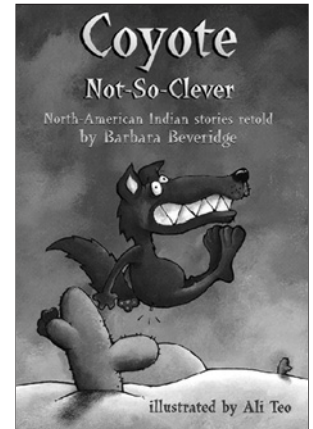


Coyote Not-so-clever

retold by Barbara Beveridge

illustrated by Ali Teo



Book Summary

This is a collection of four separate fables in which Coyote is the brunt of others' jokes. The underlying message of the tales is that Coyote never learns from his mistakes. The stories are examples of traditional narratives – in this case, fables of trickery.

Features of the Book

- An anthology of separate tales
- The humor in the illustrations
- The language of traditional narratives – *It happened long, long ago*
- The narrative form – problem, complication, resolution, conclusion
- Frequent use of direct speech
- Parallels with other trickster tales, such as *The Hare and the Tortoise*

Purpose

Coyote Not-so-clever can be used to introduce and reinforce the following skills:

- S** analyzing a fable as an example of a traditional narrative;
- S** distinguishing between the main idea and the supporting detail;
- S** predicting possible outcomes;
- S** comparing and contrasting fables from different cultures;
- S** discussing cause and effect in the text;
- S** rewriting a text in a different genre.

The Guided Reading Lesson

- S** Analyzing a fable as an example of a traditional narrative
- S** Distinguishing between the main idea and the supporting detail
- S** Predicting possible outcomes

Introducing the text

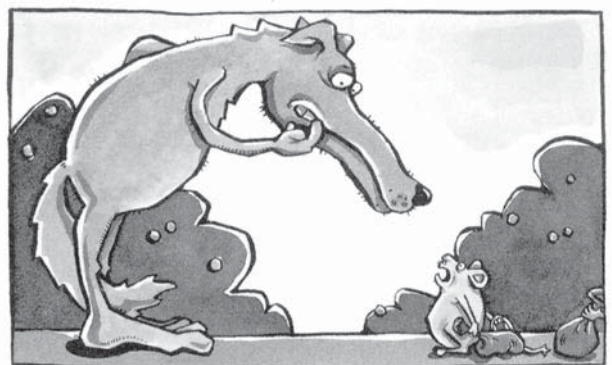
Brainstorm the students' responses to the word "coyote" and record them on the board. Predict a possible plot for the book.

Now look at the cover together.

- *What does the illustration suggest to you?*
- *Find a partner and suggest a possible story based on the illustration.*

Lead the discussion of these ideas and introduce and explain the terminology where necessary.

- *Did your story outline have a setting?*
- *Was there a problem to be solved?*
- *Was there a resolution to the problem?*



Reading and discussing the text

This section could be taken as two separate sessions.

Session 1

Ask the students to read chapter 1 independently.

- *As you read, think about how the story unfolds.*

Ask the students for their ideas, using the terms discussed above where appropriate. Then ask them to read chapter 2 independently.

- *As you read, think about how this story is written.*
How is it the same as or different from the first story of Coyote?

Explain to the students that, in comparing stories, they need to consider the same aspects of each story. Discuss these and record them on a retrieval chart. Try to get as many criteria for comparison as you can, for example, title, author, point of view, characters, setting (time and place), problem, and resolution.

Model how to complete the retrieval chart for the first two stories and encourage the students to contribute.

Session 2


Ask the students to read chapter 3 independently.

- *As you read, think about how the author writes about the character of Coyote.*
- *Is he shown in the same way as he was in the first two stories you read?*

Collect ideas from the students. Record these around a large picture of Coyote.

Now ask the students to read to the end of page 27 independently.

- *From what we have discovered about the character of Coyote so far, can you predict an ending to this story?*

 Ask the students to talk to a partner about their ideas and then write a draft ending to the story. They should then read the rest of the book independently and discuss and compare their predicted endings with what they have read.

- *How are they the same/different?*



Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Comparing and contrasting fables from different cultures

Collect a variety of stories from different cultures and compare the structure and content. Discuss them with the students, noting any similarities and differences.

S Discussing cause and effect in the text


Choose one chapter of the book and ask the students to identify a main event, its cause, and the resulting effects in terms of actions and feelings.

- *What were the effects of Coyote whistling and not looking where he walked? What was a resulting action/feeling?*

Record the information under the following headings: Event, Cause, Resulting action, Resulting feelings.

Now the students can find other events in the book and analyze them in the same way, using the blackline master on page 64. Encourage the students to share and discuss their work.

S Rewriting a text in a different genre

 Ask the students to choose a section of text (not necessarily a full story) and to rewrite it as a play. Before they do this, discuss the format and presentation of plays. Explain the conventions of drama that may need explanation, for example:

- there are no quotation marks to show that someone is speaking;
- the names in bold type show characters when to speak;
- the text under the heading “scene” shows how the play begins, where characters are on the set, and what props may be needed;
- the words in italics are instructions for the actors and are not to be read aloud.

When the students are satisfied with their rewriting, they could perform one of the rewritten extracts together.