WELCOME TO HIPPO WORLD
Tape a large sheet of paper to a wall and set students free to turn it into a hippo habitat. Encourage students to use the information and photos in “Big, Bad Hippos?” (pages 6–11) to plan the layout and artwork for their mural. The mural should include the main features of a hippo landscape, different places where the hippos spend their time, how they get from one place to another, and some of the other animals that share their habitat. Have students make some cardboard hippo cutouts and add a loop of tape to the back of each so that they can move the hippos around in the habitat.

THE TRUTH ABOUT ROACHES
Before students read “Roach!” (pages 16–21), pique their interest in the article and help enhance text comprehension by displaying these common statements about cockroaches. Ask students if they agree or disagree with each, and why.
• Roaches are dirty.
• Roaches spread disease.
• They can hurt you.
• There’s nothing to like about roaches!
After students have read the article, ask them to look at the statements again. Have them use information in the story to support or change their original reactions to each. (For additional information about cockroaches, share this blog entry with the class: http://blog.hmns.org/tag/cockroaches-are-clean/.)

SUCCESS STORIES
“7 Wins for Wildlife” (pages 22–27) tells how the populations of seven endangered North American animals (bald eagle, steller’s sea lion, American alligator, whooping crane, American bison, humpback whale, and gray wolf) are now on the rise, thanks to the hard work of people who figured out (1) what was going wrong for each species and (2) what could be done to fix each situation. Invite students to use this same two-step process to do research and write up a report on other successful wildlife interventions. Possible animals include these North American species that are on the mend: black-footed ferret, California condor, short-nose sturgeon, grizzly bear, and California least tern.

CELEBRATE ENDANGERED SPECIES DAY
In order for an animal species to survive, it must be able to find habitat that provides adequate food, water, and cover, as well as a safe place to raise young. Securing these elements for an endangered species is key to helping it increase its numbers. “Habitat Hunt” (located online at nwf.org/habitathunt) is a detailed lesson plan that teaches your students how to search for habitat elements for several animals. Endangered Species Day, May 15, is a fitting time to conduct this activity with the class. To learn other ways you can celebrate Endangered Species Day and teach students about endangered species, visit nwf.org/k12esday.

POSTCARDS FROM THE SHORE
In the May and June/July issues of Ranger Rick, you’ll find a two-part Adventures of Ranger Rick story about a couple of animals that have interesting life cycles and migrations—the horseshoe crab and the red knot. After students have read the two-part story, have them use the “Postcards from the Shore” Student Page to write a postcard from each of these creatures describing their annual journeys. As a pre-writing exercise, encourage students to imagine the daily life of each animal, its surroundings, its interactions with other animals, and the challenges it faces. To get students thinking even more deeply about the stories these animals might tell, read aloud the book Red Knot by Nancy Carol Willis.
Use facts from the “Big, Bad Hippos?” article, pages 6–11, to explain how a hippo can be each of the following:

1. **FIERCE FIGHTER**

2. **NOISE MAKER**

3. **BEACH BUM**

4. **MIDNIGHT SNACKER**

5. **SUPER MOM**

**BONUS:** What else is a hippo? List at least two other things and explain each.
In the last two issues of *Ranger Rick’s Adventures*, you discovered that horseshoe crabs and red knots take a trip to the shores of Delaware Bay each year. What do you think they might want to say when they arrive? Use your ideas to fill in the postcards below—one from a horseshoe crab and one from a red knot.