

## Educator's Guide



Educational extensions for the **December/January 2012** issue of *Ranger Rick*® magazine

### ANEMONE POETRY

Read “**Sea Anemones**” (pages 6-11) and have students practice pronouncing “anemone.” It’s a difficult word to say, but fun! Invite students to create a poem, a limerick, or some other playful piece of writing featuring the name and other characteristics of these sea creatures.

### BAD-NEWS PETS

“**The Buzz**” (pages 12-13) explains that pygmy marmosets are threatened by the illegal pet trade. So are cotton-top tamarins, featured in “**Saving Cotton-Tops**” (pages 24-28). Have students research this topic. Ask them to investigate why the pet trade is harmful to the populations of these animals and why the animals also don’t make good pets for people.

### BIRDING BASICS

Ask students to read “**Can You ID Birds?**” (pages 14-17) and to test their ID skills with the examples. Then try birding in the real world! You could put up a feeder near a window or go on some bird walks. Practice identifying the birds you see, create a class field guide to the most common species, and invite students to record their sightings in a group journal. When you feel confident, participate in one of the bird counts mentioned in the article.

### CLICK THE BIRDIE

Looking for more birding practice? The National Wildlife Federation has created a new game for the iPad. Kids can test their camera skills as they travel to wild places all over North America, photographing birds at each stop. Visit [nwf.org/kidsapps](http://nwf.org/kidsapps) to find out more.

### FROZEN FUN

Follow the instructions on **page 19** to make “**Frosty Ornaments.**” Before you put them outside (or in the freezer), have students make

predictions about the freezing process. How long will the ornament take to fully freeze? Will it freeze from the top down? The bottom up? Have students observe the process, take notes, and draw conclusions about whether their predictions were correct.

### CONSIDERING CHRISTMAS TREES

Read “**Ranger Rick’s Adventures: Happy Green Holidays**” (pages 20-23). Discuss why Rick and his friends concluded that Christmas tree farms help—rather than harm—wildlife and the environment. Then have students make a poster or brochure about how to choose and dispose of trees in an environmentally responsible way. (The website [pickyourownchristmastree.org](http://pickyourownchristmastree.org) is a helpful resource.)

### TAMARIN FRIENDS

Read “**Saving Cotton-Tops**” (pages 24-28) and then visit [proyectotiti.com](http://proyectotiti.com) for more information. Watch the video, click on “Titi Tasks for Kids,” and check out the School Projects you’ll find there. Next, read up on another kind of tamarin and check out the Kids’ Club at [national-zoo.si.edu/SCBI/EndangeredSpecies/GLTProgram](http://national-zoo.si.edu/SCBI/EndangeredSpecies/GLTProgram).

### WINTER IN THE WILD

Check out the “**Fun on the Run**” games (pages 36-38) and point out that animals deal with winter in several ways: migration, hibernation, or adaptation (staying active). Discuss how each of these strategies works and list some animals that use it. Then have students make up a skit or puppet show to communicate the concepts.

### WINTER IN THE WILD

NWF has teamed up with the film *Happy Feet Two* to encourage awareness about penguins, Antarctica, and global warming. Find an Educator’s Guide with activities for grades 3-5 at [nwf.org/happyfeettwo](http://nwf.org/happyfeettwo).



# Is That a Bobcat?



Read "The Everywhere Cat" (pages 30-35) to learn about bobcats. Then read the statements below. Decide if each statement describes a bobcat or not. Circle the correct answer.

Has a short, stubby tail	Bobcat	Not a Bobcat
Lives in many different habitats	Bobcat	Not a Bobcat
Stays far away from places where people are	Bobcat	Not a Bobcat
Has keen eyes, ears, and nose	Bobcat	Not a Bobcat
Eats rabbits and hares and very little else	Bobcat	Not a Bobcat
Mothers have two to four helpless kittens in spring.	Bobcat	Not a Bobcat

Draw a picture of a bobcat's face. Then draw the face of another kind of cat.

Bobcat

Not a bobcat

The author of this story calls bobcats "wondercats." Why? What features of bobcats make it possible for them to survive in many different places?

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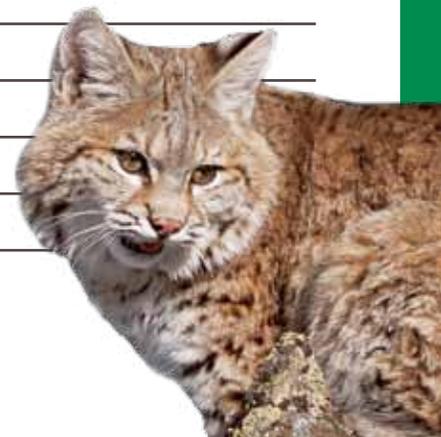
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# Half and Half



In "The Buzz" (pages 12-13), you learn that "pizzlies" are crosses between polar bears and grizzlies—and they really exist! The bears have some traits of each of their parents. Imagine another animal that is a cross between two similar species—or two very different ones. Draw and describe it below.

What is the animal called? \_\_\_\_\_

It is a cross between which two animals? \_\_\_\_\_

Draw the animal in the box.

Describe the animal's interesting features and which parent it gets each one from.

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