
LEMONADE FOR SALE

Author: Stuart J. Murphy

Illustrator: Tricia Tusa

Publisher: HarperCollins

THEME:

Whether a business is large or small, for profit or not, careful planning, creative ideas, and organization are needed for successful management and economic success.

PROGRAM SUMMARY:

In this math-based story, members of the Elm Street Kids' Club need money to fix up their clubhouse, so they decide to sell lemonade and monitor their success by tracking daily sales. LeVar takes viewers to the floor of the American Stock Exchange for a closer look at the economics and challenges of running a business. We explore two very different kinds of companies: Nantucket Nectars, a rapidly growing for-profit business that began on a boat in Nantucket Harbor, and Dress for Success, a non-profit organization that helps low-income women make tailored transitions into the workforce.

TOPICS FOR DISCUSSION:

Before viewing, ask students what they think a "business" is and discuss such questions as "Why do people have businesses?", "Who are some of the people who make a business work?", "How does a business work?", and "What is needed in order to have a business?"

Discuss with students the differences and similarities among businesses that offer goods for sale, and businesses that provide a service.

Invite students to tell about opportunities they have for earning money. Discuss plans they have for using, or saving, the money they earn.

In the episode, LeVar defines "entrepreneur." Reinforce this term with students and differentiate it from "inventor." (An inventor develops a new product or service, but may not bring it to the marketplace. An entrepreneur brings the new product to market in hopes of making money.) Ask students to identify well-known inventors (e.g., the Wright Brothers, Thomas Edison, Alexander Graham Bell, etc.) and contrast them with the founders of Nantucket Nectars, who did not invent fruit juice, but were the entrepreneurs who turned it into a profitable business.

CURRICULUM EXTENSION ACTIVITIES:

Build on the discussion of businesses that offer goods for sale and those that provide a service. Brainstorm a list of businesses that are familiar and write the names in the first column of a three-column chart. In the second column, have students decide if the purpose is sales or service. In the last column, list the goods or type of service. Discuss how some businesses sell many different types of items or offer many services, while other businesses specialize in one product or service. Ask students if they think specialization is a good thing or if all businesses should offer a variety of goods or services. Put a star by the names of local businesses and discuss how they are alike or different from large, nation-wide businesses.

In the episode, LeVar asked young people what would make a great business. Working in small groups, have students think of their own great idea and design a business around it. Will they provide a service or have a product? What is needed to get their business started? What will the workers do? How will they advertise their product or service? Have each group write an advertisement for its business and be prepared to share with the rest of the class what they plan to do and why it is important.

Solicit donations from families and have a juice tasting party. Make a bar graph of the students' favorites and color code it according to juice color. Limit the selections to three or four kinds, such as apple, grape, orange, cranberry, for ease of graphing.

In addition to bar graphs, provide experiences with other types of graphs, such as pie graph and pictograph.

- Hair color and eye color are good topics for a pie graph. Divide a large paper circle into the exact number of spaces needed for everyone in the class including the teacher. Brainstorm the list of colors that will go on the graph, e.g., black, dark brown, light brown, blond, and red hair. Select a starting place on the circle and, working around the pie, have students color a space for their hair color. When the spaces are filled, cut the pie apart according to color and trace the pieces on a blank circle of the same size. Color these larger sections of the pie appropriately. (With the lines from the individual spaces removed, students can more easily see the amount of space on the pie graph devoted to each color.) Use the graph to discuss mathematical comparisons. Keep the pieces cut from the original circle so students can lay them on the graph and draw such conclusions as, "Four pieces of red will fit on the blond part of the graph, so there are four times as many students who have blond hair as there are who have red hair."

- Pictographs use different types of pictures to indicate preference on a graph. For example, students may place a photocopy of their school picture under the heading of their choice to answer questions about “favorites,” such as sports, fruit, cereal, soup, fast-food restaurant, pizza topping, sandwich, bird, book by a certain author, board game, and many other topics. They might use an apple shape to indicate whether their favorite apple is red, yellow, or green; an outline drawing of a shoe to graph how their shoes are fastened (laces, Velcro, buckles, or slip-ons); or a crayon shape to graph favorite colors. As a variation, students might “sign in” in response to a graphing question, such as “Hot Lunch” or “Cold Lunch,” or “How many letters are in your first name?” All of these graphs provide opportunities for discussion and mathematical comparisons.

With the assistance of the library media specialist, have students research “Money Facts.” They might locate information on such topics as the following: who and what are pictured on U.S. coins and paper money, the origin of the word “dollar,” the types of items that were historically used as money, and what units of currency are called in other cultures (e.g., franc, mark, yen, peso, lira, etc.). Display their facts on large coin shapes.

Take a field trip to a bank. Have a representative talk to the students about saving money, drawing interest, and writing checks, in addition to describing the various functions of a bank and the jobs people do there.

RELATED THEMES:

economics
inventions
money values
stock market

RELATED READING RAINBOW PROGRAMS:

Program #1—Tight Times
Program #75—Fox on the Job
Program #133—Saturday Sancocho

ABOUT THE AUTHOR:

A graduate of the Rhode Island School of Design, Stuart J. Murphy has extensive experience in design, art direction, and educational publishing. He has combined all of these talents in writing the “MathStarts” series, of which *Lemonade for Sale* is a part. Each book in the series teaches a math concept appropriate for young children. He and his wife live in Illinois.

ABOUT THE ILLUSTRATOR:

Tricia Tusa is the author and illustrator of **Reading Rainbow** feature book, *Stay Away from the Junkyard!*, and review books, *Miranda* and *Maebelle’s Suitcase*. She makes her home with her husband and children in Texas.

BOOKS REVIEWED BY CHILDREN:

LULU’S LEMONADE

by Barbara deRubertis, illus. by Paige Billin-Frye (Kane Press)

NEALE S. GODFREY’S ULTIMATE KID’S MONEY BOOK

by Neale S. Godfrey, illus. by Randy Verougstraete (Simon & Schuster)

HOW THE SECOND GRADE GOT \$8,205.50 TO VISIT THE STATUE OF LIBERTY

by Nathan Zimelman, illus. by Bill Slavin (Albert Whitman)

SUPPLEMENTARY BOOKLIST:

THE GO-AROUND DOLLAR

by Barbara Johnston Adams, illus. by Joyce Audy Zarins (Four Winds)

LET’S FIND OUT ABOUT MONEY

by Kathy Barabas (Scholastic)

JOBS FOR KIDS: A GUIDE FOR HAVING FUN AND MAKING MONEY

by Carol Barkin, illus. by Roy Doty (Lothrop, Lee & Shepard)

DOGGONE LEMONADE STAND (“CHRISTOPHER COUNTS” series)

by Judy Bradbury, illus. by Cathy Trachok (McGraw-Hill)

MONSTER MONEY BOOK

by Loreen Leedy (Holiday House)

THE STORY OF MONEY

by Betsy Maestro, illus. by Giulio Maestro (Clarion)

THE PENNY POT

by Stuart J. Murphy, illus. by Lynne Woodcock Cravath (HarperCollins)

IF YOU MADE A MILLION

by David M. Schwartz, illus. by Steven Kellogg (Lothrop, Lee & Shepard)

MAMA BEAR

by Chyng Feng Sun, illus. by Lolly Robinson (Houghton Mifflin)

LEMONADE STAND

by Marcia Vaughn, illus. by Tom Payne (Grosset & Dunlap)

100TH DAY WORRIES

by Margery Cuyler (Simon & Schuster)

