ELL Adaptation For

Where Did My Lunch Come From?
A U.S. Regional Tour

Students learn about U.S. regions with a lunch menu!

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Grade Level: 6-8
Duration: 3 class periods

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### SIOP Elements

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### TESOL Standard(s)

ESL: English For Content
Through The Use Of ESL Methodologies, The Student Will:

EFC-A. Create, read and interpret visual information relating to science, social studies and math.
A1. Draw and label maps.

E4. Create charts to organize information.

EFC-E. Comprehend reading materials.
E1. Read a variety of Math, Science, and Social Studies materials.
E6. Scan material for relevant information.

### Arizona ELP Standards

Stage IV
Where Does MY Food Come From?

Basic Reading
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:
B-26: locating specific information using the organizational features on a page of nonfiction text.
B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers)

Stage IV Basic Writing
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:
B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

Overview
The United States is comprised of five regions: the West, Southwest, Midwest, Southeast, and Northeast. The foods that we eat everyday come from many of these regional locations including: orange juice from Florida citrus groves, beef from Texas ranches, milk from Wisconsin dairies, bread from Nebraska grain fields, and avocados from sunny California. These regional specialties are transported cross-country to grace American dinner tables with a variety of menu choices. In many cases, agricultural products and food processing industries help to define the economic “flavor” of U.S. regions. It is important for students to understand that the interdependent nature of U.S. regions helps to create a stronger overall economy.

Key Vocabulary
Culture – Group of people and their traits, beliefs, and behavior patterns
Economy – System of money in a society
Fruits – Ripe fruit from seeds ex: peaches, cranberries, oranges
Vegetables – A plant grown to eat ex: lettuce, broccoli, chili peppers, corn
Grains – A small dry seed of a plant grown for food ex: wheat, rice
Nuts – A seed of a plant such as peanuts and soybeans
Beef – Meat of a bull or cow to eat

Dairy – milk products such as milk and cheese

Additional Materials Needed for ELLs
• An orange, a Chocolate Kiss, Popcorn, or pictures of food items as listed in Session One.
• Food magazines for picture cutting, or worksheets prepared for coloring and cutting.

Additional Details on ELL Strategies
Use the paragraph frame as an overhead to let students see the answers to the underlined (blank) areas on the student page. Read paragraph together, allowing time for students to complete each blank.

An additional Vocabulary page is provided to allow students to create a dictionary entry of new vocabulary words. Students can choose to draw a picture or cut one out of magazines.

Students can highlight the eight most important sentences in the Roosevelt Dam article with markers. (These should be the sentences with dates in them to help with the formation of the timeline.)

Procedures
Prerequisite Reading Skills: Identifying the author’s main ideas and supporting details. Prerequisite Writing Skills: Note-taking formats.
Where Does My Food Come From?

Prerequisite Geography Skills: Basic map reading skills and location of 50 U.S. states.

SESSION ONE
1. Set Activity: Survey students with the question: “How many of you like orange juice?” Count the show of hands. Continue with: “Does anyone know which U.S. state produces the most oranges?” (Florida) Have students locate Florida on a wall map or in an atlas. Ask: “In which area of the United States is Florida located? (southeast) Explain that geographers refer to this area as the Southeast region of the United States. Ask students similar questions about foods from the four remaining regions of the U.S.

Some examples are: French fries--Idaho potatoes / West region, Hershey’s Chocolate Kisses--Hershey, Pennsylvania factory / Northeast region, popcorn--Iowa corn / Midwest, and hamburgers --Texas cattle ranches / The Southwest region. Explain that the U.S. can be divided into five major regions and that each region is known for producing specific foods. (Show a sample of each item as you introduce it such as, an orange, a potato, a Chocolate Kiss, Popcorn. Pictures cut from magazines or store ads are an excellent alternative.) (Preparation: Linking to background, past learning; Integrating Processes: Speaking, listening)

2. Distribute copies of the political map of the United States. Project the overhead transparency of Regions and their States, which lists which states are included in the five major U.S. regions. Instruct students to trace the regional boundary outlines onto their individual maps. Warn students NOT to color INSIDE the regional boundaries, as this space will be used later to record notes. Students need to save their maps for the next session. (Scaffolding: Guided practice)

3. Break the class into five groups, and assign each group to one major region of the United States: The Northeast, The Southeast, The Midwest, The Southwest, and The West. (Group each ELL learner separately within other groups. Use an ELL buddy system, and include the buddy in the same group). Distribute copies of the National Geographic Reading Expeditions, Travels Across America region books in accordance with the group’s assigned region. (Grouping: Small groups)

4. Instruct students to read Chapter 2, “The Economy” in their respective books, paying particular attention to the foods produced in the region. Students take individual notes (Use an ELL buddy with each ELL student to assist in the taking of notes) on the chapter, using the chapter subtitles for the main ideas and supporting each main idea with a minimum of two details. Students need to save their book notes for the next session. (Grouping: Partners; Integrating Processes: Reading, writing)

SESSION TWO
1. Instruct students to meet in their respective U.S. regions groups. Using their completed book notes from Session One, each group should brainstorm and print a list of foods produced in their region. (Provide food magazines or other pictures or worksheets that can be used as illustrations for regional foods, and have ELL students cut them out, or color and cut them out to illustrate food list.) (Application: Hands on, meaningful)

2. Students take out their completed maps from Session One. As each group reports on the list of foods produced in their region, students will duplicate the lists onto their individual maps. See Answer Key for Map Work. (Application: Promotes engagement)

3. Distribute copies of the Typical School Lunch Menu (or copies of your actual school lunch menu) and copies of the Analysis of a Typical School Lunch Menu. Discuss the menu items that comprise a typical school lunch, breakdown the major ingredients that make up some of the menu choices, and locate the U.S. region from which each food was produced.

4. Discuss the organization and format of the Typical School Lunch Menu example, focusing on the menu's layout, subheadings, font size, letter style, and graphics. Explain that in groups of 3-4, students are to create an original lunch menu with food items representing all five U.S. regions. Suggest that students use the format modeled in the "Typical School Lunch Menu" example, if they have trouble designing their menus. Encourage creative embellishments such as clipart or original student artwork. Explain that their Group Menu will be graded based upon accuracy, organization, conventions, and neatness. (Application: Promotes engagement)

5. Allow students to organize into their small groups (placing ELL student with Buddy in group). Then distribute the Analysis of Group School Lunch Menu, one per group. Instruct the groups to complete an analysis of their group menu to ensure that the menu includes food items from all five U.S. regions. This Analysis worksheet is to be turned in with the Group Menu assignment.
6. If time permits, distribute copies of the Food Pyramid, discussing the food group criteria for a nutritionally balanced menu. Menus may also be graded based upon the selection of food items that include appropriate food group selections.

7. Students utilize the rest of the work session to design their group lunch menu.

SESSION THREE

1. An additional work session may be necessary for students to complete their group menus. This session may also be used to allow student groups to present their lunch menus. The remainder of the class can perform an analysis of the menus using duplicate copies of the Analysis of a Typical School Lunch Menu.

Assessment

Students will be able to take basic notes by using the chapter subtitles, and providing details. Students will produce a regional map by tracing regional boundaries, and later recording food lists onto their maps. A score of 80% will be considered mastery.