

4/Week 2

: Coyote Places the Stars¹

Estimated Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2;

Teacher Instructions

Go to the Introduction for further details

▶ **Teaching**

Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

This is a “pour quoi” native American legend that answers the question “why do we see animal shapes when we look at the night sky?” Characters in legends have special powers that allow them to create and alter what we see. They also bring others together to celebrate and feel unity.

Synopsis

In this story, Coyote uses his bow and arrow to build a ladder to the Heavens and moves the stars to make pictures of his

This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.

and his animal friends. Using his magical howling voice, he brings the animals together to view his handiwork in the night. After viewing the constellations, the animals decree that Coyote is the most clever and crafty. Coyote promises to be the friend of their children and their children's children.

Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

3 Teaching

Students read the entire main selection text independently.

Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Dependent Questions

Dependent Questions	Evidence-based Answers
When did this story take place? (Pg. ___)	'Many moons and many moons ago.' A long time ago.
How did the old bear tell Coyote he had an idea. What was Coyote's idea? (Pg. ___)	To climb to the heavens and discover their secrets.
How does the author portray the Coyote as skillful with a bow and arrow? (Pg. ___)	He was able to build a ladder to the moon. He moved the stars with his arrows.
What information from the text tells us that the moon is far away from the earth? (Pg. ___)	He climbed for many days and nights and slept all that day as he was very tired.

place” means to move or place something into position. How did Coyote move the stars into the places or positions he wanted? (Pg. ____)	He hit the star with his arrow and moved it across the sky.
What did Coyote do with the leftover stars? (Pg. ____)	He made a Big Road across the sky.
What words does the author use to describe Coyote before he went up into the sky? How does Coyote change after he has placed the stars?	He is described as skillful and clever. Once he comes down from the sky, he has a “magical voice.”
Look at the illustration on page ____, what event is being shown?	It is the animals following the howl of the coyote.
What does the word 'handiwork' mean? What does it mean in the context of Coyote's handiwork? (Pg. ____)	Handiwork means something that one has made or done. He made Coyote, Bear, Owl, Eagle, Goat, Horse, Fish, Mountain Lion (all the animals from the canyon by moving or placing the stars.)
How did Coyote's voice make the animals move? (Pg. ____)	It woke the animals up. It made the animals follow the sound in a dancing form.
What words did the author use to describe the movement of the animals? (Pg. ____)	scampered, hippy-hopped, waddled, crept, swift, soared, blew, whooping, whiffing, screeching, squawking
How is Coyote clever? (Pg. ____)	He made pictures of animals in the sky by moving the stars. He used his bow and arrow to reach the moon, then to move stars in the sky to create shapes of his animal friends.
How did Coyote show how he felt about the animals at the end of the story? (Pg. ____)	He said "I will always be your friend and the friend of your children's children".
How did the animals feel about Coyote at the end of the story? (Pg. ____)	The animals decreed that Coyote was the most clever and crafty of all the animals.
What does the word “decree” mean? How does the author's use of the word “decree” give power to the animals' wishes to recognize Coyote for what he has done? (Pg. ____)	The animals recognize Coyote as the most clever and crafty of ALL the animals. The decree lets us know that they accept Coyote as their leader and friend.

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	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
the text	Title - place Page - roaming, launch, canyon, starry, skillful Page - clever, yelp Page - descend, mysterious Page - decreed Page - crafty	Page - Heavens, notch Page - plain Page - bristly, chorus, scamper, waddle, crept, swift, soar, whoofing, whiffing, screech, squawk
the text	Page - arrange Page - declare	Page - journey Page - gaze

Writing Task

Read, Think, Discuss, Write

There are many animals in this story, but Coyote is special. How is Coyote different from the other animals? Find evidence in the story that Coyote is special. Also, be sure to explain which words are used to describe Coyote and what Coyote does in order to bring his friends together.

Answer: Coyote is different from the other animals because he is the only animal that climbed to the heavens. He is the one who created the pictures in the sky. The author used the following words to describe Coyote: clever, skillful, crafty, magical. Coyote's howling voice caused the animals to "dance" as they came together to see his handiwork.

Additional Tasks

What was the order of events in the story that led to Coyote's handiwork being shared?

Answer:

Coyote made the ladder with his arrows.

Coyote moved the stars with the arrows to make the shapes of his animal friends.

Coyote howled to call his friends to see his handiwork

Read two other Native American stories about Coyote. Compare the Coyote characters in those stories to the Coyote that we met in this story. How are they the same? How are they different?

In an effort to work on fluency, divide students into groups and have each group present a dramatic reading of the story using Reader's Theater.

to Teacher

is story would lend itself well to being tied in to a science lesson on constellations.

6. What did Coyote do with the leftover stars? (Pg. ____)

7. What words does the author use to describe Coyote before he goes up into the sky? How does Coyote change after he has placed the stars?

8. In the illustration on page ____, what event is being shown?

9. "Handiwork" means something that one has made or done. What was Coyote's handiwork (Pg. ____)

10. How did Coyote's voice make the animals move? (Pg. ____)

11. What words did the author use to describe the movement of the animals? (Pg. ____)

12. Why is Coyote clever? (Pg. ____)

13. How did Coyote show how he felt about the animals at the end of the story? (Pg. ____)

14. How did the animals feel about Coyote at the end of the story? (Pg. ____)

15. To “decree” means to declare or rule that something is true. How does the author’s use of the word “decree” give power to the animals’ wishes to recognize Coyote for what he has done? (Pg. ____)