

DOES A FIDDLER CRAB FIDDLE?

By Corinne Demas & Artemis Roehrig
Illustrated by John Sandford

EDUCATOR'S GUIDE

ABOUT THIS BOOK

A fiddler crab may not fiddle, but it does do some amazing things! Starting with silly questions like the title and moving on to increasingly unlikely questions (“Does a fiddler crab eat pizza?”), children discover what fiddler crabs do and how they are uniquely adapted to their environment.

Along with paintings that both take advantage of the humorous questions and also help to explain the factual answers, *Does a Fiddler Crab Fiddle?* is the best kind of nonfiction—engaging, fun, and filled with the details kids love.

USING THIS GUIDE

This guide features activities that target national education standards in a variety of subjects. Each activity lists which standards it meets:

STEM

- Life science – behaviors and characteristics of a fiddler crab, habitats, predators and prey
- Scientific vocabulary

Reading and Language Arts

- Reading informational text
- Language Arts – humorous tone
- Reading – illustrations enhance meaning and tone; comprehension strategies, ask and answer questions, main idea and details

COMMON CORE STATE STANDARDS/INSTRUCTIONAL STRAND

RI.3.1,2,3,4,5, W.3.1,2,3,4,7,8,10, SL.3.1,1d,4,6
RF.3.3,3c,4,4a, L.3,4,5,5b

GUIDED
READING
LEVEL

I

GRADE LEVEL
EQUIVALENT

1

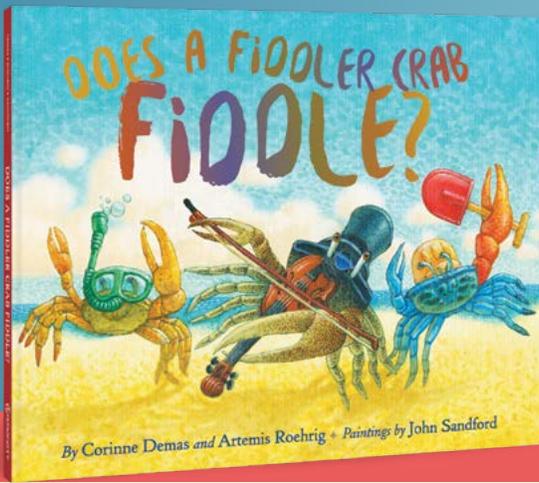
INTEREST
LEVEL

GRADES
5

RRL
18

LEXILE
480L

ISBN	Book Category	Page Count	Word Count
978-1-943645-3-36	Fiction	36	527



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FOLLOW-UP QUESTIONS

Language Arts: Reading Comprehension, Critical Thinking; Science: Nature, Fiddler Crabs

To make sure your students understand the story, recognize themes, and retain the details, ask:

- What does a fiddler crab do with the claw that looks like a fiddle?
- Where does a fiddler crab get air to breathe?
- What does a fiddler crab eat?
- How does the shell help a fiddler crab protect himself?
- What is special about a fiddler crab's eyes?

RL 2.1, 2.2, 2.3

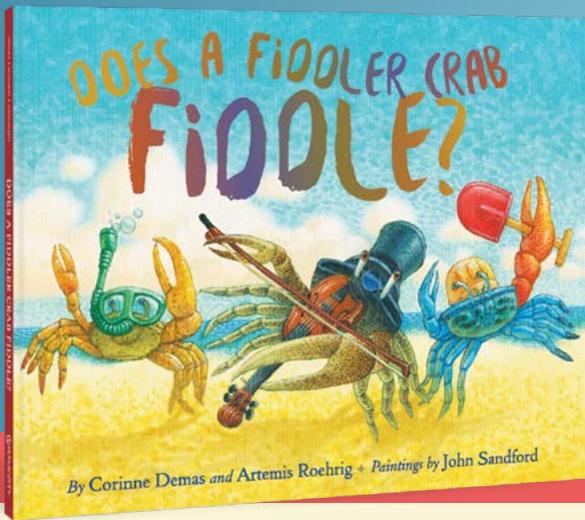
FOLLOW-UP DISCUSSION

Language Arts: Critical Thinking, Speaking and Listening; Science: Nature, Animals, Adaptation

To make sure your students understand the story, recognize themes, and retain the details, ask:

- Ask the class to name the special adaptations and abilities that fiddler crabs have. Write their answers on the board for reference. Make additions to this list as you see fit. Then have your students enter their answers on a chart like the one below. Ask students which of these they think is the most important and why. Encourage discussion about the various choices they make.





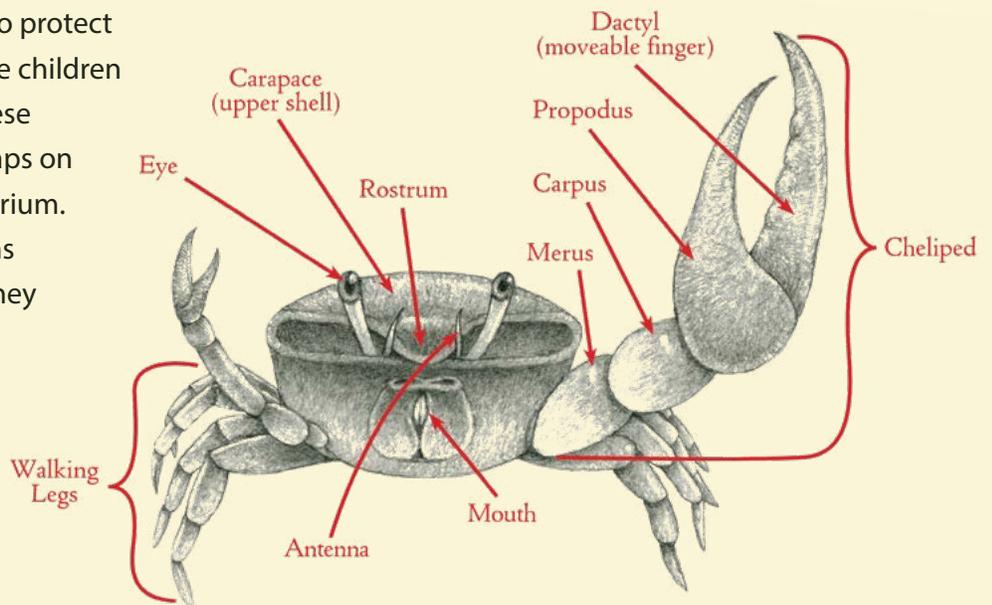
DOES A FIDDLER CRAB FIDDLE?

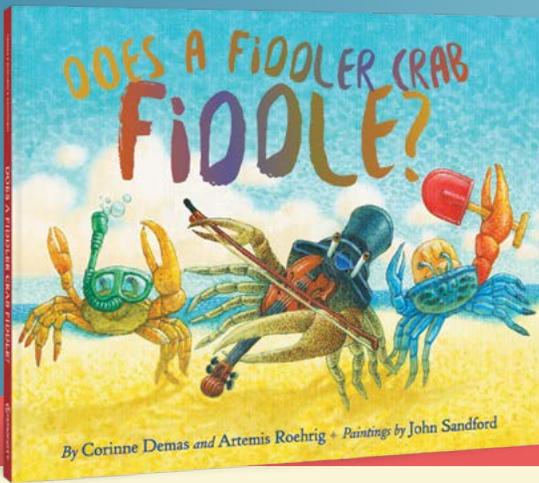
EDUCATOR'S GUIDE

FIDDLER CRAB ADAPTATIONS

ADAPTATIONS	IMPORTANCE

- Point out that all living things have abilities and adaptations that help to protect them and to survive. Ask the children if they've noticed any of these things in their pets or perhaps on a visit to the zoo or an aquarium. Prompt them with questions like: Fish live in water, but they still need to breathe. How do they do that? Cats don't like to take baths, but they still need to keep their bodies clean. How do they do that?





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- Corinne Demas made a video of fiddler crabs on a saltmarsh. You can share it with your students. Go to the website link below, scroll down and click on "Watch a video of the real fiddler crabs that inspired this book." <http://www.corinneedemas.com/books/fiddlercrab.html>

After your class has seen the video, discuss how watching the fiddler crabs live in their natural environment enhanced their knowledge of fiddler crabs. Widen the discussion to include how different media impart information in different ways.

RI 2.1, 2.2, 2.6, 2.7, 2.8, SL 2.1

ACTIVITIES

Science: Fiddler Crabs, Science Vocabulary; Language Arts: Vocabulary, Visual Literacy

To make sure your students understand the story, recognize themes, and retain the details, ask:

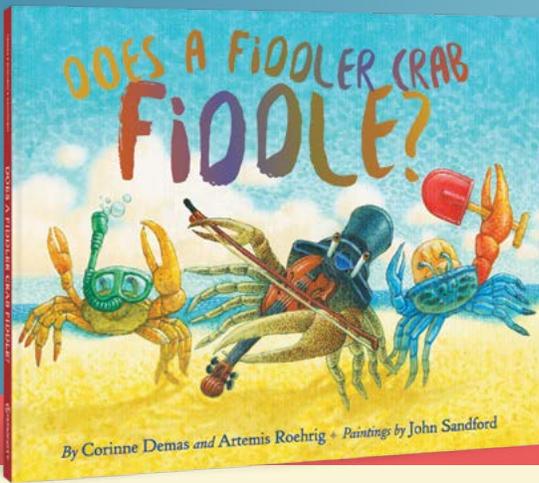
- Read the authors' note at the end of the book aloud to your class. The first time you read it through, have children raise their hands when you say a word that is unfamiliar. Write those words on a large poster board. After you've read the whole page, go back to those words. See if the children can define them in context. Then look up their meanings. Write the definitions on the board. Children should copy the words on to index cards and demonstrate their understanding of them with an illustration and/or by using them in a sentence.

RL 2.4

- Show the children the labeled drawing at the bottom of the authors' note page. They should then look at the illustrations throughout the book and see if they can identify the same body parts depicted in the scientific drawing.

RL 2.4, 2.7





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Science: Fiddler Crabs; Language Arts: Research, Writing, Speaking and Listening; Cooperative Learning

- Divide your students into scientific research teams of 5 or 6. Each team should use the Internet and other books and materials to learn more about fiddler crabs. Each team should create a multi-media presentation. This can include a report, a video, photographs, drawings, power point, and posters. The presentations should be followed with a Q and A where the class can ask specific questions in order to enhance their understanding of the topic. Some helpful websites are:

- www.animalstown.com/animals/f/fiddler-crab/fiddler-crab.php
- www.edc.uri.edu/restoration/html/gallery/invert/fiddler.htm
- myfwc.com/wildlifehabitats/profiles/invertebrates/fiddler-crab/

W 2.2, 2.5, 2.6, 2.7; SL 2.1, 2.3, 2.3, 2.4, 2.5

- Corinne Demas and Artemis Roehrig use humor to tempt readers into *Does a Fiddler Crab Fiddle?* Children love funny stories and jokes. Have a Class Joke Day, with the stipulation that all the jokes have to be about animals. Each student should collect jokes from books, magazines, friends and family. Some may want to come up with their own jokes. They should write their jokes down, learn them by heart, and practice telling them. Set aside an afternoon. Put all your students' names in a hat and pick out the slips at random. When a name is called, that student "takes the stage" to tell one or two jokes. At the end of Class Joke Day, the class should vote on who told the best jokes.

RL 2.4, 2.7

