



NFL SCHOOL SMARTS



NFLPLAYERS



Dear Educator:

One of the most effective ways to reach fourth- and fifth-graders is to relate academic subjects to students' interests and hobbies—including sports.

That's why the National Football League, PLAYERS INC (the marketing and licensing subsidiary of the NFL Players Association), and award-winning curriculum specialists Young Minds Inspired (YMI) are pleased to provide you with the third year of the extremely successful NFL School Smarts teaching program. **It features topics in mathematics, science, geography, and language arts. These subjects will capture your students' interest and enthusiasm while meeting national standards.**

THE MATERIALS IN THIS PROGRAM INCLUDE:

- 28 special packs of player trading cards to use with the activities. Each student gets his or her own pack, and each pack is different.
- Reproducible classroom activities focusing on mathematics, science, geography, and language arts
- A take-home activity printed in both English and Spanish
- A whole host of extra activities to extend the learning even further
- A full-color poster to help your class gather "class stats"

Please note—this guide was specially designed to be engaging even if you or your students do not have an in-depth knowledge of the game or are not ardent NFL football fans.

Using NFL player trading cards is only one of the ways you can use football to make learning exciting throughout the curriculum. The NFL has a host of new teaching materials and ideas available FREE at www.nflrush.com.

Although these materials are copyrighted, feel free to make as many photocopies as you need or download extra copies at www.ymiteacher.com.

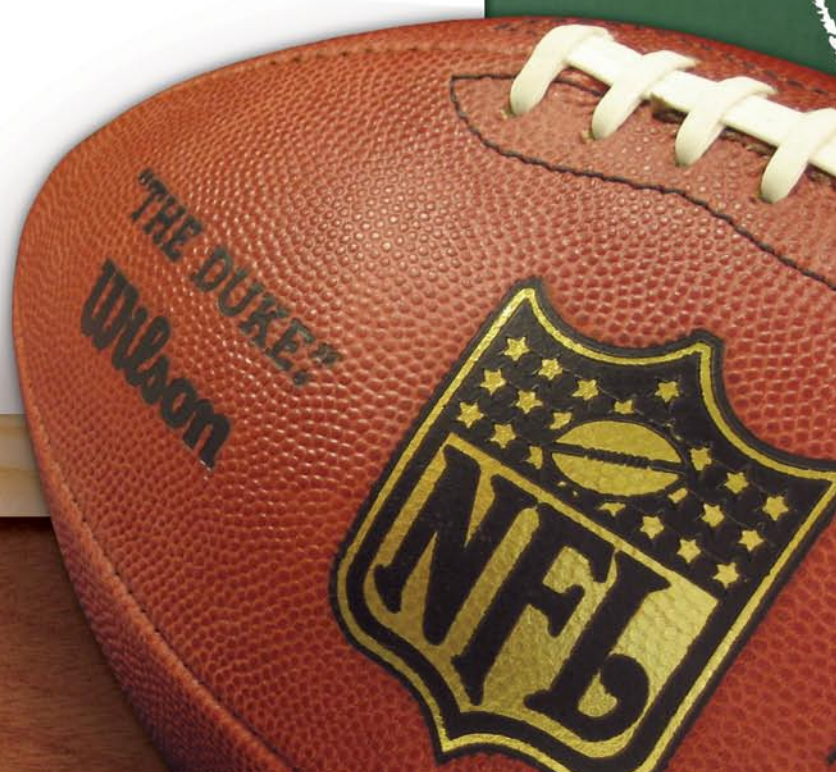
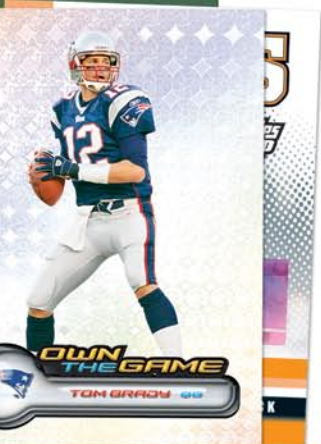
Sincerely,

Roberta Nusim
Publisher and former teacher



YMI is the only company developing free, creative and innovative classroom materials that is owned and directed by award-winning former teachers. All YMI teaching materials are approved by our exclusive Educational Advisory Board.

E-mail us at feedback@ymiclassroom.com or visit our Web site at www.ymiteacher.com to send feedback and download more free programs.



NATIONAL FOOTBALL LEAGUE



WHO SHOULD USE THIS PROGRAM?

This program has been designed for *fourth- and fifth-grade students*. Please share this material with other teachers.

PROGRAM COMPONENTS

- This teacher's guide
- Eight reproducible student activity sheets on mathematics, science, geography, and language arts, including one in English and Spanish
- Extension activity ideas
- 28 packs of NFL player trading cards
- A teaching wall poster for "class stats"
- A reply card for your comments

HOW TO USE THE WALL POSTER

Display the wall poster prominently and have your class record their own "stats"—information about their families, interests, and achievements. You can use this information to teach the mathematical standard of averaging.



A TEACHER'S PROFESSIONAL FOOTBALL PLAYBOOK*

Here are 11 professional football facts to get you in the game:

1. The object of professional football is for each team to get the ball into the end-zone and score the most points. A touchdown is 6 points. Teams earn a chance to kick for an "extra" point after scoring a touchdown.
2. A field goal is 3 points and involves a place kicker kicking the ball through the opponent's goal post from anywhere on the field.
3. Each game is made up of four quarters, each 15 minutes long.
4. There are 11 players on the field for each team.
5. When a team has possession of the ball, it is called the "offense." When a team is trying to prevent the other team from scoring, it is called the "defense."
6. The offense has 4 attempts to gain 10 yards. If they do (this is called a first down), they can try again until they either score points or do not gain 10 yards in 4 attempts.
7. A football field is 100 yards long, not counting the end zones.
8. Each end zone is 10 yards long.
9. A ball knocked out of a player's hand is called a fumble.
10. When a pass meant for an offensive player is caught by a defensive player, it's called an interception.
11. A pass that isn't caught is called an incomplete pass.

*You do not need to know or understand these rules to use the activities in this guide. If you want to know more about the rules and teams, go to www.nfl.com



IT'S ALL IN THE CARDS

Like any sport, NFL football has its own terms and abbreviations, but understanding them isn't necessary to use this program. The back of each player trading card includes a chart with each player's statistics. Not all cards have the same statistics. The explanations below may be useful if your students have questions about the cards. They are NOT necessary to complete all the activities.

GENERAL INFORMATION

- REC** **Receptions**—The number of times a player catches a pass, usually broken down by season. It can also be the number of receptions in the player's lifetime.
- YDS** **Yards**—Any of several kinds of yards, i.e. passing, receiving or return
- AVG** **Average**—If it follows REC and YDS, it means average yards per catch. It can also mean average rushing yards, average pass attempts, etc.
- LG** **Longest**—If this appears on a receiver's card, it's the longest catch or reception. It could also be the longest rush, pass or kick. The T means the longest one resulted in a touchdown.
- TD** **Touchdowns**—The number of touchdowns scored

ON A DEFENSIVE PLAYER'S CARD

- TACK** **Tackles**—The number of tackles the defensive player made during the season
- TKL**
- SACKS** A term used when a defensive player tackles the quarterback behind the line of scrimmage
- INT** **Interceptions**—The number of passes a defensive player has intercepted
- FF** **Fumbles Forced**—The number of fumbles the defensive player caused
- FR** **Fumbles Recovered**—The number of fumbles the defensive player recovered

ON A QUARTERBACK'S CARD

- G** **Games**—The number of games played, usually broken down by season. Can also refer to lifetime games played.
- ATT** **Attempts**—The number of passing attempts
- COMP** **Completions**—The number of passes completed
- PCT** **Completion percentage**—Completed passes divided by attempts
- YDS** **Yards**—Passing yards for a quarterback
- LG** **Longest**—The longest pass completed. If there is a T beside it, it resulted in a touchdown.
- TD** **Touchdowns**—The number of touchdowns scored
- INT** **Interceptions**—The number of times the quarterback has been intercepted
- RTG** **Rating**—A quarterback rating—a complex formula that assigns a numeric rating to performance

National Education Standards: 4TH & 5TH GRADES

ACTIVITY 1: PLOT THE PROS

Math: Make and use coordinate systems to specify locations and to describe paths.

ACTIVITY 2: MAKE YOUR OWN FIELD!

Math: Understand measurable attributes of objects and the units, systems, and processes of measurement.

ACTIVITY 3: YOU'RE THE HEAD COACH!

Math: Select and use appropriate statistical methods to analyze data.

ACTIVITY 4: MAKE THE TRADE!

Geography: Understand how to use maps to organize information about people, places, and environments in a spatial context.

ACTIVITY 5: BE A SPORTS REPORTER!

Language Arts: Conduct, research, and synthesize information to communicate knowledge.

ACTIVITY 6: SUPPORT THE HOME TEAM!

Social Studies: Understand the interaction between geography and society.

ACTIVITY 7: GAME-DAY EXPERIMENT

Science: Design and conduct a scientific investigation.



GET READY FOR THE KICK-OFF

Before starting, ask if anyone collects and trades cards of any kind. Then, introduce the idea of NFL player trading cards as a way to learn about football players' accomplishments, backgrounds, and personal stats. Have students bring their NFL player trading cards home and ask family members if they ever collected similar cards or how they used them. Encourage students to compare and trade cards with their classmates before starting the activities.

ACTIVITY 1

PLOT THE PROS

This activity teaches students to read and plot points on a line graph.

- Ask students to work in groups of two. Have them draw cards from the pack and look at the players' weight and height.
- Then, have them plot each player on the provided graph, where the X-axis is the player's weight and the Y-axis is the player's height.
- Once the graphs are complete, have them answer the questions on the sheet to get them thinking more about how height and weight affect NFL players.
- Note: Typically, the heavier players are on defense because their size can help block the other team. The smaller players are on offense because they need to be able to run quickly and weave around the opposing team.

RELATED ACTIVITIES

- Using the information on the back of the cards, students can find the mean, median, and mode for each category. This can be done individually, or with a partner or as a group of 3 or 4 students (using all of their cards).

ACTIVITY 2

MAKE YOUR OWN FIELD!

This activity teaches students measurement and ways to convert units of measurement.

- Ask students to turn the page sideways and look at the diagram, which shows the start of a football field.
- The top line represents the "sideline" and is 10 inches long. The line on the left is 5 inches long and represents one "end zone." Remind students that in this diagram, one inch=10 yards.
- First, have them draw in the other two sides of the rectangle, to complete the football field.
- Next, using their rulers, have them calculate where the 50-yard line would go, remembering that one inch=10 yards. Once they draw it in and label it, they can repeat this step to fill in the 10-, 20-, 30-, and 40-yard lines on each side.
- Answers: 1. 100 yards, 2. 300 feet, 3. 17.6 football fields.

RELATED ACTIVITIES

- Go metric! Have students figure out how many meters, centimeters, and millimeters there are in a real football field and in the diagram they just made.
- Explain that a perimeter is the sum of the length of the sides of a rectangle, and the area is the length times the width. Ask, what is the perimeter of a real football field in yards, feet, inches, and centimeters? What is the area of a real football field in yards, feet, inches, and centimeters?

ACTIVITY 3

YOU'RE THE HEAD COACH!

This activity teaches students to think about statistics and calculate averages.

- Students will pretend to be team managers of a brand new NFL team—they can even name the team, draw a logo, and create a mascot.
- Ask the students to look at the statistics on the sheet for Activity 3. Their job, as the head coach, is to choose which one of the three players they want on their team. The way they're going to decide is to choose the one who has the highest average of yards run across all the years he's been playing in the NFL. In other words, they want the player who has run the farthest, on average.
- They will need to add up all the numbers in the YARDS column and then divide by the number of years the player has been in the NFL.
- Next, they will rank the players from highest to lowest yard average.
- Once that's done, they will know which one has the highest average, so they'll know whom to pick for their team.

RELATED ACTIVITIES

- If students want to add more players to their team, encourage them to scout out other NFL player cards, calculate their averages, and add them to the ranking list.
- This activity can be repeated with any of the statistics on the NFL player cards. Students can draft players to their NFL team based on touchdowns scored, passes intercepted, completed field goal attempts, etc.

ACTIVITY 4

MAKE THE TRADE!

This activity teaches students to organize information geographically.

- The goal of this game is to collect four NFL player trading cards that show either four players from NFL teams in the North, four from teams in the South, four from teams in the East, four from teams in the West, or one player from each region. (Note: Players from teams in areas such as the Northeast or Southwest can count in either category.)
- Have students team up in groups of two and pool their NFL player trading cards. Each pair will then select a trading strategy. Do they want to collect players from the North, South, East, or West, or do they want one from each region? Students should not all pick the same strategy.
- Once the pairs have a strategy, it's time to start trading. They should take turns trading NFL player trading cards with their classmates. If the card they received fits in with the set they are collecting, they will keep it and label the blank slot on the card shown for Activity 4. If it doesn't, they can trade it away on their next turn. The first one to fill all four slots wins!

- Note: It might be helpful to allow students to use a United States map for reference.

RELATED ACTIVITIES

- Use the NFL player trading cards to teach U.S. geography. Have students use an atlas or a map to locate the states and cities of the NFL teams. Give them a blank map that they can fill in with all the NFL team locations.



ACTIVITY 5

BE A SPORTS REPORTER!

This activity teaches students to conduct and write an interview.

- Pair students up. Give one an NFL player trading card and have that student pretend to be the football player.
- The other student will be the journalist and will conduct the interview, using the questionnaire on Activity 5. Remind them to use the information on the card to answer the questions, but they can also use their imagination! When they're done, have them switch places and repeat.
- Finally, have the students turn their interviews into newspaper articles or TV reports. They will write about what they learned from the "NFL player" they interviewed, making sure to keep the information interesting and accurate based on what they were told.

RELATED ACTIVITIES

- Cut out sports interviews from your local newspaper and have the students analyze them. What was the main point of the interview? In their opinion, was it interesting, informative, and well-written? Why or why not?

ACTIVITY 6

SUPPORT THE HOME TEAM!

This activity teaches students the connection between geography and society.

- Students may know the name of their local NFL team, but do they know where that name came from? It's time to find out! As a class, brainstorm ideas about how your local NFL team got its name. (If you don't have a local team, or if you have more than one, ask the class to vote on the team that will be the focus of this project.)
- Once you have some hypotheses, divide the class into four groups. Each group will research one of the following areas: local geography, regional history, political history, and the history of the local stadium.
- Once the research has been collected, come back together for a class discussion. Have groups present their findings and, as a class, come to a conclusion about how your local NFL team got its name.
- Have students check their conclusions at www.profootball.com/history/nicknames.jsp

RELATED ACTIVITIES

- This activity can be repeated with as many other NFL franchises as you'd like. The more areas covered, the broader your students' knowledge of the history and geography of the United States.

ACTIVITY 7

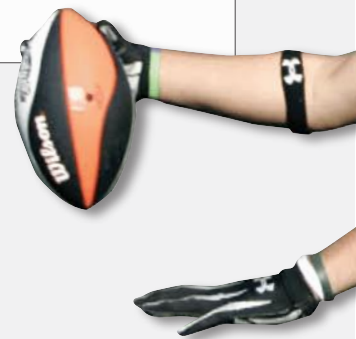
GAME-DAY EXPERIMENT

This activity teaches students to design and conduct a scientific investigation and is in both English and Spanish so students can involve family members in their learning process. Ask the class to vote on an NFL team to follow for one game.

- Before the game, have them research some basic facts about the records of both their team and the opposing team.
- Then, based on the facts, ask them to come up with individual hypotheses about who will win the upcoming game. They should also show the facts to family members to get their hypotheses, too.
- When game day comes, have students watch the game at home, with their family, to see if their hypotheses were right!

RELATED ACTIVITIES

- Students and their families can repeat this experiment for a few weeks or even for the entire NFL season. How often are their hypotheses correct? How often are they wrong?



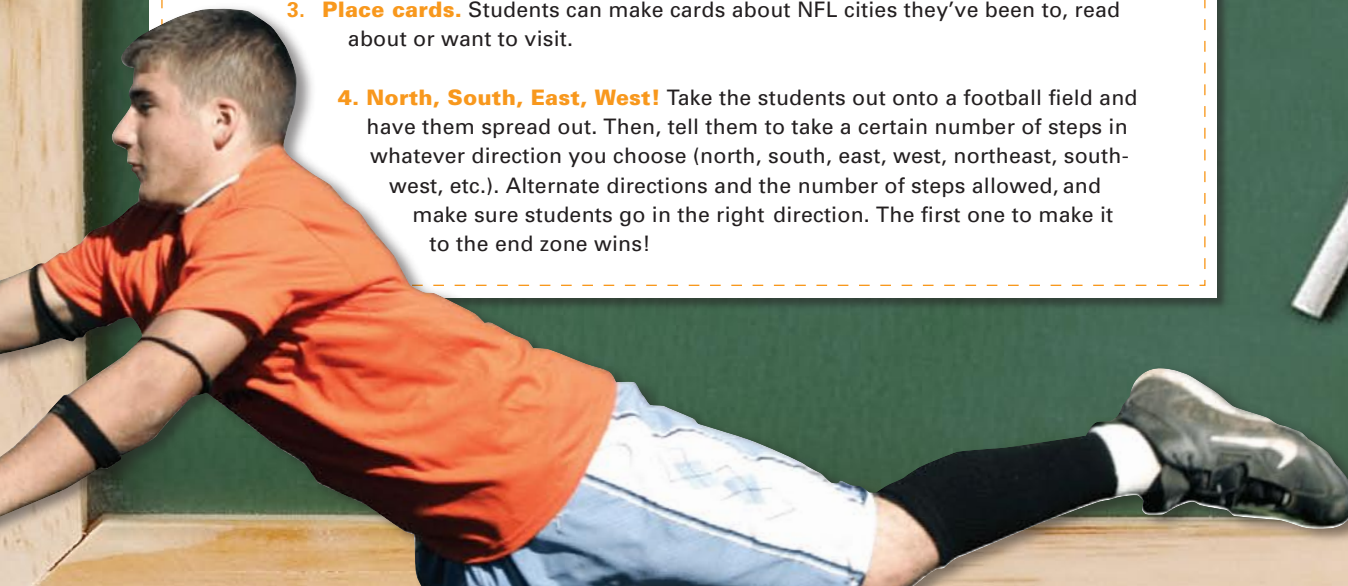
EVEN MORE NFL SCHOOL SMARTS

NFL MATH SMARTS

- 1. It's all in the numbers.** Use the stats on the back of the cards to practice adding, subtracting, multiplying, and decimals, rounding, metric and standard measurement conversions, percentages, converting decimals to percentages and fractions, and finding averages.
- 2. Game time.** Use the stats on the back of the cards to have a class math game. Divide the class into two teams and ask them math questions. Each time one team gets the right answer, they advance 10 yards, until somebody scores a touchdown. The game could be timed to add excitement.
- 3. About how many?** Using a series of NFL player cards, ask students to estimate the total for a set of statistics (yardage, touchdowns, passes, etc.) across a group of players. Explain that a quick way to estimate a sum is to round each number and then add the rounded sums together. The total won't be exactly right, but it'll be an accurate estimate of what happened. Discuss the importance and use of estimates in real life.
- 4. Read the stats.** After marking the cards with the students' initials, divide the cards between offense and defense. Students are randomly chosen for 4 teams. Divide the cards evenly between the teams (making sure that each group has the same number of offensive and defensive players). Teams choose players for their "dream team" using the information on the back of each card.

NFL GEOGRAPHY/SOCIAL STUDIES SMARTS

- 1. Map sense.** Have students use an atlas or map to plot the latitude, longitude, and time zone of each NFL city. Go to www.nfl.com to find the locations of NFL teams.
- 2. My kind of town.** Students can do a report about the NFL city that's closest to their school. What team or teams play there? What's the name of the stadium? What's the history of that stadium?
- 3. Place cards.** Students can make cards about NFL cities they've been to, read about or want to visit.
- 4. North, South, East, West!** Take the students out onto a football field and have them spread out. Then, tell them to take a certain number of steps in whatever direction you choose (north, south, east, west, northeast, southwest, etc.). Alternate directions and the number of steps allowed, and make sure students go in the right direction. The first one to make it to the end zone wins!



SPECIAL ACTIVITY NFL SCHOOL SMARTS FOOTBALL TRAINING CAMP

This should be set up similar to a field day. On a playground or in a field, you can set up stations for each activity using the categories from the back of the football card. Students will visit each station and participate in running a certain distance for time, throwing a football, catching a football, or kicking a football. (Other stations can be set up for other activities.) Each student has a "score card" to keep their information.

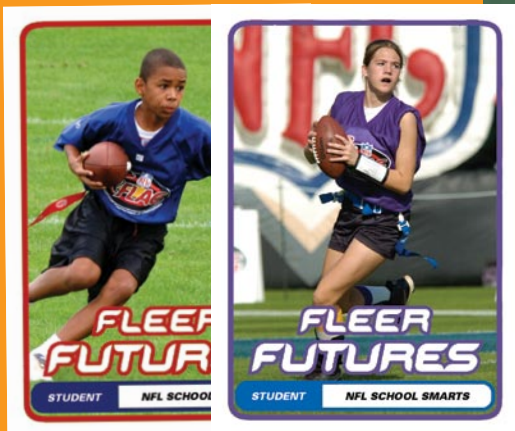
Once completed, students will create their own football card. They can bring in a picture, take a picture at school, or draw a picture on the front. On the back, each student should write a mini-biography and record their stats. These are great for sharing, parent night, conference night, etc. (This combines math, science, social studies, and language arts.)

NFL LANGUAGE SMARTS

- 1. Bio buzz.** Students can write a biography of a player using the information on the card and from information at www.nfl.com.
- 2. Who were your favorites?** Students can interview their parents about sports. What sports did they play when they were kids? Whom did they play with? What professional sports did they follow? What was their favorite team? Who were the stars? How have sports changed?
- 3. Adverb and adjective action.** While listening to a game, have students write down as many words as they can to describe how a player moves. Sports reporters use all sorts of adjectives when covering NFL games. Have your students read an article and highlight all the adjectives. Then they can rewrite the article, replacing all the adjectives with new ones, to see how their changes affect the meaning of the story.
- 4. Form your own team!** Have students brainstorm what they'd do if they could start their very own NFL team. What would they call it? Where would it be located? What would the team colors be? Have them write a story about their new team. Students might design a logo for the class, invent a class mascot, and design a class hat, towel, or banner.

NFL SCIENCE SMARTS

- 1. All in the family.** How do NFL players get so strong and athletic? Sure, they exercise a lot, but did they get their body characteristics or any of their skills from their parents? Have your students research whether muscle mass, height, strength, and specific athletic skills are the types of traits that can be inherited. They can also research NFL players to see how many siblings play in the NFL or how many children of former players are currently in the game.
- 2. Heavy duty.** Have students research the effects of gravity on football players and on the ball. How does gravity help them? What would happen to a pass or a kick if there weren't any gravity?
- 3. Shape smarts.** Ask students to find out about how the shape of a football affects the way it is thrown and the distance it covers.
- 4. Weather or not.** Using an almanac, have students complete a chart of the climate for each stadium from the cards in the packs. Find the average temperatures for September, October, November, December and January. Also list the average precipitation for those same months (average rainfall/snowfall).



ADDITIONAL RESOURCES

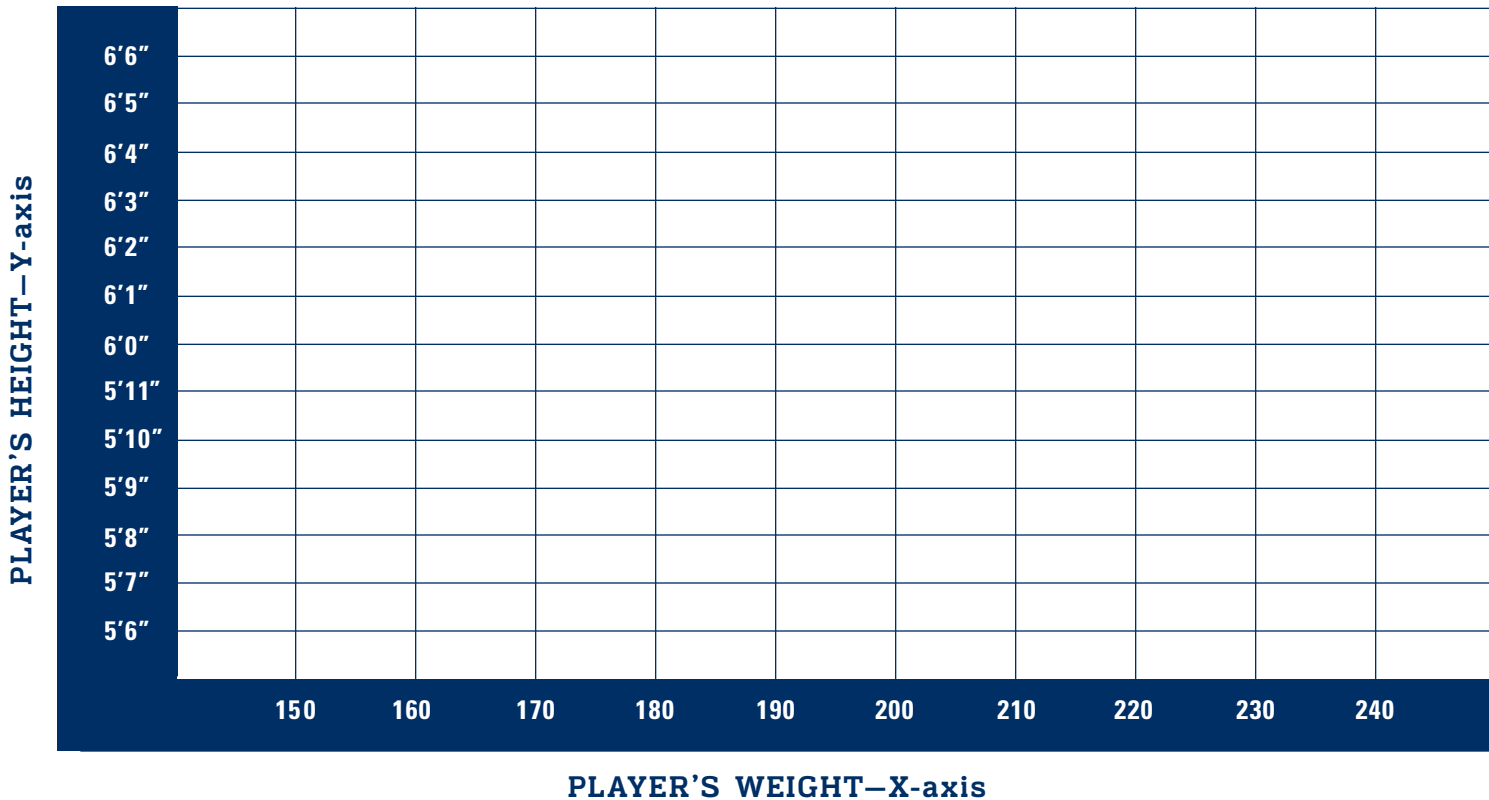
www.nfl.com — the official Web site of the National Football League
www.nflplayers.com
www.nflpa.com
www.nflrush.com — the site for kids, teachers and coaches
www.playoffinc.com
www.topps.com
www.upperdeck.com
www.ymiteacher.com



© 2006 YMI, Inc.



PLOT THE PROS



NFL player trading cards have all sorts of interesting facts, like how many yards players have run and how many touchdowns they've made. But, they also list the players' height and weight. Those are important "stats", too. Check out the facts on the back of your trading cards.

Now it's time to put your players on the graph using the stats from your cards. The X-axis is for weight and the Y-axis is for height. Move along the X-axis until you find the number closest to the player's weight. Then, move up until you find the number closest to the player's height. Put an X on the spot and write in the player's name. Keep going until you and your partner have plotted out all your players.



Show Your Math Smarts.

What's the tallest height? _____

What's the shortest height? _____

What's the heaviest weight? _____

What's the lightest weight? _____

Draw a line connecting all the X's you made. Is the line pretty straight or does it dip greatly from player to player?

Look back at the player cards.

What positions do your players hold?

Player: _____ Position: _____

Player: _____ Position: _____

Player: _____ Position: _____

If an NFL player is heavier, would you guess they play defense or offense? _____ Why? _____

If a player is among the tallest, what advantage might he have?



MAKE YOUR OWN FIELD!

This doesn't look like a football field yet, but it will. Just follow these steps:

1. Football fields are really big rectangles, so draw in the other two sides of the rectangle. Use a ruler to keep them nice and straight.
2. Next, using your ruler, calculate where the 50-yard line goes. When you find it, draw it in and write the number "50" on it. Remember, that in this drawing 1 inch=10 yards.
3. Great! Now, do the same thing to fill in the 10-, 20-, 30-, and 40-yard lines on each side of the field.

Show Your Math Smarts.

1. If this diagram shows a 10-inch sideline, how many yards long is a real football field (using the key of 1 inch=10 yards)?

2. If there are 3 feet in a yard, how many feet long is a real football field?

3. A mile is 5,280 feet or 1,760 yards. Using those equations, how many football fields could fit into a mile?



© 2006 YMI Inc.



NFLPLAYERS

Go to www.nflrush.com for fun games and stats about professional football.

YOU'RE THE HEAD COACH!



You're in charge of your very own NFL team! You'll not only need players who are great at running and throwing, but you'll also need a team name, mascot, and logo.

| | |
|-------------------------|--|
| MY TEAM'S NAME | |
| MY TEAM'S MASCOT | |
| MY TEAM'S LOGO | |

Now, it's time to find some players for your team. Look at the statistics on the back of your NFL player trading cards. For your team, you want to pick the one with the highest running-yards average across all the years he's been in the NFL. In other words, you want the one who runs the farthest, on average.

Show Your Math Smarts.

STEP 1: Find out the averages! Add up all the numbers in the YARDS column and then divide by the number of years the player has been in the NFL. Don't forget to fill in the chart as you go! You can do the calculation on the back of the sheet.

STEP 2: Rank your players. Who has the highest average? Who has the lowest? Who is in the middle? Put a 1 in the ranking column for the one with the highest average, a 2 for the one in the middle, and a 3 for the one with the lowest average.

| PLAYER 1 | | PLAYER 2 | | PLAYER 3 | |
|----------|-------|----------|-------|----------|-------|
| YEAR | YARDS | YEAR | YARDS | YEAR | YARDS |
| 2001 | 1423 | 2001 | 650 | 2001 | 1077 |
| 2002 | 776 | 2002 | 999 | 2002 | 1485 |
| 2003 | 1609 | 2003 | 1257 | 2003 | 505 |
| 2004 | 1007 | 2004 | 1333 | 2004 | 1234 |
| 2005 | 1122 | 2005 | 1602 | 2005 | 155 |

| | AVERAGE | RANKING |
|----------|---------|---------|
| PLAYER 1 | | |
| PLAYER 2 | | |
| PLAYER 3 | | |

So, based on your math, which player would you pick for your team? Why?

MAKE THE TRADE!



The goal of this game is to collect four NFL player trading cards that show either four players from NFL teams in the North, four from teams in the South, four from teams in the East, four from teams in the West, or one player from each region. Use a U.S. map to help you.

Before you start playing, you and your partner need a strategy. So, pick one and circle your choice:

- We want to collect 4 players from NFL teams in the North.
- We want to collect 4 players from NFL teams in the South.
- We want to collect 4 players from NFL teams in the East.
- We want to collect 4 players from NFL teams in the West.
- We want to collect 1 player from an NFL team in the North, 1 from a team in the South, 1 from a team in the East, and 1 from a team in the West.



Great! Now, look at the cards in your hand. Do any of them fit into what you are collecting? If your answer is yes, mark down the players' names and teams in the boxes below. If you still need cards to fill your collection, it's time to start trading!

One team at a time will offer a trade to another team in the class. They must accept the offer and trade a card back. If either team gets a card they need for their collection in the trade, they will keep the card and mark it down in the boxes below. If the card doesn't fit in with the collection, it can be traded away on the next turn.

Show Your Social Studies Smarts.

The first team to fill all four collection slots wins!

| |
|----------------------|
| Name of Player |
| _____ |
| _____ |
| Name of Team |
| _____ |
| Location of Team |
| _____ |
| PLAYER CARD 1 |

| |
|----------------------|
| Name of Player |
| _____ |
| _____ |
| Name of Team |
| _____ |
| Location of Team |
| _____ |
| PLAYER CARD 2 |

| |
|----------------------|
| Name of Player |
| _____ |
| _____ |
| Name of Team |
| _____ |
| Location of Team |
| _____ |
| PLAYER CARD 3 |

| |
|----------------------|
| Name of Player |
| _____ |
| _____ |
| Name of Team |
| _____ |
| Location of Team |
| _____ |
| PLAYER CARD 4 |

BE A SPORTS REPORTER!



Ever wonder what it would be like to interview a professional football player after the big game? Ever wonder what it would be like to be that football player? Here's your chance to do both!

Pair up with another student and use the information from an NFL player trading card. Take turns pretending to be the player and the journalist. First, one of you ask these questions and the other one answer as if you were the player. Then, switch places so you each get a turn being the NFL player and the journalist.

Where were you born? _____

How old are you? _____

Where did you go to college? _____

How long have you been playing professional football? _____

Which NFL teams have you been on? _____

What position do you play? _____

If you played more than one year, which was your best year? _____

How can you tell that was your best year? _____

What kinds of things do you like to do when you're not playing football? _____

You travel a lot. What's your favorite city? Why? _____

If you could play a different sport for one day, what would it be? Why? _____

When you were little, what did you want to be when you grew up? _____

Show Your Reporting Smarts.

Now that your interview is over, it's time to turn it into a newspaper or TV report! Write about what you learned from the "NFL player" you interviewed. Be sure to keep the information interesting and accurate based on what you were told.



SUPPORT THE HOME TEAM!



Ever wonder how your local NFL team got its name? Here's your chance to find out!

Our local NFL team is _____

My guess about how the team got its name is: _____

Show Your Social Studies Smarts.

With your group, research one of the following topics: local geography, regional history, political history, or the history of the local stadium. Look for things that could explain how your team got its name. Write your findings here:

The topic we are researching is: _____

Here is what we found out: _____



Now share your NFL Social Studies Smarts with your class!

We think this NFL team got its name because:

Go to www.profootballhof.com/history/nicknames.jsp to find out how all the teams got their name.

GAME-DAY EXPERIMENT



It's the day of the big game and coaches and other sports experts want to know who's going to win. What do they do? Is there information they can use to predict what might happen?

You can go to www.nfl.com to do this research.

The NFL team your class chose _____

What is your team's record so far this season? _____

What is your team's average score per game so far this season? _____

What is their winning percentage when they play at home? _____

What is their winning percentage when they play on the road? _____

What team are they playing next? _____

What is the other team's record so far this season? _____

What is their average score per game so far this season? _____

Show Your Reasoning Smarts.

Based on these facts, which team do you predict will win the game? _____

Why? _____

Show these facts to family members and ask them to make a prediction, too.

Mom's guess: _____

Dad's guess: _____

Brother or sister's guess: _____

Brother or sister's guess: _____

Other family member's guess: _____

Pick one family member and write the reasoning behind their guess.

Here comes the fun part—watch the game on TV!

Which team won? _____

Was your prediction correct or not? _____

Was your family member's prediction correct or not? _____

EL EXPERIMENTO DEL DÍA DEL PARTIDO



Es el día del gran partido y los entrenadores y otros expertos en deportes quieren saber quién va a ganar. ¿Qué van a hacer? ¿Hay información que puedan usar para predecir lo que va a ocurrir? Puedes ir a www.nfl.com para hacer esta investigación.

El equipo de la NFL que tu clase escogió _____

¿Cuál es el récord de tu equipo en este momento? _____

¿Cuál es su promedio de tantos por partido en este momento? _____

¿Cuál es su porcentaje de partidos ganados cuando juega localmente? _____

¿Cuál es su porcentaje de partidos ganados cuando está de gira? _____

¿Contra quién juega el próximo partido? _____

¿Cuál es el récord del otro partido en este momento? _____

¿Cuál es su promedio de tantos por partido en este momento? _____

Demuestra tu inteligencia al razonar.

A base de estos datos, ¿cuál equipo predices que ganará el partido? _____

¿Por qué? _____

Muestra estos datos a tus familiares y pídeles que también hagan una predicción.

Predicción de tu mamá: _____

Predicción de tu papá: _____

Predicción de tu hermano/hermana: _____

Predicción de tu hermano/hermana: _____

Predicción de otro familiar: _____

Escoge a uno de estos familiares y explica la razón por su predicción.

¡Aquí viene la parte divertida—mira el partido en la TV!

¿Cuál equipo ganó? _____

¿Acertaste o no? _____

¿Acertó tu familiar o no? _____