TEXT COMPLEXITY ANALYSIS OF
Have Fun Molly Lou Melon

by Patty Lovell

Text Type: Literary

TEXT DESCRIPTION	PLACEMENT
This picture book tells the story of a little girl, Molly Lou Mellon, who creates her own incredible toys out of found objects. When a new neighbor, Gertie, moves next door, Molly Lou invites her over to play. Gertie is amazed by Molly Lou's incredible homemade toys and eventually decides that creating homemade toys can be just as fun as playing with fancy store-bought versions. This story blends colorful characters, and playful language to send a message of creativity and friendship.	Because of its high quantitative measure, this book is used as a read aloud. Complexity in meaning and language features are balanced by repetitive sentences, predictable plot structure and richly detailed illustrations. When quantitative level, qualitative level and tasks are considered, this is an appropriately complex read- aloud for Kindergarteners.

QUANTITATIVE MEASURE

QUANTITATIVE MEASURE OF THE TEXT: AD 820L
ASSOCIATED BAND LEVEL: 4-5

QUALITATIVE MEASURES

MEANING/PURPOSE: Moderately Complex
The text contains multiple levels of meaning that are fairly easy to infer. The central message is clear and developed throughout the book. Meaning on the last few pages (Gertie's character change, Molly Lou's response and Grandma winking in the clouds) is implied, but follows logically from earlier text and can be inferred from both the words and the pictures.

TEXT STRUCTURE: Slightly Complex
The storyline Is clear and easy to predict. Repeated language "So she did just that.", "Gertie was amazed") signals the pattern of the plot. The illustrations support students in comprehending the text and also extend the text by showing the colorful detail of Molly Lou's imagination.

LANGUAGE FEATURES: Moderately Complex
The language is easy to understand with some occasions for more complex meaning ("And Molly Lou Mellon was amazed." "And Molly Lou Mellon winked right back."). Some words may be unfamiliar to students (Jacuzzi, chandelier, deluxe), but are easily inferred from context and illustrations. The sentence structure consists primarily of simple and compound sentences. Repeated sentences throughout the book support comprehension ("Her grandmother had told her, "Back in the olden days, I didn't have…")

KNOWLEDGE DEMANDS: Slightly Complex
The experiences of playing and using imagination portrayed are likely to be common to most young readers and new experiences are easily accessible through the detailed illustrations.

CONSIDERATIONS FOR READER AND TASK

Since students are asked to explain their thinking using details from a text they cannot read themselves, tasks are designed to support recall and the location of specific detail through multiple readings. Students may need additional support in recognizing repeated language, connecting events and noticing detail in the illustrations as the story is read.

Specific supports for English Language Learners, students with special needs, and students who need enrichment are included in the module.

RATIONALE

This text deepens students' understanding of citizenship skills in relation to their learning about toys and play from Units 1 and 2. It also offers students the opportunity to apply what they have learned about reading closely to a slightly more complex text. The predictable plot and detailed illustrations support students in practicing and extending their learning about key details (RL.K.1), major story elements (RL.K.3), and vocabulary (RL.K.4). *Have Fun, Molly Lou Melo*n is also used to learn about and discuss how people's perspectives about toys can change, and prepares students for the Performance Task where they will present information gleaned from a peer interview (W.K.2, W.K.8, SL.K.3)) during the module culmination and celebration.

KM1.3 #2