



“The Green under Your Feet”

Students explore plant life and discuss the purpose of grass as a playing surface in baseball.

Reference to Tennessee Science Standards:

- ✓ Embedded Inquiry: Observe the world of familiar objects using the senses and tools. (GLE 0007.Inq.1)
- ✓ Ask questions, make logical predictions, plan investigations, and represent data (GLE 0007.Inq.2)
- ✓ Explain the data from an investigation (GLE 007.Inq.3)
- ✓ Life Science - Interdependence: Recognize that some things are living and some are not. (GLE 0007.2.1)
- ✓ Life Science - Flow of Matter and Energy: Recognize that living things require water, food, and air. (GLE 0007.3.1)

Objectives:

Through class discussion and actually growing grass in the classroom, students will discover the basic needs of plants.

Materials:

Grass seed, containers in which to grow grass, soil, and water

Before the Game:

Discuss as a class what plants need to grow. Provide the students with materials to grow grass in the classroom. Discuss how and why the grass at a ballpark is different. Provide an example of turf and grass at home to touch and see.

At the Game:

Students should observe where grass is growing at the ballpark and where there is just dirt. Observe the groundskeepers as well. What things do they do to care for the field? Why is it a good idea to play baseball on grass? Are there other surfaces used to play baseball? Which is best? Why do you think that baseball has been played on grass fields?

Beyond the Game:

Discuss the observations the students made at the ballpark. In what areas do you see grass? In what areas do you see dirt? Why is each used? How does the grass grown in class compare to the grass at the ballpark? Did the grass grow in the classroom? Discuss why it did or did not. Discuss artificial grass/turf differences from the stadium and grass at home or at golf courses. What do stadiums do to maintain the turf?



“Common Senses”

Children actively observe during their experience at the baseball game, using all five senses to gather information.

Reference to Tennessee Science Standards:

- ✓ Embedded Inquiry: Observe the world of familiar objects using the senses and tools. (GLE 0007.Inq.1); Ask questions, make logical predictions, plan investigations, and represent data (GLE 0007.Inq.2); Explain the data from an investigation (GLE 0007.Inq.3)

Objectives:

The child will describe observations made with all five senses.

Materials:

An assortment of coins, game food, wood, leather, sunflower seeds, cardboard, tape recorders and cassette tapes

Before the Game:

Discuss how we take in information using all of our senses and use that information to understand the world. Begin making lists of words that describe a day at school, classifying each one as data gained from looking, smelling, tasting, hearing or touching. Have students try this while blindfolded. Document the students’ classifications. Also, discuss adjectives as describing words prior to the game.

At the Game:

Have students record what they observe with their five senses. Have them describe what they see, smell, hear, taste and touch. During loud fan noise, use fingers to quickly plug and unplug ears to make the sound come and go. Try tasting the baseball food while holding one’s nose plugged. Does it taste the same? Make a point to thoughtfully touch objects usually taken for granted: the seats, a ticket, a hot dog bun, the railings, etc. Have students play “The Alphabet Game,” attempting to identify each of the senses for every letter of the alphabet. Incorporate a game of I Spy __, I Smell __, I Feel __, etc., and use adjectives or adverbs until other students are able to guess the particular sensation. This can be done on the way to and from the game.

Beyond the Game:

Have children work in teams to make games, posters, a book, tape recordings or ANYTHING to showcase the sensory experiences of the baseball game. For instance, a “Smellers” team could choose to make smell boxes of game day smells: the leather of the mitt, the wood of the bat, the sweat of a player, etc. A “Touchers” team could choose to approximate some of the textures of game day with classroom items, and classify the items touched at the game as rough, smooth, cool, warm, soft, etc. on a poster chart. Make practical activities and relate them everyday experience - Where do you feel these types of textures in your home or classroom? Make charts “What we saw, tasted, heard, smelled, and touched. From this list children may illustrate a page. All pages can be combined to form a book.



“Rain Delay”

The children will describe the weather on the day of the game and apply their understanding of weather to other game conditions.

Reference to Tennessee Science Standards:

- ✓ Earth and Space Science - Atmosphere: Gather and interpret daily weather data. (GLE 0107.8.1)

Objectives:

The child will create a simple weather report.

Materials:

Thermometers, weather sections of newspaper, video of weather portions of news, AutoZone Park Webcam, Redbirds’ Game day Weather Link, paper and pencil

Before the Game:

As a class, children will make observations of weather on a daily basis and devise means to record their weather observations. These should include notations of temperature, precipitation and sky conditions. Periodically, watch on television or on videotape some weather reports and discuss what is included in these reports and how they are expressed and explained. Use the internet as well. Even dress a doll or puppet for different type of weather. How do the weather reporters use maps, tables, charts, and graphic displays to communicate and explain the weather to their viewers? Observe weather at the ball park using the AutoZone Park Webcam. Talk about appropriate clothing for rainy days and sunny days. Make a prediction on the forecast for Education Day including temperature and weather conditions. Compare their prediction to the Redbirds’ Game day Weather link. (Look for Webcam and Game day Weather links on AutoZone Park Menu at <http://www.memphisredbirds.com>)

At the Game:

Dress appropriately for the game. Make careful observations of the weather conditions on game day and note if any weather elements interfere with the game. Note the temperature as you enter or leave downtown. The children can write the weather report, or represent it in a sketch/drawing.

Beyond the Game:

Children make a full weather report of the game day conditions. This gives them an opportunity to combine their experiences with television weather forecasting with the weather conditions they experienced at game day. These may be videotaped, recorded or simply enjoyed by their classmates. Include predictions that were made before the game and how close the predictions were to the actual results. The teacher may want to use props and dramatic play

Other Variations: Discuss why baseball games are cancelled or postponed due to certain weather conditions. Have children research the relationship between other sports and weather conditions. Are football games cancelled when it rains or when it is cold? Why or why not? What about soccer, hockey, basketball, horse racing, auto racing, fishing or other sports?



Extended Ideas:

Reference to Tennessee Science Standards:

- ✓ Physical Science – Embedded Inquiry: Design and conduct open-ended scientific investigations (CLE 0707.Inq.1); Design and conduct scientific investigations to explore new phenomena, verify previous results, test how well a theory predicts, and compare opposing theories (CLE 3202.Inq.3)

Angle of the Sun

Using what students know about the sun and the lay-out of AutoZone Park, what seat would be the best if it was going to be a sunny, hot day? Which direction would you normally expect the wind to blow?

Observations

Ask students to spend one inning recording what they see. They can represent this in words and/or pictures.