The Silly States: Where is Your State and City?

Students will identify their own state on a map.

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### National Geography Standards

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**

2. How to use mental maps to organize information about people, places, and environments in a spatial context.

### Arizona Geography Strand

**Grade 1 Concept 1 The World in Spatial Terms**

PO 6 Locate Arizona on a map.

### Other Arizona Standards

**ELA Common Core Standards**

**Literature**

**Key Ideas and Details**

1.RL.3 Describe characters, settings, and key events in a story.

**Craft and Structure**

1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**Writing**

**Language**

**Conventions of Standard English**

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.

### 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 K-2 students.

### Purpose

In this lesson, students will differentiate between fact and fantasy and identify the state in which he or she lives on a map of the United States.

### Materials

- Globe
- Large map of the United States of America
- Student copies of U.S. map
- Crayons
- Sentence strips with “My favorite state in the book was ____________.”

### Objectives

The student will be able to:

- Distinguish between reality and fantasy.
- Derive meaning from context and picture clues.
**The Silly States: Where is Your State and City?**

- Identify the state in which he or she lives.

**Procedures**

1. Explain the difference between real and fantasy and give examples.

2. Read the selection aloud to the class.

3. After reading the selection, ask the class whether they think the story is real or fantasy, ask why.

4. Now ask the class whether they think the United States is real or fantasy, ask why.

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. Show students how the names of the states are always capitalized.

7. Have students take turns identifying either their state on the map.

8. Have students orally fill in the last part of the sentence: "My favorite state in the book was _____." After students identify their favorite state, write the name of the state on the whiteboard. (It may also be written on a sticky note for the student.) They can then complete the sentence on the sentence strip. Students can elaborate and state why that state was their favorite or illustrate their sentence strip.

9. Have students color the U.S. in one color and their state in another color on a student copy of the US map.

**Assessment**

1. Students will use a student copy of the map of the United States of America to identify their state. The student will color in that state. Mastery is 100%.

The teacher can assess the sentence for proper capitalization. Mastery is 100%.

**Extensions**

Students may work in small groups to put together a desk-size or floor-size puzzle of the United States in order to pick out the city and state in which they live. Teacher may also trace a map of the United States onto butcher paper using an overhead projector. Students then place a symbol on their city’s location, and color their state a different color than the rest of the U.S.

**Sources**