

START Read Planning Template

For use with sophisticated storybooks: books with rich vocabulary that require critical thinking.

Gain children's attention with a song or finger play that connects to story: I am special; I am special, don't you see?; Don't you see, someone very special; Someone very special; Yes, it's me, yes, it's me.

Story Title: Stand Tall Molly Lou Melon

Author: Patty Lovell

State: 1st: Events

State: 2nd: Thoughts & Feelings

State: 3rd: Children Retell Story

Purpose of Read: This is Molly Lou Melon. She makes a new friend in this story. I wonder how she makes her new friend. Let's read and find out.

Purpose of Read: Remember in our story when Ronald teases Molly Lou Melon? It doesn't seem to bother her. I wonder why. Let's read and find out.

Purpose of Read: Now that you know this story so well, I would like for you to help tell the story. Remember when Molly Lou Melon wrote a letter to her grandma? I wonder why she did that. Let's read to find out.

Main Idea: If you believe in yourself, others will believe in you too.

P.A.T. the Vocabulary (*point to pictures, act out words, and/or give child friendly definitions of tier two words*)

Teach


Pg.#	Point	Act	Tell
Pg. 1	Molly Lou Melon	Proudly	Shortest - something that is not very tall Unique - special and different in a good way
Pg. 2-3	Molly Lou Melon		
Pg. 4-5	Buck teeth, pennies		Stack -to put one on top of the other Pennies -a kind of money; a coin
Pg. 8-9	Bullfrog, Molly Lou Melon	Voice, squeezed	Boa constrictor - a large snake Advice -her grandma was telling her what she thought she should do
Pg. 10-11			Confident -believe in yourself Gathered -they came together
Pg. 12-13			Fumble fingered - clumsy; drops things a lot
Pg. 16-17	Friends	Good-bye	
Pg. 18-19			Familiar -to already know about something
Pg. 20-21	Ronald Durkin, Molly Lou Melon, football, children,	"Shrimpo!"	Foolish -silly Amazed -very surprised
Pg. 22-23		"Bucky-Tooth Beaver!"	Stacked -to put one on top of another Glee -happiness Foolish -silly
Pg. 24-25	Ronald Durkin, Molly Lou Melon	HONK HONK, QUACK, somersault (roll hands)	Somersault backwards - he flipped his body backwards Cried with joy - they cried because they were happy Free of Ronald Durkin -he wasn't there anymore because he went to the nurse.
Pg. 26-27	Snowflakes	Oohed and aahed	Revealed - showed
Pg. 28-29	Ronald Durkin, Molly Lou Melon	Smiled	Friend - someone who you like and who likes you
Pg. 30	Letter, grandma		Letter -a message that you write and send to someone.

Focus Tier 2 Vocabulary: words may or may not be included in the story but are related and for use throughout your reads and throughout the day. Be sure to include these words in your "Think Alouds":

- 1. Unique**- not the same as anyone else
- 2. Advice**- telling a person good things to do
- 3. Familiar**- to already know about something
- 4. Similar**- almost the same as someone or something else
- 5. Admire**- look at something happily



Idea: As you plan to share your START read with your students, you can copy notes from this guide onto sticky notes and place on the back cover and inside your book. Or consider printing this document (one-sided) and cut and tape these notes directly into your book! Try using repositionable glue to turn your paper into a sticky note.

Pg.	1 st Read Think Alouds	Pg.	2 nd Read Think Alouds	3 rd Read Think Alouds
Pg. 1	Molly Lou Melon's grandma gives her advice . Even though she is small, she should stand tall and walk proudly. Molly Lou is unique . She is the shortest girl in her class.	Pg. 1	If "she didn't mind", that means it doesn't bother Molly Lou Melon that she is short. I think the reason she didn't mind being short is because she feels confident, so sure of herself. She likes the way she is and she believes in herself, even if she looks different from the kids in her class. I can tell she listened to her grandma's advice.	<p>Choose a few pages of the book that include significant events.</p> <p>Use the following scaffolds to elicit responses from the children in your class:</p> <p>What's happening here?</p> <p>How does _____ feel/think about that?</p> <p>Support the children in your class and verbally prompt them to use vocabulary previously modeled in the 1st & 2nd Reads.</p> <p>Insert pages # below to review.</p> <p>Pg. 2 Pg. 4-5 Pg. 8-9 Pg. 16-17 Pg. 22-23</p> 
Pg. 4	Molly Lou Melon is admiring her smile. Her buckteeth don't bother her one bit, because her grandmother gave her advice to always smile big no matter how your teeth look.	Pg. 6-7	I bet she's thinking, "I have beautiful smile. I'm going to smile big because I am proud of my smile!" She is so confident.	
Pg. 8	When Molly Lou sings she sounds like a bullfrog. That makes her unique . Even though her voice sounds like a bullfrog when she sings, her grandma gave her advice to sing loud and clear, and to believe in her voice.	Pg. 8-9	Molly Lou Melon's bullfrog voice doesn't bother her because she feels confident or sure of herself. She must be thinking, "I am going to sing with my strong voice just like my grandma advised me to do! I am proud of the voice that I have!"	
Pg. 12	Molly Lou has fumble fingers. But even though Molly Lou is clumsy, her grandma tells her to believe in herself and everybody else will too.	Pg. 16-17	I am thinking Molly Lou Melon and her friend are sad because she is moving to a new town. Look at their faces..	
Pg. 20	Ronald Durkin is teasing her again. I'm thinking she is able to run under his legs to score the touchdown because she is short.	Pg. 20-21	Molly Lou Melon is proud of herself. I don't think being short bothers her one bit. All the children are amazed. They are surprised that she could run under Ronald's legs.	
Pg. 22	Once again Ronald Durkin teases her. This time he calls her "Bucky-tooth beaver." I am thinking if her teeth didn't stick out she wouldn't be able to stack all those pennies on them. Her buckteeth make her unique, or different in a special way. Not many people can stack pennies on their teeth.	Pg. 22-23	I think she's feeling proud because she can stack pennies on her teeth. These children are amazed at how talented she is.	
Pg. 26	Molly Lou Melon's grandma gave her advice . She told her to believe in herself and she did! I think even Ronald is starting to believe in her. He oohed and aahed with the rest of the children because he thought Molly Lou's snowflake was extra special.	Pg. 24-25	Molly Lou Melon's quack was really loud. It startled Ronald so he fell. I'm thinking the children are relieved that Ronald is not there to tease them.	
Pg. 28	Ronald is offering her a stacking penny. I think he wants to be friends. There are things about Molly Lou Melon that make Ronald notice and like her just the way she is.	Pg. 28-29	I bet Molly Lou Melon is thankful that he is being kind. I think Ronald realizes, he understands, she is pretty special. He looks proud of himself for being a good friend.	



Pg. 30	Look at Molly Lou Melon's grandma! She looks a lot like Molly Lou. They are very similar . She gave Molly Lou Melon good advice . I bet it's because when she was a little girl she was exactly like Molly Lou Melon.	Pg. 30	I think Molly Lou Melon is thankful her grandma gave her such good advice. Her grandma is proud that Molly took her advice.	
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Ask	Ask a question at the end of the story that is related to the purpose for the read that you stated before reading.		
	Ask: 1st Read	Ask: 2nd Read	Ask: 3rd Read
	How did Molly Lou make a new friend?	Why doesn't it bother Molly Lou Melon when Ronald Durkin teases her?	Why did Molly Lou Melon tell her grandma that, "everything she told her was exactly right?"
Respond	Scaffold children's responses by: <ul style="list-style-type: none"> Restating their responses in a more complex sentence Using proper grammar & syntax Modeling rich vocabulary Add more detail (tier 2 words from the story reads) 		
Main Idea	If you believe in yourself, others will believe in you too.		
Tie	Create connections to the story all throughout day/week (intentional extension activities). Writing Center: Guide students in writing short sentences describing why Molly Lou wasn't bothered by Ronald's teasing. If students begin to draw a picture, have them label their characters and explain to you what they have drawn in relation to the storybook. Small Groups: Group 1: How can we be kind to one another? Create classroom agreements/rules (chart responses). Group 2: Create "I Like...Sentences". Have students clap for each word they hear in the sentence/place a manipulative piece under each word they see in the sentence.		

Supports for Dual Language Learners	Dual language learners comprehend and participate more when START reads are adapted. Learn more by checking out "When Reading Books with Dual Language Learners," a resource on Cox Campus.
	<ul style="list-style-type: none"> Who will read/introduce the book in the home language prior to first read? When will you introduce the book in English in small groups? Which visuals do you need to pair with the focus words? How do you say these focus words in the home language? Props:

