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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?

We will be happy to help you. Please contact:

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Teacher Guide

MARCH/APRIL 2018 | RECOMMENDED FOR GRADES 3-6

Spring is here, and spring means baby wildlife on the ground or in trees. Baby animals are sometimes left alone and hidden by their mothers while they look for food. What may seem like a baby needing rescue is often better left alone. This issue includes a poster campaign for students to help educate others about what to do if they see baby animals this spring. This issue also features ways to tell when a dog is angry or could act aggressively over something he wants or is trying to guard-knowledge critical to preventing dog bites.

Kind News 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).

Kind News 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.

Kind News may be gifted to classrooms through the generosity of sponsors.

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.**



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.



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Common Core and Science Aligned Activities

Third grade: NGSS 3-LS2-1 Construct an argument that some animals form groups that help members survive. Individually or in a small group setting, ask students to read The Amazing World, “Leaving Young.” Ask them to point out examples they see of parents leaving their young and state how doing this might ultimately help the young survive. For example, how would birds and owls leaving their fledglings on the ground alone teach them survival skills? Once students have cited the reason given in the article (parents leave so as to not draw attention to the babies), encourage them to think of other reasons parents leaving their young alone actually helps the survival of the species.

Fourth grade: CCSS 4-L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. After reading “Meet Winston Smith,” discuss the meaning of figurative language (language that uses words beyond their literal meaning to make comparisons). Ask students to re-read the article and underline or highlight any instances of figurative language they find. Then ask them to look at Kind Questions #4 and #5 and discuss the answers. What kind of figurative language is the phrase “like a baby” (simile) in question #4 and what two things are being compared (Winston and a baby)? What is being compared in question #5 (Winston’s speed and the speed of light), and what figure of speech is this (metaphor)? Extend the activity by asking students to think of their own similes and metaphors for Winston based on how they guess he must have felt, for example, “When Winston was happy he jumped about like a kid on a pogo stick.”

Fifth grade: CCSS 5-W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. After reading The Amazing World, “Leaving Young,” ask students to analyze the structure of the article as follows. How does the article introduce the topic at hand (“hook” or “lead”)? What support is given throughout the article within the body paragraphs for this topic—can they find at least three examples and explain how the main topic is supported by them? Then, ask students to follow the instructions in the Curiosity Corner, researching a wild animal of their choosing and how the parents of that animal work together to help it survive, and write a short paper with their findings that introduces the main topic and provides supporting details like the article did.

Sixth Grade: CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. After reading The Amazing World, “Leaving Young,” ask students to create their own outline of the article that identifies the introductory sentence/ paragraph, or lead, and the supporting details throughout. Then ask students to choose an animal to research, focusing on one specific behavior that animal does in the wild and why, and write a paper on their findings that follows the above organizational structure. Students should be sure to use compare/ contrast and cause and effect strategies to explain their topic: how is the behavior of their chosen animal different than that of humans or other animals, and what is the purpose of this behavior? Encourage students to use graphics such as charts or tables to enhance the audience’s understanding of their topic. Extend this activity by asking students to present their findings to the class in a 5-10 minute session.

Social and Emotional Learning: Practicing Gratitude

Research shows practicing feeling gratitude has many benefits. **After reading the article on page 8** ask your students the Kind Questions. After the third question ask what it means to be grateful, and how this might make you feel happier about life. Have students end their school day each day by writing down in a journal one thing they feel grateful for that day.



ANSWER KEY

Critter Clues FROM PAGE 6

Our mystery critter is a RABBIT. Originally from Europe and Africa, these animals of the Leporidae family are now found all over the world in at least 30 different species. The most common type of wild rabbit in the U.S. is the eastern cottontail, which ranges from the East Coast to the Great Plains.

While domestic rabbits make loving pets, they require specialized care over an average 10-year lifespan. Rabbits require a constant supply of fresh hay and daily servings of fresh vegetables and rabbit pellets for proper nutrients and fiber. Their litter boxes require daily cleanings. House Rabbit Society (www.rabbit.org) is a good source of extensive information on rabbit care.

Unfortunately, rabbits are one of the thousands of animals purchased as Easter gifts and then either abandoned or brought to animal shelters each year. They often rank as the third top animal surrendered to animal shelters in the U.S. after cats and dogs. As a result, House Rabbit Society (HRS) launched a “Make Mine Chocolate” campaign to encourage chocolate bunny Easter gifts as opposed to real rabbits and promote awareness of the extensive commitment of owning a rabbit. According to HRS president Margo DeMello, “It’s critical that parents are actively involved in daily rabbit care and supervise interactions between rabbits and children.”

BOOK NOOK

The Restricted Adventures of Raja: Book 2

The second digital book and game in The Restricted Adventures of Raja series is now available to download for free in the Apple App store or Google Play!

In Raja Book 2 the adventure continues for Raja, Belle, AJ and Meg, as they try to discover why the adults on planet Earth are suffering from so much anger and loneliness. Within the app, the interactive, graphic novel story called “Downloading Danger,” provides kids more opportunities to practice thinking from the perspective of the animal and human characters in the story. There are some new emotions to consider, like jealousy, along with more educational content, like how to greet an unfamiliar dog and information about feral cats. The game, “Be a Pet,” puts kids in the paws of an animal by challenging them to make decisions as if they were a cat or dog in order to win a human companion! As in the first book and game, this new app contains both Spanish and English language options as well.

For more animal book ideas, visit RedRover.org/books.



FROM PAGE 5

What would you do if you saw this dog?

ANSWER: Stay away—you might get bitten.

Meg, AJ and Belle, see free-roaming cats at the park and meet a stray cat, Rocky, a new character in the series!



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