

Apple Tasting

Grade Level: Adaptable for K-5
Total Lesson Time: 30-40 minutes



Lesson Overview

This lesson is designed to expose students to the wide variety of apples grown in Wisconsin, encourage use of descriptive vocabulary in describing apple varieties, and encourage apples as a healthy snack. Ask students to go beyond “yum” or “yuck” in order to describe specific flavors, smells, textures, & appearances. Use the attached word bank for helpful suggestions. Local, seasonal apples should be used for this lesson whenever possible.

Objectives

Students will:

1. Identify local sources of healthy food (W.I.N.A; Agricultural Education D.4.1; Science F.4.1; Social Studies D.4.3)
2. Develop descriptive vocabulary (Language Arts D.4.1, D.4.2)
3. Collect and analyze data (Math E.4.1, E.4.3)

Preparation

1. Print copies of the Apple Tasting Chart and the “Not Just Yum or Yuck!” word bank, if grade level appropriate.
2. Apples should be washed and if slicing ahead of time, sprinkle with “Fruit Fresh” or powdered vitamin C to keep from turning brown. If possible apples should be sliced immediately before tasting to preserve freshness.
3. Students should wash or sanitize hands before tasting.
4. Write the name of each apple variety on the board to record student descriptions and vote for a class favorite.

Materials

Food (per class of 20):
5 apples each of 4 varieties

Supplies:

Knife or apple slicer
Cutting Board
Plates and Napkins
Word bank
Apples Tasting Chart

Suggested Books

Apples by Gail Gibbons

The Seasons of Arnold’s Apple Tree by Gail Gibbons

Pick Me an Apple! From Seed to Tree by Shelly Rotner

I Am an Apple by Jean Marzollo

Apple Picking Time by Michele Benoit Slawson

How Do Apples Grow? by Betsy Maestro

Wisconsin Homegrown Lunch is a joint project of:



REAP Food Group:
www.reapfoodgroup.org

UW-Madison Center for Integrated
Agricultural Systems: www.cias.wisc.edu



Procedure

Introduction. Introduce lesson and gather students for a reading of one of the suggested books, or another of your choosing. Following the reading, students should wash hands and apples should be sliced.

Observation. Write names of apples on the board or for older students, hand out “apple tasting charts.” Explain to students that they will be acting as ‘investigators’ and will be using their senses to observe, describe, and compare local apple varieties. Pass around one whole apple of the first variety so students can observe the appearance. **Many orchards can provide histories for their specific apple varieties. If possible, share some of the history with students as you introduce each apple as well as information about the orchard where the apples are from.**

Tasting. Hand out 1/8th of an apple for each student to taste, observe, and describe. Record student description of apples on the board or have them write on the “apple tasting chart.” Repeat these steps with each apple variety encouraging use of specific and descriptive vocabulary. Use the attached “Not Just Yum or Yuck!” word bank for vocabulary choices.

Review and Voting. Briefly review and compare apple descriptions. Have students vote for their favorite variety. Connect with math by creating a graph or asking students to calculate voting results. Discuss voting results and reasons why students chose one apple over others.

Clean-up. Have students help with clean-up and wash their hands. If possible, apple scraps can go to a compost pile or worm bin.

Helpful Hints

Local apples are typically available September thru December (in Wisconsin). Try to use apples from a local orchard that are not commonly known in an effort to expose students to new varieties.

To find an orchard or farmers’ market near you visit www.farmfreshatlases.org or the WI Apple Growers Association at www.waga.org.

Encourage students to try each apple, while realizing that some may not want or are not able to. Demonstrate ‘adventurous eating’ by example!

Grade Level Adaptations

K-2: Following observations you can have students draw a picture of each or one of the apple varieties. During the tasting, record student descriptions of apples on board. Have each student offer one descriptive word and combine them to make a collective poem.

3-5: Use the attached “apple tasting chart” for students to record their own observations. Students may choose descriptive words from the word bank. Have students write a paragraph or short poem describing their favorite apple. Cut apple shapes out of construction paper and have students copy their poems on the apples. Glue all the poems to one large piece of paper or poster board.

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Not just “yum!” or “yuck!”

Use your five senses and your imagination

tender scented spicy sweet yummy grand delicious tough
oily satisfying fragrant bitter sour hot strong salty rich
saucy sharp healthy ripe short sugary tangy tart creamy
juicy flavorful homey squishy moist thick nice pleasing
interesting aromatic gooey pleasurable rough heavy thin fresh
green complex pillowy wet dry syrupy soft harsh zippy
smooth palatable cold tart delicate dense crusty plump
dull crispy fine stringy flaky chewy beautiful greasy pungent
bumpy liquid wilted fair melting runny clean flavorless round
stout simple spongy tasty slimy coarse uninteresting cool
pale brittle crumbly warm authentic clean perfumed grainy
acidic peppery unripe sticky unsavory silky squashy doughy
luscious watery wrinkly scrumptious succulent delectable earthy
melty fibrous pleasant rare nutritious flavorsome papery bland
zesty savory superior mealy blushed meaty unbelievable nutty
leathery acidic spongy crunchy hearty firm

<p>Name of Apple Varieties:</p>				
<p>Looks Like:</p>				
<p>Feels Like:</p>				
<p>Smells Like:</p>				
<p>Tastes Like:</p>				
<p>Sounds Like:</p>				