Animal Tracks and Traces
Synopsis
K, 1st—6th, upper

MN Academic Standards
supported during HNC program. More
standards can be supported with pre- and
post- lesson activities.

Science
0.1.1.2.1 Observation of natural world
0.4.1.1.1 Observe plants and animal
1.1.1.1 Support answers with observation
1.4.1.1.1 Sort animals by characteristics
1.4.2.1.1 Animal needs for survival
1.4.2.1.2 Habitat provide needs
2.4.1.1 Living things are diverse
2.4.2.1 Natural systems
3.1.1.1.1 Support claims with evidence
3.1.1.2.1 Questions answered by obs.
3.1.1.2.4 Evidence based explanation
3.4.1.1.1 Growth, survive, reproduce
3.4.1.1.2 Observable characteristics
3.4.2.1 Inherited or acquired traits
3.4.3.2.1 Inherited or acquired traits
3.4.3.2.2 Differences give advantage
5.4.1.1.1 Plant and animal structures
5.4.4.1.1 Beneficial and harmful human
interaction with a natural system

Social studies
0.2.1.1.1 Need vs. want
1.2.3.1 Scarcity

Math
1.1.1.7 Bar graphs (bird camo game)

Language Arts
0.8.1.1 D; 0.8.3.3; 1.8.1.1 C, E; 1.8.3.3; 2.8.1.1
C, E; 2.8.3.3; 3.8.1.1 C, D, F; 3.8.3.3
4.8.1.1 C, D; 5.8.1.1 C, D; 6.9.1.1 C, D

Authenticity
Students observe and interpret real
tracks and traces within animals’
habitats. Students learn about the
organisms in their own communities.

Goals & Objectives
This program will:
• Introduce habitat and what animals need.
• Encourage students to carefully observe tracks
and traces left by animals.

Students will be able to:
• Recognize 5 animal signs.
• Explain that different animals leave different
signs.
• Describe why animals leave signs intentionally
and unintentionally.
• List 5 local animal species.

Activities
In the classroom:
• Types of animal signs left behind; scat, fur or
feathers, chew or antler marks, tracks, etc.

In the field:
• Have groups get into snowshoes (if teacher
reserved snowshoes for group).
• Walk through Hartley Park while looking for
animal signs, stopping and talking about each as
it is found. These may include nests, rubs, scat,
tracks, shed fur/feathers, food caches, or live
animals.
• Play a Predator-Prey game.
• Identify and compare animal tracks.

Bad Weather Alternatives
• Compare pictures of tracks and traces
• Look at plaster casts of various animal tracks
• Look at mammal furs and bird skins
• Compare skull, antler, and scat samples
• Play a game about animal habitat
• Play a predator-prey game