

Animal Tracks

First Grade



Location

Any outdoor area where animals are present.

Activity Length

30 minutes

Objective

Make an animal tunnel and set in the wild. Return the next day to observe, identify tracks, record data, and discuss findings.

Materials Needed

Day1:

- Empty ½ gallon milk carton (two ends removed)
- Black construction paper (cut to fit bottom of milk carton tunnel)
- Unscented/non-toxic white powder (e.g., flour)
- Wax paper (2" square) for peanut butter
- Peanut butter (a dab)
- Art fixative spray

Day2:

- Stories with pictures of animal tracks (optional)
E.g., *Who Pooped in the Park* by Gary Robinson
- Animal tracks field guide for common animals your area (basic guide attached)
- Animal tracks poster (optional)
- [Around the Pond: Who's Been Here?](#) By Lindsay Barrett George (or similar guide)
- Ruler

Activity

Day 1: Assemble tunnels at the site. Students should find a spot for their tunnel. If you are in a grassland, the students can dig down in the earth to find an existing animal tunnel to place their carton.

- Locate a spot and place carton (do not move)
- Place black paper on floor of carton
- Sprinkle powder along black paper
- Place a dab of peanut butter on top of wax paper in the center of the carton

Day 2: Return to the site and locate carton tunnels and tell students not to touch their tunnels until sprayed with fixative to seal the powder. Observe, measure, identify (using guides) and record track data, then discuss which tracks are longer, wider, shorter, etc. Back in the classroom, look up photos of each animal and their offspring. Discuss animal behavior, food sources, habitat, interactions with other organisms, similarities/differences between animals and their young, and behaviors that help these animals survive. Why did animals enter the cartons? Why were the cartons left out over night?

Standards Connections

- *Next Generation Science Standards*
1-LS1-1, 1-LS1-2, 1-LS3-1
- *NRC Framework*
Scientific & Engineering Practices: 1, 2, 3, 6, 8
Crosscutting Concepts: 1, 3, 4, 5, 6
Disciplinary Core Ideas: LS1.A, LS1.B, LS1.D, LS3.A
- *Common Core State Standards*
ELA/Literacy: R1.1.1, R1.1.2, R1.1.10, W.1.8
Mathematics: MP.2, MP.5, 1.MD.1.2

Activity compiled by FRJUSD teachers and Spring Rivers Foundation.



Common Animal Tracks

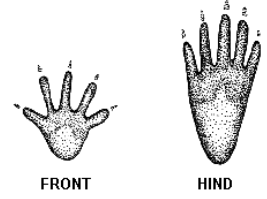
Coyote

bear-tracker.com



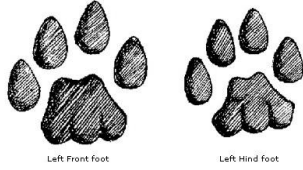
Porcupine

ishbc.com



Cat

hawkeye.ca



Raccoon

cwf-fcf.org



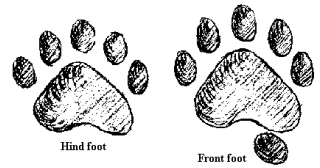
Dog

backyardnature.net



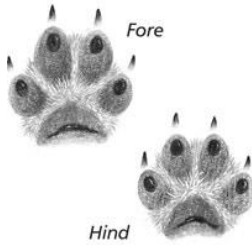
Ringtail

bear-tracker.com



Fox

cwf-fcf.org



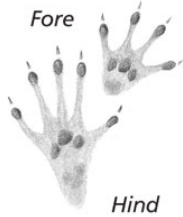
Skunk

cwf-fcf.org



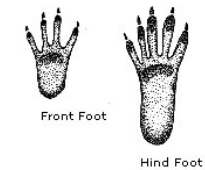
Mouse

cwf-fcf.org



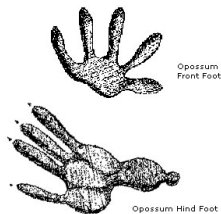
Squirrel

hawkeye.ca



Opossum

hawkeye.ca



Vole

enature.com

