



## Mammal Tracks

**Name:** Who's Track is That? Animal Track Stamp Activity

**Grade:** K-4

**Topic:** Use observations skills and deductive reasoning to identify animal tracks

**Time:** 45 minutes



## Introduction:

This fun and creative activity will have students using scientific investigation through observation and the process of elimination to identify which animal made which track.

## Materials:

Kit will include:

- ▶ 11" x 14" Poster Board
- ▶ Animal Track Rubber Stamp Kit
- ▶ Ink Pads
- ▶ Track Field Guides



*Videos and additional  
Information can be found  
on the DFW Earth Day  
website*

## Key Terms:

**Habitat**-the natural home or environment of an animal, plant, or other organism

**Track**-a mark or line of marks left by a person, animal, or vehicle in passing

## Procedure:

1. Break students out into small groups of 3-5 students and divide the stamps among the groups.
2. Have students use the stamps and ink pads to make tracks on one area of the poster board. Have the students pass their poster to the next group to be stamped until each group has a poster with a complete set of stamps.
3. Using the Track Field Guide & Laminated Tracks Sheet, have students label the tracks with the animal that made them. Have Students look for different clues to help them identify the tracks.
  - a. What is the shape of the track?
  - b. Does it have claws?
  - c. How many toes does it have?

Classroom discussion:

- ▶ What is a track? What can leave a track? (Ex. Anything from mice to dinosaurs, other mammals, birds, etc.)
- ▶ What can you learn about an animal from its tracks? (Ex. Way it moves, size/age, how fast was it going? Where it goes?)
- ▶ Habitat and adaptations? (Where would you typically find each kind of track? How do these features help this animal thrive in its habitat?)
- ▶ Have you seen any of these tracks in your habitat? (Home, school, etc.)

## Conclusion/Key Take away:

After completing this activity students will:

- ▶ Improve observation skills
- ▶ Learn how to identify and interpret animal tracks.
- ▶ Use tracks to identify species and behavior
- ▶ Use critical thinking to explain how human presence and development impacts the natural wildlife in urban/suburban areas and how wildlife is adapting to humans.

## Adaptations:

### Grades K-2

- ▶ Provide pictures of possible animals with their track (matching), then identify as a group or class project

### Grades 5-12

- ▶ Based on types of tracks in the stamp set, what species of animals might you find in your own habitats? Other examples?
- ▶ What species from the stamp set would not thrive there? (Why/Why not?)
- ▶ Why is it important to protect natural wildlife habitats for both humans and other creatures? Explain reasoning.
- ▶ What are some ways we can protect and preserve our habitats?
- ▶ What types of jobs/careers help to study or preserve creatures and/or their habitats?