

Learning Resources for
Ballpark Mysteries
Super Special #2
Christmas In Cooperstown
By David A. Kelly



Background

About the Book

Christmas In Cooperstown is the 2nd Super Special in the Ballpark Mysteries series.

In **Christmas In Cooperstown**, Mike and Kate are celebrating Christmas in Cooperstown. When they discover that someone has stolen a Honus Wagner baseball card from the National Baseball Hall of Fame, it is up to the cousins 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



Parts of Speech

Book Tie-in:

The author, David A. Kelly uses strong nouns, verbs, and adjectives in his writing. As students read the book, ask them to look for strong nouns, verbs, and adjectives.

Standards:

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objective:

- Define and identify nouns, verbs, and adjectives.

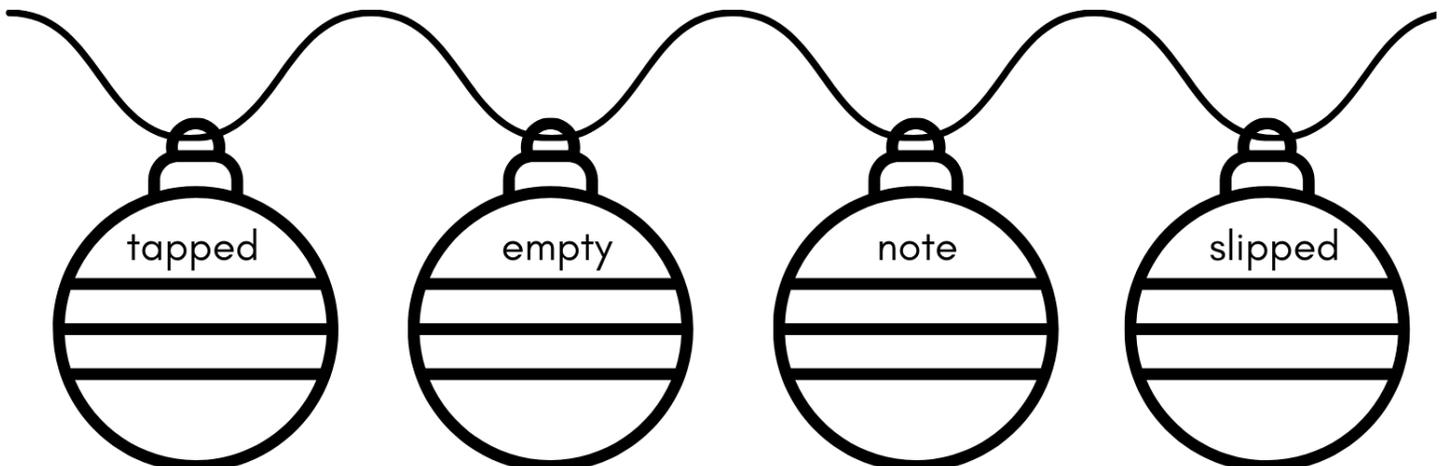
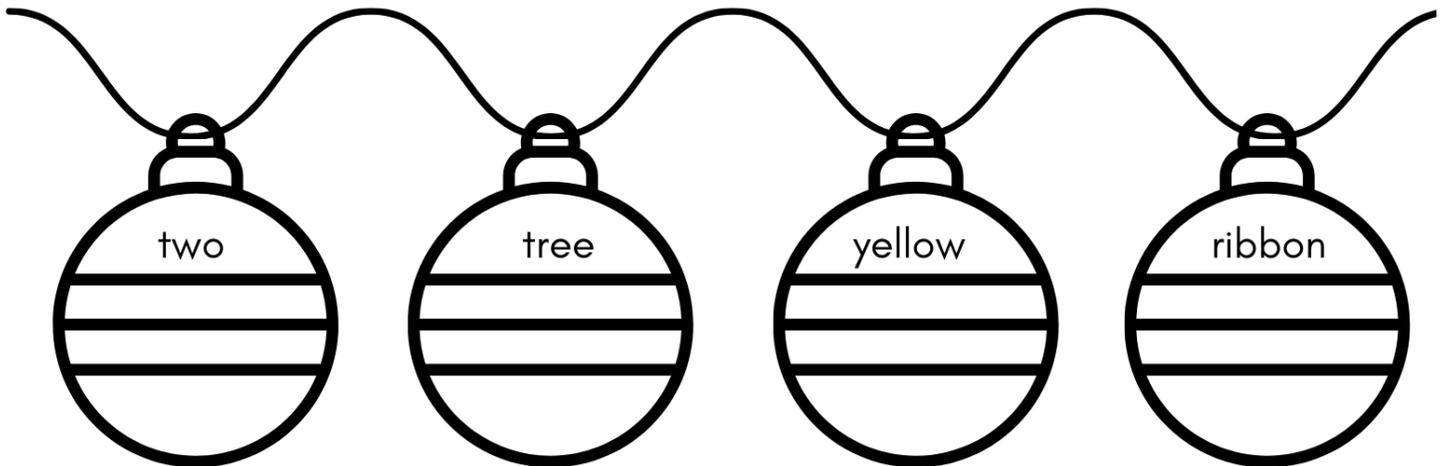
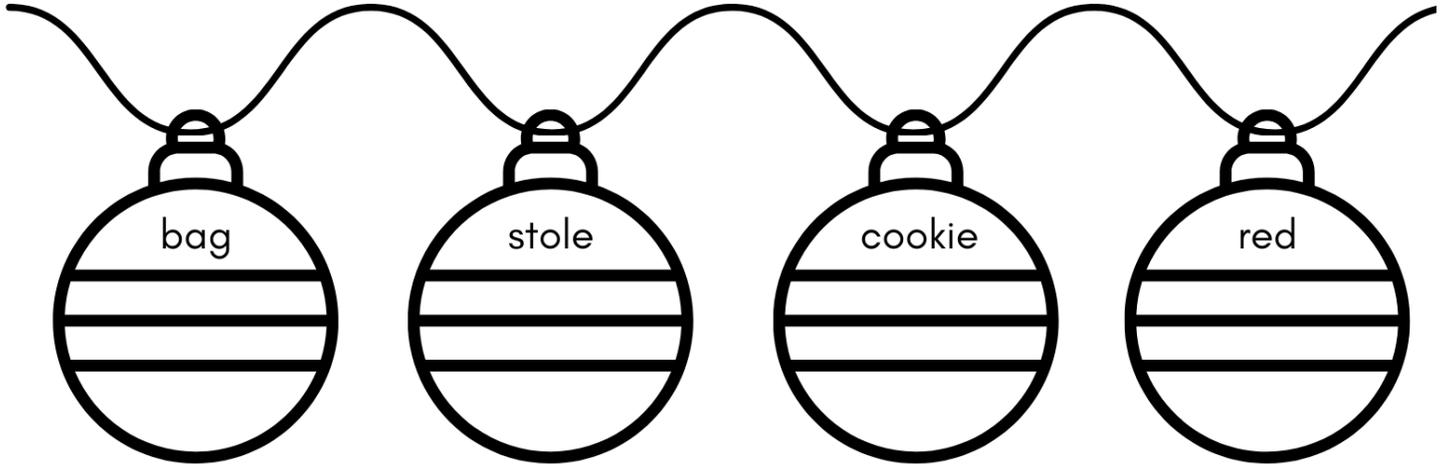
Procedure:

- Prior to lesson: Cut out 3 rectangles out of wrapping paper. The rectangles should be about 3 feet tall. Glue the parts of speech bows onto the wrapping paper to create a package. Hang each package in a different part of the room.
- Review the definitions for the following parts of speech:
 - Noun: person, place, or thing
 - Verb: shows action or state of being
 - Adjective: describes a noun
- Pass out a part of speech cards to each student. Instruct them to identify the part of speech and attach it to the correct package. Encourage students to work together. After all the cards have been attached to the packages, review the choices with the students. Allow students to move any incorrect answers to the correct package.
- Pass out the Parts of Speech worksheet to students to complete. Options for this activity include:
 - Partner work
 - Small group work
 - Independent work/Formative assessment



Parts Of Speech

Directions: Color nouns red, verbs green, and adjectives yellow.





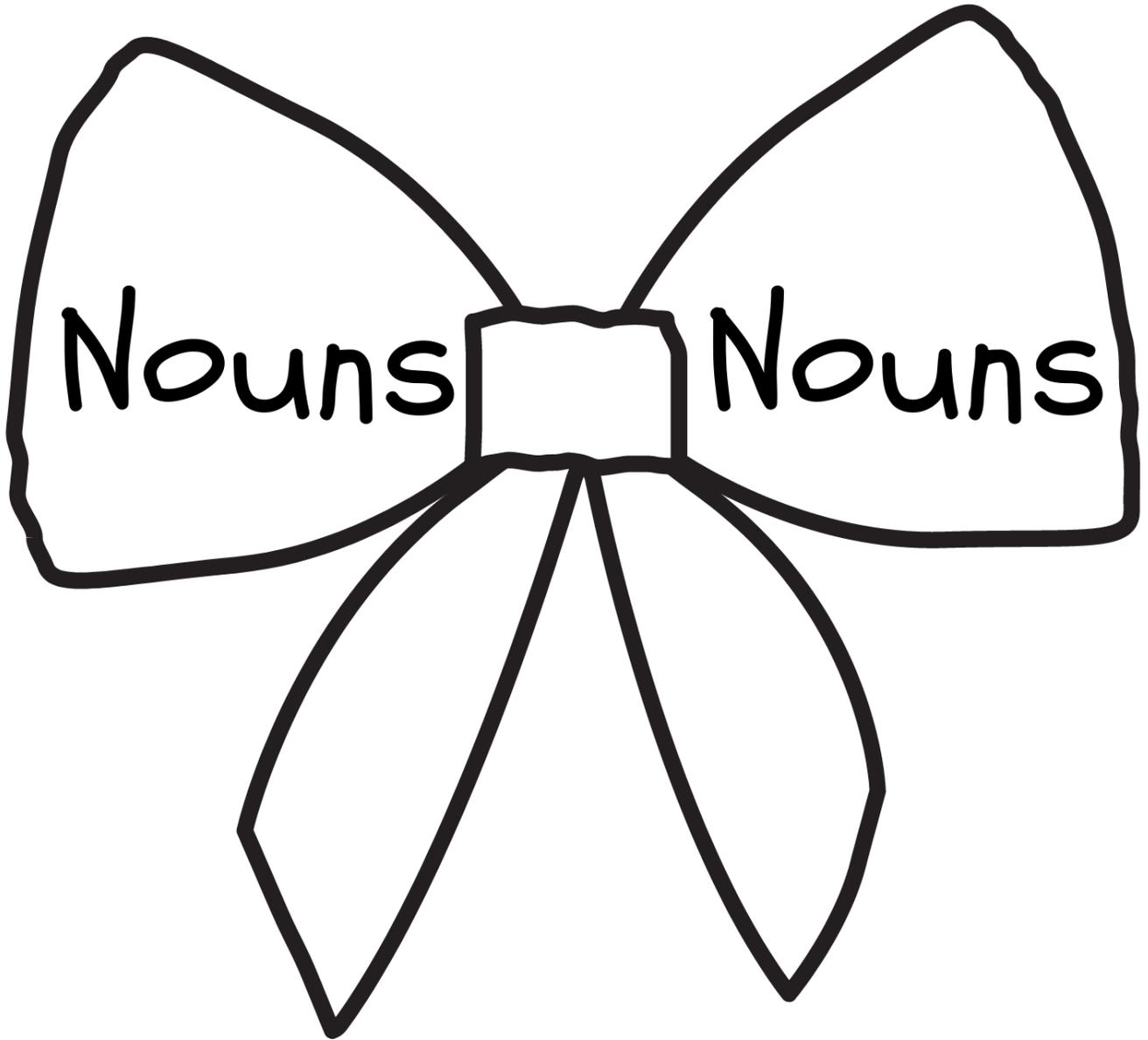
Parts Of Speech

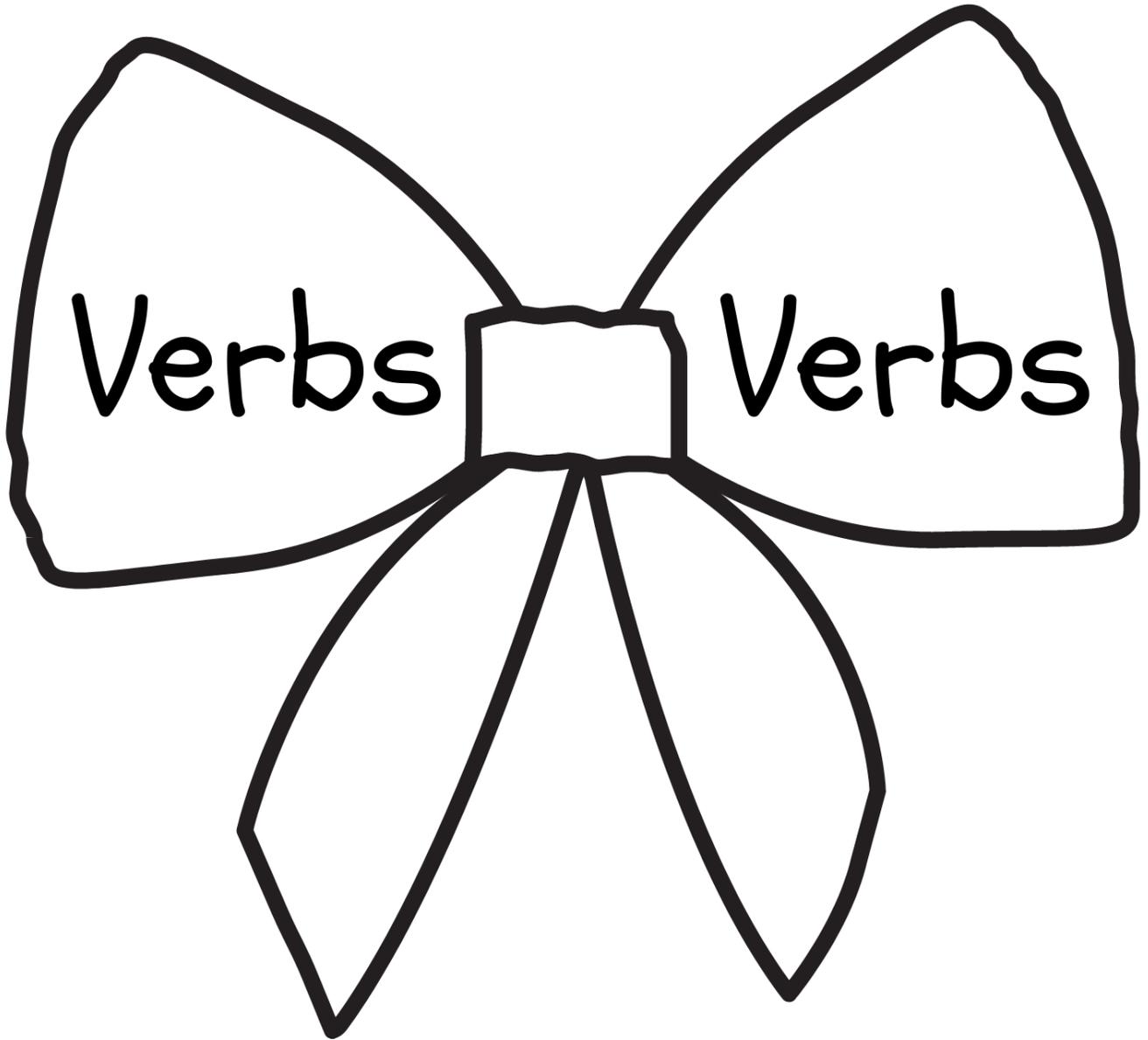
Directions: Color nouns red, verbs green, and adjectives yellow.

bag stole cookie red

two tree yellow ribbon

tapped empty note slipped





Verbs

Verbs



Adjectives

Adjectives



All Star Alphabetizing

Book Tie-in:

There are words in the book that students may not understand. Students will need to use a dictionary to find the meaning of these words. In order to do this, students need to be able find the words. Students need to understand how to alphabetize.

Standards:

- L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Objective:

- Put words in alphabetical order.

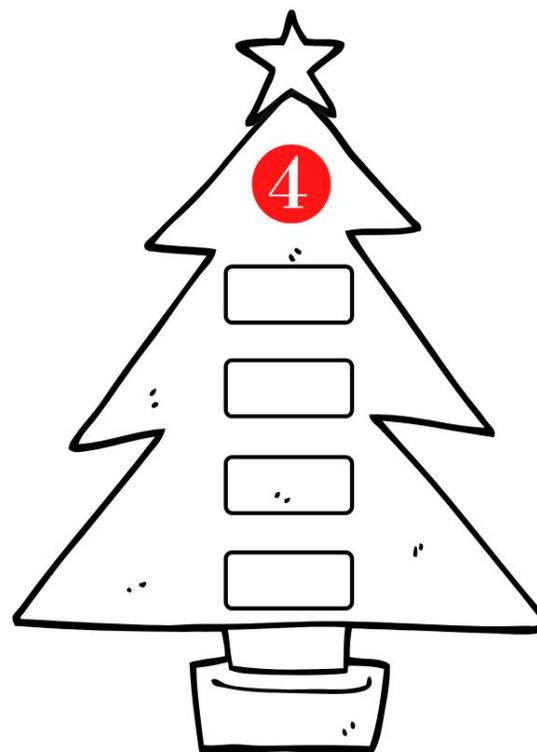
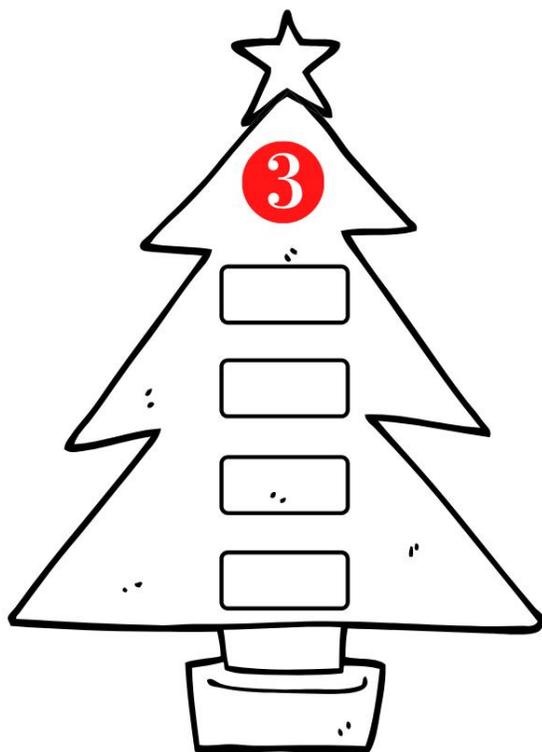
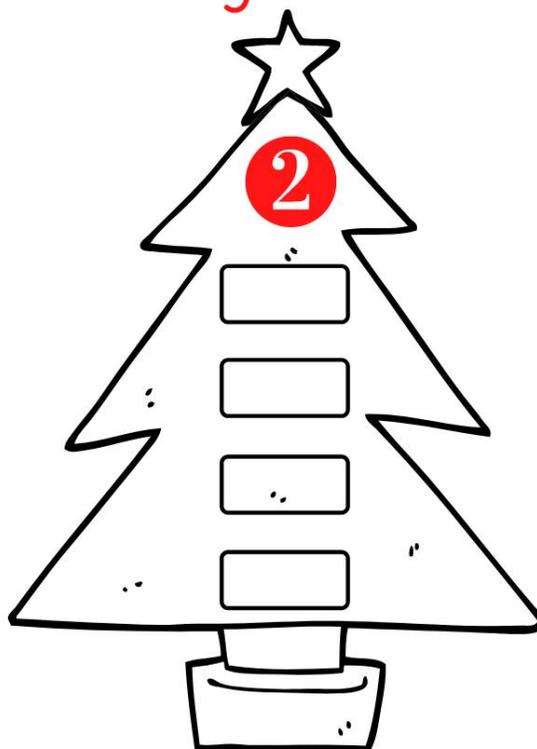
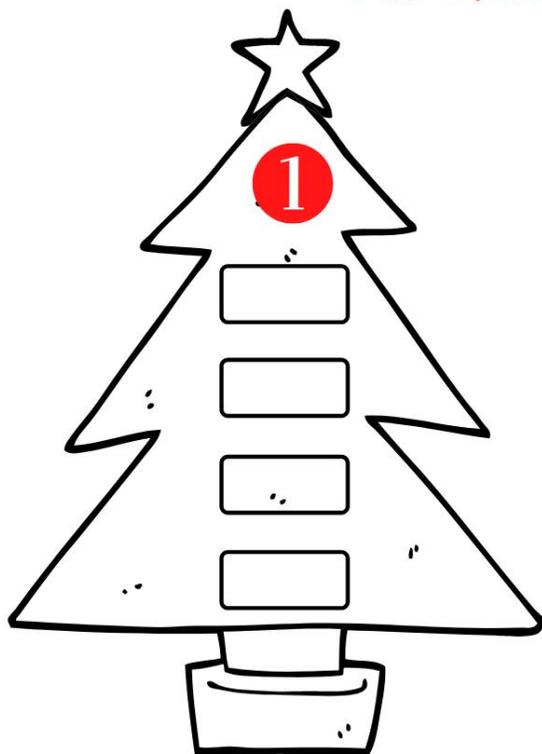
Procedure:

- Pass out the All Star Alphabetizing Worksheet. Complete the first tree with students. Show students how to put the words in the correct order by starting with the first letter and moving to the second and third letter if necessary. Have students complete the rest of the worksheet on their own.
- Option: Have students use dictionaries to check their work.
- Answers: 1. closed, come, corner, cousin 2. ball, behind, big, bottle 3. santa, sign, smile, stole 4. fame, filled, first, food.



Name: _____

All Star Alphabetizing





All Star Alphabetizing

Directions: Cut out the words. Glue the words in alphabetical order onto the Christmas Tree.

1

corner	cousin
closed	come

2

behind	big
ball	bottle

3

stole	sign
Santa	smiled

4

fame	filled
food	first





Sorting Santa's Syllables

Book Tie-in:

The author, David A. Kelly uses one-syllable, two-syllable, and three-syllable words in the book. As students read, *The Triple Play Twins*, encourage students to identify the number of syllables in the words.

Standards:

- RF.2.3.C Decode regularly spelled two-syllable words with long vowels.
- RF.3.3.C Decode multisyllable words.

Objective:

- Decode one-syllable, two-syllable, and three-syllable words.
- Identify the number of syllables in a word.

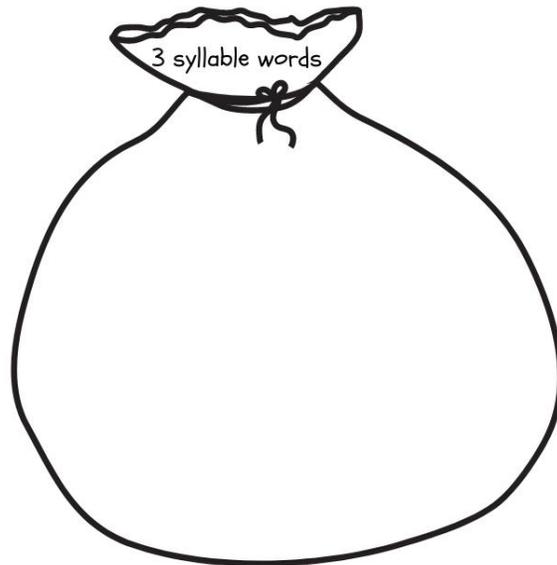
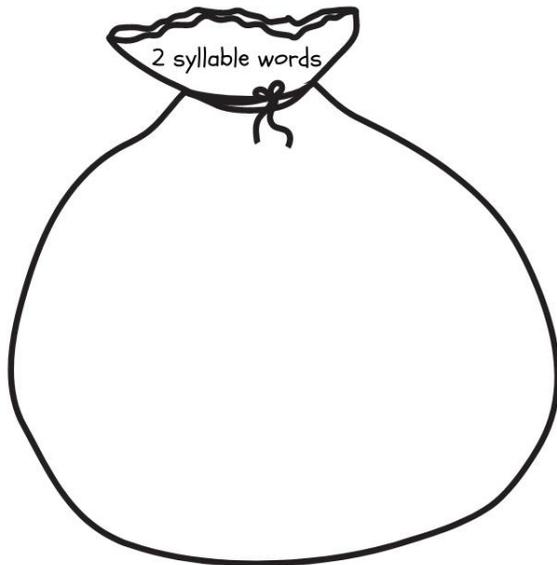
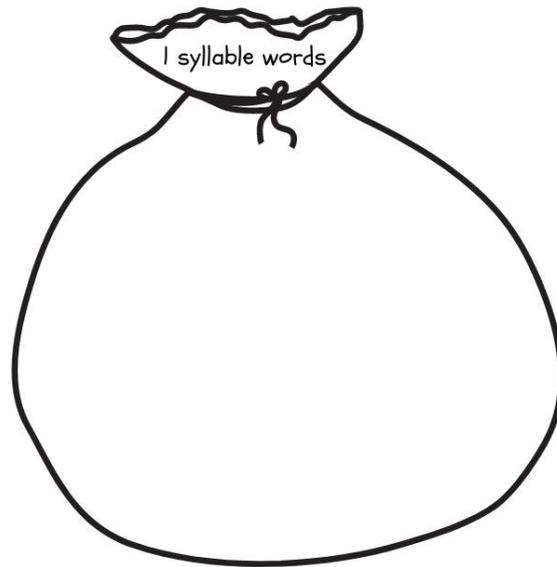
Procedure:

- Put the following words on the board:
 - Breakfast
 - Cooperstown
 - Lampposts
 - Decorated
 - Night
 - Center
 - Holiday
 - Gift
 - Reading
- Ask students to identify the number of the syllables in each word on the board. Ask students to tap out
- Have students complete the Grand Slam Syllable Worksheet.
- Worksheet Answers:
 - One-Syllable Words: desk, door, sleeps, steps,
 - Two-Syllable Words: thermos, office, party
 - Three-Syllable Words: mysteries, sleepover, Cooperstown, chocolate,



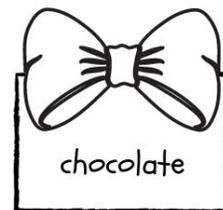
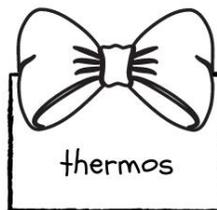
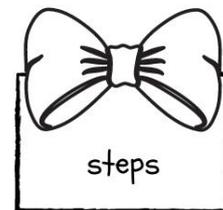
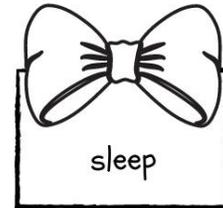
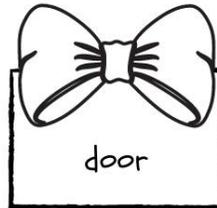
Sorting Santa's Syllables

Directions: Sort the words into the correct sacks.





Sorting Santa's Syllables



Cut out the gifts. Identify the number of syllables in each word. Then glue them onto the correct sack.



Visions of Sugarplums

Book Tie-in:

The author, David A. Kelly uses adjectives and prepositions to describe settings and characters. This helps the reader visualize what is happening in the story.

Standards:

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Objective:

- Use details from the text to visualize what is happening in a story.

Procedure:

- Pass out the Visions of Sugarplums Worksheet to students. Read the first box with students. Ask students to identify the words that help the reader visualize. Have students highlight these words. Words/Phrases that should be highlighted:

Mike and Kate pulled off their red-and-white Santa hats and stamped the snow from their boots.

- Then have students draw what they visualize.

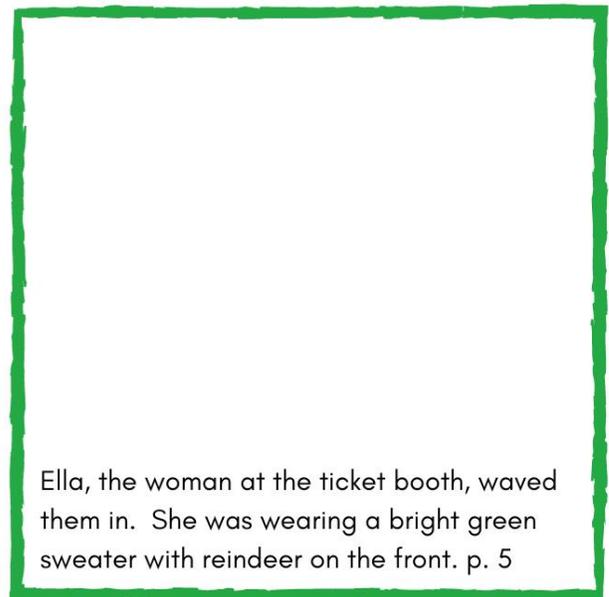


Visions Of Sugar Plums

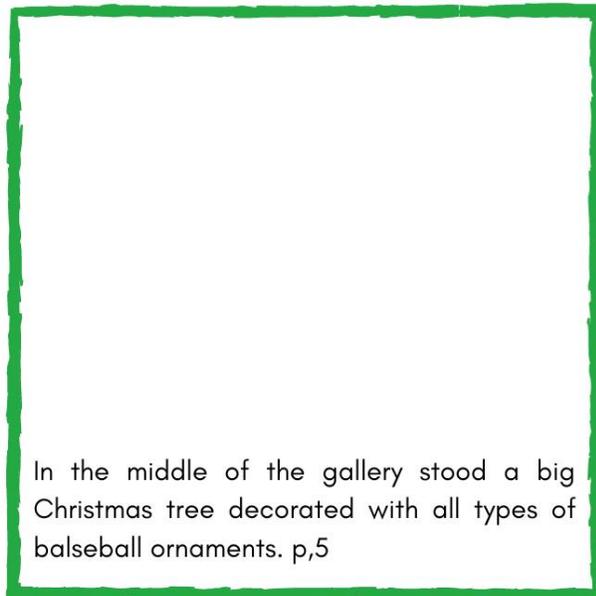
Authors use adjectives and prepositions to describe settings and characters. This helps the reader visualize what is happening in the story. Read each passage below and then draw what you visualize.



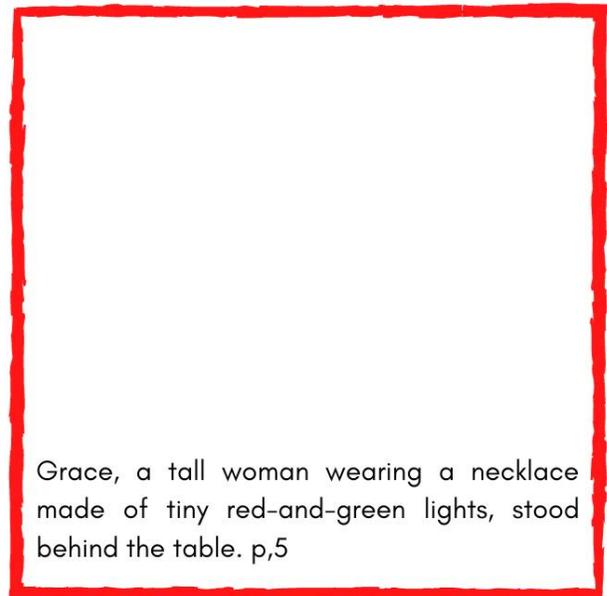
Mike and Kate pulled off their red-and-white Santa hats and stamped the snow from their boots. p. 3



Ella, the woman at the ticket booth, waved them in. She was wearing a bright green sweater with reindeer on the front. p. 5



In the middle of the gallery stood a big Christmas tree decorated with all types of balseball ornaments. p,5



Grace, a tall woman wearing a necklace made of tiny red-and-green lights, stood behind the table. p,5





Design An Ornament

Book Tie-in:

In the book, there is a Christmas tree in the National Baseball Hall Of Fame that is decorated with baseball ornaments.

Standards:

- VA:Cn10.1.2a Create works of art about events in home, school, or community life.
- VA:Cn10.1.3a Create works of art that reflect community cultural traditions.

Objective:

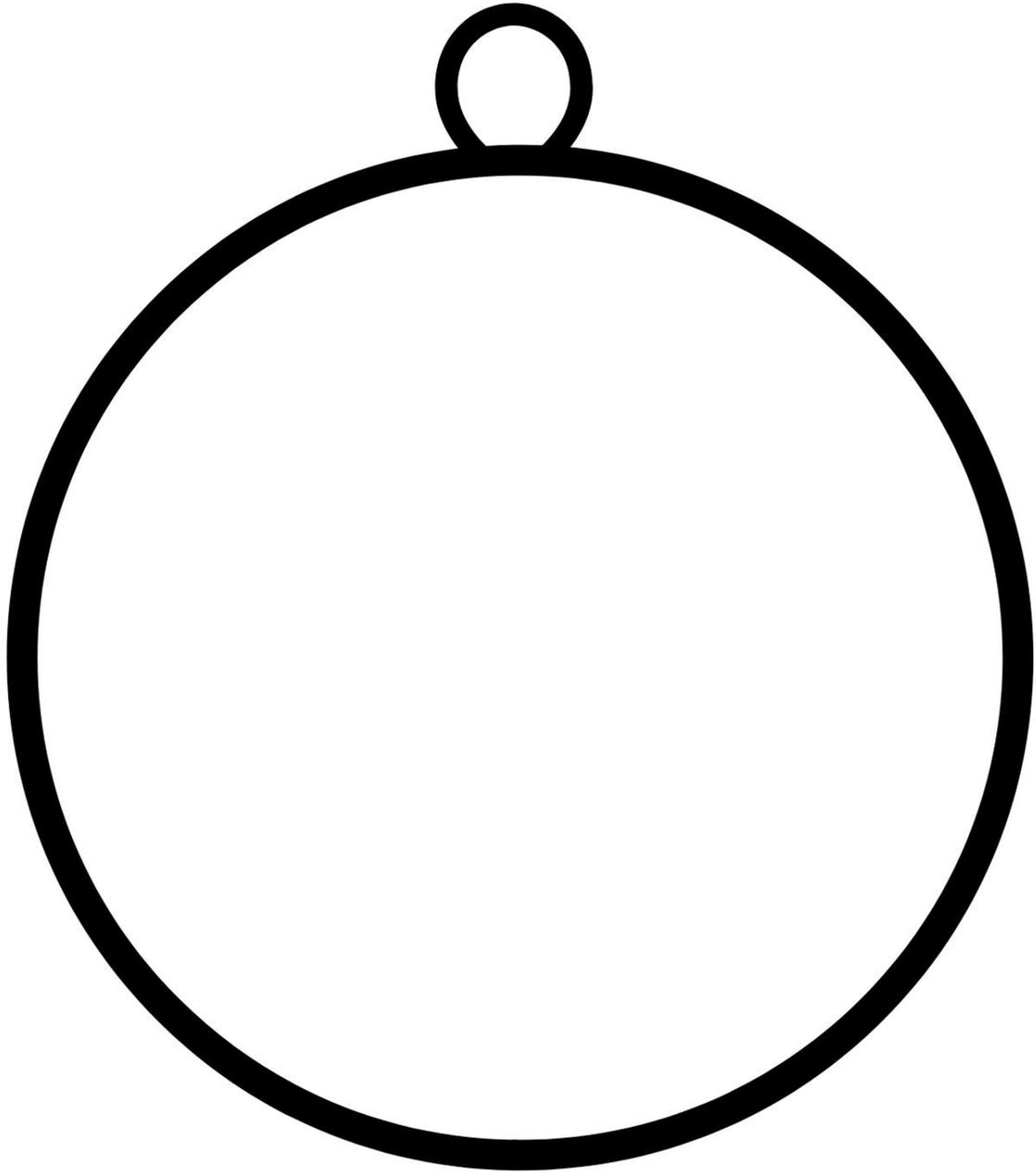
- Use details from the text to visualize what is happening in a story.

Procedure:

- Book a virtual field trip with the National Baseball Hall of Fame. [Link](#)
- After the field trip have students design an ornament for the tree drawing on the information they learned on the field trip.



Design an ornament for
the Baseball Hall Of Fame





Honus Wagner

Book Tie-in:

In the book, a Honus Wagner baseball card is stolen. This reading passage provides background information for students.

Standards:

- RL.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objective:

- Improve reading comprehension.

Procedure:

- Have students read the passage on Honus Wagner. Options for this activity include:
 - Teacher read aloud
 - Small group reading
 - Paired reading
 - Independent reading
- After students have read the passage, ask the following questions:
 - What was Honus Wagner's birth name? *Johannes Peter Wagner*
 - What does 'honus' mean? *Awkward or clumsy*
 - How old was Honus when he started working? *12 Years Old*
 - What jobs did Honus have? *Coal mine, steel mill, barber shop*
 - What team did Honus Wagner play on for the longest? *Pittsburgh*
 - Why is his card worth so much? *Only a few were sold before they stopped making them.*
 - When was Honus Wagner voted into the Hall of the Fame? *1936*

Honus Wagner

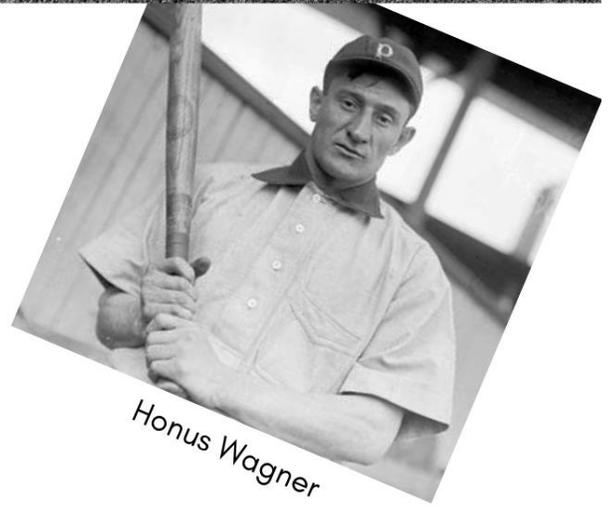
Honus Wagner was one of the first baseball players to enter the Baseball Hall of Fame. He was born on February 24, 1874 in the state of Pennsylvania. His parents named him Johannes Peter Wagner. But they soon called him Honus, a German term meaning awkward or clumsy. Honus was big and clumsy. His legs were bowlegged. They curved outward from the knees.

At the age of 12, Honus began working. He worked in the mines and steel mills. He also helped in his brother's barber shop.

When he wasn't working, Honus and his four brothers played baseball. In 1895 Honus and his brother, Al began playing professional baseball for the Inter-State League. A year later, Honus played for the Atlantic League. The following year, Honus joined the National League.

Honus played for the Louisville team. He played in center field and second base. Later he also played first and third base.

In 1900, Honus started playing in Pittsburgh. He was very happy playing for



this team because they were based in his hometown of Pittsburgh. Honus would play for this team for 21 seasons. Later, Honus would coach for the teams.

In 1909, the American Tobacco Company put his picture on a baseball card. This was done without his permission. Honus was upset because he did not smoke. The American Tobacco Company stopped producing the cards. But several dozen cards were printed and sold. Today these cards are worth millions of dollars.

In 1936 Honus was elected to the Baseball Hall of Fame.



Planning A Food Drive

Book Tie-in:

In the book, Cooperstown Cares helps out the community by having food drives, clothing drives, and toy drives. In this activity, students will plan a food drive.

Standards:

- RL.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Objectives:

- Sequence events in the correct order.
- Plan a food drive.

Procedure:

- Complete the Plan A Food Drive Worksheet with students.
- Once students understand the sequence of events for a food drive, have them plan out their own food drive. Place each step from the worksheet on a separate piece of chart paper. Have students brainstorm and vote on the following: date, location, and food pantry. Then have students choose jobs:
 - Contacting location
 - Contacting food pantry
 - Posters
 - Working the food drive
 - Collecting
 - Sorting
 - Packing
 - Delivering the food pantry
- Conduct the food drive.

Name: _____

Planning A Food Drive



Directions: Number the events in the correct order.



Name: _____

Answer Key

Planning A Food Drive



Directions: Number the events in the correct order.

3



4



6



2



1



5



Winter Holidays

Book Tie-in:

In the book, the winter holidays of Hanukkah and Eids are mentioned. This activity provides more information on winter holidays.

Standards:

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- W.2.2 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.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Objectives:

- Improve reading comprehension.
- Locate answers in text.

Procedure:

- Read page 45 in *Christmas In Cooperstown* where winter holidays are discussed. Explain to students that there are many different holidays that are celebrated during the winter.
- Pass out the worksheet on winter holidays. Read through the fact portion with students. Then have students complete the second page.
- Have students watch the following videos:
 - [Hanukkah](#)
 - [Kwanzaa](#)
 - [Christmas](#)
 - [Eid](#)
- Have students write about each holiday using the winter writing paper. Students should draw a picture inside of the rectangle. Provide the following topic sentences:
 - Hanukkah is a winter holiday.
 - Kwanzaa is a winter holiday.
 - Christmas is a winter holiday.
 - Eid is a holiday that is often celebrated in winter.



Winter Holidays



The day of Eid is different every year because it is based on the lunar calendar.



Hanaukkah

- Jewish holiday
- Lasts for 8 days
- A candle holder with candles is used each night. It is called a menorah.
- Special blessings are said each night.
- Children get a small gift each night.
- Special foods: potato pancakes and doughnuts.
- Children play a game called dreidel.



Eid

- Muslim holiday
- Celebrates the end of Ramadan
- Lasts for 3 days
- Dress up and go to temple
- Children get gifts and cash
- Food and money is collected and given to the poor
- Special foods: lapis legit, a thousand layer spice cake and bolani, stuffed flatbread

Christmas

- Christian holiday
- Celebrates the birth of Jesus
- Christmas trees are decorated with lights and ornaments
- Go to church on Christmas Eve
- Exchange gifts with friends and family
- Christmas concerts and pageants
- Special foods: cookies, hot chocolate



Kwanza

- African American holiday
- Honors and celebrate the African culture
- Lasts 7 days
- A candle holder called a kinara is lit each night of Kwanzaa
- Singing, dancing, story telling, and drumming are nightly activities
- Special foods: collard greens, macaroni and cheese,



Fun Fact: Depending on the Lunar calendar Eid can be celebrated in spring, summer, fall or winter.



Winter Holidays

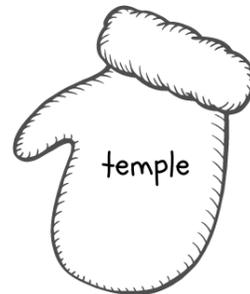
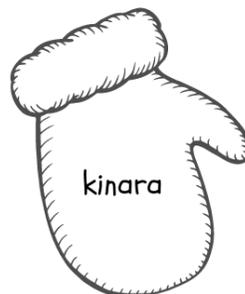
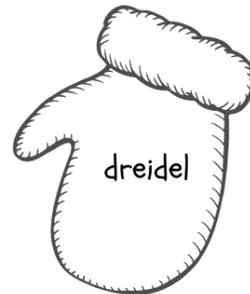
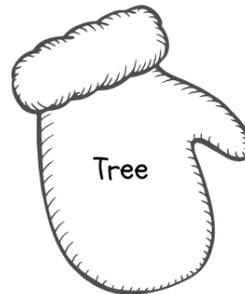


Hanukkah = blue

Christmas = red

Eid = purple

Kwanzaa = green





Winter Holidays

Answer Key



Hanukkah = blue

Christmas = red

Eid = purple

Kwanzaa = green

