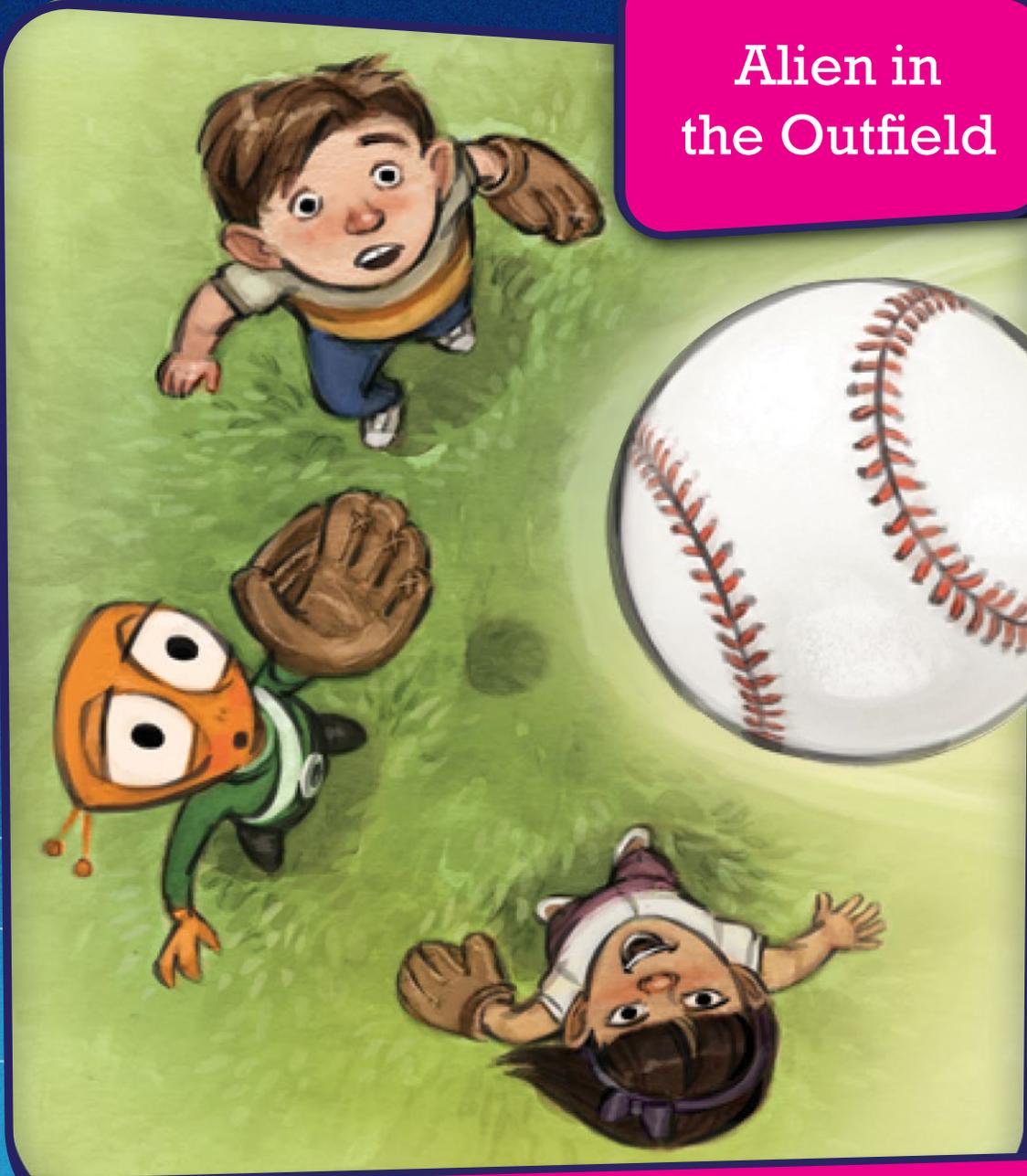


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How to Be an **EARTHILING**



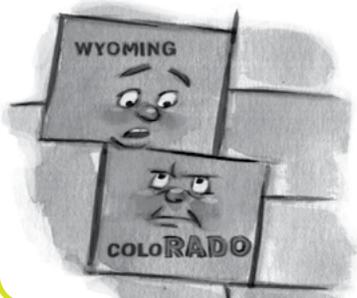
Alien in
the Outfield



★ ★ Mission Guide ★ ★

Alien in the Outfield

Mission 1: Let Me Be Your Tour Guide



Dear class,

Now that you've learned about where each state is, which state do you think you would like to visit the most? Let's create brochures for our favorite states and try to convince our friends to join us on a trip to the state we chose.

Your friend,
Mrs. Buckle

TASK:

Create a brochure that includes important information about a state. The brochure must include at least three places you would like to visit on your trip.

After creating a brochure, share it with your friends. Survey at least 10 of your friends and ask them if they would like visit the state based on your brochure. Create a graph that shows the results of your survey.

FOCUS QUESTIONS:

- 1 What state did you choose? Why did you choose that state?

- 2 What places do you want to highlight in your brochure? Why did you choose those places?

- 3 Use tally marks to show how many of your friends wanted to visit the state after reading your brochure and how many preferred to visit another state.

SUGGESTED SUPPLIES:

- access to a computer or research books
- access to a printer
- large paper
- markers or crayons

DD2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

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Mission 2: Fielding Teams



Dear Classmates,

I want to make sure our baseball teams are fair, so at recess yesterday I kept track of how everyone did. Can you help me decide who should be on my team and who should be on Adam's team to make our next game as fair as possible?

*Your friend,
Spork*

TASK:

Use the information in the table below to decide who should be on each team.

PLAYER	HITS (made out of 10)	CATCHES (made out of 10)	SPEED (1 mile run)	DISTANCE THROWN (in feet)
Spork	2	7	6 minutes 2 seconds	20 feet
Adam	7	10	9 minutes 30 seconds	37 feet
Grace	5	4	9 minutes 35 seconds	28 feet
Trixie	6	9	8 minutes 10 seconds	17 feet
Newton	3	8	13 minutes 50 seconds	25 feet
Jack	6	5	10 minutes 20 seconds	46 feet

FOCUS QUESTIONS:

1 Look at the table. Circle the strongest performance in each skill area. Place a small "X" in the box showing the weakest performance in each area.

2 Which two players would you put on Spork's team?

3 Which two players would you put on Adam's team?

4 Explain why you divided the teams the way you did.

CCSS.MATH.PRACTICE.
MP2 Reason abstractly and quantitatively.

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Mission 3: Letter of Encouragement



Dear classmates,

Mrs. Buckle taught us about the importance of perseverance. Perseverance means sticking with something until you get it and not giving up. Sometimes that's a tough thing to do. It's nice to have a friend encouraging you and reminding you that you can do it!

Your friend,
Trixie

TASK:

Make a card for a friend or a character in a book who could use some encouragement. Inside the card, write a message about the importance of persevering even when something is difficult.

FOCUS QUESTIONS:

1 Who did you choose to make a card for? Why?

2 When is a time that having perseverance helped you?

SUGGESTED SUPPLIES:

- paper
- rulers
- markers
- pencils
- crayons

CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Mission 4: Dividing Up the Work



Dear classmates,

I chose to divide up the states and study five every night. It helped so much and I was able to learn all 50 states after all! Can you think of other ways I could have broken up my studying into smaller chunks?

Your friend,
Adam

TASK:

When you have to learn something and it seems difficult, breaking the task into small parts can help. Use a variety of math strategies to determine ways to help Adam break up his studying.

FOCUS QUESTIONS:

- 1 How many days did it take Adam to learn the location of all 50 states if he studied five states each night? Explain your thinking.

- 2 If he wanted to learn all 50 states in less than a week, how many states would you suggest he learn each night? Why?

- 3 If he was struggling to learn five each night and decided to learn three states each night instead, how many days would it take him to learn all 50 states? How many states would he have to learn on the last day?

- 4 Why do you think the strategy of breaking up his studying into small chunks was helpful to Adam?

CCSS.MATH.PRACTICE.MP1
Make sense of problems and persevere in solving them.