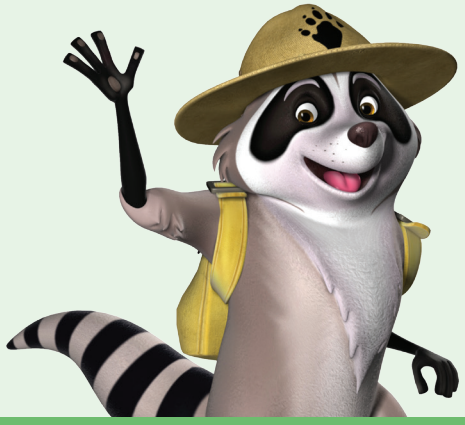

Ranger Rick EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE MAY 2013 ISSUE OF RANGER RICK® MAGAZINE

WILDLIFE SURPRISES

"Dear Ranger Rick" (page 4) invites readers to describe the strangest places they've spotted wild animals. Ask students to compose funny stories about their wackiest wildlife discoveries. Provide time for sharing the tales with the group, and discuss what makes these humorous pieces most effective. If you like, have students polish up their work and send it in to *Ranger Rick!*

POEMS FOR MOM

Read the poems from animal babies to their mothers in **"Thanks, Mom!" (pages 6–11)**. Brainstorm about other kinds of animal species and what students know about how the mothers take care of their babies. Then challenge students to write more poems like the ones in the magazine—or to write poems to give to their own moms!

ECOSYSTEM IQ

In **"What's Your Ocean IQ?" (pages 16–20)**, students can test their knowledge of some ocean-dwelling creatures. What is the major ecosystem where you live? Forest, wetland, shoreline, desert? Have students investigate the ecosystem and create quiz questions about its key species and features. Compile the questions in a format (paper or electronic) you can share with your school or community to generate awareness about the local landscape.

LABEL CONSCIOUS

"Ranger Rick's Adventures" (pages 20–23) explain that FSC (Forest Stewardship Council) and GreenPalm labels indicate products that help protect forests and wildlife. Go on a scouting mission—either at school or on a trip to the store—to see if you can find either of these labels on products you use. Compare the prices and other features and discuss the factors that would lead you to choose these labeled products over other options.

ADAPTED FOR HEIGHTS

"The High Life" (pages 24–29) features a goat-like, mountain-dwelling animal called the chamois. Discuss the concept of adaptations (physical characteristics and behaviors that help an animal survive in its habitat). As students read the story and look at the photos, ask them to consider what adaptations help chamois survive on steep terrain and in cold weather. Draw an outline of a chamois on the board and invite students to label its specific adaptations.

BOATLOADS OF LEARNING

After reading **"Let's Race!" (pages 32–35)** and **"Boat Afloat" (page 36)**, challenge students to design their own cardboard-box boats. Have them start by drawing a design and then making a small model to test. Discuss the concept of buoyancy and encourage students to refine their designs. Then, if you're up to it, work together to build a full size version of the design the class deems most likely to float!

WHO'S YOUR SWIMMER?

The **"Just 4 Fun Games" (pages 37–39)** feature many different swimmers. As a class, list them and discuss their similarities and differences. You might also categorize them (fish, mammals, invertebrates, etc.). Then write the names of the swimmers on note cards and tape one to each student's back. Have students mingle, asking yes or no questions about their identities until they guess the animals on their cards.

SLOW AS A SLOTH

"Ask Rick" (page 30) answers the question "Why are sloths so slow?" Now it's your turn! Fill in your answers below.

In your own words, explain why moving very slowly is helpful to a sloth.

What are some other things that move or happen very slowly? Brainstorm a list of slow things and jot down your ideas in the box.

Now use what you know about sloths and your ideas in the box to compose a poem about SLOW. It can rhyme or not rhyme, and it can be about whatever part of slow you choose.

INVENT A SWIMMER

The "Silly Swimmer" on page 37 (in the "Just 4 Fun" games) is made up of lots of different swimming animals. Now's your chance to get creative and make up your own silly swimmer! Include parts of at least three different animals. Think about what your made-up animal will need to do and how these parts will help it do those things.

What is the name of your creature? _____

Draw your made-up swimmer in the box below. Remember to include parts of at least three different real animals.

What does each part of your swimmer do? How does it help the creature survive?

BODY PART: _____

WHAT IT DOES: _____

_____

_____

BODY PART: _____

WHAT IT DOES: _____

_____

_____

BODY PART: _____

WHAT IT DOES: _____

_____

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