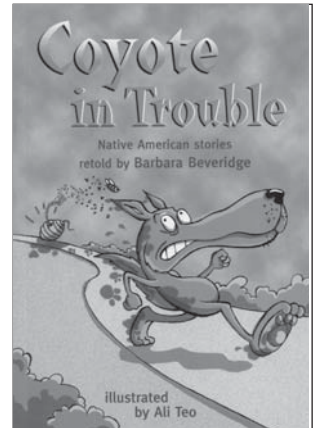


Coyote in Trouble

retold by Barbara Beveridge

illustrated by Ali Teo



Book Summary

In this collection of Native American tales, Coyote is tricked or makes mistakes, and he ends up in trouble. The book ends with a letter from Coyote to Grandma in which he apologizes for being so much trouble.

Features of the Book

- A collection of separate but related tales
- Native American tales from an oral tradition
- Direct speech
- Predictable outcomes
- Exclamations and onomatopoeia – *Crash!, Ouch!, Kerplunk!*
- Punctuation – ellipses
- Contractions – *he'll, he's, didn't, don't, wasn't, I'll, I'm, can't, that's, what's, it's, you'll, they'll*

Purpose

Coyote in Trouble can be used to introduce and reinforce the following skills:

- S** exploring the genre of traditional tales;
- S** making, confirming, and revising predictions;
- S** reading and writing procedural texts;
- S** describing a sequence of events.

The Guided Reading Lesson

- S** Exploring the genre of traditional tales
- S** Making, confirming, and revising predictions

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Discuss the cover of the book.

- *Have you seen an animal like this before?*
- *What do you think it is?*
- *What do you think he's been doing?*

Read the title and subtitle.

- *What do you think "retold" might mean?*

Encourage the children to think about ways that we tell and retell our favorite stories.

Look at the title page together. Discuss the way Coyote looks on this page.

- *Why do you think he's looking like this?*
- *What does he think about himself?*

Write the children's suggestions on the board.

Look at the contents page. Explain that these are separate stories but they are all about Coyote.

Reading and discussing the text

Read the first page of the first story with the children. It should confirm their prediction that Coyote thinks he's smart. Refer back to the suggestions written on the board.

Note that the phrase "Did you hear" suggests that there are many stories about Coyote.

- What do you think might happen in this story?
- Do you think Coyote's favorite color is "dull and dusty"?
- How could he change his color?

Add the children's predictions to the board. Tell them that they'll be checking their predictions as they read and that they might want to revise them when they know more about the story.

Turn to page 4. Point out that this page starts with "It was a long time ago" and that this is often the way traditional tales begin. Ask the group to read to the end of the first story independently.

When everyone is at the end of page 10, give the children the opportunity to retell what happened to Coyote.

- Were your predictions correct?

Explain to the group that they may need to reread a section to find out why a prediction was wrong. Tell them that good readers use this strategy to help them understand what they are reading.

Return to the contents page. Tell the group that they are going to read the rest of the book independently after they have written down a prediction for each of the remaining stories. They are to check their predictions as they read and revise them if necessary.



Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring the genre of traditional tales

As a group, write another Coyote story. First, discuss other traditional tales that the children might know, such as Uncle Remus stories or *The Three Little Pigs*. Then identify features of the Coyote stories:

- They happened long ago.
- The characters are animals.
- They can explain a characteristic of an animal, such as Coyote's color.
- Coyote thinks he's clever, but he's easily tricked.
- Things never work out the way Coyote wants them to.

Chart together a possible beginning, middle, and end for the new story on the board. The children can choose a title for the story and then write and publish it themselves.

S Reading and writing procedural texts

In the story "Coyote and the Sour Acorns," Fox tells Coyote how to make sour acorns. Tell the children to read the chapter again and discuss the instructions together.

- Why do you think Fox told Coyote two different ways to make sour acorns?
- Which one was the right way?

Ask the children to help you write the correct instructions on the board in a series of numbered steps.

- What does this remind you of?
- Can you tell me any simple recipes for snacks?

Get the children to write instructions for making a snack. If possible, try some of their recipes in class.

S Describing a sequence of events

Ask the children to select one of the Coyote stories and to retell it orally, paying attention to the order of events. Discuss the importance of getting the order correct.

- What would happen if we got things around the wrong way? Would the story make sense?

Chart one of the children's retellings using the headings suggested in the blackline master.

B The children can then complete the blackline master on page 69.