CHARACTER TRAITS AND THEMES

Somebody Loves You, Mr. Hatch - Eileen Spinelli

GRADE: 1 AND 2

Primary Character Trait:
Kindness - Thinking and acting in ways that show you care

Basic Need:
Love and Belonging - Love and Belonging – The need for relationships, social connections, to give and receive affection and to feel part of a group

OBJECTIVES

The learner will:

• Develop a further understanding of the Character Trait: Kindness
• Begin to develop an understand of the 5 Basic Needs: specifically, Love and Belonging
• Use proper voice tone and body language when reading dialogues aloud
• Understand how to use and fill out a KWL chart

GRADE LEVEL CONTENT EXPECTATIONS

First Grade
R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.NT.01.03 Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

Second Grade
R.NT.02.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.CM.02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

R.FL.02.02 Use punctuation cues when reading aloud with intonation, pauses and emphasis.

S.DS.02.02 Tell or retell stories using story grammar, while maintaining appropriate intonation and tone of voice.
RESOURCES

Trade Book: *Somebody Loves You, Mr. Hatch* by Eileen Spinelli

Other Trade Books:

ESTIMATED TIME PARAMETERS

☐ One day  ☑ More than one day  ☐ Mini-unit

INTRODUCTION

Break students into groups. Have students create and show still images depicting friends helping one another.

INSTRUCTION

Activity 1
Read aloud the book, *Somebody Loves You, Mr. Hatch*. When finished reading, use real dominoes to show students how acts of kindness are like the "domino effect"; one good deed leads to another. Allow them to set up a small row of dominoes and then set them into motion.

Activity 2
The book, *Somebody Loves You, Mr. Hatch*, is a great way to teach your students about kindness. In this instruction activity, you will stop throughout the book to fill out the KWL chart you have written on the board. Students will be able to discuss how kindness can change how a person acts towards others.

- Write a KWL chart on the board with the following titles for the sections: *What do we know about Mr. Hatch?* *What do we want to know about Mr. Hatch?* *What did we learn about Mr. Hatch and kindness?*
- Discuss with the class how a KWL chart is used. Tell the students that you will be filling the chart out as a whole group as you read.
- Begin to read aloud the story, *Somebody Loves You, Mr. Hatch*.
- After you read page 4, fill out the first two columns on the KWL chart as a class. Students should recognize that Mr. Hatch does the same routine all the time and does not have any friends. Some questions they may have about Mr. Hatch could be: *Why doesn't Mr. Hatch have any friends?* *Why doesn't Mr. Hatch smile?* *Why does Mr. Hatch always do and eat the same things?*
- Continue reading the story, stopping to fill out the KWL chart whenever necessary.
- When finished reading the story, fill out the final column in the chart.
- As a class, review the whole chart and discuss how Mr. Hatch changed throughout the story.
**Activity Ideas**

**Activity 1 – Kindness Chain**

**Advance Preparation:** You will need 5 strips of construction paper cut out for each student to make paper chains out of.

After reading the book, discuss with the students what the phrase “act of kindness” means. As a whole group, brainstorm different ways that the students can be kind to others. When finished with the discussion, complete the following activity.

- Pass out five strips of construction paper to each student.
- Tell each of the students to come up with five acts of kindness they can perform for others during the rest of the week.
- Instruct the students to write each act they are going to perform on a separate strip of paper.
- After all of the students have finished writing their acts down, have them connect the ends of one strip with either glue or a staple. Remind the students to make sure their writing is facing out. Students should notice that this creates a ring.
- Have students take a second strip of paper, put it through the middle of the first ring, and then connect the ends of that strip the same way as the first.
- Students should continue to do this with each of the remaining strips of paper. Each student will have a paper chain with five rings when he or she has finished connecting the strips.
- Remind the students that they should perform each act of kindness they wrote down before the end of the week. Instruct the students to start from the end rings, and tear the ring off the chain when the act of kindness written down has been completed.
- At the end of the week, discuss with the group how it felt to give and receive “acts of kindness.”

**Activity 2 – Love and Belonging**

Discuss with the class that there are many people in the school who work hard to make their school days run smoothly. As a class, make a list of people the students feel contribute to making their school wonderful (e.g., custodians, secretaries, lunch monitors, cooks, administrators, etc.). Discuss with the class how the package changed Mr. Hatch. Ask the students if there is something small they could do for the list of people they have created to show them that they are appreciated. Brainstorm as a class different ideas the students have to show appreciation to those people on their lists, and then carry out one or more of their ideas. The following are some suggestions:

- Make “Thank you!” cards to pass out.
- Have students make or bring in a special treat one day to pass out.
- Pass out invitations, and ask those on the list to join the class in a celebration of their appreciation.
- Have students make a craft to pass out to those on their list (e.g., paper hats, painted pots, paper weights, decorated water bottles, etc.).

After the students have completed their idea, ask the class the following questions: **How do you think you made the people on the list feel after doing something nice for them? Do you think they know they are appreciated? How do you feel after carrying out your idea(s)? Are there other people in**
Activity 3 - Decision Alley
Line up the students so that they are facing each other. Have one person play the role of Mr. Goober. Tell that student that he or she is to walk slowly down the space between the two lines, listening to the arguments of his or her classmates. Tell one line they are to convince Mr. Goober NOT to tell Mr. Hatch that the package was not meant for him. Tell the other line that they are to convince him that he SHOULD tell him. When the student playing Mr. Goober reaches the end of the line, have that student tell the rest of the class whether or not they will tell Mr. Goober about the package and why.

Activity 4 - Role Play
Advanced Preparation: Have two copies of the dialogues between Mr. Smith and Mr. Hatch, Mr. Todd and Mr. Hatch, and Mr. Goober and Mr. Hatch available for the class to use.
As a whole group, have different students role-play the dialogues between Mr. Smith and Mr. Hatch, Mr. Todd and Mr. Hatch, and Mr. Goober and Mr. Hatch in front of the class. (see attached)
Emphasize intonation and body expression.

Evaluation/Assessment

1. Reasonable responses in the Decision Alley activity can serve as an understanding of kindness.
2. Completion of the paper chain activity can also serve as an understanding of kindness.
3. Proper voice tone and body expression during the Role Play activity can serve as an assessment for that objective.
4. Proper completion of the KWL chart can serve as an understanding for activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.
5. Completion of an appreciation idea can serve as an understanding of the basic need, love and belonging.
Dialogue between Mr. Hatch and Mr. Smith

Setting - Mr. Hatch stops at the newspaper stand to see Mr. Smith. Mr. Smith hands Mr. Hatch a newspaper.

Mr. Hatch: I think I’ll have a pack of mints.

Mr. Smith: Was that you speaking, Mr. Hatch?

Mr. Hatch: Indeed it was; I said I would also like a pack of mints. And if you don’t mind my saying so, Mr. Smith, you don’t look very well today.

Mr. Smith: You’re right. I don’t feel very well. I have a cold. I was supposed to go to the doctor’s this afternoon, but the stand has been so busy I haven’t had the time.

Mr. Hatch: Why, I’d be happy to watch the stand for you while you go.

Mr. Smith: (surprised) You would?

Mr. Hatch: Certainly. Just show me what to do.
Dialogue between Mr. Hatch and Mr. Todd

Setting: Mr. Hatch stops at the grocery store to see Mr. Todd.

Mr. Hatch: I’m tired of turkey wings; I think I’ll have a nice fresh slice of ham.

Mr. Todd weighs the meat and wraps it.

Mr. Hatch: You look worried.

Mr. Todd: I am; my little girl is late. She hasn’t come home from school yet, and I can’t leave the store to look for her until my wife arrives.

Mr. Hatch: Goodness! Why didn’t you say so? I will go look for her.

Mr. Hatch walks to school and finds Melanie Todd by the swings and brings her home.

Mr. Todd: Thank you, thank you!

Mr. Hatch: Anytime!
Dialogue between Mr. Hatch and Mr. Goober

Setting- Mr. Goober is knocking on Mr. Hatch’s front door. Mr. Goober has a serious look on his face.

Mr. Hatch: Come in, Mr. Goober. You look upset.

Mr. Goober: I am upset. I made a mistake some time ago. My supervisor is very angry with me. Do you…Do you...

Mr. Hatch: Yes, Mr. Goober? What is it?

Mr. Goober: Do you recall the package I delivered to you? On Valentine’s Day, I think it was.

Mr. Hatch: Yes, I believe so.

Mr. Goober: (sadly) I don’t suppose you still have it.

Mr. Hatch: As a matter of fact, I still have the box. The candy is gone, though. Why do you ask?

Mr. Goober: (He takes a deep breath.) I’m afraid I delivered it to the wrong address. It was supposed to go to another house.

Mr. Hatch gives Mr. Goober the heart-shaped box and pink bow.

Mr. Hatch: I do hope your supervisor won’t be too angry with you now.