



The Silly States: Where is Your State and City?

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Grade Level K-1
Duration 1 class period

ELL Adaptation by Summer Verville

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.

- a. Print all upper- and lowercase letters.
- b. 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.

SIOP Elements

Preparation

Adapting content

Linking to background
 Linking to past learning
 Strategies used

Scaffolding

Modeling

Guided practice

Independent practice
 Comprehensible input

Grouping Option

Whole class

Small groups

Partners

Independent

The Silly States: Where is Your State and City?

Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands on Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Arizona English Language Proficiency Standards

Kindergarten

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: identify key details from read-alouds, picture books, and/or oral presentations.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1 tell or dictate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.

Grade 1

Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text.

B-2: identify key details in a variety of literary texts and presentations.

Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

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.

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

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. 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

Geography

Students will use a map of the United States of America to identify their state by coloring it red. Mastery is 100%.

ELA

Assess 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.

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.