

# Animal Tracks

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Text type: non-chronological report

Topic: feet and footprints



## Synopsis

This book shows tracks made by different animals, in mud, sand and snow. It looks at the different tracks made by an elephant, a monkey, a giraffe, a polar bear, a husky dog, a penguin, a chameleon, a snake and a camel. Readers follow the tracks across each page, then turn the page to reveal the animals that made the tracks. Readers are then asked to identify the different animals by their feet (or tails!).

There is a topic-linked fiction book to partner this title, which is called *Tin Can Tracks*.

## Group/Guided reading

### Introducing the book

- ➡ These wordless books allow children to learn how books work, including the order and direction in which they are read. Children will enjoy talking about the book and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion and playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their vocabularies.
- ➡ Look at the cover together and read the title to the children. Model blending the word 'tracks' as you read the title: *t-r-a-ck-s tracks*. Then ask the children to copy.
- ➡ Talk about the penguin together. Ask: *How big do you think a penguin's tracks are? Are they bigger or smaller than your footprint?* Link the photograph of the penguins with the tracks next to the title.
- ➡ Read the contents list together and talk about the three different categories: mud, sand and snow. Ask: *What animals live in muddy areas? What about sand and snow?*
- ➡ Turn to p2 and talk about the cat. Make sure the children understand that the cat has made the tracks on this page.
- ➡ Read the blurb to the children and ask: *What do you think you will have to do in this story?*

## Reading the book

- ➡ Ask the children to turn the pages of the book and describe what they see in the pictures.
- ➡ *(Predicting)* On p3, check the children understand that there are three different sets of tracks. Say: *I wonder which animals made these tracks.* Encourage the children to make predictions. Then turn to p4 to check whether their predictions were correct.
- ➡ On p4, talk about the two different images of each animal. Ask: *What is different about them?* If necessary, explain to the children that the first image shows the animal from above so we can see its footprints.
- ➡ *(Predicting)* On p5, say: *I wonder where the animals that made these tracks live.* Encourage the children to make predictions. Ask: *What three animals do you think made these tracks?*
- ➡ *(Questioning)* Look at p7 together. Encourage the children to ask questions about the animals that have made these tracks. Prompt them by saying: *I wonder where all these animals live. I wonder why the second set of tracks looks like lots of wiggly lines.*
- ➡ On p9, talk about the nine photographs. Ask: *How many feet can you see in the photographs on this page? Which animals do you think they belong to? Which animal doesn't have any feet?*

## Returning to the book

- ➡ *(Clarifying)* Look again at p4 and ask the children to describe the elephant's tracks.
- ➡ *(Clarifying)* Look again at p7 and talk about the tracks in the second picture. Ask: *Why do these tracks look different from the other tracks?*
- ➡ *(Clarifying)* Ask: *Which animals in the book do you think live in the desert? Why?*
- ➡ *(Clarifying / Summarizing)* On p10, look at the puzzle together and talk about the animals and the tracks. Ask the children to match the correct animal to the correct track, before running their fingers down each coloured line to check they are right. Ask the children to point to each animal in turn and say which environment they live in.

## Independent reading

- ➡ Introduce the book as in the Introducing the book section above.
- ➡ Check the children know how to hold the book and turn the pages, and look at each spread from left to right to help establish the direction of reading.
- ➡ Ask the children to turn the pages of the book and to think about what they see in the pictures. Remember to give them lots of encouragement and praise.
- ➡ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

## Speaking, listening and drama activities

- ➔ Organize the children into small groups.
- ➔ Ask each child to pick an animal from the book and to describe the animal's track to the rest of the group. Encourage them to think about whether the track is made in mud, snow or sand; what shape the track is and how big it is.
- ➔ Ask the rest of the group to guess which animal from the book made the track being described.
- ➔ Remind the children to listen carefully when another member of the group is speaking.

## Writing activities

- ➔ Ask the children to choose an animal from the book. Explain that you would like them to draw a picture of the animal and the tracks it makes.
- ➔ Ask children to use their phonic knowledge to add a label with the animal's name. Act as a scribe if necessary. Then ask children to use the contents list in the book to add a label showing whether the track is left in mud, snow or sand.

## Cross-curricular activity

### Understanding the world

- ➔ As a group, choose one animal from the book to find out more about. Support children to use books to find out where the animal lives, what it eats and how it behaves.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (ORCS Pre-reading Standard, 1)
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) (ORCS Pre-reading Standard, 7)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (ORCS Pre-reading Standard, 14)
- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) (ORCS Standard 1, 3)

### Letters and Sounds: Phase 1

Explore with Biff, Chip and Kipper Level 1 titles are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each explain a non-fiction topic through detailed and engaging pictures. The pictures provide lots of opportunities for playing with environmental sounds and distinguishing between sounds.

### ENGLAND Statutory framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
<b>ELG03 Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children consider the environment, and size and shape of the tracks when describing one of the animal's tracks.
<b>ELG01 Listening and attention</b>	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen attentively as each child in turn describes an animal track, using the information to make sensible suggestions about which animal the track belongs to.
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can talk about why the snake's tracks are different from other tracks in the book.
<b>ELG 09 Reading</b>	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to point to each animal in turn on p10 and say which environment they live in.
<b>ELG 10 Writing</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children make phonetically plausible attempts to write a label for their chosen animal.

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children consider the environment, and size and shape of the tracks when describing one of the animal's tracks.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children listen attentively as each child in turn describes an animal track, using the information to make sensible suggestions about which animal the track belongs to.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can talk about why the snake's tracks are different from other tracks in the book.
<b>Reading</b>	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. (LIT 0-14a)	Check the children are able to point to each animal in turn on p10 and say which environment they live in.
<b>Writing</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children make phonetically plausible attempts to write a label for their chosen animal.

## WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	use newly learned vocabulary in and through play activities (YN_OracSpea.5)	Check the children consider the environment, and size and shape of the tracks when describing one of the animal's tracks.
	listen and respond with growing attention and concentration (YN_OracList.1)	Check the children listen attentively as each child in turn describes an animal track, using the information to make sensible suggestions about which animal the track belongs to.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children can talk about why the snake's tracks are different from other tracks in the book.
<b>Reading</b>	recall details of a story or text by answering open-ended questions or referring to picture prompts (YN_ReadComp.1)	Check the children are able to point to each animal in turn on p10 and say which environment they live in.
<b>Writing</b>	attribute meaning to marks, drawings and art work, e.g. adult annotation (YN_WritMean.2)	Check the children make phonetically plausible attempts to write a label for their chosen animal.

**NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1**

	<b>Levels of progression</b>	<b>Book-related assessment pointers</b>
<b>Talking and listening</b>	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children consider the environment, and size and shape of the tracks when describing one of the animal's tracks.
	listen for information (L1_com_talk.1i)	Check the children listen attentively as each child in turn describes an animal track, using the information to make sensible suggestions about which animal the track belongs to.
	ask and answer questions for specific information; (L1_com_talk.2)	Check the children can talk about why the snake's tracks are different from other tracks in the book.
<b>Reading</b>	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children are able to point to each animal in turn on p10 and say which environment they live in.
<b>Writing</b>	write words using sound-symbol correspondence; (L1_com_writ.4i)	Check the children make phonetically plausible attempts to write a label for their chosen animal.

**CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1**

	<b>Learning objectives</b>	<b>Book-related assessment pointers</b>
<b>Speaking and listening</b>	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children consider the environment, and size and shape of the tracks when describing one of the animal's tracks.
	Listen to others and respond appropriately. (1SL7)	Check the children listen attentively as each child in turn describes an animal track, using the information to make sensible suggestions about which animal the track belongs to.
	Answer questions and explain further when asked. (1SL4)	Check the children can talk about why the snake's tracks are different from other tracks in the book.
<b>Reading</b>	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to point to each animal in turn on p10 and say which environment they live in.
<b>Writing</b>	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to write a label for their chosen animal.