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## Quick & Easy Habitat Education Activities

# The Magic Glasses Story

Adapted from Discovery Park naturalist Julie Luthy

First Grade  
10-15 Minutes  
Indoor/Outdoor

1-1

<p><b>Description:</b> This activity teaches proper outdoor etiquette and precedes going into the habitat area. Students hear a story about children who ran and shouted all the way to a wildlife habitat area, excited to see wildlife but saw none. The children learn about ‘Magic Glasses’ and good behavior. When they return to the forest they see animals. Do they really need ‘Magic Glasses’? Follow with a walk in a habitat area and observe wildlife. Share student observations.</p>	<p><b>Vocabulary</b>  <b>Etiquette:</b> <i>the conduct to be observed in social life</i>  <b>Habitat area:</b> <i>a place that provides the environment where a plant or animal can naturally live and grow</i></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students listen to a story and understand that they can use certain behavior and skills to increase the chance of observing wildlife in their habitat.</li> <li>• Students are introduced to appropriate behavior for visiting habitat areas.</li> <li>• Students learn ways to be respectful to living and non-living things.</li> </ul>	<p><b>Washington State EALRs</b>  <b>Communication 1.1, 1.2</b> Students will focus attention, listen, and observe to gain and interpret information.  <b>Science 1.1</b> Use properties to identify, describe and categorize substances, materials, and objects, and use characteristics to categorize living things.  <b>Seattle School District Standards</b>  <b>Component:</b> The student identifies, describes and categorizes living things based on their characteristics.  <b>Essential 2 .2</b> People can often learn about things around them by observing those things carefully.</p>
<p><b>Print Materials:</b></p> <ul style="list-style-type: none"> <li>• Story: “The Magic Glasses”</li> <li>• Images: ‘Magic Glasses Story’ <ul style="list-style-type: none"> <li>○ Forest: pileated woodpecker, chestnut-backed chickadee, Douglas squirrel</li> <li>○ Meadow/Wetland: sapsucker, red-wing blackbird, Pacific chorus frog</li> </ul> </li> </ul> <p><b>Teacher supplied (optional):</b></p> <ul style="list-style-type: none"> <li>○ ‘Magic Glasses’ (any child-appropriate ‘pretend’ glasses): 2 or more</li> </ul>	

<p><b>Before Activity:</b> Determine the habitat area you will be visiting and its habitat type (e.g., forest, wetland or meadow). Select the version in the story that most suits your habitat type (i.e., Forest or Wetland/Meadow). Read through “The Magic Glasses” story. Become familiar with the cues indicating when pictures and pantomimes are needed during the story. Decide the name to use when referring to your habitat area (e.g., Roxhill Park, wetland restoration project, alder bog, etc). Use this name as you personalize the story and encourage proper etiquette when visiting the habitat area on the Magic Glasses walk.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Read “The Magic Glasses” story to the class and follow the cues.</li> <li>• Ask students, “Do we really need magic glasses to see animals in the forest? What will help us see and hear animals in the habitat area? What should our voices sound like when we visit the forest? How should we walk when we are in the forest? Where should our feet travel when we are in the forest? Who should we follow when we are in the forest?”</li> <li>• Create a class list of safe and respectful etiquette to use in the forest. Encourage the following: <ul style="list-style-type: none"> <li>☼ Use quiet voices</li> <li>☼ Walk softly and quietly</li> <li>☼ Keep feet on the path</li> <li>☼ Stay with an adult, let them be the leader</li> <li>☼ Be kind to all of the living things in the habitat area (plants and animals)</li> <li>☼ No leaf picking or shredding</li> <li>☼ Leave sticks and rocks on the ground</li> <li>☼ Don’t chase animals</li> </ul> </li> <li>• Lead students to habitat area. Review outdoor etiquette list. Ask students to use their tippy-toes and quiet voices, and model this as the ‘leader’. If students have difficulty, bring out the optional ‘Magic Glasses’, or have them pretend to put on ‘Magic Glasses’ and remind them of the story.</li> <li>• Look for birds, insects, squirrels, and any other wildlife and ask students to remember what they have observed. Make a list of these animals (this can be useful in other activities).</li> <li>• Discuss why good outdoor etiquette is important when visiting wildlife habitat areas.</li> </ul>
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