



Ranger Rick

EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE JUNE/JULY 2013 ISSUE OF RANGER RICK® MAGAZINE

GROWING GORILLAS TIME LINE

“Twice as Nice” (pages 6-11) describes the life of a mountain gorilla family with twin babies. Have students read the story and note the milestones as the twins grow. Then have them make a time line of the twins’ life events covered by the story (birth, eating solid food, leaving mother’s nest, etc.). You might also look at other sources to add more milestones that will occur as these young mountain gorillas continue to grow toward adulthood. Invite students to add drawings to embellish the time line.

ORANGUTAN ACTIVISM

“The Buzz” (pages 12-13) includes a news item about two Girl Scouts who learned that palm oil production harms orangutans. They organized a successful petition asking the Girl Scouts to make cookies without palm oil. Read more about the project at projectorangus.org. Then ask students to discuss what issues they are passionate about. Can they see themselves taking on a cause as these girls did? If so, what action might they choose to take?

JELLIES YES AND NO

As you read **“What Jellyfish Are Not” (pages 18-23)**, you learn what jellies are by process of elimination as the story explains many of the things that jellies are not. Have students divide a piece of paper into two columns: “What Jellies Are” and “What Jellies Are Not.” Ask them to fill in the chart as they read. Then quiz them: Designate one side of a room or playing field “Are” and one “Are Not.” As you state various things that jellies are and aren’t, have the class run to the appropriate side.

MAKE STICK ART

Check out the amazing sculpture made of twigs in **“Meet the Stick Man” (pages 24-29)**. This is a major installation, but you can create many smaller-scale works with sticks, too. Take students outside to gather materials and give them time to make their own works of stick art. Finish the activity with a tour through the “art park,” giving the artists a chance to explain their work at each stop.

HAIR EXPLORATION

After you read **“Let’s Hear It for Hair!” (pages 30-35)**, give students a chance to examine hair up close. A nature center or science museum may have pelts you can borrow. Give students magnifying lenses and ask them to keep notes about their observations. Look for the two layers many mammals have (short, thick underfur and longer guard hairs). A deer’s winter coat has hollow hairs for insulation; a porcupine’s quills are specialized hair. Have them examine their own hair and compare it with their fingernails, also made of keratin.

SEE THROUGH A DOG’S EYES

“Doggone Fun” (page 36) describes some outdoor activities that make use of a dog’s keen sense of smell and unique way of experiencing the world. Could you ask a dog trainer to bring a dog and demonstrate these activities? Ask students to pay attention to how the dog’s perceptions differ from their own. Afterward, invite them to write a story about the experience from the dog’s perspective. You could also have students devise more specific experiments based on these activities; those with dogs at home could carry out the experiments and report the results.





WILD OR CAUGHT?

On page 38 of the "Just 4 Fun" games, you'll see some common wild animals that you might want to keep as pets. What do you think about catching wild animals? Is it OK to keep them for a short time and then let them go? Or would it be better to just watch them without catching them?

First, state your opinion.

Then explain your position. Give information and examples to support it.

Have you ever watched or caught a wild animal? Did this experience help you form the opinion above? Explain.



HAIR: WHAT'S IT "FUR"?

"Let's Hear It for Hair!" (pages 30-35) describes different ways that hair helps mammals. In the chart below, the first column lists things hair does. In the second column, fill in an example of how this works for a specific mammal. Then think about people. Does our hair do this thing for us? In the third column, circle yes or no. If you circle yes, write an example of how a person's hair could do this.

1. WHAT HAIR DOES	2. EXAMPLE OF HOW THIS WORKS FOR A SPECIFIC ANIMAL	3. DOES THIS APPLY TO PEOPLE? EXPLAIN.
Keeps the Body Warm		Yes / No
Protects Skin from Water, Sun, Insects, Dust, or Injuries		Yes / No
Camouflages		Yes / No
Helps Individuals Tell Each Other Apart		Yes / No
Helps Attract a Mate		Yes / No
Provides Defense		Yes / No
Senses Movement or Objects		Yes / No

What's your favorite thing that your hair does for you?

