

**VSC Standard 5.0 History:** Students will use historical thinking skills to understand how individuals and events have changed society over time.

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**Lesson Title:** About and Around Me

**Resource(s):**

- Gwendolyn BALONEY Lomax Goes on a Date by Lisa Douglass
- Date Reading Comprehension – Primary Questions activity
- Date Reading Comprehension – Discussion Questions activity
- Dictionary
- Date Word Search

**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 Goes on a Date 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.

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- 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>Indicator Statement A.</b> Develop Vocabulary																										
<b>Objective 1.</b> Define new vocabulary introduced in the book <u>Gwendolyn BALONEY Lomax Goes on a Date</u> , by Lisa Douglass.																										
<b>Procedure(s):</b> <ol style="list-style-type: none"> <li>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.           <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Date</td> <td style="width: 50%;">Sibling</td> </tr> <tr> <td>Coconut</td> <td>Shaving</td> </tr> <tr> <td>Frosting</td> <td>Dome</td> </tr> <tr> <td>Stem</td> <td>Cozy</td> </tr> <tr> <td>Tease</td> <td>Ruffle</td> </tr> <tr> <td>Plait</td> <td>Patent Leather</td> </tr> <tr> <td>Topper</td> <td>Strut</td> </tr> <tr> <td>Chat</td> <td>Kinship</td> </tr> <tr> <td>Crayon</td> <td>Family</td> </tr> <tr> <td>Toy</td> <td>Timeline</td> </tr> <tr> <td>Yesterday</td> <td>Today</td> </tr> <tr> <td>Tomorrow</td> <td>Book</td> </tr> <tr> <td>Second</td> <td>Third</td> </tr> </table> </li> <li>2. Reinforce sight recognition of new vocabulary words using the History Word Search activity.</li> </ol>	Date	Sibling	Coconut	Shaving	Frosting	Dome	Stem	Cozy	Tease	Ruffle	Plait	Patent Leather	Topper	Strut	Chat	Kinship	Crayon	Family	Toy	Timeline	Yesterday	Today	Tomorrow	Book	Second	Third
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<b>Grading:</b> Grade the students on the word search activity assigning a percentage using the total number located correctly out of the 26 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 sentences using one word in each sentence.																										

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**Lesson Title:** About and Around Me

**Resource(s):**

- Gwendolyn BALONEY Lomax Goes on a Date by Lisa Douglass
- Dictionary
- Timeline template (provide copies of an arrow pointing to the right with vertical markings to denote sequential activities)
- Magazines, scissors, glue, construction paper, glue

**Indicator Statement B.** Change Over Time.

**Objective 1.** Distinguish among past, present, and future time.

**Procedure(s):**

1. Identify and describe events of the day in chronological order.
  - a. Have students volunteer activities they performed in the morning leading up to their arrival at school. Appropriate answers will include all activities from waking to traveling to school.
  - b. Discuss what differences there may be procedures for the day on school days versus on the weekend.
  - c. Talk about the story Gwendolyn BALONEY Lomax Goes on a Date by Lisa Douglass.
    - i. Towards the end of the story, the character Baloney prepared to go on a date with her sister and her sister's boyfriend. Have students list out the activities Baloney completed in order to prepare herself to leave. (bathed, spread lotion on her body, put on a dress, put on ruffled socks, had her hair combed, then brushed and braided, had her shoes polished and put on her feet, tied a ribbon in her hair, put on her coat, and then kissed her mother.)
    - ii. Create a list of activities on a graphical timeline so students will see the progression of events in a visual sequential example.
  - d. Students will use the timeline template to plot their morning activities on their own timeline just as the instructor added Baloney's date preparation activities to the timeline.
  - e. Define the terms sequential and concurrent. Use terms such as first, second, and third to convey the meaning of sequential. Discuss to the extent possible, how activities on a timeline can be performed concurrently. Use the example in the story that demonstrates how Baloney's shoes were polished at the same time she was getting dressed as a time saving method.
2. Describe daily events in terms of yesterday, today, and tomorrow.
  - a. Define the terms yesterday, today, and tomorrow for students.
  - b. Use the story to illustrate concepts of current events and future events. At the end of the story, Baloney states that she will return home from the movies and talk to

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her mother about her date. Discuss the concept of future.

- c. Consider Baloney's older sister in terms of time progression. Talk to the students about how she might have been a child similar to Baloney in the past. Discuss how she was older and able to date in the present, and how she may marry her boyfriend in the future. Be sure to convey the idea of time progression and changes in people over time. For example, children draw with crayons, young adults date, adults marry.

**Objective 2.** Compare daily life and objects of today and long ago

**Procedure(s):**

1. Compare tools and toys of the past with those of today.
  - a. Identify what Baloney did to entertain herself in the book Gwendolyn BALONEY Lomax Goes on a Date by Lisa Douglass.
    - i. Gwendolyn used crayons and paper to draw pictures for fun. Do children today use crayons and paper to entertain themselves?
    - ii. Discuss the types of tools and toys used by children today. (Wii, Nintendo, Action Figures, Television etc.)
    - iii. Name non-electronic means for entertainment used by children in the past. (Books, Sidewalk Chalk, Swing set, Toy Soldiers, etc.)
    - iv. Talk about the differences in toys used to entertain children historically as compared to toys used to entertain today. Discuss which tools to entertain are still popular today. (Books, crayons, action figures/toy soldiers, coloring books, etc.)
    - v. Come up with ideas about what kind of toys might be available in the future. Coach the students by helping them to understand futuristic goals in society and how toys are a product of goals valued in contemporary society. Ask students about space exploration and time travel and whether toys in the future might reinforce those themes.
2. Tell about people in the past using informational text and features.
  - a. Describe characteristics of families.
    - i. Talk about characteristics that are shared by all families. Describe characteristics shared by the family in the story. (blood relationship) Talk about the feeling Baloney had for her sister's boyfriend as reminding her of her own siblings. Discuss what it feels like to like someone in a kinship or emotional way.
    - ii. Identify reasons why people live in families. Talk about the family in the book and what benefits the children had by living in a family. (love of siblings, love between parent and child, ability to share life events and talk about stories with loved ones, feeling of being able to share stories with a parent or child, enjoying family and sharing community feeling)

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- iii. Use appropriate kinship terms to differentiate between relationships among family members, including those living outside immediate family groups. Identify terms used in the story Gwendolyn BALONEY Lomax Goes on a Date by Lisa Douglass. (siblings, boyfriend, mother)
- iv. Differentiate between families and other groups.
- b. Discuss families of today.
  - i. Have students describe their family unit. All students will have different family structures. Be sure to reinforce the value of the family unit no matter how it is constructed. Some students may be raised by foster parents or relatives of their parents.
  - ii. Discuss similarities in families using the story Gwendolyn BALONEY Lomax Goes on a Date by Lisa Douglass. Note that all families share love and life events and foster a sense of membership in a community with shared goals.
- c. Discuss Families in the past. Use the discussion on children's toys to springboard the conversation on what families may have shared in the past.
  - i. Discuss whether a child in the past would have been entertained by spending time in the kitchen with his or her mother.
  - ii. Discuss whether the activities performed in the book could occur in the past and in the present.
  - iii. Have students consider the future. Ask students if drawing a picture with crayons may be something a child would do in the future. Talk about Baloney's mother making a homemade coconut cake. Ask students if people make homemade cakes today. Discuss store bought cake and the convenience of purchasing food that has been made outside of the home. Have students consider the future. Ask students if they believe homemade cakes will still be made in the future.
- 3. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community.
  - a. Find photographs of families in magazines.
  - b. Have students create collages of family images using magazine clippings, construction paper, and glue.
  - c. Discuss similarities and differences in family pictures. Is the technology in the photograph different from what they have at home? What activities are the families enjoying in the photographs and are those things that families did in the past or will do in the future?

**Grading:** Praise the students for their sequential timelines and art collages.

**Lesson Summary:** Students should be able to define the terms past, present, and future.

**Homework:** Students should consider their Saturday morning activities and create a timeline of activities leading up to their having breakfast in the morning. Students should be prepared to

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share their activity timelines. (Be sure to coach students who believe they wake up and eat breakfast in two simple steps. Encourage students to understand activities such as getting out of bed, walking to the kitchen, sitting down to eat, etc.)

Name \_\_\_\_\_

Date \_\_\_\_\_

Gwendolyn BALONEY Lomax Goes on a Date  
Reading Comprehension - Primary

I. Reading Comprehension Questions

1. What did Gwendolyn's mother bake?
2. What was Gwendolyn doing on the kitchen floor?
3. Did Gwendolyn answer the door when the doorbell rang?
4. What did Gwendolyn have to do in the middle of the day to prepare for her date?
5. What color was Gwendolyn's dress?

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

Name \_\_\_\_\_

Date \_\_\_\_\_

Gwendolyn BALONEY Lomax Goes on a Date

Reading Comprehension - Discussion

I. Open-ended Questions for Discussion

1. Why did Gwendolyn stand back from the hot oven?
2. Why do you think the oven made the house cozy inside?
3. Do you think Gwendolyn was more excited about the coconut cake or her date to the movies? Why?

History Word Search



## History Word Search

Date	Sibling	Second	Shaving	Dome	Yesterday
Third	Ruffle	Strut	Frosting	Plait	Patent Leather
Toy	Topper	Tease	Kinship	Chat	
Stem	Family	Tomorrow	Book	Cozy	
Coconut	Crayon	Today	Timeline		