

Teacher Edition

# Crabs

Written by Marilyn Woolley



alphakids



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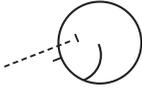
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- Colour photographs provide information about the diversity of crabs
- A table of contents is provided

## Vocabulary

crabs, animals, seashore, food, enemies, rock pools, low tide, coral reefs, mud, seaweed, nippers, mouths, shell, hermit crab, sideways, backwards, flippers

### **Setting the context**

Ask: *What do you know about crabs? What would you like to find out?*

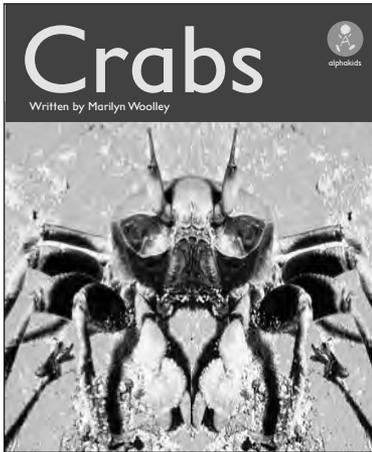
Record the children's ideas on a chart.

### **Background information**

Crabs are crustaceans that have ten legs. Most crabs live in or near water, but some crabs live all of their lives on the land returning to the water only to lay eggs.

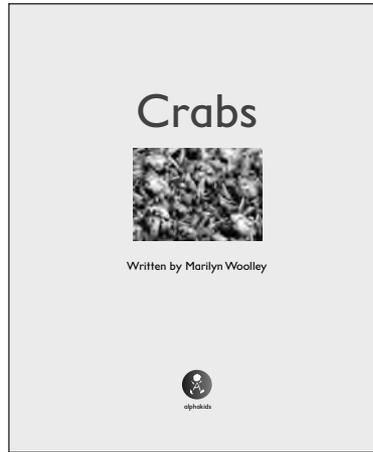
### **Introducing the book**

*This book is called 'Crabs'. It tells us information about where crabs live, what they eat, what they look like, how they move and how they protect themselves.*



### **Front cover**

*What is this? How many legs does it have?  
Where are its eyes? What is its body covered in?  
What is it doing?*



### **Title page**

Point out the name of the author, the photographer and the logo.  
*What do you notice about these crabs?  
What are they doing?*



## **Talkthrough**

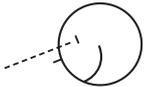
Refer to the table of contents.

*This is the contents page. The contents page tells us where we can find different information in the book. What page would you look at to learn about what crabs eat?*

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

Look at page 4.

*What is this section called? How did you know that it was the heading? What does the introduction tell us?*



## **Observe and support**

Is the child able to point out different text features on the page?

*Where is the heading? How did you know that it was a heading?*



## Contents

Introduction 4

Where crabs live 6

What crabs eat 8

What crabs look like 10

How crabs move 12

How crabs protect themselves 16

## Introduction

Crabs are animals.

They are found around the seashore.

Crabs move in different ways to find their food and to hide from their enemies.





## **Talkthrough**

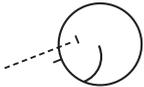
*What is this section called? It tells us about where crabs live. Some live in rock pools, some live around coral reefs and some live in mud. If you were looking for the word 'coral' what would you look for? What letters would you expect to see?*

*Look at pages 8–9.*

*This section tells us about what crabs eat. What do you think they eat?*

*Can you see the crab's mouth? It has lots of parts.*

*(Note: the crab's mouth parts are near the large nippers.)*



## **Observe and support**

*Can the child use the text to interpret the information contained in the photographs?*

*What do crabs use to get food? How do they do it?*

## Where crabs live

Most crabs live in rock pools or on the seashore at low tide.



Some crabs live around coral reefs.

Some crabs live in mud.



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## What crabs eat

Crabs eat seaweed, tiny sea animals and any dead things they find.

Crabs use their sharp nippers to grab hold of the food they eat.



Their mouths have many moving parts.



9

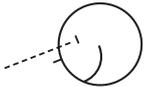


### **Talkthrough**

Look at page 10.

*What grows on the outside of the crab? Would it be hard or soft? Would a hard shell stretch as the crab grows? One kind of crab doesn't have a hard shell. It is called a hermit crab. It finds old shells and lives in them. Can you find the words 'hermit crab' on page 11? How did you find the words? What did you look for?*

(Both crabs on page 11 are hermit crabs.)



### **Observe and support**

Can the child use their understanding of phonics to work out new words such as 'hermit crab'?

*Can you break up the word? Which part of the word makes the /cr/ sound? What sound do the letters /er/ make in the word?*

### What crabs look like

Crabs have a hard shell on the outside of their bodies. As crabs grow bigger they become too big for their shells.

They grow a new shell under their old shell. Then the old shell falls off.



10

The hermit crab is the only crab that does not have a shell. It finds an empty shell to live in.



11



### **Talkthrough**

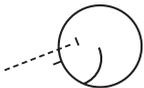
Read page 12. Point out the word ‘most’ on the page.  
*What does ‘most’ mean? Does it apply to all crabs? The book says that most crabs move sideways. How would they do that? How else might crabs move?*

Point out the crabs on page 14.

*These crabs move forwards.*

Look at the photograph on page 15.

*Look at the back legs on this crab. Why are they so much longer than its other legs? For what purpose might it use these legs?*



### **Observe and support**

Can the child understand the literal meaning of the text?  
*How do crabs move? Where does the book tell you this?*

If the child has difficulty ask them to re-read the text and look for words to do with moving.

### How crabs move

Most crabs move sideways when they walk.  
The legs on one side of their bodies pull them along.  
The legs on the other side push them along.



Some crabs can also move backwards to hide from their enemies.



13

Some crabs move forward with their legs held up off the sand or mud.  
These crabs often march in very large groups.



Some crabs can swim quickly under water. They have flippers on the backs of their bodies.



15



## Talkthrough

*How might crabs protect themselves? What things can they do?*

Point out that a crab's hard shell makes it difficult for other animals to hurt it.

*Why would a crab need to protect itself?*

*Which animals might be a crab's enemies?*



## Observe and support

Can the child read the text fluently?

Model reading a passage of the text to the child. Have the child read it with you.

*Can you make it sound like I do?*

Have the child read the text by themselves.

### How crabs protect themselves

When crabs see an enemy  
they can move quickly to hide.  
Their hard shells save them  
from their enemies.



### **Being a meaning maker**

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*What do crabs eat?*

*How is a crab's mouth like yours? How is it different?*

*How does a crab protect itself from enemies?*

*What dangers might a crab face?*

### **Being a code breaker**

Children may like to explore the following language features:

- Classifying language: some, most.
- Language used to refer to groups: these, they, some crabs, most crabs, their, they.

### **Being a text user**

Refer to the chart that children made in the 'Setting the context' section on page 1.

*What did you learn about crabs in this book?*

*Which of our questions were answered?*

*Which were not?*

Discuss any contradictions between any prior knowledge children had about crabs with the information in the book.

### **Being a text critic**

*What things about crabs has the author included in the book?*

*What things has the author left out?*

*What would you have added if you were the author?*

*What would you have left out?*

*Does this author know what children are interested in?*

## Responding to text



Children could each make a cardboard crab and attach it to a stick with a piece of string. These could be used to make a documentary video about crabs.



Children could make a poster of a crab using labels to provide specific information, e.g., 'This is a crab's shell. It doesn't get bigger. When the crab gets bigger it has to grow a new shell underneath the old shell. Then the old shell falls off.'



Children could brainstorm a range of words about crabs. These could be sorted into groups according to the children's own criteria, e.g., names of parts, movement words, describing words.

## Assessment

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Can the child:

- Explain the use of text features, such as a table of contents or headings?
- Explain what all crabs need to stay alive?
- Say how their prior knowledge about crabs differs to the information in the book?



whole text activity



sentence activity



word activity

## Writing links

### Shared/guided writing

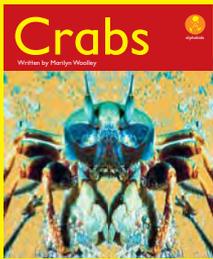
List the headings from the book on the board.

*What information can we put under each heading?*

List children's suggestions under each heading in point form. Share in writing a section for a book about crabs.

### Independent writing

Children could use the headings in the book to write a similar book about a different animal. Children could write one section each and then combine the sections to make a class book.



## Teacher Edition

**Topic:** Animals

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 16

**Word count:** 232

**Vocabulary:** crabs, animals, seashore, food, enemies, rock pools, low tide, coral reefs, mud, seaweed, nippers, mouths, shell, hermit crab, sideways, backwards, flippers

### Possible literacy focus

Using features of a non-fiction text to support understanding.

Drawing inferences about the needs of all crabs.

### Summary

This book provides information about where crabs live, how they move and eat, what they look like and how they protect themselves.

## Other books at this level

Animals

That  
Sting

Written by Claire Savvy  
Photography by Garry Lewis



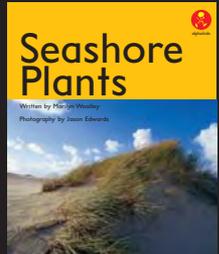
Skate  
Racer

Written by  
Hannah Reed  
Photography by  
Michael Corbett



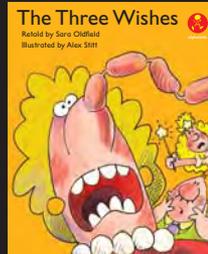
Seashore  
Plants

Written by Marilyn Wesley  
Photography by Jason Edwards



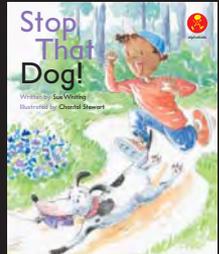
The Three Wishes

Retold by Sara Oldfield  
Illustrated by Alex Sillit



Stop  
That  
Dog!

Written by Sam Whiting  
Illustrated by Charliel Stewart



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