



**School Program Name:** Explore the Forest  
**Name of Sanctuary:** North River Wildlife Sanctuary  
**Grade Level:** PreK-2  
**Location Options:** At sanctuary  
**Time:** 1 - 2 hours  
**For more info:** [southshore@massaudubon.org](mailto:southshore@massaudubon.org) or  
781-837-9400

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### Program Description

Explore the forest and investigate the plants and animals of that habitat.

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### Massachusetts Curriculum Frameworks

**Framework:** Science and Technology  
**Strand:** Life Science  
**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 #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 #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).

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### Massachusetts Curriculum Frameworks

**Framework:** English Language Arts  
**Strand:** Language  
**Topic:** Questioning, Listening, and Contributing

### 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.

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## Massachusetts Curriculum Frameworks

**Framework:** Arts  
**Strand:** Visual Arts  
**Topic:** Observation, Abstraction, Invention, and Expression

## 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.

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## 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.

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## Vocabulary

Food	Nonliving thing
Forest	Organism
Environment	Shelter
Habitat	Space
Life cycle	
Living thing	



### 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 draw pictures of a forest plant or animal, showing how that organism meets its basic needs (air, water, food, shelter, space) in its forest habitat.
- Students will demonstrate their understanding of a forest habitat by participating in a wrap-up activity.

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### Summarizer

How will the Mass Audubon Educator close the lesson to see if students met the objectives?

- Students will display all the organisms on a large piece of fabric.
- Students will pick one organism from the sheet and draw it.
- Through a Mass Audubon Educator-led discussion, students will explain how the organism they drew meets its 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.

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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.

