

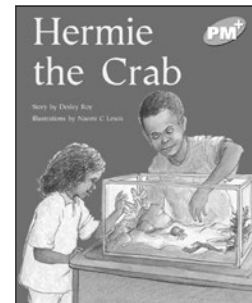
# Hermie the Crab

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 447



## Preparing for Guided Reading

### Orientation to the text

- Develop a knowledge of hermit crabs. It may be possible to observe them in an aquarium. Inform students that it is illegal to take hermit crabs from the wild as they are protected under the wildlife conservation act.

### Prior knowledge

- Sibling rivalry over the care of a pet hermit crab is the theme of this story. The conflict is resolved to everyone's satisfaction but only after the crab has been lost and then found again.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*bubbly, disappear, disappeared, tiptoed*

#### Content Words

*bought, closed, minute, o'clock, unlocked, warm*

### Decoding

### Focusing on the story – guided reading

- Read the title. Introduce Ryan and Alice, new characters to **PM Plus**. Discuss the cover and title page illustrations. Talk about the physical features of hermit crabs.
- Examine the illustration. Discuss the appropriate environment created to house Hermie.
- Recognise Ryan's ownership of the pet and Alice's desire to be included.
- Point out that 6.00 am is very early to get up. Predict what might happen.
- Explain that the hermit crab will only come out of its shell if it feels safe.
- Observe Ryan's angry body language and Alice's defiant look. Point out that sand is the natural habitat of hermit crabs. Talk about Alice's feelings when the crab disappears! Discuss Ryan's changed attitude after his pet is returned safely. Encourage students to discuss their own experiences of sibling rivalry.
- Talk about how Ryan was not trying to be mean to Alice; he only wanted to be careful and make sure his crab was safe. Talk about the responsibilities

of owning a pet. Ryan was a good pet owner. He resolved the problem by telling Alice she could hold the crab when he was there to watch.

- Discuss letter patterns that make different sounds across a number of words: *room, door, took, good, too; near, heard*.
- Revise the role of adverbs in telling *how, when, where* or *why* an action occurs, e.g. *sadly, carefully, quickly*.
- Revise compound words, e.g. *sandpit, bathroom, outside, inside, sometimes*.

### Comprehension

- Where did Ryan find the shell? (*Literal*)
- Why did Alice want to take Ryan's crab? (*Inferential*)
- Why did Ryan want to be with Alice when she held the crab? (*Inferential*)

### Follow-up activities

- Use a range of resources including the internet to gain interesting information about hermit crabs. Have students present their information in project form.
- Practise saying the dialogue from the story in voices that give meaning to the text. Assign roles and have students act out the story for others to enjoy. Invite the audience to make constructive comments about the role-play.
- Recall reasons for the sibling rivalry modelled in the story. Ask students to write about the events in the story from either Ryan's or Alice's point of view. Invite them to read their stories aloud so that the two points of view can be compared.
- Invite an expert who knows about hermit crabs to visit the class. Encourage students to ask questions.

# Hermie the Crab

Date \_\_\_\_\_

PM Level 18

Turquoise

## 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.
- \_\_\_\_\_

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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