

May I Take Your Order?

Activity: Children will use appropriate language and behavior to role-play the different jobs in a restaurant (e.g., waiter/waitress, chef/cook, cashier, dishwasher, hostess).



Objective

The children will learn about different jobs in a restaurant and use appropriate language and behavior to role-play the different jobs.

Targeted Standards

IV. Language and Literacy

IV.E.1.a. Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)

http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds

Procedures

Day 1 (Whole Group)

1. You may introduce the lesson by reading *I Want to Be a Chef* by Stephanie Maze or another book of your choice. If you do not wish to read a book, skip to step two.
2. Discuss with the children the different jobs at a restaurant (e.g., waiter/waitress, chef/cook, cashier, dishwasher, hostess). Explain that not all restaurants have the same types of jobs.
3. Make a list of the types of jobs found at a restaurant and discuss with the children what is required to perform each job.

Day 1 (Whole Group)

4. Explain to the children that they will be helping you set up a class restaurant. First, they will need to decide what kind of restaurant (e.g., seafood, Chinese, Mexican, ham-burger) they would like to set up. Then they can decide the type of jobs that will be needed at the restaurant (e.g., waiter/waitress, chef/cook, cashier, dishwasher, and hostess).

Materials Needed

Uniforms for different types of jobs at the restaurant (e.g., waiter/waitress, cook/chef, cashier, dishwasher, hostess)

A variety of props (utensils, plates, food, menus etc.)

Book: *I Want to Be a Chef* by Stephanie Maze

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- describing some jobs at a restaurant and what is required to perform each job.
- using appropriate language and behavior to role-play the different jobs in a restaurant.

Scaffolding

-Make sure an adult is available to model/scaffold problem solving strategies as needed or requested by the children.

Extensions

- Discuss community helpers and ask parents/visitors from the community to come in and share with the class.
- Discuss foods that are nutritious for our bodies.
- Art:** Allow the children to make signs or menus for the class restaurant.

May I Take Your Order?



Activity: Children will use appropriate language and behavior to role-play the different jobs in a restaurant (e.g., waiter/waitress, chef/cook, cashier, dishwasher, hostess).

Targeted Standards

IV. Language and Literacy

IV.E.1.a. Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)

http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds

Procedures –Continued

Day 1 (Whole Group)

5. Collect and/or have the children help you make the props you will need to set up the restaurant (e.g., uniforms, food, signs, and menus).
6. Set up the restaurant.

Day 2 (Small Group)

7. Introduce the class restaurant. Help the children select jobs and model/scaffold the appropriate behavior for each job (e.g., using menus, with pictures of familiar food items, to place orders, taking orders and filling the orders with pretend food).
8. Allow the children to use the props and play in the restaurant.