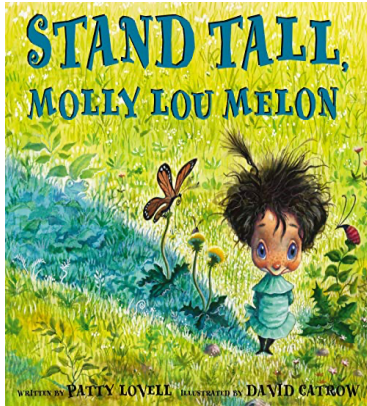




Cook Books

Recipes for adding some "spice" to your Social and Emotional practices



Stand Tall Molly Lou Melon

by Patti Lovell

G.P. Putnam & Sons, 2001

Molly Lou Melon is short and clumsy, has buck teeth, and has a voice that sounds like a bullfrog being squeezed by a boa constrictor. She doesn't mind. Her grandmother has always told her to walk proud, smile big, and sing loud, and she takes that advice to heart. But then Molly Lou has to start in a new school. Another child picks on her on the very first day, but Molly Lou Melon knows just what to do about that

Examples of Activities that can be used while reading Stand Tall, Molly Lou Melon and throughout the day to promote social and emotional development:

- **Discussions during and right after reading.** Ask the children if they have a family member or a trusted adult who helps them when they are feeling unsure of themselves. Ask them how they think Molly Lou feels throughout the book. And what about Ronald Durkin? How is he feeling? Talk about how even though Molly may be different, her grandmother helps her understand her differences are her strengths. Have the children talk about something they are really good at and then something that they would like to get better at.
- **Share a Talent:** What is something that you do differently that makes you proud? Can you teach that to the rest of us? You could have one or two children do this throughout a week or two while you are working on friendship skills
- **Expert Teachers.** For each child, find out what they are an "expert" at. Then, each day, plan a daily activity for which you know one or two children is an "expert." Let that child lead the teaching of the activity for the other children.



- **Yellow Pages:** Find something that kids usually ask the teacher for help with (i.e. zipping zippers, tying shoelaces, opening glue sticks, pouring milk carefully) and identify different children who have this skill. Make a book with the skills on top and the pictures of kids who can do them and help others underneath. Make one page per skill. Then, encourage kids to use the "Yellow Pages" (some of you may remember this business section of the old phone books) to find the kid who can help them with the specific task.
- **Partner Obstacle Course.** To work on friendship skills, create an obstacle course that has built in activities that students need each other to be successful, such as a station where they throw and catch a ball two times with a partner, or a station where they pull one child on a scooter with a jump rope from one place to another.
- **Garden of Talents.** The children can each make a flower of their choosing from construction paper. For the middle of the petal, glue on a picture of the child. On the petals of their flower, have the kids write different things that they like or that they are good at doing. Use the flowers to make a flower garden bulletin board.
- **Encouraging Statements:** Have students think of some encouraging statements they could say to their classmates. Record these on a chart as students think of them such as: John is an excellent singer. Jane is a good reader. Nate is always kind to others. Encourage students to draw a picture and/or write a positive statement about themselves and a classmate, brother or sister.

Connecting with Families

To support families with this book, encourage them to read it with their children and talk about what makes their child proud and what makes their child special.

Encourage families to talk about their special relatives like the Grandma in the story. Have the child write a letter or email to that person thanking them for being an encouraging person.

Ask parents and caregivers to take opportunities to observe their child and let the child know when they notice the child working hard at something, doing something in an inventive way, using their imagination, or using kindness with others. Help parents and caregivers to be positive and descriptive with their praise by saying things to their child like, "Wow, that was really hard, and you stuck with it." And "I never would have thought of solving that problem like that. That was a good idea."