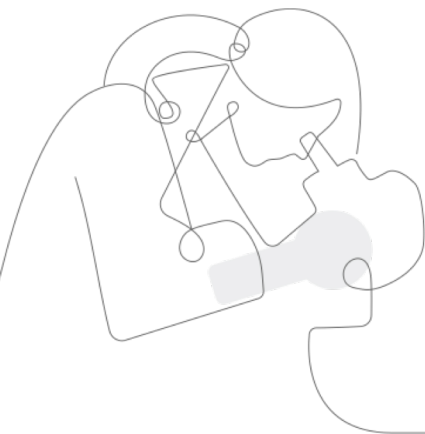


Amplify Science

New York City Department of Education

Grade 2: Plant and Animal Relationships
Summer Institute: Day 1

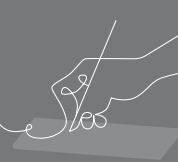
Date
Presented by Your Name



Overarching goals

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

- Navigate program resources and describe how Amplify Science addresses 3-D Learning and NYSSLS/NGSS.
- Use Plant and Animal Relationships unit resources to plan lessons that support ALL learners.



Getting to know the unit

Day 1



Day 1 Objectives

By the end of today, you will be able to:

- Explain what students learn in the unit, and how they learn it.
- Navigate the Amplify Science curriculum.
- Recognize how lessons engage students in the three dimensions of NYSSLS/NGSS (as appropriate).
- Articulate how lesson activities support students in building complex explanations.

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.



Plant and Animal Relationships

Plan for the day – Day 1

- **Framing the day**

- What is Amplify Science?
- Navigating the Digital Guide

- **Experiencing the unit**

- Amplify Science approach
- NYSSLS anticipatory activity
- Instructional sequence with model lesson
- Reflecting on the sequence

- **Closing**

- Amplify Science in NYC
- Reflection
- Questions



Plant and Animal Relationships

Plan for the day – Day 1

- **Framing the day**

- What is Amplify Science?
- Navigating the Digital Guide

- **Experiencing the unit**

- Amplify Science approach
- NYSSLS anticipatory activity
- Instructional sequence with model lesson
- Reflecting on the sequence

- **Closing**

- Amplify Science in NYC
- Reflection
- Questions

Framing the day

The purpose of this part of the day is for you to:

- Navigate the Amplify Science curriculum



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+

Amplify.

Amplify Science

Elementary school course curriculum structure

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

AmplifyScience

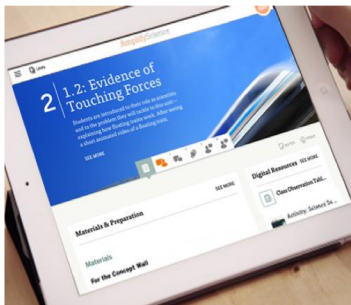
authored by



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Elementary school components



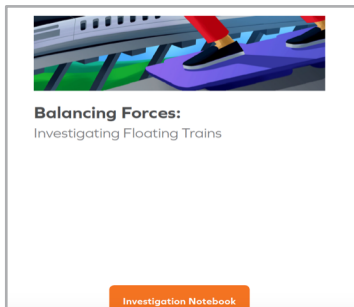
Digital Teacher's Guide



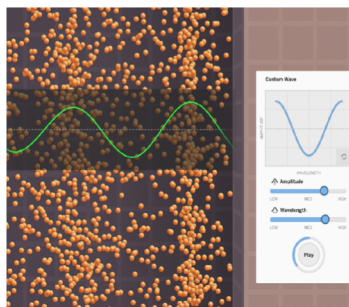
Hands-on materials



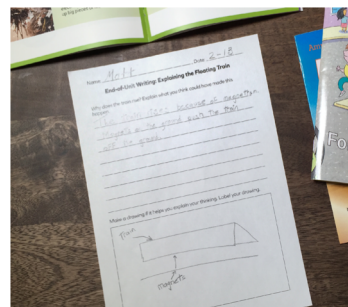
Student books



Investigation Notebooks

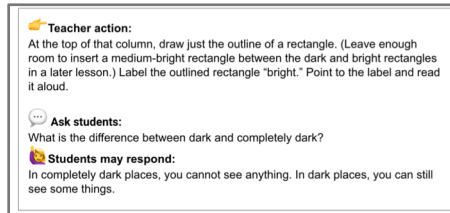
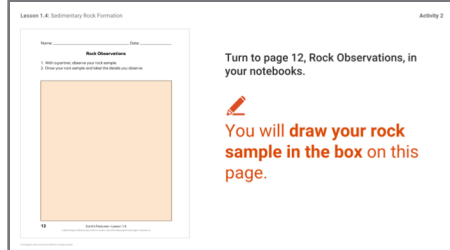


Digital applications (grades 2-5)

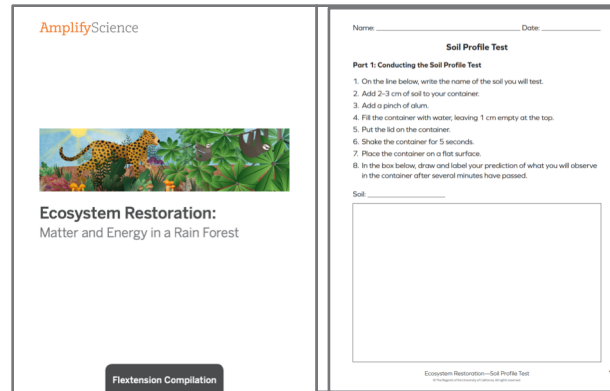


Assessments

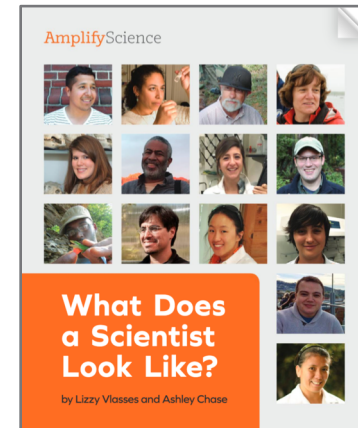
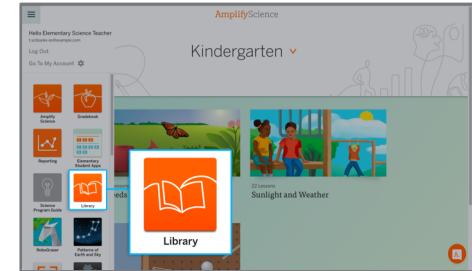
Amplify Science: What's new for 2019-2020



Classroom Slides

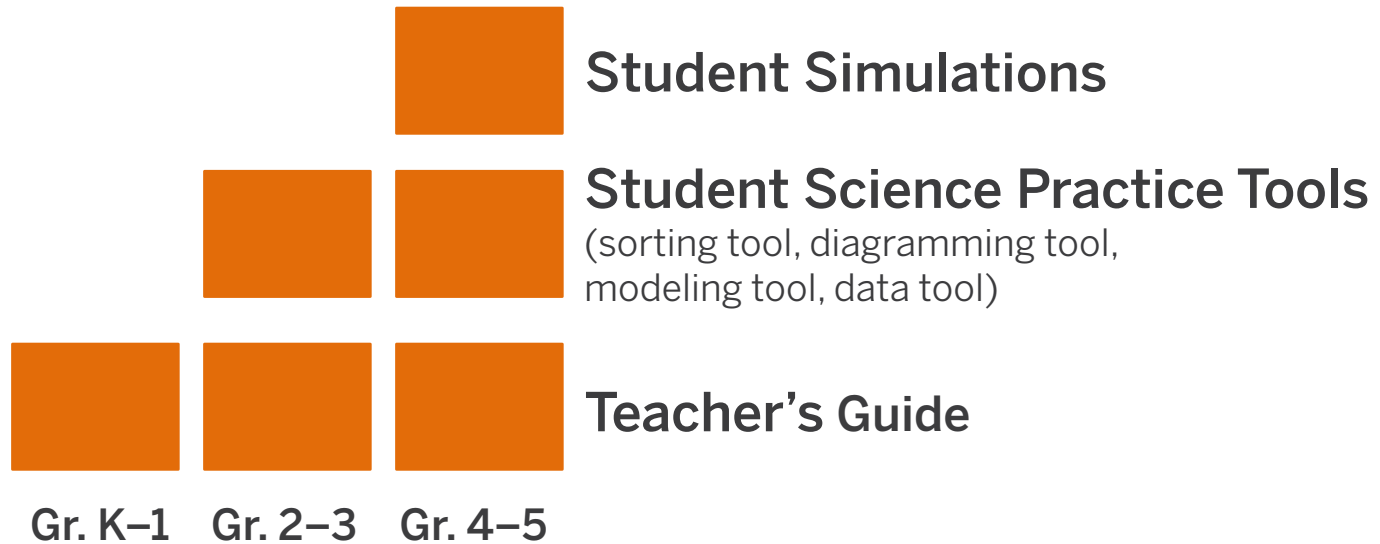


Hands-on
Flexextensions



New digital K–5
Student Books

What are the digital components of Amplify Science Elementary?



Students apps page

Elementary digital experience for students grades 2-5 is through the student apps page:

apps.learning.amplify.com/elementary

The screenshot shows the Amplify Science elementary student apps page. At the top left is a hamburger menu icon. The header reads "AmplifyScience". Below the header are four app tiles arranged in a 2x2 grid:

- Sunlight and Weather:** An illustration of two children sitting on a bench outdoors under a bright sun.
- Needs of Plants and Animals:** An illustration of a garden with a butterfly, a watering can, and several potted plants.
- Pushes and Pulls:** An illustration of a wooden board with a ball and several sticks, representing forces.
- Spinning Earth:** An illustration of the Earth as seen from space, with stars in the background.

The screenshot shows the "Earth's Features" simulation page. At the top left is a "BACK" button. The header reads "Earth's Features". Below the header is a "Simulation" section with a large orange button labeled "1". Underneath the simulation button is the text "Earth's Features". Below that is a "Science Practice Tools" section with four teal buttons labeled "1", "2", "3", and "4". Underneath these buttons are the following labels: "1.6 Fossil Formation Model", "3.2 Rock Layers Model", "4.4 Erosion: Speed Model", and "4.4 Erosion: Time Model". Below the science practice tools is a "Student Books" section with five purple buttons labeled "1", "2", "3", "4", and "5". Underneath these buttons are the following labels: "Arguing to Solve a Mystery", "Class from the Past", "Fossil Hunter's Handbook", "Rocky Wonders", and "Through the Eyes of a Geologist".

Teacher's Guide navigation



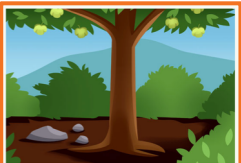
Unit
↓
Chapters
↓
Lessons
↓
Activities




22 Lessons
Plant and Animal Relationships




Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger...
7 Lessons



Chapter 2: Why aren't the chalta seeds getting what they need to grow?
5 Lessons



Chapter 3: Why aren't the chalta seeds getting to places where they...
6 Lessons



Chapter 4: How are other seeds in the reserve able to get to places where they...
4 Lessons

Lesson 2.1:
Exploring Plant Parts

Lesson 2.2:
A Plant Is a System

Lesson 2.3:
2.3 Investigating How Roots and Leaves Grow

Lesson 2.4:
2.4 Finding a Good Place to Grow

Lesson 2.5:
Why Aren't New Chalta Trees Growing?

1 TEACHER-LED DISCUSSION Revisiting the Bengal Tigers Reserve	2 MODELING TOOL A Good Place to Grow in the Everglades	3 WRITING Writing a Scientific Explanation
---	--	--



Questions?



Plant and Animal Relationships

Plan for the day – Day 1

- **Framing the day**

- What is Amplify Science?
- Navigating the Digital Guide

- **Experiencing the unit**

- Amplify Science approach
- NYSSLS anticipatory activity
- Instructional sequence with model lesson
- Reflecting on the sequence

- **Closing**

- Amplify Science in NYC
- Reflection
- Questions

Experiencing the unit

The purpose of this part of the day is for you to

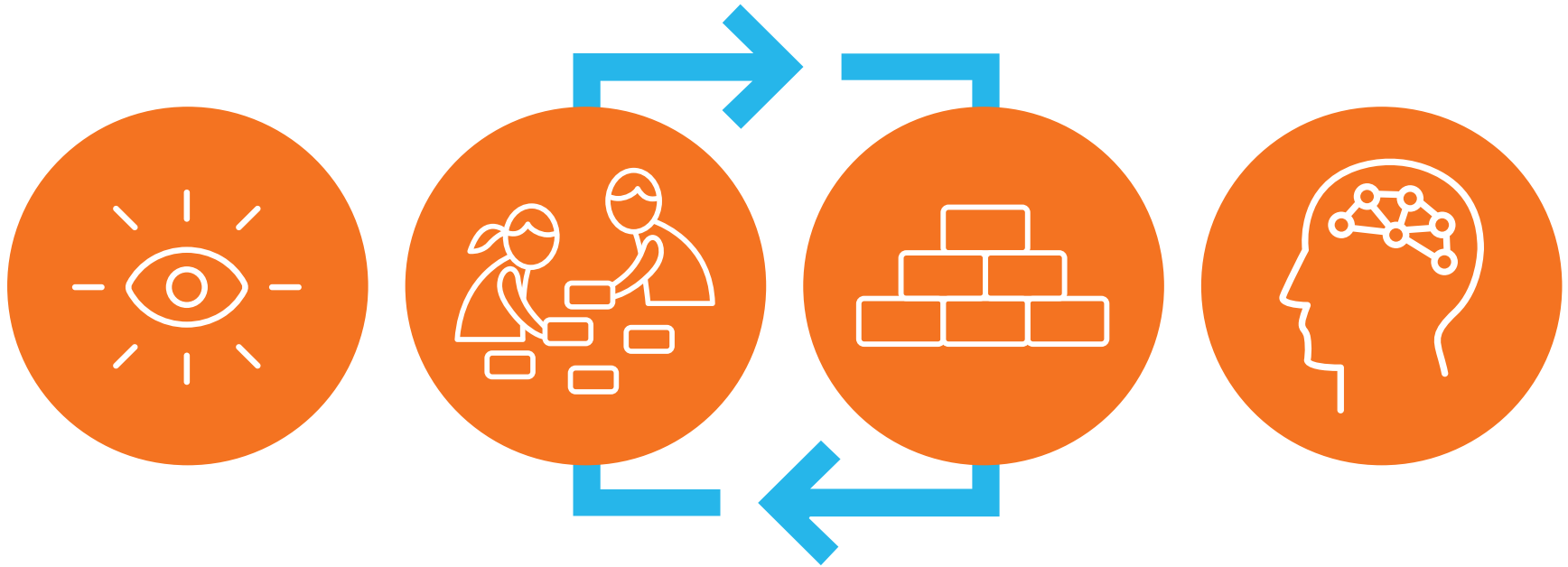
- Explain what students learn in the unit, and how they learn it.
- Recognize how lessons engage students in the three dimensions of NYSSLS (as appropriate).

Problem-based deep dives

Students inhabit the role of scientists and engineers to explain or predict phenomena. They use what they figure out to solve real-world problems.



Amplify Science approach



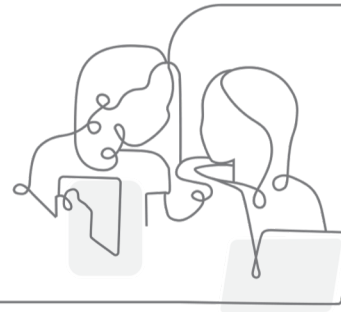
**Introduce a phenomenon
and a related problem**

**Collect evidence from
multiple sources**

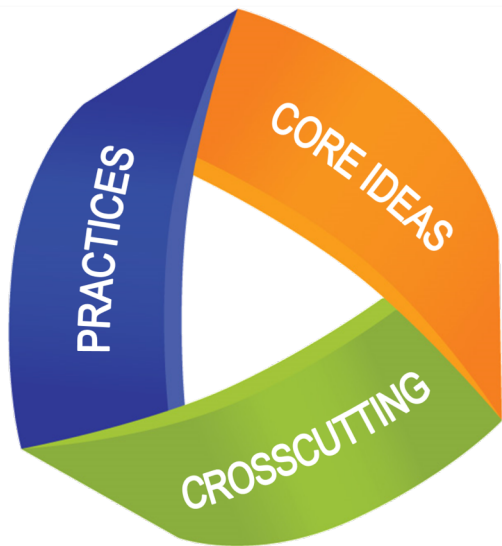
**Build increasingly
complex explanations**

**Apply knowledge
to a different context**

Figure out, not learn about



Three Dimensions of NGSS and NYSSLS




Standards as three-dimensional performance expectations that integrate **disciplinary core ideas**, **science and engineering practices**, and **crosscutting concepts**

Plant and Animal Relationships

Instructional sequence



Chapter 1: Why aren't new chalta trees growing in the Bengal Tiger Reserve?

 [JUMP DOWN TO CHAPTER OVERVIEW](#)

Lesson 1.1:
Pre-Unit Assessment

Lesson 1.2:
My Nature Notebook

Lesson 1.3:
Investigating
Habitats

Lesson 1.4:
Discovering the
Problem in the
Reserve

Lesson 1.5:
What Are Seeds?

Lesson 1.6:
Investigating Seed
Needs

Lesson 1.7:
Explaining Why
There Are No New
Chalta Trees

Chapter 2: Why aren't the chalta seeds getting what they need to grow?

▼ JUMP DOWN TO CHAPTER OVERVIEW

Lesson 2.1:

Exploring Plant Parts

Lesson 2.2:

A Plant Is a System

Lesson 2.3:

2.3 Investigating
How Roots and
Leaves Grow

Lesson 2.4:

2.4 Finding a Good
Place to Grow

Lesson 2.5:

Why Aren't New
Chalta Trees
Growing?

Chapter 2: Why aren't the chalta seeds getting what they need to grow?

▼ JUMP DOWN TO CHAPTER OVERVIEW

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Chapter 2: Why aren't the chalta seeds getting what they need to grow?

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▼ JUMP DOWN TO CHAPTER OVERVIEW

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Lesson 2.2:

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Place to Grow

Lesson 2.5:

Why Aren't New
Chalta Trees
Growing?

Chapter 2: Why aren't the chalta seeds getting what they need to grow?

▼ JUMP DOWN TO CHAPTER OVERVIEW

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Lesson 2.3:

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How Roots and
Leaves Grow

Lesson 2.4:

2.4 Finding a Good
Place to Grow

Lesson 2.5:

Why Aren't New
Chalta Trees
Growing?

Three dimensions

Three dimensions of NYSSLs reference



3-D learning engages students in using scientific and engineering practices and applying crosscutting concepts as tools to develop understanding of and solve challenging problems related to disciplinary core ideas.

Science and Engineering Practices

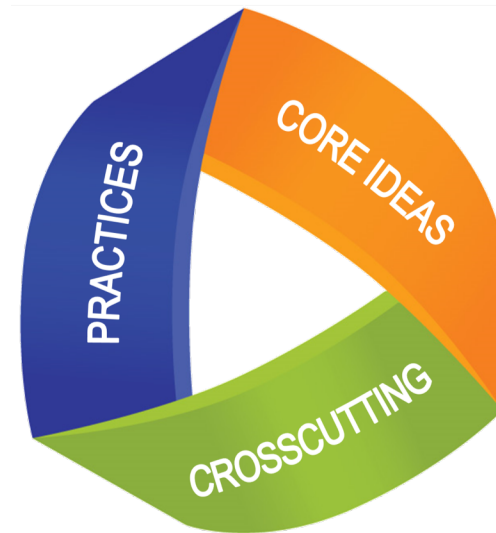
1. Asking Questions and Defining Problems
2. Developing and Using Models
3. Planning and Carrying Out Investigations
4. Analyzing and Interpreting Data
5. Using Mathematics and Computational Thinking
6. Constructing Explanations and Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

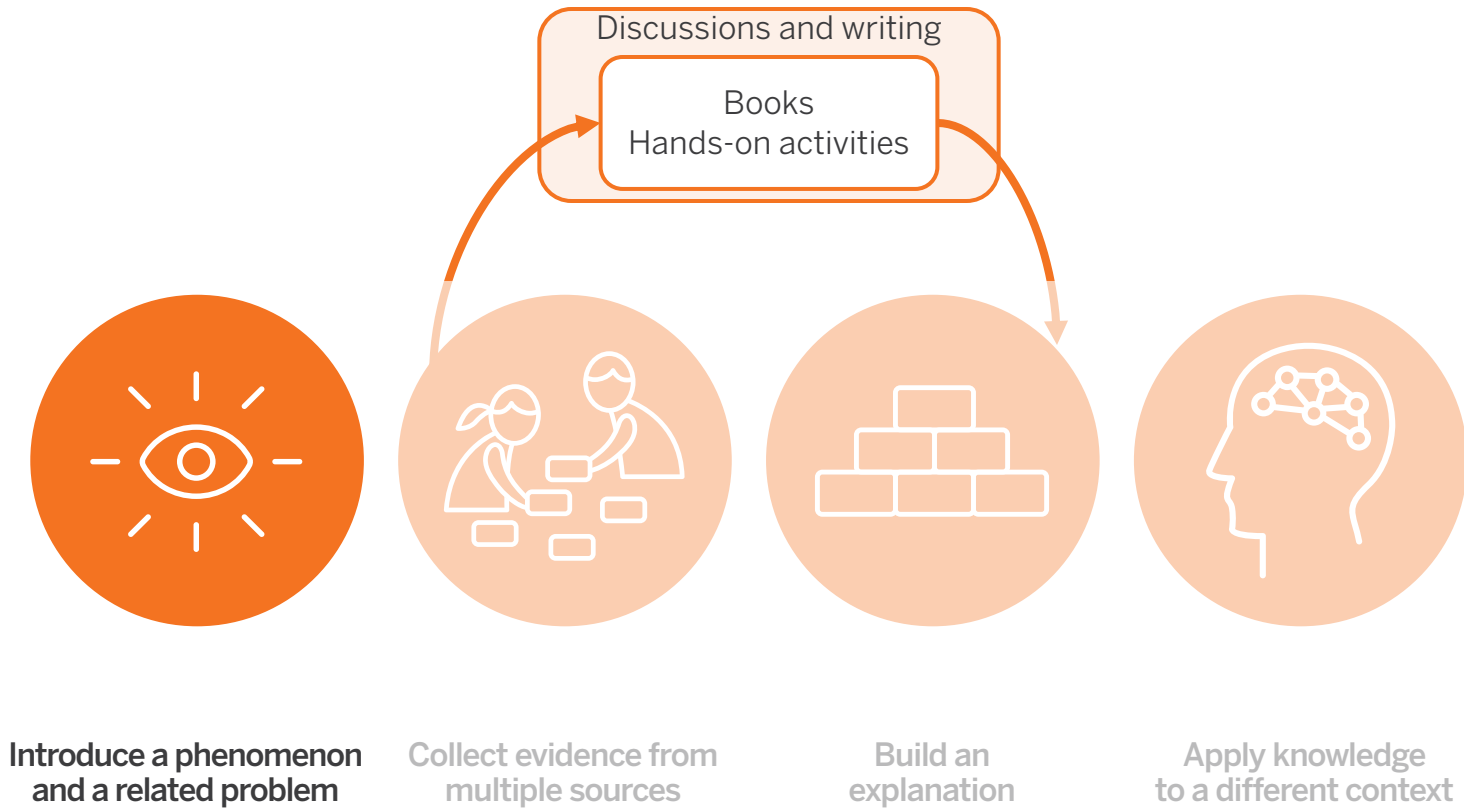
Earth and Space Sciences: ESS1: Earth's Place in the Universe ESS2: Earth's Systems ESS3: Earth and Human Activity	Life Sciences: LS1: From Molecules to Organisms LS2: Ecosystems LS3: Heredity LS4: Biological Evolution	Physical Sciences: PS1: Matter and its Interactions PS2: Motion and Stability PS3: Energy PS4: Waves and their Applications	Engineering, Technology and the Applications of Science: ETS1: Engineering Design ETS2: Links among Engineering Technology, Science and Society
--	--	--	--

Crosscutting Concepts

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter
6. Structure and Function
7. Stability and Change



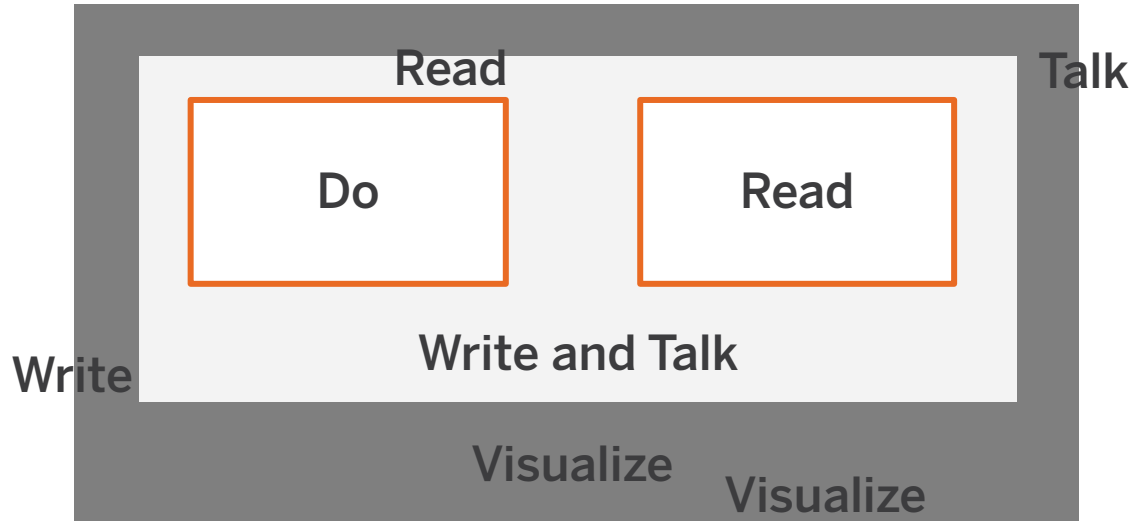
Amplify Science approach



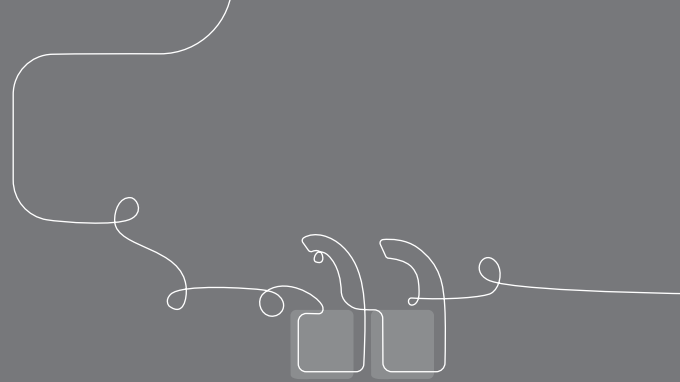
Multimodal instruction

Do, Talk, Read, Write, Visualize

Do



Science Concept



Questions?



Plant and Animal Relationships

Plan for the day – Day 1

- **Framing the day**

- What is Amplify Science?
- Navigating the Digital Guide

- **Experiencing the unit**

- Amplify Science approach
- NYSSLS anticipatory activity
- Instructional sequence with model lesson
- Reflecting on the sequence

- **Closing**

- Amplify Science in NYC
- Reflection
- Questions

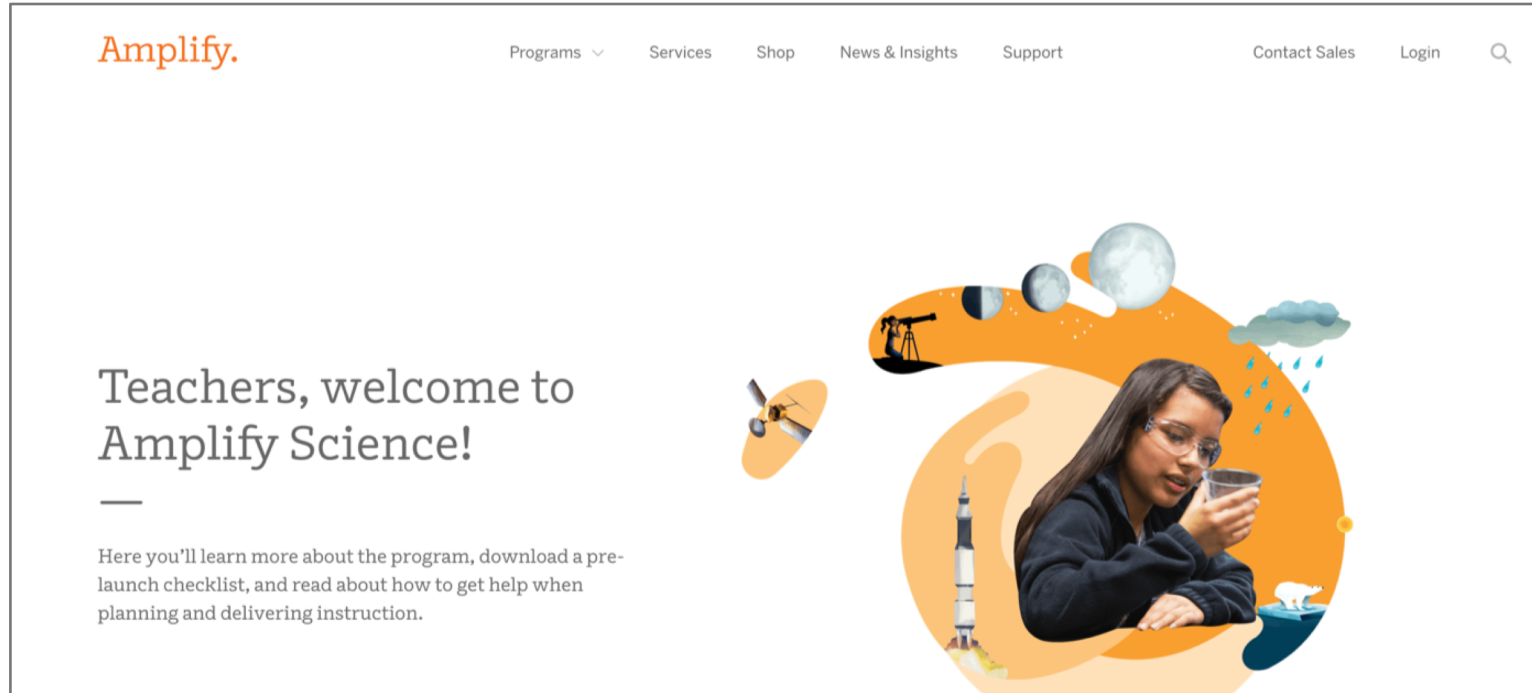
Self-reflection and closing

The purpose of this part of the day is for you to:

- Participants reflect on their ability to navigate the Teacher's Guide and their understanding of the Amplify Science Approach and how it supports three-dimensional learning.

Welcome to Amplify Science

<http://bit.ly/AmplifyScienceBTS>



The screenshot shows the Amplify Science website homepage. At the top left is the Amplify logo. To its right is a navigation menu with links for Programs, Services, Shop, News & Insights, Support, Contact Sales, and Login, followed by a search icon. The main content area features a large, stylized orange graphic on the right side containing various science-related icons: a satellite, a telescope, a rocket, a woman in a lab coat holding a beaker, a cloud with rain, and a globe. On the left side of this graphic, the text reads: "Teachers, welcome to Amplify Science!" followed by a horizontal line and a paragraph: "Here you'll learn more about the program, download a pre-launch checklist, and read about how to get help when planning and delivering instruction."

New York State P-12 Science Standards Development, Adoption, and Implementation

Phase I
Raise Awareness & Build Capacity

Phase II
Transition & Implementation

Phase III
Implementation & Sustainability

Ongoing curriculum & professional development

Instruction aligned to NYS P12
Science Learning Standards begins...

...September 2019
for Grades P-3 and 6

...September 2020
for Grades 4 and 7

...September 2021
for Grades 5 and 8

September 2022
Continue Phase III transition toward full
implementation of the NYS 9-12 Science
Learning Standards at the local level

2016

2017

2018

2019-20

2021

2022-24

December 2016 adoption
of NYS P-12 Science
Learning Standards.

Standards Become
Effective July 1, 2017

March 2018
NYS P-12 Science
Roadmap
Released

June 2020
Last administration
of Grade 4 science
test aligned to the
1996 Standards

June 2021
No Grade 4 science test; these
students will take new science
test in grade 5 in 2022
Last administration of Grade 8
science test aligned to the 1996
Standards

June 2022
First administration
of new Elementary
Grade 5 and
Intermediate
Grade 8 science
tests




June 2023
First
administration
Biology, and Earth
and Space Science
Regents Exams

June 2024
First administration
Chemistry and
Physics Regents
Exams

State Level Science Assessment Development & Implementation

Planning your year

Overview: Amplify Science K-5 course structure

	 PRIMARILY LIFE SCIENCE			 PRIMARILY PHYSICAL SCIENCE			 PRIMARILY EARTH SCIENCE				
All units have 22 lessons except Grade 5: The Earth System, which has 26 lessons.											
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Minutes per lesson
K	Needs of Plants and Animals			Pushes and Pulls			Sunlight and Weather			45	
1	Animal and Plant Defenses			Light and Sound			Spinning Earth			45	
2	Plant and Animal Relationships			Properties of Materials			Changing Landforms			60	
3	Balancing Forces		Inheritance and Traits		Environments and Survival		Weather and Climate			60	
4	Energy Conversions		Vision and Light		Earth's Features		Waves, Energy and Information			60	
5	Patterns of Earth and Sky		Modeling Matter		The Earth System (26 lessons)			Ecosystem Restoration		60	

Elementary school course curriculum structure

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

AmplifyScience

authored by



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Middle school course curriculum structure

Middle School Curriculum New York City Edition

Grade 6

- Launch:
Harnessing Human Energy
- Thermal Energy
- Populations and Resources
- Matter and Energy in Ecosystems
- Weather Patterns
- Ocean, Atmosphere, and Climate
- Earth's Changing Climate

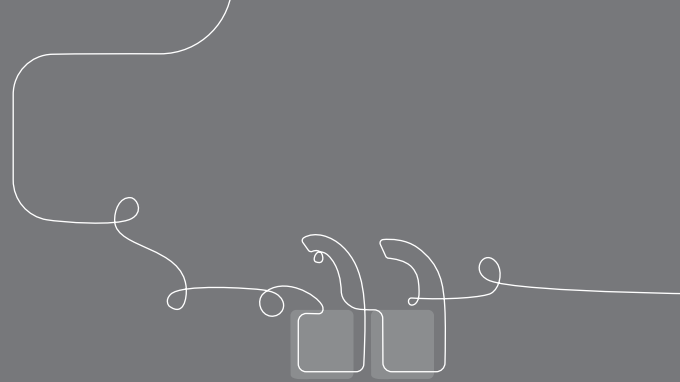
Grade 7

- Launch:
Microbiome
- Metabolism
- Phase Change
- Chemical Reactions
- Plate Motion
- Engineering Internship:
Plate Motion
- Rock Transformations
- Engineering Internship:
Earth's Changing Climate

Grade 8

- Launch:
Geology on Mars
- Earth, Moon, and Sun
- Force and Motion
- Engineering Internship:
Force and Motion
- Magnetic Fields
- Light Waves
- Traits and Reproduction
- Natural Selection
- Evolutionary History





Questions?

Day 1 Objectives

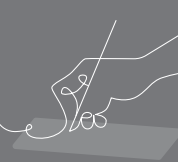
By the end of today, you will be able to:

- Explain what students learn in the unit, and how they learn it.
- Navigate the Amplify Science Curriculum.
- Recognize how lessons engage students in the three dimensions of NYSSLS/NGSS (as appropriate).
- Articulate how lesson activities support students with building complex explanations.

Overarching goals

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

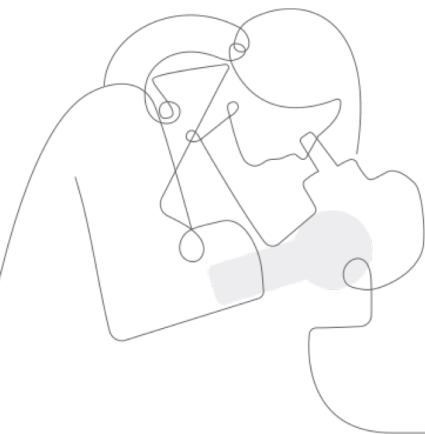
- Navigate program resources and describe how Amplify Science addresses 3-D Learning and NYSSLS/NGSS.
- Use Plant and Animal Relationships unit resources to plan lessons that support ALL learners.



Amplify Science

New York City
Department of Education

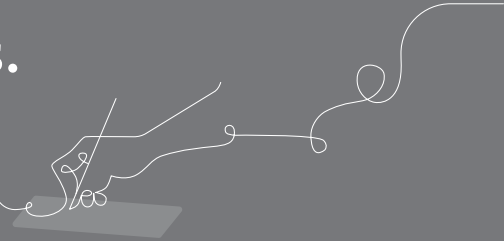
Grade 2: Plant and Animal Relationships
Summer Institute: Day 2



Overarching goals

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

- Navigate program resources and describe how Amplify Science addresses 3-D Learning and NYSSLS/NGSS.
- Use Plant and Animal Relationships unit resources to plan lessons that support ALL learners.



Day 1 Objectives

After yesterday, you should be able to:

- Explain what students learn in the unit, and how they learn it.
- Navigate the Amplify Science Curriculum.
- Recognize how lessons engage students in the three dimensions of NYSSLS/NGSS (as appropriate).
- Articulate how lesson activities support students with building complex explanations.

Supporting all learners

Day 2



Day 2 Objectives

By the end of today, you will be able to:

- Understand strategies and resources for supporting all learners. Articulate how lesson activities support ALL students in building complex explanations.
- Identify the multiple types of assessments embedded within the Amplify Science curriculum.
- Apply program resources to plan to teach.

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.



Plant and Animal Relationships

Plan for the day – Day 2

- **Opening the day**
 - Culture building
- **Story of the unit**
 - Unit Guide navigation
 - Build of conceptual understanding using Unit Guide resources
 - Progress Build
 - Coherence
- **Embedded supports for all learners**
 - Analyzing 3-D learning
 - Assessment System
 - Formative assessment
- **Considerations for an Amplify Science classroom**
- **Closing and reflection**
 - Reflection
 - Survey



Plant and Animal Relationships

Plan for the day – Day 2

- **Opening the day**
 - Culture building
- **Story of the unit**
 - Unit Guide navigation
 - Build of conceptual understanding using Unit Guide resources
 - Progress Build
 - Coherence
- **Embedded supports for all learners**
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- **Closing and reflection**
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Plant and Animal Relationships

Plan for the day – Day 2

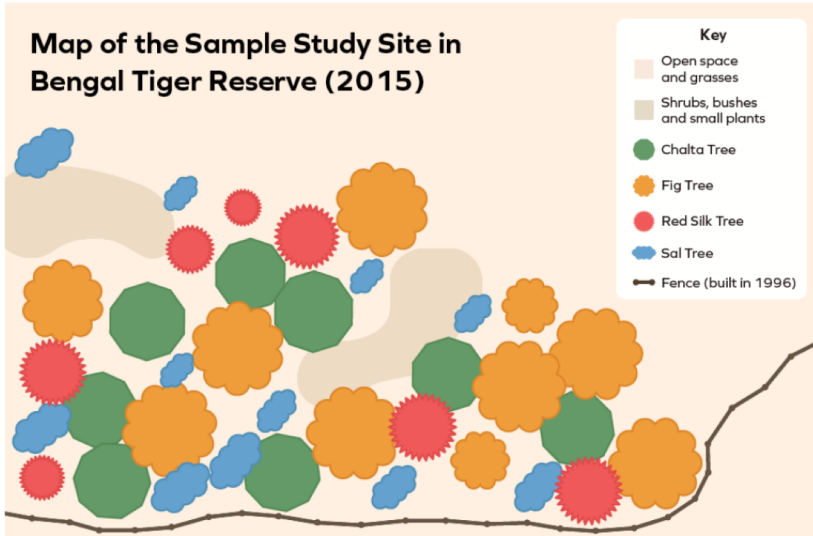
- **Opening the day**
 - Culture building
- **Story of the unit**
 - Unit Guide navigation
 - Build of conceptual understanding using Unit Guide resources
 - Progress Build
 - Coherence
- **Embedded supports for all learners**
 - Analyzing 3-D learning
 - Assessment System
 - Formative assessment
- **Considerations for an Amplify Science classroom**
- **Closing and reflection**
 - Reflection
 - Survey

Story of the unit

The purpose of this part of the day is for you to:

- Navigate the Amplify Science Curriculum.
- Articulate how lesson activities support students with building complex explanations.

Plant and Animal Relationships solution

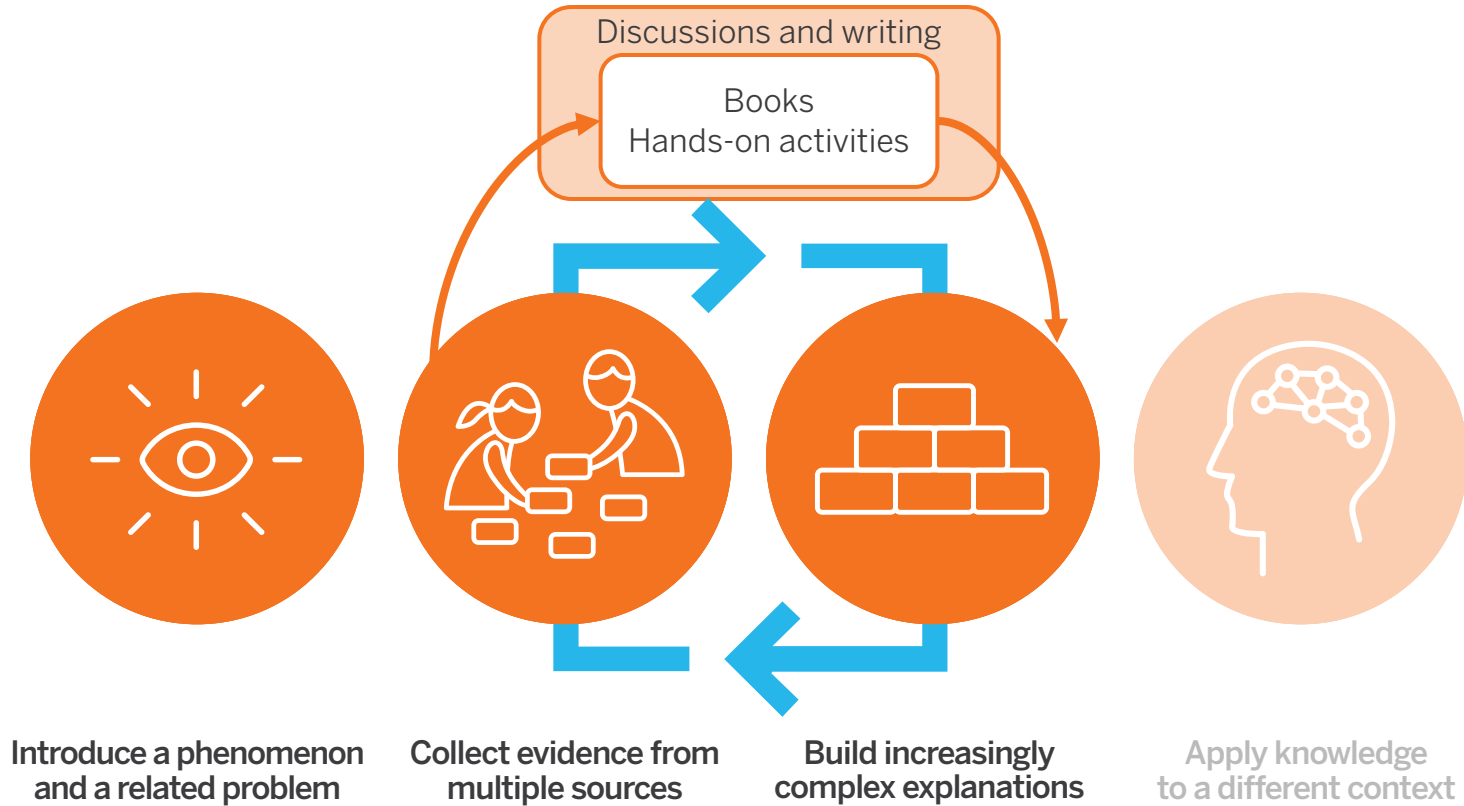


- The chalta trees depend on elephants to disperse their seeds.
- Elephants depend on chalta fruit for food. They eat the fruit, move to new places, and leave droppings with chalta seeds inside.
- A fence is blocking the elephants from entering the Reserve, so elephants cannot disperse the chalta seeds.

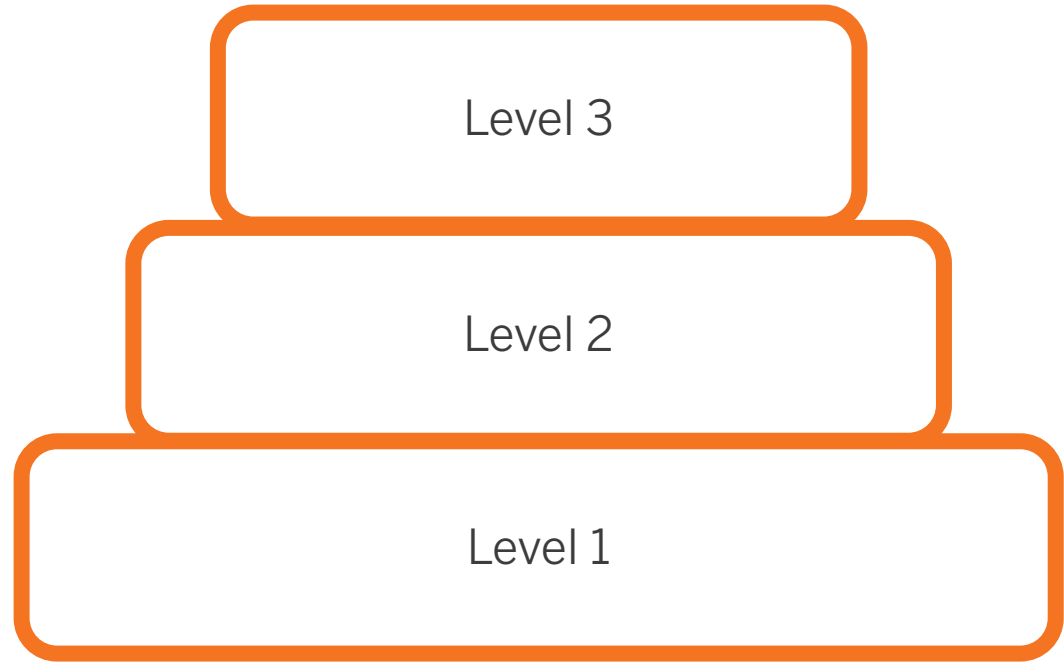
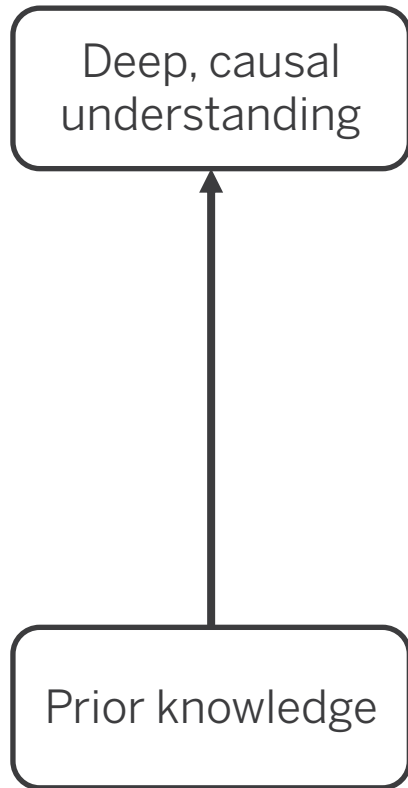
Turn and talk:

What do students still need to know in order to construct this explanation?

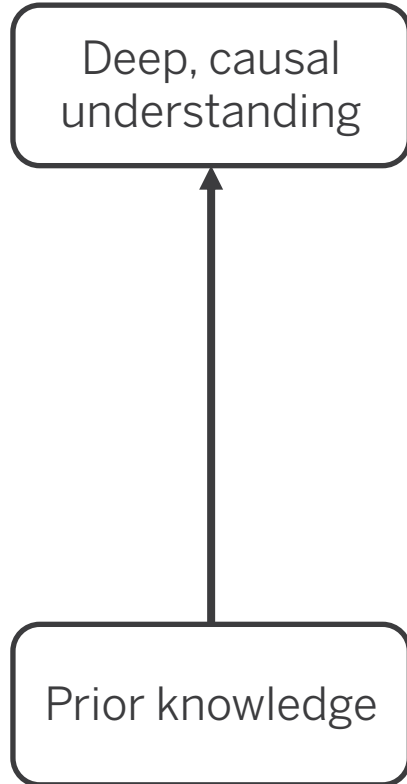
Amplify Science approach



Progress Build: A unit-specific learning progression



Plant and Animal Relationships Progress Build

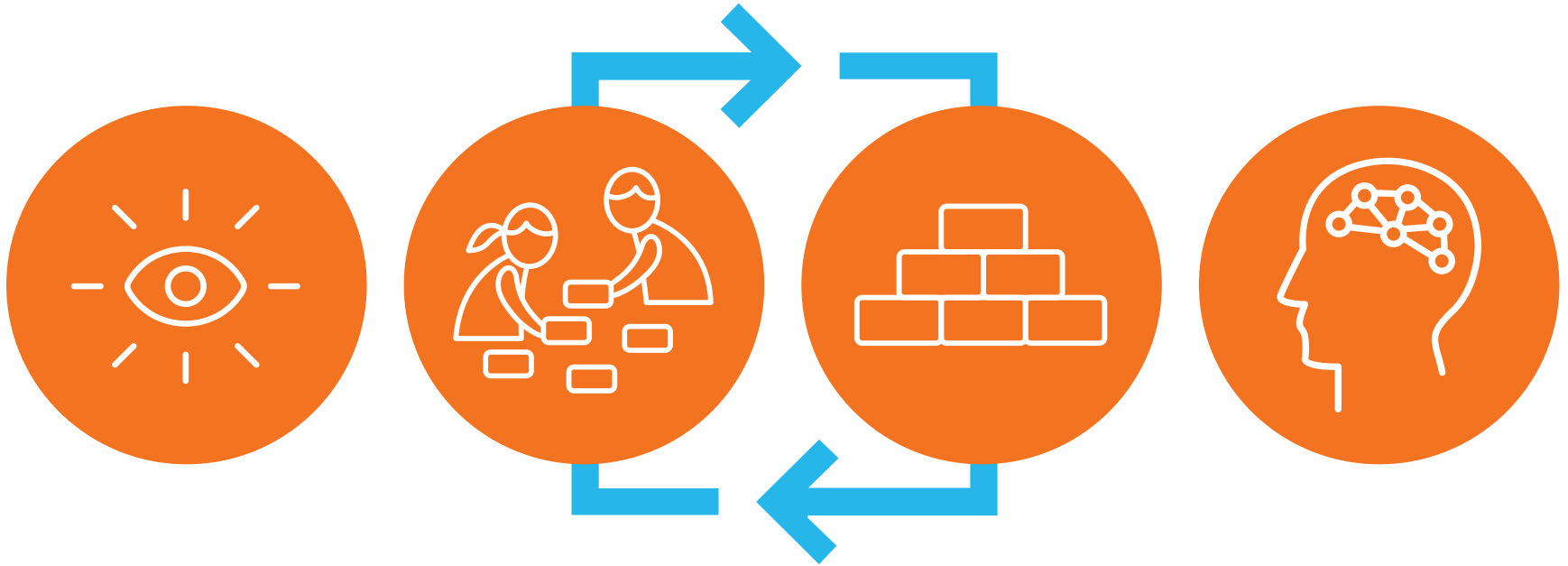


To get space, some plants depend on animals to disperse their seeds, and some animals depend on these plants for food.

In order to get enough water and sunlight, seeds need space to get sunlight on their leaves and to spread their roots to get water.

Plants make seeds, which can sprout and grow into new plants only if they get enough sunlight and water.

Amplify Science approach



**Introduce a phenomenon
and a related problem**

**Collect evidence from
multiple sources**

**Build increasingly
complex explanations**

**Apply knowledge
to a different context**

Coherence Flowchart



Coherence

from knowing a
list of ideas



to knowing how
ideas fit together

Coherence

definitional
knowledge

versus

a rich network of
concepts that
builds over time

Plant and Animal Relationships: Investigating Systems in a Bengali Forest

The problem students work to solve

Chapter 2 Question

Investigation Questions

Evidence Sources and Reflection Opportunities

Key Concepts

Application of Key Concepts to the problem

The explanation that students can make to answer the Chapter 2 Question

What is happening to the chalta trees in the Bengal Tiger Reserve?

Why aren't the chalta seeds getting what they need to grow?

How do plants get the water and sunlight that they need to grow? (2.1, 2.2)

- Observe and measure roots and leaves (2.1)
- Read A Plant is a System (2.2)
- Discuss and record relationships between science words (2.2)

Plants have leaves that get sunlight. Plants have roots that get water from the soil. (2.2)

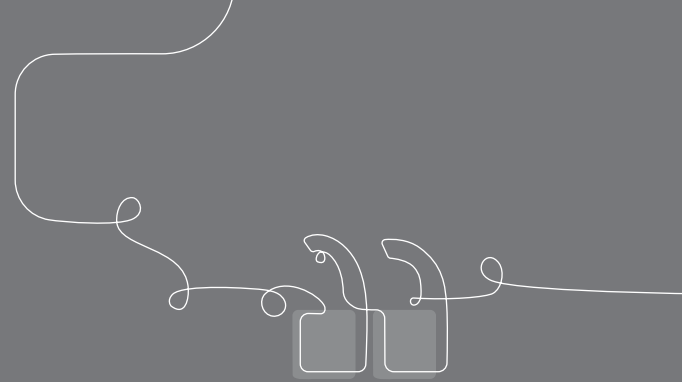
- Compose a scientific explanation about why the chalta seeds are not getting the sunlight and water they need to grow (2.5)

The chalta trees in the Bengal Tiger Reserve use their roots to get water from the soil and their leaves to get sunlight. The chalta tree seeds need to move away from other plants and get to a place where they can spread their roots and leaves to get what they need to grow. The chalta seeds must not be getting to a new place where they can grow.

Why can't plants always get the sunlight and water they need to grow? (2.3, 2.4, 2.5)

- Write about roots and leaves (2.3)
- Play Growing Roots game (2.3)
- Observe Sunlight and Leaves model (2.3)
- Participate in Plant Growth Body Model (2.3)
- Test predictions of which seeds will grow with digital modeling tool (2.4)
- Write about a good place for a seed to grow (2.4)
- Discuss and test predictions with modeling tools (2.4)

- Without enough space, plants can't get sunlight and water they need to grow. (2.4)
- Leaves need space to get sunlight. Roots need space in the soil to get water. (2.4)



Questions?



Plant and Animal Relationships

Plan for the day – Day 2

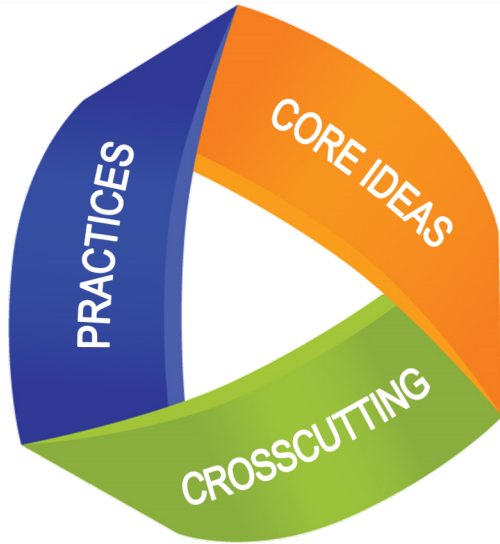
- **Opening the day**
 - Culture building
- **Story of the unit**
 - Unit Guide navigation
 - Build of conceptual understanding using Unit Guide resources
 - Progress Build
 - Coherence
- **Embedded supports for all learners**
 - Analyzing 3-D learning
 - Assessment System
 - Formative assessment
- **Considerations for an Amplify Science classroom**
- **Closing and reflection**
 - Reflection
 - Survey

Embedded supports for ALL learners

The purpose of this part of the day is for you to

- Understand strategies to support all learners.
- Articulate how lesson activities support ALL students with building complex explanations.
- Identify the multiple types of assessments embedded within the Amplify Science curriculum.

Turn and talk: Thinking three dimensionally



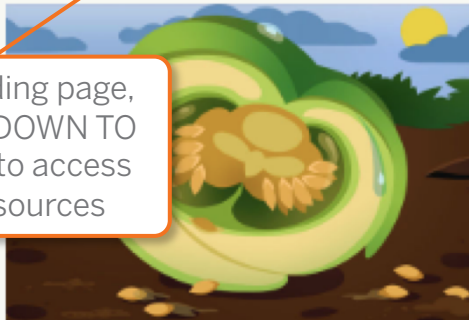
Disciplinary Core Ideas
Science and Engineering Practices
Crosscutting Concepts

Plant and Animal Relationships

☑ JUMP DOWN TO UNIT GUIDE



GENERATE PRINTABLE TEACHER'S GUIDE



Chapter 1: Why aren't new chalta



Chapter 2: Why aren't the chalta



Chapter 3: Why aren't the chalta

From unit landing page, select "JUMP DOWN TO UNIT GUIDE" to access unit-level resources



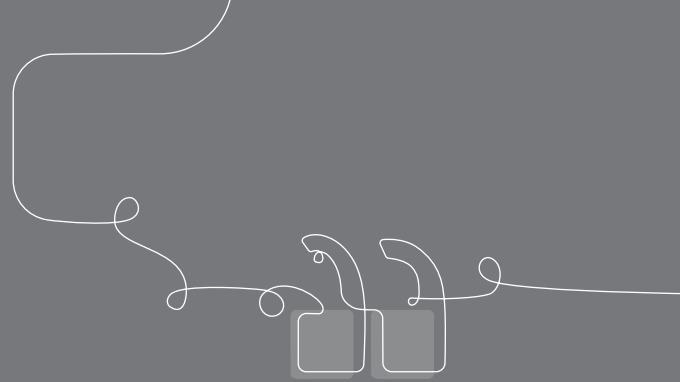
Questions?

Amplify Science Assessment System

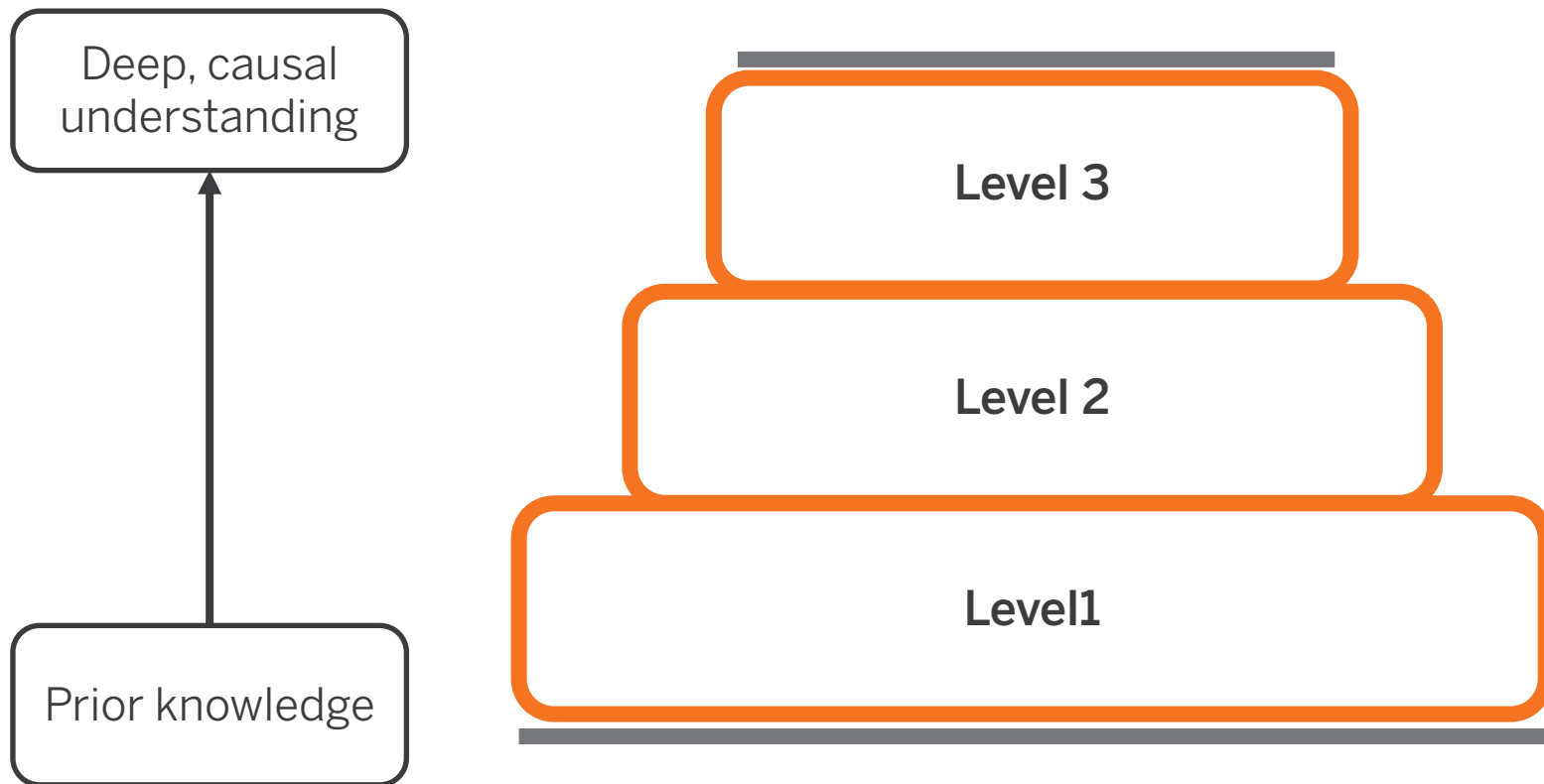


Turn and talk

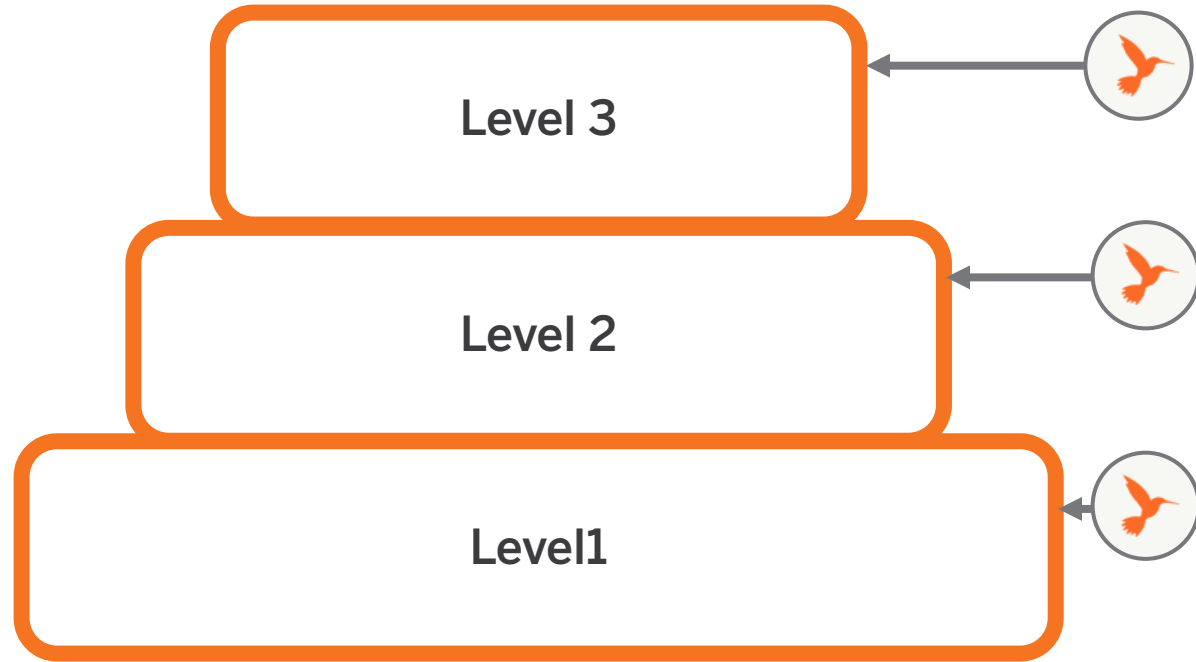
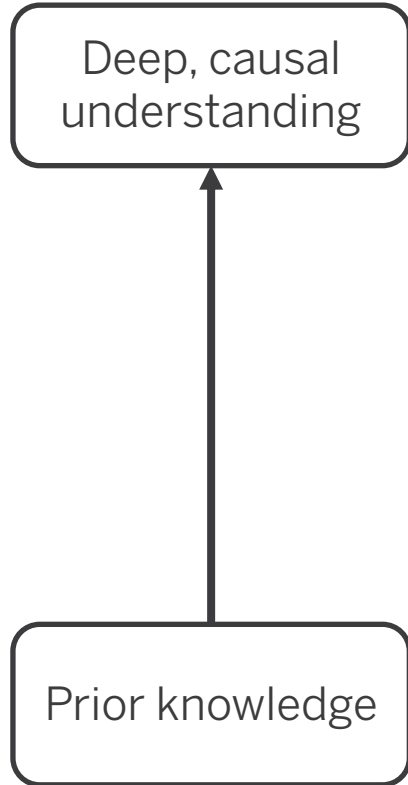
- Why do you assess your students?
- How and when do you assess your students? What are students doing?
- How do you collect data? How do you use data collected during assessment?



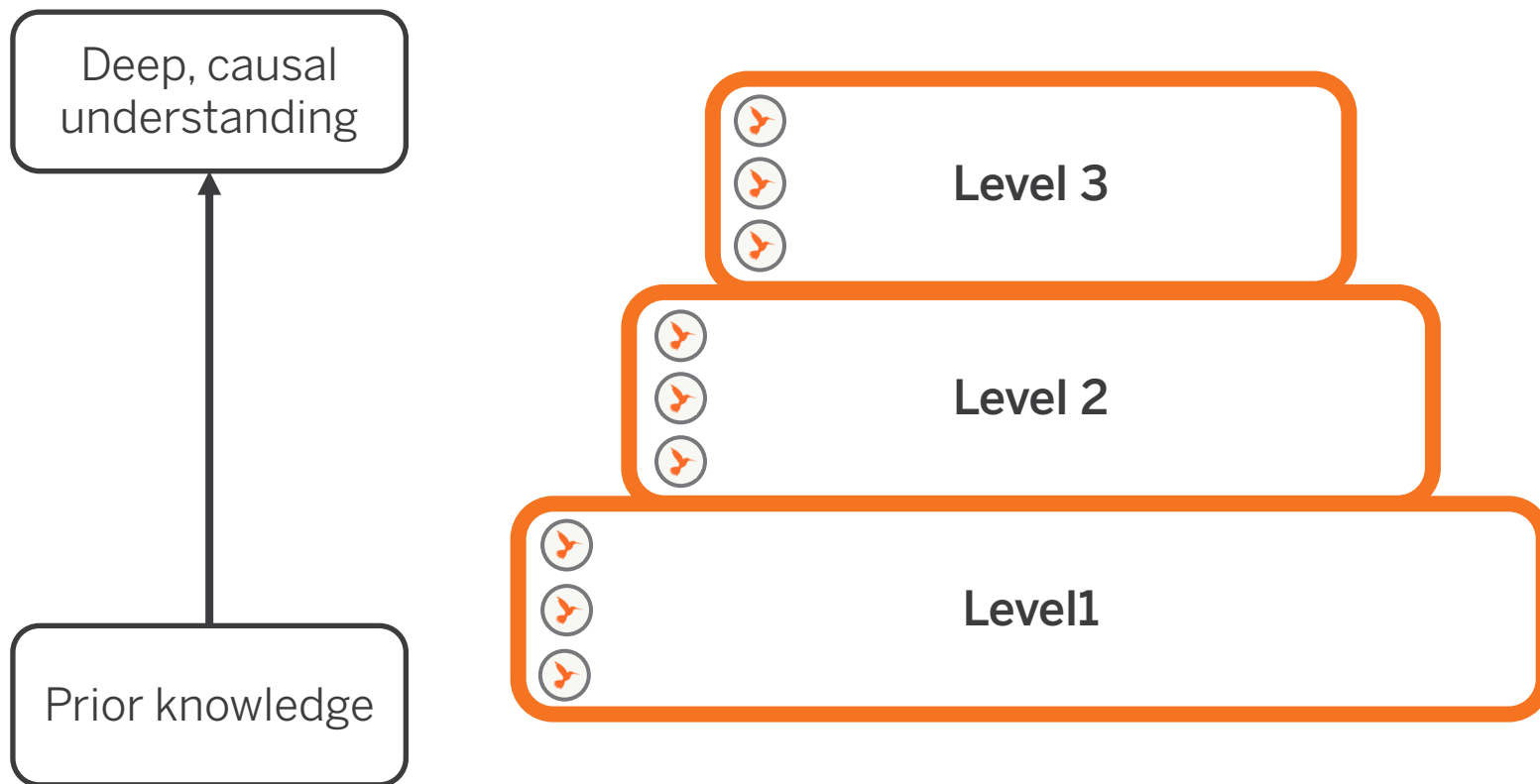
Pre- and End-of-Unit Assessments



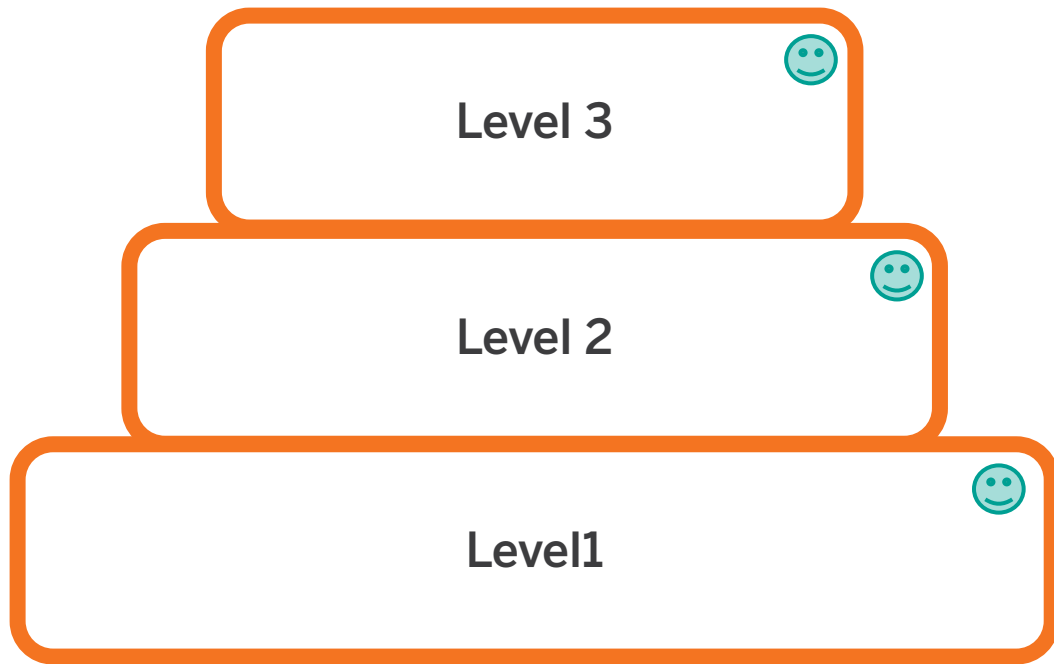
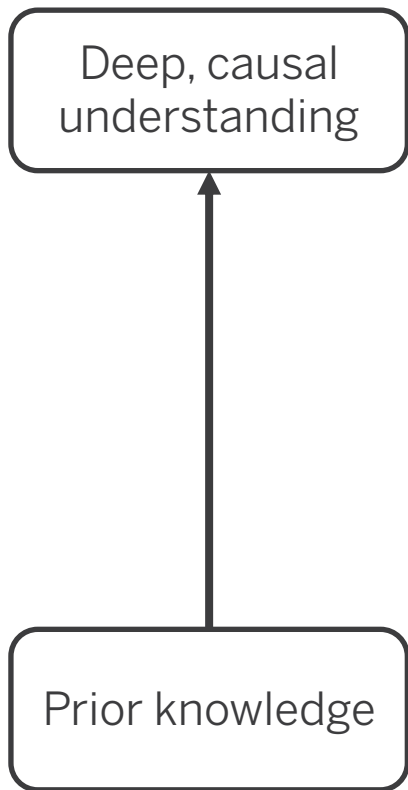
Critical Juncture Assessments



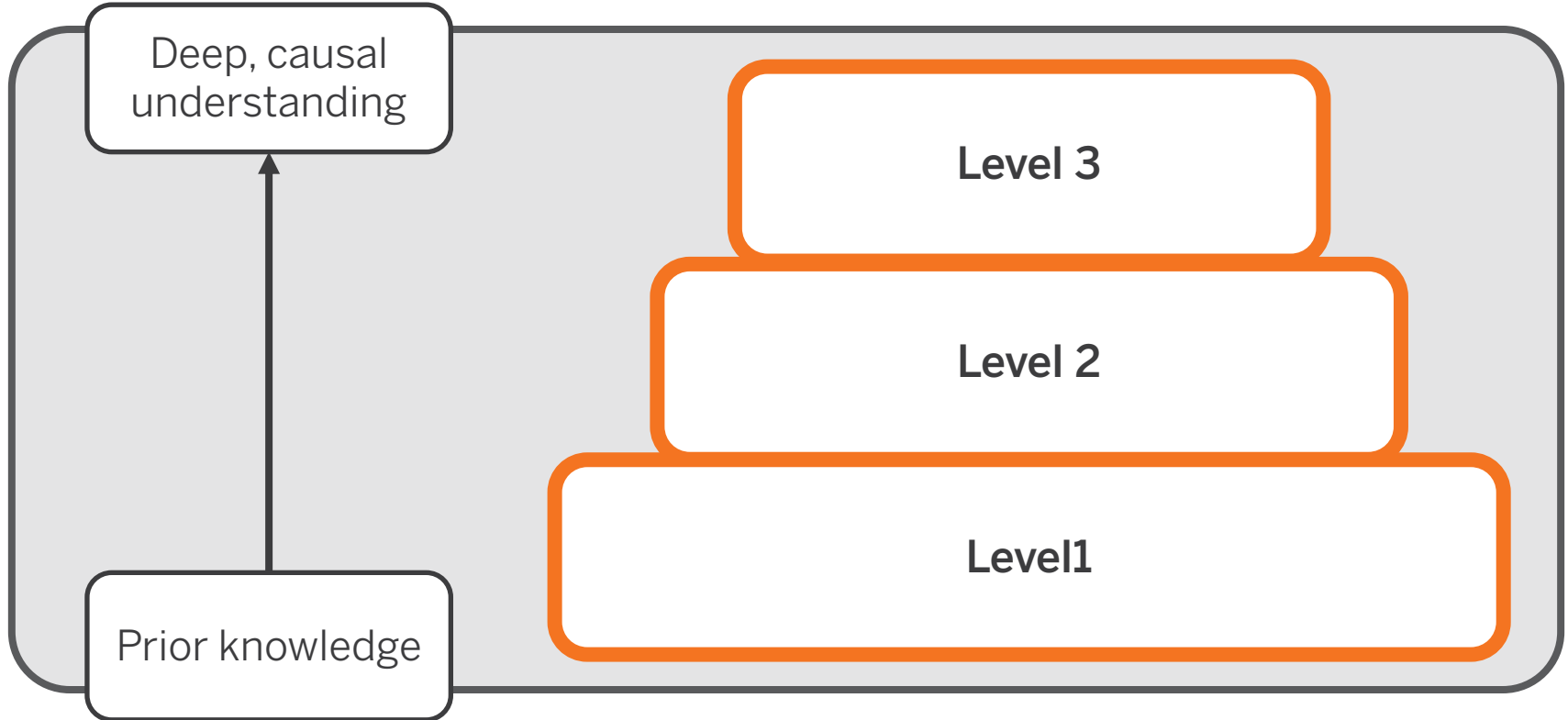
On-the-Fly Assessments



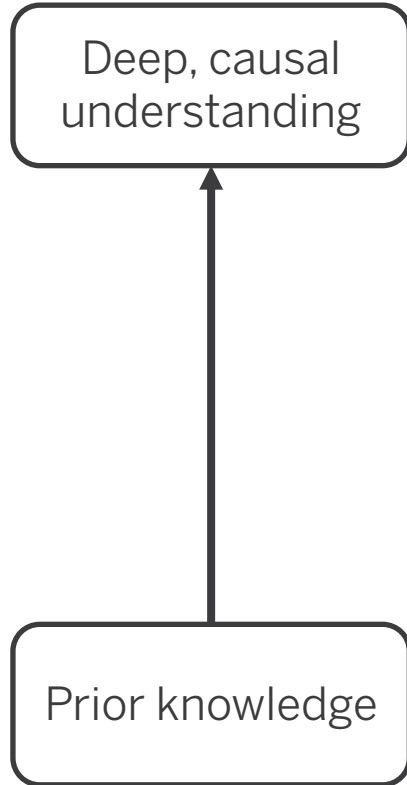
Student Self-Assessments



Portfolio Assessment



Investigation Assessment



Amplify Assessment System

- Credible
- Actionable
- Timely



Formative assessment



Formative assessment

Planning to inform instruction



On-the-Fly Assessment
5: Parts of the Plant
System

ON THE FLY ASSESSMENT

Plant and Animal Relationships

☑ JUMP DOWN TO UNIT GUIDE



GENERATE PRINTABLE TEACHER'S GUIDE



Chapter 1: Why aren't new chalta



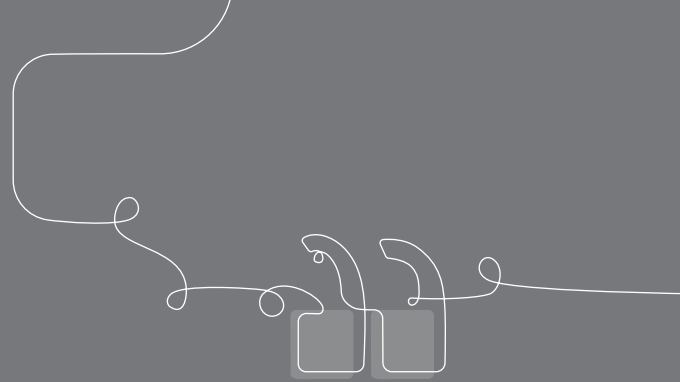
Chapter 2: Why aren't the chalta



Chapter 3: Why aren't the chalta

From unit landing page, select "JUMP DOWN TO UNIT GUIDE" to access unit-level resources

Questions?





Plant and Animal Relationships

Plan for the day – Day 2

- **Framing the day**
 - Coherence
- **Embedded supports for ALL learners**
 - 3-D learning
 - Unit essentials and instructional builds
- **Supports for instructional decisions**
 - Amplify Science assessment System
- Formative assessment
- Summative assessment
- **Considerations for an Amplify Science classroom**
- **Closing and reflection**
 - Reflection
 - Questions
 - Survey

Considerations for an Amplify Science classroom

The purpose of this part of the day is for you to:

- Apply program resources to plan to teach.

Considerations for an Amplify Science classroom

Reflection

- What Unit Guide resources will you rely on as you continue to internalize this new curriculum and prepare for managing classroom kit materials and technology in your classroom?
- What questions do you still have?

Questions?





Plant and Animal Relationships

Plan for the day – Day 2

- **Opening the day**
 - Culture building
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Closing and reflection

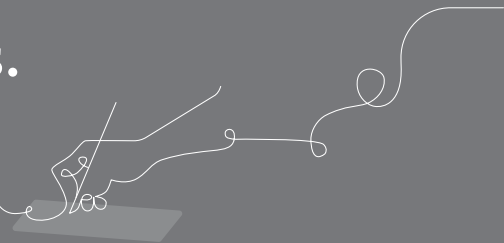
The purpose of this part of the day is for you to:

- Reflect on the learning for the day.

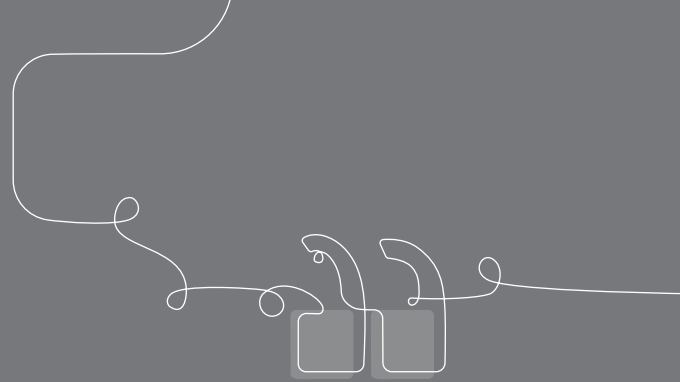
Overarching goals

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

- Navigate program resources and describe how Amplify Science addresses 3-D Learning and NYSSLS/NGSS.
- Use Plant and Animal Relationships unit resources to plan lessons that support ALL learners.



Questions?



Top Tips

1. Find your kit! Open it up ASAP and look through materials
 - a. Note how they are labeled with the lesson number they correspond to
 - b. Plan where to house your “unit wall” in the classroom
2. Bookmark apps.learning.amplify.com/elementary on student computers
3. Set aside time to practice navigation with your students
4. Become comfortable with managing projections
 - a. Download PDF of projections or keep Teacher's Guide open
5. Practice unit Simulations and digital apps (2-5) yourself before using with students
 - a. Use Unit Guide doc: Apps in this Unit
6. Engage in self-study: Practice locating assessments using cards; Explore Unit Guide

Logging on tips and tricks

Student Digital Access (2-5)

- Bookmark student apps page on all student devices.
- Establish a log-on routine.
- Inquire about accessing student logins and distribution of those logins.

Additional Amplify resources



Program Guide

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

my.amplify.com/programguide

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.