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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 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

MAY/JUNE 2018

RECOMMENDED FOR GRADES 3-6

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. A complete lesson plan that aligns to science standards is available 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 and a campaign to educate others about the problems with trash, plus a moving horse rescue story.

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.

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KIND NEWS

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A PUBLICATION OF



FOLLOW US ON FACEBOOK!

FLIP OVER!

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



Common Core and Science Aligned Activities

Third grade: NGSS 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. After reading “Is Your Dog Cool?,” ask students what a dog’s body does to cool itself down. (Panting; sweating through their paw pads). You may also wish to mention that dogs have sweat glands in their feet and ear canals, and they use their muscles to sweat; whereas, humans passively sweat throughout their whole body without using muscles). In what ways are dogs and

humans similar in how they cool themselves down? In what ways are they different? Why can dogs get hotter in a shorter amount of time than humans can? Ask students to draw a picture of a dog and label her sweat glands, noting the difference between the size of the paws where the glands are located and the dog’s body. If time permits, review the information at mydogiscool.com with students. Go to KindNews.org for a lesson plan on this topic, which includes a dog illustration that can be labeled.

Fourth grade: CCSS.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. After reading “Meet Fannie,” ask students how Ms. Smith concludes that the horse, Fannie, has given up (facial expression or body language). Review what it means to **infer** or reason based on evidence. Ask students to re-read the article and highlight language that could help them make the following inferences: ❶ Fannie was scared/unsure when she arrived at Omega Horse Rescue; ❷ Fannie was not well taken care of before she came to the horse rescue; ❸ Getting adopted by Madison contributed to Fannie becoming healthy. Once students have shared what they found, ask if they’ve ever seen a horse or another animal who is scared. What about the animal’s body language indicated he was feeling that way? What signs do animals give that show they are feeling other emotions (e.g., a play bow for a dog, a tail twitch for a cat)?

Fifth grade: NGSS 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact, 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. After reading “Trash and Marine Animals,” review Earth’s major systems: the **geosphere** (solid and molten rock, soil and sediments), the **hydrosphere** (water and ice), the **atmosphere** (air), and the **biosphere** (living things, including humans). Which of these systems (they may name more than one) are most affected by trash that makes its way to the ocean and how? Then ask students to research ways that people are trying to solve this problem in their own communities and share their findings about one community with the class. You may wish to visit the Washed Ashore project’s website at washedashore.org with students as an example. After their research, what do they think they can do in their own community to protect marine life from the dangers of plastic trash?

Sixth Grade: NGSS MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. After reading “Trash and Marine Animals,” ask students to work in pairs or a small group to create a solution for humans to decrease the amount of plastic trash that ends up in our oceans and its impact on marine life not already mentioned in the article, or expand on one of the solutions mentioned. Ask students to: ❶ Describe the details of the problem (how the trash gets to the ocean and how it impacts marine life); ❷ Brainstorm 3-4 possible solutions to the problem; and ❸ Choose one solution based on its feasibility, considering factors such as available resources, likelihood of people to take this action, and how easy it will be raise awareness for the action they choose. If possible, allow students to do further research on the subject. Ask groups to present their solution to the class in a 3-5 minute time frame. Extend the activity further by asking students to pick one solution to start in their community as a class service-learning project.



ANSWER KEY

Critter Clues FROM PAGE 7

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. They move awkwardly in a caterpillar-like motion on their bellies using small flippers.

Like all wild animals, adult harbor seals are generally leery of humans. An interaction can result in a bite or cause the animals to retreat to water before they are ready. And like other wildlife, it’s not unusual to see young left alone while their mothers go off to feed.

🦎 If stranding, or illness or injury, is suspected, the National Oceanic and Atmospheric Administration (NOAA, which administers the Marine Mammal Protection Act) has a hotline: 1-866-767-6114.

The MMPA forbids people to feed or harass seals and other marine mammals in the wild. It states that we should not swim with, pet, or touch them, and generally recommends viewing seals from a distance of at least 150 feet by land or sea. Dogs should be kept on leash.

Encourage your students to use binoculars to enjoy the beauty of these beautiful marine mammal who enjoy our beaches as much as we do! 🦎



FROM PAGE 5

If you were a dog, what behavior might you do if you saw this person?

ANSWER: Happy and/or Playful

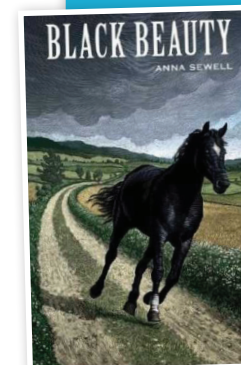
Some people are disappointed when a dog won’t play with them, but are they communicating that they want to play in a way that a dog can understand? Playing a game of chase or getting down on your hands and knees and doing a play bow are tried and true ways to tell a dog you want to play. **For more on this topic, visit RedRover.org/blogs.**

BOOK NOOK

Black Beauty

Written by Anna Sewall

Recommended for ages 8 and up



Looking for a great book for a child who love horses? Don’t forget about the classics! *Black Beauty* is a well-told story that follows the life of one horse from his fortunes, good and bad, with gentle owners as well as cruel. Because the story is told from Black Beauty’s perspective, it is easy to

imagine and share his emotions and feel compassion for animals who are so dependent on the care of humans.

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