**Praxis Paper**

 The Baseball activity is an interactive game which reinforces learned knowledge already taught to students. Baseball uses scaffolding as a reinforcing agent for students to retain information without the help of the teacher, in a fun and engaging way. According to Angela Lui, and her article titled Teaching in the zone, scaffolding is used as a tool in order to facilitate learning amongst students, it allows educators to gradually assist them into completing tasks with understanding and independently. (2002) She goes on to describe the key elements required in successful scaffolding such as “skill modeling, initializing and maintaining interest and motivation, and simplifying problems to a level that the student understands” (2002. P.3) Scaffolding is active throughout this activity because in order to play successfully, students are required to look over their notes from prior lessons before participating in the game so that when it is their turn “at bat” they are able to activate their learned knowledge and acquire points for their team.

According to Content Area Reading, in order for students to properly reinforce acquired language, “They need to use, test, and manipulate technical terms in instructional situations that capitalize on reading, writing, speaking and listening.” (p.259) In this case, the aspect of language acquisition being reinforced to students is their knowledge of French vocabulary, more specifically fruit. In order to be able to properly translate that word at bat, students need to listen to the word being asked, remember the correct translation and orally communicate their response. This not only reinforces student’s vocabulary but also allows students to practice their oral communication, all of which allows the teacher to formatively evaluate their student’s comprehension of the content.

Although this particular demonstration of baseball is done using French vocabulary, the activity itself is incredibly versatile because it can be adapted across diverse content areas by simply changing what is being asked at pitches. By engaging students in active learning, Content Area Reading suggests that it is beneficial that reinforcing activities “should be completed individually by students and then discussed either in small groups or in the class as a whole. The oral interaction in team learning gives more students a chance to use terms. Students can exchange ideas, share insights, share insights and justify responses in a non threatening situation.” (p.259) Because scaffolding plays a large role in education, the Baseball activity is designed specifically to help students learn to grasp the already learned knowledge to further reinforce their understanding. incorporating and adapting the game to different subjects, students are able to implement their knowledge across diverse content areas through this activity.