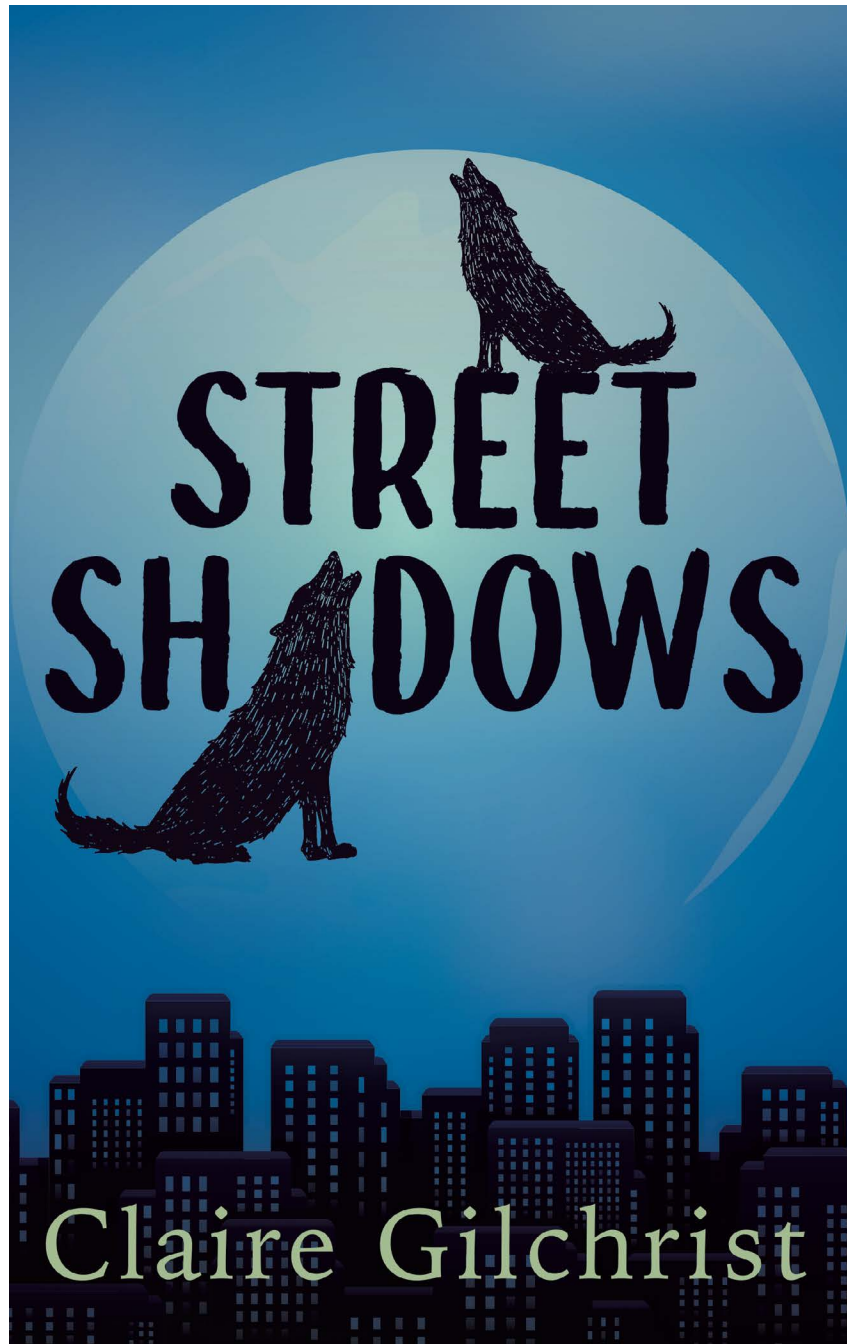


# TEACHER'S GUIDE



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Dundurn Press  
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Toronto, Ontario, Canada M4L 1C9  
dundurn.com, @dundurnpress   

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# I • OVERVIEW

This is the first book in the Song Dog Adventure series about urban coyotes. The second book in the series, called *Lost Shadow*, will be published by Dundurn Press in September 2021.

*Street Shadows* has multiple narrators and is told from the perspectives of different characters who view events through different lenses based on their histories and experiences. The narrators in this book are two coyotes, Pica and Scruff, and Alyssa, a city worker with urban wildlife monitoring and rescue. Viewing historical events through different perspectives is an important part of the Social Studies curriculum.

## II • SUMMARY

Students should be able to read this book in four weeks. The book summary has been divided into four sections accordingly. The book study itself takes six weeks. In the first week, students can complete the pre-reading activities. The reading groups can then meet weekly to discuss each part of the book as part of the during-reading activities. Finally, the students complete the after-reading activities.

### WEEK 1 (Ch. 1–5, p. 7–46)

Pica’s first memories are of warmth and milk. She and her three littermates are cared for by their mother, Gree, and another large female, while a male coyote stays outside the entrance to their den. As soon as her eyes open, her curiosity draws her to the light outside the safety of the den. The sights and smells overwhelm her, and the male coyote gently picks her up and returns her to the den. They name her Pica because she’s impatient and couldn’t wait to take a peek at the world.

Scruff’s first memories are also of warmth and milk. He and his two littermates are cared for by their mother, while their father stands guard outside their den. His mother sometimes leaves the den, and he and his littermates huddle together for warmth. One day the male coyote stops coming and his mother leaves the den for longer periods of time. When she returns, she is exhausted and produces less milk. One day he smells a different coyote outside the den and hears his mother growl and bark to send the other coyote away. After a while, his mother leaves and does not return. One by one, his siblings die. He decides to leave the den. At first he is overwhelmed by the sights and sounds outside. He follows a smell from across the clearing and is attacked by crows. He barks and growls to fight off the attack. A large nearby coyote, Jagger, adopts him and names him Scruff because he ragged, tough, and scrawny.

Pica explores her family's territory on the edge of a residential area and golf course. She plays at chasing a golf ball rolling down the hill when she meets Scruff, whose territory is the nearby forest. They play together. Pica has a sore eye, which affects her vision, and she mistakes a white flower for the golf ball. Her older sister, Taba, from a previous litter, spots her and barks. Pica sends Scruff away. Her family scolds her and reminds her that it is dangerous for her to interact with coyotes who are not part of her family.

Scruff learns to hunt rodents under Jagger's watchful eye and has an aptitude for it. He also enjoys watching Pica's family, the Hillside Pack, play and sometimes joins in. One day he gets caught by Lamar while hunting a vole on their territory. Scruff recognizes his scent and growl from when he was a young pup. Jagger appears and engages in a standoff with Lamar, sending Scruff away. When Jagger returns to their den, he reveals that Scruff's father died from an infection and Lamar and Gree killed his mother to expand their territory for their large family. Scruff wants to kill them, but Jagger tells him to wait until he is fully grown before taking his revenge and assures him that he will help.

After returning to his family following his confrontation with Jagger, Lamar is bombarded with questions from the pups. He tells them about Jagger being a solitary coyote and avoiding confrontation before adopting Scruff. He tells them that since forming a pack with Scruff, Jagger has claimed the forest territory and has become more aggressive. He instructs the pups to stay close to him and Gree. They do not trust Jagger but are afraid to confront him because he has killed before.

As the air turns cooler and food becomes scarce, Lamar and Gree finally decide to teach the pups about the road. They tell them that they need to become "street shadows" to avoid detection from humans in addition to a few other safety rules for surviving in this dangerous territory before leading them toward the street.

Gree explains how to feel and hear the rumble of oncoming cars and trucks. After successfully crossing the main road, Gree and Lamar teach the pups to walk in ditches and hide under cars to avoid being seen by humans. They take them to an empty parking lot to hunt rats before all returning to their territory for the night.

## WEEK 2 (Ch. 6–12, p. 47–97)

Construction begins on the territory that Jagger and Scruff call home. The machines remove all the trees, leaving a strip of trees between the construction site and the hillside. Jagger finds a temporary place for himself and Scruff to rest under a porch behind an uninhabited house. He suggests that they kill the hillside family one by one and claim their territory. When Scruff does not appear to like this idea, Jagger suggests they go their separate ways. Scruff begins to worry because he does not think that he can survive without Jagger.

Pica continues to cross the road with her family to explore the city and hunt. She struggles to catch prey, which worries her and her family. When the construction begins, her parents forbid her and her siblings from going there. Pica has not smelled Scruff's scent in a while and worries about him.

One warm afternoon, Pica wanders toward the line of trees separating the hillside from the construction area. She smells a sweet human food and enters the construction site, hoping to bring food back to her family. She knocks over a box of doughnuts and is enjoying one when she is discovered by the construction workers. The men yell at her and follow her as she desperately searches for a way out. Scruff suddenly appears on the other side of the fence and points out a hole in the fence. Pica injures herself as she struggles to squeeze through the hole.

Scruff is angry at Pica for being in "his" forest and tells her he never wants to see her again. He has changed toward her. Pica tries to ask Scruff about Jagger and tells him that she overheard her parents say that he has killed before. Just then, they recognize Jagger's scent and Scruff tells Pica to leave immediately.

Pica's parents leave her behind in the den with Taba and Dane so that she can rest and heal while the rest of the pack goes hunting. Taba and Dane decide to hunt nearby on the golf course and tell Pica to stay put and call them if she needs anything. Pica tries to do as she is told, but soon is driven by the desire to try hunting at the top of the hill without anyone watching her. She successfully stalks and kills a fat vole, which gives her hope that she will one day be able to hunt and fend for herself.

Jagger attacks Pica and injures her before she nips his leg and runs toward her den, with Jagger in hot pursuit. Dane and Taba come to her rescue and Jagger leaves after a standoff, promising to return. Taba is concerned that Pica is unable to put weight on her injured leg.

When Scruff arrives at the porch, he smells blood and sees that Jagger is injured. Jagger tells Scruff that he was attacked by Taba and some of the other pups unprovoked on the edge of the hillside territory. He asks Scruff to decide whether he will help Jagger obtain the hillside territory or whether they should go their separate ways. Terrified of being alone, Scruff agrees to help Jagger.

When the rest of the pack returns to their den, Pica and Taba tell them about the earlier attack. Pica tells the truth. Lamar decides to go after Jagger now, while his scent is still fresh. Gree stays with the pups. Pica feels guilty about going off on her own to hunt, feeling that her selfishness put her family in danger.

Jagger refuses to divulge his plan to Scruff. Instead he leads him toward the end of the subdivision where there is another construction zone with a deep pit. Jagger stops frequently on the way to mark poles and bushes with his scent. Without explaining why, Jagger tells Scruff to stay near the pit before disappearing. After some time, Scruff begins to leave. Jagger immediately runs over and punishes Scruff, biting his ear and causing him to yelp before disappearing again. Soon afterward Lamar appears. He is surprised to see Scruff alone when suddenly Jagger runs at him and knocks Lamar toward the edge of the pit. Lamar loses his balance and falls to his death. Scruff realizes that Jagger lied to him and used him to lure and kill Lamar. He now questions everything Jagger has told him and has an urgent need to find and warn Pica.

Pica feels guilty that her curiosity at the construction site set off a chain reaction that has put her entire family in danger. Her mother tells her that Jagger is aggressive, does not follow the coyote's code, and would have challenged them for the hillside territory regardless of Pica's actions.

Jagger tells Scruff that they will proceed with his plan in the morning but still refuses to divulge the details to Scruff. Once he's certain that Jagger is asleep, Scruff goes to the hillside to tell Pica's family that Jagger killed Lamar and that he would be coming after them. After warning the family and seeing their hatred, he runs away from Jagger, feeling truly alone.

Grieving Lamar and knowing Jagger's sneaky and aggressive nature, Gree decides that she and her family should immediately leave the hillside and find a place where Pica can safely recover from her extensive injuries.

## WEEK 3 (Ch. 13–18, p. 98–149)

Gree leads her pups away from the hillside as quickly as Pica can travel. They travel past industrial buildings, along a train track, and find shelter in a park. Unfortunately, they are confronted by the coyotes who live in that park and need to leave. Gree finally finds a field near a quiet building. They shelter there for a couple of days, until a group of small humans notices them. Gree announces that they need to leave. Since Pica is too weak to move, they hide her deep under a bush and promise to return for her that night.

As Scruff continues running away from Jagger, he gets sprayed by a skunk. He is hungry, cold, and miserable. He ends up in a part of the city where it is difficult to find a safe place to rest. He is overwhelmed by the noise and the vehicles. As the odour of the skunk impedes hunting, he survives by eating garbage. He finds a small green space under an elevated train track that seems to be unoccupied by other coyotes and hopes it can be his home base.

A city wildlife rescue worker, Alyssa, is called by a school to deal with a coyote problem. She goes to the school to check out the situation — the school reports that the coyotes are stalking the students. When she talks to the principal, she hears that there were five or six earlier in the day and all were chased off except one. Alyssa observes that the coyote looks young and injured. She yells at the coyote and throws a rock at it to see if it is alive. The coyote moves briefly but is unable to run away. She decides to take it back to the rehabilitation centre.

Pica describes her experiences inside the box in the car as she is transported to the rehabilitation centre. At the centre, she is muzzled, sedated, cleaned, and examined, and her injuries are attended to. The same events are described from both the human and coyote perspectives.

Scruff is still living under the train tracks in the crowded city. He encounters two large coyotes who chase him out of their territory. He crosses a dangerous highway to escape and ends up at the ocean, which he interprets as a “Giant Pond.” He meets Mala, an old female coyote who is friendly. She tells him he may be able to find a way back without crossing the highway again, but he has to go into the territory of a coyote called Storm. The older coyote suggests he try travelling during the day. She also tells him about a wilderness past Storm’s park, which is where she came from.

Pica is recovering in captivity. One day the humans examine her and take off the cast and collar they had put on to help her heal. Several days pass. The humans then put a live rabbit into her enclosure, and Pica proves she can catch prey.

Alyssa decides to release Pica at the school on a Friday night and hopes she will move on before school starts again on Monday.

Pica can’t find the scent of her family at the schoolyard. She finds an alley to sleep in and plans out how to search for them. She finds a familiar place and realizes that she can find her way home from there, but home no longer exists. She decides to go back anyway.



## WEEK 4 (Ch. 19–26, p. 150–213)

Scruff travels by day along the beach. He finds it difficult to stay hidden from the humans. He thinks about Jagger and Lamar, and wonders if it's true that Lamar killed his parents.

As he nears the edge of the park and the bridge that will allow him to return to the city without crossing the highway, the beach becomes very busy. He is almost hit by a bike but finally makes it to the bridge. He decides to cross the bridge, go home, and confront Jagger about his family and learn the truth. The humans spot him and start to throw rocks at him, so he runs into Storm's park.

Storm and her family threaten Scruff. He is cornered, and the only way he sees to escape is to swim in the ocean past her territory. He escapes.

Pica makes her way back home. She meets a young, friendly coyote named Patch. He tells her that her hillside has been demolished, and though he knows who her mother and Jagger are, he has not seen them in a while. He offers to come with her on her search, but she is confused by his attention and he leaves. She reaches her home, but her home no longer exists, as the hillside is under construction.

Suddenly, Jagger appears. He is skinny and sick looking but still stronger than her, and she is afraid of him. She remembers that he killed her father and prepares to run away. He tries to make her angry by telling her that her family is gone and he won't tell her where they went. She gets angry and tells him that he deserves to be sick and to lose his home because he and Scruff killed her father. He prepares to attack her.

Safe on a deserted beach after his exhausting swim, Scruff wakes up and tries to make his way back to the hillside, travelling at night through human neighbourhoods, eating garbage. One night he smells Gree's scent. He makes a large detour around that area. On the third night, he smells Pica's scent and wonders why she is heading back to the hillside alone. He arrives back at the hillside just as Pica and Jagger are confronting each other. As Jagger attacks Pica, Scruff jumps into the fight and the coyotes stop fighting. Jagger accuses Scruff of joining Pica's side, but Scruff tells Jagger that he should act like other coyotes and leave them alone. Scruff asks Jagger if he killed Scruff's parents, too, and Pica is surprised to learn that Scruff is a cub from the Forest Pack. She says that she heard her parents talking about Jagger and that he had killed other coyotes before, so she thinks he did kill Scruff's parents. Jagger tells them that they have no idea what really happened. He starts to laugh uncontrollably and tells them that he tried to help Scruff but he's done. He walks off.

Scruff walks away from Pica. She reflects that Scruff could not have known that Jagger killed his parents or he would not have been friendly with him. She wonders if Jagger was lying to catch them off guard and attack them again later.

Scruff and Pica talk. Scruff tells Pica that he was told that her father killed his parents because they wanted more territory for their family. They realize that when they were young, they just believed whatever their parents told them. Pica tells Scruff why she is separated from her family. Scruff tells her he knows where they are, and they decide to go looking for her family together.

Scruff and Pica continue to talk. Pica is not sure if she can forgive him for being involved in her father's death. Scruff is worried about how her family will react to seeing him. Scruff teaches Pica how to navigate the city without being seen. They learn how to hunt together.

Scruff leads them to the place where her family now lives. They find her family. Her family is excited to see her at first, but then notices Scruff. Although he is in a submissive posture, Gree runs to attack him. As he runs away, Pica has to jump in front of her mother to stop her, as she won't stop to listen to what Pica wants to tell her.

Pica tells her family about her life since she was left behind at the school. She tells them that she does not think Scruff meant to help Jagger, but if he did it was because Jagger told him that her parents killed his parents. Gree tells Pica that it sounds like she is taking Scruff's side and to remember that Scruff and Jagger are their enemies. Pica tries to defend her friendship with Scruff, but her mother says that the pack comes first.

Gree finally tells Pica some family history she did not know about. She tells Pica that it is true that the family needed more land in order that all the children could stay on the hillside and make a bigger, stronger pack. The Forest Pack was growing larger as well and had land that Gree and Lamar wanted. They were also worried that the Forest Pack would challenge them for their hillside. Gree tells Pica that Jagger did not lie to Scruff about who killed the Forest Pack. She explains that their intention was to chase the Forest Pack away. However, Scruff's parents got an illness that caused weight and fur loss. His father disappeared, and when his mother got weak enough, they decided to chase her out before another coyote pack took over the territory. When they went to challenge her while she was out hunting, she panicked trying to get back to her den and was run over. They thought the pups were already dead from malnourishment.

They tell her that Jagger is Scruff's older brother but had been driven away by his parents when he was five months old and had not been seen again until after their parents were dead. Pica's parents regretted not chasing Jagger off when he returned, as he was very aggressive, but they were not a strong enough pack yet with the young pups to take care of. Pica is very upset with her family and leaves to tell Scruff the news.

Scruff thinks about the events of the past few days and what a nice time he had with Pica. He is sad he can never go back to the hillside or be near Pica's family. He considers going to the Wild Lands that Mala told him about.

Pica meets up with Scruff, and she tells him the truth about their families. Scruff tells her he does not want to talk about it anymore, and she leaves him alone. She thinks about everything she has learned and realizes that life is more complicated than she thought when she was younger. She is no longer angry at her family and realizes how much she enjoys spending time with Scruff. She goes back to him and curls up with him. She tells him they are making a new pack together. He tells her about the Wild Lands. She tells her family that she and Scruff are leaving. Her family is not happy, but they understand that she needs to go and they don't want Scruff around.

The book ends with Pica's and Scruff's perspective of the ocean and looking toward their new adventure.

## III • PRE-READING ACTIVITIES

### Learning About Urban Coyotes

Individually or as a class, students can learn about urban coyotes by completing the e-learning course “Coyotes in the Urban Landscape,” created by the City of Toronto and Coyote Watch Canada on the City of Toronto website: [toronto.ca/ext/digital\\_comm/mls/coyotes-in-the-urban-landscape/story\\_html5.html](http://toronto.ca/ext/digital_comm/mls/coyotes-in-the-urban-landscape/story_html5.html).

Students can also learn about urban coyotes by exploring the Stanley Park Ecological Society website, which is mentioned by the author in her acknowledgements. Students can read the “Co-Existing with Coyotes” section: [stanleyparkecology.ca/conservation/co-existing-with-coyotes](http://stanleyparkecology.ca/conservation/co-existing-with-coyotes).

### Teaching Perspective

The ReadWriteThink website provides free online classroom resources. Included on the website is a lesson plan aimed at teaching students about narrative perspective. The lesson plan can be found here: [readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html](http://readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html).

## IV • DURING-READING ACTIVITIES

### Chapter Questions

The chapter questions can be used as oral discussion questions during weekly group meetings that students are individually assigned before reading.

## WEEK 1 (Ch. 1–5, p. 7–46)

### CHAPTER 1

1. What are the similarities and differences between Pica’s and Scruff’s early lives?
2. How do Pica’s parents decide on her name?
3. How is Scruff’s name decided?
4. What happens to Scruff’s siblings?

### CHAPTER 2

1. Who are Gree and Lamar?
2. How do Pica and Scruff meet?
3. In chapter 1, we learn that there are three other pups in Pica’s litter. Explain how Pica has four siblings in chapter 2.
4. Why is Gree angry with Pica?
5. Pica is not well. What is wrong and how does this ailment affect her? Use specific and relevant information from the text to describe Pica’s ailment.

### CHAPTER 3

1. Who is Jagger?
2. Who is the Hillside Pack?
3. What memories does Lamar’s presence trigger for Scruff?
4. What does Jagger reveal to Scruff about what happened to his parents?
5. What does Jagger tell Scruff about his relationship with Scruff’s parents?
6. At the end of chapter 3, Jagger looks at Scruff with “a long, calculating look” and says, “Remember, I’m here to help.” Make a prediction about Jagger’s plans or motivations.

### CHAPTER 4

1. How does Jagger’s behaviour toward Lamar and Gree change after he adopts Scruff?
2. How do solitary coyotes normally behave?
3. Who did the forest belong to before Jagger took control?
4. What does Lamar tell Pica when she asks about what happened to the Forest Pack and where Scruff came from?
5. Why has Pica been having difficulty hunting? Explain.
6. Why does Lamar tell Gree it is too dangerous to “take care of Jagger”?
7. How does Gree feel about Jagger?
8. Explain what it means to be a “street shadow.” Why is this important to the coyote pups?
9. What are the three rules the pups must follow?
10. Why doesn’t Taba go to the road with her family?

## CHAPTER 5

1. Gree instructs the pups to pay attention to their senses before crossing the road. What sensations, sounds, and sights do they need to pay attention to?
2. How and where do the coyotes walk or hide to avoid being detected by humans?
3. Why does Pica lie to her siblings?

## WEEK 2 (Ch. 6–12, p. 47–97)

### CHAPTER 6

1. How does Jagger immediately know that the loud rumbling noises mean that they would soon lose their home?
2. How does Scruff feel while wandering through the construction site?
3. Which landmarks/important places can Scruff no longer locate?
4. What does Jagger suggest they do?
5. How does Scruff react to this suggestion?
6. What does Jagger threaten to do if Scruff does not go along with his plan?

### CHAPTER 7

1. What do you think the construction crew is building? Use clues from the text and from your experience to support your answer.
2. What do you think the construction workers are thinking and feeling when they see Pica eating their doughnuts? Use specific details from the text to support your answer.
3. Why do you think Scruff's behaviour toward Pica has changed?

### CHAPTER 8

1. Why does Pica decide to leave the safety of the den while Dane and Taba are hunting on the golf course?
2. Do you think it's possible for Pica to fail at hunting because of the stress of being watched? Use information from the text as well as from your own experiences to support your answer.
3. Why is Taba concerned about Pica's injury?

### CHAPTER 9

1. What does Jagger tell Scruff about the attack on the hillside?
2. What is Scruff concerned about as Jagger shares his story of the attack?
3. What two options does Jagger propose?
4. How does Scruff feel about each of these options?
5. What argument does Jagger use to attempt to persuade Scruff to help him kill the Hillside Pack? Is this argument effective? Why or why not?
6. What change in Jagger's injuries does Scruff observe after he agrees to help Jagger?

### CHAPTER 10

1. What does Lamar feel he needs to do in response to the attack? Why?
2. Why does Pica feel guilty?

## **CHAPTER 11**

1. Why does Jagger stop frequently to mark poles and bushes on his way to the far edge of the housing subdivision?
2. What is Jagger's plan?
3. Why does Scruff begin to mistrust Jagger?
4. Why does Scruff suddenly feel an urgent need to find Pica?

## **CHAPTER 12**

1. Why does Pica feel responsible for the problems her family is currently facing?
2. What mistake does Gree say she and Lamar made regarding Jagger?
3. What is the "coyote's code"?
4. Does Jagger respect the "code"?
5. Why does Scruff become angry at Jagger?

## WEEK 3 (Ch. 13–18, p. 98–149)

### CHAPTER 13

1. Why does Gree choose to leave instead of fight?
2. List the landmarks the hillside family passes on their journey.
3. What causes the rumbling feeling that Kai senses?
4. How does Pica feel about the passing train?
5. Why can't they stay in the park?
6. Gree is surprised that the coyotes do not live in the big, empty field. Why do you think this is the case? What kind of place is it? Use information from the text to support your answer.

### CHAPTER 14

1. Have you or a pet been sprayed by a skunk? If yes, describe the experience.
2. What is the recommended treatment for dogs or other animals who have been sprayed by a skunk?
3. The two coyotes in the park call Scruff a runt and say that they would take his trespassing more seriously if he wasn't a runt. What does it mean to be a runt? Why do you think that makes the other coyotes react less severely to Scruff?

### CHAPTER 15

1. The principal of the school tells Alyssa that there is a "herd of coyotes" stalking the children. However, herd is not the name for a group of coyotes. What is the correct word for a group of coyotes?
2. Have you ever seen a wild animal in your schoolyard or neighbourhood? Explain the situation and how you reacted.
3. An adult hears Alyssa talking with the principal about capturing Pica. What is his perspective on the situation? Why do you think he feels that way?

### CHAPTER 16

1. The vet puts something around Pica's neck that makes it difficult for her to get her head close to the ground to eat. What do you think it is? Why would she have to wear it?
2. Why is habituation to humans dangerous for wild animals? Use information from chapters 15 and 16 in your answer.
3. Why is Alyssa worried about Pica?
4. Pica's rescue and treatment are described from the perspective of Pica and Alyssa. Make a chart to compare the two perspectives of the same events.



## **CHAPTER 17**

1. Scruff is mostly eating garbage, which is not good for his digestive system. What harm can come to humans and coyotes from this? Research coyotes and garbage online to find more information.
2. Scruff experiences a weather event for the first time. What is it? How do coyotes survive in this season?
3. Scruff meets a friendly coyote called Mala. What does she tell him?
4. Why does Scruff need to leave the beach before daylight?

## **CHAPTER 18**

1. What is the most interesting thing that happens to Pica in the first part of this chapter?
2. Why is Alyssa still worried about Pica?
3. Where does Alyssa decide to release Pica? What are the pros and cons of this decision?
4. After Pica is released, what does she decide to do?

## WEEK 4 (Ch. 19–26, p. 150–213)

### CHAPTER 19

1. Scruff thinks that moving to a new territory might help him escape the feelings he has been experiencing since he left home. What are those feelings? Why does he feel that way?
2. Scruff has to choose between crossing on a busy pedestrian pathway or going into the forest territory of Storm. Which option does he choose? Why?
3. What do the humans do when they see Scruff on the beach? Why? What would you do?
4. What does Scruff learn about humans at the end of the chapter?
5. Write an Instagram post or make a TikTok video from the perspective of the humans who saw Scruff on the boardwalk.

### CHAPTER 20

1. What happens when Scruff meets Storm?
2. What does Scruff do to escape from Storm and her family?
3. Are coyotes usually good swimmers?

### CHAPTER 21

1. What does Pica do when she smells the territory of another coyote?
2. What happens between Pica and the first pair of coyotes she encounters?
3. What does Pica learn from her second coyote encounter when she meets Patch?
4. What are Patch's motives for offering to come with Pica?
5. Who is the last coyote Pica encounters in this chapter? What do you think will happen next?

### CHAPTER 22

1. Whose scent does Scruff first encounter on his trip back to the hillside? Why does he want to avoid a confrontation with them?
2. Whose scent does Scruff identify next? Does he decide to track that coyote? Why or why not?
3. Why does Jagger accuse Scruff of joining Pica's side?
4. What does Scruff accuse Jagger of doing?
5. What is Pica surprised to learn about Scruff?
6. What does Pica tell Jagger she thinks he did?
7. What do you think happened to Scruff's parents? Why do you think this?
8. Why do you think Jagger saved Scruff when he was a pup?

## CHAPTER 23

1. Why is Scruff worried about meeting up with Pica's family?
2. Pica learns that hunting in a team is more effective than hunting alone. In your experience, what are the benefits of working with a partner on an activity or sport?

## CHAPTER 24

1. Pica and Scruff find Pica's family. How does her family react to seeing Scruff?
2. Why does Gree accuse Pica of joining Scruff's side?
3. Pica learns the truth about her family and the Forest Pack. What does her mother tell her? Make a list of the events in order.
4. How does Pica feel about what she learns?
5. What does Pica tell her family she needs to do now?

## CHAPTER 25

1. Why does Scruff feel more alone than he ever has before?
2. How does Scruff react to what Pica tells him about his parents and Jagger?
3. Why do you think Jagger didn't tell Scruff they were brothers?
4. Scruff and Pica decide to make a new pack together. How does Pica's family react to this?
5. Where will Pica and Scruff live?

## CHAPTER 26

1. The author uses repetition to describe Pica's and Scruff's points of view. Explain the author's use of repetition in this chapter. What does the use of repetition say about the perspectives of the two main characters? How is this similar to or different from the use of repetition in the first chapter?

# V • AFTER-READING ACTIVITIES

## Media Post

Have students choose a significant event in the story from the list below and make a media post (e.g., Instagram, TikTok, Facebook, video message, or postcard). The media post should explain the event from the perspective of someone experiencing this event and include images, facts, and emotions.

- **Chapter 7:** Construction workers find Pica eating their doughnuts
- **Chapter 15:** A student/parent/custodian or principal sees Pica and her family in the schoolyard
- **Chapter 18:** A person on the beach (walker, jogger, cyclist) sees Scruff run past them

## Media Post Rubric

|  | LEVEL 1   | LEVEL 2   | LEVEL 3  | LEVEL 4  |
|--|---|---|--|--|
| <b>Knowledge and Understanding:</b><br>Facts about the event chosen (accuracy)   | Demonstrates limited knowledge of event (many errors or omissions)  | Demonstrates some knowledge of event (some errors or omissions)   | Demonstrates considerable knowledge of event (mostly accurate)   | Demonstrates thorough knowledge of event (highly accurate)   |
| <b>Thinking and Inferring Skills:</b><br>Uses details from the text and their own experiences to infer what the character says, feels, and thinks about an event | Thoughts, reactions, and feelings expressed are unlikely to have been felt by the character during event, with little to no connection to information in the text | Some thoughts, reactions, and feelings expressed are possible to have been felt by the character during event and are solely based on information in the text (no inferences) | Many of the thoughts, reactions, and feelings expressed are likely to have been felt by the character during event, based on information in the text and their own experiences | All thoughts, reactions, and feelings expressed are very likely to have been felt by the character during event, based on relevant information in the text and their own experiences |
| <b>Communication:</b><br>Clarity of expression and logical organization of information   | Expresses and organizes ideas and information with limited effectiveness  | Expresses and organizes ideas and information with some effectiveness   | Expresses and organizes ideas and information with considerable effectiveness  | Expresses and organizes ideas and information with a high degree of effectiveness  |
| <b>Application of knowledge and skills</b> (features of the media form chosen)   | Uses features of media form with limited effectiveness or only uses a few features of the media form  | Uses features of media form with some effectiveness   | Uses features of media form with considerable effectiveness  | Uses features of media form with a high degree of effectiveness  |

# Informational Poster: Interacting with Coyotes in the City

Have students create an informational poster advising neighbourhood children how to safely co-exist with coyotes in the city. Students can refer to the websites used in the pre-reading activities section for information.

The poster should include:

- A descriptive title
- Images or drawings
- At least five dos and don'ts

## Informational Poster *Rubric*

|  | <b>LEVEL 1</b>  | <b>LEVEL 2</b>  | <b>LEVEL 3</b>  | <b>LEVEL 4</b>  |
|--|---|---|---|---|
| <b>Demonstrates understanding of the characteristics of graphic texts</b>                      | Limited effectiveness   | Some effectiveness  | Considerable effectiveness  | High degree of effectiveness  |
| <b>Use of planning skills:</b> Uses relevant information from research to write a graphic text | Limited effectiveness   | Some effectiveness  | Considerable effectiveness  | High degree of effectiveness  |
| <b>Communicates to inform the reader</b>   | Few supporting details to help the reader understand how to co-exist with coyotes (may include unrelated information)                                 | Some supporting details help the reader understand how to co-exist with coyotes (may include unrelated or repetitive information) | Related supporting details help the reader understand how to co-exist with coyotes  | Accurate and relevant supporting details help the reader understand how to co-exist with coyotes                        |
| <b>Selection and display of headings, subtitles, and images to communicate information</b>     | Headings, images, and/or captions communicate information about the topic with limited effectiveness and connection to information in text is unclear | Headings, images, and/or captions communicate information about the topic with some effectiveness                                 | Headings, images, and/or captions communicate information about the topic with considerable effectiveness and a clear connection to information in text | Headings, images, and/or captions communicate and enhance information about the topic with high degree of effectiveness |

## Habitat and Food Chain Diorama: Urban vs. Rural Coyote

Students will research information about rural and urban coyote habitats and food chains. One side of the diorama will represent an urban setting and the other a rural setting. Both sides should include:

- The food chain or web of the coyote, starting with the energy source, followed by the producer(s), the consumer(s), and the largest consumer
- A physical representation of the habitat (e.g., topography, natural resources, and human structures)

The student should prepare a brief written or oral presentation to accompany and explain the diorama.

### Habitat and Food Chain Diorama *Rubric*

|  | LEVEL 1  | LEVEL 2   | LEVEL 3  | LEVEL 4   |
|--|--|---|--|---|
| <b>Understanding of Basic Concepts:</b><br>Identify living and non-living elements of rural and urban habitats, including food chain of the coyote                 | Gives simple explanations that show limited understanding and does not construct food chain                    | Gives partial explanations that show some understanding and constructs partially completed food chain | Gives nearly complete explanations that show good understanding and constructs linear food chain | Gives complete explanations that show detailed understanding and constructs complex food web (more than one food option for the coyote) |
| <b>Inquiry Skills:</b><br>Recognize rural and urban habitats and human impact on the habitat   | Provides simple description  | Provides partially detailed description   | Provides detailed description  | Provides complex description  |
| <b>Communication of Required Knowledge:</b> Clarity and precision of work in oral or written presentation and use of appropriate science and technology vocabulary | Presents a limited number of ideas and details with little clarity and does not include appropriate vocabulary | Presents some ideas and details with some clarity and includes some appropriate vocabulary            | Presents most of the main ideas and details clearly and includes mostly appropriate vocabulary   | Presents all of the main ideas clearly and precisely and includes all appropriate vocabulary  |

## Looking Forward to Book 2

As a collective brainstorming activity, students will predict what adventures and misadventures may befall Pica and Scruff in the Wild Lands in *Lost Shadow*.

## Indigenous Perspective on the Coyote

To continue the discussion about perspective, students can read picture books that represent the coyote from an Indigenous perspective by Indigenous authors, such as *Coyote Tales* by Thomas King or “Meet Coyote, an Aboriginal ‘Legend’” ([youtu.be/PJ0\\_WEBnZgs](https://youtu.be/PJ0_WEBnZgs)), an Indigenous Tourism BC video.

# VI • ONTARIO CURRICULUM CONNECTIONS

## Pre-Reading Activities

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### Language: Grades 4–8 Curriculum Expectations

#### ■ **READING**

1. Identify a variety of purposes for reading and choose reading materials appropriate for those purposes
2. Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

**Applies to:** *Teaching Perspective*; Learning About Urban Coyotes

#### ■ **ORAL**

1. Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**Applies to:** Learning About Urban Coyotes

## During-Reading Activities

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### Language: Grades 4–8 Curriculum Expectations

#### ■ **READING**

1. Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
2. Use stated and implied ideas in texts to make inferences and construct meaning
3. Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
4. Make judgments and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views
5. Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

**Applies to:** Chapter Questions



# After-Reading Activities

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## Language: Grades 4–8 Curriculum Expectations

### ■ **READING**

1. Identify a variety of purposes for reading and choose reading materials appropriate for those purposes
2. Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
3. Use stated and implied ideas in texts to make inferences and construct meaning
4. Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
5. Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

**Applies to:** Habitat and Food Chain Diorama; Media Post; Informational Poster; Looking Forward to Book 2; Indigenous Perspective on the Coyote

### ■ **ORAL**

1. Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**Applies to:** Indigenous Perspective on the Coyote

### ■ **MEDIA**

1. Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

**Applies to:** Media Post

### ■ **WRITING**

1. Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary
2. Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

**Applies to:** Informational Poster; Media Post; Habitat and Food Chain Diorama

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## Science: Grade 4 Curriculum Expectations

### ■ **HABITATS AND COMMUNITIES**

1. Demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)
2. Identify factors (e.g., availability of water or food, amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat

**Applies to:** Habitat and Food Chain Diorama

