

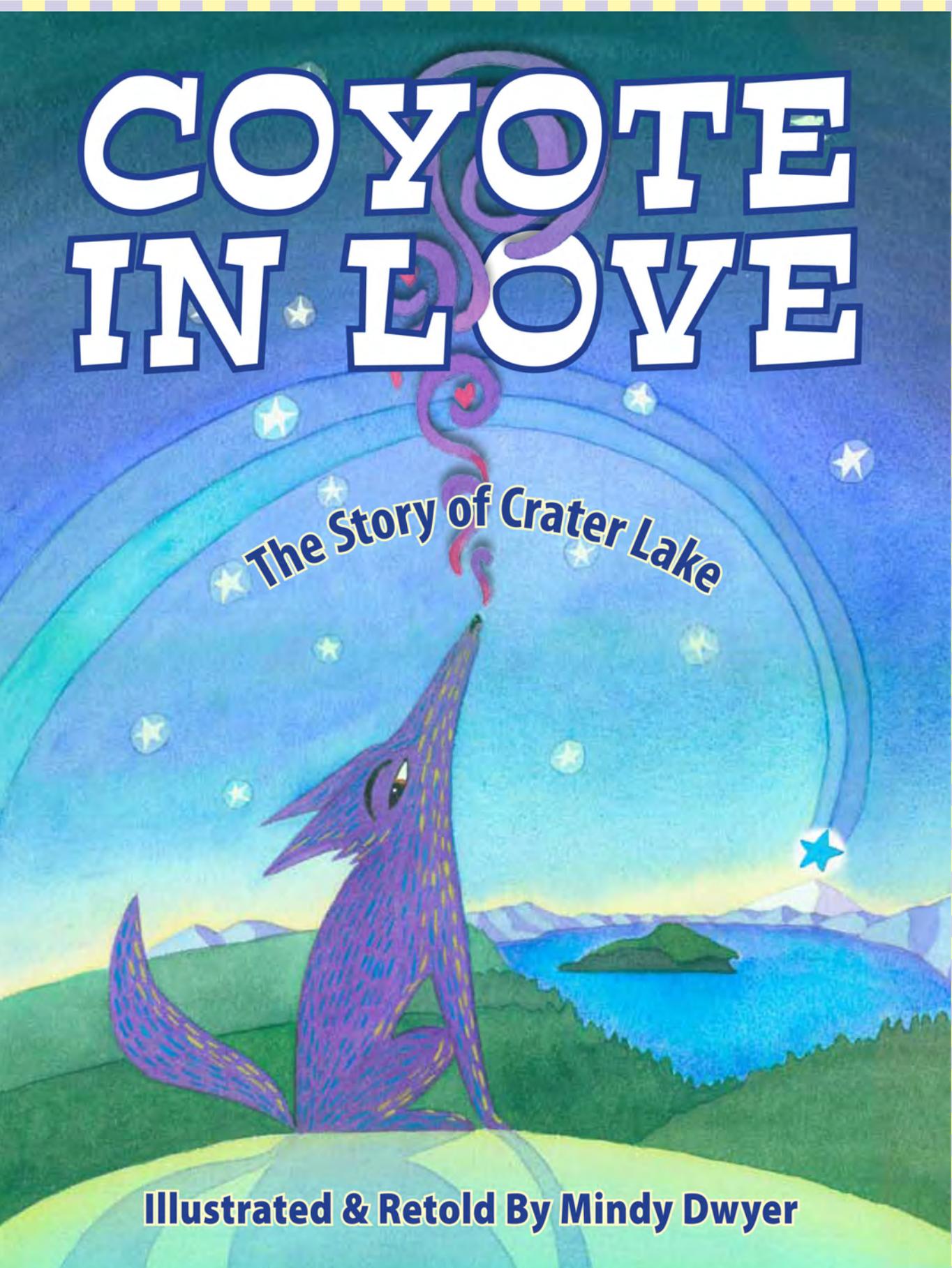
# TEACHER

# COYOTE IN LOVE

*The Story of Crater Lake*

Illustrated & Retold By Mindy Dwyer

# RESOURCES





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# **Coyote in Love**

## **The Story of Crater Lake**

Retold and illustrated  
by Mindy Dwyer

### **About the Book**

The author and the illustrator are the same person in this book. Often one person does the pictures and a different person writes the story. Editors check the words, art directors make sure the pictures go on the right page and help tell the story, and designers put the book together so it can be printed.

### **What does retold mean?**

Read the author's note in the back of the book to learn where this story comes from.

### **Do you know any other books by Mindy Dwyer?**

You can find all of her books on [www.mindydwyer.com](http://www.mindydwyer.com).

### **What's on the cover? What do you think the book is about?**

When a child asks for a bedtime story, Mama tells her a story about a coyote, an old tale of love and the way things came to be. It's a retelling of a Native American legend about Coyote's love for a beautiful blue star, which resulted in the creation of Crater Lake in Oregon.

### **What is a legend?**

It is a true or semi-true story that has been passed down from person-to-person. It can have a spiritual meaning to the culture that it comes from. It can be based in history and have truth, but also have mythical events.

### **What is a myth?**

A story based on a legend or a tradition that has a deep symbolic meaning. It tells a truth to the listener and the teller. A legend can explain the origin of things and last for thousands of years.

### **Folktale?**

A popular story told again and again, passed from one generation to the next without anyone really knowing the origin. The stories can be fables, fairy tales, or legends.

## **Fairy tale?**

A short story that features magic or enchantments with fantasy characters such as dwarves, elves, fairies, giants, gnomes, goblins, mermaids, trolls, or witches with happiness as a theme usually at the end.

## **Is there a difference between legends, myths, and folktales?**

These kind of stories often overlap. They are rooted in the oral storytelling traditions of a given people. It is the message that is important. The events in the story and what it symbolizes to people becomes of greater significance than historical facts.

## **Details**

Who are the characters?

What happens?

Where does it happen?

When?

How does the character deal with what happens?

Did you find words in the story about senses?

touch \_\_\_\_\_

smell \_\_\_\_\_

hearing \_\_\_\_\_

seeing \_\_\_\_\_

tasting \_\_\_\_\_

If you use a different voice for each character when reading aloud, what would the star's voice sound like?

What does a coyote sound like?

# Do you know any other Coyote stories?

*Coyote in Love With a Star: Tales of the People*

*Borreguita and the Coyote*

*Coyote: A Trickster Tale from the American Southwest*

*Pancho Rabbit and the Coyote*

*There Was a Coyote Who Swallowed a Flea*

*Coyote's In the House*

*Coyote Christmas; A Lakota Story*

*Kissing Coyotes*

*Coyote and the Firestick*

*How The Coyote Created the Milky Way*

*Coyote Steals the Blanket*

*The Tale of Rabbit and Coyote*

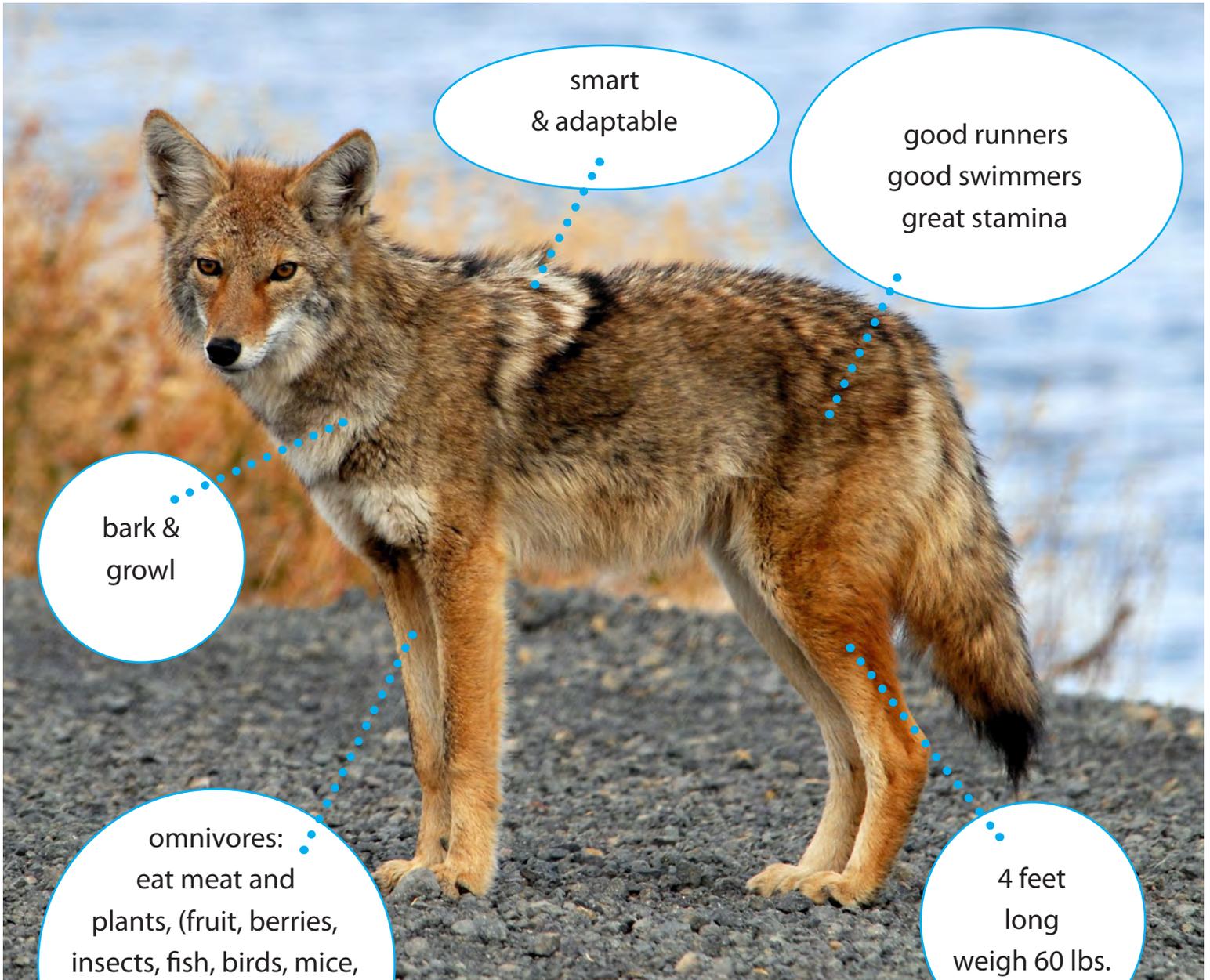
*Coyote Places the Stars*

## Storytelling

There are many coyote stories that are not books. Storytelling is a means of passing along information. There are often many versions of one story. During the telling of a story, it is OK for the listeners to speak up if they feel an important fact or detail was left out, or if they want to offer their version. If the telling remains true to the original spirit of the story, it is accepted by the group and then passed along.

In *Coyote In Love*, a mother is telling a story to her children at bedtime. It is a story "telling" inside of a story "book."

# Coyote Facts



smart  
& adaptable

good runners  
good swimmers  
great stamina

bark &  
growl

omnivores:  
eat meat and  
plants, (fruit, berries,  
insects, fish, birds, mice,  
ground squirrels, small  
mammals and  
carrion)

4 feet  
long  
weigh 60 lbs.

Coyotes are also known as the American jackal, a brush wolf or prairie wolf. They are wild animals and shy around people. You may have heard them sing or seen their tracks.



coyotes can live  
in the wild up to  
14 years

coyotes can  
run up to  
43 mph and  
jump over 13 ft .

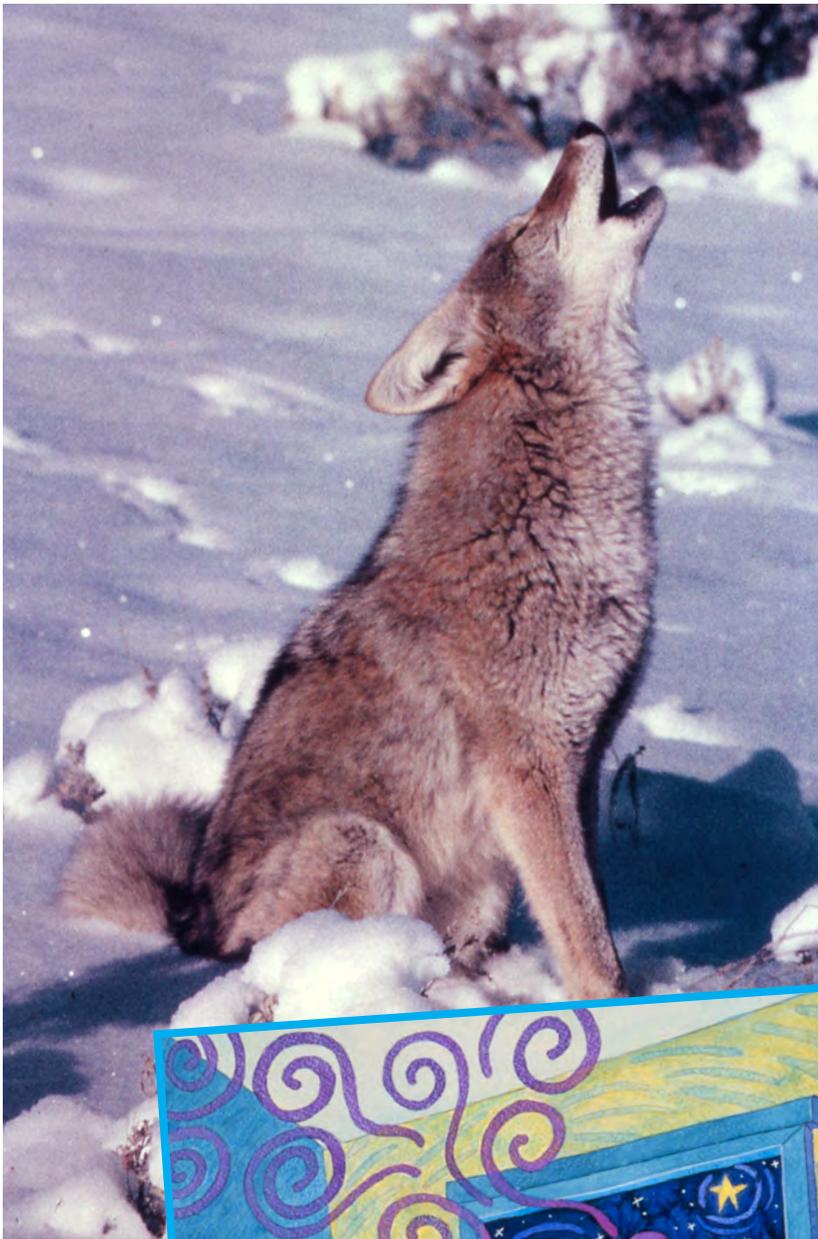
baby  
coyotes are  
called pups

## **Coyote's Pelt:**

- grayish-brownish-yellowish on top
- throat & belly white
- forelegs, sides of the head, muzzle & paws are white
- reddish-brown black-tipped tail



# Coyote's Song

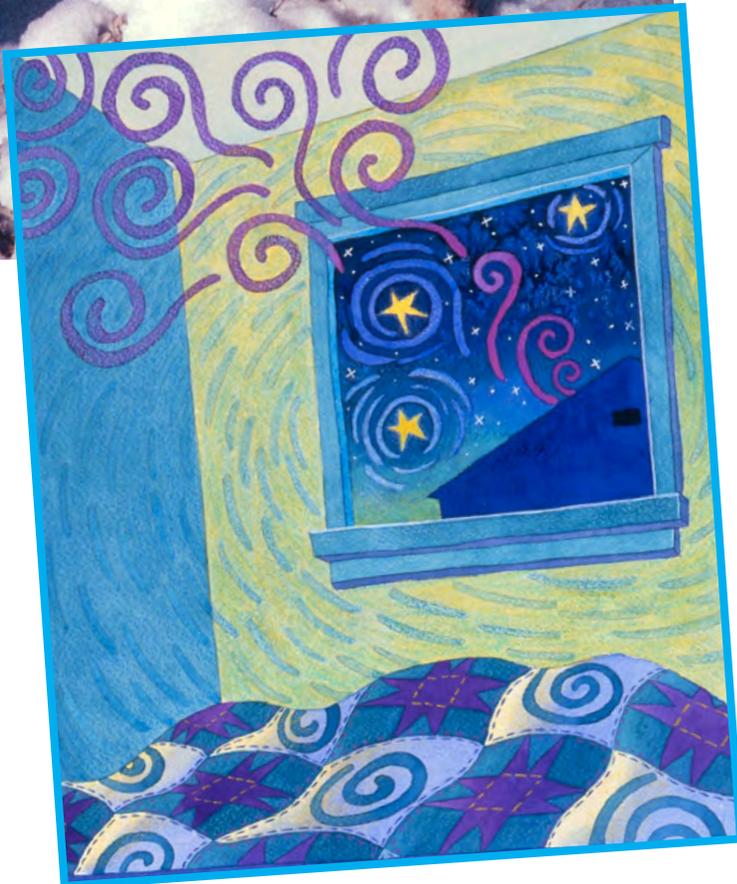


- soprano of the canine tribe

- higher pitch than wolves

- series of long clear calls or barks followed by a tremolo

- in a pack they sing with a high-pitched chorus



- this page of the book shows the coyote song coming in the bedroom window just before storytime

- to hear a coyote singing go to this address on YouTube:

<http://youtube/QjQUqQ8j1mQ>

# Animal Tracks

Did you ever see animal tracks and wonder what they were?

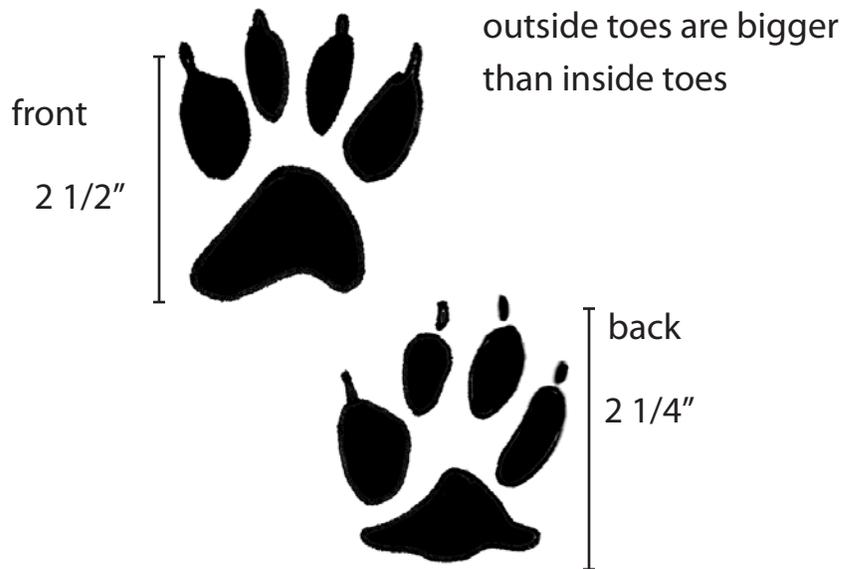
First count the toes and claws.

<p><b>DOG FAMILY</b></p> <p><b>4</b> FRONT TOES BACK</p> <p>CLAW MARK</p>  <p>WOLVES, FOXES, COYOTES</p>	<p><b>CAT FAMILY</b></p> <p><b>4</b> FRONT TOES BACK</p> <p>NO CLAW MARKS</p>  <p>BOBCAT, LYNX, MOUNTAIN LION</p>	<p><b>RABBITS</b></p> <p><b>4</b> FRONT TOES BACK</p> <p>MAYBE CLAW MARKS</p>  <p>SIZE: BACK FEET 2-3 X BIGGER</p>
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<p><b>HOOF ANIMALS</b></p> <p><b>2</b> LARGE TOES SIDE BY SIDE</p>  <p>DEER MOOSE SHEEP MTN. GOAT</p> <p>EXCEPT HORSES FROM A HORSE SHOE</p> 	<p><b>WEASEL FAMILY</b></p> <p><b>5</b> FRONT TOES BACK</p> <p>WITH CLAW MARKS</p>  <p>SKUNKS, OTTERS, BADGERS, MINKS, WOLVERINES</p>	<p><b>5</b> TOES</p> <p>LOOK A LITTLE HUMAN</p>  <p>RACCOON OPOSSUM BEAR</p> 	<p><b>MICE, RATS + RODENTS</b></p> <p><b>4</b> TOES FRONT</p>  <p>LIKE A FAN</p> <p><b>5</b> TOES BACK</p>  <p>MUSKRATS, CHIPMUNKS, SQUIRRELS, WOODCHUCKS</p>
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# How can you tell if the tracks are from a dog or a coyote?

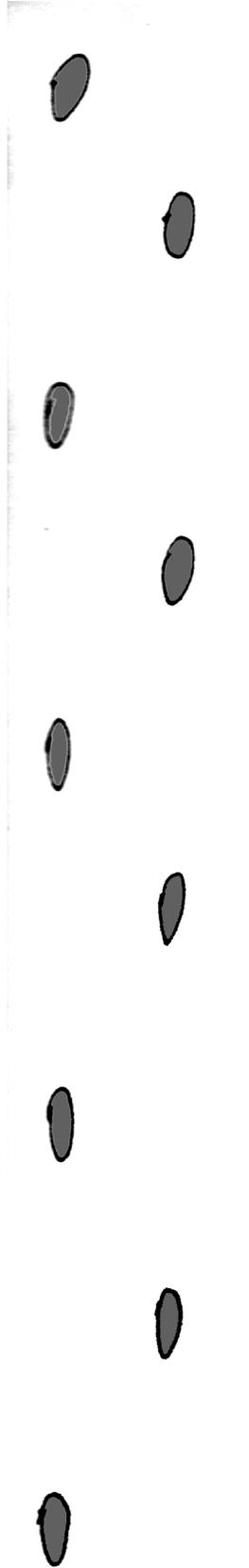
1. Coyote's front paws and back paws are different.
2. Coyotes carry their tails down when they walk (so you might see a line or a tail print in the snow or dirt).
3. They can walk in a straight line for much longer than dogs.
4. Coyote's walking pace is larger (16") and they can leap 10'.



# Walk Like an Animal

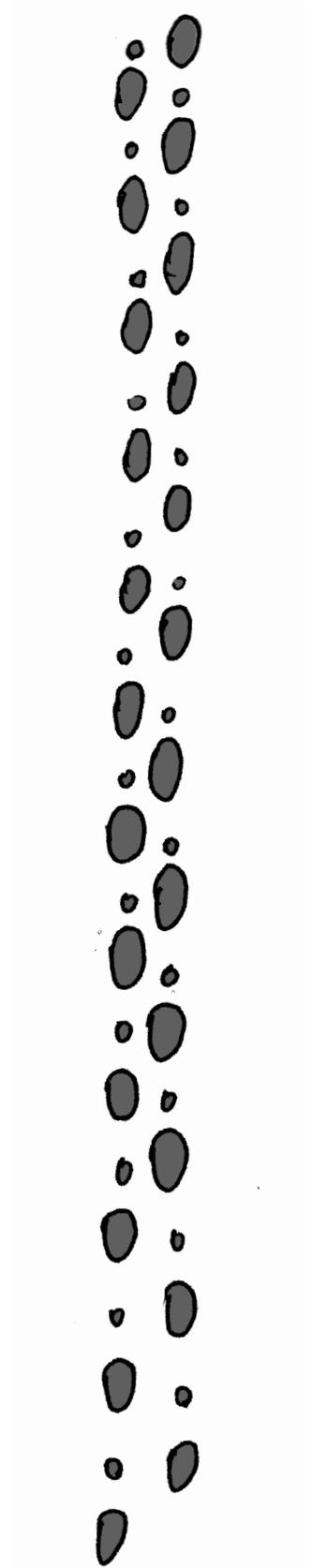
Get down on your hands and knees.

1. To walk like a cat, dog, or a hoofed animal, you move your right front foot or paw (your hand) and your left rear foot or paw (your knee) at the same time. Then switch to your left front foot and your right rear foot. These animals are “perfect walkers” or “Diagonal Walkers” that make a straight path of left-foot, right-foot pattern of tracks.



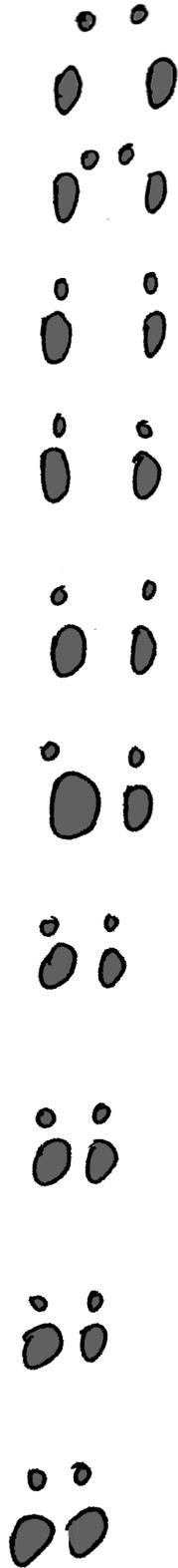
Diagonal Walkers

2. Try walking with your right front foot or paw (your hand) and right rear foot or paw (your knee) at the same time. Now you are walking like a bear, porcupine, raccoon, possum, or beaver. These animals are “imperfect walkers” or “Pacers.” They make a close zigzag pattern of tracks.



Pacers

- 3.** To walk like an animal from the weasel family you hop with both feet front, then both feet behind, making an even bow-like pattern of tracks.



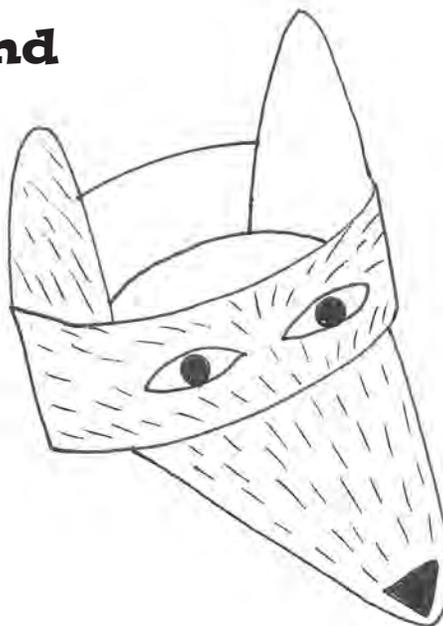
Bounders

- 4.** Rabbits and rodents are hoppers. Their rear feet jump ahead to either side of their front feet. This will be hard to do on your knees. Try hopping on your feet like a frog.



Hoppers

# Coyote Headband



## SUPPLIES NEEDED:

tagboard (file folder weight)

construction paper-

purple (or any coyote color)

yellow or white, black

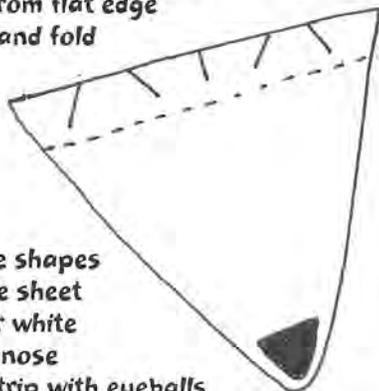
glue

stapler

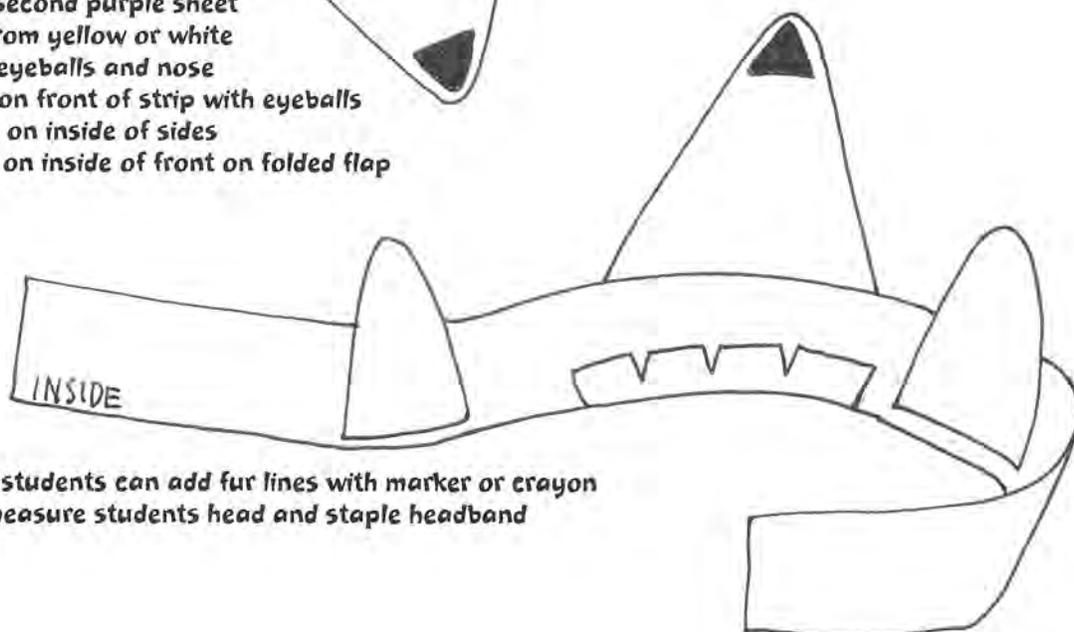
scissors

markers or crayons

1. Pre-cut strips from tagboard approx. 2" by 24"
2. Pre-cut construction paper (to minimize waste)  
purple strip 2" x 24" (use pieces if needed)  
purple (or?) - 2 pieces approx. 5" x 6" (1/2 sheet)  
yellow (or white) and black - 1 piece approx. 5" x 3" (1/4 sheet)
3. Glue purple strip to tagboard and set aside
4. Have students cut large triangle for nose  
(using as much of the first purple sheet as possible)
5. Snip half-inch cuts in from flat edge  
on diagonal lines and fold



6. Cut two ears in triangle shapes  
from second purple sheet
7. Cut eyes from yellow or white
8. Cut black eyeballs and nose
9. Glue eyes on front of strip with eyeballs
10. Glue ears on inside of sides
11. Glue nose on inside of front on folded flap



12. When dry students can add fur lines with marker or crayon
13. Teacher measure students head and staple headband

# Coyote's favorite star was **BLUE.**

What is your favorite color?

Start collecting small things in your color...pictures, rocks (painted), fabric, toys, ribbons, buttons, any little object you can find to glue into your COLOR BOX.

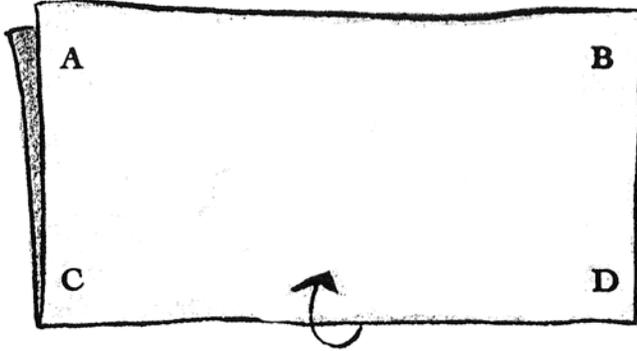
Find a small box (like a shoebox or smaller) and paint it inside and out with your favorite color. When it is dry you can glue your objects inside.

## **What you will need:**

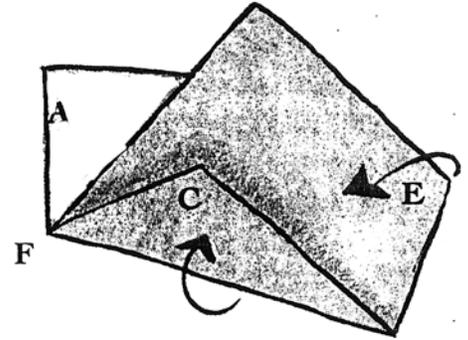
- shoe box or a box lid
- acrylic or tempera paint
- paintbrush
- scissors
- collection of items in your favorite color
- glue



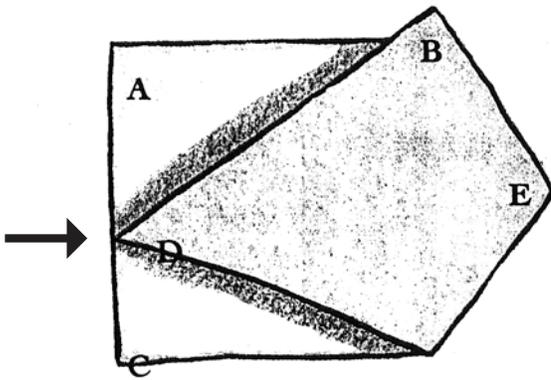
# Make A Five Pointed Star



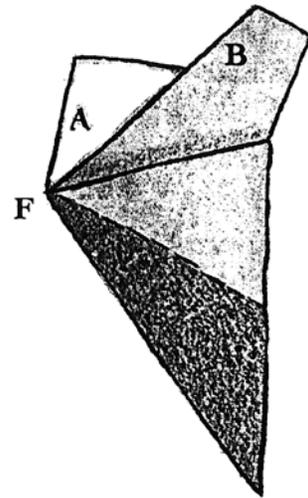
1. Fold a square piece of paper in half.



3. Fold corner C up.  
Fold corner E over to F.



2. Fold corner D to a point halfway  
between A & C.



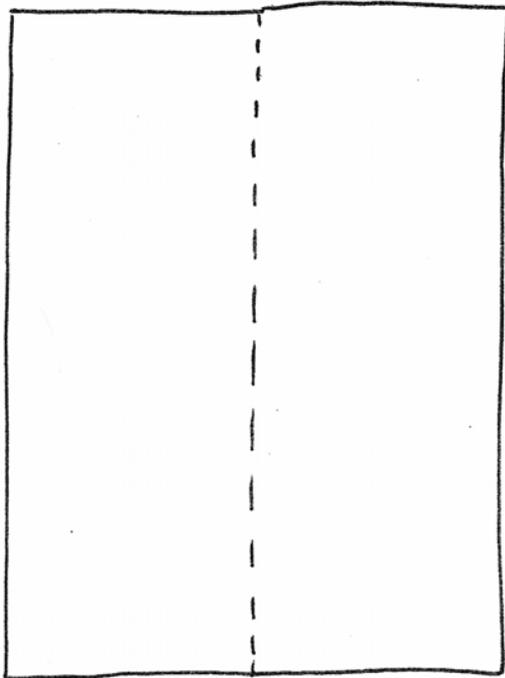
4. Cut through all layers along  
dotted line.  
Unfold to make star!



# Window Stars

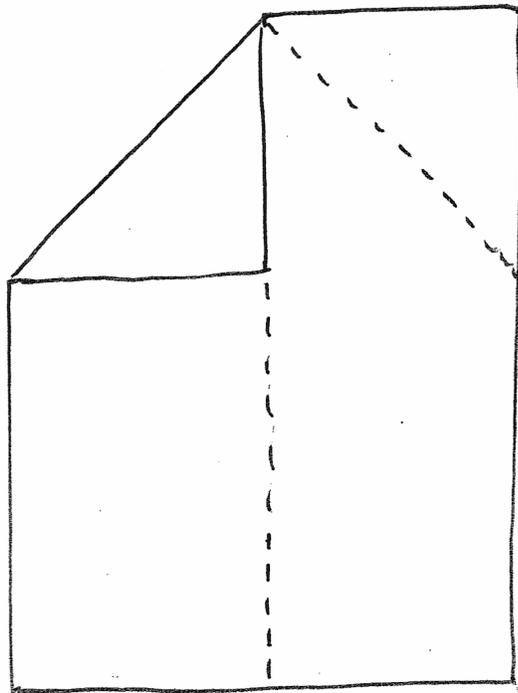
materials: colored cellophane\*, waxed paper, or tissue paper  
scissors  
glue

(\*Coyote's favorite color is blue!)

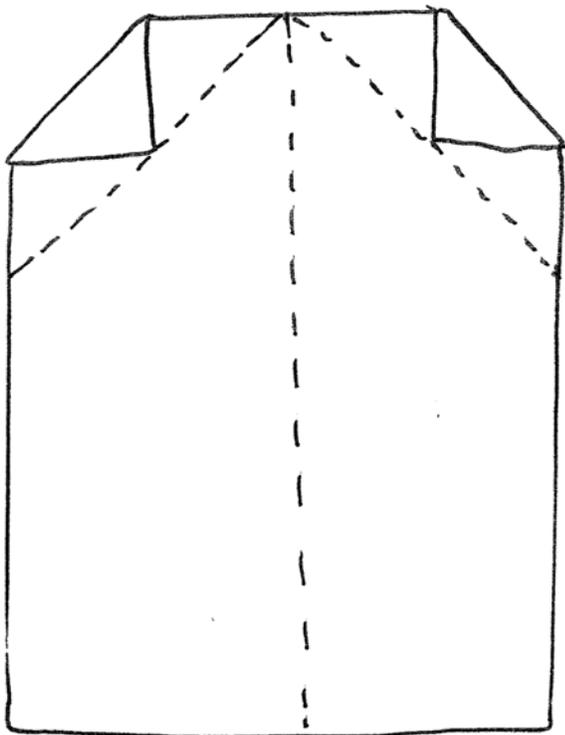


This actual size rectangle will make an 8 sided, 8 inch window star.

Step 1 - Cut 8 rectangles and fold in half lengthwise.

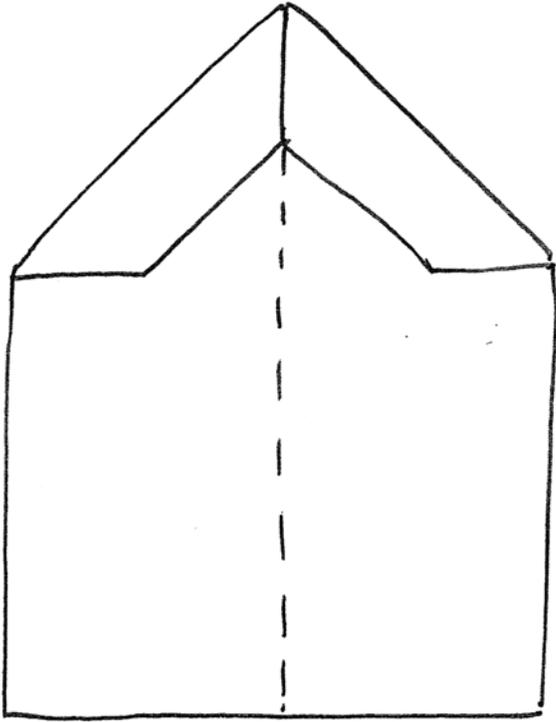


Step 2 - Fold down top corners to meet in the middle.

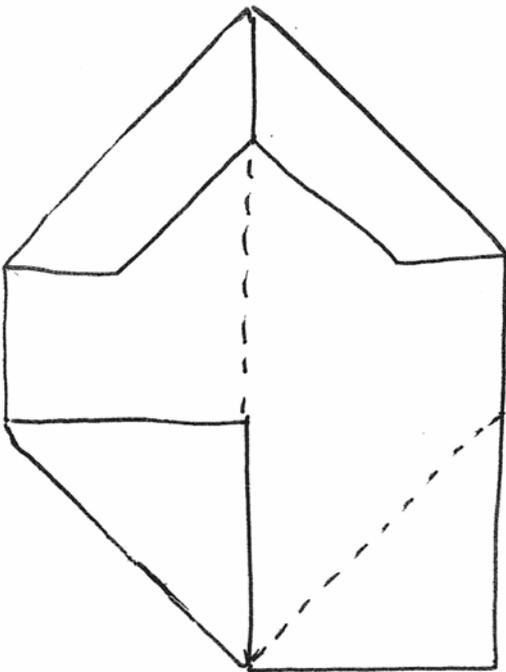


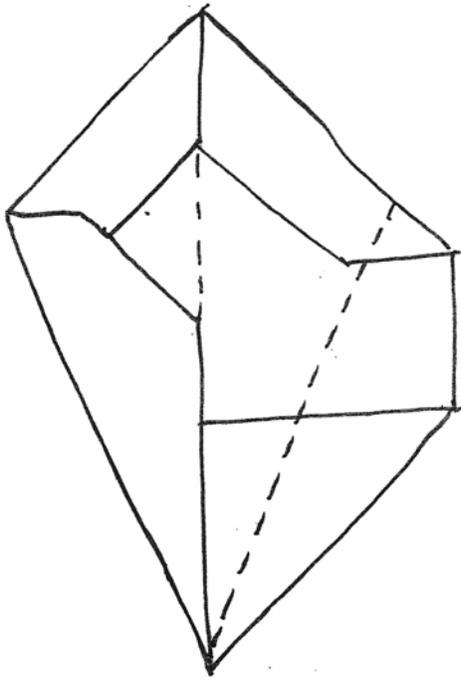
Step 3 - Unfold corners and re fold corners to meet first fold line.

Step 4 - Fold back to center to look like this.

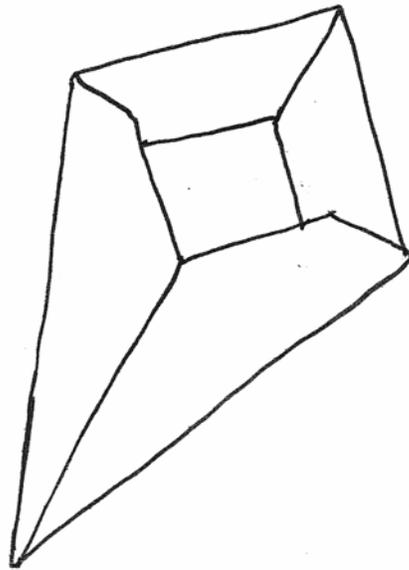


Step 5 - Fold bottom corners up to the center fold line.

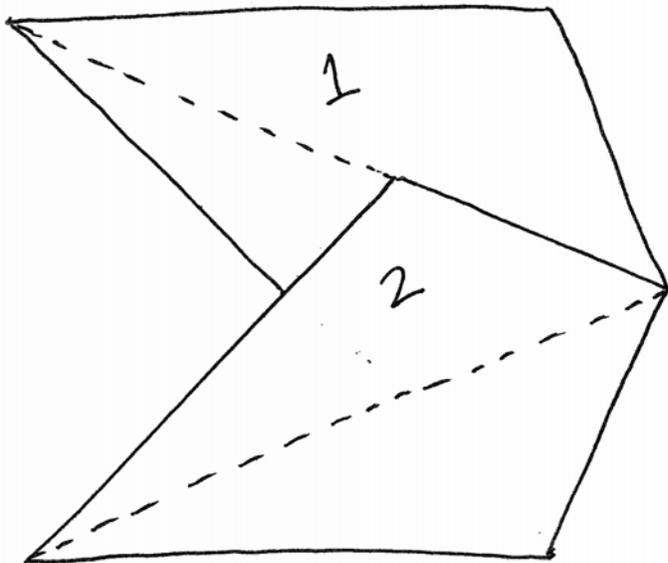




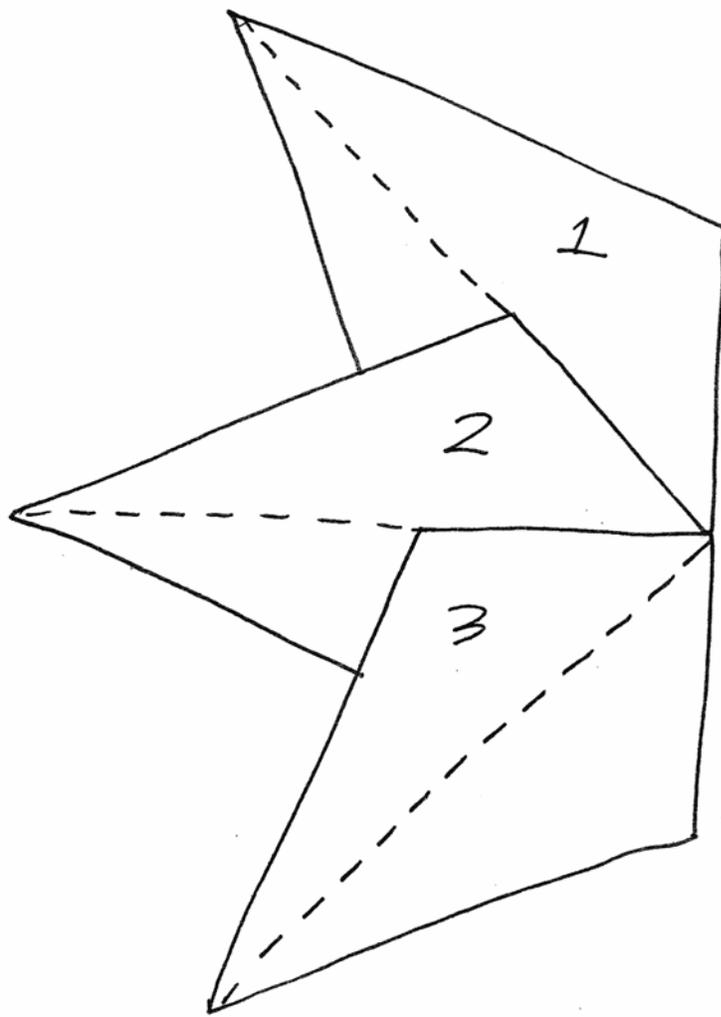
Step 6 - Fold bottom corners in again to meet center fold-line as you do when making a paper airplane.



Now your star point looks like this. Fold all 8 rectangles.



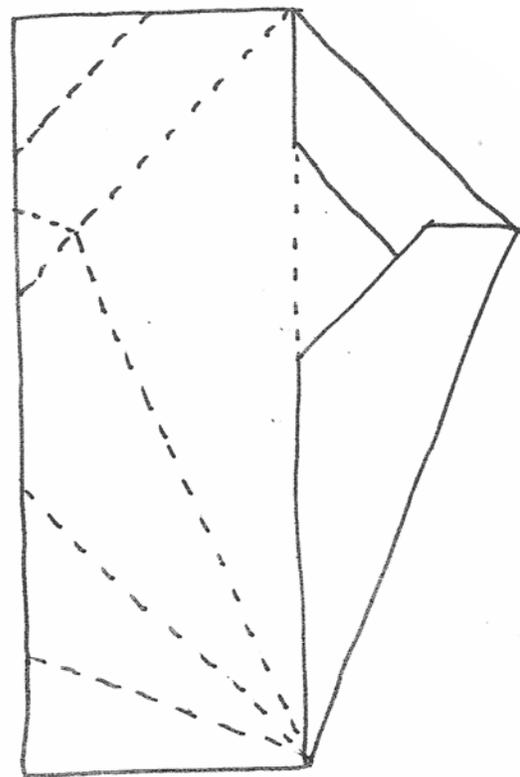
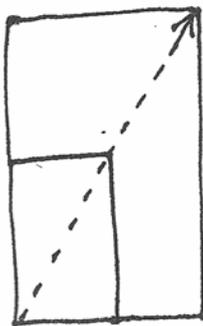
Step 7 - Place #2 star point face up on top of #1 star point lining up with center fold line, and glue.



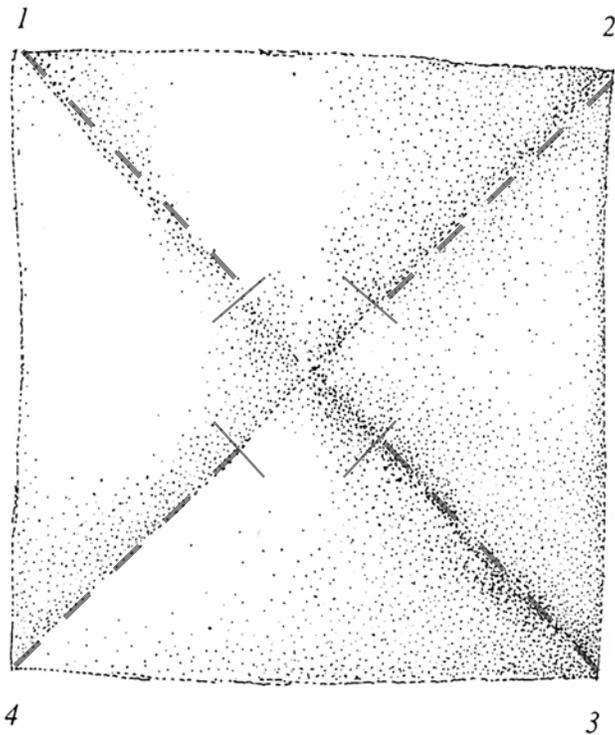
Continue to place star points around the circle, gluing.

Hang by a string or use clear tape to decorate windows.

★ to make larger stars enlarge rectangle proportionately.



# Make A Spinning Star



1. Paint your watercolor paper and let it dry.

2. You can lightly fold your paper from tip 1 to 3 and 4 to 2. Or draw a light pencil line with a ruler to find center.

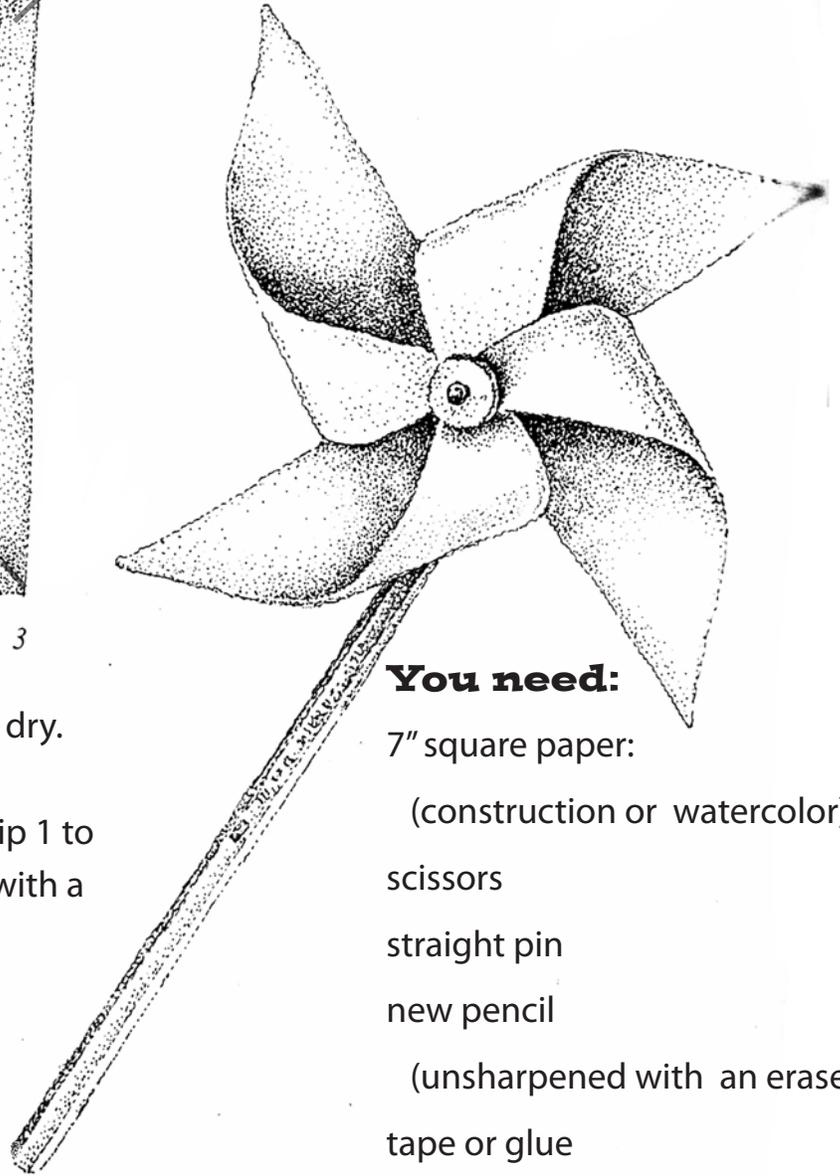
3. Cut with scissors on each line toward the center, stopping before the last inch.

4. Cut a circle (1 -1 ") of paper to reinforce the star. Roll a piece of tape and stick to the back.

5. Push your pin through the center of your little circle.

6. Bend every other star tip into the center and overlap them.

7. Push the pin/circle through all the overlapping tips, through the center of the paper into the side of the eraser on the pencil, careful not to push the pin all the way through eraser.



## You need:

7" square paper:

(construction or watercolor)

scissors

straight pin

new pencil

(unsharpened with an eraser)

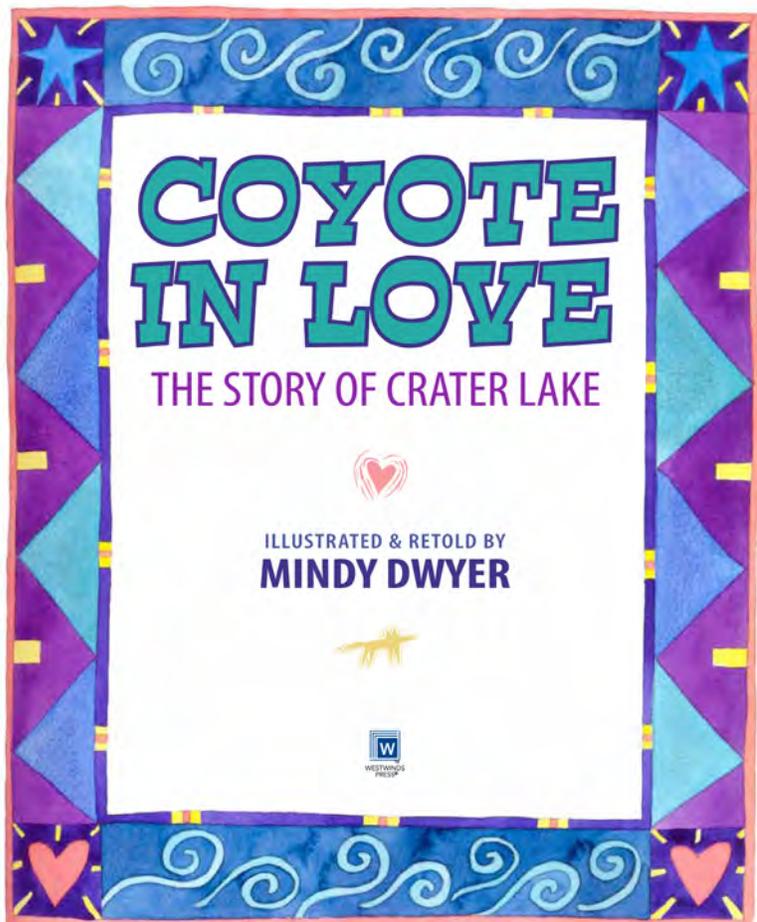
tape or glue

# Border Design

This book has a border design on every page. The designs in the border can help to tell the story. One student thought that every time she saw the little quilt squares she was reminded that it was a mama telling the story to her kids at bedtime.

An easy way to start border designs is to draw a line down the edge of your paper —you don't have to use a ruler, then on the other side, across the top and the bottom. You now have four corner squares to decorate first. Then fill in the sides and tops with patterns, lines, shapes, curls, dots.

To make designs, start with a line. The line divides the shape into two shapes now. If you have stripes, you can draw little shapes inside the stripes to make a pattern. Each shape provides a place to make more shapes.

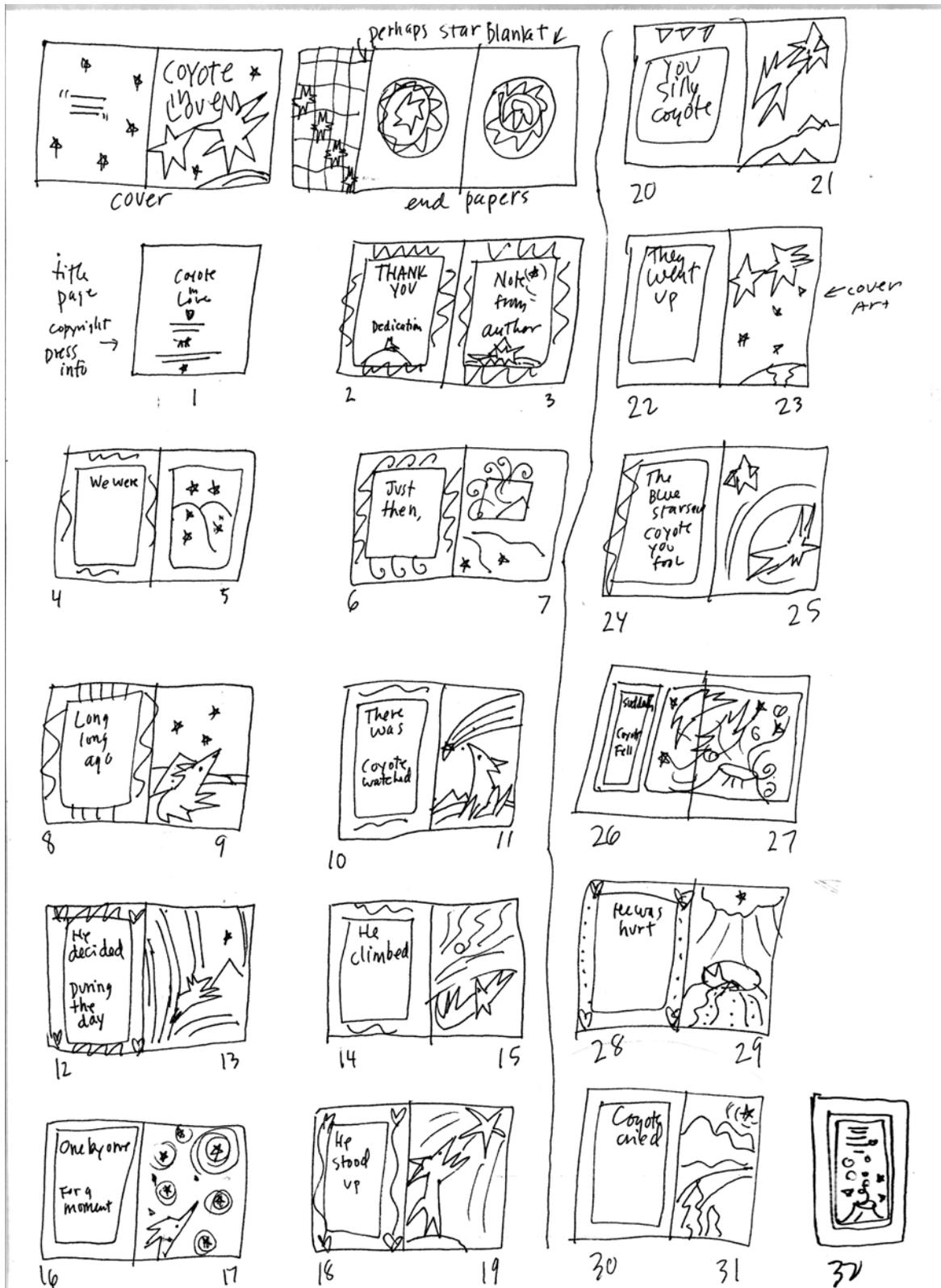


The illustrations in this book were painted with watercolor.

What shapes did you see in the book?

# What is a storyboard?

It is using small thumbnail sketches (quick stick figure type drawings made as small as your thumb) to figure out what happens in your story. This is one of the storyboards I made for *Coyote In Love*. Picture books usually have 32 pages. My original storyboard had 36, so I had to take out 4 pages.



# Why make a storyboard?

1. You need to spread the text through 32 pages.
2. It's not time to focus on details yet, thumbnails help you see where you are going.
3. It helps to see the shape of the story in terms of pacing (or where to speed up or slow down).
4. Try to balance the text from one page to the next, not too much on one page and not enough on the other. And, remember, something should HAPPEN on each spread. (A spread is two pages that face each other.)
5. Sometimes the story has a "hole in it" or something missing, and you find it when you draw the pictures.

## How do I make one?

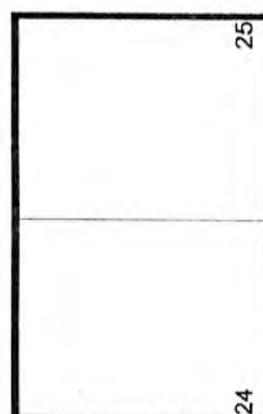
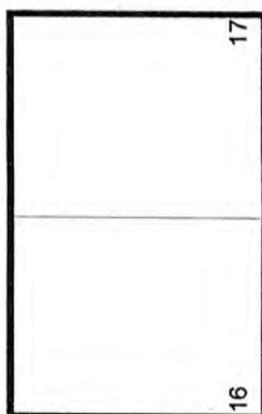
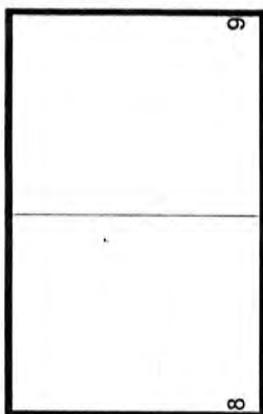
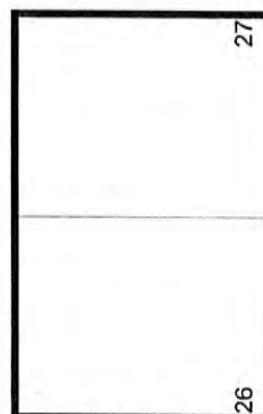
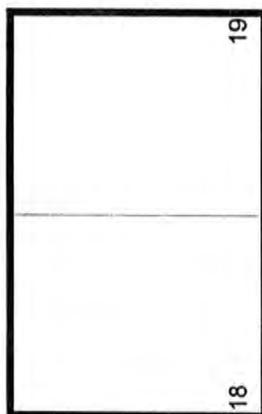
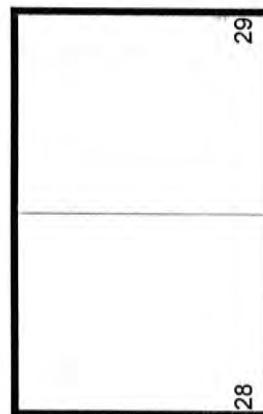
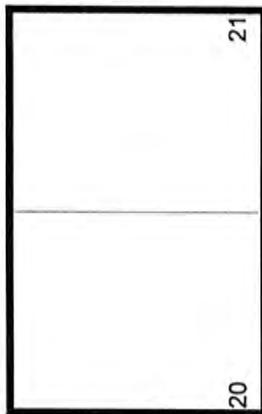
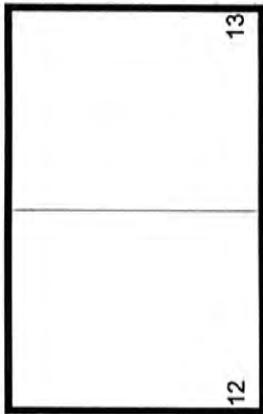
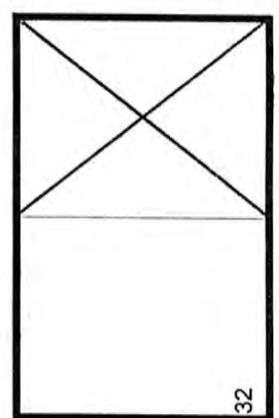
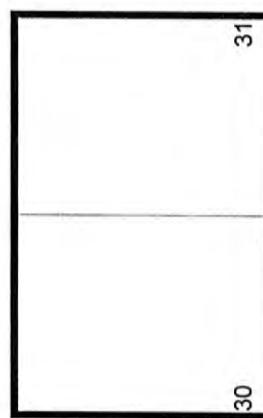
You can simply use the template on the next page and start to draw a story. Or- Write your story first and then draw a line after each scene where something happens. Then, draw pictures to go with the text boxes.

### **Tips:**

Save the first 3 pages for title page, dedications, copyright.

Tell your story with stick figures and gestures and scenes.

See more about storyboards and examples at [www.mindydwyer.com/studio/storyboarding](http://www.mindydwyer.com/studio/storyboarding)



# Vocabulary Words

Where there any words in the story that you did not know the meaning of?

Could you figure out what they meant by reading the story?

**radiant** (adjective)

sending out light; shining or glowing brightly

**twilight** (noun)

the soft glowing light from the sky when the sun is below the horizon, caused by the refraction and scattering of the sun's rays from the atmosphere

**afterglow** (noun)

light or radiance remaining in the sky after the sun has set

**plunging** (verb)

jump or dive quickly and energetically

**tumbling** (verb)

typically of a person falling suddenly, clumsily, or headlong

## Wordle

Print the vocabulary words on a piece of paper large enough to cut them out. Find words that have the same letters and arrange them into a wordle like the game Scrabble or like a crossword puzzle. You can add some more words from the story to make things fit. Draw boxes on a piece of tracing paper where the words are to make your own crossword puzzle. Then, write a clue for each word. Take your crossword puzzle home and see if someone can solve it.

# Verbs Are Action Words

Find the different tenses of the verb run on this page.

past tense \_\_\_\_\_ (already happened)

present tense \_\_\_\_\_ (happening now)

Name different tenses of  
these verbs:

sit, \_\_\_\_\_

\_\_\_\_\_

see, \_\_\_\_\_

\_\_\_\_\_

think, \_\_\_\_\_

\_\_\_\_\_

Sometimes the word changes  
a lot when the tense changes.



# Point of View

Read the story and think about:

Who is telling it?

What if the star told the story?

How would the story be different?

Start the story up in the sky where the stars live and look down on Coyote.

Describe what it looks like.

Use the storyboard to draw the story.

How does the star feel about Coyote?

Find words to speak from the opinion of the blue star.



## Investigate

In the author's note it says, Coyote finds love and heartbreak in circumstances that his powers cannot remedy. Yet, in his sadness, there is magic in his lake of tears. The lake is Crater Lake, which is beautiful blue and very deep.

Was it magic that created the lake when Coyote fell from the sky? What do you think it was?

A good way to ask questions and discover answers especially in science is cooperative learning. This is sharing ideas and listening to others. Partners can problem solve, discuss, predict the outcome, and report to others. Teams of two or three or four experts investigate, use hands-on methods, and work together.

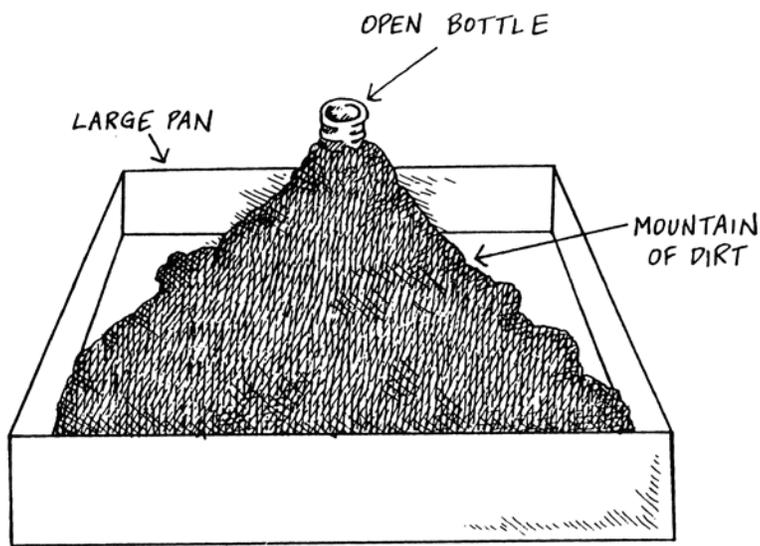
Did you guess that the explosion of Coyote hitting the ground was really a volcano? Let's make a team to learn about volcanoes. We need a measurer, a pourer, and a record keeper.

Did you know that there are 20-30 eruptions every year and over 500 active volcanoes in the world? That's not even counting the ones under the sea. More than half of them are located around the "Ring of Fire" that borders the Pacific Ocean. Volcanoes can smother entire cities and forests with lava and ash. But, they also have shaped most of Earth's surface over millions of years, forming mountains, plateaus, and ocean floors. Weathering and erosion turn lava and ash into fertile soil and many farms are built on the slopes of volcanoes. Lava and magma (molten material beneath or within the earth's crust) harden into granite. Granite is a durable, strong material with varying colors which makes it a practical and beautiful building material for construction, floor tiles, counter tops, or window sills. It can also withstand high temperatures, making it an ideal fireplace material.

# Make A Volcano Erupt

## You will need:

vinegar  
small plastic bottle  
baking soda  
large tub or tray  
funnel  
red food coloring  
sand, gravel or dirt



Gather supplies and assign jobs to the team. The record keeper writes down what the team thinks will happen in this experiment.

The pourer adds red food coloring to the vinegar to make lava. Then, using the funnel fill half of the plastic bottle with baking soda. Stand the bottle in the center of the tub or tray.

Pile gravel, sand or dirt around the bottle to make a mountain. Quickly pour the vinegar into the top of the volcano and watch it erupt.

What caused the flow? Baking soda and vinegar create a chemical reaction which produces a gas that builds enough pressure to rise up out of the bottle.

In a real volcano a long tube underground leads to a deep underground chamber where there is melted and hot gases. The pressure of the gas forces molten rock up to the surface. The red hot melted rock is called lava and erupts from inside the volcano spilling down the sides where it cools and hardens.