



# Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Take Me Out to the Ballgame			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8	9-12 XX	A	B	C	D XX

### Instructional Focus:

**Writing –**

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Speaking –**

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Listening –**

Students listen for a variety of purposes appropriate to the grade level.

**Problem Solving and Mathematical Reasoning**

Students apply a variety of problem-solving strategies to investigate and solve problems from across the curriculum as well as from practical applications.

**Tools and Technology –**

Students use appropriate tools and technologies to model, measure, and apply the results in a problem-solving situation. Students communicate the reasoning used in solving these problems.

**Number Operations and Concepts –**

Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

**Algebraic Concepts and Relationships –**

Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation. Student evaluate and communicate the reasoning used in solving these problems.

### Performance Task

This lesson provides a look at cost analysis and budget preparation.

- How much does it cost for the class to have a field trip to the ballpark? (This activity can focus on attractions specific to the community or area.) What would be the educational value of such a trip? (computing batting averages, reading sports pages, writing reports at the conclusion of the field trip?)
- Divide the students into groups of three or four. Have them brainstorm a list of every expense they think their class will incur for the field trip. Each group should plan an itinerary for the day trip. Each group should suggest and briefly describe the educational benefits of the field trip.
- Have them research costs. They may need to contract the bus service. They will also need to consider food costs. What are the admission charges? Are there any other attractions in the area they may want to visit after the ballgame? If so, what are the admission charges for these attractions? What are the educational benefits?
- In addition to the written itinerary, each group should prepare a spreadsheet showing total costs and write a brief memo outlining the educational benefits.
- The teams should share their itineraries and cost projections. The class should decide which one sounds like the most fun as well as being cost effective and educational.
- If practical, the class could make arrangements and actually take the field trip.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling. (ela 1)
Give oral or written directions that are clear and are understood by another person. (ela 2)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)
Follow oral or written directions. (ela 4)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Understand and produce a variety of informative formats such as business letters, memos, news articles, brochures, proposals and critiques. (ela 22)
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)
Make informed judgments about the content, organization, and delivery of spoken communications. (ela 32)
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela 48)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)
Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (math 1)
Understand the basic algebraic properties (i.e., commutative: $ab = ba$ ; associative: $ab(c) = a(bc)$ ; and distributive: $a(b+c) = (ab) + (ac)$ ). (m 3)
Understand the best procedures for statistical data collection, organization, and display including making estimates and predictions and drawing inferences. (m 5)
Understand the use of variables in expressions such as $4x$ , $x+2$ , and $2x-1$ , solve for the variable, and know how to represent expressions such as "twice the number" or "four more than the number" using variables. (m 7)
Understand the correct order of operations for performing algebraic computations. (m 8)

**Scoring Guide:**

See attachment: Take Me Out To The Ballgame Scoring Rubric Chart

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b> <b>Algebraic Operations</b> <b>Budget</b> <b>Computation</b> <b>Cost Analysis</b> <b>Math in Daily Life</b> <b>Problem Solving</b>	<b>Earth Science</b>
<b>Writing</b> <b>Itinerary</b> <b>Organization</b> <b>Outline</b> <b>Word Processing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Listening</b> <b>Discussion</b> <b>Visuals</b>	<b>Statistics</b> <b>Charts</b> <b>Data Analysis</b> <b>Data Collection</b> <b>Data Display</b> <b>Problem Solving</b> <b>Technology</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

## Chart SCORING RUBRIC

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Content Accuracy</b>	Completely inaccurate; the facts in this project were misleading to the audience	Somewhat accurate; more than a few inconsistencies or error in information	Mostly accurate; a few inconsistencies or errors in information	Completely accurate: all facts were precise and explicit	
<b>Quality of Information</b>	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
<b>Grammar &amp; Spelling</b>	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
<b>Interest Level</b>	Needs descriptive words	Vocabulary is appropriate, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
<b>Neatness</b>	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
<b>Timeliness</b>	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	

**TOTAL**