**SUMMARY**
This nonfiction book explores what people can learn about animals by tracking how, when, and where they move. Also included are details about different methods scientists use to better understand animals.

**LESSON VOCABULARY**
- analyze
- biologists
- classify
- data
- hibernating
- mammal
- measurement
- migrate
- scat
- tranquilizers

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR**
Discuss with students the title and the author of *Animal Tracking: Learn More About Animals*. Based on the title, ask students what kind of information they think this book will provide. Ask: Why do you think the book is called *Animal Tracking: Learn More About Animals*? Who does the *me* refer to, the trackers or the animals? Direct students to look at the cover illustration and ask them what clues this gives about the selection.

**BUILD BACKGROUND**
Ask students if they have ever seen birds flying south for the winter or returning in the spring and if they know why birds migrate. Discuss with students what they know about other migrating animals and how they know it, such as from documentaries or other sources.

**PREVIEW/USE TEXT FEATURES**
Invite students to skim the book and look through the photographs, illustrations, map, and captions. Ask how these elements give students an idea of the book’s organization and content.

**READ THE BOOK**

**SET PURPOSE**
Have students set a purpose for reading *Animal Tracking: Learn More About Animals*. Students’ curiosity about migrating animals or about wildlife in general should guide this purpose. Suggest that as they read, students take notes about the different migrating animals.

**STRATEGY SUPPORT: TEXT STRUCTURE**
Explain to students that the text structure describes and defines different ways to track animals. Suggest that as students read, they use a graphic organizer to list each visited city and the descriptions about each way to track animals.

**COMPREHENSION QUESTIONS**

**PAGE 4**
How can you tell if a Grizzly has been nearby? *(Grizzlies leave their scent on trees, strip bark, and leave their fur behind.)*

**PAGES 8–9**
What two conclusions can you draw about why biologists might not use radio collars anymore? *(There are many modern methods that scientists use today; it’s difficult and dangerous to put collars on bears unless they are hibernating.)*

**PAGE 21**
What questions do you have about tracking insects? *(Possible response: How does the Doppler radar track them? Do all insects migrate? Where do they migrate?)*

**PAGE 21**
Why is it important to track migrating animals? *(Possible response: We can learn a lot about nature by tracking these animals.)*
REVISIT THE BOOK

READER RESPONSE
1. Possible response: The diagram helps me visualize how GPS devices work.
2. Possible response: Heading: Tracking Cranes in Planes; Example: Biologists help baby Whooping Cranes migrate south.
3. Possible response: The page talks about microchip transmitters being placed under a snake’s skin, so they must be very small. Also the book is about tracking, so it must be some kind of device that helps people track animals.
4. Possible response: owl scat

EXTEND UNDERSTANDING Remind students that sequence is the order in which events occur in a story. Ask students to write down the sequence of tracking one of the animals featured in the selection. Remind them that writing down the sequence can help them remember and summarize what they have read.

RESPONSE OPTIONS
WRITING Ask students to imagine they are an animal being tracked by biologists. Ask them to write a one- to two-page letter to the animal’s relatives describing their experiences of being tracked.

SCIENCE CONNECTION
Have students choose a migrating animal and write a short report on where, how, and when the animal migrates. Encourage students to visit the library and use the Internet. Have students present their reports to the class.

Skill Work

TEACH/REVIEW VOCABULARY
After reviewing vocabulary with students, use the words to play several rounds of hangman. Once students guess a word, ask them to supply the definition and use the word in a sentence.

ELL Ask students to skim the text and write down any words they don’t understand. Help them find the meanings of these words in the dictionary and prompt them to use the words in sentences.

TARGET SKILL AND STRATEGY
GRAPHIC SOURCES Ask students to read Animal Tracking: Learn More About Animals. Suggest that students create two or three graphic organizers to enhance their understanding of the story. For example, they could use a story map for the plot; a timeline for the sequence of events; character webs to describe the animal’s behaviors; or a problem-and-solution or cause-and-effect chart to understand the action in the story.

TEXT STRUCTURE Review with students that text structure is the way text is organized. Point out that the structure of this selection includes descriptions and definition. Remind students that understanding internal text structure can help them pick out the main idea. Suggest they take notes as they read, listing descriptions of each way to track animals.

ADDITIONAL SKILL INSTRUCTION
COMPARE AND CONTRAST Remind students that comparing means finding the similarities of things and contrasting means finding the differences. Suggest that students compare and contrast cats and dogs, focusing on how animals are alike and how they differ. Graph the findings on the board.
Graphic Sources

- **Graphic sources** present information visually and can help you better understand the text.
- Graphic sources include, maps, photographs and captions, time lines, diagrams, graphs, and charts.

**Directions**  Fill in the web below with different details about tracking whooping cranes in planes.

**Ways of Tracking**

1. How did the headings help you understand the story? How did the headings of the story help you fill out the web?
Vocabulary

Directions  Circle the letter of the sentence in which the vocabulary word has been used correctly. Then write the definition of the vocabulary word.

Check the Words You Know

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1. a. The biologists spent three months looking for the information.
   b. Her arteries were clogged with biologists.

2. a. Be careful not to disturb the hibernating bear.
   b. The hibernating bears frolicked in the waterfall and caught fish.

3. a. We collected data about trees for our special report.
   b. Please put the data in the refrigerator where they belong.

4. a. A dinosaur is not a mammal, but a human being is.
   b. I read twenty pages of the mammal.

5. a. Please don’t analyze the food into such small pieces.
   b. We need to analyze the information and determine what it means.