



School Program Name:	Habitat Hunt
Name of Sanctuary:	Stony Brook
Grade Level:	1-3
Location Options:	At sanctuary or adapted for school yard
Time:	2 hours
For more info:	stonybrook@massaudubon.org or 508-528-3140

Program Description

Learn about seeds and plants inside and out. Discover how seeds grow into plants. Participate in a pollination game, learn to identify some common plants and search for seeds along Stony Brook's trails.

Massachusetts Curriculum Frameworks

Framework:	Science and Technology
Strand:	Life Science
Topic:	Characteristics of Living Things Living Things and Their Environment Adaptations of Living Things

Learning Standards

Characteristics of Living Things

K-2 #1 Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

Living Things and Their Environment

K-2 #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).

Adaptations of Living Things

3-5 #8 Describe how organisms meet some of their needs in an environment by using behaviors in response to information (stimuli) received from the environment.

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.

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:

- List four habitat requirements for any animal
 - Name the specific requirements for one of the animals or plants discussed during class
 - Identify three different habitats and at least two living things that utilize that habitat
 - Name one thing that they noticed about a habitat which is the same or different than their in-class drawing. (only applies if there was a prior in-class visit)
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Vocabulary

Habitat	shelter	Predator
Prey	omnivore	

Assessments

How will you know that the students have met the standards?

- Students will participate in answering Mass Audubon Educator-prompted questions
 - Students will use what they know about animals to make educated guesses about what animal might eat the food in each lunch box
 - Mass Audubon Educator will observe students exploring, observing what an animal might use for shelter or find water in each habitat
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Summarizer

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

- Students will participate in Mass Audubon Educator-prompted questions about the habitats and compare them to their drawings if applicable

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.
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