

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 1.43

Walk in These Tracks!

Unit:
ENVIRONMENTAL SCIENCE

PRECEPTS

- J. Mental Growth
- J3. Practice sound decision-making skills



Lesson Type:
One on One

NATIONAL STANDARDS

- NRS.03.01.08.a. Identify recreational uses of natural resources.
- NS.K-4.3 - Life Science

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Identify three types of animal *tracks*.





TIME

Instruction time for this lesson: **20-30 minutes**



RESOURCES

<http://www.parentingscience.com/kindergarten-science-activities-tracking-animals.html>

<http://bear-tracker.com/>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ *Big Tracks, Little Tracks: Following animal prints* by Millicent E. Selsam and Marlene Hill Donnelly
- ✓ Rolling pin
- ✓ PALS1.43.ONE.AS.A
- ✓ PALS1.43.ONE.AS.B
- ✓ Play dough
- ✓ Plastic toy duck
- ✓ Plastic toy cow
- ✓ Plastic toy bear
- ✓ Blank paper

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Tracks



CONTENT OUTLINE

Objective 1. | Identify three types of animal *tracks*.

- a. Match pictures of ***tracks*** to animal.
- b. Make a track for each animal.

INTEREST APPROACH



Today let's share a story about animal **tracks**. You will be interacting with the story as we go. The title of this book is *Big Tracks, Little Tracks: Following animal prints* by Millicent E. Selsam and Marlene Hill Donnelly.

I really enjoy this story and hope that today we will enjoy making our very own animal **tracks**. Before we can do that, we need to become experts on animal **tracks**. What does anyone who wants to become an expert need to do?

Elicit response of learn.



That is so true; we better start don't you think?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Identify three types of animal **tracks**.



Here are three pictures of animal **tracks** and three different types of **tracks**. Your challenge is to match the correct track to the correct animal by drawing a line. What questions do you have?

Pass out PALS1.43.ONE.AS.A, the matching handout.



Let's see what you think.

Review answers and give positive advice if any changes need to be made.



Have you ever worked with play dough? What have you made?

Wait for response.



Super. Today we are going to use these three animals to create our very own **tracks** with play dough. Let's roll out the dough into three similar round shapes.

Roll with a rolling pin.



Looks good. Now here are your animals.

*If you don't have plastic toy animals that will make the appropriate track have all students to mold the play dough into the shapes that resemble the **tracks**.*



You can use the print to make a track. Gently press the foot into the dough and gently lift it out.



*Allow for time to create the **track**.*



These really turned out great!



REVIEW / SUMMARY

Everywhere we go, we leave behind some sort of track. In our rooms, it may be our clothes on the floor, or toys not put away. In the kitchen it could be our dirty dishes left on the table or counter. Animals also leave behind traces of their passing by. They are the **tracks** left in the ground where they walked. Which track today do you think would be the easiest to find? What about the most difficult? Which animal would maybe frighten you the most if you saw the track? Neat! As you can tell we can learn a lot from just looking down and searching out animal **tracks**!

APPLICATION



Large Group Suggestion

Bring in a local animal tracker and have them share some of their tools and what their job entails!

Continued Discussion

*Go outside with the student and identify places where **tracks** may be found. Use plaster of paris to make a print of those **tracks**. Identify animal **tracks**.*



PALS1.43.ONE.ASSESS.A | EVALUATION ANSWER KEY

Use *Picasso e-Moment®*, have PALS draw a picture about what they learned today and then explain it to you or their peers.

ANSWERS TO EVALUATION:

*Pictures will vary; check for an understanding of the word “track” and that animals have different **tracks**.*

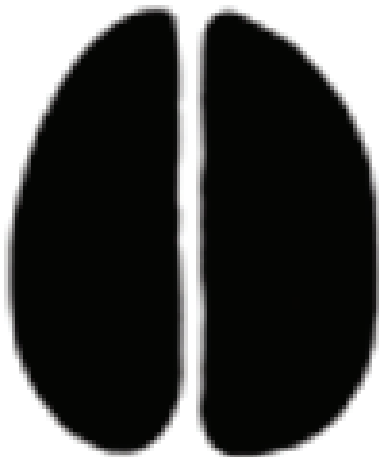
Animal Tracking

Name _____

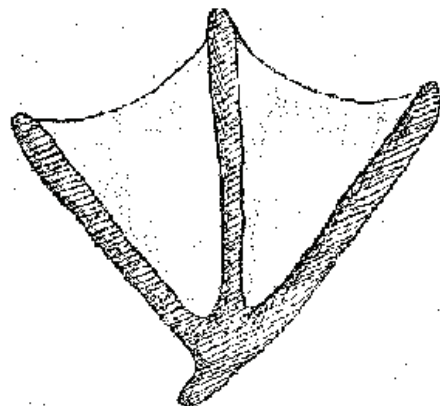
Date _____



COW



Duck



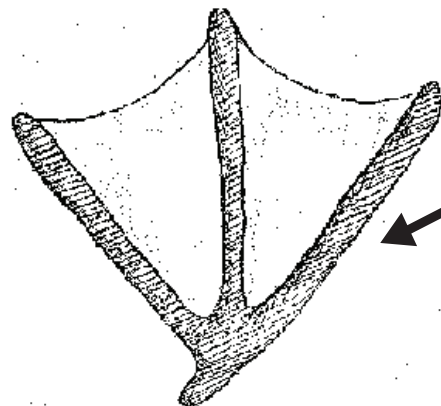
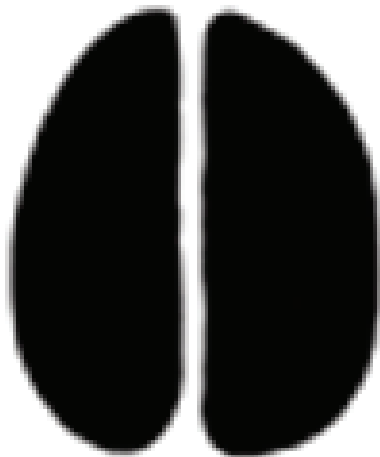
Bear

PALS1.43.ONE.AS.B

Animal Tracking Answer Key

Name _____

Date _____



COW

Duck

Bear