

# kind NEWS™ JR.

## Teacher Guide

NOV/DEC 2019

RECOMMENDED FOR GRADES K-2

**In this issue** we meet BenBen, a special cat who doesn't let his disability get him down. We also get to know a cool kid who turned his sadness for displaced pets into a creative opportunity to help them, and hear about a dog who recovered from a dangerous illness thanks to a group of caring people.

The content and "Kind" questions in the magazine, as well as activities in this guide, are designed to address self-awareness, social awareness, responsible decision-making, and relationship skills—four of the core competencies for social and emotional learning (SEL) identified by CASEL. Learn more at [casel.org](http://casel.org).

Looking for more ways to help your students build connection in the classroom? Check out our empathy app, *The Restricted Adventures of Raja*, a bilingual, interactive series of book and game apps that includes questions and play-based learning that educators can use to help students practice the three steps needed for empathy.

Visit [RedRover.org/empathyapp](http://RedRover.org/empathyapp) for more information.



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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)**.



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To learn more about sponsoring classrooms with *Kind News*, email [KindNews@RedRover.org](mailto:KindNews@RedRover.org).

**FLIP OVER!**

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

## COMMON CORE AND NEXT GENERATION SCIENCE STANDARDS (NGSS) ALIGNED ACTIVITIES

**Kindergarten: CCSS.ELA-LITERACY.RI.K.2. With prompting and support, identify the main topic and retell key details of a text.**

After reading “Sir Snazzy,” ask students what Darius Brown’s special talent was (sewing/making bow ties). What is a talent? Students may say it is something someone is very good at. Ask students to think about something that they are talented at. Does it make them feel good to be able to do something well? Then, ask students how Darius used his talent to help others. Have they ever done that? If so, how? If they never have, help them think of ideas for how they could. To culminate the activity, have students draw a picture of themselves using what they are good at to help someone else and describe it by filling in blanks in a template you create. For example, “My special talent is cooking. I used my talent to make dog treats for the dogs at the shelter.” For ideas to inspire students, check out the RedRover Reporters YouTube channel.

**First grade: CCSS.ELA-LITERACY.SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**

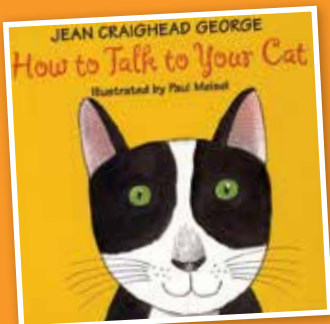
After reading both “BenBen: The ‘Saddest’ Cat” and “To the Rescue: Meet Lollipop,” discuss how BenBen and the dogs at East Bay SPCA were sick at one point. What caused them to be sick? (The students might say the spread of a virus or mites.) Ask students how do viruses and mites spread (through contact, like shaking hands or being in the same area, sneezing). Then ask students why the dogs sick with the flu at East Bay SPCA had to be separated. How is this connected with spreading viruses? Ask students to brainstorm how they can keep themselves, their classmates, and their pets from getting sick. Answers may include: washing hands, staying home when one is sick, and covering one’s mouth when sneezing. If students are not sure what can help keep their pets from getting sick, ask them to think about public areas for dogs, such as dog parks, public water bowls or ways we can prevent animals and people from getting sick, such as vaccinations or flea/tick/mite preventative. Then, ask students to create posters with visual aids to educate others about how to avoid or prevent getting sick in people or pets. Allow time for students to present their posters to the class and display them in the classroom or hallway.

**Second grade: NGSS 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.**

After reading “The Amazing World” on page 6, ask students how dust-bathing helps chickens. How does it keep them happy and healthy? Then, ask students what living things need for basic survival (food, water, and shelter). What does this look like for kids? What does this look like for chickens? How are these different? Then, ask students what they need to not only survive, but also be happy. What did they add to the list that wasn’t needed for survival (having friends, having space to live and learn, having entertainment such as toys and books)? Ask students what they think chickens need to be happy (space, companionship). Do they think chickens can survive without dust-bathing? Why or why not? To culminate the activity, ask students to draw a picture of a happy kid and a happy chicken. What is different about their environments? Similar?

You may also wish to read the book *Hens for Friends* by Sandy De Lisle out loud to the class. Visit [RedRover.org/Readers](http://RedRover.org/Readers) for a free lesson plan to go with this book.

### BOOK NOOK



#### How to Talk to Your Cat

Written by Jean Craighead George



Illustrated by Paul Meisel | Recommended for ages 4 to 8

This book teaches readers how to better communicate with cats and understand what they are saying through body language. What does it mean when a cat purrs? Or meows? Or moves their whiskers? Animal behavior is explained in a way that is easy to understand, combined with colorful illustrations that demonstrate cat behavior.



See also *Ginger Finds A Home*, by Charlotte Voake, which explores nervousness in cats. This book is part of the RedRover Readers program. For information on training workshops, more recommended books and free resources visit [RedRover.org/Readers](http://RedRover.org/Readers).

## Critter Clues FROM PAGE 7

### Our mystery critter is the raccoon.

Raccoons  can be found throughout much of the world, from North and South America to Asia. Their distinguishing features include the black mask across the eyes and bushy tail with anywhere from four to ten black rings. In preparation for the colder months, raccoons  pack on extra body fat to provide them with energy when it's too cold to search for food. They sleep for extended periods in the winter-time, although they don't actually hibernate.

Raccoons are considered opportunistic omnivores, which means they will eat just about anything they can get their paws on. They are extremely adaptable and use their dexterous front paws and long fingers to forage and feast on a wide variety of foods. They are nocturnal creatures whose diets range from frogs and mice to insects and plants. If you live in the city, chances are you may have spotted one dining on scraps from open garbage cans!

In the wild, raccoons  live for about one to three years; whereas, in captivity, where they don't have to worry about finding food or escaping from predators, they can live up to 20 years. The babies are called "kits" and are born blind and deaf.  Raccoons are solitary animals and exist only in social groups when they are raising their young. They are incredibly agile and have sensitive touch receptors on their front paws which allows them to open doors and jars. Be careful if you keep chickens in your backyard, they have been known to snatch chicks from their roosts!



## Pet Corner FROM PAGE 2

### CIRCLE HOW YOU THINK THIS CAT FEELS:

HAPPY SAD **SCARED** ANGRY

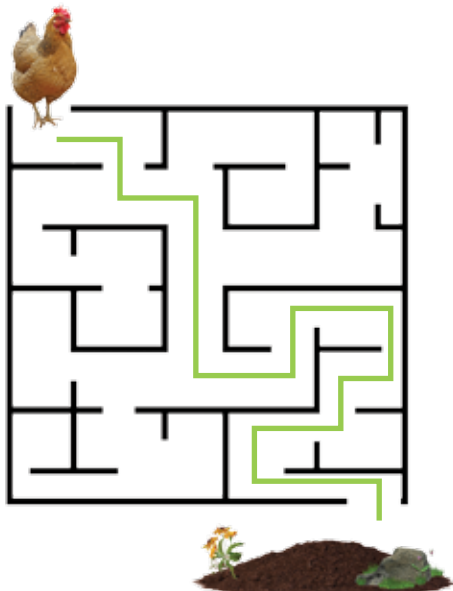


To read the story and learn more about animals, download the Raja Book 1, 2 and 3 apps.



## Curiosity Corner

MAZE FROM PAGE 7



## Where's Raja?

RAJA IS HIDING ON PAGE 8!





## ...AND MORE ONLINE!

### KindNews.org

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### 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!

### Did you know?

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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:

[KindNewsSupport@RedRover.org](mailto:KindNewsSupport@RedRover.org)  
telephone: 1-877-902-9757 (toll free)

#### KIND NEWS

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