

# kind NEWS™ JR.

## Teacher Guide

NOV/DEC 2018

RECOMMENDED FOR GRADES K-2

In honor of Thanksgiving, we'd like to thank you for all you do to educate students and inspire them to be compassionate citizens for our future. In this issue, we explore an important part of perspective-taking: how to tell when an animal is in pain. We feature two special stories of people who go out of their way for animals. In "The Amazing World," we take a look at how one fascinating canid, the Arctic Fox, has adapted to survive in its harsh habitat. For more on adaptations, visit [kids.kiddle.co/Adaptation](http://kids.kiddle.co/Adaptation).



► Learn more about the online RedRover Readers professional development course to build empathy and connection in the classroom at [RedRover.org/Readers](http://RedRover.org/Readers)

A PUBLICATION OF

 **RedRover**  
Bringing Animals from Crisis to Care



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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.



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](http://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**



**Kindergarten: NGSS K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** After reading “The Amazing World: Winter Warmth,” ask students what plants and animals, including humans, need to survive (food/nutrients, water, shelter/protection, sunlight). Review what the article says about why foxes burrow into the ground or ask students why they would do this. Then, ask students to think of other examples of animals who do something to their surroundings

that help them meet their needs (possible answers: animals; such as turtles, who burrow underground to stay out of the heat; beavers use trees to build dams so their homes won’t wash away). How have humans changed their environments to make meeting our needs easier? As time allows, ask students to draw pictures of animals and humans changing their environment to meet their needs and display them around the classroom.

**First grade: CCSS.ELA-LITERACY.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.** After reading “Meet IC,” ask students what the first main event in the story was (IC was in bad shape). Then ask students to name the details that supported this event (IC was thin and her fur was a mess because she was not well cared for). Ask them to identify two other main events in the story (Susan rescued IC, Susan found a new home for IC). What details were given for each? Then ask students to think about a time they met someone they are very close to, such as a friend or pet. What do they remember about the experience? Ask them to write about that experience and include at least two main events (for example: I met my friend playing on the swingset during recess; we talked until it was time to come inside) with accompanying details for each (We took turns swinging and pushing each other; we told each other about our families). You may wish to have students create an outline of their story before writing it. Encourage students to include temporal language such as “first,” “then,” “next,” or “finally,” and add a final sentence to conclude the story.

**Second grade: CCSS.ELA-LITERACY.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.** Before reading “Can You Tell When an Animal Does Not Feel Well?” ask students to scan the article and see if they notice anything that will help them predict what it will be about. (Possible answers: title, bolded words, text boxes, pictures, captions). If they know what the bolded words mean, how do the words help them guess the topic of the article? How does the text box draw their attention to its content? How do they think the animal in the picture is feeling, and how does the caption give them more detail? After using the article as a model, you may wish to have students use sticky notes to point out these or other text features throughout the magazine or in other non-fiction texts in the classroom.

**BOOK NOOK**

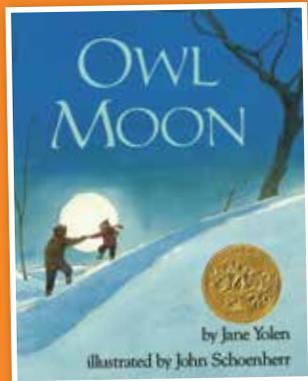
**Owl Moon**

Written by Jane Yolen and illustrated by John Schoenherr

Recommended for ages 3-7

In this beautifully written and illustrated book, father and daughter go out late at night to look and listen for owls. As the father calls out “who-who-who” and patiently waits for replies, the reader is absorbed into the magic of being in nature and the special joy when we share a moment or a connection with a living being, whether that is a parent or a wild animal.

*“Wordlessly the two companions walk along, for when you go owling you don’t need words. You don’t need anything but hope. Sometimes there isn’t an owl, but sometimes there is.”*



**ANSWER KEY**

**Critter Clues** FROM PAGE 7



Our mystery critter is a **GREAT HORNED OWL!**

It gets its name from the unique tufts of feathers on the top of its head that resemble horns, called “plumicorns.” Also known as the “hoot owl” because of its easily distinguishable low-pitched call, the Great Horned Owl is extremely adaptable and can live anywhere from the Arctic to South America. This makes it the most widely distributed owl in North and South America.

Great Horned Owl populations have declined over the last 50 years, although they are not considered a threatened species. They were hunted until the practice was stopped in the mid-twentieth century, but they are sometimes still hunted illegally. They are also at-risk for poisoning from pesticides or other harmful substances in their prey.

Great Horned Owls prey on a wide variety of animals. They mate for life and usually raise their young in the abandoned nests of other birds.

Students interested in Great Horned Owls may want to try building a nest box to attract a breeding pair, especially if you live in an area where their numbers are on the decline. Nesting periods vary depending on region, so it is important to find out the best time of year in your area to put up a box. Go to [nestbox.org](http://nestbox.org) to learn more. For other ideas for your classroom, follow *Kind News* on Facebook and “RedRoverOrg” on Pinterest.

**AMAZING ANIMALS** FROM PAGE 7

- WORD LIST:**  
 ADAPTATION  
 EMOTION  
 HABITAT  
 HOPEFUL  
 MARE  
 NERVOUS  
 NOCTURNAL  
 PRETEND  
 TUNDRA  
 VETERINARIAN



N	O	C	T	U	R	N	A	L	D	G	V	P	I	N
A	A	T	Y	Y	G	V	K	W	E	E	N	J	O	A
X	R	C	T	A	R	Q	P	B	T	B	J	I	M	B
Y	D	N	P	Q	R	I	M	E	M	X	T	M	A	Q
I	N	X	G	E	F	T	R	P	D	A	W	O	R	Z
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FROM PAGE 2

Belle is likely feeling both nervous (body slightly hunched and tail down) and interested/curious/eager (eyes alert and fixed on the sandwich she smells).

To learn about more ways to support empathy development, visit [RedRover.org/Readers](http://RedRover.org/Readers).





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#### **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, 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:

[KindNews@icnfull.com](mailto:KindNews@icnfull.com)

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#### **KIND NEWS**

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