

General Information

Lesson Parts & Duration

- Total Duration: 2 to 2 ½ hours
- Segment 1: Reading Comprehension: Key Ideas and Details (45-60 Minutes)
- Segment 2: Writing: Retelling & Point of View (30-45 Minutes)
- Segment 3: Art/Reading Comprehension: Integration of Knowledge and Ideas (45 Minutes)

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)
- Writing: Point of View (W.2.6)
- Integration of Knowledge and Ideas (RL.2.7); Writing (W.2.1)

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.
- Students will write a brief retell capturing the of the main character’s point of view.
- 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
- chart paper (**Prep:** On the chart paper, vertical position, draw the graphic organizer on page 7.)
- marker, black (1)
- lined paper, wide ruled
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Exit Slips” (pages 15-16)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 18)

Instructional Setting

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

Protocols (page 17)

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

Throughout these lessons, 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: Segment 1: 45-60 minutes

Subject

- Reading Comprehension: Key Ideas and Details

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
- prepped chart paper
- marker, black
- pencil & crayons/colored pencils
- document camera or whiteboard

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 on 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.

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!"

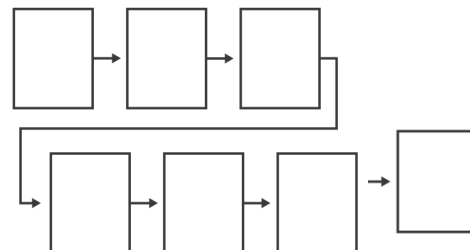
T Calling someone or something handsome is a compliment.

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!

Sequencing Design



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.**

T How do you think Hermit Crab's compliments helped him?

T As you think about this question, return to your seats.

T We will be revisiting this question in our writing segment.



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 18)

Instructional Plan: Segment 2: 30 minutes

Subject

- Writing: Retelling & Point of View

Objective

- Students will retell events from the story to support of the main characters point of view using the question prompt.

Materials

- **Required:** printable Exit Slip (page 15) –or– lined paper, wide ruled
- pencils
- document camera or whiteboard

Please have the sequence chart available from the previous segment.

Introduction

- T* Class, we are going to revisit the sequence chart we made earlier.
- T* Remember, the question “How did Hermit Crab’s compliments help him?”
- T* As I call on different students to read a box of the sequence chart, think of how the compliments we noted relate or connect to it helping him. **At this time call on one student at a time to read the boxes, starting at the first box and reading them in order.**
- T* We do certain things that help us all of the time.
- T* For example, when I do my homework it helps me to understand what I learned in class better by giving me practice.
- T* When I do chores at home it may help me to earn allowance or money.
- T* When I am nice to my friends it helps them to want to play with me at recess or outside of school.
- T* All of my actions and the things I say can help something else to happen.
- T* So, I want you to think about how Hermit Crab complimenting all of the other sea creatures helped him in some way.
- T* I will pass out the sheet that you are to use to complete the writing prompt. **Pass out a copy of the “Exit Slip Segment 2” or a piece of lined paper.**
- T* At the bottom of your exit slip you will see a rubric.
- T* A rubric tells you what things you need to include or have in your writing to earn a certain number of points.
- T* For example, when playing basketball, I can earn different amounts of points by throwing the ball and making a basket from different places on the court.
- T* You will notice that the more detail you include, the more points you will get.
- T* Just like our basketball player earning more points when he throws the ball from farther or makes a more difficult shot.
- T* Please look at the bottom of your paper to see the rubric for how points will be earned.
- T* We will start with the bottom, one point requirements.
- T* Who can tell us what kind of an answer would earn you only one point. **Call on a student to read the 1 pt: One detailed sentence with no text evidence examples to justify, or prove their answer.**
- T* This means I will answer the question, “How did Hermit Crab’s compliments help him?” in a complete sentence like, “Hermit Crab’s compliments helped him by or because....” and tell my reason.
- T* But I do not give any examples from the story to prove my answer is correct.
- T* Next, we have a 3-point answer.
- T* Who would like to read to us how to earn 3 points? **Call on a student to read the 3-point description. 3 pts: One detailed sentence with at least one example that gives text evidence as to why the answer is justified, or correct.**
- T* This means I will answer the question, “How did Hermit Crab’s compliments help him?” in a complete sentence like, “Hermit Crab’s compliments helped him by or because....” and tell your reason.

- T* Then after I answer the question, like a detective I give one reason to prove my answer using text evidence.
- T* Text evidence are things in the story or text that were said that help to prove your answer is correct.
- T* Sort of like a detective finding evidence to prove or solve a case or mystery.
- T* Now, here is the answer that I know you will all try to write, the very best 5 POINT ANSWER!!!!
- T* Who can tell us all how to earn 5 points or the maximum amount of points. **Call on a student to each read the 5 point description: "5 pts: One detailed sentence with at least two examples that give text evidence as to why the answer is justified, or correct."**
- T* This means I will answer the question, "How did Hermit Crab's compliments help him?" in a complete sentence like, "Hermit Crab's compliments helped him by or because...." and tell my reason.
- T* Then I will justify by adding text evidence.
- T* Remember text evidence are things in the story or text that were said that prove my answer is correct.
- T* So, to earn 5 points you need to find 2 things that the text says that support or prove your answer.
- T* You might say, "In the text it says..." or "In our story it said..." to support your answer.
- T* So, remember, the more examples you give from the story to support your answer will allow you to earn more points.
- T* Let's begin.

Setting up Paper

- T* Write your name and date in the top right hand corner of your paper.
- T* Okay, you have 20 minutes to write down your amazing answers.
- T* Remember, you can refer to the sequence chart for information about this question.
- T* When you finish, please turn your paper over and copy the sequence chart with all of our class answers onto your paper.

Please collect the Exit Slips and leave them on the teacher's desk. Sample answer found on next page.



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 18)

Name: __ **ANSWER KEY** ____ Date: _____

Exit Slip: Segment 2
A House for Hermit Crab

1. How do you think Hermit Crab's compliments helped him?

Hermit Crab's compliments helped him because each compliment he gave a sea animal identified a specific way that the sea animal could contribute to the house. For example, he said to the sea snails, "how tidy and hard-working you are!" "Would one of you be willing to come and help clean my house?". Another example, when he saw the starfish he said, "How handsome you are!" "Would one of you be willing to decorate my house?" The compliments made the sea animals feel special and they wanted to help the Hermit Crab.

5 pts: One detailed sentence with at least two examples that give text evidence as to why the answer is justified, or correct.

3 pts: One detailed sentence with at least one example that gives text evidence as to why the answer is justified, or correct.

1 pt: One detailed sentence with no text evidence examples to justify, or prove their answer.

Instructional Plan: Segment 3: 40 minutes

Subject

- Art/Reading Comprehension: Integration of Knowledge and Ideas

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 16) –or– blank paper (students will copy the Exit Slip template)
- blank paper (one per student)
- pencil & crayons/colored pencils
- document camera or whiteboard

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.*

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.**



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

- 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.

Pass out "Exit Slip: Segment 3" 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.

Note:

Throughout the lesson place **Questions/Sentence Frames/Protocols** on the document camera if available or recreate on a visual display (dry erase board or poster paper).

- 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 18)

Name: _____ Date: _____

Exit Slip: Segment 2
A House for Hermit Crab

2. How do you think Hermit Crab's compliments helped him?

5 pts: One detailed sentence with at least **two examples** as text evidence of why your answer justified or correct.

3 pts: One detailed sentence with at least **one example** that gives text evidence as to why the answer is justified.

1 pt : One detailed sentence with **no text evidence examples** to justify your answer.

Name: _____ Date: _____

Exit Slip: Segment 3

Sequencing

Me as a Hermit Crab

_____ the hermit crab!





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.