



A Lesson on My First Baseball Game by Jennifer Valachovic

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading, Vocabulary, Critical Thinking, Baseball

Lesson Description: In this lesson, the teacher will read the story, "A Lesson on My First Baseball Game" to the entire class. After reading, students will then reread the story and complete a series of activities that demonstrate comprehension and knowledge. This lesson will enhance their reading, vocabulary and critical thinking skills. It will also give the students an opportunity to share a memorable experience with their classmates. This lesson will take two days to complete.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

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CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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CCSS.ELA-Literacy.W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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CCSS.ELA-Literacy.L.3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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CCSS.ELA-Literacy.L.3.1e: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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CCSS.ELA-Literacy.L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

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Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

My First Baseball Game

by

Content: I remember my first Cubs game. My uncle came to take me to it. It was a Saturday. He drove all the way from Indiana to get me. We took the train to the ballpark. He said it would be hard to find a parking space there.

He was right. When we got there it was so crowded. We had tickets that were for seats far back. It seemed like I climbed about 100 steps to get to them. But when we got there and I turned around I could see everything. I saw the whole field. It was much better than watching it on TV.

Then the game started. Everyone cheered. The man next to me said, This is going to be the year. They are playing really well.

My uncle said to him, Lets hope this is the one. But then he whispered to me, Jerome, well have to wait and see. Remember last year? They started out good and then they lost at the end.

Hey, Hey, Hey! The Cub batter hit a ball far to the wall.

Just then I heard Hot dogs! Peanuts! I looked and saw a man with a big tray hanging from his shoulders. It was full of hotdogs in plastic wrap and bags of peanuts.

Two hot dogs, my uncle shouted. Then he gave the man next to us \$4. He passed it along down to the man with the hot dogs. He sent back two hot dogs.

This is great, I said to my uncle.

Not so great, he said. We just struck out.

While I had been watching the hotdogs, the team had struck out.

It went on that way for the rest of the game. We got peanuts. We even got another hot dog. And the Cubs kept losing. We all hope every time a batter came to bat. One by one they struck out. Still, everyone was staying happy. Even at the end. The score was 7 to 0. The Cubs never got a run.

Tomorrow, theyll win, one person said. Right. This was just a bad day for them, another said. The pitcher tomorrow is really good.

When we were on the way home, I asked my uncle, Why was everyone so sure they will win next time?

Thats what it means to be a Cubs fan. We believe in tomorrow. When they win, its the best. Every year, we hope. Every game we hope. Thats loyalty. Its about supporting your team no matter what. Cubs fans are loyal. And its about fun. Did you have fun?

Yes it was great. I see what you mean. Even when they lose, it still was fun. Thanks for taking me. And thanks for being loyal to me.

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Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: believe **WordPhraseTier:** 2

Question: The author in our story says "We believe in tomorrow." What does the word "believe" mean in this sentence?

- A: to be on time
- B: an activity
- C: to have faith
- D: to be uncertain

Question: Which one of the sentences below uses the word "believe" correctly?

- A: Tom and Jane believe at the bus stop.
 - B: I believe I am a great student.
 - C: After school, I believe to karate.
 - D: My mom has to believe to work by 8:00 a.m.
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Q: 2 WordPhrase: cheered **WordPhraseTier:** 2

Question: The author in our story says "Everyone cheered." What does the word "cheered" mean in this sentence?

- A: to shout for joy, applaud
- B: to become sad
- C: to knock over
- D: to speak quietly

Question: Which sentence below uses the word "cheered" correctly?

- A: I cheered when I lost my dog in the park.
 - B: Sally cheered a secret into my ear.
 - C: My parents cheered when I scored a goal during my soccer game.
 - D: My brother cheered his milk on the floor.
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Q: 3 WordPhrase: struck out **WordPhraseTier:** 3

Question: The author in our story says "While I had been watching the hotdogs, the team had struck out." What does the phrase "struck out" mean in this sentence?

- A: the number of points that a team has in a game
- B: to sing
- C: to add together to find the total number
- D: to pitch three strikes to (a batter), putting the batter out

Question: Which sentence below uses the phrase "struck out" correctly?

- A: My soccer team struck out 5 points and won the game.
 - B: My brother struck out at bat during the championship game.
 - C: Selena Gomez struck out a beautiful song at the concert.
 - D: I struck out my change and bought myself a book at the book fair.
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Q: 4 WordPhrase: batter **WordPhraseTier:** 3

Question: The author in our story says "The Cub batter hit a ball far to the wall." What does the word "batter" mean in the sentence?

- A: a mixture of flour, eggs, and milk used in baking
- B: a group of players on one side of a sport or competition
- C: a ballplayer who is up to bat
- D: a pitch that does not pass through the strike zone

Question: Which one of the sentences below uses the word "batter" correctly?

- A: The pitcher threw four batters and walked the player to first base.
 - B: We cheered for the batter to hit a home run.
 - C: Our football batter went to the ice cream shop after the game.
 - D: I love to lick the cake batter off the spoon.
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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - Great Distances

In the story, Jerome's uncle traveled from Indiana to Chicago to attend the Cubs game. What's the farthest distance that you have traveled to visit your family and who did you visit?

2 - Team Spirit

Jerome and his uncles favorite team was the Chicago Cubs, what is your favorite sporting team and why?

3 - Snack Time

At the game, Jerome and his uncle ate hotdogs and peanuts, what food do you like to eat while attending or watching your favorite sporting event?

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Task 3: Writing Activity

Instructions: In our story, Jerome shared a memorable experience he had with his uncle. Think back to a memorable experience that you had with a family member or friend, maybe a trip to Disney World, a vacation to Yosemite National Park or a trip to the ballpark to watch the Tampa Bay Rays. Write a short story about that memorable experience, it must be at least 200 words.

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