



### About the Book

Text Type: Nonfiction/How-To Page Count: 16 Word Count: 541

#### Book Summary

There's nothing like cold, tasty lemonade on a hot day! And this book will tell you exactly how to make it, all by yourself! Just gather all your ingredients and follow the steps, and soon you will be drinking your own homemade lemonade! Can you taste it already? Photographs reinforce the steps in preparing it.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize to understand text
- Sequence events in the text
- Identify vowel digraphs ee and ea
- Identify and use hyphenated compound adjectives
- Identify synonyms

#### Materials

Green text indicates resources available on the website

- Book—*How to Make Lemonade* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, vowel digraphs ee and ea, hyphenated compound adjectives, synonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: *container* (n.), *countertop* (n.), *creation* (n.), *gather* (v.), *impatient* (adj.), *measuring cups* (n.)

### Before Reading

#### Build Background

- Create a large word web on the board with the word *Lemonade* in the center. Ask students to volunteer what they already know about lemonade and to share the words they would use to describe it. Record their responses on the web. Then show them the cover of the book. Ask them if they ever think about the ingredients in lemonade and ask, based on the title, what else they might learn from reading this book.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Read page 4 aloud to students and model summarizing.  
*Think-aloud: To summarize, I need to decide which information is the most important to remember in a section. Then, in my mind, I organize the information into a few words or sentences. For example, on page 4 the author tells us that he gets pretty thirsty on a hot day. I will underline this information. He also says that he usually gets a glass of water, but sometimes he likes tasty, sweet lemonade instead. Then he says that making lemonade is easy and that it only takes three things. When I look at this important information, a summary of the Introduction might be: Drinking water on a hot day is good, but sometimes tasty, sweet lemonade sounds great! Lemonade is easy to make and only takes a few minutes.*
- Write the summary on the board. Discuss how you used the information in the Introduction, along with your own words, to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that the steps for how to do something are told in order from beginning to end.
- Model sequencing the main steps of a familiar process, such as making a sandwich. Write key words about each step in order on the board as you describe it to students.  
*Think-aloud: When I make something, I often seem to follow certain steps in a specific order. For example, when I make a peanut butter and jelly sandwich, I first take out the bread, peanut butter, and jelly. Next, I get a butter knife out of the drawer. Then, I use the knife to spread the peanut butter on one piece of bread and the jelly on the other piece of bread. Last, I put the pieces of bread together and eat the sandwich. I have a plan for how to make a peanut butter and jelly sandwich. Since I think this book is about how to make lemonade, I will think about the steps I will need to take to make lemonade and the order in which the steps are completed. As I read, I will look for words that describe these steps.*
- Explain to students that certain words are often used to explain a sequence of events. Read to students the list of events for making a sandwich on the board in order, using words such as *first*, *second*, *next*, *then*, and *last*.
- Have a volunteer use the key words on the board to sequence the events out of order. Ask students to explain why the order of the steps is important (the process does not make sense if it's out of order). Discuss with students that a process for doing something makes sense only if the events are in the correct order.

### Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students find the word *measuring cups* on page 5. Remind students that they can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Guide students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in the sentences before and after. Explain that in this book, they may also look to illustrations for clues to the meaning.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for the word *measuring cups* in the glossary.
- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class.


### Set the Purpose

- Have students read to find out how to make lemonade. Remind them to stop after every few pages to summarize and think about the sequence of steps for making lemonade.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 6. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified in the section "*The ingredients are simple.*"
- Model summarizing and sequencing.  
**Think-aloud:** *Whenever I am following directions for making something, I first lay out all the materials. Then I read each sentence and follow the directions. Before I begin, I want to "walk through" the directions in my mind. If I were at home, I would stop after reading page 6, recall or reread all the ingredients and supplies, and gather them before going on.*
- Ask students to read page 7. Repeat the process. You might ask a volunteer to read the page aloud as you and the rest of the students close your eyes and mentally walk through the directions.
- Tell students that summarizing the information will help them remember the sequence of directions when they get ready to make lemonade. Explain that the correct sequence is very important when following directions. If they don't follow it, their lemonade may not turn out right.
- **Check for understanding:** Have students read pages 9–11. Then have them turn to a partner and summarize the directions about squeezing lemons. Remind them to summarize in the correct sequence.
- Introduce the [sequence events worksheet](#). Model how to fill in the first few spaces with the information from pages 7–11.
- Have students read the remainder of the book. Encourage them to continue to summarize as they read the rest of the book. Remind them to continue thinking about the sequence of steps as they read and to fill in the remainder of their worksheet.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## 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.

### Reflect on the Reading Strategy

- Remind students that stopping to summarize in their mind helps them understand the text and pay close attention to important details and sequencing.
- **Think-aloud:** *Stopping to summarize in my mind while reading each section of the book helped me remember the important information better. It also helped me to keep track of the sequence for making lemonade properly.*

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the importance of following a recipe in the correct order. Ask them what might have happened to the lemonade if the steps had not been followed in the right sequence.
- **Independent practice:** Have students share their completed worksheet. Provide time for them to compare their worksheet with a partner and to check each other for accuracy.
- **Enduring understanding:** In this book, you read about how to make lemonade at home. You completed a worksheet with all the important steps. How might you use this information and this worksheet in the future?

## Build Skills

### Phonics: Vowel digraphs ee and ea

- Write the word *treat* on the board and say it aloud with students.
- Tell students that sometimes letters combine to stand for one sound. Reread the word *treat* as you run your finger under the letters in the word. Ask students to identify the two letters that together represent the long /e/ vowel sound in the word *treat*.
- Write the *ea* letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound the combination represents.
- Repeat the process with the word *sweet*. Explain that there are several different combinations that make the long /e/ sound.
- **Check for understanding:** Draw or project a two-column chart on the board. Label the columns “*ea*” and “*ee*”. Ask students to search in the book for words that have the long /e/ sound. Ask them to tell you on which side of the chart to record each word. Read the word aloud and test for the long /e/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraphs ee and ea worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Hyphenated compound adjectives

- Write the following sentence on the board: *The girl wore a red dress*. Have a volunteer come to the board and circle the word that describes the dress in the sentence (*red*).
- Review or explain that *adjectives*, such as *red*, are words that describe nouns or pronouns and that tell *which one*, *how many*, or *what kind*. Ask a volunteer to underline the noun that the adjective *red* describes.
- Write the following sentence on the board: *Use a medium-size bowl*. Underline the word *bowl*. Have a volunteer come to the board and circle the word that describes the bowl (*medium-size*). Explain that this word is an example of a *compound adjective*. The line between the words is a *hyphen*. Point out that each part of a compound adjective alone does not describe the noun as well. For example, it doesn’t make sense to describe the bowl as a *size bowl*, and it’s not quite as descriptive to describe it as a *medium bowl*, but together the words *medium* and *size* create a compound adjective that accurately describes the noun.
- **Check for understanding:** Write the following sentence on the board: *You can follow a lemon-squeezing tip*. Underline the word *tip*. Have a volunteer come to the board and circle the adjective that describes the tip (*lemon-squeezing*). Ask students to discuss with a partner the reasons each word in the compound adjective could not describe the noun on its own (it doesn’t make sense to say a *lemon tip* or a *squeezing tip*).

- **Independent practice:** Introduce, explain, and have students complete the [hyphenated-compound-adjectives worksheet](#). If time allows, discuss their responses.

## Word Work: Synonyms

- Direct students to page 7. Have them find and read the first sentence and put their finger on the word *mix*. Ask students to identify other words that mean the same as mix (*blend, combine, and so on*).
- Explain that a word that has the same or a very similar meaning as another word is called a *synonym*. Point out that writers use synonyms to add variety and avoid using the same word over and over.
- **Check for understanding:** Have students read the second sentence on page 9. Ask them to think of a synonym for the word *smash* (*mash, flatten, bang, and so on*).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). Discuss their answers aloud after they are finished.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice retelling the sequence for making lemonade with someone at home.

## Extend the Reading

### How-To Writing Connection

Have students write the steps for making their favorite snack, such as microwave popcorn, macaroni and cheese, and so on. Make sure they use order words (*first, next, then, and last*) to show correct sequence.

Visit [Writing A–Z](#) for a lesson and leveled materials on procedural writing.

### Math Connection

Have students work with multiplication and fractions in recipes by asking them to determine how much of each ingredient they would need to make twice as much lemonade. What about if they only wanted to make half of the recipe? Provide students with scratch paper and manipulatives to assist them.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently use the strategy of summarizing to comprehend the text during discussion
- accurately sequence events during discussion and on a worksheet
- correctly associate the ea and ee letter combinations with the long /e/ vowel sound during discussion and on a worksheet
- recognize and use hyphenated compound adjectives during discussion and on a worksheet
- identify and understand the use of synonyms and practice substituting synonyms into sentences on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)