



Quick & Easy Habitat Education Activities
Creepy Crawly Story

First Grade
 15 Minutes
 Outdoors/Indoors

<p>Description: This activity introduces students to the tiny wildlife that live in habitat areas; many of these animals may already be familiar to them. Students listen to a guided imagery story and act out the behaviors of certain invertebrates that are likely to be found in the habitat area. This activity is designed to be followed by <i>Creepy Crawly Exploration</i>.</p>	<p>Vocabulary Invertebrates: <i>animals without a backbone or spinal column such as worms, insects, spiders</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students understand that there are many tiny living creatures in habitat areas. • Students learn ways to identify some of these tiny living creatures by modeling their movements during a guided imagery story. • Students gain empathy for these tiny creatures, and learn how to handle them carefully in preparation for field studies during <i>Creepy Crawly Exploration</i>. 	<p>Washington State EALRs Communication 1.1, 1.2 Students will focus attention, listen, and observe to gain and interpret information. Life Science Students will use characteristics to sort common organisms into plant and animal groups. Seattle School District Standards 1.3 Diversity of Life Some animals are alike in the way they look and in the things they do and others are very different from one another. 2.3 Scientific Enterprise A lot can be learned about plants and animals by observing them closely. Engage and Encounter: Engage students in movement and exploration to have them move like given living and non-living things. Science Kit: Organisms</p>
<p>Print Materials:</p> <ul style="list-style-type: none"> • Story: “Creepy Crawly Story” • Image: ‘Creepy Crawly Story’ (Earthworm, slug, termite, spider, bee, pillbug) • Master: ‘Bigleaf Maple Magic Wand’ <p>Kit Materials</p> <ul style="list-style-type: none"> • ‘Bigleaf Maple Magic Wand’ 	

<p>Before Activity: Become familiar with the cues in “The Creepy Crawly Story”. Note that the movements of the creepy crawlies in the story are in <i>bold italics</i>.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Gather students and say, “We have learned how to use magnifiers to discover tiny things in the habitat area. What are some of the things we discovered?” Encourage discussion. “Today we are going to learn more about teeny, tiny creatures that live in the habitat area.” • Read story: “The Creepy Crawly Story” and follow the cues, dramatically using the ‘Bigleaf Maple Magic Wand’ to transform students into ‘creepy crawlies’. • Show Images: ‘Creepy Crawly Story’ – As you introduce each new ‘creepy crawly’ in the story, show its image and encourage your students to act out the movements of the ‘creepy crawly’ with you. • Discuss with students, “Who has seen some of these creepy crawlies? Where should we look for these creatures? In the soil? Under fallen leaves? In rotting logs? On plants? Do you think we can find some of these creepy crawlies in our habitat area?” • Ask students, “When we find living creatures how should we treat them?” Demonstrate: Cup hands together to hold tiny invertebrates and hold them next to the ground. Explain, “The tiny creature won’t have far to fall”. Gently touch your cheek with your finger, and say, “This is how gently we want to touch living creatures.” • Follow with <i>Creepy Crawly Exploration</i> activity.
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