

Hungry Coyote

A Teacher's Guide

Developed by Cheryl Blackford

Increasing numbers of coyotes are making their homes in cities where they wander through suburbs, parks, nature preserves, and even industrial complexes. ***Hungry Coyote***, written by Cheryl Blackford and illustrated by Laurie Caple, explores a year in the life of one such coyote, following him as he wanders the city in search of food. When his mate gives birth, coyote's never-ending quest has more urgency. ***Hungry Coyote*** will appeal to readers in a wide age range: younger readers will enjoy the sounds and actions while older readers will appreciate the references to nature.

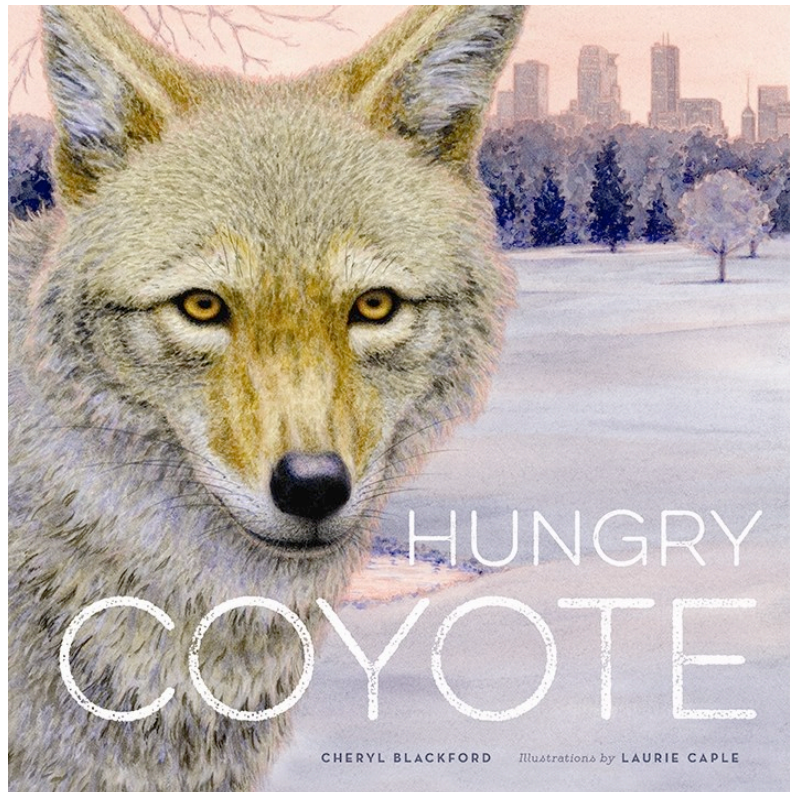


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About the Author and Illustrator



Cheryl Blackford is the author of three third-grade nonfiction books and the middle-grade novel *Lizzie and the Lost Baby*. Born in England, she now lives in Minnesota, where she takes any opportunity to explore the outdoors.

You can learn more about Cheryl and her books at www.cherylblackford.com.



Laurie Caple has created artwork for more than twenty books as well as the periodicals *American Girl* and *Cricket*.

You can learn more about Laurie and her work at www.lauriecaple.com.

About This Guide

The *Hungry Coyote* teacher's guide suggests a variety of curriculum-related activities to suit different ages and abilities and refers to common core and other curriculum standards. When applicable, the standards abbreviations are listed after each activity.

Common Core State Standards for English Language Arts (CCSS ELA)
Reading: Literature
<ul style="list-style-type: none">• Craft and Structure• Integration of Knowledge and Ideas
Reading: Informational Text
<ul style="list-style-type: none">• Key Ideas and Details
Reading: Foundational Skills
<ul style="list-style-type: none">• Phonological Awareness• Phonics and Word Recognition
Speaking and Listening
<ul style="list-style-type: none">• Presentation of Knowledge and Ideas• Comprehension and Collaboration
Writing
<ul style="list-style-type: none">• Text Types and Purposes• Research to Build and Present Knowledge
Language
<ul style="list-style-type: none">• Conventions of Standard English• Vocabulary Acquisition and Use

Before You Read the Story

All Grades:

- Show students the book cover, read the title, and ask students to predict the topic of the story.
- Ask the students what they know about coyotes. Do they think coyotes live in cities or in wild places? Where do they think the coyote on the cover of the book lives? Are there any clues?
- Discuss the city where you live. Does it have lakes? Parks? Tall buildings? Cold winters? Stormy summers? Note: If students do not live in or near a city, discuss cities they may have visited.
- What wild animals have the students seen near their homes and school? List the responses on chart paper.

Curriculum Connections

Reading Activities: Literature and Informational Text

Grades K-2

- Key Ideas and Details.
After reading the story, ask students why they think the title is ***Hungry Coyote***. Discuss details from the story that support the title. List the ideas on chart paper.
CCSS.ELA-Literacy.RI.K.2, CCSS.ELA-Literacy.RI.1.2
- Key Ideas and Details.
Using examples from the story, show how words and phrases supply rhythm and meaning. Examples: “Children slip, slide, and glide.” “Children poke, dabble, and babble.” “The sky cracks open. Drenching rain beats a pounding rhythm on docks and boats.” Have students create their own words and phrases to describe actions included in the story, such as paddling in water and being caught in a storm.
CCSS.ELA-Literacy.RL.2.4
- Integration of Knowledge and Ideas.
Using examples from the story, ask the students to describe the characters and the setting.
CCSS.ELA-LITERACY.RL.1.7
- Craft and Structure.
The language in ***Hungry Coyote*** is poetic. Discuss this language with students, showing how the sensory details and rich language enhance the story. Point to some of the vocabulary words in the text that you think the students may not understand. Ask students what they think the words mean. Record the words on chart paper and list antonyms beside them. Ask students to act out verbs such as slink, glide, creep.
CCSS.ELA-Literacy.RL.K.4
- Craft and Structure.
Read ***Hungry Coyote*** to your students and then spend some time explaining the concept of alliteration. Read the story again and point out examples of alliteration, such as “sloppy snowflakes,” “famished family,” “playful pups,” “fleeting flurries.” List

nouns from the story on chart paper or a whiteboard and ask the students to think of alliterative adjectives to accompany the nouns.

CCSS.ELA-Literacy.RL.K.4, CCSS.ELA-Literacy.RL.1.4

- Craft and Structure.
Read ***Hungry Coyote*** to your students and then spend some time explaining the concept of onomatopoeia. Read the story again and point out the examples of onomatopoeia, such as “thump,” “creep,” “howl,” “babble,” “mewl,” “sizzle,” “splish,” “splash,” “crackle,” and “snap.” In a group discussion, ask the students to think of their own onomatopoeic words and list these on chart paper or a whiteboard.
CCSS.ELA-Literacy.RL.K.4, CCSS.ELA-Literacy.RL.1.4

Grade 3

- Key Ideas and Details.
After reading ***Hungry Coyote*** aloud to the group, ask students to write down the main idea of the story and describe the key details that support that idea.
CCSS.ELA-Literacy.RI.3.2
- Key Ideas and Details.
Ask students to describe the time period covered by the story. What clues in the text and illustrations support their answers?
CCSS.ELA-Literacy.RI.3.2
- Key Ideas and Details and Integration of Knowledge and Ideas.
Ask a series of who, what, why, when, where, how questions to determine students’ understanding of key events in the story. Examples: How does coyote try to catch a vole? Who is paddling in the marsh as coyote sneaks past? Where does coyote’s mate give birth to their pups? Why does coyote steal the sausages? When do the coyotes howl at the moon? What activities were the children doing?
CCSS.ELA-LITERACY.RL.3.1, CCSS.ELA-Literacy.RI.3.7

Reading Activities: Foundational Skills

Grades K-2

- Phonological Awareness.
Read ***Hungry Coyote*** aloud to the group, then read the story again and ask the students to select one or two words from each page (such as twirl, slide, creep, pad, frog). Record the words on chart paper or a whiteboard. Work with the group to find rhyming words for each of the words in the list. Note: You can create a single list or sort the words into nouns, verbs, and adjectives, depending upon the abilities of your students.
CCSS.ELA-Literacy.RF.K.2.a
- Phonological Awareness.
Before reading ***Hungry Coyote*** to your group, create a list of words taken from the story that contain either long or short vowel sounds. Read the story and then display the words to the students. Work with them to identify long and short vowel sounds in those words.
CCSS.ELA-Literacy.RF.2.a

- Print Concepts.
Read ***Hungry Coyote*** aloud to the group. When you have finished the story, ask the students which words did not follow the print conventions of the rest of the text (such as Fwoomp). Discuss how they are different and why those words are not written in the same way as the rest of the text. Note: Expand upon this activity by finding other books with similar examples of words incorporated into the page design rather than the text. (Examples include *Over and Under the Snow* by Kate Messner, illustrated by Christopher Silas Neal, *In the Small, Small Pond* by Denise Fleming, and *Rattletrap Car* by Phyllis Root, illustrated by Jill Barton, *MOVE!* By Steve Jenkins and Robin Page.)
CCSS.ELA-Literacy.RF.K.1.a

Grade 3

- Fluency.
Read ***Hungry Coyote*** aloud to the group, then read the story page by page and ask the students to point out words with which they are not familiar. Using chart paper or a whiteboard, list the unfamiliar words, decode them, and use clues from the story to confirm their meaning.
CCSS.ELA-LITERACY.RF.3.4.C

Speaking and Listening

Grades K-3

- Comprehension and Collaboration.
Working with a small or large group of students, establish the rules for a discussion, including listening to others and taking turns. Read ***Hungry Coyote*** aloud to the group and then lead a discussion asking questions such as, “Which illustrations made you laugh?” “How did you feel when coyote caught the old goose?” “What activities did you see children doing in the story?” “What animals did you see in the illustrations besides coyote?” “What did you see the coyote pups doing?”
CCSS.ELA-Literacy.SL.K.1.A, CCSS.ELA-Literacy.SL.K.2., CCSS.ELA-Literacy.SL.K.3.1.B
- Presentation of Knowledge and Ideas.
Working with a small or large group, ask individual students to describe their neighborhoods (the buildings, open spaces, homes, etc.) and the people who live there. Prompt the students to provide accurate specific details. Compare and contrast these descriptions with the people and places illustrated in ***Hungry Coyote***.
CCSS.ELA-Literacy.SL.K.4, CCSS.ELA-Literacy.SL.1.4
- Presentation of Knowledge and Ideas.
In small or large groups, ask students to recount an experience they have had in their neighborhoods. Focus on animals if possible, but any experience is acceptable. For example, have they walked a dog through their neighborhood, seen a strange insect they could not identify, seen an interesting vehicle, heard unusual sounds, etc.? They should be able to support their description with accurate relevant details and speak in coherent sentences. End the activity by having students draw pictures

of the experiences they described.
CCSS.ELA-Literacy.SL.2.4, CCSS.ELA-Literacy.SL.3.4

Writing Activities

Grades K-2

- Text Types and Purposes.
Read ***Hungry Coyote*** aloud to a group of students and discuss the ways the different seasons are represented in the story. Working individually, students then write and illustrate opinion pieces explaining which is their favorite season and why. What clothes do they wear? Why? What seasonal activities do they enjoy? What places do they visit? What food do they like to eat?
CCSS.ELA-Literacy.W.K.1, CCSS.ELA-Literacy.W.1.1
- Text Types and Purposes.
Read ***Hungry Coyote*** aloud to a group of students and discuss the ways the different seasons are represented in the story. Working individually, students write and illustrate opinion pieces explaining which season in the story is their favorite and why.
CCSS.ELA-Literacy.W.K.1, CCSS.ELA-Literacy.W.1.1
- Text Types and Purposes.
Explain the concept of informational text to a group of students and then read ***Hungry Coyote*** aloud to the group. Be sure to include the last page (titled “City Coyotes”). Working individually, students write and illustrate informational text describing one or more facts they have learned about coyotes from this text.
CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.2.2
- Research to Build and Present Knowledge.
Working individually or in groups, students create lists of wild animals they have seen in a city. They research and record one interesting fact for each animal on their list and share with the class.
CCSS.ELA-Literacy.W.K.8, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.W.2.7

Grade 3

- Text Types and Purposes.
Read ***Hungry Coyote*** aloud to a group of students. Working individually, students then identify a wild animal they have seen in a city and write an opinion piece about that animal. Example: Rabbits can be a nuisance in parks and gardens because ...
CCSS.ELA-LITERACY.W.3.1
- Text Types and Purposes.
Read ***Hungry Coyote*** aloud to a group of students. Working individually, students then choose a season and write about a wild animal’s life during that season. What will the animal find to eat? Where will it live? How will it stay warm/cool? What dangers does it face?
CCSS.ELA-LITERACY.W.3.1
- Research to Build and Present Knowledge.
Read ***Hungry Coyote*** aloud to a group of students. Working individually or in small groups, students then research, write, and illustrate an informative piece about a wild

animal that lives in cities. Suggest examples (such as birds, insects, rodents, raccoons, etc.) if students have difficulty identifying an animal.

CCSS.ELA-LITERACY.W.3.2

- Text Types and Purposes.

Working individually, students write about an imaginary encounter with a coyote.

CCSS.ELA-LITERACY.W.3.3

Science Activities

Grades K-2

- Read ***Hungry Coyote*** to your students and then discuss the following:
The different ways the coyote parents cared for their young.
The parts of the story that showed the coyote parents feeding their young.
The different ways the coyote parents fed their young.
The noises made by the coyote pups and why the pups made those noises.
Follow-up activity: Working individually or in small groups, have the students study books and other media to find examples of other animals caring for their young.
Students draw pictures to illustrate their findings.
1-LS1-2. (<http://www.nextgenscience.org/1s1-molecules-organisms-structures-processes>)
- In individual nature journals created by the students (these could be purchased notebooks, simple folded paper books, etc.), have the students record examples of plants and animals (including brief descriptions) they see in their neighborhood and also around their school. If they do not know the names of the plants or animals, have them write the descriptions and see if other students can guess the names based upon the descriptions. Note: The emphasis in this activity is on observation and not on the quantity of animals and plants seen. The activity should not become a competition.
2-LS4-1. (<http://www.nextgenscience.org/2s4-biological-evolution-unity-diversity>)
- Discuss the different seasons as they are represented in ***Hungry Coyote***. Gather pictures (from magazines, cards, etc.) representing different seasons. Laminate the pictures and place them in a box. Let children choose pictures from the box and identify the season, giving their reasons for their choice. Have children draw their own pictures to represent different seasons.
- Using a variety of informational texts/books/websites, have the students record characteristics of dogs and coyotes. Chart the similarities and differences. Ask students what surprises them the most about what they have discovered.
- Working in small groups, take your students on a scientific expedition around the school grounds. Have students record in their notebooks observations of any wildlife they see. Encourage them to make their observations as specific as possible. Example: "A big black bird with a black beak" is more specific than "a bird." If magnifying glasses are available, students can study and record tiny insects. When you return to the classroom, classify the results in different ways (insects/birds/mammals, or big/medium/small, two-legged/four-legged/many-legged, etc.). Using math and graphing skills, chart the results. In a group discussion, ask questions such as "Were there any surprises?" "What did you learn about insects?" "What did you learn about birds?" "What was the most common animal?"

Grade 3

- Read ***Hungry Coyote*** to your students and discuss the life cycle of the coyote using examples from the story. Draw the life cycle on chart paper. Working individually or in small groups, have students choose a different animal included in ***Hungry Coyote*** (such as frogs, geese, or voles) and research its life cycle using a variety of informational texts/books/websites. Have students record their findings in an illustration or a report to share with the class.
3-LS1-1 (<http://www.nextgenscience.org/3ls1-molecules-organisms-structures-processes>)
- Some animals eat plants for food and others eat animals. Discuss the concept of food webs with reference to the animals shown in the ***Hungry Coyote*** illustrations (such as frogs, coyotes, rabbits, geese). Working individually or in small groups, and using a variety of informational texts/books/websites, have students develop food webs for each identified animal and draw them out on chart paper. Note: Since coyotes are omnivores (eating fruits and seeds) as well as predators and scavengers, they present an interesting example.
5-LS2-1 (<http://www.nextgenscience.org/5ls2-1-ecosystems-interactions-energy-and-dynamics>)
- Discuss the types of food that coyotes might find in city ecosystems versus wild ecosystems. Record the foods on chart paper. Have students draw their own food web to represent a country coyote or a city coyote.
5-LS2-1 (<http://www.nextgenscience.org/5ls2-1-ecosystems-interactions-energy-and-dynamics>)
- Divide the class into two groups. Using a variety of informational texts/books/websites, have each group find and write facts about coyotes. When each group has a list of facts, they should turn the facts into questions and write them out on separate pieces of paper. Place each group's questions in a bag or box and have the teams swap bags/boxes. The teams compete by taking turns to remove questions and answer them.
- Working in small groups, take your students on a scientific expedition around the school grounds. Have students record in notebooks observations of any wildlife they see. Encourage them to make their observations as specific as possible. Example: "A big black bird with a black beak" is more specific than "a bird." If magnifying glasses are available, students can study and record tiny insects. When you return to the classroom, classify the results in different ways (insects/birds/mammals, or big/medium/small, two-legged/four-legged/many-legged, etc.). Using math and graphing skills, chart the results. In a group discussion, ask questions such as "Were there any surprises?" "What did you learn about insects?" "What did you learn about birds?" "What was the most common animal?"

Art Activities

- Read ***Hungry Coyote*** to your students, paying particular attention to the colors the illustrator has used and how they change throughout the book. Ask the students why the illustrator chose those colors.
Have students draw their own illustrations for a wildlife book. Review the illustrations with the group and guess which season each one represents.
Have students draw or paint city scenes representing specific seasons. Chart the seasons represented to discover which season is most represented in the pictures.
- The illustrations in ***Hungry Coyote*** were painted with watercolor paints. Show your students one of the snowy scenes in the book and discuss how the illustrator has created the effect of falling snow. Read other books with pictures of snow scenes. (Examples include *Over and Under the Snow* by Kate Messner, illustrated by Christopher Silas Neal, *Blizzard* by John Rocco, *The Snowy Day* by Ezra Jack Keats, *Snow* by Cynthia Rylant, illustrated by Lauren Stringer.) Have your students create their own snow scenes using different techniques. Examples: collages using white materials (paper cut from magazines, cotton wool, etc.), sponge painting, wax resist.
- Laurie Caple, the illustrator of ***Hungry Coyote***, visited a live coyote to study his expressions and actions. She made sketches that she later used to create the illustrations for the book. Gather art supplies and take your students on an outdoors expedition to draw from real life. Clipboards and thick cardboard can be used to provide a drawing surface. Encourage the students to make detailed drawings of small things such as a flower or an insect. The goal of this activity is to observe and create an accurate picture.
- Print out the coyote mask template (page 12) for your students and have them decorate the masks with markers, crayons, fabric scraps, feathers, fake fur, etc. Students cut out the finished masks and the eye holes. They should use scissors or a hole punch to make holes in the side. Tie a length of ribbon or elastic to each hole. The masks can be used in plays or to mimic actions coyotes might make.
- Working in small groups, have students draw cartoon sequences of a coyote searching for and finding food. They can choose to set their cartoons in the city or the wild.
- Make a city scene for a background. The students can draw buildings, vehicles, etc., or use construction paper cutouts. Have each student draw a wild animal they have seen in the city. Cut out the animals and paste them onto the background.

Note: Additional activities and resources can be found on the author's website:

www.cherylblackford.com

Coyote Puppet

Materials:

Two brown paper lunch bags

White paper scraps

Glue or tape

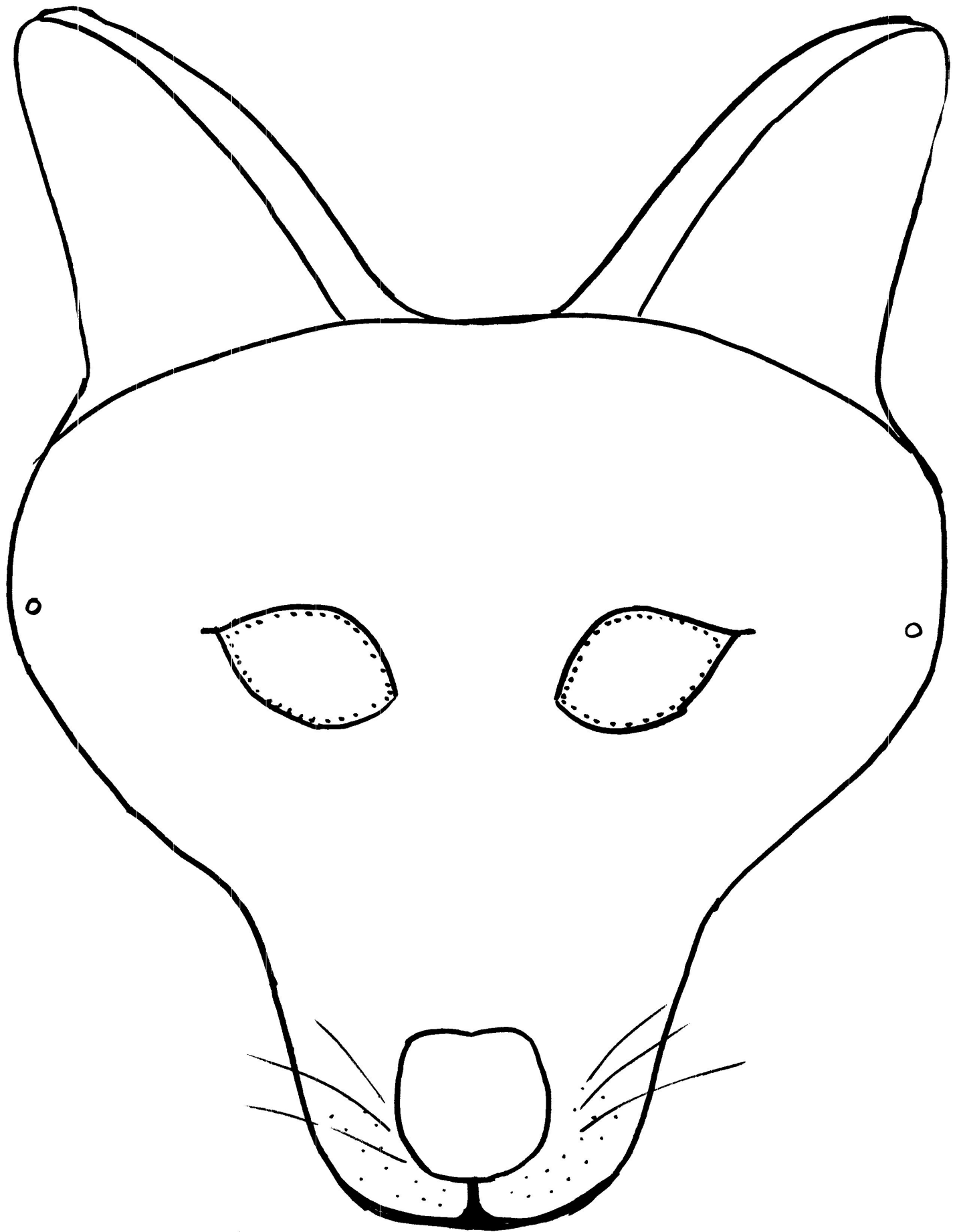
Scissors

Markers

Chenille Stems (Pipecleaners)

Instructions:

1. Take one of the bags and place it on the table with the bottom flap facing up.
2. Fold under the corners of the flap and glue or tape in place.
3. On the second bag, near the open edge, draw an ear shape. Cut out the ear, making sure to cut through both layers of the bag (to make two identical ears).
4. Cut open the remains of the second bag and tuck it beneath the flap of the first bag. Draw a long triangular snout with a rounded nose at the end on the second bag. Note: You can draw rows of teeth along the sides of the snout.
5. Cut out the snout and glue or tape it to the first bag. If you added teeth, fold them down along the edge of the snout.
6. Use a scrap of white paper to make a tongue and color it red. Glue or tape the tongue onto the bag beneath the snout.
7. Glue or tape the ears onto the sides of the head.
8. Draw two large eyes below the ears.
9. Use chenille stems, pipecleaners, or paper to add whiskers, legs, and a tail if desired.



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Cheryl Blackford

Illustrations by Laurie Caple



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