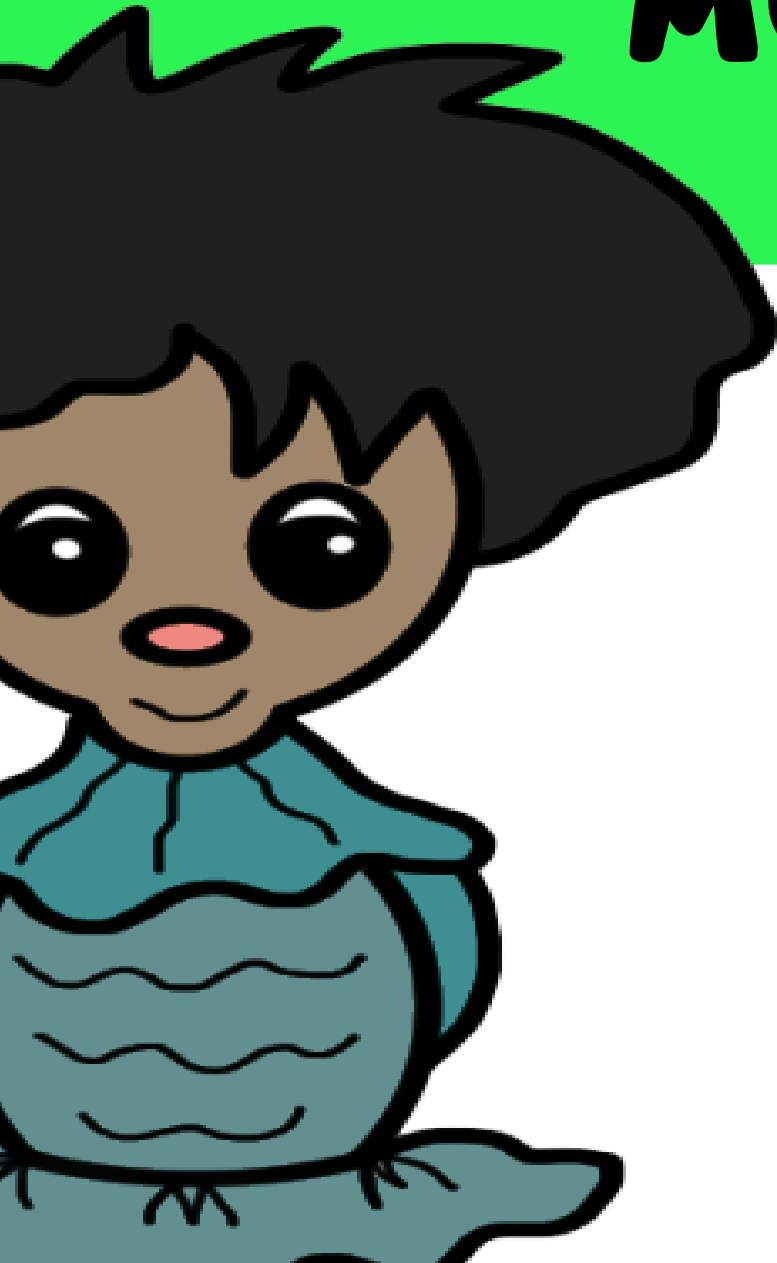


# STAND TALL MOLLY LOU MELON CLOSE READ



Close Read  
for the book  
Stand Tall Molly Lou Melon  
by Patty Lovell  
Recommended for K-3<sup>rd</sup> grade



The purpose of Close Reads is to expose your students to a wide variety of genres, teach them how to dig deeper into stories, and not just ask simple comprehension text based questions. It is suggested that Close Reads be 2 years above students' grade level, however, I have found that no matter what grade I am teaching, I can use a below grade level book, and teach students how to dig deeper and draw a better understanding. For example, my Polar Babies Close Read is recommended for K-2, however, I have had many 3<sup>rd</sup> grade teachers use this story and incorporate it with their science. They have provided me with excellent feedback on how well it worked for them.

I create my Close Reads, for myself, a Kindergarten teacher, my daughter, a 1<sup>st</sup> grade teacher, and my 2<sup>nd</sup> and 3<sup>rd</sup> grade co-workers based on ALL our skills and standards.

I'd love for you to check out my [fromoink4pigtale.blogspot.com](http://fromoink4pigtale.blogspot.com) to read all about the differences between Close Reads and Guided Reading. I explain what I have found in researching both, how each is meant to be used, and have defined my understanding of each for you. In my opinion, my Close Reads are a combination of BOTH. I hope you enjoy and find my Close Reads helpful to you in your classroom!

I use my Close Reads weekly, and am collaborating with an editor to assure you that you are getting quality products when you purchase my Close Reads. If you should find any issues, please contact me first at [oink4pigtale@gmail.com](mailto:oink4pigtale@gmail.com) before providing feedback. Thank you so much for purchasing this Close Read. I offer my Close Reads in many money and time saving bundles to try and help each of you. Be sure and check them out at <https://www.teacherspayteachers.com/Product/Close-Reads-Fiction-and-Nonfiction-Growing-Bundle-for-Back-to-School-306894>!

Enjoy!



## Close Read for **Stand Tall Molly Lou Melon** By Patty Lovell

### DAY ONE:

Show Cover of book to students. Ask them to predict what kind of book they think this is, FICTION or NONFICTION. Have them explain WHY. Go over Author, Illustrator, and Copyright Date. Depending on students ages, you can have them figure out how old the book is, or you can do it. Ask who thinks they know what this story might be about? You get two choices to choose from today for your Focus Question. You can choose to do one orally and assign other, or save to do second choice later in the week. Second Focus Question is geared more towards 2<sup>nd</sup> and 3<sup>rd</sup> grades.

### FOCUS QUESTION:

Choice One: Show cover to students and have them predict what they think **Stand Tall Molly Lou Melon** will be about BEFORE you read the book.

Choice Two: Reread page 1. What do you think her Grandma meant when she said, “Walk as proudly as you can and the world will look up to you?”

Using your choice of either the Flip Up Covers, or Cut and Paste pages, have your students Cut and Glue in ELA journals or on notebook paper the Daily Focus Questions each day. I will suggest the order in which I do each one, but you can change to best fit the needs of your students without effecting the outcome of this Close Read. **Kindergarten** will begin year with simple illustrations and trying to copy what you write. **First grade** will begin year in a similar way, but should be able to copy and help you come up with a sentence, definition, etc. **Second grade** will still need you to model and assist them, but they should be able to write a sentence and illustrate, and will progress in number of sentences as you get further into the school year. **Third graders** will begin year writing one to three sentences with illustrations and move to one – five paragraphs depending on their abilities. **No matter what grade, you should always teach correct letter formation, spacing, beginning sentences with a capital letter, and ending with an end mark.**

Use the YES/NO GRAPH AFTER reading about Molly Lou’s 4<sup>th</sup> day of school.

Have students graph “Do you think Molly Lou and Roland will become friends?”

See instructions further on in Close Read.

## Close Read for **Stand Tall Molly Lou Melon** By Patty Lovell

### DAY TWO:

You get 8 Illustrated Vocabulary Word Cards to use with this Close Read. I do not introduce vocabulary words until Day Two. Some teachers do a quick preview of words on Day One, this is totally up to you. You will choose word(s) to focus on, based on your students' needs.

**Students in all grades** will paste the Student Vocabulary Card(s) in their ELA journals.

**Kindergarten** will copy the word you choose to be your "Main Focus Word". I go over all the words for the next three days, but spend my main time focusing on our one word of the week.

**First and Second Grade** can choose 1-4 words, or what you feel your students can handle. In order to dig deeper and gain understanding, I suggest no more than four words in these grades.

**Third Grade** can use all eight words. You can have them use each word in a sentence by requiring them to use all four types of sentences.

(DECLARATIVE, INTERROGATIVE, EXCLAMATORY, and IMPERATIVE).

They can choose four words, etc. and write a paragraph using them. Once again, this is your decision based on the needs of you students.

**All grades** will choose an antonym or synonym if appropriate for the words, write definition in own words, use it in a sentence, and illustrate.

I review ALL vocabulary words daily for my Kindergarteners. But, I only FOCUS on ONE WORD that will be TESTED on each Friday.

You can find in my store ALL the Posters for SKILLS that are covered in my Close Reads. Not everybody purchases every Close Read I have, and I discovered you are missing out on many of the skill posters. You can find them in the Close Read Categories Section in my store. This set also includes "Generic" Close Read Pages for you to use with ANY BOOK. You will love having these easily available to you each week.

## Close Read for **Stand Tall Molly Lou Melon** By Patty Lovell

### DAY THREE:

Reread story today and follow up by asking the 8 Comprehension Questions. You may want to do 2- 3 questions each day, or review all questions all week.

Daily Focus Question for today is an Opinion Piece Writing. Have your students write about “their” favorite part of the story, and explain why that part was their favorite. Have them share together, with groups, or partners first. Then meet together as a whole group, and write down their ideas as they share.

Digging Deeper Questions are to be used in addition to the 8 Comprehension Questions. You will find them following the end of the Five Day Lesson Plans.

### DAY FOUR:

Sequencing and Retelling of the Story

**Kindergarten – Second grade** will begin year by cutting and pasting pictures in order with you, or in Second grade and Third grade, you can begin by modeling in whole group instruction, then have them complete independently. For **Kindergarten and First grade** students, have them RETELL story out loud as you turn pages in book using illustrations. As year progresses, do this first, then, move students on to adding one to three sentences in their ELA journals using KEY WORDS, Beginning, Middle, and End. As year progresses, some may be able to do, First, Next, Then, After, and Finally. (I sell these Time Order Words in my store.

For **Second and Third Grade**, you have the Sequence Pictures and the Flip Tab Covers Retelling page. You can use both or which ever one best meets your students needs. They can also illustrate their own sentences if you choose not to use the Picture Sequence Cards.

## Close Read for Stand Tall Molly Lou Melon By Patty Lovell

### DAY FIVE:

Today your students will take a Five Question Yes/No Test in **all grades**. In Kindergarten you can as year progresses, have students use the ONE Focus WORD to write a sentence. First grade can choose to have students write sentences with 1-4 words. **Second and Third grades** can have them turn paper over and use the back of test to include Vocabulary Words each week. You can call out a word, have them use it correctly in a sentence, or just give meanings in their own words. This can count as a English, and Reading Grade for you.

Look through this Close Read and choose which Focus Questions and Activities you want to use, print, cut apart, and store in small baggies. Then, put your book, Master Copies, and all baggies with cut pieces for Daily Activities inside, and you're ready to go for the week. I keep all my Close Reads stored this way and it has worked great. This also helps if you have a SUB, they know exactly what to do by looking at this Lesson Plan. I keep same procedures all year. This keeps my students in a weekly routine, they learn how to do each activity, and have made great improvements in ALL ELA areas using my Close Reads ALL Year.

I use DAY FOUR and DAY FIVE to do Concept Sorts with my students. You can choose the days that best works for you. On Day ONE I introduce CONCEPTS, and we practice with those on DAY TWO and THREE using my Phonemic and Phonological Pocket Chart Activities that you can find in my store. This is just how I do this. You can save and use Concept Sorts at another time, or whenever best fits your needs. I try to keep concepts based on SOUNDS and SKILLS from each book I choose for my Close Reads. This way, students are being exposed to lots of skills during the week.

## DIGGING DEEPER QUESTIONS

1

P.1 What do we learn about Molly Lou Melon on the first page of the story?

You can make an anchor chart using the adverbs (shortest, taller, proudly) and explain to be the shortest- nobody in first grade was shorter than Molly Lou, taller- she is being only compared to her dog, one thing. To compare two or more things use -est. To compare only two things use -er. Point out adverbs with -ly as a suffix describe the ways in which a "verb" (action word) is happening. **Molly Lou walked proudly, not embarrassed.**

How can we tell how Molly Lou Melon feels about her Grandma just from this first page? Molly Lou has confidence because her grandma has told her to be proud of who she is. This shows that Molly Lou loves her grandma and her grandma loves and supports her.

P. 4-5 What can you infer about how Molly Lou's grandmother feels about Molly Lou?

**We just read that Molly Lou had teeth that stuck out so far that she could stack pennies on them, but Molly Lou didn't mind.** Why do you think her grandmother told her to smile big and "the world will smile back at you"? What does it mean "the world will smile back at you"?

P. 6-7 When you see the picture of Molly Lou Melon on page 6-7 what do you think about the way she looks? Do you have anything about yourself that you don't think is as pretty or handsome as someone else you know? **(YES) Everywhere you look, if you try hard enough, you will find something or someone prettier or uglier than what you are comparing it to in the world. The key is, to be happy with WHO YOU ARE and not compare yourself to others.**

P. 9 - 10 What does it mean that Molly Lou Melon had a voice like a bullfrog being squeezed by a boa constrictor? What is a boa constrictor? How does a bullfrog sound? Do you think Molly Lou Melon is a good singer? **Her grandmother tells her to sing out loud and clear.** If her voice sounds like a bullfrog, why would her grandmother tell her that? Do you think her grandmother thinks Molly Lou Melon can sing good, or do you think he grandmother wants Molly Lou to be happy with the voice she has been given? Explain. What does Molly Lou do?

P. 13 - 14 Now we find out that Molly Lou Melon is “fumble fingered”. What is a synonym for fumble fingered? (**clumsy**) What is antonym for “fumble fingered”? (**graceful**) **You can have students come up with other synonyms and antonyms if you have time.**

P. 17 - 18 Molly Lou’s life is perfect and then what happens?

**(THIS IS A GREAT PLACE TO STOP ON THE FIRST DAY, AND HAVE STUDENTS PREDICT WHAT THEY THINK WILL HAPPEN.)** **Point out that in retelling the story, the first part was about what we learned about Molly Lou, and how her Grandmother helped her to believe in herself. Now we are going into the middle of the story. We see the word THEN, and it tells good readers that things are about to change.**

P. 21-22 What happens to Molly Lou on the first day in her new school? Explain. Why do you think Ronald Durkin made fun of her? What is a “shrimpo”? Why do you think Ronald called her that?



P. 23-24 What happened to Molly Lou on the second day in her new school? How did she handle it? What can you infer about Ronald Durkin? What about all the other children, are they nice? Do you think Ronald picked on all of them until Molly Lou arrived? Explain.

Why does Ronald Durkin look foolish? Why do you think Ronald Durkin thought it was okay to call Molly Lou Melon names? Is it ever okay to call others names and make fun of them just because they look, act, or dress different than us? Why?

P. 25-27 Now it's the third day of school. If you were Molly Lou Melon would you have wanted to go to school? Why do you think Molly Lou Melon didn't mind going? What eventful thing happened on Molly Lou's third day? Did you feel sorry for Ronald Durkin when he hit his head and had to go to the nurse? Explain why or why not.

P. 28-29 What happened on the fourth day to Molly Lou at school? What did she prove that she really could do that even impressed Ronald?

Every time Ronald tried to bully Molly Lou Melon, or make her feel bad about herself, she was able to do other things better than all the other students. Do you think all kids and adults are supposed to be good at exactly the same things? Why or why not? What would the world be like if every person was good at exactly the same things?

## DIGGING DEEPER QUESTIONS

4

P. 30-31 On Day five of school what does Molly Lou Melon receive from Ronald Durkin? Why do you think Ronald gives Molly Lou Melon a penny? Do you think Molly Lou and Ronald will become friends? Explain. If they do become friends, do you think Molly Lou will be able to teach Ronald not to bully others?

P. 32-33 Why did Molly Lou Melon write her Grandmother? How do you think her grandmother felt when she received Molly Lou's note? Do you think Molly Lou and her grandmother look alike? Do you think maybe that Molly Lou's grandmother learned to always be true to herself as a child just like she has taught Molly Lou to be? What happens when we believe ugly things others say about us? What life lesson can we learn from Molly Lou Melon in Stand Tall Molly Lou Melon? Do you think children and adults need to be reminded to always stay true to who they are?

Remember...Nobody can be YOU, better than YOU!

My mom taught me this ALL my life! Now that she's in Heaven, I hear her words clearer than ever. As an adult, I still struggle with my imperfections unlike Molly Lou Melon. Molly Lou is such a great character to remind me to always BE ME!

This story has so many life lessons that can help change the future of the students in your classroom. By teaching them to be respectful of differences in others, and accepting themselves the way they are made, we show that all people are special and unique. Although we make not like things about ourselves, we must believe in ourselves and embrace our flaws. If we do this, the world will sing, dance, and accept us just as we are...PERFECT IN EVERY WAY!

# CONCEPT SORTS

The following pages include Compound Words and Sound Sorts with **-and** & **-all** word families. You get two cut and paste print and go sheets with illustrations, two 5 x 7 word family cards, one 8 x 10 Compound Word Poster, and 16 4 x 4 compound word example cards. Also you get two sheets of Flip Tab Covers to Find the Compound Words and find words with (-all & -and) Word Families.

However, these pages can also be used in Kindergarten and 1<sup>st</sup> grade depending on your students' abilities. **Point out that we are looking for the -all sound as in CALL & -and as in GRANDPA.**

I discovered when I taught 3<sup>rd</sup> grade, that I thought students understood compound words and contractions because I felt they were easy skills. I soon discovered they truly did not know what a compound word or contraction was when Common Core Skills came into play. Have your students HIGHLIGHT weekly, CONTRACTIONS and write the words that make up the contractions, or COMPOUND WORDS and write the two words like they learned to do this week. Once you introduce a new skill, continue to build upon it weekly with your students.

# Stand Tall Molly Lou Melon

## Concept Sort

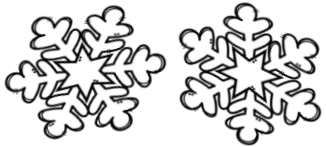
Name \_\_\_\_\_

Sort the pictures and words by compound words and not compound words.

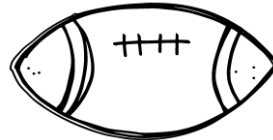
compound words

not compound words

snowflakes



reading



football



pencil



rainbow



frog



toothpaste



lion



milkshake



window

# Stand Tall Molly Lou Melon

## Concept Sort

Name \_\_\_\_\_

Sort the pictures with the (-and) and (-all) family sounds.

-and

-all



sand



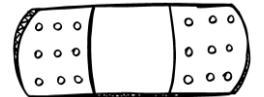
call



hand



small



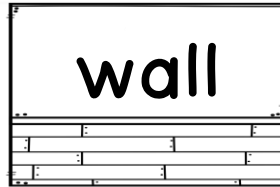
Band-Aid



tall



land

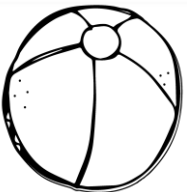


wall



grandma

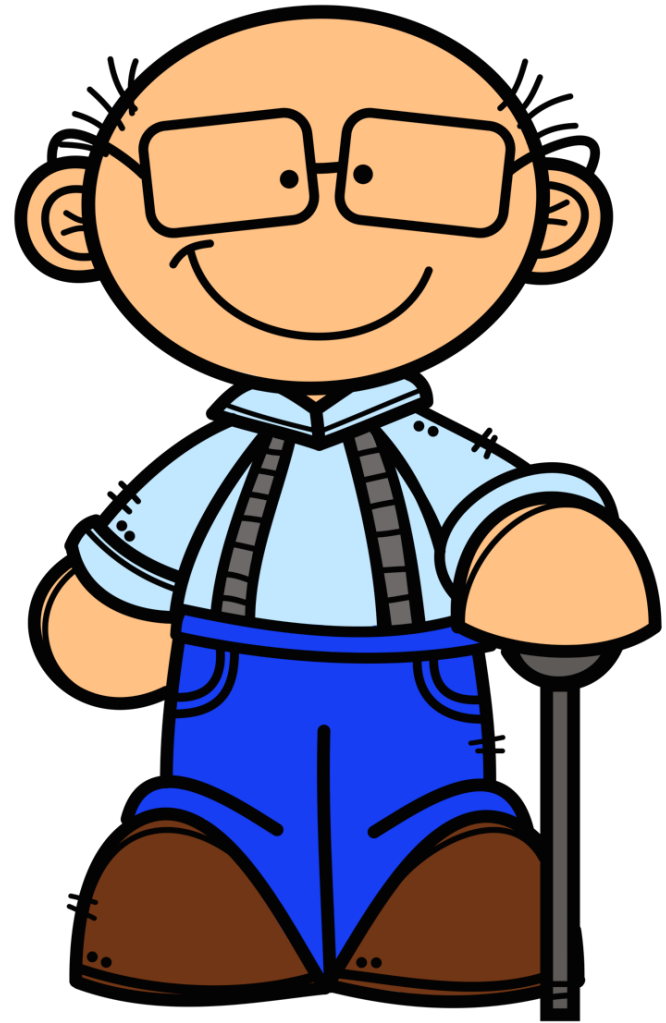
ball



-all

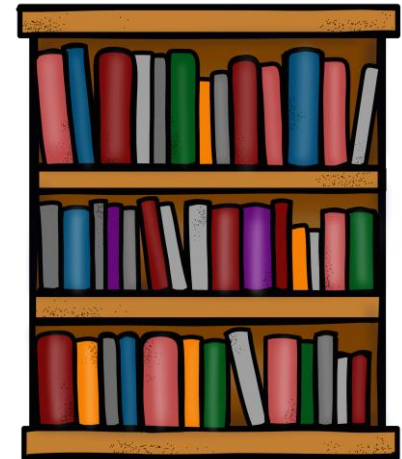
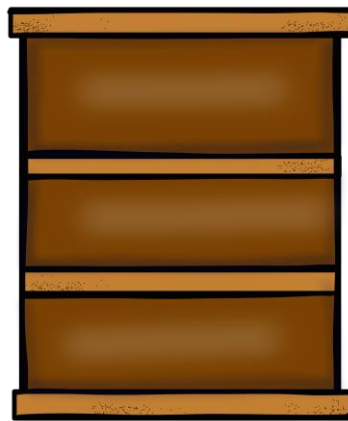
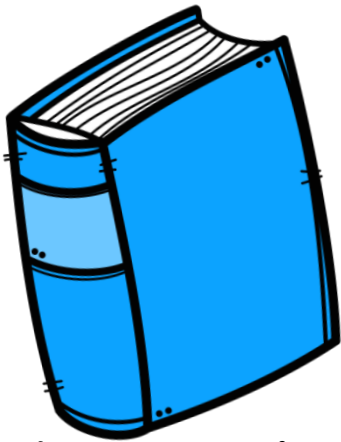


-and



# Compound Words

words that are made of  
two smaller words  
that when put together  
make a new word  
with a new meaning



book + shelf = bookshelf



fire + men =  
firemen



tea + pot =  
teapot



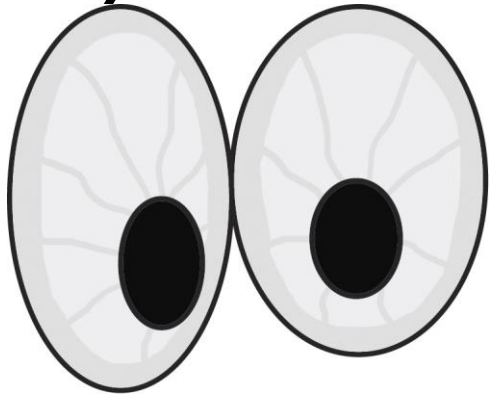
scare + crows =  
scarecrows



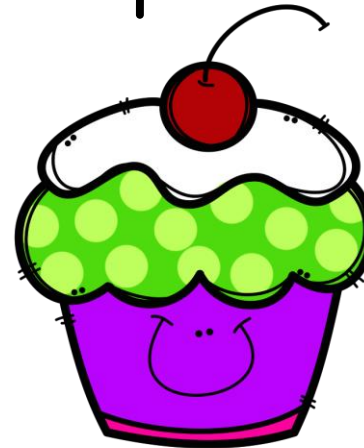
sun + flower =  
sunflower



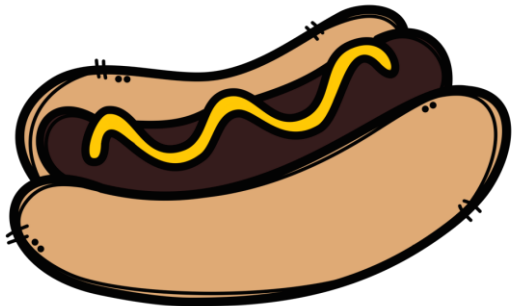
eye + balls =  
eyeballs



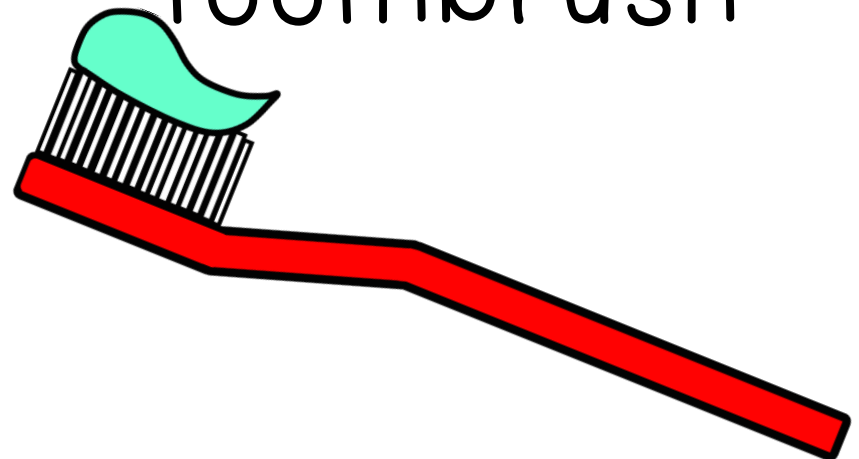
cup + cake =  
cupcake



hot + dog =  
hotdog



tooth + brush =  
toothbrush



tree + house =  
treehouse



milk + shake =  
milkshake



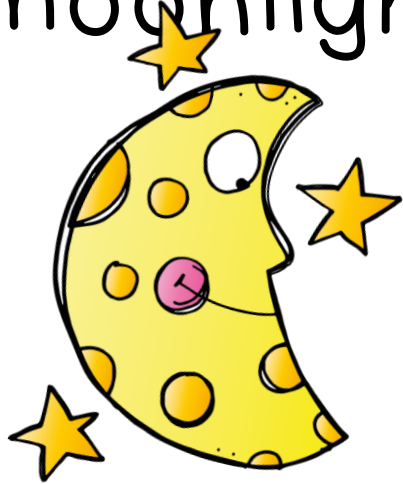
snow + man =  
snowman



dog + house =  
doghouse



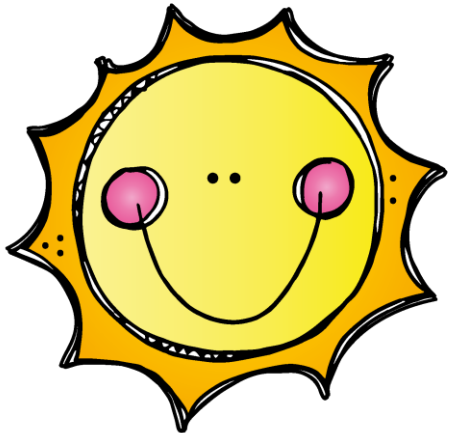
moon + light =  
moonlight



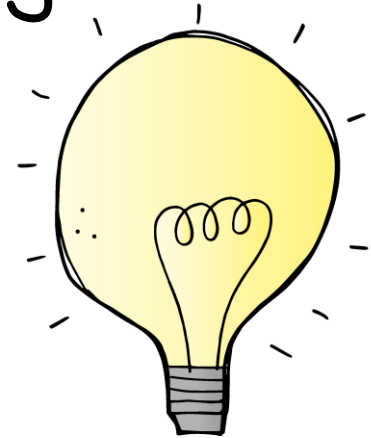
foot + ball =  
football



sun + shine =  
sunshine



light + bulb =  
lightbulb

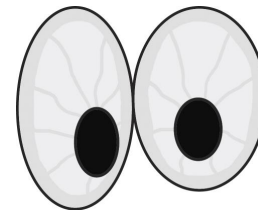


Use the YES/NO GRAPH

AFTER reading about Molly Lou's 4<sup>th</sup> day of school.

Copy the GRAPHING SHEET and TWO PAGES each of the MATCHING GRAPHING PIECES. Students can write their names on bottom of their piece or you can leave them blank to reuse year after year. Read the question to students and have them place their answer under what they think. You can graph horizontally or vertically, or just use YES/NO GRAPH sheet and graph with tally marks. I like to do both to show how results remain the same. This also exposes students to more ways to share information.

Discuss the GRAPHING RESULTS with class. Tell them their SCHEMA (what they already know, and their life experiences come together to make up their SCHEMA). For example, if they have never seen or read about bullying, their SCHEMA will be different than someone who has. Point out that by using our SCHEMA we become better readers.



Do you think Molly Lou Melon  
and Ronald  
will become friends?



YES



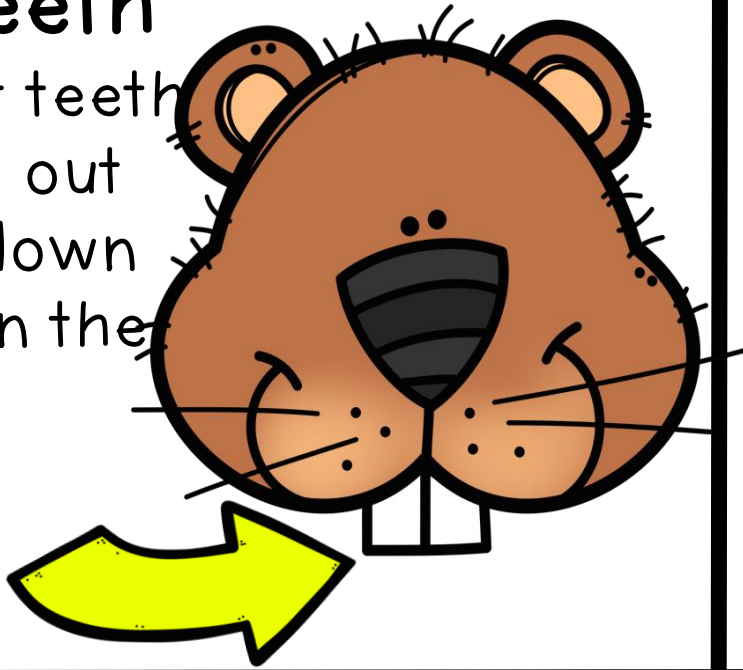
NO





# buck teeth

two front teeth  
that stick out  
or hang down  
more than the  
other top  
teeth



# alongside

to be right beside  
or with you



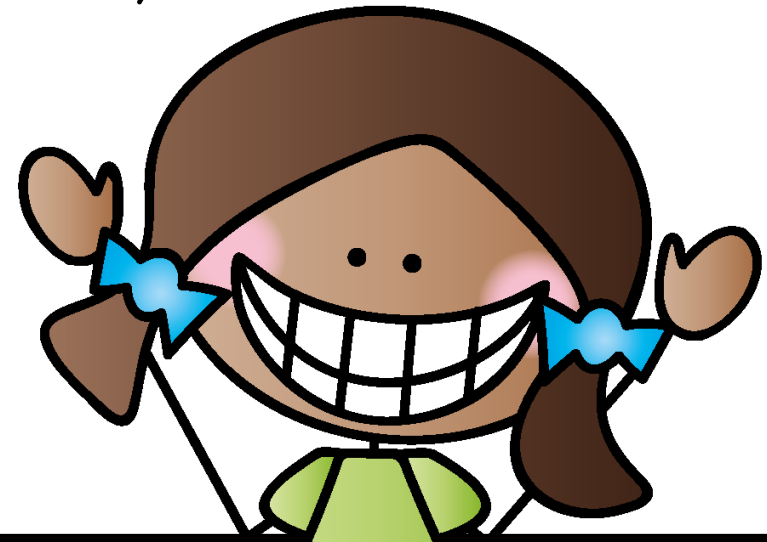
# foolish

to do something  
silly that makes  
people think  
you aren't  
very smart



# glee

very happy





# fumbled

to drop things  
by accident



# somersault

to flip head  
over heels



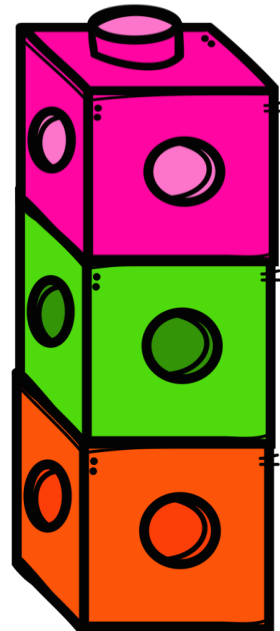
# revealed

to make known  
to others, show



# stacked

placed things one  
on top of the other



1. What is the story Stand Tall Molly Lou Melon about? **This is the plot of the story. You start at the beginning, go to the middle, and finish with the ending when retelling someone what the story is about.**



2. Who are the characters in the story? Describe the character traits of each one. **Remember, character traits are what the characters are like on the inside. We look for the way they act, and what they say and do, to make text to self connections when reading.**



3. How does Molly Lou Melon feel about herself? Why do you think she has such a strong and positive self esteem? Who do you think taught her to always be true to herself know matter what other people say or do?



4. If you were Molly Lou Melon and had to move away from your Grandma, leave your old home, and go to a new school, how would you feel? Explain. How was Molly Lou Melon able to stay so happy, make friends, and not let Ronald Durkin make her life miserable after she moved?



5. Why do you think the author, Patty Lovell, chose to repeat the phrase "And so she did." through the first part of the book? Explain. Why was it not used in the second part of the book?



6. How do you think Molly Lou Melon feels each time Ronald is mean to her? What clues in the story can we use to infer that it does not bother her? If it really bothered her on the inside, how would Molly Lou Melon have changed in the story? We can only hide our true feelings for so long. Why?



7. Why do you think Ronald had such a hard time when Molly Lou Melon came to school? Do you think it was because everything about her was different, or do you think he was jealous of her? Explain using text evidence.



8. Molly Lou Melon stayed true to who she was no matter what. Because of this, Ronald felt foolish. Do you think Ronald and Molly Lou Melon will become friends? Do you think if they do, they will still have problems or do you think they will always get along?





Stand Tall Molly Lou Melon  
By Patty Lovell

Retell the story of  
Stand Tall Molly Lou Melon.



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Retell the story of  
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**Stand Tall Molly Lou Melon**  
By Patty Lovell

Do you think Molly Lou Melon should be friends with Ronald after he's been so mean to her?



**Stand Tall Molly Lou Melon**  
By Patty Lovell

Do you think Molly Lou Melon should be friends with Ronald after he's been so mean to her?



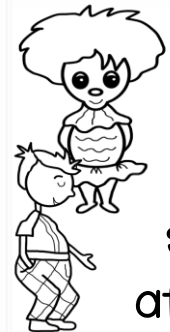
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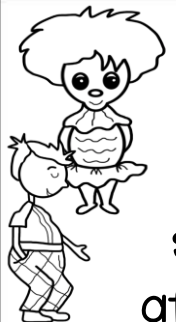
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By Patty Lovell

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By Patty Lovell

Do you think Molly Lou Melon should be friends with Ronald after he's been so mean to her?



**Stand Tall Molly Lou Melon**  
By Patty Lovell

Do you think Molly Lou Melon should be friends with Ronald after he's been so mean to her?



**Stand Tall Molly Lou Melon**  
By Patty Lovell

In your opinion, what was the best part of the story? Explain.



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By Patty Lovell

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**Stand Tall Molly Lou Melon**  
By Patty Lovell

In your opinion, what was the best part of the story? Explain.

## Stand Tall Molly Lou Melon

By Patty Lovell

Has anyone ever made fun of you? Illustrate and write about how it made you feel.



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Vocabulary Word

Synonym

Antonym

Write the meaning of the word below, use it correctly in a sentence, and illustrate.



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Retell the story of  
Stand Tall Molly Lou Melon  
using time order words.

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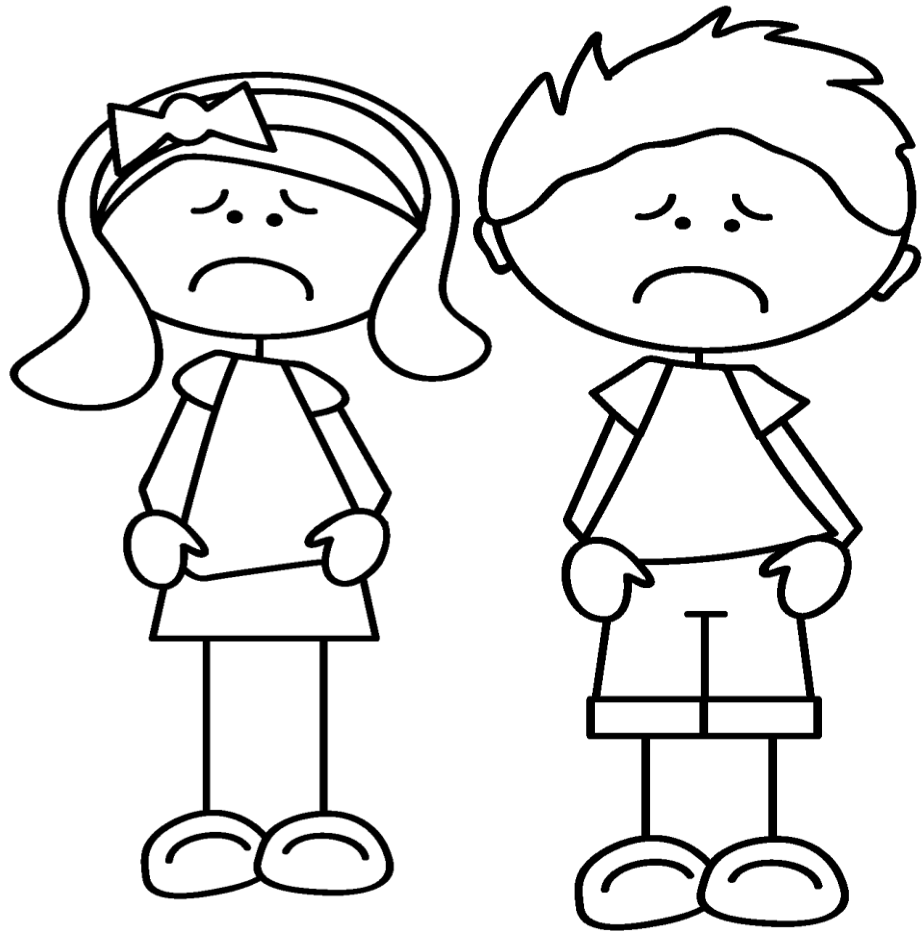
In your opinion, what was the best part of the story? Explain.

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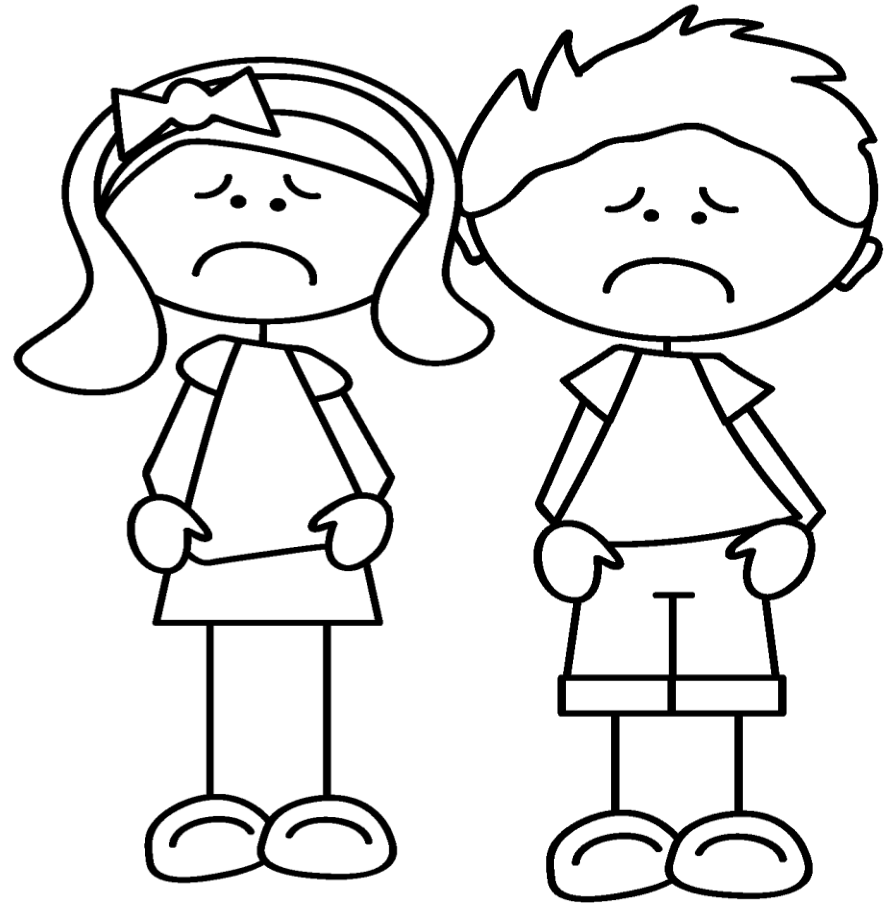
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Has anyone ever picked on you before?  
How did it make you feel? Explain.

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Has anyone ever picked on you before?  
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Do you think Molly Lou Melon  
should be friends with  
Ronald Durkin after he's  
been so mean to her?

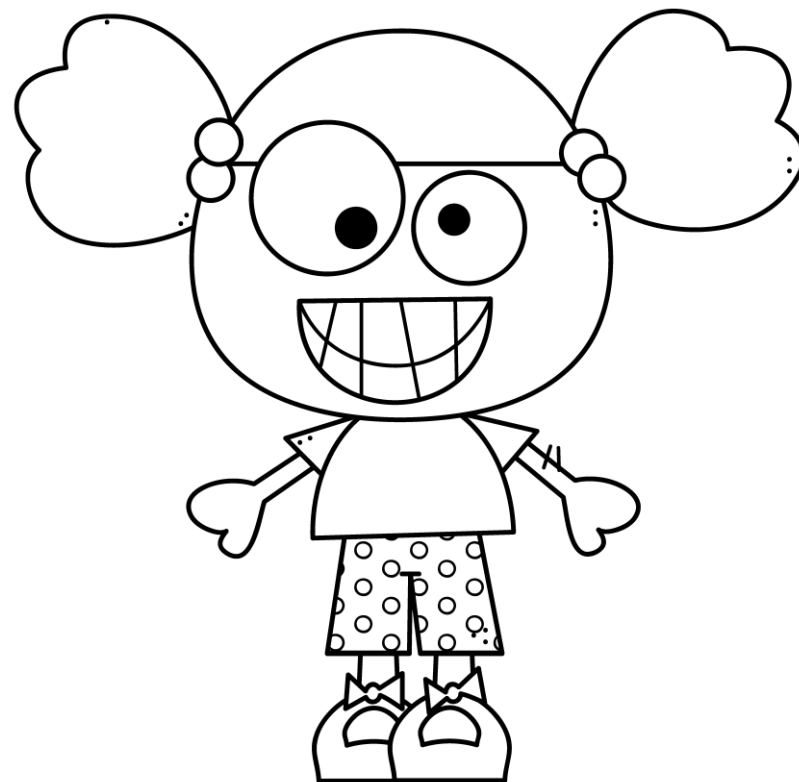
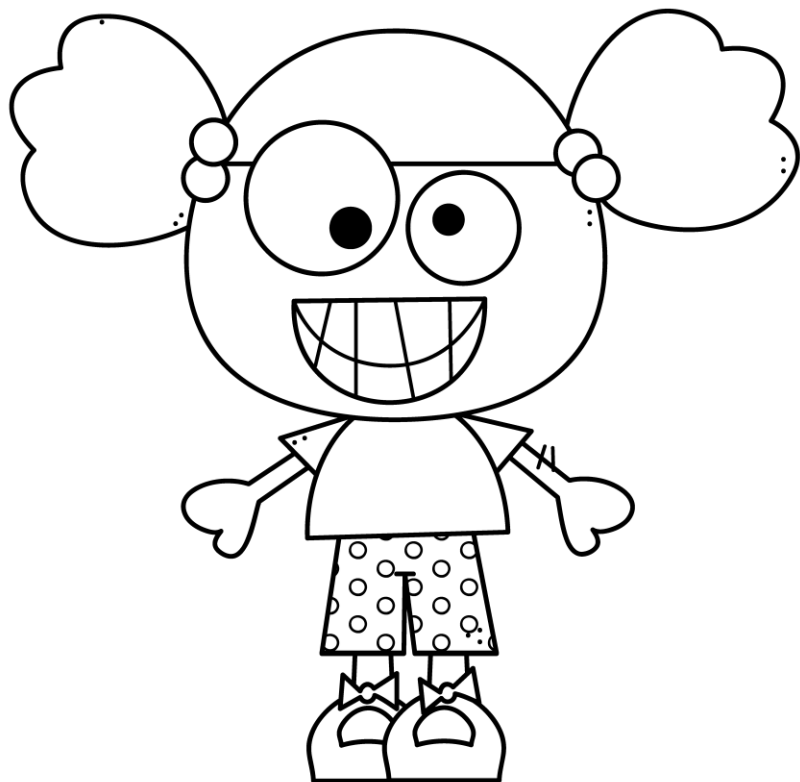
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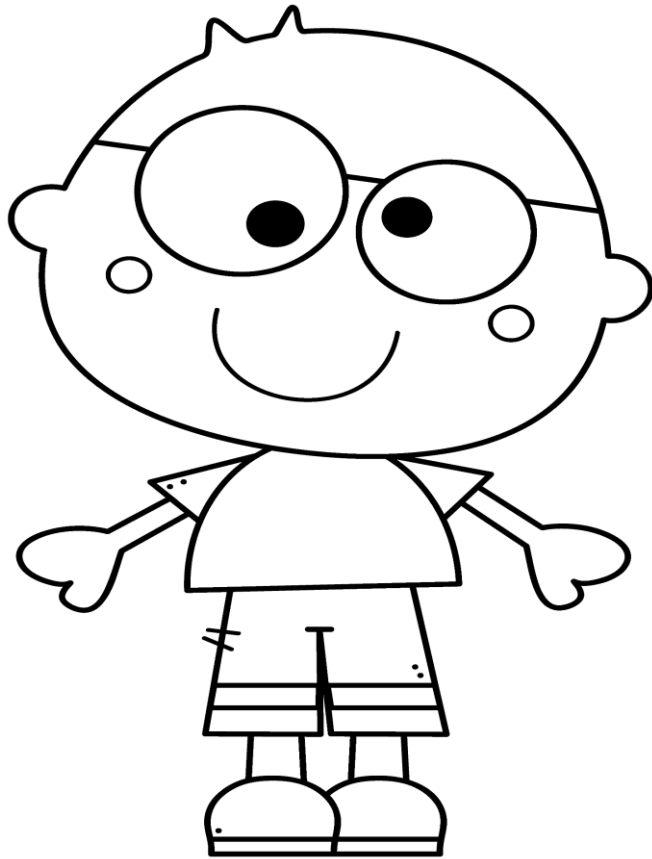
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Has anyone ever made fun of you? Illustrate and write about how it made you feel.

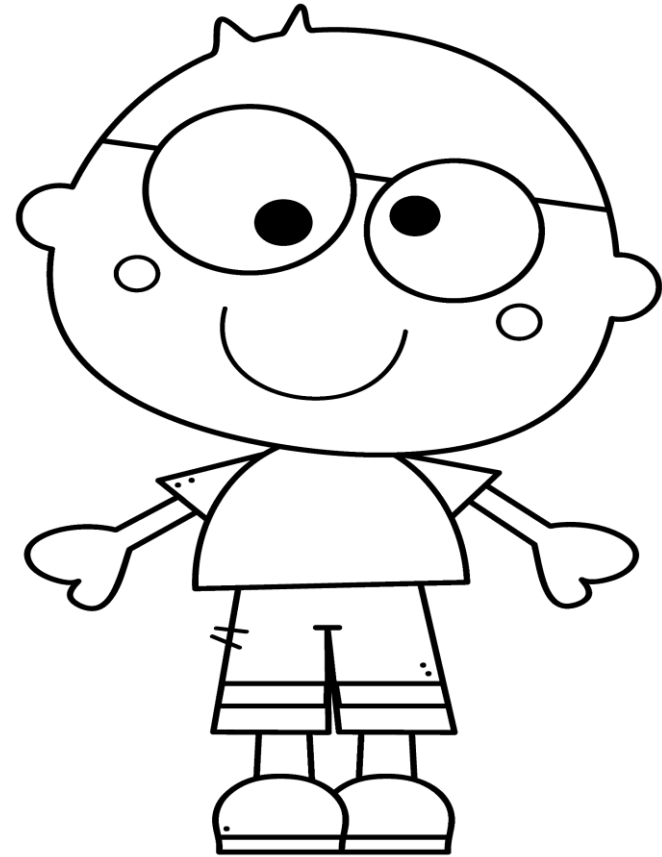
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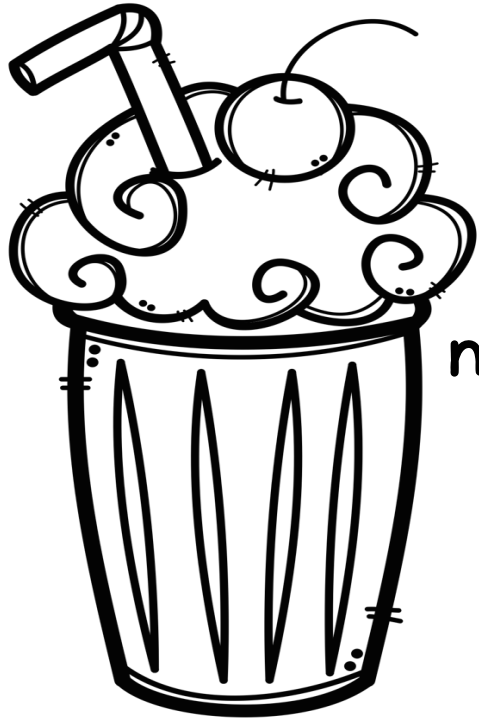
Make a list of the  
-all & -and  
words you find in the story.

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Make a list of the  
-all & -and  
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milk + shake =  
milkshake

Make a list of all  
the compound words you  
find in the story like the  
example above.

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# Sequencing

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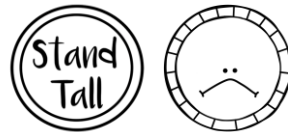


# Stand Tall Molly Lou Melon

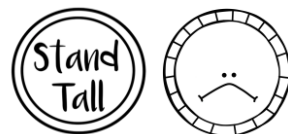
By Patty Lovell

Name \_\_\_\_\_

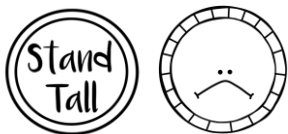
1. Molly Lou Melon was big and mean to the kids at her new school.



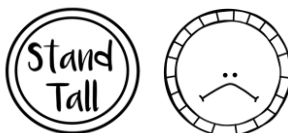
2. Molly Lou Melon's grandma said to smile big and the world would smile right alongside her.



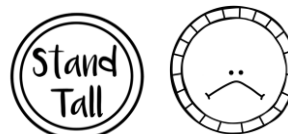
3. Ronald Durkin was mean to Molly Lou Melon.



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



5. Ronald Durkin gave Molly Lou Melon a penny on the fifth day of school and smiled at her.



# Stand Tall Molly Lou Melon

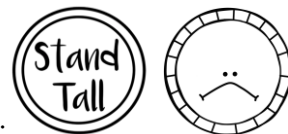
By Patty Lovell

Name \_\_\_\_\_

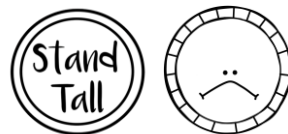
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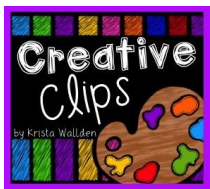


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