**KOALA QUIZ SHOW**

According to “Koala Kid” (pages 6-12), koalas are much more than just cute. Have students delve into the details by writing questions and answers about koalas and their lives using information from the story. Then divide students into teams. Play a game in “quiz show” style, with each team challenging the other to answer its questions and awarding points for correct responses.

**BIRDS ON A LINE**

“Ask Rick” (page 13) explains that birds often line up in the same direction on a branch or wire because they are facing into the wind. Can you and your students observe this phenomenon in action? Watch a group of birds land, perch, and take off. Are the birds lined up? Can you see how they make use of the wind? Using your observations for inspiration, create an art project (a painting, a collage, a sculpture, etc.) that depicts this behavior.

**INTERVIEW A HIBERNATOR**

“Wake Up!” (pages 24-29) introduces students to hibernation and the ways different animals use this strategy to survive the winter. Have students each choose one hibernator to research further. Using the information they learn, have them create a news cast in which they pretend to interview a just-emerged hibernator. In a written script or an audio or video recording, they can ask questions about the animal’s winter experiences and its plans for the coming warm weather.

**GUIDE TO WINTER OUTSIDE**

Read “Go Fish!” (pages 31-35) and then ask students if they have ever been ice fishing or participated in other winter recreation. What does it take to stay warm and comfortable—and have fun—outside in cold weather?

Create a class how-to guide for enjoying winter outdoor time. Students might include sections on what to wear, how to stay safe, and various fun activities one can do.

**PEEK UNDER THE ICE**

Did reading “Go Fish!” (pages 31-35), pique students’ curiosity about what goes on underneath the ice? Find a nearby body of water—a lake, pond, stream, or even just a puddle—and engage students in some ice observation. After checking to be sure the ice is safe, ask an ice fisher to cut a hole for you in a lake, or just break a small hole in a stream or puddle. Have students describe the ice (color, texture, thickness) and what they see beneath it.

**PAIRED UP**

The “Just 4 Fun” games (pages 37-39) include several examples of different species interacting with and depending on each other. In some cases, these interactions are helpful to both members of the pair (symbiosis); in other cases, only one benefits and the other is unaffected (commensalism) or even harmed (parasitism). Explain these different examples to students, and then ask them to match these scenarios with the ones illustrated in the games.

**JOIN US FOR NATIONAL WILDLIFE WEEK**

National Wildlife Week is March 17-24, 2014. The theme is “Wildlife and Water: From the Mountains to the Rivers to the Oceans.” You’ll find many resources at nwf.org/wildlifeweek, including lesson plans, activities, a webinar, and lots of information about the featured wildlife.

Answers to “Koala Grows Up” Student Page: 1, 7, 6, 2, 4, 5, 3, 8
"Ocean Oddball" (pages 16-19) is all about the nautilus, a sea creature that adds new chambers, or “rooms,” to its shell as it grows larger. Answer the questions below about the nautilus. Then imagine you could build yourself new rooms as you grew.

How does a shell help a nautilus?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In the box below, draw a picture of the inside of a nautilus’s shell and its chambers. Show how the first ones are small and the newer ones become larger.

Imagine you could build yourself new, bigger rooms to live in as you got older. Starting with a room for you as a baby and ending with one that’s just right for you now, draw a set of four fantasy rooms. The rooms should get bigger in size and show how your needs, abilities, and interests changed as you grew.
KOALA GROWS UP

Read about how a baby koala grows up in “Koala Kid” (pages 6-12). Below are different stages in a koala’s life cycle, but they are all mixed up. Put them in order by adding the numbers 1-8 in front of the statements. The first one is done for you.

1. A baby koala is born. It is only the size of a gummy bear.
2. The baby begins to climb around in the trees. Before long, it is ready to live on its own without its mother’s help.
3. When the koala grows too big to fit inside the pouch, it stops nursing and eats only eucalyptus leaves. It rides on its mother’s back.
4. The tiny, just-born koala crawls to its mother’s pouch.
5. When the baby is five or six months old, it is big enough to come out of the pouch for short amounts of time.
6. The baby begins spending more and more time outside the pouch, clinging to its mother’s front and starting to eat eucalyptus leaves.
7. Inside the pouch, the baby nurses on its mother’s milk and grows bigger for several months.
8. By the time the koala is two to three years old, it is full grown and ready to start a family of its own.

What is causing problems for koalas today?

__________________________________________
__________________________________________
__________________________________________

What are people doing to help koalas?

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__________________________________________
__________________________________________

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