READ / VOTE / EXPLAIN

The Tasting Table

Name _____

1 Asha's choice

Asha and Nico bring two snacks to the class table.
Nico puts a spoon next to one snack.
Asha wants a snack she can pick up with her hands.
"I think this one is easy to eat," she says.

Which snack does Asha choose?

Circle it in the picture. Underline her reason.
Point to the spoon when you explain.



Pumpkin soup | Cucumber slices

2 Find the opinion and the reason

Write O for opinion (what Nico thinks) and R for reason (why).

☐ I think pumpkin soup is good **because** ☐ we can share it in small cups.

3 The missing votes

Ten children each vote for one of these snacks. Fill in the vote boxes.

1. Pumpkin soup has 2 votes.
2. Pumpkin soup and cucumber slices have 7 votes together.

Cucumber slices	Pumpkin soup	Green beans
Votes	Votes	Votes

Circle the snack with the most votes.

4 Talk about your choice

Choose one snack. Tell your partner.
Your partner asks why. Then switch.

I think we can choose ...
Why?
Because ...

5 Write to the class

Choose a snack for a class picnic.
Write your opinion and one reason.
Use I think and because.

_____

_____

Discuss

What can the class do when some children want a different snack?

Lesson Ideas for “The Tasting Table”



Focus I think ... because ... · opinions and reasons

Set the table

Show the two snacks and the spoon. Point to green beans in activity 3. Review that a vote is one person’s choice. Have ten counters ready. Ask “Which snack can you pick up with your hands?”

Read the choice and find the reason

1. Asha chooses cucumber slices. Learners underline the line about picking up a snack with her hands. The spoon beside the soup helps them check the choice.
2. O goes before Nico’s opinion about pumpkin soup. R goes before his reason about sharing it in small cups. Point to because and ask “Which part tells us why?”

Count the class votes

3. Cucumber slices have 5 votes, pumpkin soup has 2, and green beans have 3. Set aside 7 of the 10 counters. Put 2 of those by the soup and 5 by the cucumber slices. The other 3 go to green beans. Ask “Which snack has the most votes? How do you know?”

Say a reason and write one

4. Model “I think we can choose pumpkin soup.” Ask “Why?” Then answer “Because we can share it in small cups.” Invite other choices and reasons.
5. Model “I think cucumber slices are a good picnic snack because they are easy to share.” Accept any food with a reason that fits the choice.

Discuss and change the vote

Ask how the class can listen to different choices. For a puzzle variation, change the combined count in clue 2 to 6 and keep the other numbers. The new counts are 4, 2, and 4. Ask the class to explain what they can do when two snacks have the same number of votes.