

Ranger Rick's

Reading Adventures

A Wild Reading, Writing,
and Science Journey
with
Ranger Rick and Friends!





Nonfiction Readers

Take a look inside the readers!



- Amazing, real-life photography to engage readers
- Exciting, relevant content written at appropriate grade levels
- Special text features that support and enrich content
- Vocabulary practice to strengthen reading comprehension
- Discussion questions to summarize the reading content
- Fun activities to extend students' reading experience



The lessons and activities in the 10-unit Teacher Resource are designed to inspire curiosity of the natural world. Each unit features step-by-step reading, writing, and science lessons as well as engaging student activities that will foster their understanding of Earth's diverse wildlife while encouraging them to unplug from screens and venture outdoors. This program will motivate students to embrace the wonders of nature and gain a lifelong appreciation for the environment.

Content goals inform teachers about the subject matter and the learning objectives covered in the unit.

Summaries show and explain the various activities included in each of the three sections (reading, writing, and science) of the unit.

The materials list informs teachers of the student pages needed to complete the unit.

Reminders from Reggie Otter help teachers get the most out of every lesson.

Unit 2: Great Grizzly

Unit Overview



Content Goals

In this unit, students will be studying the big and strong grizzly bear. They will learn what grizzly bears look like and what they like to eat. Students will also discover how smart and strong grizzly bears are. Through various activities and assessments, students will gain an in-depth understanding of these great grizzlies.



Reading Summary

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



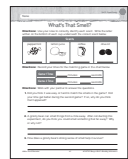
Writing Summary

Students will learn about the past tense of irregular verbs. They will write an imaginative narrative about spending the day as a grizzly bear. The graphic organizer used for this lesson is pictured on the right.



Science Summary

Students will participate in a science experiment by playing a game that uses their sense of smell. Students will learn that bears have a very good sense of smell—but do students? They will record their findings on a chart and discuss their observations as a class.



Materials

- 🐾 copies of *Great Grizzly* reader
- 🐾 copies of *Boomer Badger's Word App* (page 229)
- 🐾 copies of *Background Information* [optional] (page 32)
- 🐾 copies of *Ranger Field Notes* (page 35)
- 🐾 copies of reading activity sheets (pages 36–37)
- 🐾 copies of writing activity sheets (pages 39–41)
- 🐾 copies of science activity sheet (page 43)
- 🐾 copies of assessments (pages 44–46)



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.



Each **reading lesson** includes clear and concise steps to guide the teacher seamlessly through the pre-reading, during-reading, and post-reading activities.

Unit 2: Great Grizzly

 Reading Objectives *... informational text independently and proficiently.*

- Reading Objectives**
- Students will read and comprehend informational text independently and proficiently.
 - Students will demonstrate understanding by determining the main idea of the text and finding the details that support it.

Teacher Summary of Great Grizzly

In this book, students meet Grady the grizzly bear. He explains that although he may look cute and cuddly, he is really big and fierce. He says he uses his front claws for digging and that he runs hump on his back is muscle. He has a strong sense of smell and is very smart. And, he can run fast, too! Grady lives alone but explains that mother grizzlies live with their cubs. He says his favorite food is fish, but he will also dig up clams to eat. When he is not eating seafood, he'll eat berries, leaves, roots, and insects. During winter, Grady sleeps in a den for six months!

Note: The multiple-choice quiz on page 45 may be administered as a pretest to assess students' prior knowledge.

Procedure

Step 1 Distribute copies of *Great Grizzly* 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** Read the book aloud. Have students read the book with you. After reading, ask students to write answers to the “Check Your Understanding” questions (page 34). Ask students if they have any additional questions. Write these questions on the board. Explain to students that you will answer these questions at the end of the lesson.

- Step 1:** Distribute the book and photos. Have students make predictions about the subtitles, illustrations, and photos. Have students make predictions on the board.
- Step 2:** Ask students the "Pre-Reading Discussion Questions" (page 34). Ask students if they have any additional questions. Next, introduce the "Themes to Look For" (page 34) 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 *Great Grizzly* book aloud to students. Stop to ask the questions on the "Discussion Questions" (page 34).
- When you have finished the book, ask students the "Post-Reading Discussion Questions" (page 34).
- Step 4:** Distribute copies of the *Ranger Field Notes* activity sheet (page 35). Have students complete the sheet as they read the book. A second time independently. Have them complete the sheet as they read the book a second time independently. Have them complete the sheet as they read the book a second time independently.
- Step 5:** Distribute copies of the *Gone Fishin'* graphic organizer (page 36) to the organizer in pairs or in small groups. The *Gospy Grady* activity sheet (page 37) can be used as an extension activity.
- Step 6:** Select a "Wrap-Up Activity" for students to complete (see page 38).
- Unit 2: Great Grizzly
Com
Discussion Questions
Pre-Reading
1. What do grizzly bears look like?
2. What kinds of things do grizzly bears eat?

Assessments: The running-record assessment, multiple-choice assessment, and the performance assessment are given at the conclusion of this section or upon the completion of the unit.

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Unit 2: Great Grizzly

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

Vocabulary Word	Definition
claws	sharp, usually curved nails on the foot of an animal <i>Sample Sentence:</i> That grizzly bear has sharp <i>claws</i> .
cubs	young bears <i>Sample Sentence:</i> Those <i>cubs</i> are having fun.
den	the home or shelter of a wild animal, such as a bear <i>Sample Sentence:</i> That cave could be a grizzly bear's <i>den</i> .
fierce	strong; powerful <i>Sample Sentence:</i> Grizzly bears look cute, but they are <i>fierce</i> .
hump	a rounded lump on the surface of something, such as on the back of an animal <i>Sample Sentence:</i> A grizzly's <i>hump</i> is all muscle.
roots	the part of a plant that grows underground, gets water from the ground, and holds the plant in place <i>Sample Sentence:</i> The grizzly was chewing on that plant's <i>roots</i> .

- Example sentence:* The grizzly was chewing on that plant's roots.
- 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 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 grizzly bear. Challenge them to use as many vocabulary words as they can.
 - Have students draw a picture of a grizzly bear. 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 on the vocabulary words.

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Unit 2: Great Grizzly

Pre-Reading




1. What do grizzly bears look like?
2. What kinds of things do grizzly bears do?
3. What kinds of things do grizzly bears eat?

Page 3

- | | |
|-------------|---|
| Page 3 | What colors are grizzly bears? |
| Pages 4-5 | What adjectives does Grady use to describe himself? |
| | What does Grady do with his paws and claws? |
| Pages 6-7 | Explain what the hump is on Grady's back. |
| Pages 8-9 | Why does Grady stand up? |
| | What is Grady doing in the picture on page 7? |
| Pages 10-11 | Who do momma grizzly bears live with? |
| | How many cubs do momma grizzly bears have? |
| Pages 12-13 | When does Grady hang out with other bears? |
| | What seafood does Grady eat? |
| | What other food does Grady eat besides seafood? |
| | What does Grady do during the winter? |
- Post-Reading**

1. How would you describe Grady?
2. What are some things Grady does in the book?
3. Name some different foods Grady eats.

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

-  **Ben's Blog (page 230):** Students will answer questions about their favorite parts of the *Great Grizzly* book. They will be challenged to create a new cover for the book.
-  **Reggie's Recap (page 231):** Students will write a sentence that tells about the *Great Grizzly* book. Students will be challenged to draw a picture that tells about the book, 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.

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The before, during, and after reading **discussion questions** scaffold students' learning and help them activate prior knowledge, engage with the text, and think critically about the text.

Wrap-Up activities include

- engaging and fun sheets students can complete independently, in pairs, or in small groups.



Teacher Resource

Each **writing lesson** is designed to improve students' writing skills and knowledge of the English language.

Each hands-on **science lesson** highlights and further supplements the science content for the wildlife topic covered in the reader.

Unit 2: Great Grizzly

Science Lesson

Science Objectives

- Students will learn that one animal adaptation grizzly bears have to help them survive in the wild is a keen sense of smell.
- Students will demonstrate understanding by performing an experiment in which they test their own sense of smell and compare it with that of a grizzly bear.

Background

A grizzly bear has an excellent sense of smell. It can even out-sniff a bloodhound. Sometimes a grizzly bear can smell something, such as food, from a mile away! Can you imagine being able to do that? To get a better whiff, a grizzly bear will stand up on its back legs.

Materials

- 5-ounce paper cups
- cotton balls
- shoeboxes
- coffee
- lemon juice
- olive oil
- peppermint oil
- timers

Procedure

Note: Prior to the lesson, soak cotton balls in each of the scents. On the bottom of each cup, write an A (coffee), B (lemon juice), C (olive oil), or D (peppermint oil). Each pair of students should have a set of 8 cups (2 of each scent). Place each set of cups in a shoebox to make distributing them easier.

Step 1: Begin the lesson by rereading page 5 of the *Great Grizzly* book. Explain to students that one animal adaptation grizzly bears have that helps them survive in the wild is their excellent sense of smell. Read the background information above to students.

Step 2: Explain to students that they will be conducting an experiment to test their own sense of smell. First, they will try to name the smells they are given. Then, they will play a game.

Step 3: Place students in pairs. Each pair will need a shoebox and a timer. Distribute copies of the *What's That Smell?* activity sheet (page 43) to students.

Step 4: Instruct students to remove the cups from the box. They will try to name the smells they are given. Have students sniff each cup and try to match the scent to the letter (A, B, C, and D). Have students sniff each cup and try to match the scent to the letter. When students have finished, reveal the answers.

Step 5: Next, have pairs take turns playing a game. One student will shuffle all eight cups and place them together in a shoebox. The other student will try to pair the scents as fast as possible. Have each student take turns playing the game.

Step 6: When students have finished, have them work together to draw conclusions.

Scarlett's STEM Challenge
Challenge students to build a bridge.
Give students small marshmallows.

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Unit 2: Great Grizzly

Writing Lesson

Writing Objectives

- Students will learn how to use the past tense of frequently occurring irregular verbs.
- Students will demonstrate understanding by writing a fictional personal narrative in the past tense in which they imagine they were transformed into a grizzly bear for a day.

Procedure

Step 1: Write the following question on the board: *What would it feel like to be a bear?* Ask students to think about this question. What would it feel like to have claws? Would it be fun to be able to run fast? Would it be strange to be able to smell things from so far away? Have students do a five-minute free write in which they answer the question that is on the board. Then, have student volunteers share their responses with the class.

Step 2: Tell students they will be pretending they were transformed into a grizzly bear for one day. They will be writing a narrative about their day spent as a bear. They can imagine themselves as a bear in their own setting (home, school, etc.) or as a bear in the woods. Since they will be writing their narratives in the past tense, tell students they will first be reviewing commonly used irregular verbs in the past tense.

Step 3: Remind students of the three main verb tenses: past, present, and future. Then, explain that some verbs in the past tense are irregular. This means that you can't simply add an "ed" to the end of the word. Review these concepts by recreating the table below on the board.

Past	Present	Future
Yesterday, I walked .	Today, I walk .	Tomorrow, I will walk .
Yesterday, I ran .	Today, I run .	Tomorrow, I will run .

Next, go over some of the most frequently used irregular verbs. A brief list follows.

begin	began	dig	dug	know	knew	see	saw	tell	told
become	became	get	got	ride	rode	sing	sang	throw	threw
blow	blew	give	gave	ring	rang	sit	sat	win	won
come	came	grow	grew	rise	rose	swim	swam	wake	woke

Step 4: Distribute copies of the *Grady's Tall Tales* activity sheet (page 39) to students. Have them complete the activity sheet with their partner. Go over the answers as a class.

Step 5: Distribute copies of the *Sorting My Story* graphic organizer (page 40) to students. Have students sort out their narratives. Encourage them to have fun and to be creative. They should describe what they saw, heard, felt, and thought as a bear. Remind them to include details. Before students begin their drafts, tell them they need to write in the past tense and use at least two irregular verbs. When students have finished their drafts, have them trade papers with their partners to proofread.

Step 6: After students have made corrections to their drafts, distribute copies of the *My Day as a Grizzly* sheet (page 41). Instruct them to write the final draft of their narrative in their best penmanship. Ask student volunteers to share their narratives with the class.

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Unit 2: Great Grizzly

Running Record

Name: _____ Title: Great Grizzly Grade: _____ Date: _____

Results: _____

Text	Errors	Self-Correction Meaning/Structure/Visual Clues
Hi! My name is Grady. I'm a grizzly bear. Listen up, and I'll tell you about me.		
FACT: Most grizzly bears are brown. But some are blond and some are black.		
I look cute and cuddly, but I'm also big and fierce. The other animals where I live know not to mess with me.		

Comprehension Questions	Responses
Who is speaking?	
Describe the speaker.	
What color are most grizzly bears?	

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

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A running record allows the teacher to note errors and the self-correction process as a student reads the first 100+ words of the text. This sheet assists the teacher with analyzing data, evaluating reading behaviors, and making recommendations.



Reading Graphic Organizer

Field Notes

Unit 2: Great Grizzly
Name: _____

Ranger Field Notes

Directions: Use the Great Grizzly book to help you complete the study guide.

Page 3
Grady is big and _____.

Pages 4–5
Grady has long _____ on his front paws.

Grady's hump is made of _____.

Grady's _____ works really well.

Pages 6–7
Grady is smart and has a good _____.

Grady can _____ pretty fast.

Page 8–9
A mother grizzly bear lives with her _____.

A mother grizzly bear usually has _____ cubs.

Pages 10–11
One of Grady's favorite foods is _____.

Grady digs for _____ in sand to eat.

Pages 12–13
Grady also eats berries, leaves, _____, and insects.

In the winter, Grady sleeps in a _____.

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Unit 2: Great Grizzly
Name: _____

Gone Fishin'

Directions: Write the main idea of the text in the grizzly bear. Then, inside of each fish, write details that support the main idea.

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Activity Sheet

Unit 2: Great Grizzly
Name: _____

Goofy Grady

Directions: Grady is in a goofy mood. He changed the sentences to make them false. Rewrite them to make them true!

1. I am small and silly.

2. I use my claws to play piano.

3. Pizza is my favorite food.

4. My hump is made of popcorn.

5. I sleep in a hotel during winter.

1. _____

2. _____

3. _____

4. _____

5. _____

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Writing Graphic Organizer

Activity Sheet

Unit 2: Great Grizzly
Name: _____

Grady's Tall Tales

Directions: Grady is telling funny (but false) stories about what he did last year. Rewrite each verb to be in the past tense.

1. I **begin** the year by climbing Mount Everest.

2. Next, I **ride** my bike across the country.

3. Then, I **run** a marathon.

4. After that, I **throw** out the first pitch at a baseball game.

5. Later in the year, I **fly** to Hollywood.

6. Then, I **sing** on American Idol.

7. In the summer, I **win** a medal in the Olympic Games.

8. In the winter, I **become** the next president of the United States.

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Unit 2: Great Grizzly
Name: _____

Sorting My Story

Directions: Complete the graphic organizer below to help you sort out your story. For the *main character* section, draw yourself as a grizzly bear. For the *setting* section, draw a picture of where your story will take place. Then, write ideas for what will happen during the *beginning*, *middle*, and *end* of your story.

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Final Draft Sheet

Unit 2: Great Grizzly
Name: _____

My Day as a Grizzly

Directions: Write the final draft of your narrative. Be sure it is written in the past tense. Circle at least two irregular past-tense verbs you used in your story. Draw a scene from your story in the box. When you have finished, share your story with the class.

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Student Pages

Multiple-Choice Assessment

Science Activity Sheet

Name: _____

What's That Smell?

Directions: Use your nose to correctly identify each scent. Write the letter written on the bottom of each cup underneath the correct scent below.

Scents			
peppermint 	lemon juice 	coffee 	olive oil

Directions: Record your times for the matching game in the chart below.

Game 1 Time:	_____ minutes	_____ seconds
Game 2 Time:	_____ minutes	_____ seconds

Directions: Work with your partner to answer the questions.

- Did you think it was easy or hard to match the smells in the game? Did your time get better during the second game? If so, why do you think that happened?

- A grizzly bear can smell things from a mile away. After conducting this experiment, do you think you could smell something that far away? Why or why not?

- How does a grizzly bear's strong sense of smell help it survive?

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Name: _____

Multiple-Choice Quiz

Directions: Select the best answer for each question.

- Which words best describe grizzly bears?
 - big and fierce
 - cute and cuddly
 - small and sweet
 - not smart
- What do grizzly bears have on their front paws?
 - short nails
 - long claws
 - thumbs
 - none of the above
- Which sentence is true?
 - Grizzly bears are slow runners.
 - Grizzly bears only eat fish.
 - Grizzly bears are not very smart.
 - Grizzly bear mothers live with their cubs.
- Where do grizzly bears sleep during the winter?
 - in a tall tree
 - in bushes
 - in a den
 - on a beach

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Short-Answer Test

Name: _____

Short-Answer Test

Directions: Use evidence from the *Great Grizzly* book to help you answer the questions below.

- How would you describe Grady the grizzly bear?

- What do grizzly bears have to do to get ready for the winter?

- Draw a grizzly bear eating his favorite food. Label his hump and claws.

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Adventure Cards Quiz

Adventure Cards Activity Sheet

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.

A hermit crab pinches Bizzie.	Sammy and Flora build a sandcastle.	Bizzie finds a pretty pink shell.	A hermit crab pinches Ricky.	Ricky tells Sammy his castle is awesome.	Ricky finds a pretty pink shell.
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Name: _____

Fun in the Sun Quiz

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

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

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Readers' Theater Script

Readers' Theater #1

The Very Hungry Rabbit

Story by Kathy Kravink • Illustrations by Christian Slade

Characters

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Script

Narrator: Ricky Raccoon, Bizzie Beaver, Flora Skunk, and Mitzi Mink are getting ready to have a picnic. Ricky wants to bring a salad to the picnic.

Ricky Raccoon: I'm so glad I have this beautiful garden. I can't wait to pick some lettuce for my salad.

Ricky Raccoon: When Ricky arrives at his garden, he realizes that something is wrong.

Ricky Raccoon: Hey! Someone's been eating my lettuce! Now I have nothing to bring to the picnic!

Narrator: An hour later, Ricky meets his friends Flora Skunk, Mitzi Mink, and Bizzie Beaver at Flora's house for the picnic. Her picnic table is covered with sandwiches, fruit, and other tasty treats.

Ricky Raccoon, Bizzie Beaver, Flora Skunk, Mitzi Mink (all together): Hi, Ricky!

Ricky Raccoon: Hi everyone! Sorry, but I couldn't make the salad. Somebody ate my lettuce!

Bizzie Beaver (holding a book of world records): That's too bad. Now you won't have a chance to grow the world's biggest head of lettuce.

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