



Educator's Guide

Educational extensions for the November 2009 issue of *Ranger Rick*® magazine

MAPPING PRONGHORN CONCEPTS

After reading about the pronghorn migration in “Incredible Journey” (pages 6-11), ask students to make a concept map about this story. Starting with a central bubble labeled “Pronghorn Migration,” they should add other bubbles for important aspects such as the reason for the journey, its length, and the dangers pronghorns face enroute. For a blank concept map to print, go to nwf.org/rrguide and click on #3, the Resource Collection. Under Student Pages, you can choose between a basic map and a more complex one.

ARE YOU MY MOTHER?

“Ask Rick” (page 12) answers a question about how birds recognize individual members of a flock. Play a game with students to illustrate the idea that subtly different calls can aid recognition. You'll need a film canister or other small container for each student, filled with something that makes noise when shaken (rice, pasta, beans, coins, beads, sand, etc.). Divide the containers into pairs. Fill each pair with the same item. Then hand out containers to students. Give them a few minutes to mingle, shaking their containers (but not talking) as they try to find their matches. When all have paired up, discuss how this game was similar to the way animals find each other in groups.

TREASURE FROM TRASH

Read about Max's dome home in “The Buzz” (pages 14-15). Then organize your own competition in which students take waste materials and turn them into useful items. Award prizes for various categories, such as most practical, most creative, and best use of resources.

WE “CAN” DO IT

Check out the amazing sculptures in “Animals” (pages 22-25). Then try building your own sculpture from food cans. Ask students to bring in cans or see if a local business will donate them. After building and displaying your sculpture, deliver the cans to an organization that helps people in your community.

BAD NEWS/GOOD NEWS

In “Ranger Rick's Adventures” (pages 26-29), Boomer is down because of all the bad news he is hearing about the state of the planet. Discuss students' feelings on this subject. Do they ever feel like Boomer when they hear about sad or scary things such as habitat destruction, species extinction, and climate change? What news or experiences cheer them up? Why is it important to find good news about the Earth? In your discussion, strive to empower students to help find solutions rather than immobilize them with the weight of vast problems.

HOLE ART

After reading “Holey Homes” (page 30-35), head outside as a class and search for animal holes in the schoolyard. Then make a drawing or paper-cutout collage illustrating animals that live in holes. Tape or glue on flaps that can be lifted to reveal an animal inside each hole. You could make a large class mural, or students could each make their own small piece focusing on one place, such as a prairie dog colony, a dead tree, or a coral reef.





SEARCH FOR SOMETHING NEW

Read "Extreme Insect Hunters" (pages 16-21 in the November 2009 issue of *Ranger Rick*). Then imagine you could go searching for new animals in any part of the world. Write about your adventure below.

Where in the world would you go? (A forest? A mountain? Under the sea?)

What kinds of animals would you look for?

What equipment would you take?

If you like, send in your answers to "Tell Us!" (See page 4 in *Ranger Rick* for details.)



