

Educational extensions for the April 2008 issue of Ranger Rick® magazine

FROG FUN

Did you see that red-eyed treefrog waiting out the rain under a leaf umbrella on pages 2 and 3? That species lives in the tropics, but here in temperate regions, now is the time of year when many frogs are out in full force. Visit FrogwatchUSA at nwf.org/frogwatchusa to find pictures and listen to the calls of frogs and toads in your state. Then take students on a walk to the nearest pond or stream to see if you can hear them calling. Are you true frog fans? Celebrate the Year of the Frog by volunteering as official Frogwatchers (see the Web site for details).

TOURING WITH TERRY

In "Tale of the Tiger" (pages 6-12), Terry Tiger takes readers on a tour through a tiger's world. This story is told in Terry's voice—in other words, from the first-person point-of-view. Ask students to find other examples in the magazine of first-person narration, as well as examples of third person. Then discuss the advantages of each perspective. How would the stories change if they were told by a different narrator?

OUTSIDE GUIDE

After students read "Fun Outside: A Simple How-To Guide" (pages 15-19), organize a "fun outside" day of your own—or encourage students to plan one with family and friends. Go to a favorite outdoor place, crown everyone with a dandelion chain, skip stones, fly kites, have a picnic, and stay out as long as you can! Then use the experience as inspiration for writing poems or descriptive paragraphs about playing outside on a spring day.

A DAY WITH THE DINOS

After you read "Return to Dinotopia" (pages 20-28), take a trip to the library and check out the *Dinotopia* books. Use the books to explore more of Jim Gurney's fantasy world and to see some other ways that dinosaurs and humans cooperate there. Then ask students to imagine they could spend one day in Dinotopia. Have them write about all the things they'd like to do during their visit.

GOT QUESTIONS?

Direct students to look over the questions and answers in "Ask Rick" on page 29. Ask them to jot down a few questions they have about animals or nature and then choose one to research. They should 1) consult several reputable sources to craft the answer and 2) have one or more peers review it for clarity. Create a class book or bulletin board to display the final drafts of all the students' question-and-answer sets.

BE THE WORD WIZARD

Check out the "Word Wizard" game in the "Fun on the Run" section (pages 40-43). After students follow the steps to transform the words, challenge them to make up their own word wizard puzzles for each other to solve.



In "Fun Outside: A Simple How-To Guide" on pages 15-19, you can read about how to do some fun activities outside. What do *you* like to do outside? Choose a simple outdoor activity that you enjoy. Then write a step-by-step guide explaining how to do it. Imagine the person reading your directions has never done the activity before.

Follow these steps to learn how to				
1				
2				
3. _				
0 , _				
4				
4. –				
5· _				
J. –				



In "Ants and Plants... The Best of Pals?" (pages 34-39), you read about how some ants and plants help each other. Answer the questions below about this relationship.

1. What are some things ants do that help plants ?				
2. What are some things plants do that help ants ?				
3. Now think about yourself and your friends. What are some things that you and your friends do to help each other?				
4. Why do you and your friends do these things? Give several reasons.				
5. Would you say that ants and plants are really friends in the same way that people are? Why or why not?				



In April 2008's "Dear Ranger Rick," several readers described interesting animal sightings.
One reader watched a spider working its web. Another spotted a crow bathing in the sprinkler! Animals do all kinds of fascinating things. What's going on in your neighborhood?

1. Choose an animal to watch: a bird, a squirrel, a spider, an ant, a worm, a pill bug whatever you can find! Draw a picture of your animal here.

Date	Time
Location	
Weather	

2. Describe the animal's behavior in the chart below.

Observations Just the facts. What do you see the animal doing?	Opinions Why do you think the animal might be doing this?