

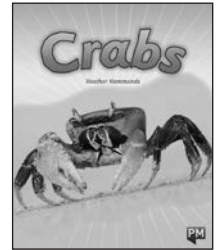
Crabs

PM Level 18

Turquoise

Text Type Information Report (Informative)

Running Words 465



Preparing for Guided Reading

Prior knowledge

- Talk about sea creatures that the students have encountered, either in the wild or in aquariums. Have them share any experiences of encounters with crabs or crab shells.

Orientation to the text

- In this book, the reader learns about the anatomy, diet, habitats and life cycles of a range of crab species.

Building the Balanced Reader

Vocabulary

Key vocabulary

animals, land, water, sea, insects, plants

Content words

crabs, claws, backbone, shell, burrows, eggs, moulting, shellfish, aquarium

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students to share their knowledge about the use of the crab's large claws.
- Direct students to look at the photo on p. 3. Ask, *Which of the crab's legs look strongest? Can you see the crab's eyes?*
- Direct students' attention to the photo on p. 4. Ask, *Do you think crabs need to be able to breathe underwater? Why/Why not?*
- Discuss the fact that crabs can eat a wide range of foods, including plants and other small animals, both on land and in the water.

- Ask students to look at the crabs on pp. 8–9. Ask, *Do you think the crab's eggs are safe on her shell? Why do you think the red crabs' eggs need to hatch in water rather than on land?*
- Talk with students about the idea of moulting, as it applies to both shelled animals and mammals that shed their fur. Ask, *Can you think of any other shelled animals that moult?*
- Discuss the Japanese Spider Crab with students. Ask for their opinions about the advantages this crab would enjoy as a result of having such long legs.
- Talk about the crabs' colours in the photos on pp. 14–15. Ask students if they think they would notice the crab on p. 14 if they saw it in the water.
- Have students find and discuss some of the adjectives in the text that help give an accurate description of the crabs and their lives.

Comprehension

- What is the biggest crab in the world? (*Literal*)
- How do land crabs find their food? (*Inferential*)
- Why can a crab make its shell look dark at night? (*Inferential*)

Follow-up activities

- Ask students to draw a picture of one of the crabs in the book and label it in a similar way to the crab on p. 3, adding any other labels they can think of.
- Have students imagine they are a crab like the one on p. 14. Have them think of the types of sea items they would attach to their shells for camouflage, and draw a picture of how they would look.
- Have students use plasticine to make a model of one of the crabs in the book. Assemble their creations in a tray of rocks and sand and plants to create a class 'Crab's Garden'.
- Direct students to write a story about a mother crab that has to protect her eggs from a hungry predator.

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.

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Guided Reading Notes

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