

answer correct.

Advance Preparation by Teacher:

Compile a list of websites that the students are allowed to use. Have enough copies for every student in the class.

Make a Library or computer lab Reservation or have copies of local menus that your students are allowed to use.

After day one compile the Menu and have enough copies for every student in the class.

Procedure:

Introduction/Motivation:

Have the students talk about Restaurants that like to go to and what kind of foods they like to order at these places.

Step-by-Step Plan:

Day 1

- 1.) Have each student brainstorm. Write down their favorite foods that they would order at a Restaurant. (*Gardener - Verbal Linguistic*)
- 2.) How much do you think these foods would cost?
(*Gardener – Logical Mathematical*)
- 3.) Well today we are going to start a class restaurant, and every good restaurant needs a name. What are some restaurant names that you know of? So what should we name our Restaurant? Write down suggestions that are made on the board. Once everyone has had an opportunity to suggest something have a secret ballot vote (have the students write their favorite restaurant name on a piece of paper).
- 4.) Discuss Researching. Here is a list of websites that you are allowed to use for your research. DO NOT use any other websites and if I catch you on another website you will lose your computer privileges'.
- 5.) Have your students research different food items and how much each one costs.
- 6.) Have the students take notes on what they discovered.
- 7.) Then return to the classroom and discuss descriptive words and how to describe food to make you hungry.
- 8.) The students will then write up a short descriptive blurb on the food that they chose.
- 9.) Once complete the students must show you what they have written and you collect what you have learned.
- 10.) That night compile the prices and food items into a menu with pictures and maybe some words in Spanish (ESL student)
- 11.) Make copies and laminate for durability.

Day 2

- 1.) Distribute the Menus.
- 2.) Have the students select what they would like to eat from this Menu and total up how much it would cost them to eat that. (the expense for a drink, meal, and a dessert)
- 3.) Then tell them that they only have a certain amount of money to spend.
How much can you get for \$2.50?
How much can you get for \$5.75?
How much can you get for \$7?
How much can you get for \$8.45?
How much can you get for \$12?

How much can you get for \$15?

- 4.) Then say that you have to buy a certain item. How much will that item alone cost? How much money would you have left if you were paying with 3, 5, 7, or 9 dollars?
- 5.) Lastly bring in the idea of how much money would you get back.
- 6.) Have them practice all of this in pairs. (***Gardener – interpersonal***)
- 7.) While you work with every pair making sure that they are understanding the ideas and recording all of the results.

Closure:

What kind of foods could you get with \$5, \$10, \$15, or \$20?

Compare your results with what the class came up with.

Adaptations/Enrichment:

For a student whose English is a second language, have pictures that correspond with the various foods in the menu. Also maybe have some food items in both English and Spanish which would bring diversity into the classroom.

For a Student who is ADHD, allow this student to distribute play money to their fellow students. They would be counting how much money they are giving while moving around the classroom.

For a student who is gifted, have this student do a larger portion on the menu, maybe they could do the beverage menu or the “ala cart” items.

Self-Reflection:

How many students met the learning objective? If a ninety percent understand the concept and were successful shoppers I will consider this a successful lesson plan. For those that did not understand we will continue to work on these skills during a free reading time or if they finish early on another assignment.

Manchester College

Lesson plans- EDUC 235

Name: Carol Fike

Teacher: Dr. Korrine Gust

Date : _____

Title of Work: Lesson 2

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	4
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	4
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	4
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	4
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	4
Grammar and Spelling	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	3
				Total---->	23/

24

Teacher Comments:

Sub Cafe

Main Dishes

Chicken Nuggets and Fries <i>Hot Crunchy Chicken with hot hard salty fries</i>	5.95
Pizza <i>Crunchy hot pepperonis with cheese and Sausage.</i>	13.99
Spaghetti <i>Saucy, red, long noddley, with Meat Balls</i>	3.99
Macaroni and Cheese <i>Cheesy, hot, sticky, cheese</i>	2.19
Taco <i>Spicy, Mexican taco made with beef, cheese and tomatoes</i>	1.45
Hamburgers and Curly Fries <i>Hot, good, tasty Hamburgers with salty warm crisp fries</i>	3.50
Hot Dog <i>Hot, Finger shaper on a bun with ketchup</i>	1.19
Chicken Wings <i>Hot, Red, spicy, crisp</i>	5.99
Sub Sandwich <i>Ham, Steak, and cheese, spicy sub</i>	5.49
Soup <i>Hot, Juicy, Noodles</i>	5.49

SDC CAFÉ

OTHER ITEMS

Side Dishes

MASHED POTATOES <i>Hot, Salty, thick and white</i>	1.55
EGG ROLL <i>Hot crust with green beans and cheese</i>	1.25

Desserts

ICE CREAM <i>Cold, melty ice cream with whipped cream</i>	2.49
CAKE <i>Moist, chocolate cake with whipped cream</i>	1.49
BUTTERSCOTCH CREAM PIE <i>Homemade cream pies made with cinnamon</i>	1.50
POPSICLE <i>Cold in many different colors and all taste different</i>	1.25

Drinks

PEPSI, COKE, OR MOUNTAIN DEW	1.75
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