

# kind News™

## Teacher Guide

NOV/DEC 2019

RECOMMENDED FOR GRADES 3-6

**In this issue** we meet BenBen, a special cat who doesn't let his disability get him down. We also get to know a cool kid who turned his sadness for displaced pets into a creative opportunity to help them, and hear about a dog who recovered from a dangerous illness thanks to a group of caring people.

The content and "Kind" questions in the magazine, as well as activities in this guide, are designed to address self-awareness, social awareness, responsible decision-making, and relationship skills—four of the core competencies for social and emotional learning (SEL) identified by CASEL. Learn more at [casel.org](http://casel.org).

Looking for more ways to help your students build connection in the classroom? Check out our empathy app, *The Restricted Adventures of Raja*, a bilingual, interactive series of book and game apps that includes questions and play-based learning that educators can use to help students practice the three steps needed for empathy.

**Visit [RedRover.org/empathyapp](http://RedRover.org/empathyapp) for more information.**



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To learn about our educational program for students or groups ages K-6 **visit our website at [FWACC.ORG](http://FWACC.ORG).**



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To learn more about sponsoring classrooms with *Kind News*, email [KindNews@RedRover.org](mailto:KindNews@RedRover.org).

**FLIP OVER!**

Turn the page for activities to use in your classroom that align to standards.

## COMMON CORE AND NEXT GENERATION SCIENCE STANDARDS (NGSS) ALIGNED ACTIVITIES



**Third grade: NGSS 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** After reading “The Amazing World” on page 6, ask students how dust-bathing helps animals. How does it help them with their physical health? Have students research what chickens need to be happy, healthy and safe and write an essay arguing which habitat they think chickens living in the wild would do the best in: Forest, Water, Grasslands, or Wetlands. As an extension or an alternative to students researching, read the book *Hens for Friends* by Sandy De Lisle out loud to the class. Email us at [Readers@RedRover.org](mailto:Readers@RedRover.org) for a free lesson plan to go with this book.

**Fourth grade: CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

After reading “Sir Snazzy” on page 3, introduce or review the idea of “showing, not telling” when writing. “Showing” helps readers imagine images or ideas that make the story come to life. Often this involves descriptions that require readers to infer something. Ask students what it is to “infer” something when reading (to draw conclusions from text that aren’t explicitly stated). For example, saying “her palms were sweaty” is a statement that shows the person is nervous, instead of stating explicitly, “she was nervous.” Readers need to infer a person is nervous from the description. Ask them to highlight text in the article that they think is explicit and write an “E” above it. Then highlight text they think requires inference and write an “I” above it, such the sentence in which Darius states, “I thought if I just use my passion, I can make bow ties for dogs to wear.” Students may discover that in sentences like this, Darius is feeling something, such as compassion for the dogs that have not yet been adopted. To extend the activity, have students practice using quotations in narratives they are already working on or a new piece of writing that you assign. Do they think the quotes enhance their writing? Why or why not?

**Fifth grade: CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

After reading both “BenBen: The ‘Saddest’ Cat” and “To the Rescue: Meet Lollipop,” bring up the idea of infection. Ask students if they know what an infection is (the invasion and multiplication of microorganisms such as bacteria, viruses, and parasites that are not normally present). Allow students time to research a question of their choice pertaining to infection in domesticated animals (animals cared for by humans) using at least one additional resource and present their findings to the class. Here are some example questions:

- How are human and animal flu infections different?
- What signs help you tell when a pet is sick?
- Can people catch infections from other animals?

To extend the activity, invite a veterinarian or veterinary technician to the classroom as a guest speaker.

**Sixth Grade: CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

After reading “BenBen: The ‘Saddest’ Cat and “Help for Pets with Disabilities” box, give students the chance to research solutions that have been found for pets with disabilities and choose a story of a pet and what solution was used to help them. They may choose one of the solutions mentioned in the box or another one. Ask them to compile their research in the form of a short report that answers these questions below. To extend the activity, allow students to present their findings and include pictures and/or diagrams.

1. What was the pet’s disability? What caused them to have this disability?
2. Describe the solution for the pet’s disability in detail. How did it help them live a comfortable life?
3. After doing this research, do you think we have developed advanced enough solutions for pets with disabilities, or do you think this is an area that our society should dedicate more time to? Why or why not?

## Critter Clues FROM PAGE 6

**Our mystery critter is the raccoon.** Raccoons 🦨 can be found throughout much of the world, from North and South America to Asia. Their distinguishing features include the black mask across the eyes and bushy tail with anywhere from four to ten black rings. In preparation for the colder months, raccoons 🦨 pack on extra body fat to provide them with energy when it's too cold to search for food. They sleep for extended periods in the wintertime, although they don't actually hibernate.

Raccoons are considered opportunistic omnivores, which means they will eat just about anything they can get their paws on. They are extremely adaptable and use their dexterous front paws and long fingers to forage and feast on a wide variety of foods. They are nocturnal creatures whose diets range from frogs and mice to insects and plants. If you live in the city, chances are you may have spotted one dining on scraps from open garbage cans!

In the wild, raccoons 🦨 live for about one to three years; whereas, in captivity, where they don't have to worry about finding food or escaping from predators, they can live up to 20 years. The babies are called "kits" and are born blind and deaf. 🦨 Raccoons are solitary animals and exist only in social groups when they are raising their young. They are incredibly agile and have sensitive touch receptors on their front paws which allows them to open doors and jars. Be careful if you keep chickens in your backyard, they have been known to snatch chicks from their roosts!



## Where's Raja?

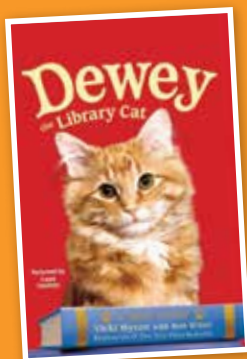
Raja is hiding on page 8!



## Social and Emotional Learning Activity:

Scientists have done a lot of research on dust-bathing in chickens and have concluded it is a behavior they are highly motivated to do. To reach this conclusion, they used preference tests, giving chickens two choices and seeing which ones they like best. Have students conduct preference tests with their classmates. Have them brainstorm five questions about activities like, "Would you rather roller skate or jump on a trampoline?" and then instruct them to use the questions to interview two of their classmates. Come back as a class and ask them if any of the answers surprised them and why.

## BOOK NOOK



### Dewey the Library Cat: A True Story

**A True Story by Vicki Myron**

***The middle-grade adaption of The New York Times bestseller, Dewey!***

The power of pets to inspire and comfort us knows no bounds, and the story of a tiny kitten left in a library's drop box, adopted by the library, and embraced by the whole world is a perfect example. Dewey Readmore Books, as the kitten was eventually named, was half-frozen and suffered from a genetic condition—but lived a long and comfortable life in the library of Spencer, Iowa, and eventually attaining worldwide fame, becoming a symbol of hope by overcoming adversity and proof positive that one small cat could change a town, one reader at a time.



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#### **KindNews.org**

Find lesson plans and more activities for your students. Find ideas for how students can help animals in your community. Subscribe to the magazine at home, or learn how you can bring *Kind News* to more classrooms.

#### **RedRover.org/KindNewsFAQ**

Find answers to your questions about subscribing to *Kind News*.

#### **RedRover.org/Readers**

Learn how to teach kids the 3 steps to empathy: recognize emotions, share emotions and regulate emotions, at a RedRover Readers online or in-person professional development workshop!



## Teacher Guide

**RECOMMENDED FOR GRADES 3-6**

***Kind News* helps students learn about animals and think critically about their responsibilities towards the wellbeing of others.**

The magazine encourages empathy and critical thinking in students and motivates students to take action to improve the lives of animals. *Kind News* uses articles and short features to introduce issues affecting animals, how to understand animal behavior and how to care for pets. There are questions built into articles throughout the magazine. These questions can be used to guide whole- or small-group discussions with your students.

### **SUBSCRIPTION QUESTION?**

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**KindNewsSupport@RedRover.org**

**telephone: 1-877-902-9757 (toll free)**

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