

Yosemite National Park

Junior RANGER HANDBOOK

ADAPTED ACTIVITIES

These materials are a collection of guided activities for children with diverse communication, learning, motor and/or sensory needs. They are intended to accompany the Yosemite National Park *Junior Ranger Handbook*, originally published in 2021. They are free to share and reproduce.



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Introduction for Caregivers

All children can do the activities in the *Junior Ranger Handbook* with a little bit of your help! The following adapted activities are for children who have difficulty using speech to communicate and/or using a pencil, crayon, or marker to write or draw.

Each activity includes specific instructions. You can help your child understand these adapted Junior Ranger activities by using gestures, touch, and pointing to pictures in the *Junior Ranger Handbook*. Your child can communicate their answers to you in any way that works for them, and you can write them down. For your child to receive their Junior Ranger badge, the completed handbook needs to be shown to a park ranger.

These activities require children to use different senses to discover and describe Yosemite. If your child is blind or has limited vision, is deaf or hard of hearing, or finds it uncomfortable to touch things, some activities will be more appropriate than others. A few of the activities also have options to make them possible to complete in alternate ways.

As your child experiences Yosemite, don't forget about the interpreters and rangers you see throughout the park. They can provide you and your child with additional information about the specific areas you are visiting. We hope your child enjoys exploring Yosemite with you and becoming a Junior Ranger!

Do Your Part (Handbook page 4)

Overview of the Activity

In this activity, children will learn what it means to be a national park steward and to practice the principles of Leave No Trace.

Specific Instructions

1. Share the information and pictures on pages 4 and 5 of the *Junior Ranger Handbook* with your child.
2. Describe and point to each child in the picture. Ask your child to decide which ones are keeping Yosemite safe.
3. Circle your child's responses on pages 4 and 5.
4. If your child selects the correct answer, say, "Yes! That child is keeping Yosemite safe." If your child selects someone who is not being safe, say "Oh no! That child is not keeping Yosemite safe. Let's look again. Who is keeping Yosemite safe?"

Suggested Directions

Adult: "Let's look at this picture. I'll tell you

about each person. You choose the Junior Rangers who are keeping Yosemite safe."

Leave No Trace Choices for page 4:

"She has a map. She has a plan."

or "She is lost. She did not make a plan."

"He is walking on the path."

or "He is walking on the grass. He is not on the path."

"He is putting trash in the can."

or "He is dropping trash on the ground."

Leave No Trace Choices for page 5:

"She is taking a picture of the pine cone."

or "She is taking a pine cone from the park."

"He is putting his food away from the animals."

or "He is feeding the animals."

"She is waving to another hiker. She is quiet."

or "She is playing loud music."

"He is keeping fire away from the grass."

or "He has a fire near the grass."

Discover Yosemite (Handbook page 6)

Overview of the Activity

In this activity, children will use their senses to experience some of the more subtle aspects of Yosemite.

Specific Instructions

1. Read the information on page 6 of the *Junior Ranger Handbook* to your child.
2. Ask your child to focus on listening, touching, smelling, or looking.
3. List all the choices that the child might experience (see below).

4. Repeat each choice on the list and pause for your child's response.

5. Write your child's answers on page 6.

Note: If your child has significant vision or hearing loss or is tactilely defensive, skip activities that rely on those senses.

Suggested Directions

Adult: (Point to your ear as a cue to listen.)

"These are some natural sounds you might hear in Yosemite: wind, birds, water flowing, animals, people walking, rocks falling, leaves

moving in the breeze, thunder. I'll go through these again. Let me know if you hear any of these things. Let's listen!"

Sound Choices:

wind
birds
water flowing
animals
people walking
rocks falling
leaves moving in the breeze
thunder
something else (If your child chooses
"something else," offer choices of things
you think your child heard.)

Suggested Directions

Adult: (*Lift your finger as a cue to touch.*)
"Touch this. How does it feel? Is it rough, smooth, scratchy, hard, cold, warm, or sticky? I'll go through these again. Let me know what it feels like. Let's touch it!"

Touch Choices:

rough
smooth
scratchy
hard
cold
warm
sticky
something else (If your child chooses
"something else," offer choices of things
you think your child touched.)

Suggested Directions

Adult: (*Point to your nose as a cue to smell.*)
"Take a deep breath. Do you smell trees, grass, pine, smoke, something sweet, rain, something that stinks, flowers, or wood? I'll go through these again. Let me know what you think. Let's smell!"

Smell Choices:

trees
grass

pine
smoke
something sweet
rain
something that stinks
flowers
wood
something else (If your child chooses
"something else," offer choices of things
you think your child smelled.)

Suggested Directions

Adult: (*Point to your eye as a cue to look.*)
"Look at this. Tell me what you see. Are the leaves green, yellow, or brown? Are the stems long or short? Do you see a flower: yes or no? I'll go through these again. Let me know what you see. Let's look!"

Look Choices for Plants and Flowers:

Are the leaves green, yellow, or brown?
Are the stems long or short?
Do you see a flower: yes or no?

Suggested Directions

Adult: (*Point to your eye as a cue to look.*)
"Look at the night sky. Tell me what you see. Is it dark, bright, or cloudy? Do you see the stars, the moon, or a planet? I'll go through these again. Tell me what you see. Let's look at the night sky!"

Look Choices for the Night Sky:

dark
bright
cloudy
stars
moon
planet or planets
something else (If your child chooses
"something else," offer choices of things
you think your child saw.)

Trail Trackers (Handbook page 7)

Overview of the Activity

In this activity, children are encouraged to discover signs of wildlife along a trail and to compare the trail excursion with a similar outing at home.

Specific Instructions

1. Share the information and pictures on page 7 of the *Junior Ranger Handbook* with your child.
2. Let your child watch as you fill in the name of the trail you are exploring.
3. As you explore the trail, point out signs of wildlife.
4. Take photos to help your child remember.
5. To complete the activities below, read through the list of things your child might notice on the trail.
6. Repeat each choice on the list and pause for your child's response.
7. Write your child's answers on page 7.

Note: If your child has significant vision loss, describe the signs of animals that you see (e.g., "I see a feather; a bird must have been here").

Suggested Directions

Adult: (Point to your head as a cue to think.)

"Think about what we noticed on the trail.

(Point to the pictures of items on page 7.)

Were there any signs of animals? Maybe animal tracks (like footprints), feathers, scat (that's the same thing as poop), a bird's nest, a spiderweb, an anthill, or an animal noise? I'll go through that list again. Tell me what you remember."

Animal Signs Choices:

animal tracks (like footprints)

feathers

scat (that's the same thing as poop)

bird's nest

spiderweb

anthill

animal noise

something else (If your child chooses

"something else," name some other things you noticed on the trail.)

Suggested Directions

Adult: (Point to your head as a cue to think.)

"The animal signs you remembered were..."

(Repeat your child's responses—e.g., "scat, a bird's nest, and a spiderweb.")

"Have we noticed any of those things when we take walks around our neighborhood?" List each

thing your child noted and pause for your child's response. Talk about the things that

your child noted on the trail that are different from things on a neighborhood walk, and write

those on page 7. (E.g., "You said you have seen a bird's nest and a spiderweb on our walks

at home. That's right. You have not seen scat before. That is something we saw only on the trail.")

Nature's Neighborhoods (Handbook page 8)

Overview of the Activity

In this activity, children will learn that each place in and around Yosemite is unique for different reasons, such as elevation or temperature.

Specific Instructions

1. Share the information and pictures on pages 8 and 9 of the *Junior Ranger Handbook* with your child.
2. Ask your child to think about a favorite place in Yosemite.
3. List all the choices of the particular spots and some descriptions.
4. Repeat each choice on the list and pause for your child's response.
5. Write your child's answers in the space on page 8, with or without the suggested prompts.

Note: If your child has significant vision or hearing loss or is tactilely defensive, skip descriptions that rely on those senses.

Suggested Directions

Adult: (Point to your head as a cue to think.)
"Think about a place in Yosemite that you love. Tell me if it is a big grassy meadow, a river or stream, a forest full of trees, or someplace else. I will say those choices again, and you let me know."

Favorite Place Choices:

big grassy meadow
river or stream
forest full of trees
someplace else (If your child chooses
"someplace else," offer choices of places
that you think your child enjoyed.)

My favorite place is...

Suggested Directions

Adult: (Point to your head as a cue to think.)
"Think about all the things that make (location) special to you. Maybe you like the animals you saw there, the plants, the way (location) looks, the smells (point to your nose), the sounds (point to your ear), or something else. I'll say those things again, and you let me know."

Special Choices:

animals
plants
the way (location) looks
smells
sounds
something else (If your child chooses
"something else," offer choices of things
you think your child enjoyed.)

It is special to me because...

Suggested Directions

Adult: (Point to your head as a cue to think.)
"Now think about how you feel when you are at (location). Do you feel happy, relaxed, excited, amazed, or something else? I'll say those things again, and you let me know."

Feeling Choices:

happy
relaxed
excited
amazed
something else (If your child chooses
"something else," offer choices of other
feelings.)

It makes me feel...

Optional Activity

As you visit the park, you can also talk to your child about the different ecosystems and then circle the symbols on page 9 of the *Junior Ranger Handbook* that go with your experiences.

The Wild Ones

(Handbook page 10)

Overview of the Activity

In this activity, children will learn about Yosemite's famous American black bears.

Specific Instructions

1. Share the information and pictures on pages 10 and 11 of the *Junior Ranger Handbook* with your child.
2. Describe each item listed below and point to its corresponding image on page 11 of the handbook. Ask your child to decide if it is wild food.
3. Circle the wild food on page 11 after your child responds.
4. If your child selects the correct answer, say, "Yes! That is wild food. It (grows or lives) in Yosemite." If your child selects food that is not wild, say, "Oh no! That food is not wild. It's for people, not bears."

Suggested Directions

Adult: "Let's look at this picture and find the wild food. Wild food can be things that grow in

Yosemite, such as acorns, plants, and berries. It can also be things that live here, such as insects. I'll point to some pictures. You let me know if it is wild food."

Optional Directions for Children with Significant Vision Loss

Adult: "Bears need to eat wild food. Wild food can be things that grow in Yosemite, such as plants, or things that live in Yosemite, such as bugs. I'll say some foods, and you let me know if it is wild food. Tell me if this is wild food. Hot dogs? Acorns? Grass? Trash? Berries? Picnic lunch? Insects?"

Wild Food Choices:

hot dogs
acorns
grass
trash
berries
picnic lunch
insects

Giant Sequoias

(Handbook page 12)

Overview of the Activity

In this activity, children will learn about Yosemite's mammoth trees, the giant sequoias.

Specific Instructions

1. Share the information and pictures on page 12 of the *Junior Ranger Handbook* with your child.
2. Ask your child to look at a giant sequoia (if you are near one) or at a picture you took of one while in the park.
3. List the choices for descriptions of the tree.

4. Repeat each choice on the list and pause for your child's response.
5. Write your child's answers in the white box on page 12.
6. Count the number of rings in the picture of the tree trunk with your child, and write down the number in the space provided.
7. As your child watches, color in the number of rings that represents your child's age.

Note: If your child has significant vision loss, just complete the part of the activity that focuses on smell.

Suggested Directions

Adult: *(Point to your eye as a cue to look.)*
“Look at this sequoia tree. Tell me about it. Tell me if it is big, tall, green, brown, or something else. I’ll say those choices again, and you let me know.”

Look Choices:

big
tall
green
brown
something else (If your child chooses
“something else,” think of other things the
child might want to say.)

Suggested Directions

Adult: *(Point to your nose as a cue to smell.)*
“Think about how the tree smells. Maybe the sequoia smells good, smells bad, smells like something you have smelled before, smells different, or something else. I’ll say those

things again, and you let me know.”

Smell Choices:

smells good
smells bad
smells like something you have smelled before
smells different
something else (If your child chooses
“something else,” offer choices of things you
think your child may have noticed about the
smell.)

Optional Activity

You can draw a picture of a sequoia based on your child’s descriptions.

Adult: “I’m going to use the things you told me to draw a picture of a sequoia. You can let me know if you like it.”

Forest Life

(Handbook page 13)

Overview of the Activity

In this activity, children will learn about some of the challenges facing California’s forests and how they contribute to forest health.

Specific Instructions

1. Share the information and pictures on page 13 of the *Junior Ranger Handbook* with your child.
2. Look at a place that has burned in Yosemite (if you are there) or show your child a picture you took while in the park.
3. List the choices for signs of new life and point to the pictures on page 13 of the handbook.
4. Repeat each choice on the list and pause for your child’s response.

5. Write your child’s answers in the white box on page 13.

Note: If your child has significant vision loss, another activity may be more accessible and interesting.

Suggested Directions

Adult: *(Point to your eye as a cue to look.)*
“Look, there was a fire here. *(Point to signs of fire, such as a blackened tree trunk.)* Fires make room in the park for new things to grow. Let’s look for signs of new life. Tell me if you see plants, grass, flowers, squirrels, birds, or something else. I’ll say those choices again, and you let me know.”

Look Choices:

plants
grass
flowers
squirrels
birds
something else (If your child chooses
“something else,” look carefully for other
things the child might notice.)

Optional Activity

You can use the white box on page 13 to draw pictures of the things your child saw.

Adult: “I’ll draw some of the things you told me about. Tell me if you like the picture.”

Meadows (Handbook page 14)

Overview of the Activity

In this activity, children will discover that Yosemite’s meadows are delicate places that are home to many creatures.

Specific Instructions

1. Share the information and pictures on page 14 of the *Junior Ranger Handbook* with your child.
2. Visit a meadow in Yosemite (if you are there) or show your child a picture you took while in the park.
3. Go through the list of places in the meadow, and ask your child to tell you who lives there. Point to the picture on page 14 of the handbook as you name the places and animals.
4. If your child selects the correct answer, say, “Yes! That is where a *(name of animal)* lives.” If your child selects the wrong response, explain the correct response. (E.g., “A woodpecker lives in a tree. Woodpeckers are birds. They use their wings to fly up in a tree. They like to peck or poke holes in the tree trunk.”)
5. Draw a line to connect the animal and its home when your child chooses (or you explain) the correct response.

Note: If your child has significant vision loss, consider the optional activity, which focuses on

touch rather than vision.

Suggested Directions

Adult: (*Point to your eye as a cue to look.*)

“Look at this picture of a meadow. (*Point to the pictures of animal homes.*) These are some places where animals live. Let’s decide who lives in each place.” If your child doesn’t answer right away, offer each choice again and pause to give your child time to respond.

1. “Here is a tree. Does a coyote or a woodpecker live in a tree?” (*Point to the pictures of the coyote and the woodpecker at the bottom of the page.*)
2. “These holes are called burrows. An animal burrows into the ground to make these holes. Who lives here? Is it a butterfly or a gopher?” (*Point to the pictures of the butterfly and the gopher at the bottom of the page.*)
3. “This is a den. It is another kind of hole in the ground. Who lives in a den: a coyote or a woodpecker?” (*Point to the pictures of the coyote and the woodpecker at the bottom of the page.*)
4. “This is a milkweed plant. Who lives here: a butterfly or a gopher?” (*Point to the pictures of the butterfly and the gopher at the bottom of the page.*)
5. “This is a wetland. That’s a good name

because it is wet! Does a frog or a hawk live in a wetland?" *(Point to the pictures of the frog and the hawk at the bottom of the page.)*

6. "Here is a nest. Does a hawk or a frog live in a nest?" *(Point to the pictures of the hawk and the frog at the bottom of the page.)*

Optional Activity for Children with Significant Vision Loss

Adult: "We can pretend your hand is an animal. *(Point to the child's hand.)* I am going to make some places that animals live. You put your animal where they live. Let's decide who lives in each place."

1. "I am a tree. Feel my trunk. *(Let your child feel that you are in a standing position.)* Feel my branch. *(Let your child feel your arm.)* Put your animal in the tree. Is it a coyote or a woodpecker?"

2. "My hands are a burrow. That's a hole in the ground. Feel it. *(Make a hole between your hands by touching your thumbs and pointer fingers.)* Put your animal in the burrow. Is it a butterfly or a gopher?"
3. "My hand is a den. Feel the den. *(Create a cave with a C-shaped hand resting on the palm of your other hand.)* Put your animal in the den. Is it a coyote or a woodpecker?"
4. "My arms are milkweed plants. Feel the milkweed plant. *(Let your child feel your arms moving with a breeze.)* Put your animal in the milkweed plant. Is it a butterfly or a gopher?"
5. "My hands are a nest. Feel the nest. *(Let your child feel your hands cupped like a nest.)* Put your animal in the nest. Is it a hawk or a frog?"

A River of Stars (Handbook page 15)

Overview of the Activity

In this activity, children will discover that the stars come out to play in Yosemite's protected night sky, and they seem to form patterns we can recognize.

Specific Instructions

1. Share the information and pictures on page 15 of the *Junior Ranger Handbook* with your child.
2. Connect the dots to outline the constellations on page 15 while your child watches, and say that you will look for these constellations at night.
3. Look into the Yosemite night sky and point out any constellations that you see. If the constellation is on page 15, circle it there.
4. List other things your child might see or hear at night.

5. Repeat each choice on the list and pause for your child's response.
6. Write your child's answers in the white box on page 15.

Note: If your child has significant vision loss, focus on the sound choices.

Suggested Directions

Adult: *(Point to your eye as a cue to look.)* "Look up at the sky. Tell me what you see. Is it dark or bright? Are there stars, the moon, clouds, or something else? I'll say those things again, and you tell me what you see."

Sight Choices:

dark
bright
stars
moon

clouds
something else (If your child chooses
“something else,” think of other things the
child might have seen.)

Suggested Directions

Adult: (Point to your eye as a cue to look.)
“Now let’s see if we can find any constellations.”
(Point out any constellations you see, or let
your child know you didn’t see any.)

Suggested Directions

Adult: (Point to your ear as a cue to listen.)
“Now use your ears to listen. Tell me what you

hear. Do you hear wind, frogs croaking, an
owl hooting, crickets, other animal noises, or
something else? I’ll say those things again, and
you tell me what you hear.”

Sound Choices:

wind
frogs croaking
owl hooting
crickets
other animal noises
something else (If your child chooses
“something else,” think of other things the
child might have heard.)

Yosemite Is Home (Handbook page 16)

Overview of the Activity

In this activity, children will learn that the
Native people who have lived for thousands
of years near and in Yosemite are still here,
honoring and enjoying this land.

Specific Instructions

1. Share the information and pictures on
pages 16 and 17 of the *Junior Ranger
Handbook* with your child.
2. Complete the drawing of the roundhouse
building as your child watches. If possible,
your child can move their arm, foot, finger,
head, or eyes to tell you where to draw
(e.g., side-to-side movement for the floor,
up-and-down movement for walls, arc
shape or looking up for the roof). Describe
what you are drawing.
3. Read the information below about the
roundhouse and its use for special gatherings.
4. Review the list of celebrations with your
child, and draw a circle around the
celebrations your child selects. Feel free to
add details about any of the listed
celebrations that are specific for your child
(e.g., family reunion: “That’s like when we

went to your grandma and grandpa’s house
and all your cousins were there.”)

Suggested Directions

Adult: “Native people have lived in Yosemite
for a long time. It is their homeland. They
build buildings for special purposes. This is a
roundhouse. It is used for ceremonies, special
times when the people get together. Tell me
about special things that you celebrate with
other people. Do you celebrate birthdays,
family visits, or reunions (when lots of cousins,
aunts, uncles, and grandparents get together,
like when someone gets married or has a
baby)? Or do you celebrate the last day of
school or holidays like (name a holiday the
child celebrates)?”

Celebration Choices:

birthdays
family visits or reunions (when lots of cousins,
aunts, uncles, and grandparents get together)
when someone gets married
when someone has a baby
holidays
last day of school
something else

Faces of Yosemite

(Handbook page 18)

Overview of the Activity

In this activity, children will find out about a few of the people who have done something special in Yosemite.

Specific Instructions

1. Share the information and pictures on pages 18 and 19 of the *Junior Ranger Handbook* with your child.
2. Read the first riddle on page 18 and point to the six pictures and describe them.
3. Ask your child which person answers the riddle and pause for your child's response.
4. Draw a line to connect the riddle and the picture when your child chooses (or you explain) the correct response.
5. Repeat steps 3 and 4 for the rest of the riddles.

Note: It is helpful to describe the visual features of each picture.

Tie Sing: "This man is cooking. He is holding a pan full of food. He is going to feed people."

Shelton Johnson: "This man is wearing old-fashioned army clothes. There is the horse he rides."

George Melendez Wright: "This man is holding a book about animals. He is surrounded by different kinds of Yosemite animals."

Lynn Hill: "This woman is in front of a tall Yosemite cliff. She is holding a big rope."

Julia Parker: "This woman is holding a basket. She made the basket by weaving."

John Muir: "This man is holding a book he wrote about Yosemite."

Suggested Directions

Adult: (Point to your ear as a cue to listen.)

"Lots of different people have done important things in Yosemite. Let's learn about them. Listen to this riddle. (Read the riddle.) Tell me who this is about. Do you think it is...?" (Point to each picture on pages 18 and 19 while saying the name and description of each person.)

If your child selects the correct answer, say "Yes! That's right." If your child selects the wrong picture, explain why the answer is not correct (e.g., "Remember, we are looking for a person in the army. This person is not in the army.") and offer a choice between the remaining pictures.

Water on the Move

(Handbook page 20)

Overview of the Activity

In this activity, children will find out that water in the high mountains affects the land, plants, animals, and people downstream.

Specific Instructions

1. Share the information and pictures on pages 20 and 21 of the *Junior Ranger Handbook* with your child.

2. Talk about the different types and locations of water listed below with your child to figure out how you have seen water moving through Yosemite.
3. Repeat each choice and pause for your child's response.
4. Circle the pictures on pages 20 and 21 of any types of water you saw.

Suggested Directions

Adult: “The water that comes from Yosemite helps lots of people. It’s good to drink. It helps plants grow. It flows or moves into rivers and oceans. That’s where fish live. Let’s think about all the water we have seen in Yosemite. I’ll say some types of water and show you pictures. You tell me if we saw that in Yosemite.”

Optional Directions for Children with Significant Vision Loss

Adult: “The water that comes from Yosemite helps lots of people. It’s good to drink. It helps plants grow. It flows or moves into rivers and oceans. That’s where fish live. Let’s think about all the water we talk about in Yosemite. What kinds of water did you see, hear, or feel in Yosemite?”

Adult: “Tell me if we saw, heard, or felt this: snow, rain, a waterfall, a stream, a river, a lake, a wetland.”

Water Choices:

snow
rain
waterfall
stream
river
lake
wetland

Expand on each type of water your child says they saw, heard, or felt (e.g., “You did see a river. It was flowing near the trees” or “You did hear a waterfall. You felt the water splashing on you, too”).

Geology Rocks! (Handbook page 22)

Overview of the Activity

In this activity, children will learn that Yosemite’s rocks are special and are still changing.

Specific Instructions

1. Share the information and pictures on pages 22 and 23 of the *Junior Ranger Handbook* with your child.
2. Pay attention to geologic features you see in the environment (if you are in the park) or in photos you took.
3. Let your child know when you see any of the geologic features shown on page 23. Review the three items in one row of pictures on page 23, and ask your child to find the picture that matches what they see in the environment.
4. Repeat each choice and pause for your child’s response.
5. Let your child watch as you put an X on the squares of any geologic features your

child sees in Yosemite.

Suggested Directions

Adult: “When people study the earth and its rocks, that is called geology. Geo means ‘earth.’ There are lots of interesting rocks in Yosemite. Here are some pictures of them. (*Point to pictures on page 23.*) If we see any of these, let’s mark them in our *Junior Ranger Handbook*.”

As you notice any of the geologic features, point them out to your child and look at the pictures on page 23 in the handbook to find the name and picture that matches what you are seeing.

For example, if you see a waterfall, say, “Look over here. (*Point to the waterfall.*) This is one of the geologic features in the handbook. Is it a rockfall, a U-shaped valley, or a waterfall? (*Point to the pictures in the handbook as you name each feature.*) I’ll say those again and you tell me what it is.” If your child chooses an

incorrect answer, repeat it and then remind your child of what you are looking for. “You chose rockfall. That is all those rocks that fell down to the ground. We are looking for a picture with water in it.” (*Point to the remaining pictures in the row, the U-shaped valley and the waterfall.*) When your child chooses the waterfall, say, “Yes, that is a waterfall. See how the water falls down from up high.”

Optional Activity for Children with Significant Vision Loss

This activity focuses on geologic features that your child can hear and/or feel. In the park, try to find and complete at least two or three of the four features listed below.

Suggested Directions

Adult: “Here is a waterfall. Tell me about it, and I will write down your answers.”

“Does the waterfall sound loud or quiet?”

“Can you feel the water?”

“Do you think the water feels cold or warm?”

Note: This is a good opportunity to talk about how rushing water can change the shape of rock by wearing it down over a long time, a process called erosion.

Suggested Directions

Adult: “This is granite. Touch it. Tell me about it, and I will write down your answers.”

“Does the granite feel smooth or rough?”

“Does it feel like other rocks?”

“Do you think the granite feels cool or warm?”

Note: This is a good opportunity to talk about how granite is the same as or different from other rocks. You can describe what it looks like for your child and talk about the minerals in granite shown on page 22 of the handbook.

Suggested Directions

Adult: “Feel this sand. Tell me about it, and I will write down your answers.”

“Does the sand feel wet or dry?”

“Does it feel like a clump of mud or like grains of sand?”

“Do you feel any small rocks?”

Note: You can describe how sand comes from rocks and minerals that have broken down or become smaller. This process is called erosion. If you have talked about other examples of erosion as part of Yosemite’s geology, you can remind your child that this is another kind of erosion.

Suggested Directions

Adult: “This is a boulder. It’s a big rock. Touch it. Tell me about it, and I will write down your answers.”

“Does the boulder feel smooth or rough?”

“Does it feel like other rocks?”

“Do you think the boulder feels cool or warm?”

Note: Talk about how boulders are the same as or different from other rocks. You can describe and help your child feel the size of the boulder. Describe how water in Yosemite freezes and, over time, can make large rocks crack to form boulders.

We hope your child has enjoyed becoming a Yosemite Junior Ranger!

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