

LESSON PLAN: COYOTE STUDY

Date:	Class:	Unit:
--------------	---------------	--------------

LESSON TOPIC:	Coyote Study with <i>Smack Dab in the Middle of Maybe</i>
AIM:	In <i>Smack Dab in the Middle of Maybe</i> , the main character Cricket sometimes hears coyotes howling in the woods. Students can use the novel as a starting point for learning more about a coyote's howl, as well as its appearance, habitat, diet, behavior, and offspring.
OBJECTIVES:	Students will be able to: <ol style="list-style-type: none"> 1. Identify a coyote. 2. Provide information about a coyote's habitat, diet, behavior, and offspring. 3. Recognize the behavior of coyotes in <i>Smack Dab in the Middle of Maybe</i>.
GET STARTED/ DO-NOW:	Using a projector, play a video of a coyote howling. Below is one from the Virginia Living Museum. https://www.youtube.com/watch?v=-jpvGQmpnLQ In the video, the coyotes howled because they heard a siren. As a class, discuss other reasons why they think coyotes may howl. Make a list of these reasons on the board.
MINI-LESSON:	<ol style="list-style-type: none"> 1. Discuss with the class the reasons scientists believe coyotes howl. As you do, make a new list beside the first one. Reference articles can be found on these webpages: https://www.adirondackalmanack.com/2014/03/coyotes-decoding-yips-barks-howls.html http://news.psu.edu/story/141205/2007/01/15/research/probing-question-why-do-coyotes-howl https://news.nationalgeographic.com/2016/08/coyote-america-dan-flores-history-science/ 2. As a class, compare the two lists. How are they similar? How are they different?
MAIN ACTIVITY:	<ol style="list-style-type: none"> 1. In <i>Smack Dab in the Middle of Maybe</i>, Cricket hears coyotes howling in the woods. Instruct the students to read the following pages, taking special

LESSON PLAN: COYOTE STUDY

Date:	Class:	Unit:
	<p>note of when the coyote howls: Pages 42, 93, and 136. When does Cricket hear the coyotes? What can be inferred from this information?</p> <ol style="list-style-type: none"> 2. Divide students into five groups. Have each group research information about coyotes online. (If individual computers are not available, look up different sites as a class.) Instruct each group to research one of the following: coyote appearance, diet, habitat, behavior, and offspring. Instruct students to write down the facts they find. 3. Instruct each group to create a poster featuring the facts they learned. 4. Have each group present their poster and facts to the rest of the class. After the presentation, instruct the other students to write down the facts the group presented. 	
CLOSING ACTIVITY:	<p>Both coyotes and wolves howl, but the howls sound different. Play this video featuring wolves howling for the class. How do the howls differ from those of coyotes?</p> <p>https://www.youtube.com/watch?v=5laYm3NjInM</p>	
EXTENSIONS:	<p>Coyotes are similar in appearance to wolves, but they are different animals. Create a poster featuring both a coyote and a wolf that shows how they differ.</p> <p>Coyotes were once found only in the deserts and prairies of the mid-western United States. Today, they are found throughout the North America, including urban areas. Research and write a report about why the coyote's habitat and range has changed.</p>	
CHECK FOR UNDERSTANDING:	<p>Students answer the following questions about coyotes:</p> <ol style="list-style-type: none"> 1. Are coyotes a threat to people? If so, in what way? 2. Coyotes are classified as carnivores. Would you classify them that way? Why or why not? 3. In some Native Americans stories, coyotes are portrayed as clever tricksters who deceive or cheat people. Based on what you've learned about coyotes, why do you think they were portrayed this way? 4. In what ways can the coyote be described as adaptable? 	

LESSON PLAN: COYOTE STUDY

Date:	Class:	Unit:
--------------	---------------	--------------

MATERIALS:	<i>Smack Dab in the Middle of Maybe</i> by Jo Hackl Computer and projector for class discussion Computers for student use
TECHNOLOGY:	Internet as a resource for videos and coyote information websites.
COMMON CORE STANDARDS:	CCSS.ELA-LITERACY.RI.6-8.1 CCSS.ELA-LITERACY.RI.6-8.2 CCSS.ELA-LITERACY.RI.6-8.4 CCSS.ELA-LITERACY.RI.6-8.5 CCSS.ELA-LITERACY.RI.6-7.7 CCSS.ELA-LITERACY.SL.6-8.2 CCSS.ELA-LITERACY.RST.6-8.1 CCSS.ELA-LITERACY.RST.6-8.2 CCSS.ELA-LITERACY.RST.6-8.4 CCSS.ELA-LITERACY.RST.6-8.9 CCSS.ELA-LITERACY.RL.6-8.1 CCSS.ELA-LITERACY.RL.6-8.4