



Ranger Rick® EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE MARCH 2020 ISSUE OF RANGER RICK® MAGAZINE

WILDLIFE BIG AND SMALL

After reading “**Big Blue**,” pages 14–19, have students complete the Facts About Big Blue student page. Then ask children to share what they wrote about the size of blue whales (fact #1 on the student page). Discuss the advantages and disadvantages of being a super-big animal. Then evaluate the advantages and disadvantages of being super small. Wrap up the lesson by assigning the Searching Big and Small activity page in this month’s Nature Notebook on the Ranger Rick website.

ANIMAL TEAMWORK

As a prereading exercise, walk students through pages 22–27 of “**Teamwork!**” stopping at each photo for children to speculate on what the animals are doing. (You may want to suggest that some sort of teamwork is involved in each photo.) After the class has read the article, use the following as discussion or writing prompts:

- Why do animals use teamwork?
- What teams do you and members of your family belong to? What is the purpose of those teams?
- What works to keep human teams functioning well?
- What works to keep animal teams functioning well?

STORY MAPPING

After students read “**Mystery Egg**,” pages 29–31, have them map out the basics of the story using the Mystery Story Map student page.

Review completed story maps with the class. Then invite students to use blank copies of the Mystery Story Map to plan Ranger Rick mysteries of their own—about whooping cranes or other animals that could use our help. Once

students have mapped out their mysteries, ask them to use their ideas to write complete stories.

LOCAL ODDITIES

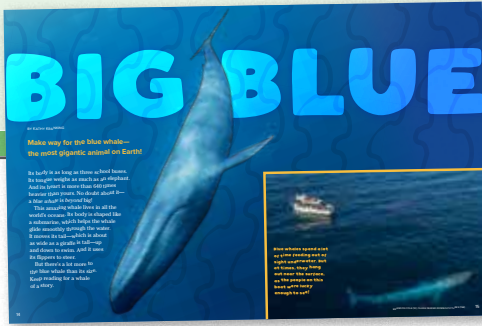
How well did your students do on the quiz in “**What’s Going On Here?**” pages 32–36? There are interesting—and strange—sights to see in every natural place. If you have access to cameras, take students on a nature walk and ask them to snap photos of their oddest observations. Then have children research what they photographed and write explanations for “what’s going on” in the photos. Make a booklet or bulletin board of students’ photographs paired with their observations.

WILD CITY GUIDE

Have students complete the games in **Just 4 Fun**, pages 37–39. (The theme of these games is city wildlife.)

Next, engage children in a brainstorming session about the many kinds of wildlife in your city or town (or one nearby). List all the animals you’ve seen there (e.g., squirrels, rabbits, pigeons, sparrows, hawks, ducks, geese, frogs, turtles, insects, worms, etc.). Match the animals with specific places where they can find what they need to survive. Then use the list as a springboard to create a field guide to local wildlife. For each entry, include (1) an illustration or photo of the animal and its tracks; (2) tips for identifying the animal; (3) information such as what it eats, what eats it, where it finds shelter, and if/how it takes care of its young; and (4) the best nearby place to see it. Share completed copies of your Wild City Guide with your community by distributing it through your local public library, community center, or nature center.





FACTS ABOUT BIG BLUE

Read “Big Blue,” pages 14–19. Then use what you learned about blue whales to write a “blue whale” fact for each topic below. Be sure to use complete sentences.

SIZE

DIET

SWIMMING SKILLS

COMMUNICATION SKILLS

FAMILY LIFE

MIGRATION





MYSTERY STORY MAP

Fill in the empty boxes to outline a mystery story.

	DETECTIVES	OTHER CHARACTERS
CHARACTERS		
SETTING	WHERE DOES THE STORY TAKE PLACE?	
MYSTERY	WHAT IS THE MYSTERY THAT NEEDS TO BE SOLVED?	
CLUES	CLUES (IN ORDER) 1 _____ 2 _____ 3 _____	
CONCLUSION	HOW IS THE MYSTERY SOLVED?	

