



# The Silly States: Where is Your State and City?

**Author** Sandra Cloyd  
**Grade Level** 1  
**Duration** 1 class period

**ELL Adaptation by** Summer Verville

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

**Arizona English Language Proficiency Standards**

**Stage 1**  
**Reading**  
**Comprehending Text**  
**Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.**  
 B-1: participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy.  
 B-3: answering comprehension questions to respond to text heard or read.  
 B-8: identifying the setting of a story heard or read.

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

**Writing**

## The Silly States: Where is Your State and City?

### 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

**fantasy** – something that cannot be touched or seen in person

**real** – something that can be touched or seen in person

**globe** – an object shaped like a ball that shows locations around the world (countries, states, etc.)

**map** – a paper object that shows locations around the world

## 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. Introduce students to the book, *The Scrambled States of America*. 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 first few pages, 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 chart on the whiteboard 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 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. End the class by looking at the list of states and seeing which states were mentioned and which were not. What does that say?

## Assessment

Students will use a map of the United States of America to identify their state by coloring it red. Mastery is 100%. **(Assessment: Individual, written)**

Assess 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

Keller, L. (1998). *The Scrambled States of America*. New York: Henry Holt and Co. ISBN 0-8050-5802-8