

EDUCATOR'S ACTIVITY GUIDE



Betsy's Day at the Game

BY GREG BANCROFT * ILLUSTRATED BY KATHERINE BLACKMORE

Today is another game day, and Betsy is ready to show her grandpa all she's learned about keeping score. Exciting things are about to happen at today's game. As the anticipation builds, Betsy keeps track of it all—foul balls, home runs, and favorite players.



ABOUT THE AUTHOR

Greg Bancroft's first children's book, *Betsy's Day at the Game*, is a result of telling stories to children for more than 30 years. As an avid baseball fan, playing baseball nearly every day in the summer growing up, Greg understands baseball game experiences.



ABOUT THE ILLUSTRATOR

Katherine Blackmore has a BFA in Illustration and has been a professional artist for 20 years. She started out working for American Greetings, designing and creating cards and holiday products. She learned traditional animation at The Walt Disney Feature Animation Studio. Her screen credits include: *The Hunchback of Notre Dame*, *Mulan*, *Tarzan*, *Lilo & Stitch*, and *Brother Bear*. She lives in Florida with her husband and their three cats.



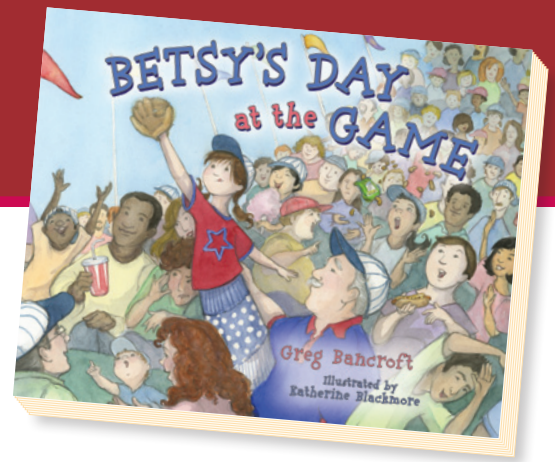
ABOUT THIS GUIDE

The material in this Educator's Activity Guide was created by Michele Pickel, Ph.D., Associate Professor of Education at Concordia University, St. Paul, MN utilizing *Betsy's Day at the Game* by Greg Bancroft as part of her early literacy teaching curriculum and written in collaboration with Karen Latchana Kenney in partnership with the publisher.

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Read It!

ABOUT THE BOOK

Betsy loves to go to baseball games with her grandpa. As she shows him how she keeps score, the reader learns all about baseball scorecards as well. Betsy finds out that her love of baseball runs in her family; her mother loved to go to games with her dad when she was little. This love of baseball connects the generations in her family, showing how doing simple activities together is important for people of all ages. Baseball is more than a game—it is truly an American treasure that has connected generations of people of all races. It was one of the first institutions to be racially integrated, leading the way for integration in other professional sports and American society. *Betsy's Day at the Game* encourages children and their families to share memories and continue important traditions. Blank scorecards and additional instructions at the end of the book prompt readers to try keeping score at their next baseball game. Blank scorecards can be downloaded at <http://betsyscorecard.scarlettapress.com>



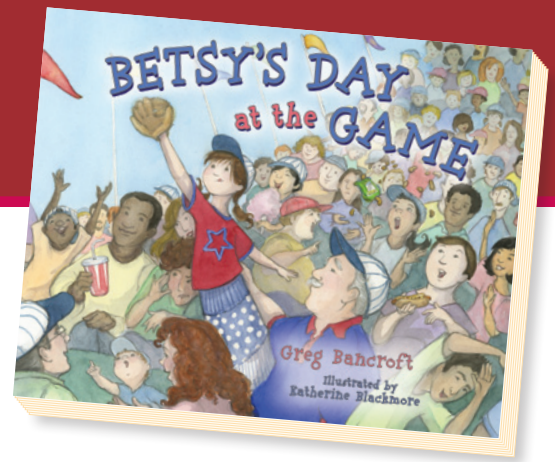
BEFORE YOU READ

- › Show students the cover of the book. Ask them what they think the story will be about. Point out Betsy's character. Discuss what they notice about Betsy that is a bit different.
- › Read the glossary. Ask students to look for the words as they read the book.
- › Show students a baseball scorecard. Discuss what they think it shows.
- › Ask students: Have you ever been to a baseball game? Discuss what they liked and found exciting about the game.

GLOSSARY

- apparently** (uh-PA-ruhnt-lee) obviously or clearly
- commotion** (kuh-MOH-shun) loud, noisy, and excited activity
- concentrate** (KON-suhn-trate) to focus one's thoughts or attention on something
- handiwork** (HAN-dee-werk) work that is done by hand
- margin** (MAR-juhn) the long, blank area that runs down the edge of a page
- replay** (RI-play) the video of an event that is played back in order to see or hear it again
- souvenirs** (soo-vuh-NIHRZ) an object that is kept to remind a person of a place, event, or another person
- stern** (STERN) strict or harsh
- unison** (YOO-nuh-suhn) doing something, such as singing or talking, together at the same time
- vendors** (VEN-durz) people who sell things, such as hot dogs at a game

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Know It!

DISCUSS THE BOOK

- › Ask students, “What’s the main idea of this book?” Write answers on the board and discuss aloud.
- › Separate students into small groups. Ask students to take turns telling the group their favorite and least-favorite parts of the story. Each student should provide some specific details from the story in their answers.
- › Discuss why Betsy’s mother showed Betsy her old score book. What does this tell the students about Betsy’s family? How do students think Betsy felt after finding out about her mother’s score book? Then discuss what kind of family traditions students have in their families. How do they connect with their parents or grandparents?



WRITE ABOUT IT

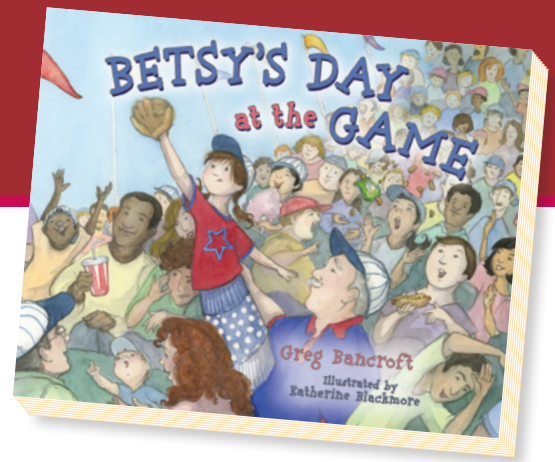
- › Ask students to pretend they were at the game Betsy attended. Tell them to create a baseball-themed journal. Use the baseball glove outline on *page 6* or suggest that they draw their own outline of a baseball or a bat to use as a journal page. Then ask students to write a journal entry describing their experience that day at the game.
- › Be a news reporter for a day. Ask students to write a newspaper article about the baseball game. Make sure they tell the who, what, where, how, and why of the game. Students can also draw “photographs” from an important scene in the story to go with their articles.



MAP IT OUT

- › **Compare and Contrast Characters:** Use the Venn diagram chart on *page 7* to compare and contrast two characters in the book. Write the names of the two characters next to the circles. In the area where the circles overlap, ask students to write how the characters are similar. In the outer circles, list ways the characters are different.
- › **Story Timeline:** Draw a timeline with three points: **Beginning**, **Middle**, and **End**. Ask students to plot events in the story on the timeline. Draw a scene from the story below each point in the timeline that helps describe what happens.

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Try It!

FUN ACTIVITIES

- › **Open Mind Portrait:** Use the Open Mind Portrait outline on *page 8*. Tell students they will create a thinking page for one of the characters in the book. Inside the outline, ask students to draw images that represent the character's thoughts at a certain point in the story. Ask students to share their open mind portraits with the class.



- › **Baseball Drills:** Practice vocabulary skills with some baseball drills. Make a bat using a paper tube or use a plastic bat. Tape vocabulary words from the glossary onto plastic baseballs. Ask one student to throw the balls to another student who must hit the balls. The pitcher must read the word taped to the ball, while the hitter responds with the definition of the word. Pitchers must let hitters know if the definitions are correct. Once all of the balls have been hit, pitchers and hitters should switch positions.



- › **Post-game Interviews:** Reporters often interview sports players or fans after a big game. Ask some students to pretend they are reporters, while other students pretend to be characters from the book. "Reporters" think of questions they would like to ask the characters. "Characters" know how they might answer questions about the game. Conduct the interviews in front of the class. Use some fun props, like microphones. Students could also dress in costumes for their parts.



- › **Score a Game:** Show students a taped baseball game or take them to a real game. Provide blank scorecards or ask students to use the scorecards in their copies of *Betsy's Day at the Game*. Ask students to fill out their scorecards as they watch the game.



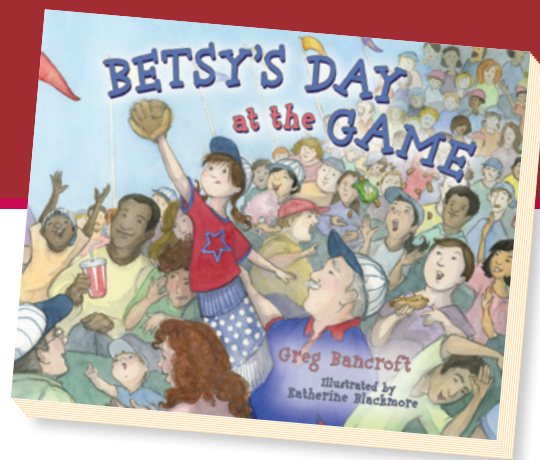
- › **Baseball History:** Ask students to visit some of the Web sites in the Explore More section on *page 5* of this guide to learn about baseball's history. Students should each find five surprising or unusual facts about baseball's history. Share these facts during a group discussion.

CONNECT

- › Listen to songs about baseball, such as "Take Me Out to the Ballgame" by Jack Norworth. Print out the lyrics for students as well. Discuss what the songs express about a love for the game. Compare ideas presented in the songs with ideas presented in the book.
- › Read the poem "Casey at the Bat" by Ernest Lawrence Thayer. Talk about what happens in the poem. Ask students how Betsy and her grandpa might have felt if they were at that game. Ask the students what they might have done.
- › Visit a local baseball field. Give them a copy of the Baseball Stats questions on *page 9*. Ask them to fill out as many statistics as they can find for the field.



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EXPLORE MORE

Visit the following Web sites to learn more about baseball and its history:

› **Library of Congress, Join America at Play**

http://www.americaslibrary.gov/jp/bball/jp_bball_early_1.html

Learn about how baseball began in the United States on this site.

› **Major League Baseball for Kids** <http://mlb.mlb.com/mlb/kids/>

Find links on this Web site to kids' pages on different Major League baseball Web sites.

› **National Baseball Hall of Fame and Museum** <http://baseballhall.org/museum/exhibits/online-exhibits>

Discover the National Baseball Hall of Fame Museum's online exhibits about baseball and its history, including many photographs, on this site.

COMMON CORE STATE STANDARDS

The activities and discussion questions in this guide support the following Common Core State Standards.

CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
CCSS.ELA-LITERACY.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-LITERACY.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-LITERACY.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCSS.ELA-LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

BETSY'S DAY at the GAME

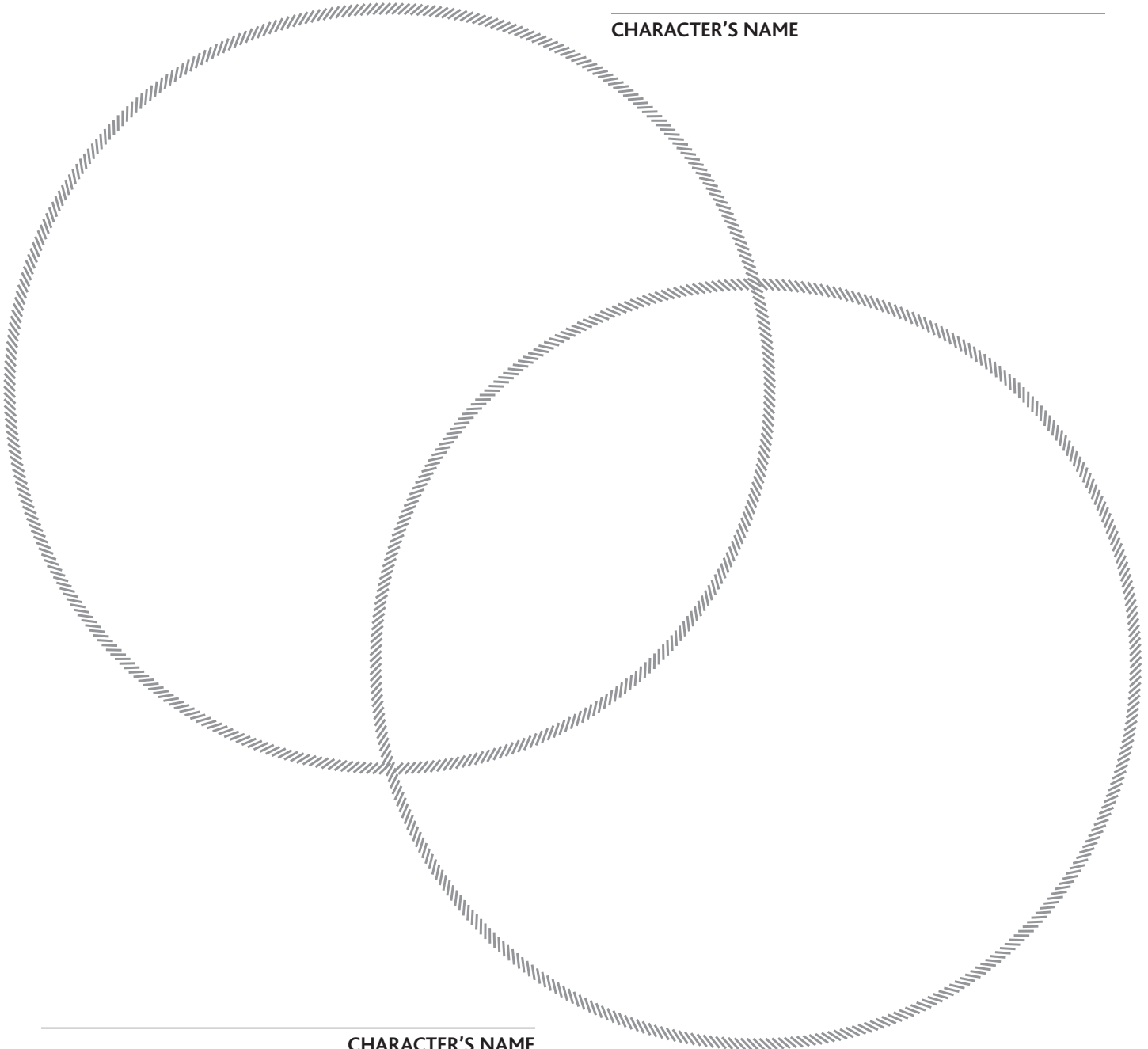
Baseball Journal



BETSY'S DAY at the GAME

Compare and Contrast Characters

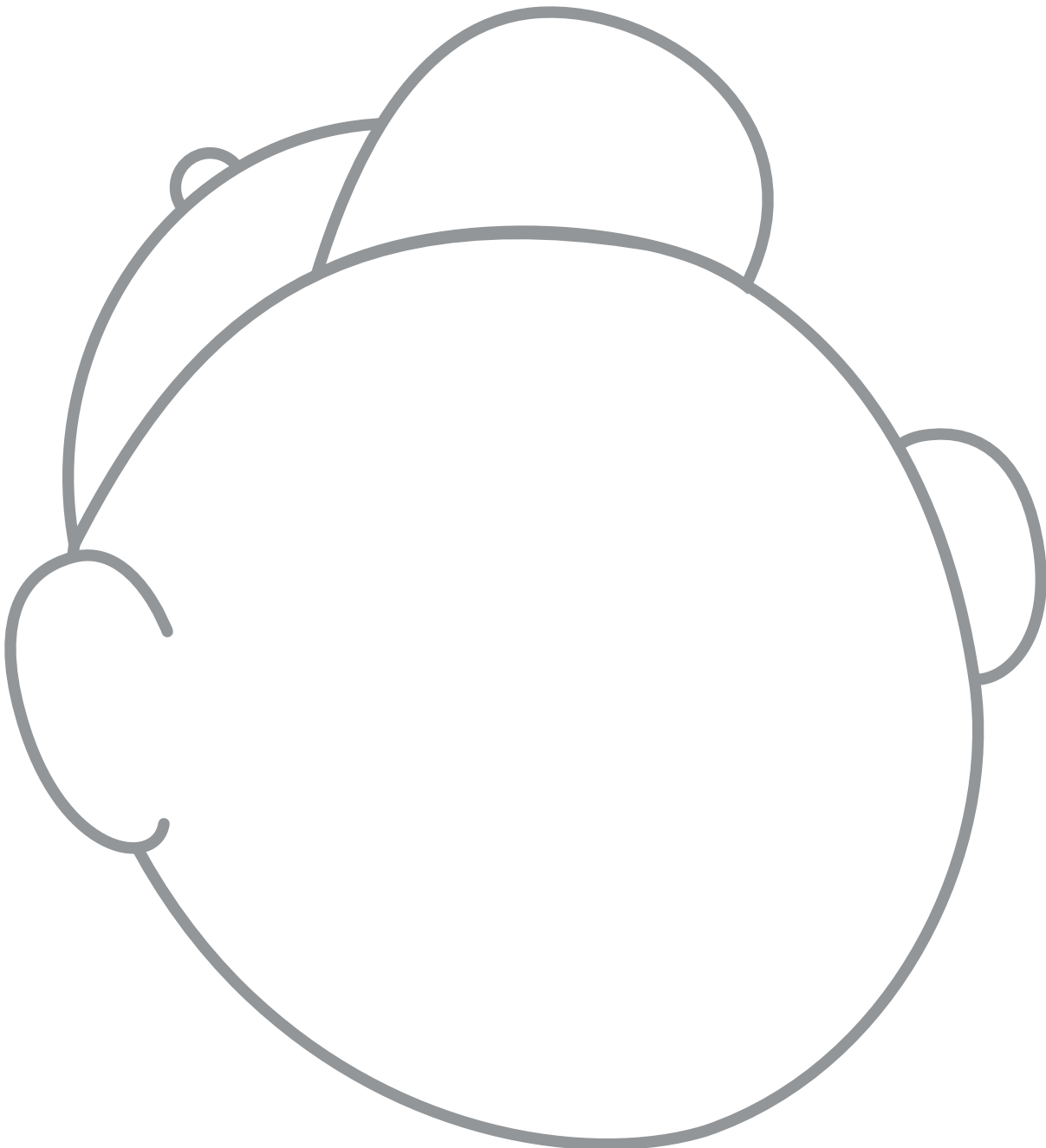
CHARACTER'S NAME



BETSY'S DAY at the GAME

Open Mind Portrait

CHARACTER'S NAME: _____



BETSY'S DAY at the GAME

Baseball Stats

Name of field: _____

Colors used on field: _____

Grass patterns: _____

Mascots: _____

Number of seats: _____

Paintings or pictures: _____

Scoreboard features: _____

Shape of bases: _____

Shape of park: _____

Statues: _____

Unusual features: _____

BETSY'S DAY at the GAME

Baseball Field

Sketch the field in the box below. Include as many of your Baseball Stats as you can in your sketch.

