

Stolen Smell

Written by Martha Hamilton and Mitch Weiss

ABOUT THE BOOK

GUIDED READING:
K

LEXILE LEVEL:
720L

CHARACTER TRAITS:

Fairness
Resourcefulness
Responsibility

REGION:

Latin America

ISBN:

978-0-874838-38-1

COMMON CORE STANDARDS

NOTE:

Find correlating
Common Core
Standards at the
head of each activity
section.

Outcome

Students will demonstrate an understanding of the story through discussion, reading, writing, researching, drawing, role-playing, public speaking, and vocabulary study.

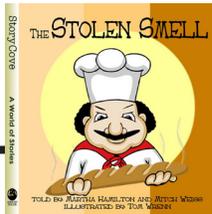
Overview

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

Materials

General

- Book, The Stolen Smell
- World map or globe
- Lined paper
- Markers
- Pencils
- Computers with Internet access
- Books about Peru
- Unlined paper
- Empty spray can
- Small containers each filled with a different aromatic item



Stolen Smell

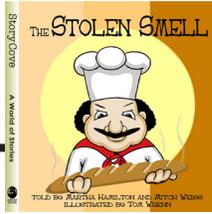
Third Grade

Cooking Activities

- 1 (9 inch) loaf pan, greased
- 1 Large mixing bowl
- 1 Medium mixing bowl
- Whisk or electric mixer
- 1 Large spoon
- Toothpick
- Oven
- Oven mitts
- Cooling rack
- Knife, serrated
- $\frac{3}{4}$ Cup Sugar
- $\frac{1}{2}$ Cup Oil
- 1 Cup Bananas, mashed
- 2 Eggs
- 1 $\frac{3}{4}$ Cup Flour, sifted
- 2 Tsp Baking Powder
- $\frac{1}{2}$ Tsp Baking Soda
- $\frac{1}{2}$ Tsp Salt

Optional: Extension Activities

- Forest, Heather. "Blinded by Greed." *Wisdom Tales From Around the World*. Little Rock: August House, 1996. 29



Stolen Smell

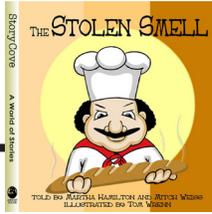
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Assessment Tools

- “Context Clues” worksheet
- “Vocabulary” worksheet
- “What’s the Question?” worksheet
- “Application of Information” worksheet
- “Seasonal Senses” worksheet

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Introduction

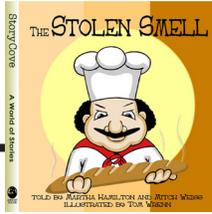
Introducing the Story

Materials:

- World map or globe
- Lined paper
- Markers
- Pencils
- Computers with Internet access
- Books about Peru

Directions:

- Asks students what they know about the country of Peru.
- Helps students locate Peru on a globe or map and discusses its location in terms of geography and physical features.
- Tells students:
 - Peru is the third largest country in South America. It is about three times the size of California.
 - Peru's climate varies quite a bit from region to region.
 - The climate in Lima, the capital city, has average yearly temperatures from a low of 58 degrees to a high of about 85 degrees.
 - The coldest months are June, July, and August.
 - Lima has little to no annual rainfall.
 - Many people in Lima live in apartments or row houses located on small pieces of property.



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- In Lima and other cities in Peru, it is customary for people to take a two-hour noon-time meal at home with extended family.
- Instructs students to research Peru using reference books (such as encyclopedias and atlases) books, and Internet sites.
- Assigns students to make travel posters encouraging people to visit Peru.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.3.2:

Recount stories, central message

CCSS.ELA-LITERACY.

RF.3.4.A/

CCSS.ELA-LITERACY.

RF.3.4.B/

CCSS.ELA-LITERACY.

RF.3.4.C:

Fluency

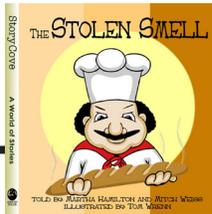
Teacher Reads the Story

Materials:

- Book, The Stolen Smell

Directions:

- Teacher tells students that they will be reading a folktale from Peru.
- Teacher distributes the books to students and they each take a turn reading one page aloud.
- Teacher asks students to raise their hands if they hear an unfamiliar word.
- Teacher reviews word meanings of unfamiliar words.
- Teacher reminds students to read with good expression.



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.3.1:

Understanding text

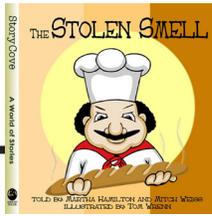
CCSS.ELA-LITERACY.

RF.3.3:

Characters, sequence of
event

For Assessing Comprehension

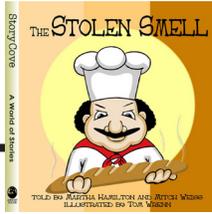
- Describe the characters in the story. (e.g. appearance, personality, values)
- What is the setting of the story? How important is the setting? Could the story have taken place some place other than Peru?
- How do the illustrations suggest that the story takes place in Lima, Peru?
- The wind carried the wonderful aroma toward the neighbor's house. What does "aroma" mean? Can a bad smell be an aroma?
- Did the neighbor shop in the bakery? Why not?
- What did the neighbor eat for breakfast every day? Why was the aroma from the bakery important?
- Could this story happen during any season in Lima, Peru? (Yes, due to favorable year-round temperatures with little chance of rain)
- What did the baker give his neighbor?
- What is a smelling fee? Can you steal a smell? How would you react if someone charged you a smelling fee? Name some other fees that would be silly. (e.g.: a thinking fee)
- What did the judge say his duty was? What does the word "duty" mean?
- The judge bellowed, "Order in the court!" What does bellowed mean?
- What decision did the judge make?
- Why did so many townspeople come to see the trial? What did they think of the judge's decision?



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- Do you think that the judge made a good decision? Is there a better solution?
- If you were the judge, how would you have handled the case?
- What lesson did the baker learn? How can you apply this to your life?
- Have you ever had to make a difficult decision? What factors did you consider? What or who helped you make the decision?
- Who is your favorite character in the story? Why?
- Choose another title for this book.



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.3.3.A:

Sequence of events

CCSS.ELA-LITERACY.

RL.3.3:

Characters, sequence of events

CCSS.ELA-LITERACY.

RL.3.5:

Story parts

CCSS.ELA-

LITERACY.W.3.2.A/

CCSS.ELA-

LITERACY.W.3.2.B

CCSS.ELA-

LITERACY.W.3.2.C/

CCSS.ELA-

LITERACY.W.3.2.D:

Informative/
explanatory

CCSS.ELA-LITERACY.

RL.3.6:

Point of view

CCSS.ELA-

LITERACY.W.3.3.A/

CCSS.ELA-

LITERACY.W.3.3.B

CCSS.ELA-

LITERACY.W.3.3.C/

CCSS.ELA-

LITERACY.W.3.3.D:

Narrative

Newspaper Article

Materials:

- Lined paper
- Unlined paper
- Markers
- Pencils

Directions:

- Teacher reviews the story with students.
- Asks the students to describe the main characters in the story.
- Asks students to name the events in the story, in sequential order.
- Tells students to write a newspaper story about the trial. Teacher reminds students that the article must contain, “who, what, when, where, why, and how” details as well as any necessary background information.
- Asks students to draw a picture to go along with the story.

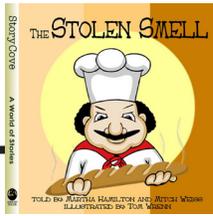
Diary Entry

Materials:

- Lined paper
- Pencils

Directions:

- Teacher tells students to write a diary entry about the day of the trial, from the point of view of the baker, the neighbor, or the judge.



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CCSS.ELA-LITERACY.

RL.3.4:

Facts and relevant details

- Students read their entries aloud.
- Teacher asks students how & why each character had a different description and interpretation of the events.

COMMON CORE

STANDARDS

CCSS.ELA-LITERACY.

RL.3.2:

Recount stories, central message

CCSS.ELA-

LITERACY.L.3.4.A:

Context clues

CCSS.ELA-

LITERACY.L.3.5.A:

Phrases in context

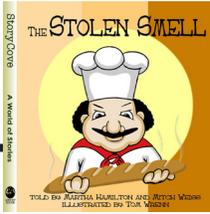
Context Clues

Materials:

- “Context Clues” worksheet
- Pencils

Directions:

- Students re-read the story so that they can use contextual clues in the story to understand the meaning of the vocabulary words. Students should each have a copy of the book for reference as they complete the worksheet.
- Students use context clues in the story to figure out the meaning of the words in the column on the left.
- Students draw a line from each word in the left column to a word in the right column that means almost the same thing.



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COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.3.4.A:
Context clues

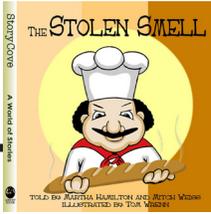
Vocabulary

Materials:

- “Vocabulary” worksheet
- Pencils

Directions:

- Students replace the underlined words in each sentence with a word from the story. Students make sure that the word they choose from the word bank keeps the original meaning of the sentence.
 - The baker was *miserly*; he didn’t know how to share.
 - The neighbor was *joyful*.
 - The baker accused the neighbor of *taking* a smell.
 - It was the judge’s *responsibility* to listen to the baker and the neighbor.
 - All of the people in the town were *confused*.
 - The *smell* that drifted out of the bakery was delicious.
 - “Order in the court!” *roared* the judge.
 - The people *were amazed* at the judge’s *quick wit*.
 - In the end, the baker saw how *silly* and *stingy* he had been.
 - The baker would not even give the birds *old* breadcrumbs.



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COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.3.2:
Punctuation

What's the Question? (Differentiated Learning)

Materials:

- “What’s the Question?” worksheet
- Pencils
- Lined paper

Directions:

- Teacher reviews questions versus statements, and questions beginning with: who, what, when, where, why, how.
- Teacher divides the class into three groups.

Group A:

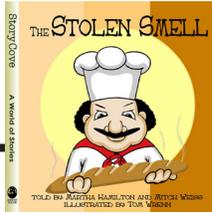
- Students complete the “What’s the Question?” worksheet with the teacher.

Group B:

- Students complete the “What’s the Question?” worksheet with a partner.
- Students write one “how” and one “when” question and answer about the story on the bottom of the worksheet.

Group C:

- Students complete the “What’s the Question?” worksheet independently.
- On a separate piece of paper, students write six questions and answers (one each “who,” “what,” “when,” “where,” “why,” and “how” piece of information) about the story.



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COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.3.1:

Understanding text

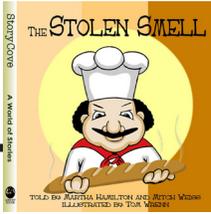
Application of Information

Materials:

- “Application of Information” worksheet
- Pencils

Directions:

- Students review the TV schedule on the “Application of Information” worksheet.
- Students read each sentence. Students write the name of the program(s) and the time(s) that they are scheduled next to the person that would probably enjoy them. Students should base their decisions on what they know about the characters and the information given on the worksheet.



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Science

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.3.8:

Recall information

CCSS.ELA-LITERACY.

SL.3.5.B:

Real life connections

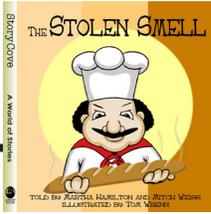
Seasonal Senses

Materials:

- “Seasonal Senses” worksheet
- Pencils

Directions:

- Teacher reviews the five senses (seeing, hearing, smelling, tasting, and feeling).
- Teacher reviews the four seasons (winter, spring, summer, and fall). Teacher stresses the differences between the seasons such as weather, environment, foods, and seasonal celebrations.
- Students complete the “Seasonal Senses” worksheet by writing what they would see, hear, smell, taste, and feel during each of the seasons.



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Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.3.2:

Recount stories, central message

CCSS.ELA-LITERACY.

SL.3.1.A/

CCSS.ELA-LITERACY.

SL.3.1.B/

CCSS.ELA-LITERACY.

SL.3.1.C/

CCSS.ELA-LITERACY.

SL.3.1.D:

Collaborative discussions

CCSS.ELA-LITERACY.

SL.3.4:

Facts and relevant details

CCSS.ELA-LITERACY.

SL.3.6:

Complete sentences

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.3.1:

Collaborative discussions

CCSS.ELA-LITERACY.

SL.3.4:

Facts and relevant details

CCSS.ELA-LITERACY.

SL.3.6:

Complete sentences

The Great Debate

Materials:

- Pencils
- Lined paper

Directions:

- Teacher divides the class into groups of three students and assigns each student to play the role of the baker, the neighbor, or the judge.
- Teacher allows students time to prepare their arguments for the question, "Can you steal a smell?"
- Each group of three students has a debate in front of the rest of the class.
- Teacher and students analyze all of the arguments after each group has presented its side of the debate.

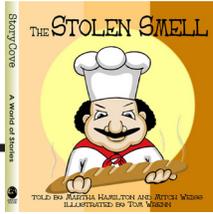
TV Commercial

Materials:

- Empty spray can

Directions:

- Teacher divides the class into two groups.
 - Teacher tells students that each group will work together to make a TV commercial
 - A commercial to advertise a new product: an aromatic spray that smells like fresh baked bread.
- Teacher tells students to consider:
- Why someone would want this product



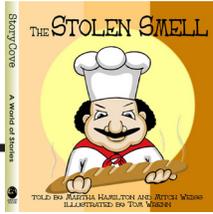
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- Uses for this product
- Where you can buy this product
- Other useful information
- A commercial for a new bakery in town.

Teacher tells students to consider:

- Where is the bakery located?
- What special services does it offer?
- What special products does it offer?
- Why would someone want to visit this bakery?
- Other useful information
- Students practice their commercials and present them to the class.



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Art

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.3.7:

Research

CCSS.ELA-LITERACY.

SL.3.5:

Additional detail

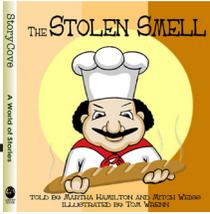
Drawing By Smell

Materials:

- Small containers each filled with a different aromatic item (peppermint, vanilla, lemon, coffee, catsup, cocoa, or fresh cut grass, etc.) and holes poked in the top.
- Markers
- Paper

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 explains that scents can evoke memories.
- Teacher tells students to smell the contents of each container and note the persons, places, or things about which they are reminded.
- Students choose one scent and draw a related picture.



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Cooking

Aromatic Banana Bread

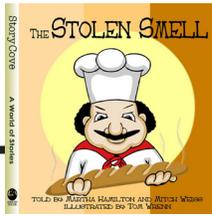
Yield 12 Slices

Materials:

- 1 (9 inch) loaf pan, greased 1 large mixing bowl
- 1 Medium mixing bowl
- Whisk or electric mixer
- 1 Large spoon
- Toothpick
- Oven
- Oven mitts
- Cooling rack
- Knife, serrated
- $\frac{3}{4}$ Cup Sugar
- $\frac{1}{2}$ Cup Oil
- 1 Cup bananas, mashed
- 2 Eggs
- 1 $\frac{3}{4}$ Cup Flour, sifted
- 2 Tsp Baking Powder
- $\frac{1}{2}$ Tsp Baking Soda
- $\frac{1}{2}$ Tsp Salt

Directions:

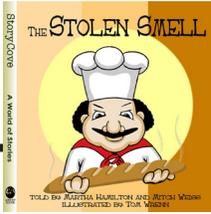
- Ask students what “aromatic” means.
- Preheat oven to 325 degrees.
- In a large mixing bowl, combine salt, flour, baking powder, and baking soda. Set aside.
- In a medium mixing bowl, combine sugar, oil, and eggs. Beat until frothy. Add bananas and blend thoroughly.



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- Fold the banana mixture into the flour mixture until blended. Do not over-mix.
- Pour into a greased 9-inch loaf pan.
- Bake at 325 degrees for 1 hour. Crust should be brown. Use toothpick to test doneness. (Toothpick will come out clean if done.)
- Cool banana bread on a rack for about 10 minutes.
- Remove from pan. Slice after 10 minutes.



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Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.W.3.7:
Research
CCSS.ELA-LITERACY.
SL.3.4:
Report on a topic

Taste and Smell

Directions:

- Teacher explains that the sense of taste is greatly affected by the sense of smell.
 - Having a cold affects a person's sense of smell and causes food to taste different.
 - Smelling something unpleasant while eating causes the taste to be affected.
 - Smelling something pleasant can enhance the flavors.
 - Smelling something unpleasant can decrease the enjoyment.
 - Smelling chocolate while eating vanilla ice cream can cause the ice cream to taste like chocolate.
- Teacher tells students to devise an experiment to see how much the sense of smell influences the sense of taste.
- Teacher asks students what materials they will need and how they will conduct the experiment.
- Teacher and students choose one or more experiments to conduct.

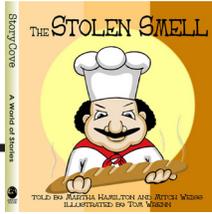
Compare and Contrast

Directions:

- Teacher reads "Blinded by Greed" on page 29 in *Wisdom Tales from Around the World* by Heather Forest. This Taoist parable tells about a greedy thief. .

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.
RL.3.9:
Compare and contrast



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- Teacher and students explore the concept of greed.
- Students compare and contrast the thief and the baker in Stolen Smell

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.3.7:

Research

CCSS.ELA-LITERACY.

SL.3.4:

Report on a topic

CCSS.ELA-LITERACY.

SL.3.6:

Complete sentences

Research

Materials:

- Computer with Internet
- Books
- Paper, Pencils

Directions:

- Teacher tells students humans can smell up to 10,000 different smells through their noses.
- Teacher asks students how animals smell. (Some animals smell with their noses. Others smell with their tongue, antennas, or feet.)
- Students research how different animals smell and report their findings to the class.

Name _____ Date _____

Context Clues

Directions: Use context clues in the story to figure out the meaning of the words in the column on the left. Draw a line from each word in the left column to a word in the right column that means almost the same thing.

steal**responsibility****aroma****confused****confess****silly****puzzled****well thought of****clever****smell****cheerful****joyful****duty****wondered****foolish****reveal****marveled****smart****respected****take**

Name _____ Date _____

Vocabulary

Directions: Replace the underlined words in each sentence with a word from the story. Make sure that the word chosen from the word bank keeps the original meaning of the sentence.

1. The baker was miserly; he didn't know how to share.
2. The neighbor was joyful.
3. The baker accused the neighbor of taking a smell.
4. It was the judge's responsibility to listen to the baker and the neighbor.
5. All of the people in the town were confused.
6. The smell that drifted out of the bakery was delicious.
7. "Order in the court!" roared the judge.
8. The people were amazed at the judge's quick wit.
9. In the end, the baker saw how silly and stingy he had been.
10. The baker would not even give the birds old breadcrumbs.

Word Bank: stealing duty stale bellowed greedy cheerful marveled puzzled aroma cleverness foolish stingy
--

Name _____ Date _____

What's the Question?

Directions: Write a question for which each of the following might be a sensible answer.

1. The baker was stingy. _____

2. The kind neighbor could only afford to smell what was in the bakery. _____

3. Stale bread _____

4. A bill _____

5. The judge _____

6. The courtroom _____

7. Gold coins _____

8. "This case is dismissed." _____



Name _____ Date _____

Application of Information

Directions: Review the TV schedule and read each sentence below. Write the name of the program(s) and the time(s) they are scheduled next to the person that would probably enjoy them. Base your decisions on what you know about the characters and the information given.

TV Schedule:

	Time:	Show:
Morning	9:00am	All About Food
	10:00am	The Zoo Show
	11:00am	Cartoons
	12:00pm	Local News
Afternoon	1:00pm	Cooking is Fun
	2:00pm	Weather
	3:00pm	Spanish Travel
	4:00pm	The Stolen Smell
	5:00pm	Order and Law
Night	6:00pm	World News
	7:00pm	Soccer
	8:00pm	Dog Training
	9:00pm	Baseball
	10:00pm	Talent Show
	11:00pm	Weekly Movie (presented in Spanish)
	12:00am	The Friendship Show

- The baker likes cooking shows. _____

- The kind neighbor enjoys sports. _____

- The judge is planning a trip to Spain. _____

- The kind neighbor is planning an outdoor party. _____

- The judge likes shows about animals. _____

- The baker just got a puppy. _____

- The kind neighbor likes to keep up with local and world events. _____



Name _____ Date _____

Seasonal Senses

Directions: Fill in the chart by writing what you would see, hear, smell, taste, and feel during each season.

	Winter	Spring	Summer	Fall
See				
Hear				
Smell				
Taste				
Feel				