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## Lesson Plan I

### “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.”

#### Reference to Ohio Academic Content Standards:

K-2/Writing Processes: A. Generate ideas for written composition. Writing Applications: A. Compose writings that convey a clear message and include well-chosen details.

#### Objectives:

The child will explore syllabication, rhythm and composition by 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. Other baseball songs/chants could be used.

#### 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...”). Fill in the blanks (on an experience chart) of the words to the songs. Have students decide what words to use. The class may discuss if the words make sense (did they see items at game).



## Lesson Plan 2 “Gratitude Expressed”

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

### **Reference to Ohio Academic Content Standards:**

K-2/Writing Applications: C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.

### **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.

**At the Game:** Think about who to thank and who made your day special.

### **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 Aeros organization, to Roadway Express for their sponsorship of Education Day, to Orbit - the Aeros mascot, a kind usher or ticket-taker, an umpire for a good call or to parents who served as chaperones.

Students may then write a friendly letter or thank you note to one of the above discussed.

*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 3**  
**“ 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.

**Reference to Ohio Academic Content Standards:**

K-2/Writing Processes: A. Generate ideas for written composition. C. Use organizers to clarify ideas for writing assignments.

**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: 2 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. Work together in pairs to find words.

**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.



## Lesson Plan 4

### “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.

#### **Reference to Ohio Academic Content Standards:**

K-2/Writing Applications: A. Compose writings that convey a clear message and include well-chosen details.  
K-2/Mathematics/Data Analysis & Probability: B. Sort and classify objects by attributes and organize data into categories in a simple table or chart.

#### **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 5 “My Life as a Bat (Batter, Umpire...)”

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

### **Reference to Ohio Academic Content Standards:**

K-2/Writing Applications: A. Compose writings that convey a clear message and include well-chosen details.

### **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 V 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 have each student make a list of what to look for and pay attention to at the game in order to contribute detail and interest to their composition. Review examples of some of the sights, sounds, etc., that students might experience at the game. Discuss senses and descriptive words.

### **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. Write these experiences, words and feelings on paper. To create more focus; students may limit one sense to one inning. For example, inning 1 - sounds, inning 2 - sights, inning 7 - smells.

### **Beyond the Game:**

Complete the composition incorporating the information, experiences and words gleaned from the game. Explore some of the likes/dislikes, best/worst of the game. How does the perception of the character differ after the experience of the game and the character’s participation in the game? Students can draw a picture of what they chose to be and write a sentence about their experience.



## 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.

### Reference to Ohio Academic Content Standards:

*K-3/Reading Applications:* A. Use text features and structures to organize content, draw conclusions and build text knowledge. C. Identify the central ideas and supporting details of informational text.

### Objectives:

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

\***Grades K-2:** Students should work as a whole class

\* **Grades 3-5:** Groups would work well.

### 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. They will use a WWWWH format to organize the information from their inning or about their player. 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 “WDTM? (What Does This Mean?)”

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

### **Reference to Ohio Academic Content Standards:**

K-3/Reading Applications: A. Use text features and structures to organize content, draw conclusions and build text knowledge.

3-4/Mathematics/Data Analysis & Probability: A. Gather and organize data from surveys and classroom experiments including data collected over a period of time.

### **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 T, 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 the 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 8  
“Haiku / Point of View Writing”****Reference to Ohio Academic Content Standards:**

8-10/Writing Processes: A. Formulate writing ideas and identify a topic appropriate to the purpose and audience. Writing Applications: A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop character by using sensory details and concrete language. Communication: Oral and Visual: D. Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.

**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:**

Pen or pencil, paper, and an Aeros game

**Before the Game:**

Introduce haiku poetry to the class by providing students with sample poems using a three lined 5 syllables, 7 syllables, 5 syllables format. Create a haiku together as a class. Discuss the different suggestions and points of view from the class. Discuss the goals and ambitions of baseball players. Point out the pressures the players have during the game, especially the batter and the pitcher.

**At the Game:**

Take notes of what is happening during the game. Observe the batter and the pitcher throughout the game. How do the fans contribute to the pressure and excitement the batter and the pitcher could have at certain high intensity parts of the game? What is the batter's main concern and point of view? What about the pitcher's?

**Beyond the Game:**

1. Using the information gathered at the game, students will brainstorm feelings the batter and pitcher experience throughout high intensity parts of the game.
2. Students will condense these different points of view into a few words.
3. Students will imagine a situation where it is the 7th game of the World Series, there is 2 outs, and it is the bottom of the 9th ending.
4. Students should create 2 haiku with one entailing the batter's feelings and anxieties and the other one entailing the pitcher's.
5. Students will present their haiku poems to the class, and turn in their poems with their notes from the game.

**Evaluation Methods:**

The rubric will consist of 15 points for the each poem, 5 points for each line focusing on the correct syllables, creativity, and effort. Students will receive 5 points for completed notes from the game and 5 points for their presentation. Total points: 40.



**Lesson Plan 9  
“Roving Reporter”**

**Reference to Ohio Academic Content Standards:**

4-7/Reading Applications: Informational, Technical & Persuasive Text: A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.

**Objectives:**

To write a news story related to a baseball game.

**Materials:**

Sports section of the newspaper, newspaper account of Education Days at the Akron Aeros, notebook

**Before the Game:**

Describe the portions of a newspaper - editorials, articles, classifieds and various other sections. Read the sports section with the class. Analyze the components of a newspaper article. As a class, write a descriptive, yet fictional, account of a sporting event. Include all necessary components.

Have students cut out a sports article, read and summarize.

**At the Game:**

Students will take notes to include in a news article. Students may choose to write about the game day (a player, education day at the park, food at the park, the game crowd, etc...) or perhaps interview individuals at Canal Park.

**Beyond the Game:**

Students write the news articles and put them together to create a class sports page. Share the sporting news with the rest of the school or include it in the school newspaper.



## Lesson Plan 10 “Baseball Diaries”

### Reference to Ohio Academic Content Standards:

5-7/Writing Processes: B. Determine audience and purpose for self-selected and assigned writing tasks.

5-7/Writing Applications: D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

### Objectives:

To write a journal account of a day in the life of an Akron Aeros player.

### Materials:

Construction paper, 10 sheets of lined paper, markers, stickers, magazine pictures

### Before the Game:

Discuss the use of a journal. Allow students the opportunity to make a journal notebook. Students will decorate the journal using the stickers, markers or magazine pictures.

Do an internet search to research players that have been sent to the Cleveland Indians or other Major League teams from the Aeros. Write the information that is discovered in report form.

### At the Game:

Check the Akron Aeros website and have students choose a player before the game. Instruct the students to take notes in preparation for writing a journal entry from the perspective of an Akron Aeros player. Students might include how the player feels, what are his expectations for the game, how well he is playing (or not playing), etc... Be sure the students give the journal a title. Several examples are: “A day in the life of Bobby Bat,” or “Game Day, April 13, 2011.” Give two students the same player, then compare what each students wrote about the player.

### Beyond the Game:

Write the journal entry and share the journals with classmates or mail to the Akron Aeros player. Compare and contrast journals. Do biographical reports on a famous player or dress up like that player (Example: Babe Ruth or Jackie Robinson). Check Akron Aeros website, program, etc. for additional information. Assign groups to write about Orbit, or an umpire’s day.



## Lesson Plan I I “Comparisons”

### Reference to Ohio Academic Content Standards:

5-7/Writing Applications: A. Use narrative strategies to develop characters, plot, and setting to maintain a consistent point of view. D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

### Objectives:

Students will correctly complete a Venn diagram.

Students will write a report in paragraph form based on the observations included on their Venn diagram.

### Materials:

Paper with a blank Venn diagram, lined paper, pen/pencil

### Before the Game:

Discuss how to place information on a Venn Diagram (similarities and differences).

Have students share experiences and events of Little League games they participate in or Major League games they have attended. Ideas may include events, sales, participants, workers, merchandise, length of game, etc.

### At the Game:

Complete the Venn Diagram by comparing Little League baseball to the Aeros Minor League Professional game. Observe the ideas listed for the Little League games and use the Venn diagram to compare them to the ideas from the Aeros game.

### Beyond the Game:

Using their own completed Venn Diagram, the students will write a comparison report in paragraph form. Make sure it is logical, flows, and has a conclusion.



## Lesson Plan 12 “Your suggestions are valuable”

Students will be active participants in evaluating the activities at the game and write a letter to the Aeros Management voicing their own ideas and opinions.

### Reference to Ohio Academic Content Standards:

5-7/Writing Processes: D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

Writing Applications: C. Produce letters that address audience needs, stated purpose and context in a clear and efficient manner. Writing Conventions: A. Use correct spelling conventions. B. Use conventions of punctuation and capitalization in written work. C. Use grammatical structures to effectively communicate ideas in writing.

### Objectives:

To write a personal experience narrative and a persuasive letter using proper grammar.

### Materials:

Paper and pen/pencil

### Before the Game:

Tell the students they will be going to the game and there will be over 5000 students from all over Northeast Ohio in attendance at the game. Your class has been selected by the Akron Aeros to evaluate the activities at the game and come up with new ones. Remember the activities created and evaluated should have an educational focus.

Have Students brainstorm (take into account the logistics of carrying out even the smallest task and 90 second time limitations between innings).

Some activities are held before the game or between innings

### At the Game:

Students will take notes on the activities that occur throughout the day. How could they be improved?

Have students write down ideas, thoughts, and feelings while they are at the game, and enjoy the game!

### Beyond the Game:

As a class list the activities that the students observed (contests, press conference, scoreboard activities, etc.). Create a list of new student ideas.

Have students write a personal experience narrative or report based on the Education Day that they attended.

Make a rough draft of a letter to the Education day Coordinator of the Akron Aeros, including things that they would like to see improved or implemented at the Education Day games.

Revise, Rewrite, and send the letter to the Akron Aeros Education Day Coordinator.



**Lesson Plan 13**  
**“Telling a story through a Photo”**

**Reference to Ohio Academic Content Standards:**

Language Arts: 5-7/Writing Conventions: A. Use correct spelling conventions. B. Use conventions of punctuation and capitalization in written work. C. Use grammatical structures to effectively communicate ideas in writing.

**Materials:**

Paper, pen, newspaper sports page.

**Before the Game:**

Review with students the parts of speech and how each works together in a sentence to complete a thought in written or oral communication. When you read about baseball games in the newspaper, some of the highlights are recorded in photographs and the accompanying cutlines or captions. These captions are created with complete sentences and have been formed with the various parts of speech. Select a photo and its caption from the sports page. Clip the photo and attach it to a piece of paper. Have students try to find examples of each of the following parts of speech in the caption and list them on the paper; nouns/pronouns, verbs, adverbs, and adjectives. Was every word in the caption used? If not, what parts of speech are not listed? Categorize the remaining words.

**At the Game:**

Students will take photos or sketch a play, or event from their trip to the game.

**Beyond the Game:**

Students will create their own cutlines or captions to match their photograph or drawing. They should include and identify each of the parts of speech discussed before the game. Display their pictures and captions to convey the events of the day to others in the school community.



## Lesson Plan 14 “Investigative Reporting”

### Reference to Ohio Academic Content Standards:

8-10/Reading Process: B. Demonstrate comprehension of print and electronic text by responding to questions. Reading Applications: C. Analyze whether graphics supplement textual information and promote the author’s purpose. Writing Processes: A. Formulate writing ideas and identify a topic appropriate to the purpose and audience. Writing Applications: A. Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language. Research: B. Evaluate the credibility and usefulness of data and sources. C. Organize information from various sources and select appropriate sources to support central ideas, concepts, and themes. D. Persuasive Piece

### Materials:

Reference guides, pencil, paper, computer, library, internet access

### Before the Game:

Have students choose from the following topics:

Canal Park      Minor League Baseball      The Ohio & Erie Canal      Akron Aeros

### Teachers may choose to have students select one or more of the following:

1. Create 20 questions that cover the topic of study. Include the answers. Compile the results and transform into a “Trivial Pursuit”-style game.
2. Create a timeline that shows both the dates and significant people within your topic. Include pictures if possible.
3. Write a news story about what you learned as if you are a news reporter.
4. List reasons why your topic should be studied in our schools. Develop a plan of study or events that the students could participate in that would make a difference in our society.
5. Describe in a story, poem, song format your topic.
6. Tell students they will write a proposal as if they were the mayor of their community. This proposal should attempt to explain how your topic is important to the community and should be preserved. This proposal should include how the topic can be improved for families, entertainment, cultural areas, etc.

### At the Game:

Collect evidence that supports your topic at “Education Day.” Jot down any observations, events, or facts that will support your proposal.

Create a matrix or chart to guide students observations / notetaking

### Beyond the Game:

Students will write the proposal or complete projects from “Before the Game”



## Lesson Plan 15 “Language Arts Focus”

### Reference to Ohio Academic Content Standards:

8-10/Writing Applications: A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. Research: B. Evaluate the usefulness and credibility of data and sources. Writing Conventions: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English language.

### Materials:

Pencil, paper

### Before the Game:

Have students do the following activities based on their predictions of game experiences.

Section 1 - Write a descriptive narrative using action and sensory details about the game. Include at least one simile or metaphor. Take notes at the game.

Section 2 - Write a four-line, four-stanza poem about the baseball game. Include a baseball border or background. Include at least one simile or metaphor. Take notes at the game.

Section 3 - Write an essay comparing and contrasting early baseball (1920s) with today’s game. Include at least one simile or metaphor. Take notes at the game.

### At the Game:

1. Ask students to take notes of the ballpark and the game. What do they see, hear and smell? What does the park look like, what are its outstanding features? What is happening on the field?
2. Identify different perspectives to base your writings on (e.g. the players, baseballs, outfield fence, umpire, etc...)?

### Beyond the Game:

1. Have students compare their predictions to what their experience is actually like using specific game observations, similies and metaphors.
2. Use game observations to write a poem about the game using similies and metaphors.
3. Have students share their work with the class.



## Lesson Plan 16 “The 5 W’s and an H”

### Reference to Ohio Academic Content Standards:

8-10/Writing Applications: A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. Writing Conventions: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. Research: B. Evaluate the usefulness and credibility of data and sources. Communication - Oral & Visual: B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.

### Materials:

Notes from “Education Day” game, copy of Aeros sports report, paper, pencil

### Before the Game:

Introduce newswriting as a genre to the class. Provide students sample sports articles and talk about the differences, especially noting different leads (feature leads vs. straight news leads). Discuss the facts of the articles versus the opinions. How much of the article is fact? How much opinion? What information should students obtain to write a news article based on a sporting event?

### At the Game:

1. Take notes of what is happening during the game. What are the important plays of the game for both the Aeros and the visiting team? How are the fans reacting?

### Beyond the Game:

1. Using the information gathered from “Education Day,” have students answer the following questions:
  - What happened?
  - Who did it affect?
  - When did it happen?
  - Where did it happen?
  - Why did it happen?
  - How did it happen?
2. Use the data above to create the lead paragraph for a news story.
3. Discuss other effective means of lead paragraph writing. Do some reporters choose not to list the important facts of the game first? Why would this be?
4. Have groups record information for separate innings.

### Beyond the Game (2):

1. Pretend you are a TV sports newscaster. Prepare a presentation reporting on the game. Videotape the presentation.
2. Write the entire news story for the lead paragraph you wrote earlier.
3. Compare your news story to an actual story written or broadcasted about the same game you attended. Note the differences between the two.
4. Review the concepts of subjectivity and bias in writing and write a separate news article about the game from the point of view of the other team.



## Lesson Plan 17 “Euphemism Poem”

### Reference to Ohio Academic Content Standards:

8-10/Writing Applications: A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. Writing Conventions: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. Research: B. Evaluate the usefulness and credibility of data and sources. Communication - Oral & Visual: B. Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.

### Materials:

Pen, Paper, List of Baseball Euphemisms, Poetry Sample

### Before the Game:

1. Have students review euphemisms that are common to the game of baseball and what they mean
2. Students will read samples of poems that use euphemisms to describe different events other than baseball.
3. Have students brainstorm and discuss examples of euphemisms.
4. Have students read “Casey at the Bat” (Appendix P) and identify euphemisms.

### At the Game:

1. Have students identify euphemisms throughout the game to describe the action. For example, can o’corn is an easy fly ball, the batter went yard means that he hit a home run, etc.

### Beyond the Game:

1. By using euphemisms you came up with at the game, write a poem about baseball.
2. Share a poem with your classmates to compare each other’s creativity
3. Discuss the importance of euphemisms in everyday life and identify some common euphemisms and what they mean.

### Evaluation Methods:

1. Rubric to determine the students ability to define and use euphemisms to describ an event.
2. Test the students by giving them a passage to read and identify the euphemisms used in the passage. Students must then tell what they mean.



## Lesson Plan 18 “Changing the Outcome”

### Reference to Ohio Academic Content Standards:

8-10/Reading Applications - Informational, Technical & Persuasive Text: D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text. Literary Text: A. Analyze interactions between characters in literary text and how the interactions affect the plot. B. Explain and analyze how the context of setting and the author’s choice of point of view impact a literary text. Writing Processes: C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraph passages or ideas. D. Edit to improve sentence fluency, grammar and usage. Writing Applications: A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language. E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. Writing Conventions: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English language.

### Materials:

Pen, paper, copy of poem "Casey at the Bat" (Appendix P)

### Before the Game:

1. Have students read the poem "Casey at the Bat" by Ernest Lawrence Thayer
2. Ask them to describe the ballpark, the crowd, the players, and the overall feel of the game as it is portrayed in the poem
3. When students have completed their descriptions, have them discuss as a class elements of the poem that they felt were effective
4. Upon completion of the discussion, have students develop interview questions that they would like to ask Casey after the game (these questions will be collected and used at a later date).

### At the Game:

Have students make general observations while at the game. To focus their attention, have them look at: the crowd, the stadium, the players, crowd reaction, player reaction, surrounding area, the concourse, final result of the game (How did it end?), key plays of the game (situation, players involved, and what happened). Have students make observations focusing on the different senses.

Mention to students that they do not have to write a dissertation at the game, they are just making quick comments about things that catch their eye at the game.

### Beyond the Game:

1. Have students reread the poem "Casey at the Bat." Based on the observations they made at the ballpark, have them rewrite Thayer's poem utilizing their own observations. The idea is to make their poem compatible with the game they just observed. They may want to choose an Aeros player to write about.
2. Hand back the students' interview questions that they originally developed and see if those questions are relevant to the Casey (one of the Aeros players) in their poem. If not, have them rewrite the question.



**Lesson Plan 19**  
**“The story behind the Songs”****Reference to Ohio Academic Content Standards:**

8-10/Writing Processes: B. Determine the usefulness of organizers and apply appropriate pre-writing tasks. C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice, and transitions between paragraphs, passages, or ideas. D. Edit to improve sentence fluency, grammar, and usage. E. Apply tools to judge the quality of writing. Writing Applications: D. Use documented textual evidence to justify interpretations of literature or to support a research topic. E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. Writing Conventions: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English language. Research: A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. B. Evaluate the usefulness and credibility of data and sources. C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. D. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multi-media.

**Materials:**

Pen, paper, research/resource materials

**Before the Game:**

Provide the students with the lyrics to "Take Me Out to the Ball Game" and "The Star Spangled Banner." Have the students research the songs - who wrote them?, when they were written?, why are they sung at the game? Have the students memorize the songs if they don't already know them to be able to sing them at the game.

**At the Game:**

Have the students write down when the songs are sung, who sings them and have them look at the crowds reaction and participation with the songs. Have the students participate in the singing of the songs.

**Beyond the Game:**

Have the students write an essay explaining the history and importance of these songs. Have students explain what they saw at the game and their reactions to the participation of the crowd. Have the students make their own song.



**Lesson Plan 20**  
**“A Cat Has Nine Lives, Baseball Has Nine Innings”****Reference to Ohio Academic Content Standards:**

8-10/Writing Applications: A. Compose narratives that establish a specific setting, plot, and a consistent point of view, and develop characters by using sensory details and concrete language. C. Produce letters that follow the conventional style appropriate to the text and that include appropriate details and inconsistencies. E. Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details. Writing Processes: A. Formulate writing ideas and identify a topic appropriate to the purpose and audience. Writing Conventions: A. Use correct spelling conventions. B. Use correct punctuation and capitalization. C. Demonstrate understanding of the grammatical conventions of the English language.

**Materials:**

Paper, pencil, news articles of a recent Aeros game, baseball (optional)

**Before the Game:**

1. Show a baseball to the students. Discuss how a baseball feels during a baseball game. (Now may be a good time to discuss animate and inanimate objects.)
2. Pass the baseball around the class. As the students hold the ball, read the article. At appropriate times during the article, ask students to stand, holding the ball, and describe how the ball felt when the action was occurring.
3. Have students web ideas for descriptive writing. After the article is read, engage the students in dialogue concerning the types of writing found in the sports section of the newspaper.
4. Pass a copy of the article out to the students. Using the article, instruct students to write a fictional narrative describing the nine innings of life that a baseball lives, from the baseball’s perspective. Have students set the tone in their narrative making it light and funny or dramatic.

**At the Game:**

Record what happens to the baseball for one inning - where it’s thrown, if it’s hit, etc...

**Beyond the Game:**

1. Students will use facts from Education Day to create other written works such as:
  - Exposition
  - Summary
    - Summarize the events of one inning of the Aeros players
  - Personal Experience Narrative
    - Write about your trip to the stadium
  - Persuasive Writing
    - Write to superintendent to discuss “Why Education Days are beneficial”
  - Informational Writing
    - Write a description of your day at the game depicting events in order of occurrence
  - Letters
    - Draft a letter to one of your favorite players
  - Business Letters
    - Write letters to advertisers commenting on effectiveness of advertisements at the Aeros game.
  - Letter to the Editor
  - Directions
  - Journal
2. Create a story using your observations from Education Day about what it’s like to be a baseball at Canal Park or another inanimate object at Canal Park.



## Reference to Ohio Academic Content Standards:

3-4/Writing Processes: A., B., C., F. Writing Applications: A., C., D. Writing Conventions: A., B., C., D. Research: A., D.

4-7/Acquisition of Vocabulary: A., B., C., D. Reading Applications-Informational, Technical & Persuasive Text: B., C., F. Reading Applications-Literary Text: A., B., C.

5-7/Writing Processes: A., B. Writing Applications: C., D., E. Writing Conventions: A., B., C. Research: A., C.

8-10/Acquisition of Vocabulary: A., B., C., D. Reading Process: A., B. Writing Processes: A., B. Writing Applications: C., E. Writing Conventions: A., B., C. Research: A., B.

Communication - Oral & Visual: B., C., D.

11-12/Reading Process: A., B. Writing Processes: A., B. Writing Applications: A., C., D., E. Writing Conventions: A., B., C. Research: A. Communication - Oral & Visual: C., E.

### ● “CASEY AT BAT”

For the entire “Casey at Bat” selection, please see Appendix P.

- a) Read all but the last verse of Casey at Bat and ask students to create their own ending.
- b) Select a character from the poem and have students create a baseball card for that character.
- c) Ask each student to re-write the poem in 1st, 2nd and 3rd person point-of-views.
- d) Ask students to write their own versions of Casey at Bat using a current baseball player or an Aeros player.

### ● BASEBALL LEXICON

Please see Appendix L - Baseball Definitions, to provide a starting point.

- a) List baseball terms that mean something totally different outside of baseball (strike, base, pitcher).
- b) How did baseball “slang” words develop?

### ● BASEBALL AND NEWS JOURNALISM

- a) Ask students to “announce an inning” as if they were baseball t.v./radio analysts using a taped baseball game.
- b) Using Education Day as the basis for this project, have students write a game story for the class/student newspaper. Clip out the game story from the local newspaper. How were the students’ stories different from the local newspaper’s?
- c) Ask students to create a verbal presentation simulating how a t.v. reporter might use reporting from Education Day at Canal Park.
- d) Prepare an interview for an Aeros baseball player. Why did you want to ask the questions you did? What do you think the answers will be?
- e) Select a sports story from the newspaper. Analyze the tense in which the story was written. Decide on a different tense in which the story could be written and do a complete rewrite using this tense.



## LANGUAGE ARTS - Extended Ideas

### ● WRITING BUSINESS LETTERS

- After the game, direct students to write a thank-you letter to their principal, school district and the Aeros thanking them for allowing the opportunity to attend Education Day.
- Write a letter to the editor of a local newspaper describing your experiences at Canal Park.
- Direct a resume to the Akron Aeros on why you should be hired as an Aeros coach or marketing & promotions director.

### ● ESSAY WRITING

- “What would you do if you were the Coach or General Manager or even Owner of the Aeros?”
- “What does Orbit do in the off-season?”
- “How do you think baseball originated?”
- “Describe Education Day using each of your senses.”
- “If you were the owner, how would you create public interest for the Aeros? How would you involve the Aeros in the Akron community?”
- “If you were Orbit, what would you do to encourage fans to cheer?”

### ● BOOK REPORTS

Please see Appendix V for a sampling of baseball literature for all age groups.

- Have each student choose a book with a baseball theme and create a book report

### ● BASEBALL BIOGRAPHIES

- Direct students to create a baseball card -- for themselves! What are their hobbies, interests, age, etc...
- Choose a baseball player and have them write a biography for that player that will appear on the inside of a book cover.

### ● BASEBALL & MUSIC

- Write a song about Canal Park and Education Day. Create a poem.
- Dissect songs that use baseball as a theme. What are the lyrics saying?

### ● KWLs

Create a KWL (What I **K**now, What I **W**ant to Know, What I **L**earned) chart about baseball. Complete the “K” and “W” prior to attending the game and complete the “L” after the game.



### ● AEROS FAN CLUB

Start an Aeros fan club in your school or classroom. Design:

- a) a rap or cheer for the game
- b) fan club button, logo and banner
- c) fan club pennant to wave at the game

### ● HAND SIGNALS

Hand signals are an important part of the baseball game.

- a) See if you can copy the hand signals as you watch the Aeros game.
- b) Before or after the game, develop your own system of hand signals for different purposes (e.g. signals for the classroom, playground and cafeteria).

### ● BASEBALL ADVERTISEMENT

- a) Have students brainstorm in groups as to what products they could invent and sell at a baseball game.
- b) Create a poster advertisement, press release, commercial, feature story, logo, slogan and jingle for their new product.

### ● CREATE A BASEBALL CARD

- a) Have students create their own baseball cards. Students can either create their own stats or borrow them from their favorite Aeros player (Appendix A). Include a brief biography.
- b) Students could interview a classmate and create a baseball card for that classmate based upon their interview questions.

### ● CREATE YOUR OWN BASEBALL PROMOTION

Creative promotions are a large part of Minor League baseball.

- a) At Education Day, what types of events occur in addition to the ballgame that attract your attention?
- b) Have students create their own “zany” promotion that the Aeros could implement at the park.

