









ADAPTED

GRADES K-1

SCHOOL PARTNER
LESSON PLAN

Lesson Title: Five Senses Tasting		
Grade: K-1	Lesson Number: 4	
Estimated Time: 45 mins.	Season:  Fall	Type:  Cooking Concept
<p> Teacher Background and Lesson Description: The five senses are seeing, hearing, tasting, touching and smelling. Senses help living things survive in their environment. They help us to understand what's happening around us. Our senses send messages through receptor cells to our brain, using our nervous system to deliver that message. There are four kinds of taste receptors on the tongue—bitter, sweet, salt and sour. Some parts of the skin are more sensitive than others—this is because they have more receptor cells. We taste food using both our sense of taste and smell. We need our sense of smell in order for our sense of taste to work properly—if you hold your nose shut while you eat, the taste won't be as strong. It's why food sometimes tastes plain when we have a cold and our nose is blocked up. <u>In this lesson</u>, students will be guided by the teacher on a sensory exploration of produce (that is in abundance in the garden) and record their thoughts. In small groups, students will write simple sensory poems of the food.</p>		
<p> Lesson Objectives: CFT.K.1 Name the five senses. CFT.K.2 Identify a variety of tastes and textures. CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>		
<p> Academic Standard Connections: CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p> Health Standard Connections: N/A</p>	
<p> Essential Questions: What are the five senses? How can I use my senses to describe different foods? What words (adjectives) can I use to describe different foods?</p>		
<p> Vocabulary: five senses (sight, smell, taste, hearing, touch), adjective(s), descriptive language, texture, appearance, scent, sound</p>		

NOTE: Adapted from **Grade K Kitchen Lesson #4: 5 Senses Tasting**, pg. 257.



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<p>Materials:</p> <table border="1"> <tr> <td> <p>Lesson Introduction:</p> <ul style="list-style-type: none"> • Our Five Senses by Christian Lopetz • 5 Senses Posters </td> <td> <p>Equipment:</p> <p>For whole class:</p> <ul style="list-style-type: none"> • Chart paper • Markers • 5 Senses Tasting recording sheet <p>For each group:</p> <ul style="list-style-type: none"> • Sensory poem template </td> <td> <p>Ingredients:</p> <ul style="list-style-type: none"> • 4 different foods harvested from the garden <p>(if not much is available, a variety of things such as apples, berries, cucumbers, tomatoes or herbs will work)</p> </td> </tr> </table>		<p>Lesson Introduction:</p> <ul style="list-style-type: none"> • Our Five Senses by Christian Lopetz • 5 Senses Posters 	<p>Equipment:</p> <p>For whole class:</p> <ul style="list-style-type: none"> • Chart paper • Markers • 5 Senses Tasting recording sheet <p>For each group:</p> <ul style="list-style-type: none"> • Sensory poem template 	<p>Ingredients:</p> <ul style="list-style-type: none"> • 4 different foods harvested from the garden <p>(if not much is available, a variety of things such as apples, berries, cucumbers, tomatoes or herbs will work)</p>
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<p>Materials for Enjoying Food:</p> <ul style="list-style-type: none"> • Plates 	<p>Materials for Cleaning Up:</p> <ul style="list-style-type: none"> • Trash, recycling, and compost bins • Sponge (for counters) • Broom and dustpan 			
<p>Assessment:</p> <p>Observations, recordings, sensory poems</p>				
<p>Teacher Prep:</p> <ul style="list-style-type: none"> • Gather books and other materials. • Print and laminate color poems for display. • Prepare/pre-cut foods with enough for each student--divided into plates. Store snacks as necessary. 				
<p>Additional Resources:</p> <ul style="list-style-type: none"> • <i>Your Sensational Sense of...</i> book series by Julia Vogel 				

<p>Engage: Ignite Interest</p> <ul style="list-style-type: none"> • Read aloud Our Five Senses. • Go over the five senses and which body part we use for each sense as you display the posters. • Explain to students that today they will be conducting a sensory exploration. They will be using their senses to describe different foods. Some of these foods they might be familiar with and love, and others may be new and “not their taste” and that is okay. The goal is for students to participate in the activity using all of their senses, but once it comes down to tasting the food, they can choose to not taste something.
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 **Explore:** *Stir Discoveries*

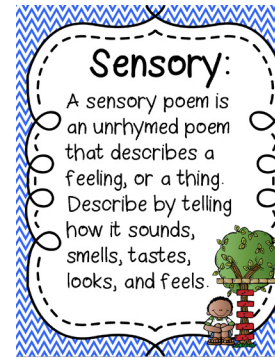
- Prepare to record on [5 Senses recording sheet](#) or chart paper.
- Starting with their eyes closed, have them feel the food and describe its texture. Next, smell and describe its scent. Then have them open their eyes to look at the food and describe its appearance. Next, have them take a bite and listen to the sound it makes. Finally, have them taste the food and describe the taste. Record the adjectives after each sense as students share them out.
- Repeat for all three foods. Save one item for students to explore in their small group and complete the sensory poem.

 **Explain:** *Clarify New Ideas*

- Discuss findings.
 - Were students surprised by any of their discoveries?
 - Did any of the foods they sampled have similar features (texture, smell, taste, etc.) to some of their favorite foods?

 **Elaborate:** *Watch It Rise*

- Explain sensory poems.
- In small groups, students will use their senses to explore their last food item and complete their sensory poem using the [template](#) provided.
 - If students are not writing, they can opt to draw their responses or you may opt to complete as a class.
- Leave time for a couple of groups to share their writing.



 **Evaluate:** *Reflect*

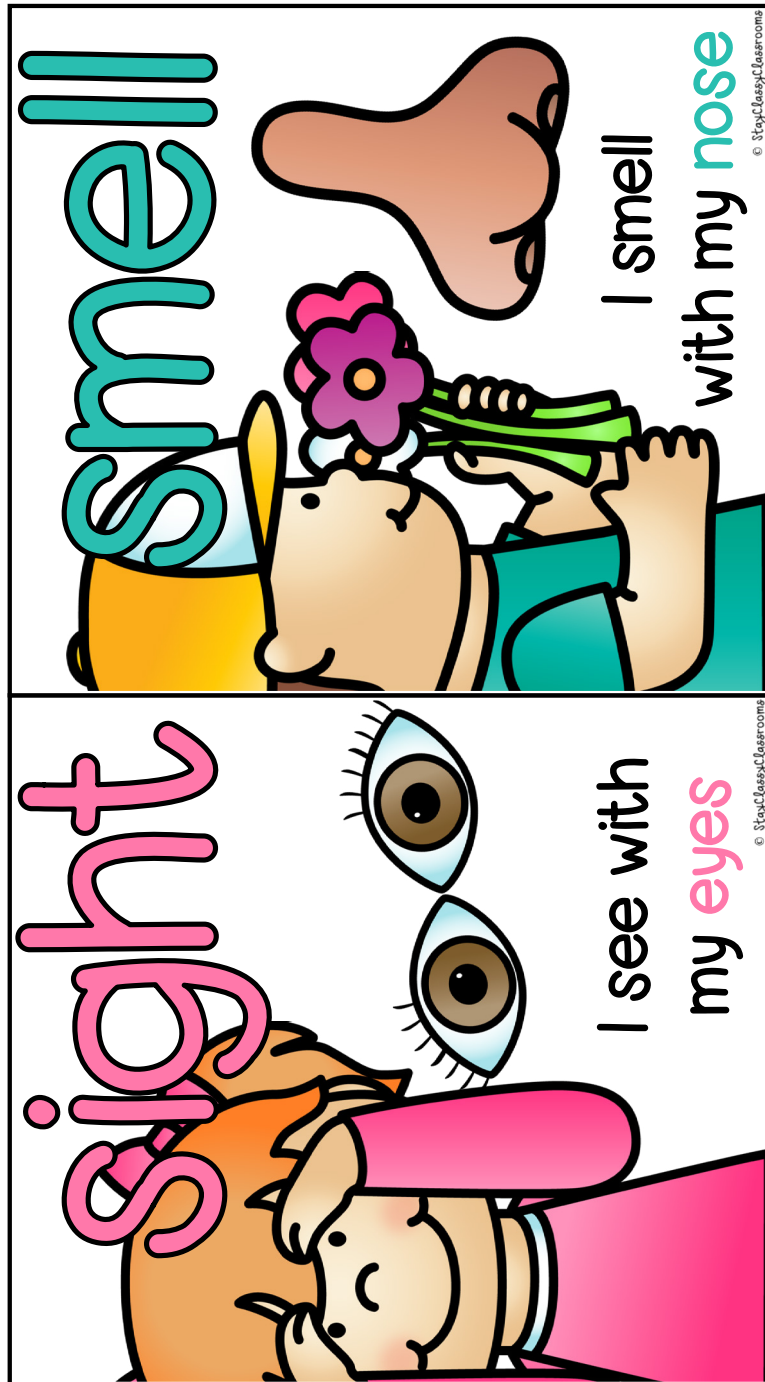
- Recognize students' behaviors that aligned with the enduring understandings that they developed together with the goal of being the best for themselves, their communities, and their environment.
- Share appreciation for each of their individual contributions to the kitchen and to the community, and for their respect for the kitchen. Express excitement for your next time together.
- Dispose of waste in the appropriate bins and have a few students help to wipe down counters/tables and sweep any trash.

 **Connections to Garden Lessons:**

Use produce from the garden. As students enjoy, trace ingredients back to their source. Bring compost out to the garden.

 **Possible Extensions:**

As a class, count the number of adjectives students used to describe the food.

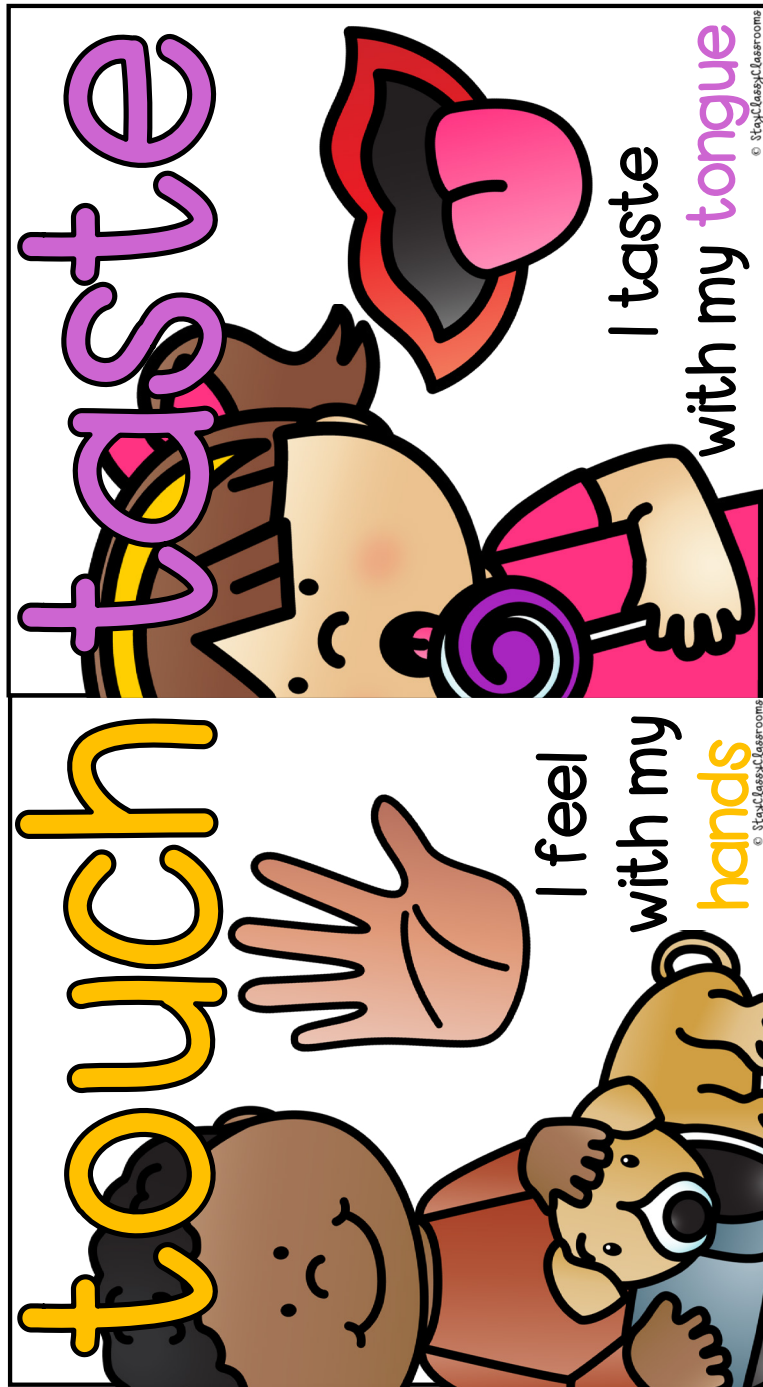


Source: [Stay Classy Classrooms](#)



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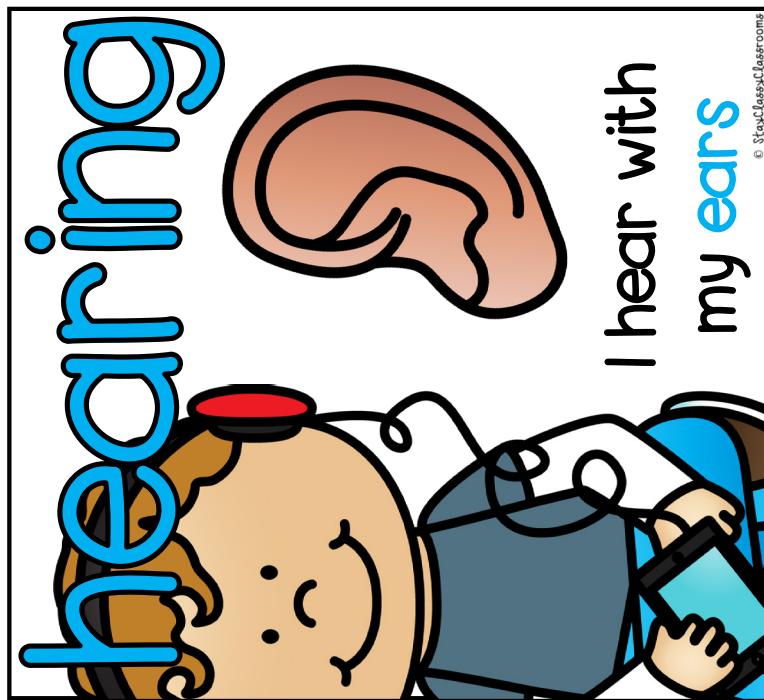


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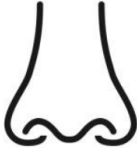





Source: [Stay Classy Classrooms](#)

Name: _____ Date: _____

5 Senses Tasting

Use your five senses to explore each food item. Write down adjectives to describe each and share your findings.

Sense	Food #1 _____	Food #2 _____	Food #3 _____
			
			
			
			
			



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Name: _____ Date: _____

Use descriptive language to write about your food.

Title:

It looks like _____.

It feels like _____.

It smells like _____.

It sounds like _____.

It tastes like _____.



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