

Day of the Coyotes

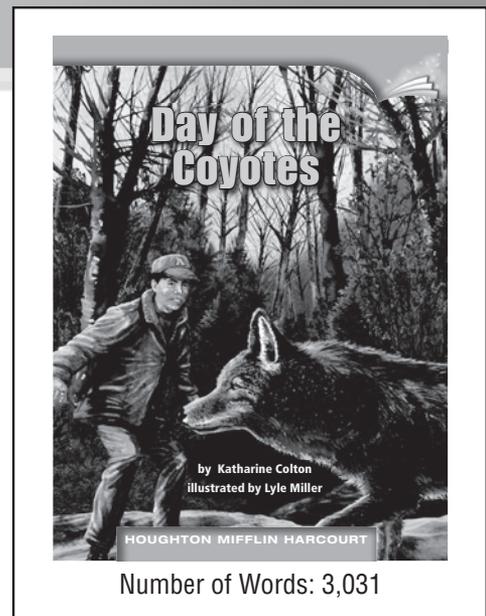
by Katharine Colton

Fountas-Pinnell Level X

Adventure

Selection Summary

Quentin is trying to make the best of his family's move to Maine, though he misses city life in Los Angeles. When he finds himself face-to-face with coyotes, he discovers he has better survival skills for his new environment than he would have guessed, and he makes a new friend in the process.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Adventure
Text Structure	<ul style="list-style-type: none"> • First-person narrative with action taking place during a single day • Events unfold sequentially
Content	<ul style="list-style-type: none"> • Moving to a very different environment • Reacting to encounters with wildlife
Themes and Ideas	<ul style="list-style-type: none"> • It can be difficult to move to a new place. • Having a positive attitude can help make difficult things easier.
Language and Literary Features	<ul style="list-style-type: none"> • Conversational style • Descriptive language; some foreshadowing • Parenthetical statements
Sentence Complexity	<ul style="list-style-type: none"> • Mostly complex sentences
Vocabulary	<ul style="list-style-type: none"> • Nature-related words, such as <i>trailhead, fork, wilderness, burr</i>
Words	<ul style="list-style-type: none"> • Some words that may not be familiar, such as <i>intricacy, phenomenon, hulking</i>
Illustrations	<ul style="list-style-type: none"> • Color illustrations
Book and Print Features	<ul style="list-style-type: none"> • Seventeen pages of text • Illustrations on most pages
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Build Background

Guide students to recall that adventure stories are stories in which the main character is involved in unusual or exciting events. Have students name some adventure stories they have read or know about. Build interest by asking questions such as the following: *What kind of adventure might involve coyotes?* Read the title aloud and talk about the cover illustration. Ask students to predict what they think might happen in the story.

Introduce the Text

Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 3: Use the illustration to point out that the story is told from the main character's point of view. **Suggested language:** *The main character tells the story. Readers learn about each event as the narrator experiences it. Who is the narrator in the story?*

Page 4: Have students find the word **wrenched** in the first sentence. **Ask:** *What do you think it means to be wrenched away from something? If the narrator uses that word, do you think he is happy about having to move? Why or why not?*

Page 5: Explain that an author sometimes give a hint or clue about a situation that might happen later in the story. Point out that the narrator says that his dog is not the most obedient of pets. **Ask:** *What sorts of problems might the narrator run into on his walk with the dog?*

Now turn back to the beginning of the selection and read to find out what happens when Quentin takes Milo for a walk in the woods.

Expand Your Vocabulary

contemplating – to be thinking about, p. 3

etchings – pictures or prints, p. 2
inane – ridiculous or absurd, p. 2

wrenched – to be pulled away, p. 4

Read

Have students read silently while you listen to individual students read. Support their understanding of the text as needed.

Remind students to use the Question Strategy  **TARGET STRATEGY**, and to ask questions about the story before they read, as they read, and after they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the selection.

Suggested language: *What part of the story was most exciting to you? How would you have reacted if you were in Quentin's situation? Why?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Quentin isn't happy about moving to Maine.• Quentin meets Alex and Fang.• Milo chases Fang into the woods.• While searching for Milo, Quentin comes face-to-face with coyotes.• Quentin decides to make the best of living in his new home.	<ul style="list-style-type: none">• It can be hard to move to a new place.• It is important to have a positive attitude about new experiences.	<ul style="list-style-type: none">• The dialogue sounds very realistic while also moving the story forward.• The action and suspense make the reader want to keep reading.

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Choices for Further Support

- **Fluency** Invite students to choose a scene from the story to act out in a readers' theater. Remind them to pay attention to the feelings of the characters and to emphasize those emotions as they read.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that when two words are hyphenated, such as *rock-strewn*, *tree-shadowed*, and *blood-chilling*, the two words act as a single idea. As needed, explain that such hyphenated terms are considered compound words. Have them explain what each compound word means.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 20.9.

Responding

Have students complete the activities at the back of the book, using their journals. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Story Structure  **TARGET SKILL** Remind students that most stories have a familiar structure that includes characters, setting, and a conflict with a resolution. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below.

Think Aloud

First I will think about the setting of the story. Quentin and his family have moved to his grandfather’s house in Maine. Quentin takes his dog for a walk in the nearby woods. So the setting of the story is Quentin’s house and some woods in Maine. The story’s conflict happens when Quentin encounters some coyotes in the woods, and has to figure out how to get away from them. I’ll add that information to the chart, along with his solution for dealing with the coyotes—dog treats!

Practice the Skill

Encourage students to share an example of another adventure story they have read. Remind them to include the characters, setting, and major events as they tell about the story.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understanding.

Assessment Prompts

- What kind of person is Quentin? What does Quentin say or do to make you think that?
- What is the meaning of **savage** as it used on page 10?
- How does Quentin’s attitude about Maine change? What events cause him to change?

English Language Development

Reading Support Make sure the text matches the student's reading level. Language and content should be accessible with regular teaching support.

Vocabulary The text includes some figurative language that may not be familiar. Explain such expressions as *shock to the system* (page 2), *emerge from my cocoon* (page 4), and *electric yellow eyes* (page 10).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. **Speaker 1** is the teacher. **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p>Speaker 1: Who does Quentin meet on the walk?</p> <p>Speaker 2: a girl and a cat</p> <p>Speaker 1: What animals does Quentin see in the woods?</p> <p>Speaker 2: coyotes</p> <p>Speaker 1: How does Quentin feel when he is alone in the woods?</p> <p>Speaker 2: scared</p>	<p>Speaker 1: Why doesn't Quentin tell his mother about his adventure in the woods?</p> <p>Speaker 2: He doesn't want her to worry about him.</p> <p>Speaker 1: What makes Quentin feel better about living in Maine?</p> <p>Speaker 2: He has Alex as a new friend.</p>	<p>Speaker 1: Why isn't Quentin happy to be in Maine?</p> <p>Speaker 2: He had to leave all his friends behind in California.</p> <p>Speaker 1: How does Quentin feel after his adventure in the woods?</p> <p>Speaker 2: He thinks Maine won't be such a bad place to live.</p>

Responding

TARGET SKILL **Story Structure** Who are the main characters in *Day of the Coyotes*? Where does the story take place? What is the story's conflict and resolution? Copy and complete the chart below.

Characters: <ul style="list-style-type: none"> • Quentin • Alex 	Setting: <ul style="list-style-type: none"> •
Conflict: 	
Resolution: 	

Write About It

Text to Self In *Day of the Coyotes*, Quentin has a scary adventure in the woods. Think about a time when you were scared. Write two paragraphs that describe your experience. Tell what you thought and how you felt.

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Lesson 20
 BLACKLINE MASTERS 20.9

Name _____ Date _____

Critical Thinking

Read and answer the questions.

- Think within the text** How is Maine different from Los Angeles?
It's very cold in the winter, and there are pine trees and woods instead of palm trees and malls.
- Think within the text** Why does Quentin let Alex think he scared off the coyotes?
He doesn't want her to think he doesn't know anything about nature and coyotes.
- Think beyond the text** What could Quentin do to learn more about Maine and the animals that live in the woods?
Possible responses: He could read books about it; he could talk about it with Alex or his Dad.
- Think about the text** What examples does the author give that show that Quentin is willing to give Maine a chance?
He says that he can handle the cold; he tries to think of it as an adventure; he checks out the woods.

Making Connections Quentin was scared when he was alone in the woods. Think about a time when you were scared. Describe what was happening and what it was like. What did you do? How did you feel afterward?

Write your answer in your journal.

Grade 5
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Lesson 20: Day of the Coyotes

Name _____ Date _____

Critical Thinking

Day of the Coyotes
Critical Thinking

Read and answer the questions.

1. **Think within the text** How is Maine different from Los Angeles?

2. **Think within the text** Why does Quentin let Alex think he scared off the coyotes?

3. **Think beyond the text** What could Quentin do to learn more about Maine and the animals that live in the woods?

4. **Think about the text** What examples does the author give that show that Quentin is willing to give Maine a chance?

Making Connections Quentin was scared when he was alone in the woods. Think about a time when you were scared. Describe what was happening and what it was like. What did you do? How did you feel afterward?

Write your answer in your journal.

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Day of the Coyotes
Running Record Form

page	Selection Text	Errors	Self-Corrections
10	<p>As I stood there, looking ahead at the tree-shadowed trail, I suddenly realized how alone I was. Well, I told myself, I'd find Milo any minute now, and soon I'd be back at the house, serving Mom (burned) toast and O.J. and telling my tale of adventure in the Maine woods. Yup.</p> <p>I pricked up my ears again, hoping to hear a bark or maybe another of those blood-chilling rabbit screams. (I now apologize to the rabbits of Maine for this wish. I was under a lot of stress.) I heard a soft rustling in the bushes behind me. My heard began to pound. "Milo?" I cried, turning around.</p>		
	Comments:	Accuracy Rate (# words read correctly/109 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{SC} cat	0
Insertion	the _cat	1
Word told	Ⓢ cat	1

