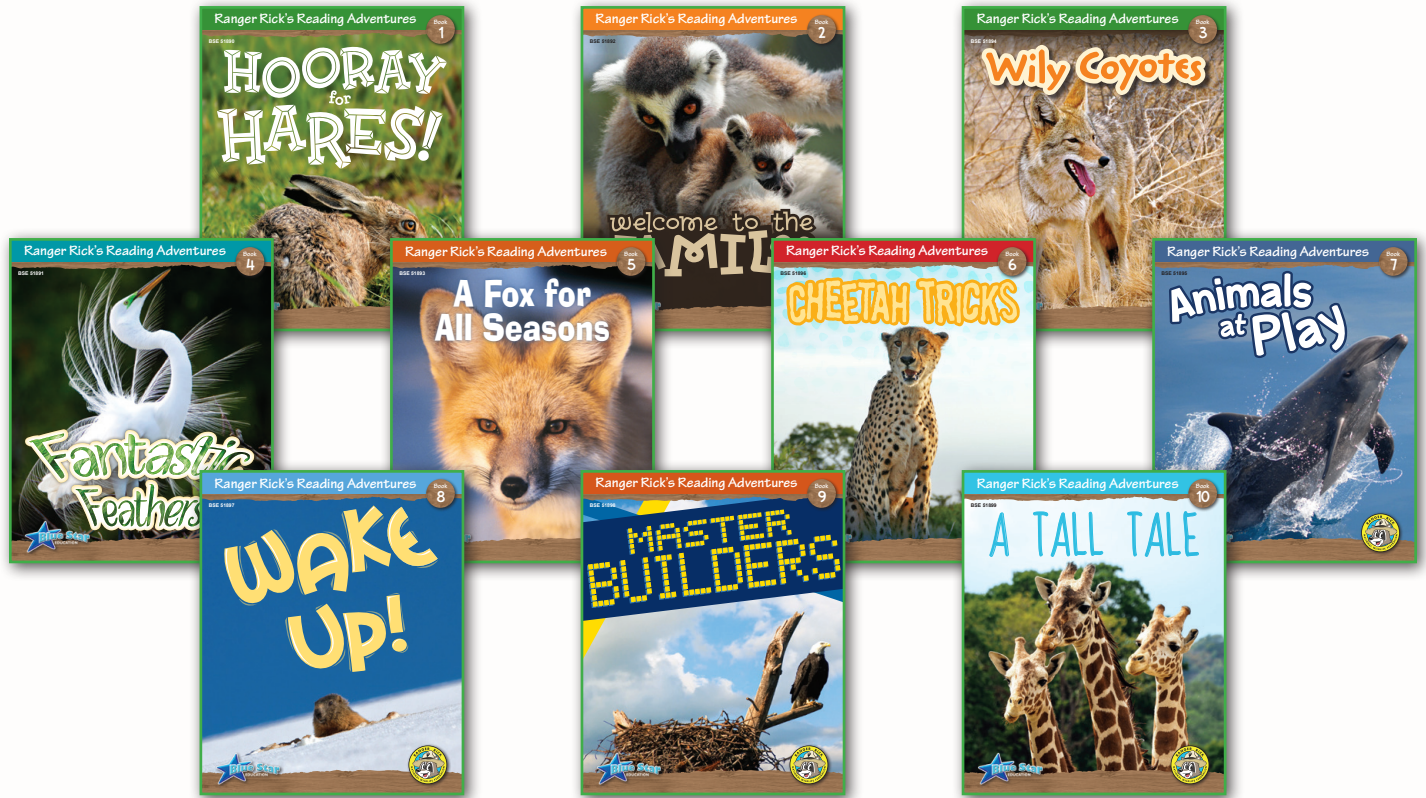


Ranger Rick's

Reading Adventures

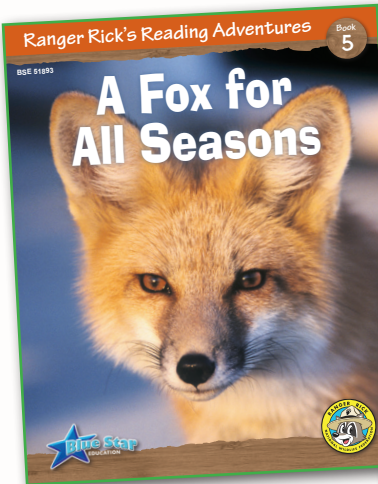
A Wild Reading, Writing,
and Science Journey
with
Ranger Rick and Friends!





Nonfiction Readers

Take a look inside the readers!



SUMMER

Young kits need to become legmatch hunters—fast. They practice on small animals brought by their parents. They also stalk and wrestle with their littermates. Older brothers and sisters may help feed and care for the kits, too. The little foxes need all the help they can get. In just a few short months, it will be fall again. These young foxes must be ready to go off and survive on their own—anytime, anywhere.



Glossary



coat—the outer covering of fur, hair, or wool on an animal



keen—very strong and sensitive; highly developed



litter—a group of young animals that are born to one animal at a single time

Discussion Questions

1. Based on what you just read, why do you think the red fox is considered a "master hunter"?
2. How is a red fox able to stay warm in cold weather?
3. What effect do the different seasons have on a red fox's life?
4. How do young kits learn to become successful hunters?
5. What small animals make up the majority of a red fox's diet?

I MAKE APPEARANCES
THROUGHOUT THE SERIES WITH
FUN FACTS AND COMMENTS!

JUST 4 FUN

Eight words from the text are hidden in the puzzle below. Can you find them? Words may be backwards or diagonal.



CAN YOU FIND IT?

- a snowy nose
- a play fight
- a mouthful of vole
- a day at the beach
- a fox den
- a lakeside hunt

Write all answers on a separate piece of paper.



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 5: A Fox for All Seasons

Unit Overview



Content Goals

In this unit, students will be studying the “anytime, anywhere” red fox. These foxes are found in many parts of the world and can survive in all types of weather. Through various activities and assessments, students will gain an in-depth understanding and appreciation of how these foxes live during each season of the year.



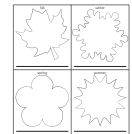
Reading Summary

Students will participate in vocabulary and pre-reading activities. Students will perform a close reading of the text, answer comprehension questions, and describe the overall chronological structure of the text using the graphic organizer pictured on the right.



Writing Summary

Students will learn about the difference between the literal and nonliteral meanings of words and phrases. Students will write diary entries from the perspective of a red fox experiencing each of the four seasons. The graphic organizer used for this lesson is pictured on the right.



Science Summary

Students will participate in a science experiment in which they will submerge their hand in ice water while wearing different layers of insulation. This will help them understand why red foxes grow longer, thicker coats during the winter months. They will answer questions about the experiment and discuss their observations and findings as a class.



Materials

- ✎ copies of *A Fox for All Seasons* reader
- ✎ copies of *Boomer Badger's Word App* (page 229)
- ✎ copies of *Background Information* [optional] (page 83)
- ✎ copies of *Ranger Field Notes* (page 86)
- ✎ copies of reading activity sheets (pages 87–88)
- ✎ copies of writing activity sheets (pages 90–92)
- ✎ copies of science activity sheet (page 94)
- ✎ copies of assessments (pages 95–97)



You "Otter" Remember ...

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



Teacher Resource

Vocabulary words and various **vocabulary activities** increase depth and understanding of the content vocabulary for each unit.

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

Unit 5: A Fox for All Seasons

Reading Lesson

Reading Objectives

- Students will read and comprehend informational text independently and proficiently.
- Students will demonstrate understanding by answering comprehension questions and recognizing and describing the chronological structure of the text.

Teacher Summary of *A Fox for All Seasons*

In this book, students learn that the red fox lives in all parts of the world and can survive in even the harshest conditions. The book is broken down into the four seasons. In the fall, the fox stays warm during the chilly nights thanks to its thick, soft coat. During this time of year, the fox focuses on finding food. In winter, a fox's coat gets thicker as the weather gets colder. Springtime brings food is harder now, but luckily these foxes have a very keen sense of hearing. Summer is when the baby foxes come out to play and when they learn how to be adult foxes.

Note: The multiple-choice quiz on page 96 may be administered as a pretest to assess students' prior knowledge.

Procedure

Step 1: Distribute copies of *A Fox for All Seasons* 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 85). Ask students if they have any additional questions. Next, introduce the "Themes to Look For" (page 85) 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.

Step 3: Read the *A Fox for All Seasons* book aloud to students. Stop to ask questions.

Step 4: Distribute copies of the *Ranger Field Notes* activity sheet (page 85). When you have finished the book, ask students the "Post-Reading Discussion Questions" (page 85). Have them complete the sheet as they read.

Step 5: Distribute copies of the *Seasonal Timeline* graphic organizer (page 85). Have students complete the organizer in pairs or small groups. The *Baby Fox Scrapbook* can be used as an extension activity.

Step 6: Select a "Wrap-Up Activity" for students to complete (see page 85).

Assessments: The running-record assessment, multiple-choice quiz, and quiz will be given at the conclusion of this section or upon the completion of the book.

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Unit 5: A Fox for All Seasons

Key Vocabulary

Procedure

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

Vocabulary Word	Definition
coat	the outer covering of fur, hair, or wool on an animal <i>Sample Sentence:</i> I think the red coloring of the fox's <i>coat</i> is beautiful.
keen	very strong and sensitive; highly developed <i>Sample Sentence:</i> I wish I had a <i>keen</i> sense of hearing like a fox.
litter	a group of young animals that are born to one animal at a single time <i>Sample Sentence:</i> The mother fox had four kits, or baby foxes, in her <i>litter</i> last spring.
shelter	a place that provides protection <i>Sample Sentence:</i> A den serves as a <i>shelter</i> for the baby foxes, or kits.
stalk	to follow by moving slowly and quietly <i>Sample Sentence:</i> I watched the baby fox <i>stalk</i> her brother and then quickly pounce on him.
tundra	a large area of flat land in the Arctic region where the ground is always frozen and there are no trees <i>Sample Sentence:</i> I would love to see a wild red fox in the frozen <i>tundra</i> .

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 activity 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 fox caught in a fierce winter storm. Challenge them to use as many vocabulary words as they can.
- Have students create an infographic about the red fox. Challenge them to include at least three of the vocabulary words.
- Place students in pairs and have them take turns quizzing each other on the vocabulary words.

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Unit 5: A Fox for All Seasons

Comprehension Connections

Discussion Questions

Pre-Reading

- What are the four seasons? Briefly describe each season.
- What do you think foxes do in the summer?
- What do you think foxes do in the winter?

Guided

Page 3: What do red foxes look like?
Where do red foxes live?

Pages 4–5: What makes a red fox such an excellent predator?
Why are red foxes called "anytime, anywhere" foxes?

Page 6–7: What does the red fox like to hunt?

Pages 8–9: How does the red fox focus on during the fall months?
Which one of its senses does a fox rely on to find food during the winter?

Pages 10–11: What is a newborn baby kit like?

Pages 12–13: How do older brothers and sisters help younger kits?
What does a kit hunt?

Post-Reading

- Where might you find a red fox?
- Why are foxes good hunters?
- What happens to a fox's coat in the winter?
- How does a mother fox feed her babies?
- What do baby foxes do when they leave the den?

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 *A Fox for All Seasons* text. They will be challenged to create a new cover for the book.
- Reggie's Recap (page 231):** Students will write summaries of the *A Fox for All Seasons* text. Students will be challenged to draw a picture that summarizes the text, as well.
- Scarlett Fox's Fast Facts (page 232):** Students will list the top-five most interesting facts they learned from the *A Fox for All Seasons* text. Students will be challenged to create a quiz based on 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 5: A Fox for All Seasons

Science Lesson

Science Objectives

- Students will learn that red foxes grow longer and thicker coats in the winter to help them survive in the colder weather.
- Students will demonstrate understanding by performing an experiment in which they submerge their hands in ice while using different amounts of insulation.

Background

In the frozen tundra, temperatures can be bitterly cold. Even in the most extreme winter conditions, red foxes won't take shelter. They stay out in fierce winds and falling snow. Luckily, they have a fur coat to keep them warm. In the winter months, this fur coat grows longer and thicker to help block out freezing temperatures.

Materials

- large bowls
- ice
- several pairs of cotton gloves
- several pairs of mittens
- timers

Procedure

Step 1: Begin the lesson by rereading aloud the first paragraph from page 9 in *A Fox for All Seasons*. Ask students how they themselves stay warm in the winter months (extra layers, thicker clothes, gloves, hats, scarves, etc.). Write student responses on the board.

Step 2: Tell students they will be conducting an experiment to see if thicker fur actually keeps a fox warmer. Place students in small groups. Give each group a large bowl full of ice and three gloves (two cotton gloves and one mitten).

Step 3: Explain to students that they will be taking turns. When it is their turn, they will put the cotton gloves on their hands. Then, on their right hands, they will put the mitten on over the cotton glove. This will serve as the thicker coat that the red fox grows in the winter. Next, have students place both hands on top of the ice for one minute. Have another student in the group be the timekeeper.

Step 4: Before students begin, distribute copies of the *Chill* record their observations on the table after they've had their hands in the ice. After they have completed the experiment, they should work together to write their observations on the table.

Step 5: When the class has completed the experiment and with the class. Hold a class discussion to reflect and draw conclusions.

Scarlett's STEM Challenge

Challenge students to design a way to keep hands warm in the frozen tundra in their homes.

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Unit 5: A Fox for All Seasons

Writing Lesson

Writing Objectives

- Students will learn the difference between the literal and nonliteral meaning of words and phrases.
- Students will demonstrate understanding by writing diary entries from the perspective of a fox during each season of the year.

Procedure

Step 1: Begin the lesson by asking students to think of different ways their lives change during each season. For instance, they go to school in the fall and vacation in the summer. Maybe they get sick more often in the winter because the weather is cold. Or, maybe they take longer to get ready in the summer because they need to wear sunblock. Write student responses on the board.

Step 2: Remind students that the lives of foxes also change with each season. Write *fall, winter, spring, and summer* on the board. Ask students to give specific examples of what foxes do each season. Write student responses on the board.

Step 3: Tell students they will be pretending they are foxes. They will write four diary entries, one for each season, in the first-person point of view. Their diary entries should be descriptive, fun, and creative, and include specific examples from the text. Distribute a copy of the *Dear Diary* graphic organizer (page 91) to students. Allow students time to complete the graphic organizer.

Step 4: Before students begin writing their rough drafts, conduct a brief grammar lesson on the differences between literal and nonliteral meanings of words and phrases. Explain to students that these non-literal phrases are also called "idioms." Recreate the following table on the board.

Literal	Nonliteral
dictionary definition of word(s)	means something other than the exact word(s)
the usual meaning of the word(s)	used to make a comparison
Example: Don't rock the boat! (Stop moving the boat back and forth!)	used in exaggerated statements
	Example: Don't rock the boat! (Do not cause trouble.)

Step 5: When students have a better understanding of the differences between literal and nonliteral words and phrases, place them in pairs. Write the phrase, "You're pulling my leg!" on the board. Tell the pairs that you want one student to draw the literal meaning of the phrase and the other to draw the nonliteral meaning of the phrase. Have student volunteers share their drawings with the class.

Step 6: Distribute copies of the *Time to Hit the Books!* activity sheet (page 90) to students. Have students work with their partners to complete the activity sheet. Go over the answers as a class.

Step 7: Have partners return to their *Dear Diary* graphic organizers and use them to write rough drafts of their diary entries on separate sheets of paper. Tell students that they must include at least one nonliteral word or phrase in one of their diary entries. When they have finished their drafts, have them trade with their partners to proofread. Ask the partners to spot the nonliteral word or phrase.

Step 8: After corrections have been made to the rough drafts, distribute copies of *Red Fox's Diary* (page 92) to each pair of students. Instruct them to write the final drafts of their tales using their best penmanship. Have student volunteers read their animal tales aloud to the class.

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Unit 5: A Fox for All Seasons

Running Record

Name: _____ Grade: _____ Date: _____

Title: *A Fox for All Seasons* Results: _____

Text	Errors	Self-Correction Meaning/Structure/Visual Clues
This magnificent red fox looks perfectly at home in a golden fall meadow. But a red fox is also at home in leafy woods, on a frozen tundra—even in a big city in the middle of summer!		
Red foxes can usually be identified by their sharp-pointed faces and long, bushy, white-tipped tails. Their fur is most often an orangish-red color, although red foxes can also be brown, black, or even silver.		
Whatever their color, red foxes are masters at hiding in their habitat. Their long, thin legs and light body make red foxes excellent predators and help them to escape from potential enemies.		

Comprehension Questions	Responses
Where might you find a red fox?	
Describe what a red fox looks like.	
Why are red foxes excellent predators?	

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.



Student Pages

Reading Graphic Organizer

Field Notes

Unit 5: A Fox for All Seasons
Name: _____

Ranger Field Notes

Directions: Use the *A Fox for All Seasons* book to help you complete the study guide.

Page 3
A red fox feels at home in a big city, a leafy forest, and even a frozen _____.
Red foxes can also be brown, _____, or even silver.

Pages 4–5
Red foxes are excellent _____ because of their long, thin legs and light bodies.

Red foxes thrive in any kind of _____ and can live in all parts of the world.

Red foxes could be called "_____" foxes.

Pages 6–7
The red fox stays warm in the fall thanks to its thick, soft _____.
In fall, the red fox focuses on _____.

Pages 8–9
Red foxes usually just curl up in the open rather than hiding out in a _____.
A red fox's _____ is usually made up of small animals such as mice and squirrels.

Red foxes have super-sharp _____ that can help them detect food from far away—even under snow.

Pages 10–11
In the spring, a female red fox will give birth to a _____ of kits, or baby foxes.

When a kit is born, it can't see or hear, and does not have any _____.
Mom foxes _____ their babies and keep them safe and warm in a den.

Pages 12–13
Fox mothers and fathers bring their babies small _____ so their babies practice their hunting skills.

Baby foxes also sharpen their hunting _____ by stalking and _____.

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Unit 5: A Fox for All Seasons
Name: _____

Seasonal Timeline

Directions: The text structure for *A Fox for All Seasons* is chronological. It is written in order of the four seasons. Follow the steps to complete the graphic organizer below.

Step 1: Write the name of the season above each box in the order it appears in the book.

Step 2: On the lines, write seasonal details you learned about the red fox.

Step 3: Draw a picture in each box that shows what the fox does during that season.

1 _____

2 _____

3 _____

4 _____

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Activity Sheet

Unit 5: A Fox for All Seasons
Name: _____

Baby Fox Scrapbook

Directions: Cut out the pictures below and place them on the scrapbook pages in the correct chronological order, starting on the left. Next, write a brief description explaining what is happening in each photograph. Use *A Fox for All Seasons* to help you with your explanations.

Our Litter

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

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Student Pages

Multiple-Choice Assessment

Science Activity Sheet

Unit 5: A Fox for All Seasons
Name: _____

Chill Out!

Directions: Record your observations in the table below. Then, work with your group to answer the questions at the bottom of the sheet.

Observation	What did your left hand (with one glove) feel like after one minute on the ice? Be specific and detailed in your description.	What did your right hand (with a glove and a mitten) feel like after one minute on the ice? Be specific and detailed in your description.

- According to your group's observations, which hand stayed warmer during the experiment? Why?

- What did you learn about the red fox's survival traits from this experiment?

- Can you think of any other animals that may grow thicker, longer coats in the winter in order to stay warm?

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Unit 5: A Fox for All Seasons
Name: _____

Multiple-Choice Quiz

Directions: Select the best answer for each question.

- You might spot a red fox in a big city or frozen tundra. What is a tundra?
A. a thick growth of bushes and trees that covers a large area
B. flat land in the Arctic where the ground is always frozen and there are no trees
C. a tropical woodland with a high annual rainfall
D. a large area of dry land with little rainfall
- What helps make the red fox an excellent predator?
A. long, thin legs and a light body
B. a white-tipped tail
C. a sharp-pointed face
D. a thick, soft coat
- In what season are baby foxes born?
A. spring
B. summer
C. winter
D. fall
- Foxes have a keen sense of _____.
A. smell
B. eyesight
C. taste
D. hearing
- In which season does a fox's coat get longer and thicker?
A. spring
B. summer
C. winter
D. fall
- Why do baby foxes stalk and wrestle each other?
A. because they are practicing their hunting skills
B. because they don't like each other
C. because they like getting in trouble
D. because they are mean

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Short-Answer Test

Unit 5: A Fox for All Seasons
Name: _____

Short-Answer Test

Directions: Use evidence from the *A Fox for All Seasons* book to help you answer the questions.

- What does a red fox look like?

- What does a red fox do if the weather is really cold?

- Compare and contrast what the red fox does in the fall and what it does in the spring.

- How do kits learn to hunt?

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Adventure Cards Quiz

Adventure Cards Activity Sheet

Ranger Rick's Adventure Cards
River of Grass
Name: _____

Pondering the Pictures

Directions: Look closely at each picture below. Next, think about the details you see in each picture and how the picture makes you feel. Then, complete the sentences and answer the question.

- A LITTLE WHILE LATER... This place is amazing. The adventure goes on for hours, and we're all so happy!

More exciting! I wish I was here! I wish I was here!

Let's go! Let's go!
- Hi, Rick. I'm Rick. I'm Rick. I'm Rick.

This picture shows _____
This picture makes me feel _____

This picture shows _____
This picture makes me feel _____

3. How did these pictures help you to better understand the story?

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River of Grass
Ranger Rick's Adventure Cards
Name: _____

River of Grass Quiz

Directions: Use the *River of Grass* adventure card to help you answer each question.

- How do you know that Boomer is eating candy at the beginning of the story?
A. The pictures show him eating candy.
B. The text says, "Boomer is eating candy."
C. Boomer says, "I am eating candy."
D. The picture shows Boomer in a candy shop.
- What do Ranger Rick and his friends get lost in?
A. a pine forest
B. a maze of cattails
C. a swamp full of alligators
D. a lake full of birds
- Who is Gerlie?
A. a bird
B. an alligator
C. an osprey
D. a tall plant
- Why are there so many cattails in the Everglades?
A. because birds spread the cattail seeds around
B. because Boomer is eating cattails
C. because chemical fertilizers from nearby farms polluted the water
D. because alligators ate all the sawgrass
- Why does Ranger Rick think it's a bad idea for Boomer to celebrate by eating candy?

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My Ranger Rick Adventures

Adventure #3
My Ranger Rick Adventures
Name: _____

Ranger Rick's ADVENTURES

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