



About Alex's Lemonade Stand Foundation

Alex's Lemonade Stand Foundation (ALSF) is a national childhood cancer foundation dedicated to raising funds for research into new treatments and cures for all children battling cancer and providing support to families of children with cancer.

ALSF was founded by four-year-old Alex Scott, who was diagnosed with cancer shortly after her 1st birthday. She started selling lemonade in her front yard and would go on to raise more than \$1 million before she passed away at the age of 8 in 2004.

Today, the movement she started has become one of the largest national pediatric cancer organizations in the United States, having raised more than \$150 million towards Alex's dream of finding a cure, funding over 800 research projects at hospitals across the country.

Before Reading

1. Alex is the main character of this story. What do you already know about her?
2. It may be useful to do a 'picture walk' by going through some of the illustrations and having children help describe what's happening in each one. Here is a sample guide for a picture walk:

P.4: What does Alex look like on this page? (Smiling, dark curly hair)

P. 5: Who is on this page? (A doctor; think aloud - a doctor is involved in this story) **P. 8:** What is Alex holding on this page? (Lemonade)

P. 11: What do you notice on this page? (Alex is selling lemonade)

P. 17: What do you notice on this page? (There are more people waiting in line) **P.**

22-23: What do you notice on this page? (Even MORE people waiting in line)

P. 29: Alex looks different on this page than she did at the beginning of the story.

- Can you tell me what's different about her? (She doesn't have hair)
- Even though Alex changed on the outside throughout the story, what do you notice about the look on her face between Page 4 and Page 29? (She's smiling in both pictures; think aloud - this might be important as we find out more about Alex Scott)



During Reading

P. 4: What does it mean to be brave? As we read, think about what makes Alex brave.

P. 5: Why was Alex sad?

P. 7: Make a prediction: What do you think Alex did to help herself and others too?

P. 12: One of the letters says that Alex is a Role Model. What have we learned so far about Alex that would make her a Role Model?

After Reading

1. How did Alex help other people in this story?

1a. Why didn't Alex keep the money from her lemonade stands?

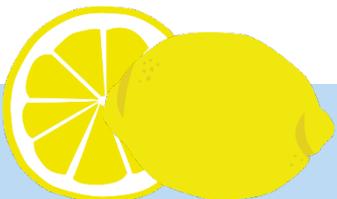
2. Why do you think Alex was called 'a brave little girl'?

3. What are some ways in which you can help other people?



Optional Questions

- Discuss the term 'When life gives you lemons, make lemonade' before reading and revisit this phrase after reading about Alex.
- Define 'determined' or 'determination'.
 - Have students give a signal when they notice this word in the story. Make a note of the ways Alex is acting determined throughout.
- Discuss the term 'Role Model' before reading. What does it mean to be a role model?
 - Can kids be role models? Why/why not?
 - During reading, stop and ask how Alex is being a role model to others.
 - After reading, ask the class how they can be role models, too.





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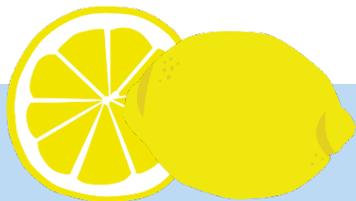
Today, the movement she started has become one of the largest national pediatric cancer organizations in the United States, having raised more than \$150 million towards Alex's dream of finding a cure, funding over 800 research projects at hospitals across the country.

Before Reading

Alex is the main character of this story. What do you already know about her?

During Reading

- P. 4: Which character trait does the author use to describe Alex on this page? As we read, notice text evidence that shows Alex has this trait ('Brave').
- P. 5: It says here that Alex was sad. Do you think a person can be both brave and sad at the same time? Why/why not?
- P. 7: Do you think someone can be strong and sick at the same time? Can you make any connections to this situation?
- P. 21: Why would it be important to for other kids to hold stands across the country, and not just Alex? (More stands mean more donations and awareness; more donations and awareness mean more treatments and cures)



After Reading

1. What are some traits you can use to describe Alex? Be sure to also give evidence of this trait.
2. How have you / How can you exhibit these traits in your own life?



Optional Questions

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 - During reading, stop and ask how Alex is being a role model to others.
 - After reading, ask the child or children how they can be role models, too.

Thank you again for your interest in Alex's Lemonade Stand Foundation!

We hope you will consider raising funds for ALSF in the future.
Please contact our office if you need help getting started.



Activity: Finding and Generating Rhyming Words

Materials:

- [Alex and the Amazing Lemonade Stand](#)
- Rhyming sheet #1 and #2
- Crayons, markers, or colored pencils (optional)



Activity Details:

As you read [Alex and the Amazing Lemonade Stand](#), ask your child to give a silent cheer or other signal if they recognize words that rhyme. You can keep track of these word pairs on paper if you'd like, for reference later on.

The attached activity page will give your child extra practice in both recognizing rhyming words and generating a rhyme for a given word. For visual learners, to make the rhymes stand out even more among the non-rhymes, your child can use one color to put a rectangle around the words that rhyme and underline or cross out the non-rhymes in a different color.



Name _____

Date _____

Rhyming Practice**Put a rectangle around the words that rhyme.****Example:**DadSad

Bin

Pet

1) Well Blue Play Tell	2) Old Cold Run Man
3) Star Book Far Red	4) Quick Win He Pick
5) Letter Better Please Round	6) Amazed Trail Raised Pretty

Write another rhyming word.

Example: Land	Stand
Bed	
Do	
End	
Last	
Out	



Activity: Sorting Short and Long Vowel Words

Materials:

- Alex and the Amazing Lemonade Stand
- Word cards
- Individual t-charts
- Glue
- Scissors



Activity Details:

Look at the cover of Alex and the Amazing Lemonade Stand. Have your child pick out some short vowel words, and some long vowel words. Put each word on an index card, a post-it, or a piece of paper. Then, make sure they are sorted into long vowel words and short vowel words.

The words on the next page are all found in the story as well. The task is to sort these words by cutting them out and gluing them onto the appropriate side of the chart, which is also attached. Children can try out the challenge words for added practice.



Name _____

Date _____

Words for Sorting

sweet

cure

lesson

old

find

much

kids

next

sale

cup

fun

help

life

more

use

make

just

state

Challenge Words

simple

cared

might

listened

became

whole



Name _____

Date _____

Long and Short Vowel Word Sorting Chart

Long Vowel	Short Vowel



Activity: Re-creating the Characters and Setting for Alex and the Amazing Lemonade Stand

Materials:

- Alex and the Amazing Lemonade Stand
- Markers/colored pencils/crayons
- Paper
- Scissors



Introduction:

Discuss the difference between a Character and a Setting, if your child is not already familiar.

Anybody in a story is called a character. Characters can be people, animals, robots – all of these are characters. The setting is where the story takes place. Some stories only have one setting during the whole thing, and other stories change settings based on where the characters are.

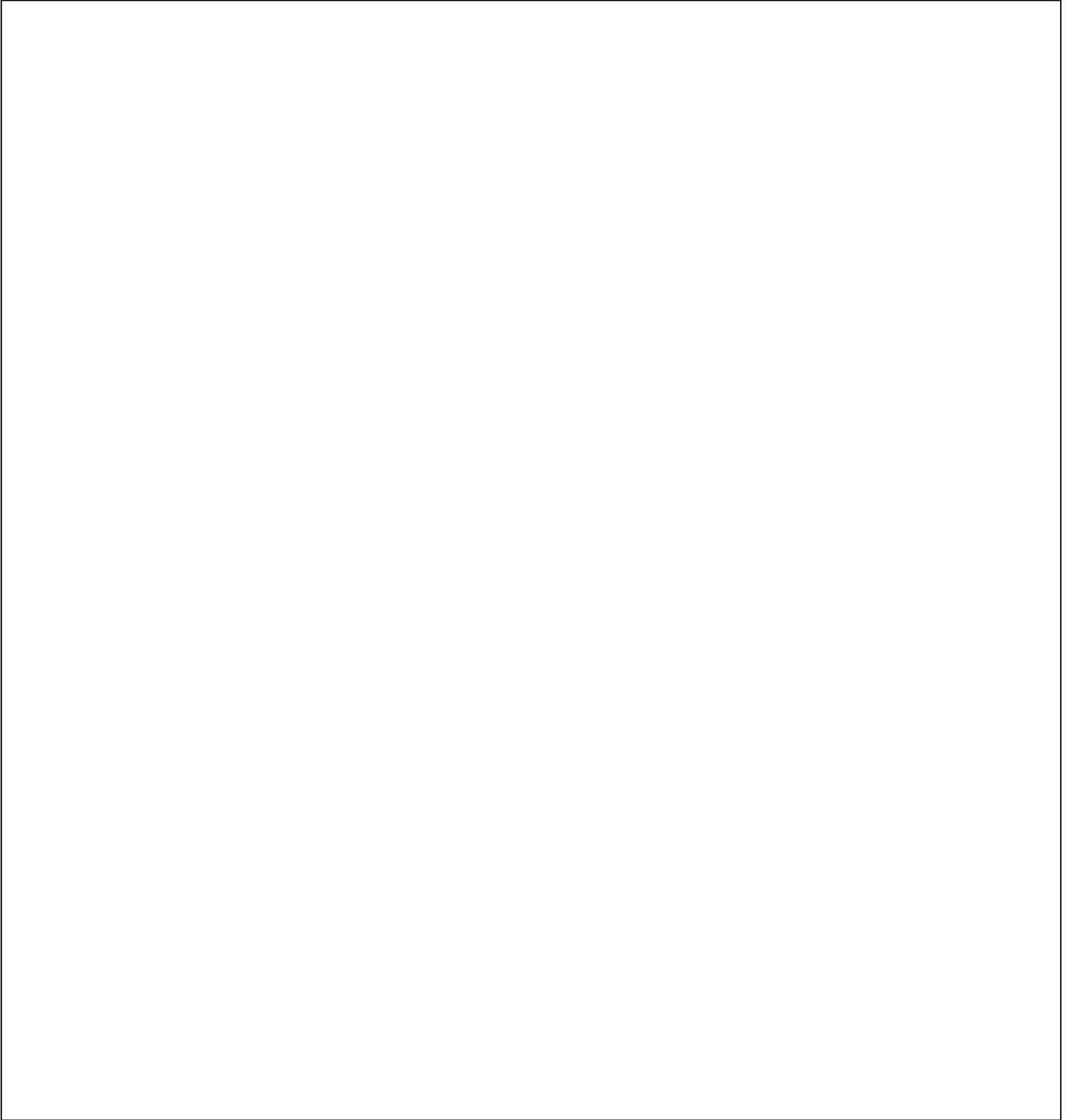
Children can choose between the hospital and Alex's house for their setting. They can recreate this as well as the story's characters on the attached pages. Then, they can cut out the characters and re-enact the story or create a new scenario based on what they read. Another option is to create puppets by either affixing popsicle sticks to each character to hold them upright, or by using strips of paper and glue attached across the back of each character drawing.



Characters



Setting



Activity: Sorting Events in Chronological Order

Materials:

- [Alex and the Amazing Lemonade Stand](#)
- Event cards
- Tape or glue
- Scissors
- Sorting page/construction paper



Activity Details:

The first activity involves cutting and sorting activities from the beginning to the end, based on what logically happens in the course of a day.

Children can then cut and sort events from [Alex and the Amazing Lemonade Stand](#), using the materials on the following pages.



Event cards – Introduction Activity

Beginning

Middle

End

My alarm clock woke me up.



I read my favorite book during recess.



My cousin and I played a game after dinner.



I took the bus home from school.



I ate pancakes for breakfast.



I said "Good Night" to my mom.



Name _____

Date _____

Event cards – Sorting Activity

**Alex became known as
"The Little Lemonade Girl".**

**Alex wanted to find a way to
help herself and other kids who
were sick.**

**Alex held her first
lemonade stand.**

**Alex and her family built a
lemonade stand.**

**Kids across the country
raised money after hearing
about Alex's stand.**

Alex found out she was sick.



Name _____

Date _____

Sorting Events: Alex and the Amazing Lemonade Stand

Beginning

1)

2)

Middle

3)

4)

End

5)

6)



Activity: Make-your-own "Details and Main Idea" Lemon Tree

Materials:

- [Alex and the Amazing Lemonade Stand](#)
- Markers/colored pencils/crayons
- Paper
- Scissors
- Lemon cut-outs
- Tree drawing on larger paper, or a 3-D tree made with crumpled construction paper. Or a real tree where you can hang the lemons.



Activity Details:

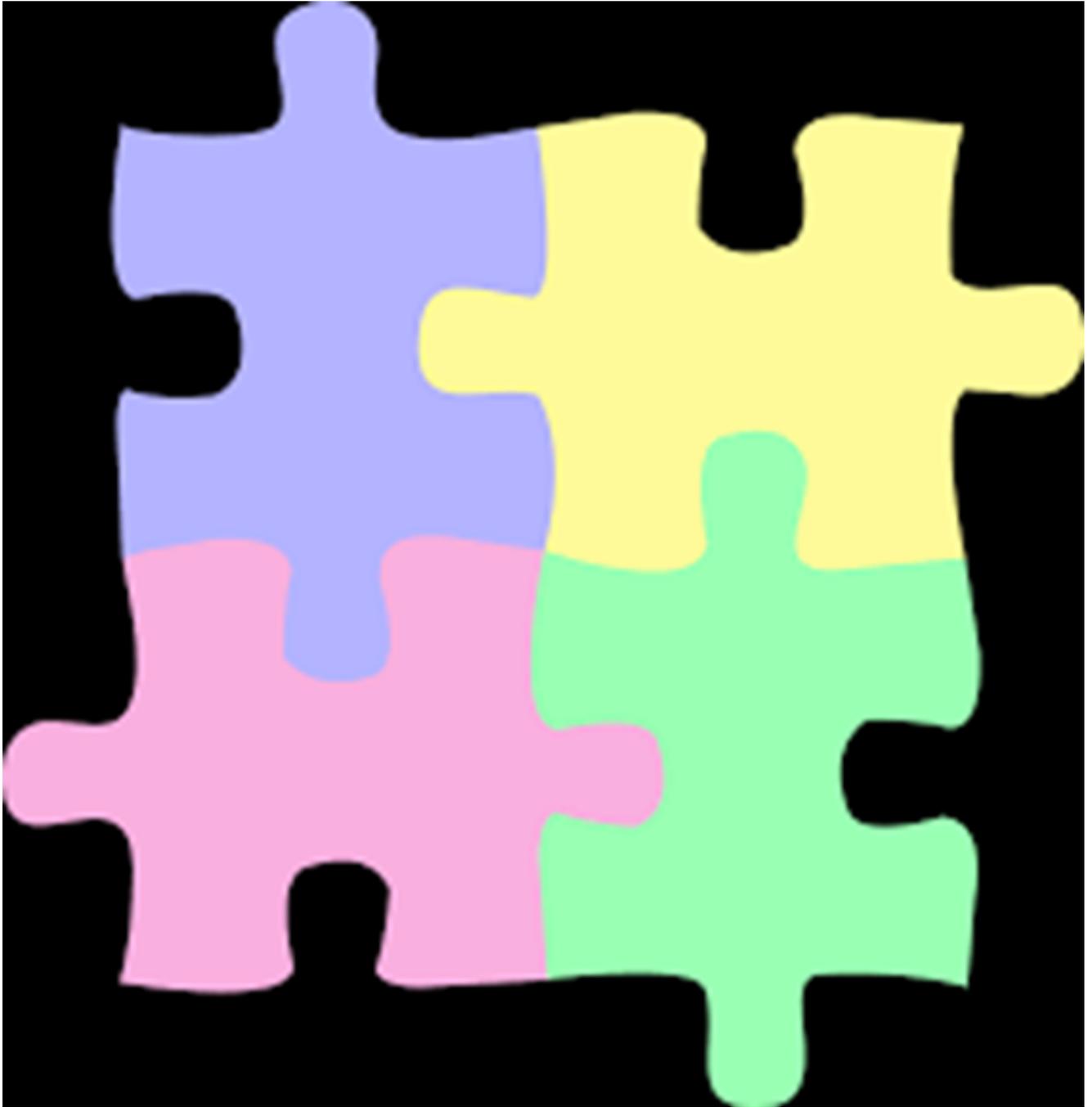
If your child is not yet familiar with the concept of Details and the Main Idea, you can discuss it with a comparison to puzzle pieces making up a full puzzle.

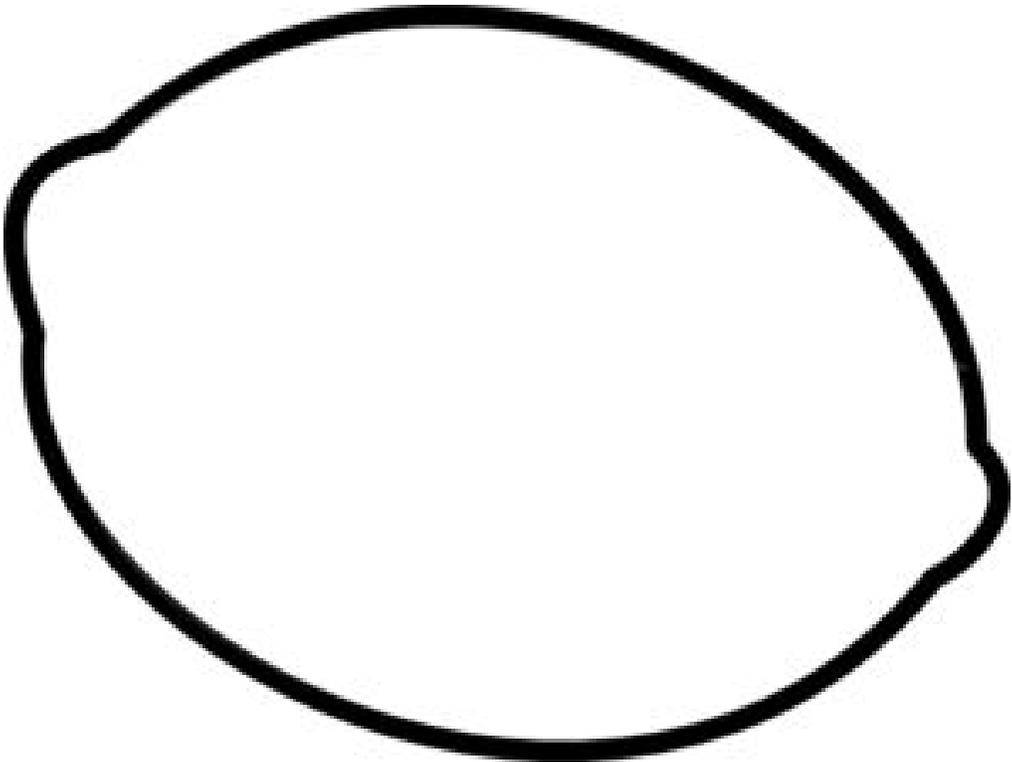
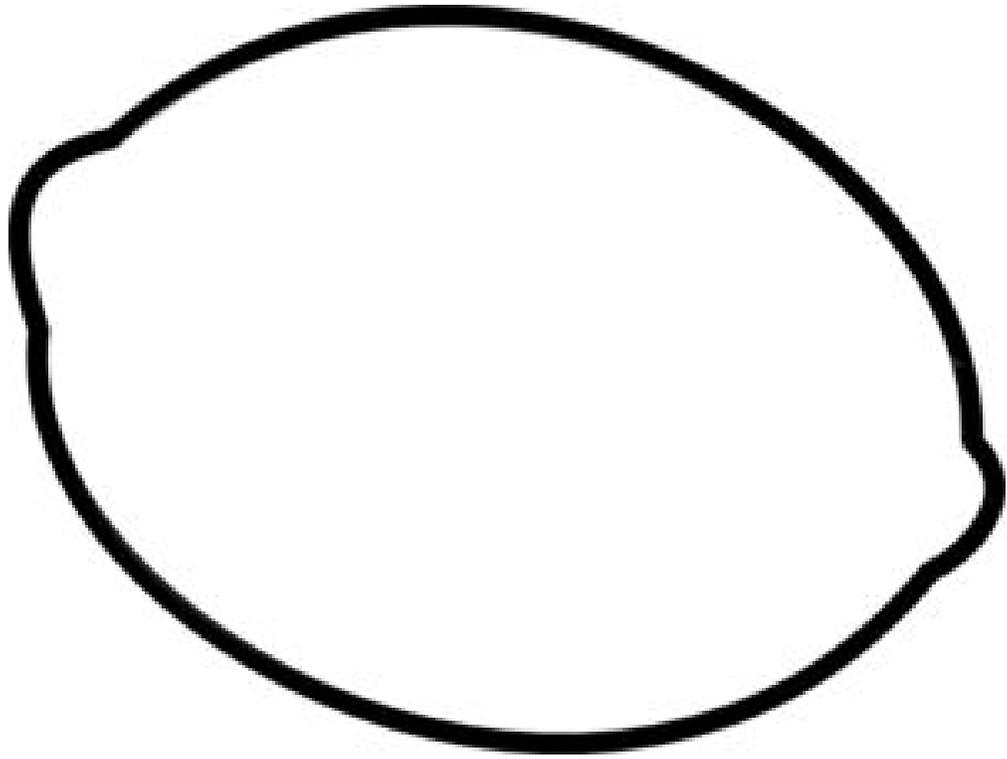
*Great readers notice lots of information as they read and look at illustrations in a book. The small pieces of information all come together to make one bigger idea – just like the pieces that make up a whole puzzle. The pieces are called **details** and the puzzle is the **main idea**.*

See the attached page for a visual of puzzle pieces - you can create your own examples of details about the child's day, or another idea of your choosing, and then determine the main idea together.

Go through the story and note various details you see throughout. At the end, discuss what one sentence or phrase you can use to describe the main idea of the whole book. The details can be put onto lemon cut-outs that are then added to a tree, with the tree itself getting a page or banner containing the main idea of the book.







Activity: Discovering Character Traits

Materials:

- [Alex and the Amazing Lemonade Stand](#)
- Traits reference page
- Traits handout
- Blank paper (optional)
- Crayons/markers/colored pencils (optional)



Activity Details:

Discuss the concept of character traits if your child is not already familiar.

We can discover someone's character traits, which are also sometimes called personality traits, based on evidence from what they think, say, and do. This applies to characters in a story and to people, animals, and so on, in real life.

After reading [Alex and the Amazing Lemonade Stand](#), generate some ideas for Alex Scott's character traits with your child. You can use the attached traits reference page as a guide if needed. There is also a page attached with traits and page numbers containing evidence of those traits.

Your child can fill out the attached handout about Alex, and on a separate page, they can draw themselves and write different traits with evidence as well.



Sample Traits for Alex with Evidence:

Ambitious

P. 20: "The following year, Alex had a new plan – 'Now I'll sell lemonade across this great land! If more kids would help, wouldn't it be great, we could have lemonade stands in every state. Think of the money we could raise to help kids who are sick. A cure might be found, perhaps even quick!'"

Inspiring

P. 12: "She also learned something else that was true. Other people cared about sick kids too."

P. 13: "They sent her cards and wrote her letters. They liked that she helped sick kids get better."

P. 14-15, 22: "...people arrived from near and far. They had heard about Alex, the Lemonade Star. They waited in line, the young & the old, for a cup of her lemonade, extra sweet and icy cold."

P. 21: "Other kids listened and held their own stands, to help support Alex with her lemonade plans."

Smart/Intelligent

P. 8: "She developed a plan. She would sell lemonade from a lemonade stand. Keeping the money was not in her mind. She would give it to her hospital for the cure they might find."

Generous/Giving/Kind

P. 7: "What can I do to help myself and others too?"

P. 8: "Keeping the money was not in her mind. She would give it to her hospital for the cure they might find."

P. 18-19: "Again she gave the hospital her money and a letter. It said, 'Please use my money to help all kids get better.'"

P. 28: "It's simple, you see, for this whole thing is not about me. As long as kids are sick, I'll do what I can, to help raise money through my lemonade stand."

Sample Traits for Alex's Family with Evidence:

Helpful/Supportive/Encouraging

P. 9: When summer came, Alex told her mother that she would have her stand with the help of her brothers. They worked very hard getting everything ready, but this work was fun, and their progress was steady."



Name _____

Date _____

Character Traits come from the things a character...

thinks, 

says, 

and does. 

Character Name: _____

Trait 1: _____

Trait 2: _____

Evidence: _____

Evidence: _____

When you're finished: Draw this character's **physical traits** (how they look).



Character Traits

Athletic



Evil



Kind



**Strong/
Determined**



Mean



Loving



Helpful



Inspiring



Smart



Lazy



Wise



**Sneaky /
Mischievous**



Activity: Answering 'Who, What, When, Where, and Why' Questions About a Text

Materials:

- [Alex and the Amazing Lemonade Stand](#)
- 5 "W"s handout for extra practice



Activity Details:

Explain the "5 Ws" with the description below or with visual guides.

Who refers to a character or characters in a story.

What refers to a feature of a story, such as an object or an action.

When refers to the time something happens or the order in which things happen.

Where refers to a place or places the characters are in a story.

Why refers to the reasons behind a feeling, thought, or action.

Practice answering these questions using the book [Alex and the Amazing Lemonade Stand](#).

You can also use the attached handout for extra practice if you'd like.



Name _____

Date _____

Who, What, When, Where, and Why

On a warm June morning, Alex and Patrick were making lemonade in the kitchen at their house. They used the juice of 5 lemons, one cup of sugar, one bag of ice, and one quart of water. Alex liked her lemonade extra sweet, so she said that this batch needed much more sugar. The children added a tiny bit at a time until the lemonade was just right. After all, Alex wanted her friends and family to love the taste of this drink! The siblings had a wonderful day selling lemonade and collecting donations for their local hospital.

1) **Who** is in the story? _____

2) **What** are the characters doing in the story? _____

3) **When** does the story take place? _____

4) **Where** are the characters in the story? _____

5) **Why** does Alex want to add more sugar? _____



Activity: Comprehension - Causes and Effects

Materials:

- [Alex and the Amazing Lemonade Stand](#)
- Causes and Effects page



Activity Details:

Discuss the difference between a cause and an effect. As you read the story, or do a quick scan if you have already read it before, note that there are events happening as a result of others.

Here is an example to review together before working on the attached handouts. The cause says, "Alex's family helped her to make a lemonade stand". We're trying to describe the effect of this. So, what happened as a result of Alex's family helping her to make a stand? *She sold lots of lemonade, she collected donations, etc.*

The following two handouts are meant for readers to either match a cause to an effect from the story, or to write in the cause or effect. You may choose whichever aligns most with the strengths of your child.

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Name _____

Date _____

Draw a line between the cause and its effect.

Cause

Effect

People asked Alex what she wanted to do with all the money she raised.

Alex had an idea: She would raise money with a lemonade stand.

Alex wanted to help doctors find a way to cure childhood cancer.

Other people started to hold lemonade stands.

People in other states learned about Alex's plans to raise money.

Alex said she wanted to donate her money to help other kids get better.



Name _____

Date _____

Write in the missing cause or effect.

Cause	Effect
Alex's family helped her make a lemonade stand.	
	Alex wanted to help herself and others feel better.
	More and more kids were holding stands in other places.
Lots of people heard about Alex's mission to raise money for hospitals.	
	Alex was known as the "Little Lemonade Girl".

