

# Mammals

## Pre-Program Letter

### Teachers:

Your class will be attending the Mammals program at Blandy Experimental Farm. While at the State Arboretum of Virginia, the students will participate in activities both inside and outside. **Please have students come prepared for the weather, we will be outside for much of the program.**

While at Blandy, children will learn about mammal characteristics and adaptations. They will learn about the ways mammals communicate and will listen to mammal calls and sounds.

We will be outside learning about animal signs and how people can use the tracks and scat that mammals leave behind to determine what mammals are located in an area and what they eat. If we find scat while on the nature walk, staff may choose to examine it more closely using gloves. Students will have an opportunity to examine scat to figure out what the scat contains.

Please use the accompanying activities as pre- and post-program activities. The first two pages are for a pre-program activity matching mammals to their names and circling mammal pictures. These should help students learn basic characteristics of mammals and their tracks.

The tracking activity is to be used post-program. Ask students to recall their visit to Blandy and how they can determine what mammals live in an area by identifying tracks. They will use the list of tracks and the 'Copycat' pages to match mammals to their tracks.

While working with the students on this activity, you might want to discuss with the students what mammals require to live (shelter, food, water, air). How do humans impact mammals and other creatures? What are some of these impacts?

Please call us at 540-837-1758 Ext 242 or email at [schprog@virginia.edu](mailto:schprog@virginia.edu) should you have any questions about your trip.

We look forward to your visit!

*Emily Ford, Lisa Green and Becky Lloyd*



Name \_\_\_\_\_

# Mammals Pre-Program Activity

Draw a line from the mammal to its correct name.



Seal

Camel

Pig

Dog

Rabbit

Fox



Dolphin

Goat

Orca



Deer

Bobcat

Cow



Name \_\_\_\_\_

# Mammals Pre-Program Activity

Draw a circle around each mammal



How many mammals did you circle? \_\_\_\_\_ How many other animals were there? \_\_\_\_\_

How many more mammals were there than other animals?

Write a math problem or sentence that will tell you how many more mammals there were than other animals.

# Mammals

## Post-Program Activity

**Teachers:** Use the following activities to enhance your students' experiences at the State Arboretum.

### Activity 1-Who left that here?

Use Ranger Rick's "Tricky Tracks" Part 1 (attached) with your students to identify the tracks. The answers are below.

1. raccoon	7. skunk
2. rabbit	8. beaver
3. porcupine	9. muskrat
4. domestic cat	10. red fox
5. black bear	11. white tail deer
6. squirrel	12. weasel

### Activity 2- Mystery Tracking Story

Use Tricky Tracks Parts 2 and 3 for the following activity.

- Show students Tricky Tracks Part 3. Tell them to look at the animals in the picture and look at the tracks that mammals left in the snowy forest. Tell them to think about these mammals and what they might be doing in the forest.
- Give students a copy of Tricky Tracks Part 2. Tell them they are going to make up a story of what happened to each mammal by looking at the tracks it left. Ask students to recall the tracks they found at Blandy; tracks can tell a story. You might want to keep Part 3 handy to refer to as your students make up a story.
- Here are a series of questions you can ask the students to build the story. The numbers below refer to the enlarged, numbered tracks on Tricky Tracks Part 2.

One set of 'answers' are given in parentheses after the questions below.

- These tracks stop at a tree. What mammal climbed up the tree? (A porcupine climbed the tree.)
- What mammal made these tracks? Hint: You might have one of these in your home! (a domestic cat)
- These tracks stop quickly in the middle of no where. What could have happened? (A squirrel made these tracks and a hawk swooped down to pick up dinner. Carryout!)
- These tracks cross over the stream twice- what was this mammal doing? (the raccoon was looking for food and it crisscrossed over the stream while searching).



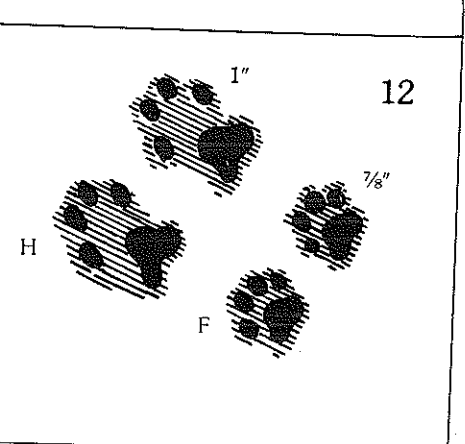
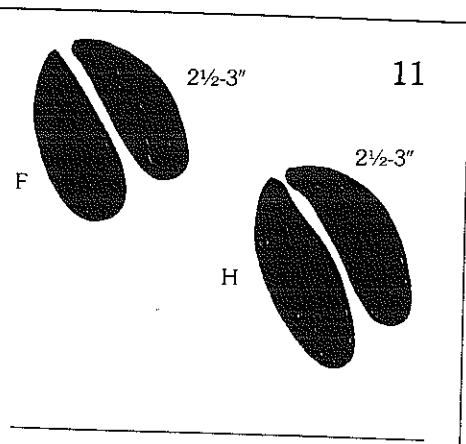
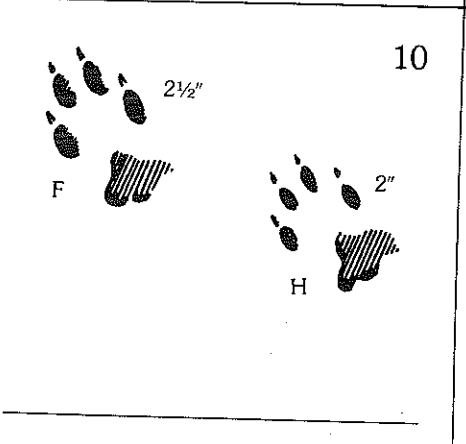
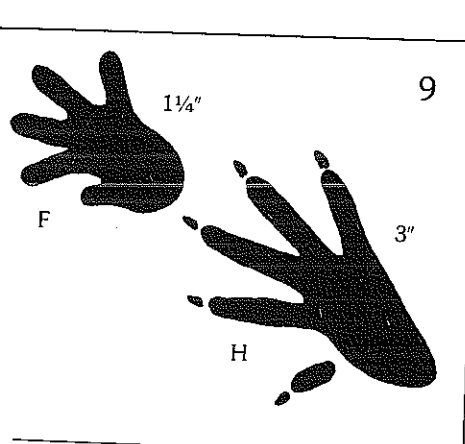
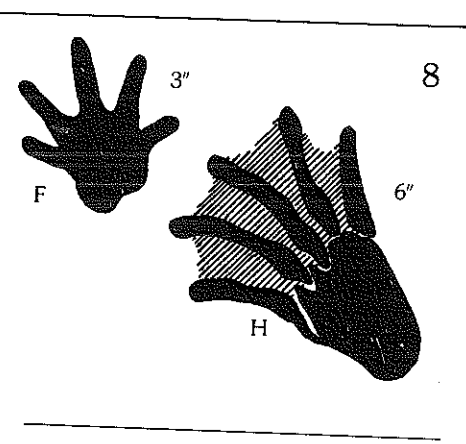
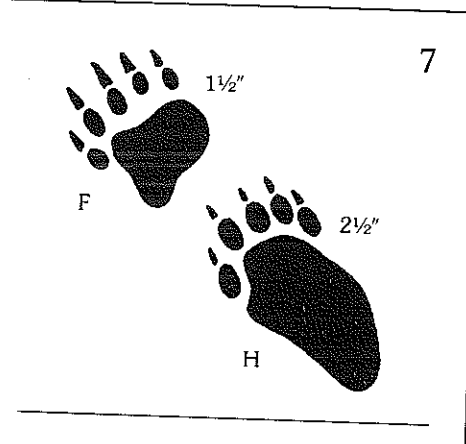
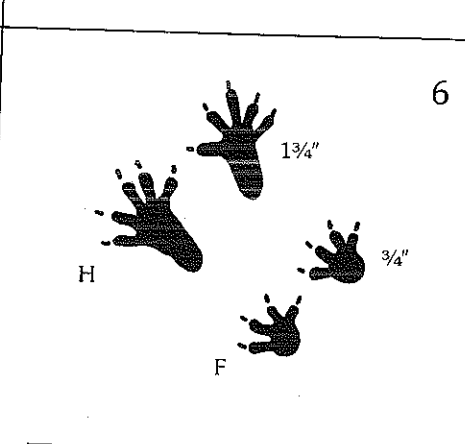
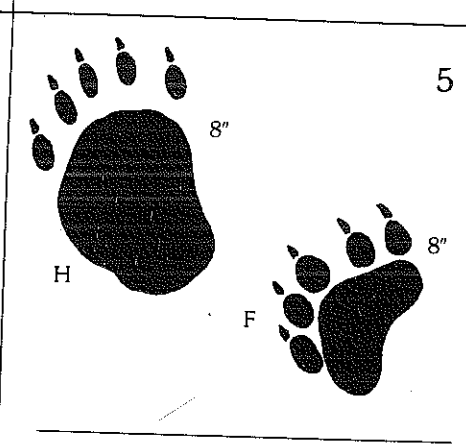
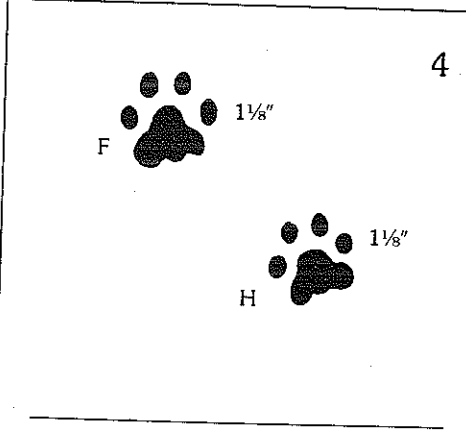
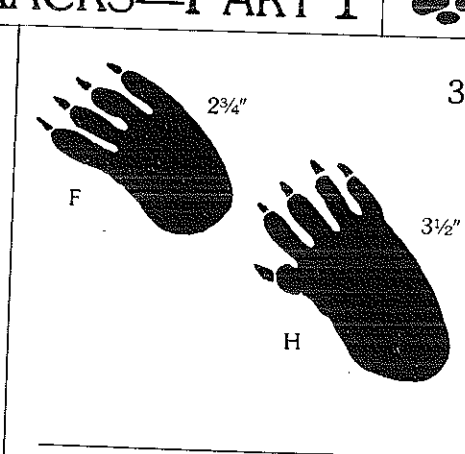
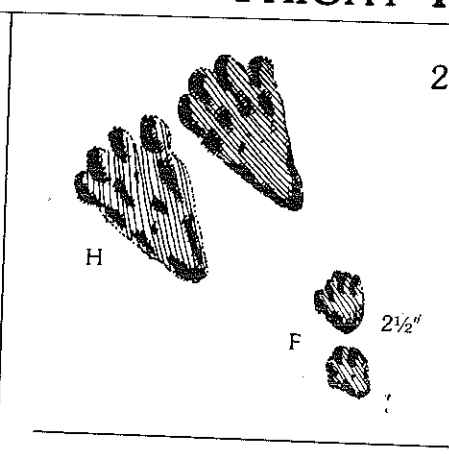
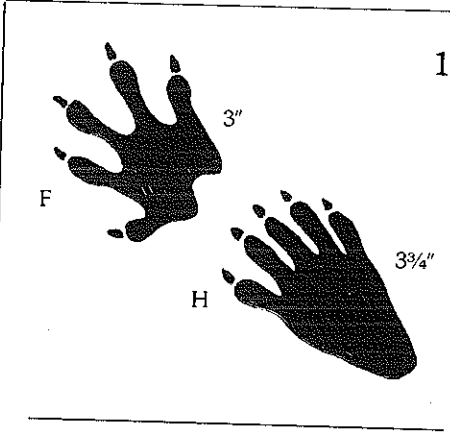
5. There are two different sets of tracks here, they both go to the pile in the middle of the page and then go in different directions. What could have happened? (One set is from a rabbit and the other is from a fox. The rabbit hid in the brush from the fox and then headed out the other way to avoid it.)
  6. These familiar tracks are bunched together around the tree, why? (A deer came up to eat from the shrub)
  7. This large mammal came out of a den, who could it be? (A black bear-wow!)
  8. One mammal left a 'snow angel' when it was startled by another mammal. (The human was walking in the woods and came across a skunk. Peee-eeeeewww!)
- d. You can ask students to draw their own storyline using tracks! They can then share the stories they created with each other.

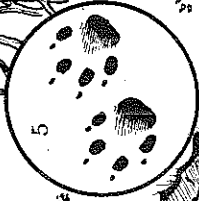
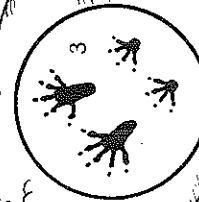
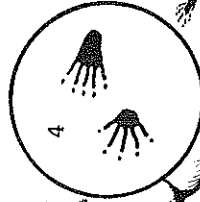
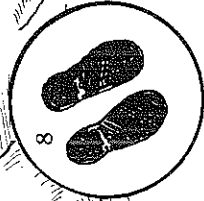
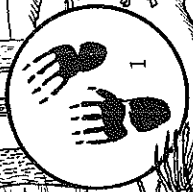
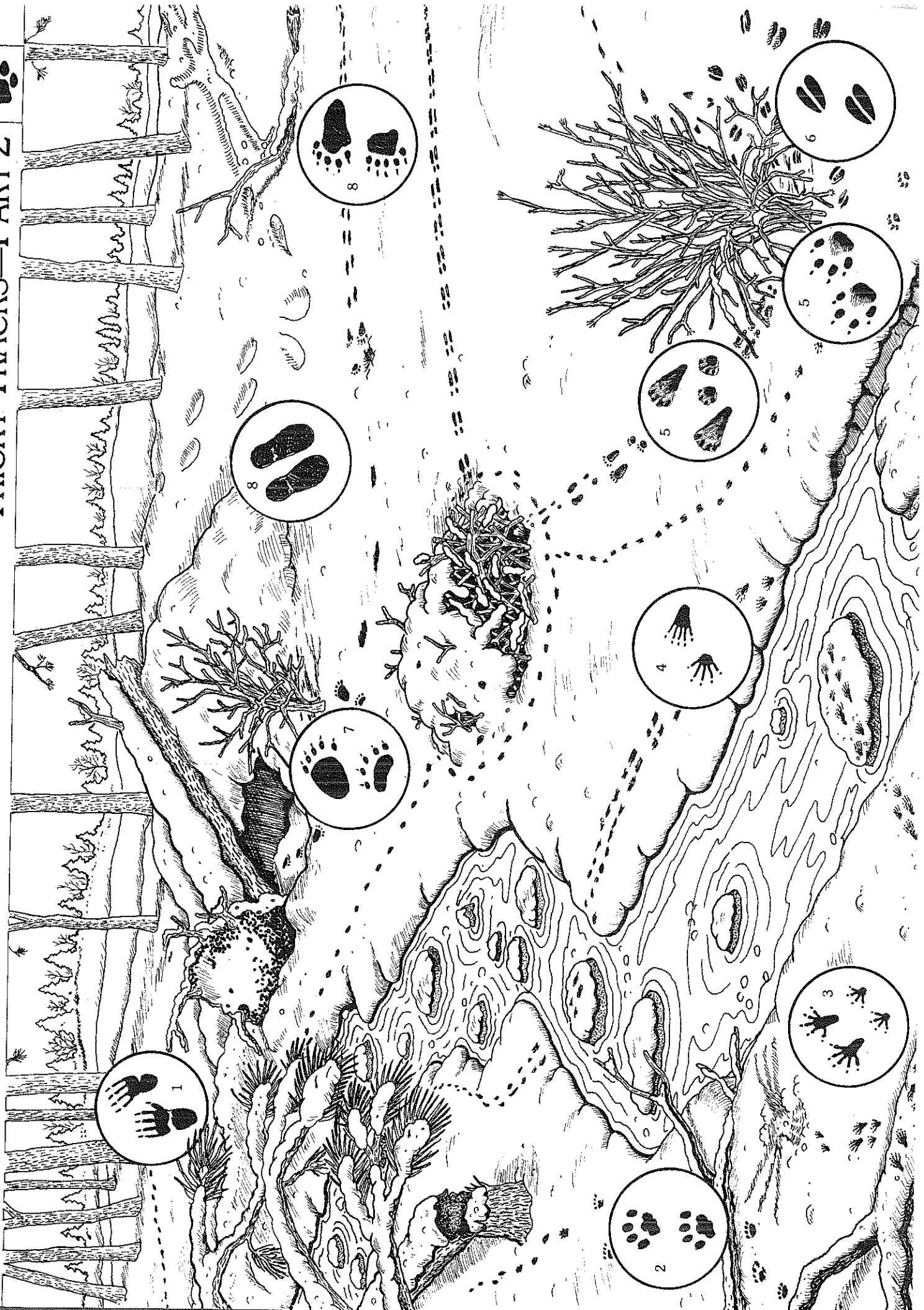
This activity was adapted from Ranger Rick's Naturescope "Amazing Mammals Part 1" published by National Wildlife Federation.



# COPYCAT PAGE

# TRICKY TRACKS—PART 1





# COPYCAT PAGE

# TRICKY TRACKS—PART 3

