

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 480

Book Summary

When kids outgrow their clothes, their families buy them bigger clothes. When hermit crabs outgrow their shells, they have to find a bigger one to live in! This book is all about these fascinating creatures—what they look like, where they live, what they eat, and who eats them. Readers will also learn that even though many pet stores sell hermit crabs, they are not easy pets. Color photographs support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details in the text
- Identify variant vowel a
- Identify and use plural nouns
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Hermit Crabs* (copy for each student)
- Chalkboard or dry erase board
- Ask and answer questions, main idea and details, plural nouns, alphabetical order worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on Vocabulary a-z.com.

- Content words:

Story critical: *colony (n.)*, *exoskeleton (n.)*, *molt (v.)*, *nocturnal (adj.)*, *scavengers (n.)*, *tidal pools (n.)*

Enrichment: *antennae (n.)*, *larvae (n.)*

Before Reading

Build Background

- Write the phrase *hermit crabs* on the board and show students a picture of a hermit crab. Ask students to share what they know about these creatures. Record their responses in bubbles around the topic.
- Have students study the picture of a hermit crab that you provided. Ask them what questions they have about hermit crabs. Record their questions on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that good readers help themselves understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the text by asking questions will help them understand and remember what they read.
- Model how to ask questions.
Think-aloud: Before I start reading, I always have several questions that come to mind about the topic or title of a book. From what I see on the cover and title page, it appears that this book is all about hermit crabs. As I study the photograph on the front cover, I count five legs. I wonder how many legs a hermit crab really has because five seems unusual. I also wonder how big hermit crabs get because the one on the front cover looks very large! As I read, I will be curious to see if I can discover the answers to my questions. Looking for answers to my questions as I read helps me understand what I'm reading and makes reading enjoyable.
- Introduce and explain the [ask-and-answer-questions worksheet](#). Refer students back to the list of questions generated on the board. Have them write one or two questions in the first section of their worksheet. Invite students to share some of their questions and curiosities about hermit crabs. Add any new questions to the list on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain that a book has a general topic that is the subject of the book; this is the *main idea* of the book. The extra information and descriptions that help us to better understand the book are the *details*. Explain that we need both a main idea and details in order to fully comprehend and enjoy a book.
- Explain that sometimes there is so much information on a topic that it is grouped into sections, and each section has its own main idea. Oftentimes, the reader must read carefully to determine what the main idea is and what are the extra details that support or enhance the main idea.
- Read page 4 aloud to students. Model for students how to identify the main idea and details of the section "Shell-Changing Night."
Think-aloud: As I read the first page, I noticed that it described a hermit crab finding a new shell, checking the inside, and then slipping his body in. Based on what I've read, I think the main idea of this page is: Hermit crabs change their shells.
- Show students a copy of the [main-idea-and-details worksheet](#). Write the main idea sentence in the correct bubble. Ask students to identify the details from the paragraph that support this main idea (the shell is a little bigger than the one it's been using; checks the shell to see if it is empty; slips its body out of old shell and into the new one.) Write these details in the appropriate bubbles on the worksheet.

Introduce the Vocabulary

- Introduce the story critical words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *colony*, *exoskeleton*, *nocturnal*, *scavengers*, and *tidal pools*. Turn to the glossary on page 12. Read the words aloud and discuss their meanings.

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out words. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I didn't know the meaning of the word nocturnal, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. I could also make connections to something I already know to help me figure out the meaning of the word. When I read page 8, I can see that the word nocturnal must mean "active at night rather than during the day." I know that bats are nocturnal because I read a book about bats.*

Set the Purpose

- Have students read to find out more about hermit crabs. Encourage them to ask and answer questions while reading.


During Reading

Student Reading


- Guide the reading:** Have students read pages 5 and 6. Encourage those who finish early to go back and reread. Ask students to look at their ask-and-answer-questions worksheet and then circle or highlight any questions that were answered in this part of the text.
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.

Think-aloud: *Before reading, more than one question came to mind about this book. I was curious about how many legs a hermit crab has. I also wanted to know how big hermit crabs get. While reading, I discovered that hermit crabs have five pairs of legs, so that means they have ten legs altogether. I also learned that hermit crabs come in many sizes—some as small as a penny and others as big as a softball. I will write these answers on the ask-and-answer-questions chart on the board.*

- Ask students to write answers to their circled questions and any additional questions they raised on their ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class ask-and-answer-questions chart on the board.
- Model identifying the main idea and details for a specific paragraph of the book.
Think-aloud: *The first paragraph on page 6 contains information about a hermit crab's legs. I learned that it has five pairs of legs. I also learned what each pair of legs does. I will highlight these facts. Based on what I have read, I think the main idea of this paragraph is: Each pair of a hermit crab's legs has a special job.*

 Ask students to highlight the same words and phrases in their book. Next, model writing the main idea in the appropriate space on another blank worksheet. Ask students to assist you in identifying details that support this main idea (*first pair of legs end in claws; second and third pairs are for walking; fourth and fifth pairs are short; back legs hold onto shell*). Remind them to refer to the words and phrases they highlighted. Record their responses in the appropriate bubbles on the ask-and-answer-questions chart on the board.

- Check for understanding:** Have students read the next section, "How Do Hermit Crabs Live?" Have them write answers they found while reading on their worksheet and add any additional questions that came to mind, for example, specific questions they may have about where hermit crabs live. Invite them to share the information they learned and the questions they generated as they read these pages.

 Have students work in pairs to read the section on pages 8 and 9 titled "Baby Hermit Crabs," underlining or highlighting the important words and phrases. Instruct them to work with their partner to identify the main idea of the section.

- Distribute a two-sided copy of the main-idea-and-details worksheet so students have two copies of this graphic organizer. Have them work together to record the main idea and then use their highlighted words and phrases to record the supporting details. Check individual responses for understanding.
- Have students read the remainder of the book. Remind them to look for and write answers to their worksheet questions. Encourage them to add new questions they might have to their worksheet as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
Think-aloud: Before reading, I wanted to know about hermit crabs. I now know where they live, what they eat, and how they grow and change "houses." I also know that they aren't really hermits at all—they like to live in groups. I will record this information at the bottom of my chart.
- **Independent practice:** Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions (websites, books, and so on). Invite students to write one or two more questions they still have about hermit crabs on their worksheet. Ask students to share questions they added.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the big ideas in the book.
- **Independent practice:** Have students complete the other side of their worksheet using one of the other remaining sections of the book.
- **Enduring understanding:** In this book, you learned many interesting facts about hermit crabs, including the fact that they don't make easy pets. If you were going to get a hermit crab as a pet, what else would you need to know about them?

Build Skills

Phonics: Spellings for variant vowel **a**

- Write the following words on the board: *bat*, *cake*, *draw*. Read each word aloud as you run your finger under it.
- Ask students to identify the sound that the letter **a** is making in each of the words. Discuss with students that they are probably familiar with the short sound of **a** (as in *bat*) and the long sound of **a** (as in *cake*), but that in some English words, the letter **a** represents the short /o/ sound (as in *draw*).



Check for understanding: Have students turn to page 4. Ask student pairs to find and circle two words on this page in which the letter **a** makes the short /o/ sound (*washed*, *claws*). Check individual answers for understanding.

- **Independent practice:** Ask students to turn to page 10 and reread the text box "Hermit Crabs: Not Easy Pets." Have students work in small groups to come up with a list words that contain the letter **a** representing the short /o/ sound (*jaw*, *fault*, *chalk*, and so on). Discuss their answers aloud after students finish.

Grammar and Mechanics: Plural nouns

- Explain or review that a *noun* can be a *person, place, or thing*. Nouns can be *singular* (represent one of something), or they can be *plural* (represent more than one of something).
- Hold up a marker and write the word *marker* on the board. Say: *I have one marker*. Next, hold up three markers and add -s to the end of *marker*. Say: *I have three markers*. Point out to students that adding an -s to the end of the noun *marker* shows that there is more than one marker.
- **Check for understanding:** Have students turn to page 5 in their book and find three plural nouns (for example, *crabs, lobsters, parts*). Monitor their findings while reminding students what nouns are and explaining that not every word ending in -s is a plural noun (pulls, sings, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). Discuss their answers aloud after students finish.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters to figure out which word comes first.
- Write the words *molt* and *colony* on the board. Have a volunteer explain which word would appear first in alphabetical order (*colony*) and why (because *c* comes before *m* in the alphabet).
- Write the words *larvae* and *legs* on the board. Point out that the words begin with the same letter (*l*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*larvae*, because the second letter, *a*, in *larvae* comes before the second letter, *e*, in *legs*).
- **Check for understanding:** Write the words *nocturnal* and *night* on the board. Have students write the words in alphabetical order on a separate piece of paper and explain their thinking to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after they have finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice asking and answering questions as they read with someone at home.

Extend the Reading

Informational Writing Connection

Provide print and Internet resources for students to learn more about hermit crabs. Using their research findings, have students work in small groups to create a poster that includes a paragraph and a diagram. Paragraphs can be on a topic of their choice related to hermit crabs, for example, their body parts, where they live, what they eat, and so on.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Reread the text box on page 10 with students. Ask them to pretend that they (or the class) was going to get a hermit crab for a pet. Ask small student groups to find out what hermit crabs need to be “healthy and happy” as pets. Ask what supplies they would need. Supply print and Internet resources for the groups to learn about necessary supplies and create a list.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet
- accurately identify the main idea and supporting details of paragraphs and sections in the text using a graphic organizer worksheet
- accurately recognize words in the text that use the variant vowel *a* to represent the short /o/ sound
- recognize and use plural nouns during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**