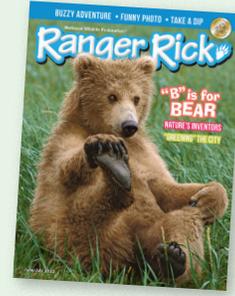




# Ranger Rick

# EDUCATOR'S GUIDE



EDUCATIONAL EXTENSIONS FOR THE JUNE-JULY 2022 ISSUE OF RANGER RICK® MAGAZINE

## LET ME TELL YOU ABOUT THE DAY I HAD . . .

There is so much life in a pond ecosystem! After students read **“Pond Search,”** pages 16-17, have them choose one animal featured in the story. Each student will research their animal. In this creative writing exercise, students should start with the prompt, “Let me tell you about the day I had,” write from the point of view of their chosen animal, and include the following elements:

- details about where they fit in the pond ecosystem
- who their “friends” are
- how they get from one place to another
- what predators they encounter
- what foods they are looking to consume

Add some embellishments.

- an adventure
- a challenge
- something scary
- a surprise

## LET'S “BEE” FRIENDLY

In this month’s Ranger Rick Adventures, students learned just how important bees are to the foods they enjoy. But bees and their pollinator friends, including the monarch butterfly, need our help, too! After reading **“The Buzz on Bees,”** pages 26-28, share the [Mayor’s Monarch Pledge](#) with the class. Then look for your city and the Mayor’s promised actions on the [list of signatories](#). Have students take one of the two actions shared below. Encourage students to include drawings or images of pollinators or pollinator gardens.

1. *If your city has signed the Mayor’s Monarch Pledge: Have students write a letter to the mayor thanking them for signing the pledge and taking action to build and maintain healthy pollinator habitats around the city.*

2. *If your city has not signed the Mayor’s Monarch Pledge: Have students write a letter to the mayor sharing why it is important to them, the community, and pollinators. Also, provide a link to the Mayor’s Monarch Pledge website so that city leaders can learn more.*

## LET’S PLAY!

Did **“Planting a Place to Play”** on pages 30-33 get your creative juices flowing? Use Google Earth to locate a vacant lot in the community. Share it with students. Split them into vacant lot restoration design teams. Each team will present a model to the class and explain how it benefits wildlife and the community. Each team should name their lot and share the name’s inspiration, and include in their design:

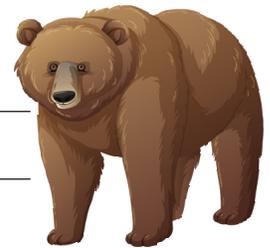
- a variety of native plants and the wildlife they are expected to attract,
- natural play structures,
- art, and
- signage.



# IS THAT A FACT?



When it comes to bears, one size doesn't fit all. In reading "The Bear Necessities," pages 6-11, you learned bears share some characteristics and have other traits that make them stand out from the rest. Next to each bear, write one fact unique to that particular bear.




---



---




---



---




---



---




---



---




---



---




---



---



# DESIGNED BY NATURE



Reread “Nature Did It First,” pages 18-25, and design a place inspired by nature’s amazing inventions. Begin by choosing a building, such as a school, house, or community center, and draw it below. Now select three or four animal-inspired inventions to apply to the design of your building. Describe how the invention will be used in your design.

Draw and label your building in this space.

Describe how each invention will be used in your building design.

