



The Silly States: Where is Your State and City?

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Grade Level K-1
Duration 1 class period

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

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

Element 2: Places and Regions

4. The physical and human characteristics of places

AZ Standards

ELA

Reading

Key Ideas and Details

K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

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

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

e. Produce and expand complete sentences in shared language activities.

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.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.

K.G1.2 Explore locations in stories shared.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus.

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/she lives on a map of the United States.

Materials

- Globe
- Large map of the United States of America <http://geoalliance.asu.edu/sites/default/files/maps/US-tilemap.pdf> (to be assembled)
- Student copies of U.S. map <http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>

The Silly States: Where is Your State and City?

- *The Scrambled States of America*, by Laurie Keller, published by Henry Holt and Co.
- Crayons/colored pencils
- Sentence strips with
 - My favorite state in the book was _____."
 - I like this state because _____.

Objectives

The student will be able to:

- Distinguish between reality and fantasy.
- Derive meaning from context and picture clues.
- Identify the state in which he or she lives.

Procedures

1. Begin the lesson by explaining/reviewing the difference between real and fantasy and give examples.
2. Introduce students to the book, *The Scrambled States of America*. Read the first few pages aloud to the class. After reading these pages, ask the class whether they think the story is real or fantasy, ask why. Now ask the class whether they think the United States is real or fantasy, ask why.
3. Show students the U.S. on a globe. Then show them on a map of the U.S. Have students identify their state on the map. Allow students to point out other states that they know about. Demonstrate how the names of the states are always capitalized.
4. Distribute a map of the U.S. to each student. Have students take turns with a partner identifying their state and any others on the map.
5. Instruct students to color their state red.

6. Continuing reading the book. As states are introduced throughout the book, ask students comprehension questions.
7. Distribute sentence strips (My favorite state in the book was _____. "I like this state because _____.). Instruct first graders to complete the sentences in writing. Instruct kindergarteners to complete the sentence orally.
8. Have students orally share with the class, "My favorite state in the book was _____. " After students identify their favorite state, write the name of the state on the whiteboard. Have students look for that state on their map and color it in.
9. End the class by looking at the list of states (or their maps) 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%.

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

Extensions

Use the classroom map of the U.S. and locate stories read or discussed in class throughout the year.

Sources

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