



Educator's Guide

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

BIG TALKERS

In “Mountain Monkeys” (pages 6-11), you learn that geladas “talk” to each other a lot. Ask students to describe how the monkeys communicate with each other using both sounds and body language. Discuss the importance of communication for geladas. How could talking prevent fighting? Does the same concept apply to other animals? Humans?

LADYBUGS LOST AND FOUND

In “Ladybug Detective” (page 12 in “The Buzz”), you can read about a boy who looks for ladybugs and reports his finds to scientists. You, too, can join the Lost Ladybug Project. Go to hosts.cce.cornell.edu/ladybeetles to learn more and sign up. This would make a fun summer project for students.

ANIMAL BAKERY

Check out the unusual birthday treat in “Dragon Cake” (page 13 in “The Buzz”). Then divide students into small groups to design a new bakery—one that makes goodies not just for Komodo dragons, but for all kinds of creatures! Students should consider the following: Who would be your customers? What would you sell? How could you arrange the bakery so all the customers could see what’s for sale? How would you advertise? Invite groups to present their ideas to the rest of the class.

BIKE FUN

Celebrate National Bike Month by inviting a bike shop owner, a bicycle tour guide, or someone else with bicycle expertise to visit your class. Ask him or her to

share tips on how to have fun and be safe on a bike, and to suggest local trails and routes where kids can enjoy biking with their families.

CRANE TRACKING

Are students crazy for cranes after reading “Whoohoo for Whoopers!” (pages 22-27)? Learn lots more about whooping cranes and their migration by exploring Journey North’s excellent resources at learner.org/jnorth/crane. Don’t miss the “Finish Line,” where you can track the progress of this year’s migrating flock.

OUTDOOR ADVENTURES

Get in the mood for summer fun by reading “Let’s Go Tubing” (pages 28-32). Then ask students to talk or write about an outdoor adventure they’d like to have this summer. Would they want to tube on a river? Go canoeing, camping, or fishing? Hike a trail or ride a horse? Why did they pick this particular activity? Ask them to explain their choices and come up with some steps they could take to make their dream a reality.

HANDS-ON WITH INVASIVES

Read about some troublemaking plants and animals in “America’s Least Wanted” (pages 34-39). Then engage students in finding out which *invasive species* are making trouble for *native species* in your area. Invite a local expert to show students examples and discuss why they cause problems. Or, better yet, find out if a nature center or other local group is planning an action project aimed at removing invasive species. If so, attend and get hands-on with these troublemakers!





WHOOPEE WHOPPERS

All the sentences below about whooping cranes are **WRONG!**
Carefully read “Who-hoo for Whoopers!” (pages 22-27 in the May 2009 issue of *Ranger Rick*). Then rewrite each sentence to make it true.

1. The whooping crane is the world's most common crane.

2. The population of whooping cranes reached its lowest point 200 years ago.

3. It's best if all the whooping cranes live in one place, because that keeps them safe.

4. A whooping crane mom usually lays four eggs each year and raises them all.

5. When scientists raise whooping crane chicks, they dress up in wolf suits.

6. The young whooping cranes follow a hot air balloon from Washington to their winter home in Hawaii.

7. The other kind of crane that lives in North America is the red-crowned crane.

