Lesson 2 – Pre-Visit
As If You Were There: Part 1
Play by Play Verbs

Objective: Students will be able to:
- Identify verbs as action words.
- Become familiar with new verbs.
- Identify verbs used in sports commentary.
- Write a play-by-play script.

Time Required: 1 class period

Materials Needed:
- Computer with speakers
- Access to video or audio recordings of famous moments in baseball history
  (Many may be found online. Bookmark your choices in advance.)
- Pencils and paper

Vocabulary:
Action Verb – Type of verb that represents a visible action
Helping Verb – Type of verb that combines with a main verb to help it express tense, mood, and voice
Linking Verb – Type of verb that expresses a state of being or a condition. It links a noun with an adjective or another noun in a sentence.
Verb – A word that expresses action, being, or condition
Applicable Common Core State Standards:

CCSS.ELA-Literacy.L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.3.5, L.4.5, L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-Literacy.Ri.3.4, Ri.4.4, Ri.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-appropriate topic or subject area.

CCSS.ELA-Literacy.W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.4., W.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-Literacy.W.3.5, W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1. To begin this lesson, review that modern baseball fans can follow a game live on the radio, on television, and using the Internet. Radio and television commentators tell their listeners the play-by-play action of the game. Internet reporters write down the action as it happens. Commentators and reporters all describe the action of the game, so it’s easy to follow what’s happening, even if you can’t see it.

2. Discuss that in order to keep their reports interesting, sports commentators use many different verbs to describe the action of the game.

3. Review verbs to the extent necessary for your students. Younger students may only know that verbs express action, while older students should review types of verbs: action verbs, linking verbs, helping verbs.

4. As a class, brainstorm a variety of verbs that could be used to describe the action that takes place in a baseball game. Write down students’ ideas on the board or on a sheet of chart paper. Here’s a list to get you started: run, swing, hit, throw, catch, slide, and score.

5. As students begin to run out of original ideas, have students make use of a thesaurus to find additional verbs.

6. Review the list. Circle or highlight verbs that are particularly vivid.

7. Introduce the activity.
1. First, set up a computer with speakers so that all students can see and hear clearly.

2. Provide students with pencils and paper.

3. Watch videos or listen to several audio recordings of different baseball commentators. For each example, ask students to listen closely and write down any examples of verbs that they hear. (Since commentators tend to talk quickly, you may want to re-play the same example more than once.)

4. Review students’ notes. Add any new verbs to the list created during the lesson.

5. Have students work individually to write their own play-by-play baseball script (at least 1 page in length). Each script must include at least ten different verbs from the class list.

6. You may choose to have students illustrate their work.

**Conclusion:**

To complete this lesson and check for understanding, have students read their play-by-play scripts aloud. After each script is read, have students identify some of the verbs used by the script author.