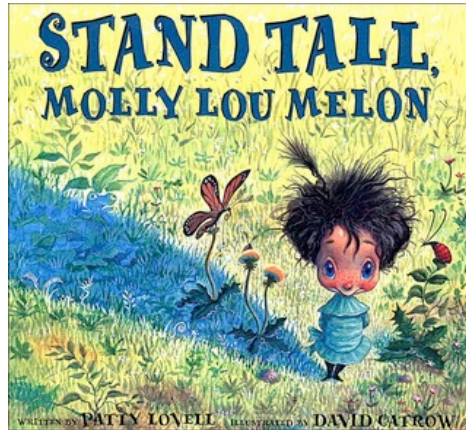


LESSON PLAN: STAND TALL, MOLLY LOU MELON

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Objective:

- Students will be able to demonstrate awareness and acceptance of differences in people and take pride in the characteristics that make them unique.

New York State Learning Standards:

Pre-Kindergarten: 1, 2, 3, 4, 6, 7, 10, 11

First Grade: 1, 2, 3, 5, 6, 7, 11

Second Grade: 1, 3, 5, 7, 11

Materials:

Stand Tall, Molly Lou Melon, construction paper, markers, crayons, stickers, scissors, watercolors or poster paints.

Vocabulary:

snowflake	somersault	proud
“buck teeth”	bullfrog	squeezed
foolish	glee	touchdown
boa constrictor	“fumble fingered”	beaver

Before Reading:

- Ask students to look at the title and pictures in the book.
- Guide them with making predictions about what it is about.
- Have them identify the main character, Molly Lou Melon and think of adjectives to describe her using the illustrations.

Reading:

Read *Stand Tall, Molly Lou Melon* aloud to students. Read page 2 and discuss the quote from Molly's grandma: "Walk as proudly as you can and the world will look up to you." Ask students what they think she meant by that.

Discussion Questions:

Ask students the following questions so they can reflect and think critically about the story:

Page 6:

What do we find out about how Molly looks? How does she feel about it? How does grandma's comment about Molly's teeth tell you how she feels about Molly?

Page 10:

What else did we learn about Molly? How does she feel about the sound of her voice? What did grandma tell her? What does this mean?

Page 14:

What do you think it means when the author refers to Molly as *fumble fingered*?

Pages 17-20:

How did Molly's life change? How do you think this will change her? How would you feel if you had to move to a new neighborhood and school?

Page 22:

What did Ronald Durkin do to Molly that would have upset most children? Do you think Ronald is a bully? Why? How did Molly react to his behavior?

Page 24:

What did Ronald call Molly on the second day of School? How would you feel if someone called you names on your second day at a new school? Why do you think the other children liked Molly?

Page 26:

What happened to Ronald to make him feel foolish? Do you think that making fun of people because they are different from you is the right thing to do?

Page 30:

Why do you think Ronald changed his mind about Molly? How do you think our attitudes and feelings about ourselves affect how others feel about us? What can we learn from Molly?

Activity:

- Refer to the encouraging statements that Molly Lou's grandma said to her that helped Molly Lou stay positive about her own unique personality and talents.
- Have students think of some encouraging statements they could say to their classmates.
- Record these on a chart as students think of them such as: *John is an excellent singer. Jane is a good reader. Nate is always kind to others.*
- Tell students to draw a picture and/or write a positive statement about themselves and a classmate, brother or sister.

Guided Practice:

- Ask students to think of ideas for a book they will write about themselves.
- Tell them to include illustrations and text of characteristics they have that are different from everyone else.
- Have students decorate pages for their books reflecting the colors and designs they like. Instruct them to include fun facts about themselves and things they like to do.
- Guide them in writing short sentences/descriptions to accompany the pictures.
- Share the books with the class.
- Discuss how our individual differences and personalities makes each of us important and one of a kind.

Refer to the following website <http://www.no-bystanders.com>, for additional information about bullying and teaching children how to stand up for themselves. This website is appropriate for students in Grades 2 and up.