



# Ranger Rick® EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE DECEMBER/JANUARY 2019 ISSUE OF RANGER RICK® MAGAZINE

## COOL ADAPTATIONS

Read “Husky Tusks,” pages 6–11. Then have each student follow these instructions:

1. Draw a walrus and label its front flippers, hind flippers, whiskers, tusks, and tough skin.
2. Write a sentence or two under each body part that describes how the part helps walruses live near the Arctic Circle.

Tell the class that these body parts are called adaptations. An *adaptation* is a specialized body part (or behavior) that helps an animal to survive and reproduce in its environment. Have students identify other Arctic animals and some of their adaptations.

## ALL KINDS OF TREEHOPPERS

Read “Treehoppers,” pages 14–19. Do your students recall ever seeing these little insects, or similar ones, in their backyards? (*Note:* Most of the species in the article are not from the United States.) Using pictures in the magazine, point out the different features that make these creatures part of the insect family (e.g., wings; antennae; six legs; and three body parts—head, thorax, abdomen). Then ask students to identify a feature that makes this insect group unique (helmet). As a group, page through the article and discuss the many different helmet shapes, sizes, and colors—as well as what each helmet “might” be for. Encourage students to think about this discussion as they design their own treehoppers with the help of the Design a Treehopper student page.

## WINTER CELEBRATION

Winter officially begins on the winter solstice, which is the day of the year with the fewest hours of sunlight. In the Northern Hemisphere, that occurs in December. This year

it is December 21. Celebrate with some of the fun facts and activities in “Chill Out,” pages 20–23, and “10 Things to Do This Winter,” pages 24–25.

If the mornings are now frosty where you live, start the celebration with an early morning walk. Ask students to notice the frost: Where is it? What is it on? Also have children look for animals out in the cold. What might these animals be doing? What special adaptations might they have to help them stay comfortable in colder weather? Once back inside the classroom, look for frost on the windows. Have students draw any interesting frost patterns they find. Encourage them to make the patterns colorful and decorative. Then hang their frosty art on your walls.

## MEET BOB

Have students read “Meet Bob,” pages 30–35. Then help them increase their comprehension of the story by assigning the Fill in the Details student page.

## OWL GAMES

After reading about snowy owls in this month’s **Ranger Rick Adventures**, pages 26–28, get students out of their chairs with these two owl exercises:

1. **Compare students’ “wingpans” with a snowy owl’s.**  
Draw a 5-foot wingspan on the board. Have students stand in front of it and spread their arms wide.
2. **Test students’ “owl ears.”** Blindfold one student (the owl) and have other students take turns being mice. The mice try to sneak up to the owl, while the owl points at a mouse as soon as it hears one. The mice must stop moving when they are pointed at. The further away the mice are when stopped, the sharper the owl’s hearing.





# DESIGN A TREEHOPPER

Use what you learned from reading "Treehoppers," pages 14–19, to answer these questions and design your very own treehopper!

- 1 What is your treehopper's name? Why is it a good name for your insect?

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- 2 Where in the world does your treehopper live? What is its favorite place to hang out?

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- 3 Draw a picture of your treehopper in the space at right. Label these: helmet, antennas, legs, wings, head, thorax, abdomen.

- 4 How would you describe your treehopper's helmet? How does this helmet help your treehopper?

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- 5 Do any other insects help protect your treehopper? If so, how? And why do they want to protect it?

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# FILL IN THE DETAILS



Read **"Meet Bob,"** page 30–35. Then complete the chart below by writing details that support each main idea.

MAIN IDEA	DETAILS
Bob looks like a regular flamingo.	
But Bob is not quite like other birds of his kind. He is a flamingo ambassador.	
Bob performs another important job. This one is at a veterinarian clinic.	
People need to learn about flamingos.	

