

# One Big Milkshake

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Do you think that would be a fun way to make a milkshake?

### Vocabulary

**High-frequency Words:** I, one, two, big, make

**Content Words:** banana, three, pears, four, plums, five, strawberries, six, hops, milkshake

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /y/

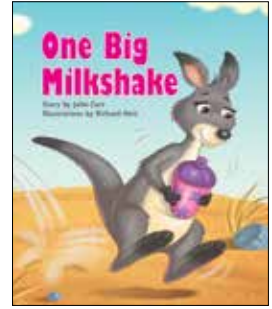
### Phonics

**Letters and Sounds:** y

**Words to Blend and Segment:** yum, yak, yes, yet, yam

### Fluency

Model reading the text with expression, noting the punctuation on page 16



The kangaroo has a fun way to make a milkshake.

## Before Reading

- Together look at the cover of *One Big Milkshake*. Ask: What is happening in the picture? What is the kangaroo holding? Read the title and the names of the author and illustrator. Discuss their roles. Look at the title page illustration. Ask: Who is making the milkshake? What else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the kangaroo doing on each page? Before turning to page 14, predict the ending. What happens when the milkshake is made?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 students discuss what they think the kangaroo is doing in the picture. They get their mouths ready to say *banana* /b/. Read the words together, *I take one banana*.
- Follow this pattern for each page, discussing the picture and reading the words together.

## After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Were your predictions correct? Do you think that would be a fun way to make a milkshake?
- Students retell the story in order. What happened first? Next? And so on. How did the story end?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /y/ Model saying the word *yum* slowly stretching out the sounds /y/ /u/ /m/. Emphasise the /y/ sound at the beginning. Students repeat the model.
- Ask students for other words starting with the /y/ sound. Have them get their mouths ready for /y/, e.g. yes, yet, yacht, yellow.

## **Phonics**

- Discuss the name and sound of the letter y. Write cvc words *yum, yak, yes, yet* and *yam* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *yum* /y/ /u/ /m/. Say them separately, then blend together slowly. Illustrate using alphabet letters *y, u, m*, touching them as the sounds are made for the word *yum*. Do the same for the other cvc words.

## **Word Study**

- Talk about the words *I, one, two, big* and *make*. Print the flash cards from the inside front cover and read them together. Ask students to locate these words in the book. Notice something about *take* and *make*. (They have the same ending and rhyme).
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words (with help if needed) *I take/make* \_\_\_\_\_ . They find the final words in the story for the spaces and read their sentence to a partner.

## **Fluency**

- Model reading the text with expression, noting the punctuation on page 16. Students repeat after hearing the model. Discuss the difference the exclamation marks make.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *I take* \_\_\_\_\_. What else can go in a milkshake or smoothie? e.g. I take four/five/six blueberries/strawberries/nuts. Students write the story and illustrate it.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.