



Ranger Rick

EDUCATOR'S GUIDE



EDUCATIONAL EXTENSIONS FOR THE APRIL 2017 ISSUE OF RANGER RICK® MAGAZINE

SEAHORSE Q&A

After students have read “Interview with a Seahorse,” pages 6–11, divide them into pairs and have each pair take turns being Ranger Rick Raccoon and Seymour Seahorse. Using information from the story, “Ranger Rick” should ask questions about seahorses (and not just the interview questions printed in the story) and “Seymour” should answer them. Extend the lesson by assigning the “Mixed-Up Critter” student page.

SAVE THE FROGS DAY

According to a group called **Save the Frogs**, amphibians are the most endangered group of animals on Earth. Almost a third of their species are in danger of extinction, owing mostly to human causes such as habitat destruction, pollution, pesticides, and climate change. April 20, 2016 is Save the Frogs Day. Have students read the news item about this celebration on **page 12**. Then work with the class to plan a way to celebrate. Learn more about frogs and possible ways to observe Save the Frogs Day at savethefrogs.com/day.

LIFE IN THE SAGEBRUSH STEPPE

After reading “Save the Sagebrush,” pages 14–19, ask:

- How would you describe the sagebrush steppe?
- What is a greater sage-grouse?
- What is life in the sagebrush steppe like for a sage-grouse?
- Why are there fewer sage-grouse than before?
- Why is there much less sagebrush?
- How are people trying to help?

Identify other sagebrush animals (see sidebar article on page 19) and discuss how they are affected by the loss of

sagebrush habitat. Then select three of these animals and talk about the ways the animals move about in the sagebrush steppe. Invite students to imitate the movements of each animal. Here are some suggestions.

- **American badger.** Have students run on their knees and move their arms in breaststroke motions to imitate a digging badger.
- **Pygmy rabbit.** Have children hold their arms close to their chests while they jump forward.
- **Greater short-horned lizard.** Have students drop to their hands and knees and move quickly on all fours.

Close the lesson with a sagebrush animal relay.

1. Divide the class into three teams—one team per sagebrush animal—and line up the teams behind a starting line made of string.
2. When you give the starting signal, the first student in each line races to the end of the line, then back to the starting line. Students must use the movement style they practiced for their team’s animal. After completing the lap, each “runner” must touch the next person in line to start the second lap of the race.
3. The first team to have all students complete a lap wins.

BAT-EARED FOXES

Have students read “Listen Up!” pages 20–25. Then ask the following:

- Where did the name “bat-eared foxes” come from?
- What might be another good name for these animals?
- What is the Marsai Mara?
- What are two big challenges bat-eared foxes face?
- How have the foxes adapted to these challenges?

Help children increase their comprehension of the story by assigning the Fill in the Details student page.



MIXED-UP CRITTER



In “Interview with a Seahorse,” pages 6–11, you learn that seahorses seem to be a mixed-up collection of “spare parts” from other kinds of animals: horsey heads, monkey tails, kangaroo pouches. But each of these parts serves a purpose and helps a seahorse survive.

All kinds of animals have interesting and useful body parts. Invent a brand-new animal by putting together parts from other animals.

- 1 Draw your animal in the box below and label each body part with the name of the animal it comes from.

- 3 Now explain how each of the new animal's body parts helps it survive

- 2 What is your new animal's name?





FILL IN THE DETAILS

Read “Listen Up!” pages 20–25. Then complete the chart below by writing details that support each main idea.

MAIN IDEA	DETAILS
Bat-eared foxes spend a lot of time in underground dens.	
Bat-eared foxes are good parents.	
Their mouths are built for feasting on insects.	
Their big ears are good for different things.	

