

## General Information

### Lesson Parts & Duration

- Total Duration: 1 hour
- Art/Reading Comprehension: Integration of Knowledge and Ideas

### Subject(s)

- Literary Text: A House for Hermit Crab by Eric Carle; Integration of Knowledge and Ideas (RL.2.7)

### Objective

- Students will use information gained from the illustrations and words in print to demonstrate understanding of its characters, setting, or plot.
- Students will use their understanding of sequence of events to create their own mini story of A House for Hermit Crab, using themselves as the main character.

### Materials

- **Required Book:** A House for Hermit Crab by Eric Carle
- **Required:** printable Exit Slip (page 6) -or- blank paper (students will copy the Exit Slip template)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 8)

### Instructional Setting

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

### Protocols (page 7)

- 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 at their seats. If available, have a document camera or overhead ready to display the cover of the book.

### Introduction

- T* We are going to listen to the story A House for Hermit Crab by Eric Carle.
- T* As I read this story, your task is to listen to the details; particularly pay attention to the illustrations and also, to what the main character, Hermit Crab, is focused on from the very beginning of the story to the end.
- T* To focus on something means that is all that you are worried about or thinking about.
- T* If I am going to throw a birthday party, my focus may be only on that party.
- T* Meaning all I think about and talk about are things for that party.
- T* Does Hermit Crab have a particular focus in our story?
- T* I'd also like you to think about whether or not Hermit Crab's feelings change from the very beginning of the story compared to the end.
- T* People and characters many times do not feel the same way throughout a whole day or a whole story.
- T* For example, I may wake up feeling very happy and in a good mood.
- T* But then throughout my day, something might happen to upset me or get me angry and my feelings might change.
- T* Or maybe I wake up "on the wrong side of the bed" that expression means waking up in a bad mood.
- T* But then throughout my day things are going well and maybe I get a surprise or a gift and suddenly my bad mood changes and I am in a good mood.
- T* So, I want you to think about this with Hermit Crab.
- T* Does he feel the same way during the whole story, or perhaps does he change how he feels from the beginning to the end.
- T* Ok, boys and girls, put on your listening ears. **Model pretending to put on new "listening ears".**
- T* Here we go.

### 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.

**Read the story, projecting the pages with a document camera so that the students have an adequate view of the illustrations.**

- T* So, boys and girls, your task was to pay attention to the illustrations and also, to what the main character, Hermit Crab, is focused on from the beginning to the end of the story.
- T* Let's think about the story. **Pretend to be thinking.**
- T* When I say the magic word, which is "Crab".
- T* I'd like you to stand up and make two lines.
- T* Boys will be in one line and girls will be in the other.
- T* Let's see who can make a line more quickly, without running or pushing, and more quietly, without talking.
- T* Will it be the boys or the girls?
- T* Let's see... "Crab".
- T* Ok, make two lines!

**Provide time for students to get into 2 lines. Monitor and provide assistance as needed.**

- T* It looks like the **girls or boys** won, but well done to everyone!
- T* Now I'd like you to stand with your back to the person who is next to you in the other line
- T* So, all of the girls will face **name the direction or what they will be facing** and the boys will face **name the direction or what they will be facing**. **Provide assistance as needed.**
- T* The person who you are back to back with is your partner.
- T* When we are back to back that is our time to think about our answers.
- T* Then we will turn around face to face and that is when we will share our answers.
- T* How did Hermit Crab's focus change from the very beginning to the end of the story?
- T* Now take a moment to think about your answer. **Remind students to think and not talk.**
- T* Next, you will tell your partner how you think Hermit Crab changed from the beginning of the story until the end.
- T* What did he care about from the beginning of the story to the end of the story, be sure to justify your answer by giving an example from the text or story.
- T* Remember, the word justify means to prove.
- T* I'd like the partner with the longest hair to start.
- T* When I say, "switch it up!" your partner will then share their answer to the question.
- T* Ready? Begin! **Provide a minute or so for the first partner to share.**
- T* "Switch it up!" **Provide a minute or so for the second partner to share.**
- T* Okay, very nice!
- T* Now I need a few students to share what you discussed with your partner. **Choose 3-4 students to share out their partner's answer.** Answer should circle around the idea that "in the beginning of the story, Hermit Crab only cared about what his home looked like but at the end of the story, he really cared more deeply about leaving his friends to find a new, bigger shell."
- T* Can anyone supply or give more evidence or proof from the story? **Choose 3-4 students to share out.** Answer should circle around "Hermit Crab loved his friends. They are like a family. How could I ever leave them?"
- T* Okay, very good answers!
- T* Let's return to our seats now.



**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

**Pass out the "Exit Slip" or a piece of blank paper, one per student.**

- T* Please take out your pencil and crayons.
- T* When ready, please sit with your hands folded so that I can see that everyone is ready for the next step.

**Allow about a minute for students to be ready.**

- T* We are now going to create our own stories as a Hermit Crab.
- T* Let's all think back to the beginning of our story.
- T* How did Hermit Crab feel? **Call on students.** Answer: **He felt safe and snug, he had grown too big for his shell.**
- T* You are going to pretend that you are a Hermit Crab who has also grown too big for your shell.
- T* In our story, Hermit Crab felt his shell was...? **Call on students.** Answer: **Too plain.**
- T* Just like Hermit Crab you need to choose things to decorate your shell.
- T* How would you decorate your shell, you do not need to use other sea creatures like Hermit Crab did, you can be creative and choose anything you want.
- T* You will be using a sequence chart to show each additional decoration.
- T* Let me explain what I mean and show you an example. **Model using the printable exit slip on page (x).**
- T* In the first box, I will just draw a picture of me as a Hermit Crab in a "plain" shell. **Model this for students to see your example.**

- T* In the second box, I will decide something to make my shell less “plain”.
- T* So, for example I will draw a star on my shell because I want to use a star sticker to decorate my shell. **Model this for students to see your example.**
- T* Then in the third box, I will be sure to add the star from my second box, plus I will add another detail like a piece of colored rainbow tape to add a colored stripe to my shell. **Model this for students to see your example.**
- T* In the fourth box, I need to add the star and the colored stripe, plus I will add another detail. **Model this for students to see your example.**
- T* Each time I need to make sure to include my previous details, plus add a new one.
- T* Okay, now I would like you to each think about this: If you were a hermit crab, how would you decorate your shell/house?

## Setting up the Paper

- T* Write your name and date in the top right hand corner of your paper.
- T* Next, you will draw a series of boxes like mine. **Point to your sequence chart.**
- T* In the first box draw a picture of you as a hermit crab in your shell. **Draw their attention to your example as a model.**
- T* Next, you will begin to add details to decorate your shell, just like I did in my example.
- T* You will be drawing the different ways that you would decorate your shell in each box.
- T* Remember to always include your details from previous boxes before adding a new detail. Once you have finished all of your drawings in your sequence boxes you will add a few sentences describing each thing you used as a decoration.
- T* You can use ideas from A House for Hermit Crab when writing your describing sentences.
- T* You can just describe each picture and what you used or you may tell it like a page from a story.
- T* So, for my first box I might say, Once there was a hermit crab named **insert your name Mr. or Mrs. \_\_\_\_**.
- T* **She/He** had grown too big for **his/her** shell.
- T* So, **he/she** needed to find a new home, but **his/her** new home was too plain!
- T* Or I can just say this is me **insert your name** as a hermit crab.
- T* Then for my second box I can again use sentences like I am telling a story: “Since **insert your name** thought **his/her** shell was too plain, **he/she** decided to decorate it using a pretty, shiny star sticker that **he/she** had found.
- T* Or you can just say, “I decided to use a star sticker to decorate my shell because it was pretty and shiny.
- T* My third box I may say, “Now that **insert your name** hermit crab had a pretty, shiny sticker, **he/she** felt better, but still felt like **his/her** shell needed more. While **he/she** was looking around **he/she** found the coolest piece of rainbow striped tape. So, **he/she** stuck it to **his/her** shell to add some color.
- T* Or you can just say, “Next, I used a piece of rainbow colored tape to decorate my shell to add some color.”
- T* And continue for each box or detail you added to decorate your shell.
- T* Remember to either explain every box like details of a story or explain every box as a describing sentence to keep the same tone the whole time.
- T* It would be confusing for the reader if you jump in and out of a story.
- T* Remember you are telling or explaining why you chose the things you did to decorate your shell the way you did.
- T* Remember, Hermit Crab saw a value in every sea animal he asked to be a part of his house.
- T* You will have 30 minutes to complete your drawings and your sentences.
- T* You need to complete at least 4 boxes, but if you have time you can turn your paper over and draw more boxes to continue your story.

Walk around and check in with each student to ensure they are understanding each task and on the right track with their work. You can provide sentence starters for any students who are struggling with the written portion.

Please project onto the board or write on the board:



Directions:

- Draw a sequence chart.
- In each box draw a new detail, remembering to include details from the boxes before too.
- Write a sentence or a few sentences describing each thing you used as a decoration and why you chose it.
- Write as descriptive sentences or a story that describes.

When the students are finished, please collect the papers, checking to see that all directions were followed, clip together and leave on the teacher's desk.



**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 8)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:  
Sequencing**

**Me as a Hermit Crab**

\_\_\_\_\_ the hermit crab!



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## 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.