

## Educator's Guide



Educational extensions for the **June-July 2012** issue of *Ranger Rick*® magazine

### ROO AS ZOO

**“Big Red Roo!”** (pages 6-11) explains that red kangaroos have body parts resembling those of a wide variety of other animals. Draw a kangaroo for the class, and ask students to point out its body parts as you label them. Ask students to name other animals with similar parts and to explain how each part helps the kangaroo survive in its habitat. To extend the activity, invite students to draw combination-creatures of their own invention. For each of the fictional creature’s body parts, have students explain which real animal it comes from and how the characteristic helps the creature survive.

### WARNING COLORS

After reading in **“Ask Rick”** (page 12) about why ladybugs have their striking coloring, take students outside to search for examples of warning coloration among the insects in your area. Look for ladybugs, butterflies, beetles, or any other insects with bright colors and bold patterns that might serve to warn predators away. Document your finds in a journal, and see if you can identify them using a field guide.

### POLLINATOR GARDEN

Pollinators such as hummingbirds, butterflies, and bees need nectar from plants to fuel their flight. But

as you learn in **“Ranger Rick’s Adventures”**

(pages 14-17), these nectar sources can be hard to find in many places.

Celebrate National Pollinator Week by planting a garden as a “rest stop” for traveling pollinators. Engage students in all the steps: researching what kinds of native plants will benefit local pollinators;

planning the garden; carrying out the planting; and arranging for maintenance.

### LEAFCUTTER INTERVIEW

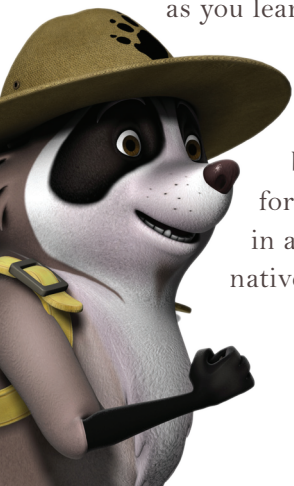
The leafcutter ants in **“Cut-and-Carry Crew”** (pages 18-22) certainly work hard, don’t they? After students read about the various tasks in a leafcutter ant colony, have them write job descriptions and daily work schedules for each type of ant. Then divide students into pairs to role-play a job interview, with one student as the interviewer and one as the ant seeking a position in the colony.

### ANT Pictionary

Read the entries for the **“ant-cyclopeda”** in **“Critter Crackups”** (page 23), and ask students if they can think of other words with “ant” in them. Write each example on an index card. Then use the cards to play a game of Pictionary. Divide students into teams and have team members take turns illustrating clues for each of the “ant” words while the rest of the group tries to guess the correct word.

### SUMMERTIME LIST

Ask students to browse through the entire magazine for ideas about fun things to do outdoors in the summertime. In particular, you might point them to **“Go Fish!”** (pages 24-27), **“A-Turtling We Go!”** (pages 30-31), and **“Fun on the Run”** (pages 36-38). Then invite each student to create a list of all the things he or she would like to do this summer. Provide construction paper, markers, and a stapler and show students how to assemble simple books. Have them use the books to write their lists and, as the summer goes by, record the details of each activity they are able to do.



# Summer in a Poem



Read the poem "A-Turtling We Go!" on pages 30-31. Then answer the questions below.

1. How does this poem make you feel? What mood does it create?

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2. How does the poem help you experience this pond through each of your senses? What do you see, hear, smell, and touch in your mind as you read the poem?

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3. What specific language in the poem creates this mood and these sensory impressions? List some words that jump out at you.

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4. Does this poem remind you of any experiences you have had? Choose something that you enjoy doing outside in the summertime and write it down here.

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5. List some words to describe this activity. What mood does it put you in? How do you experience it through each of your senses?

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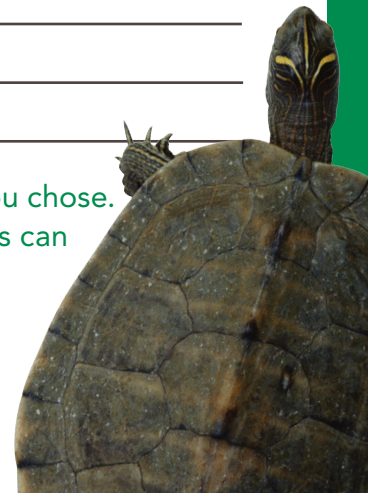
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6. Now use the words you just wrote to create a poem about the summer activity you chose. Include lots of details and descriptions to set the mood. Think about how your words can help people who read your poem understand just how it felt when you had this experience. Use the back of this page or another piece of paper for your poem.



# Father's Day Tribute



Read "Who's the Best Dad?" on pages 30-35. Which of the animals in the story gets your vote for being the best father? Why?

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What makes your own dad special? (Or your grandfather or someone else important to you?) What do you most appreciate about him? How does he help you learn what you need to know as you grow up? Use your answers to these questions to make a Father's Day card for him. Here's how:

- Cut out the shape below and fold it to make a card.
- Inside, write a few sentences telling him what you appreciate about him.
- On the outside, draw him a picture.

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