Do Now: *In the chat, share one new skill you and/or your students have learned this year during remote learning.*

Amplify Science CALIFORNIA

Unpacking *Wondering About Puddles* for Hybrid Learning

TK, Unit 3

LAUSD

4/x/2021

Presented by Your Name

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

- The Reaction  button is just past the Chat box. Let us know how we're doing!

- Make sure you have a note-catcher present

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

Workshop goals

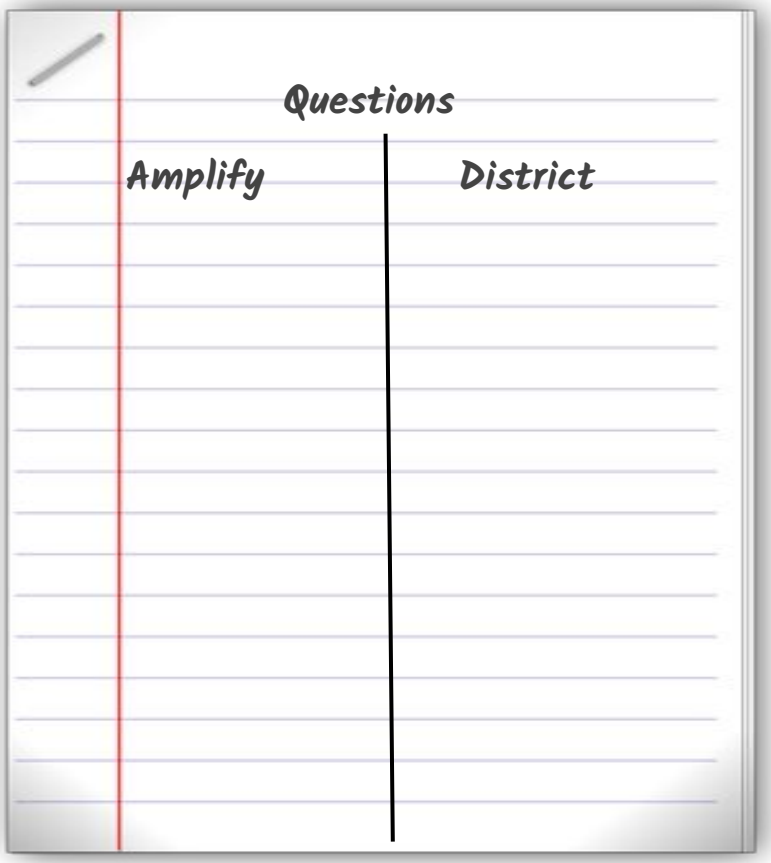
By the end of this workshop, you will be able to:

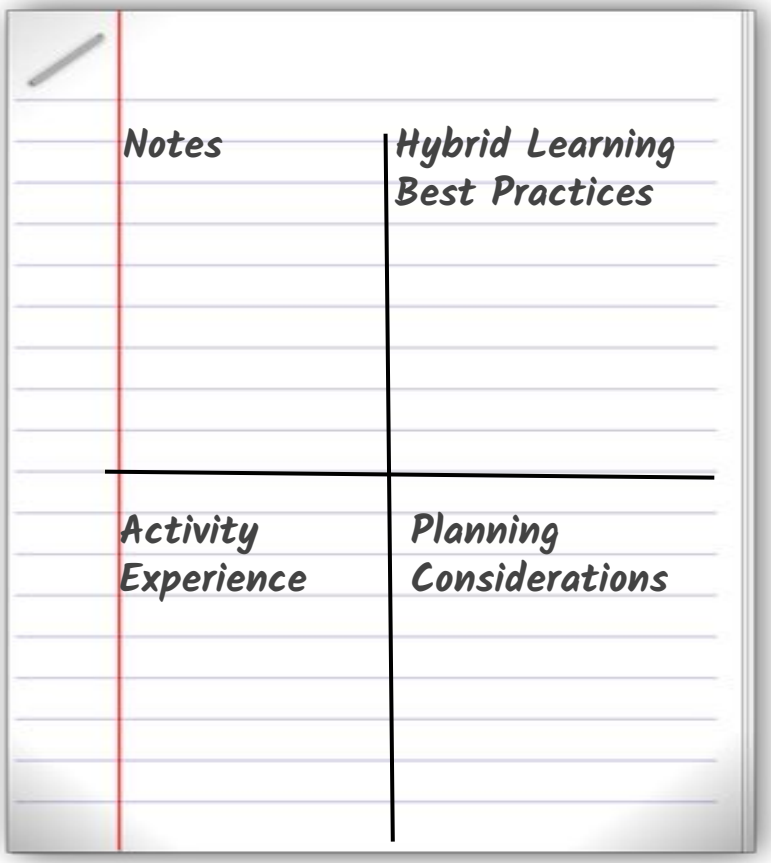
- Internalize tips and tricks for hybrid instruction.
- Leverage your understanding of your upcoming unit to make instructional decisions about hybrid learning using the Amplify Science curriculum resources.
- Develop a multi-day plan for implementation within your class schedule and instructional format.

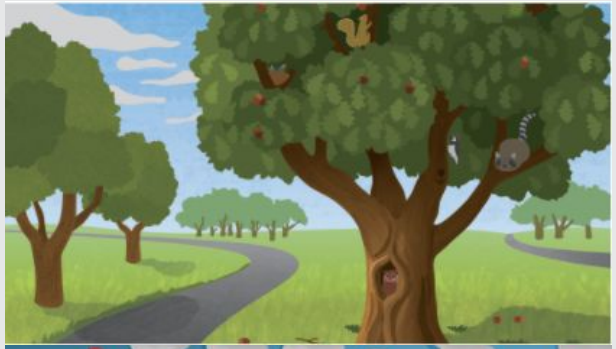
Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience an Activity
- Planning to teach
- Closing

Capturing key takeaways!







Plan for the day

- **Framing the day**
- Amplify Science Instructional Materials
- Unit Internalization
- Experience an Activity
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Opening reflection

Jamboard

Having taught Amplify Science in a remote setting, what **skills and/or practices** have you developed with your students that you can **leverage as your shift to hybrid learning?**

Remote & Hybrid Learning

A few best practices

- Live, synchronous instruction
  - Survey families to find out what time of day is best for live instruction
- Lesson videos, Book/Read-Aloud recordings
- Meet with small groups
- Make interdisciplinary connections - Amplify Science TK lessons may integrate easily with language arts, math or art lessons/instruction
- Engage families
  - Make sure families are well informed on the unit content
  - Provide projects/activities families can do to support student learning

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Adapting Amplify Science for Hybrid Learning

Student talk options

- Talk to someone in their household about their ideas.
- Talk to a stuffed animal or pet about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.

Student drawing/writing options

- Draw, have family members/friends take dictation &/or write in a designated science notebook. Photograph drawing/writing and submit digitally.
- Complete prompts in another format. (Teachers can convert prompts so they are completed in an online survey or an editable document that students can submit digitally like SeeSaw, ClassDoJo, &/or Schoology).
- Submit audio or video responses digitally (text, email, SeeSaw, ClassDojo, &/or Schoology), rather than submitting a written response.
- Share a response orally with a family member or friend with no submission required.

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Shifting to Hybrid Learning

Student reading options

- Engage students in read alouds during synchronous in-person or synchronous remote lessons.
- Watch a video of the unit big book read aloud using a digital device (phone, tablet, or computer).
    - The Noisy Tree
    - How Engineers Make Buildings
    - Puddles Almost Everywhere
    - Unit related literature, especially non-fiction, read alouds - TK Unit 3:"Wondering About Puddles" Unit Video ReadAlouds & Songs

Hands-on activity/project options

- Do the activity/project with simple materials students are likely to have at home. OR send home baggies of materials for students to use. Have students share projects online &/or in-person, &/or via photo/video and post in class gallery
- Demonstrate hands-on activities with student input during synchronous in-person or synchronous remote lessons.

Shifting to Hybrid Learning

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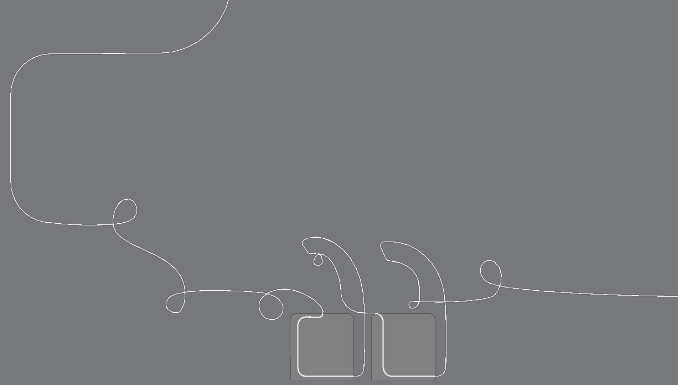
Classroom wall options

The classroom wall provides an important reference for students to track and reflect on their developing understanding of the unit's anchor phenomenon and content. When in the classroom, students can engage with the classroom wall in the usual way. When remote/asynchronous these suggestions will enhance the student experience:

- Create a personal science/engineering wall for students. This would include all of the unit questions, vocabulary words and potentially language frames. You could then have students:
    - Highlight or color in each question or word as it is introduced.
    - Cut out each question or word to post on a large sheet of paper or the refrigerator at home.
    - Illustrate each word that is introduced to create a picture glossary.
    - Have students practice weekly language frames with family members &/or friends
- If you are meeting with your class remotely, you could create a virtual Science/Engineering Wall on a slide.



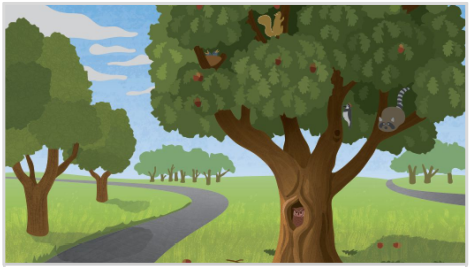
Questions? Concerns? Aha's! This reminds me...

Plan for the day

- Framing the day
- **Amplify Science Instructional Materials**
- Unit Internalization
- Experience an Activity
- Planning to teach
- Closing

Amplify Science TK

Course Structure



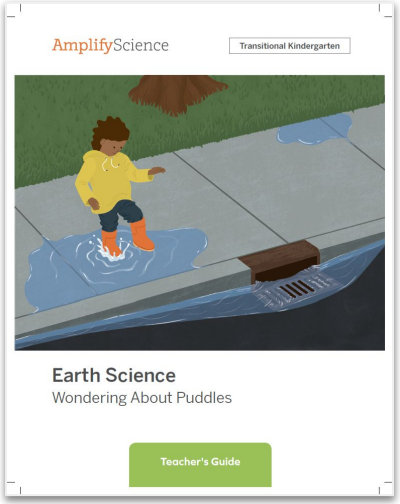
Life Science:
Wondering About Trees

Physical Science:
Wondering About Buildings

Earth Science:
Wondering About Puddles

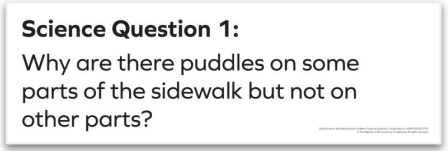
Number of Lessons: 20 lessons per unit
Time: 15 mins per lesson
Instructional Time: 4 - 6 weeks per unit - **Flexible Implementation**

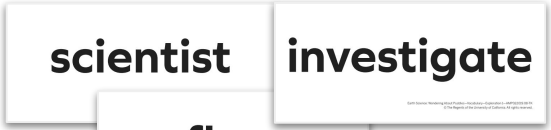
TK Curriculum Materials

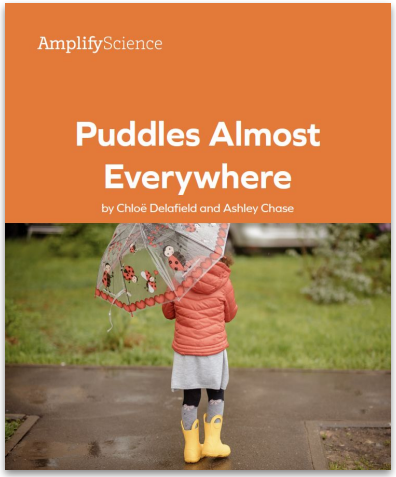


Print Teacher's Guide

Science Wall Materials



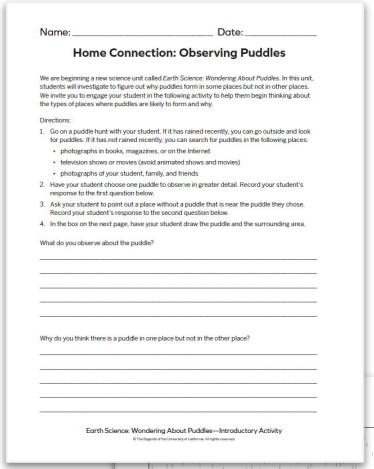


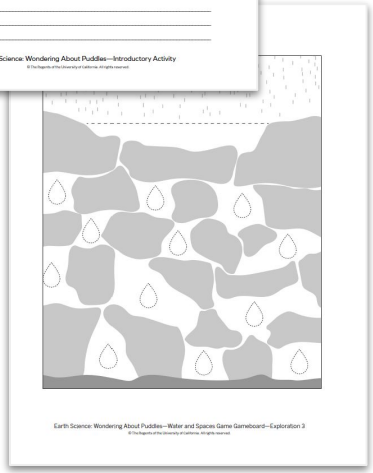


Unit Big Book

Picture Cards

Home Connections Copymasters

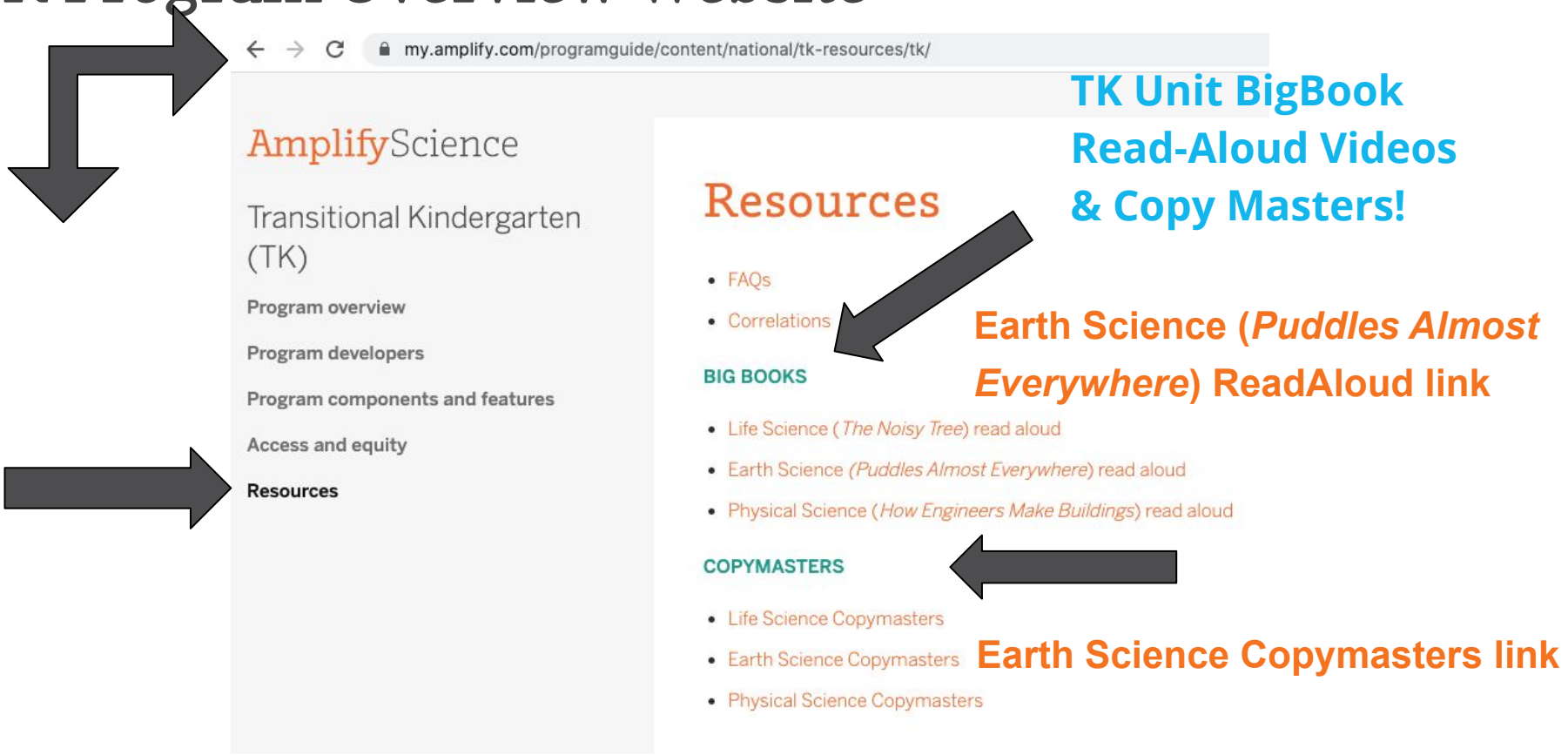




Student Copymasters

Amplify.

TK Program Overview Website



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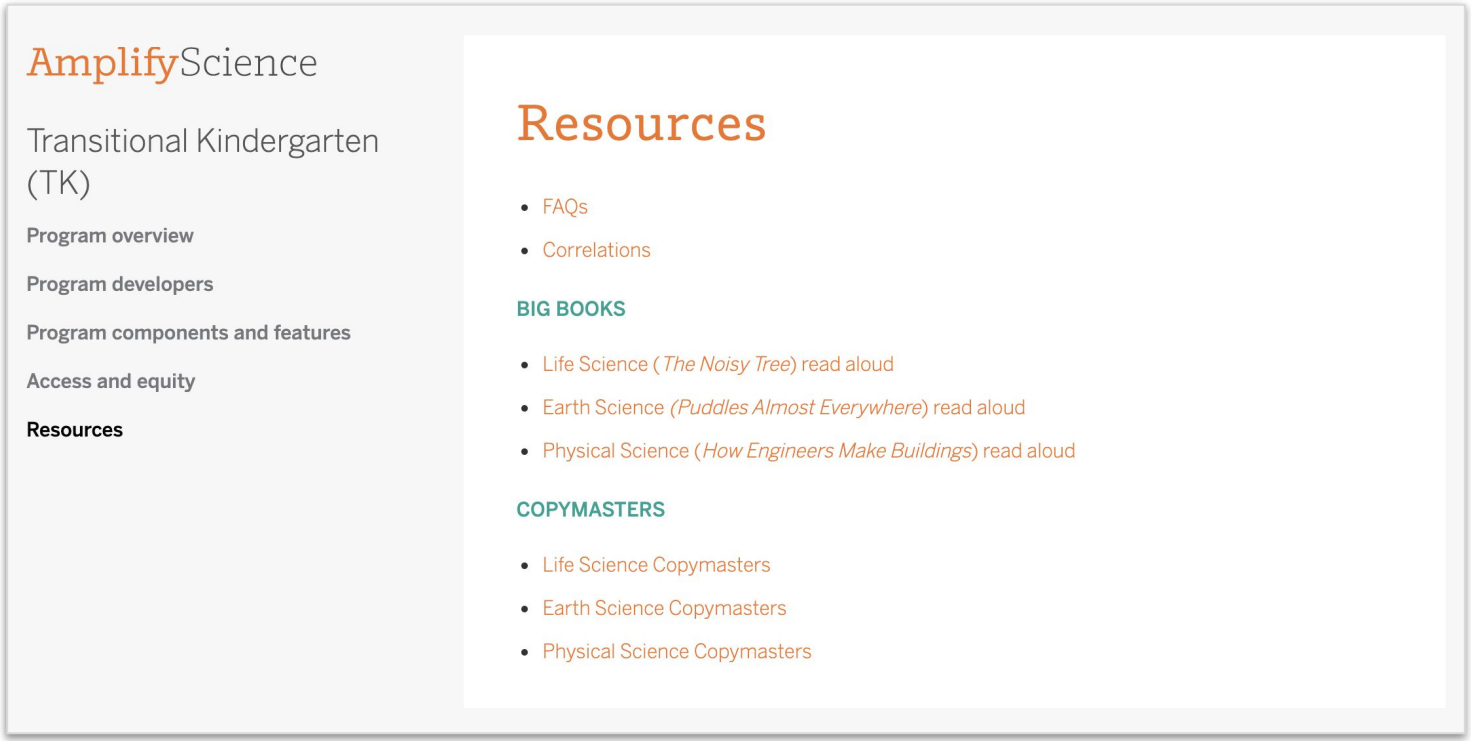

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Science Question 1:

Why are there puddles on some parts of the sidewalk but not on other parts?

Science Question 2:

Why are there puddles on the sidewalk but not on the path?

Science Question 3:

Why are there puddles on the path sometimes?

Earth Science: Wondering About Puddles

Introductory Activity: Something Puzzling About Puddles

Exploration 1: Why Are There Puddles on Some Parts of the Sidewalk but Not on Other Parts?

Kickoff Discussion: Discussing Puddles on the Sidewalk	Activity 1: Reading *Puddles Almost Everywhere*	Activity 2: Investigating Puddles Outside	Activity 3: Observing and Recording How Water Flows	Activity 4: Investigating Puddles with a Model	Shared Drawing and Discussion: Water Flows Down

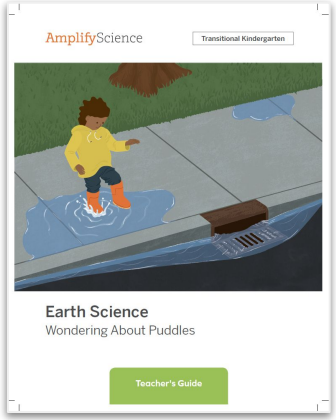
Exploration 2: Why Are There Puddles on the Sidewalk but Not on the Path?

Kickoff Discussion: Observing the Path	Activity 1: Observing Different Types of Ground	Activity 2: Reading *Puddles Almost Everywhere*	Activity 3: Investigating Puddles on Different Types of Ground	Activity 4: Investigating Water Flowing into the Ground	Shared Drawing and Discussion: Water Flows into Spaces in the Ground

Exploration 3: Why Are There Puddles on the Path Sometimes?

Kickoff Discussion: Reading About Puddles on the Path	Activity 1: Investigating Puddles on Wet Ground	Activity 2: Investigating Puddles and Spaces in the Ground	Activity 3: Playing the Water and Spaces Game	Activity 4: Reading *Puddles Almost Everywhere*	Shared Drawing and Discussion: Spaces in the Ground Can Get Full

Culminating Activity: Creating a Class Book



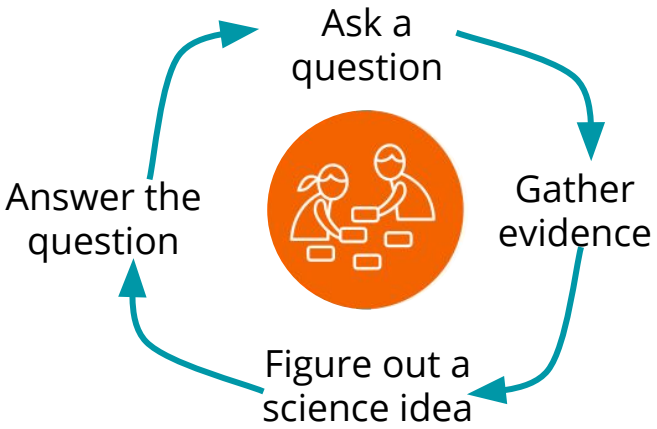
Multimodal Instruction

Figuring out and making sense of ideas like scientists & engineers!

- Do
- Talk
- Read
- Draw & Write
- Visualize

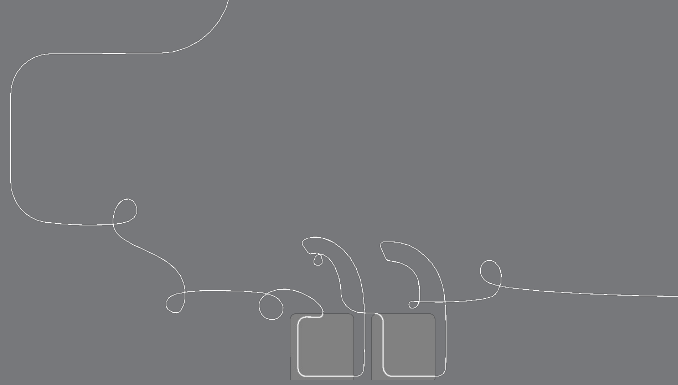
TK Instructional Approach

Introduction to the unit phenomenon



Gather evidence to figure out science ideas.

Explain the phenomenon & APPLY new understanding



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Plan for the day

- Framing the day
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- **Unit Internalization**
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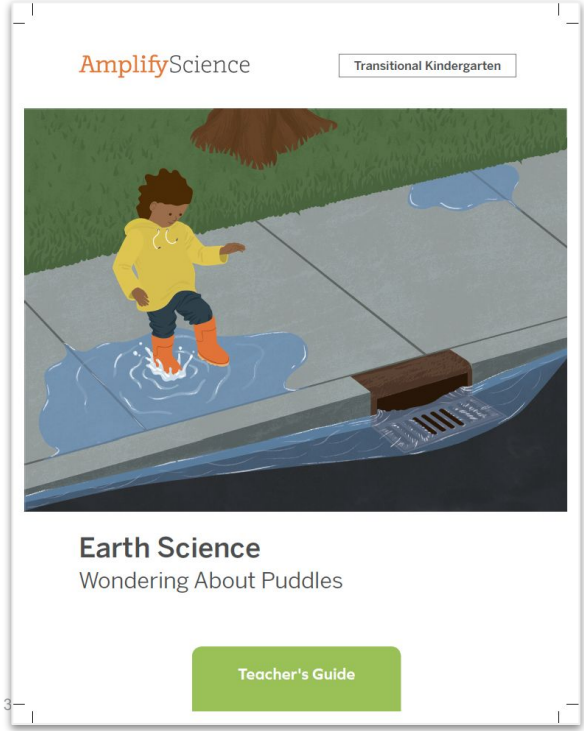
Part 1: Unit-level Internalization

TK Resource Reference Sheet



Unit resources	
Unit overview	Brief description of the what, the why, and the how of the unit. It also gives an overview of the structure of the unit.
Instructional resources	Includes references, flexible implementation, description of routines, assessment opportunities, and supports.
Getting Ready to Teach	Snapshot of all the things you will need to prepare ahead of time that will save you time once you get going.
Materials and Prep	What materials you need and what is provided, as well as what you need to prepare before the start of the unit.
Preparation at a Glance	What you need to get ready broken down by activity as well as how long you can expect it to take.
Lesson-level resources	
Lesson Overview	Brief description of what the activity will cover, the how and the why
Materials and Prep	Detailed instructions on how to prepare for this specific activity.
Activity Notes	The what, the why, and the how, including all steps you will go through and recommended teacher talk.
Teacher support	Instructional suggestions including extension opportunities and home connections
Flexible Implementation	Notes on how to structure the activities in the classroom
Model set ups	Set-ups for investigation materials, shared writing and shared drawings
Formative assessments	How to perform the assessment and what to look for in student performance, one per exploration

PN Page 1

AmplifyScience

Transitional Kindergarten

Earth Science

Wondering About Puddles

Teacher's Guide

Unit Overview

PN Page 2

Planning for the Unit

Earth Science

Wondering About Puddles

Unit Overview

In the *Earth Science: Wondering About Puddles* unit, students investigate the phenomenon of puddles existing in some places but not in other places along a girl's walk to school. Students are challenged to solve the mystery of where and why puddles do and do not form. First, students figure out that water flows down as far as it can go, so puddles are likely to form at the bottom of slopes. Next, students investigate how certain types of ground can have puddles, while other types of ground do not have puddles. They figure out that some types of ground, such as gravel, have spaces for water to flow down into, which initially keeps puddles from forming. Meanwhile, other types of ground, such as pavement, do not have spaces for water to flow down into, so puddles form. Later in the unit, students figure out that more rain can cause water to fill the spaces in types of ground such as gravel, causing puddles to form in places in which they initially had not formed. In the course of solving these puddle mysteries, students are introduced to core ideas in Earth science and physical science, including types of earth materials and properties of materials, as well as the interaction of water and earth materials. The unit also includes an emphasis on planning and carrying out investigations, sharing ideas as scientists, and generating questions after learning new ideas. Students gather evidence for these ideas from a variety of sources: a book, pictures and illustrations, models, and indoor and outdoor hands-on investigations. Students share their developing ideas through discussion, drawing, and writing. Through the activities, students are exposed to the crosscutting concepts of *Cause and Effect* and *Scale, Proportion, and Quantity*. The context of puddles along a walk to school provides a familiar and puzzling starting point to inspire students' investigations both inside and outside the classroom.

Unit Structure

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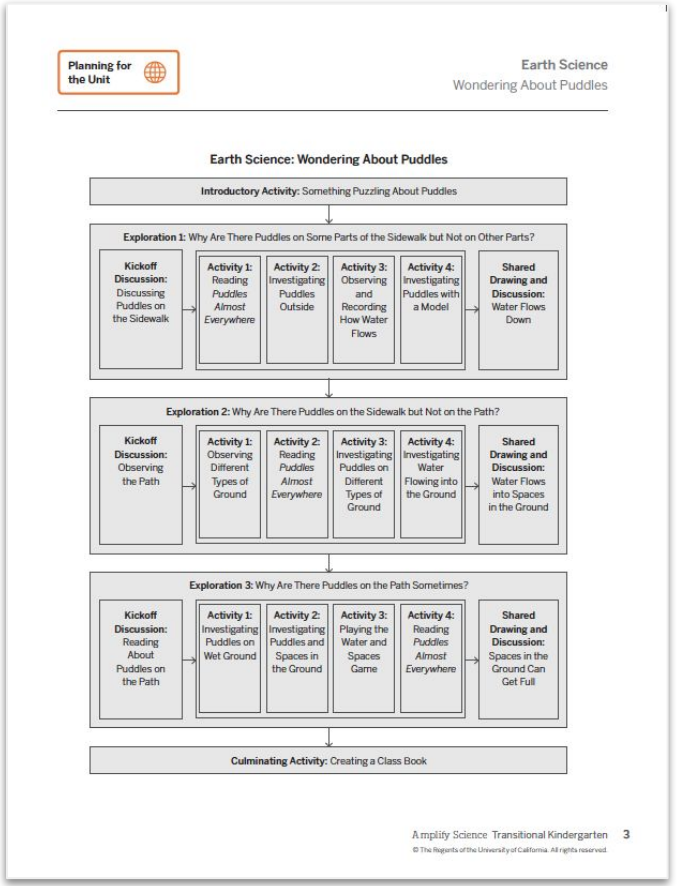
AmplifyScience

Transitional Kindergarten

Earth Science

Wondering About Puddles

Teacher's Guide



Planning for the Unit

Earth Science
Wondering About Puddles

Earth Science: Wondering About Puddles

Introductory Activity: Something Puzzling About Puddles

Exploration 1: Why Are There Puddles on Some Parts of the Sidewalk but Not on Other Parts?

- **Kickoff Discussion:** Discussing Puddles on the Sidewalk
- **Activity 1:** Reading *Puddles Almost Everywhere*
- **Activity 2:** Investigating Puddles Outside
- **Activity 3:** Observing and Recording How Water Flows
- **Activity 4:** Investigating Puddles with a Model
- **Shared Drawing and Discussion:** Water Flows Down

Exploration 2: Why Are There Puddles on the Sidewalk but Not on the Path?

- **Kickoff Discussion:** Observing the Path
- **Activity 1:** Observing Different Types of Ground
- **Activity 2:** Reading *Puddles Almost Everywhere*
- **Activity 3:** Investigating Puddles on Different Types of Ground
- **Activity 4:** Investigating Water Flowing into the Ground
- **Shared Drawing and Discussion:** Water Flows into Spaces in the Ground

Exploration 3: Why Are There Puddles on the Path Sometimes?

- **Kickoff Discussion:** Reading About Puddles on the Path
- **Activity 1:** Investigating Puddles on Wet Ground
- **Activity 2:** Investigating Puddles and Spaces in the Ground
- **Activity 3:** Playing the Water and Spaces Game
- **Activity 4:** Reading *Puddles Almost Everywhere*
- **Shared Drawing and Discussion:** Spaces in the Ground Can Get Full

Culminating Activity: Creating a Class Book

Guided Unit Internalization Planner

Part 1: Unit-level internalization

Unit title:	Wondering About Puddles

What is the phenomenon students are investigating in your unit?

There are puddles in some places but not in others along a girl's walk to school.

Exploration Questions:

1. Why are there puddles on some parts of the sidewalk but not on other parts?
2. Why are there puddles on the sidewalk but not on the path?
3. Why are there puddles on the path sometimes?

Student challenge:

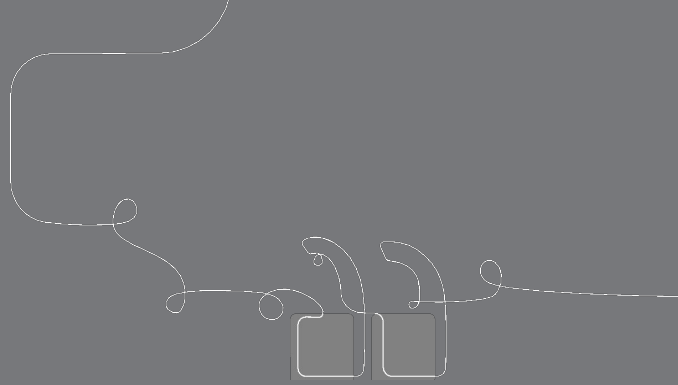
Where and why puddles do and do not form

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

Students figure out that water flows down as far as it can, so puddles are likely to form at the bottom of slopes. Then they figure out that some ground types (like gravel) have spaces for water to flow down into, which initially keeps puddles from forming. While other ground types (like pavement) do not have spaces so puddles form. Finally, students figure out that more rain can cause water to fill the spaces in ground like gravel, causing puddles to form in places where they initially had not formed.

What evidence sources do students enage with across the unit?

the unit big book, pictures and illustrations, models, indoor and outdoor hands-on investigations, discussion, drawing and writing

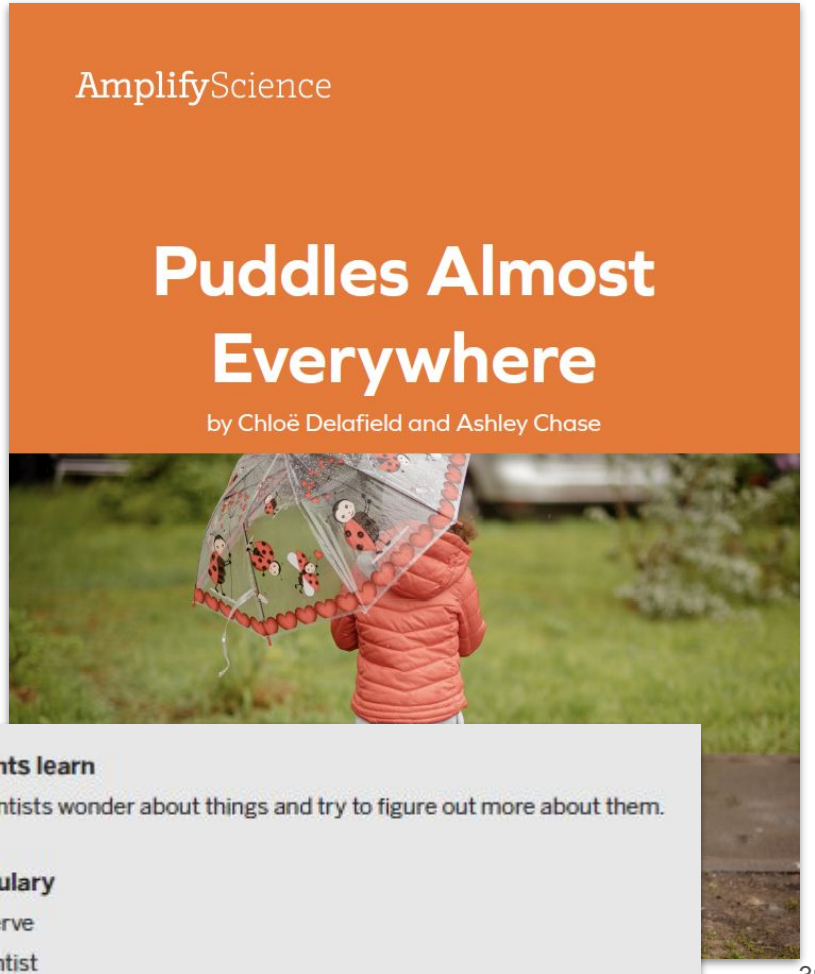


Questions? Concerns? Aha's! This reminds me...

Part 2: Exploration-level Internalization

Introductory Activity:
Something Puzzling About Puddles

The teacher reads aloud the first few pages of *Puddles Almost Everywhere*, which begins the story of a young girl who works like a scientist as she observes puddles on her walk to school. Students are introduced to their role as scientists and reflect on their own experience with puddles. They also share their initial ideas about why there are puddles in some places but not in other places. **The purpose of this Introductory Activity is to introduce students to the unit phenomenon and to their role as scientists in order to motivate their learning throughout the unit.**



Students learn

- Scientists wonder about things and try to figure out more about them.

Vocabulary

- observe
- scientist

AmplifyScience

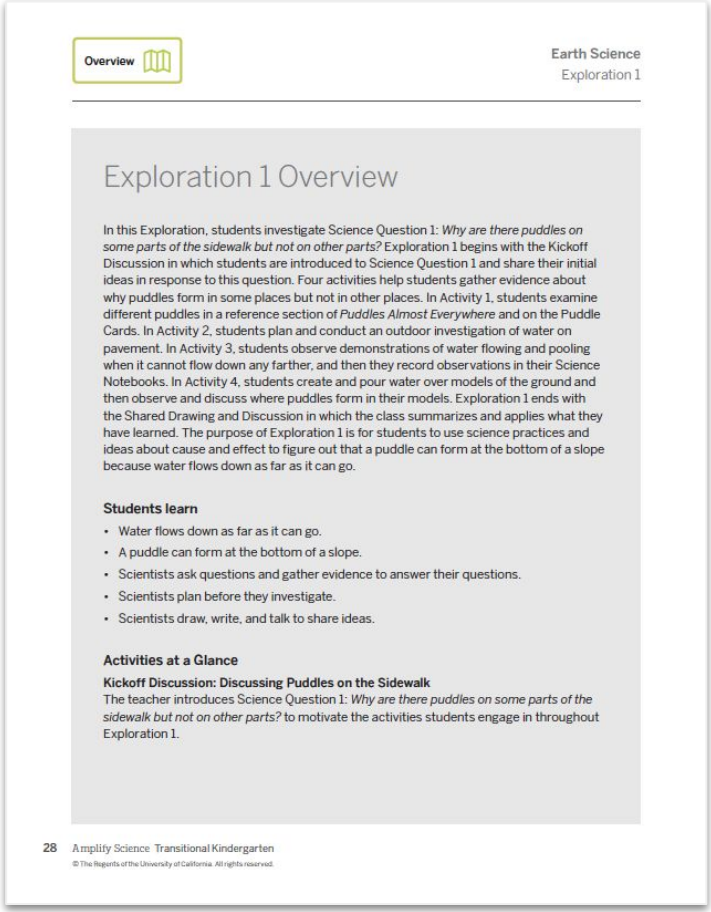
Transitional Kindergarten

Earth Science

Wondering About Puddles

Teacher's Guide

Exploration 1 Overview



Overview

Earth Science
Exploration 1

Exploration 1 Overview

In this Exploration, students investigate Science Question 1: *Why are there puddles on some parts of the sidewalk but not on other parts?* Exploration 1 begins with the Kickoff Discussion in which students are introduced to Science Question 1 and share their initial ideas in response to this question. Four activities help students gather evidence about why puddles form in some places but not in other places. In Activity 1, students examine different puddles in a reference section of *Puddles Almost Everywhere* and on the Puddle Cards. In Activity 2, students plan and conduct an outdoor investigation of water on pavement. In Activity 3, students observe demonstrations of water flowing and pooling when it cannot flow down any farther, and then they record observations in their Science Notebooks. In Activity 4, students create and pour water over models of the ground and then observe and discuss where puddles form in their models. Exploration 1 ends with the Shared Drawing and Discussion in which the class summarizes and applies what they have learned. The purpose of Exploration 1 is for students to use science practices and ideas about cause and effect to figure out that a puddle can form at the bottom of a slope because water flows down as far as it can go.

Students learn

- Water flows down as far as it can go.
- A puddle can form at the bottom of a slope.
- Scientists ask questions and gather evidence to answer their questions.
- Scientists plan before they investigate.
- Scientists draw, write, and talk to share ideas.

Activities at a Glance

Kickoff Discussion: Discussing Puddles on the Sidewalk
The teacher introduces Science Question 1: *Why are there puddles on some parts of the sidewalk but not on other parts?* to motivate the activities students engage in throughout Exploration 1.

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Part 2: Exploration-level internalization

Exploration 1 Question:	Why are there puddles on some parts of the sidewalk but not on other parts?
What do students learn in Exploration 1?	**What is the purpose of Exploration 1?**
• Water flows down as far as it can go. • A puddle can format the bottom of a slope. • Scientists ask questions and gather evidence to answer their questions. • Scientists plan before they investigate. • Scientists draw, write, and talk to share ideas.	The purpose of Exploration 1 is for students to use science and engineering practices and ideas about cause and effect to figure out that a puddle can form at the bottom of a slope because water flows down as far as it can go.

PN Page 6

Exploration Note Catcher

Unit Name:
Flexible Implementation Structure:

FOCUS AREAS	Introductory Activity	Exploration #1	Exploration #2	Exploration #3	Culminating Activity
Science Question					
What will students learn? (objectives)					
Key Vocabulary					
Multiple Modalities (Do, Talk, Read, Write, Visualize)					
Assessments and/or Differentiation Opportunities					

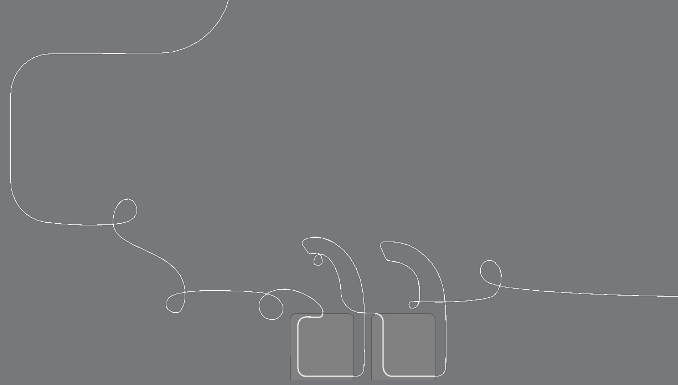
TK Notecatcher

Exploration Note Catcher

Unit Name: **Unit 3, Wondering About Puddles**

Flexible Implementation Structure:

FOCUS AREAS	Introductory Activity	Exploration #1	Exploration #2	Exploration #3	Culminating Activity
Science Question	Intro students to ?: 1) Why are there puddles in some places, but not in other places? 2) Their role as scientists.	**Why are there puddles on some parts of the sidewalk but not on other parts?**	**Why are there puddles on the sidewalk but not on the path?**	**Why are there puddles on the path sometimes?**	**What new ideas and questions do I have related to what we learned about puddles?**
What will students learn? (objectives)	**Engineers make things to solve problems. Engineers learn as they work to solve problems.**	Water flows down as far as it can go. A puddle can form at the bottom of a slope. Scientists ask questions and gather evidence to answer their questions. Scientists plan before they investigate. Scientists talk, draw & write to share ideas			
Key Vocabulary	**Scientist** **Observe**	**Evidence** **Flow** **Investigate** **Slope**			
Multiple Modalities (Do, Talk, Read, Write, Visualize)	**Talking, Reading, Visualizing**	**Activity 1:** Reading Big Book Read, Talk, Visualize **Act. 2:** Outdoor Puddle Investigation - Do, Talk **Act. 3:** Indoor Observation of Water Flow Model - Visualize, Talk, Draw/Write **Act. 4:** Puddle Investigation using Ground Model and Language Frame - Do, Talk			
Assessments and/or Differentiation Opportunities	Observations opportunities for Concepts of Print, for comfort levels with participation, & for verbal expression.	Act. **4** Formative Assessment Opportunity (step 16) & Culminating Act.: Shared drawing & writing, & self-evaluation conversations			
Other Noticings					



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Kickoff Discussion: Discussing Puddles on the Sidewalk

What?

The class reviews what happened in the first section of *Puddles Almost Everywhere*. Students are introduced to Science Question 1 and discuss their initial ideas in response to this question.

Science Question 1:

Why are there puddles on some parts of the sidewalk but not on other parts?

evidence

Summary of Exploration 1

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Activity 1: Reading *Puddles Almost Everywhere*
The teacher leads a Read-Aloud from the reference section of *Puddles Almost Everywhere*. Students observe and discuss the puddles in the book and on the Puddle Cards to build background knowledge about puddles, and they gather initial evidence about why there are puddles in some places but not in other places.

Activity 2: Investigating Puddles Outside
Students plan and conduct an outdoor investigation of water on pavement to gather evidence about why puddles form on some parts of pavement but not on other parts.

Activity 3: Observing and Recording How Water Flows
Students observe three demonstrations of flowing water to gather evidence that water flows down as far as it can go and pools when it cannot go down any farther. Students record observations in their Science Notebooks to express their developing understanding of this idea.

Activity 4: Investigating Puddles with a Model
Students create models of the ground and pour water over them. They then observe and discuss where puddles form in their models in order to gather evidence and make sense of how puddles form at the bottom of slopes.

Shared Drawing and Discussion: Water Flows Down
The class participates in a shared drawing and an accompanying discussion to consolidate and apply their understanding of Science Idea 1: *Water flows down as far as it can go.*

Activity 1

Activity 1: Reading *Puddles Almost Everywhere*

What?

The teacher introduces the reference section of *Puddles Almost Everywhere* and reads aloud about different puddles. Students observe the puddles in the book and on the Puddle Cards and share their ideas about why there are puddles in some places but not in other places.

Why?

Observing puddles helps students build background knowledge about puddles and begin generating ideas about why puddles form in some places but not in other places. Gathering evidence from text also reflects how scientists obtain information from reference material.

PN Page 26
TG Page 46

How?

1. **Connect to students' prior knowledge about puddles.** Invite students to close their eyes.

   Think about a time you saw a puddle. Imagine the puddle you saw.

   What did the puddle look like? Where was the puddle?

   Have students share their memories of a puddle with a partner. Invite several volunteers to share their ideas with the class.

2. **Display *Puddles Almost Everywhere*.** Remind students that as the girl in the book walked to school, she saw puddles on some parts of the sidewalk but not on other parts. Explain that the class will read a new section of the book to help them figure out why.

PN Pages 26-27
TG Pages 46-47

3. **Open to the Contents page to introduce the reference section.**

   This page is the Contents. It lists the different parts of the book.

   - Point to the "Looking for Puddles" section and read the title aloud.

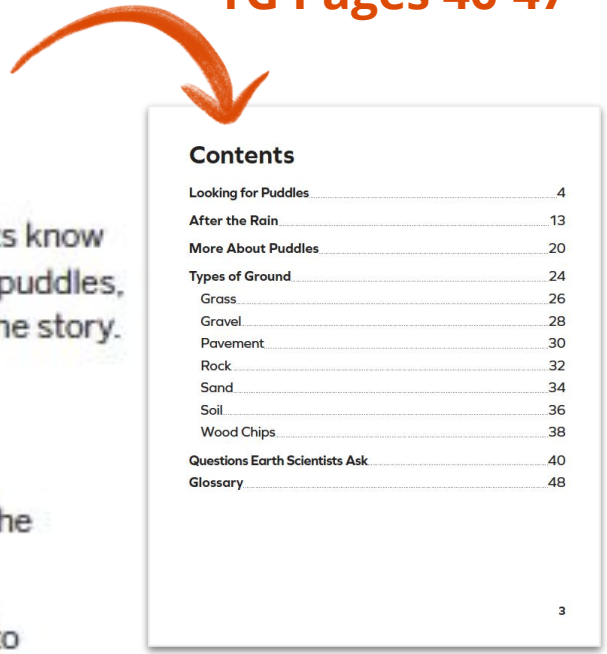
   We read this part of the book and learned about the puddles that the girl observed in some places but not in other places.

   - Point to the next few sections and read several of the titles aloud. Let students know that the "After the Rain" section continues the story about the girl observing puddles, and the other parts of the book have information about things that relate to the story.
   - Point to the "More About Puddles" section and read the title aloud.

   This part of the book might help us gather information about puddles and the places puddles can form.

   When we say a puddle can form in a place, we mean that water can gather to make a puddle in that place.

4. **Read aloud pages 20–23.** Pause after reading each page and invite students to share their observations of the pictures.



Contents

3

PN Page 27
TG Page 47

5. **Introduce the Puddle Cards.** Hold up a few Puddle Cards and let students know that they will observe pictures of puddles to gather evidence about where puddles form. Also let students know that several of the pictures on the cards are the same as the pictures they just saw in *Puddles Almost Everywhere*.

6. **Model observing a Puddle Card.** Hold up Puddle Card 1. Think aloud to model observing the puddles, noting that there are only puddles in some places in the picture and that they are all on one side of the sidewalk.

7. **Explain the procedure for observing Puddle Cards.**
   - Students will work in pairs to observe the puddles in the pictures.
   - Students should pay attention to where there are puddles in the pictures and where there are no puddles in the pictures.
   - Students should discuss their observations and ideas with their partners.




8. **Distribute Puddle Cards.** Distribute one or more Puddle Cards to each pair of students.
9. **Partners discuss pictures.** Once students have had a chance to discuss their Puddle Cards, have them trade cards with another pair. Do this a few times so each pair has a chance to discuss several of the pictures.
10. **Invite students to share observations.** Gather students together and have them bring the Puddle Cards with them. Then, invite volunteers to hold up their Puddle Cards and share their observations. Prompt students to share why they think there are or are not puddles in certain places in each picture. Accept all ideas.
11. **Wrap up the activity.** Collect the Puddle Cards. Let students know that they will continue to gather evidence for their ideas about puddles.





Activity 1

PN Page 28
TG PageS 48-49

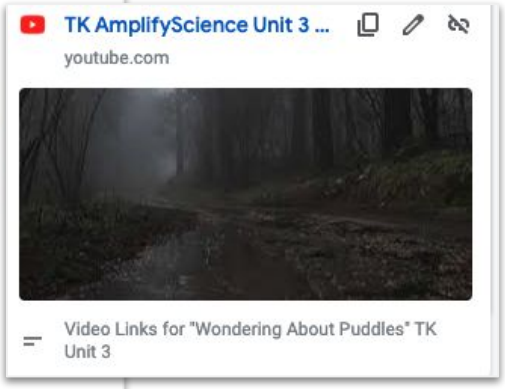
Teacher Support

Rationale

Pedagogical Goals: Observing Puddles

In this activity, students observe and discuss various puddles. These observations alone do not provide sufficient evidence for answering Science Question 1. However, the observations and accompanying discussion help students build background knowledge about puddles on different surfaces, which helps prepare them for the other activities in this Exploration as well as later Explorations. Providing students with these opportunities to observe puddles can be especially important if it has not rained in your area for quite awhile. To provide further experience with puddles, you can show your students additional pictures or videos of puddles. You may find a variety of pictures and videos on the Internet by using the following suggested search terms: "playground with puddles after rain," "puddles on the sidewalk," "road with puddles," "rain puddles." Look for pictures of places in which some areas have puddles, and other areas do not. Look for videos that show rain falling and collecting into puddles.

See/Subscribe to YouTube Playlist
TK Unit 3 Puddle & Rain Videos



Model of Exploration 1, Activity 1

PN Page 59

As you watch the activity, think about how the lesson has been modified for hybrid instruction.

Adapting Amplify Science for Hybrid Learning

Student talk options

- Talk to someone in their household about their ideas.
- Talk to a stuffed animal or pet about their ideas.
- Call a friend or classmate and discuss their ideas.
- Talk in breakout groups in a video class meeting.

Student drawing/writing options

- Draw, have family members/friends take dictation &/or write in a designated science notebook. Photograph drawing/writing and submit digitally.
- Complete prompts in another format. (Teachers can convert prompts so they are completed in an online survey or an editable document that students can submit digitally like SeeSaw, ClassDojo, &/or Schoology).
- Submit audio or video responses digitally (text, email, SeeSaw, ClassDojo, &/or Schoology), rather than submitting a written response.
- Share a response orally with a family member or friend with no submission required.

Student reading options

- Engage students in read alouds during synchronous in-person or synchronous remote lessons.
- Watch a video of the unit big book read aloud using a digital device (phone, tablet, or computer).
  - The Noisy Tree
  - How Engineers Make Buildings
  - Puddles Almost Everywhere
  - Unit related literature, especially non-fiction, read alouds - TK Unit 3:"Wondering About Puddles" Unit Video ReadAlouds & Songs

Hands-on activity/project options

- Do the activity/project with simple materials students are likely to have at home. OR send home baggies of materials for students to use. Have students share projects online &/or in-person, &/or via photo/video and post in class gallery
- Demonstrate hands-on activities with student input during synchronous in-person or synchronous remote lessons.

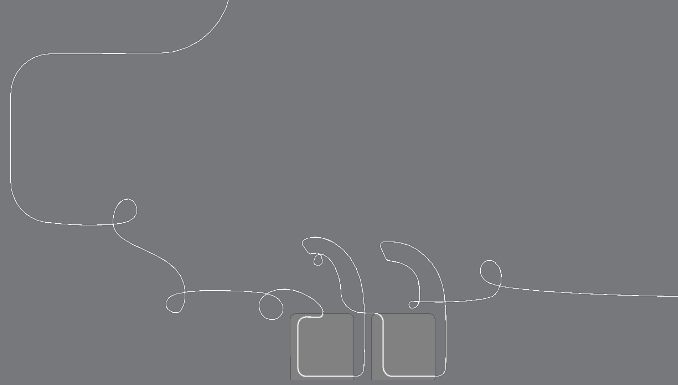
Classroom wall options

The classroom wall provides an important reference for students to track and reflect on their developing understanding of the unit's anchor phenomenon and content. When in the classroom, students can engage with the classroom wall in the usual way. When remote/asynchronous these suggestions will enhance the student experience:

- Create a personal science/engineering wall for students. This would include all of the unit questions, vocabulary words and potentially language frames. You could then have students:
  - Highlight or color in each question or word as it is introduced.
  - Cut out each question or word to post on a large sheet of paper or the refrigerator at home.
  - Illustrate each word that is introduced to create a picture glossary.
  - Have students practice weekly language frames with family members &/or friends
- If you are meeting with your class remotely, you could create a virtual Science/Engineering Wall on a slide.

Reflection

- ***How was this lesson modified for hybrid learning?***
- ***What other ideas do you have for modifying this lesson?***
- ***What questions do you have?***



Questions? Concerns? Aha's! This reminds me...

Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience an Activity
- **Planning to teach**
- Closing

Remote & Hybrid Learning

A few best practices

- Live, synchronous instruction
  - Survey families to find out what time of day is best for live instruction
- Lesson videos
- Meet with small groups
- **Make interdisciplinary connections** - Amplify Science TK lessons may integrate easily with language arts, social studies math and art lessons/instruction
- **Engage families**
  - **Make sure families are well informed on the unit content**
  - **Provide projects/activities families can do to support student learning**

Interdisciplinary Connections

How can you connect to...

- Reading
- Language Development
- Writing
- Math
- Social Studies
- Art/Music
- Dramatic Play/Socio-Emotional

Playlist 1:
TK Unit 3 Thematic Literature integrated with Wondering About Puddles: Language Arts unit related literature, both Nonfiction & Fiction ReadAlouds, Songs & Poems.

TK Unit 3: "WONDERING ABOUT PUDDLES" Video Read Alouds & Songs

Playlist 2:
Puddle & Rain Videos

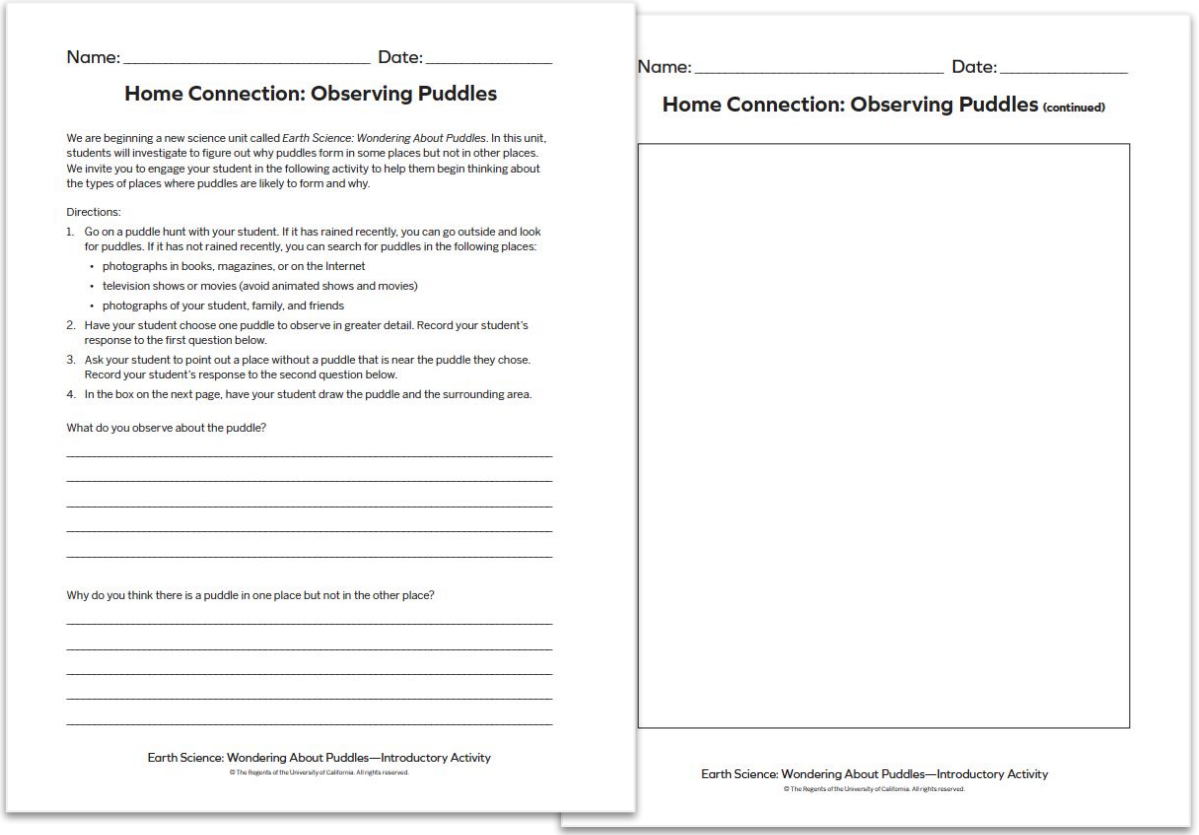
TK UNIT 3: Puddles & Rain Videos

Family Engagement

Introductory Activity (TG pages 24-25) - Regular Classroom Setting

Introductory Activity - Hybrid &/or Virtual Classroom Setting

- Post Assignment on SeeSaw, ClassDojo, Schoology, with sample links?
- How do we want students to submit, online, photo of work, return with homework packet?
- Other suggestions for family engagement...



Name: _____ Date: _____

Home Connection: Observing Puddles

We are beginning a new science unit called *Earth Science: Wondering About Puddles*. In this unit, students will investigate to figure out why puddles form in some places but not in other places. We invite you to engage your student in the following activity to help them begin thinking about the types of places where puddles are likely to form and why.

Directions:

1. Go on a puddle hunt with your student. If it has rained recently, you can go outside and look for puddles. If it has not rained recently, you can search for puddles in the following places:
   - photographs in books, magazines, or on the Internet
   - television shows or movies (avoid animated shows and movies)
   - photographs of your student, family, and friends
2. Have your student choose one puddle to observe in greater detail. Record your student's response to the first question below.
3. Ask your student to point out a place without a puddle that is near the puddle they chose. Record your student's response to the second question below.
4. In the box on the next page, have your student draw the puddle and the surrounding area.

What do you observe about the puddle?

_____

_____

_____

_____

_____

Why do you think there is a puddle in one place but not in the other place?

_____

_____

_____

_____

_____

Earth Science: Wondering About Puddles—Introductory Activity

Name: _____ Date: _____

Home Connection: Observing Puddles (continued)

Earth Science: Wondering About Puddles—Introductory Activity

Family Engagement

Culminating Activity - Part 2 (TG pages 1185-186)

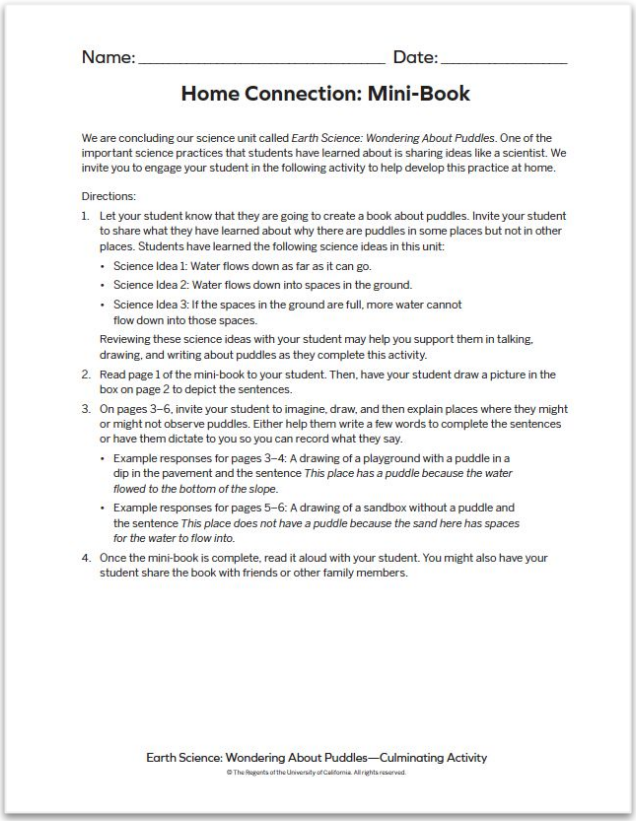
- **Regular Classroom Setting**

Send home little books to families for students to complete with them.

- **Culminating Activity - Hybrid &/or Virtual Classroom Setting**

Distribute little books to families - then ask them take photo/video clip of student reading to family. Then share/post in class online gallery.

- **Both:** Idea - Have students share/read their books to small group or whole class online.



Name: _____ Date: _____

Home Connection: Mini-Book

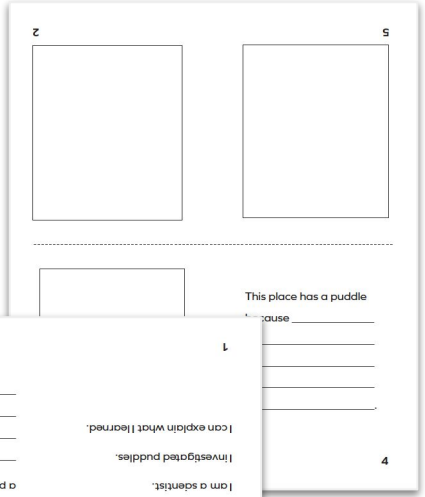
We are concluding our science unit called *Earth Science: Wondering About Puddles*. One of the important science practices that students have learned about is sharing ideas like a scientist. We invite you to engage your student in the following activity to help develop this practice at home.

Directions:

1. Let your student know that they are going to create a book about puddles. Invite your student to share what they have learned about why there are puddles in some places but not in other places. Students have learned the following science ideas in this unit:
   - Science Idea 1: Water flows down as far as it can go.
   - Science Idea 2: Water flows down into spaces in the ground.
   - Science Idea 3: If the spaces in the ground are full, more water cannot flow down into those spaces.

   Reviewing these science ideas with your student may help you support them in talking, drawing, and writing about puddles as they complete this activity.
2. Read page 1 of the mini-book to your student. Then, have your student draw a picture in the box on page 2 to depict the sentences.
3. On pages 3–6, invite your student to imagine, draw, and then explain places where they might or might not observe puddles. Either help them write a few words to complete the sentences or have them dictate to you so you can record what they say.
   - Example responses for pages 3–4: A drawing of a playground with a puddle in a dip in the pavement and the sentence *This place has a puddle because the water flowed to the bottom of the slope.*
   - Example responses for pages 5–6: A drawing of a sandbox without a puddle and the sentence *This place does not have a puddle because the sand here has spaces for the water to flow into.*
4. Once the mini-book is complete, read it aloud with your student. You might also have your student share the book with friends or other family members.

Earth Science: Wondering About Puddles—Culminating Activity

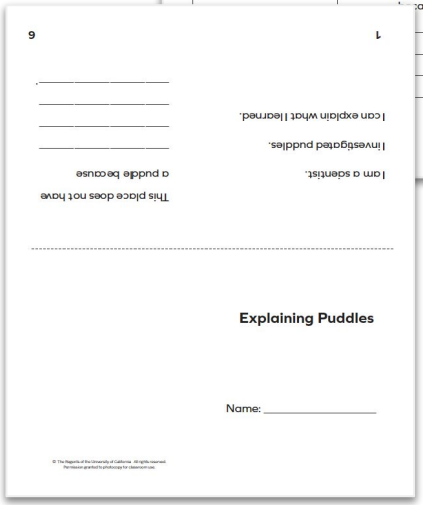


2

5

This place has a puddle

4



6

1

I am a scientist.

I investigated puddles.

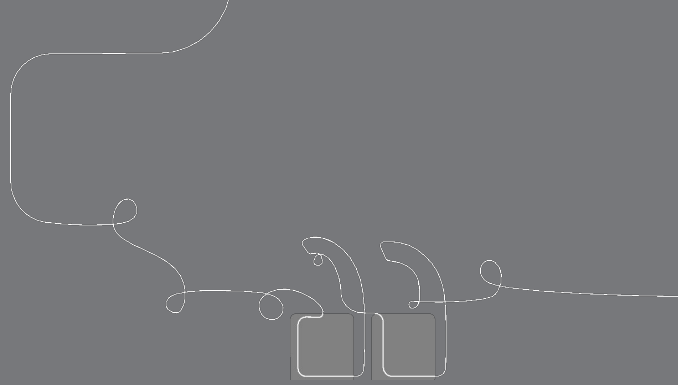
I can explain what I learned.

This place does not have a puddle because

Explaining Puddles

Name: _____

Amplify.



Questions? Concerns? Aha's! This reminds me...

Part 3: Hybrid Learning Pacing and Planning Tool

Hybrid Lesson Planning

Work Time

Questions to consider:

- What adaptations will you make for hybrid learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?

Part 3: Pacing and Planning Tool

PN Pages 55-56

Hybrid Learning: Amplify Science TK

Questions to consider:

- What adaptations will you make for hybrid learning?
- What materials will you need to teach the lessons?
- What materials will your students need to engage in the lessons?
- Will you make interdisciplinary connections? If so what/how?
- How will you engage families?

Part 3: Amplify Science TK, Hybrid Learning Pacing and Planning Tool

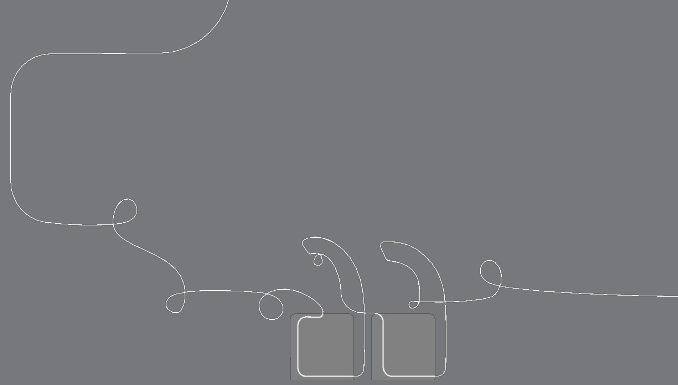
Directions: Use your class schedule to complete the first row of the table. Then follow the directions to map your week in the bottor

Day 1	Day 2	Day 3	Day 4	Day 5
Minutes for science: Instructional format: ❑ Asynchronous ❑ Synchronous	Minutes for science: Instructional format: ❑ Asynchronous ❑ Synchronous	Minutes for science: Instructional format: ❑ Asynchronous ❑ Synchronous	Minutes for science: Instructional format: ❑ Asynchronous ❑ Synchronous	Minutes fo Instructior ❑ Asyn ❑ Sync
Use your Teachers Guide to familiarize yourself with upcoming lessons. Refer to Suggestions for Synchronous Time on the consider the best format for different parts of the lesson(s). Then, map your week in the row below.				

Lesson: ❑ Students work independently ■ Teach live lesson ❑ Preview ❑ Review Notes: Introduce unit with the Big Book - have vocabulary cards ready.	Lesson: ❑ Students work independently ❑ Teach live lesson ❑ Preview ❑ Review Notes: Water investigation - have students who are @ home do with me & class? or separately?	Lesson: ❑ Students work independently ❑ Teach live lesson ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson ❑ Preview ❑ Review Notes:	Lesson: ❑ Students work independently ❑ Teach live lesson ❑ Preview ❑ Review Notes:
Use this row to make notes about student work, including what students will work on, timing, how they will submit work, and how you will respond or provide feedback. This is also a good place to begin thinking about family projects. Begin Related Literature Links - 1) "Puddles" by Jonathan London, 2) SocioEmo Link "Puddle Pug" by Kim Norman. Send/Post links along with Unit BigBook "Puddles Almost Everywhere" for 1st week's home reading. Send/Post link to Family Engagement Introductory Activity. PE: Sing/Do "Jump in the Puddles" in class/synchronous online - then ask kids to teach/do with family (send link)				

Suggestions for Synchronous Time

Online or in-person class
• Discussions • Hands-on investigations (option for teacher demo) • Interactive read-alouds • Shared Writing • Co-constructed class charts • Preview: Go over what students will experience/do in upcoming asynchronous lessons/family activities so they are prepared. • Review: Revisit activities from previous asynchronous lessons/family activities to help students make sense of them.

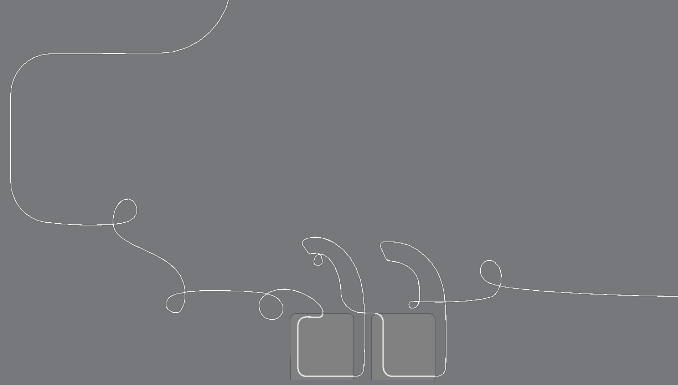


Questions? Concerns? Aha's! This reminds me...

Plan for the day

- Framing the day
- Amplify Science Instructional Materials
- Unit Internalization
- Experience an Activity
- Planning to teach
- **Closing**

Final Thoughts…..
Questions? Concerns?
Aha's! This reminds me…



Workshop goals reflection

Were you able to:

- Internalize tips and tricks for hybrid instruction?
- Leverage your understanding of your upcoming unit to make instructional decisions about hybrid learning using the TK Amplify Science curriculum resources?
- Develop a multi-day plan for implementation within your class schedule and instructional format?

1- I'm not sure how I'm going to do this!

3- I have some good ideas but still have some questions.

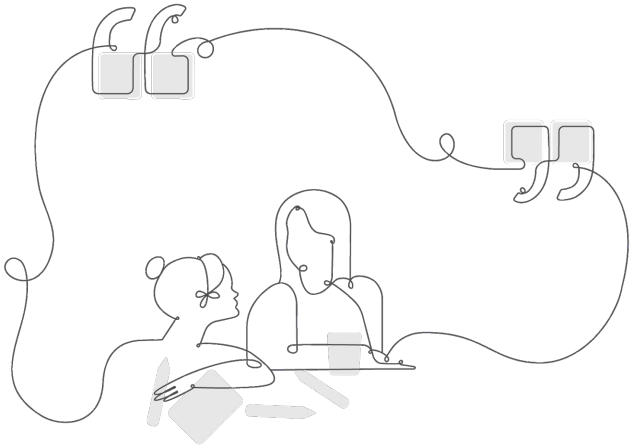
5- I have a solid plan for how to make this work!

Upcoming LAUSD Office Hours

Twice Monthly on Thursdays, 4:30-5:30pm:

- April 22
- May 13
- May 27

http://bit.ly/TK-6OfficeHours



We would love your input on PD for Back to School, 2021-22

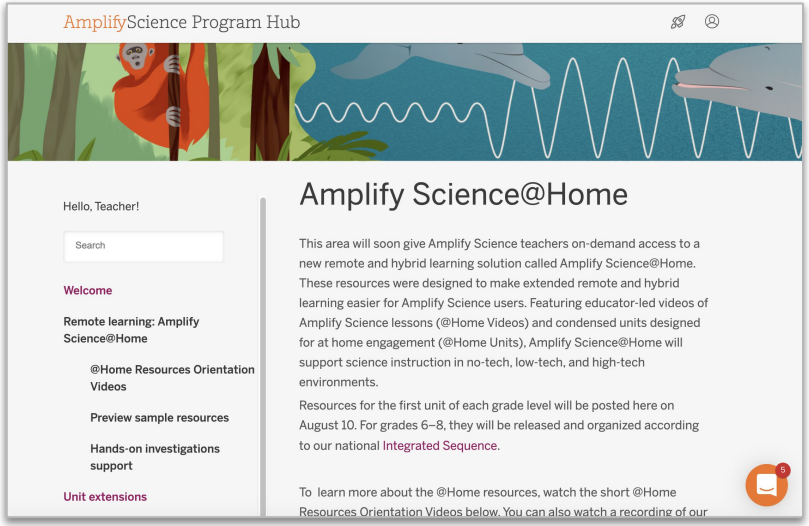
2021-22 Amplify Science BACK TO SCHOOL PD Survey [LAUSD]

The questions below will help us plan for back to school PD sessions over the summer and in the fall.

Amplify Science Program Hub

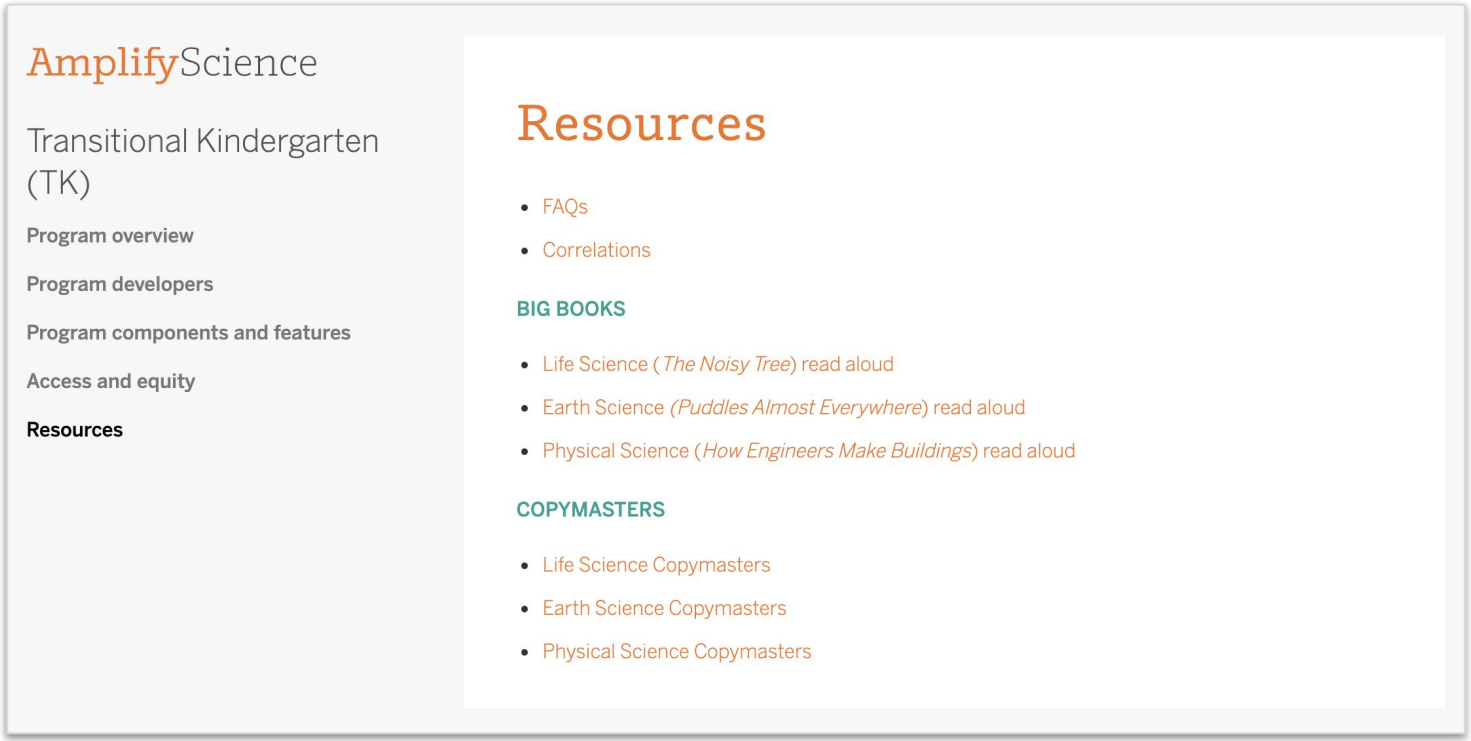
A new hub for Amplify Science resources

- Videos and resources to continue getting ready to teach
- Amplify@Home resources
    - **TK big book read aloud videos**



science.amplify.com/programhub
username: sciencelearningca
password: DemoOnly1234

TK Program Overview Website



my.amplify.com/programguide/content/national/tk-resources/tk/

California TK Website

amplify.com/science-california-review-tk/

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

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.

Amplify.

Welcome to Amplify Science!

This site contains supporting resources designed for the Los Angeles Unified School District Amplify Science adoption for grades TK–8.

All LAUSD schools have access to Amplify Science resources at this time.

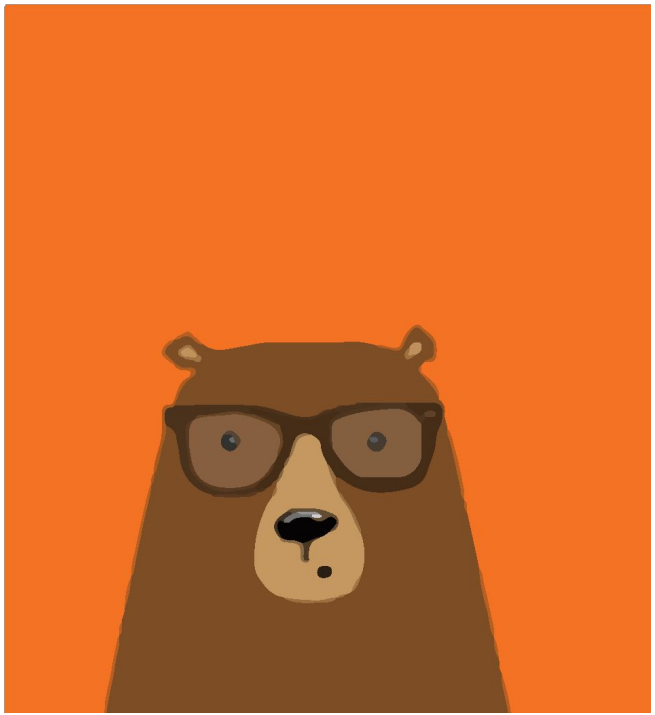
Click here for Remote Learning Resources for Amplify Science

Click here to go back to the LAUSD homepage.

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

https://amplify.com/lausd-science/

Additional Amplify resources



Program Guide

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

https://my.amplify.com/programguide/content/national/welcome/science/

Amplify Help

Find lots of advice and answers from the Amplify team.

my.amplify.com/help

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

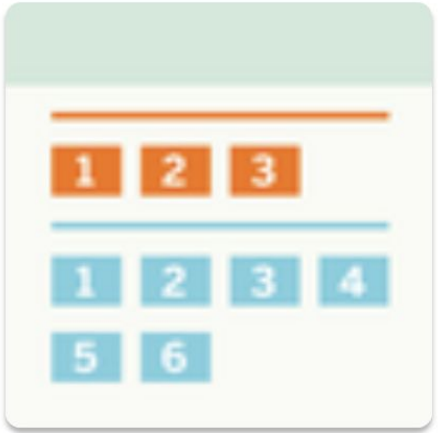
Elementary Student Apps Shared Logins

English

- Username: ampsci123
- Password: ampsci123

Spanish

- Username: ampsci123sp
- Password: ampsci123sp



Elementary Student Apps