

Lesson Seed: 1.OA.A.1-2 Visit to a Restaurant

(Lesson seeds are ideas for the domain/cluster/standard that can be used to build a lesson.
Lesson Seeds are not meant to be all-inclusive, nor are they substitutes for instruction.)

Domain: Operations and Algebraic Thinking

Cluster: Represent and solve problems using addition and subtraction.

Standard: 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Standard: 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown to represent the problem.

Purpose/Big Idea:

- This activity is meant for enrichment, but can be modified to use with your entire class.
- Although money is a Standard that is addressed in Grade 2, students in Prekindergarten through Grade 1 can still use whole dollars as manipulatives.

Vocabulary:

- Meal
- Restaurant

Materials:

- Play food
- Construction paper
- Markers or crayons
- Scissors
- Whole dollar play money
- Play cash register, if available
- Math journals
- Resource Sheet 1: Ticket Order
- Resource Sheet 2A&B: Putting Together a Meal
- Books about visiting a restaurant or diner, such as:
 - Ryan Afromsky's I Have a Restaurant

- London, Jonathan. Froggy Eats Out.
- Katie Maricso's Good Manners in a Restaurant (Good Manners Matter!)
- Marissa Moss' Mel's Diner.
- Laurel Snyders' Inside the Slidy Diner
- Alice L. Walters' Fanny at Chez Panisse: A Child's Restaurant Adventures with 46 Recipes.

ACTIVITY 1:

Read one of the books listed in the Materials section above. Discuss the book with students. You may want to ask students if they have ever been to a restaurant. Point out that every restaurant charges different prices for their food. Ask students to brainstorm and create a list of the types of foods they would have in a restaurant of their own. Students should work independently, in pairs, or in small groups to create a name for their restaurant and design and illustrate a menu that lists prices of the various meals they offer. They may wish to design placemats that could be laminated.

Students will visit each other's restaurants and read over the menu. Each student should order a meal. You may wish to ask students to share their idea of what a meal is, or to share what they have ordered from restaurants in the past.

The student who plays the role of server should write down their customer's orders and find the total on Resource Sheet 1: Ticket Order. *(For differentiated instruction, some servers should have the foods pre-printed on their order pads, checking off what is ordered, and some will feel comfortable writing orders).*

You may wish to distribute pencils and math journals to students at this time. After the pretend meal is served, the students who play the customers should estimate the total cost of the meal while the student who plays the cashier should total the bill. The customers and the server should compare their answers to ensure that the total amount on the bill is correct. Finally, students should record in their math journals the cost of the meal and how they determined the total cost.

If there is a disagreement, the students should discuss their strategies. Once the group is in agreement on the total of the bill, the cashier then collects play money from the customers and makes change, if necessary.

Students should share their thinking with the class about how they found the total for each bill. Students may wish to rotate to a different restaurant for part of the mathematics class on various days of the week.

Activity 2:

Have students look over their menus as they complete Resource Sheet 2A&B.

Teachers may wish to extend this activity further by having students reading about bistros, diners, and fast food restaurants in books or on the Internet. (You may keep some of the books listed above in your math center for students to read). Students could compare prices at different types of food establishments. They could also use a lunch menu from the school cafeteria to compare prices of whole-dollar items.

Guiding Questions:

As teacher circulates around the room, some questions that can be posed to the groups as they work might be:

- Can you think of another way to add the bill?
- What can you do if you get stuck?
- How do you know where to begin to solve this problem?
- How do you know if your result is reasonable?

Resources: Department of Gifted/Talented & Enrichment NYC Department of Education.

<http://www.fotosearch.com/photos-images/order-pad.html>. A link to a host of pictures of restaurant items and workers

Ticket Order

Name of Server: _____

Date: _____

Item Ordered	Cost
Total Cost:	

Putting Together a Meal

Name: _____

Date: _____

Use your menu to answer the following questions:

1. Put together a meal at your restaurant that will cost **more** than five dollars. List the items and their prices.

Item	Cost
Total Price:	

Putting Together a Meal

2. Can you create a meal at your restaurant that will cost less than five dollars? If so, list the items and their prices below.

Item	Cost
Total Price:	

3. What is the most expensive item on your menu?

4. How much does it cost? _____