



<b>School Program Name:</b>	Habitat Hunt
<b>Name of Sanctuary:</b>	Moose Hill Wildlife Sanctuary
<b>Grade Level:</b>	Grades 3 – 5
<b>Location Options:</b>	At the sanctuary
<b>Time:</b>	2 hours or can be combined with a second program for a full-day field trip
<b>For more info:</b>	moosehilledu@massaudubon.org

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### Program Description

Each student is given a native animal and becomes the group expert on that creature. Explore field, forest and wetland habitats in search of the food, water and shelter your animal needs for survival. Recognize that animals live only where they can find these resources as well as air and adequate space and that different animals have different needs. Classify the animals and determine how they fit in the food chain. Play an active game, which demonstrates how animal populations are dependent upon the availability of resources in their habitat.

Significant savings are offered when you select a second program to create a full-day of hands-on learning at Moose Hill. This program combines well with Vernal Pools, Pond Life, Settling New England, Native American, Rock On, and Trees are Terrific. Because of our large trail system and full-day option, we can serve up to 130 students for many programs. We provide a ratio of one Moose Hill teacher-naturalist to 12 to 14 students.

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### Massachusetts State Curriculum Frameworks

<b>Subject:</b>	Science and Technology
<b>Topic:</b>	Life Science

### Learning Standards

#### Characteristics of Plants and Animals

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

#### Adaptations of Living Things

3-5 Life Science #7: Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

3-5 Life Science #8: Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).

3-5 Life Science #9: Recognize plant behaviors, such as the way seedlings' stems grow toward light and their roots grow downward in response to gravity. Recognize that many plants and animals can survive harsh environments because of seasonal behaviors, e.g., in winter, some trees shed leaves, some animals hibernate, and other animals migrate.



### Energy and Living Things

3-5 Life Science #1 I: Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.

### Lesson Objectives

Students will know and be able to:

- Identify four of the five essential components that a habitat provides for an animal (food, air, water, shelter and space).
- Recognize the physical characteristics used as criteria for determining vertebrate classes (reptiles have scales, mammals have hair, birds have feathers, amphibians have thin skin without scales).
- Recognize that wildlife populations fluctuate with the availability of resources within a habitat.
- Observe an animal and recognize that flee, freeze and fight are instinctive behaviors.
- Recognize that different animals have different needs.
- Recognize that food availability in winter determines if an animal can remain active or needs to adapt to migrate, hibernate or sleep.
- Name three habitats found at Moose Hill.

### Vocabulary

Habitat	Field	Forest
Wetland	Survive	Essential
Mammal	Insect	Resources
Amphibian	Reptile	Population
Instinctive behavior	Learned behavior	Classification
Characteristics	Adaptation	Migrate
Hibernate		

### 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 different habitats and the resources animals need to survive.
- Each student will actively participate in ongoing observations where they determine which resources are available for their individual animal in each habitat and either write or draw this information on the chart provided.
- Students will determine what methods animals use to survive winter.
- Students will form food chains using provided animal cards.
- Children will participate in an active game that shows how animal population fluctuates and changes due to the amount of available resources.



### Summarizer

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

- An active wrap-up game will demonstrate student understanding of the 5 essential components or resources that an animal needs to survive.
- Students will determine if the food the animal needs is available in the winter and if not, what adaptations allow the animal to migrate, sleep or hibernate.
- Students will use the completed chart to draw conclusions about the amount of space the animal needs.



## 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.

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## 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 when given enough notice.

