

Grand Slam School Day 2012

Elementary Version
(Grades K-5)



Educational Curriculum Materials:
Bringing Baseball to the Classroom

For all the fixins for Grand Slam School Day,
visit www.biscuitsbaseball.com

An Introduction to Grand Slam School

Dear Teachers,

Get ready for Grand Slam School Day 2012 with the Montgomery Biscuits! Included in this educational packet are exercises you can do with your class to help them get excited about coming out to see a baseball game.

In the spirit of trying to make learning fun, you will see that each exercise not only concerns baseball but implements elements of common school subjects as well.

Preceding each exercise is a short instruction page to help make clear the goal of the exercise as well as point out its connection to the appropriate school subject. The Alabama Course of Study requirements that each segment of the exercise helps accomplish are listed underneath the segment. They are grouped according to subject and then listed by grade.

Our hope is that your class not only enjoys completing the following pages, but that they will also learn some new fun facts about Biscuits Baseball and their schoolwork. Any questions you may have about this packet or Grand Slam School Day can be answered on our web site at www.biscuitsbaseball.com where you will find a GSSD link. This is also the place to check out pictures, send us e-mails, and find out everything there is to know about Grand Slam School Day.

If there are any questions or concerns please feel free to contact your group sales representative at 334-323-2255.

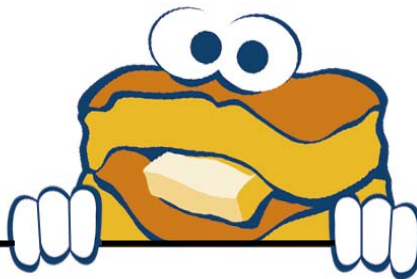
Have fun and Go Biscuits!

Montgomery Biscuits



**GSSD
2012**

Elementary Version



Don't Miss a Biscuit! Check Out the Whole Table of Contents

Exercise 1: Language Arts

- Glossary of Baseball Terms, Written Story, Compare and Contrast 4
- Worksheet 1 – Exercise 1 5
- Fan Letter for Big Mo, Good Biscuits Have Good Mechanics 6
- Worksheet 2 – Exercise 1 7

Exercise 2: Language Arts, Art

- Baseball Scramble, My Own Baseball Card 8
- Worksheet – Exercise 2 9

Exercise 3: Social Studies, Mathematics

- The Southern League 10
- Worksheet – Exercise 3 11

Exercise 4: Social Studies

- Historical Sites, Alabama Baseball History Quiz 12
- Worksheet 1 – Exercise 4 14
- Folklore and Folktales 15
- Worksheet 2 – Exercise 4 16
- Worksheet 3 – Exercise 4 17
- Symbols at a Ballpark 18
- Worksheet 4 – Exercise 4 19

Exercise 5: Mathematics

- Shapes in Baseball 20
- Worksheet 1 – Exercise 5 21
- Player Pie Chart 22
- Worksheet 2 – Exercise 5 23

Exercise 6: Movement, Music, Theatre and Visual Art

- Movement, Music, Theatre 24
- Color Big Mo, Create Your Own 25
- Worksheet – Exercise 6 26

Exercise 7: Health Education

- A Biscuit a Day Keeps the Doctor Away 27
- Worksheet – Exercise 7 28

Exercise 8: Alabama Cattlemen's Association Beef Nutrition



- ACA Beef Nutrition – MyPyramid 29
- Worksheet 1 – Exercise 8 (MyPyramid) 30
- Beef Cut Quiz 31
- Worksheet 2a/2b – Exercise 8 32
- Education Materials Reference 34

Exercise 9: Physical Education

- Around the Bases 36
- Triple Crown Baseball 37
- Frisbee Baseball 38
- Label the Playing Positions 39
- Worksheet 1 – Exercise 9 40
- Hidden Biscuits Message 41
- Worksheet 2 – Exercise 9 42

Exercise 10: Science

- Minimizing Handle Forces 43
- Worksheet – Exercise 10 44

Teacher Exercise Instructions: Language Arts

Glossary of Baseball Terms:

All the basics of baseball – Included are terms that are commonly used during the game as well as some slang terms that may be new to some students. This page introduces students to the terms that they will be using in following exercises. This glossary may also be used as new terms for flash cards, spelling quizzes, etc.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 1-COS 2 Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.
- ▶ 1-COS 3,b1 Using new words from reading when writing and speaking
- ▶ 2-COS 3 Exhibit vocabulary skills, including explaining simple common antonyms and using descriptive words.
- ▶ 2-COS 3, b3 Recognizing words in the environment
- ▶ 3-COS 3, b12 Using prior knowledge and experience

Written Story:

The students will write a story about Big Mo, the Biscuits' biggest fan and mascot, using as many baseball terms as possible. Students should be as creative as possible while incorporating some of the new vocabulary learned in this exercise.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 1-COS 8 Use complete sentences to address a topic or tell a story.
- ▶ 1-COS 9 Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.
- ▶ 2-COS 3 Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words.
- ▶ 2-COS 8 Organize sentences into a paragraph to address a topic or tell a story.
- ▶ 2-COS 9 Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.
- ▶ 3-COS 9 Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of events and a conclusion.
- ▶ 3-COS 10 Apply mechanics in writing, including capitalization of proper nouns and titles of people and appropriate end marks, abbreviations, and commas with dates.
- ▶ 4-COS 8,b4 Composing narrative texts using a definite time frames, selected tone and a clear sequence of events
- ▶ 5-COS 7, b6 Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone

Compare and Contrast:

This exercise can be used as a writing tool. Each student will write a short essay comparing and contrasting the roles of teacher versus team manager. The goal is to help students understand that even baseball players have teachers who they learn from and listen to. The baseball terms can also be used in this exercise when discussing the role of the manager.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 3-COS 9, b4 Composing expository texts using appropriate sequencing of ideas or steps in a process
- ▶ 4-COS 8, b3 Composing expository texts using a main idea with three supporting details
- ▶ 5-COS 7 Compose expository texts using an introductory paragraph that includes a main idea, supporting paragraphs with a minimum of three reasons, explanations, or steps in a process and a conclusion.

Exercise 1

Glossary of Baseball Terms

- Around the horn:** Throwing the ball around the infield after an out
- Ball:** A pitch that is thrown outside the strike zone, or not directly over the home plate
- Blooper:** A soft, shallow outfield hit
- Bunt:** To bat a pitched ball lightly so that it does not go beyond the infield
- Bullpen:** An area where relief pitchers practice and warm up
- Can of corn:** An easy pop fly
- Cleanup:** No. 4 hitter in a lineup, as in “clean the runners off the bases”
- Closer:** Relief specialist who finishes victories. Usually pitches ninth inning with team leading
- Collectible:** Items collected because of potential resale value
- Concession:** The right to sell food at a ballpark
- Double:** A hit in which the batter reaches second base
- Double play:** A play by which two players are put out
- Error:** A misplay by a fielder that should have resulted in an out for the team at bat, or permits a runner to advance
- Grand slam:** A bases-loaded home run
- Manager:** The leader of the team who makes decisions and enforces the rules
- Memorabilia:** Collection of noteworthy items that are not necessarily valuable
- Pea:** A hard-hit line drive
- Pinch hit:** To bat in place of the regular player when a hit is especially needed
- RBI:** Run batted in
- Relief pitcher:** The pitcher who replaces the regularly scheduled pitcher
- Rookie:** A first-year player
- Sacrifice fly:** A play in which the batter intentionally flies out in order to score a runner from third base or advance a runner to the next base
- Sacrifice bunt:** A play in which the batter bunts to be put out in order to advance a runner
- Scorched:** Hitting a ball very hard
- Set-up-man:** Relief pitcher who works out of scoring situations and holds lead for closer
- Seventh-inning-stretch:** The tradition of standing as the home team comes to bat in the seventh inning
- Single:** A hit in which the batter reaches first base
- Steal:** An attempt to advance to the next base without the ball being hit
- Strike:** A pitch that is delivered directly over the home plate
- Tater:** A home run
- Triple:** A hit in which the batter reaches third base
- Triple play:** A play by which three players are put out
- Umpire:** An official who administers the rules
- Vendor:** One who sells items at a baseball game
- Walk:** A chance to get to first base as a result of the pitcher throwing 4 balls

Write a Story About Big Mo!

Big Mo is a fuzzy, orange, biscuit-loving beast! Write a baseball story about Big Mo – make sure you use as many of the above baseball terms as possible. Think creatively!

Compare and Contrast

Compare and contrast the role/duties of a teacher in your school with the manager of the team.

Teacher Exercise Instructions: Language Arts

A Fan Letter for Big Mo:

Nothing beats writing a letter to Montgomery's favorite team mascot, Big Mo! As with any letter, this will encourage children to write what is on their minds. Our mascot does receive many fan letters, so he may not be able to personally respond to each letter, but a thank you to the class can certainly be arranged.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 1-COS 8 Use complete sentences to address a topic or tell a story.
- ▶ 1-COS 9 Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.
- ▶ 2-COS 10 Use concrete nouns and action verbs in written communication.
- ▶ 2-COS 10, b1 Describing nouns using adjectives in writing
- ▶ 3-COS 10, b1 Identifying friendly letter parts and related punctuation marks
- ▶ 4-COS 10 Apply mechanics in writing, including capitalization of business and friendly letter parts and envelope addresses and use of punctuation, including apostrophe with contractions, underlining or italicizing of book titles, and commas to separate items in a series and in a physical address.

Good Biscuits Have Good Mechanics:

The students will read the following paragraph about Big Mo. The paragraph contains several spelling, punctuation, and capitalization mistakes. The exercise is meant to sharpen the children's English skills while giving them a fun and interesting story to read. For reference, there are 5 capitalization mistakes, 4 spelling mistakes, and 4 punctuation mistakes.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 1-COS 9 Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.
- ▶ 2-COS 9 Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.
- ▶ 3-COS 10 Apply mechanics in writing, including capitalization of proper nouns and titles of people and appropriate end marks, abbreviations, and commas with dates.
- ▶ 4-COS 10 Apply mechanics in writing, including capitalization of business and friendly letter parts and envelope addresses and use of punctuation, including apostrophe with contractions, underlining or italicizing of book titles, and a commas to separate items in a series and in a physical address.
- ▶ 5-COS 9 Apply mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotation, colon to introduce a list, and commas after introductory words, with a noun of direct address, and in a compound sentence.

Exercise 1

Write a Story About Big Mo!

Big Mo is the Biscuits' biggest fan! He loves kids of all ages. As a matter of fact, he would love to hear from you! Tell him about your favorite parts of a Biscuits game. Use a piece of paper addressed to Big Mo to write to him.

Send your fan letter to Big Mo at this address:

***Big Mo
c/o Montgomery Biscuits
200 Coosa St.
Montgomery, AL 36104***

Good Biscuits Have Good Mechanics

Read the following story about Big Mo. Correct any mistakes you find such as spelling, punctuation, or capitalization errors.

he's fuzzy, he's oranje, he's six feet of biscit loving beast.
He's Big mo, and when you see him around town watch your
lunch! He's a bit of a joker. and his curious long nose might scarf-
up your biscuits, or other edibles if yo'ure not careful. He loves
going to all of the montgomery biscuits' home games. In fact, he
wiches there Were more than 70! He cant wait to see you next
year at the new basebal stadium, Make sure to give him a big hug
when you see him because Big Mo loves kids of all ages!

Teacher Exercise Instructions: Language Arts, Art

Baseball Scramble:

A Biscuit version of a classic spelling drill – The following terms are words used in baseball and their definitions are listed in the glossary in the first exercise. For reference, the scrambled words are bunt, RBI, double, walk, ball, steal, strike, single, team, and triple.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 1-COS 1 Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.
- ▶ 2-COS 2 Apply phonetic strategies to decode unfamiliar and multisyllable words using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.
- ▶ 4-COS 1 Demonstrate word recognition skills, including structural analysis.

My Own Baseball Card:

This exercise is meant to encourage a bit of creativity. Students are asked to draw or attach a photo of something that represents them. In addition, there is a section to write and express their own opinions.

Addresses the following content standards from the *Alabama Course of Study: English Language Arts*:

- ▶ 1-COS 8 Use complete sentences to address a topic or tell a story.
- ▶ 1-COS 9 Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun *I*.
- ▶ 2-COS 8, b6 Using descriptive, narrative, and expository modes of writing
- ▶ 3-COS 9, b3 Composing descriptive texts using sensory details and vivid language
- ▶ 3-COS 9, b8 Using figurative language to enhance written text
- ▶ 4-COS 9 Respond in writing to open-ended questions.

Addresses the following content standards from the *Alabama Course of Study: Arts*:

- ▶ K-COS 3 Create works of art to communicate ideas and moods.
- ▶ 1-COS 5 Describe moods, feeling, and emotions depicted by a work of art.
- ▶ 2-COS 6 Relate moods, feelings and emotions generated by a work of art to life experiences.
- ▶ 3-COS 4 Create symbolic works of art to communicate ideas.
- ▶ 5-COS 5 Identify societal values, beliefs, and everyday experiences expressed through works of art.

Exercise 2

Baseball Scramble

Unscramble the following baseball terms:

nbut	BIR	oudleb	alwk	albl
taels	iktser	glesni	emat	rpielt

My Own Baseball Card

Your teacher will give you a 5"x 8" index card. This will be your own baseball card as a member of the Montgomery Biscuits. Decorate the front of the card to represent yourself or attach a photo. The back of the card should be completed as follows:

Your Full Name:

Date of Birth: _____ **Birth Place:** -

Age: _____

Drafted by the Tampa Bay Rays

Others describe me as...

I aspire to be...

I greatly value...

I am unique because...

My favorite school subject is _____
because...

Teacher Exercise Instructions

Social Studies, Mathematics

The Southern League:

The Montgomery Biscuits are a part of the Southern League that contains ten teams from five states. Because our team travels by bus, it is often a topic of discussion as to the distance between teams and how far they have to travel. This map will give students an idea of how far the team travels to play a game. It also helps with geographical skills and mathematical skills.

To increase the level of difficulty in this exercise you may ask the students to complete any of the questions at the bottom of the page. For reference, there are 4 teams in Alabama, 3 teams in Tennessee, 1 team in South Carolina, 1 team in North Carolina, and 1 team in Florida. MapQuest.com or an atlas is a good tool to use to find the distance between cities.

Answers:

1. *Huntsville Stars (AL)*
2. *Birmingham Barons (AL)*
3. *Montgomery Biscuits (AL)*
4. *Mobile BayBears (AL)*
5. *Jacksonville Suns (FL)*
6. *Mississippi Braves (MS)*
7. *Carolina Mudcats (NC)*
8. *Tennessee Smokies (TN)*
9. *Chattanooga Lookouts (TN)*
10. *West Tennessee Diamond Jaxx (TN)*

Extension Question Answers

1. *Alabama – Montgomery, Mississippi – Jackson, Georgia – Atlanta, Florida – Tallahassee, North Carolina – Raleigh, Tennessee – Nashville*

Addresses the following content standards from the *Alabama Course of Study: Social Studies*:

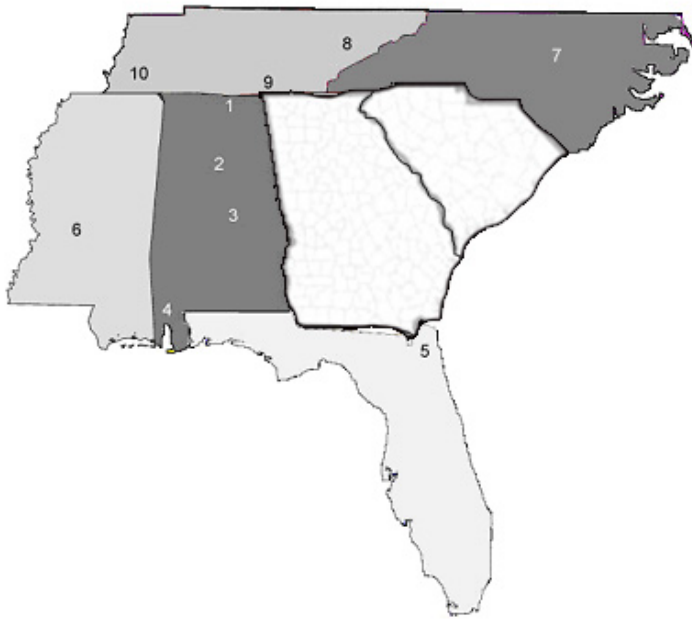
- ▶ 7 COS 1,b1 Explaining the use of map essentials, including type, size, shape, distance, location, scales and symbols.

Addresses the following content standards from the *Alabama Course of Study: Mathematics*:

- ▶ 1-COS 10, b1 Measuring the length of objects using a variety of nonstandard units.
- ▶ 2-COS 9 Describe the route from one location to another by applying concepts of direction and distance.
- ▶ 2-COS 10 Measure length in customary units, including inches, feet and yards.
- ▶ 3-COS 1 Demonstrate number sense by comparing, ordering and expanding whole numbers through 9999.
- ▶ 3-COS 10 Measure length in metric units
- ▶ 4-COS 14 Measure length, width, weight and capacity, using metric and customary units, and temperature in degrees Fahrenheit and degrees Celsius.
- ▶ 5-COS 3 Solve word problems that involve decimals, fractions or money.

The Southern League

The Biscuits are one of ten teams in the Southern League. The League is comprised of teams from the states of Alabama, Tennessee, North Carolina, Mississippi, and Florida. Below is a map of these 5 states. Test your geographical skills and match the number with the team below.



- ___ Mobile BayBears (AL)
- ___ Tennessee Smokies (TN)
- ___ Mississippi Braves (MS)
- ___ Chattanooga Lookouts (TN)
- ___ Birmingham Barons (AL)
- ___ Montgomery Biscuits (AL)
- ___ Jacksonville Stars (AL)
- ___ Huntsville Stars (AL)
- ___ Carolina Mudcats (NC)
- ___ West Tennessee Diamond Jaxx (TN)

Extension Questions

1. Identify the capitals of each state and circle the teams in capital cities.
2. Use the Internet to identify the population of each metropolitan city that has a team
3. Calculate the distance between Montgomery and each of the cities in the Southern League. Order the cities from the closest to the furthest distance from Montgomery. Which team is closest to Montgomery? Furthest from Montgomery?
4. What is the furthest distance to travel in the league for teams to play each other?
5. Describe the direction the team must travel to each city from Montgomery.

Teacher Exercise Instructions: Social Studies

Historical Sites:

Use the Worksheet 1 – Exercise 4 as another option for student social studies activities. Help students learn about historical sites in Southern League. Also have students use the web or class discussion to answer specific questions.

Addresses the following content standards from the *Alabama Course of Study: Social Studies*:

- ▶ 3-COS 2b Locating historical landmarks on maps.
- ▶ 3-COS 11 Identify significant historical sites in Alabama, including locations of civil rights activities.

Answers

**Possible answers/assistance for questions.*

Birmingham

1. *Rickwood Field – America’s oldest baseball park; greats like Babe Ruth Dizzy Dean, Ray Caldwell, Hank Aaron, Willie Mays played there; Birmingham’s Black Barons called it home*
2. *Civil Rights District – Sixth Avenue Baptist Church (4 Little girls killed); Birmingham Civil Rights Institute – A Teaching Institute; Memorial Parks; Kelley Ingram Park; 4th Avenue District*
3. *Vulcan Center – Tells story of Alabama’s past, present, and future; on top of Red Mountain*
4. *Tannehill Ironworks Historical State Park – Tells story of iron works; camp sites, museum, crafts and restored ironworks*
5. *Sloss Furnace – captures a huge part of Birmingham’s industrial history*
6. *State Alabama Sports Hall of Fame*
7. *Southern Museum of Flight*
8. *Birmingham Museum of Art*
9. *Barber Vintage Motorsports Museum – Classic cars and motor cycles (over 900); Motorsport racing park, finest in North America*
10. *American Village – Colonial Teaching Interactive Institute*
11. *Moundville – Native Amercian Museum*

Huntsville

1. *Alabama Consitution Village – Commemorates Constitutional Covention of 1819 in Alabama; living history; working village (1805-1819)*
2. *Huntsville Space Flight Center (Marshall)*
3. *NASA*
4. *Dred Scott Home Site – 1857 Supreme court decision of Dred Scott which helped spark the Civil War*
5. *EarlyWorks Children’s Museum – Interactive, hands on history museum*
6. *Huntsville Stars/Joe Davis Stadium*

Mobile

1. *USS Alabama Battleship – Winner of nine battle stars in WWII*
2. *Museum of Mobile – Intricate and innovative exhibits that teach about the Native Americans and Alabama’s first inhabitants; takes one through 300 years of history to present day*

Exercise 4

3. *Bellingrath Gardens – The home of Walter and Bessie Bellingrath and the gardens and grounds that surrounded their home.*
4. *Gulf Shores*
5. *Confederate Memorial Park & Trail*
6. *American Sport Art Museum & Archives – Sports History*

Montgomery

1. *Alabama Department of History and Archives*
2. *Alabama Supreme Court and State Law Library*
3. *Alabama Shakespeare Festival*
4. *Alabama State Capitol*
5. *Alabama War Memorial and Wall of Honor*
6. *Civil Rights Memorial Center*
7. *First White House of Confederacy*
8. *Goat Hill Museum Store/Capitol*
9. *The Governor’s Mansion*
10. *Hyundai Motors Plant*
11. *Montgomery Biscuits*
12. *The Rosa Parks Museum & Library*
13. *Fort Toulouse*
14. *Old Town Alabama*
15. *Dexter Avenue Baptist Church*
16. *Hank Williams Museum*
17. *Train Depot*

Alabama Baseball History Quiz:

Use the Worksheet 1 – Exercise 4 as another option for student social studies activities. Help students learn about historical baseball players from Alabama.

Answers

D
B
C
A

Addresses the following content standards from the *Alabama Course of Study: Social Studies*:

- ▶ 4-COS 15a Recognizing Alabamians who have made significant contributions to society since 1950.

Exercise 4

Historical Sites

Reference the following map to answer the questions below.



1. **Locate historical sites and landmarks in the four Southern League cities in Alabama (Birmingham, Huntsville, Mobile and Montgomery.)**
2. **Describe briefly the events that occurred at each of these sites.**
3. **Describe what events occurred at Rickwood Field in Birmingham, Alabama and how the field is used today.**

Alabama Baseball History Quiz

Fill in the blanks with the correct alphabet that matches.

- _____ Born in Mobile, AL and played for the Atlanta Braves
- _____ Born in Wesfield, AL and played for the New York Mets and San Francisco Giants
- _____ Born in Titus, AL and played for the Cleveland Indians and New York Yankees
- _____ Born in Mobile, AL and played for the San Diego Padres and St. Louis Cardinals

CHOICES:

- | | |
|----------------|---------------|
| A. Ozzie Smith | C. Joe Sewell |
| B. Willie Mays | D. Hank Aaron |

Teacher Exercise Instructions – Social Studies

Folklore and Folktales:

Use the Worksheet 2 – Exercise 4 and Worksheet 3 – Exercise 4 as another option for student social studies activities (best as teacher guided). Help students learn about the cultural contributions of Native Americans, folklore, folk art and vernacular architecture. Answers will vary, best for class discussions.

Addresses the following content standards from the *Alabama Course of Study: Social Studies*:

- ▶ 4 COS 10d Discussing cultural contributions from various regions of Alabama that contributed to the formation of a state heritage.

Exercise 4

Historical Contributions of Folk Tales

1. Using a map, locate the regions of Alabama where the Creek Indians located?
2. Read the folk tale ***Why the Opossum Has a Bare Tail***. Describe which era in Alabama's history this event occurred.

Why the Opossum Has a Bare Tail (Alabama Folklore of Creek/Muscogee Tribe) retold by S.E. Schlosser



One day, Opossum was walking in the woods around sunset when he spied Raccoon. Now Opossum had always admired Raccoon because he had a beautiful tail with rings around it.

So Opossum went up to Raccoon and said: "How did you get those pretty rings on your tail?" Raccoon stroked his fluffy long tail and said, "Well, I wrapped bark around the tail here and here and here," he pointed. "Then I stuck my tail into the fire. The fur between the strips of bark turned black and the places underneath the bark remained white, just as you see!"

Opossum thanked Raccoon and hurried away to gather some bark. He wrapped the bark around his furry tail, built a big bonfire, and stuck his tail into the flames. Only the bonfire was too hot and too fierce. It instantly burned all of the hair off the Opossum's tail, leaving it entirely bare.

Opossum wailed and moaned when he saw his poor tail, but there was nothing he could do but wait for the fur to grow back. Opossum waited and waited and waited. But the tail was too badly burnt by the fire and the fur did not grow back. Opossum's tail remained bare for the rest of his life.

Opossum tails have been bare ever since.

3. Now, write your own folk story about animals that were hunted by Native Americans of Alabama before the 20th century.

Historical Contributions of Folk Tales

1. Briefly describe the major cultural contributions of folklore, folk art or architecture from the Southern League cities of Birmingham, Huntsville, Mobile and Montgomery.
2. Read the folk tale about **Sam and the Yellowhammer**. Describe which era in Alabama's history this event occurred.

The Yellowhammer

(Alabama Folklore)

S.E. Schlosser



Alabama's state bird also known as the *Flicker*, *Yellow-shafted Flicker*, *Southern Flicker*, *Common Flicker*

Once long ago, Sam, a young slave from Alabama, was sent to the market in Georgia with his master's cattle. After delivering the cattle to market, Sam was given some free time as a reward for good service. Sam decided to explore the city.

Sam went walking along the streets, admiring the fine residences of the Georgia folk. He was passing a particularly fine-looking mansion when he heard something give a scream. Sam was startled. He looked around for the screamer. There, up in a tree, he saw a parrot.

"Hush," Sam told the parrot.

Well, that parrot didn't hush. Instead he started cussin' and ragin' something fierce. Sam didn't like having a bird swear at him. He picked up a stick and tossed it at the parrot. A houseman was nearby. He saw Sam throw the stick at the bird and yelled out: "Don't kill that bird. It's valuable."

"Valuable?" Sam said. "Don't talk crazy! We got millions of them yellowhammers in Alabama. And ours got more manners!"

Well, the story of Sam and the parrot spread like wildfire around Georgia. Ever since, folks in Georgia have been calling Alabama the Yellowhammer State.

Teacher Exercise Instructions – Social Studies

Symbols at a Ballpark:

Use the Worksheet 4 – Exercise 4 as a supplement to this lesson.

1. Have the students learn the national anthem, ***“The Star Spangled Banner.”*** Have students work in groups to **write Found Poems**. (These are poems based on literary works such as other poems, songs, articles or stories.) Allow the students to present their poems to the class.
2. Have students research the story (the legend) of Betsy Ross and the American Flag. Additionally have students research the nickname for the American flag – **Old Glory**.
3. Explain how the symbols on the flag are also important. The American flag has fifty stars, one for each state in the United States. The thirteen stripes stand for the first thirteen colonies. Brainstorm with students some of the items that are special to them. Have them create a personal or class flag. *You might also teach the meanings of the colors commonly used on flags so that students can choose for their designs.*

Addresses the following content standards from the *Alabama Course of Study: Social Studies*:

- ▶ 4 COS 11 Identify historic symbols of patriotism.

Exercise 4


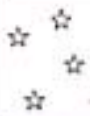


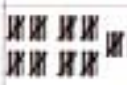
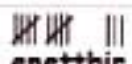
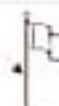



Symbols at a Ball Park

Every game at the ballpark is started off with the singing of the National Anthem. Players, fans, coaches and students all turn and face the American flag while listening to the performance. Being an American is a great honor, use these thoughts as you learn more about these patriotic symbols.

1. *Who was Betsy Ross?*

2. *Why is the American flag nicknamed Old Glory?*

3. *Unscramble the flag words:*

 galf _____	 rasst _____
 nnebar _____	 sstrpie _____
 tyiff _____	 enetthir _____
 lapefgol _____	 nfiial _____
 hfal-smat _____	ateslu  _____

4. *Flags are an important symbol of their country. Think about what is important to you and create a personal flag for yourself. Keep in mind the meanings of colors commonly used on flags when creating yours!*

Blue - fairness, faithfulness, sincerity

Black – grief, feeling very bad

Green – hope

Orange – strength, being strong

Purple – high rank (like president or queen)

Red – courage, not being afraid, brave

Silver or White - faith, purity

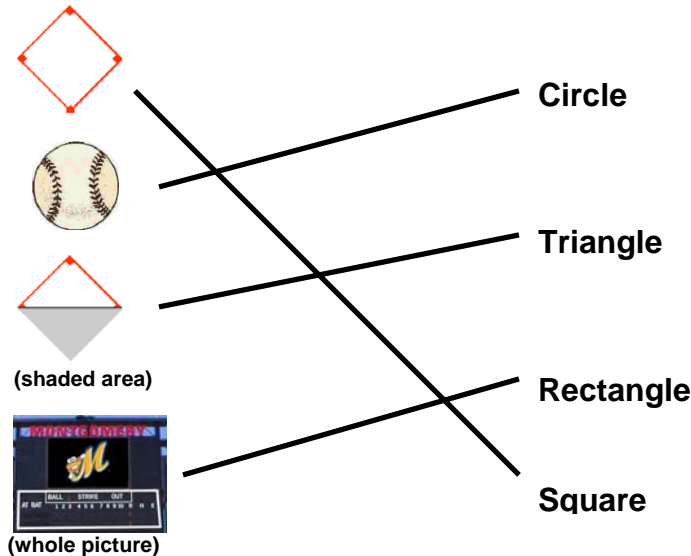
Yellow or Gold – honor, loyalty

Teacher Exercise Instructions – Mathematics

Shapes in Baseball:

There are two parts to this exercise. One is simpler for younger students while the second is a little more extensive. Both contain practice with the basics of geometry while demonstrating how mathematics can be found in everyday life – like in the game of baseball!

Answers:



$$\text{Area} = \underline{8100} \text{ feet}^2$$

$$\text{Perimeter} = \underline{360} \text{ feet}$$

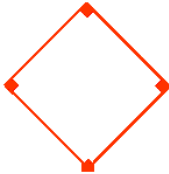
Addresses the following content standards from the *Alabama Course of Study, Mathematics*:

- ▶ K COS 7: Identify rectangles, squares, circles, and triangles.
- ▶ K COS 7, B1: Recognizing like shapes in the environment
- ▶ 1 COS 8: Differentiate among plane shapes, including circles, squares, rectangles, and triangles.
- ▶ 1 COS 8, B5: Combining shapes to fill in the area of a given shape
- ▶ 3 COS 8: Identify geometric representations for points, lines, perpendicular lines, parallel lines, angles, and rays.
- ▶ 4 COS 11: Identify triangles, quadrilaterals, pentagons, hexagons, or octagons based on the number of sides, angles, and vertices.
- ▶ 4 COS 14, B2: Estimating area using unit shapes
- ▶ 5 COS 12: Calculate the perimeter of rectangles from measured dimensions.

Exercise 5

Shapes in Baseball

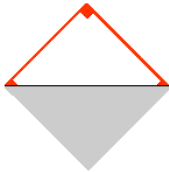
What shapes are these? Identify the following objects by matching them to the name of their shape. Draw a line between the item and its shape name.



Circle



Triangle



Rectangle

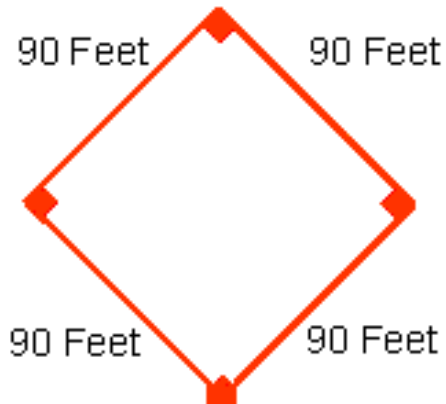
(shaded area)



Square

(whole picture)

What is the area of this baseball diamond? What is the perimeter?
 (Remember, area is length times width and perimeter is the sum of all four sides.)



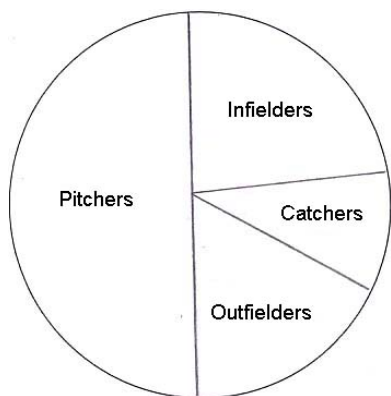
Area = _____ feet²

Perimeter = _____ feet

Teacher Exercise Instructions: Mathematics

Player Pie Chart:

Ask the students to create a graph to show how many players play each position. Younger students may choose to draw a line or bar graph. For students who have studied percentages, the lesson could also include students calculating the percentage of players in each category. A circle is drawn on the worksheet for drawing a pie graph using the percentages.



Answers: 50% of the Biscuits are pitchers
 12% of the Biscuits are catchers
 23% of the Biscuits are infielders
 15% of the Biscuits are outfielders

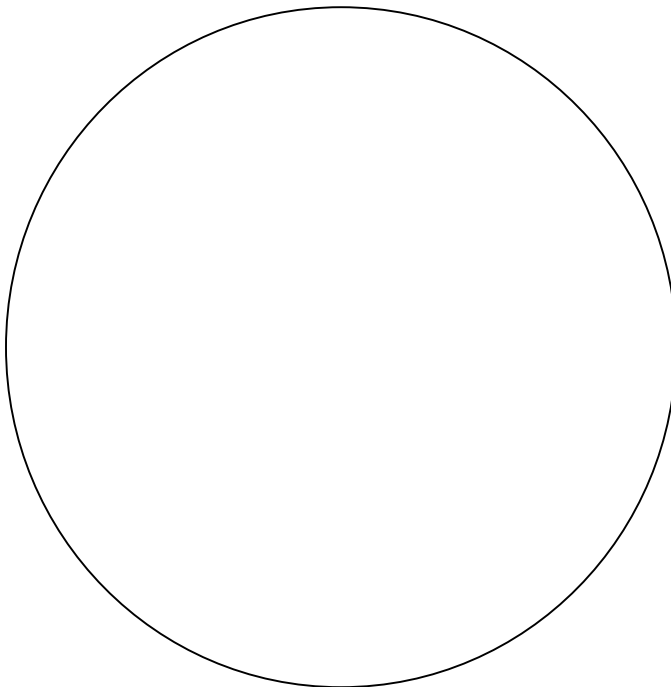
Addresses the following content standards from the *Alabama Course of Study, Mathematics*:

- ▶ 2 COS 13: Create displays, including appropriate labels, for a given set of data using pictographs, tally charts, bar graphs, or single- or double-loop Venn diagrams.
- ▶ 4 COS 15: Represent categorical data using tables and graphs, including bar graphs, line graphs, and line plots.

Exercise 5

Player Pie Chart

Look at the numbers below to find out how many players play each position. Then create a pie chart showing the percentages of each position on the team.

13**Pitchers****3****Catchers****6****Infielders****4****Outfielders**

_____ % of the Biscuits are pitchers

_____ % of the Biscuits are catchers

_____ % of the Biscuits are infielders

_____ % of the Biscuits are outfielders

Teacher Exercise Instructions

Movement, Music, Theatre and Visual Art

Movement (Dance):

Have students move to reflect: a fast pitch, a foul ball, a high pop-up, a batter ducking a pitch, a fielder stretching to catch a fly ball, or any other action they saw in the game.

Addresses the following content standards from the *Alabama Course of Study: Dance*

- ▶ 1-COS 2 Demonstrate the element of space through movement involving size, level, shape, direction, and pathways
- ▶ 3-COS 2 Demonstrate sequences of movements that combine elements of space, including shape, level, direction and relationships
- ▶ 5-COS 3 Demonstrate effort actions including punch, press, slash, wring, float, flick, dab, and glide.

Music:

Identify a piece of music heard at the ballpark (*Take Me Out to the Ball Game* or other piece with which the students are familiar). Play the music in the classroom and have students listen carefully. Have the students:

- sing the song expressively [loud (*forte*), soft (*piano*), fast, slow, sad, happy].
- clap the rhythm of the music.
- identify the instruments that they hear in the piece.
- create new words for the familiar song (*Let's Go Get a Big Pizza* for example).

Addresses the following content standards from the *Alabama Course of Study: Music*

- ▶ 1-COS Sing songs from various cultures and countries with age-appropriate vocal range, using clear vocal tone.
- ▶ 3-COS 4 Play rhythm patterns including whole notes and dotted half notes using pitched or non-pitched instruments or by clapping.
- ▶ 5-COS 12 Identify instruments of an orchestra by sight and sound.

Theatre:

Have students portray a character and/or incident they saw in the game. This may move from imitation at grades K-1 to improvising an imagined scene at the ballpark for fifth grade. Begin with a real event and lead them to an imagined one if they are not used to doing this kind of activity. Suggestions: a pitcher arguing with an umpire, two teammates fighting after both missed a fly ball, a team celebrating a home run, a player dejected after making an out. Help the students brainstorm alternative endings to the scenarios.

Addresses the following content standards from the *Alabama Course of Study: Theatre*

- ▶ 1-COS 6 Portray people from the community as characters in a dramatic activity
- ▶ 2-COS 3 Create classroom dramatizations based on personal experience, imagination . . .
- ▶ 4-COS 2 Improvise short scenes while working cooperatively in groups, including the use of role play.

Exercise 6

Teacher Exercise Instructions: Visual Art

Color Big Mo:

(For younger students utilize Worksheet 1 – Exercise 6) One of the most important parts of a child's development is his or her ability to think creatively. Use this exercise to give your students a chance to put their artistic skills to use.

Addresses the following content standards from the *Alabama Course of Study: Visual Art*

- ▶ K-COS 1 Use selected materials to produce a work of art.

Create Your Own:

(For older students) Have students work in groups to develop an imaginary game. Design a mascot, a stadium or field where the game is played, and the costumes for the team.

Addresses the following content standards from the *Alabama Course of Study: Visual Art*

- ▶ 4-COS 5 Describe functions of art within the total environment, including functional sculptures, urban improvement and transportation.

Exercise 6

Color Big Mo



TM

Teacher Exercise Instructions: Health Education

A Biscuit a Day Keeps the Doctor Away:

Students will decide what is true about exercise and nutrition and what's not in this True/False format quiz. Have your students complete the quiz and then read the following paragraphs about the Biscuits players' exercise regimen. For reference, the correct answers are listed below.

Answers

1. *False – You should eat 6-11 servings of bread and cereal and 2-3 servings of meat.*
2. *True*
3. *False – These health benefits are directly related to physical activity among children and adolescents.*
4. *True*
5. *True*
6. *False – The health risk posed by physical inactivity is almost as high as these other risk*
7. *factors.*
8. *False – Moderate daily physical activity can substantially reduce the risk of developing or dying from these diseases.*
9. *True*
10. *True*
11. *False – Fats, oils, and sweets are at the top of the food guide pyramid implying that very little of these foods should be eaten.*

Addresses the following content standards from the *Alabama Course of Study for Health Education*:

- ▶ K-COS 9 Identify characteristics of foods in the food guide pyramid.
- ▶ 1-COS 7 Identify ways personal health choices are influenced by peers, media, family and the community.
- ▶ 1-COS 8 Define a personal health goal.
- ▶ 1-COS 12 Recognize the six groups on the food guide pyramid.
- ▶ 2-COS 7 Identify activities that encourage healthy behavior.
- ▶ 2-COS 11 Identify the number of daily-required servings from each of the six groups on the food guide pyramid.
- ▶ 3-COS 9 Identify the nutrients in specific foods.
- ▶ 4-COS 11 Explain the relationship between proper nutrition and good health.
- ▶ 5-COS 7 Evaluate the impact of regular physical activity on health.

This information was gathered from two web sites: <http://www.nal.usda.gov:8001/py/pmap.htm> and http://fitness.gov/physical_activity_fact_sheet.html

Exercise 7

A Biscuit a Day Keeps the Doctor Away

Which of these statements are true and which are false? Test your knowledge of healthy foods and proper exercise with this quiz. Write "True" or "False" next to the statements. Your teacher will go over the correct answers with you when you're done.

1. _____ According to the Food Guide Pyramid, you should eat 6-11 servings of meat and 2-3 serving of bread and cereal.
2. _____ A physically active lifestyle adopted early in life may continue into adulthood.
3. _____ There are no related health benefits from physical activity among children and adolescents.
4. _____ Some diseases, like Type 2 diabetes and high blood pressure, that used to be found only in adults is now being diagnosed in children and teens.
5. _____ 18.8% of children ages 6 to 11 years are overweight. That number has doubled from 20 years ago.
6. _____ The health risk posed by physical inactivity is nowhere near as high as risk factors like cigarette smoking, high blood pressure, and high cholesterol.
7. _____ Moderate daily physical activity cannot reduce the risk of developing or dying from heart disease, type 2 diabetes, or certain cancers.
8. _____ According to the Food Guide Pyramid, you should eat less milk, yogurt, and cheese than vegetables.
9. _____ You can get significant health benefits from including a moderate amount of physical activity in your daily life.
10. _____ Fats, oils, and sweets are at the bottom of the food guide pyramid.

How the Biscuits Exercise

Baseball players have to exercise all year long to get in shape for baseball season. During the off-season (between October and February), they lift weights and do cardiovascular exercises. Cardiovascular means exercise that is related to the heart and blood vessels, such as running, walking on the treadmill, and jumping rope. Pitchers will practice throwing pitches once or twice a week. If they did not, they could seriously hurt their shoulders when they start pitching again during the season. The players also practice hitting balls during the off-season. During baseball season, players continue to exercise so they keep in shape. They lift weights and continue to do cardiovascular exercises. Exercise is very important for baseball players, just as important as it is for children like you!

Teacher's Exercise: Alabama Cattlemen's Association Beef Nutrition: MyPyramid

Healthy eating is very important for both the Biscuits players and students. The players eat a well balanced diet that contains items from each food group of MyPyramid. This helps them have the energy to play a 140 game season and hopefully have minimal injuries!

The Alabama Cattlemen's Association encourages healthy eating habits from the Meat & Bean group as well as the other four areas from the MyPyramid.

MyPyramid was developed in 2005, after the initial Food Guide Pyramid, which focuses on healthy eating as well as physical activity. MyPyramid focuses on the basics, be physically active and choose nutrient-rich foods, or power foods, from all five food groups every day.

Encourage students to visit the Alabama Cattlemen's Association's Philly Cheese Steak carts while they attend Grand Slam School Day!

For more information on the importance and nutrition of beef please visit any of the following websites:

www.beefnutrition.org

www.bamabeef.org

www.teachfree.com

These websites provide valuable educational information for students and how beef production fits in today's world



www.bamabeef.org

Beef Nutrition




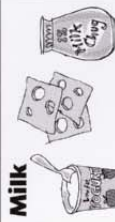


In this exercise (utilize Worksheet 1 – Exercise 8) students will be asked to monitor their daily food and physical activity for one week. At the end of the week students can see how their eating habits compare to their peers as well as talk about areas that they eat according to the guidelines as well as those areas that they can look to improve.

Exercise 8

MyPyramid Worksheet

Name _____

Check how you did yesterday and set a goal to aim for tomorrow.

Write in Your Choices from Yesterday	Food and Activity	Tip	Goal (Based on an 1800 Calorie Level)	List Each Food Choice in Its Food Group	Estimate Your Total
Breakfast: _____ _____ _____	Grains 	Tip Make at least half your grains whole.	Goal 6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or 1/2 cup cooked rice, pasta)		_____ ounce equivalents
Lunch: _____ _____ _____	Vegetables 	Color your plate with all kinds of great tasting veggies.	2-1/2 cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies)		_____ cups
Snack: _____ _____ _____	Fruits 	Make most choices fruit, not juice.	1-1/2 cups (1 cup fruit or 100% fruit juice, or 1/2 cup dried fruit = 1 cup of fruit)		_____ cups
Dinner: _____ _____ _____	Milk 	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1-1/2 ounces cheese = 1 cup milk)		_____ cups
Physical Activity: _____ _____ _____	Meat & Beans 	Choose lean beef or pork, skinless chicken or turkey. Vary your choices – more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, poultry, or 1/4 cup cooked dry beans)		_____ ounce equivalents
	Physical Activity 	Build more physical activity into your daily routine at home and school.	At least 60 minutes of moderate to vigorous activity every day or most days		_____ minutes

How did you do yesterday? Great So-So Not So Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

The Alabama Cattlemen's Association is an official sponsor of the Montgomery Biscuits. Alabama Beef Producers thanks to their Beef Checkoff Program



Teacher Exercise Instructions

ACA - Beef Nutrition & Beef Cuts

Beef Cut Quiz

Beef is a very important part of a healthy person's diet. The Alabama Cattlemen's Association feels strongly that it is important to educate students on the importance of beef within your diet. As a way to learn more about beef, please direct your students to learn about the beef cuts of a cow.

Please direct students to cut out the cuts of beef and glue them onto the cow as indicated. It is encouraged to discuss and/or ask students about beef products that they consume. This exercise will allow them to see which part of a cow the beef products they consume are located.

Exercise 8



BEEF CUT QUIZ



**BEEF GOES GREAT
WITH BISCUITS!**

The Alabama Cattlemen's Association
is an official sponsor of the Montgomery Biscuits.

Provided by the Alabama Cattlemen's Association and
the Alabama Beef Producers thanks to their Beef Checkoff program



You can use the link below as a great tool to educate the students on the various areas of the cow along with the names of all the cuts of beef and where they are located on the cow. This chart is also color coded with recommended cooking methods for each cut of beef.

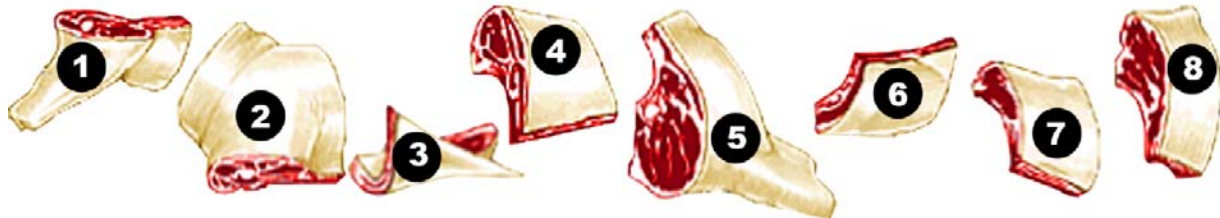
<http://www.beefitswhatsfordinner.com/pdf/BeefCutsEn.pdf>



BEEF CUT QUIZ

Please CUT OUT each cut of beef and place it on the cow!

1 BRISKET & FORESHANK	2 CHUCK	3 FLANK	4 RIB	5 ROUND	6 SHORT PLATE	7 SHORT RIBS	8 SIRLOIN
Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:	Makes these cuts of beef:





Educational Materials for Grades 1 to 12:

- 1.) **Grades 1-12: "Caretakers All" Environmental Kit:** This environmentally-based tool kit tells the story of good "caretaking". The two main points addressed by this curriculum are stewardship and animal husbandry. Students will learn about 5 different environmental issues, in the 6th lesson they learn how to apply the principles learned in their own community.
- 2.) **Grades 1-12 – "Meet the Power Foods":** Poster and CD kit that is taken from the "Choose Well" beef educational kit. *Meet the Power Foods* Mini-Lesson is a shrink-wrapped package including a *Meet the Power Foods* poster and a disk that contains a PowerPoint presentation teaching students about *MyPyramid*, an interactive food label game called *Secret Source*, a presentation for school leaders and parents on school wellness, and a variety of other school wellness resources. A "read-me" file has also been added to instruct the RD/Teacher on how to present the material.
- 3.) **Grade 2 - Health and Nutrition: "MYPYRAMID FOR KIDS" tear pad (100 sheets) and poster** - A colorful MyPyramid tear pad and poster with a youthful version of the Food Guide Pyramid.
- 4.) **Grades 2-4 - Health and Nutrition: "THE SAFE FOOD JOURNEY"** - Poster details the journey food makes from farm to the students homes.
- 5.) **Grades 2-6 – "Power Up With Beef":** A colorful kids beef recipe brochure which includes beef nutritional information such as "ZIP" (Zinc, Iron and Protein), easy to prepare beef recipes and fun activity section.
- 6.) **Grades 4-5 - Social Studies: "CELEBRATE AMERICA" Video kit** - Explores a variety of beef recipes, foods and traditions from different cultures and gather information about how and when their families came to America. Includes a video, leader's guide, activity sheets and full-color poster.
- 7.) **Grades 4-5 – Nutrition/Health, Mathematics and Language Arts: "CHOOSE WELL" Video Kit** - An instructional strategy and teachers guide to teach elementary grade students the basics of good eating and the importance of physical activity. Kit includes reproducible materials for students, DVD with a 15 minute movie about "Food", CD Video game and posters. "Choose Well" includes a Telly award-winning video and a copy of *Appetite Attack*, an action-packed computer game from the Parents' Choice 2006 Approved Award-Winning Web site, www.zip4tweens.com. "Choose Well" has been favorably reviewed by the American Dietetic Association Foundation as part of the Healthy Families, Healthy Kids initiative.
- 8.) **Grades 5-6 - Science: "THINGS WE CAN LEARN FROM A COW & A WORM"** - Colorful poster with activities that demonstrates the positive role ruminants, especially cattle, plays in our environment.
- 9.) **Grades 5-6 - Science and Math: "FUELED FOR FLIGHT"** - A space travel theme to teach students how the body uses energy. Students learn math and science skills and key concepts for everyday health and nutrition.
- 10.) **Grades 6-8 – Social Studies and Language Arts: "BEEF IN BRIEF" – How America's Cattle Serve the World** – Kit includes interesting and educational information on modern beef production and how it fits in today's world. The kit will include information on nutrition, animal welfare, environment, food safety, the beef animal and the history of the beef industry.
- 11.) **Grades 5-12 & Adults – Health and Nutrition: "MYPYRAMID"- Tear sheets and posters** - Full-color 8 ½ x 11 inches tear pad with 100 sheets. Developed by the U.S. Department of Agriculture and the Department of Health and Human Services. Reverse side provides information on serving sizes.
- 12.) **Grades 7-12 – Science: "FACTS FOR YOUR FILES"** – Background fact sheets with information on a number of health, safety and environmental topics.

*** All of the educational materials are made possible thanks to Alabama Beef Producers and their Beef Checkoff program. ***

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www.bamabeef.org – e-mail: dvandiver@bamabeef.org





13.) Grades 7-12 – Consumer Sciences:

“BASICS ABOUT BEEF” – Colorful 24-page booklet for consumer science students that covers the nutritional benefits of beef as well as all aspects of buying, storing, preparing and serving beef. Contains word puzzles to reinforce and review the information found in the booklet.

14.) Grades 7-12 – Consumer Sciences:

“TAKE A COOK ON THE WILD SIDE” – A video kit to help junior and senior high school students learn about food safety and nutrition and also includes information on beef preparation. Includes five-lessons, a 20-minute video, a 16-page leader’s guide, eight black and white master sheets, a Retail Cuts of Beef poster, “And the Winner is... Ground Beef” student booklet and a “Basics About Beef” student booklet.

15.) Grades 7-12 – Consumer Sciences:

“RETAIL CUTS OF BEEF” – Large wall poster or 8” x 11” chart that shows wholesale and retail cuts of beef and is color-coded with correct cooking methods.

EDUCATIONAL MATERIALS FOR ADULTS ON NUTRITION, FOOD SAFETY, BEEF RECIPES & BEEF CUT CHARTS:

NUTRITION:

- 1.) **“FOOD GUIDE PYRAMID”** tear pad (100 sheets)
- 2.) **“Family Mealtime Kit”**
- 3.) **“Everyday Solutions Women’s Lifestyle”** tear pad (100 sheets)
- 4.) **“Beef Nutrients”** tear pad (100 sheets)
- 5.) **“29 Cuts of Lean Beef”** (comes in single 8 1/2 “ x 11” sheets)
- 6.) **“Tween”** tear pad (100 sheets) (Nutrition information for youth)
- 7.) **“Relax, Recover, Renew”** tear pad (100 sheets)
- 8.) **“Eating for 2”** tear pad for expectant mother’s (100 sheets)
- 9.) **“Childhood Nutrition”** tear pad (100 sheets)
- 10.) **“The Fitness Connection”** tear pad (100 sheets)
- 11.) www.beefnutrition.org bookmark
- 12.) www.teachfree.com bookmark
- 13.) www.zip4tweens.com bookmark
- 14.) School Wellness.org bookmarks (100 per package)
- 15.) Family Mealtimes.org bookmarks (100 per package)

FOOD SAFETY:

- 1.) **“Fight BAC” - “KEEPING BAC AWAY”** tear pad (50 sheets) – Includes food safety facts & proper cooking temperatures when cooking beef.

BEEF CUTS CHART:

- 1.) 8” x 11” full-color sheet 2.) Full-color poster

BEEF RECIPES:

- 1.) **“Confident Cooking with Beef”** - includes full-color beef recipes with the Beef Cuts Chart and tips to cook beef with confidence. Includes food safety, tips on buying and cooking beef, understanding the meat package label, nutrition information, storing beef, cookware basic tips, marinades and rubs, grilling tips and more.

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Teacher Exercise Instructions: Physical Education

Around the Bases

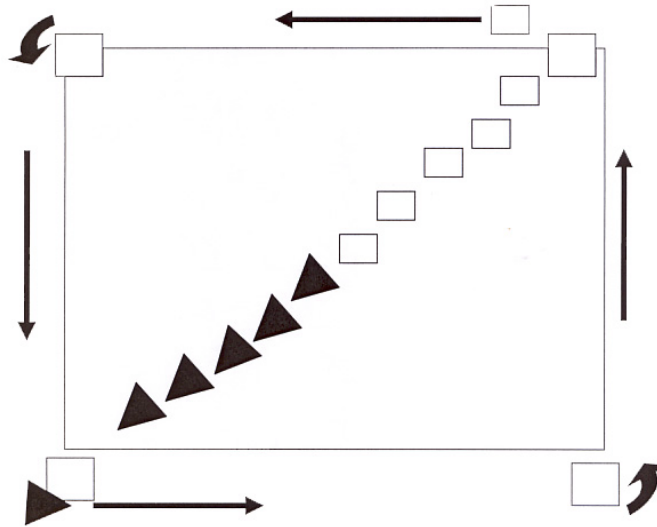
Players: Divide into two teams

Grade Level: 2-6

Equipment: Bases

Directions:

The object is for a team to be the first to have everyone run the bases. Line teams up on the inside of the diamond at diagonally opposite bases. The first person makes one complete circuit of the bases and then touches off the second player, who does the same thing.



Addresses the following content standards from the *Alabama Course of Study for Physical Education*:

- ▶ 2-COS 4 Demonstrate selected manipulative skills, including throwing, catching, dribbling and kicking.
- ▶ 2-COS 8 Exhibit the ability to adapt and adjust movement skills in open and closed environments.
- ▶ 2-COS 10 Engage in physical activity that causes an increased heart rate and heavy breathing.
- ▶ 2-COS 12 Identify the benefits of cooperating with others
- ▶ 2-COS 14 Play with others without regard for personal differences.
- ▶ 3-COS 3 Exhibit key characteristics of manipulative skills during performance, including throwing, catching and kicking
- ▶ 3-COS 6 Apply movement concepts to locomotor, nonlocomotor and manipulative activities.
- ▶ 3-COS 8 Identify the physiological indicators that accompany moderate-to-vigorous physical activities.
- ▶ 3-COS 12 Identify physical education class rules and procedures.
- ▶ 4-COS 9 Differentiate among intensity levels of exercise.
- ▶ 4-COS 12 Recognize the attributes that individuals bring to group activities.
- ▶ 4-COS 16 Apply specific rules, strategies and etiquette to activities with minimal reminders
- ▶ 5-COS 3 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.
- ▶ 5-COS 5 Design small-group activities involving offensive and defensive strategies in a cooperative setting.
- ▶ 5-COS 13 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.
- ▶ 5-COS 16 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.

Exercise 9

Teacher Exercise Instructions: Physical Education

Triple Crown Baseball

Players: Divide into two teams

Grade Level: 3-5

Equipment: Three bases, bucket or box, soft baseball or waffle ball, kickball

Directions:

Divide the class into two teams. Place bases in the same diamond position as a baseball field. The bases should be spaced out appropriately for children playing (i.e., close together for younger children). Place all balls into the box or bucket.

The batter takes the equipment out of the box one at a time and kicks or throws it away from the defense (outfield). The defense (outfield) is not allowed to move until the last piece of equipment is in the air. The batter/runner runs the bases and tries to get home before the (outfield) defense can return all of the equipment to the box. Each member of team 1 has a turn at bat and then the (outfield) defense comes in for their turn. A full inning usually takes about 15 minutes.

Addresses the following content standards from the *Alabama Course of Study for Physical Education*:

- ▶ 2-COS 4 Demonstrate selected manipulative skills, including throwing, catching, dribbling and kicking.
- ▶ 2-COS 8 Exhibit the ability to adapt and adjust movement skills in open and closed environments.
- ▶ 2-COS 10 Engage in physical activity that causes an increased heart rate and heavy breathing.
- ▶ 2-COS 12 Identify the benefits of cooperating with others
- ▶ 2-COS 14 Play with others without regard for personal differences.
- ▶ 3-COS 3 Exhibit key characteristics of manipulative skills during performance, including throwing, catching and kicking

- ▶ 3-COS 6 Apply movement concepts to locomotor, nonlocomotor and manipulative activities.
- ▶ 3-COS 8 Identify the physiological indicators that accompany moderate-to-vigorous physical activities.
- ▶ 3-COS 12 Identify physical education class rules and procedures.
- ▶ 4-COS 9 Differentiate among intensity levels of exercise.
- ▶ 4-COS 12 Recognize the attributes that individuals bring to group activities.
- ▶ 4-COS 16 Apply specific rules, strategies and etiquette to activities with minimal reminders
- ▶ 5-COS 3 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.

- ▶ 5-COS 5 Design small-group activities involving offensive and defensive strategies in a cooperative setting.
- ▶ 5-COS 13 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.
- ▶ 5-COS 16 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.

Exercise 9

Teacher Exercise Instructions: Physical Education

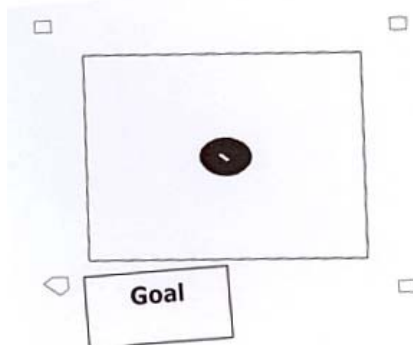
Frisbee Baseball

Players: Divide into two teams
Grade Level: 2-5
Equipment: Frisbee (nerf/soft is best), bases, something for a goal for home plate
Directions:

Mark off area like a baseball field with three bases and the home bases. Set the goal to the right of the home plate but away from the base to have some room in between the two. Pick one child on the outfield team to be in front of the goal because he/she is the goal catcher for the team in the outfield.

Line up the infield team in a single filed line to throw the Frisbee out into the outfield. As soon as they release the Frisbee they are to run around as many bases as possible before the outfield throws the Frisbee to their catcher.

The catcher has to throw the Frisbee into the goal to stop the runner on whatever base he/she is on at that time. If the runner makes it all the way around to home base then the infield gains a point. If the catcher throws the Frisbee into the goal when the runner is on third, the runner has to stay on third until the next thrower releases the Frisbee. Each player on each team gets one turn to throw. When everyone has thrown, the two teams switch positions. If someone in the outfield catches a thrown Frisbee (fly ball) it is considered an out. There is no "three out rule", everyone gets a turn; remind students that the outfield cannot throw a Frisbee into the goal; the catcher for that team must do it after the outfield throw it to him/her.



Addresses the following content standards from the *Alabama Course of Study for Physical Education*:

- ▶ 2-COS 4 Demonstrate selected manipulative skills, including throwing, catching, dribbling and kicking.
- ▶ 2-COS 8 Exhibit the ability to adapt and adjust movement skills in open and closed environments.
- ▶ 2-COS 10 Engage in physical activity that causes an increased heart rate and heavy breathing.
- ▶ 2-COS 12 Identify the benefits of cooperating with others
- ▶ 2-COS 14 Play with others without regard for personal differences.
- ▶ 3-COS 3 Exhibit key characteristics of manipulative skills during performance, including throwing, catching and kicking
- ▶ 3-COS 6 Apply movement concepts to locomotor, nonlocomotor and manipulative activities.
- ▶ 3-COS 8 Identify the physiological indicators that accompany moderate-to-vigorous physical activities.
- ▶ 3-COS 12 Identify physical education class rules and procedures.
- ▶ 4-COS 9 Differentiate among intensity levels of exercise.
- ▶ 4-COS 12 Recognize the attributes that individuals bring to group activities.
- ▶ 4-COS 16 Apply specific rules, strategies and etiquette to activities with minimal reminders
- ▶ 5-COS 3 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.
- ▶ 5-COS 5 Design small-group activities involving offensive and defensive strategies in a cooperative setting.
- ▶ 5-COS 13 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.
- ▶ 5-COS 16 Describe how the movement concepts of time, force, flow, direction, level, pathways and relationships impact the quality of complex movement patterns.

Exercise 9

Teacher Exercise Instructions: Physical Education

Label the Playing Positions

Utilize Worksheet 1 – Exercise 9.

Answers

- 1 – Pitcher
- 2 – Catcher
- 3 – First Base
- 4 – Second Base
- 5 – Shortstop
- 6 – Third Base
- 7 – Left fielder
- 8 – Center fielder
- 9 – Right fielder

Addresses the following content standards from the *Alabama Course of Study for Physical Education*:

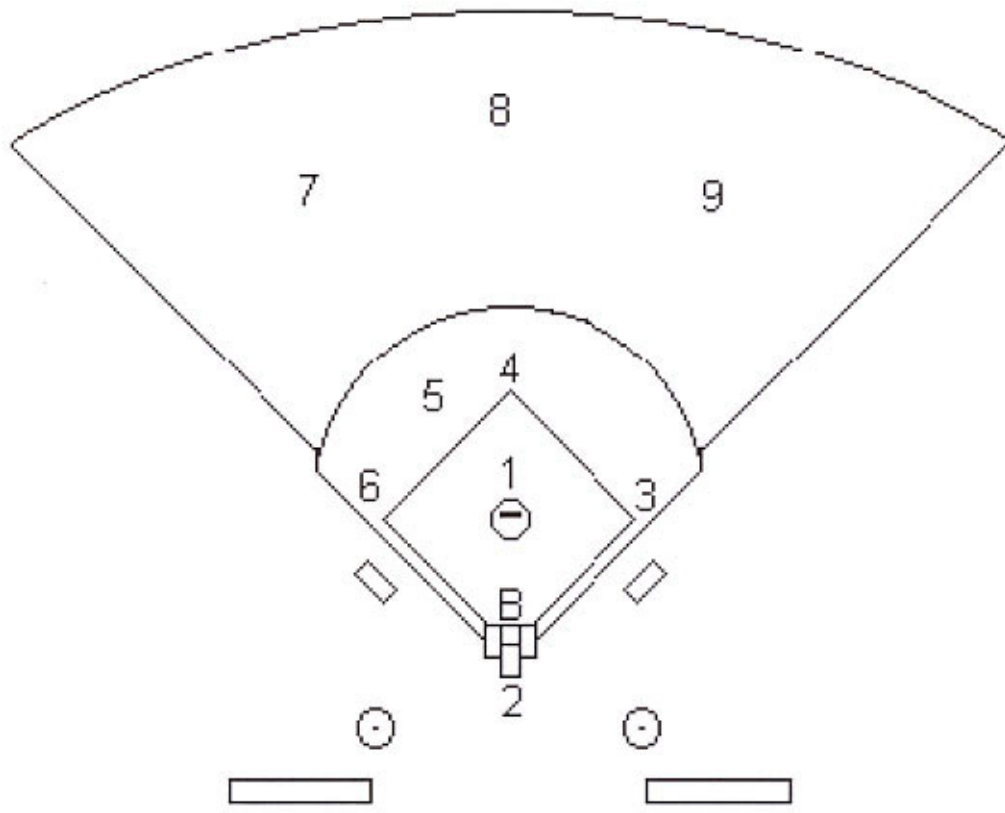
- ▶ 5 COS 5 Recognize basic concepts of game strategies.

Exercise 9

Label the Playing Positions

Directions

Write the number on the playing field by the correct playing position.



- Pitcher # _____
- Catcher # _____
- First base # _____
- Second base # _____
- Third base # _____
- Shortstop # _____
- Left fielder # _____
- Center fielder # _____
- Right fielder # _____

Teacher Exercise Instructions: Physical Education

Hidden Biscuits Message

Utilize Worksheet 2 – Exercise 9.

BLLUBBISCLUDIDT
SAARETHEIBLEGIG
ESCGROUNDERATNL
+L+K++EDIOM+IGI
++PES+WFEEN+EN
++CI+TNHRLNBURE
+A++RIOOILBLRS
COUNTRPGF+A+ET
YAKKER+N+LFSCPE
+++E+I+++LE+EA
++++K++B++A+NL
SHUTA++++AO+B++
+++EHITTERLU+++
+R++++++KT++
+B+++++++

Hidden Message:

Biscuits are the best!

(Over,Down,Direction)

ACE(2,7,NE)
BACKSTOP(1,1,SE)
BALK(9,11,SE)
BALL(13,12,NW)
BASE(12,7,S)
BREAKING(2,15,NE)
BULL(5,1,W)
CALLED(13,9,NW)
COUNT(1,8,E)
DINGER(14,1,S)
DOUBLE(9,3,SE)
ERROR(5,10,NE)
GAME(13,2,SW)
GROUNDER(4,3,E)
HITTER(5,13,E)
INFIELD(6,7,NE)
INNING(10,7,NE)
LINE(10,1,SW)
LINES(15,3,S)
OUT(11,12,SE)
PEN(14,9,S)
RUN(14,7,NW)
SHUT(1,12,E)
STEAL(15,7,S)
TRIPLE(6,8,NW)
WHIFF(7,5,SE)
YAKKER(1,9,E)

Addresses the following content standards from the *Alabama Course of Study for Physical Education*:

- ▶ 5 COS 5 Recognize basic concepts of game strategies.

Exercise 9

Hidden Biscuits Message

Directions

Find and circle the twenty-seven hidden words. When you're done, find the secret message phrase. (Hint: It has four words!)

B	L	L	U	B	B	I	S	C	L	U	D	I	D	T
S	A	A	R	E	T	H	E	I	B	L	E	G	I	G
E	S	C	G	R	O	U	N	D	E	R	A	T	N	L
D	L	T	K	X	N	E	D	I	O	M	Q	I	G	I
A	S	P	E	S	L	W	F	E	E	U	N	H	E	N
L	Z	C	I	O	T	N	H	R	L	N	B	U	R	E
Q	A	P	B	R	I	O	O	I	I	L	B	L	R	S
C	O	U	N	T	T	R	P	G	F	R	A	B	E	T
Y	A	K	K	E	R	A	N	T	L	F	S	C	P	E
T	Q	E	E	E	J	I	J	K	I	L	E	Q	E	A
V	R	R	E	U	K	F	A	B	P	J	A	H	N	L
S	H	U	T	A	S	Y	D	P	A	O	Z	B	Q	V
S	Q	K	E	H	I	T	T	E	R	L	U	X	P	U
S	T	R	U	F	K	U	N	R	J	D	K	T	C	M
S	B	F	R	K	C	X	G	W	H	U	U	J	Y	N

ACE	BACKSTOP	BALK
BALL	BASE	BREAKING
BULL	CALLED	COUNT
DINGER	DOUBLE	ERROR
GAME	GROUNDER	HITTER
INFIELD	INNING	LINE
LINES	OUT	PEN
RUN	SHUT	STEAL
TRIPLE	WHIFF	YAKKER

Teacher Exercise Instructions: Science

Science

Baseball Activity – Minimizing Handle Forces

See the attached (Worksheet – Exercise 10) for explanation. Activity can also be found at www.exploratorium.edu/baseball/handle_forces.html

Addresses the following content standards for the *Alabama Course of Study: Science*

- ▶ 2-COS 4,b1 Identifying simple machines, including the inclined plane, lever, pulley, wedge, screw and wheel and axle.

Exercise 10

Minimizing Handle Forces

A baseball bat has three "sweet spots"; one of them is called its "center of percussion" (COP). That's physicist talk for the point where the ball's impact causes the smallest shock to your hands. If you hit a baseball closer to the bat's handle than to the center of percussion, you'll feel a slight force pushing the handle back into the palm of your top hand. If you hit the ball farther out than the COP, you'll feel a slight push on your fingers in the opposite direction, trying to open up your grip. But if you hit the ball right on the COP, you won't feel any force on the handle. To find the COP on a bat, try this simple activity.

WHAT YOU NEED:

- A bat
- A ball
- A friend

TO DO AND NOTICE:

When you hold a bat with your hands at the bottom of the handle (a normal grip), the COP is located about six to eight inches from the fat end of the bat. If you choke up on the bat, the COP moves closer to the fat end. That's because the location of your top hand is the place you want the bat to pivot. Changing your hand's position on the bat changes where that pivot point is, which therefore changes the position of the COP to one that corresponds to the new pivot point.

To find the COP on a bat, hold it parallel to the ground in your hand. Make sure you hold it at the same place you normally do when playing a game. It's easier to feel the push if you hold the bat with only one hand; a two-handed grip helps to counteract the push in either direction. But be sure to hold it with the top hand in its "normal" position, no closer to the handle knob than you normally put your top hand. Close your eyes, so you can concentrate on the sensations you feel with your hand.

Have a friend throw a ball at the bat from a few inches away, starting at the end farthest from your hand and moving down the bat. The harder he or she can throw it, the better (as long as they're able to control where on the bat they're throwing the ball). Notice how the bat feels in your hand as the ball hits it. When we tried this at the Exploratorium, we could feel both a vibration and a force pushing on our hands. The amount of vibration and "push" varied, depending on where on the bat the ball hit. Some of us found it a little hard to distinguish between the two feelings, but if you can, the COP is where you feel the smallest push on your hand.



WHAT'S GOING ON?

A bat is essentially a long stick. When you hit a stick off center, two things happen: The entire stick wants to move straight backward, and it also wants to rotate around its center. It's this tendency to rotate that makes the bat's handle push back on or pull out of your hands.

When the ball hits the bat's COP, you don't feel a push or pull as the bat tries to spin. That's because when the bat spins, it pivots around one stationary point. When you hit a ball at the COP, the stationary point coincides with where your top hand is. So your hand feels no push one way or the other.

This is important if you want to hit the ball a long way. Every time you hit a ball at a point that's not the COP of your bat, some of the energy of your swing goes into moving the bat in your hands, not to pushing the ball so that it moves away from your farther and faster. If less of the bat's energy goes to your hands, more of it can be given to the ball.

For the Scoop on Grand Slam School Day, Visit www.biscuitsbaseball.com

Have questions about Grand Slam School Day? All the answers you need and lots of other great information is just a click away! Check out www.biscuitsbaseball.com for all the latest info on GSSD. Click on the link called Grand Slam School Day information, located on our home page, and then the rest is up to you! Here are some elements you'll find to assist you:

For the teachers...

- ◆ **Necessary event information:** including times, dates, ticket prices, lunch info.
- ◆ **Contacts:** who to call about your trip to Riverwalk Stadium.
- ◆ **E-mail:** a chance to e-mail questions such as "Where does the bus park?"
- ◆ **Educational Materials:** the opportunity to download this educational packet that was sent to schools in an effort to bring baseball to the classroom. (Adobe Acrobat is needed to download this information, if you do not have Acrobat, you can download the program from our site.)
- ◆ **Teacher Testimonials:** take a look at what other teachers and principals have to say about Grand Slam School Day.
- ◆ **Photos:** look at the fun from other Grand Slam School Days.

For the students...

- ◆ **Who will be there:** check out which other schools will be attending GSSD the day your school is there.
- ◆ **What to bring:** helpful reminders about what not to forget
- ◆ **Other activities:** besides a baseball game, there will be other events going on you may want to tune into.
- ◆ **Jr. Press:** after the game students will write articles about what they saw and learned from talking with players. If you are not a part of Jr. Press, but would still like to submit a story, this is the place for you.
- ◆ **Photos:** look at the fun from other Grand Slam School Days.