ELL Adaptation For
The Silly States: Where is Your State and City?

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<th>Author</th>
<th>Sandra Cloyd</th>
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<td>1</td>
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<tr>
<td>Duration</td>
<td>1 class period</td>
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**ELL Adaptation by** Summer Verville

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**SIOP Elements**

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**TESOL Standards**

**Goal 2, Standard 1**
To use English to achieve academically in all content areas: Students will use English to interact in the classroom
- expressing likes, dislikes, and needs

**Goal 2, Standard 2**
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- hypothesizing and predicting

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**Arizona English Language Proficiency Standards**

**Stage II**
**Reading**
**Comprehending Text**
**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:
The Silly States: Where is Your State and City?

B-1: identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.
B-2: making predictions based on cover, title, illustrations and text.
B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.
B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support.
B-8: identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.

Writing Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.
B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.

Overview

Determining the location of one’s own state and city is an exciting discovery for students. This skill brings geography to a personal level for primary students.

Key Vocabulary

Real – Something that can be touched or seen in person
Fantasy – Something that cannot be touched or seen in person
Globe – Shaped like a ball that shows locations around the world (i.e. countries, states, etc.)
Map – A paper that shows locations around the world

Additional Materials Needed for ELLs

The US with Capitals map

Procedures

1. Explain the difference between reality and fantasy and give examples. For example, you could show them a cartoon character and then show them yourself. Explain that you are real and the cartoon character is fantasy, because you can be touched and the character cannot be touched. (Preparation: Adapting content)
2. Read the selection aloud to the class. Tell the class to think of their favorite state in the book, while you are reading. While you read emphasize different voices for different states. (Integrating Processes: Listening)
3. After reading the selection, ask the class whether they think it is real or fantasy, ask why. (Integrating Processes: Speaking)
4. Tell students that the United States is real and that they live in one of those states. (Integrating Processes: Listening)
5. Show students their state in the book and discuss whether or not the state is saying or doing anything.
6. Show students the U.S. on a globe. Then show them a classroom map of the U.S. identify their state on the map, and then identify their city.
7. Have students take turns identifying either their state or city on the map. (Application: Hands On)
8. Make a prediction chart and have a copy of teacher’s key so the students can see it. Ask students what their favorite state is. Kindergartners can fill in the last part of the sentence. “My favorite state in the book was ______.” When students complete the sentence, write it on the chart for the student to copy. (It may also be written on a sticky note for the student.) They can then write the sentence on a journal page or regular paper. They can also draw a picture to go with the sentence. First or second graders can elaborate and state why that state was their favorite. Write ideas on the board for the students to see (ask the students some of their ideas about their favorite state). (Scaffolding: Guided practice; Application: Hands on; Group Option: Whole Class and independent; Integrating Processes: Writing)
9. Have students work in small groups to color their state in one color and the rest of U.S. in another color. (Group Option: Small groups)
10. If their city is on the map, have them circle it. If not, have them draw a dot in its general location. (Application: Hands On)

**Assessment**

Students will use the US with Capitals map to identify their state. The student will color in that state and circle the city in which the student lives. If their city is not on the map, then they can draw a dot to show the general location of their city. (Group Option: Individual; Assessment: Written)

Students that can identify their state and city receive a grade of Excellent. Students that can only identify one of the above receive a Satisfactory. Students that do not identify their state or city receive a Needs Improvement.

The teacher can check the journal page for the written sentence and picture. If both are completed, the grade is Excellent. If only one of the two is completed, the grade is Satisfactory. Students who do not complete either the sentence or picture receive an Improvement needed or Needs Improvement.

**Sources**


National Geographic Expeditions Atlas for alternate map of United States