



Ranger Rick

EDUCATOR'S GUIDE

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

WORLD OF ANTS

Have students read “World of Ants” pages 6–11. Then ask the following:

- What is a colony?
- What are some animals that live in colonies?
- How do members of an ant colony help each other?
- How do ants talk to each other?
- How do ants use their antennae?
- How do they use their mandibles?
- Where are some places that ants build their nests?
- Would you prefer to be (1) an army ant, (2) a leafcutter ant, or (3) a red ant? Why?

Now give students the following assignment:

- Pretend you are the ant you just chose. Write a business letter to the president of the Ants Rule Employment Agency asking for a job. In the letter, list your (1) ant work-skills and past work experiences, (2) describe the type of ant work you are looking for, and (3) explain why you would make a great employee. Be sure to use proper business letter format!

ENDANGERED SPECIES DAY

May 19 is Endangered Species Day. Encourage your students to take the quiz on page 13 of “The Buzz” section to discover how much they know about North American animals in trouble. Then direct their attention to this month’s **Just for Fun**, pages 37–39, for several games about endangered species.

To learn more about Endangered Species Day and how your class can participate in it, visit online at endangeredspeciesday.org.

TUNA BULLETIN BOARD

Have students read “Speed Racer,” pages 20–23, and complete the “Fishing for Speedy Facts” student page. The page asks students to supply story quotes that support the topic sentence: “Bluefin tuna have what it takes to be speedy swimmers.” After children complete their student pages, discuss the direct quotes they chose. Then ask a few volunteers to create a much larger version of Ranger Rick fishing for facts on mural paper. Include the same title and topic sentence as well as six to eight of the direct quotes students selected. Hang this version on a bulletin board with the title “Fishing for Speedy Facts.”

ANIMAL YOGA

Try the seven yoga poses in “Animal Yoga,” pages 24–25, with your class. As you move from pose to pose, ask students to explain how they think each pose got its animal name. Encourage students to invent their own animal poses and share them with the class.

BUTTERFLY GARDENS

Your students can plant a school garden that attracts butterflies and other pollinators by following the five steps outlined in “Planting Our Wild Garden,” pages 32–35. Join schools across the country that have been recognized for creating havens for butterflies (and other wildlife) by enrolling in National Wildlife Federation’s Schoolyard Habitats® program. For more information, visit online at nwf.org/Garden-For-Wildlife/Create/Schoolyards/Certify.aspx.

Monarch butterflies need our special help. Find out why and what students can do at nwf.org/butterflyheroes.



NATURE NEWS: REAL OR FAKE?



Some of the nature news in “The Buzz,” pages 12–13, almost sounds made up! Humpback whales that rescue seals, crows that use tools, a spider that looks like a curled-up leaf? Really? But it’s all true. Choose two of these news items, read them carefully, and write a short summary of each.

1

2

Now make up your own fake “nature news item” and write a short description of it.

3

Now read your descriptions to 10 people who haven’t read this issue of *Ranger Rick*. Ask them to guess which item is false. Put a tally mark beside the chosen item as each person casts a vote.

- Did more people pick the “fake” story or one of the true stories? _____
- Why do you think that’s the case? _____



FISHING FOR SPEEDY FACTS



Topic sentence:
Bluefin tuna have
what it takes to be
speedy swimmers.

Read the topic sentence in at right. Then find direct quotes from "**Speed Racer,**" pages 20–23. that support the topic sentence. Write one fact inside each tuna.



Quoted from
page _____.

Quoted from
page _____.



Quoted from
page _____.

