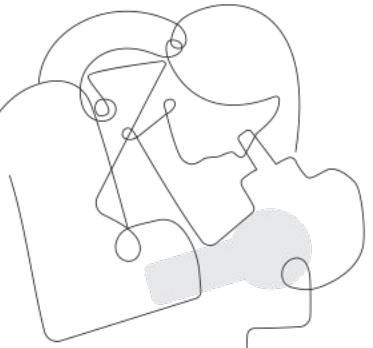
Do Now: *Use the link in the chat to add something you love about teaching Amplify Science to the Jamboard.*

Amplify Science

Unit Internalization & Guided Planning

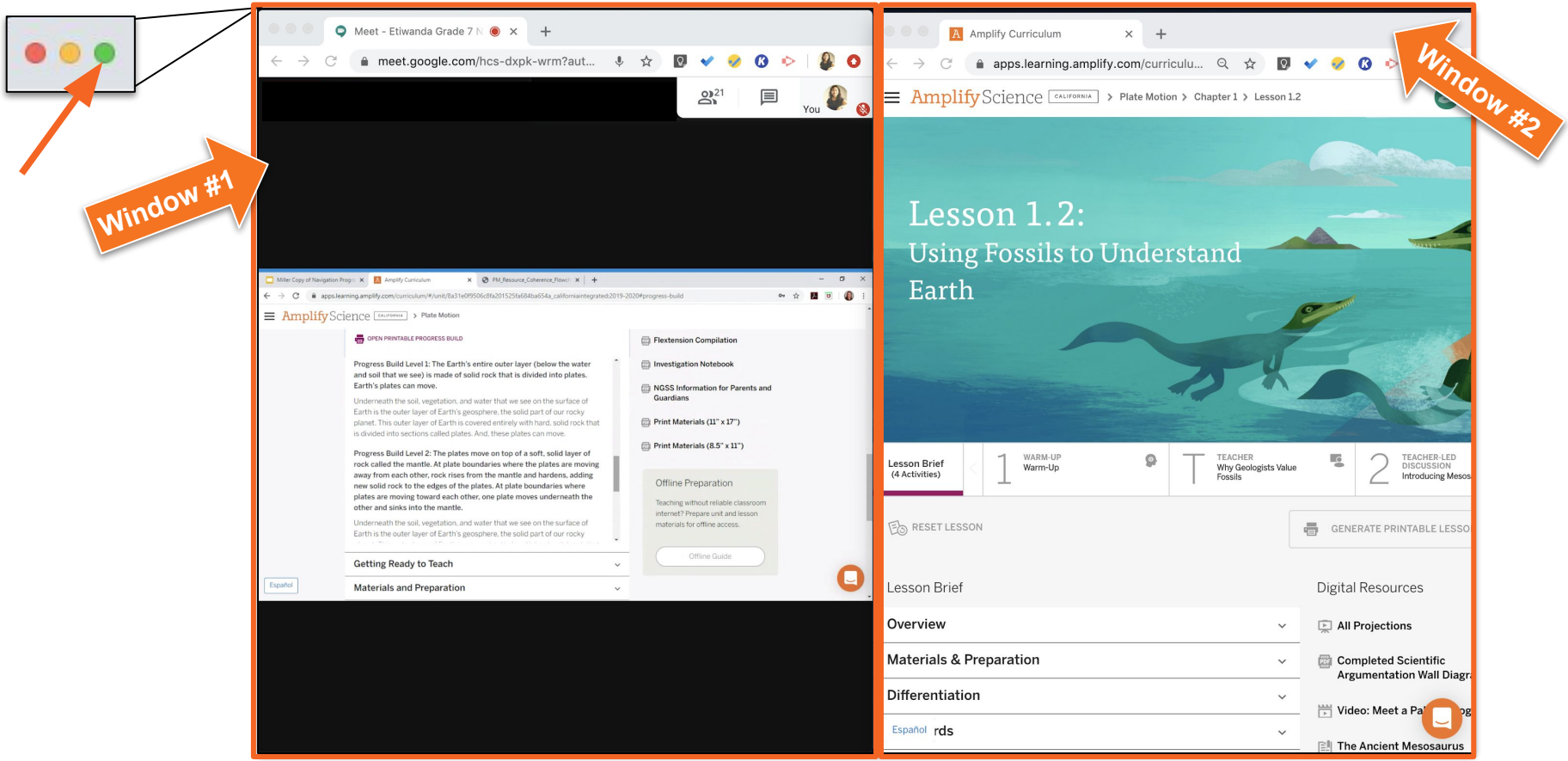
Deep-dive and strengthening workshop
Grade 7, Chemical Reactions



LAUSD
11/14/2020
Presented by Your Name

In a new tab, please log in to your Amplify Science account through Schoology.

Use two windows for today's webinar



Norms: Establishing a culture of learners

Please keep your camera on, if possible.
Take some time to orient yourself to the platform

- *"Where's the chat box? What are these squares at the top of my screen?, where's the mute button?"*

Mute your microphone to reduce background noise unless sharing with the group

The chat box is available for posting questions or responses to during the training

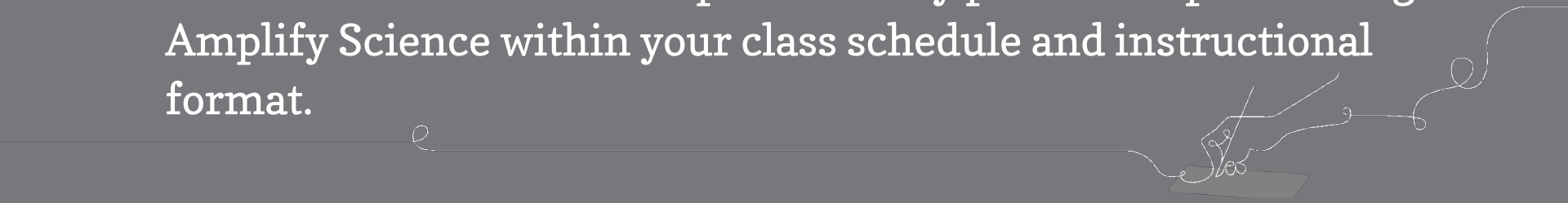
Make sure you have a note-catcher present

Engage at your comfort level - chat, ask questions, discuss, share!

Workshop goals

By the end of this workshop, you will be able to:

- Internalize your upcoming unit.
- Plan for collecting **evidence of student learning** in order to make instructional decisions to **support diverse learner needs**.
- Gather resources to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format.

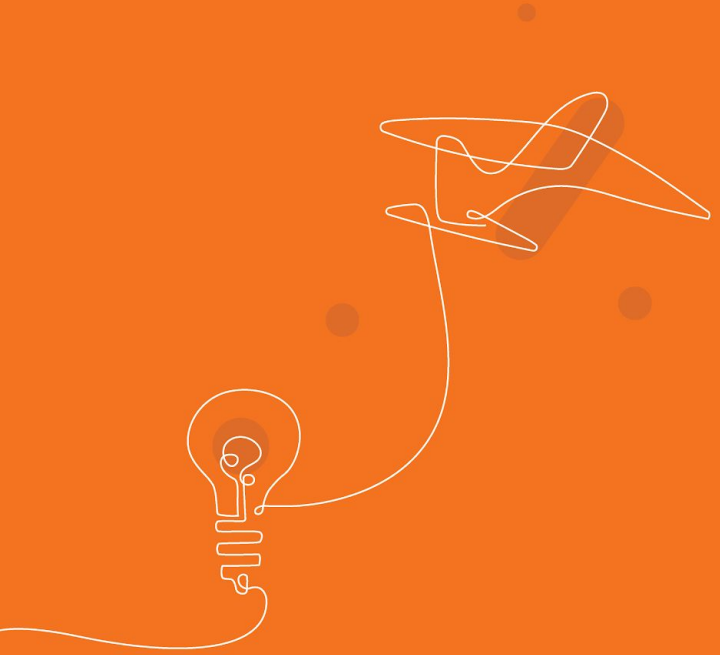


Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

Plan for the day

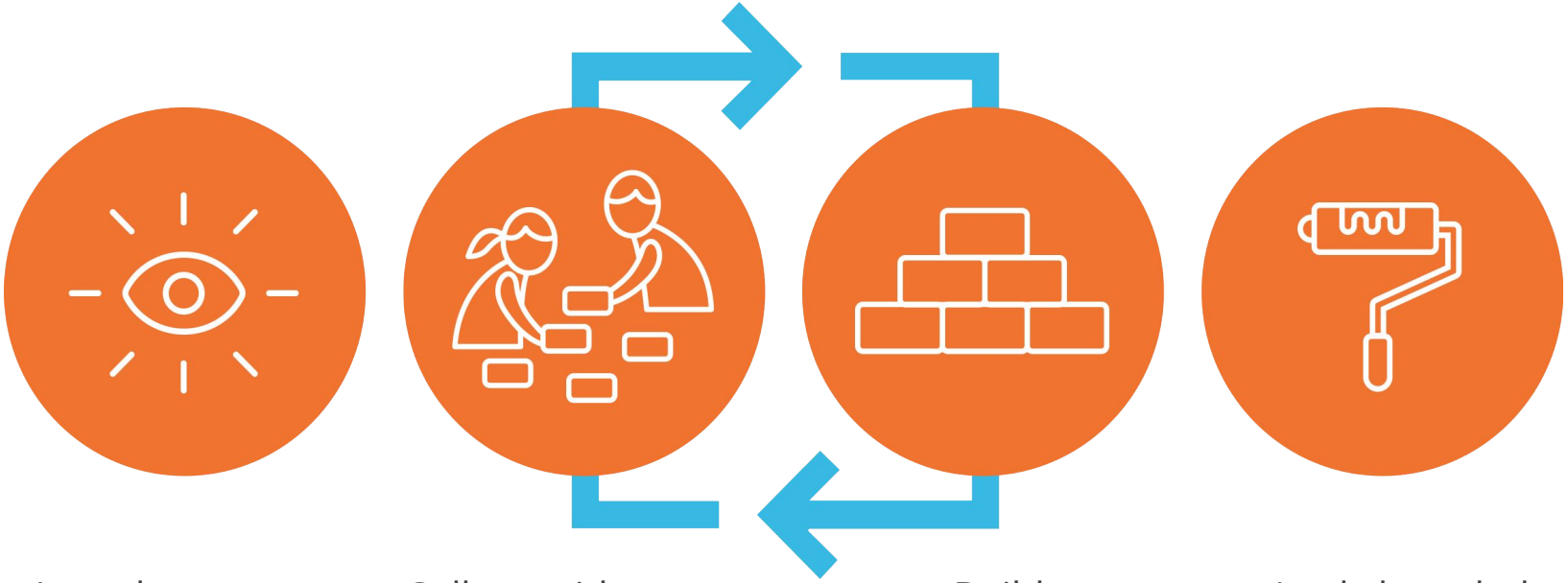
- **Framing the day**
  - **Amplify Science Refresher**
  - **Instructional Materials**
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing



Amplify Science Refresher

Amplify.

Amplify Science Instructional Approach



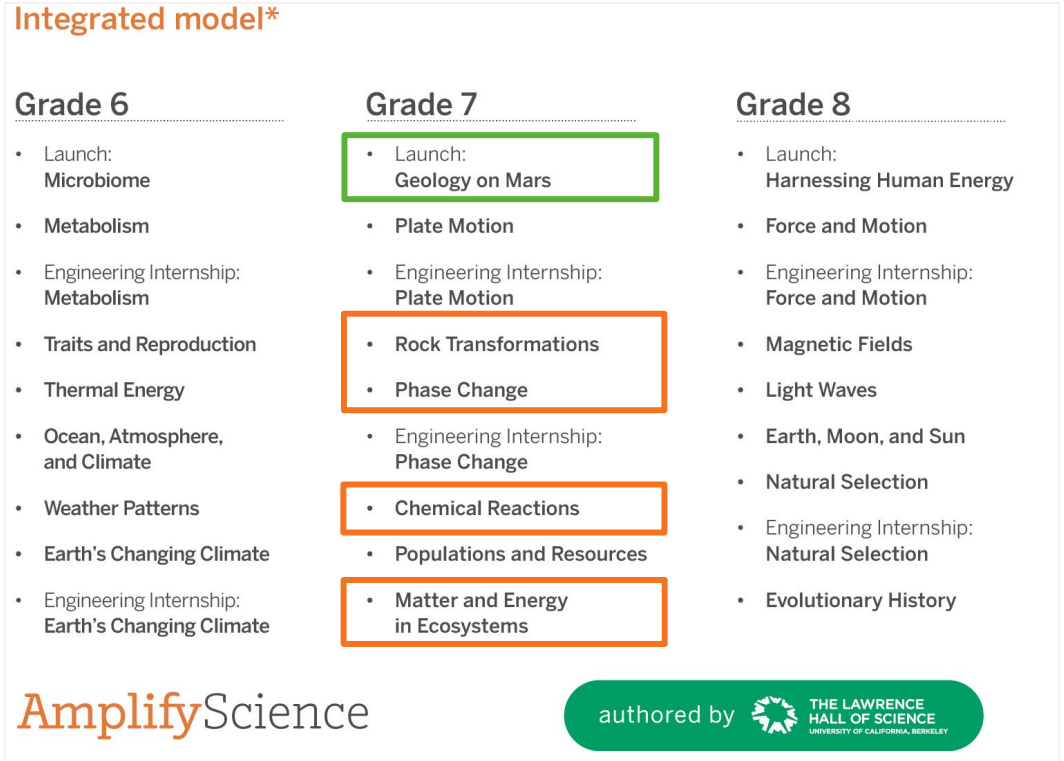
Introduce a phenomenon and a related problem

Collect evidence from multiple sources

Build increasingly complex explanations

Apply knowledge to solve a different problem

Middle school course curriculum structure



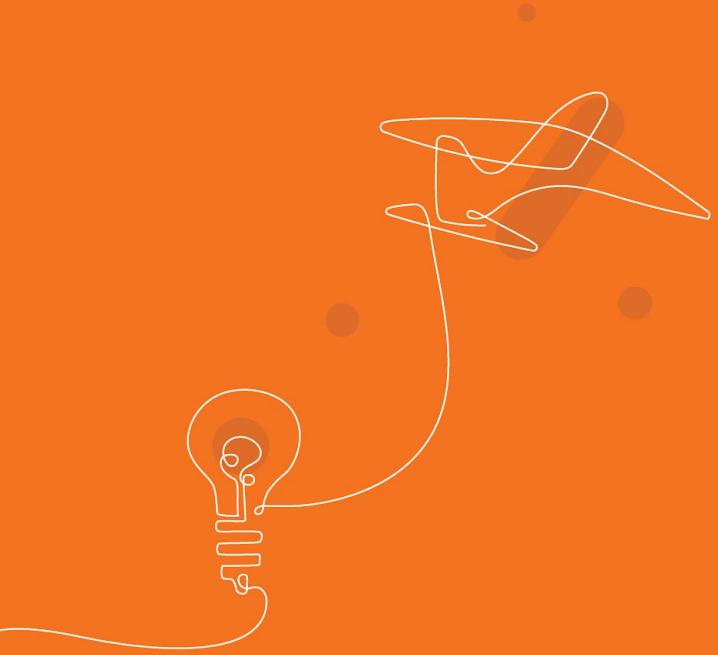
These are the prioritized units for 7th grade.

Launch units

- First unit
- 11 lessons

Core units

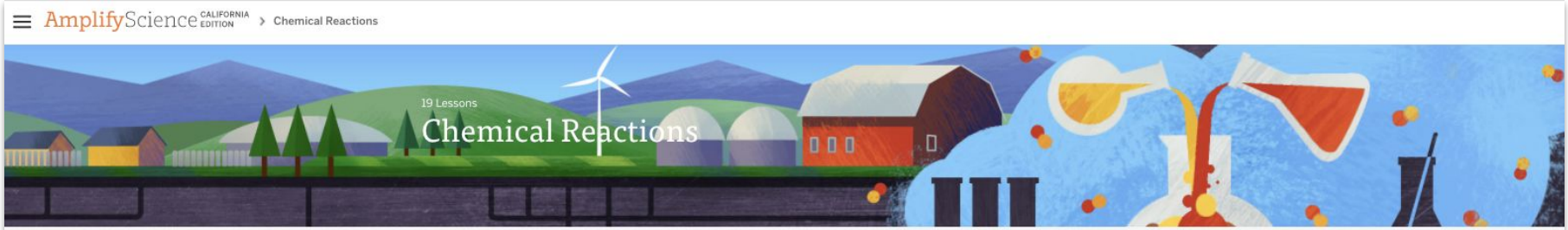
- Majority of units
- 19 lessons



Instructional Materials

Amplify.

Standard Amplify Science Curriculum

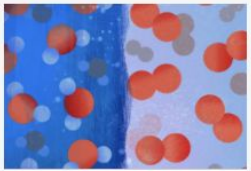


Standard Amplify Science Curriculum

The Phase Change unit has **19 lessons** across 4 chapters. Each lesson is written to be **45 minutes** long.

JUMP DOWN TO UNIT GUIDE

GENERATE PRINTABLE TEACHER'S GUIDE



Chapter 1: Properties and Atoms

6 Lessons

Chapter 2: Reactions

5 Lessons

Chapter 3: Accounting for Atoms

4 Lessons

Chapter 4: Science Seminar

4 Lessons

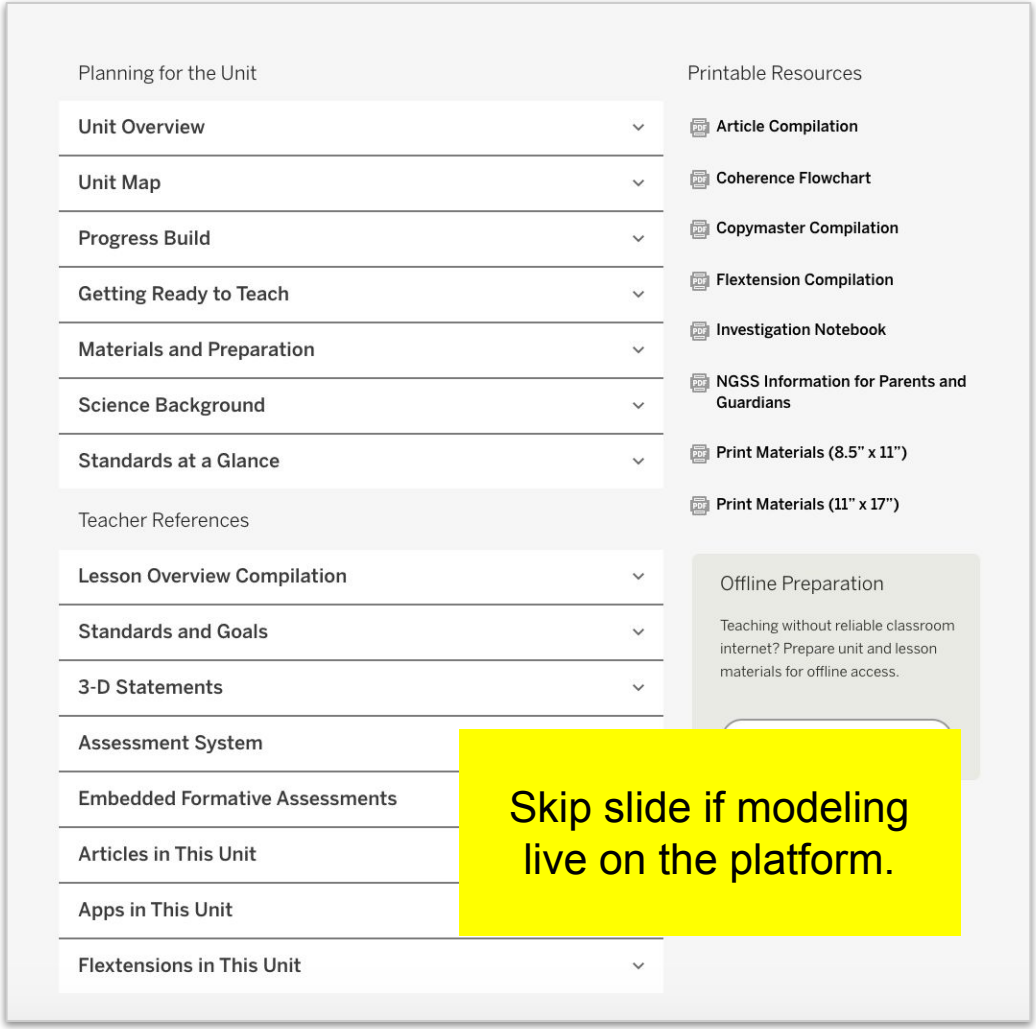
Español

Skip slide if modeling live on the platform.

Standard Amplify Science Curriculum

Below the chapters you will find the unit guide. This includes all of your key documents for planning for the unit.

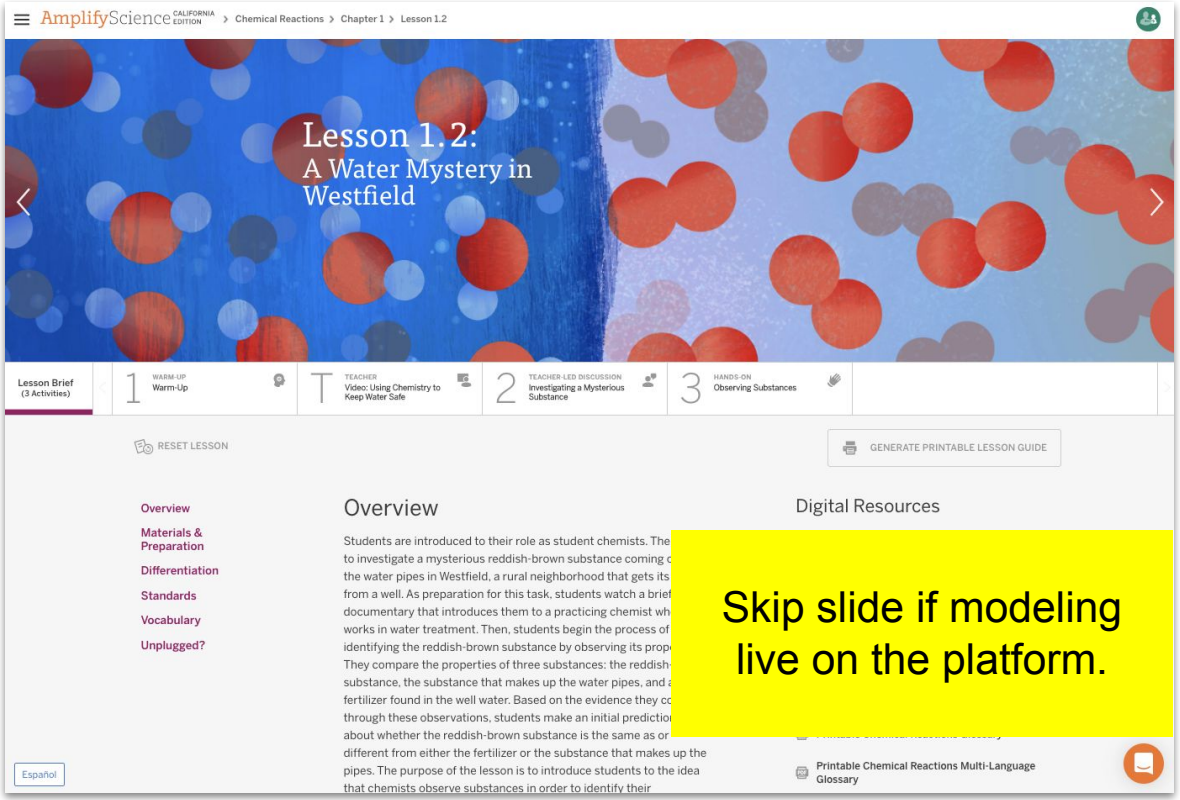
We will be using many of these in today's workshop.

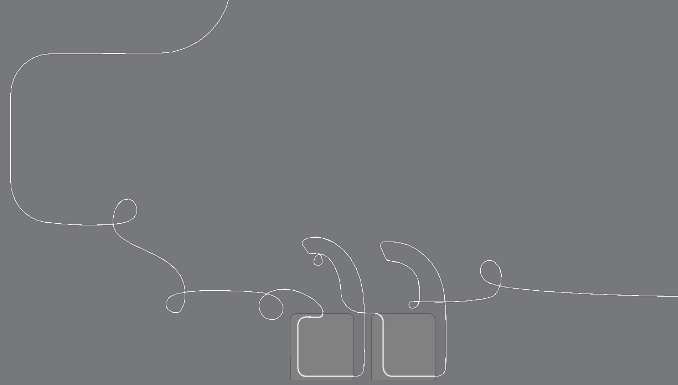


Standard Amplify Science Curriculum

When you click into a lesson, you will find key lesson level information.

We will be navigating to lessons during today's workshop in order to better plan for collecting evidence of student learning in order to plan to meet the needs of diverse learners.



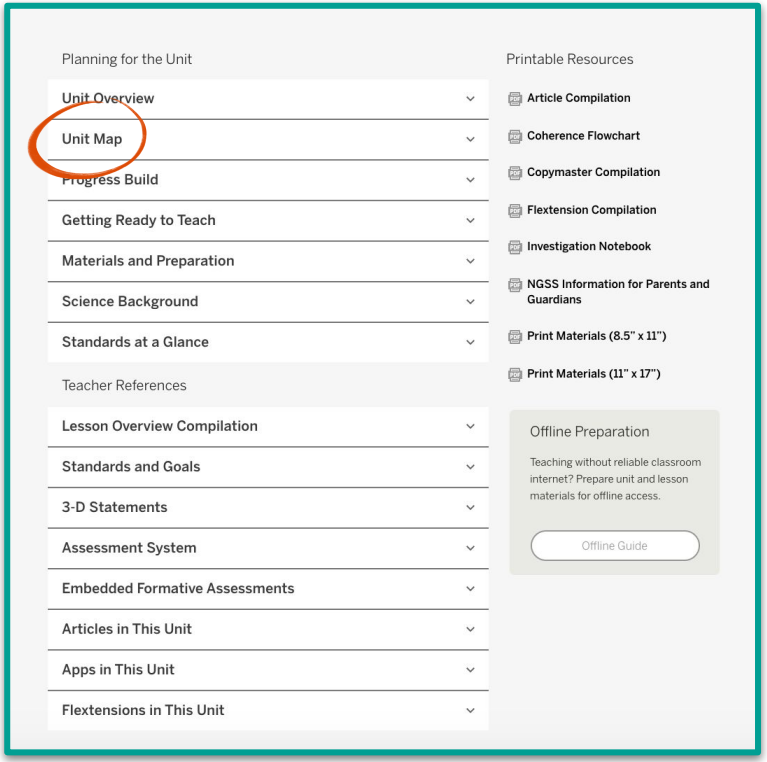


Questions?

Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Instructional Materials
- **Unit Internalization**
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

Unit Guide Resources



Unit Guide resources

Once a unit is selected, select **JUMP DOWN TO UNIT GUIDE** in order to access all unit-level resources in an Amplify Science unit.

Planning for the unit

Unit Overview	Describes what's in each unit, the rationale, and how students learn across chapters
Unit Map	Provides an overview of what students figure out in each chapter, and how they figure it out
Progress Build	Explains the learning progression of ideas students figure out in the unit
Getting Ready to Teach	Provides tips for effectively preparing to teach and teaching the unit in your classroom
Materials and Preparation	Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson
Science Background	Adult-level primer on the science content students figure out in the unit
Standards at a Glance	Lists Next Generation Science Standards (NGSS) (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics

Teacher references

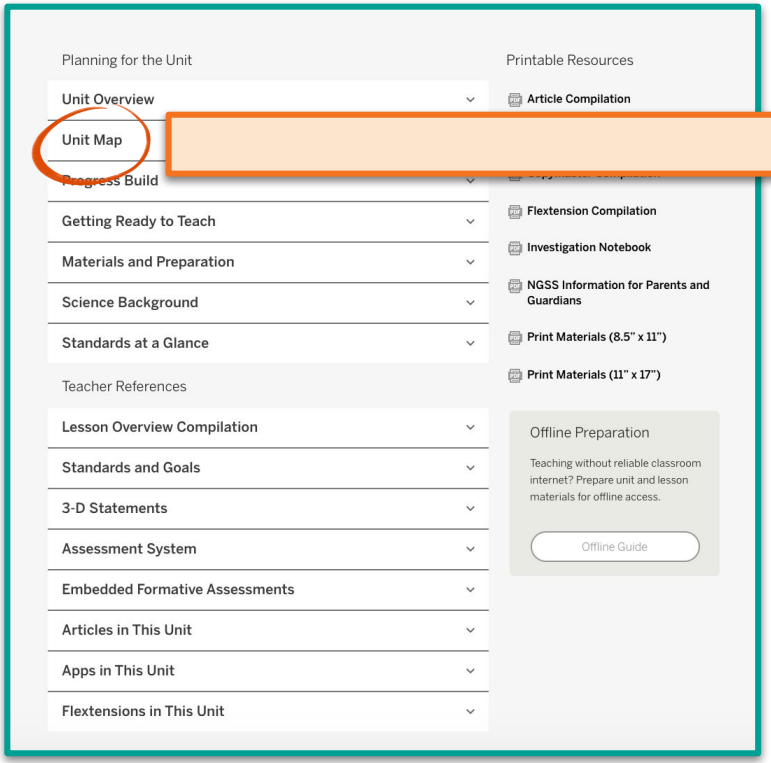
Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the unit, explains how the standards are reached
3-D Statements	Describes 3-D learning across the unit, chapters, and in individual lessons
Assessment System	Describes components of the Amplify Science Assessment System, identifies each 3-D assessment opportunity in the unit
Embedded Formative Assessments	Includes full text of formative assessments in the unit
Books in This Unit	Summarizes each unit text and explains how the text supports instruction
Apps in This Unit	Outlines functionality of digital tools and how students use them (in grades 2-5)

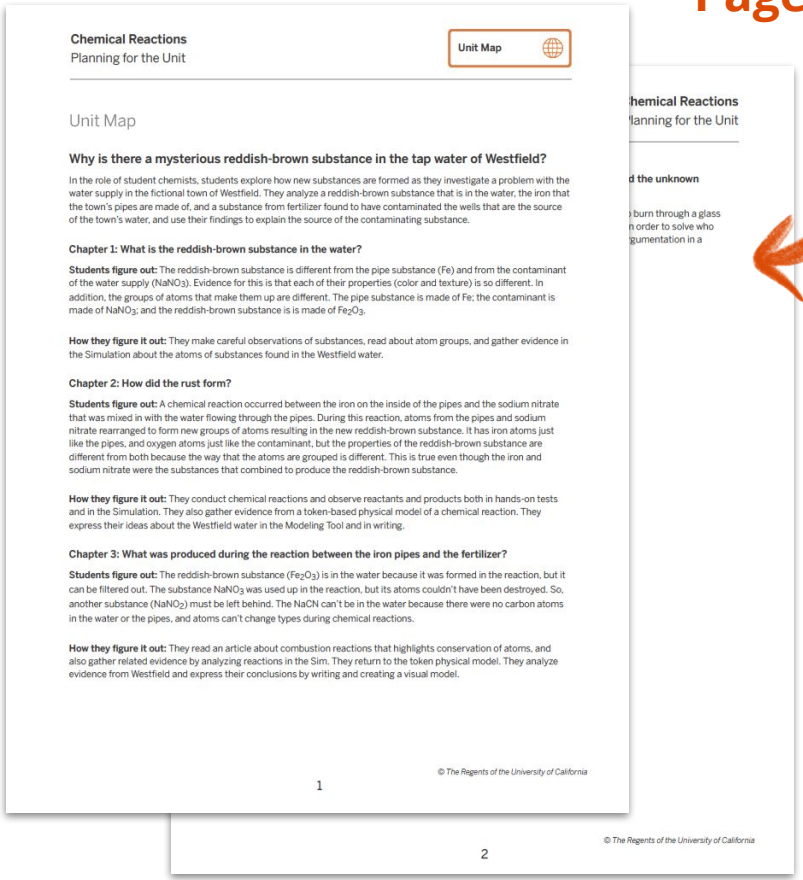
Printable resources

Copymaster Compilation	Compilation of all copymasters for the teacher to print and copy throughout the unit
Investigation Notebook	Digital version of the Investigation Notebook, for copying and projecting
Multi-Language Glossary	Glossary of unit vocabulary in multiple languages
Print Materials (8.5" x 11")	Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the kit
Print Materials (11" x 17")	Digital compilation of printed Unit Question, Chapter Questions, and Key Concepts provided in the kit

Unit Map

Pages 2-3





Chemical Reactions
Planning for the Unit

Unit Map

Unit Map

Why is there a mysterious reddish-brown substance in the tap water of Westfield?

In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a reddish-brown substance that is in the water, the iron that the town's pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town's water, and use their findings to explain the source of the contaminating substance.

Chapter 1: What is the reddish-brown substance in the water?

Students figure out: The reddish-brown substance is different from the pipe substance (Fe) and from the contaminant of the water supply ($NaNO_3$). Evidence for this is that each of their properties (color and texture) is so different. In addition, the groups of atoms that make them up are different. The pipe substance is made of Fe; the contaminant is made of $NaNO_3$; and the reddish-brown substance is is made of Fe_2O_3.

How they figure it out: They make careful observations of substances, read about atom groups, and gather evidence in the Simulation about the atoms of substances found in the Westfield water.

Chapter 2: How did the rust form?

Students figure out: A chemical reaction occurred between the iron on the inside of the pipes and the sodium nitrate that was mixed in with the water flowing through the pipes. During this reaction, atoms from the pipes and sodium nitrate rearranged to form new groups of atoms resulting in the new reddish-brown substance. It has iron atoms just like the pipes, and oxygen atoms just like the contaminant, but the properties of the reddish-brown substance are different from both because the way that the atoms are grouped is different. This is true even though the iron and sodium nitrate were the substances that combined to produce the reddish-brown substance.

How they figure it out: They conduct chemical reactions and observe reactants and products both in hands-on tests and in the Simulation. They also gather evidence from a token-based physical model of a chemical reaction. They express their ideas about the Westfield water in the Modeling Tool and in writing.

Chapter 3: What was produced during the reaction between the iron pipes and the fertilizer?

Students figure out: The reddish-brown substance (Fe_2O_3) is in the water because it was formed in the reaction, but it can be filtered out. The substance $NaNO_3$ was used up in the reaction, but its atoms couldn't have been destroyed. So, another substance ($NaNO_2$) must be left behind. The NaCN can't be in the water because there were no carbon atoms in the water or the pipes, and atoms can't change types during chemical reactions.

How they figure it out: They read an article about combustion reactions that highlights conservation of atoms, and also gather related evidence by analyzing reactions in the Sim. They return to the token physical model. They analyze evidence from Westfield and express their conclusions by writing and creating a visual model.

Unit Internalization Work Time

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:

What is the phenomenon students are investigating in your unit?

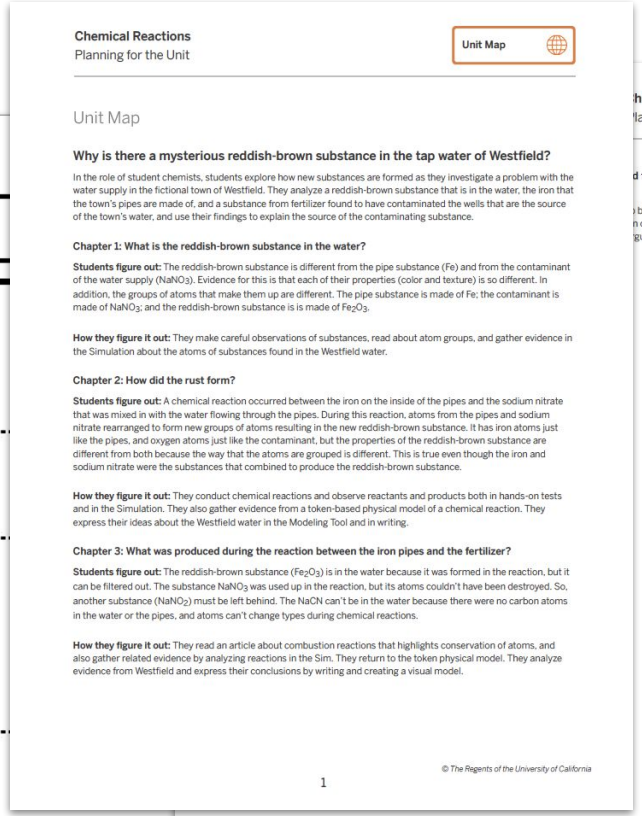
Unit Question:

Student role:

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

What science ideas do students need to figure out in order to explain the phenomenon?

Page 4



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Pages 2-3

Amplify.

Unit Guide Document

Unit Map

Lesson Overview Compilation

Progress Buld

Guided Unit Internalization

Page 5

Part 1: Unit-level internalization

Unit title: Chemical Reactions

What is the phenomenon students are investigating in your unit?

There is a mysterious reddish-brown substance in Westfield's water.

Unit Question:

How do new substances form?

Student role:

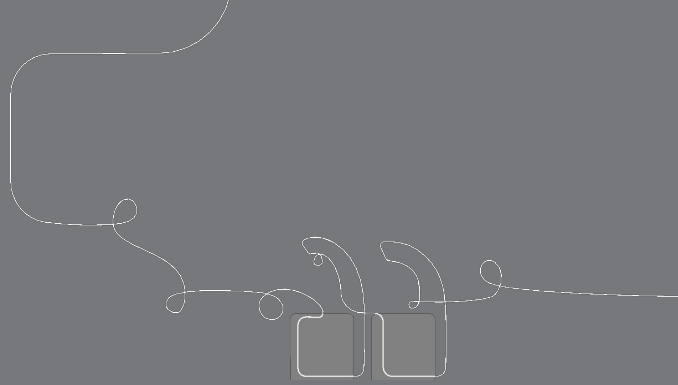
Student chemists

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

The reddish-brown substance in the water is rust. It formed because of a chemical reaction between the iron pipes and a fertilizer that has contaminated the wells in Westfield. During the chemical reaction, some of the atoms in the pipes and the fertilizer rearranged to form new groups of atoms resulting in the reddish-brown substance. Because of conservation of matter, the atoms that did not rearrange to form the rust must have rearranged to form another product, too.

What science ideas do students need to figure out in order to explain the phenomenon?

Different substances have different properties. This is because every substance is made of a unique group of a certain type and number of atoms. This group repeats to make up the substance. During chemical reactions, atoms that make up the starting substance(s) rearrange to form different groups of atoms that repeat, resulting in different substances(s). During chemical reactions, the ending substances are formed from the same type and number of atoms that made up the starting substances because atoms cannot be created or destroyed.



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Chapter 1: Properties and Atoms

JUMP DOWN TO CHAPTER OVERVIEW

Overview

Students are introduced to their role as student chemists. Their job is to investigate a mysterious reddish-brown substance coming out of the water pipes in Westfield, a rural neighborhood that gets its water from a well. As preparation for this task, students watch a brief documentary that introduces them to a practicing chemist who works in water treatment. Then, students begin the process of identifying the reddish-brown substance by observing its properties. They compare the properties of three substances: the reddish-brown substance, the substance that makes up the water pipes, and a fertilizer found in the well water. Based on the evidence they collect through these observations, students make an initial prediction about whether the reddish-brown substance is the same as or different from either the fertilizer or the substance that makes up the pipes. The purpose of the lesson is to introduce students to the idea that chemists observe substances in order to identify their properties.

Anchor Phenomenon: A reddish-brown substance is coming out of the water pipes in the neighborhood of Westfield.
Investigative Phenomenon: Three substances look different.

Students learn:

- Chemists observe substances in order to identify their properties.
- Scientists work in communities to help keep water clean and safe for consumption.
- Science investigations use a variety of methods and tools to make measurements and observations.

Lesson at a Glance

1: Warm-Up (5 min.)
This activity provides a connection between students' everyday lives and the question they will be investigating in the unit.

(Teacher Only) Video: Using Chemistry to Keep Water Safe (5 min.)
A video establishes an authentic backdrop for the unit investigation by introducing students to a scientist who uses chemistry to make water safe to use.

2: Investigating a Mysterious Substance (15 min.)
Students are introduced to the problem they will be solving and are given an opportunity to share their initial ideas about it.

3: Observing Substances (20 min.)
Students make observations of the three substances mentioned in the claims they are considering. They are introduced to the concept of properties.

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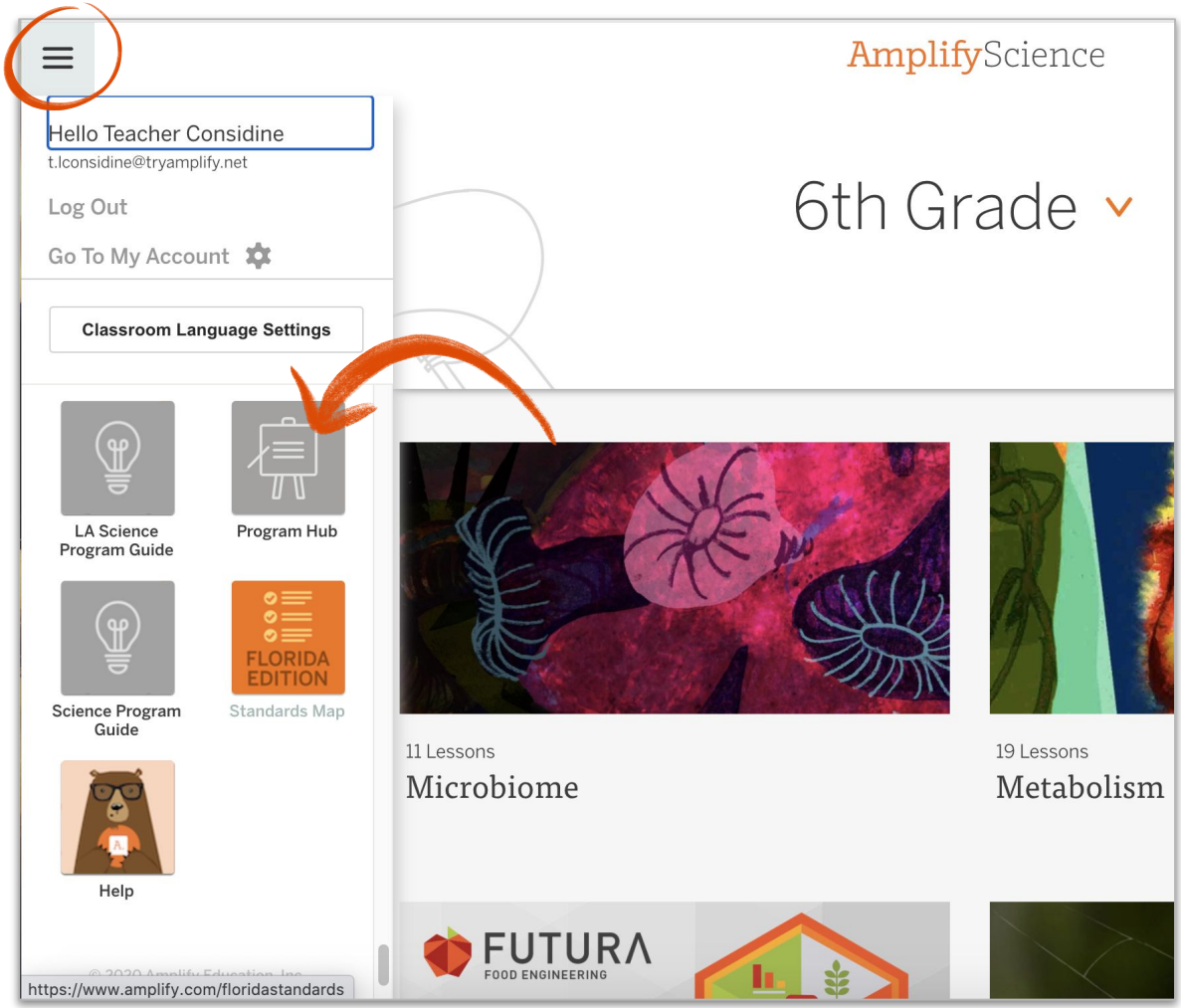
Modifications needed for remote learning:

Classroom wall

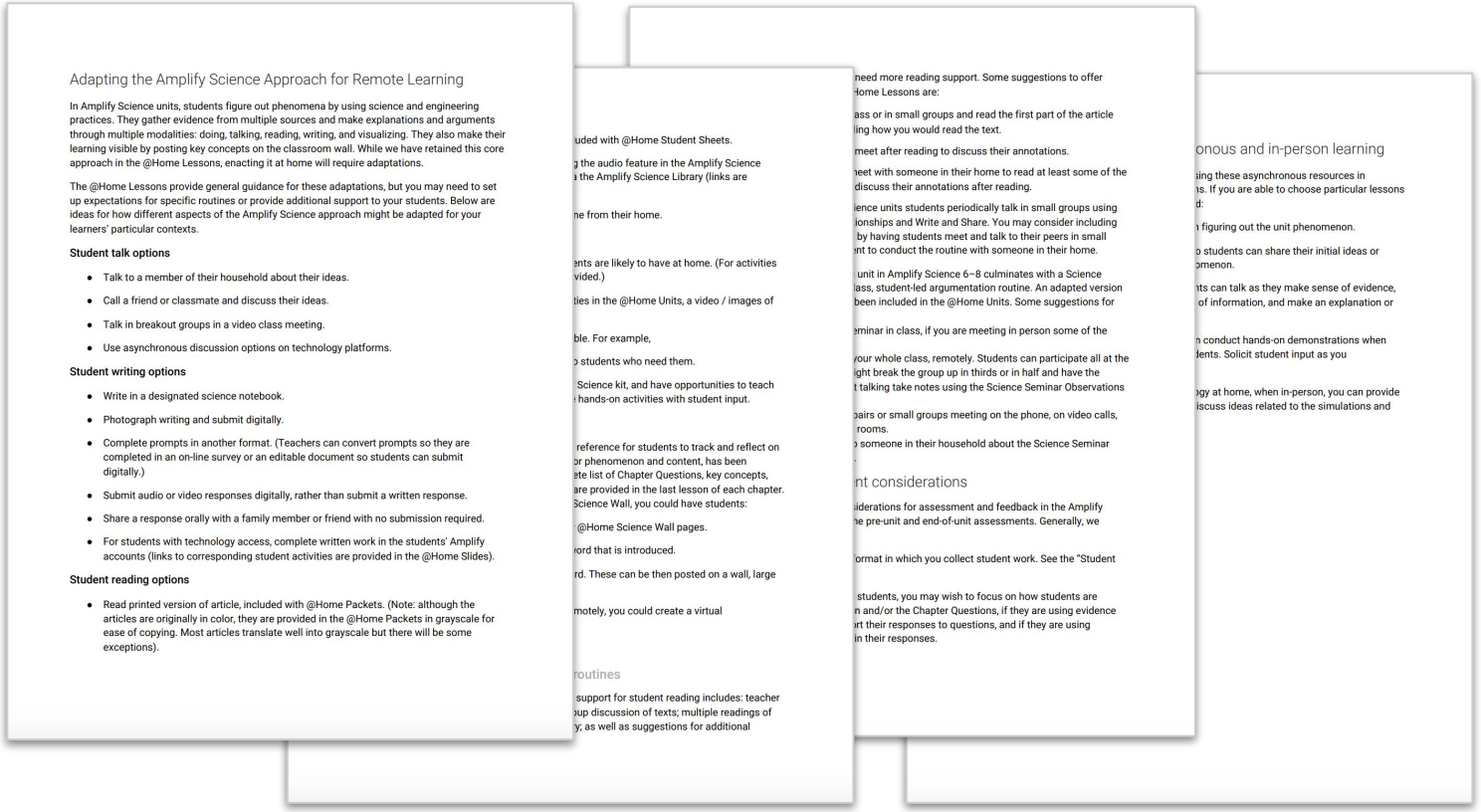
Amplify Science @Home Curriculum

The Teacher Overview document gives suggestions for modifying activities for remote learning.



Pages 13-16

Adapting the Amplify Approach for Remote Learning
(Excerpt from the @Home Teacher Overview)



Adapting the Amplify Science Approach for Remote Learning

In Amplify Science units, students figure out phenomena by using science and engineering practices. They gather evidence from multiple sources and make explanations and arguments through multiple modalities: doing, talking, reading, writing, and visualizing. They also make their learning visible by posting key concepts on the classroom wall. While we have retained this core approach in the @Home Lessons, enacting it at home will require adaptations.

The @Home Lessons provide general guidance for these adaptations, but you may need to set up expectations for specific routines or provide additional support to your students. Below are ideas for how different aspects of the Amplify Science approach might be adapted for your learners' particular contexts.

Student talk options

- Talk to a member of their household about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.
- Use asynchronous discussion options on technology platforms.

Student writing options

- Write in a designated science notebook.
- Photograph writing and submit digitally.
- Complete prompts in another format. (Teachers can convert prompts so they are completed in an on-line survey or an editable document so students can submit digitally.)
- Submit audio or video responses digitally, rather than submit a written response.
- Share a response orally with a family member or friend with no submission required.
- For students with technology access, complete written work in the students' Amplify accounts (links to corresponding student activities are provided in the @Home Slides).

Student reading options

- Read printed version of article, included with @Home Packets. (Note: although the articles are originally in color, they are provided in the @Home Packets in grayscale for ease of copying. Most articles translate well into grayscale but there will be some exceptions).

uded with @Home Student Sheets.

g the audio feature in the Amplify Science
the Amplify Science Library (links are

ne from their home.

nts are likely to have at home. (For activities
vided.)

ties in the @Home Units, a video / images of

ble. For example,

o students who need them.

Science kit, and have opportunities to teach
hands-on activities with student input.

reference for students to track and reflect on
or phenomenon and content, has been
ete list of Chapter Questions, key concepts,
are provided in the last lesson of each chapter.
Science Wall, you could have students:

@Home Science Wall pages.

ord that is introduced.

rd. These can be then posted on a wall, large

motely, you could create a virtual

routines

support for student reading includes: teacher
up discussion of texts; multiple readings of
y; as well as suggestions for additional

need more reading support. Some suggestions to offer
Home Lessons are:

ass or in small groups and read the first part of the article
ling how you would read the text.

meet after reading to discuss their annotations.

eet with someone in their home to read at least some of the
discuss their annotations after reading.

ence units students periodically talk in small groups using
ionships and Write and Share. You may consider including
by having students meet and talk to their peers in small
nt to conduct the routine with someone in their home.

unit in Amplify Science 6–8 culminates with a Science
lass, student-led argumentation routine. An adapted version
been included in the @Home Units. Some suggestions for

eminar in class, if you are meeting in person some of the

your whole class, remotely. Students can participate all at the
ight break the group up in thirds or in half and have the
talking take notes using the Science Seminar Observations

pairs or small groups meeting on the phone, on video calls,
rooms.
someone in their household about the Science Seminar

nt considerations

iderations for assessment and feedback in the Amplify
e pre-unit and end-of-unit assessments. Generally, we

ormat in which you collect student work. See the "Student

students, you may wish to focus on how students are
n and/or the Chapter Questions, if they are using evidence
rt their responses to questions, and if they are using
in their responses.

onous and in-person learning

ing these asynchronous resources in
s. If you are able to choose particular lessons
d:

figuring out the unit phenomenon.

students can share their initial ideas or
menon.

nts can talk as they make sense of evidence,
of information, and make an explanation or

conduct hands-on demonstrations when
dents. Solicit student input as you

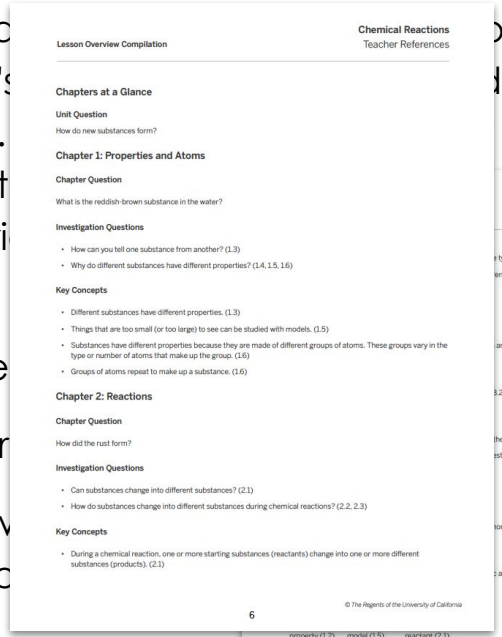
gy at home, when in-person, you can provide
iscuss ideas related to the simulations and

Pages 11-12

Classroom wall options

The classroom wall, which provides an importa… track and reflect on their developing understanding of the unit's … content, has been reimagined as an @Home Science Wall. … Questions, key concepts, and vocabulary that have been int… esson of each chapter. To enhance students' experi… could have students:

- Draw a picture or write their ideas on the…
- Highlight each question, key concept, or…
- Cut out each question, key concept, or v… all, large sheet of paper, or refrigerator at ho…



Lesson Overview Compilation

Chemical Reactions
Teacher References

Chapters at a Glance

Unit Question

How do new substances form?

Chapter 1: Properties and Atoms

Chapter Question

What is the reddish-brown substance in the water?

Investigation Questions

- How can you tell one substance from another? (1.3)
- Why do different substances have different properties? (1.4, 1.5, 1.6)

Key Concepts

- Different substances have different properties. (1.3)
- Things that are too small (or too large) to see can be studied with models. (1.5)
- Substances have different properties because they are made of different groups of atoms. These groups vary in the type or number of atoms that make up the group. (1.6)
- Groups of atoms repeat to make up a substance. (1.6)

Chapter 2: Reactions

Chapter Question

How did the rust form?

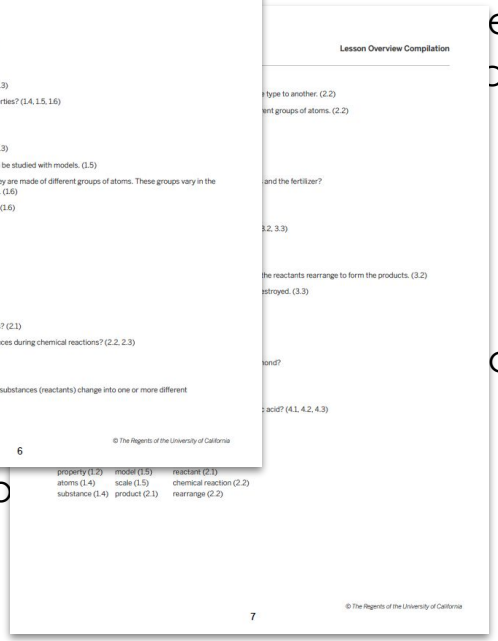
Investigation Questions

- Can substances change into different substances? (2.1)
- How do substances change into different substances during chemical reactions? (2.2, 2.3)

Key Concepts

- During a chemical reaction, one or more starting substances (reactants) change into one or more different substances (products). (2.1)

6



Lesson Overview Compilation

property (1.2) model (1.5) reactant (2.1)
atoms (1.4) scale (1.5) chemical reaction (2.2)
substance (1.4) product (2.1) rearrange (2.2)

7

Additionally, if you are meeting with your class remotely, yo… @Home Science Wall.

Lesson at a Glance

1: Warm-Up (5 min.)
This activity provides a connection between students' everyday lives and the question they will be investigating in the unit.

(Teacher Only) Video: Using Chemistry to Keep Water Safe (5 min.)
A video establishes an authentic backdrop for the unit investigation by introducing students to a scientist who uses chemistry to make water safe to use.

2: Investigating a Mysterious Substance (15 min.)
Students are introduced to the problem they will be solving and are given an opportunity to share their initial ideas about it.

3: Observing Substances (20 min.)
Students make observations of the three substances mentioned in the claims they are considering. They are introduced to the concept of properties.

Modifications needed for remote learning:

Classroom wall

Hands-on investigation

Hands-on activity options

- Do the activity with simple materials students are likely to have at home. (For activities where this is feasible, instructions are provided.)
- Watch a video. (For some hands-on activities in the @Home Units, a video / images of the investigation are provided.)
- Do the activity using kit materials if available. For example,
    - If possible, send home materials to students who need them.
    - If you have access to your Amplify Science kit, and have opportunities to teach synchronously, demonstrate some hands-on activities with student input.

11. Label and prepare 30 vials by following the instructions below:

- Attach “pipe substance” labels to 10 vials. Using the funnel, fill each vial with approximately 1 tablespoon of iron filings and close the lid.
- Attach “fertilizer” labels to 10 vials. Using the funnel, fill each vial with approximately 1 tablespoon of sodium nitrate and close the lid.
- Attach “reddish-brown substance” labels to 10 vials. Using the funnel, fill each vial with approximately 1 tablespoon of iron oxide granules and close the lid.

ial type on each tray. Each group of four
ou
d r wo
len nd
afe

Student talk options

Page 13

- Talk to a member of their household about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.
- Use asynchronous discussion options on technology platforms.

Page 15

- **Talk routines.** In Amplify Science units students periodically talk in small groups using routines such as Word Relationships and Write and Share. You may consider including and adapting these routines by having students meet and talk to their peers in small groups or asking each student to conduct the routine with someone in their home.

Suggestions for Online Synchronous Time

Online synchronous time

Online discussions: It's worthwhile to establish norms and routines for online discussions in science to ensure equity of voice, turn-taking, etc.

Digital tool demonstrations: You can share your screen and demonstrate, or invite your students to share their screen and think-aloud as they use a Simulation or other digital tool.

Interactive read-alouds: Screen share a digital book or article, and pause to ask questions and invite discussion as you would in the classroom.

Shared Writing: This is a great opportunity for a collaborative document that all your students can contribute to.

Co-constructed class charts: You can create digital charts, or create physical charts in your home with student input.

page 10

Lesson at a Glance

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Multi-day planning, including planning for differentiation and evidence of student work

Day 1: Lesson 1.2

Minutes for science: 15 min.

Instructional format:
- [X] Asynchronous
- [ ] Synchronous

Lesson or part of lesson:

Lesson 1.2 Warm-up and Video

Mode of instruction:
- [X] Preview
- ❑ Review
- ❑ Teach full lesson live
- ❑ Teach using synchronous suggestions
- [X] Students work independently using:
  - ❑ @Home Packet
  - ❑ @Home Slides and @Home Student Sheets
  - ❑ @Home Videos

Students will...	Teacher will...
complete the warm-up activity on the Amplify Science site and submit, students will watch the unit introduction video, and jot down questions or comments	create an assignment in Schoology asking students to compete the warm-up activity, view the video and list questions/comments.. The teacher will review answer to the warm-up.

Minutes for science: _____

Instructional format:
- [ ] Asynchronous
- [X] Synchronous

Lesson or part of lesson:

Mode of instruction:
- ❑ Preview
- ❑ Review
- ❑ Teach full lesson live
- ❑ Teach using synchronous suggestions
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  - ❑ @Home Packet
  - ❑ @Home Slides and @Home Student Sheets
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Students will...	Teacher will...

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Instructional format:
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Lesson or part of lesson:
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- [X] Preview
- [ ] Review
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- [ ] Teach using synchronous suggestions
- [X] Students work independently using:
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Minutes for science: 30 min

Instructional format:
- [ ] Asynchronous
- [X] Synchronous

Lesson or part of lesson:
Lesson 1.2 Activities 2 and 3

Mode of instruction:
- [ ] Preview
- [ ] Review
- [ ] Teach full lesson live
- [X] Teach using synchronous suggestions
- [ ] Students work independently using:
  - [ ] @Home Packet
  - [ ] @Home Slides and @Home Student Sheets
  - [ ] @Home Videos

Students will...	Teacher will...
Activity 2: engage in a discussion about initial ideas about the mystery substance. Activity 3: observe images of the 3 substances and record their observations. Full-class discussion about properties.	Activity 2: lead students through intro to problem using Amplify Science site. Activity 3: use teacher-created slides to facilitate observation and subsequent discussion about the 3 substances

Sample Teacher Created Slides

Pipe substance

Observe this sample taken from the water pipes used in Westfield. Dr. Yung broke down a piece of the pipe at her lab to make it easier to examine the substance.

Modified hands-on activity

Classroom Wall

Unit Question
How do new substances form?

Key Concepts

Vocabulary

property

Chapter 1 Question
What is the reddish-brown substance in the water?

Look at the *Students will* columns. What are students working in the lesson(s) that you could collect, review, or provide feedback on?
See Some Types of Written Work in Amplify Science to the right for guidance.

If there isn't a work product listed above, do you want to add one? Make notes below.

Asynchronous: students complete the warm-up activity and jot down their initial ideas

Synchronous: record observations of the three substances

How will students submit this work product to you?
See the Completing and Submitting Written Work tables to the right for guidance on how students can complete and submit work.

Asynchronous: students will submit Warm Up work digitally on the Amplify Science website, and jot initial questions and comments about the video on paper to bring with them to the asynchronous lesson

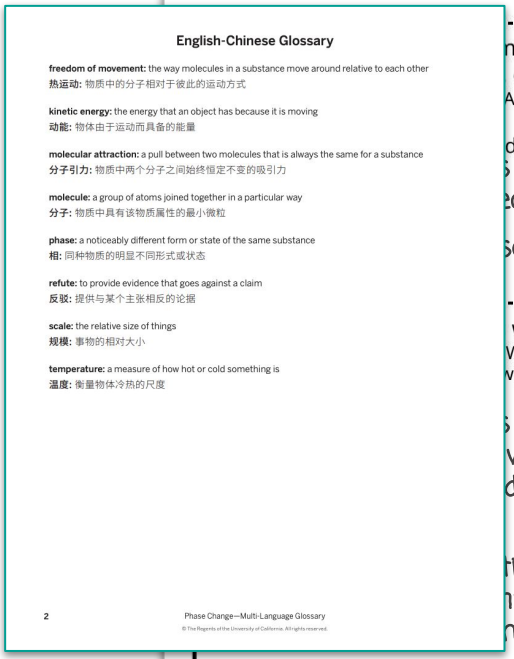
Synchronous: during activity 3, students will submit their observations on the Amplify Science site OR by taking a picture of their notes and emailing them.

Some Types of Written Work in Amplify Science

- Daily written reflections
- Homework tasks
- Investigation notebook pages
- Written explanations (typically at the end of Chapter)
- Diagrams
- Recording pages for Sim uses, investigations, etc

Completing Written Work	Submitting Written Work
• Plain paper and pencil (videos include prompts for setup) • (6-8) Student platform • Investigation Notebook • Record video or audio file describing work/answering prompt • Teacher-created digital format (Google Classroom, etc)	• Take a picture with a smartphone and email or text to teacher • Through teacher-created digital format • During in-school time (hybrid model) or lunch/materials pick-up times • (6-8) Hand-in button on student platform

How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on the standard Amplify Science platform and click on differentiation in the left menu.)



English-Chinese Glossary

freedom of movement: the way molecules in a substance move around relative to each other
热运动: 物质中的分子相对于彼此的运动方式

kinetic energy: the energy that an object has because it is moving
动能: 物体由于运动而具备的能量

molecular attraction: a pull between two molecules that is always the same for a substance
分子引力: 物质中两个分子之间始终恒定不变的吸引力

molecule: a group of atoms joined together in a particular way
分子: 物质中具有该物质属性的最小微粒

phase: a noticeably different form or state of the same substance
相: 同种物质的明显不同形式或状态

refute: to provide evidence that goes against a claim
反驳: 提供与某个主张相反的论据

scale: the relative size of things
规模: 事物的相对大小

temperature: a measure of how hot or cold something is
温度: 衡量物体冷热的尺度

2 Phase Change—Multi-Language Glossary

nns. What are students working in the lesson(s)
or provide feedback on?
Amplify Science to the right for guidance.

d above, do you want to add one? Make notes below.
s complete the warm-up activity and
eas

ser

- I notice/observe . . .
- I think this is important because . . .
- I wonder . . .

website, and jot initial questions and
deo on paper to bring with them to the

tivity 3, students will submit their
nplify Science site OR by taking a
nd emailing them.

Some Types of Written Work in Amplify Science	
• Daily written reflections • Homework tasks • Investigation notebook pages • Written explanations (typically at the end of Chapter)	
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ritten Work	**Submitting Written Work**
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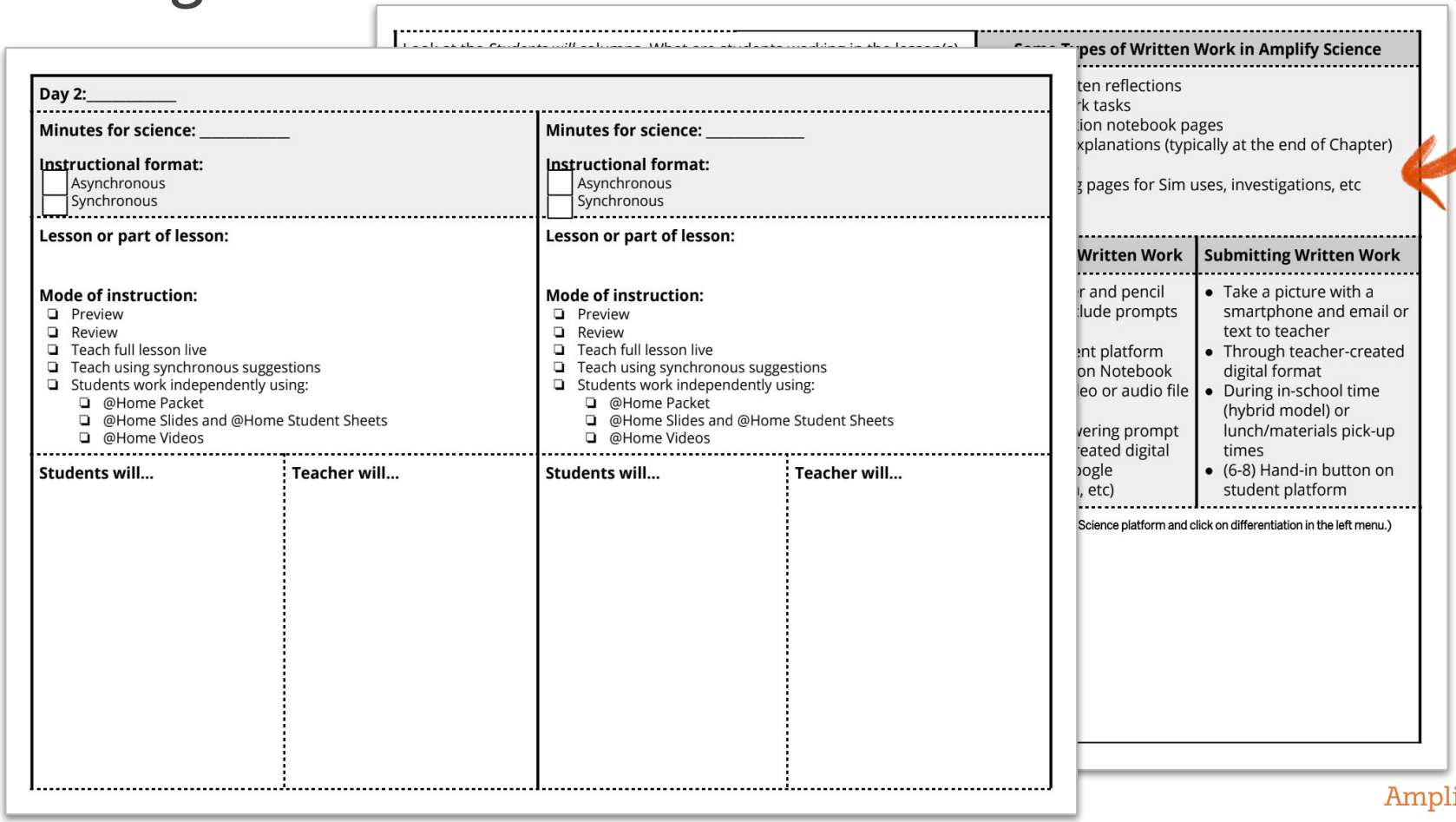
How will you differentiate this lesson for diverse learners? (Navigate to the lesson level on the standard Amplify Science platform and click on differentiation in the left menu.)

Supports:
- Provide students with the Multi-Language Glossary where appropriate
- Provide sentence starters
- Provide a transcript of the video

Extension:
- Have students consider what tools would be needed to make additional observations of the substances

Planning Resource

Pages 6-9



Day 2:_____

Minutes for science: _____

Instructional format:
- ☐ Asynchronous
- ☐ Synchronous

Lesson or part of lesson:

Mode of instruction:
- ❑ Preview
- ❑ Review
- ❑ Teach full lesson live
- ❑ Teach using synchronous suggestions
- ❑ Students work independently using:
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  - ❑ @Home Slides and @Home Student Sheets
  - ❑ @Home Videos

Students will...	Teacher will...

Minutes for science: _____

Instructional format:
- ☐ Asynchronous
- ☐ Synchronous

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Students will...	Teacher will...

pes of Written Work in Amplify Science

ten reflections
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Written Work	Submitting Written Work
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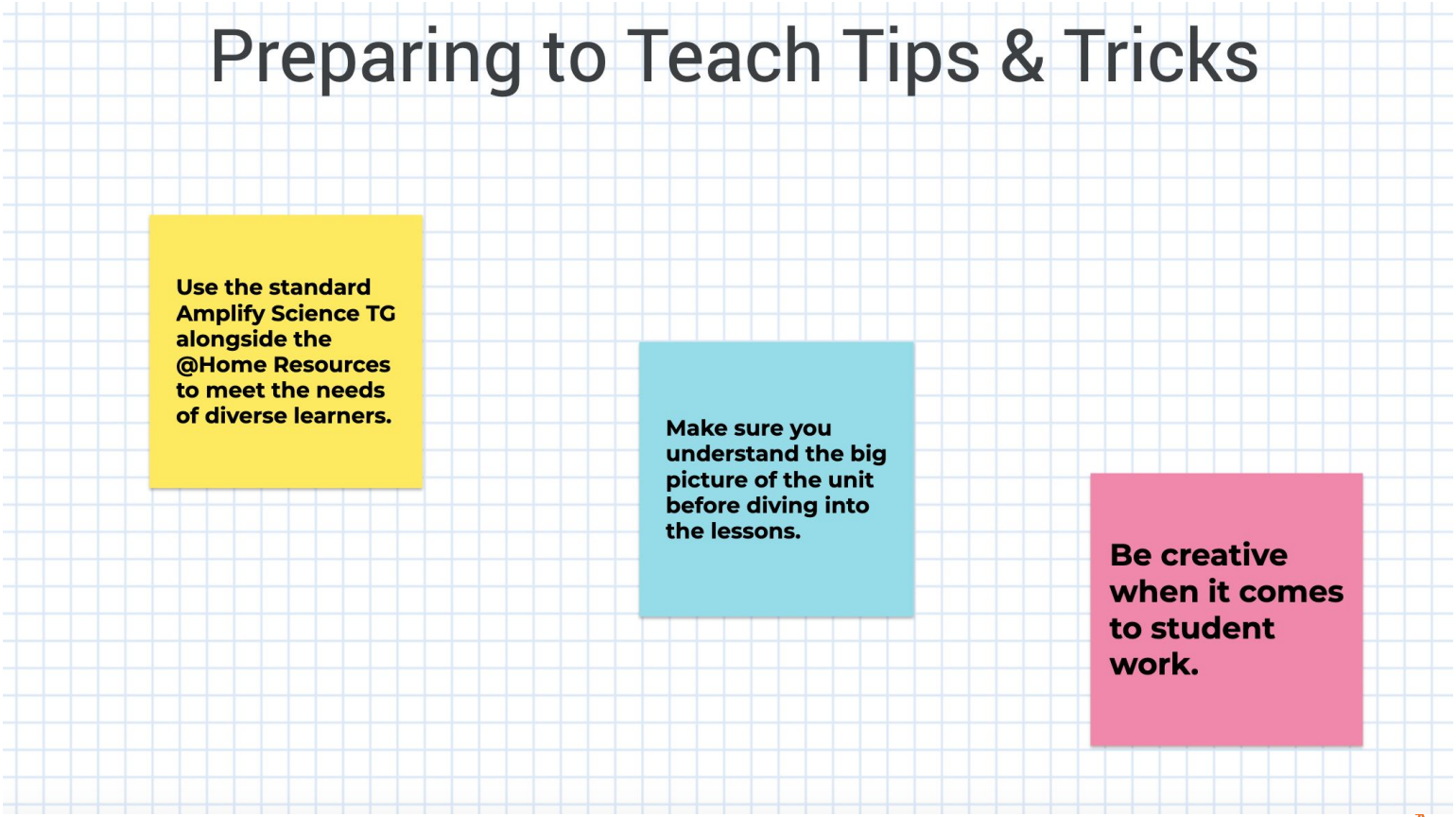
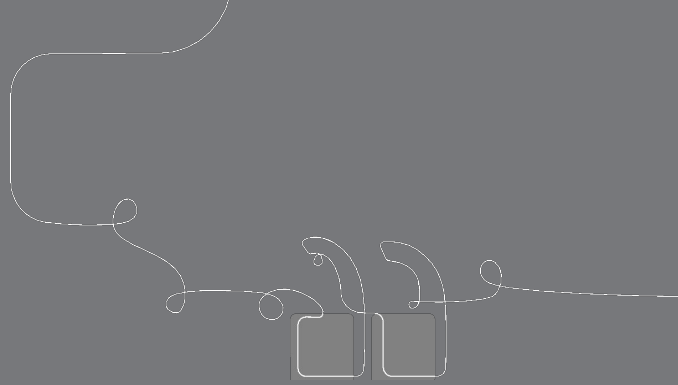
Science platform and click on differentiation in the left menu.)

Amplify.

Sample Jamboard # 2





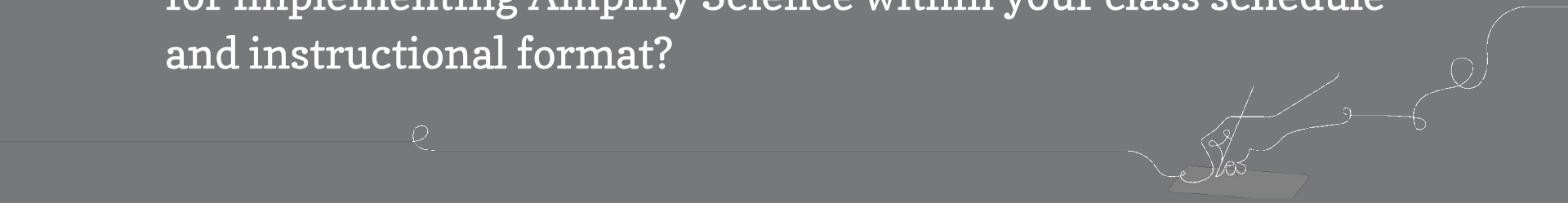
Questions?

Plan for the day

- Framing the day
  - Amplify Science Refresher
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- **Reflection and closing**

During this workshop did we meet our objectives?

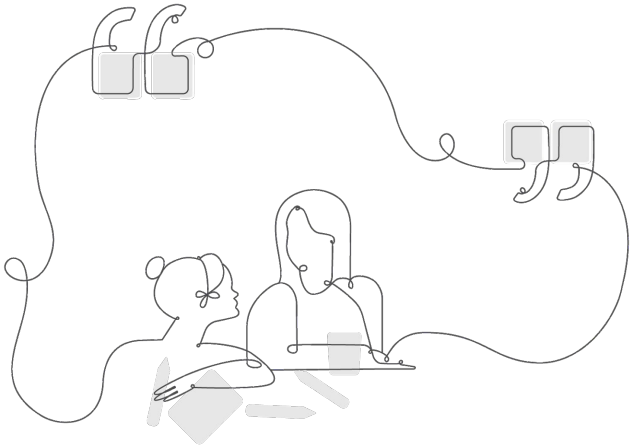
- Were you able to internalize your upcoming unit?
- Do you know how to plan for **collecting evidence of student learning** in order to make instructional decisions to **support diverse learner needs**?
- Do you have the resources you need to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format?



Upcoming LAUSD Office Hours

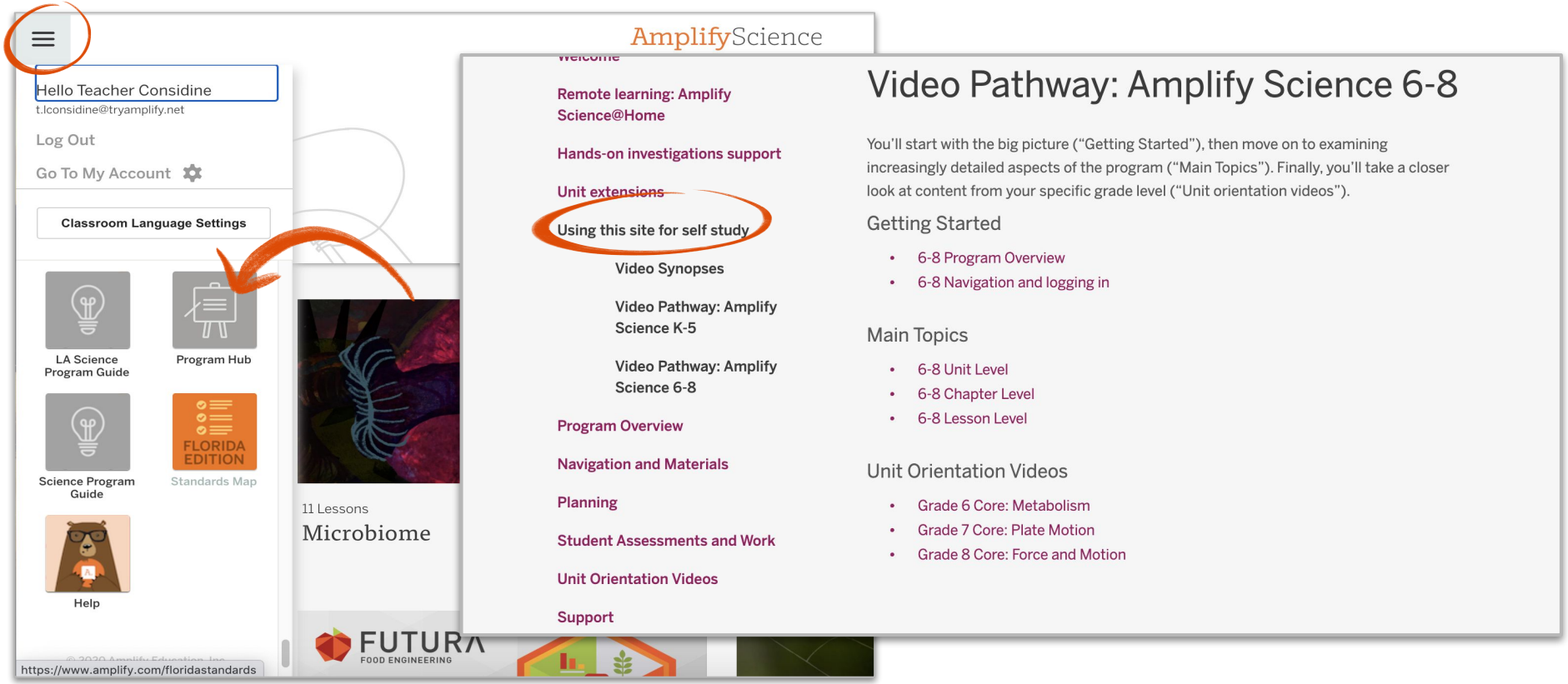
Monthly through January

- Thursday, 12/10 (3-4pm)
- Thursday, 1/14 (3-4pm)

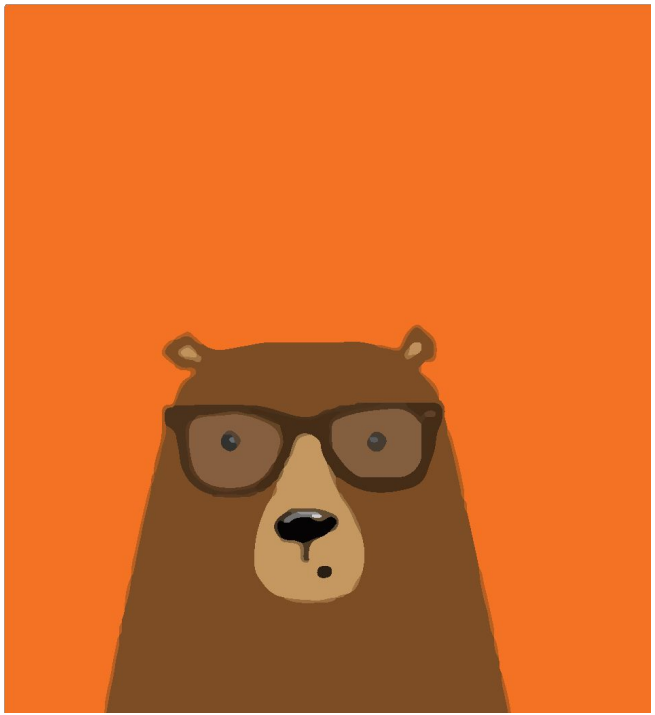


http://bit.ly/LAUSDMSOfficeHours

Program Hub: Self Study Resources



Additional Amplify resources

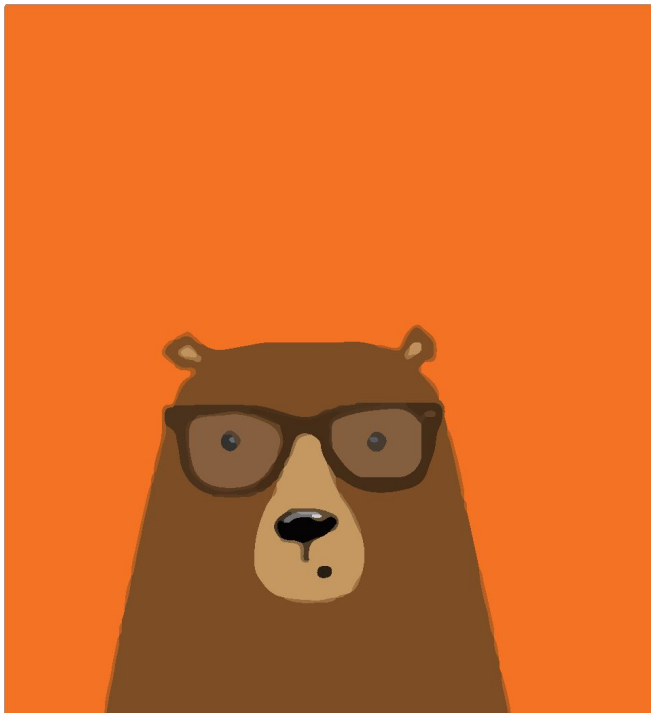


Caregivers site

Provide your students' families information about Amplify Science and what students are learning

amplify.com/amplify-science-family-resource-intro/

Additional Amplify resources



Program Guide

Glean additional insight into the program's structure, intent, philosophies, supports, and flexibility.

http://amplify.com/science/california/review

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

Additional Amplify Support

Customer Care

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

scihelp@amplify.com

800-823-1969

Amplify Chat

When contacting the customer care team:

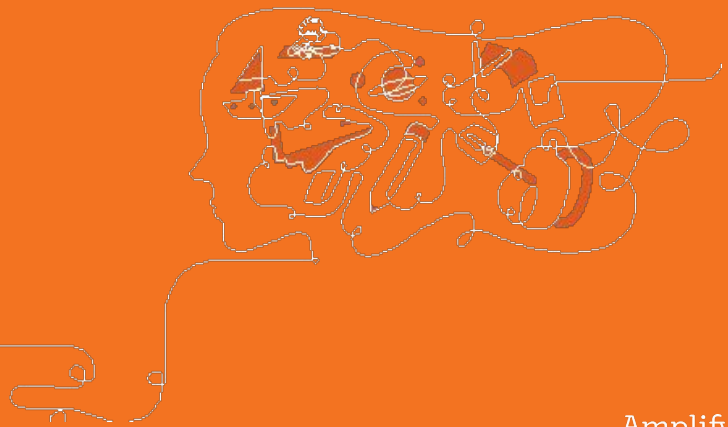
- Identify yourself as an Amplify Science user.
- Note the unit you are teaching.
- Note the type of device you are using (Chromebook, iPad, Windows, laptop).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Copy your district or site IT contact on emails.

Please provide us feedback!

URL: https://www.surveymonkey.com/r/AmplifyLAUSDMS

Presenter names (choose 1)**:**

Date: xx



Creating Assignments in Schoology

- Click Add Materials.
- Select Add Assignment.
- Fill out the Create Assignment form.
- Options. Use Options to turn on/off the following features: Use Individually Assign to only display the assignment to a specific member of the course or a grading group.
- Click Create to complete

LAUSD Shared Logins

AmplifyScience

Go to: my.amplify.com

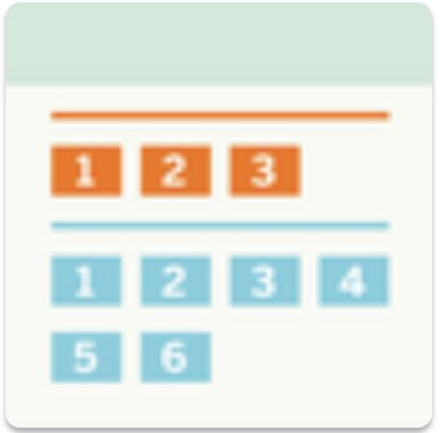
A. Log In with Amplify

District Shared Logins		
Grade	**Username**	**Password**
Kindergarten	LAUSDscienceK	LAUSD1234
1	LAUSDscience1	LAUSD1234
2	LAUSDscience2	LAUSD1234
3	LAUSDscience3	LAUSD1234
4	LAUSDscience4	LAUSD1234
5	LAUSDscience5	LAUSD1234
6	LAUSDscience6	LAUSD1234
7	LAUSDscience7	LAUSD1234
8	LAUSDscience8	LAUSD1234

Elementary Student Apps Shared Logins

English
- Username: ampsci123
- Password: ampsci123

Spanish
- Username: ampsci123sp
- Password: ampsci123sp



Elementary Student Apps