



# Ranger Rick

## EDUCATOR'S GUIDE

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

### GO BATTY!

In “Flying Foxes,” pages 6–11, we learned these mammals face many dangers, from habitat loss to natural disasters such as droughts and wildfires. Rescuing injured or orphaned flying foxes takes people, resources, and time. Instruct students to write the steps used to rehabilitate and return flying foxes to the wild, writing each step on a different line or typing with double-spacing between steps. Next, have students cut out the steps. Placing students in pairs, ask students to shuffle their steps and swap the steps with their partners. Have students place their partners’ steps in the correct order. Last, ask the partners to check each other’s work.

### FISH WISH

Life would definitely be different if there were something fishy about each one of us! After reading “10 Reasons to Wish You Were A Fish,” pages 14–19, conduct a Think-Pair-Share with your students. Ask students to:

- choose the fishy behavior they’d most like to have;
- be able to explain to their partner why they chose the fishy behavior; and
- share their behavior and reasoning with their partner.

### HOP TO IT

Ask students to hop aboard and read “Hip Hoppers,” pages 22–27. Paying close attention to the section titled “Hopper Tricks,” ask students to design a “Beginner’s Guide to Eating Grasshoppers” for birds just leaving the nest. As a class, and based on the details provided in “Hopper Tricks,” decide what fledgling birds will need to know as they try to find and catch tasty grasshoppers to eat. Suggestions can include:

- illustrations of local grasshoppers
- bullet points or a brief narrative about grasshopper “tricks”
- tips on catching grasshoppers

### THE SIGN SAYS . . .

What an adventure Ranger Rick and his friends had at No Name Key! After reading “Ranger Rick’s Adventures,” pages 29–31, ask students to identify ways Kaylee the key deer’s accident could have been prevented. Ask each student to create a road sign that could be posted at the refuge to inform visitors how they can protect Kaylee and her friends.

### SPLASH GRAPHS

“Surprising Swimmers,” pages 32–36, shared the many surprising ways animals use water as a means to survive or for good, old-fashioned fun. Discuss as a class which animal’s swimming story students found most surprising, then take a class-wide vote. Instruct students to create a graph (bar, circle, or pictograph) that represents the number of students who chose each of the eleven animals represented in the story. Students should include a title, graph labels, and a color key. Once completed, ask students to display their finished graphs on their desks. Then complete a classroom “gallery walk,” allowing students to observe each other’s work. Additionally, students can leave clarifying questions or words of praise for their peers on sticky notes.





# KEY DEER

Use the story "A Very Special 'Toy'" on pages 29–31, along with additional research, to complete the activity. As an endangered species, the key deer is very important and must be protected. Use the boxes below to develop a digital or physical brochure that park rangers at the National Key Deer Refuge could provide to visitors.

**COVER** A cover includes an image and the name of the refuge.

**ABOUT THE REFUGE** Research the refuge and describe the park to visitors.

**THINGS TO DISCOVER** Research what activities are available for visitors who are looking to visit the refuge (examples: hiking, bird watching).

**KEY DEER** Research the key deer. Include an image, describe its features, and explain why it is an endangered species.

**PROTECTING KEY DEER AND OTHER WILDLIFE** Describe or list how visitors should behave while visiting the refuge.

**BACK COVER** A back cover includes the physical address, web address, and email contact for the refuge. Consider adding more images.



# NATURE POETRY



Finding inspiration from the story “Flying Foxes,” pages 20–26, write a poem about fruit bats. There are many types of poetry, such as acrostic, free verse, shape, cinquain, and haiku. Use the space below to write a haiku (HY-koo).

## HAIKU WRITING GUIDE

- Haikus are traditionally about nature and have three lines.
- Line 1 is **five** syllables.
- Line 2 is **seven** syllables.
- Line 3 is **five** syllables.
- Punctuation for a haiku poem is up to the poet. You do not have to follow the same grammar rules as when writing a story or letter.

## EXAMPLE

Love being outside  
Exploring and observing  
Plants and animals

---



---



---



*Rangers: Write more poetry! Learn more about each type listed above. Then try out each style, adding your poems to a poetry journal. - R.R.*

