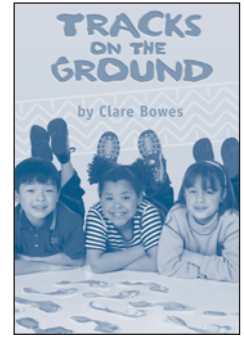


Tracks on the Ground

by Clare Bowes



Book Summary

Animals and people make all kinds of tracks. This book explains what different tracks look like and what we can learn from them. The text includes instructions for making footprints using paint and “feet” from plaster of Paris.

Features of the Book

- Instructions for an activity
- Captioned photographs
- Labeled diagrams
- Specialized vocabulary – *cloven, coyote, fossil, hind, hoof, imprint, plaster cast, plaster of Paris, search-and-rescue, webbed*

Word Study Opportunities

- Compound words – *classroom, footprint, handprints, sidewalk*
- Double vowels – *between, feet, see; smooth, kangaroo, raccoon*
- Regular and irregular plurals – *halves, hooves, feet, shoes, toes*

Purpose

Tracks on the Ground can be used to introduce and reinforce the following standards-related skills:

- S** identifying the main idea and supporting detail;
- S** extending vocabulary by using a glossary;
- S** reading and writing procedural text;
- S** using knowledge of the words in compound words to predict meaning;

- Ph S** exploring the “ee” sound;
- S** writing simple instructions.

The Guided Reading Lesson

- S** Identifying the main idea and supporting detail
- S** Extending vocabulary by using a glossary
- S** Reading and writing procedural text

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: the blackline master and a pencil for each child
- Optional: art paper, bowl, damp sand, paint, plaster of Paris, roller, tray, and water

Introducing the text

Look at the cover of the book together. Read the title and the name of the author.

- *What kinds of prints can you see on the cover?*
- *Have you ever made footprints like this?*
- *How did you make them?*

Look at the title page together and then read the blurb on the back cover. Talk about different animal tracks and where they are found.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Discuss the contents page.

- What are hooves?
- What are plaster casts?

Ask the children to read chapter 1 silently.

- What is the main idea in this chapter? (Animals make different tracks because their feet are different and they move in different ways.)

Write the heading “Main Ideas” on chart paper. List the main ideas of chapter 1.

- What interesting things did you learn about animal footprints?
- Why are the words “hind” and “hooves” in bold text?
- What do these words mean?

Use these words to demonstrate how to use the glossary.

Look at the photographs in chapter 2 and discuss what is happening. The children can then read the chapter silently.

- How did the children make their footprints?

Encourage the children to use procedural vocabulary such as “first,” “next,” “then,” and “finally.” Discuss the main idea in chapter 2 and write it on the chart.

Day Two

Use the “Main Ideas” chart to review what the children have read so far. Briefly revisit how to use a glossary. Read the chapter heading on page 13 and discuss the illustrations on pages 13 to 17.

- What do you think this chapter will be about?

Ask the children to read to the end of page 17 silently.

- How are tracks useful to the police and search-and-rescue workers?
- What is special about the footprint in the illustration on page fifteen? (You can see where the special cut is.)

Talk about the illustrations on pages 18 to 21, then ask the children to read these pages silently.

- What did you learn about dinosaur footprints?
- What was the main idea in this chapter?

Record the children’s ideas on the chart.

Ask the children to read chapter 4 independently, thinking about the main idea and the text layout.

- What is the main idea in this chapter?
- What kind of tracks might you find around home or school?

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Using knowledge of the words in compound words to predict meaning

Write the following words on chart paper: footprint, handprint, classroom, and sidewalk. Ask the children to draw a line between the two smaller words in the compound words.

- What is a foot?
- What is a print?
- What is a footprint?
- How does the meaning of each smaller word help you to understand the meaning of the compound word?

Discuss the meaning of “handprint,” and other compound words in the text.

Ph S Exploring the “ee” sound

Write “feet” on the board.

- Can you find words that have the same “ee” sound as “feet”?

Write the children’s suggestions on the board, separating them into lists according to how they are spelled:

ee	ea	ei	e	ie
between	each disappear teacher	either	concrete	piece

Read the lists aloud with the children and discuss the ways that you have grouped the words.

W S Writing simple instructions

Compare how the procedures in chapters 2 and 4 have been written.

- Which procedure is easier to follow? Why?

Using chapter 4 as an example, identify the features of well-written instructions (they have a list of equipment, numbered paragraphs in order, clear pictures, procedural vocabulary).

B The children can complete the blackline master on page 91.