

# WINTER WALK: ANIMAL TRACKS

## POST TRIP ACTIVITIES

### Keep your own track journal

Have students make a journal to keep track of tracks they have seen. Start the journal off by asking students to draw tracks they remember from their trip to Kensington. Take students on walks outside in the snow and try to locate more tracks that they can log in their journals. Encourage them to take notes on what the tracks look like, where they found them, and any other information interesting to them. Allow them to take journals home if they want to go out and look for animal tracks on their own.

### Animal Tag

This fun version of tag elaborates on why animal tracks have different patterns by teaching students about how different animals move around. Explain to students the four following methods of movement. Deer double register when they walk, meaning they bring their back legs up to the same spot their front legs were. Rabbits hop by bringing their back legs up next to their front legs. Weasels bound by pushing off with back legs and lifting up front legs. Songbirds hop on their two feet. All of these movements create different track patterns. Have students imitate each way of moving to start out. Then have someone be "it" and try to tag the rest of the students who are all double registering on all fours. Next have all students who are not it hop like a rabbit, bound like a weasel, and hop like a bird. In the last round students can pick any of the movements discussed.

### Make your own track craft

Students can explore how animal tracks are made by making tracks they might leave behind. Using plaster of paris for a mold, have students make imprints of hands or feet to take home.

## ANSWERS FOR MATCH THE TRACKS WORKSHEET ON NEXT PAGE:



Chipmunk



Turkey



Deer



Chickadee



Squirrel

Additional Resources:  
<http://www.michigan.gov/>

# MATCH THE TRACKS



Chickadee



Squirrel



Chipmunk



Deer



Turkey