



# Ranger Rick

## EDUCATOR'S GUIDE



EDUCATIONAL EXTENSIONS FOR THE APRIL 2022 ISSUE OF RANGER RICK® MAGAZINE

### IT TAKES A VILLAGE

In “**Don’t Laugh at the Giraffe,**” pages 6-13, giraffe “kindergartens” may remind you of the proverb, “It takes a village to raise a child.” Have students share with a peer or with the class the important people in their lives who help take care of them. Then have pairs of students work together to find other examples of animals working together to protect and care for young.

### HANGING OUT

All kinds of things can happen when animals meet face-to-face. After reading “**Close Encounters,**” pages 16-19, take students outside for a 15-20 minute observation period. Students will observe wildlife—birds, squirrels, insects, and others—and write about interactions between animals in and around the schoolyard. After the observation period, have students share in a small group. Did students:

- observe the same interactions?
- describe the interactions differently?
- describe interactions that appeared friendly, unfriendly, or indifferent?

### CHANGING OUR WATER BEHAVIOR

Water is an essential natural resource. After reading “**Water Bottle Blues,**” pages 26-29, students may conduct one or more of the following investigations.

1. **Conduct a water bottle audit.** Choose the same time each day to count the number of water bottles in trash and recycling containers around the school. Share the results with the school and work together to reduce water bottle use.

2. **Test water quality.** The school community uses a lot of water during a school day. Test the water quality using tests found at hardware stores or your local municipality. Common tests include pH, total dissolved solids (TDS), lead, and coliform bacteria. If problematic results occur, inform your principal and facilities department.

3. **Evaluate Consumerism.** Conduct a survey to

- 1) count how many students use reusable water bottles and
- 2) understand why they do or do not use plastic water bottles. Use the data to inform a campaign to increase the behavior you want to see.

### OBSTACLES

Salmon migration is an incredible journey. When reading “**Go, Go, Sockeyes,**” pages 30-35 as a class, have students take note of the obstacles salmon experience throughout their lives. Next, have students share with a peer the obstacles they face going to and from school each day. After sharing their stories, pairs can work together to research other animals with impressive migration stories, such as the monarch butterfly, Arctic tern, and leatherback sea turtle.

*Note: If your students are fascinated by animal migration, turn them on to Journey North, [journeynorth.org](http://journeynorth.org). There they can contribute data and watch animal migrations unfold.*

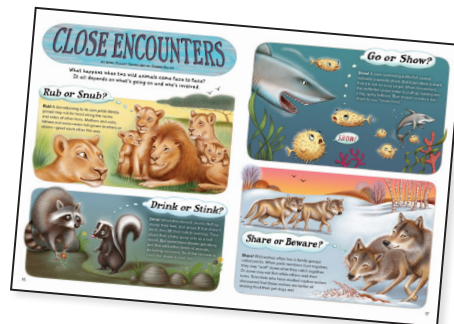


# WILDLIFE INTERACTIONS JOURNAL



*Hello, how do you do?  
Fine, and you?*

Maybe this isn't really the conversation animals have when they interact. So, what DO you see when two animals meet? Use the spaces below to keep a five-day journal. Record the date, circle the weather icon best representing what it looks like outside, and draw or explain how the animals you're observing interact.



Date: \_\_\_\_\_

☀ ☁ ☂ ☔

Wildlife Observed:

Date: \_\_\_\_\_

☀ ☁ ☂ ☔

Wildlife Observed:

Date: \_\_\_\_\_

☀ ☁ ☂ ☔

Wildlife Observed:

Date: \_\_\_\_\_

☀ ☁ ☂ ☔

Wildlife Observed:

Date: \_\_\_\_\_

☀ ☁ ☂ ☔

Wildlife Observed:



# LOSING IT! MATCH-UP



Whether they're growing larger or changing "clothes" with the season, animals go through some amazing transformations in "Losing It!," pages 20-25. How well do you remember the different ways an animal's fur, feathers, skin, or scales may change?

1. In the winter, my brown feathers are replaced by white ones that match the snow.
2. When I outgrow my old shell, I crawl out of it with a soft one that takes a few hours to harden.
3. I shed my outgrown, scale-covered skin by rubbing and wiggling until the old skin is left behind.
4. Once a year, I meet up with others just like me to molt. It takes about a month to lose and regrow all my skin and fur!
5. I molt my entire skin, and then I usually eat it.
6. I lose my skin several times, then fly away with new wings.



**SNAKE**

**PTARMIGAN**

**DAMSELFLY NYMPH**

**AMPHIBIAN**

**CRAB**

**ELEPHANT SEAL**



1-ptarmigan, 2-crab, 3-snake, 4-elephant seal, 5-amphibian, 6-damselfly nymph

ANSWERS

