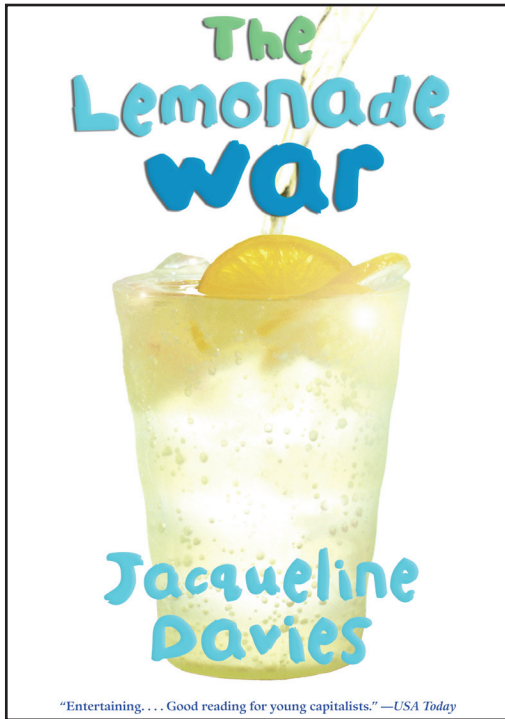


A TEACHER'S GUIDE TO

The Lemonade War

BY JACQUELINE DAVIES



978-0-618-75043-6/HC • 978-0-547-23765-7/PB

About the Book

Fourth-grader Evan Treski is people-smart. He's good at talking with people, even grownups. His younger sister, Jessie, on the other hand, is math-smart, but not especially good with people. So when the siblings' lemonade war begins, there really is no telling who will win—or even if their fight will ever end. Brimming with marketing tips for making money at any business, definitions of business terms, charts, diagrams, and math problems, this fresh, funny novel explores how arguments can escalate beyond anyone's intent.

About the Author

Jacqueline Davies is the talented author of several novels and picture books, including the Lemonade War series and *The Boy Who Drew Birds*. Ms. Davies lives in Needham, Massachusetts, with her family. Visit her website at www.jacquelinedavies.net.

Special Features

The title of each chapter in *The Lemonade War* is a business term or concept, with its definition just below (for example, "Chapter 1: Slump n. a drop in the activity of a business or the economy").

- Economic concepts are defined throughout the book as Jessie and Evan investigate, research, and develop their own ideas.
- Each chapter contains examples of Evan's and Jessie's attempts to calculate sales, profits, expenses, etc. Readers may choose to study the math problems in depth, working them out on their own, or may choose to read on.
- In addition to the math problems and definitions, the book contains charts, diagrams, newspaper clippings, and a sales receipt. These graphics engage the reader and deepen the Treskis' story.

Discussion Questions

Any of the following questions might be presented as an essay topic as well.

- Have you ever felt competitive with someone you are close to, like a sibling or a good friend? How was this embodied? What did you do? How was it resolved?
- Evan is so angry with his sister he can barely stand it! Has Jessie consciously done anything to harm her brother? Explain the root of Evan's anger.
- Jacqueline Davies chose to create Evan and Jessie as characters that don't fit the stereotypes of boys and girls, in terms of both their academic and social strengths and challenges. Do you think that these stereotypes (girls are intuitive but not good at math; boys are good at math but not so good at reading people's feelings) get in the way at your school?
- Even though Jessie and Evan are having a hard time with each other, they don't want their mom to

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know. Can you explain why they are so careful not to show her they are quarreling? Have you ever felt like this?

- Evan is pretty sure that Scott Spencer stole the lemonade money he “borrowed” from Jessie. Why doesn’t Evan confront Scott? Why doesn’t he ask for his money back?
- How do Evan and Jessie finally resolve the conflict—both their lemonade war and their personal war?
- Both children have to admit that they’ve done mean things to each other before they can move on. Have you ever done something out of anger that you wish you hadn’t? How did this play out?

Activities

- When your class studies *The Lemonade War*, set up a lemonade stand in the classroom. Learning from Evan’s and Jessie’s successes and mistakes, help your students design and implement their own lemonade stand(s). You may choose to divide the class into groups and have each group plan its own stand, by designing posters, advertisements, and other business schemes, as Evan and Jessie did. You may choose to have the entire class work together on a plan. Children might sell lemonade during recess, or even set up in the cafeteria during lunchtime. Decide together as a class how the money earned will be spent. Taking a page from Jessie Treski’s book, children may want to donate money to a charity of their choice or to school projects. They may choose to devote a certain percentage of their projects to a culminating celebration in school—a pizza party or lemonade party, for example!
- Using the model described above, encourage children to design and implement a store of some kind that relates directly to your school’s curriculum. For example, schools doing a neighborhood study may choose to study a local grocery store and then set up a store of their own in the classroom for a day.
- Make copies of the math problems in the book for your students. As you read the book aloud, highlight the math problems as a part of your students’ experience of the book. Can they think of other ways to figure out the problems? Are their methods more or less efficient than Evan’s and Jessie’s methods?
- Personal conflicts like Evan’s and Jessie’s are often at the core of good works of fiction. As part of a unit of study on realistic fiction or as a separate project, have your students design and write a story with a personal conflict at its root. You may want to have your students write descriptions of their main characters and an outline of the plot (including conflict and its resolution) as part of their writing processes.
- Evan and Jessie win their local Rotary Club’s annual Labor Day contest by creating a display that details their entrepreneurial endeavors with lemonade. Labor Day celebrates the many achievements, both social and economic, of the American worker. If your class is studying *The Lemonade War* close to the beginning of the school year, challenge your students to research and present a project related to the holiday. They may profile a particular business in your town; they may research the history of Labor Day itself; they may interview people in their families about their work histories. Encourage them to find their own unique ways to connect to the holiday.

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Common Core Connections

This guide meets the following Common Core State Standards for English Language Arts

Discussion Points

Reading Literature:

Key Ideas and Details

Grade 3 – RL.3.1-3

Grade 4 – RL.4.1-3

Grade 5 – RL.5.1-3

Grade 6 – RL.6.1-3

Grade 7 – RL.7.1-3

Craft and Structure

Grade 3 – RL.3.4-6

Grade 4 – RL.4.4-6

Grade 5 – RL.5.4-6

Grade 6 – RL.6.4-6

Grade 7 – RL.7.6

Integration of Knowledge and Ideas

Grade 4 – RL.4.7, 9

Grade 5 – RL.5.9

Grade 6 – RL.6.9

Grade 7 – RL.7.9

Range of Reading Level of Text Complexity

Grade 3 – RL.3.10

Grade 4 – RL.4.10

Grade 5 – RL.5.10

Text Types and Purposes

Grade 3 – W.3.1-3a

Grade 4 – W.4.1-3e

Grade 5 – W.5.1-3e

Grade 6 – W.6.1-3.e

Grade 7 – W.7.1-1c, 2-2d, 3-3e

Production and Distribution of Writing

Grade 3 – W.3.4-6

Grade 4 – W.4.4-6

Grade 5 – W.5.4-6

Grade 6 – W.6.4-6

Grade 7 – W.7.4-6

Research to Build and Present Knowledge

Grade 3 – W.3.7-8

Grade 4 – W.4.7-9b

Grade 5 – W.5.7-9b

Grade 6 – W.6.7-9

Grade 7 – W.7.7-9a

Speaking and Listening

Comprehension and Collaboration

Grade 3 – SL.3.1-4

Grade 4 – SL.4.1-2

Grade 5 – SL.5.1-1d

Grade 6 – SL.6.1-2

Grade 7 – SL.7.1

Presentation of Knowledge and Ideas

Grade 4 – SL.4.4-6

Grade 5 – SL.5.4-6

Grade 6 – SL.6.4-6

Grade 7 – SL.7.4-6

This guide was created by Clifford Wohl, educational consultant.

