

Amplify Science

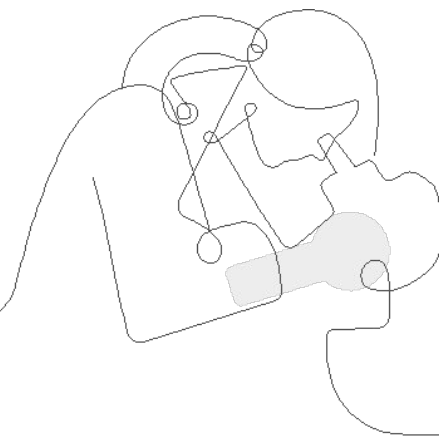
Part 3: Supporting English Learners Grade 2

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**.

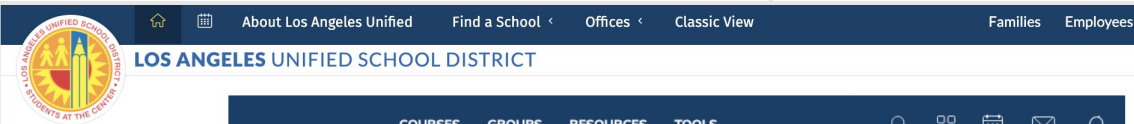
We are in your corner – extending your reach, saving you time, and enhancing your understanding of each student.

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

Schoolology



[← Back to Schoolology Home Page](#)

LMS App Center

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

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

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

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

Publisher Name Starts With →

Content Area All ▼

Grade Level All ▼

Content Type All ▼

Textbook Title Starts With

Submit

All Amplify Products



LMS App Center

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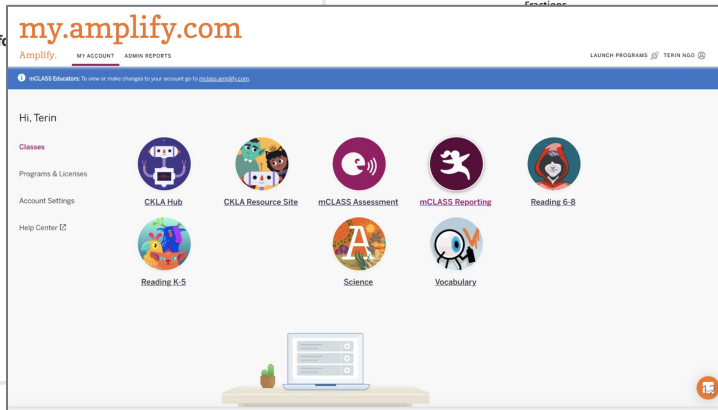
To learn more about using the LMS App Center, please refer to the following video overview.

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Amplify

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

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



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

op is for
only)

Join Amplify Science Schoology Group

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

Navigation Temperature Check

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

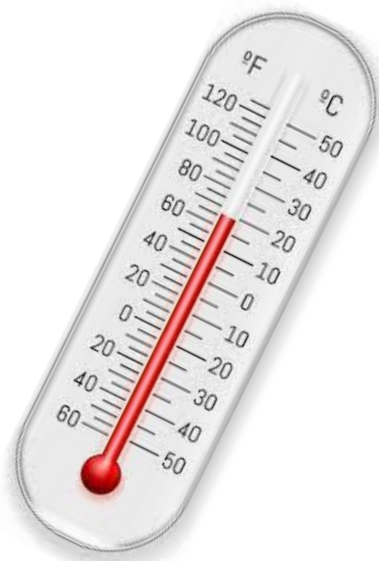
1 = Extremely Uncomfortable

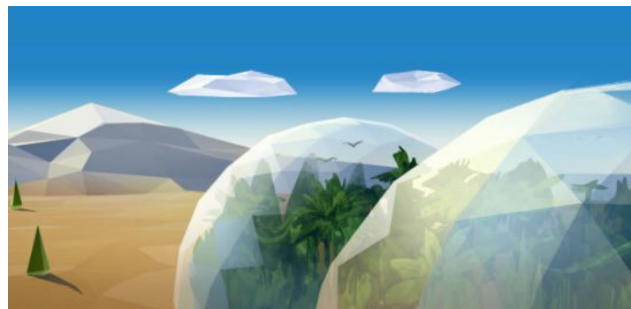
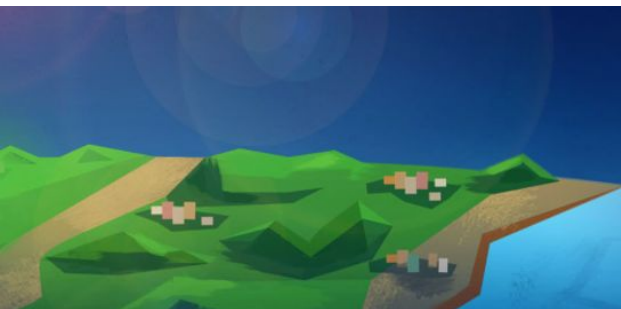
2 = Uncomfortable

3 = Mild

4 = Comfortable

5 = Extremely Comfortable





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

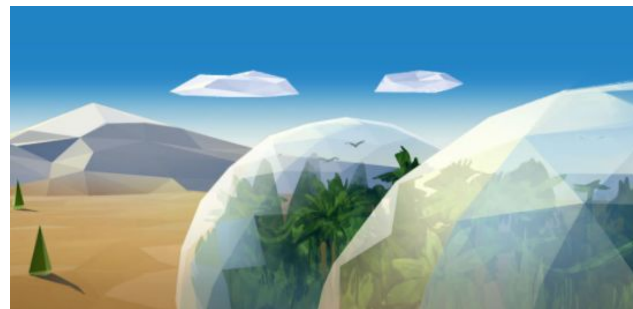
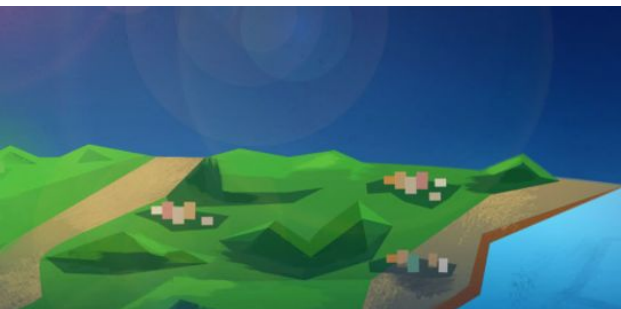
Use the provided spaces as a place for reflection throughout the session.

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.



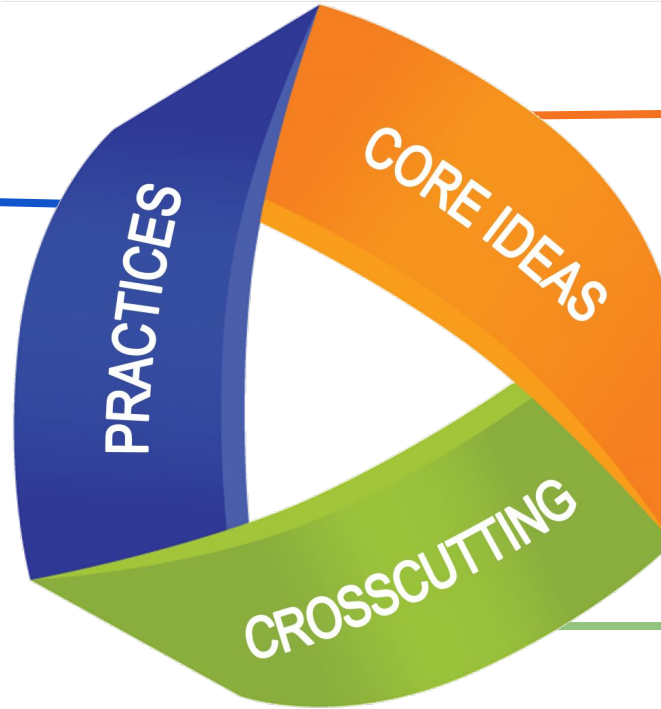
Plan for the day

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

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

Academic language proficiency

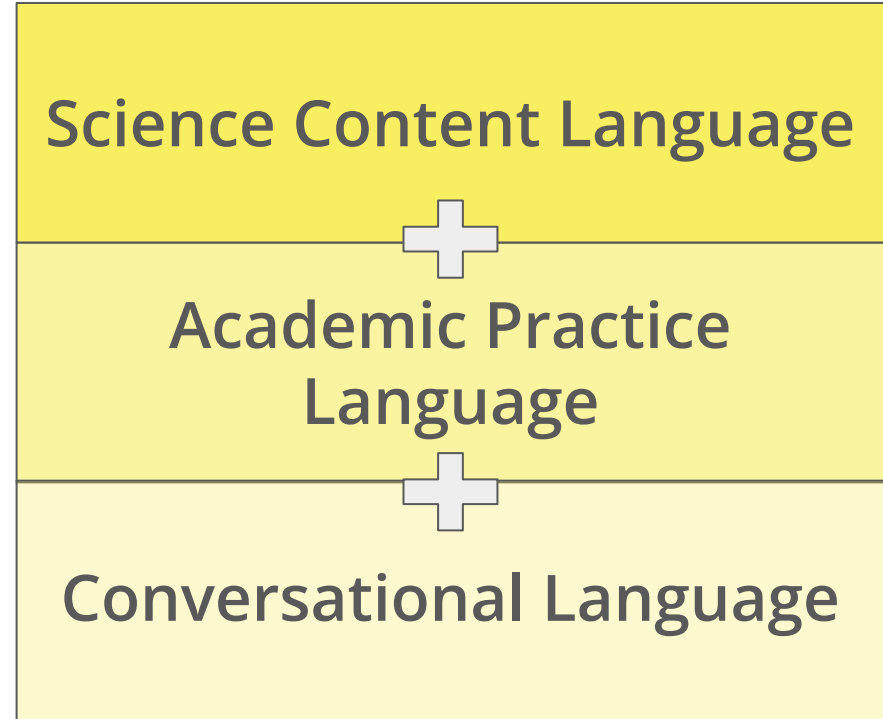
The ability to successfully use language for reading and writing and for accessing information in disciplinary content areas.



Language acquisition

Language of Science

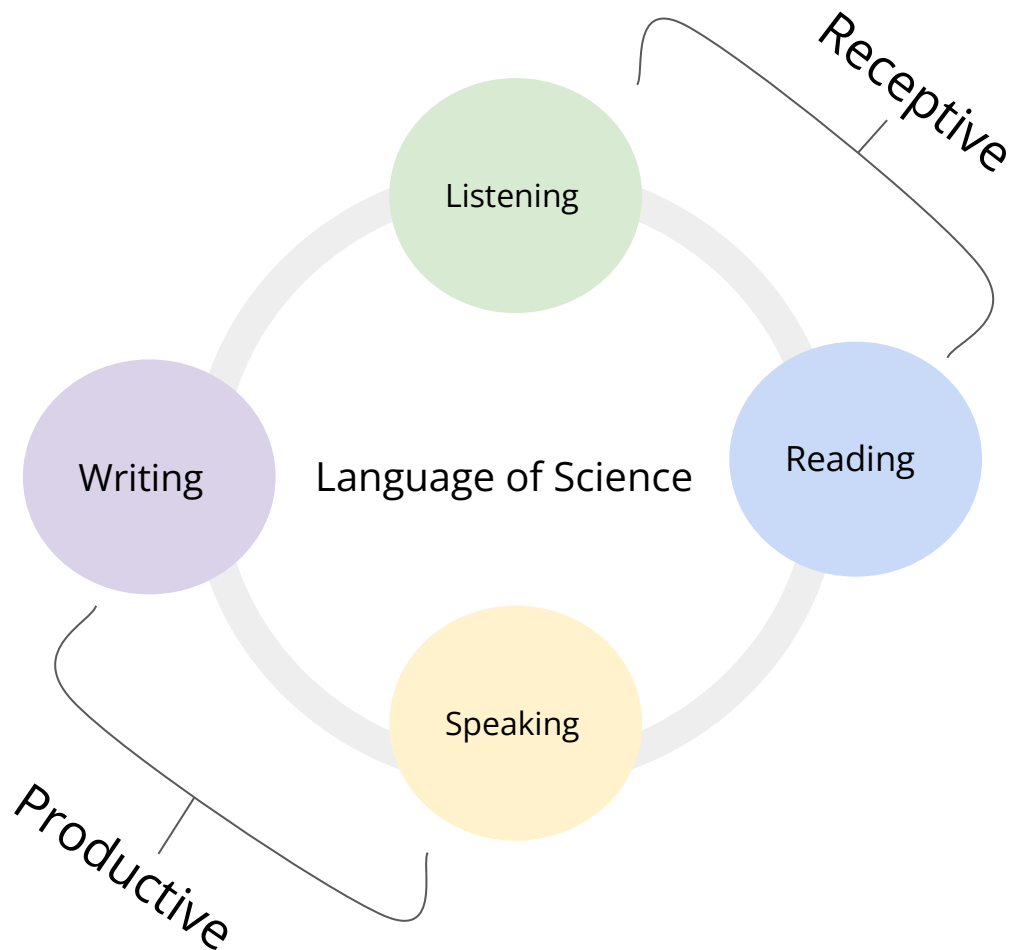
- Multimodal experiences with language
- Explicit instruction and practice



Language acquisition

Language of Science

- Learning activities to support productive and receptive language



Establishing connections among concepts

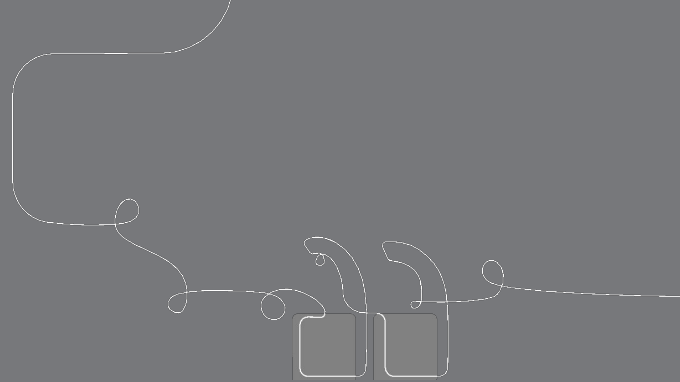
Academic
Language
Proficiency

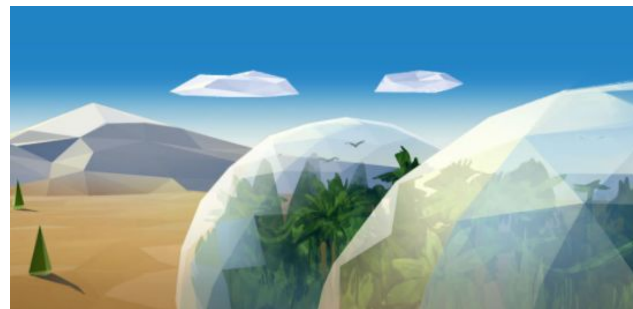
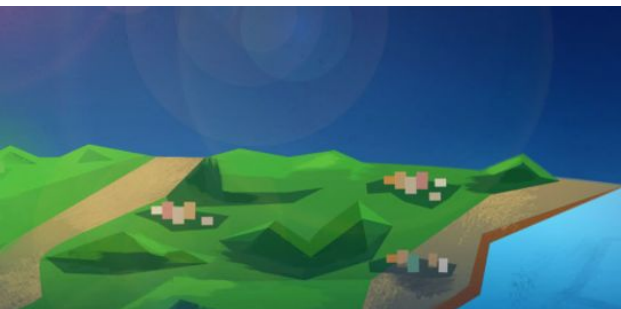
Science and
Engineering
Practices



Instructional
support

Questions?





Plan for the day

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

Embedded supports

5 Principles for Supporting English Learners

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

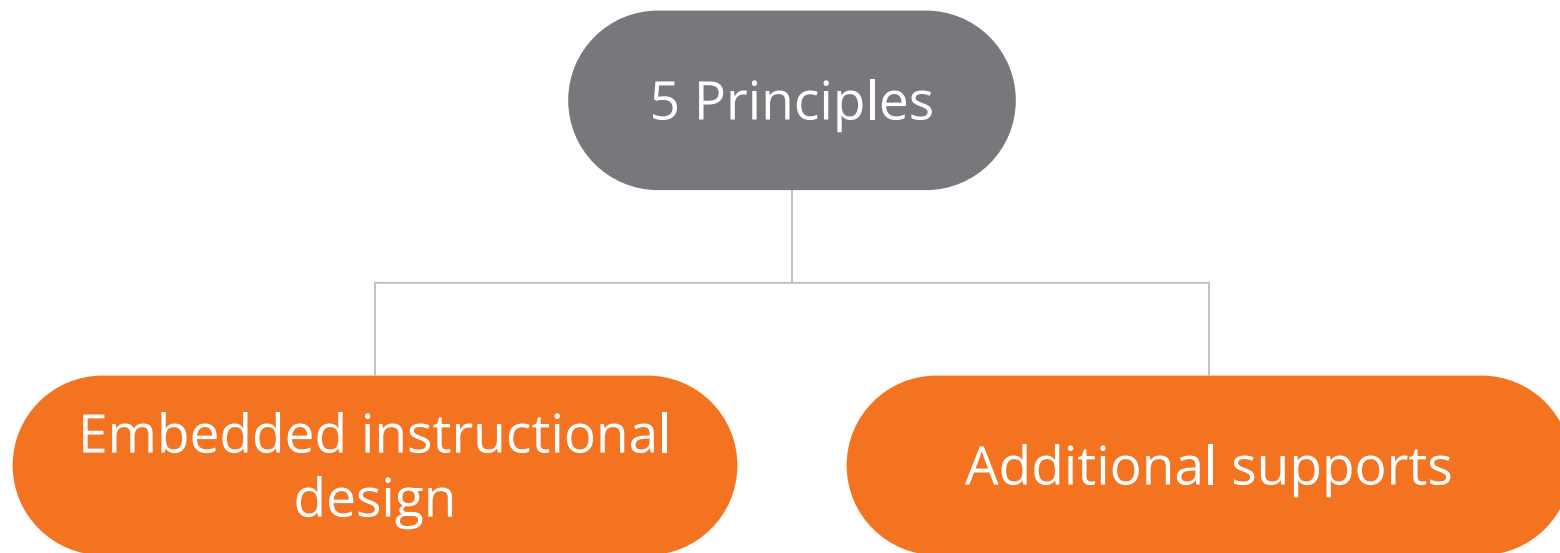
Principle 2: Capitalize on students' knowledge of language.

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

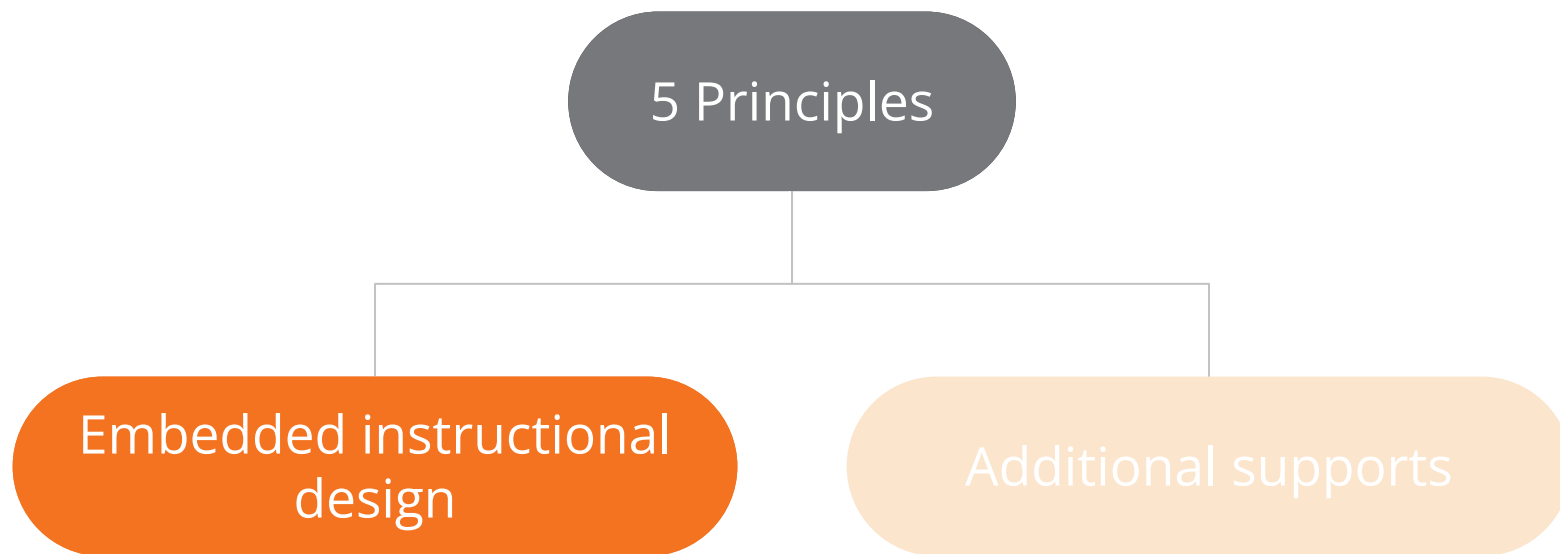
Principle 4: Provide opportunities for scaffolded practice.

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

Supports for English learners



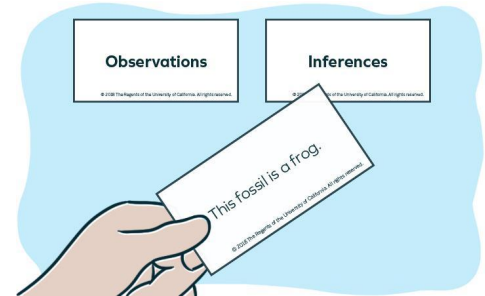
Supports for English learners



Embedded supports

Examples

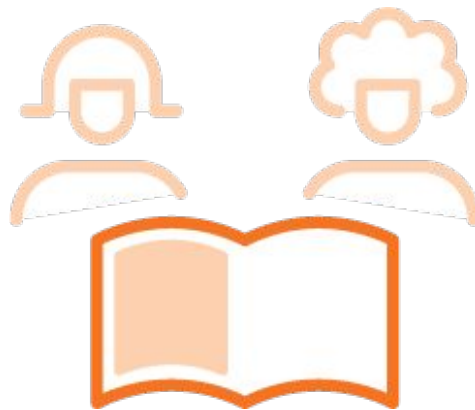
- Discourse and sensemaking Routines



Embedded supports

Examples

- Reading routines
- Multimodal Instruction

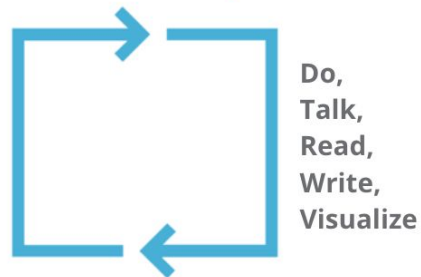


Partner Reading Guidelines

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

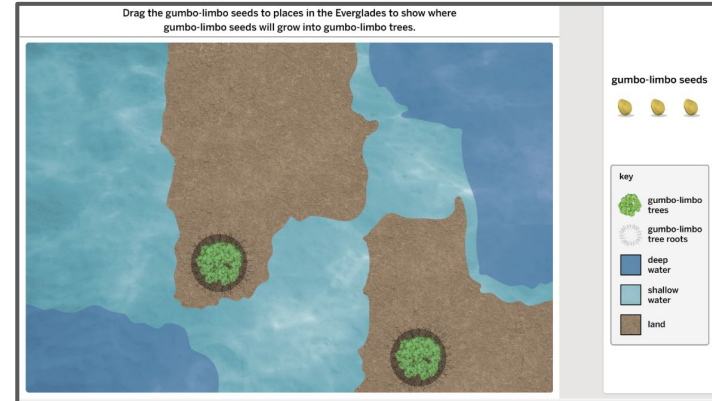
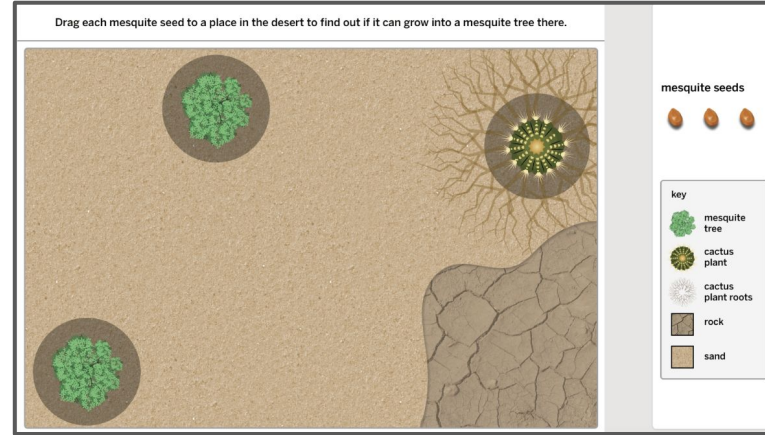
Gathering evidence over multiple lessons



Embedded supports

Examples

- Visual and digital models
- Visual Representations



Embedded supports

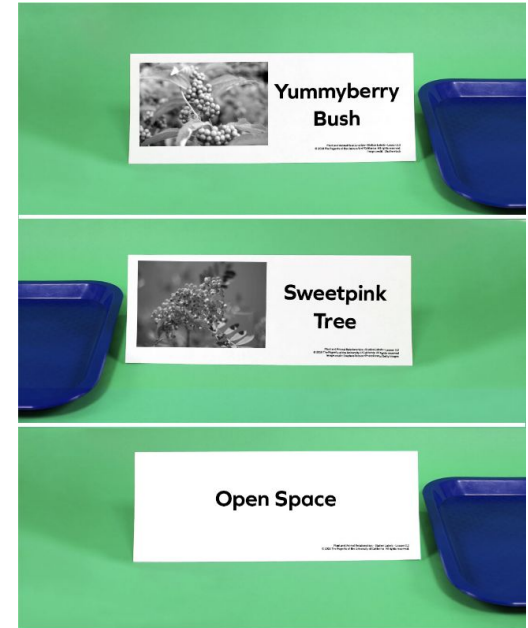
Examples

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

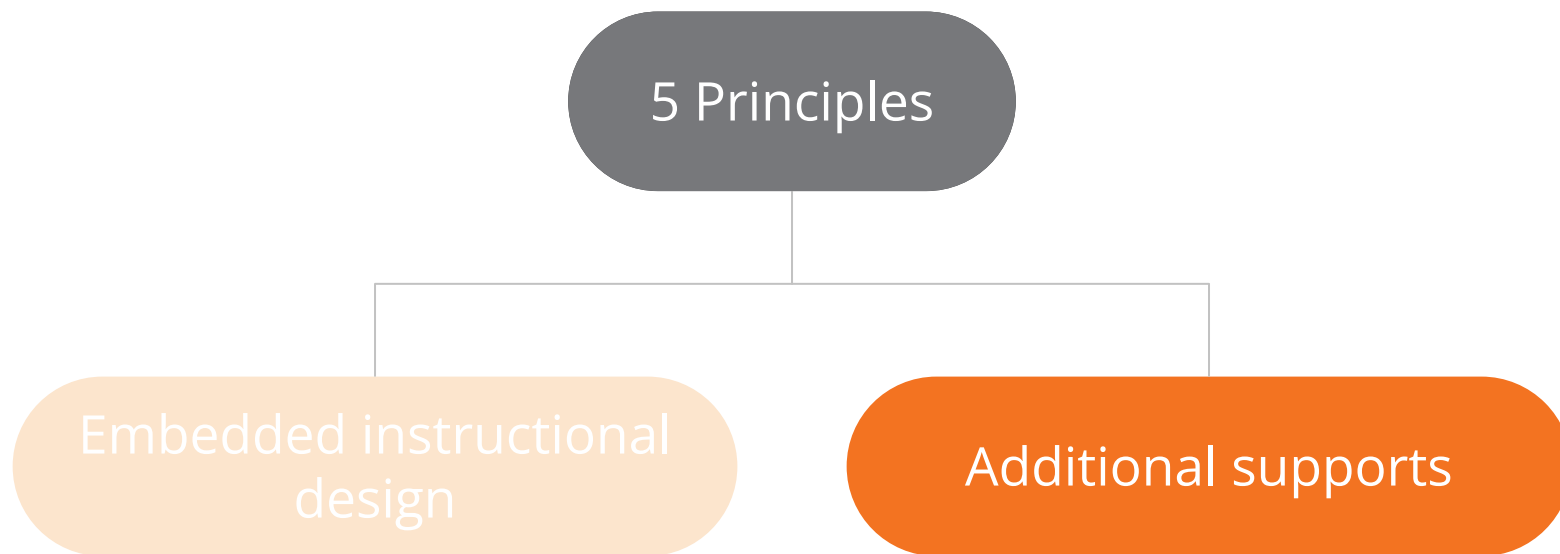
Sweetpink Tree



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

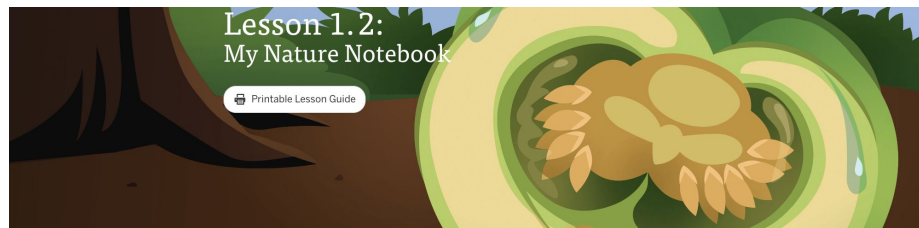


SSO login

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



Lesson 1.2: My Nature Notebook

Printable Lesson Guide

1. JACHER LED DISCUSSION
Setting a Purpose for Reading

2. READER
Partner Reading

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

RESET LESSON

Overview
Materials & Preparation
Differentiation
Standards
Vocabulary
Unplugged?

Overview

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

Digital Resources

- Classroom Slides 1.2 | PowerPoint
- Classroom Slides 1.2 | Google Slides
- Partner Reading Guidelines
- Setting a Purpose chart: Completed

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

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

Successful with reading *My Nature Notebook* in Activity 2.

ized as chronological *journal entries* and contains

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.

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-classroom reference for how to set a purpose for reading. It also serves as an in-classroom reference for how to set a purpose for reading. It also serves as an in-classroom reference for how to set a purpose for reading.

Reading information. In this lesson, you will read *My Nature Notebook* to search for information about a habitat. It then recording that information in the *Investigation Notebook* helps students understand how to use the information they find when reading and discussing the text.

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

>

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

argument: the use of evidence to say why one idea is the best
论证: 用证据来表明某个观点为何最合理

claim: a proposed answer to a question
主张: 对某个问题的拟定答案

climate: the typical weather in a place over a long period of time
气候: 某个地方长期以来的常见天气

data: observations or measurements recorded in an investigation
数据: 调查中记录到的观察结果或测量值

evaluate: to judge how useful or accurate something is
评估: 判断某事物是否有用或准确

evidence: information that supports an answer to a question
证据: 支持问题答案的资料

graph: a way of organizing numbers that can help you see patterns
图表: 组织数字的方式, 有助于了解模式

measure: to use a tool to find out information such as how heavy, how big, how fast, or how hot or cold something is
测量: 使用工具来获取物体的轻重、大小、快慢或冷热等信息

4 Weather and Climate—English-Chinese Glossary
© 2018 The Regents of the University of California. All rights reserved. Permission is granted to photocopy this glossary for classroom use.

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.





The Field



The Garden

_____ can live there because the

_____ they need are there.



monarch caterpillars



milkweed plants

Now we can explain our ideas as a scientist would.

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

_____ cannot live there because the _____

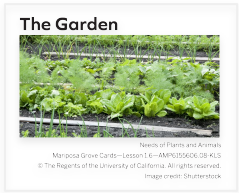
they need are not there.

_____ 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?**



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.

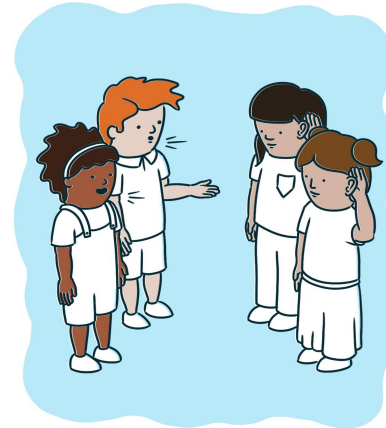
Principle 4: Provide opportunities for scaffolded practice.

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

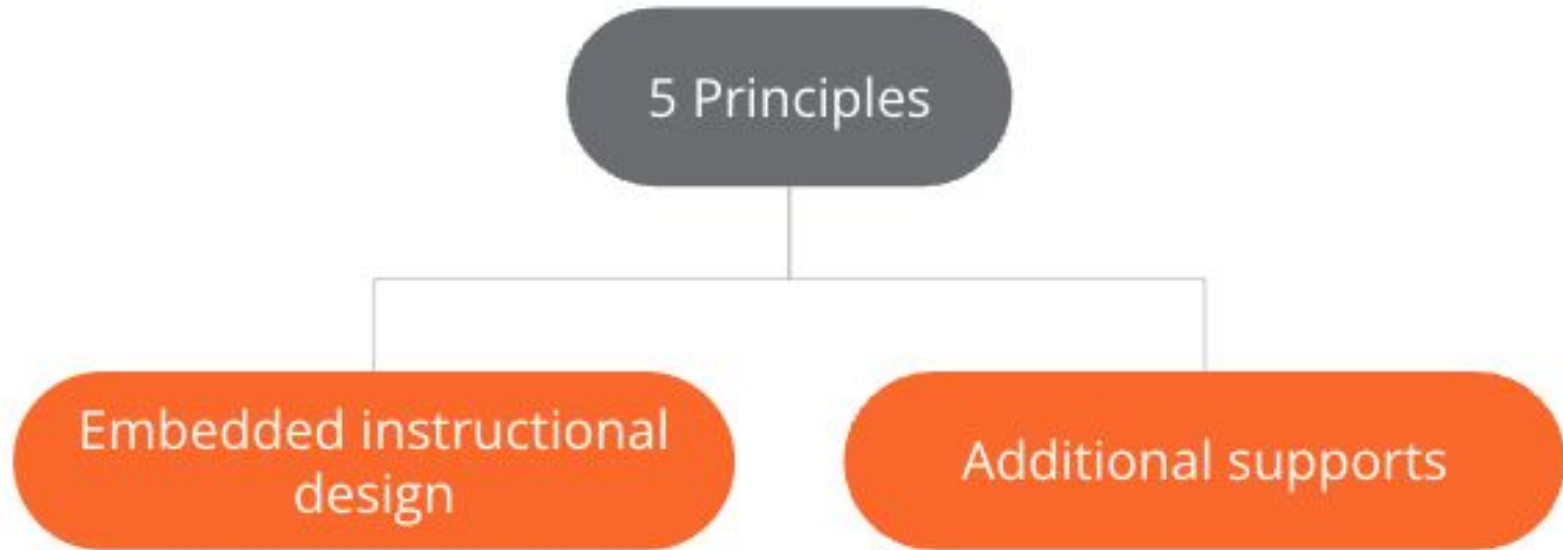
Let's Work

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?

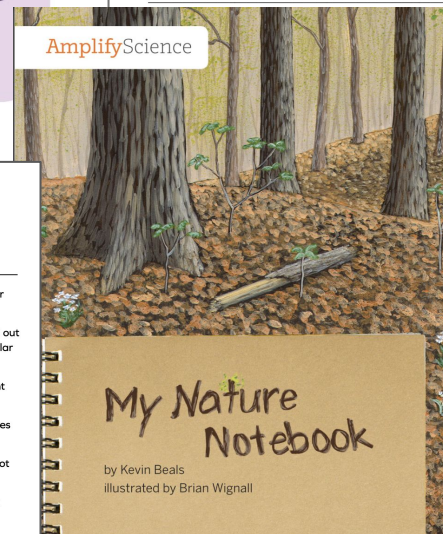


Principle 1: Leverage and build students' informational background knowledge.

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



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



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

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

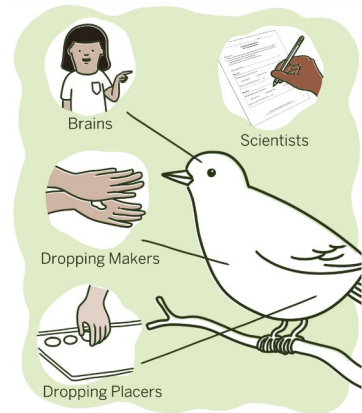
take a small amount of play clay from the stomach bag and roll the clay into a ball.

Dropping Placers

place the dropping on the tray.

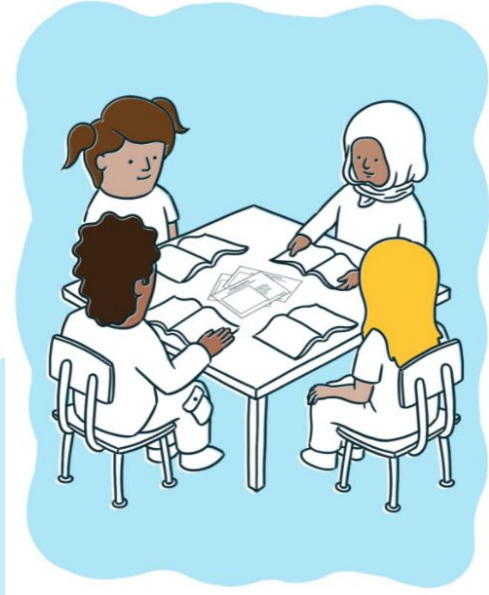
Scientists

observe and record.



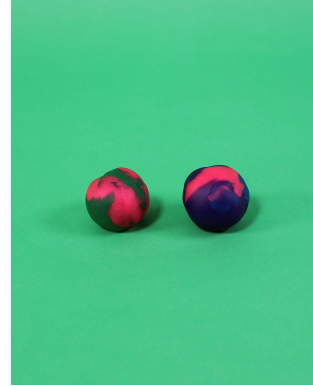
Principle 4: Provide opportunities for scaffolded practice (cont'd)

- 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



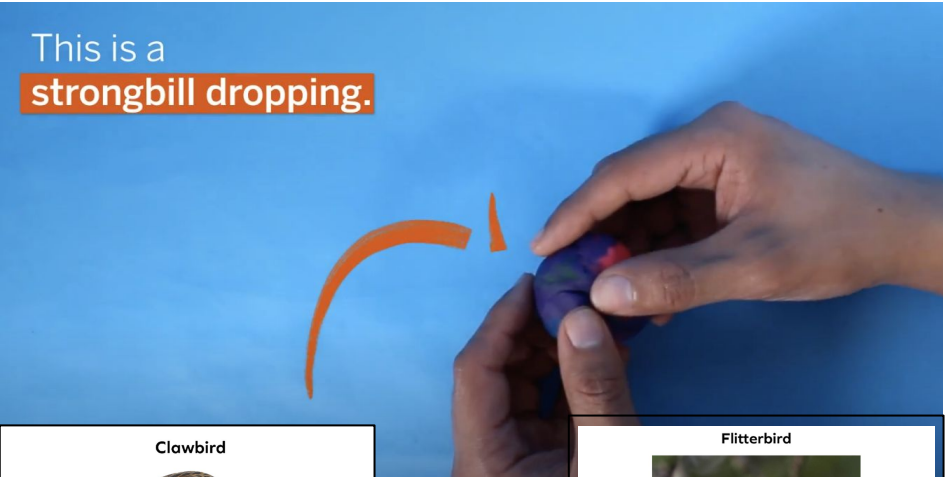
Sunlight Investigation: Growth After 3 Days		
	Seeds that got sunlight every day	Seeds that did not get sunlight
Height of Plant 1	4	1
Height of Plant 2	3	1
Height of Plant 3	3	2
Height of Plant 4	3	2



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 main image shows a hand dropping a purple fruit against a blue background. An orange arrow points from the fruit towards the bottom left, indicating the direction of the drop.


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:

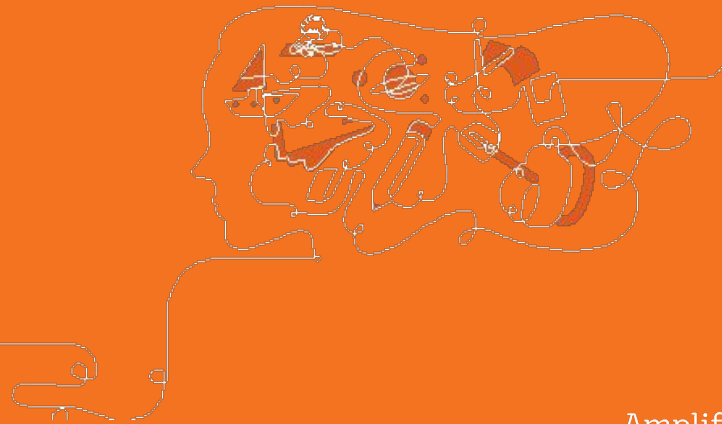
Unit 1 Landing page

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

Lesson Page

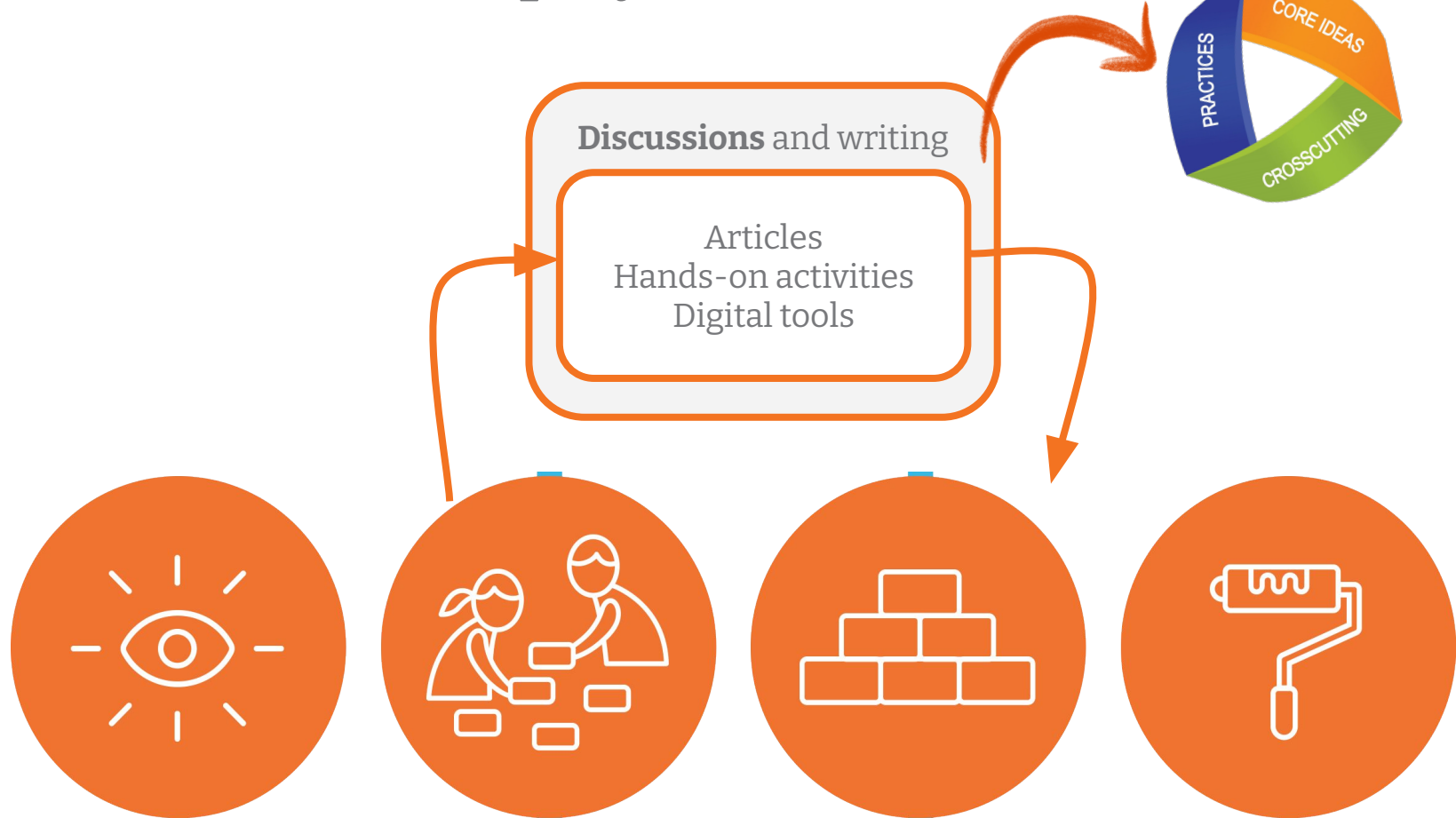
- Lesson Brief
 - Teacher support tab
- Digital resources (depends on lesson)
 - Classroom Slides
 - Additional resources

Break



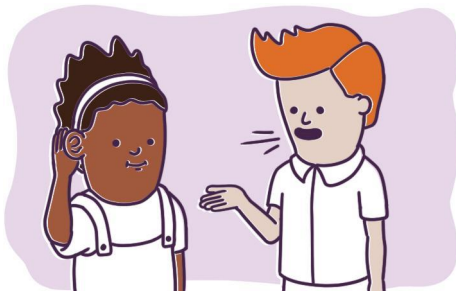
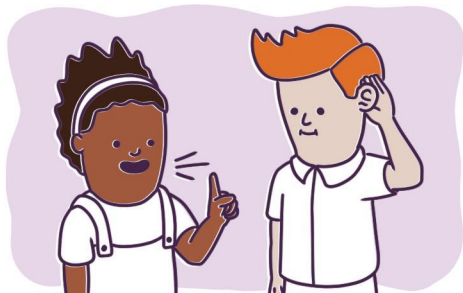
Amplify.

Discourse within Amplify Science



Let's Practice

Discourse Routines



Discourse Routine Reference

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

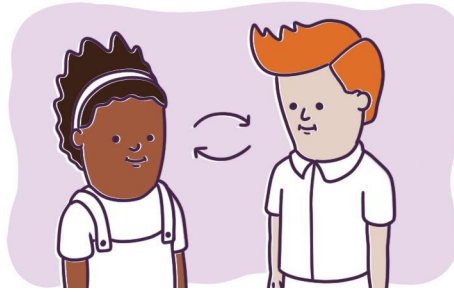
Shared Listening

Shared Listening



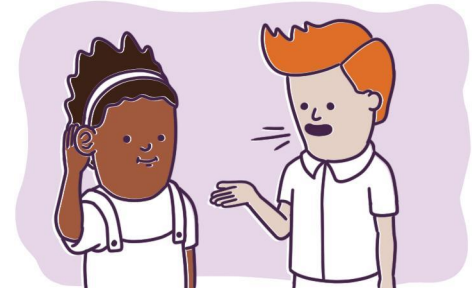
1.

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



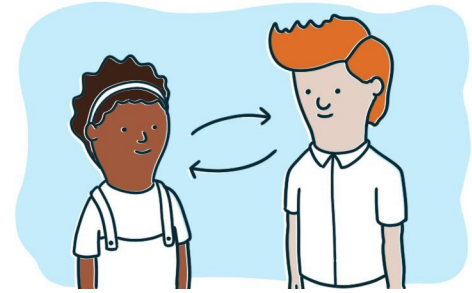
Step 1

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

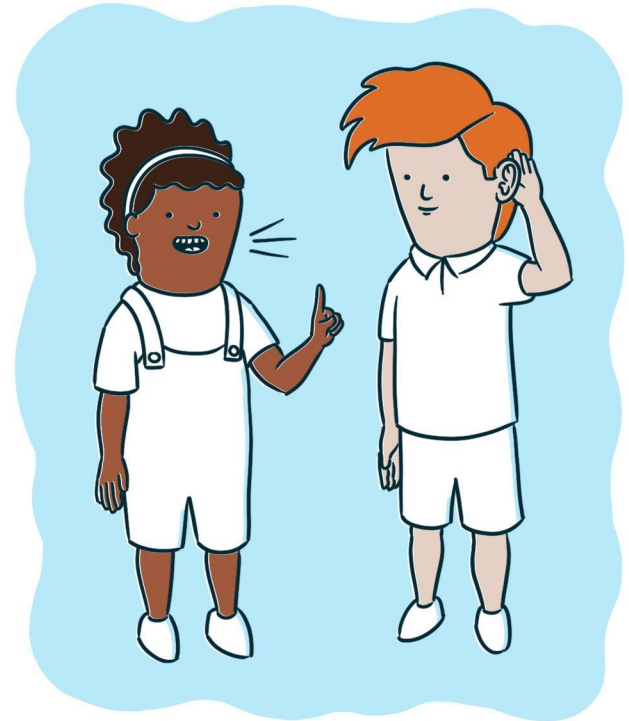
I heard you say _____.

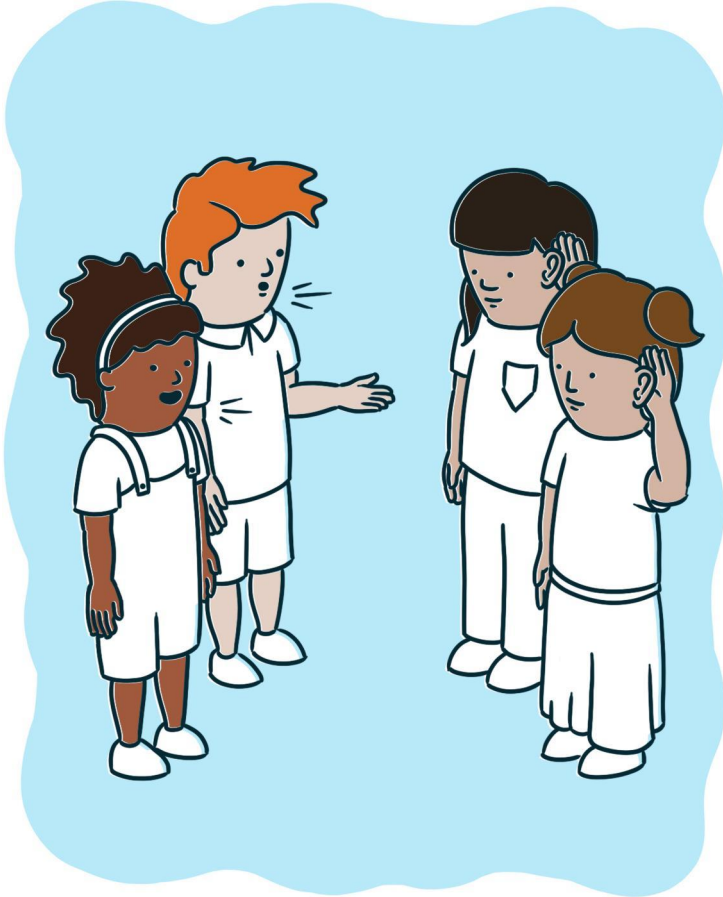
I agree/disagree because _____.

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 _____.

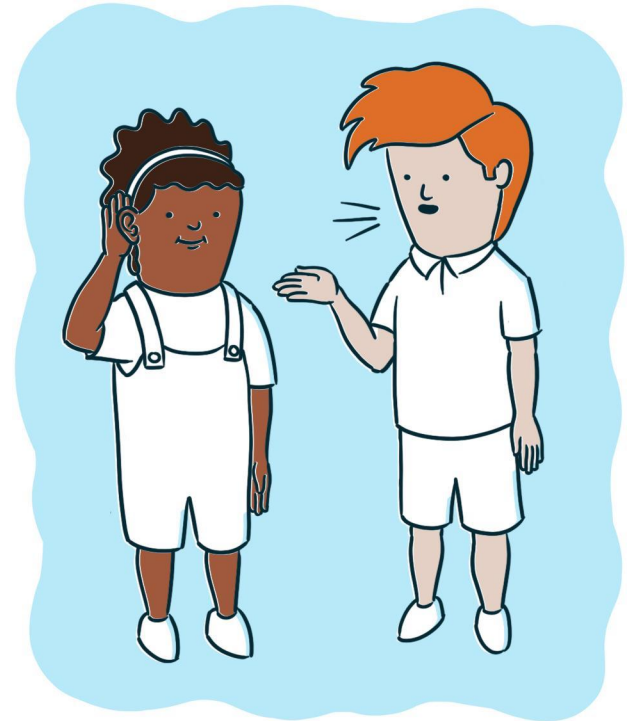
I agree/disagree because _____.

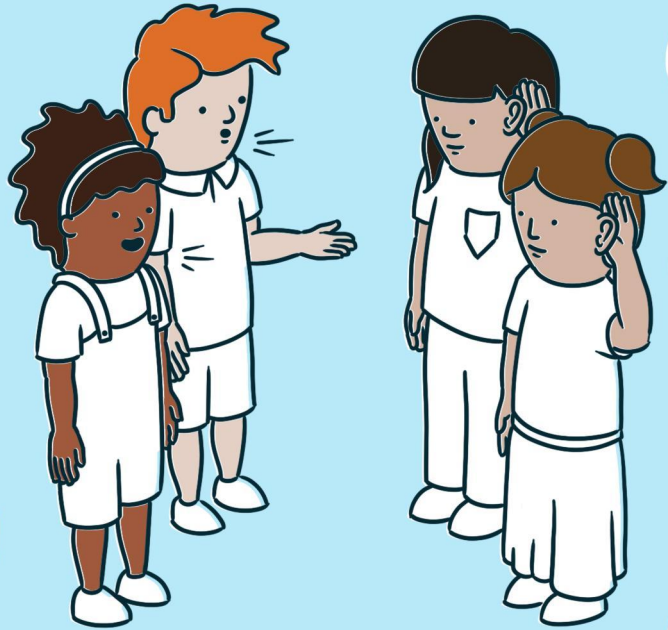
Partner B

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

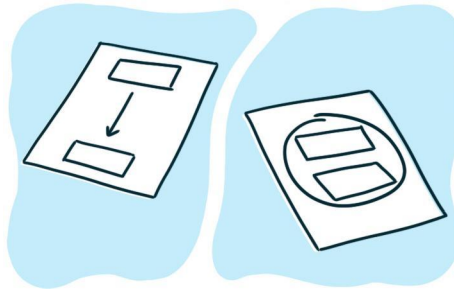
Concept Mapping



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.

science

Plant and Animal Relationships – Concept Mapping Cards, Set 3 – Lesson 3.6 – AMP150208.05.01.5
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engineering

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writing

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reading

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

science

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engineering

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reading

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writing

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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:



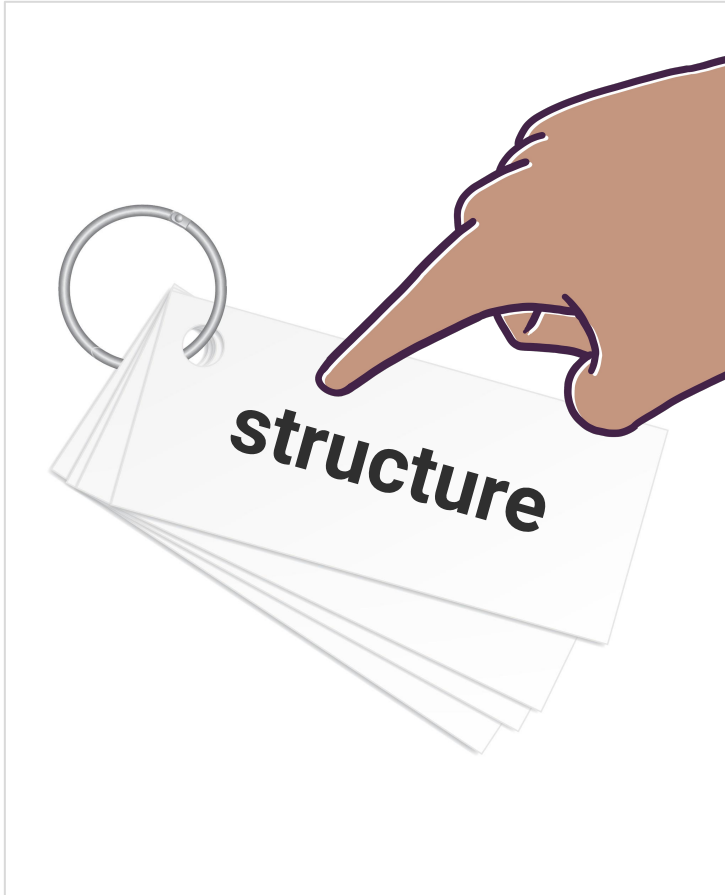
What have you struggled with in teaching Amplify Science? How did you address it?

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

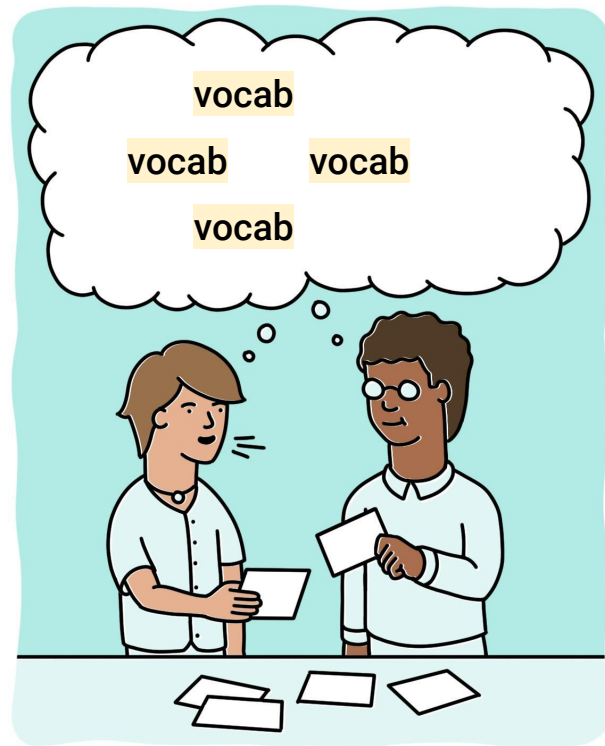
Use at least two words from the Word Relationships Cards in each sentence. You may use the same word more than once. Try to use all the vocabulary words.

Take Turns

Take turns as both the speaker and the listener.

Create More Than One Sentence

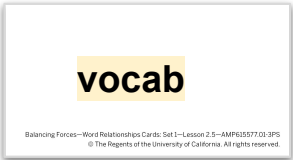
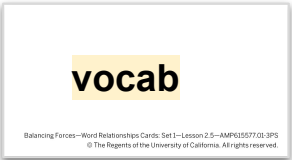
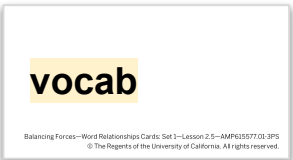
There are many different sentences that could help to answer the Investigation Question. You and your partner will need to create multiple sentences in order to answer the question completely.



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 _____ .

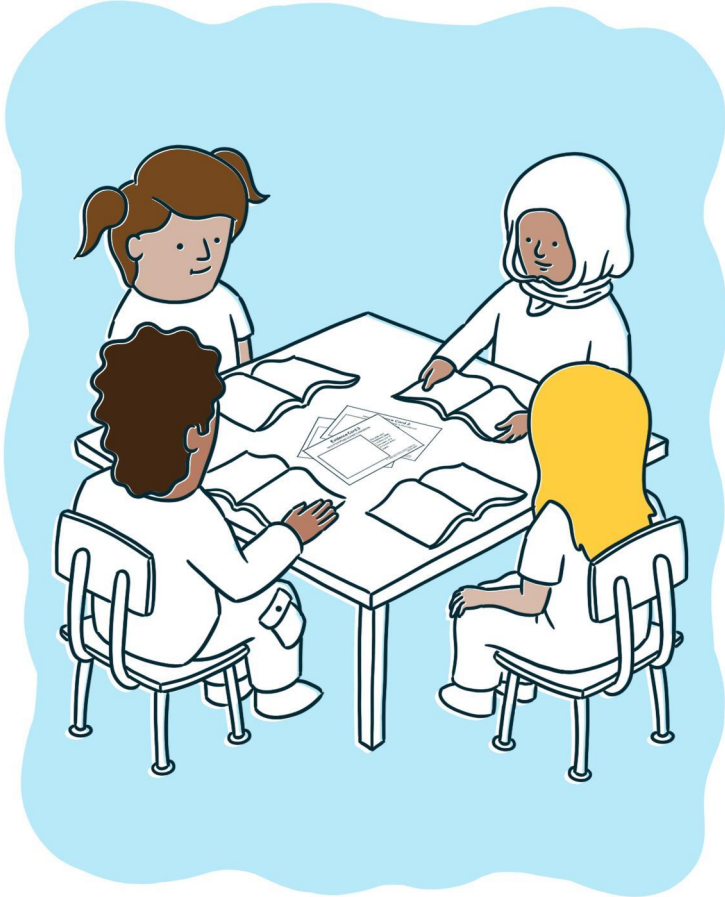
Questions to ask during the discussion:

- 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.



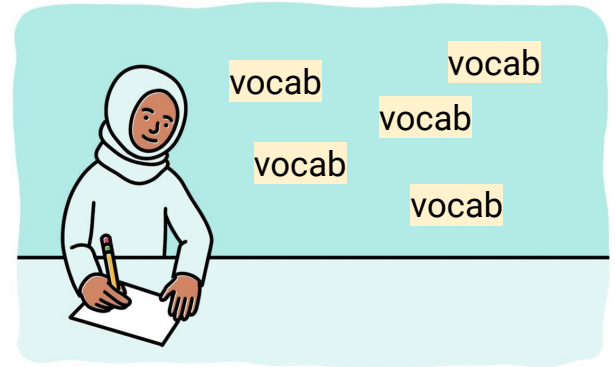
Did your group come to an **agreement**?

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.



Write and Share Routine: Student 1 Name: _____ Date: _____

Ro

Write and Share Routine: Student 2 Name: _____ Date: _____

Ro

Write and Share Routine: Student 3 Name: _____ Date: _____

Ro

Write and Share Routine: Student 4 Name: _____ Date: _____

Teacher note:
consider replacing
with a screenshot of
an image from your
own unit/ handout

What
samp
expos
interi
years
the s

Word

• en
• me
• me
• se
• we

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Let's hear from a few different groups.

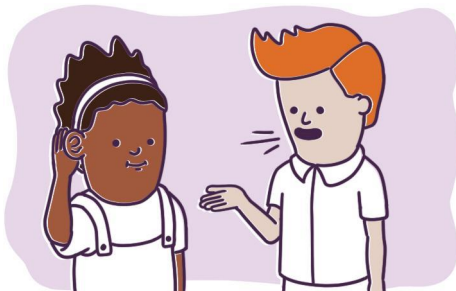
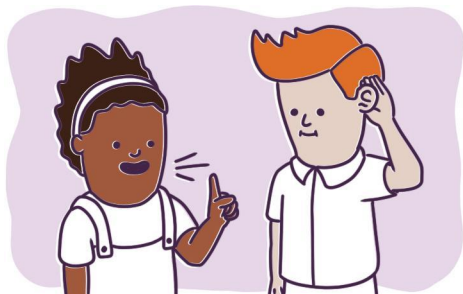


What ideas did you share
in your group?

What did you **learn** from
another group member?

Discourse Routine Templates

Discourse Routines



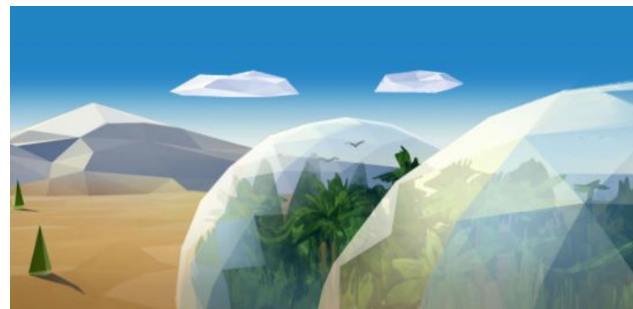
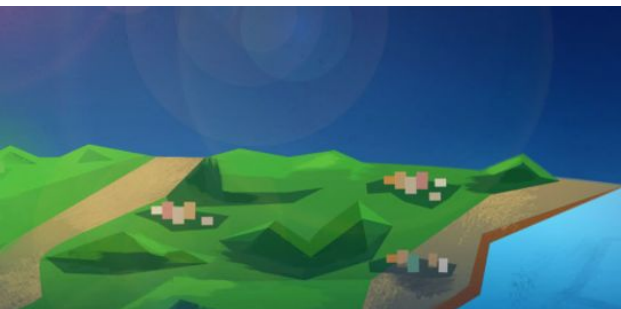
Discourse Routine Templates

<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



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)

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)

- 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.

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



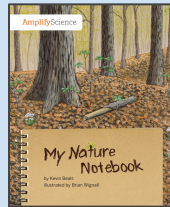
LESSON 1.7
Explaining Why There Are
No New Chalta Trees

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 _____
Why to Study a Habitat	
Directions	
1. After studying the habitat information, think about the ways that it has changed the forest habitat.	
2. In your own words, write why you think the forest habitat is important.	
<hr/>	
<hr/>	
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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



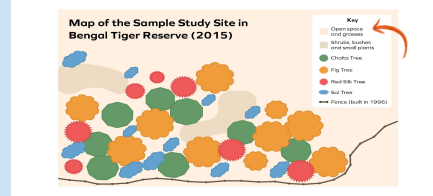
LESSON 1.7
Explaining Why There Are
No New Chalta Trees

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



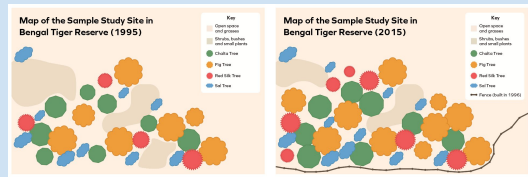
LESSON 1.7
Explaining Why There Are
No New Chalta Trees

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 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			
Word Bank: listening, speaking, writing, receptive language, productive language, individual, partner, group			
Types of Language: 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		

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.

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 use their parts to get the water and sunlight it needs to grow. (1-7)
- 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. (1-8)
- Figure out if animals disperse seeds in different habitats. (1-9)
- Find out how to use a model to investigate different ways that seeds can be dispersed. (1-9)
- Figure out how the friends in the book decide how to measure in their investigation. (1-9)

Investigating (3-5)

- Observe plants that live in a habitat near your school. (3-5)
- Investigate what seeds look like and find out how seeds from different plants are similar and different. (3-6)
- Find out if seeds need water and sunlight to sprout and grow. (3-6)
- Help us understand what seeds and leaves do for the plant. (3-7)
- Explore where new plants can and cannot grow in different habitats. (3-8)
- Understand how animals help seeds get to new places in a habitat. (3-8)
- Figure out how animals help the environment and disperse seeds get to a good place to grow. (3-8)
- Figure out if wind disperses more seeds with or without propellers. (3-9)

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

Activity 1

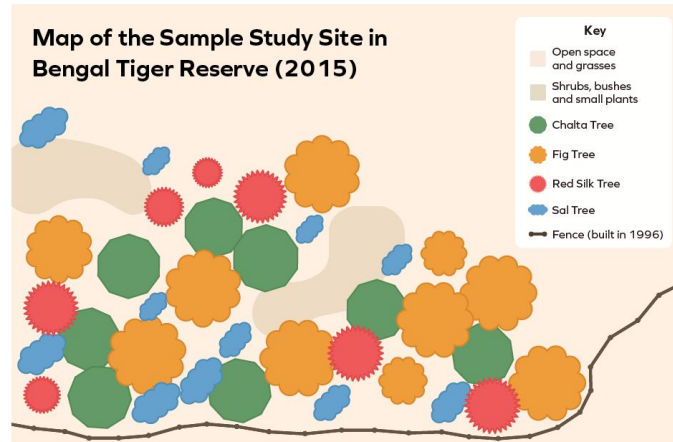
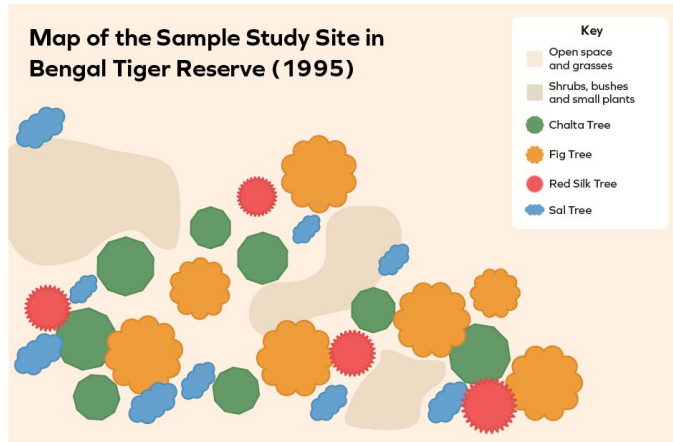
New Trees in the Bengal Tiger Reserve



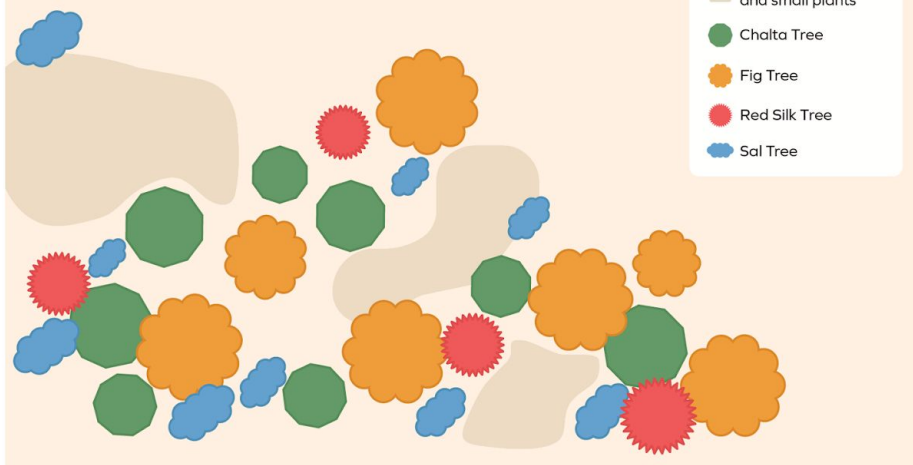
We explored the plants in the Bengal Tiger Reserve.



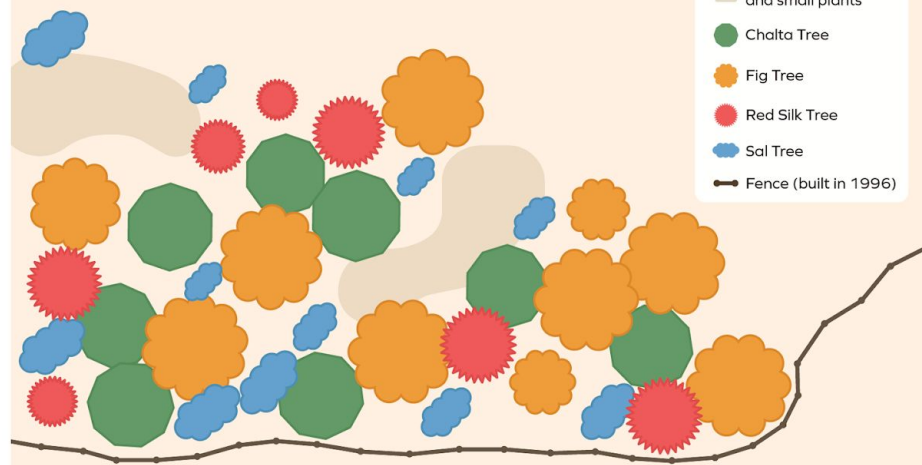
What did we **discover** about the plants?



**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
	Investigate what seeds look like and find out how seeds from different plants are similar and different.

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.

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

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



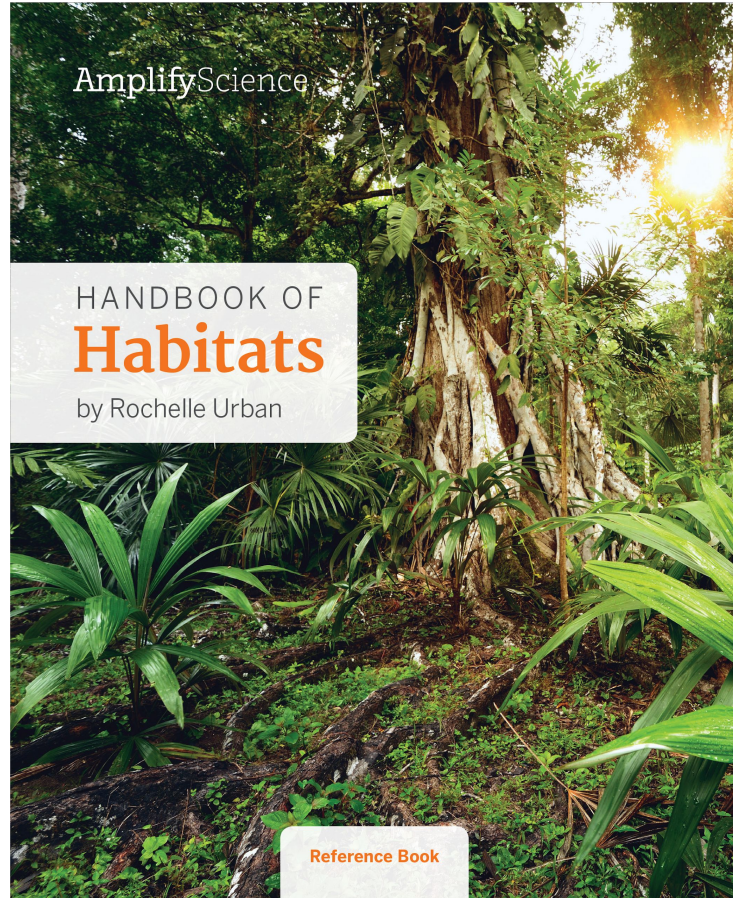
Activity 3

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
Find out more about seeds and how new plants grow.	Investigate what seeds look like and find out how seeds from different plants are similar and different.

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

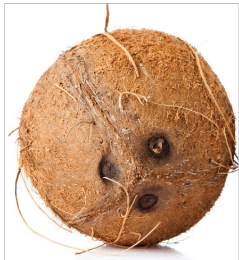
Index 47

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



Strawberry Plants



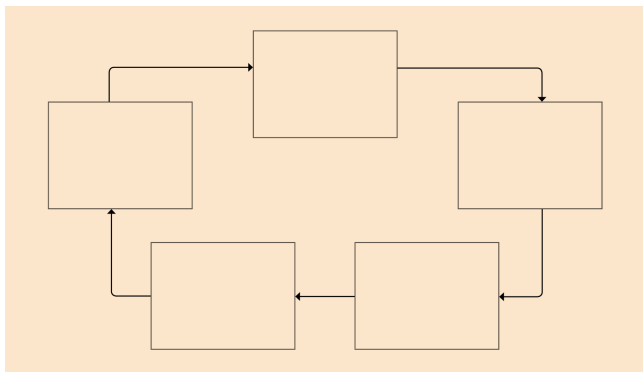
We think we know **how seeds grow** into full-grown plants.

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?

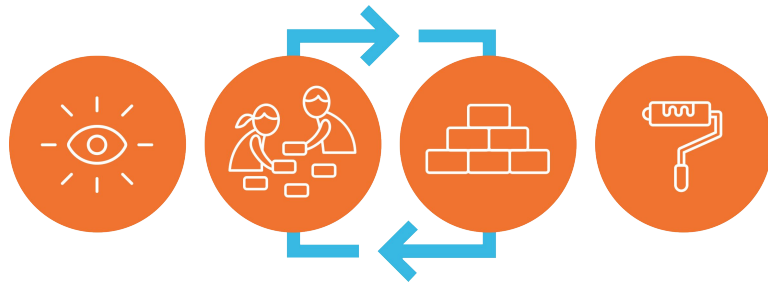
- Embedded
- Additional

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

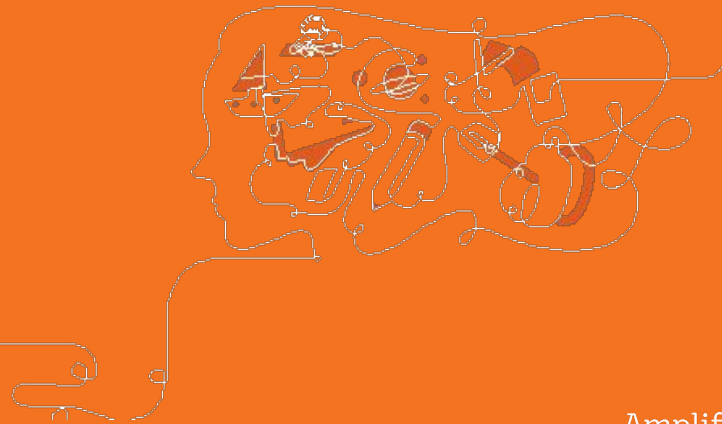
Activity	What embedded strategies were there in the lesson to support students with engaging in the language of science?	What additional strategies might you use to support students in engaging in the language of science? <i>(Differentiation Brief, Teacher Support Tab, Teacher Toolkit)</i>
Activity 1: Exploring Sand Samples		
Activity 2: Comparing Sand Samples		
Activity 3: Setting a Purpose for Reading/ Partner Read		
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.		

Strategies for engaging English learners

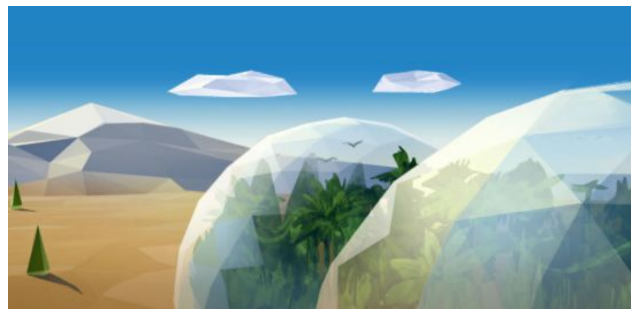
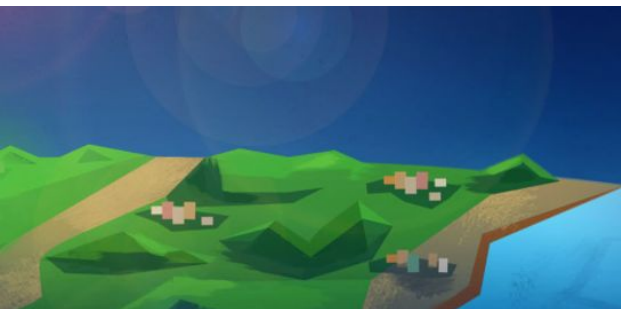
- Oral and visual support
- Sentence Starters
- Multimodal instruction
 - Do, Talk, Read, Write, Visualize
- Using different registers



Break



Amplify.

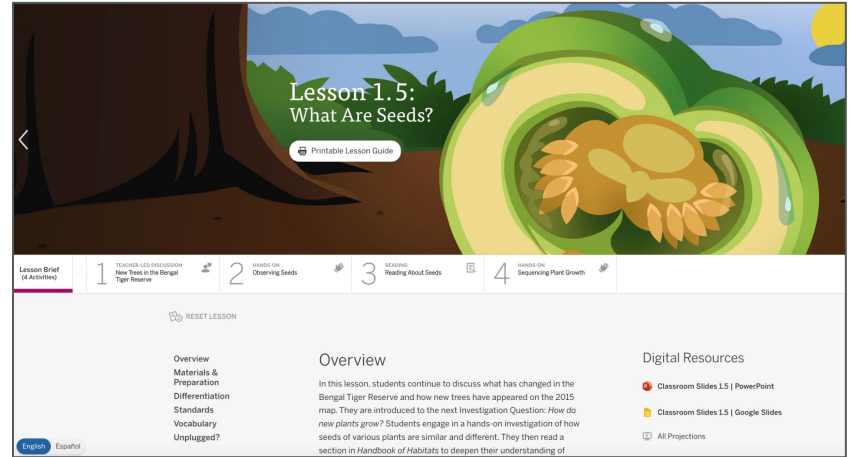


Plan for the day

- 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



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

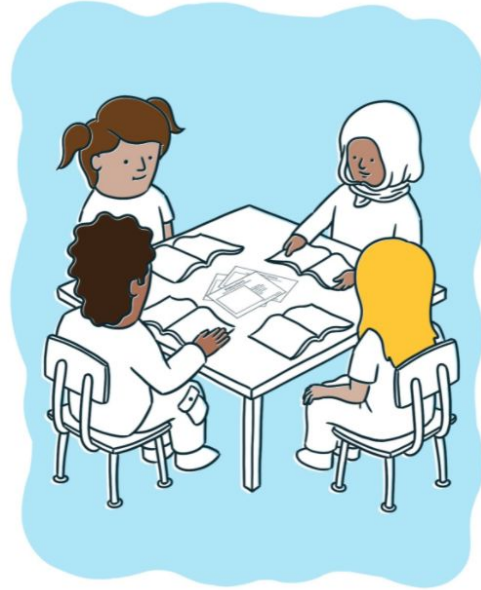
- Navigate to a lesson you'll teach in the upcoming week.
- Skim the lesson to get a sense of the activities.
- Read the 3-D statement for the lesson
- Navigate to the Differentiation section of the Lesson Brief, and read the “Specific differentiation strategies for English learners” section.
- Explore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

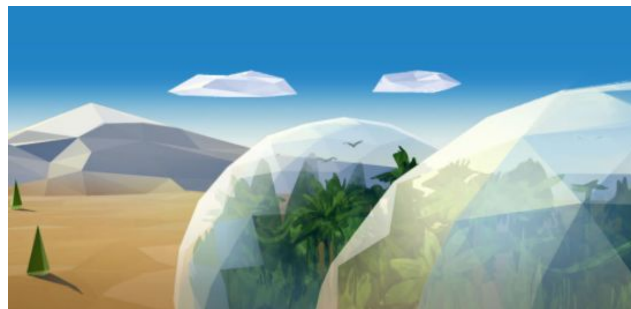
Unit: _____

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:

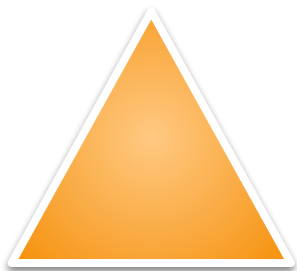
Head: something you'll keep in mind

Heart: something you're feeling

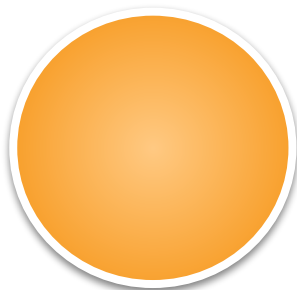
Feet: something you're planning to do

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!

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. At the top, there's a navigation bar with 'Amplify', 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCI200 TEACHER'. Below this, the 'Science California' section is active, showing the 'Balancing Forces' unit. The unit title is prominently displayed over a background image of a train. A red circle highlights the 'PROGRAMS & APPS' link in the top navigation bar. On the left sidebar, there are links for 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The main content area shows the 'Unit Overview' for 'Balancing Forces', which includes a description of the unit's focus on forces and motion, a 'Read more' link, and a 'Chapters' section. The 'Chapters' section lists 'Chapter 1: Why does the train rise?' with three lesson thumbnails: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Making an Object Move', and 'LESSON 1.3 Force All Around'. At the bottom left, there are language options for 'English' and 'Español'.

The screenshot shows the Amplify Science Program Hub interface for the 'Energy Conversions' unit. At the top, there's a navigation bar with 'Amplify', 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCI200 TEACHER'. Below this, the 'Science' section is active, showing the 'Energy Conversions' unit. The unit title is prominently displayed over a background image of a train. A red circle highlights the 'PROGRAMS & APPS' link in the top navigation bar. On the left sidebar, there are links for 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The main content area shows the 'Unit Overview' for 'Energy Conversions', which includes a description of the unit's focus on energy and its transformations, a 'Read more' link, and a 'Chapters' section. The 'Chapters' section lists 'Chapter 1: Why does the train rise?' with three lesson thumbnails: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Making an Object Move', and 'LESSON 1.3 Force All Around'. At the bottom left, there are language options for 'English' and 'Español'.

The screenshot shows the Amplify Science Program Hub interface for the 'Vision and Light' unit. At the top, there's a navigation bar with 'Amplify', 'CURRICULUM', 'CLASSWORK', 'REPORTING', 'PROGRAMS & APPS', and 'NATIONALSCI200 TEACHER'. Below this, the 'Science' section is active, showing the 'Vision and Light' unit. The unit title is prominently displayed over a background image of a train. A red circle highlights the 'PROGRAMS & APPS' link in the top navigation bar. On the left sidebar, there are links for 'Unit Overview', 'Chapters', 'Printable Resources', 'Planning for the Unit', 'Teacher References', and 'Offline Preparation'. The main content area shows the 'Unit Overview' for 'Vision and Light', which includes a description of the unit's focus on light and vision, a 'Read more' link, and a 'Chapters' section. The 'Chapters' section lists 'Chapter 1: Why does the train rise?' with three lesson thumbnails: 'LESSON 1.1 Pre-Unit Assessment', 'LESSON 1.2 Making an Object Move', and 'LESSON 1.3 Force All Around'. At the bottom left, there are language options for 'English' and 'Español'.

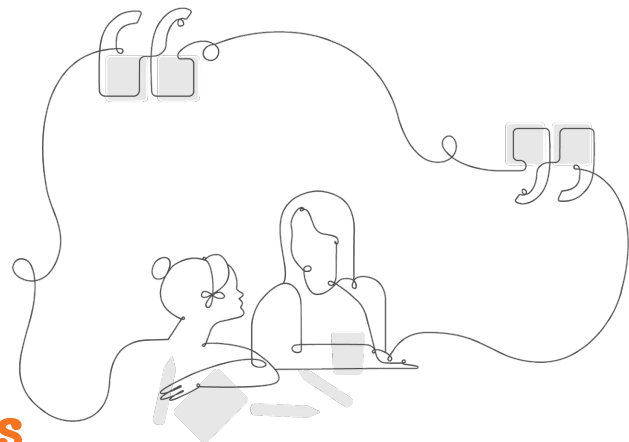
Upcoming Professional Development!

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



800-823-1969



Amplify Chat



Your feedback matters!

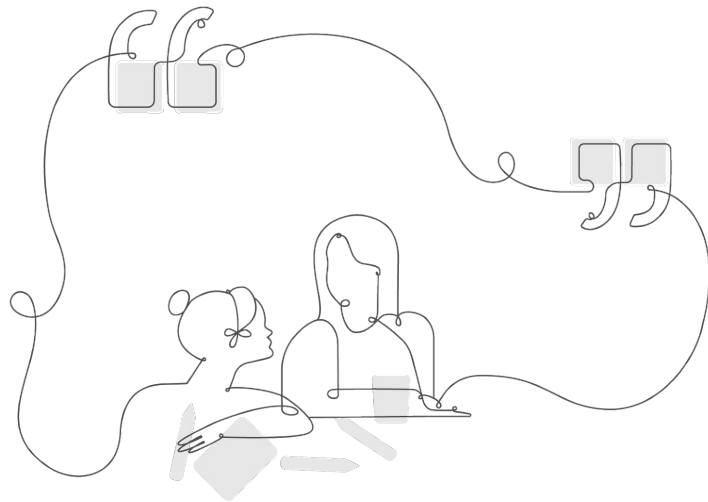
Survey

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

Type:

Strengthen

Session title:

Part 3: Unit 1, Supporting English
Language Learners

Professional Learning Specialist name:

Insert name

(insert email, if you would like)