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*Beginning in 2018, the name of the Primary edition of Kind News will change to Kind News, Jr.*



## Teacher Guide

PRIMARY EDITION: RECOMMENDED FOR GRADES K-2

***Kind News* helps children understand and respect animals and think about why treating animals and people with kindness matters.** The magazine encourages both empathy and critical thinking in children by celebrating the human-animal bond and helping to motivate children to take action to improve the lives of animals. *Kind News* uses engaging articles and short features to emphasize issues affecting animals, how to understand animal behavior and how to care for pets. Its appealing design and interactive content help enhance children's enjoyment of reading, as well as spark critical thinking and thoughtful discussion.

### SUBSCRIPTION QUESTION?

**We will be happy to help you. Please contact:**

**KindNews@pubservice.com**

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# kind News™

## Teacher Guide

OCT/NOV 2017

PRIMARY EDITION  
RECOMMENDED FOR GRADES K-2

Happy Fall! This issue of *Kind News*™ features the second installment of an 8-part series on the emotional lives of animals. It covers fear in dogs and helps students understand how dogs might behave when scared, including when they are more likely to bite. Helping students understand how to recognize fear in dogs and how they could respond develops skills necessary for social awareness and responsible decision making. In addition, comparing dog fear to when they themselves feel fear builds self-awareness, another important part of social and emotional learning. Lastly, understanding fear behavior in dogs and how to appropriately respond will reduce the likelihood a student will be bitten by a fearful dog.

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To learn about our educational program for students or groups ages K-6 **visit our website at FWACC.ORG.**



Prince William SPCA is Celebrating 10 years of sponsoring *Kind News* for classrooms in Prince William County, Manassas Park, and Manassas, Virginia.



**KindNews@RedRover.org · RedRover.org/KindNews**

#### KIND NEWS

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**Turn the page for  
Common Core  
activities to use in  
your classroom.**



## COMMON CORE-ALIGNED ACTIVITIES

**RI.K.2 RI.1.2 RI.2.2 With prompting and support, identify the main topic and retell key details of a text. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**

Read aloud or ask students to read the title and the first two paragraphs of “Can You Tell When a Dog is Happy or Scared?” Ask students what they think the rest of the article will be about. Then read or ask students to read each paragraph one at a time, pausing ask students what details they hear. If needed, prompt them with questions such as “What does a scared dog do?” “What does a happy dog look like?”

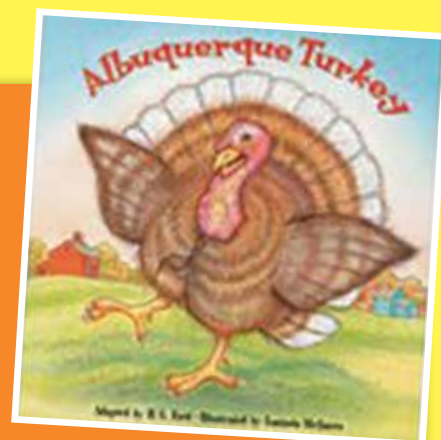


**RI.K.4 RI.1.4 RI.2.4 With prompting and support, ask and answer questions about unknown words in a text. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.** Read aloud to the whole class or in a guided reading setting the article “Meet Trooper” and pause after the word “volunteer” (second paragraph) and “adopted” (fifth paragraph). What do they think each word means and why? Do the other words in the sentence help them, and have they heard these words before somewhere else? At the end of the lesson, ask students to describe or show you with their faces or bodies what they do when they feel scared and what they do when they feel happy. Do any of the things they do sound similar to things that Trooper did when he was scared? Which ones?

**SL.K.1A-C SL.1.1A-C SL.2.1A-C Participate in collaborative conversations with diverse partners about *grade level-appropriate topics and texts* with peers and adults in small and larger groups.** Read aloud or ask students to read the Pet Corner section on the topic of cats in their community. Ask students how often they encounter cats with no homes. Can they share some of their experiences with them? Ask if anyone has ever tried some of the tips mentioned in the article to help cats. How do they think their actions helped? What else could they do to help cats without homes in their neighborhood?

## BOOK NOOK

Can turkeys make good pets? If you could, would you choose to not eat turkeys on Thanksgiving? Explore these questions in the delightful book adapted by B.G. Ford, called **Albuquerque Turkey**, about a friendship between a man and his turkey. The story, told in rhyme, can also be sung to the tune of “My Darling Clementine” and can initiate a thought-provoking discussion about the Thanksgiving tradition of eating turkeys.



For more animal book ideas, visit [RedRover.org/books](http://RedRover.org/books).



## ANSWER KEY

### Critter Clues FROM PAGE 3

**Our mystery critter is a TURKEY.** Wild turkeys live in forest or woodland habitats. In California, wild turkeys can even be found in neighborhoods. They are not native to California, meaning they did not evolve to live in that area on their own. 🦃 It is unclear what impact wild turkeys have on native wildlife, and best not to feed them

if you do have them in your neighborhood. Turkeys are highly social, living in flocks with other turkeys, and they are omnivores, eating plants and animals, such as berries, insects and acorns. Most turkeys eaten in the United States today are not wild turkeys, but domesticated, raised indoors and bred to grow very quickly. 🦃 Wild turkeys can fly easily, but domesticated turkeys are often bred to be too heavy to fly. As many as 10,000 turkeys may be packed into one building. 🦃



FROM PAGE 5

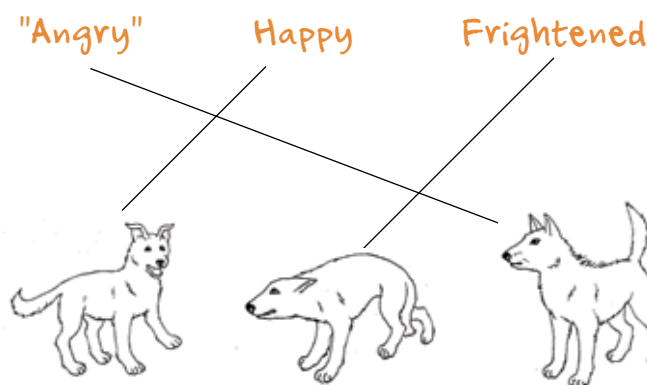
**Possible answers:** scared, nervous, a little bit scared/nervous, cautious, only a little nervous, both happy and nervous, starting to feel happy/less nervous.

You can also ask follow-up questions like “How do you know?” “What is the boy doing in the picture?” “How might that make Belle feel?”

### Dog Behavior Matching Game

FROM PAGE 7

Draw a line from each picture to the one that describes it.



Activity from: [www.dogexpert.com](http://www.dogexpert.com)

### Activity

FROM PAGE 2

Words from the story on pages 4 and 5 are written below. But some of the vowels are missing! Complete each word by filling in the missing vowel or vowels.

(a, e, i, o, u or y)

<u>D</u> OG	<u>S</u> MALL
<u>H</u> UG	<u>L</u> OOK
<u>H</u> IDE	<u>F</u> EEL
<u>S</u> TUCK	<u>H</u> APPY

### Animal Emotions

Helping students understand and practice identifying the emotional states of animals and people is a great way to develop self-awareness and other skills necessary for social and emotional learning.

