

## Books for Young Learners Teacher Resource

## Book Notes



## Mrs. Murphy's Crows / Los cuervos de la señora Murphy

Author Janice Boland

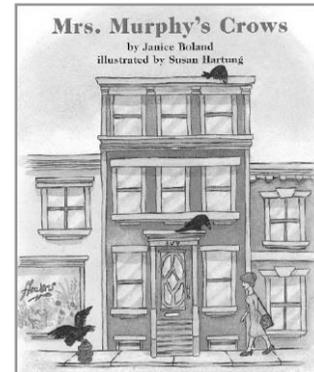
Illustrator Susan Hartung

12 pages ■ 122 Eng. words ■ 144 Spn. words

Fountas and Pinnell Level H

Reading Recovery Level 15

Descubriendo la Lectura Level 10



Mrs. Murphy's Crows

### SYNOPSIS

Students come to the aid of their teacher.

### WHAT THE BOOK OFFERS

- Realistic narrative fiction
- First person plural, told from students' perspective
- Tense switch, starts in present tense then to past and back to present
- Moves from general to specific incident
- Introduction—incident—conclusion
- Obvious problem/solution structure

### POSSIBLE SKILLS EMPHASIS

- Understanding problem/solution structure of narrative
- Identifying introduction—incident—conclusion ■
- Coping with tense switch
- Attending to word endings, especially for tense

### INTRODUCING THE BOOK

*The crows in the cover illustration look rather angry, but Mrs. Murphy looks unconcerned. What do you think is happening? Is this a one-time occurrence or something that happens regularly? How does that help you think about what the author might want to share? Now think about the title and the cover illustration. What kind of text do you expect it to be?*

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#### FOCUS OF INSTRUCTION

After reading the first four pages: *Let's think about when these things happened. Find the verbs/action words on pages 2 and 3. How do these words end? What does that tell you about "when"? Now look at the verbs/action words on pages 3 and 4. What has changed? Let's see why. When did the things on pages 2 and 3 happen? And what about page 3?*

*So we have gone from every morning to just one morning.*

*Pages 2 and 3 were an introduction, and now you are going to find out about just one morning.*

*Page 12: Pages 2 and 3 set the scene for us and told us about every morning. Then we read about one morning. What is this telling us about?*

#### FOLLOWING THE READING

- Discuss the shape of the text—the introduction, detailed incident, and then conclusion (instead of just beginning, middle, and end) and how this structure can assist students in their writing.
- Identify when and how the problem was introduced and how it was solved, and discuss other ways this could be recorded, e.g., as a problem/solution statement with no descriptive action but simply as a summary or the main idea of the story.
- Discuss how endings of verbs indicate tense.
- Write speech bubbles for Mrs. Murphy and the crows on the final page.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Crows can scare some people because . . . If I were a bird, I would want people to feed me either . . . or . . .</i>
<b>USE YOUR MEMORY</b>	<i>Where was the first place the crows swooped down from? Where did they swoop down from next? Who did they swoop down on? Why? Who did the author dedicate this book to? Check the inside front cover if you don't remember.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>What other foods do people feed birds besides bread? Do you think the crows in this story are patient or impatient? What makes you think that? If you were the principal of the school and saw lots of kids carrying lots of bread to school, what would you think? What would you do?</i>
<b>BE CREATIVE</b>	<i>Put a post-it right over the writing on each page of this book. Using only the pictures, make up a whole new story. Write your story on the post-it under each picture. After you write the story, see if you need to change the title of the book, too. If so, change it by putting a post-it over the title that's there.  Read your new story to someone. Ask them what they think of it!</i>
<b>VOCABULARY AGENT</b>	<i>Using your body, show someone what these phrases mean: *scatters bread *comes to school *swooped from the rooftop *flew away *followed the teacher *brought bread to school *feed the birds</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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