

### About the Book

Text Type: Fiction/Pourquoi Tale Page Count: 22 Word Count: 1,134

### Book Summary

*Coyote and the Star* is an adaptation of a Klamath Indian pourquoi tale. Coyote falls in love with a star and tries many ways to get the star's attention. In the end, he gets her to notice him, but his foolish ways bring tragic results. The text is accompanied by imaginative illustrations.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand and recall important details and events in text
- Identify and summarize the problem and solution in text
- Identify *r*-controlled vowel *or*
- Identify and categorize nouns
- Identify and use compound words

#### Materials

Green text indicates resources available on the website

- Book—*Coyote and the Star* (copy for each student)
- Chalkboard or dry erase board
- Thesaurus
- Problem and solution, nouns, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: *coyote* (n.), *gazed* (v.), *howl* (n.), *impact* (n.), *resilient* (adj.), *vowed* (v.)

### Before Reading

#### Build Background

- Ask students if they know what a folktale is. (A folktale is a traditional story, usually of anonymous authorship, that contains legendary elements and is handed down orally. Additionally, folktales often explain something's origin.) Ask students to make connections with other folktales they know.
- Explain to students that pourquoi tales are a kind of folktale that explain how something originated, or came to be. Explain that there are pourquoi tales that explain how the world came to be or how certain animals got certain physical features.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what the book might be about.
- Preview the illustrations in the book. Invite students to share the problems they think Coyote might have and possible solutions to his problems.

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that a strategy readers use to better understand a story is to make predictions as they read. When readers make predictions about what they are reading, they can connect with the story and pay closer attention to details.
- Model making and revising predictions.  
*Think-aloud: Before I read, I will use the title and the illustrations in the book to make a prediction about what might happen. The book is called Coyote and the Star. That makes me think the dog on the covers is a coyote. The coyote must be holding the star on the front cover. As I continue to look through the pictures inside the book, I see that the coyote is howling at the star. I predict that the coyote is trying to get the star's attention.*
- Invite students to use the illustrations in the book to make their own predictions about what the book might be about.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes or other word endings.
- Explain to students that they can also use the illustrations to help them figure out a word that they do not know. For example, have students turn to page 4 and point to the word *gazed*. Say: *We can see in the illustration that Coyote seems to be watching the sky. I know that the word watch does not start with the letter g so I don't think the word is watch. I can use my thesaurus to look up synonyms for the word watch. Have students look up the word watch in their thesauruses. Ask a volunteer if there is a synonym for the word watch that begins with the letter g (gaze). Have students reread the word gazed in the sentence to be sure it makes sense.*



### Set the Purpose

- Have students read the story to find out if their predictions about Coyote and the star are correct.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 6. Have them revise or confirm their predictions, as necessary. If they finish before everyone else, they can go back and reread.
- Model confirming predictions.  
*Think-aloud: Before I read, I predicted that the Coyote was trying to get Star's attention. After reading, I can confirm that Coyote is trying to get her attention. However, before reading, I didn't know that Coyote was in love with Star and I didn't know that Star would act like she couldn't hear Coyote. Based on what has happened so far, I predict Star will ignore the song Coyote wrote for her. I will continue reading to see what happens next and find out if Coyote can get Star's attention.*
- Have students read the remainder of the book. Remind them to make, revise, and confirm their predictions as they read.

-  Have students write down their predictions on the inside front cover of their book.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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.

### Reflect on the Reading Strategy

- Ask students to share important predictions they made while reading the book. Invite students to share which predictions were confirmed in the book, and to explain the predictions they chose to revise.
- Review how making predictions helps students understand and remember details and events in the story.

**Think-aloud:** *In the end, Coyote did get Star's attention as I predicted. But I didn't think that Star would drop Coyote and realize that his attempts to get Star's attention were foolish. That surprised me.*

### Teach the Comprehension Skill: **Problem and solution**

- **Discussion:** Invite students to share situations in which they had a problem. Ask them to tell what the problem was and how they solved it.
- **Introduce and model:** Explain to students that stories often tell about a problem that needs to be solved. Tell students that there are four parts to solving a problem: 1) identify the problem; 2) explain the reason for the problem; 3) determine what will happen if the problem is not solved; and 4) explain how the problem is solved. For example, say: *I missed the school bus* (problem); *I woke up too late* (the reason for the problem); *I will be late to school* (what will happen if the problem is not solved); *I asked my dad to give me a ride to school* (how the problem was solved).
- **Check for understanding:** Give students the [problem-and-solution worksheet](#). Have students identify one of the first problems Coyote had in the story (he wanted Star to notice him). Have students write this under *Problem* on their worksheet. Guide students in completing the remaining three parts involved in problem solving: Coyote can't get Star's attention (why there is a problem); Star will never know Coyote loves her (what will happen if the problem is not solved); Coyote wrote a song for Star (how the problem was solved).
- **Independent practice:** Have students use the problem-and-solution worksheet to complete the four-part problem-solving steps on another problem Coyote had in the book.
-  Have students use the inside back cover of their book to describe and illustrate a problem they have had. Have them tell why it was a problem, what would have happened if the problem wasn't solved, and how they solved the problem. Invite students to share their work.

### Build Skills

#### Phonics: **R-controlled vowel or**

- Write the word *north* on the board and say it aloud with students. Point to the letters *or* in the word and explain that these two letters are one of the combinations that represent a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short, and are sometimes difficult to hear. Explain to students that the other *r-controlled /or/* letter combinations are *oar* (as in *soar*) and *our* (as in *four*).

## Lesson Plan *(continued)*

## Coyote and the Star

- **Check for understanding:** Make a chart on the board with the categories *or*, *oar*, and *our*. Have students brainstorm examples that belong in each category. Record their responses in the correct columns.

### Grammar and Mechanics: **Nouns**

- Have students turn to page 4 and point to the following words: *rock*, *house*, *star*, and *moon*. Explain to students that these words are *nouns*, and that *nouns* name a person, place, or thing.
- Make a chart on the board with the headings *person*, *place*, and *thing*. Ask students to come to the board and place *rock*, *house*, *star*, and *moon* in the correct category (*thing*). Have students suggest words they know to place in the other two categories. Encourage students to use the book to find nouns to add to the chart.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#).

### Word Work: **Compound words**

- Have students turn to page 4 and circle the word *nighttime*. Explain to students that *nighttime* is a *compound word* because it is made by combining two words together to make one word. Write *nighttime* on the board and the two words it is made from (*night*, *time*).
- Ask students to find another compound word on page 4 (*outside*). Write *outside* on the board and the two words it is made from (*out*, *side*).
- **Check for understanding:** Have students come to the board to write compound words they know and the two words that make up each compound word.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#).

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## **Extend the Reading**

### Writing and Art Connection

Have students use *Coyote and the Star* as a model for writing their own *pourquoi* tale that tells how something came to be. Discuss examples of subjects that might be used in a *pourquoi* tale (how the leopard got its stripes, where summer came from, and so on). Invite students to illustrate and share their work.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

### Social Studies Connection

Use this book to connect to a study unit on Native Americans. Have students use the Internet or library to research the history and customs of the Klamath people and other Native Americans, as well as other Native American traditional stories like *Coyote and the Star*.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.

Lesson Plan *(continued)***Coyote and the Star**

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently record predictions made, revised, and confirmed while reading to demonstrate understanding of story events
- accurately locate and summarize problems and solutions through discussion and completion of a worksheet
- accurately identify and read words that contain the *r*-controlled vowel *or*
- accurately identify and categorize nouns on a worksheet
- accurately produce compound words and apply them within sentences on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)