



Genre – Expository Thinking Guide and Activities

Title of the Selection: *Crooning Coyotes*

Teaching Band Grades 3-5 Reading

Click here to print the selection

<http://www.texas-wildlife.org/resources/publications/category/critter-connections/>

Click here for more resources from Fisher Reyna Education

www.fisherreyna.com

An **Expository Thinking Guide** with selection summary is provided. The Expository Thinking Guide identifies the topic, central idea of the selection, and the main idea of each paragraph. In addition, the main ideas are clustered by color code to develop a meaningful summary.

- ★ ***Crooning Coyotes*** Expository Thinking Guide
- ★ Color-Coded Expository Thinking Guide and Summary

The Expository Thinking Guide is used to develop other fun and interactive activities. Fisher Reyna Education offers the following activities:

- ★ Outline Scramble
- ★ Matching Pre-Reading
- ★ Matching Activity
- ★ Thinking Guide Cloze 1st Letter
- ★ Thinking Guide Cloze Blank
- ★ Thinking Guide Write Main Ideas
- ★ Vocabulary
- ★ Marked Selection Activity
- ★ Test Questions and Answer Key

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Expository Thinking Guide
Content-Based Topic

Title of Selection Crooning Coyotes

Genre: Informational – Expository

Topic of Selection	Coyotes
Central Idea (Main Idea of Selection)	Coyotes play an important role in nature and human activities.
Main Idea of Each Paragraph	1. Introduction to wild dogs worldwide
	2. Introduction to coyotes
	3. Where coyotes live
	4. Physical Description
	Hunting and Diet
	5. Reasons coyotes are excellent hunters
	6. How coyotes hunt
	7. Diet – Anything available
	Life and Reproduction
	8. Family units and den
	9. Breeding
10. Population control	
11. Conclusion: Strong coyote populations require maintenance for balance.	

Color-Coded Expository Thinking Guide
Clustering and Summary

Title of Selection Crooning Coyotes

Genre: Informational – Expository

Topic of Selection	Coyotes
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11. Conclusion: Strong coyote populations require maintenance for balance.	

Coyotes play an important role in nature and human activities. They are commonly found throughout North and Central America and can be identified by their physical appearance. They are excellent hunters, and will eat anything available to them. Their life and reproduction have resulted in strong populations that require maintenance for a healthy natural balance of this top predator.

Outline Scramble

Title of the Selection Crooning Coyotes

Genre: Informational - Expository



Directions

Main ideas are arranged in alphabetical order. Article is read and students write the paragraph number by the correct main idea. This may be –

1. teacher guided with individual student recording correct paragraph number.
2. teacher guided with main ideas projected with teacher marking the correct response from the group.
3. partners working together as they take turns reading and recording correct paragraph number.

Paragraph Number	Paragraph Main Ideas
	Hunting and Diet
	How coyotes hunt
	Life and Reproduction
	Where coyotes live
	Family units and den
	Population control
	Introduction to wild dogs worldwide
	Breeding
	Reasons coyotes are excellent hunters
	Introduction to coyotes
	Conclusion: Strong coyote populations require maintenance for balance.
	Physical Description
	Diet – Anything available

Matching Pre-Reading



Directions and Activity Variations

Students may work individually or with a partner. Teacher shows the titles, subtitles and photos with captions as a pre-reading activity to the Matching Activity.



Coyote den by Russell Graves



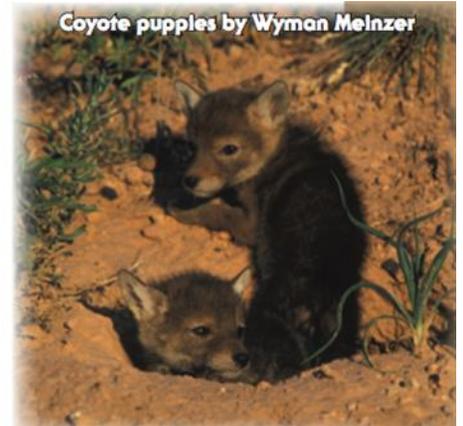
Coyote at sunset by Russell Graves



Young coyote by Wyman Melzer

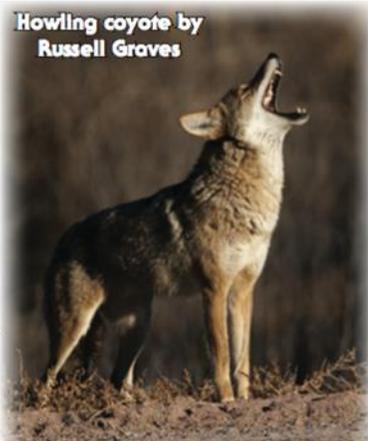


Fast runner by Grady Allen



Coyote puppies by Wyman Melzer

Howling coyote by Russell Graves



Coyote with rabbit dinner by Wyman Melzer

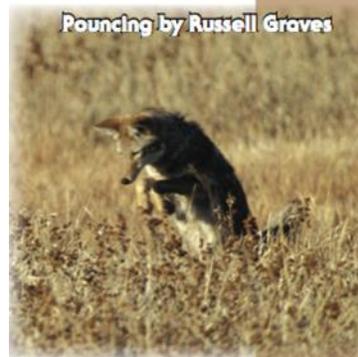


Coyote tracks in the snow by Wyman Melzer



Photo by Rusty Roy

Pouncing by Russell Graves



Matching Activity



Directions and Activity Variations

Students may work individually or with a partner.

1. Cut apart the main ideas and give one main idea to individual student or partners. Teacher reads the selection one paragraph at a time. Students identify when they have the matching main idea.
2. Provide the selection and cut-apart main ideas. Students read the selection and match cut-apart main ideas to paragraphs in the selection.
3. Provide cut-apart selection and cut-apart main ideas. Students match cut-apart paragraphs to the cut-apart main ideas.



Main Ideas

Breeding

Conclusion: Strong coyote populations require maintenance for balance.

Diet – Anything available

Family units and den

How coyotes hunt

Hunting and Diet

Introduction to coyotes

Introduction to wild dogs worldwide

Life and Reproduction

Physical Description

Population control

Reasons coyotes are excellent hunters

Where coyotes live



Matching Activity Paragraphs

The nearly 40 worldwide species of the dog family, *Canidae*, make up one of the most familiar groups of carnivores and includes wolves, coyotes, jackals and foxes. Characterized by muscular bodies and long, strong limbs, canids (dogs) are excellent runners and able to sustain high speeds for long distances. They are known to live and hunt in packs or pairs and are territorial. Wild dogs are often studied by researchers due to the fact that they have proven to be very useful to humans and were the first animals to be fully domesticated by man. From the great Gray Wolf to the tiny Chihuahua, dogs of all types continue to play important, specialized roles in nature and human activities.

On a peaceful Texas night, the silence is often broken by the playful call of a distant coyote, which is also known as the American jackal or prairie wolf. *Coyote* is a Mexican-Spanish word and its scientific name, *Canis latrans*, means "barking dog" in Latin. These vocal animals use various howls and yelps to communicate with others. For example, as the sun sets and darkness falls, each individual or pair may announce their location and territory to neighboring coyotes. This is helpful if they decide to come together and work as a pack to bring down larger prey.

Coyotes are common residents throughout North and Central America and play an ecologically important role in pest and rodent control. Over centuries of changing environments and declining gray and red wolf populations, coyotes have gradually taken the place of "top dog" in Texas. They now are typically associated with the open plains in the West, scrubby prairies in the South, and brushy areas in the East. Remarkably, despite urbanization and predator control efforts, coyote populations continue to grow and thrive.

On average, coyotes weigh 25 to 45 pounds and are about the size of a medium-breed dog like a Border Collie. Males are generally slightly larger than females. They have slender bodies, long legs, and bushy black-tipped tails. In general, the coat over the back and shoulders is a grizzled color of buff and gray with a slight overlay of black. The muzzle, ears, and legs are buffy yellow and the chest and belly are gray or white. Their large, triangular and unmistakable yellow eyes readily seek the sounds and movement of prey.

Extreme intelligence and a keen sense of hearing, sight, and smell make coyotes excellent hunters. They are primarily nocturnal and tend to be most active during dusk (around sunset) and dawn (early morning). Due to their social nature, on some occasions coyote pairs will "team up" with other individuals to form a hunting pack. In addition, they are rapid sprinters and strong swimmers and can outrun most prey.

Like similar species, coyotes use a characteristic "stalk and pounce" hunting technique to catch small prey like mice in the grass or snow. When prey is sensed, the coyote will slowly move forward, watching intently and listening for movement. Once located, it leaps almost vertically into the air, bringing its front feet down to pin the prey before the final bite.

Coyotes are classified as carnivores, but they are truly opportunistic eaters, like opossums. This means that they will eat what is available to them, even if it is not meat. Though their diet consists mainly of rodents, rabbits, and insects, coyotes will also eat snakes, carrion (dead animals), fish, frogs, lizards, fruit, vegetable matter, and garbage. Because they have adapted to living and hunting closer to humans, they will also sometimes kill poultry, small livestock, and domestic pets.

The basic coyote family unit consists of a mating pair and their offspring. Pairs tend to remain together for several years, though not necessarily for life. Non-family groups, including "single" males, non-reproductive females, and older offspring, may live alone or form a temporary unit of 2 to 6 members. An important survival adaptation of the coyote is its minimal shelter requirement and use of cover. It will use a den for the birth and care of its young and prefers to renovate an abandoned badger den or other natural cavity rather than dig one of its own. Nursery dens are frequently located in brushed-covered slopes, thickets, hollow logs, rock ledges, or shallow bluff caves.

Breeding season is from January to March, and during that time the social bond between the mating pair is strong. Nearing the end of approximately 63 days of the gestation period, the male will start to hunt alone and bring food to the female. Coyotes typically have one litter per year of 5 to 7 puppies which are born blind and helpless. At around 9 days old, the eyes open and the puppies will leave the parent pair at around 6 to 7 months to find their own home range.

The average life span of a coyote in the wild is 6 to 8 years. Puppies are vulnerable to predation by hawks, eagles, owls, mountain lions, and even other coyotes. Adult losses may be caused by parasites, disease, and hunting. Coyotes are known to attack and kill livestock, such as sheep and goats, and fawns. Landowners may implement control methods to minimize losses. Coyotes are also trapped for their fur and are the second most popular furbearing animal in the state, next to the raccoon.

Even with these control methods, coyote populations remain strong and growing. Because of their highly adaptable nature, many cities and towns in Texas and the United States report the presence of coyotes within their urban boundaries. Wildlife biologist and landowners continue to work together to maintain a natural balance within the populations of these top predators.

Expository Thinking Guide
Cloze – 1st Letter Activity

Title of the Selection Crooning Coyotes
Genre: Informational – Expository



Directions

As selection is read, complete the words in the blanks with the first letter given.

Topic of Selection	C _____
Central Idea (Main Idea of Selection)	Coyotes are important and play an important role in nature and human activities.
Main Idea of Each Paragraph	1. Introduction to w_____ d_____ worldwide
	2. Introduction to c _____
	3. Where coyotes l _____
	4. P _____ Description
	Hunting and Diet
	5. Reasons coyotes are excellent h _____
	6. How coyotes h _____
	7. Diet – Anything a _____
	Life and Reproduction
	8. Family units and d _____
	9. B _____
10. P _____ control	
11. Conclusion: Strong coyote populations require maintenance for b _____.	

Expository Thinking Guide
Cloze – Blank Activity



Title of the Selection Crooning Coyotes
Genre: Informational – Expository

Directions

As selection is read, fill in the blanks.

Topic of Selection	_____
Central Idea (Main Idea of Selection)	Coyotes are important and play an important role in nature and human activities.
Main Idea of Each Paragraph	1. Introduction to _____ worldwide
	2. Introduction to _____
	3. Where coyotes _____
	4. Physical Description
	Hunting and Diet
	5. Reasons coyotes are excellent _____
	6. How coyotes _____
	7. Diet – Anything _____
	Life and Reproduction
	8. Family units and _____
	9. _____
10. _____ control	
11. Conclusion: Strong coyote populations require maintenance for _____.	

Expository Thinking Guide
Write Main Ideas



Title of the Selection Crooning Coyotes
Genre: Informational – Expository

Directions

Students take notes that include topic, central idea of the selection, and main idea of each paragraph. Paragraphs with implied main ideas increase the level of difficulty with this activity.

Topic of Selection	
Central Idea (Main Idea of Selection)	
Main Idea of Each Paragraph	1.
	2.
	3.
	4.
	Hunting and Diet
	5.
	6.
	7.
	Life and Reproduction
	8.
	9.
10.	
11.	

Crooning Coyotes

Vocabulary – Using Context Clues

Note: This vocabulary activity should be used after students have read the selection.



Directions

Display the following vocabulary list. Ask the students to define the words they recognize. Then reread the selection as the students listen for these words. After hearing one of the listed words in context, ask students to give its definition. The words are listed in the order in which they appear in the selection.

1. jackles
2. characterized
3. sustain
4. distant
5. residents
6. thrive
7. slender
8. prey
9. keen
10. sprinters
11. technique
12. pin

Marked Selection Activity

Title of the Selection Crooning Coyotes

Genre: **Informational – Expository**



Directions

Students use marking strategies and complete the thinking guide as they read the selection. A marked selection is provided.

Marking codes are used to demonstrate comprehension strategies. Marking codes are necessary for the students to have a system for analyzing or processing what they read. This system of showing your work while working independently on a reading comprehension selection allows teachers to make effective instructional decisions. When the staff works as a team to provide instruction and monitor progress, it is important for everyone to require the same set of marking codes.

Students who consistently score 95% or better may not be required to show their work.



For more information on marking codes and comprehension strategies see our book titled,
Solutions for Success: Reading
Lois Fisher & Rachel Reyna

Marked Selection



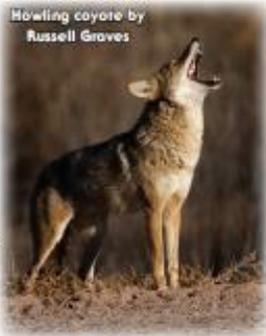
By Cara Bierschwale

Photo by Wyman Meinzer

The nearly 40 **worldwide species of the dog family, Canidae,** make up one of the most familiar groups of carnivores and includes wolves, coyotes, jackals and foxes. Characterized by muscular bodies and long, strong limbs, canids (dogs) are excellent runners and able to sustain high speeds for long distances.



Fast runner by Grady Allen



Howling coyote by Russell Graves

They are known to live and hunt in packs or pairs and are territorial. Wild dogs are often studied by researchers due to the fact that they have proven to be very useful to humans and were the first animals to be fully domesticated by man. From the great Gray Wolf to the tiny Chihuahua, dogs of all types continue to play important, specialized roles in nature and human activities.

On a peaceful Texas night, the silence is often broken by the playful call of a distant **coyote,** which is also known as the American jackal or prairie wolf. Coyote is a Mexican-Spanish word and its scientific name, *Canis latrans*, means "barking dog" in Latin. These vocal animals use various howls and yelps to communicate with

others. For example, as the sun sets and darkness falls, each individual or pair may announce their location and territory to neighboring coyotes. This is helpful if they decide to come together and work as a pack to bring down larger prey.

we're they live

reasons

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Coyote den by Russell Graves

Physical Description

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Coyote captured by Russell Graves



Hunting and Diet

Extreme intelligence and a keen sense of hearing, sight, and smell make **coyotes excellent hunters.** They are primarily nocturnal and tend to be most active during dusk (around sunset) and dawn (early morning). Due to their social nature, on some occasions coyote pairs will "team up" with other individuals to form a hunting pack. In addition, they are rapid sprinters and strong swimmers and can outrun most prey.

Coyote with rabbit dinner by Wyman Meinzer



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Even with these control methods, coyote populations remain strong and growing. Because of their highly adaptable nature, many cities and towns in Texas and the United States report the presence of coyotes within their urban boundaries. Wildlife biologists and landowners continue to work together to maintain a natural balance within the populations of these top predators.

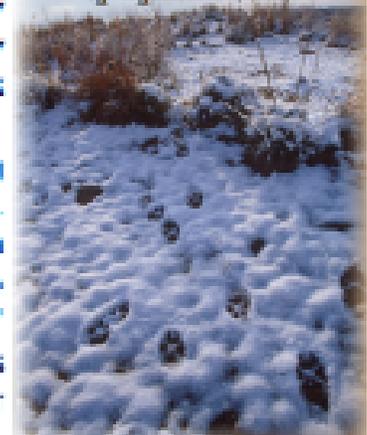
Sources:

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- Whitfield, Dr. Philip. *The Simon & Schuster Encyclopedia of Animals*. Great Britain: Marshall Publishing, 1998.

Coyote puppies by Wyman Meinzer



Coyote tracks in the snow by Wyman Meinzer



Pounding by Russell Graves



Photo by Rusty Ray

Coyote Craft

Adapted from <http://kids.sandiegozoo.org/activities>

Create this howling coyote to help keep your photos, school papers, letters, and other important things organized.

What You Need:

- 1 empty cereal box
- Scissors
- Pencil
- 1 or 2 large brown paper grocery bags
- White glue
- Black marker
- Poster paint (optional)



What To Do:

1. With an adult's help, cut the cereal box in half diagonally by cutting from one bottom corner to the opposite corner at the top.
2. The bottom triangular piece of the box will be the coyote's body (the other piece can be a second coyote). Optional - you can paint the inside of the piece with poster paint.
3. Cut a brown grocery bag into one flat piece and lay it on your work surface, plain side up. Set the box piece on top of the bag.
4. Trace the rectangular bottom and side edges of the box piece on the paper to make two strips. Cut out the pieces, leaving about $\frac{1}{2}$ inch extra on each side.
5. Glue the two brown strips (plain side facing you) to the bottom and side edges of the box and fold the extra paper along the edges onto the sides of the box.
6. On the same flat brown paper, trace around the two flat triangle sides of the box. Cut out those triangles.
7. Glue the two brown triangles to the sides of the box. The box should now be covered on all sides with brown paper.
8. Using what's left of the brown paper bags, draw the shape of a coyote tail, with notches along the sides to make it look thick and fringed, and the shapes of two pointed ears. Cut out the tail and ears.
9. Glue the tail to the underside of the box at the open side, so it points backward from the opening. Glue the ears to the sides of the box towards the top (head).
10. Use the black marker to draw legs and feet on either side of the box, as if the coyote is sitting. Draw an eye on either side and give the tail a black tip.

2

Coyotes play an important role in nature and human activities. They are commonly found throughout North and Central America and can be identified by their physical appearance. They are excellent hunters, and will eat anything available to them. Their life and reproduction have resulted in strong populations that require maintenance for a healthy natural balance of this top predator.

Test Questions

- 1** Which sentence best supports the idea that coyotes will adapt into a temporary group to find food –
- A** *Their large, triangular and unmistakable yellow eyes readily seek the sounds and movement of prey.*
 - B** *These vocal animals use various howls and yelps to communicate with others.*
 - C** *Due to their social nature, on some occasions coyote pairs will "team up" with other individuals to form a hunting pack.*
 - D** *When prey is sensed, the coyotes will slowly move forward, watching intently and listening for movement.*
-
- 2** The pictures are included to –
- A** show the coyotes hunting
 - B** provide information about where coyotes live
 - C** explain why coyotes feed in different ways
 - D** show the appearance of coyotes in their natural habitat
-
- 3** Which words in paragraph 5 help the reader understand the meaning of nocturnal?
- A** *during dusk and dawn*
 - B** *excellent hunters*
 - C** *"team up"*
 - D** *hunting pack*

- 4 Read this sentence from paragraph 11.

Because of their highly adaptable nature, many cities and towns in Texas and the United States report the presences of coyotes within their urban cities.

The author uses this sentence to –

- A explain to the reader why coyote populations remain strong
 - B offer a reason for better coyote population control
 - C help the reader visualize where coyotes live
 - D argue that this type of wild dog is in danger
-
- 5 What evidence from the selection shows that coyotes use their surroundings for shelter during breeding season?
- A The coyote male will bring food to the female.
 - B Puppies are born blind and helpless.
 - C Puppies leave the parent pair at 6 to 7 months.
 - D Coyotes prefer to renovate an abandoned badger den or other natural cavity.

Question and Answer Strategies

- 1** Which sentence best supports the idea that coyotes will adapt into a temporary group to find food –
- A** *Their large, triangular and unmistakable yellow eyes readily seek the sounds and movement of prey.*
 - B** *These vocal animals use various howls and yelps to communicate with others.*
 - C** *Due to their social nature, on some occasions coyote pairs will "team up" with other individuals to form a hunting pack.*
 - D** *When prey is sensed, the coyotes will slowly move forward, watching intently and listening for movement.*
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- C Puppies leave the parent pair at 6 to 7 months.
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Note: The evidence used to support correct answers may not be the only supporting evidence.

Texas Essential Knowledge and Skills
English Language Arts and Reading
Reading/Comprehension of Informational Text/Expository Text

- 3.13 Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) identify the details or facts that support the main idea;
 - (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
 - (C) identify explicit cause and effect relationships among ideas in texts; and
 - (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- 4.13 Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) identify the details or facts that support main idea
 - (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
 - (C) identify cause and effect relationships among ideas in texts; and
 - (D) use text features to locate information and make and verify predictions about contents of text
- 5.11 Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
 - (B) determine the facts in text and verify them through established methods;
 - (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
 - (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
 - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.