

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Somebody Loves You, Mr. Hatch* by Eileen Spinelli

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Somebody Loves You, Mr. Hatch
By: Eileen Spinelli
Grade Level: 3 / Guided Reading Level: N

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Mr. Hatch never smiles. He follows the same boring routine every day, and he does it alone. He does not smile and he doesn't have any friends. One morning, a sweet surprise compels Mr. Hatch to notice the world around him. Mr. Hatch starts to make friends and help his neighbors. He tries new things and likes to laugh. But his happiness quickly fades when he discovers that a terrible mistake was made.

Link to What You Know
• Tell about a time when someone surprised you.
• Name some of the ways you can make someone special.

Important Words to Know and Understand
Salin - Cloth that has a smooth, shiny surface
sign - A place of paper, wood, etc., with words or pictures on it that gives information about something

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reporter. Retell and summarize the information using important facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Retelling and Summarizing
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3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and settings

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 - What does Mr. Hatch do every day? Why is it important to know this?
Page 4 - What does Mr. Hatch do after he eats dinner? Why is this important?
Page 12 - Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?
Page 15 - Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed.
Page 21 - What event has caused Mr. Hatch to become sad again? Why is this part of the story important?
Pages 25 to 27 - The townspeople had a problem. What was their problem? How did they solve their problem? How did their solution affect Mr. Hatch?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Somebody Loves You, Mr. Hatch*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why this was your favorite. Remember to ask your partner for thoughts about the book too.
Reflect - Think about the characters, events, and the settings in *Somebody Loves You, Mr. Hatch*. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Somebody Loves You, Mr. Hatch*. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

Making Inferences
Somebody Loves You, Mr. Hatch
By: Eileen Spinelli
Grade Level: 3 / Guided Reading Level: N

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Make Inferences While Reading
Look for clues that help you understand what is going on in the story. Think about what you know and what you see in the text. Use these clues to make an inference about what is happening in the story.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Somebody Loves You, Mr. Hatch*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why this was your favorite. Remember to ask your partner for thoughts about the book too.
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Making Inferences

Identifying Author's Purpose
Somebody Loves You, Mr. Hatch
By: Eileen Spinelli
Grade Level: 3 / Guided Reading Level: N

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading
Think about why the author wrote *Somebody Loves You, Mr. Hatch*. What does the author want you to know or feel about the story? What does the author want you to do or think about the story?

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Somebody Loves You, Mr. Hatch*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why this was your favorite. Remember to ask your partner for thoughts about the book too.
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Author's Purpose

Understanding Text Structure
Somebody Loves You, Mr. Hatch
By: Eileen Spinelli
Grade Level: 3 / Guided Reading Level: N

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Understand Text Structure While Reading
Look for clues that help you understand what is going on in the story. Think about what you know and what you see in the text. Use these clues to make an inference about what is happening in the story.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Somebody Loves You, Mr. Hatch*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why this was your favorite. Remember to ask your partner for thoughts about the book too.
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Understanding Text Structure

Making Predictions
Somebody Loves You, Mr. Hatch
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Grade Level: 3 / Guided Reading Level: N

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Get Ready To Read
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✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Make Predictions While Reading
Look for clues that help you understand what is going on in the story. Think about what you know and what you see in the text. Use these clues to make an inference about what is happening in the story.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Somebody Loves You, Mr. Hatch*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why this was your favorite. Remember to ask your partner for thoughts about the book too.
Reflect - Think about the characters, events, and the settings in *Somebody Loves You, Mr. Hatch*. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Somebody Loves You, Mr. Hatch*. (Remember to include examples from the book!)

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Making Predictions

Answer Key for Retelling and Summarizing with Somebody Loves You, Mr. Hatch

Your Turn to Practice Retelling and Summarizing with Somebody Loves You, Mr. Hatch

Page 1: What does Mr. Hatch do every day? Why is it important to know this?
Page 4: What does Mr. Hatch do after he eats dinner? Why is this important?
Page 12: Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?
Page 15: Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed.
Page 21: What event has caused Mr. Hatch to become sad again? Why is this part of the story important?
Pages 25 to 27: The townspeople had a problem. What was their problem? How did they solve their problem? How did their solution affect Mr. Hatch?

Answer Key for Making Inferences with Somebody Loves You, Mr. Hatch

Your Turn to Practice Making Inferences with Somebody Loves You, Mr. Hatch

Page 1: What does Mr. Hatch do every day? Why is it important to know this?
Page 4: What does Mr. Hatch do after he eats dinner? Why is this important?
Page 12: Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?
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Answer Key for Making Predictions with Somebody Loves You, Mr. Hatch

Your Turn to Practice Making Predictions with Somebody Loves You, Mr. Hatch

Page 1: What does Mr. Hatch do every day? Why is it important to know this?
Page 4: What does Mr. Hatch do after he eats dinner? Why is this important?
Page 12: Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?
Page 15: Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed.
Page 21: What event has caused Mr. Hatch to become sad again? Why is this part of the story important?
Pages 25 to 27: The townspeople had a problem. What was their problem? How did they solve their problem? How did their solution affect Mr. Hatch?

Answer Key for Identifying the Author's Purpose with Somebody Loves You, Mr. Hatch

Your Turn to Practice Identifying the Author's Purpose with Somebody Loves You, Mr. Hatch

Page 1: What does Mr. Hatch do every day? Why is it important to know this?
Page 4: What does Mr. Hatch do after he eats dinner? Why is this important?
Page 12: Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?
Page 15: Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed.
Page 21: What event has caused Mr. Hatch to become sad again? Why is this part of the story important?
Pages 25 to 27: The townspeople had a problem. What was their problem? How did they solve their problem? How did their solution affect Mr. Hatch?

Answer Key for Understanding Text Structure with Somebody Loves You, Mr. Hatch

Your Turn to Practice Understanding Text Structure with Somebody Loves You, Mr. Hatch

Page 1: What does Mr. Hatch do every day? Why is it important to know this?
Page 4: What does Mr. Hatch do after he eats dinner? Why is this important?
Page 12: Mr. Smith has a problem. What is the problem? How did Mr. Hatch help him?
Page 15: Mr. Hatch has changed since the beginning of the story. Name some of the ways Mr. Hatch has changed.
Page 21: What event has caused Mr. Hatch to become sad again? Why is this part of the story important?
Pages 25 to 27: The townspeople had a problem. What was their problem? How did they solve their problem? How did their solution affect Mr. Hatch?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text.	What do you know about the story?	Inferences, thoughts, clues, feelings

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions of the End
Write your prediction here.	Write your prediction here.	Finished with your prediction here.
		Correct / Incorrect
		Correct / Incorrect
		Correct / Incorrect

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Author's Purpose

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Use this organizer for multiple texts. Write the title, page number, and how the text structure helped you.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure