



Educator's Guide

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

ARCTIC AWE

After you read “At Home in the Arctic” (pages 6-11), divide students into small groups to discuss Paul Nicklen’s photos. Paul hopes his photos will help others care about the Arctic and its wildlife. Do students think the photos succeed? What is it that causes them to care about something, and can a photo do that? Which of these photos are their favorites, and why? How do the photos help them better understand the Arctic?

CHECK THE CHECKLIST

Make copies of the checklist in “Happy Green Year!” (pages 12-23) for students. Ask students to go through the items as a class or at home as a family. Which actions are they taking already? Which others could they easily add? Which changes would be more difficult and why? Which of these actions do they think have the biggest impact when it comes to helping the Earth?

GREEN AT HOME

After students look at the Greenways’ residence in “Happy Green Year!” (pages 12-23), ask them to consider their own home or classroom. What’s green? What’s not? Have students draw an outline of their house, school, or classroom and then, inside, draw and label both things that are helpful to the environment and things that hurt it. When they finish, ask them to find several items in the drawing that they could change to make an aspect of their lives more environmentally friendly.

WATER WONDERS

Water is one thing humans simply can’t live without. And shipping bottled water around the world isn’t a good way for us to get it, as you learn in this month’s “Ranger Rick’s Adventures” (pages 32-35). A better solution is to conserve water and keep it clean right where we live. To get students thinking about how essential water is, ask them to make a list of everything they do throughout the day that uses water. Explain that in some parts of the world, people get by with much less water. Ask students how their lives would change if they had less water available to them. What would they do differently?

FIRST PETS

In “Presidential Pets” (pages 36-41), you get a glimpse of the many animals that have called the White House home. Have students choose one of the pets from this story (or another presidential pet) and do some research to find out more details about the animal and its relationship with the First Family. Then ask them to share their findings with the group. Check your library and the Web to find additional resources about pets in the White House—there are lots!

WE SEE 3D

Check out the clever “3D Cutouts” on pages 42-43. Why not make your own cutouts using animal species from your area? Have each student choose an animal to research and then use the craft instructions to create a 3D collage that depicts the animal’s appearance, behavior, and the habitat where it lives. To make the textured paper described in the “Touchy-Feely Tip,” take a walk outside to find trees, rocks, bricks, and other objects for rubbing.





ARCTIC ANSWERS

In “At Home in the Arctic” (pages 6-11 in the January 2009 issue of *Ranger Rick*), you can see photos taken by Paul Nicklen and read about his life as a photographer in the Arctic. After you read the story, answer the following questions.

1. Paul Nicklen grew up in the Arctic. In what ways was his childhood similar to your life? In what ways was it different?

2. What is Paul's job now? _____

3. How did Paul's childhood in the Arctic prepare him for this job? _____

4. Paul's job is exciting—and sometimes dangerous. Would you want to have this job? Why or why not?

5. Paul feels a strong connection with the Arctic, and he wants other people to know and care about it. Describe your connection with your place. What is special about where you live? What would you want people to know and care about in this place? (Use the back of this sheet to continue your answers.)





CORAL CONDO BEDROOM

In “Coral Condos” (pages 24-29 in the January 2009 issue of *Ranger Rick*), you see how fish and other animals live in every nook and cranny of a coral reef. Imagine your bedroom was as busy as a coral condo (and filled with seawater, of course). Draw the room below, with fish and other coral reef creatures living in every available space.

1. How is the bedroom in your drawing like a real coral condo?

2. How is it different?

