ABOVE THE NOISE

Educator Guide - Deep Look: Why Does Your Cat's Tongue Feel Like Sandpaper?

Use our modifiable Student Viewing Guide, which includes:

- Quickwrite prompt
- Video comprehension questions
- CER graphic organizer

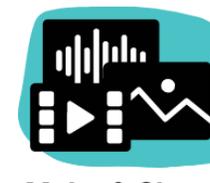**This guide is designed to help support your students with these learning objectives:**

1. Students will analyze and evaluate evidence related to cats' tongues and mouths.
2. Students will write arguments and present research on KQED Learn.
3. Students will draw a cartoon that illustrates a property of water.

Watch video	Join this Discussion	Make & Share
Use this **student viewing guide** with: ● Quick-write prompt ● Comprehension questions about the video ● Student note catcher More student supports the Discussion page: ● Glossary with vocabulary used in the video ● Annotated source list ● Video transcript	Students sign into KQED Learn and click the "Join the Discussion" button to respond to the Discussion question. Responses should be supported by evidence from the Above the Noise video or other research on the topic. Supports for joining the discussion KQED Learn: ● Sentence frames ● Discussions rubric ● Response analysis activity Please refer to our **Code of Conduct** as well as your school's behavioral expectations before joining.	Draw a cartoon that illustrates one property of water. Post your media creation in the Make & Share tab. Web-based tools for making digital cartoons**:** **Canva**, **Storyboard That**, **Pixton** Teachers: Learn more about making media for the classroom on KQED Teach.

Standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence
CCSS.ELA-Literacy.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
NGSS.DCI.LS2.A: Interdependent Relationships in Ecosystems	How do organisms interact with the living and nonliving environments to obtain matter and energy?
NGSS.DCI.LS1.A: Structure and Function	How do the structures of organisms enable life's functions?
NGSS.DCI.PS1.A: Structure and Properties of Matter	How do particles combine to form the variety of matter one observes?
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
ISTE Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

*KQED's Media Tool Policy: In KQED Education's media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual's specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.