

# Here's What You'll Get in the Stand Tall, Molly Lou Melon Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### 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 researcher. 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, 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. Talk 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 story 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, 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 it mean when Molly Lou Melon's grandma says, "Smile and the world will smile back at you"? Make a text to world connection.

Page 20: Molly Lou Melon does when she dropped the penny.

Page 28: The character had to meet new people and adjust.

### 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 can you infer about Molly? Why do you think so? How do you know?

Page 20: What can you infer about the Molly's grandmother? How does he feel about Molly? Why does Molly's grandmother tell her to walk proudly? Why do you think so? How do you know?

### 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 balancing dishes on this page? Why is she on a tightrope?

Page 20: What is the author trying to tell you about Molly? What does Molly Lou do on this page to show how she responds to bullying? Why is she angry?

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 bullying? What kind of experiences do you think she had with bullying up for herself?

Why do you think Patty Lovell wrote this book?  
To Persuade To Inform To Entertain

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### 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 head? Point to the words that help you visualize.

Page 20: Visualize the action on this page. What do you see in your mind? Point to the words that help you visualize. What kinds of words help you visualize, adjectives, verbs?

Page 28: Visualize Molly, Ronald, and their classmates. What do you see in your mind? Point to the words that help you visualize.

Page 31: Try to visualize Molly Lou's knowledge in your mind. What might the "most beautiful knowledge of all" look like?

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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 | ©BookPagez.com

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

**Making Connections**

**Making Inferences**

**Author's Purpose**

**Visualizing**

# Vocabulary Connections Resources

**Vocabulary Connections**

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

**Important Words to Know and Understand in "Stand Tall, Molly Lou Melon"**

**Buckteeth**  
Upper teeth that stick out of the front of the mouth

**Bullfrog**  
A large frog that makes a loud, deep sound

**Fumble**  
To handle something in an awkward or clumsy way

**Proudly**  
To have a lot of strength and spirit that is respected by others

**Snowflake**  
A small soft piece of frozen water that falls from the sky as snow

**Touchdown**  
To score in football by carrying the football over the opponent's goal line or catching the ball behind the opponent's goal line

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in Stand Tall, Molly Lou Melon Word List

**Vocabulary Connections**

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

**Buckteeth** **Bullfrog** **Fumble**

**Proudly** **Snowflake** **Touchdown**

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

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

**Buckteeth** **Bullfrog** **Fumble**

**Proudly** **Snowflake** **Touchdown**

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

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

**Buckteeth** **Bullfrog** **Fumble**

**Proudly** **Snowflake** **Touchdown**

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**

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

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

A new word that I learned in this book is:

...it is a ...

...it means ...

...it is a ...

...it means ...

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Personalized Vocabulary Bookmark

**Word Games**  
with Words from Stand Tall, Molly Lou Melon

Graph the number of consonants in each of the words in the word bank.

**BUCKTEETH** **BULLFROG** **FUMBLE** **PROUDLY** **SNOWFLAKE** **TOUCHDOWN**

Number of Consonants

Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

**Across**

- A word that means to score
- A word that means to mess up
- Another word for jumping or leaping
- The plural form of bucktooth

**Down**

- In a proud manner
- Another word for snow crystal

Word Bank: BUCKTEETH, BULLFROG, FUMBLE, PROUDLY, SNOWFLAKE, TOUCHDOWN

Name: \_\_\_\_\_

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## Word Games and Answer Key

**Vocabulary Connections**

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

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

A new word that I learned in this book is:

...it is a ...

...it means ...

...it is a ...

...it means ...

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Vocabulary Word Extension Activities

**Vocabulary Connections**

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

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

A new word that I learned in this book is:

...it is a ...

...it means ...

...it is a ...


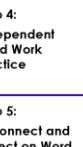

...it means ...

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## Instructional Focus Based on the Words in the Book

List of words in the book that match the instructional focus

## Optional Activity to Extend Engagement

<h1>Word Work</h1>	
<p><b>Step 3:</b> Guided Word Practice</p> 	<p><b>Interactive Exploration</b></p> <ul style="list-style-type: none"> <li>Split the class into pairs and give each pair a <b>Vowel Sound Match Up!</b> (page 1).</li> <li>Ask the children to work together to cut apart the words on the dotted lines.</li> <li>Have them place the word cards face down on the table and mix them up.</li> <li>Give each child an <b>Vowel Sound Game Board</b> (Page 2). Ask each child to write his or her name on it.</li> <li>Explain the rules of the game. Children will take turns picking a word card. The player must read the word aloud and decide which vowel sound is featured in the word. Then the player must place it in the correct long or short vowel category on the Game Board. For example, if the word is "ack," the child must place it in the short /a/ column on the Game Board.</li> <li>The winner is the player who gets 3 words with the same short vowel sound (e.g., all short /a/ words) and 3 words with the same long vowel sound (e.g., all long /a/ words).</li> <li>When a child has his or her card in hand, then check his or her work to make sure it's correct.</li> <li>Encourage the partners to play again, or switch partners and play again.</li> </ul>
<p><b>Step 4:</b> Independent Word Work Practice</p> 	<p><b>Practice Page</b></p> <ul style="list-style-type: none"> <li>Give each student a copy of <b>Vowel Sounds Word Work</b>.</li> <li>Read the directions with the class.</li> <li>Tell the students to complete the practice page.</li> <li>Monitor students while they work.</li> </ul> 
<p><b>Step 5:</b> Reconnect and Reflect on Word Work</p>	<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>Bring the students back together.</li> <li>Ask students to explain what they learned about words based on the work they completed.</li> <li>Invite students to turn and talk with a partner about their word work.</li> <li>Invite 2-3 students to share what they learned with the group.</li> </ul>
<p><b>Step 6:</b> Extend Word Work (optional)</p>	<p><b>Extension Activity</b></p> <ul style="list-style-type: none"> <li>Ask students to be on the lookout for <b>long and short vowel sounds</b> in their own reading. Tell them to write their words in a sticky note and add them to the anchor chart (review the added sticky notes from the day or date before moving on to the next word work lesson).</li> <li>Alternatively, students can keep track of the words using the <b>Word Detective worksheet</b>.</li> </ul>
<p>Word Work Lesson Plan   ©BookPager.com</p>	

Independent  
Practice Page

## Vowel Sound Match Up!

### Interactive Activity

**Directions:**  
 Cut out the word cards along the dotted lines. Turn the word cards face down on the table and mix them up. Take turns with your partner to choose a card, read the word, and sort it into the correct vowel category on the game board (Page 3). The winner is the first player to get 3 words with the same short vowel and 3 words with the same long vowel.

was	her	first	oag	buck
had	penny	sick	hot	stuck
can	legs	will	spotted	just
trashed	tell	hit	Molly	duck
grandma	letter	his	strong	nurse
day	reveal	night	snow	too
made	me	nine	grow	shoe
game	teeth	mind	phone	low
grade	she	smile	wrote	blue
paper	tears	right	so	you


Guided Word Work Practice | [CiboozPages.com](http://CiboozPages.com)

[illegible]

<h2 style="margin: 0;">Vowel Sounds</h2> <h3 style="margin: 0;">Word Work Practice Page</h3>				
<p><b>Directions:</b></p> <p>Write one letter on each line to make a word. Make two long vowel words and two short vowel words for each letter. Look at the first word, "cone" for an example.</p>				
<b>a</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">c<u>o</u>ne</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>
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<b>u</b>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>	<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>



# Bonus Activity and Running Record Assessment

Name: _____ Date: _____	
<b>Directions:</b> In the book <i>Stand Tall, Molly Lou Melon</i> , Grandma gave Molly Lou Melon lots of great advice. Unscramble the words that are missing from her advice and write them on the lines. Then write your own advice for Molly Lou Melon using at least two words from the word bank.	
1. Walk as _____ as you can and the _____ will look up to you.	LYRPUOD LOWRD
2. _____ big and the world will _____ right alongside you.	ILEMS ILEMS
3. _____ out clear and _____ and the world will cry tears of _____.	GINIS GRONIS OJY
4. _____ in yourself and the world will _____ in you too.	LIVEBEE LIVEBEE
<b>My advice to Molly Lou Melon:</b>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>WORD BANK</b> pride think self kind positive love speak share unique</div> 	
Extension Activity   ©BookPagez.com	

<b>Running Record</b>			
Title: <i>Stand Tall, Molly Lou Melon</i>		Guided Reading Text Level: L	Word Count: 100
Name: _____ Date: _____			
Accuracy Rate: (# of words correct/100 words)			
Error Rate: (# of incorrect words/100 words)			
Self-Correction Rate: (# of words self-corrected/100 words)			
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60)			
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual			COUNT E SC E SC MSV MSV MSV MSV
Page			
2	Molly Lou Melon stood just taller than her dog and was the shortest girl in the first grade. She didn't mind. Her grandma had told her, "Walk as proudly as you can and the world will look up to you."		
4	So she did.		
6	Molly Lou Melon had buck teeth that stuck out so far, she could stack pennies on them. She didn't mind. Her grandma had told her, "Smile big and the world will smile right alongside you."		
8	So she did.		
10	Molly Lou Melon had a voice that sounded like a bullfrog being		
Tested By: _____			©BookPagez.com

## Bonus Extension Activity

## Running Record Assessment

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Stand Tall, Molly Lou Melon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Stand Tall, Molly Lou Melon" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.5</b> - Describe the overall structure of a story, including identifying how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Language <b>L.2.4a</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Stand Tall, Molly Lou Melon CCSS Alignment   ©BookPagez.com</p>	<p>Stand Tall, Molly Lou Melon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Stand Tall, Molly Lou Melon" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.5</b> - Describe the overall structure of a story, including identifying how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Language <b>L.2.4a</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Stand Tall, Molly Lou Melon CCSS Alignment   ©BookPagez.com</p>	<p>Stand Tall, Molly Lou Melon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Stand Tall, Molly Lou Melon" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.5</b> - Describe the overall structure of a story, including identifying how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Language <b>L.2.4a</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Stand Tall, Molly Lou Melon CCSS Alignment   ©BookPagez.com</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Stand Tall, Molly Lou Melon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Stand Tall, Molly Lou Melon" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language <b>L.2.4a</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Language <b>L.2.4a</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>Stand Tall, Molly Lou Melon CCSS Alignment   ©BookPagez.com</p>

## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>Stand Tall, Molly Lou Melon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Stand Tall, Molly Lou Melon" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Stand Tall, Molly Lou Melon CCSS Alignment   ©BookPagez.com</p>

## Word Work Common Core Alignment