<table>
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<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td>Preview &amp; Chapter 1 Slump</td>
<td>Determined, Deserting &amp; Jealous.</td>
<td>Foot traffic, Profit &amp; Pedestrian</td>
<td>Pathetic, Obvious &amp; Yield</td>
<td>Runty, Miser &amp; Vow</td>
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<tr>
<td><strong>Intro/ Vocab</strong> (Note: The vocabulary words change daily, but for the most part the routine will remain the same.)</td>
<td>Before reading chapter 2 place the above 3 words on the board, talk about the meaning and have the students turn and talk, using them in a sentence. Have students, on an index card use the above three words and create a prediction about what chapter 2 will be about based on the 3 vocabulary words. Have a few students share.</td>
<td>Before reading chapter 3 place the above 3 words on the board, talk about the meaning and have the students turn and talk, using them in a sentence. Have students, on an index card use the above three words and create a prediction about what chapter 3 will be about based on the 3 vocabulary words. Have a few students share.</td>
<td>Before reading chapter 4 place the above 3 words on the board, talk about the meaning and have the students turn and talk, using them in a sentence. Have students, on an index card use the above three words and create a prediction about what chapter 4 will be about based on the 3 vocabulary words. Have a few students share.</td>
<td>Before reading chapter 5 place the above 3 words on the board, talk about the meaning and have the students turn and talk, using them in a sentence. Have students, on an index card use the above three words and create a prediction about what chapter 5 will be about based on the 3 vocabulary words. Have a few students share.</td>
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<tr>
<td><strong>Focus: Predictions and Personal Connections.</strong></td>
<td><strong>Focus: Inference</strong></td>
<td><strong>Focus: Point of View</strong></td>
<td><strong>Compare and Contrast</strong></td>
<td><strong>Figurative Language</strong></td>
</tr>
<tr>
<td>Read the summary and book reviews on the back cover. Show the students the following book trailer: <a href="https://www.youtube.com/watch?v=_EYd9zrhw8U">https://www.youtube.com/watch?v=_EYd9zrhw8U</a> Have students take their predictions, and revise them.</td>
<td><strong>Remind students that when you make an inference you combine what you already know with information from the story in order to answer a question. It is a lot like being a detective!</strong> Detective Inference Activity: In a brown bag or trash bag,</td>
<td><strong>Talk to students about how a narrator’s point of view shows us who is telling the story.</strong> • First person- I, me, my • Second person- you • Third person- he, she, they</td>
<td><strong>Review what it is to compare and contrast two people, places or things. When you compare two things, you tell how they are the same. When you contrast two things, you tell how they are different.</strong> Review with PowerPoint:</td>
<td>Figurative Language is a phrase with a special meaning. Authors use figurative language to add dramatic effect to their writing. All week you have been learning about different types of figurative language.</td>
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<tr>
<td><strong>Whole Group</strong></td>
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The Lemonade War Lesson Plans ©Amanda Bradford 1
Have students open their books to the table of contents and read the titles of the chapters. **Which chapter do you think will be the most exciting and why?** Have students turn and talk to discuss, then revise their predictions if they would like to.

Read aloud chapter 1, or give students ample time to read in partners or independently. While reading, have students locate the vocabulary words, **humiliated, slump and “bug off”**.

After reading, review setting and how to identify it in a story. As students to identify what they know about the setting of the story so far based off of clues in the book, i.e. season and time of day. Record answers on the board.

On the board write the following questions:

- “Why was Evan hiding in the dark basement?”
- “How does Evan feel about his little sister, Jessie? How do we know?”
- “Why do you think Evan got upset when Jessie mentioned “the letter”?”

In small groups have students discuss the questions, then come back together as a group and discuss and answer.

place random clean items from home. Tell students that you recently had new neighbors move in next door. You haven’t met them yet, but want to know more about them before you introduce yourself. Today is garbage day and you saw this bag sitting on the curb in front of their house and brought it to school. You need the students help going through the bag to see what you can learn about your new neighbors. Go through each item in the bag and list them on the board or chart paper. Together as a class, “build your case” about what you now know about the new neighbors who owned those items.

Have students infer about the new neighbors based on what was in the bag. Have a few students share, and then explain that this is an inference. Being a detective is like putting clues and what we know together to come up an inference. We do this all the time in the real world, but also in reading.

Review what happened in chapter 1 the day before, give students time to read chapter 2 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, **Humiliated, slump and “bug off”**.

When reading it is important to notice how the narrator uses pronouns when referring to the characters.

Watch the following 2 versions of The 3 Little Pigs. Have students work in pairs on the 3 Pigs Point of View Sheet (Attached) together while watching videos. Answer questions 1-5 after watching the first video, and questions 6-10 after the second. Then discuss as a class.

The Three Little Pigs: [https://www.youtube.com/watch?v=wXcccTEY6h4](https://www.youtube.com/watch?v=wXcccTEY6h4)

The True Story of the Three Little Pigs: [https://www.youtube.com/watch?v=m75aEhm-Byw](https://www.youtube.com/watch?v=m75aEhm-Byw)

Have students think about the narrator’s point of view as they read today.

Review what happened in chapter 2 the day before, give students time to read chapter 2 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, **Foot traffic, Profit & Pedestrian**.

After chapter 3 has been read, talk about the point of view of the narrator and the pronouns that served as clues throughout that chapter. Make a large venn diagram on the board to compare and contrast Jessie and Evan:

Put a large venn diagram on the board to compare and contrast Jessie and Evan:

Review what happened in chapter 4 the day before, give students time to read chapter 5 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, **Runty, Miser & Vow**.

After chapter 5 has been read, talk about what types of figurative language you picked out in chapter 5.

Provide the students, working in pairs, with the following review/discussion questions:

1. Why doesn’t Evan want Jessie to be friends with Megan Moriarty?
2. What was the vow Jessie and Evan made when their dad left? Why did they make this vow?
3. Describe the rules of the bet. Who do you think will win the bet? Why?
Independent personal connection writing: “Do you have brothers or sisters? Do you get along with your siblings, or do you and siblings argue? Explain.”

**Determined, Deserting & Jealous.**

After chapter 2 has been read, talk about what the students were able to infer throughout that chapter. Make a list on the board.

Provide the students, working in pairs, with the following review/discussion questions:

1. When did Evan begin acting strange?
2. What did Jessie and Evan learn when their mom told them what was in the letter from school?
3. How did Evan react when he found out his little sister would be in his 4th grade class?

Review each question and hold a class discussion too.

**Independent writing wrap up:** In this chapter, Jessie has many different feelings about skipping a grade, Evan treating her badly, and the lemonade stand. List 3 different feelings that Jessie has and write a quote from the chapter to support each one. Then, take each quote and draw a picture to go along with each one.

**Review/discussion questions:**

1. Why do Evan and Scott set up their lemonade stand on the corner of the street instead of the end of the driveway?
2. Why does Evan dislike Scott?
3. Later in the day, why was it more difficult for Evan and Scott to sell lemonade?

Review each question and hold a class discussion too.

**Independent writing wrap up:** The Lemonade War is written in third person. Rewrite the first three paragraphs of chapter 3 in first person.

**Review/discussion questions:**

1. What did Jessie wish had happened when Evan saw her lemonade stand?
2. What does this chapter tell us about Evan and Jessie’s dad?
3. Why did Jessie choose Megan Moriarty to be her partner at the lemonade stand?

Review each question and hold a class discussion too.

**Independent writing wrap up:** Write a simile, metaphor, hyperbole, and personification about The Lemonade War.

**Independent writing wrap up:** Compare and Contrast Jessie and Evan’s lemonade stands. Write a paragraph explaining how they are the same and different.

Review each question and hold a class discussion too.
<table>
<thead>
<tr>
<th>Small Group</th>
<th>Character, Setting and Plot.</th>
<th>Making an Inference and Analyzing Text.</th>
<th>Point of View</th>
<th>Compare and Contrast</th>
<th>Assessment</th>
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<tr>
<td>Complete the following mini lesson, and then try to identify with students the character, setting and plot of the book so far. Continue to make predictions about what will happen next. <em>Scaffold support and instruction based on the level of the group you are working with.</em></td>
<td><strong>Explain:</strong> Write this paragraph on the board: <em>Jon took some blueberries out of the refrigerator. His teenage brother Bill organized all the other materials on the countertop. Bill carefully preheated the oven. After mixing all the ingredients, Jon poured the batter into the muffin pan.</em> Read the sentences aloud. Say: <em>Authors do not always tell every detail in a story. Readers have to use clues in the story and their own experiences to figure out the missing information. I think this story takes place in a kitchen.</em> <strong>Guided Practice</strong> Ask: What were Jon and his brother making? What clues make you think so? Underline the clues. (They were making blueberry muffins. The clues include blueberries, batter, and a muffin pan.) <strong>Practice:</strong> Read this paragraph aloud. Have students listen carefully. <em>Bill said, “Let me put the pan in the oven.” After waiting the correct amount of time, Bill removed the pan. “Once they’re cool, we can eat!” Bill continued. But when Bill tried to remove the muffins, they wouldn’t come out of the pan. “Oh, no, Jon, I think we forgot to remove the muffins, they must have cooled overnight.”</em></td>
<td><strong>Explain:</strong> Read or listen to the original version of Little Red Riding Hood. <a href="https://www.youtube.com/watch?v=ba2hJM3DxG4">https://www.youtube.com/watch?v=ba2hJM3DxG4</a>&lt;br&gt;As a small group discuss the different characters and points of view in the story. Have each students draw a character out of a bag/hat (the mom, little red riding hood, grandma or the wolf) They have them re-write the story from the character’s perspective.&lt;br&gt;Other books that this would work with: <em>The Fourth Little Pig</em> by Teresa Celsi <em>Dear Mrs. LaRue: Letters from Obedience School</em> by Mark Teague <em>The Great Gracie Chase: Stop That Dog</em> by Cynthia Rylant <em>The Great Kapok Tree</em> by Lynne Cherry <em>Two Bad Ants</em> by Chris Van Allsburg <em>Wolf Who Cried Boy</em> by Bob Hartman.</td>
<td><strong>Explain:</strong> Remind students that when readers compare and contrast characters, settings, or events they look for how the characters, settings, or events are alike and different. Write this paragraph on the board: <em>Mr. and Mrs. Badger want to take their three children on vacation. Mr. Badger wants to go to the mountains because the family can camp out and hike across the hills. Mrs. Badger wants to go to the beach so they can all go swimming and also relax on the sand. Read the sentences. Have students tell how Mr. and Mrs. Badger are alike and how they are different.</em>&lt;br&gt;<strong>Guided Practice</strong> Say: <em>Both characters are alike because they want to take their children on vacation. They are different because Mr. Badger wants to go to the mountains and Mrs. Badger wants to go to the beach. What is another difference? (Mr. Badger wants to camp and hike, and Mrs. Badger wants to swim and relax on the sand.)</em> <strong>Practice</strong> Read this paragraph aloud. Ask students to compare and</td>
<td>Attached.</td>
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<td>Extension Activity</td>
<td>Review Onomatopoeias with the following PowerPoint: <a href="https://drive.google.com/a/students.gcsc.k12.in.us/file/d/0B8BKhwOOF_RmM1VnWHBwb29xcEE/view?usp=sharing">https://drive.google.com/a/students.gcsc.k12.in.us/file/d/0B8BKhwOOF_RmM1VnWHBwb29xcEE/view?usp=sharing</a> &amp; simile and metaphors <a href="https://drive.google.com/a/students.gcsc.k12.in.us/file/d/0B8BKhwOOF_Rmb1RtOWZXZUNRekJ/view?usp=sharing">https://drive.google.com/a/students.gcsc.k12.in.us/file/d/0B8BKhwOOF_Rmb1RtOWZXZUNRekJ/view?usp=sharing</a></td>
<td>Review Figurative Language: <a href="https://docs.google.com/presentation/d/16yKz2ouQSqqrkRsMd5Z7usfZW4_DGSzBEuG5_8Itc4Y/edit?usp=sharing">https://docs.google.com/presentation/d/16yKz2ouQSqqrkRsMd5Z7usfZW4_DGSzBEuG5_8Itc4Y/edit?usp=sharing</a></td>
<td>Using the Figurative Language Chart: On the board place the following examples, and have the students work in pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs. Post on board: On page 61, the author writes, “The words felt like disgusting spider running out of his mouth.” What do you think this simile means and why? Add to your FL chart.</td>
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<td>Pass out the attached Figurative Language chart. This will be completed throughout the unit. On the board place the following examples, and have the students work in pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs. “They’d made a ton of money...” “You could fit a gallon in one of those!” “He wished his mother believed “That mean bite in Scott’s voice.” “The kid was a weasel.”</td>
<td>Review what a hyperbole is; when a writer exaggerates something. Post the following examples: Evan says he’s “bruised and bloodied” from his chair scraping against his leg. “They’d made a ton of money...” “You could fit a gallon in one of those!” “He wished his mother believed “That mean bite in Scott’s voice.” “The kid was a weasel.”</td>
<td>contrast the characters. Andrew and John are brothers. Andrew likes to play sports and does not like to sit still for very long. John likes to read and to work on the computer. He sits quietly for long periods of time. Both boys really like to cook and are very good at it. <strong>Independent Work:</strong> Compare and Contrast Task Cards: <a href="https://drive.google.com/a/students.gcsc.k12.in.us/file/d/0B8BKhwOOF_RmU3RyN99NSN1E/view?usp=sharing">https://drive.google.com/a/students.gcsc.k12.in.us/file/d/0B8BKhwOOF_RmU3RyN99NSN1E/view?usp=sharing</a></td>
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<td>Help to move the plot along <strong>Guided Practice</strong> Ask: Who is this story about? (Terry, Chris, and Spot, a dog) Where and when does the story happen? (on a baseball field on a Saturday morning) What happens in the story? (Terry and Chris lose a softball over a fence. Chris asks his dog, Spot, to get it. Spot returns the ball.) Help students identify clues as necessary. <strong>Practice</strong> Draw a diagram with three circles on the board and label the circles <strong>Beginning</strong>, <strong>Middle</strong>, and <strong>End</strong>. Reread the passage with students. In the circles have students list the events that form the plot development. Then have them use the diagram to retell the story.</td>
<td>one thing!” Bill shouted. Ask: What do you think Jon and Bill forgot to do? (They forgot to grease the pan so the muffins wouldn’t stick.)</td>
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<tr>
<td>Exit Ticket</td>
<td>Chapter 3 Connection: Evan is struggling with this math problem: “If one cup of lemonade sells for fifty cents and you sell fourteen cups of lemonade, how much money have you made?”</td>
<td>Chapter 4 Connection: To make the lemonade, Jessie and Megan mix a small can of concentrated lemonade with water into a pitcher. In chapter 4, Jessie explains to Megan how they can make $12 by selling 3 pitchers.</td>
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| Math Extension  
*Optional | | |
| pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs.  
“...standing on the bottom step with daylight squirting all around her.”  
“It was like having a chestful of bats, beating their wings, fighting to get out.”  
“He felt a tiny flame of anger shoot up and lick his face.”  
“...he threw the baseball down in disgust. Thud.”  
“The words died on Jessie’s lips.”  
in chemical warfare.”  
Review and practice with hyperbole’s:  
“...it was easy to imagine the sidewalk cracking open and swallowing them whole.”  
“Instead, he froze.”  
“Jessie felt like a deflating balloon.”  
“She puffed her cheeks out like a bullfrog.”  
**Time permitting Extra:** When Jessie tells Megan how much money she has, Megan’s “eyebrows shot up.” Jessie doesn’t know what this means. It is difficult for some people to understand how someone else is feeling just by looking at his or her face. Eyebrows are a very good indicator of emotion. Watch this:  
https://www.youtube.com/watch?v=e-K0LC2Zow  
Then have students draw several examples of emotions using eyebrows. Have them share them with a partner and see if they can guess the emotion. You could also do this whole group having a student sit in the front of the class and make different expressions, seeing if the class can guess.  

**Exit Ticket**  
Give an example of a metaphor and a simile.  
What do you think it says in the letter? Make a prediction of what you think could be making Evan so upset.  
Write an example of a hyperbole.  

*https://drive.google.com/file/d/0B8BKhwOOF_RmclpCUExZSHBIUm/view?usp=sharing*
He tries solving the word problem with this equation: 14 x 50

1. He is close, but not quite right. What is Evan’s mistake?
2. Solve the word problem correctly. Show your work.

Later Scott keeps drinking all of the lemonade! Evan says that Scott is, “Drinking up all the profits.” Scott drinks half of a pitcher and 2 cups of lemonade. Here is what you need to know:

1 cup = $.50  
1 pitcher = $6.00

3. How much money is half of a pitcher worth?
4. How much money is 2 cups of lemonade worth?
5. How much money worth of lemonade did Scott drink all together?

1 pitcher = 64 ounces  
1 cup = 8 ounces

1. How many cups of lemonade are in one pitcher?
2. Megan and Jessie charge $.50 for 1 cups of lemonade. Since there are ____ cups in one pitcher, how much money would they make for one pitcher?
3. Make and complete a table to show how much money Jessie and Megan will make if they sell 1,2,3,4,5,12, and 20.5 pitchers of lemonade. What pattern or rule do you notice?

<table>
<thead>
<tr>
<th># of Pitchers Sold</th>
<th>$ Earned</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>5</td>
<td></td>
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<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>20.5</td>
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<tr>
<td>Pg # quote is found in the book</td>
<td>Onomatopoeia (A word that imitates the sound it describes. An example is “oink.” It is the actual sound that a pig makes.)</td>
</tr>
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</table>
**The Three Little Pigs**

**Point of View Activity**

After listening to or reading *The Three Little Pigs*, answer questions 1-5.

1. Who is telling the story *The Three Little Pigs*?

____________________________________________________________________________

2. From what point of view is *The Three Little Pigs* told?

____________________________________________________________________________

3. What word(s) if any told you it was told from that point of view?

____________________________________________________________________________

4. Why do you think the author chose to tell it from that point of view?

____________________________________________________________________________

5. How would the story change if it were told from a different point of view?

____________________________________________________________________________

Read or listen to *The True Story of the 3 Little Pigs* next. Answer questions 6-10.

**Partner 1:** ____________________________

**Partner 2:** ____________________________

6. Who is telling the story *The True Story of the 3 Little Pigs*?

____________________________________________________________________________

7. From what point of view is *The True Story of the 3 Little Pigs* told?

____________________________________________________________________________

8. What word(s) if any told you it was told from that point of view?

____________________________________________________________________________

9. Why do you think the author chose to tell it from that point of view?

____________________________________________________________________________

10. How would the story change if it were told from a different point of view?

____________________________________________________________________________
<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Focus: Major and Minor Characters</th>
<th>Focus: Author’s Purpose</th>
<th>Character Traits</th>
<th>Cause and Effect</th>
<th>Providing Evidence</th>
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<tbody>
<tr>
<td>Talk to students about the difference between major characters, which are the characters that the story is all about; and minor characters that are extra characters that are only mentioned in the story.</td>
<td>Author’s Purpose: is the author’s reason for writing. It can be to persuade, to inform, to entertain, or to describe. 1. Use a familiar trade book (Through My Eyes (Ruby Bridges) and The Story of Ruby Bridges or other familiar selections)</td>
<td>Character traits are words that describe the way a character acts, thinks, and feels (describing the person on the inside). On a large piece of butcher paper draw an outline of a person, or trace the outline of a student. Put your name at the top. As a class and through discussion, work together to</td>
<td>A cause is something that happens before. An effect happens after, as a result of the cause. *Have students keep this in mind as they read today. Review what happened in chapter 8 the day before, give students time to read chapter 9 independently</td>
<td>Providing evidence means copying quotations from the story that support, or agree with, a given idea. When we take tests we often ask students to provide evidence. We do this so that you prove and support</td>
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</table>
far. Have the first student write a character on the board, and then pass the marker to another until the class feels all the characters are on the board. In pairs or small groups, give each pair or group one of the characters and have them decide if the character is major or minor and why. This should take 5 min. or less. When finished have the pairs or groups share, and determine what each character is as a group. Circle Major characters in blue and minor characters in red, or any two colors.

Review what happened in chapter 5 the day before, give students time to read chapter 6 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, Imitating, Casual & Foam Core

After chapter 6 has been read, talk about any new characters that may have shown up add them to the list on the board if there were any, or if any minor character changed into more of a major character.

Provide the students, working in pairs, with the following review/discussion questions:

1. Do you think Megan is a real friend to Jessie? Why?
2. How do Jessie and

Include passages, stories and other text read in class as examples.

2. Review with students the definition of author's purpose. Also, review the three purposes for writing (persuade, inform, entertain).

3. Explain that authors don’t usually state a purpose, so you need to pay close attention to the details that are given in the text in order to be able to determine the author’s purpose for writing. Talk about good guiding questions to ask yourself when reading to determine the author’s purpose:
   - “What do you notice about the front cover?”
   - “What do you think the title means?”
   - “Why did the author write this anyhow?”
   - “What was the reason this piece was written?”
   - “The article was written mainly to...”
   - Did the author try to make me laugh? (Entertain)
   - Did the author want to tell me a story? (Entertain)
   - Did the author try to amuse me?

have the students characterize you. Use specifics parts of the illustration to characterize feelings or internal characteristics. For example, if a student says, “You are a hard worker” You could place “hard working” on the hands. If a student says, “you are caring” you would put “caring” over where your heart is, and so on.

Review what happened in chapter 7 the day before, give students time to read chapter 8 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, Persistent, Brave, Investment and Franchise

Provide the students, working in pairs, with the following review/discussion questions:

1. What memory does Evan remember when Jessie calls him “Grumpmister Fink”?
2. Why does Evan suggest calling off the lemonade war?
3. Do you think Evan and Jessie should call off the war? Why?

Review each question and hold a class discussion.

Talk about cause and effect, have students give examples of cause and effect statements.

On the board create a multi-flow map with the event “Your teacher isn’t at school today.” As a class come up with and write causes on the left and your answer, and you have confidence that it is correct. Today when answering discussion questions, and taking the weekly quiz, use evidence to support your answers.

Practice with students using the following text evidence sheet, have students find the answers, but also highlight the clues they used to support their choice:

https://drive.google.com/file/d/0BBKhwOfRmNTq44OE40dkhTTmM/view?usp=sharing

Review what happened in chapter 9 the day before, give students time to read chapter 10 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, Insult, Converge & Regret

Provide the students, working in pairs, with the following review/discussion questions:
Megan try to make their lemonade stand better this time?  
3. How does Evan improve his lemonade stand this time?  

Review each question and hold a class discussion too.  

**Independent writing wrap up:**  
Draw pictures of the major characters. Write 3 reasons why you drew them the way you did, and why they are considered a major character.  

| Megan try to make their lemonade stand better this time? | (Entertain)  
• Did the author give me facts? (Inform)  
• Did the author try to teach me something? (Inform)  
• Did the author try to convince me? (Persuade)  
• Did the author want to change my opinion? (Persuade)  
| How does Evan improve his lemonade stand this time? | In pairs, have students create a multi-flow map with the event “Evan and Jessie make a bet about who can sell the most lemonade” in the middle. Write causes on the left and effects on the right.  
| Review each question and hold a class discussion too. | lists character traits of Jessie. Don’t forget to include reasons. Then, do the same for Evan.  
4. **Tell students that an easy way to remember the three purposes for writing is to use the mnemonic device P.I.E.**  
5. **Remind students that if they know the author’s purpose for writing, they will become better readers**  
6. **Use the trade book to do a think-aloud of the clues that help the reader determine the author’s purpose. List the title under the appropriate heading on the P.I.E chart on the board.**  
7. **Repeat if needed with another text.**  

Review what happened in chapter 6 the day before, give students time to read chapter 7 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the

- Is it fair for Jessie to say that all of the $208 is hers?  
- What house rule does Jessie break in this chapter?  
- What advice does Mrs. Treski give to Jessie while she is eating breakfast?  
- Copy two quotations from the story that support the idea that Jessie will regret ruining Evan’s lemonade.
vocabulary words, **Location, Resist & Permit**

Provide the students, working in pairs, with the following review/discussion questions:

1. What is Evan’s weakness in school? Do you think this weakness is improving and why?
2. Where does Evan set up his lemonade stand this time? How does he choose this location?
3. Do you think it is fair or unfair that Officer Ken made Evan take down his lemonade stand? What was his reason?

Review each question and hold a class discussion.

**Independent writing wrap up:** Create an advertisement persuading Jessie and Evan’s neighbors to buy from their lemonade stands. Then, write a paragraph describing the taste of lemonade.

<table>
<thead>
<tr>
<th>Small Group</th>
<th>Characters</th>
<th>Author’s Purpose</th>
<th>Drawing Conclusions</th>
<th>Cause and Effect</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using a picture book, read the book aloud to the group. If you plan to do this with different</td>
<td><strong>Explain:</strong> Remind students that an author’s purpose is the main reason why an</td>
<td><strong>Explain:</strong> Remind students that any conclusions they draw about what they are reading</td>
<td><strong>Explain:</strong> Remind students a cause is why something happens and an effect is</td>
<td>Attached</td>
</tr>
<tr>
<td>leveled groups, I would pick three different leveled picture books or passages. Read aloud or have students the book in pairs or independently. Review major and minor characters and how you know how big of a role a character plays. Have students identify all the characters in the book and whether they are major and minor. They have students pick a major character, and as a whole group characterize them through a drawing together. Have the students describe the character as you draw them on a piece of paper and add details based on what they students say.</td>
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<tr>
<td>author writes, such as to entertain, inform, or explain. Point out that sometimes authors also write to persuade readers to do something or to think a certain way. Write the following on the board: <em>The new library in Oakland is open weekdays from 9:00 to 6:00. It has a reference section and twenty computers for the public. A reading room is located on the second floor. Read the text with students and explain that the passage tells about a new library. The purpose of the paragraph is to inform.</em></td>
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<td><strong>Guided Practice:</strong> Read the text with students. Suggest that students use a Conclusions Map to organize clues and draw a conclusion. <em>(Zebras need to be protected from predators, which will hunt them for food.)</em></td>
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<tr>
<td><strong>Practice:</strong> Write the following paragraph on the board and read it aloud to students. Have students draw a conclusion about why zebras have stripes. <em>Lions, which are the main predators of zebras, are color blind, so even though the zebra’s stripes do not match the background colors of the surroundings, the lions cannot see the difference between the zebras and the background. This helps the zebras to escape from their predators.</em></td>
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<tr>
<td>Have students pick a character from the novel or another book and draw conclusions about them based on clues and their characteristics.</td>
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<tr>
<td>should be based on relevant details in the text. Write the following on the board: <em>The stripes of zebras help to protect them from predators. When zebras are traveling in a herd, animals that hunt them cannot see individual zebras because the stripes make the herd look like a large striped block.</em></td>
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<tr>
<td><strong>Guided Practice:</strong> Guide students to find another cause-and-effect relationship about solar panels. Ask: <em>Why are some people using less fossil fuel?</em> <em>(They have solar panels on their homes.)</em></td>
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<td><strong>Practice:</strong> Read the last sentence of the passage again. Have students describe the cause-and-effect relationship in the sentence. <em>(Because some power companies operate...)</em></td>
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</tbody>
</table>
## Extension Activity

Make several kinds of lemonade: store bought, concentrate, powder mix and fresh squeezed...

In small groups have samples of each for the students, have them try each kind, and describe the differences in each. Have each student or group vote on which tastes best and describe why.

Make fresh squeezed lemonade using this kid friendly recipe: [http://workathomemoms.about.com/od/recipeskids/c/recipes kidsfor/Kids.htm](http://workathomemoms.about.com/od/recipeskids/c/recipes kidsfor/Kids.htm)

After sampling each type of lemonade, show the students how much each type of lemonade would cost to make, and how much lemonade they would have to sell out of 1 batch.

Have students compare and discuss which lemonade would be more cost effective and why.

Which lemonade would make the largest amount for them to sell.

Which lemonade is the easiest to

Using the **Figurative Language Chart**: On the board place the following examples from chapters 5 and 6, and have the students work in pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs.

- Mrs. Treski looked at both of them with her laser eyes.
- Carly made a noise like a snorting hippopotamus.
- Some ideas are like money in the bank.
- Evan and Paul were playing air hockey. Whashoo.

As a class or in small groups with ipads, or individually in the computer lab, have students work through the lemonade game! [http://bizkids.com/games/dollar-a-glass](http://bizkids.com/games/dollar-a-glass)

Using the **Figurative Language Chart**: On the board place the following examples, and have the students work in pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs.

- His brain spun like a top.
- High school kids on skateboards slooshed by.
- He swallowed so hard, it looked like he was choking down an ocean liner.
- The four bags of cans filled the carrier like a boxy baby.

Evans will say, "...the eyes of George Washington, Abraham Lincoln, and Alexander Hamilton were all looking" at him when he counted Jessie's money. Which bills have those men on them? Which man is not a president? Go to this website: [http://www.marshu.com/articles/presidents-on-us-united-states-paper-bills-currency.php](http://www.marshu.com/articles/presidents-on-us-united-states-paper-bills-currency.php)

Scroll down the page and name all the other bills and whose picture is on them. How many are not presidents?

You can also work with students to learn more about coins, the history of the US mint, its purpose and coin collections by going here: [http://www.marshu.com/articles/presidents-on-us-united-states-paper-bills-currency.php](http://www.marshu.com/articles/presidents-on-us-united-states-paper-bills-currency.php)
**Exit Ticket**
Have each student then write a paragraph about which lemonade recipe they would choose in their own lemonade stand and why.

**One index card:**
What is the author’s purpose for writing The Lemonade War? How do you know? Could it be more than one? Tell me why.

**On and index card:**
What causes Evan to throw the marble at Jessie?

---

**Math Extension**
*Optional*

**Chapter 6 Connection:**
1. In chapter 6, Evan and his friends decide to sell lemonade for only $.10 per cup. Complete the table to show how much money Evan will make, without tips.

<table>
<thead>
<tr>
<th>Cups Sold</th>
<th>$ Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td></td>
</tr>
<tr>
<td>175</td>
<td></td>
</tr>
</tbody>
</table>

2. How many cups of lemonade would the boys have to sell to earn: $20?, $43?, $100? Show your work.

3. Evan was lucky that his friends donated the supplies, and let him keep the profits and tips. They made $45 total. $33 dollars of their total was tips. They sold a bunch of cups of lemonade for $0.10 each. How many cups of lemonade did they sell?

4. Write an equation for #3.

5. Explain how you solved the equation you created in #4.

---

**Chapter 7 Connection:**
Evan began chapter 7 with $47.11. He has three days left to earn $100.

1. How much money does Evan have left to earn?
2. Evan has 3 days left to earn ______. How much money does he need to earn each day?
3. Read pages 88-91 to see how Evan correctly solves the problem with pictures and symbols. Draw a different picture to solve the problem.

Later in chapter 7, Evan rides his bike to the town center and sets up his lemonade stand in front of the ice cream shop. Evan decides to sell his lemonade for $2 per cup because the ice cream shop charges $3 per cup. Create a table and a double line graph to compare the money that Evan and the ice cream shop would both make.

<table>
<thead>
<tr>
<th># Cups Sold</th>
<th>Evan</th>
<th>Ice Cream Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
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<td>4</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

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**Chapter 8 Connection:**
In chapter 8, Jessie starts to stress out because she realizes that she has to sell 375 cups of lemonade to beat Evan. On page 105, look at her calculations to see how she figured that out. On a piece of paper, do the same calculations that Jessie does, but change the lemonade cost to $1.75 and the cost of 8 cups to $0.25.

---

**Math Review Quiz**
(Attached)
<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Summary</th>
<th>Setting</th>
<th>Conflict</th>
<th>Theme</th>
<th>Fact and Opinion &amp; Main Idea and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro/ Vocab</strong></td>
<td><strong>Summary</strong> Write the following on the board without the underlining: Spider silk, the stuff spiders use for webs, is remarkable material. It is amazingly strong but stretchable. Scientists are trying to make artificial spider silk. One day it may be used in everyday objects. Read the text with students. Tell them that they will identify key phrases to help them create a summary.</td>
<td><strong>Setting</strong> Setting is where and when a story takes place. There are 4 components of setting: place, time of day or year, situation, and historical period. Put students in small groups. In each small group give the students 3-5 picture books from the library. As a group then need to use picture clues</td>
<td><strong>Conflict</strong> Talk about conflict, define what conflict is: A story's conflict is something that goes wrong and will eventually be resolved. It is one of the components of plot. 1. Brainstorm with students the types of conflicts or problems they face on a daily basis, and write their responses on the</td>
<td><strong>Theme</strong> <strong>Materials</strong> construction paper, scissors</td>
<td><strong>Main Idea Review:</strong> <strong>Explain</strong> Ask a student to define what the main idea of a paragraph is. Point out that identifying main ideas is important both when reading and writing. When writing, students should state the main idea of a paragraph in a topic sentence. Tell students that they will</td>
</tr>
</tbody>
</table>
**Guided Practice** Ask: *What key words and phrases help form a summary?* After underlining the phrases, say, *A good summary would be the following: Spider silk is strong but stretchable. Artificial spider silk may be used in everyday objects one day.*

**Practice** Write the following on the board without the underlining: *Some of the largest trees in the United States are in Sequoia National Park. This park is located in California. No one can cut down these trees. They are protected by law. That way many visitors every year can enjoy these giant trees.* Have students underline key phrases and then write a summary for the passage.

Review what happened in chapter 10 the day before, give students time to read chapter 11 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, *Cramped, Squeal & Patience.*

Provide the students, working in pairs, with the following review/discussion questions:

1. Describe Jessie’s mood in this chapter.  
2. How is this beach trip different than the beach trips Jessie usually takes with Evan?  
3. At the end of the chapter, why does Jessie feel so horrible?

Review each question and hold a class discussion.

**Independent writing wrap up:** Identify the four elements of the setting of chapter 12. How is the board.

Review what happened in chapter 11 the day before, give students time to read chapter 12 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, *Cramped, Squeal & Patience.*

Provide the students, working in pairs, with the following review/discussion questions:

1. Explain to students that there are two types of conflicts that people face every day:  
   - Internal conflict, which takes place in a person’s mind—for example, a struggle to make a decision or overcome a feeling. Internal conflicts are character vs. self.  
   - External conflict, which generally takes place between a person and someone or something else, such as nature, another person or persons, or an event or situation. External conflicts may be character vs. character, character vs. nature, or character vs. society.  
   - Tell students that characters in a story face the same types of conflicts, and it is important to identify them in order to understand the story completely.  
2. Make a T-Chart on the board, left side “Internal” and right side “External”, have students brainstorm conflict situations for each side.

**Practice/Practice** Have students work with partners to brainstorm the theme of a skit where at least one character is transformed. Encourage them to make simple masks from construction paper for their characters as they plan their skits. Remind them to include dialogue and actions in their skits. Characters who get transformed should have at least two masks to represent the transformation. Give students time to rehearse and then perform their skits for the class.

Review what happened in chapter 13 the day before, give students time to read chapter 14 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, *Shriek, Pulverize & Solemnly.*

Provide the students, working in pairs, with the following review/discussion questions:

1. When Jessie starts hitting Evan, why doesn’t he hit her back?

**Challenge:** In the book, *The Lemonade War*, find 3-5 details that support the main idea, “Rules of Lemonade War”

**Fact and Opinion Challenge:** Using the chart below, have the students use the novel to fill in the boxes for about each character's mood.
what does Evan find?
3. What does Evan do to cause Jessie to lose the competition?

Review each question and hold a class discussion.

Independent writing wrap up: Write a summary of chapter 11, then choose a different chapter from the book and write a summary about it.

setting of chapter 12 different than the setting of the other chapters? Draw a picture of the setting and label the four elements.

13 independently or in partners, or as a read aloud where the students follow along. While reading, have students locate the vocabulary words, Reprimand, Uneven & Even

Provide the students, working in pairs, with the following review/discussion questions:

1. Why do you think Evan is so distracted from the basketball game?
2. Which minor character shows up to play basketball and swim in the pool that Evan dislikes
3. What inference can you make when Evan noticed that his pile of clothes and shoes were all messed up?

Review each question and hold a class discussion.

Independent writing wrap up: Identify and explain the conflict in this chapter.

back?
2. What are Evan’s reasons for starting the war?
3. What are Jessie’s reasons for participating in the war?
4. Provide evidence for all 3 questions.

Review each question and hold a class discussion.

Independent writing wrap up: What lesson do Jessie and Evan learn at the end of the story about the importance of siblings and honesty? Write a paragraph.

Create your own Lemonade Stand Activity.

<table>
<thead>
<tr>
<th>3 Facts</th>
<th>3 Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evan</td>
<td></td>
</tr>
<tr>
<td>Jessie</td>
<td></td>
</tr>
</tbody>
</table>

persons lemonade stand.

Explain Remind students that the plot of a story usually begins with a problem and ends with a solution. The plot development moves from conflict to resolution. Write the Theme

Explain Choose a fairy tale and read a version of it aloud. If, for instance, you are reading a version of “Cinderella” you might say, The theme of this

Small Group Summary
Materials index cards, poster board, masking tape
Explain Remind students that summarizing a story or article means briefly retelling the main Setting
Review setting and discuss the setting of The Lemonade War, and a couple other books you have read throughout the year. Compare and
**Guided Practice/Practice** Assign each pair of students a different popular story to summarize. Have each pair write a short summary on an index card. Circulate and offer assistance. Attach the cards face down on a poster board with masking tape. Have students choose a card and read aloud the summary. If the student can name the popular story described in the summary, he or she keeps the card. The winner is the student with the most cards after all summaries are correctly identified.

**Guided Practice** Ask a volunteer to state the problem that Marcus faced. (At the beginning of the paragraph, Marcus needed help with his math homework.) Then ask how Marcus solved the problem. (In the middle of the paragraph Marcus called a classmate and asked for help with his math homework. Finally, he resolved his problem by asking for help with his math homework.)

**Practice** Read this text aloud to students: Maria looked in all the usual places for the basement key. She needed to leave for school, and her schoolbag was locked in the basement. Having no choice, she climbed all the way up to the attic where her mother was looking through some old files. "Mom," Maria asked, "can I please borrow the basement spare key?" Have students listen carefully and raise their hands when they hear Maria's problem. (Her story is that a person whom some people see as very lowly might really be very beautiful and worthwhile. Even though Cinderella is treated very badly by her stepmother and stepsisters, she is such a beautiful person that the Prince falls in love with her at the ball and searches all over the kingdom for her.)

**Guided Practice** Retell another fairy tale, such as "The Frog Prince," where someone gets transformed through a special process. Ask questions that will help students identify the theme, such as What is the hero or heroine like at the beginning of the story? What is this person like at the end? How is the transition made? What can you learn from this?

**Practice** Ask students to name other fairy tales or similar stories that they know. Write the titles on the board and help students to identify the theme of each of them.

| events or ideas. Tell students that they will write summaries of popular stories and use them in a game. | contrast the settings of two pieces of text or books you've read. | following paragraph on the board: Marcus needed help with his math homework because he had missed some classes when he was sick. He called a friend from class and said, “Taylor, I can help you with your science project. Do you have time to help me with the math homework?” Read the paragraph with students. Tell them that they will identify the problem and the solution, or resolution of the conflict, in this paragraph. | story is that a person whom some people see as very lowly might really be very beautiful and worthwhile. Even though Cinderella is treated very badly by her stepmother and stepsisters, she is such a beautiful person that the Prince falls in love with her at the ball and searches all over the kingdom for her. |}

https://drive.google.com/file/d/0B8BKhwQOF_rmbJUdGdjZGhpU0/view?usp=sharing
Schoolbag was locked in the basement. Have them raise their hands again when they hear the solution. (Maria borrows the basement spare key.)

**Activity (Whole Group):**  
**Materials** chart paper, classroom props  

**Explain** Review the terms *problem* and *solution*. Tell students that they will identify other possible solutions to the main problems in stories that they have recently read.

**Guided Practice/Practice** On chart paper, list several story titles that the class has read recently. Then discuss and summarize the problems that the main characters in the stories faced and the solutions that the characters found. Divide the class into three teams. Ask each team to select one story listed and think of a different solution for the problem. Tell them to act out their new solution. Schedule a time for teams to present their dramatizations to the rest of the class.

| Extension Activity | Another form of figurative language is an **idiom**. A commonly used expression of a group or culture is an idiom. | Using the **Figurative Language Chart**: On the board place the following examples, and have the students **review** all the forms of Figurative Language that we have covered in the unit. | Using the **Figurative Language Chart**: On the board place the following examples, and have the students **review** all the forms of Figurative Language that we have covered in the unit. |
Use the following quotes from the book as examples and add to the Figurative Language Chart.

- "...if push came to shove."
- "Spill the beans."
- "...kept her mouth shut."

Review what an Idiom is using the following power point:
https://drive.google.com/file/d/0B8BKhwOOF_RmWUhTQ0tJU2o4RW8/view?usp=sharing

Or:
https://drive.google.com/file/d/0B8BKhwOOF_RmcGdZWWUzNi0xd3c/view?usp=sharing

students work in pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs.

1. "Jessie was all in knots."
2. "If she lost, even with all Megan’s money. Gulp."
3. "Like a whisper, she crept back upstairs."
4. "...the feeling was snuffed out by the hurricane of anger she felt..."
5. "Evan was burning with embarrassment..."
6. "That RAT!"
7. "Jessie was smart, but she wasn’t very smooth."

Here are more examples of idioms (idioms can be metaphors, similes, or any other type of figurative language):

- "...Scott Spencer had gotten the drop on Evan..."
- "There were a few bugs in the system."

Determine where they belong and put them on the Figurative Language Chart.

Review with the following Power Point:
https://drive.google.com/file/d/0B8BKhwOOF_RmM2d6RmY4YUh4VDg/view?usp=sharing

students work in pairs to place the quotes in the correct column on the chart. Go over as a class to confirm where each quote belongs.

- "You were schooled!"
- "So the guys were giving him the business..."
- "Finally, Jessie ran out of gas."
- "Evan could hear the gurgle of the gutters choking on the downpour."