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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<th>Author</th>
<th>Jane Chambers</th>
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<td>Grade Level</td>
<td>6-8</td>
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<tr>
<td>Duration</td>
<td>3 class periods</td>
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ELL Adaptation by Lynn Galvin

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<th>Linking to background</th>
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| Assessment | Individual | Group | Written | Oral |

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<td>Goal 2, Standard 3</td>
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<td>To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge</td>
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<tr>
<th>Arizona ELL I Reading Standard</th>
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<td>Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas. Beginning: Comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues. Intermediate: Comprehend and follow simple 1- to 2-step (2- to 5-words) written directions for classroom activities that are accompanied by picture cues.</td>
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<th>Arizona ELL III Reading Standard</th>
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<tr>
<td>Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas. Beginning: The student will identify main ideas and key details of text. Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.</td>
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Where Does MY Food Come From?

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 ELL

- 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. 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?”
Where Does My Food Come From?

(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)

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.