



School Program Name: Marsh Life
Name of Sanctuary: Broadmoor Wildlife Sanctuary
Grade Level: PreK-2
Location Options: This program occurs at the Sanctuary
Time: 2 hours
For more info: broadmoorschool@massaudubon.org
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Program Description

Discover how many creatures use the marsh for their habitats. Broadmoor Staff scoop up marsh water, muck and plants and put it into small containers for the students to sort through, allowing them to observe and “catch” living creatures! Students find various stages of life cycles and layers of food chains, both in and out of the water.

Massachusetts State Curriculum Frameworks

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

Learning Standards

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 #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 #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).

Characteristics of Plants and Animals

3-5 Life Science #1: Classify plants and animals according to the physical characteristics that they share.

Structures and Functions

3-5 Life Science #3: Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.

3-5 Life Science #4: Describe the major stages that characterize life cycles.



Massachusetts State Curriculum Frameworks

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

Learning Standards

Questioning, Listening, and Contributing

PreK-12 Language #2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

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:

- Describe significant characteristics of the marsh.
- Name at least one herbivore and one carnivore that visit the marsh.
- Link plants and animals in the marsh in a food chain.
- Describe characteristics and life cycle of one animal dipped from the pond

Vocabulary

marsh

habitat

life cycle

living

non-living

food chain

Assessments

How will the Mass Audubon educator know that the students have met the standards?

- Mass Audubon educator will observe students exploring, observing, and identifying marsh organisms.
- Students will participate in answering teacher prompted questions.
- Students will identify or draw pictures of a marsh animal.
- Students will demonstrate their understanding of a marsh habitat by participating in a wrap-up activity.



Summarizer

How will the Mass Audubon educator close the lesson to see if students met your objective?

- Students will share one thing they have learned during the lesson or that was new and exciting for them.



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.

