



Ranger Rick

EDUCATOR'S GUIDE

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

CREATE AN EXHIBIT FOR WILDLIFE

In **“Madagascar: A World Apart,”** pages 6–15, students are greeted by animals and plants they may have never seen before. Have students imagine they are creating an exhibit at the zoo. Using the *Ranger Rick* article for inspiration, have each student or small group choose a Madagascan animal. Each student should do a little more research about where their animal lives on the island and the other parts of the food chain that support it or rely on it for survival. Then have students draw the zoo exhibit, including all the habitat and enrichment elements the animal needs to thrive in a built environment. Also, consider how to protect the exhibit from visitors. With their 2D drawing, students will determine what materials they need to make a 3D model or diorama. After students complete their models, build in time for students to present, sharing what inspired their design and what additional facts they learned about Madagascar’s wildlife.

DESIGN CHALLENGE

Great white sharks are fascinating apex predators! The more we know about them, the less scary they seem—and the more likely we are to be good stewards and advocates. Reading **“Great Whites,”** pages 18–23, students learned quite a bit about these giants of the ocean, including how scientists tag sharks to study their behavior, patterns, and growth.

One of the best ways to keep sharks AND humans safe is to minimize interactions between the two. Propose a design challenge to the class. Have students work in pairs or small groups to develop a system that would:

1. reduce the number of shark-human interactions; and

2. not cause harm to sharks.

In addition to their proposal, encourage students to create a model of their device or deterrent system.

INSECT EATERS

Boomer Badger conquered his fear of bats in the story **“Going Batty,”** pages 32–35, by meeting Pat the Bat and learning about bats’ many benefits. Help your students learn more about the local bats in the area. Conduct research using the *Ranger Rick* story, your state-based Fish and Wildlife Service, and, if possible, a visit to a local nature center. With the information in hand, have your students create a bat brochure for the community that includes:

- benefits of local bats
- names and pictures
- characteristic features
- what they eat
- where they rest
- how to be a better bat steward

WHAT'S YOUR SUPERPOWER?

While reading **“The Truth About Newts”** on pages 26–35, did your students learn some “newt” information? Now they’d probably like to learn more about the amphibians that live nearby. Have students research four amphibians that call your state home. They should pay close attention to information about how the animals protect themselves. Do they use camouflage, bright colors, bad smells, or toxins? After students find these answers, have them share what they learned in a small group. Reflecting on how some amphibians protect themselves, have each student write about what their own self-defense superpower would be, why they chose that power, and how it would play out in real life.





TELL THE TRUTH: GREAT WHITE SHARKS

Sharks get a bad rap. Test your great white shark knowledge and sort facts from fiction. Circle True or False. If the statement is false, rewrite the statement so that it is true. Reread the story "Great Whites" on pages 18–23 to make

sure you have your facts straight.

- 1 TRUE FALSE** Great white sharks live in the warm tropical waters along the equator.

- 2 TRUE FALSE** A shark's nostrils are not used to smell or sniff.

- 3 TRUE FALSE** When attacking prey, the great white protects its eyes by rolling them back in its head.

- 4 TRUE FALSE** A lateral line lets the shark swim in a straight line.

- 5 TRUE FALSE** A great white has 300 teeth—and extra if those break, fall out, or get worn down.

- 6 TRUE FALSE** People are the natural prey of a great white.



