

Learning Resources for  
Ballpark Mysteries #12  
The Rangers Rustlers  
By David A. Kelly

## Background

### About the Book

**The Rangers Rustlers** is the 12<sup>th</sup> 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 Rangers Rustlers**, Mike and Kate travel to Arlington, Texas. Mike finally is able to purchase a Rangers t-shirt only to find it out that it is stolen property! Mike and Kate have another mystery on their hands! Who is stealing the t-shirts?

### 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](http://www.davidakellybooks.com)

You can follow Mr. Kelly on social media:

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

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## Menu Math

### Book Tie-in:

The main characters in the story eat dinner at Dusty's Steak House.

### TEKS Standards:

Grade 2: Number and operations:

- ★ The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
  - Recall basic facts to add and subtract within 20 with automaticity.
  - Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.

Grade 3: Number and operations:

- ★ The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:
  - Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Grade 2: Reading/Vocabulary Development

- ★ Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Grade 3: Reading/Vocabulary Development:

- ★ Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.

**CCSS:**

- ★ 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. (2.OA.A.1)
- ★ Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.B.2)
- ★ Solve two-step word problems using the four operations. (3.OA.D.8)
- ★ Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (RI.2.4)
- ★ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (RI.3.4)

**Objective:**

- ★ Solve addition and subtraction word problems.

**Procedure:**

- ★ Pass out copies of the menu to students. Read the menu with the students. Ask the following questions:
  - What clues told you that this was a menu?
  - Why are there prices on a menu?
  - What do the following words mean?
    - Starters
    - Beverages
    - Entrees
  - What clues from the menu helped you figure out the meaning of these words?
- ★ Pass out the math worksheet to students. Explain to them that they will be solving word problems using the menu.
- ★ Complete the first word problem as a class. Then have students finish the worksheet with a partner or on their own.
- ★ Optional: Have students write their own word problems based off of the menu.
  - Put the word problems into a class worksheet
  - Put the word problems on index cards or card stock. Laminate the menu and word problems to create a math center activity.



# DUSTY'S STEAKHOUSE

## LITTLE COWPOKES MENU

### STARTER

**NIBBLER NACHOS** \$2  
our special nachos loaded with 4 kinds of cheese

**ROPING RINGS** \$3  
Fried onion rings with ranch dressing

**COWBOY COWSTICKS** \$3  
Breaded cheese sticks with BBQ sauce

### SIDES

All sides are \$1

**FRENCH FRIES**  
**CORN**  
**BAKED BEANS**  
**APPLE SAUCE**  
**CORN BREAD**  
**MACARONI AND CHEESE**

### BEVERAGES

**POP** \$1  
**LEMONADE** \$1

### ENTREE

**PRAIRIE PULLED PORK** \$3  
BBQ pulled pork on a bun

**BRANDED BURGER** \$2  
100% pure beef burger loaded with cheese

**CHUCK WAGON CHICKEN NUGGETS** \$2  
The best chicken nuggets in Texas. Choice of bbq sauce, ranch dressing, or honey mustard

**RANCHER STEAK** \$6  
6 ounce steak cooked to order

**BUCKAROO RIBS** \$5  
Lip smacking ribs

### DESSERTS

**TEXAS SHEET CAKE** \$1  
**COWBOY COOKIES** \$1  
**ICE CREAM SUNDAE** \$1



# ADDING UP YOUR FOOD

Name: \_\_\_\_\_



Mike ordered the rancher steak, macaroni and cheese, corn bread, and lemonade.  
How much is his meal?

Kate ordered buckaroo ribs, fries, apple sauce, and pop.  
How much is his meal?

How much would a nibbler nachos, a branded burger, and an ice cream sundae cost?

You have \$7 to spend on dinner. What will you order?  
What is the total of your meal? How much money is left over?

# ADDING UP YOUR FOOD

Name: \_\_\_\_\_



Mike ordered the rancher steak, macaroni and cheese, corn bread, and lemonade.  
How much is his meal?

**\$9**

Kate ordered buckaroo ribs, fries, apple sauce, and pop.  
How much is his meal?

**\$8**

How much would a nibbler nachos, a branded burger, and an ice cream sundae cost?

**\$5**

You have \$7 to spend on dinner. What will you order? What is the total of your meal? How much money is left over?

Answers will vary



## Base Hits

### Book Tie-in:

In *Rangers Rustlers*, there are many examples of verbs that are in the past tense.

### TEKS Standards:

Grade 2: Oral and Written Conventions/Conventions:

- ★ Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
  - Understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future).

Grade 3: Oral and Written Conventions/Conventions:

- ★ Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future).

Grade 3: Oral and Written Conventions/Spelling:

- ★ Students spell correctly.
  - Spell words with more advanced orthographic patterns and rules:
    - Consonant doubling when adding an ending
    - Dropping final "e" when endings are added (e.g., -ing, -ed);

### CCSS

- ★ Form and use regular and irregular verbs. (L.3.1.D)
- ★ Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. (L.3.1.E)

### Procedure:

- ★ Ask students to define a verb. (*Shows action or state of being*)
- ★ Explain to students that verbs can show that an action happened in the past, the present, or the future.



- ★ Explain that the suffix -ed is often added to the verb to show that the action has happened in the past.
- ★ Teach the following rules:
  - When a verb ends with a silent e → drop the e and then add the suffix -ed
  - When a verb ends with a CVC pattern → double the last consonant and then add the suffix -ed
  - When a verb ends with two consonants → add the suffix -ed
- ★ Put the following verbs on the board and ask students to put them into the past tense. Ask students which rule they followed:
  - Drop → dropped (cvc pattern)
  - Turn → turned (2 consonants pattern)
  - Bake → baked (silent e pattern)
  - Giggle → giggled (silent e pattern)
  - Beg → begged (cvc pattern)
  - Learn → learned ( 2 consonants pattern)
- ★ Pass out the Base Hits worksheet. Go over the directions and then have students complete the worksheet. This can be done as a class, as partner work, or independently.

Name: \_\_\_\_\_

# BASE HITS!

To show that a verb is in the past tense the suffix -ed is added to the base word. Here are the rules for adding -ed.

- Verbs that end with a silent e: drop the /e/ and add -ed
- Verbs that end with the CVC pattern: double the last consonant and add -ed
- Verbs that end with two consonants: add -ed

Directions: Add the suffix -ed to each word. Use the rules to help you spell the words correctly.



Name: \_\_\_\_\_

# BASE HITS!

To show that a verb is in the past tense the suffix *-ed* is added to the base word. Here are the rules for adding *-ed*.

- Verbs that end with a silent e: drop the /e/ and add *-ed*
- Verbs that end with the CVC pattern: double the last consonant and add *-ed*
- Verbs that end with two consonants: add *-ed*

Directions: Add the suffix *-ed* to each word. Use the rules to help you spell the words correctly.



waved



reached



popped



nodded



pushed



dodged



laughed



scanned



bounced



## Rustling Up Antonyms

### Book Tie-in:

In *Rangers Rustlers*, there are many words that are antonyms for other words. Encourage students to identify words in the book that have antonyms.

### TEKS Standards:

Grade 2: Reading/Vocabulary Development:

- ★ Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.

Grade 3: Reading/Vocabulary Development:

- ★ Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
- ★ identify and use antonyms, synonyms, homographs, and homophones.

### CCSS

- ★ Demonstrate understanding of word relationships and nuances in word meanings. (L.2.5)
- ★ Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)

### Procedure

- ★ Ask students what an antonym is. (opposite meaning of the word)
- ★ Ask students to give you the antonym for the following words:
  - Hot (cold)
  - Wet (dry)
  - Open (closed)
- ★ Encourage students to come up with their own examples.

- ★ Activity: Pass out a word to each student. Instruct them to stand up and find the student that has an antonym for their word. When all students have found their antonym partners, check for accuracy. If students have the wrong partner allow them to search for the correct partner.
- ★ Pass out the Rustling Up Antonyms for students to complete. This can be done as a whole group, with a partner, or independently.



Run off on card stock and then cut apart. Each student will get a word.

<b>come</b>	<b>go</b>	<b>happy</b>	<b>sad</b>
<b>big</b>	<b>little</b>	<b>long</b>	<b>short</b>
<b>boy</b>	<b>girl</b>	<b>sit</b>	<b>stand</b>
<b>all</b>	<b>none</b>	<b>front</b>	<b>back</b>
<b>win</b>	<b>lose</b>	<b>push</b>	<b>pull</b>

<b>fast</b>	<b>slow</b>	<b>up</b>	<b>down</b>
<b>left</b>	<b>right</b>	<b>fat</b>	<b>thin</b>

NAME: \_\_\_\_\_

**RUSTLING UP ANTONYMS!**  
Find the antonym pairs. Draw a line from the hat to the correct boot.



NAME: \_\_\_\_\_

**RUSTLING UP ANTONYMS!**  
Find the antonym pairs. Draw a line from the hat to the correct boot.





## Roping Up Vocabulary

### Book Tie-in:

In *Rangers Rustlers*, there are many words that cowboys use. Encourage students to be on the lookout for these words.

### TEKS Standards:

Grade 2: Reading/Vocabulary Development

- ★ Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Grade 3: Reading/Vocabulary Development:

- ★ Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.

### CCSS:

- ★ 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)

### Procedure:

- ★ As students read, generate a list of cowboy words that are found in *The Rangers Rustlers*.
  - Create an anchor chart with the title, “Roping Up Some Vocabulary”.
  - Provide Post-Its™ to students. When students find a cowboy word in the book, instruct them to put the word on a Post-Its™.
  - Define and discuss the words with the students.



- Pass out the Roping Up Vocabulary sheet to students.
- Review the vocabulary on the worksheet.
- Have students complete the worksheet. Remind students to use capitals at the beginning of their sentences and punctuation at the end of their sentences.

Name: -----



## ROPING UP SOME VOCABULARY!

Cowboys use some special words when they speak. Learn about these words. Then write your own sentences using these words.

1. Rustler: A person who steals cattle, horses, or sheep.

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2. Varmint: an annoying animal or child.

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3. Pardner: partner, friend. This is a friendly term.

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4. Howdy: hello. This is a greeting.

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5. Y'all: A contraction for you all. It is used mostly in the southern United States.

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6. Drawl: Speak in a slow, lazy way.

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7. Stampede: When a large group of animals get scared and run in the same direction.

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## Can You Picture It?

### Book Tie-in:

In *Rangers Rustlers*, the author, David A. Kelly describes the settings using specific details. This helps the reader visualize the setting in their minds.

### TEKS Standards:

Grade 2: Reading/Comprehension of Literary Text/Sensory Language:

- ★ Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and nonliteral meanings (e.g., take steps).

Grade 3: Reading/Comprehension of Literary Text/Sensory Language:

- ★ Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.

### CCSS:

- ★ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
- ★ Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)

### Procedure:

- ★ Pass out Can You Picture It? worksheet to students.
- ★ Remind students that great readers visualize what they are reading to help them understand the story.
- ★ Read the passage from page 30 with the students. Ask students which words or phrases helped them visualize the setting of the story. Have students underline, circle, or

highlight these words and phrases. Repeat the procedure with the passage from page 32.

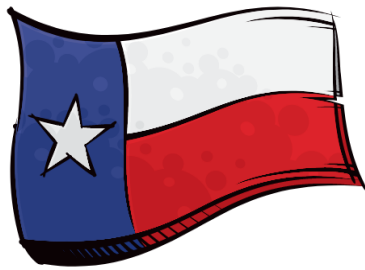
- ★ Pass out a large piece of drawing paper or white construction paper to each student.
- ★ Explain to students that they will be drawing one of the settings, either page 30 or page 32. Encourage them to include all the details from the passage.
- ★ Once students have completed their drawings, have them present their drawings to the class. See if students can tell which passage the drawing represents.
- ★ Optional: Have students draw their own settings. Then have them write 3-5 sentences describing the setting. Hang the drawings up on the wall. Then read the students' sentences. Can students identify the drawing based on the writing? If not, encourage the writer to revise.

Name: -----



## CAN YOU PICTURE IT?

Great readers can visualize or see what the writer is describing. Read each of the passages below from *The Ranger Rustlers*. Pick one of the passages and draw a picture of what you visualize or see in your mind. Use a separate piece of paper.

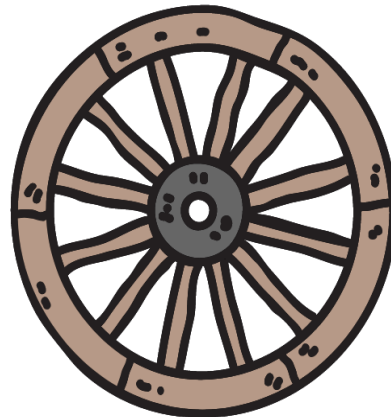


Mike, Kate, and Mrs. Hopkins had just walked into Dusty's Steak House when the tall, redheaded waitress zipped around them balancing a huge tray of sizzling steaks on her shoulder. The waitress wore a bright white cowboy hat, a shiny red shirt with fringe, blue jeans, and black cowboy boots.

Page 30

Lights made from big wagon wheels hung from the ceiling. Horseshoes, wagon parts, bleached white cattle skulls with long, pointed horns, and red, white, and blue Texas flogs cover the restaurant's red walls. There was even a long metal slide near the back of the restaurant that two boys were taking turns sliding down.

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# How many of the Ballpark Mysteries have you read?

Check off the books you've read!

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