

Learning Resources for Ballpark Mysteries #3

The L.A. Dodger
By David A. Kelly

Background

About the Book

The L.A. Dodger is the 3rd team book in the Ballpark Mysteries series. There are also four Ballpark Mysteries Super Specials that take place in special locations (such as the World Series or the Cooperstown Hall of Fame).

In **The L.A. Dodger**, Mike and Kate travel to Los Angeles to visit Kate's Dad. Mike and Kate discover that someone is following Kate's Dad. Who is this mysterious man? What does he want? It is up to Mike and Kate to solve the mystery.

About the Author

David A. Kelly is a children's book author, travel writer and technology analyst. He's the author of the *Ballpark Mysteries* series from Random House, in which cousins Kate and Mike solve mysteries at different major league ballparks, and the *Most Valuable Players* (MVP) series from Random House as well, in which a group of elementary school kids have adventures playing different sports. Mr. Kelly is also the author of the early reader, *Babe Ruth and the Baseball Curse* and the picture book *Miracle Mud: Lena Blackburne and Secret Mud that Changed Baseball*.

He has written about travel and technology for the New York Times, the Boston Globe, the Chicago Sun Times, and many other publications.

Mr. Kelly lives in Newton, MA, with his wife and two sons.

For more information, visit David's webpage – www.davidakellybooks.com

You can follow Mr. Kelly on social media:

- Twitter @davidakelly
- Instagram @davidakellybooks
- Facebook @ballparkmysteries

Signed and personalized books are available at: www.buydavidakellybooks.com

Free Q&A Skype sessions are available at: www.dakskype.com

In-person and virtual author visits are available at: www.dakvisits.com

**Book Tie-in:**

The L.A. Dodger has a problem and a solution. It also has protagonists and an antagonist.

Standards:

- Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. RL.2.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.1
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships L.3.6

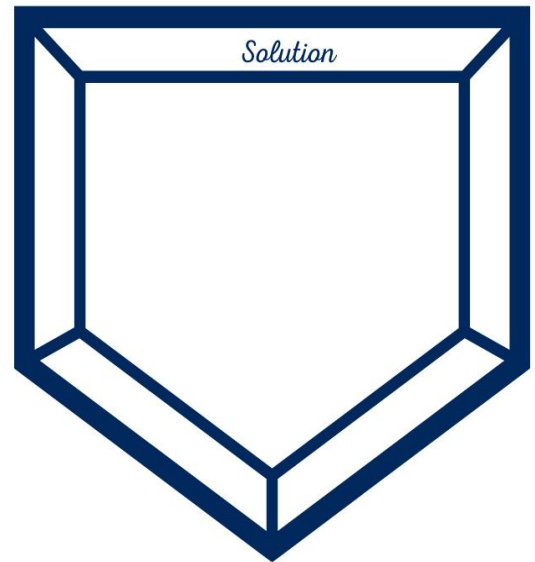
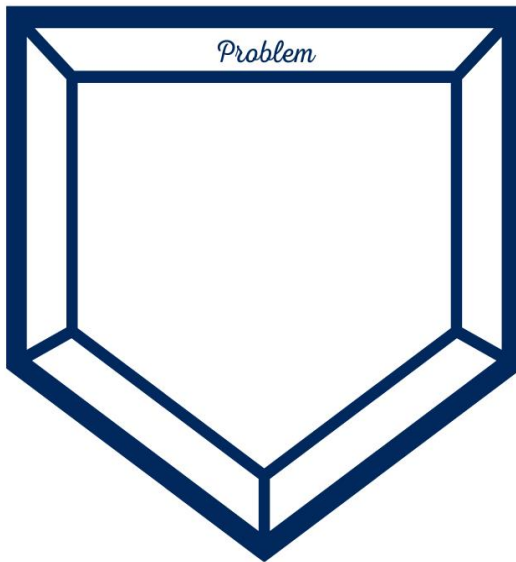
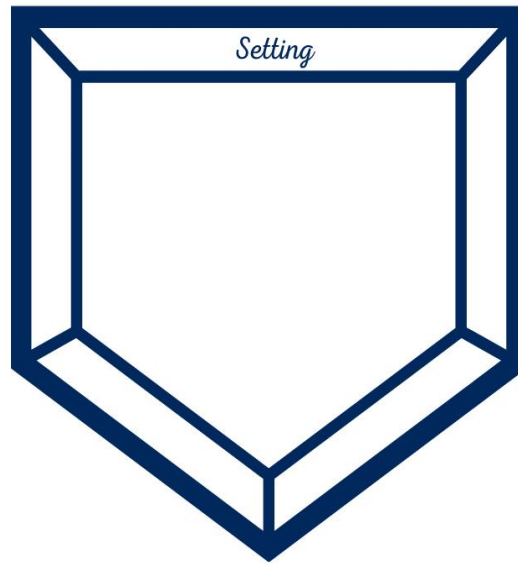
Objective:

- Identify the problem and solution in a story.
- Define the words: protagonist and antagonist.
- Identify the protagonists and antagonists in the story.

Procedure:

- Write the words: protagonist and antagonist on the board.
 - Allow students to decode the words. Provide the correct pronunciation of each word is necessary.
 - Define and explain the words:
 - Protagonist: main character in the story, the hero or good guy
 - Antagonist: villain in the story or the bad guy
- After completing *The L.A. Dodger*, have students fill out the story map. Note: There are two protagonists in the story: Mike and Kate. The antagonist is the Dodger.

L.A. Dodgers



**Book Tie-in:**

The author, David A. Kelly, uses unique and specific word choices to bring his story to life.

Standards:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.4

Objective:

- Identify the difference between ordinary, overused words and strong words.
- Use rich vocabulary in writing.

Procedure:

- Write the words: good and bad on the board. Explain to students that these are ordinary, overused words. Writers need to use specific, strong words. Provide students with paper or electronic thesauri to find specific, strong words for good and bad. Then have students share out their synonyms. Put the results on the board or chart paper.
- Have students complete the worksheet on overused, ordinary words. Optional: Have students share out their sentences.

L.A. Dodgers

Directions: Color the overused and ordinary word in each row. Then write a sentence using one of the strong words.







**Book Tie-in:**

The author, David A. Kelly writes in both the past tense and present tense.

Standards:

- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). L.2.1.D
- Form and use regular and irregular verbs. L.3.1.D

Objective:

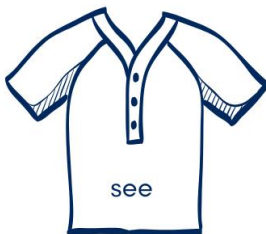
- Identify verbs in the present and past tense.

Procedure:

- Review the following with students:
 - Define verb
 - Define present and past tense
- Put the following sentences on the board and ask students to identify the verbs and tense.
 - I want to look at that book on the top shelf. (verb: look, present)
 - John pushed the door open for his little sister. (verb: pushed, past)
 - Mike threw the baseball to Kate. (verb: threw, past)
 - Let's make pancakes for breakfast. (verb: make, present)
- Pass out the worksheet on verb tenses and students complete it. Options include:
 - Whole group
 - Small group
 - Partners
 - Independent

L.A. Dodgers

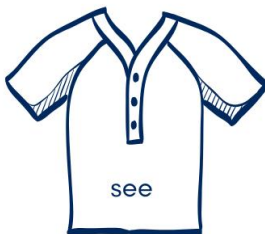
Directions: Color jerseys with verbs in the present tense blue. Color jerseys with verbs in the past tense red.



L.A. Dodgers

Directions: Color jerseys with verbs in the present tense blue. Color jerseys with verbs in the past tense red.

Answer Key



**Book Tie-in:**

In the book, Mike and Kate visit the Chinese Theater with Kate's Dad.

Standards:

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2

Objective:

- Write an informational paragraph with a main idea and three supporting details.

Procedure:

- Watch the video on the [Chinese Theater](#).
- Pass out the worksheet on the Chinese Theater and read the facts with students.
- Provide the following topic sentence to students: The Chinese Theater is located in Los Angeles, California. Instruct students to add at least 3 supporting details.
- Art Tie-in: Have students create their own Chinese Theater sidewalk art. Use large construction paper. Have students trace their hands and feet onto the paper. Have them sign and date the paper.

L.A. Dodgers

Directions: One of the places that Mike and Kate visited in L.A. was the Chinese Theater. Use the information below to write an informational paragraph about the theater.



- Construction began in January, 1926.
- Opened May 18, 1927.
- Cost \$2,000,000 to build.
- Theater is 90 feet tall.
- Originally called Grauman's Chinese Theater.
- Renamed Mann's Chinese Theater in 1973 when Tedd Mann purchased the theater.
- Sold to Warner Brothers and Paramount pictures in 2001.
- Almost 200 signatures and handprints of famous people are found on the cement in front of the theater.
- The 1977 premiere of Star Wars was held here.
- Hosted the Oscar Awards from 1944-1946.

**Book Tie-in:**

Jackie Robinson is mentioned in the book. This activity provides more information about him.

Standards:

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. RI.2.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1
- Produce, expand, and rearrange complete simple and compound sentences L.2.1.F
- Produce simple, compound, and complex sentences. L.3.1.I

Objective:

- Improve informational text comprehension.
- Answer questions using complete sentences.

Procedure:

- Introduce students to Jackie Robinson by using the [video](#).
- Read the passage on Jackie Robin with students.
- Have students complete the comprehension questions.
- Writing option: Have students write a paragraph using the information from the reading passage. Provide the following topic sentence: Jackie Robinson was an important part of baseball.

Jackie Robinson

Did you know that on one day during baseball season every MLB baseball player wears the same number? They wear number 42 on April 15th to honor Jackie Robinson for his role in desegregating the league.

Jackie Robinson grew up in California. In high school he played football, basketball, and baseball. He was a great player.

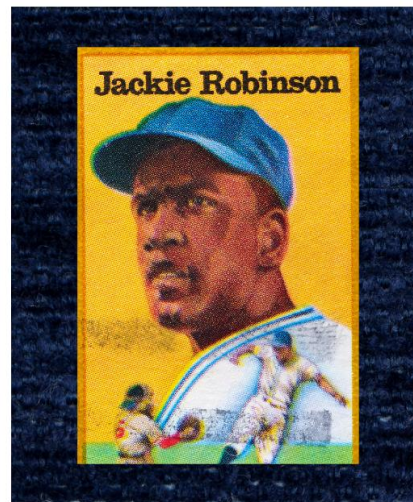
After high school Jackie went to college. But he had to drop out because he could not afford to pay for classes.

Jackie served in the U.S. Army during World War Two. Afterwards, he took a job as a college basketball coach.

In 1945, Major League baseball was segregated. This means that it only allowed white players to participate in games. Black players played in a different League. But some people wanted to change this. They wanted the Major League to allow athletes of any color to play baseball.

One of the people who wanted this change, was the manager and president of the Brooklyn Dodgers, Branch Rickey. He signed Jackie Robinson to the Dodgers in 1946. He played in his first game on April 15, 1946.

Jackie has a great career in baseball. He was voted rookie of the year in 1947. In 1949 he was the MVP in the league. He was also an all star player from 1949-1954. He retired in 1957.



Segregate: separate or divide.

Desegregate: end segregation, bring together

Jackie Robinson

1. What number did Jackie Robinson wear when he played for the Dodgers? _____

2. What sports did Jackie Robinson play in high school? _____

3. When did Jackie Robinson start playing in the MBL? _____ When did Jackie Robinson retire from the MBL? _____ How many years was Jackie Robinson in the MBL? _____

4. Why do MLB players wear number 42 on April 15th? _____

**Book Tie-in:**

In the book, Mike and Kate visit Griffith Park with Kate's dad.

Standards:

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. OA.2.1.A
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. NBT.2.1.A
- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. MD.1.A

Objective:

- Solve word problems involving place value, time, and money.

Procedure:

- Watch the video on Griffith Park. [Video](#)
- Have students complete the worksheet on word problems.
- Answers:
 - Four thousand, two hundred, ten
 - $4,000 + 200 + 10$
 - In 2021 the answer would be: 86, 2022: 87, 2023: 88, 2024: 89
 - Tuesday: 10 hours, Saturday 12 hours



Griffith Observatory and Park



Griffith Park has 4,210 acres of land. Show this number in written form and expanded form.

The Griffith Observatory was opened in 1935. How old is the building today?

The Griffith Observatory is open on weekdays from 12:00 Noon-10:00 PM. On the weekend it is open from 10:00 AM-10:00 PM. How many hours is the Griffith Observatory open on Tuesday? How many hours in the Griffith Observatory open on Saturday?

Tickets to the planetarium:

- Adults: \$ 7.00
- 13-17 year olds: \$ 5.00
- 5-12 year olds: \$ 3.00

How much would it cost for your family to visit the planetarium?

**Book Tie-in:**

The author, David A. Kelly uses words that have both short vowels and long vowels.

Standards:

- Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.A
- Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3

Objective:

- Identify short and long vowels in words.

Procedure:

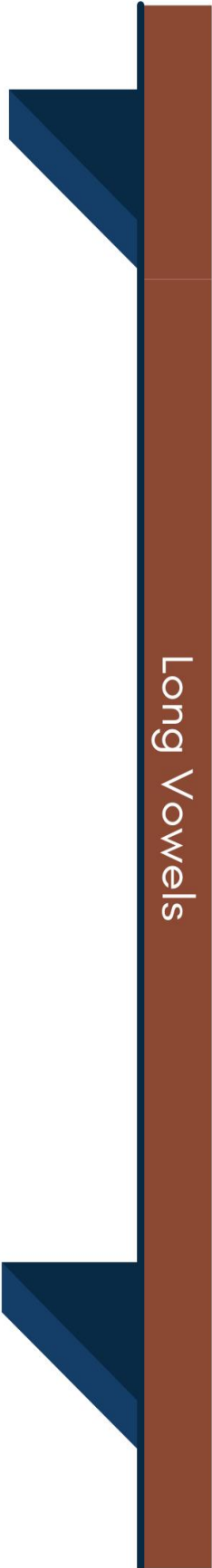
- Put the following words on the board and have students identify the vowel sounds as short or long:
 - rate, rate
 - bed, bead
 - bit, bite
 - cot, coat
 - cut, cute
- Pass out the worksheet and have students complete it. Instruct students to cut out the baseball caps and glue them on the correct shelf.

L.A. Dodgers

Directions: Cut out each baseball cap. Then glue them into the correct place.



Short & Long Vowels



Long Vowels



Short Vowels