

# Amplify Science

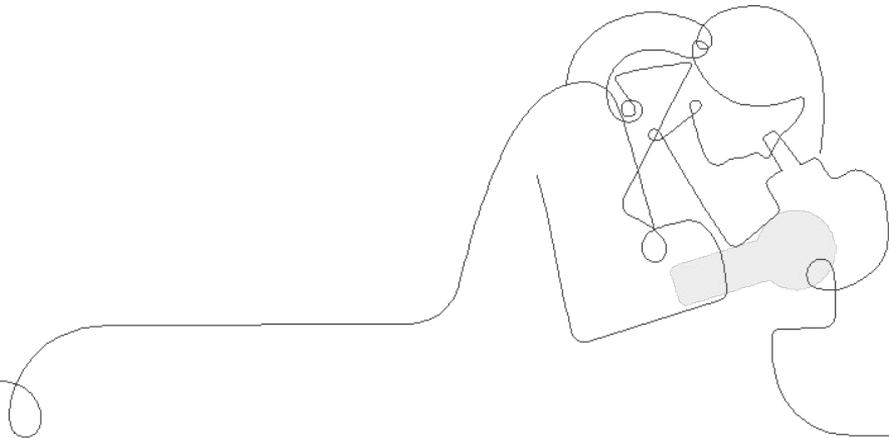
## Part 3: Supporting English Learners Grade 2

Strengthen workshop

School/District Name LAUSD

Date OCT 2022

Presented by



# 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

# 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



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

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

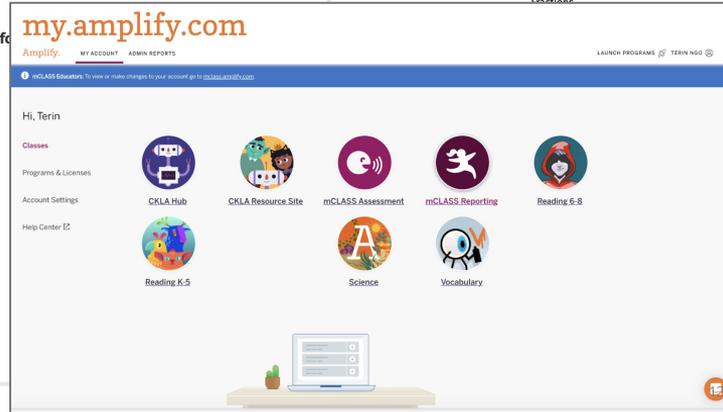
Publisher Name: Starts With

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](mailto:help@amplify.com)  
S: [amplify.com/support](mailto: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.

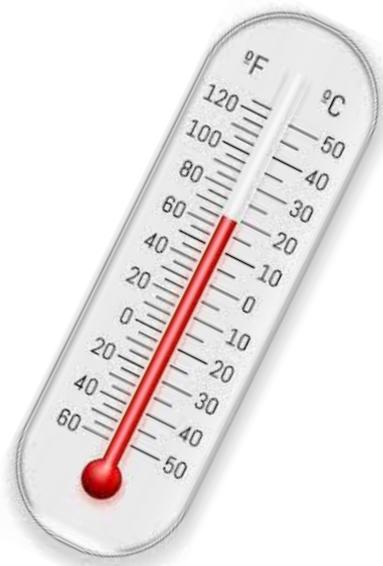
1 = Extremely Uncomfortable

2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable





## Plan for the day

- **Introduction**
- Language of the Science Classroom
- Embedded and Additional Supports
- Experiencing a Lesson
- Planning for Supports
- Closing

# Overarching goals

- ❑ Describe the language and literacy demands in a lesson and their role in students developing science understanding
- ❑ Implement key strategies to promote English learners' academic language development and science understanding

Let's connect  
this goal to  
our students



# Opening Reflection

What are your goals  
for student outcomes?



Participant Notebook

<https://bit.ly/3CLSyC4>

## Reflection

Use the provided spaces as a place for reflection throughout the session.

### Session goals and student outcomes

What Connect the workshop goal(s) to an outcome you envision for your students.	Why Reflect on why you want this outcome for your students.	How How will your students achieve the outcome? Reflect on what you learned during the workshop that will impact student outcomes.

# 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.



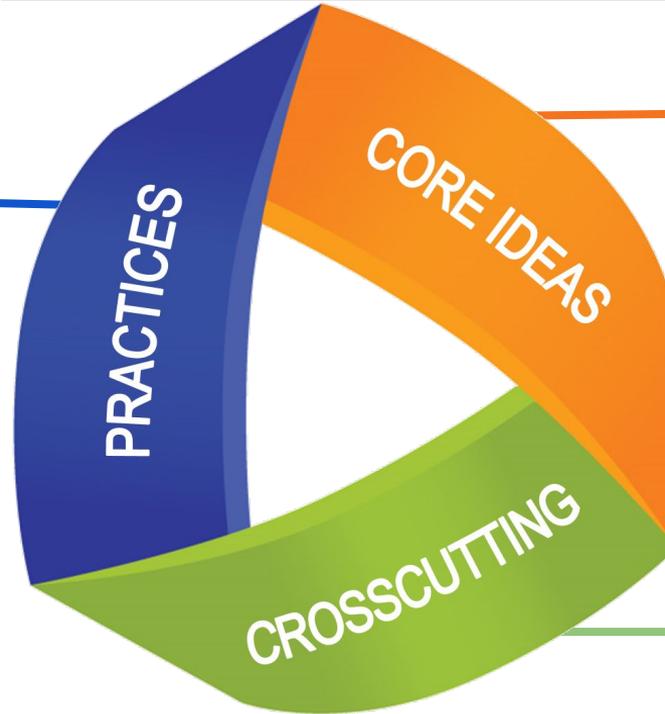
## Plan for the day

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- Planning for Supports
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# Language of the science classroom

## Language and 3-D learning

What scientists do  
Science and  
Engineering Practices



What scientists  
want to know  
Disciplinary Core  
Ideas

How scientists  
think  
Crosscutting Concepts

# Science and Engineering Practices

inquiry

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations

math

4. Analyzing and interpreting data
5. Using mathematics and computational thinking

language

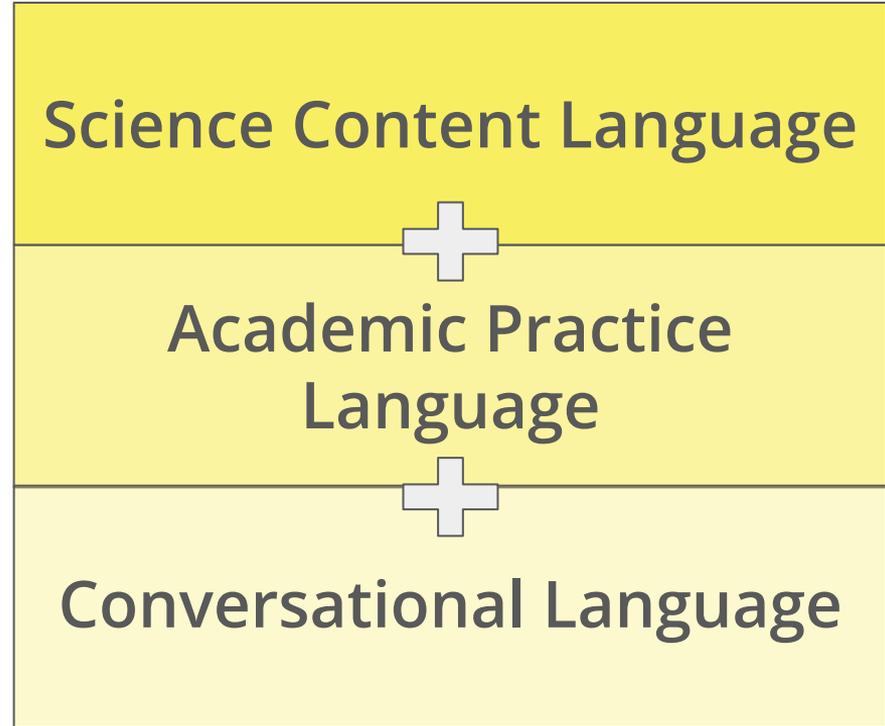
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information



# Language acquisition

## Language of Science

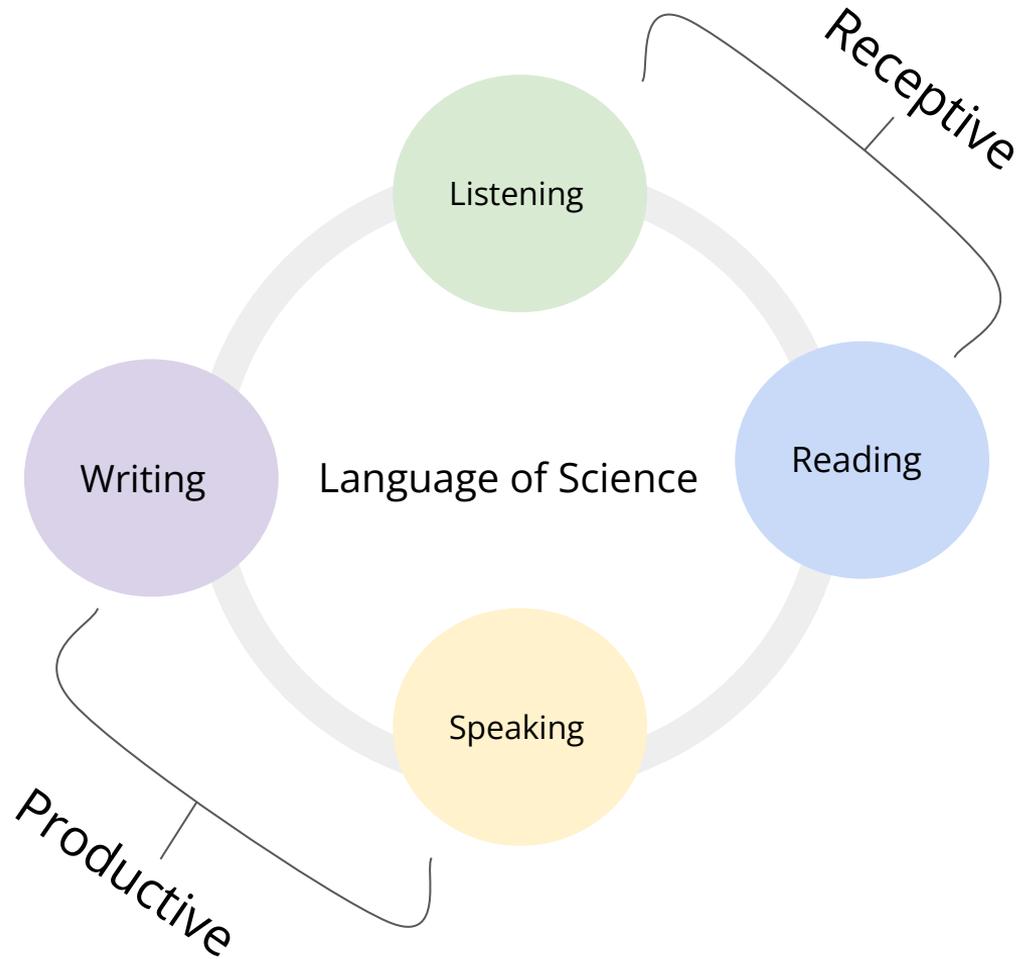
- Multimodal experiences with language
- Explicit instruction and practice



# Language acquisition

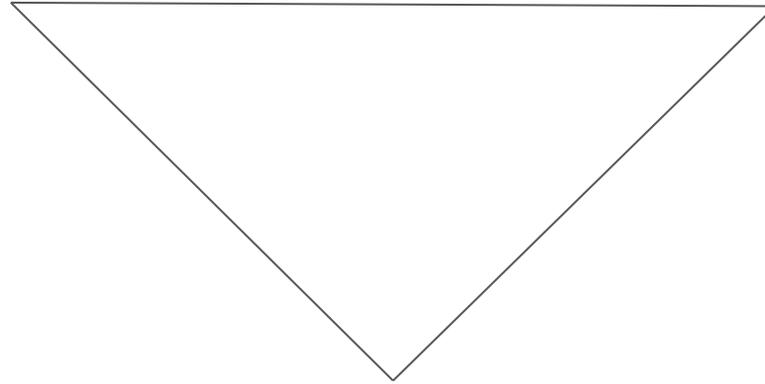
## Language of Science

- Learning activities to support productive and receptive language



# Establishing connections among concepts

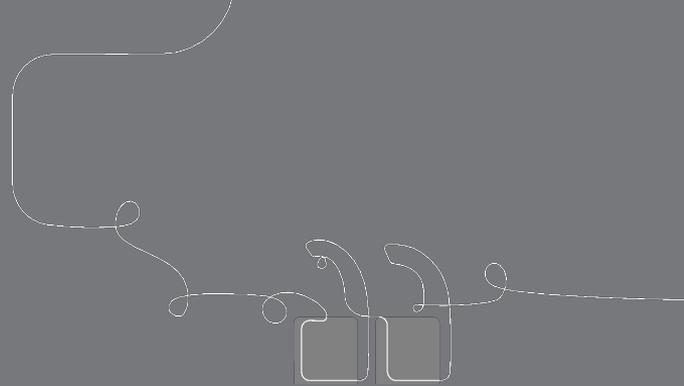
Academic  
Language  
Proficiency



Science and  
Engineering  
Practices

Instructional  
support

# Questions?





## Plan for the day

- Introduction
- Language of the Science Classroom
- **Embedded and Additional Supports**
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# Embedded supports

## 5 Principles for Supporting English Learners

Principle 1: Leverage and build students' informational background knowledge.

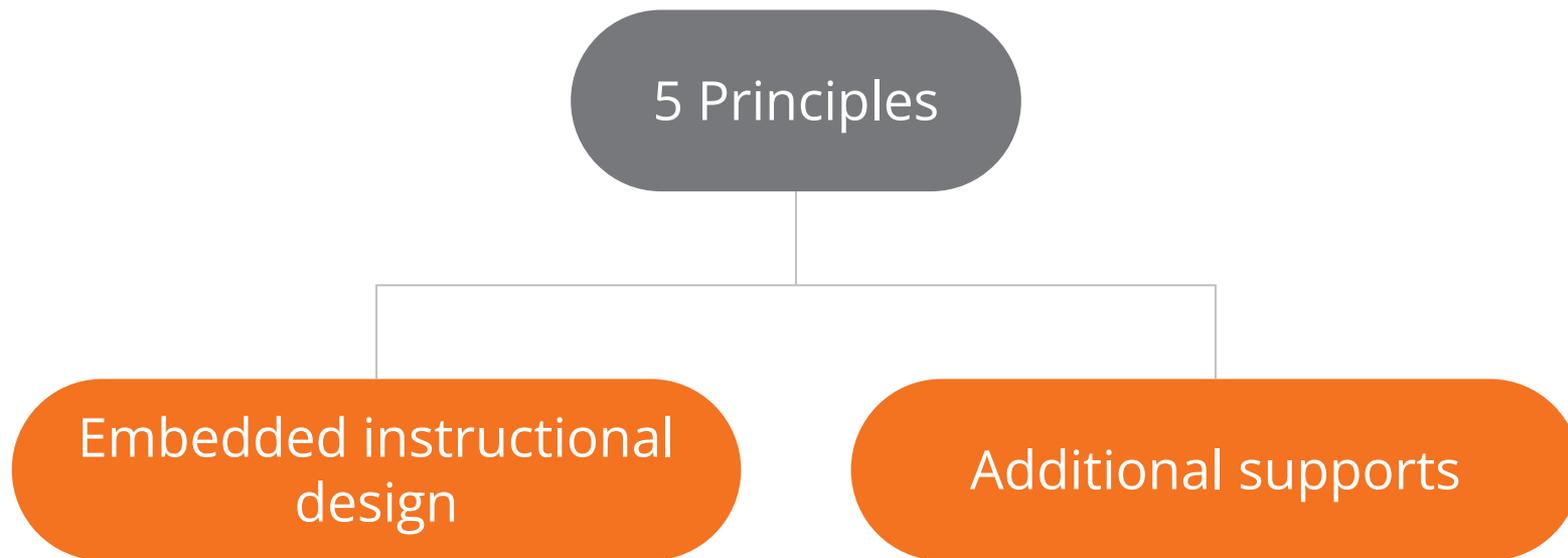
Principle 2: Capitalize on students' knowledge of language.

Principle 3: Provide explicit instruction about the language of science.

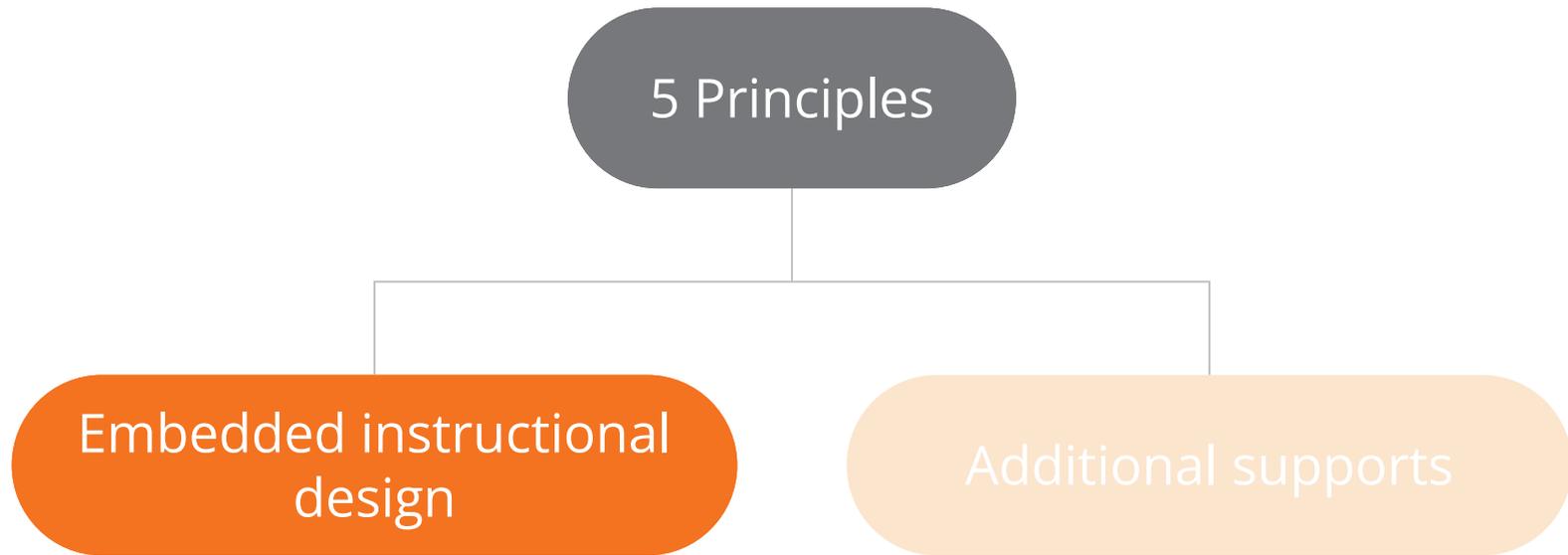
Principle 4: Provide opportunities for scaffolded practice.

Principle 5: Provide multimodal means of accessing science content and expressing language.

# Supports for English learners



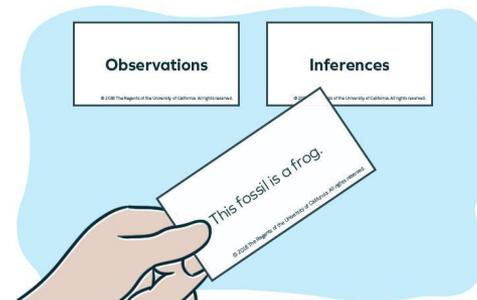
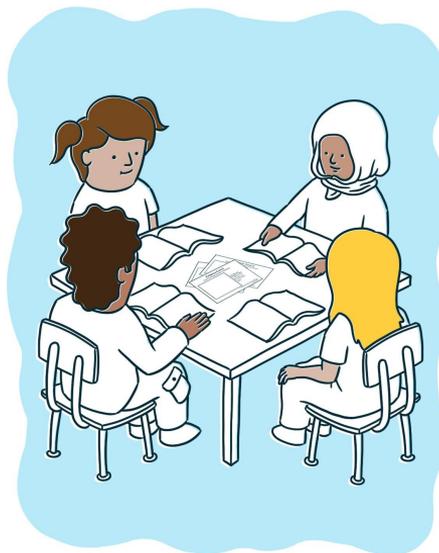
# Supports for English learners



# Embedded supports

## Examples

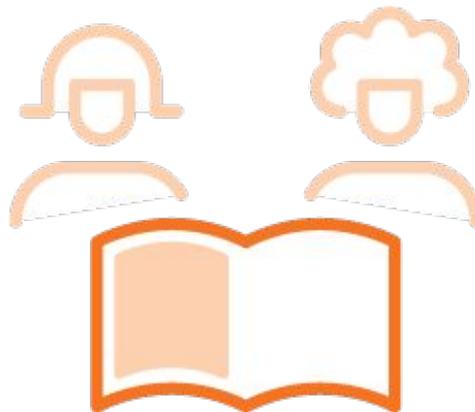
- Discourse and sensemaking Routines



# Embedded supports

## Examples

- Reading routines
- Multimodal Instruction

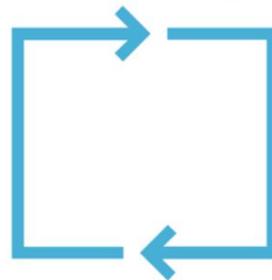


### Partner Reading Guidelines

1. Sit next to your partner and place the book between you.
2. Take turns reading.
3. Read in a quiet voice.
4. Be respectful and polite to your partner.
5. Ask your partner for help if you need it. Work together to make sure you both understand what you read.

### Multimodal learning

#### Gathering evidence over multiple lessons

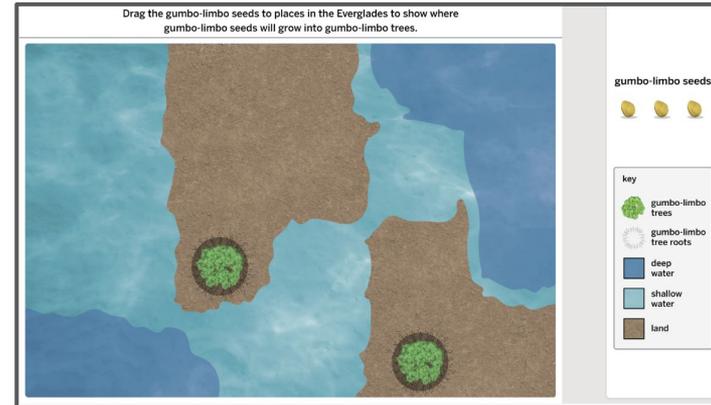
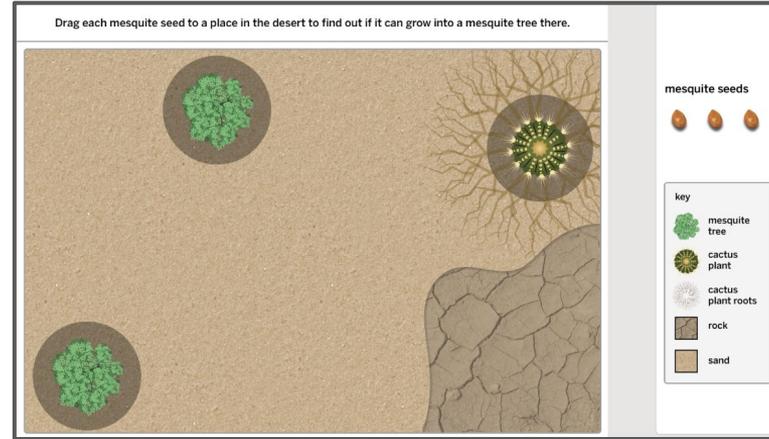


**Do,  
Talk,  
Read,  
Write,  
Visualize**

# Embedded supports

## Examples

- Visual and digital models
- Visual Representations



# Embedded supports

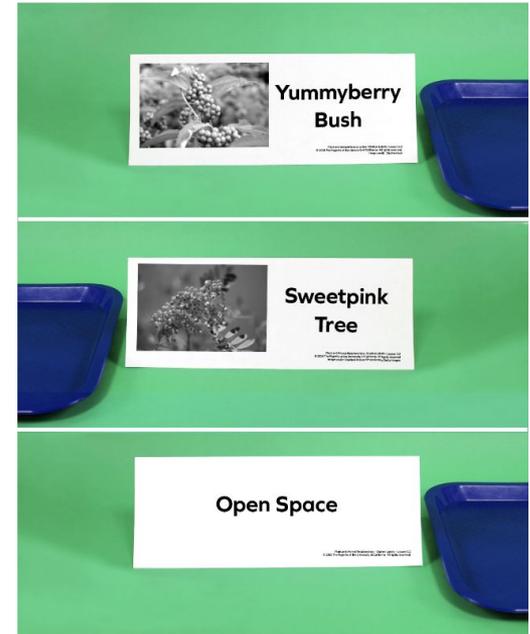
## Examples

- Discourse and sensemaking Routines
- Reading routines
- Multimodal Instruction
- Visual Representations
- Visual and digital models

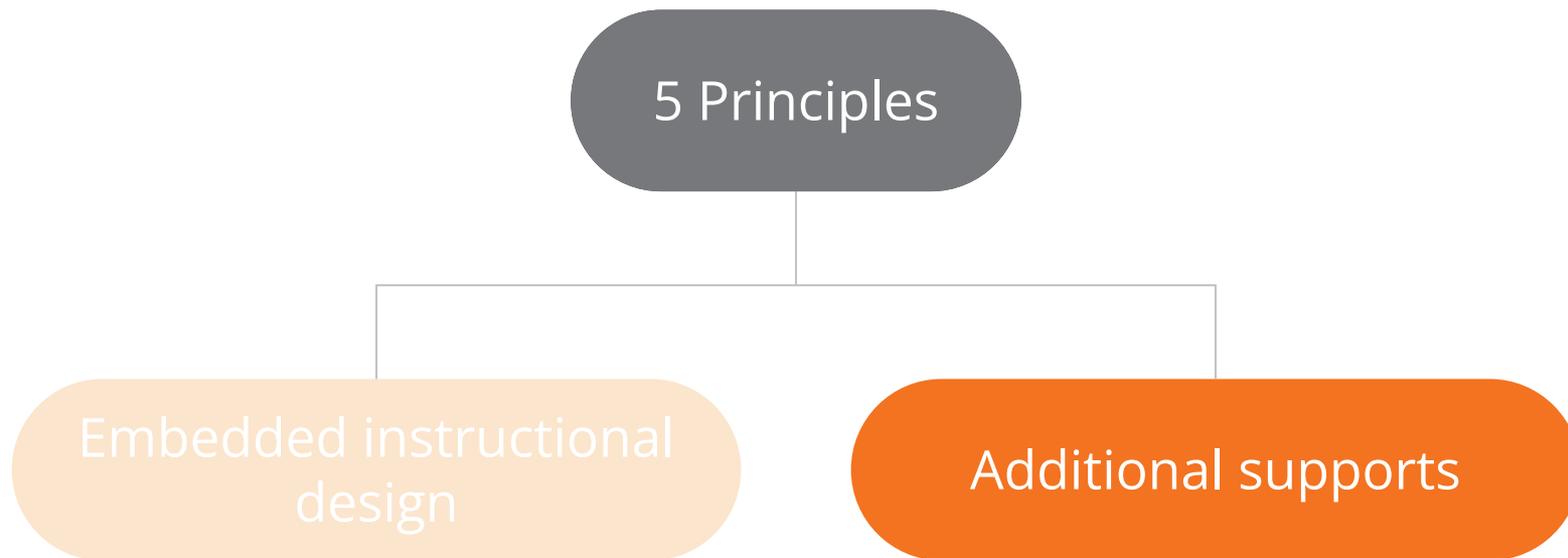
Sweetpink Tree



Yummyberry Bush



# Supports for English learners



# Log in through your Schoology account

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: **californiasci**@pd.tryamplify.net
  - PW: AmplifyNumber1

Welcome to **Amplify**

G

Log In with Google

C

Log In with Clever

A.

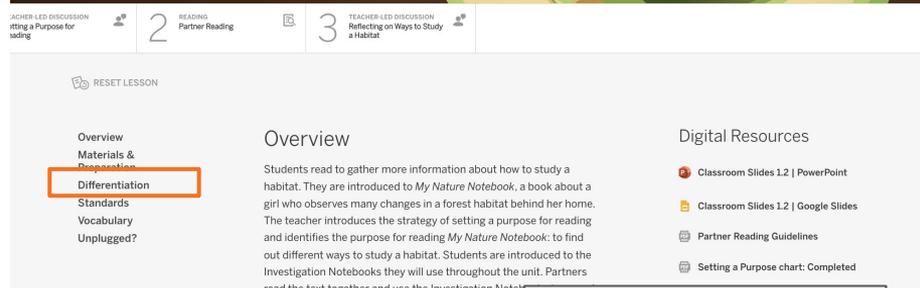
Log In with Amplify



SSO login

# Providing additional support

## Lesson-specific differentiation



- Embedded supports for diverse learners
- Potential challenges in this lesson
- Specific differentiation strategies for:
  - English Learners
  - Students Who Need More Support
  - Students Who Need More Challenge

### Potential Challenges in This Lesson

**Reading-centered.** Reading science texts can be challenging. Some students may benefit from additional reading supports. Consider if any of your students would benefit from extra reading instruction in this lesson. Consider how you can provide additional support for students who struggle with reading *My Nature Notebook* in Activity 2. Consider how you can provide additional support for students who struggle with reading science texts. Students may benefit from additional reading supports. Consider if any of your students would benefit from extra reading instruction in this lesson.

### Differentiation

Embedded Supports for Diverse Learners

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

**Setting a Purpose chart.** The Setting a Purpose chart, which is introduced in this lesson prior to reading *My Nature Notebook*, is used throughout the unit. The chart is a visual reference for how to set a purpose for reading. It also serves as an in-the-moment tool for students to reflect on what their purpose for reading is during a lesson or activity.

**Reading information.** In this lesson, you will use the Setting a Purpose chart to search for information about the text and then recording that information in the Reading Reflection. This helps students understand how to use the chart and will help them when reading and discussing the text with a partner.

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### Specific Differentiation Strategies for English Learners

**Bilingual Spanish glossary.** Having access to translations and definitions of new science terms in Spanish is helpful for English learners for whom Spanish is their primary language. Have students turn to pages 73–74, Glossary, in the *Plant and Animal Relationships Investigation Notebook* to see Spanish translations and definitions. Encourage students to refer to this glossary as needed throughout the unit.

**Cognates.** Many of the academic words that students will be learning over the course of this lesson and unit are Spanish cognates. Cognates are words in two or more different languages that sound and/or look the same or very nearly the same, and that have similar or identical meanings. At several points in this unit, a note will be provided in this section listing relevant Spanish/English cognates. You may decide to support students by keeping a running list of cognates that students encounter in this unit on chart paper, or by encouraging students to keep their own lists that they can refer to as needed. The Spanish cognates that will be helpful for students in this lesson are: *habitat/habitat, investigate/investigar, plant/planta, animal/animal, soil/suelo, centimeters/centímetros, and observe/observar*. Cognates are especially rich linguistic resources to

### Specific Differentiation Strategies for Students Who Need More Challenge

**Reading Reflection.** A Reading Reflection activity for each book is included in the Investigation Notebook. These are optional written activities designed to reinforce concepts in the books and provide prompts to encourage further thinking about the text. These activities are designed for early finishers to use during Partner Reading. They can also be used in a variety of other ways, such as to reinforce concepts on a second read of the book or as homework. The Reading Reflection for this book (on page 5, Reading Reflection: *My Nature Notebook*, in the Investigation Notebook) invites students to think about how a habitat might change over time.

# Providing additional support

## Teacher Support notes

Lesson Brief (3 Activities)	<	1 TEACHER-LED DISCUSSION Setting a Purpose for Reading	2 READING Partner Reading	3 TEACHER-LED DISCUSSION Reflecting on Ways to Study a Habitat	>
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Partner Reading

Students read *My Nature Notebook* with partners. (25 min)

EMBEDDED FORMATIVE ASSESSMENT  INSTRUCTIONAL GUIDE 

Step-by-step **Teacher Support** My Notes

### Rationale

#### Science Practices: About the Role of Investigation Notebooks

Recording ideas, observations, research, and data is a big part of what scientists do. This is not only to document findings for their own purposes, such as modifying an experiment or stimulating new trains of thought, but also to share findings with other scientists and more general audiences. As students take on the role of plant scientists in this unit, they will use their Investigation Notebooks for similar purposes. The notebook provides a place for students to engage in a variety of types of writing (e.g., reflection, observation, and data collection) in order to share findings with others. In addition, the notebook contains scaffolds to support students' thinking and writing.

# Providing additional support

## Additional resources

- Multilingual glossaries
- Response options
- Version B Assessments (3-5)
- Word banks
- Read aloud functions
- K & 1 speaking and writing Explanation Frames

Amplify Science Program Hub > Additional Unit Materials > Plant and Animal Relationships

Plant and Animal Relationships ▾

Hands-on investigations videos **Read-Aloud Videos** Unit Extensions Unit Orientation

### Read-Aloud Videos

The playlist below contains videos of this unit's Student Books being read aloud by an adult. Individual read-aloud videos can also be found within the @Home Videos of lessons that use the @Home Unit student materials, as needed.

[PAR Read-Aloud Playlist](#) ↗

English-Chinese Glossary	
<b>argument:</b> the use of evidence to say why one idea is the best	<b>论证:</b> 用证据来表明某个观点为何最合理
<b>claim:</b> a proposed answer to a question	<b>主张:</b> 对某个问题的拟定答案
<b>climate:</b> the typical weather in a place over a long period of time	<b>气候:</b> 某个地方长期以来常见的天气
<b>data:</b> observations or measurements recorded in an investigation	<b>数据:</b> 调查中记录到的观察结果或测量值
<b>evaluate:</b> to judge how useful or accurate something is	<b>评估:</b> 判断某事物是否有用或准确
<b>evidence:</b> information that supports an answer to a question	<b>证据:</b> 支持问题答案的资料
<b>graph:</b> a way of organizing numbers that can help you see patterns	<b>图表:</b> 组织数字的方式, 有助于了解模式
<b>measure:</b> to use a tool to find out information such as how heavy, how big, how fast, or how hot or cold something is	<b>测量:</b> 使用工具来获取物体的轻重、大小、快慢或冷热等信息

# Providing additional support

## Additional resources for K & 1

### Support for Speaking and Writing K & 1

- Explanation Frames



Let's use these words to explain why a **manatee** can live where it does.

\_\_\_\_\_ can live there because the \_\_\_\_\_

they need is there.



We can talk about animals and what they need the way **scientists** do.

Let's use these words to explain why the **other animals** can live where they do.

\_\_\_\_\_ can live there because the \_\_\_\_\_

they need is there.



A graphic organizer for a science activity, presented as a grey board with a metal fastener at the top center. It contains four image cards and two text boxes.

**The Field**  
  
The Field

**The Garden**  
  
The Garden

\_\_\_\_\_ can live there because the \_\_\_\_\_ they need are there.

**monarch caterpillars**  
  
monarch caterpillars

**milkweed plants**  
  
milkweed plants

Now we can explain our ideas as a scientist would.

First, let's explain why **monarch caterpillars can live in the Field.**

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

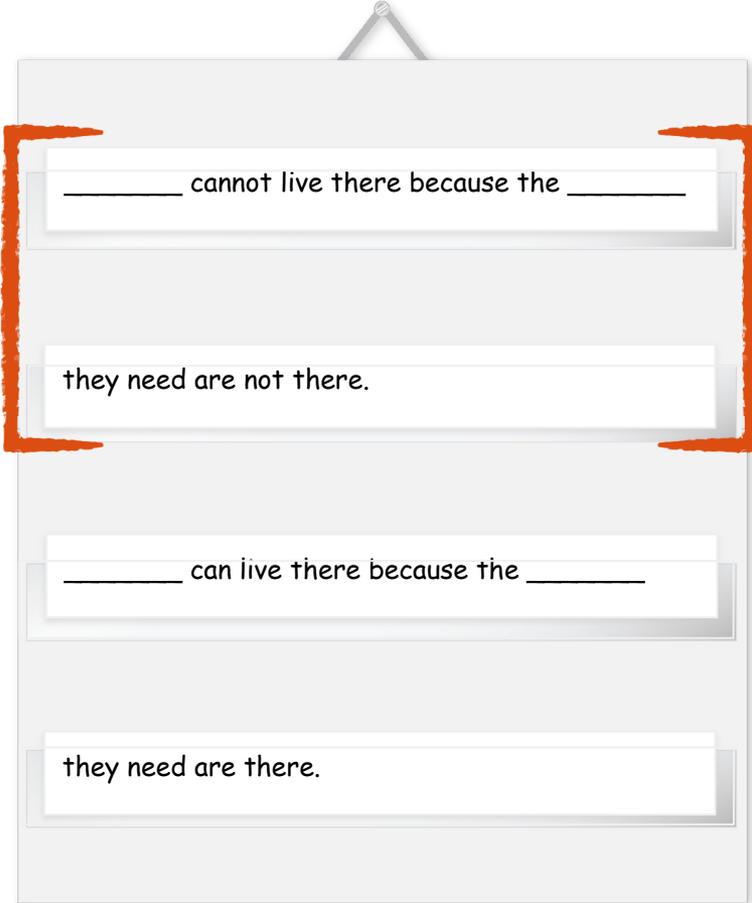
The Garden



Needs of Plants and Animals  
Marjorie Brown Carter—Lesson 1.4—AMNH/UCR/UCR  
© The Regents of the University of California. All rights reserved.  
Image credit: Shutterstock

We will think about **the Garden** first.

First, you will share your ideas. Then, I will write them on this chart.



\_\_\_\_\_ cannot live there because the \_\_\_\_\_

they need are not there.

\_\_\_\_\_ can live there because the \_\_\_\_\_

they need are there.

You can use these words to talk with a partner about **why monarch caterpillars cannot live in the Garden.**

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

### The Garden



Needs of Plants and Animals  
Margaret Brown Carter—Lesson 1.4—AMNH/2006/108-413  
© The Regents of the University of California. All rights reserved.  
Image credit: Shutterstock



# Let's record our ideas.

# 5 Principles for Supporting English Learners



## Embedded and Additional Supports in Amplify Science

Principle 1: Leverage and build students' informational background knowledge.

Principle 2: Capitalize on students' knowledge of language.

Principle 3: Provide explicit instruction about the language of science.

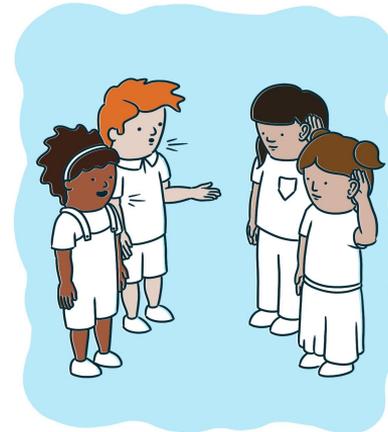
Principle 4: Provide opportunities for scaffolded practice.

Principle 5: Provide multimodal means of accessing science content and expressing language.

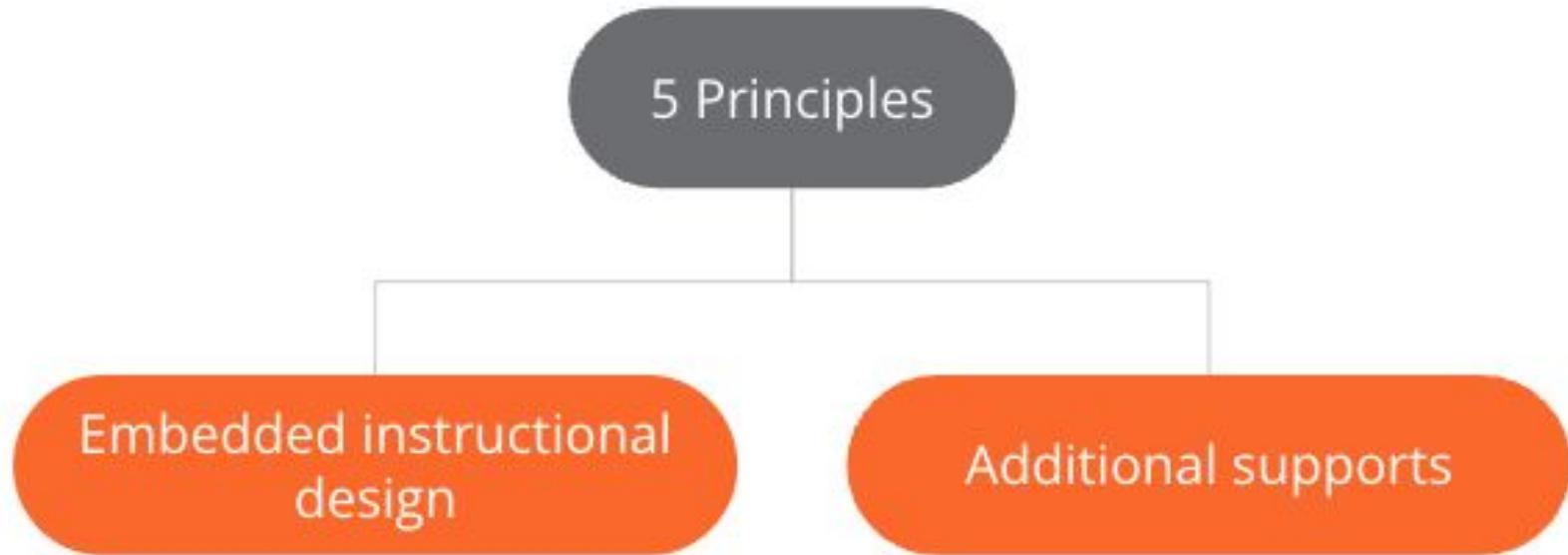
# Let's Work

## What are the Principles for Supporting English Learners?

- Form 5 groups in the room (could be by tables)
- Each group will be assigned a Principle to internalize.
- Independently read your group's Principle for Supporting ELLs.
- Discuss and Summarize with your group.
- Create an illustration/poster of your findings
- Share out



What are the embedded and additional supports that apply to each principle?



# Principle 1: Leverage and build students' informational background knowledge.

- Partner discourse routines
- Daily written reflections
- Active reading
- Anticipation guides



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

**Daily Written Reflection**

What is a force that could happen on a playground to make an object START moving?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is a force that could happen on a playground to make an object STOP moving?

\_\_\_\_\_

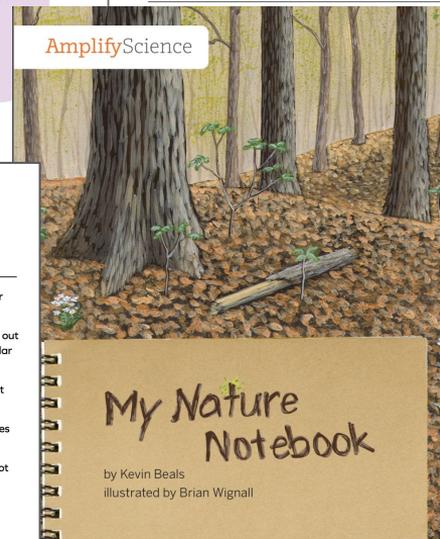
\_\_\_\_\_

\_\_\_\_\_

our drawing.

7

Setting a Purpose	
Reading (1.2)	Investigating (1.3)
<ul style="list-style-type: none"><li>• Find out different ways to study a habitat. (1.2)</li><li>• Find out more about the plants that live in a broadleaf forest habitat. (1.4)</li><li>• Find out more about seeds and how new plants grow. (1.5)</li><li>• Find out how a plant uses its parts to get the water and sunlight it needs to grow. (2.2)</li><li>• Learn more about the parts of a habitat. (3.1)</li><li>• Find out how the plants and animals in the mountain habitat depend on each other. (3.4)</li></ul>	<ul style="list-style-type: none"><li>• Observe plants that live in a habitat near our school. (1.3)</li><li>• Investigate what seeds look like and find out how seeds from different plants are similar and different. (1.5)</li><li>• Find out if seeds need water and sunlight to sprout and grow. (1.6)</li><li>• Help us understand what roots and leaves do for the plant. (2.1)</li><li>• Explore where new plants can and cannot grow in different habitats. (2.4)</li><li>• Understand how animals help seeds get to new places in a habitat. (3.2)</li><li>• Figure out how animals help the yummyberry and sweetpink seeds get to a</li></ul>



## Principle 2: Capitalize on students' knowledge of language.

- Science/Everyday word charts
- Leveraging native language
- Cognates
- Multilingual glossary

### Specific Differentiation Strategies for English Learners

**Response options.** Some English learners may need additional support with writing. It may be appropriate for these students to express their understanding by using a combination of drawings/diagrams and words rather than purely written responses or by providing their responses orally.

**Cognates.** Many of the academic words that students will be learning over the course of this lesson and unit are Spanish cognates. Cognates are words in two or more different languages that sound and/or look the same or very nearly the same, and that have similar or identical meanings. You may decide to support students by keeping a running list on chart paper of cognates that students encounter in this unit, or by encouraging students to keep their own lists that they can refer to as needed. Cognates are especially rich linguistic resources to exploit for academic English language development and for biliteracy development.

# Principle 3: Provide explicit instruction about the language of science.

- Language Frames /sentence starters
- Argumentation
- Modeling active reading
- Word Relationships
- Word banks
- Multiple meaning words



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

### Multiple Meaning Words

Directions:  
Some words can mean more than one thing. For each word in the chart:  
1. Read the sentence from the book **Forces All Around** that uses the word.  
2. Read the two meanings the word can have.  
3. Decide which meaning the word has in the sentence from the book and circle that meaning in the table.

Word	Sentence from the book	Meaning 1	Meaning 2
	ard at was t.	a push or a pull	to make someone do something they don't want to do
	ame?" many	the sharp end of something	what you count in the score of a game
	ts were nd	a thing that can be seen or touched	the goal of a game

### What Is a Scientific Argument?

1. It answers a question with a claim about the natural world.
2. It includes evidence to support the claim.
3. It uses scientific language.
4. It is written for an audience.

## Principle 4: Provide opportunities for scaffolded practice.

- Gradual release
- Graphic organizers
- Argumentation
- Reflective writing
- Clear and concise instructions
- Language Practice
- Modeling tools



### Group Roles

Each student has a role in the group:

#### Brains

tell where to move and when to make a dropping.

#### Dropping Makers

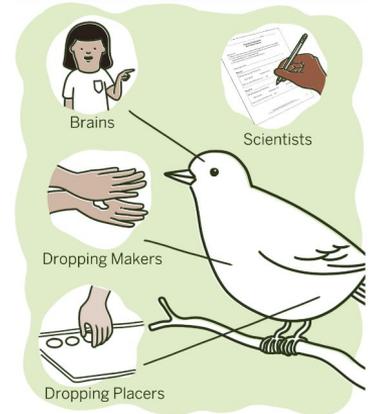
take a small amount of play clay from the stomach bag and roll the clay into a ball.

#### Dropping Placers

place the dropping on the tray.

#### Scientists

observe and record.



## Principle 4: Provide opportunities for scaffolded practice (cont'd)

- Create and using models
- Strategic grouping
- Promoting inclusion in discussion
- Extended modeling
- Partner reading



## Principle 5: Provide multimodal means of accessing science content and expressing language.

- Multimodal instruction
- Use of visual representations of images
- Interpreting and creating visual representations
- Use of physical and digital models
- Additional practice in other modalities
- Additional visual representations



**Sunlight Investigation:  
Growth After 3 Days**

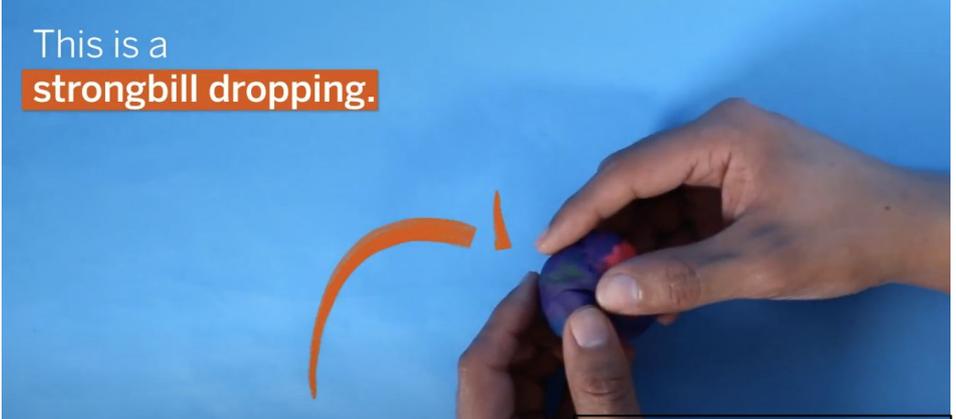
	Seeds that got sunlight every day	Seeds that did not get sunlight
Height of Plant 1	4	1
Height of Plant 2	3	1
Height of Plant 3	3	2
Height of Plant 4	3	2



## Principle 5: Provide multimodal means of accessing science content and expressing language (cont'd)

- Additional visual representations
- Optional graphic organizers
- Response options
- Increase wait time for student responses
- Student summarize

This is a **strongbill dropping.**



The image shows a hand squeezing a purple grape against a blue background. An orange arrow curves from the top of the grape, pointing downwards and to the left, indicating the direction of a drop. The text 'This is a strongbill dropping.' is overlaid on the top left of the image, with 'strongbill dropping.' in a red box.

**Clawbird**



**Honeyeater**



**Flitterbird**



**Strongbill**



# Now it's your turn!

## 5 Principles for Supporting English Learners

Explore the embedded and additional support resources that are available.

Examples:

### **Unit 1 Landing page**

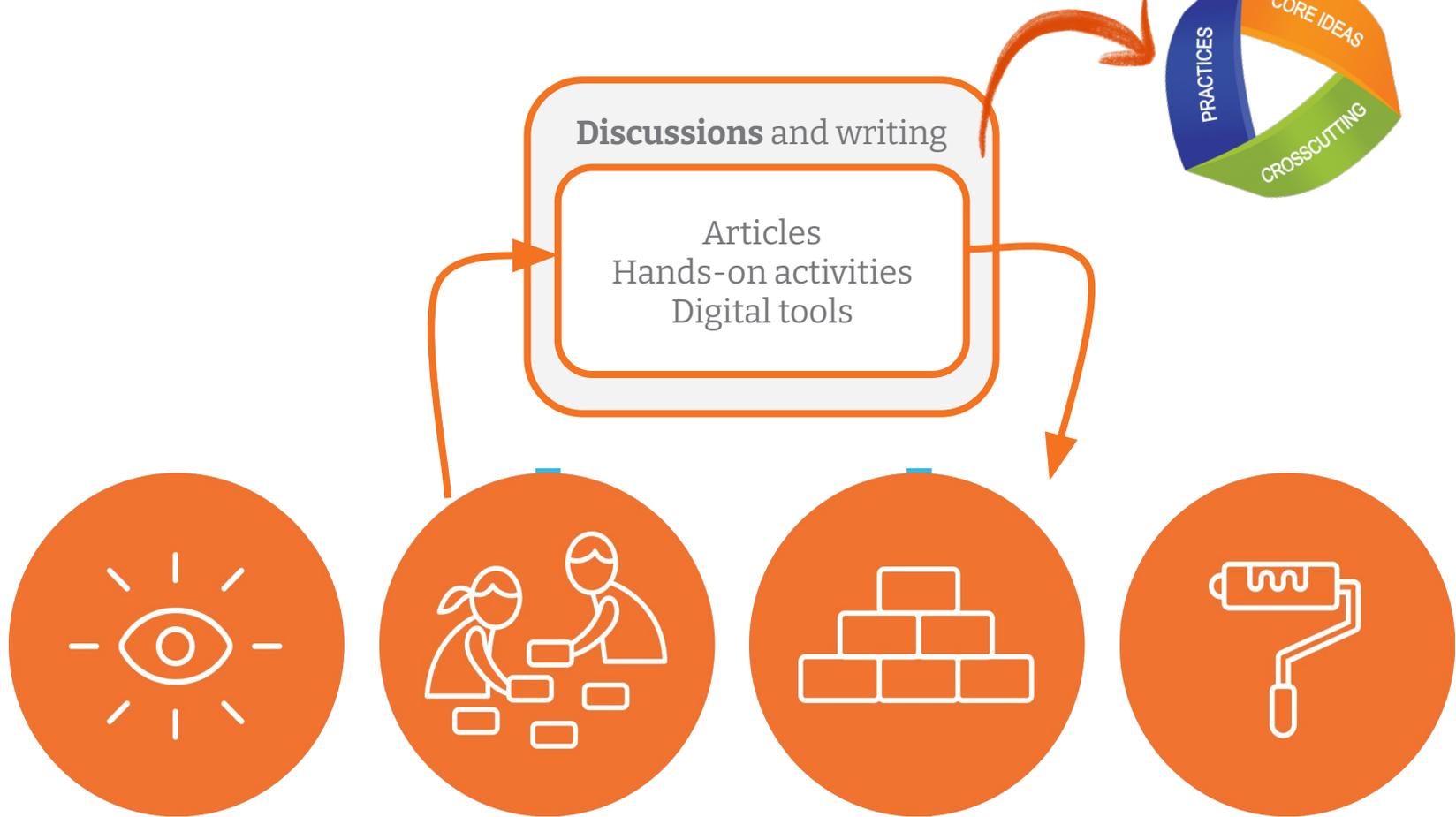
- Printable Resources
  - Investigation Notebook
  - Multi-language Glossary
  - Eliciting and Leveraging....

### **Lesson Page**

- Lesson Brief
  - Teacher support tab
- Digital resources (depends on lesson)
  - Classroom Slides
  - Additional resources

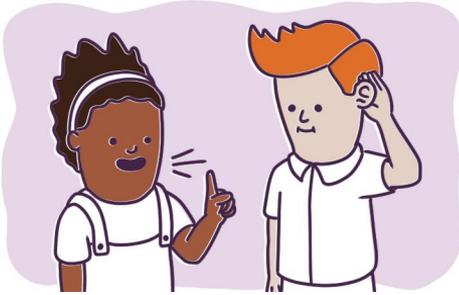


# Discourse within Amplify Science



# Let's Practice

## Discourse Routines

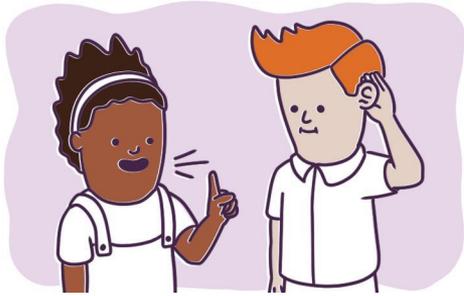


Discourse Routine Reference

<https://bit.ly/3rEe85g>

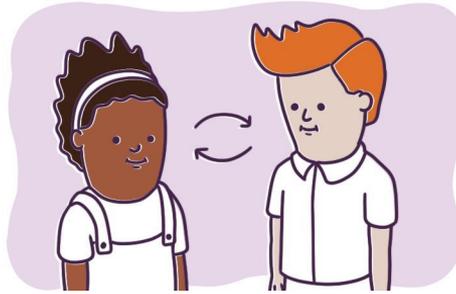
# Shared Listening

# Shared Listening



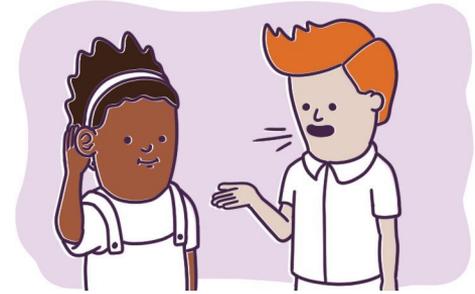
1.

**Partner A** shares.  
**Partner B** listens.



2.

Partners switch.



3.

**Partner B** shares.  
**Partner A** listens.

**Share ideas on ways you support your English learners.**



After doing the shared listening routine, call on individuals to share what their partner said. This demonstrates their ability to listen.

Think-**Pair**-Share

# 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.

# Think-Draw-Pair-Share Routine



## Think

Think silently about the question.



## Draw

Draw your ideas in your notebook.



## Pair

Turn and talk to a partner about the question.



## Share

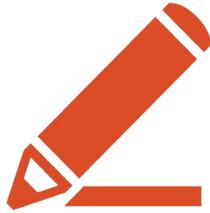
Share your ideas about the question with the class.

# Think-Write-Pair-Share Routine



## Think

Think silently about the question.



## Write

Write your ideas about the question in your notebook.



## Pair

Turn and talk to a partner about the question.



## Share

Share your ideas about the question with the class.



We are used to using this routine. Is there anyone that has tried to build on this strategy or different ways to group students?

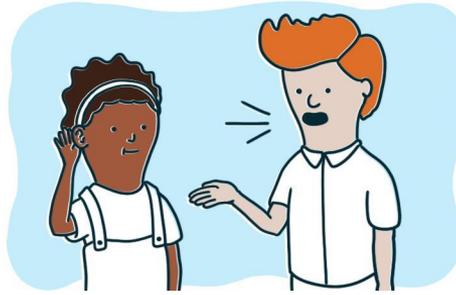
# Building on Ideas

# Building on Ideas



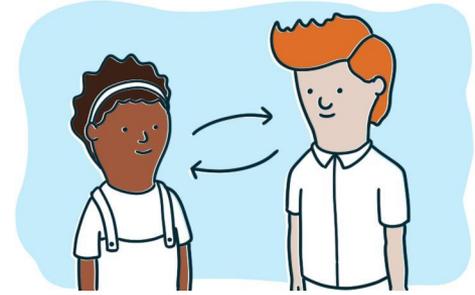
## Step 1

I will pose a question.  
**Partner A shares** for one minute while **Partner B listens**.



## Step 2

**Partner B repeats** what Partner A said, and then **agrees or disagrees**.



## Step 3

**Partner A repeats** what Partner B said, and then says if that **changed their mind or not**.

# Building on Ideas: Question 1

## Why do we need to teach Amplify science with fidelity?

**Partner A**

We need to teach with fidelity because \_\_\_\_\_.

**Partner B**

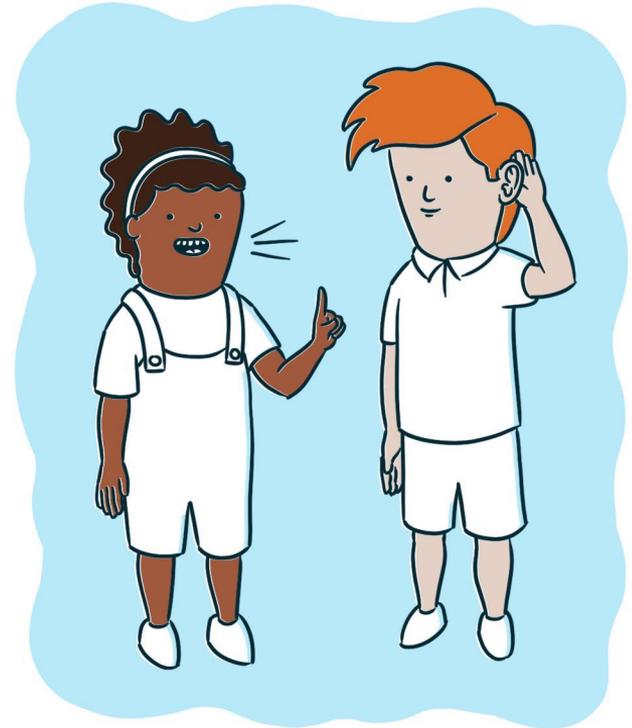
I heard you say \_\_\_\_\_.

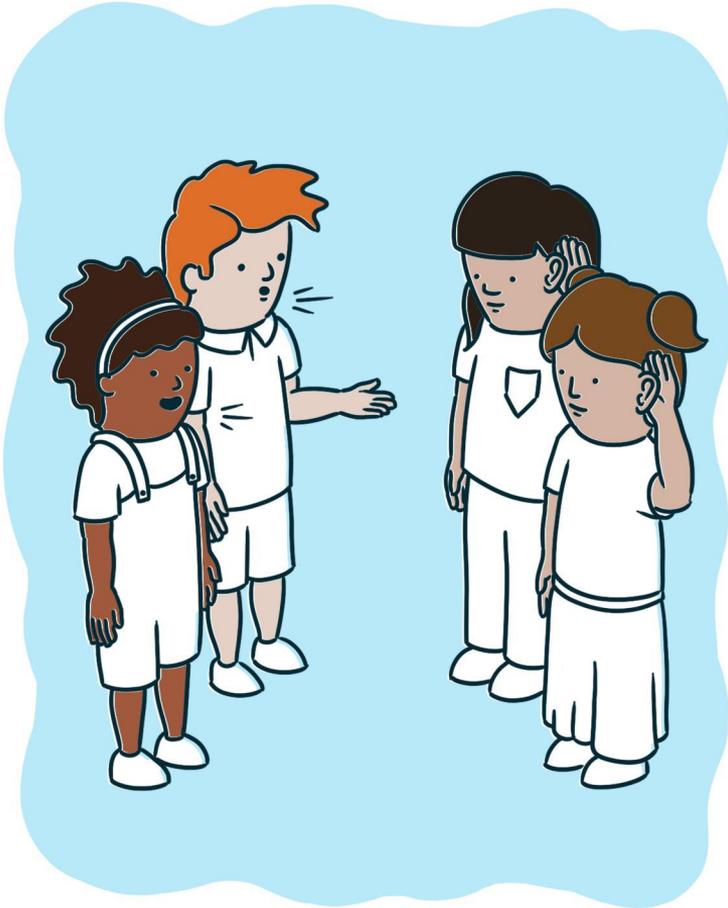
I agree/disagree because \_\_\_\_\_.

**Partner A**

I heard you say \_\_\_\_\_.

This changed/didn't change what I think because  
\_\_\_\_\_.





You will now join another pair and discuss your ideas about Question 1.



Why do we need to teach Amplify science with fidelity?

## Building on Ideas: Question 2

### Why is timing important?

**Partner B**

Timing is important because \_\_\_\_\_.

**Partner A**

I heard you say \_\_\_\_\_.

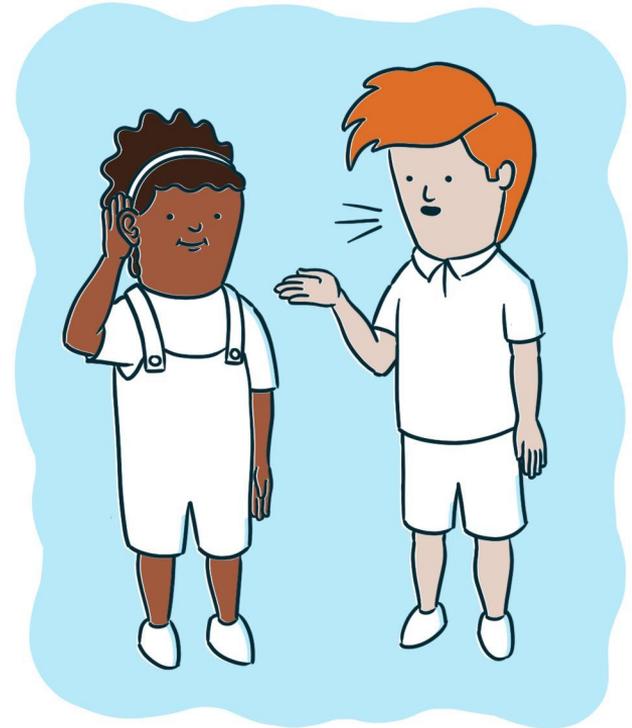
I agree/disagree because \_\_\_\_\_.

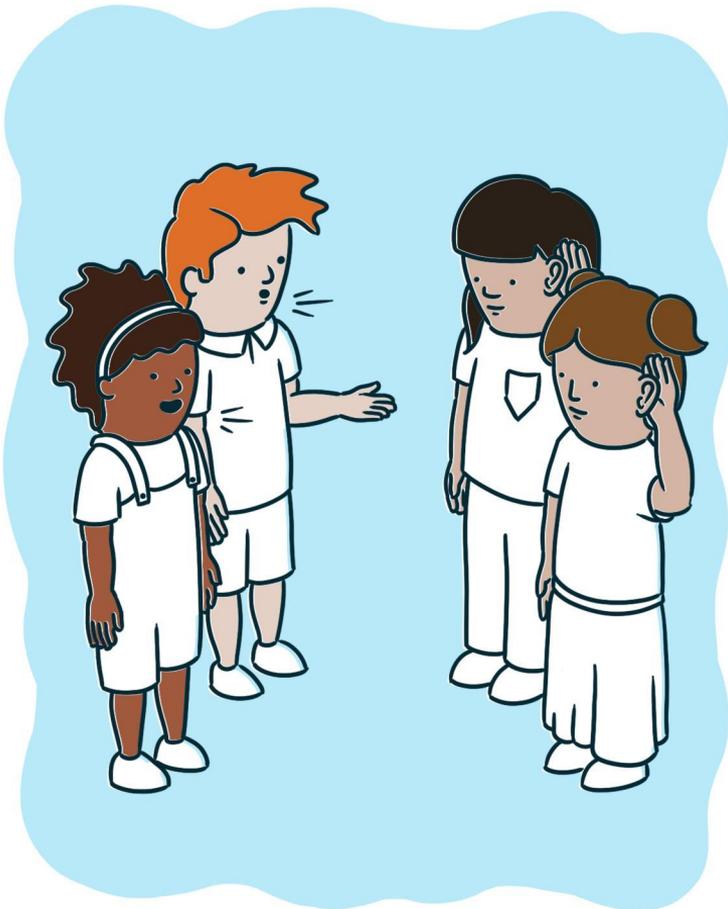
**Partner B**

I heard you say \_\_\_\_\_.

This changed/didn't change what I think because

\_\_\_\_\_.





Join another pair and discuss your ideas about Question 2.



Why is timing important?

# Concept Mapping

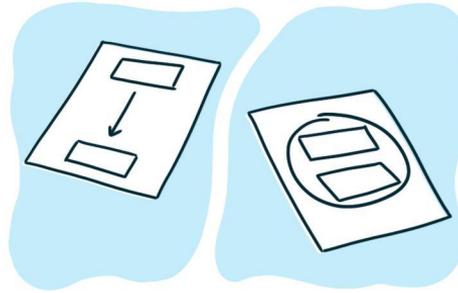
# Concept Mapping



## Step 1

**Choose two or three word cards** at a time.

Talk about how the words are related.



## Step 2

**Glue the words to a piece of paper.**

**Draw lines or circles,** and **write** to show how the words are related.



## Step 3

You can **record more words** if you would like.



Choose **two or three** words and **discuss** how those words are related to each other.



**Paste** two or three word cards on the paper.

**Draw and write** to show how the words are related.

# Thought Swap

# Thought Swap



## Step 1

**Make two lines** so that you each have a partner directly across from you.



## Step 2

**Discuss the first question** with your partner.



## Step 3

**Switch partners** and discuss the next question.

## Thought Swap Question 1:



What have you been successful with in teaching Amplify Science?

Now, switch partners for Thought Swap Question 2:



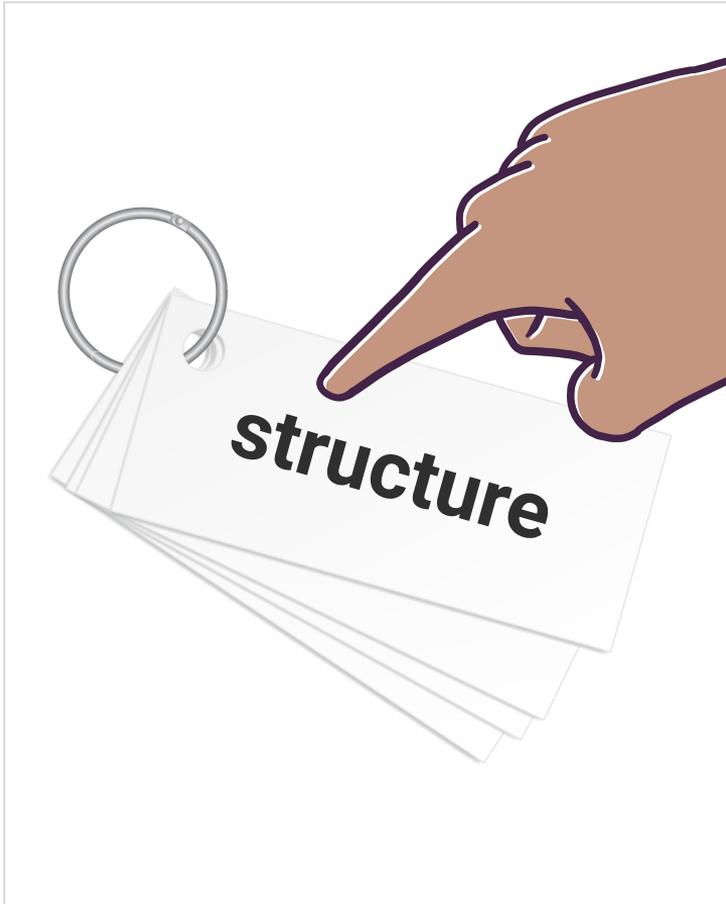
What have you struggled with in teaching Amplify Science? How did you address it?

# Variation on Thought Swap

Put students in groups of 8 (or 6) and have them rotate as the questions change.



# Word Relationships



This **word ring** is a tool we can use to remember a word or how to spell it.

# Word Relationships Routine

## Make Sentences

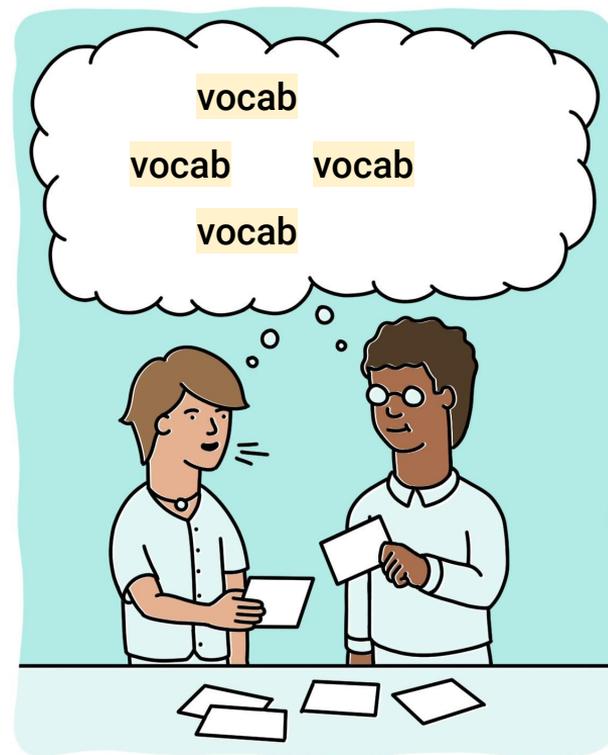
Use at least two words from the Word Relationships Cards in each sentence. You may use the same word more than once. Try to use all the vocabulary words.

## Take Turns

Take turns as both the speaker and the listener.

## Create More Than One Sentence

There are many different sentences that could help to answer the Investigation Question. You and your partner will need to create multiple sentences in order to answer the question completely.

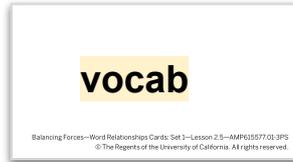


Here is a **sentence** using two of the word cards:

A



causes



to occur.

Here is a **sentence** using three of the word cards:

A          can          a paperclip  
with a         .

# Evidence Circles

## Scientific Language for Evidence Circles

### Ways to share ideas:

- I think Claim \_\_\_\_\_ (A, B, or C) is best because \_\_\_\_\_ .
- The evidence shows that \_\_\_\_\_ .
- This means that \_\_\_\_\_ .

### Ways to respond to others:

- I agree because \_\_\_\_\_ .
- I disagree because \_\_\_\_\_ .

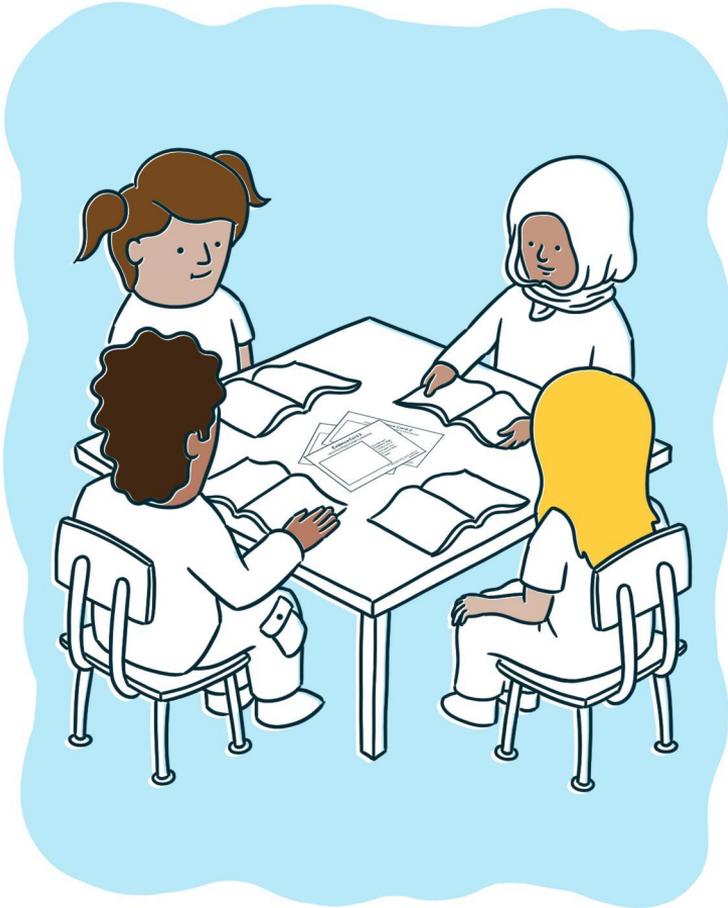
### Questions to ask during the discussion:

- What evidence supports your claim?
- Could you say more about why the evidence you shared supports your claim?



You can use the scientific language to help you discuss.

Make sure each person gets to read the cards.



Begin your **Evidence Circles**.

Discuss to decide which claim is best.

I will call on a volunteer to share for each group.



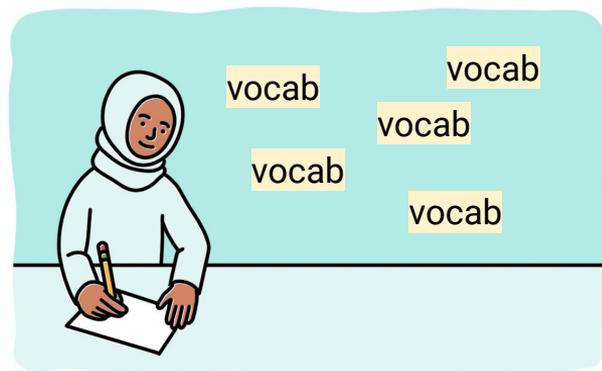
Did your group come to an **agreement**?

Why did you choose to link the **evidence** that you did?

Write and Share

# Write and Share Routine

1. Carefully **read and annotate** the information you're given.
2. **Answer your prompt** using the vocabulary words.
3. After everyone in your group has had a chance to write, **take turns introducing your prompts and sharing** your responses.
4. While one student presents, the others should **listen carefully**.
5. After each student presents, the other students in the group can **ask questions** or make comments.

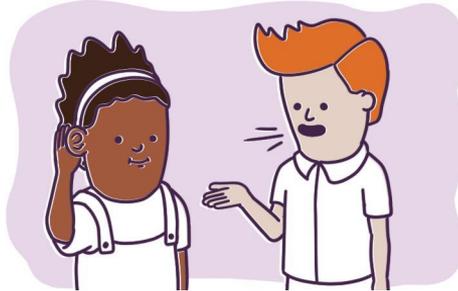
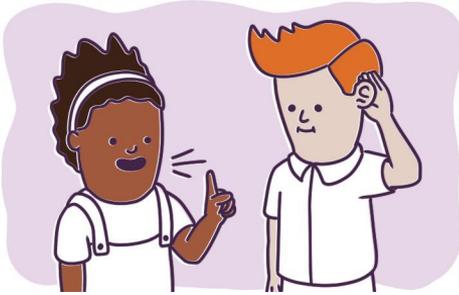






# Discourse Routine Templates

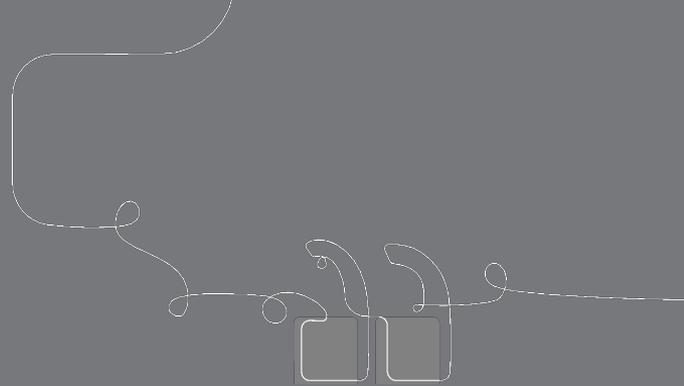
## Discourse Routines



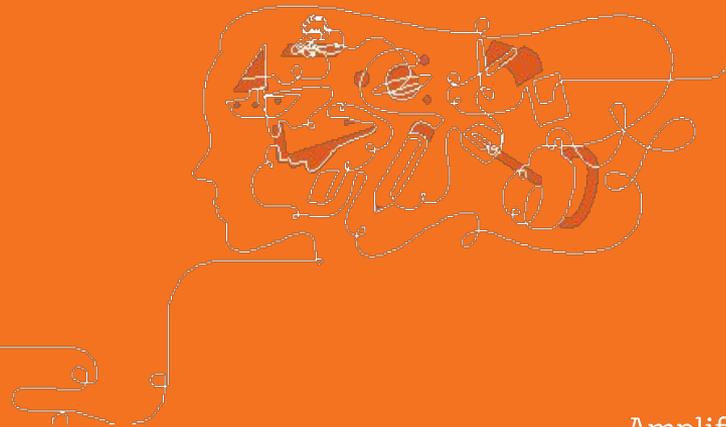
Discourse Routine Templates

<https://bit.ly/3T65FDA>

# Questions?



# Lunch Break





## Plan for the day

- Introduction
- Language of the Science Classroom
- Embedded and Additional Supports
- **Experiencing a Lesson**
- Planning for Supports
- Closing

# Plant and Animal Relationships



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

**Role:** Plant Scientists

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

# Coherent storylines



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

7 Lessons



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

5 Lessons



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

6 Lessons

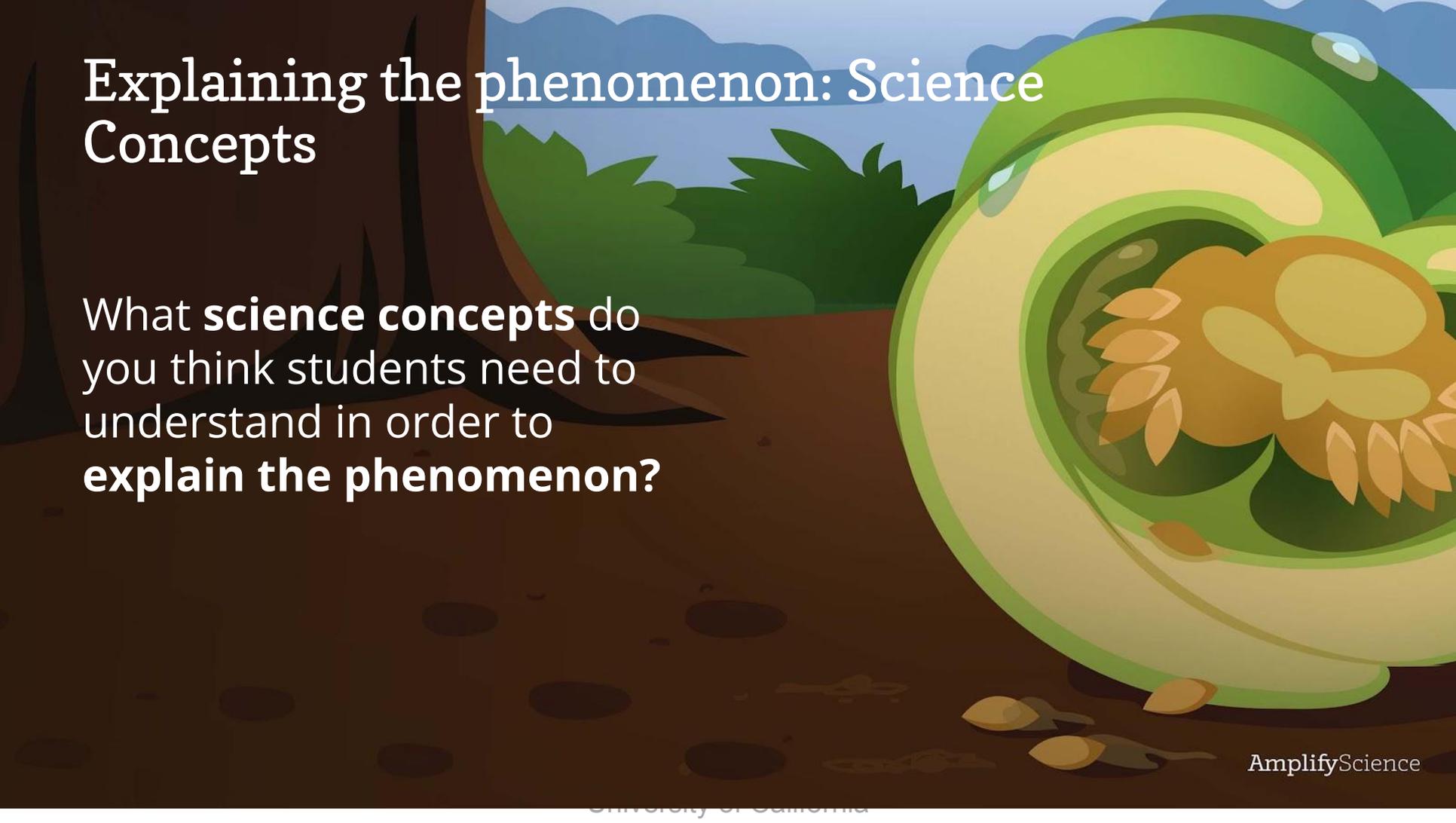
# Plant and Animal Relationships

A stylized illustration of a large green seed pod, possibly a melon or watermelon, cut open to reveal a yellow flower with orange petals inside. The pod is resting on dark brown soil. In the background, there is a large tree trunk on the left, green bushes, and a blue sky with white clouds.

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

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

# Explaining the phenomenon: Science Concepts



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

# Explaining the phenomenon:

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

Many plants depend on animals to disperse their seeds to new places in their habitats where they are able to get the water and sunlight that they need to grow.

The elephants are the only animals large enough to eat the chalta fruit and a fence has been built to protect them so they are unable to get to the chalta fruit.



# Progress Build

## Plant and Animal Relationships

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

### Level 1

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

### Level 2

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

### Level 3

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

**Unit Anchor Phenomenon**

*Problem students work to solve*

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

**Investigation Questions**

**Evidence sources and reflection opportunities**

**Key concepts**

**Application of key concepts to problem**

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

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

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

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

*How do scientists study habitats?* (1.2, 1.3, 1.4)  
(Note: See Lesson Overviews for lesson-level Investigative Phenomena)

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

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

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

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

*How do new plants grow?* (1.5, 1.6)  
(Note: See Lesson Overviews for lesson-level Investigative Phenomena)

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

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

# Beginning the Unit

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

Chapters

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

 LESSON 1.1 Pre-Unit Assessment	 LESSON 1.2 My Nature Notebook	 LESSON 1.3 Investigating Habitats
 LESSON 1.4 Discovering the Problem in the Reserve	 LESSON 1.5 What Are Seeds?	 LESSON 1.6 Investigating Seed Needs
 LESSON 1.7 Explaining Why There Are No New Chalta Trees		

# Beginning the Unit

## Lesson 1.2

### Chapters

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



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.2  
My Nature Notebook



LESSON 1.3  
Investigating Habitats



LESSON 1.4  
Discovering the Problem in  
the Reserve



LESSON 1.5  
What Are Seeds?



LESSON 1.6  
Investigating Seed Needs



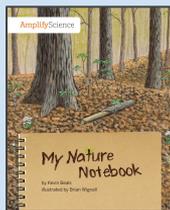
LESSON 1.7  
Explaining Why There Are  
No New Chalta Trees

# Gathering evidence

## Plant and Animal Relationships Lesson 1.2

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

Investigation Question: How do scientists study habitats?



Name	Date
<b>Why to Study a Habitat</b>	
Directions	
1. Read the passage on the habitat relationships. Think about the main idea.	
2. Answer the questions using only the evidence from the passage.	
<hr/>	

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

# Beginning the Unit

## Lesson 1.3

### Chapters

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



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.2  
My Nature Notebook



LESSON 1.3  
Investigating Habitats



LESSON 1.4  
Discovering the Problem in  
the Reserve



LESSON 1.5  
What Are Seeds?



LESSON 1.6  
Investigating Seed Needs



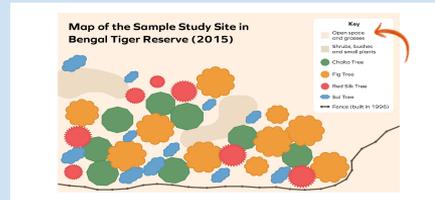
LESSON 1.7  
Explaining Why There Are  
No New Chalta Trees

# Gathering evidence

## Plant and Animal Relationships Lesson 1.3

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

Investigation Question: How do scientists study habitats?



What have students figured out so far?

# Beginning the Unit

## Lesson 1.4

### Chapters

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



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.2  
My Nature Notebook



LESSON 1.3  
Investigating Habitats



LESSON 1.4  
Discovering the Problem in  
the Reserve



LESSON 1.5  
What Are Seeds?



LESSON 1.6  
Investigating Seed Needs



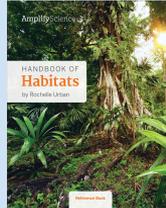
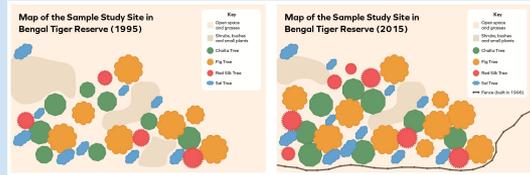
LESSON 1.7  
Explaining Why There Are  
No New Chalta Trees

# Gathering evidence

## Plant and Animal Relationships Lesson 1.4

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

Investigation Question: How do scientists study habitats?



There are many types of habitats. Each habitat has many different types of plants and animals.

# Beginning the Unit

## Lesson 1.4

### Chapters

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



LESSON 1.1  
Pre-Unit Assessment



LESSON 1.2  
My Nature Notebook



LESSON 1.3  
Investigating Habitats



LESSON 1.4  
Discovering the Problem in  
the Reserve



LESSON 1.5  
What Are Seeds?



LESSON 1.6  
Investigating Seed Needs



LESSON 1.7  
Explaining Why There Are  
No New Chalta Trees

# The Lesson Brief



## Lesson 1.5: What Are Seeds?

Printable Lesson Guide

Lesson Brief  
(4 Activities)

1

TEACHER-LED DISCUSSION  
New Trees in the Bengal  
Tiger Reserve



2

HANDS-ON  
Observing Seeds



3

READING  
Reading About Seeds



4

HANDS-ON  
Sequencing Plant Growth



RESET LESSON

Overview  
Materials &  
Preparation  
Differentiation  
Standards  
Vocabulary  
Unplugged?

## Overview

In this lesson, students continue to discuss what has changed in the Bengal Tiger Reserve and how new trees have appeared on the 2015 map. They are introduced to the next Investigation Question: *How do new plants grow?* Students engage in a hands-on investigation of how seeds of various plants are similar and different. They then read a section in *Handbook of Habitats* to deepen their understanding of

## Digital Resources

Classroom Slides 1.5 | PowerPoint

Classroom Slides 1.5 | Google Slides

All Projections

English Español

# Considering language demands

Read over the lesson brief and consider:

- What will students “do” with language in this lesson? (*receptive or productive*)
- What types of language will support students in engaging with the lesson?

Analyzing an activity: Language of Science			
Unit: Changing Landforms			
Lesson 1.3-1.4			
Part 1:			
Activity	Analyze the language of science in these activities. What do STUDENTS “do” with the language in this lesson?	How are STUDENTS using and developing language?	Notes
Activity 1: Exploring Sand Samples			
Activity 2: Comparing Sand Samples			
Activity 3: Setting a Purpose for Reading/ Partner Read			
3-D Statement Analysis			
<b>Word Bank:</b> listening, speaking, writing, receptive language, productive language, individual, partner, group			
<b>Types of Language:</b> Conversational language, academic practice language, science content language			

# Language demands

The 3-D Statement can help focus us in on the goal of the lesson.

- Observe, compare and obtain information about seeds and how they grow into plants. (Receptive)
- Scale, proportion and quantity (Comparative language)

Students **observe and compare** a collection of seeds from different plants in order to learn that **seeds vary in size, shape, and color** (**scale, proportion, and quantity**). Students go on to **obtain information** from the reference book about how **seeds grow into plants** (**systems and system models**).

**Practices** **Disciplinary Core Ideas** **Crosscutting Concepts**

# Strategies and supports

As we go through the lesson, think about what strategies or supports are used to engage students in the language of science.

- Embedded
- Additional

Part 2: Instructional strategies for supporting English learner's use of language in science		
Activity	What embedded strategies were there in the lesson to support students with engaging in the language of science?	What additional strategies might you use to support students in engaging in the language of science? <i>(Differentiation Brief, Teacher Support Tab, Teacher Toolkit)</i>
Activity 1: Exploring Sand Samples		
Activity 2: Comparing Sand Samples		
Activity 3: Setting a Purpose for Reading/ Partner Read		
<b>Principles for Supporting English Learners:</b> Principle 1: Leverage and build students' informational background knowledge. Principle 2: Capitalize on students' knowledge of language. Principle 3: Provide explicit instruction about the language of science. Principle 4: Provide opportunities for scaffolded practice. Principle 5: Provide multimodal means of accessing science content and expressing language.		

# Plant and Animal Relationships

## Materials for Lesson 1.5

For the Classroom Wall

**Key Concept:** Plants make seeds that can grow into new plants.

**Vocabulary Cards:** seeds, sprout

Setting a purpose chart

### For the Class:

Plant growth copymaster  
3 ox. Plastic cups  
Sunflower seeds  
Alfalfa seeds  
Marigold seeds  
Sweet corn seeds  
Beet seeds  
Acorn / ginkgo seeds  
Lima beans  
Glue sticks\*  
Paper clips\*  
marker, wide tip\*  
Masking tape\*  
Paper cutter or scissors\*

### For Each Pair of Students

13 oz. plastic cup with seeds  
1 Glue stick\*  
1 copy of *Handbook of Habitats*

### For Each Student:

1 set of Plant Growth images,  
clipped together  
Investigation Notebook pages  
11-13



**Grade 2 | Plant and Animal Relationships**

**Lesson 1.5: What  
Are Seeds?**

# Plant and Animal Relationships

## Classroom Wall

### Partner Reading Guidelines

1. Sit next to your partner and place the book between you.
2. Take turns reading.
3. Read in a quiet voice.
4. Be respectful and polite to your partner.
5. Ask your partner for help if you need it. Work together to make sure you both understand what you read.

**Problem:** What is happening to the chalta trees in the Bengal Tiger Reserve?  
**Unit Question:** How do the living things in a habitat depend on each other?

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

**Investigation Question:** How do scientists study habitats?

**Key Concept:** One way scientists study habitats is by observing plants in them over time

**Key Concept:** There are many types of habitats, Each habitat has many different types of plants and animals.

**Vocabulary:**  
Investigate  
Observe  
habitat



### Setting a Purpose

#### Reading (1.2)

- Find out different ways to study a habitat (1.2)
- Find out more about the plants and how to investigate them (1.4)
- Find out more about seeds and how new plants grow (1.5)
- Find out how plants need water to get the water and sunlight it needs to grow (1.6)
- Learn more about the parts of a habitat (1.7)
- Find out how the plants and animals in the mountain habitat depend on each other (1.8)
- Find out how the plants and animals in the tropical forest habitat depend on each other (1.9)
- Figure out if animals disperse seeds in different habitats (1.10)
- Find out how to use a model to investigate different ways that seeds can be dispersed (1.11)
- Figure out how the seeds in the book describe how to measure in their investigations (1.12)

#### Investigating (1.3)

- Observe plants that live in a habitat near our school (1.3)
- Investigate what seeds look like and find out how seeds from different plants are similar and different (1.4)
- Find out if seeds need water and sunlight to sprout and grow (1.6)
- Help us understand what seeds and leaves do for the plant (1.5)
- Explore where new plants can and cannot grow in different habitats (1.4)
- Understand how animals help seeds get to new places in habitats (1.10)
- Figure out how animals help the environment and investigate seeds get to good places to grow (1.8)
- Figure out if animals disperse more seeds with adaptations or seeds without adaptations (1.10)

Plant and Animal Relationships: Investigating Systems in a Bengal Forest (Grade 2)  
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## Activity 1

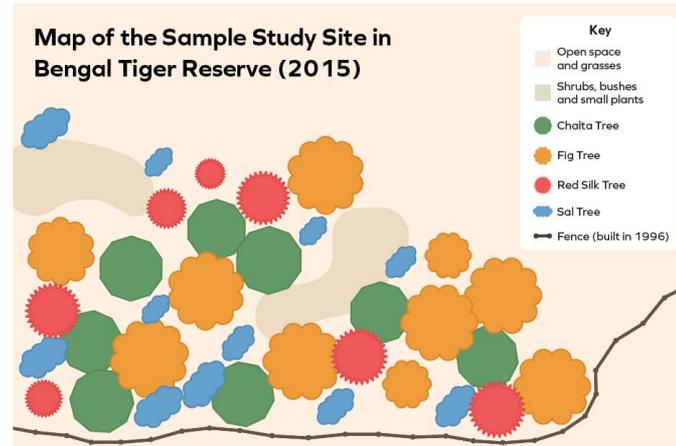
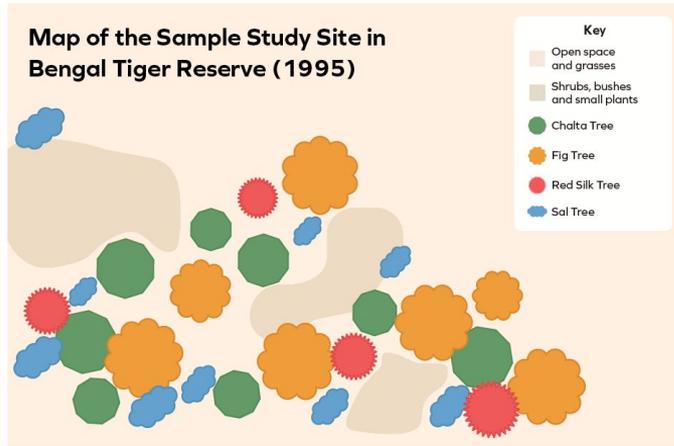
# New Trees in the Bengal Tiger Reserve



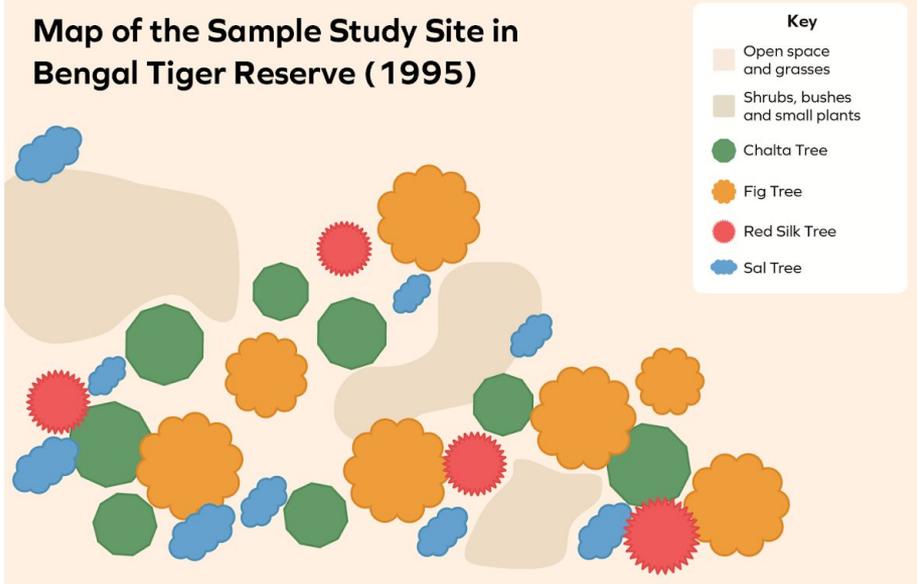
We explored the plants in the Bengal Tiger Reserve.



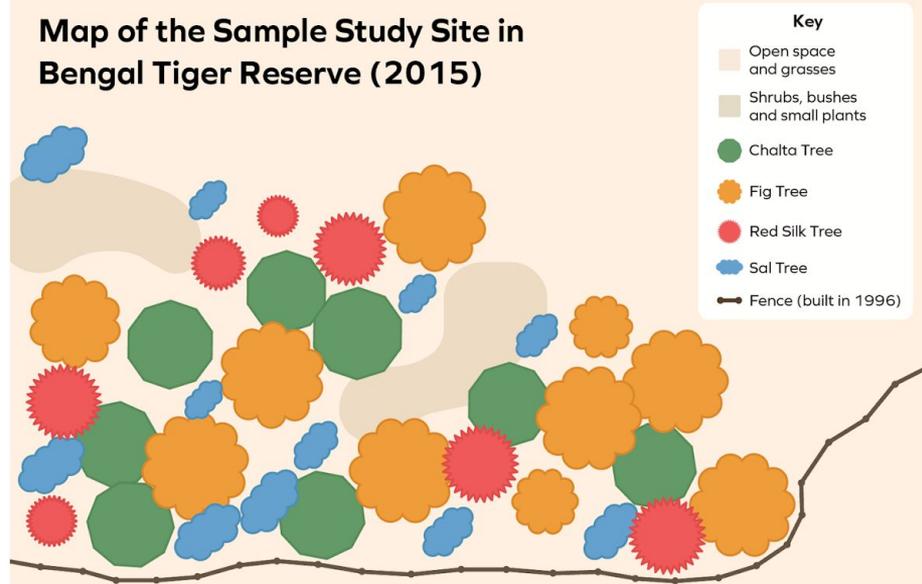
What did we **discover** about the plants?



### Map of the Sample Study Site in Bengal Tiger Reserve (1995)



### Map of the Sample Study Site in Bengal Tiger Reserve (2015)



Today, we are going to investigate this question:

*How do new plants grow?*



What ideas do you already have about **how new plants—like trees, bushes, and grasses—grow?**

## Activity 2

# Observing Seeds





We think that **seeds** might have something to do with how **new plants** grow.

**Setting a Purpose**

Reading	Investigating
	<p>Investigate what seeds look like and find out how seeds from different plants are similar and different.</p>

Let's record the **purpose** of our **investigation**.



Let's observe the seeds to see **what they look like** and to see what we notice about how they are **similar and different.**



**Observe** and **sort** the seeds into groups based on what they look like.



What different **categories** did you use to **sort** your seeds?

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

**Seed Observations**

Directions:

1. Put your seeds in order from biggest to smallest.
2. Pick two seeds that are different sizes.
3. Draw a picture of each seed in the boxes below.
4. Label your drawings "bigger" and "smaller."
5. Complete the sentence in each box.

This seed is about the same size as a _____.	This seed is about the same size as a _____.

Turn to page 12 in your notebooks.

Let's go over the directions together.

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

**Seed Observations**

Directions:

1. Put your seeds in order from biggest to smallest.
2. Pick two seeds that are different sizes.
3. Draw a picture of each seed in the boxes below.
4. Label your drawings "bigger" and "smaller."
5. Complete the sentence in each box.

<p>This seed is about the same size as a _____.</p>	<p>This seed is about the same size as a _____.</p>
---	---



**Order** your seeds from biggest to smallest.

**Draw** pictures of two seeds that are different sizes.

**Seeds**



These are images of seeds like the ones you just observed.



What **plant** do you predict these **seeds** will grow into? What do you think the plants will look like?

# Plants

Oak Tree



Marigold Plant



Lima Bean Plant



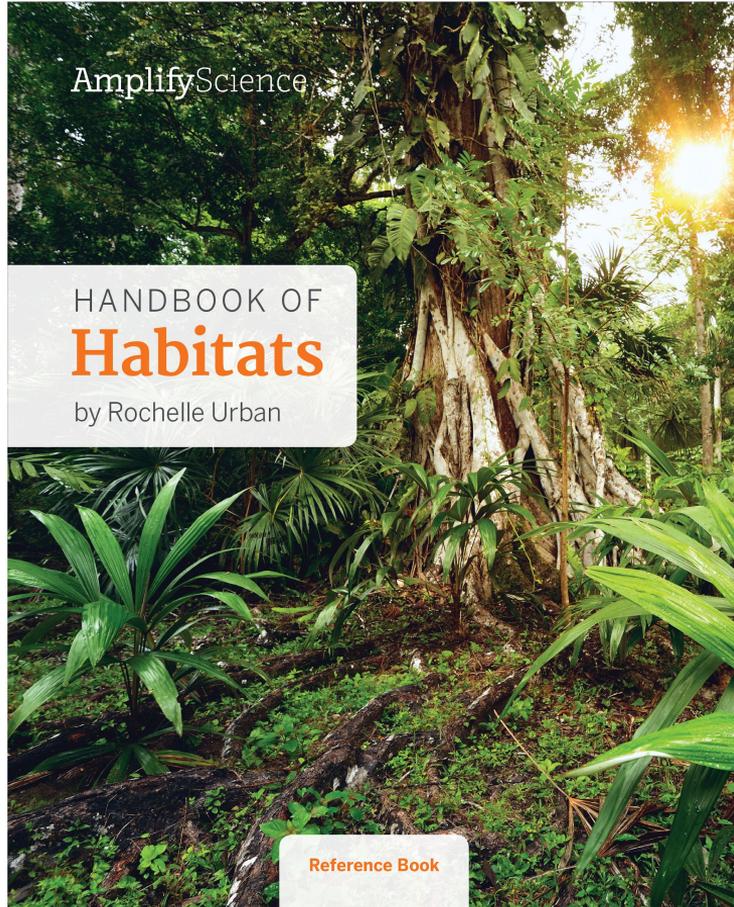
## Activity 3

# Reading About Seeds



Remember, we are investigating this question:

*How do new plants grow?*



Let's read in *Handbook of Habitats* to find out more about seeds and how new plants grow.

**Setting a Purpose**

Reading	Investigating
<p>Find out more about seeds and how new plants grow.</p>	<p>Investigate what seeds look like and find out how seeds from different plants are similar and different.</p>

Let's record our **purpose** for reading.

## Contents

Different Habitats .....	4
Kinds of Plants .....	6
Making New Plants .....	7
Amazon Rain Forest .....	10
Broadleaf Forest .....	16
Everglades Wetlands .....	22
Serengeti Plains .....	28
Sonoran Desert .....	34
A New York City Park .....	40
Glossary .....	46
Index .....	47

Turn to page 3.

Remember, the **table of contents** lists the sections of the book and tells us where to find them.

## Making New Plants

**Plants** start as **seeds**. A seed is something that can **sprout** and grow into a plant. Seeds may look very different. Still, every seed is made by a plant.



Some seeds are big. A coconut is a very big seed.



Some seeds are inside sweet fruits, like these apple seeds.



Some seeds are inside hard shells. A walnut is a seed with a very hard shell.



Some seeds are small. The seeds inside this kiwi are tiny.



Some seeds have fluffy parts, like these dandelion seeds.

Turn to page 7.



Read pages 7–9 with your partner.



What **new** information did you find out about seeds?

What did you find out about **how new plants grow**?

**What Does a Seed Need to  
Sprout and Grow?**



We will use this chart to keep track of what a seed needs to grow.



Based on what we read in *Handbook of Habitats*, what are **two things that seeds need to grow?**

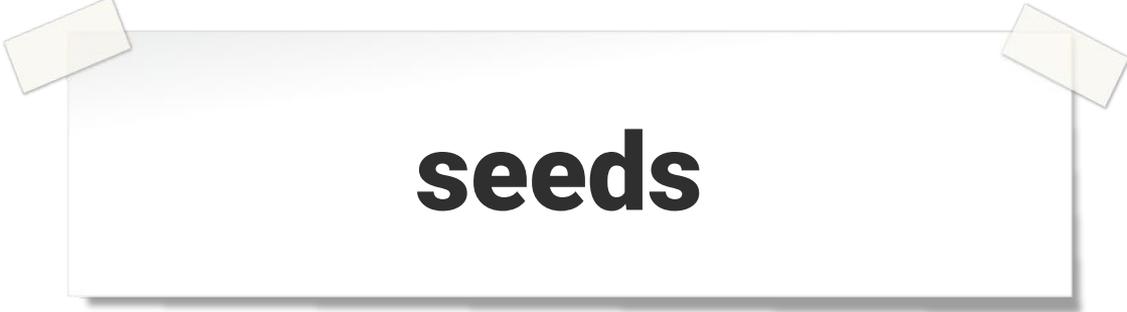
**What Does a Seed Need to  
Sprout and Grow?**

water

sunlight

We will **add to this chart**  
as we continue to  
investigate seeds.

# Vocabulary



**seeds**

things a plant makes that can grow into new plants

## Vocabulary



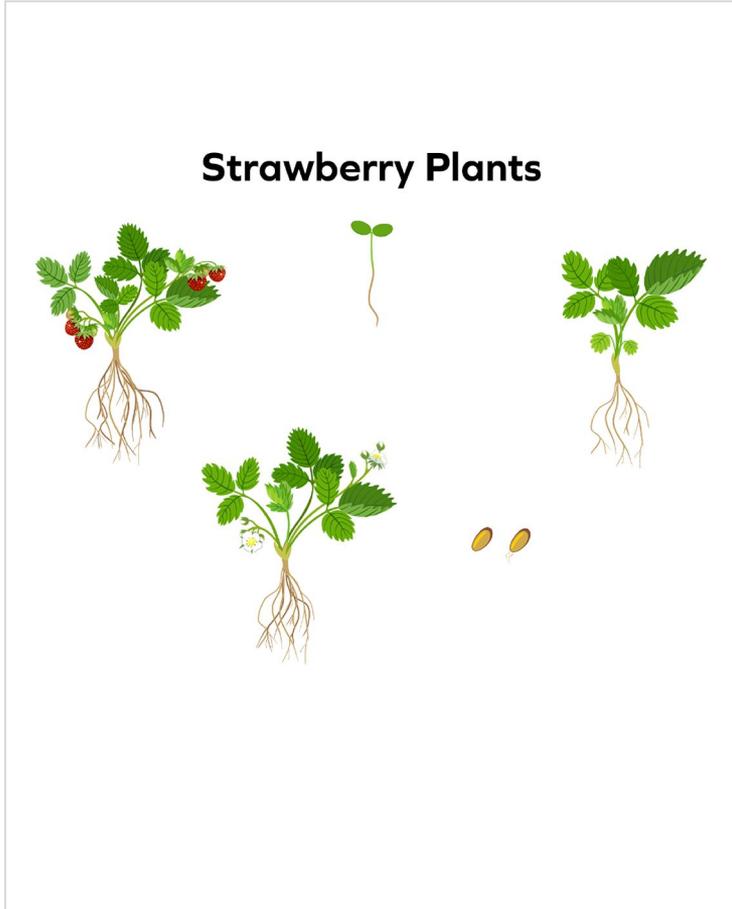
**sprout**

to start to grow from a seed

## Activity 4

# Sequencing Plant Growth





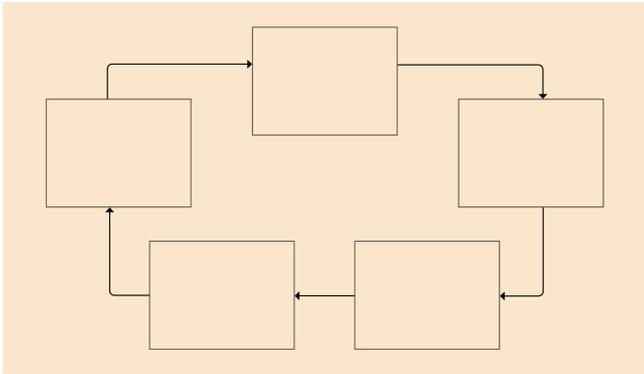
We think we know **how seeds grow** into full-grown plants.

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

**New Plant Growth**

Directions:

1. Put the pictures in order of how you think the plant grows.
2. Glue one picture in each box below.
3. Decide which picture is a picture of seeds. Then label it "seeds."
4. Decide which picture is a picture of a seed sprouting. Then label it "seed sprouting."
5. Decide which picture is a picture of a full-grown plant. Then label it "full-grown plant."



Turn to page 13 in your notebooks.



Let's use what we know  
to put pictures of a plant  
in **growing order**.



Based on what we've investigated so far, what do we know about **how new plants grow?**

## Key Concept

**Plants make seeds that can grow into new plants.**

# End of Lesson



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# Plant and Animal Relationship Science Wall

## Unit Question

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

## Chapter 1 Question

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

## Key Concepts

One way scientists study habitats is by observing the plants in them over time.

There are many types of habitats. Each habitat has many different types of plants and animals.

## Vocabulary

**investigate**

**habitat**

**observe**

# Reflecting

## Strategies and supports

What strategies and supports were used to support engaging in the language of science?

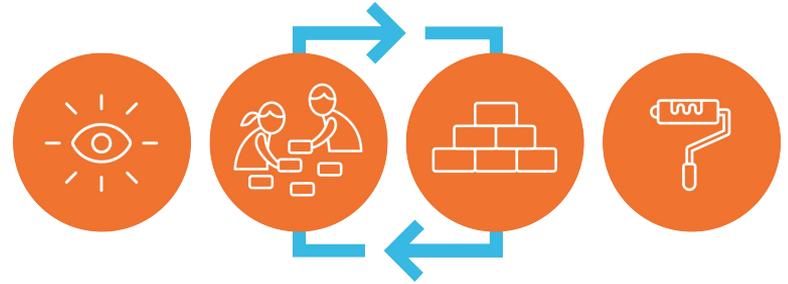
- Embedded
- Additional

Part 2: Instructional strategies for supporting English learner's use of language in science

Activity	What embedded strategies were there in the lesson to support students with engaging in the language of science?	What additional strategies might you use to support students in engaging in the language of science? <i>(Differentiation Brief, Teacher Support Tab, Teacher Toolkit)</i>
Activity 1: Exploring Sand Samples		
Activity 2: Comparing Sand Samples		
Activity 3: Setting a Purpose for Reading/ Partner Read		
<p><b>Principles for Supporting English Learners:</b>            Principle 1: Leverage and build students' informational background knowledge.            Principle 2: Capitalize on students' knowledge of language.            Principle 3: Provide explicit instruction about the language of science.            Principle 4: Provide opportunities for scaffolded practice.            Principle 5: Provide multimodal means of accessing science content and expressing language.</p>		

# Strategies for engaging English learners

- Oral and visual support
- Sentence Starters
- Multimodal instruction
  - Do, Talk, Read, Write, Visualize
- Using different registers





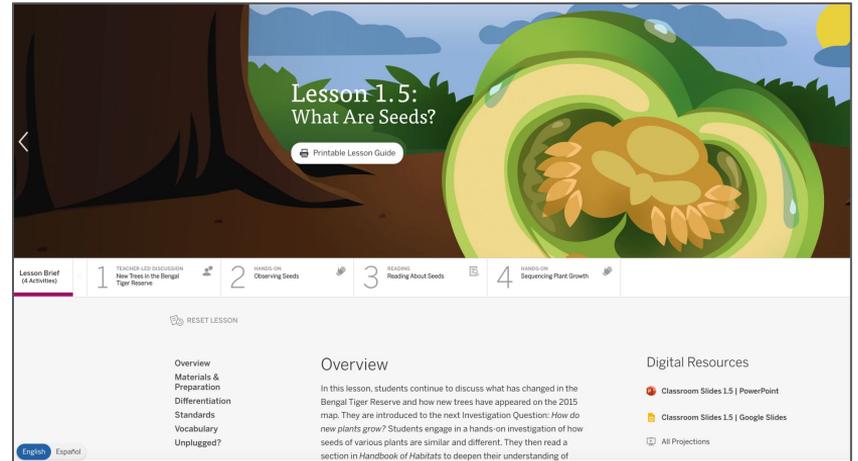


## Plan for the day

- Introduction
- Language of the Science Classroom
- Embedded and Additional Supports
- Experiencing a Scaffolded Lesson
- **Planning for Supports**
- Closing

# Work time

- Navigate to a lesson you'll teach in the upcoming week.
- Skim the lesson to get a sense of the activities.
- Read the 3-D Statement



The screenshot shows a lesson interface for 'Lesson 1.5: What Are Seeds?'. The background features a 3D illustration of a tree trunk on the left and a large, detailed 3D seed on the right. The text 'Lesson 1.5: What Are Seeds?' is prominently displayed in the center, with a 'Printable Lesson Guide' button below it. A progress bar at the top indicates four steps: 1. REACHED: LED DISCUSSION (New Trees in the Bengal Tiger Reserve), 2. OBJECTIVE: Clearing Seeds, 3. READING: Reading About Seeds, and 4. HANDS-ON: Sequencing Plant Growth. Below the progress bar, there are sections for 'Overview Materials & Preparation Differentiation Standards Vocabulary Unplugged?', 'Overview' (with a paragraph of text), and 'Digital Resources' (listing 'Classroom Slides 1.5 | PowerPoint' and 'Classroom Slides 1.5 | Google Slides'). A language selector at the bottom left shows 'English' and 'Español'.

# Work time

- Navigate to the Differentiation section of the Lesson Brief, and read the “Specific differentiation strategies for English learners” section.
- Click through the activity tabs and explore any Teacher Support Notes
- Consider any additional supports from your own teacher toolkit

Possible Suggestion: Download the classroom slides for your lesson and add an additional support from your Discourse Template resource.

## Planning for Support in your Unit

- Navigate to a lesson you'll teach in the upcoming week.
- Skim the lesson to get a sense of the activities.
- Read the 3-D statement for the lesson
- Navigate to the Differentiation section of the Lesson Brief, and read the “Specific differentiation strategies for English learners” section.
- Explore the “Teacher Support” tabs at the activity level

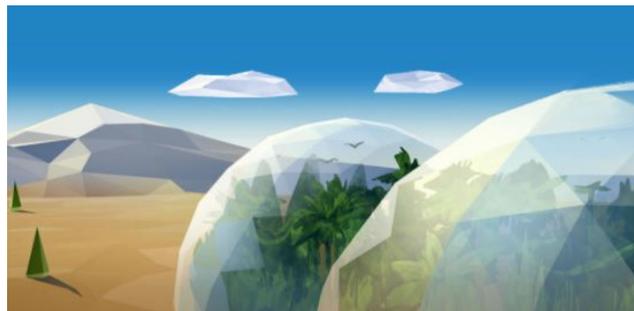
Unit: \_\_\_\_\_

Lesson #:	3-D Statement	What will students “do” with the language in this lesson? What language will support students in constructing science ideas?
	What are the instructional suggestions for supporting students? How do you envision enacting these suggestions?	What else might you do or modify to support your students with the language of science in this lesson?

# Share Out

Share the additional strategies and supports you chose for your lesson.





## Plan for the day

- Introduction
- Language of the Science Classroom
- Experiencing a Scaffolded Lesson
- Embedded and Additional Supports
- Planning for Supports
- **Closing**

# Closing reflection

Based on our work today in Part 2, share:

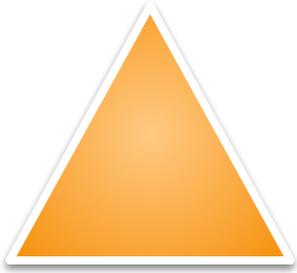
**Head:** something you'll keep in mind

**Heart:** something you're feeling

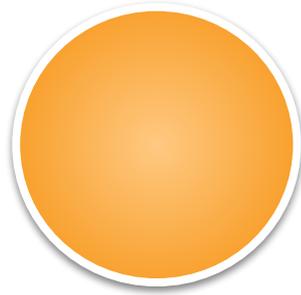
**Feet:** something you're planning to do

# Closing reflection

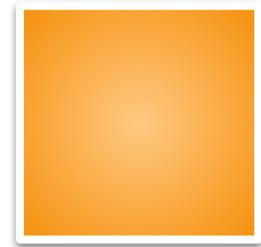
Based on our work today, share:



1-3 big points you're taking away from this session



A question or topic that's still circling in your mind



Something that's "squaring" (resonating) with you from this session

# Overarching goals

- ☑ Describe the language and literacy demands in a lesson and their role in students developing science understanding
- ☑ Implement key strategies to promote English learners' academic language development and science understanding

Let's connect  
this goal to  
our students



# 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!

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

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

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

# Program Hub

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

This screenshot shows the Amplify Science Program Hub 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. The page also includes a 'HELP CENTER' link and a 'TEACHER LOGIN' button.

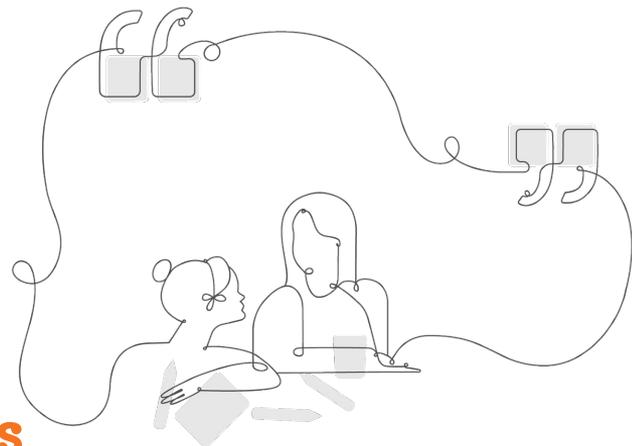
# Upcoming Professional Development!

## Unit 2 Internalization / Guided Planning (remote, 4:30-6:00 pm)

- 11/2 - Part 1, 11/3 - Part 2 (grades 3-5)
- 11/9 - Part 1, 11/10 -Part 2 (grades K-2)

## Unit 2. Part 3 - with a focus on assessments (onsite 8:00 am - 3:00 pm)

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



# Additional resources and ongoing support

Seek information specific to enrollment and rosters, technical support, materials and kits, and teaching support.



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



800-823-1969



Amplify Chat



# Your feedback matters!

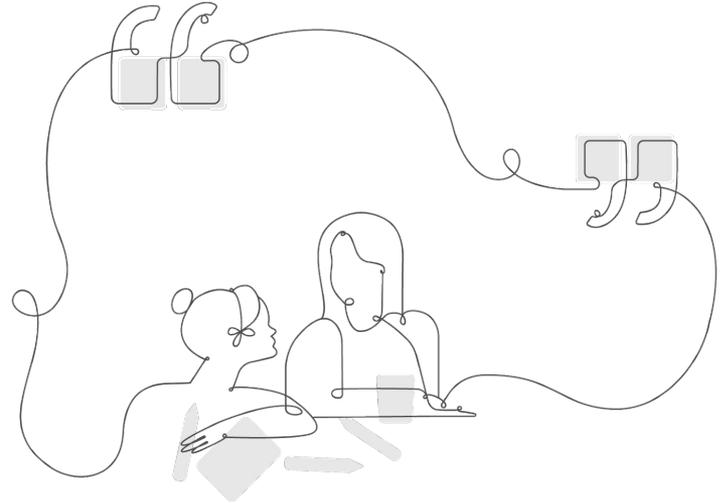
## Survey

Facilitation

Session design

Final Question: Is there anything else you would like us to know?

- Curriculum
- Materials
- Enrollment and licensing
- And more!



Please provide feedback!

[surveymonkey.com/r/AmpSciPD](https://surveymonkey.com/r/AmpSciPD)

**Type:**

Strengthen

**Session title:**

Part 3: Unit 1, Supporting English  
Language Learners

**Professional Learning Specialist name:**

Insert name

(insert email, if you would like)