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# Lesson Plan: The Sweet & Sour Adventure!

## Materials Needed:

- **For Tasting (choose a few from each category, being mindful of allergies):**
  - **Sweet:** Small piece of a banana, a strawberry, a grape, a drop of honey or maple syrup on a spoon, a few chocolate chips.
  - **Sour:** A thin slice of lemon, a thin slice of lime, a drop of plain yogurt, a cranberry.
- Small plates or bowls to separate the food items.
- A glass of water for rinsing the palate between tastes.
- Two larger bowls or containers, one labeled "Sweet" with a smiley face (☺) and one labeled "Sour" with a puckered face (☹).
- Paper or a small whiteboard.
- Crayons or markers.
- A small, non-see-through bag (like a cloth bag or pillowcase) for the warm-up activity.

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## Learning Objectives:

By the end of this lesson, the student will be able to:

- Identify and describe the tastes of "sweet" and "sour" using their own words.
- Physically sort foods into "sweet" and "sour" categories based on taste.
- Use the words "sweet" and "sour" in simple conversational sentences.
- Express understanding of the concept creatively through drawing.

## Alignment with Early Learning Standards:

- **Science/Cognitive Development:** Using the five senses to explore and observe the world; classifying objects based on a single attribute (taste).
- **Language and Literacy:** Developing vocabulary; using descriptive language; participating in back-and-forth conversations.
- **Social-Emotional Development:** Expressing personal preferences and feelings; building confidence by sharing thoughts and opinions.

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## Lesson Procedure

### 1. Introduction: The Mystery Taste (5 minutes)

**Goal:** Spark curiosity and introduce the concept of focusing on taste.

1. Place one simple, familiar \*sweet\* item (like a single grape or strawberry) into the "mystery bag" without the student seeing.
2. Say, "I have a mystery food in my bag! I want you to be a detective and use your sense of taste to figure out what it is. Are you ready?"
3. Ask the student to close their eyes, then place the item in their hand for them to eat.

4. After they taste it, ask engaging questions:
  - "What did that taste like? Was it yummy?"
  - "Does it make you smile? We call that taste **sweet**. Can you say sweet?"
  - "Let's make a big happy face for the sweet taste!" (Both of you make happy faces).

## 2. Main Activity 1: The Sweet & Sour Taste Test (10-15 minutes)

**Goal:** Directly experience and contrast the two opposite tastes while developing listening and speaking skills.

1. Arrange the small plates of pre-portioned sweet and sour foods on the table. Have the glass of water ready.
2. Say, "Now we are going to be taste scientists! We will try different foods. Some will be sweet like our mystery grape. But some will have an opposite taste called **sour**. Sour is a taste that might make your mouth pucker up like this!" (Make an exaggerated sour face). "It's a funny feeling, and it's okay not to like it, but it's fun to try!"
3. Guide the student to try one item at a time. After each one, engage in conversation:
  - "Take a small bite. What do you notice? Tell me about the taste."
  - "Is it **sweet** (point to a smile) or is it **sour** (point to a puckered face)?"
  - "Wow, the lemon was sour! Look at my face! Can you make a sour face, too?"
  - "Mmm, the honey was very sweet. What does sweet feel like in your mouth?"
4. Encourage the student to take a sip of water between different tastes. Praise their willingness to try new things and their confidence in describing what they experience.

## 3. Main Activity 2: Sweet vs. Sour Sorting (5 minutes)

**Goal:** Reinforce the concept through a hands-on, critical thinking activity.

1. Bring out the two labeled bowls ("Sweet" □ and "Sour" □). If you have extra, uncut versions of the tasted foods, use those. If not, you can use pictures of the foods or simply write the names on small pieces of paper.
2. Say, "Let's be organizers! We need to put all the sweet things in the sweet bowl and all the sour things in the sour bowl."
3. Hold up one item (or a picture/word card). Ask, "What about the strawberry? Do you remember? Was it sweet or sour?"
4. Let the student place the item/card into the correct bowl. Continue for all the tasted foods, offering gentle guidance if they are unsure. Celebrate when the sorting is complete!

## 4. Creative Application: My Sweet & Sour Face Drawing (10 minutes)

**Goal:** Allow the student to demonstrate their understanding in a creative, non-verbal way.

1. Take a piece of paper and draw a line down the middle. On one side, write "Sweet" and draw a smiley face. On the other side, write "Sour" and draw a puckered face.
2. Say, "Now it's your turn to be an artist! On this side, can you draw a food that tasted sweet to you? On the other side, can you draw a food that tasted sour?"
3. As they draw, talk about their choices. "Oh, you're drawing the lemon on the sour side! Why did you choose that one? Yes, because it made your face pucker!" This reinforces the connection between the taste, the word, and the physical feeling.

## 5. Wrap-Up & Review (5 minutes)

**Goal:** Solidify learning and connect it to the real world.

1. Look at the drawing together. Point to each side and have the student name the food and its taste. "This is a \_\_\_\_ and it is \_\_\_\_."
2. Ask a critical thinking question: "*What do you think we could make with the sour lemons? What if we added something sweet, like sugar? It would make lemonade! Sometimes sweet and sour taste good together.*"
3. End with praise: "You were an amazing taste scientist today! You learned all about the opposites sweet and sour. I am so proud of you for trying new things and sharing your ideas!"

### Differentiation and Inclusivity:

- **For Extra Support:**
  - Start with only two foods: one extremely sweet (a drop of honey) and one extremely sour (a lemon slice). Focus on the physical reaction and the core vocabulary before adding more foods.
  - Use hand-over-hand help with the sorting activity if needed.
- **For an Advanced Challenge:**
  - Introduce a third category, like "Salty" (a pretzel) or "Bitter" (a tiny piece of dark chocolate), and discuss how it's different.
  - Brainstorm a list of other foods that might be sweet or sour that you don't have on the table (e.g., "What about candy? What about pickles?").
  - Encourage more descriptive words, like "tangy," "tart," or "sugary."
- **Note on Inclusivity:** Be sure to select foods the student is not allergic to. The chosen foods are common across many cultures, but you can easily adapt the list to what is familiar and available in your home.

### Assessment:

- **Formative (during the lesson):**
  - Observe the student's facial expressions and spontaneous comments during the taste test.
  - Listen to their verbal responses. Are they beginning to use the words "sweet" and "sour" correctly?
  - Check for understanding during the sorting game. Can they correctly categorize most of the items?
- **Summative (at the end):**
  - The "Sweet & Sour Face" drawing serves as the primary assessment. Does it accurately reflect an understanding of which foods belong to which category?
  - Ask a final check-in question: "Can you point to something in the room you think might be sweet?"

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