Let's Do Lunch!

For information concerning IMPACT II opportunities, such as interschool visits, staff development, workshops and Adapter and Disseminator grants, please contact:

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In today’s society, with families fractured through divorce and separation, problems with the economy, and the elimination of Home Economics in most middle schools, students are not exposed to as many social situations as in years past. Other than fast-food establishments, most middle school students have had little or no experience with eating in a restaurant. They don’t understand the rules of etiquette while dining out, and many phrases on a menu are completely unfamiliar to them. In addition, the concepts of computing tax and tip need to be learned. With employers now having the luxury of being selective about whom they hire, social graces are something students need to master in order to succeed in the workplace, and, more importantly, to function in society. The purpose of this project is to teach students the life skills they need when dining in public. The project begins with a discussion of eating out and the students are polled as to how often, if ever, they eat in a restaurant with their family. Students next brainstorm the reasons why people eat out, and the types of restaurants that are available. The vocabulary associated with menus is introduced, and students examine actual menus from different restaurants. Novels or picture books that relate to dining out are utilized. A mock restaurant is one activity that students most enjoy. Other classroom activities include lessons on table settings, use of proper utensils, conducting research of careers in the restaurant industry, videos, and guest speakers from local eating establishments. Expository and persuasive essays are included in the project, with students writing to explain which type of restaurant they prefer, or convincing a friend to join them at a particular eatery. The highlight of the project is a trip to a restaurant where students order their own lunch and display their understanding of correctly computing tax and gratuity, as well as exhibiting proper table manners and acceptable behavior in public. This project will affect student learning by improving their vocabulary and comprehension skills, as well as giving them practice in writing the types of essays required on the state assessment test.
OBJECTIVES

*Students will:*

- Brainstorm the reasons why people eat out in restaurants and work cooperatively to discuss the various types of restaurants, such as fast food or table service.

- Understand the different jobs and careers that are available in the restaurant industry.

- Display understanding of the courses of a formal meal, table settings, and the proper use for each utensil and plate.

- Demonstrate knowledge of the specialized vocabulary associated with restaurants and understand the role of word choice in creating menus.

- Work with a partner or individually to complete Menu Math activities.

- Bring to class a menu they acquired from a local restaurant.

- Select items in several categories from sample menus and accurately compute proper total, tax, and gratuity for their imaginary meal.

- Work cooperatively to create a fictitious restaurant, describing the food offered, and determining realistic prices for the menu items.

- Write informative/expository essays to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Write persuasive arguments to support claims with clear reasons and relevant evidence.

- Read and comprehend literature that contains eating in public or food preparation as the central theme.

- Act appropriately and use proper table manners while dining at a public restaurant.
The students will:

RL.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.10 Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SL.8.1 The student will engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, and follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
INTRODUCTION

Objectives: Students will brainstorm the reasons why people eat out in restaurants and work cooperatively to determine the various types of restaurants, such as fast food or table service.

Activities:

1. Place the terms “Eating Out” and “Restaurant” on the front board and through a large group discussion have students discuss what each term means to them.

2. Have students offer reasons why people eat out in restaurants. Place the students’ suggestions on a large web at the front of the room.

3. Next, have students discuss with a partner the various types of restaurants and make a list, including examples of each.

4. Conduct a large-group discussion of the types of restaurants and create an outline as shown below.

5. Have students offer suggestions for each type of restaurant, such as McDonald’s® for Fast Food/Counter Service, Golden Corral® for Buffet and Red Lobster® for Fancy/Table Service.

6. Have students compare and contrast the occasions for which you would visit each type of restaurant, the kinds of foods offered in each type, the behavior needed in each establishment, prices, and service. Allow students to share any personal stories of times they have eaten in the different types of restaurants and address any questions they may have about each type of restaurant.

Evaluation: Students will be evaluated on their participation in the large-group discussions, and their completion of the Eating Out web.
SAMPLE WEB

WEDDING

GRADUATION

SPECIAL OCCASION

CAN’T COOK

PAYDAY

NO FOOD AT HOME

NO TIME TO COOK

LOSS OF ELECTRICITY

COMPANY VISITING

EATING OUT
SAMPLE OUTLINE

I. TYPES
   A. FAST FOOD/COUNTER SERVICE
      1. BURGERS/BEEF
      2. PIZZA
      3. DELI
      4. SEAFOOD
      5. MULTI-CULTURAL
         a. CHINESE
         b. ITALIAN
         c. HISPANIC
         d. THAI
         e. INDIAN
         f. JAPANESE
   B. BUFFET
   C. FANCY/TABLE SERVICE
      1. AMERICAN
      2. VARIETY
      3. SEAFOOD
      4. MULTI-CULTURAL

II. COMPARE/CONTRAST
   A. WHEN YOU GO
   B. DRESS
   C. BEHAVIOR
   D. SERVICE
   E. PRICES
RESTAURANT CAREERS

Objective: Students will understand the different jobs and careers that are available in the restaurant industry.

Activities:

1. Have students make individual lists of all the careers they can think of that are associated with the restaurant industry. Give them a set amount of time, for example, 3 minutes, to make their lists.

2. After the lists are made, have students turn to a student near them and compare lists, adding to their own list any careers which they had not listed.

3. Bring the class back to a large-group discussion and make a master list of the careers the students had listed. Place these on the board or large chart.

4. Discuss the careers with the students, particularly which careers are considered “entry level” and which require experience; the education needed for each career; and suggestions for the salaries for each. Have students look up the careers on the Internet or in the Occupational Outlook Handbook to find the most up-to-date information.

5. Allow students to share any personal information they may have regarding working in a restaurant and/or invite someone in the restaurant industry as a guest speaker.

Evaluation: Students will be evaluated based on their participation in the discussions and their contributions to the lists.
FORMAL MEALS AND TABLE SETTINGS

Objectives: Students will understand the courses of a formal meal, and given a diagram, will correctly identify the name and use for each utensil and plate.

Activities:

1. Display on the board the courses of a formal meal and have students list them in the correct order. Discuss their answers.

2. Distribute a diagram of a formal place setting or provide a sample table place setting and discuss the names of the utensils and plates, as well as the use for each. Explain how some formal table settings will have a variation of the diagram.

3. Discuss the purpose of “place cards” and “chargers/service plates” and occasions when they are used.

4. Demonstrate to the class the proper way to use utensils when eating in public. Explain to students that utensils are usually selected for each course from the outside of the plate towards the center; and when sitting at a large table with several other diners, “B-M-W” is a good way to remember where their bread, meat, and water are located.

Evaluation: Have students label each plate and utensil of a formal table setting.
TABLE SETTINGS

FORMAL TABLE SETTING
FORMAL TABLE SETTING ASSESSMENT

Directions: Number your paper from 1 – 15. For each number, give the correct name of the plate, glass or utensil that goes with it.

FORMAL TABLE SETTING – ANSWER KEY

1. Napkin
2. Salad fork
3. Dinner fork
4. Dessert fork
5. Bread-and-butter plate, with spreader
6. Dinner plate
7. Dinner knife
8. Teaspoon
9. Teaspoon
10. Soup spoon
11. Cocktail fork
12. Water glass
13. Red-wine glass
14. White-wine glass
15. Coffee cup and saucer*

* For an informal meal, include the coffee cup and saucer with the table setting. Otherwise, bring them to the table with the dessert.

--from www.almanac.com/food/settable.php
RESTAURANT VOCABULARY

Objective: Students will demonstrate knowledge of the specialized vocabulary associated with restaurants and understand the role of word choice in creating menus.

Activities:

1. Distribute the list of vocabulary words associated with restaurants and menus. Explain how many restaurant and menu terms are derived from the French language.

2. Discuss each term. Have students use a dictionary or the Internet to locate the meanings and provide pictures as visual aids for terms with which most students are unfamiliar.

3. Elicit from the students the process for making a reservation at a restaurant. Discuss what information is needed to make a reservation and the rules of etiquette for keeping a reservation.

4. Answer any questions the students may have and allow them to share their experiences that are related to the terms.

Evaluation: Evaluate students by testing their knowledge of the terms through a written test.
# RESTAURANT VOCABULARY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>menu</td>
</tr>
<tr>
<td>2.</td>
<td>waiter</td>
</tr>
<tr>
<td>3.</td>
<td>waitress</td>
</tr>
<tr>
<td>4.</td>
<td>bus boy</td>
</tr>
<tr>
<td>5.</td>
<td>host</td>
</tr>
<tr>
<td>6.</td>
<td>hostess</td>
</tr>
<tr>
<td>7.</td>
<td>maître d’</td>
</tr>
<tr>
<td>8.</td>
<td>tax</td>
</tr>
<tr>
<td>9.</td>
<td>tip – gratuity</td>
</tr>
<tr>
<td>10.</td>
<td>dish / side dish</td>
</tr>
<tr>
<td>11.</td>
<td>course</td>
</tr>
<tr>
<td>12.</td>
<td>entrée</td>
</tr>
<tr>
<td>13.</td>
<td>à la carte</td>
</tr>
<tr>
<td>14.</td>
<td>Hollandaise</td>
</tr>
<tr>
<td>15.</td>
<td>baked</td>
</tr>
<tr>
<td>16.</td>
<td>broiled</td>
</tr>
<tr>
<td>17.</td>
<td>steamed</td>
</tr>
<tr>
<td>18.</td>
<td>fried</td>
</tr>
<tr>
<td>19.</td>
<td>sautéed</td>
</tr>
<tr>
<td>20.</td>
<td>stuffed</td>
</tr>
<tr>
<td>21.</td>
<td>Escargots</td>
</tr>
<tr>
<td>22.</td>
<td>parfait</td>
</tr>
<tr>
<td>23.</td>
<td>chef</td>
</tr>
<tr>
<td>24.</td>
<td>beverage</td>
</tr>
<tr>
<td>25.</td>
<td>appetizer</td>
</tr>
<tr>
<td>26.</td>
<td>medallion</td>
</tr>
<tr>
<td>27.</td>
<td>soup du jour</td>
</tr>
<tr>
<td>28.</td>
<td>au gratin</td>
</tr>
<tr>
<td>29.</td>
<td>in season</td>
</tr>
<tr>
<td>30.</td>
<td>hearts of palm</td>
</tr>
<tr>
<td>31.</td>
<td>on the half shell</td>
</tr>
<tr>
<td>32.</td>
<td>reservation</td>
</tr>
</tbody>
</table>
**MENU MATH ACTIVITIES**

**Objective:** Students will work with a partner or individually to solve math problems involving purchasing meals in restaurants.

**Activities:**

1. Have students select partners with whom to work.
2. Distribute the *Reading a Menu* worksheets and calculators (if desired).
3. Have students work together to complete the worksheet questions.
4. For additional practice, distribute the *Menu Math* worksheets and have students complete the activities.

**Evaluation:** Students are evaluated based on the accuracy of their answers.
**Breakfast (served any time)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 egg, any style</td>
<td>1.50</td>
</tr>
<tr>
<td>2 eggs, any style</td>
<td>2.75</td>
</tr>
<tr>
<td>Plain Omelette</td>
<td>3.25</td>
</tr>
<tr>
<td>Ham &amp; Cheese Omelette</td>
<td>4.50</td>
</tr>
<tr>
<td>(Above served with hashbrowns and biscuits or toast.)</td>
<td></td>
</tr>
<tr>
<td>Short Stack Pancakes</td>
<td>2.95</td>
</tr>
<tr>
<td>French Toast</td>
<td>3.25</td>
</tr>
</tbody>
</table>

**Side Orders**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacon, 2 slices</td>
<td>1.00</td>
</tr>
<tr>
<td>Sausage, 2 patties or 2 links</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Complete Dinners (served 4 p.m. to 10 p.m.)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaghetti with Meat Sauce</td>
<td>3.75</td>
</tr>
<tr>
<td>Served with garlic toast and tossed salad</td>
<td></td>
</tr>
<tr>
<td>Top Sirloin Steak</td>
<td>6.75</td>
</tr>
<tr>
<td>8 oz. steak with baked potato and tossed salad</td>
<td></td>
</tr>
<tr>
<td>1/2 Fried Chicken</td>
<td>5.50</td>
</tr>
<tr>
<td>Served with mashed potatoes and vegetable of the day</td>
<td></td>
</tr>
<tr>
<td>Fried Shrimp Dinner</td>
<td>6.75</td>
</tr>
<tr>
<td>Eight big shrimp, choice of potato and salad</td>
<td></td>
</tr>
</tbody>
</table>

**Sandwiches (served any time)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam's Special Burger</td>
<td>3.50</td>
</tr>
<tr>
<td>1/4 lb. burger with our secret sauce</td>
<td></td>
</tr>
<tr>
<td>The Double Burger</td>
<td>4.75</td>
</tr>
<tr>
<td>Two 1/4 lb. patties, secret sauce &amp; cheese</td>
<td></td>
</tr>
<tr>
<td>Hot Ham &amp; Cheese</td>
<td>4.75</td>
</tr>
<tr>
<td>Served on french roll</td>
<td></td>
</tr>
<tr>
<td>Tuna Stack</td>
<td>3.75</td>
</tr>
<tr>
<td>Tuna salad, cheese, bacon, lettuce &amp; tomato</td>
<td></td>
</tr>
<tr>
<td>Grilled Cheese Sandwich</td>
<td>2.50</td>
</tr>
<tr>
<td>(Above served with french fries, and choice of cole slaw or jello.)</td>
<td></td>
</tr>
</tbody>
</table>

**Desserts**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherry Pie</td>
<td>1.25</td>
</tr>
<tr>
<td>Chocolate Sundae</td>
<td>1.50</td>
</tr>
<tr>
<td>Sherbet</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Beverages**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>0.50</td>
</tr>
<tr>
<td>Iced Tea</td>
<td>0.50</td>
</tr>
<tr>
<td>Hot Tea</td>
<td>0.50</td>
</tr>
<tr>
<td>Milk</td>
<td>0.50</td>
</tr>
<tr>
<td>Soft Drinks</td>
<td>0.50</td>
</tr>
</tbody>
</table>

1. If you order 1 egg and 2 slices of bacon, how much will it cost?
2. What is served along with the eggs?
3. If you order sausage with your pancakes, how much will it cost?
4. At what time of day can you order breakfast?
5. What do you get with the Special Burger?
6. How much more does the Double Burger cost than the Special Burger?
7. What is on the Tuna Stack?
8. When is dinner served?
9. If you are under 11 years old, how much would the chicken dinner cost?
10. If you ordered a grilled cheese sandwich, a cola, and cherry pie, how much would it cost?
1. Use the menu to find the prices.
2. Add the check to find the subtotal.
3. Use the tax table to find the amount of tax.
4. Add the subtotal and the tax.

<table>
<thead>
<tr>
<th>HAMBURGER HUT GUEST CHECK</th>
<th>HAMBURGER HUT GUEST CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Vegetable Soup</strong></td>
<td><strong>1 Cherry Pie</strong></td>
</tr>
<tr>
<td><strong>1 Clam Chowder Soup</strong></td>
<td><strong>1 Apple Pie</strong></td>
</tr>
<tr>
<td><strong>2 Cheese Sandwiches</strong></td>
<td><strong>2 Banana Cream Pies</strong></td>
</tr>
<tr>
<td><strong>2 Milks</strong></td>
<td><strong>1 Coffee</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1 Hot Tea</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBTOTAL</th>
<th>SUBTOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(7% sales) TAX</strong></td>
<td><strong>(7% sales) TAX</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thank You! TOTAL</th>
<th>Thank You! TOTAL</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HAMBURGER HUT GUEST CHECK</th>
<th>HAMBURGER HUT GUEST CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 Steak Dinners</strong></td>
<td><strong>2 Cheese Omelettes</strong></td>
</tr>
<tr>
<td><strong>2 Hot Teas</strong></td>
<td><strong>1 Spanish Omelette</strong></td>
</tr>
<tr>
<td><strong>1 Chocolate Cake</strong></td>
<td><strong>1 Hot Chocolate</strong></td>
</tr>
<tr>
<td><strong>1 Coconut Cake</strong></td>
<td><strong>1 Milk</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1 Orange Juice</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBTOTAL</th>
<th>SUBTOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(7% sales) TAX</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thank You! TOTAL</th>
<th>Thank You! TOTAL</th>
</tr>
</thead>
</table>
**BREAKFAST**

- **Bacon and Eggs**
  Hash browns, toast, and jelly
  4.45

- **Ham and Eggs**
  Hash browns, toast, and jelly
  4.95

- **French Toast**
  Four slices with syrup and whipped butter
  3.75

- **Hotcakes**
  Six golden-brown hotcakes with whipped butter and syrup
  3.95

- **Waffles**
  Two crisp, golden-brown waffles with whipped butter and syrup
  3.85

- **Cereal**
  Your choice, hot or cold. Served with fresh cream and muffins
  3.00

**OMELETTES**

Made with three large fresh eggs. Served with hash browns and muffins.

- **Plain Omelette**
  3.40
  Fluffy, seasoned to perfection

- **Cheese Omelette**
  4.00
  Choice of Cheddar, Swiss, Monterey Jack, or mix of all three

- **Spanish Omelette**
  4.80
  Green chili and tangy Spanish sauce

**SALADS**

- **Crab Salad**
  Tender crab meat, sliced tomato, and hard-boiled egg served on a bed of lettuce
  7.25

- **Chef Salad**
  Ham, turkey, cheese, hard-boiled eggs, and garden greens
  5.65

- **Shrimp Salad**
  Sliced tomato and hard-boiled egg served on a bed of lettuce with cocktail sauce
  6.50

- **Waldorf Salad**
  Crunchy apple chunks, celery, and walnuts
  3.80

- **Fruit Salad**
  Fresh fruit served with cottage cheese and shredded lettuce
  4.95

- **Tomato Salad**
  A whole ripe tomato filled with chicken or tuna
  5.25

**SIDE ORDERS**

- French Fries
  2.20
- Onion Rings
  2.10
- Cole Slaw
  .99
- Baked Beans
  .95
- Chili and Beans
  2.55
- Toast
  2.00
- Cottage Cheese
  1.20

**BEVERAGES**

- Juice - Orange, Tomato, Grapefruit
  1.04
- Iced Tea - Hot Tea
  1.15
- Cola
  1.25
- Root Beer
  1.25
- Coffee
  1.00
- Hot Chocolate
  1.18
- Milk Shake
  3.00
Hamburger Hut

Hut Burger
One beef patty with lettuce, tomato, onion, and a pickle
with cheese
4.25
4.00 extra

Chili Burger
Beef patty smothered with chili, chopped onions, and melted cheese
4.85

Jumbo Burger
Double meat patty served with a slice of American cheese, lettuce, tomato, onion, and a pickle
5.95

Avocado Burger
Double meat patty smothered with guacamole sauce and sautéed onions
5.75

Patty Melt
Beef patty served on grilled rye with melted cheese and onions
4.55

Bacon Burger
Juicy meat patty topped with crisp bacon and melted Cheddar cheese
4.65

Sandwiches

Cold
Egg Salad Sandwich
3.85
Chicken Sandwich
4.25
Ham Sandwich
4.50
Tuna Sandwich
3.95
Cheese Sandwich
3.00
Club Sandwich
4.10

Hot
Hot Beef
Sliced beef served open-faced with whipped potatoes & gravy
5.50

Hot Turkey
Sliced turkey served open-faced with whipped potatoes & gravy
3.65

Reuben
Corned beef, Swiss cheese, and sauerkraut on rye served with potato salad
5.95

Dinners

Include soup, salad, and a hot roll.

Beef Stew
Tasty chunks of beef, potatoes, and fresh vegetables
5.95

Chicken
Tasty and golden-brown served with whipped potatoes and a vegetable
6.50

Fish
Deep fried fish fillets served with French fries, tartar sauce, and a lemon wedge
4.10

Liver and Onions
Tender beef liver topped with onions served with whipped potatoes
6.25

Steak
Tender juicy steak broiled to order served with baked potato and sour cream
8.25

Meat Loaf
Made from lean ground beef served with whipped potatoes and a vegetable
5.80

Soups

Made fresh daily.

Desserts

Cherry Pie
2.25
Apple Pie
2.30
Blueberry Pie
2.35
Banana Cream Pie
2.30
Lemon Pie
2.30
Cheesecake
3.00
Carrot Cake
2.85
Chocolate Cake
2.95
Coconut Cake
3.10
Ice Cream
1.65
Sherbet
1.45
Pudding
1.50

Our hamburgers are freshly prepared with 100% beef. Served on a toasted sesame seed bun.
<table>
<thead>
<tr>
<th>Amount of Sale</th>
<th>Tax</th>
<th>Amount of Sale</th>
<th>Tax</th>
<th>Amount of Sale</th>
<th>Tax</th>
</tr>
</thead>
<tbody>
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<td>9.08 - 9.21</td>
<td>.64</td>
<td>15.08 - 15.21</td>
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<td>1.44</td>
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<td>1.86</td>
</tr>
</tbody>
</table>
**MENUS**

**Objectives:** Students will bring to class a menu they acquired from a local restaurant and work in cooperative groups to compare/contrast the menus.

**Activities:**

1. Assign students the task of obtaining a menu from a local restaurant. Explain how this can be accomplished without having to actually eat at the restaurant, by either simply *asking* a restaurant for a copy of their menu or by accessing one online. (Extra credit can be given to those students who bring in an actual menu, rather than just one they found online.)

2. Place students in groups of four and have them share their menus with the other members of the group. Based on the previously created outline which listed the types of restaurants, have the students match the type of restaurant with each menu.

3. Next, direct the students to examine the similarities and differences among the menus and choose 2 of the menus to complete a Venn diagram on chart paper. As students work, circulate among the cooperative groups to discuss the various menus with the students and assist with the Venn diagrams if necessary.

4. Have each group share their Venn diagram with the class.

**Evaluation:** Students will be evaluated on their participation within their group and the completed Venn diagrams.

![Venn Diagram](image)
**MENU SELECTIONS**

**Objectives:** Students will select items from sample menus and complete an order form, and accurately compute the total, tax, and gratuity for their menu selections.

**Activities:**

1. Using the menus students brought to class, select one for each group of four students.

2. Place students in groups of 4 and have them role play, as though they were making a reservation at a restaurant.

3. The next day, arrange the desks in the classroom to resemble a restaurant or have the class meet in the media center. Cover the tables with tablecloths.

4. Have students wait at the door of the classroom until their reservation is called and show them to their seats. If desired, have students play the roles of host and hostess and have them escort students to their tables.

5. Distribute the menu selected for each table. Have students complete an order form, making selections for each course of their “meal”. If desired, provide a snack while students are working.

6. Distribute calculators and have students compute their individual total, tax, and gratuity.

**Evaluation:** Grades will be based on the accuracy of each student’s order.
**MENU SELECTIONS**

Directions: Get into groups of four students. From the menu provided, each student is to select an appetizer, entrée, side dishes (if not included with the entrée), beverages, and dessert. List each person’s choices on the form, total the bill, and compute the 6% tax, and 20% gratuity.

**ORDER FORM**

<table>
<thead>
<tr>
<th>RESTAURANT</th>
<th>________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guests:</td>
<td>1) ____________________________</td>
</tr>
<tr>
<td></td>
<td>2) ____________________________</td>
</tr>
<tr>
<td></td>
<td>3) ____________________________</td>
</tr>
<tr>
<td></td>
<td>4) ____________________________</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverages (Yes, you may “order” alcoholic drinks!)</td>
<td></td>
</tr>
<tr>
<td>Guest 1)</td>
<td></td>
</tr>
<tr>
<td>Guest 2)</td>
<td></td>
</tr>
<tr>
<td>Guest 3)</td>
<td></td>
</tr>
<tr>
<td>Guest 4)</td>
<td></td>
</tr>
<tr>
<td>Appetizers</td>
<td></td>
</tr>
<tr>
<td>Guest 1)</td>
<td></td>
</tr>
<tr>
<td>Guest 2)</td>
<td></td>
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<tr>
<td>Guest 3)</td>
<td></td>
</tr>
<tr>
<td>Guest 4)</td>
<td></td>
</tr>
<tr>
<td>Entrees</td>
<td></td>
</tr>
<tr>
<td>Guest 1)</td>
<td></td>
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<tr>
<td>Guest 2)</td>
<td></td>
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<tr>
<td>Guest 3)</td>
<td></td>
</tr>
<tr>
<td>Guest 4)</td>
<td></td>
</tr>
</tbody>
</table>
**Side Dishes** (vegetables/salads/soups – ONLY if not included with the entrée)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Guest 1)</td>
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<td>Guest 2)</td>
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<td>Guest 3)</td>
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<td></td>
<td></td>
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<tr>
<td>Guest 4)</td>
<td></td>
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</tbody>
</table>

**Desserts**

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Guest 1)</td>
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<td>Guest 2)</td>
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<tr>
<td>Guest 4)</td>
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<table>
<thead>
<tr>
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<th>Subtotal 3</th>
<th>Subtotal 4</th>
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</table>

<table>
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<th>Tax (6%) 3</th>
<th>Tax (6%) 4</th>
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</thead>
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</table>

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<th>Tip (20%) 3</th>
<th>Tip (20%) 4</th>
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<th>TOTAL 2</th>
<th>TOTAL 3</th>
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<tr>
<td></td>
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</tbody>
</table>
CREATING RESTAURANTS AND MENUS

Objective: Working in cooperative groups, students will create a menu for a fictitious restaurant.

Activities:

1. Allow students to select a group of 4 in which to work.

2. Distribute the assignment sheet and rubrics to each group and answer any questions relating to the directions.

3. Allow students some time in class to complete their menus.

4. Have students present their menus to the class.

Evaluation: Groups are graded on their menu and their presentation to the class.
**MENU CREATION**

**Directions:**
1) Working with your group, create a fictitious restaurant. Decide on a name for your restaurant, the type of food served, menu items and their descriptions, and prices.
2) Create a menu for your restaurant. Include the name of your restaurant and a colorful picture on the cover. Place the names of the group members on the back of the cover.
3) Have at least 3 menu items in at least 4 different categories.
4) Present your menu to the class.

**RUBRIC**

**GROUP MEMBERS:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover – name is original; picture included; colorful; neat and attractive</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu items – at least 3 items in at least 4 categories included; descriptive word choice used</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prices included for each item; prices are reasonable</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names of group members included on the back of the menu; correct spelling and capitalization used</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ORAL PRESENTATIONS RUBRIC

Name of Restaurant _______________  Group Members  _______________

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation contains all required information</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>All members participate with no immature behavior (giggling, fidgeting, tapping, rocking); volume is loud; no slang or distracting expressions (“um”, “You know”, “ah”); no mumbling, practice was evident; listened politely to other presentations</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
**ESSAY WRITING**

Objectives: Given specific prompts, students will plan, draft and revise expository and persuasive essays.

Activities:
1. Distribute writing handouts if those have been utilized in the teaching of essay writing.
2. Randomly distribute the Expository and Persuasive prompts so they are evenly divided among the students.
3. Give students the required amount of time to plan, draft, and revise their essay.

Evaluation: Students’ essays are scored according to the FCAT Writes Holistic Scoring Guide.

---

**EXPOSITORY PROMPT**

Writing Situation: There are many types of eating establishments, ranging from quick, fast-food chains to fancy, reservations-only restaurants. Think about how fast-food restaurants and fancy ones are alike and how they are different.

Directions for Writing: Now write to explain how fast food restaurants and fancy ones are alike and different.

---

**PERSUASIVE PROMPT**

Writing Situation: Everyone has a favorite restaurant that they recommend to their friends. Think about which restaurant is your favorite and why your friends should eat there.

Directions for Writing: Now write to persuade your friends to eat at your favorite restaurant.
**LITERATURE & VIDEOS**

**Objectives:** Students will read and comprehend literature that contains eating in public or food preparation as the central theme.

Given nonfiction pieces of writing involving eating in public, students will understand proper restaurant etiquette.

Students will watch videos that teach proper table manners and etiquette when eating in public.

**Activities:**
1. Search for short stories and/or novels that contain restaurants or food preparation in the plot.
2. If multiple copies can be obtained, have students read independently, or if only one copy is available, read the story aloud to the class.
3. Have students complete the Literature Elements for each story, by determining the plot, characters, setting, theme, conflict, climax, resolution, and figurative language in the stories.
4. For nonfiction articles and videos, discuss the information contained in them with the students.

**Evaluation:** Evaluate students using critical thinking questions or have them write a summary of what they read or watched.
LITERATURE ELEMENTS FOR

Title: ______________________   Author: ______________________

1. PLOT SUMMARY (3-4 sentences) –

2. CHARACTER (PROTAGONIST) –

3. SETTING –

4. THEME –

5. CONFLICT/PROBLEM/ANTAGONIST –

6. CLIMAX –

7. RESOLUTION –
8. POINT OF VIEW –

9. STYLE –

10. SIMILES –

11. METAPHORS –

12. SYMBOLS –

13. ALLITERATION –

14. PERSONIFICATION –
RESTAURANT FIELD TRIP

Objective: When taken on a field trip to a restaurant, students will act appropriately and use proper table manners while dining in public.

When eating in a public restaurant, students will accurately compute proper tax, if possible, and gratuity for their meal.

Activities:

1. Find a local restaurant which will allow you to bring a large group of students for lunch and will provide a separate check, without tax and tip included, for each student.

2. Complete the necessary paperwork for a local field trip. Plan early to meet all deadlines. Note: Students will need to provide their own money to purchase their lunch.

3. Discuss proper behavior and show the “Restaurant Etiquette for Kids” video.

4. At the restaurant, monitor the students to observe their manners while dining.

5. Help the students, if necessary, to compute the proper tax, if not included in their check, and the gratuity for their meal. Allow the use of computers if desired.

Evaluation: Students are evaluated on their manners and behavior while dining, and the accuracy with which they computed the tax, if possible, and the gratuity for their meal.
**EVALUATION**

**Objective:** Given an anonymous survey, students will critique the project, providing honest feedback for changes and improvements.

**Activity:**

1. Distribute the surveys to the students, instructing them NOT to put their name on it.
2. Allow students time to answer all of the survey questions.
3. Use the surveys to make changes and/or improvements to the project for the future.

**Evaluation:** Since the surveys are confidential, students are evaluated only on their completion of the questions.
PROJECT EVALUATION (answers are confidential)

1. On a scale of 1 (the lowest) to 10 (the highest), how would you rate the success of the “Let’s Do Lunch!” project? ______

2. What did you like about the project and what did you dislike? Be specific with your answer.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. How would you rate the way in which your group worked together creating the restaurant and menu? Check one:

☐ We worked very well together
☐ We could have worked together better
☐ We did not work well together at all

If your group could have worked together better, or did not work well together at all, what were the problems? ______________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. How would you rate each member of your group on their participation and cooperation with the other members? (Use the standard grading scale: A, B, C, D, F.) Give specific reasons for assigning each grade.

Member’s name ________________ Grade ___________ Reasons ______________________
Member’s name ________________ Grade ___________ Reasons ______________________
Member’s name ________________ Grade ___________ Reasons ______________________

5. Overall, how could the project be improved? Be specific with your suggestions.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Thank you for your honest feedback!

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The school’s Media Specialist can help locate related books, videos and websites.

“Restaurant Etiquette for Kids” video
video.answers.com

Guest Checks
Pad of 50
10 pads per set
Office Depot
$13.49

Copy paper - white
Office Depot
$5.79 per ream
Design Your Own Giant Book Shapes
Oriental Trading
$ 7.99 per dozen

School bus from Broward County
Dept. of Transportation
$ 44.00 per hour

Calculators (if not available from the school)
Dollar Tree
$ 1.00 each

Crayons (if not available from the school)
Target
price varies depending on the size of the box

Tablecloths
Dollar Tree
$ 1.00 each

Thesaurus for menu item descriptions
Barnes and Nobles Booksellers
$ 5.99
The Berenstain Bears Go Out to Eat
by Jan and Mike Berenstain
Barnes and Nobles Booksellers
$ 3.79

How to Eat at a Restaurant
by M.K. Leary
Barnes and Nobles Booksellers
$ 9.95

Good Manners in a Restaurant
by Katie Marsico
Barnes and Nobles Booksellers
$ 24.47

My Chocolate Year
by Charlotte Herman
Barnes and Nobles Booksellers
$ 15.99
Menu Math The Hamburger Hut Grades 3-6
Remedia Publications
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