

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, drawing, role-playing, phonics, and pantomime.

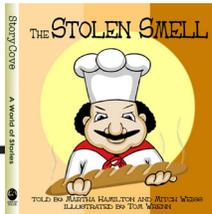
Overview

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

Materials

General

- 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



Stolen Smell

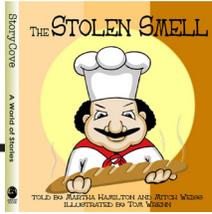
First Grade

Cooking Activities

- Electric mixer
- Large mixing bowl
- Medium mixing bowl
- Tablespoons
- Rubber scrapers
- 2 or more baking sheets
- Oven mitts
- 2 Large Eggs
- ½ Cup Honey
- ¼ Cup Butter, melted and cooled
- 1 Cup Grated Carrots
- ½ Cup Raisins
- ½ Cup Dried Apricots, finely chopped
- ½ Cup Dates, chopped
- 1 Cup Long-cooking Oats
- 1 Cup Flour
- ½ Tsp Baking Soda
- ¾ Tsp Cinnamon
- ¾ Tsp Nutmeg
- 1 ½ Cup ring shape cereal such as Cheerios

Optional: Extension Activities

- 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.



Stolen Smell

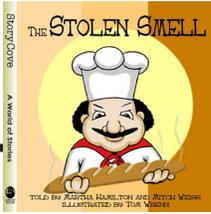
First Grade

Assessment Tools

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

Table of Contents

Introduction	• 4
Discussion Questions	• 6
Language Arts	• 7
Phonics	• 10
Math	• 11
Science	• 12
Dramatic Arts	• 14
Cooking	• 16
Extension Activity	• 18



Stolen Smell

First Grade

Introduction

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.5.D:
Shades of meaning in
verbs

Introducing the Story

Directions:

- 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)

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.
RL.1.10:
Text complexity
CCSS.ELA-LITERACY.
RF.1.4.A:
Fluency
CCSS.ELA-LITERACY.
RF.1.4.B:
Oral fluency

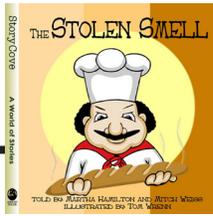
Teacher Reads the Story

Materials:

- Book, The Stolen Smell

Directions:

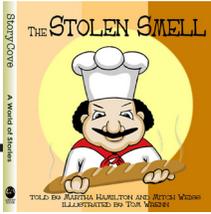
- Distributes the books to the students so that they can follow along as teacher reads story or so that they can each read a page of the story aloud.
- Asks students to raise their hands if a word in the story is unfamiliar.



Stolen Smell

First Grade

- Makes a list of the unfamiliar words.
- Helps students define the unfamiliar words and notice how those words are used in the story.



Stolen Smell

First Grade

Discussion Questions

For Assessing Comprehension

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

CCSS.ELA-LITERACY.

RL.1.3:

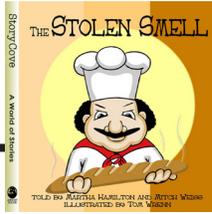
Characters, settings,
events

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

- 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?
- 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?



Stolen Smell

First Grade

Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.1.1:

Collaborative
conversations

CCSS.ELA-
LITERACY.L.1.5.A:

Categories

CCSS.ELA-
LITERACY.L.1.5.C:

Real life connections

Categories (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:

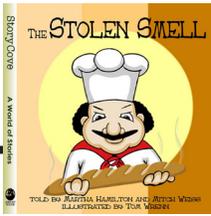
- Students complete the “Categories” worksheet with the teacher.

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.



Stolen Smell

First Grade

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

CCSS.ELA-LITERACY.

RL.1.6:

Narrator, point of view

Point of View

Directions:

- Each student chooses (or is assigned) to be one of the characters from the book (baker, kind neighbor, judge, or towns person)
- Students retell the story from the chosen character's point of view.
- 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.
- Teacher elicits examples.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.9:

Compare and contrast

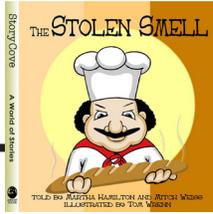
Compare and Contrast

Materials:

- Blackboard or Whiteboard
- "Describe the Characters" worksheet.

Directions:

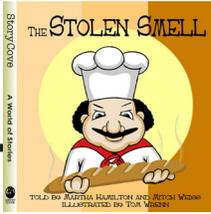
- Note: Teacher can include the words in parentheses to supplement the student's responses as needed.
- Teacher asks students to name words that describe the neighbor. Teacher writes student's words on the board. (kind, friendly, nice, cheerful, happy)
- Teacher asks students to name words that describe 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)



Stolen Smell

First Grade

- 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.



Stolen Smell

First Grade

Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.3.B:

Decode one syllable
words

Missing Vowels

Materials:

- “The Baker’s Signs” worksheet
- Pencils

Directions:

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

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.3:

Phonics and word
recognition

CCSS.ELA-LITERACY.

RF.1.2 .C:

Initial, medial, and final
sounds

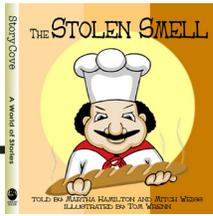
Beginning Sounds

Materials:

- “Beginning Sounds” worksheet
- Pencils

Directions:

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



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First Grade

Math

COMMON CORE STANDARDS

CCSS.MATH.

CONTENT.1.NBT.B.2.A:

Counting

CCSS.MATH.

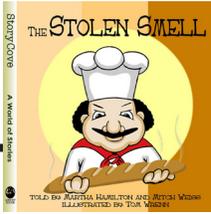
CONTENT.1.NBT.B.2.C:

Numbers

Counting by 10

Directions:

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



Stolen Smell

First Grade

Science

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.1.3:

Additional information

CCSS.ELA-LITERACY.

SL.1.6:

Complete sentences

CCSS.ELA-

LITERACY.L.1.5.C:

Real life connections

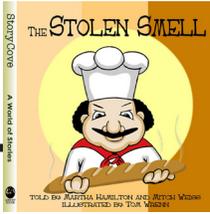
Smell and Taste

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:

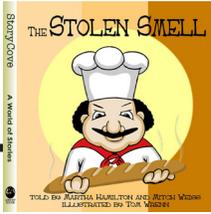
- Note: In advance of this activity, teacher should become aware of any allergies students may have to items included and take precautions to avoid an allergic reaction.
- Teacher asks students to tell what they know about the sense of smell.
- Teacher shares the following information as appropriate:
 - 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.



Stolen Smell

First Grade

- 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.



Stolen Smell

First Grade

Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.4:

Appeal to the senses

Intonation

Directions:

- The judge bellowed, “Order in the court!” What does “bellow” mean?
- Each student practices bellowing, “Order in the court!”
- Each student chooses another phrase to bellow and demonstrates for the class.
- Each student says, “Order in the court,” in the following ways: whispering, singing, screaming, quickly, slowly, and questioningly.
- Teacher asks students why the judge bellowed, “Order in the court”?
- 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!”

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

CCSS.ELA-LITERACY.

SL.1.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

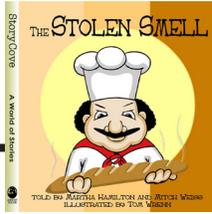
SL.1.6:

Complete sentences

Acting Out Character Traits

Directions:

- This story highlights the character education traits of fairness, trustworthiness, resourcefulness, and responsibility.
- Teacher asks students the meaning of these words and how they apply to their lives.
- Students work in small groups to develop a skit about one of these traits.
- Students share their skits with the rest of the class.



Stolen Smell

First Grade

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

CCSS.ELA-LITERACY.

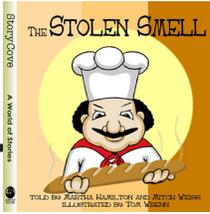
RL.1.7:

Illustrations and details

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, towns person). Students retell the story using pantomime.
- Students analyze the following:
 - Which character was the easiest/most difficult to portray with pantomime? Why?
 - Which character was the easiest to recognize through body language, actions, and facial expression? Why?



Stolen Smell

First Grade

Cooking

Breakfast Cookies

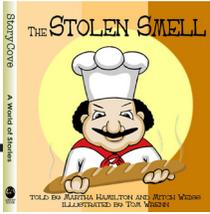
Yields 36 Cookies

Materials:

- Electric mixer
- Large mixing bowl
- Medium mixing bowl
- Tablespoons
- Rubber scrapers
- 2 or more baking sheets
- Oven mitts
- 2 Large Eggs
- ½ Cup Honey
- ¼ Cup Butter, melted and cooled
- 1 Cup Grated Carrots
- ½ Cup Raisins
- ½ Cup Dried Apricots, finely chopped
- ½ Cup Dates, chopped
- 1 Cup Long-cooking Oats
- 1 Cup Flour
- ½ Tsp Baking Soda
- ¾ Tsp Cinnamon
- ¾ Tsp Nutmeg
- 1 ½ Cup ring shape cereal such as Cheerios

Directions:

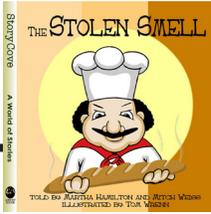
- Pre-heat oven to 350 degrees.



Stolen Smell

First Grade

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



Stolen Smell

First Grade

Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.9:

Compare and contrast

Compare and Contrast

Directions:

- 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.

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

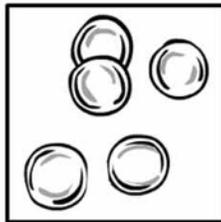
Sm_ll_ng
_s n_t
fr__

Name _____ Date _____

Beginning Sounds

Directions:

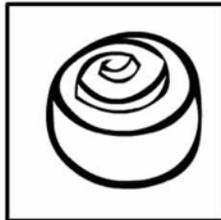
1. Say the name of each picture.
2. On the top half of the worksheet, write the beginning sound for each word on the line provided.
3. On the bottom half of the worksheet, the first letter of each word is provided. Write the rest of each word. Read each word.



__ u d g e

__ o i n s

__ o u s e



__ a n d

__ u n

__ a k e r

h _____

b _____

c _____

j _____

h _____

b _____

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

Name _____ Date _____

Describe the Character

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

