

# Ranger Rick

## EDUCATOR'S GUIDE

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

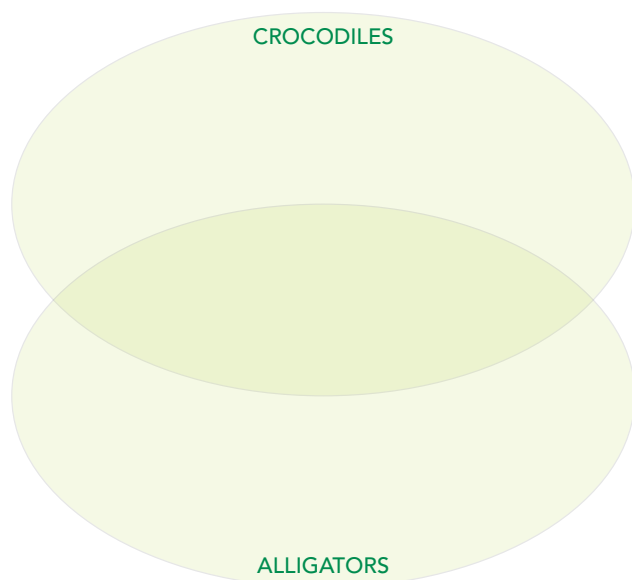
### SEA LIONS

Before students read “**Beach Bums,**” pages 6–11, have them complete the true-false chart on the student page called What Do You Know About Sea Lions? After children have read the story, have them complete the rest of the student page. Then as a class, discuss students’ responses to all the statements.

Help students identify the differences between sea lions and seals, by reading about their similarities and differences on pages 22–23 of this issue.

### ANIMALS THAT LOOK ALIKE

Before reading “**What’s the Difference?**” pages 14–19, have students examine photos of the crocodile and alligator on pages 14–15. As a class, discuss how these two animals look alike and how they look different. Organize students’ observations into a Venn diagram (see template below). Write characteristics that the two animals share in the space where the circles overlap; jot down distinct characteristics in the other part of the circles.



After students read the story, divide them into small groups and have them “diagram” the differences between other animal pairs in the article

### BEEWOLVES

Read “**Bye-Bye, Bee!**” pages 22–25. Then use the following as discussion questions or writing prompts.

- Why do you think this story is called “Bye-Bye, Bee”?
- What would be some other good titles?
- How do you think the beewolf got its name?
- The photographs are an important part of this story. Could you tell what was happening if you just looked at the pictures? What about if you just read the words?
- How do the pictures and words work together to tell the whole story?

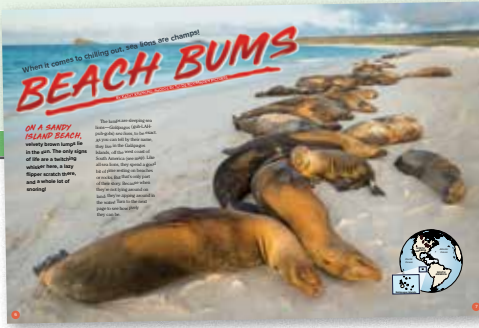
Help students identify the differences between bees and wasps, by reading about their similarities and differences on pages 24–25 of this issue.

### PUFFLINGS IN PERIL

This month’s **Ranger Rick Adventures**, pages 27–29, describes how children on a tiny island off the coast of Iceland rescue baby puffins called pufflings. After students read the story, assign the Thinking About the Story student page. The questions on this page help children summarize the text and make connections between major themes of the story and themselves.

If the class is interested in learning more about how young people help pufflings, read aloud the popular children’s book, *Night of the Pufflings* by Bruce McMillan.





# WHAT DO YOU KNOW ABOUT SEA LIONS?

- Before you read "Beach Bums," pages 6–11, complete the chart below using your best guesses. For each statement, check True or False.

TRUE

FALSE

☐
☐

Sea lions spend all of their time in the water.

☐
☐

Sea lions love to surf.

☐
☐

Some sea lions will work together to hunt whales.

☐
☐

Sea lions bark.

☐
☐

Galápagos sea lions are not comfortable around people.

☐
☐

Climate change causes problems for some sea lions.

- After you read "Beach Bums," look at your answers in the chart above. Are there any you'd like to change? If so, go ahead and change them.

- Now select one of the statements in the chart and explain why the answer you chose is correct. Use complete sentences. And back up your answer with facts from the story.

---



---



---



---



---



---



---



# THINKING ABOUT THE STORY



Read this month's **Ranger Rick Adventures**, pages 27–29.  
Then answer the questions below.

- 1 How would you describe a puffin to someone who has never seen one?

---

---

- 2 Why do some people call puffins “the clowns of the sea”?

---

---

- 3 Puffins spend most of their lives at sea. Why do they come ashore each spring?

---

---

- 4 What are pufflings?

---

---

- 5 Why do some puffins need to be rescued?

---

---

- 6 The children in the story worked with a special organization to help the lost pufflings. Describe some trouble that another kind of animal might have. How might children help?

---

---

---

---

---

---

---

---

