

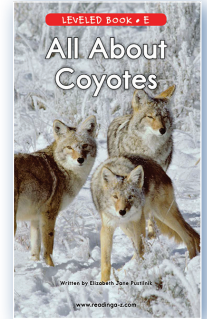
### Focus Question:

*What makes coyotes interesting mammals?*

### Book Summary

Text Type: Nonfiction/Informational

Have you ever seen a coyote? *All About Coyotes* provides students with an up-close look at these amazing creatures. Students will learn about what coyotes look like, where they live, and just what makes these mammals so interesting. Detailed photographs enhance the information provided by the text. Students will also learn how to identify the main idea and details as well as to recognize and use declarative sentences.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions
- ☐ Identify main idea and details
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /k/ sound
- ☐ Identify initial consonant Cc
- ☐ Recognize and use declarative sentences
- ☐ Identify and use the high-frequency word *are*

#### Materials

- ☐ Book: *All About Coyotes* (copy for each student)
- ☐ Main idea and details, initial consonant Cc, declarative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) words appear in the lesson but not the book.

- **High-frequency words:** *are, have, in*
- **Words to Know**  
**Story critical:** *coyotes* (n.), *dens* (n.), *howl* (v.), *mammals* (n.), *packs* (n.), *pups* (n.)
- **Academic vocabulary:** *detail* (n.)\*, *idea* (n.)\*, *main* (adj.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board photographs of various mammals, including coyotes. Ask students to work with a partner to identify as many of the mammals as they can. Have students point to the coyotes.
- Discuss with students what makes an animal a mammal. Remind students that a mammal is a warm-blooded animal with a backbone and hair or fur. It also nurses its young and has babies that are born alive. Have students draw on a separate piece of paper a picture of a mammal. Have students explain their drawing to a partner, including why their animal is a mammal. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *All About Coyotes*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

##### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Remind students that asking and answering questions while reading helps readers better understand and remember information in the book. Have students turn to the cover of the book and model asking questions about the coyotes shown. Have students work with a partner to create one question they hope the book will answer. Invite students to share their questions with the class, and record these questions on the board.

##### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that most books have a main idea, which is what the book is mostly about. Point

### Guiding the Reading (cont.)

out that the supporting details are the facts used to reinforce the main idea. Details help make the main idea clear to the reader.

- Discuss the cover of the book with students. Explain that the title and the pictures sometimes give readers clues about the main idea of the book. Have students work with a partner to predict the main idea. Invite volunteers to share their predictions with the class. Guide the students to an agreement that the main idea of the book is *coyotes are interesting mammals*.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about coyotes. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What do coyotes look like?* (level 2) multiple pages
- *How are the coyotes different from one another?* (level 1) page 6
- *Where do coyotes sleep?* (level 1) page 7
- *How does living in a pack help coyotes survive?* (level 2) multiple pages
- *Why did the author write this book about coyotes?* (level 3) multiple pages

#### Text Features: Photographs

Explain to students that photographs are pictures taken with a camera. Point out that nonfiction books often include photographs to help readers learn more about the topic. Photographs can help readers see many details that support the main idea of the book. Have students do a picture-walk through the book

with a partner. Ask students: *What did you learn about coyotes from the photographs? What details did you notice in the photographs that were not given in the text? Why are photographs an important tool for identifying the main idea and supporting details?*

Have students choose one photograph from the book and describe the details to a partner. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model for students how you ask and answer questions as you read, and remind them to stop at several points during reading to ask and answer questions. Invite students to share their questions or answers with the class. Remind students that this can help them remember and understand important information while reading.
- Have students work in groups to periodically review the main idea of the book and discuss the details they have found that support that main idea. Have groups share with the class, and record the details on the board.
- Model identifying details that support the main idea.

**Think-aloud:** *Earlier we agreed that the main idea of the book is coyotes are interesting mammals. As I read the book, I learned many details about coyotes that make them interesting mammals. Coyotes hunt in packs, howl loudly, and can live in many places. Thinking about the details that support the main idea helps me remember and understand important information from the book.*

- Model how to complete the [main-idea-and-details worksheet](#). Have students record the main idea on the worksheet. Then, have students discuss a detail with a partner and decide whether or not it supports the main idea. Have a volunteer share with the class. Model how to place the detail on the worksheet.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose. Have students justify why each detail supports the main idea.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make coyotes interesting mammals. Samples: *Coyotes have pointy faces and pointy ears. They have long bushy tails, and their fur can be gray or brown. Coyotes sleep in dens, care for their young, and can live in many places.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant /k/ sound

- Say the word *coyote* aloud to students, emphasizing the initial /k/ sound. Have students say the word aloud and then say the /k/ sound. Have students practice saying the /k/ sound to a partner.
- Read page 10 aloud to students. Have students touch their nose when they hear a word with the initial /k/ sound.
- Have students work in partners to think of words that have the initial /k/ sound. Listen to student pairs to be sure students are using the correct sound. Have volunteers share some words with the whole class.
- **Check for understanding:** Say the following words one at a time, and have students nod their head when they hear a word that begins with the initial /k/ sound: *coin, dog, cut, bike, catch, come, pick, and climb.*

##### Phonics: Initial consonant Cc

- Write the letter Cc on the board and ask students to name the letter. Remind students that this letter sometimes stands for the /k/ sound that they hear in the word *coyote*.
- Have students say the /k/ sound aloud. Have students turn to the cover of their book and put their finger on the letter that stands for the /k/ sound.
- Say the words *coyote* and *center* aloud, emphasizing the initial sounds. Have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the difference in sound between the /k/ and /s/ sounds.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant: *car, can, cup, and cap.* Say each word, one at a time, and have volunteers come to the board and add the initial consonant to each word.

- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Cc worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Declarative sentences

- Have students turn to page 3. Read aloud as students follow along. Ask students how many sentences are on the page. Ask a volunteer to share how he or she knows. Remind students that each sentence starts with a capital letter and ends with some kind of punctuation.
- Have students locate the period at the end of the sentence. Explain that this is a signal to readers to pause and it is called a *period*. Point out that a period also tells readers what kind of sentence it is.
- Explain that sentences with a period are called *declarative sentences*. Have students say *declarative sentences* aloud.
- Write the following sentences on the board: *Coyotes sleep in dens. Do coyotes care for their young?* Ask students to explain which sentence is a declarative sentence and how they know. Remind students that since the other sentence ends with a question mark, it is not declarative. Ask volunteers to share examples of declarative sentences and record the sentences on the board.
- **Check for understanding:** Read pages 11 and 12 aloud for students as they follow along. Ask students to give a thumbs-up for each declarative sentence and a thumbs-down for each sentence that is not a declarative sentence.
- **Independent practice:** Introduce, explain, and have students complete the [declarative sentences worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word are

- Write the word *are* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Coyotes are mammals.* Read it aloud with students and discuss with them the meaning of the word *are*.
- Have students practice spelling *are* on the desk top with their finger.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *are*. Call on students to share a sentence with the rest of the class. Ask other students to nod if they used the word *are* correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.