

Coyote, Bobcat and the Corn

Life Skills:

- Collaboration
- Complex Thinking
- Effective Communication

Curriculum Tie:

- **Language Arts**
3rd Grade
[Standard 6 Objective 2](#)

Time Frame:

2 class periods that run 45 minutes each.

Group Size:

Large Groups

Summary:

Navajo traditional storytelling in comparison to other fables.

Main Curriculum Tie:

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

Career Connections:

- Students can become storytellers and present stories at public gatherings and events.

Materials:

Book "Coyote, Bobcat and the Corn"

[Trotting Coyote poster](#)

Coyote Tale Series - additional text connections

Coyote tales tapes and DVDs

Background For Teachers:

Coyote, or Ma'ii, is an important character in the creation stories of the Dine (Navajo) people. Because of his many good and evil deeds, he is know by several names: Ykatak Dilwoshi, Howling to the Universe; Hailkaah Ndilgasshi, Howling in the Morning; Doldini, Annoying or Bothersome One. Coyote the trickster is both good and evil. Cunning and confusing, he refers to everyone as his "cousin," animals and humans alike. Coyote tales are told only during the winter time, when frost covers the ground, to respect the Navajo culture.

Student Prior Knowledge:

Brainstorming Activity:

Activate prior knowledge by asking key questions:

Do you know any stories about Coyote or other animals?

Building Prior Knowledge: Use the Ma'ii Jooldloshi, Trotting Coyote poster, to build additional knowledge about Coyote the trickster.

Intended Learning Outcomes:

Outcome: Students understand that fables tell of moral values that they can relate to real-life experiences.

This moral to this fable is to not take off with just anyone, but to use good judgment.

Instructional Procedures:

1. Set a purpose for reading: "Today we are going to read a story that tells a moral relating to real-life experiences using animal characters. This type of story is called a fable."
2. Do Activating/Building Prior Knowledge activity.
3. Teacher reads the story, periodically stopping to ask comprehension check questions and key vocabulary words.
4. To conclude, the review lesson, ask students to work in groups of three or four to act as a storyteller and retell the story using their own wording and understanding.

Strategies For Diverse Learners:

Challenge Activity: Dramatize the story and perform for a lower grade audience.

English Language Learners Activity: Ask students to illustrate an experience similar to the fable. Then students can share their thoughts with a partner and the whole group.

Extensions:

Writing Activity: Students can write their own animal fables to share with other students and the school.

Art Connection: Students can illustrate their own sequential pictorial story using a graphic organizer.

Assessment Plan:

Assessment: Teachers will assess whether students have comprehended the story through a retelling activity.

Bibliography:

San Juan School District Media Center

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