



# Crows: Friend or Foe?

By Jennifer Kleiman

## TEACHING GUIDE

**Use this Fun Story to Teach  
4th Grade Inquiry Skills**

### Focus Skills Include:

- Vocabulary
- Classroom Discussion
- Finding Evidence
- Written Response

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# UNIT 2: Crows: Friend or Foe?

*Life Science: Animal Intelligence*

Describes the clever, and sometimes annoying, ways that crows use their intelligence to survive and adapt to the presence of humans.

## Text-to-Text Connection

This unit's text connects to the following Junior Great Books story:

**"Crow Call," Lois Lowry (Series 4, Book One)**

## Activity Prompts

*All page numbers refer to the Student Log.*

### PREREADING PAGE 21

Students activate prior knowledge and explore personal connections to the text topic.

**What Do You Know?:** What do you already know about crows?

**What Do You Think?:** Do you have a good or bad opinion of crows? Why?

### FIRST READING WITH SHARING QUESTIONS PAGES 22–29

Students read the text and share questions they have about it, answering some and setting others aside for later exploration. Students then complete the Check Your Understanding quiz to gauge comprehension of the text.

#### Target Vocabulary

Use the highlighted words (or your own) to work with vocabulary in context any time after the sharing questions activity.

social (p. 23)  
adapted (p. 23)

scavengers (p. 23)  
migrate (p. 24)

survive (p. 26)

### SECOND READING PAGE 30

Students reread the text, making notes that will prepare them for the Shared Inquiry discussion.

**Second reading note:** Mark an **A** in places where you **admire** crows. Mark an **N** in places where you think crows are a **nuisance**.

Students review their notes to formulate an answer to the focus question.

**Focus question:** After reading about crows, what is your opinion of them?

## SHARED INQUIRY DISCUSSION PAGE 31

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Students discuss the focus question while the teacher asks follow-up and cluster questions to help them further develop ideas.

**Focus question:** After reading about crows, what is your opinion of them?

### **Cluster questions:**

- Which of these do you think is the biggest problem crows create for humans—eating crops, opening trash cans, or causing blackouts?
- Do you think crows’ intelligence should be admired?
- Does crows’ ability to communicate mean that people should see them as friends?

## WRITING PAGES 32–33

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Students plan and develop a written argument in response to a writing prompt.

## EXTENSION ACTIVITIES PAGE 34

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### **Further Investigation**

Students pursue answers to questions they still have about the text or the topics within it.

### **Text-to-Text Connection**

Students connect “Crows: Friend or Foe?” with “Crow Call” through writing or discussion.

### **Text-to-Text Connection prompts:**

- Do you think Liz’s father would be more likely to keep hunting crows or to stop if he read this text about them?
- Use information from both texts to write a poem about why you appreciate crows or why you find them annoying.