

**Activity Ideas for**  
***The Lemonade War* (2007)**  
**by Jacqueline Davies**  
**The Works**

Before You Read

1. **Teasers** – During the days leading up to the kickoff, use these teasers to build curiosity:
  - Put lemons (or pictures of lemons) in random places throughout your school.
  - Create your own *Ten Bright Ideas* list for your school and share them during the morning announcements. Work some economic terms or phrases from the book into each one.

For example:

- “Remember, here at \_\_\_\_\_ school, we love projects that encourage a joint venture or a partnership! Work with someone today on a project that will be better with teamwork!”
- “At \_\_\_\_\_ school, we believe in healthy competition! Challenge someone to a contest, but make sure you negotiate the terms beforehand. And remember: no malicious mischief allowed!”
- Have a day when all of the staff coordinate to wear yellow.
- Serve lemonade in the cafeteria! How about some Rice Krispies® Treats or lemon bars as well?

Throughout the Book

2. **Read to Them** provides digital resources for this book. To access *Kahoot!* quizzes, see the *Kahoot!* pdf document or go to the **Book Resource Page** for *The Lemonade War*. (If you do not have a copy of the *Kahoot!* pdf document or need the login and password for your Client Portal, contact the person running your **Read to Them** program.)
3. **Illustrate It** (Art) – Jacqueline Davies gives descriptions of the scenes, but there aren’t a lot of illustrations in this book. Invite your students to illustrate different scenes as you go through the book. At the end, they will have a recap of the plot told through their illustrations.

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- \$** 4. **Key Economic Concepts** (Financial Literacy, Language Arts) – Jacqueline Davies starts each chapter by defining an economic concept that pertains to that chapter. Challenge students to be ready to discuss the connection between the economic concept and the action in the chapter. Keep a running list of the concepts so you can refer back to them as you proceed through the book.
- \$** 5. **Books to Inspire Young Entrepreneurs** (Language Arts, Financial Literacy) – Here are some books that would be great read-alouds that encourage your students to think about being entrepreneurs...much like Evan and Jessie and their lemonade stands!
- *When I'm an Entrepreneur: Dreaming is Believing: Business* by Dr. Samantha Pillay (Author), Harry Aveira (Illustrator)
  - *Jasmine Launches a Startup: (Entrepreneurship books for kids)* by Bachar Karroum (Author), Jesus Vazquez Prada (Illustrator)
  - *Lemonade in Winter* by Emily Jenkins
  - *The Boy Who Invented the Popsicle: Cool Science Behind Frank Epperson's Famous Frozen Treat* by Anne Renaud
  - *What Do You Do With an Idea?* by Kobi Yamada
  - *Sweet Potato Pie* by Kathleen D. Lindsey
6. **Chapter Chat** (Language Arts) – Have students draw an asterisk (\*) beside their favorite part each night as they read. Encourage them to share that part the next day with a partner and explain why they picked that part.
7. **Interviews** (Drama) – Have your students partner up and work together to write and act out interviews with characters from the novel. Someone can interview Officer Ken about why he gave Evan \$5 for a cup of lemonade. Or interview the mother who makes Evan throw away his buggy batch. These could be general interest interviews or live news accounts that may have occurred during key scenes of the novel.
8. **Favorite Part Pantomime** (Drama) – Have small groups of students act out (no words) an important scene from the story. This may be the scene when Evan discovers the bugs in his lemonade or when Jessie bikes by Megan's house for the first time and asks if she wants to do something together. Students in the audience must figure out which scene is being portrayed.

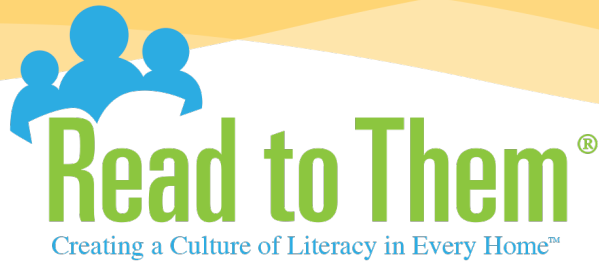
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9. **Roundabout Retelling** (Drama) – Select an important scene for recall. Assign a small group the challenge of explaining the scene. They could retell the scene when Evan tries to convince Officer Ken to let him keep his lemonade stand open. Or when Evan finally fesses up to Jessie about losing her money. To retell a particular scene, have students take turns contributing only a few words at a time. This forces the students to listen to what is being said and further the retelling with a few pertinent words.
10. **Choices, Choices, Choices** (Drama) – Decision-making is challenging. Encourage students to consider some of the choices and decisions that were presented in the novel. Would the student have made the same decision? Why or why not?
- A few to consider:
- In Chapter 2, what could Mrs. Treski have done differently when she first shared the letter from the school with Evan and Jessie? Could she have changed the outcome if she had handled it differently?
  - At the beginning of Chapter 5, when Jessie and Evan are washing the dishes, what could Evan have said to Jessie instead of “Why’d you do it, huh? Why’d you have to ruin the one thing I had going?” (p. 60)
  - In Chapter 6, when Jessie asks Evan and his friend Paul (who is always nice to Jessie) where they are going, what could Paul have said or done to change the outcome of this scene?
11. **Reenact a Scene** (Drama) – *The Lemonade War* is filled with scenes that would be funny to act out with the students. From Evan discovering bugs in his lemonade to the last scene when the thunderstorm starts, have students recreate a scene the way they envision it in their heads.
12. **Lemon Games** (P.E.) – Use lemons in some fun games. Your students could try juggling lemons or doing an egg-toss style game using lemons instead of eggs. Try playing flag football with a lemon instead of a football! Even Hot Potato with a lemon could be fun.
13. **Lemon Treats** (Food) – See the *Supplementary Resources* file on the Book Resource Page for ways to make some yummy lemon recipes.

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14. **The Colors of Lemonade** (Teamwork, Community) – Divide students into groups – one representing pink lemonade and the other representing the traditional yellow lemonade – and designate days to wear their respective colors. (You could also choose other creative lemonade flavors – blueberry lemonade, strawberry lemonade, rainbow lemonade – and make this a school-wide activity, with each grade wearing a different color.)
15. **The Colors of Lemonade – Math Version!** (School Community, Math) – Another version of the above activity would be to pick a day where each student gets to wear the color of lemonade they like most, or wish to wear. Have a large graph in the main hallway where you can record at the end of day how many students (and staff) wore what color. This is a great exercise in individuality while sneaking in some math!


Chapter 1 – Slump (pp. 1-10)

16. **Sibling Rivalry** (Language Arts, Problem-Solving, Life Skills) – Many students will be able to relate to the relationship between Jessie and Evan. Invite them to tell stories about their own siblings and share some of their favorite and not-so-favorite moments. Consider creating a list of prompts and let each student choose one (or more) to talk about, write about, or draw about an experience they’ve had with a sibling. (For students without siblings, they can answer about a cousin or friend.) Here are a few to get you started:
  - I love it when my sister/brother \_\_\_\_\_.
  - It makes me sad when my sister/brother \_\_\_\_\_.
  - My favorite thing to do with my sister/brother is \_\_\_\_\_.
  - I laugh so hard when my sister/brother \_\_\_\_\_.
  - I wish that I could tell my sister/brother \_\_\_\_\_.
17. **Giving-Up Kind of Weather** (Science, Math, Art, Public Speaking) – The book opens on a hot, hot summer day with the kind of weather that is “giving-up kind of weather” (p. 3) according to Evan. Spend some time talking about weather and seasons as a class. Older students can research high and low monthly temperatures for your area and chart these on a graph. Younger students can draw pictures of each season, showing what temperatures different seasons bring. Ask students to put a smiley-face on their chart or picture next to their favorite season or temperature, and a frowny-face on the one that is their least favorite. Ask them to share why they chose what they did to the class.

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**18. A Chestful of Bats** (Language Arts, Art, Life Skills, Problem-Solving) – Evan is beginning to feel words piling up inside him as he gets angrier and angrier at Jessie. It feels like he has “a chestful of bats, beating their wings, fighting to get out.” (p. 4) Reread this paragraph to students, then ask them to write about or draw a picture representing a time they felt this way. What did they do to deal with those feelings? Brainstorm a list of ways to handle these times as a class.

 **19. Squirrel It Away or Spend It?** (Financial Literacy, Math) – Jessie likes to save her money. Evan likes to spend his. Ask students to think about their relationship with money. Are they more like Jessie or Evan – or somewhere in the middle? This is a good chance to introduce the concept of “*Save, Spend, Give.*” Talk to students about why each is an important part of money management and why. Then, try this activity:

Give students envelopes to label and \$100 in play money. Then, give them different scenarios and encourage them to decide if the money will go into their “*Save, Spend, or Give*” envelopes. Have students compare sheets and see which amounts they put into which categories. Here are some examples:

- You are starting a lemonade stand and you need to spend \$9 to get it up and running. Which category?
- Your mom’s birthday is coming up and you want to buy her flowers for \$10. Which category?
- Your dog needs a new collar and it costs \$6. Which category?
- Your best friend wants to go to the movies with you tonight but doesn’t have any money left from his allowance last week. It’s going to cost \$11 for you to buy tickets for both of you. Which category?
- You want to go to soccer camp this summer and your mom said you need to pay half the total fee, which is \$49. Which category?
- You want to put \$10 into your savings account. Which category?
- You see a girl at the grocery store who is asking for \$5 donations for the local animal shelter? Which category?

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20. **Boredom Busters** (Problem-Solving, Life Skills) – Evan and Jessie are bored, but Jessie has some ideas on what to do – ride their bikes to 7-Eleven, build a fort, play Stratego, build a marble track – all of which seem better than throwing a ball straight up and down, over and over. Ask your students to share ideas of what to do when they are bored at home. What about at school? Compile a list of boredom busters together. If your students are having a hard time coming up with ideas, start by challenging them to use verbs that may help, such as run, crawl, dance, read, bake, etc.

Here are some to try:

- Challenge someone to a running race.
- Make an obstacle course and crawl, climb, and jump your way through it.
- Have a dance-off! How long can you keep dancing?
- Reread a favorite book. Read your favorite part to someone else.

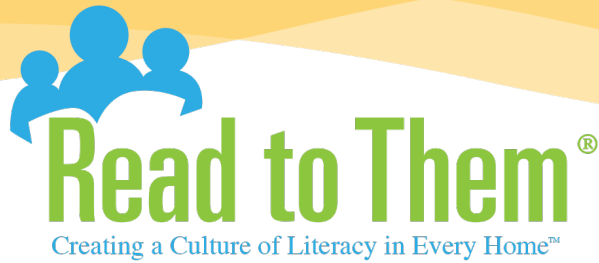
After you come up with some ideas as a class, make a copy of the list and send it home for students to refer to when they may be feeling bored and need some inspiration.

#### Chapter 2 – Breakup (pp. 11-26)

21. **Illustrate It** (Art) – Evan and Jessie have very different ideas about how to make the best sign to promote a lemonade stand. Let students get imaginative with their own lemonade stand signs. Post these around your classroom for the rest of the program.
22. **You've Got Mail** (Language Arts, Social Studies, Life Skills) – Jessie loves getting mail! Get a stack of postcards (or make your own as a class!) and have each student write their address on one. Then, have everyone swap with someone else and write a kind note. Mail them off and see how long it takes for each person to receive their postcard in the mail. (Spending some time learning about our mail system and how letters/packages/postcards make it from one place to another would also be a fun way to work some social studies concepts into this activity as well.)
23. **Rice Krispies® Treats** (Food) – As Jessie thinks about the good qualities of her brother, Evan, she also thinks of Rice Krispies Treats. Make some! They're easy to make and are always a hit. Here's a link to the official recipe: [bit.ly/recipe-rkt](http://bit.ly/recipe-rkt).

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24. **Sorting Out Feelings** (Problem Solving, Life Skills) – Jessie points out that “feelings were her weakest subject.” (p. 11) She likes it when people are “straight shooters” and tell her things straight out. Talk to your students about how people often communicate with each other through non-verbal cues. Non-verbal communication can be frustrating for many of us, but learning how to interpret someone’s actions and/or behavior can be an important part of relationships. Introduce the game “Emotion Charades” by giving students different scenarios that they then act out for each other. See how many students can figure out what their classmates are feeling, just through their actions, not words. Here are some examples to get you started, and students can add their own:
- You’re waiting for your ride to pick you up, but they are running super behind and you’re going to be late for soccer practice.
  - The cafeteria is serving your favorite food today.
  - You just got an A+ on a test that was super hard, *and* you studied a long time for it.
  - You just lost the most important game of the season.
  - No one has invited you to play with them this weekend.
  - The librarian just handed you a new copy of the book you’ve been waiting to read.
  - Your best friend just told you they are moving away.
  - It’s the middle of the night and you just woke up from a bad dream.
  - School is out for the summer and your parents just surprised you with a trip to Disneyland.
25. **Labor Day** (Social Studies) – Labor Day is a special holiday celebrated in the United States on the first Monday of September every year. It’s a day to honor and thank workers who make our country strong and to honor those who haven’t always had the best working conditions. Spend some time learning more about why this day is celebrated as a national holiday every year: <https://www.pbs.org/articles/workers-rights-activists-and-the-history-of-labor-day>.

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Chapter 3 – Joint Venture (pp. 27-40)

- \$** 26. **Saving for Something** (Financial Literacy, Math) – Evan Treski wants an iPod. Scott Spencer wants an Xbox. Find out the going rate of today’s in-demand tech items, and then determine the number of cups of lemonade that would need to be sold at 50¢ each in order to reach their goal. (For this exercise, you can assume that someone is providing the materials for the lemonade stand for free. For older students, you can add a cost component. Maybe they can sell a cup of lemonade for 50¢, but each cup costs 10¢ to make, yielding a profit of 40¢.)
- \$** 27. **Shark Tank** (Financial Literacy, Math) – One lemonade stand selling lemonade at 50¢ per cup would need to sell a lot of lemonade in order to purchase either an iPod or an Xbox. What are some other ways that Evan and Scott could make some money? Being realistic, what other things could they sell or do to come up with more cash? As a class, create a list of reasonable things students can do to make more money. From selling old toys to dog walking to weed pulling, see what bright ideas they come up with.
28. **Behavior is a Language** (Life Skills, Problem-Solving) – Scott immediately pours himself a glass of lemonade as soon as the boys sit down. Later, we find out that Evan spent his birthday money on buying his friends some pizza. Sometimes the things we do tell people a lot about our character. Similar to the “Sorting Out Feelings” activity from the last chapter, talk to students about how people’s actions can often be as powerful as their words. Then, give them some scenarios where a person is acting a certain way. See what they conclude about that person from the way they handle a situation.

Here are a few ideas to get you started:

- You see a man helping an old lady across a busy street. What does this tell you about him?
- Your sister finds \$5 on the floor of the grocery store and asks everyone around her if they dropped it. What does this tell you about her?
- You see a classmate trying to see the answers on another classmate’s math test. What does this tell you about them?
- A man at your favorite ice cream store is screaming at the lady behind the counter, even though she’s apologizing and looks very upset. What does this tell you about the man?
- Two people are both reaching for the last soccer ball at practice. One person lets the other one have it. What does this tell you about both of them?

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- \$** 29. **Prices and Demand for Lemonade** (Financial Literacy, Math) – Evan is trying to solve the following problem: “If one cup of lemonade sells for fifty cents and you sell fourteen cups of lemonade, how much money have you made?” (p. 32) Help your students figure out how to solve this problem. (Younger students can do it by drawing out the problem. Older students may want to put their multiplication skills to use.)

Now, come up with some other math problems by changing the price of the lemonade and the number of cups sold. Ask students: “What if Evan sold his lemonade for 75 cents and sold 14 cups? What if he charged a dollar per cup but only sold 10?” Play around with different numbers and scenarios. This can also lead to a great conversation about supply and demand. Is there a price that would be too high and people would stop buying from Evan? Is there a price that’s so low that he won’t be able to make lemonade fast enough to satisfy demand?

Chapter 4 – Partnership (pp. 41-58)

30. **Illustrate It** (Art) – Draw Jessie’s and Megan’s wooden-puppet-theatre-turned-lemonade-stand. (p. 57)

- \$** 31. **Making Change** (Financial Literacy, Math) – While running her lemonade stand, Jessie must make change for a lady who uses a \$5 bill to pay for \$1.50 worth of lemonade. How should Jessie figure out the correct amount of change? This is a good chance to teach younger students about the denominations of money.

Older students might have fun learning to count change, a lost art in the age of computerized cash registers. Divide students into groups and give each group a large handful of mixed change and some fake paper bills. Show them how to calculate the change needed in a transaction by counting on from the price to the amount given to pay for the item.

For example, if the price of an item is \$1.34 and the customer gives \$2, the steps to make change are:

- +1 penny to get to \$1.35
- +1 nickel to get to \$1.40
- +1 dime to get to \$1.50
- +2 quarters to get to \$2.00

Let them practice with various prices and payments until they get the hang of it.

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- \$** 32. **From Concentrate** (Financial Literacy, Math) – In no time at all, Jessie is able to figure out how much money she and Megan could make from her three cans of frozen lemonade. Her illustrations are useful in helping Megan see what she’s talking about. Encourage your students to do the same thing! With different products, see if your students can figure out how much one can, box, or bottle of something will make. Have them make picture math problems just like Jessie does on pages 55-56.

Here are some ideas to try:

- George has 2 boxes of brownie mix. Each box makes 24 brownies. He sells each brownie for 50 cents. How much money does George make?
- Alex buys a pack of 12 pencils. They sell each pencil for 20 cents. How much money does Alex make?
- Evelyn has 4 pizzas. Each pizza has 10 slices of pizza. She sells each slice for \$1. How much money does Evelyn make?
- Alberto has 5 packs of bubble gum. Inside each pack is 20 sticks of gum. He sells each stick for 10 cents. How much money does Alberto make?

- \$** 33. **Gentle Persuasion** (Language Arts, Problem Solving, Public Speaking) – Jessie may struggle with interpreting people’s nonverbal cues, but she does a great job in persuading Megan to have a lemonade stand with her! Talk to students about the art of persuasion and how to be good at helping someone else see your point of view. Have students write persuasive letters addressed to a parent, a teacher, a coach, or a friend, persuading them on a certain topic. Whether it’s trying to convince mom and dad for a new puppy or trying to get their coach to let them play a different position, knowing how to effectively persuade others is definitely an important life skill!

Chapter 5 – Competition (pp. 59-66)

- \$** 34. **Keeping Track** (Financial Literacy, Math, Life Skills) – On page 60, Evan gets upset thinking about how he only made \$2.11, after paying his mom back for the items he took from the kitchen. He’s also pretty sure that Scott kept the \$5 bill they made. This is a good chance to teach students how to keep a ledger for earnings and expenses. Whether it’s a sophisticated budgeting app or a good old-fashioned yellow legal pad, talk about the importance of keeping track of money that comes in and money that goes out. Set up pretend bank accounts for each student and have them practice keeping a list of deposits and withdrawals, balancing their ledger after each one.

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**35. A House Full of Fruit Flies** (Science) – We’ve all had fruit flies at one point or another, but does anyone know where they really come from? Have your students research what a fruit fly is and whether or not there are any benefits to these little pests. They can also research organic ways to rid your home of an infestation! Here are some facts to get you started:

- Fruit flies have a very short lifespan, typically living for about 30 days.
- They can lay up to 500 eggs at a time, and their entire life cycle from egg to adult can be completed in just about 8-10 days.
- Fruit flies were among the first living creatures to be sent into space to study the effects of gravity on the biological process.
- Despite their small size, fruit flies share about 75% of the genes that cause diseases in humans, making them valuable for genetic research.
- Fruit flies play a role in the decomposition process by consuming decaying organic matter, which helps recycle nutrients back into the ecosystem.



**36. Dueling Lemonade Stands** (Financial Literacy, Math, Fundraising, Teamwork) – It’s time to have your own (friendly) lemonade war! Have a school competition with two stands set up to sell lemonade on each side of your school’s front lawn. You can make this activity as simple or as complicated as you wish. (Hint: A great way to make this more fair is to pair younger students up with older ones.) Then decide what math, financial literacy, and entrepreneurial skills you want to teach while also allowing students to all have fun! Some things to consider:

- Decide how you will get the supplies. Will you ask for donations, or buy the materials and then be reimbursed from the proceeds of the stands? Does everyone get the same supplies to start?
- What jobs will be assigned to each team member? Who will make the lemonade? Keep track of the money? Drum up business and/or provide entertainment?
- What will be done with the proceeds at the end? (There is a charity that aligns with the theme of this book: [Alex's Lemonade Stand Foundation for Childhood Cancer \(alexslimonade.org\)](http://Alex'sLemonadeStandFoundationforChildhoodCancer.org) and some schools have donated their proceeds to this group.) Decide if all the money will go to a charitable organization or be used for something else.

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37. **Imagery in Writing** (Language Arts, Art) – Author Jacqueline Davies uses some great imagery when she writes, “The words felt like disgusting spiders running out of his mouth.” (p. 61) Talk to students about the effectiveness of writing in a way that gives readers a sensory experience or creates a picture with words. Let students draw out this sentence, then come up with some imagery-filled sentences of their own.
38. **Charitable Donations** (Fundraising, Community, Life Skills) – Jessie tells Evan that – if she wins the lemonade war – she’s going to give her proceeds to The Animal Rescue League. Talk to students about what a charitable donation is and what types of organizations take monetary and non-monetary donations. Encourage your students to learn more about one or two nonprofits that appeal to them and share their findings with the class.
- \$** 39. **Fundraising for Charity** (Financial Literacy, Community) – Whether you choose to do it with your dueling lemonade stands or in some other way, find inspiration in Jessie and Megan’s lead and raise money for one or more of the charities that your students researched above. Spend some time brainstorming different fundraising ideas. How will you raise the money? Who will be in charge of collecting it? This idea can plant the seeds of both entrepreneurship and philanthropy, and your students can learn positive lessons while having fun. You can include a donation collection as part of your **End of Book Celebration**.

Chapter 6 – Underselling (pp. 67-86)

40. **Illustrate It** (Art) – Jessie goes into the garage and sees the remains of Evan’s lemonade stand. Draw what you think this scene looks like from her point of view.
41. **Creating Clubs** (Community, Life Skills, Teamwork) – A group of girls in Jessie’s 2<sup>nd</sup> grade class created a club that was really mean. (Luckily, her teacher clued in and put a stop to it.) Clubs are supposed to be places where people with similar interests can spend time together. They should also be places where people can feel safe trying something new. Talk about clubs and some of the ones that are already part of your school environment, or ones that students would like to add. Do any of these clubs feel exclusive or leave certain people out? Encourage students to brainstorm ways that clubs can encourage new people to join...then put some of these ideas into motion!

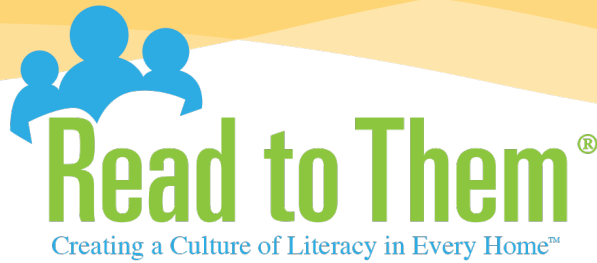
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- \$** 42. **Creating Clubs Part II** (Financial Literacy) – Why do some clubs have dues or initiation fees? Do all clubs need money to run effectively? What sorts of things do those fees cover? Encourage students to work in groups and come up with a new (inclusive) club idea for your school. Have them talk about things they’ll need to do to run the club and decide if they will need to collect dues in order for it to operate. Will they need to hold fundraisers or get a sponsor? Have each group present their new club idea...who knows, maybe one will become a reality!
43. **SPUD** (Game, Physical Education, Teamwork) – Evan often promises to include Jessie in a game of SPUD after playing basketball with his friends. Try out this fun variation of dodgeball with your students!
1. Starting with #1, give each student a number until everybody is accounted for.
  2. Gather all of the students in an opening huddle while you hold the ball.
  3. Throw the ball directly upward and call out one of the students’ numbers as the students run away from the ball.
  4. The student whose number is called runs toward the ball and upon catching it yells, “SPUD!” Once “SPUD” has been called everybody must freeze in place.
  5. The person with the ball then takes four steps (one for each letter in SPUD) toward another student. They then throw the ball at that student (keeping it below their waist.)
  6. If the student is hit, that student receive an “S” (or the next sequential letter in the word “SPUD” if they already have a letter). If the thrower misses—or if the ball is caught—the throwing student receives a letter.
  7. The student who is given the letter for that round is next to throw the ball as another round begins.
  8. Once a student receives all four letters (S-P-U-D), they are out of the game.
- \$** 44. **Value-Added** (Financial Literacy, Problem Solving, Life Skills) – Megan and Jessie add value to their lemonade stand by giving away snacks. Talk to your students about some of the ways this helped or hurt their business. Then, make a list with your students of ways real-life retailers, restaurants, and other types of businesses “add value” to their products in order to get us to purchase something, or feel like we are getting a good deal. After making your list, take a poll to see which “added-value” items have had the most influence on your students’ decisions.

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Some examples to get you started:

- *Collectible Toys:* Fast food chains like McDonald's often include collectible toys in their kids' meals, encouraging repeat visits to complete a set.
- *Free Stuff Inside:* Cereal boxes and other types of packaged food entice shoppers to purchase their brand to get the item inside for free.
- *Free Samples:* Grocery stores often give away tastes of an item they are trying to sell, or free cookies to encourage kids to stop by the bakery.
- *Interactive Activity:* Bookstores often host a story time to entertain kids while their parents browse. Many restaurants will have a play area for families to enjoy while dining in.



- 45. Underselling** (Financial Literacy, Math) – Competition heats up when Evan slashes prices down to 10¢ per cup. Talk with students about competition in the marketplace and how price can affect our choices when we buy things. Why is one type of brand more expensive or less expensive than another? And why does one store sell the same item for a different price than another store?

Create a list of products that are known to have a price disparity and task your students with going on a shopping trip over the weekend with a family member. (If an actual trip isn't possible, they can shop virtually online instead.) Encourage them to make a list of the various prices of each brand. (Remind them to include the generic or store brand in the list!) Have students share what they found. Were the generic/store brand products always cheaper? Did the type of store make a difference in price? Were the same items on sale at different locations?

Chapter 7 – Location, Location, Location (pp. 87-100)

- 46. Illustrate It** (Art) – When Evan wheels his wagon past Jessie and Megan's lemonade stand, it looks like a beehive, with small kids crowded all around. Draw a picture of what Evan sees as he passes by.

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- \$** 47. **Math With Evan** (Financial Literacy, Math, Art) – Evan has another math problem to sort out. This time, he needs to know how much money he needs to make each day for the next three days to equal \$53. Using some dollar sign artwork, this is how he does it:
- First Evan makes 3 rows.
  - Then he draws a dollar sign in each row until he gets to 53.
  - Evan then counts the columns and sees that there are 17 columns and 2 dollar signs left over.
  - He figures that this means he must make \$17 each day and an additional \$2 at some point over 3 days.

Encourage your students to make some math problems of their own and solve them using Evan’s problem-solving system. What type of artwork will they use instead of dollar signs?

48. **What’s the Point of a Permit?** (Community, Social Studies) – Evan’s ready to make some big profits on his lemonade, but there’s one catch...he doesn’t have a permit! Talk to students about seller’s permits and why people need them to run a business, even for something that seems as simple as a lemonade stand on the town square.

Some common reasons are:

- **Fairness:** Permits make sure everyone selling things is playing by the same rules.
- **Safety:** Permits help keep us safe. If someone is selling food or drinks, a permit may be issued after making sure the food is clean and won’t make anyone sick.
- **Taxes:** When people sell things, they often collect a little extra money called sales tax. This money helps pay for things like schools, parks, and roads. A permit helps keep track of this money so it goes to the right places.
- **Organization:** Permits can help a city know who is selling what and where. This way, the city can make sure there are no problems, like too many stands in one spot.

Whether it’s hotdogs or handbags, most cities and states have certain laws around selling items to the public, and permits help enforce those laws. Do some research into your local area’s licensing and permit laws and find out whether or not you can set up a business in your state without a permit.

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- \$** 49. **Market Day on the Square** (Financial Literacy, Community, Life Skills, Teamwork) – Turn your classroom into a town square and host your own Market Day! (This could be a great grade-wide or school-wide event as well.) Ask for donations of small items, like prepackaged snacks and drinks as well as stickers, pencils, rubber bracelets, hair ties, small notebooks, etc. Students can also make hand-made items to sell. You can also have booths that don't sell items but instead sell services, like hair braiding, face and nail painting, etc. Choose groups of students (and maybe some grown-ups) to represent the following:
- *The Market Day Organizers:* Have a few people work together to decide where the booths will be set up and establish the rules of Market Day (hours of operation, how to form lines, where to put trash, who will clean up, etc.) These people will mill about during Market Day, making sure everything is running smoothly.
  - *The Merchants:* Decide who will serve as the merchants and have them choose the items they want to sell, or the service they want to provide.
  - *The Permit Office:* Have each merchant fill out a simple permit application and take it to the permit office to have it approved. (An important job of the permit office is to make sure there are not too many booths selling the same thing. For example, if five merchants all want to sell goldfish crackers, the permit officer may want to help suggest four of them come up with a different idea.)

Once your permits have been issued and the booths have been set up, invite another class or grade to come explore your market. Give every customer an amount of play money to spend as they peruse all your market has to offer.

(Note: This is a great activity for an older class or grade to put together for a younger class or grade. The older students will learn about commerce and running a small business for the day, and the younger students will benefit from having to budget their money and learn how to count it as well.)

Chapter 8 – Going Global (pp. 101-121)

50. **The Science of Sleep** (Science, Life Skills) – Even though she sleeps in on Saturday, Jessie still wakes up feeling tired. Ask students for a show of hands if this has ever happened to them. (Don't forget to raise yours as well!) Feeling sleep deprived is a real thing, and for real reasons. Studies have shown that the vast majority of us aren't getting enough sleep, including kids. Talk to students about some of the facts about sleep, how much we need, the various stages of sleep and how inadequate sleep affects us. After doing some research on the subject, brainstorm a list of ways that we can all get better (and more!) sleep.

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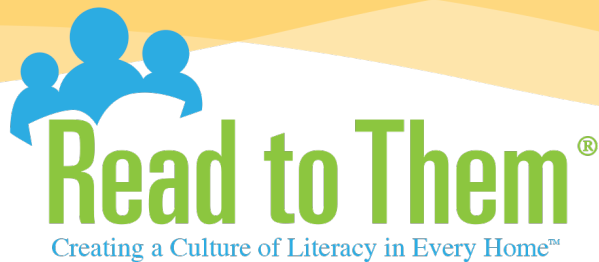
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- \$** 51. **Profit Margin** (Financial Literacy, Math) – On page 105, Jessie makes a profit margin sheet to figure out what her lemonade profit margin has been so far and how much more money she needs to make to beat her brother. Have your students choose a product and see if they can figure out the (estimated) profit margin they would make from their sales. One good example would be...lemonade! Students can begin by looking up the price of a can of frozen lemonade concentrate and plastic cups in today’s market (In August 2024, Kroger.com lists a can of concentrate for \$2.29 and a sleeve of 100 plastic cups for \$9.49.) You may want to round these numbers to make the activity a bit easier for younger students.
- Using Jessie’s profit margin sheet, figure out how much each cup of lemonade is going to cost and how much profit can be made, depending on how much they sell each cup for. (Hint: based on the above prices, each cup of lemonade is going to cost 38¢, assuming there are 8 cups of lemonade in each pitcher.)
- A more advanced version of this activity will also take into consideration some other factors—the cost of the pitcher, the cost to make the lemonade stand, the cost of advertising/signs, and the cost to even hire a sibling to help out! What other factors might go into the final profit?
52. **Comment Cards** (Language Arts, Community) – Every Friday, the third graders at Jessie and Evan’s school are tasked with writing something positive about an assigned classmate on an index card and then reading it aloud. Do this with your students, regardless of their grade. You can choose to do it once each day while you’re reading *The Lemonade War* together, or perhaps make it a weekly activity that continues for the rest of the school year (and for years to come)!
- \$** 53. **What is a Franchise?** (Financial Literacy, Life Skills) – We see franchises everywhere. From fast-food restaurants like McDonald’s and Taco Bell to hotels like Hilton and Holiday Inn, a franchise is a way to own a business that has name recognition, an already proven track record, and a way of doing things. But are franchises better than just starting a business from scratch? After doing some more research on franchises, have students work in teams to make a list of the pros and cons of owning a franchise versus starting a business from scratch. An added bonus would be to bring in a person who has a franchise and a person who has an independent business and learn from each of them directly.

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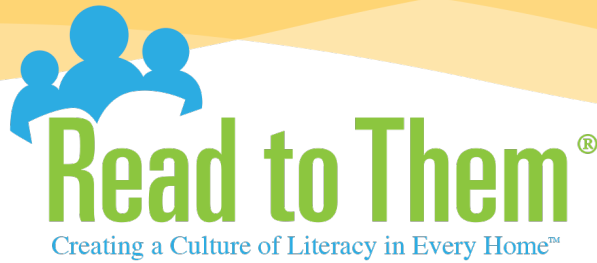
54. **Reading for Comfort, Reading for Fun** (Language Arts, Public Speaking) – *Charlotte’s Web* is a go-to book for Jessie when she’s feeling lonely or anxious or just wants to read for fun. Most of us have a book that provides us comfort when we need some. Ask students to bring in their favorite go-to book and share why this is their favorite. Encourage them to pick a passage to share with the class.

Chapter 9 –Negotiation (pp. 122-127)

55. **Marble Track** (STEM) – Peter drops a marble into a funnel which follows a track and sets off a chain of events as it continues to the end. Try this with your students! There are kits for this, but sometimes it’s more fun to get creative and make a makeshift version with everyday objects. And it doesn’t even have to include a marble. Dominoes are often used in these, but you can incorporate most anything. Divide your students into groups—or make one together as an entire class—to see if you can get an object to move from point A to point B in a similar style. (You can also play the popular board game Mouse Trap for inspiration!)
56. **Grumpminster Fink** (Language Arts, Art) – Get your students to create a collection of tales about the cranky (but love-seeking) old man that Evan made up. Encourage students to draw pictures, write short stories, write poems, make cartoons, or even write song lyrics that can all be put together in a book about Mr. Fink.
57. **Third to the Last Day** (Team Building, Games, Fun!) – Evan realizes that it’s the third to the last day before school is about to start and he didn’t do any of the fun things he and Jessie normally do when they aren’t fighting. Brainstorm with your students all the things they like to do when they have a whole day to play. From favorite board games to getting to eat certain snacks, what does a free day look like? Then, put this brainstormed list to use and have a “Third to the Last Day” in your classroom – or at least an hour or two!
58. **Ack! Allergies!** (Science, Math) – On page 126, we find out that Evan is allergic to shrimp. Do some research with your students about what allergies are and why some people have an allergic reaction to something and others don’t. Take a classroom poll and find out who is allergic to what. Create a classroom bar graph to show which allergies are the most common among your students.

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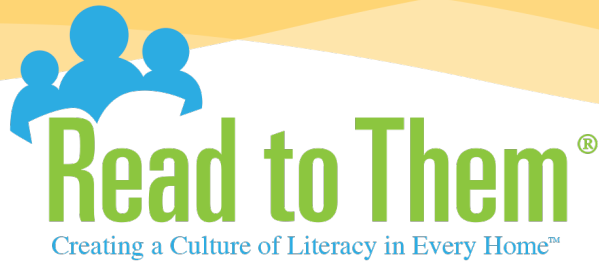


Chapter 10 – Malicious Mischief (pp. 128-142)

- 59. Illustrate It (Art)** – Draw Jessie’s cedar box. (p. 131)
- 60. Jessie’s Big Feelings** (Language Arts, Art, Life Skills, Problem Solving) – Jessie finally breaks down in tears when she starts telling her mom about what’s been going on between her and Evan. But just as quickly, her sadness turns back into anger. Have a discussion about big feelings with your students. Talk about ways we each handle feeling sad, confused, angry, alone, or just plain hurt. You may already have a list of ways to deal with big emotions in your classroom. Here are some you could add to it:
- *Breathe It Out:* One great way to deal with all sorts of big, overwhelming feelings is to use the Starfish Breathing technique. Have students hold up their left hand with fingers splayed out wide. (Point out that their hands look like starfish.) Have them use the index finger of their right hand to trace along the arms of the starfish as they breathe slowly in and out. Inhale as the right index finger goes up the outside of the left thumb, and exhale as it goes down the thumb. Continue until you end at the left pinky. This combination of deep, slow breaths with the tactile sensation is very soothing and helps settle the brain. Practice this as a class and see if everyone can sync their breathing together.
  - *Write it Out:* Journaling is a proven method for getting a feeling out of our bodies and onto paper. Create a *My Feelings* journal for everyone in the class. Whether it’s through words, drawings, collage, or collected items, encourage students to feel free to express their feelings on paper in ways that feel safe and effective for them.
  - *Work It Out:* Movement can be a great way to free emotions that feel trapped inside of us. Whether it’s jumping, running, dancing, or stomping, create a list of physical things students can try when the feelings need to get out. (Bonus if these can be done outdoors!)
  - *Talk It Out:* Sometimes it helps to talk through a feeling with a trusted adult. Encourage students to think of one or two people they can go to when a feeling gets too big to manage alone.
  - *Hug It Out:* For some, physical touch is a way to recenter and reconnect when feelings start feeling too big. Some students may find comfort in hugging a stuffed animal. Others may find it in hugging a trusted human. Still other students may find that wrapping their arms around themselves is a great way to self-soothe and give themselves the self-love and reassurance they need.

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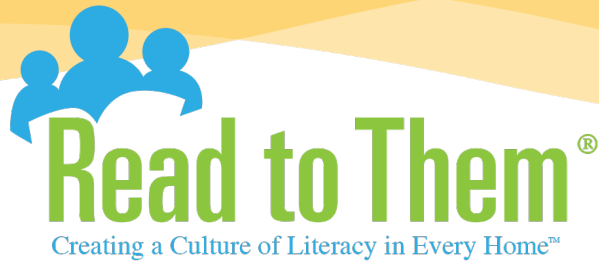
61. **Strict Rules** (Life Skills, Language Arts, Teamwork) – In the Treski house, there is a strict rule that says you can’t go into someone else’s room without permission. What about your classroom? Work with your students to make some strict rules around certain situations. If you already have a list of rules, this is a good time to review them and make sure they are all still relevant.

Chapter 11 – A Total Loss (pp. 143-151)

62. **Illustrate It** (Art) – “The lemonade sparkled in the sunlight, like a bejeweled waterfall, and then disappeared without a trace, soaking into the parched September grass.” (p. 146) Encourage students to draw this scene as they see it.
63. **“I Have Bugs in My Tummy!”** (Science) – What happens when we really do swallow a bug? Should we be worried? Do some research with students on what happens to our bodies if we accidentally ingest an insect. (Spoiler alert – usually it’s okay.) There are some great online resources that can help your class learn more about how our bodies digest different things that we swallow. Have students write a story (or draw a picture) from a bug’s perspective of what it’s like to be swallowed by a human.
64. **Busybody Moms** (Language Arts) – Ask students to weigh in as to whether or not they thought the mother in this scene was really a busybody or was being helpful. Then, have students think about an adult in their life who may be seen as a “busybody” but is just trying to help. Is it the room parent in your class who brings healthy snacks? The person across the street who always reminds them to put on their bike helmet? Their coach who makes sure practice is fun *and* safe? Encourage them to write this person a note, thanking them for something they do (that they don’t usually get thanked for.)
65. **Dead Presidents** (Social Studies) – Evan arranges his money so that “the eyes of George Washington, Abraham Lincoln, and Alexander Hamilton were all looking” at him as he counted his cash. Gather some bills (or photocopies of them) and pass them around the class for everyone to study. Who is on each denomination of currency? How about coins? How were these people chosen? Divide the class into small groups and assign a different bill and/or coin to each. Ask each group to do a deeper dive into the criteria used for selecting these figures, such as their historical significance and public familiarity. Then invite students to design a new form of currency with someone they admire on it.

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- \$** 66. **Making Some Bank** (Financial Literacy, Social Studies) – Here’s a great time to teach students more about the history of the United States currency system and how paper money and coins are made. Paper money is made at The Bureau of Engraving and Printing, located in Washington D.C. and Fort Worth, TX. Coins are made at the U.S. Mint with locations in Philadelphia, PA, Denver, CO, and West Point, NY. There are some great YouTube videos that will let students see how our money goes from plain paper to the shrink-wrapped bricks that are sent to our country’s central bank, the Federal Reserve.
- \$** 67. **Learning More About Our Bucks and Our Banks** (Social Studies, Financial Literacy, Community, Life Skills) – This would be a great time to have someone in the banking industry come visit your school. From teaching students more about the making of money, to talking to them about budgeting and bank accounts, a banker can provide some worthwhile information and answer other questions students may have about money and more.

Chapter 12 – Waiting Period (pp. 152-154)



68. **Illustrate It** (Art) – Draw pictures comparing and contrasting Megan’s idea of fun at the beach versus Jessie’s idea of fun. (pp. 153-154)
69. **Twenty Questions** (Game) – The trip to the beach was fun thanks to some solid road game choices—license plate tag, magnetic bingo, and twenty questions. The latter of these also makes for a great classroom game! Choose a person, place, or thing for your students to guess. (Or come up with more specific categories like animal, plant, storybook character, etc.) Encourage your students to guess by first asking yes or no questions about your chosen word. They are limited to twenty, so keep track of the number of questions asked. After they use up their full allotment of twenty questions, then give them three tries to guess what it is. Try this as a whole class or as teams for loads of fun!
- \$** 70. **Budgeting for My Best Beach Day** (Financial Literacy, Math) – Now that they have a clear idea of what their best beach day looks like, have students write out a budget for it. Start by brainstorming all the items they will need to account for in one day: transportation costs, food, drinks, entertainment, and any items they may need to buy to take with them. You can also give them a set budget and see how far they can stretch their dollars. (This can be an individual activity, or you can have students work in groups and come up with a budget together, which will encourage teamwork and compromise.)

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71. **My Best Beach Day** (Language Arts) – Whether they’ve been to the beach or are just dreaming about it, have your students write a story about how they did (or would) spend the perfect day at the beach. (Younger students can do this through drawings or short explanations.)

Chapter 13 – Crisis Management (pp. 155-159)

72. **Shooting Hoops** (Physical Education) – Bring out the basketballs! Spend some time going over the basic rules of the game and then break students into teams to play some traditional basketball or engage in one of the following games:
- *HORSE*: Players take turns making shots. If a player misses a shot that the previous player made, they get a letter. The first player to spell “HORSE” is out.
  - *Knockout*: Players line up and try to make a basket before the person behind them does. If they miss and the next player scores, they are out.
  - *Around the World*: Players take shots from different designated spots around the court. The first player to make a shot from all spots wins.
-  73. **Who Saves Stuff?** (Financial Literacy, Community, Teamwork, Life Skills) – In this chapter, we learn that Jack’s mom saves all his old swimsuits. Talk to your students about what types of things their families do to reduce, reuse, and recycle...three ways to cut down on costs while also promoting environmental sustainability. Brainstorm ways your class could also adopt this popular mantra and help save costs and the planet at the same time.
-  74. **Make a Menu** (Financial Literacy, Food) – It’s always fun to sample some of the food from a book. *The Lemonade War* highlights chips, watermelon, pretzels, hot dogs, a wide variety of ice cream flavors, and different types of cookies (including Lorna Doones!), and of course lemonade. Get your students to look back through the book for food references and use them to put together a menu for your **End of Book Celebration**. You could also create a budget and have your students work from that to plan what foods will be served at their party.
75. **Why, Scott, Why?** (Problem Solving, Teamwork, Life Skills) – Evan’s pretty sure that Scott’s the person who took the money out of his shorts pocket...but why? Divide your students into teams and have them discuss this scene. Can anyone come up with a reason that would have justified Scott doing this? Have everyone take some time and write this scene from Scott’s perspective. Encourage each group to discuss their thoughts with the class.

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Chapter 14 – Reconciliation (pp. 160-173)

76. **Mad Gab** (Game, Fun!) – When Jessie asks about the mysterious money, Evan says to her, “Imamummy.” Of course, he’s trying to say, “It’s my money,” but the pillow over his head muffles what he’s trying to say. Sometimes a combination of random words can sound like something else entirely—like in the popular game Mad Gab. See if you can get your hands on this game and play it with your students.
77. **Telephone** (Game, Fun!) – This is another fun game of garbled sounds inspired by Evan’s muffled speech. Line your students up and pass a saying down the line via whisper—you whisper it into the ear of the first person who then whispers it into the ear of the next person and so on. Once the last person has been told the saying, get them to share it out loud and see how close it is to the original.

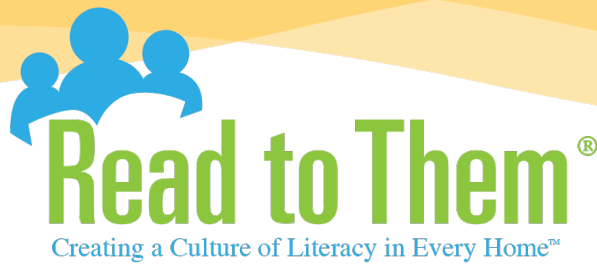
- \$** 78. **Expenses, Expenses** (Financial Literacy, Math, Problem Solving) – One thing that Evan and Jessie both definitely learned is that expenses can really eat into a business’s profits. Come up with a few examples of how expenses can affect profits, such as:
- You are making 2 boxes of brownies for the upcoming bake sale at school. Each box costs \$5 and makes 12 brownies. How much do you have to sell each brownie for just to cover the cost of the mix?
  - You have started a dog walking business, and you charge \$6 for every dog walk. You decide to make business cards and it costs you \$7 for one box. You also need to buy some sunscreen and a better hat, which costs you \$14 for both. How many dogs do you need to walk before you pay for your initial expenses?
  - Your favorite club is hosting a car wash. All the supplies to get started cost \$25. You decide to charge \$5 per car wash. How many cars do you need to wash to make a profit of \$100?

What other ones can you come up with as a class?

79. **The End is the Beginning** (Language Arts) – At the end of the book, the Treskis share a few examples of one thing ending leading to the start of something new—fireworks, rainstorm; summer, school; war, peace. What are some other examples of this? Have fun trying to come up with more. Get your students to explain the reasons for their chosen pairings and post them around the classroom for inspiration.

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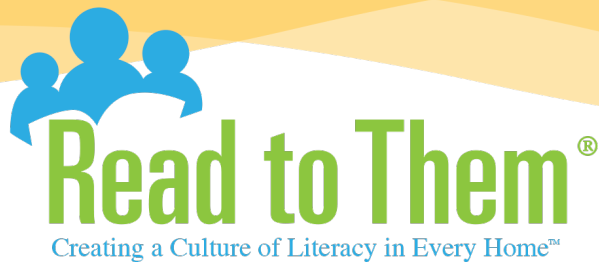
### End of the Book

- 80. An End-of-the-Book Celebration** (School Community) – Bring your students and families together to celebrate your schoolwide reading program. Here are some ideas:
- **Project Gallery** – Display all the great work your students have done during the reading event. From the various illustrations they made to the stories about Grumpminster Fink, have a place where all their projects can be appreciated.
  - **Trivia Bowl** – Use the full list of trivia questions and crown a Trivia Champ.
  - **Trivia through the School** – You could also put trivia questions on lemon and cup-shaped papers and post them around the school. Encourage families to see how many they can find and answer.
  - **Gross Motor Games** – When life hands you lemons, make up some games! Try lemon juggling, or make a Toss the Lemon game. Bowling with Lemons could be fun and a good game of SPUD or basketball can be held in the gym.
  - **Backyard Lemon Games** – Set up some classic backyard games, but use lemons instead of balls or beanbags. Try cornhole, badminton, even croquet using lemons!
  - **Scavenger Hunt** – Hide book-themed items around the school for families to find. Some ideas include: lemons, cups, spoons, sugar cubes, a package of gum, rubber dodge balls, coins, Monopoly money, a copy of *Charlotte's Web*, a box of Kix cereal, and a box of Lorna Doones. Families can snap a photo or check it off a list as they find each one.
  - **Art Studio** – Invite families to try some lemon printing. Have some lemon halves, stock card paper, and trays of paint. Families can also make bookmarks for their next family read-aloud, or postcards to send to the author or send to family and friends.
  - **Story Time Zone** – Set up a read-aloud area with comfy pillows and baskets of entrepreneur-themed books. Encourage families to hang out and read together. Look for Jacqueline Davies picture books, the rest of the *Lemonade War* series, and other stand-alone novels.
  - **Lemonade Contest** – Have a lemonade tasting contest and award blue ribbons just like the County Fair. See how many students/families are willing to bring in their homemade recipes.
  - **Charitable Collection** – Set up a lemonade stand at your event and donate the money to a local charity. You could even invite the organization to come and speak at your celebration.

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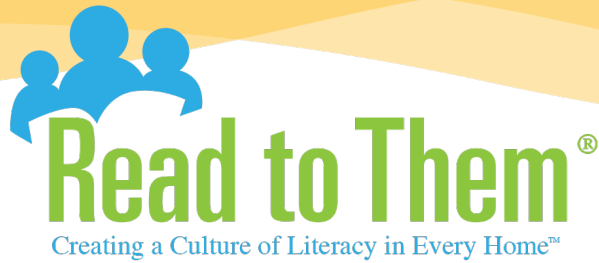




- **Thank You Notes to the Author** – Use the postcards you made earlier with the lemon halves to send thank you notes to the author. You can photograph them and send them electronically via the author’s website: <https://www.jacquelinesdavies.net>.
  - **Food** – Now’s the time to serve up all the snacks that you think Evan and Jessie should have sold at their lemonade stands – maybe some plenty-of-chocolate chip cookies! With lemonade of course.
  - **Photo Booth** – Enlist your artsy-folks to make a lemonade stand frame for some photo booth fun. Use props like lemons, glasses of lemonade, a box of Lorna Doones, a copy of *Charlotte’s Web*, and some Monopoly money. These photos will serve as great souvenirs of your experience reading *The Lemonade War* together.
  - **Invite Your Public Library** – Have a children’s librarian from your local public library come to sign families up for library cards. If it is close to summer, they can bring information about summer reading programs, too.
  - **Invite Your Local Bank** – *The Lemonade War* is a great book for teaching financial literacy, and inviting a bank or financial professional to join your End-of-Book Celebration is a great way to keep the financial literacy learning going. They could be asked to give a short presentation on how to budget, talk about how to open a savings account, or may even help sponsor some part of your celebration.
  - **Business Plan Station** – You may have some who would enjoy discussing proposed or imagined business plans for their entrepreneurial ideas. Have poster paper and Sharpies available. Or just a blackboard and chalk.
  - **Value Added Station** – If your school holds any kind of annual fundraiser, you might invite students to participate in a brain-storming session about what new opportunities to provide at the fair – what to sell or teach or show or introduce. *The Lemonade War* will have sparked their innovative thinking.
  - **Door Prizes** – Have drawings to win other books by Jacqueline Davies.
81. **Playlist (Art)** – Design a CD and cover that could be the soundtrack for *The Lemonade War*. In the CD booklet, be sure to include the reasons you chose each song and how each relates to the story’s characters, plot, theme, or conflicts. Indicate which songs would be used for which particular scenes in the book.

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82. **New Cover Art** (Art) – Now that your students have finished the book, invite them to reimagine the cover art. If they were hired to make the cover for the next edition (not the sequel), what would they choose? To give them a sense of how much covers change from edition to edition, do a Google image search for “*The Wonderful Wizard of Oz* book.”
83. **Movie Time** (Art, Drama) – Lots of great books get made into movies, sometimes with mixed success. Imagine that you are the producer in charge of making *The Lemonade War* into a movie. Design the poster to entice people to come see the movie without giving away too much of the plot. What actors would you cast in the major roles? What parts of the book would you shorten or cut so your movie won’t be too long? You could even write the script for the trailer, hire some friends for the cast, and try your hand at filming it.
84. **Make a Board Game** (STEM) – Now that your students know the ins and outs of the plot, have them make a board game that follows the story line.

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