

Animal Tracks and Traces

Synopsis

K, 1st—6th, upper



Hartley
Nature Center

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
- 1.1.1.1.1 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
- 3.4.3.2.1 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
- 1.2.3.3.1 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