

Lesson Title	Whose Tracks?	Planned Teaching Date	
Learning Objective			
The students will find animal tracks, observe tracks, and identify their basic needs in a habitat.			
Essential Question (s)			
What animals live in the habitats surrounding our school? Are an animal's basic needs met in the habitat?			
Materials			
<ul style="list-style-type: none"> • Science Journals • Pencil • Graphite Plate • Magnifying Glasses • Animal Track ID guide • Animal Scat Guides • Reproducible from Five Ponds Press • Venn Diagram Worksheets (below) 			
Bloom's Level and Question(s) or DOK			
<p style="text-align: center;">Students make observations of mammal tracks over time (DOK 2) Students collect and record data on their observations (DOK 2) Students analyze the data and draw conclusions (DOK 4)</p>			
Reading, Writing, & Science Literacy Connections		Standards Emphasis	
Big Tracks, Little Tracks Welcome Home, Bear		VA Science (2018) 2.5 The student will investigate and understand that living things are part of a system. Key ideas include a) plants and animals are interdependent with their living and nonliving surroundings; b) an animal's habitat provides all of its basic needs; and c) habitats change over time due to many influences. K-LS1-1 From Molecules to Organisms: Structure and Processes	
<u>Outdoor Activity</u> Create a Tracking Tunnel and observe tracks over time.		VA Science (2018) 2.1 Science and engineering practices	
Group Research Project <ul style="list-style-type: none"> • Identify the track • Create a slideshow about the animal <ul style="list-style-type: none"> ○ Picture, what does it eat, where does it find shelter? How are these animals being threatened? How can we help protect these animals? 		VA English 2024 2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.	
Writing Activity Google Slide (Writing)			
Differentiation			
<ul style="list-style-type: none"> • Instead of writing in a journal, students can draw pictures to describe the tracks found, habitat impacts, and animal life needs. • Another alternative can be acting out animal movements based on the tracks. 			

Developed by Clarke Co., VA Public School Teachers, 2022 in partnership with Blandy Experimental Farm/UVA educators. Blandy lesson plan template adapted from K. Lison, Clarke Co. VA teacher.

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Assessment	Vocabulary
<p>Formative- Note potential misconceptions and learning gaps as students discuss their predictions and observations about animal life needs.</p> <p>Summative- Chapter Test</p>	<p>Living Nonliving Interdependent Habitat Life Needs System Shelter</p>
Hook/Engage	
<ul style="list-style-type: none"> • Class Brainstorm - What animals and habitats might we find at the school? • Read aloud-Welcome Home, Bear: A Book of Animal Habitats • What habitats can we add to our brainstorm list? Were there any that we read about that surprised you? 	
Guided Lesson/Instructional Strategy	
<p>Read aloud: Welcome Home, Bear: A Book of Animal Habitats and discuss the habitats.</p> <p>Day 1:</p> <ul style="list-style-type: none"> • DIY - Footprint tracking tunnel - Building Animal Footprint Tracking Tunnel • Take the students outside with the tunnels and ask them to choose the best location(s) to place the footprint-tracking tunnels. (examples: woods, beside building, grass) Encourage them to discuss and explain their location choices. • Make observations and predictions about living organisms in those areas. For example, what food sources do you see? What could be used for an animal shelter? Are there any water sources nearby? • Glue data sheet inside science journals. <p>Day 2:</p> <ul style="list-style-type: none"> • Review an animal's basic needs. What does it eat, drink, and use for shelter? • Go outside and check the tracking tunnels. • Use identification guides to identify the animal footprints on their data sheet below (glued inside their science journals). <u>Discussion Questions</u> <ul style="list-style-type: none"> • What impact can humans have on the habitat? • What might happen if one of the basic elements in an organism's habitat is removed? • How might humans destroy or recreate a habitat? <p>Day 3:</p> <ul style="list-style-type: none"> • Have a Google Meet with another school to share the tracks discovered at each school. • Complete a Venn Diagram (below) to compare and contrast animal tracks from different schools. 	
<p>Technology/Computer Science</p> <ul style="list-style-type: none"> • Create a Google Slide after researching the animals/footprints found in the habitat. • Choose one of the following animals to research: Fox, bird, deer, rabbit, groundhog, skunk, chipmunk, squirrel, mouse, raccoon 	<p>Expected student products or learning objectives met</p> <ul style="list-style-type: none"> • Create tracking tunnels in groups • Research an animal on a Google slide • Reproducible data sheet for science journal
Reflection/Notes	Supporting Resources
	<ul style="list-style-type: none"> • Animal Footprint Tracking Tunnel • Animal Scat guides • Create a Habitat in your backyard

WHOSE TRACKS?

Draw the animal tracks you find below. Compare the tracks! Remember to be detailed! Do you know what animal left these tracks?

VENN DIAGRAM to COMPARE track evidence from different schools.

School _____

School _____

