

**Learning Resources for  
Ballpark Mysteries #13  
The Capital Catch  
By David A. Kelly**



## Background

### About the Book

**The Capital Catch** is the 13<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 Capital Catch**, Mike and Kate travel to Washington, D.C. Mike and Kate are on a mission to help the President's brother who is the catcher for the Nationals baseball team. Someone is stealing his equipment and it is hurting his game. 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](http://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](http://www.buydavidakellybooks.com)

Free Q&A Skype sessions are available at: [www.dakskype.com](http://www.dakskype.com)

In-person and virtual author visits are available at: [www.dakvisits.com](http://www.dakvisits.com)

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## Alliteration Action

### Book Tie-in:

The author, David A. Kelly uses alliteration in his writing. Alliteration is used to get the attention of the reader. As students read the book, ask them to look for alliteration action.

### Standards:

- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### Objective:

- Define, identify, and use alliteration.

### Procedure:

- Ask students to define the literary device, alliteration.
- Write the following examples on the board: Sammy Seal, beach ball, puffy pillow
- Ask students to look at the title of the book, *The Capital Catch*. Point out that the author has used alliteration in the title. Ask students to open the book and look at the list of books David A. Kelly has written. *Which titles use alliteration? Why do you think the author uses alliteration in some of his titles?*
- Explain to students that they will be looking for examples of alliteration in the book. Pass out the uniforms. Explain to students that they will find an example of alliteration on the page number that matches the uniform number.
- Have students write down the alliteration on the baseball base and use it in a sentence.
- Share out sentences.

#### Alliteration Locations

1. Secret Service, p. 1
2. fan's favorite, p. 5
3. past presidents, p. 5
4. positively presidential, p. 22
5. souvenir stand, p. 31
6. mascot money, p. 44
7. crowd clapped, p. 46

8. red ribbon, p. 96



Make enough copies so each student has a shirt. There are two shirts with page 5 because there are two examples of alliteration on the page.



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

# ALLITERATION ACTION



ALLITERATION:

MY ALLITERATION SENTENCE:

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## Compound Catch

### Book Tie-in:

- The author, David A. Kelly uses compound words in this book. As students read the book, ask them to look for compound words.

### Standards:

- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). (L.2.4.D)

### Objective:

- Students will define, identify, and use compound words.

### Procedure:

- Explain that compound words are formed when two or more words are put together. When they are put together the words create a new word and a new meaning.
- Put the following examples on the board: clubhouse, baseball, sideways. Ask students to identify each part of the compound word.
- Introduce the game, Capital Compound Catch by going over the rules. Play a round as a class to insure understanding of the rules. Then have students play on their own.



## Capital Compound Catch

### Materials:

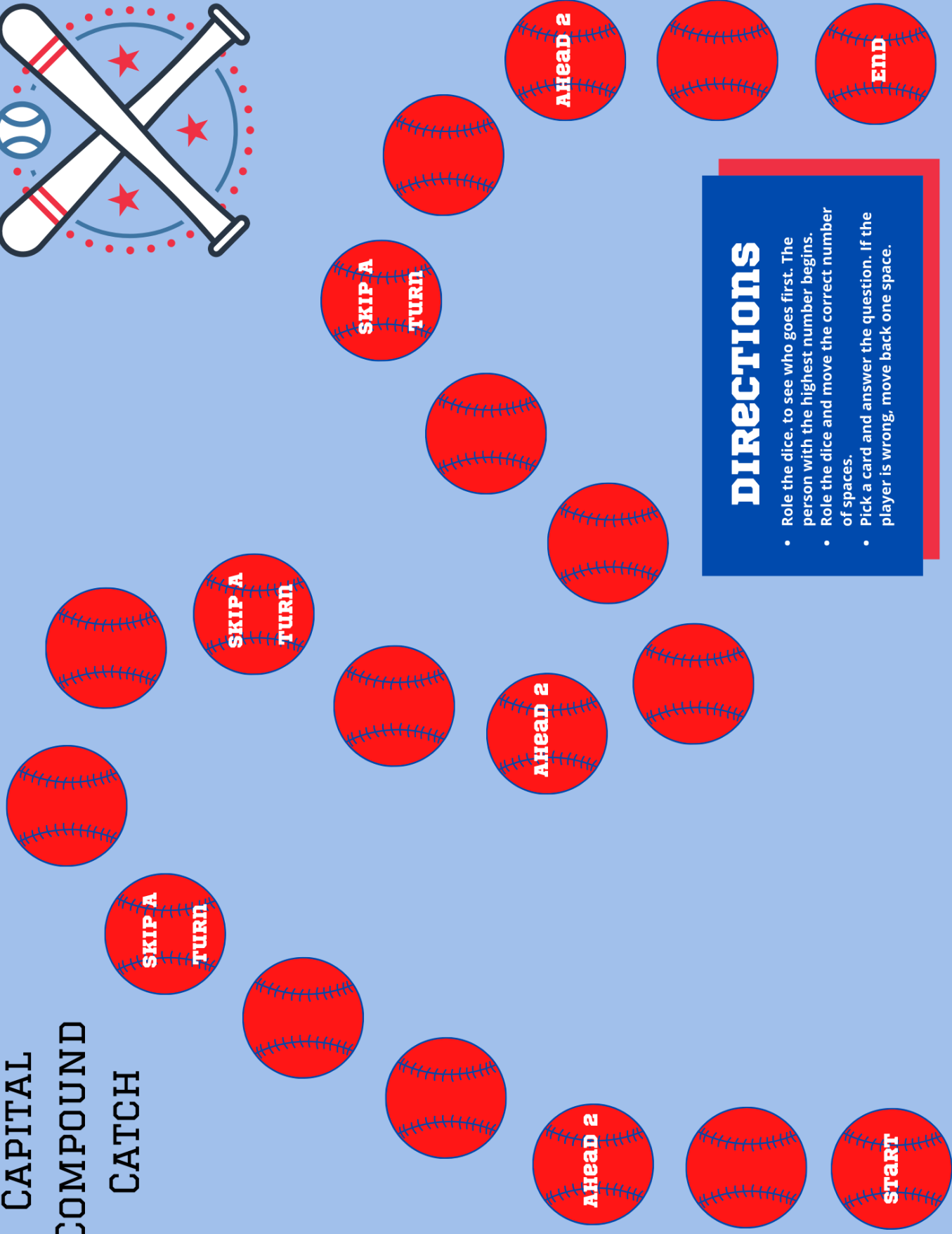
- Game board
- Game cards
- 1 die
- Game markers

### Directions:

1. To determine the player who will go first, each player will roll the die. The player with the highest number goes first. Play proceeds clockwise.
2. When it is a player's turn, the player rolls the dice and moves their game marker. The player then picks a card and answers the question. Another player can check the answer by using the answer key. If the player is incorrect, they must move back two spaces.
3. The player that reaches the end first, wins.



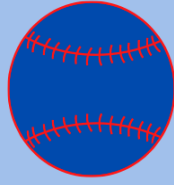
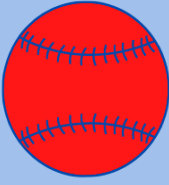
# CAPITAL COMPOUND CATCH



## DIRECTIONS

- Role the dice, to see who goes first. The person with the highest number begins.
- Role the dice and move the correct number of spaces.
- Pick a card and answer the question. If the player is wrong, move back one space.

Print on card stock. Then cut out.



club \_\_\_\_\_  
a. house  
b. work  
c. point

2

home \_\_\_\_\_  
a. house  
b. work  
c. point

4

loud \_\_\_\_\_  
a. speaker  
b. work  
c. room

6

check \_\_\_\_\_  
a. house  
b. work  
c. point

1

press \_\_\_\_\_  
a. house  
b. work  
c. room

3

run \_\_\_\_\_  
a. house  
b. downs  
c. room

5

Print on card stock. Then cut out.

side \_\_\_\_\_

- a. house
- b. work
- c. ways

7

half \_\_\_\_\_

- a. house
- b. way
- c. point

8

Diamond \_\_\_\_\_

- a. house
- b. work
- c. back

9

\_\_\_\_\_ ball

- a. base
- b. work
- c. point

10

\_\_\_\_\_ way

- a. house
- b. door
- c. room

11

\_\_\_\_\_ toe

- a. tip
- b. work
- c. room

12

Print on card stock. Then cut out.

sky\_\_\_\_\_

- a. house
- b. line
- c. town

13

\_\_\_\_\_town

- a. down
- b. way
- c. point

14

\_\_\_\_\_way

- a. walk
- b. work
- c. back

15

\_\_\_\_\_paper

- a. base
- b. work
- c. news

16

\_\_\_\_\_one

- a. house
- b. some
- c. room

17

\_\_\_\_\_walk

- a. tip
- b. work
- c. side

18

## ANSWER KEY

- |       |       |
|-------|-------|
| 1. C  | 12. A |
| 2. A  | 13. B |
| 3. C  | 14. A |
| 4. B  | 15. A |
| 5. B  | 16. C |
| 6. A  | 17. B |
| 7. C  | 18. C |
| 8. B  |       |
| 9. C  |       |
| 10. A |       |
| 11. B |       |



## Vocabulary Venture

### Book Tie-in:

- The author, David A. Kelly uses interesting words in this book. As students read the book, ask them to look for words that they are curious about.

### Standards:

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
- 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 the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)
- 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:

- Students will improve their vocabulary skills

### Procedure:

- Write the following words on the board and introduce them to students:
  - Suspicious, p. 3
    - Distrustful, unsure
    - What would a suspicious look like?
    - How would a suspicious person act?
    - Let's look at how the word is used in the book. *"D.C.'s baseball team has moved and changed its name so many times over the years that the Secret Service would be suspicious."*(page 3)
    - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
  - Wound, p. 8
    - This is a heteronym. Heteronyms are words that are spelled the same. But they have different meanings and are pronounced differently. Explain to students that they need to use context clues to figure out which way the word will be pronounced.
    - Wound (/wōnd/): an injury to the skin
    - Wound (/wound/): to move or twist, past of wind (wīnd)

- *"Mike wound up to pitch his ball." (page 8)* Let's read this sentence using both pronunciations. Which one makes more sense?
  - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- Lingered, p. 8
  - Stay in a place longer than needed
  - Ask students to identify the suffix (-ed) What does this tell you? (in the past, a verb)
  - What might cause a person to linger?
  - *"A Few Minutes later, as the tour group continued on to the next room, Mike lingered behind." (page 8)*
  - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- Slumped, p. 10
  - Sagged, slouched
  - Can you show me how a person would slump?
  - What would cause a person to slump?
  - *"Mike shoulders slumped." (page 10)* What does this tell you about Mike?
  - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- Autograph, p. 13
  - Signature
  - Explain to students that this word comes from the Greek language. Auto means self and graph means write. Literally, autograph means self write.
  - Why do people want to get autographs from others? Who would you want to get an autograph from?
  - *"We're going to try to get your brother's autograph." (page 13)*
  - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- Lurking, p. 50
  - Remain hidden to wait for someone or something
  - Demonstrate how someone would lurk.
  - Why would someone be lurking?
  - *"Then he was lurking near Chip." (page 50)*
  - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- Souvenirs, p. 79
  - An object that is kept as a reminder of a place, event, or person.
  - What kind of souvenirs do you have?
  - Why do you have these souvenirs?
  - *"We're looking for souvenirs," Kate said. (page 79)*

- Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- Browsing, p.82
  - Looking at items in a store in a slow and calm way. People usually browse when they aren't looking for something that they need.
  - What kinds of things do you browse for?
  - Would a person browse in a grocery store or a souvenir store?
  - *"A few customers were browsing, but no one was at the cash register."* (page 79)
  - Let's write a sentence together using this word. Does anyone have an idea on how to start the sentence?
- After teaching the vocabulary words to the students, pass out the vocabulary cards. Each student will get one card. Explain the rules:
  - Each student has a card.
  - They find a partner.
  - Partner 1 shows his definition to partner 2 and reads it aloud.
  - Partner 2 guesses the word.
  - Partner 1 tells partner 2 if the answer is correct or incorrect. If it is incorrect, partner 1 will give the correct answer.
  - Partner 2 shows her definition to partner 1 and reads it aloud.
  - Partner 1 guesses the word.
  - Partner 2 tells partner 1 if the answer is correct or incorrect. If it is incorrect, partner 2 will give the correct answer.
  - Partners switch cards and find new partners. Switching cards ensures that students will see and practice different vocabulary words each time they get a new partner.



Vocabulary cards. Cut on the dotted line. Fold on the midline.

<b>suspicious</b>	<b>distrustful, unsure</b>
<b>wound</b>	<b>injury to the skin</b>
<b>lingered</b>	<b>stayed longer than needed</b>
<b>slumped</b>	<b>slouched or sagged</b>
<b>autograph</b>	<b>signature</b>
<b>Lurking</b>	<b>stay hidden while waiting for someone or something</b>

<b>browsing</b>	<b>Looking at items in a calm and casual way</b>
<b>souvenirs</b>	<b>An object that is kept as a reminder of a place, event, or person</b>



## Starting Lineup

### Book Tie-in:

- This book focuses on the Washington Nationals. In the first chapter, Mike talks about the history of this baseball team.

### Standards:

- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)
- 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)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)

### Objectives:

- Create and use a timeline
- Write a paragraph using a chronological text structure.

### Procedure:

- Read page 3-4 to students. Explain to students that every baseball team has history. Today they will learn a little more about the Washington Nationals.
- Pass out the worksheet, Starting Lineup.
- Read the paragraph about the baseball team. Ask students if the paragraph is easy to understand? *Students should indicate that it is confusing because the dates are out of order.*
- Explain to students that they will be using the timeline to organize the dates. Do one with the students to insure that they understand the concept. Then let students finish the timeline on their own.
- Once everyone is finished, go over the answers with the students.
- Explain to students that they will now rewrite the paragraph using a chronological text structure. Explain to students that chronological means going in order from the beginning to the end.

- The paragraph is all out of order! Use the timeline below to write down the events in the correct order. Then write a chronological paragraph using the information.
- 

The Washington Nationals won their first World Series in 2019. The Nationals were in the American League beginning in 1901. In 1972 the team moved to Texas and was renamed the Texas Rangers. In 2005 the Nationals joined the National League. From 1961-1971 the Washington team was called the Senators.

1901

1961

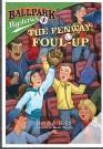










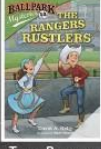



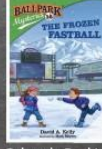





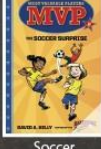






1972

2005

2019

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

# How many of the Ballpark Mysteries have you read?

									
Boston Red Sox	New York Yankees	L.A. Dodgers	Houston Astros	Kansas City Royals	Chicago Cubs	San Francisco Giants	Miami Marlins	Philadelphia Phillies	Toronto Blue Jays
									
Detroit Tigers	Texas Rangers	Washington Nationals	St. Louis Cardinals	Baltimore Orioles	Colorado Rockies	Cubs vs. Red Sox	Hall of Fame	Mets vs. Yankees	Little League WS
				<p>Check off the books you've read!</p>  					
Olympics	Soccer	Football	Basketball					Babe Ruth	Miracle Mud

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