OVERVIEW

In this activity, students will use all five senses to describe a piece of fruit and will match each sense with its sense organ.

Can be used with You Can’t Taste a Pickle with Your Ear by Harriet Ziefert and illustrated by Amanda Haley (Blue Apple Books)

CONNECTIONS TO THE STANDARDS

KINDERGARTEN

CCSS.ELA-Literacy.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

FIRST GRADE

CCSS.ELA-Literacy.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.7

Use the illustrations and details in a text to describe its key ideas.
SECOND GRADE

CCSS.ELA-Literacy.RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-Literacy.RI.2.5
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NGSS/K-2-ETS1-1.
Engineering Design. Ask questions based on observation to find more information about the natural and/or designed world(s).

PREP

1. Locate a copy of You Can’t Taste a Pickle with Your Ear by Harriet Ziefert and illustrated by Amanda Haley (Blue Apple Books).

2. Gather:
   • 1 piece of fruit for each student (choose two kinds of fruit, like apples and bananas, so students can guess which fruit is described)
   • 1 paper bag for each student

3. Copy the “I Sense” worksheet and the “Sensible Me” worksheet for each student.

LESSON

1. As you read You Can’t Taste a Pickle with Your Ear with your class, ask students to point to each sense organ on themselves.

2. Hold up a paper bag with a piece of fruit in it. Explain to students that they will use all five senses to describe a piece of fruit for students to guess.

3. Demonstrate how to use just your nose (no peeking with eyes!) and describe the fruit using only your sense of smell. Show how you might fill in the first line of the “I Sense” worksheet.

4. Give each student a copy of the “I Sense” worksheet and a paper bag with a piece of fruit inside. Tell students to try to keep the fruit inside hidden so others won’t know what kind of fruit they have. Students can smell, touch, feel, hear (as they bite), and taste the fruit and record their sensory information.

5. When recording is complete, each student can read his/her sensory description aloud to see if others can guess what kind of fruit was in each bag. Invite students to draw the fruit above the “It is” section of the “I Sense” sheet.

6. Students can enjoy their fruit as they complete the labels on the “Sensible Me” worksheet. Encourage students to use the table of contents in the book to quickly find the pages for correct spelling of terms like “tongue.”

EXTENSIONS

- Students can write a five-sense description of other favorite foods for other students to guess.
- Check out Raffi’s One Light, One Sun CD from the library. Students can sing along to “I like to eat, eat, eat apples and bananas!” Change the lyrics to match the fruits your class tasted.

CURRICULUM CREATOR

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I SENSE . . .

Use all five senses to describe what is in the bag.

It looks ________________.

It feels ________________.

It sounds ________________
when I bite into it.

It tastes ________________.

It smells ________________.

It is ________________!
SENSIBLE ME!

What parts of the body are related to each of your senses? Complete the sentence and draw a line from your sentence to the right part of the body.

I ____________ with my ____________.

I ____________ with my ____________.  

with my ____________.  

I ____________ with my ____________.  

I ____________ with my ____________.  

This activity and illustration come from You Can’t Taste a Pickle with Your Ear by Harriet Ziefert and illustrated by Amanda Haley.  