



“Scoreboard Math”

Children will play with variations of numbers as organized on a baseball scoreboard.

Reference to Tennessee Mathematics Standards:

- ✓ Data Analysis, Statistics, and Probability: Organize, display, and analyze data using various representations to solve problems. (GLE 0306.5.1)

Reference to Common Core State Standards

1.NF.A.5 Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Objectives:

The child will use a variety of strategies to predict, estimate and compute using the scores earned by teams during a baseball game.

Materials:

Memphis Redbirds Score Board Illustration or student-made nine-inning scoreboards, paper and pencil, corresponding video:

<http://www.watchknowlearn.org/Video.aspx?VideoID=7447>

Before the Game:

The teacher should make a 2 X 9 matrix (so it is uniform) to represent the scoreboard, placing the opponent’s team name and the Redbirds name in front of the rows of nine. Include columns for runs, hits and errors with a 2 X 12 matrix. Students then predict the score for each team per inning and then compute their prediction for the final score. Make a blank scoreboard to take to the game. Take a 2 X 9 matrix to the game. Students can decorate it before the game. See sample *Memphis Redbirds Scoreboard Illustration*.

At the Game:

Children mentally compute the total score per inning. They may take a blank scoreboard to record the actual score per team, per inning. OR, take and use their predictions:

- 1) How many runs did you predict the Redbirds would score in each inning? How many runs did they actually get in each inning? What was the difference?
- 2) How many runs did you predict the Redbirds would score in the whole game? How many runs did you predict the other team would score in the whole game? How many runs did you predict both teams would score together in the whole game? How many runs does each need to score to equal the amount you predicted? (e.g. if you predicted both teams together would score 15 runs and the Redbirds have scored 7 runs by the 5th inning, how many more runs do the two teams need to score to equal 15 runs?)
- 3) Pair students with a partner to compare predictions

Beyond the Game:

Use blank scoreboards to make up all the ways on this scoreboard that a team can score 18 runs in 9 innings, or all the ways a team can score X number of runs in X number of innings. Compare the predictions made to the actual scores on the scoreboards. Each student can analyze his or her predictions by inning and by team. How close were your predictions? Which inning came closest to the predicted score? Students can use a blank scorecard at home to record.

