WHAT WOULD YOU DO?
In “Wild Roommates” on pages 6–11, Emily adapted her big-city life to take care of orphaned wombats during a global pandemic. Ask your child to consider how they would handle caring for an injured or orphaned wild animal at home. Your child may use the following guidance.
1. Write in a format that makes the most sense to you, such as a daily/weekly journal.
2. Choose a local wild animal that will be under your care.
3. Share what it’s like to care for a wild animal at home.
   • How did the animal come to be in your care?
   • How do you feed and care for it?
   • How do you ensure it remains wild?
   • How do you feel about caring for a wild animal?
   • How will you feel when you eventually release it back to the wild?

NATURE PHOTO JOURNAL
The animal selfies in “Ready For Our Close-Ups,” pages 22–27, put smiles on our faces and remind us that animal personalities are as unique as our own. Now put your child behind the camera with a wildlife photo journal project. Use our tips for wildlife photography to help them get that perfect shot!
After your child has taken photos of butterflies, bees, birds, or other local wildlife with a camera or smartphone, allow time for them to select the final shots they will use in their photo journal.
Note: Determine how photos will be printed.

• Together, decide whether your child will create a physical or digital photo journal.
• Two pieces of paper folded in half and stapled, one inside the other, will create a front and back cover and six pages where students can place their photographs.
• Leave room under the photographs to write about how they got the shot.
• Your child should include a couple of interesting facts about each animal they photographed.
• Their book should include a cover featuring a title, cover art, and the author’s name.

MAYOR’S MONARCH PLEDGE
In this edition of Ranger Rick’s Adventures, “Green Invaders” (pages 28–30), your child learned about invasive plant species such as kudzu and mile-a-minute vine. They also learned that volunteers work to remove those plants, replacing them with native plants.
Native plants support healthy wildlife populations, including those of monarch butterflies. Have your child learn about the Mayors’ Monarch Pledge at nwf.org/mayorsmonarchpledge and determine whether their municipality has pledged to support monarch recovery. If their city has taken the pledge, have them write a thank you letter to the Mayor. If the city has not taken the pledge, write a persuasive letter encouraging the Mayor to pledge to take action for the monarch butterfly.
Reread “Seashells: Inside and Out” on pages 14–19 to remind yourself of all the new seashell words you learned. Then, match the vocabulary word below with its definition. Use the back of the page or a separate sheet of paper to write a fiction or nonfiction story, using as much of the seashell language as you can.

<table>
<thead>
<tr>
<th>SEASHELL LANGUAGE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>bivalve</td>
<td>The soft lining between a mollusk's body and shell</td>
</tr>
<tr>
<td>gastropods</td>
<td>Mollusk in a one-part shell</td>
</tr>
<tr>
<td>mantle</td>
<td>An invertebrate group that includes snails, slugs, clams, and mussels</td>
</tr>
<tr>
<td>mollusk</td>
<td>A tube used for breathing; can also taste or smell the water</td>
</tr>
<tr>
<td>operculum</td>
<td>Tongue-like body part that is covered in teeth; used for scraping food</td>
</tr>
<tr>
<td>radula</td>
<td>Mollusk in a shell made of two hinged parts</td>
</tr>
<tr>
<td>siphon</td>
<td>The “trap door” that seals a gastropod's shell</td>
</tr>
<tr>
<td>univalve</td>
<td>The group of gastropods that includes snails and slugs</td>
</tr>
</tbody>
</table>
In “Green Invaders,” pages 28–30, you learned about invasive species and the importance of planting native plants to support healthy habitats for wildlife. Volunteering to remove invasive species is a great activity to help your community and your local wildlife. Can you identify the three green invaders below? Circle each invasive plant. If you need help, a little research will point you in the right direction.

KUDZU  COMMON YARROW  REDBUD TREE

MILKWEED  JAPANESE HONEYSUCKLE  PURPLE LOOSESTRIFE

Make a list of native plants where you live. With an adult, go to nwf.org/nativeplantfinder and type in your zip code. Of the plants listed for your area, pick a combination of three flowers and grasses and three trees and shrubs you’d like to add to your home or community garden.
SEASHELLS BY THE SHORE
Visit an ocean beach or lakeshore and see if you can find some shells. Collect a few of your favorites and use the space below to take a closer look at each.

Keep a Record!
Date _____ Time _____
Location _____________ Weather _____________

Helpful Things to Take Along
☐ Field guide to shells
☐ Magnifying glass

In each of the boxes below, draw one of the shells you find and write some words to describe how it looks and feels to you.