

Animal Behavior & Emotions in RedRover Readers Books and Curriculum

Book	Emotion*	Illustration on page(s) that begins with...
<i>Max Talks to Me</i>	Happy/Playful	"When I get his leash" Play bow from dog behavior illustrations (link)
<i>Hens for Friends</i>	Happy/Curious /Interested Happy/Content/Peaceful Fearful	"My family got Henny" "I love them all, but Margaret is my favorite" There is not a drawing of the hens showing fear, but you can ask students to think of a time they have seen a bird act afraid, and ask how they know/what did the bird do.
<i>The Forgotten Rabbit</i>	Happy/Joyful Happy/Curious/Interested	"They called me Bunny." (binkyng) "The girl laughed as I..."
<i>Ginger Finds a Home</i>	Fearful/Nervous/Anxious Happy/Curious/Interested	"She tried to stroke his fur..." "He looked in all the corners..." "She came to visit him every day."
<i>Call the Horse Lucky</i>	Sad Happy/Curious/Interested Happy/Content Happy/Playful	"The next day, Mel rode back..." "Yes, and his hoof has healed." "My name should be Lucky, too." Illustration on end page
<i>Buddy Unchained</i>	Sad/Lonely/Vulnerable Fearful/Submissive Fearful/Submissive Happy	"Every day I was put outside." "Once in awhile, kids threw..." Fear submission from dog behavior illustrations (link) "They take me for walks."

*Happy, Sad, Fearful and Angry are considered the four basic emotions of which most other emotions generally can be categorized under or close to. Depending on the age of the students, you may wish to discuss differentiating various emotions under the broad categories of happy, sad, fearful or angry. For example, with the emotion of "happy" you could ask, "How might "peaceful" look different than "joyful." For an emotion chart to help with this, click here: <http://www.creativindie.com/wp-content/uploads/2014/06/poster1.pdf>

"Anger" is not covered in the chart because anger and fear are often difficult to distinguish in animals. With domestic animals, you will usually hear the term "aggression" rather than anger. Dogs may appear aggressive because they are afraid and feel they have to defend themselves against another dog, for example. Various types of aggressive behavior in dogs are described here (link to dog illustrations used in Max Talks to Me activity).

Predator vs. Prey Comparison

Ask the students which animals they've read about are predators (their ancestors before they became domesticated were predators) (Dog, cat). Ask students which animals are prey animals (their ancestors before they became domesticated were prey) (Horses, guinea pigs, rabbits, chickens). Ask: "Which animals do you think are the hardest to tell what they are feeling based on their behaviors?" "Are some emotions harder to figure out than others?"

Depending on their responses, ask follow-up questions: “Why do you think this is the case?” “Why do you think prey animals may have evolved to be “less expressive”?” or “Why do you think dogs are the easiest for people to “read” or understand?”

Human Behavior & Emotions in RedRover Readers Books and Curriculum

Book	Emotion	Illustration on page(s) that begins with...
<i>Max Talks to Me</i> <i>Call the Horse Lucky</i> <i>Ginger Finds a Home</i>	Sad/Lonely Sad Sad	“Max knows when I am sad.” “Mel waved a carrot.” “I’ve frightened him...”
<i>Hens for Friends</i> <i>Call the Horse Lucky</i> <i>Call the Horse Lucky</i> <i>The Forgotten Rabbit</i> <i>The Forgotten Rabbit</i>	Happy Happy/Joyful Happy/Peaceful/Content Happy/Joyful Happy/Joyful	“My family got Henny” “Mel felt better when they drove up...” “My name should be Lucky, too.” “The children cradled me...” “Soon it was my turn.”

E. Activity: Compare and Contrast: Animal Behavior & Emotions: FEAR

This activity works well to review animal behavior from the various books and to compare and contrast how different animals express the emotion of “fear.” For the activity below, you will need at least two of the following books: *Ginger Finds a Home*, *Buddy Unchained*, *Hens for Friends*.)

Draw a chart with 3-4 animals across the top and ways to categorize student observations along the side. Review illustrations depicting “fear” from the previous books and activity guides (Ask students again: “How do you think this animal or person feels?” “How do you know?”). Students may say other emotions that fit under the umbrella of fear, like: “nervous,” which will all work for this activity. Then ask students to make observations based on the illustrations to help answer the question: “Do cats, dogs, birds and people look the same or different when they are scared or nervous?”

When you get to how “people” look when they are scared you can ask the students to imagine they feel scared and to think about what they think their face would look like if they were scared. Variation: Have students work in pairs. Each partner takes a turn acting “scared” while the other partner takes notes on what they observe.

	People	Cats	Dogs	Birds
Eyes				
Ears				
Mouth				
Body				
Other behaviors				

Extension: After this activity, discuss how students might feel and what students might do (what behaviors would they respond with) if they come across an animal or person displaying the behaviors in the chart.

E. Activity: Compare and Contrast: Animal Behavior & Emotions: HAPPY

This activity works well to review animal behavior topics and compare and contrast how different animals express the emotion of “happy.” (You will need: *Max Talks to Me*, *The Forgotten Rabbit* and *Hens for Friends*.)

Draw a chart with 3-4 animals across the top and possible ways to categorize student observations along the side. Review animal behavior illustrations from the books and activity guides, and then ask students to make observations based on the illustrations to help answer the question: “How can you tell when cats, dogs, birds or people are happy?” If you include people, you can use the illustrations from the book, or you can ask the students to imagine they feel happy and to think about what they think their face would look like if they were happy. Variation: Have students work in pairs. Each partner takes turns acting “happy” while the other partner takes notes on what they observe.

	People	Dogs	Rabbits	Birds
Eyes				
Ears				
Mouth				
Body				
Other behaviors				

Extension: After this activity, discuss how students might feel and what students might do (what behaviors would they respond with) if they come across an animal or person displaying the behaviors in the chart.

E. Activity: Compare and Contrast: Animal Behavior & Emotions: SAD

This activity works well to review animal behavior topics and compare and contrast how different animals express the emotion “sad.” (You will need: *Buddy Unchained*, *Call the Horse Lucky* and *The Forgotten Rabbit*.)

Draw a chart with 3-4 animals across the top and possible ways to categorize student observations along the side. Review animal behavior illustrations from the previous books and activity guides and then ask students to make observations based on the illustrations to help answer the questions: “How can you tell when cats, dogs, birds or people are sad?” If you include people, use the illustrations from the books or ask the students to imagine they feel sad and to think about what they think their face would look like. Variation: Have students work in pairs. Each partner takes turns acting “sad” while the other partner takes notes on what they observe.

	People	Dogs	Horses	Rabbits
Eyes				
Ears				
Mouth				
Body				
Other behaviors				

Extension: After this activity, discuss how students might feel and what students might do (what behaviors would they respond with) if they come across an animal or person displaying the behaviors in the chart.