

**MANCHESTER COLLEGE**  
**Education Department**

**LESSON PLAN** by Celsie Myers Idea modified from page 581

**Lesson:** Baseball Math      **Length:** 45 Minutes

**Age or Grade Intended:** 1<sup>st</sup> Grade

**Academic Standard:**

1.2.1 Show the  
meaning of addition (putting together, increasing) using objects. Example: Put together 3 pencils and 5 pencils. Tell how many pencils you have and explain what you are doing.

**Performance Objectives:**

When given a worksheet of ten addition problems, the student will add the numbers with 90% accuracy.

**Advanced Preparation by Teacher:**

1. Prepare a bulletin board.

Decorate with a baseball border

Baseball field and diamond in the middle of the bulletin board with baseballs located at each position with the corresponding number on each baseball.

(Pitcher=1, Catcher=2, 1<sup>st</sup>=3, 2<sup>nd</sup>=4, 3<sup>rd</sup>=5, Short Stop=6, left field=7, center field=8 and right field=9)

2. Cut out enough baseball gloves and baseballs for each student to have one.
3. Cut out 9 baseball gloves and baseballs labeled 1-9 (baseball glued in the center of the glove) and place on the baseball diamond in the correct positions.
4. Cut out miniature baseballs labeled from 1-9  
- one set per student
5. Extra markers, crayons, colored pencils and glue for students who need to borrow items.

**Procedure:**

**Introduction/Motivation:**

The teacher will ask the students to raise their hand if they like to play baseball. The teacher will ask the students to raise their hand and name one aspect of the game. The teacher will make a list on the chalkboard and make suggestions when no more ideas are flowing from the students.

(For example: home run, doubles, triples, singles, balls, strikes,

different positions, batting, helmet, cleats, pitcher, dugout, diamond)

Next the teacher will give instructions on how to make their baseball glove and hand out one glove and baseball to each student. The students will create a baseball glove that is all about themselves. Each finger of the baseball glove should have one unique or interesting fact about the student.

(For example: extra curricular activities, siblings, pets, babysit, love to read, etc.)

The students will write their name on the baseball and glue it in the center of the baseball glove. When finished the students will gather around the bulletin board, while leaving their baseball glove on their desk to dry.

### **Step-by-Step Plan:**

1. The teacher will point to a position on the baseball diamond and the students will say the number and the position (if they know what it is).
2. The teacher will go over the positions and numbers that the students did not get right.
3. The teacher will introduce addition and ask the students simple problems.

(Example:  $1+1=$  what? Or make it fun by Catcher + Pitcher = what?)

4. Once the students are starting to understand, they will select a partner and work on addition problems in pairs.
5. The teacher will hand out one set of baseballs labeled 1-9 to each student.
6. The students will quiz each other, while making up their own problems using either the bulletin board or their baseballs.

### **Closure:**

The pair of partners will share their baseball glove with each other telling what they wrote about themselves. Each student will have approximately two minutes to introduce themselves to their partner. The students will come back together as a group and introduce their partner to the whole class. After everyone has introduced their partner, the teacher will hang the baseball gloves around the classroom for decorations or outside in the hallway.

### **Adaptations/Enrichment:**

The student will have a teacher's assistant in order to help him think of unique items about himself and write them in the small space of the baseball glove. The teacher's assistant will also be available to help the student practice addition and keep the student on track. One on one attention for the student will help him or her gain confidence and knowledge in their math skills. The student will also be allowed to partner with the assistant if that is more comfortable for the student.

### **Self-Reflection:**

1. Did the students enjoy this activity?

2. Have the students learned to add numbers?
3. How could I improve the direct instruction of this activity?
4. What else could I use instead of a baseball theme?