GECKO TRADING CARDS
From their sticky feet to their loud lizard voices, geckos are amazing creatures. Using baseball cards as a model, have your children create a set of “gecko cards” using the geckos found in the story “8 Great Gecko Surprises,” on pages 6-11. If needed, children can use other primary and secondary sources to gather information. For each gecko, your children will need to identify:
• the common and scientific names
• where it’s found
• what it likes to eat
• unique characteristics
• its predators
• its species status (For example: least concern, threatened, or endangered.)
Discuss what is learned over a meal or while out for a walk.

COUNTDOWN 3–2–1!
In “Boo at the Zoo,” pages 14-17, we saw what zoo animals do when they’re hungry, bored, or just plain curious. Discuss with your children these questions:
• When you’re hungry, what’s your favorite snack?
• When you’re bored, what’s your favorite activity?
• What is something you’re curious about?
TASK 1: Provide your children with white paper and a pencil/pen, scissors, and colors.
TASK 2: Fold the paper in thirds and cut apart on the fold so there are three separate pieces of paper. Have your children illustrate the questions with their response (one question and response per paper section).
TASK 3: Place the “hungry” illustration in the kitchen, the “bored” illustration in your child’s bedroom and the “curious” illustration by the front door or a bookshelf.

SCIENCE IN THE WILD
After reading “Wolverines” on pages 22-27, work with your children to learn more about how scientists study different animals in the wild. Include animals from the five vertebrate classes of animals: birds, fish, reptiles, mammals, and amphibians. Investigation questions can include:
• How is the animal safely trapped?
• What information are scientists gathering while the animal is trapped?
• What are the different types of tracking technology used?
• What does the technology tell scientists?

HAPPY ENDINGS
Sometimes wildlife can get a bad rap. After reading, “Scared? Don’t Be!” on pages 32-35, children learn that some so-called “scary” animals are actually lovable, amazing creatures. Have your kids brainstorm children’s stories where wild animals are portrayed as scary, mean, or dangerous characters (for example, the wolf in The Three Little Pigs). Ask them to choose one story for which they will write a new story summary, reimagining the scary, mean, or dangerous animal as a confident, kind, or brave animal. Set aside some family time to listen to your children’s writing and find a place where, just like favorite bedtime stories, can be read again and again.
STREAM HEALTH: LITTER AUDIT

Just like Ranger Rick and his friends, we want to make sure our streams, creeks, ponds, lakes, rivers, and coasts are litter-free! Visit a local waterway and conduct a “litter audit” of the waste most commonly found in and around water ecosystems.

**STEP 1**  
Make a family safety plan. Wear gloves and closed-toed shoes.

**STEP 2**  
Collect litter you come across using a litter grabber or gloved hands and place it in a garbage bag.

**STEP 3**  
Sort the collection by type and insert the total number of each item found in the chart below.

<table>
<thead>
<tr>
<th>CIGARETTE BUTTS</th>
<th>FISHING LINE/NETS</th>
<th>CAN TABS</th>
<th>TIRES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOTTLE CAPS</td>
<td>BALLOONS</td>
<td>LIGHTERS</td>
<td>STRAWS</td>
</tr>
<tr>
<td>6–PACK RINGS</td>
<td>CANS</td>
<td>PLASTIC BOTTLES</td>
<td>STYROFOAM</td>
</tr>
<tr>
<td>SANDWICH BAGS</td>
<td>PLASTIC WARE</td>
<td>PLASTIC LIDS</td>
<td>GROCERY SACKS</td>
</tr>
<tr>
<td>MICRO–PLASTICS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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A changing climate will affect wolverine populations. Analyze the graph and use what you learned in “Wolverines,” pages 22–27 to answer the questions below. Use evidence to justify (support) your response.

1. **TRUE OR FALSE:** As the climate changes, the temperature and snowfall scenario shown in the graph above would benefit wolverine populations.

2. **TRUE OR FALSE:** The warmest temperatures produce the greatest snowfall.

3. **TRUE OR FALSE:** Wolverine babies, or kits, need protection from very cold temperatures.

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**ANSWERS**

1. False. On page 27, scientists say warmer temperatures will reduce the amount of snow that falls on wolverine habitat, thus reducing their snow needs.

2. False. According to the graph, the warmest temperature, just under 34°F, will produce the fewest inches of snowfall.

3. True. Wolverines thrive in cold temperatures and deep snow. But they seek protection from extreme cold by taking shelter in the dens they build (page 25).
Can you see the moon right now? Sometimes it shines in the night sky. Sometimes clouds cover it up. And sometimes it’s out in the daytime instead! Try to track down this changeable character and take note of how it looks today.

Describe how the moon looks in words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The sky around the moon. Is it daytime or nighttime? What color is the sky? Are there clouds? Can you see any stars? Do you see anything else interesting or unusual?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The moon appears to change its shape over a month’s time. The sky can look different every single day. Try doing this activity again and see how your descriptions change!