



Ranger Rick® EDUCATOR'S GUIDE

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

ANIMALS THAT GLIDE

Explain the following differences to the class:

- **Animals that fly** travel through the air without help and can continue to do so for a long time. They can control the direction, height, and speed of their flight. They have wings to help them fly.
- **Animals that glide** travel through the air with less control and usually can't go very far. Most of these animals do not have wings. They use other parts of their bodies to help them glide.

Introduce some "gliders" to the class by briefly paging through the photos in "**Glide On,**" pages 6–11.

After the class has read the story, take a more comprehensive "picture walk" through the article, stopping at each photo and asking students how the animal manages to glide and how gliding helps it to survive.

MIXED-UP ANIMALS

In "**Peculiar Platypus,**" pages 14–18, students discover that a platypus looks like a collection of "spare parts" from other kinds of animals. Ask the class to identify some of these parts (e.g., bill and webbed feet like a duck's, tail like a beaver's, body and fur like an otter's) and to suggest how each part might help a platypus to survive life in streams and rivers along the eastern coast of Australia. Point out that all kinds of animals have interesting and useful body parts. Ask for some examples. Then invite students to invent a brand-new animal by combining some interesting animal parts. The Mixed-up Critter student page can guide children through the process.

SALAMANDER SECRETS

Open this lesson by asking: "What has a head like a frog's and a body like a lizard's?" Have the class turn to pages 22–23 for the answer: a salamander! Review the physical features identified in the large photo, comparing

and contrasting them to those of frogs and lizards. Then have one student read aloud the Double Lives section of "**Spotted Salamanders.**" Point out that frogs and salamanders are all amphibians. Ask students to explain what makes them so.

Encourage children to discover other things about spotted salamanders by reading this month's **Ranger Rick Adventures**, pages 19–21.

Then ask children to choose one of the titles below and write a salamander story to go with it.

- The Most Dangerous Night of My Life
- The Double Life of Sal Salamander
- Don't Confuse Me with a Lizard!

URBAN COYOTES

Ask students what comes to their minds when they look at the coyote pictured on this month's cover. Inevitably, someone will say the coyote looks like a dog. Ask students how they think coyotes and dogs are alike and how they are different.

Many people are afraid of coyotes. As a class, list some possible reasons. (e.g., *Coyotes may attack people, carry diseases, rummage through trash cans, kill pets.*)

After students read "**Coyotes in the City,**" pages 24–29, return to this list and ask students what they have learned about each item. End the discussion by asking the following:

- Why are more and more coyotes living in cities and nearby suburbs?
- How can people and coyotes live safely and peacefully side by side?

MAGAZINE SCAVENGER HUNT

After students read this issue of *Ranger Rick*, encourage them to take a closer look at its content by completing the Scavenger Hunt student page.





MIXED-UP CRITTER

In “Peculiar Platypus,” pages 14–18, you learn that a platypus seems to be a mixed-up collection of “spare parts” from other kinds of animals. But each of these parts serves a purpose and helps a platypus to survive.

All kinds of animals have interesting and useful body parts. Invent a brand-new animal by putting together some parts from other animals

Name of animal: _____

- 1 Draw your brand-new animal in the box above. Label each “borrowed” body part and tell the name of the animal it comes from.
- 2 Explain how each of these body parts helps your made-up animal.





SCAVENGER HUNT

Use the March 2019 issue of *Ranger Rick* to answer these questions. For each question, write the answer and the number of the page where you found it.

- 1 Which story in this issue were you most interested in reading? Why? page: _____

- 2 Which photo in this issue interested you the most? Why? page: _____

- 3 Choose an animal featured in this issue. What are three new things you learned about it? page: _____

- 4 Which place featured in this issue would you most like to visit? Why? page: _____

- 5 Can you find a map in this issue? What location does it show? How does it help you better understand the story? page: _____

