

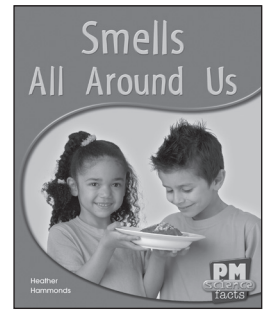
Smells All Around Us

PM Level 11/12

Blue

Text Type Explanation/Procedure

Running Words 197



Preparing for Guided Reading

Prior Knowledge

- Discuss how the sense of smell helps the sense of taste.
- Talk about the importance of the sense of smell when making choices about safe foods to eat.

Orientation to the Text

- This book explains the sense of smell, and why we find some things pleasant to smell and some things unpleasant.

Key Language Structures

- Procedural language in the form of instructions.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, did, friend, hold, lots, put, smell, that, things

Content Words

noses, taste, perfume, flowers, plants, bananas, oranges, milk, blindfold, bowls

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Talk about some of the smells that make students happy or hungry. Which smells particularly make students want to hold their noses?
- Talk about how we use our noses for smelling as well as breathing. Discuss how the sense of smell combines with the sense of taste to give us the full experience of flavour.
- Ask, *Why do you think many perfumes are made from flowers?*

- Ask students if they have smelled a mint plant, or eaten foods that have mint flavour.
- Talk with students about other foods that smell nice. Ask, *Do you get hungry when you smell food?*
- Discuss how bad smells can help us know if food could make us sick. Look at the colour of the milk in both photos on p. 11. Ask students why the milk in the bottom photo is much better to drink.
- Talk about the procedure that the children follow on pp. 12–15. Ask students if they think each of these foods has a strong smell that the boy will be able to identify.
- Find words in the book beginning with the blends *br-*, *dr-*, *fr-*. Use **PM Alphabet Blends** books *br*, *dr*, *fr* to reinforce the sounds.

Comprehension

- Why do some smells make us feel happy? (*Inferential*)
- Which food do you think has the strongest smell: chocolate or cheese? Why? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using pictorial and word cues to write sentences from the book; drawing an item that smells good and an item that doesn't smell good; writing words in boxes according to their initial blends; using provided words to complete sentences from the book.
- Supply items to allow the students to re-enact the food smell test on pp. 12–15. Make a chart that records each item, and record which items are most correctly identified. Ask students what this tells us about the food items.
- Ask students to draw a picture of something they think smells very good. Then have them draw a picture of something that has a smell they really dislike. Have students compare their drawings to find any common smells that are particularly liked or disliked.

Smells All Around Us

Date _____

PM Level 11/12
Blue

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.
- _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up