



## Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards

### El Coyote tonto

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Illustrator: **FRANCISCO GONZÁLEZ**



### COMPLEXITY

F&P Guided Reading Level S / Lexile Level 900L

### TEXT TYPE

Literary Text: Folktales

### OBJECTIVES

- ➡ Read folk tales and understand their importance in cultures.
- ➡ Identify the author's purpose.
- ➡ Identify and discuss characterization.
- ➡ Understand the characters' actions and motivations.
- ➡ Recognize and understand the use of irony.

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

- ➡ Recall information to explain the use of irony.
- ➡ Use context clues to determine the meaning of unfamiliar words and idioms.
- ➡ Explore word relationships and use words learned through reading.
- ➡ Retell a story.
- ➡ Write to describe a character.



**Together we foster lifelong readers**

## MATERIALS

- ▶ index cards
- ▶ *Análisis de un personaje, Secuencia de sucesos*  
(Graphic Organizers #1 and #28)
- ▶ drawing materials: pencils, paper, markers, crayons, etc.

## SUMMARY

Folk tales are traditional oral stories that have been passed on from generation to generation. This collection of Mexican folk tales tells us how the coyotes came to be and how a rabbit ended up on the moon, where we see it on full moon nights. But along the way, the foolish coyote and the clever rabbit interacted in completely unexpected ways.

## STANDARDS

**SLAR CCSS** RL 5.1, RL 5.3, RL 5.4, RF 5.3.a, RF 5.4.c, W 5.1.a, W 5.1.b, W 5.5, W 5.9, SL 5.1, SL 5.4, L 5.3, L 5.4.a, L 5.5.b, L 5.5.c, L 5.6

**SLAR TEKS** 5.1.A, 5.2.B, 5.2.D, 5.9.A, 5.11.D, 5.18.C, 5.20.A.(iii), 5.20.D, 5.21, 5.27.A

**NCSS** I. Culture

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

- acorralar** – *perseguir a un animal hasta un sitio del que no pueda escapar / to corral*
- astuto** – *listo, hábil / clever, astute*
- cimiento** – *base sobre la que se apoya algo / foundation*
- convenir** – *ponerse de acuerdo / to agree*
- desparramar** – *esparcir por muchas partes algo / to scatter, split*
- dispersar** – *separar en muchas direcciones distintas / to scatter*
- espléndido** – *magnífico, estupendo / splendid*
- estrépito** – *ruido muy grande, estruendo / loud noise*
- presentimiento** – *sentimiento de que algo va a suceder / premonition*
- rendija** – *agujero estrecho y alargado / crack*
- tiritar** – *temblar de frío / to shiver*

## Advanced Vocabulary

- aguaje** – *sitio adonde van a beber agua los animales / watering hole*
- aperos** – *conjunto de herramientas / implements*
- barda** – *valla o cerca que rodea una propiedad / enclosing wall*
- brasero** – *lugar donde se hace el fuego para cocinar con leña / fire pit*
- chamuscado** – *quemado por fuera / scorched*
- correría** – *aventura / adventures*
- desmontar** – *quitar la maleza de un terreno para poder sembrar / to clear*
- machete** – *cuchillo muy grande y ancho que sirve para cortar plantas / machete*
- parcela** – *pequeña porción de terreno / plot*
- peón** – *persona que trabaja en el campo bajo el mando de un patrón / laborer*

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *ironía*, *modismo*, *personaje*) and instruction words, such as *cita*, *comparte*, *cuenta*, *describe*, *infiere*, *justifica*.
- ▶ Organize a Think-Pair-Share activity for the vocabulary words. Have students think about each word for a moment. Then ask them to write about their understanding of the word on an index card (one card for each word). Next, have students get together with a classmate to compare their understanding of the word. Finally, have students share their knowledge of the word by creating a visual representation (on the back of the card) in order to teach it to others.
- ▶ Point to *desparramar* and *dispersar* in the vocabulary section. Explain that these words are synonyms. To expand students' word knowledge, have them think of a synonym for each word in the vocabulary list (e.g., *acorralar*: *rodear*). Then, have students add the synonyms to their cards from the Think-Pair-Share activity.
- ▶ Explain that the author of this book is Mexican and uses some words that are typical of the Spanish spoken there. For example: *borlote* (chaos) on page 12; *botana* (snack) on page 41; *chícharo* (green pea) on page 24; *listón* (ribbon) on page 11; *milpa* (cornfield) on page 49; *nieve* (ice cream) on page 11; *platicar* (to chat) on page 11. Remind students that looking at context clues will help them determine the meaning of words like these. Have student pairs analyze the context in which these words are used and point out clues that help them figure out the meaning.
- ▶ Explain that an idiom (*modismo*) is an expression that cannot be understood by analyzing the individual words. For example: *quedarse con un palmo de narices* (to be left with nothing) on page 46. Divide the class into small groups and assign each group one of these idioms: “*hacerse agua el hocico (la boca)*” (page 23), “*estar bien comido*” (page 24), “*estar en los puros huesos*” (page 26), and “*ni tardo (corto) ni perezoso*” (page 42). Have students discuss the meaning of the idiom and think of a situation for which their idiom would be appropriate. Finally, ask students to role-play the situation for the class. Can the class guess the idiom?

## ► READING

### PRE-READING

- ▶ Explain that many stories have animal characters. Certain characteristics are often associated with specific animals. For example: dog – loyal, fox – cunning. Ask: *En los cuentos donde hay un lobo, ¿el lobo, es un personaje bueno o malo?* (In stories where one of the characters is a wolf, is the wolf a good or bad character?) *¿Qué otros personajes que sean animales conocen? ¿Cómo son?* (What other animal characters do you know? What are they like?) *¿Conocen algún personaje que sea conejo o coyote? ¿Cómo es?* (Do you know a character that is a rabbit or a coyote? What is it like?)
- ▶ Have students read the title and table of contents, and then give them a few moments to look at the illustrations. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Explain that this book is a collection of Mexican folk tales about a rabbit and a coyote. Discuss some of the characteristics of folk tales: passed down, good and bad characters, repetition of some phrases, simple plot, teach a lesson. Encourage students to look for some of these characteristics as they read.
- ▶ Do a read-aloud of the letter from the author on pages 59–60 to familiarize students with the author's purpose for writing this book and to model pronunciation and intonation. After reading, ask these or similar questions: *¿Se sabe quién inventó los cuentos de este libro?* (Do we know who created the stories in this book?) *Mencionen dos cosas que hacen los coyotes. ¿Cómo es su relación con los conejos?* (Mention two things coyotes do. What is their relationship with rabbits like?) *¿Qué quiere el autor que hagan ustedes, los lectores? ¿Les gustaría hacerlo?* (What does the author want you, the readers, to do? Would you like to do it?)
- ▶ Direct students' attention on the title of the book, *El coyote tonto*. Explain that coyotes are found throughout North and Central America. Then discuss with students some of the traits commonly associated with coyotes in folk literature, such as inventiveness, cunningness, and mischievousness. Help students understand the irony (*ironía*) in the title. Explain that the irony in this case lies in the fact that the coyote is totally opposite to what might be expected. As students read, ask them to pay attention to ironic situations and list two in their notebooks.
- ▶ Assign different stories to different students and instruct them to read independently. Provide students with a sequence of events chart (Graphic Organizer #28) and ask them to fill in the sequence of events as they read. Then have students get together with a partner and retell the story in their own words, using their sequence charts as a guide. Next, their partner retells his/her story. Then have students switch partners and retell the story they were told. Continue in this manner until all students have had a chance to hear and retell several stories.
- ▶ Come together as a group and explain that this is how folk tales have been passed down through word of mouth from generation to generation. Then compare and contrast the different versions of one or two of the stories. Was there a lot of variation? What changed the most?

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### B BELOW-LEVEL STUDENTS

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences: *¿Por qué persigue el Coyote al Conejo?* (Why does the coyote chase the rabbit?) *¿Quién es más astuto, el Conejo o el Coyote? Da un ejemplo del texto para apoyar tu respuesta.* (Who is more clever, the rabbit or the coyote? Provide an example from the text to support your answer.)

### AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask these or similar questions: *¿Qué habría pasado si el muchacho llamado Coyote no se hubiera enamorado de las seis hermanas* (pages 11–16)? (What would have happened if the boy called Coyote had not fallen in love with the six sisters?) *¿Qué habría pasado si el Conejo no se hubiera quedado en la Luna? ¿Qué te hace pensar eso?* (What would have happened if the rabbit had not stayed on the moon? What makes you think that?)

### ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Por qué crees que el Coyote sigue creyéndose las historias del Conejo?* (Why do you think the coyote keeps falling for the rabbit's tricks?) *¿Cuál es la lección o moraleja de estos cuentos? Da un ejemplo para apoyar tu respuesta.* (What is the lesson or moral of these folk tales? Provide an example to support your answer.)

## POST-READING

- ▶ Explain that authors provide characters with traits to make them interesting. This is called characterization (*caracterización*). The reader can discover these traits by making inferences about what the characters' actions say about them. Ask students: *Lean la primera oración de la página 23. ¿Qué les dice acerca del Coyote el hecho de que este no logre cazar o que ni una lagartija se acerque a él?* (Read the first sentence on page 23. What does the fact that the coyote cannot even hunt a small lizard tell you about him?) *¿Qué les indica esta oración sobre el Conejo: “Pero el Conejo, que no se descuidaba nunca, oyó por dónde venía el Coyote y se dispuso a esperarlo”* (pág. 37)? (What does this sentence tell you about the rabbit: “But the rabbit, who was never careless, heard the coyote coming and got ready to wait for him” [page 37]?)
- ▶ Brainstorm with students some character trait words and write a list on the board (e.g., *astuto, curioso, engreído, ingenuo, mentiroso, prudente*). Next, provide each student with two character analysis charts (Graphic Organizer #1) and have them answer these questions about each character: *¿Cómo es físicamente?* (What does he look like?) *¿Qué tipo de cosas hace?* (What things does he do?) *¿Cómo es su personalidad?* (What is his personality like?) Then ask students to share their charts with a classmate and justify their answers with examples. 



## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) from the Pre-reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Qué mensaje creen que nos quiere dar el autor? Citen del texto para justificar su respuesta.* (What message do you think the author wants to give us? Quote from the text to justify your answer.)
- ▶ Explain that cultures have passed down their values and accumulated wisdom through folk tales. Have students sit in a circle on the floor. Tell them that they will create their own version of one of the tales in the book. First, they decide on the story they are going to retell, and then one student begins the tale with this sentence starter: *Una vez el Coyote...* The next student adds one sentence, and then the next student picks up the storyline and adds to it, and so on until they get to the end of the story. Encourage students to use the vocabulary they have learned that applies to their story. Once students have finished retelling the folk tale, analyze how it has changed. 
- ▶ Ask students to take out the two ironic situations they listed in their notebooks as they were reading and share them with a classmate. Do their partners see the irony or do they have a different opinion about the situation? Then have pairs decide on one of the two situations to act out in front of the class. Allow for rehearsal time and then have students perform. After each performance, ask the class to identify and explain the irony.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students choose one of the two main characters and write a three-paragraph character description. Students should describe both the physical characteristics and personality traits of their chosen character, as well as provide evidence from the text to support their descriptions. They should also describe the interaction of their character with the other character and explain how this relationship shows the character's personality. Encourage students to add an illustration to their writing. In addition to using their character maps and the book, have students consult other sources to learn more about real-life interactions of coyotes and rabbits. Guide and support students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. 



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

### Vocabulario

#### A Completa las oraciones con la palabra correcta.

cimiento

estrépito

espléndido

presentimiento

rendija

1. Los fuegos artificiales hicieron un gran estrépito.
2. El Conejo tuvo un mal presentimiento y no entró a su casa.
3. Las tunas tenían un sabor espléndido; estaban buenísimas.
4. El Coyote creía que la roca era el cimiento del mundo.
5. El Coyote metió la cabeza por una rendija para ver el huerto.

#### B Escribe el sinónimo de cada palabra.

astuto

dispersar

convenir

tiritar

1. acordar: convenir
3. temblar: tiritar

2. desparramar: dispersar
4. listo: astuto

#### C Elige la palabra que significa lo mismo que la palabra en negrita.

1. El Coyote invitaba a las seis hermanas a tomar **nieve** de fresa.  
a. mermelada      b. helado      c. refresco
2. Los **chícharos** crecen dentro de una vaina.  
a. pepinos      b. rábanos      c. guisantes
3. El Coyote no se cansaba de **platicar** con el Conejo.  
a. conversar      b. jugar      c. soñar

#### D Ilustra estos modismos y explica qué significan.

1. dormir tan campante

Possible answer: dormir sin preocupaciones. Drawing must show understanding of the idiom.

2. estar muerto de hambre

Possible answer: tener muchísima hambre. Drawing must show understanding of the idiom.



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Contesta.

1. ¿Por qué aúllan los coyotes cuando es de noche?

Possible answer: Porque ven en el cielo a las seis hermanas y están enamorados de ellas y dolidos por lo que ellas les hicieron.

2. ¿Por qué engaña el Conejo al Coyote? Da un ejemplo de cómo se salvó el Conejo en uno de los cuentos.

Possible answer: Para escapar de él, pues el Coyote quiere comérselo. Example should show one of the rabbit's tricks.

3. ¿Cómo acabó el Conejo en la Luna?

Possible answer: Hubo un diluvio y el nivel de las aguas llegó al cielo. El Conejo se bajó en la Luna y como le gustó, se quedó.

4. ¿Podrá el Coyote cazar al Conejo? Justifica tu respuesta con un ejemplo.

Possible answer: No, porque es muy tonto y el Conejo es muy astuto. Example should support opinion.

#### B Explica qué indican estas acciones sobre la personalidad de cada personaje.

Coyote

"Una vez el Coyote andaba flaco flaco, porque le había ido muy mal en sus correrías". (pág. 23)

"El Coyote no sabía qué hacer para no congelarse, así que [...] se dispuso a escuchar al Conejo". (pág. 19)

Conejo

"El Conejo creyó que sería mejor estar seguro de lo que pasaba. [...] Movió las orejas para pensar mejor". (pág. 30)

El Coyote le dijo al Conejo: "Tú, mira cómo estas: sano, bien comido, con cara de contento". (págs. 23-24)

#### PERSONALIDAD DEL COYOTE

Possible answer: torpe, confiado, ingenuo, tonto

#### PERSONALIDAD DEL CONEJO

Possible answer: prudente, inteligente, astuto, sabe cuidarse

#### C Explica la ironía de estas situaciones.

1. El Coyote no logra atrapar y comerse al Conejo.

Possible answer: Es irónico porque los coyotes se alimentan de conejos.

2. El Coyote no pudo escapar por la rendija del huerto porque estaba muy gordo.

Tuvo que dejar de comer para adelgazar y poder salir.

Possible answer: Había entrado en el huerto para comer y tuvo que dejar de comer para poder salir del huerto.



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PERSONALIDAD  
DEL COYOTE

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