: What makes an object start to move?

Evidence: Investigate by making blocks move (1.2)

Evidence: Read *Forces All Around* (1.3)

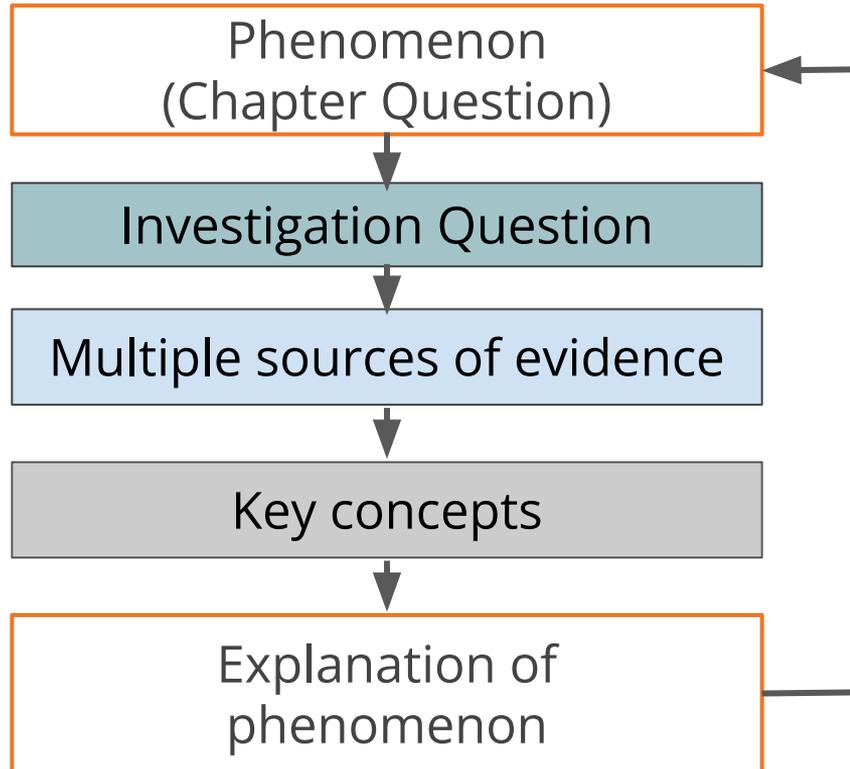
Evidence: View *Domino* video(1.4)

Evidence: Create and analyze chain reactions (1.4)

Key concepts: A force acts between two objects. When an object starts moving or stops moving, that is evidence that a force has acted on it.

Coherence Flowchart

A diagram of student learning



Coherence Flowchart

Balancing Forces Lesson 1.2-1.4

Chapter Question: Why does the train rise?

Investigation Question: What makes an object start to move?

Evidence: Investigate by making blocks move (1.2)

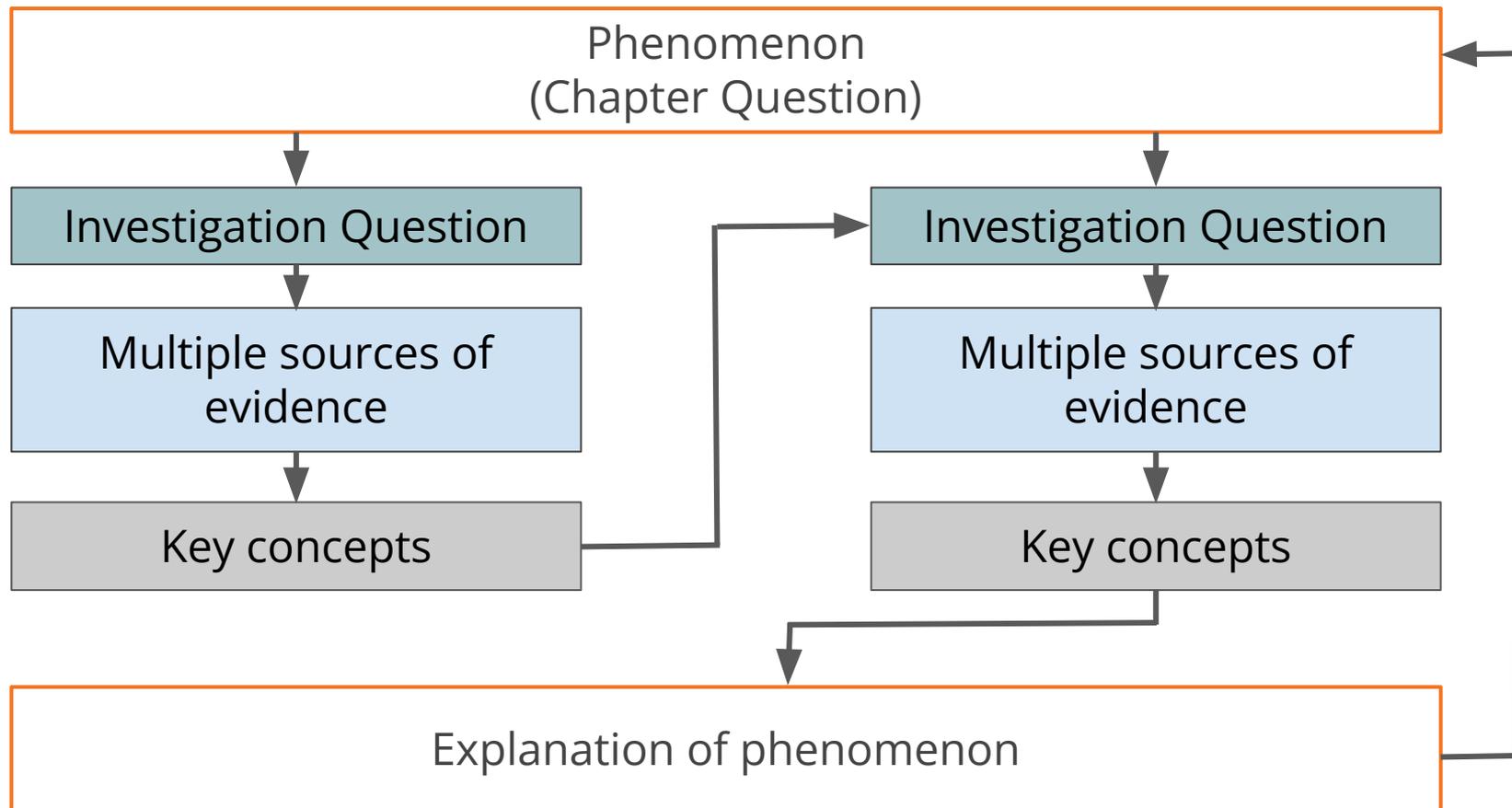
Evidence: Read Forces All Around (1.3)

Evidence: View Domino video(1.4)

Evidence: Create and analyze chain reactions (1.4)

Key concepts: A force acts between two objects. When an object starts moving or stops moving, that is evidence that a force has acted on it.

Coherence Flowchart



**Unit Anchor
Phenomenon**

*Problem students
work to solve*

**Chapter-level Anchor
Phenomenon**
Chapter 1 Question

**Investigative
Phenomenon**
Investigation Question

**Evidence sources
and reflection
opportunities**

Key concepts

**Application of key
concepts to problem**

**Explanation that
students can make
to answer the
Chapter 1 Question**

Balancing Forces: Investigating Floating Trains

The floating train rises, floats above the track, then later falls back to the track.
How is it possible for a train to float?

The train rises above the track.
Why does the train rise?

Sometimes objects start to move.
What makes an object start to move? (1.2, 1.3, 1.4)

- Investigate by making blocks move (1.2)
- Read *Forces All Around* (1.3)
- View *Domino* video (1.4)
- Create and analyze chain reactions (1.4)

- A force acts between two objects. (1.3)
- When an object starts moving or stops moving, that is evidence that a force has acted on it. (1.3)

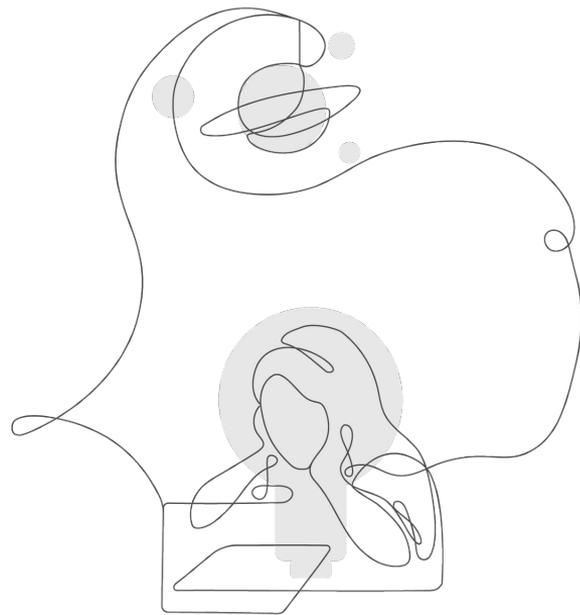
- Discuss why the train starts to move (1.4)
- Write a scientific explanation about the floating train (1.4)

The train rises because a force acts on it. The train started to move and when an object changes how it is moving, that means a force acted on it.

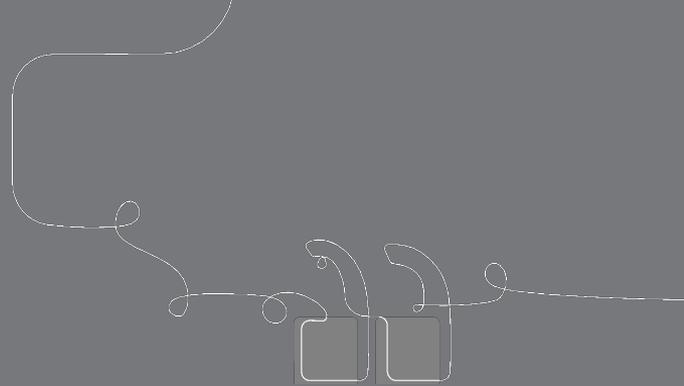
Explore the Coherence Flowchart

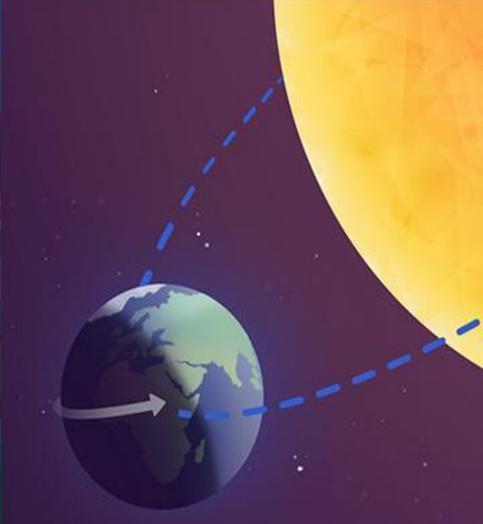
Skim the Chapter 1 Coherence Flowchart.

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



Questions?





Plan for the day: Part 2

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

The Lesson Brief

AmplifyScience > Balancing Forces > Chapter 1 > Lesson 1.1

Lesson 1.1: Pre-Unit Assessment

Lesson Brief (2 Activities) | T TEACHER The Floating Train Video | 1 WRITING Students Write Initial Explanations | 2 TEACHER-LED DISCUSSION Introducing Investigation Notebooks

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Students watch a short video about a floating train and write their initial explanations about what they think makes the train rise, float, and then fall. Figuring out how the floating train works is the problem students will solve in this unit. The explanations they provide today serve as a Pre-Unit Assessment for formative purposes, designed to reveal students' initial understanding of buoyancy and forces.

Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- Classroom Videos 1.1 | Zip

Spanish

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.

AmplifyScience > Balancing Forces > Chapter 1 > Lesson 1.1

Lesson 1.1: Pre-Unit Assessment

Lesson Brief (2 Activities) | TEACHER The Floating Train Video | 1 WRITING Students Write Initial Explanations | 2 TEACHER LED DISCUSSION Introducing Investigation Notebooks

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Students watch a short video about a floating train and write their initial explanations about what they think makes the train rise, float, and then fall. Figuring out how the floating train works is the problem students will solve in this unit. The explanations they provide today serve as a Pre-Unit Assessment for formative purposes, designed to

Digital Resources

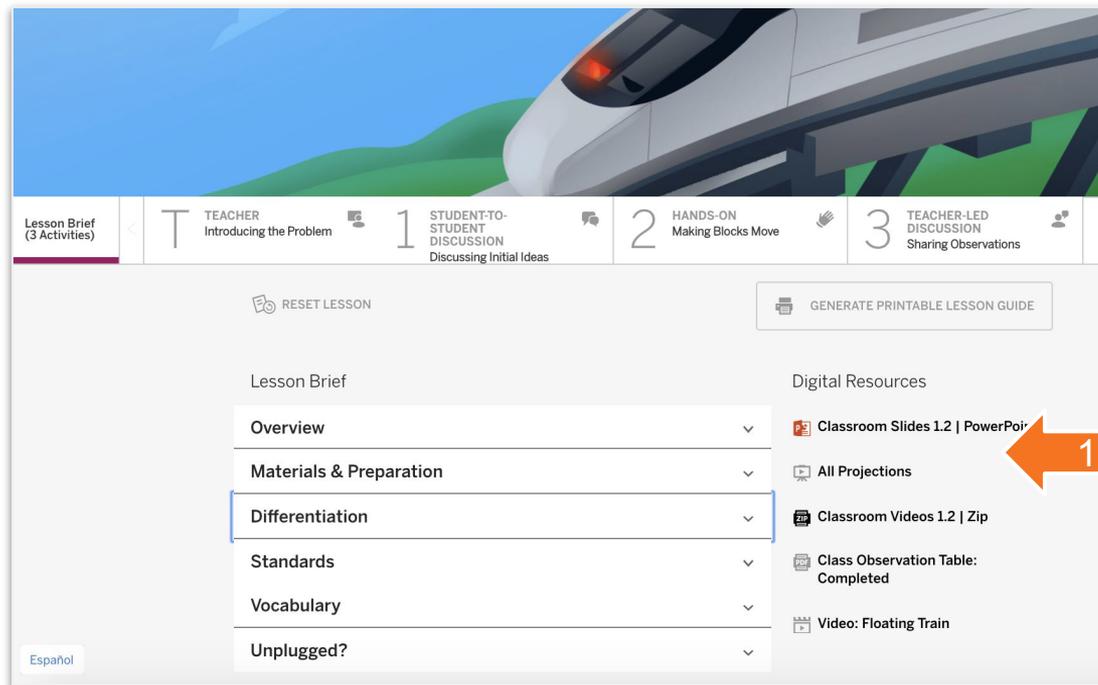
- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- Classroom Videos 1.1 | Zip

Left sidebar links: Overview, Materials & Preparation, Differentiation, Standards, Unplugged?

4 Easy Steps to Teaching a lesson

DIRECTIONS:

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



The screenshot displays a lesson planning interface. At the top, there is a header with a blue sky and green hills background, and a white train on the right. Below the header is a navigation bar with three main sections: 'Lesson Brief (3 Activities)', 'TEACHER Introducing the Problem', and 'STUDENT-TO-STUDENT DISCUSSION Discussing Initial Ideas'. The 'STUDENT-TO-STUDENT DISCUSSION' section is further divided into three sub-sections: '1 HANDS-ON Making Blocks Move', '2 HANDS-ON Making Blocks Move', and '3 TEACHER-LED DISCUSSION Sharing Observations'. Below the navigation bar, there are two buttons: 'RESET LESSON' and 'GENERATE PRINTABLE LESSON GUIDE'. The main content area is divided into two columns. The left column is titled 'Lesson Brief' and contains a list of items: 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', 'Vocabulary', and 'Unplugged?'. The 'Differentiation' item is highlighted with a blue border. The right column is titled 'Digital Resources' and contains a list of items: 'Classroom Slides 1.2 | PowerPoint', 'All Projections', 'Classroom Videos 1.2 | Zip', 'Class Observation Table: Completed', and 'Video: Floating Train'. An orange arrow with the number '1' points to the 'Classroom Slides 1.2 | PowerPoint' item.

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?

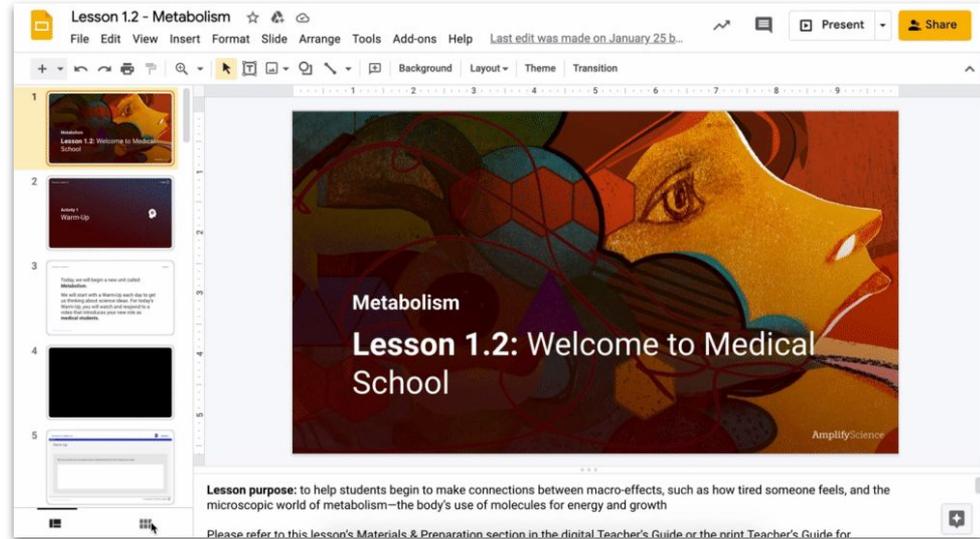
The screenshot shows a digital lesson interface for "Lesson 1.2: Making an Object Move". The interface is divided into several sections:

- Header:** "Lesson 1.2: Making an Object Move" with a blue background and a small notification icon.
- Progress Bar:** A horizontal bar with two segments. The first segment is labeled "2 HANDS ON Making Blocks Move" and the second is labeled "3 TEACHER-LED DISCUSSION Sharing Observations".
- Left Sidebar:** A vertical menu with options: "RESET LESSON", "Overview", "Materials & Preparation", "Differentiation", "Standards", "Vocabulary", and "Unplugged?".
- Right Sidebar:** A vertical menu titled "Digital Resources" with options: "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", "All Projections", "CLASSROOM VIDEOS 1.2 | ZIP", "Class Observation Table: Completed", "Video: Floating Train", "Balancing Forces Investigation Notebook, page 2", and "Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds".
- Main Content Area:** Titled "Overview", it contains text about the lesson's purpose and objectives. It includes sections for "Unit Anchor Phenomenon", "Chapter-level Anchor Phenomenon", and "Investigative Phenomenon".
- Buttons:** "GENERATE PRINTABLE LESSON GUIDE" is located in the top right corner.

Using Classroom Slides as a planning tool

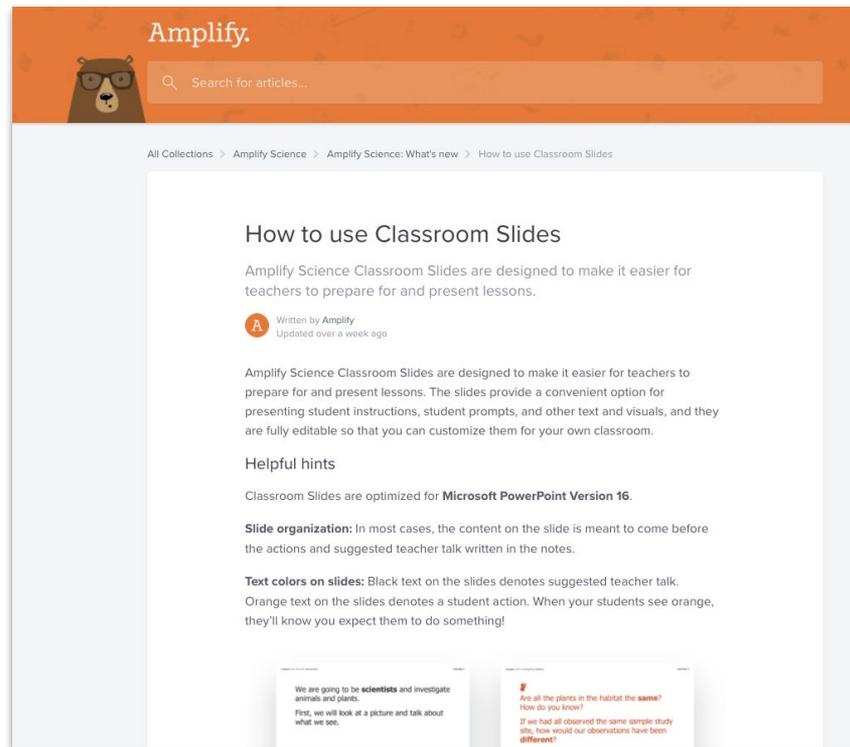
Teacher tip: Classroom Slides are a great visual summary of a lesson. Many teachers download and flip through a lesson's Classroom Slides deck to preview what happens in the lesson.

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.



The screenshot shows the Amplify Science Help Site interface. At the top, there is an orange header with the Amplify logo (a bear wearing glasses) and a search bar. Below the header, a breadcrumb trail reads: All Collections > Amplify Science > Amplify Science: What's new > How to use Classroom Slides. The main content area features the article title "How to use Classroom Slides" in a large, bold font. Below the title, a paragraph explains that Amplify Science Classroom Slides are designed to make it easier for teachers to prepare for and present lessons. A small icon of a person with a red 'A' indicates the article was written by Amplify and updated over a week ago. Another paragraph states that the slides are designed to make it easier for teachers to prepare for and present lessons, providing a convenient option for presenting student instructions, student prompts, and other text and visuals, and they are fully editable so that you can customize them for your own classroom. Below this, a section titled "Helpful hints" provides additional information. The first hint states that Classroom Slides are optimized for Microsoft PowerPoint Version 16. The second hint, "Slide organization," explains that in most cases, the content on the slide is meant to come before the actions and suggested teacher talk written in the notes. The third hint, "Text colors on slides," explains that black text on the slides denotes suggested teacher talk, and orange text on the slides denotes a student action. When your students see orange, they'll know you expect them to do something! At the bottom of the article, two example slides are shown. The first slide has black text: "We are going to be **scientists** and investigate animals and plants. First, we will look at a picture and talk about what we see." The second slide has orange text: "Are all the plants in the habitat **the same**? How do you know? If we had all observed the same sample study site, how would our observations have been **different**?"

Amplify.

Search for articles...

All Collections > Amplify Science > Amplify Science: What's new > How to use Classroom Slides

How to use Classroom Slides

Amplify Science Classroom Slides are designed to make it easier for teachers to prepare for and present lessons.

Written by Amplify
Updated over a week ago

Amplify Science Classroom Slides are designed to make it easier for teachers to prepare for and present lessons. The slides provide a convenient option for presenting student instructions, student prompts, and other text and visuals, and they are fully editable so that you can customize them for your own classroom.

Helpful hints

Classroom Slides are optimized for **Microsoft PowerPoint Version 16**.

Slide organization: In most cases, the content on the slide is meant to come before the actions and suggested teacher talk written in the notes.

Text colors on slides: Black text on the slides denotes suggested teacher talk. Orange text on the slides denotes a student action. When your students see orange, they'll know you expect them to do something!

We are going to be **scientists** and investigate animals and plants. First, we will look at a picture and talk about what we see.

Are all the plants in the habitat **the same**? How do you know? If we had all observed the same sample study site, how would our observations have been **different**?

4 Easy Steps to Teaching a lesson

DIRECTIONS:

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

Lesson Brief (3 Activities)

TEACHER Introducing the Problem

1 STUDENT-TO-STUDENT DISCUSSION Discussing Initial Ideas

2 HANDS-ON Making Blocks Move

3 TEACHER-LED DISCUSSION Sharing Observations

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Lesson Brief

Overview

Materials & Preparation

Differentiation

Standards

Vocabulary

Unplugged?

Digital Resources

Classroom Slides 1.2 | PowerPoint

All Projections

Classroom Videos 1.2 | Zip

Class Observation Table: Completed

Video: Floating Train

Español

Preparing to teach

The Overview

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

The screenshot shows a lesson overview page for "Lesson 1.2: Making an Object Move". The page is divided into several sections:

- Lesson Title:** Lesson 1.2: Making an Object Move
- Navigation:** A horizontal bar with two main sections: "2 HANDS ON Making Blocks Move" and "3 TEACHER-LED DISCUSSION Sharing Observations".
- Left Sidebar:** A vertical menu with options: Overview, Materials & Preparation, Differentiation, Standards, Vocabulary, and Unplugged?.
- Overview Section:** A central box containing the text: "Students are introduced to their role as scientists and to the problem they will tackle in this unit—explaining how floating trains work. After seeing a short animated video of a floating train, students wonder what could make the train rise and what could make it fall back to the track. Students are then introduced to the more general Unit Question they will answer over the course of the unit: *What can make an object move or not move?* Students begin by investigating what makes an object start to move. Finding ways to move blocks, students learn that they cannot see the forces they make—forces are not something that can be seen—but students can see the effects of forces when a force causes an object at rest to move. Students point to these effects as evidence of forces. The purpose of this lesson is to engage students in firsthand experiences with forces and to provide them with practice in evidence-based thinking." Below this text are three anchor phenomena: "Unit Anchor Phenomenon: The floating train rises, floats above the track, then later falls back to the track.", "Chapter-level Anchor Phenomenon: The train rises above the track.", and "Investigative Phenomenon: Sometimes objects start to move." At the bottom of this section, it says "Students learn:".
- Right Sidebar:** A section titled "Digital Resources" with a "GENERATE PRINTABLE LESSON GUIDE" button. It lists several resources: "Classroom Slides 1.2 | PowerPoint", "Classroom Slides 1.2 | Google Slides", "All Projections", "Classroom Videos 1.2 | Zip", "Class Observation Table: Completed", "Video: Floating Train", "Balancing Forces Investigation Notebook, page 2", and "Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds".

4 Easy Steps to Teaching a lesson

DIRECTIONS:

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

Lesson Brief (3 Activities) < T TEACHER Introducing the Problem 1 STUDENT-TO-STUDENT DISCUSSION Discussing Initial Ideas 2 HANDS-ON Making Blocks Move 3 TEACHER-LED DISCUSSION Sharing Observations

RESET LESSON GENERATE PRINTABLE LESSON GUIDE

Lesson Brief

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

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- All Projections
- Classroom Videos 1.2 | Zip
- Class Observation Table: Completed
- Video: Floating Train

Español

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

- Unit Question: *What can make an object move or not move?*
- Chapter 1 Question: *Why does the train rise?*
- section headers: Key Concepts, Vocabulary
- vocabulary: force

For the Class

- 1 bag, plastic, gallon, self-sealing
- 2 wooden blocks with hooks
- 1 balloon
- 1 paper clip
- 1 domino
- 1 clothespin
- 1 index card
- 1 rubber band*
- 1 sheet of chart paper*
- masking tape*
- marker*
- scissors*

For Each Pair of Students

- 1 bag, plastic, gallon, self-sealing
- 2 wooden blocks, with hooks
- 1 balloon

4 Easy Steps to Teaching a lesson



DIRECTIONS:

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

The screenshot shows a lesson planning interface. At the top, there is a header with a background image of a train. Below the header, there is a navigation bar with three main sections: 'Lesson Brief (3 Activities)', 'TEACHER Introducing the Problem', and 'STUDENT-TO-STUDENT DISCUSSION Discussing Initial Ideas'. The 'STUDENT-TO-STUDENT DISCUSSION' section is further divided into three sub-sections: '1 HANDS-ON Making Blocks Move', '2 TEACHER-LED DISCUSSION Sharing Observations', and '3'. Below the navigation bar, there is a 'RESET LESSON' button and a 'GENERATE PRINTABLE LESSON GUIDE' button. The main content area is divided into two columns. The left column is titled 'Lesson Brief' and contains a list of items: 'Overview', 'Materials & Preparation', 'Differentiation', 'Standards', 'Vocabulary', and 'Unplugged?'. The 'Differentiation' item is highlighted with a blue border and a blue arrow pointing to it from the left. The right column is titled 'Digital Resources' and contains a list of items: 'Classroom Slides 1.2 | PowerPoint', 'All Projections', 'Classroom Videos 1.2 | Zip', 'Class Observation Table: Completed', and 'Video: Floating Train'. In the bottom left corner, there is a language selector button labeled 'Español'.

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

Frequent student-to-student discussions. This introductory lesson is intended to get students excited about the specific content of the

unit. It includes multiple opportunities for students to discuss and share their initial thinking. Students will come into the classroom with very different experiences and understandings; providing frequent student discussion allows students to learn from one another. As students share, the teacher can carefully listen for incorrect ideas and can either address them in the moment or make a plan for addressing them during later lessons. Students learn from and are motivated by frequent student discussions. This strategy is especially effective when students have a range of background knowledge.

Initial experiences with touching forces. Having students experience touching forces in this lesson supports learning that students will do in upcoming lessons about the non-touching forces of magnetic force and gravity. It is easier to establish the idea of a force as a push or a pull with touching forces because in these examples, the push or pull is more active and easily observed.

Visual references. The Problem in Faraday Slideshow, the Floating Train video, the images on the concept wall, and the use of physical materials during discussions help support students' learning. Visuals are especially helpful for English learners and students who struggle to process oral or written language.

Potential Challenges in This Lesson

Discussion-centered. Since discussion is central to this lesson, you might want to consider how you can support participation of students who are not as confident in their abilities to communicate orally or who have difficulties with this kind of communication.

Partner work with physical materials. Some students may have difficulty focusing on the task at hand when presented with engaging materials and/or when working independently with a partner. Consider ways you can make expectations clear ahead of time and support students in focusing their efforts on the specific goals for the activity.

Specific Differentiation Strategies for English

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.

AmplifyScience > Balancing Forces > Chapter 1 > Lesson 1.1

Lesson 1.1: Pre-Unit Assessment

Lesson Brief (2 Activities) | TEACHER The Floating Train Video | 1 WRITING Students Write Initial Explanations | 2 TEACHER LED DISCUSSION Introducing Investigation Notebooks

RESET LESSON

GENERATE PRINTABLE LESSON GUIDE

Overview

Students watch a short video about a floating train and write their initial explanations about what they think makes the train rise, float, and then fall. Figuring out how the floating train works is the problem students will solve in this unit. The explanations they provide today serve as a Pre-Unit Assessment for formative purposes, designed to...

Digital Resources

- Classroom Slides 1.1 | PowerPoint
- Classroom Slides 1.1 | Google Slides
- Classroom Videos 1.1 | Zip

1 2 3 4

Lesson __	Activity Overview	
<p>What is the purpose of this lesson?</p> <div data-bbox="620 241 1029 361" style="border: 1px solid black; padding: 5px; margin-left: auto; margin-right: auto;">From the lesson overview</div>	<p>Activity 1 (##min)</p>	<div data-bbox="1632 19 1932 180" style="border: 1px solid black; padding: 5px; background-color: #e6e6fa;">From the Lesson at a glance in the overview</div>
<p>What will students learn?</p>	<p>Activity 2 (##min)</p>	
<p>3-D Statement (identify SEP, CCC, and DCI):</p> <div data-bbox="707 519 1045 639" style="border: 1px solid black; padding: 5px; margin-left: auto; margin-right: auto;">From the lesson standards</div>	<p>Activity 3 (##min)</p>	
<p>Student Resources:</p> <div data-bbox="678 716 1016 874" style="border: 1px solid black; padding: 5px; margin-left: auto; margin-right: auto;">From the lesson materials and preparation</div>	<p>Activity 4 (##min)</p>	
<p>Assessment Opportunities:</p> <div data-bbox="600 907 1010 1065" style="border: 1px solid black; padding: 5px; margin-left: auto; margin-right: auto;">From the lesson at a glance in the overview or classroom slides</div>	<p>Activity 5 (##min)</p>	

Directions for Planning Time

(Make your own copy first before planning)

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

Digital Resources



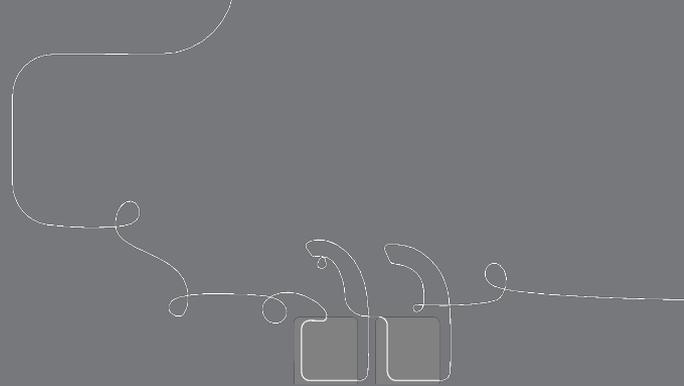
Classroom Slides 1.1 | PowerPoint

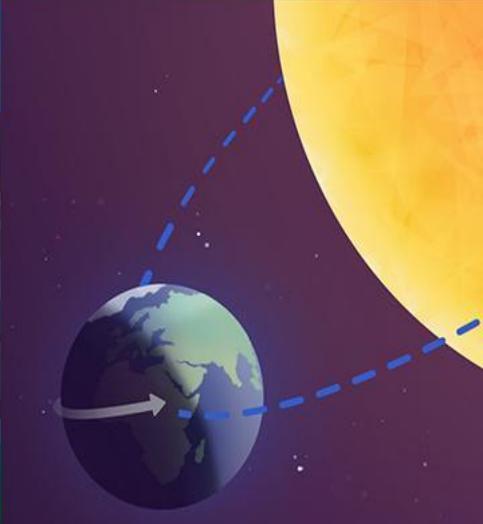
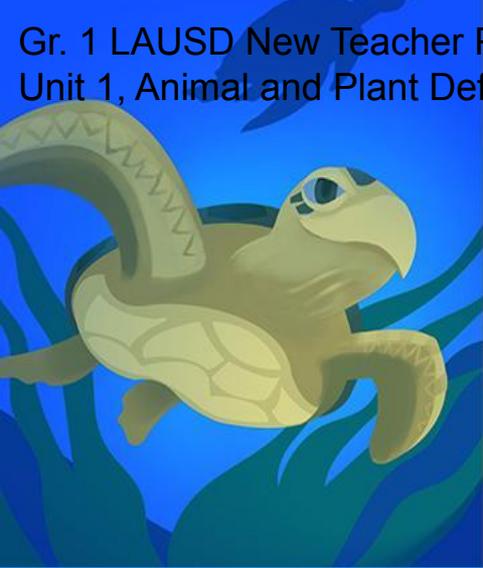


Classroom Slides 1.1 | Google Slides

Lesson <u>1.2</u>	Activity Overview	
<p>What is the purpose of this lesson? The purpose of this lesson is to engage students in firsthand experiences with forces and to provide them with practice in evidence-based thinking</p>	<p>Activity 1 (10 min)</p>	<p>Introducing the Problem</p>
<p>What will students learn? Scientists gather information by making observations. Compiling many observations in a table makes it easier to look for patterns. An object can start moving when it is pushed or pulled by another object. This push or pull is called a force.</p>	<p>Activity 2 (10 min)</p>	<p>Discussing Initial Ideas</p>
<p>3-D Statement (identify SEP, CCC, and DCI): Students ask questions about the floating train. They plan and conduct investigations to figure out many ways to cause a wooden block to start to move (cause and effect) and learn that these pushes and pulls are called forces.</p>	<p>Activity 3 (20 min)</p>	<p>Making Blocks Move</p>
<p>Student Resources: 1 bag, plastic, gallon, self-sealing, 2 wooden blocks, with hooks, 1 balloon, 1 rubber band*, 1 paper clip, 1 domino, 1 clothespin, 1 index card, Investigation Notebook (pg 2)</p>	<p>Activity 4 (20 min)</p>	<p>Sharing Observations</p>
<p>Assessment Opportunities: n/a</p>	<p>Activity 5 (## min)</p>	

Questions?





Plan for the day: Part 2

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

Additional resources

Welcome, caregivers!

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

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

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



Grades 6-8



[Caregivers](#)

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



Welcome to Amplify Science!

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

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

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

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 'Balancing Forces' unit. The page features a large header image of a train on a track with a person's feet on a skateboard-like device. The unit title 'Balancing Forces' is prominently displayed, along with a 'Printable Teacher Guide' button. A sidebar on the left provides navigation options: Unit Overview, Chapters, Printable Resources, Planning for the Unit, Teacher References, and Offline Preparation. The main content area includes a 'Unit Overview' section with a 'What's in This Unit?' subsection, followed by a 'Chapters' section for 'Chapter 1: Why does the train rise?'. Three lesson thumbnails are shown: Lesson 1.1 (Pre-Unit Assessment), Lesson 1.2 (Making an Object Move), and Lesson 1.3 (Force All Around). A red circle highlights the 'PROGRAMS & APPS' button in the top navigation bar.

This screenshot shows the Amplify Science Program Hub for the 'Energy Conversions' unit. The page features a header with the Amplify logo and navigation links for CURRICULUM, CLASSWORK, and REPORTING. The 'PROGRAMS & APPS' button is highlighted with a red circle. The main content area includes a 'Science' section with a 'Program:' dropdown menu set to '4th Grade Science Eng/Esp'. Below this, the 'Units' section displays two unit cards: 'Energy Conversions' (22 Lessons) and 'Vision and Light' (22 Lessons). A red circle highlights the 'PROGRAMS & APPS' button in the top navigation bar.

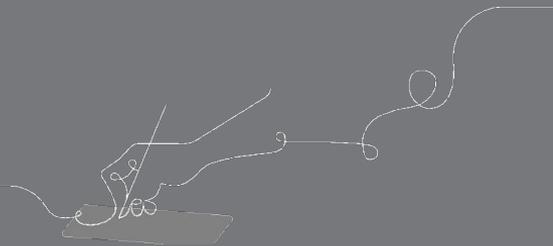
This screenshot shows the Amplify Science Program Hub welcome page. The page features a 'Welcome Science Educators!' section with a message about the program hub's purpose. Below this, there are three resource categories: 'Remote and hybrid learning resources', 'Professional Learning Resources', and 'Additional Unit Materials'. A red circle highlights the 'Remote and hybrid learning resources' section. A red circle also highlights the 'PROGRAMS & APPS' button in the top navigation bar.

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

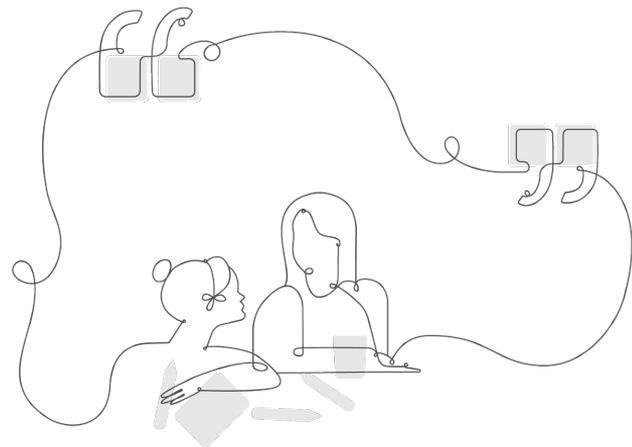
Feet: something you're planning to do

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)