Objectives: BASIC & ACADEMIC SKILLS INSTRUCTIONAL COURSE	• Understanding the role of mathematics in the game of baseball • Solving contextualized addition problems • Using sums of addition problems to create a line plot.	**Common Core Standard:** **1.MD.4**Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Warm-Up (Before—Action) Estimated Time (10 minutes)	**Action:** • Ask someone to recap what was done in the previous lesson. • How did we use mathematics in relation to baseball? • Why is it important to know this? • Use “Baseball Bar Graph” to recap bar graphs.	
Get Moving (During—Action) Estimated Time (30 minutes)	**Action:** • The goal for today’s work is to use the Line Plot Home Run sheet to determine the number of homeruns of a given player over the course of the season. • Working with a partner, the students will use the compliment to see of player information to add together the amount of homeruns. • Explain that today partners will be using information on a specific player to develop a class line plot. • **Challenge Round:** Home teams will come together to create a bar graph for the following players: Bryce Harper, Albert Pujols, Alex Rodriguez, and Prince Fielder. The home team that makes a bar graph correctly first will receive three tickets.	
Cool-Down (After—Action) Estimated Time (10 minutes)	**Action:** • Once students have had time to find the sum of a specific player’s homeruns during the season, they come together as a whole group to share their findings. • The teacher will assist the students in making a line plot to demonstrate the amount of homeruns per player. • To conclude today’s lesson, ask students to reflect on which player had the most homeruns and why they believe this to be true. Which player had the least? • Briefly explain that this information will help them later determine the top three players.	