

# I Like the Smell

## GOALS

### Comprehension

**Making connections:** Ask students if there is any special smell that they like.

### Vocabulary

**High-frequency Words:** on, in, I, the, of, and, like, or, when, it, do, not, old

**Content Words:** smell, flowers, cookies, onions, barbecue, fresh-baked, bread, coffee, beans, leather, fresh-washed, jeans, pine trees, racing cars, candle, smoke, fresh-cut, grass, forests, summer, rains, wet, socks, rubbish, bins, drains, too, don't

### Phonemic Awareness

Identify and make rhyming words.

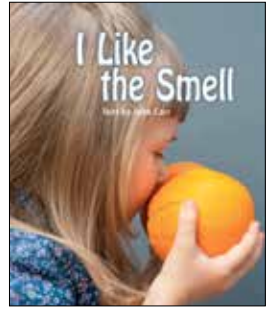
### Phonics

**Letters and Sounds:** i–e

**Words to Blend and Segment:** like, bike, hike, bite, ride

### Fluency

Choral reading with students pointing to the words as they are read.



See if you like any of these smells in nature and all around you, too.

## Before Reading

- Ask students if there is any special smell they like. They look at the cover and describe what they see. Ask: What is the girl doing? Predict what the title might be. Read the title together.
- Have students use the cover photograph and title to predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is different here compared to the cover page. Ask: Is there something with a smell in the picture? Would it be a smell you would like or not?
- Talk/walk through the pictures. Discuss what is happening on each page.

## Reading the Text

- Read the cover and title page together. On page 2 discuss what is in the picture, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different smells are before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Did students like it? Ask: Would you like to smell wet socks or rubbish bins or drains? Is there anything you don't like the smell of?
- Discuss the word *fresh* and its meaning. Find it in the text. (page 6, *fresh-baked bread*; page 9, *fresh-washed jeans*; page 13, *fresh-cut grass*) Ask: How does the meaning change when *fresh* is combined with another word? Does being *fresh* make a smell different – nicer or stronger? What else in the text could be *fresh*? (*flowers, coffee beans*) If something is old, does it sometimes not smell very nice?

## **Phonemic Awareness**

- Ask students to listen for rhyming words as you read the text to them four pages at a time, e.g. *too/barbecue, beans/jeans, drains/rains*.
- Students think of more words that rhyme, e.g. when, then, ten, pen; old, told, bold, fold.

## **Phonics**

- Discuss how the letters i\_e in a word make the letter *i* sound like its name – the long *i* sound where the *e* is silent.
- Write the words *like, bike, hike, bite, ride* on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /i/ /k/.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *or, when, old, of, not, do*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, have students draw a picture of one of the pages. Then write the matching sentence from the text, e.g. *I like the smell of flowers*.

## **Fluency**

- Model choral reading with students pointing to the words as they are read. They practise reading to a partner as a follow-up.

## **Writing**

- Have students write a new text about smells they like, e.g. *I like the smell of\_\_\_\_\_*. They write the text and illustrate it.
- Make a two-column chart showing smells students like and dislike in the columns. They draw pictures beside the words to illustrate their smells.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.