

Reading *Lemonade in Winter*

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SUMMARY

During this activity you and your child will read *Lemonade in Winter: A Book About Two Kids Counting Money* using the suggested reading strategies.

WHY

While reading this book, your child will learn how to count change into dollars and cents while thinking about how people spend and earn money. In the process, your child will learn about different business strategies and pick up some new vocabulary words.

TIME

- 10-30 minutes, depending on your child's interest and which reading strategies you choose.

RECOMMENDED AGE GROUP

This activity will work best for children in kindergarten to 4th grade.

CHALLENGE WORDS

- **business:** the activity of making, buying, or selling goods and services for money
- **goods and services:** things (goods) and actions (services) that are for sale
- **employee:** a person who works for another person or for a company in return for money
- **advertisement:** something that is shown to people (like a poster or commercial) to convince them to buy a good or service
- **sale:** when a business sells a good or service for less money than usual
- **customer:** someone who buys a good or service from a business
- **profit:** the money that a business makes from selling goods or services that is leftover after all the others costs are paid (like paying for supplies and wages)

YOU NEED

- A copy of *Lemonade in Winter: A Book About Two Kids Counting Money* by Emily Jenkins, illustrated by G. Brian Karas
- Step Back in Time sheets (*attached*)
- This reading guide

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PARENT PREPARATION

- Consider reading the notes on the attached Step Back in Time sheets.
- If you have time, preview some of the reading suggestions in the sections below so that you will know in advance what you and your child should be looking for to discuss before, during, and after reading the book.

BEFORE YOU READ

- Read the Step Back in Time sheets with your child to learn more about the history of money and business.
- Take out a penny, a nickel, a dime, and a quarter and discuss what these coins feel like, what they look like, and how they are different from each other. Do you and your child recognize the faces on the coins? Do you recognize the places on the backs of the coins?

Tip

Check out the U.S. Mint's website to see all the different kinds of coins in circulation.
<http://www.usmint.gov/kids/coinNews/circulating/>

- Next, take out a \$1 bill. How does this money differ from the coins? Keep the coins out to talk about them again at the end of the book.

Tip

Want to learn more about the \$1? Try this handy guide!
<http://www.philadelphiafed.org/publications/economic-education/symbols-on-american-money.pdf>

DURING READING

- Pauline and John-John have many customers. As new people buy drinks, keep track of how much money the siblings have made so far. If you need to, use a pencil and paper to write down how many customers they have had and how much each customer paid for his or her drink.
- Pick out Pauline's ideas for how she and John-John can sell more drinks. What are they? Take a look at the illustrations and describe how they use these ideas to attract customers. Have you seen these strategies used in your community?
- On the last page, Pauline explains all kinds of coins to John-John. Find the coins you brought out before you read. Look at each coin again as Pauline identifies them. How many of each coin does it take to make up that \$1 bill?



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AFTER READING

- Some of the Challenge Words in this activity were in the book and others were not. But all of these words are important to Pauline and John-John's story and you will see them pop up again in the other activities in Money Makers. How do these words connect to the book? What is the business in *Lemonade in Winter*? Who is/are the employees? How do they advertise?
- Talk about businesses in your community. What businesses in your community do you visit most? Talk about why you visit these businesses and what you need from them. Are there some businesses you go to only during some times of the year? Why do you go to some businesses and not to others?

More information at <http://americanhistory.si.edu/ourstory/activities/money/>.

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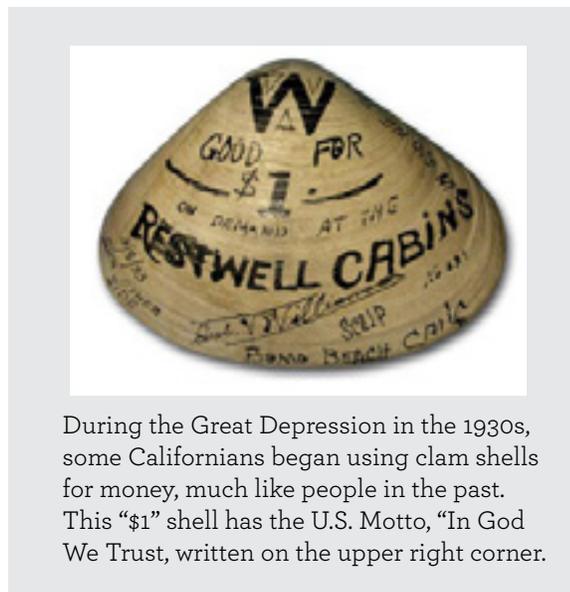
For more information, visit the National Museum of American History's Numismatic Collection online <http://americanhistory.si.edu/numismatics/faqpages/faqs.htm> or visit the American Enterprise website at <http://americanenterprise.si.edu/> and enter the EXPLORE section

People have been using different kinds of money for 11,000 years! At first, people simply traded things they had, like cows, for things they wanted, like feathers and beads, in a system called bartering.

Tip

Think about something you want but do not have. What is it? Now think about the things that are yours. Which of your things would you be willing to give to someone else in order to get that thing you want? That's how we figure out how much something costs.

Bartering worked well for thousands of years. Over time, communities developed different professions. Some people became politicians or priests, while others started businesses where they sold things like cloth and tools. The people who sold these goods no longer wanted to trade for cattle, instead they wanted something that was easy to carry and exchange. This is how early forms of money developed, starting in China around 3,000 years ago. As a group, people decided to treat things like cowrie shells (shells from a small snail) as items of value. They accepted these shells in return for beads or sheep, and then spent those shells on other things they wanted. Several hundred years later, around the 600s AD, the Chinese developed paper money, which slowly became popular.



During the Great Depression in the 1930s, some Californians began using clam shells for money, much like people in the past. This "\$1" shell has the U.S. Motto, "In God We Trust," written on the upper right corner.

To work well, all money needs to have four things in common:

1. Money needs to be *portable*, meaning you can carry it easily
2. Money needs to be *durable*, meaning that it must be tough so it won't break
3. Money needs to be *limitable*, meaning you can control how much of it is in use; you wouldn't want to use pebbles, for instance, because someone could always find more
4. Money needs to be easily *divisible*, meaning you can use smaller pieces of it if you want, for instance a dollar is divisible into pennies

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Tip

To practice determining what kinds of goods meet these four requirements, visit [EconEdLink.org](http://www.econedlink.org) and check out the activity “No Funny Money, Honey...I Want the Real Thing!” <http://www.econedlink.org/interactives/>

The history of U.S. coins and paper money goes back nearly 400 years. The first American coins were made, or minted, in the area that is now Massachusetts starting in the 1650s. The coin was known as the Pine Tree Shilling because there was a picture of a pine tree on the back, or reverse, of the coin. After the American Revolution, the U.S. Congress passed The Coinage Act on April 2, 1792, which created the U.S. Mint. The U.S. Mint is where American coins have been made ever since.



The Pine Tree Shilling, first minted in Massachusetts Bay Colony in the 1650s

Paper money, known as currency, was not always controlled by the federal government. By the time of the Civil War (1861-1865), there were 1,600 different banks in the United States creating and distributing their own money; the result was that Americans were using nearly 30,000 different types of money! This system made it very difficult for business owners and people in general to tell whether they were buying and selling things with real money. Therefore, Congress decided it was time to begin producing official currency and to pass laws preventing others from designing and printing unofficial money. The first official U.S. One Dollar bill was issued in 1862.



Pauline and John-John use coins to buy the ingredients they need to make lemonade!
[Image from *Lemonade in Winter*]

Since the U.S. Treasury Department took over producing all U.S. currency, Congress has passed several laws regulating how our money is made and what it should look like. In 1957, for instance, they passed a law requiring that all American money bear the U.S. motto, “In God We Trust.” Even today, the Mint issues a new quarter design every three months! From 1999-2009, the Mint created 56 new quarter designs and also issued new penny designs in 2009 and 2010.

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WHY

Reading *Lemonade in Winter* is a great introduction to any unit on counting money. Making use of the Challenge Words and the suggested reading strategies will help your students to think about why the story of Pauline and John-John is important.

OBJECTIVES

The students will be better able to:

- Read for understanding.
- Add and subtract money using coins.
- Identify concepts in a story by applying the meaning of new words.
- Describe some business strategies and how they help sell goods and services.

STUDENT PERFORMANCE CRITERIA

- Demonstrates an understanding of the relationship between coins and paper money.

STANDARDS

AAAS

Political and Economic Systems(K-2) #1: Money can buy things that people need or want. People earn money by working at a job making or growing things, selling things, or doing things to help other people. More Info

IRA/NCTE Language Arts Standards

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



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NCHS History Standards

K-4 History Content Standards

- 2A: The student understands the history of his or her local community.
- 4E: The student understands national symbols through which American values and principles are expressed.

K-4 History Thinking Standards

- 2H: Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Common Core Standards

Mathematics

CCSS.Math.Content.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

CCSS.Math.Content.4.MD.A.2

Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

English Language Arts

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

