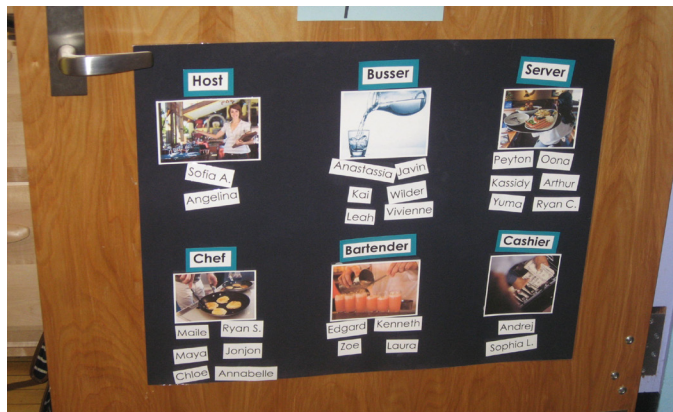




# The Restaurant Study

Bank Street faculty and staff regularly work in partnership with public schools to support teachers and leaders sustain and strengthen their progressive educational practice. At Midtown West, a public elementary school founded in 1992 as a collaboration between parents in New York City's District 2 and Bank Street faculty, Peggy McNamara has worked as a coach and thought partner with teachers across every grade.



The Happy Café lists their “employees.”

During the 2016-17 school year, Peggy had the opportunity to work with two first grade teachers who met regularly to plan emergent curriculum, reflect on their practice, and surface the challenges and rewards of leading a public school classroom. Over the course of developing and teaching one signature Midtown West curriculum unit called The Restaurant, we followed Peggy and the teachers as they made teaching decisions to engage and educate students through a study of food and community.

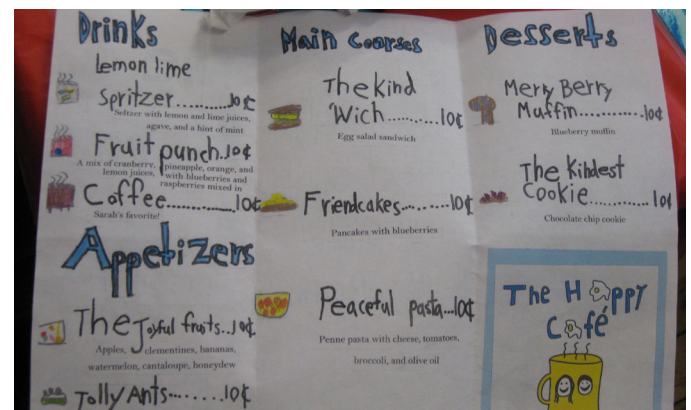
The Restaurant unit provides a window into the complexity of teachers’ work, as well as the delicate and important job of supporting teachers as they plan and enact rigorous and engaging curricula. During the unit, students engage in content and processes which relate to concepts in science, social studies, math and language arts through an in-depth study of restaurants. Teachers plan frequent

trips to local restaurants, where students learn about the roles that are essential to make a restaurant function, such as servers, chefs, hosts and managers, and explore the differences in food across cultures. They also learn about the properties of food, such what happens to eggs when they boil, or how pancakes rise when they are exposed to heat. The unit culminates when students create and run their own restaurant, including naming and designing the restaurant, planning the menu, preparing food, taking reservations, serving customers and handling money.

This series of blog posts will take you backstage, for a glimpse of how the teachers worked together to make The Restaurant come to life, as well as the support Bank Street teacher educator Peggy McNamara provided for the teachers along the way.



*The Restaurant unit provides a window into the complexity of teachers’ work, as well as the delicate and important job of supporting teachers as they plan and enact rigorous and engaging curricula.*



The Happy Café's menu



# “Planning” an Emergent Curriculum

Bank Street College is deeply committed to a social constructivist theory of learning, which holds that children create meaning and develop intellectually, emotionally and socially as they interact with other people and the world around them. This means that teachers must take into account children’s life experiences and context, their development, and their relationships with one another as they plan learning activities in their classroom. Because

life with the imperative to create meaningful learning opportunities for the children in their classrooms. As they met regularly to plan for their students, they built a shell in which an interdisciplinary study, The Restaurant, could emerge. They did this by drawing from the considerable resources in their school and local communities, attending to interdisciplinary connections within the study, and deliberately creating space for the children’s curiosity to lead them in new directions.

Table	Server	Busser	Chef	Bartender	Cashier	Host
1	Peyton	Anastasia	Maile	Zoe	Sophia L.	
2	Kassidy	Kai	Maya	Zoe	Sophia L.	
3	Yuma	Leah	Chloe	Edgard	Sophia L.	Angelina
4	Dona	Javin	Ryan S.	Kenneth	Andrej	+ Sofia A.
5	Arthur	Wilder	Annabelle	Laura	Andrej	
6	Ryan S.					

The Happy Café’s duty chart.

## Constructing a Shell

Emergent curriculum does not spring from nowhere. In order for it to work well, teachers must carefully determine the parameters of a study and clarify the concepts that the curriculum will enable the children to explore. Several weeks before they launched The Restaurant, Kristin and Sarah met to discuss the large themes that would undergird the study, as well as the many logistical supports that would need to be in place in order to pull it

learning happens for specific individuals, in particular settings and as a result of relationships, curriculum must both respond to those factors and emerge from them. Bank Street believes in an emergent approach to curriculum, which is borne from the interests and experiences of children. This means that no two studies ever look exactly the same, because what children study is driven by their own questions.



**Bank Street believes in an emergent approach to curriculum, which is borne from the interests and experiences of children.**

Often, this stance feels daunting and impractical to teachers when they are faced with the real world pressures of standards, testing and accountability. However, we know that children learn most deeply when they are connected to and take ownership of what they are studying. Sarah and Kristin’s restaurant curriculum provides an example of how two first grade teachers artfully navigated the demands of public school



Table 6 at The Happy Café ready for new patrons to enjoy the colorful place settings, centerpieces, and atmosphere.



off. The teachers, for example, determined that students would learn about:

- ***The interdependence of society by studying the various roles of those who work in restaurants, and by collaborating to open their own authentic restaurant (social studies)***
- ***The diversity of their neighborhood by studying a range of restaurants and foods (social studies)***
- ***The properties of food and the chemistry and physics of cooking by preparing their own food (science)***



*The Happy Café displays some of the food items listed on their menu.*

With these broad concepts in mind, the teachers began to build the structure of the study. The culminating event of the “restaurant days” served as the logistical marker to plan all the activities that would allow the students to run their own restaurant. Using backward planning, teachers mapped out the range of field trips to restaurants, and identified the

supports they would need from the principal, Peggy, and others in the school community, to ensure the study’s success.

### **Looking for Interdisciplinary Connections**

A key strength of the emergent curriculum approach is its interdisciplinarity. Rather than studying discrete subjects in isolation from one another, emergent curriculum allows students to investigate the world as it presents itself: a tangled web of phenomenon that can be understood through the lenses of math, language, social studies, science and art. As the teachers planned for The Restaurant, they were alert to these interdisciplinary opportunities, and sought to build children’s knowledge of multiple subjects within the thematic study. For example, the teachers saw that determining who would take on the various jobs to run the restaurant (the manager, the host, the servers, the cook, etc.) was a perfect opportunity to help children develop their persuasive writing skills. Children wrote short persuasive essays that explained 1) what jobs they would like to do, and 2) why they would be good at those jobs. Another opportunity was presented when the children opened their own restaurant at the end of the study. In order to seat guests, they had to count chairs, and use addition and subtraction to determine which parties could be seated at which tables. Since a restaurant serves food, it was a natural connection to engage students in preparation. Within the study of restaurants, a mini-study of food emerged. Students examined the different ways that food can be cooked.

### **Drawing from School and Community Resources**

The Restaurant study was not only a result of the teachers’ hard work, but of the work of families, restaurant owners, and employees, and other school staff. The teachers at Midtown



*The Happy Café's business sign*

West stayed with their classes for two years - kindergarten through first grade. The restaurant curriculum was a culminating study that families anticipated for two academic years, and, as a result, many were more than willing to contribute. The teachers found ways to include parents as chaperones on the restaurant trips, as guest presenters when they had knowledge of the restaurant industry, and as helpers and patrons of the restaurant. Children also researched and presented information about restaurants in their own neighborhoods, and shared the many ways their families obtained food, including grocery stores, farmers' markets, bodegas, restaurants and home delivery. Incorporating families allowed the emergent curriculum to unfold based on the children's knowledge and experience with food, and tied what children were learning at school to the strengths they brought from home.

The Restaurant was also supported by local restaurants with which the school and the teachers had cultivated relationships over many years. Local restaurants gave children tours, invited them to interview their staff, and, in some cases, served them food. The students were exposed to a variety of cultures and foods through the field trips to local restaurants. One longtime restaurant participant came to the students' restaurant to eat. The student waiter, chef, and busser nervously served him. For the students it was like a "rock star" had come to the school, they appreciated the ways in which their work was validated. The restaurant owner was able to understand the importance of his role in the education of these students.

### **Following the Children**

While Sarah and Kristin may have set the boundaries for the curriculum to emerge, they took great care to follow the children's lead. In one conversation they had about naming the restaurant, their attentiveness to and respect for the children's perspectives were on full display. Sarah used her planning meeting with Kristin and Peggy to sort through a dilemma: "How should we name the restaurant?" she wondered. Peggy asked her how they had done it in the past, and she replied that in the past the restaurant had a theme, and so it was easier to name. This year, the teachers had decided that a theme would be a distraction from the core restaurant study, so they had to approach the naming process differently. Sarah said, "I don't want to pigeonhole them [into a theme]." From her comment, it was clear that Sarah's focus was on the children, and their ownership of the restaurant. Later, she decided with Kristin and Peggy that the children would brainstorm collective class experiences, and try to name the restaurant out of their shared stories. In the end, the children named the restaurant "The Happy Café" and each contributed artwork to decorate the restaurant with images of what made them happy.

### **Guiding the Children**

At the end of one of their meetings, Peggy asked Sarah to tell her about how the students were using a model they had created of the block on which the school was located. The model was made up of photos the class had taken of restaurants on the block, and then each was labeled on

***The Restaurant was also supported by local restaurants with which the school and the teachers had cultivated relationships over many years.***

an index card. They had also created a key to identify the type of place (restaurant, coffee shop, store, etc.). Sarah indicated that although she wanted the children to play more with the map (which stood on a 4'X5' table in the classroom), she didn't feel they were playing with it very "richly." She explained that they were just marching some toy people around the block, but that it didn't go farther than that. In response, Peggy said to Sarah, "You're a good player. Why don't you offer a suggestion for how they might play with it? If the children choose not to take you up on the suggestion, that is fine, but it is okay to make suggestions."



Ingredients to the drinks at The Happy Café

This advice came only after Peggy had inquired in an open-ended way about Sarah's practice and had listened carefully to Sarah explain her dilemma. Peggy's response included a suggestion for how Sarah might engage the students more deeply but also communicated a set of values about the crucial role of the teacher in emergent curriculum. First, she noted that part of teaching includes "play" and that Sarah was well within her job description to play with the kids. Second, while she respected the children's autonomy by saying they had the choice not to take Sarah up on her suggestions, she stated that there was a role for the teacher to guide children's play and to introduce concepts to them through play. She conveyed to Sarah that the teacher's role in an emergent curriculum, which depends on children's knowledge, interest and willingness, requires thoughtful, deliberate planning and the teacher to actively participate.

*She conveyed to Sarah that the teacher's role in an emergent curriculum, which depends on children's knowledge, interest and willingness, requires thoughtful, deliberate planning and the teacher to actively participate.*



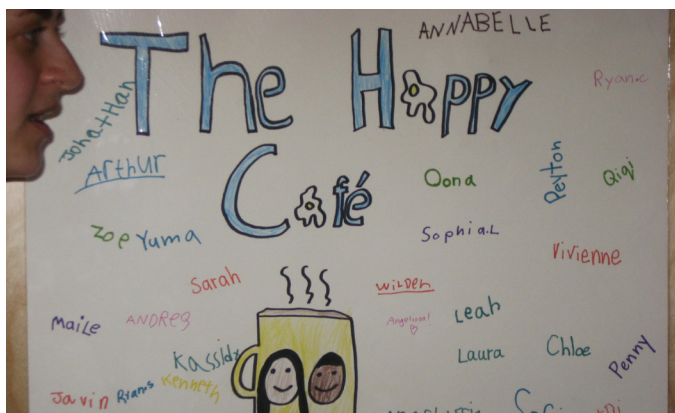
# Collaboration and Collegiality

The Restaurant came alive, in no small part, because of the regular and productive collaboration of Sarah and Kristin, the two first grade teachers, and their student teachers. Sarah and Kristin each exhibited a collegial spirit, which their openness to both sharing their practice and learning from the other's demonstrated. Their effective collegial relationship was supported by the principal, who ensured teaching teams had regular time in the day to meet, and

of these strengths and supported one another by sharing anecdotes about their practice and organizing the study so they could participate in one another's classrooms.

## Careful Planning and Learning from Experience

Kristin and Sarah (and their student teachers) carefully planned each aspect of The Restaurant, from the field trips to the restaurant design process to the interdisciplinary connections between math, science, language arts and social studies. For example, in one teacher team meeting, Sarah shared how she had elicited from her class what they already knew about restaurants. She said, "I think I was able to guide the discussion to get what I knew they knew out of them. We had a 'What is a restaurant?' conversation. We started to touch on the provocative question, 'Is Starbucks a restaurant?' The kids became animated, no matter what opinion they held." This illustrates how the teaching team used their meetings to carefully attend to small instructional moments,



The workers at The Happy Café all signed their names to mark their participation.

who resourced the team with a coach, Bank Street's Peggy McNamara. The principal's investment paid off for the first graders, who benefitted from the collective thinking and experience of the teachers, two student teachers, and a teacher coach.

Each of the teachers also brought experiences that enriched the iterative development process of an emergent curriculum. Sarah, a Bank Street graduate, had learned to teach in the progressive tradition and thought deeply about how to follow the children's lead and incorporate their experiences, perspectives and development into the curriculum. Kristin brought several years experience as a public school teacher and had a strong sense of how to translate the larger concepts from The Restaurant into different curriculum areas and the routines and constraints of classroom life. The two teachers built off



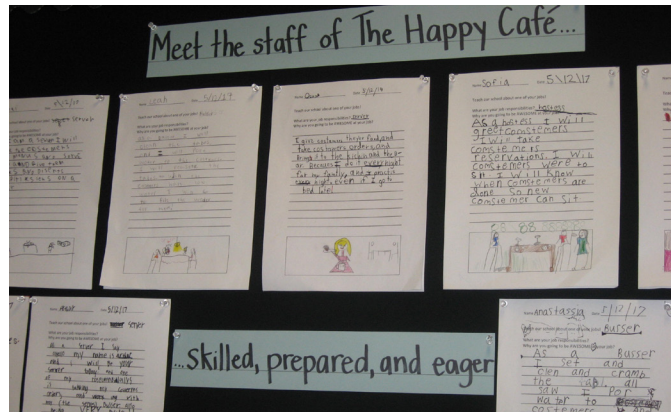
*The two teachers built off of these strengths and supported one another by sharing anecdotes about their practice and organizing the study so they could participate in one another's classrooms.*



The workers at The Happy Café drew and mounted their menu on the wall for all patrons to see.



from which the group could make decisions about what should happen next. As a result of Sarah sharing this story, the group was able to consider what children already knew about restaurants, and what else they might want or need to learn. It also modeled for the others in the group Sarah's approach to building on children's knowledge and engaging them in The Restaurant. Particularly for the student teachers, stories such as these revealed that class discussions were not merely a free flow of ideas, but purposefully constructed dialogues with intended learning outcomes.



The students who participated in the restaurant unit prepared for their big day by writing about their duties and how they will be great servers, bussers, cashiers, and more.

Later in the meeting, Kristin helped the group focus on another aspect of the study: the sequencing of the children's data collection during restaurant field trips. She wondered, "When we get to the restaurants, should we have the children draw a sketch before the interviews [of the restaurant staff] or after? They are so excited

when they get there." While seemingly an inconsequential point, this question actually represented both Kristin's depth of knowledge about how children behave on field trips, and her thoughtful consideration of how the field trips might be best organized for children's learning. Her question prompted the group to consider an entire set of questions about what appeared to be logistics on the surface, but had broader pedagogical implications, such as whether or not to bring clipboards, whether or not the interviews could be recorded, and whether or not the children should be assessed on their new knowledge of the restaurant.

### Working Across Traditional Boundaries

Beyond sharing ideas and planning together, Sarah and Kristin reflected on their practice with one another and worked in ways that transcended the traditional divisions that can arise between teachers. While they each brought their own style to leading The Restaurant study in their individual classrooms, first graders at Midtown West engaged in similar learning experiences across the grade, regardless of whether Kristin or Sarah was teaching them. This built community between the classes, and had the effect of creating a common set of dilemmas for Kristin and Sarah to work on together as they planned and implemented The Restaurant. Among these were strategies for family and community participation, approaches to teaching science through food, and ensuring engagement from all students during the study, especially the two days during which each class opened their restaurant. One example of this collective problem solving included a time when the teachers thought about how to make sense of a writing assignment for which a student had created a fictional response to the prompt, "Write and draw a picture about where you get your food." While the teachers knew the student's account was untrue, they were not concerned, and were only aware of it because the child's



The kitchen staff prepare food in the kitchen.

parent had brought it to their attention. However, it did raise a teaching dilemma, because the teachers wondered how to build from fictional experiences, rather than real ones, as they taught science and social studies through food. In the end, they saw the story the child had produced simply another way of approaching the assignment, and found ways to incorporate her knowledge and imagination as they planned their next steps. The dialogue that their collaborative meeting facilitated about this issue, though, was profound because it concerned how they might incorporate their own knowledge of child development as they navigated the tension between imaginative play and classroom experiences grounded in real life phenomena. Complex issues such as these repeatedly surfaced in the collaborative meetings, indicating that the space was a place to sort through some of the common, but often tacit, elements of teaching.

Perhaps the most telling example of the collegial spirit with which Kristin and Sarah worked was their support for one another during the days each class opened their restaurant. With the support of their principal and colleagues, each of the teachers was able to participate in the other's classroom during those days. Because of their familiarity with the study and the students, the teachers became real partners to each other during those days, helping one another to guide students, interacting with parents and other guests, and generally helping to ensure that all the students were not only participating, but learning from the experience. In both classrooms, the restaurants went off without a hitch.

*Because of their familiarity with the study and the students, the teachers became real partners to each other during those days, helping one another to guide students, interacting with parents and other guests, and generally helping to ensure that all the students were not only participating, but learning from the experience.*



# Supporting the Teacher Team

Teaching an emergent curriculum such as The Restaurant is complex work. Teachers must incorporate students' experiences and interests as the study evolves, and they must also find ways for students to actively explore and engage with concepts that are driven by curricular goals. As the study progresses, they must reflect on and refine their approach, and look for interdisciplinary connections. And, in order to facilitate this type of learning for their

push them to think more deeply about their practice and consider their pedagogy from new perspectives. When the teachers first began planning The Restaurant, she found them preoccupied with figuring out how they would fit all the field trips and the restaurant days into an already jam-packed school calendar. When Peggy asked them where they were in their planning process, Sarah told her, "I think we need to plan out the rest of the school year. We need to know the dates of the field trips and the dates for the restaurant days. We don't have dates yet." Rather than seeing this focus on logistics as a distraction from bigger curricular questions, Peggy knew that the teachers needed to start their work by sorting these issues out. She said to the group, "Do you want to backwards plan the restaurant days? This is when we can do it." This decision resulted in helping the teachers take ownership of their process, and strengthened their belief that she was there to support them, not to press her own agenda. Later, when Peggy raised some questions about how the



Patrons of The Happy Café sit around the table and read the menus.

students, they must contend with a variety of logistics, such as organizing and conducting field trips, recruiting parent volunteers, deciding on a menu, obtaining the food, arranging the classroom furniture for the restaurant, and many others. Supporting teachers in this work requires engaging with them in all the conceptual, instructional, and logistical aspects of their teaching. Peggy McNamara supported the first-grade teachers, Sarah and Kristin, as a coach while they planned, implemented, and reflected on The Restaurant.

## Building from Where the Teachers Are

Peggy's deep knowledge of elementary school children and teachers guided her work with the team in significant ways. An example of this was her insight that teachers needed a coach who could focus on their pressing concerns, offer support in addressing them, and, at the same time,



**Supporting teachers in this work requires engaging with them in all the conceptual, instructional, and logistical aspects of their teaching.**

Name: <u>Xuma</u> Date: <u>3/23/17</u> Our trip to: <u>Amarone</u> Interview with: <u>tony</u> Job title: <u>Manager</u>		Name: <u>Kossidy</u> Date: <u>3/23/17</u> Our trip to: <u>Amarone</u> Interview with: <u>Tony</u> Job title: <u>Manager</u>	
What do you do? Do: <u>Save Plopp</u> Say: <u>thek You.</u> Location: <u>aman ony</u> <u>COOK PLase</u> <u>all most</u>	What tools do you use? Use: <u>kinise</u> What do you wear? Wear: <u>nise close.</u> What do you work with? People: <u>al most</u> <u>evr. wan.</u>	What do you do? Do: <u>When someting</u> <u>is rong he</u> <u>*fix is it.</u> Say: <u>If he can not</u> <u>fix the</u> <u>problem he</u> <u>sorry.</u> Location: <u>all part of</u> <u>the regram</u>	What tools do you use? Use: <u>kindnis</u> What do you wear? Wear: <u>reolr clothing.</u> What do you work with? People: <u>srvers host</u> <u>and outner</u> <u>Ma p a n r</u>

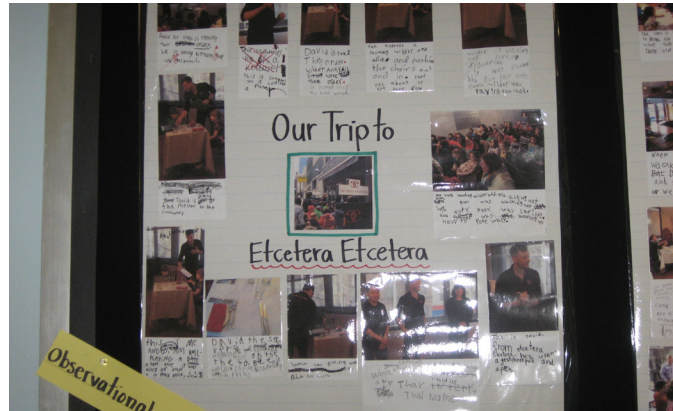
Student work on what they experienced and witness on their trips to local restaurants.



teachers might more fully incorporate science into their unit, the teachers were poised to be receptive and heed suggestions because of the rapport that Peggy had carefully built with them.

### Asking Open-Ended, but Purposeful, Questions

Peggy did not position herself as an evaluator of the teachers' practice. Instead, she acted as a critical friend who listened carefully, made observations, and asked open-ended questions



*The class conducted research in preparation for the opening of The Happy Café by visiting the restaurant, Etcetera Etcetera.*

to push the conversation deeper. Her suggestions to the teachers came after a probing discussion, in which Peggy was striving to really understand the perspective of the teachers. In one meeting, Peggy pressed the teachers to think more about how science content would be integrated into The Restaurant. At the beginning

of the conversation, the teachers told Peggy that as a homework assignment, they had asked the children to walk through their neighborhood and choose a favorite restaurant. The students were asked to write about that restaurant and bring their writing to school. Kristin explained that this was part of the science curriculum. Peggy asked, "How is it science?" Sarah replied, "It was the introduction to the What is Food? portion of the study." Peggy responded with a suggestion that pushed the teachers to think about more science angles from which they could approach the What is Food? portion of the study, "Another question you might ask the students is, What time of day do we eat something?" Later, when the teachers began to discuss how they would engage the children in food preparation, she pushed them to consider the science behind cooking. Because she knew the teachers were less comfortable with science content than other subjects, she scaffolded the discussion by asking, "So what are the ways that food changes when we prepare it? What happens when we cut, mix, boil or bake foods?" This question required the teachers to reach beyond the activity planning stage and think about the concepts that children could learn through preparing foods.

### Modeling

Beyond building trust and rapport with the teachers, Peggy's open-ended questioning style also modeled for the teachers and their student teachers how to assume an inquiry stance in relation to their practice. Rather than judging their practice, she asked questions. Rather than making a standard set of suggestions, she led with questions that called for aspirational or imaginative responses. This was important because it helped teachers see their relationships with children and the learning environment as sites for continual renewal and growth. In one example, Peggy modeled for Sarah's student teacher how she might reflect on her work with the children to prepare food. Following up on an earlier conversation, Peggy noted that the

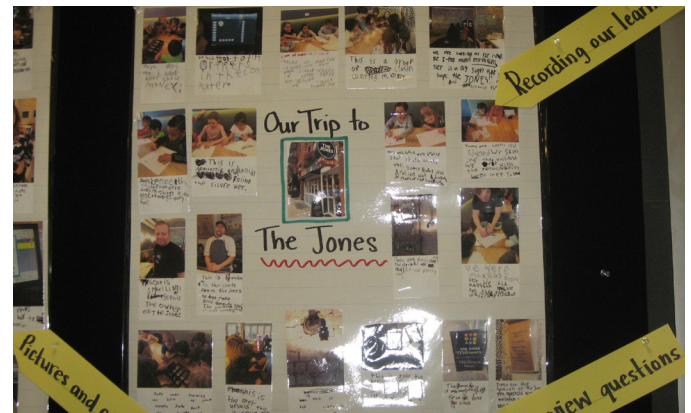
## ***Peggy's open-ended questioning style also modeled for the teachers and their student teachers how to assume an inquiry stance in relation to their practice***

class had created a poster that described the process of boiling an egg. “I see all this happened,” she said, pointing to the poster. “What did you learn from doing this with the children?” Peggy consistently noted evidence of the work the teachers were doing in the classroom, asked questions about it, and emphasized the learning that the teachers were doing. This modeled for both the teachers and their student teachers that teaching was never a completed enterprise, but rather one which required ongoing self-examination. Despite her many years of teaching and coaching experience, Peggy positioned herself as a learner - seeking to understand the teachers and students in these particular classes. Through her own example, she communicated an expectation that teachers are always learning.

### **Providing Resources**

From early in the planning stage for The Restaurant, Peggy and the teachers discussed how they might better incorporate science into the study. Peggy knew that the teachers were less comfortable with science than they were with other aspects of the curriculum, and, therefore, it would require an intentional emphasis in their meetings. During each of the meetings, Peggy acknowledged what the teachers had already done to incorporate science into the curriculum, and then pushed forward to planning new ways to integrate science. She also developed resources and drew upon her networks to help facilitate the teachers' professional development. To help prepare the teachers for cooking with the children as a means of understanding the properties of food, she said, “I sent you a brainstorm of how you might approach science the way we've been doing social studies. At this point we have a sense of

what are different foods. The second question could be about categorizing food by times of day. And, then, how do we prepare food? I think you are ready to come up with one, and do one. I don't think it is enough to just talk about it.” Later, Peggy reflected on her work with the Hall of Science and drew from a project on which she was collaborating there to think of more connections between The Restaurant and food science. This demonstrated the multiple roles Peggy donned as a coach, which included acknowledging their hard work and the complexity of teaching, modeling an inquiry disposition, pushing them to think harder and more deeply about content and pedagogy, and connecting them to a larger community of educators and resources to strengthen their practice.



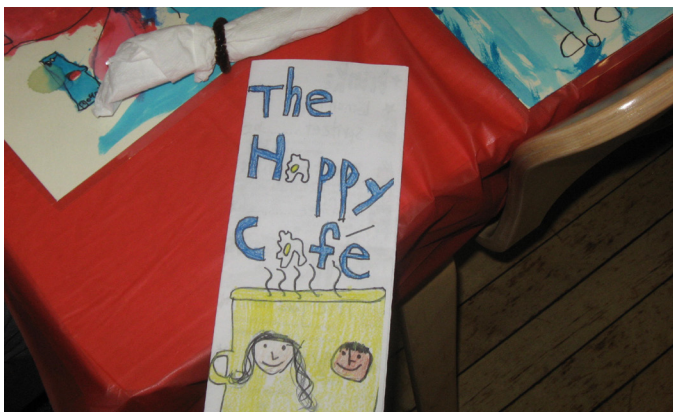
The class took pictures and wrote down their descriptions of the trips that they took to local restaurants in preparation for the opening of The Happy Café.



# Emergent Curriculum and Teacher Teaming at your School

## A focus on the child

Children are at the center of an emergent curriculum. While the teachers we describe implemented The Restaurant because it was a rich opportunity for the children to explore the neighborhood and learn through an integrated curriculum, it was, crucially, rooted in the lives and contexts of public school students in New York City. This particular study may or may not translate



*A menu from The Happy Café.*

well in other contexts or with other students. When planning an emergent curriculum it is important to build on the experiences of the students in your school and the strengths of your community.

Children's knowledge and lives, outside of school, are a feature of The Restaurant. Students were asked to use their knowledge of restaurants and food to develop their own questions to guide their study. The teachers did this by asking their students to describe their own experiences with restaurants, food and cooking, and to brainstorm questions based on this knowledge. Students built on their knowledge by observing and recording different restaurants, interviewing the staff and discussing their new learning. The students made sense of this new knowledge by learning the responsibilities of each restaurant job, designing a restaurant, planning a

menu, and opening for business. Emergent curriculum does not always culminate in a performative activity such as The Restaurant, but it must arise from the students' experience and be integrated into their lives in authentic ways.

## An atmosphere of shared responsibility and reflection

Leading a study like The Restaurant is complex conceptually, pedagogically and logistically. Teachers are well-served by creating communities of practice in which they can plan, experiment with their teaching, reflect on their practice and their student's learning, and refine their approach. Bank Street College is committed to a social constructivist approach to learning, in which students, teachers and teacher coaches learn from and with one another. The school in this case worked in teaching teams over the course of two years, with the same group of students. This community effort led to an atmosphere of mutual responsibility for students and an openness to revealing one's practice. The curriculum, teachers' practice, and positive learning outcomes for students were the result of this collaborative environment.



*Students were asked to use their knowledge of restaurants and food to develop their own questions to guide their study.*

## Mentorship

Teachers, like professionals in all fields, need systematic mentorship. Physicians enter the practice-based part of their training as interns and eventually become residents. Residents are then positioned to both learn from experienced physicians and to teach interns. Teachers in this team included pre-service student teachers, a third-year teacher, and a teacher with a few more years



experience. Additionally, the team was supported by Peggy, a very experienced teacher and teacher coach. Much like a teaching hospital where experienced and novice doctors work together on a plan of care for a patient, The Restaurant study was a collaborative effort. The classroom teachers modeled for student teachers their conscientious planning process, their instructional practice and their reflective stance. Peggy contributed to the successful implementation of the study by acknowledging the dilemmas the teachers faced and their ingenuity in resolving them, by creating a safe and nonjudgmental space for teachers to try out ideas, by providing the teachers with resources, by asking thought-provoking questions and sometimes by making direct suggestions based on her experience and her understanding of the needs of the teachers and students.

#### **Organizational Arrangements**

The “The Restaurant” study was also supported by the school as an organization in several ways. The first was that the school placed a high value on experiential learning, and, therefore, field trips were an expected part of the curriculum. Second, the teachers were collaborators by design. The teachers and the principal were committed to a looping schedule in which the teaching team stayed with the students for two years at a time, so they knew one another and the students well. Third, the principal accommodated the culminating “restaurant days” by releasing the teachers to help one another in their classrooms, and by providing regular and sufficient time to meet. Fourth, the school allocated funds to provide a mentor for the teaching team, and fifth, the school had a longstanding relationship with Bank Street College, which enabled them to access a wealth of other resources to support this type of teaching.

*Much like a teaching hospital where experienced and novice doctors work together on a plan of care for a patient, The Restaurant study was a collaborative effort. The classroom teachers modeled for student teachers their conscientious planning process, their instructional practice and their reflective stance.*

# Social Studies Curriculum Timeline

Weekly Plans	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Weeks 7-12
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Visits and Trips	Visit MTW: Bartender Interview	Visit to Amarone Restaurant	Visit to Jones Restaurant	Visit to Etcetera, Etcetera Restaurant	Visit to BSide Restaurant	Visit to the Jolly Goat Restaurant	Visit to Circo/Meme Restaurant	Creating a Restaurant
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<div>Social Studies</div> <div>Essential Questions</div>						
<ul style="list-style-type: none"><li>• What are the jobs in a restaurant?</li><li>• What would you like to ask different people who work in a restaurant?</li><li>• What are your responsibilities?</li><li>• What tools do you use?</li><li>• What do you wear?</li><li>• Where in the restaurant do you work?</li><li>• Who do you work with?</li></ul>	<ul style="list-style-type: none"><li>• How can you find out about the kind of restaurant you are in?</li><li>• Observation: Sketch something you notice on the walls</li><li>• Interview host and manager</li><li>• Eat pasta with cheese</li></ul>	<ul style="list-style-type: none"><li>• How are the tables set up in a restaurant?</li><li>• Observation: Sketch a full-table set up</li><li>• Student will be in stations observing and practicing jobs</li><li>• Setting up a table and counting change</li></ul>	<ul style="list-style-type: none"><li>• How do the server and busser work together?</li><li>• Observation: Sketch something that helps you know what type of restaurant you are in</li><li>• How is the restaurant decorated?</li></ul>	<ul style="list-style-type: none"><li>• What are the jobs, tools, and clothing that chefs have?</li><li>• Who do chefs work with?</li><li>• Observation: Sketch one thing you noticed in the kitchen</li><li>• Interview chef</li></ul>	<ul style="list-style-type: none"><li>• What are the jobs, tools, and clothing that cashiers have in a restaurant?</li><li>• Observation: Sketch something that helps you know what type of restaurant you are in</li><li>• Interview cashier/count change</li><li>• How is the restaurant decorated?</li></ul>	<ul style="list-style-type: none"><li>• How do we know what kind of restaurant we are in? (menu name, ads)</li><li>• Observation: Sketch something that helps you know what kind of restaurant you are in</li><li>• Interview: How did this restaurant select their name?</li><li>• What kind of menu?</li></ul>

	Pre-trip	Pre-trip	Post-trip	Post-trip	Post-trip	Post-trip	
Social Studies Classroom Activities	<ul style="list-style-type: none"><li>• Review notecards with interview questions</li><li>• Practice asking questions</li></ul>	<ul style="list-style-type: none"><li>• Read aloud about jobs</li><li>• Watch video about jobs</li></ul>	<ul style="list-style-type: none"><li>• Review trip sheet</li><li>• Create a job chart that lists:<ul style="list-style-type: none"><li>--Responsibilities</li><li>--Tools</li><li>--Wear/Say/Do</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Caption pictures and videos</li></ul>	<ul style="list-style-type: none"><li>• Thank you note</li></ul>	<p>Discussions about the types of restaurants</p> <p>How do you know?</p> <p>Review menus</p> <p>What kind of restaurant do we want?</p> <ul style="list-style-type: none"><li>• Fast food</li><li>• Slow food</li></ul>	<p>Transform the room into a restaurant for two days</p> <ul style="list-style-type: none"><li>• Mapping/ decor</li><li>• Cooking trials</li><li>• Setting up</li><li>• Reservations</li><li>• Logo</li><li>• T shirts</li><li>• Practicing jobs</li></ul>

# Science Curriculum Timeline

Weekly Plans	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Weeks 7-12
Visits and Trips	Visit MTW: Bartender Interview	Visit to Amarone Restaurant	Visit to Jones Restaurant	Visit to Etcetera, Etcetera Restaurant	Visit to BSide Restaurant	Visit to the Jolly Goat Restaurant	Visit to Circo/Meme Restaurant Creating a Restaurant
Science Essential Questions and Notations	<ul style="list-style-type: none"><li>• What kinds of food do you eat and why?</li><li>• What are the different ways that food can be prepared?<ul style="list-style-type: none"><li>--Cut/chop</li><li>--Boil</li><li>--Bake</li><li>--Fry</li><li>--Steam</li></ul></li><li>• What tools do we use when preparing food?</li></ul>	<ul style="list-style-type: none"><li>• How does food change when we prepare it?</li><li>• Why do we change it before we eat it?</li><li>• What happens to the taste of food when we combine it?</li></ul>	<ul style="list-style-type: none"><li>• How does food change when we boil ingredients?</li></ul>	<ul style="list-style-type: none"><li>• How does food change when we mix ingredients into them?</li></ul>	<ul style="list-style-type: none"><li>• How does food change when we fry food?</li><li>• How do we use a recipe?</li></ul>	<ul style="list-style-type: none"><li>• How does food change when we steam it?</li></ul>	<ul style="list-style-type: none"><li>• How do we make decisions about the food we will cook?</li><li>• What is healthy food?</li><li>• What is tasty food?</li></ul>
Science Classroom Activities	Examine tools used for cooking.  Label and predict how they will be used.	Prepare food ½ groups: <ul style="list-style-type: none"><li>• chopping</li><li>• spreading</li><li>• placing:<ul style="list-style-type: none"><li>--cream cheese</li><li>--celery</li><li>--raisins</li><li>--fruit salad</li></ul></li></ul>	Observe in 1/2 groups: <ul style="list-style-type: none"><li>• How long does take: - to boil pasta to make it soft?</li><li>• to make eggs solid?</li></ul>	Prepare a recipe for muffins and cookies.  Observe what happens to the ingredients when they are mixed then baked.	Prepare a recipe in 1/2 groups: pancakes and grilled cheese.  Observe what happens to the ingredients when they are mixed then fried.	Whole group observes what happens to broccoli when it is steamed.  What do we know about food groups?	Work in pairs to make some suggestions.

# Literacy Curriculum Timeline

Weekly Plans	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Weeks 7-12
Visits and Trips	Visit MTW: Bartender Interview	Visit to Ammarone Restaurant	Visit to Jones Restaurant	Visit to Etcetera, Etcetera Restaurant	Visit to BSide Restaurant	Visit to the Jolly Goat Restaurant	Visit to Circo/Meme Restaurant Creating a Restaurant
Literacy Essential Questions	• What are the ways we can get information about restaurants?	• How do we collect information?	• How do we organize our information about restaurants?	• How do we learn about all jobs in restaurants?	• What jobs do I want to do and why?	• How does a restaurant decide on the menu?	• What should we name our restaurant?
Literacy Classroom Activities	Read Aloud Video Interviews Observing on trips	Trip sheets Sketching Pictures video	Charts of each job • Do • Say • Tools • Wear Writing Mural	Snack time Practice Role play in dramatic play area	Job application Persuasive essay about why you could do a specific job well?	Review the elements of a menu for each type of restaurant: • Appetizer • Entree • Drinks • Prices	Whole group discussion: What might be a good name from our studies? (family, community, water, food)