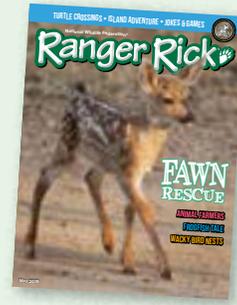




Ranger Rick

EDUCATOR'S GUIDE



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

ENDANGERED SPECIES DAY

May 17 is Endangered Species Day. This issue of **The Buzz**, pages 14–15, is all about animals that are at risk of disappearing. After reading *The Buzz*, direct students' attention to the list of ways they can help endangered species (page 14). Suggest students pick one thing from the list to start doing. To learn more about Endangered Species Day and how your class can participate in it, visit online at endangeredspeciesday.org.

WILD FARMERS

In “*Animal Farmers*,” pages 16–19, students meet some animals that raise their own food. Help students reinforce their comprehension of this article by having them complete the Seven Animals That Farm student page as they read the story.

FROGFISH ADVENTURES

After students read “*The Very Hungry Frogfish*,” pages 20–25, discuss the following:

- How is Harry the Frogfish different from what you think of as a typical fish? (*He is lumpy and warty, walks on the seafloor with his fins, and has large body flaps and a lure.*)
- How might being lumpy and bumpy be helpful to Harry? (*These features could help him blend in with the seabed and nearby corals, sponges, and weeds.*)
- What are some of the difficulties Harry faced trying to get something to eat? (*The flounder was too big to catch; the shrimp was too fast. The long, skinny pipefish became a meal, but it was hard to swallow.*)

Ask a group of interested students to present the class with a list of additional facts about frogfish. Then tell students that they are going to create a new adventure

story about Harry, and that these facts might give them some story ideas.

Now seat children in a large circle and invite one student to make up a beginning for the story. Proceed around the circle, having each young storyteller pick up on the story's plot line where the previous child left off. The last student in the circle provides an ending.

WEIRD AND NOT-SO-WEIRD NESTS

Have students read “*Weird and Wacky Nests*,” pages 30–35. Point out that many birds build nests on tree limbs and in tree trunks and bushes. Ask students why birds in the wild build nests where they do. (*To protect eggs and young from predators and harsh weather, to be near food and/or water, etc.*) Tell the class that birds in urban settings often “make do” with sites that mimic those in natural settings. Have students look at the photos in the story again and ask them why they think the birds chose the locations they did.

Prepare children for an outdoor “nest quest” by asking them to think about where a bird might choose to nest around school or in a local park. Then have them take pencils and copies of the Nest Quest student page to the spot you discussed and record observations about any nests they discover.

GARDENING FOR WILDLIFE

May is Gardening for Wildlife Month. Learn how you and your students can turn your school garden (or any outdoor space at school) into a Certified Wildlife Habitat® that provides wildlife with food, water, shelter, and places to raise their young. Visit nwf.org/schoolyard.

Celebrate all kinds of plant life with the games in this month's **Just for Fun**, pages 36–38.



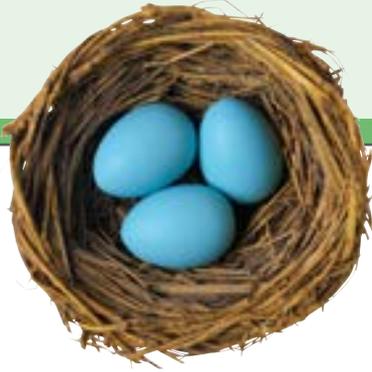
SEVEN ANIMALS THAT FARM



Farmers raise livestock or crops for food. So do some animals! As you read "Animal Farmers," pages 16–19, complete the chart below to show how seven specific animals farm.

ANIMAL	WHAT DOES IT RAISE?	HOW DOES IT RAISE ITS LIVESTOCK/CROP?
Aphid-Herding Ant		
Damsel fish		
Marsh Periwinkle		
Ambrosia Beetle		
Spotted Jellyfish		
Leafcutter Ant		
Yeti Crab		





NEST QUEST

Spring is nesting time for all kinds of birds. Go on a quest to see what nests you can find! Of course, be sure not to get so close that you disturb the bird families.

INSTRUCTIONS In the boxes below, record the nests you find. Are the nests on tree branches, in tree holes, on the ground, or somewhere else? Are they made from grass, sticks, mud, or other materials? Do you see any signs of birds working on the nests, sitting on eggs, or feeding chicks? If you find more than two nests, you can use more copies of this page to record information about them.

NEST 1

Location: _____

What it is made from: _____

Signs of birds using it: _____

NEST 2

Location: _____

What it is made from: _____

Signs of birds using it: _____

