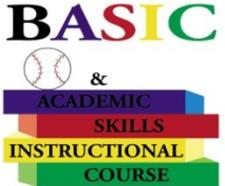


<p><b>Objectives:</b></p> 	<ul style="list-style-type: none"> <li>• Understanding the role of mathematics in the game of baseball</li> <li>• Solving contextualized addition problems</li> <li>• Using sums of addition problems to create a line plot.</li> </ul>	<p><b>Common Core Standard:</b>  <b>1.MD.4</b> 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.</p>
<p><b>Warm-Up</b>          (Before—Action)          Estimated Time (10 minutes)</p>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Ask someone to recap what was done in the previous lesson.</li> <li>• How did we use mathematics in relation to baseball?</li> <li>• Why is it important to know this?</li> <li>• Use “Baseball Bar Graph” to recap bar graphs.</li> </ul>	
<p><b>Get Moving</b>          (During—Action)          Estimated Time (30 minutes)</p>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Working with a partner, the students will use the compliment to see of player information to add together the amount of homeruns.</li> <li>• Explain that today partners will be using information on a specific player to develop a class line plot.</li> <li>• <b>Challenge Round:</b> 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.</li> </ul>	
<p><b>Cool-Down</b>          (After—Action)          Estimated Time (10 minutes)</p>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The teacher will assist the students in making a line plot to demonstrate the amount of homeruns per player.</li> <li>• 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?</li> <li>• Briefly explain that this information will help them later determine the top three players.</li> </ul>	

