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Introduction

Thank you for participating in the **Third Annual Baseball in Education** at Victory Field sponsored by IUPUI, Pepsi and Radio Disney! The Indianapolis Indians created Baseball in Education to give teachers the opportunity to incorporate baseball into their curriculum in a way that is fun for them and their students. Through our Baseball in Education curriculum, teachers can introduce new standards and practice previously learned skills in an innovative way that will capture the attention of all students.

The Indianapolis Indians have developed a curriculum based on Indiana’s Academic Standards. The ideas and lesson plans included within were designed to serve as a guide for educators to help make learning fun and baseball educational. Included are activities that can be used before, during and after the Baseball in Education game that you choose to attend. Dates include **April 25, May 10, and May 16**. Games are scheduled to start at 11am with gates opening at 9:30am.

The curriculum has been divided into four areas of study: **ENGLISH / LANGUAGE ARTS, MATHEMATICS, SCIENCE and SOCIAL STUDIES**. Although this curriculum has been organized for students in grades K through 8, activities can be easily adapted to accommodate any student. Educators are encouraged to tailor the lessons to meet the needs of their students and use portions of lessons to create their own activities.

The Indians appreciate your participation in this program and hope you find this event worthwhile, educational and enjoyable. We welcome all ideas or comments that would help us improve Baseball in Education or the curriculum.

? Was this guide easy to use?
? Were there any errors? If so, please inform us so that we may correct them.
? Were there activities that stood out from the rest that your students really enjoyed?
? Did you further develop any of the activities in ways others might want to know?
? Were there any activities that should be altered or removed from the guide?

We would appreciate your feedback and ideas for future editions of this curriculum guide. Please send your lesson plan(s) or idea(s) to:

**Indianapolis Indians**  
**Baseball in Education**  
**501 West Maryland Street**  
**Indianapolis, IN 46225**  
or **Indians@IndyIndians.com**

Be sure to include your name and school so we can reward you if we use your ideas next year!

Thank you!
Kindergarten English / Language Arts

Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development

K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.

Listen to given baseball words and tell what word is left when you take a beginning or ending sound away.

- bat – take away /b/ sound – leaves at
- bunt – take away /u/ sound – leaves bun
- team – take away /m/ sound – leaves tea
- starter – take away /s/ sound – leaves tarter
- pitcher – take away /er/ sound – leaves pitch
- fielder – take away /er/ sound – leaves field
- player – take away /er/ sound – leaves play
- catcher – take away /er/ sound – leaves catch

K.1.10 Say rhyming words in response to an oral prompt.

Say words that rhyme with the word bat.
Say words that rhyme with the word ball.

K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.

Tell what sounds you hear at the beginning and end of the following baseball words: run, bunt, team, win, fan, walk.

K.1.13 Count the number of sounds in a syllable; count the number of syllables in words.

Refer to Appendix C for a list of Baseball-Related Words. Choose words from the list and count the number of syllables in these words.

Standard 5 – WRITING: Applications

K.5.1 Draw pictures and write words for a specific reason.

After attending the Baseball in Education game at Victory Field with your class, write about your experience using pictures, letters, and words that describe your day at the ballpark. Share your writing/picture with a friend or family member and tell them about your experience.

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

Describe Victory Field to a friend, older sibling, parent, or other adult.
K.7.5 Tell an experience or creative story in logical sequence.

Tell a parent of other adult about your experience attending the Baseball in Education game with your class.
Kindergarten Mathematics

Standard 2 – Computation

K.2.1 Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).

Draw three baseballs. Draw two more baseballs below. Count the total number of baseballs.

Standard 4 – Geometry

K.4.1 Identify and describe common geometric objects: circle, triangle, square, rectangle, and cube.

While attending the Baseball in Education game at Victory Field, look for circles, squares and rectangles on the baseball field and around the ballpark. Share what you saw when the class returns to school.

Standard 5 – Measurement

K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time.

Use a calendar to talk about the number of months, weeks, and days remaining until the class will attend the Baseball in Education game at Victory Field.
Kindergarten Science

Standard 6 – Common Themes

K.6.1 Describe an object by saying how it is similar to or different from another object.

Describe a baseball by saying how it is similar to and different from a basketball. Describe a baseball field by saying how it is similar to and different from a football field. Use pictures if necessary.
Kindergarten Social Studies

Standard 1 - History

K.1.4 Identify and order events that take place in a sequence.

*The day before or the morning of the class trip to Victory Field for the Baseball in Education game, discuss with the class the order of the events that will take place.*

Standard 2 – Civics and Government

K.2.5 Identify and follow school rules to ensure order and safety.

*Identify the rules that students will need to follow during the class trip to Victory Field. Discuss that the reason for the rules is to ensure order and safety.*

Standard 3 - Geography

K.3.4 Give examples of seasonal weather changes and describe how seasonal changes affect people and the environment.

*Discuss the weather forecast for the day your class is going to Victory Field. Discuss the types of clothes people should wear depending on the weather forecast.*

*Discuss the fact that the Indians baseball season begins in early April and goes into early September. Talk about the seasons and normal weather conditions during those months. Why does it make the most sense for baseball to be played during the spring and summer months while basketball is better suited for autumn and winter months?*

Standard 4 - Economics

K.4.3 Explain why people in a community have different jobs.

*Discuss the different roles/jobs of the people on a baseball team, i.e. pitcher, catcher, infielder, outfield, coach/manager.*
Grade 1 English / Language Arts

Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development

1.5.2 Add, delete, or change sounds to change words.

Tell what letter you would have to change to make the word *run* into the word *fun*. Tell what letter you would have to change to make the word *name* into the word *game*.

1.5.2 Respond to *who, what, when, where, why,* and *how* questions and discuss the main idea of what is read.

Read *Baseball in the Barrio* by Henry Horenstein or refer to Appendix V to choose another grade-level appropriate book from the list. Discuss the main idea and important events (what, when, why, how), setting (where), and characters (who) from the story.

1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

Write a description of Rowdie, the Indians mascot. Include enough details that the reader can picture Rowdie. In addition, explain the kinds of things you saw Rowdie do during your visit to Victory Field. If necessary, refer to the Indians website – IndyIndians.com – for pictures of Rowdie.

1.5.2 Write for different purposes and to a specific audience or person.

Write a letter to a friend or family member describing your class trip to Victory Field for the Baseball in Education game.
Grade 1 Mathematics

Standard 1 – Number Sense

1.5.2 Name the number that is one more than or one less than any number up to 100.

Refer to Appendix Q for a complete Indianapolis Indians roster including jersey numbers. Name the number that is one greater than and/or one less than a particular player’s jersey number. Is there another player on the team that wears that jersey number?

1.1.6 Match the number names (first, second, third, etc.) with an ordered set of up to 10 items.

Refer to Appendix R for an Indianapolis Indians possible Line-up/Batting Order. Match the player names with the appropriate number names (first through ninth) that describe the order in which they will bat.

Standard 3 – Algebra and Functions

1.5.2 Write and solve number sentences from problem situations involving addition and subtraction.

In the fourth inning, the Indians have 4 hits and the Bats have 2 hits. How many hits do both teams have all together? How many more hits do the Indians have?

Standard 4 – Geometry

1.5.2 Identify triangles, rectangles, squares, and circles as the faces of three-dimensional objects.

While attending the Baseball in Education game with your class, identify and make a list of the triangles, rectangles, squares, and circles that you see while at Victory Field. Pay particular attention to the playing field itself.

Standard 5 – Measurement

1.5.2 Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.

In the classroom or hallway, mark off the distance between bases on a regulation baseball field (90 feet). Divide students into small groups and ask each group to measure and record the distance in a different unit (i.e. new pencil, chalkboard eraser, math book, etc.). After each group has measured and recorded their results, discuss as a class the results, why each group’s answers vary, and the kinds of problems that can be caused by measuring items in several different units.
Grade 1 Science

Standard 1 – The Nature of Science and Technology

1.5.2 Observe, describe, draw, and sort objects carefully to learn about them

Display a number of baseball-related items (i.e. baseball, bat, glove, hat, etc.) and ask the students to observe, describe, and draw each of the items. Discuss whether the items displayed are necessary to play the game of baseball, or whether the game could be played without certain items.

Standard 2 – Scientific Thinking

1.5.2 Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.

Describe various objects that are used in the game of baseball, i.e. bat, ball, glove, base, helmet. Focusing on the bat and ball, list all of the physical and functional characteristics of these two tools. Discuss other tools that could be used in place of an actual baseball or bat if you wanted to play the game and did not have a bat or ball.
Grade 1 Social Studies

Standard 1 - History

1.5.2 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.

Ask students to talk to parents, grandparents, and other family members to identify how the game of baseball and the tools used to play the game may be different today than when their older relatives were growing up. As a class, discuss what the students have learned from family members about how baseball has changed and how it has remained the same.

1.1.3 Identify American songs and symbols.

Discuss the fact that every ballpark in America displays the American Flag, and at all baseball games (and other sporting events) in the United States “The Star Spangled Banner” is sung before the game. While at Victory Field for the Baseball in Education game, ask students to look for the American Flag and stand to sing the National Anthem.

Standard 2 – Civics and Government

1.5.2 Give examples of people who have the authority to make and enforce rules.

Discuss the role of the umpires in a baseball game and the fact that it is their responsibility to maintain control of the baseball game and enforce the rules that have been established.

1.2.4 Identify why rules and laws exist and describe the consequences of not having rules and laws.

Discuss reasons why it is important to have rules and consequences in baseball and other organized sports to keep participants safe. Talk about what a baseball game might be like if there were no rules and no umpires to maintain control.
Grade 2 English / Language Arts

Standard 1 - READING: Word Recognition, Fluency, and Vocabulary Development

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).

Make a list of baseball terms that have more than one syllable (ex. player, baseball, umpire, diamond, ballpark, etc.). Ask students to sound out each word and determine the number of syllables in each word.

Identify baseball terms that are compound words (ex. baseball, ballpark, homerun).

2.1.4 Recognize common abbreviations (Jan., Fri.).

Refer to Appendix A for a list of abbreviations used in baseball.

Refer to Appendix X for a copy of the Indians schedule that includes common (Mon., Wed., Aug., Sept.) and uncommon (Tol., Lou) abbreviations.

2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).

Create sentences that pertain to the baseball game that you watched while with your class at Victory Field. For example, The strong player ran quickly to second base. Then create an opposite sentence. For example, The weak player walked slowly to second base. Compare the differences.

Standard 2 - READING: Comprehension

2.2.2 State the purpose for reading.

Read an informational text about baseball and make a list of or explain what things you like and dislike about baseball. Discuss whether or not you would like to play baseball for fun and/or professionally.

Standard 4 - WRITING: Process

2.4.1 Create a list of ideas for writing.

After visiting Victory Field with your class, create a list of topics that you could use to write a story.

2.4.3 Find ideas for writing stories and descriptions in pictures or books.

Select a book about baseball (refer to Appendix V for suggestions). Read the book and think about ideas you have for writing a story.
Review, evaluate, and revise writing for meaning and clarity.

Write a story about attending the game at Victory Field with your class. When the story is complete, ask a fellow classmate to proofread your work. Make revisions to your story after it has been proofread.

Standard 5 - WRITING: Applications

Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

After attending the game at Victory Field with your class, write a letter to a friend or family member who did not go to the game with you. Describe interesting things that you saw and experienced. Follow the stages of writing and use descriptive words to describe your experience.

Standard 6 - WRITING: English Language Conventions

Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

After attending the game at Victory Field with your class, brainstorm a list of nouns and a list of verbs that describe the people, places, things and actions that you noticed. Then use these lists to write complete sentences about your experience.

Standard 7 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

Tell experiences in a logical order.

After attending the game at Victory Field with your class, summarize the events of the day in a small group discussion. Discuss each group member's favorite part of the day or favorite player and why. Tell the other group members what you do or do not like about baseball or why you prefer another sport.
Grade 2 Mathematics

Standard 1 – Number Sense
2.1.5 Compare whole numbers up to 100 and arrange them in numerical order.

Refer to Appendix Q for a sample Indianapolis Indians roster. Write the Indians jersey numbers in numerical order from lowest to highest.

2.1.6 Match the number names first, second, third, etc. with an ordered set of up to 100 items.

Refer to Appendix R for a possible batting order for the Indianapolis Indians. Identify the Indians batting order, from the first batter to the ninth batter.

2.1.7 Identify odd and even numbers up to 100.

Refer to Appendix Q for a sample Indianapolis Indians roster. Make a list of odd jersey numbers and a list of even jersey numbers. Determine whether there are more even or odd numbered jerseys worn by the Indians team.

2.1.8 Recognize fractions as parts of a whole or parts of a group (up to 12 parts).

Ask 12 of your classmates if they have been to a baseball game at Victory Field and determine what fraction of your classmates have or have not been to a baseball game at Victory Field.

Standard 3 - Algebra and Functions
2.3.1 Relate problem situations to number sentences involving addition and subtraction.

The Indians have scored 3 runs and the opposing team has scored 5 runs. How many more runs do the Indians need to score to tie the game? What is the minimum number of runs the Indians need to score to win the game (by one run)? Write a number sentence for each of these problems.

Standard 4 - Geometry
2.4.5 Recognize geometric shapes and structures in the environment and specify their locations.

Draw a picture of a baseball diamond. Identify and label all examples of geometric shapes and properties. For example, base (square), pitching rubber (rectangle), home plate (pentagon), batting circle (circle), etc.

Standard 5 - Measurement
2.5.3 Decide which unit of length is most appropriate in a given situation.

Discuss the different units of length and what unit of length would be used to measure certain distances. Decide which unit of length is most appropriate when measuring the distance between the pitcher’s mound and home plate, the distance between the bases, distance from home plate to the outfield wall (for a home run), how far a pitch is out of the strike zone, a player’s height, etc. and explain why.
2.5.8 Estimate temperature. Read a thermometer in Celsius and Fahrenheit thermometer to check.

What do you think the temperature is today (the day of the class trip to Victory Field)? Look at the thermometer to check.

2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.

What time did the class leave school to go to Victory Field? What time did the bus arrive at Victory Field? What time did the game start? What time did the bus leave Victory Field to take the class back to school?

2.5.11 Find the duration of intervals of time in hours.

Determine the number of hours that you were away from school during your class trip to Victory Field.
Grade 2 Science

Standard 1 - The Nature of Science and Technology
2.1.3 Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.

Write a description, as detailed and accurate as possible, of the following objects: baseball, baseball bat, Rowdie (mascot), etc. Compare your descriptions with fellow classmates.

Standard 3 - The Physical Setting
2.3.7 Investigate and observe that the way to change how something is moving is to give it a push or a pull.

Investigate and observe how a ball being thrown by the pitcher is moving in one direction and when the batter hits it with the bat, the direction of the ball is changed.

Standard 4 - The Living Environment
2.4.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.

Observe and describe the external features (i.e. size, color of hair, skin and eyes, male or female, young or old) of some of the fans that you see at Victory Field.

2.4.7 Recognize and discuss that people are more like one another than they are like other animals.

Discuss different roles professional sports players have in the community. Consider famous athletes that you have heard about in the news or read about in a magazine or newspaper because of something positive they were doing.

Standard 6 - Common Themes
2.6.1 Investigate that most objects are made of parts.

Pass a baseball around the class and talk about the different parts of a baseball (leather, strings, etc.).
Grade 2 Social Studies

Standard 1 - History
2.1.5 Develop a simple timeline of important events in each student’s life.

Given a list of important dates in Indians Baseball history, develop a simple timeline of the events. Refer to Appendix O for the Indianapolis Indians Baseball History.

Standard 2 - Civics and Government
2.2.1 Discuss the rights and responsibilities of citizens in the school and the community.

Before attending the game at Victory Field, discuss qualities that make a person a good citizen in the classroom and in the community (at a baseball game). Discuss good sportsmanship during a game (baseball or other) and how it relates to being a good citizen. At the game, students can look for instances of good sportsmanship between the Indians team and opposing team.

2.2.2 Explain why it is necessary for the community to have government.

Discuss the different roles of people involved in a baseball game: players, managers, coaches, trainers, umpires, etc. Discuss why it is important to have umpires in baseball. Compare the role of umpires to community leaders and other authority figures, i.e. policemen, judges, parents, teachers, etc.

Standard 3 - Geography
2.3.1 Use cardinal and intermediate directions to locate places on maps and places in the classroom, school, and community.

Use cardinal (North, South, East, and West) and intermediate (Northeast, Northwest, Southeast, and Southwest) directions to describe the location of Victory Field in relation to your school, your house, the zoo, the RCA Dome and Conseco Fieldhouse.

Standard 4 - Economics
2.4.2 Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community.

Identify people at Victory Field working and providing goods (security officers, ticket sellers, ticket takers, ushers, gift shop employees, concession stand workers, players, public address announcer, umpires, grounds crew, bat boys, etc.) and explain how their jobs help create a pleasant experience for fans.

Standard 5 - Individuals, Society, and Culture
2.5.3 Compare the ways people learn traditions in different cultures.

Prior to attending the Baseball in Education game at Victory Field, discuss traditions in baseball, i.e. the singing of the National Anthem before every baseball game and “Take Me Out to the Ballgame” during the seventh inning stretch.