

LEMONADE IN WINTER

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Ages: 3-7; Grades: PreK-2

Themes: Friendship, Math and Counting

Running Time: 12 minutes

NEW! COMMON CORE CONNECTIONS:

CCSS.Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUMMARY

Pauline and John John think it's a perfect day for a lemonade stand – even though it's the middle of winter, even though a mean wind blows, and even though the streets are covered with snow and ice. Their parents aren't so sure, but the entrepreneurial siblings push ahead, squeezing lemons and limes, making signs, and setting up their lemonade stand. As business flags, the brother and sister team do whatever it takes to attract more customers. When they finally close up shop, it's time to count the money. Will they come out ahead? It depends on who you ask!

OBJECTIVES

- Students will solve everyday math problems that involve money.
- Students will create their own math problems.
- Students will engage in a text-dependent discussion.

BEFORE VIEWING ACTIVITIES

Brainstorm with students about how math is used in everyday life.

Guiding questions:

- In what types of situations do you have to use math or counting in your life?
- Why is it important to understand different kinds of math?
- What kinds of jobs do you need to be a good mathematician for?
- Have you used math today? When?

Post students' answers. Point out that much of our every day math involves counting and using money. List with the students the things that we need money for. As the list becomes exhaustive, say, "So we need money for almost everything, but how do we get money?" Tell students that they will be watching a movie about a boy and girl who want to earn some money, so they decide to have a lemonade stand. Encourage them to pay attention to find out whether they make or lose money in the end.

Common Core Connection Activities:

Review, or introduce, money basics including the names and values of coins and bills. Give students plastic or paper manipulatives to use as you walk them through basic money math problems. Examples:

- How much is $1¢ + 5¢$?
- How much is 2 quarters worth?
- How many dimes in $50¢$?
- How many quarters in a dollar?

Discuss the setting of the movie, and its importance to the story.

Guiding questions:

- This movie is called, **Lemonade in Winter**. What is strange about that title?
- Can you predict the setting of this movie?
- Do you think that people would buy lemonade in winter? Why or why not?
- What is something that might sell better in the winter? Why?
- What challenges do you think the setting will present?

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Establish a Class Store. Use empty cartons or boxes, or laminated magazine photos, to represent items for sale. Print and laminate paper coins and dollars. Give students time to work in the store in small groups during math centers or independent work time. Consider:

- Have one student act as the cashier and the others as shoppers. The shoppers record their purchases and add up how much they spent. The cashier keeps track of how much money the store has made and makes change.
- Have students solve problems such as: What three items cost less than \$10 total? How many _____ can you buy with \$5? If you paid \$1 for three _____, how much change would you get?

Discuss Pauline's and John John's different emotions at the end of the story. Guiding questions:

- How does Pauline feel when they count their money? (*sad, upset*) What evidence in the movie shows you her emotions? (*She begins to cry.*)
- What causes Pauline to be upset? (*The children lost money.*)
- How does John John feel? (*fine, happy*) What evidence in the movie shows you his emotions? (*He doesn't cry, he suggests buying popsicles*)
- Why do you think John John feels differently than Pauline? (*John John doesn't understand how money works. He isn't bothered that they have less than what they started with.*) What in the movie makes you think that? (*Throughout the movie, as Pauline explains money to John John, he says, "That's money!" which shows that he doesn't understand that different amounts of money have different values.*)
- What does Pauline teach John John? (*How to understand money, strategies for selling a product.*)
- What does John John teach Pauline? (*Optimism, seeing the bright side, having fun in the face of adversity*)

Have a class bake sale. Ask students to calculate how much they spent on the materials to make their baked items. Then have them figure out how much to charge per item to make their money back, as well as how much to charge to make a profit. Strategize ways to boost their sales, such as advertising or lowering the price. After the bake sale, have students calculate whether they earned or lost money, and how much.

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