

### **2<sup>nd</sup> activity**

- ✓ **Descriptive writing examples.** Class takes turns reading three short descriptive paragraphs out loud. (Examples included in packet). Each paragraph uses the sense of smell differently.
- ✓ After reading paragraphs, pass out one highlighter to each student.
- ✓ Students **highlight specific words** and phrases that add to the “flavor” of the paragraphs. What do they find? What specific memories or emotions are attached to them?
- ✓ Volunteers share what they highlighted with class. **10–15 minutes** for entire activity.
- ✓ Collect highlighter pens.

### **3<sup>rd</sup> activity**

- ✓ **Hand out** “Learning about the sense of smell” **chart.** (Provided)
- ✓ Read what is at top of each column.
- ✓ Tell students they will each be trying to guess the contents of 10 cups. (Made by teacher ahead of time) They are to **take the cup**, close their eyes, **sniff** carefully, **record** their reactions on the chart, and pass the cup on. They do not need to fill in every box on the chart, but they should try. (Or you may limit how many boxes to fill in if short on time)
- ✓ Each person should only have any one cup for a few seconds.
- ✓ Students are not to talk during the activity or give any indication that they recognize the scents.
- ✓ This activity could take **15-20 minutes** or more depending on the number of students.
- ✓ When finished, students will **share** their chart with a partner. Which smells had the most positive emotions attached to them? Which were negative? Which were the hardest to identify?

### **5 minutes**

- ✓ Teacher reads correct identities of smells to class from master list.

### **2 minutes**

- ✓ Retrieve all cups and put away

### **4<sup>th</sup> activity**

- ✓ Students **choose one smell** from their chart and do a **free write from the point of view of that object.** For example, if the scent were rose they would write from the perspective of a rose or a bottle of rose perfume. You could also just have students choose a smell and use the information from their chart to do a free write on it from any perspective. **10- 15 minutes**
- ✓ Volunteers share what they’ve written with class. **5 minutes**

### **Follow up:**

Students add to their free write material and develop one that may turn into a finished piece to be place in their writing portfolio. Make a “smelly” bulletin board displaying work!

## LEARNING ABOUT THE SENSE OF SMELL

Smell No.	Descriptive Word	Color	Pleasant or Unpleasant	What Past Experience Does It Bring to Mind?	Emotion It Arouses?	Person It Makes You Think Of?	Guess the Object
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							