



# Ranger Rick

# EDUCATOR'S GUIDE



EDUCATIONAL EXTENSIONS FOR THE JUNE/JULY 2018 ISSUE OF RANGER RICK® MAGAZINE

## GRASSLANDS DIALOGUE

After reading “Seas of Grass,” pages 14–21, point out that an American Bison and a black-tailed prairie dog would make great “spokescreatures” for the prairie. Because they live there, they know the habitat well and care about what happens to it. Have students (individually or in small groups) take these two animals—or two animals that represent one of the other major grasslands described in this article—and write some dialogue between the two creatures. Their conversation should (1) describe the grassland in which they live, (2) explain how some of the habitat’s key features are important to these and other wildlife that live there, and (3) aim to persuade readers to take care of the habitat. To extend the project, students could turn their dialogues into skits or puppet shows and perform them.

## ROADSIDE ATTRACTIONS

Before students read “Ranger Rick’s Wild Road Trip,” pages 30–35, direct their attention to the map on page 17. Invite children to describe what they see on the map. Then ask them what they think this article is going to be about.

This is a good article to read aloud as a group. Have students take turns reading descriptions of the roadside attractions and locating them on the map. Then wrap up the lesson with these discussion questions:

- If you were going to visit all of these sights during one big road trip, in what order would you visit them? Why?
- Which roadside attraction did you like best? Why?
- If you could create a giant wildlife statue, what would it be? Where would you build it? What materials would you use?

## EAGLE EYE-Q

After reading “All Eyes on Eagles,” pages 22–25, have students complete the Eagle Eye-Q student page, which quizzes them on their eagle knowledge. Answers to some of the questions are in the story—but not all! Depending upon how well students score and how interested they are in eagles, they may want to seek out other reading materials about eagles. *Quiz Answers: 1-B, 2-A, 3-C, 4-A, 5-C, 6-C, 7-A, 8-B*

Encourage students to watch eagle behavior on one of the eagle cams listed in the story or to go outside and “spy” on animals they encounter in their own neighborhoods. The Animal Antics Nature Notebook page [rangerrick.org/naturenotebook](http://rangerrick.org/naturenotebook) can help them record their observations.

## GOT QUESTIONS?

Direct students to look over the questions and answers in “Ask Rick,” page 29. Ask them to jot down a few questions they have about animals or nature and then choose one to research. Students should (1) consult several reputable sources to craft the answer and (2) have one or more peers review it for clarity. Create a class book or bulletin board to display the final drafts of all students’ question-and-answer sets.

## CRAYFISH INTERVIEW

After students read “Crusty Crayfish,” pages 6–11, distribute the Crayfish Interview student page. The page helps children use information they learned from the article to compose an informative interview between a crayfish and themselves.





# EAGLE EYE-Q

Look at these bald eagle questions with your “eagle eye” and circle the right answers.

- 1 Bald eagles have powerful eyes. What’s the farthest distance they can see a rabbit?  
(A) 100 feet, (B) one mile, (C) 10 miles
- 2 These birds often have enormous nests. One of the biggest was  
(A) 10 feet across and as tall as a two-story house, (B) the size of a bathtub, (C) the size of a car
- 3 One reason bald eagles became endangered was  
(A) too many were caught for zoos, (B) too many baby eagles were taken as pets,  
(C) a chemical caused them to lay thin-shelled eggs that broke
- 4 Bald eagles eat lots of things besides fish, but what *don't* they eat?  
(A) penguins, (B) rabbits, (C) ducks
- 5 Young bald eagles have dark heads and tail feathers. By what age do they have completely white heads and tails?  
(A) 1 year, (B) 2–3 years, (C) 4–5 years
- 6 A bald eagle’s head isn’t bald, so where did it get that name?  
(A) young eagles *bawl* (cry) a lot, (B) they were named for their *bald* feet,  
(C) the word bald comes from the Old English word *balde*, which meant “white”
- 7 You’re most likely to see bald eagles  
(A) near rivers and wetlands, (B) on ocean islands, (C) on five-dollar bills
- 8 A female eagle wants a strong flyer for a mate because that means  
(A) he can put on good shows when she’s bored, (B) he’ll be able to catch lots of fish to feed their chicks, (C) he won’t be caught by vultures

Ask your teacher for the answers.

NUMBER CORRECT	8	5–7	3–4	2	1	0
YOUR EAGLE EYE-Q	EAGLE GENIUS	EAGLE WISE	JUST OK ON EAGLES	BETTER RE-READ THE RANGER RICK ARTICLE ON EAGLES	SMARTER THAN A FISH	EAGLE MEAT





# CRAYFISH INTERVIEW

After you read "Crusty Crayfish," pages 30–35, imagine that you are interviewing a crayfish about its life. Use information in the story to help you write the crayfish's responses to your questions.

**YOU:** Hello, crayfish! Thanks for coming out of your shell to answer some questions for me. First, what's your name and what kind of crayfish are you?

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

**YOU:** Could you please describe your home?

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

**YOU:** What are your favorite foods?

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

**YOU:** What was your childhood like?

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

**YOU:** What's the worst thing that ever happened to you?

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

**YOU:** How would you describe a perfect day in your life?

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

**YOU:** (Write your own question here.) \_\_\_\_\_

**CRAYFISH:** \_\_\_\_\_  
\_\_\_\_\_

