

# A HOUSE FOR HERMIT CRAB

## A HOUSE FOR HERMIT CRAB

by Eric Carle

Ages: 5 - 7; Grades: K - 2

Themes: Growth and Change, Science, Seasons and Nature

Runtime: 9 minutes

### NEW! COMMON CORE CONNECTIONS:

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### SUMMARY

Hermit Crab has outgrown his cozy little shell. He finds a new one that is just the right size, but much too plain. So Hermit Crab scours the ocean floor to find friends to help decorate and protect his new home. As the year passes, and Hermit Crab grows, his new shell begins to get to small. How will he be able to say goodbye to all of the sea creatures who have helped to make his house a home?

### OBJECTIVES

- Students will use context clues to figure out the meaning of unknown words.
- Students will identify and describe sea creatures in order to make an informational mobile.
- Students will analyze character feelings and make text-to-self connections.

### BEFORE VIEWING ACTIVITIES

Tell students that we can figure out the meaning of unknown words by using the clues from the other words on the page and the illustrations. Model an example from a familiar text using the following procedure:

- 1) Read aloud a page from a familiar text that has an unknown vocabulary word.
- 2) Think aloud while reading: "Hmm... I don't know the word \_\_\_\_\_. Let me see if there are any clues in the text or the pictures to help me."
- 3) Emphasize reading textual clues that help the reader figure out the unknown word and think aloud about how the clues help.
- 4) Point out any illustrations that may provide additional clues.
- 5) Propose a definition and model substituting the word in the sentence from the book to confirm that it makes sense.

Introduce the words **flock**, **debris**, **rearranged**, and **outgrown** from the movie. Encourage students to watch and listen for clues to help them figure out the meaning of these words. Revisit the words after viewing the movie.

Activate students' background knowledge about marine animals. Guiding questions:

- What animals do you know of that live in the ocean/sea? *Scribe students' answers on chart paper.*
- What details or facts can you share about any of these animals? How do they look? What do they eat? What else do you know about them? *Scribe students' responses next to the animal's name.*

Tell students that they will be watching a fictional movie about a hermit crab that needs to move into a new shell and searches for other sea creatures to help make his shell less plain. Encourage them to watch and listen for information about animals that they may or may not have heard of before.

Build students' background knowledge about hermit crabs. On the first page of the book, *A House for Hermit Crab*, there is some information about hermit crabs' bodies and lifestyles. Share photographs of hermit crabs with children. Use a diagram to identify their body parts. Discuss when and why hermit crabs move to a new shell.

### AFTER VIEWING ACTIVITIES

#### Common Core Connection Activities:

Discuss Hermit Crab's feelings about moving with students. Encourage students to use details from the text and to make text-to-self connections. Guiding questions:

- How did Hermit Crab feel about moving the first time? Have you ever moved to a new home before? How did you feel?
- How did Hermit Crab feel about the new shell that he found?
- What did Hermit Crab do to make his new shell more comfortable and beautiful? What have you done in your house or room to make it more homey?
- How did Hermit Crab feel when he outgrew his second shell? Why did he feel that way? Is there a time in your life when you felt similarly to Hermit Crab?
- How did the story end? How did Hermit Crab's feelings change at the end of the story and why did they change?

Encourage students to actively listen to each other and build on each other's answers.

The following discussion frames may be helpful:

- *I agree/disagree with \_\_\_\_\_ because...*
- *I'd like to elaborate on \_\_\_\_\_'s comment...*
- *I understand what \_\_\_\_\_ is saying, and...*
- *\_\_\_\_\_ 's comment supports the idea that...*

Wrap-up the discussion by having students draw a picture of Hermit Crab and/or other characters and write one sentence using the frame: *Hermit Crab feels \_\_\_\_\_ about \_\_\_\_\_ because in the movie he (does/says) \_\_\_\_\_.*

Revisit the context clues lesson from the Before Viewing Activities. Replay or read aloud the parts of the movie or book that contain the words **flock**, **debris**, **rearranged**, and **outgrown**. What clues in the text or the illustrations can help you figure out the meaning of the word?

- What do you think the word means?
- Substitute your definition to check that it makes sense.

Wrap-up the vocabulary discussion by having students complete a vocabulary four-square:

Word	Sentence from the Text
Meaning (in my own words)	Illustration

Review the animals that Hermit Crab befriends: sea anemones, starfish, corals, snails, sea urchins, and lanternfish. Read to students the descriptions of each of these animals found in the back of the book, *A House for Hermit Crab*, and/or use nonfiction texts or the internet to provide students with more information about each of these animals. Give students a graphic organizer in which they can record facts about each animal. For example:

	Picture/Illustration	How it eats	Protection	Other Facts
Sea anemone				
Starfish				
Snail				
Sea Urchin				
Lanternfish				
Hermit crab				

After students record their information in the organizer, they can make a mobile with each creature represented. On one side of an index card or cardstock cut-out shape, they can draw or glue on a picture of the animal. On the other side they can list 3 facts. Attach these all to a hanger with string to make a mobile. Encourage students to add more sea animals to their mobile that they research independently, such as some of the animals that Hermit Crab thinks of at the end of the story.c

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