

Amplify.

# Language Studio: Initial Training, K-2 Teachers

Participant Activity Guide

## Do Now

**Directions:** Read the sentence below and answer the questions that follow. Be ready to share with the whole group.

“Twas brillig, and the slithy toves did gyre and gimble in the wabe.”

Answer the following questions:

1. What is the main idea of the sentence?
2. Where are the nouns?
3. What are the verbs?
4. How do you know the parts of speech?
5. Is this real language? Are these real words?

# Session Objectives and Agenda Overview

## Session Objectives

Participants will be able to:

- **Identify and connect** key components of a Language Studio unit and ELL instructional best practices
- **Flag** lesson features and instructional routines in a Writing Studio unit.
- **Develop** an instructional plan based on Language Studio best practices

## Agenda Overview

Opening

English Language Learners 101

Language Studio

- Organization
- Core Components
  - Teacher Guide Walkthrough
  - Lesson Segments
  - Assessments
- Connected Components
- Lesson Facilitation
  - Language Studio in Action!
  - Plan and Practice

Planning Tool

Closing

### What Does It Mean To Me?

**Directions:** Read through the topics in the boxes below. As you read each statement, write down what each key topic means to you.

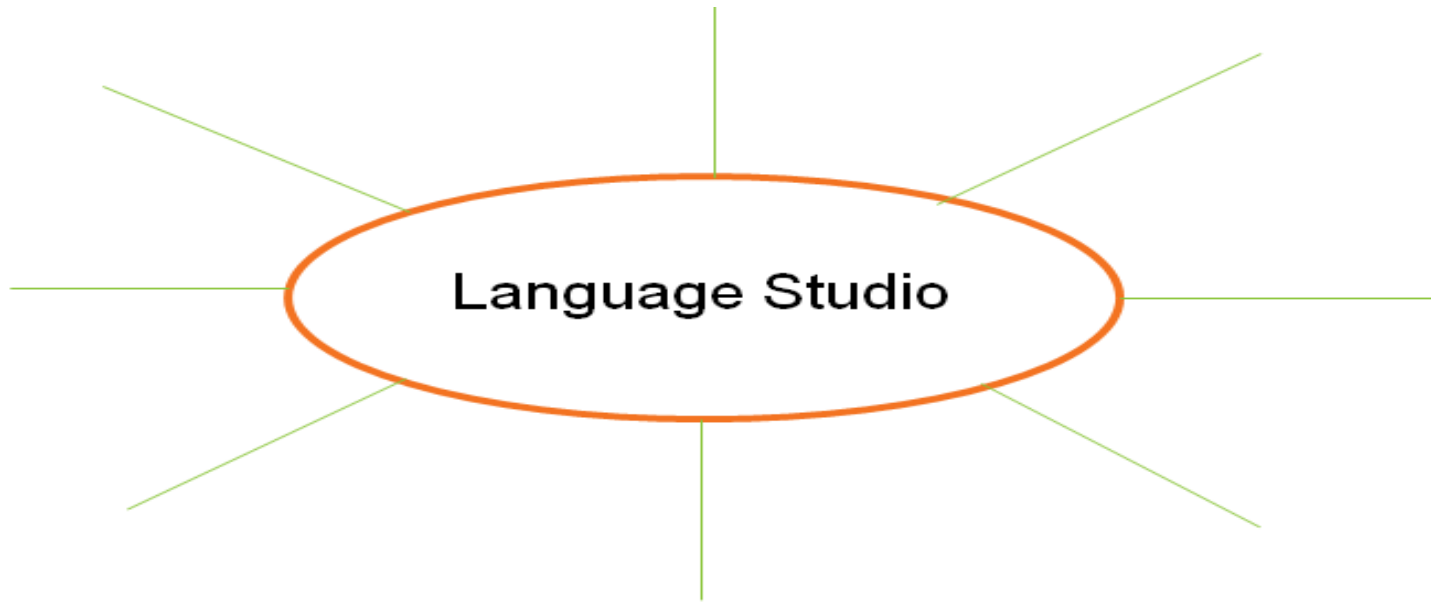
Language proficiency levels	Quality instruction for ELLs
Language domains	Designated versus integrated ELL support
Academic language and ELLs	Teacher role and ELLs

# Language Proficiency Levels

	STUDENTS WILL PROCESS	STUDENTS WILL PRODUCE
<b>ENTERING</b>	<p>Single statements and questions</p> <p>Ideas within words, phrases, and chunks of language</p> <p>Simple grammatical construction</p> <p>Forms and patterns of common everyday speech and academic language</p> <p>General domain-specific words and academic vocabulary</p> <p>Everyday speech and familiar expressions</p>	<p>Single words used to represent ideas</p> <p>Words, phrases, and chunks of language</p> <p>Simple grammatical construction</p> <p>Phrasal patterns associated with common speech and academic language</p> <p>General domain-specific words and academic vocabulary</p> <p>Everyday speech and familiar expressions</p>
<b>EMERGING</b>	<p>Multiple related simple sentences</p> <p>An idea with details</p> <p>Compound grammatical constructions</p> <p>Repetitive phrasal and sentence patterns across domains</p> <p>General and some domain-specific content words and expressions</p> <p>Everyday speech and academic vocabulary across domains</p>	<p>Phrases and short sentences</p> <p>Emerging expression of ideas</p> <p>Formulaic grammatical structure and variable use of conventions</p> <p>Repetitive phrasal and sentence patterns across domains</p> <p>General domain-related words and expressions</p> <p>Everyday speech and academic vocabulary across domains</p>
<b>TRANSITIONING</b>	<p>Discourse with a series of extended sentences</p> <p>Related ideas</p> <p>Compound, and some complex, grammatical constructions</p> <p>Sentence patterns across domains</p> <p>Specific domain-related content words and expressions</p> <p>Domain-related content words and expressions with common phrases and idioms</p>	<p>Short and some expanded sentences with increasing complexity</p> <p>Expanded expression of one idea and evolving expression of multiple related ideas</p> <p>Repetitive grammatical structure with occasional variation and emerging use of conventions</p> <p>Sentence patterns across domains</p> <p>Specific domain-related content words and expressions</p> <p>Domain-related content words and expressions</p>
<b>EXPANDING</b>	<p>Connected discourse with a variety of sentences</p> <p>Expanded related ideas</p> <p>A variety of complex grammatical constructions</p> <p>Sentence patterns characteristic of particular domains or texts</p> <p>Specific and some technical domain-related language</p> <p>Domain-specific content words, expressions with multiple meanings, and common phrases and idioms</p>	<p>Short, expanded, and some complex sentences</p> <p>Organized expression of ideas with emerging cohesion</p> <p>A variety of grammatical structures and generally consistent use of conventions</p> <p>Sentence patterns characteristic of particular domains or texts</p> <p>Specific and some technical domain-related language</p> <p>Domain-specific content words, expressions with multiple meanings, and common phrases and idioms</p>
<b>BRIDGING</b>	<p>Rich, descriptive discourse with complex sentences</p> <p>Cohesive, organized related ideas</p> <p>Compound, complex grammatical constructions</p> <p>A broad range of sentence patterns characteristic of particular domains and text types</p> <p>Technical and abstract domain-related language</p> <p>Domain-related content words and expressions with shades of meaning</p>	<p>Multiple complex sentences</p> <p>Cohesive, organized, and coherent expression of ideas</p> <p>A variety of grammatical constructions matched to purpose and consistent use of conventions</p> <p>A broad range of sentence patterns characteristic of particular domains and text types</p> <p>Technical and abstract domain-related language</p> <p>Content words and expressions with precise, domain-specific meaning</p>

## Word Web

**Directions:** Record key ideas about Language Studio on the web below.



Questions about Language Studio:

# Picture Walk

Image	Key words to remember
 <p>Amplify Core Knowledge Language Arts   Amplify Language Studio Teacher Guide   Grade 2 Volume 1</p>	
<h1>3</h1>	
   <p>Language Studio Teacher Guide (3)</p> <p>Language Studio Student Activity Book (3)</p> <p>Language Studio Program Guide (1)</p>	
   <p>Knowledge Teacher Guide</p> <p>Knowledge Image Cards</p> <p>Knowledge Flip Books</p>	

# Instruction Components

Teacher Guide	Student Activity Book	Program Guide

## Rewind

When learning new concepts and skills, ELLs benefit from frequent review and practice. This is especially effective when it involves opportunity for peer collaboration.

**Rewind** features brief, interactive tasks that review the primary goals of the previous primary instruction lesson. These lessons play an important role in strengthening students' understanding of recently acquired knowledge and skills.

## Look Ahead

Previewing content and learning key vocabulary words prior to a lesson enables ELLs to develop or strengthen mental schemas into which they can map newly acquired knowledge. Engaging in discussions, making predictions, and asking questions about a topic prior to instruction helps ELLs build background knowledge that can enhance their understanding of the topic.

**Look Ahead** allows students to preview or prepare for upcoming lesson content and vocabulary. Activities may include making predictions, previewing key words, and drawing connections with students' prior experiences as well as their linguistic and cultural backgrounds.

## Hands-On

**Hands-On** activities allow ELLs to engage with physical materials during the lesson.

Early learners benefit from focus on the structure and language of various text types and multi-modal learning experiences.

## Focus on Text

**Focus on Text** provides students with the opportunity to learn to compare and contrast different text types (e.g., narrative, informational, opinion).

## Vocabulary Building

Explicit vocabulary instruction is especially critical for ELLs because vocabulary plays the most important role in text complexity, and determines how likely students are to understand a text.

**Vocabulary Building** engages students in exercises that involve learning not only parts of speech and use of conjunctions, but also words with multiple meanings, academic language, and content-specific words.

## Looking at Language

**Looking at Language** involves explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole.

## Talk Time

Students learn about language and culture through meaningful use and interaction. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts. This also helps develop social and academic language.

**Talk Time** provides students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions).

## On Stage

**On Stage** allows learners to present and listen to others' presentations. They may recount experiences, retell stories, or explain ideas from a given lesson.

Oral presentations are effective activities for developing both oral English language proficiency and communication skills. ELLs can practice speaking in English as they orally deliver information to an audience; classmates can practice listening for information and reflecting on the message they received.

## Read About It

**Read About It** provides students with the opportunity to practice processing information presented orally and visually. This lesson segment addresses comprehension of texts being read aloud, in anticipation of learning to engage in classroom discussions about the meaning of texts.

ELLs need to engage with grade-level texts and establish an understanding by gathering facts and details, analyzing how details and ideas develop throughout texts, and making inferences, all while building content knowledge and vocabulary.

## Write About It

Writing about a given topic and orally presenting information support development of essential language skills such as reading and comprehension. Writing in response to texts not only provides an opportunity to practice basic writing skills, but it also helps improve reading comprehension, enhance understanding of specific concepts, and build academic vocabulary.

**Write About It** supports the writing tasks that appear in Primary Instruction. These tasks are generally broken out to support ELLs as they incrementally arrive at a polished piece of writing.

## Connections

Background knowledge is among the most significant factors that affect an ELL's ability to comprehend a given topic or text. Drawing upon students' cultural and linguistics knowledge, experiences, and background knowledge can facilitate and promote learning.

**Connections** introduces students to the organization and basic features of print. Students have frequent opportunities to engage in print concepts (e.g., follow words from left to right, top to bottom, and page by page) and identify significant components of a trade book (e.g., the cover, title page, author, illustrator).

## KEY Ideas

1.

2.

3.

## Assessment Time

**Directions:** Fill in the blank.

\_\_\_\_\_ are used to monitor the extent to which students are mastering the primary lesson objectives.

\_\_\_\_\_ provide students the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards and serve as informal performance-based assessments.

\_\_\_\_\_ are used periodically to monitor student understanding and determine whether students are ready to move on with a particular concept.

## Connected Components

### Directions to access digital components:

- Step 1: Login to [ckla.amplify.com](http://ckla.amplify.com)
- Step 2: Click on the English Learners tab
- Step 3: Scroll to the middle of the page and click on National Edition
- Step 4: Scroll to the bottom of the page and click on Online Resources

## Online Resources



### Digital Compilations

Collection of Flip Books and Image Cards used in instruction

- Grade K Domains: [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | [11](#) | [12](#)
- Grade 1 Domains: [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | [11](#)
- Grade 2 Domains: [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [9](#) | [10](#) | [11](#) | [12](#)

## Language Studio in Action!

Key “Look Fors”:

- Does the teacher use the suggested stopping points throughout the lesson?
- Does the teacher adjust instruction based on language proficiency levels in the classroom?

Lesson 1: Roses Are Red/Ring Around the Rosie

# Looking at Language



**Primary Focus:** Students will use frequently occurring nouns and verbs to build simple sentences.

## SENTENCE BUILDER



### Show image 1B-1: Children playing “Ring Around the Rosie”

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations and restate students’ sentences so they are grammatically correct. If necessary, ask students to repeat your sentences.

- State the directions for this sentence building activity:
  1. Look at this picture. I will call on you one at a time to say one word about the picture.
  2. Then, I will build on your word by adding other words to make a short sentence.
  3. Finally, we will say the short sentence together.

**Student A:** children

**Teacher:** The children play.

**Class:** The children play.

- Possible simple sentences:
  - The children play.
  - The children play “Ring Around the Rosie.”
  - The children hold hands.
  - The children have fun.
  - The girl/[name of girl] has long hair.

## Support

**Sentence frame:**  
“The \_\_\_\_\_ (noun)  
\_\_\_\_\_ (verb).”

- The boy/[name of boy] has brown hair.
- The boy/[name of boy] has brown pants.
- The girl/[name of girl] wears blue overalls.
- The grass is green.

4. Now, we will switch roles. I will say one word about the picture. Then, you will build on my word to make a short sentence. Finally, we will say the short sentence together.

**Teacher:** girl

**Student B:** The girl wears blue clothes.

**Class:** The girl wears blue clothes.



### Sentence Builder

Can you make a short sentence by building on—or adding words to—my word? [Say additional words—nouns and verbs—for students to build on (e.g., *grass*, *dress*, *play*, and *laugh*).]



### Listening Using Verbs and Nouns

#### Entering/Emerging

Say familiar nouns and verbs in the image for students to repeat or identify. Then proceed to build a simple sentence using a noun or verb, and have students echo.

#### Transitioning/Expanding

Describe different images using nouns and verbs in a simple sentence. Have students repeat the sentence and match description to image.

#### Bridging

Display two or three different images, and prompt students to identify differences between the objects and actions depicted.

## Lesson 1: Roses Are Red/Ring Around the Rosie

# On Stage



**Primary Focus:** Students will act out the nursery rhymes “Roses are Red” and “Ring Around the Rosie.”



Speaking  
Presenting

### Entering/Emerging

Help students to echo the lines from the nursery rhyme and perform some of the motions with them.

### Transitioning/Expanding

Help students recite the nursery rhyme while performing the proper motions.

### Bridging

Have students recite the nursery rhyme and perform the proper motions.

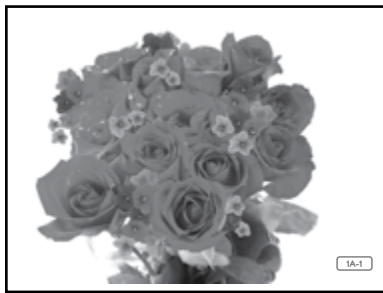
### Support

Sweet is how sugar tastes. You can also use the word *sweet* to describe someone who is nice, kind, and gentle to others.

### Challenge

Have students make up their own motions for the nursery rhymes.

### “ROSES ARE RED”



**Show Image 1A-1: Red roses and blue violets**

### First Read

*Roses are red,  
Violets are blue,  
Sugar is sweet,  
And so are you.*

### Second Read with Motions

*Roses are red,*

*[Point to the red roses.]*

*Violets are blue,*

*[Point to the blue violets.]*

*Sugar is sweet*

*[Pretend you are eating something sweet, like a lollipop.]*

*And so are you.*

*[Point to the students.]*

### Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Roses are red,*

*Violets are blue,*

*Sugar is sweet,*

*And so are you.*

## Fourth Read Using Echo Technique with Motions

**Directions:** I am going to say the first line of “Roses Are Red” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this with each line.

*Roses are red,*

**Note:** Pause after each line, and prompt students to echo and do the motions.

[Invite a student to point out the red roses.]

*Violets are blue,*

[Invite a student to point out the blue violets.]

*Sugar is sweet,*

[Students should pretend they are eating something sweet, like a lollipop.]

*And so are you.*

[Students should point to their neighbor.]

## “RING AROUND THE ROSIE”



### Show Image 1B-1: Children playing “Ring Around the Rosie”

#### First Read

*Ring around the rosie,*

*A pocket full of posies;*

*Ashes, ashes,*

*We all fall down.*

#### Second Read with Motions

*Ring around the rosie,*

[Trace the ring made by the children’s arms, or make a ring with your arms.]

*A pocket full of posies;*

[Put your hand in your pocket.]

*Ashes, ashes,*

[Pretend to toss ashes into the air.]

*We all fall down.*

#### Support

*Ring* means to make a circle around something. A ring can also be a type of jewelry worn on a finger.

*Posies* are a small bunch—or group—of different flowers.

*Ashes* are the gray powder that is left behind when something burns.

[Sit down on the word down.]

### Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Ring around the rosie,*

*A pocket full of posies;*

*Ashes, ashes,*

*We all fall down.*

### Fourth Read Using Echo Technique with Motions

**Directions:** I am going to say the first line of “Ring Around the Rosie” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this with each line.

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Ring around the rosie,*

[Students should make a ring with their arms.]

*A pocket full of posies;*

[Students should put a hand in a pocket (or where a pocket would be).]

*Ashes, ashes,*

[Students should pretend to toss ashes into the air.]

*We all fall down.*

[Students should sit down on the word down.]

### Extending the Activity: On Stage

- Tell students that many nursery rhymes, like “Ring Around the Rosie,” are fun to act out. You may also want to explain that this nursery rhyme is often sung.

**Note:** This activity may be done inside or outside.

#### Directions:

1. Stand up.
2. Form a large circle.
3. Join hands.
4. Let’s sing “Ring Around the Rosie” together.

### Challenge

Have students make up their own motions for the nursery rhymes.

5. Walk around in a circle until you hear, "We all fall down!" When you hear these words, sit down gently and quickly.



### Check for Understanding

**Show Me:** [Repeat the rhyme and group actions, and invite students to sing this nursery rhyme on their own while acting it out.]

### Support

**Sentence frame:**  
"This \_\_\_\_\_ (flower) is  
\_\_\_\_\_ (size) and \_\_\_\_\_  
(color)."

## Lesson 1: Roses Are Red/Ring Around the Rosie

# Talk Time



**Primary Focus:** Students will describe different types of flowers and offer an opinion about a favorite flower.

### DIFFERENT FLOWERS

- Place the images and/or realia of different common flowers in front of students.
- Tell students the names of the flowers one at a time, and have students repeat the names of the flowers after you.
- Invite students to briefly describe the flowers' colors and sizes to their partners.
- Explain that the same type of flower can have different colors (e.g., roses are not only red but can be white, yellow, or purple).

### Extending the Activity: Vote

- Have students share which flower they like the best. Take a quick tally of students' favorite flowers.
- Have students match the flower to its typical color (e.g., roses are red and sunflowers are yellow).



**Speaking**  
Using Nouns and Noun Phrases

**Entering/Emerging**  
Ask *yes/no* questions using familiar adjectives that show color and size.

**Transitioning/Expanding**  
Have students describe a flower using an oral word bank of familiar adjectives that show color and size.

**Bridging**  
Challenge students to come up with their own adjectives that show color and size.





# Grade 1: Plan and Practice

## Lesson 1: The Boy Who Cried Wolf

# Rewind



### Primary Focus

Students will identify the characteristics of fables that apply to “The Boy Who Cried Wolf.”

Students will retell the beginning, middle, and end of the fable “The Boy Who Cried Wolf.”

### “THE BOY WHO CRIED WOLF” (10 MIN.)

- Remind students that a fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

**Ask:** Is “The Boy Who Cried Wolf” a fable? How do you know?

- » “The Boy Who Cried Wolf” is a fable because it is short and teaches a lesson.



### Fables Chart

Which characteristics should I check off for “The Boy Who Cried Wolf”?

- » Short, Moral

### Plot for “The Boy Who Cried Wolf”

- Tell students that the events that happen in the beginning, middle, and end of a story make up the plot of the story.

**Ask:** [Show Image Card 5.] Does this image show the beginning, middle, or end of the story? How do you know?

- » This image shows the beginning of the story, because the shepherd boy looks lonely.

### Support

**Sentence starter:** “‘The Boy Who Cried Wolf’ is/is not a fable, because. . .”



**Reading**  
Understanding text structure

### Entering/Emerging

Use the Fables chart to show the characteristics of fables that apply to current fable.

### Transitioning/Expanding

Use the Fables chart to prompt students to identify the characteristics of fables that apply to current fable.

### Bridging

Reread fable, and challenge students to identify the characteristics of a fable that apply to current fable.

### Image Card 5

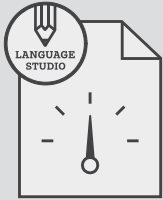


## Support

### Sentence starter:

“This image shows the beginning/middle/end of the fable. I know this because . . .”

## Activity Page 1.1S



## Speaking Selecting Language Resources

### Entering/Emerging

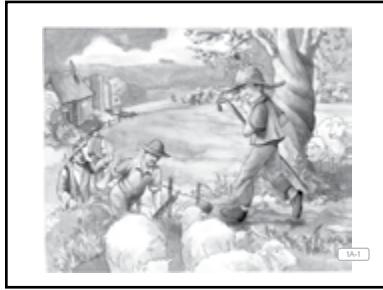
Help students identify whether the event depicted in the image on the response card happened at the beginning, middle, or end of the fable. Provide them with an oral bank of key words from the fable.

### Transitioning/Expanding

Provide students with sentence starters to retell the fable: “In the beginning. . . In the middle . . . At the end . . .”

### Bridging

Invite students to retell the fable using details from the text, with a partner.



## Show Image 1A-1: Shepherd boy chuckling

**Ask:** Does this image show the beginning, middle, or end of the fable? How do you know?

- » This image shows the middle of the fable, because the farmers are coming to help the boy, but there is no wolf.

- Remind students that the plot of a story is what happens, or the events, in the story.



## Formative Assessment

**Retelling:** Using Response Card 1 (Activity Page 1.1S), retell the beginning, middle, and end of the fable with a partner.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story (e.g., characters, setting, “once”) and ending a fiction story (e.g., moral or lesson).]

- » Answers may vary but may include phrases such as, “There was once a young shepherd boy . . .”, or “So no one came to help the boy save his sheep.”





# Grade 2: Plan and Practice

## Lesson 1: The Fisherman and His Wife

# Focus on Text



**Primary Focus:** Students will identify the story elements in “The Fisherman and His Wife.”

### STORY ELEMENTS: “THE FISHERMAN AND HIS WIFE” (10 MIN.)

- Give each student Activity Page 1.2S.
- Tell students that you will go over the story elements for “The Fisherman and His Wife” together.

**Note:** Tell students that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all of the rules for decoding. Emphasize that you are writing what they say so you don’t forget, and tell them that you will read the words to them.

### Activity Page 1.2S



Elements of Stories	
<b>Title</b>	“The Fisherman and His Wife”
<b>Author</b>	the Brothers Grimm
<b>Setting</b>	by the sea; little, old, run-down hut; charming cottage; big stone castle
<b>Characters</b>	fisherman, wife, fish, servants, barons, dukes, duchesses, ladies-in-waiting
<b>Themes</b>	You should be happy with what you have. Don’t be greedy. Be careful not to wish for too much.
<b>Opening</b>	“Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea.”
<b>Ending</b>	“And there (in the little, old, run-down hut) they live to this very day.”



Reading  
Understanding Text  
Structure

**Entering/Emerging**

Have students contribute using gestures, words, or simple phrases.

**Transitioning/Expanding**

Have students contribute using a short sentence or by completing this sentence frame: "In the story, the characters are . . ."

**Bridging**

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

**Ask**

What is the title of the story?

- » "The Fisherman and His Wife"

Who are the authors of the story?

- » the Brothers Grimm

**Definition:** *Setting* is where the story takes place.

**Ask**

What are the settings of the story?

- » by the sea; little, old run-down hut; charming cottage; big stone castle

Who are the characters in the story?

- » fisherman, wife, fish, servants, barons, dukes, duchesses, ladies-in-waiting

**Definition:** *Theme* is the meaning or what you can learn from the story.

**Ask**

What are the themes of the story?

- » You should be happy with what you have. Don't be greedy. Be careful not to wish for too much.

What is the ending line of the story?

- » "And there [in the little, old, run-down hut] they live to this very day."

Lesson 1: The Fisherman and His Wife

# Vocabulary Building



**Primary Focus:** Students will respond to questions using the words *enchanted* and *hesitated* in context.

**WORD WORK (10 MIN.)**

**Enchanted**

One of the characters in today's fairy tale is enchanted.

Say the word *enchanted* with me three times.

**Definition:** When something is enchanted, it is like it is under a magic spell. To be enchanted is to be different, strange, and magical.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**1.2S**  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

### Elements of Stories

Title	Author	Setting	Characters	Themes	Opening	Ending

## Language Studio Planning Tool

Please read each statement about best practices in Amplify CKLA Language Studio and reflect on your specific context, needs, and goals as you answer the following questions.

Language Studio Instruction	
<p><b>Language Studio Teacher</b></p> <p>Who will instruct the Language Studio program? (Primary classroom teacher or ELL teacher)</p> <p>For ELL teachers: When will you align with the primary classroom teacher regarding Knowledge lesson pacing?</p>	
<p><b>Student Grouping</b></p> <p>How will ELL students receive Language Studio instruction? (Push-in and/or pull-out)</p> <p>How will ELL students be organized for Language Studio? (Whole group, small group, and/or 1:1)</p>	
<p><b>Language Studio Instructional Delivery</b></p> <p>Do you have 30 minutes for Language Studio instruction?</p> <p>If not, how will you prioritize instructional segments?</p>	
<p><b>Assessments</b></p> <p>How will Language Studio assessment data be collected/tracked in order to guide instruction?</p> <p>How will assessment data be shared with classroom teachers and parents?</p>	
<p><b>Communication with Families</b></p> <p>How will I communicate Language Studio with my families?</p>	

## **Amplify Educational Support Team**

Today's Facilitator: \_\_\_\_\_

Email:

Tech Support:

[help@amplify.com](mailto:help@amplify.com)

Pedagogical Support:

[edsupport@amplify.com](mailto:edsupport@amplify.com)

Phone:

Call toll-free at (800) 823-

1969 Monday through

Friday

7:00 am to 7:00 pm EST

**Survey link:** <https://www.surveymonkey.com/r/CKLAInitialTraining>