



Lesson: Learning with Lunchboxes

(To follow Amplify CKLA 2, Knowledge 11: Immigration, Lesson 7: A Mosaic of Immigrants)

At a Glance

In this lesson, students will learn about New Hampshire's history of immigration, listen to a story about immigration, and use the format of a lunchbox to examine their own connection to the immigration story.

Primary Focus Objectives

- Students will identify reasons why people immigrate today
- Students will discuss feelings associated with big changes like moving
- Students draw and write about how food traditions help them feel connected to their family and home.

Formative Assessment

- "Food is a Home" writing

Standards

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.L.2.5a

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Materials

- Focus Text: [Unit 17: New Hampshire Today, Learn It! "The People," pages 3 to 6.](#)
- *Home in a Lunchbox* written and illustrated by Cherry Mo (2024)
- "My Favorite Lunch" template
- "Food is a Home" writing page
- Materials for building representations of food (optional)

Time Needed

3 to 4 30-40 minute class sessions

Learning Activity

1. **Read the Focus Text.** Read the section about immigration and diversity in *Moose on the Loose* and help students identify reasons why people immigrate to New Hampshire. (20 minutes)
2. **Share the story.** Read aloud *Home in a Lunchbox* written and illustrated by Cherry Mo. Discuss the story and connect it to the Focus Text. (20 minutes)
3. **Take a picture walk.** Do a picture walk through the book, paying attention to how the pictures show the emotions and feelings of the characters. What else do you notice about the illustrations? (20 minutes)



- 4. Plan a favorite lunch.** Think about what foods feel like home to you. Make a plan of your perfect lunchbox. What would it contain? *(20 minutes)*
- 5. Write about favorite foods.** Use the writing prompt template and write about how these special foods make your lunch feel like home. *(20 minutes)*
- 6. Build favorite foods.** (Optional) Design, make, and build the foods from your lunchbox plan. *(30 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students will learn about New Hampshire's history of immigration and the diversity of people, cultures, and ideas that it brings to our state through non-fiction text and supporting features. Students use a fictional text to explore one immigration story and how food helped the characters stay connected to their home. Students apply their comprehension of the ideas in these texts to their own writing and drawing about how food helps them feel connected to home.

Read the Focus Text

This selection from Moose on the Loose Unit 17: New Hampshire Today introduces students to basic facts about diversity in present day New Hampshire and how immigration contributes to that diversity. As you read the text or have students read the text aloud, consider keeping a list of reasons students identify about why people have come to New Hampshire and what they bring with them to their new homes on a piece of chart paper or whiteboard. Ensure students understand that immigration is a process that has been part of our country's history since it was established. Immigration doesn't just bring people to a new place, it brings new ideas, traditions, languages, and cultural features like special foods and games. Students may want to discuss their own stories about how they got to New Hampshire, but let students bring this up themselves as every story is different and not all may want to share.

Share the read aloud

Read the book *Home in a Lunchbox* written and illustrated by Cherry Mo. Help students connect with the scenes depicted by asking guiding questions like: How do people feel when they move? Why do people move? Have you ever felt like the child in the story? Other questions will help students notice how the author uses illustration to convey feelings and ideas: How do the illustrations show feelings? How do the panels change over the course of the book? How does the illustrator use color? How do you feel when you are listening to this story? How is food important? After reading, look at the list created while reading the non-fiction selection. Ask students if any of the ideas from the Focus Text connect to the story.

This is a good place to pause if dividing the lesson across multiple class sessions.

Take a picture walk

Do a second reading of *Home in a Lunchbox*, this time paying careful attention to the illustrations. Allow the children to share about all the different things they are noticing. If you are using a hard copy, show students the case cover (the hidden cover under the book jacket) and the end papers (the pages glued down onto the cover). The back matter of this book (back matter is extra material at the end of a story) has information about the food in the lunchbox.

Plan a favorite lunch

Ask students to think about what their ideal lunch would contain using *Home in a Lunchbox* as framework. What special foods would they include? Distribute the "My Favorite Lunch" template and encourage students to draw and/or write in the spaces. They may wish to create more sections inside the lunch box.

This is a good place to pause if dividing the lesson across multiple class sessions.

Write about favorite foods

Ask students to think about how their favorite lunch makes lunchtime feel like home. Use the writing prompt as a formative assessment to see how students connect food and home. Encourage students to refer back to their lunchbox template while writing.



**Build favorite
foods (optional)**

As an optional extension, have students make their foods. Possible materials could include: air-dry clay, Fimo modeling clay, fabric, cardboard, and recycled items. Students could be asked to think about the best materials for each item and iterate their designs. They could also paint cardboard boxes to make lunchboxes and decorate them with stickers they designed like the case cover (under the book jacket) of the book.



My Favorite Lunch



Food feels like home when...
