



Educator's Guide

Educational extensions for the March 2009 issue of *Ranger Rick*® magazine

GREEN PRESCRIPTION

The “Tell Us!” question in “Dear Ranger Rick” (page 4) asks readers to comment on how being in nature helps them feel better. Do your students find this to be true for them? What, specifically, makes nature therapeutic? After discussing these questions, engage students in planning and carrying out a service project to bring nature to people who will benefit from it. For instance, you could make birdfeeders for the windows of a hospital, plant trees or flowers at a community center, or plan a nature walk for younger kids or older folks.

CAT WOMAN

After students read “Bringing Up Moto” (pages 6-11), ask them to describe Moto when he first came to Suzi and then when he was ready to go off on his own. How had he changed? Engage students in writing or discussing answers to questions such as: What did Suzi do to help Moto grow up successfully? How did she take the place of a mother cat? How was their relationship different from the one a person might have with a pet cat? How did her actions allow Moto to stay wild?

CLOSE ENCOUNTERS

After you discover the true identity of “The Ghost in Room 113” (pages 12-14), have students write their own tales about a close encounter with wildlife. Their stories could be fictional, like this one, or nonfiction narratives about personal experiences. Use the opportunity to discuss the difference between fiction and nonfiction and the purposes each serve.

HERE COMES THE SUN

Check out the list of sunny states on page 23 in “The Buzz.” Then find out how your weather compares with national averages—and build math skills at the same time. Have students research yearly precipitation amounts, minimum and maximum temperatures, and sunny versus cloudy days for your area. Then have them collect the same data for other locations around the country—perhaps places students have visited or where their relatives or friends live. Work with students to make graphs and charts that visually represent their findings.

WATCH WILDLIFE

Wildlife Watch is coming up during National Wildlife Week, March 16-20. Wildlife Watch is a chance to look for animals in your area while enjoying the outdoors. Go to nwf.org/watch to get the details and download your list of local wildlife. Then get outside and watch!

PIGEON POSSIBILITIES

Do pigeons live near your school or around town? It's highly likely! Read “These Birds Rock!” (pages 34-38) to find out more about a bird that is by no means rare, but still remarkable. Then visit birds.cornell.edu/pigeonwatch to learn how you can join Project Pigeon Watch and engage students in some meaningful hands-on science.





SHOWTIME FOR KHURS

Read “Khurs” (pages 24-30 in the March 2009 issue of *Ranger Rick*) to find out about some unusual members of the horse family. Where khurs live, what they eat and drink, how fast they can run—all these things make them “extreme” horses.

1. Imagine you are making a television show about khurs. What facts about khurs will you include?

2. Now write an advertisement for your show. Describe what makes khurs interesting and “extreme” in a way that will make people want to learn more.





DESIGNER FINS

After you read “Funny Fins” (pages 16-20 in the March 2009 issue of *Ranger Rick*), think about other kinds of fins a fish could have. Then follow the steps below to design your own “funny fin.”

1. The “funny fins” in the story give certain fish special abilities that other fish don’t have. What special ability does your fin provide?

2. Describe your fin and how it works.

3. Draw a close-up of your fin in the box below.

4. Now draw the fin in action on a fish.

