



Ranger Rick[®]

EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE MARCH 2016 ISSUE OF RANGER RICK[®] MAGAZINE

RAISING PANDAS

Have students make Venn diagrams to fill in as they read **“Panda Quake,”** pages 6–11. Each student’s diagram should consist of two overlapping ovals, with one oval labeled “Before” and the other “After.” As students read the article, they should jot down ways that scientists cared for baby pandas at Wolong National Nature Reserve—both before and after the 2008 earthquake there. Ways that remained the same go inside the overlap. Different ways go outside the overlapping area, in their respective ovals. Once students complete the story and their diagrams, discuss the following:

- Before the earthquake, how did scientists help to raise the baby pandas?
- Where did the pandas go once they grew up?
- How did scientists raise the babies differently after the earthquake? Why did they do this?
- Do you think the new ways are better? Why or why not?

FANTASY FLIGHTS

After students read **“Flying Aces,”** pages 14–17, encourage them to imagine what it would be like to soar through the skies as one of the flying champions in the article. Encourage students to do more research on their chosen species and write short stories about these fantasies. The Fantasy Flight student page can guide them through the process.

Your students may also enjoy making a hummingbird windsock (craft directions, page 19) and hanging it outside on a breezy day to perform some hummer acrobatics.

ALL ABOUT EELS

Before students read **“Eels: The Real Deal”** pages 20–27, ask them what the word “eel” makes them think of. List responses on the board or chart paper.

After students have read the article, return to the eel list and ask students how they might want to change their list. After tweaking the list, discuss the following:

- How can you tell if an eel is the real deal or not?
- Is an electric eel a real eel? Why or why not?
- There are more than 800 species of eels. How are most of these eels alike? How are they different?
- What is a metaphor?
- What does the metaphor “slippery as an eel” mean?
- What other eel metaphors can you come up with?

Wrap up the lesson by assigning the Eel Meals student page.

BARK MARKINGS

A good place to learn about trees (and their bark) is at a botanical garden, where tree species vary and are often labeled. If there’s a botanical garden near you, arrange a class visit. Before the trip, have students read **“Bark,”** pages 32–36. While at the garden, encourage children to complete the How to Tell a Tree by Its Bark student page.

Students might also enjoy examining tree bark at night with a flashlight. Many nocturnal invertebrates (e.g., centipedes and slugs) use tree trunks as “highways” after dark. Perhaps children will spot some of these nighttime travelers. Ask student volunteers to investigate with an adult and report their findings to the class.

FANTASY FLIGHT



Imagine that for one day you were one of the awesome birds in "Flying Aces," pages 14–17. Answer these questions:

1 Which flying ace were you?

2 Where did you go?

3 What things did you see from the sky?

4 Draw one of your "birds-eye views" below.

5 Think about the flying talents your species is known for. Then answer this: What special stunts did you perform in the air?

6 What challenges did you have during your flight?

7 How did it feel to soar through the skies?

8 Use the information above to write a description of your entire day.

Write your story on a separate sheet of paper.



EEL MEALS

Choose three “real” eels from “**Eels: The Real Deal**,” pages 20–27. Write their names in the chart below. Then use information in the article and other sources to fill in the chart boxes for each eel.

NAME OF EEL	WHAT IT EATS	HOW IT GETS FOOD

UNREAL EEL

Now use what you’ve learned about eels to invent an imaginary eel.

- 1 What does your imaginary eel look like? Describe it here. Then draw your eel on the back of this paper.

- 2 What does your eel eat?

- 3 How does it get its food?
