



STAT Lesson Plan for English Language Learners

Fast Food Lesson/ Lección de Comida Rápida

Lesson Duration: 30-40 minutes

Standards (as needed or required):

Lesson Objectives

- Student will be able to **use** the target vocabulary in fast food restaurants.
El estudiante podrá utilizar el vocabulario particular en restaurantes de comida rápida.
- Student will be able to **use** common phrases used in fast food restaurants.
El estudiante podrá utilizar frases comunes de restaurantes de comida rápida.
- Student will be able to **answer** basic questions related to placing a fast food order.
El estudiante podrá responder a las preguntas básicas relacionadas con el pedido de comida rápida .

I Can Statements:

- I can use the target vocabulary of fast food restaurants.
Puedo usar el vocabulario particular de restaurantes de comida rápida.
- I can use common phrases used in fast food restaurants.
Puedo usar frases comunes de restaurantes de comida rápida.
- I can answer basic questions asked when ordering food in a restaurant.
Puedo responder a preguntas básicas que se hacen al pedir comida en un restaurante.

Lesson Instructions

Language Note: *The following lesson is intended to be taught entirely in Spanish for beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.*

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of students. The objective is for students to learn through engaging activities that will enable them to practice what they are learning.



Materials Needed (Click on links to open)

- Laptop or other mobile device
- [Edpuzzle](#)
- Fast food menu (optional)
- [Vocabulary Pronunciation and Image Guide](#)
- [Vocabulary Images](#)
- [Vocabulary Practice Worksheet/Answer Key](#)
- [Quizlet Vocabulary Flashcards](#)
- Copies of [Pre-Test](#) and [Post-Test](#)

Target Vocabulary

- Hamburger
- Cheeseburger
- Double cheeseburger
- French fries
- Potatoes
- Tater tots
- Fish sandwich
- Chicken sandwich
- Milkshake
- Soda/pop
- With cheese
- With bacon
- Small
- Medium
- Large
- Size

Target Phrases

- Welcome to
- May I take your order?
- For here or to go?
- I would like
- Please
- Thank you
- What size?



Pre-Test Questions

1. Which is NOT associated with a potato?
2. Which is NOT at a fast food restaurant?
3. Which is NOT a drink size?
4. Which should NOT be said when ordering?
5. What is this a photo of?

Introduction/Opener/Activate Prior Knowledge

- How many of you go to fast food restaurants?
- Can you name some of the menu choices?
- What are some of the items you like best?
- Do you want to learn what some of the other items are?

Introduce Key Vocabulary

Distribute vocabulary worksheet. Instructor will go through each word in English, Spanish, and practice pronunciation.

- *I say: hamburger, We say: hamburger, You say: hamburger.*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *hamburger*.
 - Look at your big thumb and say *hamburger*.
 - What is this picture of?
 - Yell out the word *hamburger*/ whisper the word *hamburger* etc.
- Vocabulary words **taught/adjusted** to OSY work environment.
- [\[Order\] May I take your order? Anything else? For here or to go? - English for Kids](#) (1min. 45 sec. video)

Role play #1: Ordering at a restaurant. Students choose an item and order it with the instructor or another student playing the part of the restaurant employee. Students might write their order on paper first to help prepare them.

Employee: *Welcome to May I take your order?*

Customer: *Thank you, I would like...a cheeseburger and fries with Coke.*

Employee: *Would you like that for here or to go?*

Customer: *I would like that to go, please.*



Customer: Thank you.

Employee: You are welcome.

Role play #2: Paying at the counter. Students role play paying for their order at the counter and receiving the proper change from the employee.

Employee: Is that for here or to go?

Customer: To go, please.

Employee: That will be \$7.95.

Customer: I have a \$10 bill.

Employee: Here is your change of \$2.05.

Customer: Thank you.

Extension Activity/Connections to Other Topics

- Direct students to the **English for Daily Life Lessons**, specifically **Describing Items in a Grocery Store** and **Asking Questions** under **Your Community** and **Prices of Groceries** under **Grocery Stores and Shopping**.
- (Optional) The instructor can voice record all of the vocabulary associated with this lesson. Have the student listen to the recording every day for one week. When the student has memorized the vocabulary, have him/her send a voice recording to the teacher using either WhatsApp or My Memos.
- [Quizlet Matching Game](#)
- [Edpuzzle](#)

Post-Test Questions

1. Which is NOT associated with a potato?
2. Which is NOT at a fast food restaurant?
3. Which is NOT a drink size?
4. Which should NOT be said when ordering?
5. What is this a photo of?

BONUS: What can you put on your french fries?



Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

Next Steps for Individual Student Practice

- Students visit a fast food restaurant and place an order for a meal.

Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?