



### About the Book

Text Type: Nonfiction/How-To Page Count: 12 Word Count: 81

#### Book Summary

It's a hot day, and the kids are thirsty for a cold drink. What will they make? In *Let's Make Lemonade*, students will learn how to make this sweet, cold drink. They will have the opportunity to sequence events in this simple how-to book. Detailed illustrations, repetitive text, and high-frequency words support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Discriminate initial /sp/ sound
- Identify initial consonant blend *sp*
- Recognize and use contractions
- Understand, use, and write the high-frequency word *our*

#### Materials

Green text indicates resources available on the website

- Book—*Let's Make Lemonade* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, initial consonant blend \*sp\*, contractions worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting 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 [Vocabulary a-z.com](#).

- High-frequency words: *for*, *this*, *our*
- Content words:  
 Story critical: *lemons (n.)*, *pitcher (n.)*, *spot (v.)*, *squeeze (v.)*, *sweet (adj.)*, *thirsty (adj.)*  
 Enrichment: *roll (v.)*, *seeds (n.)*, *spill (v.)*, *sticky (adj.)*

### Before Reading

#### Build Background

- Write the word *lemonade* on the board. Have students repeat the word.
- Ask students if they have ever had lemonade to drink. Discuss how it might be made and what it might taste like. If possible, have some lemonade or lemons available for students to taste.

## Book Walk

### 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, illustrator's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: When I look at the picture on the front cover, I see a boy and a girl. The boy is stirring something in a pitcher. Since the title of the book is Let's Make Lemonade, I think they must be making lemonade. I know that I make lemonade by putting water and a powdered mix in a pitcher and stirring it. I wonder if the boy and girl will make lemonade this way. I will have to read the story to find out.*
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- 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 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 doing the laundry. Write key words about each event in order on the board as you describe them to students.  
*Think-aloud: When I do something, I often follow certain steps in a specific order. For example, when I do the laundry, first I gather up all the dirty clothes. Next, I take them to the laundry room. Then I sort them by color and type. Next, I put them into a machine to wash them. Then I put them in a different machine to dry them. Last, I fold the clothes and put them away. I have a plan for how to do the laundry. Since I think this book is about making lemonade, I will think about the steps for making it 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 steps for doing laundry on the board in order, using words such as *first*, *second*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- 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

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though it is very hot, and the children are probably thirsty for a cold drink.*

- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *pitcher* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a container and some lemons on the counter. When I look at the first part of the word, it starts with /p/. However, the word container starts with the /c/ sound, so this can't be the word. I know that a container that drinks are mixed in is called a pitcher. The word pitcher starts with the /p/ sound. The sentence makes sense with this word. The word must be pitcher.*

### Set the Purpose

- Have students use what they already know about lemonade to help them read the book. Remind them to think about the sequence of events as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Cut apart the pictures from pages 5–12 of an extra copy of the book. Place them out of order in a pocket chart or along the chalkboard ledge. Model connecting to prior knowledge and sequencing events.  
*Think-aloud: On page 5, I see the children getting a pitcher. I know this is one of the first steps in making lemonade. I will place the picture of the children getting the pitcher first in the sequence of pictures in the pocket chart. I see lemons on the counter in a bowl. I also know that lemons are needed to make lemonade.*
- Invite students to share how they connected with what they already knew as they read. Then have them tell which event comes next in the sequence for making lemonade (adding cold water and white sugar). Have a volunteer choose the picture that depicts this step and place it in the correct order in the pocket chart.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Use the cut-out pictures to discuss the sequence of events for making lemonade through the end of page 8. Encourage students to use words such as *next* and *then* when identifying the steps.
- Have students read the remainder of the book. Remind them to use what they already know about lemonade and the steps in a process to help them understand new information as they read.



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 the discussion that follows.

### 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

- *Think-aloud: When I read page 12, I thought about the times I have had lemonade to drink. It is cold, sweet, and sticky. It is a great drink when I am hot and thirsty. The children made lemonade with the help of their mother. Making lemonade can be fun and can also help people cool down on a hot day.*

## Lesson Plan *(continued)*

## Let's Make Lemonade

- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about how to make lemonade. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew about the topic of the book helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the steps in the process of making lemonade. Explain that good readers think about the sequence of events in the story to help them remember what they read.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about making lemonade on a hot day. The children were very thirsty because they were outside on a hot day. Now that you have read and thought about this, why do you think it's a good idea to drink plenty of liquids on a hot day?

### Build Skills

#### Phonological Awareness: **Discriminate initial /sp/ consonant blend**

- Say the word *spot* aloud to students, emphasizing the initial /sp/ sound. Have students say the word aloud and then say the initial /sp/ sound.
- Read pages 9 and 10 aloud to students. Have them raise their hand when they hear a word that begins with the /sp/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word begins with the /sp/ sound: *drink, spoon, make, spill, sweet, spoil, speck, lemons*.

#### Phonics: **Identify initial consonant blend sp**

- Write the word *spot* on the board and say it aloud with students.
- Have students say the /sp/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sp/ sound in the word *spot*.
- **Check for understanding:** Say the following words that begin with the /sp/ sound on the board, leaving off the initial blend: *spit, spare, spat*. Say each word, one at a time, and have volunteers come to the board and add the initial blend in each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant blend sp worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Contractions**

- Write the following sentence on the board: *It's hot outside*. Read the sentence aloud with students.
- Underline the word *It's* on the board. Explain that the word *It's* is made by putting together the words *It* and *is*. Write the words *It* and *is* under the word *It's* on the board. Reread the sentence with the words *It is*.
- Review or explain that a *contraction* is a word formed by joining two words and that an *apostrophe* shows where one or more letters have been left out. Ask students to identify which letter has been left out of the contraction *It's* (the *i* in *is*).
- Have students turn to page 3 and locate the other contraction on the page (*We're*). Write the contraction on the board and have students tell which two words were joined to form the contraction (*We are*).
- Ask a volunteer to read each sentence with the two words in place of the contraction to see whether it still makes sense.

## Lesson Plan *(continued)*

## Let's Make Lemonade



**Check for understanding:** Have students locate and circle all the contractions in the book. With a partner, have them record the two words that make up each contraction on a separate piece of paper.

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

### **Word Work: High-frequency word *our***

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *our* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *our* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the sentences on page 11 aloud to students. Point to the word *our*. Explain that the word *our* is used to show that something belongs to two or more people. Have students use the word *our* in oral sentences.



**Check for understanding:** Have students locate and highlight the word *our* in the book. Have them write a sentence using the word *our* and illustrate it on a separate piece of paper. Check the illustrations for two or more students. Invite students to share their sentences and illustrations.

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can 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 them identify the sequence of events in the book to someone at home.

## **Extend the Reading**

### **How-To Writing and Art Connection**

Have students draw a picture of one step in the process of making lemonade. Under their picture, have them write a sentence describing the picture they drew. Combine the drawings to create a class book about making lemonade.

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

### **Science Connection**

Follow the steps in the process of making lemonade as a class. Taste the lemonade. Discuss the taste and list words to describe it (*sweet, sour, tart, bitter*). Then discuss other foods that might have the same or different tastes. Provide more information about how the tongue tastes foods.

### **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.

Lesson Plan *(continued)*

## Let's Make Lemonade

- 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 connect to prior knowledge to understand text
- accurately identify the steps in a process during discussion and on a worksheet
- accurately discriminate the initial /sp/ consonant blend sound during discussion
- identify and write the letter symbols that represent the /sp/ consonant blend sound during discussion and on a worksheet
- correctly understand and use contractions during discussion and on a worksheet
- correctly write and use the high-frequency word *our* in text and on a separate piece of paper

**Comprehension Checks**

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