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Learn about the RedRover Readers online social and emotional learning training for teachers. The RedRover Readers program uses stories and discussion strategies to help students practice the skills needed for empathy and other core competencies identified by CASEL.



## Teacher Guide

RECOMMENDED FOR GRADES K-2

***Kind News, Jr.* helps students learn about animals and think critically about their responsibilities towards the wellbeing of others, while practicing skills necessary for academic success.**

The magazine encourages empathy and critical thinking in students and motivates students to take action to improve the lives of animals. *Kind News, Jr.* 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?

We will be happy to help you. Please contact:

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#### KIND NEWS

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# kind NEWS<sup>TM</sup> JR.

## Teacher Guide

JAN/FEB 2018

RECOMMENDED FOR GRADES K-2

Welcome to a brand new year of *Kind News, Jr.* There are now two editions of the magazine. This edition, for K through 2nd grade, has been renamed *Kind News, Jr.* The other edition, *Kind News*, is for grades 3rd through 6th. Our series on the emotional lives of cats and dogs continues with an exploration of aggression in cats. *Kind News, Jr.* aligns with Common Core standards as well as the Next Generation Science Standards (NGSS) and the Core Competencies for social and emotional learning (SEL) as identified by CASEL (the Collaborative for Academic, Social and Emotional Learning). The guide for this issue focuses on science and SEL standards.

*Kind News, Jr.* helps students learn about animals, relate what they learn to their own lives and think critically about what it means to be kind to animals and people.

A PUBLICATION OF



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Many sponsors are local animal shelters and humane societies, and we are grateful for their sponsorship, as well as their work in finding new homes for animals and other programs that benefit local communities. If one of our banner sponsors below is that organization, please let parents know of their generosity in your class or school newsletter. **Thank you!**



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



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

**FLIP OVER!**

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

## NEXT GENERATION SCIENCE STANDARDS (NGSS) ALIGNED ACTIVITIES



### **K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.**

After reading “Meet Summer,” ask students to listen to the first sentence again that mentions how people and pets left their homes for dry land. How did they know to do this before the hurricane arrived? Discuss what a forecast is and how the word “before” can help us remember it. How did the weather forecast help the people in Texas? How

does a weather forecast help us in other instances where the weather can pose danger (snow, severe storms, severe heat)? Brainstorm how they can prepare and help their families and pets prepare for severe weather when it is forecasted.

### **1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs.**

After reading all of *Kind News, Jr.*, review “The Amazing World” on page 6 and ask the questions on the page, and then ask, “How do you think the location of eyes would affect how an animal sees? Have students work with a partner. One partner stands and stares straight ahead at the wall. The other partner walks up from behind them while their partner continues to stare straight ahead. Come back together as a class and ask the students when were they able to see their partner coming up from behind them. The area you can see when you do this is called a **field of vision**. Then look again at the pictures of animals with eyes on the side of their head. How would they see differently? How can we use how these animals see to design a solution to see more of what is around us? How do we already do this (for example, when adults are driving a car)? To extend, bring in mirrors and have students repeat the field of vision experiment using a mirror.



### **2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.**

Ask students to read or read aloud “Do Cats Get Angry?” and point out the word **predator**. What does it mean? (an animal that uses other animals for food). Then ask students what an animal that is eaten for food is called (**prey**). Discuss the word **habitat**: do predators and prey live in the same habitats? How might they live differently in the same general area? Would a predator need the same kind of barriers, such as tall grass, that a prey animal would? Using a chart with two columns, compare the environmental habitats of a predator and prey animal, such as a lion and a deer. How is what they use in the same space similar and how is it different?

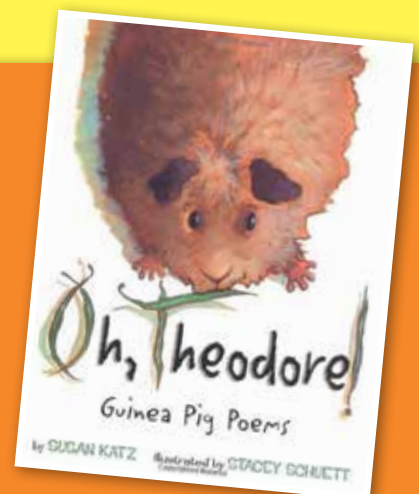
## BOOK NOOK

### **Oh, Theodore! Guinea Pig Poems**

Written by **Susan Katz** • Illustrated by **Stacey Schuett**

*For ages 4 and up*

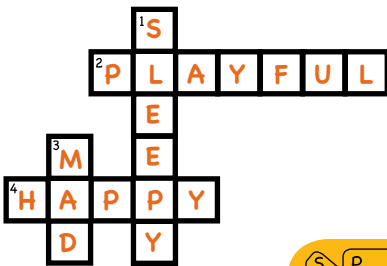
Want to learn more about guinea pigs in a creative way? *Oh, Theodore! Guinea Pig Poems*—told through an engaging series of poems that tie together to form a plot—is the touching story of the relationship between a boy and his guinea pig. As the boy patiently learns about Theodore’s needs through trial and error, a bond forms between the two. Fun, colorful and realistic illustrations are abundant throughout. Patience and guinea pig behaviors are themes included in this book.



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



## Animal Emotions FROM PAGE 3



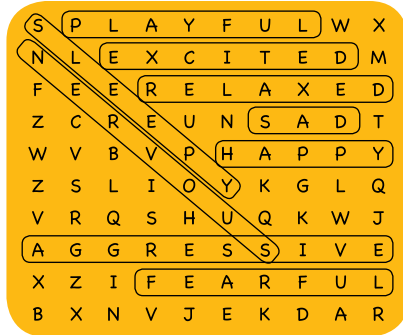
### Across

- 2 Pouncing: **PLAYFUL**
- 4 Tail Wagging: **HAPPY**

### Down

- 1 Eyes Closing: **SLEEPY**
- 3 Growling: **MAD**

- HAPPY**
- EXCITED**
- SAD**
- PLAYFUL**
- SLEEPY**
- AGGRESSIVE**
- RELAXED**
- FEARFUL**
- NERVOUS**



## FROM PAGE 5

Raja, the cat in the illustration, is expressing anger or aggression. You can tell by the hissing, arched back, laid back ears, wide eyes and erect, straight guard hairs along his back.



## Animal Emotions & Social and Emotional Learning

Discussing the Kind Questions at the end of this issue aligns with the Core Competencies of “Self-Awareness” and “Social Awareness” as identified by CASEL: the ability to label feelings, relate thoughts and feelings to behavior, and think from another’s perspective (the cognitive foundation for empathy). **After reading the article on page 8**, ask children to show what they look like when they are nervous, scared and happy. Are any of their actions or facial expressions similar to those they read or imagine Summer (or dogs in general) have? What do they do to express these emotions differently from dogs? **A link to some “Coloring Pages and Activities” featuring dog body language can be found at the bottom of KindNews.org.**

You can also download the free interactive graphic novel and game app, ***The Restricted Adventures of Raja!*** The adventure story includes illustrations that show accurate animal behavior, built-in questions to prompt perspective-taking and empathy skills and features characters that want to make the world a better place. The game provides children a way to practice making decisions based on what they’ve learned in the story. **The app is available in the Apple App Store and Google Play, and the book and game can be played in English or Spanish. A discussion guide to go with the app is also available to download at RedRover.org/ebook.**