



# Ranger Rick

## EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE MAY 2018 ISSUE OF RANGER RICK® MAGAZINE

### METAPHORICALLY SPEAKING

In “Hooray for Humpbacks,” pages 6–11, the author uses metaphors to describe the actions of humpback whales. Before students read the article, review the definition of a metaphor with the class: *A metaphor compares two unlike things by stating that one thing is the other.* Then display the following metaphors on a chalkboard or chart. For each metaphor, ask the class to (1) identify the two things being compared, and (2) discuss how this comparison helped to explain something about an object, an idea, or a person.

- The moon is a ball of cheese.
- Love is a rose.
- That person is a rock.

Ask students to read “Hooray for Humpbacks.” Then have them complete the Humpback Metaphors student page. This page helps students take a closer look at the metaphors used in the article.

### NOTABLE NOSES

After reading “What Do You Know About Noses?” pages 18–23, assign each student an animal from the story. Ask students to make masks of their animals and put them on. Then invite children to mingle and discuss (1) the characteristics that make “their noses” special and (2) the advantages that the noses provide. Wrap up the lesson by assigning the Design a Nose student page, which helps students create noses that no animals have—but might like to have!

### BUSY BEAVERS

After reading “Beavers,” pages 30–35, your class may have a new appreciation for the work of a beaver! Build on students’ understanding of beaver dams and lodges with some hands-on water play. Using a water table, a shallow pan filled with sand, or an outdoor area, ask students to dig a stream channel and then run water through it. Build a dam and watch how the water pools behind it. In the pool, pile up sticks to simulate a lodge and food pantry. Have students draw diagrams and cross-sections of the beaver habitat they’ve created.

### GARDEN FOR WILDLIFE MONTH

May is Garden for Wildlife Month. Here are some great ways to celebrate:

- Read “Bring on the Butterflies” (see first two pages of this issue’s cover wrap) and consider using these suggestions as a jumping-off point for creating your own school butterfly garden.
- Have students read the Ranger Rick Adventures story, “A Tale of Two Lawns,” pages 27–29, which contrasts two very different garden habitats. Discuss what makes one of these gardens a much better place for wildlife. Then invite a group of students to role-play the story for the rest of the class.
- Have students use the Busy Blossoms student page in Ranger Rick’s Nature Notebook at [nwf.org/Kids/Ranger-Rick/Ranger-Ricks-Nature-Notebook.aspx](http://nwf.org/Kids/Ranger-Rick/Ranger-Ricks-Nature-Notebook.aspx) to explore pollination activity in your schoolyard garden.

For more ways to celebrate Garden for Wildlife Month, see [nwf.org/kidsgardenforwildlife](http://nwf.org/kidsgardenforwildlife).





# HUMPBACK METAPHORS

In "Hooray for Humpbacks," pages 6–11, the author describes a humpback whale by saying a humpback is an acrobat. In other words, she uses a metaphor.

**A metaphor compares two unlike things by stating that one thing is the other.**

Each sentence below uses a metaphor to describe something discussed in "Hooray for Humpbacks." In each sentence, underline the two things being compared. On the blank lines, tell how these two things are alike.

1 A humpback whale is an acrobat. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 A humpback is a world traveler. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 A humpback is a nosy neighbor. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**YOUR TURN** Write your own metaphor. Circle the two things that you are comparing and explain the meaning of the metaphor.

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