



# Ranger Rick

## EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE JUNE/JULY 2019 ISSUE OF RANGER RICK® MAGAZINE

### HORSESHOE CRABS

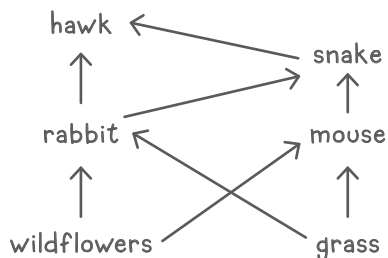
Read “Here Come the Horseshoes!” pages 14–19. Then discuss the following with your students:

- Look at the map on page 17. Do horseshoe crabs live near you?
- Why does the story focus on the crabs in Delaware Bay instead of on one of the other places where they live?
- What do you think would happen to red knots if all the horseshoe crabs disappeared?
- What do you think might happen to horseshoe crabs if red knots became extinct?
- What do you think people should do to try to stop the decline of horseshoe crabs and red knots?

If you live near the Atlantic coast, go looking for horseshoe crabs! Send students on a search for evidence of the food web in action. Do they see crabs? Crab eggs? Birds? What about other animals that could eat them or be eaten by them?

If looking for horseshoe crabs isn't an option, you could go to any shore—or any wild place—and look for signs of other food webs. Have students record their observations and then try to construct a web diagram that shows connections between some of the animals based on what they eat. Below is a sample diagram.

### NORTHERN FOREST FOOD WEB



### CAMPING IN DIFFERENT HABITATS

After students have read “Gone Camping,” pages 22–25, point out that *wildlife* have all the “natural gear” they need to survive outdoors, but *people* need to take along special equipment when they spend a few days in the wild. As a class, make a list of all the equipment students would need to camp out in a nearby park for a weekend. Next to each item, note how it aids in survival.

Now divide the students into four groups. Assign each group one of the following habitats: desert, ocean, prairie, arctic tundra. Have the groups conduct research on their habitats in order to answer the following:

- If you were going to camp out for a few days in your assigned habitat, what would you need to take with you?

When all four groups have completed their research and lists, have them present their findings to the class, including characteristics of their habitats and how each item listed would help them survive during a camp-out there.

### GREAT AMERICAN CAMPOUT

Encourage students and their families to join a nationwide camping celebration this summer called the Great American Campout. Visit online at [nwf.org/campout](http://nwf.org/campout) for more information. Young campers who want to photograph their campouts may enjoy recording information about their favorite photos on copies of the Camping Photo Shoot student page.

### DRAGONFLIES

Have students read “Superfly,” pages 30–35 and then use what they learned from the story to complete the Hovering on Dragonflies student page.





# CAMPING PHOTO SHOOT

If you go camping this summer, be sure to take along a camera to photograph your surroundings. Photographers often jot down notes to help them remember what they saw, where they saw it, and what was especially interesting about their shots. The form below can help you describe the photos you take. Make additional copies of this page if you want to describe lots of your photographs.

**PHOTO 1** Date: \_\_\_\_\_ Time: \_\_\_\_\_

What it is: \_\_\_\_\_

Where I took it: \_\_\_\_\_

Why it is interesting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PHOTO 2** Date: \_\_\_\_\_ Time: \_\_\_\_\_

What it is: \_\_\_\_\_

Where I took it: \_\_\_\_\_

Why it is interesting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**PHOTO 3** Date: \_\_\_\_\_ Time: \_\_\_\_\_

What it is: \_\_\_\_\_

Where I took it: \_\_\_\_\_

Why it is interesting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PHOTO 4** Date: \_\_\_\_\_ Time: \_\_\_\_\_

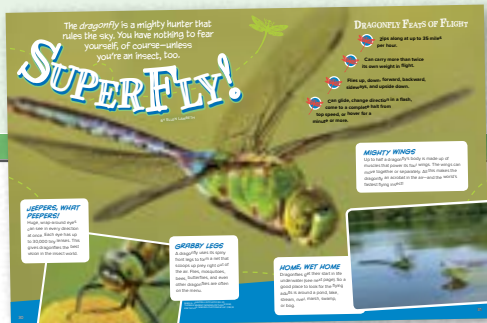
What it is: \_\_\_\_\_

Where I took it: \_\_\_\_\_

Why it is interesting: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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# HOVERING ON DRAGONFLIES

Use what you discovered from reading "Superfly," pages 30–35, to answer these questions about dragonflies.

1 Is "Superfly" a good title for this article? Why or why not?

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2 How would you describe a dragonfly to someone who has never seen one?

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3 Where is a good place to find dragonflies?

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4 How is a dragonfly like a helicopter?

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5 What is a dragonfly nymph?

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6 How does a dragonfly nymph use its lower lip to get a meal?

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7 Why do you think some people call dragonflies "mosquito hawks"?

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