



Educator's Guide

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

MAGIC CARPET TOUR

Check out “Make a Magic Carpet” on [page 5](#). Then head out to a place where students can collect materials (fallen leaves, pine cones, bark, twigs, etc.) and construct their own magic carpets. Tour the creations as a group, discussing what you like about each one and taking photos to remember them.

MOVING MUSTS

“A Howling Success!” on [pages 6-11](#) describes the reintroduction of wolves to Yellowstone National Park. Discuss the concepts of habitat and relocation by asking students to imagine they are moving to a new city. What would they need to live there? List their ideas. Next, list what the wolves need in order to survive in Yellowstone. Then discuss similarities and differences between the wolves’ habitat needs and those of the students.

SEA SLUG ART

Nudibranchs, the creatures in “Underwater Wonders” on [pages 16-21](#), are amazingly colorful. Brighten up your room with an undersea art gallery. Have students cut up old magazines to make collage-style nudibranchs, using the photos in *Ranger Rick* as inspiration for their creations.

MAKING MUSIC

Read about the vegetable orchestra in “The Buzz” on [pages 22-23](#). Visit vegetableorchestra.org to hear some of their music. Then try making your own instruments from unusual materials. For instance, what can you do with the contents of a recycling bin or a kitchen cupboard? Give it a try!

RECYCLING MADE REAL

“The Buzz” ([pages 22-23](#)) explains that a four-foot stack of newspapers, when recycled, saves a 40-foot tree. Compile more recycling facts. Then brainstorm how students could visually represent these numbers (in a drawing or a 3-D display, for example). Use their ideas to create an exhibit, such as a gallery for other classes to visit or a poster to put above the school’s recycling bins.

DICTIONARY FUN

After you “quack up” reading “Duck-tion-ar-y” ([pages 31-33](#)), have students invent more ducky definitions and illustrate them. Better yet, create your own goofy dictionary. How about a “trick-tionary,” a “yuck-tionary,” or a “fiction-ary”?

SCORPION CONCEPTS

Read about wind scorpions in “Desert Jaws” on [pages 34-39](#). Then have students make a concept map to organize the facts they learned about these unusual creatures. To find a basic map [click here](#) or, for fun, make your own map in the shape of a wind scorpion.

REGIONAL RECORDS

This month’s “Fun on the Run” games ([pages 40-43](#)) are all about big birds. What are the biggest birds—and other animals—in your region? Have students create a regional wildlife record book, including facts such as the biggest and smallest in various categories; the fastest runner, flier, and swimmer; the longest leaper; and the farthest migration. Have individuals or small groups create pages for each entry, and then bind them all together into a book.





PET SCIENCE

“The Buzz” (pages 22-23 in the November *Ranger Rick*) describes a new discovery about dogs. Scientists found that dogs tend to wag their tails toward the right side of their bodies when they are happy. Test this hypothesis—or another question about dogs, cats, or other animals—by observing your own pet or a friend’s.

1. First, make a hypothesis. What do you think you will find? _____

2. Now fill in the chart below. Set up situations to test, and if what you observe supports your hypothesis, check “Yes.” If it doesn’t, check “No.” For example, let’s say you are testing the tail-wagging hypothesis. You set up a **situation**: You walk in the door and say hi to your dog. You make an **observation**: Your dog’s tail wags more to the right as he happily greets you. You check “Yes,” because your observation supports the hypothesis that a dog’s tail wags to the right in happy situations.

Situation	Observation	Supports Hypothesis?
		yes <input type="checkbox"/> no <input type="checkbox"/>
		yes <input type="checkbox"/> no <input type="checkbox"/>
		yes <input type="checkbox"/> no <input type="checkbox"/>
		yes <input type="checkbox"/> no <input type="checkbox"/>
		yes <input type="checkbox"/> no <input type="checkbox"/>
		yes <input type="checkbox"/> no <input type="checkbox"/>

3. Now, draw a conclusion. Overall, do your observations support your hypothesis? Why or why not?

