



# Ranger Rick

## EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE FEBRUARY 2021 ISSUE OF RANGER RICK® MAGAZINE

### ENERGY INFOGRAPHIC

In reading **“Belugas,”** pages 16–21, you learn how these small whales send waves of sound energy through the water to find what they need or to “see” where they are going. As a class, discuss different forms of energy and where that energy comes from. After the class has a list, ask each student to choose six from the list and create an infographic. A student’s infographic should include the type of energy, the source of energy, and an illustration. Here are a few examples to help you get started:

- sound energy; beluga clicks
- heat energy; the sun
- motion energy; a ball being thrown

### PINK IS THE WORD

If pink is a trending color this month, then the wildlife in **“Pink in the Wild,”** pages 22–25, is on point! Have each student choose one of the animals in the story as the focus of a two- to four-sentence story using alliteration and incorporating the word pink. Then have a pink prose party!

### WILDLIFE CROSSINGS

In **“Tiger Tales,”** pages 26–29, Ranger Rick and friends help us understand how important large pieces of connected, protected land are to wildlife. In many places, busy roads split up the wild land that animals need to breed and survive. So people are starting to build overpasses and underpasses just for wildlife, which allow animals to safely cross the roads. Have

students think about the wildlife in their state. Students may need to do a little research if they are unfamiliar with the state’s animals. Students can work alone or in pairs to brainstorm a corridor design. For which animal(s) is the crossing designed? What natural elements will be a part of the design? With a design fleshed out, students can build a model using items provided by you. Give students an opportunity to share their work and encourage them to explain what they learned, who the crossing benefits, and how they’d go about getting the crossing built.

### BIRDS OF A FEATHER

After reading **“Project Kiwi,”** pages 30–35, students might think birds are fascinating! While the kiwi is certainly a cool bird, there are many interesting birds wherever you live. Some birds may stay in your area all year round. Others may spend one season in town or just stop over during migration.

Ask students to learn more about the area’s native birds. Using Google, students will type their state plus “native birds.” A list of birds (and images) will appear. Each student will choose a bird to learn about. Next, students should reread “Project Kiwi” and identify the specific kiwi facts—for example, what they eat and where they sleep—that can be researched about other birds. Once students have researched their chosen birds, allow them to be creative in choosing how to share what they learned: They may create a slide show, a visual storybook, or another artwork.





# BE MY WILD VALENTINE!

After reading "Pink in the Wild" on pages 22–25, cut out the Valentine's Day cards. On the back, choose a pink-themed animal fact to share. Your friends will love learning about wildlife!



**RANGER RICK ANIMAL FACT:**  
The **pink** freshwater dolphin can weigh more than 400 pounds.

**RANGER RICK ANIMAL FACT:**  
The **pink** land iguana lives in only one place: a small part of the Galápagos Islands.

**RANGER RICK ANIMAL FACT:**  
Flamingos are **pink** because of a special chemical in the food they eat.

**RANGER RICK ANIMAL FACT:**  
The **pink** robin is only found in Australia. Only the males have the bright pink feathers.





# ALL IN THE FAMILY

In **"African Wild Dogs"** on **pages 6–11**, we learned about these canines' family structure and how they work together for the good of the whole pack. Below, write about or draw your family. Questions to consider if you are writing about your family can include:

- Who's in your family?
- Where do you live?
- What do meals together look like?
- What does bedtime look like?
- What are some of your family's favorite activities to do together?

