

Books for Young Learners Teacher Resource

Book Notes



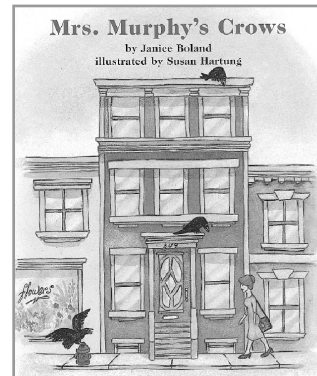
Mrs. Murphy's Crows

Author Janice Boland

Illustrator Susan Hartung

12 pages ■ 122 words

Los cuervos de la señora Murphy ■ 144 words



Mrs. Murphy's Crows

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G I			

S = Shared G = Guided I = Independent

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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Mrs. Murphy's Crows (continued)

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.