



# Ranger Rick

## EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE AUGUST 2018 ISSUE OF RANGER RICK® MAGAZINE

### A-MOOSE-ING FUN

“Moose Among Us,” pages 6–11, describes the largest member of the deer family. Have students turn themselves into these magnificently goofy creatures by making moose headbands. Here’s how: Students trace their hands—fingers outspread—on to construction paper to make antler shapes. They cut out the antlers and tape them to strips of paper, then bend and tape the strips into rings that will fit around their heads.

As a group, make up a silly skit or song about moose that students can perform while wearing their headbands. Add to the silliness by incorporating some made-up “moose words” into your skit or song (e.g., *moose-tery*, *moose-ic*, *a-moose-ing*)!

### EDIBLE LADYBUGS

After reading “10 Big Surprises About Little Ladybugs,” pages 14–19, help your students cook up a sweet ladybug treat that is easy to make and fun to eat. Here is the recipe: [https://rangerrick.org/crafts\\_activities/make-ladybugs-can-eat](https://rangerrick.org/crafts_activities/make-ladybugs-can-eat).

### SHOREBIRDS, ETC.

Before reading “Shorebird SOS,” pages 20–25, call students’ attention to the picture of a snowy plover on page 14. Point out that birds commonly found along sandy or rocky shorelines, mudflats, and shallow waters are called *shorebirds*. A snowy plover is one kind of shorebird. Ask children to describe the plover’s legs, toes (a little hard to see), and bill—and to consider how these physical features might be useful to a shorebird. (*Fairly long legs help it wade through water; long toes are good for walking and standing in*

*sand or mud; a rather long, pointy bill can poke into mud and sand to find insects and other small creatures to eat.*) Mention that many other shorebirds have long legs, toes, and bills.

After reading the story, show photos of several very different bird species and see if children can guess where each species lives and how it gets food by studying its legs, toes, and beaks.

Then divide students into small groups and have them use the Design a Bird student page—as well as what they have just learned about birds—to create their own birds. Ask each group to present its bird to the class, describing how some of its physical features suggest where the bird lives and what it eats.

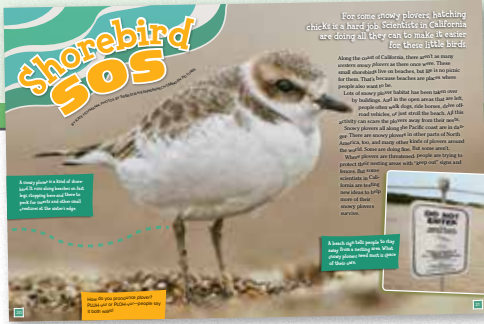
### SKINKS AND OTHER LIZARDS

After reading “Skinks,” pages 30–31, distribute the Chart These Lizards student page. Give students time to conduct research on three other lizard families (geckos, iguanas, and chameleons) in order to fill in the empty cells on the chart. Once charts are complete, have students review their data to identify some similarities and differences among the four families.

### EYE ON WILDLIFE

How well did your students do answering the questions in “What’s Going On?” pages 32–36? There are many curious sights to see in any natural place. Take students on a nature walk and ask them to photograph plant and animal features and behaviors that intrigue them. Later, have students research what they photographed and write descriptions/explanations for each.





# DESIGN A BIRD

Use what you learned about birds in “Shorebird SOS,” pages 20–25, to create your own bird.

- 1 What is your bird's name? \_\_\_\_\_
- 2 Where does your bird live? \_\_\_\_\_
- 3 Draw a picture of your bird's bill below.
- 4 Draw your bird's legs and feet below.
- 5 What does your bird eat, and how does it get food? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6 What kind of nest does your bird build? \_\_\_\_\_  
\_\_\_\_\_
- 7 Draw a picture of your entire bird below. Color it in.





# CHART THESE LIZARDS

Do some research to complete this chart of four lizard families.

SKINKS	GECKOS	IGUANAS	CHAMELEONS
Very widespread on six continents.		Southern Canada to tip of South America, islands of Fiji & Madagascar.	
Long bodies; little necks; small, pointed heads; most have short legs; dry, scaly skin; young of some kinds have colorful tails.	All have flattened bodies; short necks; wide, flat heads; most have foot pads with "adhesive" surfaces that let them walk up walls and across ceilings; ability to make sounds.		
Most eat insects, such as ants and worms. Some also eat plants.			Most eat insects.

