

May I Take Your Order?



Suggested Group Size

Whole Group (Day One); Small Group (Day Two)

Objective

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

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 Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
 - **E. Conversation**
 - **E.1.** Uses language to express needs and feelings, share experiences, predict out-comes and resolve problems
 - **E.1.a. Child** demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem solving).
 - **E.2.** Initiates, ask questions, and responds to adults and peers in a variety of settings
 - **E.2.a.** Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.
 - **E.3.** Uses appropriate language and style for context
 - **E.3.a.** Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).
 - **E.3.b.** Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).

Materials

- Uniforms for the different type of jobs at the restaurant (e.g., waiter/waitress, chef/cook, cashier, dishwasher, hostess)
- A variety of props (utensils, plates, food, signs, menus)
- Book (optional): *I Want to Be a Chef* by Stephanie Maze

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, salad, hamburger) 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).
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.

Adaptations

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

Extensions

- Take a field trip to the school cafeteria or a local restaurant (e.g., pizzeria, bakery).
- 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.
- Add related materials to classroom centers:
 - **Art:** Allow the children to make signs or menus for the class restaurant.

Extensions (continued)

- **Dramatic Play:** Change the props frequently so the children don't become bored with a particular type of restaurant.
- **Reading/Literacy:** Add a variety of books about different types of food and jobs found at a restaurant.
- **Cooking:** Make a food that is on the menu in the class restaurant.

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.

Related Standards for Four-Year-Olds

- **I. Physical Development**
 - **A. Health and Wellness**
 - **A.10.** Makes healthy food choices
- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
 - **D. Planning and Reflection**
 - **D.1.** Shows initial signs of planning and learning from their experiences
- **III. Social and Emotional Development**
 - **B. Relationships**
 - **B.b. Peers**
 - **B.b.1.** Interacts with and develops positive relationships with peers
 - **B.b.2.** Develops special friendships
- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.1.** Increases knowledge through listening
 - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic and reacting appropriately to what is said.
 - **B. Speaking**
 - **B.1.** Speech is understood by both familiar and an unfamiliar peer or adult
 - **B.1.a** Child's speech is understood by both a familiar and an unfamiliar adult.

Related Standards for Four-Year-Olds (continued)

- **IV. Language, Communication, and Emergent Literacy**
 - **C. Vocabulary**
 - **C.1.** Shows understanding of words and their meanings
 - **C.1.a.** Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs and adverbs).
 - **C.2.** Shows increased vocabulary to describe many objects, actions and events
 - **C.2.a.** Child uses a large speaking vocabulary, adding new words weekly.

- **V. Cognitive Development and General Knowledge**
 - **C. Social Studies**
 - **C.a. Individual Development and Identity**
 - **C.a.3.** Shows awareness and describes some social roles and jobs that people do
 - **D. Creative Expression through the Arts**
 - **D.c. Creative Movement and Dance**
 - **D.c.1.** Explores creative movement and dance