



School Program Name: From Seed to Flower
Name of Sanctuary: Stony Brook
Grade Level: PreK-2
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

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.

K-2 #3 Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

Living Things and Their Environment

K-2 #7 Recognize changes in appearance that animals and plants go through as the seasons change.

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).

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:

- explain the life cycle of a plant
- Understand that insects ate one way flowers are pollinated
- Understand how things that die in the forest compost into new soil
- Identify a few different plants- poison ivy, oak trees, pine trees,

Vocabulary

Annual

Dispersal

Biennial

Polination

Perennial

Assessments

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

- Mass Audubon Educator will observe students as they find the different stages of decomposition on the leaf card
- Students will participate in Mass Audubon Educator-prompted questions about plant life cycles, seed dispersal and parts of a plant
- Mass Audubon Educator will observe students putting the life cycle puzzles together in the correct order
- The Mass Audubon Educator will say one of the “plant part chants” and observe the students finding and touching that part of a plant.
- The Mass Audubon Educator will observe students finding a perennial plant. (tree or shrub) finding a new sprout, a young plant, a plant with flowers, one that is close to the end of its life cycle.

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 plant life cycles, seed dispersal and parts of a plant.



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.

