SHARK WEEK
Every summer the Discovery Channel dedicates a week of television programming to sharks. Summer vacation probably makes it impossible to incorporate this programming into your classroom. But why not conduct your own Shark Week during a more convenient time? Pick a week this month and provide an exciting shark activity for each school day. Below are some suggestions.

Monday: Tape a large sheet of paper to a wall. At the top, write “Hungry for Shark Facts.” Underneath, have a student draw a large outline of a shark. (Consider using the shark photo on this month’s cover of Ranger Rick magazine as a model.) After students read “Sharks!” pages 6–11, invite them to jot down interesting shark facts inside the shark outline.

Tuesday: Ask students to identify the differences between sharks and bony fish by completing the “Sharks Are Fish, But . . . ” Student Page.

Wednesday: Invite students to play Ranger Rick’s “Name That Shark” at nwf.org/Kids/Games.

Thursday: During math class, have each student construct a picture graph that compares the maximum lengths of five shark species (e.g., midwater shark –10 inches, leopard shark–7 feet, zebra shark–11.5 feet, nurse shark–14 feet, whale shark–45 feet).

Friday: Divide the class into small groups and have each group report on a sense that makes a shark a great predator (e.g., hearing, lateral line, sight, taste, smell, sensory pits, pores on the shark’s snout called ampullae of Lorenzini).

MORE PET PROS & CONS
After students read “How to Pick a Pet” (pages 19–23), discuss several of the pets mentioned in the guide: their good and bad points, the time and money required to care for them, as well as the living space the animals would need.

Next, ask the class to list pets that were not covered in the guide (e.g., horses, goats, llamas, pigs, pot-bellied pigs). Have each student select one of these pets, do research on it, and record his or her findings on the “A Good Pet for Me?” Student Page.

ANT ANTICS
Most ant species live in organized groups so they can work together to get food, water, and shelter, as well as to raise their young. After students have read “Treetop Weavers,” (pages 32–36) encourage students to discuss what weaver ants do to perform these basic duties. Then go outside and find some local ants. Check sidewalks, around windows, in flower beds, and on trees. Working in small teams, ask students to select a group of ants and observe the insects’ behavior. Have students use the “Spy on Ants” Student Page to record their observations. Discuss these findings as a class.

CAMPING FUN
In honor of the Great American Campout on June 27, the games in this month’s Just for Fun (pages 37–39) are all about camping. For more camping games and activities, invite students to visit Ranger Rick’s Camp Zone at nwf.org/rrcampzone.

Then engage students in planning an actual group campout. If you can’t camp as a group, have students create a plan for a possible family campout in a backyard or nearby campground. Students could make a list of supplies, create a meal plan, calculate food quantities, outline a schedule of camping activities, and write an invitation to family members. (Some family members just might be inspired to follow through on these plans!)

For more information on this year’s Great American Campout and to register a campsite for the event, visit nwf.org/campout.

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Like all other types of fish, sharks are ________-blooded. They have a skeleton and fins, live in water, and breathe with ________.

Most fish belong to a group called bony fish. That’s because their skeletons are made of _____________.

But, sharks are different. Their skeletons are made of a tough tissue called _____________ . Your nose and ears are made of this tissue, too.

The scales on most bony fish are ____________ . As a bony fish grows, so do its scales.

But, shark scales look like little ____________ . As a shark grows, its scales stay the same size. The shark just grows even more scales.

Most fish have one set of teeth.

But, sharks have many__________ of teeth. As older teeth wear out or break, other teeth move up to replace them. A shark continues to grow new teeth. It will grow thousands of teeth in a ____________.
Select a pet that was not mentioned in “How to Pick a Pet,” pages 19–23. Do some research on it and report your findings on this sheet.

1. Animal: ________________________________

2. Good points: (Describe at least three.) ____________________________________________
   ____________________________________________
   ____________________________________________

3. Bad points: (Describe at least three.) ____________________________________________
   ____________________________________________
   ____________________________________________

4. Type and amount of space pet would need: ____________________________________________
   ____________________________________________
   ____________________________________________

5. Ways I would need to care for this pet: ____________________________________________
   ____________________________________________
   ____________________________________________

6. Total time per week it would take to care for the pet: ______________________________
   ____________________________________________
   ____________________________________________

7. Total cost of care: ____________________________________________
   ____________________________________________
   ____________________________________________

8. Would this be a good pet for me? ____________________________________________
   Here’s why or why not: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________