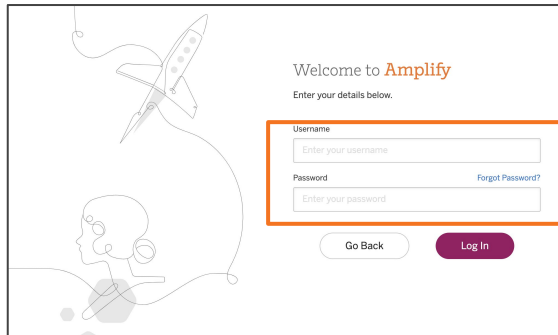
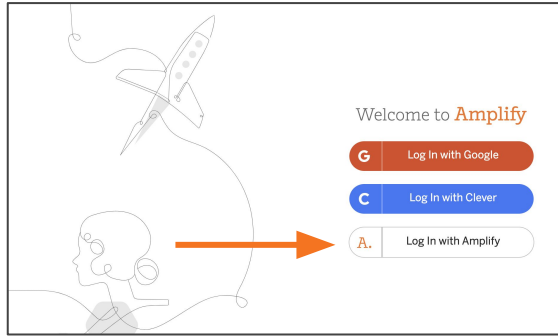


Part of the Day	Timing (min)	*PLS use only* Plan for the day
Welcome	35 min	- Welcome (10) - Review key aspects of the approach (10) - Introduce unit phenomenon (10) - Opening reflection (5)
Unit-Specific	85 min	- Unit Map (5) - Unit storyline overview (5) - Break (15) - Experiencing and analyzing chapter 1 (35) - Analyzing chapter 2 (25)
Remote/Hybrid resources	40 min	- Guided introduction/review (15) - Discussions around challenges & planning (25)
Closing	20 min	- Reflection (5) - Additional resources (10) - Survey (5)

Welcome to Amplify Science!

Do Now



1. Go to **learning.amplify.com**
2. Select **Log in with Amplify**
3. Enter teacher demo account credentials
 - **xxxxxxx@pd.tryamplify.net**
 - **Password: xxxx**

While you wait for others:

- Can you find the coherence flowchart?
- Can you find the Progress Build?

Amplify Science

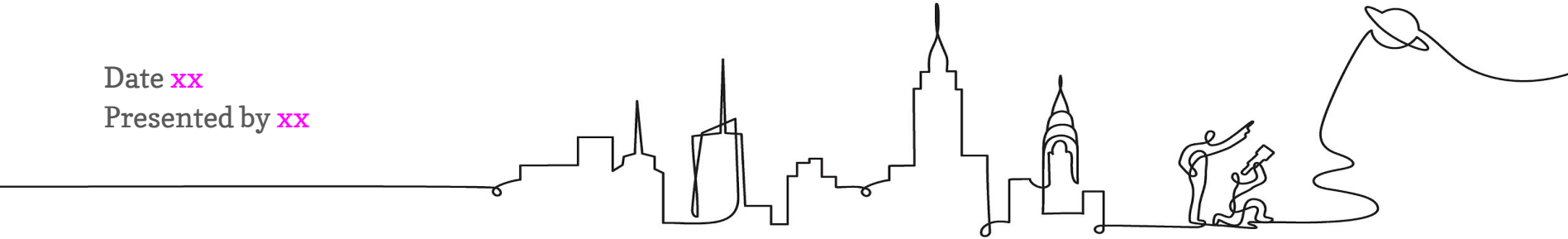
New York City

Understanding the Unit Storyline & Coherence

Grade 4: Vision & Light

Date xx

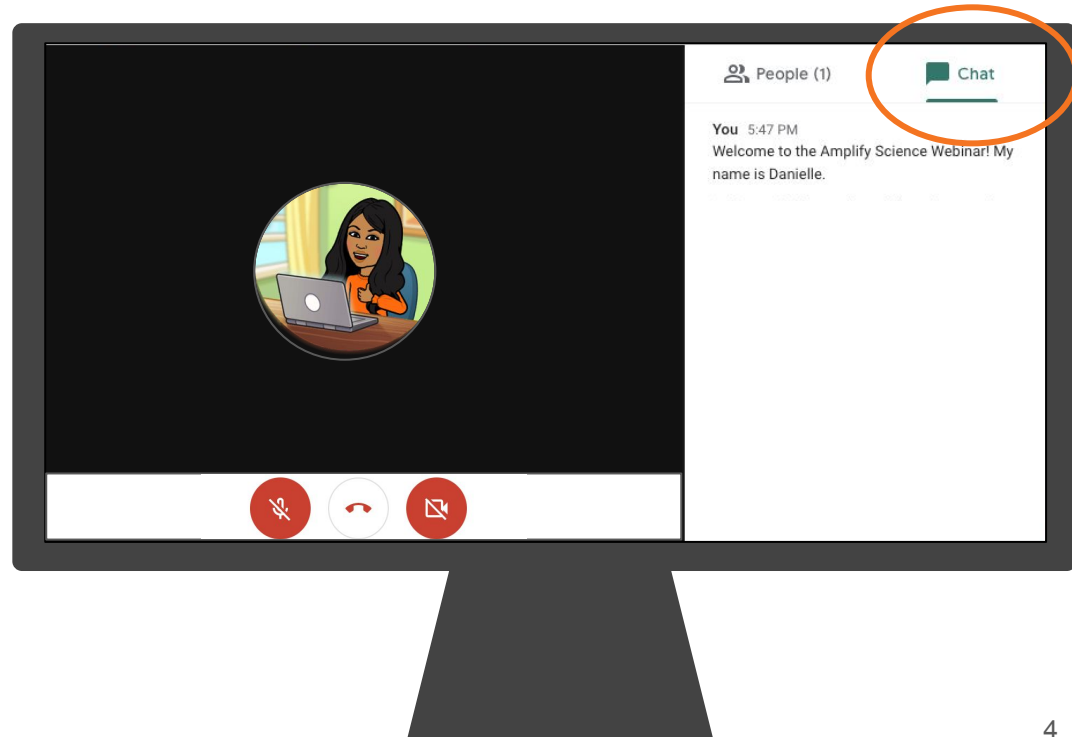
Presented by xx



Introductions!

Please introduce yourself in the chat

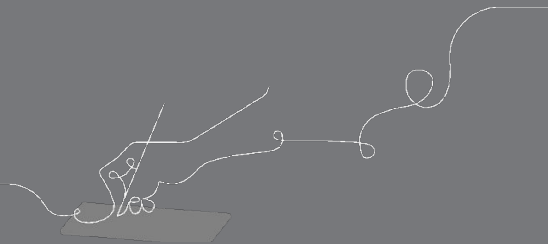
- Share a success or challenge you've had in implementing Amplify Science.
- Then, share a solution to a challenge posted by a colleague.

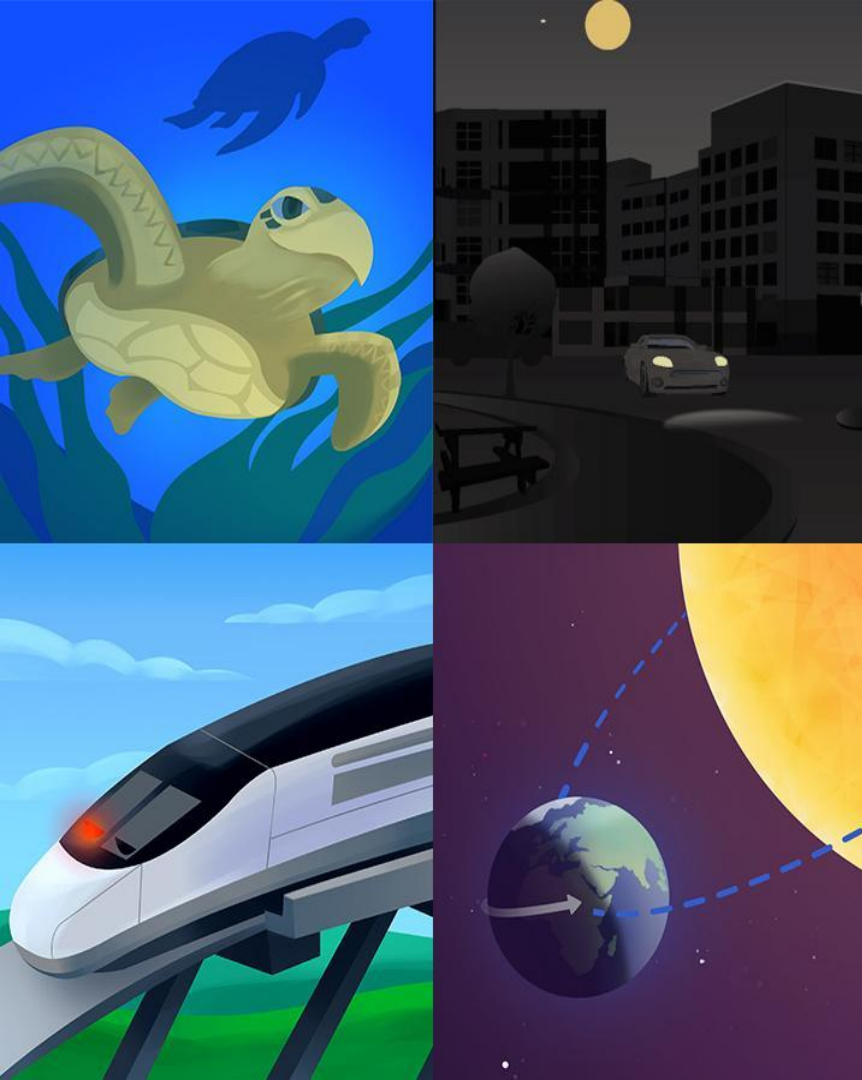


Overarching goals

- Understand the unit 2 storyline
- Plan for using Amplify Science@Home resources utilizing coherence as a design principle
- Collaboratively problem-solve with colleagues

e





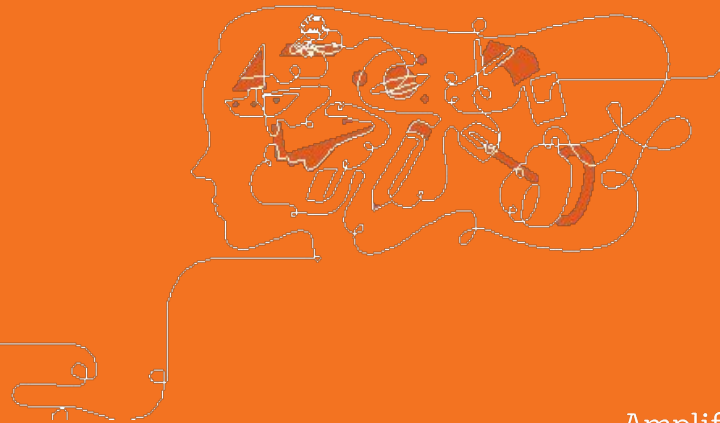
Plan for the day

- Welcome
- Unit storyline
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
- Remote and hybrid resources
 - Reviewing the resources
 - Collaborative planning
- Reflection and closing

Norms: Establishing a culture of learners

- **Take risks:** Ask any questions, provide any answers.
- **Participate:** Share your thinking, participate in discussion and reflection.
- **Be fully present:** Unplug and immerse yourself in the moment.
- **Physical needs:** Stand up, get water, take breaks.

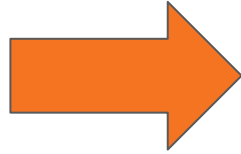
Key aspects of the Amplify Science approach



Phenomenon-based instruction

A shift in science instruction

from learning about
(like a student)

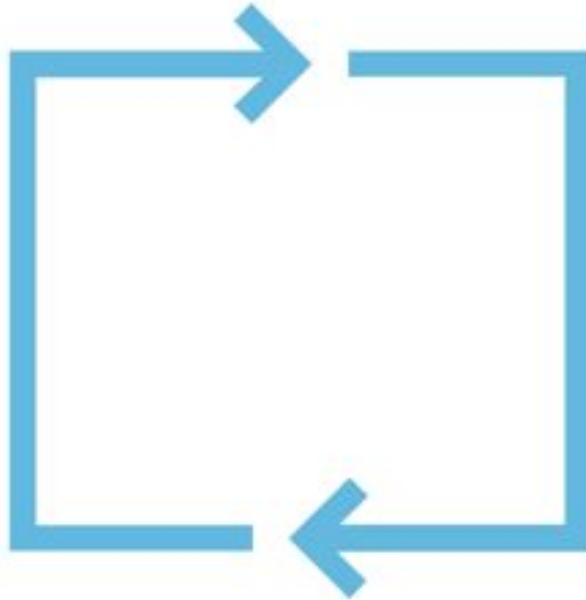


to figuring out
(like a scientist)

Scientific phenomenon: An observable event
in the natural world you can use science
ideas to explain or predict

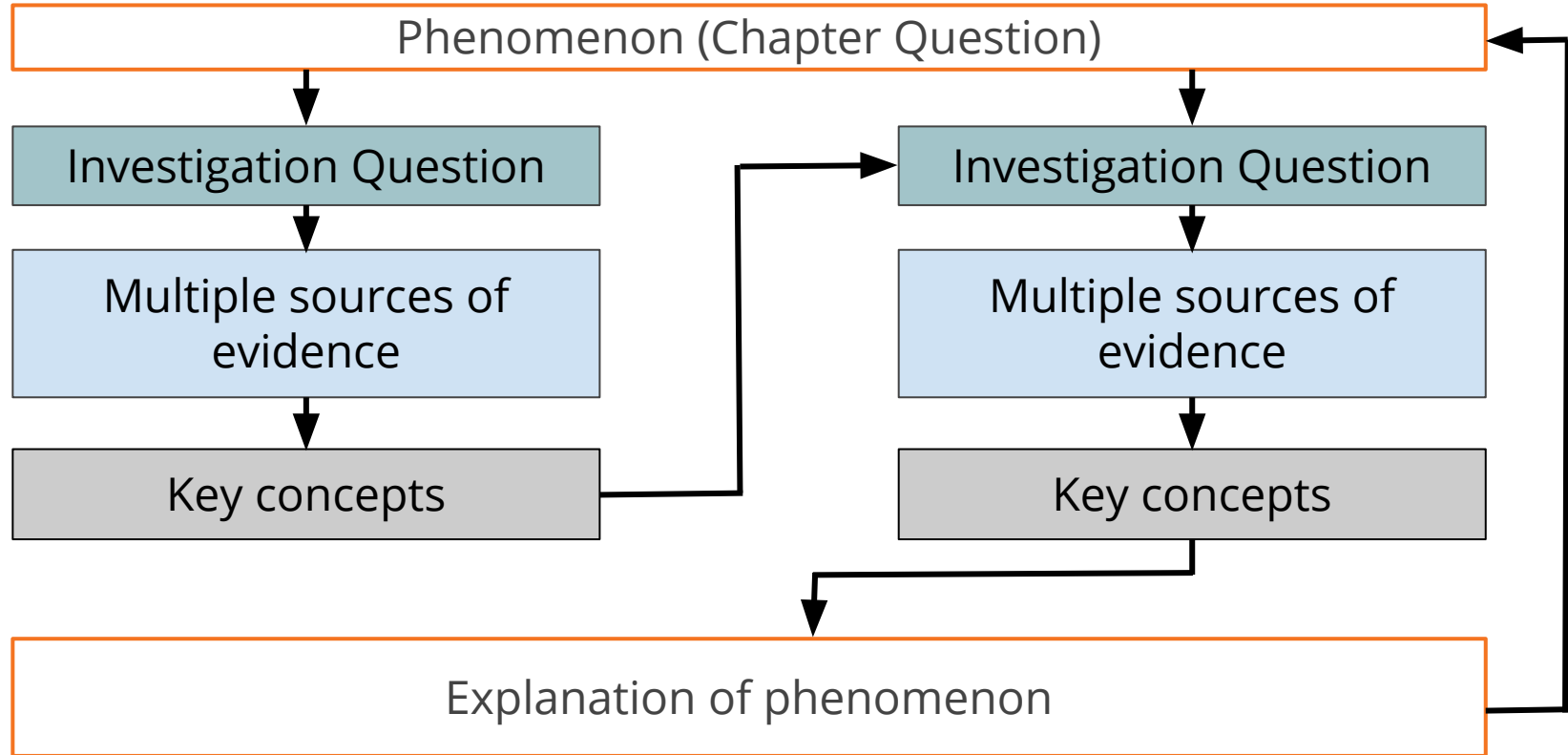
Multimodal learning

Gathering evidence over multiple lessons



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

Coherent storylines

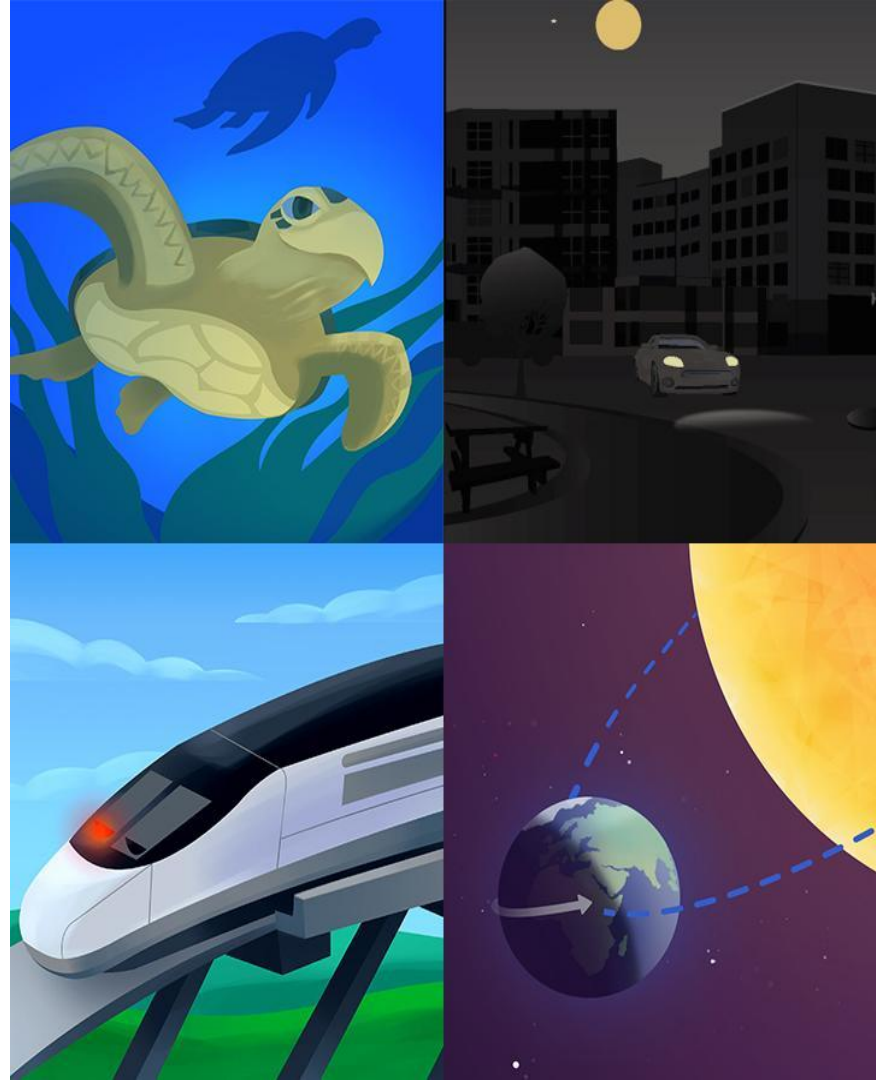


Opening reflection

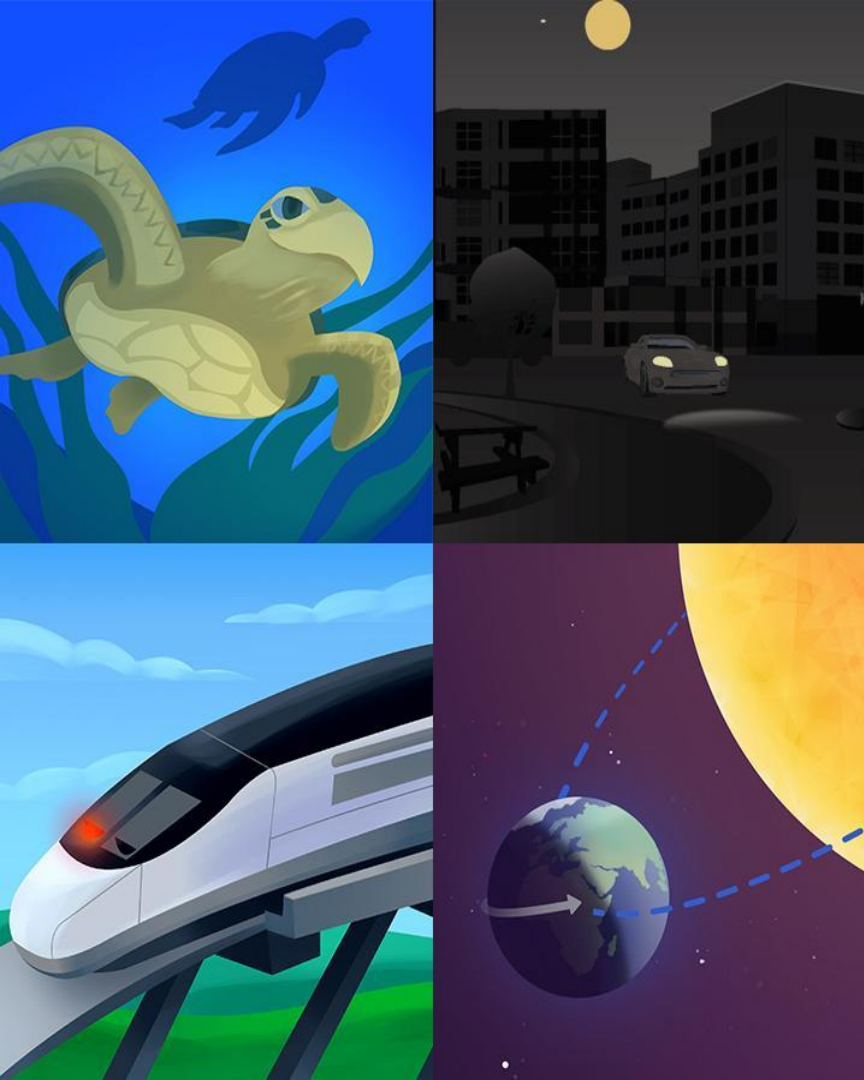
Stop and jot

Amplify Science units are designed around **storylines**.

What does this mean for the **student experience**?



Questions



Plan for the day

- Welcome
- **Unit storyline**
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
 - Breakout groups
- Remote and hybrid resources
 - Reviewing the resources
 - Collaborative planning
- Reflection and closing

Grade 4 | Vision and Light
Lesson 1.1: Pre-Unit
Assessment

Activity 1

Introducing the Unit





This science unit is about
**how animals survive
in their environment.**

The **Rain Forest
Conservation Group**
needs our help solving an
animal survival problem.



To: Conservation Biologists
From: Rain Forest Conservation Group
Subject: A Problem with the Tokay Geckos



Our biologists have noticed there are fewer Tokay geckos than there used to be in a small area of rain forest in the Philippines. Why are there fewer Tokay geckos? Is something making it hard for Tokay geckos to survive in their environment? We need your help to figure this out!

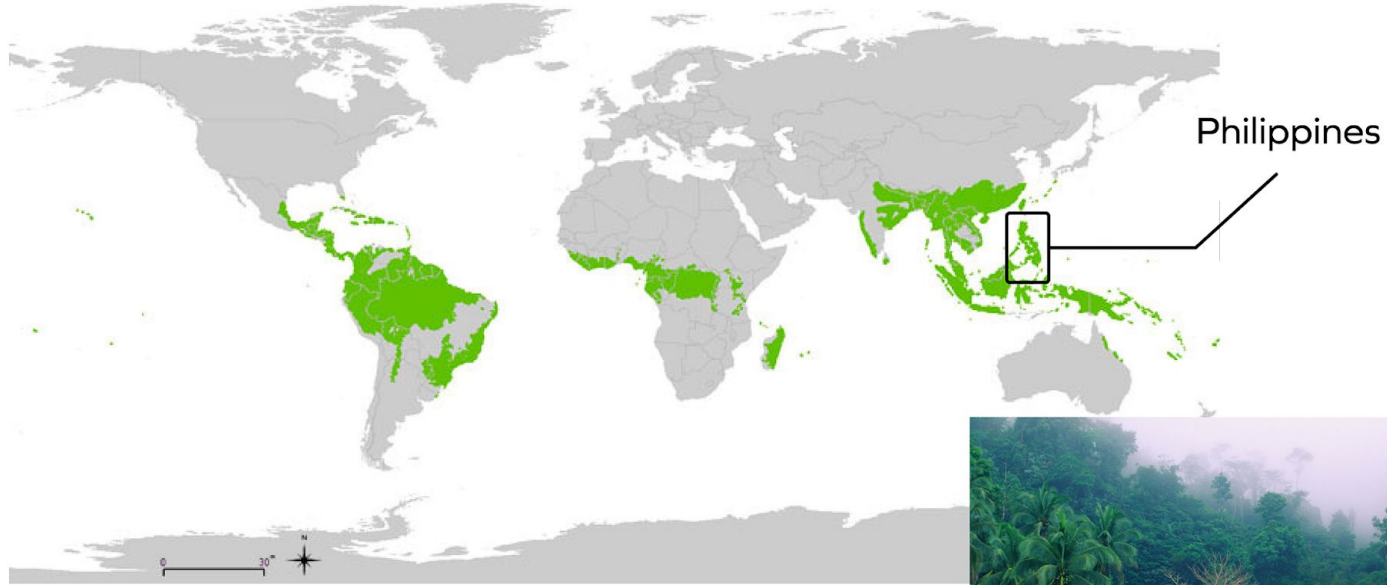
Tokay Gecko

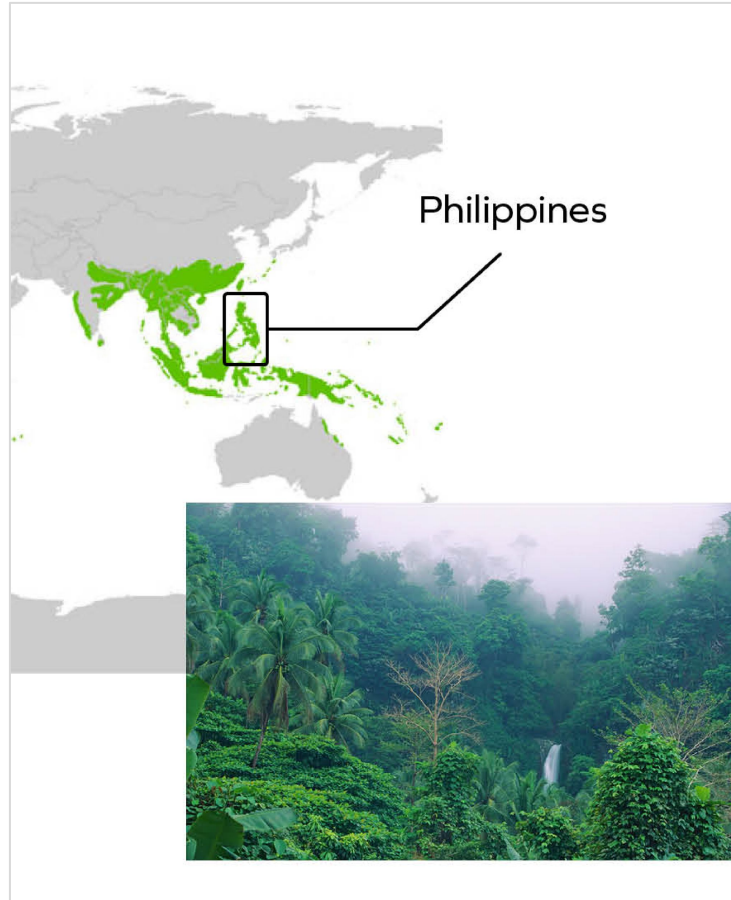


This is the Tokay gecko.

The Rain Forest Conservation Group is wondering **why there are fewer Tokay geckos** than there used to be.

Tropical Rain Forests of the World



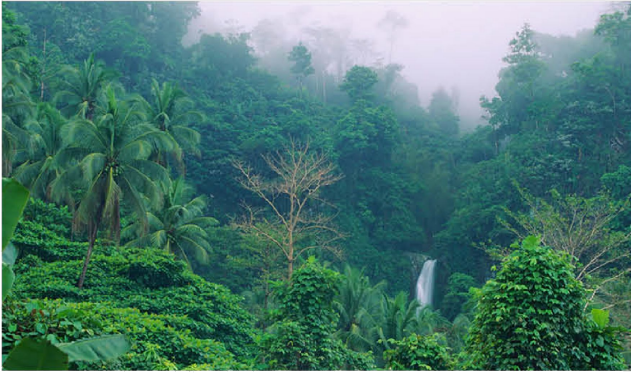


Tokay geckos are lizards that live in the rain forests of the Philippine Islands.



Does anyone know anything about **rain forests**?

Rain Forest Environment



The message we got talks about how animals survive in their environment.



What do you **notice** or **wonder** about the rain forest **environment**?



What do you already know about the word
environment?

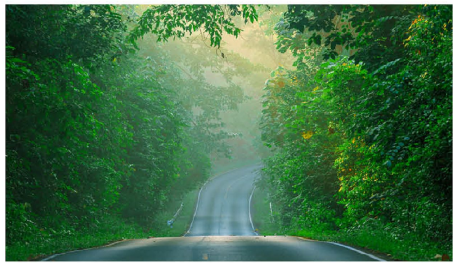
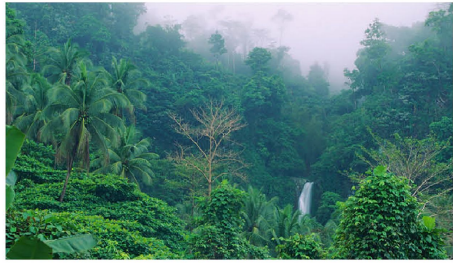
Vocabulary



environment

all the living and nonliving things in an area

Rain Forest Environment



Environment means all the living and nonliving things in an area.

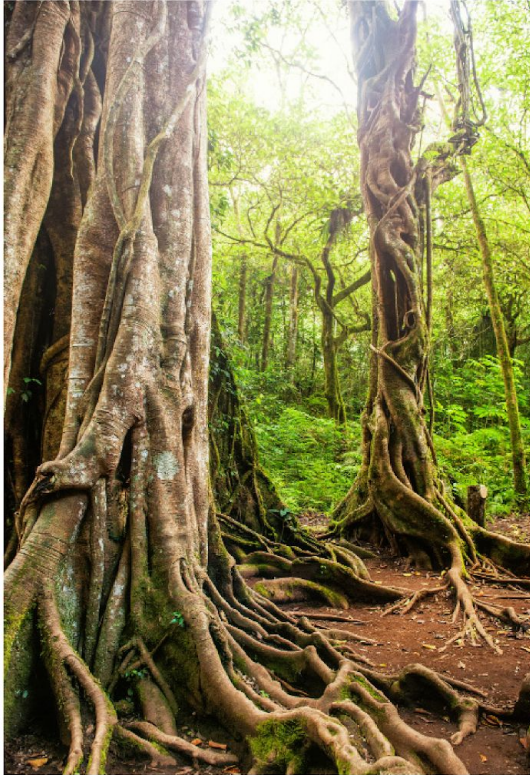


What are some examples of **living and nonliving things** in these pictures of the rain forest environment?

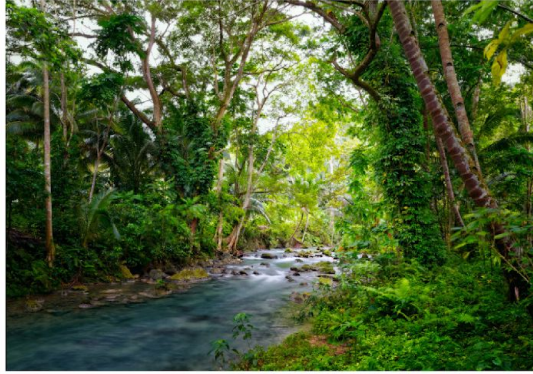
Next, we're going to look at photos of some plants and animals that live in rain forests and **discuss them with partners.**

There are many interesting things to **notice** and **wonder** about in the photos.

Rain Forest Plants and Animals



Rain Forest Plants and Animals



Conservation Biologists



You will be conservation biologists—scientists who help protect plants and animals.

You will figure out **why there are fewer Tokay geckos** in an area.

Rain Forest Conversation Group



A conservation group works to make sure that **plants and animals can survive**. That's why the Rain Forest Conservation Group is worried about the Tokay geckos.

Activity 2

Discussing What Animals Need for Survival



You will **investigate** what could be making it hard for the geckos to survive.

Eventually, you will **share your findings** with the Rain Forest Conservation Group.



What do you think it
means for something to
survive?

Vocabulary



survive

to stay alive



What do you already know about what animals need in order to **survive** in their environment?

Animals need **food, water, and a way to stay safe** from other animals.

To find these things, they need to get **information from their environment**—where their food is, where they can hide, and what other animals are nearby.



How do animals get information from their environment so they can find food, water, and a way to stay safe?

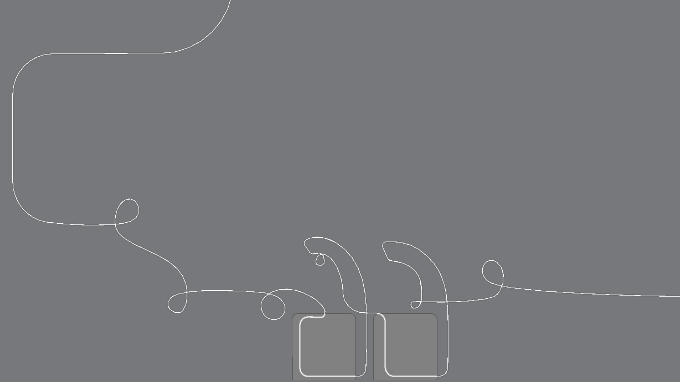


Chapter 1 Question

How does a Tokay gecko get information about its environment?



Explaining the phenomenon piece by piece

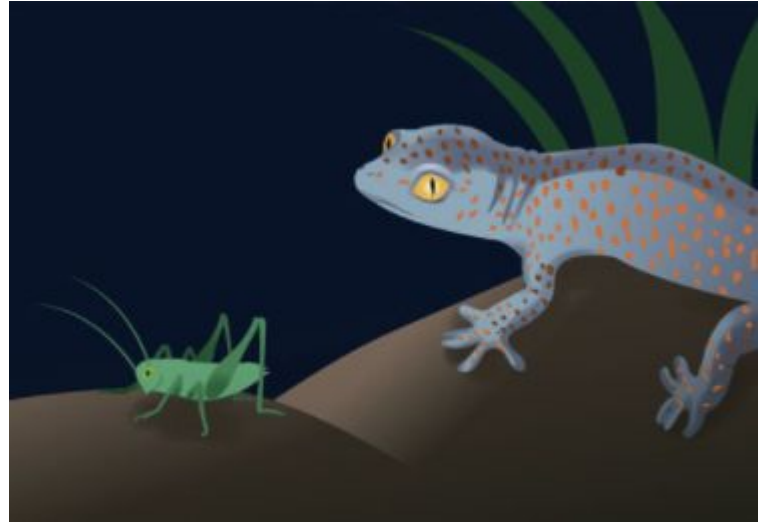


Vision & Light storyline

Look for

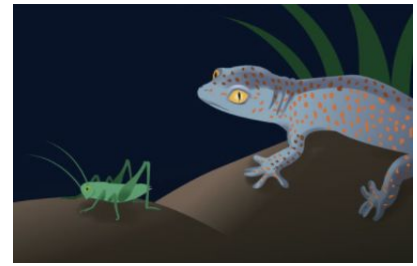
As you listen to the storyline summary, **consider the student experience.**

What will it be like for students to work through the unit storyline?



Vision & Light

Chapter 1



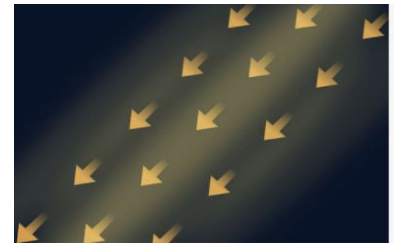
Chapter Question: How does a Tokay gecko get information about its environment?



Explanation: In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

Vision & Light

Chapter 2



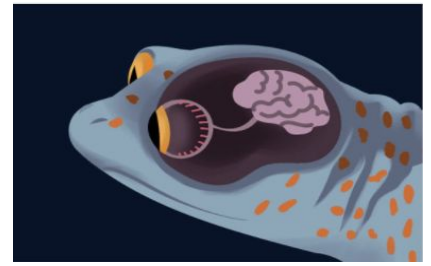
Chapter Question: How does light allow a Tokay gecko to see its prey?



Explanation: First, light travels from a source to the gecko's prey. Then, it reflects off the prey and travels to the gecko's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.

Vision & Light

Chapter 3



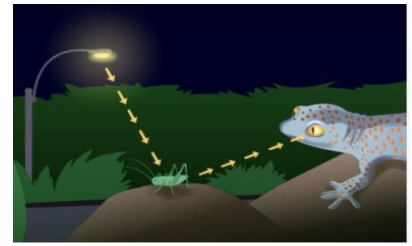
Chapter Question: How does a Tokay gecko know that it is looking at its prey?



Explanation: Light from a source reflects off the prey and travels to the Tokay gecko's eyes. The light enters the eye through the pupil and then reaches light receptors. The light receptors respond to the light and send information from the light to the brain. The brain processes this information and forms an image. By comparing the image to memories, the gecko can recognize what it is looking at and make a decision that might help it survive.

Vision & Light

Chapter 4



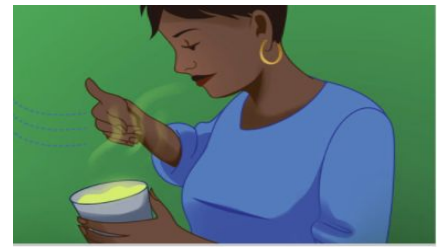
Chapter Question: How could more light at night make it hard for a Tokay gecko to see its prey?



Explanation: When light gets to a Tokay gecko's eyes, the gecko's light receptors respond and send information to the brain. The brain processes this information to form an image. Since the highway lights were installed, there is much more light at night. Tokay geckos have light receptors that form clear images in very low-light conditions, so the extra light at night makes it difficult for them to form clear images of their prey.

Vision & Light

Chapter 5

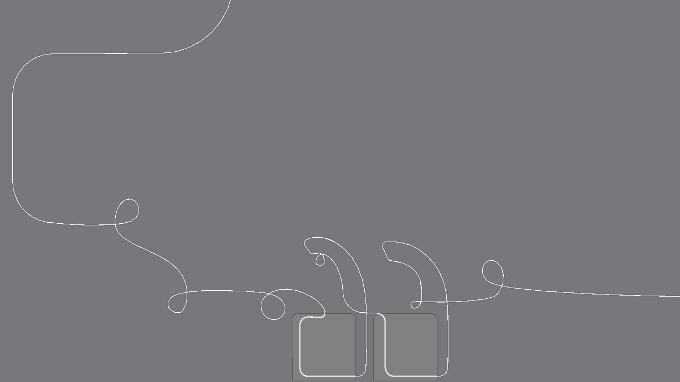


Chapter Question: How do our senses help us understand our environment?



Explanation: Students can more independently design an investigation that only changes one variable at a time to figure out how human structures and receptors inform our senses and help us survive.

Would you like to add
anything to your opening
reflection?



Make any updates, then
take a break!

Welcome back

Please respond in the chat

How do students get from the **question** at the beginning of the chapter to the **explanation** at the end of the chapter in Amplify Science?

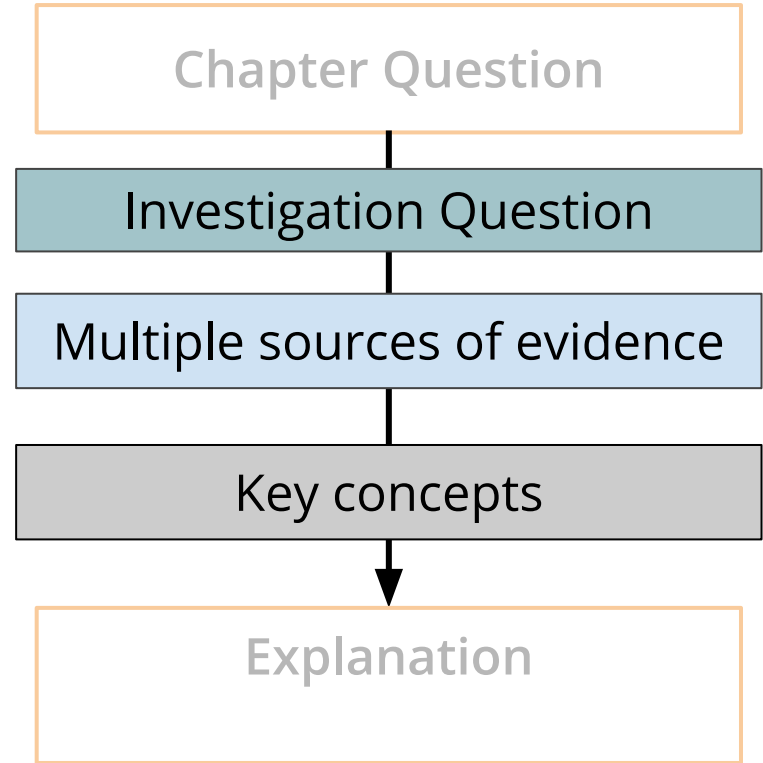
Chapter Question: How does a Tokay gecko get information about its environment?



Explanation: In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators

Constructing science knowledge

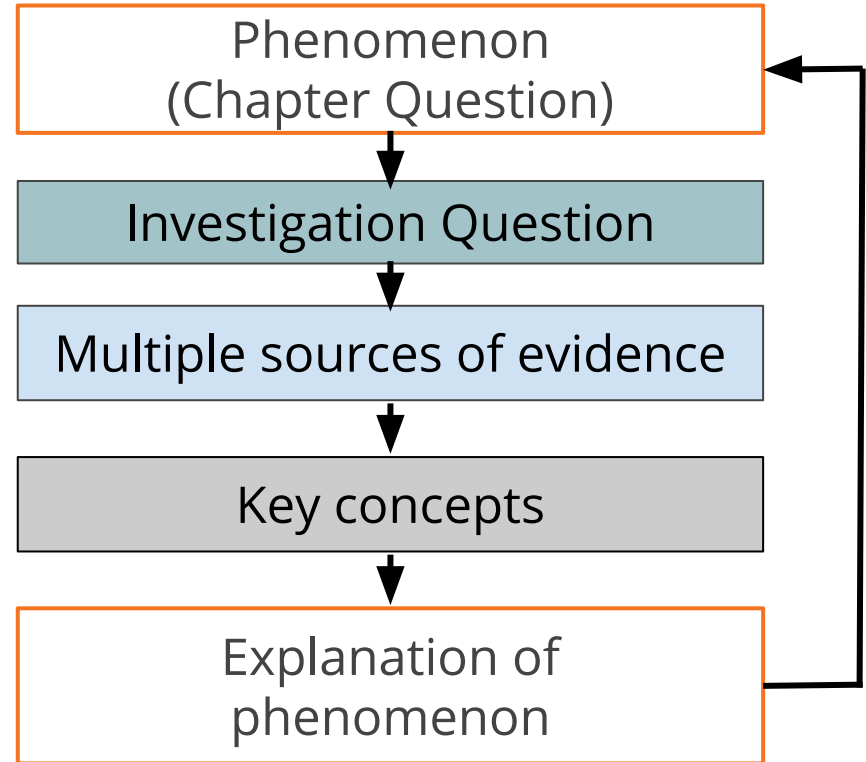
In order to progress through a unit storyline, students figure out general science ideas they can use to explain the phenomenon.



Coherence flowchart

Respond in the chat

Share your **prior knowledge** about the coherence flowchart, and how you've used it as a tool in your planning and teaching.



Unit Anchor Phenomenon

Problem students work to solve

Chapter-level Anchor Phenomenon

Chapter 1 Question

Investigative Phenomena

Investigation Questions

Evidence sources and reflection opportunities

Key concepts

Application of key concepts to the problem

Explanation that students can make to answer the Chapter 1 Question

Vision and Light: Investigating Animal Eyes

The population of Tokay geckos in a rain forest in the Philippines has decreased since the installation of new highway lights. Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?

Tokay geckos are able to find the things they need in their environment.
How does a Tokay gecko get information about its environment?

Animals find what they need in an environment.
How do animals use their senses to get information about their environment? (1.2-1.4)

- Explore how senses help people get information about objects in their environment (1.2)
- Read *Investigating Animal Senses* (1.3)
- Investigate how information about objects can be blocked from the senses through a full-class demonstration (1.3)
- Observe videos of animals and plants using senses to help them survive (1.4)
- Investigate what is needed to see objects inside a Mystery Box (1.4)

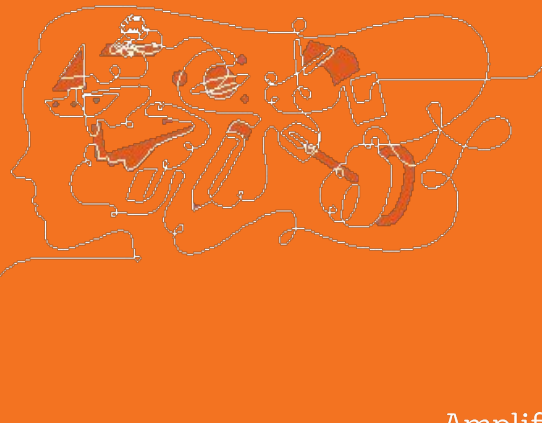
- Animals have different structures that allow them to get information from their environment. (1.3)
- Sound and scent can carry information about the environment to an animal. (1.3)
- Animals have different structures that allow them to get information from their environment, which helps them survive. (1.4) (Revised from 1.3)
- Light, sound, and scent can carry information about the environment to an animal. (1.4) (Revised from 1.3)

- Write about how animals get information from their environment (1.4)
- Discuss how a Tokay gecko gets information about its environment (1.4)

In order to survive, a gecko must avoid predators and find prey. To do this, geckos use structures to get information from their environment. For instance, a gecko uses its ears to hear if there is a predator nearby and its vision to watch for predators.

Example evidence source

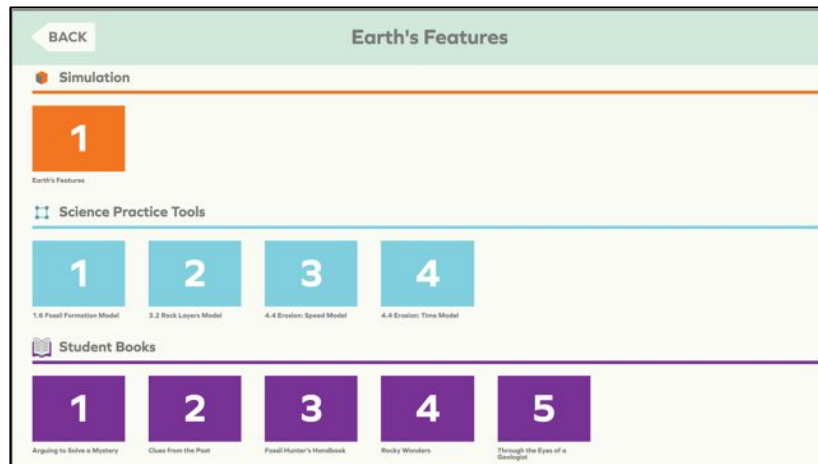
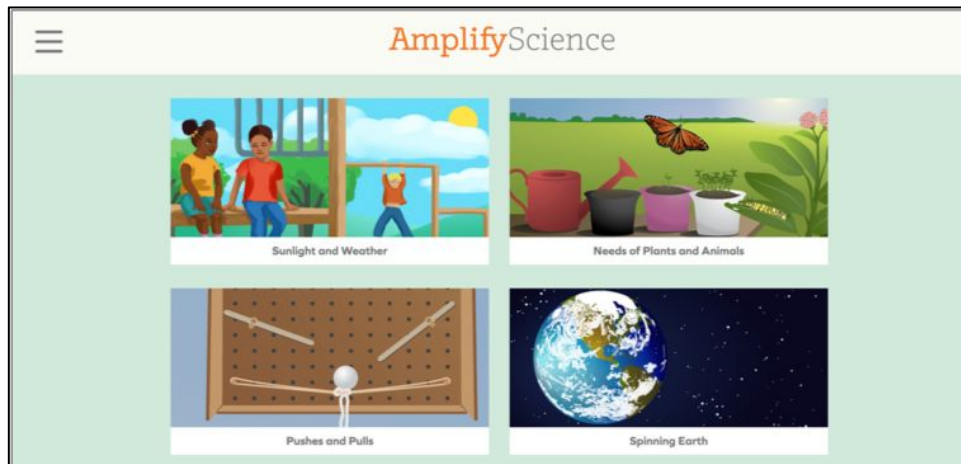
Model Lesson with text



Students app page to access books

Elementary digital experience for students grades K-5 is through the student apps page:

apps.learning.amplify.com/elementary



Student volunteers



Grade 4 | Vision and Light
Lesson 1.3: Investigating
Animal Senses

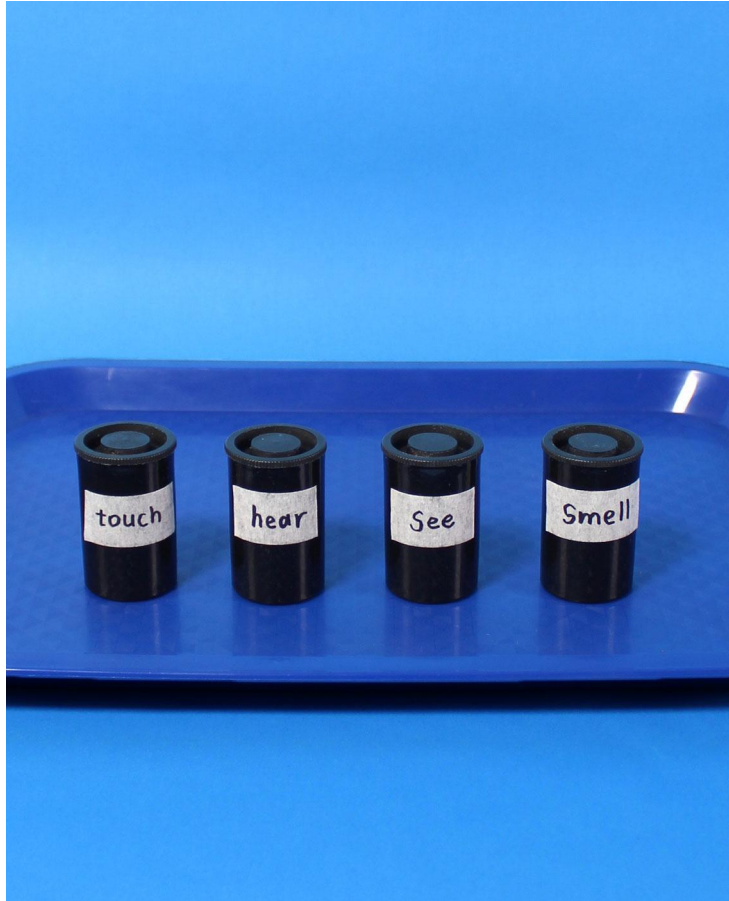
Activity 1

Introducing Asking Questions



We will continue investigating this question:

How do animals use their senses to get information about their environment?



Remember, you used
your **senses** to
investigate the objects
in these containers.

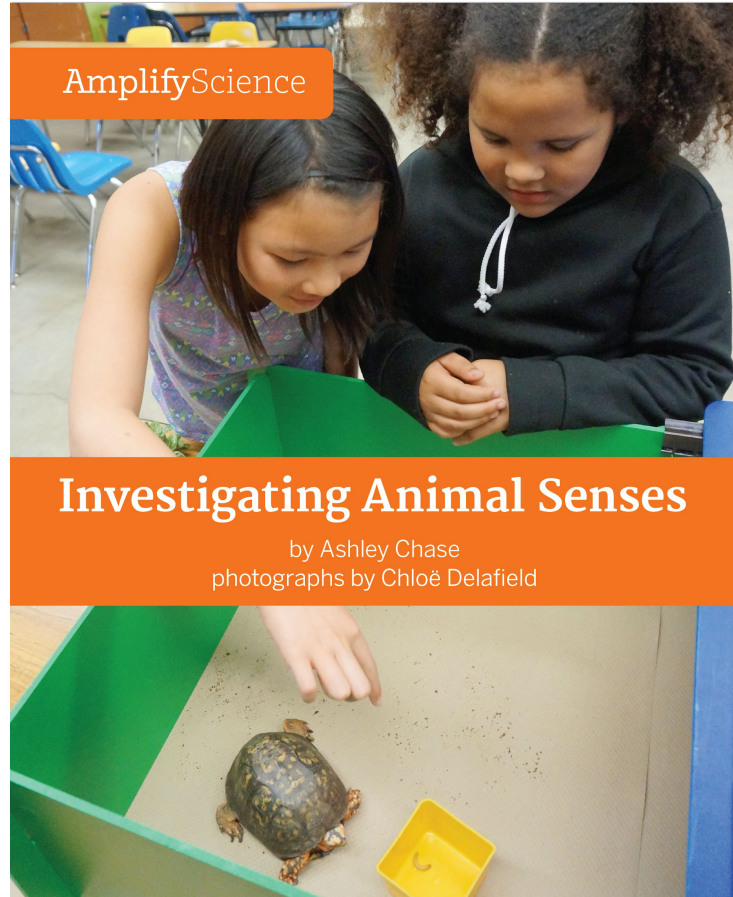




What **information** can we get about the objects in the container by hearing this sound?

How did this **information** get to us?

What **body structure** did you use to **sense** this sound?



We will read a book about fifth graders who **investigate** how animals use their **senses** to get **information** from their environment.

Vocabulary



investigation

an attempt to find out about something

Reading science texts can be hard. A good way to focus on important ideas is to ask yourself **questions** while you read.

Scientists do this to help them **pay attention** to the topic they want to learn about and to make sure they **understand** what they read.

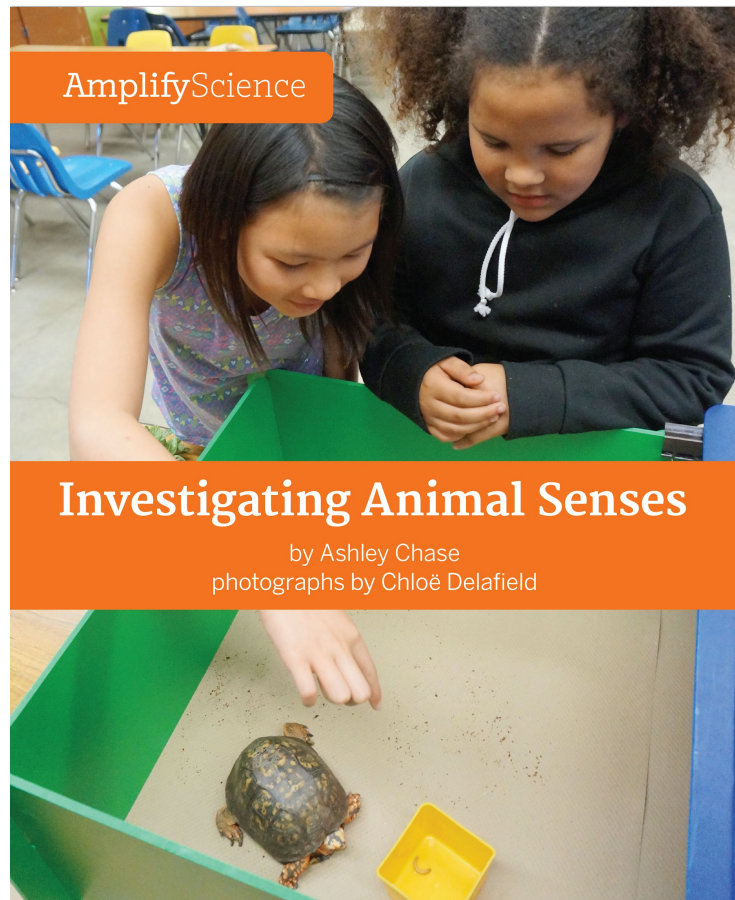
Name: _____ Date: _____

Asking Questions When Reading: *Investigating Animal Senses*

1. As you read the book, record questions you have.

Turn to page 11 in your notebooks.

When you read, you will
ask questions and
record your questions in
your notebooks.



AmplifyScience

Investigating Animal Senses

by Ashley Chase
photographs by Chloë Delafield

I will **model how to ask questions** as I read the first two pages out loud.

Real Animals?

The fifth-grade class arrived at the science center. The students were excited to see the exhibits, and their teacher had told them they would also be taking a class on animal **senses**.

They lined up and filed into the Animal Discovery Room, which had shelves with many glass boxes holding lizards, snakes, and other animals. On tables in the back of the room were four big wooden boxes with closed lids, so nobody could see what was inside. The students were definitely curious about what might be in there.



4

Turn to page 4 in *Investigating Animal Senses*.

Follow along as we read the first paragraph.

Name: _____ Date: _____

Asking Questions When Reading: *Investigating Animal Senses*

1. As you read the book, record questions you have.

Do other animals have the same five
senses that we have?

This makes me **wonder**:
**Do other animals have
the same five senses
that we have?**

I can **record** this
question in my notebook.

Real Animals?

The fifth-grade class arrived at the science center. The students were excited to see the exhibits, and their teacher had told them they would also be taking a class on animal **senses**.

They lined up and filed into the Animal Discovery Room, which had shelves with many glass boxes holding lizards, snakes, and other animals. On tables in the back of the room were four big wooden boxes with closed lids, so nobody could see what was inside. The students were definitely curious about what might be in there.



Lots of Questions

The class instructor told the students that her name was Alondra, and she asked them what they knew about senses. Kids raised their hands and talked about hearing, **vision**, smell, touch, and taste.

Then Alondra had some questions for them. First she asked, "Do you think senses are the same for every animal? Do all animals see, hear, smell, touch, and taste the same way you do?" The kids were pretty sure the answer to that question was no. Harper said, "My dog can always hear my mom driving up the driveway a long time before my brother and I do, so I think dogs hear better than people."



Name: _____ Date: _____

Asking Questions When Reading: *Investigating Animal Senses*

1. As you read the book, record questions you have.

Do other animals have the same five senses that we have?

Do people hear better or worse than the lizards? What about snakes?

This makes me **wonder**:
Do people hear better or worse than lizards? What about snakes?

I can **record** my second question in my notebook.

Activity 2

Reading: Investigating Animal Senses



Partner Reading Guidelines

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

Name: _____ Date: _____

Asking Questions When Reading: *Investigating Animal Senses*

1. As you read the book, record questions you have.



Read the rest of the book.

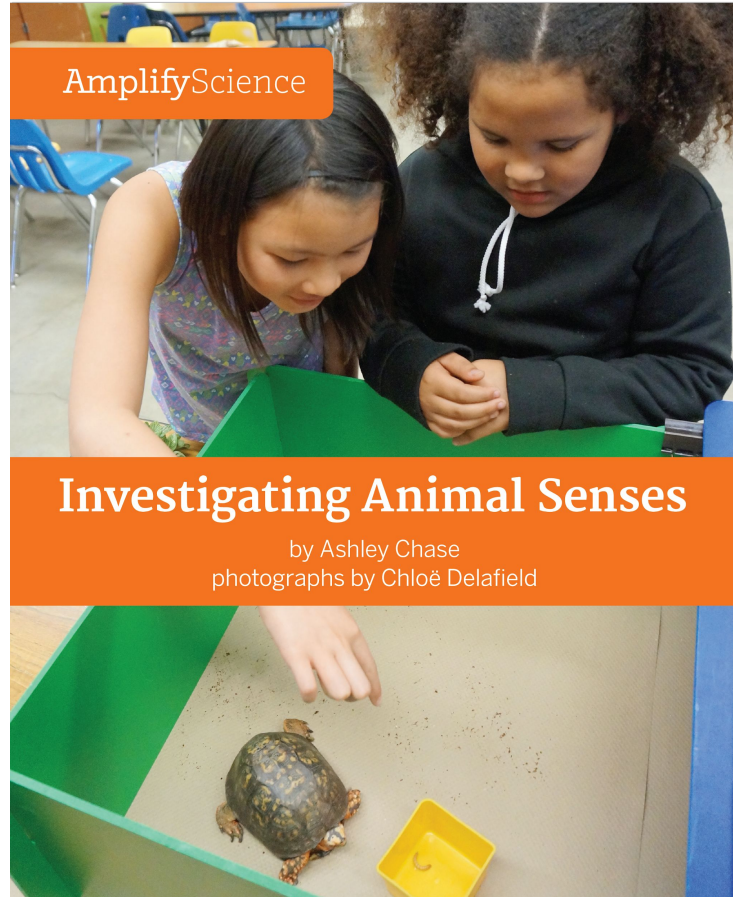
Record your questions as you read.

Asking Questions When You Read

- Is my question on-topic?

Let's take a look at the questions you wrote to see if they are on-topic.

On-topic questions help you stay **focused** on the **important information** in a text.



AmplifyScience

Investigating Animal Senses

by Ashley Chase
photographs by Chloë Delafield

I know this book is about
kids **investigating
animal senses.**

What if I asked: **What is
the name of their
school?**

Name: _____ Date: _____

Asking Questions When Reading: *Investigating Animal Senses*

1. As you read the book, record questions you have.



Review the questions
you wrote.

Put a star next to
questions that are
on-topic.

Name: _____ Date: _____

Asking Questions When Reading: *Investigating Animal Senses*

1. As you read the book, record questions you have.

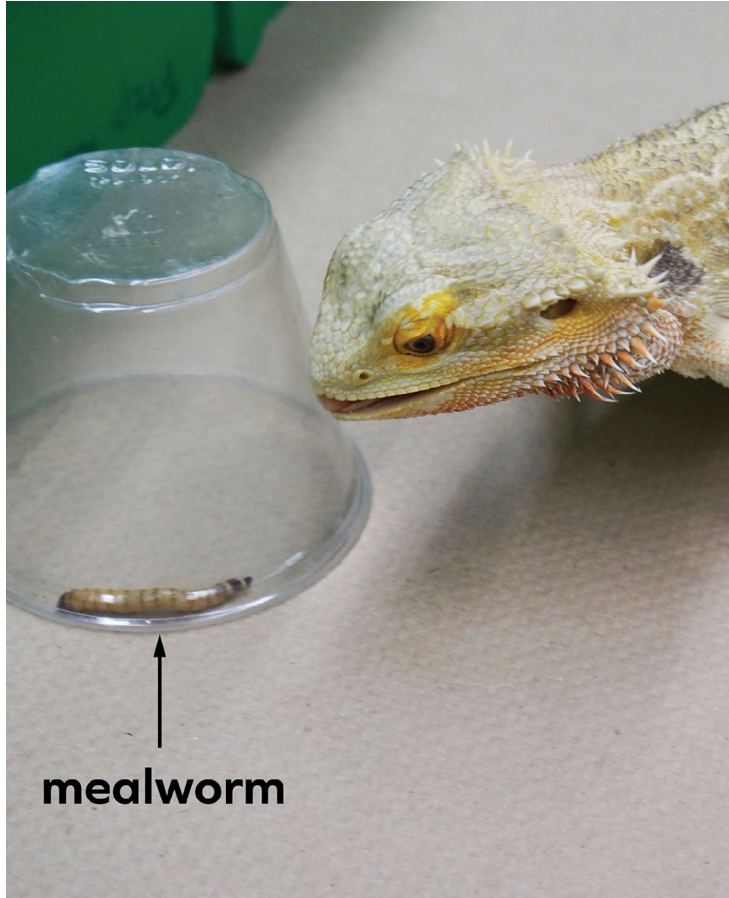


**Share the questions
you asked while reading.**

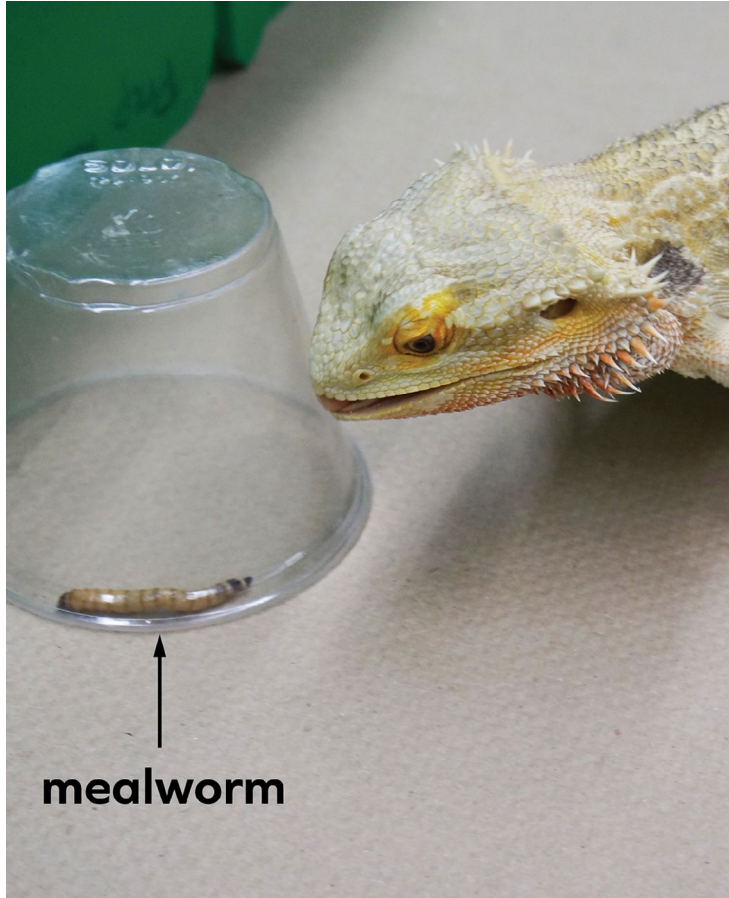
Activity 3

Blocking Information About the Environment





How did the lizard get **information** about the mealworm in its **environment**?



Why did the students put a clear cup over the mealworm?



I have **blocked information** about the objects in these containers from getting to you as the students in the book did in their animal investigations.



Let's see if we can still use our **senses** to figure out what is inside.

I will need a volunteer to **describe** the **information** they get with their senses.



I need a volunteer to shake the container and try to hear what is inside.



What information is **not** getting from the object to you?

Why?



I am **unblocking** the container.

I need my volunteer to **describe** the **information** they get about what is in the container now.



Shake the container again and try to hear what is inside.



What **information** do you get about what is in the container now?

Vocabulary



observe

to use any of the five senses to gather
information about something



I need another volunteer to **describe** the **information** they get about what is in this second container.



I need a volunteer to try to smell what is in the container.



What information is **not** getting from the object to you?

Why?



I am **unblocking** the container.

I need my volunteer to **describe** the **information** they get about what is in the container now.



Try to smell the container again.



What **information** do you get about what is in the container now?



What **information** could the volunteer get about the objects when they were **blocked**?

What **information** could the volunteer get about the objects when they were **unblocked**?

Key Concept

Animals have different structures that allow them to get information from their environment.

Key Concept

Sound and scent can carry information about the environment to an animal.

End of Lesson

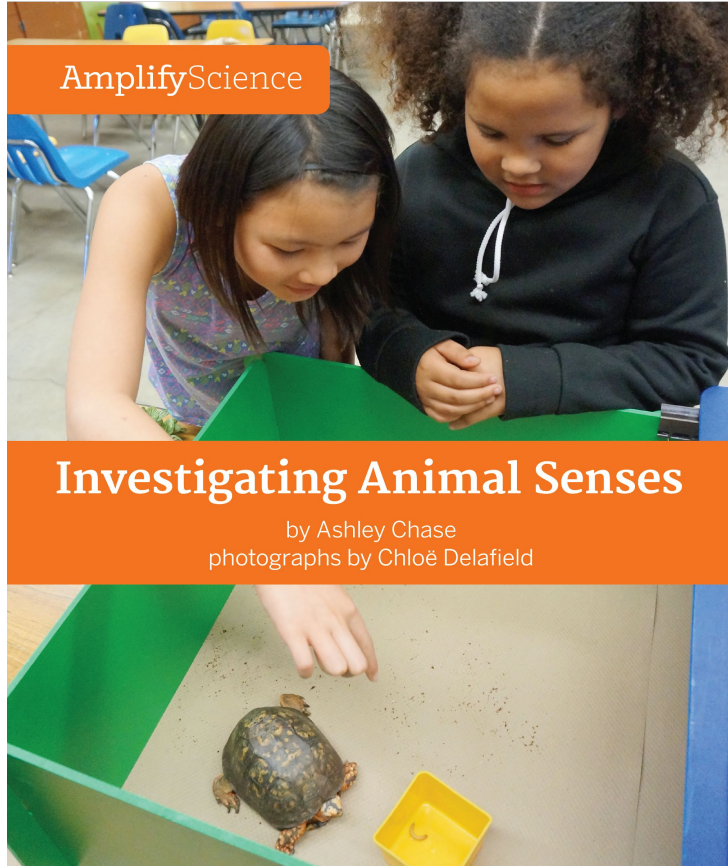


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Amplify.

Published and Distributed by Amplify. www.amplify.com

Evidence source analysis



Key Concept:

- Animals have different structures that allow them to get information from their environment.

Evidence source analysis

Please respond in the chat

How did reading and discussing this text help us build our understanding of these key concepts?

Key Concept:

- Animals have different structures that allow them to get information from their environment.

Evidence source analysis

Analyzing an activity within a chapter storyline

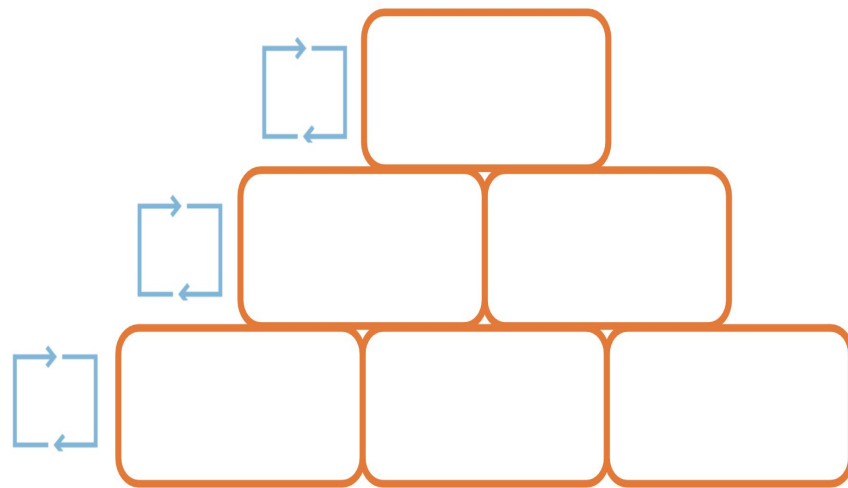
Reflecting on how an activity helps students **figure out key concepts** is a tool for planning to teach.

Resource	Useful for...
Lesson purpose <i>(in Lesson Brief or Classroom Slides title slide notes)</i>	Understanding what a lesson or activity is designed to do for student learning
Coherence flowchart	Considering how an activity works together with other parts of the chapter

Progress Build

Unit-specific learning progression

- Reflecting on where a lesson lies on the your unit's progress build is a tool for **planning** to teach, specifically for gauging student **understanding** throughout the units.
- Which **level** of the progress build does the **model lesson** align to?



Build increasingly complex explanations

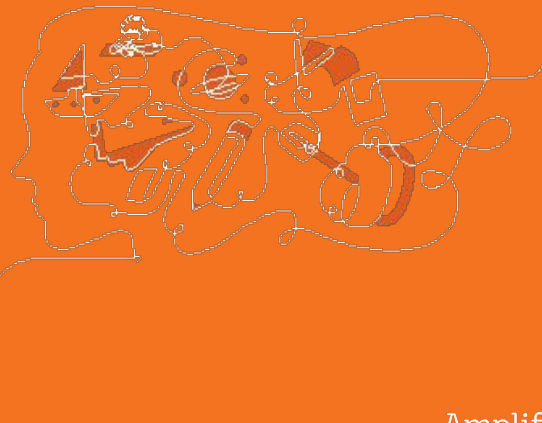
Evidence source analysis

Using evidence source analysis to prepare to teach

1. Read **lesson purpose** to consider the activity's role
2. Use the **coherence flowchart**:
 - a. To analyze how it fits within the chapter storyline
 - b. To consider the activity's modality and how it works with other activities (of other modalities)
3. As you plan for teaching, consider:
 - a. What you'll emphasize during the activity, and what you'll expect students to do or say
 - b. Implications for how you'll teach other activities in the chapter

Planning time

Chapter 2 Storyline



Breakout groups

Evidence source analysis

First, get familiar with the Chapter Question, Investigation Question, key concepts, and explanation. Then, choose one evidence source and analyze its role in the Chapter 2 storyline.

Unit Anchor Phenomenon <i>Problem students work to solve</i>	Vision and Light: Investigating Animal Eyes
Chapter-level Anchor Phenomenon <i>Chapter 2 Question</i>	The population of Tokay geckos in a rain forest in the Philippines has decreased since the installation of new highway lights. <i>Why is an increase in light affecting the health of Tokay geckos in a Philippine rain forest?</i>
Investigative Phenomena <i>Investigation Questions</i>	Tokay geckos rely on vision to find their prey. <i>How does light allow a Tokay gecko to see its prey?</i>
Evidence sources and reflection opportunities	Animals can only see things when there is light. <i>How does light allow an animal to see something? (2.1-2.5)</i>
Key concepts	• Read about an animal's eye in <i>Handbook of Animal Eyes</i> (2.1) • Use the Sim to investigate how light allows an animal to get information from its environment (2.1) • Revisit the Chapter 1 Mystery Box investigation (2.2) • Create digital models to show how light allows an observer to see something in the Mystery Box, and how the transfer of information can be blocked (2.2) • Read <i>I See What You Mean</i> (2.3) • Return to the Sim to further investigate how light allows an animal to get information from its environment (2.4) • Critique inaccurate models about how light allows animals to see things (2.4) • Model new ideas about the Mystery Box, using a digital tool (2.4)
Application of key concepts to the problem	• Light needs to get to an object for an animal to see the object. (2.3) • Light needs to reflect off an object and get to the eye for an animal to see the object. (2.4)
Explanation that students can make to answer the Chapter 2 Question	• Use Explanation Cards to discuss the Chapter 2 Question (2.5) • Write explanations to answer the Chapter 2 Question (2.5)
	First, light travels from a source to the gecko's prey. Then, it reflects off the prey and travels to the gecko's eyes. As it travels from the prey to the gecko's eyes, it carries information about the prey.

Navigate to your own coherence flowchart

1. From the Unit Landing Page, select **JUMP DOWN TO UNIT GUIDE**
2. Under Printable Resources, select **Coherence Flowchart**
3. Look over the coherence flowchart for **Chapter 1**.

The screenshot shows the AmplifyScience website interface for the 'Metabolism' unit. The page is divided into several sections: 'Planning for the Unit', 'Printable Resources', 'Teacher References', and 'Offline Preparation'. An orange arrow points from the 'Unit Map' link in the 'Planning for the Unit' section to the 'Coherence Flowchart' link in the 'Printable Resources' section.

AmplifyScience > Metabolism

Planning for the Unit

- Unit Overview
- Unit Map
- Progress Build
- Getting Ready to Teach
- Materials and Preparation
- Science Background
- Standards at a Glance

Printable Resources

- Article Compilation
- Coherence Flowchart
- Copymaster Compilation
- Flexextension Compilation
- Investigation Notebook
- NGSS Information for Parents and Guardians
- Print Materials (8.5" x 11")
- Print Materials (11" x 17")

Teacher References

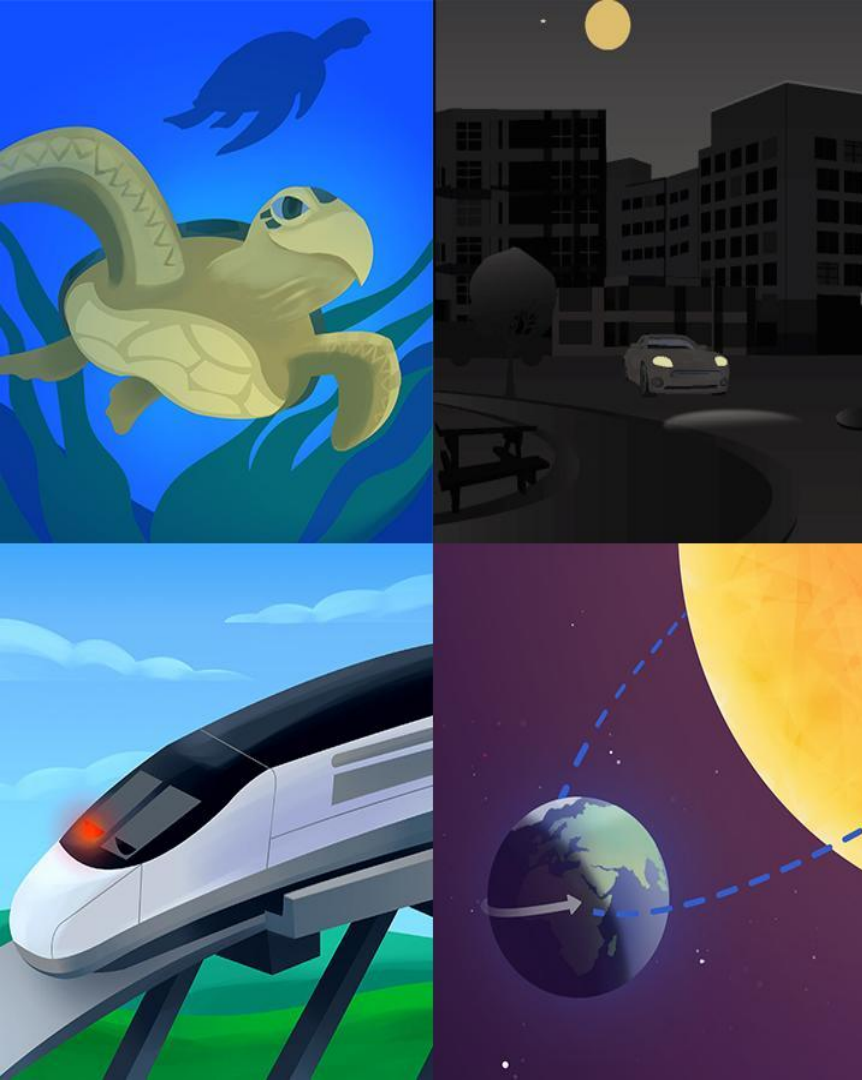
- Lesson Overview Compilation
- Standards and Goals
- 3-D Statements
- Assessment System
- Embedded Formative Assessments
- Articles in This Unit
- Apps in This Unit

Offline Preparation

Teaching without reliable classroom internet? Prepare unit and lesson materials for offline access.

Offline Guide

Español



Plan for the day

- Welcome
- Unit storyline
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
 - Breakout groups
- **Remote and hybrid resources**
 - Reviewing the resources
 - Collaborative planning
- Reflection and closing

Amplify Science@Home

A suite of resources that...

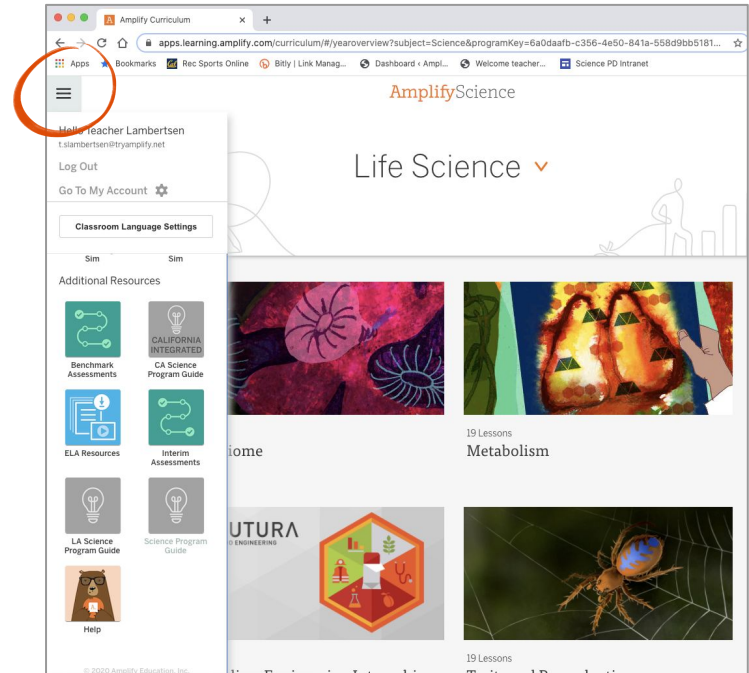
- Are designed for students to complete independently
- Require no materials except a pencil and paper
- Include digital and print-only options
- Can be leveraged in a variety of remote and hybrid instructional formats



Amplify Science Program Hub

A new hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



Selecting @Home resources

Questions to consider

- How much **time** do students have to learn science in the upcoming school year?
- Do your students have **access to technology** at home, or do you need a **print-only solution**?

Amplify Science@Home

@Home Units

- Packet or slide deck versions of Amplify Science units condensed by about 50%

@Home Videos

- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



Selecting @Home Units

You might use this resource if...

- You have **less instructional time** for science than you normally would
- You need a solution for remote, asynchronous student learning some or all of the time



Two options for student access

For students with consistent access to technology at home, use **@Home Slides**

For a print-only option, use **@Home Packets**

@Home Units example use case

Remote Asynchronous Model: Students work flexibly through content



Monday-Thursday

Assign @Home Lessons 1-2
(Packets or Slides)



Friday

Students submit work product
through email, or by writing on
paper and texting the teacher a
photo of their work



@Home Units example use case

Hybrid Model: Teach live during in-person time



Monday-Tuesday

Remote

Assign: @Home Lesson 1 (Packet or Slides)

Wednesday

In-person

Teach: @Home Lesson 1: Ideas for synchronous or in-person instruction

Thursday-Friday

Remote

Assign: @Home Lesson 3 (Packet or Slides)

Selecting @Home Videos

You might use this resource if...



- Your students have **access to internet-connected devices** at home
- You have **about the same amount of instructional time** for science as you normally would
- You need a solution for remote, asynchronous student learning some or all of the time

@Home Videos example use case

Hybrid Model: Teach live during in-person time



Monday

Remote

Assign: Lesson 1.1
Video



Tuesday

In-person

Teach: Lesson 1.2
live



Wednesday

Remote

Assign: Lesson 1.3
Video



Thursday

Remote

Assign: Lesson 1.4
Video



Friday

In-person

Revisit: hands-on
or discourse-based
activities the week's
lessons

@Home Videos example use case

Remote Synchronous Model: Discussions during online class



Monday

Asynchronous

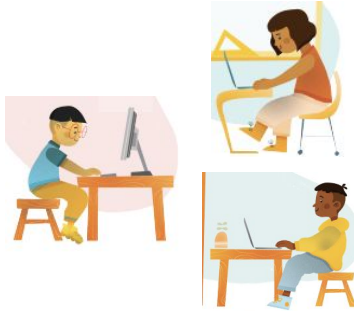
Assign: Lesson 1.1
Video



Tuesday

Asynchronous

Assign: Lesson 1.2
Video



Wednesday

Synchronous

Teach: Lead class
discussion to review
key ideas from 1.1
and 1.2



Thursday

Asynchronous

Assign: Lesson
1.3 Video



Friday

Asynchronous

Assign: Independent
written reflection
about week's lessons

Navigating to @Home resources

PLS models locating @Home resources live by navigating to the Program Hub
(Teacher's Guide -> Global Navigation -> Additional Resources -> Program Hub ->
Teacher -> Amplify Science@Home)

Model locating @home resources

Breakout groups

Discussing the resources

Consider **challenges** and **successes** you are currently experiencing with remote & hybrid learning.

How might you use the @Home resources?

What are your **next steps**?



Individual planning considerations

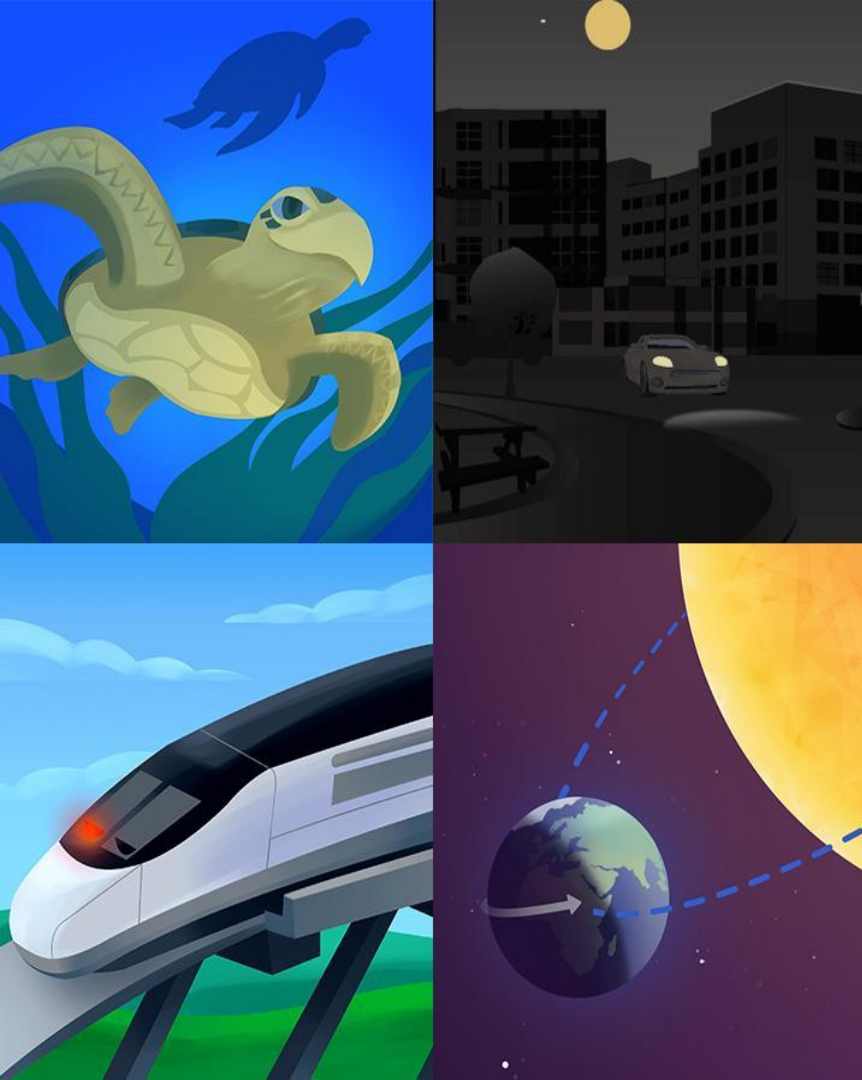
Utilizing coherence as a design principle

@Home lessons consist of a reduced set of **prioritized** activities, but still preserve a **coherent** instructional build.

Individual **work-time** & reflection:

- Open **lesson index**. Compare a lesson of your choice from Teacher's Guide with **@home lesson**.
- How can you best plan **synchronous** instruction "coherently" with your **asynchronous** lesson?
- Jot some notes, using table to right as a guide.

Synchronous time	
In-person	Online class
• Discourse routines • Class discussions • Hands-on investigations (option for teacher demo) • Physical modeling activities	• Online discussions • Sim demonstrations • Interactive read-alouds • Shared Writing • Co-constructed class charts



Plan for the day

- Welcome
- Unit storyline
 - Anchor phenomenon
 - Storyline summary
 - Break
 - Model activity
 - Evidence source analysis
 - Breakout groups
- Remote and hybrid resources
 - Reviewing the resources
 - Collaborative planning
- **Reflection and closing**

Questions

Closing reflection

Please respond in the chat



How can understanding your unit's **storyline** help you make **instructional decisions**, particularly in a remote or hybrid context?

New York City Resources Site

<https://amplify.com/amplify-science-nyc-doe-resources/>



Amplify.

Amplify Science Resources for NYC (K-5)

Welcome! This site contains supporting resources designed for the New York City Department of Education Amplify Science adoption for grades K–5.

UPDATE: Summer 2020

Introduction

Getting started resources

Planning and implementation resources

Admin resources

Parent resources

COVID-19 Remote learning resources 2020

Professional learning resources

Questions

UPDATE: Summer 2020

Account Access: It's an exciting time for Amplify Science! Teachers and administrators will have access to the many updates and upgrades in our new curriculum until late August/early September when we launch our new rosters from STARS.

Any schools or teachers new to Amplify Science in 20/21 are encouraged to contact our Help Desk (1-800-823-1969) for access to your temporary login for summer planning.

Upcoming PL Webinars: Join us for our Summer 2020 Professional Learning opportunities in July for NEW teachers and administrators and August for RETURNING teachers and administrators. Links to register coming soon!

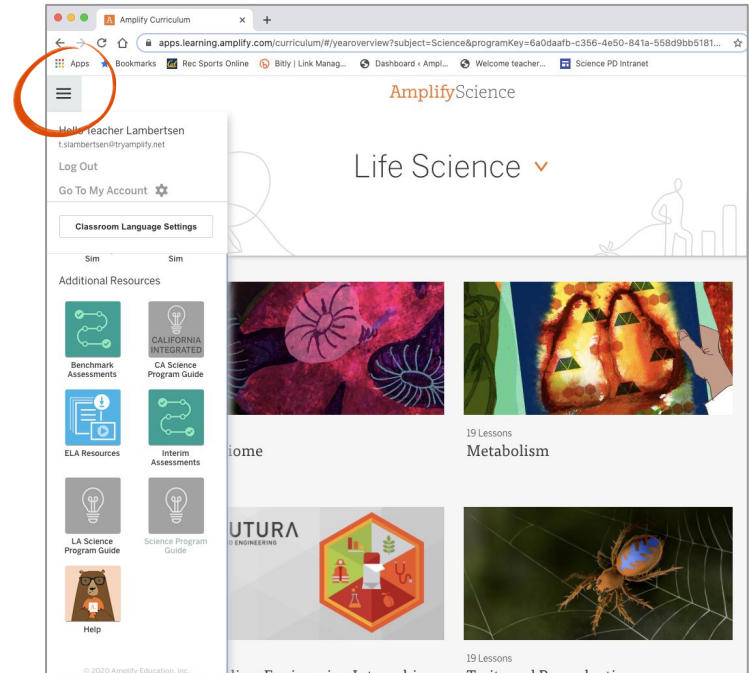
Site Resources

- Login information
- Pacing guides
- Getting started guide
- NYC Companion Lessons
- **Resources from PD sessions**
- And much more!

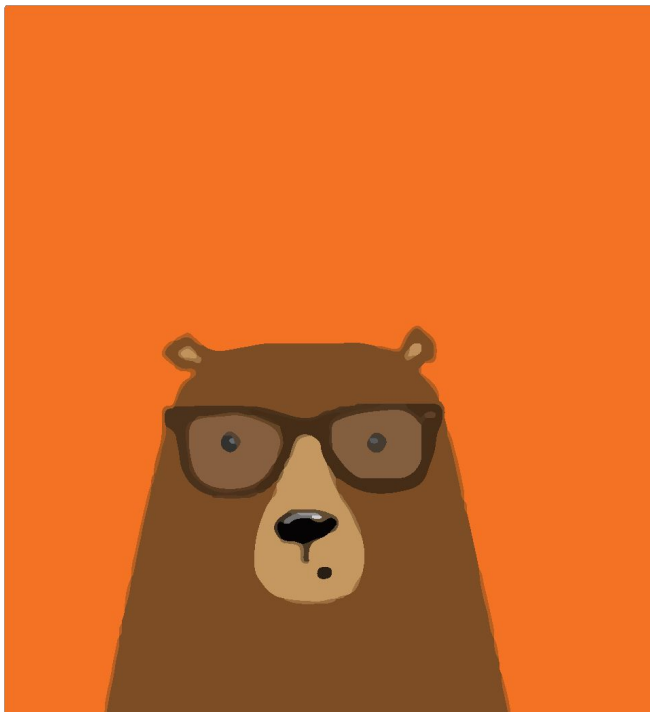
Amplify Science Program Hub

A new hub for Amplify Science resources

- **Videos and resources to continue getting ready to teach**
- Amplify@Home resources
- Keep checking back for updates



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

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



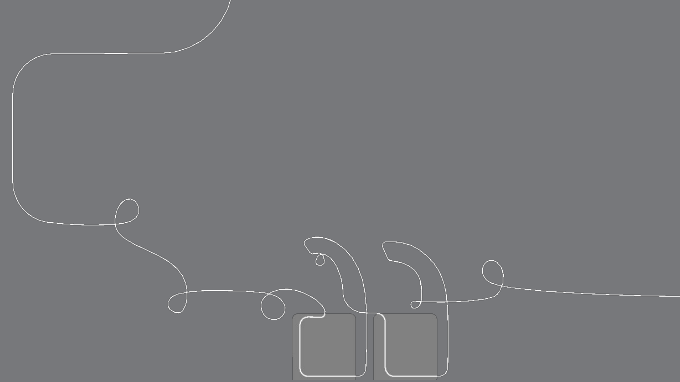
800-823-1969



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.



Final Questions?

Please provide us feedback!

URL: <https://www.surveymonkey.com/r/BY56SBR>

Presenter name: XXX

