

THE STOLEN SMELL

First Grade

Outcome:

Students will demonstrate an understanding of the story through discussion, reading, writing, drawing, role-playing, phonics, and pantomime.

Overview:

Students will read and explore a folktale from Peru while utilizing multidisciplinary connections in language arts, reading, dramatic arts, science, and cooking.

Materials:

Book, *The Stolen Smell*

Pencils

Blackboard or Whiteboard

12 small plastic containers with lids

Blindfolds

12 items that have a distinctive smell (such as lemon, perfume soaked cotton, peppermint, coffee, cedar wood, chocolate, ginger, vanilla, flowers, freshly cut grass, pine needles, vinegar, garlic, onion, orange peel, pencil shavings)

Unlined paper

Crayons or markers

Cooking Materials:

Electric mixer

Large mixing bowl

Medium mixing bowl

Tablespoons

Rubber scrapers

2 or more baking sheets

Oven mitts

Ingredients:

2 large Eggs

¼ C Butter, melted and cooled

½ C Raisins

½ C Dates, chopped

1 C Flour

¾ tsp Cinnamon

1 ½ C ring shape cereal such as Cheerios

½ C Honey

1 C Grated Carrots

½ C Dried Apricots, finely chopped

1 C Long-cooking Oats

½ tsp Baking Soda

¾ tsp Nutmeg

Optional:

Norfolk, Bobby and Sherry. *Anansi Goes to Lunch*. Atlanta: August House Story Cove. 2007.

DeSpain, Pleasant. "The Miser." *Thirty-Three Multicultural Tales to Tell*. Little Rock: August House. 1993. 79-81.

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Assessment Tools:

- “The Baker’s Signs” worksheet
- “Beginning Sounds” worksheet
- “Categories” worksheet
- “Describe the Characters” worksheet.

INSTRUCTIONAL PLAN

Introduction:

- Teacher tells students that they will be reading a story about a man who is greedy.
- Teacher asks students:
 - What “greedy” means.
 - If they know any other words that mean the same thing as greedy. (stingy)
 - To tell about a time when someone did not share something with him or her.
 - If there was a time that he/she did not share.
 - Why sharing is an important part of friendship. What kinds of things do friends share?
 - If there is anything that people should not share? (toothbrush, answers on a test)
 - To think of things that can be shared that do not have a cost for the person who shares (such as giving a compliment, telling someone a recipe, smiling at someone)

Teacher Reads the Story:

Materials:

Book, *The Stolen Smell*

Directions:

Teacher:

- Distributes the books to the students so that they can follow along as teacher reads story or so that they can each read a page of the story aloud.
- Asks students to raise their hands if a word in the story is unfamiliar.
- Makes a list of the unfamiliar words.
- Helps students define the unfamiliar words and notice how those words are used in the story.

Discussion Questions for Assessing Student’s Comprehension:

- Name the characters in the story and describe them.
- Where does the story take place?
- Why was the baker jealous of his neighbor?
- Why didn’t the neighbor shop in the bakery?
- The wind carried the wonderful aroma toward the neighbor’s house. What does aroma mean?
- Why did the neighbor like the smell?
- Why did the baker give his neighbor a bill?
- Do you think that you can *steal* a smell?
- Did the neighbor smelling the baked goods cost the baker anything?

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Discussion Questions for Assessing Student's Comprehension:

- If you were the baker and you had a nice neighbor who could not afford to buy anything in your shop, what would you do?
- How did the baker feel about going to court?
- How did the neighbor feel about going to court?
- What did the judge ask the neighbor to do with the gold coins?
- What did the judge say was the baker's payment?
- The judge said, "This case is dismissed." What does 'dismissed' mean?
- How did the town's people feel about the judge's decision?
- Why did the baker hang his head at the end of the story?
- What do you think about the judge's decision?
- What lesson did the baker learn? How can you use this lesson in your life?

Phonics:

- **Missing Vowels**

Materials:

"The Baker's Signs" worksheet

Pencils

Directions:

Write in the missing vowels to complete the signs in the bakery.

- **Beginning Sounds**

Materials:

"Beginning Sounds" worksheet

Pencils

Directions:

1. Say the name of each picture.
2. On the top half of the worksheet, write the beginning sound for each word on the line provided.
3. On the bottom half of the worksheet, the first letter of each word is provided. Write the rest of each word. Read each word.

Language Arts:

- **Categories**

An activity for differentiated learning

Materials:

"Categories" worksheet

Pencils

Directions:

- Teacher reviews the concept of 'categories' and uses the category "Objects in the Classroom" as an example. (Blackboard, chalk, paper, pencils, students, etc.)
- Teacher divides class into three groups by ability.
 - Group A: Students complete the "Categories" worksheet with the teacher.

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Language Arts cont.:

Categories cont.

Group B: Students complete the “Categories” worksheet with a partner.

Group C: Students complete the “Categories” worksheet independently and write two additional items for each category.

- Students read each category and circle all of the words that fit into the category.

• **Point of View**

Directions:

1. Each student chooses (or is assigned) to be one of the characters from the book (baker, kind neighbor, judge, or towns person)
2. Students retell the story from the chosen character’s point of view.
3. Students analyze how and why the stories differ depending on who is telling the story. Teacher asks students if they have ever told a different version of a story than someone who had the same experience.
4. Teacher elicits examples.

• **Compare and Contrast**

Materials:

Blackboard or Whiteboard

“Describe the Characters” worksheet.

Directions:

Teacher can include the words in parentheses to supplement the student’s responses as needed.

- Teacher asks students to name words that describe the neighbor. Teacher writes student’s words on the board. (kind, friendly, nice, cheerful, happy)
- Teacher asks students to name words that describe the baker. Teacher writes student’s words on the board. (stingy, jealous, greedy, foolish)
- Teacher asks students to describe the judge. Teacher writes student’s words on the board. (respected, clever, fair, wise)
- Teacher asks students to compare and contrast the characters. How are they alike? How are they different?
- Teacher asks students to write the appropriate words in the outlined shapes of the neighbor, baker, and judge on the “Describe the Characters” worksheet.

Math:

• **Counting by 10s**

Directions:

- Teacher reminds students that the baker told the kind neighbor that he should pay a smelling fee of 10 coins per week.
- Students:
 1. Count by 10s to show how many coins the neighbor would owe the baker after 2 weeks.
 2. Count by 10s to show how many coins the neighbor would owe the baker after 5 weeks.
 3. Count by 10s to show how many coins the neighbor would owe the baker after 7 weeks.
 4. Count by 10s to show how many coins the neighbor would owe the baker after 10 weeks

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Dramatic Arts:

• **Intonation**

Directions:

1. The judge bellowed, “Order in the court!” What does “bellow” mean?
2. Each student practices bellowing, “Order in the court!”
3. Each student chooses another phrase to bellow and demonstrates for the class.
4. Each student says, “Order in the court,” in the following ways: whispering, singing, screaming, quickly, slowly, and questioningly.
5. Teacher asks students why the judge **bellowed**, “Order in the court”?
6. Activity continues repeating steps 2 and 4 with the following phrases/sentences from the book:
 - “AHHHHH!”
 - “That is not fair!”
 - “You pay nothing.”
 - “Why, yes I did.”
 - “A smell has been stolen.”
 - “Wait!”

• **Acting Out Character Traits**

Directions:

This story highlights the character education traits of fairness, trustworthiness, resourcefulness, and responsibility.

1. Teacher asks students the meaning of these words and how they apply to their lives.
2. Students work in small groups to develop a skit about one of these traits.
3. Students share their skits with the rest of the class.

• **Pantomime**

Directions:

- Teacher reviews the story with students and on each page and asks students how the picture illustrates each character’s body language and facial expressions.
- Students work in small groups. Each student portrays a character (baker, kind neighbor, judge, townsperson). Students retell the story using pantomime.
- Students analyze the following:
 1. Which character was the easiest/most difficult to portray with pantomime? Why?
 2. Which character was the easiest to recognize through body language, actions, and facial expression? Why?

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Science:

• **Smell and Tell**

Materials:

12 small plastic containers with lids

Blindfolds

12 items that have a distinctive smell (such as lemon, perfume soaked cotton, peppermint, coffee, cedar wood, chocolate, ginger, vanilla, flowers, freshly cut grass, pine needles, vinegar, garlic, onion, orange peel, pencil shavings)

Unlined paper

Crayons or markers

Directions:

NOTE: In advance of this activity, teacher should become aware of any allergies students may have to items included and take precautions to avoid an allergic reaction.

- Teacher asks students to tell what they know about the sense of smell.
- Teacher shares the following information as appropriate:
 - Your nose is important for breathing, smelling, and tasting.
 - When you smell something, you smell tiny odor particles that are too small to see with just your eyes. Things that have no smell do not give off particles. (Such as steel)
 - Humans can differentiate about 10,000 different smells.
 - Some animals, like dogs have a better sense of smell than humans have.
 - Our sense of smell is connected to our memory. The smell of popcorn may remind you of being at the movies, or of stringing popcorn for a holiday decoration. Can you think of other smells that you remind you of people, places, things, or events?
 - Your sense of smell helps to tell you what is going on in your environment. It can keep you safe by letting you know that food has spoiled or that there is smoke or a fire.
- Teacher places items in the plastic containers.
- Teacher blindfolds students and asks them to smell each container and to identify the smell.
- Teacher asks students of what each smell reminds them. (i.e. the perfume reminds me of my grandmother, the pine needles remind me of my backyard)
- Teacher asks students to draw a picture of a memory evoked by one or more of the smells.

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Cooking:

• **Breakfast Cookies**

YIELD: 36 cookies

Cooking Materials:

Electric mixer
Large mixing bowl
Medium mixing bowl
Tablespoons
Rubber scrapers
2 or more baking sheets
Oven mitts

Ingredients:

2 large Eggs	½ C Honey
¼ C Butter, melted and cooled	1 C Grated Carrots
½ C Raisins	½ C Dried Apricots, finely chopped
½ C Dates, chopped	1 C Long-cooking Oats
1 C Flour	½ tsp Baking Soda
¾ tsp Cinnamon	¾ tsp Nutmeg
1 ½ C ring shape cereal such as Cheerios	

Directions:

1. Pre-heat oven to 350 degrees.
2. In a large bowl, beat together eggs, honey, and melted butter until well blended.
3. Stir in grated carrots, raisins, apricots, and dates. Set aside.
4. In a medium bowl, combine the dry ingredients.
5. Add dry ingredients to wet ingredients gradually, and stir until well blended.
6. Using Tablespoons, shape mixture into balls approximately 2 T in size.
7. Place cookies about 1 inch apart on un-greased baking sheet.
8. Bake approximately 15 minutes, until just firm.
9. Cool on racks.
10. Serve warm and enjoy the aroma.

Extension Activity:

• **Compare and Contrast**

- Teacher reads *Anansi Goes To Lunch* by Bobby and Sherry Norfolk. This story tells of Anansi the Spider, who accepted several invitations to lunch at the same time. Because of his greed, he ended up without lunch. Compare and contrast the greedy spider with the greedy baker.
- Teacher reads “The Miser” on pages 79-81 in *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain. This American tale tells of a wealthy man who was very stingy. Because of his miserly ways, he was lonely and unhappy. He promised presents to a poor family of neighbors but then tried not to give them the promised presents. In the end, the man finally experienced the joy of giving to others. Compare and contrast the wealthy man with the greedy baker.

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Name _____ Date _____

The Baker's Signs

Directions: Write in the missing vowels to complete the signs in the bakery.

D _ n _ t
sm _ ll

N _ p _ y
N _ sm _ ll

P _ y t _
sm _ ll

Sm _ ll _ ng
_ s n _ t
fr _ _

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Name _____ Date _____

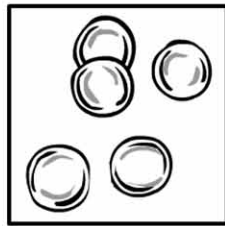
Beginning Sounds

Directions:

1. Say the name of each picture.
2. On the top half of the worksheet, write the beginning sound for each word on the line provided.
3. On the bottom half of the worksheet, the first letter of each word is provided. Write the rest of each word. Read each word.



__udge



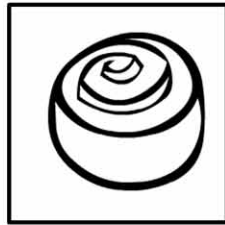
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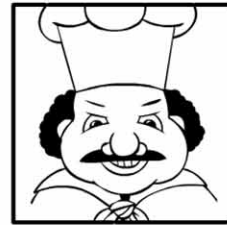
__ouse



__and



__un



__aker

h _____

b _____

c _____

j _____

h _____

b _____

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Name _____ Date _____

Categories

Directions: Read each category. Circle all of the words that fit into the category.

Found in a bake shop

oven	fish	aroma	cookies
rolls	cake	bread	baker
bat	pie	tiger	sink
bag	pan	cookbook	car
box	pig	crumb	coins

Found in a Court Room

judge	flag	seats	clown
cat	gavel	papers	tree
soda	table	hot dog	bed
robe	car	people	egg

Found on the neighbor's porch

table	stale bread	bus	window
chair	baby	corn	neighbor
fox	mug	cow	pool
king	cat	aroma	sunshine

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Name _____ Date _____

Describe the Character

Directions: Write the words that describe each character on the lines inside the shape of that character.

