



Ranger Rick

EDUCATOR'S GUIDE

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

STRIPES AND ART

Read about tigers in “**Here Come the Cubs**” (pages 6-11). Then take a look at the frog on the back cover of this issue. Tigers aren’t the only ones that are “tiger-striped.” Study the pattern that makes this distinctive type of stripes. Can you identify any other animals—or other things—with tiger stripes? After looking at more examples, invite students to make a drawing or other artwork that includes their own interpretation of tiger stripes.

LOST AND FOUND ANIMALS

“**The Buzz**” (pages 12-13) shares the exciting news that harbor porpoises are making a comeback in San Francisco Bay. Ask students: What native animals in our own bioregion do you think are most special and exciting to see? How would you feel if these animals disappeared? On the other hand, what animals once lived here that are no longer seen? (You may need to research this.) Which animal would you most wish to make a comeback, and why?

GLOWING SCORPIONS

“**Scorpions**” (pages 14-19) notes a strange characteristic of scorpions: They glow in black light! Ask students how this could help scientists study these creatures. Then, if you have access to a black light, investigate other things that glow under this lighting. “How Stuff Works” has a good article on the phenomenon to aid your study.

MIGRATION PATHWAYS

Read about some of the world’s most impressive migrations in “**Incredible Journeys**” (pages 24-29). Then

have students trace out the migratory paths in the article on a map or globe. Ask them to note certain details (such as which animals travel farthest, which cross the equator, which visit multiple continents or oceans, etc.). Then have students choose one of the featured animals and invent a tale, in diary form, about the details of its migratory journey.

FRESH FOOD ASSESSMENT

“**City Garden**” (pages 30-35) highlights a school garden in Denver providing produce for a community that lacks access to fresh, healthy food. Engage students in assessing your own community’s fresh food sources. Would gardens such as this one help? Where might they be located? Work together to create a “dream” vision, and then discuss how you might be able to make at least some piece of your vision happen soon.

TEACH ABOUT GREEN LUNCH

Read the “**Green Lunch Rap**” (page 36). Then have students use it to create a skit, puppet show, or other performance to teach younger kids about how to pack a green lunch or, if they don’t bring lunch from home, how to make green choices about food and waste in the lunch line.

ANIMAL RÉSUMÉS

The “**Just 4 Fun**” games (pages 37-39) feature a variety of hard-working animals. Explain to students that to get a job, a person usually needs a resume that lists skills and previous work experience. Show students some examples, and then ask them to craft resumes for these animals. The resumes can be fun, but should be based on real behaviors that the animals display.





TIGER POST

After reading "Here Come the Cubs" (pages 6-11), write a postcard to Nisha and Kumar and ask them some questions about life as a young tiger. On the second postcard, imagine they have written back to you. Write what you think they might say.

A blank postcard template. In the top right corner, there is a square stamp with a scalloped edge, featuring a tiger's paw print on a background of tiger stripes. Below the stamp, there are three horizontal lines for writing. A vertical line on the left side of the postcard indicates the fold line.

A second blank postcard template, identical to the first one. It features a tiger paw print stamp in the top right corner and three horizontal lines for writing in the bottom right corner. A vertical line on the left side indicates the fold line.





SCORPION FACTS MAP

Read "Scorpions" (pages 14-19). Then create a concept map to organize the information you learned. In each empty bubble, write a fact about scorpions from the article.

