



# COMPARATIVE TASTE TESTS

*Kitchen*

EST. TIME 45 minutes SEASON fall TYPE cooking concept

GRADE 1 | LESSON #2

## ? ESSENTIAL QUESTION(S)

- What words can we use to describe taste?
- What are some examples of foods that have the following tastes: sweet, bitter, sour, or salty?



## MATERIALS

- Handouts / Visual Aids
- Equipment
- Ingredients

## Abc VOCABULARY

- Adjectives
- Taste, texture, opinion
- Sweet, sour, salty, bitter

## ✓ ASSESSMENT

- Observational checklist

## PREPARATION (30 MINUTES)

To prepare for this lesson, gather materials listed above and distribute foods onto plates (with student help if possible).

## TEACHER BACKGROUND

While there are many words to describe food, this lesson focuses on the experience of four of the five main tastes: sweet (the presence of sugars), sour (acidity), salty (the presence of salt), bitter (sharp or pungent). The fifth taste sensation, which is not explored in this lesson, is umami (savory or meaty).

## LESSON DESCRIPTION

In this lesson, students will describe fruits and vegetables they are familiar with using adjectives that describe the food's look, taste, texture, and their opinion of it. Then as a class, four of the five main tastes (sweet, bitter, sour, salty) are explored by tasting certain foods that represent each and brainstorming others that would fit. After developing a deeper understanding of these four main tasting adjectives, students will do a comparative tasting of 2 different apple varieties, describing the apple's look, taste, texture, and their opinion of each variety.



Use the lesson template to create your own and share with us!

LEARNING OBJECTIVES

**Content Learning Objectives**

**CFT.1.1** Describe the differences between a number of same fruits or vegetables.

**CFT.1.2** Name and describe taste sensations.

**Life Skills Learning Objectives**

**CLS.4** Students appreciate and are respectful of differences and diversity in their communities.

ACADEMIC STANDARD CONNECTIONS

**CCSS.ELA-LITERACY.L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**CCSS.ELA-LITERACY.L.1.5.C** Identify real-life connections between words and their use (e.g., note places at home that are cozy).



## LESSON MATERIALS

### Materials for Lesson Introduction

#### Handout

- Food Observation Tool  
(1 per student)

### Equipment

- Index cards  
(1 per student)
- Colored pencils or  
crayons (at least 2  
boxes per each table  
of 10 students)
- Chart paper, easel,  
and colored markers
- 4 sets of plates  
per table  
(10 samples on each)
- 2 sets of plates  
(10 slices on each)

### Ingredients

- Sweet foods  
(i.e., banana, fig, grape)
- Bitter foods  
(i.e., arugula,  
dandelion greens)
- Sour foods (i.e., lemon,  
lime, grapefruit)
- Salty foods (i.e., salted  
beet greens, seaweed)
- Red apple (i.e., Red  
Delicious, Gala)
- Green apple  
(i.e., Granny Smith)

IGNITE INTEREST (5 MINUTES) *engage*

1. Provide each student with an index card and each table of 10 students with at least 2 boxes of colored pencils and crayons. Instruct students to draw and write their favorite fruit or vegetable.
2. Allow as many students as possible to share their favorite fruit or vegetable, along with why it is their favorite and how they would describe it to someone who has never tasted it before. Encourage students to describe its look (green), **taste** (sour), and **texture** (crispy), along with their **opinion** of it (delicious). Explain to students that all of the words they used to describe their favorite foods are called **adjectives**.

STIR DISCOVERIES (20 MINUTES) *explore*

1. Explain to students that there are five main taste sensations, and that we will explore four of them closely today.
2. Have students bring a plate of sweet foods to each table without providing any information. Ask students to taste the samples silently and to pay close attention to their tongues. After a few moments, have students share words to describe the taste. Add any new adjectives to the chart paper.

CLARIFY NEW IDEAS (20 MINUTES, TOTAL WITH THE PRIOR SECTION) ) *explain*

1. When the word **sweet** is mentioned, circle it on the chart paper. Repeat those steps for **bitter**, **sour**, and **salty** foods until the chart paper is full of varied adjectives and the main four tastes are circled.
2. Brainstorm with students other foods that fit the four main taste categories and write or draw them around their circle on the chart paper to be a reference for students.

WATCH IT RISE (15 MINUTES) *elaborate*

1. Explain to students that sometimes even the same food can have varieties that have a very different look, taste, or texture and therefore our opinions may be different too. This is a good reminder to be open to trying new things since you may like a variety of a certain fruit or vegetable but not another.
2. Model for students how they will taste 2 different varieties of apples (one red, one green) and guide students in completing the Food Observation Tool comparing the two.
3.  As students taste and reflect together, acknowledge observed behaviors that align with the life skills learning objectives, such as respecting the diversity in each other's opinions. Also, use the observational checklist to assess students' current development of the life skills.

**Note:**

Similar to the reflection prompts at the end of most lessons, this Food Observation Tool can be used to assess student understanding of content learning objectives.

REFLECT (5 MINUTES) *evaluate*

1. Recognize specific students' behaviors that aligned with being the best for themselves, their communities, and their environment. Specifically, ask students to reflect on how they appreciated and respected each other's differences of opinions in the foods they tasted.
2. Review with students:
  - What words can we use to describe taste?
  - What are some examples of foods that taste sweet, bitter, sour, and salty?
3. 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.

## CONNECTIONS TO GARDEN LESSONS

- Use produce from the garden, if possible. Conduct the tasting in the garden, right where the crop is growing (for example, conduct an apple tasting under the apple trees).
- Bring compost out to the garden.

## POSSIBLE EXTENSIONS

**Classroom:** Use the descriptive language on the Food Observation Tool to create poems or sentences describing the foods together.

## ADDITIONAL RESOURCES

- *Yum! A Book about Taste* by Dana Meachen Rau
- *What's That Taste? All About My Senses* by Adam Bellamy
- *What is Taste?* By Jennifer Boothroyd
- *The Sense of Taste* by Mari Schuh
- Flavor 101: The Five Basic Tastes  
<https://parade.com/396983/johnmcquaid/flavor-101-the-five-basic-tastes/>
- The 5 Tastes and How to Cook with Them  
<https://food52.com/blog/12326-the-5-tastes-how-to-cook-with-them>
- Are There More Than Five Basic Tastes?  
<http://www.npr.org/2017/01/20/510621715/are-there-more-than-five-basic-tastes>

# FOOD OBSERVATION TOOL

## COMPARATIVE TASTE TEST

Name of Student: \_\_\_\_\_

Name of Food: \_\_\_\_\_

LOOK	CIRCLE THE COLOR	<b>red</b> <b>orange</b> <b>yellow</b> <b>green</b> <b>blue</b> purple    brown    tan    white	<b>red</b> <b>orange</b> <b>yellow</b> <b>green</b> <b>blue</b> purple    brown    tan    white
	DRAW THE SHAPE		
TASTE	CIRCLE THE TASTE ADJECTIVE	sweet    sour    bitter    salty	sweet    sour    bitter    salty
	CIRCLE THE TEXTURE ADJECTIVE	soft    chewy    crispy    crunchy	soft    chewy    crispy    crunchy
	CIRCLE YOUR OPINION	  	  
ANYTHING ELSE?			