

rooted in  
**READING**

**2<sup>ND</sup>**  
GRADE

**FEBRUARY**

2<sup>ND</sup> GRADE READ ALOUD ACTIVITIES & LESSONS



titles:

- Looking at Lincoln  
by Maira Kalman
- Each Kindness  
by Jacqueline Woodson
- Somebody Loves You,  
Mr. Hatch  
by Eileen Spinelli
- Henry's Freedom Box  
by Ellen Levine

by: amy lemons + katie king

# the CC STANDARDS

## FEBRUARY

FEBRUARY	Looking at Lincoln by Maira Kalman	Main Purpose	RI2.1, RI2.2, RI2.3, RI2.5, RI2.6, RI3.1, RI3.2, RI3.3, RI3.5, RI3.7	Capitals	L1.2A, L2.2A, L3.2
	Each Kindness by Jacqueline Woodson	Analyzing Characters	RL2.1, RL2.3, RL2.7, RL3.1, RL3.3, RL3.7	Subject-Verb Agreement	L2.IF, L3.IF
	Somebody Loves You, Mr. Hatch by Eileen Spinelli	Point of View	RL2.6, RL3.6	Abbreviations	L3.2A
	Henry's Freedom Box by Ellen Levine	Mood	RL2.7, RL3.7	Conjunctions	L1.IG, L2.IF, L3.IH

\*nonfiction readers in each unit hit on nonfiction standards as well\*

# the FOKS

## FEBRUARY

FEBRUARY	Looking at Lincoln by Maira Kalman	Main Purpose	2.6A, 2.10A	Capitals	2.IIDix
	Each Kindness by Jacqueline Woodson	Analyzing Characters	2.8B	Subject-Verb Agreement	2.IIDi
	Somebody Loves You, Mr. Hatch by Eileen Spinelli	Point of View Analyzing Characters	2.10E	Abbreviations	2.2Biv, 2.2Ciii
	Henry's Freedom Box by Ellen Levine	Mood	2.8A	Conjunctions	2.IIDviii

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# COMPREHENSION

Lincoln loved lots of things, but he loved people the most.

**THE MAIN IDEA**

What did Lincoln work very hard to do?


**Lincoln's Words**

Lincoln knew slavery was wrong and no man is better than any other.

"...With malice toward none, with charity for all."


## Sojourner Truth

- Sojourner Truth and her **infant daughter** escaped from slavery in 1827.
- In 1851 she gave a great speech.



## Frederick Douglass

- Frederick was a leader in the **abolition movement**.
- He was born into **slavery** in 1818.
- He learned to read at age 12. He read everything he could find on **human rights**.
- He began **teaching** other enslaved people to read.
- On his third attempt Douglass was able to **escape**.
- He advised presidents and became an **anti-slavery lecturer**.



**{Looking at Lincoln}**

6. Who was a big supporter of his reading and dreaming?

7. Who did Lincoln meet with that helped him learn more about slavery?

9. What did Lincoln do that helped him learn more about slavery?

Name: \_\_\_\_\_ {Nonfiction}

## Symbols of America

Directions: Read the passage and answer the questions.

Did you know the statue of Liberty is 151 feet tall? The Statue of Liberty was a gift to the United States from France. It was sculpted by Gustave Eiffel. The statue is a reminder of independence. You can see the statue from New York Harbor.

The American flag has thirteen stripes stand for the thirteen original states. Our flag did not have thirteen stars. It has been revised 26 times as our country grew.

The Liberty Bell cracked the bell in 1835. It resides in Philadelphia, Pennsylvania to alert the town of announcements a symbol of independence for our country.

Name: \_\_\_\_\_ {Looking at Lincoln}

## COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

1. Why does the girl in the beginning of the book research Lincoln?

- she has a project that is due soon
- she sees a man that looks like him in the park
- he was her dad
- all of the above

2. What was Lincoln's favorite thing to do?

- cooking
- hunting
- fishing
- reading and dreaming

3. Lincoln had a reputation for being dishonest.

- True
- False

4. What was the main purpose for the author writing *Looking at Lincoln*?

- let readers know that Lincoln was not a very good president
- let readers know that Lincoln a normal guy that wanted the best for people
- let readers know that all presidents are heroes
- None of the above

5. The end to the Civil War was peaceful and welcomed by all.

- True
- False

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Name: \_\_\_\_\_ {Fiction Passage}

## Cherry Blossoms

Directions: Read the passage and answer the questions.

Rachel's dad traveled a lot for work. She missed him very much when he was gone. One day when he had been on the road for about a week, he called to check on Rachel, her siblings, and her mom. "Hey kiddo, how are you doing?" her dad said. "Hi daddy," Rachel said in a quiet voice. "Rachel, you know I will be home Saturday, right?" Dad said. Rachel tried to count how many days away Saturday was in her head, but it seemed like forever.

On Saturday morning Rachel and her siblings had just sat down to breakfast when they heard the front door creek open. "Daddy!" they all screamed and sprinted to the door. After many hugs and some sandwiches, Dad made a suggestion. "Let's head down to the park. I hear they are in full bloom!" All the kids eyes lit up and they headed for the car. When they got to the park, they immediately walked toward the bright pink trees near the pond. "Our cherry blossom trees!" giggled the kids as they flopped to the ground under the branches. The whole family grew quiet, laid down, and just looked. "Whenever I have to be gone, I want you guys to come here and look at our trees. They will remind you how much I love you and that I will be back very soon," Dad said as he snuggled his three children.

- How can you tell Rachel is sad when she is talking to her dad?
- How do you know the kids were excited when dad got home?
- What does immediately mean?
  - slowly
  - right away
  - sadly
- How do you know the cherry blossom trees are special?

# NONFICTION READER

**PRESIDENT JOHN Adams**  
John Adams was born on October 30, 1735, in Massachusetts. He became the second President in 1797. Before becoming president, he served as vice president for two terms under George Washington. Adams is one of two Presidents that signed the Declaration of Independence. He also signed the Alien and Sedition Acts which made it illegal to say bad things about the government.

**INTERESTING FACTS:**  
- Adams was the first President to live in the White House.  
- He had five children.  
- His son, also named John Adams, was the sixth President.  
- He had a library of over 3,000 books.  
- He lived to be ninety years old and died on the same day as Thomas Jefferson.

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**PRESIDENT ABRAHAM Lincoln**  
Abraham Lincoln was the sixteenth President of the United States. He was the President during the Civil War and helped to abolish slavery.

**INTERESTING FACTS:**  
- Lincoln was the 16<sup>th</sup> president.  
- Lincoln was born in a log cabin in Kentucky.  
- He was 6'4".  
- "Honest Abe" was his nickname.  
- Lincoln was the first president to wear a beard.  
- Lincoln is known for being a successful lawyer. He did not have a degree, but was mostly self taught from books.  
- Lincoln's face is on the penny.  
- Lincoln was the only president to have a patent.

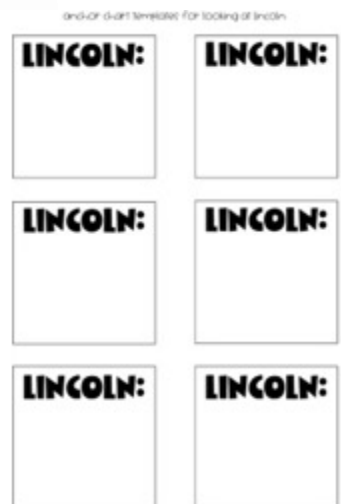
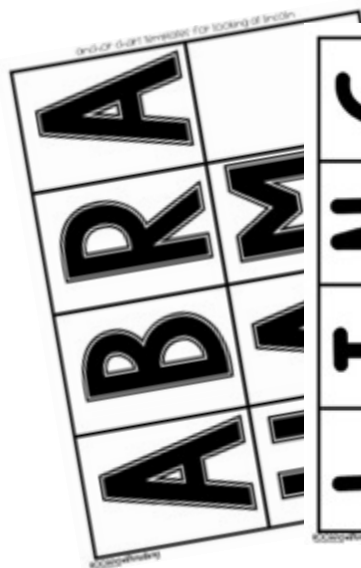
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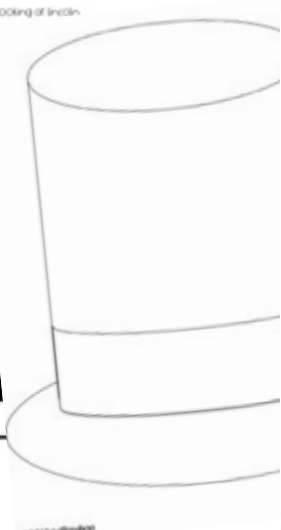
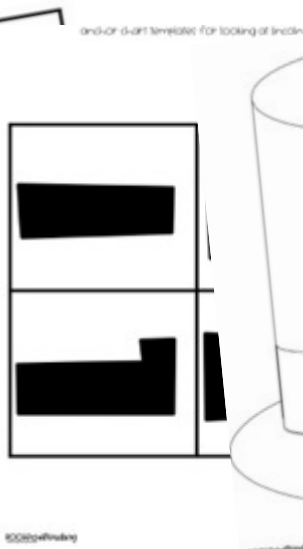
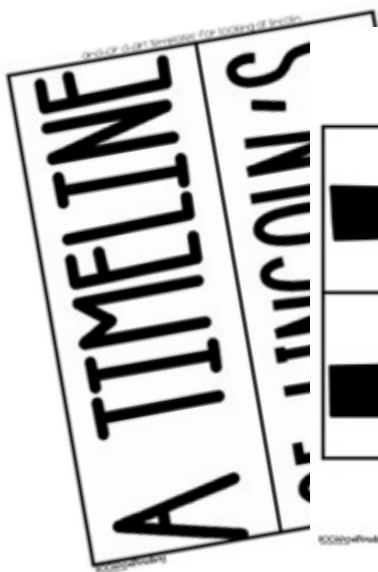
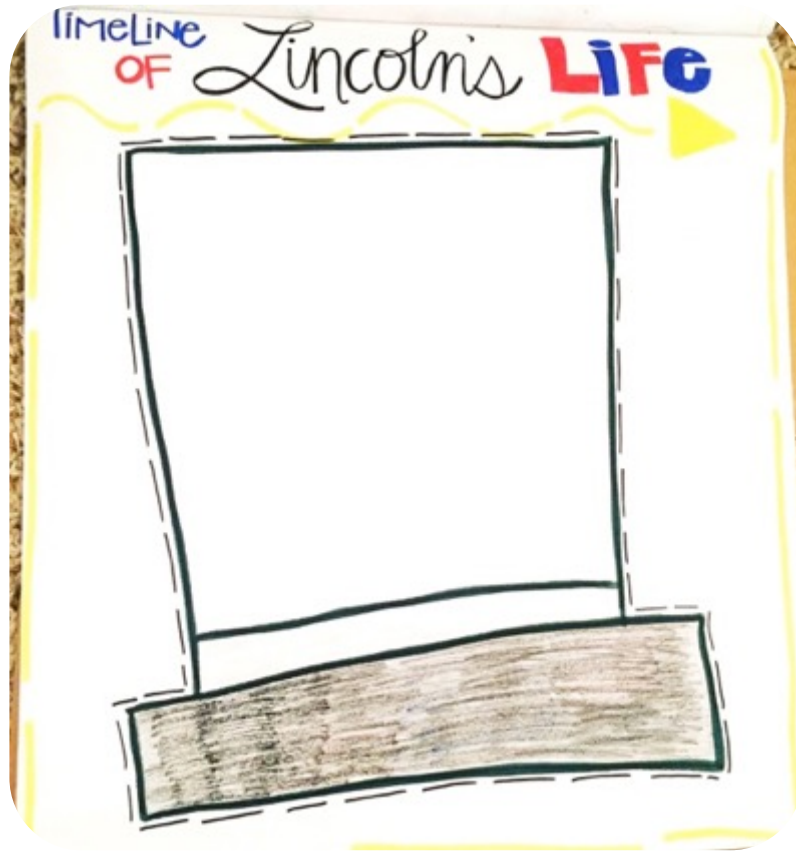
**PRESIDENTS DAY**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

# ANCHOR CHART



# ANCHOR CHART





# VOCABULARY

battle	a military fight between groups of soldiers
memorial	something that honors a person who has died
liberty	the power to do choose what you want to
plight	a very bad situa
malice	a desire to ca harm to anoti person
democraci	a form of govern which

inaugurated	to introduce someone into a job with a formal ceremony
elected	chosen for a position
founders	a person who creates or establishes something that is meant to last for a long time
wept	cried
abolished	to completely do away with something
wretched	very bad

## Looking At Lincoln

battle	a military fight between groups of soldiers
memorial	something that honors a person who has died
liberty	the power to do or choose what you want to
plight	a very bad situation
malice	a desire to cause harm to another person
democracy	a form of government in which people choose their leaders by voting
inaugurated	to introduce someone into a job with a formal ceremony
elected	chosen for a position
founders	a person who creates or establishes something that is meant to last for a long time
wept	cried
abolished	to completely do away with something
wretched	very bad

**DEFINITION:** The power to do what you choose.

**LIBERTY**

**SENTENCE:** We have the liberty of owning homes and raising our families how we want.

**ILLUSTRATION:**

**ANTONYM:** slavery



**VOCAB Twist**

**memorial**

Act & Out, Write a Sentence, Make a Story, Synonyms and Antonyms, Draw a Picture

The game can be played in small groups or as a whole class. Draw a vocab card, spin the spinner, and let the fun begin!

Looking at Lincoln Journal Prompt: Students glue into their spirals. Students respond to the prompt.

## VOCABULARY QUIZ

<b>malice:</b> a desire to cause harm to another person. The opposite of showing malice would be to do something good for someone. List three things you could do for someone to show goodwill.
<b>liberty:</b> the power to do or choose what you want. What do you have the liberty to do?
<b>battle:</b> a military fight between groups of soldiers. Name 5 things that a soldier needs before going into battle.
<b>memorial:</b> something that honors a person who has died. Why do you think that they built a memorial for Abraham Lincoln?
<b>plight:</b> a very bad situation. Describe a very bad situation you have been through before.
<b>democracy:</b> a form of government in which people choose their leaders by voting. Why is a democracy important?

Name: \_\_\_\_\_

**MATCH & ORDER**

1	battle	
2	memorial	the p
3	liberty	a
4	plight	to
5	malice	a mil
6	democracy	
7	elected	
8	wept	some
9	abolished	a ge
10	wounded	sho

1 \_\_\_\_\_ 6 \_\_\_\_\_  
 2 \_\_\_\_\_ 7 \_\_\_\_\_  
 3 \_\_\_\_\_ 8 \_\_\_\_\_  
 4 \_\_\_\_\_ 9 \_\_\_\_\_  
 5 \_\_\_\_\_ 10 \_\_\_\_\_

Name: \_\_\_\_\_

**Directions:** Use each word in a sentence.

- The \_\_\_\_\_ of Pennsylvania in 1863.
- It's important for us to \_\_\_\_\_ of \_\_\_\_\_ history.
- We are lucky to live in a country where we can choose the leaders of our country.
- \_\_\_\_\_ is so \_\_\_\_\_ worked very hard to get \_\_\_\_\_ right to live the way they want.
- Our class stopped by \_\_\_\_\_ sign about the battle.
- My teacher says it's important to \_\_\_\_\_ toward \_\_\_\_\_.

Name: \_\_\_\_\_

**VOCABULARY**  
(Looking at Lincoln by Maira Kalman)

**Directions:** Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- Abraham Lincoln was elected into office in 1860.  
 \_\_\_\_\_
- When Sally found out her dog died, she wept for a long time.  
 \_\_\_\_\_
- Even though many people knew it was wrong long before, slavery was finally abolished in 1865.  
 \_\_\_\_\_
- The wounded bird was unable to fly so he rested on the ground.  
 \_\_\_\_\_



# DRAW & RESPOND



ABRAHAM ABRAHAM LINCOLN ABRAHAM LINCOLN

Draw the neck and bowtie. Leave a bit above the line to bear the face. Draw the hat.

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

ABRAHAM LINCOLN

Name: \_\_\_\_\_

# ART PROJECT



Draw the tree trunk and branches and outline in black marker.

Add details to trunk and color not all the tree.

Use a 5/16 tip and a darker pink paint to add more cherry blossoms.

Using a...

**LOOKING AT LINCOLN**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Name: \_\_\_\_\_

**LOOKING AT LINCOLN**

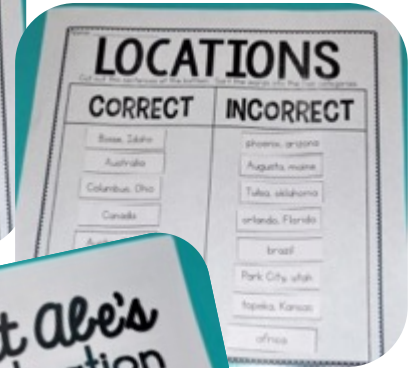
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Name: \_\_\_\_\_

**LOOKING AT LINCOLN**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Name: \_\_\_\_\_

# GRAMMAR

**Word Sorts:** Students sort the holidays and locations based on if the capitals are used correctly.



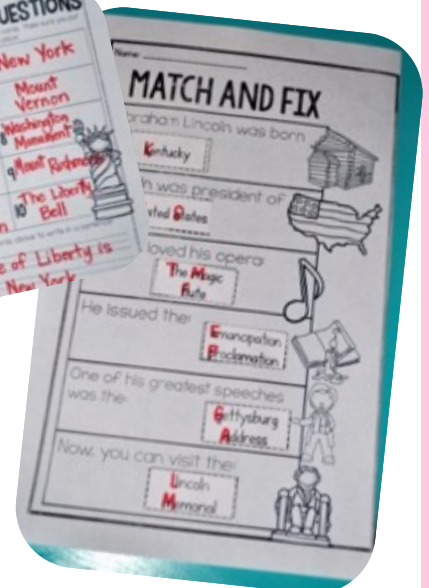
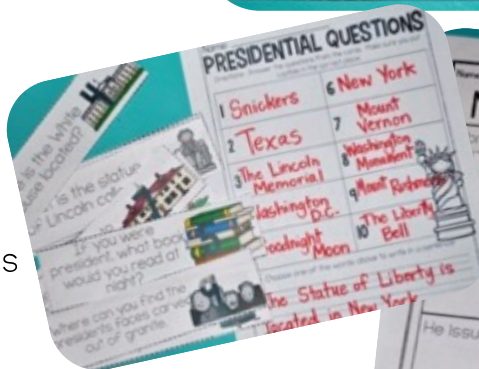
**Honest Abe Capitalization Tablet:** Students cut in half and staple to make a booklet. On each page students choose at least one of the words to write into a sentence(s). Students need to make sure they use capitals correctly. At the bottom of each page, students draw and color a picture for their sentence.



**Presidential Questions:** Students read the questions. Some of the questions have legit answers and some of the answers can be made up. All answers should be answered with a capital.

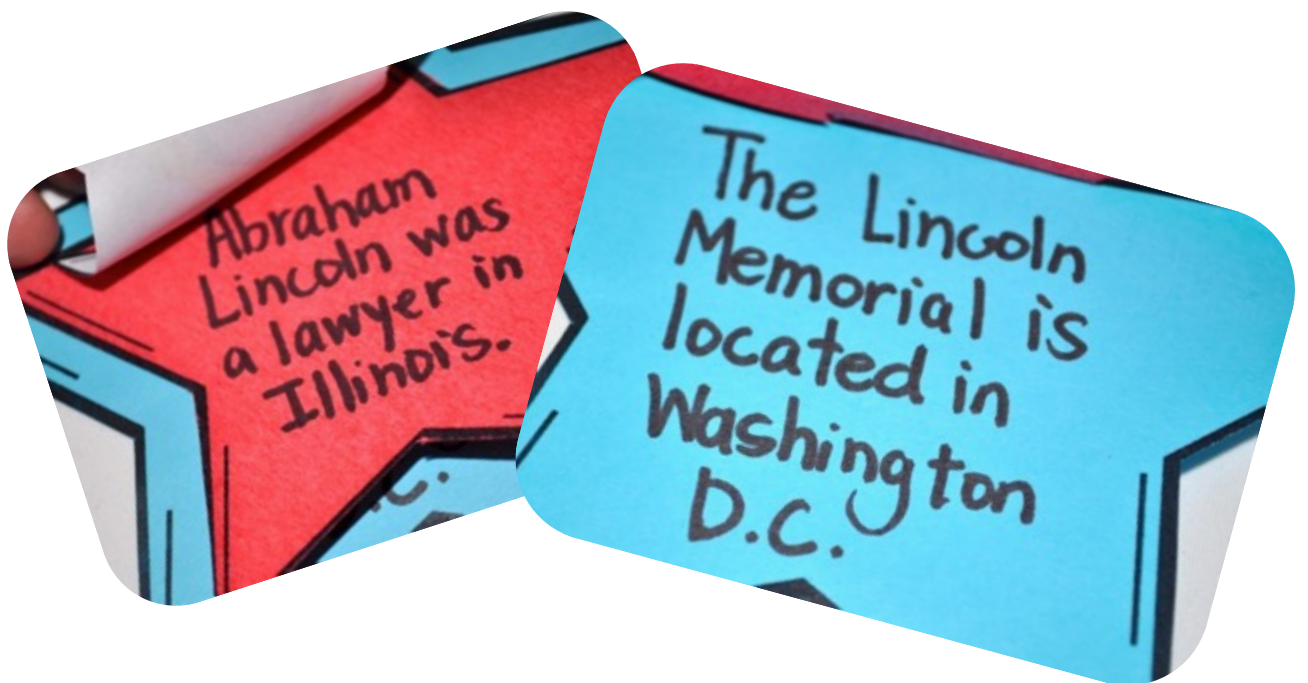


**Match and Fix:** Students read the clue and find the answer that is located on the side. Students correct the capitals in the answers before gluing down.



# GRAMMAR

**Abraham Lincoln Star Booklet:** On the blue star, students write a fact about the Lincoln Memorial. On the red star, students write a fact about a location where Lincoln lived or worked. Layer the stars and staple into a booklet.



# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

The Northern states believed that slavery should be abolished.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

The Northern states believed that slavery should be abolished.  
Looking at Lincoln  
**MONDAY**  
How did the Northern states feel about slavery?  
**TUESDAY**  
Highlight the nouns yellow.  
Highlight the verbs blue.

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Looking at Lincoln

**MENTOR SENTENCE**

The Northern states believed that slavery should be abolished.

**THINK ABOUT IT!**

How did the Northern states feel about slavery?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LOOK AT IT!**

Highlight the nouns yellow.  
Highlight the verbs blue.  
Now, write your own words:

**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_  
**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Looking at Lincoln

**FIX IT UP!**

the northern states believed that slavery should be abolish

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DEFINE IT!**

What does abolished mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# COMPREHENSION

## ANALYZING THE TEXT

The only empty seat was next to me. That's where our teacher put Maya. And on that first day, Maya turned to me and smiled. But I didn't smile back. I moved my chair, myself and my books a little farther away from her.

Maya's heart

THE TEXT:

"That afternoon, when we got back into the classroom, Maya whispered to me, 'But you can't guess who the new Jacks Champion of the World is.' Behind me, Andrew whispered, 'Chloe's got a new friend! Chloe's got a new friend!' She's not my friend, I whispered back."

If Maya heard Chloe say this... she was probably crushed. Maya is scared what others will think if she is nice to Maya.

Maya stops asking them to play. It's like she lost her sparkle. ñ

## HOW DO CHARACTERS RESPOND WHEN SHE REALIZES HOW SHE HAS BEEN BEHAVING?



Name: \_\_\_\_\_ {Fiction Passage}

## The party

Directions: Read the passage and answer the questions.

Susie's birthday party was quickly approaching. She could barely sleep. She could often be found dancing around the room and singing to herself. Mid-spin her dad called her over to the window, "Susie! The new neighbors are moving into the Moore's old house!" Susie cautiously peeked out the window. Large men were carrying couches, boxes, and chairs out of a moving truck. Susie scanned the scene until her eyes landed on a little girl sitting on top of a soccer ball. "DAD! She looks like she is just my age!" squealed Susie. Susie marched to the front door and headed across the street.

Susie slowed her pace as she got closer to the other girl. The new girl was drawing something in the dirt with a stick. Susie couldn't help but notice she looked a little sad. "Hi! My name is Susie! What's yours?" she chirped. The little girl's face immediately brightened as she looked up at Susie's smiling face. "Victoria," she said in an accent that was new to Susie. "My birthday party is Saturday! There is going to be a real pony! Want to come?" smiled Susie.

- How does Susie act differently than Chloe did in Each Kindness?
- How could you tell Susie was excited about her party?
- Why do you think Victoria was sad?
  - her dog ran away
  - she was lonely
  - she was hurt
- Pick one underlined word. What do you think it means?

Name: \_\_\_\_\_ {Non-Fiction Passage}

## Water Cycle

Directions: Read the passage and answer the questions.

Water is everywhere. It comes out of your tap. It's true! Water goes through a cycle. It goes down again even when it seems to disappear. There are four stages in the water cycle. Precipitation: There are four types of precipitation that fall from the sky: rain, snow, sleet, and hail. Evaporation: The sun heats the water in the oceans, lakes, and rivers. The water runs off into a pond, or simply evaporates. Condensation: As the water vapor rises, it cools. The water vapor then condenses into clouds. Precipitation: The water falls from the clouds as rain, snow, sleet, or hail. Collection: The water runs off into a body of water, or soaks into the ground. The water cycle is a continuous process.

Name: \_\_\_\_\_ {Each Kindness}

## COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- How do you know that Maya is nervous at the beginning of the book?
  - she is crying
  - she is looking down at the ground
  - she whispers hello
  - both b and c
- How does Mr. Albert demonstrate kindness to the class?
  - a clothing drive
  - ripples in water
  - she invites Maya to sit with her
  - they give high fives each day
- Chloe doesn't tell the class anything she has done nice because she feels so bad about how she treated Maya.
  - True
  - False
- How does Maya try to make friends with the other kids?
  - she brings toys and asks them to play with her
  - she gives them presents
  - she pushes the other kids
  - none of the above
- Chloe is the only kid in the class who is mean to Maya.
  - True
  - False

Name: \_\_\_\_\_ {Kindness}

## Kindness

Directions: Read the passage and answer the questions.

Chloe was the only kid in the class who was mean to Maya. She didn't talk to her, and she never played with her. Chloe was always sitting alone at her desk. She didn't have any friends. She was sad. She wanted to be happy. She wanted to be like the other kids. She wanted to be kind.

# NONFICTION READER

## Becoming a Writer

### Lasting Impression

"Lots and lots of books later, I am still surprised when I

everywhere- on lunch bags with walks with chalk, and even one time of a building with spray paint. pretty when my mom found out."

### Today

Jacqueline Woodson lives in Brooklyn, New York with her family. She is a full time writer. She has served as the young people's Poet Laureate from 2015-2017 where she worked to

### Books that Matter

When Jacqueline became serious about writing, she realized that she could be a voice for Children who weren't used to seeing the pages of books. She writes about things like a little girl whose father is in prison. "In *Visiting Day*, the people really love to miss each other when they're apart, and I write a great deal about each other. This is very important to me — to show love in all forms." She wants kids to realize that nothing to be ashamed of and that their other stories like theirs!

## Jacqueline Woodson



### As a Child

Jacqueline was born in Columbus, Ohio. She originally moved to Brooklyn after spending time in South Carolina. These places and their experiences had a big impact on Jacqueline and her writing. She always loved to write. She didn't know how important her stories would be. "To say I'd be a teacher or a lawyer or a doctor when I grew up but even as I said those things, I knew what made me happiest was writing."

### The Award

When Jacqueline was in 5<sup>th</sup> grade, she was quite the story teller. She often got in trouble for her stories because she says they were just flat lies. Then one day she turned in a poem for a contest. "I had written a poem about Martin Luther King that was, I guess, so good no one believed I wrote it."

When it was proven that she was the author of the poem, she ended up winning the contest and a prize. Jacqueline learned that writing stories on paper got a very different reaction from people in her life!



### The Award

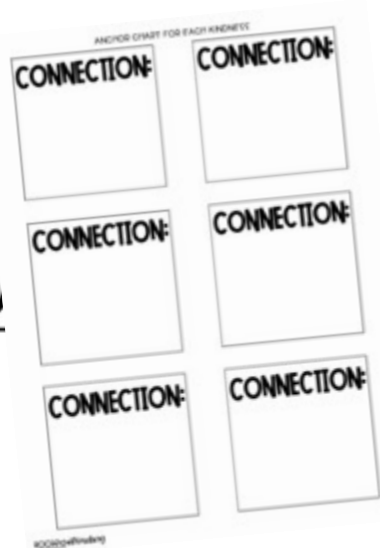
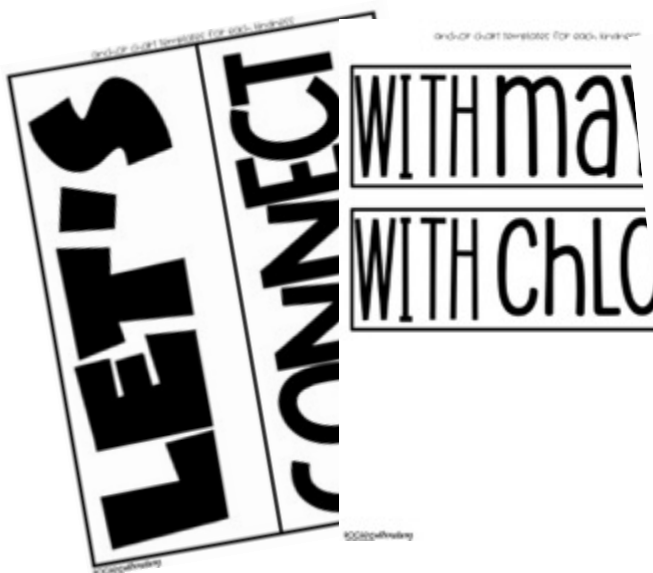
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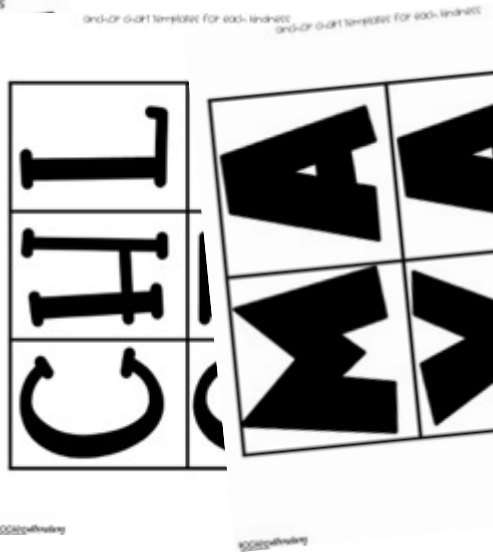


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# ANCHOR CHART



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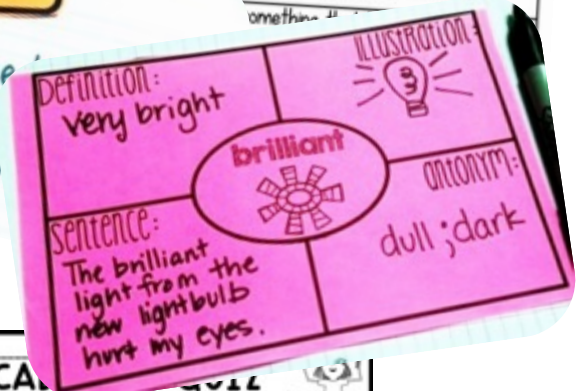
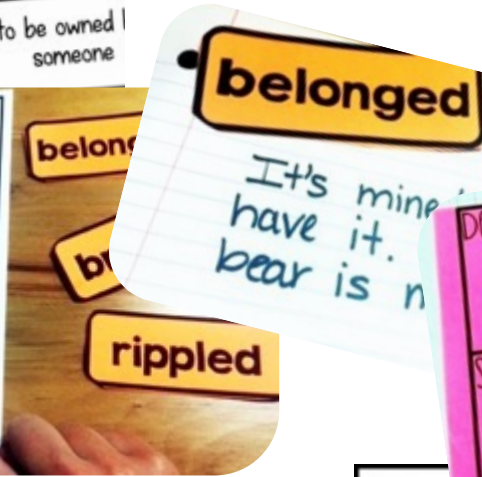
# VOCABULARY

brilliant	very bright
thawed	to stop being froz
rippled	to move in sma waves
tattered	old and torn
belonged	to be owned l someone

settled	to move into; to sink down
ragged	wearing clothes that are torn and in poor condition
laced	to be tied or fastened
secondhand	something that belonged to someone else

## EACH KINDNESS

brilliant	very bright
thawed	to stop being frozen
rippled	to move in small waves
tattered	old and torn
belonged	to be owned by someone
announce	to tell people about something
settled	to move into; to sink down
ragged	wearing clothes that are torn and in poor condition
	to be tied or fastened



Each Kindness Vocabulary Journal Prompts: Students glue into their spirals. Students respond to the prompt.

**brilliant:** very bright  
Draw and write about three things that are brilli

**announce:** to tell people about some  
Write an announcement that you would tell to th entire school.

**thawed:** to stop being frozen  
Write and draw three objects that could th out from being frozen.

**rippled:** to move in small waves  
Explain the ripple experiment from the sta

**tattered:** old and torn  
My favorite outfit became tattered. Wh should I do?

**belong:** to be owned by someone  
Make a list of things that belong to y

Name: \_\_\_\_\_

Match the word to the number next to ten words in AB

1	brilliant	
2	tattered	
3	thawed	
4	belong	
5	rippled	
6	announce	
7	settled	
8	ragged	
9	laced	
10	secondhand	

**MATCH & ORDER**

1	6
2	7
3	8
4	9
5	10

Name: \_\_\_\_\_

**VOCABULARY**  
(Each Kindness by Jacqueline Woodson)

Directions: Use each word

- Our principal waited u \_\_\_\_\_ that \_\_\_\_\_
- "Do you know who the \_\_\_\_\_ to \_\_\_\_\_
- During the winter we noon because the \_\_\_\_\_ into our classroom.
- The Fairy Godmother clothes to replace her \_\_\_\_\_
- As the snow \_\_\_\_\_ in the wet mess that \_\_\_\_\_
- The water \_\_\_\_\_ of the boat as we slo through the lake.

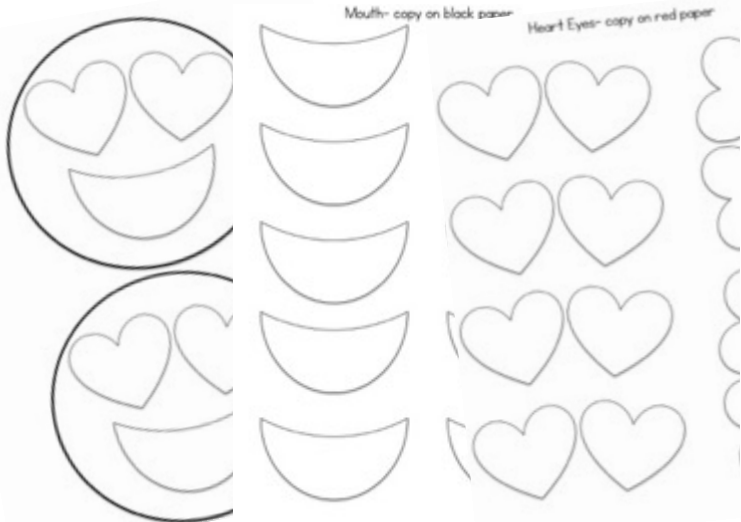
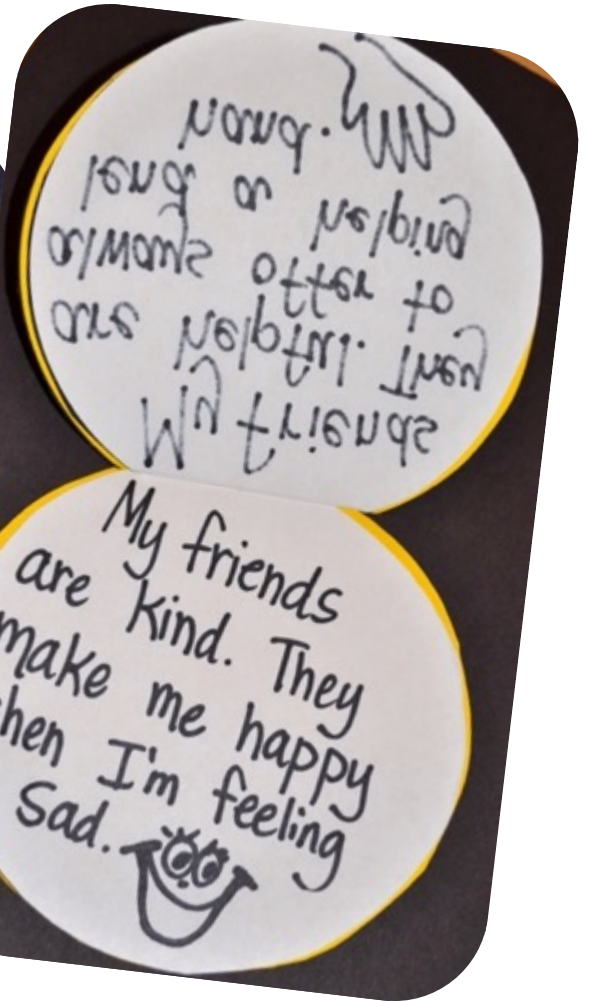
Name: \_\_\_\_\_

**VOCABULARY**  
(Each Kindness by Jacqueline Woodson)

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- As the large truck's wheels settled into the mud, it became harder to drive.
- Johnny's mom tried to replace his ragged scarf but he was very attached to it.
- Maria's shoes needed to be laced before she could go into the soccer game.
- Steven wears a lot of secondhand clothes that he got from his cousin that lives in North Carolina.

# READING RESPONSE



## HOW TO SHOW KINDNESS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

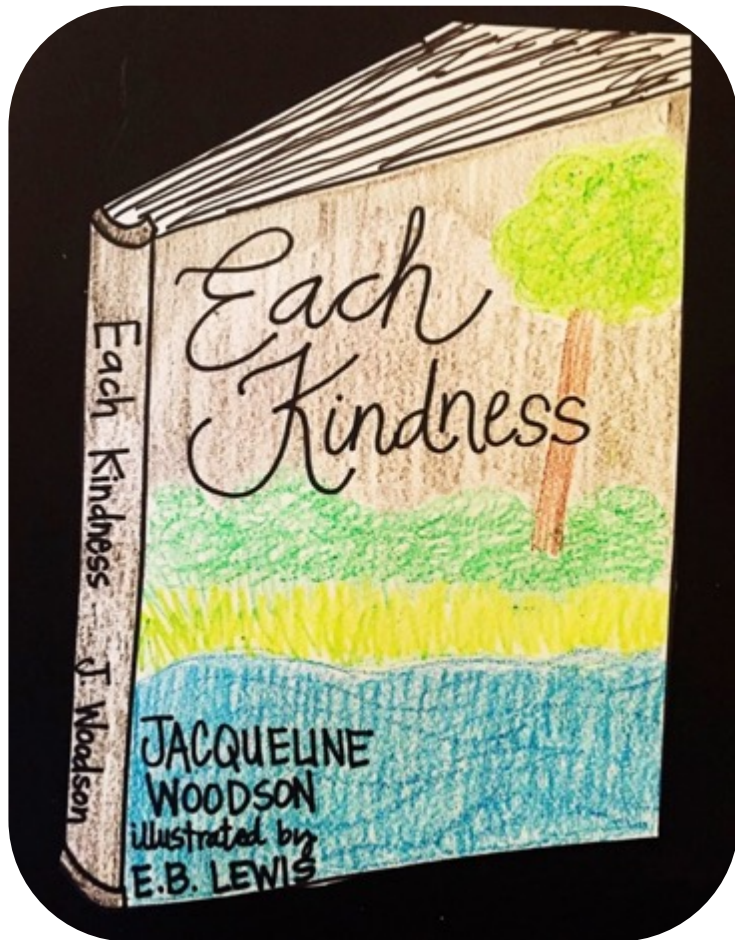
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# DRAW & RESPOND



Parts of a Book Labels Each student

TITLE	AUTHOR
SPINE	PAGES

TITLE	AUTHOR
SPINE	PAGES

TITLE	AUTHOR
SPINE	PAGES

TITLE	AUTHOR
SPINE	PAGES

TITLE	AUTHOR
SPINE	PAGES

*Each Kindness*

Name: \_\_\_\_\_

JACQUELINE WOODSON

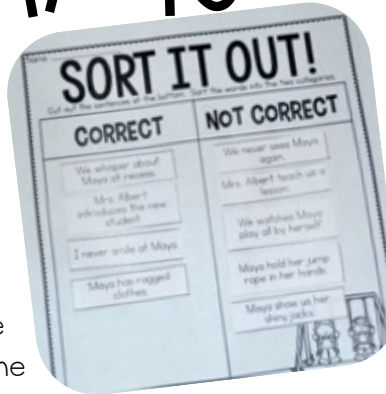
Name: \_\_\_\_\_

JACQUELINE WOODSON

Name: \_\_\_\_\_

# GRAMMAR

**Sort it Out-** Students read the sentences and decide if the subject and verb agree with one another. Students cut out the sentences and sort under the correct column.

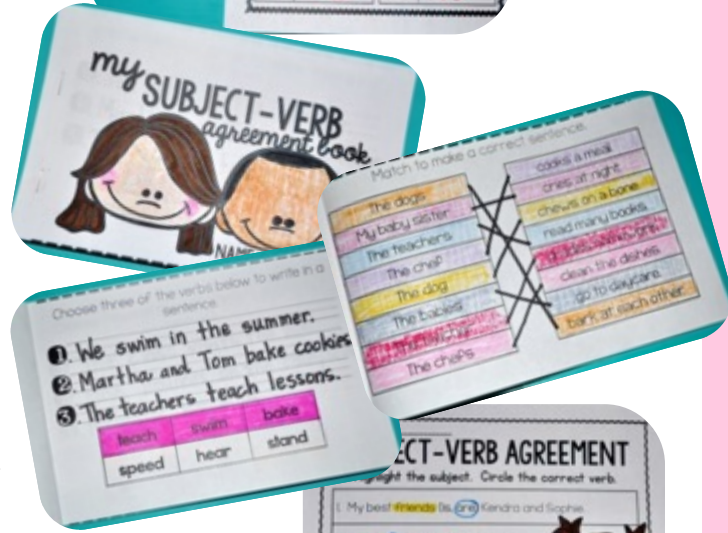


**Which Verb?-** Students read the sentence with the missing verb. Students cut out the verbs. Then, they will glue the verb in the correct sentence.

**Read and Decide-** This can be done as a table activity or a Read the Room activity. You can post the cards around the room and have students walk around with their recording sheets. Students read the sentence and decide if it is written correctly. Students write yes or no on their recording sheets.



**My Subject-Verb Agreement Book-** Students cut out the pages and staple together to make a booklet. On the first two pages, students choose three verbs to write into 3 sentences. On the last page, students match the two parts of the sentences together (helpful tip: have students color the two parts the same color so you can easily check their work.)



**Subject-Verb Agreement-** Students read the sentences, highlight the subjects and circle the correct verb.





# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

That's what kindness does, Mrs. Albert said, Each little thing we do goes out, like a ripple, into the world.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

That's what kindness does, Mrs. Albert said, Each little thing we do goes out, like a ripple, into the world.

**Each Kindness**

**MONDAY**  
Explain how kindness is like a ripple.

**TUESDAY**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjectives pink.

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Each Kindness

**MENTOR SENTENCE**  
That's what kindness does, Mrs. Albert said, Each little thing we do goes out, like a ripple, into the world.

**THINK ABOUT IT!**  
Explain how kindness is like a ripple.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LOOK AT IT!**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjectives pink. Now, write your own words:

**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_

**ADJECTIVE:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Each Kindness

**FIX IT UP!**  
That's what kindness does, Mrs. Albert said, Each little thing we do goes out, like a ripple, into the world sentence

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DEFINE IT!**  
What does ripple mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

rooted in  
**READING**

**2<sup>ND</sup>**  
GRADE

**FEBRUARY**

2<sup>ND</sup> GRADE READ ALOUD ACTIVITIES & LESSONS



title:

→ Somebody  
Loves You, Mr.  
Hatch

by Eileen Spinelli

by: amy lemons + katie king

# COMPREHENSION


Name: Jack

## POINT OF VIEW

Directions: Watch the short video clip. Write and draw about your observations.


### 3rd person Camera

They are coming around the turn!



### 1st person Camera

My stomach doesn't feel so good

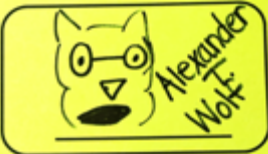


Name: Kelsie

## Point of View

Directions: Answer the questions in response to the book The True Story of the Three Little Pigs.

Who is telling the story?




Alexander Wolf

"My name is Alexander Wolf. I had a terrible cold. I didn't want to just walk in..."

How do you know? What are the key words?

1st Person.

Other versions are from the Pigs' P.o.V.



Mr. Hatch changed his shirt and found some old aftershave in the bottom drawer. He splashed it on his face. He put out a candle with a ka dot and lit it on.

He put the box on the coffee table and tried to do some dusting, but every time he left the room he had to keep peeking to see if the box was still there.

Alone in the living room, Mr. Hatch sighed. "Nobody loved me after all. Then he read his paper, took his shower, and went to bed early."

LYZE ME!

ANALYZE ME!

ANALYZE ME!

Name: \_\_\_\_\_ {Nonfiction Passage}

## Eileen Spinelli

Directions: Read the passage and answer the questions.

Eileen Spinelli was born in Philadelphia, Pennsylvania, in 1912. She is married to Jerry Spinelli who is a children's writer as well. Although Eileen always knew that she wanted to be a writer, she didn't have much time to write until a little later in life because she was so busy raising six children! She learned a lot about picture books through her bedtime story routines with her children. Some of her more popular books include Sophie's Masterpieces, The Best Story, and the Miss Fox's Class series. Her very first book is called Thanksgiving at the Tappettons. In addition to writing books, Eileen also writes poetry. You can even read monthly poems off her website. Spinelli is considered a prolific writer which means she has written a lot of books. Her topics cover a very wide range too. Some of her books are funny, some of her books are meant to make you think, and then others are meant to help get young children to sleep at bedtime.

- Write three detailed sentences about Eileen Spinelli.
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
- Eileen Spinelli says she always knew she wanted to be a writer. What is it that you think you want to be?
   
  
\_\_\_\_\_

1. What point of view is it?

2. In the beginning how was the story told?

3. What does the author announce?

4. Derek was nervous about the Valentine's Day Party on the way to school? True or False

Name: \_\_\_\_\_ {Somebody Loves You Mr. Hatch}

## COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- How would you describe the mood of the book in the beginning?
  - happy
  - wild
  - sad
  - all of the above
- Why did Mr. Hatch offer to help Mr. Smith and Mr. Todd?
  - He felt he had to.
  - They paid him.
  - He was in such a good mood from the gift and he wanted to help.
- In the beginning of the book, Mr. Hatch loved having tons of variety in his meals.
  - True
  - False
- Why was Mr. Hatch sad when he realized the package was not for him?
  - He wanted more chocolate.
  - He realized how lonely he was.
  - The box was very valuable.
  - All of the above.
- None of the neighbors could think of anything nice about Mr. Hatch.
  - True
  - False

# NONFICTION READER

## Hershey Park

### Machines

Mr. Hershey was very excited about chocolate

has been open for over 100 years with many additions over the years. It was first established as a park for picnicking and recreation. In 1907, it transformed into one of the most popular theme parks. Home to the world's longest and fastest rollercoaster, the Hershey's Kisses, they introduced the world's first and fastest rollercoaster in 2012. Now you can enjoy

### Hershey, PA

Mr. Hershey returned to his hometown of Derry Church, Pennsylvania to build his large chocolate

### Other Famous Candies

Although they are a separate company, M&M's got their start at Hershey! Mr. G was Hershey's first candy bar since the milk chocolate bar. Henry Reese was only a factory worker for Hershey before he made his own famous candies. In 1963, Hershey's Chocolate bought Reese's Peanut Butter Cups. Every year Hershey has 80 worldwide products and produces over one billion pounds of chocolate products.

### The History of HERSHEY



### Kisses

Milton Hershey was having much trouble because a lot of his candies were produced by other companies too. This led to the invention of the Hershey Kiss in 1907. The bite-sized candy was wrapped by hand every time until 1930 when it was invented to put each chocolate in a foil wrapper. That bright-colored foil is no mistake because as soon as anyone sees the silver wrapper they know exactly what it is! Now 80 billion Hershey Kisses are produced every single year! That's a lot of chocolate.

### The Founder

Milton was born in 1857 in Derry Church, Pennsylvania. He could not afford formal schooling but he was able to get an apprenticeship with a candy maker. Milton Hershey began his career in candy by opening his own store in 1873. The store was only open for about six years before Mr. Hershey went out to Denver, Colorado to learn to make caramel. He began a company called the Lancaster Caramel Company. Hershey soon lost his interest in caramel and sold his company so he could focus on milk chocolate.

### The Founder

Milton was born in 1857 in Derry Church, Pennsylvania. He could not afford formal schooling but he was able to get an apprenticeship with a candy maker at age 15. Milton Hershey began his career in candy by opening his own store in 1873. The store was only open for about six years before Mr. Hershey went out to Denver, Colorado to learn to make caramel. He began a company called the Lancaster Caramel Company. Hershey soon lost his interest in caramel and sold his company so he could focus on milk chocolate.



There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

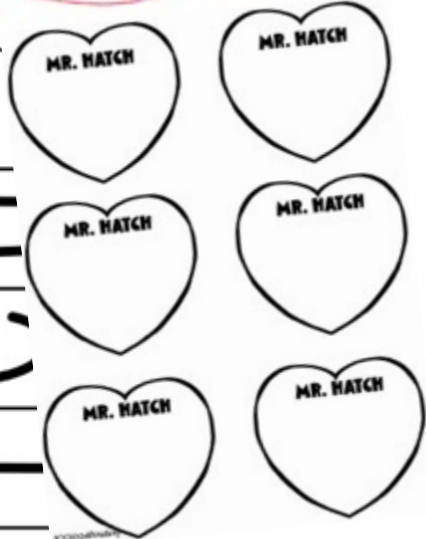
# ANCHOR CHART



**LET'S**  
**RECITRE**

ANCHOR CHART TEMPLATES FOR MR. HATCH

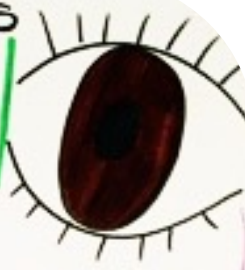
M	R	.	H	A	
M	R	.	H	A	
M	R	.	H	A	
M	R	.	H	A	



# ANCHOR CHART

A character's

## POINT of VIEW



- How does the character feel? How do you know?
- What is their outlook?
- Does their point of view change?

ANCHOR CHART TEMPLATES FOR MS MATCH

**A** CHARACTER'S **POINT OF VIEW**

HOW DOES THE character feel?

WHAT IS THEIR outlook?

HOW DO YOU know?

DOES THEIR POINT of view change?

©2012 Ashley

# VOCABULARY

fluttered	to move or behave in a nervous and excited way	wondered	to think about something with curiosity	Mr. Hatch
mysterious	strange, unknown	peeking	to look at someone or something secretly	
mend	to repair	aftershave	a liquid that some men put on their face after they have shaved	
recall	to remember	satin	smooth and shiny like satin	
supervisor			to return to a normal feeling again	
dabbed			a small cloth used for	

recall  
dabbed  
mysterious

**VOCAB Twist**

The game can be played in small groups or as a whole class. Draw a vocab card, spin the spinner, and let the fun begin!

**Definition:**  
to move quickly in a nervous way

**Illustration:**

**Sentence:**  
My sister fluttered across the room to answer the door.

**Antonym:**  
amble; move slowly

**fluttered**

Mr. Hatch Vocabulary Journal Prompts  
spirals. Students respond to

<b>mend:</b> to repair If you needed to mend a button loose from your sweater, what would you do?
<b>mysterious:</b> strange, unknown Draw and write about something that is mysterious.
<b>recall:</b> to remember Recall your favorite memory. Write about it.
<b>fluttered:</b> to move or behave in a nervous and excited way What might make someone flutter?
<b>supervisor:</b> a person who looks after someone Pretend you are a supervisor. Tell your employees what it should be doing.
<b>dabbed:</b> to lightly touch something Write about and describe the opposite of dabbed.

**MATCH & ORDER**

1	fluttered	to
2	mysterious	to
3	mend	to
4	recall	to
5	supervisor	to
6	dabbed	to
7	occurred	to
8	recovered	to
9	handkerchief	to
10	wondered	to

## VOCABULARY QUIZ

Directions: Use each word in a sentence.

- Cindy \_\_\_\_\_ the drool while the baby mother.
- Beth asked her \_\_\_\_\_ leave work twenty minutes.
- Booker took his jeans with them in the pile of clothes.
- 'Do you \_\_\_\_\_, we should we look on the bright side?'
- There was a \_\_\_\_\_ little before midnight.
- Mom \_\_\_\_\_ waited for her company.

Name: \_\_\_\_\_

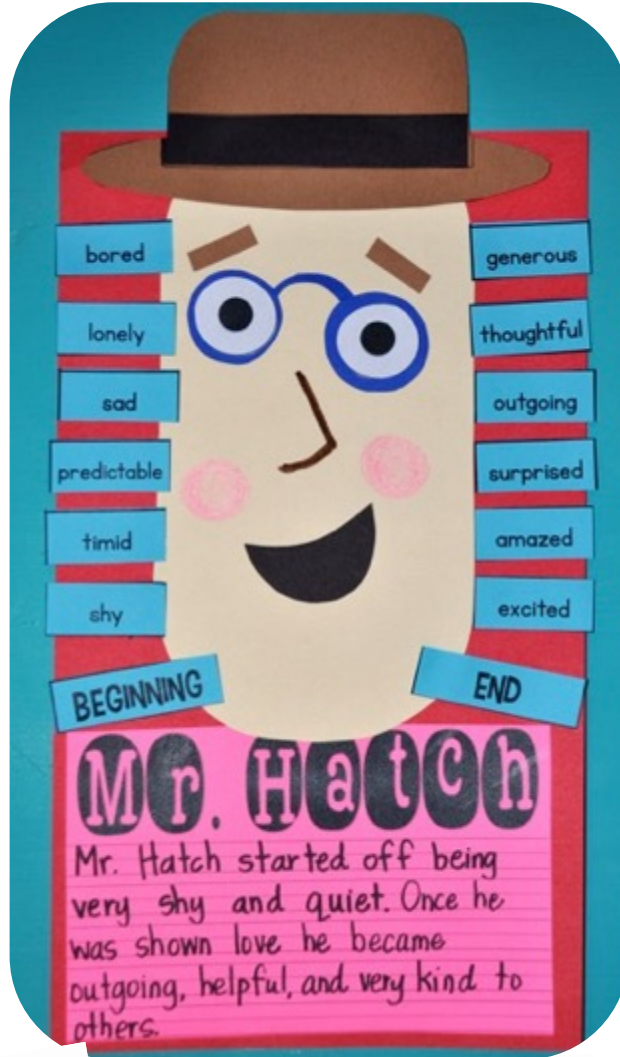
### VOCABULARY

(Somebody Loves You, Mr. Hatch by Eileen Spinelli)

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- The incident occurred right after the class went out to recess.
- While he recovered from the flu, Brad laid in bed and watched cartoons.
- When he was dusting, Greg used his handkerchief to cover his mouth.
- Jonathan always wondered what it would be like to fly an airplane.

# READING RESPONSE



Character Traits to use...

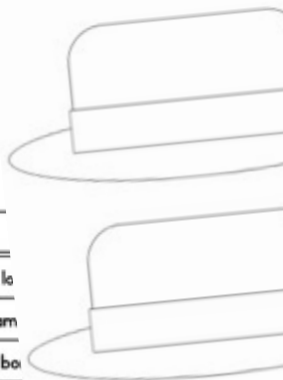
Hat - Brown paper

**BEGINNING**

shy	surprised
excited	sad
thoughtful	generous

**BEGINNING**

shy	surprised	lo
excited	sad	am
thoughtful	generous	ba



## Mr. Hatch

Name: \_\_\_\_\_



# DRAW AND RESPOND



Some bunny<sup>®</sup> LOV

Some bunny<sup>®</sup> LOVES

Some bunny<sup>®</sup> LOVES You

Name: \_\_\_\_\_

Some bunny<sup>®</sup> LOVES You

Name: \_\_\_\_\_

Name: \_\_\_\_\_

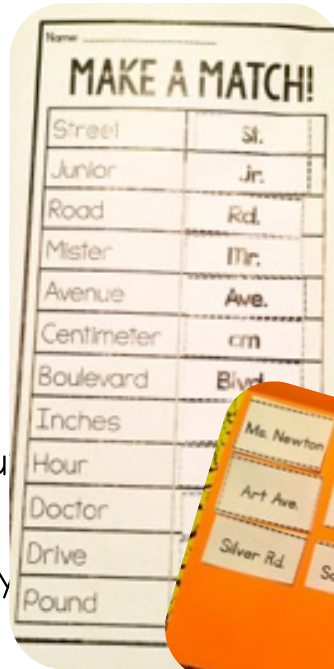
Draw a heart towards the bottom half of the page.

Draw the hind feet.

Draw the inner ears and nose as hearts.

# GRAMMAR

**Make a Match:** Students match the abbreviation to the correct word.

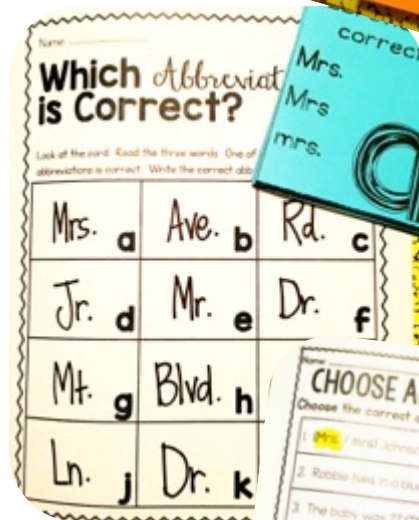


**I'm Right! I'm Wrong! Flapbook:** Students fold the flapbook and cut on the dotted line. Students sort the abbreviations based on if they are written correctly or not.

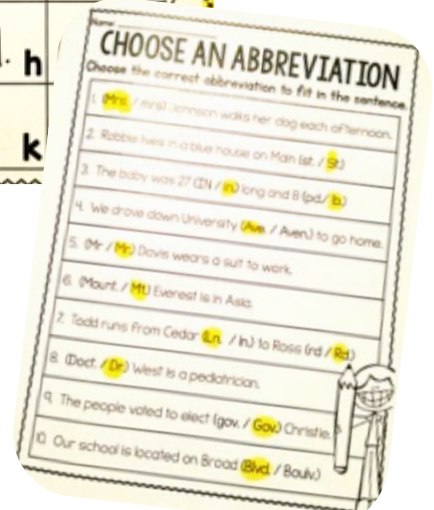


**Which Abbreviation Is Correct?:**

This can be used as a group activity or a Word Hunt activity. Post the cards around the room, have students visit each card. Students read the three abbreviations and write down the correct form.



**Choose An Abbreviation:** Students read the sentences and choose which abbreviations would fit in the sentence.



# GRAMMAR

**Abbreviate Me! Heart Booklet:** Copy the hearts on different colored paper. Each student needs one of each heart. Students write two commonly used abbreviations in sentences (one on each of the bottom two hearts).



# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

Mr. Hatch dabbed at a tear with his handkerchief.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

Mr. Hatch dabbed at a tear with his handkerchief.  
Somebody Loves You, Mr. Hatch  
**MONDAY**  
How is Mr. Hatch feeling? How do you know?  
**TUESDAY**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the abbreviation orange.

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Somebody Loves You, Mr. Hatch

**MENTOR SENTENCE**  
Mr. Hatch dabbed at a tear with his handkerchief.

**THINK ABOUT IT!**  
How is Mr. Hatch feeling? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_

**LOOK AT IT!**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the abbreviation orange. Now, write your own words:  
**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_  
**ABBREVIATION:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Somebody Loves You, Mr. Hatch

**FIX IT UP!**  
Mrs. Hatch dabbed at a tear with his handkerchief!  
\_\_\_\_\_  
\_\_\_\_\_

**DEFINE IT!**  
What does 'dabbed' mean in this sentence?  
\_\_\_\_\_  
\_\_\_\_\_