

Lesson 7: *Stand Tall, Molly Lou Melon*

THEMES: Believe in Yourself, Choose Kind

BOOK: *Stand Tall, Molly Lou Melon* Written by Patty Lovell and illustrated by David Catrow

MATERIALS:

- **Song:** “Fits Right In” by Robbie Schaefer
(Can be downloaded from ITUNES
<https://www.apple.com/itunes> is also on YouTube:
<https://www.youtube.com/watch?v=1hac5Ryg4dA>)
- ***Laminated Poster 1:** Include title, author, & illustrator of book
Vocabulary words: Extraordinary---amazing, awesome, unique
- ***Laminated Poster 2:** Lyrics to chorus of song – “Fits Right In”
Also: Include these lyrics from song:

**“At recess, she played all by herself,
While At lunch, Molly sat all by herself,
While all the other kids traded snacks.
Kids made fun of her behind her back.**

**I like to be myself.
I can’t be like anybody else.
I like to be myself.
And here I am!”**

- **Pointer**
- **Highlighter tape** (optional)

POSSIBLE LITERACY FOCUS: In song: Letter Sight words: like, look, that

MATERIALS FOR ART ACTIVITY:

Printed outlines of children holding signs

Regular crayons and people color crayons

BEFORE READING OF BOOK/DISCUSSION: Show children the book cover. *This is a story about a girl, Molly, who looks different from many other children. The title is, “Stand Tall Molly Lou Malone”. I also would like you to think about what “**extraordinary**”, means. Help them with the definition, if children*

do not remember it. *Let's also read to see if Molly is extraordinary.* Read the author's and illustrator's names. Ask: *What does the author do? What does the illustrator do? As I am reading the story, I want you to think about what the author's message is. Remember when we talked about the reason an author writes a book, sometimes he/she is trying to give us information, entertain us (a fun book), and/ or wants to give us a message.*

AT THE END OF STORY/SAMPLE DIALOGUE/DISCUSSION:

Does anyone have an idea of what the author's message could be? What are the things we know about Molly? Yes! She looks a little different from her friends and she had a different sounding voice. She is shorter than the rest of the children in her class and she has teeth that stick out.

What did her grandmother tell her about those things?

"Walk as proudly as you can!

Smile big and the world will smile right alongside you!

Believe in yourself and the world will believe in you too!"

*Is Molly **extraordinary**? She was amazing and awesome for several reasons. Molly was good at doing some things. All of us are good at doing something, or we learn how to do something well. Sometimes it only takes believing in yourself – believing that you can do something. It may take some time and practice. Ronald Durkin was being mean to Molly and making fun of her. What did he call her? Bucky tooth beaver. What did Molly do when he made fun of her? Did Molly let it bother her? No! She kept believing in herself and doing the things she knew how to do. It is important not to let other people make you feel bad about yourself. Is it ok to call people names—to make fun of their appearance? No, it is not! How does it make most people feel when somebody stares at them, or makes fun of the way they look, talk, or walk? Yes! It may make them feel sad or alone. What is the right thing to do if you hear or see someone being mean to another person? What nice thing can you do if someone is new to your class?*

SONG INTRODUCTION/DISCUSSION: Tell children that the song is about another "Molly" who goes to a new school and she is so excited that she puts on a special dress. *The children make fun of what she is wearing, just as Ronald Durkin was mean to the Molly in the story. They do something that is not nice. They point to her dress and make fun of it. We will try to sing the chorus.*

Let's read some of the other lyrics of the song before we go over the chorus:

**“At lunch Molly sat all by herself,
While all the other kids traded snacks.
At recess, she played all by herself,
While kids made fun of her behind her back.”**

*The children did not include Molly in the lunchroom. She sat all by herself. What would be the kind things to do in the lunchroom? At recess? **Make sure, while you are reading the chorus that the children understand that it is unkind to stare, or to make fun of a person's appearance or clothes.***

At the end of the song, the children can see that this Molly believes in herself, and she continues climbing the jungle gym, despite their teasing. When the children see her on top, they realize that it doesn't matter what Molly is wearing, or what she looks like. Molly likes herself, and it makes the children like her, too. She has fun on the jungle gym, just as they do. They realize she is a lot like them. At the beginning of the song, the children are saying that it (the dress) does not fit right in, but at the end of the song, the words change as they realize that they were wrong. What can you do if you see a classmate alone on the playground? Should we judge people by the clothes they wear or by their appearance?

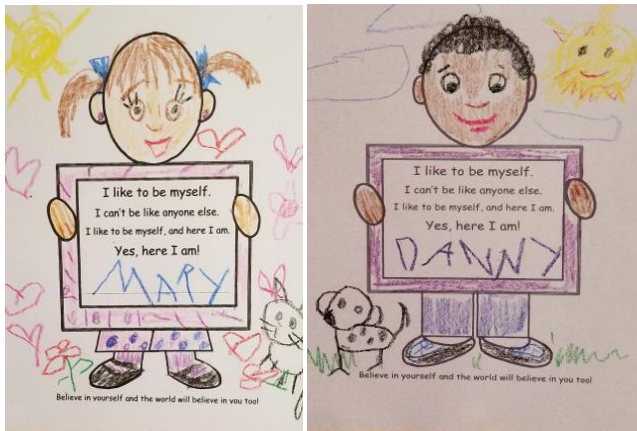
If you would like to do the sight words: “look” and/or “that” can be the focus, as the words are repeated several times during the chorus. You may want to call some children up to highlight or point to one of the sight words. A good time to do this is after the singing of song.

AFTER SONG:

ART ACTIVITY: Provide children with printed art activity sheets of children holding a sign with lyrics from songs and a quote from book on copy paper or card stock. There is a line for the child or teacher to write names.

Read the words written on the sign and below the drawing.

Children can use people color crayons and regular crayons to draw a portrait of themselves. They can decorate the frame and put designs around the blank areas of paper. Some of the outlines of the head and hands are printed in a lighter gray so that the children can change shape of head, draw the hair, or color the face without dark lines being in the way. Gray lines may not show well if copied. Some preschoolers have a difficult time making a circle, but you can model and ask children about what kinds of things to put on a face. Motor skills will vary. Encourage the children to get creative with the background. They can draw some of their favorite things in background or put designs on the frame or background. Do they have pets?



Both Molly's liked themselves. They did not let others make them feel bad about themselves. They kept on being who they were. The sign is to remind you to like and believe in yourself.

"Fits Right In" - Robert Schaefer

<https://youtu.be/1hac5Ryg4dA>

Molly was a girl in a new town
New kid in a new school
A little bit nervous, a little bit shy
While all the other kids were crazy cool.
And on the very first day, she got up early
And picked out a favorite dress.
She was the first one in line when the door swung open
All the other kids would be impress.

And they said:

**"Look at that, look at that
What is she wearing? Would you look at that?
Look at that! Look at that!
What is she wearing? Would you look at that?
It's a purple dotted, polka spotted dress!
We don't know where she got it.
Doesn't fit right in!"
It's a purple dotted, polka spotted dress!
We don't know where she got it.
Doesn't fit right in!"**

At lunch Molly sat all by herself,
While all the other kids traded snacks.
At recess, she played all by herself,
While kids made fun of her behind her back.
And they said: (Above chorus)

But then Molly climbed to the top of the jungle gym.
All the cool kids gathered round.
She looked them in the eye and she opened her mouth.
And out came a courageous sound. She said, "I like to be myself.
No, I can't be like anybody else!"
She said, "I like to be myself and here I am!
Yes, here I am!"

And all the other kids said:

**"Look at that, look at that
Would you look at Molly? Just look at that!
Look at that! Look at that!
Look at Molly? Would you look at that?
It's a purple dotted, polka spotted dress!
We don't know where she got it.
But it fits right in!"
It's a purple dotted, polka spotted dress!
We don't know where she got it.
But it fits right in!"
It's a purple dotted, polka spotted dress!
We don't know where she got it.
But it fits right in!"
It's a purple dotted, polka spotted dress!
We don't know where she got it. - But it fits right in!"**

*Laminated posters are unnecessary, if teachers have Smart Boards.

Song can be found on <https://www.apple.com/itunes> or

www.amazon.com

<https://youtu.be/1hac5Ryg4dA>

If a teacher would like to play the guitar, chord diagrams and the chord changes with the lyrics are below.

Chords used in this song :

C	G	D
e --- --- --- --- ---	e --- --- -x- --- ---	e --- -x- --- --- ---
B -x- --- --- --- ---	B --- --- --- --- ---	B --- --- -x- --- ---
G --- --- --- --- ---	G --- --- --- --- ---	G --- -x- --- --- ---
D --- -x- --- --- ---	D --- --- --- --- ---	D --- --- --- --- ---
A --- --- -x- --- ---	A --- -x- --- --- ---	A --- --- --- --- ---
E --- --- -o- --- ---	E --- --- -x- --- ---	E --- --- --- --- ---

Robbie Schaefer – "Fits Right In"

Intro

C G D G, C D G

C G D G C D G
Molly was a girl in a new town, the new kid in a new school

C G D G
A little bit nervous, a little bit shy,

C D G
while all the other kids were crazy cool

C G D G C D G
And on the very first day she got up early and picked out her favorite dress

C G D G
She was the first one in line when the doors swung open

C D G
All the other kids would be impressed

C G
And they said look at that, look at that

D G
What is she wearing would you look at that?

C G
Look at that, look at that

D G
What is she wearing would you look at that?

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it

C D G
Doesn't fit right in.

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it

C D G
Doesn't fit right in.

C G D G C D G
At lunch Molly sat all by herself while all the other kids traded snacks

C G D G C D
At recess she played all by herself while kids made fun of her behind her

G
back

C G
And they said look at that, look at that

D G
What is she wearing would you look at that?

C G
Look at that, look at that

D G
What is she wearing would you look at that?

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it
C D G
Doesn't fit right in.

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it
C D G
Doesn't fit right in.

C G D G C
But then Molly climbed to the top of the jungle gym all the cool kids
D G
gathered 'round

C G D G C
She looked 'em in the eye, she opened her mouth and out came a
D G
courageous sound.

C D G
She said . . . I like to be myself
C D G

No, I can't be like anybody else
C D G C G D G, C D G C G D G, C D G
I like to be myself and here I amyes, here I am

And all the other kids said

C G D G
look at that, look at that

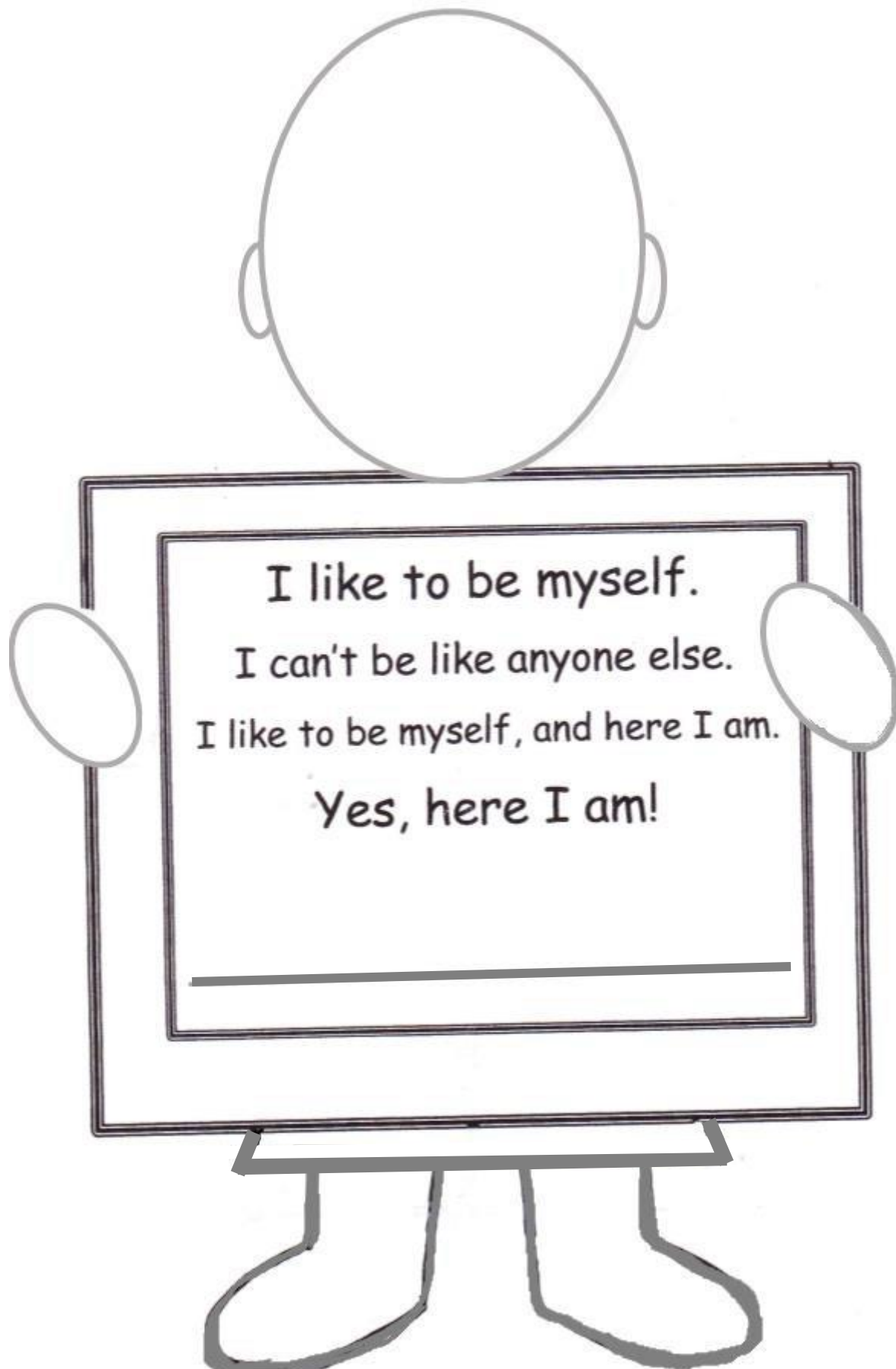
C G D G
Would you look at Molly would you look at that?

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it
C D G
But it fits right in.

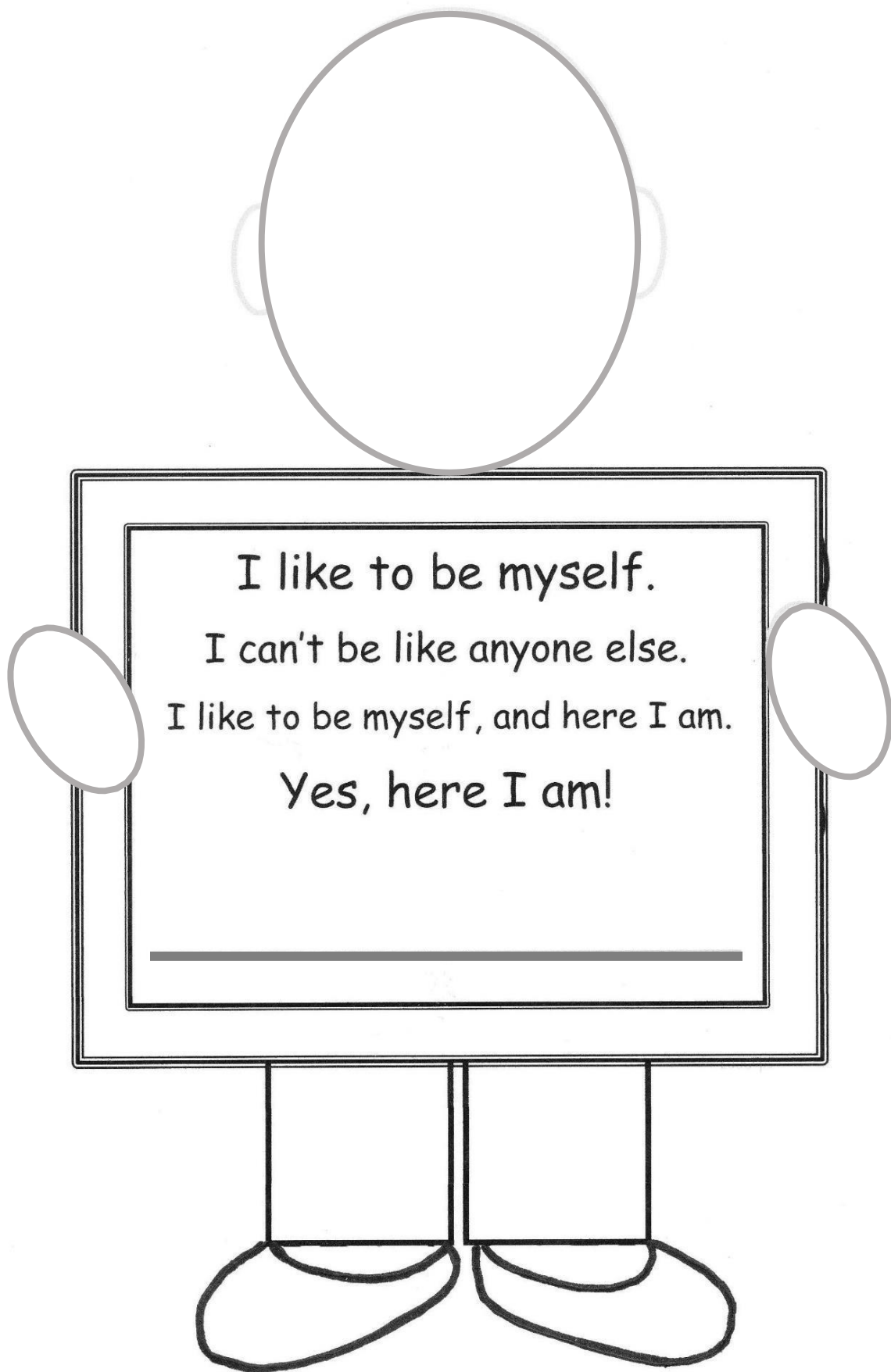
C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it
C D G
But it fits right in.

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it
C D G
But it fits right in.

C G D G
It was a purple dotted, polka-spotted dress we don't know where she got it
C D G
But it fits right in.



Believe in yourself and the world will believe in you too!



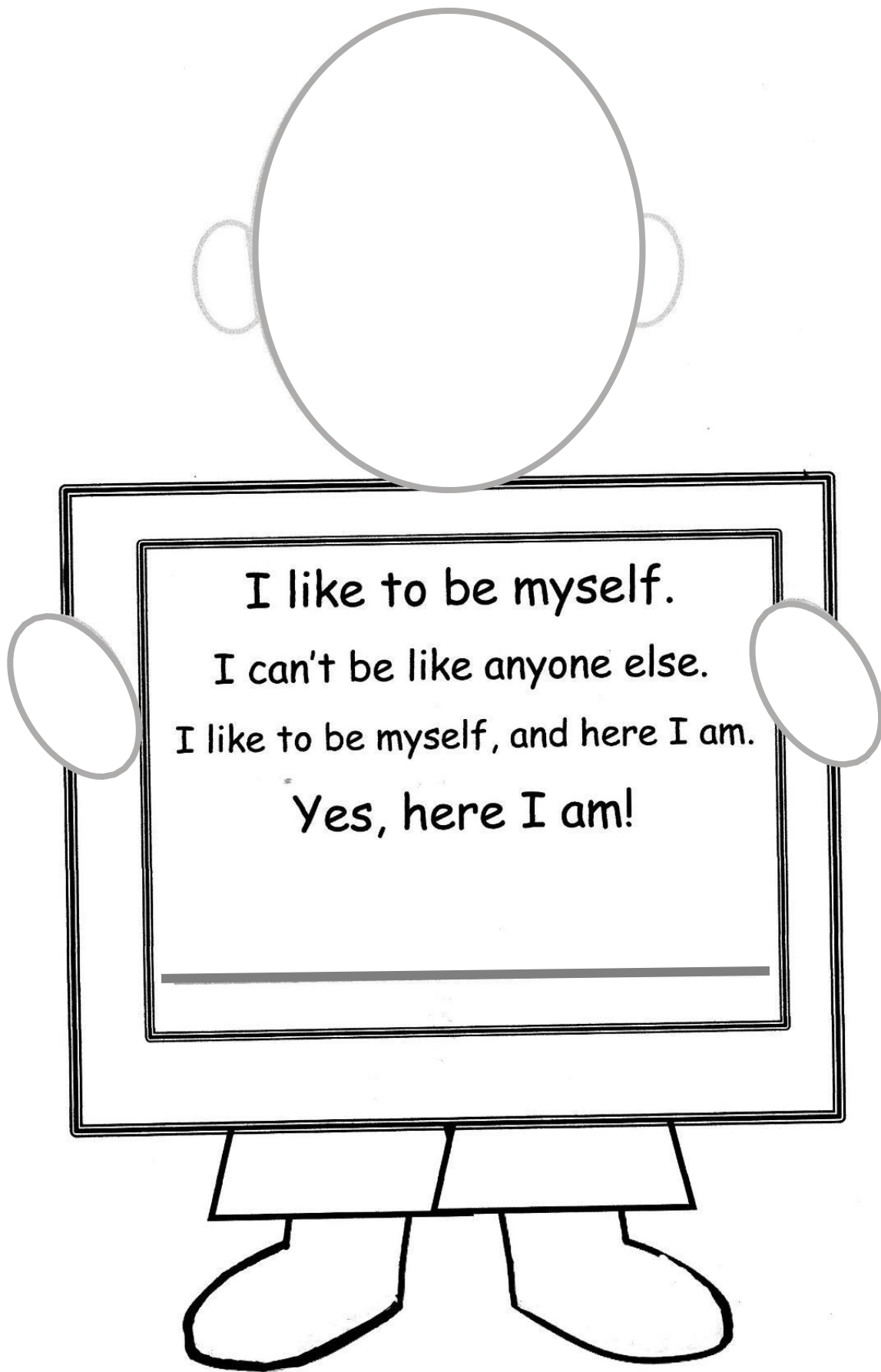
I like to be myself.

I can't be like anyone else.

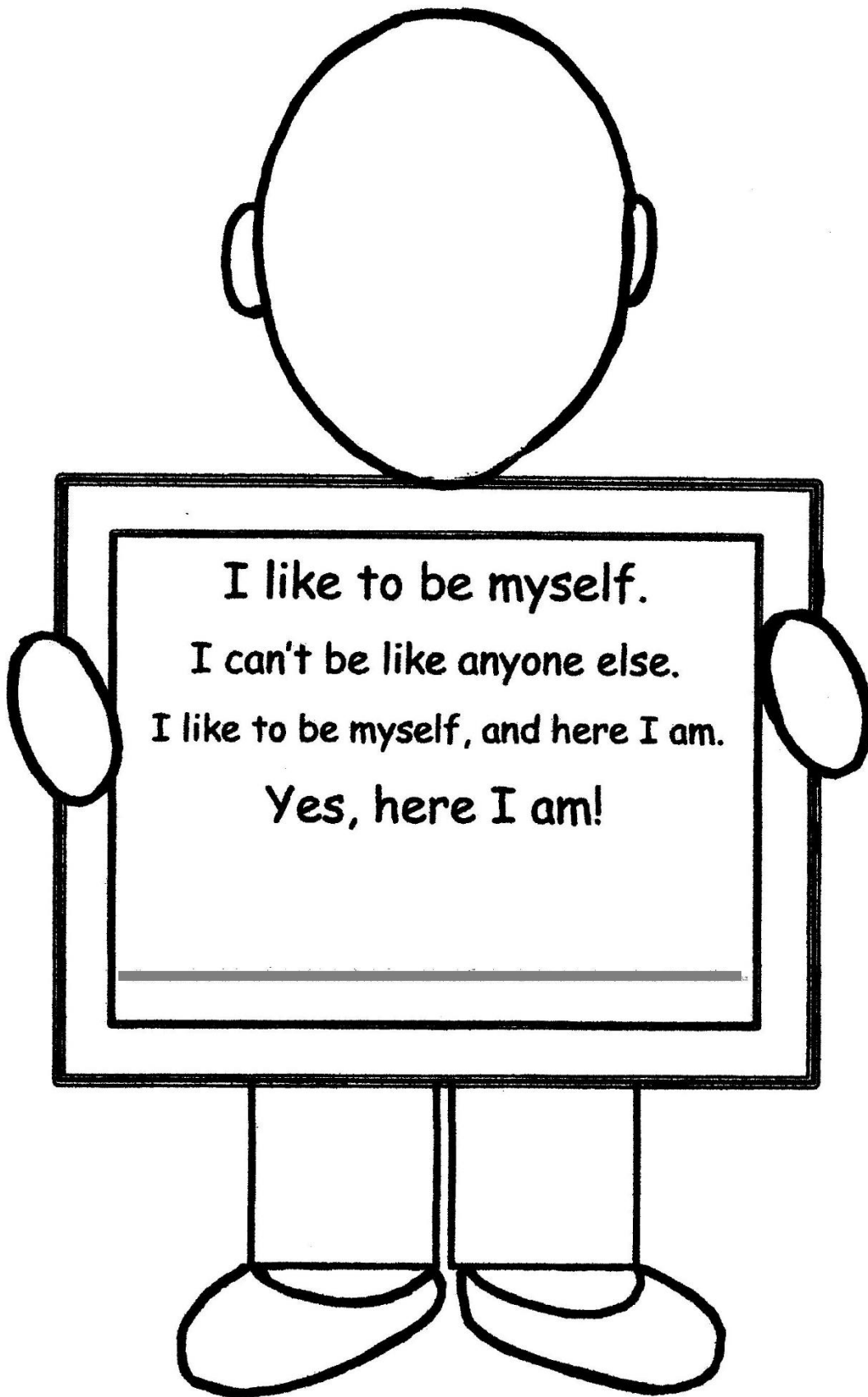
I like to be myself, and here I am.

Yes, here I am!

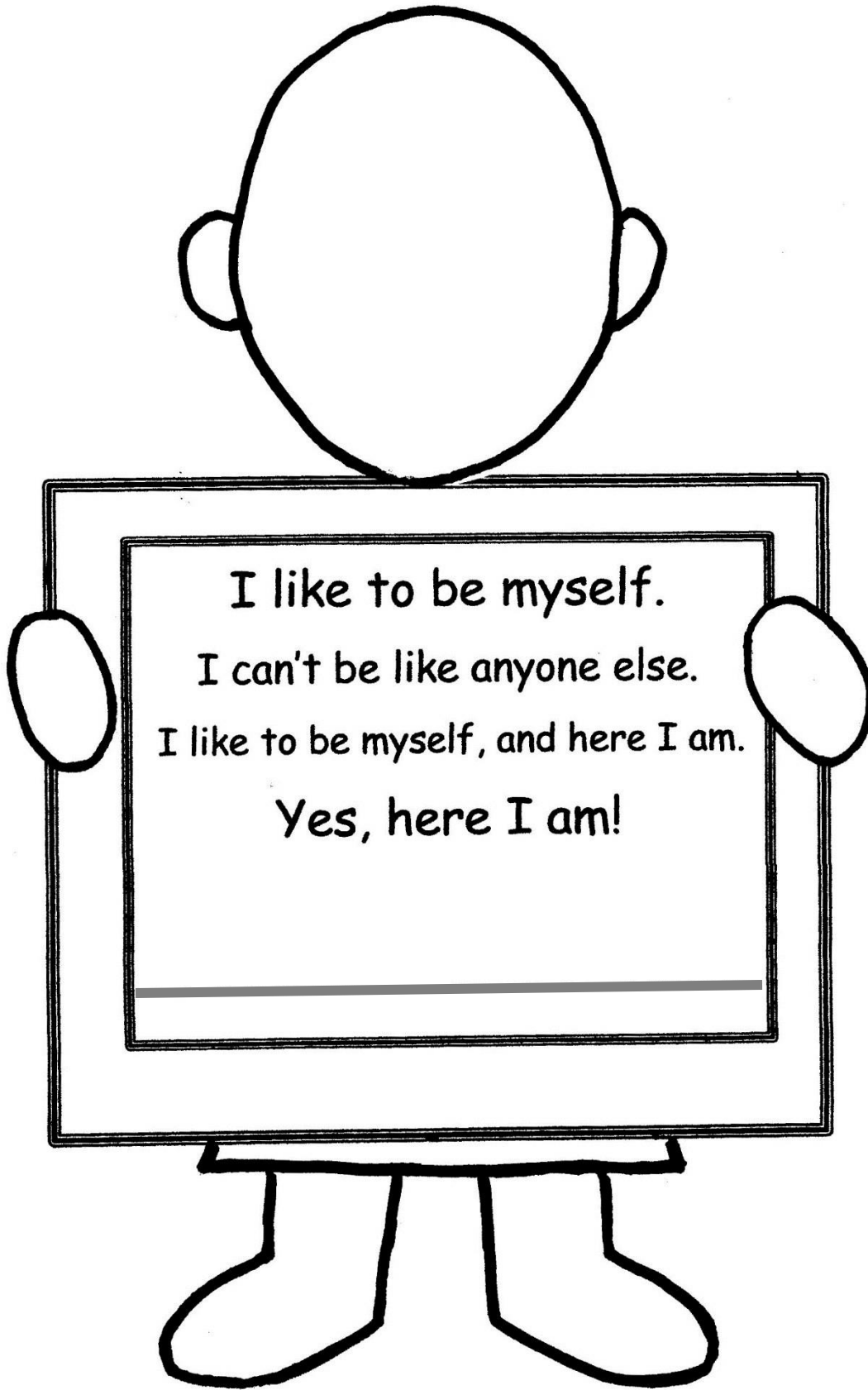
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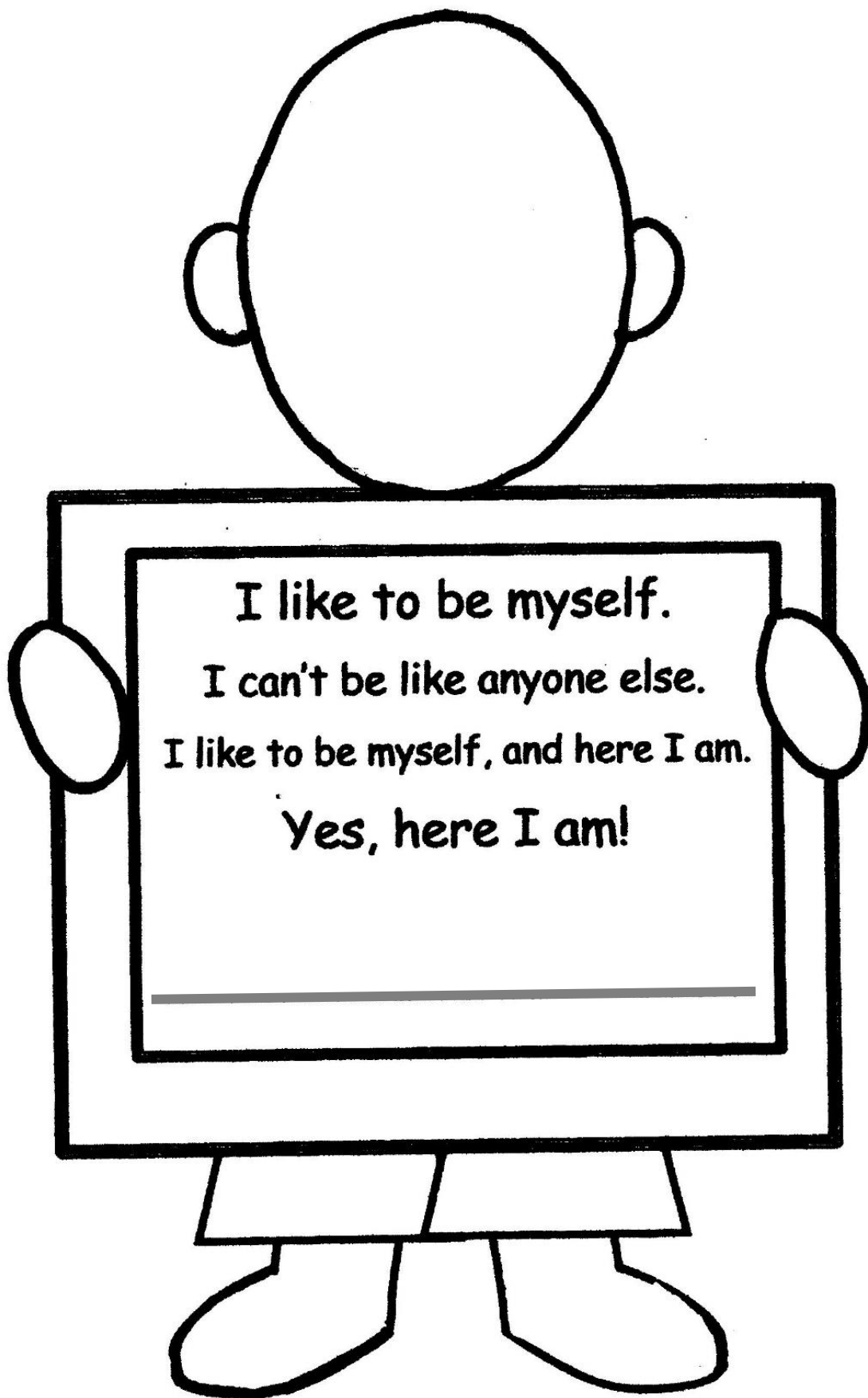


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I can't be like anyone else.
I like to be myself, and here I am.
Yes, here I am!

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