

**VSC Standard 3.0 Geography:** Students will use geographic concepts and processes to understand location and its relationship to human activities.

**Lesson Title:** About and Around Me

**Resource(s):**

- Gwendolyn BALONEY Lomax Visits the Country by Lisa Douglass
- Country Reading Comprehension – Primary Questions activity
- Country Reading Comprehension – Discussion Questions activity
- Dictionary

**Indicator Statement A.** Derive Meaning from Text

**Objective 1.** Use strategies to prepare for reading, monitor understanding and derive meaning from text and portions of text.

**Procedure(s):**

1. Use strategies to prepare for reading.
  - a. Make predictions or ask questions about the text by examining the title, cover, illustrations, or text.
  - b. Set a purpose for reading the text.
2. Read Gwendolyn BALONEY Lomax Visits the Country by Lisa Douglass.
  - a. Read, reread, revisit, and restate difficult parts of the text.
  - b. Periodically summarize while reading.
  - c. Visualize what was read.
  - d. Explain personal connections to the topics, events, characters, and actions in the text.
3. Use strategies to monitor understanding and derive meaning from text and portions of text.
  - a. Review and explain what the text is mainly about; state the literal meaning of the text.
    - i. As a group, complete the Country Reading Comprehension – Primary Questions activity. Students may complete the drawing during class or as a homework assignment.
  - b. Identify what is not stated in the text. (implied or inferential meaning)
    - i. As a group, complete the Country Reading Comprehension – Discussion Questions activity.
  - c. Summarize the text orally.
  - d. Connect the text to personal experience.
  - e. Confirm or refute original predictions; make new predictions to form new ideas.
  - f. Answer questions what if, why, and how in writing.

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<b>Resource(s):</b> <ul style="list-style-type: none"> <li>▪ <u>Gwendolyn BALONEY Lomax Visits the Country</u> by Lisa Douglass</li> <li>▪ Dictionary</li> <li>▪ Country Word Search</li> </ul>																												
<b>Indicator Statement A.</b> Develop Vocabulary																												
<b>Objective 1.</b> Define new vocabulary introduced in the book <u>Gwendolyn BALONEY Lomax Visits the Country</u> , by Lisa Douglass.																												
<p><b>Procedure(s):</b></p> <p>1. Define vocabulary using the dictionary. Most words in this list appear in the book. Locate the words in the story and use context clues to help students learn the meaning of the words.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Asphalt</td> <td style="width: 50%;">Marble</td> </tr> <tr> <td>Sidewalk</td> <td>Automobile</td> </tr> <tr> <td>Hopscotch</td> <td>Cement</td> </tr> <tr> <td>Porch</td> <td>Suitcase</td> </tr> <tr> <td>Sandals</td> <td>Sneakers</td> </tr> <tr> <td>Adventure</td> <td>Tic-tac-toe</td> </tr> <tr> <td>Sibling</td> <td>Highway</td> </tr> <tr> <td>Coop</td> <td>Cousin</td> </tr> <tr> <td>Outfit</td> <td>Hollow</td> </tr> <tr> <td>Oblong</td> <td>Pulp</td> </tr> <tr> <td>Rind</td> <td>South</td> </tr> <tr> <td>Stalk</td> <td>Travel</td> </tr> <tr> <td>Country</td> <td>Urban</td> </tr> <tr> <td>Rural</td> <td>Barn</td> </tr> </table> <p>2. Reinforce sight recognition of new vocabulary words using the Geography Word Search activity.</p>	Asphalt	Marble	Sidewalk	Automobile	Hopscotch	Cement	Porch	Suitcase	Sandals	Sneakers	Adventure	Tic-tac-toe	Sibling	Highway	Coop	Cousin	Outfit	Hollow	Oblong	Pulp	Rind	South	Stalk	Travel	Country	Urban	Rural	Barn
Asphalt	Marble																											
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Rind	South																											
Stalk	Travel																											
Country	Urban																											
Rural	Barn																											
<b>Grading:</b> Grade the students on the word search activity assigning a percentage using the total number located correctly out of the 28 total possible words.																												
<b>Lesson Summary:</b> Students should be able to recognize new vocabulary on sight and define the meaning of each word.																												
<b>Homework:</b> Pick five vocabulary words presented in this lesson and create five written																												

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sentences using one word in each sentence.

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**Lesson Title:** About and Around Me

**Resource(s):**

- Gwendolyn BALONEY Lomax Visits the Country by Lisa Douglass
- Dictionary
- Magazines, scissor, glue, construction paper.

**Indicator Statement B.** Using Geographic Tools

**Objective 1.** Identify and describe how a globe and maps can be used to help people locate places.

**Procedure(s):**

1. Describe a globe as a model of Earth showing land and water.
2. Describe how maps are models showing physical features and/or human features of places.
3. Identify a location by using terms such as near-far, above-below, and here-there.
  - g. Talk about the distance in hours from Baloney's house to the country.
    - i. Discuss whether the distance in hours classifies the country house as near or far from Baloney's house in the city.
  - h. Talk about the directions north, south, east, and west.
    - i. Relate the terms north, south, east, and west to the words up, down, left, and right.
    - ii. In the story, the country is described as "down there," what does that suggest about the location of Baloney's house?
  - i. Talk about the word "country."
    - i. Define the word country. Compare the meaning of country as land and the meaning of country as terrain.
    - ii. Help students to understand why people sometimes describe rural areas as "the country." Use the definition of country as terrain to help students understand.
4. Identify pictures and photographs that represent places on a map such as a playground and a fire station.
  - a. Find and clip out photographs of barns in magazines.
  - b. Find and clip out photographs of cities in magazines.
  - c. Make collages of city and rural scenes using magazine clippings, construction paper, and glue.

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**Grading:** Praise the students for their art collages.

**Lesson Summary:** Students should be able to identify the directions north, south, east, and west using hand gestures and their understanding of up, down, left, and right.

**Homework:** Students should describe one physical feature of the land around their home (concrete, grass, water, etc.).

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<b>Indicator Statement C.</b> Geographic Characteristics of Places and Regions
<b>Objective 1.</b> Describe places in the immediate environment using natural/physical and human-made features
<b>Procedure(s):</b> <ol style="list-style-type: none"><li>1. Recognize physical features as landforms and bodies of water using photographs and pictures.</li><li>2. Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams.</li><li>3. Using photographs and pictures, recognize human-made features as modifications people have made to the land.<ol style="list-style-type: none"><li>a. Using the cover of the book <u>Gwendolyn BALONEY Lomax Visits the Country</u>, by Lisa Douglass identify human-made structures people have made to the land.<ol style="list-style-type: none"><li>i. Talk about the barn in the cover graphic and why people may have built a barn on the land.</li><li>ii. Talk about planting of corn in the field and why humans may have changed the land and planted corn.</li><li>iii. Discuss whether you believe a human planted the sunflowers in the field or if you believe the field naturally had sunflowers.</li></ol></li><li>b. Talk about what you think the land looked like before humans altered it with buildings and plants.<ol style="list-style-type: none"><li>i. Discuss whether you think the human-made changes to the land improved the land or worsened it.</li></ol></li></ol></li><li>4. Identify human-made features, such as buildings, sidewalks, streets, and bridges.<ol style="list-style-type: none"><li>a. Review the first few pages of the story <u>Gwendolyn BALONEY Lomax Visits the Country</u>, by Lisa Douglass and list human-made features that describe the scene at Baloney's house.<ol style="list-style-type: none"><li>i. Street blocks</li><li>ii. Attached houses</li><li>iii. Asphalt street</li><li>iv. Traffic lights</li><li>v. Marble steps</li></ol></li></ol></li></ol>

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- vi. Poles and wires
- vii. Blue sky
- b. Review the portions of the story that describe the scene at the house in the country.
  - i. Dusty dirt road
  - ii. Corn fields
  - iii. Chicken coop
  - iv. Single house
  - v. Porch steps
  - vi. Trees and birds
  - vii. Blue sky
- c. Discuss the similarities and differences between the city and country environment.
  - i. Talk about differences between the city and country roads. Are the roads used for similar or different purposes?
  - ii. Talk about the number of houses in the city versus the number of houses in the country. Discuss the purpose of building attached houses and planning out street blocks versus building a single house in the middle of a corn field. What are the benefits and disadvantages of the land development and housing plans?
  - iii. Talk about the differences in the steps that lead to the front door of each house in the story. Talk about whether it is possible to have steps on a row-house that would wrap nearly around the entire house. Discuss what is attached to the side of a row-house and why people would choose to live close together in that way.
- 5. Talk about living preferences and why one would prefer to live in an urban or rural environment.

**Grading:** Students should be rewarded for having cooperative discussion on similarities and differences in the environment.

**Lesson Summary:** Students should be able to identify human-made features of the environment.

**Homework:** Students should describe one human-made feature of the land around their home. (buildings, sidewalks, streets, bridges, etc.).

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<b>Indicator Statement D.</b> Movement of People, Goods and Ideas
<b>Objective 1.</b> Describe how transportation and communication link people and places.
<b>Procedure(s):</b> <ol style="list-style-type: none"><li>1. Identify ways that people travel on land, water, and air.<ol style="list-style-type: none"><li>a. Describe the method Baloney's family used to travel to the South.<ol style="list-style-type: none"><li>i. Discuss the number of family members seated in the car.</li><li>ii. Talk about safety issues and traveling.</li><li>iii. Talk about the number of people traveling in Baloney's family car.</li><li>iv. Identify the one rule of safety for riding in a car that is described in the story.</li><li>v. Discuss other rules for safe riding in a car such as seatbelts, number of passengers seated comfortably, etc.</li></ol></li><li>b. Discuss why Baloney's family chose to travel by automobile instead of by boat or by airplane.<ol style="list-style-type: none"><li>i. Discuss the physical terrain of the streets as described in the story.</li><li>ii. Discuss how the story describes the roads in the city and how they differ from the roads in the country.</li><li>iii. Discuss whether it would be appropriate to travel by boat through the city and country streets.</li></ol></li><li>c. Discuss the efficiencies of traveling by automobile in terms of the time and economics.<ol style="list-style-type: none"><li>i. Discuss how long it takes to travel from Baloney's house to the country.</li><li>ii. Discuss the number of family members traveling to the South.</li><li>iii. Discuss the cost of traveling by various modalities (land, water, air).</li><li>iv. Draw conclusions about why Baloney's family decided to drive to the South versus sailing or flying.</li></ol></li></ol></li><li>2. Explain how transportation is used to move goods and people from place to place.<ol style="list-style-type: none"><li>a. Define the word goods.</li><li>b. Discuss the types of goods that can be carried to another place in a car.</li></ol></li></ol>



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- i. Define urban and rural as illustrated by the story.
  - ii. Talk about the differences between urban and rural living.
  - iii. Discuss the types of goods someone from a rural area might need from someone in an urban setting and vice versa.
  - iv. Come up with ideas about goods that Baloney's family might have taken to their family in the South.
3. Identify ways that people communicate messages.
- a. Describe different modes of communication.
    - i. Verbal
    - ii. Auditory
    - iii. Context clues
    - iv. Visual
  - b. Describe the different messages given to Baloney throughout the story.
    - i. When Baloney sits on her front steps, she hears car horns blowing. What message is communicated by blowing a car horn? (auditory)
    - ii. Baloney sees double yellow lines, traffic lights, and road signs on her street. What are those visual signs communicating to drivers? (visual)
    - iii. How did Baloney's mother communicate instructions about what she needed to do to prepare for the day's events? (verbal)
    - iv. How were safe car riding rules given to Baloney? (verbal)
    - v. How did Baloney understand what she needed to do to prepare to play? (context)
    - vi. Baloney's uncle gave her a safety instruction before smashing the watermelon on the ground. How was that instruction communicated? (verbal)
    - vii. How did Baloney know what needed to be done to prepare for dinner? (context)

**Grading:** Students should be rewarded for having cooperative discussion on modes of travel and communication.

**Lesson Summary:** Students should be able to identify ways in which travel and communication draw people closer together.

**Homework:** Students should list at least three modes of transportation used to travel to school (school bus, public bus, walking, automobile, etc.).

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**Indicator Statement E.** Modifying and Adapting to the Environment

**Objective 1.** Describe how people adapt to and modify their immediate environment.

**Procedure(s):**

1. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather.
  - a. Identify ways in which the character Baloney adapted to her environment.
    - i. Discuss preparations made for or by Baloney to assist her in adapting to a changing environment from urban to rural environments.
      1. Packing clothes for activities anticipated in upcoming days.
      2. Talk about what activities Baloney anticipated that would guide her in selecting clothing. Why did Baloney select one pair of sandals and one pair of sneakers? What can be done in sneakers that cannot be done in sandals?
      3. Describe the weather in the story. Do blue skies indicate rain? If it was raining, what sort of outfits would Baloney's mother have packed? What do you need when it rains? Could Baloney and her cousins play in the field if it was raining? What sort of gear would they have to wear to play in the rain?
    - ii. Discuss preparations Baloney made before going out to play.
      1. Why did Baloney change to a new outfit to play in the field? What might happen to Baloney's traveling clothes if she played in the dust? Is it necessary to dress for travel or is it okay to travel in clothes that can get dirty? Why would you want to travel in non-play clothes?
      2. Why did Baloney stop to have a cool drink before playing? Talk about the importance of hydration for health especially before activity.
    - iii. Discuss social interaction and the necessity to settle in and visit over a glass of lemonade before separating to play. Why do adults and children come together in large groups to talk and visit? Did stopping first to greet relatives and change outfits help Baloney to adjust to her new environment and how?
2. Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests.

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- a. In the story, Baloney describes her home environment in the city.
  - i. Talk about what the city environment may have looked like before the streets were made and houses were built.
- b. Make guesses about the historical look of Baloney's home environment.
  - i. Do you think Baloney's neighborhood was ever like the environment described at the country home?
  - ii. Why do you think Baloney's urban environment was created?
  - iii. Assuming Baloney's environment was once similar to the country environment talk about why humans would cut down trees, pave dirt roads, and build multiple houses for people to live in a city?
  - iv. What makes people choose to live in heavily populated communities versus rural and more distant communities?
- c. Discuss the economic drivers that cause environments to change.
  - i. Are there greater or fewer opportunities to work in the city versus the country?
  - ii. What is the purpose of working?
  - iii. Talk about the different means to support families.
    - 1. Why do you think people plant crops in the country? What can they gain from growing food?
    - 2. What sources of income can be made from raising chickens in a coop as illustrated in the story?
    - 3. What sorts of jobs are done on a farm?
    - 4. What kinds of jobs are done in the city?
- d. Summarize the different types of jobs done in the city and the country and why the environment must be different to support different vocations.
  - i. Do farmers work in the city? (Be sure to note that vegetables can be grown in urban areas, but perhaps not enough to support a family economically, if done as a primary job.)
  - ii. Do businessmen work on farms? (Be sure to note that managing a farm requires business skills but not necessarily office skills.)
  - iii. Talk about how the environment allows for variation in occupations.

**Grading:** Students should be rewarded for having cooperative discussion on the environment and occupations.

**Lesson Summary:** Students should be able to identify ways in which people adapt to their environment and ways in which the environment has been altered for people.

**Homework:** Students should identify and define the jobs of their parents or guardians.

Name \_\_\_\_\_

Date \_\_\_\_\_

Gwendolyn BALONEY Lomax Visits the Country  
Reading Comprehension - Primary

I. Reading Comprehension Questions

1. Gwendolyn lives in a house
  - a. in the city
  - b. in the country
  
2. Gwendolyn sees the children
  - a. delivering mail
  - b. bouncing a ball
  
3. During her car ride to the country, Gwendolyn plays
  - a. jacks
  - b. tic-tac-toe
  - c. hopscotch
  
4. Gwendolyn's favorite color is
  - a. red
  - b. green
  - c. blue
  - d. yellow

II. Using the back of this page, draw a picture of your favorite farm animal.

Name \_\_\_\_\_

Date \_\_\_\_\_

Gwendolyn BALONEY Lomax Visits the Country

Reading Comprehension - Discussion

I. Open-ended Questions for Discussion

1. What are the differences between city and country living?
2. What are the similarities in city and country living?
3. Would you like to live in the city or in the country and why?

Geography Word Search



## Geography Word Search

Outfit	Marble	Travel	Rural	Country	Sandals
Stalk	Sidewalk	Oblong	Hopscotch	Suitcase	Rind
Urban	Cousin	Pulp	Porch	Sneakers	Automobile
Highway	Hollow	Sibling	Tic-tac-toe	South	Cement
Coop	Barn	Asphalt	Adventure		