



Comprehension Clubs

Grade 2

Stand Tall, Molly Lou Melon By: Patty Lovell

<p>OBJECTIVE</p>	<p>Students will determine the main idea and essential message from text.</p> <p>Students will draw inferences from text clues and pictures to determine the underlying meaning or theme of a story.</p>
<p>CONNECTION</p>	<p>Develop positive attitudes towards self and accept and respect the differences of others.</p>
<p>ESSENTIAL QUESTIONS</p>	<p>How did Molly Lou's grandmother make her feel special?</p>
<p>TEACHING</p>	<p>Begin by showing the student the cover of the book and discuss what we notice about Molly in relation to the other items on the cover. While reading, stop and have students make text connections. Some sentences may need an explanation, so create a classroom chart and record student responses for parts of the story that could be confusing such as: "Bucky toothed Beaver, fumble fingered, Shrimpo, and a voice that sounded like a bullfrog." Discuss/ recall the sayings that Molly Lou's grandma told her.</p>
<p>MINI LESSON/ ACTIVE ENGAGEMENT</p>	<p>Using the reader's notebook, discuss theme/ main idea of accepting others differences. Write how Molly Lou Melon was different from the others students.</p> <p>***Differentiate by having highly able students write as many as they can. Moderate students can write 2-3 ways she was different. Lower level students can write 2 or less ways in which she was different.</p>
<p>BOOK CLUB/ LINK</p>	<p>Students will have the opportunity to work in groups. They can choose which book they would like to read and are encouraged to find the main idea and make inferences of the text.</p>