



Ranger Rick

EDUCATOR'S GUIDE



EDUCATIONAL EXTENSIONS FOR THE AUGUST 2021 ISSUE OF RANGER RICK® MAGAZINE

WHAT WOULD YOU DO?

In **“Wild Roommates”** on **pages 6–11**, Emily adapted her big-city life to take care of orphaned wombats during a global pandemic. Ask students to consider how they would handle caring for an injured or orphaned wild animal at home. Students may use the following guidance.

1. Write in a format that makes the most sense to you, such as a daily/weekly journal.
2. Choose a local wild animal that will be under your care.
3. Share what it's like to care for a wild animal at home.
 - How did the animal come to be in your care?
 - How do you feed and care for it?
 - How do you ensure it remains wild?
 - How do you feel about caring for a wild animal?
 - How will you feel when you eventually release it back to the wild?

NATURE PHOTO JOURNAL

The animal selfies in **“Ready For Our Close-Ups,”** **pages 22–27**, put smiles on our faces and remind us that animal personalities are as unique as our own. Now put students behind the camera with a wildlife photo journal project. Use our [tips for wildlife photography](#) to help students get that perfect shot!

After students have taken photos of butterflies, bees, birds, or other local wildlife with cameras or smartphones, allow time for them to select the final shots they will use in their photo journal. Note: Determine how photos will be printed for student use.

- Decide whether students will create a physical or digital photo journal.
- Two pieces of paper folded in half and stapled, one inside the other, will create a front and back cover and six pages where students can place their photographs.
- Have students leave room under the photographs to write about how they got the shot.
- Students should include a couple of interesting facts about each animal they photographed.
- Each book should include a cover that features a title, cover art, and the author's name.

Allow time for a photo journal book tour where students put their work on display, and their peers and invited guests can ask questions.

MAYOR'S MONARCH PLEDGE

In this edition of Ranger Rick's Adventures, **“Green Invaders”** (**pages 28–30**), students learned about invasive plant species such as kudzu and mile-a-minute vine. They also learned that volunteers work to remove those plants, replacing them with native plants.

Native plants support healthy wildlife populations, including those of monarch butterflies. Have students learn about the Mayors' Monarch Pledge at nwf.org/mayorsmonarchpledge and determine whether their municipality has pledged to support monarch recovery. If their city has taken the pledge, have students write a thank you letter to the Mayor. If the city has not taken the pledge, have students write a persuasive letter encouraging the Mayor to pledge to take action for the monarch butterfly.



THE LANGUAGE OF SEASHELLS



Reread "Seashells: Inside and Out" on pages 14–19 to remind yourself of all the new words you learned to talk about seashells. Then, match the vocabulary word below with its definition. Use the back of the page or a separate

sheet of paper to write a fiction or nonfiction story, using as much of the seashell language as you can.

SEASHELL LANGUAGE

bivalve

gastropods

mantle

mollusk

operculum

radula

siphon

univalve

DEFINITION

The soft lining between a mollusk's body and shell

Mollusk in a one-part shell

An invertebrate group that includes snails, slugs, clams, and mussels

A tube used for breathing; can also taste or smell the water

Tongue-like body part that is covered in teeth; used for scraping food

Mollusk in a shell made of two hinged parts

The "trap door" that seals a gastropod's shell

The group of gastropods that includes snails and slugs





NATIVE OR NOT

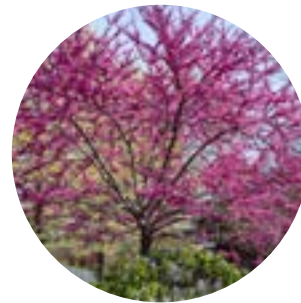
In "Green Invaders," pages 28–30, you learned about invasive species and the importance of planting native plants to support healthy habitats for wildlife. Volunteering to remove invasive species is a great activity to help your community and your local wildlife. Can you identify the three green invaders below? Circle each invasive plant. If you need help, a little research will point you in the right direction.



KUDZU



COMMON YARROW



REDBUD TREE



MILKWEED



JAPANESE HONEYSUCKLE



PURPLE LOOSESTRIFE

Make a list of native plants where you live. With an adult, go to [nwf.org/nativeplantfinder](https://www.nwf.org/nativeplantfinder) and type in your zip code. Of the plants listed for your area, pick a combination of three flowers and grasses and three trees and shrubs you'd like to add to your home or community garden.

FLOWERS AND GRASSES

TREES AND SHRUBS

ALL PHOTOS FROM ADOBE STOCK EXCEPT PURPLE LOOSESTRIFE: FLICKR/LIZ WEST

