



## Quarrybrook

EXPERIENTIAL EDUCATION CENTER

### Program Title: **Who Goes There?**

**Audience:** 2nd grade students

**Program Theme:** In this introduction to animal tracks and tracking, students will investigate the information we can learn from track patterns in the snow.

**Program Goals:** Students will learn to identify animal tracks and to differentiate the gaits at which animals travel.

**Next Generation/Common Core Connections:**

**Topic:** 2-LS4 Biological Evolution: Unity and Diversity

**Dimensions:** Biodiversity and Humans

**Program Outline:**

Activity 1: WHOSE TRACKS ARE THOSE? (30 min.)

**Objectives:** Students will become familiar with the tracks left by different animals found in Quarrybrook's ecosystem during the winter (coyotes, porcupines, squirrels, mice, etc.). Students will learn why animals travel during the wintertime.

**Steps:** We will discuss animals that do not hibernate during the winter and why they travel (for food, shelter, new territory, etc.). Students will become familiar with using Animal Tracks pocket guides. We will learn the parts of tracks, such as hooves, pads, digits, nails, tailmarks, etc. Then we'll venture to a prepared track area where students will work in partners or small teams to identify which animal tracks are present.

**Intended Outcomes:** Students will be able to identify tracks of different animals using their pocket guides. Students will be able to explain what each animal might have been doing or where they were going.

Activity 2: GAIT IDENTIFICATION (30 min.)

**Objectives:** Students will learn to differentiate between movements such as a walk, jog, hop, skip, or sprint in the snow. Students will apply this knowledge in Activity 3.

**Steps:** Students will work in partners or small teams. One student from each team will either walk, jog, hop, skip, or sprint in the snow, without anyone watching. Their teammates will study the tracks they

left behind, and try to determine which gait the student was using. Teams will be encouraged to be specific in their track observations (such as spacing, direction, depth of track, angle of foot, etc.).

**Intended Outcomes:** Students will be able to explain gait in their own words and why it is an important observation in tracking.

Activity 3: EXPLORATION HIKE/SNOWSHOE (55 min.)

**Objective:** Students will hike or snowshoe through the woods, investigating the tracks they observe in the snow.

**Steps:** Students will learn how to strap on snowshoes, and practice walking in them. Then we'll venture along the Quarrybrook trails to observe animal tracks. Students will use their pocket guides to identify what animals have passed through recently, and decide which gait they think the animal was using and why.

**Intended Outcomes:** Students will experience snowshoeing! Students will be able to identify animal tracks in the snow, and make educated guesses of what they might have been doing.

**Conclusion/Wrap-up:** (5 min.) We'll review what details to observe and consider when looking at track patterns in the snow.

**Successful completion of this program will help support your students' proficiency in NGSS**

**Performance Expectations:**

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.