

# Ranger Rick

## EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE JUNE/JULY 2014 ISSUE OF RANGER RICK® MAGAZINE

### OCEAN ZONES

Before students read **“The Ocean”** (pages 6-15), ask them if they can tell you how the ocean is sort of like a birthday cake. List their ideas on the board without comment. Then tell children to be thinking about the “birthday cake” question as they read the article. Once they have read “The Ocean,” ask the question again. (*Answer:* The ocean has layers). Briefly identify the three layers (called zones) mentioned in the article, and ask students to complete the Student Page called “In the Zones.”

### BUG HOTELS

Many bug species help gardens to flourish. That’s why some people create habitats that welcome these creepy crawlies into their yards. After your students read **“Bug Hotels”** (pages 16-18), encourage the group to construct a bug hotel for your schoolyard habitat or a local garden. Follow the simple directions on page 19.

### MYTHBUSTING

Nature myths are beliefs, sayings, and stories about wildlife and the natural world that people have passed down through the ages. Discuss the myths in **“Bird Myths”** (pages 20-22) as well as facts in this article that set the record straight about them. Then have students do some online research to “bust” other nature myths, such as: (1) Owls are wise; (2) Touching toads gives you warts; (3) Camels carry water in their humps; (4) You can hear the ocean inside a seashell; and (5) Woolly bear caterpillars can predict the weather.

### DOG-BONE GIVEAWAY

After students have read **Ranger Rick’s Adventures** (pages 30-33), discuss the connection between pet

waste and water quality. Then encourage students to help spread the word about the importance of “scooping the poop,” through a Dog-Bone Giveaway. To make the giveaway gifts, you will need dog-bone biscuits large enough to tie a ribbon around. Have students compose a card (or paper tag) that provides some of the information about pet waste that’s listed in the More Facts section of the Ranger Rick adventure. Make as many copies of the card as you have dog bones. Punch a hole in the top of each card, thread a ribbon through the hole, and tie it to a dog bone. Select a place (e.g., park) or event (e.g., school fair) where students can distribute the treats to dog owners and speak with them about the issues behind the giveaway.

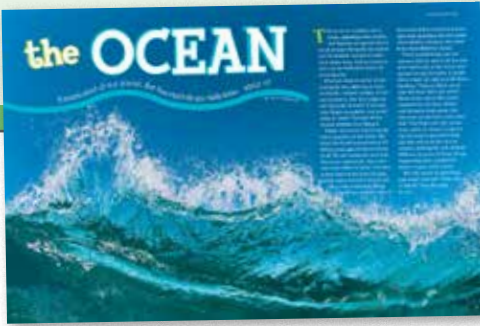
### FROG CHORUS

Did your students enjoy the photos and fun facts in **“Bullfrogs”** (pages 34–36)? If so, visit Animal Diversity Web online at [http://animaldiversity.ummz.umich.edu/collections/frog\\_calls/](http://animaldiversity.ummz.umich.edu/collections/frog_calls/) to hear a bullfrog’s “jug-a-rum! jug-a-rum!” call. Then listen to the calls of other frog species included on this site and discuss how the sounds are different. How might students spell out those calls in words? Next, divide students into small groups and assign each group a call to imitate. Help the groups practice making their calls. Encourage them to give the calls clearly and not to shout them out. Record each group individually; then record a mixed chorus by having all groups call at once. Let the class listen to the recordings—first the individual species’ calls and then the mixed chorus. Can students pick their call out of the din? Can they pick out each of the other species’ calls.

### CAMP OUT!

This year the Great American Backyard Campout takes place on June 28. Get all the details and register your campsite at [backyardcampout.org](http://backyardcampout.org).





# IN THE ZONES

Use what you learned from reading "The Ocean" (pages 6-15), as well as information from other resources, to complete the following chart about zones in the ocean.

ZONES (FROM TOP TO BOTTOM)	HOW WOULD YOU DESCRIBE THIS ZONE?	WHAT PLANTS AND ANIMALS LIVE IN THIS ZONE?	WHAT INTERESTED YOU MOST ABOUT THIS ZONE?	WHAT QUESTIONS DO YOU HAVE ABOUT THIS ZONE? (LIST AT LEAST TWO PER ZONE.)
SUNLIT ZONE				
TWILIGHT ZONE				
MIDNIGHT ZONE				

**BONUS ACTIVITY** : Select two of the questions in the last column of your chart. Write the questions on the back of this paper: one question at the top of the page and the other in the middle of the page. Now go online to explore the questions. : Under each question, write your findings.



# SPOT THE FAKE



In "The Ocean" (pages 6-15), you read about four extreme ocean animals: the biggest (blue whale), the tiniest (plankton), the stickiest (remora), and the trickiest (frogfish).

Describe and draw pictures of two other extreme ocean animals. One should be real and one should be imaginary. Don't tell which is which. See if you can fool your classmates!

A large, empty rectangular box intended for a student to draw a sketch of an extreme animal.

SKETCH OF EXTREME ANIMAL

ANIMAL'S NAME:

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WHAT MAKES THIS ANIMAL EXTREME:

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MORE FACTS ABOUT THE ANIMAL:

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A large, empty rectangular box intended for a student to draw a sketch of an extreme animal.

SKETCH OF EXTREME ANIMAL

ANIMAL'S NAME:

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WHAT MAKES THIS ANIMAL EXTREME:

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MORE FACTS ABOUT THE ANIMAL:

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