



# SENSES

## BIG IDEA

The five senses—touch, sight, smell, taste, and hearing—are used to explore, describe, and classify objects and organisms around us. These explorations help us to make predictions, solve problems, make comparisons, and ask questions.

### Content objective(s):

The child will describe and investigate common foods found in the home using his/her sense of taste.



### Materials needed:

- ◆ Unit book: *The Five Senses: Taste*, by María Rius, M.M. Parramón, and J.J. Puig
- ◆ One sample for each of three common tastes. Suggestions:
  - Sour—lemon, lime, grapefruit, pickle, etc.
  - Sweet—chocolate candy, marshmallow, sugar cube, honey, jam, frosting, etc.
  - Salty—potato chips, pretzels, popcorn, ham, etc.
- ◆ Mirror
- ◆ Q-tip

### Lesson vocabulary:

- ◆ taste—sentido del gusto
- ◆ tongue—lengua
- ◆ taste buds—papilas gustativas
- ◆ sweet—dulce
- ◆ salty—salado
- ◆ bitter—amargo
- ◆ sour—agrio

### Texas Prekindergarten Guidelines (Revised) domains addressed:

**Language and Communication:**  
II.A.1. Child shows understanding by responding appropriately.

**Science:**  
VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.

## Activities:

### 1. The home educator models and demonstrates for the parent.



*Last time we learned about our sense of smell. Do you remember some of the things we smelled? **(Pause)** Did they smell pleasant or unpleasant? **(Pause)** Today we will learn about one more sense—our sense of taste. What part of your body do you use to taste your food? **(Pause)** That's right, your tongue. Our tongue helps us figure out how things taste.*



*First I am going to read you a book called, The Five Senses: Taste.*

Model reading the book aloud to the parent and child. Pause occasionally to discuss concepts and illustrations. Allow the child to comment and ask questions as the book is being read.

After reading the book, begin a discussion about taste. Hand the child a small mirror and discuss its function.



*Look what I have. Yes, it's a mirror. How is a mirror used? **(Pause)** Yes, to help you see your pretty/handsome face. I brought a mirror so we can look at our tongues.*

Allow the child to use the mirror and comment on things he/she sees with the mirror (tongue, teeth, gums, etc.).

*Your tongue helps you taste different flavors, like sweet, salty, sour, and bitter. A sweet taste is a taste like sugar. Can you tell me something sweet that you like to eat? **(Pause)** (e.g., honey, fruit, candy, ice cream, etc.) Your tongue also tastes salty things. Do you like salty foods?*

Encourage the child to name and describe some salty foods.

*Your tongue tastes bitter things also. Bitter is a very strong taste that is not sweet or salty. Have you tasted bitter flavors like coffee without sugar or milk? **(Pause)** Finally, your tongue also helps you taste sour things. Lemons and limes are sour. Do you like sour foods? **(Pause)** Can you think of other foods that are sour?*

Give the child the Q-tip and the mirror.

*Now you are going to use this Q-tip to touch your tongue and look in the mirror. On your tongue you have taste buds.*

Using the mirror, show the taste buds.

*Taste buds are the tiny bumps on your tongue that help you know what something tastes like. Can you see the taste buds?*

The child touches the taste buds with the Q-tip.

*Why is it important to taste food? **(Pause)** Yes, so you can find out whether you like it. The reason you know you like something is that the taste buds on your tongue help*

*you find out the flavor of the food. Have you ever put something in your mouth that was not food, or not good to eat, like soap? (Pause) What happened? (Pause) Yes, your taste buds helped you decide that you do not like to eat the soap.*

*This is a lemon wedge and it's sour. Let's use our mirror to look at our tongue. Have you ever tasted something sour?*

Wait for a reply. Then hand the child a lemon wedge to taste.

 *Taste this. (Pause) Do you like it? (Pause) How does it taste? (Pause) Yes, it is sour. Show me with the Q-tip the taste buds on your tongue that helped you taste the lemon.*

Wait for the child to show you.

 *Yes, those are the taste buds on your tongue. Now you and your mom/dad will taste something else.*

## 2. The parent works with the child.



The parent continues with the next sample. (Have the child drink some water before tasting the next sample.) The parent follows the same procedure to try potato chips—to show salty. Have the parent ask questions similar to those used with sour, but focusing on the difference of the flavors between sour and salty.

## 3. The child works with the parent's help.

The parent and child work together with the candy to demonstrate sweet. The parent helps the child lead this activity by finding the last taste sense for sweet and sharing his/her previous experiences with sweets.

Encourage the child to ask questions similar to those used previously by the home educator and the parent, but refer to the differences among sweet, salty, and sour flavors.

## 4. The child works independently as the parent and home educator watch for learning.

The child starts to identify three flavors—sour, sweet, and salty—independently and share her/his favorite foods while she/he tastes different foods in other contexts.

## 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

## Follow-up questions to deepen the child's thinking:



1. *What else tastes like \_\_\_\_\_? Let's make a list.*

2. Have you ever tried something \_\_\_\_\_ (e.g., sour or bitter)? Let's make a list.
3. How is a \_\_\_\_\_ (e.g., lemon) like a \_\_\_\_\_ (e.g., grapefruit)?

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## Ways to extend the lesson concepts:



1. Visit your local public library and check out these books: *My Five Senses*, by Aliki; *The 5 Senses*, by Núria Roca; and *Tasting*, by Rebecca Rissman. Read the books aloud to the child.



2. Have the child cut out pictures from grocery circulars or newspapers and sort food by the four basic tastes.



3. List (or draw) family members favorite foods and sort according to tastes (sweet, sour, bitter, salty).

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## Modifications:

### If the lesson activity is too hard—

1. Try only two tastes (e.g., sour and sweet) until the child is able to identify and distinguish them.

### If the lesson activity is too easy—

1. Taste food that has a mixture of tastes (e.g., watermelon with salt, grapefruit and sugar, etc.).
2. Try identifying foods and tastes without looking at the food. Ask the child to close his/her eyes prior to tasting.

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## Teaching tip:

- ◆ Prepare food samples in advance, but remember that some items may be perishable.
- ◆ Discuss foods with the parent prior to the visit. Be sure to avoid any foods to which the child might be allergic.
- ◆ Use chocolate candy rather than hard candy to avoid the possibility of choking.
- ◆ In between tasting have the child drink water in order to help distinguish between flavors.



# SENSES (LESSON 8)

## PARENT PAGE

### What we are learning:

Your child will describe and investigate common foods found in your home using his/her sense of taste.

#### Words to know:

- |  |                 |
|--|-----------------|
| ◆ taste—sentido del gusto                | ◆ sweet—dulce   |
| ◆ tongue—lengua                          | ◆ salty—salado  |
| ◆ taste buds—papilas, papilas gustativas | ◆ bitter—amargo |
|  | ◆ sour—agrio    |



### What to ask:

1. *What else tastes like \_\_\_\_\_? Let's make a list.*
2. *Have you ever tried something \_\_\_\_\_ (e.g., sour or bitter)? Let's make a list.*
3. *How is a \_\_\_\_\_ (e.g., lemon) like a \_\_\_\_\_ (e.g., grapefruit)?*

### What else to do:

1. Visit your local public library and check out these books: *My Five Senses*, by Alikì; *The 5 Senses*, by Núria Roca; and *Tasting*, by Rebecca Rissman. Read the books aloud to the child.
2. Have your child cut out pictures from grocery circulars or newspapers and sort food by the four basic tastes.
3. List (or draw) family members' favorite foods and sort according to tastes (sweet, sour, bitter, salty).

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