



Ranger Rick® EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE FEBRUARY 2019 ISSUE OF RANGER RICK® MAGAZINE



LITTLE LEOPARDS

Before students read “Little Leopard’s Tail,” pages 6–11, have the class turn to the opening spread while you discuss the following:

1. Look at the title of this story. Do you think this story is all about a leopard’s tail? Why do you think the author chose this title?
2. On the left side of this title is a short article summary called a *deck*. What does the deck tell you about this story?

After reading the story, return to the two questions above and have students assess their initial answers.

Help your children further enhance their comprehension of the article by completing the Fill in the Details student page.

POWERFUL ADJECTIVES

Remind students that an *adjective* is a word that describes a noun or pronoun. It can do this by giving some information about the object’s size, color, shape, age, material, behavior, or more. Ask children for some examples of adjectives. Then have them complete the Powerful Adjectives student page as they read “Meet the Man-of-War,” pages 14–17. Wrap up the lesson by encouraging students to refer to their student pages as the class determines the five best adjectives to describe a Portuguese man-of-war.

BIRD SCIENCE

Before students read “Winter Is for the Birds,” pages 18–21, display the following statements on the board:

1. Different kinds of birds are attracted to different kinds of birdfeeders.
2. Different kinds of birds prefer different kinds of food.

Tell students to look for information that supports these two statements as they read the article.

For a post-reading activity, have students elaborate on the two statements and then use that information to select types of birdfeeders and feed that would attract local birds to your schoolyard.

Consider joining Cornell University’s Project FeederWatch. Every year, ornithologists at Project FeederWatch track populations of winter-resident birds throughout North America. You and your students can help by setting up birdfeeders during winter, identifying and counting the birds that feed at them, and submitting your data to Project FeederWatch. Project staffers will analyze the data, and if they see that a species is in trouble, will explore ways to protect it. Learn more about this program at FeederWatch.org.

BROTHERS AND SISTERS

After students read “Brothers and Sisters,” pages 22–27, conduct small-group discussions about how the animal families in the story compare with students’ human families. Can students find similarities between these sibling relationships and their own? Can they find differences? For example, how do human siblings help each other? What examples from the story show that some animal siblings help each other, too? Why do human siblings sometimes have trouble getting along? Does this happen in the animal world? Encourage students to share their own experiences while making connections with what they have learned in the story.

VALENTINE'S DAY FESTIVITIES

As a class, review “Valentine Riddles” and “Wild Valentines to Send” on pages 34–36. Then take the class outside and challenge students to search for hearts in the natural world around them. Suggest they inspect rocks, tree branches, bark, clouds, and more. They can use the Hearts of Nature page in this month’s [Nature Notebook](#) to record their discoveries.





FILL IN THE DETAILS

Read "Little Leopard's Tail," pages 6–11. Then complete the chart below by writing details that support each main idea.

MAIN IDEA	DETAILS
Leopards are found in all kinds of habitats.	
Raising leopard cubs is never easy for a leopard mom.	
Leopards are built for hunting.	
Leopard cubs practice hunting by doing many things.	





POWERFUL ADJECTIVES

As you read "Meet the Man-of-War," pages 14–17, jot down eight adjectives that clearly describe a Portuguese man-of-war. Use some adjectives that describe its appearance and some that describe its actions. Explain why you chose each adjective.

- 1 Adjective: _____
Why it fits: _____

- 2 Adjective: _____
Why it fits: _____

- 3 Adjective: _____
Why it fits: _____

- 4 Adjective: _____
Why it fits: _____

- 5 Adjective: _____
Why it fits: _____

- 6 Adjective: _____
Why it fits: _____

- 7 Adjective: _____
Why it fits: _____

