

# ***The Lemonade War***

**By:** Jacqueline Davies

**Publisher:** Houghton Mifflin Company

**Copyright:** 2007

**Genre:** Contemporary Realistic Fiction

**Summary:** People-smart Evan Treski and his book-smart little sister Jessie, will be entering fourth grade. Evan just found out that his sister is skipping third grade and will be in his classroom. Full of emotion, they argue and the Lemonade War begins. Evan starts his stand with his buddy Scott, and Jessie begins hers with Evan's friend Megan. Along the way, they learn a lot about the economics of running a business. In the end, Evan and Jessie discover that their differences make them a great team.

**BOOKTALK:** When Evan Treski finds out that his kid sister, Jessie, will be in his class in the fall, he decides to teach her a lesson about who is top dog. Before long, a simple contest turns into all out war. Who wins the great Lemonade War? Read this book to find out!

## **AUTHOR'S BIOGRAPHICAL SKETCH:**

Jacqueline Davies is the author of two novels, as well as picture books. She lives in Needham, Massachusetts with her family.

### **Other books written by the author:**

*The Boy Who Drew Birds: A Story of John James Audubon*

## **CHALLENGING WORDS (pronunciation, spelling, defining):**

- (Ch 1) humiliated
- (Ch 3) lull, droned, sneered
- (Ch 4) pathetic, verge
- (Ch 5) taunting, miser, smirked, menacing
- (Ch 6) lugged, gravelly
- (Ch 7) gimmick
- (Ch 8) hovered, puny
- (Ch 10) violation, snuffed
- (Ch 11) sluice
- (Ch 12) reprimand
- (Ch 14) mulish, skeptical

## **DISCUSSION QUESTIONS:**

1. Evan and Jessie are smart in different ways. How do their strengths help and hurt what they want to achieve?
2. Did you choose sides between Evan and Jessie? Did the author make it easy or hard to pick?
3. Jessie remembers when Evan told her how you can tell about a person's feelings by reading body language and not just listening to what they say. Think of some examples of body language that tell you more than words (example, what do folded arms mean?)
4. Jessie explains the concept of "value added" to Megan. What's an example of value added that you know about in real life?
5. Which character do you think won the war? Why?

## **SUGGESTED ACTIVITIES:**

### **Language Arts and Social Studies:**

1. Create an illustrated picture dictionary of the terms used in this book. Include terms at the beginning of each chapter, as well as terms Jessie finds in the booklet Ten Bright Ideas to Light Up Your Sales. Be sure to put the words in alphabetical order and illustrate using real world examples.

#### *Indiana's Academic Standards for English and Language Arts*

**4.4.4** Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

**5.4.11** Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

**6.4.4** Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

#### *Indiana's Academic Standards for Social Studies*

**4.4.4** Explain that prices change as a result of changes in supply and demand for specific products.

**4.4.8** Define profit and describe how profit is an incentive for entrepreneurs.

**4.4.10** Explain how people save, and develop a savings plan in order to make a future purchase.

**5.4.7** Predict the effect of changes in supply and demand on price.

**5.4.9** Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

**Mathematics:**

1. Use current cost information to prepare a budget for your own lemonade stand.

*Indiana's Academic Standards for Mathematics*

**4.7.8** Make precise calculations and check the validity of the results in the context of the problem.

**5.7.7** Make precise calculations and check the validity of the results in the context of the problem.

**6.7.9** Make precise calculations and check the validity of the results in the context of the problem.

**Science:**

1. The Treskis had an ongoing problem with fruit flies. Research fruit flies to learn about their behavior and habits. Make a list of ways the Treskis could have prevented or controlled their fruit fly infestation. Remember that Mrs. Treski did not want to use pesticides.

*Indiana's Academic Standards for Science*

**4.4.2** Investigate, observe, and describe that insects and various other organisms depend on dead plant and animal material for food.

**4.4.3** Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal.

**4.4.4** Observe and describe that some source of energy is needed for all organisms to stay alive and grow.

**4.4.6** Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones.

**5.4.5** Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

**Lifeskills:** Resourcefulness, initiative, cooperation, problem solving

**RELATED INTERNET SITES:**

Teaching children about money management

[www.moneyinstructor.com/kids.asp](http://www.moneyinstructor.com/kids.asp)

The Lemonade War <http://www.lemonadewar.com/blast.shtml>

Sibling rivalry [www.pbskids.org/itsmylife/parents/resources/sibrivalry.html](http://www.pbskids.org/itsmylife/parents/resources/sibrivalry.html)

Investing in the stock market [www.younginvestor.com/](http://www.younginvestor.com/)

*Compiled by Cathy Fuqua and Nancy Roberts*