

Pre-K

Community
Studies

The Restaurant

Learning about Food



STORYPATH®

The Restaurant

Learning about Food

About Pre-K Storypath.....	2
Preparing to Teach Pre-K Storypath	8
EPISODE 1 Create the Restaurant.....	13
EPISODE 2 Create the Restaurant Workers	21
EPISODE 3 Learn about Food.....	29
EPISODE 4 Solve a Problem	37
EPISODE 5 Families Visit the Restaurant.....	44
Extending the Unit	50
Teaching Masters.....	52
Teacher Workshops.....	61
Young Children and Art	61
Teaching Problem-Solving Skills	62
Observing Children's Play	63
Welcoming Families	64
Cooking with Young Children	65
Guiding Children's Play with Open-Ended Questions	66
Modeling Literacy with Environmental Print	67
Story Dictation	68
Open-Ended Props and Playthings	69
Teaching Early Math Skills	70
Professional Development Articles.....	71
Scaffolding Children's Learning	71
Teaching Young Children Who Are English Learners	72
Dealing with Challenging Behavior.....	73
Teacher Teamwork	74
Communication with Families.....	75
Using Observation and Portfolios for Child Assessment	76
Additional Resources	77
Early Learning Goals and Standards	78
Child Observation Form	79
Group Assessment Summary	83
Family Poster.....	85

ABOUT PRE-K STORYPATH

THE PRE-K STORYPATH STRATEGY

The *Pre-K Storypath* structure is a familiar one: the story. The *Pre-K Storypath* strategy is grounded in the belief that children learn best when they are active participants in their own learning. Through dramatic play, children connect what they already know to new learning. They rehearse real-life events as they tackle the problems presented through the plot of the story. Together, the structure and the teaching strategy ensure that children feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, *Pre-K Storypath* draws support from decades of experience with teachers and children. The approach has its roots in these beliefs about learning:

- **Constructing Meaning:** When children build on their prior knowledge during dramatic play, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their play is more meaningful and memorable.
- **Social-Emotional Learning:** Through dramatic play, children develop important social skills. They learn to conduct themselves in appropriate and positive ways as they negotiate the problems presented through the story line.
- **Problem Solving:** When children are engaged in problem solving that is developmentally appropriate, they take ownership for their learning and develop self-confidence.
- **Integrated Learning:** The story structure integrates ideas about the social world with skills for literacy, mathematics, and other subjects.
- **Universal Appeal:** The story structure is universal, and children, whatever their background and prior experience, find a place in the unit to build and deepen their prior knowledge and understanding.
- **Literacy Development:** When children engage in rich dramatic play, they rehearse the oral language skills necessary for developing strong reading and writing skills.

An Inquiry Approach

Questioning, by both the teacher and children, is a key aspect of *Pre-K Storypath*. Through the story structure and the conversation it creates, the teacher guides children in their search for meaning and understanding as they acquire new knowledge and skills. Asking open-ended questions results in more complex responses and further develops children's oral communication skills.

Pre-K Storypath Engages the Imagination

Each *Pre-K Storypath* unit challenges children to imagine themselves in new roles and in new places. *Pre-K Storypath* stimulates children's imaginations through dramatic play as well as a variety of other activities, such as listening to stories, engaging in story dictation and dramatization, and creating art projects.

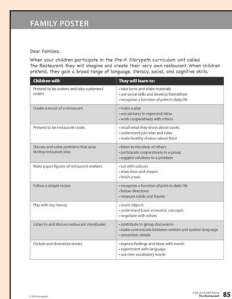
Teacher's Guide

Assessments

Discussion Posters

The back of each poster provides open-ended discussion questions and vocabulary words that may arise naturally from conversations with children. This information is provided in both English and Spanish.

Assessments



CREATE THE RESTAURANT

1 EPISODE

INTRODUCE THE RESTAURANT TOPIC

page 14

Children play with restaurant items and share what they know about restaurants. They then listen to a story about a restaurant.

- Materials**
- A collection of items related to restaurants, such as pots and pans, dishes, silverware, notepads, menus from a variety of local restaurants
 - Restaurant-related picture books (see p. 77 for list)
 - *Discussion Posters 1* and *2*

Schedule Have items on display throughout the day. Spend approximately 20 minutes reading a story and introducing the topic to the whole group.

CREATE THE FRIEZE

page 17

Children create a frieze (mural) of the inside of a restaurant.

- Materials**
- For the frieze: wall space (about 3' high and 4' long, within children's reach), butcher paper, construction paper, wallpaper and fabric scraps, colored markers and crayons, glue sticks, scissors
 - Optional: camera, magazines, catalogs, and newspapers for images of restaurant items

Schedule Include making the frieze as a choice during free play over the course of 1 to 3 days.

CONCLUDE THE EPISODE

page 19

Children help create a word chart and choose a name for their restaurant.

Materials For the word chart: cards, black marker

Schedule Discuss the frieze in a large group for approximately 10 minutes.

ASSESS AND REFLECT

page 20

Teachers assess the group's progress and begin portfolios for individual children.

- Materials**
- File folders for individual portfolios
 - Child Observation Forms

Schedule Teacher planning time for reflection and assessment will vary.

EPISODE OBJECTIVES

Social-Emotional Development

- Use language to communicate needs.
- Take turns and share materials.
- Listen to the ideas of others.

Language Development

- Listen for information.
- Allow others to speak without frequent interruptions.
- Contribute to group discussions.
- Use new vocabulary in conversation.
- Understand and follow oral directions.

Cognitive Development: Early Literacy

- Listen attentively to a reading of a picture book.
- Focus on illustrations for details.
- Recognize print in the local environment.
- Understand that different text forms are used for different purposes.

Cognitive Development: Social Studies

- Understand that restaurants provide a place for people to gather together, to eat, and to socialize.
- Understand that people come to restaurants because of cost, personal tastes, location, and ethnic/cultural background.

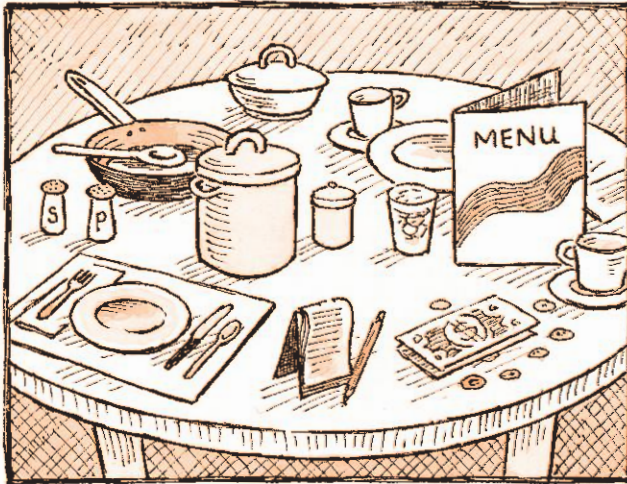
Cognitive Development: Problem Solving

- Use ideas from the class discussion to create the frieze.

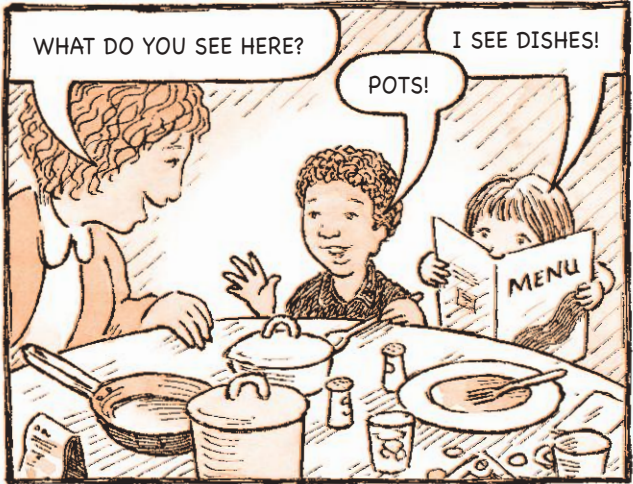
EPISODE 1

INTRODUCE THE RESTAURANT TOPIC

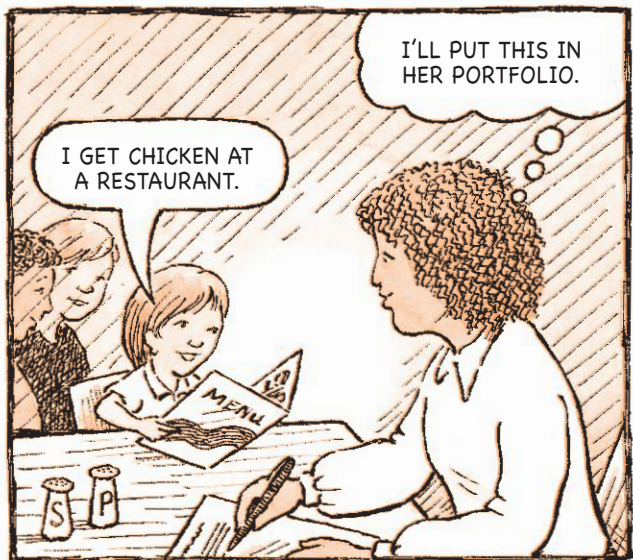
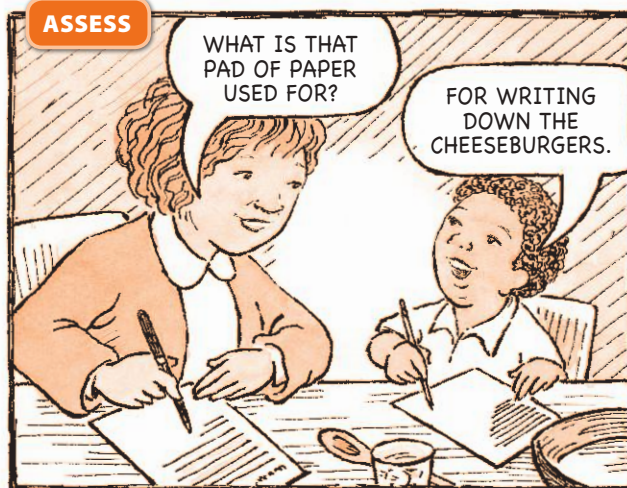
To introduce the restaurant topic, Lupe and I created a display of items used in restaurants.



As the children arrived at school, they explored the materials and talked about restaurants.



We observed each child and wrote down what they said about restaurants as they played with the items.



INTRODUCE THE RESTAURANT TOPIC

Begin the episode

In this episode, the children will begin the *Pre-K Storypath* unit by creating the restaurant setting. To introduce the idea of a restaurant, create a display of items used in a restaurant. Allow time for children to explore the items in an open-ended way and encourage discussion about what is displayed.

For more information about selecting open-ended props and playthings, read the Teacher Workshop on page 69.

ASSESS Pre-assess individual children

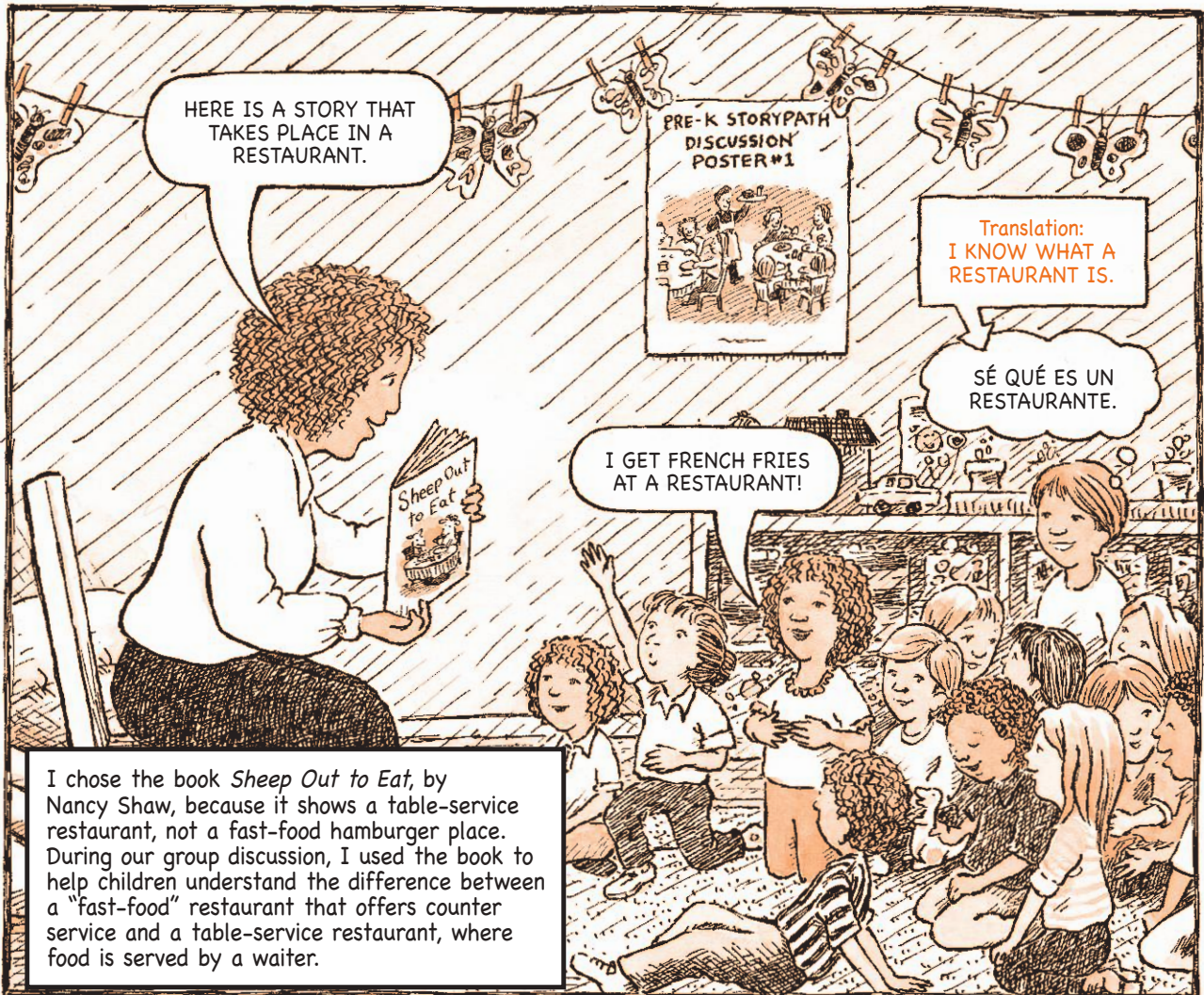
Observe what children already know about restaurants as they play with the items. Then ask each child a few open-ended questions and write down their answers. Keep these responses in the child's individual portfolio for future reference.

Suggested open-ended questions:

- What happens in a restaurant?
- What might you see in a restaurant?
- What might you smell in a restaurant?

INTRODUCE THE RESTAURANT TOPIC *continued*

At circle time, I read a picture book about restaurants. The funny story sparked more conversation about restaurants. Then I announced that our class would be creating our own pretend restaurant.



Introduce the topic to the group

During group time, read aloud a picture book about restaurants. See page 77 for a list of picture books related to restaurants and food. Introduce the topic by announcing that the class will be creating their own restaurant. Use open-ended questions to activate children's prior knowledge about restaurants.

Suggested discussion questions:

- Why do people go to restaurants?
- What are some different kinds of restaurants?
- What do you see in a restaurant?

Share Discussion Posters

Use the *Pre-K Storypath Discussion Posters* throughout the episode, whenever you think children would benefit from seeing these visual representations of the restaurant concepts. You can use the posters to introduce concepts or to add new ideas to discussions.

EL Children who are not native English speakers especially benefit from seeing images that represent new words and concepts.

LANGUAGE AND LITERACY

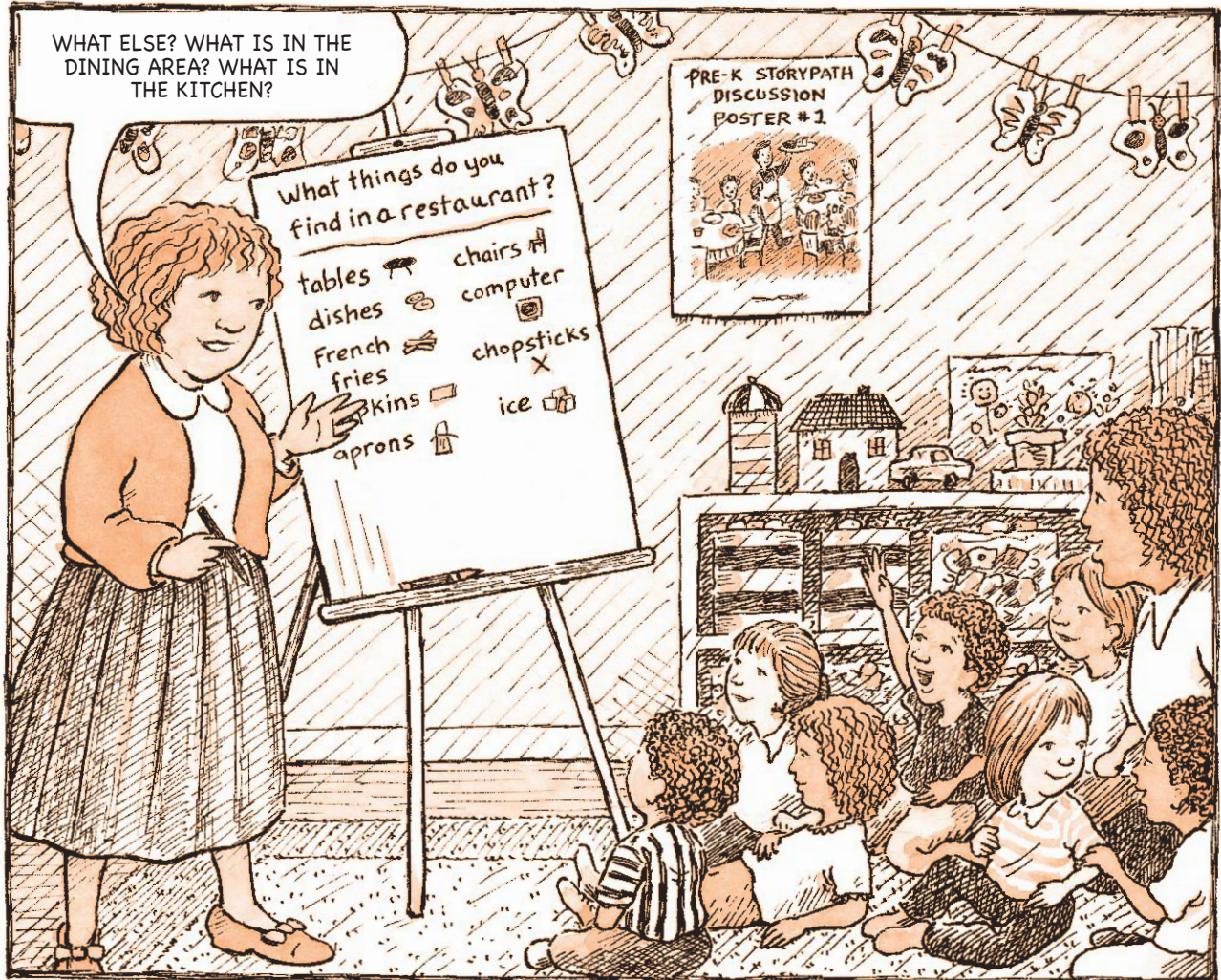
During story time, children learn to

- listen attentively
- focus on illustrations for details
- use new vocabulary

EPISODE 1

INTRODUCE THE RESTAURANT TOPIC *continued*

Next, Lupe asked the children to imagine how their restaurant might look. She asked, "What things do you find in a restaurant?" Then she wrote down their ideas on a big sheet of paper. We would be using these ideas to create the restaurant setting.



Discuss the restaurant

Explain that the children will decide what kind of pretend restaurant they would like to have. Use open-ended questions to help children vividly imagine their restaurant.

During the discussion, make a list of children's responses with both words and simple sketches. The process of making the list helps children develop print awareness. You will want to refer to this list later as children create the frieze.

EL Using both words and images supports the learning of children who are not native English speakers.

Use anti-bias and culturally relevant practices

Guide the discussion so that every child feels included. Due to the diversity of economic backgrounds, some children will likely have more experience with restaurants than others. Also, be sure to include in your discussion a range of ethnic restaurants related to children's backgrounds and experiences.

LANGUAGE AND LITERACY

During the group discussion, children learn to

- listen for information
- allow others to speak without frequent interruptions
- contribute to group discussions

CREATE THE FRIEZE

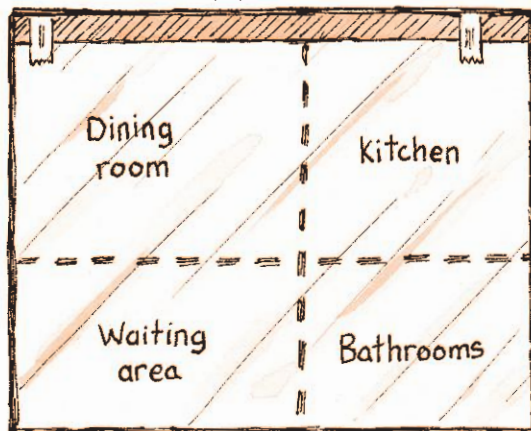
The next step was making a frieze, or mural. This was important for helping the children visualize what happens in a restaurant. We also wanted them to develop a sense of ownership for our pretend restaurant.



Children drew their own way or colored prepared shapes.



Lupe and I knew that making a frieze would be a challenge for the children. So we used several approaches to **scaffold** children's work, such as marking off the areas of the restaurant on the paper ahead of time.



Another option was to cut out pictures from catalogs and magazines.



CREATE THE FRIEZE

Explain to children that they will be creating a big picture of the restaurant. To help **scaffold** children's learning, you may want to organize the frieze into several sections: dining room, kitchen, waiting area, and bathrooms.

Have art materials available for children to make items for the restaurant. Then children can tape or glue the items in the appropriate section of the frieze. Scaffold and support children's work by providing paper that has been cut or outlined with the shapes of the items, such as tables and chairs. Then children can add color by drawing or painting.

Guide children's work

As children work on the restaurant setting, try to limit your role to asking questions and, if necessary, making very general suggestions. Children should begin to feel ownership for the restaurant and make their own decisions about the features. For more information about young children and their artwork, read the Teacher Workshop on page 61.

PROFESSIONAL VOCABULARY

scaffold *verb* to support a child's learning in a way that allows a child to accomplish a task he or she would not be able to do independently. (For more information about scaffolding, read the article on page 71.)

EPISODE 1

CREATE THE FRIEZE *continued*

As we worked on the frieze, some conflicts developed. At first, I was discouraged by this, but then I realized we could use these conflicts as opportunities to teach problem-solving and conflict resolution.



I asked the children to listen to each other and encouraged Héctor to explain his thinking.



Help children resolve conflicts peacefully

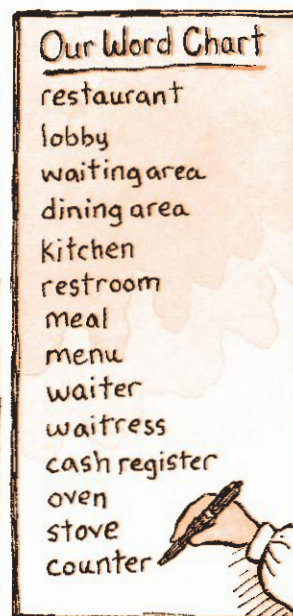
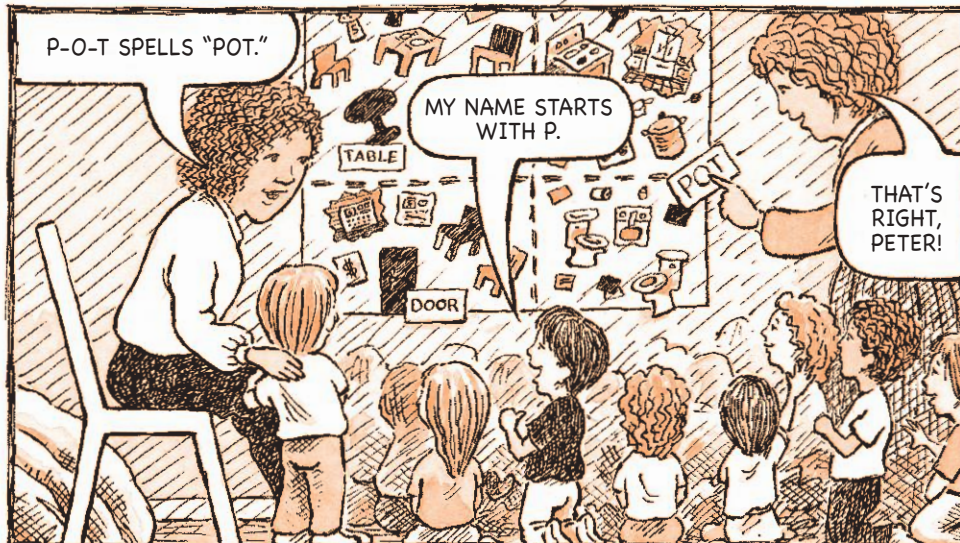
As they work at the art table, remind children to listen to each other, share the materials, and help each other. Model these behaviors as you interact with the children. If a conflict develops, help children resolve the conflict by giving each child a chance to speak and be heard by the other. Sometimes just listening to each other is enough to help children move on. Problem-solving skills will be discussed in depth in Episode 4.

Allow children to take ownership of their work

When children suggest ideas that seem implausible, ask them to explain their ideas. Their responses often provide new insights into their understanding or misconceptions. Allow implausible ideas to stand. This will build ownership for the place they are creating. Later you can correct misconceptions as children gain more knowledge.

CONCLUDE THE EPISODE

When the frieze was finished, we all talked about what we had made. We made labels for many of the items in our restaurant.



We discussed what we'd like to name our restaurant. There was one suggestion everyone liked.



Since we had just read *The Hungry Caterpillar*, I was pleased that the children were making this connection.



CONCLUDE THE EPISODE

Discuss the frieze

Discuss the restaurant as a group. Ask children to explain how they decided what to include, where and why they placed objects in their restaurant, and how they worked together to create their place.

Create a word chart

Have children identify the features of the restaurant, such as the dining area, tables, chairs, kitchen, stove, and the refrigerator. Write the labels on cards and post these labels around the frieze. For more information about word charts and environmental print, read the Teacher Workshop on page 67.

Name the restaurant

Help the children decide what they should call the restaurant. Write the name in big letters above the frieze.

Dictate sentences about the restaurant

As a group or individually, have children dictate sentences describing the restaurant. Display the dictated sentences near the frieze.

EL Allow children who are not native English speakers to dictate their sentences in their home language.

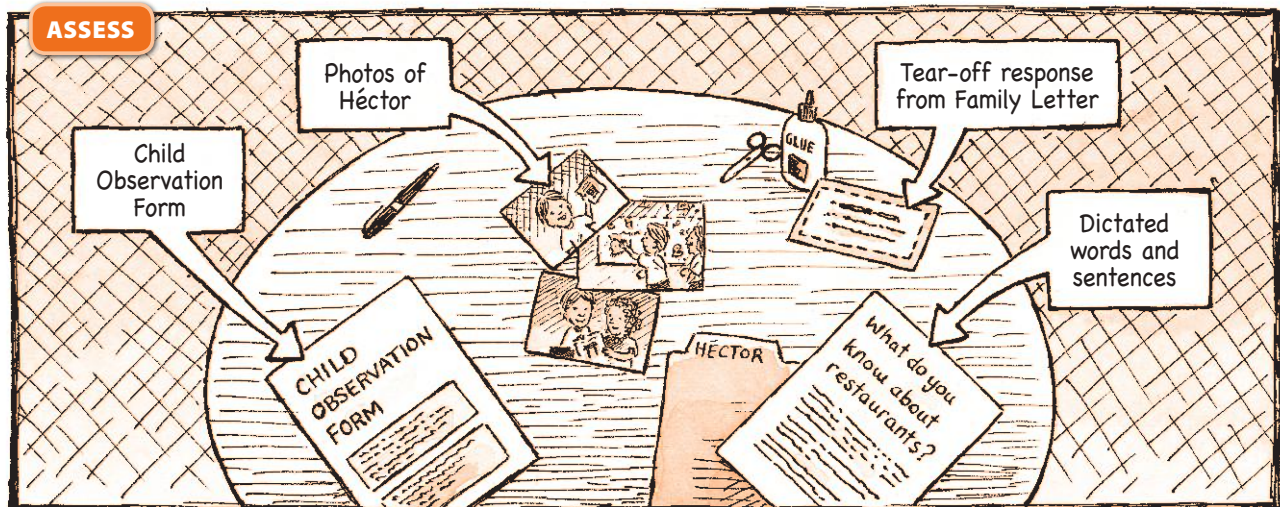
EPISODE 1

ASSESS AND REFLECT

After we ended Episode 1, Lupe and I talked about how things went.



We also gathered items for each child's portfolio. Here's what Héctor's portfolio looked like.



ASSESS AND REFLECT

ASSESS Assess the group

Did children

- use information from the discussion to make their restaurant?
- make appropriate objects and place them in the appropriate places?
- work together by listening to each other's ideas, sharing materials, and helping each other?

Use your observations of the group to help shape your plans for next steps.

ASSESS Assess individual children

Use the *Child Observation Form* to assess each child's learning. Include this form and other items, such as dictated sentences and photos of the frieze, in children's portfolios. For more information about using portfolios for assessment, read the article on page 76.

LANGUAGE AND LITERACY

Use discussions to assess

- acquisition of new vocabulary words
- the ability to use words to solve problems

Use dictated sentences to assess

- an understanding of restaurant concepts
- print awareness

1



What is a restaurant?

WHAT IS A RESTAURANT?

OPEN-ENDED DISCUSSION QUESTIONS	SAMPLE RESPONSES
1. What is a restaurant?	A restaurant is a place where people go to eat meals.
2. Why do people go to restaurants?	People go to restaurants to try new foods, spend time with friends and family, and celebrate special times.
3. What happens in a restaurant?	Workers make and serve food. Customers order, eat, and pay for food.
4. What kinds of restaurants have you visited? What kinds of restaurants do you know about?	There are many different kinds of restaurants: • fast-food restaurants • fancy restaurants • family restaurants • restaurants that serve food from other countries, such as China, Italy, and Mexico
5. What is the difference between a fast-food restaurant and a fine-dining (or “sit-down”) restaurant?	A fast-food restaurant is a place where people order and pay for their food at a counter and then get their food right away. A fine-dining restaurant is a place where people sit at tables and a server takes the food orders and serves the food.

VOCABULARY	
1. restaurant	a place where people go to buy and eat meals
2. fast food	food that is made and eaten quickly, such as french fries
3. family restaurant	a restaurant that offers meals that children like to eat and has a dining area that is comfortable for families with children
4. fine-dining restaurant	a sit-down restaurant that offers meals that cost a lot of money and where people dress up to eat
5. carry-out food	meals that people buy at restaurants and take with them to eat somewhere else

¿QUÉ ES UN RESTAURANTE?

PREGUNTAS ABIERTAS PARA COMENTAR	RESPUESTAS GUIADAS
1. ¿Qué es un restaurante?	Un restaurante es un lugar donde las personas van a comer.
2. ¿Por qué van las personas a los restaurantes?	Las personas van a los restaurantes para probar comidas diferentes, estar con amigos y familiares, y celebrar ocasiones especiales.
3. ¿Qué pasa en un restaurante?	Los empleados preparan y sirven la comida. Los clientes piden, comen y pagan la comida.
4. ¿Qué tipos de restaurantes has visitado? ¿Qué tipos de restaurantes conoces?	Hay muchos tipos de restaurantes: • de comida rápida • de comida fina • para familias con niños • restaurantes que sirven comida típica de otros países como China, Italia y México
5. ¿Cuál es la diferencia entre un restaurante de comida rápida y un restaurante de comida elaborada (o “fina”)?	Un restaurante de comida rápida es un lugar donde las personas piden la comida y pagan en el mostrador, y donde les traen la comida enseguida. Un restaurante de comida elaborada es un lugar donde las personas se sientan en la mesa y un mesero les toma la orden y les sirve la comida.

VOCABULARIO	
1. restaurante	un lugar donde las personas van a pedir comida y a comer
2. comida rápida	comida que se prepara y se come rápidamente, como las papas fritas
3. restaurante familiar	un restaurante que ofrece comidas que a los niños les gustan y que tiene un comedor que es cómodo para familias con niños
4. restaurante de comida elaborada	un restaurante fino que ofrece comida cara, y donde las personas que van a comer visten de manera elegante
5. comida para llevar	comida que las personas compran en el restaurante y se la llevan para comer en otro lugar

The Restaurant © 2019 Storypath. All rights reserved.