

Educator's Guide



Educational extensions for the **September 2011** issue of *Ranger Rick*® magazine

SNOOZING PETS

This month, “**Dear Ranger Rick**” (page 4) includes letters from readers about their pets’ funny sleep habits. Have students observe the sleeping behavior of class pets or their own pets. Ask them to record and graph when and for how long they see the animal sleeping. Discuss which animals sleep most or least, and which sleep by day and which by night.

SPOKES-LEOPARD

Read about the athletic abilities of leopards in “**Spotlight on Leopards**” (pages 6-11). Then ask students if they’ve ever seen a sports star acting as a spokesperson for something, such as a product, organization, or cause. Show them some examples, and ask them to think about what a leopard might represent. Have students design an advertisement (such as a poster or an audio or video recording) with the leopard in this role. You might also ask students to consider the benefits and pitfalls of aligning oneself publicly with a product or cause.

ON THE JOB

In “**The Buzz**” (pages 12-13), you meet Marco Galvez, who helps his father at his job at a biological reserve. With this as a starting point, use the following questions as writing prompts: Would students enjoy helping with a job such as Marco’s father’s? What jobs do their own parents do? What would they like or dislike about helping with their parents’ work? Of all the careers they know, what job would they most like to have an opportunity to help with?

SCALLOPS COMPARED

Read “**Scallops: The Inside Story**” (pages 14-19) and discuss the similarities and differences among scallops, oysters, and clams. Have students make Venn diagrams to show the relationships: Draw three overlapping circles,

label them with the three animals’ names, and write shared characteristics in the overlapping sections and differences in the other sections.

SHELL MUSEUM

Do you have a collection of shells or a place nearby to find some? Read “**In Search of Seashells**” (pages 20-21) and then invite students to use field guides and other references to sort and classify the shells. Are they univalves or bivalves? What other characteristics distinguish them? Can students identify them by name? Using this information, have students arrange and label the collection for a mini “shell museum.”

ANIMAL CAMP

After students read about “**Doggie Day Camp**” (pages 22-26), ask them to imagine they run a day camp for another kind of animal (pet or wild). What activities would the animals do at camp? What facilities would be necessary? How would the animals get to and from camp? What special arrangements would be necessary for this particular species?

RULES AND YOU

Read “**Ranger Rick’s Adventures: Sand Mountain Blues**” (pages 29-31) and then engage students in a discussion about rules in natural areas. What are the reasons for these rules? Do they agree with these reasons? Do they always follow the rules? If not, why not? If they saw someone else who wasn’t following the rules, what would they do?

ROLL-UP ART

Collect cardboard tubes and cut them into pieces about 3 inches wide. After students read “**Animal Roll-Ups**” (pages 32-36), invite them to draw rolled-up animals on the rings and write facts about the animals inside. Then they can wear these animal “bracelets” or display them in other creative ways.



Spotted Cat Facts



Read "Spotlight on Leopards" (pages 6-11). Then, in each of the leopard spots below, write one new fact you learned about leopards.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

