

About the Book

Text Type: Fiction/Fantasy Page Count: 24 Word Count: 750

Book Summary

A hermit crab named Keb outgrows his shell and must find a new one. Keb is chased by seagulls and teased by other hermit crabs because he looks naked without a home. After trying out various homes, Keb finally finds a blue boot that has washed ashore.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Analyze the problem and solution in a story
- Identify open vowel y
- Understand the use of quotation marks
- Recognize and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Keb Needs a Home* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, quotation marks, synonyms 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 VocabularyA-Z.com.

Content words:

Story critical: *advantages* (n.), *discarded* (v.), *envious* (adj.), *handsome* (adj.), *proper* (adj.), *proportions* (n.)

Enrichment: *enormity* (n.), *spectacular* (adj.)

Before Reading

Build Background

- Ask students if they have ever been to a beach near an ocean or sea. If they have experienced walking on a beach or sandy shore, have they noticed seashells that have washed ashore?
- Ask students to close their eyes and visualize, or picture in their mind, a sandy beach. Ask them to share what they see.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Lesson Plan *(continued)*

Keb Needs a Home

- Invite students to preview the rest of the book by looking at the illustrations.
- Discuss what the illustrations tell about the book. Ask students what they think *Keb Needs a Home* is about based on what they see in the illustrations.

Introduce the Reading Strategy: **Visualize**

- Explain and model visualizing.
Think-aloud: Whenever I read a story, I always pause after several pages to create a picture in my mind of what the author is describing. This helps me keep track of everything, and it also helps me make sure I understand what is happening in the story. I know that good readers always do this when they read, so I am going to try to visualize as I read this story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary


- 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 the word. They can look for base words, prefixes, and suffixes. They can use context clues to work out meanings of unfamiliar words. Model how to apply word-attack strategies.
- Draw a circle on the board. Write the word *handsome* in the center of the circle. Draw a larger circle around the word *handsome* and divide the circle in to four sections.
- Invite students to use prior knowledge to discuss the meaning of the word *handsome*. Say to students: *I have heard the word handsome before. I know it has something to do with the way a person looks. When I think about this word I picture a very nice looking prince. I am going to draw a picture of this handsome prince from my mind in one of the sections of my circle. I am going to use my dictionary to look up the definition of the word handsome. I will write the definition of handsome in one of the other sections of my circle. Since I now know that the word handsome means good-looking I am going to think about some words that mean the opposite. I can use my thesaurus to find the opposite of handsome. I will write the word, opposite in one of the sections and write the word ugly under it. Lastly, I will find the word handsome on page 19 in Keb Needs a Home and reread the sentence to make sure that it makes sense. When I do that I will put a check in the last section of my circle.*
- Divide students into three groups. Assign each group one of the following content vocabulary words: *envious*, *proper*, and *proportions*. Have them repeat the activity.

Set the Purpose

- Have students read the book to find out about Keb and his search for a home. Remind students to stop and visualize as they read to help them remember and understand what they're reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 12. Ask students if they stopped to visualize, or create a mental picture of, any of the images the author described in the book.
Think-aloud: When I read about Keb being the biggest crab on the seashore, I paused to picture in my mind how that would look. I envisioned a crab ten times the size of the others, sitting on the sand, and a bunch of tiny crabs all around him, looking up.
 - Have students share pictures that they visualized in their minds while reading.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.


After Reading

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

Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Ask how using the strategy of visualization helped them understand and remember what they read.
Think-aloud: *When I read about Keb finally finding a good home, I paused for a moment to visualize. I pictured in my mind the bright blue boot with big bulging eyes and Keb proudly sitting inside. This helped me to understand what I had read and to remember that part of the story.*

Teach the Comprehension Skill: **Problem and solution**

- **Discussion:** Review with students what Keb's problem was. (He was too big to fit inside a snail shell.) Ask students how the story ended. (Keb found a boot that was big enough for him to fit inside.)
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. Explain to students that at the beginning of this story, the writer poses a problem for Keb. The rest of the story shows the events that lead to solving the problem. Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved (such as not having a home). A *solution* is an act or a process of solving the problem (such as finding a home).
- Explain to students that after the problem is revealed in the story, a series of events usually takes place before the solution occurs. These events all lead up to the solution of the story.
 **Check for understanding:** Ask students to underline the sentences in the book that identify the problem. (*But for one hermit crab, life was not so great. Being big made it easy for hungry gulls to spot Keb, and so on.*) Ask students to circle the words that describe the final solution to the problem. (*The boot was most definitely big enough for Keb's enormous body. The gulls were frightened by the two large eyes looking up at them, and so on.*)
- **Independent practice:** Introduce, explain, and have students complete the [problem-and-solution worksheet](#). If time allows, discuss their responses.
- **Extend the discussion:** Ask students if they think it is possible for a hermit crab to grow as big as Keb did. Discuss the element of fantasy in this book.

Build Skills

Phonics: **Open vowel y**

- Write the words *salty* and *sky* on the board. Say the words aloud and have students repeat them with you.
- Underline the letter *y* in each word. Read the words again with students, emphasizing the sound the letter *y* makes. Ask students to explain the difference between the sounds.
- Explain that the letter *y* at the end of a word can stand for more than one sound. Discuss that the letter *y* can make the long /e/ vowel sound as in *salty* or the long /i/ vowel sound as in the word *sky*.
- **Check for understanding:** Write the following words on the board and say them one at a time with students: *pretty, try, only, envy, buy, and happy*. Have students give the thumbs-up signal when they hear the long /e/ vowel sound and the thumbs-down signal if they hear the long /i/ vowel sound when you read the words ending in the letter *y*.


Grammar and Mechanics: **Quotation marks**

- Write the following on the board: *"Look at Keb now," they said.* Ask students if they can tell what words are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in the text. Discuss the difference between what is being said aloud by the characters (*Look at Keb now*) and what is not (*they said*).

Lesson Plan *(continued)*

Keb Needs a Home


- Direct students to page 14 in the book. Read the page aloud as students follow along. Ask students to identify the words being spoken (*Look at Keb now. He thinks he's a bird. The next thing you know, he will try to fly.*), and which words are not being spoken (*But the other crabs thought he looked silly, and they said*).
- Discuss the different words authors use to depict dialogue. Remind students that these words come directly before or after the quotation marks to show that the character is speaking. Brainstorm and create a list on the board of different words authors may use instead of the word *said* (*asked, yelled, replied, and so on*).


 **Check for understanding:** Have students find and circle the other place in the book where someone is speaking (page 20). Ask students to tell who is speaking (Keb) and which of the words tells how he is speaking (*thought*). Explain that the word *thought* tells the reader that Keb's words are being spoken in his mind, not aloud for others to hear.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, review answers aloud once everyone has finished.

Word Work: **Synonyms**

- Review or explain that a *synonym* is a word that means the same or nearly the same as another word.
- Have students turn to page 7 in the book. Ask them to locate the word *big*. Ask them to share other words that mean the same or nearly the same as the word *big* (*huge, large, and so on*). Ask a volunteer to read the first sentence on page 7, replacing *big* with a synonym.

 Have students write the term *synonym* on the inside back cover of the book, along with its definition. Explain that this will help them remember the terminology.

 **Check for understanding:** Have students turn to page 3 and find the word *bad*. Encourage them to write at least two words in the margin that mean the same or almost the same as the word *bad* (*horrible, awful, and so on*). Ask volunteers to share their synonyms aloud.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss answers aloud once everyone has finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing Connection

Have students write a fantasy story about a different type of creature with a problem similar to Keb's being too big for his home (a dog who's outgrown his doghouse, a bird who lays eggs too big for her nest, a spider who grows too long for his hole, and so on). Encourage students to use quotation marks to show dialogue between characters.

Science Connection

Have students research different kinds of crabs. Pose questions to be answered, such as: Where does the crab live? What does it eat? How does it stay safe? How long does it live? How big or small is it? Encourage students to use as many sources for information as possible—the library, Internet, videos, encyclopedias, and so on.

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 reading strategy of visualizing to picture events and setting in text
- analyze the problem and solution of the story
- accurately identify open vowel y during discussion
- correctly understand the use of quotation marks during discussion and on a worksheet
- correctly recognize and identify synonyms in text

Comprehension Checks

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