

<p>Essential Question: How do butterflies survive over time in a changing environment?</p> <p>Focus Question: What do fossils reveal about the past</p> <p>Phenomenon Question: What do fossils found near the butterfly fossil reveal about the Florissant area?</p>			
<p>Objective: Compare the past environment of the Florissant area with the present-day environment to explain how the environment has changed over time.</p>		<p>Materials: Pencil</p>	<p>Projected Slides: 118–134</p>
<p>Share the following items with families in advance of the lesson.</p> <ul style="list-style-type: none"> • Links: Lesson 8a Daily Video, Science Journal Lesson 8a • Materials list • Assignment: After watching the video, students update the anchor chart and anchor model and update the anchor model explanation. 			
Remote Learning Recommendations			
Type	Pacing	Activity	Notes
<p>Hybrid (in-class synchronous and remote asynchronous)</p> <p>Asynchronous (in Sync)</p>	10–15 minutes	Daily Video	<p>Video description:</p> <p>Students compare the past environment of the Florissant area with the present-day environment to better understand how the environment has changed over time.</p>
	10 minutes	Assignment	<p>The video asks students to update the anchor chart and anchor model and update the anchor model explanation.</p>
	15 minutes	<p>Virtual Class Meeting (Optional):</p> <p>Science Discourse</p>	<p>Ideally this meeting occurs after students watch the video and complete the assignment:</p> <ul style="list-style-type: none"> • Ask students to make predictions about the kind of organism they think formed the fossil in the photograph (Lesson 8 Resource A). Encourage students to support their predictions with evidence and reasoning. As students share their responses, ask the rest of the class to use nonverbal signals to indicate whether they agree with each other’s predictions about the kind of organism that formed the fossil. Guide students to relate the kind of organism to the environment in which it might have lived to emphasize the connection between changes in kinds of organisms and changes in the environment. • Review Key Term: extinct • <i>Update Anchor Chart Remote Alternative</i> <p>Display the anchor chart. Ask students to discuss their new knowledge of how analyzing fossils can help people understand where organisms lived in the past. Guide student thinking with this question: What do fossils reveal about organisms and the areas where they were able to survive? As students share their</p>

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Synchronous			<p>responses, paraphrase their ideas and add a summary statement to the anchor chart.</p> <p>Send updated anchor chart to all students.</p>
	5 minutes	Launch	<p>Refer to Teacher Edition to conduct lesson Launch (Projected slides 118–122).</p> <p>Give all students a chance to participate either in-person or virtually.</p>
	25 minutes	Learn	<p>Refer to Teacher Edition to conduct lesson Learn (Projected slides 123–134).</p> <ul style="list-style-type: none"> • Explore Organisms No Longer Found in the Florissant Area <p>Introduce Key Term: extinct</p> <ul style="list-style-type: none"> • Analyze Environmental Conditions • Update Anchor Chart <p>Paraphrase student ideas into a summary statement and add to the class anchor chart. Send class chart to all students.</p> <p>Give all students a chance to participate either in-person or virtually.</p>
Additional Instruction		Extension (Optional)	<p>If time permits, encourage students to research mammoths to learn more about their environment and why they are no longer found on Earth.</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