

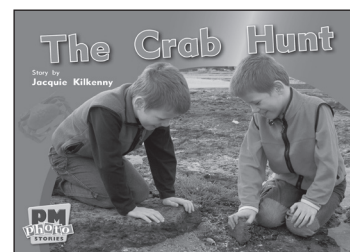
The Crab Hunt

PM Level 11

Blue

Text Type Narrative

Running Words 179



Preparing for Guided Reading

Prior Knowledge

- Ensure students understand that Matt and Robbie are twins. Identify each boy by the colour of his clothing prior to reading the story.
- List some sea creatures found in rock pools.

Orientation to the Text

- In this story, Matt and Robbie search rock pools in the hope of finding crabs. They find other sea life, but rain threatens their search for crabs. Just before they leave, they are thrilled to find a small crab under a rock.

Key Language Structures

- Irregular past tenses: *ran, said, went*
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, did, find, first, getting, long, now, over, under, who

Content Words

Matt, Robbie, beach, rock, pools, crab, Mum, seaweed, shells, rain, sea, urchin, spikes

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photo. Ask, *Where do you think the boys are? Do you think there will be many crabs in this place?*
- Ensure that students use the photographs to predict meaning.
- Ask, *Do you think Matt and Robbie are good at finding crabs? Why/Why not?*
- Discuss with students the other things Matt and Robbie find while they hunt for crabs.
- Ask, *What does Robbie find interesting about the sea urchin?*
- Discuss why Mum doesn't want to stay at the rock pools for very long. Ask, *What makes Mum think it's going to rain?*
- Ask, *Where was the little crab hiding? Do you think the boys will be happy to go home now that they have finally found a crab?*
- Ask students to find words in the book beginning with the blends – *cr, sh, sp, st, th*. Use **PM Alphabet Blends** books to reinforce these sounds.

Comprehension

- Why do you think the boys wanted to find some crabs? (*Inferential*)
- Why do you think crabs hide under rocks? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing correct words from options with same initial blends to complete sentences; ticking *Yes* or *No* to indicate the truth of statements about the story; choosing correct words to complete sentences; using pictorial cues to write rhyming words.
- Have students share their experience of exploring rock pools. Ask them to list all the types of plants and animals that they have seen in rock pools.
- Have students design their own rock pool. Direct them to draw the outline of the pool, and fill it with all of their favourite sea creatures. These could include bigger fish, and creatures like squid and octopus.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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