

THE LEMONADE STAND



You can use Poster 5 with this storybook.

LITERACY ELEMENTS

quotation marks for dialogue
 apostrophe for contractions: let's, we'll
 uppercase/capital letters for different purposes (names, first word in sentence, signage)
 compound words
 add "ed" for past tense: e.g., hammered
 add "d" to words that already end with "e" for past tense: e.g., tasted

MATH CONNECTIONS

PATTERNING AND ALGEBRA
 identifying, extending, and creating patterns

WORDS TO DISCOVER

lemonade
 ordinals (first, second, third, fourth, fifth, sixth, tenth)
 sold
 stand
 sanded
 town
 city

ESL CONSIDERATIONS

Point to the words in the book as you read it aloud.

Story Synopsis

Three friends decide to build and operate a lemonade stand. Kai builds such a beautiful stand that Cindy and Jacob suggest he continue by also selling the lemonade. On the first day, Kai makes 10 cents. On the second day, Kai starts selling muffins and makes 80 cents. Soon, Kai is selling at games, fairs, and so on, and people are coming from all over for his products. Kai works very hard. He is surrounded by money. By the end of the tenth week, Kai has opened his own store.

Overall Learning Opportunities

- 123** Students will:
- identify, extend, and create number patterns
 - explore patterns and pattern rules
- AB** Students will:
- read a variety of simple written materials for different purposes
 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience

ACTIVITY MENU

Investigation: Multiples, page 7

Guided Reading, pages 8–9

As a Group, pages 10–11

- 123**
- *Counting Patterns*: using a hundreds chart to show a number pattern
 - *Calculator Patterns*: using a calculator to explore number patterns
- AB**
- *When Life Gives You Lemons... Make Lemonade*: following recipe instructions
 - *Build a Business*: creating a storefront and writing a product description

Home Connections, page 12

- HI**
- *BLM 1*: using coins at home to understand monetary value

Independent Work, pages 13–17

- 123**
- *BLM 2*: calculating amounts of money and recording it in a chart
 - *BLM 3*: providing a hundreds chart on which children record data
 - *BLM 4*: identifying and extending number patterns
- AB**
- *BLM 5*: using a recipe to make lemonade at home
 - *BLM 6*: writing a product description

Multiples

LEARNING OPPORTUNITIES

Students will:

- explore multiples on a hundreds chart
- name and state the value of the nickel and dime, and demonstrate an understanding of their values
- recognize that patterns result from repeating an operation
- identify patterns

YOU WILL NEED

- dimes (real or play)
- small paper cups
- colouring materials in light shades
- chart paper

OBSERVING FOR ASSESSMENT

Is the student able to:

- accurately count by 10's (2's, 5's, 25's) and describe the number pattern?

The charts children complete can be used as portfolio entries.

TEACHING tip

Post the counting charts as they are developed, so that children can refer to them while working. As the children work, encourage them to read their number patterns aloud and ask them to identify what number would come next.

Reading the Story

After you read the story, ask children to recall how much Kai usually charged for a glass of lemonade (10 cents). Look at pages 8 and 9. Ask:

- Kai made 80 cents. How many glasses of lemonade do you think he sold?

Encourage children to use props such as small paper cups and dimes (real or play) to demonstrate their thinking.

Starting the Investigation

Post a chart like the one below.

Number of Glasses	Amount of Money
1	10¢
2	
3	
4	

Work with the class to enter the amounts for the different numbers of glasses. Have dimes and small paper cups available for use in calculating, if needed.

When the chart is complete, ask:

- What pattern do you see in this chart?

As children read the numbers from left to right, make sure they focus on the patterns in the numbers. Provide children with a copy of the hundreds chart, **Blackline Master 3**. Ask children to look at the "Amount of Money" column on the classroom chart, read each amount, and lightly shade each on their hundreds chart. As a group, read the multiples of 10 aloud. Discuss how the number pattern forms a vertical line on their hundreds chart.

Working on the Problem

On copies of **Blackline Master 2**, pairs of children create their own chart. They begin by choosing a price at which to sell the lemonade: either 2, 5, or 25 cents. They record the number of glasses in one column and the corresponding amount of money in the other. Have cups and appropriate coins available to use as needed.

On a hundreds chart (**Blackline Master 3**), children record their counting pattern by circling each amount. You may wish to provide an additional chart that extends beyond 100, so that children can see the continuing pattern.

Sharing Solutions

Have children meet to present their personalized charts and their circled hundreds charts. Ask:

- What patterns do you see?
- What numbers are both shaded and circled on your chart?
- Would we see 27 on one of these charts? Why not?
- If we made this pattern longer, what do you think would come next?

Extension

Interested children may want to set a different price, anywhere from 3 to 9 cents, for the lemonade. They will then follow a similar procedure to the one above to pursue what counting patterns are created. Provide additional hundreds charts (**Blackline Master 3**) for them to record their new counting patterns.



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LEARNING OPPORTUNITIES

Students will:

- identify the main idea and the characters
- read aloud to understand a piece of writing
- identify characteristics of different forms of written materials

OBSERVING FOR ASSESSMENT

Does the student:

- self-correct miscues that interrupt meaning?
- read aloud fluently, when rehearsed?
- adjust the rate of reading to accommodate difficulties or unclear meaning?

TEACHING tip

During *Reading the Text*, as you ask

children to turn to a particular page or to read particular pages to find something, jot the page number on chart paper so the children can match it to their books.

When you ask the children to read a series of pages, such as page 10 to page 13, ask them what pages they'll be reading and jot 10, 11, 12, and 13 on chart paper.

Setting the Scene

Ask the children:

- What do you like to do on hot days during the summer holidays?

Make a running list and invite them to help you to spell the words as you print them.

Tell children that the story is about 3 children, Jacob, Cindy, and Kai, who decide to set up a lemonade stand. Ask:

- What do the children have to think about and do before they go into business?

Print the names of the characters and invite the children to help you to spell the names.

Invite the children to read the title of the book and the authors' names. Then have them look at the cover art. Ask:

- What's happening in the picture?
- What does the picture tell you about what will happen in the story?

Reading the Text

• Say to the children:

- Turn to pages 2 and 3. Look at the pictures. What's going on?
- Read to find out what Kai's job is and what Jacob and Cindy's job is.

Have the children share what they find out. Say:

- Turn to pages 4 and 5. Look at the pictures and then read to find out how Kai went about building the lemonade stand.

Invite a child to read the text on page 4 aloud. Say:

- Turn to page 6. Look at the picture. The weather is changing. What has Kai done because of the weather?
- Read pages 6 and 7 to find out how successful the children are at selling lemonade.

Ask:

- How many think they'll keep on selling? Why do you think that?
- How many think they'll close down the lemonade stand? Why do you think that?

Say:

- Turn to pages 8 and 9. Did the lemonade stand close? How much does lemonade cost today? How many grown-ups are in the picture? How many children? How much would it cost those adults and children altogether to buy lemonade? How did you get that answer?

Say:

- Read pages 10, 11, 12, and 13 to find out how Kai is doing. Remember to look at the pictures first to help you with your reading.
- How much money did Kai take in for selling 60 glasses of lemonade? How can we figure out the answer?

Say:

- Turn to page 14. Read to the end of page 17 to find out all the places Kai sold lemonade.
- How do the pictures help us to know that Kai is a successful salesperson?

Say:

- Turn to the picture on pages 18 and 19. Why do you think so much is going on?

Read page 18 to the children and ask them to turn to page 20. Say:

- Look at the pictures. What's happening in each of them?

Read page 21 to the children and ask:

- Why would Kai change prices?
- Why would he be given free lemons?

Say:

- Turn to pages 22 and 23. Look at the picture.

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- read with vocalization just below the surface (e.g., whispers words when reading “silently”)?
- appeal for help rarely? Sometimes? Frequently?
- demonstrate perseverance and appear to be reading all the words and every page?

Read page 22 to the children and ask:

- What does Kai mean when he says, “just a matter of time”?

Say:

- Turn to page 24. Look at the picture. What can you see that tells you that Kai has been very successful?
- Read page 24 to find out how long it took.
- Have the children go back and read the whole book independently.

After Reading

Have the children talk about any experiences they’ve had trying to sell something, such as lemonade or an item at a garage sale. Invite them to talk about what they were trying to sell and about their successes and failures.

Revisit the Story

Engage children in a conversation about the story by using open-ended prompts:

- Did you enjoy the pictures? Why? Why not?
- A title tells about the main idea in a story or what the story is about. Do you think *The Lemonade Stand* was a good title for this story? Do you have any ideas for a better title?

Engage children in recalling specific information from the selection. Ask:

- Who got the idea for selling lemonade? How did Kai get involved?
- Who bought the first 2 glasses of lemonade? How much did they pay for each glass? How much altogether? What coins could they have used to pay for the 2 glasses? If they’d given Kai a quarter, how much change would they have received?
- Kai sold lemonade at places other than on the street. Do you remember where?

Focus children on the way the story is told through language. Ask:

- Were there any words that gave you a struggle? Which one(s)? What did you do to figure out the words?

Invite them to look at the pictures that have words in them, beginning with page 5 (Kai’s Lemonade Stand). Have the children talk about why the print is important and necessary in each of the pictures and what problems there would be if it weren’t there.

Ask the children:

- How do you know this is a story and not a poem, a play, a recipe, or a dictionary?

Print the title *What Does a Story Look Like?* on a piece of chart paper and print the children’s ideas underneath.

What Does a Story Look Like?
A story has sentences.
A story has characters.
A story has a beginning, a middle, and an end.
A story doesn't rhyme.

Reinforce the Story

Because this is the first book in Grade 2, you will want to observe and assess each child’s reading progress and achievements. To do so, pair the children and have them practise reading the story to themselves and then to each other (perhaps by alternating pages). Also, invite them to choose their favourite page and read it to a small group.

LEARNING OPPORTUNITIES

Students will:

- recognize that patterning results from repeating an operation
- identify patterns
- explore multiples in a hundreds chart
- count by 10's using multiples of 2 and 5 as starting points

YOU WILL NEED

- paper cups
- clear jar for holding coins
- dimes (play or real)
- colouring materials in light colours

LEARNING OPPORTUNITIES

Students will:

- recognize that patterning results from repeating an operation
- use a calculator to explore patterns
- explain a pattern rule

YOU WILL NEED

- calculators

OBSERVING FOR ASSESSMENT

Can the student:

- use a calculator to create a pattern?
- show and describe a pattern on a chart?
- identify what comes next in a pattern?

Activity: Counting Patterns

After reading the story, give each child some of the crayons and a copy of **Blackline Master 3**.

Explain that they will use the chart to keep track of how much money Kai earns. Using props (paper cups and coins, etc.) begin to act out a version of the story. Say:

- Kai just sold one glass of lemonade for 10 cents.

Then place 10 cents in a jar. Ask children to lightly shade the appropriate numeral (10) on their charts. Say:

- Kai sold another glass for 10 cents. How much does he have in the jar now?

Place another 10 cents in the jar. Children will now shade the numeral 20. Continue, then ask children to describe the pattern they see.

Repeat this process, this time adding 10 to the starting number of 5. For example, place 5 cents in a jar. Say:

- Imagine that Kai started with 5 cents in the jar.

Then add 10 cents. Ask:

- How much is in the jar now?

Children circle the numeral 15. Repeat several times, then ask children to make predictions such as:

- How much do you think there will be when we add another 10 cents?
- Do you think that we will be circling 75? Why?

When the pattern is complete, ask children to describe the pattern on their hundreds charts.

Extension

Repeat the process described above, this time starting with a number between 1 and 9, to which multiples of 10 are added. Children will again record on their hundreds chart how much would be in the jar. Talk about which numbers are circled and the patterns they reflect.

Activity: Calculator Patterns

Distribute calculators to each child or to pairs. Point to the 10¢ amount and invite the children to enter 10 by pressing 1 and then 0. Have them read the display aloud to ensure that 10 is entered. Now have children enter $+$ and the number 10 again, and then the $=$ sign. Ask them to read the display aloud (20).

Have them press $=$ again and read the display aloud (30). Say:

- Do not press anything. Suppose you were to press the equal sign again. What number do you think you would see?

Have children press $=$ to check their thinking. Continue asking them to predict the number each time until they reach 100. Ask:

- What numbers does it seem like you are counting by?

Review how to skip count on the calculator using the constant (\equiv) key. Have them explore other counting patterns in pairs, with one child using the calculator while the other shades in the numbers on the hundreds chart (**Blackline Master 3**). Have children meet to share the patterns that they have explored and recorded.

Extension

Blackline Master 4 has several number patterns for children to identify and complete. Point out that they are to identify the counting pattern in each case.



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LEARNING OPPORTUNITIES

Students will:

- identify characteristics of different forms of written materials

YOU WILL NEED

- chart paper
- ingredients for making lemonade (see activity)
- a pitcher and a long-handled spoon

PLANNING AHEAD

Print the directions on chart paper and display so that everyone can see the ingredients and the sequence.

Activity: When Life Gives You Lemons...Make Lemonade

As the children watch and listen, read aloud and follow the sequence of directions you've printed on chart paper. Talk about how a written recipe looks different to a written story and why. You may want to invite some children to help you read the instructions.

What You Need

- 400 g white sugar
- 2 L water
- 500 mL fresh lemon juice
- 250 mL chilled cranberry juice

What You Do

Pour the sugar, water, lemon juice, and cranberry juice into a large pitcher. Stir with a long-handled spoon to dissolve the sugar.

Put the pitcher in the refrigerator until the lemonade is cold, or serve over ice.

This recipe makes 12 servings. Enjoy!

OR

Buy frozen lemonade and print the directions from the side of the can on chart paper. Follow the directions while the children watch and listen. Have the children restate the instructions in their own words, by asking:

- What did I just do?

Extension

Give each child a copy of **Blackline Master 5** so they can make lemonade at home. Be sure to read it together as a group so each child can explain it to his/her family.



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LEARNING OPPORTUNITIES

Students will:

- create a simple media work

YOU WILL NEED

- several large boxes
- art materials (paint, scissors, etc.)

PLANNING AHEAD

Have children bring in several large boxes from home. Remind them to ask for permission before they take anything.

Activity: Build a Business

Discuss with children how people go about naming a business. Often people use the name of the product being sold. For example, if you sell pencils, you could call your business The Pencil Place. Sometimes the name describes the product. For example, if you sell stuffed toys, you could call your business Soft Stuff.

Have the children work in small groups of 4 to 6 to build a storefront that sells a product. Encourage them to decide on the product they wish to sell and then construct the storefront where they can display it. In addition to the boxes, encourage the children to incorporate chairs or cushions and to decorate their "storefront."

Extension

Working in their groups, invite children to use **Blackline Master 6** to write about their product. The children can use the information recorded as the basis for a short group presentation about the product.



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The Lemonade Stand

Dear Family,

We've enjoyed reading the book *The Lemonade Stand*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In the story, Kai often sells his lemonade for 10 cents a glass. Using dimes, practise counting by tens. Then take 10 index cards, mark the first one "10," then mark the rest with multiples of 10 (20, 30, and so on, up to 100). Turn the cards face down. Take turns flipping one card over to see the number. If the number is 50, you will say, "Today I sold 50 cents worth of lemonade" and count out fifty cents. The next person then shuffles the cards, places them face down, and takes another to repeat the sequence. Play as long as your child is interested. Try the game another time using nickels, with cards marked with multiples of 5.
- Play a simple game of "How Much Is in My Pocket?" Draw from a collection of dimes, placing some in your pocket. Jingle them around and ask your child, "How much is in my pocket?" After your child estimates, empty your pocket, and count by tens to find out exactly how many cents there were in your pocket. Was the estimate high or low? Reverse roles. On another occasion, play with nickels to practise counting by fives.
- Play a game of "How Much Is in the Jar?" Start with a jar and some dimes. Ask your child to close her or his eyes and to listen carefully as you slowly drop dimes into the jar. Once you're finished, ask, "How much is in the jar?" Have your child estimate how many cents in total are in the jar. Then your child can count the dimes by tens to find out the exact number of cents. Alternate roles and play as long as your child is interested. On another occasion, play with nickels.

Remember to send the storybook back to school with your child.

The Lemonade Stand

My name is _____ . Today is _____ .

Use the chart to show how much money is in the jar.

Lemonade costs _____ ¢.

Number of Glasses	Amount of Money in the Jar
0	_____ ¢
1	_____ ¢

The Lemonade Stand

BLM 3

My name is _____ . Today is _____ .

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The Lemonade Stand

BLM 4

My name is _____ . Today is _____ .

Fill in the missing numbers.
What is the counting pattern?

2, 4, 6, 8, _____, _____, 14, 16, 18, _____

This is counting by _____.

5, 10, 15, 20, _____, 30, 35, _____, 45

This is counting by _____.

10, 20, 30, 40, _____, _____, _____, 80, _____

This is counting by _____.

3, 6, 9, 12, 15, _____, _____, _____

This is counting by _____.

Make your own counting pattern.

_____, _____, _____, _____, _____, _____, _____

This is counting by _____.

My name is _____ . Today is _____ .

Read the lemonade recipe to your family.

Make the lemonade. Enjoy!

What You Need

400 g white sugar

2 L water

500 mL fresh lemon juice

250 mL chilled cranberry juice



What You Do

Pour the sugar, water, lemon juice, and cranberry juice into a large pitcher. Stir with a long-handled spoon to dissolve the sugar.

Put the pitcher in the refrigerator until the lemonade is cold, or serve over ice.

This recipe makes 12 servings.



The Lemonade Stand

BLM 6

Our names are:

Today is _____ .

• _____

• _____

• _____

• _____

• _____

• _____

Fill in the information about your product.

What are you going to sell? _____

Why did you choose this item to sell?

What do you want people to know about the product?

1. _____

2. _____

3. _____

Make a list of all the words you can think of that tell something about this product.

• _____ • _____ • _____

• _____ • _____ • _____