



OBJECTIVE OF THIS INVESTIGATION:

During mealtime routines, children will explore the properties of their food.

VOCABULARY:

- shape attributes (e.g., round, straight)
- liquid
- texture (e.g., mushy, hard, soft, crunchy)
- solid

MATERIALS:

- whatever food is available to children at mealtimes

PROGRESSION STEPS (SCIENCE: STATES OF MATTER):

Visit [STEMIE Learning Trajectories](#) for details

- Liquids Explorer
- Solids Explorer
- Liquids Recognizer
- Solids Recognizer
- Liquids Identifier
- Solids Identifier

THIS INVESTIGATION:

- As children eat their meal, encourage them to observe and describe the properties of the food they're eating either verbally, using AAC, visuals, or signs.

(Liquids/Solids Identifier)

"How does it feel?"

"What does it look like?"

"Do you think it's a solid or a liquid? How do you know?"

- If children do not yet independently describe the properties of the food, label what you observe. Do children recognize food by its properties?

(Liquids/Solids Recognizer)

"Which one is crunchy?"

"Is the blueberry soft or hard?"

"How does the milk feel when you drink it?"

- If children do not yet recognize properties of solids and liquids, narrate shape, texture, etc. of food and drink as children eat their meal. **(Liquids/Solids Explorer)**

"I hear the crackers crunching in my mouth. Crunch, crunch, crunch. The crackers are crunchy."

"Hmmm. When I chew the blueberries, it's quiet. Chew, chew, chew. The blueberries are soft."

"Oh, that was a big crunch when I bit the pretzel. Pretzels are crunchy."

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Environment:

- If possible, allow children to touch and explore their food independently so they can use all of their senses.

Materials:

- Provide utensils for children to use if they do not want to touch certain foods or textures.
- Wearing gloves might also help a child explore some textures.





ADAPTATIONS (CONTINUED):

Instruction:

- Consider exploring one type of food at a time or only 1 or 2 pieces of something at a time so the child is able to notice, feel, and identify properties.

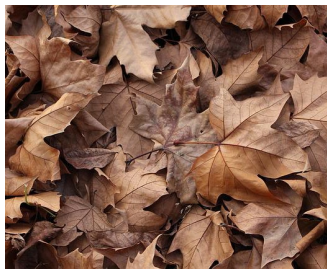
HOW TO CONTINUE THIS INVESTIGATION:

- Challenge children further by asking them to consider what happens when they put a crunchy cracker in their mouth and chew? How does it change? What about when you add milk to cereal? **(Change Recognizer)**

SUPPORT MATERIALS:



Bumpy/Lumpy



**Crunchy/Crispy/
Brittle**



Slick



Mushy



Wet



Slimy