

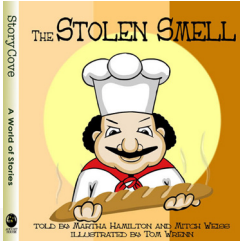


**AUGUST
HOUSE™**
Celebrate Stories

Lesson Plans and Teacher Guides

Lesson Type: Differentiated Learning

Kindergarten



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, writing, role-playing, drawing, phonics, gross motor activity, and counting.

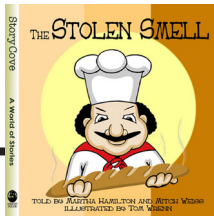
Overview

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

Materials

General

- Book, The Stolen Smell
- Large sheet of paper or end roll of newsprint
- Crayons or markers
- Blackboard or Whiteboard
- Scissors
- Pencils
- Lined paper
- Glue stick
- Sandpaper
- Yarn
- Hole punch



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- Cinnamon sticks
- Unlined paper

Cooking Activities

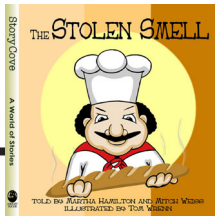
- Knife
- Oven
- Basting brush
- Zip-top bag
- Pot holders
- 2 Cans (11 oz) Refrigerated Soft Breadsticks
- 4 TBL Honey
- ½ Cup Margarine or Butter, melt
- 1 Cup Granulated Sugar
- 3 Tsp Ground Cinnamon

Optional: Extension Activities

- Brennan, Jan. *Treasured Times with Five- to Ten-Year-Olds*. Little Rock: August House, 1990. 55.

Assessment Tools

- “Sense of Smell” Phonics worksheet
- “Copying Sentences” worksheet
- “Good Smell, Bad Smell” worksheet
- “Bakery Counting” worksheet

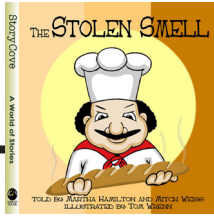


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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, and events in a
story

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative
conversations

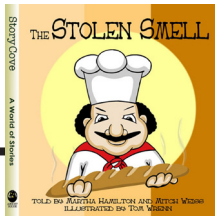
Introducing the Story

Materials:

- Large sheet of paper or end roll of newsprint
- Crayons or markers

Directions:

- Teacher asks students:
 - If they have ever visited a bakery.
 - To name all of the things that one can find in a bakery.
 - To name the 5 senses (seeing, tasting, smelling, touching, and hearing) and how they can explore a bakery with their senses.
 - To tell what one can smell in a bakery.
 - What one can taste in a bakery.
 - What one can touch in a bakery and to describe how the things that they touch would feel.
 - What things one cannot or should not touch in a bakery.
 - To tell what sounds one could hear in a bakery.
- Teacher and students work together to plan the design of a bakery.
- Teacher and students draw a floor plan of the bakery they design.



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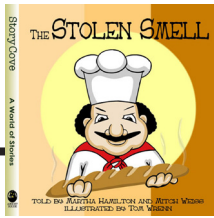
Teacher Reads the Story

Materials:

- Book, The Stolen Smell

Directions:

- Teacher distributes the books to students so they can follow along as the story is read.
- Asks students to raise their hand if they hear an unfamiliar word.
- Talks about the meanings of unfamiliar words.



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Key details in a text

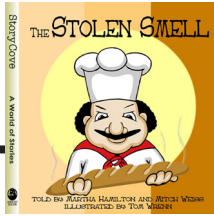
CCSS.ELA-LITERACY.

RL.K.3:

Identify characters, settings, and events in a story

For Assessing Comprehension

- Name the characters in the story and describe them.
- Why was the baker jealous of his neighbor?
- What did the neighbor smell while he was eating breakfast?
- What did the baker say the neighbor stole?
- How did the neighbor feel when the baker gave him a bill?
- Can you steal a smell?
- How would you feel if someone charged you a smelling fee?
- How did the neighbor feel about going to court?
- How did the baker feel about going to court?
- What did the judge ask the neighbor to do with the coins?
- What did the judge say was fair payment for the baker?
- The judge said, "This case is dismissed." What does dismissed mean?
- How did the baker feel at the end of the story?
- How did the neighbor feel at the end of the story?
- Do you think the judge made a good decision? Why or why not?
- What lesson did the baker learn?
- Why is the bakery an important part of the story?



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters, settings, and events in a story

CCSS.ELA-LITERACY.

RL.K.9:

Compare and contrast characters

Character Interviews

Directions:

- Teacher asks students:
 - If you could interview the baker, what would you ask him?
 - If you could interview the neighbor, what would you ask him?
 - If you could interview the judge, what would you ask him?
- Students discuss the possible interview questions and choose the best questions to ask each character.
- Students role play being the characters and answering the questions.

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.L.K.5.A:

Categories

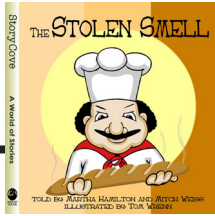
Favorite Smells

Materials:

- Blackboard or Whiteboard

Directions:

- Teacher writes two headings on the board: “Things you can eat” and “Things you can’t eat.”
- Teacher asks students to name their favorite smells and to tell under which heading the teacher should write each item.



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COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.K.5.A:

Categories

CCSS.ELA-LITERACY.
SL.K.4:

Additional details

CCSS.ELA-LITERACY.
SL.K.6:

Speak audibly, clear
ideas

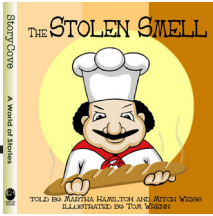
Good Smell, Bad Smell

Materials:

- “Good Smell, Bad Smell” worksheet
- Scissors
- Pencils
- Glue sticks

Directions:

- Teacher discusses the concept of good and bad smells. Teacher asks if both a good smell and a bad smell are considered odors.
- Teacher asks if both a good and a bad smell are considered aromas.
- Teacher asks if anyone knows other words that mean the same as “a smell.” (aroma, fragrance, scent, perfume, odor, stink)
- Students cut out the pictures at the bottom of the worksheet.
- Students paste each picture in a square under “good smell” or “bad smell.”
- Teacher reviews and discusses the answers with students. Included in the discussion should be the fact that students may differ in their perception of what is a good smell and what is a bad odor.



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Phonics

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.K.5C:
Real life connections
CCSS.ELA-LITERACY.
SL.K.1/
CCSS.ELA-LITERACY.
SL.K.6:

Collaborative
conversations, speak
audibly, clear ideas

A Sense of Smell Phonics (Differ. Learning)

Materials:

- “Sense of Smell” Phonics worksheet
- “Copying Sentences” worksheet
- Pencils
- Lined paper

Directions:

- Teacher divides the class into three groups.

Group A:

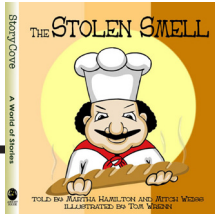
- Complete the “Sense of Smell” Phonics worksheet.
- Cut out the nose, the letter strip, and slits in the nose (to the left of /ell/).
- Feed the letter strip into the slits in the nose.
- Students practice with a partner the /ell/ family words created by pulling the strip through the opening.

Group B:

- Complete the “Sense of Smell” Phonics worksheet.
- Copy all of the words on lined paper.

Group C:

- Complete the “Sense of Smell” Phonics worksheet.
- Copy all of the words on lined paper.
- Complete the “Copying Sentences” worksheet.
 - I can smell it.
 - Do not yell.
 - Do you sell dogs?
 - I see a shell.
 - He has a bell.



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Math

COMMON CORE STANDARDS

CCSS.MATH.
CONTENT.K.CC.A.2:
Counting items

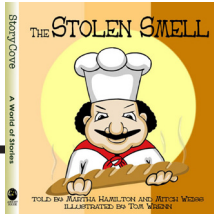
Bakery Counting

Materials:

- “Bakery Counting” worksheet
- Pencil or crayon

Directions:

- Count the number of items in each row.
- Write that number on the dotted line.



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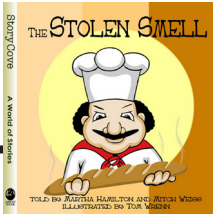
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Dramatic Arts

Facial Expressions

Directions:

- Informs students that a smell can be pleasant or unpleasant, but that not all people agree on what smells pleasant or unpleasant.
- Asks students to give examples of pleasant and unpleasant smells.
- Tells students that their sense of smell can protect them. When they smell smoke, they know that something is burning. When they smell spoiled milk, they know not to drink it, but it can be used in some baking recipes. When they smell rotten eggs, they know not to eat them. Teacher asks students to give other examples of how their sense of smell can protect them.
- Asks students to show how their faces would look if they smelled:
 - Perfume
 - Flowers in bloom
 - Asphalt from road paving
 - Pizza
 - Rotten eggs
 - Feet
 - Bread baking
 - Their favorite dessert
 - Smoke
 - Lemon slices.
- Asks students to name other things they can smell and show how their faces would look if they smelled them.



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Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

Take a Smell Walk

Materials:

- Unlined paper
- Markers or crayons

Directions:

- Teacher and students take a walk around the school and find things that smell good and things that do not smell good.
- Teacher asks, "Do some things smell good to some students and not good to others?"
- Teacher and students continue the walk outside the school.
- Teacher and students compare outdoor smells to indoor smells.
- Students return to the classroom and draw the things that they smelled on the smell walk.

COMMON CORE STANDARDS

CCSS.ELA-

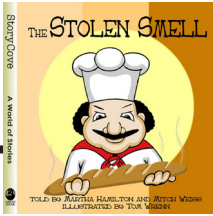
LITERACY.W.K.8:

Recall information

Make a Smell Necklace

Materials:

- Sandpaper
- Yarn
- Hole punch
- Cinnamon sticks
- Unlined paper
- Crayons or markers

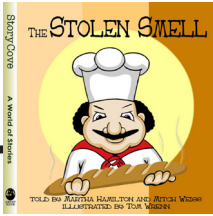


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Directions:

- Teacher cuts sandpaper into 3-inch squares
- Students punch a hole near the top edge of the square.
- Students rub a cinnamon stick on the sandpaper
- Students thread yarn or string through the hole and tie the necklace around their necks.
- Students sniff the cinnamon smell.
- Teacher explains that smells can evoke memories.
- Teacher asks students of what the cinnamon smell reminds them.
- Teacher asks students to draw a picture of a memory the cinnamon smell brings to mind.
- Teacher asks students to think about what other smells bring particular things to mind.



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Cooking

Quick Bake Cinnamon Sticks

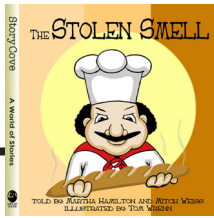
Yields 20 to 24 Sticks

Materials:

- Knife
- Oven
- Basting brush
- Zip-top bag
- Pot holders
- 2 Cans (11 oz.) Refrigerated Soft Breadsticks
- 4 TBL Honey
- ½ Cup Margarine or Butter, melted
- 1 Cup Granulated Sugar
- 3 Tsp Ground Cinnamon

Directions:

- Unroll dough and separate into strips.
- Bake dough, according to package directions.
- Combine honey and butter. Brush on breadsticks while still warm.
- Combine sugar and cinnamon in a zip-top bag.
- Add breadsticks to bag, two at a time and shake to coat with cinnamon/sugar mixture.
- Serve immediately.



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Extension Activity

Cooking

Materials:

- *Treasured Times with Five- to Ten-Year-Olds* by Jan Brennan

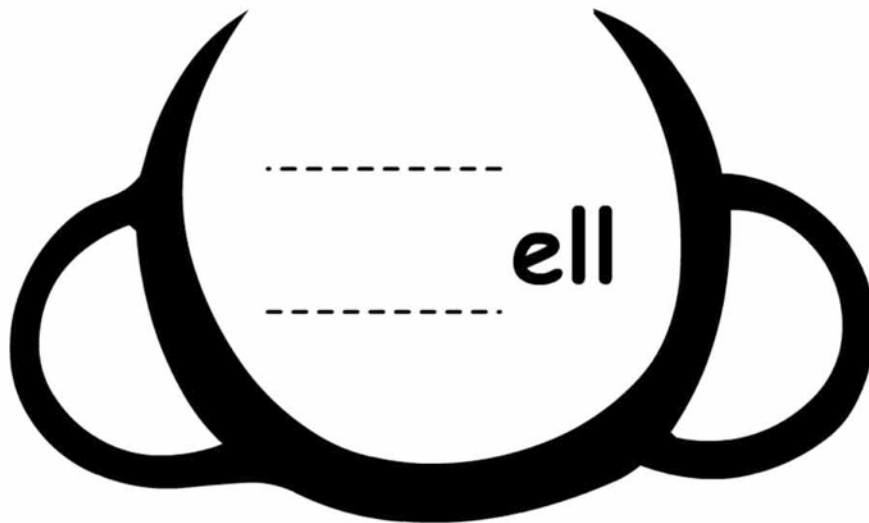
Directions:

- Follow the directions on page 55 of *Treasured Times with Five- to Ten-Year-Olds* by Jan Brennan to bake Spring Flower Bread.

Name _____ Date _____

"Sense of Smell" Phonics

Directions: Cut out the nose, the letter strip, and slits in the nose. Feed the letter strip into the slits in the nose. Practice reading with a partner the /ell/ family words created by pulling the strip through the opening.





Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

1. I can smell it.

2. Do not yell.

3. Do you sell dogs?

4. I see a shell.

5. He has a bell.

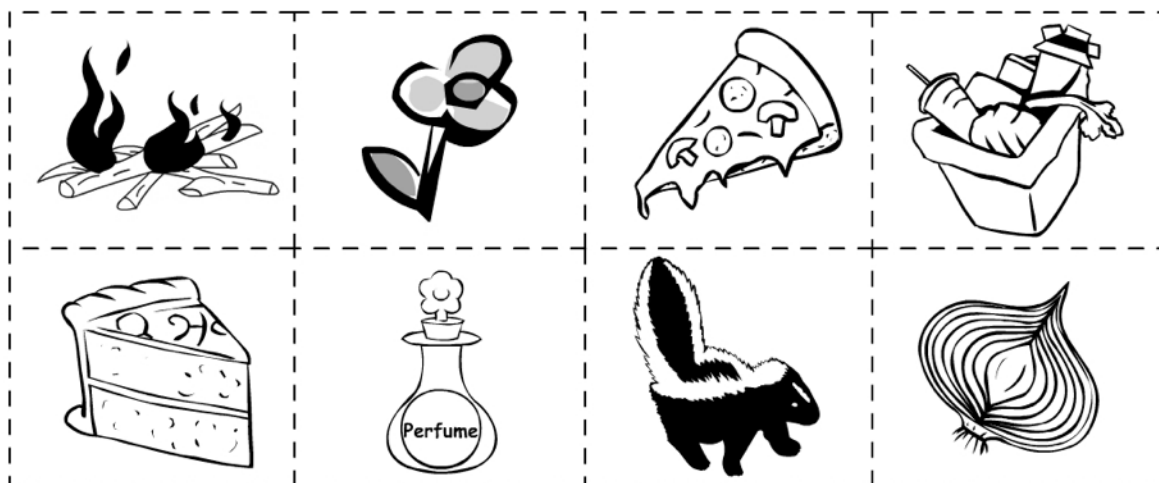
Name _____ Date _____

Good Smell, Bad Smell

Directions: Cut out the pictures on the bottom of the page. Glue the pictures under "Good Smell" or "Bad Smell."

Good Smell

Bad Smell



Name _____ Date _____

Bakery Counting

Directions: 1. Count the number of items in each row.
2. Write that number on the dotted line.









