Springboard

Connect

25a The Lion Lights

25b Chilly Dog!

25c Heroes of the Wilderness

25d **The Great Christmas Island Red Crab Migration**

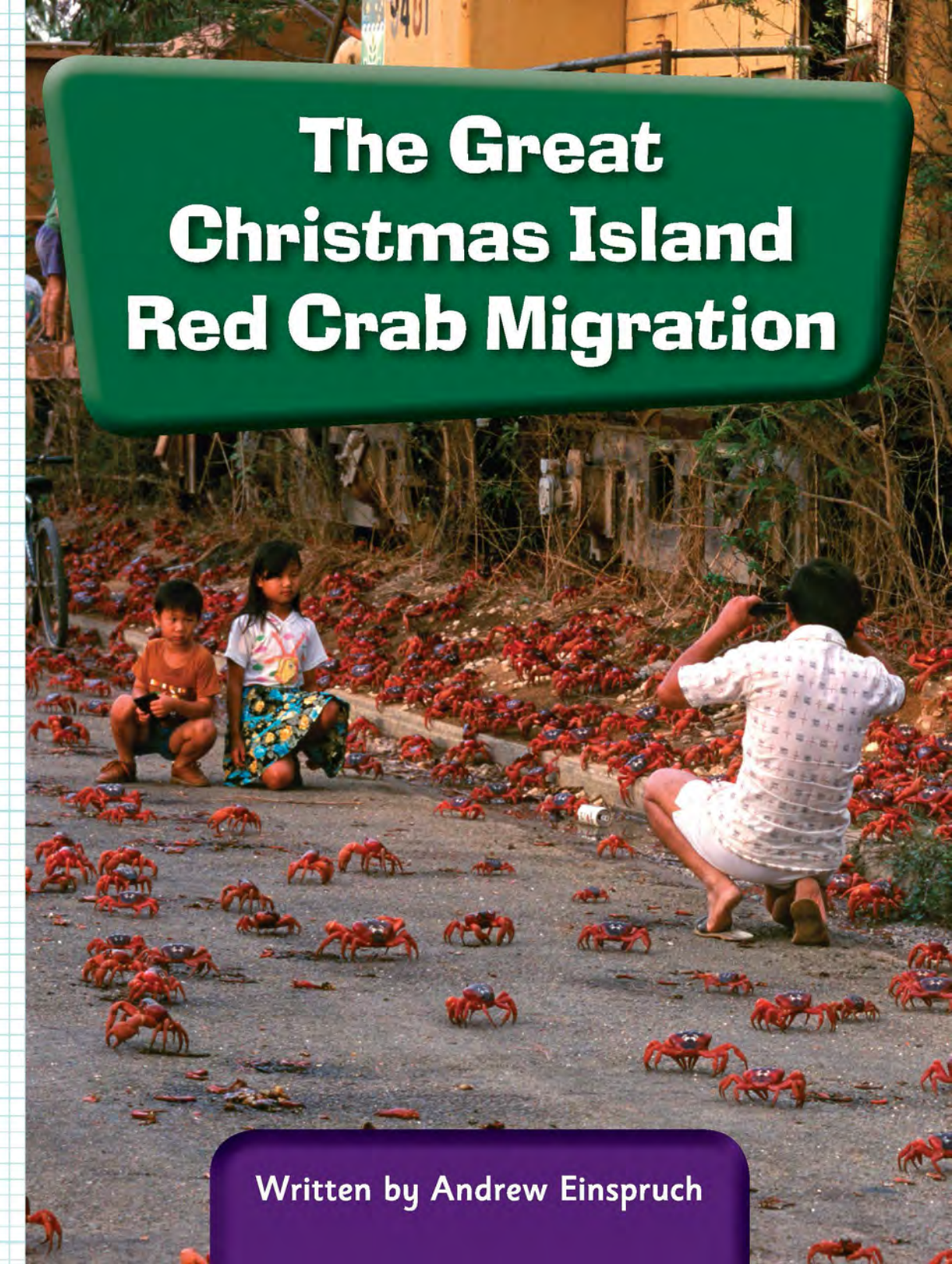
25e Birds and Pterosaurs

macmillan education

ISBN 978-1-4586-4857-0

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The Great Christmas Island Red Crab Migration



Written by Andrew Einspruch

Word Count	727
Text Type	Information Report
High-Frequency Word Focus	animal
Content Words	abdomen, burrow, carapace, megalops, migration, obstacles, scavengers
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	suffixes *ing*, *s*, *ed*; three-letter blend *str*

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Front cover photograph: A family watching Christmas Island red crab migration, Auscape/Jean-Paul Ferrero.
Alamy /NULL Agency FLPA **5, 14, 16;** Auscape/Jean-Paul Ferrero **17;** photonewzealand/Corbis/Ingo Arndt **4, 9,** /Firefly Productions **3,** /Stephen Belcher/Foto Natura **21, 22,** /Xu Yanyan **13;** Getty Images/Ingo Arndt **7, 8, 18;** Stephen Belcher/Foto Natura **12, 15;** iStockphoto.com/Mlenny **11;** Zinni-Online **2** red crab, **10;** Macmillan Education Australia **2** Australia map; Nature Picture Library/ Jurgen Freund **19;** Shutterstock/Elena Kalistratova and Olga Zakharova background, /Rainer Lesniewski **2** Christmas Island map.

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Published by
Macmillan Education Australia Pty Ltd
Level 1, 15–19 Claremont Street, South Yarra,
Victoria 3141
www.macmillan.com.au

Edited by Berit Bolstad and Vaishali Batra
Designed by Claire Worthington

Printed in China
10 9 8 7 6 5 4 3 2 1
ISBN: 978-1-4586-4857-0



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GETTING STARTED

Activating prior knowledge: Ask students what they know about crabs. List their responses on paper or the board.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss the photograph on the cover. Ask students to flick through the book or the screens, looking at the photographs and layout. Have them use the photographs and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about the crab migration they will talk about the structure of the text, topic words, words that begin with *str*, and the suffixes *ing*, *s*, and *ed*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure that students make meaning from the text by asking questions and encouraging discussions. Describe the physical features of the Christmas Island crabs. What is so incredible about the migration of the red crabs? Do you think it is important that these red crabs are protected? Have students discuss whether this is an imaginative, informative, or persuasive text, and the audience to which they think the author was directing the book.

Literature

Responding and examining: With this book in mind, have students express and explain a preference for a particular topic or type of informative text, for example, creature, environment, or history themed.

Language

Text structure and organisation: Ask students to share their thoughts on why the author has presented the information under different subheadings. Discuss the benefits of this type of presentation.

Expressing and developing ideas: Discuss the importance of topic words in informative texts. Ask students to locate and discuss words in the text that are particularly relevant to the topic, for example, *scavengers*, *migrate*, *burrows*. Discuss how and when they might use these words.

Have students locate text words that end with the suffixes *ing*, *s*, and *ed*. Discuss the suffix in each case and the effect it has on the base word. Draw attention to the word *stretch* on page 11. Discuss how each of the three initial consonants retains its sound when blended. Ask students to look for another word in the text that begins with the same consonant cluster (*street* – page 13).

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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The Great Christmas Island Red Crab Migration

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Written by Andrew Einspruch

Introduction



Christmas Island is a small island in the Indian Ocean. It is north-west of Australia and south of Indonesia. Many unique animals live there. One animal stands out from all the rest. That animal is the Christmas Island red crab. It is famous for its bright red colour.

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Map of Christmas Island



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Christmas Island spreads over an area of 135 square km in the Indian Ocean.

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Where Do Christmas Island Red Crabs Live?

Millions of red crabs live on Christmas Island. They do not live anywhere else. Most Christmas Island red crabs live on the rainforest floor. It is very moist there. The crabs must stay moist or they will die. They dig holes in the ground to live in. These holes are called **burrows**. Each crab lives alone in its burrow. The crabs come out during the day. They stay in their burrows at night.



A red crab's burrow keeps it safe from drying out on a sunny day.

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These red crabs are dipping into a pool of water in tree roots to stay moist.

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What Do Christmas Island Red Crabs Eat?

Red crabs mainly eat things that have fallen to the rainforest floor. This includes leaves, flowers, fruit, and seeds. The crabs eat whatever they can find. They are **scavengers**. Scavengers eat everything, including rubbish and dead animals. Christmas Island red crabs eat many different kinds of dead animals, such as birds and other crabs.



A red crab feeds on foliage on the forest floor.

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