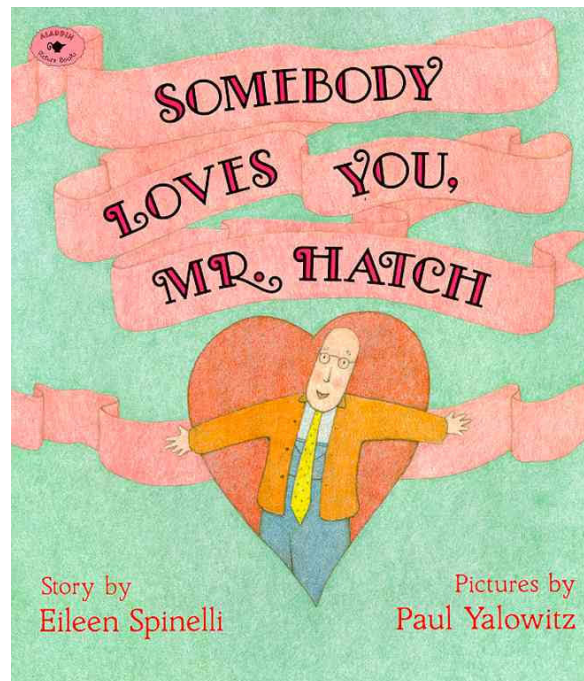




A TEACHER'S GUIDE

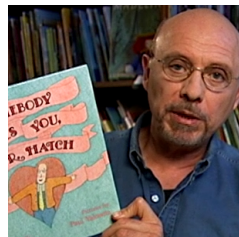
SUGGESTED GRADE LEVEL: 2ND - 3RD



SOMEBODY LOVES YOU, MR. HATCH

WRITTEN BY EILEEN SPINELLI
ILLUSTRATED BY PAUL YALOWITZ

Watch the video of actor
Héctor Elizondo
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Mr. Hatch is a drab, predictable gentleman who leads a painfully ordered and uninteresting life. One Valentine's Day a giant candy-filled heart is delivered to Mr. Hatch with a note that reads, "Somebody loves you."

THEMES IN THE STORY

Acceptance, Love, Friendship, Community, Empathy

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades, but can be adapted to 4th grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1: Discuss the following themes with students:

- **Loneliness and the importance of friendship:** Did you ever think that you didn't have any friends? How did it feel?

- **Caring about others:** Focus on how it makes us feel to care about others, and how we feel when others care about us. How do we show people we care about them?

- **Importance of change:** Is change good or bad for us? Why might change be a good thing?

Step 2: Introduce the title and ask students to predict what the story will be about.

DURING VIEWING

Focus: Character and Making Predictions

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure:

Step 1: Tell students that during the reading of the story, they should be focusing on two things:

Mr. Hatch: How does he change throughout the story? Why?

Predictions: What do you think will happen next in the story? After the story, return to students' predictions and discuss.

AFTER VIEWING

Standards: CCSS.RL.2.3, CCSS.RL.3.3

Objective: Students will describe a character's feelings and explain how the character's actions contributed to the sequence of events.

Materials: Cause-Effect Graphic Organizer (on page 8)
Teacher Prep: Make a duplicate of the organizer on chart paper or Smart Board.

Procedure:

- Step 1: Review or reteach Cause-Effect. (Effect: What happened/Cause: Why it happened)
- Step 2: Distribute the Cause-Effect worksheet and explain.
- Step 3: Model the first section. Beginning: Ask students to tell you how Mr. Hatch was feeling in the beginning of the story. Write responses on class chart. Ask students to work with a partner to explain how they knew Mr. Hatch was feeling this way, and fill in the organizer.
- Step 4: Share responses and write in class organizer.
- Step 5: Have students complete the rest of the worksheet independently.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: What caused Mr. Hatch to change during the story? Use details from the story to support your answer.

Procedure:

- Step 1: Read prompt and allow students to discuss.
- Step 2: Have students complete the prompt according to the ability of your class.

WRITING - CINQUAIN

- Standards:** CCSS.RL.2.5, CCSS.W.2.3, CCSS.RL.3.5, CCSS.W.3.3
- Objective:** Students will write a cinquain (sing-kane) poem using proper form and grade appropriate spelling. A cinquain poem is a five line stanza.
- Materials:** Writing Tools
Teacher Prep: Make a class chart with the information below.

Cinquain Poem

DOG
Fluffy, playful
Running, rolling, licking
A bundle of energy
Canine

A cinquain is a poem consisting of 5 lines, written using a specific form.

Cinquain Form:

Line 1 – Subject noun

Line 2 – 2 descriptive words or adjectives to describe the noun

Line 3 – 3 verbs to explain what the subject can do

Line 4 – a 4 or 5 word phrase (not a complete sentence) that describes something

Line 5 – 1 word that means the same thing as the subject, or a word that sums it all up

Procedure:

- Step 1:** Explain a cinquain using teacher made chart.
- Step 2:** Tell students they will write a cinquain describing someone special to them.
- Step 3:** Model writing a cinquain using teacher name. Have students dictate lines as you write on a class chart.
- Step 4:** Have students complete a cinquain independently.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE/TECHNOLOGY – HEALTHY HEART

RESEARCH —

Students use the internet for research and present a one-minute commercial on maintaining a healthy heart.

MATERIALS —

Computers with internet access.

PROCEDURE —

- Step 1:** Explain to students that the heart is an organ whose job is to pump blood throughout the body. It is important that blood flows freely through our veins and arteries to all parts of the body.
- Step 2:** Discuss the importance of the heart and ask students what they know about keeping a heart healthy. Make a list of student responses on a chart labeled ***Have a Healthy Heart*** (diet, exercise, no smoking, etc.).
- Step 3:** Next, ask students to tell you why having a healthy heart is important. List reasons on chart.
- Step 4:** Tell students that they are going to work with a partner to create a one-minute television commercial called “Healthy Heart Help.” Explain that their commercial should contain facts about how and why it is important to follow this tip to maintain a healthy heart.
- Step 5:** Teach or review how to use the internet to find information.
- Step 6:** Partner students and have them pick from the class list or assign a subject to each pair.
- Step 7:** Allow time for the students to research and prepare their commercial.
- Step 8:** Schedule commercial breaks during the day for students to present.

SOCIAL STUDIES – FRIENDSHIP AND INCLUSION

MATERIALS —

Construction paper
Markers
Heart tracers (optional)

PROCEDURE —

- Step 1:** Discuss what things contributed to Mr. Hatch feeling happy and friendly.
- Step 2:** Ask students to pretend that everyone in the class was invited to a birthday party but you. How does that make you feel?
- Step 3:** Explain the importance of feeling loved and accepted by peers. Have students share their experiences on this.
- Step 4:** Write on the board: *The only way to have a friend is to be one* - Ralph Waldo Emerson
Ask students if they agree with this.

- Step 5:** Divide the class into groups. Choose one member of each group to play the role of a new student in class. The new student’s role is to try to gain acceptance by the others in the group. After time is up, discuss with the class how it felt to be the new kid and how it felt to be a member of the “in group.”
- Step 6:** Next, have partners or groups brainstorm ways students can be more tolerant and accepting of each other.
- Step 7:** Have students create “Conversation Hearts” by cutting out a heart and writing something they can say to make classmates feel welcomed and included. Display hearts.

ART/MATH – SYMMETRY ART

MATERIALS —

White construction paper
Scissors
Paint (red, pink, purple)
Paint brushes or sponge brushes

PROCEDURE —

- Step 1:** Fold a piece of construction paper in half.
- Step 2:** Draw half a heart on the paper, starting at the fold
- Step 3:** Cut the heart out. Point out the fold is the line of symmetry.
- Step 4:** Dip sponge or brush in paint and paint a design on one side of heart. Fold and press.
- Step 5:** Open heart – a symmetrical painting appears!
- Step 6:** Let dry.
- Step 7:** Use the back to write a Valentine note – Somebody loves you, _____.

SOMEBODY LOVES YOU, MR. HATCH

How does Mr. Hatch change throughout the story? (Effect) • Why does he change? (Cause)

Beginning: How does he feel?	Middle: How does he feel?	Middle: How does he feel?	End: How does he feel?
Actions that tell why he feels this way.	He receives a Valentine. Actions that tell why he feels this way.	He finds out the Valentine was a mistake. Actions that tell why he feels this way.	Actions that tell why he feels this way.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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