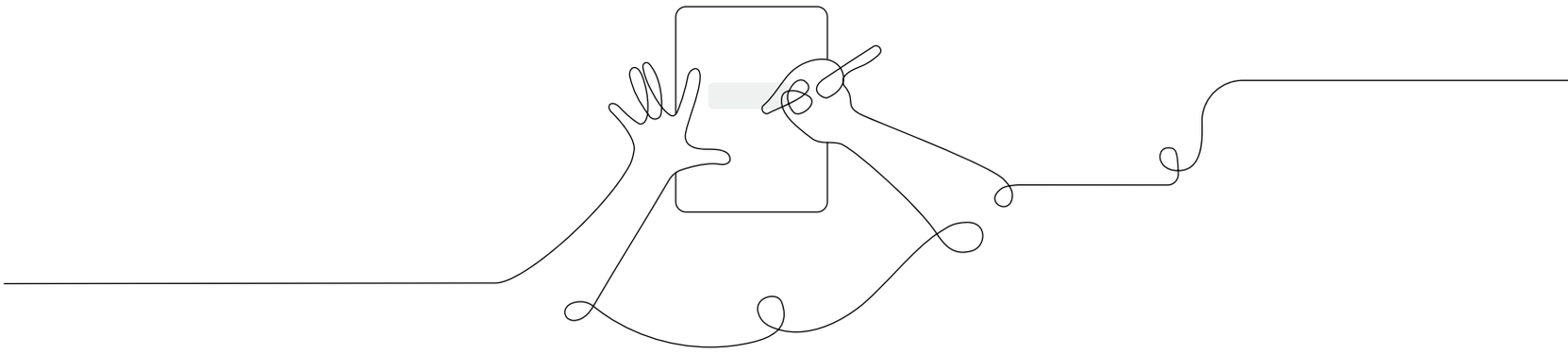
Amplify Science

Participant Notebook

Supporting Diverse Learner Needs
Grade 2: Properties of Materials

New York City Schools



Supporting Diverse Learners
Unit-specific workshop agenda

Reflections and Framing the Day

Defining Diverse Learners

Understanding Opportunities for Supporting Diverse Learners

Analyzing Formative Assessment Data and Embedded Differentiation Strategies

Planning to Teach

Closing

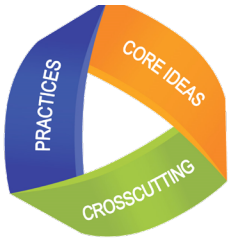
Demo account for your workshop:

URL: **learning.amplify.com** (Log in with Amplify)

Temporary account: _____**@tryamplify.net**

Password: **AmplifyNumber1**

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**

Unit Map

How can we design a glue mixture that is better than what the school uses now?

As glue engineers, students are challenged to create a glue for use at their school that meets a set of design goals. Students present an evidence-based argument stating why their glue mixture would solve their school's need for a better glue.

Chapter 1: How can you make a sticky glue?

Students figure out: Glue is a mixture of several ingredients such as flour, water, and cornstarch, and depending on the properties of those ingredients and how they are combined, you can create different glues. Some glues might be stickier or stronger than others. By understanding materials and observing and testing different recipes, you can choose the ingredients that provide the properties you are seeking.

How they figure it out: To set context, students gather evidence about materials and their properties by reading a book about everyday things and what they are made of. They investigate the properties of two mystery glues and make scientific arguments about whether they are the same or different glues. The class goes on to observe and test possible glue ingredients for their sticky properties, graph test data, and search for information about ingredients in the unit's reference book. Using all the gathered evidence, students plan, make, and test their own glue recipes.

Chapter 2: Can heating a substance (and returning it to its original temperature) make a better glue?

Students figure out: When water is heated and returned to room temperature, the properties go back to the way they were, but the properties of some other materials change after heating and going back to room temperature. For example, when a mixture of cornstarch and water is heated and then returned to room temperature, it has different properties than it had before.

How they figure it out: Students investigate how heating a substance may help them make a better glue by conducting tests to determine the properties of possible glue ingredients before and after heating. This supports them in determining cause-and-effect relationships.

Chapter 3: What ingredients can be used to make a glue that is sticky and strong?

Students figure out: Sometimes, the properties of glue are a combination of the properties of the substances that make up that glue, such as a flour-water combination. Ingredients can be combined to create different glues that have different properties. For example, baking soda, which is smooth, and flour, which is sticky, can be combined to make smooth and sticky glue.

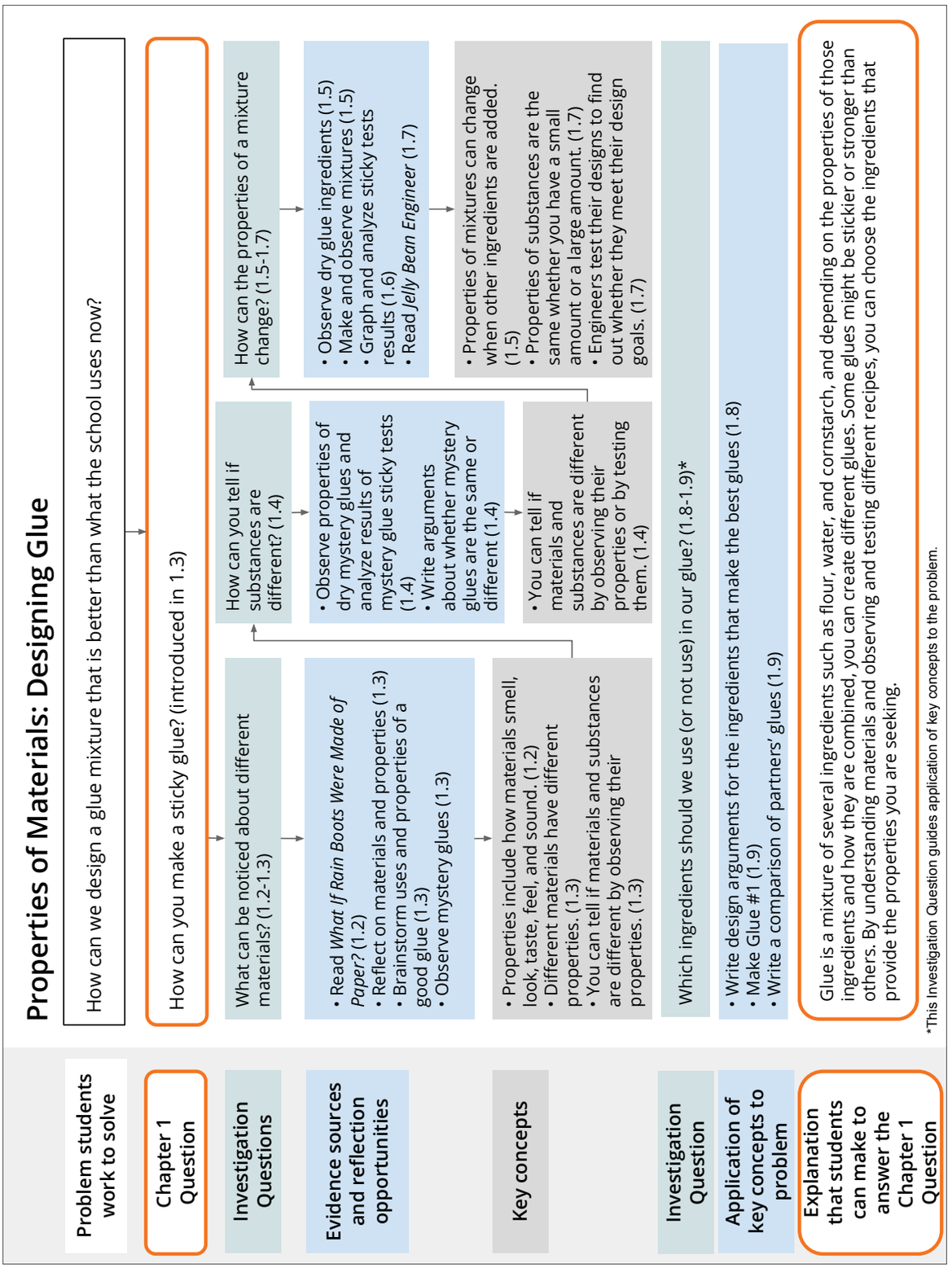
How they figure it out: Students are inspired by reading a book that shows the design process in action. They decide that the glue they create for the school should have an additional design criteria—the property of strength—a key and useful feature for its intended purpose at the school. Students set about testing evidence-based plans that include the best ingredients for a strong glue mixture. By the end of the chapter, student teams make and test a second glue recipe.

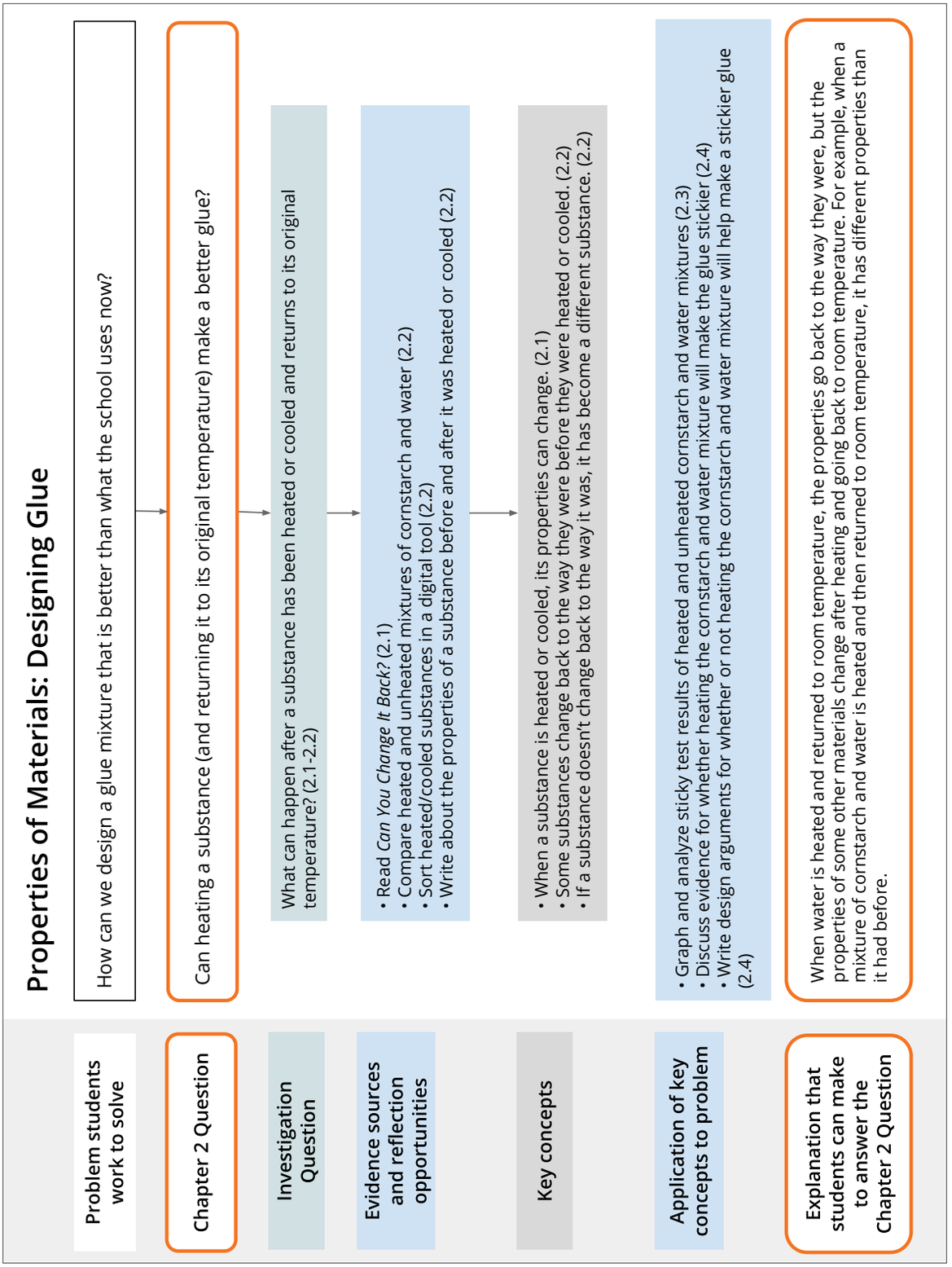
Chapter 4: What is the glue recipe that best meets our design goals?

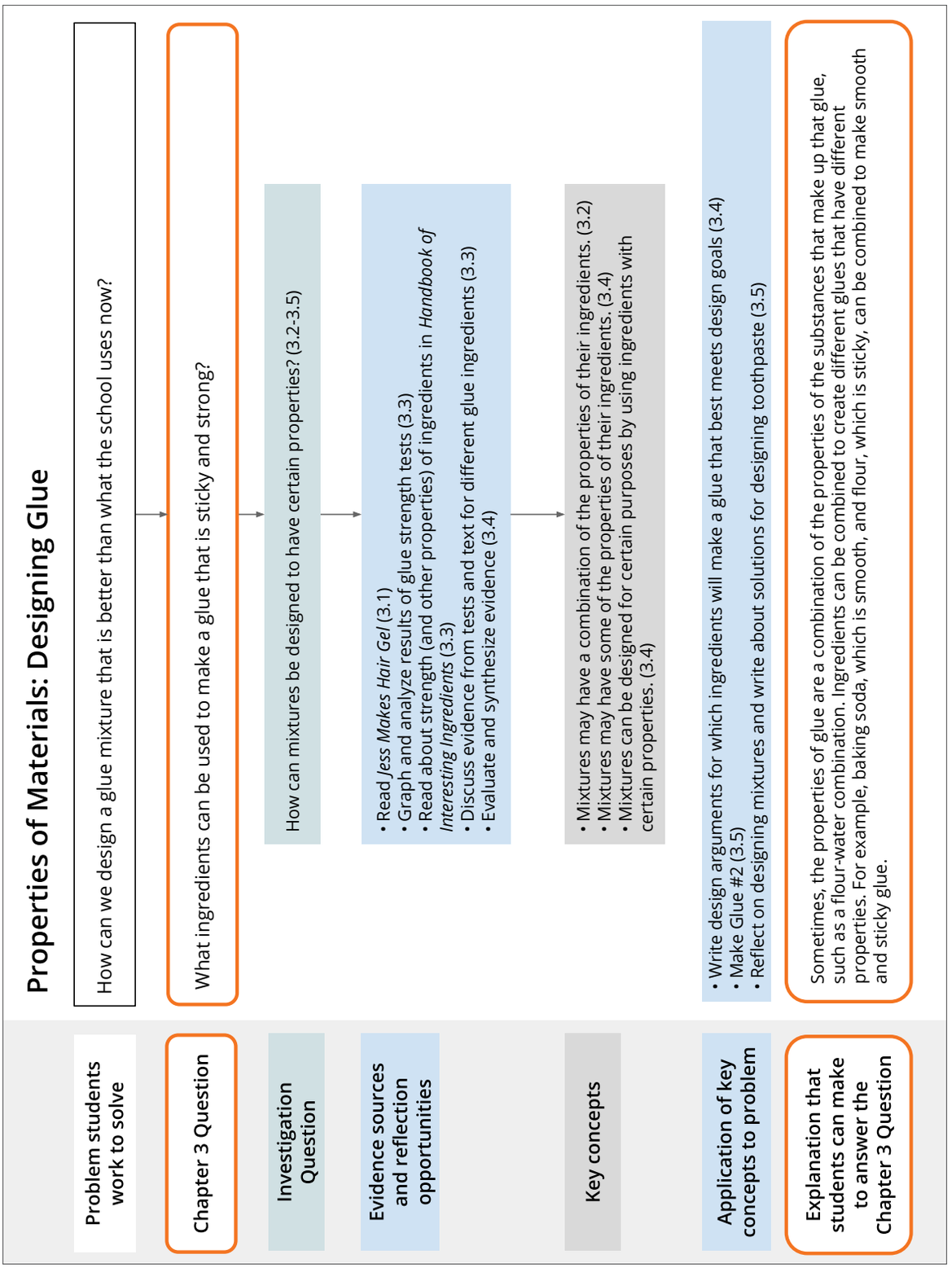
Students figure out: It will typically take multiple design cycles to find the exact glue recipe (mixture) that meets the design goals. By designing and testing mixtures that include ingredients with the desired properties, glue engineers can identify the best result and successfully meet their design goals. Students will have evidence to support each design goal, and that will inform their design arguments for the best recipe.

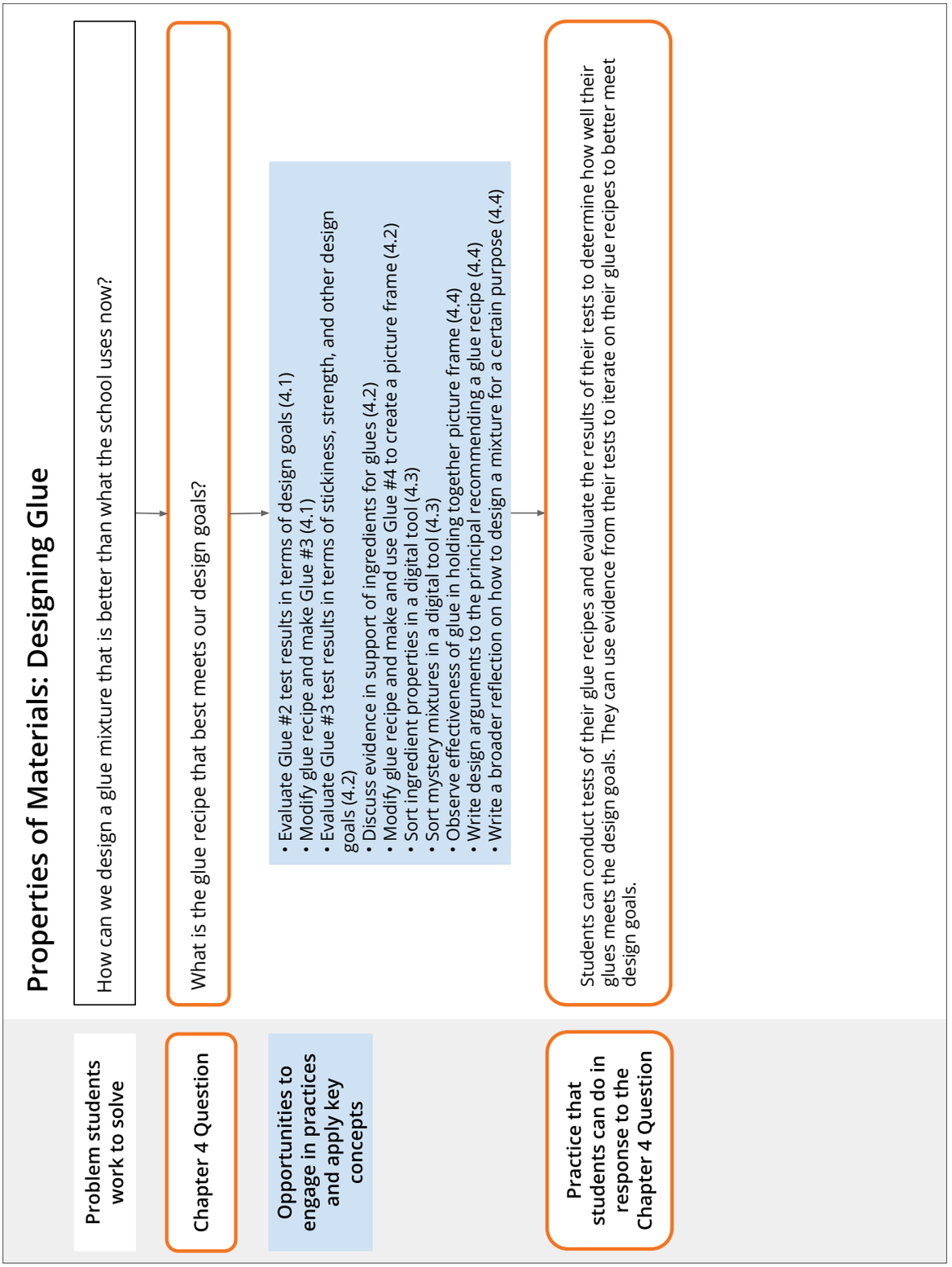
How they figure it out: After evaluating the second glue recipe, students plan, make, and iteratively test additional glue mixtures. By immediately analyzing their results and applying their understanding of the effects of specific glue ingredients, students are able to modify their designs. Students are able to speak knowledgeably about their choices and argue for how a particular glue mixture is best at meeting the design goals by the end of the unit.

Properties of Materials Coherence Flowchart









Name: _____ Date: _____

Pre-Unit Writing: Observations and Ideas About Properties and Mixtures

My Notes on Materials

Directions:

1. Carefully look at each material and feel it through the bag.
2. For each material, write what you notice under **It looks** and **It feels**.
3. If you think you know what a material is, write your idea under **I think it is**.

Material	It looks	It feels	I think it is
A			
B			
C			
D			

Name: _____ Date: _____

Pre-Unit Writing: Observations and Ideas About Properties and Mixtures (continued)

Mystery Mixture

Directions:

1. Carefully look at and feel the Mystery Mixture through the bag.
2. Write what it looks and feels like on the lines.
3. Circle the materials you think were used to make the mixture.

It looks _____

_____.

It feels _____

_____.

What materials were used to make the mixture? Circle the letters of those materials.

A B C D

Pre-Unit Assessment Questions

The Lesson 1.1 Pre-Unit Assessment Questions are a formative assessment tool designed to be administered as students observe materials, discuss their thoughts in groups, and complete the two written activities on the Pre-Unit Writing: Observations and Ideas About Properties and Mixtures student sheet—My Notes on Materials and Mystery Mixture. These questions allow you to do fairly quick, talk-based checks on how students are thinking about materials, mixtures, and their properties prior to instruction. (Since second graders are still learning to read and write, talk can often be the best way to get a sense of their ideas.) The questions are grounded in the conceptual understanding laid out in the Progress Build for this unit. The information you gather from students' explanations will help you draw connections to students' experiences and watch for alternate conceptions that might get in the way of students' understanding as they move forward through the unit. Insights from this assessment may also serve as a baseline from which to gauge students' progress over the course of the unit. Refer to the Assessment Guide: Interpreting Students' Pre-Unit Explanations About Properties of Substances and Mixtures for specific guidance on the student experiences that are most relevant to this unit and the common preconceptions to look out for.

This oral assessment tool consists of three parts. Each aligns with a different student activity.

Part 1: Materials

Students observe four materials: cinnamon, salt, flour, and cornstarch, and they record observation notes on the My Notes on Materials activity (on the Pre-Unit Writing: Observations and Ideas About Properties and Mixtures student sheet). The teacher asks individuals to describe the properties of each material.

Part 2: Mixtures

Students consider the following question and discuss it with their group: *If you were to mix two of the materials, what might the mixture look and feel like?* As groups discuss, the teacher circulates and asks individual students to describe the properties of their imagined mixture.

Part 3: Mystery Mixture

Students observe a mystery mixture (comprised of salt and cinnamon) and try to determine which two materials were combined to create it. They complete the Mystery Mixture activity (on the Pre-Unit Writing: Observations and Ideas About Properties and Mixtures student sheet). As they work, the teacher circulates and asks individuals to identify what the mixture consists of and to explain why they think that.

Each part of the assessment tool includes two or three questions followed by a space in which to record notes on students' ideas. Teachers should feel free to take the notes that make the most sense for their own students and class context. Depending on class size, it may not be possible to check in with each student on every part of this Pre-Unit Assessment tool, but we recommend that teachers try to check in with each student at least once during the class.

Part 1: Materials Circulate among groups of four as students observe bags containing cinnamon (bag A), salt (bag B), flour (bag C), and cornstarch (bag D) and record notes on the My Notes on Materials section of the Pre-Unit Writing: Observations and Ideas About Properties and Mixtures student sheet. Ask individual students to describe the properties of each material. Use the following questions as a guide:

Questions:

A. What do you notice about _____? (Teacher indicates one of the materials.)
B. If I needed to know if another sample was the same thing as this (teacher indicates the same material as in question A), what should I look for?
C. Do you think these materials are four different things? Or could they all be the same thing?

Student	Notes
	A. B. C.
	A. B. C.
	A. B. C.
	A. B. C.

Part 2: Mixtures Ask groups of students to consider and discuss the following question: *If you were to mix two of the materials, what might the mixture look and feel like?* As groups discuss the question, circulate from group to group and ask individual students to describe the properties of their imagined mixture. Use the following questions as a guide:

Questions:

A. Which materials would you mix?
B. What would the mixture look like and feel like?
C. Why do you think it would look and feel like that?

Student	Notes
	A. B. C.
	A. B. C.
	A. B. C.
	A. B. C.

Part 3: Mystery Mixture Distribute the mystery mixture (in bag M). Have students observe the mixture and determine which two materials were combined to create it. As they observe the mixture and complete the Mystery Mixture section of the Pre-Unit Writing: Observations and Ideas About Properties and Mixtures student sheet, circulate and ask these questions:

Questions:

A. Which two materials do you think were mixed together to make up the mystery mixture?
B. Why do you think the mixture is made from those two materials?

Student	Notes
	A. B.
	A. B.
	A. B.
	A. B.
	A. B.
	A. B.

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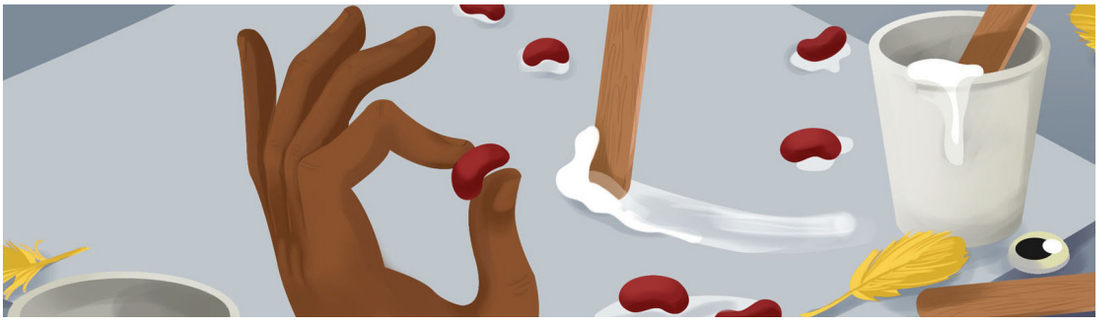


Properties of Materials:

Designing Glue

Investigation Notebook

Name: _____ Date: _____

Getting Ready to Read:
What If Rain Boots Were Made of Paper?

Directions:

1. Before reading the book *What If Rain Boots Were Made of Paper?*, read each sentence below.
2. If you agree with the sentence, write an "A" on the line before the sentence.
3. If you disagree with the sentence, write a "D" on the line before the sentence.
4. After you read the book, see if your ideas have changed. Be ready to explain your thinking.

_____ Most rain boots are made of paper.

_____ If pans were made of rubber, they would melt.

_____ Cloth makes good bottles.

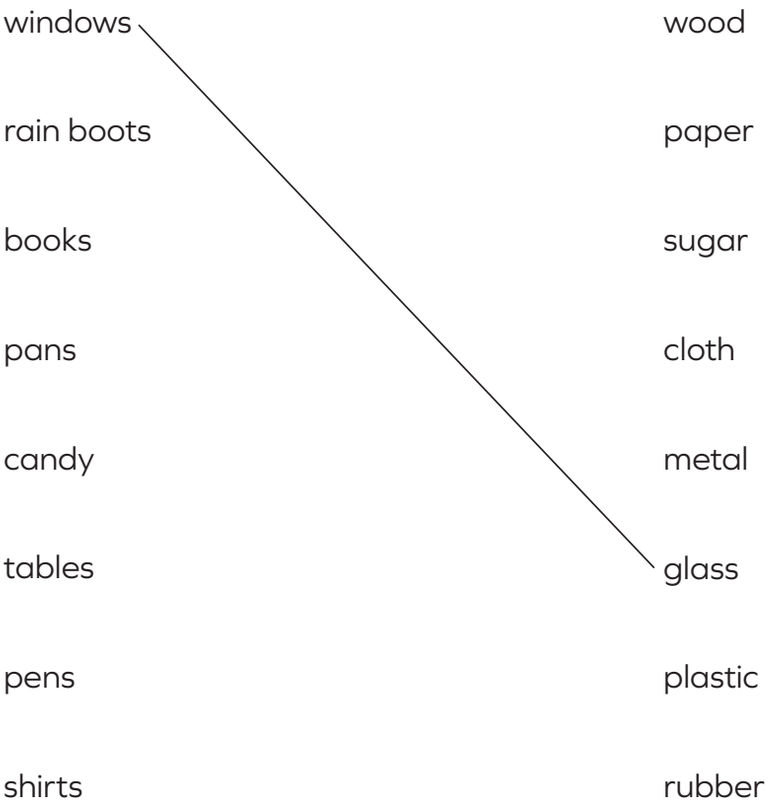
_____ Gum used to be made of rubber.

_____ One property of something is its smell.

Name: _____ Date: _____

Reading Reflection:
What If Rain Boots Were Made of Paper?

Match each item with the material from which it is made.



Name: _____ Date: _____

Reading Reflection:
What If Rain Boots Were Made of Paper? (continued)

If you were going to make the following things, what materials would you use? What materials would you **not** use?

Thing	Materials I would use	Materials I would not use
socks	cotton cloth yarn	milk metal rubber
chair		
telephone		
hammer		
cup		

Name: _____ Date: _____

Multiple Meaning Words

Directions:

Some words can mean more than one thing. For each word in the chart:

1. Read the sentence from the book *What If Rain Boots Were Made of Paper?* that uses the word.
2. Read the two meanings the word can have.
3. Decide which meaning the word has in the sentence from the book and circle that meaning in the table.

Word	Sentence from the book	Meaning 1	Meaning 2
material	Rubber is a great **material** for making rain boots.	fabric that clothes are made of	substances used to make things
design	When you **design** something, it's important to pick a material that will work.	to plan how to make something	something you draw
property	Hardness is a **property** of most kinds of metal.	a piece of land	something about a substance you see, hear, smell, taste, or feel

Teacher: Mr. Saturn **Grade Level** : 2 **Date:** 8 /2018
Unit Name: Properties of Materials **Chapter:** 1 **Lesson:** 1.2, Act. 3

A.) Determine the "Look For's" for the On the Fly Assessment
On-the-Fly Assessment 1: Making Predictions While Reading

B.) Rate the Look -Fors
'**3'** if student demonstrates a **strong understanding**
'**2'** if student demonstrates **some understanding**
'**1'-** if student demonstrates **no understanding**

Look Fors	Learner A	Learner B	Learner C	Learner D
Look for #1: Student participates in the Partner reading activity.	3	3	2	2
Look for #2: Student uses prior knowledge (what they already know) to make predictions about what they will learn.	2	1	1	3
Look for #3: Student is able to use clues in the text to make predictions about what they will learn.	2	2	2	2
Look for #4: Student adjusts predictions as they go along and the evidence used to support their predictions.	3	1	2	2
Look for #5: Student is able to elaborate when asked "What makes you think that?" or "Explain why you predict that may happen."	1	1	2	2

C.) After data are collected for the OTF, analyze the student needs and refer to the **NOW WHAT** section for ideas on how to respond to your students' needs.

Learner Profiles

Learner A: Enjoys science and math. Loves to tell stories about her many travels and enjoys figuring out phenomena presented. While she finds verbal explanations to be sufficient, she does not find it necessary to elaborate on her ideas through written explanation or written argument. She often shuts down when pushed to provide supporting details in writing.

Learner B: Enjoys reading and writing. When provided a written assignment, he is anxious to provide lengthy written and verbal explanations. Although, this learner enjoys reading, writing and speaking he is challenged by sentence structure, spelling and staying on topic.

Learner C: This new student enjoys expressing himself through art and drawings. He is not a strong reader, yet, as English is his second language. This student has strong comprehension skills and has adapted to using the classroom artifacts to help him construct written explanations.

Learner D: Enjoys solving critical thinking problems and has rich science vocabulary. She works best when provided independent tasks and does not work well in collaborative group settings. She relies on step by step teacher validation and is not likely to complete a task without making sure her answer affirmed by an adult in the room.

Name: _____ Date: _____

Observing the Wet Mystery Glues

Directions:

1. Use your senses to observe each mystery glue.
2. Write the properties of each mystery glue in the table below.

Properties of Mystery Glue A	Properties of Mystery Glue B

Name: _____ Date: _____

Providing Evidence: Mystery Glues A and B

Directions:
1. Read the question below.
2. Then, circle a claim.
3. Record your evidence on the lines.

Question

Is Glue A the same substance as Glue B?

Claim (Circle one.)

Yes, Glue A and Glue B are the same substance.

No, Glue A and Glue B are different substances.

How do you know? What is your evidence?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Connecting key concepts to chapter explanations

Properties of Materials

Directions:

1. For each chapter, read the key concepts, then the explanation.
2. With a partner, discuss how the key concepts connect to the explanation.
3. Make annotations about the connections.

Ch	Key concepts	Design argument
1	Properties include how materials smell, look, taste, feel, and sound. (1.2) Different materials have different properties. (1.3) You can tell if materials and substances are different by observing their properties or by testing them. (1.4) Properties of mixtures can change when other ingredients are added. (1.5) Properties of substances are the same whether you have a small amount or a large amount. (1.7)	The design goal is to make a glue that is sticky. The ingredients that will best meet the design goal for my glue are flour, cornstarch, and water. I know this because the mixture of flour and water did best on the sticky test. The most beans stayed stuck to the paper. The mixture of cornstarch and water did second best on the sticky test. That is how I know that flour, cornstarch, and water are the ingredients that would best meet the design goal of making sticky glue.
2	When a substance is heated or cooled, its properties can change. (2.1) Some substances change back to the way they were before they were heated or cooled. (2.2) If a substance doesn't change back to the way it was, it has become a different substance. (2.2)	The design goal is to make a glue that is sticky. We should heat the mixture. I know that we should heat the mixture because I observed that when it is heated, it becomes a new, stickier substance than before it was heated. I also observed that the heated cornstarch and water mixture did better on the sticky tests than the mixture that wasn't heated. I read in the *Handbook of Interesting Ingredients* that cornstarch becomes thick when heated and gets sticky when it starts to dry out. This is why I think we should heat it.
3	Mixtures may have a combination of the properties of their ingredients. (3.2) Mixtures may have some of the properties of their ingredients. (3.4) Mixtures can be designed for certain purposes by using ingredients with certain properties. (3.4)	My design goals are to make a glue that is sticky, strong, and thick. Heated gelatin and water and heated cornstarch and water will make glue that is sticky, strong, and thick. I know this because the heated gelatin mixture and the heated cornstarch mixture did the best on the strength test. Each of those mixtures held 22+ washers. I also read that heated gelatin and water makes a mixture thick, and cornstarch can become sticky with hot water. This is why I think it would be good to use these ingredients in my glue.

Name: _____ Date: _____

Notes for Our Glue Recipe

Directions:

1. Complete the sentence to tell what your design goals are.
2. With your partner, decide whether your glue is Glue 1 or Glue 2.
3. In the table, record the ingredients you plan to mix together to make your glue. Circle how many spoonfuls you will add of each ingredient.
4. Then, predict how many washers your glue will hold in the strength test.

Our glue must be sticky, strong, and _____

_____.

What is your glue called? Circle it.

Glue 1 Glue 2

Ingredient	Spoonfuls added
	
	
	
	

Strength test prediction: _____ washers

Name: _____ Date: _____

Designing a Toothpaste Mixture

Oh no! You've run out of toothpaste! Luckily you have some ingredients that may help you design a toothpaste.

Here are your ingredients and their properties:

Ingredient	Properties
Mint	green, tastes minty, smells minty
Cornstarch	white, makes mixtures thick and sticky after heating
Flour	powder, can be tan colored, makes a mixture hard when dry
Baking soda	white powder, made of tiny crystals, makes a mixture good for cleaning
Oil	thick, makes a mixture slippery
Cinnamon	adds a spicy smell and flavor to a mixture, covers up bad smells
Water	clear, thin, runny, pourable

Which properties would you like your toothpaste to have?

_____

_____

_____

_____

Name: _____ Date: _____

Designing a Toothpaste Mixture (continued)

Which of the ingredients would you choose to make a toothpaste that meets your design goals? Why would you choose those ingredients?

Ingredient I would choose	Reason

Which of the ingredients would you **not** choose? Why would you not choose those ingredients?

Ingredient I would not choose	Reason

Name: _____ Date: _____

Chapter 3: Check Your Understanding

This is a chance for you to reflect on your learning so far. This is not a test. Be open and truthful when you respond.

Engineers design mixtures for certain purposes. Am I getting closer to figuring out how to make a good glue to use at school?

I understand how to describe the properties of a material like glue. _____ Yes _____ Not yet

I understand how mixtures made of different ingredients can make glue that has different properties. _____ Yes _____ Not yet

I understand that heating or cooling can change the properties of ingredients that are mixed to make glue. _____ Yes _____ Not yet

I understand that scientists and engineers look for causes and effects, like how ingredients can cause the properties of mixtures to change. _____ Yes _____ Not yet

What are you still wondering about your glue mixture, its ingredients, or their properties?

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

Keeping Diverse Learner Needs in Mind

Reflection Tool

Unit Name: _____ Chapter #: _____ Lesson #: _____

Circle the Selected Learner Profile: A B C D

Directions: Reflect on each lesson activity and jot down strategies to support the student you selected from the Learner Profile.

Lesson Activity	My Student May be **Challenged by...**	Suggestions from the **Differentiation Brief**	Suggestions from my own **Teacher Toolkit**
1			
2			
3			
4			
5			

Take a Moment: How will this activity influence your planning practices?

Name: _____ Date: _____

End-of-Unit Writing: Arguing About a Final Glue Design

Directions:
Complete the sentences in the letter to the principal and in the table below.

Dear Principal _____,

As you know, my class has been working to create a better glue for our school. First, we chose the properties we wanted our glue to have and decided on our design goals. These are my design goals:

1. _____

2. _____

3. _____

4. _____

Then, we observed and tested many ingredients. The table below shows the final glue ingredients I have chosen and their properties.

Ingredient	Properties

1

Name: _____ Date: _____

End-of-Unit Writing: Arguing About a Final Glue Design (continued)

I chose these ingredients because _____

_____

_____.

The properties of my final glue are _____

_____

_____.

I know that my glue meets each design goal because _____

_____

_____

_____

_____.

I hope you will use my glue recipe for our school's new glue!

Sincerely,

_____

Grade 2: Unit 2 - Properties of Materials

Sample Rubric Compilation & Scoring Guide for the End of Unit Assessment (Lesson 4.4)

Criteria	0	1	2	3	4
Responsive/Supportive Does the argument propose a claim that addresses how the solution meets each design goal? Is evidence connected to each design goal in a way that is likely to convince the audience that the proposed solution is the best one?	No or inaccurate Argument	The argument proposes a claim that **does not** address how the solution meets each design goal & does not contain supporting evidence	The argument proposes a claim that addresses how the solution meets **some** design goals but does not have convincing supporting evidence connected	The argument proposes a claim that addresses how the solution meets **each** design goals and convincing supporting evidence connected	The argument proposes a claim that addresses how the solution meets **each** design goal **and** convincing supporting evidence connected along with an accurate counter argument
Clear and Well Organized Is the argument structured in a way that clearly communicates to the audience why the proposed solution is best?	No or inaccurate Argument	The argument is not structured in a way that clearly communicates why the solution is best	The argument is structured in a way that somewhat communicates why the solution is best	The argument is structured in a way that clearly communicates why the solution is best	The argument is structured in a way that clearly communicates why the solution is best and provides additional supporting details and appropriate science vocabulary
Consistent with accepted science ideas and available data - (Part 1) Does the argument include the relevant science ideas and data?	No or inaccurate Argument	Argument **does not** show understanding of the inherent properties of materials and that mixtures are composed of particular combinations of materials.	Argument shows **some** understanding of the inherent properties of materials a**nd /or** that mixtures are composed of particular combinations of materials.	Argument shows understanding of the inherent properties of materials and that mixtures are composed of particular combinations of materials as well as references relevant science ideas and data.	Argument shows understanding of the inherent properties of materials and that mixtures of are composed of particular combinations of materials as well as references two or more ideas and data.
Consistent with accepted science ideas and available data - (Part 2) Does the argument include the relevant science ideas and data?	No or inaccurate Argument	Argument **does not** show understanding that mixtures are made up of particular combinations of materials.	Argument shows **some** understanding that mixtures are made up of particular combinations of materials.	Argument shows clear understanding that mixtures are made up of particular combinations of materials and references a relevant science idea and data.	Argument shows understanding that mixtures are made up of particular combinations of materials and references two or more ideas and data to support their thinking.
Grounded in Evidence Does the argument rely on the idea that causes generate observable patterns?	No or inaccurate Argument	Argument does not rely on the idea that causes generate observable patterns	Argument **somewhat** relies on the idea that properties of the ingredients will cause predictable properties.	Argument presents evidence based ideas about predictable patterns, the properties of the ingredients will cause the mixture to have predictable properties.	Argument presents evidence based ideas and sites the sources of evidence of predictable patterns properties of the ingredients will cause the mixture to have predictable properties.

Preparing to teach

Directions:

1. Navigate to the Chapter 1 landing page in the Teacher's Guide and read the Chapter Overview.
2. Navigate to Lesson 1.1 and use the table below to guide your planning.

Consider	Read
Lesson Purpose • What is the purpose of the lesson? • How do the activities in this lesson fit together to support students in achieving this purpose?	**Lesson Brief:** • Overview • Standards
Preparing • What materials do you need to prepare? • Is there anything you will need to project? • Will students need digital devices? • Are there partner or grouping structures you need to plan for? • Are there activities you need to practice before showing students? • Are there space considerations to think about (e.g., outside observation, projections, whole-group floor space)? • Are there documents in Digital Resources that you need to review (e.g., Assessment Guide)?	**Lesson Brief:** • Materials and Preparation • Unplugged • Digital Resources
Timing • How will teaching this lesson fit into your class schedule? • Will you need to break the lesson into activities over several days? **Teaching the Lesson** • Are there specific steps you have questions about? • What challenges might you encounter in teaching this lesson, and how might you address these challenges?	**Lesson Brief:** • Lesson at a Glance **Instructional Guide:** • Step-by-Step tab • Teacher Support tab
Supports and Challenges • What might be challenging for your students? • What additional supports can you plan for individual students?	**Lesson Brief:** • Differentiation **Instructional Guide:** • Teacher Support tab

**If you have additional time, continue planning with Lesson 1.2.*

Grade: _____ Unit Name:_____

Scoring Guide for the End of Unit Assessment (Template)

Criteria	0	1	2	3	4

[Status of the Class Data Collection and Organizational Tool]

Teacher: **Grade Level** : **Date:**

Unit Name: **Chapter:** **Lesson:**

A.) Determine the "Look For's" for the On the Fly Assessment

On-the-Fly Assessment # ____:

B.) Rate the Look -Fors

'3' if student demonstrates a strong understanding

'2' if student demonstrates some understanding

'1' if student demonstrates no understanding

Students	Look For #1	Look For #2	Look For #3	Look For #4	Look For #5

Amplify Support

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

Customer care

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

800-823-1969

scihelp@amplify.com

Amplify Chat

When contacting customer care, be sure to:

- 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, etc.).
- Note the web browser you are using (Chrome or Safari).
- Include a screenshot of the problem, if possible.
- Cc: your district or site IT contact.

Notes

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