**GECKO TRADING CARDS**

From their sticky feet to their loud lizard voices, geckos are amazing creatures. Using baseball cards as a model, have students 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, students 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.)

Provide children with an opportunity to share their work.

**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. Ask students to reflect on and be prepared to share:

- 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:** Invite students to pair up and share their responses.

**TASK 2:** With students back at their desks, have each child fold a sheet of notebook paper into thirds and cut the sections apart. On each section of paper, students will write a response to one of the questions above.

**TASK 3:** Count down from three. When you say “one,” have all students hold up their papers. Tell them to look around to see whether other students share the same favorite snack, favorite activity, or thing they’re curious about.

**SCIENCE IN THE WILD**

After reading “Wolverines” on pages 22–27, work with students 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, students learn that some so-called “scary” animals are actually lovable, amazing creatures. Have students brainstorm children’s stories where wild animals are portrayed as scary, mean, or dangerous characters (for example, the wolf in *The Three Little Pigs*). Instruct students 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. Allow time for students to share their summaries.
 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**
Buddy up and wear gloves and closed-toed shoes. Safety first!

**STEP 2**
According to your teacher’s instructions, collect litter you come across. Use a litter grabber or gloved hands to pick up the trash 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.

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

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

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

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1. **TRUE OR FALSE**
   - As the climate changes, the temperature and snowfall scenario shown in the graph above would benefit wolverine populations.
   - **False.**
   - On page 27, scientists say warmer temperatures will reduce the amount of snow that falls on wolverine habitat.

2. **TRUE OR FALSE**
   - The warmest temperatures produce the greatest snowfall.
   - **False.**
   - According to the graph, the warmest temperature, just under 34°F, will produce the fewest inches of snowfall.

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