4th Grade

Assessment 1

Table of Contents

Assessment Guide ........................................................................................................ Pages 2-10
Assessment Rubric........................................................................................................ Pages 11-15
Chicago School Bans Some Lunches Brought From Home........................................ Pages 16-18
Lunches Provided by Schools May Be Healthier Than Lunches Brought From Home...... Pages 19-20
Alternate text – Chicago School Bans Home Lunches................................................ Pages 21-22
GRADE: Fourth Grade

NAME OF ASSESSMENT:
Reading Informational Texts and Opinion Writing Performance Assessment

STANDARDS ASSESSED:
Primary:
- Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
- Students will determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
- By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)
- Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

Depth of Knowledge Level of task: Levels 2-4

Task Details:
- Duration of administration: Two class periods across one or two days
- Time of year when administered: December
- Materials needed: Access to streaming video:
  - Video to stream: “Wellness in the Schools”
    http://www.youtube.com/watch?v=9NPx8ciZgls&feature=player_embedded&noredirect=1
  - OR:
    http://vimeo.com/23876482
  - Text: “Chicago School Bans Lunches Brought From Home”
  - Text: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
  - Student booklet for responses
  - Loose leaf paper
**Explanation of Standards Alignment:**

**RI.4.1:** Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- In their summary statements, students will refer to details and examples in the text when determining the main idea of a text and showing how it is supported by key details.

**RI.4.2:** Students will determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Students will summarize the main idea of each of two written texts. They will state a main idea, and explain how that idea is supported by key ideas and details.

**RI.4.10:** By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)

- Students will summarize the main idea of a grade level complex text. They will state a main idea, and explain how that idea is supported by key ideas and details.

**W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students will write an opinion piece, taking on a point of view on the topic of school lunch versus lunch from home, supporting their claim with reasons and information derived from the readings and video.
Overview of Assessment

**Note: Suggested teacher prompts follow – please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.**

Suggested time frame: approximately 90 minutes total.

- The introduction and four tasks could be administered in two to four chunks of time, in either one or two days.

Task 1: Video viewing and note-taking/summary writing: “Wellness in the Schools”
Students will watch a video entitled “Wellness in the Schools” and will be prompted to watch and listen for information about the pros and cons of school lunches. After the video is shown a second time, students will be prompted to write a summary to capture a main idea and supporting details that they learned from watching the video.

Task 2: Independent reading and summary writing of “Chicago School Bans Lunches Brought from Home.”
Students will read the article and will be prompted to use their response booklet to write down a main idea and key supporting details from the text and to summarize the text.

Task 3: Independent reading and summary writing of “Lunches Provided by Schools May be Healthier than Lunches Brought from Home.”
Students will read the article and will be prompted to use their response booklet to write down a main idea and key supporting details from the text and to summarize the text.

Task 4: Opinion writing: persuasive essay
Students will be prompted to write a persuasive essay in which they state an opinion, and provide reasons and information for that opinion, on the topic of whether eating school lunch or bringing lunch from home is a better choice. The students will be reminded to meet the expectations for fourth grade opinion writing and to use evidence from the provided reading.
Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

**Preparation for the Assessment:**
- Make copies of booklets – (see student booklet template at the end of this document)
- Have loose leaf paper available for essay writing and if students need more writing space for their summary writing.
- Cue the video “Wellness in the Schools” for streaming:
  - http://www.youtube.com/watch?v=9NPx8ciZgls&feature=player_embedded&noredirect=1
  - OR: http://vimeo.com/23876482
- Make copies of the two articles for students:
  - “Chicago School Bans Lunches Brought From Home”
  - “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
- Chart expectations for opinion writing:
  - Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized
  - Introduce the topic and state an opinion
  - Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
  - Include information from the readings as evidence
  - Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
  - Provide a conclusion that clearly connects to the opinion or thesis statement

**Introduction:**
*Take a few minutes to introduce the whole of the assessment to the kids. It might sound something like:*

“You’re going to have a chance over these two periods to show off your powers as researchers and writers. Here’s how it’s going to go – you are going to have the opportunity to study a video and two articles about school lunches. Imagine that your school is going to have a debate about the pros and cons of school lunch versus homemade lunches. This debate will be witnessed by parents, students, and school leaders, and may influence decisions about lunch in your school. You are on the debate team. You have to pick a side of this argument to support. To rehearse for the debate, you will write a persuasive essay, in which you will state whether school or home lunch is better, and support that claim with research from the video and articles you’ll see now.

“I think that’s everything you need to know ahead of time. When you write, you’ll want to choose a side of this topic that you can support with evidence, state clearly which side you are supporting, give reasons to support your opinion, and use some of the evidence you gather from these texts – you’ll be able to use your notes as you write, and you’ll be able to look back at the articles for evidence to quote in your essay.”
Task 1: Video viewing and summary writing: “Wellness in the Schools”

Show the video twice.

“You’re about to watch a news video about school lunches. As you watch, think about the important ideas and information in the video. After I show it a second time, you’ll have a chance to write down what you think is an important main idea, and to explain how details in the video support that idea. Be sure to listen the second time for exact quotes and accurate information – you will want to include this in your writing now and in your essay that you write later.”

Task 2 – Reading and note-taking/summary writing: “Chicago School Bans Lunches Brought From Home”

“Now you’ll have a chance to study an article about school lunch and whether it’s better or worse than bringing lunch from home. You’ll then write a summary of this article, including a main idea and explaining which details in the article really support that idea. Remember when you’re writing your summary to look back at the article and make sure you’re including accurate information.”

Task 3 – Reading and note-taking/summary writing: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”

“Now you’ll have a chance to study another article about the issue of school versus home lunches. You’ll then write a summary of this article, including a main idea and explaining which details in the article really support that idea. Remember when you’re writing your summary to look back at the article and make sure you’re including accurate information.”

Task 4 – Opinion writing: persuasive essay

“Researchers, you’ve gathered some important information that should help you decide which side to take in this debate and what evidence you may use to support your thinking. Now you’ll want to clearly take a side and state whether students should bring lunch from home or eat lunch at school. Imagine you are debating this issue and you have to clearly support one side of the argument, with convincing evidence you’ve gathered in your research. You’ll want to include information and details from the articles and video to support your opinion. Also, remember what you know to include in a strong piece of opinion writing. Be sure to…”

Point to charted expectations.
Fourth Grade Informational Reading/Opinion Writing Performance Assessment
Student Packet

Task 1: Summary of “Wellness in the Schools”

Determine a main idea about school lunches from this video, and write to explain which key details and examples from the video support that idea. Use the back of this page and extra loose leaf paper if you need more space for your writing.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Task 2: Summary of “Chicago School Bans Lunches Brought from Home.”

Determine a main idea from this article, and write to explain which key details and examples from the text support that idea. Use the back of this page and extra loose leaf paper if you need more space for your writing.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Task 3: Summary of “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”

Determine a main idea from this article, and write to explain which key details and examples from the text support that idea. Use the back of this page and extra loose leaf paper if you need more space for your writing.
Task 4: (use loose leaf paper for this)

Persuasive Essay:
Should students bring lunch from home or eat lunch provided by the school?

Imagine that your school is holding a debate and the topic is: should students bring lunch from home or eat lunch provided by the school? Decide which side of this debate you will support. Write a persuasive essay that you could use in this debate, and use information from the articles and the video to support the side you think is most convincing.

Remember that as opinion writers, you’ll want to be sure to:

- Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized (you may write your plan on this page)
- Introduce the topic and state an opinion
- Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
- Include information from the readings as evidence
- Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
- Provide a conclusion that clearly connects to the opinion or thesis statement

Plan for essay:
<table>
<thead>
<tr>
<th>Fourth Grade Reading Rubric Assessing Tasks 1, 2, and 3</th>
<th>Level 1- Novice</th>
<th>Level 2- Intermediate</th>
<th>Level 3- Proficient</th>
<th>Level 4- Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determining Importance: Main Idea</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R. Standard 4.2</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>Names a main topic of the text (i.e. “School lunch”).</td>
<td>Names not just the topic of the text, but an idea that is central to the text. (i.e. “School lunches are getting better.”)</td>
<td>Determines the main idea of the text. Names a main idea that encompasses all or most of the text, rather than only a section (i.e. “School lunches are healthier than lunches brought from home.”)</td>
<td>Names more than one main idea in the text. May or may not indicate which is more all-encompassing. One idea is less explicit in the text. (i.e “School lunches are healthier than lunches brought from home. It’s important that students eat a healthy meal in the middle of the day.”)</td>
</tr>
<tr>
<td><strong>Determining Importance: Key Details</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R. Standard 4.2</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>Lists some details, seemingly in an unplanned way.</td>
<td>Recounts relevant details and explains how they explicitly support the main idea. The explanation may be too brief to serve its purpose, or parts of the explanation may be unclear.</td>
<td>Explains how a main idea is supported by key details. Provides somewhat elaborated explanations of how key details support a main idea, including explicit and implicit connections between the details and a main idea.</td>
<td>Explains more subtle ways in which the key details support the main idea, perhaps referring to the author’s craft in deciding on the order of the details, or to the effect of certain details on the reader. Or explains how key details support more than one main idea.</td>
</tr>
<tr>
<td><strong>Accountability to the Text</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>R. Standard 4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>In attempting to explain how key details from the text support a main idea, refers to the text rarely or inaccurately.</td>
<td>Refers to details and examples that explicitly support a main idea in the text.</td>
<td>Refers to details and examples when explaining what the text says explicitly and when drawing inferences from the text. Refers to details and examples that explicitly and implicitly support a main idea.</td>
<td>Refers to all of the most relevant details and examples in the text: does not leave out details that are pivotal to the central ideas in the text. Quotes accurately when referring to details and examples in the text that explicitly and implicitly support a main idea.</td>
</tr>
</tbody>
</table>
Fourth Grade Scoring Guide: Reading Tasks (1, 2 and 3)

Note: please use this rubric three times to score Task 1 (viewing and summarizing a video text), Task 2 (reading and summarizing a less complex text) and Task 3 (reading and summarizing a grade-level complex text). Please keep these scores separate to be able to assess students’ relative strengths and weaknesses.

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.
For each response in column two, students receive two points.
For each response in column three, students receive three points.
For each response in column four, students receive four points.

Scoring Table:

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>0</td>
</tr>
<tr>
<td>1-4 points</td>
<td>1</td>
</tr>
<tr>
<td>5-7 points</td>
<td>2</td>
</tr>
<tr>
<td>8-10 points</td>
<td>3</td>
</tr>
<tr>
<td>11-12 points</td>
<td>4</td>
</tr>
</tbody>
</table>
### Focus/Structure: Introduces topic and states an opinion; Provides a concluding statement

**W. Standard 4.1**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

d. Provide a concluding statement or section related to the opinion presented.

<table>
<thead>
<tr>
<th>Level 1- Novice</th>
<th>Level 2- Intermediate</th>
<th>Level 3- Proficient</th>
<th>Level 4- Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to introduce the topic, state an opinion and provide a conclusion. May exactly repeat the claim from the introduction as a brief conclusion; or in an attempt to rephrase or elaborate may confuse or contradict the central claim in any of these sections.</td>
<td>Provides an introduction and states an opinion in a way that previews or at least connects to the claim and reasons that are the focus of the piece. In a concluding statement, may rephrase the introductory claim or speak directly to the reader as a way to emphasize the central opinion.</td>
<td><strong>Introduces a topic clearly and states an opinion. Provides a concluding statement or section related to the opinion presented.</strong> Clearly introduces the reader to what’s at stake in this topic, and states the stance that the writer is taking. May also forecast the organizational structure of the argument. Provides a concluding statement that fits with the opinion and reasons presented.</td>
<td>Orients and engages the reader with an angled and somewhat elaborated introductory passage, making clear the stance the writer will take. Crafts a conclusion that follows from the opinion and reasons presented and makes clear what’s important about the writer’s stance on the issue.</td>
</tr>
</tbody>
</table>

### Focus/Structure: Creates an organizational structure

**W. Standard 4.1**
Write opinion pieces on topics or texts, supporting a point of view with reasons.

<table>
<thead>
<tr>
<th>Level 1- Novice</th>
<th>Level 2- Intermediate</th>
<th>Level 3- Proficient</th>
<th>Level 4- Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to create an organizational structure, but has not yet created clearly defined sections. May alternate between expressing an opinion and stating a reason, or merely list reasons in a way that makes it hard to connect them to the opinion of the writer.</td>
<td>Organizes reasons into a list – either through a preview of the reasons in an introduction or by creating body paragraphs or other internal sections that list reasons supporting the writer’s opinion. Some sections are more well defined than others.</td>
<td><strong>Creates an organizational structure in which related ideas are grouped to support the writer’s purpose</strong> Uses paragraphing and makes other structural decisions (choice of linking words, order of information, etc.) to group supporting ideas and their relevant evidence. It’s clear how each section has been organized.</td>
<td>Ideas, reasons, facts, and details are grouped into cohesive sections or paragraphs, and these sections are logically ordered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Grade Writing Rubric Assessing Task 4</th>
<th>Level 1- Novice</th>
<th>Level 2- Intermediate</th>
<th>Level 3- Proficient</th>
<th>Level 4- Above Proficient</th>
</tr>
</thead>
</table>
### Writing Rubric Continued

<table>
<thead>
<tr>
<th>Elaboration/Craft</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W. Standard 4.1</strong></td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>Some reasons are supported by facts and details from the provided sources. References to source materials may not always be clear.</td>
<td>Provides reasons that are supported by facts and details. Links opinion and reasons using words and phrases. Supports reasons with facts and details from the provided sources. Refers directly to sources when including information from them. Elaborates on some sourced information to comment on it and make clear its purpose in the argument.</td>
<td>Uses a variety of kinds of elaboration to connect facts and details from provided sources to reasons that support the writer’s opinion. Uses a variety of linking words and phrases, demonstrating accurate understanding of the terms themselves and how to use them to strengthen an argument.</td>
</tr>
<tr>
<td>b. Provide reasons that are supported by facts and details.</td>
<td>Sometimes uses linking words or phrases; may overuse common connectors or neglect transitions in some parts.</td>
<td>Uses linking words and phrases consistently, but the meaning of these transitional terms do not always match the writer’s intent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Link opinion and reasons using words and phrases (e.g., <em>for instance, in order to, in addition</em>).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fourth Grade Scoring Guide: Writing Task
In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.
For each response in column two, students receive two points.
For each response in column three, students receive three points.
For each response in column four, students receive four points.

Scoring Table:

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>0</td>
</tr>
<tr>
<td>3-4 points</td>
<td>1</td>
</tr>
<tr>
<td>5-7 points</td>
<td>2</td>
</tr>
<tr>
<td>8-10 points</td>
<td>3</td>
</tr>
<tr>
<td>11-12 points</td>
<td>4</td>
</tr>
</tbody>
</table>
Chicago School Bans Lunches Brought From Home

To encourage healthful eating, Little Village Academy doesn’t allow kids to bring lunches or certain snacks from home—some parents, and many students, aren’t fans of the policy.

Fernando Dominguez is upset and he wants his school to know it. Recently, during lunchtime at his school, Fernando began shouting to his classmates in Spanish and English.

“Who thinks the lunch is not good enough? Who thinks the lunch is not good enough?”

Immediately dozens of hands flew in the air. Other students shouted back. “We should bring our own lunch! We should bring our own lunch! We should bring our own lunch!”

Fernando waved his hand over the crowd. He asked the visiting reporter, “Do you see the situation?”

Why are Fernando and his classmates so upset?

They are tired of the lunch policy at their school, Little Village Academy. The policy says they are not allowed to bring lunch from home. They must eat school lunch. All of the students at Little Village Academy are required to eat cafeteria food.

The principal of Little Village Academy, Elsa Carmona, created the policy six years ago. She says she watched students bringing very unhealthy food on field trips for their lunch; she also noticed students who didn’t bring a lunch and went hungry. Students were bringing “bottles of soda and flaming hot chips, or skipped lunch completely,” she says. Elsa Carmona decided she needed to do something to make sure that all of her students ate – and ate healthy food. So she created her “no home lunch” policy. She says her policy helps kids to stay healthy. She says she is protecting kids from not eating or making unhealthy food choices.

“Nutrition wise, it is better for the children to eat at the school,” Ms. Carmona says. “It’s about the kids eating and nutrition and the excellent quality food that they are able to serve (in
the lunchroom). It’s a milk versus a Coke. But with allergies and any medical issue, of course, we would make an exception.”

Chicago Public Schools supports Elsa Carmona’s school lunch policy. A Chicago Public School spokeswoman wrote, “this principal is encouraging healthier choices.”

Fernando and many of his classmates do not agree with the policy. At the school, they must take the meals served in the cafeteria or go hungry. Sometimes, they take the cafeteria lunch but then throw it away. Many students say the food tastes bad. They would rather go hungry than eat it.

Some parents are upset about the lunch policy. “Some of the kids don’t like the food they give at our school for lunch or breakfast,” said Little Village parent, Erica Martinez. “So it would be a good idea if they could bring their lunch so they could at least eat something.”

Anna, a grandparent at the school, says she is also upset. “My grandson is really picky about what he eats. I think the kids should be able to bring their lunch.”

However, other parents like the policy. One parent, Miguel Medina said he thinks the policy is a good one. “The school food is very healthy,” he says. “When they bring lunch from home, there is no control over the food.”

Justin Wilson, a person who researched at the Washington-based Center for Consumer Freedom, says Little Village Academy’s lunch policy is hurting parents’ rights. He says that one policy cannot work for everyone. “Some parents may want to pack a gluten-free meal for a child, and others may have no problem with a child enjoying a soda.”

Another problem with the policy is that parents must all pay for the school lunch. Parents may have to pay $2.25 a day for food their kids don’t like!
The students say they should be given a chance. “They’re afraid that we’ll all bring in greasy food instead of healthy food and it won’t be as good as what they give us at school,” says student, Yesenia Gutierrez. “It’s really lame. If we could bring in our own lunches, everyone knows what they’d bring. For example, the vegetarians could bring in their own veggie food.”

Second-grader Gerardo Ramos says, “I would bring a banana, orange and some grapes.”

Another second-grader named Julian Ruiz says, “Sometimes I would bring the healthy stuff. But sometimes I would bring Lunchables.”
Lunches Provided By Schools May Be Healthier

Than Lunches Brought From Home

Researchers find that school lunches may be a better choice for kids!

Many parents want their kids to bring lunches from home. They feel lunches from home are healthier than cafeteria food. However, they might be wrong.

Researchers in England evaluated school lunches and hypothesized they may be actually healthier than lunches from home. Students may be better off buying lunch at school!

School Lunch vs. Lunch from Home

In 2009, researchers in England from The School Food Trust decided to research and evaluate school lunches. They wanted to compare cafeteria food to the food in lunches kids brought from home. Researchers spent three months finding out whether kids’ lunches are healthier. They observed and recorded everything in the lunches. In total, they studied 3,481 students who brought lunches from home and 6,696 students who bought school lunches.

What they found may be very surprising.

Overall, the researchers found that kids who ate school lunches ate healthier foods!

For example, many more students ate vegetables when they ate school lunch. 66% of students who ate school lunch took servings of vegetables. But only 8% of students who brought lunch from home had vegetables!

The same pattern was seen when researchers studied drinks. Students who brought school lunch did not drink as many sugary drinks. They were also much more likely to drink water.
Lunches from home did have more fruit and calcium, but overall, lunches brought from home contained more fat, more sugar, and more salt. Not what you want your kids eating!

This study wasn’t the only one to find that school lunches are better. In 2006 another study was done in England. The lunches of 1,294 children were studied. Again, the researchers found that kids who bring lunches from home didn’t have the essential ingredients needed for a healthy diet like vegetables. Few lunches from home contained all five healthy food groups (starch, protein, vegetables, fruit and dairy). And, most lunches from home contained sugary snacks and drinks.

**School Lunches Healthier**

The researchers all found that school lunches were healthier. The School Food Trust report says, “Lunches provided by schools are more healthy than lunches brought from home.”

Researchers say that school lunches are better because schools can control them. Schools can make sure the lunches are healthy. But lunches from home can’t be controlled. So students can **and do** bring more drinks and snacks that are high in salt and sugar (foods that are not allowed in school lunches). As a result, students who bring lunches from home typically eat more salt, sugar and fat than those who eat school lunch.

The researchers say, “Ideally, children should be encouraged to [buy] school lunches.”

**A Bright Future for School Lunch**

Even though they are already healthy, school lunches are getting even better! The government is working to make even stronger rules so school lunches will be full of fresh, delicious food. President Obama has just signed a new bill “The Healthy Hunger-Free Kids Act of 2010.” This bill will give $4.5 billion to improving school food. This means that school lunches will be healthier and better-tasting than ever!
Chicago School Bans Home Lunches: OK or Outrageous?

Adapted from an article by Lisa Milbrand for iVillage.com

American school lunches are under fire! Jamie Oliver’s Food Revolution and the Healthy, Hunger-Free Kids Act are both fighting to replace the pizza and tater tots with fresher, healthier options. But as cafeteria-provided lunches improve, one Chicago school has gone to the other extreme, banning brown bag lunches for everyone but kids with food allergies. Many people, including moms, are fighting back.

Many parents are upset that they will have to pay $2.25 each day for lunch. “How can you require someone to spend that much money?” says Bradley Brown. “I couldn't afford $5 a day on lunches for two kids. The purpose of school is to educate my kids, not make their nutritional choices for them. I don't need them eating junk or throwing away food I was forced to pay a lot for because they do not like it.”

Others say it is taking away parents’ rights. “Parents should have the right to send their own lunches, even if they are not healthy -- are they going to come into your house and see what you eat for dinner, too?” says another parent.

Some even worry that there won’t be enough time for all kids to get through the lunch line. “The article doesn't say how big this school is, but [often] they only have about 20 to 25 minutes for a lunch period,” says Arryl. “That is not enough time for all the kids to get their lunches, and also have time to sit down and eat it.”

Many think that brown-bag lunches are healthier than anything served in cafeterias, even now that they are new and improved. Plus, there are other reasons the ban on home lunches isn’t fair. “Aside from nutrition, people have religious, cultural & philosophical preferences about food,” says another parent. “This seems like a violation of rights.”

“The lunches they serve at my kids' schools are so awful -- chicken nuggets, gross pizza, mozzarella sticks,” adds Ken Player. “My daughter is a total foodie and packs herself a gourmet lunch every day. If the school forced her to buy their garbage, she just wouldn't eat.”

What do you think? Are brown bag lunches a parent's right?
Chicago School Bans Home Lunches: OK or Outrageous?

Adapted from an article by Lisa Milbrand for iVillage.com

American school lunches are under fire! Jamie Oliver’s Food Revolution and the Healthy, Hunger-Free Kids Act are both fighting to replace the pizza and tater tots with fresher, healthier options. But as cafeteria-provided lunches improve, one Chicago school has gone to the other extreme, banning brown bag lunches for everyone but kids with food allergies. Many people, including moms, are fighting back.

Many parents are upset that they will have to pay $2.25 each day for lunch. “How can you require someone to spend that much money?” says Bradley Brown. “I couldn't afford $5 a day on lunches for two kids. The purpose of school is to educate my kids, not make their nutritional choices for them. I don't need them eating junk or throwing away food I was forced to pay a lot for because they do not like it.”

Others say it is taking away parents’ rights. “Parents should have the right to send their own lunches, even if they are not healthy -- are they going to come into your house and see what you eat for dinner, too?” says another parent.

Some even worry that there won’t be enough time for all kids to get through the lunch line. “The article doesn’t say how big this school is, but [often] they only have about 20 to 25 minutes for a lunch period,” says Arryl. “That is not enough time for all the kids to get their lunches, and also have time to sit down and eat it.”

Many think that brown-bag lunches are healthier than anything served in cafeterias, even now that they are new and improved. Plus, there are other reasons the ban on home lunches isn’t fair. “Aside from nutrition, people have religious, cultural & philosophical preferences about food,” says another parent. “This seems like a violation of rights.”

“The lunches they serve at my kids' schools are so awful -- chicken nuggets, gross pizza, mozzarella sticks,” adds Ken Player. “My daughter is a total foodie and packs herself a gourmet lunch every day. If the school forced her to buy their garbage, she just wouldn't eat.”

What do you think? Are brown bag lunches a parent's right?