



# Valentine's Day Writing

By: Lori McDonald  
Elementary school teacher; Ed.D. in School Leadership/Administration

Holiday  
Grades K-2



## Introduction

This is a Valentine's Day writing based on an outstanding book about love and friendship, *Somebody Loves You, Mr. Hatch*. Students will practice writing a summary and correctly sequencing events using order words while developing a better understanding of what it means to show love to others.

## Learning Objectives

[CCSS.ELA-LITERACY.W.1.3](#); Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

## Materials Needed

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

## Procedure

1. Begin by gathering students and reading the story, *Somebody Loves You, Mr. Hatch* by Eileen Spinelli. Discuss the events of the story and how Mr. Hatch's life was changed because of the love that was shown to him.
2. After reading the story, discuss with students what it means to show love to others. At this age, it is important to help them understand that love is not just the "yucky" kind they imagine, but the way we feel about our friends, parents, and other loved-ones.
3. Guide students in discussing the events of the story, with appropriate sequencing, and how the events unfolded to improve Mr. Hatch's life.
4. Next, tell students that they are going to retell the major events of the story in a summary.
5. Demonstrate filling out the [graphic organizer](#) for the students.
6. As you fill out the graphic organizer, be sure to tell students that they can include more than 4 events if they would like.
7. After completing the graphic organizer, take it away. Then, give students their own copy of the graphic organizer to fill out. Students will work independently.
8. Then, students will turn their ideas into a paragraph as they are accustomed to.

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## Evaluation

Have students use the rubric below to evaluate their own writing and/or their writing partner's writing. After they have used the rubric to improve their writing, use the same rubric to grade the assignment.

Categories	4	3	2	1
<b>Sentences</b>	6 or more complete sentences included.	4 or 5 complete sentences included.	2 or 3 complete sentences included.	1 complete sentence included.
<b>Punctuation</b>	All sentences end with correct punctuation.	Most sentences end with correct punctuation.	Some sentences end with correct punctuation.	Little or no sentences end with correct punctuation.
<b>Capitalization</b>	All sentences begin with a capital letter.	Most sentences begin with a capital letter.	Some sentences begin with a capital letter.	Little or no sentences begin with a capital letter.
<b>Neatness</b>	All words are neat and clearly written.	Most words are clearly written.	Some words are clearly written.	Illegible
<b>Topic</b>	All sentences are on-topic.	Most sentences are on-topic.	Some sentences are on-topic.	Little or no sentences are on-topic.

Total: 20/20 possible