



School Program Name: Homes are Habitats
Name of Sanctuary: Moose Hill Wildlife Sanctuary
Grade Level: PreK - 2
Location Options: At sanctuary
Time: 1.5 – 2 hours or can be combined with a second program for a full-day field trip
For more info: moosehilledu@massaudubon.org

Program Description

During this engaging program students will listen to a guided imagery story while sitting in a natural setting; learn the life cycle of a bird through imaginary play and determine what makes a good home for specific native animals as they explore and compare the resources available in forest and field habitats.

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 Senses Galore, Tree-mendous, or Indian Pathways. 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.

Massachusetts State Curriculum Frameworks

Subject: Science and Technology

Topic: Life Science

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 vary for different living things.

Living Things and Their Environment

PreK-2 Life Science #6: Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.

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).



Lesson Objectives

Students will know and be able to:

- Name the needs of animals (food, water, shelter, air, and space).
- Identify the life stages of a bird from egg to hatchling to fledgling to adult.
- List four native animals and define native as types of animals that have always been from this area.
- Determine the grouping of animals (mammals, bird, etc.) based on similar characteristics.
- Explain how animals have different needs by listing the needs of a specific forest animal and the needs of a specific field animal.

Vocabulary

Forest	Habitat	Bird	Egg
Field	Shelter	Mammal	Hatchling
Native wildlife	Insect	Amphibian	Fledgling
Animal needs	Reptile		Adult

Assessments

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

- During questioning, students will list the basic needs of animals.
- Through exploration of field and forest, students will identify ways an animal can meet its needs in a specific habitat.
- The Mass Audubon educator will observe the students showing their knowledge of animal life cycles through imaginative play.
- Through imaginative play, students will demonstrate how animals interact with their environment through their senses.
- Students will demonstrate their understanding of animals' needs and habitats 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 be divided into two teams with the task of answering review questions about different items shown by the leader. Items will include food gathered and photos of animals and places.



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.

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.

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.

