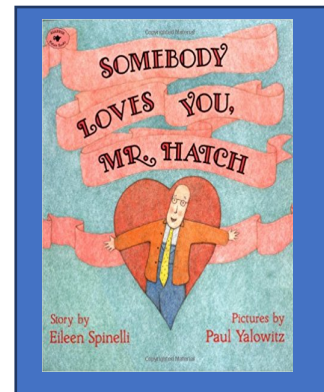


## ***Somebody Loves You, Mr. Hatch* by Eileen Spinelli**

Mr. Hatch goes about the same routine every day. Everything changes when the postman delivers a large box of chocolates with a message from a secret admirer. Mr. Hatch suddenly feels loved, appreciated, and begins to spread happiness to everyone he meets. Then the postman realizes he delivered the package to the wrong address. Mr. Hatch's initial sadness is replaced with joy when he discovers he is a very important part of the community!



### **Possible strategy instruction:**

#### **Comprehension**

- **Make and adjust predictions; use text to confirm:**
  - This strategy can be practiced by stopping throughout the read-aloud. For example, stop after reading page 4, when Mr. Hatch goes to bed early. Ask, “What do you think will happen to Mr. Hatch?” Then after reading the next section students can reflect on their predictions based on how he is feeling now. Another example would be stopping after the postman asks Mr. Hatch for the heart package back. Ask students, “How do you think Mr. Hatch feels now?” “How do you think Mr. Hatch might change?” Then read the rest of the book and reflect on student predictions.
- **Make a picture or mental image:**
  - The colors in the illustrations support the emotional subtext. In the beginning of the story, when Mr. Hatch is feeling sad, the colors are dull and muted. This will help students create their own mental picture incorporating dark and dull colors. In the middle of the text when Mr. Hatch is feeling happy and excited, the colors in the illustrations are very vibrant and bright. Encourage students to create mental images with these colors that represent the character's range of emotions.

#### **Accuracy**

- **Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense?**
  - Stop at certain points throughout the text after a tricky or more difficult word. Ask the questions aloud, “Do the words look right, sound right, and make sense?” Model how to ask these questions and then go back to reread and check for understanding. Complete this think-aloud orally so students can observe the thought process and work on checking their accuracy and understanding. This literacy strategy can be practiced at any point in the story.

## Fluency

- **Reread text:**
  - Reread any of the text that has tricky or difficult words. Rereading the text will also allow you to model how to read with expression and intonation. Take a few opportunities to read the text without fluency and then go back and reread the same text with fluency. Discuss with students the differences, and what sounds better and helps you understand the author's meaning.
- **Adjust and apply different reading rates to match the text:**
  - This book allows for the reader to model different reading rates. In the beginning of the text Mr. Hatch feels sad and unhappy. At this point in the book, the text can be read more slowly and in a monotone. As Mr. Hatch begins to feel better and his attitude improves, pick up your reading rate to demonstrate his positive feelings. The reading rate can be connected to how Mr. Hatch is feeling throughout the story.

## Expand Vocabulary

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
  - While reading the text aloud, draw attention to interesting words such as *fluttered*, *peeking*, *exclaimed*, and *recovered*. Encourage students to have a conversation about the meaning of the word and how to use it in a different sentence. Add these words to a chart with other interesting words posted in the classroom. Refer to these words when they appear in other stories or writing that students are completing.

***This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.***