

Educator's Guide



Educational extensions for the March 2013 issue of *Ranger Rick*® magazine

CELEBRATE WILDLIFE WEEK

March 18–24, 2013 marks the 75th anniversary celebration of National Wildlife Week. This year's theme is “Branching Out for Wildlife,” and activities will feature different parts of trees and the animal species that depend on them. You and your students can also help meet a special goal to plant 75,000 trees. Learn how to get free trees and participate in other activities at nwf.org/wildlifeweek.

WHERE TO WATCH WILDLIFE

In “Dear Ranger Rick” (page 4), readers share some favorite places to watch wildlife. Ask students to write about a place where they have enjoyed watching animals. Invite them to share their writing with the group. Then ask each student to create a piece of artwork based on what they envisioned from another student's written words.

TEDDY OR GRIZZLY?

In “Grizzly Tale” (pages 6–11), you meet cubs that are compared to Teddy bears, as well as large and powerful adult grizzlies. Ask students to divide a page into two columns, titling one “Teddy” and one “Grizzly.” Have them note descriptive words about bears from the text and from their impressions of the photos. Ask them to list each word in whichever column they think it fits best. Then discuss: What makes a “Teddy bear”? Do real bears have some of these characteristics? How do students think Teddy bears came to be?

DOGS AT WORK

“The Buzz” (pages 12–13) describes how dogs can serve as good reading companions. Dogs perform lots of helpful roles as service and therapy animals. Invite someone who trains, works with,

or benefits from service dogs to speak to your students. Have students prepare questions to ask before the visit.

BIG QUESTIONS

As students read “Ocean Giants” (pages 14–19), have them write down quiz questions based on the information in the text. Then let them take turns asking you—the teacher—to answer them. Can they stump you? Be sure to read closely!

TRAVEL JOURNAL

In “Rain Forest Adventure” (pages 24–29), Russell and Jessica keep journals about what they see and do in Borneo. Ask students to imagine that they, too, accompany a family member who's a scientist to a remote study location. What sights, sounds, and activities would they record in a journal? Have each student decide on a location and study subject and then create several journal pages.

INSIDE AN EGG

You learn about all kinds of eggs in “Eggs-travaganza” (pages 30–35). But there is lots to learn even about the common chicken egg. Provide each student with an egg and dish. Have students observe, sketch, and label the parts of the outside and then the inside of the egg. Ask them to compare it with the eggs in the story—how are they similar and different?

ANIMAL DEFENSE IN ACTION

On page 37 of the “Just for Fun” games, note the list of eight different animal defense strategies. Ask students to find more information about one of the strategies pictured. Then have them describe it in detail or act out how it works.



Growing Up Grizzly



“Grizzly Tale” (pages 6-11) is a story about a grizzly bear growing up. A tiny bear cub is a lot different from a grownup grizzly! People change a lot as they grow up, too. Read the story, and then answer the questions below. Use the back of the page if you need more room.

1. How does the grizzly bear in the story change as it grows up? Give three specific examples.

2. It can be hard to imagine how a grown-up person looked or acted as a kid, can't it? Ask a parent or another adult you know well to tell you about how he or she has changed since childhood. Describe a few of the changes that you thought were most interesting.

3. Someday you'll be a grownup, too. Imagine you can look into the future and see yourself when you are as old as your parents. What things do you think will be mostly the same? How do you think you will have changed?
