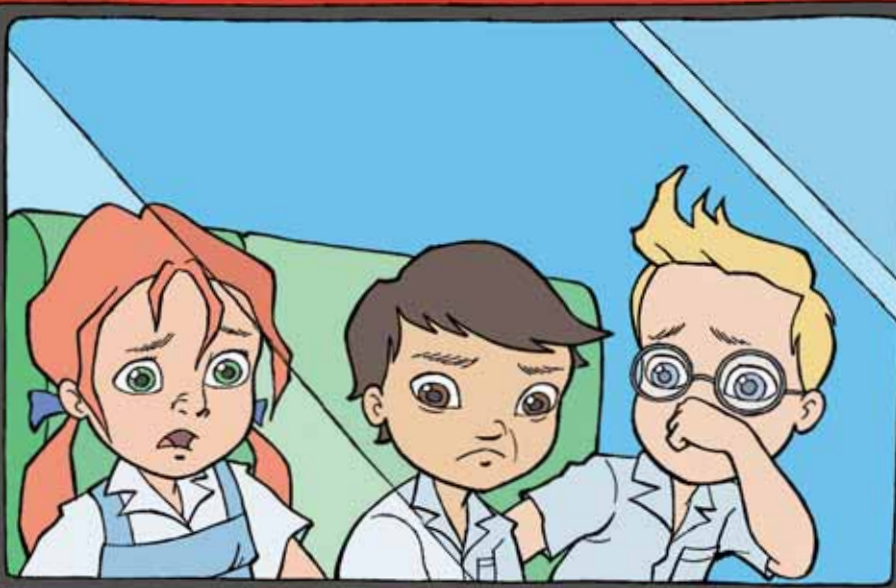




Level 11

Book h

What's That Smell?



Written by Genevieve Baresi
Illustrated by Claire de Zoete

Level	11
Word Count	230
Text Type	Narrative
High Frequency	then
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

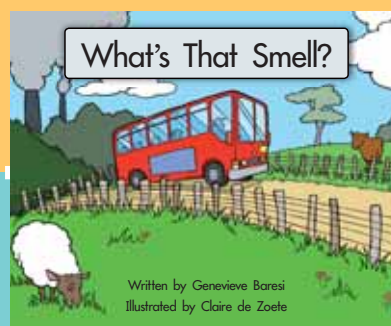
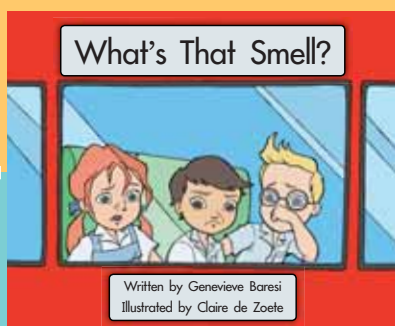
Cover & Title Page



Ask the children to describe the front cover and title page. What might this book be about? What bus trips have the children been on?



Talk about the roles of the illustrator and author. Have any of the children ever drawn their own stories?



AFTER READING



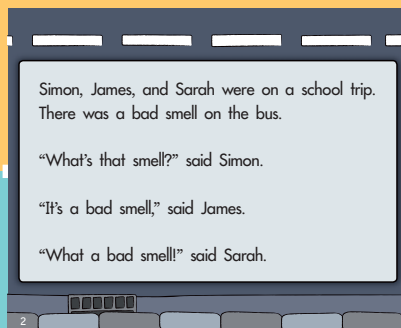
Ask the children what smells they have experienced at school, at home, in the city, or in the countryside.



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

What is happening in this picture? Have the children smelled a good smell or a bad smell? What might the smell be?

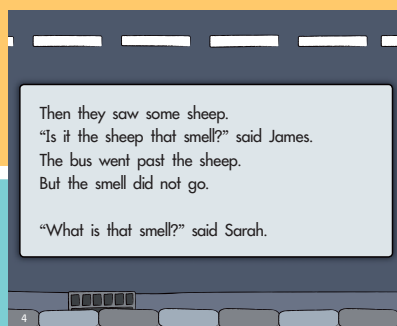
Discuss the use of speech marks in the text. Explain that speech marks are used when someone is talking. Locate the speech marks on the page.



What are the children's names? What did Simon say? What did James say?

Ask the children to find the word *What*. Have them place it in sentences of their own to clarify meaning and use. What is the word with the *sm* blend?

Ask the children to describe what is happening in this picture. Talk about the environment the bus is travelling through and what the children might see, find, and smell there. What might the children be thinking about the sheep? Do sheep smell?



Ask the children what the bus passed. What does James ask? What did Sarah say?

Identify the word *sheep*. Identify the double *e* sound. List words with the same sound on the board. What part is the same? Identify the *sh* sound. What other words start with the *sh* sound?



Ask the children what the characters in the book can see now. Talk about whether the children have seen cows before. Do cows smell?



Tell the children that punctuation makes stories easier to read. It tells us when to stop and start, and what to do with our voices.



Did the smell go when the bus travelled away from the cows? How do we know?



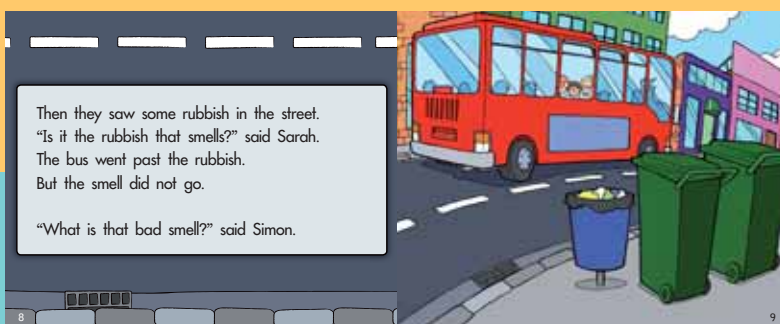
Remind the children that adding *s* to the end of a word that names a thing shows there are two or more of the thing. Ask the children to point to the word *cows*. What happens when we remove the letter *s*? Does the word still show two or more? List other words with the same *ow* ending.



Have the children discuss the picture. What is the bus passing now? Is it in the city or in the country? What bad smells have the children smelled in the city?



Can the children think of some text for this picture? What do the characters say to one another?



Ask the children what Sarah asked. Have them point to the correct words in the text.



Have the children find the word *Then*. Identify the *th* blend. Ask the children to identify all the punctuation on the page. What is the function of each kind?

BEFORE READING 10/11

What are the characters doing now? What do the children think might have happened?

Can the children think of some text for this picture? What do the characters say to one another?



What does Simon think happened? Have any of the children ever stepped in a smelly thing?

Have the children find the word with the double *o* sound. What has been added to the word *smell*? What other words can have the *y* ending? Read the list together, while the children listen for the sound the *y* ending makes.

AFTER READING

Washed Away

Inside Games

Dragons Don't Eat Meat

Ted and Lees Book

BEFORE READING 12/13

What have the children found? Is it good to leave rubbish on the bus? What should we do with rubbish?

Can the children think of some text for this picture? What do the characters say to one another?



What word here is made from *that is*? Why is there an apostrophe here? Have the children place *that's* in sentences to clarify meaning and use.

AFTER READING

School Blog

Overnight Train

Big Dogs Little Dogs

What's That Smell?



Ask the children to describe what the characters are doing in this picture.



Ask the children what they think of the story so far. How would the children change the story if they were writing it? How would the story end?



Ask the children to point to the words in the text that tell what the characters did.



Ask the children to point to the commas. Tell them we use commas to separate items in a list. Have the children think of three items. Place them in a sentence on the board. Where do we put the commas?



Ask the children what has happened in this picture. Have the characters identified the smell?



Ask the children what they thought of the story. Would they recommend the book to their friends? Why or why not?



Identify the word *What's*. Remind the children the apostrophe stands in place of a letter. What is the missing letter?

11 h What's That Smell?

Name _____

Write the words in the table.

word	word	
what	is	what's
that	is	
		it's
I	am	
let		let's
I	will	

Put two of the new words in sentences.

11 h What's That Smell?

Name _____

Use the endings to make new words.

You can use each ending more than once.

ed er est ing ly

fast	_____
slow	_____
eat	_____
quiet	_____
run	_____
walk	_____
stay	_____
hot	_____
clean	_____