LOOK! BOOKS™

# Teaching with Math and Me!
Math at the Game

Connection to Standards

Students will develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers. (NCTM)

Math at the Game

Lexile: 410   PreK–2
Words: 307

Differentiation for ESL

- Review these additional vocabulary words in context: *ticket, grown-up, umpire, visiting, favorite.*

- Have each student choose a vocabulary word and write it in a new sentence.

- Provide each student with sticky notes. While reading, encourage students to put a sticky note next to any phrase or word in the text that they find confusing. After reading, pair students with a partner and allow them to help each other clarify the confusing points in the text.
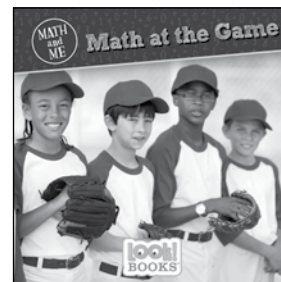
Before Reading

Building Background Knowledge:

- If this is students' first time reading this series, explain to them that in each book they'll be reading about different ways they can use math in their everyday lives. Tell them that in this book, they'll be learning about using math during baseball games.

- Ask students to raise their hands if they play or watch baseball. Invite these students to share their experiences with the sport and to discuss some of the ways they use numbers in baseball.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to guess who the people are and how they relate to each other.

- Lead students on a brief picture walk of the book, exploring the photos on each page. Have students identify one or two details in each photo.

Predict: Ask students to predict some of the specific aspects of baseball they will read about. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 ("Words to Know"). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don't know the word well.
- give a thumbs-down if they don't know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

Skill Introduction: Write the phrases *greater than*, *less than*, and *equal to* on the board. Under each phrase, write the symbol that represents it (>, <, =). Then write some number pairs on the board and ask volunteers to come up and fill in the correct symbol between each pair.

During Reading

Look for Key Details: Remind students that the main idea of the book is to describe some of the ways we use math in baseball. As you read each chapter, invite volunteers to share how that chapter supports the main idea. In what ways does the chapter show math being used in baseball?

Practice the Concepts: Ask students the following questions as they read.

- **pp. 6–7:** *Which ticket costs more—a child's ticket or a grown-up's ticket?* (**A child's ticket**) *How many child's tickets can you get for same price as a grown-up's ticket?* (**2**)

- **pp. 10–11:** Make sure students know that the white diamonds in the illustration on page 11 are called "bases," and that the base where the catcher crouches and the batter stands is called home plate. Explain that in order to score a run, a player needs to safely tag each base, ending with home plate. *How many bases total does a player need to tag in order to score?* (**4**)

- **pp. 14–15:** *If a player has two strikes, how many more strikes before the player is out?* (**1**)

- **pp. 16–17:** *Which team is winning?* (The home team) *The home team is winning by how many runs?* (**2**)

After Reading

Reflection: Ask students to share any other sports they play or watch. Have them discuss the ways in which they use math in those sports such as soccer or basketball.

Skill: Have students complete the "Greater than, Less than, Equal to" worksheet on the final page.

Math at the Game Answer Key

7 __>__ 2   3 __=__ Three   11 __<__ 21   4 __=__ 4   Four __<__ Seven

15 __<__ 17   5 __<__ 8   17 __>__ 16   12 __>__ 9   2 + 3 __<__ 6

Answers may vary. Examples given.

__6__ > 4   __2__ = Two   Five = __5 or 3 + 2__   3 > __2__   17 > __12__

9 < __10__   __5__ < 7   12 > __11__   6 < __8__   6 − 4 = __2__

Name_____

Greater than, Less than, Equal to

For each pair, determine if the first number is greater than, less than, or equal to the second number. Fill in the blank with the correct symbol.

7 _____ 2   3 _____ Three   11 _____ 21   4 _____ 4   Four _____ Seven

15 _____ 17   5 _____ 8   17 _____ 16   12 _____ 9   2 + 3 _____ 6

Fill in the blanks with numbers that will make each of the following true.

_____ > 4   _____ = Two   Five = _____   3 > _____   17 > _____

9 < _____   _____ < 7   12 > _____   6 < _____   6 − 4 = _____