



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

There are smells all around us. Some of them are wonderful, some of them are terrible, and nearly all of them are difficult to describe. So, go ahead, take a whiff.

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Ask the student to describe their most disliked and their favorite smell. How do they feel when they smell something horrible? How do they feel when they smell something nice? Discuss the five senses (smell, taste, touch, sight, and hearing) and talk about their importance in our lives. Encourage the student to share any memories that they associate with a particular smell.

Talk about the title of the book and what it means.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. How many different smells can people recognize?
2. How does our nose help us to smell?
3. In what ways is our sense of smell useful?
4. What do you think is the worst smell in the world?
5. What do you think is the best smell in the world?

Answers to the Comprehension questions

1. Between four thousand and ten thousand.
2. It funnels the smells to our smell sensors.
3. Accept either of the following: it sometimes warns us when food is dangerous to eat; it makes us hungry so that we make saliva, which helps us to chew our food easily.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Writing legible, simple sentences that respond to topics from language arts and other content areas

Introduce the concept and practice

Rewriting informational text in their own words allows the reader to practice using challenging vocabulary from the science content area.

When the student is familiar with the text, ask them to reread it carefully and to write down any words that they don't understand. Then discuss these words, using a dictionary if necessary, until the student has grasped their meaning.

Provide the student with Post-it notes and ask them to write one or two sentences on each to summarize the information on every page of the book. Then give them four sheets of paper with one of the following headings on each: Recognizing Smells, How We Smell Things, Smell – a Useful Sense, and Horrible Smells. Together, read the student's Post-it notes and decide which heading the information belongs under and stick the note beneath it. Display the information as a chart to share with the rest of the class.





Name: Date:

Introduction: There are smells all around us. Some of them are wonderful, some of them are terrible, and nearly all of them are difficult to describe. So, go ahead, take a whiff.

Errors
M S

Describing Smells What's the worst smell in the world?

Why not write _____ own list? Most people's _____ would include things like _____ feet, stinky bathrooms, and _____ food. What's your favorite _____? Is it the smell _____ some kind of food? _____ it the smell of _____ sheets on your bed? _____ is it something else?

Recognizing Smells

_____ can recognize _____ 4,000 and 10,000 different _____, but we have no _____ to describe them in _____. Try to describe the _____ on your list to _____ friend. Can you do _____ without naming the thing _____? Now think back to _____ last time you had _____ blocked nose. Did you _____ it hard to taste _____ food? When you eat, _____ sense of smell and _____ sense of taste work _____ to give you information about what you're eating.

Accuracy Chart (Exact word replacement only)

Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors

M = Meaning (makes sense) _____ **S** = Syntax (sounds right) _____

Heard Seen Unseen

Comments:





What's the worst smell in the world? What's your favorite smell? People can recognize up to 10,000 different smells, but we have no words to describe them in detail. You need your sense of smell to be able to taste your food properly. Your nose is like a funnel that carries smells to your smell sensors.

Your smell sensors are inside the top of your nose, and they do the smelling. They send messages to your brain by two different routes. One of these routes leads to the memory part of the brain that recognizes a smell and reminds you what it is.

The other route leads to the part of the brain that's involved with emotions. Bad smells warn you that food is dangerous to eat. Smell not only tells us what we can eat, it also helps us when we're eating. When you smell something tasty, you get hungry and your mouth makes saliva.

As you chew, the food is coated in saliva, which helps to break the food down as well as making it easier to swallow. There are some smells that are so terrible that no one can stand them! The police could use stink bombs to force people from hideouts. Memories of smells don't go away easily.

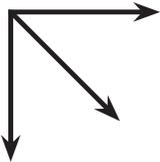
Once we've smelled something a few times, or maybe even only once, we'll remember it the next time we smell it. Just a sniff of something can bring back memories of the past – good and bad. So, go ahead, take a whiff!





Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

s	t	h	i	n	g	s	t	a	s	t	e	i
f	m	d	e	s	c	r	i	b	e	t	o	n
r	s	e	f	c	o	o	k	i	n	g	p	s
i	e	h	l	o	f	m	i	l	k	e	e	i
e	n	u	n	l	o	i	w	a	r	m	o	d
n	s	n	t	h	e	d	s	s	n	b	p	e
d	e	g	a	b	o	u	t	h	e	e	l	m
w	h	r	a	r	o	u	n	d	x	i	e	o
o	e	y	m	a	n	y	w	s	t	n	y	u
u	l	c	o	u	l	d	g	e	t	g	o	t
l	p	m	e	m	o	r	y	o	e	a	u	h
d	s	v	a	c	a	t	i	o	n	k	n	o
s	o	m	e	t	h	i	n	g	a	t	e	d

Words to find:

- | | | | | |
|--------|----------|-----------|----------|---------|
| about | around | ate | being | cooking |
| could | describe | fish | food | friend |
| go | helps | hungry | inside | many |
| memory | milk | mouth | next | people |
| sense | smell | something | stand | taste |
| the | things | to | vacation | warm |
| week | would | you | | |

Use the letters that are left to make the word that tells what the funnel-like body part that carries smells to your smell sensors is called.





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
What's the worst smell in the world?

1

2

3

19

20

21 The US military is working on a safe "stink bomb." Spin again. Go back that number.

22

4 Think of your favorite smell. Go forward four spaces.

18 Some smells are so terrible that no one can stand them. Go back to 15.

END
We have a huge memory for smells. A sniff of something can bring back memories of the past – good and bad.

23

5

17

30

24 Horrible smells could be used for all kinds of things. Spin again. If you spin a 2 or 3, go on to 28.

6

16 When you smell something tasty, you get hungry. Name two numbers. If you spin one of them, go on to 20.

29

25

7 People can recognize between 4,000 and 10,000 different smells. Spin again. Go forward that number.

15

28

27

26

8

14

13

12 Bad smells warn that food could be dangerous to eat. Miss a turn.

11 Your nose is like a funnel that carries smells to your smell sensors. Go on to 14.

10 You have a blocked nose and can't taste your food. Go back two spaces.

9





Name: Date:

Think about five smells that you don't like. Name each smell, then write a sentence describing it.

Smell:

.....

Description:

.....

.....

Write on the back of this page if you need more space.



Think about the story and your own experiences. Use describing words (adjectives) to explain each smell.

