

Lang. Arts/Dance with "Coyote...Rolling Stone"

Life Skills:

- Collaboration
- Effective Communication
- Complex Thinking

Curriculum Tie:

- **Dance**
3rd Grade
[Standard 1](#)
[Objective 2](#)
- **Dance**
3rd Grade
[Standard 2](#)
[Objective 2](#)
- **Dance**
4th Grade
[Standard 2](#)
[Objective 3](#)
- **Dance**
5th Grade
[Standard 2](#)
[Objective 3](#)
- **Language Arts**
3rd Grade
[Standard 1](#)
[Objective 1](#)
- **Language Arts**
4th Grade
[Standard 1](#)
[Objective 1](#)
- **Language Arts**
4th Grade
[Standard 7](#)
[Objective 2](#)
- **Language Arts**
5th Grade
[Standard 1](#)
[Objective 1](#)
- **Language Arts**
5th Grade
[Standard 7](#)
[Objective 2](#)

Time Frame:

1 class period that runs 60 minutes.

Summary:

This lesson utilizes the experience-text-relationship method (aka ETR/Au, 1993) to enhance comprehension of the story "Coyote and the Rolling Stone," a traditional Goshute tale. It includes an experience-eliciting discussion/activity, a discussion about the students' reading of the story, and a discussion relating students' experiences to the content of the story. Also included is a link to an "Arts' Edge" lesson plan for an extension in the area of the arts, specifically dance, utilizing the text from "Coyote and the Rolling Stone" (i.e., the action words used) to teach the elements of dance.

Main Curriculum Tie:

Language Arts - 3rd Grade
[Standard 7 Objective 2](#)
Apply strategies to comprehend text.

Career Connections:

- Communication; Artistic (Visual Arts/Design)

Materials:

selection from the Goshute traditional tale "Coyote and the Rolling Stone" - copies of the story for paired reading (pre-printed copies or CDs with downloadable and printable capabilities can be purchased from San Juan School District Media Center-see link below); lined paper for note-taking; pipe cleaners or wooden skewers/popsicle sticks and tagboard with oval outlines for final project; a large lump of clay or playdough, shaped into a large "stone"; a silhouette cut-out of Coyote, attached to a skewer, standing in the center of the clay.

Attachments

- [COYOTE2.gif](#)
Coyote graphic
- [large_coyote_line_art.pdf](#)
black line master of howling coyote
- [Coyote_and_Rolling_Stone_Oval_copy.jpg](#)
author-generated graphic for "Coyote and the Rolling Stone" experience/text/relationship and writing connection

Web Sites

- [San Juan School District](#)
Student copies of traditional tales from the Goshute, Paiute, Shoshone, Navajo, and Ute nations, as well as CDs with printable versions, can be purchased through this site. These

Group Size:

Pairs

stories come with glossaries of traditional language vocabulary, and teaching points.

Background For Teachers:

The teacher needs to be familiar with the Goshute tale "Coyote and the Rolling Stone" and the theme of the story, as well as the purpose of traditional Native American tales, and be able to explain to the students that traditional storytellers used these stories not only for entertainment, but also to teach lessons about life through the characters and the consequences of their choices. The teacher should also be familiar with ETR (experience-text-relationships) strategy, as explained by Reutzel and Cooter, 1999 (see bibliography) - the strategy is detailed in the instructional procedures below.

Student Prior Knowledge:

Rules for dyad, or buddy, reading and "turn to your neighbor" sharing strategy.

Intended Learning Outcomes:

As a result of this activity, students will accomplish the following:

1. Improve comprehension of the story "Coyote and the Rolling Stone."
2. Relate the story to personal experiences through experience-text-relationship activity.
3. Make predictions about the story.
4. Read the story in a dyad setting (buddy reading).
5. Writing Connection: Students will write their responses to add to a class collaborative project labeled "Coyote and the Rolling Stone."

Instructional Procedures:

Teacher Planning: Preview the story for the theme and/or significant message of the story (Coyote's experience teaches us that when we ignore important information, advice, or warnings of danger given to us by others, the consequences can be painful). Determine how the students in your class might relate the story to their own experiences; think of an experience of your own that you can share with the class. Be prepared to guide the students through a prediction-making session by selection two or three sentences to read to the class prior to their own reading of the story. STEP ONE: Tell the students that they will be reading a traditional story, as retold by storytellers from the Goshute tribe of Utah. Tell them a little about the purpose of these traditional tales. Show them the title of the story, the illustrations, and read the selected excerpt (the first page is probably the most likely one to choose). Share with the class an experience of your own when someone (like a parent, a teacher, a friend) told you not to do something because it was dangerous, and how you weren't happy about it at first. STEP TWO: Ask the students to "turn to their neighbor" and tell him or her a problem they've encountered when someone told them what to do or not to do. After students have a

chance to share with their neighbor, distribute student copies of the story "Coyote and the Rolling Stone". Have them make predictions about the story, and put their responses on the board. STEP THREE: Have students read in pairs (buddy reading). After they are finished reading, have them to pair-share how their predictions matched up with what they learned from the story. STEP FOUR: On the lined paper, students will write down the connections they made in their own life about ignoring good advice or warnings of danger with Coyote's experience, and then choose one to 'publish' on the oval tagboard. STEP FIVE: Have the students cut out the oval tagboard shape and attach it to the skewer or popsicle stick. They then stick their finished excerpt into the "stone" with Coyote as a completed class project.

Strategies For Diverse Learners:

Students who struggle with writing their ideas can be paired or grouped with other students to complete the project; students can illustrate their finished writing pieces with images or characters from the story.

Extensions:

The arts, especially the visual arts and performance arts, provide excellent potential for lesson plan extensions. One idea is included in the following UEN Marco Polo lesson plan.

Web Sites

- [Arts Edge](#)
Excellent lesson plan for teaching dance elements. Can be tied in with "Coyote and the Rolling Stone" by incorporating the action words used in the story for choreographing a dance movement experience as a class.

Bibliography:

"Coyote and the Rolling Stone". State Office of Education and San Juan School District Media Center, 2006.
www.sanjuanschools.org/media. Reutzell, D. Ray, and Cooter, Robert B. Balanced reading strategies and practices: assessing and assisting readers with special needs. Prentice Hall, 1999. ARTS EDGE:
<http://www.artsedge.kennedy-center.org>. Lesson Plan entitled: "Elements of Dance".

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