



Ranger Rick

EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE MARCH 2015 ISSUE OF RANGER RICK® MAGAZINE

ODE TO AN ORCA

After students have read **“Awesome Orcas”** (pages 6–11), have them use what they learned from the story to complete the student page called Write About Orcas.

Next, encourage children to refer to their completed pages as you conduct a discussion about orcas. Discussion questions might include:

- Just how big is an orca?
- How is an orca like an Oreo cookie? Why might that be a good thing?
- What is echolocation? How does it work?
- Why do orcas use echolocation “to see” if they already have good eyesight?
- What makes an orca well equipped to live in the sea? (Cover swimming, diving, breathing, temperature regulation.)
- What is orca family life like? Why is it so important?
- How do orcas communicate?
- What do orcas eat? How do they collect food?
- Orcas have at least two nicknames: “Wolves of the Sea” and “Killer Whales.” Are these good nicknames? Why or why not?

Wrap up your orca lesson by asking students to use information from their student pages and class discussion to write short poems about the orca.

C-C-C-COOL ADVENTURES!

In **“Kids on Ice”** (page 13), 13-year-old Katie Carroll shares entries from a journal she kept while she and her family were part of an expedition to Antarctica. Ask students to imagine that *they* have just completed an Antarctic expedition with *their* family. Tell them that, instead of writing a series of journal entries, they are to write an adventure story about their trip to the Land of Ice. Students can begin by using the Antarctic Trip Organizer student page to gather their thoughts. What did they see and do each day? What

challenges did they face? This sheet is the place for students to jot down answers to these questions as well as other ideas for their stories. Suggest that children also include interesting facts about Antarctica. Then instruct students to use these notes to write an adventure story (with well-constructed sentences and paragraphs).

MORE MASCOT MADNESS

Does your school have an animal mascot? If so, before students read **“Mascot Madness”** (pages 22–29), ask the class what the animal represents and how its qualities translate into something a school could emulate.

After students have read and discussed the article, divide them into small groups and challenge each group to invent an animal mascot for something it would like to inspire classmates to do. How about a road runner for a running club; an owl for a book group; or a frog for a local pond clean-up? Each group should compile a mascot proposal that (1) describes the proposed action, (2) introduces an animal to be its mascot, (3) explains why this animal is the right mascot for the activity, (4) gives the mascot a suitable name, and (5) provides an illustration of the mascot. Invite the groups to share their proposals with the class. Then try out a few of the proposed activities—using their mascots as inspiration!

COLORFUL PIGEONS

The **Pigeon Pals** game (page 38) in this month's Just for Fun section asks students to match up the pigeons that have identical plumage. Variations in color and pattern make this game more challenging than you might expect. After students complete the game, give them an opportunity to go outside to observe real-life pigeons—their different colorings and patterns as well as their various behaviors. This month's Nature Notebook student page guides children through the process.





WRITE ABOUT ORCAS

"Awesome Orcas" on pages 6–11 of the March issue of *Ranger Rick* is all about giant dolphins called orcas. Use what you learned from the story to write an orca fact about each topic below. Be sure to use complete sentences.

SUPER SIZE:

COLORATION:

BLOWHOLE:

ECHOLOCATION:

SWIMMING SKILLS:

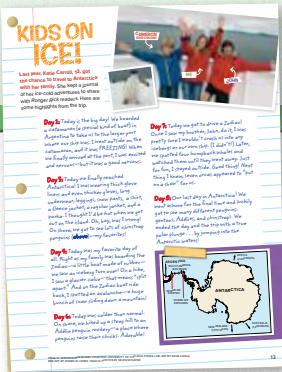
COMMUNICATION SKILLS:

FAMILY LIFE:

EATING HABITS:



ANTARCTIC TRIP ORGANIZER



After reading “Kids on Ice,” on page 13 of *Ranger Rick*, imagine that you went on your own expedition to Antarctica. In the outline below, jot down experiences that you had each day as well as some amazing facts about the continent. Use these notes to write an entire adventure story.

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

NAMES OF FAMILY
MEMBERS TRAVELING
WITH ME

