



Ranger Rick

EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE JUNE/JULY 2017 ISSUE OF RANGER RICK® MAGAZINE

AMAZING RAYS

Have students read “**Flat Is Where It’s At,**” pages 6–11. Then discuss the following: What is a ray? Where do rays live? How large are they? Why does a flat body work great for the way most rays live? If students need some coaching to answer that last question, ask: How do rays swim? How do they breathe? How do they hunt for food?

Now ask students to imagine how their lives would be different if they were as flat as rays. How would their new shape be useful? How might it cause trouble? Have children write answers to these questions on their My Life in the Flat Lane student pages and then use the answers to write stories that describe one day of their “flat lives.”

ALL ABOUT MUD

Before reading “**Stuck on Mud,**” pages 14–19, ask students what they think about mud. List responses on the board. After reading the story, ask children what they have to say about mud now.

Enrich the discussion by asking students to give examples from the story to support these statements:

- Mud is good for building.
- Mud keeps skin healthy.
- Food is found in mud.
- Mud is fun.

Children interested in having their own muddy fun at home will enjoy the Nature Notebook student page for June-July 2017, called “Mess Around with Mud.”

FATHER'S DAY TRIBUTES

After reading “**Cotton-Top Pops,**” pages 22–25, ask:

- What are cotton-top tamarins?
- Where do they live?
- What does a cotton-top father do to help care for the young tamarins in his family?

- What adjectives would you use to describe cotton-top pops?

Now ask students to imagine that they are young tamarins who want to make Father’s Day cards for dear old Dad. Provide these directions:

1. Fold a sheet of paper in half.
2. Inside, write a few sentences telling Dad what you appreciate about him.
3. On the outside, draw a picture that he will like.

HONEY-BEE HARVESTING

In “**Queen Bee,**” pages 30–35, students discover how the McGaughey family harvests honey from their honey bee hives. After students have read the story, help reinforce their comprehension of the harvesting process by assigning the From Hive to Table student page.

CAMPING ADVENTURES

Call students’ attention to the question about first-time camping in **Ask Rick, page 25**. Ranger Rick’s answer includes several things campers can do if they hear an animal outside their tent. Discuss these. Then ask students to use some of this advice to create a Ranger Rick Adventures comic in which Ranger Rick and some of his friends figure what to do when they hear noise outside their tent. (**Ranger Rick Adventures, pages 22–24**, is on a different topic, but can still serve as a structural model.)

June and July are good months to encourage students and their families to learn more about the National Wildlife Federation’s Great American Campout at nwf.org/campout. This is a summer-long celebration of camping that they can participate in as a way to connect with nature and wildlife.



MY LIFE IN THE FLAT LANE



Read "Flat Is Where It's At," pages 6–11. Then complete Part 1 and Part 2 of this student page.

PART 1: What would life be like for you as a person if you were as flat as a ray? Answer the questions below.

1 If you were flat, what things would be easier?

2 What things would be harder?

3 What's something you can't do now that you could do if you were flat?

PART 2: On another sheet of paper, describe one day of your "flat life." Use your answers to the questions above to help you write the story.





FROM HIVE TO TABLE

First, read **"Queen Bee,"** pages 30–35, to discover how the McGaughey family harvests honey from their honey-bee hives. Then use what you learned to put their mixed-up harvesting steps (below) in order. The first and last steps are done for you.

_____ At the honey house, we pull out the frames and start scraping off the wax caps that cover the honey-filled cells of each frame.

1 _____ Each hive is a stack of boxes called supers.

_____ The bees move away from the smelly pad down to the bottom supers where the queen and baby bees are. (3)

_____ At the bottom of the tank is a spigot. The honey flows out of the spigot, through a filter that catches leftover bits of wax and gunk, and then into a bucket.

_____ We drive the truck to the honey house in our backyard.

12 _____ The jars of clean honey are ready for your table!

_____ Now comes the yummy part—getting the honey out of the cells. We put the honey-filled frames in an extractor.

_____ From the bucket, we fill up jars with pure, clean honey.

_____ We grab the top supers filled with honey and load them into the truck.

_____ The extractor spins the honey out of the frames and into a tank.

_____ After taking the lid off a hive, we lay a smelly pad on the top super.

