

ELA 6th Grade Directions for All Home Assignments Given by:
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Objectives:

- Cite text evidence to support analysis of what the article says.
- Determine a central idea of an article.
- Analyze how key ideas are introduced and explained in an article.
- Analyze how a particular sentence, paragraph, or section fits into the structure of the article.
- Determine the author's point-of-view or purpose in an article.

Directions:

1. Write your full name, your teacher's name, and the class period on the top of each article you receive.
2. Number the paragraphs in each article. Begin with the first paragraph. Do not number the article's headings as paragraphs.
3. Read the title of the article, the captions (words under the pictures,) and read the article all the way through one time; be sure to read the footnotes as you read the article.
4. Reread the article a second time, and highlight the main idea of each paragraph. You may also use a colored pencil to underline the main idea if you do not have a highlighter.
5. Circle each word you do not know as you read.
6. On a sheet of loose-leaf paper, write your name, teacher's name, and class period. Write each word you circled in the article, and write a definition for that word next to it. If you have a dictionary you may use it to define the word, but be sure to find the correct definition based on how the word is used in the article. If you do not have a dictionary, define the word based on what you think it means from the context of the article.
7. Answer the Text-Dependent Questions: There will be three types of questions: multiple choice questions, short answer questions, and discussion questions.
8. Be sure to use evidence from the text in your short answer questions. Each of your answers should be a minimum of 5 grammatically correct sentences. Use quotation marks and cite the paragraph in which you found your evidence.
9. For the Discussion Questions, answer the questions in the space provided on the sheet. If you need more space, continue your answer on a separate sheet of paper.
10. Be sure to revise and edit all of your written work; you may want to ask a parent/guardian to check your work after you've revised and edited.



Schedule for the week: Look back at the directions above if you get confused.

Monday: Read all of the directions above. Number the paragraphs, and read the article. Be sure to read all titles, headings, and captions. As you read, circle all the words you don't know.

Tuesday: Reread the article one paragraph at a time. Highlight, or underline with colored pencils, the main idea in each paragraph.

Wednesday: Using a piece of loose-leaf paper, write down each word you circled in the article. Then, write a definition for each word; you may use a dictionary, or context clues to define each word.

Thursday: Answer the multiple choice questions, and at least one of the short answer questions. Remember to use evidence from the text for your short answer questions. Be sure to go back to the text to check that your answers are correct.

Friday: Finally, finish this week's article by answering any other short answer questions included with the article packet. Again, remember that each answer should be a minimum of 5 grammatically correct sentences.

Staple all of your work together in the upper left hand corner of the article's title page. Do this for each of the articles you receive. If you don't have a stapler, just keep all of the sheets together for each article.

Your first article is titled "Meet the Coyote Next Door"

Your second article is titled "Chocolate from Children" mailed next

Your third article is titled "Math Isn't Just for Boys" mailed later

Each of your teachers misses you, and hopes you are staying safe and healthy while at home. We also hope that you are continuing to read for pleasure while at home. We think it's a good idea to read at least 20 minutes a day. We look forward to seeing you all in school again soon!

Save these directions for next week! 😊

Name: _____ Class: _____

Meet the Coyote Next Door

By Andy Boyles
2017

Scientists are finding that more and more coyotes are living in cities. In this informational text, Andy Boyles explores how coyotes are learning to survive in cities and how they interact with humans. As you read, take notes on what Dr. Gehrt learns from studying coyotes.

- [1] Dog owners who lived near Chicago’s Soldier Field knew to watch out for the coyote. The wild, doglike animal lived somewhere among the tall buildings near the football stadium. As the sun went down each evening, the coyote would lie in the grass next to a parking garage, waiting. Within his view, people walked their dogs along a bike trail. Each night, the coyote would charge at the first dog to come along.



"Coyote pups are popping up everywhere!" by Cook County Coyote Project is used with permission.

Dr. Stanley Gehrt, a scientist at Ohio State University, led the team that solved the problem. "He never hurt any dogs, and he never hurt any people. He just scared people."

Dr. Gehrt says conflicts between coyotes and city dwellers¹ are becoming more common now that coyotes have moved into many North American cities and suburbs.

In addition to studying coyotes, he and his co-workers teach people ways to avoid problems with coyotes. In short, he says, "Don't feed them, and manage your pets."

- [5] Over the past 15 years, Dr. Gehrt and his fellow researchers have discovered how coyotes adapt² to the dangers of city life. In Chicago and the surrounding area, the team has caught more than 900 coyotes, checking their health, implanting microchips in pups, and fitting adults with collars that can be tracked electronically.

The secret to the coyote’s success is intelligence. To survive in the wild, a coyote must hunt small animals, avoid becoming a meal for wolves or bears, and yet trail one of its own predators, the wolf, to scavenge³ its leftovers. "This way of living creates a super-smart animal," Dr. Gehrt says.

1. people who live in a city
 2. **Adapt (verb):** to become adjusted to new conditions
 3. When coyotes "scavenge," they feed on the left over remains of already dead animals.

Life in the City

One of the smartest changes coyotes made was to hide during the day and come out mainly at night. From sunup to sundown, they find cover under bushes between buildings, along roads, and at the edges of properties, parking lots, and cemeteries. If they can't find a hiding place, they can curl up in any open space where their natural camouflage⁴ blends in. Coyotes have also learned to avoid their biggest killer: cars. To defend their territories, they have to travel over large areas each night, and they soon become experts at crossing streets and roads. One female has been seen sitting patiently at a busy intersection. She may not know how traffic lights work, but she has learned that the cars will soon stop long enough for her to cross the street. Still, cars remain the number-one cause of death for city coyotes.

The most important spot in a coyote's territory is the den, where the parents keep their newborn pups. Instead of using a badger's burrow or a hollow log, city coyotes may choose spaces in broken foundations or dry drainage pipes. One pair dug a den in a strip of ground between a daycare center and a swimming pool. They raised their pups next to these busy spots three years in a row.

Smart Humans

Now that coyotes have learned how to live among us, we can learn what to do if we have coyotes as neighbors. The male that charged at passing dogs near Soldier Field is an example. Dr. Gehrt and his co-workers had already been watching the coyote for months, and the animal had always avoided dogs. But now he and his mate had a den with pups on top of the parking garage nearby. He was charging at the dogs to defend his family. The researchers solved the problem. "The idea is to try to scare the animal away and reinforce⁵ the idea that coyotes should be afraid of people," he says. When the coyote appeared in the evening, they ran toward it, yelling and shaking a noisemaker — a coffee can with coins rattling inside. "Usually, that's all you have to do," Dr. Gehrt says. "You do it once, and you'll never see that coyote again." This coyote did come back, and the team chased him away a few nights in a row. Finally, the coyote pair moved out of the parking garage and made a new den. They chose a vacant⁶ lot about a quarter of a mile away. There, they raised their litter — five healthy coyotes who might never know life outside the city.

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4. an animal's coloring that allows it to blend in with its surroundings
5. **Reinforce (verb):** to strengthen or support something
6. **Vacant (adjective):** empty

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. Humans have forced coyotes out of forests and into cities.
 - B. Coyotes will not survive in the city if cars continue to carelessly hit them.
 - C. Humans and coyotes cannot successfully live in the same space.
 - D. Coyotes have changed their habits to successfully live among humans.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "He never hurt any dogs, and he never hurt any people. He just scared people." (Paragraph 2)
 - B. "Over the past 15 years, Dr. Gehrt and his fellow researchers have discovered how coyotes adapt to the dangers of city life." (Paragraph 5)
 - C. "Still, cars remain the number-one cause of death for city coyotes." (Paragraph 7)
 - D. "The idea is to try to scare the animal away and reinforce the idea that coyotes should be afraid of people" (Paragraph 9)

3. Which statement best describes how coyotes are introduced in the text?
 - A. Coyotes are described as a benefit to humans and animals in the city.
 - B. A story shows coyotes threatening people and animals in the city.
 - C. Facts about coyotes emphasize how smart city coyotes are.
 - D. Coyotes are illustrated as causing minimal disturbances in the city.

4. What is the author's main purpose in the text?
 - A. to explain how people and coyotes can avoid problems with one another
 - B. to emphasize how much more intelligent coyotes are than other animals
 - C. to advise people on how they can get coyotes out of their cities
 - D. to describe the benefits of coyotes living in cities

5. How have humans benefited from scientists' study of coyotes? Use evidence from the text in your response.
