

## Animal Track Map

1. **Content Area:** Science
2. **Grade Band:** 4-6
3. **State Standard:** Life Science - Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
4. **Learning Objective:** Students will explain animals in their habitat, including their activities across seasons and how they obtain food, water and shelter.
5. **Description of Activity:** While visiting the Refuge, students should note the different habitats of the animals at the Refuge, i.e where they live, what they eat, where would they get water, what they do, etc. They can use paper and also take photos.
6. **Duration:** 60-120 minutes
7. **Location:** Refuge trails and Visitor Center exhibits
8. **Activity Preparation:** Explain to students that they are going to create a map of the habitats of animals found in the Refuge while they tour the Refuge. They can be creative. It should be as if you have a drone view of the habitats, complete with animal tracks. They are also welcome to do underground views, as if you could see through the topsoil to look into burrows.
9. **Materials Needed:** At the Refuge, each student will need blank sheets of paper and pencils for their initial drawing. Back in the classroom, each group will need a large poster board or butcher paper, as well as crayons, markers, or paint. For younger students, the teacher should provide track patterns for different animals at the Refuge. (There are several animal track websites online for you to choose from, including <https://www.greenbelly.co/pages/animal-tracks-identification-guide>) Older students can conduct their own research the animals found in the Refuge and their tracks.
10. **Classroom Extension:** see below
11. **Step-by-Step Instructions:**
  - Share your own posterboard for the winter habitat of an animal not found at the Refuge (like a grizzly bear) as a model for what students will produce.
  - Create groups of 4 students.
  - Students will create a “map” of their selected animal’s tracks. Students will decide what the time of year their map displays. They will then draw what they imagine to be a day in the life of an animal in the Refuge. Students can add the aerial view of trees, hills, and water sources to their prairie and research how their animals stay alive during Colorado’s four seasons.

- Thought questions:
  - Where does your animal go when it snows? What does your animal do?
  - What do animals do on mild days in the winter, or on hot days in the summer?
  - How would the behavior of their animal change in the changing weather?