

Subject/Grade: Kinder		Lesson Title: Taste Test
Teacher: Kendra Giuliano		
Stage 1: Identify Desired Results		
Outcome(s)/Indicator(s):		
<u>ELA</u> CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing). CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos. CRK.3 Listen, comprehend, and respond to gain meaning in oral texts. CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways. CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.		
<u>Math</u> NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0. NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures. NK.3 Relate a numeral, 0 to 10, to its respective quantity. NK.5 Compare quantities, 0 to 10, using one-to-one correspondence		
<u>Science</u> MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.		
<u>Social</u> INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom. PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony. PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony. RWK.1 Examine ways of managing tasks and resources in families and schools.		
Key Understandings: ('I Can' statements) I can compare the number of objects in two sets. I can share my ideas and understandings with peers. I can count from 0-10. I can recognize a familiar number of objects. I can identify characteristics of an object. I can describe an object.	Essential or Key Questions: How can I observe objects using 4 of my senses? How can I communicate my observations?	
Prerequisite Learning: - None		
Instructional Strategies: Storytelling Didactic questioning Inquiry based learning		

Stage 2: Determine Evidence for Assessing Learning		
Students will be formatively assessed through observation and the asking of questions during the lesson. These questions can be found in the learning plan.		
Stage 3: Build Learning Plan		
Set Engagement Read <i>Oh my, pumpkin pie!</i> Watch <i>How Frisch's makes its popular pumpkin pie</i> (3:00). Has anyone ever had pumpkin pie? Can you describe pumpkin pie? Have you ever eaten another part of the pumpkin? Which part? What does it taste like? Development Show and explain the observation booklet. <u>Taste Test</u> As a group, we will explore one thing at a time. What does it smell like? What does it look like? Colour? Texture? Hard/Soft? Shape? What does it taste like? How does it feel in your mouth? Students will then record how they feel about the item by colouring one of the faces in the observation section. Once students have tasted all the items, they will bring their observation booklet to the carpet. Students will place circle stickers onto the anchor chart that indicates how they felt about each sample. For each sample... - Count the number of stickers in each category. - Which has more stickers? - Which has the fewest? - Did most students like/dislike this item? How do you know? - Which group has more stickers? <u>Differences</u> These stickers are all in the same box. That means that these people like/don't mind/don't like this pumpkin food. Do we all have to like the same things? If _____ doesn't like pumpkin flesh but _____ does, can they still be friends? Tell me more.	Length of Time: 10 min.	Prep: - Print observation booklet. - Create anchor chart. - Place a small amount of each food on a paper plate for each of the students. Materials/Resources: - <i>Oh my, pumpkin pie!</i> by Charles Ghigna - <i>How Frisch's makes its popular pumpkin pie</i> by WCPO9 (YouTube) - https://youtu.be/ptBCo6zx5So?feature=shared - Observation booklet - Circle stickers with faces - Anchor chart - Markers/crayons - Pumpkin flesh - Pumpkin seeds - Pumpkin puree - Pumpkin waffles - Paper plates - Popsicle sticks/mini spoons Possible Adaptations/ Differentiation: - Winnie will be given a handful amount of each item to explore the texture with her hands. She (along with Mrs. C) can then rate each element by how Winnie enjoyed feeling it. Management Strategies: - Questions will be directed at specific students to limit blurting and interrupting. - Use attention getters when needed.

- We don't have to like all the same things to get along. Even though we're different we can still be kind and respectful to each other. Learning Closure Length of Time: 5 min. Students will put their plate in the garbage, their booklet in their backpack, and get ready to transition.	- Go over expectations of how we will be tasting the different pumpkin elements. Safety Considerations: - Check for allergies prior to bringing food into the classroom.
Stage 4: Reflection	
Empty space for reflection	