SUMMER NATURE JOURNAL
“Dear Ranger Rick” (pages 4–5) features a variety of letters (and a poem) from kids who spotted interesting animals in their backyards or on family trips. Encourage students to keep a summer nature journal documenting what they see and where. Suggest that they experiment with different types of entries such as lists, sketches, photos, and poems. Make it fun by creating special journals together as a class before vacation begins.

UNHUGGABLE FIELD GUIDE
“Wasps” (pages 6–13) concerns animals that don’t fit the “cute and cuddly” category. These insects are more likely to be labeled “scary” and avoided. But learning more about them can help to dispel fears. As a class, compile a “Field Guide to Scary Bugs.” Students can create entries for wasps, bees, spiders, and other creatures that would benefit from being better understood.

SMALL BUT MIGHTY
As you learn in “The Buzz” (pages 14–15), tiny ants can be enough to repel an enormous elephant. This theme of small overpowering large appears in the humanities (for instance, the story of David and Goliath or, in a slow-beats-fast variation, the Tortoise and the Hare). Discuss the theme, and challenge students to find other examples in both literature and the animal kingdom.

Camp out!
This year, the Great American Backyard Campout takes place on June 25, 2011. Get all the details and register your campsite at backyardcampout.org.

RULES FOR CAMPING RIGHT
Boomer’s camping rules are excellent examples of “How NOT to Camp” (pages 22–25). Have students rewrite Boomer’s list to create guidelines for being a good camper. Extend the activity by having them illustrate their guides. Or, alternatively, they could choose another favorite activity and write a new list of how NOT to do it—and then how to do it well.

BUILD A BUTTERFLY GARDEN
Read “Bring on the Butterflies” (pages 26–27) and then use it as a jumping-off point for creating your own school butterfly garden. For more resources, see schoolyardhabitats.org.

ALL IN THE FAMILY
The wild dogs in “It Takes a Pack” (pages 32–35) are a family group that cooperates to keep the pack safe and fed and to bring up the babies. Engage students in a group discussion about how cooperation also applies to human families. Ask them to compare and contrast wild dogs and people using examples from the story and from their own experience.

FILM: BORN TO BE WILD 3D
National Wildlife Federation has teamed up with the new IMAX film Born to Be Wild 3D as the film’s education partner. The film is a true story about two scientists who work to save endangered elephants and orangutans, and it highlights the remarkable bond between humans and animals. Visit nwf.org/borntobewild for an Educator’s Guide and special Born to Be Wild 3D poster with information and educational activities related to the film.

Answers for “Shark Match” Student Page:
1.b, 2.d, 3.f, 4.h, 5.a, 6.g, 7.c, 8.e
The sharks in “Is That a Shark?” (pages 16-21) may be a bit different from most sharks you know. After you read the story, see if you can match up the name of each shark with the words that describe it. Look out for one shark here that wasn’t in the story!

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<tbody>
<tr>
<td>1.</td>
<td>Has a flat body with fringe, flaps, and coloring that help it to hide on the sea floor.</td>
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<td>2.</td>
<td>Hunts at night and is protected by sharp spines on its fins.</td>
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<td>3.</td>
<td>Senses electrical currents from prey with a large paddle-shaped nose.</td>
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<td>4.</td>
<td>Has cartilage instead of bones.</td>
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<td>5.</td>
<td>Is as big as a school bus, with a gigantic mouth but tiny teeth.</td>
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<td>6.</td>
<td>Uses powerful jaw and rows of sharp, serrated teeth to hunt its prey (including fish, dolphins, whales, seals, and sea lions).</td>
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<td>7.</td>
<td>Has wing-like side fins on a flat body, lies on ocean bottom to wait for prey.</td>
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<td>8.</td>
<td>Blends in with shimmery underwater light using glowing spots on its body.</td>
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Of all the sharks in the story, which one seems the **least** like a typical shark to you? Why? Explain your answer.

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“Wasps” (pages 6-13) begins with a description of how wasps look and what makes them different from bees. Read the description and look at the photos of wasps in the story. Then, in the box below, draw a **wasp** and label the body parts that show why it is a wasp.

Next, find some pictures of bees. (Look in a book or magazine or online.) In the box below, draw a **bee**. Label the body parts that show why it is a bee and not a wasp.

After doing this activity, do you think you could tell a bee from a wasp if you saw one outside? Explain your answer.