Lesson Plan: Taste Test

Length: 30-40 minutes

Age or Grade Intended:
3rd Grade

Academic Standards:
Science:
3.1.3 Keep and report records of investigations and observations* using tools, such as journals, charts, graphs, and computers.

Performance Objectives:
1. Students will record their observations from the taste test in their science lab journals by listing at least two things they noticed about each food item.

Advanced Preparation by Teacher:
Materials: Q-tips, 8 food items (two from each type of taste: sweet, sour, salty, and bitter), Dixie cups with water in them

Procedure:
Introduction/Motivation:
Engage:
Questions to have students think about:
1. What is your favorite food?
2. Are there particular kinds of foods that you like? Why?
3. Why is your favorite food different from someone else’s favorite?
   Explain to the students that they will be doing a taste test to see how different foods affect their tongues.

Step-by-Step Plan:
Encourage:
The students will be grouped into partners (Interpersonal). Each group will receive 8 different food products for taste testing. Make sure to have two from each type of taste: sweet, sour, salty, and bitter (examples include lemon juice for sour, salt for salty, sugar for sweet, and onion juice for bitter). The students will be given these items without being told which type of taste the item would be considered. The students will put a Q-tip in water and then cover it with one of the items. They then will be encouraged to move the Q-tip to all
areas on their tongue (Bodily Kinesthetic). The students will record their findings and observations in their lab journal (they may include sketches if needed) (Verbal/Linguistic).

Engage:
Students will be asked to share some of their findings. Go through each food item and have the students explain what happened when they moved it on different areas of their tongue. Make a list on the board of where on the tongue they could taste the particular item the most. Once all items have been listed, ask students if they see any correlations between the food items and where the tongue was most stimulated (Analysis). Also what similarities and differences do they see between the items used (Comprehension)? Lead the students into observing that all of the sweet items affected the front of the tongue the most and so forth. Ask students what would cause this to happen (Analysis)? What is different about their tongue in each of those places? Begin to discuss about the role of taste buds and how they affect our taste.

Closure:
Have students draw the tongue and map where the different types of taste buds are located (Knowledge).