WILDLIFE WATCH

“Owl Patrol,” pages 6-11, offers an example of how members of a community can support professional scientists and help protect wildlife and habitat.

There are 19 owl species in the United States. Have students find the species that live in their state. After learning more about them, each student should choose one species and make a spotlight poster to raise awareness about that species. The poster should include how to identify the owl and what kind of habitat the owl needs to survive.

Students, schools, and families can also engage in numerous community science programs all year long. A catalog of projects across the country, supporting wildlife of all types, can be found at scistarter.org.

FOREST LIFE

Reading Ranger Rick’s Adventures, “Fire Escape,” on pages 21-23, students learned about the benefits of small forest fires. Managing a forest is important for the health of the forest ecosystem and for the animals that call it home.

Have students research forest management and the wide variety of jobs and skills required to support a healthy forest. Using the resources below, instruct students to explore different career opportunities, such as fire scientist, wildlife biologist, and vegetation ecologist.

• NPS unveiled: Meet the people that make the national parks run
• Careers in the National Park Service

Have students create posters promoting different park service career opportunities. Then host a career fair, where students can visit posters based on their interest. Create a class bar graph, showing career interest in order from most interest to least.

ALL ABOUT ANEMONES

In “Anemones,” pages 24-27, students will meet a variety of these amazing, colorful ocean creatures. Encourage your students to close their eyes while you read the story. Ask them to visualize what they hear. Once you have finished reading, ask students to create a story map using anemones as the main characters in an ocean adventure story. Their map must include a minimum of three facts from Ranger Rick’s Anemones story. Using their story map, each student should write an anemone adventure story complete with illustrations.

MOUNTAIN SCENE

In “Growing Up Elk,” pages 30-35, students learned that some of North America’s elk herds live in the expansive and beautiful Rocky Mountains. Photographs, such as the ones in the article, are one way to help tell stories. Dioramas are also visual tools used in storytelling.

Share examples of dioramas with your students. What are the elements of a diorama (3-D, small-scale model)? What purposes do they serve (creative, visually appealing storytelling or teaching tool)? Allow space for students to work in small groups to brainstorm the Rocky Mountain elk story they want to tell through a diorama, using the knowledge they gained reading “Growing Up Elk.” Then ask each student to make a list of the materials needed to construct a diorama. Provide ample time and space for students to be creative and build their dioramas, as well as a place to display, share, and speak about their work. (Libraries work well for this type of project.).
Test your comprehension after reading Ranger Rick’s Adventure “Fire Escape” on pages 21–23. Circle the correct response. If the statement is false, rewrite the statement to make it true.

1. Ranger Rick’s adventure takes place in Wyoming’s Huron National Forest.
   TRUE  FALSE

2. Several forest animals are fleeing the forest because a forest fire has started.
   TRUE  FALSE

3. Ranger Rick and friends use a hidden trail to escape the fire.
   TRUE  FALSE

4. It takes a very long time for the forest to recover from a fire. It is hard for forest animals to find food and the ash contaminates the soil.
   TRUE  FALSE

5. The fire opens the pine cones so they can spread their seed.
   TRUE  FALSE

6. Kirtland’s warblers only nest on the ground beneath young jack pine trees.
   TRUE  FALSE
7. Forest managers set small, controlled fires to help prevent larger fires.

TRUE    FALSE

8. The Kirtland’s warbler is currently listed as an endangered species.

TRUE    FALSE

ANSWERS

1. True
2. True
3. True
4. True
5. True
6. True
7. False, the Kirtland’s warbler is no longer listed as an endangered species.
8. False, the Kirtland’s warbler is no longer listed as an endangered species.
How “grown up” is your elk vocabulary? After reading “Growing Up Elk,” pages 30–35, test your skills below by drawing a line from the vocabulary word to its meaning.

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 wapiti</td>
<td>a soft, fuzzy skin on elk antlers</td>
</tr>
<tr>
<td>2 herd</td>
<td>b elk mating season</td>
</tr>
<tr>
<td>3 steppe</td>
<td>c adult female elk</td>
</tr>
<tr>
<td>4 bull</td>
<td>d bull elk’s loud call</td>
</tr>
<tr>
<td>5 velvet</td>
<td>e Native American word for elk, meaning “white rump”</td>
</tr>
<tr>
<td>6 cow</td>
<td>f adult male elk</td>
</tr>
<tr>
<td>7 rut</td>
<td>g wide, treeless area of grass and shrubs</td>
</tr>
<tr>
<td>8 bugling</td>
<td>h a large group of elk</td>
</tr>
</tbody>
</table>

ANSWERS: 1-e, 2-h, 3-g, 4-f, 5-a, 6-c, 7-b, 8-d