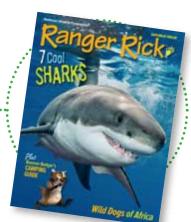
Ranger Rick

Educator's Guide

Educational extensions for the June-July 2011 issue of Ranger Rick® magazine



SUMMER NATURE JOURNAL

"Dear Ranger Rick" (pages 4-5) features a variety of letters (and a poem) from kids who spotted interesting animals in their backyards or on family trips. Encourage students to keep a summer nature journal documenting what they see and where. Suggest that they experiment with different types of entries such as lists, sketches, photos, and poems. Make it fun by creating special journals together as a class before vacation begins.

UNHUGGABLE FIELD GUIDE

"Wasps" (pages 6-13) concerns animals that don't fit the "cute and cuddly" category. These insects are more likely to be labeled "scary" and avoided. But learning more about them can help to dispel fears. As a class, compile a "Field Guide to Scary Bugs." Students can create entries for wasps, bees, spiders, and other creatures that would benefit from being better understood.

SMALL BUT MIGHTY

As you learn in "The Buzz" (pages 14-15), tiny ants can be enough to repel an enormous elephant. This theme of small overpowering large appears in the humanities (for instance, the story of David and Goliath or, in a slow-beats-fast variation, the Tortoise and the Hare). Discuss the theme, and challenge students to find other examples in both literature and the animal kingdom.

CAMP OUT!

This year, the Great American
Backyard Campout takes place on
June 25, 2011. Get all the details and
register your campsite at
backyardcampout.org.

RULES FOR CAMPING RIGHT

Boomer's camping rules are excellent examples of "How NOT to Camp" (pages 22-25). Have students rewrite Boomer's list to create guidelines for being a good camper. Extend the activity by having them illustrate their guides. Or, alternatively, they could choose another favorite activity and write a new list of how NOT to do it—and then how to do it well.

BUILD A BUTTERFLY GARDEN

Read "Bring on the Butterflies" (pages 26-27) and then use it as a jumping-off point for creating your own school butterfly garden. For more resources, see schoolyardhabitats.org.

ALL IN THE FAMILY

The wild dogs in "It Takes a Pack" (pages 32-35) are a family group that cooperates to keep the pack safe and fed and to bring up the babies. Engage students in a group discussion about how cooperation also applies to human families. Ask them to compare and contrast wild dogs and people using examples from the story and from their own experience.

FILM: BORN TO BE WILD 3D

National Wildlife Federation has teamed up with the new IMAX film *Born to Be Wild 3D* as the film's education partner. The film is a true story about two scientists who work to save endangered elephants and orangutans, and it highlights the remarkable bond between humans and animals. Visit **nwf.org/borntobewild** for an Educator's Guide and special *Born to Be Wild 3D* poster with information and educational activities related to the film.

Answers for "Shark Match" Student Page: 1.b, 2.d, 3.f, 4.h, 5.a, 6.g, 7.c, 8.e



a. basking shark

g. great white shark

Shark Match

c. eastern angel shark



The sharks in "Is That a Shark?" (pages 16-21) may be a bit different from most sharks you know. After you read the story, see if you can match up the name of each shark with the words that describe it. Look out for one shark here that wasn't in the story!

e. velvet-belly lantern shark

b. wobbegong	d. California horn shark	f. goblin shark	h. all sharks
1. Has a flat bo	ody with fringe, flaps, and c	coloring that help it	to hide on the sea floor.
2. Hunts at nig	tht and is protected by sha	rp spines on its fins	3.
3. Senses elec	trical currents from prey wi	ith a large paddle-s	haped nose.
4. Has cartilag	e instead of bones.		
5. Is as big as a school bus, with a gigantic mouth but tiny teeth.			
6. Uses powerful jaw and rows of sharp, serrated teeth to hunt its prey (including fish, dolphins, whales, seals, and sea lions).			
7. Has wing-like side fins on a flat body, lies on ocean bottom to wait for prey.			
8. Blends in wi	th shimmery underwater li	ght using glowing s	spots on its body.
Of all the sharks in your answer.	the story, which one seems	s the least like a ty	pical shark to you? Why? Explain
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Bees and Wasps



"Wasps" (pages 6-13) begins with a description of how wasps look and what makes them different from bees. Read the description and look at the photos of wasps in the story. Then, in the box below, draw a wasp and label the body parts that show why it is a wasp.			
Next, find some pictures of bees. (Look in a book or magazine or online.) In the box below, draw a bee . Label the body parts that show why it is a bee and not a wasp.			
After doing this activity, do you think you could tell a bee from a wasp if you saw one outside? Explain your answer.			