



Audubon Community  
Nature Center

School  
Programs



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# Mission

Audubon Community Nature Center builds and nurtures connections between people and nature by providing positive outdoor experiences, opportunities to learn about and understand the natural world, and knowledge to act in environmentally responsible ways.





# Classroom Visits



## Bringing Nature to You

Audubon naturalists bring nature into the classroom. Teachers choose from two to three lessons at each grade level. Pre-and post-visit materials are provided to help teachers integrate the lesson into other experiences with their students.

# Learning Standards

Our programs for schools are age-appropriate, participatory, and designed to help your students meet learning standards set forth by the New York State and Pennsylvania Departments of Education.

These standards include:

- New York State Elementary Science Core Curriculum
- New York State Intermediate Science Core Curriculum
- Pennsylvania Learning Standards for Biological Science, and Environment and Ecology

For more information on these state learning standards, please contact Audubon Community Nature Center.

Audubon naturalists solicit and welcome input from teachers as they create new programs and revamp existing ones. Please contact us with your suggestions.



# Pre-K Classroom Programs

## 1 Incredible Insects

Through songs, finger-plays, toys, pictures, and movement, students learn about animals with three body parts and six legs.

- **NY 3.1a:** Each animal has different structures that serve different functions in growth, survival and reproduction.
- **PA EE 4.7.4 B.1:** Explain how specific adaptations can help a living organism to survive.  
(This pre-school program lays groundwork toward these understandings.)

## 2 Marvelous Mammals

Mammals are animals that have fur, give birth to live babies, and give their babies milk to drink. Many pets are mammals. Many farm animals are mammals. People are mammals, too.

- **NY 3.1a:** Each animal has different structures that serve different functions in growth, survival and reproduction.
- **PA EE 4.7.4 B.1:** Explain how specific adaptations can help a living organism to survive.  
(This pre-school program lays groundwork toward these understandings.)



# Kindergarten Classroom Programs

## 1 A Tree's Year

Follow a tree's changes through the seasons. Meet the tree's many friends and follow their changes, too.

### - NY: Standard 4: The Living Environment

**5.2a:** Plants respond to changes in their environment. For

example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.

**5.2f:** Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

- **PA: B.3.1c.2:** Identify characteristics for animal and human survival identified with seasonal changes.

- **PA: B.3.1c.3:** Identify reason for observed changes.

- **PA: B.3.1c.4:** Form clear explanations based on observation.

## 2 A Walk In The Woods

Our talented educators wrote their own book to be the springboard for this program that will have your students imagining they are walking a trail at Audubon.

### - NY: Standard 4 – The Living Environment

**6.1:** Plants and animals depend on each other and their physical environment. An organisms pattern of behavior is related to the nature of that organisms environment, including . . . the physical characteristics of that environment.

- **PA: B.4.6.4.A:** Understand that living things are dependent on non-living things in the environment for survival. Identify a simple ecosystem and it's living and non-living components.

## 3 What Is A Plant?

Through puzzles, books, and role-play, students learn the basic structure of a plant. They also learn that plants come in many shapes and sizes.

### - NY: Standard 4 – The Living Environment

**1.1b:** Plants require air, water, nutrients, and light in order to live and thrive.

**4.1b:** Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant

- **PA: B3.3.4 A.3:** Describe the basic needs of plants and animals.

# 1<sup>st</sup> Grade Classroom Programs

## 1 What About Food?

By breaking down the ingredients of a favorite food, students learn that their food comes from the earth in the form of plants and animals.

- **N Y: Standard 4: The Living Environment**

- 4.2:** Growth is the process by which plants and animals increase in size. Food supplies the energy and materials necessary for growth and repair.

- 6.1b:** All animals depend on plants. Some animals eat other animals.

- 7.1a:** Humans depend on their natural and constructed environments.

- **PA 4.4.4C:** Know that food and fibers originate from plants and animals.

## 2 Eat It! Wear It! Use It!

Plants are vital to our survival! Students learn that there are plants we can eat, wear, and use.

- **NY: Standard 4 – The Living Environment**

- 7.1a:** Humans depend on their natural and constructed environments.

- **PA: 4.4.A:** Know that food and fiber originate from plants and animals.

## 3 Seeds ‘n’ Such

Many plants make new plants by making seeds. Seeds must get to a new location where they will find everything they need to grow: sunlight, soil, water, and fresh air. Some seeds travel on the wind; others hitchhike on animals (or us)

- **NY : Standard 4: The Living Environment**

- 1.1b:** Plants need air, water, nutrients, and light in order to live and thrive

- 2.2b:** Plants and animals can transfer specific traits to their offspring when they reproduce.

- 3.1b:** Each plant has different structures that serve different functions in growth, survival, and reproduction

- 3.1c:** In order to survive in their environment, plants and animals must be adapted to that environment

- 4.1b:** Each kind of plant goes through its own stages of growth and development that may include seed, young plant and mature plant

- 4.1c:** The length of time from beginning of development to death of the plant is called its life span.

- 4.1d:** Life cycles of some plants include changes from seed to mature plant.

- 6.2a:** Plants manufacture food by utilizing air, water, and energy from the Sun.

- **PA: EE.4.6.4 A3:** Identify basic needs of a plant and an animal and explain how their needs are met.

- **PA: B.3.4 A1:** Identify life processes of living things (e.g., growth, digestion, react to environment).

- **PA: B.3.3.4 B2:** Determine how different parts of a living thing work together to make the organism function.



# 2<sup>nd</sup> Grade Classroom Programs

## 1 Wetland Life Cycles

Some of the creatures that live in ponds and marshes go through amazing changes. Tadpoles turn into frogs. And you won't believe what a dragonfly looks like before it becomes an adult! Learn some of these life cycles.

- **NY 4.1a:** Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death.
- **PA B3.3.4 A.1:** Identify the life processes of living things (e.g. growth, digestion, react to environment).

## 2 Birdie Cradles

Nests are not homes. They are more like cradles where birds raise their babies. And they aren't all made of grass and mud.

- **NY 5.2f:** Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating..
- **PA B3.3.4 A.1:** Identify the life processes of living things (e.g. growth, digestion, react to environment).

## 3 Every Tree For Itself

Students examine "tree cookies" and play games to learn what makes a tree a tree, and how trees compete for the things they need to survive.

### - **NY: Standard 4 – The Living Environment**

**1.1b:** Plants need air, water and food in order to live and thrive.

**3.2a:** Individuals within a species may compete with each other for food, water, mates, space, and shelter in their environment.

**5.2a and 5.2g:** Plants respond to changes in their environment. And the health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.

- **PA: EE 4.3.4 A:** Know that plants, animals and humans are dependent on air and water.
- **PA: EE 4.6.4 A:** Understand that living things are dependent on nonliving things in the environment for survival.

# 3<sup>rd</sup> Grade Classroom Programs

## 1 Seven Sleepers

Very few of the mammals in our region hibernate. Learn which ones do, and which ones don't. Learn how the non-hibernators survive winter.

- **NY 5.2e:** Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur.
- **NY 5.2f:** Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.
- **PA B 3.3.4 A.1:** Identify life processes of living things (e.g. growth, digestion, react to environment).

## 2 Home Sweet Habitat

Engaging activities help students understand that a habitat is where living things get what they need to survive, that animals have special adaptations for living in their habitats, and that people can affect wildlife habitats positively or negatively.

- **NY 3.1c:** In order to survive in their environment, plants and animals must be adapted to that environment.
- **NY6.1c:** Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain.
- **NY6.1f:** When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.
- **NY7.1c:** Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

## 3 The Hunters And The Hunted

Animals that hunt are called predators and they have special adaptations for getting food. Animals that are hunted are called prey and they have special adaptations for trying to stay away from predators. Students will learn about different methods of hunting and about local animals that use these methods.

- **NY 6.1b:** Some animals (predators) eat other animals (prey).
- **NY 3.1a:** Each animal has different structures that serve different functions in growth, survival, and reproduction.
- **PA 4.7.4:** Know that adaptations are important for survival. Explain how specific adaptations can help a living organism to survive.

# 4<sup>th</sup> Grade Classroom Programs

## 1 Beavers

The New York State mammal is an interesting critter with amazing adaptations. Learn also how a fashion moved people west in America's early days!

- **NY 3.1a:** Each animal has different structures that serve different functions in growth, survival, and reproduction.
- **PA EE 4.7.4 B.1:** Explain how specific adaptations can help a living organism to survive.

## 2 Deadly Links

After reviewing the elements in a food chain, students become grasshoppers, shrews, and hawks and discover what happens when pesticides enter a food chain.

- **NY 6.1a-c:** (summarized) Plants are producers. All animals depend on plants. Some animals eat other animals. This sequence is called a food chain.
- **NY 7.1c:** Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.
- **PA EE 4.6.4 A.8:** Understand the components of a food chain.
- **PA EE 4.7.4 B.2:** Explain what happens to a living thing when its food, water, shelter or space is changed.
- **PA EE 4.8.4 C:** Explain how human activities may change the environment.

## 3 Plight Of The Bluebird

Students explore the decline and remarkable comeback of the New York State bird, the bluebird, through an interactive game.

- **NY 7.1c:** Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.
- **PA EE 4.8.4 C:** Explain how human activities may change the environment.



# 5<sup>th</sup> Grade Classroom Programs

## 1 Citizen Science

Scientists rely on citizens like you to provide data about the world. Even kids can help. Students will learn about projects related to birds, butterflies, dragonflies, frogs, snakes, salamanders, and turtles.

- **NY Expanded process Skills, Grades 5-8: #2.1d:** Use appropriate tools and conventional techniques to solve problems about the natural world, including measuring, observing, describing, classifying, and sequencing.
- **PA EE 3.2.7 b.1:** Measure materials using a variety of scales.

## 2 How Many Bears Can Live In This Forest?

(From Project WILD) Students become bears seeking food in this role-play game that helps introduce the concept of carrying capacity and limiting factors in a population

- **NY 3.2a:** In all environments, organisms with similar needs may compete with one another for resources.
- **PA 4.6.7 A.6:** Understand limiting factors and predict their effects on an organism.

# 6<sup>th</sup> Grade Classroom Programs

## 1 Electricity Footprint

Students will understand what uses electricity in their homes, the environmental effects of electricity use, and how to lower electricity use in the home.

- **NY: Standard 4: The Living Environment**

- 7.2d:** . . . human activities have resulted in major pollution of air water and soil. . . The survival of living things on our planet depends on the conservation and protection of Earth's resources

- **PA: EE 4.8.7 A.1:** Explain how people use natural resources in their environment.

# Outdoor Programs

Remember to schedule outdoor programs for your students as well.



## Field Trips

Our basic field trip is called a Discovery Walk. In small groups, your children, guided by one of our naturalists or trained volunteers, explore fields, forest, and ponds for about one and a half hours. What you do or discover will depend on the season and the weather.



## Walking Field Trips

Instead of putting your students on a bus and driving them to a field trip destination, walk with them to a park or natural area near your school to meet our naturalists for outdoor activities and environmental education.

Many groups schedule time for a picnic lunch and self-guided activities, in addition to their guided Discovery Walks. Our Nature Center building is full of child-friendly exhibits which provide indoor learning opportunities when the weather is foul – so no alternative rain plans are necessary when you schedule a field trip here.



# Contact Information



## Phone

To receive more information on ACNC school programs over the phone, please call:

(716) 569-2345



## Visit

If you prefer to learn more about ACNC school programs in person, please visit:

Audubon Community Nature Center  
1600 Riverside Road  
Jamestown, NY 14701



## Online

To send a message online, please email:

[info@auduboncnc.org](mailto:info@auduboncnc.org)



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