Unit 3/Week 3

Title: Lemons and Lemonade

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4; W.3.2, W.3.4; SL.3.1; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

* Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Successful businesses recognize the needs and wants of customers.

Successful business owners identify new strategies in response to changes in the market, including how competition impacts business, and the basic laws of supply and demand.

There is a lot to learn when starting a new business including how to open, start, manage and expand a business.

Synopsis

This selection is a narrative nonfiction story about supply and demand. It gives readers information about the basics of starting a business, and also provides standard business terms and their definitions. Karly encounters some problems in her business, but she figures out ways to solve her problems and reach her goal of having a successful business.

* Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
* Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

* Students read the entire main selection text independently.
* Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
* Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| On page 300, why does the author tell us that Karly is bored, hot, and thirsty? | Karly comes up with the idea to open a lemonade stand because she is hot and thirsty so she thinks others will be willing to pay for something cool and she can make money. |
| What is capital? What is Karly’s capital? Is this a fantasy story or realistic story and how do you know? | Capital is the money, goods or resources necessary to run a business. Karly’s capital is lemonade, ice, and a stack of plastic cups which are the goods she used.  Realistic. The characters, setting, and events in the story could be or are real. |
| On page 302, why do you think each of the customers bought lemonade? | Mrs. Crane was a polite neighbor. The boy had been mowing and was hot. The woman had been jogging. The kids were riding their bikes, and the babysitter had been pulling a toddler in a wagon. They were all thirsty. |
| What information did you learn from the piggy bank on page 302? How does this connect to Karly? | Some businesses sell goods like food, tires, or clothing. Some provide services like cutting hair or fixing cars. Karly sells lemonade which is a good and a service. It is a good because she is actually selling a drink. She is also providing a service to people by providing a drink when people are thirsty. |
| What is gross profit? How does the author help us understand the concept of gross profit? What are expenses? What were Karly’s expenses? How is net profit different from gross profit? (p. 303) | Gross means total money taken in. Karly's gross profit is the total amount of money Karly took in at the lemonade stand. The author helped us understand this comment by showing that Karly was confused by the double meaning of the word “Gross”. Karly thought her mother was calling her profit yucky. She did not understand the term “gross profit” as it related to business.  Expenses are money spent to buy or do something.  Karly’s expenses were lemonade, ice, and cups. Have students talk about businesses they know, then explain what the expenses for that business is.  Net Profit is your gross profit minus expenses. This is the money you actually made after you subtract all your expenses. |
| If Karly sold 10 cups of lemonade at $.25 a cup and her expenses for lemonade, ice, and cups is $1.00, what is her gross profit and her net profit? | Her gross profit is 10 x $.25 = $2.50.  $2.50 (gross profit) - $1.00 (expenses) =n $1.50. |
| What does Karly's mom mean when she says "testing the market"? According to the piggy bank, what is another meaning for market? (p. 304) | Seeing how much people are willing to pay. Karly raised her price on the lemonade to see if people would still buy it.  A place where goods are bought and sold. |
| What is Karly learning about her new business? How does the piggy bank on p. 305 explain scarcity? Will her new plans always work? | She tested the market and learned that she could raise the price and still sell her lemonade. Business was still fantastic and she sold out because the demand was high. She bought more supply so her product would not be scarce.  If the demand for a product is high, and not enough of that product can be made, the result is scarcity. The product is hard to find and often expensive.  When the demand is low because of weather or other reasons, the demand will not be high so her plan of raising the price and having plenty of supply did not work. Her mom explained that it is tough to balance the supply of a product with the demand for it. |
| Based on the text on p. 307, explain monopoly and competition. How did Karly compete to reach her goal of having a successful business? (p. 308) | A monopoly has no competition. Having a monopoly means prices can be set high. Josh and Shawn were selling the same product giving her competition. If there is competition, prices will usually be lower. People have choices.  She made an attractive sign, added a new snack, and dropped the price of her lemonade. |
| Why did Karly change her sign? How does offering a discount for a product make more money? How is competition good/bad for business? Is competition good or bad for customers? | She was marketing her product to make it more attractive than her competition.  Businesses make less profit per item but sell more of the product.  Competition is good for Karly's business because it made her think of new ways to improve and expand her business. It is bad because she had to lower her prices to compete.  It is good because more stores mean more choices, and competition usually brings prices down. |
| What more is Karly learning about business? (p. 308) | Cut the price to be more competitive.  She offered a new product to attract more customers so she could be successful and reach her goals.  When offering a discount for a product the business makes less profit per item but sells more of the product.  Competition is good for Karly’s business because it made her think of new ways to improve and expand her business.  Competition is bad for her business because she had fewer customers to buy her product and she had to lower her prices to compete.  More stores means more choices, and competition usually brings prices down which is good for customers. |
| How does Karly's reaction to Josh and Shaun connect to her earlier decisions? Why did Karly like Josh and Shaun’s idea? (p. 309) | They were her competitors. But, her business mind led her to believe having them as partners would allow them to work together to have a successful business.  With three of them working together, they would be able to sell a lot of their products at the softball game. She also thought it would be fun to work with her friends. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 303 – expenses, demand, profit  Page 305 - scarcity  Page 306 – supply, product, balance  Page 307 -- competition, monopoly | Page 301 – capital  Page 303 – gross profit, net profit |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 304 – market, services  Page 308 – discount, expanded, proud  Page 309 -- partner | Page 300 - stand  Page 301 – stack, goods, business  Page 302 – customer  Page 305 – completely, sell out  Page 306 – break |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Describe the steps that Karly went through to start up her business. Include details that describe why she started the business, changes that she made, and her reaction to these changes.*

Answer: Karly started the business because it was summer vacation, she was bored and wanted to start her own business and be successful. She sets up the stand and sells lemonade for $.25. That goes so well she doubles the price to test the market. That went well for a day, but the next day it was cool and windy and the demand was not great. Then, on the next hot day, her friends, Josh and Shaun give her some competition by setting up their own stand therefore she no longer has a monopoly . She expands her business by offering a new product and reducing the price of her lemonade. This worked and she was very proud, but Josh and Shaun offer her a proposal to become business partners. She likes that idea because she knows their proposal will be where the demand is and she will enjoy working with her friends.

Additional Tasks

* *Karly started a business to solve her own problem or meet a need. Identify a need in our school or community and design a business plan. A business plan defines your business. It identifies your goals and serves as your direction for your business. It helps you allocate resources properly and plan for supply and demand.*

Answer: Writing should include need and details explaining how the student plans to meet that need. Students will use online resources, school library, and classroom library to research goal of a successful business plan.

Scoring Guide (See NECAP Model)

|  |  |
| --- | --- |
| Score | Description |
| 4 | The plan contains a plausible idea for a business and a thorough explanation of the business plan. It maintains a focus/ purpose with sufficient details that show strong understanding of the text information. Details include appropriate use of concepts and terms (e.g. supply and demand, gross profit, capital) from the text. The written plan is well organized and coherent, anticipating the needs of the audience. It includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics. |
| 3 | The plan contains a plausible idea for a business and an explanation of the business plan. It maintains a focus/ purpose with some relevant details that show understanding of the text information. Details include appropriate use of some important concepts and terms (e.g. supply and demand, gross profit, capital) from the text. The written plan is generally well organized and coherent. It includes some variety of correct sentence structures and demonstrates general control of grade-appropriate grammar, usage, and mechanics. |
| 2 | The plan contains an idea for a business and an attempt at an explanation of the business plan. It contains major lapses in the focus/ purpose with few or no relevant details. Little or no content or terms are used from the text. The plan lacks organization but includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics. |
| 1 | The plan includes and idea for a business with no explanation or evidence of textual understanding. |
| 0 | Response is totally incorrect or irrelevant. |

* *Karly’s goal was to own her own lemonade stand and be successful. Write about your goal and what you want to do to be successful.*

Answer: Writing should include a goal and how they think they will be successful. Use business terms from the story. Share these goals orally with the class.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Lemons and Lemonade”**

1. On page 300, why does the author tell us that Karly is bored, hot, and thirsty?
2. What is capital? What is Karly’s capital? Is this a fantasy story or realistic story and how do you know?
3. On page 302, why do you think each of the customers bought lemonade?
4. What information did you learn from the piggy bank on page 302? How does this connect to Karly?
5. What is gross profit? How does the author help us understand the concept of gross profit? What are expenses? What were Karly’s expenses? How is net profit different from gross profit? (p. 303)
6. If Karly sold 10 cups of lemonade at $.25 a cup and her expenses for lemonade, ice, and cups is $1.00, what is her gross profit and her net profit?
7. What does Karly's mom mean when she says "testing the market"? According to the piggy bank, what is another meaning for market? (p. 304)
8. What is Karly learning about her new business? How does the piggy bank on p. 305 explain scarcity? Will her new plans always work?
9. Based on the text on p. 307, explain monopoly and competition. How did Karly compete to reach her goal of having a successful business? (p. 308)
10. Why did Karly change her sign? How does offering a discount for a product make more money? How is competition good/bad for business? Is competition good or bad for customers?
11. What more is Karly learning about business? (p. 308)
12. How does Karly's reaction to Josh and Shaun connect to her earlier decisions? Why did Karly like Josh and Shaun’s idea? (p. 309)

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.