



Ranger Rick's

Reading Adventures

Teacher Resource Kit A

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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 that wildlife thrives 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:

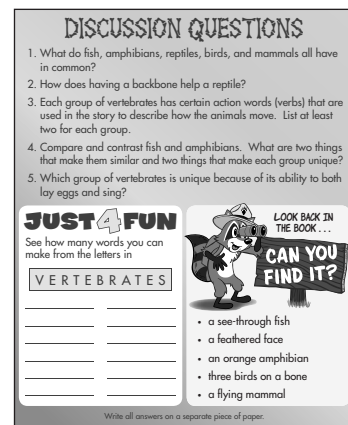
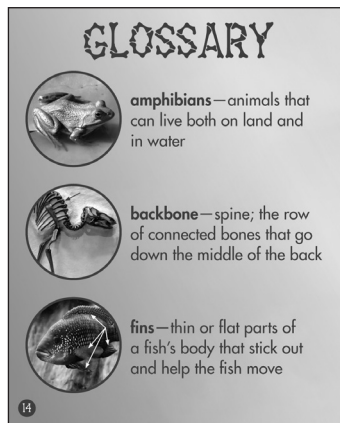
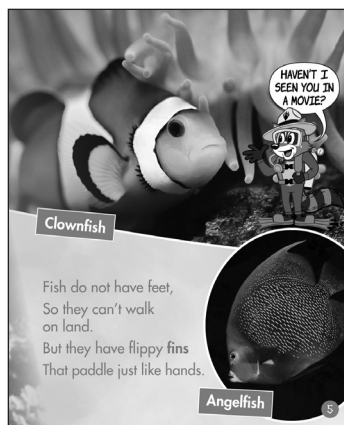
10 full-color nonfiction readers (6 copies of each reader, for a total of 60 readers!)



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.



JOIN ME
IN LEARNING ABOUT
OUR BEAUTIFUL PLANET
AND THE ANIMALS THAT
LIVE HERE!



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 *Ricky and Pals Adventure Cards* (6 copies of 6 titles, for a total of 36 cards!)

These four-page folder-style reading cards share with students a variety of exciting adventures with Ricky Raccoon and his pals.

Ricky and Pals in Fun in the Sun

"Bizzie got a big grin on his face. 'I'm going to try it,' he said, holding the shell up to his ear."
 "Do you hear anything?" asked Ricky, watching eagerly.
 "Or?" Bizzie yelled suddenly.
 "What's wrong?" asked Ricky.
 "It bit me!" Bizzie cried.
 "What?" asked Ricky. "That's silly, Bizzie. Seashells don't bite! Let me listen." Ricky took the shell from Bizzie and held it up to his ear.
 "Yowser!" Ricky shouted, dropping the shell.
 "Told you!" said Bizzie. Ricky and Bizzie looked at the shell lying on the sand. As they watched, the shell began to move a bit. Then some legs poked out, followed by the swar of the legs.
 "It's a hermit crab!" said Ricky. "We didn't get bitten. We got pinched by the crab's claw!"
 "That crab must have been mad that we poked up its house," said Bizzie, giggling.
 The two friends watched the crab crawl away. Then they headed back to Flora and Sammy.

"I love the feeling of sand between my toes," said Ricky excitedly. He and his friends Bizzie Beaver, Flora Skunk, and Flora's little brother, Sammy, were visiting the beach.
 "It's so different from Deep Green Wood here," said Bizzie.
 "Same it," said Ricky. He looked down the long, sunny beach. "Deep Green Wood is full of trees, and there aren't any trees here."
 "And," added Sammy, "Deep Green Wood has leaves, acorns, pine cones, and sticks on the ground. But here, there are shells."
 Just then, a group of noisy gulls flew overhead. "The birds here sound different, too," said Flora. "And instead of hearing wind rustling through the leaves, we hear ocean waves!"
 Sammy tugged at Flora's arm. "Can we build a sand castle now?" he asked. Flora smiled at the excited little skunk. "Sure," she said. "Do you want to help?" she asked Ricky and Bizzie.
 "Maybe later," Ricky said. "Right now, I want to look for seashells!"
 "Me, too," said Bizzie. "We'll see you in a little while." And off they went.
 "OK, Sammy," said Flora. "First, we'll fill our buckets with wet sand. The two skunks began picking up pawfuls of the warm, wet sand and packing it into the buckets. When the buckets were full, they turned them over. Then, they carefully lifted the buckets, leaving two sandy towers."
 "Cool!" exclaimed Sammy. "Let's do more!" He and Flora filled the buckets again, making the other two owners of the castle. Then, they piled sand between them to make the walls.

"Who?" asked Flora.
 Sammy reached into his overalls pocket. Flora watched curiously. You never knew what Sammy would pull out of that pocket. This time, it was a handful of toy soldiers! He set them down around the castle.
 Flora grinned. "That's perfect, Sammy," she said.
 Meanwhile, Ricky and Bizzie had been picking up shells along the beach. "I can't believe there are so many different kinds of shells," said Bizzie as he reached down to get a pretty, pinkish one.
 "They say you can hear the ocean inside a seashell," said Ricky.

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 *Ricky and Pals Adventure Cards*. Also included are *Ricky and Pals Readers' Theater* scripts, 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.

Ranger Rick's Reading Adventures Kit A

The Very Hungry Rabbit
 Story by Kelly Keating • Illustration by Christine Stock

Characters
 Ricky Raccoon, Bizzie Beaver, Flora Skunk, and Mimi Mink are getting ready to have a picnic. Ricky wants to bring a salad to the picnic.
 I'm so glad I have this beautiful garden. I can't wait to pick some lettuce for my salad.
 When Ricky arrives at his garden, he realizes that something is wrong.

Boomer Badger's Word App
 Directions: Boomer Badger is Ranger Rick's friend. Boomer loves high-tech gadgets. He is working on a dictionary app for Ranger Rick. Can you help Boomer with his app? Use one glossary word from the book to complete the table below.

Unit 4: Meet the Vertebrates
 Unit Overview
 Content Goals
 In this unit, students will be reading five articles with background boxes as a foundation. In the first reading book, they will learn about birds, fish, mammals, reptiles, and amphibians. Through various activities and assessments, students will gain an in-depth understanding and appreciation of these animals.
 Reading Summary
 Students will participate in a read-aloud and pre-reading activities. Students will perform a close reading of the text, answer comprehension questions, and will know and use various text features to locate key facts and information efficiently. They will use the graphic organizer provided on the right.
 Writing Summary
 Students will write about the differences between amphibians and reptiles and how to choose between them. Students will write a persuasive letter to convince others of their choosing. The graphic organizer used for this lesson is pictured on the right.
 Science Summary
 Students will participate in a science experiment in which they build models of skeletons to help them understand how the structure functions. They will answer questions about the experiment and discuss their observations and findings in a lab.

Hooray for Bees! Quiz
 Directions: Use the Hooray for Bees! adventure card to help you answer each question.
 1. Where does this story take place?
 A. in a beach
 B. in Sunny Meadow
 C. in the mountains
 D. in the desert
 2. Who is afraid of bees in the story?
 A. Ricky
 B. Bizzie
 C. Flora
 D. Sammy
 3. What do bees spread from flower to flower?
 A. germs
 B. pollen
 C. seeds
 D. fruit
 4. What lesson do Ricky and his pals teach Sammy? How do they teach him?

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 *great grizzlies* or *super-sweet sea otters*, 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: Sweet Blue Feet

Unit Overview



Content Goals

In this unit, students will be learning about Bobo, a blue-footed booby. They will discover how Bobo changes as he grows and the new skills he learns. Through various activities and assessments, students will gain an in-depth understanding and appreciation of these birds with fabulous blue feet.

Reading Summary

Students will participate in vocabulary and pre-reading activities. Students will perform a close reading of the text, answer comprehension questions, and ask and answer questions with partners by using the graphic organizer pictured on the right.

Writing Summary


Students will compare formal and informal uses of English. Students will write a formal email to Ranger Rick that includes wondering questions about Bobo, the blue-footed booby. The graphic organizer used for this lesson is pictured on the right.

Science Summary

Students will participate in an experiment about webbed feet. They will learn how this animal adaptation helps blue-footed boobies survive. They will record their findings on a chart and discuss their observations as a class.

Materials

✂ copies of <i>Sweet Blue Feet</i> reader	✂ copies of reading activity sheets (pages 19–20)
✂ copies of <i>Boomer Badger's World 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 *Ricky and Pals Adventure Cards* (see page 183).
- ✂ Help students improve their reading, speaking, and listening skills with the *Ricky and Pals Readers' Theater* (see page 202).
- ✂ 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 Ricky and Pals Adventure Cards, Readers' Theater scripts, 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 Sweet Blue Feet

Key Vocabulary

Procedure

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

Vocabulary Word	Definition
chick	a baby bird <i>Sample Sentence:</i> That <i>chick</i> is so tiny.
down	soft, fluffy feathers for warmth <i>Sample Sentence:</i> Down feathers are so soft.
feathers	lightweight growths covering a bird's body <i>Sample Sentence:</i> The feathers on that bird are beautiful.
hatched	emerged from an egg <i>Sample Sentence:</i> I think the bird's eggs <i>hatched</i> yesterday.
sprouted	grew or developed something <i>Sample Sentence:</i> That bird <i>sprouted</i> new feathers.
toasty	comfortably or cozily warm <i>Sample Sentence:</i> That bird looks so <i>toasty</i> in his nest.

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 baby bird. Challenge them to use as many vocabulary words as they can.
- Have students create a drawing of a baby bird. Then, have them add labels to the drawing. The labels should include at least three vocabulary words.
- Place students in pairs and have them take turns quizzing each other.


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Unit 1 Sweet Blue Feet

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 *Sweet Blue Feet* text. If you wish for students to follow along, simply cut out along the line below and make copies of the text.

Bibbidi-Bobbidi-BLUE!

It has wings and a beak. Oh, and it has feathers! Can you guess the animal? If you guessed a bird, you are correct! Birds are everywhere. You see them at school. You see them in your yard. They are at beaches and parks. They can be found in the woods and mountains. There are even birds in Antarctica! But have you ever seen a bird with bright blue feet?




Blue-footed boobies are easy to spot thanks to their feet; they are bright blue! These birds live along the Pacific coast of Central and South America. Many of them live on the Galapagos Islands. There are lots of unique animals there. But, the blue-footed boobies are one of the most famous.

Most of the time, blue-footed boobies are out at sea. They are busy fishing. They have excellent eyesight. When they see a fish in the ocean, they dive headfirst into the water. Splash! They grab the fish using their beaks.

If you see a blue-footed booby on land, you may get lucky and see it dancing. The male birds dance to get females to notice them. If the female likes the male bird, then she will dance with him. Soon, they will start a family!

READ SHEET BLUE FEET TO LEARN ABOUT BOOBY A BLUE-FOOTED BOOBY.



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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.

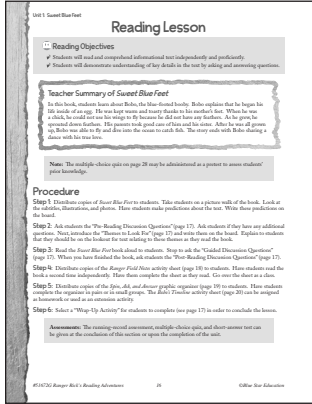
The teacher may choose to read the information aloud while students follow along. Or, the teacher may wish for students to read the information independently or in small groups first, coding the text as they read. Students can use *question marks* to identify questions they have about the text, *exclamation 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.

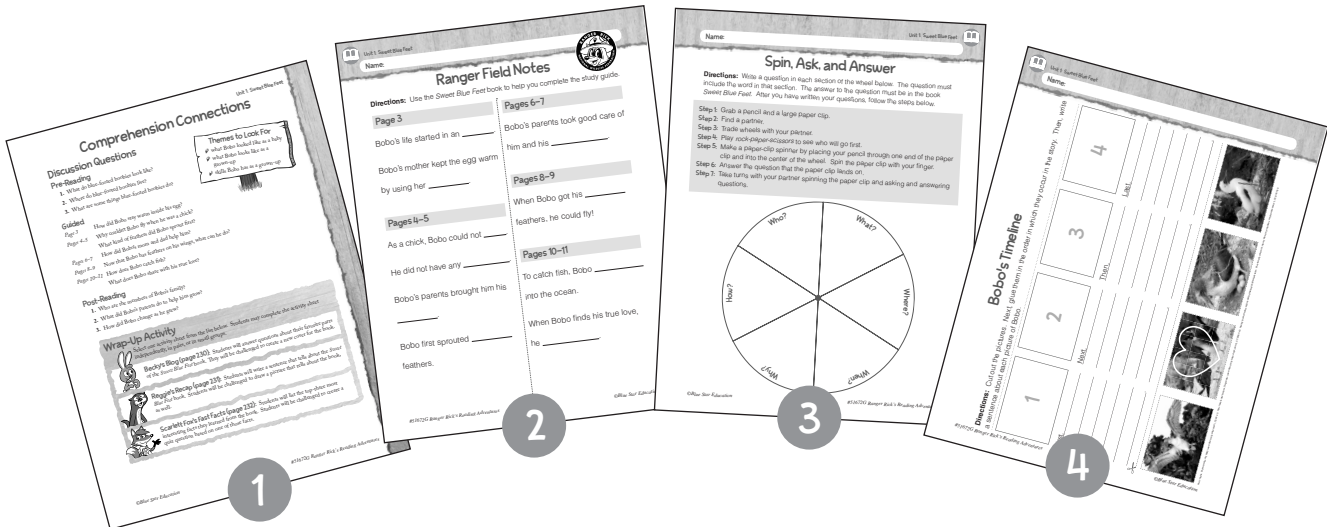
Unit Breakdown (cont.)

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 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.

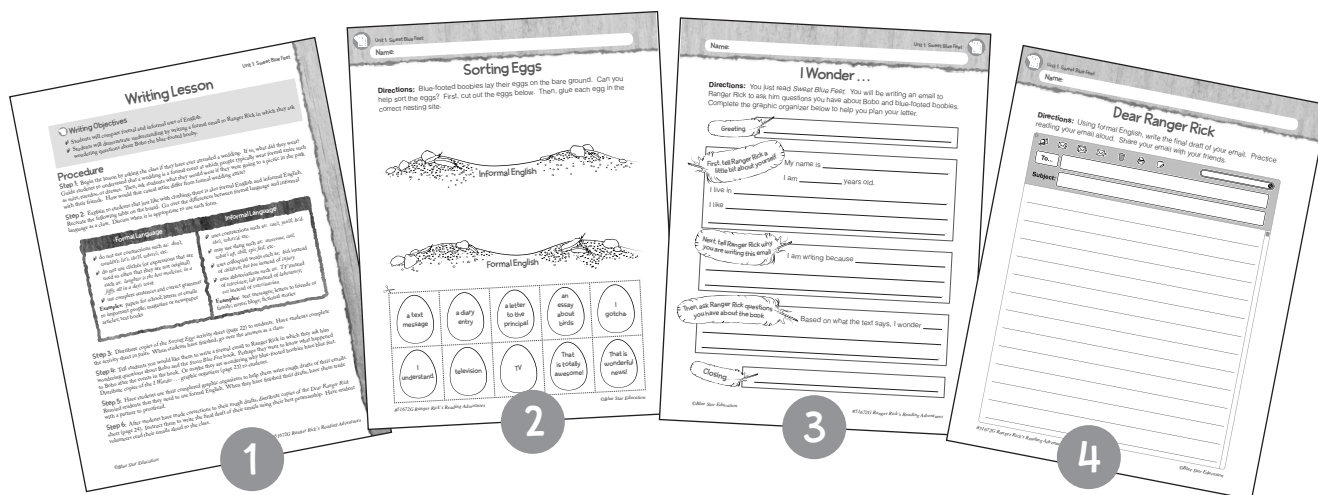


- 1 The *Comprehension Connections* page includes pre-reading discussion questions to spark student interest and to help measure students' prior knowledge. Also included are themes to look for. Write these on the board and discuss them with students before they begin reading. This will help focus students' 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>Sweet Blue Feet</i>	formal email	formal vs. informal English
<i>Great Grizzly</i>	narrative	past tense of irregular verbs
<i>It's Tiger Time!</i>	persuasive	capitalization/punctuation/spelling
<i>Meet the Vertebrates</i>	poetry	adjectives and adverbs
<i>Squirrel Tales</i>	friendly letter	shades of meaning among closely related verbs and closely related adjectives
<i>Wild Noses</i>	blog entry	apostrophes (possessives and contractions)
<i>Hello, Hippo!</i>	summary	irregular plural nouns
<i>Red-Eyed Tree Frogs</i>	postcard	reflexive pronouns
<i>Super Scoopers</i>	opinion	produce, expand, rearrange simple and compound sentences
<i>Swimming with Sea Otters</i>	comic strip	collective nouns

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: Sweet Blue Feet

Science Lesson

Science Objectives

- Students will learn how blue-footed boobies use their webbed feet to help them survive.
- Students will demonstrate understanding by performing an experiment in which they use plastic bags to create webbed feet of their own.

Background

Those big, blue feet are neat, but they also serve a purpose. Blue-footed boobies wrap their wide webbed feet around their eggs to keep them warm. But, that's not all they use their webbed feet for. They also use them to catch fish. Those webbed feet help them swim through water.

Materials

- tubs of water
- plastic, resealable quart-size bags
- rubber bands

Procedure

Step 1: Begin the lesson by rereading page 3 from the *Sweet Blue Feet* books aloud to the class. Tell students to hold up their hands and spread their fingers out. Have them imagine that there is skin between each of their fingers just like there is with the blue-footed boobies' feet. Ask students to explain why they think blue-footed boobies have webbed feet. What do they use them for? Read to the class the background information above.

Step 2: Explain to students that they will be conducting an experiment to help them better understand how webbed feet help the blue-footed booby survive.

Step 3: Place students in pairs. Distribute a tub of water, a plastic bag, and a rubber band to each pair. Distribute copies of the *Wonderfully Webbed Feet* activity sheet (page 26) to students.

Step 4: Have one student in each pair place one hand in the water and paddle and push the water around. Have them verbally share their observations with their partners. Partners should record their words on the activity sheet. Next, students will place one hand in the plastic bag and slide the rubber band over the bag onto their wrists. Their partners can help them, if needed. Instruct students to place their bagged hands in the water and slowly paddle and push the water around. Again, have them explain to their partners what they are observing and feeling so the partners can record it. Then, have students switch so that each partner gets a turn.

Step 5: When the students have finished, instruct them to answer the questions on the activity sheet. Then, hold a class discussion to go over the questions and reflect on the experiment.

Scarlett's STEM Challenge!

Challenge students to design a boat (or other type of watercraft) that can propel itself with a single rubber band. After students have designed their boats, have them build them out of common household materials. As a culminating activity, students can race their boats and graph the results.

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

The **background information** sets the scene for the science experiment students will be conducting. Each experiment ties into 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: Sweet Blue Feet

Name: _____

Wonderfully Webbed Feet

Directions: When it is your turn to have a "webbed foot," have your partner record your observations in the chart below.


	No Webbing	Webbing
	I see _____ _____	I see _____ _____
	I feel _____ _____	I feel _____ _____
	I think _____ _____	I think _____ _____

Directions: Use your observations to answer the questions.

- How did having a "webbed foot" feel different?

- Do you think it would be easier to swim if you had webbed feet? Why or why not?

- How do webbed feet help the blue-footed boobies?



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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 'Date', 'Page', 'Word', and 'Error Type'. It includes a section for 'Analysis of Student Difficulties' with rows for 'miscellaneous', 'omission', 'insertion', 'substitution', 'deletion', 'repetition', 'addition', 'omission', 'insertion', 'substitution', and 'deletion'. There are also sections for 'Comprehension Questions' and 'Performance Objectives'.

The **running record** sheet allows the teacher to note errors and the self-correction process as the student reads the first 50+ words of the text. The 50th word is underlined and in boldface. When a student has completed the reading passage, record his or her responses to comprehension questions. Lastly, analyze the data, evaluate reading behaviors, and make recommendations for further progress.

This four-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 has four questions. Question 1 asks about the rabbit's first action. Question 2 asks about the rabbit's behavior when it sees the badger. Question 3 asks about the rabbit's behavior when it sees the badger again. Question 4 asks about the rabbit's behavior when it sees the badger a third time.

The Short-Answer Test has three questions. Question 1 asks how the rabbit's parents help him. Question 2 asks how the rabbit's parents help him. Question 3 asks how the rabbit's parents help him.

This three-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. The last question requires students to illustrate their answers.

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.

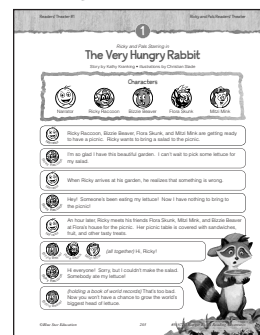
Boomer Badger's Word App is a digital interface with a word list and a search bar. Becky's Blog is a digital interface with a title, a date, and a text area for a blog post.

Ricky and Pals Adventure Cards



These storybook-style cards will be an instant hit with students. Each card has 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.

Ricky and Pals Readers' Theater



These Readers' Theater scripts, featuring Ricky Raccoon and his pals, allow the teacher to integrate drama into the reading experience. With these scripts, students will have the opportunity to read aloud and improve their oral reading and overall fluency skills. For more information about Readers' Theater, please see page 202.

Reader Levels

The following chart includes information about the readers in *Ranger Rick's Reading Adventures: Kit A*. 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>Sweet Blue Feet</i>	Early	H, I	360	203
2	<i>Great Grizzly</i>	Early/Fluent	J, K	430	326
3	<i>It's Tiger Time!</i>	Early/Fluent	K, L	450	195
4	<i>Meet the Vertebrates</i>	Early/Fluent	K, L	490	230
5	<i>Squirrel Tales</i>	Early/Fluent	K, L	540	370
6	<i>Wild Noses</i>	Early/Fluent	L, M	580	301
7	<i>Hello, Hippo!</i>	Early/Fluent	L, M	580	307
8	<i>Red-Eyed Tree Frogs</i>	Early/Fluent	M, N	620	199
9	<i>Super Scoopers</i>	Fluent	N, O	650	244
10	<i>Swimming with Sea Otters</i>	Fluent	O, P	700	207

Meet the Characters

Ranger Rick Raccoon is the official ambassador of the National Wildlife Federation. He is the leader of a group of animal friends that live in Deep Green Wood. Rick is very cheerful, and he knows—and cares—about wildlife and the natural world. He leads his friends to places across the globe, meeting all kinds of animals and helping them when they get into trouble.



Ranger Rick



Boomer Badger



Scarlett Fox



Reggie Otter



Becky Hare



Gray Squirrel

Ricky is a young raccoon. He has been enlisted by Ranger Rick to teach young children about animals and all things wild.



Ricky Raccoon



Mitzi Mink



Flora Skunk



Bizzie Beaver



Mrs. Cardinal



Sammy Skunk

Unit 8: Red-Eyed Tree Frogs

Unit Overview

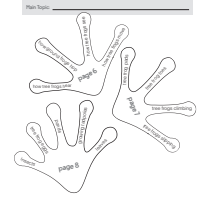


Content Goals

In this unit, students will be studying teeny-tiny red-eyed tree frogs. They will learn why these frogs have bright colors and sticky toes. They will see how a frog begins life in an egg and transforms from a tadpole, to a froglet, to a grownup frog. Through various activities and assessments, students will gain an in-depth understanding and appreciation of these cute little crawlers.

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 focus of specific paragraphs in the text using the graphic organizer pictured on the right.



Writing Summary

Students will learn about reflexive pronouns. Students will write descriptive postcards about visiting the rainforest to study red-eyed tree frogs. The graphic organizer used for this lesson is pictured on the right.



Science Summary

Students will participate in a scientific experiment to help them understand why red-eyed tree frogs' feet stay sticky. They will answer questions about the experiment and discuss their observations and findings as a class.



Materials

- 🐾 copies of *Red-Eyed Tree Frogs* reader
- 🐾 copies of *Boomer Badger's Word App* (page 229)
- 🐾 copies of *Background Information* [optional] (page 134)
- 🐾 copies of *Ranger Field Notes* (page 137)
- 🐾 copies of reading activity sheets (pages 138–139)
- 🐾 copies of writing activity sheets (pages 141–143)
- 🐾 copies of science activity sheet (page 145)
- 🐾 copies of assessments (pages 146–148)



You "Otter" Remember ...

- 🐾 For additional adventures, check out *Ricky and Pals Adventure Cards* (see page 183).
- 🐾 Help students improve their reading, speaking, and listening skills with the *Ricky and Pals Readers' Theater* (see page 202).
- 🐾 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
creep	to move slowly with the body close to the ground <i>Sample Sentence:</i> That spider thinks he can <i>creep</i> by that frog.
hatch	emerge from an egg <i>Sample Sentence:</i> We couldn't wait for the turtle eggs to <i>hatch</i> .
insects	small animals that have six legs and a body formed of three parts <i>Sample Sentence:</i> Butterflies are my favorite <i>insects</i> .
pads	the soft, flat parts on the bottom of some animals' feet <i>Sample Sentence:</i> The <i>pads</i> on my cat's paws are pink.
startle	to surprise or frighten suddenly <i>Sample Sentence:</i> The frog <i>startled</i> me when it jumped out of the bushes.
tadpoles	small creatures that become adult frogs or toads <i>Sample Sentence:</i> I saw lots of <i>tadpoles</i> in a creek by my house.

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 tiny frog. Challenge them to use as many vocabulary words as they can.
- 🐾 Have students draw a picture story about a frog. Challenge them to label their picture story with 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 *Red-Eyed Tree Frogs*. If you wish for students to follow along, simply cut along the line below and make copies of the text.

Ribbit, Ribbit

Frogs are fun to learn about. They sing songs. They leap long distances. And, they have very sticky tongues! There are more than 6,000 different species of frogs. They live all around the world, except in Antarctica. Frogs come in different sizes. Some frogs are smaller than lima beans! Others are as big as footballs!

There are different groups of frogs. One of these groups is the tree frog group. There are about 1,200 different types of tree frogs. As you might have guessed, these tiny frogs live mostly in trees. But, some live in lakes or ponds.



Did you know that all frogs sing? Each species of frog has its own special song. Males sing songs to attract females. If you hear “ribbit, ribbit,” it’s probably a Baja California tree frog singing. If you hear “chock, chock, chock,” it’s likely a red-eyed tree frog.

Tree frogs are good climbers. But, they are also good leapers. They have long and very strong legs. They can jump 40 times their length. That would be like you jumping across a four-lane highway!

Tree frogs eat insects. They hunt for them during the night. They like to stick out their sticky tongues to catch things like ants, flies, and crickets. Yum! But, tree frogs are also tasty meals for other animals. Mammals, reptiles, birds, and even fish all eat tree frogs.

READ RED-EYED TREE FROGS TO LEARN MORE ABOUT THESE LITTLE LEAPERS.



Reading Lesson



Reading Objectives

- Students will read and comprehend informational text independently and proficiently.
- Students will demonstrate understanding by finding the main topic of the multiparagraph text and the main ideas of paragraphs within the text.

Teacher Summary of *Red-Eyed Tree Frogs*

In this book, students learn that tree frogs are tiny creatures that are about as long as their little fingers. Tree frogs are mostly green, so they can blend in with leaves. If they are attacked while sleeping, tree frogs pop up and show their bright colors to startle their attacker. Unlike ground frogs that hop around, tree frogs prefer to creep and crawl. They have sticky pads on their feet that keep them from slipping while they climb trees. Tree frogs lay their eggs on leaves above ponds so that when the tadpoles hatch, the tadpoles fall into the water below. As tadpoles grow and turn brown, they become known as *froglets*. As they continue to grow, they lose their tails and turn brighter colors. Soon they are grownup tree frogs ready to crawl into the trees.

Note: The multiple-choice quiz on page 147 may be administered as a pretest to assess students' prior knowledge.

Procedure

Step 1: Distribute copies of *Red-Eyed Tree Frogs* 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 136). Ask students if they have any additional questions. Next, introduce the “Themes to Look For” (page 136) 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 *Red-Eyed Tree Frogs* book aloud to students. Stop to ask the “Guided Discussion Questions” (page 136). When you have finished the book, ask students the “Post-Reading Discussion Questions” (page 136).

Step 4: Distribute copies of the *Ranger Field Notes* activity sheet (page 137) 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 *What's the Main Idea?* graphic organizer (page 138) to students. Have students complete the organizer in pairs or in small groups. The *Tree Frog Timeline* activity sheet (page 139) can be assigned as homework or used as an extension activity.

Step 6: Select a “Wrap-Up Activity” for students to complete (see page 136) to conclude the lesson.

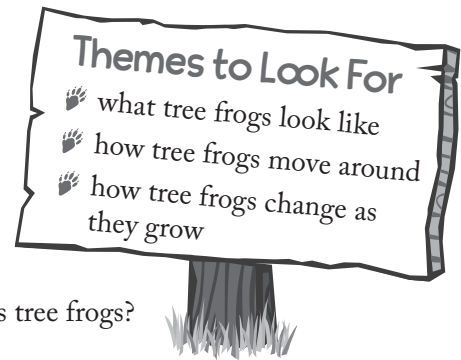
Assessments: The running-record assessment, multiple-choice quiz, and short-answer test can be given at the conclusion of this section or upon the completion of the unit.

Comprehension Connections

Discussion Questions

Pre-Reading

1. How do you think tree frogs move around in trees?
2. How do you think tree frogs stay safe from their enemies?
3. How do you think tree frogs change as they grow up?



Guided

Page 3 What other things can you think of that are the same size as tree frogs?

Pages 4–5 Why is it hard to see a tree frog on a leaf?
How do tree frogs scare away an attacker?

Pages 6–7 How do tree frogs move around in trees?
How do tree frogs climb without slipping?

Pages 8–9 Why do tree frogs lay their eggs above ponds?
What is inside frog eggs?

Pages 10–11 What is a froglet?
What is the difference between a froglet and a frog?

Post-Reading

1. What will a tree frog do to protect itself from an attacker?
2. What is special about a tree frog's feet?
3. What is a tadpole?

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 *Red-Eyed Tree Frogs* book. They will be challenged to create a new cover for the book.



Reggie's Recap (page 231): Students will write summaries of the *Red-Eyed Tree Frogs* 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-three most interesting facts they learned from the book. Students will be challenged to create a quiz question based on one of those facts.



Name: _____



Ranger Field Notes

Directions: Use the *Red-Eyed Tree Frogs* book to help you complete the study guide.

Page 3

Tree frogs are about as _____
as your little finger.

Pages 4–5

A tree frog's coloring makes it
hard to spot on a _____.

A tree frog may use its bright
_____ to startle an attacker.

Pages 6–7

Tree frogs creep and _____
up trees.

Sticky _____ on a tree frog's
toes help it climb trees.

Pages 8–9

Inside tree frog eggs, you will
find _____.

Tadpoles _____ and then
plop into the water below.

Pages 10–11

Tadpoles change into _____
_____ froglets.

Froglets lose their _____ as
they grow.



Name: _____

What's the Main Idea?

Directions: Write the main topic of the book on the line below. Next, look at the page number on each frog footprint. Read the paragraph on that page. Then, color the toe that best describes the main idea of that paragraph.

Main Topic: _____

The image shows three frog footprints, each with five toes. The footprints are labeled with page numbers and contain various topics in their toes:

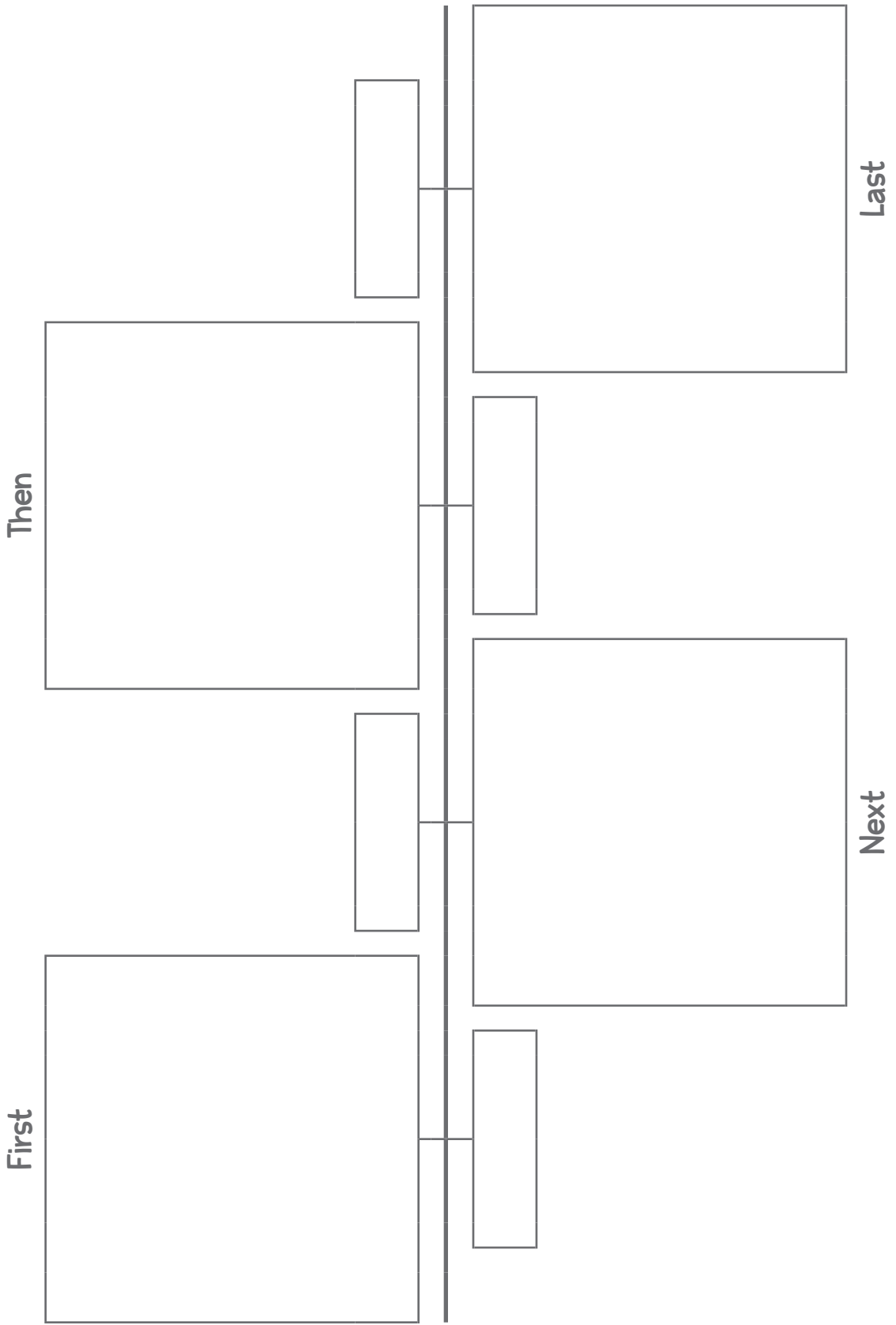
- page 6:**
 - how ground frogs hop
 - how tree frogs see
 - how tree frogs move
 - tree frog pads
 - tree frog toes
 - how tree frogs hear
- page 1:**
 - tree frog pads
 - tree frog toes
 - tree frogs climbing
 - tree frogs slipping
- page 8:**
 - tree frog eggs
 - ponds
 - growing tadpoles
 - leaves
 - insects



Name: _____

Tree Frog Timeline

Directions: Think about how tree frogs grow and change. Cut out the labels, then glue them on the timeline in the correct order. Finally, draw a picture in each box to show a frog at each stage of its life.



froglet frog egg tadpole

Writing Lesson



Writing Objectives

- Students will learn how to use reflexive pronouns such as *myself* and *itself*.
- Students will demonstrate understanding by writing a postcard about visiting the rainforest to study tree frogs.

Procedure

Step 1: Have students think about vacations they have taken in the past. Ask them if they have ever sent postcards to their friends or family members back home. Have student volunteers share their experiences with the class. Have them describe what the postcard looked like and what they wrote on it.

Step 2: Tell students they will be using their imaginations. They will imagine that they are in the rainforest. They will pretend that they are there to study tree frogs. While there, they will be writing postcards to family or friends back home. Before students start to brainstorm ideas for their postcards, teach them about reflexive pronouns.

Step 3: Ask the class to define what a noun is. (*a person, place, idea, or thing*) Next, ask students if they know what a pronoun is. Explain that a pronoun takes the place of a noun. Pronouns are words like *she*, *her*, or *hers*. Now, ask students if they can guess what a reflexive pronoun is. Tell them these are special pronouns. They refer back to the subject in the sentence. *Herself* is a reflexive pronoun. Write the following sentence on the board. Ask students to identify the noun, pronoun, and reflexive pronoun. *She talked to herself while she was in the rainforest.*

Step 4: Write the chart below on the board. Read it aloud. Have students work with a partner to write a sentence that includes a reflexive pronoun. Then, have each pair read their sentence aloud.

Subject Pronouns	Reflexive Pronouns
I	myself
you (singular)	yourself
you (plural)	yourselves
he	himself
she	herself
it	itself
we	ourselves
they	themselves

Step 5: Distribute copies of the *Practice with Pronouns* activity sheet (page 141) to students. Have students complete the sheet independently. Go over the answers as a class. Tell students you would like them to include at least one reflexive pronoun in their postcards.

Step 6: Distribute copies of the *Writing in the Rainforest* graphic organizer (page 142) to students. Remind them of their five senses (*sight, touch, taste, hear, smell*). Tell students you want them to think about their five senses when they imagine themselves in the rainforest. They need to use sensory words to paint a picture for the person reading the postcard. Have students complete the graphic organizers independently or in small groups.

Step 7: Have students use their completed graphic organizers to write rough drafts. When students have finished their drafts, have them trade with a partner to proofread. After students have made corrections to their drafts, distribute copies of the *Greetings from the Rainforest* sheet (page 143). Instruct students to write their final drafts using their best penmanship.



Name: _____

Practice with Pronouns

Directions: Read the words in the Word Bank. Then, write them in the correct box.

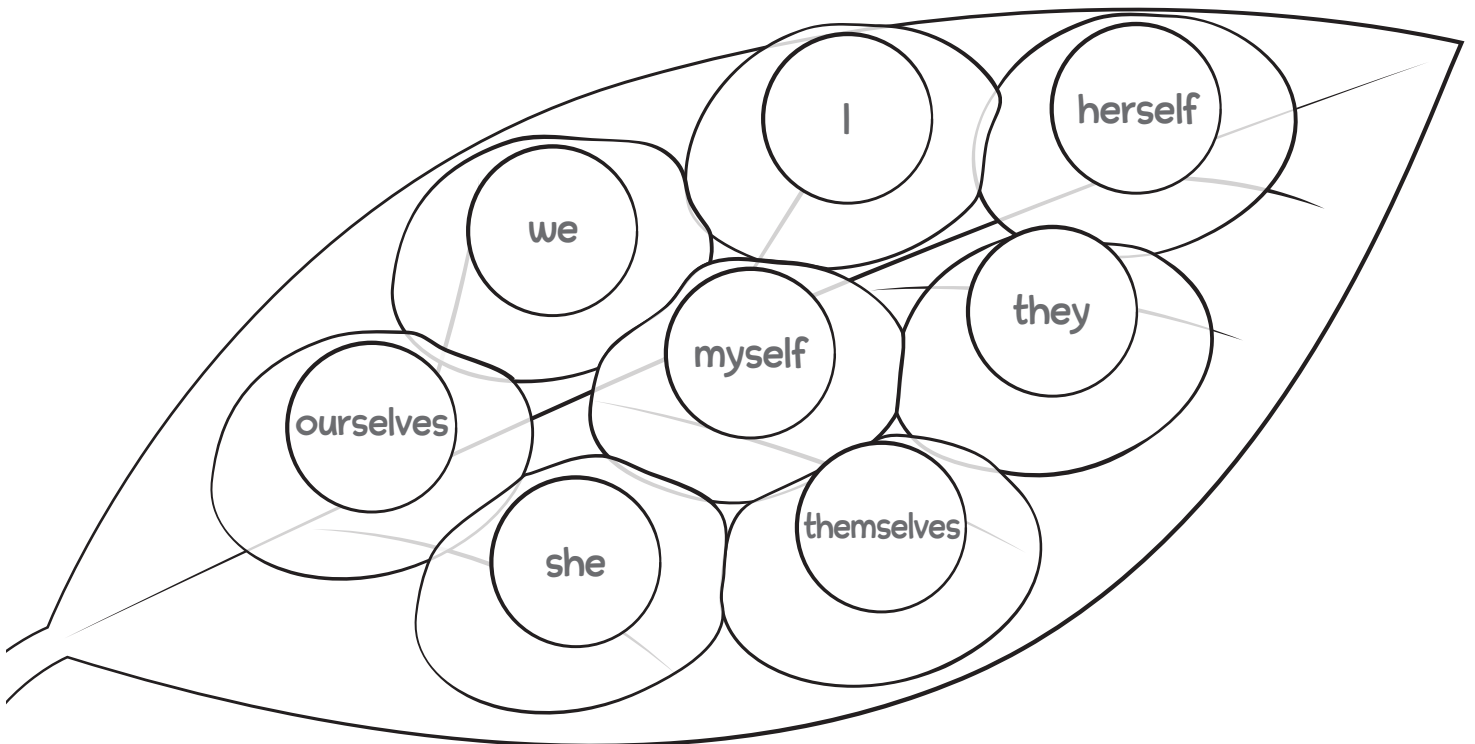
Word Bank

frog it he Ranger Rick scientists they

Nouns

Pronouns

Directions: Color the eggs that hold reflexive pronouns.



Directions: Choose the correct reflexive pronoun to complete each sentence.

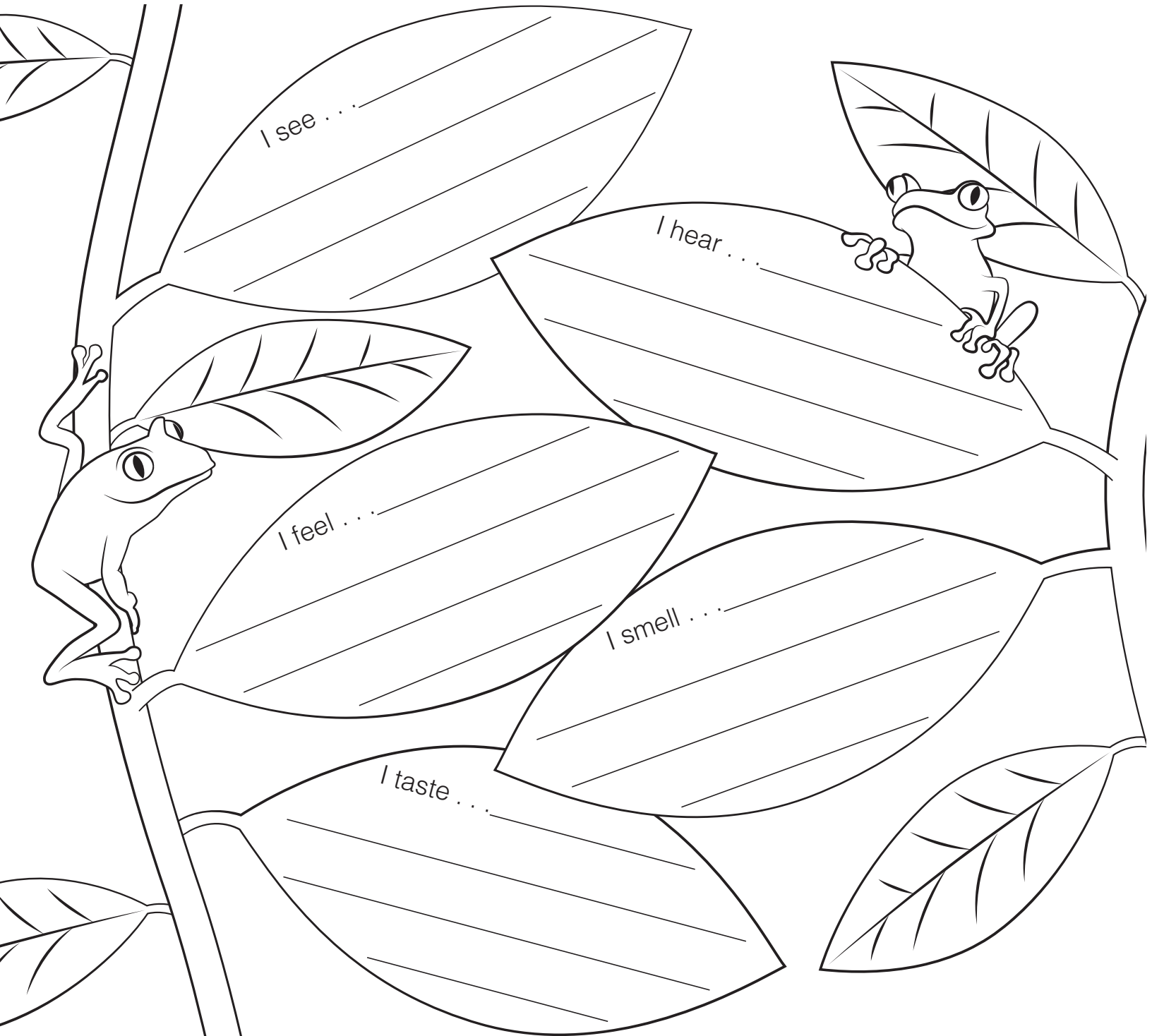
- The male frog sat quietly by _____. (*he, him, himself*)
- I pictured _____ in the rainforest. (*me, my, myself*)



Name: _____

Writing in the Rainforest

Directions: Imagine you have taken a trip to a rainforest to study red-eyed tree frogs. You want to send a postcard to your friends or family to tell them what it's like. Think about what you might see, hear, feel, smell, and taste in a rainforest. Fill out the graphic organizer below to help you write your postcard.





Name: _____



Greetings from the Rainforest

Directions: Write the final draft of your postcard. Remember to include at least one reflexive pronoun. Draw a picture of the rainforest on the front of the postcard. Cut out the postcard (front and back) and glue it together. Then, “send” your postcard to a friend or family member!

34¢

Science Lesson

Science Objectives


-  Students will learn how adaptations (sticky feet) among organisms (red-eyed tree frogs) can help them survive.
-  Students will demonstrate understanding by performing an experiment in which they wrap tape around their hands and pretend to be tree frogs.


Background

Tree frogs have sticky pads on their fingers and toes. They secrete a sticky mucus from these pads. The pads work with the sticky substance to help the frogs hold onto smooth surfaces, even if the surface is wet or dirty. The sliding motion the frogs make when they climb helps to keep their sticky feet clean.

Materials

 masking tape

 sheets of scratch paper

 a carpeted room or outdoor area

Procedure

Step 1: Begin the lesson by rereading pages 6 and 7 of the *Red-Eyed Tree Frogs* book. Tell students that tree frogs' feet remain sticky even on wet or dirty surfaces. Ask students to hypothesize how tree frogs' feet manage to stay so sticky. Have a brief class discussion on the topic.

Step 2: Tell students they will be conducting an experiment in which they will pretend to be tree frogs. Walk around the classroom and wrap an upside-down strip of masking tape around the hands of each student. Tell students to keep their hands in the air and not touch anything until they have been instructed to do so.

Step 3: Distribute copies of the *Grip-it, Grip-it* activity sheet (page 145) to students. Also give each student a sheet of scratch paper. Have them press their hands down on their desks and pick them up a couple of times so that they can feel the stickiness. Then, read through the steps on the activity sheet with students. Have them pick up the sheet of scratch paper using their sticky hands. Then, have them remove it carefully.

Step 4: Next, have students creep and crawl around on the floor like tree frogs. They can do this on a carpeted classroom floor or you may wish to take them outside on the blacktop or a grassy field. Have them crawl around like frogs for about five minutes or so (enough time so that their hands get dirty and the stickiness of the tape wears off).

Step 5: Have students study their hands closely after they have been frogs for a few minutes. What do their hands look like? What do they feel like? Are they sticky anymore? After they have observed their hands, have them try to pick up the sheet of scratch paper again. Finally, have them remove the tape and wash their hands thoroughly.

Step 6: Have students complete their activity sheets in small groups. After students have completed their sheets, hold a class discussion about the experiment and go over student observations and findings.



Scarlett's STEM Challenge!

Challenge students to build launchers that can send tree frogs from tree to tree. Provide students with plastic spoons, craft sticks, rubber bands, tape, and string to make their devices. They will also need something to launch such as a small action figure or plastic toy frog.



Name: _____

Grip-it, Grip-it

Directions: After your teacher puts tape on your hands, follow the steps below.

Step 1: Stretch one of your sticky hands out flat.

Step 2: Place it on a scratch piece of paper. Keep your hand flat and try to pick up the paper.

Step 3: Slowly and gently, pull the paper off your sticky hand by using your fingers on your other hand.

Step 4: Creep and crawl around on the ground like a tree frog, using your sticky hands.

Step 5: Try to pick up the paper again.

Step 6: Look at your hands closely. What do you see? What do they look like?

Step 7: Remove the tape from your hands and throw it in the trash.

Step 8: Wash your hands with soap and water. Then, answer the questions below.

1. Describe what your hands looked like after you were a tree frog creeping and crawling on the ground.

2. Were you able to pick up the sheet of paper with your sticky hands after you crawled on the ground? Why or why not?

3. Why do you think tree frogs' feet always stay sticky?

4. Why is it important for tree frogs' feet to stay so sticky?

5. Trace your hand on the back of this paper. Then, using colored pencils or crayons, show what your hand looked like **after** being a "frog."

Running Record

Name: _____ Grade: _____ Date: _____

Title: Red-Eyed Tree Frogs Results: _____

Text	Errors	Self-Correction Meaning/Structure/Visual Clues
<p>Teeny Tiny Frogs Tree frogs are only as long as your little finger.</p> <p>Hard to See When a tree frog sleeps on a leaf, its green coloring makes it hard for other animals to spot it.</p> <p>Tree frogs sleep during the day. At night, they hunt for insects to eat.</p> <p>Surprise If an enemy comes too close, a sleeping tree frog pops up. Its bright colors may startle the attacker long enough for the frog to get away.</p>		

Comprehension Questions	Responses
About how big is a tree frog?	
Why is a tree frog hard to see on a leaf?	
How might a tree frog try to scare away an attacker?	

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. Why is a tree frog hard to see on a leaf?
 - A. because it is green
 - B. because you can see through the frog
 - C. because it is smaller than a penny
 - D. none of the above

2. What does a tree frog use to startle its attackers?
 - A. its tongue
 - B. its sticky feet
 - C. its bright colors
 - D. its voice

3. What helps tree frogs climb?
 - A. slimy bodies
 - B. red eyes
 - C. sticky tongues
 - D. sticky pads on their toes

4. What color are froglets?
 - A. green
 - B. brown
 - C. red
 - D. white

Name: _____

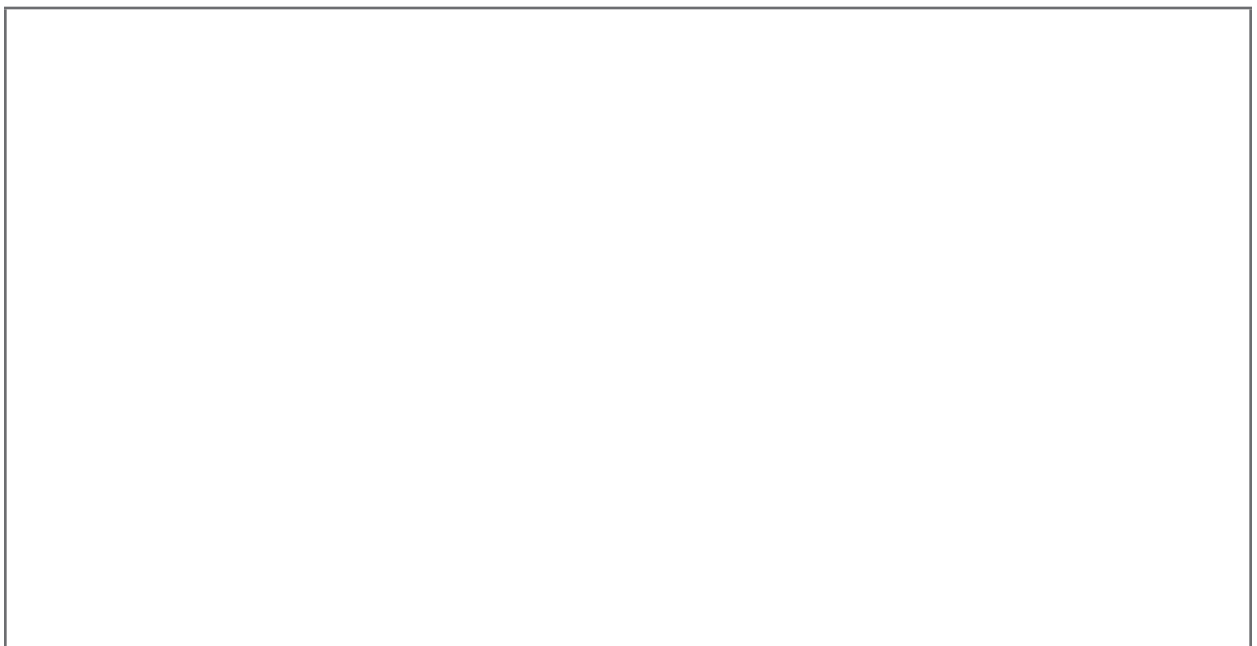
Short-Answer Test

Directions: Use evidence from the *Red-Eyed Tree Frogs* book to help you answer the questions below.

1. Where would you look to find tree frog eggs?

2. How are tree frogs different from ground frogs?

3. Draw an object that is about the same size as a tree frog.



Ricky and Pals Adventure Cards

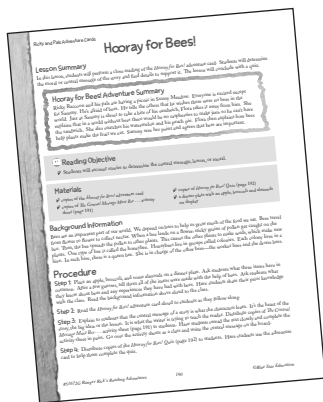
These enchanting and entertaining adventure cards provide students with the opportunity to read and discuss content, practice oral fluency, interpret story elements, and make text connections. Using these fun and accessible stories, students will enjoy connecting the text to themselves, to the readers, and to other activities in this guide. The cards also present the teacher with an opportunity to teach literature-based lessons interwoven with science content.

The six adventures, which feature Ricky Raccoon, Flora Skunk, Sammy Skunk, Bizzie Beaver, Mitzi Mink, and Mrs. Cardinal, are:

- 👤 “The Lucky Rock”
- 👤 “Fun in the Sun”
- 👤 “Hooray for Bees!”
- 👤 “Go Fly a Kite!”
- 👤 “The Cool Pool”
- 👤 “Turkey Trouble”



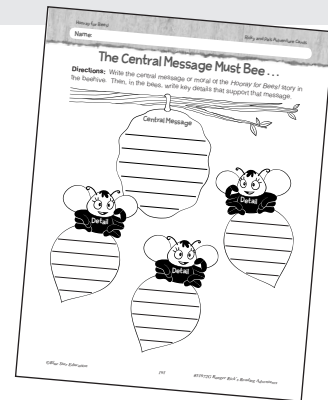
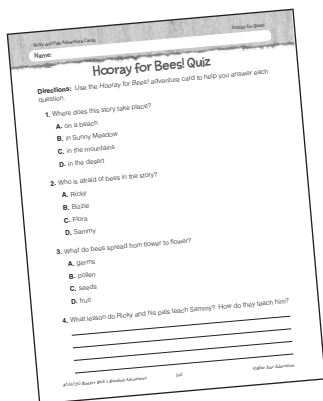
Below is a breakdown of the lesson plan that accompanies each of the six adventure cards.



Each lesson plan page includes a summary of the lesson, a summary of the adventure card plot, and a reading 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 also provided. Step-by-step instructions for teaching the lesson are 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 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 three multiple-choice questions and one short-answer question to assess student comprehension of the text.

Fun in the Sun

Lesson Summary

In this lesson, students will perform a close reading of the *Fun in the Sun* adventure card. Students will create a timeline of the plot to better understand the overall structure of the story. The lesson will conclude with a quiz.

Fun in the Sun Adventure Summary

Ricky Raccoon and his pals leave Deep Green Wood to visit a beach. The pals point out all the differences between the woods and the beach. Then, Sammy and Flora build a sandcastle for Sammy's toy soldiers while Ricky and Bizzie go looking for seashells. They are amazed at all the different kinds of shells they find. Bizzie picks up a pretty pink one. Ricky tells Bizzie if he puts the shell to his ear, he'll hear the ocean. Bizzie tries it, but the shell bites him! Ricky then listens to the shell and it bites him, too. Ricky drops the shell, and the two pals see that it's a hermit crab. Finally, they return to Sammy and Flora to see the finished sandcastle.



Reading Objective

Students will describe the overall structure of the story.

Materials

copies of the *Fun in the Sun* adventure card

copies of the *Seashell Shuffle* activity sheet (page 188)

copies of *Fun in the Sun Quiz* (page 189)

pictures of real hermit crabs

Background Information

A crab is a crustacean. A crustacean is a type of animal that has several pairs of legs and a body made up of sections. Its body is covered in a hard shell. Crustaceans mostly live in the water. Hermit crabs have hard shells covering their claws and legs. But the back end of a hermit crab is soft. It doesn't have a shell. To help keep it safe, a hermit crab borrows a shell. It finds an empty shell and moves into it.

Procedure

Step 1: Ask students if they have ever visited a beach. Have them share their experiences. What did they see, hear, and feel? Ask those students who have been to a beach if they saw any crabs. Have them describe what the crabs looked like. Have student volunteers share any prior knowledge they have about crabs.

Step 2: Show students a few pictures of real hermit crabs. These can be found doing a quick *Google Images*[®] search. Ask students if they know what kind of crab it is. Have them describe the crab in great detail. Read aloud the background information above. Answer any questions students may have about the hermit crabs.

Step 3: Read the *Fun in the Sun* adventure card aloud to students as they follow along.

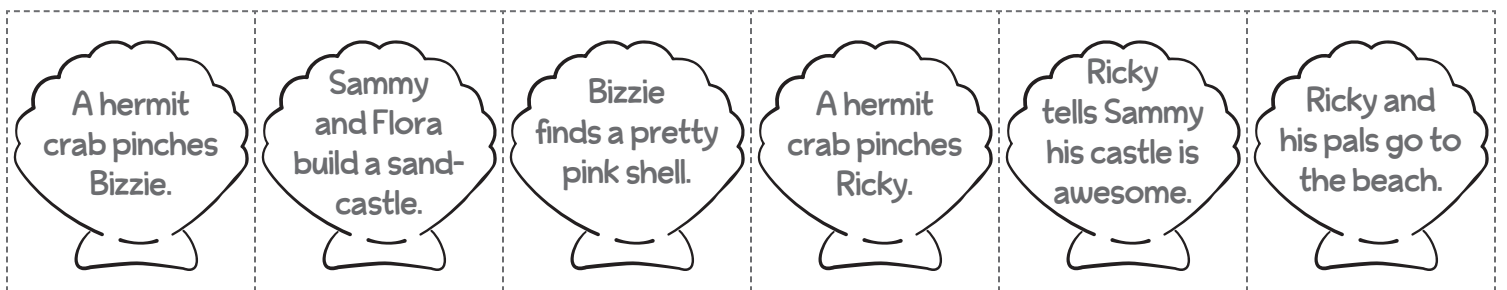
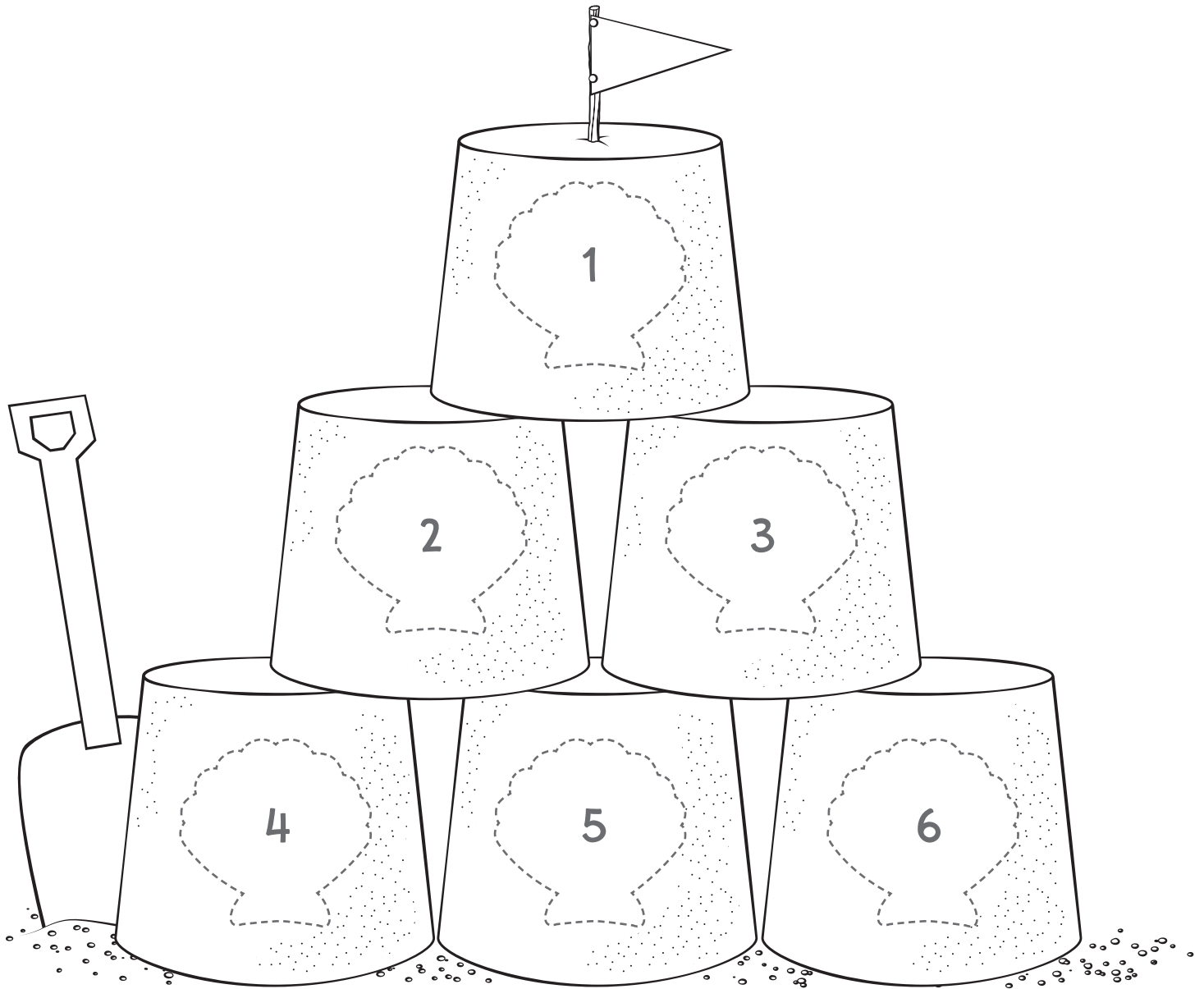
Step 4: Distribute copies of the *Seashell Shuffle* activity sheet (page 188) to students. Have students work in pairs to place the seashells in chronological order based on the events in the story. Go over the answers and hold a class discussion on how stories are structured with a beginning, middle, and end.

Step 5: Distribute copies of the *Fun in the Sun Quiz* (page 189) to students. Have students use the adventure card to help them complete the quiz.

Name: _____

Seashell Shuffle

Directions: Cut out each seashell at the bottom of the page. Think about the events in the *Fun in the Sun* story. Glue the events in the correct order onto the sandcastle. The first event goes on number 1. The last event goes on number 6.



Name: _____

Fun in the Sun Quiz

Directions: Use the *Fun in the Sun* adventure card to help you answer each question.

1. What does Sammy want to do at the beach?
 - A. surf
 - B. swim
 - C. collect shells
 - D. build a sandcastle
2. What is inside the pink shell that Bizzie picks up?
 - A. a pearl
 - B. a hermit crab
 - C. a fish
 - D. money
3. Which event happened last in the story?
 - A. Sammy pulls toy soldiers out of his pocket.
 - B. Ricky tells Flora he'll listen to the ocean the regular way.
 - C. Bizzie gets pinched.
 - D. Bizzie finds a pretty pink shell.
4. How is Deep Green Wood different from the sunny beach Ricky visits with his pals? Use text from the story to help you answer the question.

Ricky and Pals Readers' Theater

One of the unique aspects of this kit is the inclusion of six Readers' Theater scripts featuring Ricky and his pals. These scripts integrate theater and fun into the reading experience. They provide students with the opportunity to hone their reading skills. The performance aspect is an engaging and authentic way for students to practice their listening and speaking skills. Students' confidence and comprehension of the text will increase as they repeatedly run through reading the scripts aloud.

Tips for Teachers

Here are some tips for successfully using Readers' Theater scripts in the classroom.

- 🐾 Make copies of the scripts for all students.
- 🐾 Review what a script is with students. Explain its purpose and how it works.
- 🐾 Read aloud the entire script for students. You may wish to read all the parts yourself, or you may choose colleagues, parent volunteers, or fluent readers from higher grades to help you.
- 🐾 Assign students their roles. Have students highlight their parts throughout the script.
- 🐾 Allow students time to get familiar with their roles. Be sure they know how to pronounce the words correctly. Students should practice independently and silently. They will also need to practice reading aloud with their groups.

Guidelines for Students

Review the following Readers' Theater guidelines with students. You may wish to write them on the board or on chart paper. Answer any questions students may have about the guidelines.

- 🐾 Speak clearly, slowly, and with feeling.
- 🐾 Speak loud enough for all to hear.
- 🐾 Don't let your script block your face.
- 🐾 Stand straight and still.
- 🐾 Don't get distracted by people talking in the audience.
- 🐾 If you make a mistake, that's okay! Just keep going!



Summaries of the Scripts

- 🐾 *The Very Hungry Rabbit*—Ricky and his pals try to figure out who has been eating all the fruits and vegetables out of Ricky's garden.
- 🐾 *The Mystery BLOB*—Ricky and his pals decide to make a nature museum after Sammy Skunk finds a mysterious "brown blob." Sammy later discovers that the brown blob was an egg case full of baby praying mantises.
- 🐾 *Chasing a Rainbow*—Ricky and his pals are having a picnic when it starts to rain. When the sun starts to come out again, the friends spot a rainbow in the distance. They want to get a closer look, so they decide to chase down the rainbow.
- 🐾 *Tracking Tracks*—Ricky and his pals find the pawprints of a bobcat. They decide to follow the tracks in hopes of seeing a real live bobcat.
- 🐾 *Nature School*—Ricky and his pals attend nature school. Their teacher, Mrs. Cardinal, teaches them all about robins, porcupines, geese, and blue herons.
- 🐾 *Size Wise*—Ricky and his pals are playing a fun game when they think they see a snake. Mrs. Cardinal explains it is just a snakeskin left behind by a growing snake.



1

Ricky and Pals Starring in
Chasing a Rainbow

Story by Kathy Kranking • Illustrations by Christian Slade

Characters



Narrator



Ricky Raccoon



Bizzie Beaver



Flora Skunk



Mitzi Mink



Narrator

Ricky Raccoon and his friends Bizzie Beaver, Flora Skunk, and Mitzi Mink sit down in a meadow to have a picnic. The minute they start eating, raindrops begin to fall.



Flora Skunk

Oh, no! It's not supposed to rain today!



Ricky Raccoon

Quick, cover the food with the blanket. We can stay dry under those trees at the edge of the meadow!



Fun in the Sun



STORY BY KATHY KRANKING ■ ILLUSTRATIONS BY CHRISTIAN SLADE

“I love the feeling of sand between my toes!” said Ricky Raccoon excitedly. He and his friends Bizzie Beaver, Flora Skunk, and Flora’s little brother, Sammy, were visiting the beach.

“It’s so different from Deep Green Wood here,” said Bizzie.

“Sure is,” said Ricky. He looked down the long, sunny beach. “Deep Green Wood is full of trees, and there aren’t any trees here.”

“And,” added Sammy, “Deep Green Wood has leaves, acorns, pine cones, and sticks on the ground. But here, there are shells.”

Just then, a group of noisy gulls flew overhead. “The birds here sound different, too,” said Flora. “And instead of hearing wind rustling through the leaves, we hear ocean waves!”

Sammy tugged at Flora’s arm. “Can we build a sand castle now?” he asked.

Flora smiled at the excited little skunk. “Sure,” she said. “Do you want to help?” she asked Ricky and Bizzie.

“Maybe later,” Ricky said. “Right now, I want to look for seashells!”

“Me, too!” said Bizzie. “We’ll see you in a little while.” And off they went.

“OK, Sammy,” said Flora. “First, we fill our buckets with wet sand.” The two skunks began picking up pawfuls of the warm, wet sand and packing it into the buckets. When the buckets were full, they turned them over. Then, they carefully lifted the buckets, leaving two sandy “towers.”

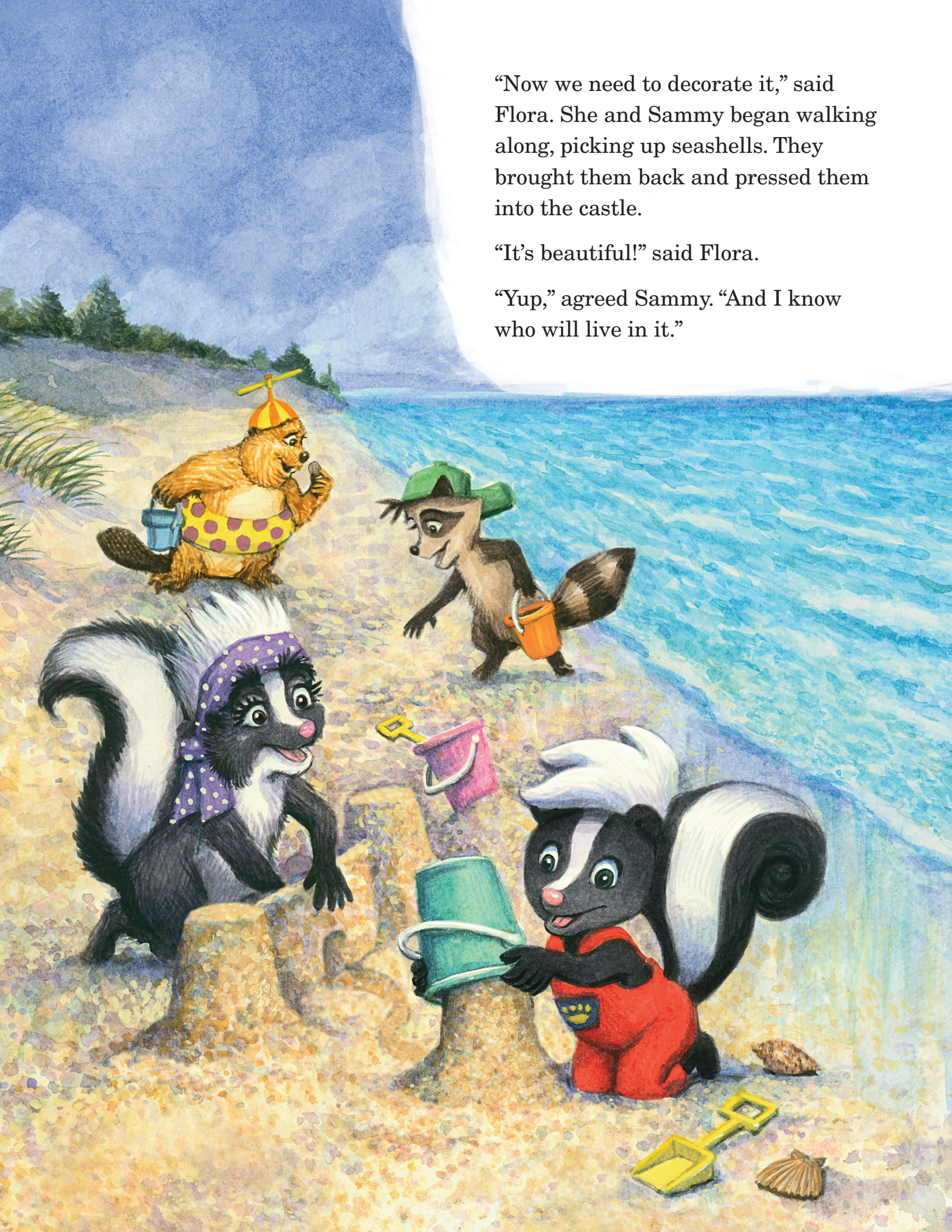
“Cool!” exclaimed Sammy. “Let’s do more!” He and Flora filled the buckets again, making the other two corners of the castle. Then, they piled sand between them to make the walls.



“Now we need to decorate it,” said Flora. She and Sammy began walking along, picking up seashells. They brought them back and pressed them into the castle.

“It’s beautiful!” said Flora.

“Yup,” agreed Sammy. “And I know who will live in it.”



“Who?” asked Flora.

Sammy reached into his overalls pocket. Flora watched curiously. You never knew what Sammy would pull out of that pocket. This time, it was a handful of toy soldiers! He set them down around the castle.

Flora grinned. “That’s perfect, Sammy,” she said.

Meanwhile, Ricky and Bizzie had been picking up shells along the beach. “I can’t believe there are so many different kinds of shells,” said Bizzie as he reached down to get a pretty, pinkish one.

“They say you can hear the ocean inside a seashell,” said Ricky.



Bizzie got a big grin on his face. “I’m going to try it,” he said, holding the shell up to his ear.

“Do you hear anything?” asked Ricky, watching eagerly.

“Ow!” Bizzie yelled suddenly.

“What’s wrong?” asked Ricky.

“It bit me!” Bizzie cried.

“What?” asked Ricky. “That’s silly, Bizzie. Seashells don’t bite! Let me listen.” Ricky took the shell from Bizzie and held it up to his ear.

“Yoweee!” Ricky shouted, dropping the shell.

“Told you!” said Bizzie. Ricky and Bizzie looked at the shell lying on the sand. As they watched, the shell began to move a bit. Then some legs poked out, followed by the owner of the legs.

“It’s a hermit crab!” said Ricky. “We didn’t get bitten. We got pinched by the crab’s claw!”

“That crab must have been mad that we picked up its house!” said Bizzie, giggling.

The two friends watched the crab crawl away. Then they headed back to Flora and Sammy.



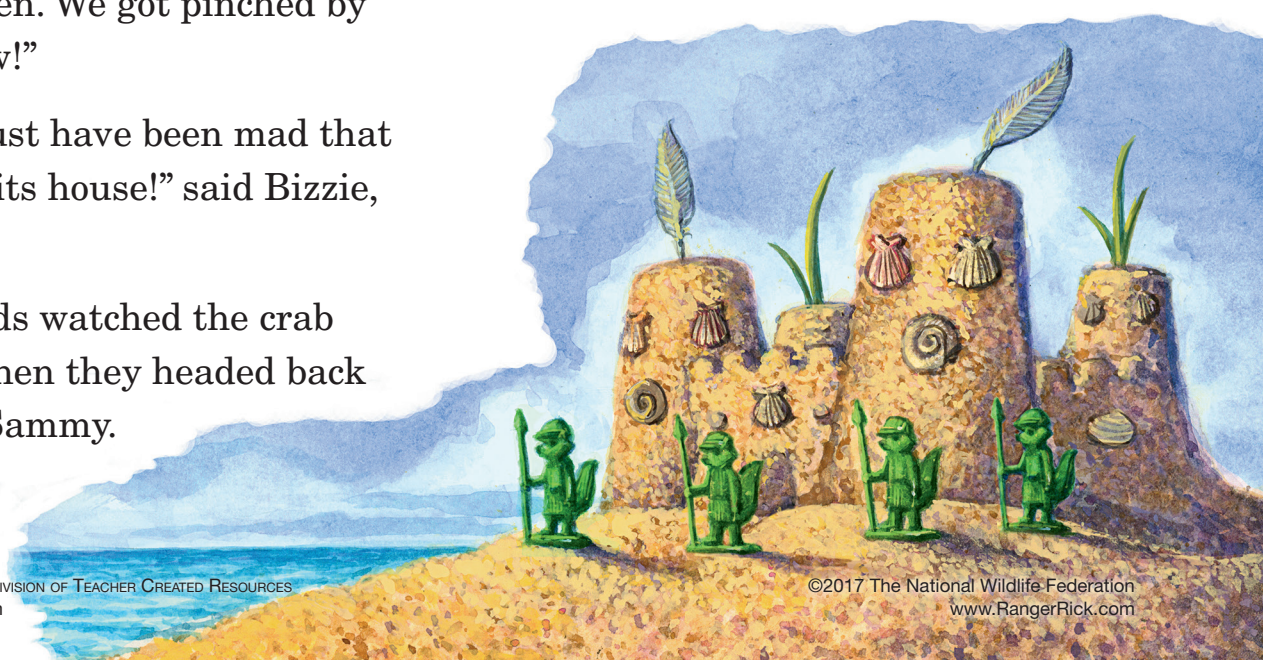
“Your castle looks awesome, Sammy,” said Ricky as they walked up.

“Thanks!” said Sammy proudly.

Flora peeked into the bucket of shells Ricky and Bizzie had collected. “Nice,” she said. “Hey, I once heard that if you listen to a seashell, you can hear the ocean inside. You should try it.”

Ricky and Bizzie looked at each other.


“Uh, no thanks,” said Ricky, rubbing his sore ear. “We’ll just listen to the ocean the regular way. It’s safer!”



Creepers

Frogs that live on the ground move about by hopping. But tree frogs live in trees, so they **creep** and crawl.

Reader Book Sample



WHAT COLORS
DO YOU SEE ON THE
TREE FROG?



Sticky Feet

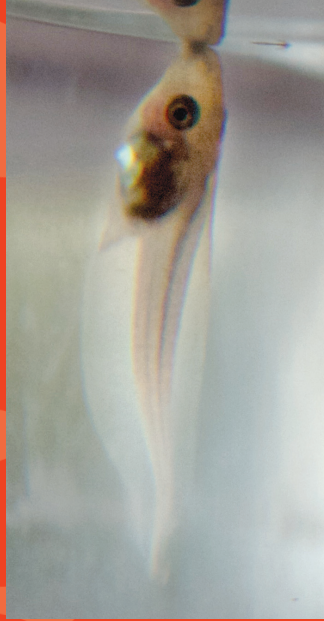
Tree frogs have sticky **pads** on their toes. The pads help tree frogs climb without slipping.



Eggs

A tree frog lays its eggs on a leaf above a pond. Inside the eggs are growing tadpoles.





Tadpoles

After the tadpoles hatch, they plop into the water.

