

Lesson Plan

Animal Tracks on the Hunt

Summary

Grade/Level: 6

Objective: This activity seeks to engage students in the identification of animal tracks. Students will be able to identify different animal tracks and compare and contrast the similarities and differences. Students will also discover their own prints outside, predict the identification and then give evidence for their reasoning

Time Allotment: 10 minutes

Standards:

PA Standards:

- Standard - 4.4.6.E Describe relationships using inference and prediction.
- Standard - 4.5.6.D Identify reasons why organisms become threatened, endangered, and extinct.

Common Core

- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Materials & Resources

- Animal Tracks: On the Hunt PDF file (includes worksheet and animal prints)



Implementation

Procedure

1. Attention Grabber: Ask the students: What are some ways we can identify animals? Furthermore, what are some ways we can also track where animal populations live and move to?
2. Direct Instruction: The teacher should introduce the online reading based on Woolrich, Pennsylvania Hunting Culture, and Conservation. Feel free to have students read aloud or in groups. Optional: Use the discussion questions as checks for understanding and to review the company and wildlife conservation/preservation concepts
3. Independent Practice: Students will first try to predict animal tracks using animal print images. The instructor should then reveal the answer key and guide students in correcting their predictions.
4. More independent Practice: Student will take their assignment home and complete the second half of their Print Identification. Students should look outside for animal tracks, draw them in the space provided as best they can, and using the previous sheet try their best to predict what type of animal left the track.
5. Closing: Ask students to share their tracks the following day or when you want them to bring the assignment back. Students should present their reasoning for their prediction and compare it to real examples tracks online.

Assessment

- Checks for Understanding (discussion questions from the reading as well as questions during the activity)
- Students may turn in their Animal Tracks worksheets for assessment.

