Ms. Surges told her class, “At afternoon recess, we will study compounds like oatmeal or rowboat.

The kids looked at each other. Study compounds at recess! That did not seem right.

But on the playground, Ms. Surges did not say anything about compounds. She had the kids play baseball. She stood by the backstop and told
Stella, Josh, and Isabel to play outfield. She had other kids get out the homemade bases.

“Can I play centerfield?” asked Josh.

“Yes,” replied Ms. Surges. “But do not daydream out there, Josh.”

Then she told Ronnie to play shortstop and told other kids where to play. “I will pitch,” Mrs. Surges explained.

Ms. Surges threw easy pitches. She did not try for strikeouts. When Tessa hit a ball hard on the ground, Ms. Surges yelled, “That looks like a grasshopper jumping from spot to spot.”

On one tricky play, Kevin did not understand where to throw the baseball. Ms. Surges helped him. “My mom showed me how to play baseball in our backyard,” she explained.

After recess, Ms. Surges asked, “So how did you kids like studying compounds at recess?”

The kids looked puzzled. Then Ms. Surges said, “Write these compounds in your notebooks: playground, baseball, backstop, outfield, homemade, centerfield, daydream, shortstop, strikeout, grasshopper, understand, backyard.”

As the kids wrote, they understood what Ms. Surges did. Tessa asked, “Ms. Surges, can we play basketball at next recess and study compounds again?”