



# Read Aloud: *A House for Hermit Crab*

Standard Connection:  
ELA.RL.PK4.1-7, 9-10  
ELA.SL.PK4.1-4, 6  
ELA.L.PK4.1, 1c, 4, 6

## Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

## Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary		Books
<ul style="list-style-type: none"> <li>• <i>A House for Hermit Crab</i></li> <li>• vocabulary word picture cards</li> </ul>	<b>safe:</b> protected, no harm can come <b>frightening:</b> scary <b>plain:</b> boring, without anything special <b>flock:</b> a group of something (as in a flock of starfish)	<b>decorate:</b> make it look nicer <b>discover:</b> to find <b>fierce:</b> strong and scary <b>protect:</b> keep safe <b>sturdy:</b> strong <b>sway:</b> move gently from side to side	

First Read	
Preparation: Set up materials.	
<b>Children will:</b> <ul style="list-style-type: none"> <li>• listen to a story read aloud for enjoyment</li> <li>• make connections to the text using prior knowledge</li> </ul>	
<p>“Today, we will read a new book about an ocean animal, the hermit crab. This book is called <i>A House for Hermit Crab</i> and was written and illustrated by Eric Carle. Eric Carle also wrote the book <i>Mister Seahorse</i>!”</p>	<p><b>Show</b> front cover, <b>point</b> to title, author and illustrator.</p>
<p>“Hermit Crab realizes his shell has gotten too small for him. He decides to look for a bigger shell.”</p> <p>“How does Hermit Crab feel about going out into the ocean to find a new shell?”</p> <p>“Yes, he worries he will not be <b>safe</b> and <b>protected</b> without his shell.”</p>	<p><b>pp. 1-2</b> <b>Children respond.</b></p>
<p>“Why did Hermit Crab invite the sea anemones to live on his shell? That’s right; he thought his shell was too <b>plain</b> – boring.”</p>	<p><b>pp. 5-6</b> <b>Prompt</b> the children to describe Hermit Crab’s shell.</p>

<p>“How many starfish do you see?”</p> <p>“A <b>flock</b> is a group of animals. Many animals, both on the land and in the ocean, can live in flocks. A flock of starfish is called a galaxy.”</p>	<p><b>pp. 7-8</b> <b>Count</b> the number of starfish. <b>Children respond.</b></p>
<p>“How was the part of the ocean with the seaweed different from the open part of the ocean?”</p>	<p><b>pp. 15-16</b> <b>Compare</b> the open ocean illustration to the seaweed illustration. <b>Lead</b> students to notice the difference in lightness/darkness. <b>Children respond.</b></p>
<p>“Hermit Crab grew too big for his shell and needed to move again. He gave his shell to a smaller crab. What promise did he ask the smaller crab to make? How do you think Hermit Crab felt?”</p> <p>“Hermit Crab finds a new shell. Do you think he will find new friends to <b>decorate</b> his bigger shell?”</p>	<p><b>p. 21-24</b> <b>Children respond.</b></p>
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• Hermit Crab says, “Oh, there are so many possibilities!” What does he mean?</li> <li>• Why does Hermit Crab have to find a new home at the end of the book?</li> </ul>	

## Second Read

### Children will:

- develop vocabulary
- develop comprehension
- understand key inferences from the story

Prompt students to use inference to discuss Hermit Crab’s emotions throughout the story. Provide words like frightened, nervous, interested, pleased, and unhappy if students need ideas.

### Discussion Question(s):

- How does Hermit Crab feel as he meets new creatures?
- How did Hermit Crab feel when he realized he must find a new home? Why? Have you ever felt this way?

## Third Read

### Children will:

- develop vocabulary
- retell the story through story acting
- make real-life connections to the text

As you read, ask children to focus on the problems Hermit Crab faces. Ask children if they think Hermit Crab made the right choices when addressing his dilemmas. Discuss possible outcomes if Hermit Crab had made different choices (i.e., not searching for a bigger shell, not decorating his shell, not leaving his friends behind).

### Discussion Question(s):

- What are Hermit Crab's dilemmas? How does he solve his problems?
- How do Hermit Crab's friends he meets help him solve his problems?
- Have your friends ever helped you solve a problem?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- How is Hermit Crab growing and changing similar to Peter growing and changing in *Peter's Chair*?