

Teacher Edition

# Milk Shake



alphakids



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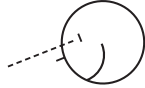
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- Procedural language is used.
- The sentence form: 'I put in the ...'

## Vocabulary

chocolate, glass, ice-cream, lid, milk, Mmmm!, shake

## Setting the context

*Do you like milk shakes? What flavour do you like best?*

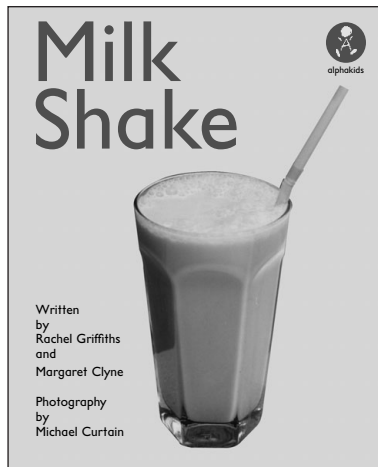
*How do you make a milk shake?*

Discuss the children's ideas.

## Introducing the book

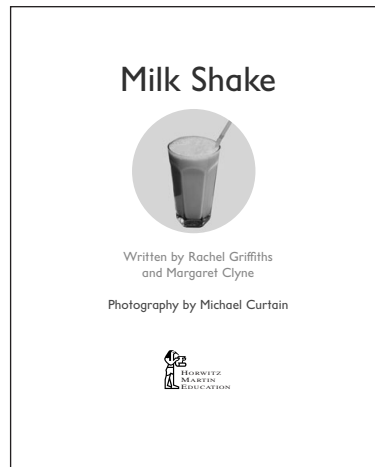
*This is a book about how to make a milk shake.*

Turn through the book, reviewing the steps involved in making a milk shake. You could ask the children to predict what will be on the next page as you do so.



### Front cover

Look at the cover. Talk about the picture.  
*What type of milk shake has the boy made?*  
Point out the names of the authors and the photographer. This time there are two authors.



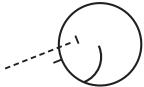
### Title page

Read the title together.  
*Can you see the word 'Shake' on this page?*  
*What letter does it start with?*



### **Talkthrough**

*Here the boy is showing us the first step in making a milk shake. What does he put in the shaker? What do you think he will put in next?*



### **Observe and support**

Do the children notice if the words they read do not match those in the book? If they don't notice an error, ask them to re-read the text carefully and check that what they read matches the text.

*Why did you stop? What did you notice?*

I am making  
a chocolate milk shake.

I put in the milk.



2



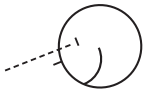
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## **Talkthrough**

*Were you right? What does he put in next?*

*What flavour would you add if you were making a milk shake?*



## **Observe and support**

Can the children locate the high-frequency words: I, put, in, the?

*Can you find the word 'put'? What sound can you hear at the start of the word? What sound can you hear at the end of the word?*

I put in the chocolate.



4



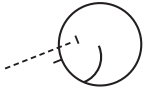
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### **Talkthrough**

*Now the boy shows us the next step in making a milk shake. Here he is using an ice-cream scoop to put some vanilla ice-cream into his milk shake.*

*Do you think he makes milk shakes a lot? Why or why not?  
What will he do next?*



### **Observe and support**

*Are the children able to infer meaning from the book?  
Why would you add ice-cream to a milk shake?*



I put in the ice-cream.



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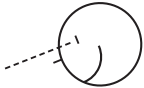
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### **Talkthrough**

*Now the boy is giving his milk shake a very good shake. What would happen if the lid came off the shaker?*

Point to the words ‘Shake! Shake! Shake!’ Ask the children why there are exclamation marks after each of these words.



### **Observe and support**

Do the children know what type of text this is?  
*Can you tell me what kind of book this is?*

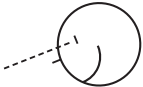
I put on the lid.  
Shake!  
Shake!  
Shake!





### **Talkthrough**

*Now the boy is nearly ready to drink his milk shake. What does he put in the glass so that he can drink his milk shake easily? Do you think he is looking forward to drinking his milk shake?*



### **Observe and support**

*Can the children explain the order in which things were done to make the milk shake?*

*Can you tell me what the boy did to make his milk shake? What did he do first? And next?*

I put the milk shake  
in the glass.



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## Talkthrough

*What does the boy think of his milk shake?*

*Would he make another one?*

*What flavour do you think he might make next time?*



I drink my milk shake.  
Mmmm!

12



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*How do you make a milk shake?*

*Does it matter which order you put the ingredients into the shaker?*

## Being a code breaker

Explore the following language feature:

- High-frequency words: a, am, I, in, my, on, put.

## Being a text user

Refer to the text when discussing these questions:

*What kind of book is this?*

*How do you know?*

*Could you use this book to make a strawberry milk shake?*

*How is this book the same as a recipe?*

*How is it different?*

## Being a text critic

*What did the authors need to know to write this book?*

## Responding to text



Ask the children to share the steps for making a milk shake. Have them work in pairs to make a set of sequence cards showing each step in the process.



Ask the children to write their own recount about making something else using the sentence structure 'I put ...'. For example, making a sandwich:  
I put on the butter.  
I put on the jam.  
I put on the bread.  
I put the sandwich in my mouth.



Make a large letter 'm' out of cardboard. Ask the children to help create a list of words that start with 'm' and write these on the board. Have the children draw pictures of these things on the cardboard 'm', which could be displayed in the classroom as a word reference.

## Writing

Discuss the steps involved in making a milk shake with the children. Ask them to write their own book about how to make something else (for example, a jam sandwich), using the book as a model.

## Assessment

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Can the children:

- explain what kind of book this is?
- explain the order in which things were done to make the milk shake?



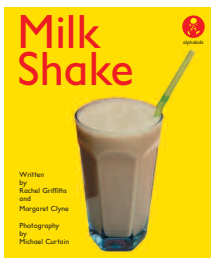
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Food

**Curriculum link:** SOSE

**Text type:** Procedure

**Reading level:** 3

**Word count:** 44

**High-frequency words:** a, am, I, in, my, on, put

**Vocabulary:** chocolate, glass, ice-cream, lid, milk, Mmmm!, shake

### Possible literacy focus

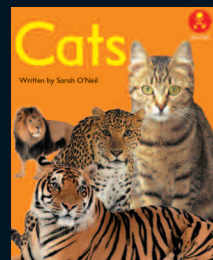
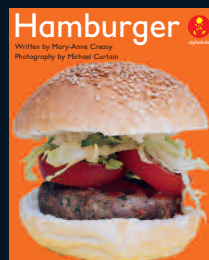
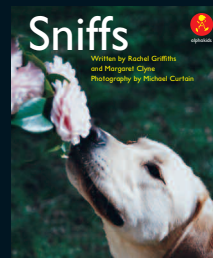
Understanding the structure of a procedural text.

Recalling a sequence of instructions.

### Summary

This book is a procedural text focusing on the steps involved in making a milk shake. The photographs clearly show each step.

## Other books at this level



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