



School Program Name:	Signs of the Season
Name of Sanctuary:	Moose Hill Wildlife Sanctuary
Grade Level:	Grades PreK-2
Location Options:	At the sanctuary or your site
Time:	2 hours or combine with a second program for a full-day field trip
For more info:	moosehilledu@massaudubon.org

Program Description

During your visit to Moose Hill's trails children will look for signs of the season and discover the delight of a walk in the woods as you observe how the plants and animals respond to seasonal weather changes. We will play a game of concentration using natural items to help attune the children to the ever changing world around them. While exploring the outdoors in the spring and summer we will search for a red backed salamander under rocks and logs while in the winter and fall we will search for squirrels and their tracks!

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 the Tree-mendous and Senses Galore programs. 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

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 #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 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: Science and Technology
Topic: Earth and Space Science

Learning Standards

The Weather

PreK-2 Earth Science #3: Describe the weather changes from day to day and over the seasons.

The Sun as a Source of Light and Heat

PreK-2 Earth Science #4: Recognize that the sun supplies heat and light to the earth and is necessary for life.

Periodic Phenomena

PreK-2 Earth Science #5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Massachusetts State Curriculum Frameworks

Subject: Arts
Topic: Visual Arts

Learning Standards

Observation, Abstraction, Invention, and Expression

PreK-12 Visual Arts #3: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Massachusetts State Curriculum Frameworks

Subject: Arts
Topic: Music

Learning Standards

Singing

PreK-12 Music #1: Students will sing, alone and with others, a varied repertoire of music.

Massachusetts State Curriculum Frameworks

Subject: English Language Arts
Topic: Language

Learning Standards

Discussion

PreK-12 Language #1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.



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.

Vocabulary and Concept Development

PreK-12 Language #4: Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Lesson Objectives

Students will know and be able to:

- Describe what happens during a particular season. For example: In the winter the temperature is cold, the leaves lose their leaves, and the ground freezes.
- Describe how a plant responds to seasonal changes.
- Describe what animals are doing during this season.

Vocabulary

Sanctuary	Shelter	Deciduous tree
Season	Hibernate	Observation
Dormant	Migrate	Temperature
Bud/blooming	Store	Senses

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 the changes in the season pertaining to plant and animal life.
- Students will participate in answering teacher prompted questions about characteristics of the seasons and how seasonal changes affect the plants and animals native to our area.
- Students will demonstrate their understanding of seasonal changes by participating in a wrap-up activity.
- Students will be asked to describe what happens during a particular season. For example: In the winter the temperature is cold, the leaves lose their leaves, and the ground freezes.
- The instructor will ask them to explain what plants and animals do when the temperature changes and season changes.

Summarizer

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

- Students will participate in a discussion of the changes they see around them in weather, season, and plant and animal life.





- Students will play a game that shows what they have learned from the program. When given a characteristic of a plant, animal, or season they must determine if the fact is true or false.

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.

