HERMIT CRABS LEVEL D

INTRODUCE THE BOOK

Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

In this book, we will learn some things about hermit crabs.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

1. “On page 2, it says, Here is a hermit crab. Have you ever seen a hermit crab before?”

2. “On pages 4-5, it says, A hermit crab lives in a shell. Why do you think they live in shells? Do you think that keeps them safe?”

3. “Look on pages 6-7. It says, The hermit crab is getting too big for its shell. It is looking for a bigger home.”

4. “On pages 10-11, it says, Hermit crabs can be little. Please say that with me.”

5. “Look at the hermit crab on pages 12-13. It is big—so some are big, aren’t they?”

6. “On the last page there is a picture glossary. Let’s look at it together.”

READ THE TEXT

After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide D for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT

Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:

- “What did we learn about hermit crabs that we didn’t know before we read this book?”
- “Would you like to have a hermit crab as a pet? Why?”