

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, vocabulary study, analysis, public speaking, illustration, and writing.

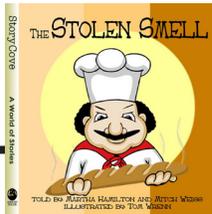
Overview

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

Materials

General

- Book, The Stolen Smell
- 4 Chunks of fresh pineapple per student
- Small chunk of lemon on a toothpick, per student
- Paper plates
- Napkins
- World map or globe
- Blackboard or Whiteboard
- Pencils
- Pretend or real microphone
- Unlined paper
- Markers or crayons



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- Computer with Internet access
- Books about the sense of smell

Cooking Activities

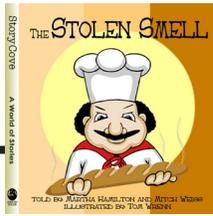
- 1 (8-9 inch) round cake pans
- Medium size mixing bowl
- Spoon
- Oven
- Oven mitts
- Paper plates
- Napkins
- 4 (8-10 oz) cans Refrigerator Biscuits
- 1 Cup of Butter, melted
- 1 Cup Brown Sugar, firmly packed
- 2 Tsp Ground Cinnamon

Optional: Extension Activities

- Hamilton, Martha and Mitch Weiss. "The Bell That Knew the Truth." *Through the Grapevine*. Little Rock: August House, 2001. 19-21

Assessment Tools

- "Vocabulary" worksheet
- "Synonyms" worksheet
- "True or False" worksheet
- "Compare and Contrast" worksheets A, B, and C
- "Bakery Planning" worksheet

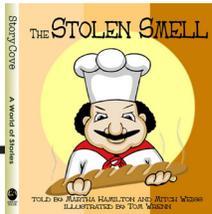


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Introduction

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.L.2.5.A:

Real life connections

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative

conversations

CCSS.ELA-LITERACY.

SL.2.4:

Rhythm and meaning

CCSS.ELA-LITERACY.

SL.2.6:

Complete sentences

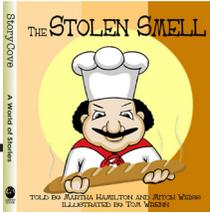
Introducing the Story

Materials:

- 4 Chunks of fresh pineapple per student
- 1 Small chunk of lemon on a toothpick per student
- Paper plates
- Napkins

Directions:

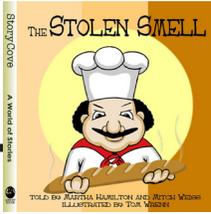
- Teacher tells students that they will be reading a story that involves the sense of smell.
- Asks students to tell what they know about the sense of smell.
- Adds the following information as appropriate:
 - Your nose is important for breathing, tasting, and smelling.
 - When you smell something, you smell tiny odor particles that are too small to see with just your eyes. Objects that have no smell do not give off particles. (such as steel)
 - Humans can smell about 10,000 different smells.
 - Your nose sends a message to your brain. Your brain understands the message and lets you know what smell has reached your nose.



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- Your sense of smell is connected to your memory. The smell of popcorn may remind you of being at the movies, or maybe of stringing popcorn for a holiday decoration. Can you think of other smells that 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.
- Dogs and other animals have a much better sense of smell than humans have. If you watch a dog when it first checks out a new place, it uses its sense of smell. When a dog goes out in the morning, it will sniff the ground. The information the dog receives by smelling is like a human reading the morning newspaper. The dog can tell many things including what animals have been in the area during the night or what animals are nearby.
- Often you (or an animal) can smell danger (e.g.: fire/ smoke) before you see it.
- Your sense of smell is important in tasting food.
- Asks students to tell about a time that they had a cold or stuffy nose & they could not smell or taste their food.
- Tells students that they will do an experiment to see how their sense of smell affects their sense of taste.
 - Teacher asks students to eat a slice of pineapple while teacher holds a piece of lemon under the student's nose.



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- Teacher then moves the piece of lemon further away and asks students to eat another piece of pineapple and tell if the taste is different.
- Teacher repeats the tasting, moving the lemon further away from student's nose.
- Students then taste the pineapple while pinching their noses.
- Discusses the experiment with the students.

Teacher Reads the Story

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

CCSS.ELA-LITERACY.

RF.2.4.A/

CCSS.ELA-LITERACY.

RF.2.4.B/

CCSS.ELA-LITERACY.

RF.2.4.C:

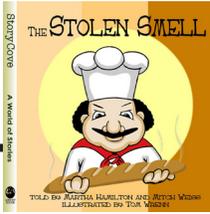
Fluency

Materials:

- Book, The Stolen Smell
- World map or globe

Directions:

- Teacher tells students that they will be reading a story from Peru that involves smelling.
- Helps students find Peru on map or globe.
- Distributes the books to the students and they take turns, each reading aloud one page of the story.
- Asks students to raise their hands if they hear an unfamiliar word.
- Checks comprehension of words he/she thinks may be unfamiliar.



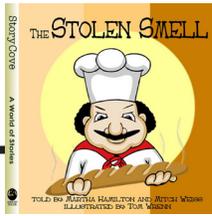
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Discussion Questions

For Assessing Comprehension

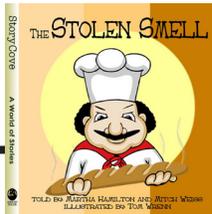
- Describe the characters in the story.
- Where does the story take place?
- What is the conflict or problem in the story?
- The wind carried the wonderful aroma toward the neighbor's house. What does aroma mean?
- How did the aroma help the neighbor enjoy his breakfast more?
- Why did the baker give his neighbor a bill?
- What is a smelling fee? How would you react if someone wanted you to pay a smelling fee?
- How did the other people in the town feel about the baker's claim of a stolen smell?
- What did the judge say his duty was? What does duty mean?
- The judge bellowed, "Order in the court!" What does 'bellowed' mean? How would you say "Order in the court" if you were the judge?
- The judge said, "This case is dismissed." What does 'dismissed' mean?
- At the end of the story, the baker hung his head. What does that mean? Why did he feel that way?
- Did the judge make a good decision? What would you have done if you were the judge?
- What lesson did the baker learn? How can you apply that to your life?



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- Have you ever had to make a difficult decision? What factors did you consider? Who or what helped you make the decision?
- Why is the sense of smell important to this story?



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

CCSS.ELA-LITERACY.

RF.2.4.A/

CCSS.ELA-LITERACY.

RF.2.4.B/

CCSS.ELA-LITERACY.

RF.2.4.C:

Fluency

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversations

CCSS.ELA-

LITERACY.L.2.4.A:

Context clues

CCSS.ELA-

LITERACY.L.2.4.E:

Glossaries, dictionaries

CCSS.ELA-

LITERACY.L.2.1.F:

Complete sentences

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.L.2.5.B:

Shades of meaning

Vocabulary

Materials:

- “Vocabulary” worksheet
- Pencils

Directions:

- Reread the story with a partner.
- Copy any unfamiliar words or words for which you do not know a good definition on the worksheet.
- For each word, write what you think the word means.
- Ask someone what the word means and record the answer on the worksheet.
- Look up the word in the dictionary and copy the definition on the worksheet.
- Write a sentence with each word.
 - Class reviews words and their meanings.
 - Teacher creates a wall chart with target words.

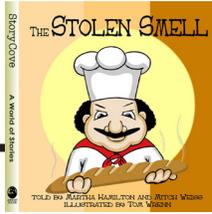
Synonyms

Materials:

- “Synonyms” worksheet
- Pencils

Directions:

- Teacher tells students that a synonym is a word that has almost the same meaning as another word. (Examples: ‘present’ and ‘gift,’ ‘laugh’ and ‘giggle’)



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- Teacher asks if anyone knows other words that mean the same as “a smell.” (aroma, fragrance, scent, perfume, odor, stink)
- Students find the word in the word bank that means almost the same thing as a word in a box.
- Students write that word on the line provided.

True or False

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

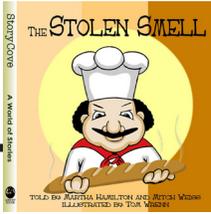
Key details

Materials:

- “True or False” worksheet
- Pencils

Directions:

- Students write true next to the sentence if it is true.
- Write false next to the sentence if it is false.
- Discuss the answers and tell why a sentence is true or false.
- All bakers are greedy.
- Everyone likes cake.
- All neighbors are kind.
- A judge needs to listen carefully.
- This story takes place in Peru.
- Many bakers wear a hat.
- A judge works in a courtroom.
- Most bakeries have bread, cakes, and rolls.
- Everyone is a good baker.
- You can steal a smell.
- You can't smell an aroma.
- If you are puzzled, you are confused.



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COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.2.5.A:
Real life connections

Compare and Contrast (Differentiated Learning)

Materials:

- “Compare and Contrast” worksheets A, B, and C
- Pencils

Directions:

- Teacher divides the class into 3 groups.

Group A:

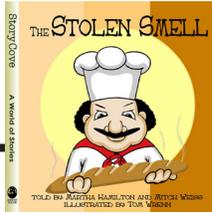
- Students use “Compare and Contrast” worksheet A. Students
- Write one way in which each pair of words is alike and one way in which each is different.

Group B:

- Students use “Compare and Contrast” worksheet B.
- Students write two ways in which each pair of words is alike and two ways in which each is different.

Group C:

- Students use “Compare and Contrast” worksheet C.
- Students write two ways in which each pair of words is alike and two way in which each is different.
- Students write three more pairs of words and two ways in which each new pair is alike and two ways in which each is different.
 - Rolls / bread
 - Bread / cake
 - Cake / cupcake
 - Muffin / cupcake
 - Donut / roll
 - Bagel / donut
 - Bagel / roll



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Science

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.L.2.5.B:

Shades of meaning

CCSS.ELA-

LITERACY.L.2.5.A:

Real life connections

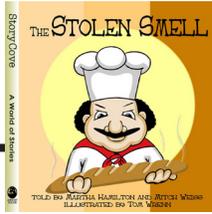
Your Senses

Materials:

- Blackboard or Whiteboard

Directions:

- Teacher reviews the five senses (seeing, tasting, smelling, hearing and feeling).
- Teacher writes each sense on the board, as a heading.
- Teacher asks students to analyze the following foods by telling what their senses would tell them about the food.
 - Pizza
 - Ice Cream
 - Soup
 - Bread
- Teacher asks students to name food or other objects to analyze in the same manner.
- Teacher and students re-read the story and look for “taste” words (delicious, eating), “smell” words (delicious, sweet, aroma, smell), and “hearing” words (bellowed, jingle, sound, laughter).



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Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.W.2.8:

Recall information

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative

conversations

CCSS.ELA-LITERACY.

SL.2.4:

Facts and relevant details

CCSS.ELA-LITERACY.

SL.2.6:

Complete sentences

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

CCSS.ELA-LITERACY.

SL.2.5:

Additional details

Presentation of Ideas

Materials:

- “Bakery Planning” worksheet
- Pencils

Directions:

- Teacher tells students to pretend that you are going to open a new bakery. You want your bakery to be the best one in your state.
- Students brainstorm with a partner how you can do this. Use the “Bakery Planning” worksheet to help.
- Students give a persuasive presentation to the class with your partner telling why your bakery will be the best.

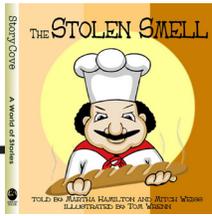
News Reporter

Materials:

- Pretend or real microphone
- Blackboard or Whiteboard

Directions:

- Writes “who,” “what,” “when,” “where,” “why,” and “how” on the board.
- Tells students to pretend to be news reporters, reporting on the trial of the baker and the neighbor.
- Reminds students that reporters need to tell about the “who, what, when, where, why, and how” details of the story.



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Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.2.3:

Clarify comprehension

CCSS.ELA-LITERACY.

RL.2.7:

Illustrations

Predicting and Illustrating

Materials:

- Unlined paper
- Markers or crayons

Directions:

- Teacher asks students what happened after the baker and neighbor left the courtroom.
- Students draw a picture to show what happened next.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

SL.2.6:

Complete sentences

CCSS.ELA-LITERACY.

SL.2.5:

Additional detail

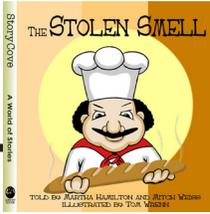
Create a Sign

Materials:

- Unlined paper
- Markers or crayons

Directions:

- Teacher asks students what types of signs the greedy baker might have inside his shop. (e.g.: Pay to Smell)
- Students design signs that they would expect to see in the greedy baker's bakery.
- Students share their signs with the class.



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Cooking

Quick Coffee Cake

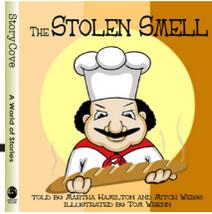
Yield 16 servings

Materials:

- 2 (8-9 inch) round cake pans
- Medium size mixing bowl
- Spoon
- Oven
- Oven mitts
- Paper plates
- Napkins
- 4 (8-10 oz) cans Refrigerator Biscuits
- 1 Cup of Butter, melted
- 1 Cup Brown Sugar, firmly packed
- 2 Tsp Ground Cinnamon

Directions:

- In bowl, combine butter, brown sugar, and cinnamon.
- Dip each biscuit into mixture.
- Place biscuits (overlapping them in a spiral fashion) into a lightly greased 8- or 9-inch round pan.
- Place the remaining biscuits in the center of the pan.
- Pour the remaining butter mixture over the biscuits.
- Bake at 350 degrees for about 10 minutes.
- Enjoy the aroma of the coffee cake as it bakes.
- Serve warm.



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Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.2.4.A:

Fluency

CCSS.ELA-

LITERACY.W.2.7:

Research

Research

Materials:

- Computer with Internet
- Books about the sense of smell
- Paper
- Pencils

Directions:

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

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories central
message

Compare and Contrast

Directions:

- Teacher reads “The Bell That Knew the Truth” on page 19 in *Through the Grapevine* by Martha Hamilton and Mitch Weiss.
- This story from China tells of a wise judge who had a clever solution to a difficult problem. This story is about one of the judge’s most famous trials. This book contains tips for how to tell this story.
- Teacher asks students to compare and contrast the plot and characters with *The Stolen Smell*.



Name _____ Date _____

Vocabulary

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

Word: _____

I think it means: _____

Someone told me it means: _____

Dictionary definition: _____

Sentence: _____

Word: _____

I think it means: _____

Someone told me it means: _____

Dictionary definition: _____

Sentence: _____

Name _____ Date _____

Synonyms

Directions: Find the word in the word bank that means almost the same thing as a word in a box. Write the word on the line provided.

kind

grin

clever

aroma

puzzled

foolish

cheerful

marveled

confess

stingy

greedy

duty

steal

fret

Word Bank

smell	smile	nice	happy
confused	miserly	selfish	silly
amazed	smart	responsibility	reveal
take		worry	

Name _____ Date _____

True or False

Directions: Write "true" next to the sentence if it is true. Write "false" next to the sentence if it is false. Discuss the answers and tell why a sentence is true or false.

- _____ 1. All bakers are greedy.
- _____ 2. Everyone likes cake.
- _____ 3. All neighbors are kind.
- _____ 4. A judge needs to listen carefully.
- _____ 5. This story takes place in Peru.
- _____ 6. Many bakers wear a hat.
- _____ 7. A judge works in a courtroom.
- _____ 8. Most bakeries have bread, cakes, and rolls.
- _____ 9. Everyone is a good baker.
- _____ 10. You can steal a smell.
- _____ 11. You can't smell an aroma.
- _____ 12. If you are puzzled, you are confused.

Name _____ Date _____

Compare and Contrast **Worksheet A**

Directions: Write one way in which each pair of words is alike and one way in which each is different.

	Alike	Different
1. Rolls / bread	_____	_____
2. Bread / cake	_____	_____
3. Cake / cupcake	_____	_____
4. Muffin / cupcake	_____	_____
5. Donut / roll	_____	_____
6. Bagel / donut	_____	_____
7. Bagel / roll	_____	_____

Name _____ Date _____

Compare and Contrast **Worksheet B**

Directions: Write two ways in which each pair of words is alike and two ways in which each is different.

	Alike	Different
1. Rolls / bread	_____ _____	_____ _____
2. Bread / cake	_____ _____	_____ _____
3. Cake / cupcake	_____ _____	_____ _____
4. Muffin / cupcake	_____ _____	_____ _____
5. Donut / roll	_____ _____	_____ _____
6. Bagel / donut	_____ _____	_____ _____
7. Bagel / roll	_____ _____	_____ _____

Name _____ Date _____

Compare and Contrast Worksheet C

Directions: Write two ways in which each pair given is alike and two ways in which each is different. Then write three more pairs of words and two ways in which each new pair is alike and two ways in which each is different.

Alike

Different

1. Rolls / bread

_____	_____
_____	_____

2. Bread / cake

_____	_____
_____	_____

3. Cake / cupcake

_____	_____
_____	_____

4. Muffin / cupcake

_____	_____
_____	_____

5. Donut / roll

_____	_____
_____	_____

6. Bagel / donut

_____	_____
_____	_____

7. Bagel / roll

_____	_____
_____	_____

8. /

_____	_____
_____	_____

9. /

_____	_____
_____	_____

10. /

_____	_____
_____	_____



Name _____ Date _____

Bakery Planning

Directions: Pretend that you are going to open a new bakery. You want your bakery to be the best one in your state. With a partner, fill in the blanks to help you plan how to make your bakery the best.

Products:

What products will you sell? _____

What will make your products different or special?

Decoration:

What will your bakery look like? _____

Draw a floor plan on the back of the paper and write a description. _____

Service:

What kinds of special services will you offer? _____

Location:

Where will the bakery be located? Why? _____

Other Ideas:

