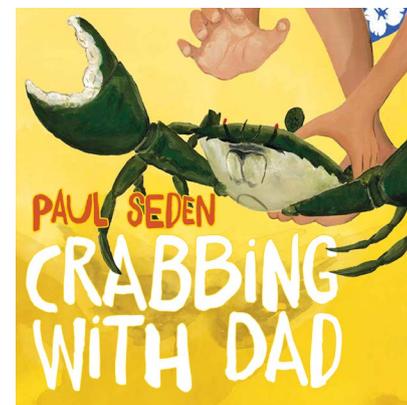


# Magabala Books • Teacher Notes

## Crabbing with Dad

Written and illustrated by Paul Seden



Teacher Notes prepared by Christina Wheeler

### OVERVIEW

*Crabbing with Dad* is a beautiful children's picture book debut from Darwin-based author and illustrator, Paul Seden. Aimed at a younger audience, children will love reading about the adventures of two small children as they go out in the boat with Dad to set crab pots in their secret spot.

Sunscreen and life jackets on, they zoom off into the creek, passing other boats and people fishing along the way. It's a good tide to be on the water and they even come across Cousin Dan throwing his net as far as he can. Crab pots set, they all wait patiently and play games as they guess what fish could be swimming under their boat. When it's finally time to check the crab pots, the adventure begins as they pull up a big, angry crab! Dad teaches the children how to handle the crabs very carefully so they don't get nipped!

- Beautiful vibrant illustrations
- A heartwarming story that celebrates the quintessential Australian pursuit of fishing and crabbing
- Will resonate with children and parents Australia-wide
- Shows the importance of healthy relationships between children and their male role models
- Encourages safety at sea and the benefits of outdoor activities
- Looks at the responsible setting of crab pots and fishing practices

### THEMES

- Fathers
- Crabbing/Fishing
- Mangroves

### AUDIENCE AND WRITING STYLE

Written in first person, present tense, *Crabbing with Dad* is aimed at a low-mid primary school audience. It shares the importance and enjoyment of a father and his children spending quality time together and also highlights the role of fishing and the sea within the community. Beautiful illustrations reveal cross-sections of the mangrove habitat in which the story is set, allowing for further investigation of this biome.

### LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years 2-4
Humanities and Social Sciences	Years 2-4
Science	Year 4

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

### CULTURAL NOTES

- Importance of fishing to Aboriginal communities of North Queensland
- Information about the Wuthathi and Muralag people of North Queensland

For information about teaching Australian Indigenous content see [Teaching Indigenous content with Magabala Books](#).





## ABOUT THE AUTHOR AND ILLUSTRATOR

**Paul Seden** is descended from the Wuthathi and Muralag people of North Queensland. He grew up in Darwin and he loves to draw and tell stories.

Paul works as a Fisheries Officer and he is inspired by the adventures he has with his family in the creeks around Darwin. *Crabbing with Dad* is the first book he has both written and illustrated.

## CLASSROOM IDEAS

### English

- On the first page opening, a girl and her brother are untangling crab pots. How can we tell how they feel about this from their body language?
- What role does the sea and fishing play in the lives of the characters in the story? Use examples from the text in your discussion. How important is the sea to you and your family? Write a reflection to share your thoughts.
- Words that contain onomatopoeia are written in large, coloured font. Create a word wall using these words. Why have they been chosen by the author?
- What are the various methods used to fish in the text? Which of these have you tried?
- The text says, 'we glide to our secret spot'. Discuss the author's choice of language in this phrase. How important are verbs when describing scenes?
- Write and illustrate another page opening suitable for inclusion in *Crabbing with Dad*.
- Reread the page opening that begins 'On the turn of the tide, it's time to go and see if we have caught any mud crabs'. Imagine you are a sea creature looking up at the bottom of the boat from underneath. Write a description from this creature's point of view.
- What do you think is the most important message of *Crabbing with Dad*? Give reasons for your answer.
- What do you enjoy doing with your dad? Write your own story that shares your special time together. Include words with onomatopoeia in your writing.
- What can you tell about the importance of family from *Crabbing with Dad*? How do the illustrations help convey this message?
- How can we tell that the author enjoys fishing with his own family?

### Humanities and Social Sciences

- The author is a descendant of the Wuthathi and Muralag people of North Queensland. Research this Country. Locate it on a map of Australia. What role does the sea and fishing play in this community?
- Who are the Indigenous people in your local area? In what ways do they maintain connections to their particular Country? As a class, create a picture book that shows these connections.
- Sketch the illustration of the mangroves in which Sam and his sister guess what fish could be swimming under the boat. Label the parts of this ecosystem, including the many sea creatures.
- How important are mangroves to the environment? What are current threats to mangroves (preferably one near your school)? What can be done to prevent the degradation of mangroves?

### Science

- When the family go crabbing, we are told 'it's a good tide to catch fish'. Research the way in which tides affect fishing. What role does the moon play in determining tides? Show these findings through a series of labelled drawings.
- Select one of the species that features in *Crabbing with Dad* on which to present an information report. What is their life cycle? What role do they play in the food web of the biome? What would be the consequences if this species were to become endangered or extinct?



## APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
2	<p><b>English</b></p> <p><i>Literature</i></p> <ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (<a href="#">ACELT1587</a>)</li> <li>Identify, reproduce and experiment with rhythmic, sound and <u>word</u> patterns in poems, chants, rhymes and songs (<a href="#">ACELT1592</a>)</li> <li>Innovate on familiar texts by experimenting with character, setting or plot (<a href="#">ACELT1833</a>)</li> </ul>
	<p><b>Humanities and Social Sciences</b></p> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular <u>Country/Place</u> (<a href="#">ACHASSK049</a>)</li> </ul>
3	<p><b>English</b></p> <p><i>Literature</i></p> <ul style="list-style-type: none"> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (<a href="#">ACELT1596</a>)</li> <li><u>Create</u> imaginative texts based on characters, settings and events from students' own and other cultures using <u>visual features</u>, for example perspective, distance and angle (<a href="#">ACELT1601</a>)</li> <li><u>Create</u> texts that adapt <u>language features</u> and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (<a href="#">ACELT1791</a>)</li> </ul>
	<p><b>Humanities and Social Sciences</b></p> <p><i>History</i></p> <ul style="list-style-type: none"> <li>The importance of <u>Country/Place</u> to Aboriginal and/or Torres Strait Islander Peoples who belong to a <u>local area</u> (<a href="#">ACHASSK062</a>)</li> </ul>
4	<p><b>English</b></p> <p><i>Literature</i></p> <ul style="list-style-type: none"> <li>Understand, interpret and experiment with a range of devices and deliberate <u>word play</u> in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (<a href="#">ACELT1606</a>)</li> <li><u>Create</u> literary texts that explore students' own experiences and imagining (<a href="#">ACELT1607</a>)</li> </ul>
	<p><b>Humanities and Social Sciences</b></p> <p><i>History</i></p> <ul style="list-style-type: none"> <li>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to <u>Country/Place</u> (land, sea, waterways and skies) (<a href="#">ACHASSK083</a>)</li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>The importance of environments, including <u>natural vegetation</u>, to animals and people (<a href="#">ACHASSK088</a>)</li> <li>The <u>custodial responsibility</u> Aboriginal and Torres Strait Islander Peoples have for <u>Country/Place</u>, and how this influences views about <u>sustainability</u> (<a href="#">ACHASSK089</a>)</li> </ul>
	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Living things have life cycles (<a href="#">ACSSU072</a>)</li> <li>Living things depend on each other and the <u>environment</u> to survive (<a href="#">ACSSU073</a>)</li> </ul>
<p><b>Cross-Curriculum Priorities</b></p> <p>Aboriginal and Torres Strait Islander Histories and Culture; Sustainability</p>	
<p><b>General Capabilities</b></p> <p>Intercultural Understanding; Literacy</p>	

