The Lemonade War
By Emily Cooper
TSL 518
Introduction
General Information:
Emily Cooper
Dr. Lorrie Stoops Verplaetse
TSL518

Unit Information:
Title: The Lemonade War
Lesson #1-3
Grade 3
Mainstream Class Integrated with EL’s

Source of Written Materials:
The text used is an excerpt from the book “The Lemonade War” and it is located in Pearson’s ReadyGEN Text Collection for Grade 3.
Character Trait List: Fancy Free in 4th Blog
Cause and Effect Graphic Organizer- Florida Center for Reading Research

Source of Lessons:
The lessons are from the Teacher’s Guide of Pearson’s ReadyGEN 2016 Common Core Grade 3 Reading Program.

Goals of the Unit:
• I want my students to know that just like people in real life, characters in stories have personality traits and motivations that influence their actions.

• I want my students to know that just like our actions have consequences in real life, characters’ actions influence the events and outcomes in a story.

• I want my students to know that all stories have common elements which include problems, events, and solutions.
Lesson 1
Emily Cooper

Modified Lesson Plan 1:

Key:
Blue= Original Lesson
Black= Modified

Subject: English Language Arts - Describing Characters
Grade: 3
Unit: The Lemonade War
Text: The Lemonade War by Jacqueline Davis
Target Audience: Mainstream Class with EL's
Duration: 60 minutes
<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>Content Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After listening to the story, students will complete a written guide in pairs about the main characters and conflict of the story.</td>
<td>1. Students will be able to identify the main characters and the conflict of the story.</td>
</tr>
<tr>
<td>2. While orally discussing in small groups, students will take notes about what the character does, what they want, and traits, and what traits they have on a graphic organizer.</td>
<td>Students will be able to describe a character's actions, motivations, and traits.</td>
</tr>
<tr>
<td>Level</td>
<td>Pre-production</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>1</td>
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<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Indicators**

- **Reading**
  - Students will identify the characters and conflict.
  - Students will answer questions about the text.
  - Students will answer questions about the characters.

- **Writing**
  - Students will write a story that supports the given support of the graphic organizer.
  - Students will write a story that includes the support of the graphic organizer.
  - Students will write a story that includes the support of the graphic organizer.
  - Students will write a story that includes the support of the graphic organizer.

- **Speaking**
  - Students will describe the character by filling in the blanks.
  - Students will describe the character by filling in the blanks.
  - Students will describe the character by filling in the blanks.

- **Listening/Writing**
  - After listening to the text, students will answer questions about the text.
  - After listening to the text, students will answer questions about the text.
  - After listening to the text, students will answer questions about the text.
<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Preterite Tense</th>
<th>Adverbs</th>
<th>Motivations, and Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Evan's goal is to set up his lemonade stand to make money.</td>
<td>His sister is winning lemonade price to sell. To think of a good idea. To beat Jesse. To win the contest.</td>
<td>To think even is 3. Think even is 3. Think even is 3.</td>
<td>So far in the story, even 1.</td>
</tr>
<tr>
<td>$Evan wants 1, but 2.</td>
<td>Even wants 1, but 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are having a contest.</td>
<td>They are having a contest.</td>
<td>1. Who can sell $100 worth of lemonade?</td>
<td></td>
</tr>
<tr>
<td>1. Jesse</td>
<td>1. Even</td>
<td>1. Even</td>
<td></td>
</tr>
<tr>
<td>The characters are 1.</td>
<td>The characters are 1.</td>
<td>1.</td>
<td></td>
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<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>

**Function**
- Identifying the main characters
- Situation
- Expression
- Grammar
- Words/Phrases
- "Being" Verbs
- Compound Sentences
- Present Tense
- Preterite Tense
- Adverbs
- Motivations, and Traits
Procedure:

1. **Before Reading:** Building Background Knowledge (15 min.)
   - Introduce the story “The Lemonade War” and explain that we are going to be reading the chapter named, “Location, Location, Location.” Explain that this text is realistic fiction which means that it could happen in real life.
   - Introduce the essential question, “How do readers understand the character’s motivation and the effects of their actions?”
   - Before we begin we are going to discuss our knowledge of lemonade stands and competitions because these are two important concepts in this story. We are also going to discuss some important vocabulary words.
   - **Lemonade Simulation (Realia)**
     - Set up a lemonade stand in the classroom with cups, a pitcher of lemonade, a sign that says “Lemonade for Sale -$2,” and play money.
     - Assign students roles. Some students will be working the lemonade stand while others will be customers. Give the students a few minutes to role play what happens at a lemonade stand.
   - **Interactive Vocabulary 4 Square (See pages 10-11)**
     - Project the following words with visuals and a definition on the board: earned, location, and competition. They will be a part of a 4 square organizer that we will collaboratively fill in.
     - Discuss the meaning of earned. Point out that the students who sold the lemonade just earned money. Generate a meaning of the word. Usually lemonade stands are outside during the summer. Can you think of other examples of people selling food or drinks or other products in public to **earn** money? Brainstorm a quick list which may include: fruit/vegetable stands, meat markets, food trucks, etc. to include in the examples. If this is difficult students can think of any other way to earn money. (chores, mowing lawns, babysitting)
     - Move to the word competition. Explain that if the class next door also had a lemonade stand we would be competing with them to see who could sell more lemonade. Brainstorm a quick list of other types of competitions students know about to include in the examples. Generate what earn means in our own words.
     - Then discuss the word location. Demonstrate examples around the classroom, my staplers is located on my desk, the sink if located next to the cubbies, etc. Come with what location means in our own words. Ask students what would be the best location for a lemonade stand? Have students turn and talk. At the park on a hot day? In the school? In the woods? Discuss that a good location would be where there are a lot of people.
2. During Reading: Read Aloud beginning of “Location, Location, Location”(20 min.)

- Tell students that during this first reading they should focus on understanding what the text is mainly about, the “gist” of the text, or who the characters are and what is happening.
- Read the text aloud to students expressively as students listen and follow along. Students will have the appropriate text based on their proficiency level.
- (See pages 12-32 for Modified Versions of “Location, Location, Location”)
- Tell students that now they are going to be answering some questions that get at the gist of what they just listened to
- Tell students that they will turn and talk to answer the questions
- Pair students up and give students the appropriate written guide based on their proficiency level.
- See pages 33-37 for The Lemonade War Written Guides
- Check for understanding: Teacher will walk around and observe whether or not students are able to successfully identify the characters and conflict on their written guides

Modifications for English Learners:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Bridging/Mainstream Level 5</th>
<th>Intermediate Level 4</th>
<th>Developing Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-Production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening/Writing Identify the characters and conflict</td>
<td>After listening to the text read aloud, students will answer questions about the characters and conflict by writing complete sentences on their written guide.</td>
<td>After listening to the text read aloud, students will answer questions about the characters and conflict by writing complete sentences on their written guide with the support of sentence starters.</td>
<td>After listening to the text read aloud, students will answer questions about the characters and conflict with the support of sentence frames and a word bank.</td>
<td>After listening to the text read aloud, students will answer questions about the characters and conflict by choosing the correct multiple choice out of two options with visual support and then write the choice in a sentence frame.</td>
<td>After listening to the text read aloud, students will answer questions about the characters and conflict by circling the correct choice out of two options with visual support and then rewrite the word(s).</td>
</tr>
</tbody>
</table>

3. After reading: Describing Characters Collaborative Discussion + Writing (20 min.)

- Explain that like people, characters in a story have traits, feelings and motivations that affect their actions. In turn, characters’ actions affect the sequence of events in the story. Tell students that for today we are going to describe Evan by looking at his motivation, or what his goal is, his actions, and his traits. Traits are words that we can use to describe someone’s personality.
- Introduce the graphic organizer and briefly model filling it out for Jessie using a think-aloud.
o Motivation- Well the text says that they are in a contest to earn $100 so I think Jessie wants to sell $100 worth of lemonade before Evan
o Actions- The text says she is winning, it also tells me she had memorized all of her multiplication facts, she does math problems very fast
o Traits- The author does not always use words to describe personality but I can come up with some words based on what Jessie says and does. I think she is competitive and smart (Refer to list of character traits during this part)

- Put students into small groups of 3-4 students and provide them with the modified 4 column chart.
- Students will discuss the categories on the graphic organizer and then each record notes on their own graphic organizer
- See page 38 for sentence starters for oral discussion about the character
- See pages 39 - 43 for Describing Character Graphic Organizer
- See page 45 for Character Trait Lists for Levels 4 and 5

Modifications for English Learners:

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<tbody>
<tr>
<td>Speaking</td>
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<tr>
<td>Describing the character</td>
<td>Students will describe the character by leading a discussion of his actions, motivation, and traits</td>
<td>Students will describe the character by fully participating in a discussion about his actions, motivation, and traits</td>
<td>Students will describe the character by fully participating in a discussion about his actions, motivation, and traits given the support of sentence starters</td>
<td>Students will describe the character by participating in a discussion about his actions, motivation, and traits using one- to two word responses given the support of sentence starters</td>
<td>Students will describe the character by participating in a discussion and repeating short phrases about the character's actions, motivation, and traits</td>
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<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Describing the character</td>
<td>Students will write notes describing the character's actions, motivations, and traits in a graphic organizer in complete sentences</td>
<td>Students will write notes describing the character's actions, motivations, and traits in a graphic organizer</td>
<td>Students will write notes describing the character's actions, motivations, and traits in a graphic organizer given the support of sentence starters</td>
<td>Students fill in the blank details about the character's actions, traits, and motivations given the support or a word bank with visual support</td>
<td>Students will circle words with visual support that describe the character's actions, traits, and motivation on a graphic organizer and then rewrite the word(s)</td>
</tr>
</tbody>
</table>

4. Closure: Sharing Out (5 min.)

- Check understanding by asking students to share
- Have students give a thumbs up if they came up with the same details about the character's motivation, actions, and traits. Ask students who have a thumbs down to share what they came up with that was different.
Sale

Lemonade for
### Partially Filled in 4 Square Graphic Organizer for Building Background

<table>
<thead>
<tr>
<th>Word: earned</th>
<th>Meaning in our own words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Examples:</td>
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<tr>
<td></td>
<td>- lemonade stand</td>
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</table>

<table>
<thead>
<tr>
<th>Word: competition</th>
<th>Meaning in our own words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonym:</td>
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<tr>
<td>Visual:</td>
<td>Examples:</td>
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<td></td>
<td>- The Lemonade Contest</td>
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<tr>
<td><strong>Word:</strong></td>
<td><strong>Meaning in our own words:</strong></td>
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<tr>
<td>location</td>
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<table>
<thead>
<tr>
<th><strong>Visual:</strong></th>
<th><strong>Sentence:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image_url" alt="Map Image" /></td>
<td>The best location for a lemonade stand is ________________.</td>
</tr>
</tbody>
</table>
Evan and his sister Jessie are selling lemonade.

Evan and Jessie are having a contest.

Evan and Jessie want to earn 100 dollars.

Jessie is winning.

Evan has three days left.

Evan needs to make $53 more.
How much money did Evan need to make each day?

Evan wrote $53 \div 3$ on the paper.

Evan did not know what to do.

Jessie could do math in her head fast.

Evan felt upset.

Evan scribbled on the paper.
Evan thought of his math teacher.

Evan’s math teacher is Mrs. DeFazio.

Mrs. DeFazio said draw pictures to help.

Evan drew dollar signs.

Evan counted the dollar signs.
Evan drew 53 dollar signs.

Each row had 17 dollar signs.

Evan circled the two dollars left.

Evan wrote Friday, Saturday and Sunday next to the rows.
Evan needed to make $17 on Friday.

Evan needed to make $17 on Saturday.

Evan needed to make $17 on Sunday.

Evan needed to make an extra $2 one day.

Evan felt excited.

Evan found the answer with no help.

Then Evan thought about how to make the money.
It was going to be a hot day.

People were going to be thirsty.

Evan thought of an idea.

Evan took his wagon to the town center.

Lots of people were sitting on benches.
Level 2

Evan and his younger sister Jessie are selling lemonade.

Evan and Jessie are having a contest.

Evan and Jessie are racing to earn $100.

Jessie is winning.

Evan has earned 47 dollars and 11 cents.

Evan has three days left.

Evan needs to make $53 more.
Evan tried to find out how much money he needs to make each day.

Evan was confused about the math.

Evan took out paper and a pencil.

\[ 53 \div 3 = \]
Evan wrote $53 \div 3$ on the paper.

Evan looked at the paper.

Evan did not know what to do.

Jessie would know what to do.

Jessie could do math in her head fast.

Evan felt upset and scribbled on the paper.

Evan always got problems wrong on his math papers.
Evan thought of his math teacher.

Evan's math teacher is Mrs. DeFazio.

Mrs. DeFazio always told Evan to draw a picture to help find the answer.

Evan drew dollar signs.

He counted the dollar signs as he drew them.
Evan drew 53 dollar signs.

Each row had 17 dollar signs.

There were 2 dollars left.

Evan circled the two dollars left.

Friday $$$$$
Evan wrote Friday next to the first row.

Saturday $$$$$
Evan wrote Saturday next to the second row.

Sunday $$$$$
He wrote Sunday next to the third row.
Evan looked at the paper.

Evan needed to make $17 on Friday.

Evan needed to make $17 on Saturday.

Evan needed to make $17 on Sunday.

Evan needed to make an extra $2 on any of the days.

Evan felt excited.

Evan solved a 4th grade problem.

Evan was not in 4th grade yet!

Evan found the answer with no help.

Then Evan thought about how to make $17 each day.

Evan needed a plan to sell a lot of lemonade.
It was going to be a very hot day.

It was going to be 95 degrees.

People were going to be thirsty.

Evan thought of an idea.

Evan needed something with wheels.

It took Evan a half hour to drag his wagon to the town green.

Lots of people were sitting on benches.

Dogs laid under the trees with their tongues out.
Evan and his younger sister Jessie are selling lemonade. Evan and Jessie are having a contest. Evan and Jessie are racing to earn $100. Jessie is winning. Evan has earned 47 dollars and 11 cents. Evan has three days left. Evan needs to make $53 more.

Evan tried to find out how many dollars he needed to earn each day. He was confused about the math. Evan took out paper and a pencil. Evan wrote $53 \div 3$ on the paper. Evan looked at the paper. He did not know what to do. Jessie would know what to do because Jessie could do math in her head fast. Evan felt upset and scribbled on the paper. Evan always got a lot of problems wrong on his math papers.

Evan thought of his math teacher named Mrs. DeFazio. She always told Evan to draw pictures to help solve math problems. Evan drew dollar signs. He counted the dollar signs as he drew them.
Evan drew 53 dollar signs. Each row had seventeen dollars signs. There were two dollars left. Evan circled the two dollars left. He wrote Friday next to the first row. He wrote Saturday next to the second row. Lastly, he wrote Sunday next to the third row.

Evan looked at the paper. He needed to make seventeen dollars on Friday. He needed to make 17 dollars on Saturday. He needed to make seventeen dollars on Sunday. He needed to make an extra two dollars on any one of those days. Evan felt excited because he had just solved a 4th grade problem. He was not even in 4th grade yet! He found the answer without any help. Then Evan thought about how to make the money.

Evan needed a plan to sell a lot of lemonade. It was going to be a very hot day. It was going to be 95 degrees. People were going to be thirsty. Evan tried to think of where to find thirsty people. Evan thought of an idea. He needed something with wheels. It took Evan half an hour to drag his wagon to the town center. It was lunchtime. Lots of people were sitting on benches. Dog laid under the trees with their tongues out. They were panting.
Evan Treski and his younger sister Jessie are in a contest to see who can earn $100 selling lemonade. So far Jessie is winning!

Evan was in trouble. So far, he’d earned forty-seven dollars and eleven cents, which was more money than he’d ever had in his whole life. But today was Friday. There were only three days left.

Three days to beat Jessie. He needed to earn almost fifty-three dollars to win the bet. And that meant each day he had to earn—
Evan tried to do the math in his head. Fifty-three divided by three. Fifty-three divided by three. His brain spun like a top. He didn’t know where to begin.

He went to his desk, pulled out a piece of paper—his basketball schedule from last winter—and flipped it over to the back. He found the stub of a pencil in his bottom desk drawer, and on the paper he wrote

\[ 53 \div 3 = \]

He stared and stared at the equation on the page. The number fifty-three was just too big. He didn’t know how to do it.

"Jessie would know how," he muttered, scribbling hard on the page. Jessie could do long division. Jessie had her multiplication facts memorized all the way up to fourteen times fourteen. Jessie would look at a problem like this and just do it in her head. Snap.

Evan felt his mouth getting tight, his fingers gripping the pencil too hard, as he scribbled a dark storm cloud on the page. His math papers from school were always covered in X’s. Nobody else got as many X’s as he did. Nobody.
Draw a picture. Mrs. DeFazio's voice floated in his head. She had always reminded him to draw a picture when he couldn't figure out how to start a math problem. A picture of what? he asked in his head. Anything, came the answer.

Anything? Yes, anything, as long as there are fifty-three of them.

Dollar signs. Evan decided to draw dollar signs. He started to draw three rows of dollar signs. "One, two, three," he counted, as he drew:

```
$  
$  
$  
```

"Four, five, six." He drew:
```
$$  
$$  
$$  
$$  
```
By the time he reached fifty-three, his page looked like this:

\[
\begin{array}{cccccccccccccccc}
\$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\end{array}
\]

There were seventeen dollar signs in each row. And then those two extra dollar signs left over. Evan drew a ring around those two extras.

\[
\begin{array}{cccccccccccccccc}
\$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\end{array}
\]

Seventeen dollar signs. And two left over. Evan stared at the picture for a long time. He wrote "Friday" next to the first row, "Saturday" next to the second row, and "Sunday" next to the third row.

\[
\begin{array}{cccccccccccccccc}
\text{Friday} & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\text{Saturday} & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\text{Sunday} & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ & \$ \\
\end{array}
\]
Evan looked at the picture. It started to make sense. He needed to make seventeen dollars on Friday, seventeen dollars on Saturday, and seventeen dollars on Sunday. And somewhere over the three days, he needed to make two extra bucks in order to earn fifty-three dollars by Sunday evening.

Evan felt his heart jump in his chest. He had done it. He had figured out fifty-three divided by three. That was a fourth-grade problem. That was fourth-grade math. And he hadn’t even started fourth-grade!

And no one had helped him. Not Mom, not Grandma, not Jessie. He’d done it all by himself. It was like shooting the winning basket in double overtime! He hadn’t felt this good since the Lemonade War had begun.

But seventeen dollars a day? How was he going to do that? Yesterday he’d made forty-five dollars, but that was because he’d had help (and free supplies) from his friends. They weren’t going to want to run a lemonade stand every day. Especially on the last days of summer vacation.
He needed a plan. Something that would guarantee good sales. The weather was holding out, that was for sure. It was going to hit 95 degrees today. A real scorcher. People would be thirsty, all right. Evan closed his eyes and imagined a crowd of thirsty people, all waving dollar bills at him. Now where was he going to find a lot of thirsty people with money to spend?

An idea popped into Evan’s head. Yep! It was perfect. He just needed to find something with wheels to get him there.

It took Evan half an hour to drag his loaded wagon to the town center—a distance he usually traveled in less than five minutes by bike. But once he was there, he knew it was worth it.

It was lunchtime and the shaded benches on the town green were filled with people sprawling in the heat. Workers from the nearby stores on their half-hour lunch breaks, moms out with their kids, old people who didn’t want to be cooped up in their houses all day. High school kids on skateboards slooshed by. Preschoolers climbed on the life-size sculpture of a circle of children playing ring-around-the-rosie. Dogs lay under trees, their tongues hanging out, pant, pant, pant.
The Lemonade War Written Guide

1. Who are the two character's in the story?

2. What is their contest about?

3. What problem is Evan facing?

4. What does Evan do to try to figure out how much lemonade he needs to sell each day? Why does he have a hard time?
The Lemonade War Written Guide

1. Who are the two character's in the story?
The two characters are ____________________________________________


2. What is their contest about?
They are having a contest to see ____________________________________


3. What problem is Evan facing?
The problem is that Evan wants ____________________________________


4. What does Evan do to try to figure out how much lemonade he needs to sell each day? Why does he have a hard time?
Evan writes a __________________________________________________

He has a hard time because ________________________________________.
1. Who are the two character's in the story?
The two characters are __________________________and_______________________________.

2. What is their contest about?
They are having a contest to see who can sell__________________________________________

3. What problem is Evan facing?
The problem is that Evan wants__________________________________________but his sister
Jessie is ________________.

4. What does Evan do to try to figure out how much lemonade he needs to sell each day? Why does he have a hard time?
Evan writes a __________________________to figure out how much lemonade he
needs to sell__________________________________________.
He has a hard time because he wasn’t very good at__________________________.

<table>
<thead>
<tr>
<th>Word/Phrase Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>division problem</td>
</tr>
<tr>
<td>Jessie</td>
</tr>
</tbody>
</table>
1. Who are the two character’s in the story?

A. Evan and Jessie  
B. Bob and Susan  
C. Jose and Rosa

The characters are ___________________.

2. What are they trying to sell the most of for the contest?

A. pizza  
B. lemonade  
C. ice cream

They are selling ________________.

3. What does Evan want?

A. to play with friends  
B. to go swimming  
C. to win the lemonade contest

Evan wants ________________.

4. But what is the problem?

A. Jessie is winning and Evan needs $53  
B. Evan spilled lemonade  
C. Evan broke his bike

But ________________.
The Lemonade War Written Guide

Directions: Read each question and circle the correct answer. Then write your choice on the blank.

1. The characters are ________________
   A. Evan and Jessie  
   B. Bob and Susan

2. For the contest they are selling ________________.
   A. pizza  
   B. lemonade

3. Evan wants ________________
   A. to play with friends  
   C. to win the lemonade contest

4. But the problem is ________________.
   A. Jessie is winning and Evan needs $53  
   B. Evan spilled lemonade
Level 3
Sentence Starters for Describing the Character during Oral Discussion

**Actions:**
So far in the story Evan has ____________________________

**Motivation:**
Evan’s goal is to ____________________________

**Traits:**
I think Evan is ____________________________
Level 5

Name_________________________ Date____________________

Describing the Character Graphic Organizer

<table>
<thead>
<tr>
<th>Character: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>What does the character do?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
</tr>
<tr>
<td>What is/are the character’s</td>
</tr>
<tr>
<td>goal(s)?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Traits</strong></td>
</tr>
<tr>
<td>What words describe the</td>
</tr>
<tr>
<td>character’s personality?</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Level 4

Name______________________ Date__________________

Describing the Character Graphic Organizer

Character: ____________________

<table>
<thead>
<tr>
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<th>Motivation</th>
<th>Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the character do?</td>
<td>What does the character want? What is the character's goal?</td>
<td>What words can we use to describe the character's personality?</td>
</tr>
</tbody>
</table>

So far in the story Evan

______________________________

______________________________

Also, Evan has

______________________________

______________________________

Lastly, Evan

______________________________

______________________________

Evan wants to

______________________________

______________________________

I think Evan is

______________________________

______________________________

I also think Evan is

______________________________

______________________________
Describing the Character Graphic Organizer

<table>
<thead>
<tr>
<th>Character:</th>
<th></th>
</tr>
</thead>
</table>

### Actions
What does the character do?

- Drew a picture
- Solved the division problem
- Figured out he needed to make $17 dollars on Thursday, Friday, and Saturday
- Went to the town green to set up his lemonade stand

### Motivation
What does the character want? What is the character's goal?

Evan's goal is to ______

- ______
- ______

Phrase Bank
- Win the lemonade contest
- Sell more lemonade than Jessie

### Traits
What words can we use to describe the character's personality?

I think Even is__________

- ______
- ______

I also think Evan is__________

- ______
- ______

Word Bank
- resourceful
- smart
- hardworking
- brave
**Describing the Character Graphic Organizer**

**Character:**

<table>
<thead>
<tr>
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<th>Motivation</th>
<th>Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the character do?</td>
<td>What does the character want? What is the character’s goal?</td>
<td>What words can we use to describe the character’s personality?</td>
</tr>
</tbody>
</table>

So far in the story Evan drew a ____________________

Also, Evan solved the ____________________ problem.

Evan’s goal is to win the ________ ________

Evan’s needs to earn ________ ________

I think Evan is ________________

Lastly Evan, went to the ________ ________ to set up his lemonade stand.

**Word Bank**

- picture
- division \[53 ÷ 3 = \]
- town green

**Word Bank**

- 53 dollars
- lemonade contest

- smart
- hardworking
<table>
<thead>
<tr>
<th><strong>Character:</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Motivation</strong></th>
<th><strong>Traits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does the character do?</td>
<td>What is the character's goal?</td>
<td>What words can we used to describe the character's personality?</td>
</tr>
<tr>
<td>1. Evan solved the ______ problem</td>
<td>1. Evan's goal is to win the ______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>division: 55 ÷ 3 = ______</td>
<td>relay race</td>
<td>lazy</td>
<td></td>
</tr>
<tr>
<td>OR addition: 6 + 9 = ______</td>
<td>lemonade contest</td>
<td>smart</td>
<td></td>
</tr>
<tr>
<td>2. Evan figured out how much ______ to sell</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lemonade</td>
<td>OR pizza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lastly Evan, went to the ______ ______ to set up his lemonade stand</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>OR town green</td>
<td>53 dollars</td>
<td>200 dollars</td>
</tr>
</tbody>
</table>
Lesson 1 Narrative

I chose to modify this lesson for several reasons. First of all, I felt that the original lesson would be too overwhelming to complete in just one lesson. In the original lesson students were identifying the characters and conflict, describing the character’s motivation, actions, and traits as well as explaining how the character’s actions contributed to the sequence of events. To make this more manageable for EL’s I decided to just focus on identifying the characters and conflict and describing the character based on the first portion of the chapter, “Location, Location, Location” from The Lemonade War by Jacqueline Davis.

I also modified this lesson because I know the importance of comprehensible input for English Learners. One way of doing this is to create shared history. For this reason I created the “Lemonade Simulation” activity which allowed students to discuss and build their knowledge of lemonade stands and competitions while also discussing the vocabulary words earning, competition, and location.

Additionally, the text is quite lengthy complex and contains figurative language, dialogue, and math equations. I believe that the rewritten versions of the story I created will provide comprehensible input for the students while still building their receptive and productive skills. In addition, I believe that the written guide, graphic organizers, and sentence starters will help make content comprehensible and allow for opportunities to produce output. Students will be given the opportunity to negotiate meaning throughout the lesson during the introduction, small group discussion, and closure.
Lesson 2
Lesson 2
Emily Cooper

Modified Lesson Plan 2

Subject: English Language Arts
Grade: 3
Unit: The Lemonade War
Text: The Lemonade War by Jacqueline Davis
Target Audience: Mainstream Class with EL’s
Duration: 60 minutes
Lesson 2

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to answer text dependent questions about the character's feelings and provide evidence from the text to support their answer</td>
<td>1a. During a whole group discussion of the text, students will orally answer text dependent questions about the character's feelings in the story and refer to the text to support their answer</td>
</tr>
</tbody>
</table>
| 2. Students will be able to summarize the events of a story in sequence             | 2a. After listening to a story, students will work in small groups to collaboratively discuss the events and fill out a timeline graphic organizer  
2b. Students will work in pairs to each write a summary that describes the key events in sequential order and includes temporal transition words |
<table>
<thead>
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<td>Students will answer text dependent questions about the character's feelings orally by using complete sentences given the support of sentence starters</td>
<td>Students will answer text dependent questions about the character's feelings orally in complete sentences given the support of sentence starters and a word bank</td>
<td>Students will answer text dependent questions about the character's feelings by holding up visuals of facial expressions and pointing to evidence from modified text to support their answers</td>
<td>Students will answer text dependent questions about the character's feelings by holding up visuals of facial expressions and pointing to evidence from modified text to support their answers</td>
</tr>
<tr>
<td>Whole group discussion about the text</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will summarize the text by leading a discussion of the major events in sequential order using complete sentences</td>
<td>Students will summarize the text by fully participating in a discussion about the major events in sequential order using complete sentences</td>
<td>Students will summarize the text by participating in a discussion of the major events in sequential order using phrases</td>
<td>Students will summarize the text by participating in a discussion of the major events in sequential order using phrases</td>
<td>Students will summarize the text by participating in a discussion of the major events in sequential order using phrases</td>
</tr>
<tr>
<td>Small group discussion about the order of events in the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will write a summary paragraph about the story in complete sentences and using temporal transition words</td>
<td>Students will write a summary paragraph about the story in complete sentences using a word bank with temporal transitions and a phrase bank for the events in the story.</td>
<td>Students will write a summary paragraph about the story in complete sentences using a word bank with temporal transitions and a phrase bank for the events in the story.</td>
<td>Students will write a summary paragraph about the story by filling in a cloze passage with the support of a word bank and tracing temporal transition words at the beginning of the sentence.</td>
<td>Students will be able to write a summary paragraph about the story by tracing temporal transition words and filling in the blank given two choices with visual support. Students will then write the correct choice on the line.</td>
</tr>
<tr>
<td>Summarizing the major events of the story in order</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Infer/Justify</td>
<td>Infer the character's feelings based on their actions, words, and thoughts</td>
<td>I think Evan felt ____ 1 ____ . I know this because the text says ____ 2 ____</td>
<td>1. - tempted to buy ice cream, hungry;</td>
<td>- Thinking verbs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. - His money tingled in his pocket</td>
<td>(I think, In my opinion)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- He thought it smelled &quot;mmm.&quot;</td>
<td>- Conjunctions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. scared, nervous, frightened</td>
<td>- Present tense</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>2. - He gulped</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- He stared at the gun</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Why isn't he smiling at me now? Evan wondered.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1. proud, excited</td>
<td></td>
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<td></td>
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<td></td>
<td>2. - I am the lemonade king</td>
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<td></td>
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<td></td>
<td>- He emptied his fourth pitcher of lemonade</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- The world is a thirsty place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order/Describe</td>
<td>Sequence the events in the story</td>
<td>____ 1 ____ Evan ____ 2 ____  .</td>
<td>1. first, next, then, after, finally, later</td>
<td>- Past tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ 1 ____ , he ____ 2 ____  .</td>
<td>2.</td>
<td>- Temporal Transition Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- drew a picture</td>
<td>- Pronouns</td>
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<td></td>
<td></td>
<td></td>
<td>- solved the problem</td>
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<td></td>
<td></td>
<td></td>
<td>- set up his lemonade stand</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- went into the ice cream store</td>
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<td></td>
<td></td>
<td></td>
<td>- learned how much lemonade costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- sold lemonade to many people</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- told Officer Ken about the contest</td>
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<td></td>
<td></td>
<td></td>
<td>- counted his money</td>
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<td></td>
<td></td>
<td></td>
<td>- had enough money</td>
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</tbody>
</table>
**Procedure:**

1. **Before Reading:** Building Background Knowledge (10 min.)
   - Have students read from their written guides to review what we read yesterday—and summarize what has happened so far in the story.
   - Have students make oral predictions about how they think Evan will try to win the Lemonade competition. Model an example by using a think aloud: "I think Evan is going to ..."
   - Build background about the following terms: town green, permit, and residential
     - Residential vs. town center. Show students the t chart with the visuals of a residential neighborhood and a town center. Ask students, "What differences do you notice?" Explain that residential neighborhoods are where people live in houses and they own the land. Town centers/down towns are public places with stores, restaurants, and parks. Ask students which would be a better place for a lemonade stand? Why?
     - Town Green. Show students the visuals. Explain that this is a town green. Can you think of where we have any town greens in Stamford? (Mill River Park, Scalszi Park) Tell students that the setting of the story today will take place at the town green. Give students a minute to turn and talk about what they think a town green is and what people would do at a town green. Allow students to use L1 and/or gestures. Then jointly construct a definition and generate a few sentences about what people might do at a town green in the 4 square organizer.
     - Permit: Show students my driver's license. What is this? What does it allow me to do? Then show my library card. What do you think this is? What does it allow me to do? Lastly, show my parking permit. Explain all of these are types of permits. Show 4 square graphic organizer with the word permit and a visual. Tell students that in the story Evan is going to run into some issues because he doesn’t have a permit to sell lemonade in public. Give students a minute to turn and talk about what they think a permit is. Jointly construct a definition for what a permit is. Brainstorm some examples (parking permit, building permit)
   - See pages 9-10 for these Vocabulary 4 Squares and T-Chart

2. **During Reading:** Continue Reading Aloud from the “Location, Location, Location” Chapter (20 min)
   - Read the text aloud and have students follow along on their respective versions (See pages 22-69)
   - Pause to ask text dependent questions that require the students to make inferences about Evan’s feelings or motivations. Encourage students to build on each other’s ideas and offer multiple pieces of evidence.
     - Levels 3, 4, 5: How did Evan feel when he walked into the ice cream shop? Use evidence from the text to support your answer.
     - Levels 1 and 2: What do you think he wanted in the Big Dipper? How do you know?
     - Levels 3, 4, 5: How did Evan feel when Officer Ken shows up to his lemonade stand? Use evidence from the text to support your answer.
• Levels 1 and 2: Did Evan feel scared or excited to see Officer Ken?
• Levels 3, 4, 5: How did Evan feel once he started selling lemonade? What makes you think this?
• Levels 1 and 2: Did Evan feel scared or excited when people bought lots of lemonade?

• Provide students with sentence starter/word banks for this discussion (See pages 13-16)
• During the discussion be sure to give wait time encourage students to expand on each other's responses and ask follow-up questions

Modifications for EL’s During Whole Group Discussion

<table>
<thead>
<tr>
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</table>

3. **After Reading:** Collaborative Discussion and Summary Writing (25 min.)

**Discussion and Creating a Timeline of Events**

- Temporal words and phrases. Explain to students that certain words and phrases in a text such as first, next, and then help show the order in which the events in a story occur.
- **Model:** Let’s look at the first two paragraphs on page 32. I am going to read them aloud. While I’m reading, pay attention to the temporal words the author uses. Remember that temporal words show the order of how events happened in the story. What temporal words did you hear as I read?
- Explain to students that they are now going to work with a small group (4 students) to discuss and summarize the major events in “Location, Location, Location.” One student (Level 5) will be the recorder. As a group you will come up with a timeline from the story of the major events by referring back to the text. Students should have the appropriately modified text (See pages 22-69 for modified text)
- **Model writing the first event on the timeline—Think aloud** “Hmmm when I look back to the text I see that the first page was about how Evan tried to solve the problem to figure out how much lemonade he had to sell.” I’ll write that in the first box on the timeline” (See pages 11-12 for Timeline G.O.)
- Remind students that summaries do not need to include every single event or action that the character takes, just the ones that are important to the story.
### Modification for EL’s

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<td>Students will summarize the text by participating in a discussion of the major events in sequential order using phrases</td>
<td>Students will summarize the text by participating in a discussion of the events in sequential order using one- two word response.</td>
<td>Students will summarize the text by participating in a discussion of the events in sequential order by repeating short phrases</td>
</tr>
<tr>
<td>Small group discussion about the order of events in the story</td>
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</table>

### Pair Summary Writing

- After about 10 minutes have a brief share out of the events that students included and make a class timeline of the events. Leave this projected on the board for students to utilize while writing their summaries.
- Remind students that summaries include temporal transition words to show the sequence of events like first, next, then, after, and last.
- Pair students and give them the appropriate Summary Worksheet for their proficiency level (See pages 17-21)
- Check for understanding: Walk around as the students are working and make sure that they are including the important events from the story as well as utilizing transition words

### Modifications for EL’s

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<th>Pre-Production Level 1</th>
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</thead>
<tbody>
<tr>
<td>Writing Summarizing the major events of the story in order</td>
<td>Students will write a summary paragraph about the story in complete sentences and using temporal transition words</td>
<td>Students will write a summary paragraph about the story in complete sentences given the transition words, first, next, then, after, but, finally</td>
<td>Students will write a summary paragraph about the story in complete sentences using a word bank with temporal transitions and a phrase bank for the events in the story.</td>
<td>Students will write a summary paragraph about the major events of the story by filling in a cloze passage with the support of a word bank and tracing temporal transition words at the beginning of the sentence.</td>
<td>Students will be able to write a summary paragraph about the story by tracing the temporal transition words and filling in the blanks given two choices with visual support. Students will then write the correct choice on the line.</td>
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### 4. Closing: Share Out/Preview Question (5 min.)

- Ask a few students to share their summaries
- Have students listening put a thumbs up every time they hear a temporal/sequence word
- Check for understanding- summaries will be handed in to assess if students could describe the major events in sequential order and use temporal transition words
- Closing question to prepare for tomorrow’s lesson about how a character’s actions influence the sequence of events.
  - Levels 3, 4, 5- “What do you think would have happened if Evan bought ice cream? Why?
  - Levels 1 and 2- Would Evan have won the Lemonade War if he bought ice cream?
<table>
<thead>
<tr>
<th>Word:  town green</th>
<th>Meaning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms:</td>
<td></td>
</tr>
</tbody>
</table>

**Visual:**

![Mill River Park](image)

<table>
<thead>
<tr>
<th>Word:  permit</th>
<th>In our own words:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Visual:</th>
<th>Examples:</th>
</tr>
</thead>
</table>

![Approved Permit](image)
Evan drew a picture to solve the division problem.
Level 1
For Oral discussion of text dependent questions about what Evan felt/wanted. Students will hold up the sticks to participate in the discussion.

excited  scared  ice cream
Level 2 Sentence Starter and Word Bank for text dependent questions about Evan’s feelings

I think Evan wanted__________1__________.

I know this because the text says__________2__________.

When Evan saw Officer Ken, I think he felt__________1__________.

I know this because the text says__________2__________.

When many people bought lemonade, I think Evan felt__________1__________.

I know this because the text says__________2__________.

<table>
<thead>
<tr>
<th>Word Bank 1</th>
<th>Word Bank 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>scared</td>
<td>-he gulped</td>
</tr>
<tr>
<td></td>
<td>-he saw the gun</td>
</tr>
<tr>
<td>proud</td>
<td>-He said he was the Lemonade King</td>
</tr>
<tr>
<td></td>
<td>-he sold 4 pitchers in an hour</td>
</tr>
<tr>
<td>ice cream</td>
<td>-it smelled good</td>
</tr>
</tbody>
</table>
When he was in the Big Dipper, I think Evan felt ______1______.
I know this because the text says ______2________.

When he saw Officer Ken, I think Evan felt ______1______.
I know this because the text says ______2________.

When many people bought lemonade, I think Evan felt ___1_____.
I know this because the text says ______2________.

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<td>- I am the Lemonade King</td>
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<tr>
<td></td>
<td>- he thought, “the world is a thirsty place&quot;</td>
</tr>
<tr>
<td></td>
<td>- he emptied 4 pitchers in an hour</td>
</tr>
<tr>
<td>tempted, hungry</td>
<td>- he says it smells “mmmm”</td>
</tr>
<tr>
<td></td>
<td>- he imagined how good it would feel sliding down his throat</td>
</tr>
</tbody>
</table>
Level 4: Sentence Starts for Oral Discussion of Text Dependent Questions

When he was in the Big Dipper, I think Evan felt _____________.
I know this because the text says _________________.

When he saw Officer Ken, I think Evan felt _________________.
I know this because the text says _________________.

When many people bought lemonade, I think Evan felt _____________.
I know this because the text says _________________.

16
Level 1: Summary

Directions: Trace the sequence word then choose the correct choice and write it on the line.

First, Evan drew a _________.
- box
- picture

Next, he set up his _________.
- Lemonade stand
- board game

Then he went into _________.
- Ice cream store
- pizza shop

After, Evan sold _________.
- lemonade to many people.
- sold
- bought

Lastly, Evan told _________.
- Officer Ken
- Jessie

Later, Evan _________.
- lost
- counted

Evan had enough!
Level 2: Summary

Directions: Trace the sequence words and then fill in the blanks using the word bank.

First, Evan solved ____________.

Next, he set up his ______________ ____________.

Then he went into ____________ ____________.

After, Evan ________________ to many people.

Lastly, he told ______________ about the contest.

Later, Evan ________________ his money. He had enough!

Word Bank:
- counted
- Officer
- sold
- Ice cream store
- lemonade stand
- the problem
- Ken
Level 3: Summary

Directions: Fill the blanks to write a summary of "Location, Location, Location." Use Word bank 1 to fill in transition words at the beginning of the sentence. Use the phrase bank for the rest of the sentence.

______, Evan ________________________________________.

______, he ________________________________________.

______, Evan ________________________________________.

______, he ________________________________________.

______, Evan ________________________________________.

______, Evan ________________________________________.

Word Bank 1
First       Next
Then        After
Lastly      Later

Phrase Bank
sold lemonade to many people     solved the math problem
went into the ice cream store     set up his lemonade stand
told Officer Ken about the contest counted his money
Level 4: Summary

Directions: Write a summary about the main events in "location, Location, Location."

First,

Next,

Then

After,

Last,

Later,
Level 5: Summary

Directions: Write a summary about "Location, Location, Location." Include 5-6 important events. Be sure to write in complete sentences and use temporal transition words.
Evan and his sister Jessie were selling lemonade.

Evan and Jessie were having a contest.

Evan and Jessie wanted to earn 100 dollars.

Jessie was winning.

Evan had three days left.

Evan needed to make $53 more.
How much money did Evan need to make each day?

Evan wrote $53 \div 3$ on the paper.

Evan did not know what to do.

Jessie could do math in her head fast.

Evan felt upset.

Evan scribbled on the paper.
Evan thought of his math teacher.

Evan’s math teacher is Mrs. DeFazio.

Mrs. DeFazio said draw pictures to help.

Evan drew dollar signs.

Evan counted the dollar signs.
Evan drew 53 dollar signs.

Each row had 17 dollar signs.

Evan circled the two dollars left.

Evan wrote Friday, Saturday and Sunday next to the rows.
Evan needed to make $17 on Friday.

Evan needed to make $17 on Saturday.

Evan needed to make $17 on Sunday.

Evan needed to make an extra $2 one day.

Evan felt excited.

Evan found the answer with no help.

Then Evan thought about how to make the money.
It was going to be a hot day.

People were going to be thirsty.

Evan thought of an idea.

Evan took his wagon to the town center.

Lots of people were sitting on benches.
Evan found a spot in the center of the town green.

Evan walked to the Big Dipper ice cream store.

Evan bought five cans of frozen lemonade.

Evan had money left over.

Evan thought about buying a cone or milkshake.
The women said, “Can I help you?”

Evan said “Yeah.”

Evan thought about how good ice cream would taste.

Evan asked the woman how much a glass of lemonade costs.
The woman said, "Three dollars."

Evan was surprised.

Three dollars was a lot.

The woman said "You can try some ice cream"

Evan tried the strawberry slam.

Evan went outside.

Evan filled the pitchers with water.

Evan stirred the mix.

Evan wrote "$2 per cup" on a sign.

People lined up fast.

People kept coming.
Evan felt proud.

Later Evan saw Officer Ken.

Officer Ken was not smiling.

Officer Ken said “Hello.”

Evan said “Hi”

Officer Ken said, “Do you have a permit?”

Evan said, “Do you mean like a bike permit?”

3rd graders had bike permits.

The permits let kids ride their bikes to school
Officer Ken said "No."

You need a permit to sell food and drinks.

"You need to go to town hall for a permit" said Officer Ken.

Evan said, "I did not know"

Officer Ken said Evan had to stop selling lemonade.

Evan told Officer Ken that Jessie had a lemonade stand too.

Evan wanted Officer Ken to stop Jessie.
Officer Ken smiled.

Officer Ken said it's okay to sell lemonade in your neighborhood.

But he had to stop Evan from selling it at the town green.

Evan told Officer Ken about the contest.

Evan told him he wanted to win.

Evan was upset about being in 4th grade with his little sister.

Officer Ken told Evan that he has a sister too.
Officer Ken bought a glass of lemonade.

Officer Ken gave Evan a five dollar bill.
Evan was not happy.

He packed up his lemonade stand.

Evan counted his money once.

Then Evan counted the money again slowly.

He had $100.11

it was enough!
Evan and his younger sister Jessie were selling lemonade.

Evan and Jessie were having a contest.

Evan and Jessie were racing to earn $100.

Jessie was winning.

Evan had earned 47 dollars and 11 cents.

Evan had three days left.

Evan needed to make $53 more.
Evan tried to find out how much money he needed to make each day.

Evan was confused about the math.

Evan took out paper and a pencil.

Evan wrote $53 \div 3$ on the paper.

Evan looked at the paper.

Evan did not know what to do.

Jessie would know what to do.

Jessie could do math in her head fast.

Evan felt upset and scribbled on the paper.

Evan always got problems wrong on his math papers.
Evan thought of his math teacher.

Evan's math teacher is Mrs. DeFazio.

Mrs. DeFazio always told Evan to draw a picture to help find the answer.

Evan drew dollar signs.

He counted the dollar signs as he drew them.
Evan drew 53 dollar signs.

Each row had 17 dollar signs.

There were 2 dollars left.

Evan circled the two dollars left.

Evan wrote Friday next to the first row.

Evan wrote Saturday next to the second row.

He wrote Sunday next to the third row.
Evan looked at the paper.

Evan needed to make $17 on Friday.

Evan needed to make $17 on Saturday.

Evan needed to make $17 on Sunday.

Evan needed to make an extra $2 on any of the days.

Evan felt excited.

Evan solved a 4th grade problem.
Evan was not in 4th grade yet!

Evan found the answer with no help.

Then Evan thought about how to make $17 each day.
Evan needed a plan to sell a lot of lemonade.

It was going to be a very hot day.

It was going to be 95 degrees.

People were going to be thirsty.

Evan thought of an idea.

Evan needed something with wheels.

It took Evan a half hour to drag his wagon to the town green.

Lots of people were sitting on benches.

Dogs laid under the trees with their tongues out.
Evan picked a spot to sell lemonade.

The spot was in the center of the green.

He walked across the street to the Big Dipper.

The air was cold. He could smell ice cream.

Evan looked at the tubs of ice cream.

Evan bought five cans of frozen lemonade.

Evan had money left over.

Evan thought about buying a cone or milkshake.
The women that worked there said, “Can I help you?”

Evan said “Yeah.”

Evan felt his money.

He thought about how good ice cream would taste.

Evan heard a laugh.

Evan looked around.

It was some girls that Evan did not know.

He asked the woman, “Can you please tell me how much a glass of lemonade costs?”
The woman said, "Three dollars."

Evan was surprised the glass cost so much.

He asked, "How big is the cup?"

The woman showed him the plastic cup.

Evan turned to leave the store.

The woman said, "You can have a free sample."

Evan got the strawberry slam.

Then Evan went outside.

He filled the pitchers with water and Evan stirred the mix.

He wrote "$2 per cup" on the sign.

People lined up fast and kept coming.

Evan felt proud.
Later Evan looked up and saw Officer Ken.

Officer Ken had his hands on his hips.

Officer Ken was not smiling.

Officer Ken said “Hello.”

Evan said “Hi”

Evan knew Officer Ken from school.

Officer Ken said, “Do you have a permit?”

Evan said, “Do you mean like a bike permit?”

3rd graders had bike permits.

The permits let them to ride their bikes to school.
Officer Ken said "No."

Officer Ken told Evan, "You need a permit to sell food and drinks."

"You need to go to town hall and pay for a permit" said Officer Ken.

Evan could tell Office Ken was serious.

Evan said, "I did not know I needed one"

Office Ken said, "Sorry I'm going to have to shut your lemonade stand down."

Jessie and Meghan had a lemonade stand.

They were giving free face painting.

Evan told Officer Ken that he should go shut Jessie's stand down.
Officer Ken smiled.

Officer Ken said the police do not mind if people sell lemonade in their neighborhoods.

But it's not okay to sell at the town green.

Evan told Officer Ken about the contest.

Evan told him he wanted to win.

He was embarrassed to be in 4th grade with his little sister.

Officer Ken told him he has a sister too.
Officer Ken told Evan he would buy a glass of lemonade first.

Officer Ken gave Evan as five dollar bill.

He told Evan he could keep the change.

A few days ago Evan would have been happy with the money.

It was enough to buy pizza, candy, and a DVD.
Today he was not happy because he did not think it was enough.

He packed up his lemonade stand.

He poured himself a cup of the extra lemaonde and sat down on a bench.

Evan counted his money once.

Then Evan counted it again slowly.

When he added up the money he made today with the money from Wednesday and Thursday, he had $100.11

It was enough!
Evan and his younger sister Jessie were selling lemonade. Evan and Jessie were having a contest. Evan and Jessie were racing to earn $100. Jessie was winning. Evan had earned 47 dollars and 11 cents. Evan had three days left. Evan needed to make $53 more.

Evan tried to find out how many dollars he needed to earn each day. He was confused about the math. Evan took out paper and a pencil. Evan wrote $53 \div 3$ on the paper. Evan looked at the paper. He did not know what to do. Jessie would know what to do because Jessie could do math in her head fast. Evan felt upset and scribbled on the paper. Evan always got a lot of problems wrong on his math papers.

Evan thought of his math teacher named Mrs. DeFazio. She always told Evan to draw pictures to help solve math problems. Evan drew dollar signs. He counted the dollar signs as he drew them.
Evan drew 53 dollar signs. Each row had seventeen dollars signs. There were two dollars left. Evan circled the two dollars left. He wrote Friday next to the first row. He wrote Saturday next to the second row. Lastly, he wrote Sunday next to the third row.

Evan looked at the paper. He needed to make seventeen dollars on Friday. He needed to make 17 dollars on Saturday. He needed to make seventeen dollars on Sunday. He needed to make an extra two dollars on any one of those days. Evan felt excited because he had just solved a 4th grade problem. He was not even in 4th grade yet! He found the answer without any help. Then Evan thought about how to make the money.

Evan needed a plan to sell a lot of lemonade. It was going to be a very hot day. It was going to be 95 degrees. People were going to be thirsty. Evan tried to think of where to find thirsty people. Evan thought of an idea. He needed something with wheels. It took Evan half an hour to drag his wagon to the town center. It was lunchtime. Lots of people were sitting on benches. Dog laid under the trees with their tongues out. They were panting.
Evan picked a spot to sell lemonade. The spot was in the center of the town green. All the paths lead to the spot where he set up his lemonade stand. Evan walked across the street to the ice cream store called the Big Dipper. The air was cold and he could smell ice cream. He looked at the tubs of ice cream. He bought five cans of frozen lemonade. He had money left over. He thought about buying a cone or milkshake.

The woman that worked at the store said, "Can I help you?" Evan said, "Yeah." He felt is money in his pocket. He thought about how good ice cream would taste. He heard a laugh. He looked around. It was some girls that he did not know. Evan asked the woman, "Can you please tell me how much a glass of lemonade costs?"

The woman said, "Three dollars." Evan was surprised the glass of lemonade cost so much. He asked, "How big is the cup?" The woman showed him the plastic cup. The cup was not bigger than the cups Evan used. Evan turned to leave the store. The woman said, "You can have a free sample of ice cream." Evan ordered the strawberry slam. The woman gave him a tiny spoon with ice cream. He ate it fast. Evan went outside. He filled the pitchers with water and stirred the mix. He made a sign that said $2 per cup. People lined up fast and kept coming. Evan felt proud.
Later Evan looked up and saw Officer Ken. Officer Ken had his hands on his hips. Evan saw the gun on his belt. Officer Ken was not smiling. Officer Ken said “Hello.” Evan said “Hi” Evan knew Officer Ken from school. Officer Ken said, “Do you have a permit?” Evan said, “Do you mean like a bike permit?” 3rd graders had bike permits. The permits allowed them to ride their bikes to school.

Officer Ken said, “No.” You need a permit to sell food and drinks. You need to go to town hall and pay for a permit. Evan could tell Officer Ken was serious. Evan said, “I did not know I needed one.” Officer Ken said, “Sorry I am going to have to shut down your lemonade stand. Evan thought of the other lemonade stands. Jessie and Meghan had a lemonade stand. They were giving free face painting. Evan told officer Ken that he should go shut Jessie and Meghan’s stand down.

Officer Ken smiled. He said the police do not mind if people sell lemonade in their neighborhoods. But Officer Ken had to stop Evan from selling lemonade or everyone would try to sell things at the town green. Evan told Officer Ken about the contest. Evan told him that he wanted to win. Evan was
embarassed to be in 4th grade with his little sister. Officer Ken told Evan that he
has a sister too.

Officer Ken told Evan he would buy a glass of lemonade before he shut
him down. Officer Ken gave Evan as five dollar bill. He told Evan he could
keep the change. Evan thought about how a few days ago he would have
felt rich with the money. It was enough to buy pizza, candy, and a DVD.

Today he was not happy because he doesn’t think it’s enough. He
packed up his lemonade stand. He poured himself a cup of the extra
lemonade and sat down on a bench. Evan counted his money once. Then he
counted it again slowly. When he added up the money he made today with
the money from Wednesday and Thursday, he had $100.11

It was enough!
Evan Treski and his younger sister Jessie are in a contest to see who can earn $100 selling lemonade. So far Jessie is winning!

Evan was in trouble. So far, he’d earned forty-seven dollars and eleven cents, which was more money than he’d ever had in his whole life. But today was Friday. There were only three days left. Three days to beat Jessie. He needed to earn almost fifty-three dollars to win the bet. And that meant each day he had to earn—
Evan tried to do the math in his head. Fifty-three divided by three. Fifty-three divided by three. His brain spun like a top. He didn’t know where to begin.

He went to his desk, pulled out a piece of paper—his basketball schedule from last winter—and flipped it over to the back. He found the stub of a pencil in his bottom desk drawer, and on the paper he wrote

\[ 53 \div 3 = \]

He stared and stared at the equation on the page. The number fifty-three was just too big. He didn’t know how to do it.

“Jessie would know how,” he muttered, scribbling hard on the page. Jessie could do long division. Jessie had her multiplication facts memorized all the way up to fourteen times fourteen. Jessie would look at a problem like this and just do it in her head. Snap.

Evan felt his mouth getting tight, his fingers gripping the pencil too hard, as he scribbled a dark storm cloud on the page. His math papers from school were always covered in X’s. Nobody else got as many X’s as he did. Nobody.
Draw a picture. Mrs. DeFazio's voice floated in his head. She had always reminded him to draw a picture when he couldn't figure out how to start a math problem. A picture of what? he asked in his head.

Anything, came the answer.

Anything? Yes, anything, as long as there are fifty-three of them.

Dollar signs. Evan decided to draw dollar signs. He started to draw three rows of dollar signs. "One, two, three," he counted, as he drew:

$ $
$ $
$ $

"Four, five, six." He drew:

$$ $$ $$ $$
By the time he reached fifty-three, his page looked like this:

```
$ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
$ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
$ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
```

There were seventeen dollar signs in each row. And then those two extra dollar signs left over. Evan drew a ring around those two extras.

```
$ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
$ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
$ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
```

Seventeen dollar signs. And two left over. Evan stared at the picture for a long time. He wrote “Friday” next to the first row, “Saturday” next to the second row, and “Sunday” next to the third row.

```
Friday $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
Saturday $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
Sunday $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ $ 
```
Evan looked at the picture. It started to make sense. He needed to make seventeen dollars on Friday, seventeen dollars on Saturday, and seventeen dollars on Sunday. And somewhere over the three days, he needed to make two extra bucks in order to earn fifty-three dollars by Sunday evening.

Evan felt his heart jump in his chest. He had done it. He had figured out fifty-three divided by three. That was a fourth-grade problem. That was fourth-grade math.

And he hadn't even started fourth-grade! And no one had helped him. Not Mom, not Grandma, not Jessie. He'd done it all by himself. It was like shooting the winning basket in double overtime! He hadn't felt this good since the Lemonade War had begun.

But seventeen dollars a day? How was he going to do that? Yesterday he'd made forty-five dollars, but that was because he'd had help (and free supplies) from his friends. They weren't going to want to run a lemonade stand every day. Especially on the last days of summer vacation.
He needed a plan. Something that would guarantee good sales. The weather was holding out, that was for sure. It was going to hit 95 degrees today. A real scorcher. People would be thirsty, all right. Evan closed his eyes and imagined a crowd of thirsty people, all waving dollar bills at him. Now where was he going to find a lot of thirsty people with money to spend?

An idea popped into Evan’s head. Yep! It was perfect. He just needed to find something with wheels to get him there.

It took Evan half an hour to drag his loaded wagon to the town center—a distance he usually traveled in less than five minutes by bike. But once he was there, he knew it was worth it.

It was lunchtime and the shaded benches on the town green were filled with people sprawling in the heat. Workers from the nearby stores on their half-hour lunch breaks, moms out with their kids, old people who didn’t want to be cooped up in their houses all day. High school kids on skateboards slooshed by. Preschoolers climbed on the life-size sculpture of a circle of children playing ring-around-the-rosie. Dogs lay under trees, their tongues hanging out, pant, pant, pant.
He needed a plan. Something that would guarantee
good sales. The weather was holding out, that was for
sure. It was going to hit 95 degrees today. A real scorcher.
People would be thirsty, all right. Evan
closed his eyes and imagined a crowd of
thirsty people, all waving dollar bills at
him. Now where was he going to find
a lot of thirsty people with money to
spend?

An idea popped into Evan’s head.
Yep! It was perfect. He just needed to
find something with wheels to get
him there.

It took Evan half an hour to drag his loaded wagon
to the town center—a distance he usually traveled in
less than five minutes by bike. But once he was there, he
knew it was worth it.

It was lunchtime and the shaded benches on the town
green were filled with people sprawling in the heat.
Workers from the nearby stores on their half-hour lunch
breaks, moms out with their kids, old people who didn’t
want to be cooped up in their houses all day. High
school kids on skateboards sloshed by. Preschoolers
climbed on the life-size sculpture of a circle of children
playing ring-around-the-rosiey. Dogs lay under trees,
their tongues hanging out, pant, pant, pant.
Evan surveyed the scene and picked his spot, right in the center of the green where all the paths met. Anyone walking across the green would have to pass his stand. And who could resist lemonade on a day as hot as this?

But first he wheeled his wagon off to the side, parking it halfway under a huge rhododendron. Then he crossed the street and walked into the Big Dipper.

The frozen air felt good on his skin. It was like getting dunked in a vat of just-melted ice cream. And the smells—mmmmmm. A mix of vanilla, chocolate, coconut, caramel, and bubblegum. He looked at the tubs of ice cream, all in a row, carefully protected behind a pane of glass. The money in his pocket tingled. He had plenty left over after buying five cans of frozen lemonade mix with his earnings from yesterday. What would it hurt to buy just one cone? Or a milk shake? Or maybe both?
"Can I help you?" asked the woman behind the counter.

"Uh, yeah," said Evan. He stuck his hand in his pocket and felt all the money. Bills and coins ruffled between his fingers. Money was meant to be spent. Why not spend a little?

"I, uh . . ." Evan could just imagine how good the ice cream would feel sliding down his hot throat. Creamy. Sweet. Like cold, golden deliciousness. He let his mind float as he gazed at the swirly buckets of ice cream.

The sound of laughter brought him back to earth in a hurry. He looked around. It was just some girls he didn’t know at the water fountain. But it had sounded like Megan Moriarty.

"Can you please tell me how much a glass of lemonade costs?"
“Three dollars,” said the woman.

“Really?” said Evan. “That much? How big’s the cup?”

The woman pulled a plastic cup off a stack and held it up. It wasn’t much bigger than the eight-ounce cups Evan had in his wagon.

“Wow. Three bucks. That’s a lot,” said Evan. “Well, thanks anyway.” He started to walk to the door.

“Hey,” said the woman, pointing to the ice cream case. “I’m allowed to give you a taste for free.”

“Really?” said Evan. “Then, uh, could I taste the Strawberry Slam?” The woman handed him a tiny plastic spoon with three licks’ worth of pink ice cream on it. Evan swallowed it all in one gulp. Aahhh.

Back outside, he got to work. First he filled his pitchers with water from the drinking fountain. Then he stirred in the mix. Then he pulled out a big blue marker and wrote on a piece of paper, “$2 per cup. Best price in town.”

He’d barely finished setting up when the customers started lining up. And they didn’t stop. For a full hour, he poured lemonade. The world is a thirsty place, he thought as he nearly emptied his fourth pitcher of the day. And I am the Lemonade King.
(Later, Evan would think of something his grandma said: "Ride goeth before a fall.")

When Evan looked up, there was Officer Ken, his hands on his hips, looking down on him. Evan gulped. He stared at the large holstered gun strapped to Officer Ken’s belt.

"Hello," said Officer Ken, not smiling.

"Hi," said Evan. Officer Ken did the Bike Rodeo every year at Evan’s school. He was also the cop who had shown up last fall when there was a hurt goose on the recess field. Officer Ken was always smiling. Why isn’t he smiling now? Evan wondered.

"Do you have a permit?" asked Officer Ken. He had a very deep voice, even when he talked quietly, like he did now.

"You mean, like, a bike permit?" That’s what the Rodeo was all about. If they passed the Rodeo, the third-graders got their bike permits, which meant they were allowed to ride to school.

This means people who are too confident usually fail.
“No. I mean a permit to sell food and beverages in a public space. You need to get a permit from the town hall. And pay a fee for the privilege.”

Pay the town hall to run a lemonade stand? Was he kidding? Evan looked at Officer Ken’s face. He didn’t look like he was kidding.

“I didn’t know I needed one,” said Evan.

“Sorry, friend,” said Officer Ken. “I’m going to have to shut you down. It’s the law.”

“But... but... there are lemonade stands all over town,” said Evan. He thought of Jessie and Megan’s lemonade stand. When he’d wheeled by with his wagon more than an hour ago, their stand had looked like a beehive, with small kids crowding around. He had read the sign over their stand: FREE FACE PAINTING! NAIL-POLISHING! HAIR-BRAIDING! What a gimmick!

But it sure looked like it was working. “You know,” said Evan, “there’s a stand on Damon Road right now. You should go bust them.”
Officer Ken smiled. "We tend to look the other way when it's in a residential neighborhood. But right here, on the town green, we have to enforce the law. Otherwise we'd have someone selling something every two feet."

"But—" There had to be some way to convince Officer Ken. How could Evan make him understand? "You see, I've got this little sister. And we've got a... a... competition going. To see who can sell the most lemonade. And I've got to win. Because she's..." He couldn't explain the rest. About fourth grade. And how embarrassed he was to be in the same class as his kid sister. And how it made him feel like a great big loser.

Evan looked up at Officer Ken. Officer Ken looked down at Evan. It was like Officer Ken was wearing a mask. A no-smiling, I'm-not-your-buddy mask.

Then Officer Ken shook his head and smiled and the mask fell off. "I've got a little sister, too," he said. "Love her to death, now, but when we were kids—" Officer Ken sucked in his breath and shook his head again. "Hooa!"

Then the mask came back, and Officer Ken looked right at Evan for ten very stern seconds.
"Tell you what," said Officer Ken. "I do have to shut you down. The law's the law. But before I do, I'll buy one last glass of lemonade. How's that sound?"

Evan's face fell. "Sure," he said without enthusiasm. He poured an extra-tall cup and gave it to the policeman.

Officer Ken reached into his pocket and handed Evan a five-dollar bill. "Keep the change," he said. "A contribution to the Big Brother Fund. Now clean up your things and don't leave any litter behind." He lifted his cup in a toast as he walked away.

Evan watched him go. Wow, he thought. I just sold the most expensive cup of lemonade in town.

Evan stared at the five-dollar bill in his hand.

It was funny. Two days ago he would have felt as rich as a king to have that money in his hands. It was enough to buy two slices of pizza and a soda with his friends. It was enough to rent a video and have a late night at someone's house. It was enough to buy a whole bagful of his favorite candy mix at CVS.
Two days ago, he would have been jumping for joy. Now he looked at the five dollars and thought, *It's nothing.* Compared to the one hundred dollars he needed to win the war, five dollars was *nothing.* He felt somehow that he'd been robbed of something—maybe the happiness he should have been feeling.

He loaded everything from his stand into the wagon, making sure he didn't leave a scrap of litter behind. He still had a glassful of lemonade left in one pitcher, not to mention another whole pitcher already mixed up and unsold, so he poured himself a full cup. Then, before beginning the long, hot haul back to his house, he found an empty spot on a shaded bench and pulled his earnings out of his pockets.

He counted once. He counted twice. Very slowly.

He had made sixty-five dollars. The cups and lemonade mix had cost nine dollars. *When he added in his earnings from Wednesday and Thursday, he had one hundred and three dollars and eleven cents.* *Now that's enough,* he thought.
Lesson 2 Narrative

I chose to modify this lesson because I again felt that providing my students with comprehensible input, opportunities to collaborate and negotiate meaning as well as interact were necessary and the original lesson was not sufficiently providing this for English Learners. To begin with, I chose to build background knowledge with my students. For this lesson I felt it was important to build students' schema of what a town green is and what a permit is. Evan’s decision to set up his lemonade at the town green is a key event in the story so the students need to have an understanding of what a town green is in order to understand this. I chose to build this schema by providing realia and visuals, jointly constructing a definition, and collaboratively generating ideas about what people do at town green and examples of types of permits.

Students will again benefit from modified text during the reading and after reading activities. In addition, students will be able to more fully participate in an oral discussion about the character’s feelings as well as justify their answers based on the text given the supports of sentence differentiated questions, sentence starters, word banks, and visuals. Student of all levels will be able to produce a written summary given the supports of the timeline graphic organizer, iconic representations, sentences starters and frames, as well as word banks with visuals. I will also note that the original lesson had students focusing on temporal words and summarizing Evan’s actions based on just a single page. However, in the modified lesson, students will use temporal words to write a summary of the story. I felt it was important that all students be able to order and describe the main events of the story as
Lesson 3 will ask students to look closely at Evan's actions to explain how his actions influenced the sequence of events.
Lesson 3
Subject: ELA- Explaining how a character’s actions influence the events in a story
Grade: 3
Unit: The Lemonade War
Text: The Lemonade War by Jacqueline Davis
Target Audience: Mainstream Class with EL’s
Duration: 60 minutes
### Lesson 3

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to determine key actions taken by the main character</td>
<td>1a. After rereading the text with a small group, the students will orally discuss the characters' actions and generate a value line to evaluate their importance</td>
</tr>
<tr>
<td>2. Students will be able to explain how character's actions contributes to the sequence of events in writing</td>
<td>1a. Working in small groups students will orally discuss the character's actions and how they contributed to the sequence of events and each will take notes on a cause and effect graphic organizer 1b. Students will independently write a paragraph about how Evan's actions contributed to the events and outcome of the story</td>
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<td>Speaking</td>
<td>Students will lead an oral discussion in which they review the character's actions and determine which are most important to the story</td>
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<td>Students will participate in an oral discussion in which they review the character's actions and determine which are most important by offering one and two word responses given sentence starters and a word bank with visuals</td>
<td>Students will participate in an oral discussion in which they review the character's actions and determine which are most important by repeating short phrases</td>
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<td>Writing</td>
<td>Students will write about 4 of the character's actions and explain their effect on the story in complete sentences</td>
<td>Students will write about 3 of the character's actions and explain their effect on the story in complete sentences given the support of sentence starters</td>
<td>Students will write about 2-3 of the character's actions and explain their effect on the story in complete sentences given the support of sentence starters and a phrase bank</td>
<td>Students will fill in a cloze paragraph describing how the character's actions affected the events by writing 3 simple phrases using a phrase bank with visuals</td>
<td>Students will be given a phrase and visual of the character's actions and then choose the correct effect given visual support. Students will then rewrite the phrase in the sentence.</td>
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<td>Reader's Response Explaining the Effects of the Character's Actions</td>
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</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
<td>Grammar</td>
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</table>
| Evaluate/justify  | Value line for Evan’s actions in the story                              | I think Evan’s most important action was when he _1_ because _2_. | 1. solved the math problem  
- went to the ice cream store  
- set up his lemonade stand at the town green  
- sold the lemonade for $2  
- told Officer Ken about the contest  
- counted his money twice | • Progressive  
Past Tense  
• “Thinking  
verbs”  
• Pronouns |
| Evaluate/justify  | Value line for Evan’s actions in the story                              | I think Evan’s least important action was _1_ because _2_. | 2. he knew how much lemonade to sell  
- there were many people  
- he learned how much lemonade costs  
- many people bought lemonade  
- Officer Ken bought lemonade  
- he learned he had enough money |                                                                                       |
| Explain           | Explain how the character’s actions contributed to the sequence of events | Because Evan _1_, _2_. | 1. a. solved the problem  
b. set his lemonade stand at the town green  
c. told Officer Ken about the contest | • Complex  
sentences  
• Consequential  
conjunction and adverbials (because, since, as a result) |
| Explain           | Explain how the character’s actions contributed to the sequence of events | Also, because Evan _1_, _2_. | 2. a. he knew how much lemonade to sell  
b. many people bought lemonade  
c. officer Ken bought a glass of lemonade |                                                                                       |
| Explain           | Explain how the character’s actions contributed to the sequence of events | Lastly, because Evan _1_, _2_. |                                                                                       |                                                                                       |
Procedure:

1. Before Reading: Building Background Knowledge (10 min.)
   - Remind students of the essential questions: How do readers understand the characters' motivations and the effects of their actions? Today we are going to look closely at how Evan’s actions contributed to the events in the story.
   - Build academic vocabulary: cause and effect
     - Explain that when we discuss how Evan’s actions contribute to the events in the story we are really talking about cause and effect relationships.
     - Show cause and effect anchor chart—define cause and effect and be sure to point out signal words. (See Page 8)
     - Point out that just like when we were sequencing the events yesterday, the cause always comes first the effect always comes after.
     - Cause and effect gesture activity (See page 9)—display cause and read it to students. Have students think for a few seconds about an effect and then have students share. Students can gesture or orally respond.
       - Example: It was hot outside, so the kids
       - Record the effects on the board
       - Point out that the can be two orders: cause, signal word effect, or signal word, cause, effect.

2. During Reading: Rereading the text and Discussing Important Actions taken by character (20 min)
   - Explain to students that they are going to be discussing the question. What are some significant moments in the story?
   - Value Line: Tell students that while they reread the text they’re going to be thinking about which of Evan’s actions in the story were important.
   - Put students in groups of 6 (mixed proficiency levels). Give them an envelope with cards that have Evan’s actions written on them. (See page 10 for Value Line Cards). Have each of them pin one of Evan’s actions on their shirts. Tells students that as they reread you want them to think about these actions in their order of importance.
   - Students will read their modified versions of the text. (See pages 20-67 for modified text)
   - Give students some time to reread the text with a partner from their group (same level).
   - Then have the group assemble to order Evan’s actions from least important to most important. Students will be provided with various supports depending on their proficiency level for this activity.
   - See pages 11-13 for Value Line sentence starters and word banks
• Give students time to discuss and then have each group line up. Make one side of the classroom the most important action and the opposite side the least important action. Give each group a designated spot to line up.
• Pause and allow students to look around at how other groups ranked Evan’s actions
• What do we notice?
• Discuss trends and differences. At the conclusion of the discussion point out that while we may have different opinions, many of Evan’s actions are important to the outcome of the story.

**Modifications for EL's**

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3. **After Reading:** Cause and Effect Graphic Organizer and Reader’s Response (25 min.)

**Cause and Effect Graphic Organizer**

• Frame the main idea- refer back to the cause and effect graphic organizer. Explain that Evan’s actions that we just discussed are the causes, and the effects are what happened in the story as a result of what he did. Fill out one of Evan’s actions that the groups rated as highly important on the graphic organizer. Have students copy.
• Group Response with a Whiteboard Activity. Reread the cause to students, students think for a moment about what they think is the effect of that action, then confer with their team and one person writes their collective response on the white board. The teacher asks students to hold up their responses. This can be used as a quick check to see if the students are understanding the cause/effect relationships. Come to a consensus as a class and write on the promethean board. Students will record the effects on their own graphic organizer.
• Go through this for 3-4 causes and effects on the G.O (See page 14 for cause and effect graphic organizer)

**Written Response**

• Tell students that they are now going to write a Reader’s Response to the question, “How did Evan’s actions contribute to the sequence of events in the story?” They can use the cause and effect graphic organizer that was just completed as well as their text.
• Model writing a topic sentence and one example
In "Location, Location, Location, Evan's actions influence the sequence of events. First of all, because Evan drew a picture to solve the division problem, he was able to figure out how much lemonade he had to sell each day.

- Give students their modified written response worksheets. (See pages 15-19.)

**Modifications for EL’s**

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4. **Closure:** Share Out and Closing Question (5 min)

- Have students share out their responses
- Check for understanding: Student responses will be handed in and scored to determine if students were able to identify character actions and their effects as well as use effective cause/effect language in their sentences.
- Tell students that ultimately Evan’s actions helped him to be successful. Ask the students: What are some actions you have ever taken that you think helped you to be successful?
  - Think/Write/Pair/Share—students will think about an action (cause) and describe its effect
    - Level 1’s and 2’s can draw cause and then the effect
  - Check for understanding: While students are sharing evaluate if students can make the connection between their actions and how they effected events in their lives.
Cause and Effect Anchor Chart

Source: Scholastic.com

Text Structure

**Cause and Effect**

Shows relationship between cause (event) and effect (what happened because of the event)

**Cause**

**Effects**

**Signal Words**

- consequently
- therefore
- as a result
- reason why
- because of
- may be due to
Examples for Interactive Cause and Effect Activity

<table>
<thead>
<tr>
<th>Cause</th>
<th>Signal Word</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Sun and Bug]</td>
<td>so</td>
<td>the kids _______</td>
</tr>
</tbody>
</table>

It was very hot outside

<table>
<thead>
<tr>
<th>Cause</th>
<th>Signal Word</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Child and Watering Can]</td>
<td>As a result,</td>
<td>the flower ______</td>
</tr>
</tbody>
</table>

Kayla watered the flower.

<table>
<thead>
<tr>
<th>Signal Word</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because</td>
<td>Juan bumped into the table,</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signal Word</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because</td>
<td>Miles ate too many cupcakes,</td>
<td>he</td>
</tr>
</tbody>
</table>

Miles ate too many cupcakes,
<table>
<thead>
<tr>
<th>Evan solved the math problem.</th>
<th>Evan counted his money twice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Math Problem Image]</td>
<td>![Money Counting Image]</td>
</tr>
<tr>
<td>Evan went into the Big Dipper.</td>
<td>Evan told Officer Ken about the contest.</td>
</tr>
<tr>
<td>![Big Dipper Image]</td>
<td>![Officer Image]</td>
</tr>
<tr>
<td>Evan set up at the town green.</td>
<td>Evan sold lemonade for $2.</td>
</tr>
<tr>
<td>![Town Green Image]</td>
<td>![Lemonade Stand Image]</td>
</tr>
</tbody>
</table>
Sentence Starters for Value Line

Level 4

I think Evan's most important action was ______ because __________.

I think ______ was more important than ______ because ________.

I think Evan's least important action was ______ because ________.
Sentence Starters for Value Line

Level 3

I think one of his most important actions was when he ______ 1 ________ because _______ 2 _____________________.

I think one of his least important actions was when he ______ 1 ________ because _______ 2 _____________________.

<table>
<thead>
<tr>
<th>Phrase Bank 1</th>
<th>Phrase Bank 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solved the division problem</td>
<td>• He learned how much lemonade costs</td>
</tr>
<tr>
<td>• Went into the Big Dipper</td>
<td>• Many people bought lemonade</td>
</tr>
<tr>
<td>• Set up his stand at the town green</td>
<td>• He learned he had enough money</td>
</tr>
<tr>
<td>• Sold lemonade for $2</td>
<td>• Officer Ken felt bought lemonade</td>
</tr>
<tr>
<td>• Told Officer Ken about the contest</td>
<td>• He knew how much lemonade to sell</td>
</tr>
<tr>
<td>• Counted his money</td>
<td></td>
</tr>
</tbody>
</table>
Sentence Starters for Value Line
Level 1/2

I think one of Evan's most important actions was ____________________________

Phrase Bank

- Going to the town green
- Drawing a picture
- Selling lemonade for $2

53 ÷ 3 =

Solved the division problem
told Officer Ken about the contest
Written Response

Directions: Circle the correct choice and write it on the line.

Level 1

1. \[55 \div 3 = -\]
   
   Because Evan solved the problem, ____________________________.

   A. He how knew how much lemonade to sell    
   B. He got an A on his test

2. 
   
   Because Evan set up his stand at the town green, ________________.

   A. No one bought lemonade    
   B. many people bought lemonade

3. 
   
   Because Evan told Officer Ken about the contest, ________________.

   A. Officer Ken bought lemonade    
   B. Officer Ken took away his money

15
Written Response
Level 2

Directions: Fill in the cause of Evan’s actions using the phrase bank.

Because Evan solved the math problem,


Because Evan set up at the town green,


Because Evan told Officer Ken about the contest,


Phrase Bank

- Officer Ken bought lemonade
- Many people bought lemonade
- He knew how much lemonade to sell
Written Response
Level 3

Directions: Fill in the blanks to complete the written response using the word bank. The numbers under the blanks tell you which word bank to choose from.

Evan's ___________________ affect the sequence of ___________________ in “Location, Location,” First because Evan______________________,

(1) (2)

Also, because Evan ___________________,

(1) (2)

Lastly, because Evan ___________________,

(1) (2)

In conclusion, that is how Evan’s ___________________ contributed to the sequence of ___________________.

(1) (2)

<table>
<thead>
<tr>
<th>Word Bank 1</th>
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<tr>
<td>actions</td>
<td>events</td>
</tr>
<tr>
<td>told Officer Ken about the contest</td>
<td>Officer Ken bought lemonade</td>
</tr>
<tr>
<td>solved the math problem</td>
<td>he knew how much lemonade to sell</td>
</tr>
<tr>
<td>sold lemonade for $2 a cup</td>
<td>many people bought lemonade</td>
</tr>
<tr>
<td>set up his lemonade stand at the town green</td>
<td></td>
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</table>
Written Response

Level 4

Directions: Write a paragraph about how Evan's actions affect the sequence of events in, "Location, Location, Location."

In "Location, Location, Location" Evan’s actions

First because Evan

Also, because

Lastly, because Evan

In conclusion, that is how Evan's
Directions: Write a paragraph about how Evan's actions affect the sequence of events in, "Location, Location, Location." Be sure to write in complete sentences.
Evan and his sister Jessie were selling lemonade.

Evan and Jessie were having a contest.

Evan and Jessie wanted to earn 100 dollars.

Jessie was winning.

Evan had three days left.

Evan needed to make $53 more.
How much money did Evan need to make each day?

Evan wrote $53 \div 3$ on the paper.

Evan did not know what to do.

Jessie could do math in her head fast.

Evan felt upset.

Evan scribbled on the paper.
Evan thought of his math teacher.

Evan’s math teacher is Mrs. DeFazio.

Mrs. DeFazio said draw pictures to help.

Evan drew dollar signs.

Evan counted the dollar signs.
Evan drew 53 dollar signs.

Each row had 17 dollar signs.

Evan circled the two dollars left.

Evan wrote Friday, Saturday and Sunday next to the rows.
Evan needed to make $17 on Friday.

Evan needed to make $17 on Saturday.

Evan needed to make $17 on Sunday.

Evan needed to make an extra $2 one day.

Evan felt excited.

Evan found the answer with no help.

Then Evan thought about how to make the money.
It was going to be a hot day.

People were going to be thirsty.

Evan thought of an idea.

Evan took his wagon to the town center.

Lots of people were sitting on benches.
Evan found a spot in the center of the town green.

Evan walked to the Big Dipper ice cream store.

Evan bought five cans of frozen lemonade.

Evan had money left over.

Evan thought about buying a cone or milkshake.
The women said, “Can I help you?”

Evan said “Yeah.”

Evan thought about how good ice cream would taste.

Evan asked the woman how much a glass of lemonade costs.
The woman said, "Three dollars."

Evan was surprised.

Three dollars was a lot.

The woman said "You can try some ice cream"

Evan tried the strawberry slam.

Evan went outside.

Evan filled the pitchers with water.

Evan stirred the mix.

Evan wrote "$2 per cup" on a sign.

People lined up fast.

People kept coming.

Evan felt proud.
Later Evan saw Officer Ken.
Officer Ken was not smiling.
Officer Ken said "Hello."
Evan said "Hi"
Officer Ken said, "Do you have a permit?"
Evan said, "Do you mean like a bike permit?"
3rd graders had bike permits.
The permits let kids ride their bikes to school
Officer Ken said "No."

You need a permit to sell food and drinks.

“You need to go to town hall for a permit” said Officer Ken.

Evan said, “I did not know”

Officer Ken said Evan had to stop selling lemonade.

Evan told Officer Ken that Jessie has a lemonade stand too.

Evan wanted Officer Ken to stop Jessie.
Officer Ken smiled.

Officer Ken said it's okay to sell lemonade in your neighborhood.

But he had to stop Evan from selling it at the town green.

Evan told Officer Ken about the contest.

Evan told him he wanted to win.

Evan was upset about being in 4th grade with his little sister.

Officer Ken told Evan that he has a sister too.
Officer Ken bought a glass of lemonade.

Officer Ken gave Evan a five dollar bill.
Evan was not happy.

He packed up his lemonade stand.

Evan counted his money once.

Then Evan counted the money again slowly.

He had $100.11

It was enough!
Level 2

Evan and his younger sister Jessie were selling lemonade.

Evan and Jessie were having a contest.

Evan and Jessie were racing to earn $100.

Jessie was winning.

Evan had earned 47 dollars and 11 cents.

Evan had three days left.

Evan needed to make $53 more.
Evan tried to find out how much money he needs to make each day.

Evan was confused about the math.

Evan took out paper and a pencil.

Evan wrote $53 \div 3$ on the paper.

Evan looked at the paper.

Evan did not know what to do.

Jessie would know what to do.

Jessie could do math in her head fast.

Evan felt upset and scribbled on the paper.

Evan always got problems wrong on his math papers.

Evan thought of his math teacher.
Evan's math teacher is Mrs. DeFazio.

Mrs. DeFazio always told Evan to draw a picture to help find the answer.

Evan drew dollar signs.

He counted the dollar signs as he drew them.
Evan drew 53 dollar signs.

Each row had 17 dollar signs.

There were 2 dollars left.

Evan circled the two dollars left.

Evan wrote Friday next to the first row.

Evan wrote Saturday next to the second row.

He wrote Sunday next to the third row.
Evan looked at the paper.

Evan needed to make $17 on Friday.

Evan needed to make $17 on Saturday.

Evan needed to make $17 on Sunday.

Evan needed to make an extra $2 on any of the days.

Evan felt excited.

Evan solved a 4th grade problem.

Evan was not in 4th grade yet!

Evan found the answer with no help.

Then Evan thought about how to make $17 each day.
Evan needed a plan to sell a lot of lemonade.

It was going to be a very hot day.

It was going to be 95 degrees.

People were going to be thirsty.

Evan thought of an idea.

Evan needed something with wheels.

It took Evan a half hour to drag his wagon to the town green.

Lots of people were sitting on benches.

Dogs laid under the trees with their tongues out.
Evan picked a spot to sell lemonade.

The spot was in the center of the green.

He walked across the street to the Big Dipper.

The air was cold. He could smell ice cream.

Evan looked at the tubs of ice cream.

Evan bought five cans of frozen lemonade.

Evan had money left over.

Evan thought about buying a cone or milkshake.
The women that worked there said, “Can I help you?”

Evan said “Yeah.”

Evan felt his money.

He thought about how good ice cream would taste.

Evan heard a laugh.

Evan looked around.

It was some girls that Evan did not know.

He asked the woman, “Can you please tell me how much a glass of lemonade costs?”
The woman said, "Three dollars."

Evan was surprised the glass cost so much.

He asked, "How big is the cup?"

The woman showed him the plastic cup.

Evan turned to leave the store.

The woman said "You can have a free sample."

Evan got the strawberry slush.

Then Evan went outside.

He filled the pitchers with water and Evan stirred the mix.

He wrote "$2 per cup" on the sign.

People lined up fast and kept coming.

Evan felt proud.
Later Evan looked up and saw Officer Ken.

Officer Ken had his hands on his hips.

Officer Ken was not smiling.

Officer Ken said “Hello.”

Evan said “Hi”

Evan knew Officer Ken from school.

Officer Ken said, “Do you have a permit?”

Evan said, “Do you mean like a bike permit?”

3rd graders had bike permits.

The permits let them to ride their bikes to school.
Officer Ken said “No.”

Officer Ken told Evan, "You need a permit to sell food and drinks."

“You need to go to town hall and pay for a permit” said Officer Ken

Evan could tell Office Ken was serious.

Evan said, “I did not know I needed one”

Office Ken said, “Sorry I’m going to have to shut your lemonade stand down.”

Jessie and Meghan had a lemonade stand.

They were giving free face painting.

Evan told Officer Ken that he should go shut Jessie’s stand down.
Officer Ken smiled.

Officer Ken said the police do not mind if people sell lemonade in their neighborhoods.

But it's not okay to sell at the town green.

Evan told Officer Ken about the Contest.

Evan told him he wanted to win.

He was embarrassed to be in 4th grade with his little sister.

Officer Ken told him he has a sister too.
Officer Ken told Evan he would buy a glass of lemonade first.

Officer Ken gave Evan as five dollar bill.

He told Evan he could keep the change.

A few days ago Evan would have been happy with the money.

It was enough to buy pizza, candy, and a DVD.
Today he was not happy because he did not think it was enough.

He packed up his lemonade stand.

He poured himself a cup of the extra lemaonde and sat down on a bench.

Evan counted his money once.

Then Evan counted it again slowly.

When he added up the money he made today with the money from Wednesday and Thursday, he had $100.11

It was enough!
Evan and his younger sister Jessie were selling lemonade. Evan and Jessie were having a contest. Evan and Jessie were racing to earn $100. Jessie was winning. Evan had earned 47 dollars and 11 cents. Evan had three days left. Evan needed to make $53 more.

Evan tried to find out how many dollars he needed to earn each day. He was confused about the math. Evan took out paper and a pencil. Evan wrote $53 \div 3$ on the paper. Evan looked at the paper. He did not know what to do. Jessie would know what to do because Jessie could do math in her head fast. Evan felt upset and scribbled on the paper. Evan always got a lot of problems wrong on his math papers.

Evan thought of his math teacher named Mrs. DeFazio. She always told Evan to draw pictures to help solve math problems. Evan drew dollar signs. He counted the dollar signs as he drew them.
Evan drew 53 dollar signs. Each row had seventeen dollars signs. There were two dollars left. Evan circled the two dollars left. He wrote Friday next to the first row. He wrote Saturday next to the second row. Lastly, he wrote Sunday next to the third row.

Evan looked at the paper. He needed to make seventeen dollars on Friday. He needed to make 17 dollars on Saturday. He needed to make seventeen dollars on Sunday. He needed to make an extra two dollars on any one of those days. Evan felt excited because he had just solved a 4\textsuperscript{th} grade problem. He was not even in 4\textsuperscript{th} grade yet! He found the answer without any help. Then Evan thought about how to make the money.

Evan needed a plan to sell a lot of lemonade. It was going to be a very hot day. It was going to be 95 degrees. People were going to be thirsty. Evan tried to think of where to find thirsty people. Evan thought of an idea. He needed something with wheels. It took Evan half an hour to drag his wagon to the town center. It was lunchtime. Lots of people were sitting on benches. Dog laid under the trees with their tongues out. They were panting.
Evan picked a spot to sell lemonade. The spot was in the center of the town green. All the paths lead to the spot where he set up his lemonade stand. Evan walked across the street to the ice cream store called the Big Dipper. The air was cold and he could smell ice cream. He looked at the tubs of ice cream. He bought five cans of frozen lemonade. He had money left over. He thought about buying a cone or milkshake.

The woman that worked at the store said, "Can I help you?" Evan said, "Yeah." He felt is money in his pocket. He thought about how good ice cream would taste. He heard a laugh. He looked around. It was some girls that he did not know. Evan asked the woman, "Can you please tell me how much a glass of lemonade costs?"

The woman said, "Three dollars." Evan was surprised the glass of lemonade cost so much. He asked, "How big is the cup?" The woman showed him the plastic cup. The cup was not bigger than the cups Evan used. Evan turned to leave the store. The woman said, "You can have a free sample of ice cream." Evan ordered the strawberry slam. The woman gave him a tiny spoon with ice cream. He ate it fast. Evan went outside. He filled the pitchers with water and stirred the mix. He made a sign that said $2 per cup. People lined up fast and kept coming. Evan felt proud.
Later Evan looked up and saw Officer Ken. Officer Ken had his hands on his hips. Evan saw the gun on his belt. Officer Ken was not smiling. Officer Ken said “Hello.” Evan said “Hi” Evan knew Officer Ken from school. Officer Ken said, “Do you have a permit?” Evan said, “Do you mean like a bike permit?” 3rd graders had bike permits. The permits allowed them to ride their bikes to school.

Officer Ken said, “No.” You need a permit to sell food and drinks. You need to go to town hall and pay for a permit. Evan could tell Officer Ken was serious. Evan said, “I did not know I needed one.” Officer Ken said, “Sorry I am going to have to shut down your lemonade stand. Evan thought of the other lemonade stands. Jessie and Meghan had a lemonade stand. They were giving free face painting. Evan told officer Ken that he should go shut Jessie and Meghan’s stand down.

Officer Ken smiled. He said the police do not mind if people sell lemonade in their neighborhoods. But Officer Ken had to stop Evan from selling lemonade or everyone would try to sell things at the town green. Evan told Officer Ken about the contest. Evan told him that he wanted to win. Evan was embarassed to be in 4th grade with his little sister. Officer Ken told Evan that he has a sister too.
Officer Ken told Evan he would buy a glass of lemonade before he shut him down. Officer Ken gave Evan as five dollar bill. He told Evan he could keep the change. Evan thought about how a few days ago he would have felt rich with the money. It was enough to buy pizza, candy, and a DVD.

Today he was not happy because he doesn’t think it’s enough. He packed up his lemonade stand. He poured himself a cup of the extra lemonade and sat down on a bench. Evan counted his money once. Then he counted it again slowly. When he added up the money he made today with the money from Wednesday and Thursday, he had $100.11

It was enough!
Evan Treski and his younger sister Jessie are in a contest to see who can earn $100 selling lemonade. So far Jessie is winning!

Evan was in trouble. So far, he'd earned forty-seven dollars and eleven cents, which was more money than he'd ever had in his whole life. But today was Friday. There were only three days left. Three days to beat Jessie. He needed to earn almost fifty-three dollars to win the bet. And that meant each day he had to earn—
Evan tried to do the math in his head. Fifty-three divided by three. Fifty-three divided by three. His brain spun like a top. He didn’t know where to begin.

He went to his desk, pulled out a piece of paper—his basketball schedule from last winter—and flipped it over to the back. He found the stub of a pencil in his bottom desk drawer, and on the paper he wrote

\[ 53 \div 3 = \]

He stared and stared at the equation on the page. The number fifty-three was just too big. He didn’t know how to do it.

"Jessie would know how," he muttered, scribbling hard on the page. Jessie could do long division. Jessie had her multiplication facts memorized all the way up to fourteen times fourteen. Jessie would look at a problem like this and just do it in her head. Snap.

Evan felt his mouth getting tight, his fingers gripping the pencil too hard, as he scribbled a dark storm cloud on the page. His math papers from school were always covered in X’s. Nobody else got as many X’s as he did. Nobody.
Draw a picture. Mrs. DeFazio’s voice floated in his head. She had always reminded him to draw a picture when he couldn’t figure out how to start a math problem. A picture of what? he asked in his head. Anything, came the answer.

Anything? Yes, anything, as long as there are fifty-three of them.

Dollar signs. Evan decided to draw dollar signs. He started to draw three rows of dollar signs. “One, two, three,” he counted, as he drew:

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$ 
$ 
$
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“Four, five, six.” He drew:

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$$ 
$$ 
$$
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By the time he reached fifty-three, his page looked like this:

\[
\begin{align*}
&\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \\
&\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \\
&\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \\
\end{align*}
\]

There were seventeen dollar signs in each row. And then those two extra dollar signs left over. Evan drew a ring around those two extras.

\[
\begin{align*}
&\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \\
&\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \circ \\
&\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \\
\end{align*}
\]

Seventeen dollar signs. And two left over. Evan stared at the picture for a long time. He wrote “Friday” next to the first row, “Saturday” next to the second row, and “Sunday” next to the third row.

\[
\begin{align*}
\text{Friday} & \ $\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \circ \\
\text{Saturday} & \ $\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \circ \\
\text{Sunday} & \ $\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \\
\end{align*}
\]
Evan looked at the picture. It started to make sense. He needed to make seventeen dollars on Friday, seventeen dollars on Saturday, and seventeen dollars on Sunday. And somewhere over the three days, he needed to make two extra bucks in order to earn fifty-three dollars by Sunday evening.

Evan felt his heart jump in his chest. He had done it. He had figured out fifty-three divided by three. That was a fourth-grade problem. That was fourth-grade math.

And he hadn’t even started fourth-grade! And no one had helped him. Not Mom, not Grandma, not Jessie. He’d done it all by himself. It was like shooting the winning basket in double overtime!

He hadn’t felt this good since the Lemonade War had begun.

But seventeen dollars a day? How was he going to do that? Yesterday he’d made forty-five dollars, but that was because he’d had help (and free supplies) from his friends. They weren’t going to want to run a lemonade stand every day. Especially on the last days of summer vacation.
He needed a plan. Something that would guarantee good sales. The weather was holding out, that was for sure. It was going to hit 95 degrees today. A real scorcher. People would be thirsty, all right. Evan closed his eyes and imagined a crowd of thirsty people, all waving dollar bills at him. Now where was he going to find a lot of thirsty people with money to spend?

An idea popped into Evan’s head. Yep! It was perfect. He just needed to find something with wheels to get him there.

It took Evan half an hour to drag his loaded wagon to the town center—a distance he usually traveled in less than five minutes by bike. But once he was there, he knew it was worth it.

It was lunchtime and the shaded benches on the town green were filled with people sprawling in the heat. Workers from the nearby stores on their half-hour lunch breaks, moms out with their kids, old people who didn’t want to be cooped up in their houses all day. High school kids on skateboards slooshed by. Preschoolers climbed on the life-size sculpture of a circle of children playing ring-around-the-roses. Dogs lay under trees, their tongues hanging out, pant, pant, pant.
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Evan surveyed the scene and picked his spot, right in the center of the green where all the paths met. Anyone walking across the green would have to pass his stand. And who could resist lemonade on a day as hot as this?

But first he wheeled his wagon off to the side, parking it halfway under a huge rhododendron. Then he crossed the street and walked into the Big Dipper.

The frozen air felt good on his skin. It was like getting dunked in a vat of just-melted ice cream. And the smells—mmm. A mix of vanilla, chocolate, coconut, caramel, and bubblegum. He looked at the tubs of ice cream, all in a row, carefully protected behind a pane of glass.

The money in his pocket tingled. He had plenty left over after buying five cans of frozen lemonade mix with his earnings from yesterday. What would it hurt to buy just one cone? Or a milk shake? Or maybe both?
"Can I help you?" asked the woman behind the counter.

"Uh, yeah," said Evan. He stuck his hand in his pocket and felt all the money. Bills and coins ruffled between his fingers. Money was meant to be spent. Why not spend a little?

"I, uh..." Evan could just imagine how good the ice cream would feel sliding down his hot throat. Creamy. Sweet. Like cold, golden deliciousness. He let his mind float as he gazed at the swirly buckets of ice cream.

The sound of laughter brought him back to earth in a hurry. He looked around. It was just some girls he didn’t know at the water fountain. But it had sounded like Megan Moriarty.

"Can you please tell me how much a glass of lemonade costs?"
“Three dollars,” said the woman.
“Really?” said Evan. “That much? How big’s the cup?”
The woman pulled a plastic cup off a stack and held it up. It wasn’t much bigger than the eight-ounce cups Evan had in his wagon.
“Wow. Three bucks. That’s a lot,” said Evan. “Well, thanks anyway.” He started to walk to the door.
“Hey,” said the woman, pointing to the ice cream case. “I’m allowed to give you a taste for free.”
“Really?” said Evan. “Then, uh, could I taste the Strawberry Slam?” The woman handed him a tiny plastic spoon with three licks’ worth of pink ice cream on it. Evan swallowed it all in one gulp. Aahhh.

Back outside, he got to work. First he filled his pitchers with water from the drinking fountain. Then he stirred in the mix. Then he pulled out a big blue marker and wrote on a piece of paper, “$2 per cup. Best price in town.”

He’d barely finished setting up when the customers started lining up. And they didn’t stop. For a full hour, he poured lemonade. The world is a thirsty place, he thought as he nearly emptied his fourth pitcher of the day. And I am the Lemonade King.
(Later, Evan would think of something his grandma said: "Pride goeth before a fall.")

When Evan looked up, there was Officer Ken, his hands on his hips, looking down on him. Evan gulped. He stared at the large holstered gun strapped to Officer Ken's belt.

"Hello," said Officer Ken, not smiling.

"Hi," said Evan. Officer Ken did the Bike Rodeo every year at Evan's school. He was also the cop who had shown up last fall when there was a hurt goose on the recess field. Officer Ken was always smiling. Why isn't he smiling now? Evan wondered.

"Do you have a permit?" asked Officer Ken. He had a very deep voice, even when he talked quietly, like he did now.

"You mean, like, a bike permit?" That's what the Rodeo was all about. If they passed the Rodeo, the third-graders got their bike permits, which meant they were allowed to ride to school.
"No. I mean a permit to sell food and beverages in a public space. You need to get a permit from the town hall. And pay a fee for the privilege."

Pay the town hall to run a lemonade stand? Was he kidding? Evan looked at Officer Ken's face. He didn't look like he was kidding.

"I didn't know I needed one," said Evan.

"Sorry, friend," said Officer Ken. "I'm going to have to shut you down. It's the law."

"But... but... there are lemonade stands all over town," said Evan. He thought of Jessie and Megan's lemonade stand. When he'd wheeled by with his wagon more than an hour ago, their stand had looked like a beehive, with small kids crowding around. He had read the sign over their stand: FREE FACE PAINTING! NAIL-POLISHING! HAIR-BRAIDING! What a gimmick! But it sure looked like it was working. "You know," said Evan, "there's a stand on Damon Road right now. You should go bust them."

You need a permit to sell food and drinks. You have to pay at town hall to get one.
Officer Ken smiled. "We tend to look the other way when it's in a residential neighborhood. But right here, on the town green, we have to enforce the law. Otherwise we'd have someone selling something every two feet."

"But—" There had to be some way to convince Officer Ken. How could Evan make him understand? "You see, I've got this little sister. And we've got a . . . a . . . competition going. To see who can sell the most lemonade. And I've got to win. Because she's . . . " He couldn't explain the rest. About fourth grade. And how embarrassed he was to be in the same class as his kid sister. And how it made him feel like a great big loser.

Evan looked up at Officer Ken. Officer Ken looked down at Evan. It was like Officer Ken was wearing a mask. A no-smiling, I'm-not-your-buddy mask.

Then Officer Ken shook his head and smiled and the mask fell off. "I've got a little sister, too," he said. "Love her to death, now, but when we were kids—" Officer Ken sucked in his breath and shook his head again. "Hooow!"

Then the mask came back, and Officer Ken looked right at Evan for ten very stern seconds.
“Tell you what,” said Officer Ken. “I do have to shut you down. The law’s the law. But before I do, I’ll buy one last glass of lemonade. How’s that sound?”

Evan’s face fell. “Sure,” he said without enthusiasm. He poured an extra-tall cup and gave it to the policeman.

Officer Ken reached into his pocket and handed Evan a five-dollar bill. “Keep the change,” he said. “A contribution to the Big Brother Fund. Now clean up your things and don’t leave any litter behind.” He lifted his cup in a toast as he walked away.

Evan watched him go. Wow, he thought. I just sold the most expensive cup of lemonade in town.

Evan stared at the five-dollar bill in his hand.

It was funny. Two days ago he would have felt as rich as a king to have that money in his hands. It was enough to buy two slices of pizza and a soda with his friends. It was enough to rent a video and have a late night at someone’s house. It was enough to buy a whole bagful of his favorite candy mix at CVS.
Two days ago, he would have been jumping for joy.
Now he looked at the five dollars and thought,
*It's nothing.* Compared to the one hundred dollars he
needed to win the war, five dollars was *nothing.* He felt
somehow that he'd been robbed of something—maybe
the happiness he should have been feeling.

He loaded everything from his stand into the
wagon, making sure he didn't leave a scrap of litter
behind. He still had a glassful of lemonade left in one
pitcher, not to mention another whole pitcher already
mixed up and unsold, so he poured himself a full cup.
Then, before beginning the long, hot haul back to
his house, he found an empty spot on a shaded bench
and pulled his earnings out of his pockets.

*He counted once. He counted twice. Very slowly.*

He had made sixty-five dollars. The cups and
lemonade mix had cost nine dollars. *When he added in*
his earnings from Wednesday and
Thursday, he had one hundred and
three dollars and eleven cents.

*Not that's enough, he thought.*
Lesson 3 Narrative

I chose to modify this lesson because I believe that explaining how a character’s actions influence the sequence of events is a rather complex process. I feel that the students really needed to understand the character and the story before making the connection between how the character’s actions affected the events. I feel that I made the content comprehensible in the first two lessons to lead up to this lesson.

The original unit did not directly teach that the relationship between character and events is a cause and effect relationship. Therefore, I decided to build some background about cause and effect. This was accomplished by giving students a definition, examples, and an opportunity to participate either orally or with gestures to show effects based on a cause.

Another major modification I made for this lesson was to amplify the number of activities for text. In this lesson students will take part in rereading the text with a partner, completing a value line activity, filling out a graphic organizer of causes and effects by collaborating with a group, and then writing a written response. I’m hoping that by creating so many activities students will be better able to grasp the concept of how a character’s actions influence the sequence of events in a story.

In this lesson I have again included a rewritten version of “Location, Location, Location” for various levels, sentence starters, iconic representations, and word banks. I feel that this will help make content comprehensible and give students an opportunity to produce output.
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Describe Characters’ Actions

**SET THE PURPOSE** Focus the instruction for the unit by sharing the following Enduring Understanding: Readers understand the actions and motivations of characters in stories. We are going to read several texts to practice identifying how an author describes characters and explains how their actions contribute to the story. Recall that a character is a person or animal in the story.

**ENGAGE STUDENTS** Introduce the story *The Lemonade War* in the Text Collection and explain that it is realistic fiction. Point out the title of the excerpt, “Location, Location, Location,” to students. Have students make predictions about what the book might be about. Share the following Essential Questions with students and tell them that they should think about the questions as the class reads, talks, and writes about the texts in this module: How do readers understand the characters’ motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story? Tell students: In this lesson we are going to learn how to identify the traits, feelings, and actions of the characters in a text and how they contribute to the story.

**READ** As you introduce this new text to students, use the appropriate reading routine on pp. TR8–TR19. In this first reading, students should focus on understanding what the text is mainly about, the “gist” of the text, or who the characters are and what is happening.

**TURN AND TALK** After reading, have students turn to a partner and discuss these questions using examples from the text: Who is participating in the Lemonade War? What are they trying to do? Use the Think-Pair-Share Routine on pp. TR2–TR3. (Evan and his younger sister, Jessie, p. 26. The characters are in a contest to see who can earn $100 selling lemonade.)
Close Read

CITE TEXT EVIDENCE Engage the class in a discussion about what they just read. Remind students to focus on the traits, feelings, and actions that describe the character. Use these questions to guide the discussion and ask students to support their answers with evidence.

- How does Evan seem to be doing in math class? Use the text to support your answer. (Evan struggles with math. He receives more X’s than anyone in class.) DOK L1

- What have you discovered about Jessie so far? (She is very good at math. She has a bet with Evan.) DOK L1

- Let’s read pages 27 and 28 to see how Evan tries to figure out how much money he needs to make per day to win the contest. How does Evan first try to solve the problem? First, Evan writes the equation 53 ÷ 3 = _. Evan struggles to solve the math problem in his head. Then he remembers advice from his teacher Mrs. DeFazio. What is the advice, and how does this help Evan solve the problem? (Mrs. DeFazio always reminds Evan to draw a picture for tough math problems. By drawing a picture, Evan is able to find out how much money he needs to make each day.) DOK L2

- Identify two or more phrases in the text that help explain why Evan’s heart jumps when he solves the division problem. (“That was a fourth-grade problem.” “That was fourth-grade math.” “And no one had helped him.”) Have students cite text evidence by reading aloud the sentences in the text that describe why Evan feels as he does. DOK L2

BY-THE-WAY WORD During close reading, define the following word for students involving known concepts that can be stumbling blocks to comprehending the text.

equation, p. 27: Explain to students that an equation is a mathematical statement that two quantities are equal. For example, 2+2=4 is an equation.

ENGLISH LANGUAGE LEARNERS

SIMILE: Help students understand the simile on p. 27: “His brain spun like a top.” Explain that in this simile, Evan’s brain is being compared to a top. A top spins; Evan feels as though his brain is spinning. The author uses this comparison to show how confused Evan is when he tries to solve the math problem.

STRATEGIC SUPPORT

ONE-WORD SENTENCES Help students who have difficulty understanding the meaning of the one-word sentence at the end of the fourth paragraph on p. 27. The author uses the word snap to describe how Jessie does math in her head. By using the word in a sentence and putting the word in italics, the author emphasizes how quickly Jessie would solve the problem.
OBJECTIVES
Determine the meaning of words and phrases as they are used in a text.

BENCHMARK VOCABULARY
- location, p. 26
- earned, p. 26
- overtime, p. 30

BENCHMARK VOCABULARY
- Have students find and read sentences from the text with the words location, earned, and overtime.
- Use the Benchmark Vocabulary Word Lesson: A Literary Text on pp. TR28-TR31 to teach.”
- Using the information on p. 9, have students write sentences using words connected to each of the Benchmark Vocabulary words.
- PRACTICE Have students on p. 2 in the Student Edition and Writer’s Journal to show contextual understanding of the Benchmark Vocabulary. Monitor students’ vocabulary development.

Reading Analysis

Character Chart

<table>
<thead>
<tr>
<th>Action</th>
<th>Event</th>
<th>Motivation</th>
<th>Reveals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evan tried to figure out how much he had to make.</td>
<td>Evan comes up with a plan for a lemonade stand.</td>
<td>Evan realizes he is behind his sister, Jessie, in earning money and wants to win their bet.</td>
<td>He is resourceful.</td>
</tr>
</tbody>
</table>

Keystones Reading and Writing Keystones are a quick check to
- assess students’ understanding of key language, key text structures, and key ideas.
- indicate students’ progress toward the Performance-Based Assessment.
- inform your Small Group Time decisions.

Keystones Reading

MODEL Let’s look at the events on pages 26 and 27 of “Location, Location, Location” where the author describes the main character’s actions. What is one of Evan’s actions? I read that Evan tries to figure out how much more money he has to earn. I am going to put that in the first column of my chart.

PRACTICE/APPLY Have students work independently or in small groups to complete the graphic organizer. Use the Small Group Discussion Routine on pp. TR6-TR7 to have students discuss how the characters in stories have traits, feelings, and motives that affect their actions. Check understanding by asking students to share or by circulating among students or groups.
Describe Characters’ Actions

**Build Understanding**

**SET THE PURPOSE** Have students focus on the Enduring Understanding as you continue to read “Location, Location, Location”: Readers understand the actions and motivations of characters in stories. We are going to continue to explore how characters’ actions impact the events of a story.

**EXPLORE POETRY** Introduce students to the poems “Brother,” “The Swing,” and “Rhyme” on pp. 60–61 of the Text Collection. Explain that poems can be about the same subjects, but focus on language, rhythm, and sometimes rhyme. Demonstrate reading poetry aloud with accuracy, appropriate rate, and expression.

**ENGAGE STUDENTS** Have students page through the first half of the chapter so that they recall where the story left off. Have them summarize what has happened so far in the story. Remind students of the Essential Questions: How do readers understand the characters’ motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story? Tell students: In this lesson we are going to continue to learn how to identify the traits, feelings, and actions that describe the characters in a text and how they contribute to the story.

**READ** As you read pp. 32–39 with students, use the appropriate reading routine on pp. TR8–TR19. In this first reading, students should be looking for a general understanding of what the text is mainly about.

**TURN AND TALK** After reading, have students turn to a partner and discuss this question using examples from the text: Why does Officer Ken shut down Evan’s lemonade stand but allow Jessie to keep her stand open? Use the Think-Pair-Share Routine on pp. TR2–TR3. (Students should share examples such as: Evan does not have a permit to sell beverages in the town center, a public area, p. 36; Jessie’s stand is in a residential neighborhood, which does not need a permit, p. 37.)
Close Read

CITE TEXT EVIDENCE Engage the class in a discussion about what they just read. Remind students that readers focus on the characters’ motivations and actions and how these affect events in the story. Use these questions to guide the discussion and ask students to support their answers with evidence.

- What does Evan’s decision to walk all the way to the town center tell you about him? (He is serious about winning the Lemonade War. He is determined. He wants to prove he can accomplish something.) DOK L1

- How does the reader know Evan is tempted to buy some ice cream? (Evan fantasizes about the ice cream, imagining how it will taste. He tries to justify spending some of his lemonade money.) Show me where the text says so. DOK L2

- Let’s look for examples of how Evan felt at the beginning of the chapter. On page 27, as Evan has trouble solving a math problem, he thinks about how much better Jessie is at long division and multiplication, which tells me Evan is worried about losing the contest to his sister. How do his feelings then compare to how he feels at the end of the chapter? Let’s look for details that show how Evan feels at the end. He counts his money and thinks, “Now that’s enough.” What does this tell me about his feelings? (He is relieved or hopeful at the end.) Have students read aloud the sentences in the text that describe that. DOK L2

BY THE WAY WORDS During close reading, define the following words for students involving known concepts that can be stumbling blocks to comprehending the text.

 permit, p. 35: Explain to students that a permit is an official document giving someone permission to do something or sell something.

 haul, p. 39: Tell students that haul means “to pull or drag something.”

ENGLISH LANGUAGE LEARNERS

SIMILE Help students understand the simile in this sentence on p. 32: “It was like getting dunked in a vat of just-melted ice cream.” Have students consider what that would be like. Explain that the writer uses this comparison to help readers imagine how the cold air in the shop feels on Evan’s skin.

STRATEGIC SUPPORT

UNDERSTANDING TEXT The author does not explicitly explain Evan’s decision not to buy the ice cream. If readers wonder why he did not purchase the treat, refer them to the sentence on p. 33: “The sound of laughter brought him back to earth in a hurry.” Explain that the laughter reminds Evan of Megan, who is working with Jessie. Thinking about Megan in turn reminds Evan that spending money on ice cream will not help him win the lemonade war.
Language Analysis

TEXT TALK

TEMPORAL WORDS AND PHRASES Explain to students that certain words and phrases in a text, such as first, next, and then help show the order in which the events in a story occur. Have students answer the questions on p. 5 in their Reader’s and Writer’s Journal.

MODEL Let’s look at the first two paragraphs on page 32. I am going to read them aloud. While I’m reading, pay attention to the temporal words the author uses. Remember that temporal words show the order of how events happened in the story. The words first and then indicate the order of events in this scene. I know that Evan parked his wagon before going into the Big Dipper.

PROGRESS/PRACTICE/APPLY Have students read pp. 38–39 independently or in small groups and identify temporal words and phrases. Use the Small Group Discussion Routine on pp. TR6–TR7 to have students explain how the words help readers understand the order of the events and how characters’ actions impact the events of a story. Check understanding by asking students to share or by circulating among students or groups.
Understand How Characters Affect Events

**OBJECTIVES**
Focus Understand and describe how characters’ actions contribute to the sequence of events. **SL.1.3.2**
Engage effectively in collaborative discussions. **SL.1.3.1**

**Sleuth Text Complexity Rubric**
pp. TR54-TR57

**LESSON 3**

**BUILD UNDERSTANDING**

**SET THE PURPOSE** Focus the instruction for the unit by sharing the following Enduring Understanding: *Readers understand the actions and motivations of characters in stories.* Today as we read, we will ask ourselves why the main character acts the way he does. We will understand the character’s motivations, or reasons.

**ENGAGE STUDENTS** Revisit “Location, Location, Location” with students. Have them look through the excerpt and notice how text features advance the story. For example, explain how the math equations, diagrams, and dialogue help improve understanding. Remind students to think about the Essential Questions: *How do readers understand the characters’ motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?* In this lesson, we’ll look at how Evan’s feelings and ideas affect the events in the story.

**READ** As you read “Location, Location, Location” with students, use the appropriate reading routine on pp. TR8–TR19. In this rereading, students should be looking for how the character changes over time.

**TURN AND TALK** After reading, have students turn to a partner and discuss this question using examples from the text: Why doesn’t Evan buy ice cream at the Big Dipper? Use the Think-Pair-Share Routine on pp. TR2–TR3. (Evan knows he needs to earn 53 dollars. He would have to spend some of the money he has earned to buy the ice cream, pp. 33–34.)

As you check students’ understanding, make sure they are using best practices for speaking and listening as outlined in the routine.
Close Read

CITE TEXT EVIDENCE  Engage the class in a discussion about what they just read. Remind students that by looking at a character’s motivations, they can understand how the character affects the events in a story. Use these questions to guide the discussion, and ask students to support their answers with evidence.

- On page 28, why does Evan think about Mrs. DeFazio after he cannot solve the equation in his head? (She is his math teacher, and she taught him a system for solving difficult math problems.) How does remembering Mrs. DeFazio’s ideas help Evan take the next step? (Using her system, he is able to figure out how much money he needs to earn per day.) DOK L2

- What are two significant moments in the story? (Evan solves a math problem; Evan sells lots of lemonade; Officer Ken gives Evan $5; Evan finds out he has earned more than $100.) Have students cite evidence by reading aloud the sentences in the text that describe these significant moments. DOK L2

- How does Evan decide where to sell his lemonade? (He observes the area closely and finds the place where all the paths meet.) DOK L1

- Let’s look for details about Evan’s relationship with his younger sister, Jessie. On page 37, in his conversation with Officer Ken, Evan says he’s “got to win.” Evan does not want to “explain” the fourth grade to Officer Ken and is “embarrassed” to be in “the same class as his kid sister.” I can infer that both Evan and Jessie are both in third grade, even though Evan is older than Jessie. How does this make Evan feel? (Evan feels competitive and inferior.) DOK L2

ENGLISH LANGUAGE LEARNERS

IDIOMS: Help students understand the meaning of the idiom on p. 31: “The weather was holding out, that was for sure.” Explain that to hold out means “to continue or persist.” Help students understand that Evan hopes the hot weather will continue so that people will be thirsty enough to want to buy his lemonade.

STRATEGIC SUPPORT

ARCHAIC EXPRESSIONS: Students may have trouble understanding the expression, “’Pride goeth before a fall’” on p. 35. Explain that it is a very old expression and that goeth means “goes.” Check to see if anyone can put the expression into different words. Make sure students understand that it means “feeling too proud of yourself can lead to disaster.”
Reading Analysis

TEXT TALK

QUESTIONS AND ANSWERS

Explain that when answering questions about a text, learners should be able to refer to specific parts of the text that support their responses. Provide the Three-Column Chart from p. TR40.

MODEL
I want to answer three questions about "Location, Location, Location": What problem does Evan face in the story? How does Evan solve the problem? What is the result of Evan's solution? I'll look at the beginning of the story for the answer to the first question. On page 26, the introduction says that Evan is in a contest with his sister to sell $100 dollars worth of lemonade. The first paragraph of the story says he has just three more days to earn $53. That's Evan's problem. I'll write those details in my organizer.

✔️ PRACTICE/APPLY
Have students work independently or in small groups to complete the graphic organizer. Use the Small Group Discussion Routine on pp. TR6–TR7 to have students discuss how finding specific details in the text helped them answer the questions. Check understanding by asking students to share or by circulating among students or groups.
Location, Location, Location

Evan Treski and his younger sister Jessie are in a contest to see who can earn $100 selling lemonade. So far Jessie is winning!

Evan was in trouble. So far, he'd earned forty-seven dollars and eleven cents, which was more money than he'd ever had in his whole life. But today was Friday. There were only three days left. Three days to beat Jessie. He needed to earn almost fifty-three dollars to win the bet. And that meant each day he had to earn—
Draw a picture. Mrs. DeFazio’s voice floated in his head. She had always reminded him to draw a picture when he couldn’t figure out how to start a math problem. A picture of what? he asked in his head. Anything, came the answer.

Anything? Yes, anything, as long as there are fifty-three of them.

Dollar signs. Evan decided to draw dollar signs. He started to draw three rows of dollar signs. “One, two, three,” he counted, as he drew:

$  
$  
$

“Four, five, six.” He drew:

$$  
$$  
$$

Evan looked at the picture. It started to make sense. He needed to make seventeen dollars on Friday, seventeen dollars on Saturday, and seventeen dollars on Sunday. And somewhere over the three days, he needed to make two extra bucks in order to earn fifty-three dollars by Sunday evening.

Evan felt his heart jump in his chest. He had done it. He had figured out fifty-three divided by three. That was a fourth-grade problem. That was fourth-grade math.

And he hadn’t even started fourth-grade! And no one had helped him. Not Mom, not Grandma, not Jessie. He’d done it all by himself. It was like shooting the winning basket in double overtime! He hadn’t felt this good since the Lemonade War had begun.

But seventeen dollars a day? How was he going to do that? Yesterday he’d made forty-five dollars, but that was because he’d had help (and free supplies) from his friends. They weren’t going to want to run a lemonade stand every day. Especially on the last days of summer vacation.
He needed a plan. Something that would guarantee good sales. The weather was holding out, that was for sure. It was going to hit 95 degrees today. A real scorcher. People would be thirsty, all right. Evan closed his eyes and imagined a crowd of thirsty people, all waving dollar bills at him. Now where was he going to find a lot of thirsty people with money to spend?

An idea popped into Evan’s head. Yep! It was perfect. He just needed to find something with wheels to get him there.

It took Evan half an hour to drag his loaded wagon to the town center—a distance he usually traveled in less than five minutes by bike. But once he was there, he knew it was worth it.

It was lunchtime and the shaded benches on the town green were filled with people sprawling in the heat. Workers from the nearby stores on their half-hour lunch breaks, moms out with their kids, old people who didn’t want to be cooped up in their houses all day. High school kids on skateboards slooshed by. Preschoolers climbed on the life-size sculpture of a circle of children playing ring-around-the-rosie. Dogs lay under trees, their tongues hanging out, pant, pant, pant.