

## Coyote and Bobcat

### Life Skills:

- Complex Thinking
- Responsible Citizenship

### Curriculum Tie:

- **Language Arts**  
4th Grade  
[Standard 6](#)

### Time Frame:

3 class periods that run 30 minutes each.

### Group Size:

Large Groups

### Summary:

The students will learn comprehension by determining cause and effect.

### Main Curriculum Tie:

Language Arts - 4th Grade

[Standard 7 Objective 2](#)

Apply strategies to comprehend text.

### Materials:

1. Pictures of a bobcat and a coyote.
2. Bobcat Guided Imagery and Coyote Guided Imagery pages for each student.
3. Cause and Effect page for each student.
4. Vocabulary words in print.
5. Book "Coyote and Bobcat" available at <http://www.sanjuan.k12.ut.us> in the Media Center.

### Attachments

- [Cause\\_and\\_Effect.doc](#)
- [Coyote\\_and\\_Bobcat\\_Imagery\\_bobcat.doc](#)
- [Coyote\\_and\\_Bobcat\\_Imagery\\_coyote.doc](#)

### Background For Teachers:

Teachers must know:

1. How to use the Guided Imagery and Cause and Effect pages.
2. This story can only be told between October 31st and January.

### Student Prior Knowledge:

The students should know what a Bobcat and Coyote look like.

### Intended Learning Outcomes:

The students will:

1. Learn the new vocabulary words: staggered, stumbled, sauntered, pliable and strolled.
2. Increase in reading comprehension.
3. Learn that we must be careful to treat others well.

### Instructional Procedures:

Day 1 (Pre-Reading):

1. Tell the students that good readers always think about what

they already know before they start to read. The story is a fable about how Coyote and Bobcat changed each others' looks. So today we will activate prior knowledge by determining what Coyote and Bobcat looked like before they changed each other.

2. Show the students pictures of coyotes and bobcats.
3. Give them the Guided Imagery for Coyote.
4. Describe the changes that Coyote made to Bobcat, and have the students work to figure out what he must have looked like previous to the changes. For example, Coyote pushed Bobcat's tail in, making it short and stubby. (The students would draw a picture of Bobcat with a long tail and then write "Long tail" in the space for words to describe the image).
5. Repeat for Coyote.

#### Day 2 (During Reading):

1. Tell the students that while they read the story, they will determine the cause and effect scenarios that happen through out the story.
2. Model the first cause and effect (CAUSE - Coyote created a formula that made bodies pliable. EFFECT - Coyote decided to try his formula on Bobcat).
3. After the students have discovered all of the causes and effects, discuss them as a class.

#### Day 3 (After Reading):

1. Tell the students that there were several words in the story that were good action words and could be acted out.
2. Ask them to volunteer to act out the words staggered, stumbled, sauntered, strolled, pliable.
3. Give them time to gather with friends and decide how they will act the words out (recess is a good time).
4. Show the printed version of the word and ask the students to say the word.
5. Before acting each word out, ask who can remember how the word was used in the fable.
6. Let the students act out the word.
7. Ask again what the word was.
8. Post the word in the room (put it with a picture if possible).

#### **Extensions:**

The students could write a new ending to the fable.

#### **Assessment Plan:**

Assess with student copies of the Guided Imagery and Cause and Effect, along with anecdotal records of vocabulary.

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