

	Lesson Extensions and Activities for <i>Coyote: A Trickster Tale from the American Southwest</i> by Gerald McDermott
	Age Range: 4 - 7 years
	Reading Is Fundamental
	Google Voyager Folktales Unit

Book Description

Coyote has a nose for trouble, and he always follows his nose! This Zuni trickster tale about the vain and foolish Coyote who wants to fly like crows is also a *pourquois* story about the color of coyotes’ fur. While this version is Zuni, coyote stories are the most widely known Native American trickster tales, told by tribes in the western United States from the Great Basin, the Great Plains, and pueblos in the Southwest.

The Zuni Reservation is located in McKinley County, New Mexico. Most of the residents of the community are members of the Zuni Tribe.

Folktale Background

Pourquois stories are a type of folktale that explains how or why something came to be, like how the elephant got a long trunk or why a tortoise’s shell looks like it is cracked. *Pourquois* is French for “why.”

Trickster tales are also a type of folktale about a wily, cunning, character who tries to fool others or gain some advantage.

Vocabulary

- Folktale: stories of a community, passed through the generations by word of mouth.
- Coyote: a wolf-like dog native to North America
- Canyon: a deep gorge, typically one with a river flowing through it
- Badger: a nocturnal mammal of the weasel family
- Foolish: lacking good sense or judgment; unwise
- Plucked: take hold of something and quickly remove it from its place
- Twitched: to give a short sudden jerking movement
- Chant: a repeated rhythmic phrase, typically one shouted or sung in unison by a crowd
- Balance: an even distribution of weight enabling someone to remain steady
- Cringed: bend one’s head and body in fear
- Boastful: showing excessive pride and self-satisfaction in one’s achievements, possessions or abilities
- Cackle: a harsh laugh resembling a cry of a hen or goose
- Demanded: insisted on having
- Mesa: an isolated flat-topped hill with steep sides, found in landscapes with horizontal strata.

Prior to Reading

- Ask students if they've ever heard about the American Southwest, Native Americans, cowboys, the Spanish, or Mexicans. On chart paper create a Bubble map (<https://www.studenthandouts.com/01-Web-Pages/2013-07/bubble-map-graphic-organizer-worksheet.pdf>) with American Southwest in the center, jot down students responses even if they are incorrect. More bubbles can be added as needed. You can go back to this map and fix any errors later or replace them with new ideas and information.
- Share with Students the Google Voyager Experience:
<https://earth.google.com/web/data=ClwSWhIgzDEyNzAzMDVmYzZmMTFIN2JlMmlyMTNhYjBmYzk2YmlaH0ZvbGt0YWxlcYBmcm9tIEFyb3VuZCB0aGUgV29ybGQiFWVmZWVkaX3JpZl9mb2xrdGFsZXNfMA>
- In the experience, students will learn about the region where the story came from and some background on the American Southwest. Show students the video within the Google Voyager Experience to learn more. Have students add new ideas to the bubble map they learned from the Google Voyager Experience.
- Discuss with students that this is a folktale that takes place in the American Southwest. Ask them how the cover of the book helps convey some of this information. Have students share with two neighbors a common element found in most fiction stories. Ask for volunteers to share what they heard from a neighbor using "I heard a friend say....."

While Reading

- Create a story quilt. Using a Smartboard create a grid or tic-tac-toe board with the 9 boxes. Label the top of each box with one element of a story, or a skill you are working on in class. (For example, main characters, setting, make connections, traits of the characters, details about the setting, plot, the conflict, solution, theme, author's purpose) While reading the story to students stop periodically and ask them if they can fill out any parts of the story quilt. Build on student ideas to develop the quilt.
- Discuss with students that this is a trickster tale and read the forward before starting the book. After reading page 1, provide students with a sheet of blank paper and 6 post-it notes covering the paper. Ask them to think of advice they could give to coyote while you are reading the book to help keep him out of trouble. Complete the post-reading activity with the post-it notes found in the Post-Reading Activities section below.
- Stop reading to students on pg. 22. Ask the class to think of how the story will end. Provide them with a writing paper with a picture box. Have students write and illustrate what they think the ending of the story may be. Allow students to work in small groups sharing their variations. Ask a few students to share their ending with the whole class. Then finish the story and see if anyone's prediction was correct.

Post-Reading Activities

- Ask students to take their post-it note papers and have them work in small with their neighbors. The groups should share their ideas with each other and try to identify common ideas they came up with by grouping the post-it notes together. The teacher should walk around while students are working and star an idea you want them to share with the class. Have groups share out their starred ideas.
- Provide students with 6-8 photocopied images of the story. Ask them to put them in order and retell the story to a neighbor. Then as a class, review the sequence of events with students to make sure their retold versions were correct.
- Have students explore the various puzzles on RIF's Literacy Central (<https://www.rif.org/Voyager-Stories-Folktales>).

- Assign students a leveled reading passages that relate in some way to the book's themes, concepts, characters, settings, or subject matter. Each passage's Lexile measurement targets readers at the Beginning of Year (Easy), Middle of Year (Medium), or End of Year (Hard). The passages are meant to be used as independent-level texts that students can read on their own with minimal support. Use the Lexile scores to help you determine which level is right for each student. Print or download this passage as a supplementary, independent reading activity to help them develop reading fluency.

(<https://www.rif.org/Voyager-Stories-Folktales> or https://www.rif.org/literacy-central/search?field_themes=All&type=All&f%5B0%5D=field_support_type%3A234)

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 - Actively engage in group reading activities with purpose and understanding.

- **Math/STEM.** Using balance. Ask students to try balancing on one foot, then the other. Discuss why it can be difficult or easy. Ask students to stretch out their arms and hold one object in one arm while balancing on one foot. Discuss why this is more difficult and ask them to come up with a way to make it easier. Test out their suggestions. Remind students that in the story Coyote needed an even number of feathers on each arm to stay balanced in the air. Using pan balance scales have students find objects around the classroom that create balance. Have them start with similar items like new crayons, same sized paper clips or counting figures from math kits. Then have them identify various combinations of objects to create balance where the number of objects isn't the same on each scale.

Objective: Students will be able to balance various objects by comparing their weight using pan balance scales.

Standards:

CCSS.MATH.CONTENT.K.MD.A.2- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

Materials:

- Common objects (paper clips, counters, new crayons or pencils, books)
- Double pan balance scales

- **Arts Integration with Native American Dance and Chants.** Visit the site- <https://www.youtube.com/watch?v=TMfORbFjJ6Q> to learn a basic Native American Powwow dance. Have the whole class follow along to learn the dance. Then visit the site <http://www.songofthespheres.com/offerings/native-american-chant/> and listen to The Coyote Song #4 Hey Hey Hey. Have students try tapping out the beat on their desks, drums or rhythm sticks. Some students could use maracas or create their own noise maker (using recycled containers with lids and dried beans/corn or beads) and mimic the rattle noise. Listen to the song again and see if the class can copy the chant. Lastly, in a large open space, have students put the whole song together with the beat, chant and dance. Students could sign up for parts like drums, noise makers, chants and dancing. Seat the music makers sit in a circle and ask the dancers to stand in the middle. Then get everyone going on their part to create your own Native American Powwow.

Objective: Students will demonstrate the elements of a Native American Powwow using dance, beats and chants.

Standards:

IB-PYP - Learner Profile –Open Minded- appreciate and value the culture and traditions of others.
NCAS-K-4 Dance Standard 1- Identifying and demonstrating movement elements and skills in performing dance
NCAS-K-4 Music Standard 2- Performing on instruments, alone and with others, a varied repertoire of music

Materials:

- Computer with internet access
 - Speakers
 - Musical instruments such as drums or rhythm sticks, maracas or recyclable containers and fillers (beans, beads, or dried corn)
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- **Science.** Learning about real coyotes. Share and read aloud nonfiction books and informational brochures about coyotes like this one (<http://www.wildlife.state.nm.us/download/education/conservation/wildlife-notes/mammals/Coyotes.pdf>) with students. Have students collect information about the coyotes while they are listening to the various texts. Students can use a tree map to collect the information in an organized manner. It should have three branches:
 - **Characteristics.** This will identify the physical characteristics of a coyote.
 - **Diet.** Give examples of things coyotes eat.
 - **Habitat.** Talk about the natural habitat of the coyote.

As you are sharing the books, students can work on their tree maps drawing or writing in information.

Objective: Students will recognize and describe coyotes and how they survive by identifying their basic needs like food, shelter, and physical characteristics.

Standards:

RI.K.1 With prompting and support, identify the main topic and retell key details of a text.
NGSC- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Materials:

- Nonfiction books and brochures on coyotes
 - Tree map with three branches <https://beneficialholdings.info/general/-tree-map-template-8342.html>
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- **Social Skills and Teaching Tolerance/ Arts Integration.** Discuss with students how coyote desired to be like other animals. Create a T-chart. Have students help you list the animals for the left side of the chart. Now have students make connections about a time when they desired to do something someone else was doing or be like someone else. Ask students to turn and talk to their neighbor to share their connection. A few students can share their example out loud. Then go back over the list and ask students how each animal responded to coyote. Write student responses down on the right side of the T-chart and refer back to the book as needed. Looking at the responses you should see that most were unkind to coyote. Ask students to think about what each animal could have done to make coyote feel accepted and included. Ask students to also think of a time when they have been excluded and how it made them feel and what they wished would have happened instead. Allow students to work in small groups and have them select an animal coyote met. Ask them to think of how the animals could have treated coyote differently using kindness and the positive impact that would have had on coyote's attitude as well. Groups can share their skits with the class.

Objective: Students will work in groups to create a skit showing how kindness can positively impact others.

Standards:

RL.K.3- With prompting and support, identify characters, settings and events in the story.

SL.K.6 - Speak audibly and express thoughts, feelings and ideas clearly.

SL.K.1- Participate in collaborative conversations with diverse partners.

Materials:

- T-chart on chart paper or Smartboard <https://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html>

- **Writing/ Higher level thinking.** Discuss what character traits are with students. Create a list of characters they have recently read about and come up with some character traits for those characters. Then have students think about Coyote switching his trickster character trait and replacing it with another one from the list of other characters they already identified. Now have students write and illustrate how the coyote's encounter with the crows and the ending of the story would have been different with his new character trait. Have students share their versions in small groups and ask a few students to share their story and illustration with the class.

Objective: Students will be able to identify a new character trait for the coyote and analyze how the new trait changes the storyline with the crows and ultimately the ending.

Standards:

SL.K.6 - Speak audibly and express thoughts, feelings and ideas clearly.

SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Materials:

- Primary writing paper with picture box

- **Author Study/Compare and Contrast.** Check out some of the other books written by Gerald McDermott, such as *Raven*, and *Zomo the Rabbit*. Compare the trickster tales main characters and storylines using two hula hoops and cut up chart paper. Pick out two stories then ask students to think of elements of each story and fill out the chart paper strips. Place the hula hoops on the floor overlapping in the middle. Label each part of the Venn Diagram. Ask students to place one of their strips where they think it belongs. Students can discuss it with their group if they are unsure. If the strip applies to a single story it should go in that space, if it applies to both it should go in the middle. When the class is finished working on these two stories, have students return to their desks and complete a Venn Diagram on their own comparing two other stories with their neighbors.

Objective: The Students will compare the main characters of various trickster tales written by the same author using an interactive Venn Diagram.

Standards:

RL.K.9 - With prompting and support, compare and contrast the adventures or characters in familiar stories.

RL.K.10 - Actively engage in group reading activities with purpose and understanding.

Material List:

- Other books by Gerald McDermott: *Raven*, *Jabuti the Tortoise*, *Zomo the Rabbit*, *Papagayo the Mischief Maker*, or *Anansi the Spider*.
- 2 Hula hoops
- chart paper strips
- markers
- Venn Diagrams printed on paper