

# 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!



## GLOSSARY



**claws**—sharp, usually curved nails on the foot of an animal



**cubs**—young bears



**den**—the home or shelter of a wild animal, such as a bear

## DISCUSSION QUESTIONS

1. Grady says that other animals know not to bother him. Do you think other animals stay away from him? Why or why not?
2. When is the only time an adult grizzly bear hangs out with other bears?
3. Why do grizzly bears eat so much food in the summer?
4. What foods do grizzly bears like to eat?
5. What is one thing a grizzly bear can use its claws for?

## JUST 4 FUN GRIZZLY GIGGLES

How do grizzly bears keep cool in the summer?

- They use bear conditioning.

What do you call a grizzly bear caught in the rain?

- a drizzly bear

What do you call a grizzly bear with no teeth?

- a gummy bear



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

- 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.



# 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 2: Great Grizzly

## Reading Lesson

**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 the 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:** 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 "Guided Questions" (page 34).

**Step 4:** Distribute copies of the *Ranger Field Notes* activity sheet (page 35). When you have finished the book, ask students the "Post-Reading Discussion Questions" (page 34).

**Step 5:** Distribute copies of the *Gone Fishin'* graphic organizer (page 36). 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.

**Step 6:** Select a "Wrap-Up Activity" for students to complete (see page 34).

**Assessments:** The running-record assessment, multiple-choice quiz, and the *Great Grizzly* book may be given at the conclusion of this section or upon the conclusion of the unit.

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Unit 2: Great Grizzly

## Key Vocabulary

**Procedure**

**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> .

**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 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

## Comprehension Connections

**Discussion Questions**

**Pre-Reading**

- What do grizzly bears look like?
- What kinds of things do grizzly bears do?
- What kinds of things do grizzly bears eat?

**Guided**

**Page 3** What colors are grizzly bears?  
What adjectives does Grady use to describe himself?

**Pages 4-5** What does Grady do with his paws and claws?  
Explain what the hump is on Grady's back.

**Pages 6-7** Why does Grady stand up?

**Pages 8-9** What is Grady doing in the picture on page 7?  
Who do momma grizzly bears live with?

**Pages 10-11** How many cubs do momma grizzly bears have?  
When does Grady hang out with other bears?  
What seafood does Grady eat?

**Pages 12-13** What other food does Grady eat besides seafood?  
What does Grady do during the winter?

**Post-Reading**

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

**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 *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 identify the scents by sniffing the cotton balls. 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 (A, B, C, and D). 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 identify the scents as fast as possible. Have each student take turns being the sniffer.

**Step 6:** When students have finished, have them work together to write a paragraph about their findings and draw conclusions.

**Scarlett's STEM Challenge**  
Challenge students to build a bridge that can hold a marshmallow.

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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 <b>walked</b> .	Today, I <b>walk</b> .	Tomorrow, I <b>will walk</b> .
Yesterday, I <b>ran</b> .	Today, I <b>run</b> .	Tomorrow, I <b>will run</b> .

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 <b>not</b> 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

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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\_\_\_\_\_

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# Student Pages

## Science Activity Sheet

## Multiple-Choice Assessment

## Short-Answer Test

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.

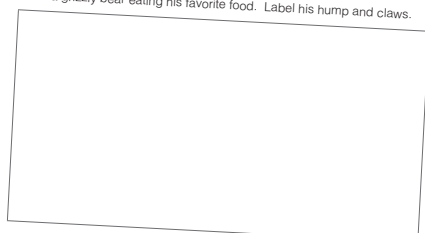
- Which words best describe grizzly bears?
  - A. big and fierce
  - B. cute and cuddly
  - C. small and sweet
  - D. not smart
- What do grizzly bears have on their front paws?
  - A. short nails
  - B. long claws
  - C. thumbs
  - D. none of the above
- Which sentence is true?
  - A. Grizzly bears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

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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

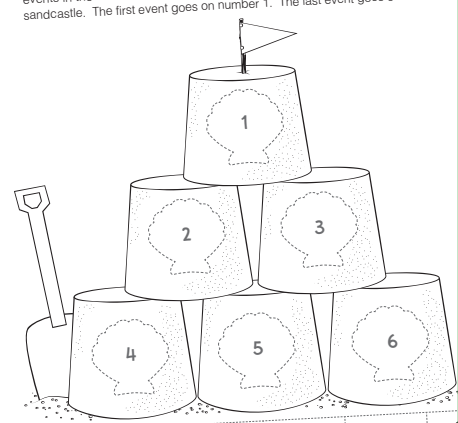
## Adventure Cards Activity Sheet

## Readers' Theater Script

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 his pocket full of money.
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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?
  - A. surf
  - B. swim
  - C. collect shells
  - D. build a sandcastle
- What is inside the pink shell that Bizzie picks up?
  - A. a pearl
  - B. a hermit crab
  - C. a fish
  - D. money
- 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.
- 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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Name: \_\_\_\_\_

### The Very Hungry Rabbit

Story by Kathy Kravink • Illustrations by Christian Slade

**Characters**

--	--	--	--	--

1. 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.

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

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

4. Hey! Someone's been eating my lettuce! Now I have nothing to bring to the picnic!

5. 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.

6. (all together) Hi, Ricky!

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

8. (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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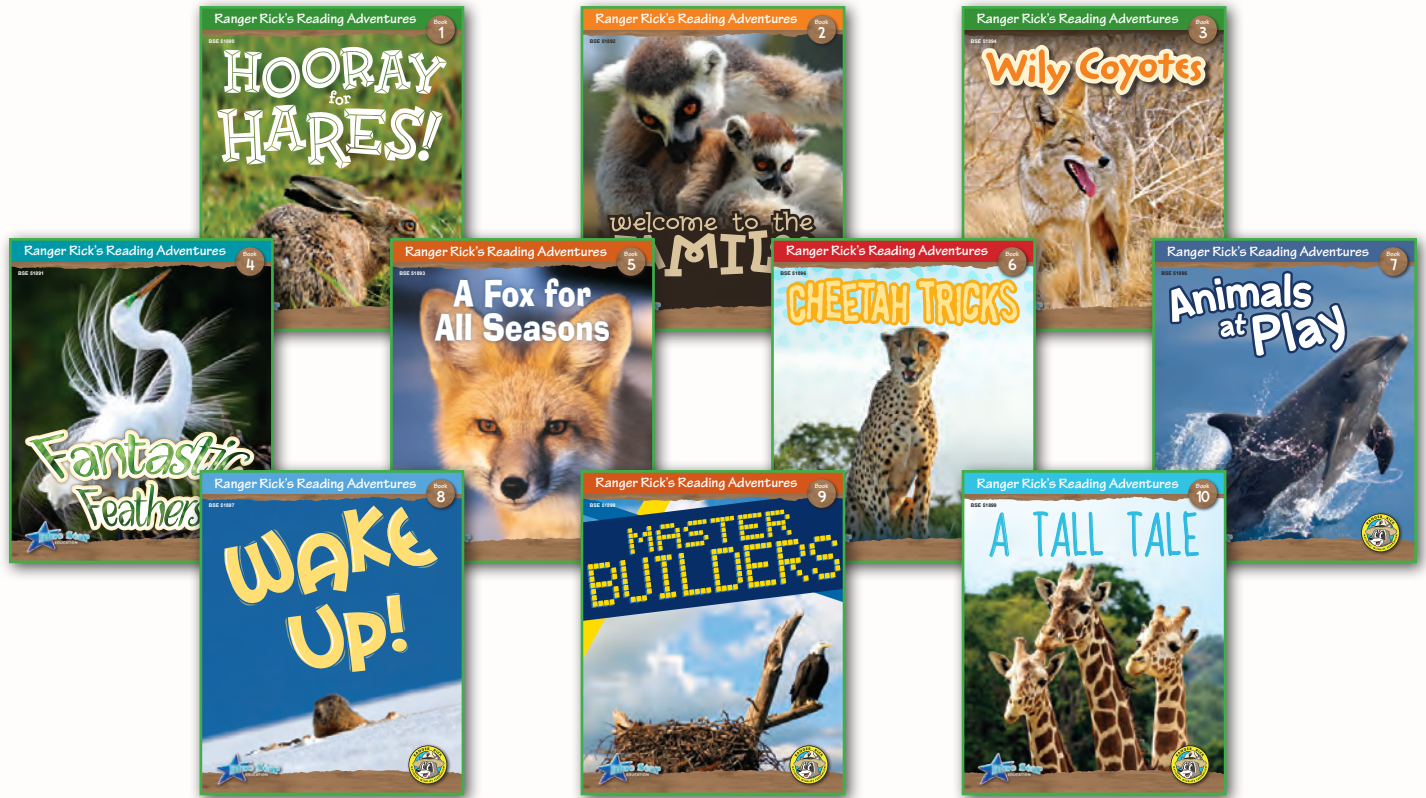
# Ranger Rick's

## Reading Adventures

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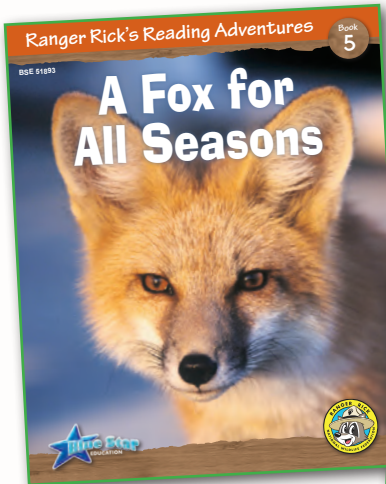






## Nonfiction Readers

Take a look inside the readers!



### SUMMER

Young kits need to become leg-matching 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 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.



- 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.



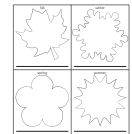
#### Reading Summary

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. Springtime brings baby foxes. They stay safe and warm in a den. 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 answer 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?  
What does a mother fox do to take care of her kits?

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 findings.

**Step 5:** When the class has completed the experiment and discussion, hold a class discussion to reflect and draw conclusions from the experiment.

#### Scarlett's STEM Challenge

Challenge students to design a device that keeps 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
<ul style="list-style-type: none"><li>dictionary definition of word(s)</li><li>the usual meaning of the word(s)</li><li>Example: Don't rock the boat! (Stop moving the boat back and forth!)</li></ul>	<ul style="list-style-type: none"><li>means something other than the exact word(s)</li><li>used to make a comparison</li><li>used in exaggerated statements</li><li>Example: Don't rock the boat! (Do not cause trouble.)</li></ul>

**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.





## 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 \_\_\_\_\_

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## Multiple-Choice Assessment

### Science Activity Sheet

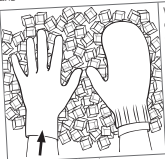


Unit 5: A Fox for All Seasons

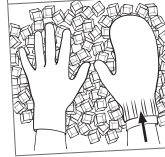
Name: \_\_\_\_\_

#### 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.



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.

1. According to your group's observations, which hand stayed warmer during the experiment? Why?  
\_\_\_\_\_
2. What did you learn about the red fox's survival traits from this experiment?  
\_\_\_\_\_
3. 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.

1. 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
2. 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
3. In what season are baby foxes born?  
**A.** spring  
**B.** summer  
**C.** winter  
**D.** fall
4. Foxes have a keen sense of \_\_\_\_\_.  
**A.** smell  
**B.** eyesight  
**C.** taste  
**D.** hearing
5. In which season does a fox's coat get longer and thicker?  
**A.** spring  
**B.** summer  
**C.** winter  
**D.** fall
6. 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

Name: \_\_\_\_\_

Unit 5: A Fox for All Seasons

#### Short-Answer Test

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

1. What does a red fox look like?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What does a red fox do if the weather is really cold?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Compare and contrast what the red fox does in the fall and what it does in the spring.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How do kits learn to hunt?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Adventure Cards Quiz

### Adventure Cards Activity Sheet

Ranger Rick's Adventure Cards

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.



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.

1. 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.
2. 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
3. Who is Gerlie?  
**A.** a bird  
**B.** an alligator  
**C.** an osprey  
**D.** a tall plant
4. Why are there so many cattails in the Everglades?  
**A.** because birds spread the cat seeds around  
**B.** because Boomer is eating cat  
**C.** because chemical fertilizers from nearby farms polluted the water  
**D.** because alligators ate all the sawgrass
5. Why does Ranger Rick think it's a bad idea for Boomer to celebrate by eating candy?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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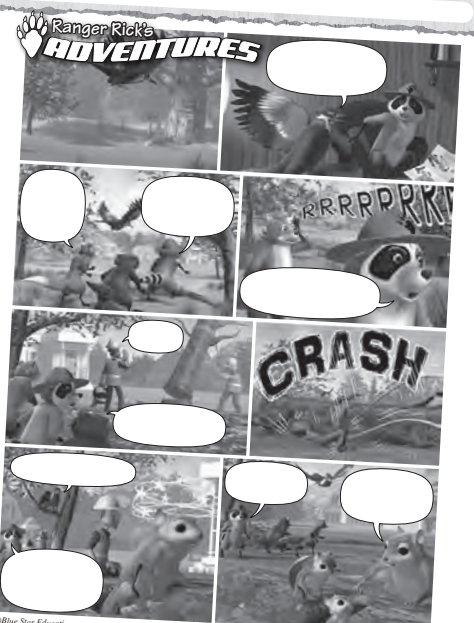
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### My Ranger Rick Adventures

Adventure #3

Name: \_\_\_\_\_

My Ranger Rick Adventures



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# Ranger Rick's

## Reading Adventures

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

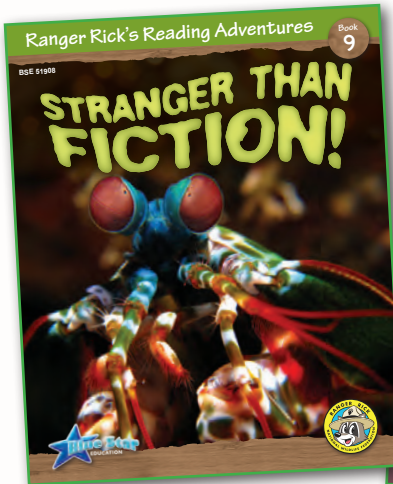






## Nonfiction Readers

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



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



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 9: Stranger Than Fiction!

### Unit Overview



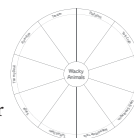
#### Content Goals

In this unit, students will be studying ten animals that are so strange, it is hard to believe they are real. From the Australian platypus, which seems to combine the body parts of many different animals, to the Philippine tarsier, whose eyes are bigger than its brain, these surreal animals and their strange characteristics will intrigue and delight students. Through various activities and assessments, students will gain an in-depth understanding and appreciation that "weird" is a wonderful way to be.



#### Reading Summary

Students will participate in vocabulary and pre-reading activities. Students will perform a close reading of the text, answer comprehension questions, and refer to key details and examples in the text to explain what the text is saying. They will do this by completing the graphic organizer pictured on the right.



#### Writing Summary

Students will learn about sentence fragments and complete sentences, and will write personal narratives about an experience with an unusual animal. The graphic organizer used for this lesson is pictured on the right.



#### Science Summary

Students will participate in an experiment involving ants. Students will conduct a study to find what type of foods ants prefer (salty, sweet, natural, or processed). Will the results be stranger than fiction? Students will record their observations and discuss their findings as a class.



### Materials

- ✖ copies of *Stranger Than Fiction!* reader
- ✖ copies of *Boomer Badger's Word App* (page 229)
- ✖ copies of *Background Information* [optional] (page 151)
- ✖ copies of *Ranger Field Notes* (page 154)
- ✖ copies of reading activity sheets (pages 155–156)
- ✖ copies of writing activity sheets (pages 158–160)
- ✖ copies of science activity sheet (page 162)
- ✖ copies of assessments (pages 163–165)



### 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 9: Stranger Than Fiction!

### Reading Lesson

#### Reading Objectives

- Students will read and comprehend informational text independently and proficiently.
- Students will demonstrate understanding by answering comprehension questions and determining key details and examples in a text to explain its meaning.

#### Teacher Summary of *Stranger Than Fiction!*

In this book, students learn about wonderfully weird animals. These animals are so strange that it is hard to believe they are real. There is the platypus, which looks like a bunch of different animals rolled into one. The yeti crab has strangely furry legs, while the honey-pot ant has a bulging belly. The tufted leafy seadragon blends in with seaweed, and the naked mole-rat burrows underground. The thorny devil has vampire-like fangs, while the saiga sports a droopy nose. The thorny devil is a trickster with deer has vampire-like fangs, while the saiga sports a droopy nose. The thorny devil is a trickster with its fake head. The aye-aye has long, bony middle fingers, and the tarsier has eyes bigger than its brain! Get ready to meet a collection of quirky creatures!

**Note:** The multiple-choice quiz on page 164 may be administered as a pretest to assess students' prior knowledge.

#### Procedure

**Step 1:** Distribute copies of *Stranger Than Fiction!* 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 153). Ask students if they have any additional questions. Next, introduce the "Themes to Look For" (page 153) 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 *Stranger Than Fiction!* book aloud to students. Stop to answer questions as they arise.

**Step 4:** Distribute copies of the *Ranger Field Notes* activity sheet (page 154). 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 *Wacky Wheel* graphic organizer (page 155). Have students complete the organizer in pairs or small groups. The *Weird & Wonderful* activity sheet (page 156) may be used as an extension activity.

**Step 6:** Select a "Wrap-Up Activity" for students to complete (see page 153).

#### Assessments

The running-record assessment, multiple-choice quiz, and the *Stranger Than Fiction!* quiz will be given at the conclusion of this section or upon the completion of the book.

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Unit 9: Stranger Than Fiction!

### Key Vocabulary

#### Procedure

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

Vocabulary Word	Definition
arches	bends into the shape of an arch or curve <i>Sample Sentence:</i> Whenever my cat gets frightened, he <i>arches</i> his back and hisses.
bacteria	very small, one-celled living organisms, many of which can cause disease <i>Sample Sentence:</i> Washing your hands with soap and warm water is a good way to kill <i>bacteria</i> .
droopy	hanging down or sagging <i>Sample Sentence:</i> Whenever my dog is sad, his tail gets <i>droopy</i> .
migrate	to travel from one region or area to another <i>Sample Sentence:</i> I hope I get to see a pod of orcas when they <i>migrate</i> up the coast.
mucus	a thick liquid that is produced in parts of the body such as the nose and throat <i>Sample Sentence:</i> I have a horrible head cold that is filling my nose with <i>mucus</i> .
rodents	mammals (such as rats, mice, squirrels, or beavers) that have sharp front teeth <i>Sample Sentence:</i> Some <i>rodents</i> must have eaten all the birdseed out of the birdfeeder!

**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 from the first-person point of view of one of the animals in the book. Challenge them to use as many vocabulary words as they can.
- Have students create an infographic about some of the animals in the book. 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 9: Stranger Than Fiction!

### Comprehension Connections

#### Discussion Questions

**Pre-Reading**

- What "strange" fictional animals can you think of?
- What characteristics would make an animal "strange"?
- Have you ever seen a "strange" animal? Describe what it looked like.

**Guided**

**Pages 4–5** What animals does the platypus resemble?  
How did the yeti crab get its name?

**Pages 6–7** Why do honey-pot ants store liquid in their abdomens?  
What purpose do the leaf-like growths on the leafy seadragon serve?

**Pages 8–9** Why do tufted deer have sharp teeth? What do they do with them?  
Why do thorny devils have sharp teeth? What do they do with them?

**Pages 10–11** How does the droopy nose of the saiga help it survive?  
What does the thorny devil do when it's threatened?

**Pages 12–13** What does the aye-aye do with its long, bony fingers?  
How do the tarsier's large eyes help it survive?

**Post-Reading**

- Why do you think the platypus has a beaver-like tail?
- What physical characteristics make the naked mole-rat look so strange?
- How do the saiga's droopy noses help them in the winter season?
- Why does the thorny devil have a fake head?
- Which is your favorite strange animal from the book and why?

#### 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 *Stranger Than Fiction!* text. They will be challenged to create a new cover for the book.
- Reggie's Recap (page 231):** Students will write summaries of the *Stranger Than Fiction!* 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 *Stranger Than Fiction!* 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 9: Stranger Than Fiction!

### Science Lesson

#### Science Objectives

- Students will learn that some animals adapt to survive in their changing environments.
- Students will demonstrate understanding by performing an experiment in which they study the eating habits of ants.

#### Background

It seems that if any kind of human food is left out long enough, it will attract ants. But, why is this so? In nature, it seems as if ants eat pretty much anything. Just a few of the things they are known for eating include leaves, seeds, insects, nectar, and honeydew. Some ants even prey on small mammals, reptiles, and birds. When these foods are not readily available, do ants look for other sources of nutrition and energy? We know from experience that they will eat the same food we eat if they can find it. But, of the food we eat, do they prefer one type of food over another? If given the option, would they choose a food that was salty, sweet, natural, or processed?

#### Materials

- plastic lids or dishes
- salty potato chips
- sweet, sugary candy
- fresh fruit
- seeds

#### Procedure

**Step 1:** Begin the lesson by rereading page 6 of the *Stranger Than Fiction!* book aloud to the class. Ask students if they have ever seen ants at their homes and if so, what were the ants eating? Have students share with the class their experiences with ants.

**Step 2:** Have a class discussion about what ants eat. Explain that they eat leaves, seeds, insects, and nectar. Some even eat small mammals, reptiles, and birds. But, we all know ants also eat our food. Why? Discuss with the class how animals adapt to survive in different environments. Read the background information above aloud to the class.

**Step 3:** Tell the class that they will be conducting an experiment to see what type of foods ants prefer when given a choice. Have them adapted to prefer processed human food or natural non-processed foods? Do they prefer sweet or salty foods?

**Step 4:** Take students outside along with your food samples and plastic lids in different areas around the school (need to leave them longer if no ants have arrived.)

**Step 5:** Distribute copies of the *Food for Thought* activity sheet. Have them take notes and make observations.

**Step 6:** Return to the classroom and hold a class discussion based on student observations.

**Scarlett's STEM Challenge**  
Challenge students to build an ant farm.

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Unit 9: Stranger Than Fiction!

### Writing Lesson

#### Writing Objectives

- Students will learn about sentence fragments and complete sentences so they can improve their writing.
- Students will demonstrate understanding by writing personal narratives about a time they encountered an unusual animal.

#### Procedure

**Step 1:** Share a short personal narrative from your own life. Include lots of sensory details. Be as descriptive as possible. At the conclusion of your story, have students draw pictures illustrating your story. Ask students what helped them to visualize your story.

**Step 2:** Tell students they will be writing their own personal narratives about an experience they have had with an unusual animal. It could be about their wacky dog or a silly cat in their neighborhood. Or, maybe they met a strange animal on a hike or at a zoo. Tell students that it is okay to elaborate or add fictional details to their stories to make the stories more descriptive and exciting. If students do not have an experience to write about, tell them it is okay to make one up as long as it is detailed and engaging.

**Step 3:** Explain to students that before they begin brainstorming ideas for their narratives, they will first be reviewing sentence fragments. Remind students that a complete sentence expresses a complete thought. It must have at least one independent clause. It needs to contain a subject and a verb. Just because a sentence has a capital letter at the beginning and a period at the end does not mean it is a complete sentence.

**Step 4:** Distribute copies of the *Silly Sentences or Funny Fragments?* activity sheet (page 158) to students. Have students complete the activity independently and then have them go over the answers with a partner. Answer any additional questions students may have regarding sentence fragments.

**Step 5:** Distribute copies of the *Sorting My Story* graphic organizer (page 159) to students. Tell students to focus on one particular small event having to do with an animal. Tell them to include sensory details (what they saw, heard, touched, tasted, smelled). Encourage them to use dialogue or internal monologues. Remind them that adjectives and transition words are their friends.

**Step 6:** When students have completed their graphic organizers, have them write rough drafts of their narratives. When students have finished their drafts, have them trade with partners to proofread. Remind them to be on the lookout for sentence fragments.

**Step 7:** After students have made corrections to their rough drafts, distribute copies of the *Animal Tales* sheet (page 160). Instruct them to write the final drafts of their narratives using their best penmanship. Have student volunteers share their narratives with the class.

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Unit 9: Stranger Than Fiction!

### Running Record

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Title: *Stranger Than Fiction!* Results: \_\_\_\_\_

Text	Errors	Self-Correction Meaning/Structure/Visual Clues
Have you ever heard a story or seen a picture that you knew was just too strange to be true? What fact? Sometimes things are just too strange to make up! Meet ten animals that are almost too weird to believe. You'll discover that for these—way to be!		
The peacock mantis shrimp has the fastest punch of any living animal—and can hit hard enough to break glass.		
<b>Platypus</b> Your eyes aren't playing tricks on you; the platypus is a real animal! <b>People</b> once believed that this Australian mammal was a fictional beast that was assembled by combining the bodies of several different animals.		

Comprehension Questions	Responses
What kind of animals is this book about?	
How many animals does this book feature?	
What is a platypus?	

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

Unit 9: Stranger Than Fiction

Name: \_\_\_\_\_

# Ranger Field Notes

**Directions:** Use the *Stranger Than Fiction!* text to help you complete the study guide.

## Pages 4–5

The platypus is a \_\_\_\_\_  
mammal because it lays eggs.

The platypus has a tail like a beaver, a body  
like an otter, and a \_\_\_\_\_ like a duck.

Yetti crabs live deep in the \_\_\_\_\_  
\_\_\_\_\_.

The hair on the yetti crabs' claws collects  
\_\_\_\_\_.

## Pages 6–7

Honeypot ants spend their days \_\_\_\_\_  
food.

Honeypot ants can store a nutritious liquid  
by expanding their \_\_\_\_\_.

Lealy sea dragons eat tiny creatures by  
slurping them up in their \_\_\_\_\_.

Lealy sea dragons travel by floating on the  
\_\_\_\_\_ current.

## Pages 8–9

Naked mole-rats are naked because they  
have no \_\_\_\_\_.

Naked mole-rats' long front \_\_\_\_\_  
help them dig tunnels underground.

The tufted deer gets its name from the dark  
tuft of hair on its \_\_\_\_\_.

Male tufted deer have long \_\_\_\_\_  
that they use to defend themselves.

## Pages 10–11

Saiga can be found in the dry plains of  
central \_\_\_\_\_.

Sticky \_\_\_\_\_ in the saiga's nose he-  
make the air clean enough for it to breathe.

Thorny devils can be found in the \_\_\_\_\_  
sands of Australia.

Thorny devils \_\_\_\_\_ their tails v-  
they feel threatened.

## Pages 12–13

Aye-ayes are part of the \_\_\_\_\_ fa-

The aye-aye can be found in the forests  
\_\_\_\_\_.

Tarsiers can be found on islands in the  
\_\_\_\_\_.

The tarsiers' large eyes help them to see  
\_\_\_\_\_ in the dark.

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Name: \_\_\_\_\_

Unit 9: Stranger Than Fiction!

Wacky Wheel

**Directions:** What makes the animals listed on this wheel wacky? Find details in the book *Stranger Than Fiction!* that prove these animals are indeed wacky and weird.

Platypus

Yeti Crab

Naked Mole-rat

Tufted Deer

Sage Grouse

Thorny Devil

Aye-aye

Tarsier

Wacky Animals

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Unit 9: Stranger Than Fiction

Name: \_\_\_\_\_

## Weird & Wanted

**Directions:** Create a WANTED poster for one of the animals in the book. You want to find the animal so you can take a picture of it. Draw a picture of the animal and describe it in detail so that others can help you locate it.

# WANTED

#51674G *Ranger Rick's Reading Adventures*

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## Writing Graphic Organizer

# Activity Sheet

Unit 9: Stranger Than Fiction

Name: \_\_\_\_\_

## Silly Sentences or Funny Fragments?

**Directions:** If the words form a complete sentence, write S on the line. If the words form a sentence fragment, write F on the line.

- \_\_\_\_\_ Mother nature has gone completely nuts!
- \_\_\_\_\_ My worst nightmare.
- \_\_\_\_\_ This lumpy, droopy nose.
- \_\_\_\_\_ It has a fake head.
- \_\_\_\_\_ Those hairy claws are very scary.
- \_\_\_\_\_ Almost too weird.
- \_\_\_\_\_ Deep down in the dark and dreary Pacific Ocean.
- \_\_\_\_\_ Tarsiers are tiny but cute.


**Directions:** Choose two of the fragments above and turn them into complete sentences

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Complete each sentence by adding words to the sentence fragments.

- Those little honey-pot ants \_\_\_\_\_  
\_\_\_\_\_ burrows underground to \_\_\_\_\_
- The sharp fangs on the tufted deer \_\_\_\_\_  
\_\_\_\_\_ can pounce \_\_\_\_\_
- \_\_\_\_\_ enough to break glass.



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Unit 9: Stranger Than Fiction

Name: \_\_\_\_\_

## Sorting My Story

**Directions:** Complete the graphic organizer below to help you brainstorm and sort out your story. Be as detailed as possible!

Who:

When:

Where:

Beginning

Middle

End

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#51674G Ranger Rick's Read

# Final Draft Sheet

Unit 9: Stranger Than Fiction!

Name: \_\_\_\_\_

## Animal Tales

**Directions:** Write the final draft of your personal narrative. Double-check to make sure all your sentences are complete! Next, draw a picture that illustrates a scene from your narrative. Finally, practice reading your narrative aloud. When you're ready, read it to friends and family.

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# Student Pages

## Multiple-Choice Assessment

### Science Activity Sheet



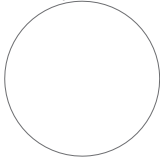
Unit 9: Stranger Than Fiction!

Name: \_\_\_\_\_

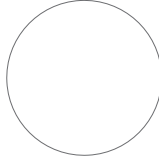
#### Food for Thought

Directions: Draw pictures and write detailed notes about each food dish.

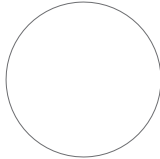
Salty Sample



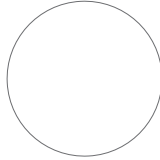
Sweet Sample



Fruit Sample



Seed Sample



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#### Multiple-Choice Quiz

Directions: Select the best answer for each question.

1. What is "strange" about the yeti crab?  
A. It stores food in its abdomen.  
B. It has white, hairy claws.  
C. It lives in the snow.  
D. It has a tail like a beaver.
2. What does the lumpy, droopy nose of the saiga do?  
A. It cleans the air.  
B. It stores food.  
C. It scares off predators.  
D. It sucks up food.
3. Where would you need to travel in order to find a tarsier?  
A. Australia  
B. Madagascar  
C. the Philippines  
D. Antarctica
4. The platypus lays eggs. Why is this strange?  
A. because it swims  
B. because it eats eggs  
C. because it is a mammal  
D. because it lives in the water
5. Where do honey-pot ants get their name?  
A. from being the color of honey  
B. from being shaped like little honey pots  
C. from their love of eating honey  
D. from their abdomens, which look like little pots of honey
6. What strange feature do male tufted deer have?  
A. vampire-like teeth  
B. tufted tails  
C. beaver tails  
D. fake heads

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### Short-Answer Test

Name: \_\_\_\_\_

Unit 9: Stranger Than Fiction!

#### Short-Answer Test

Directions: Use evidence from the *Stranger Than Fiction!* text to help you answer the questions.

1. What makes the platypus such a "strange" animal?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What key details about the naked mole-rat does the author include in the text?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What physical characteristics does the thorny devil have in order to fight off predators?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What do the aye-aye and tarsier have in common?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Adventure Cards Quiz

### Adventure Cards Activity Sheet

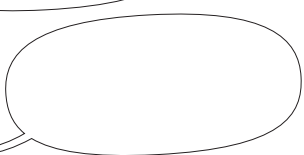
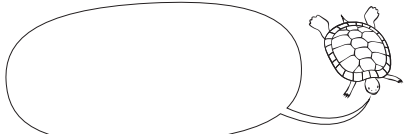
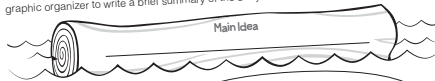
Ranger Rick's Adventure Cards

Bennie and the Bog

Name: \_\_\_\_\_

#### Turtle Talk

Directions: Write the main idea of *Bennie and the Bog* on the log below. Then, write details that support the main idea in the turtles' speech bubbles. When you have finished, use the graphic organizer to write a brief summary of the story on the back of this sheet.



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Bennie and the Bog

Ranger Rick's Adventure Cards

Name: \_\_\_\_\_

#### Bennie and the Bog Quiz

Directions: Use the *Bennie and the Bog* adventure card to help you answer each question.

1. Which sentence best describes the main idea of this story?  
A. Boomer spends too much time on his phone.  
B. Bog turtles are rare and need to be saved and protected.  
C. Goats are mean animals.  
D. Thieves steal turtles to make money.
2. What does Bennie think Ranger Rick and his friends are going to do to him?  
A. Sell him as a pet.  
B. Help him save his trapped friend.  
C. Play a game with him.  
D. Leave him alone.
3. What do the turtle thieves compare a trapped turtle to?  
A. a rat in a cage  
B. a diamond in the rough  
C. buried treasure  
D. a hog in the bog
4. Why are there goats around the bog?  
A. to scare off the thieves  
B. to feed the turtles  
C. they are lost  
D. to save the bog by eating trees and bushes
5. Boomer did not listen to Ranger Rick's instructions. What evidence from the text supports this detail?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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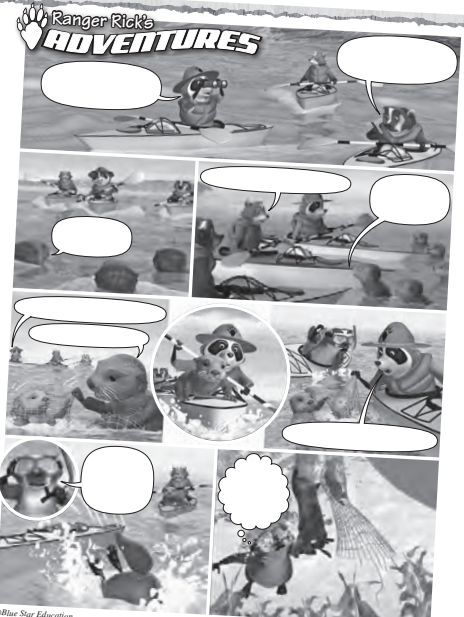
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### My Ranger Rick Adventures

Adventure #6

My Ranger Rick Adventures

Name: \_\_\_\_\_



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