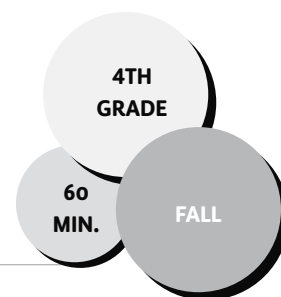


Food Memory Tourists

THEME: LIVING UP TO OUR FULL POTENTIAL



ESSENTIAL QUESTION

How does food influence our memories of life experiences?

LEARNING OBJECTIVES

- ✓ Students will be able to orally describe memories using sensory detail.
- ✓ Students will be able to write and revise narratives to incorporate sensory detail.

CONCEPTS

description five senses freewrite

ENGAGING THE CLASSROOM TEACHER

- Prior to the lesson, ask the teacher about students' familiarity with writing sensory description and sharing their creative writing in small groups.
- During Action Step 2, suggest that the teacher encourage students to add more sensory detail to their stories on their worksheets.
- During Action Step 3, suggest that the teacher be your partner while you model giving a sensory tour.

LESSON DESCRIPTION

In this lesson, students use sensory description to write about a food memory, engage in guided sensory tours of their memories

with a partner, and share their memories with the class. Prior to this lesson, the kindergarten lesson Mindful Tasting can be adapted as a way to get students primed in describing the sensory experience of food.

MATERIALS

- Paper
- Pencils
- Five Senses Poster (p. 45)
- Highlighters
- Food Memory Worksheet (p. 402)
- Food Memory Prompts to distribute or project

PREPARATION

- › Write about your own food memory as a model (see below in Action Steps for details).
- › Display prompts on board or chart paper.

FOOD MEMORY PROMPTS

- The first time you had your favorite food
- An event where you ate a dish important to your family
- A time when someone you loved made you something delicious
- A time you ate/prepared something, and it didn't go as planned
- The first time you cooked something really tasty on your own
- A time when you tried a food you didn't think you'd like and were surprised

ACTION STEPS

1. Freewriting: Explain that today we're going to be exploring and writing about food memories: *Food is important in our lives because we all eat, but we all have different ways that we make and enjoy food. Writing and sharing about food is important, too. Passing down food stories and recipes is an important tradition for many communities.* Say, *The idea of a freewrite is to let the ideas flow!* If students are unfamiliar with the concept of freewriting, model using a document camera for a minute or so. Encourage students not to lift their pencils from their papers for five minutes straight, but write whatever comes to mind relating to food and the prompts that you give them. Let them know that this won't be graded for grammar or punctuation. Read each prompt aloud, and tell students they can choose one or two to write about during the five minutes. If they finish their thoughts on one prompt, tell them to move on to another. Start the timer, and circulate through the room, encouraging students to keep writing or choose a new prompt if they've stopped **(10 min.)**

2. Finding Sensory Detail: Display the Five Senses Poster, and go over each one. Ask students, *What are sight words that might relate to a food memory? What are smell words or taste words?* Pass out highlighters, and have students highlight any details in their freewrite that relate to the five senses. Pass out the Food Memory Sensory Worksheet, and have students transfer the words they found and add new ones to their worksheet. **(15 min.)**

3. Model: Explain that students will be sharing

as much of their memory as they feel comfortable sharing with their partner, but instead of reading aloud their freewrites, they're going to share by taking their partner on a tour of a food memory that came up during their free write. Say, *You'll pretend that the classroom is the place where your food memory happened, and you'll guide your partner through the space. You'll have to use lots of description, and help your partner use their imagination to hear, smell, see, and taste all that you did when you had the experience.* Model by taking the teacher or a student volunteer on a guided sensory tour of your own food memory. For example, *We're in my grandma's kitchen. Here's the kitchen counter. It's a dark brown color. Can you smell the green dish soap my grandma always used?* **(15 min.)**

4. Guided Sensory Tour: Allow students to choose their own partner, asking them to make a responsible choice of someone they know they work well with. Tell partners that once they begin, they're free to use the space in the classroom (unless there are parts that are off limits, such as the teacher's desk) to take their tour, but they should be mindful of other students in the space. After five minutes, have pairs switch and the other partner give their sensory tour. **(10 min.)**

5. Whole-Class Sharing: Explain that now they'll have an opportunity to share their food memories with more students in the class. Say, *The food we like and the way our family eats feels personal. Remember to be open-minded and to listen attentively. In other words, "Don't yuck my yum!" and "One diva, one mic."* Have students share their story in small groups. Encourage every student to share, even if it's

just one paragraph or sentence. Give students the option to read their freewrite, share their worksheet, or tell the story. **(15 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

Social and emotional learning

- *How did it feel to share your food memory?*

Check for understanding

- *Why is food so important in our lives? How are your classmates' food memories similar to your own? How are they different?*
- *When you gave your sensory memory tour, what senses did you remember? Smells? Sights? Sounds?*
- *What helped you imagine someone else's memory?*

At Home: Have students write recipes that connect to their food memory. Collect the recipes and create a class recipe book.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.W.4.3.D.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

ADAPTATIONS

My Favorite Food Guessing Game: As practice for coming up with sensory description, have students use the following writing prompt: "My favorite food smells, looks, tastes, feels, and sounds like . . ." Explain that they should keep the name of the food a secret. Then have students share these descriptions with a partner or in front of the class, and have them guess what their favorite food is.

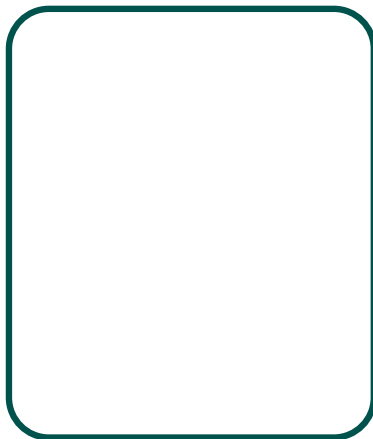
Creating a Food Memory Tasting Extension:

Consider cooking and bringing in the dish that you use as your food memory example to share with your students. This way you'll be creating a food memory together!

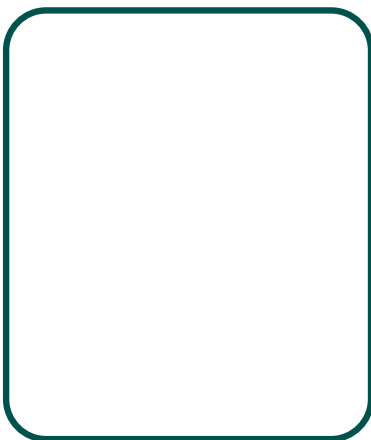
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Food Memory Worksheet

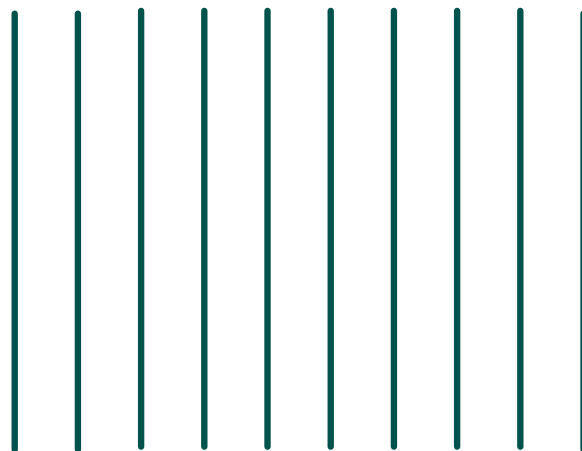
SMELL



SIGHT 



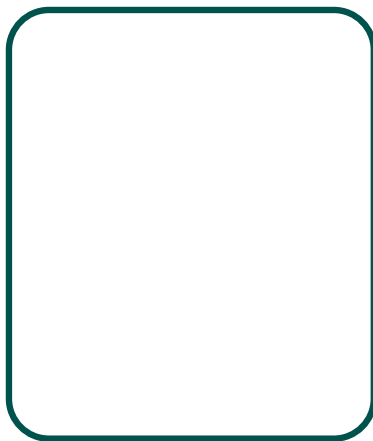
FOOD MEMORY:



TOUCH



HEARING



TASTE

