# **Amplify** Science

Writing in Science Grade 1, Unit 3: Spinning Earth Part 3

Strengthen workshop

Los Angeles Unified School District Saturday, March 18, 2023 Presented by



### Ice Breaker!



### Share a **WOW** moment from inside your classroom

- Think about a wow moment that you have experienced inside your classroom. Write it down on the sticky note.
- Circulate around the room, when the timer goes off share out with the person closest to you.
- When the music starts again start circulating again.
- When the music goes off, share out with the person closest to you.
- Add your sticky note to the 'WOW Moment' anchor chart.

### 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

### Why do scientists write?









### • To join Amplify ES Group: W4PK-W466-63F5B



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

- 1 = Extremely Uncomfortable
- 2 = Uncomfortable
- 3 = Mild
- 4 = Comfortable
- 5 = Extremely Comfortable



### Overarching goals

- Identify specific characteristics and genres unique to science writing
- Describe how the Amplify Science writing approach supports students to engage in science practices, make sense of science ideas, and develop as writers
- Be ready to teach specific writing activities in an Amplify Science unit

Let's connect this goal to our students

Amplify.

Pg. 2

### Plan for the day

- Introduction and framing
- Writing in Amplify Science
  - Writing as part of a multimodal experience
  - Supporting students with writing
  - End of Unit Assessment
  - Additional supports
- Model Lesson
- Planning
- Closing

### **Opening Reflection**

What are your goals for student outcomes?



Participant Notebook

https://bit.ly/3JliYhU

#### 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.



### Next Generation Science Standards Science and Engineering Practices



- 1. Asking questions (for science) and defining problems (for engineering)
- 2. Developing and using models
- 3. Planning and carrying out investigations
- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking
- 6. Constructing explanations (for science) and designing solutions (for engineering)
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

### Writing in Amplify Science Purposeful communicative writing is an integral part of the Amplify Science curriculum



### Why do students write in Amplify Science?

- To activate background knowledge
- To reflect on understanding
- To engage in sense-making
- To record data / observations
- To organize ideas
- To communicate ideas
  - To explain
  - To persuade



### Instructional approach



**Apply** knowledge to a different context

### **Phenomena-based Instruction**

Inquire like a scientist.

Think like a scientist.

**Quantify** like a scientist.

Read like a scientist.

Talk like a scientist.

Write like a scientist.
 Critique like a scientist.
 Argue like a scientist.

Figuring out phenomena like a scientist.

### Instructional approach



### Plan for the day

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- Planning
- Closing

"Children's speaking and listening lead the way for their reading and writing skills, and together these language skills are the primary tools of the mind for all future learning" (Roskos, Tabors, & Lenhart, 2009).





### **Standards and Goals**



Chapters Printable Resources Planning for the Unit A Unit Map **Progress Build** Getting Ready to Teach Materials and Preparation Science Background Standards at a Glance Teacher References A Lesson Overview Compilation

Standards and Goals 3-D Statements Assessment System

**Embedded Formative** Assessments

Books in This Unit **Opportunities for Unit** 

Extensions

#### What's in This Unit?

Humans live their lives according to patterns. Mealtimes, school and work hours, and bedtime and wake-up time are all daily cycles that are tied to the pattern of the sun's position in the sky. As Earth spins, people in different regions experience all the times of day, but not all at the same time. A child in India will be asleep when a child in California is having lunch. In this unit, students embark on a study of the patterns that they observe in the sky. Students assume the role of sky scientists helping a

Read more >

#### Chapters

Chapter 1: Why did the sky look different to Sai than to his grandma? ①



LESSON 1.1 Pre-Unit Assessment



LESSON 1.2 After Sunset



LESSON 1.3 The Pattern of Daytime and Nighttime

### The Unit Landing Page: Standards and Goals Spinning Earth - Speaking And Listening

#### **Speaking and Listening**

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - CCSS.ELA-LITERACY.SL.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### The Unit Landing Page: Standards and Goals Spinning Earth-Writing

#### Writing

- CCSS.ELA-LITERACY.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-LITERACY.W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- CCSS.ELA-LITERACY.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

The Unit Landing Page: Standards and Goals

Spinning Earth- California ELD Standards addressed in this unit

Part I: Interacting in Meaningful Ways

- A. Collaborative: Engagement in dialogue with others
- B. Interpretive: Comprehension and analysis of written and spoken texts
- C. Productive: Creation of oral presentations and written texts

### Reviewing the unit phenomenon and storyline

Amplify Science units are designed around complex phenomena that drives student learning through the unit. The phenomenon is broken down smaller questions through a storyline.



### Spinning Earth

**Problem**: Students help a young boy named Sai who lives in a place near them in order to understand why the sky looks different to him than to his grandma when they talk on the phone.

Role: Sky scientists

### Spinning Earth

### **Coherent Storylines**



Why did the sky look different to Sai than to his grandma?



Why was it daytime for Sai when it was nighttime for his grandma?



Why did daytime change to nighttime while Sai talked on the phone?



What will Sai see in the sky when he calls his grandma tomorrow?



Why was it nighttime for Sai when he called his grandma during the winter?

### Sample instructional sequence Grade 1 Spinning Earth

During the sample sequence, we'll experience some **small writes**.

Small writes are **short writing opportunities**. They're distinct from more formal end-of-chapter explanations or arguments (which we'll talk about later).



### Sample instructional sequence Grade 1 Spinning Earth

As you experience the small writes in the sequence, consider the **role** of each writing opportunity.

It may help to consider:

- Why are students writing?
- How is it useful to them in figuring out the phenomenon?



### Sample instructional sequence

### Note catcher

Use **Table 1** to keep track of your thinking during the instructional sequence.

thinking in below to to catchier and to other other
---

Table 1: Writing as part of the multimodal experience

Reference: Why do students write in Amplify Science?  To activate background knowledge To reflect on understanding To engage in sense-making To record data / observations To organize Ideas To communicate Ideas To commun		in your unit 's upcoming, Review the activity of small write to analyze.	
Sample instructional sequenc	e: Use the space below to make notes about the role of each small		
Small write 1: Blue Whales and Buttercups			
Small write 2: Recording and analyzing observations		-	
Small write 3: Gathering evidence about the Elk Mountain Pack			
vriting the more formal end-of-	thapter explanation?		
		nt Guide from digital resources.	
teference: Embedded support Smaller pieces of writing Informal talk opportuniti Sentence starters and/or Classroom wall and othe Word banks Discourse routines Multimodal instruction Gradual release of respo	s for writing in Amplify Science build to larger pieces of writing siz partners and anall groups language frames environmental print sublity		
© 2020 The Regents of the University	of California 1		
	Reflection: How could the End-of-Unit Assessment Guide help your planning and instruction throughout the whole unit?	_	
	© 2020 The Regents of the University of California	2	

### Spinning Earth: Writing in Chapter 1

### Chapters



Chapter 1: Why did the sky look different to Sai than to his grandma?



LESSON 1.1 Pre-Unit Assessment



LESSON 1.2 After Sunset



LESSON 1.3 The Pattern of Daytime and Nighttime



LESSON 1.4 The Sky from Different Places



LESSON 1.5 Explaining the Sky in Different Places

### Small write 1: Making New Sky Observations (1.1)

**Amplify**Science



# We will go outside and **draw** pictures of the **sky** on this notebook page.

## Let's go over the directions together.

Date: Name: **Sky Observations 1** Directions: 1. Observe the sky. 2. Draw what you observe in the sky. 3. Label your drawing. Δ Spinning Earth—Lesson 1.1 © 2018 The Regents of the University of California. All rights reserved. Permission granted to photocopy for classroom

Scientists **observe** to learn and answer questions. I will show you how we can observe closely and draw to record our observations.

### Small write 2: Recording What Scientist Do (1.1)

**Amplify**Science

What Scientists Do To answer questions, scientists...

We are scientists.

This chart will remind us of the important things that **scientists** like us do when we work.
What Scientists Do To answer questions, scientists...

When scientists wonder about something in the world around them, they ask a **question**. What Scientists Do To answer questions, scientists...

observe	

Scientists **observe** the world around them— they look, listen, and feel to find out what the world is like.

Let's add **"observe"** to our chart.

#### Spinning Earth: Writing in Chapter 1

#### Chapters

Chapter 1: Why did the sky look different to Sai than to his grandma? ①



LESSON 1.1 Pre-Unit Assessment



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LESSON 1.5 Explaining the Sky in Different Places

#### Small write 3: Recording New Sky Observations (1.2)

## Today, we will go outside again to make new **observations** of the sky at a different time.

When we make our new sky observation, we can look for what is the **same** as, or **different** from, what we noticed during our first sky observation. This will help us answer our Investigation Question.

Date: Name **Sky Observations 2** Directions: 1. Observe the sky. 2. Draw what you observe in the sky. 3. Label your drawing. 5 Spinning Earth—Lesson 1.2 © 2018 The Regents of the University of California. All rights reserved. Permission granted to photocopy for classroom us

Just like we did in our first sky observation, we will use our notebooks to **record** what we **observe** in the sky.

Remember never to look directly at the sun.

#### Small write 4: Recording Scientists' Reflection on Sky Observations (1.2)



We can use this chart to record all of our observations of the sky.

What did we **see** when we went outside to observe the sky?

#### Small write 5: Adding Additional Information from Text (1.2)

# We observed the sky at different times during the daytime. What about the **nighttime?**

We are not at school at night, so we have not observed the sky then. We need another way to gather information about it. Scientists can also **read** books to gather **information**. That's what we will do.



We recorded daytime sky observations. Now let's add nighttime observations.

Based on what we read in *After Sunset,* what can we observe in the sky during the **nighttime?** 

#### Small write 6: Recording What scientist Do (1.2)



# How did we read like scientists today?

#### Spinning Earth: Writing in Chapter 1

#### Chapters

Chapter 1: Why did the sky look different to Sai than to his grandma?



LESSON 1.1 Pre-Unit Assessment



LESSON 1.2 After Sunset



LESSON 1.3 The Pattern of Daytime and Nighttime



LESSON 1.4 The Sky from Different Places



LESSON 1.5 Explaining the Sky in Different Places

#### Small write 7: Organzing Data (1.3)



After scientists collect and record data, they **organize** it in different ways to understand it.

We organized our sky observations by making a **list**.



These cards show pictures of **observations** we recorded.

These cards will help us organize our Sky Observations data in a new way.



This **chart** is a tool that helps scientists organize data into groups.

We will place cards on the **different parts** of the chart to show what we see at different times.



Let's think about where to place the airplane card. The kids in the book saw an airplane at **nighttime**, and we often see airplanes in the **daytime**. We can put this card in the middle.



#### 

**Look** at each card and decide where to place it on your data sheet.

Then, **glue** the cards in place.





#### Small write 8: Recording New Ideas (1.3)

What We Know About Daytime and Nighttime

daytime

nighttime

Scientists often draw or write to **record new ideas** that they learn.

We can use this chart to record the new ideas we learn about daytime and nighttime.



#### We can **add the sun** to our chart to show what we know about daytime.



To show what we know about nighttime, we can **add the stars** to our chart.

#### Spinning Earth: Writing in Chapter 1

#### Chapters

Chapter 1: Why did the sky look different to Sai than to his grandma?



LESSON 1.1 Pre-Unit Assessment



LESSON 1.2 After Sunset



LESSON 1.3 The Pattern of Daytime and Nighttime



LESSON 1.4 The Sky from Different Places



LESSON 1.5 Explaining the Sky in Different Places

#### Small write 9: Recording Observations of the Sky from Different Places (1.4)

A **webcam** is a kind of camera that lets us see what is happening in a certain place right now.

We will use a webcam to **observe** what the **sky** looks like right now in a place near our school.



Remember, scientists record their observations. We can use our notebooks to **record** our observations of what the sky looks like from different places on Earth right now.



I will show you what the sky looks like right now in five other places.

For each place, **observe** what the sky looks like. Then **draw** what you observe in the box for that place.

#### Small write 10: Recording What Scientists Do (1.4)/



How did we **record** like scientists today?

How could we use our bodies to show how we **record** as scientists?

#### Small write 11: Organizing Data Using a Table (1.4)

Ohaami	a the Sim from Different Direct	
Observir	ig the Sky from Different Places	
Directions:	v from each place	
2. In the boxes on you observe in	this page and the next page, draw what the sky from each place.	
1		
		te:
		laces (contin
2		
3		
6 0 2018 The Reger	Spinning Earth—Lesson 1.4. ts of the University of California. All affets reserved. Permission particular photocopy for classroom use.	
	6	

Look back at what you recorded in your notebooks.

# How was the sky in these places the **same?**

## How was the sky in these places **different?**

In	, I observed	
so it was	:	
		.114
		-0-
	dork sky	bright sky
	dork sky birg	bright sky
	dark sky bird	bright sky
	dark sky bird Moon	bright sky Sun cloud

(P)

# We can use these words to talk like **scientists**.

Let's describe what we have learned about the sky in different places.

daytime

nighttime

Name: Date **Observing the Sky from Different Places** Directions: 1. Observe the sky from each place. 2. In the boxes on this page and the next page, draw what you observe in the sky from each place. 1 laces (continued) 2 з 6 Spinning Earth-Lesson 1.4 6 7 Spinning Earth-Lesson 1.4 © 2018 The Reports



Take turns using what you recorded to answer this question for each place you observed:

# Was it daytime or nighttime there?





#### Remember, **organizing data** can help scientists answer their questions.

We can organize our data to answer our question about what the sky looks like in different places.


# We can use this **table** to organize our data.

# In the **first column**, I recorded the names of the **places** we observed.



We can use the **second column** to record whether it was **daytime** or **nighttime** in each place we observed.

The Sky from Different Places				
Place	Place Daytime or Nighttime?			
1.				
2.				
3.				
4.				
5.				
6.				

The first row is for the webcam in the place near our school.

What did we **observe** in the **sky** from the place near our school?

The Sky	from	Different	Places
---------	------	-----------	--------

Place	Daytime or Nighttime?
1.	daytime
2.	
3.	
4.	
5.	
6.	

It was **daytime** in the place near our school. Let's record that.

Next, we'll record whether it was daytime or nighttime in the other places we observed.

#### Small write 12: Recording What Scientists Do (1.4)

**Amplify**Science



One of the most important things that scientists do is to organize data to answer their questions.

Let's add **"organize data"** to our chart.

#### Spinning Earth: Writing in Chapter 1

#### Chapters

Chapter 1: Why did the sky look different to Sai than to his grandma?



LESSON 1.1 Pre-Unit Assessment



LESSON 1.2 After Sunset



LESSON 1.3 The Pattern of Daytime and Nighttime





Explaining the Sky in Different Places

## Small write 13: Writing Reflections of Daytime and Nighttime (1.5)

**Amplify**Science

The Sk	y for Mya and Rico	
Directions:		
1. Read about Mya and	Rico below.	
2. On the next page, dra	aw what Mya sees in the sky right no	w.
3. Then, draw what Ricc	sees in the sky right now.	
4. Read the question on	the next page.	
5. Talk with your p drawings to help question.	Nama	Data
6. Write vour answ	Nome.	Date
thinking.	The Sky for Mya	and Rico (continued)
	What Mya sees right now	What Rico sees right now
	Do you think Mya and Rico live in places? Explain why you think th	n the same place or in differen at.
8 0.009 The Regions		

### It is daytime for Mya right now. It is nighttime for Rico.

#### In the first box, draw what Mya sees in the sky.

In the second box, draw what Rico sees.

Name:	Date:	-
The S	ky for Mya and Rico	
Directions:		
1. Read about Mya and	d Rico below.	
2. On the next page, dr	aw what Mya sees in the sky right no	ow.
3. Then, draw what Ric	o sees in the sky right now.	
4. Read the question or	n the next page.	
5. Talk with your p drawings to help question.	Neme:	Dete
6 Write your answ	Name:	Date:
thinking.	The Sky for Mya	and Rico (continued)
	What Mya sees right now	What Rico sees right now
Mya ana Kico are daytime, and Rico	Do you think Mya and Rico live i places? Explain why you think th	n the same place or in differen
8 © 2019 The Regerts		
	© 2008 The Reports at the University of California, All rights r	h—Lesson 1.5 nservet. Permission granted to photocopy for classroom use.



**Talk** about whether you think Mya and Rico live in the same place or in different places.

# Then, **write** your answer on the lines.

#### Small write 14: Recording What Scientists Do (1.5)

**Amplify**Science



One important thing that scientists do is communicate, or share what they learn, by writing and talking with others. Let's add "communicate" to our chart.

#### End of Chapter Scientific Explanations

**Shared Writing** 





Writing Explanation Guidelines:

- 1. It answers a question about how or why something happens.
- 2. It is based on the ideas you have learned from investigations and text.
- 3. It describes things that are not easy to observe.
- 4. It uses scientific language.
- 5. It is written for an audience.

#### Writing an Explanation to Sai (1.5)

**Amplify**Science

Scientists write to **communicate**, or share, what they learn with others. That way, more people can learn from the things that scientists do.

Each time we learn something new, we can write to communicate what we have learned with Sai to help him with his problem.



We used these words to explain what the sky looks like in different places on Earth. Now they can help us explain why the sky looked different to Sai and his grandma on the phone.

#### **Shared Writing**

Why did the sky look different to Sai than to his grandma?



First, let's write about what Sai observed.

### 

What did Sai see in the sky in the place where he lives? What time of day was it for Sai?

#### **Shared Writing**

Why did the sky look different to Sai than to his grandma?



Next, let's write about what Sai's grandma observed.

### 

What did Sai's grandma see in the sky in the place where she lives? What time of day was it for Sai's grandma?

#### **Shared Writing**

Why did the sky look different to Sai than to his grandma?



We know that it is daytime for Sai when it is nighttime for his grandma.

Do you think Sai and his grandma live in the same place on Earth, or in different places on Earth?

#### Sample Shared Write: End of chapter explanation

Question: Why did the sky look different to Sai than to his grandma?

In the place where youlive, you observed the sun in the sky, so it was daytime.

In the place where your grandma lives, she observed the stars in the sky, so it was nighttime.

You live in a different place on Earth than your grandma.

Found in "Shared Writing: Lesson 1.5" in Digital Resources.

#### Reflecting on the small writes

How did the short writing opportunities in this chapter support students as they worked towards writing the more formal end-of-chapter explanation?

#### **Small Writes**

Recording and reflecting on sky observations

Organizing and Charting Daytime and Nighttime Data

Recording Sky Observations from Different Places and Organizing Webcam Data

Reflecting on Nighttime and Daytime

Writing Explanations to Sai

# What were the different types of writing in Chapter 1?



#### **Small Writes**

Recording and reflecting on sky observations

Organizing and Charting Daytime and Nighttime Data

Recording Sky Observations from Different Places and Organizing Webcam Data

Reflecting on Nighttime and Daytime

Writing Explanations to Sai

Lesson 1.1	Lesson 1.2	Lesson 1.3	Color Codes
	Recording New Sky	Recording and	Record data / observations
Recording Initial Sky Observations and what		Organization Data	Activate prior knowledge and reflect on understanding
	on Sky Observation	Recording New Ideas	Organize and keep track of ideas
	Recording sky observations from a text based on predictions		Explain or persuade
	Recording what Scientists Do		Sense making

Lesson 1.4	Lesson 1.5	Record data / observations
Recording observations from webcams	Reflecting on Daytime and Nighttime observations	Reflect on
Recording what scientists do	Writing an Explanation to Sai about why the sky looked different to Sai than to his	Organize or keep
Organizing data using a table	grandma	track of ideas
Pecording what	Recording what scientists do	Explain or Persuade
scientists do		Sense making

Lesson 1.1	Lesson 1.2	Lesson 1.3	Color Codes
	Recording New Sky Observations	Recording and	Record data / observations
Recording Initial Sky Observations and what Scientists Do	Writing Reflections on Sky Observation Recording sky observations from a text based on predictions Recording what	Organization Data Recording New Ideas	Activate prior knowledge and reflect on understanding Organize and keep track of ideas Explain or persuade Sense making

Lesson 1.4	Lesson 1.5	Record data /
Recording observations from webcams	Reflecting on Daytime and Nighttime observations	Reflect on
Recording what scientists do	Writing an Explanation to Sai about why the sky looked different to Sai than to his	Organize or keep
Organizing data using a table	grandma Recording what	track of ideas Explain or Persuade
Recording what scientists do	scientists do	Sense making

#### Instructional supports

Sense-making strategies: <u>How</u> are students reading?

- Setting a purpose
- Visualizing
- Making predictions
- Asking questions
- Making inferences
- Synthesizing





#### Small write sequences in Chapters 2,3, and 4

- With your group or partner pick a chapter in this unit.
- Chart the small writes within the lessons of the chapter
- Identify what purpose each small write has



Small Writes in a chapter Gallery Walk



### Key takeaway

As they gather evidence, students engage in writing and discussion. They make sense of evidence they gather through small writes.

Writing is a key part of the multimodal approach as students figure out a phenomenon.





#### Break





#### Plan for the day

- Introduction and framing
- Writing in Amplify Science
  - Writing as part of a multimodal experience
  - Supporting students with writing
  - End of Unit Assessment
- Model Lesson
- Planning
- Closing

What specific strategies are embedded into the curriculum to support students to write like scientists?



Supporting students with writing



#### Embedded writing supports

- Smaller pieces of writing build to larger pieces of writing
- Informal talk opportunities: partners and small groups
- Sentence starters and/or language frames
- Classroom wall and other environmental print
- Word banks
- Discourse routines
- Multimodal instruction
- Gradual release of responsibility
### Supporting students with writing

What additional strategies could you use to support students with writing in Amplify Science?



### Additional supports

- Teacher support notes
- Possible Responses
- Differentiation notes
- Embedded Formative Assessments



# Key takeaways

Different writing activities play different roles within the curriculum.

Providing support for writing will look different depending on the activity.

In addition to the embedded supports for student writing, there are resources throughout the curriculum you can use to provide additional support.

### Plan for the day

- Introduction and framing
- Writing in Amplify Science
  - Writing as part of a multimodal experience
  - Supporting students with writing
  - End of Unit Assessment
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- Closing

### Spinning Earth Progress Build

**Assumed prior knowledge (preconceptions)**: Students are assumed to know that the sun is a very bright, relatively large object sometimes seen in the sky and that stars are bright, small objects seen in a darker sky.



### End-of-Unit Assessment: Student Explanations





### **Preparing** for the End of Unit Assessment

### **Trainer Walkthrough:**

Grade 1	Spinning Earth	Lesson 5.3	Activity 1
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### Assessment Guide

Rubrics for Assessing Students' Final Explanations

Three-dimensional

- Rubric 1: Assessing Students' Understanding of science concepts (DCIs)
- Rubric 2: Assessing Students' Understanding of a Crosscutting Concept
- Rubric 3: Assessing Students' Performance
   of the a Practice

formative (K-1)

summative (2-5)

summative

### End of Unit Assessment

### Work Time: Part 1

- 1. Open the Lesson Brief.
- 2. Open and read the End of Unit Questions.
- 3. Compare the End of Unit Questions to the slide deck.

Grade 1	Spinning Earth	Lesson 5.3
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What are the rest of my students doing as I give this one-on-one assessment?

### Work time:

• Each group will chart ideas for what students can do while you are assessing science.





### Lunch Break







### Grade 3, Unit 3: Part 1 & 2 Resources



https://bit.ly/3WAYJzO

# Plan for the day

- Introduction and framing
- Writing in Amplify Science
  - Writing as part of a multimodal experience
  - Supporting students with writing
  - End of Unit Assessment
  - Additional supports
- Model Lesson
- Planning
- Closing

### Unpacking the lesson

First, let's look at what we need to do before engaging in the lesson.



## Focusing on lesson's purpose

**Teacher tip:** Use the Lesson Overview to get a big picture of the lesson and its learning sequence.

The purpose statement highlights the main reason for the lesson.

**Reflection:** How might the lesson purpose statement help you when you're planning? Overview Materials & Preparation Differentiation Standards Vocabulary



### Overview

Students gather and organize data about what the sky looks like from different places on Earth. Students observe a series of webcams in different places on Earth and record their observations of the sky from these places in their Investigation Notebooks. The class engages in a brief Sky Investigations Role-Play to think about how they are using various scientific practices. The teacher introduces an Interpretation Language Frame to support students in using their observation data to determine whether it was daytime or nighttime in the places they observed. The class organizes the webcam observation data in a new way by constructing The Sky from Different Places table. The purpose of this lesson is for students to begin to build an understanding that the sky can look different for people living in different places on Earth.

### Printable Resources Coherence Flowcharts

- Navigate to Printable Resources on the Unit Landing Page
  - Open the
     Coherence
     Flowchart

Unit Overview	Printable Resources	
Chapters		Cohamana Elevenheuta
Printable Resources	3-D Assessment Objectives	Conerence Flowcharts
Planning for the Unit $\checkmark$	Copymaster Compilation	Crosscutting Concept Tracker
Teacher References ✓ Offline Preparation	Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds	Flextension Compilation
	Investigation Notebook	🔄 Multi-Language Glossary
	MGSS Information for Parents and Guardians	Print Materials (8.5" x 11")
	Print Materials (11" x 17")	



- Make, record, and discuss observations of the sky (1.1)
- Make a new sky observation and compare to the first (1.2)
- Read After Sunset (1.2)
- Collect daytime and nighttime observations from After Sunset (1.2)
- Sort Sky Observations data (1.3)
- Engage in Sky Investigations Role-Play (1.3)
- Read about patterns in Patterns of Earth and Space (1.3)



• We can see the sun in the sky during the daytime and the stars in the sky during the nighttime. (1.3)



- Make observations of webcams showing the sky from different places (1.4)
- Engage in Sky Investigations Role-Play (1.4)
- Use Interpretation Language Frame to discuss and record whether it is daytime or nighttime in different places on Earth (1.4)
- Organize webcam data to look for patterns (1.4)
- Explain what different people on Earth see at the same time (1.5)

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### Formative Assessments: Monitoring Students Progress

	Unit Overview	On-the-Fly Assessments at a Glance		
Preparing Students	Chapters Printable Resources Planning for the Unit ∨	On-the-Fly Assessments	Assessment Focus	
For Lesson 1.4		On-the-Fly Assessment 1: Making Predictions (Lesson 1.2, Activity 4)	<ul> <li>making predictions</li> <li>referencing prior knowledge to support predictions</li> </ul>	
On-the-Fly Assessments	Teacher References A	On-the-Fly Assessment 2: Sorting Objects by	analyzing and interpreting data	
On-the-Fly Assessment 3: Daytime Sky and Nighttime Sky (Lesson 1.4, Activity 3)		<ul> <li>understanding that during the daytime the sky is bright and the sun is visible, and during the nighttime the sky is dark and the stars are visible</li> </ul>		
predictions	Books in This Unit Opportunities for Unit Extensions	On-the-Fly Assessment 4: Zooming Out from Earth's Surface (Lesson 2.1, Teacher Activity)	<ul> <li>making careful observations</li> <li>connecting visual zooming in and out to changes in distance and scale</li> </ul>	
<ul> <li>Analyzing and interpreting data</li> </ul>	Offline Preparation	On-the-Fly Assessment 5: Predictions About Daytime or Nighttime in New Locations (Lesson 2.2, Activity 4)	<ul><li>making predictions</li><li>basing predictions on known mechanisms or patterns</li></ul>	
		On-the-Fly Assessment 6: Understanding of Daytime and Nighttime (Lesson 2.3, Activity 4)	<ul> <li>understanding that because Earth is round, places on the side facing the superience daytime, and places on the side facing away from</li> </ul>	

### Formative Assessments: Monitoring Students Progress

### Lesson 1.5, Act. 2

#### Critical Juncture Assessments

- The sun can be seen in the sky during the daytime when the sky is bright, and the stars can be seen in the sky during the nighttime when the sky is dark.
- The sky can appear different to people in different places on Earth at the same time.

Unit Overview	Critical Juncture Assessments at a Glance			
Chapters	Critical Juncture Assessment	Assessment focus		
Printable Resources				
Planning for the Unit $\checkmark$	Critical Juncture Assessment 1: Objects in the Sky Observed from Different Places (Lesson 1.5, Activity 2)	<ul> <li>The sun can be seen in the sky during the daytime when the sky is bright and the stars can be seen in the sky</li> </ul>		
Teacher References ^		during the nighttime when the sky is dark.		
Lesson Overview Compilation		<ul> <li>The sky can appear different to people in different places on Earth at the same time.</li> </ul>		
Standards and Goals				
3-D Statements	Critical Juncture Assessment 2: Understanding How Earth's	Since Earth is round, places on the part of Earth facing the		
Assessment System	Shape Produces Daytime and Nighttime (Lesson 2.4, Activity	sun experience daytime, and places on the part of Earth facing away from the sun experience nighttime.		
Embedded Formative Assessments	*)			
Books in This Unit	Critical Juncture Assessment 3: How Earth's Spin Explains	It changes from daytime to nighttime because Earth		
Opportunities for Unit Extensions	the Change from Daytime to Nighttime (Lesson 3.6, Activity 2)	spins.		
Offline Preparation	Critical Juncture Assessment 4: Understanding Why the Pattern of Sun and Stars Repeats Each Day (Lesson 4.4, Activity 5)	• We see repeating daily patterns of the sun and stars because Earth spins one full time each day.		
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### Spinning Earth Progress Build

**Assumed prior knowledge (preconceptions)**: Students are assumed to know that the sun is a very bright, relatively large object sometimes seen in the sky and that stars are bright, small objects seen in a darker sky.





Lesson Brief

**Step 1:** Download the **Classroom Slides** and review them.



Lesson Brief

# **Step 2:** Read the **Overview.**

**The Purpose of this Lesson:** To introduce students to models and the central elements of writing a scientific explanation.

#### Learning Objectives:

- Scientists organize data to make sense of what they observe and to answer their questions.
- In some places on Earth, it is daytime right now.
   In other places on Earth, it is nighttime right now.

#### Overview Materials & Preparation Differentiation Standards Vocabulary

#### Overview

Students gather and organize data about what the sky looks like from different places on Earth. Students observe a series of webcams in different places on Earth and record their observations of the sky from these places in their Investigation Notebooks. The class engages in a brief Sky Investigations Role-Play to think about how they are using various scientific practices. The teacher introduces an Interpretation Language Frame to support students in using their observation data to determine whether it was daytime or nighttime in the places they observed. The class organizes the webcam observation data in a new way by constructing The Sky from Different Places table. The purpose of this lesson is for students to begin to build an understanding that the sky can look different for people living in different places on Earth.

Unit Anchor Phenomenon: The sky looks different to Sai than to his grandma when they talk on the phone. Chapter-level Anchor Phenomenon: The sky looked different to Sai than to his grandma when Sai called. Investigative Phenomenon: Different things are visible in the sky right now from different places on Earth.

#### Students learn:

- Scientists organize data to make sense of what they observe and to answer their questions.
- In some places on Earth, it is daytime right now. In other places on Earth, it is nighttime right now.

#### **Digital Resources**

- Classroom Slides 1.4 | PowerPoint
- 📋 Classroom Slides 1.4 | Google Slides
- Completed What Scientists Do chart
- Completed The Sky from Different Places chart
- Interpretation Language Frame: Lesson 1.4
- Chapter 1: Clipboard Assessment Tool
- Spinning Earth Investigation Notebook, pages 6-7
- Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

### Quick check: Lesson timing and pacing

How much time do you have in your schedule for each science lesson?



# Lesson at a Glance: Pacing

- Are there activities that might take slightly more or less time?
- Should you split the lesson over two days?

#### Overview

Materials & Preparation Differentiation Standards Vocabulary

#### Lesson at a Glance

1: Observing the Sky from Different Places (20 min.) The teacher introduces a new Investigation Question to frame the work that students will do in this lesson. Students make observations of webcams showing The Sky from Different Places to support their developing understanding that the sky looks different from different places on Earth at the same time.

2: Sky Investigations Role-Play (5 min.) Students engage in a Sky Investigations Role-Play to reflect on what scientists do to investigate the sky. This role-play provides them with a kinesthetic opportunity to reflect on key scientific practices and vocabulary.

3: Discussing Daytime and Nighttime (10 min.) The teacher introduces the first Interpretation Language Frame to help students articulate whether it is daytime or nighttime in different places on Earth. Students use the webcam observations they recorded in their notebooks to support their decisions about daytime or nighttime. This activity provides an on-the-fly opportunity to assess students' understanding of what can be seen in the sky during the daytime and the nighttime.

4: Organizing Webcam Data (10 min.) The class constructs The Sky from Different Places table to organize their webcam observations data in a new way. Students will use this table to begin to look for patterns in the data in Lesson 2.1.

### Lesson at a Glance: Pacing

#### Day 1: (25 minutes)

Act 1: Obserfving the sky from Different Places (20 min) Act 2: Sky Investigation Role-Play (5 min)

#### Day 2: (20 minutes)

Act 3: Discussing Daytime and Nighttime (10 min)

Act 4: Organizing Webcam Data (10 min)

#### Overview

Materials & Preparation Differentiation Standards Vocabulary

#### Lesson at a Glance

1: Observing the Sky from Different Places (20 min.) The teacher introduces a new Investigation Question to frame the work that students will do in this lesson. Students make observations of webcams showing The Sky from Different Places to support their developing understanding that the sky looks different from different places on Earth at the same time.

2: Sky Investigations Role-Play (5 min.)

(5 min.)

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3: Discussing Daytime and Nighttime (10 min.)

The teacher introduces the first Interpretation Language Frame to help students articulate whether it is daytime or pighttime in different places on Earth. Students use the webcam observations they recorded in their notebooks to support their decisions about daytime or nighttime. This activity provides an on-the-fly opportunity to assess students' understanding of what can be seen in the sky during the daytime and the nighttime.

4: Organizing Webcam Data (10 min.)



The class constructs The Sky from Different Places table to organize their webcam observations data in a new way. Students will use this table to begin to look for patterns in the data in Lesson 2.1.

### Planning for Pacing - Spinning Earth (Example)

Sample time Day 1 in my Science (25 min)	Day 2 (20 min)	Day 3 (15 min)	Day 4 (35 min)	Day 5 (30 min)
1.4: The Sky from Different Places	1.4: cont.	1.5: Explaining the Sky in Different Places	1.5 cont.	2.1: Observing Earth from Space
Activity 1: Observing the Sky from Different Places (20 min.)	Activity 3: Discussing Daytime and Nigttime (10 min.)	Activity 1: Discussing the sky in Different Places (10 min.)	Activity 2: Reflecting on Daytime and Nighttime (15 min)	Activity 1: Returning to sai and His Grandma (5 min)
Activity 2: Sky Investigations Role-Play (5 min)	Activity 4: Organizing Webcam Data (10 min.)		Activity 3: Writing to Sai (15 min) Activity 4: Reflecting on our Work as Scientists (5 min)	Activity 2: Observing Earth from Space in after Sunset (10 min) Teacher Only: Zoom Out to Space (10 min)

# Week 1 Pacing

# Monday Tuesday Wednesday Thursday Friday http://bit.ly/3Xx4S18

### Lesson Brief

Step 3: Read the Materials and Preparation Document



### Materials & Preparation

Materials

#### For the Classroom Wall

- 2 vocabulary cards: organize, record
- What Scientists Do chart

#### For the Class

- Interpretation Language Frame Cards: Lesson 1.4 (8 cards)
- 2 large index cards (5" × 8")\*
- 8 small index cards (3" × 5")\*
- 2 sheets of chart paper\*
- 1 sentence strip\*
- marker\*
- masking tape\*
- pocket chart or whiteboard\*



Lesson Brief

Read the **Materials & Preparation**.



### For the Class Interpretation Language Frame Cards: Lesson 1.4 (8 cards) ٠ 2 large index cards (5" × 8")\* 8 small index cards (3" × 5")\* . 2 sheets of chart paper\* ٠ 1 sentence strip\* marker\* • masking tape\* pocket chart or whiteboard\* For Each Student Spinning Earth Investigation Notebook (pages 6–7) . \*teacher provided




Lesson Brief

Read the Materials & Preparation.



Lesson Brief

Read the Materials & Preparation.



#### Lesson Brief

Read the Materials & Preparation.

a Name:	Date:	am near y	Name:	Date	:
Observing the Sky from Di	fferent Places	im, you wi e time. Re	Observing	the Sky from Different Pla	Ces (continued)
Directions:		chart sho		an an the company near the second stand of the control of the control of the second stand stands of the second s	
1. Observe the sky from each place.		ondi cono			
2. In the boxes on this page and the nex	t page, draw what	. At the to			
you observe in the sky from each plac	e.	rent Place			
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6 Spinning Earth—Lesson 1	.4	tions, exce		Spinning Earth—Lesson 1.4	7
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Lesson Brief

Read the Materials & **Preparation**.





	Place	Daytime or Nighttime?
8	1. Berkeley, California, USA	daytime
8	2. Doha, Qatar	nighttime
$\otimes$	3. Playa Grande, Costa Rica	daytime
8	4. Miami, Florida, USA	daytime
8	5. Tokyo, Japan	nighttime
~	6. Hong Kong, China	nighttime



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#### Lesson Brief

## Read the Materials & Preparation.

Overview Materials & Preparation Differentiation Standards Vocabulary 8. Identify webcams for Activity 1. In Activity 1, you will show your students webcams from six different places to support their investigation of what people see in the sky from different locations on Earth. In Lesson 2.1. students will use their observations of each place to identify a pattern in where on Earth it is daytime and where on Earth it is nighttime at a given point in time. To prepare for these activities, you will need to find three webcams that show the daytime sky during your school day (including one webcam that is in a place near your school) and three webcams that show the nighttime sky during your school day (which will include locations that are on the opposite side of Earth from your school). Aim to find a balance of locations around Earth. (See The Sky from Different Places in Digital Resources for an example of a range of locations.) Note that it may be unlikely that you find nighttime webcams where the stars are visible in the sky, which is okay. The lesson includes information about how to discuss the nighttime webcams with students. Following are tips on finding suitable webcams:

- Find a website that hosts webcams from different places on Earth. These websites often feature many webcams and allow you to search by location. Use search terms such as "live webcam" to find these websites.
- Alternatively, use a search engine to find webcams directly. Use search terms such as "webcam," "surf cam," "traffic cam," and "weather cam" with a location name (e.g., "webcam New York City").
- Find webcams that stream continuously, if possible.
   Webcams that update once every few minutes will work but are not ideal.
- Some webcam providers have advertisements on their websites. Check the webcam site ahead of time to ensure that it doesn't contain anything inappropriate or distracting.
- Bookmark each webcam in your browser so you can easily access them during the lesson

#### Lesson Brief

**Step 3:** Read the **Differentiation** document



#### Lesson Brief

#### Read the **Differentiation**

- Embedded Supports for Diverse Learners
- Potential Challenges in This Lesson
- English Learners
- Students Who Need More Support
- Students Who Need More Challenge

Overview Materials & Preparation Differentiation Standards

#### Vocabulary

#### Differentiation

Embedded Supports for Diverse Learners

Visual representations. The use of webcams to show live views of the sky from different locations on Earth provides a visual support to help students see and understand that the sky can look different in different places at the same time. These visual representations are especially helpful for English learners and students who benefit from additional support with processing oral or written language.

Language frames. Students benefit from oral-language practice by using language frames to develop their ability to compose sentences about scientific phenomena. Providing language frames gives students a scaffold to help them compose their own sentences to describe what they are learning about daytime and nighttime.

Using a table to organize information. Tables organize information by grouping like ideas together. They can be helpful in aiding students to focus on one piece of information or one aspect of a topic at a time. In this lesson, students use a table to consider whether it was daytime or nighttime in each of the webcam locations they observed. You may wish to help students focus on one row of the table at a time by covering the other rows with a blank sheet of chart paper as the class works through the table from the top to the bottom.

#### Potential Challenges in This Lesson

Timing. In Activity 1, students draw their observations of the sky for six webcam locations on Earth. The lesson provides a relatively brief amount of time for students to draw their observations of each location. You may wish to build some additional time into this activity to ensure that students are able to finish drawing their observations of each location.

Now we are ready to teach the lesson.

AmplifyScience

## Grade 1 | Spinning Earth Lesson 1.4: The Sky from Different Places

AmplifyScience



## Activity 1 Observing the Sky from Different Places





Remember that we are working as sky scientists to help Sai understand why the sky looked different to him than to his grandma when they talked on the phone.

#### Investigation Question:

## What does the sky look like to people in different places on Earth right now?

To find out, we need to observe the sky from different places on Earth.

If we look at what people in different places in the world see in the sky right now, will it look the **same** as or **different** from what we see? Why do you think so?

I think it will be \_\_\_\_\_ because \_\_\_\_\_

A **webcam** is a kind of camera that lets us see what is happening in a certain place right now.

We will use a webcam to **observe** what the **sky** looks like right now in a place near our school.



Remember, scientists record their observations. We can use our notebooks to **record** our observations of what the sky looks like from different places on Earth right now.

Name: Date Observing the Sky from Different Places Directions: 1. Observe the sky from each place. 2. In the boxes on this page and the next page, draw what you observe in the sky from each place. 1 aces (continued) 2 з 6 Spinning Earth-Lesson 1.4 6 7 Spinning Earth-Lesson 1.4 © 2008 The Reports

Turn to pages 6–7 in your notebooks.

We will use webcams to observe the sky in six different places. There are six boxes, so you can draw what you see in each place.



Let's use the webcam to **observe** what the sky looks like in a place near our school right now.

Then we can decide what to **draw** in the first box.



I will show you what the sky looks like right now in five other places.

For each place, **observe** what the sky looks like. Then **draw** what you observe in the box for that place.



## Activity 2 Sky Investigations Role-Play





Remember, we are using this chart to think about what scientists do.

### What have we learned so far about what scientists do?

We learned that scientists \_\_\_\_\_ and \_



"Observe" means to look, listen, smell, touch, and taste to learn more.

How could we use our bodies to show how we **observe** as scientists?

To show how we observe as scientists, we can \_\_\_\_



Another important thing scientists do is read.

How could we use our bodies to show how we **read** as scientists?

To show how we read as scientists, we can \_\_\_\_



#### to draw or write down information



Another important thing that scientists do is to **record** information that helps them answer their questions.

Let's add "**record**" to our chart.



How did we record like scientists today?
How could we use our bodies to show how we

record as scientists?

To show how we record as scientists, we can \_\_\_\_



## Activity 3 Discussing Daytime and Nighttime



#### Investigation Question:

## What does the sky look like to people in different places on Earth right now?



Look back at what you recorded in your notebooks.

## How was the sky in these places the **same?**

The sky in these places was the same because \_

## How was the sky in these places **different?**

The sky in these places was the different because



In some of the places we observed, the sky was bright and we saw the sun.

What do we know about when the **sky** is **bright** and we can see the **sun?** 

When the sky is bright ,we know \_\_\_\_\_



We noticed that in other places, the sky was dark and we saw the stars.

What do we know about when the **sky** is **dark** and we can see the **stars**?

When the sky is dark, we know \_\_\_\_\_

In	, I observed	
so it was	:	
		.114
		-0-
	dork sky	bright sky
	dork sky birg	bright sky
	dark sky bird	bright sky
	dark sky bird Moon	bright sky Sun Cloud

(P)

## We can use these words to talk like **scientists**.

Let's describe what we have learned about the sky in different places.

daytime

nighttime



Let's complete the sentence to describe what we saw in the place near our school. Name: Date **Observing the Sky from Different Places** Directions: 1. Observe the sky from each place. 2. In the boxes on this page and the next page, draw what you observe in the sky from each place. 1 laces (continued) 2 з 6 Spinning Earth-Lesson 1.4 6 7 Spinning Earth-Lesson 1.4 © 2018 The Reports



Take turns using what you recorded to answer this question for each place you observed:

## Was it daytime or nighttime there?





## Activity 4 Organizing Webcam Data



### Remember, **organizing data** can help scientists answer their questions.

We can organize our data to answer our question about what the sky looks like in different places.



## We can use this **table** to organize our data.

# In the **first column**, I recorded the names of the **places** we observed.


We can use the **second column** to record whether it was **daytime** or **nighttime** in each place we observed.

The Sky from Different Places		
Place	Daytime or Nighttime?	
1.		
2.		
3.		
4.		
5.		
6.		

The first row is for the webcam in the place near our school.

# What did we **observe** in the **sky** from the place near our school?

From the place near our school, we observed \_\_\_\_

The Sky	from	Different	Places
---------	------	-----------	--------

Place	Daytime or Nighttime?
1.	daytime
2.	
3.	
4.	
5.	
6.	

It was **daytime** in the place near our school. Let's record that.

Next, we'll record whether it was daytime or nighttime in the other places we observed.



# Let's talk about what we **observed** in each place.

Activity 4

For each place, we will **record** whether it was **daytime** or **nighttime**.

### Investigation Question:

# What does the sky look like to people in different places on Earth right now?

When scientists like us answer a question, we make sure we have **evidence** for our answer.

The **data** in our table is evidence that supports an answer to our question. In some places, the sky looks bright and people there can see the sun. In other places, the sky looks dark and people there can see the stars.

#### The Sky from Different Places

Place	Daytime or Nighttime?
1.	daytime
2.	
3.	
4.	
5.	
6.	

We organized our observation data by putting it into a table.

# What have we learned by looking at our data table?

By looking at the table, we learned that \_\_\_\_\_



#### to set things up in a way that makes sense



One of the most important things that scientists do is to organize data to answer their questions.

Let's add **"organize data"** to our chart.



# How did we organize data like scientists today?

We organized data like scientists by \_\_\_\_

**Lesson 1.4:** The Sky from Different Places

# **End of Lesson**





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## Plan for the day

- Introduction and framing
- Writing in Amplify Science
  - Writing as part of a multimodal experience
  - Supporting students with writing
  - End of Unit Assessment
  - Additional supports
- Model Lesson
- Planning
- Closing

# Planning for activities

#### Personalize Classroom Slides

What slides do not need to be visible to students? How will these reflect the timing decision you made? Additions? Personalized language?

#### **Digital Tools**

How will students navigate? What might be challenging? What is the key take-away? Do you need to "check-out" devices? Review "Apps in this Unit."

#### Hands-on materials

What will you need from the kit? How many will you use? What needs to be set-up in advance? Right before? After?

# Work time: Planning

Navigate to a lesson that you'll be teaching in the upcoming weeks

- Identify the small writes in the lesson
  - Analyze their purpose
  - What writing supports are embedded in the activity?
  - Are there any additional supports you might provide?
- Download the End-of-Unit Assessment
  - What does each rubric assess?
  - How could the End-of-Unit help you unit planning and instruction throughout the whole unit



## Share out

- Identify the small writes in the lesson
  - Analyze their purpose
  - What writing supports are embedded in the activity?
  - Are there any additional supports you might provide?





# Questions?



## Plan for the day

- Introduction and framing
- Writing in Amplify Science
  - Writing as part of a multimodal experience
  - Supporting students with writing
  - End of Unit Assessment
  - Additional supports
- Model Lesson
- Planning
- Closing

# Overarching goals

- Identify specific characteristics and genres unique to science writing
- Describe how the Amplify Science writing approach supports students to engage in science practices, make sense of science ideas, and develop as writers
- Be ready to teach specific writing activities in an Amplify Science unit

Let's connect this goal to our students

## Additional resources and ongoing support

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





## Additional resources and ongoing support

**Customer Care** 

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



help@amplify.com





