

Kind News™

Teacher Guide

SEPT/OCT 2018

RECOMMENDED FOR GRADES 3-6

Welcome back to school! We bounce into the school year with a feature on games animals like to play and how to recognize playful animal behavior. This skill is vital not only for helping students analyze situations to make safe choices around animals, but also for developing empathy and appreciating others' perspectives. This issue also features an interview with MUTTS cartoonist Patrick McDonnell, an introduction to the hero Raja from the graphic novel and game app for kids, *The Restricted Adventures of Raja*, and questions straight from our Junior Advisory Board to inspire curiosity about animal biology and habitats.

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.

A PUBLICATION OF



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We are grateful for their support and the work they do in local communities. If a sponsor is from your community, please take a moment to recognize their generosity when communicating to parents. **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.



Spay Neuter Network's North Texas Education Initiative alleviates pet overpopulation by educating future pet owners about responsible pet ownership. Learn more at www.spayneuternet.org

FLIP OVER!

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

COMMON CORE AND NEXT GENERATION SCIENCE STANDARDS ALIGNED ACTIVITIES



Third grade: CCSS.W.3.7: Conduct short research projects that build knowledge about a topic.

After reading “Animal Games,” ask students how they think playing games helps animals survive. Compare cat games and bunny games in the article. How are games played by predators (cats) and prey (bunnies) different, and how would playing those games help them survive in the wild? Then, have students think of other animals and brainstorm games they may want to play based on their characteristics, the environment they live in, and whether they are predators or prey. What kinds of games would a dog want to play? A horse? A mouse? Why?

Then ask students to choose an animal, research the kinds of games it has been found to play in the wild, and present their findings to the class.

Fourth grade: CCSS.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

After reading “Meet Raja,” discuss the question at the end with students: What traits do they think heroes have? Then ask them to think about a hero they admire and why. Ask students to write a thank-you letter to their hero that includes a greeting, the reasons they believe the person is a hero, why they are grateful to them, and a closing. You may wish to use the example letter to Raja on the Answer Key page in the back as an example. Encourage them to include descriptive vocabulary and details. Ask them to share their letter with a writing partner and get feedback: Does the letter do all of the above? What suggestions do they have for improvement?

Fifth grade: CCSS.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

After reading “Critter Clues,” ask the class to think of questions they have about animals that are not “yes” or “no” questions. Then, divide the class into pairs or small groups and ask each group to brainstorm two questions about one animal to research and find the answers to. Ask students to present their findings to the class. Optional, make the presentations a game like Critter Clues where the class guesses what animal they researched based on the presentation.

Sixth Grade: MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

After reading “Meet Hank,” discuss with students why it was not healthy for Hank to live with dogs. What is the difference between a predator and a prey animal? Then create a chart similar to the one below and have students think of multiple habitats and a predator and prey relationship within each habitat. You may wish to use the examples given. What advantages does each habitat provide for the prey animal? The predator? To extend the activity, have students create flashcards with the predator and prey animal drawn on either side with a description of their characteristics and habitat.

HABITAT	PREY ANIMAL	PREDATOR ANIMAL	ADVANTAGES
Wetlands	Deer	Alligator	Deer —Blend in well with tall grasses to hide Alligator —water for hiding in to catch prey
Desert	Mouse	Coyote	Mouse —camouflage with sand or burrow in small places Coyote —can vary its diet with seasons
Forest	Rabbits	Fox	Rabbit —many places to hide such as bushes or brush Fox —can camouflage with bark and leaves to remain undetected

ANSWER KEY

Critter Clues FROM PAGE 7

Our mystery critter is a **COMMON GARTER SNAKE**. 

Garter snakes are the most widespread snakes in the world. Found in most regions of the U.S. and Canada, the Common Garter is especially abundant in the eastern states where they enjoy suburban and urban green spaces as much as people do.  The best advice for children encountering garters in their backyards and parks? As with all wild animals, they should follow the three L's: Look, Listen, and Leave them alone. Encourage students to observe the silent, slithering predator whose wide-ranging diet includes earthworms, amphibians, slugs, insects, and small fish. The snake's stripes can be yellow, blue, green, brown, or white.  A garter snake will probably slither off after seeing a human, but will bite if threatened. How can students and their families help the Common Garter? They can say no to acquiring them as pets, avoid chemicals in their yards, and provide habitat like loose rock piles, old tree stumps, brush, and wood piles.  We can all play a part in ensuring that these successful snakes keep on slithering for generations to come!

FROM PAGE 7



WRITE A THANK YOU LETTER TO A HERO

Hi *[Name of Hero/Person or Animal You Admire]*,

Thank you for *[what your hero did that you admire or are thankful for]*. *[Sentence or two about why what your hero did was meaningful to you.]* *[Optional: A sentence praising the hero for their kindness or generosity]*

[Optional: Any personal final statement.]

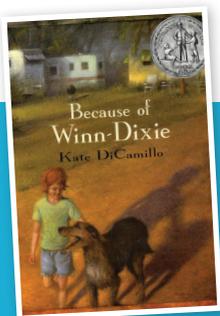
[Closing],
[Your Name]

BOOK NOOK

Because of Winn-Dixie

Written by Kate DiCamillo

Recommended for ages 8 and up



Rescuing an animal can be an act of heroism, and so much more. This 2001 Newbery Honor book is a story about a young girl, Opal, who is lonely until the day a dog wrecks a grocery store and Opal decides to adopt him as her own. Through the dog, who she names after the grocery store, Winn-Dixie, Opal discovers that everyone has a story, and that by telling those stories, we learn from one another.

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

Social and Emotional Learning: Relationship Skills: Working Cooperatively

Have students work in groups of two or three to write dialogue between two or three characters who help animals in some way and create a rough "storyboard" for a comic-like story between three and six panels (squares) long.



**...AND MORE
ONLINE!**

KindNews.org

Find lesson plans and more activities for your students. Find ideas for how students can help animals in your community. Subscribe to the magazine at home, or learn how you can bring *Kind News* to more classrooms.

RedRover.org/KindNewsFAQ

Find answers to your questions about subscribing to *Kind News*.

RedRover.org/Readers

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.



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***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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KIND NEWS

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