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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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Teacher Guide

MAY/JUNE 2018

RECOMMENDED FOR GRADES K-2

It is nearly summer, and temperatures outside are heating up. This issue includes an article about the dangers of leaving a dog in a hot car, and a complete lesson plan that aligns to science standards is also available for this topic at KindNews.org. Our series on animal emotions continues with an exploration of what feeling playful looks like in animals. Also covered in this issue: a young hero for cats, the impact of trash on wildlife, ideas for creating trash-based art, plus a moving horse rescue story.

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).

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.

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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.



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KIND NEWS

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A PUBLICATION OF



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your classroom that
align to standards.

COMMON CORE AND SCIENCE ALIGNED ACTIVITIES



Kindergarten: NGSS K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Gather students and ask them what they think happens to our trash when it falls down or blows away. Accept responses. Then read aloud “Trash and Sea Animals.” Review with students how the trash gets to the ocean. Draw a diagram on the board or chart paper showing the path of trash from land to the ocean (trash is moved by rainwater/wind to storm drains, to streams and rivers, and finally to the ocean where marine animals live). Alternatively, you may wish to demonstrate using objects such as crumpled paper, tubes/ cardboard paper towel rolls and containers filled with water to represent the trash, storm drains, and bodies of water. Ask students how they can prevent trash harming marine life (avoid littering, reduce their use of plastic bags and food containers). Brainstorm what they can do to spread the word. You may wish to visit the Washed Ashore project’s website at washedashore.org with students as an example of what others have done along with doing the Making Art from Trash activity on p. 7.

First grade: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Read aloud or have students read, as they are able, “A Cool Summer.” Ask students what could happen if a dog is left in a hot car and why. On the board or chart paper, write the reasons given (cars get hot very fast, dogs can’t cool off like people do). Then, ask students to write a letter to either their school or local paper to inform people of the dangers of leaving a dog in a hot car. As needed, provide a model for students that includes places for the greeting, the reason for writing, at least one reason leaving a dog in a hot car is dangerous, and a thank you/closing statement. Celebrate any letters that get published as a class. Extend the activity by creating posters to display around school to raise awareness on the topic. You can find more ideas for students to get involved at mydogiscool.com.

Second grade: 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. After reading “Animal Play,” ask students to reread and identify which animals were mentioned and describe how each one plays. As students respond, create a chart similar to the one below:

ANIMAL	HOW THE ANIMAL PLAYS	THE ANIMAL'S HABITAT
Horse	Chasing	Plain, prairie, farm or stable
Bird	Playing with leaves, pebbles or other small objects	Varies: Forests, grasslands, deserts, oceans, etc.
Fish	Jumping over twigs, turtles	Ocean, lake or river

Then, ask students to think about where each animal lives, or its habitat, or if possible, show students videos or pictures of animals in their natural habitats. What about each animal’s habitat allows it to play in the way that the article describes? What physical characteristics do the animals have that make their play come naturally to them (for example, horses have long legs to run with, birds have narrow beaks ideal for picking up small objects)? Ask students to think about how they play. What do they do that is similar to the animals discussed, and what do they do differently?



ANSWER KEY

FROM PAGE 7
Critter Clues: Our mystery critter is a **HARBOR SEAL**.

Found along the Pacific and northern Atlantic coasts, they are the most wide-ranging of the order Pinnipedia, or seals, sea lions, and walruses. Our coasts are dotted with signs warning people not to feed, touch, or disturb seals and other marine mammals. Some people mistakenly think that a seal on a beach is in trouble. In fact, they are semi-aquatic, using time on land to rest, warm up, and give birth.

FROM PAGE 3
Animal Superpowers

Using vowels a, e, i, o, u, or y, fill in the blanks to complete the names of animals who have these special abilities.

Super smeller

Night vision

Super hearing

Fast runner

dog

cat

fox

horse

Heat sensing

Electricity sensing

Tasting with their feet


Head turning

rattlesnake

shark

butterfly

bird



FROM PAGE 5
If you were this dog, how would you feel in response to seeing this person at the park?

ANSWER: Happy and/or Playful

Some people may be disappointed when a dog won’t play with them, but are they getting down on their hands and knees and doing a play bow, which is a sure way to say to a dog that you want to play? Maybe not. **For more on this topic, visit RedRover.org/blogs.**



SOCIAL AND EMOTIONAL LEARNING:

Perspective-taking

Thinking from another person or animal’s point of view is an important skill to practice because it is essential for empathy. Empathy, the ability to share the emotional state of another, does not necessarily develop naturally, yet is critical to success in many areas of life. Reading fiction and discussing characters’ points of view and how these might be different from the reader’s point of view is a perfect way to practice perspective-taking. **Check out RedRover’s suggested book list at RedRover.org/books.**

Social Awareness

Use the Kind Questions on page 8 to lead a discussion about empathy, social support, and resiliency.