



Grade Level: K
Subject: ELA

Who Am I (t'alapas): Coyotes (Non-Fiction)

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways

LEARNING OUTCOMES

- Students will be able to ask and answer questions about the text while it is read and after.
- Students will be able to pull key details from the text to describe the characters, setting, and major events.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their group participation in completing the Coyote Anchor Chart and their drawing of a coyote using key details from the text.

Overview

Using the Who Am I? (t'alapas) ebook, teachers will help students learn about coyotes. Students will learn about what key details are in a text and then students will pull key details from the text, "Who Am I? (t'alapas)" to better understand the major facts of the story.

MATERIALS

- Who Am I? (t'alapas) [ebook](#)
- [Anchor Chart](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class	Teams: 3-5
Pairs	Individually

TIME REQUIRED

30 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.

Background for Teachers

- General Information About Coyotes:
<https://urbancoyoteresearch.com/coyote-info/general-information-about-coyotes>
- Native American Indian Coyote Mythology:
<http://www.native-languages.org/legends-coyote.htm>

VOCABULARY

- **Text/Story-** The book that is used during the lesson.
- **Key detail-** Important parts of the story
- **Describe** - to write or tell about what you hear or saw
- **Bushy** - looking like a bush; thick and shaggy
- **Narrow** - not wide or broad, thin, skinny

Opening

Begin the lesson by having students listen to a coyote's howl.

Suggested Video Clip: https://youtu.be/uiQG7uth_D4 (first 30 seconds)

Have students predict what they will be learning about today.

Activity

1. Let students know that before you read a story, you want to talk about “key details” in a story and what they are. Explain to students what key details are and how they can be found in a story.
2. Show students their anchor chart they will be using today (see examples included in lesson). Explain to students that they will be playing a game. As you read through the story, they will need to use the key details in the story to determine who the story is about.
3. Begin by showing students the cover of the story. Have them predict what the story will be about.
4. Read the story “Who Am I (t’alapas)” to the students. As you progress through the story, have students identify the key details that need to be added to the anchor chart. Record their guesses throughout the story in a different location.
5. As you read each page, show them the picture card that is described so they get a better visual. Before you get to the last page and give students the answer, check in with their earlier guesses and see if there are any new guesses for what the subject is. Turn to the last page and see if any of the students were correct. Be sure to read the back of the book which explains the significance of coyote to Grand Ronde and remind students of that connection.
6. Before students return their seats for the drawing assessment, review key details with the students. This will remind them of what their coyote should look like.

Closure

Students will return to their seats and using key details from the text, draw a picture of a coyote. They should be sure to include:

- Fur color
- Long bushy tail with black tip
- Large pointy ears
- Long and narrow nose
- Yellow eyes (unless they draw a night picture)

Differentiation

- Teachers can teach this lesson in small group settings
- Teachers can create vocabulary cards to help visually explain terms to students

Extension

- Teachers can supplement this lesson with additional non-fiction texts about coyotes

Notes/Other

[include links, ppts, worksheets, etc. here]

Appendix

Coyote Sounds Video Clip: https://youtu.be/uiQG7uth_D4

Who Am I? (t'alapas) ebook:

<https://drive.google.com/file/d/1Tuw9TRerQigE1j5vfluuGi-EAGqN0GVp/view?usp=sharing>

Anchor Chart (example):

https://drive.google.com/file/d/10Jjrp-9pdeFsWbrZOuNgIk__cKNnOUmz/view?usp=sharing