



# Educator's Guide

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

## ANIMAL STATES

Match up the animal-inspired state names in “Critter Crackups” (page 19). Then have students invent animal names for other states. Alternatively, try this project: Have students turn each letter of your state’s name into an animal that lives there. For instance, an “S” becomes a snake with the addition of some eyes and a tongue, an “M” turns into a deer or moose when you add some antlers, and so on.

## WINGS FOR A DAY

Have students read “Winging It Bird Style” (pages 20-27) and then imagine that they are given bird wings for a day. Ask them to decide what kind of wings they’d want: Broad soaring eagle wings? A hummingbird’s fast, flexible wings to hover and zip? The umbrella wings of a black heron to improve their luck fishing? Have students write a description of their imagined day on the wing, explaining not only what they did but also how it felt.

## CAMPOUT!

The National Wildlife Federation’s Great American Backyard Campout takes place on June 27, 2009. On this night, families, friends, scouts, and other groups around the country will enjoy a night under the stars. Join the fun! To find out how to participate and get tips and ideas for a fun campout, visit [backyardcampout.org](http://backyardcampout.org) and [nwf.org/rrcampzone](http://nwf.org/rrcampzone).

## CAMPFIRE TALES

Read “Gather ‘Round the Campfire” (pages 28-30) to set a storytelling mood. Then use “How to Tell a

Campfire Tale” on page 31 to encourage students to try storytelling. Telling a tale from memory is an art, very different from writing a story or reading one aloud. Celebrate this art by organizing an evening campfire for families—perhaps in conjunction with the Great American Backyard Campout. Have students plan and practice stories, as well as skits and songs, to entertain the group.

## COYOTE AND TURTLE STORIES

In this month’s *Ranger Rick*, you can read about box turtles (“Turtle in a Box,” pages 6-12) and coyotes (“Coyote Take-Out,” pages 32-37). There are many tales and legends about both turtles and coyotes. Gather a collection of these stories to share with students. As you read, discuss which characteristics of the real animals you see reflected in the stories about them. The stories could provide good material for student storytelling (see previous activity) or for performing as skits or puppet shows.

## FUN WITH PARKS

This month’s “Fun on the Run” games (pages 38-41) are all about national parks. Why not have some fun exploring these natural treasures? If you’re lucky enough to have a national park nearby, go visit! Be sure to ask about educational programs and Junior Ranger activities for kids, too. To explore further afield, use the “Park Report” student page that follows. Have each student present the highlights of a different park to the group. For fun, create a park ranger “badge” for students to wear while presenting.





# PARK REPORT

In the June 2009 issue of *Ranger Rick*, the “Fun on the Run” games are all about our national parks. Here’s your chance to find out lots more about just one of the 58 national parks in the United States. Choose a park you’re interested in. Then use a brochure, go online, or interview someone to answer the following questions about it.

What is the name of the park? \_\_\_\_\_

Draw a picture or attach a photo of this park.

In what state is the park located? \_\_\_\_\_

Describe what makes this park special. What natural features does it have? \_\_\_\_\_

What wildlife might you see there? \_\_\_\_\_

What can you do if you visit this park? Name at least three things. \_\_\_\_\_

Have you ever been to this park? Yes  No  Would you like to go (or go back)? Yes  No

What would you like to see and do there? \_\_\_\_\_





# TURTLE INTERVIEW

After you read "Turtle in a Box" (pages 6-12 in the June 2009 issue of *Ranger Rick*), imagine that you are interviewing a real box turtle about its life. Use the information in the story to help you write the turtle's responses to your questions.

**You:** Hello, turtle! Thanks for coming out of your shell to answer some questions for me. First, what's your name, and how old are you?

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_

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

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_

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

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_

**You:** Tell me a little bit about your childhood.

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_

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

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_

**You:** Describe a perfect day in your life.

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_

**You:** (write your own question here) \_\_\_\_\_  
\_\_\_\_\_

**Box Turtle:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

