



Daily and Supporting Learning Targets

- Opening A: I can retell events from the story “The Milkshake.”
- Work Time A (optional): Using evidence from the text, I can answer questions about the story “The Milkshake.”
- Work Time B: I can read the decodable text “The Milkshake.” (RF.K.3)
 - I can move my finger under words as I read them on a page, left to right and top to bottom.
 - I can recognize and read many high-frequency words by sight.
 - I can identify the name of each uppercase and lowercase letter.
 - I can look at each consonant and say its sound.
 - I can look at each vowel and say its short sound.

Ongoing Assessment

- Observe students during Work Time.
 - Determine whether they can independently find a given letter or word.
 - Also determine whether they can segment consonant and vowel sounds within words and identify familiar sounds in or automatically read high-frequency words.
- Record students’ progress on the Snapshot Assessment.

Agenda

1. **Opening (3–5 minutes)**
 - A. Engagement Text Read-aloud: “The Milkshake”
2. **Work Time (10 minutes)**
 - A. Comprehension Conversation (optional)
 - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Prepare:
 - Comprehension Conversation questions (if different from suggested questions)
 - Snapshot Assessment (optional; one per student)
- Predetermine partnerships for retelling during Work Time B.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- blend, high-frequency (mystery) word, phoneme (sound), segment (L)
- pokes, roly-poly, slurp, stomp (T)

Materials

- ☑ Enlarged Decodable Reader: “The Milkshake” (one to display)
- ☑ Engagement Text: “The Milkshake” (one for teacher use)
- ☑ Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- ☑ Highlighters (optional; one per student or pair)
- ☑ Decodable Reader: “The Milkshake” (one per student)
- ☑ Snapshot Assessment (optional; one per student)

Opening

A. Engagement Text Read-aloud: “The Milkshake”

- Suggested transition song, sung to the tune of “I’m a Little Teapot”:

“Gather around together, and listen up well. We’re going to read a story that you can retell. When we read the story, you will grow. At the end, you’ll say back what you know.”
- Display **Enlarged Decodable Reader: “The Milkshake.”**
- Begin a read-aloud of the **Engagement Text: “The Milkshake.”**
 1. Teacher says: “Listen carefully as I read today’s story, ‘The Milkshake.’ After I am finished reading, you will retell the story to a partner and answer some questions about it.”
 2. Teacher reads the story aloud once or twice without interruption, pointing to the accompanying illustration from the Enlarged Decodable Reader for each section.
 3. Students turn to a partner and retell the story in their own words.

Meeting Students’ Needs

- Consider providing a copy of the Decodable Reader to students who need help retelling the story. The illustrations in the reader show the sequence of the story; the student can simply retell the details based on what they see in the illustrations.
- Consider assigning students turn-and-talk or elbow partners they will consistently speak to and build a rapport with.
- Consider providing students with a sentence frame(s) to help them retell the story.
Example:
 - “In this story, first ____, then ____, and in the ending, ____ happened in the story.”

Work Time

A. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:

- Recall:

*“What does Josh see at the beginning of the story when he looks around the park?”
(a beautiful day, lots of people playing and eating snacks)*

*“What does Josh wish he could do?” (jump up and grab as much food as he can,
jump into the milkshake and swim in it and drink it)*

*“What does Chip see when he looks up at the park bench next to the trash can?” (a
boy with a milkshake)*

- Vocabulary and Language:

*“The author writes: ‘But Josh knows that people do not like rats very much. They
might try to stomp on him if they see him.’ What does ‘stomp’ mean?” (step on hard)*

*“Who are ‘they’? Who might try to stomp on him?” (the people who see him, the
people who don’t like rats)*

*“The author says that Josh wishes he could slurp up the milkshake. Can you think of
another word for ‘slurp’?” (drink)*

- Digging Deeper: Extension Questions:

*“At the end of the story, the author wrote: ‘Chip looks at Josh and gives him a little
wink as he jumps up on the bench.’ The author could have just said, ‘Chip looks at
Josh as he jumps up on the bench,’ but he or she added that part about giving a little
wink. Why might the author have added that part about the wink?” (Responses might
include: Chip knows that Josh wants the milkshake, maybe Chip is teasing Josh.)*

*“At the end of the story, Josh was mad. Why?” (Chip drank the milkshake; Josh
didn’t get any of the milkshake; Josh was hungry.)*

Meeting Students' Needs

- Consider asking students to turn to an elbow partner before answering comprehension questions out loud.
- Consider providing students with sentence frames to help them answer comprehension questions. Example:
 - “I think [insert name of character] is ____ because ____.”

B. Decodable Reader: Partner Search and Read

- Suggested transition song, sung to the tune of “I’m a Little Teapot”:

*“Now we’ll read a story with letters that we know. Get your finger ready to follow
the flow. When we see a word, we’ll stop and look and get our mouths ready to read
the book.”*

- Begin the Decodable Reader: Partner Search and Read instructional practice:

- Teacher displays Enlarged Decodable Reader: “The Milkshake.”

2. Teacher says: “This book is based on the story we just read and talked about, ‘The Milkshake.’ I will read the words first, just like we did with the poems, and then you will read the words with me. Look and listen for high-frequency words and letter sounds that you know.”
3. Teacher reads the Enlarged Decodable Reader aloud at least once, pointing to each word as it is read aloud.
4. Teacher reads the text once more. Teacher thinks aloud as he or she notices the high-frequency words “see,” “the,” “has,” “up,” and “a.” Teacher highlights the word with a **highlighter**.
5. Teacher says: “Wow! This book has many of the high-frequency words we know well. We’ve been practicing them so much we know them in a snap!”
6. Teacher rereads page 1.
7. Teacher asks:

“Can you find the letter ‘k’ at the beginning of a word?”

“What sound does that letter make?” (/k/)
8. Teacher highlights the letter.
9. Teacher asks:

“Can you find the letter ‘d’ at the end of a word?”

“What sound does that letter make?” (/d/)
10. Teacher highlights the letter.
11. Teacher asks:

“What vowel is in the middle of this word?” (“i”)

“What sound does that vowel make?” (/i/)
12. Teacher slides fingers under each letter in the word “kid” and blends the sounds to say: “kid.”
13. Teacher says: “Kid’ has the vowel letter ‘i,’ making the sound /i/. There are other words that have that vowel letter and vowel sound in this book. When you get your books, work with your partner to try to find those words!”
14. Teacher says: “Now I will give a book to each of you. You and your partner will look for the high-frequency words ‘the,’ ‘see,’ ‘has,’ ‘is,’ ‘a,’ ‘up,’ and words with a vowel letter ‘i’ making the sound /i/ in the book. When you find a high-frequency word, remember to circle the word you know with your finger and say it out loud. When you see words with a vowel letter ‘i,’ highlight (optional) that vowel and say the sound it makes.”
15. Teacher distributes the **Decodable Reader: “The Milkshake”** and **highlighters** to each student or pair.
16. Students read “The Milkshake” with a partner. Partners may take turns (by page or whole text), read in unison, or both.
17. As they read, partners search for high-frequency words and letters in the Decodable Reader: “The Milkshake” together, circling high-frequency words with their fingers and highlighting the vowel letter “i.” Teacher circulates to help partners who need additional support finding words.
18. Teacher says: “Today you searched for words in a book instead of a poem. Soon, you won’t just be searching for words you know—you’ll be reading new words!”

Meeting Students' Needs

- If readers in the Pre-Alphabetic or Partial Alphabetic phase need help finding the high-frequency words, consider allowing a reader in the Full or Consolidated Alphabetic phase to help them.
- Encourage students to box the high-frequency (mystery) words with their highlighters. This will differentiate the high-frequency words from the phonemic words.
- Encourage students to highlight the letters they know within phonemic words. Example:
 - Highlight "ch" in "Chip" because they know "c" and "h" together make the /ch/ sound.
- As an extension for readers in the Full Alphabetic or Consolidated Alphabetic phases, consider providing a whiteboard. Direct students to write a word that begins with the letter being searched or a sentence with the high-frequency word being searched.
- If readers struggle with words that "don't play fair," direct them to the Interactive Word Wall. Or have them read the rest of the sentence and think about which high-frequency word would make sense in the blank.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that successful learners think about what they've learned and why it's important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:
 - “When we see the vowel letter ‘i,’ how can we remember the sound it makes?” (Think of our keyword, “iguana,” and listen for the first sound or the sound that ‘i’ makes at the beginning.)*
 - “How will that help us with reading or writing?” (Responses will vary.)*

Meeting Students' Needs

- For students who need additional support organizing their ideas, provide sentence frames. Example:
 - “When I said the word ‘____,’ I ____.”

Differentiated Small Groups: Work with Teacher

Suggested Plan: Teacher works with the Pre-Alphabetic and Partial Alphabetic groups. At this point in the year, the teacher may be ready to meet with three rather than just two groups per day. If so, the teacher should work with students in the Full and Consolidated Alphabetic phases at least once per week. The teacher may choose to guide students through the suggested independent activity or refer to the possible practice activities.

Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for more details.

All Groups

Either today or another day this week after the Decodable Student Reader has been introduced, follow the Decodable Student Reader routine with each group. Differentiate the routine as needed based on students' microphase. See Lesson 71 or Independent and Small Group Work guidance document for full routine. See supporting materials for Decodable Student Reader Planning and Recording Template.

Pre-Alphabetic:

- Practice activity: Teacher guides students in cutting apart letters to build mystery words from previous cycles.
 - Teacher or students cut apart letters from the Letter sheet.
 - Teacher guides students in building mystery words **“is”** and **“has.”**
 - Students paste letters on Mystery Words sheet.
- Additional Supporting Materials:
 - Letter sheet (one per student)
 - Mystery Words sheet (one per student)
 - Scissors and glue sticks (one per student)

Partial Alphabetic:

- Practice activity: Students cut apart letters to build mystery words from previous cycles.
 - Students cut apart letters from the Letter sheet.
 - Students build mystery words **“is,” “has,”** and **“up.”**
 - Students paste letters on Mystery Words sheet.
- Additional Supporting Materials:
 - Letter sheet (one per student)
 - Mystery Words sheet (one per student)
 - Scissors and glue sticks (one per student)

Full and Consolidated Alphabetic:

- Independent Practice activity: Students complete “missing word” sentences.
 - Students write missing mystery words in decodable sentences on Mystery Word Sentences sheet.
 - Students create new sentences with mystery words.
- Conference with students about Accountable Independent Reading.
- Additional Supporting Materials:
 - Mystery Word Sentences sheet (one per student)
 - Additional writing paper