

kind NEWSTM JR.

Teacher Guide

MAY/JUNE 2019

RECOMMENDED FOR GRADES K-2

In this issue, we explore the idea of dog breeds and how a dog's breed may (or may not) factor into the decision of what dog to adopt. We'll hear about the Canine Commandos, a student group whose program working with shelter dogs teaches social awareness and responsible-decision making—two key competencies for social and emotional learning! We'll find out why dogs are so good at sniffing things out, hear how a goat overcame adversity, and learn why birds who can't fly have wings.

Can screens build connection?

The Restricted Adventures of Raja app series is on a mission to do just that! This bilingual, interactive series of book and game apps includes questions and play-based learning that educators can use to help students practice the three steps needed for empathy. Download "Raja Book 3" now!

Learn more at RedRover.org/empathyapp

Check out page 3 for a review of *The New Childhood: Raising Kids to Thrive in a Connected World*.

A PUBLICATION OF



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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



Kindergarten: K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

After reading “How does the sense of smell work?”, prepare 4-8 “mystery bags” with strong-smelling items such as onions, flowers, cinnamon, oranges, and peanut butter. Number the bags and allow each student to smell them with their eyes closed and draw a picture of their prediction of what is in the bag without sharing it. They should also decide whether the bag smells good or bad. Then, allow students to share what their predictions were for the bags and reveal the contents of each. What do they think

allowed them to guess correctly? Ask students what they remember from the article about dogs’ sense of smell. Why can dogs smell better than humans can (the high number of receptors in their noses that send messages to the brain)? How do they think this helped them when they lived in the wild (allow them to detect prey, animals they eat, and avoid predators, animals who eat them)? How do they think that their own sense of smell helps them do things? Does it help them as much as dogs’ noses help them? Why or why not?

First grade: NGSS 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

After reading “Finding the Dog for Your Family”, ask students whether they agree with this idea: “Animal babies are exactly like their parents.” Why or why not? You may wish to show videos of animal parents and babies that have similarities and differences, like horses and mixed breed puppies. Discuss that just like us, animals have different traits, or ways of looking and acting, that are different than those of their parents. Then, ask them to name dog breeds they have heard of. What behaviors do they associate with the different dog breeds? If possible, show pictures of the breeds students mention and include examples of mixed breeds. Ask students if they think that a dog could act or look differently than its parents or other dogs of the same breed. Why or why not? What do they think is the best path to take if they want to adopt a dog with certain personality traits? If appropriate, refer students to the online tools listed at the end of the article to explore at home.

Second grade: CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

After reading The Amazing World “How does the sense of smell work?”, ask students to describe to a partner how the sense of smell works using two concepts from the bolded words in the text (molecules, receptors). Discuss the ideas as a whole group. How are molecules and olfactory receptors connected, and what does the brain have to do with sense of smell? Ask students to think of an example of their favorite scent and draw a diagram that shows how their nose smells the scent. Ask them to write a sentence for each part of the process. “First, I smell a _____ because of the molecules in the air. Then, the olfactory receptors in my nose tell my brain what I am smelling.” To expand the activity, ask students why they think dogs can smell things better (the high number of olfactory receptors in their noses). You may wish to show students the inside of a dog’s nose and compare it with the inside of a human’s nose.



BOOK NOOK



Let's Get a Pup! Said Kate

Written by Bob Graham

Recommended for ages 4 and up

Following the death of her cat, Kate is lonesome for a new pet. The family goes to the local animal rescue center for a puppy and falls for a large, older dog in the process. The book extols both the reasons to adopt from a shelter and the rewards of giving an adult dog a second chance.

Part of the RedRover Readers program. RedRover.org/books.

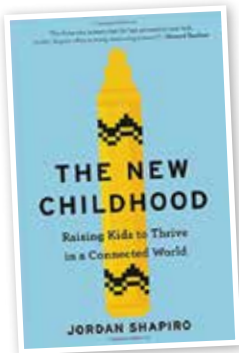
ANSWER KEY

Critter Clues FROM PAGE 6

Our mystery critter is a type of dog called a **PITBULL!**



The pitbull is not an official dog breed but is descended from dogs bred in England to bite and hold large animals, such as bulls or bears, for entertainment. When this was outlawed, people began breeding the dogs to fight one another, crossing the “bully” dogs with terriers. 🐕 Pitbulls were also used as working dogs on farms for hunting, protection and herding. After the pitbull was brought to America, it was widely viewed as a loyal, loving family dog. Pitbulls were even seen as “nanny dogs,” because they were considered to be good with children. 🐕 They were often used as mascots, and some were recognized as war heroes! However, in the 1980s, their reputation took a turn for the worse when people again began breeding them for dog-fighting. Although the idea that all pitbulls are aggressive is slowly changing, it still exists. 🐕 Laws restricting where pitbulls can live is common. However, there is no evidence that pitbull-type dogs are more dangerous than any other dog; dogs of various breeds may bite if they feel afraid or aggressive. Of course, many myths about pitbulls have been discredited, including the ideas that they have “locking jaws,” or can’t feel pain. Although dogs can be bred to be more likely to carry specific traits, each dog is an individual with unique traits and temperament. What can you do to help change the pitbull’s image? 🐕 In areas where pitbulls are banned, contact your local lawmakers and share research about pitbulls and how laws targeting breeds don’t reduce instances of dog bites. Better alternatives include dog-bite prevention programs in schools that teach animal behavior and help kids understand when and why dog bites happen.



Book Nook: Can screens build connection?

The New Childhood: Raising Kids to Thrive in a Connected World

Written by Jordan Shapiro | Recommended for Parents and Educators

As a parent who has seen firsthand the ease and enthusiasm with which my own daughter has embraced online worlds and communities there have been many times when I have been worried about “screen time.” But I feel far less concerned after reading Jordan Shapiro’s book, *The New Childhood: Raising Kids to Thrive in a Connected World*.

Shapiro makes a strong argument for why screen time isn’t necessarily bad for kids. While I still think my daughter should spend more time outside or reading books (like I did), I agree she is growing up in a totally different world, and success in her future will mean communicating well in-person *and* digitally. And she will need to flip seamlessly between the two in ways I can only imagine.

I wholeheartedly believe that in order for parents and educators today to prepare young people for this future, we need to be better guides for our kids. This means joining them online and helping them navigate more successfully in their digital environments, rather than just restricting their time or leaving them alone to figure it out on their own.

There is no doubt that all this makes parenting and educating more complex. In addition to the

conversations my daughter and I have about stories in books and on the more familiar screens of my childhood (movies and TV), we interact together through text and social media, and it is really challenging to juggle it all. I ask questions about her school day and classmates, as well as her virtual worlds. I model for her how to converse online, to respond with empathy, warmth, humor, to ask questions. We talk about how online and in-person interaction and identity might be different and how people online and in person might be feeling. I ask questions similar to the integrated questions in the Raja empathy apps to increase her awareness of self and other. I challenge her to think creatively and independently in whatever space she is in. I call attention to the automated algorithms controlling the content she sees.

We work on digital literacy together, and learning and growing with her in this ever-changing, complex new reality, is mind-blowing and humbling. Digital technology can open doors as much as close them; being an optimist I see them opening, but not without help.

To join the conversation and learn more about *The Restricted Adventures of Raja* app series, watch our March 28th live streamed app demo at RedRover.org/empathyapp.



Where’s Raja?

Raja is hiding on page 5!



**...AND MORE
ONLINE!**

KindNews.org

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

RedRover.org/KindNewsFAQ

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

RedRover.org/Readers

Learn how to teach kids the 3 steps to empathy: recognize emotions, share emotions and regulate emotions, at a RedRover Readers online or in-person professional development workshop!



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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@RedRover.org
telephone: 1-877-902-9757 (toll free)

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