

## "Coyote and Mouse" Guided Reading Lesson

### Curriculum Tie:

- **Language Arts**  
3rd Grade  
[Standard 6](#)  
[Objective 2](#)
- **Language Arts**  
4th Grade  
[Standard 7](#)  
[Objective 2](#)
- **Language Arts**  
5th Grade  
[Standard 7](#)  
[Objective 2](#)
- **Language Arts**  
6th Grade  
[Standard 7](#)  
[Objective 2](#)

### Time Frame:

1 class period that runs 45 minutes.

### Group Size:

Small Groups

### Summary:

"Coyote and Mouse" is a humorous trickster tale of the Shoshone. The lesson plan will use the story to teach characterization.

### Main Curriculum Tie:

Language Arts - 3rd Grade  
[Standard 7 Objective 1](#)  
Identify purposes of text.

### Materials:

Story: "Coyote and Mouse"

Character map template.

Books can be printed from the CD or ordered from the [San Juan School District Media Center](#) 435-678-1229.

### Background For Teachers:

Special thanks to Patty Timbimboo, member of the Northwestern Shoshone Tribe, who served as cultural consultant on the stories and lesson plan. Coyote stories are traditionally told by Native tribes during the fall and winter seasons. We ask that teachers respect this custom and teach these lessons beginning in early fall throughout the winter season ONLY.

This tale's main character is Coyote. Many Native peoples use Coyote stories as a means of teaching morals and lessons. This story is a humorous story where Mouse is the trickster and Coyote is the object of his trickery.

### Student Prior Knowledge:

Prior knowledge that would be helpful would be a general knowledge of Coyote trickster tales and their use in Native culture.

### Intended Learning Outcomes:

Students will be able to do a character map of the characters in the story and become familiar with trickster tales of the Native Peoples of Utah. Extensions are varied and many.

### Instructional Procedures:

Activate prior knowledge: Ask students what they know about Coyote stories, fables, and the Shoshone people. Give a brief description of each.

Mini-Lesson: Go over elements of character - main character, supporting characters, details in the story that establish character.

Go over vocabulary list; see attachments.

Establish purpose for reading: Students will read the story and fill

out the character map provided after they have read the story silently to themselves.

The teacher listens to each student read, checks fluency, and does spot comprehension checks.

After reading: Have a discussion using the students' character maps as the vehicle for study of Mouse, Coyote and Porcupine.

#### **Attachments**

- [character\\_map.pub](#)
- [Coyote\\_and\\_Mouse\\_Vocabulary.doc](#)  
This page includes vocabulary words, glossary words, and cultural notes.

#### **Strategies For Diverse Learners:**

Advanced students may be given several Coyote tales from various sources to compare and contrast the characterization of Coyote throughout the stories, looking for commonalities and differences.

To meet the needs of struggling readers, the students may be paired with a proficient reader to read and study character as a pair. The story could be read aloud to a small group and the character map filled out together. Prior reading with a volunteer or technician could also facilitate greater confidence in the student for small group instruction.

#### **Extensions:**

Dramatize the story, create a puppet show, or have students come up with the next "chapter" to the saga between Coyote and Mouse. Have students practice storytelling and share the story with other classes. Begin a study of the Shoshone people.

#### **Web Sites**

- [Northwestern Band of the Shoshone Nation](#)  
Northwestern Band of the Shoshone Nation  
Facts, photos, and maps (there are five bands of the Shoshone Nation).

#### **Bibliography:**

"Coyote and Mouse" adapted by LeeAnn Parker, Patty Timbimboo and Brenda Beyal

#### **Author:**

[LeeAnn Parker](#)  
[BRENDA BEYAL](#)

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