



School Program Name: Forest Habitat
Name of Sanctuary: Arcadia Wildlife Sanctuary
Grade Level: PreK-2
Location Options: Arcadia Wildlife Sanctuary
Time: 2 hours
For more info: arcadia@massaudubon.org

Program Description

Explore the woods and observe plants and animals of that habitat and their interrelationships

Massachusetts State Curriculum Frameworks

Subject: Science and Technology
Topic: Life Science
Sub-Topic: Characteristics of Living Things
Living Things and Their Environment

Learning Frameworks

Characteristics of Living Things

PreK-2 Life Science #1: Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

PreK-2 Life Science #2: Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.

PreK-2 Life Science#3: Recognize that plants and animals have life cycles, and that life cycle life cycles vary for different living things.

Living Things and Their Environment

PreK-2 Life Science#7: Recognize changes in appearance that animals and plants go through as the seasons change.

PreK-2 Life Science#8: Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).



Massachusetts State Curriculum Frameworks

Subject:	English Language Arts
Topic:	Language
Sub-Topics:	Questioning, Listening, and Contributing Writing

Learning Frameworks

Questioning, Listening, and Contributing

PreK-2 English

Language Arts#2.1: Contribute knowledge to class discussion in order to develop a topic for a class project.

Lesson Objectives

What will students know and be able to do? These objectives must be observable and measurable.

Students will know and be able to:

- Recognize the basic characteristics and features of a forest habitat.
- Recognize the variety of plants and animals in a forest and how their basic needs (air, water, food, shelter, space) are met.
- Describe some life cycles within the forest habitat.
- Identify at least two living and two non-living items in a forest habitat.
- Describe the different micro-habitats of a log

Vocabulary

log	bird	canopy
environment	ferns	habitat
insect	life cycle	mammal
mushroom	plant	spider
		decompose



Assessments

How will you know that the students have met the standards?

- Mass Audubon Educator will observe students exploring, observing, and identifying forest organisms.
- Students will participate in answering Mass Audubon Educator prompted questions.
- Students will demonstrate their understanding of a forest habitat by participating in a wrap-up activity.

Summarizer

How will you close the lesson to see if students met your objective?

- Through a Mass Audubon Educator lead discussion, students will share the organisms they found and how they meet some of their basic needs in the forest habitat.
- By participating, students will demonstrate an understanding of a forest habitat.



Mass Audubon School Programs

At Mass Audubon we strive to create learning experiences that are enriching, innovative, meaningful, and engaging. All our school programs are aligned with Massachusetts Curriculum Frameworks. Our network of wildlife sanctuaries and nature centers located in urban, suburban, and rural communities around the state enable us to have strong relationships with local schools.

Our Education Foundations

- Place-based education is an educational philosophy that connects learning to what is local for an individual. We help build conservation communities, working with students and teachers in cities and towns to develop place-based environmental education that is linked directly to their home community.
 - Inquiry-based learning is focused on teamwork, being learner-centered, questioning ourselves and the world around us, providing a more focused, time-intensive exploration, promoting lifelong learning, communication, and learning as fun.
 - We are fully committed to creating a positive and supportive environment for all learners.
 - We strive to be culturally sensitive, recognizing and embracing cultural differences.
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Differentiated Instruction

- We strive to create a positive learning environment that is inclusive, supportive to all learners, and sensitive to cultural diversity.
 - Outdoor classroom experiences are structured to meet the needs of the particular learners.
 - Students work in small groups using hands-on materials.
 - A variety of educational media are used, including colorful illustrations.
 - With advance notice, efforts will be made to accommodate all learning styles and physical needs.
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Notes

- Nature exploration is dependent upon the weather and other conditions. A class might observe different wildlife than they expected to see. An outdoor lesson can sometimes provide unexpected, but enriching teachable moments on a natural history topic that was not planned.
- Mass Audubon nature centers each have a unique landscape and will customize programs to work best at their particular site.
- Our lessons can be adapted to incorporate a classroom teacher's needs.

