Follow Those Tracks Task Information

Grade: Grade 4

Content:

IB-3 Animals depend upon other animals

• IIB-1.1 Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain.

Format: Paper And Pencil

Purpose:

• The student will observe a picture containing patterns of animal tracks, infer what might have happened based upon the pattern of tracks, and write a story describing what might have happened.

Skills:

Primary: Generalizing / Inferring Secondary: Interpreting data

Time: 15 - 30 minutes

Materials:

1 picture of animal tracks

paper for story

Preparation:

 Place the picture containing the animal tracks on a desk or table along with paper for writing the story. Students bring their own pencils. You should photocopy more than one copy of the tracks picture as some students may want to follow the pattern with their pencil or make notes.

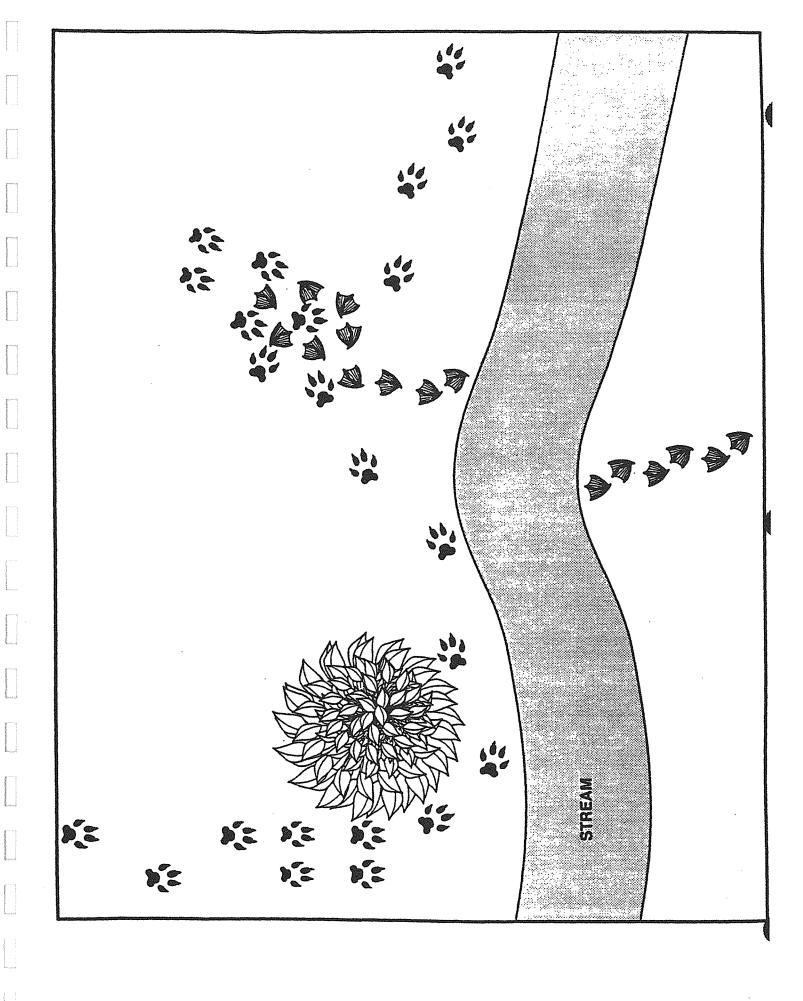
Safety: None

Follow Those Tracks!

<u>Task:</u> At this station, you will look at animal tracks in a picture and tell a story of what you think happened.

Directions:

- 1. Look at the picture in front of you. You should see two kinds of animal tracks in the picture. Look for patterns in these tracks, they tell a story. Pretend you actually found these patterns of tracks outside.
- 2. Study the picture for a few minutes. What do you think happened in this story? What kind of animals do you think made the tracks?
- 3. Use the paper on the desk to write a story that tells what you think might have happened.
 - *** REMEMBER <u>Try</u> to identify the animals that made the tracks. Write your story based upon what you observe in the picture.



Follow Those Tracks - Scoring Rubric Maximum score - 8 points

A. Story Structure

2 points total

Standard: The student will write an appropriate story for the tracks picture.

Criteria:

• 1 point for each of the following story structures:

- 1. The story should be realistic, based on the given picture.
 - The animals do not talk or have human qualities.
- 2. The sequence of the story must be appropriate, based on the given picture.

B. Story Components

6 points total

Standard: The student will include appropriate story components about the tracks picture.

Criteria:

- 1 point for each of the following story components:
 - 3. Identifying one set of tracks as being duck tracks.
 - 4. Identifying the second set of prints as being a predator of the duck. The student does not necessarily have to name an animal, but if he / she does it must be an acceptable predator of a duck.
 - 5. Indicating the duck somehow crossed the stream.
 - 6. Indicating that the predator came from behind or near the bush/tree/plant. The student does not necessarily need to correctly identify the plant.
 - 7. Indicating or implying that the predator and the duck fought / struggled, or chased around.
 - 8. Indicating the either the predator killed and/or ate the duck or that the duck somehow managed to escape and flew away.

*** Other creative or alternative stories <u>may</u> be appropriate. Scorers should be open to these possibilities and not penalize that student for such.

Highest possible score - 8 points

Student ID Male / Female (circle one)	Scoring	Form -	Follow	Those	tracks
Circle the student's score for each questic write the total score at the bottom of the			r each qu	estion a	nd
A. Story Structure					
1. The story is realistic		0	1		
2. The sequence of the story is ap	propriate	0	1		
B. Story Components					
3. Identifying duck prints		0	1		*
4. Identifying predator prints		0	1		
5. Duck crossed the stream		0	1		
6. Predator came from behind bus	sh	0	1		
7. The predator and duck fought/o	hased	0	1		
8. Predator killed duck / duck got	away	0	1		
T	otal Scor Total pos	re sible score	- 8 point	 S	

	Student ID 4T-WP-4 Scoring Male / Cemale (circle one)	Form -	Follow	Those	tracks
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	B. Story Components				
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Section 2012	4. Identifying predator prints	0	1		
Tarih di Amerikan dan Maria dan Mari	5. Duck crossed the stream	0	1		
	6. Predator came from behind bush	0	1		
The state of the s	7. The predator and duck fought/chased	0	1		
(*****)	8. Predator killed duck / duck got away		1		
Transition of the contract of	Total Scor Total poss	e sible score	2 - 8 point	· S	
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	Student ID 48 - WP - 9 S	coring	Form -	Follow	Those	tracks
	Male / Female (circle one)					
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70-71-00 to 10-71-00 to 10-71-	2. The sequence of the story is appr	opriate	0	1		
roesey fig.	B. Story Components					
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A commence of the commence of	4. Identifying predator prints		0			
in i	5. Duck crossed the stream		0	1		
e de la companie de l	6. Predator came from behind bush		0	1		
	7. The predator and duck fought/cha	sed	0	1		
Carlotte a	8. Predator killed duck / duck got aw	/ay	. 0			
or an bring of the state of the		al Score otal poss		4 pts - 8 point	S	

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#2 There once was two # best
firends. But they got into a
firent so the dog ate the duck.

After that is the dog was
so tull he thought he will
died but the ident and he
w so full he never ate aging.

#8-WP-9

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70	Student ID 4B-WP-22 Scoring	Form -	Follow '	Those	tracks
<u> </u>	Male / Female (circle one)				
ver lemme de la companya de la compa	Circle the student's score for each question. Add the write the total score at the bottom of the scoring form		or each que	estion ar	nd
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J T	 The story is realistic 	0	(1)		
Participation of the second of	2. The sequence of the story is appropriate	0	1		
eng-	B. Story Components				•
	Identifying duck prints	0			
ggPFilmins (converted by	4. Identifying predator prints	.0	1		
ggmangagaran ***	5. Duck crossed the stream	0			
4	6. Predator came from behind bush	0	1		
garage control of the	7. The predator and duck fought/chased	0	1		
1	8. Predator killed duck / duck got away	0 -	1		
	Total Score Total possi	Charles Control of the Control of th	8 pts - 8 points	_	

#3 @	Once there was a bear and he was a
	Hittele hungry. It was breakfast
	time, so he went to the stream
	to get some water. When he was
Countercook	about to get the water, he saw a
- Commonwealth Com	duck. The bear hid behind a bush.
Boltzmann of Control o	The duck come ashore from the
Control of the Contro	stream, and the bear snuck up to
· ·	the duck and the bear and the
· · · · · · · · · · · · · · · · · · ·	duck got into a fight. The bear
	ate the duck and he had his
A CANADA	breakfast so he walked away.
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