



Ranger Rick

EDUCATOR'S GUIDE

EDUCATIONAL EXTENSIONS FOR THE SEPTEMBER 2015 ISSUE OF RANGER RICK® MAGAZINE

SCHOOL FOR CATS?

The cartoons in **Critter Crackups**, page 5, show what dogs might do if they attended their very own school. Ask students to point out the dog-like behavior in each silly sketch. Next, invite children to illustrate four or five funny things *cats* might do if they attended *their* own school. Share these illustrations with the class; then compare and contrast the “school behavior” of dogs and cats.

TRICKY CHEETAHS

Divide students into pairs after they have read “**10 Cheetah Tricks**,” pages 6–12. Give the pairs 15 minutes to write down as many cheetah tricks from the story as they can remember. Review results as a class. Did any pair score a purr-fect 10? Now ask student pairs to *make up* a trick for cheetahs that would help the big cats survive in the African grasslands.

SLOTHFUL WAYS

After students have read “**Spying on Sloths**,” pages 18–23, ask them to write a description of a day in the life of a typical *brown-throated three-toed sloth*. They can write it from the point of view of (1) a scientist using information transmitted from a sloth backpack or (2) an actual sloth, as if it were keeping a diary. Share the stories aloud. Discuss how the sloth and the scientist might view sloth-like activities differently. What do students think people could learn from a sloth’s slow-moving lifestyle?

MONITORING MONARCHS

If monarchs live in your area, you and your students have an excellent opportunity for firsthand observation and

study. Below are several options—but first have students read “**Monarchs Rule**,” pages 24–27, and complete the “Monarch Life” student page.

OBSERVATION OPPORTUNITIES

- Invite monarchs to visit your school by planting a butterfly garden with milkweed and nectar plants. Go to monarchwatch.org for more information on creating an official Monarch Waystation. On this site, you can also discover how to participate in monarch tagging efforts.
- Look for the nearest milkweed patch and see if you can spot any monarchs. If you find caterpillars, bring them back, feed them fresh milkweed each day, and keep them until they turn into butterflies. Visit your local library to find books on how to raise caterpillars properly. Or revisit monarchwatch.org. This site has an excellent page on rearing monarchs.
- Visit Journey North at learner.org/jnorth/monarch to check out the annual monarch migration map. Get updates on the monarchs’ progress and, if you spot monarchs in your area, add your sightings to the map. You’ll also find lots of other good resources for teaching about monarchs at this Web site.

IGUANA ADAPTATIONS

After students read “**Sea Dragons**,” pages 32–35, have them use what they have learned about the marine iguana’s physical adaptations to complete the Creature Features student page. Later, discuss the adaptations listed on the student page and ask the class why “Sea Dragon” is a good nickname for a marine iguana. What other nicknames would be good for a marine iguana, and why?





CREATURE FEATURES

Read "Sea Dragon," pages 32–35. Use what you learn from the article to explain how the special features below help marine iguanas survive in their environment.

1 BLUNT SNOUT _____

2 FLAT, BUMPY TEETH _____

3 LONG TAIL THAT IS FLATTENED SIDWAYS _____

4 LONG, STRONG TOES AND SHARP CLAWS _____

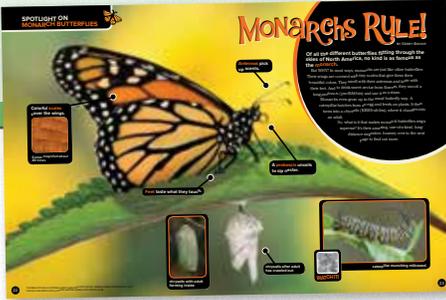
5 GLANDS IN THE NOSE THAT COLLECT EXTRA SALT _____

6 DARK, SCALY SKIN _____

7 SPINY CREST ON HEAD AND BACK _____

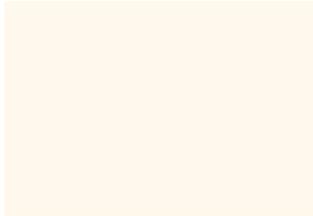


MONARCH LIFE



Read "Monarchs Rule," pages 22–25. Then complete this page.

1 In the boxes below, draw each of the four stages in a monarch's life cycle.



EGG



LARVA OR CATERPILLAR



PUPA OR CHRYSALIS

BUTTERFLY

2 What does a monarch larva eat? _____

3 What does a monarch butterfly eat? _____

4 Describe the journey that monarch butterflies make each fall and spring.

5 Monarchs need to stop, rest, and eat during their migration. To help them, people are making "Monarch Waystations" along the paths that the butterflies travel. If you were making a Waystation in your yard or schoolyard, what would you include?

6 On the back of this page, make a map or drawing of your Waystation. Add labels that explain how each item you included would help monarchs stop there.

