



# Ranger Rick

## EDUCATOR'S GUIDE

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

### MONKEY PARADISE

After students read “**Monkey Paradise**,” pages 6–11, ask:

- What makes Yasuní National Park a great place for monkeys to live?
- Yasuní is one of the most biologically diverse places on Earth. What does “biodiversity” mean? Why might it be a good thing?
- What clues on a map might explain why this area is so biodiverse (e.g., equator, Amazon River, Andes Mountains, etc.)?
- What do you think might happen to the park’s biodiversity if parts of the forest are cleared?

Encourage students to do some research on the diverse wildlife of Yasuní National Park. Have them jot down notes about some of the park’s **trees** (e.g., giant kapoks, ficuses), **flowering plants** (e.g., orchids, bromeliads), **insects** (e.g., spike-headed katydids, soldier beetles), **amphibians and reptiles** (e.g., poison frogs, green vine snakes, black caimans), **birds** (e.g., hoatzins, harpy eagles), and **mammals** (e.g., jaguars, monkeys, tapirs).

Then have students use their notes to make a class list of plants and animals that live in the park. Draw on this list to construct a guidebook that provides a tiny sampling of Yasuní’s diverse wildlife. For each plant or animal species on the list, assign a student to create a page that contains interesting information about the species and an illustration of it.

### ANIMAL TAILS

Before reading “**Telling Tails**,” pages 20–25, write the following on the board:

How many different animals can you think of with tails that

- talk?
- tease?
- grab?
- defend?

- shelter?

- balance?

Jot down students’ responses. After children have read the story, discuss and refine their initial responses. Encourage students to learn about more animal tails by assigning the More Telltale Tails student page.

### WELCOME BACK, GRAY WOLVES

In this issue of **Ranger Rick’s Adventures**, pages 27–29, Ranger Rick and friends are visiting the forests of northern California. They are hoping to spot the first pack of gray wolves to live in the state in almost 100 years. Ranger Rick and Scarlett Fox are excited about the prospect, but Boomer is fearful. By the end of the story, the friends still have not spotted the wolf pack, but the pack spots them from afar. Ask students to imagine and write a second installment of the story in which Rick and friends meet up with the pack.

### SEA TURTLE FACTS AND THEMES

After reading “**The Ridley Riddle**,” pages 30–35, help students review important story facts by assigning the Get the Facts student page. The second half of the page asks students to create a quiz using facts from the article. Have students take each others’ quizzes to see how much information they now know about Kemp’s ridleys.

Then talk about some of the themes embedded in the article. Start by asking students to think about the whole story.

- What was the writer really trying to tell us about

Kemp’s ridley turtles? What was his message (theme)?

To help get ideas flowing, you might want to list some possible story themes on the board (e.g., hard work, survival, cooperation, making a difference). Ask students to find evidence in the story that supports the themes they choose.

Remind students that a story can have more than one theme.





# MORE TELLTALE TAILS

Read **"Telling Tails,"** pages 20–25. Then pick two animals with tails that are not mentioned in the story. Do some research on their tails. Use your findings to complete this page.

(NAME OF ANIMAL #1)

(NAME OF ANIMAL #2)

1. Draw the animal's tail in the box above.
2. How would you describe this tail?

3. How does the tail help its owner?

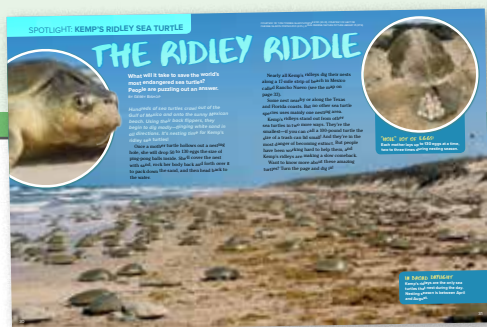
4. What other animals have a tail like this?

1. Draw the animal's tail in the box above.
2. How would you describe this tail?

3. How does the tail help its owner?

4. What other animals have a tail like this?





# GET THE FACTS

List the three most interesting facts you learned from "The Ridley Riddle," pages 30–35.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**TURTLE QUIZ** Now, create a multiple-choice quiz using the three facts above.

- |  |  |
|--|--|
| <p>1 _____</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> | <p>c. _____</p> <p>d. _____</p>  |
| <p>2 _____</p> <p>a. _____</p> <p>b. _____</p>                                 | <p>3 _____</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> |

