

Fast Trackers

Program Description: Appropriate for ages 8-10 (2nd - 4th grade)

What kinds of animals live in Maury County Park, in your backyard, and in Tennessee? Listen and learn about Native American origin stories and create an animal with its unique animal “track” and write a creation story based on it. Search the natural area of the park for signs of animals! Learn the signs and tracks of animals, and about migratory and hibernating animals. Each child receives a nature journal and bookmark identification track guide.

Key Group Activities:

Listen and Learn - Outdoor readings of How Chipmunks Got Tiny Feet by _____ and _____ set the mood for the children to create an animal and its track in a cast to take home. Discussion of the how tracks reflect the different parts of an animal and why, such as paws with claws or without.

Journal - In the journal, write the animal’s origin story, including drawings.

Find a Track - Search the natural area and trail for animal signs and tracks using the provided posters and bookmark identification guide as references. Discussion of what kinds of animals live in the park and in Tennessee. Also talk about when certain animals may be seen, including migratory animals and those that hibernate.

Presenter:

Someone from TWRA or from the UT Ag Extension office can be contacted to come and do a short presentation to the group, or, in the case of a special guest like the Animal Guy (Bob Tarter), an hour-long special program with live animals.

Hike:

The hiking trail is available for groups to traverse in short or longer distances, depending on the size and ability level of participants. A portion of the trail is handicapped accessible.

****Each child will receive a bookmark leaf identification guide and a small nature journal****

Fast Trackers

Fast Trackers BINGO is a game for two or more players. The four player boards below can be used as a game for two to four people or as templates to cut-out and assemble different playing boards for a larger group. One player is the “caller” who picks out and calls to the players which track is which, for example pick a letter (B, I, N, G, O) and a track like “B Turkey track”. Each player then marks out that space on his or her board, if it is on there. The first person to get a horizontal, diagonal or vertical line calls out “BINGO” and wins the game.

Letters

B I N G O

Tracks



Beaver Tracks



Black Bear Tracks



Bobcat Tracks



Chipmunk Tracks



Coyote Tracks



Crow Tracks



Duck Tracks



Elk Tracks



European Wild Hog Tracks



Opossum Tracks



Owl Tracks



Porcupine Tracks



Rabbit Tracks



Raccoon Tracks



Red Fox Tracks



River Otter Tracks



Skunk Tracks



Squirrel Tracks



Turkey Tracks



Weasel Tracks



Whitetail Deer Tracks

Fast Trackers

B I N G O

				* Free Space *
		* Free Space *		

Fast Trackers

B I N G O

		* Free Space *		
				* Free Space *

Fast Trackers

B I N G O

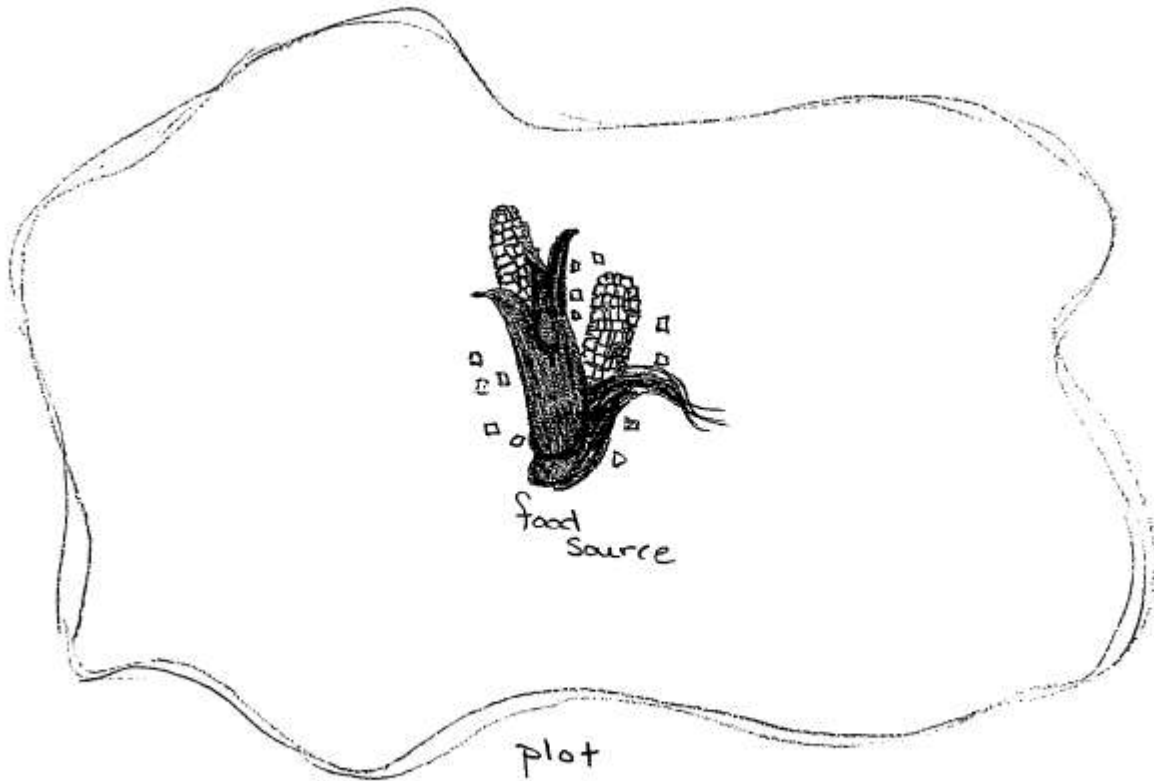
		* Free Space *		
* Free Space *				

Fast Trackers

B I N G O

* Free Space *				
		* Free Space *		

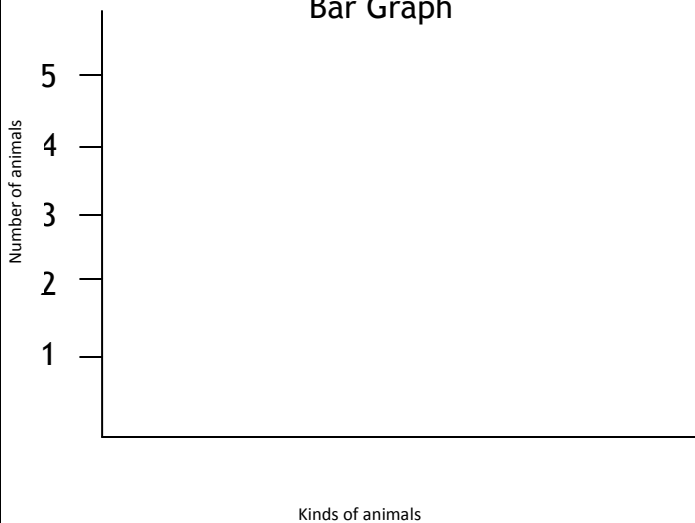
Fast Trackers



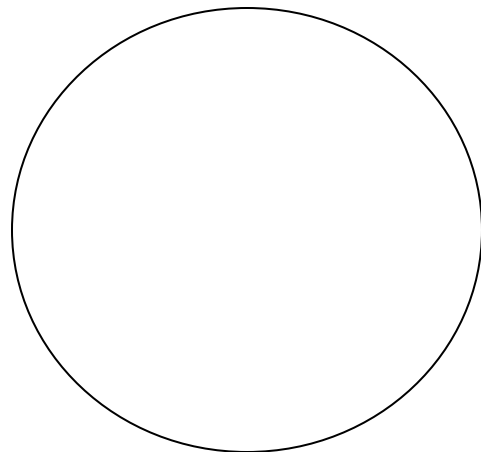
The plot above is a food source for several different kinds of animals. Pretend that you, the owner of the plot, decides to see how many different animals come to eat the food in one day. Complete the activities below:

1. Draw different animal tracks leading **to and from** the food source.
2. Next, count the types of tracks to find out how many animals have eaten the food.
3. Draw a **bar graph** that shows the number of animals that have eaten the food.
4. Draw a **pie chart** that shows the number of animals that have eaten the food.

Bar Graph



Pie Chart



Additional Resources

Books are available at Maury County Public Library

<http://42explore.com/animaltracks.htm>

Super website for educators or merely anyone who may be interested in animal tracks curriculum ideas

Animal Tracks and Signs by Jinny Johnson

A wonderful reference book for older kids detailing different kinds of animals and their tracks.

Animal Trackers: In Woods & Forests by Tessa Paul

A perfect book for grades 1-3 detailing some of the more popular and abundant woodland animals with easy-to-read facts and large pictures.

Animal Tracks: Wild poems to read aloud by Charles Ghigna

A collection of simple poems about such animals as lions, hummingbirds, dogs, alligators, and seagulls.

Around the pond: who's been here? by Lindsey Barrett George

A wonderful picture book about coming across signs of unseen animals and their activities including footprints, a dam, and a floating feather.

<http://www.parentingscience.com/animal-tracking-for-kids.html>

Great resource for those who want to begin animal tracking programs with books, kits and history.

Secrets of a wildlife watcher written and illustrated by Jim Arnosky

A great resource for all ages with excellent pictures of all different kinds of animal tracks.

<http://www.tn.gov/twra/nongame.html>

The Tennessee Wildlife Resources Agency Site that has lots of information about what's going on in TN State parks, links to other resources along with the best wildlife viewing spots in TN.

Tracks and trailcraft by Ellsworth Jaeger

A fantastic and thorough resource of information about animals and tracking, including diagrams, pictures and Latin names.

Curriculum Standards Addressed

English

Std. 1 - Language
Std. 2 - Communication
Std. 3 - Writing
Std. 5 - Logic
Std. 6 - Informational Text
Std. 8 - Literature

Reading

1.0 - Development of Reading & Listening Skills

Math

Std. 5 - Data, Probability & Statistics

Science

Std. 5 - Biodiversity & Change

Social Studies *optional speaker component*

1.0 - Culture
6.0 - Individuals, Groups & Interactions

Survey

Using a scale of 1-10, with 1 being "terrible" and 10 being "excellent,"
how would you rate the following aspects of the packet?

Overall organization of packet? _____

Material covered in packet? _____

What was your favorite part of the packet and why?

What was your least favorite part of the packet and why? _____

Did you find the available handouts helpful? Why or why not? _____

What could be done to improve future environmental education endeavors? (special topics,
other types of programs, facilities, etc.)

Other comments:
