



# Ranger Rick

## EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE MAY 2016 ISSUE OF RANGER RICK® MAGAZINE

### MOTHER'S DAY POEMS

As a class, discuss how the 10 animal mothers in “**Baby on Board,**” pages 6–11, transport their babies from place to place. Brainstorm other ways these moms care for their young. Then have each student pretend to be one of the baby animals in the story, and as that baby, to write a Mother’s Day poem thanking his or her mom for the special motherly things she does.

### ENDANGERED SPECIES DAY—MAY 20

Endangered Species Day is an opportunity for people of all ages to learn about (1) the importance of protecting endangered species and (2) some everyday actions they can take to protect these species. For ways to celebrate, visit [nwf.org/k12esday](http://nwf.org/k12esday).

### ANIMAL ISLANDS

If students enjoyed “**Animal Islands,**” pages 14–19, extend this positive experience by reading aloud *The Secret of Pig Island* by Jennifer R. Nolan. In this book, a fictitious pig named Plato inhabits the same Caribbean island described in the *Ranger Rick* article. Through a series of playful rhymes, Plato paints a rich picture of his island habitat and conveys a timely message about protecting natural resources.

Wrap up your lesson on animal islands with the “Text Messages” student page.

### NEIGHBORHOOD BATS

After reading this month’s **Ranger Rick Adventures** about bats, pages 26–29, have your class find out what kinds live near you by checking a field guide or going online at [enature.com](http://enature.com). How many bat species live in your area? What do they eat? Do they face any threats? Encourage students

to head outdoors with a parent one evening at dusk and try to spot bats flying overhead. Bat spotters should jot down answers to the following to share in class the next day: What are the bats doing? How does their flight compare to the flight of birds?

If you and your students are interested in building a small bathhouse for your schoolyard, go to [nwf.org/bathouse](http://nwf.org/bathouse) for instructions. Or, you can buy one from [batconservation.org](http://batconservation.org).

### HONEY BEES

Here are some discussion questions/writing prompts to use with students once they have read “**Busy, Buzzy Bees,**” pages 20–25.

- What are some ways that honey bees depend on plants? (*Hints:* What do bees eat? What do they feed their babies?)
- How do plants depend on honey bees?
- How are honey bees different from other bees?

Distribute the “Honey Bee Facts” student page, and challenge students to fill every cell in the page’s honeycomb drawing with a different bee fact.

You might wish to extend the lesson by reading aloud *The Bee Tree* by Patricia Polacco. Students won’t learn a lot of additional facts about these bees from the book, but they’ll enjoy a wild romp with Mary Ellen, Grampa, and almost everybody in town as they follow a bee to a honey tree.

### GREAT AMERICAN CAMPOUT

National Wildlife Federation’s Great American Campout is a summer-long celebration of camping as a way to connect with nature and wildlife. For more information on this year’s Great American Campout and to register a campsite for the event, visit [nwf.org/campout](http://nwf.org/campout).

# ISLAND TEXTING



Imagine that the pig and cat reporters from "Animal Islands," pages 14–19, often texted each other. What might one tell the other about his or her island life? Write a conversation in the text-message bubbles below.

Matt Sower

MS

[Yellow text message bubble]

Kitty Couric

KC

Matt Sower

MS

[Yellow text message bubble]

Kitty Couric

KC

Matt Sower

MS

[Yellow text message bubble]

Kitty Couric

KC

Matt Sower

MS

[Yellow text message bubble]

Kitty Couric

KC



# HONEY BEE FACTS

Read "Busy, Buzzy Bees," pages 20– 25. Then see if you can fill each cell of this honeycomb with a different fact about honey bees.

