

TEACHING KATE
TEACHING KIDS ABOUT THE ENVIRONMENT

SOUTH CAROLINA ANIMAL TRACKS

Grade Level: 4-6

Time Required: 5-6 class periods of 40 minutes each

SC Science Standards

This lesson plan was correlated with only the grade level specified unless otherwise noted.

Grade 4:

- I. A. 4. a
- II. A. 1. c
- II. B. 1. b

Grade 5:

- I. A. 4. a
- II. B. 2. b

Grade 6:

- I. A. 7. a

Purpose

Students will develop an awareness of South Carolina's furbearing animals. They will be able to identify their tracks, range and habitat. They will make comparisons and map information about each given South Carolina furbearer.

Skills

Comparing, identifying, mapping, observing, researching, writing.

Concepts

Identification of characteristics of habitat, range and animal tracks of South Carolina furbearers, researching and comparing reference sources, mapping of habitat and range.

Materials Needed

Paper	Pencils
Library Reference Sources	Glue or Tape
Markers	Scissors
Crayons	Construction Paper
Rulers	Yard Sticks
South Carolina's Furbearers Brochure	Activity Sheets (Animal Tracks 1,2,3,4)
Poster or Tag Board (3 per group)	

Definition of Terms

<u>Furbearers</u>	Animals that have fur on their bodies.
<u>Habitat</u>	An area that provides an animal with adequate food, water, shelter and living space.
<u>Range</u>	The areas within South Carolina an animal can be found.
<u>Tracks</u>	Prints left by animals which are used to identify the animals.

Before the Session

Obtain 7-12 copies of South Carolina's Furbearers from the South Carolina Department of Natural Resources. Xerox 2 copies of each activity sheet. (When copying each activity sheet, enlarge the original copy to produce a large copy of the animal tracks. Each group will be given two copies of one activity sheet. Divide the class into four cooperative learning groups.

Background Information

See South Carolina's Furbearers brochure: opossum, page 4; beaver, page 6; muskrat, page 8; coyote, page 10; red fox, page 12; grey fox, page 14; raccoon, page 16; long-tailed weasel, page 18; mink, page 20; striped skunk, page 22; spotted skunk, page 22; river otter, page 25; and bobcat, page 28. South Carolina's Furbearers tracks, habitats and ranges are key factors for this activity.

Suggested Lesson Plan

Day 1

1. Explain and discuss the content material of the activity. This part of the activity is designed to give students a background knowledge of South Carolina's furbearers. Use South Carolina's Furbearers brochure during this stage of the activity. Also, if possible show photos of furbearers which are found in South Carolina.

Day 2 and Day 3

1. Allow the students to get in the cooperative learning groups. The students will identify South Carolina furbearing animal tracks using the 2 group activity sheets and South Carolina's Furbearers brochure. Each group will be given 2 activity sheets with three sets of animal tracks per activity sheet. The students will then use the brochure to identify and match each set of animal tracks on the activity sheet. Once all three sets have been identified by the students, the teacher should check their identifications. (Two activity sheets per group will make it easier for all group members to see the animal tracks. Only one answer sheet will be turned in by the group.)
2. The students will read from South Carolina's Furbearers brochure (as a group) about each of their animals' range and habitat.
3. Next, the students will go to the school library and compare the habitat and range information in the brochure with 3 other reference sources.
4. The students will record the information found about habitat and range and the source used for gathering the information. A comparison of the information with the South Carolina's Furbearers brochure will be made and used later in the activity.

Day 4

1. Using the South Carolina's Furbearers brochure and library reference sources, each group of students will create a South Carolina map with information about their animals' habitat and range. Students will create a South Carolina map that must contain the following information:
 - a. Animal name for each set of animal tracks on the activity sheet.
 - b. Three or more facts about each animal's habitat.
 - c. The range for each animal on the activity sheet.

This part of the activity should be allowed some flexibility by the teacher.

2. After all groups have completed the mapping section of the activity, each group will present and explain its group map to the class.

Day 5 and Day 6

Enrichment — (Writing Task)

1. Each group will select one animal from the activity sheet given to the group at the beginning of the activity. The group will write an article with the following information:
 - a. “The _____ (chosen animal) has just been proposed for listing on the endangered species list for South Carolina.”
 - b. It is the job of the group (task team) to research the animal and determine whether the animal should be listed.
 - c. Include reasons to list or not list the animal.
 - d. The task team must then write an article to support its position and provide information to support the group’s (task team’s) position.

(This part of the activity will require students to go to the library to gather needed reference information for the group article.)

2. After each group has completed its article, they will read the article aloud to the class.

Application

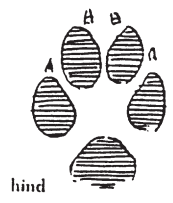
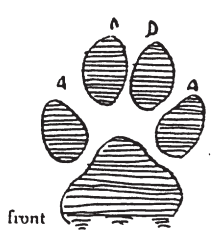
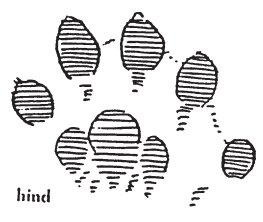
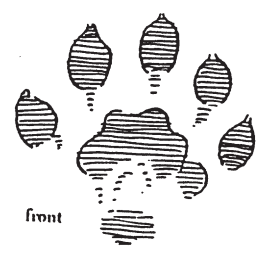
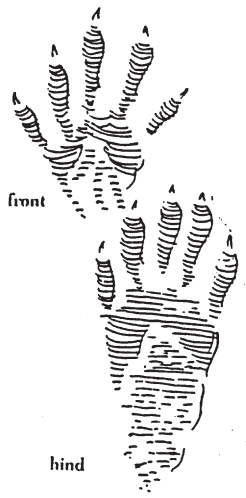
Resources Available

South Carolina’s Furbearers. O. E. Baker, III and D. B. Carmichael, Jr. South Carolina Department of Natural Resources, Division of Wildlife and Freshwater Fisheries, Columbia, S.C.

Prepared by: Cynthia D. Mauldin

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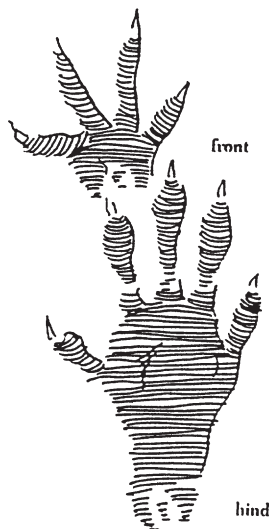
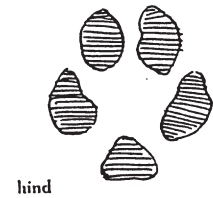
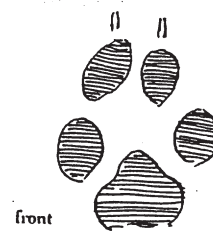
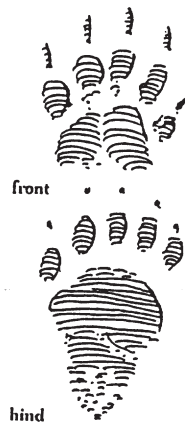
ACTIVITY SHEET
GROUP ONE



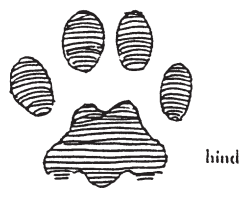
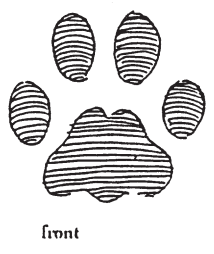
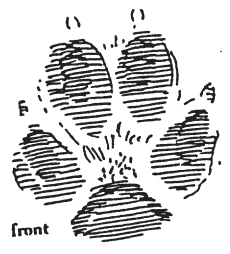
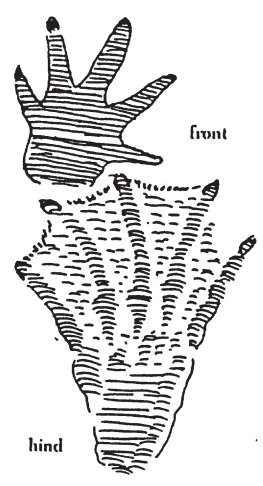
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ACTIVITY SHEET
GROUP TWO



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ACTIVITY SHEET
GROUP THREE



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ACTIVITY SHEET
GROUP FOUR

