

Lesson Plan 1
“My Life as a Bat (Batter, Umpire...)”

The children will take on the perspective of people or objects related to baseball.

Students will be able to:

- I Elicit a long fictional narrative using the writing process to make the intended clear as evidenced by the use of a variety of words, a response that stays on topic and the use of detail to support the topic.

Objectives:

The child will write an essay from the perspective of an object or person related to baseball.

Materials:

Paper and pencil

Before the Game:

After reading a variety of baseball oriented literature (see Appendix for book or website lists), children will choose to become a bat, ball, pitcher, umpire, hot dog, vendor, etc... and begin a preliminary draft of a composition written from the perspective of that object or person. Discuss an author's need to research their topics and to take from authentic experiences. Then each student makes a list of what to look for and pay attention to at the game in order to contribute detail and interest to their composition.

At the Game:

Gather sensory experiences for the story. Think of descriptive words to represent the sights, sounds, smells, and feelings surrounding your “character” in the composition.

Beyond the Game:

Complete the composition incorporating the information, experiences and words gleaned from the game.



Lesson Plan 2

“WDTM? (What Does This Mean?)”

Children explore language by playing with the letters that make up the titles of baseball statistics.

Students will be able to:

- I Demonstrate an understanding of language and elements of nonfiction by responding to items in which they analyze the text, discern major ideas and supporting ideas.
- I Make or use a table to record and sort information.

Objectives:

The child will compose phrases given initial letters and will create phrases to describe events at baseball games and in day to day occurrences.

Materials:

Newspaper sports pages; paper and pencil

Before the Game:

Search newspaper sports pages, or appendix, for initials that describe baseball statistics and compile a list (e.g., RBI, CS, HR, ERA, GIDP, etc...). Have each child generate a list of phrases that the initials could stand for (eg. RBI = Ramirez’s Best Inning or Raise Blue Insects; ERA = Extra Runs Allowed or Everyone Rhymes Always; HR = Hit Runner or Hums Randomly).

At the Game:

Ask children to be on the lookout for other events and behaviors that they might wish to keep statistics on: BDOOM (balls dropped out of mitts), SOG (spit on ground), MM (mound meetings), etc... and then keep a tally of those events as they occur. Also, some children may keep a tally of the “real” statistics for the game to use to calculate averages and other scorer’s data later.

Beyond the Game:

Determine kinds of events that can be documented on an ongoing basis at school such as TCT (Times Crystal is Tardy) or BR (Bells Ringing). Create methods for tallying, organizing and representing the data that is collected.



Lesson Plan 3

“Cause it’s One, Two, Three Squirts of Mustard on the Ol’ Hot Dog!”

Children create a “Piggyback” song, sung to the tune of “Take Me Out to the Ballgame.”

Students will be able to:

- I Elicit a short written piece (song) using the writing process to make the intended clear as evidenced by:
 - 1.) a response that stays on the topic, 2.) the use of detail to support the topic, and 3.) the use of a variety of words.

Objectives:

The child will explore syllabication, rhythm and composition via playing with words and phraseology to write a song.

Materials:

Paper & pencil

Before the Game:

Teach the song, “Take Me Out to the Ballgame” to the children. (If you can find the book of the same name use that to help). Have the children work in teams of 3- 4 to compose new words to the song, celebrating or describing another part of the game or general baseball experience (the food, the pitcher, the stadium, the fans, etc...). The entire class should learn the best ones.

At the Game:

At the seventh inning stretch, sing the words to one of the new songs after the crowd sings the traditional version. Teach it to any interested parties.

Beyond the Game:

Write songs sung to the tune of “Take Me Out to the Ballgame” that are about other topics (e.g., “Let Us Play Out at Recess,” “School Lunches Aren’t Tasty,” or “A Liquid Isn’t a Solid...”).



Lesson Plan 4 “Gratitude Expressed”

Children will compose a letter, note or card of thanks.

Students will be able to:

- I Elicit a short written piece (friendly letter, thank you note) using the writing process to make the intention clear as evidenced by: 1.) a response that stays on topic 2.) the use of detail to support the topic, and 3.) the use of a variety of words.

Objectives:

The child will produce a written product for a specific purpose.

Materials:

Paper and pencil, markers, card stock, and other media as required by the children’s ideas.

Beyond the Game:

Discuss reactions to the game and the importance of expressing positive reactions to the appropriate audience. Students may decide to express their appreciation to those responsible for purchasing tickets, to a specific ball player for an entertaining game, to the Cubs organization, a kind usher or ticket-taker, an umpire for a good call, or to parents who served as chaperones.

Other Variations: Encourage children to use their imaginations when formatting the communication. For instance, the card may take the structure of a scoreboard, be written in the language of a radio sportscaster giving play-by-plays, or composed as a comic strip that represents a sequence of events in the game.



Lesson Plan 5

“Buy ‘Em, Trade ‘Em, Just Don’t Bend, Fold, Spindle or Mutilate ‘Em!”

Children represent their specified characteristics via a drawing or photograph, numerical statistics and biographical, anecdotal text on “baseball” cards.

Students will be able to:

- I Make or use a table to record and sort information.
- I Elicit a summary using the writing process to make the intended clear, as evidenced by the use of a variety of words and a response that stays on the topic.

Objectives:

The child will produce various forms of writing.

Materials:

An assortment of baseball cards, blank index cards, pencils, markers, camera and film

Before the Game or Beyond the Game:

After children have had opportunities to study baseball cards, discuss the components: illustrative picture on front, statistics that represent what is important about that player, some biographical or anecdotal information about the player, etc... Hypothesize why those items were chosen to be included on the baseball card.

Children determine what to include on their own personal cards, and how to represent the selected information. One focus might be their “stats” as a classmember and/or student. The students could focus on an interest of theirs: the card could represent a musician, comedian, chess player, jump-roper, reader, videogame player, or soccer player. How can each student draw themselves to represent their citizenship and scholarliness or even how they would like to be photographed? What statistics would represent them? What biographical information or anecdotes can be included?

In creating the cards, children should use actual baseball cards as models so that each component they create is analogous to real baseball trading cards. Encourage students to make multiple copies of their cards so that one afternoon can be devoted to a Trading Day.



Lesson Plan 6 “Sports Reporters”

Children gather facts from a baseball game and use those facts to compose an article reporting on the game and/or an oral sportscast describing the game.

Students will be able to:

- 1 Demonstrate an understanding of language and elements of nonfiction by responding to items in which they analyze the text, examining, comparison and contrast, cause and effect, and/or fact and opinion.

Objectives:

The child will express thoughts effectively through the written word or drawing, and will orally share experiences.

Materials:

Paper & pencil, steno pads, newspapers and magazines

Before the Game:

Read and discuss some published articles describing baseball games found in real newspapers and magazines. List how the reporters described Who, When, Where, What and How in the articles. Discuss what kinds of things the reporter probably looked for, did and wrote down while at the event she/he wrote about. Assign teams of children to be responsible for reporting on one inning each at the game. Children could follow one player’s performance to report on. Decide what information is important to gather. Each team should plan how they will record or remember the information they need.

At the Game:

The teams of children will implement the plans for observing and recalling information from the game.

Beyond the Game:

Teams work to compile their observations to share with an audience. Children may represent their news through a collaborative written paragraph, a list of information, or through sequential drawings.

Other Variations: If you wish your children to extend their work by giving an oral presentation (sportscast or sports reporting), bring in videos of televised sports reporting from ESPN, FOX Sportsnews or network TV to watch and discuss. Then, videotape the presentations to share with parents or other audiences.



Lesson Plan 7

“ Diamonte’ ”

Children will use terms and descriptive words about baseball-related themes (such as fans, food, stadium, players, officials, vendors, or events such as double plays, steals, or strike-outs) to compose a *cinquain* or *diamonte’* poem.

Students will be able to:

- I Elicit a short written piece (poem) using the writing process to make the intention clear as evidenced by:
 - 1) a response that stays on the topic, 2.) the use of detail to support the topic, and 3.) the use of a variety of words.

Objectives:

The child will express thoughts and ideas effectively.

Materials:

Paper and pencil; poster board, markers

Before the Game:

The children will practice composing poems in the structure of cinquains (for younger children) or diamonte’... both of which are shaped like baseball diamonds.

CINQUAIN:

Line 1: Title (noun), 2 syllables

Line 2: Description, 4 syllables

Line 3: Action, 6 syllables

Line 4: Feeling (phrase), 8 syllables

Line 5: Title (synonym for Line 1), 2 syllables

DIAMONTE’:

Line 1: Noun or subject

Line 2: Two adjectives

Line 3: Three ____’ing words

Line 4: Four words about the subject

Line 5: Three ____’ing words

Line 6: Two adjectives

Line 7: Synonym for the subject

Practice should consist of describing through poetry some things the children are very familiar with such as a TV show, an event/ritual at school, or a person in their life.

At the Game:

Use all senses to observe closely the game, stadium, players, fans, field, food, advertisements, plays, vendors, or the umpire. Begin to generate descriptive words to use in composition.

Beyond the Game:

Children determine a baseball-themed topic for their cinquain or diamonte’ poem. They can then call on their experience of the game to compose their poem. Final drafts of poems can be printed on poster board with decorative borders and illustrations and then showcased.

