

Educator's Guide

Educational extensions for the July 2008 issue of *Ranger Rick*® magazine

LADYBUGS ON YOUR PLATE

Using the recipe for “Ladybug Bites” on [page 12](#), have students create a plateful of these berry-yummy treats. Enjoy your snack in the garden—and then search for real ladybugs and other interesting insects to observe. Can students find adult ladybugs, their alligator-like larvae, and tasty aphids for the ladybugs’ meals?

MATH IN THE BERRY PATCH

Get students outside for a Green Hour with “A Berry Good Time” ([page 12](#)). While picking berries, they’ll have fun and learn something about local food production. Then you can put their math skills to work. Have students weigh their full buckets and, using the price per pound, calculate the cost. When you return, make some pies or jam. Ask students to determine how many pies or jars of jam they can make with the berries they have picked and how much of each of the other ingredients they need.

POND MENU

After you read the poem “In the Depths of the Summer Pond” on [pages 14-15](#), discuss the pond food web with students. What plants and animals make up the food chain described in the poem? On the board, draw a diagram of this food chain. Then ask students to name some other plants and animals that live in or around a pond. What do they eat? What eats them? Add these other organisms to the diagram, expanding it into a web of the many relationships in a pond. If

possible, go out and observe a pond nearby. How many of these creatures can students spot—or even catch for a closer look?

PARK PRIVILEGES

Check out the list of most-visited national parks in “The Buzz” on [pages 22-23](#). Have students visited any of these parks with their families? Which national parks are nearest to you? How many students have visited *these* parks? For a geography lesson, hang a United States map on a bulletin board. Have students use pushpins to mark the locations of the parks in *Ranger Rick* as well as any other parks they have visited. Provide an opportunity for students who have been to national parks to tell the rest of the group about what they saw and did on these trips.

BIKE ROUTES

In “A Great American Bike Ride!” on [pages 34-39](#), students read about some families who spent a week bicycling across the state of Iowa. Ask them to imagine crossing *your* state on a bicycle. Would it be a longer or shorter ride than this one? Look at a map and have students choose a route for an imagined trek. What towns or cities would you ride through? What other sights would you see? Have students calculate the mileage and make an itinerary of highlights along the way. If you know a cyclist who has been on a long bike trip, invite him or her to tell students about the adventure and show them the bicycle and equipment used for the journey.



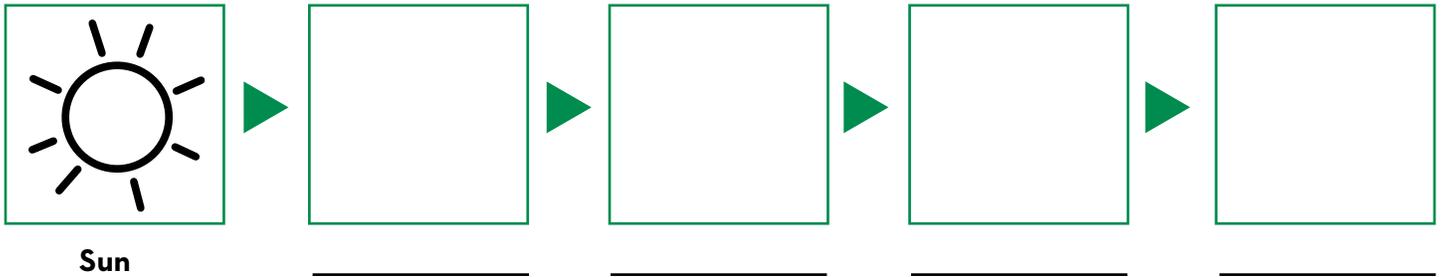


FOOD CHAINS

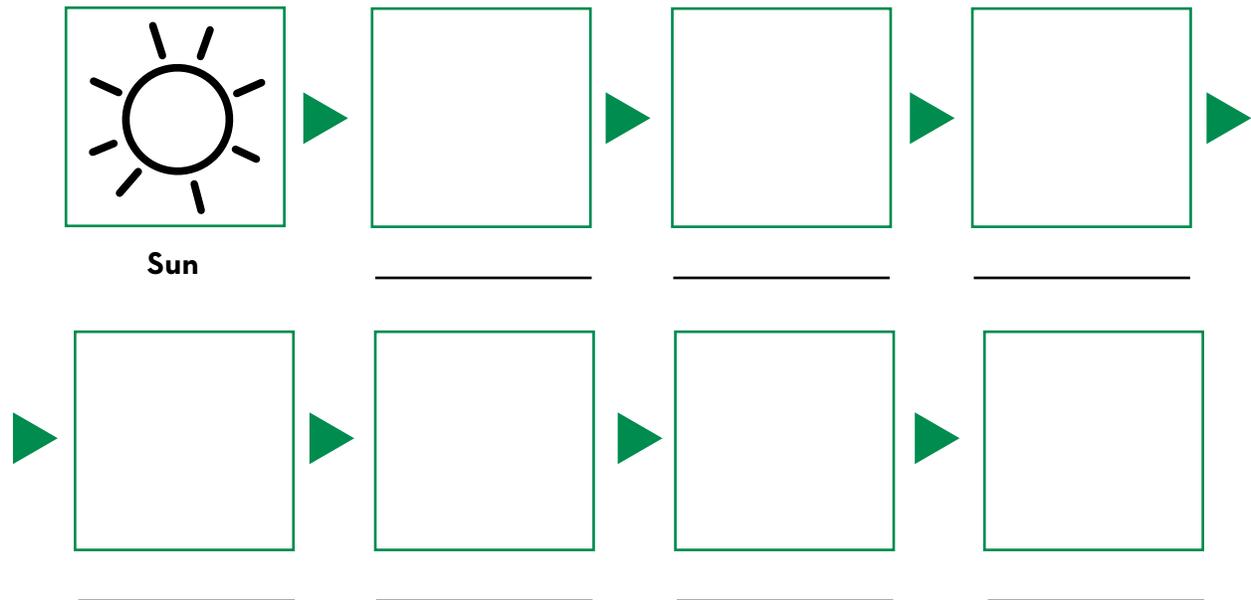
A food chain is the path that energy follows from one living thing to the next. The first “link” in a chain is the sun. The next is a plant that uses the sun’s energy to make food. The next is an animal that eats the plant, and so on.

There are two food chains described in the July 2008 issue of *Ranger Rick*, one in a garden habitat and one in a pond habitat. Make a diagram of each one below.

Garden Food Chain See “These Ladies Rule!” on pages 6-11.



Pond Food Chain See “In the Depths of the Summer Pond” on pages 14-15.



1. Name the **producer** in each of these chains. A producer is a plant that makes its own food from the sun.

2. Name two **consumers** in each of these chains. A consumer is an animal that eats either plants or other animals to get energy.

