

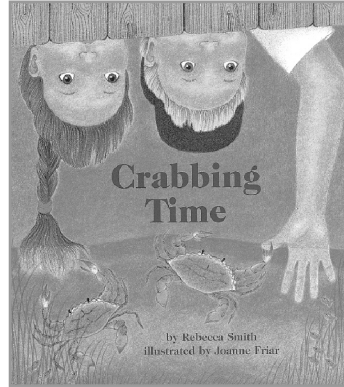
# Books for Young Learners Teacher Resource

## Book Notes



### Crabbing Time

Author Rebecca Smith  
 Illustrator Joanne Friar  
 12 pages ■ 76 words



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

S = Shared G = Guided I = Independent

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.