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# Teacher Guide

RECOMMENDED FOR GRADES K-2

**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  
telephone: 1-877-902-9757 (toll free)

**Did you know?**

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# kind NEWS JR.™

## Teacher Guide

JAN/FEB 2020

RECOMMENDED FOR GRADES K-2

**Happy New Year** from *Kind News!* In this issue we meet an inspiring young woman who decided to be the change she wanted to see—and became our 2020 *Kind News* Humane Hero! We share some cool facts about bird migration and how to keep pets safe during the winter, and meet a resilient, special horse who overcame his past to make a difference in children's lives.

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?**

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 parents and educators can use to help children 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).



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A PUBLICATION OF



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**FLIP OVER!**

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



**Kindergarten: NGSS K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.**

After reading *The Amazing World*, “Time to Fly,” ask students what humans and animals need to live. Then ask if they have ever seen groups of birds flying together when the weather gets colder. Why do they think they do this? Explain that when birds cannot get the food they need, like in the winter season when they cannot find any worms, berries or plants to eat, they move somewhere else. Show or draw a picture of a bird during the spring in warm weather with access to the food it needs, in the same environment when it gets cold and resources are scarce, and flying to a new

location. Create a poster or wheel that includes symbols for spring and winter and have students act out migrating from one place to another like birds do, flying south when it is “winter” and north during “spring.” If you wish, modify the activity using other animals who change their behavior with the seasons from the Winter Wonderland matching activity on page 3.

**First grade: CCSS.ELA-LITERACY.W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).** After reading about the 2020 *Kind News* Humane Hero, Evelyn, review Evelyn’s tips on how one can be a hero for animals. Talk about the tips in the context of your community, for example, by mentioning your local animal shelter by name and asking students if they have been there. What else can they think of to help animals? Add to the list together. Ask students to choose one way they would like to help, such as making their backyard into a Wildlife Habitat, and assist them in looking up information on how they can do this. Help them create a “how-to” piece with a few sentences or a paragraph with the information.

**Second grade: CCSS.ELA-LITERACY.SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.** After reading *Pet Corner*, “It’s Cold Outside!”, review with students the tips for keeping pets warm and safe during the winter. As a class, create a poem or a mnemonic device to remember the three tips. Examples:

- “To keep them warm and cozy: wipe the salt from their ‘pawsies.’”
- “If you see a pet that is cold, make sure someone is told!”
- “Done with playtime? Bring ‘em inside!”

If time allows, students can present their tips to another class as a Public Service Announcement, or create mini-posters for each tip.



## BOOK NOOK



### Stranger in the Woods

Written by Carl R. Sams and Jean Stoick

Recommended for ages 4 to 8

A *New York Times* #1 Best-Seller, *Stranger in the Woods* is a photographic fantasy that tells how the furry and feathered friends of the forest respond to a mysterious visitor. On the national and *New York Times* best-seller lists during the winter for five consecutive years, *Stranger in the Woods* has warmed the hearts of children ages 1 to 100.

## ANSWER KEY

### Critter Clues FROM PAGE 7

**Our mystery critter is the deer.**

There are more than 60 species of deer world-wide, living on all continents except Antarctica. Deer live in many different kinds of habitats, including mountains, deciduous forests, and rainforests. They are part of the Cervidae family, which includes elk, moose, and reindeer. Deer are herbivores and subsist on a diet of plants, such as grass, bark, trees, and berries.

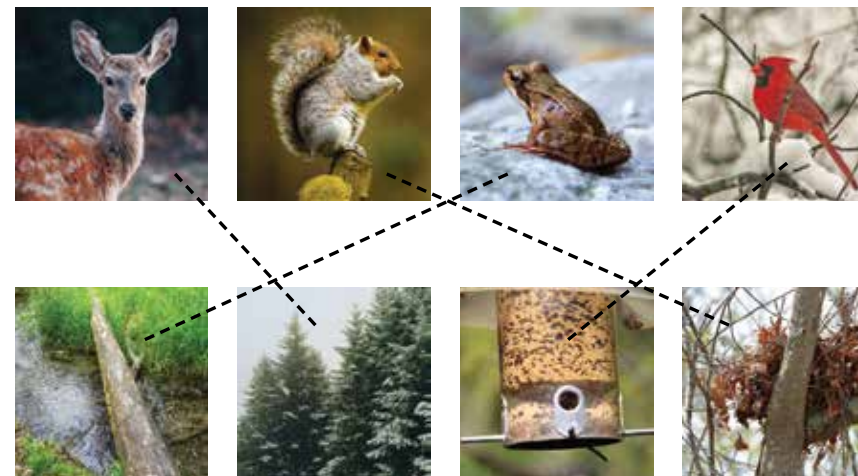
Deer often come into conflict with humans. Much of this conflict occurs because their natural habitat has been reduced due to human actions. People are concerned that deer eat their gardens, pose a risk to drivers, and are responsible for the spread of Lyme disease. Communities often feel that killing deer is the answer to reducing populations and solving these problems, but there is no correlation between the mass killing of deer and the reduction of deer-human conflict. Other options, such as immunocontraception, or administering birth control to deer, are being studied and tested as more humane ways to control deer population.

What can you do to help deer? Consider using humane ways to keep them out of your garden, such as planting plants that are unappealing to them, or putting up deer fences or netting. Be careful when driving, especially during dawn or dusk, when deer are most active. Help others in your community understand why deer are in our neighborhoods in the first place, and why mass killing of deer doesn’t work. For more information, visit [humanesociety.org/deer](http://humanesociety.org/deer).



### Winter Wonderland

FROM PAGE 3



### Where’s Raja?

Raja is hiding on page 7!

