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## **Audubon Classroom Program – NY**

### **Before the Audubon presenter comes:**

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

### **When the Audubon presenter is in your class:**

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline and making connections between our lesson and other things that your students are doing.

### **After the Audubon presenter leaves:**

Please keep the learning going. There is a post-visit activity, along with other ways to continue to explore this topic.

There is a teacher survey at <http://auduboncnc.org/classroomevaluation> that you can complete to tell us how we are doing and what we can do to better suit your needs.

## Wetland Life Cycles

### Curriculum Integration Guide

#### Pre-visit Activities

- Talk about a basic life cycle.
- Have the students predict some life cycles that the Audubon presenter might talk about.
- Look at pictures of wetlands.

#### Extend the Learning

- Use the post-visit activity to reinforce the concepts taught by the Audubon naturalist.
- On a piece of paper have the students draw a life cycle of something familiar, a family pet, themselves, or something from the class. Plants are appropriate.
- Role-play being another animal from birth to adulthood.
- Watch a video of a dragonfly emerging from its exoskeleton. Search “Dragonfly emerging” on the internet.

#### Books for Students

- *Are you a Dragonfly?* by Judy Allen. This K-3 grade level book explores traits of dragonflies and how they change throughout their life cycles.
- *Near One Cattail: Turtles, Logs and Leaping Frogs* by Anthony D. Fredericks. This book explores several wetland creatures, providing accurate science content with a rhyming cadence.
- *Salamander Dance* by David Fitz Simmons. This book explores life in the vernal pool and following the life of the Spotted Salamander.

#### New York State Science Learning Standards

**3-LS1-1** – Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death.

This program also addresses LS1.B.

#### Objective of the Program

Students will explore the life cycles of three animals that live in local wetlands. Some animals go through metamorphosis and some do not.

## Wetland Life Cycles

Post-visit Activity

Today you learned about life cycles in a wetland.

Draw the life cycles of the following animals. Label each stage.

Each one is started for you.

