

Focus Question:

What lesson does Mike learn from having a lemonade stand?

Book Summary

Text Type: Fiction/Realistic

Who Likes Lemonade? is the second installment of the Moneybags Mike series, and Mike still longs to buy a spy kit. When his friend Derek offers to sell his kit, Mike decides to sell fresh lemonade in order to buy it! Will he earn enough money, or will the complications of business get in his way? Likeable characters and an engaging storyline will keep readers interested while learning basic concepts about money and profit. The book can also be used to teach students how to retell the major events to better understand the text as well as how to determine the character's point of view.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Identify character point of view
- ☐ Determine the purpose of special print in text
- ☐ Recognize and use commas to separate dialogue
- ☐ Understand and use content vocabulary

Materials

- ☐ Book: *Who Likes Lemonade?* (copy for each student)
- ☐ Character point of view, commas to separate dialogue, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *artisanal* (adj.), *boomed* (v.), *discount* (n.), *organic* (adj.), *profit margin* (n.), *season* (n.)

Enrichment: *donated* (v.), *influx* (n.), *triumphantly* (adv.)

- **Academic vocabulary:** *amount* (n.), *exactly* (adj.), *explain* (v.), *problem* (n.), *remember* (v.), *revise* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of a desirable toy. Have students work with a partner to list different ways they could earn money to buy that toy. Have volunteers share their responses with the group. Discuss with students that one way to earn money is to open a lemonade stand.
- Display a photograph of a lemonade stand and invite students to create a list of ingredients they would need to purchase to sell lemonade. Provide students with a variety of grocery sales ads and have students work with a partner to find the prices for each ingredient listed. Invite volunteers to give the total cost of all the listed ingredients and record that total on the board.

Introduce the Book

- Give students their copy of *Who Likes Lemonade?* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that engaged readers stop during reading to retell in their mind what is happening in the story. Share with students that retelling is one way to understand and remember the events in the story. Explain that when we retell, we explain the details of what happened in order. Ask students to think about their morning routine, and ask them to turn to a partner and share what they did to get ready for school. Remind students that in order for the retelling to make sense, the events must be told in the correct order.



Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Story elements: Identify character point of view

- Display the words *first-person*, *second-person*, and *third-person* on the board. Explain to students that one way to understand the plot of a story is by identifying who is telling the story. Point out to students that this is referred to as a *character's point of view*.
- Explain to students that the two most common types of point of view are first-person and third-person. In a first-person story, the narrator is one of the characters and is telling the story to the reader. Share with students that certain words are used throughout a story to help the reader identify the story's point of view. Point out that in a first-person story, the author will use the pronouns *I* and *my* when the character is referring to him- or herself.
- Explain to students in a third-person story, the narrator is not a character in the story but an observer who is describing the events in the story to the reader. Point out that the words used throughout the story to identify this type of point of view are the pronouns *he*, *she*, *her*, and *him* when referring to the characters.
- Gather a variety of short passages written in first person and third person, and distribute to groups of students. Have students work in groups to sort the passages according to the point of view of each story. Invite volunteers to share their results with the rest of the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about how Mike tries to earn money for the Super Spy Kit. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the meaning of the phrase charity case as used in the sentence, "Mike was no charity case"?* (level 3) page 4
- *In what ways is Mike's lemonade stand different from last summer's stand?* (level 1) page 5
- *What does Mike do to before he begins selling lemonade?* (level 2) pages 6–7
- *How does the season in which Mike wants to open his lemonade stand impact his profits?* (level 1) page 7
- *Why does Mike sell Derek a glass of lemonade at a discount? Is this fair or not fair?* (level 3) page 9
- *How does Mike's attitude change throughout the story? What events cause the change?* (level 3) multiple pages
- *What should Mike do to earn a higher profit the next time he sells lemonade?* (level 3) multiple pages

Text Features: Special print

Explain that special print is often used in books to emphasize certain words. Point out that these words are important in helping the reader understand the story and include italics, boldface print, and underlining. Point out that words in italics often have a special meaning and words in boldface print can be found in the glossary. Invite students to find the italicized words on page 11 and ask them to use the context in the sentence to define the italicized words and share their ideas with a partner. Ask students to discuss the reason the phrases are in italics and why are they important in the story. Invite students to share their thoughts with the group.

Skill Review

- Have students work in pairs to retell the story from the beginning. Listen carefully to ensure that students are retelling the details in the story in sequential order. Encourage students to use transition words to organize their retelling.
- Model how to locate word clues to determine the character's point of view.
Think-aloud: *As I read this story, I notice that the author uses the pronouns he and him as well as the characters' names. I also notice that when one of the characters is speaking, the author uses he said or she said. Therefore, I know this story is told from the third-person point of view.*
- Have students work in groups to locate examples from the story to support that this story is written in the third-person point of view. Invite groups to share their findings with the class.

Guiding the Reading (cont.)

- Model how to complete the **character-point-of-view worksheet**. Have students identify the details that indicate the character point of view in the story and circle them. Then, have students discuss the details with a partner and rewrite the scene in the first-person point of view.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Story elements: Identify character point of view

Review the character-point-of-view worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class how they changed different scenes throughout the story to first-person point of view.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Answers should include that Mike learned the lesson of how to successfully sell products, including the difference between *gross profit* and *net profit*.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics:

Commas to separate dialogue

- Write the following sentence on the board, and invite the students to follow along as you read it aloud: *"Sounds expensive," she said.* Ask students to share with a partner who is speaking and what he or she said. Have a volunteer come to the board and circle the person speaking and underline the part of the sentence that shows what he or she said.
- Explain to students that *commas* are used in dialogue to separate the spoken dialogue from the rest of the sentence. Explain to students that when the spoken dialogue appears at the beginning of the sentence, a comma appears after the person's words, such as in the example on the board.

- Write the following sentence on the board: *"You can," said his mom, "but not like last summer's."* Ask students to locate the commas that separate who is speaking from what is being said. Point out that, in this example, there are two commas being used to separate who is speaking from what is being said.
- **Check for understanding:** Have students work with a partner to find dialogue in the story. Each partner should underline the person speaking in one color and the words spoken in another. Then each partner should circle the commas that separate the dialogue in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **commas-to-separate-dialogue worksheet**. If time allows, discuss their answers.

Word Work: Content vocabulary

- Explain to students that many of the words in the story are used to tell about earning money by selling items. Point out that these words are called *content vocabulary* because they help students better understand the content of the text.
- Have students look through the book and locate examples of content vocabulary, such as *gross profit* and *net profit*. Provide opportunities for students to talk about these words and how they are important for the overall understanding of the story.
- **Check for understanding:** Have students work in pairs to find other examples of content vocabulary throughout the story. Ask them to use the context clues or the glossary to find the meaning of each.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.