A TAIL OF ONE KITTY
COVIEWING GUIDE

SPARKS' CREW RESCUES A LOST KITTEN AND OBSERVES HOW ANIMALS USE THEIR TAILS.

TIME: about 31–35 minutes, including Science Power Notebook

STORY SUMMARY
A kitten is lost, and it's Sparks' Crew to the rescue! As they search, our heroes observe other animals and gather information about how different animals use their tails.

HOW DOES SPARKS' CREW USE SCIENCE TO SOLVE THE PROBLEM?
They observe, describe, and compare how animals use their tails. This information helps them rescue the kitty and save the day.

MATERIALS: Access to Science Power Notebook for each child

WATCH THE VIDEO (whole group or individuals)

1. To introduce the video, say, *Let's watch Sparks' Crew in action! They will use the same Superpowers of Science that scientists use. Notice how Sparks' Crew gets more information about animals' tails.*
2. Watch the video as a whole group, or have the children watch individually.

DISCUSS (whole group)

3. Have children find a partner. Each child shares something they remember or liked about the story with their partner.
4. Discuss how the topic of animal body parts relates to children's everyday lives. Ask, *What do you notice about animals' body parts at home or in your neighborhood? What interesting body parts do the animals around you have? How do those animals use their body parts?*
5. (Optional) For a more focused discussion, use the **Science Focus** questions below.

REFLECT (optional, whole group)

6. Have each child stand and say **one word,** with a gesture, that tells what they liked best or found most important or most interesting about the story.

WRAP UP (whole group)

7. Say, *In this story, Sparks' Crew observed that animals use their tails in different ways. The tails help the animals move from place to place and share information.*
8. Say, *Sparks' Crew had to observe and compare how different animals use their tails. They shared what they found out about animals.*

SCIENCE POWER NOTEBOOK (whole group, individuals, pairs)

9. Remind children that Lucita used her arms to balance because people don't have tails. Ask, *What is one thing about a person's body that is like a cat's body? What's one thing about a person's body that is different from a cat's body?* Have children respond "popcorn" style, with one or two words.
10. Have children do the My Body notebook activity.
11. Have pairs share their notebook pages with each other.

SUPERPOWERS OF SCIENCE	CHILD-FRIENDLY LANGUAGE
compare	compare • what's the same and what's different
figure it out	create a way to fix it • figure out a way to solve • fix the problem • solve • what are your ideas
make sense of information	make sense of data • make sense of information • what does that tell you
observe	notice • observe
predict	predict • tell what you think happens next
share what you know	share your ideas • share information • talk about what you found out
test	see what happens • test your idea • try it

SCIENCE BIG IDEA
Animals have different body parts that help them move from place to place and meet their basic needs. Many animals use their tails in different ways.

SCIENCE FOCUS

Choose a few of these questions. The bold terms can help you choose which questions you wish to use. You may want to advance to the time shown and watch segments with the group as a lead-in to the conversation. Guide children to discuss with a partner what's happening onscreen and the Science Focus.

1:05–1:56	WHAT DOES AJ LEARN ABOUT DOGS' TAILS?
WHAT'S HAPPENING ONSCREEN?	AJ is concerned about the strange dog. Mr. Sparks tells them that the dog is wagging its tail to show that it is friendly.
SCIENCE FOCUS	Mr. Sparks **explains** the meaning of a dog's tail wagging. AJ **asks questions** about how animals communicate without words. Sara and Lucita **share information** about how humans communicate without words.

5:14–5:42	HOW DID LUCITA FIND OUT ABOUT A BIRD'S TAIL? WHAT DID SHE LEARN?
WHAT'S HAPPENING ONSCREEN?	A bird-watcher tells Lucita that the bird's tail helps it fly. The bird can twist it one way or another to change direction.
SCIENCE FOCUS	The bird-watcher **communicates information** to Lucita and Benny. They **observe** the bird and learn about how it uses its tail. Lucita **predicts** that a tail could help her fly better too.

6:30–7:14	HOW DOES A FISH HELP MR. SPARKS AND AJ STEER THE PEDAL BOAT?
WHAT'S HAPPENING ONSCREEN?	The pedal boat is going in a big circle. AJ wants to know how to steer it. Mr. Sparks tells him about the rudder. They watch a fish using its tail and compare that to the boat's rudder.
SCIENCE FOCUS	They **compare** the boat's rudder to a fish's tail. They **observe** that **the fish moves its tail to change direction**. They **find out** that the rudder works the same way.

9:30–10:19	WHAT DOES SARA THINK LUCITA SHOULD DO?
WHAT'S HAPPENING ONSCREEN?	Sara thinks Lucita should use her arms the way the squirrel uses its tail. Lucita tries it, and she is able to get the kitty.
SCIENCE FOCUS	Sara **predicts** that putting her arms out to the side will help Lucita balance. Lucita **tests** the prediction. It does **help her balance**.

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