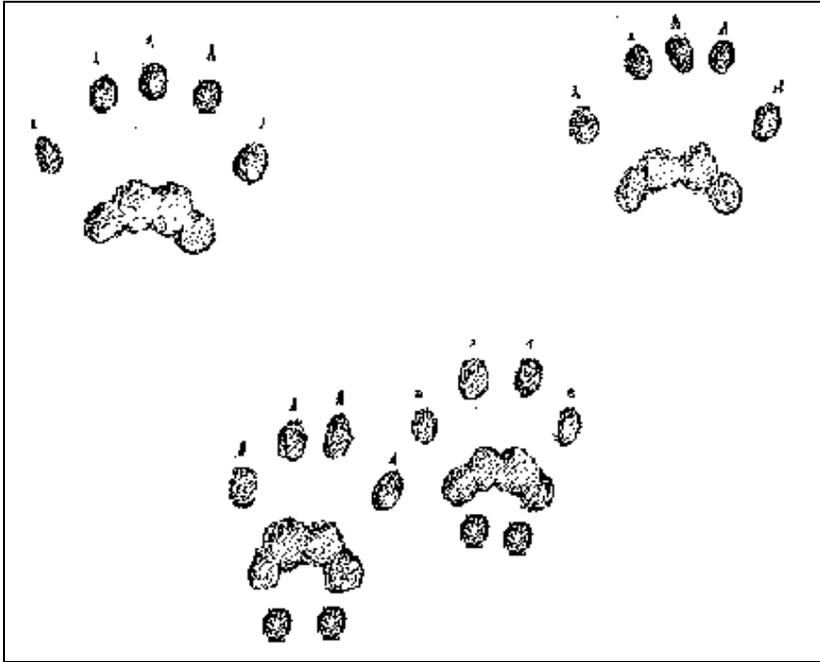




# Trackers

2016 – Driftwood Education Center

## GREY SQUIRREL



**Class Description:**

*Have you ever wondered what type of animals live around your home? How can you find out? In "Trackers," students will investigate Driftwood's backyard to learn how to identify animals through close observation of the signs they leave in the forest. Through several activities, students will hone their observation skills and perhaps come face to face with some of our local species.*

**Most appropriate for grades 4-7**  
**Not appropriate for High School Students**

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## Trackers

### Table of Contents and outline:

- I. Classroom set-up**
  - 1. Biofacts and banner
  - 2. Make trail with flour
- II. Introduction / Classroom Activities (15 min.)**
  - 1. Animal signs and what they can tell us
  - 2. Skull Activity
- III. Tracks and Gaits (10-15 min.)**
  - 1. Diagonal Walkers
  - 2. Pacers
  - 3. Bounders
  - 4. Gallopers
- IV. Find your Instructor (5-10in.)**
- V. Trail Hike / Birds (35-40 min.)**
- VI. Hide and Object Game (10 min.)**
- Conclusion (5 min.)**

### Georgia Standards of Excellence:

**S7L1.** Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.

**S7L4.** Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.

### Concepts:

- 1. Close observation can teach us about the world around us.
- 2. Locating animal signs can lead investigators to animal identification.
- 3. By understanding a track and walking pattern, we can identify the animal that left it.
- 4. By looking at an animal's anatomy, we can learn about its lifestyle.

### Outcomes:

- 1. Enhance student's observation skills through simple activities.
- 2. Identify signs of animals in the forest and identify the species that left them
- 3. Learn and identify the four types of walking patterns: diagonal, pacer, bounder, galloper

### Florida Standards:

**C.5.L.14.2:** Compare and contrast the function of organs and other physical structures of plants and animals.  
**SC.5.L.17.1:** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

### South Carolina Academic Standards:

**6.L.4:** The student will demonstrate an understanding of how scientists classify organisms and how the structures, processes, behaviors, and adaptations of animals allow them to survive.

**7.EC.5:** The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environments.

### Next Generation Science Standards:

**4-LS1-1:** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

**4-LS1-2:** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.