

Books for Young Learners Teacher Resource

Book Notes



Crabbing Time

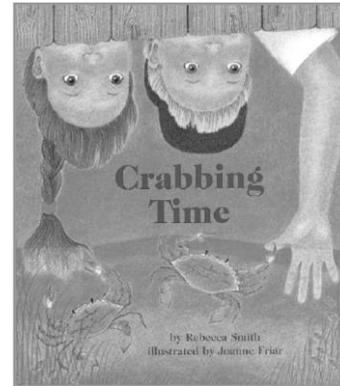
Author Rebecca Smith

Illustrator Joanne Friar

12 pages ■ 76 words

Fountas and Pinnell Level I

Intervention Level 15



Crabbing Time

SYNOPSIS

An incident recounted in procedural form of two children going crabbing.

WHAT THE BOOK OFFERS

- Realistic fiction recount in procedural form
- First person plural
- Present tense
- Presented as dialogue with no speech carrier
- Pages 4 to 9: procedural text—short instructions, implied subject, beginning with verb
- Interesting perspective in illustrations
- Exclamation point: expression

POSSIBLE SKILLS EMPHASIS

Inferential reading: Who is speaking and to whom? What extra information does the illustration provide?

- Developing expression
- Understanding that steps in procedural texts usually start with a verb or an ordinal

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Crabbing Time (continued)

INTRODUCING THE BOOK

- Consider the perspective of the cover illustration and the title page—comparison of setting.

Where are the children in each picture?

- Discussion of readers' experience in catching something; name of activity—fishing, birding, crabbing, hunting, eeling, and so on

What would you take with you if you were going crabbing? Where would you go? What might you need to remember?

FOCUS OF INSTRUCTION

- Check understanding of dialogue with no speech carriers ■
Developing expression

How would the children say this? Use that voice in your reading so your listener knows that it is spoken language. ■ Inferential reading

What extra information has the illustrator provided? Think about the setting, what is happening, and what the children might be saying or feeling.

What words would you expect to see at the beginning of the sentence if this was the usual kind of story you read?

- Developing fluency

Read this page in your head. Which words go together to make a chunk of meaning?

FOLLOWING THE READING

- Discuss how much the author left for the reader to fill in and how she has presented the piece as a procedural text through dialogue. Select a known and common event or action and work together to write it in a similar form.
- Discuss the use of the exclamation point and when students might use it in their writing.
- Each child in the group could rewrite a section of the book as dialogue and then combine them as a new story.

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Crabbing Time (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>If I were the boy in this story, I would not like to . . . The cat in this story was very . . . because he . . .</i>
USE YOUR MEMORY	<i>What are all the things the kids took with them to catch blue crabs? Where can you check in the book to see if you were right? How did the kids know that a blue crab was on the line?</i>
WHAT'S YOUR OPINION?	<i>Look at the picture on page 9. Why do you think the cat has fishing line wrapped around his paw? What do you think the cat is thinking about in this picture? Why do you think that? What do you think the kids will do the next time they go crabbing so they can catch BIG blue crabs? Why?</i>
BE CREATIVE	<i>A Fact Web:</i> <i>Draw a circle in the middle of a sheet of paper. Inside the circle, write the word, CRABS.</i> <i>Read the information in the Nonfiction Note box and use it to help you with your Fact Web:</i> <i>Draw a short line from your circle outward and write one thing you learned about crabs.</i> <i>Draw another line from your circle outward and write another thing you learned about crabs.</i> <i>By the time you're done with your Fact Web, you should have six lines with six facts that are all about CRABS.</i>
VOCABULARY AGENT	<i>Read each word below and make a list of all the rhyming words you can think of for each one:</i> <i>*crab</i> <i>*net</i> <i>*bring</i> <i>*bat</i> <i>*line</i> <i>*drop</i> <i>*tug</i> <i>*scoop</i> <i>*big</i>