

# ALEX AND THE AMAZING LEMONADE STAND: THE POWER OF ONE

Grades 2-3

Lesson #1

## Objectives

1. Students will learn about Alex Scott, the "Power of One," and how she made a difference for others.
2. Students will improve their literacy skills as they listen to and discuss *Alex and the Amazing Lemonade Stand*.
3. Students will learn a few basic facts about childhood cancer.
4. Students will draw a picture to illustrate how others supported and what someone who helped Alex might have been thinking.
5. Students will develop empathy for children with cancer.

## Time

40 minutes

## Materials

*Alex and the Amazing Lemonade Stand* book

Play money (one \$100 bill for each student)

Plain paper and crayons or markers

## Preparation

Write "Power of One" on the chalkboard in big letters

## Procedures

*Attention-Getter:* Have everyone sit in a circle and then dialogue with the class as follows.

"I want you to think of someone who made a big difference in the world. It could be someone you know or someone you have heard about." (Invite students to share with their neighbor or have a few students share with the whole class their examples). "Today we are going to learn about 'the power of one' person to make a difference." (Point to the words on the board). "As you listen to the story, I want you to think about how Alex, the little girl in the story, showed how one person can be powerful through caring action."

## *Lesson Steps:*

1. Read *Alex and the Amazing Lemonade Stand* to the class.
2. As you are reading (or after the conclusion of the book), ask the following questions:
  - What was wrong with Alex?
  - What did Alex do to help others?
  - Do you think it was hard for Alex to run a lemonade stand? Why or why not?
  - How does Alex show us the "Power of One" person to make a difference?
  - How do you think so many people heard about Alex?

What does the last line of the story mean, "When life gives you lemons, make lemonade"? How does this apply to Alex's life?

3. Pass out play money (\$100 each) to the students, then share the following hypothetical scenario:

"Let's imagine that I wanted to raise money to help Alex find a cure for cancer. If I go to three of you and ask you to help, how much money would I collect?" (Students should say \$300). "What would happen if I went to three students and not only asked for their help but also asked them to ask others to help as well. Let's imagine that the first student asked two others, the second asked three others, and the third asked five others and that everyone said yes and each person gave \$100." (Invite students to use paper and pencil and/or work with a partner to determine the answer - \$1200).

Then ask the class, "Why did we collect so much more money the second time? How does our activity with play money show how Alex was able to collect a lot of money for cancer research?"

4. Ask the students if they know any children who have or had cancer? If so, what do you know about childhood cancer? Answer any questions students may have. Tell them that cancer is not contagious; you can't catch it from someone like you do a cold or the flu. Also, tell them that doctors and scientists are working on research on childhood cancer to find a cure.

5. Ask the students to draw a scene from the book *Alex and the Amazing Lemonade Stand* that shows people who got involved in helping Alex and her cause. Have students write at least two sentences in a thought bubble next to one of the people showing what the person is thinking. (Example: I am going to buy some lemonade because we need more research on childhood cancer. Alex is a brave and smart girl and I want to help her raise a lot of money). Invite students to take their drawings home to share with their families about Alex and her actions.

*Reflection:* Ask the students to tell a partner what the "Power of One" means and to give an example of someone they know that has made a big difference in the world. Ask the students to state something they learned about childhood cancer today.

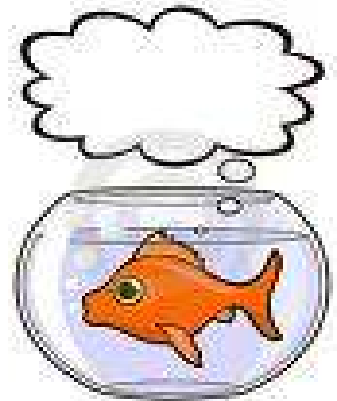
*Conclusion:* Ask the class, "What else would you like to know about childhood cancer?" and record their ideas on chart paper for future lessons. Tell the class that in the next lesson they will be learning more about cancer treatment and the difficulties faced by ill children and their families. Also tell them that later on they will get to do a project to make a difference for children with cancer and their families.

Modifications:

*For English as Second Language Learners* – Either show the *Alex and the Amazing Lemonade Stand* book to them ahead of time, or have an aide sit down with them after the class reading to review their understanding of the story.

*For Struggling Learners* – Pair them with advanced readers to read the book again during choice time or reading time. Provide support as students identify the scene they would like to draw from the book. If needed, have students dictate their thought bubble sentences for the teacher or aide to write.

*For Gifted and Talented Students* – Invite students to include several thought bubbles or speech bubbles to illustrate a dialogue between two people in their drawings.



## OVERCOMING OBSTACLES

Grades 2-3

Lesson #2

### Objectives

1. Students will learn about the concepts of “obstacles” and “overcoming” and apply them to their own lives.
2. Students will tell how Alex overcame the obstacles in her life to make a difference for others.
3. Students will learn about the obstacles faced by children with cancer and consider strategies for how ill children and their families overcome those obstacles.
4. Students will complete a handout on “Overcoming Obstacles”, identifying one task they want to accomplish outside of the classroom, an obstacle associated with the task, and a strategy for overcoming the obstacle.
5. Students will become motivated to get involved in a service-learning project to help children and families affected by childhood cancer.

### Time

40 minutes

### Materials

*Alex and the Amazing Lemonade Stand* book

Overcoming Obstacles handouts (one for each student)

Chart paper

### Preparation

Copy the Overcoming Obstacles handouts.

### Procedures

#### *Attention-Getter:*

Gather students in a circle and ask them to talk about a very difficult task they had to work at learning to do (for example, playing a sport or cooking some food). Pass the talking stick around the circle to encourage each child to share. After all students have shared, introduce the word “obstacle” to the class and write it on the board. Ask, “Does anyone know what the word ‘obstacle’ means?” Welcome students’ ideas and probe their thinking if needed by suggesting they think about an “obstacle course” they may have experienced in gym or at a summer camp.

Tell students that *obstacles are things that get in our way* when we try to do something we want. Ask a few students to identify the obstacles they encountered when trying to learn the difficult tasks they talked about earlier. Tell students that obstacles can be our own thinking or lack of skills as well as resources we need but don’t have. Emphasize that *obstacles are there to teach you something important, not to prevent you from being successful*.

Ask the students to raise their hands if they were able to learn the difficult task after a while. Tell them that if they were successful, it was because they were able to *overcome* the obstacles. *Overcoming means using one or more strategies to get beyond or change the obstacle*. Ask a few students to share what they did to

overcome the obstacles they faced in learning how to do their difficult task. Strategies might include: practicing, telling oneself "I can do it", getting help, or using a tool (such as a cookbook for preparing food).

#### *Lesson Steps:*

1. Tell students that today we are going to continue learning about Alex and the Lemonade Stand she created. (If desired, reread *Alex and the Amazing Lemonade Stand*). Ask the students the following questions: What obstacles did Alex face? How did she overcome these obstacles to help others? Did Alex give up or keep trying? Why do you think she kept organizing a lemonade stand each year?

2. Say to students, "I am going to tell you some more facts about children who have cancer, like Alex, and I would like you to think about what obstacles these children might face." Share the following facts:

- a. Cancer is the abnormal growth of cells in your body.
- b. Not many children get cancer, but those who get it can be treated and cured.
- c. Cancer isn't contagious like a cold; you can't catch it from someone.
- d. When children have cancer they often feel tired or sick and sometimes they can't leave their homes because they might get germs that would make them sicker for a long time.
- e. Difficulties children with cancer may face include hair loss, keeping up in school, not being able to be very active, and feeling scared, sad, or stressed.

3. Say to students, "Most children want to play and go to school with their friends. They want to go outside and be active, playing games and riding bikes. They want to do fun things with their families. Do you think children who have cancer can do these things? What gets in their way? What obstacles do they have to deal with?" Use the nerf ball discussion method to discuss these questions.

4. Tell students that there are many strategies that ill children can use to try to overcome the obstacles they face. Ask students to brainstorm what children might do to feel better and to be able to do some of the things they want to. Make a list of students' ideas on chart paper. If students do not mention them, suggest the following strategies and add them to the list on the chart paper:

- Communicating with family and friends (in person, phone, email, Skype, chats, etc.)
- Expressing one's feelings through journaling, art or music
- Joining a support group or reading stories of cancer survivors
- Getting outside in the fresh air
- Accepting their feelings – crying and feeling angry are okay

Discuss as a class how these strategies can help ill children feel better or do more of the things they would like to do.

5. Give out the Overcoming Obstacles handouts to the students and ask them to complete the handout based on something challenging they would like to learn or do in the near future. If desired, discuss ideas first as a class; it is fine for more than one student to use the same idea.

*Reflection:* Suggest to students that as a class we could do something to help children with cancer and their families. We could work together to help children and their families overcome some of the obstacles they face. Ask students if they think it is possible for us to help in some way? Why or why not?

*Conclusion:* Form a circle again and give students an opportunity to share what they wrote on the Overcoming Obstacles handouts. Set a date and write it on the board for when you will check-in as a class to see how everyone is doing with their efforts to overcome the obstacles and accomplish their chosen tasks.

#### Modifications:

*For English as Second Language Learners* – Read *Alex and the Amazing Lemonade Stand* book again to them. Partner ESL learners with their English speaking classmates to work on the Overcoming Obstacles handouts.

*For Struggling Learners* – Make sure these students choose a task for the Overcoming Obstacles handout that they are likely to be successful with before the follow-up discussion.

*For Gifted and Talented Students* – Encourage these students to choose a challenging task for the Overcoming Obstacles handout.

## OVERCOMING OBSTACLES



Name \_\_\_\_\_

Date \_\_\_\_\_

What is the challenging task that you would like to accomplish, learn or do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the obstacle (something that gets in the way) of you being successful now? Consider your thinking, skills, and needed resources.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What strategy will you use to overcome this obstacle? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## NEWS FROM SCHOOL

### Part 1

Grades 2-3

Lesson #3

#### Objectives

1. Students will send greetings from school to a classmate who has cancer and is at home or in the hospital.
2. Students will develop their literacy skills as they create a photo essay for their classmate.
3. Students will develop empathy for a classmate who cannot attend school as much as s/he would like.

#### Time

50 minutes

#### Materials

One digital (or disposable) camera

Cardstock, poster board or mat board

Card making materials (white paper, crayons and markers)

#### Preparation

Make sure that throughout the week someone (you and/or a student) is documenting class events with a digital camera. Before this lesson, print the photos for students' use. Ideally you will have 4-6 photos of each activity or event documented. The events can be simply playing on the playground, art class, or eating lunch, though it would also be great to photograph more complex and unusual events such as a class play or a hands-on science or social studies lesson. (Note: If a digital camera is not available, purchase a disposable camera to use for this lesson).

#### Procedures

*Attention-Getter:* Show the class four photos of an event, in random order. Ask the class to think about the most likely sequence for these photos if we want to tell a story of the event to others. After the class has determined the correct sequence, tell the class that today we will be using the photos taken during our last week in class to create "photo essays" that will tell the story of our experience to our classmate who is ill.

#### *Lesson Steps:*

1. Have students work in pairs or small groups to create photo essays of the events in class over the past week. Tell the class that we will be mounting the photos and developing descriptions of what is happening in each photo to share the stories of what we did with our classmate at home.
3. Give students directions for how to mount or mat their photos. Because the photo essays will be a gift to their peer, have students write out their descriptions in draft form before producing a final version for the photo essay. Ask each group to take turns showing their photos and reading their captions and descriptions to the

rest of the class. Students who are serving as the audience can provide feedback to as to whether or not the story of the project makes sense to someone who was not there. Revisions to the text can then be made accordingly.

4. Students can then type their descriptions on a computer or print them neatly on an index card. The index cards can then be taped to the back of the mounted photos. Make sure to have students number the photos in order so that the child at home can follow the story in the photo essay correctly.

5. Invite the students to write short letters or make cards to include with the photo essays before sending them home to the child who is ill.

*Reflection:* Ask students to think about how it would feel to miss so much school. In what ways might that be difficult? Then think about receiving this package with all the cards, letters, and photo essays if you were ill at home. How would you feel? Have the class discuss their thoughts and feelings together.

*Conclusion:* Ask the students to think about how our photo essays are a service to our classmate. Hopefully, they will help our classmate feel how much we care and also help him/her to learn about what is going on in school. If desired, discuss what types of events or lessons we might want to take photos or video of next week to keep our classmate up to date.

Modifications:

*For English as Second Language Learners* – Let these students take the lead in sequencing the photos in the order of the project events.

*For Struggling Learners* – Partner these students with higher achieving students for the description writing.

*For Gifted and Talented Students* – Ask these students to write a letter to accompany the photo essay about what the students learned from this event. This would be especially appropriate for a photo essay on an academic lesson.

## NEWS FROM SCHOOL

### Part 2

Grades 2-3

Lesson #4

#### Objectives

1. Students will create and send a newsletter to a classmate who has cancer and is at home or in the hospital.
2. Students will develop their literacy skills as they create a part of the newsletter for their classmate.
3. Students will develop empathy for a classmate who cannot attend school as much as s/he would like.

#### Time

40 minutes

#### Materials

talking stick

white paper and crayons or markers

#### Preparation

Create a file throughout the week of any "artifacts" connected with your class lessons (such as worksheets and handouts) and notes about any significant events in your class (e.g. Joey's birthday was Tuesday).

#### Procedures

*Attention-Getter:* Pass the talking stick around the class and invite each student to answer the following question. What event, activity, lesson or other "happening" in our class from the last week stands out in your mind? As students share their memories, make a list of them on the board or chart paper.

#### *Lesson Steps:*

1. Tell students that we are going to create a newsletter about the events in our class last week to send home with everyone, and especially to send to our classmate who is ill. Review the file of papers and notes you saved and add unmentioned events and lessons to the list on the board or chart paper.
3. Tell students that they will work with a partner and write a short news article on one of the events from last week. Divide the class into pairs and ask each pair to choose one of the events or lessons from the list.
4. Students can then discuss in their pairs what they might include in their news article. Encourage the students to include the Who, What, When, and How of the event. If possible, both students should have a turn to write some of the article. (Note: If some students are not capable of this, match them with students who are more skilled in writing).
5. Ask students to write a headline or title for their article in no more than 6 words. If desired, have students look at headlines from articles in local newspapers to get ideas of how to summarize the content of the article in just a few words.

5. After students have drafted their articles, have a parent or school volunteer type them out in a newsletter format. (Note: As an option, include digital photos of some of the events in the newsletter next to the articles about those events). Print copies for each child in the class.

6. Invite the students to write short letters or make cards to include with the newsletter before sending it home to the child who is ill.

*Reflection:* Ask students to talk with their partners about the following questions before handing in the final draft of their news article. Did we do our best work on this assignment?

If not, what could we improve? Does our article tell a story about what we did or what happened that will be interesting and educational to our classmate who is ill?

*Conclusion:* Thank the class for their good work on the newsletter and let them know that as soon as it is typed up and printed, you will be giving them a copy to take home. Ask each pair of students to share just their headline with the class and see if their peers can guess which event or lesson they were reporting on.

Modifications:

*For English as Second Language Learners* – Have these students share with the talking stick early in the discussion so they will have lots of possibilities to draw upon.

*For Struggling Learners* – Partner these students with higher achieving students for the article writing and make sure they choose an event in which they are interested.

*For Gifted and Talented Students* – Ask these students to develop a word search, crossword puzzle, or other fun activity to include in the newsletter based on one of the academic lessons in the last week.

# READING BOOKS TO CHILDREN WITH CANCER

## Part 1

Grades 2-3

Lesson #5

### Objectives

1. Students will learn about how difficult it is for children with cancer to keep up with their school work.
2. Students will work collaboratively with a partner to read a book to a child with cancer.
3. Students will improve their own literacy skills as they practice reading their chosen book.
4. Students will develop empathy for their peers with cancer.

### Time

40 minutes for this lesson (plus additional time over two weeks for students to practice reading their books)

### Materials

Selected paperback children's literature books (1 for every 2 students in the class)

### Preparation

Before beginning this project, contact the oncology unit of your local hospital to make sure that they are interested in having your class come and read books to the children there. (Note: This lesson could be adapted to reading to siblings of children with cancer at a Ronald McDonald House or to a classmate who has cancer and is missing school). Wrap a storybook in plain brown paper.

### Procedures

*Attention-Getter:* Show the class the brown paper wrapped package. Ask them to guess what is inside. After a few guesses, tell them that this is a present for a child who has cancer and is in the hospital. This child has missed a lot of school and is trying to learn to read. Ask the class to make a few more guesses. Have one child come up to the front of the room and open the package. Read the book to the class.

### *Lesson Steps:*

1. Tell students that they will now have the opportunity to read a book of their choice, working with a classmate, to an ill child. Ask children to choose a partner (or pair children as desired).
2. Ask children to choose a book from a selected set of paperbacks. Each book should be different (in case several books are read to one child in the hospital).
3. Ask students to discuss how they could divide the reading. Possibilities include taking turns by pages or paragraphs, or, if the book has dialogue, using their voices to differentiate the characters in the story.
4. Have students practice reading their chosen books aloud, taking turns with their partners.

Note: Another option would be for the children to write their own poems and stories, create and bind books, then read and/or send them to the oncology unit. This option will take additional class sessions.

*Reflection:* Gather the children together and ask them how their practice time went. Was it fun? Was it difficult in any way?

*Conclusion:* Explain that after everyone has practiced their book a few times over the next week or so, that we will be going to the hospital (or Ronald McDonald House) to read our books to other children. Ask children to tell you why they are doing this project and how it helps others.

Modifications:

*For English as Second Language Learners* – Books could be read in another language as well (Spanish, for example). Pair ESL students with an advanced reader who can help the ESL student learn and practice their part. Select books for ESL students that are simple or have a repetitive part.

*For Struggling Learners* – Select a simpler book with a repetitive pattern or picture cues. Partner with an advanced reader.

*For Gifted and Talented Students* – Select a more advanced book or write their own stories. Encourage students to add more sound effects and different voices to their reading of the book.

# READING BOOKS TO CHILDREN WITH CANCER

## Part 2

Grades 2-3

Lesson #6

### Objectives

1. Students will work collaboratively with a partner to read a book to a child in an oncology unit at a local hospital.
2. Students will improve their literacy skills as they create cards for children who are ill.
3. Students will develop empathy for their peers with cancer.
4. Students will reflect on the value of their service.

### Time

40 minutes for this lesson (plus additional time for students to take a trip to the oncology unit of a local hospital or a local Ronald McDonald House)

### Materials

Card stock paper and markers or crayons

Brightly colored tissue paper or other wrapping paper

Ribbon

Tape and scissors

Selected paperback children's literature books (1 for every 2 students in the class)

### Preparation

Make arrangements for a field trip to a local oncology unit or Ronald McDonald House. If desired, arrange for assistance from parents or teacher education students. Wrap two packages, one in bright tissue paper with a ribbon, and the other in newsprint. Put one book in each package.

### Procedures

*Attention-Getter:* Show the class the two wrapped packages and ask them, "Which of these gifts would you be most excited about receiving?" Tell the students that the wrapping of the package can reveal the caring of the giver. Choose students to open each package to reveal that the present inside was not different but the wrapping might have led us to think that there was a more exciting present in the brightly colored package.

### *Lesson Steps:*

1. Tell students that today they will finish their service activity by making a card and wrapping the book that they will read to and then give to a child who has cancer.
2. Discuss as a class what could be included in a card accompanying the book. Since students do not know the recipients of their gift, they might start by introducing themselves (e.g. Hi – My name is David. I am

a fourth grader at Second Street Elementary School and I like to read and play the piano). The card could also include a general wish for the recipient's enjoyment of the book and the student's hope for the child who is ill to get well.

3. Ask each pair of students to also include at least three questions about the book. Generate a list of possible questions with the class. They might include the following:
  - a. Did you like this book? Why or why not?
  - b. If you were \_\_\_\_ (a character's name in the book), what would you have done differently?
  - c. What was the most interesting part of this story for you?
  - d. If you wanted to change the ending, what would you choose?
  - e. What do you think the message of this book is?

Finally, if children want to, they can invite the recipient to write back to them at the school address (e.g. I would enjoy hearing what you thought about this book. You can write to me at the following address: David Keene, Second Street Elementary School, 45 Second Street, Provo, UT 87445).

4. As some children are creating their cards, others can be wrapping their books. You may want to set up "stations" for each of these activities.

Note: If desired, students could read their books to each other, younger children in the school or their parents before wrapping them and sending them to the hospital.

*Reflection:* After the books are wrapped, ask the students to imagine that they are ill and have just received the gift they have created. How would they feel? How do they think this gift will help a child who is ill? (e.g. developing skill in reading, having fun, feeling cared for)

*Conclusion:* Take a photo of the students holding their wrapped packages to include in a weekly newsletter or class website. Thank the students for their good work on this project and tell them when you will be going on a field trip to read to and give their books to other children.

#### Modifications:

*For English as Second Language Learners* – Write out simple sentences in advance that they can copy onto the cards. Have them also write their message in their native language (with English translation).

*For Struggling Learners* – Pair a struggling learner with a high achiever to work on the cards or provide a simple format with just a few sentences for them to use in writing their cards.

*For Gifted and Talented Students* – Encourage them to write a longer letter and include in the card or to draw a scene from the story on the front of the card. Also, ask them to write one or two challenging questions about the book to include in the card.

# ALEX'S LEMONADE STAND

## Part 1

Grades 2-3

Lesson #7

### Objectives

1. Students will learn about the importance of raising funds for childhood cancer research.
2. Students will use math and literacy skills as they plan and oversee a lemonade stand event.
3. Students will learn strategies for advertising an event in the local community.

### Time

50 minutes

### Materials

*Alex and the Amazing Lemonade Stand* book

Resources for holding your own lemonade stand from the ALSF website

White paper and markers or crayons

Scissors and glue sticks

### Preparation

Print the resources available on the ALSF website for holding your own lemonade stand (<http://www.alexlemonade.org/stands/resourcesforstands>). Make copies of some of these resources for students to cut up and use in making posters about their lemonade stand.

### Procedures

*Attention-Getter:* Put the following quote on the board: "Life isn't about waiting for the storm, it's about learning to dance in the rain." Ask students to discuss what they think this quote means in regard to childhood cancer.

### *Lesson Steps:*

1. Re-read the book, *Alex and the Amazing Lemonade Stand*. Ask the class to tell you how Alex lived by the quote discussed at the opening of this lesson.
2. Tell the class that we are going to help Alex's cause by having our own lemonade stand to raise funds for childhood cancer research. Make sure the class knows that finding cures for the various types of childhood cancer depends on doctors and scientists doing research experiments to learn more about the diseases and medicines that can make a difference. Also, tell the class that compared to the amount of money for other types of cancer, research on childhood cancer is underfunded.
3. Decide as a class WHERE and WHEN to hold the lemonade stand. Do students want to sell baked goods as well? See the Alex's Lemonade Stand Foundation website resources for creating a lemonade stand: <http://www.alexlemonade.org/stands/resourcesforstands>. You will find printable materials such as a banner, brochure, checks payable sign, donation container sign, fact sheet, stand construction information, thank you

letter, letter to businesses and much more. The Hold Your Own Stand packet, found at [http://www.alexlemonade.org/files/resource\\_hold\\_own\\_stand.pdf](http://www.alexlemonade.org/files/resource_hold_own_stand.pdf) will walk you and your students through all the steps to design a successful lemonade stand.

4. Ask students to think about which local media would be helpful in advertising our Lemonade Stand event. Consider the school newsletter and website, local radio, local TV, magazines, newspapers, local online calendars and listings, and any other options in your community. Enlist help from adult volunteers (parents, school aides, teacher education students) in writing ads, articles, and calendar listings to send to local media.

5. Tell students that another means for getting the word out about our lemonade stand is to make posters. Ask students to work with a partner to create a poster that uses some of the resources from the ALSF website. Students can cut up some of these resources and glue them on the white paper. They can also add their own words or drawings. When the posters are finished, decide as a class where they will be posted in the school or the community and ask the students to make sure to put their poster up in the next few days.

*Reflection:* Alex's Lemonade Stand Foundation suggests not to charge a specific amount of money for a cup of lemonade. What do you think might be the reasons for this? Do you think we will raise more money or less money by not charging a set price? Discuss these questions first with a partner, then in a whole class discussion.

*Conclusion:* As a class, set a goal for how many cups of lemonade to sell at the lemonade stand. (Note: Calculate how many cups per hour and multiply that number by the number of hours you will have the lemonade stand open). Then figure out how much lemonade to buy (or get donated from local grocery stores). Remind students to put up their posters so that we will have many people come to our lemonade stand!

#### Modifications:

*For English as Second Language Learners* – Working on the posters with a partner will be helpful for these students. Show pictures from the ALSF website of children selling lemonade at a stand as you describe this project.

*For Struggling Learners* – Make sure these students are involved in making the posters with their partners. Provide affirmation of their efforts to make a difference for others.

*For Gifted and Talented Students* – These students might want to try to do the math calculations in the conclusion part of this lesson on their own. They could also design a fact sheet to distribute at the lemonade stand.

# ALEX'S LEMONADE STAND

## Part 2

Grades 2-3

Lesson #8

### Objectives

1. Students will develop their public speaking skills by talking to others about the importance of raising funds for childhood cancer research.
2. Students will help with setting up and running a lemonade stand.
3. Students will use math skills to make lemonade and count the funds raised from the lemonade stand.

### Time

30 minutes (and then 30 minutes for each student to work at the lemonade stand)

### Materials

All lemonade stand materials and equipment (stand, chairs, lemonade mix, pitchers, cups, napkins, garbage cans, donation cans, information sheets, signs, etc.)

### Preparation

Make sure that all the materials and equipment are ready for the lemonade stand. This lesson assumes that the lemonade stand will be open from 3 pm to 6 pm one day after school. Prepare three small cups of lemonade for the attention-getter in this lesson, one with just a bit of lemonade and mostly water, one that is made according to the directions, and the third that is too sweet with very little water.

### Procedures

*Attention-Getter:* Gather the class together and ask three students to volunteer to taste some lemonade you have made. Have three cups labeled 1, 2, and 3. Ask the three volunteers to take a sip of their lemonade and tell the class how it tastes. This opening activity will be fun and will also reinforce to students the importance of following the directions in making the lemonade carefully if they want their customers to be happy.

### *Lesson Steps:*

1. Tell the class that this afternoon is our lemonade stand event! We have all our supplies but we still need to make our lemonade and put it in the school's refrigerator so it will be nice and cold this afternoon. In small groups with volunteer adult assistance, have students measure and make a container of lemonade. When done, clean up and put the lemonade in the refrigerator.
2. Tell the class that we still have some planning to do before we have our lemonade stand this afternoon. Decide who will staff the stand during the hours it is open. (Notes: For a three hour stand, four students per half hour would work for a class of 24 students. Since the event is happening after school, you could have adult volunteers plan for playground or indoor activities for students during the time they are not staffing the stand).
3. Tell students that we also need to practice what to say when customers come to the lemonade stand. People are likely to ask, "How much is a cup of lemonade?" Students can then brainstorm and agree upon a simple script such as the following:

"Hi, my name is \_\_\_\_\_. Welcome to our lemonade stand to raise funds for childhood cancer research. Please enjoy a cup of lemonade; we welcome your donation of any amount. Here is some information about childhood cancer and the need for research funding."

4. Ask students to get in their groups of four who will be staffing the lemonade stand at the same time. Students can then plan out how they will share the responsibilities of running the stand. They could each have one job or rotate jobs. Jobs might include, welcoming customers, giving them handouts, making sure that lemonade and cups are available, serving the lemonade, thanking customers for coming, and keeping the stand area clean.

5. Ask students to practice their jobs and then prepare and present a brief role play of what they will do at the stand for the rest of the class (using pantomime instead of the actual lemonade). Provide affirmation and constructive feedback as needed.

*Reflection:* Of all the jobs possible at the lemonade stand, which do you most want to do? Which do you least want to do? Do you think they are all important? How did your group do with developing a plan that considered everyone's wishes? Discuss these questions as a class using the nerf ball discussion method (See Discussion and Reflection Strategies handout).

*Conclusion:* Ask the class if they feel ready to run the lemonade stand this afternoon. Do they have any questions or concerns? Select a few students to help you or an adult volunteer set up the lemonade stand before it opens. Thank all the students for their hard work and tell them how excited you are about our event this afternoon!

Modifications:

*For English as Second Language Learners* – Develop a short and simple script for these students to use when talking with customers about the lemonade stand. Students can say one or two sentences and then hand the customer a brochure or fact sheet to provide further information.

*For Struggling Learners* – Give these students extra help in planning their jobs at the lemonade stand. As they practice, affirm their efforts. These students might especially benefit from helping to set up the lemonade stand before it opens.

*For Gifted and Talented Students* – Encourage these students to add some additional information to their dialogue with customers about the lemonade stand and its purpose.

## WHAT WE LEARNED: INTERVIEWING A CLASSMATE

Grades 2-3

Lesson #9

### Objectives

1. Students will review what they have learned from the lessons and service activities in the Lemonade from Lemons program.
2. Students will develop their literacy skills through interviewing a classmate.
3. Students will choose the most meaningful part of the interview they conduct to share with the class.
4. Students will develop empathy for children with cancer and their families.

### Time

40 minutes

### Materials

Paper and pencils

### Preparation

Write the following categories across the top of the blackboard or chart paper: cancer facts, making a difference, cancer research, cancer treatment. (Note: This lesson is based on the assumption that all of the previous eight lessons have been completed. If this is not the case, please adjust the content of this lesson accordingly).

### Procedures

*Attention-Getter:* Tell the class that we are finishing up our unit on making a difference for children with cancer and that now we will think about everything we have learned. Re-read *Alex and the Amazing Lemonade Stand* to the class.

### *Lesson Steps:*

1. Tell the class that we will begin by brainstorming what we learned throughout the last weeks about children with cancer. Direct the students to looking at the categories on the board. For each, ask the class "What did you learn about...?" Write down the ideas students offer.
2. Then ask students, "What service activities and lessons did we do about...?" for each category. Add those ideas to the list on the board. (Note: If students do not recall some activities or lessons, ask leading questions to prompt their memory or simply add them to the list yourself).
3. Tell students that they are going to interview a classmate about his/her thoughts and feelings during this unit's lessons and service activities. Brainstorm a few questions together. Examples: "What new fact did you learn about childhood cancer?" "Why do we need more funding for research on childhood cancer?" "What did you learn about why children with cancer often have to stay home from school?" (Note: You can have the class work together to come up with a common set of questions for everyone to use or give students an opportunity to think creatively and critically to develop all or some of their own questions).

4. Ask all students to write down the questions they will be asking and to leave some space on the paper after each question to record a brief answer. (Note: Agree on a common number of questions for each student to ask, no fewer than six and no more than ten).
5. To pair up students randomly, use this fun strategy. Write down on index cards one half of a famous pair that students will know about (e.g. Frog and Toad, Barbie and Ken, salt and pepper). Make enough cards so that each student in the class has one. Then ask students to find their partner by determining who has the card with the other half of their pair.
6. Ask students to sit together and conduct their interviews. One student should ask all of his/her questions and record his/her partner's answers and then the other students should be the interviewer.
7. Make sure students put their names on the interview papers and indicate who the interviewer was and who the interviewee was. After the conclusion of this lesson, ask the students to pass in their papers so that you can review each individual's responses.

*Reflection:* Ask the class to discuss whether or not they think we made a difference for children with cancer through our lessons and service projects in this unit. How do we know? What is our evidence?

*Conclusion:* Ask the students to select one question and response from the interview they conducted to share with the class. (Note: Each interviewer should check with their interviewee for approval before sharing).

Modifications:

*For English as Second Language Learners* – Guide these students toward success by helping them write out simple questions. Make sure that the questions they are asked will be understood by them. Use photos or props as needed.

*For Struggling Learners* – This lesson will be more motivating if students can choose their own questions.

*For Gifted and Talented Students* – Invite these students to ask and be asked questions that involve higher order thinking. For example, "What would you like to do in the future in regard to childhood cancer?" Or "What do you think is the most effective way for someone to make a large impact on childhood cancer?"

## SCHOOLWIDE CELEBRATION

Grades 2-3

Lesson #10

### Objectives

1. Students will celebrate their service-learning efforts with the school community.
2. Students will use their literacy skills to prepare speeches for the celebration.
3. Students will encourage others to learn about and get involved in helping children with cancer and their families.

### Time

45 minutes (and 1 hour for the celebration)

### Materials

Lined paper and pencils

Photos and "artifacts" from the service projects completed in previous lessons

### Preparation

Make sure to save "artifacts" (e.g. student work, publicity, letters from the community, etc.) and take photos for each of the service activities in this unit. Set a date and time for the celebration during the evening of a school day. Reserve the school auditorium or gym for the celebration. Email or send a newsletter to families at least one month ahead so they can arrange to attend. (Note: The plans for the celebration in this lesson are based on the assumption that the students have completed all three service activities in the grades 2-3 unit. If this is not the case, please adjust this lesson accordingly).

### Procedures

*Attention-Getter:* Tell the class that we are going to plan a celebration to share with others about our efforts to make a difference for children with cancer and their families. Ask the students to tell what they did (e.g. news from school to an ill child, books on CD, and a lemonade stand). Show the students the photos and "artifacts" you have saved from the three projects.

### *Lesson Steps:*

1. Tell the class that there are two reasons for our celebration. First, we will recognize our successful service activities. Second, we will share with our school community about what we did and encourage them to get involved. We will be inviting our families, the other students and families in the school, the faculty and staff in the school, and a few members of the community who were involved in our projects.
2. Ask students what type of foods they would like to have at the celebration. Take suggestions and then vote. Decide who will be responsible for bringing or buying the food. As a class, try to estimate the number of people who will attend the celebration and the amount of food needed.
3. Tell the class that each of them will be responsible for a small speaking part in our celebration. Specifically, the options are:
  - To tell part of the story of one of our service projects
  - To thank one of our community partners

- To tell the audience how you felt or what you learned from this unit
- To welcome the audience and introduce our plans for the evening
- To thank the audience for coming and invite them to get involved in helping children with cancer and their families

Invite the students to offer additional ideas for short presentations. Then have each student choose a part and write out what to say.

4. Send a reminder note or email to families and those in the school community close to the date of the celebration. If desired, prepare student award certificates or ribbons to give to students that evening.

*Reflection:* When people attending our celebration learn about the service projects we did for children with cancer and their families, they may want to get involved in helping themselves. What is one idea you have for how those who attend could help children with cancer and their families? Pass the talking stick around the class for students to share their ideas. (Note: If students mention an idea that could happen at the celebration, such as a donation can, make plans to include it).

*Conclusion:* Ask each student to read what they have written for their "speech" at the celebration. Make sure that the stories of the service projects are sequenced correctly to make sense to the audience.

Modifications:

*For English as Second Language Learners* – Make sure that these students have a speaking part they feel comfortable with and invite them to translate it into their native language and share that with the audience as well.

*For Struggling Learners* – Make sure these students have a speaking part that they feel comfortable with. Allow them to use their written notes as desired.

*For Gifted and Talented Students* – Invite students to take leadership in planning the sequence of events at the celebration and the order in which students will speak. They could also design an agenda for the celebration that you could copy and give to people as they arrive.