



# Ranger Rick

## EDUCATOR'S GUIDE



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

### MARVELOUS MOMS

Have students read “**Love Ya, Mom!**” pages 6–11. Then ask:

- What are some important things mothers do for their babies?
- Which of the animals in the story gets your vote for being the best mother? Why?

As a class, brainstorm other animal species and how the mothers take care of their young. Wrap up the lesson with the Mother’s Day Tribute student page, which helps students explore and celebrate what makes their own mothers (or other important people in their lives) “special.”

### WILD ENCOUNTERS

After reading “**What Would You Do?**” pages 16–18, give students a chance to share and discuss stories about wildlife encounters that they have had as well as their reactions to the quiz. Here are some questions to guide your discussion:

- When you read the answers to the quiz, were there any that didn’t seem right to you? Discuss how sometimes what you might like to do in a situation, or what you think might be more fun or more interesting, might not be the best thing after all.
- Have you ever had an experience with a wild animal where you weren’t sure what to do? How did you finally handle the situation?
- Suppose you have that same encounter again. Now that you have read “What Would You Do?” would you react differently? Why or why not?

### GARDEN FOR WILDLIFE MONTH

May is Garden for Wildlife Month—a great time to have students read the Ranger Rick Adventures story, “**Boomer Digs In,**” pages 29–31. In this adventure, Boomer learns the best way to make a garden that is good for wildlife (as well as for people).

After reading the story, ask students to make a list of tips for planting a healthy garden. The following questions can help you shape the list.

- What are native plants? Why is it important to fill a garden with them?
- Should you spray a garden with pesticides? Why or why not.
- How else can you protect plants from insect pests?
- Should you put fertilizer around the plants. Why or why not?
- How else can you improve the soil in a garden?

### FISHY FISH

Ask students what they think of when they picture a fish. Most likely they will describe a streamlined animal with scales, fins, and gills that lives in water. Now ask children to read “**Fish Out of Water,**” pages 32–35, and, as they read, to jot down facts about fishes called mudskippers that are not “typical” for most fish.

After everyone reads the article, have students use their notes to discuss how a mudskipper’s “fishy” behaviors and physical characteristics can help it to survive. End your lesson on mudskippers by assigning the “Picture This!” student page.

### ONE MORE INSECT GAME

The **Just 4 Fun** games, pages 36–38, feature many kinds of insects. As a class, list them (honey bee, sandfly, housefly, horsefly, fruitfly, dragonfly, butterfly, firefly, sawfly, monarch, pillbug, lacewing, ladybug) and discuss their similarities and differences. Then write the names of some of these, as well as a few other insects, on note cards and tape one card to each student’s back. Have students mingle, asking yes or no questions about their identities until they guess the insects on their cards.



# MOTHER'S DAY TRIBUTE



Read "Love Ya, Mom!" on pages 6–11. Then answer the questions below.

1 What makes *your* mom special? (Or your grandmother or someone else important to you.)

---

---

---

2 How does she help you learn what you need to know as you grow up?

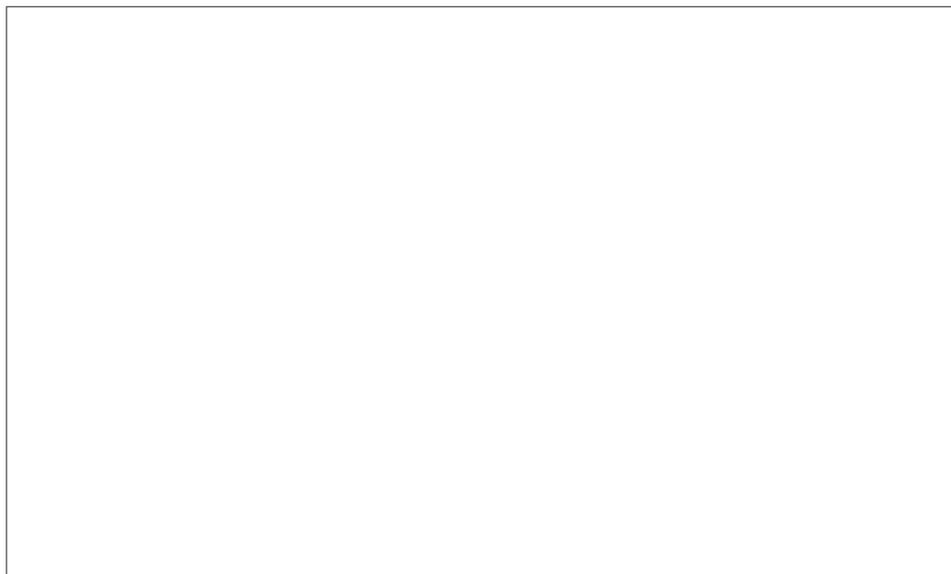
---

---

---

May 10, 2020 is Mother's Day. Make a special card to give your mom on this day. Here's how:

- Cut out the shape below and fold it to make a card.
- Inside, write a few sentences telling your mother what you appreciate about her. (Use your answers to Questions 1 and 2 to help you write this message.)
- On the front of the card, draw a picture.





# PICTURE THIS!

Take a close look at the mudskipper photos on pages 32–35 of this issue.

1 How would you describe a mudskipper to someone who has never seen one? List several details on the lines below.

---



---



---



---



---

2 Find someone who has never seen a mudskipper to be your partner in this activity. Give him or her a blank sheet of paper and a pencil. Ask your partner to draw a mudskipper as you describe it. Turn your back and don't look at your partner's drawing! Use your notes above to help you remember all the important details.

3 When you finish describing, and your partner finishes drawing, put the photos and drawing side by side.

• How does the drawing look like a real mudskipper? \_\_\_\_\_

---

• What is wrong or missing in the drawing? \_\_\_\_\_

---

• How could you have changed or added to your description to help your partner draw a mudskipper more accurately? \_\_\_\_\_

---

---

---

