

Molly's Great Discovery
Discussion Guide
Grades Pre-K-3

Before Reading: to activate schema, build background knowledge, and set a purpose.

- This story introduces students to dyslexia. Before reading, ask your students if they have ever heard of dyslexia. Use RIF's [Molly's Great Discovery Anticipation Guide](#) to activate students' prior knowledge, build curiosity about the topic, and set a purpose for reading.
- Say, "In this story Molly has a big imagination and loves to solve problems. Molly has an invisible part of her she calls Lexi. As we read, think about the ways that Lexi helps Molly solve her problem."

During Reading: to engage students, check for understanding, and make connections.

- What do you think it means that Molly has an invisible part of her?
- How would you describe Molly and Lexi? Use details from the pictures and words to support your thinking.
- What is Molly's problem?
- What does Lexi want Molly to do?
- Why do you think Molly doesn't want to ask for help?
- How does Molly feel when Mr. Mitchell says the class is going to practice reading out loud.
- Why do you think Mr. Mitchell says that asking for help is brave?
- What does Ms. Feltz teach Molly about dyslexia?
- What does it mean that some differences are on the outside and some are on the inside?
- What does Molly learn about asking for help?

After Reading: to summarize, question, and reflect.

- Return to the anticipation guide and reread the statements to complete the "after" column. How has your thinking changed?
- Read the author's note in the back of the book. The author explains that she was challenged to draw her difference as a character for an illustration contest. Everyone has their own invisible difference. What makes you different? How could you draw your difference as a character? Give your students time to reflect and draw. Optional: Have them present their drawings to their classmates.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more books about dyslexia such as [A Walk in the Words](#) or [Thank You, Mr. Falker](#).