



# Ranger Rick

## EDUCATOR'S GUIDE

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

### A HELPING HAND

In **“Saving Sea Otters,”** pages 6-11, we read that sea otter pups learn a lot from their moms and, in certain circumstances, from the humans who step in to raise them. Let’s celebrate families of all kinds!

Have students reflect on the people in their lives who have taught them the most. You will want to gather basic art supplies, such as crayons, markers, and watercolors. Ask students to write the person’s or people’s names in the center of a piece of paper. Then using drawings, words, or both, students may add the things they’ve learned from their chosen people. Encourage students to use the whole space—be creative. In small groups, students can proudly share the important people who’ve impacted their lives.

### MEETING IN THE MOONLIGHT

Moon gardens can create new learning opportunities right in your backyard or on your patio! After reading **“Grow a Moon Garden,”** pages 14-17, students can work in small groups to:

- *Identify specific pollinators you are interested in attracting to your moon garden. What are their habitat needs?*
- *Research plants that are particularly beneficial to nighttime pollinators.*
- *Create a garden design—will it be in the ground, in a raised bed, or in several small containers? Use symbols in your garden design to designate plant placement.*

### BE A WILDLIFE SCIENTIST

Wildlife conservation is vital to habitat and wildlife survival, and it takes many folks with different skills to ensure that happens. In **“Catching Kites In Flight,”** on pages 22-27, scientists have skills and tools that help them understand how raptors catch their prey, what they like to eat, and where they nest.

Have students pick their favorite plant or wild animal. Then ask them to imagine they are scientists studying this wildlife. Ask students to list the skills and tools they will require to understand their chosen subject’s survival needs (a little research may be required). Last, ask students to turn the scientist image in their mind, and the tools and skills list, into a drawing or short story. Don’t skimp on the details!

### PICK A PLAY


























Playing games is fun—and good for your overall well-being! After reading **“Ready, Set, Play,”** on pages 28-33, write the name of each featured game on a small scratch piece of paper. Put all the games into a container. Over the next several days, ask a student to pull one game out of the container. Ask students to recall what animals played the game. For example, if hide and seek is chosen from the container, ask students to remember which animal played this game (European hare). Next, take students outside for ten minutes to play the game. Getting out in nature and burning off some energy will help students return to class ready to attend to the tasks ahead.



# A WIN FOR WILDLIFE



We knew plastic litter was dangerous for wildlife. But after reading "Roadside Danger!" on pages 18-20, we found out discarded food scraps can be, too. One of the best ways to understand what makes a habitat safe and healthy for wildlife is to take a nature walk with a friend, your class, or with family. Check off the items you see below during your walk. If you spot litter of any kind, pick it up and dispose of it properly.

<input checked="" type="checkbox"/>	<b>tree</b> 	<input type="checkbox"/>	<b>lizard</b> 	<input type="checkbox"/>	<b>pond</b> 	<input type="checkbox"/>	<b>trail/path</b> 	<input type="checkbox"/>	<b>bird</b> 
<input type="checkbox"/>	<b>bee</b> 	<input type="checkbox"/>	<b>rain</b> 	<input type="checkbox"/>	<b>trash can</b> 	<input type="checkbox"/>	<b>animal footprint</b> 	<input type="checkbox"/>	<b>backpack</b> 
<input type="checkbox"/>	<b>leaves</b> 	<input type="checkbox"/>	<b>bird's nest</b> 	<input type="checkbox"/>	<b>food scraps</b> 	<input type="checkbox"/>	<b>picnic table</b> 	<input type="checkbox"/>	<b>acorn</b> 
<input type="checkbox"/>	<b>litter</b> 	<input type="checkbox"/>	<b>creek</b> 	<input type="checkbox"/>	<b>log</b> 	<input type="checkbox"/>	<b>ant</b> 	<input type="checkbox"/>	<b>squirrel</b> 
<input type="checkbox"/>	<b>spider web</b> 	<input type="checkbox"/>	<b>other people</b> 	<input type="checkbox"/>	<b>flowers</b> 	<input type="checkbox"/>	<b>butterfly</b> 	<input type="checkbox"/>	<b>rocks or pebbles</b> 

Art by FreePik.Com



# FOR CONTEXT



“Catching Kites in Flight” on pages 22-27 helped us better understand many things about these amazing birds, including where in the United States they are found. Using only the information provided here, answer the questions below. Remember to think critically and carefully select the best response.

1. Which statement is true based on the map? Circle the best response.
  - a. Swallow-tailed kites are found throughout the United States.
  - b. Swallow-tailed kites are found in seven U.S. states.
  - c. Swallow-tailed kites migrate to the Caribbean and Central and South America.
  - d. Using the map above, none of the statements are true.



where swallow-tailed kites live in the United States

2. What did you need to know to understand how to answer this question?
  - a. Where research for the swallow-tailed kite is conducted
  - b. How climate is impacting the swallow-tailed kite's habitat
  - c. The migration patterns for the swallow-tailed kite
  - d. How to draw conclusions from a map

3. Briefly explain why you chose your answer:

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4. Why are the other answers—options you did not choose—not the best response?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

1, b | 2, d | 3, Answers will vary | 4, Answers will vary.

ANSWERS

