



Ranger Rick's

Reading Adventures

Teacher Resource Kit B

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www.BlueStarEducation.com

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Printed in U.S.A.

Blue Star Education



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11100 Wildlife Center Drive
Reston, VA 20190-5362*

www.RangerRick.com

ISBN: 978-1-4206-1673-6

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Common Core State Standards correlations.

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Meet Ranger Rick and the National Wildlife Federation!

The Vision

It all started with a Pulitzer Prize-winning cartoonist by the name of Jay “Ding” Darling. Darling was a wildlife enthusiast with a big dream. He envisioned a nationwide federation that would preserve, protect, and promote wildlife. It is not surprising that Darling became close friends with President Theodore Roosevelt, who was known as “the conservation president.”

Yet, it was the other Roosevelt, Theodore’s cousin, Franklin, who would help Darling achieve his dream. In 1936, Darling persuaded the 32nd president to invite 2,000 hunters, anglers, and conservationists from all over the country to Washington, DC, for the first North American Wildlife Conference. It was at this conference that the National Wildlife Federation (NWF) was born.

The Goal

The National Wildlife Federation strives to unite all Americans to ensure wildlife thrive in a rapidly changing world. Uniting Americans to preserve the nation’s natural resources is no easy task. Yet, the National Wildlife Federation is up to the challenge! It believes that healthy water, clean air, and public lands are a birthright of all Americans. From the tiniest of insects to the largest of mammals, the National Wildlife Federation wants to ensure the legacy of America’s wildlife for future generations. Tackling water pollution, addressing threats posed by global warming, and restoring habitats are just a few of the trials the National Wildlife Federation is tackling. One of the newest obstacles the National Wildlife Federation faces is technology. With Americans spending the majority of their time “plugged into” electronics, a dire disconnection between people and the natural world has occurred. The National Wildlife Federation is passionately working to inspire people (especially children) to get outdoors and enjoy all that nature has to offer.

The Kids



In January 1967, a new conservationist came on the scene. Knowledgeable, small, and furry, this little leader was ready to foster a healthy and life-long appreciation of nature in children. His name: Ranger Rick! More than 50 years later, Ranger Rick continues to entertain and educate children about the natural world through various media, including the highly successful magazine series.

The Partnership

Blue Star Education’s proud partnership with the National Wildlife Federation and Ranger Rick has made possible the creation of a new product that combines reading, writing, and science in an exciting and unique way meant to help enrich students’ knowledge and appreciation of the natural world.



To learn more about the National Wildlife Federation visit: <https://www.nwf.org>

To learn more about Ranger Rick and all his friends visit: <http://www.RangerRick.com>

What's Included?

This supplemental product utilizes the lovable and lively Ranger Rick characters in conjunction with Ranger Rick educational materials to create a program that combines reading, writing, and science in an exciting and unique way. This kit includes the following resources:

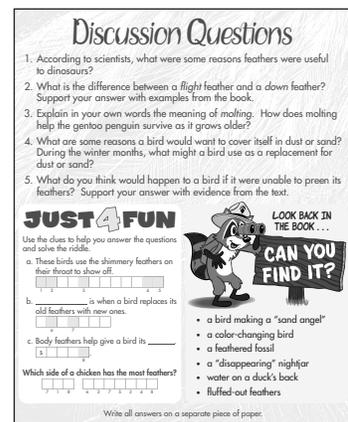
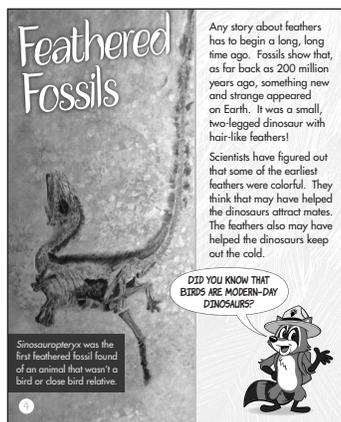
10 full-color nonfiction readers (6 copies of each reader, for a total of 60 readers!)



With their stunning real-life photography, colorful diagrams, and grade-appropriate text, these readers will elicit a high level of student interest. Ranger Rick appears throughout the series and will delight young readers with his witty and humorous comments and informative, fun facts. Each reader includes a glossary, discussion questions, and fun activities to increase student engagement and learning.

Pages are packed with beautiful nature photography!

Discussion questions and fun activities promote close reading.

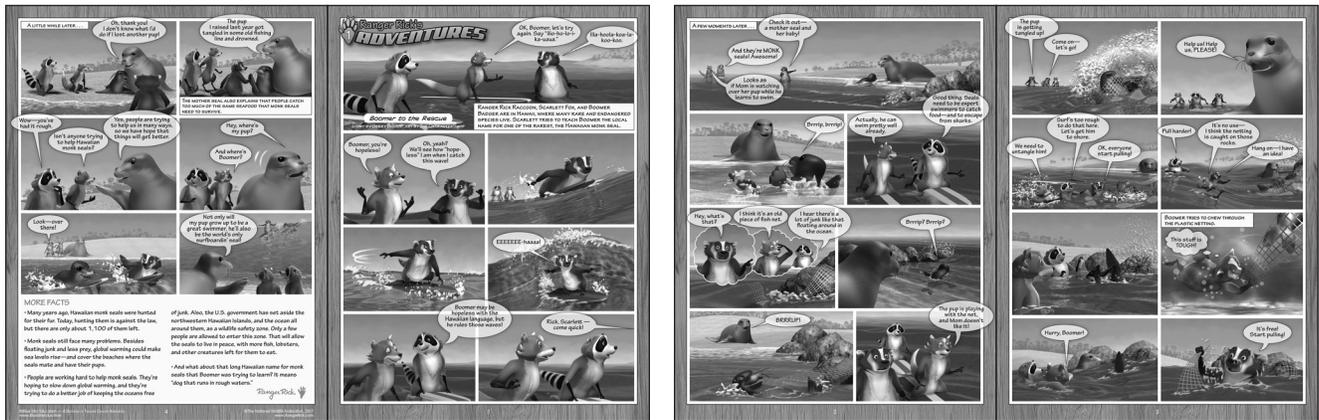


Each reader contains a glossary that has both photos and age-appropriate definitions of key vocabulary from the text.

What's Included? (cont.)

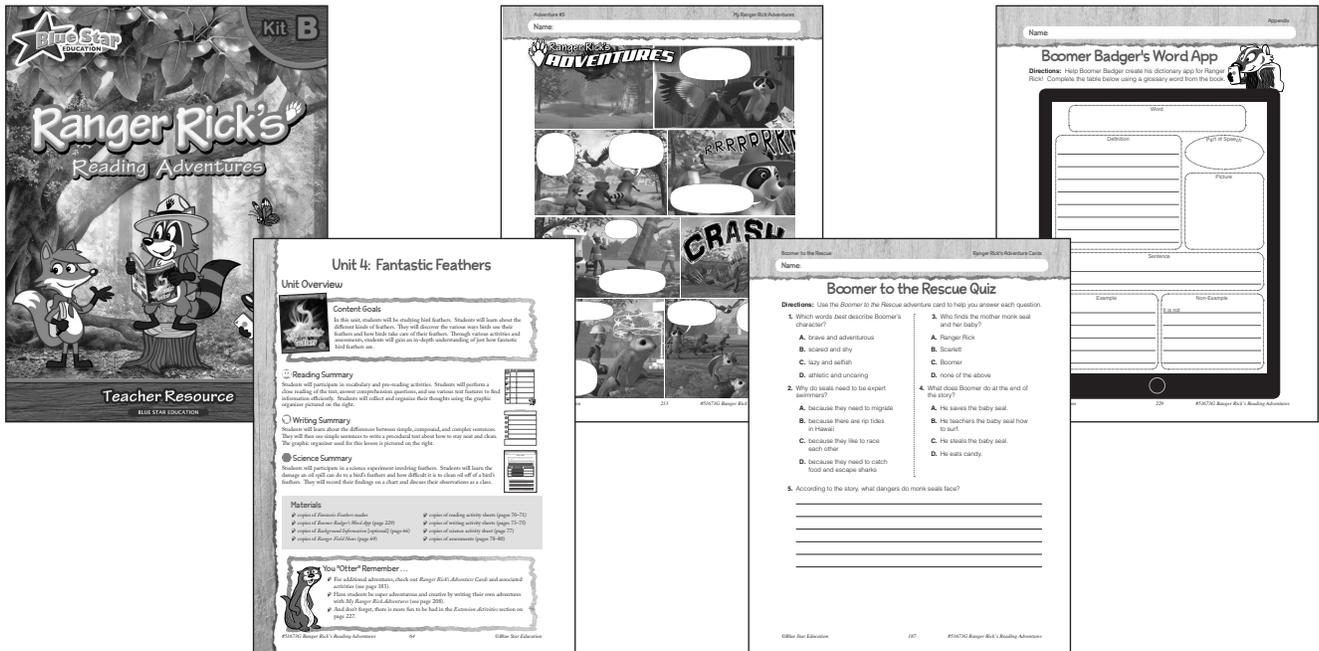
6 full-color *Ranger Rick's Adventure Cards* (6 copies of 6 titles, for a total of 36 cards!)

These four-page folder-style reading cards take students on comic book-style adventures with Ranger Rick and his pals Scarlett Fox and Boomer Badger.



240-page Teacher's Guide & CD

This teacher's guide consists of 10 units—one unit for each of the nonfiction readers. The units are broken down into three sections: a reading lesson, a writing lesson, and a science lesson. Following the units are literature-based lessons to accompany the *Ranger Rick's Adventure Cards*. Also included are the student-created *My Ranger Rick Adventures* templates, fun extension activities, and a comprehensive answer key. The CD contains printable PDF files of the reproducible student activity pages, the background information pages, and the assessments. Standards correlations are also included on the CD.



Labeled Reader Storage Bins

Included in each *Ranger Rick Reading Adventures* kit are five rigid storage bins for organizing and protecting your Ranger Rick readers. Numbered storage bin labels are included with each kit and may be adhered to the top-rear of each reading bin.

Unit Breakdown

Each of the 10 units contains engaging lessons and activities that will increase students' knowledge of and appreciation for the natural world. They will motivate students to "unplug" and get outdoors to explore their natural surroundings and learn more about Earth's vast wildlife.

Content goals inform the teacher about the subject matter in which the students will be engaging. Whether it is *hoppy* hares or *leggy, long-necked* giraffes, these high-interest topics will grab students' attention and inspire them to read.

The **summary** section shows and explains to the teacher the activities students will be completing in each section of the unit.

The **materials** section offers a list of the reproducible student pages teachers will need to complete each unit. *Note: The science lessons contain an additional materials list that includes items needed to conduct scientific experiments.*

Unit 1: Hooray for Hares!

Unit Overview



Content Goals
In this unit, students will be learning about hippity-hoppity hares. Students will study hares' physical characteristics in order to discover how they hear and hop. They will learn what hares eat and how they find their mates. Through various activities and assessments, students will gain an in-depth understanding and appreciation of these hopping hares.

Reading Summary
Students will participate in vocabulary and pre-reading activities. Students will perform a close reading of the text, answer comprehension questions, and find the main idea of the text and the details that support it by completing the graphic organizer pictured on the right.

Writing Summary
Students will learn how to use words and phrases for effect by writing an informative character description of a superhero hare. The graphic organizer used for this lesson is pictured on the right.

Science Summary
Students will participate in a hopping experiment. They will learn how far hares can hop (and why!) by comparing hares' abilities to their own. Students will record their findings and discuss their observations as a class.

Materials

✂ copies of <i>Hooray for Hares!</i> reader	✂ copies of reading activity sheets (pages 19–20)
✂ copies of <i>Boomer Badger's Word App</i> (page 229)	✂ copies of writing activity sheets (pages 22–24)
✂ copies of <i>Background Information</i> [optional] (page 15)	✂ copies of science activity sheet (page 26)
✂ copies of <i>Ranger Field Notes</i> (page 18)	✂ copies of assessments (pages 27–29)



You "Otter" Remember ...

- ✂ For additional adventures, check out *Ranger Rick's Adventure Cards* and associated activities (see page 183).
- ✂ Have students be super adventurous and creative by writing their own adventures with *My Ranger Rick Adventures* (see page 208).
- ✂ And don't forget, there is more fun to be had in the *Extension Activities* section on page 227.

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Reggie Otter is here to remind teachers of the **additional materials** that can be used with each unit of study, including the adventure cards, adventure card templates for student-created narratives, and extension activities.

Unit Breakdown *(cont.)*

Vocabulary development is reinforced most when it is part of a unit of work in which students are likely to interact with the new words a number of times. These units introduce a wide variety of new content vocabulary words that are repeated throughout the reading, writing, and science lessons. This helps students develop their vocabulary as they integrate these new words into their speaking, writing, and ideas. Frontloading vocabulary terms has proven to be a successful instructional strategy for increasing student comprehension of texts.

This table contains all the **vocabulary words** from the glossary of each reader. It includes definitions and a sample sentence for each of the words. Review the table with students prior to beginning the reading lesson.

This section lists various ways to utilize the *Boomer Badger's Word App vocabulary graphic organizer* in order to help build student comprehension of a new vocabulary word.

This section contains three different **vocabulary activities** students can engage in to increase depth and understanding of the content vocabulary for this unit.

Unit 1: Hooray for Hares!

Key Vocabulary

Procedure

Step 1: Review the following vocabulary words and definitions with the class. Read each sample sentence aloud.

Vocabulary Word	Definition
backtracking	going back over the same course or path. <i>Sample Sentence:</i> I saw the hare <i>backtracking</i> through the open field to escape his enemy.
burrows	holes or tunnels in the ground that animals make to live in or for safety. <i>Sample Sentence:</i> I knew they were rabbits and not hares when I saw them <i>dig burrows</i> .
digested	a bodily process that changes foods that have been eaten into simpler forms that can be used by the body. <i>Sample Sentence:</i> The hare <i>digested</i> the berries while hiding in the tall grass.
hind	at the rear or back of something. <i>Sample Sentence:</i> Hares are speedy creatures—thanks, in part, to their long <i>hind legs</i> .
predators	animals that survive by capturing and eating other animals. <i>Sample Sentence:</i> The hare hid in the tall grass from the nearby <i>predators</i> .
zigzag	a line that has a series of short, sharp turns or angles. <i>Sample Sentence:</i> The hare ran in a <i>zigzag</i> pattern when the dog chased it through the yard.

Step 2: Distribute copies of the *Boomer Badger's Word App* activity sheet (page 229) to students. This sheet can be utilized in different ways.

- You may divide the class into six groups and assign each group one word. Have groups share their completed activity sheets with the class.
- Place students in groups of six and assign each student one word. Have students share their completed sheets with their groups.
- You may wish for students to work independently. In this case, have each student choose a word from the glossary that he or she considers to be the most challenging. Ask student volunteers to share their completed activity sheets with the class.

Step 3: If time permits, try some of the fun vocabulary activities listed below.

- Have students write a fictional short story about a family of hares. Challenge them to use as many vocabulary words as they can.
- Have students create an infographic about hares that includes at least three of the vocabulary words.
- Place students in pairs and have them take turns quizzing each other on the vocabulary words.

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Unit 1: Hooray for Hares!

Teacher Note: Read the following background information aloud to students. This will help increase students' prior knowledge of the topic, leading to a better understanding of the *Hooray for Hares!* text. If you wish for students to follow along, simply cut out along the line below and make copies of the text.

"Hares" Some More Information

No, that's not a huge rabbit. And don't call it a big bunny, either. It's a hare! Hares are mammals. They are related to rabbits, but they are not the same. Hares have larger feet, ears, and tails than rabbits. Hares live in North America and Europe. They also live in Asia and Africa.

Hares can grow to be about 16 to 28 inches long. They are herbivores. This means they mainly eat plants. A male hare is called a jack. A female hare is called a jill. A baby hare is called a leveret. Hares are usually gray-brown in color. However, some hares that live in snowy climates are known to turn white in the winter months. This unique trait helps them hide from their predators. Their speed also helps them escape from their enemies. Hares are fast! You may already know this if you have read a certain famous fable called *The Tortoise and the Hare*. Hares can reach speeds of 35 miles per hour!

There are many different species, or types, of hares. You may have heard of jackrabbits. Well, they are not rabbits at all; they are hares. They typically hang out in deserts. There are also snowshoe hares. These hares have larger feet and more fur than most other hares. They are also one of the species of hares that turn white in the winter! There are also Arctic hares, brown hares, and cape hares, just to name a few.

READ HOORAY FOR HARES! TO LEARN MORE ABOUT THESE HOPPY HARES!




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Frontloading information is an effective way to increase student comprehension. As such, each unit includes a **background information** page. This page contains an overview of the topic, including additional information not found in the reader. The text is grade appropriate and engaging.

The teacher may choose to read the information aloud while students follow along. Or, the teacher may wish for students to read the information independently or in small groups first, coding the text as they read. Students can use *question marks* to identify questions they have about the text, *exclamation points* to mark topics they want to learn more about, or *stars* to identify their favorite parts. These points can then be discussed with the class.

These units take learning to a higher, cross-curricular level by connecting reading, writing, and science to meet national and statewide standards of learning. Let's take a closer look at the lesson structure within each unit.

Unit Breakdown *(cont.)*



A Closer Look: The Reading Lessons

Within each unit, you will find a reading comprehension lesson. These lessons are designed for whole-class instruction but can also be used for small groups. Below is a page-by-page description of the lesson structure.

Reading Lesson

Reading Objectives

- Students will read and comprehend informational text independently and proficiently.
- Students will demonstrate understanding by answering comprehension questions and describing the main idea and supporting details of the text.

Teacher Summary of *Honey for Honey!*

In this book, students learn about how bees make honey. Bees fly, buzz, and dance. They collect nectar from flowers and make honey. Bees are very important to our world. They help us grow our food. Bees are also very interesting animals. They have a very strong sense of smell. Bees communicate with each other using their body language, and they have a very strong sense of smell.

Procedure

Step 1: Discuss the topic of *Honey for Honey!* with students. Take students on a picture walk of the book. Look at the author, illustration, and photos. Have students make predictions about the text. Write these predictions on the board.

Step 2: Ask students to "Read the Reading Comprehension Questions" (page 17). Ask students if they have any additional questions. You can use the "Themes to Look For" (page 17) and write them on the board. Students make predictions for they should be on the board for not writing in their names in the text of the book.

Step 3: Read the *Honey for Honey!* book aloud to students. Stop after the "Reading Comprehension Questions" (page 17). When you have finished the book, ask students the "Reading Comprehension Questions" (page 17). Have students read the book a second time independently. Have them complete the sheet as they read. Go over the sheet as a class.

Step 4: Discuss the topic of the book and the reading comprehension questions (page 17) in students. Have students complete the questions in pairs or in small groups. The *Look and Leap* activity (page 20) can be assigned as homework, or used as a classroom activity.

Step 5: Select a "Wrap-Up Activity" for students to complete (see page 17) to conclude the lesson.

Assessment: The reading record, multiple-choice quiz, and short-answer test can be given at the conclusion of this unit or upon the completion of the unit.

Reading objectives and a summary of the content reader are provided at the top of the first page. Clear and concise step-by-step instructions are designed to guide the teacher seamlessly through the lesson. Each lesson includes pre-reading, during-reading, and post-reading activities.

The image shows four overlapping pages from the reading lesson, numbered 1 through 4. Page 1 is 'Comprehension Connections' with 'Discussion Questions' and 'Wrap-Up Activity'. Page 2 is 'Ranger Field Notes' with 'Overview' and 'Pages 8-9'. Page 3 is 'Look and Leap' with 'Main Idea' and 'Details'. Page 4 is 'Label It!' with 'Directions' and 'Label It!'.

1 The *Comprehension Connections* page includes pre-reading discussion questions to spark student interest and to help measure students' prior knowledge. Also included are themes to look for. Write these on the board and discuss them with students before they begin reading. This will help focus students' attention and encourage critical thinking. To help further guide discussion and understanding, there are questions for each page of the reader. As the teacher reads the book aloud, he or she should pause and ask the class these questions. The post-reading discussion questions can be completed after the first whole-class read or following the second independent read.

2 The *Ranger Field Notes* page helps students record the most important information presented on each page of the reader. Students will fill in the missing information as they read. They can save this sheet and use it as a reference tool for later activities or as a study guide for the assessments.

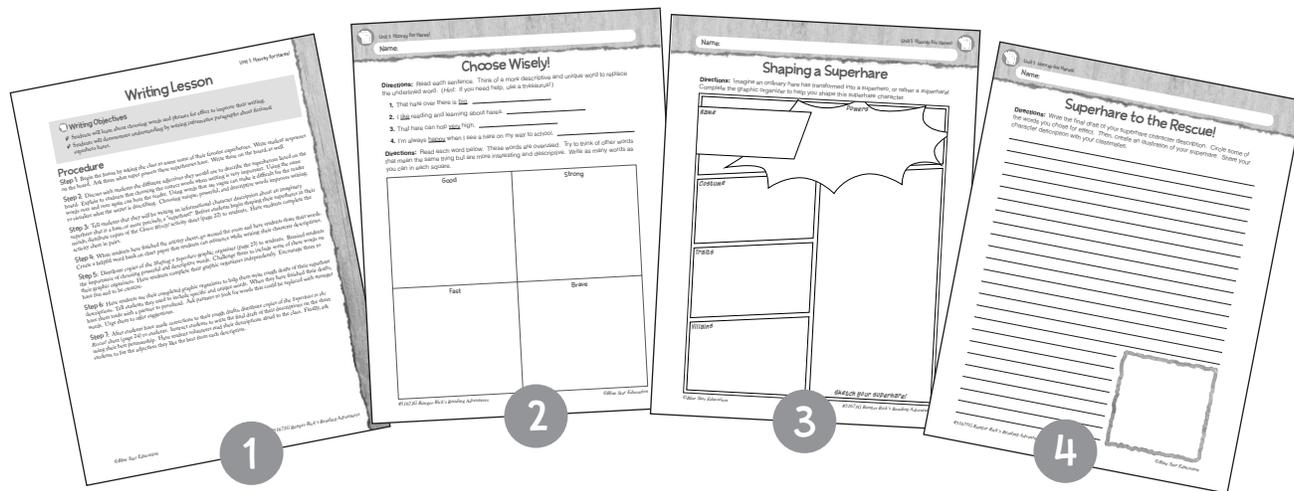
3 The *Graphic Organizer* sheet helps students to visualize information and to organize their thoughts. Graphic organizers allow students to think more clearly and to more easily access and understand information presented in the text.

4 An informative (and often amusing) *activity sheet* concludes the reading lesson. These differ in content and form from unit to unit and can be assigned as an assessment, extension activity, or as homework.

Unit Breakdown *(cont.)*

A Closer Look: The Writing Lessons

Following each reading lesson is a writing lesson. These four-page lessons are designed to improve students' writing skills and knowledge of the English language. Below is a page-by-page description of the lesson structure.



- 1 The *Lesson Plan* page includes the writing objectives along with clear and concise step-by-step instructions to guide the teacher seamlessly through the lesson.
- 2 Understanding the English language and all its nuances is a must to improve and elevate a student's writing. In each writing lesson, students learn or review a language skill that they will then use in their writing assignment for that unit. The *Language Activity Sheet* helps to assess student understanding of the language skill or application being taught.
- 3 The *Graphic Organizer* sheet helps students to visualize and organize the information and ideas they will use in their writing.
- 4 The *Final Draft* page is a fun way for students to record and show off their writing skills. These sheets can be collected at the end of the year and assembled into a book for students to take home and share with their families.

The following briefly describes the writing and language skills studied for each unit.

Unit	Writing Skill	Language Skill
<i>Hooray for Hares!</i>	informative (character descriptions)	using words and phrases for effect
<i>Welcome to the Family</i>	friendly letter	using a dictionary/glossary
<i>Wily Coyotes</i>	informative (summary report)	spelling
<i>Fantastic Feathers</i>	procedural text	simple, compound, and complex sentences
<i>A Fox for All Seasons</i>	diary entry	literal vs. nonliteral meanings of words
<i>Cheetah Tricks</i>	acrostic poem	similes
<i>Animals at Play</i>	opinion writing	frequently confused words
<i>Wake Up!</i>	fictional narrative	comparative and superlative adjectives
<i>Master Builders</i>	informative (photograph description)	prepositional phrases
<i>A Tall Tale</i>	fantasy story	using commas, periods, and quotation marks in dialogue

Unit Breakdown *(cont.)*



A Closer Look: The Science Lessons

These two-page hands-on science lessons are intended to be used in conjunction with the readers included in this kit. They highlight and further supplement the science content for the varied wildlife topics featured in this program. Below is a page-by-page description of the lesson structure.

Unit 1: Hooray for Hares!

Science Lesson

Science Objectives

- Students will learn how a hare's hind legs and large feet help it to hop long distances.
- Students will demonstrate understanding by performing an experiment in which they try to hop like hares.

Background

Hares can hop up to 10 feet in one leap! They use their powerful hind legs to help escape from predators. Hares are able to make these large leaps because of their powerful hind legs. They use their mighty back legs and huge feet to forcefully propel themselves into the air. There's no doubt about it—hares are built for bounding.

Materials

- wide open space (such as a gymnasium)
- butcher paper (cut into 10-foot sheets)
- tape measures
- markers
- masking tape

Procedure

Step 1: Begin the lesson by rereading page 4 from the *Hooray for Hares!* books aloud to the class. Ask students to explain why they think a hare's long legs and big feet help it to hop. Have students share their thoughts with the class.

Step 2: Explain to students that they will be conducting an experiment to help them better understand just how far hares can hop by using their own powerful legs and feet.

Step 3: Place students in groups of three. Distribute a tape measure, masking tape, a marker, and a piece of 10-foot long butcher paper to each small group. Have students tape the butcher paper to the ground. Explain that the length of the paper is 10 feet. This is about how far the average hare can hop.

Step 4: Tell students they will be taking turns jumping to see if they can jump as far as a hare can hop. Distribute copies of the *Happy Feet* activity sheet (page 26) to students. Explain that they will use the chart on the activity sheet to record their results. Each student will have three chances to jump from a standing position. Another group member will use the marker to draw a line and write a name on the butcher paper where the heels of the jumping student land. The third group member will measure each jump with the tape measure to the nearest inch. Before students begin, have them estimate how far they think they can jump.

Step 5: When students have completed the experiment, have them answer the questions on the *Happy Feet* activity sheet. When all students have finished, return to the classroom. Hold a class discussion about the experiment and go over the questions on the activity sheet. Determine which student had the longest jump. Help students find the class average.

Scarlett's STEM Challenge!

Challenge students to use household items to create a model that demonstrates how a hare can swivel its ears to help it hear in all directions.

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The **science objectives** explain what content will be covered and what scientific experiment will be conducted in order to demonstrate student understanding.

The **background information** sets the scene for the science experiment students will be conducting. Each experiment ties in to the content of the unit's reader.

The **materials** list is a comprehensive list of the items needed for students to complete the scientific experiment used in the lesson.

Clear and concise **step-by-step instructions** guide the teacher seamlessly through the lesson in which students conduct an experiment, record their findings, and discuss their observations as a class.

Each lesson concludes with one of Scarlett Fox's **STEM Challenge** ideas. These challenges are meant to enhance student learning by incorporating science, technology, engineering, and mathematics. They are simple ideas that will get students' critical-thinking skills going and inspire them to put their abilities to the test.

Each lesson includes a **student activity sheet**. These vary from lesson to lesson. Some offer places to record student observations as they conduct their experiments, while others include reflection questions to further enhance student understanding and help them interpret their recorded data.

Unit 1: Hooray for Hares!

Name: _____

Hoppy Feet

Directions: First, guess how far you can jump. Write your estimate in the box. Then, make your three jumps. Record your results on the chart below your estimate.

Estimate: I think I can jump _____ feet, _____ inches.

First Jump	Second Jump	Third Jump
_____ feet _____ inches	_____ feet _____ inches	_____ feet _____ inches

Directions: Use your data and what you know about hares to help you answer the questions below.

1. Was your estimate correct? If not, what was the difference? Show your math.

2. Which jump was your best jump? Why do you think that is?

3. Were you able to jump as far as a hare can? Why or why not?

4. What do you think you would need to help you jump farther?

5. Explain, in your own words, why hares can hop so far.

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Unit Breakdown *(cont.)*

Assessments

Each of the 10 units comes with various forms of assessments. In addition to the activity sheets, there is a running record sheet, a multiple-choice quiz, and a short-answer assessment.

The Running Record sheet is a table with columns for 'Text' and 'Observations'. The 'Text' column contains a passage from 'Journey for Betsy' with the 100th word underlined and in boldface. The 'Observations' column is for recording errors and self-corrections. Below the table are sections for 'Comprehension Questions' and 'Analysis of Reading Strategies'.

The **running record** sheet allows the teacher to note errors and the self-correction process as the student reads the first 100+ words of the text. The 100th word is underlined and in boldface. When a student has completed the reading passage, record his or her responses to the comprehension questions. Lastly, analyze the data, evaluate reading behaviors, and make recommendations for further progress.

This six-question **multiple-choice quiz** provides teachers the opportunity to evaluate student understanding. It can be used as a pre-test to assess students' prior knowledge and as a post-test to formally assess student comprehension of the information presented in the reader.

The Multiple-Choice Quiz contains six questions about the text 'Journey for Betsy'. The questions are: 1. What does Betsy do? 2. What does Betsy do when she is hungry? 3. What does Betsy do when she is thirsty? 4. What does Betsy do when she is tired? 5. What does Betsy do when she is sad? 6. What does Betsy do when she is happy?

The Short-Answer Test contains four questions about the text 'Journey for Betsy'. The questions are: 1. How do you think Betsy feels? 2. How do you think Betsy's parents feel? 3. How do you think Betsy's grandparents feel? 4. Explain why Betsy's grandparents are so important to her.

This four-question **short-answer test** is meant to be an open-book exam in which students find evidence from the text in order to answer the questions. Referring to details and examples in a text when answering a question is a critical skill students should master.

Extension Activities and Appendix

This collection of activities found on pages 227–232 can be used with any of the readers. The activities provide fun and engaging additional opportunities for learning and serve as a way to further students' reading-comprehension skills.

The Bomber Badger's Word App is a digital interface for a word app. The Becky's Blog is a digital interface for a blog. Both are designed for students to create content related to the text.

Ranger Rick's Adventure Cards



These comic book-style cards will be an instant hit with students. Each card comes with a complete literature-based lesson plan that includes a student activity sheet and quiz. For more information about these cards and

lessons, please see page 183.

My Ranger Rick Adventures



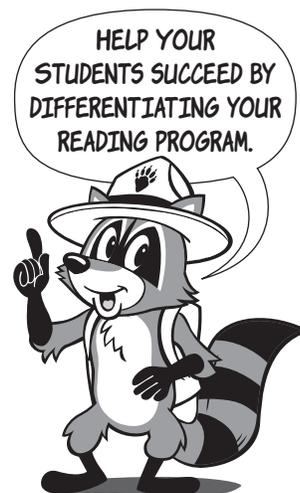
These blank versions of the *Ranger Rick's Adventure Cards* allow students' creative energy to flow freely. With these cards, students will be challenged to create their own narrative and text using the information and skills they have learned throughout the course of the program. For more information about *My Ranger*

Rick Adventures, please see page 208.

Reader Levels

The following chart includes information about the readers in this kit. The chart is a general guide to a variety of leveling systems and how they correlate with the readers and with each other. Keep in mind that this is a reference tool for the leveled texts, and that the information reflects ideal expectations, not necessarily the students' actual reading levels.

Book #	Book Title	Developmental Stage	Reading Level	Lexile® Level	Word Count
1	<i>Hooray for Hares!</i>	Fluent	P	800	771
2	<i>Welcome to the Family</i>	Fluent	P, Q	830	777
3	<i>Wily Coyotes</i>	Fluent	P, Q	860	698
4	<i>Fantastic Feathers</i>	Fluent	Q, R	880	918
5	<i>A Fox for All Seasons</i>	Fluent	R	910	724
6	<i>Cheetah Tricks</i>	Fluent	R, S	930	812
7	<i>Animals at Play</i>	Fluent	R, S	950	752
8	<i>Wake Up!</i>	Fluent	R, S	950	1,023
9	<i>Master Builders</i>	Fluent	T	1,010	760
10	<i>A Tall Tale</i>	Fluent	T	1,040	909



Unit 1: Hooray for Hares!

Unit Overview



Content Goals

In this unit, students will be learning about hippity-hoppity hares. Students will study hares' physical characteristics in order to discover how they hear and hop. They will learn what hares eat and how they find their mates. Through various activities and assessments, students will gain an in-depth understanding and appreciation of these hopping hares.

Reading Summary

Students will participate in vocabulary and pre-reading activities. Students will perform a close reading of the text, answer comprehension questions, and find the main idea of the text and the details that support it by completing the graphic organizer pictured on the right.

Writing Summary

Students will learn how to use words and phrases for effect by writing an informative character description of a superhero hare. The graphic organizer used for this lesson is pictured on the right.

Science Summary

Students will participate in a hopping experiment. They will learn how far hares can hop (and why!) by comparing hares' abilities to their own. Students will record their findings and discuss their observations as a class.

Materials

- 🐾 copies of *Hooray for Hares!* reader
- 🐾 copies of *Boomer Badger's Word App* (page 229)
- 🐾 copies of *Background Information* [optional] (page 15)
- 🐾 copies of *Ranger Field Notes* (page 18)
- 🐾 copies of reading activity sheets (pages 19–20)
- 🐾 copies of writing activity sheets (pages 22–24)
- 🐾 copies of science activity sheet (page 26)
- 🐾 copies of assessments (pages 27–29)



You "Otter" Remember ...

- 🐾 For additional adventures, check out *Ranger Rick's Adventure Cards* and associated activities (see page 183).
- 🐾 Have students be super adventurous and creative by writing their own adventures with *My Ranger Rick Adventures* (see page 208).
- 🐾 And don't forget, there is more fun to be had in the *Extension Activities* section on page 227.

Key Vocabulary

Procedure

Step 1: Review the following vocabulary words and definitions with the class. Read each sample sentence aloud.

Vocabulary Word	Definition
backtracking	going back over the same course or path <i>Sample Sentence:</i> I saw the hare <i>backtracking</i> through the open field to escape his enemy.
burrows	holes or tunnels in the ground that animals make to live in or for safety <i>Sample Sentence:</i> I knew they were rabbits and not hares when I saw them dig <i>burrows</i> .
digested	a bodily process that changes foods that have been eaten into simpler forms that can be used by the body <i>Sample Sentence:</i> The hare <i>digested</i> the berries while hiding in the tall grass.
hind	at the rear or back of something <i>Sample Sentence:</i> Hares are speedy creatures—thanks, in part, to their long <i>hind</i> legs.
predators	animals that survive by capturing and eating other animals <i>Sample Sentence:</i> The hare hid in the tall grass from the nearby <i>predators</i> .
zigzag	a line that has a series of short, sharp turns or angles <i>Sample Sentence:</i> The hare ran in a <i>zigzag</i> pattern when the dog chased it through the yard.

Step 2: Distribute copies of the *Boomer Badger's Word App* activity sheet (page 229) to students. This sheet can be utilized in different ways.

- 🐾 You may divide the class into six groups and assign each group one word. Have groups share their completed activity sheets with the class.
- 🐾 Place students in groups of six and assign each student one word. Have students share their completed sheets with their groups.
- 🐾 You may wish for students to work independently. In this case, have each student choose a word from the glossary that he or she considers to be the most challenging. Ask student volunteers to share their completed activity sheets with the class.

Step 3: If time permits, try some of the fun vocabulary activities listed below.

- 🐾 Have students write a fictional short story about a family of hares. Challenge them to use as many vocabulary words as they can.
- 🐾 Have students create an infographic about hares that includes at least three of the vocabulary words.
- 🐾 Place students in pairs and have them take turns quizzing each other on the vocabulary words.

Teacher Notes: Read the following background information aloud to students. This will help increase students' prior knowledge of the topic, leading to a better understanding of the *Hooray for Hares!* text. If you wish for students to follow along, simply cut along the line below and make copies of the text.

"Hares" Some More Information

No, that's not a huge rabbit. And don't call it a big bunny, either. It's a hare! Hares are mammals. They are related to rabbits, but they are not the same. Hares have larger feet, ears, and tails than rabbits. Hares live in North America and Europe. They also live in Asia and Africa.

Hares can grow to be about 16 to 28 inches long. They are herbivores. This means they mainly eat plants. A male hare is called a *jack*. A female hare is called a *jill*. A baby hare is called a *leveret*. Hares are usually gray-brown in color. However, some hares that live in snowy climates are known to turn white in the winter months. This unique trait helps them hide from their predators. Their speed also helps them escape from their enemies. Hares are fast! You may already know this if you have read a certain famous fable called

The Tortoise and the Hare. Hares can reach speeds of 35 miles per hour!

There are many different *species*, or types, of hares. You may have heard of jackrabbits. Well, they are not rabbits at all; they are hares. They typically hang out in deserts. There are also snowshoe hares. These hares have larger feet and more fur than most other hares. They are also one of the species of hares that turn white in the winter! There are also Arctic hares, brown hares, and cape hares, just to name a few.



Photo credit: White-tailed jackrabbit, Connor Mah (www.flickr.com/photos/40263796@N05/14475842653), CC BY-SA 2.0.



Reading Lesson

Reading Objectives

-  Students will read and comprehend informational text independently and proficiently.
-  Students will demonstrate understanding by answering comprehension questions and determining the main idea and supporting details of the text.

Teacher Summary of *Hooray for Hares!*

In this book, students learn all about hares from Ranger Rick's friend, Becky Hare. Becky informs students of the differences between hares and rabbits. Hares are larger and have longer ears and longer hind legs. They also do not burrow like rabbits. Becky explains how hares leap and how fast they can run. She talks about their senses, too. They can swivel their ears and see in the dark, and they have a strong sense of smell. Becky discusses what hares eat, their funny mating habits, and how they raise their babies.

Note: The multiple-choice quiz on page 28 may be administered as a pretest to assess students' prior knowledge.

Procedure

Step 1: Distribute copies of *Hooray for Hares!* to students. Take students on a picture walk of the book. Look at the subtitles, illustrations, and photos. Have students make predictions about the text. Write these predictions on the board.

Step 2: Ask students the "Pre-Reading Discussion Questions" (page 17). Ask students if they have any additional questions. Next, introduce the "Themes to Look For" (page 17) and write them on the board. Explain to students that they should be on the lookout for text relating to these themes as they read the book.

Step 3: Read the *Hooray for Hares!* book aloud to students. Stop to ask the "Guided Discussion Questions" (page 17). When you have finished the book, ask students the "Post-Reading Discussion Questions" (page 17).

Step 4: Distribute copies of the *Ranger Field Notes* activity sheet (page 18) to students. Have students read the book a second time independently. Have them complete the sheet as they read. Go over the sheet as a class.

Step 5: Distribute copies of the *Look and Leap* graphic organizer (page 19) to students. Have students complete the organizer in pairs or in small groups. The *Label It!* activity sheet (page 20) can be assigned as homework or used as an extension activity.

Step 6: Select a "Wrap-Up Activity" for students to complete (see page 17) to conclude the lesson.

Assessments: The running-record assessment, multiple-choice quiz, and short-answer test can be given at the conclusion of this section or upon the completion of the unit.

Comprehension Connections

Discussion Questions

Pre-Reading

1. What do you think a hare looks like?
2. What do you think they eat?
3. Where do you think they live?



Guided

- Page 3* How are hares different from rabbits?
- Pages 4–5* What helps hares leap?
How do hares escape their enemies?
- Pages 6–7* Why do hares have great hearing?
What is unique about a hare's eyes?
- Pages 8–9* What do hares eat?
Why do hares sometimes eat their droppings?
- Pages 10–11* Why do hares have “boxing matches”?
- Pages 12–13* Where do baby hares hide?
Why does a mother hare only see her babies once a day?

Post-Reading

1. In what ways are hares different from rabbits?
2. Why are hares so good at jumping?
3. What is unique about a hare's ears?
4. How do hares act during mating season?
5. What did you learn about baby hares?

Wrap-Up Activity



Select one activity sheet from the list below. Students may complete the activity sheet independently, in pairs, or in small groups.

Becky's Blog (page 230): Students will answer questions about their favorite parts of the *Hooray for Hares!* text. They will be challenged to create a new cover for the book.



Reggie's Recap (page 231): Students will write summaries of the *Hooray for Hares!* text. Students will be challenged to draw a picture that summarizes the text, as well.



Scarlett Fox's Fast Facts (page 232): Students will list the top-five most interesting facts they learned from the *Hooray for Hares!* text. Students will be challenged to create a quiz based on those facts.



Name: _____



Ranger Field Notes

Directions: Use the *Hooray for Hares!* book to help you complete the study guide.

Page 3

Hares are *not* _____.

Hares have longer _____ and longer _____ than rabbits.

Hares do not burrow like rabbits; they hide in tall _____.

Pages 4-5

Thanks to their large feet and long legs, hares can _____ up to 10 feet.

Hares can _____ as fast as 35 miles per hour.

Hares are hard to catch because they can run in a _____ pattern.

Pages 6-7

Hares can _____ their ears around to listen in different directions.

Hares use their eyes, ears, and noses as an _____ system.

Two predators of hares are _____ and _____.

Pages 8-9

Hares mainly eat _____ and other plants.

A hare's front teeth are _____ so they can nip off plant stems.

A hare's back teeth are _____ for grinding up food.

A hare's food is only partly _____, so sometimes they eat their droppings.

Pages 10-11

A male hare chases a female hare when he wants her to be his _____.

During mating season, males and females sometimes have _____ matches.

The expression "_____ as a March hare" describes hares during mating season.

Pages 12-13

Baby hares are called _____.

Baby hares hide in _____, or low areas in the grass.

Mother hares protect their babies by visiting them only _____ a day.



Name: _____

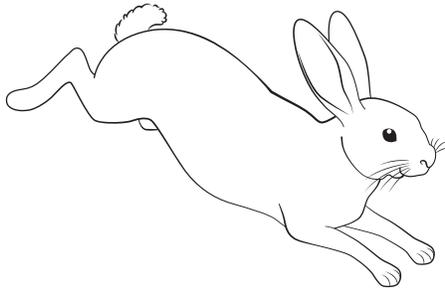
Look and Leap

Directions: Look in the book for details that support each main idea below. Then, leap across to the empty box and record the details.

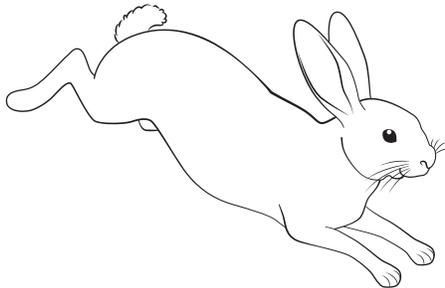
Main Idea

Details

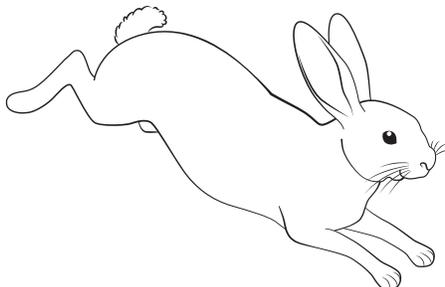
Hares are not rabbits.



Hares are good at eating.



Hares have babies.





Name: _____

Label It!

Directions: Label each part of the drawing and include a fact about that part of the hare.

Name: _____

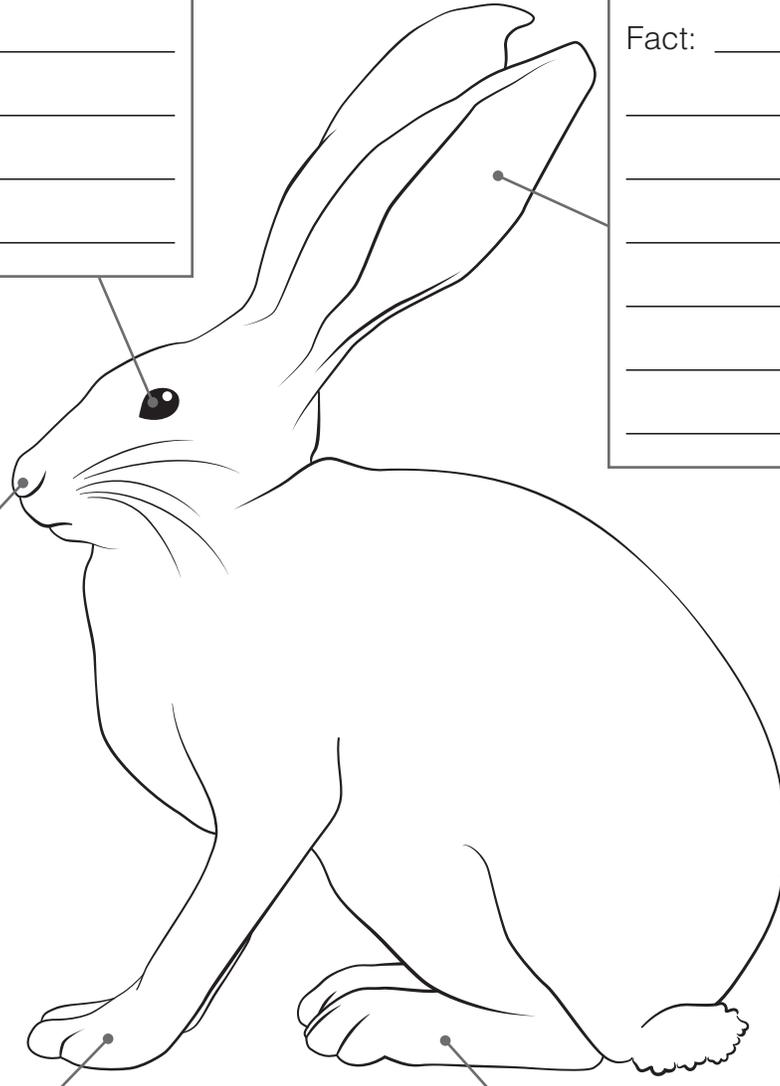
Fact: _____

Name: _____

Fact: _____

Name: _____

Fact: _____



Name: _____

Fact: _____

Name: _____

Fact: _____

Writing Lesson



Writing Objectives

- ✎ Students will learn about choosing words and phrases for effect to improve their writing.
- ✎ Students will demonstrate understanding by writing informative paragraphs about fictional superhero hares.

Procedure

Step 1: Begin the lesson by asking the class to name some of their favorite superheroes. Write student responses on the board. Ask them what super powers these superheroes have. Write these on the board, as well.

Step 2: Discuss with students the different adjectives they would use to describe the superheroes listed on the board. Explain to students that choosing the correct words when writing is very important. Using the same words over and over again can bore the reader. Using words that are vague can make it difficult for the reader to visualize what the writer is describing. Choosing unique, powerful, and descriptive words improves writing.

Step 3: Tell students that they will be writing an informational character description about an imaginary superhero that is a hare, or more precisely, a “superhare!” Before students begin shaping their superhares in their minds, distribute copies of the *Choose Wisely!* activity sheet (page 22) to students. Have students complete the activity sheet in pairs.

Step 4: When students have finished the activity sheets, go around the room and have students share their words. Create a helpful word bank on chart paper that students can reference while writing their character descriptions.

Step 5: Distribute copies of the *Shaping a Superhare* graphic organizer (page 23) to students. Remind students the importance of choosing powerful and descriptive words. Challenge them to include some of these words on their graphic organizers. Have students complete their graphic organizers independently. Encourage them to have fun and to be creative.

Step 6: Have students use their completed graphic organizers to help them write rough drafts of their superhare descriptions. Tell students they need to include specific and unique words. When they have finished their drafts, have them trade with a partner to proofread. Ask partners to look for words that could be replaced with stronger words. Urge them to offer suggestions.

Step 7: After students have made corrections to their rough drafts, distribute copies of the *Superhare to the Rescue!* sheet (page 24) to students. Instruct students to write the final draft of their descriptions on the sheet using their best penmanship. Have student volunteers read their descriptions aloud to the class. Finally, ask students to list the adjectives they like the best from each description.



Name: _____

Choose Wisely!

Directions: Read each sentence. Think of a more descriptive and unique word to replace the underlined word. (*Hint:* If you need help, use a thesaurus!)

1. That hare over there is big. _____
2. I like reading and learning about hares. _____
3. That hare can hop very high. _____
4. I'm always happy when I see a hare on my way to school. _____

Directions: Read each word below. These words are overused. Try to think of other words that mean the same thing but are more interesting and descriptive. Write as many words as you can in each square.

Good	Strong
Fast	Brave

Science Lesson

Science Objectives

- 🐾 Students will learn how a hare's hind legs and large feet help it to hop long distances and provide advantages in surviving.
- 🐾 Students will demonstrate understanding by performing an experiment in which they try to hop like hares.

Background

Hares can hop up to 10 feet in one leap! They use this special skill to help escape from predators. Hares are able to make these large leaps because of their powerful hind legs. They use their mighty back legs and huge feet to forcefully propel themselves into the air. There's no doubt about it—hares are built for bounding.

Materials

- 🐾 wide open space (such as a gymnasium)
- 🐾 tape measures
- 🐾 masking tape
- 🐾 butcher paper (cut into 10-foot sheets)
- 🐾 markers

Procedure

Step 1: Begin the lesson by rereading page 4 from the *Hooray for Hares!* books aloud to the class. Ask students to explain why they think a hare's long legs and big feet help it to hop. Have students share their thoughts with the class.

Step 2: Explain to students that they will be conducting an experiment to help them better understand just how far hares can hop by using their own powerful legs and feet.

Step 3: Place students in groups of three. Distribute a tape measure, masking tape, a marker, and a piece of 10-foot long butcher paper to each small group. Have students tape the butcher paper to the ground. Explain that the length of the paper is 10 feet. This is about how far the average hare can hop.

Step 4: Tell students they will be taking turns jumping to see if they can jump as far as a hare can hop. Distribute copies of the *Hoppy Feet* activity sheet (page 26) to students. Explain that they will use the chart on the activity sheet to record their results. Each student will have three chances to jump from a standing position. Remind students to keep their feet together. Another group member will use the marker to draw a line and write a name on the butcher paper where the heels of the jumping student land. The third group member will measure each jump with the tape measure to the nearest inch. Before students begin, have them estimate how far they think they can jump.

Step 5: When students have completed the experiment, have them answer the questions on the *Hoppy Feet* activity sheet. When all students have finished, return to the classroom. Hold a class discussion about the experiment and go over the questions on the activity sheet. Determine which student had the longest jump. Help students find the class average.



Scarlett's STEM Challenge!

Challenge students to use household items to create a model that demonstrates how a hare can swivel its ears to help it hear in all directions.



Name: _____

Hoppy Feet

Directions: First, guess how far you can jump. Write your estimate in the box. Then, make your three jumps. Record your results on the chart below your estimate.

Estimate: I think I can jump _____ feet, _____ inches.

First Jump	Second Jump	Third Jump
_____ feet _____ inches	_____ feet _____ inches	_____ feet _____ inches

Directions: Use your data and what you know about hares to help you answer the questions below.

1. Was your estimate correct? If not, what was the difference? Show your math in the box below.

2. Which jump was your best jump? Why do you think that is?

3. Were you able to jump as far as a hare can? Why or why not?

4. What do you think you would need to help you jump farther?

5. Explain, in your own words, why hopping so far can help a hare survive.

Running Record

Name: _____ Grade: _____ Date: _____

Title: Hooray for Hares! Results: _____

Text	Errors	Self-Correction Meaning/Structure/Visual Clues
<p>Hi! I'm Becky Hare, and I'm here to talk to you about one of my favorite subjects: Hares, of course!</p> <p>If you think hares are the same as rabbits, you're "jumping" to the wrong conclusion. Hares and rabbits are related, but hares are <i>not</i> rabbits. Hares are hares!</p> <p>Though we hares may look like rabbits at first glance, there are some pretty big differences between us. For one thing, hares are larger than rabbits. We also have longer ears and longer hind legs. And, while most rabbits live in burrows, we hares just hunker down and hide in the tall grass. Finally, baby rabbits are born with their eyes closed and no hair. Newborn hares are just the opposite—eyes open, fully furred, and ready to go!</p>		

Comprehension Questions	Responses
Who is speaking?	
What is the main idea?	
What are some differences between hares and rabbits?	

Analysis of Reading Behaviors	Recommendations
Reads with understanding <i>easy instructional difficult</i>	
Self-corrects <i>always mostly sometimes</i>	
Self-corrects using mostly <i>meaning structural visual clues</i>	
Reads fluently <i>easy instructional difficult</i>	

Name: _____

Multiple-Choice Quiz

Directions: Select the best answer for each question.

1. What helps a hare jump such a long distance?
 - A. its tail
 - B. its big ears
 - C. its large legs and feet
 - D. Hares cannot jump.
2. What does a hare do when an enemy is chasing it?
 - A. It runs very fast.
 - B. It runs in a zigzag pattern.
 - C. It backtracks.
 - D. all of the above
3. Which statement about a hare's eyes is true?
 - A. A hare's eyes are on the side of its head.
 - B. A hare cannot see in the dark.
 - C. A hare can see food under snow and ice.
 - D. A hare has poor eyesight.
4. What is a hare's favorite meal?
 - A. carrots
 - B. seeds
 - C. grasses
 - D. insects
5. What is a *leveret*?
 - A. a bug that hares eat
 - B. a baby hare
 - C. the tail of a hare
 - D. a mother hare
6. Which set of words best describes hares during mating season?
 - A. tired, sleepy
 - B. mad, crazy
 - C. calm, peaceful
 - D. still, quiet

Name: _____

Short-Answer Test

Directions: Use evidence from the *Hooray for Hares!* book to help you answer the questions.

1. How are hares different from rabbits?

2. How do hares detect a predator?

3. How do hares behave during mating season?

4. Explain why mother hares only visit their babies once a day.

Ranger Rick's Adventure Cards

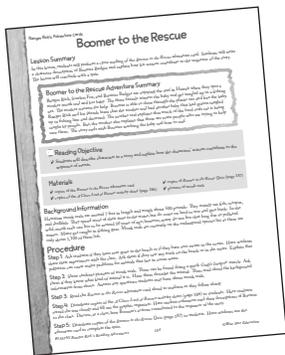
These vibrant and enjoyable cards provide students with the opportunity to read and discuss content, practice oral fluency, interpret story elements, and connect the text to self, to the readers, and to the activities in this guide. They also present the teacher with an opportunity to teach literature-based lessons interwoven with science content.

In addition to being the leader of a group of animal friends living in Deep Green Wood, Ranger Rick is also the star of a comic adventure series called “Ranger Rick’s Adventures.” The six adventures, which feature retro, comic book versions of Ranger Rick, Boomer Badger, and Scarlett Fox, are:

- 👤 “Boomer to the Rescue”
- 👤 “River of Grass”
- 👤 “Dangers in Antarctica”
- 👤 “Sustainable Solutions”
- 👤 “Cotton Country”
- 👤 “Trouble in the Desert”



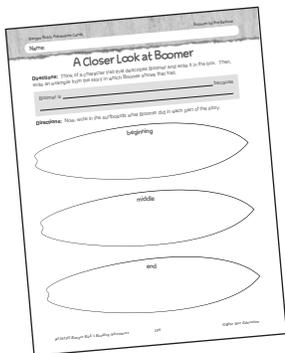
Below is a breakdown of the lesson plan that accompanies each of the six adventure cards.



This lesson plan page includes a summary of the lesson, a summary of the adventure card plot, and a literature objective that will be met in the lesson. Materials needed to complete the lesson are listed, and background information about the wildlife topic covered in the story is provided. Step-by-step instructions for teaching the lesson are also included.

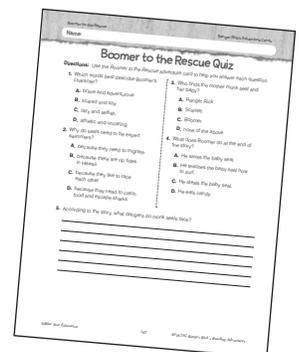
Note: The lesson calls for the teacher to read the card aloud to students. If desired, the students may read the card aloud as a class, in small groups, or in pairs to practice speaking and listening skills.

This black-and-white teacher resource page shows the four pages of the card on one page for the teacher to reference and make notes on, as needed, throughout the duration of the lesson.



This student activity sheet varies from lesson to lesson. It can be used as an informal assessment, an in-class activity, or as a homework assignment.

Each lesson concludes with a brief quiz. The quiz consists of four multiple-choice questions and one short-answer question to assess student comprehension of the text.



Boomer to the Rescue

Lesson Summary

In this lesson, students will perform a close reading of the *Boomer to the Rescue* adventure card. Students will write a character description of Boomer Badger and explain how his actions contribute to the sequence of the story. The lesson will conclude with a quiz.

Boomer to the Rescue Adventure Summary

Ranger Rick, Scarlett Fox, and Boomer Badger are enjoying the surf in Hawaii when they spot a mother monk seal and her baby. The three friends witness the baby seal get tangled up in a fishing net. The mother screams for help. Boomer is able to chew through the plastic net and free the baby. Ranger Rick and his friends learn that the mother seal had another baby that had gotten tangled up in fishing line and drowned. The mother seal explains that much of the food seals eat is being caught by people. But, the mother also explains that there are some people who are trying to help save them. The story ends with Boomer teaching the baby seal how to surf.

Reading Objective

- Students will describe characters in a story and explain how the characters' actions contribute to the sequence of events.

Materials

- copies of the *Boomer to the Rescue* adventure card
- copies of *Boomer to the Rescue Quiz* (page 187)
- copies of the *A Closer Look at Boomer* activity sheet (page 186)
- pictures of monk seals

Background Information

Hawaiian monk seals are around 7 feet in length and weigh about 500 pounds. They mainly eat fish, octopus, and shellfish. They spend most of their time in the water but do come on land to rest and give birth. In the wild, monk seals can live to be around 30 years of age; however, many do not live that long due to polluted waters. Many get caught in fishing gear. Monk seals are currently on the endangered species list as there are only about 1,100 of them left.

Procedure

Step 1: Ask students if they have ever gone to the beach or if they have ever swum in the ocean. Have students share their experiences with the class. Ask them if they saw any trash on the beach or in the water. Explain that pollution can cause major problems for animals that live in ocean water.

Step 2: Show students pictures of monk seals. These can be found doing a quick *Google Images*® search. Ask them if they know what kind of animal it is. Have them describe the animal. Then, read aloud the background information from above. Answer any questions students may have about monk seals.

Step 3: Read the *Boomer to the Rescue* adventure card aloud to students as they follow along.

Step 4: Distribute copies of the *A Closer Look at Boomer* activity sheet (page 186) to students. Have students reread the text closely and fill out the graphic organizer. Have student volunteers read their descriptions of Boomer to the class. Discuss, as a class, how Boomer's actions contributed to the sequence of the story.

Step 5: Distribute copies of the *Boomer to the Rescue Quiz* (page 187) to students. Have students use the adventure card to complete the quiz.

Boomer to the Rescue (cont.)

Ranger Rick's ADVENTURES

OK, Boomer, let's try again. Say "Illa-ho-la-ka-uaua." Illa-hoola-koa-la-koo-koo.

Boomer to the Rescue
STORY BY GERRY BISHOP, ART BY THE LMRANGERSHOP

RANGER RICK RACCOON, SCARLETT FOX, AND BOOMER BADGER ARE IN HAWAII, WHERE MANY RARE AND ENDANGERED SPECIES LIVE. SCARLETT TRIES TO TEACH BOOMER THE LOCAL NAME FOR ONE OF THE RAREST, THE HAWAIIAN MONK SEAL.

Boomer, you're hopeless!

Oh, yeah? We'll see how "hopeless" I am when I catch this wave!

EEEEEEEE-haaa!

Boomer may be hopeless with the Hawaiian language, but he rules those waves!

Rick, Scarlett—come quick!

A FEW MOMENTS LATER...

Check it out—a mother seal and her baby!

And they're MONK seals! Awesome!

Looks as if Mom is watching over her pup while he learns to swim.

Good thing. Seals need to be expert swimmers to catch food—and to escape from sharks.

Brrrip, brrrip!

Actually, he can swim pretty well already.

Hey, what's that?

I think it's an old piece of fish net.

I hear there's a lot of junk like that floating around in the ocean.

Brrrip? Brrrip?

BRRRUP!

The pup is playing with the net, and Mom doesn't like it!

The pup is getting tangled up!

Come on—let's go!

Help us! Help us, PLEASE!

Surf's too rough to do that here. Let's get him to shore.

We need to untangle him!

OK, everyone start pulling!

Pull harder!

It's no use—I think the netting is caught on those rocks.

Hang on—I have an idea!

BOOMER TRIES TO CHEW THROUGH THE PLASTIC NETTING.

This stuff is TOUGH!

Hurry, Boomer!

It's free! Start pulling!

A LITTLE WHILE LATER...

Oh, thank you! I don't know what I'd do if I lost another pup!

The pup I raised last year got tangled in some old fishing line and drowned.

Wow—you've had it rough.

Isn't anyone trying to help Hawaiian monk seals?

Yes, people are trying to help us in many ways, so we have hope that things will get better.

Hey, where's my pup?

And where's Boomer?

Look—over there!

Not only will my pup grow up to be a great swimmer, he'll also be the world's only surfboardin' seal!

MORE FACTS

- Many years ago, Hawaiian monk seals were hunted for their fur. Today, hunting them is against the law, but there are only about 1,100 of them left.
- Monk seals still face many problems. Besides floating junk and less prey, global warming could make sea levels rise—and cover the beaches where the seals mate and have their pups.
- People are working hard to help monk seals. They're hoping to slow down global warming, and they're trying to do a better job of keeping the oceans free of junk. Also, the U.S. government has set aside the northwestern Hawaiian Islands, and the ocean all around them, as a wildlife safety zone. Only a few people are allowed to enter this zone. That will allow the seals to live in peace, with more fish, lobsters, and other creatures left for them to eat.
- And what about that long Hawaiian name for monk seals that Boomer was trying to learn? It means "dog that runs in rough waters."

Ranger Rick

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www.rangerrikk.com

Name: _____

A Closer Look at Boomer

Directions: Think of a character trait that describes Boomer and write it in the box. Then, write an example from the story in which Boomer shows that trait.

Boomer is _____ because _____.

Directions: Now, write in the surfboards what Boomer did in each part of the story.

beginning

middle

end

Name: _____

Boomer to the Rescue Quiz

Directions: Use the *Boomer to the Rescue* adventure card to help you answer each question.

- 1. Which words *best* describe Boomer's character?
 - A. brave and adventurous
 - B. scared and shy
 - C. lazy and selfish
 - D. athletic and uncaring
- 2. Why do seals need to be expert swimmers?
 - A. because they need to migrate
 - B. because there are rip tides in Hawaii
 - C. because they like to race each other
 - D. because they need to catch food and escape sharks
- 3. Who finds the mother monk seal and her baby?
 - A. Ranger Rick
 - B. Scarlett
 - C. Boomer
 - D. none of the above
- 4. What does Boomer do at the end of the story?
 - A. He saves the baby seal.
 - B. He teaches the baby seal how to surf.
 - C. He steals the baby seal.
 - D. He eats candy.

5. According to the story, what dangers do monk seals face?

My Ranger Rick Adventures

One of the unique writing activities included with this kit is the student-created graphic adventures. Students will be given a two-page comic strip with missing dialogue. Students are to fill in the missing dialogue, thereby creating a fun and educational narrative of their own. These can be distributed following a unit or as a culminating activity. They can be completed individually, in pairs, or in small groups.

Before distributing copies of the blank graphic adventures, be sure to thoroughly discuss the following topics with students.

Story Elements

As a class, examine the different elements of a story including the following:

1. introduction (*characters & setting*)
2. rising action (*events leading to problem*)
3. climax (*problem or conflict*)
4. falling action (*what happens after the climax*)
5. resolution (*solving the problem*)
6. conclusion (*what the characters have learned/how they have changed*)



Remind students that their comic strip should tell a story and show movement or growth from beginning to end. A lesson should be learned, a problem should be solved, or an adventure should be completed. By using the story elements above to help design an adventure, students will be able to create a fun and engaging story.

Dialogue

Explain to students what dialogue is and how to use it correctly in a story.

- 🐾 Tell students that an entire story can be told simply by characters speaking to one another. If possible, provide examples (such as comic strips) from a local newspaper.
- 🐾 Remind students that the dialogue bubbles are limited, so their dialogue must be concise and meaningful.
- 🐾 Challenge students to try to insert wit and humor into their dialogue.

Be Creative & Have Fun!

Remind students that this assignment is not meant to be stressful or difficult. It is meant to be a fun yet challenging project in which they can show off their creativity and authoring skills. Many different stories could be told with each blank graphic adventure, thus allowing for many entertaining possibilities. When students have completed their graphic adventure stories, encourage them to color the stories and then share them with friends and family.



Name: _____

Ranger Rick's ADVENTURES



Ranger Rick's 1 ADVENTURES



OK, Boomer, let's try again. Say "ilio-ho-lo-i-ka-uaua."

Illa-hoola-koa-la-koo-koo.

Boomer to the Rescue

STORY BY GERRY BISHOP; ART BY THE CHARACTERSHOP

RANGER RICK RACCOON, SCARLETT FOX, AND BOOMER BADGER ARE IN HAWAII, WHERE MANY RARE AND ENDANGERED SPECIES LIVE. SCARLETT TRIES TO TEACH BOOMER THE LOCAL NAME FOR ONE OF THE RAREST, THE HAWAIIAN MONK SEAL.



Boomer, you're hopeless!

Oh, yeah? We'll see how "hopeless" I am when I catch this wave!



EEEEEEEE-haaaa!



Boomer may be hopeless with the Hawaiian language, but he rules those waves!



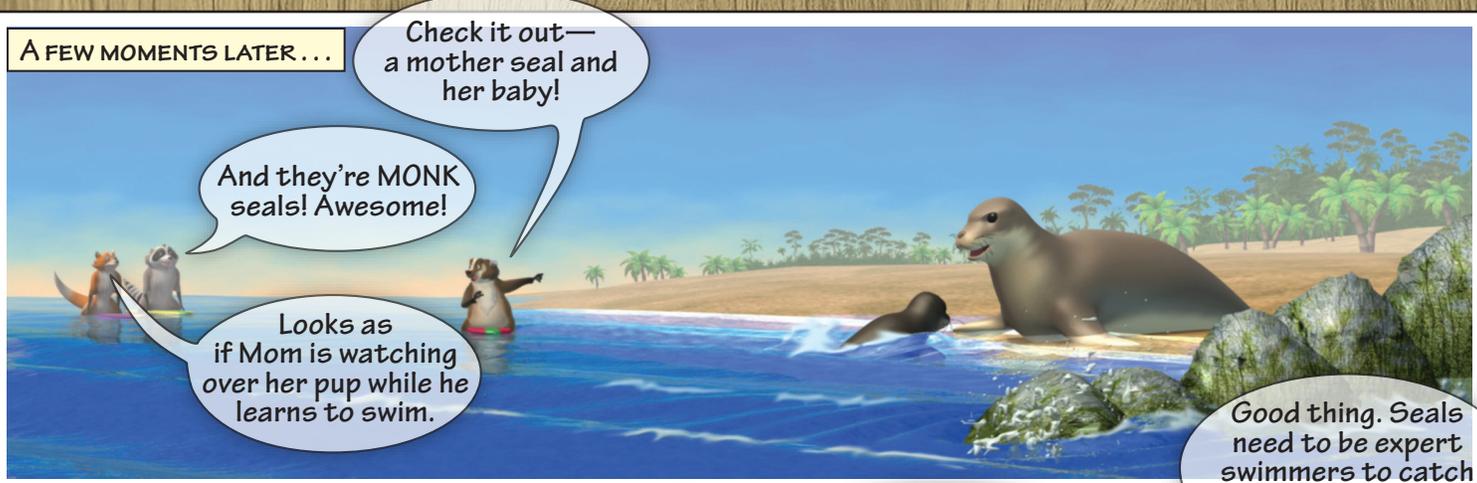
Rick, Scarlett — come quick!

A FEW MOMENTS LATER...

Check it out—
a mother seal and
her baby!

And they're MONK
seals! Awesome!

Looks as
if Mom is watching
over her pup while he
learns to swim.



Good thing. Seals
need to be expert
swimmers to catch
food—and to escape
from sharks.



Brrrip, brrrip!



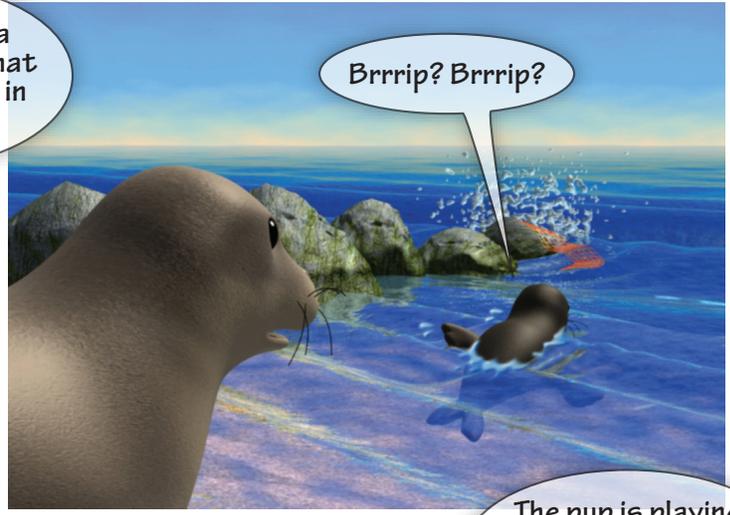
Actually, he can
swim pretty well
already.



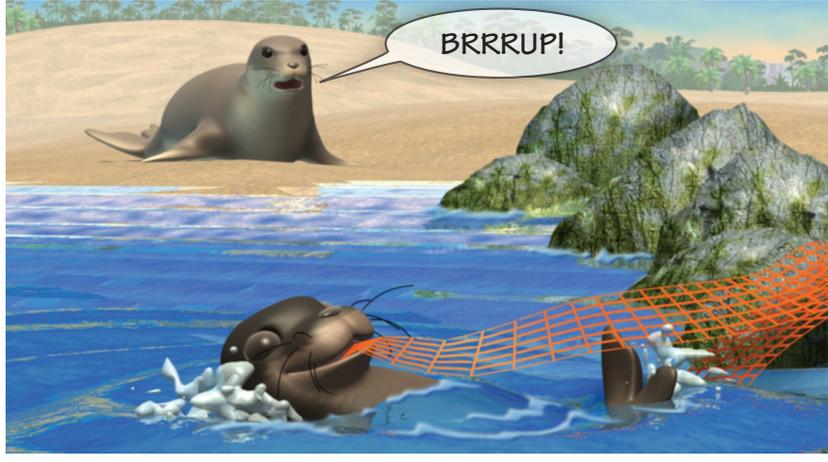
Hey, what's
that?

I think it's an old
piece of fish net.

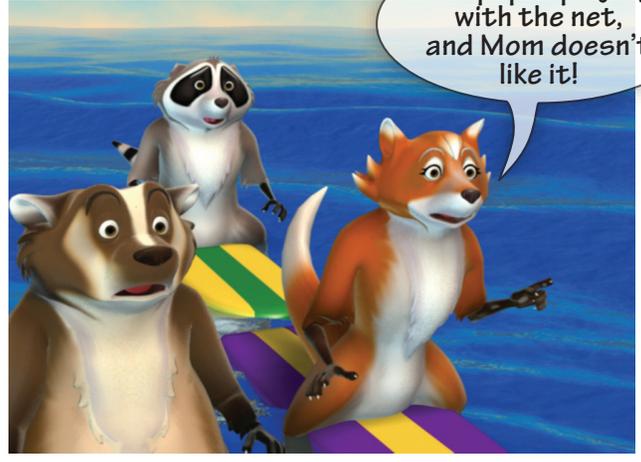
I hear there's a
lot of junk like that
floating around in
the ocean.



Brrrip? Brrrip?



BRRRUP!



The pup is playing
with the net,
and Mom doesn't
like it!

The pup is getting tangled up!

Come on—let's go!



Help us! Help us, PLEASE!



Surf's too rough to do that here. Let's get him to shore.

We need to untangle him!

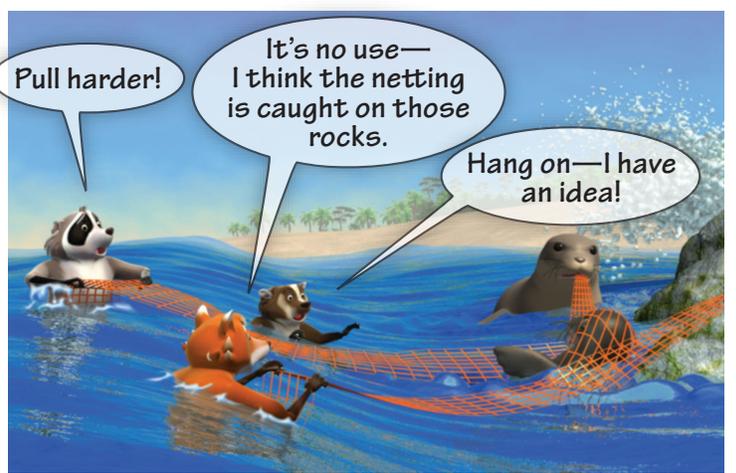
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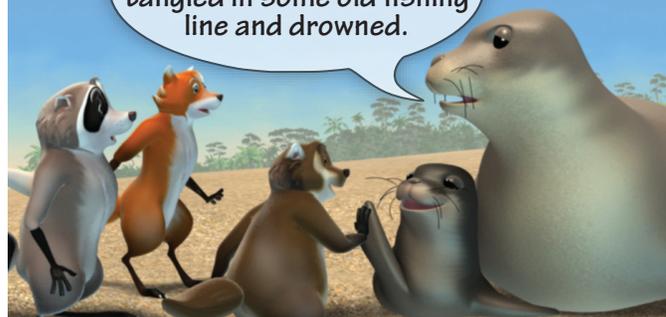


A LITTLE WHILE LATER . . .

Oh, thank you!
I don't know what I'd
do if I lost another pup!



The pup
I raised last year got
tangled in some old fishing
line and drowned.



THE MOTHER SEAL ALSO EXPLAINS THAT PEOPLE CATCH TOO MUCH OF THE SAME SEAFOOD THAT MONK SEALS NEED TO SURVIVE.

Wow—you've
had it rough.

Isn't anyone trying
to help Hawaiian
monk seals?

Yes, people are trying
to help us in many ways,
so we have hope that
things will get better.



Hey, where's
my pup?

And where's
Boomer?



Look—over
there!



Not only will
my pup grow up to be a
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MORE FACTS

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- Monk seals still face many problems. Besides floating junk and less prey, global warming could make sea levels rise—and cover the beaches where the seals mate and have their pups.
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of junk. Also, the U.S. government has set aside the northwestern Hawaiian Islands, and the ocean all around them, as a wildlife safety zone. Only a few people are allowed to enter this zone. That will allow the seals to live in peace, with more fish, lobsters, and other creatures left for them to eat.

- And what about that long Hawaiian name for monk seals that Boomer was trying to learn? It means "dog that runs in rough waters."

Ranger Rick

Built for Bounding

I hate to brag, but we hares are very talented. For one thing, we're lean, mean, leaping machines! Our long legs and big feet help us make leaps up to 10 feet long.





WITH THEIR BIG FEET
AND LONG LEGS, HARES
ARE GREAT HOPPERS.

We're speedy runners, too. Some kinds of hares can zip along at 35 miles per hour. When an enemy is after us, we get speedy and tricky, running in **zigzag** patterns or even **backtracking**. That makes us a lot harder to catch.



Perfect Parts

Hares are talented in other ways, too. Take our most famous body parts: our big ears. We have great hearing. We're even able to swivel our ears around to listen in different directions at the same time. Don't you wish you could do that?



THEIR LONG EARS MAKE IT EASIER TO HEAR ENEMIES THAT MIGHT SNEAK UP WHILE A HARE IS SNACKING.





Besides having awesome ears, we also have a pretty strong sense of smell and good eyesight. Our eyes are on the sides of our heads, so we can see what's in front of us, above us, to the sides, and partly behind us—all at the same time. We also see well in the dark. Our sensitive noses can even sniff out food that's underneath snow and ice. Together, our eyes, ears, and noses make a great early-warning system. We need this to escape from foxes, hawks, and other **predators**.

