LAKEHEAD REGION
CONSERVATION AUTHORITY

ANIMAL TRACKS & SIGNS

Track and identify animals in the Winter, Spring or Fall.

The Animal Tracks and Signs activity is a great way to connect your students to the nature all around them. By looking for evidence of animal tracks using scientific clues such as claws, pads, and track size, many species can be identified. Animal signs will be discovered along the way such as: scat, chewed branches, collections of cones or seeds give more clues as to *who lives here*.

A field trip to different habitats at Mission Island Marsh or Hazelwood Lake Conservation Areas will show signs from different animals and plants; students will investigate why these creatures occur in a given habitat and how they meet their needs. Beavers, fox, deer, birds, squirrels and other animals leave signs of what they were eating in a given ecosystem.

Skulls, bones and (simulated) furs can provide an *alternate classroom activity*. Students in kindergarten to grade four will enjoy looking at the teeth and skulls to determine if creatures were herbivores, omnivores or carnivores. The type and quality of their furs will give clues to their habitat. Using a sandbox table or Play-Doh, students will try to identify some mystery tracks.

An alternate classroom adventure has exploration centres where students use teeth and skulls to determine if animals were carnivores, herbivores or omnivores.

Students use evidence such as the number of toes and claws, shape of the pad and track size.

An animals adaptation to their environment can be seen in the size and shape of it's tracks.

Tracks and signs of food can be found in the snow. Combine a winter snowshoe and tracks adventure-

Curriculum Connections- Specific Expectations from Gr. 1– 4 Science

Grade 1– Needs and Characteristics of Living Things

3.6 identify what living things provide for other living things (e.g., trees produce the oxygen that other living things breathe; plants such as tomatoes and apple trees and animals such as cows and fish provide food for humans and for other animals; a tree stump provides a home for a chipmunk; porcupines chew off the tips of hemlock limbs, providing food for deer in winter)

3.7 describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms (e.g., the food animals eat and the water they drink are returned to the earth as scat and urine)

Grade 2 –Growth & Change in Animals

1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live

2.2 observe and compare the physical characteristics (e.g. fur or feathers; two legs or no legs) and the behavioral characteristics (e.g. predator or prey).

3.2 describe an adaptation as a characteristic body part, shape, or behavior that helps a plant or animal survive in its environment (e.g. some birds migrate to a warmer climate for the winter).

Grade 4– Habitats

The "Big Ideas" Grade 4: Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats. This trip focuses on the shoreline habitats of the birds an d mammals.

2.3 use scientific inquiry to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs.

3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)

3.3 identify factors (e.g., availability of water or food, amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat