

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Stand Tall, Molly Lou Melon* by Patty Lovell

## Retelling and Summarizing Lesson Plan

**Stand Tall, Molly Lou Melon**  
By: Patty Lovell  
Grade Level: 2 / Guided Reading Level: L

**Retelling and Summarizing**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**Summary**  
Meet Molly Lou Melon. She is fumble fingered, bucktoothed and sings like a bull frog being squeezed by a boa constrictor! Molly Lou is starting a new school where she is quickly bullied by Ronald Durkin. Ronald makes fun of Molly Lou's small size, her buckteeth and her singing voice. Luckily, Molly Lou's grandmother taught her to walk proudly and have confidence. Molly Lou faces Ronald Durkin with courage and smile. She knows that if you show your true colors, people will like you for the unique person you are.

**Link to What You Know**  
• What is a bully?  
• Have you ever been bullied? Have you ever bullied someone?  
• What should you do if you are bullied?  
• Why do you think people bully?

**Important Words to Know and Understand**  
**Buckteeth** - Upper teeth that stick out of the front of the mouth

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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## Guided Reading Level

## Retelling and Summarizing Lesson Plan

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**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 8** - Who are the characters we have met so far in the story? What do we know about each one?

**Page 20** - How does the setting change on this page? How do you think Molly Lou Melon feels about the change? How do you know?

**Page 28** - What does Ronald do when he meets Molly Lou Melon? What does he do first next, then, and last?

**Page 31** - Ronald changes his mind about Molly Lou Melon. Why? What events caused him to give her a stacking penny at the end of the story? Why do you think he gave her the penny?

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized *Stand Tall, Molly Lou Melon*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Stand Tall, Molly Lou Melon*. How does paying attention to the events help you to be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Stand Tall, Molly Lou Melon*. (Remember to include examples from the book!)

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## Activate Prior Knowledge

## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

## Author's Purpose

## Making Inferences

## Making Connections

## Visualizing

**Answer Key for Retelling and Summarizing with Stand Tall, Molly Lou Melon**

**Your Turn to Practice Retelling and Summarizing with Stand Tall, Molly Lou Melon**

**Page 8:** Who are the characters we have met so far in the story? What do we know about each one?

**Page 20:** How does the setting change on this page? How do you think Molly Lou Melon feels about the change? How do you know?

**Page 28:** What does Ronald do when he meets Molly Lou Melon? What does he do first, next, then, and last?

**Page 31:** Ronald changes his mind about Molly Lou Melon. Why? What events caused him to give her a stacking penny at the end of the story? Why do you think he gave her the penny?

**Answer Key for Making Connections with Stand Tall, Molly Lou Melon**

**Your Turn to Practice Making Connections with Stand Tall, Molly Lou Melon**

**Page 8:** What does Molly Lou Melon's grandmother tell her to walk proudly? Why do you think she told her to do that?

**Page 14:** What does Molly Lou Melon's grandmother tell her to walk proudly? Why do you think she told her to do that?

**Page 20:** How does the setting change on this page? How do you think Molly Lou Melon feels about the change? How do you know?

**Page 28:** What does Ronald do when he meets Molly Lou Melon? What does he do first, next, then, and last?

**Page 31:** Ronald changes his mind about Molly Lou Melon. Why? What events caused him to give her a stacking penny at the end of the story? Why do you think he gave her the penny?

**Answer Key for Making Inferences with Stand Tall, Molly Lou Melon**

**Your Turn to Practice Making Inferences with Stand Tall, Molly Lou Melon**

**Page 8:** What does Molly Lou Melon's grandmother tell her to walk proudly? Why do you think she told her to do that?

**Page 14:** What does Molly Lou Melon's grandmother tell her to walk proudly? Why do you think she told her to do that?

**Page 20:** How does the setting change on this page? How do you think Molly Lou Melon feels about the change? How do you know?

**Page 28:** What does Ronald do when he meets Molly Lou Melon? What does he do first, next, then, and last?

**Page 31:** Ronald changes his mind about Molly Lou Melon. Why? What events caused him to give her a stacking penny at the end of the story? Why do you think he gave her the penny?

**Answer Key for Identifying the Author's Purpose with Stand Tall, Molly Lou Melon**

**Your Turn to Practice Identifying the Author's Purpose with Stand Tall, Molly Lou Melon**

**Page 8:** Why do you think the author chose to make the picture on this page a close-up of Molly Lou's face?

**Page 14:** Why do you think the author showed a picture of Molly Lou's face on this page? Why is it on a lightbulb?

**Page 20:** What is the author trying to tell you about talking? What does Molly Lou do on this page to show how she responds to talking? Why is it on a lightbulb?

**Page 28:** Why do you think the author wrote the book? What kind of experiences do you think the author had that made her write a book about talking? What kind of experiences do you think she had with talking up for herself?

**Page 31:** Why do you think the author wrote the book? What kind of experiences do you think the author had that made her write a book about talking? What kind of experiences do you think she had with talking up for herself?

**Answer Key for Visualizing with Stand Tall, Molly Lou Melon**

**Your Turn to Practice Visualizing with Stand Tall, Molly Lou Melon**

**Page 8:** Visualize Molly Lou Melon. Notice the way the author describes Molly's teeth. What do you see in your mind? How many pennies do you imagine Molly could stack on her teeth? Point to the words that help you visualize.

**Page 20:** Visualize Molly Lou Melon. Notice the way the author describes Molly's teeth. What do you see in your mind? How many pennies do you imagine Molly could stack on her teeth? Point to the words that help you visualize.

**Page 28:** Visualize Molly Lou Melon. Notice the way the author describes Molly's teeth. What do you see in your mind? How many pennies do you imagine Molly could stack on her teeth? Point to the words that help you visualize.

**Page 31:** Visualize Molly Lou Melon. Notice the way the author describes Molly's teeth. What do you see in your mind? How many pennies do you imagine Molly could stack on her teeth? Point to the words that help you visualize.

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## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

## 5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Connections

Making Inferences

Author's Purpose

Visualizing