



COLUMBIA FIREFLIES



Reading Program Baseball Lesson Plans – 2017

Introduction

Thank you for participating in the Columbia Fireflies Reading Program presented by Palmetto Health Children's Hospital. This guide is set up to help you make your day at the ballpark educational and to make learning fun. You can also use many of the provided lessons in the classroom.

The lessons in this packet have included multiple areas of study:

- Mathematics
- Science
- English/Language Arts
- Social Studies

The lessons in this packet are only suggestions and can be changed to make them more appropriate for any grade level and we encourage you to manipulate them to fit your classrooms learning environment. These ideas can be used before, during and after you attend your scheduled game date.

If you have any questions or any feedback about using any of the lessons or ideas in the packet feel free to contact us at:

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Also, if you have any ideas for future editions of this packet please do not hesitate to send them to us.

Thank You!



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Mathematics

- Shapes and Baseball.....Page 4
 - Identifying shapes and creating a stadium out of shapes
- Winning Team.....Page 5
 - Uses basic addition and subtraction and other equations using baseball scores
- Estimation.....Page 6
 - Uses the length of the distance between bases to teach estimation and equation solving
- Foul Ball.....Page 7
 - Uses the box score from a baseball game to teach multiplication and division in a different way
- Concessions.....Page 8
 - Uses concession and souvenir prices to teach about money and math with decimals
- Size of the Stadium.....Page 9
 - Helps with converting measurements and distances using a U.S. map and more
- Attendance Graphs.....Page 10
 - Helps with estimation and creating graphs using different statistics
- Team Travel.....Page 11
 - Relates problems to averages and rates based on the Fireflies team travel plans
- Bonus Math.....Page 12
 - Four extra problems/lessons that vary in content including angles, finding areas, averages



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“Shapes and Baseball”

Objective:

1. The students will be able to identify different shapes that make up a baseball stadium/field.
2. Students will be able to draw shapes and identify their properties to help make their own baseball stadium drawing.

Materials:

Pictures of baseball stadiums and fields; building blocks or paper cut into shapes

Before the Game:

Discuss the shapes they may see at the game. Teach the children about common shapes in the classroom, at home, or in the outdoors.

During the Game:

Have students write down, draw, or report to an adult the shapes they see at our stadium. Make sure to have them look at all aspects of the stadium; the field, the bases, the scoreboard, the bats, the balls, and any other thing you can think of.

Beyond the Game:

Discuss the shapes the children saw at the game. Allow children to work in groups to create a stadium, or part of the stadium, with shapes they saw at Spirit Communications Park.



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“Winning Team”

Objective:

1. Be able to perform addition and/or subtraction
2. Be able to choose numbers that are greater than or less than other numbers
3. Identify missing numbers in a problem

Materials:

Paper and pencil, drawing of a scoreboard with two teams and nine innings

Before the Game:

Prepare or have the students prepare a 2X9 scoreboard. Create different scenarios to have the students add up the score for the visiting team and for the Columbia Fireflies and choose who the winner would be. Create scenarios where a total score is given and one or two innings of the score are left out and have students figure out how many runs the team scored in the inning that is blank. Have the students make a predicted score for the game they attend.

During the Game:

Make a blank scoreboard for the students to take to the game and fill out. Have students take their predicted scorecard with them to compare the actual score with the score they had predicted.

Beyond the Game:

Use the students predicted and actual scoreboard cards to compare how close they were to predicting the score. Have the students determine how many runs they were off in each inning and the final score by using greater than and less than equations. Have students calculate how many more runs the losing team would have needed to win. Create scenarios like, if the visiting team scored X runs in inning 2 then how many runs would the Columbia Fireflies have needed to score in inning 5 to have tied the game.



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“Estimation”

Objective:

1. Students will learn how to form ideas and estimations
2. Students will learn how to solve equations

Materials:

90-foot area, string, “bases”, baseballs, pencils...

Before the Game:

Create a 90-foot long area outside or in a hallway (90 feet is the distance from one base to the next in baseball). Before telling the students how long the area between the string is have them estimate how far they think it is not only in feet but also in pencils, baseballs, their hands size, and any other item you can think of. Then have them count how many of each item it actually takes to reach the 90 feet.

During the Game:

Have the students count how long it takes for a player to get from one base to the next after a hit or when attempting to steal a base.

Beyond the Game:

Discuss the time it took for the players timed at the game to reach the base. Decide who was the fastest player according to the timing of the students. Have the students run the ninety feet themselves and see how long it takes them as compared to how fast the players could run the same 90 feet.



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“Foul Ball”

Objective:

1. Teach the basics of multiplication
2. Teach the basics of division

Material:

Paper and Pencil, box score from a baseball game and from the game you attend (available on our website)

Before the Game:

Use a box score from a Columbia Fireflies game or another baseball game to have students compute the batting averages of the players for that day. Pick out different players who have different averages for the day. Using the same box score calculate how many hits the player will have if he has the same number of hits each game that week and assuming the Fireflies play seven games that week. The students can also compute how many runs the Fireflies would score if they score X amount of runs each game.

During the Game:

Designate students into groups and select a batter for each group that they track for the day and calculate his average for the day.

Beyond the Game:

Discuss with the students how each player did and compare the batting averages of each player to find who had the best average for the day. Have students calculate how many at bats each player will have if they play six games during the week and have the same number of at bats each day.



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“Concessions”

Objectives:

1. Students will be able to add subtract and multiply with decimals
2. Students will learn how to deal with money

Materials:

Paper and Pencil, made-up concession prices, made-up souvenir prices, fake money (if desired)

Before the Game:

Create a fake menu of prices of ballpark food and/or souvenir prices. Have the students calculate the cost of buying items from the made-up menu. Then have them “pay” for the food and souvenirs with different bills to calculate how much money they will get back. Have each student create a budget for themselves on how much money to spend at the game.

During the Game:

Have the students examine the cost of food and drink at the stadium. Have students write down what they purchased, whether it be food, drink or other items.

Beyond the Game:

Have the students calculate as a class how much they spent on food, drink and other items during the game. Figure out how many items the class bought and then calculate the classes’ average cost per item. See how many students stuck to their budget.



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“The Size of the Stadium”

Objectives:

1. Learning how to convert common measurements
2. Understanding differences in sizes (miles to yards, etc.)

Materials:

Tape measure, pencil and paper, map of U.S.

Before the Game:

Have students measure the size of the room they are in. Have the students then find the area and the perimeter of the room. Have the student's measure the room in feet then convert it to inches and from inches to centimeters and from centimeters to meters and so forth.

During the Game:

Have the students look at the outfield walls to see how long it is from home plate to the walls (distance on the walls is in feet).

Beyond the Game:

Using the distances from home plate to the walls, in right, center and left field, have the students convert that from feet to inches, from inches to centimeters, from centimeters to meters, from meters to yards and so on.



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“Attendance Graphs”

Objectives:

1. Learn how to create graphs
2. Be able to interpret graphs and statistics

Materials:

Color Pencils, graph paper, pencil

Before the Game:

Have students make pie charts and bar graphs based upon made up attendance statistics. Use different numbers of men and women, different age groups, how many people bought hot dogs and how many people bought hamburgers. Use these numbers to have the students make colored graphs and charts.

During the Game:

Have the students make estimates of how many people are at the game and what percentage are male and female. Have the students estimate how many of the people at the game are wearing Fireflies team apparel.

Beyond the Game:

Use the statistics the students estimated at the game to have them create pie charts and bar graphs to show what they estimated.



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“Team Travel”

Objectives:

1. Be able to find averages
2. Solve problems involving rates

Before the game:

Using the distance to the Columbia Fireflies opponents: Asheville Tourists: 140 miles, Rome Braves: 290 miles, Lexington Legends: 430 miles, and Hagerstown Suns: 500 miles, have the students calculate how long it will take to get to each city assuming the bus travels 60 miles per hour. Then have the students calculate how much time the Columbia Fireflies will spend on the bus for each trip there and back and for all three trips combined (assuming they drive there and then drive back once).

During the Game:

Have the student's note how long it takes to get to the stadium and about how fast they are going. Have the students note how fast the pitcher is throwing the baseball and how much time it takes the ball to get to the plate. Note that the distance from the pitcher's mound to home plate is sixty feet six inches.

Beyond the Game:

Discuss with the students how long it took them to get to the game and how fast they were going. Talk about how many miles it is from your school to the ballpark and have the students solve how long it should take to get to Spirit Communications Park based on going different speeds.



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Bonus Math Lessons:

1. Have students find different angles at Spirit Communications Park: acute, obtuse and right angles.
2. Find the area of the base paths from home plate back to home plate (it is 90 feet between the bases).
3. Have the students make a list of the ways math is used in baseball.
4. Have the students track the speed of 8 pitches in one particular inning, then have them find the mean, median, and mode of the pitches that they have tracked.



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Science

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○ Creates and understanding of the four seasons and weather patterns	
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○ Examines the effects of weather on sports and the difference between kinetic and potential energies	
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○ Uses baseball bats to discover the center of gravity and its importance	
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○ Examines the science behind pitch speed and bat size and weight and how far a ball will fly	
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○ Teaches the importance of being healthy, different food groups and FDA guidelines	
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○ Teaches the importance of communication and the challenges we would face without it	
Bonus Science Lessons.....	Page 24
○ Four extra problems/lessons that include inventions, baseball bats and technology	



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“The Field”

Objectives:

1. Understand the use of grass in baseball
2. Understand the use of grass in other aspects of life

Materials:

Grass seed, potting soil, containers to grow grass and water

Before the Game:

Have each student or groups of students plant their own grass seed in a container. Discuss what it takes to make grass grow. Discuss why grass is used at Spirit Communications Park. Discuss what else would use grass besides a baseball field.

At the Game:

Students should observe the color of the grass, where the grass is located, and what happens when the baseball hits the grass.

Beyond the Game:

Discuss the observations the students made at the game. How does the grass grown in the classroom compare to what they saw at Spirit Communications Park? Discuss why it is a good idea to play on grass and not some other surface.



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“The Senses”

Objective:

1. Become familiar with the body's senses

Materials:

An assortment of materials is needed here, a computer, snacks, rocks, sunflower seeds, any other item that can be used to test the senses.

Before the Game:

Have students use all of their senses. Use different types of food to have the students use taste. For hearing use a computer or radio for noise. For sight have the students try things blindfolded and with vision to see the difference of how hard life could be without vision. For touch have the students touch different things without looking and guess what it is. For smell use soaps or food with a distinct smell to have the student guess what it is.

During the Game:

Have the students take notes of the smells, sights, sounds, things they feel, and things they eat. Students should watch and see how the senses are used in baseball.

Beyond the Game:

Discuss with the students the senses they used at the ballpark. Find out what senses the students think the players used and how they used them during the game.



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“Tools of the Game”

Objectives:

1. Identify uses of different objects
2. Think scientifically

Materials:

Baseball bat, baseball, glove, other household tools

Before the Game:

Discuss with students the use of some household tools and have them come up with other uses for this tool. Show the students the baseball bat and have them come up with other things that can be used like a bat and other uses for the baseball bat. Have them find things that are comparable to a baseball. Ask them why some players use longer bats or heavier bats to hit a baseball. Have them list physical and functional characteristics of the ball, bat and glove.

During the Game:

Have the students be sure to look at each player's glove during the game. Why do the outfielders gloves look bigger than the infielders? Make sure they notice the first baseman and catcher wearing different gloves than everyone else.

Beyond the Game:

Ask the students why they think the catcher and first baseman were wearing different gloves. Explain to them that because of the speed of the balls and more frequent catching of balls they use gloves with special designs and padding.



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“Weather and Baseball”

Objectives:

1. Discover weather patterns
2. Learn about the four seasons

Material:

Globe and tennis ball, video or photos of the seasons, thermometer, sample weather reports

Before the Game:

Show the students how the Earth revolves around the sun. Explain to them the four seasons and when they take place. Have the students make a mock weather report for the current date and an estimated weather report for the day of the game.

During the Game:

Have the students estimate the temperature at the beginning and end of the game. Also have the students make note of where the sun is located when the game begins and when the game ends.

Beyond the Game:

Compare all of the estimated temperatures with the day's actual temperature. Discuss with the students the location of the sun throughout the day and why the location was constantly changing during the game.



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“Weather and Baseball Part 2”

Objectives:

1. Examine the effects of weather on baseball
2. Understand kinetic energy and potential energy

Material:

3 Baseballs, 3 Tennis Balls, 3 Golf Balls, Freezer

Before the Game:

Cut open one of each of the three different types of balls to show to the students what the inside of each ball is looks like. Have the student's guess which ball will bounce higher when dropped from the same height. Place one of each of the three balls in a freezer for at least an hour. Bounce each frozen ball with it's unfrozen pair and see how that affects the bounce height of the ball. Explain to the students the exchange of energy that takes place when the ball has potential energy (when resting or being stored) and when it has kinetic energy (once the ball is moving). Then discuss how cold or hot weather can affect the game of baseball or any other sport involving a ball.

During the Game:

Have the students note the temperature throughout the game. While watching the game the students should notice how far the ball is hit as the temperature changes throughout the game.

Beyond the Game:

In a class discussion ask students what they saw at the game with regards to temperature and baseball. Was the temperature changing enough to have an effect on how far the balls were hit? What would happen if instead of hitting a baseball the players got to hit golf balls?



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“Center of Gravity”

Objectives:

1. Be able to find the center of gravity of an object
2. Know the importance of the center of gravity

Material:

Multiple baseball bats, plenty of string

Before the Game:

Explain to the students that on every object there is a center of gravity, where the weight is concentrated. Have them find the center of gravity on these baseball bats. Use multiple baseball bats, of different sizes, to distribute to groups of students. Have each group estimate where the center of gravity is on their respective bat by using a ruler and writing down how far from the larger end of the bat they think it will be. Give each group about 2 feet of string with a loose knot at the end. Have each group try to balance the bat by tying the string to the center of gravity of the bat then holding the bat in the air by the string to see if it balances. Once the students have the bat balanced the spot where the string is hanging from the bat is the center of gravity. Have the students measure from the large end of the bat to where the string is located, to see how close their predictions were. You can have each group use each bat if desired.

During the Game:

Have the students listen to the sound of the bat when it hits near the center of gravity, the end of the bat, towards the middle of the bat and towards the small end of the bat. Then have them make note of the sounds the ball makes when it hits the bat and how far the ball travels with different sounds.

Beyond the Game:

Discuss with students the importance of the center of gravity in other careers and the sounds of the bat they heard and how it relates to center of gravity.



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“The Pitches”

Objectives:

1. Understand the science behind pitching

Material:

Styrofoam balls, about the size of baseballs

Before the Game:

Discuss with the students the different pitches that pitchers throw in baseball.

Use the Styrofoam ball to show the students how the following pitches are thrown and how they move:

Fastball

Curveball

Slider

Screwball

Each ball will have a distinct movement due to the way the air moves around the ball, the speed the ball is thrown and amount of spin put on the ball.

To see how to throw each pitch and what each pitch should do visit this website:

<http://www.exploratorium.edu/baseball/curve.html>

During the Game:

Instruct the students to watch for different pitches. See if the students can notice any difference in the speed of the pitches, which can be seen on our radar board.

Beyond the Game:

Discuss with the students if they saw any pitches moving like the Styrofoam balls in class. See if they noticed if any of the pitches were harder to hit. Explain again to students the more velocity and spin on a ball the more movement it will have.



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“The Physical Setting”

Objectives:

1. Understand how the speed of a pitch effects how a ball can be hit
2. Understand how different sizes of baseball bats effects the baseball

Materials:

Multiple tennis balls or baseballs, different sizes of baseball bats, a wall

Before the Game:

Discuss with the students how a change in direction and speed of an object is changed by a force and the greater the force the greater the change.

Use either the tennis balls or the baseballs and have them pitched to another demonstrator at different speeds. Have the students note how far and fast the ball travels in relation to the speed of the pitch. As an alternate to this you can also use tennis balls or baseballs and throw them at different speed against a wall and have the students note how fast and far the ball will travel after hitting a wall. When hitting the baseballs you can also have the person swinging the bat use different bats with different weights and have the students note how far and hard the ball goes when hit with each bat.

During the Game:

Have the students note how fast a ball is going, using our radar board, and how far the ball is hit in relation to the speed of the pitch thrown.

Beyond the Game:

In a group discuss with the students how the faster balls should have been hit harder and see if this is what the students noticed. Explain to them how energy is transferred during the exchange.



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“Healthy Baseball”

Objectives:

1. Learn the FDA Dietary Guidelines
2. Be able to identify different food groups
3. Know the importance of physical activity

Material:

Different types of food (fake or real) or pictures of food, the FDA Pyramid

<http://www.mypyramid.gov/>

Before the Game:

Discuss with students the importance of physical activity. Explain to them the many different forms of physical activity. Talk about how much baseball players must practice and work out so they can stay in shape to be good at baseball. Explain the risks of physical inactivity. Show to the students the FDA pyramid and discuss with them the different food groups. Show them different food groups using the food, fake food, or pictures that you have brought in. See if the students can make their own list of 7-8 items that belong in each food category.

During the Game:

Have the students look at the food around Spirit Communications Park and list what category the food belongs in. See if they can make a list of foods that are healthier than others.

Beyond the Game:

Discuss with the students the food choices they saw at Spirit Communications Park. See if they had a correct list of foods that were healthier than others. Once again explain to them the importance of exercise along with the healthy food choices.



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“Communication”

Objectives:

1. Understand the challenges of having no vision
2. Understand the importance of proper communication

Materials:

Two remote control cars, an obstacle course, a mirror, a blindfold

Before the Game:

Set up two different obstacle courses with walls and other objects and make a mini-garage for the finish. In order to win the student must park their remote-control car in the “garage”. Discuss with students the importance of proper communication in work, everyday life and baseball. Have students get into groups of three. Each team will have a driver, a signer, and an assistant. The driver will be blindfolded and facing a wall. The signer will be giving signs to the assistant, who will then communicate to the driver which way the driver needs to turn the car to get to the “garage”. The assistant will be standing facing a mirror and be watching the signer through the mirror and telling the driver to move with the direction and speed that the signer is telling them to go.

During the Game:

Have the students watch the third-base coach and batter during the game. Have them notice how the batter is watching the third base coach before the at-bat and in between pitches. The students should take note of what the third-base coach the third base coach does when making signs. Why does he make so many signs?

Beyond the Game:

Discuss why it was important for the hitters to watch the third-base coach during their at-bats. Ask the students what other jobs they can think of where communication is very important.



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Bonus Science:

1. Write about how inventions of radio, TV, and computers have helped progress the game of baseball and create a larger fan base.
2. Describe how when things are put together they work together better as a whole and they may not work correctly if parts are missing. Discuss how a baseball team is the same way.
3. Discuss the use of wooden bats in major league baseball. Ask the students what would happen if the major leaguers switched to aluminum bats. Why can players hit the ball further with aluminum than with wooden bats?
4. Talk about technology and how it improves life. Discuss what technology the students will see at the game. Ask the students what technology has helped improve baseball?



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English/Language Arts

My Life as a.....Page 26

- Allows creativity and develops story writing skills using a baseball item

Reading.....Page 27

- Encourages reading and comprehension using a book relating to baseball

Sports Reporters.....Page 28

- Helps with summarizing events and group speaking

Baseball's Parts of Speech.....Page 29

- Assists in identifying parts of speech using baseball related terms

Similarities.....Page 30

- Helps in understanding how to compare and contrast and use a Venn diagram using sports stories and newspaper articles

Baseball Journal.....Page 31

- Allows students to express themselves in a journal along with using first and third person writing while relating to baseball

Letter Writing.....Page 32

- Uses the basics of letter writing and grammar to write a thank you to a member of the Fireflies

Language Arts Focus.....Page 33

- Enhances creativity and writing skills along with using different ways of writing a baseball story

Language Arts Extras.....Page 34

- Five extra lessons for language arts including, researching, parts of speech, synonyms and antonyms and writing skills



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“My Life as a...”

Objective:

1. Allow the students to be creative
2. Develop writing skills

Materials:

Paper and Pencil

Before the Game:

Have the students write a story about their life as something at a baseball stadium. It can be whatever they want. It could be a baseball, a bat, a catcher's mitt, first base, home plate, the outfield wall or even the food. This story should get the student's imagination going, allow them to really run with the story. Allow the students to write a preliminary draft. Have the students make a list of things they want to observe at the game that may involve the student's object they have chosen or something they can add to the story.

During the Game:

Have the students make note of what their object is doing. What happens to it during the game; is there more than one? How many people use it or have it?

Beyond the Game:

Allow the students to create a final draft of the story that includes some things that they saw at the game.



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“Reading”

Objective:

1. Help encourage reading
2. Help develop reading comprehension

Materials:

A baseball book such as: *When the Fireflies Come*, *The Boy Who Saved Baseball*, *Over the Wall*, *The Lucky Baseball Bat*, *Casey at the Bat*, *Past Time: Baseball as History*, or any other baseball related book.

Before the Game:

Have the students pick out a book relating to baseball and read it before they attend a game.

During the Game:

Have the students watch for anything that reminds them of the book they had read. See if they can draw any similarities from the books to real life.

Beyond the Game:

Discuss the books with the students. Create a quiz or have the students write a report about the books and about what they saw at the game.



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“Sports Reporters”

Objective:

1. Have the students be able to summarize events
2. Help students become comfortable when speaking to a group

Materials:

Sports pages from a few different days, the Internet, any sports magazines, video of the news doing the sports

Before the Game:

Have the students in pairs of two. Each pair will create their own sports report for the news. Assign certain days or sports stories to the pairs and have them use the Internet or newspapers and magazines to create a sports report for the subject or for the day that they were assigned. Have the students present their sports report to the class as if they were on the news.

During the Game:

Assign each pair of students an inning or half inning to watch and take note of. Have them watch this particular inning closely and create a report about what happened for each team.

Beyond the Game:

Discuss what is needed to make a sports cast good, the who, what, why, when and where aspects. Explain to the class the importance of details in the stories and reports that they write.



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“Baseball’s Parts of Speech”

Objectives:

1. Be able to identify parts of speech
2. Use different parts of speech in a sentence

Materials:

Paper and Pencil, White Board or Chalk Board

Before the Game:

Create four lists, one for nouns, one for verbs, one for adjectives and one for adverbs. Have the students list as many baseball related nouns on paper as they can. After they list these nouns have them list two or three adjectives that could describe each noun. Have the students list some verbs associated with baseball. For each verb listed have the students list two or three adverbs that can describe each verb. Then have the students put some of their lists up on the board.

During the Game:

Have students watch the game and see if there are any nouns or verbs that they did not list in class. If there are any have them take note and write adverbs or adjectives that describe those words.

Beyond the Game:

Discuss with the students the use of all of these parts of speech. Have them make sentences using some of the words that they have listed and have them pick out the subject in each sentence.



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“Similarities”

Objectives:

1. Understanding how to compare things
2. Learn how to make a Venn diagram

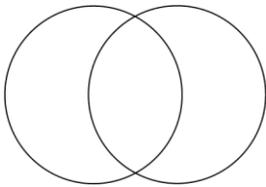
Materials:

Newspapers, Sports Magazines, Internet, Paper and Pencil, Sports Pictures

Before the Game:

Have the students read two short sports stories or reports or examine two pictures of two different stadiums or players. Have each student compare and contrast stories or pictures. What makes them similar and what makes them different? Once they have done this instruct the students on how to make a proper Venn diagram using two overlapping circles, using the left side for one book the right side for one book and the middle for similarities of the two books.

Example Venn Diagram:



During the Game:

Have the students take note of what they are seeing so they can compare this event to another event they have been to.

Beyond the Game:

Have the students compare their experience at Spirit Communications Park to any other experience and note any similarities and differences in a Venn diagram.



COLUMBIA FIREFLIES



“Baseball Journal”

Objectives:

1. Understand first and third person writing
2. Put thoughts and feelings on paper

Material:

Paper, stickers or markers for decorating

Before the Game:

Talk with students about the differences between first person writing and third person writing. Have the students create their own journal with decorations and colors. Have them write ten short journal entries written in first person. Each entry should be about a day in their life as a professional baseball player.

During the Game:

Each student should pick out a player, from either team, and watch what he does throughout the game. Make note of how he does at bat and in the field that day.

Beyond the Game:

Have the students write an entry in their journal in third person describing the day that the player they had watched had.



COLUMBIA FIREFLIES



“Letter Writing”

Objectives:

1. Be able to properly address and label a letter
2. Use proper grammar

Material:

Pencil and Paper, Envelopes

Before the Game:

Teach the class about proper letter writing techniques and addressing envelopes.

During the Game:

Have the student's pay attention to the Columbia Fireflies players, coaches, or staff.

Beyond the Game:

Have the student's write a letter to any member of the Columbia Fireflies coaches, players or staff. In the letter they can include anything; a thank you, questions, or whatever the student desires. Have them place the letter into an envelope and address it to the person properly.



COLUMBIA FIREFLIES



“Language Arts Focus”

Objectives:

1. Be able to write different types of works
2. Enhance students writing skills and creativity

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.

Section 2 - Write a poem about the baseball game. Include a baseball border or background. Include at least one simile or metaphor.

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

Section 4 – Draw a picture of Spirit Communications Park. Write a descriptive essay about the park. Include at least one simile or metaphor.

At the Game:

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? Identify different perspectives to base your writings on (e.g. the players, baseballs, outfield fence, umpire, etc...).

Beyond the Game:

Have students compare their predictions to what their experience is actually like using specific game observations, similes and metaphors. Make an illustration of any ballpark they have seen or want to see. Use game observations to write a poem about the game using similes and metaphors.



COLUMBIA FIREFLIES



English/Language Arts Extras

1. Have the students research a former baseball player and write a report about this person comparing him to someone that the student knows or admires.
2. Have the students write a persuasive paper about why someone should attend a Columbia Fireflies game.
3. Each student should write ten sentences about their experience at the game. Then they should be able to identify the nouns, verbs, pronouns, adjectives, etc.
4. Create baseball related sentences and have students re-write the sentence using antonyms or synonyms. For example, the strong player ran quickly down to first base. The student can then change that to the weak player walked slowly to first base.
5. Have student's write a paper about their experience at Spirit Communications Park. Have another student proofread and edit that paper using an editing checklist.



COLUMBIA FIREFLIES



Social Studies

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○ Creating a timeline and placing events in order using baseball and history	
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○ Helps with map reading and geography along with the creation of a map	
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○ Learning about different cultures and traditions including those involved in baseball	
Goods and Services.....	Page 40
○ Examines goods and services and the role they play in our economy and at a baseball game	
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○ Encourages learning about the past and doing research on the history of baseball	
Decision-Making and Resources.....	Page 42
○ Teaches students about the factors of production and how they are used at Spirit Communications Park	
Diversity in Baseball.....	Page 43
○ Examines how diverse the game of baseball is and how to do research on past events	
Bonus Social Studies.....	Page 44
○ Five different lessons/problems using geography, latitude and longitude, other countries involvement in baseball and more	



COLUMBIA FIREFLIES



“Order of Events”

Objectives:

1. Identify a proper order of events
2. Know how to make a timeline

Material:

Paper and pencil, sample timeline

Before the Game:

Teach the students how to make a timeline. Have the students create a timeline for the day of the game they will be attending. The student can include whatever they want on this timeline. Have them start from when they wake up until when they leave the Columbia Fireflies game.

During the Game:

Have the students bring their timelines. Have them use the timeline to see if their predicted timeline for the day was correct.

Beyond the Game:

Have the students create another timeline for what actually happened during their day at Spirit Communications Park. They could also create a timeline relating to baseball history if desired.



COLUMBIA FIREFLIES



“Rules of the Game”

Objectives:

1. Understand the basis for rules and laws
2. Understand who enforces the rules and laws

Material:

Pictures of umpire, police, and baseball coaches and managers

Before the Game:

Discuss with the students why we have rules and laws and who enforces them. Talk with the students about rules in baseball. Have the students write about why it is important that the umpires enforce the rules of the game of baseball.

During the Game:

Have the students watch the umpires and see what they do. Tell them to pay attention if someone tries to argue with the umpire and see what happens if a rule is broken.

Beyond the Game:

Have the students write a paper about what baseball would be like with no rules or umpires.



COLUMBIA FIREFLIES



“Where is Spirit Communications Park?”

Objectives:

1. Be able to use maps
2. Be able to create a map

Material:

Map of Columbia, SC, maps of the U.S., paper and pencil

Before the Game:

Use a map of Columbia to have the students see if they can find where Spirit Communications Park is located. Use a map of the United States or the East Coast to have the students locate cities or states that the Columbia Fireflies will play in. The Fireflies play in the following cities/states:

Salisbury, Maryland. Greenville, South Carolina. Asheville, North Carolina.
Augusta, Georgia. Charleston, South Carolina. Greensboro, North Carolina.
Hagerstown, Maryland. Hickory, North Carolina. Kannapolis, North Carolina.
Lakewood, New Jersey. Lexington, Kentucky. Rome, Georgia. Charleston, West Virginia.

During the Game:

Have the students take note of the things inside Spirit Communications Park. Make note of where the store, concessions and other things are located, including buildings and houses outside the ballpark.

Beyond the Game:

Have the students draw a map of Spirit Communications Park and it's surrounding areas.



COLUMBIA FIREFLIES



“Traditions”

Objective:

1. Understand different types of traditions
2. Learn about different cultures

Material:

National Geographic magazine, Internet, encyclopedia, pencil and paper

Before the Game:

Discuss with students traditions in the United States. Then use a magazine, the Internet or another source to have the students find out traditions in other cultures or countries. Have them compare and contrast their findings.

Discuss with the students certain traditions that go with baseball, such as, singing the National Anthem before the game and singing “Take Me Out to the Ballgame” during the seventh inning stretch.

During the Game:

Have the students pay attention to any “traditions” that take place. It can be by a player each time he comes up to bat, what happens in between innings, or what a pitcher does before he throws his pitch.

Beyond the Game:

Discuss with the students what traditions took place at the game. Did they notice that each player has his own “walk up music” before he comes to bat? Did they notice that each players name is announced before he comes to bat? Did they notice the infielders throwing the ball around before the start of each inning?

Discuss with the students if they think other countries play baseball.



COLUMBIA FIREFLIES



“Goods and Services”

Objectives:

1. Be able to identify goods and services
2. Understand how important goods and services are

Material:

Pencil and paper

Before the Game:

Talk with the students about the differences between a good and a service. See if they can identify any good and any service. Have them write down any goods and services that will be provided for them at Spirit Communications Park.

During the Game:

Have the students take note of any goods around the stadium and of any services that are being provided.

Beyond the Game:

Discuss with the students what goods and services they saw. See if they saw more than what they wrote down in class before going to the game. Have the students explain how the services at the game are important and make the game a better experience.



COLUMBIA FIREFLIES



“History of the Game”

Objectives:

1. Being creative
2. Learn about the history of baseball

Material:

Paper and pencil, baseball books, Internet, library access

Before the Game:

Put the students into groups. Have each group create a list of questions regarding baseball history. They can ask anything from who threw the first no-hitter in baseball history to why is it three strikes for an out. Have the students come up with at least ten questions.

During the Game:

Have each group of students create at least five more questions from watching the game. See if they can think of anything they did not think of before by watching the game.

Beyond the Game:

Have each group give their questions to another group of students. Have each group answer the questions from another group by doing research through books, magazines, encyclopedia's, or other outlets.



COLUMBIA FIREFLIES



“Decision-Making and Resources”

Objectives:

1. Be able to describe the factors of production
2. Identify factors influencing consumer decisions

Material:

Pencil and Paper

Before the Game:

Discuss the following factor of production terms: land, labor, capital, entrepreneurship, goods, services, production, consumption, revenue, resources, factors of production, competitive market, supply and demand.

Create a large list of any and all people and materials that your class believes are involved in running the Columbia Fireflies baseball team. This could include anything, the grass, the grounds crew or the general manager.

Place the students in small groups with the following instructions:

Evaluate each item on the list to determine which factor of production term it is most associated with. Compare the results as a class.

During the Game:

Have the students note any advertisements around the stadium. Have students take note if there is a larger demand for any particular item. Look for longer lines at the concession areas, seats where more people are sitting or items that employees are vending.

Beyond the Game:

Discuss why certain companies advertise with the Fireflies. See if the students noticed any items that had a high demand. Discuss how the Fireflies are different than other businesses. What activities draw revenue for the Fireflies?



COLUMBIA FIREFLIES



“Diversity in Baseball”

Objective:

1. Understand past issues of race and baseball
2. Examine how diverse baseball really is

Material:

Internet, biography of Jackie Robinson, books on the Civil War, pencil and paper

Before the Game:

Have the students read about Abraham Lincoln and the Civil War. Have the students read a book or look up information about Jackie Robinson, the first African-American to play baseball. Discuss with the students why there were no African-Americans in baseball until Jackie Robinson played in 1947. Discuss how important it was for baseball to break the color barrier and how it helped other races as well.

During the Game:

Have the students make note of where the players from each team are from (It will say in the program, on our scoreboard, and on the Fireflies website).

Beyond the Game:

Discuss with the students how many different players were from another area. Look up major league teams and see how many players are from different countries. Discuss what impact having players from different backgrounds affects baseball and who watches the game of baseball.



COLUMBIA FIREFLIES



“Government in Baseball”

Objectives:

1. Understand the role of government
2. Understand the importance of government

Material:

Paper and Pencil, history/government books

Before the Game:

Discuss with the students the United States government. Discuss how it has a specific order of command and checks and balances. Talk about how baseball has a type of government as well. Have the students make a flow chart to show who is in charge in minor-league baseball.

Here is an example list of positions that can be used:

Minor League Baseball Commissioner, director of umpires, umpires, Fireflies owner, Fireflies president, front office staff, Fireflies general manager, pitching coach, hitting coach, strength coach, athletic trainer, pitchers, infielders, outfielders.

During the Game:

Have the students try and pick out who is who based on how the players, coaches and others act.

Beyond the Game:

Discuss the role of government in our everyday lives. Discuss the importance of having an organizational flow chart and set roles.



COLUMBIA FIREFLIES



Bonus Social Studies:

1. Have the students research any historic baseball topic and write a research paper about it. Some ideas may include: baseball in Columbia, how baseball was started, women in baseball, Negro league baseball or a biography on a player from the past.
2. Use Latitude and Longitude to locate cities that have Minor League or Major League Baseball teams.
3. Discuss the difference between climates of teams that play in the South Atlantic League, the Midwest League, the Texas League, the Pacific Coast League and the Northwest League (visit www.milb.com for a list of teams). How can this affect what times teams are able to play in the months of April and May.
4. Have students read an article from the sports page in the newspaper and have them highlight, in different colors, statements that are facts and statements that are opinions.
5. Have the students investigate baseball in other countries. Are there any differences in how the game is played? Are there any differences in how the players are paid? List some players who play professional baseball and have come from another country.