

General Information

Lesson Parts & Duration

- Total Duration: 1 hour
- Reading Comprehension: Key Ideas and Details

Subject(s)

- Literary Text: A House for Hermit Crab by Eric Carle; Key Ideas and Details (RL.2.1 & RL.2.3); Vocabulary Acquisition and Use (L.2.4a)

Objective

- Students will listen to a literary text and answer “what” and “how” questions to demonstrate key details of the story and use sentence-level context as a clue to the meaning of a word or phrase.

Materials

- **Required Book:** A House for Hermit Crab by Eric Carle
- chart paper (**Prep:** On the chart paper, vertical position, draw the graphic organizer on page 6.)
- marker, black (1)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 9)

Instructional Setting

- Initial: seated on the floor as a group. Next: seated at their desks.

Protocols (page 8)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60 minutes

Have students sit on the floor, close to you, as you read aloud the story, or project the pictures using a document camera.

Introduction

- T* Today we will be listening to the story, *A House for Hermit Crab* by Eric Carle.
- T* Students, you are going to listen to this story today as I read it aloud to you.

Read aloud the complete story as students listen silently.

- T* That was a very nice story!
- T* We will be discussing this story with both a partner and as a class.
- T* We are going to first discuss our answer with a partner and then share our ideas with the class.
- T* In a second you will be getting a partner.
- T* With your partners please decide who is going to be a 1 and who is going to be a 2.
- T* 1's will ask the questions first and then 2's will respond or answer the question.
- T* Then, the 2's will ask the question and 1's will respond.
- T* Last, we will share out our ideas.
- T* For the next question, you will switch and 2's will go first asking the question.
- T* I would like you to find a partner who is wearing the same color as you are today.
- T* Please find your partner now.

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond



Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

Monitor and provide assistance as needed pairing up students if they are not able to find a partner.

- T* Please decide with your partner now who is going to be a 1 and who is going to be a 2.
- T* When I say, "**Ask, Answer and Justify**" 1's will ask your partner the question and 2's will answer.
- T* Remember to justify your answers, means to explain more by giving examples or specific details from the text as support.
- T* Then the 2's will ask the 1's that same question and the 1's will answer.
- T* Once both 1's and 2's have had a chance to ask and answer the question, I will ask a few groups to share with the class.
- T* Please remember you are only to talk to your partner when I say, "**Ask, Answer and Justify.**"
- T* Let's think about what happened in the beginning of the story.
- T* Who was the main character in this story? **Call on students. Answer: Hermit Crab**
- T* We are going to try to think like our main character, Hermit Crab.
- T* In our story, Hermit Crab's shell was his home.
- T* I want you to think about your own home.
- T* How do you feel at your home?
- T* Is there plenty of room for you to play or do things?
- T* Do you have your own bedroom or do you share a bedroom?
- T* Depending on your home you may feel happy or content.
- T* Being content means you wouldn't want to change anything, it feels perfect for you.
- T* Or maybe you feel like you don't have enough room at your home, or you don't like sharing a bedroom.

- T* If that is the case, you may be able to connect or relate to our character, Hermit Crab.
- T* Our first question is: “How do you feel about your home are you happy/content or do you feel like you need more room?”

Ask, Answer, and Justify

Partner Discussion

Question: How do you feel about your home are you happy/content or do you feel like you need more room?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

- T* We will be going back through the story A House for Hermit Crab and trying to answer some questions about it.
- T* Please put on your thinking caps so I know you are ready to think and find some answers. **Model putting on a thinking cap.**
- T* Remember, if you have an answer do not call out your answer.
- T* I want everyone to get a chance to both think and answer questions.

Rereading & Questioning

- T* I'm going to reread the first page.
- T* Why did Hermit Crab leave his shell?
- T* How did he feel in his shell?

Ask, Answer, and Justify

Partner Discussion

Question: Why did Hermit Crab leave his shell? How did he feel in his shell?

Provide time for students to discuss this question. Monitor to ensure that 2's are asking 1's and 1's are answering and then they switch and 1's ask 2's and 1's answer.

Share out and check for understanding

- T* Who would like to share their answer to the first question, “Why did Hermit Crab leave his shell?” **Call on 2-3 students. Answer: He had grown too big for his little shell.**
- T* How about the second question, “How did he feel in his shell?” **Call on students. Answer: he felt safe and snug in his shell.**

Show the students the first page of the story. Clarify student answers if they are not able to produce the correct answer. Encourage their answers be given as a complete sentence.

- T* Great answers!
- T* He had grown too big for his little shell.
- T* And, he felt safe and snug in his little shell.
- T* So, I want you to think like our friend, Hermit Crab.
- T* Even if you also feel like there is not enough room for you in your home, you probably still feel safe and comfortable there because that is how we usually feel in our homes; it's our safe place.
- T* Even though Hermit Crab felt safe and snug he still wanted to leave.
- T* How did he feel about leaving?

Ask, Answer, and Justify

Partner Discussion

Question: How did Hermit Crab feel about leaving his shell?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

- T* Who would like to share their answer? Call on students to answer. Answer: He was frightened.
- T* How would you feel if your parents said you were leaving your home and needed to move?
- T* If you don't like your home you may feel a bit happy, but I am sure you would also feel a little scared because you don't know where you are moving to.
- T* Does it say in the story why he is frightened?

Ask, Answer, and Justify

Partner Discussion

Question: Why was Hermit Crab frightened to leave his shell?

Provide time for students to discuss this question. Monitor to ensure that 2's are asking 1's and 1's are answering and then they switch and 1's ask 2's and 2's answer.

Share out and check for understanding

- T* Who can tell me using a complete sentence, "He was frightened because...". Answer: He was frightened because he was out in the open sea without a shell to hide in.
- T* You all are such good listeners!
- T* The difference between us as people moving and Hermit Crab moving is that we would have a new home, but when he left his shell, he would just be out in the open sea, with nowhere to hide!
- T* Remember that animals hide to stay safe from their predators, or animals that might eat them.

Continue Reading

T I am going to continue from here and finish reading the story.

Continue reading, emphasizing Hermit Crabs exclamations each time he meets a sea animal and his use of the adjective "plain". Example: read as: "HOW BEAUTIFUL YOU ARE!" "It's so plain."

- T* Wow, Hermit Crab met a lot of sea animals over the year.
- T* What does the author do to show us that a year is passing in this story?
- T* Did anyone hear the clues the author gave that time was going by?

Ask, Answer, and Justify

Partner Discussion

Question: What does the author do to show us that a year is passing in the story?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

- T* Who would like to share their answer with the whole class? **Answer: The author mentions each month to show time in the year is passing.**

Character Trait Discussion

- T* Now let's continue to think about our friend, Hermit Crab, the main character.
- T* We can describe a character's traits or qualities by looking at the things a character both does and says.
- T* For example, I can say, "My teacher is very nice."
- T* I am using the word, "nice" to describe my teacher.
- T* If I wanted to justify this answer I would tell what my teacher does or says that shows he/she is nice.
- T* So now my answer is, "My teacher is nice because she smiles at us and gives us compliments on our work."
- T* Those would-be examples of things a teacher can do and say that would show they are nice.
- T* What do you know about Hermit Crab from this part of the book?
- T* How would you describe him? **Answers will vary.**

Ask, Answer, and Justify

Partner Discussion

Question: What do you know about Hermit Crab from this part of the book? How would you describe him?

Provide time for students to discuss this question. Monitor to ensure that 2's are asking 1's and 1's are answering and then they switch and 1's ask 2's and 2's answer.

Share out and check for understanding

- T* Who can tell me what you and your partner discussed? **Call on 3-5 students to share. Answers will vary, prompt students to justify the adjectives they chose to describe the crab.**
- T* When he meets each of the sea animals, what is the first thing he says to each of them?
- T* Let me read a part of the story where Hermit Crab meets a sea animal. **Read any part paragraph that shows his complimenting a sea animal.**
- T* Does he say something positive or negative?
- T* Let's think about that for a moment quietly. **Give the students about 15 seconds to think quietly.**

Ask, Answer, and Justify

Partner Discussion

Question: What is the first thing Hermit Crab says to each sea animal that he meets? Does he say something positive or negative?

Provide time for students to discuss this question. Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

Share out and check for understanding

- T* Who would like to share their answer? Choose students to answer. Answers will vary, but should circle around the fact that he is so complimentary.
- T* Those are all beautiful answers!
- T* Many of you used words such as (nice, kind...use student responses).
- T* When Hermit Crab was saying all of those nice things, he was being complimentary!
- T* To be complimentary means, someone is saying something nice about someone or something else.
- T* For example, I might say, “wow you are the best-behaved students I have ever taught!”
- T* I am complimenting you or being complimentary.
- T* Turn and be complimentary or give a compliment to your partner. Make sure students are saying something positive. Redirect if you hear any statements that are not compliments!
- T* Let’s find another place in the story where Hermit Crab compliments one of the sea animals.

Go to pages 5-6. Read the whole paragraph.

- T* Okay, so Hermit Crab complimented the small sea anemone.
- T* Then he asked them if one of them would like to live on his house because it is so _____? Pause to see if the students come up with the word “plain”.
- T* Right!
- T* He thought his house was plain!
- T* How did his compliment link, or connect to the question he asked, “Would one of you be willing to come and live on my house”?
- T* Let’s think about that for a moment quietly. Give the students about 15 seconds to think quietly.

Ask, Answer, and Justify

Partner Discussion

Question: What do you know about Hermit Crab from this part of the book? How would you describe him?

Provide time for students to discuss this question. Monitor to ensure that 2’s are asking 1’s and 1’s are answering and then they switch and 1’s ask 2’s and 2’s answer.

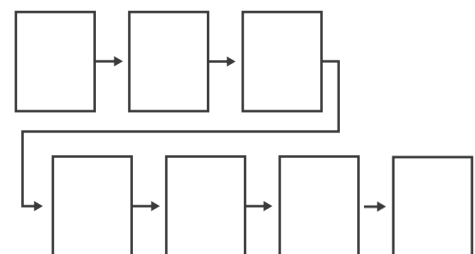
Share out and check for understanding

- T* Who would like to share what you and your partner discussed? Answers should circle around the idea that each compliment refers to a way each sea animal can contribute to his house. Example: Beautiful = the sea anemone will make his house not so plain. If the students do not come up with this on their own, turn the page and read the first paragraph.
- T* I would like to make a chart of how Hermit Crab’s compliments link to each question he asks each sea animal.

Direct students’ attention to the pre-prepped chart: “How Do Hermit Crabs Compliments Link, or Connect to His Questions?” **Need SEVEN boxes

- T* Okay class, this is a sequencing chart.
- T* We are going to use it to write about the compliments that Hermit Crab gives to each sea animal and the link, or connection that each compliment has to his next question.
- T* Okay! Let’s begin.

Sequencing Design



- T* We noted that his first compliment was ...? **Pause to see if the students come up with “How beautiful you are!”**
- T* Yes, he said the sea anemone was beautiful!
- T* Since he thought the sea anemone was beautiful, what connection did we make about his next question? **Answer: The sea anemone was beautiful so he wanted one to live on his house so it wouldn't be so plain.**
- T* Yes, because the sea anemone was beautiful he wanted one to live on his house so it wouldn't be so plain!
- T* I will write that in the first box. **Write: Beautiful = the sea anemone will make his house not so plain.**
- T* Now, turning the page, what is his second compliment? **If the students have a difficult time remembering, you can read the paragraph again for them. Call on students to answer. Answer: “How handsome you are!”**
- T* He said, “How handsome you are!”
- T* Calling someone or something handsome is a compliment.
- T* After he gave that compliment how does it link or connect to his next question? **Answer: Hermit Crab wanted one of the starfish to decorate his house.**
- T* Yes! Let's write it in the second box! **Write: Handsome = the starfish will decorate his house.**
- T* You kids are truly amazing!

Turn each page and continue until the chart is complete. Write:

- **3rd coral :Pretty = the coral will help make his house more beautiful.**
- **4th snail: Tidy and hard-working = the snail will help clean his house.**
- **5th sea urchins: Fierce = the sea urchin will protect his house.**
- **6th lanternfish: Bright = the lanternfish will light up his house.**
- **7th smooth pebbles: Sturdy = the smooth pebbles would build a wall around his shell.**

- T* Wow, look at this sequence chart.
- T* Let's read the chart together. **Read and point to each square.**

Leave the chart for the teacher to review when he/she returns to school.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)



Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Serenity!



- In Serenity, silence is the name of the game.
- Students must arrange themselves in order without uttering a peep!
- One example, engage students to silently sequence themselves backwards alphabetically according to first name .
- The game can be adapted with very little preparation to fit almost any curriculum theme. For example, if the class is studying oviparous animals, count out enough sticky notes for each student. On each note, write the name of an oviparous (egg laying) animal. Each student wears a “name” tag on his or her shirt. The students must silently sequence themselves in alphabetical order.
- Options:
 - Students can create their own tags. They might write their birthdays on tags and arrange themselves in order from January 1 to December 31.
 - They might write their seven-digit phone numbers as a seven-digit number and arrange themselves in numerical sequence.
- Other categories: The possibilities are endless, but you could use math vocabulary (sum, difference, equal...), numbers from 100-1000, names of songs, name of their favorite emoji, skip counting by 2’s, 3’s, 4’s...
- **Challenge, have students scramble, then re-order themselves in reverse!**



Break Up Your Day: Buddy, Buddy!



FORMATION: Partners

EQUIPMENT: Paper

RULES/DIRECTIONS:

- Have partners ball up a piece of paper and place it on the floor.
- Ask the partners to pick up the paper using the body parts called out by the teacher: Elbow and elbow, Foot and foot, Knee and knee, Forearm and elbow, Foot and elbow, Knee and elbow, Forehead and back of hand, Toe and finger
- Students can place the paper ball back on their desks, or move it to other parts of the room.