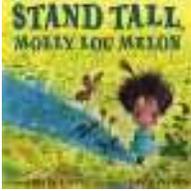


BOOK OF THE MONTH-September
Stand Tall, Molly Lou Melon



Summary:

Molly Lou Melon is a short, awkward, little girl with buckteeth and several other traits that make her a little different. She believes in herself and is able to make friends after a move to another city, thanks to her wise, old grandmother's advice.

Reading Strategies: Strategies That Work by Stephanie Harvey

Pre-reading strategy:

Inferring from the cover: Inferential thinking occurs when text clues and pictures merge with the reader's prior knowledge to help one determine the underlying meaning or theme of a story.

Begin by showing the cover of the book to the kids. Explain that the title of the book of the month is Stand Tall, Molly Lou Melon.

- What do you notice about Molly in relation to the other items in the picture on the cover? (She is just a little taller than the flowers and weeds.)
- What might it mean when someone says to "stand tall?"
- What other conclusions might you come to by looking at the cover illustration? (Molly Lou's shadow is large. The insects that are usually small look her size. She is unique looking.)

Strategies to use while reading:

Lifting the Text: When reading, one might find a passage or, in this case, a sentence, that some students may not fully understand. As you are reading, the following sentences may need some explanation. Once you write the sentences on chart paper, model how you would think about the parts that could be confusing. (See example below)

1. On the second day of school, Ronald Durkin called her "BUCKY-TOOTHED BEAVER!"

Modeling: (I wonder why he called her that? Well, I know what a beaver looks like. It has big teeth that stick out in front that it uses to chew on wood. I guess the Molly Lou's teeth must resemble a beaver's teeth.)

Other examples to use:

2. Molly Lou Melon was often " fumble fingered."

Modeling example: (I wonder why he used the word "fumble fingered? Well, a fumble in football is when someone drops the ball, so if someone is fumble fingered, it must mean that they drop a lot of things.)

3. On the first day of school, Ronald Durkin called her "SHRIMPO" in gym class.

Modeling example: (Shrimpo? Why would they call her that. What word do I hear in that word....shrimp. I know that shrimp are very small sea creatures that my mom and dad order at a restaurant sometimes. But why is Molly Lou a shrimpo? Maybe it is because she is as small as a shrimp.)

4. Molly Lou Melon had a voice that sounded like a bullfrog being squeezed by a boa constrictor.

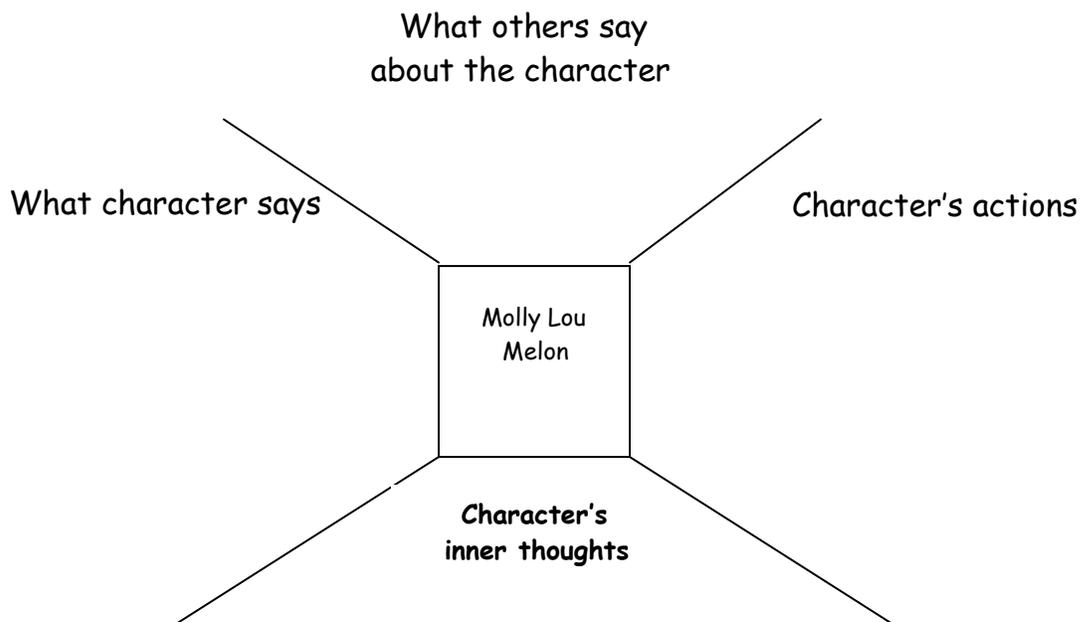
Modeling example: (A voice that sounded like a bullfrog being squeezed by a boa constrictor. What would that sound like? Well, a bullfrog sounds kind of low and gruff and I know that a boa constrictor can squeeze really tightly, so I am thinking that the voice would be strange and low and gruff.)

Choral Response: When children “chime in” with a repeated sentence from the story, it can add excitement when reading the story aloud. Let the kids figure out that the line, “So she did!” is used over and over. Eventually, they may start repeating it if you give them the hint!

Strategies to Use After Reading:

Drawing Conclusions about a Character:

Drawing conclusions about a character helps you understand the character's personality and the reasons that he or she does or says things. After reading the book through the first time, students can draw and fill out the following chart to help them draw conclusions about Molly Lou Melon.



Taking character analysis a step further:

After filling out the above web, use the chart below and discuss some character words that you would use to describe Molly Lou. (self- confident, happy, proud, etc.) Then, after identifying the words, find places in the text that show the main character exhibiting that character trait and fill in the chart with the examples.

Character trait word	Proof from the text

Discuss what you have learned about Molly Lou, and the person that she is.

Making Connections:

Making connections help enhance understanding.

Many children will be able to relate to the character of Molly Lou. Even though it is not socially acceptable, name calling is something that most children have been a part of or the victim of. Ask if they are able to make any "text to self" connections. (Text to self connections are strong connections made between the reader and the character in the story.) To model, one should use the statement, "This reminds me of....." to show a connection.

Inferring From the Text and Illustrations:

Throughout the text, Molly Lou refers to her Grandma and her wonderful advice.

Why do you think that Molly Lou takes the advice of her grandma so readily?

How do you know that she takes her advice?

Look at the picture on the very last page. Is there another reason why Molly Lou might be taking Grandma's advice? (What do you notice about Grandma?)

Writing Connection

Word Choice

Grades 2-3: Read the book, Stand Tall Molly Lou Melon. After reading, discuss what the words "role model" mean and have students give

reasons as to why Molly Lou might be considered a role model. On chart paper, have students brainstorm qualities one would need to be a role model as you list them on chart paper. Then, reread these quotes from the book:

"Walk as proudly as you can and the world will look up to you."

"Smile big and the world will smile right alongside you."

"Sing out clear and strong and the world will cry tears of joy."

"Believe in yourself and the world will believe in you too."

Lead the class in a discussion on how these quotes use good word choice. Use the [attached organizer](#) to help. Explain that good word choice can mean using juicy adjectives to explain what you mean. Discuss these quotes with your students so that they understand what each means and write the meanings on the organizer. For example, the quote, "Walk as proudly as you can and the world will look up to you" may mean "stand up tall when you walk." Look back at the list of brainstormed qualities needed to be a good role model. Have students break up in pairs and assign each pair a quality from the list. Have pairs use word choice to create a saying using the quality. For example, the quality of "be nice" could be changed to "Treat others kindly in words and actions." Students could write these sayings on drawing paper and create an illustration below the saying.

For K-1, you could read the book and then read each of the four sayings from the book to students. Explain how these are good qualities to have. Then, assign students one of the sayings. Have them draw pictures to accompany these sayings.

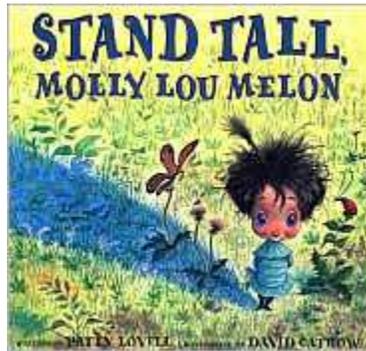
For 4-5, follow the lesson plan above. Instead of creating a saying in pairs from the list, have students write another letter, using this [format](#), to give more advice to Molly Lou. Students could use as many qualities from the list as possible and turn them into sayings to include in the letter.

Math Connection

Name _____

Stand Tall Molly Lou Melon 1

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



- She has at least one dime, nickel, and penny.
- She has a total of eight coins.
- She has 38 cents.
- She has more nickels than dimes.
- She has the same number of nickels as pennies.

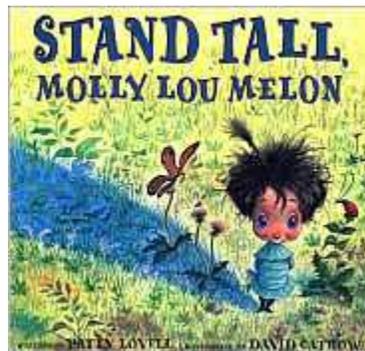
Dimes	Nickels	Pennies

Think about pennies first!

Name _____

Stand Tall Molly Lou Melon 2

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



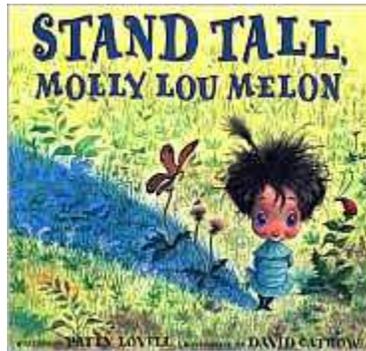
- She has at least one dime, nickel, and penny.
- She has a total of 12 coins.
- She has 73 cents.
- She has more dimes than nickels.
- She has more nickels than pennies.
- She has two fewer pennies than dimes.

Dimes	Nickels	Pennies

Name _____

Stand Tall Molly Lou Melon 3

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



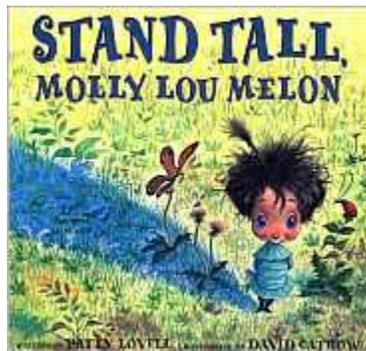
- She has at least one dime, nickel, and penny.
- She has a total of nine coins.
- She has 51 cents.
- She has three times as many nickels as dimes.
- She has two fewer pennies than dimes.

Dimes	Nickels	Pennies

Name _____

Stand Tall Molly Lou Melon 4

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



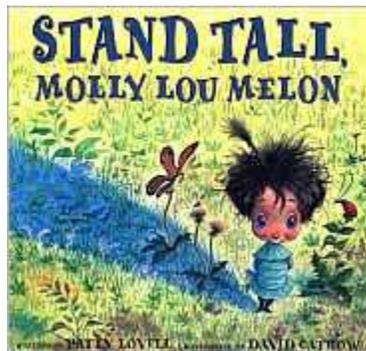
- She has at least one dime, nickel, and penny.
- She has a total of nine coins.
- She has 57 cents.
- She has more dimes than nickels.
- She has more nickels than pennies.
- She has half as many pennies as dimes.

Dimes	Nickels	Pennies

Name _____

Stand Tall Molly Lou Melon 5

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



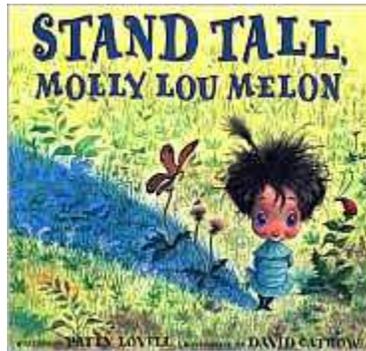
- She has at least one quarter, dime, nickel, and penny.
- She has a total of 18 coins.
- She has \$1.68.
- She has the same number of quarters as pennies.
- She has the same number of dimes and nickels.
- She has fewer quarters than dimes.

Quarters	Dimes	Nickels	Pennies

Name _____

Stand Tall Molly Lou Melon 6

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



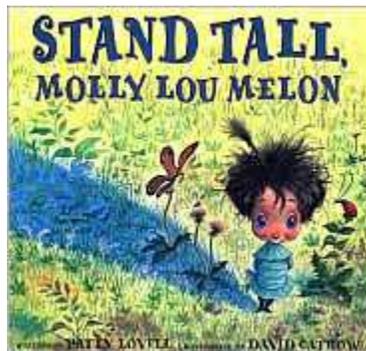
- She has at least one quarter, dime, nickel, and penny.
- She has a total of 17 coins.
- She has \$1.12.
- She has more dimes than quarters.
- She has more nickels than dimes.
- She has more pennies than nickels.
- The number of quarters plus the number of nickels equals the number of pennies.

Quarters	Dimes	Nickels	Pennies

Name _____

Stand Tall Molly Lou Melon 7

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



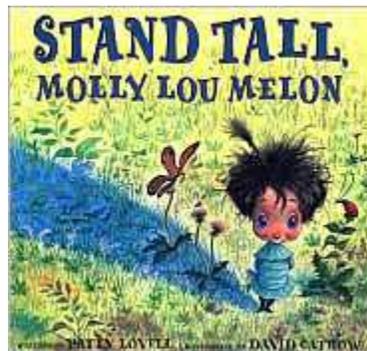
- She has at least one quarter, dime, nickel, and penny.
- She has a total of eight coins.
- She has \$1.01.
- She has the same number of quarters as nickels.
- She has the same number of dimes as pennies.

Quarters	Dimes	Nickels	Pennies

Name _____

Stand Tall Molly Lou Melon 8

Molly Lou Melon has some coins stacked on her teeth.
Use the clues to figure out how many of each type of coin she has on her teeth.



She has at least one quarter, dime, nickel, and penny.

She has a total of 11 coins.

She has 82 cents.

The number of quarters plus the number of pennies equals the number of dimes.

The number of dimes plus the number of pennies equals the number of nickels.

Quarters	Dimes	Nickels	Pennies

Activities

Click on this link: <http://www.elmhurst.edu/~susanss/childlit2002/Dhamer/Bullies-Found-In-Children's-Literature.html>

to find information and activities for teachers about bullies in children's literature.

Here is a bibliography of books from Amazon about Grandma and me:

http://www.amazon.com/s/ref=nb_ss_gw?url=search-alias%3Daps&field-keywords=grandma+and+me

While on the subject of grandmothers, students will enjoy the Reading Rainbow episode Abuela. While riding on a bus with her grandmother, a little girl imagines that they are carried up into the sky and fly over the sights of New York City. Their conversation is in English spiced with Spanish phrases.

Try Cobb Virtual Library and click on World Book for Children. Type in grandmother. The article suggests many books written about relationships with grandmothers. Our school library has 14 more book titles illustrated by David Catrow. We also have the video of the book. Try watching the video and duplicating David's illustration style.

Use the Destiny catalog to look up the book Stand Tall Molly Lou Melon. Click on the title and see more information about self acceptance, grandmothers and bullies.