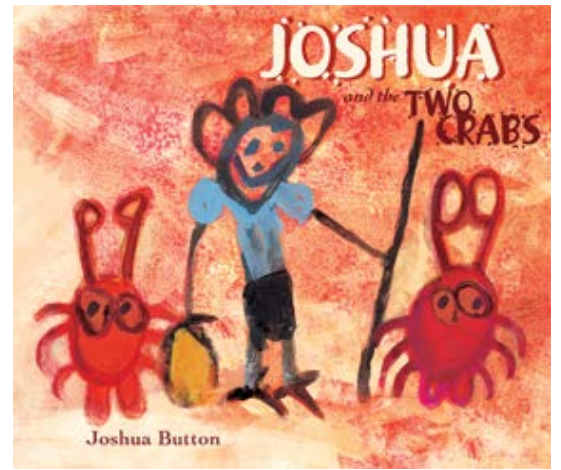


Magabala Books • Teacher Notes

Joshua and the Two Crabs

Written and illustrated by
Joshua Button



Teacher Notes prepared by Christina Wheeler

OVERVIEW

As a young boy growing up in Broome, Joshua Button spent many weekends fishing and crabbing in the mangroves of Roebuck Bay with his family.

Set in Crab Creek, Joshua takes us on a crabbing trip, vividly capturing the atmosphere and energy of the place he is so familiar with, as he chases two crabs through the mangroves, up trees and into the water.

Joshua and the Two Crabs is a delightful blend of art and story that captures the special feeling and sounds of the mangroves, and the joys of crabbing.

- Promotes the value of family and retaining culture
- Inspires young people to write and illustrate their own stories
- Youthful illustrations reflect the extraordinary colours of the Australian landscape
- Roebuck Bay is the most significant site in Australia for shore birds

THEMES

- Crabbing/Fishing
- Mangroves
- Adventure

AUDIENCE AND WRITING STYLE

Written in third person, past tense, *Joshua and the Two Crabs* is well-suited to an early-mid primary school audience. It follows the adventures of Joshua when he goes crabbing with his family in Roebuck Bay in the Kimberley region of Western Australia. Written and illustrated by Joshua Button, this book was produced as part of a project supported by the literacy program at a local Broome school. It shares the beauty of the mangroves and salt water country of the bay, together with the importance and enjoyment of a favourite family ritual. Inclusion of the mangrove habitat allows for further investigation into this biome.

ABOUT THE AUTHOR AND ILLUSTRATOR



Joshua Button is descended from the Walmajarri people of the Kimberley region of WA. Having grown up in Broome, he has a keen interest in the saltwater country and has thrived on the fishing, crabbing and family outings that make it such a special place. His observations of his family's fishing trip to Crab Creek as a child provide a unique opportunity to see this adventure through his eyes.

Joshua and the Two Crabs was Joshua's first book, which was the result of a literacy program at his primary school in 2004, in which he met and worked with his mentor and friend, Robyn Wells. The two have since collaborated on several titles together, including the celebrated picture book, *Steve goes to Carnival* (Magabala Books 2016) and the board

book, *At the Zoo I See* (Magabala Books 2017). Joshua works as a teaching assistant in Broome.



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 F-4
Humanities and Social Sciences	Years F; 2-4
Science	Year 1; 4

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

CLASSROOM IDEAS

English

- Using the illustrations on the front cover, predict what may happen between Joshua and the two crabs.
- When Joshua and his family arrive at Crab Creek, they very quickly set about fishing and crabbing. What does this tell us about their enjoyment of these activities?
- What role does the creek and mangrove play in the lives of Joshua and his family? Use examples from the text to support your ideas. How important is the sea to you and your family? Write a reflection to share your thoughts.
- Create a word wall using vocabulary from *Joshua and the Two Crabs* that is new to you, for example, turquoise, wader birds, handline etc.
- What are the various methods used to fish in the text? Which of these have you tried?
- The text says, 'Joshua slid down the bank of the creek and waded out into the shallow water'. Discuss the author's choice of language in this sentence. How important are verbs when describing scenes?
- Write and illustrate another page opening suitable for inclusion in *Joshua and the Two Crabs*, using a similar style to Joshua Button's.
- Using the clues in the text, describe how a mangrove looks, sounds and feels. Use a Y Chart to help organise your ideas.
- Re-write this story from one of the mud crab's point of view.
- What activities do you enjoy doing with your family? Write your own story that shares your special times together.
- What can you tell about the importance of family from *Joshua and the Two Crabs*?
- How do the illustrations help tell the story of *Joshua and the Two Crabs*? Which is your favourite illustration? Why?
- Using a suitable graphic organiser, compare *Joshua and the Two Crabs* with Paul Seden's *Crabbing with Dad*. How do these two picture books share the importance of fishing and crabbing in Indigenous culture?
- In small groups, retell *Joshua and the Two Crabs* in a dramatic performance.
- Examine the figurative language used in *Joshua and the Two Crabs*, discussing the contribution such choices make to the text. Examples include:
 - The old car bounced along the red, dusty road
 - Joshua rubbed his sticky toes together
 - Listening to the plop! plop! plop! of the air rising up through the mud
 - Mudskippers skipping away
 - They...dug and dug and dug themselves into a hole
 - He splashed back over the creek and dashed across the sand
 - Long-legged wader birds picked their way across the silvery mudflats



Humanities and Social Sciences

- Locate Crab Creek, Roebuck Bay and Broome on a map of Australia. Use Google Earth to look more closely at this environment. Why does the sea and fishing play such a pivotal role in this community?
- Who are the Indigenous people in your local area? In what ways do they maintain connection to country? As a class, create a picture book that shows these connections.
- Sketch and label the parts of the mangrove ecosystem, including the many creatures living in this habitat.
- How important are mangroves to the environment? What are current threats to mangroves? What can be done to prevent the degradation of mangroves?

Science

- When the family goes 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 *Joshua and the Two Crabs* 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? Examples include migratory birds, fruit bats, crabs, shellfish etc.
- Research and present an information report on mud crabs. See the following link for more information: http://www.gpcl.com.au/big6/Documents/Fact%20Sheet_MudCrabs.pdf
- How do mangrove pneumatophores provide a unique way for this biome to adapt to daily tides?



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	English Literature <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) Share feelings and thoughts about the events and characters in texts (ACELT1783) Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
	Humanities and Social Sciences (HASS) Geography <ul style="list-style-type: none"> The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016) The reasons why some places are special to people, and how they can be looked after (ACHASSK017)
1	English Literature <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)
	Science Biological Sciences <ul style="list-style-type: none"> Living things have a variety of external features (ACSSU017)
2	English Literature <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
	Humanities and Social Sciences (HASS) Geography <ul style="list-style-type: none"> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
3	English Literature <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)
	Humanities and Social Sciences (HASS) History <ul style="list-style-type: none"> The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)
4	English Literature <ul style="list-style-type: none"> Create literary texts that explore students' own experiences and imagining (ACELT1607)
	Humanities and Social Sciences (HASS) History <ul style="list-style-type: none"> The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083) Geography <ul style="list-style-type: none"> The importance of environments, including natural vegetation, to animals and people (ACHASSK088) The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)
	Science <ul style="list-style-type: none"> Living things have life cycles (ACSSU072) Living things depend on each other and the environment to survive (ACSSU073)
Cross-Curriculum Priorities Aboriginal and Torres Strait Islander Histories and Culture; Sustainability	
General Capabilities Intercultural Understanding; Literacy	

