

# Stand Tall, Molly Lou Melon

Primary

## **Skills Review:**

*Choose an appropriate Skills Review Activity based on the needs of the students in your classroom. Skills Review Activities begin on SR-1.*

## **Total Class Lessons:**

### **Day One: Stand Tall**

**Standard:** Numeration and Estimation (Standard #4)

**Indicator:** read, identify, represent, write, and order numbers

## **Wheel Time Activities:**

*These activities are designed to fit the Elementary Math Instructional Format where students are divided into three groups and rotate through one activity per day. Students will experience all three types of activities (Independent, Group, and Teacher-Directed) over a three-day period. Then, a second set of activities can be used for the remaining days in the unit. However, these activities can be adapted to suit the needs/organization of each classroom.*

### **Independent Activity:**

- **Student Parade**

**Standard:** Numeration and Estimation (Standard #4)

**Indicator:** order, compare numbers and ordinals

## Day One - Total Class Lesson: Stand Tall

**Standard:** Numeration and Estimation (Standard #4)

**Indicator:** read, identify, represent, write, and order numbers

**Targeted Use:** Total Class lesson

**Additional Uses:** Wheel Time

**Vocabulary:** tens range  
Ones digit

**Possible Questions/Prompts:**

Can you find someone who is larger or smaller than you?

How much larger or smaller is your classmate?

**Materials Needed:**

Stand Tall Molly Lou Melon by Patty Lovell

Tape measure of yardsticks

Index cards or paper cut to 3' x 5'

Tape

Student Hundred Chart

Transparent Chips

**Skills Review:**

Choose an appropriate Skills Review Activity based on the needs of the students in your classroom. Skills Review Activities begin on SR-1.

**Total Class Lesson - Directions:**

1. Read the story, Stand Tall Molly Lou Melon. Let the students ask questions and/or ask them questions, so they

- understand the exaggerated comparison the characters used to tease Molly.
2. After reading the story, explain that the class will be exploring some of the number comparisons in the book.
  3. Ask the students if they are tall or short.
  4. Pass out two index cards to each student. Direct the students to write their names on each card. (Use the same unit of measurement i.e.: cm or inch) Ask the students to estimate their own height and write their estimate on one card.
  5. Direct the students to line up according to height. See if the students can make this comparison by themselves before you offer aid.
  6. Using a standard unit of measurement, measure the shortest child and tell his/her height. Have the students write their height on the second card. Now measure the tallest student and tell him/her height. (Explain that you have established the range of the students' height.)
  7. Ask the students if they want to change their estimate of their height. Does the smallest and largest student establish their estimate inside the range?
  8. Measure all the students and record their actual height. (You might have the students measure each other.) Have the students write their height on their second card.
  9. IF TIME ALLOWS: Tell the students they can play a number game using the numbers from their measurement.
  10. Collect the measurement cards and mix the cards.
  11. Pass out the student's hundreds chart and transparent chips.
  12. Call out a number from the measurement cards. The students find the number on the chart and cover that number. For example: Call out 48.
  13. Ask,

- How many tens are in that number?
  - How many ones are in that number?
  - What is the number before 48?
  - What is the number after 48?
  - What number is ten less than 48?
  - What number is ten more than 48?
14. Repeat the process with a new number. Continue the game using all of the student's numbers.
15. If more numbers are needed for the game, use the estimate cards.

**Wheel Time:** See suggested activities listed beginning on p. Kp-5

**Reflection:** (Students should respond to one of the following prompts in their math journal.)

- Use words and pictures to tell me how your size compares to a classmate.
- Tell where your measurement number fits on the hundreds chart. (My number fits in the 4 tens row and in the 8 ones column.) What number comes before and after your number?

**Wheel Time Activities:**

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## **Stand Tall Molly Lou Melon - Independent Activity:**

- **Student Parade**

**Standard:** Numeration and Estimation (Standard #4)

**Indicator:** order, compare numbers and ordinals

**Materials:** The index cards with the student's name and measurement number, index cards labeled with the ordinal words (first, second ...) and numbers (1, 2, 3...), paper, and pencil.

1. Each student makes a number line with the student's measurement cards. Begin the number line with the least number. Find the next least number and place that card in the number line. Continue to use all the cards to build the number line.
2. Next, the student places the ordinal card below the measurement card to show the student's place in the student parade.
3. The students could begin the parade with the greatest number and go to the least number. Once again place the ordinal cards below the measurement cards to show the place in the parade.

**Stand Tall Molly Lou Melon - Independent Activity 1**  
**Student Parade**

- 1. Make a number line with the measurement cards.**
- 2. Place all the student measurement cards face up so you can read all the cards.**
- 3. Find the least number and place it first in a line.**
- 4. Find the next least number and place it beside the least number in line.**
- 5. Keep making the number line until all the number cards are used.**
- 6. Place the ordinal cards under the measurement cards to identify each place in line.**
- 7. Record your parade by writing the measurement number then write the ordinal word under it.**

First	Second	Third	Fourth	Fifth
Sixth	Seventh	Eighth	Ninth	Tenth
Eleventh	Twelfth	Thirteenth	Fourteenth	Fifteenth
Sixteenth	Seventeenth	Eighteenth	Nineteenth	Twentieth

