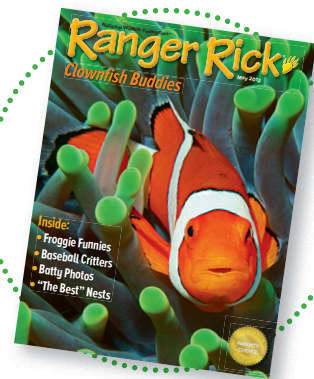


Educator's Guide



Educational extensions for the May 2012 issue of *Ranger Rick*® magazine

BEING BATS

Did your students spot the baby bats on the last page of “**Is That a Bat?**” (pages 6-11)? These little orphans are in good hands, but the rescuers have a big job. Discuss with students the fact that bats are mammals, and like all mammals, the babies depend on their mothers for survival. Ask students to name some other mammals and describe the care that the mothers provide. Then ask them to explain how the rescuers stand in for bat moms as they work to save the orphaned pups.

LOOKING FOR FROGS

Real frogs may not be quite as silly as the “**Froggy Funnies**” on page 12, but they are certainly fascinating. Spring is the best time of year to observe the life cycle of frogs. Take students to a nearby pond or wetland to search for adult frogs, eggs, and tadpoles. Discuss metamorphosis and the fact that amphibians spend time both in water and on land. Then see if you can get a close-up view of each life stage.

OUTDOOR SURVIVAL GUIDE

Poison ivy and ticks are the topics tackled in “**Ask Rick**” (page 14). Involve students in compiling an Outdoor Survival Guide for your region that contains this information and other advice for staying safe and comfortable outside.

The guide would be a great resource to make available as part of a campaign to increase the time students spend outdoors, both at school and at home. With all this empowering information on hand, there will be no excuses to stay inside!



BEYOND FRIENDSHIP

In “**Best Buddies**” (pages 15-19), you meet two sea creatures that are the best of friends. In fact, the relationship between clownfish and anemones goes beyond friendship; in scientific terms, it's *symbiosis*. These two different species depend on each other for survival. Engage students in a discussion about how a good friendship and a symbiosis are similar and how they are different. Then have students research other species that share symbiotic relationships and present their findings.

SHELTER TALK

This month, “**Ranger Rick's Adventures**” (pages 20-23) involves the problem of abandoned pets. Invite someone from a local animal shelter to speak to the class about the shelter's role in dealing with this issue. Or, better yet, take a field trip to see it firsthand. Ask the representative to give students some ideas about what they can do to help.

ON THE JOB

After they read “**Vet Camp**” (pages 24-29), ask students if they'd like to attend this camp. Why or why not? Discuss what opportunities might help them gain experience with a career that interests them. What resources available in your own community could help them? Ask each student to create a plan for career exploration and, if possible, carry it out.

NESTS FOR THE REST OF US

Read about different kinds of birds' nests in “**Master Builders**” (pages 30-35). Then take the challenge issued in “**Make a Nest**” (page 36): Build your own nests, big enough to climb inside!

What Nest Is Best?



Read "Master Builders" (pages 30-35) to learn about all the different types of nests that birds build. Then fill in the chart below. What kinds of materials might each nest be made from (grass, sticks, mud, etc.)? Where might it be located (in a tree, on the ground, near the water, etc.)? What are some examples of the kinds of birds that build this type of nest? What would make this type of nest good (advantages) and what might make it not so good (disadvantages)?

NEST TYPE	MATERIALS	LOCATION	KINDS OF BIRDS	ADVANTAGES	DISADVANTAGES
CUP					
HOLE					
MOUND					
PLATFORM					
SCRAPE					
WOVEN					
MUD					

If you were a bird, what kind of nest would you want to build? Why?



Going Batty

Read "Is That a Bat?" (pages 6-11). Then use the Venn diagram below to compare and contrast fruit bats and microbats. Where the circles overlap, list things the two kinds of bats have in common. Outside the overlapping area, list things that make them different from each other.

