

The Magic Glasses



Jessica and Jacob were very excited! Their teacher had told them all about the animals that live in the habitat area (or name of habitat), and they were going to go visit them! (With a volunteer, class assistant, big sister, etc) Jessica and Jacob grabbed their coats (*pretend to put on coats*), put on their mittens (*pretend to put on mittens*), and ran out the door (*slap hands on thighs*). They were soooo excited to see all the cool animals that live in the (forest/wetland/meadow)! They ran down the path and into the (forest/ wetland/ meadow)! They ran here and they ran there. They ran off the path and stepped on the plants. They hollered and yelled for the animals, “Come out! Come out!” But there was not one animal to be seen anywhere! They were soooo disappointed. They ran back to their classroom (*slap hands on thighs*) to ask their teacher where all the animals had gone. They ran in the door and threw off their coats (*pretend to take off coat*). They threw off their mittens (*pretend to take off mittens*) and ran up to their teacher.

“Teacher, teacher!” cried Jessica and Jacob. “We went to the (forest/ wetland/ meadow) and we couldn’t see any animals at all! You said there were lots of animals living in the (forest/ wetland/ meadow)!” Their teacher looked at them and said, “Did you run and yell all the way into the (forest/ wetland/ meadow)?” (*Ask the audience if Jessica and Jacob did.*) “Ummmm, yes?” Their teacher said, “Hmmmm. I think what you need are my magical Animal Vision glasses! They’ll help you see the animals.” She went to her desk and, from a drawer that no student had ever seen; she pulled out two pairs of glasses and gave one to Jessica and one to Jacob. The teacher said, “This time I’ll go with you to see if we can see animals in the (forest/ wetland/ meadow). They put the ‘Animal Vision’ glasses on (*pretend to do so*), grabbed their coats (*pretend to do so*), and started to run out to the (forest/ wetland/ meadow) (*slap hands on thighs*). “WAIT!!” cried their teacher, “The glasses don’t work if you are running! Let’s see if we can tippy-toe into the (forest/ wetland/ meadow).” So they quietly walked down the path to the (forest/ wetland/ meadow) with their teacher (*pretend to tip-toe*).

Choose forest or wetland/meadow version, depending on your habitat type:

Forest Version

As soon as they entered the forest, they heard a knocking sound (*knock on the floor with your hand*). Jessica and Jacob started to shout, but their teacher said, “Shhhh” (*put finger to lips*). “The glasses don’t work if you make loud noises!” They looked where the knocking sound was coming from, and what do you think they saw? (*Show the picture of a Pileated Woodpecker.*) After they watched the Pileated Woodpecker hammer at a hole in the tree for a while, Jessica, Jacob and their teacher walked further into the forest. Soon they heard, “chick-a-dee-dee-dee.” Do you know what kind of animal makes that sound? (*Show the picture of a Chestnut-capped Chickadee.*) They watched as the Chestnut-backed Chickadee picked bugs off the branches of a Hazelnut tree before it flew away. As they kept walking quietly along, they heard a scratching noise (*scratch the carpet*) up in a Bigleaf Maple tree, and when they looked up they saw a furry animal with a bushy tail and a nut in its mouth. Do you know what animal they saw? (*Show the picture of a Douglas Squirrel.*) Jessica and Jacob were so excited they could hardly stand it. They thanked their teacher for the magic glasses: without them they never would have seen the animals in the forest!

Discuss: Do we need magic glasses to see animals in the forest? 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? Should we chase animals when we see them?



Wetland or Meadow Version

As soon as they entered the (wetland/meadow), they heard a tapping sound (tap on the floor or table). Jessica and Jacob started to shout, but their teacher said, “Shhhh” (*put finger to lips*). “The glasses don’t work if you make loud noises!” They looked towards a small tree where the tapping sound was coming from, and what do you think they saw? (*Show the picture of a Sapsucker.*) After they watched the sapsucker making holes in tree trunks for a while, Jessica, Jacob and their teacher walked further into the wetland/ meadow. Soon they heard, “chreeeeep, chreeeeep.” Do you know what kind of animal makes that sound? (*Show the picture of a Red-wing Blackbird.*) They watched as the red-wing blackbird picked seeds from tall grasses before it flew away. As they kept walking quietly along, they heard a strange croaking noise, “rrrr- ibit, rrrrr- ibit, rrrrrr- ibit”, in the low grass, and when they looked closely they saw a small shiny green animal before it hopped away. Do you know what animal they saw? (*Show the picture of a Pacific Chorus Frog.*) Jessica and Jacob were so excited they could hardly stand it. They thanked their teacher for the magic glasses; without them they never would have seen the animals in the (wetland/meadow)!

Discuss: Do we need magic glasses to see animals in the wetland/ or meadow? What should our voices sound like when we visit the wetland/meadow? How should we walk when we are in the wetland/ meadow? Where should our feet travel when we are in the wetland/ meadow? Who should we follow when we are in the wetland/ meadow? Should we chase animals when we see them?

In Conclusion:

Ask students to help create the following etiquette rules for taking a trip to the wildlife habitat:

- Use quiet voices
- Walk quietly keeping feet on the path
- Stay with an adult, let adults be the leader
- Be kind to all of the living things in the habitat area (plants and creatures)
- No leaf picking or shredding
- Leave sticks and rocks on the ground
- Don’t chase animals

