



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

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Grade Level	5
Duration	3 class periods

ELL Adaptation by Lynn Galvin

SIOP Elements		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

Arizona ELP Standards

Stage IV
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*)

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

Where Does My Food Come 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 – a group of people and their traits, beliefs, and behavior patterns

economy – system of money in a society

fruits – plants grown to eat (examples: peaches, cranberries, oranges)

vegetables – plants grown to eat (examples: lettuce, broccoli, chili peppers, corn)

grains – plants grown for food such as wheat and corn

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.
- Assessment using pictures

Procedures

Prerequisite Reading Skills: Identifying the author's main ideas and supporting details. Prerequisite

Writing Skills: Note-taking formats.

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 blank Regions and Their States map to students and project the Answer Key for Map Work—Regions and Their States ONLY. Instruct students to use this list 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. Tell students take notes on the chapter using the chapter subtitles for the main ideas and at least two supporting details for each main idea. 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 group and to refer to the book used in the last session and create a list of foods produced in their region. They will write the list of foods (in the correct region of the map) on their Regions and Their Foods map from Session One. (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. Project the Regions and Their Foods Teacher's Key. As each group reports on the list of foods produced in their region, students will duplicate the lists onto their individual maps. (**Application: Promotes engagement**)

Where Does My Food Come From?

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.

SESSION THREE

1. Give students more time to complete their menus and then present their menus to classmates.

Assessment

ELA and Geography and Economics

Student notes and map can be graded for accuracy and completeness. A score of 70% or higher will be considered mastery.

The group lunch menus can be graded with the Simplified Writing Traits Rubric in the area of Ideas & Content. A score of 4 or higher indicates mastery level for that particular writing trait.

The ELL Assessment of matching the pictured foods to the region can be graded for accuracy. Mastery will be considered 80% or higher.