

<p><b>Essential Question:</b> How do pond plants and pond animals survive in their environment?</p> <p><b>Focus Question:</b> How do plants and animals use their body parts to survive in their environment?</p> <p><b>Phenomenon Question:</b> How does a yellowjacket use its body parts to survive?</p>		
<p><b>Objective:</b> Describe how a yellowjacket uses its body parts to help it survive.</p>	<p><b>Materials:</b> Pencil</p>	<p><b>Projected Slides:</b> 132–149</p>

**Share the following items with families in advance of the lesson.**

- Links: Lesson 9b Daily Video
- Materials list
- Assignment: After watching the video, students complete the Conceptual Checkpoint by responding to the following prompts: Which object is the best model of a stinger? What is the function of a stinger? How does a stinger help a yellowjacket survive?

**Remote Learning Recommendations**

Type	Pacing	Activity	Notes
Hybrid (in-class synchronous and remote asynchronous)  Asynchronous (in Sync)	10–15 minutes	Daily Video	Video description: Students complete a Conceptual Checkpoint in which they apply their Concept 1 learning to a yellowjacket.
	10 minutes	Assignment	The video asks students to complete the Conceptual Checkpoint by responding to the following prompts: Which object is the best model of a stinger? What is the function of a stinger? How does a stinger help a yellowjacket survive?
	15 minutes	Virtual Class Meeting (Optional):  Science Discourse	Ideally this meeting occurs after students watch the video and complete the assignment: <ul style="list-style-type: none"> <li>• <i>Conceptual Checkpoint Debrief Remote Alternative</i> Complete the Conceptual Checkpoint debrief by facilitating a discussion about each question in the Conceptual Checkpoint.  If students are unsure which object to select, remind them of a stinger’s properties, and then ask students to describe each object. Prompt them to select the object that is most like a stinger.  If students are unsure which function to select, prompt them to revisit the animal models from Lessons 4 and 5. Review the functions of animal body parts and the properties of protective animal body parts with students. Then ask students to think about which of those properties and functions apply to the stinger of a yellowjacket.  If students need help explaining how a stinger can help a yellowjacket survive, consider asking questions such as these: What did you learn about the toothpick when you pressed it into the eraser? How would that help the yellowjacket protect itself? Why would a yellowjacket need to protect itself?</li> </ul>

PhD Science in Sync™ Learn Anywhere Plan

Synchronous			<p>Display the labeled illustration of a yellowjacket (Lesson 9 Resource B). Add a stinger to the illustration, and work with the class to label the stinger and its function.</p> <ul style="list-style-type: none"> <li> <i>Update Driving Question Board Remote Alternative</i> </li> </ul> <p>Facilitate a discussion about what students notice about all the questions in the first column of the driving question board. Use student responses to introduce students to the Concept 1 Focus Question: How do plants and animals use their body parts to survive in their environment? Write the Focus Question at the top of the left column.</p> <p>Invite students to add new questions to the driving question board.</p> <p>Send updated driving question board to all students.</p>
	25 minutes	Learn	<p>Refer to Teacher Edition to conduct lesson Launch (Projected slides 132–143).</p> <p>Give all students a chance to participate either in-person or virtually.</p>
	5 minutes	Land	<p>Refer to Teacher Edition to conduct lesson Land (Projected slides 144–149).</p> <p>Give all students a chance to participate either in-person or virtually.</p>

Asynchronous
Remote students using in Sync with optional virtual class meeting

Synchronous
Some students in-class and some remote but all participating live

Hybrid
In-class students are synchronous and remote students asynchronous