

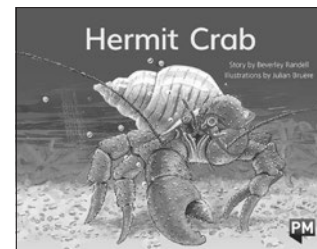
Hermit Crab

PM Level 7

Yellow

Text Type Narrative

Running Words 114



Preparing for Guided Reading

Orientation to the Text

- Ask students about their experiences watching and catching crabs at the beach.
- List students' key statements on a language experience chart, e.g.
They were under the rocks.
They ran away very fast.
One pinched my finger.
- Make sure students know the difference between ordinary crabs and hermit crabs.

Prior Knowledge

- This is another factual science book in story form. Survival against predators is as critical on the ocean floor as it is on land.
- The accuracy of the theme and the illustrations will increase children's scientific knowledge.

Key Language Structures

- Structural changes in some sentences provide opportunities for the young reader to integrate meaning, syntax and visual cues.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

help, inside, this, today

Content Words

hermit crab, shell, fish, hungry, home, safe

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Show students the book cover. Look carefully at the illustration and the word *crab*. Discuss where the crab is standing and talk about the environment under the sea.

- Talk about the illustrations throughout the book, noting the sizes of the shells.
- Discuss Hermit Crab's problem: the back part of her body is soft and if she doesn't find a shell to hide in, she will be eaten (p. 3).
- Read the text together, allowing students to talk about all the illustrations.
- Return to the rhyme on p. 14. Enjoy the rhythmical patterns, saying the rhyme aloud.

Comprehension

- What was Hermit Crab looking for? (*Literal*)
- Why was Hermit Crab scared of the fish? (*Inferential*)

Follow-up Activities

- Organise a class visit to the seaside if possible. Prior to the visit check, for a suitable rock pool area, and time the visit to coincide with the low tide. If a visit is not possible, ask students to bring along shells they have collected. Arrange them in an attractive display to represent a seashore. Write interesting questions and statements that will continually draw children to the display and involve them in meaningful and thought-provoking activities.
- Study nonfiction books with coloured pictures or photographs of crabs. Compile a chart of facts about crabs. Transfer these facts to an enlarged book, a floor story or individual booklets.
- Make crabs from playdough. Encourage students to apply the knowledge they have learned from the previous activity. Bake the playdough crabs in a slow oven. Cool, then paint them with acrylic paints.
- Crabs can be made as hand puppets or finger puppets.
- Make a diorama of some part of the story using a large cardboard box (three sides and the bottom). Be imaginative with this 3D display – use coloured cellophane, acrylic paints, plastic and other materials to create opportunities for students to respond to the visual effect.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up