

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

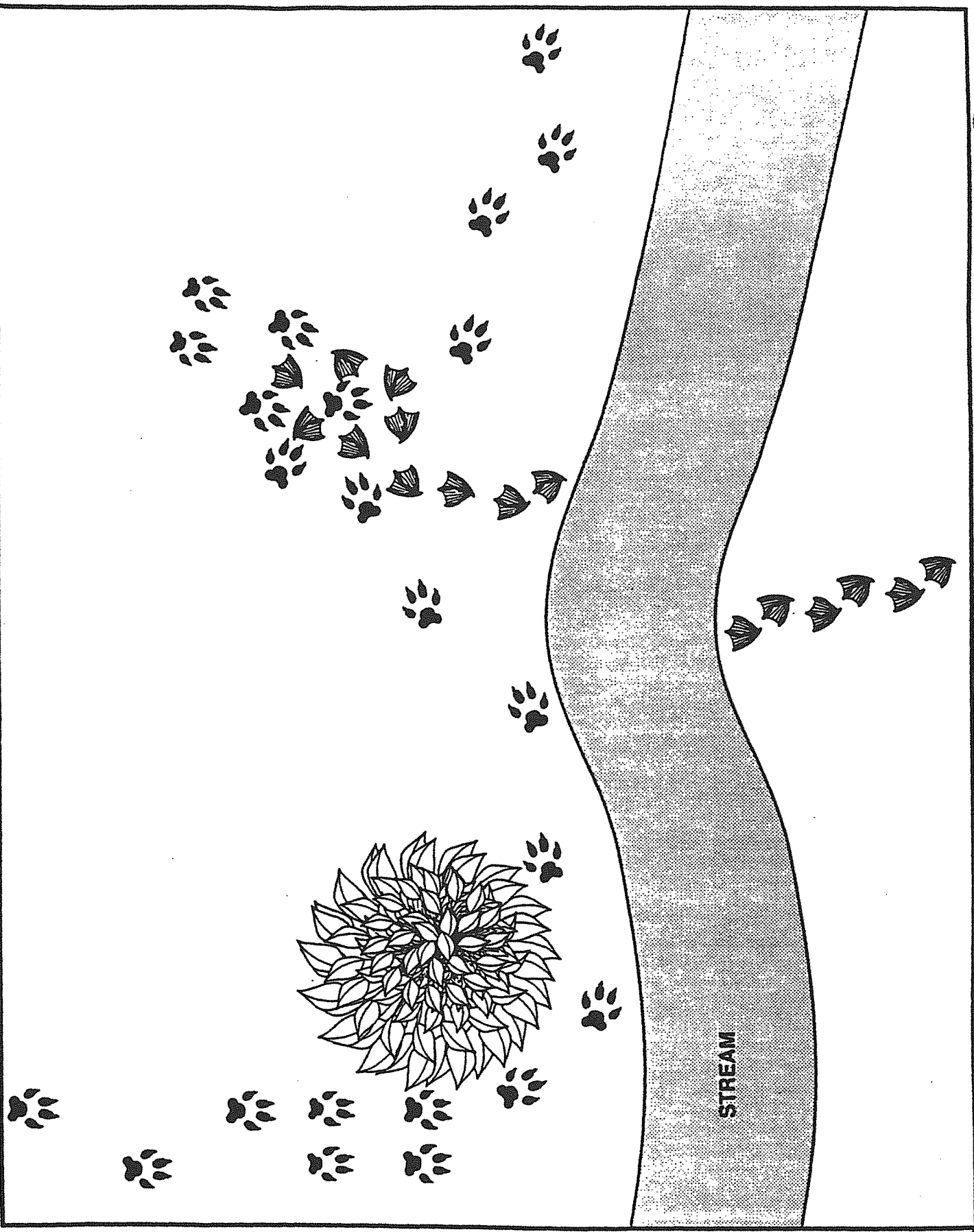
Follow Those Tracks!

Task: 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 Try 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 may be appropriate. Scorers should be open to these possibilities and not penalize that student for such.

Highest possible score - 8 points

Student ID _____ Scoring Form - Follow Those tracks
Male / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

A. Story Structure

- | | | |
|---|---|---|
| 1. The story is realistic | 0 | 1 |
| 2. The sequence of the story is appropriate | 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 bush | 0 | 1 |
| 7. The predator and duck fought/chased | 0 | 1 |
| 8. Predator killed duck / duck got away | 0 | 1 |

Total Score _____
Total possible score - 8 points

#1 Student ID 4T-WP-4

Scoring Form - Follow Those tracks

Male / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

A. Story Structure

- | | | |
|---|-----|-----|
| 1. The story is realistic. | 0 | (1) |
| 2. The sequence of the story is appropriate | (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 bush | (0) | 1 |
| 7. The predator and duck fought/chased | (0) | 1 |
| 8. Predator killed duck / duck got away | (0) | 1 |

Total Score 2
Total possible score - 8 points

#1

One day a duck and
a geese came along
and made tracks all
over the ground. Nobody
knew who made the
tracks it was a
mystery. This happened a
a lot of times. It remains
a mystery

4T-WP-4

F

#2 There once was two best
friends. But they got into a
fight so the dog ate the duck.
After that the dog was
so full he thought he will
die but he didn't and he
w so full he never ate again.

4B-WP-9

F

Male / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

A. Story Structure

- 1. The story is realistic 0 (1)
- 2. The sequence of the story is appropriate 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 bush 0 (1)
- 7. The predator and duck fought/chased 0 (1)
- 8. Predator killed duck / duck got away 0 (1)

Total Score 8 pts
 Total possible score - 8 points

#3 ② Once there was a bear and he was a little hungry. It was breakfast time, so he went to the stream to get some water. When he was about to get the water, he saw a duck. The bear hid behind a bush. The duck came ashore from the 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 breakfast so he walked away.

③ 1:29

4B-WP-22 M