

Teacher Notes for Lesson Plan One

Who is Claudia Guadalupe Martinez?

Overview

This lesson introduces students to Claudia Guadalupe Martinez and helps them begin thinking about how she drew from her own experiences as she wrote *The Smell of Old Lady Perfume*. It also introduces them to the book and starts them thinking about a question they would like to ask when they meet the author.

Grade Four Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade Five Standards

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade Six Standards

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Objectives

- 1) Students will integrate information from multiple sources to write a short biography of Claudia Guadalupe Martinez.
- 2) Students will make predictions about what *The Smell of Old Lady Perfume* will be about, based on the things they read.
- 3) Students will write one question they would like to ask the author based on what they learned from reading about her and the book.

Materials

- 1) Student Readers Guide, pages 2-4

2) Websites:

Publisher's site: http://www.cincopuntos.com/products_detail.sstg?id=137

Author pages: http://www.cincopuntos.com/authors_detail.sstg?id=88

http://www.claudiaguadalupemartinez.com/main/?page_id=464

Author interview: <http://cincopuntospress.blogspot.com/2008/06/smell-of-old-woman-perfume-art-of.html>

Procedures Notes:

- 1) Before giving students the book, complete the activities in the student guide that have students explore their ideas about *authors* as a foundation for meeting the author of the book (page 2).
- 2) After distributing the book, have the students preview the book using your preferred method for previewing. Ask them to pay special attention to the author biography in the back of the book. (It is also printed in their Student Reader Guides on page 3.)
- 3) You can have the students complete the activities in the Readers Guide however works best for your students. Possible procedures include having the students work in groups, with a partner, or as homework to be shared with the class.

Assessment:

- 1) Predictions of book plot
- 2) Summary paragraphs for the author biography
- 3) Question to ask the author

Teacher Notes for Lesson Plan Two

All about El Paso

Overview

Being able to imagine where a story takes place helps us become engaged as readers. El Paso, the setting of *The Smell of Old Lady Perfume*, is different from Chicago in some ways, but also has some similarities to Chicago. This lesson helps the students visualize the place where Chela lives.

Grade Four Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.)

Grade Five Standards

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Grade Six Standard

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives

Students will demonstrate their ability to compare and contrast El Paso and Chicago by completing the chart.

Students will create an image of the setting for *The Smell of Old Lady Perfume* based on what they learn about El Paso from the YouTube video.

Students will add to and revise their images as they read the book and learn more about the setting, and will draw on textual support from the book for their additions and revisions.

Materials:

- 1) Student Readers Guide, pages 5-6
- 2) Butcher block and crayons for class mural
- 3) Photos of El Paso from the author
- 4) El Paso video <http://www.youtube.com/user/visitelpaso>

Procedures Notes:

- 1) Have the students complete the Readers Guide questions about their impressions of Texas before and after learning about it in class. They can do this independently, in small groups, or in whole class discussion.
- 2) Watch the video on El Paso as a class. Tell the students to pay attention to what El Paso is like. Help them think of words to describe El Paso as they watch. It may be helpful for them to watch the video more than one time.
- 3) Have the students use what they know about El Paso to create a mural for the classroom using the butchers block paper and markers. As they read the book, have them fill in detail to the mural, including Chela's home, school, and other significant places. Ask them to provide support from the book for anything they add to the mural.
- 4) Have the students think about words they would use to describe their own hometown. How would they describe it to someone who had never been to it? Draw attention to how Chicago and El Paso are alike and different. If there is time, you could have them complete a similar mural for Chicago.

Assessment:

- 1) Compare/contrast charts in Readers Guide (p. 5)
- 2) Class mural, including textual support

Teacher Notes for Lesson Plan Three

Introducing Chela

Overview

One of the reasons we can empathize with and relate to the characters we read about in books is because they reflect experiences and feelings common to all humans. They are affected by the things that happen in their lives, and those events change their motivations and personality. Authors usually don't make those changes in characters explicit for the reader; rather, they leave them for the reader to infer.

In this lesson, students trace how the events in *The Smell of Old Lady Perfume* affect Chela and how she changes from the beginning of the book to the end.

Grade Four Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade Five Standards

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Grade Six Standards

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Objectives

Students will demonstrate their understanding of how events in the book affect Chela by creating a character timeline, representing six key events in the book and their impact on Chela.

Students will provide textual support for the events they enter on their timelines and for other statements they make about Chela.

Materials:

Student Readers Guide (pages 6-8)

Butcher block and crayons for class character timeline

Procedures Notes:

- 1) Have the students complete page 6 in the Student Readers Guide after reading Chapters One and Two in the book.
- 2) The character timeline in this lesson can be completed individually, in pairs or groups, or as a class. If completed as a class, the timeline can be placed on the wall and events added to it as the students read the book. You can also have the students complete both the timelines in their books and a more comprehensive class timeline. So that they can trace the significant changes Chela undergoes in the book, one or both of the timelines should be an on-going project throughout the time the students read the book.
- 3) As students read the book, have them choose events to put on their own personal timeline in the readers' guide and/or the class timeline. There are many events that can be added to it, so there is not right or wrong answer as long as the event and its effect are supported by evidence from the text.
- 4) After the students complete the book and the timeline, have them complete page the questions on page 8 of the guide. Lead them in a discussion of how their description of Chela changes and the reasons for those changes.

Assessment:

- 1) Character timelines
- 2) Participation in class discussion of timeline
- 3) Textual support for content of timeline

Teacher Notes for Lesson Four

My Own Story

Overview

Authors are not people who have had extraordinary things happen in their lives; they are people who are adept at taking their everyday, ordinary experiences and turning them into stories that they share with other people. This lesson gives students the opportunity to be an author by telling a story. It can be either based on their own experiences or something they make up. Each of the chapters in *The Smell of Old Lady Perfume* is a vignette from Chela's 6th grade year. The students will write their own vignette, using the format of the book as a model.

Grade Four Standards

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialog and description to develop experiences and events or show the responses of characters or situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Grade Five Standards

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialog and description to develop experiences and events or show the responses of characters or situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Grade Six Standards

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialog and description to develop experiences and events or show the responses of characters or situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Objectives

Students will write a narrative, following the vignette format used in *The Smell of Old Lady Perfume*, incorporating setting, a narrator or main character, and a key event that changes how the main character thinks or feels.

Materials

Student Readers Guides, pages 8-11

Procedures Notes

The procedure for implementing this lesson is left relatively unstructured to allow teachers the freedom to incorporate whatever methods for teaching writing their students are accustomed to. We suggest the following:

- 1) Spend some time analyzing the format of the chapters in *The Smell of Old Lady Perfume*. Talk about how each is its own story, with a conflict and resolution, but how all these smaller stories fit together to advance the larger story being told in the book. It may be helpful to use a story map to analyze one or two of the chapters in the book as well as a story map for the entire book. Students can then use a similar story map in planning their own stories.
- 2) Students can write their narrative based entirely on their own personal experience, they can use parts of their own experience to develop a fictionalized story, or they can create a story that is completely fictionalized. It may be useful to introduce or review the differences between fiction and non-fiction genres, and the idea that fictional stories are often based in the author's real experiences. Teachers can choose whether to have the entire class follow one approach or leave that up to the individual students. Regardless of which approach is chosen, the framework provided in the Student Readers Guide will help them plan their story.
- 3) One aspect of the lesson that might be hard for students is choosing a key event that will change how the main character thinks or feels. The teacher can provide support by helping the students think of examples from *The Smell of Old Lady Perfume* and other books they have read, movies they have watched, and real events from their lives. Refer back to the timeline for Chela to reinforce the concept as students complete the timeline for their own characters.

Assessment

- 1) Character timelines
- 2) Completed narratives

Teacher Notes for Lesson Five

Meeting Claudia Guadalupe Martinez

Overview

This lesson prepares the students to meet Claudia Guadalupe Martinez. They will formulate questions about the book and about being an author to help them get the most out of their time with her. They will be assigned roles for the visit so that all students have the opportunity to participate. They will practice those roles so that they can participate with confidence.

Grade Four Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade Five Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade Six Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Objectives

Students will formulate at least three questions they would like to ask the author.

Students will review peers' questions and provide feedback.

Students will participate in the author's class visit through one of three roles: *asking a question*, *following up on a question*, or *sharing with the author*.

Materials

Student Readers Guide, pages 12-13

Procedures Notes

There are two parts to this lesson, both of which are designed to help all the students participate in a meaningful conversation with the author. In the first part, students will develop questions, on three different topics, that they would like to ask Claudia Guadalupe Martinez. Some of these questions will be about the book. The second topic will be about her life. The third topic will be about what it is like to be a writer. Students can also write questions that do not fit those categories.

It will be helpful to give the students examples of question in each category.

- About the book: *What do you think happened to Chela in 7th grade? Why did Chela decide to forgive Nora?*
- About the author's life: *Are your real brothers and sisters like Chela's brothers and sisters? What books do you like to read?*
- About being an author: *How do you get ideas for your books? What is the hardest part about writing?*
- Other questions: *Do you have any pets? What should I do if I want to be an author?*

The exact format for generating the questions is left to the discretion of the teachers. Students can write their questions individually, in pairs, or in groups.

There should be some form of evaluation of the questions by a peer or by the teacher, with ideas on how the question can be improved. A rubric for this is included in the Student Guide. Final, revised questions will be presented to the teacher or to a group of peers, who will select the questions that will be asked during the author visit. The questions should represent all of the categories so the students can have a rich discussion with the author.

The second part of the lesson involves practicing for the author visit. All students will be given a role:

- 1) Asking a question: The students whose questions have been selected to be asked will ask their question.
- 2) Following up on a question: Students who are not asking a question will follow up on questions that other students ask. This allows the class to practice participating in a discussion of the book, rather than just a question and answer session. This will require practice. It might be useful to

provide the students with sentence stems to use, like *Tell me more about _____*, *Can you give me an example of _____*.

- 3) Sharing with Claudia Guadalupe Martinez: Other students will share some of the class work with the author. For example, they could introduce and explain the class mural or read one or two of the stories written by the students.

After the roles are assigned to the students, the students will practice their roles. Again, this practice can take many forms. Students can rehearse in small groups or with a partner. It may be helpful to do a whole-class practice in which the teacher or a student is assigned to *be Claudia Guadalupe Martinez*, and the students practice asking their questions, following up, and sharing. This would also give the teacher a chance to model and explicitly teach how to formulate good follow-up questions.

Assessment

- 1) Questions for Claudia written by the students
- 2) Peer evaluation of questions
- 3) Participation in practice discussion
- 4) Participation in class discussion during the author visit