

Learning Resources for
Ballpark Mysteries #15
The Baltimore Bandits
By David A. Kelly



Background

About the Book

The Baltimore Bandit is the 15th 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 Baltimore Bandit**, Mike and Kate travel to Baltimore, Maryland. Mike and Kate arrive just in time to see a baseball glove that once belonged to baseball legend, Babe Ruth be put on display. But before it can go on display, the baseball glove goes missing. Someone has stolen it! 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.daskype.com

In-person and virtual author visits are available at: 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:

- Define and explain alliteration to students. *Alliteration is a type of figurative language. It occurs when a writer repeats the same beginning sound in a group of words. Examples: kitty cat, we walked, baby bear.*
- Pass out the Alliteration Match Game to each pair of students. Explain to students that they will need to create alliteration pairs. Both words need to start with the same sound. (*Example: kitty cat*) Check student work.
- Once students have completed the alliteration match game, have them complete the Alliteration Action worksheet.

Alliteration Match Game

Cut apart the cards. Then create alliteration pairs. Each word in the pair needs to start with the same sound.

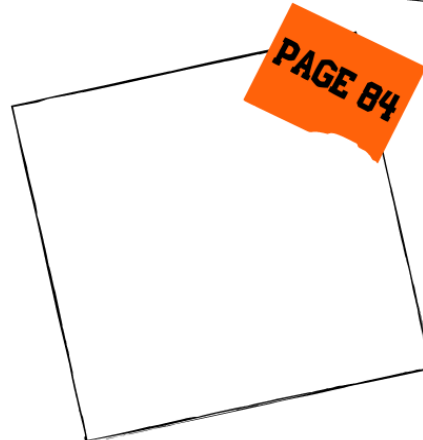
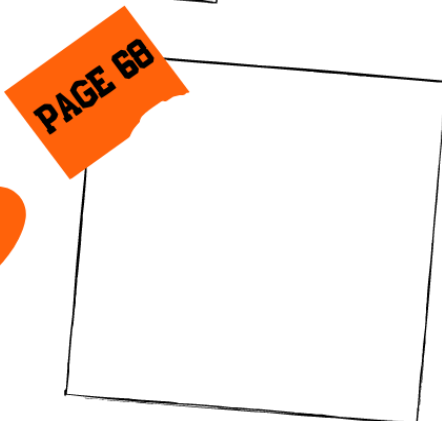
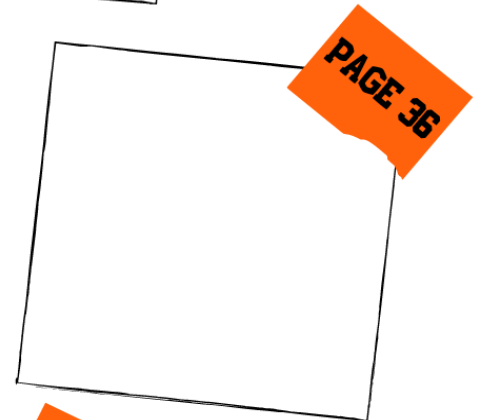
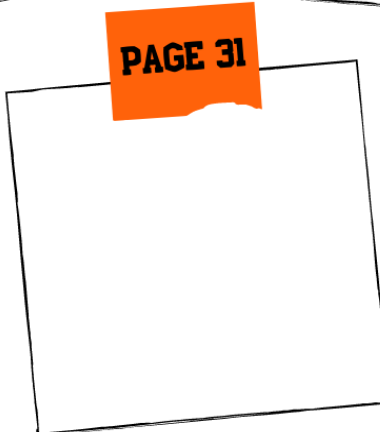
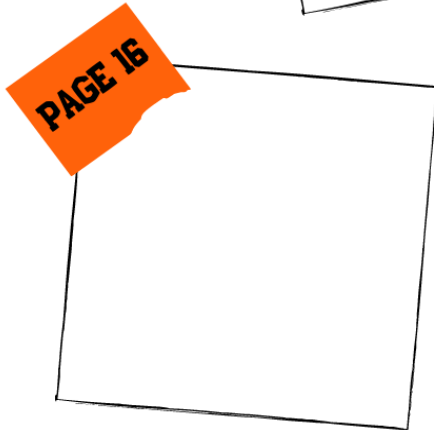
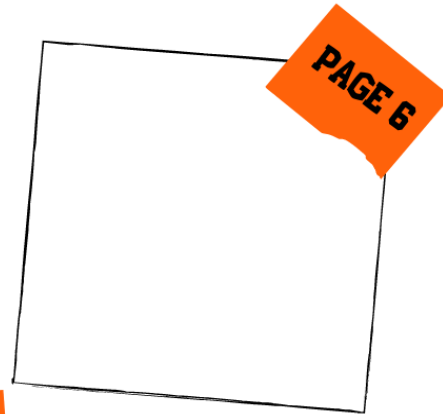
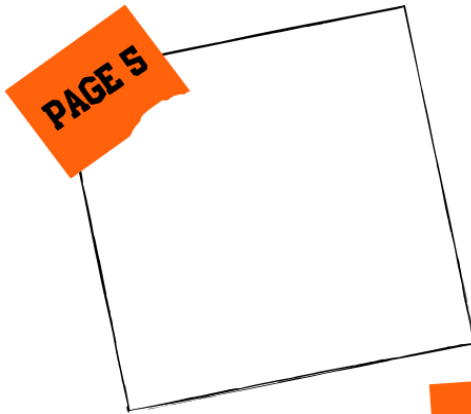
black	lucky	peach	cute
kitty	gravy	flamingo	milk
dirty	turtle	bear	speedy
spider	tiny	cat	dog
fancy	pie	noisy	lion
money	cub	good	Nora

Name: _____

Date: _____

ALLITERATION ACTION

Alliteration is when a writer use repeatedly uses words that start with the sound. These words are right next to each other. Examples: kitty cat , silly Sally, brown bread. The author, David A. Kelly uses alliteration in his writing. Be detectives like Mike and Kate! Find examples of alliteration in the book. Use the page numbers as clues.



Write a sentence using alliteration.

Name: _____

Date: _____

Answer Key

ALLITERATION ACTION

Alliteration is when a writer use repeatedly uses words that start with the sound. These words are right next to each other. Examples: kitty cat , silly Sally, brown bread. The author, David A. Kelly uses alliteration in his writing. Be detectives like Mike and Kate! Find examples of alliteration in the book. Use the page numbers as clues.

PAGE 5

big bushy beard

PAGE 6

batter's box

PAGE 16

kid's corner

PAGE 31

fans finding

PAGE 36

cleats clattered

PAGE 68

stands stuffed

PAGE 84

pitched perfectly

Write a sentence using alliteration.



Building A Setting Using Prepositions

Book Tie-in:

The author, David A. Kelly uses prepositions in his writing. Prepositions help the reader visualize the details of a setting. As students read the book, ask them to look for prepositions.

Standards:

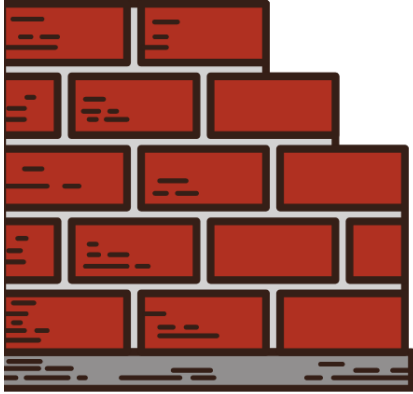
- L.2.1.F Produce, expand, and rearrange complete simple and compound sentences.
- L.3.1.I Produce simple, compound, and complex sentences.
- L.3.3.A Choose words and phrases for effect.
- L.4.1F Produce simple, compound, and complex sentences.
- L.4.1.E Form and use prepositional phrases.

Objectives:

- Define, identify, and use prepositions in sentences.
- Write a setting using prepositions.

Procedure:

- Define a preposition. *It is a part of speech. It connects a noun/pronoun to another word in the sentence. A preposition tells where, when.*
- Share a list of prepositions with students. [Resource](#)
- Pass out Building A Setting Using Prepositions. Read the passage on the sheet from the book. Guide students in finding and circling the prepositions in the passage.
- Pass out writing paper to students and have them write a paragraph describing a setting. Remind the students to use prepositions in their paragraph.



Name: _____

BUILDING A SETTING USING PREPOSITIONS

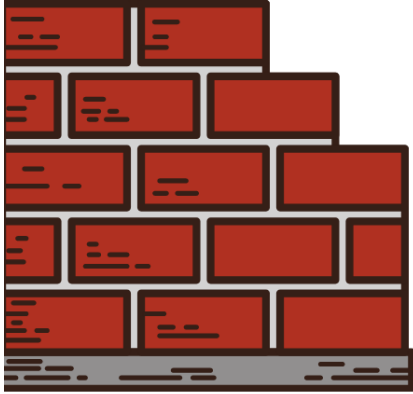
Circle the prepositions in the passage.
There are 4 prepositions.

A few minutes later, Mike and Kate were on the other side of the stadium. They were standing in front of the long brick warehouse that was once used by the B&O Railroad. To their left was the Orioles' gift shop. On their right was a fancy restaurant. In between was a small area with a sign overhead labeled **BABE RUTH AND BALTIMORE.** (page. 31)

Now write about the setting below. Use prepositions in your writing. Use a different piece of paper for your writing.



by
under
next to
left
right
behind
front
over



Answer Key

Name: _____

BUILDING A SETTING USING PREPOSITIONS

Circle the prepositions in the passage.
There are 4 prepositions.

A few minutes later, Mike and Kate were on the other side of the stadium. They were standing in **front** of the long brick warehouse that was once used by the B&O Railroad. To their **left** was the Orioles' gift shop. On their **right** was a fancy restaurant. In **between** was a small area with a sign overhead labeled BABE RUTH AND BALTIMORE. (page. 31)

Now write about the setting below. Use prepositions in your writing. Use a different piece of paper for your writing.



by
under
next to
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front
over



Famous Flapjacks

Book Tie-in:

In the book, Mike and Kate go to the food stands to see if they can find the man with the big bushy beard. The food stands sell many different kinds of foods--from hot dogs to soup.

Standards:

- L.2.1.F Produce, expand, and rearrange complete simple and compound sentences.
- L.3.1.I Produce simple, compound, and complex sentences.
- L.3.3.A Choose words and phrases for effect.
- L.4.1F Produce simple, compound, and complex sentences.

Objectives:

- Create a famous flapjack for the new food stand.
- Write a descriptive passage.

Procedure:

- Read chapter 7. Ask students to identify and describe the food stands at the stadium.
How are these food stands the same or different from the food stands at stadiums you have gone to? What is your favorite food from a food stand? Why do you like it?
- Set up the activity. *What does Flaps eat before every game? (flapjacks) What is another name for flapjacks? (pancakes) What kind of pancakes have you had?* Make a list of the responses on the board. Explain to students that the Baltimore Stadium is adding a new food stand called Famous Flapjacks in honor of Flaps. The food stand needs to create a menu of flapjacks. Ask students to brainstorm ideas for a menu item. Pass out the Famous Flapjacks worksheet to students. Instruct them to draw their flapjack idea inside the box. Students should label the ingredients in their flapjack.
- Share samples of menus with students. These can be found on the Internet or collected from local restaurants. Explain to students that they will need to write a description for their menu item. Have students write their descriptions.
- Once descriptions have been written, have students peer edit them.
- Extensions to the activity:
 - Create the menu using Google Docs or Word
 - Have students make their menu item for their family members
 - Create a commercial for Famous Flapjacks

Name _____

Famous Flapjacks



A new food stand is opening up at the stadium called Famous Flapjacks. They will only be serving pancakes. Create a new type of pancake for the food stand. Draw a picture of the pancakes. Then write a description about them for the menu board.

A large rectangular area defined by a thick orange border, intended for drawing a new type of pancake.



Baseball Legends

Book Tie-in:

In the book, two baseball legends are mentioned. One is Jackie Mitchell and the other is Babe Ruth.

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.
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Objectives:

- Improve reading comprehension when reading informational text.
- Identify facts and opinions.
- Write an opinion.
- Write a fact.

Procedure:

- Define fact and opinion to students. Write the following examples on the board: *Pizza is the best food in the world. (opinion)*, *Pizza can have pepperoni on it. (fact)*, *Summer is better and winter. (opinion)*, *It snows in Michigan. (fact)*
- Have students complete the Fact And Opinion sheet.
- Pass out the reading passages on Jackie Mitchell and Babe Ruth. Remind students that both of these people were mentioned in the book, *Baltimore Bandits*. Explain to students that they are going to learn more about both of these people. They will also be working on fact and opinion.

Have students read the passages. Students may read this independently, in pairs, or the teacher may read it aloud. *Note: Teachers may want to read the passages on separate days and focus on one article a day.*

○ Jackie Mitchell

- Ask students the following questions to check for comprehension:
 - *What is an exhibition game? A game played for fun*
 - *Who did Jackie strike out? Babe Ruth and Lou Gehrig*
 - *Why was striking out Babe Ruth and Lou Gehrig so shocking? Jackie was a girl who was just 17 years old. Ruth and Gehrig were excellent players and rarely struck out.*
 - *What sentence in the passage tells you what an ovation is? They stood up and clapped for several minutes.*
 - *What do you think about the game? Did Jackie strike them out? Did Ruth and Gehrig strike out on purpose?*
- Explain to students that they are going to write an opinion about the exhibition game using the following questions: *Did Jackie strike them out? Did Ruth and Gehrig strike out on purpose?* Explain to students that they will state their opinion and then give a reason for the opinion. Provide the following sentence stems:
 - I think Jackie Mitchell struck out both Babe Ruth and Lou Gehrig because...
 - I think Babe Ruth and Lou Gehrig struck out on purpose because...

○ Babe Ruth

- Ask students the following questions to check for comprehension:
 - What was Babe Ruth's real name? *George Herman Ruth*
 - What school did Babe Ruth go to? *St. Mary's Industrial School*
 - How did babe Ruth get his nickname? *He looked so young compared to the other players.*
 - How many baseballs do you need to follow from the stadium to get to the Babe Ruth Museum? *60*

- What can you see at the museum? *The room that Babe Ruth was born in, his uniforms, bats, gloves, and family pictures*
- Explain to students that they will write a fact about Babe Ruth using the reading passage. Remind students that a fact is something that can be proved. Remind students to write their facts in a complete sentence. Once finished, Students can share their sentences.

JACKIE MITCHELL



Babe Ruth and Lou Gehrig were some of the best players that ever played baseball. It was hard to strike out these players. They were strong hitters. They hit lots of home runs. But one day both players were struck out. They were struck out by a **pitcher** named Jackie Mitchell.

On April 2, 1931 people gathered to watch an **exhibition** game between the Chattanooga Lookouts and the New York Yankees. An exhibition game is a game played just for fun.

The starting pitcher gave up a single and a double. He was sent to the bench. Jackie Mitchell went in as the pitcher. The crowd was amazed. The pitcher was a 17-year old girl!

The first person she was pitching to was Babe Ruth. Her first pitch was a ball. But the next three pitches were strikes. Jackie had struck out Babe Ruth! The crowd went wild. They cheered for Jackie. But Babe Ruth was so angry! Other players had to lead him to the dugout.

The next batter was Lou Gehrig. Jackie threw three pitches. All three pitches were strikes! Now the crowd was screaming. They gave her a standing **ovation**. They stood up and clapped for several minutes. It was a great day for Jackie!

But not everyone agreed. Many people did not think a girl should be playing baseball. Her contract to play was taken away.

For years, people have talked about the game where Jackie struck out Babe Ruth and Lou Gehrig. Some people think she did this because she was such a great player. But others think that it was part of a trick. They think that Babe and Lou struck out on purpose to get the fans excited.

What do you think?

Vocabulary

exhibition: a game played for fun

ovation: clapping for a long time

pitcher: player that throws the ball to the batter

BABE RUTH



Early Life

Most people know that Babe Ruth played for the Boston Red Sox and The New York Yankees. But he actually started playing professional baseball for the Baltimore Orioles.

Babe Ruth was born in Baltimore. His real name was George Herman Ruth. He grew up in a rough neighborhood. When he started getting in trouble his parents sent him away to school. Babe went to St. Mary's Industrial School. He went to classes and lived there. He also learned how to play baseball. He was a left-handed pitcher and a left-handed batter.

When Babe was 19 years old, the owner of the Baltimore Orioles saw him play. He wanted Babe to play for him. Babe signed a contract in February 1914. His teammates called George Babe because he looked so young. The nickname stuck with him for the rest of his life. He played for the team until July 9, 1914. Then he was sent to play for the Boston Red Sox. Later he would become a New York Yankee.

Babe's Museum

Did you know that there is a museum in Babe Ruth's childhood home? It is very close to the Baltimore Orioles Stadium. It is very easy to find too! Just find the Babe Ruth Statue at the stadium. Then look down. You will see baseballs painted on the ground. It is a path to the museum. Just follow the baseballs and count them. When you reach 60 you will find the museum.

Once you get inside the museum you can learn about Babe Ruth. You can go up the stairs to see the bedroom where Babe Ruth was born. You can see the uniforms that he wore. You can see the bats and gloves that he used to play baseball. You can see pictures of his family. You can learn about his baseball records.

Did you know?

In 1922 you could buy an ice cream treat called the Babe Ruth Home Run. It was a chocolate covered ice cream ball. It cost 10 cents.

Name: _____



Fact And Opinion

Directions: Read each sentence. Decide if it is a fact or an opinion. Write the answer in the box.

1. "This is awesome!" (p. 4)

2. Mike and Kate spun around. (p. 12)

3. The man pointed to the door. (p. 16)

4. "That's a lot of pancakes!" (p. 20)

5. "Now that's a good idea." (p. 25)



Name: _____



Fact And Opinion

Directions: Read each sentence. Decide if it is a fact or an opinion. Write the answer in the box.

1. "This is awesome!" (p. 4)

false

2. Mike and Kate spun around. (p. 12)

true

3. The man pointed to the door. (p. 16)

true

4. "That's a lot of pancakes!" (p. 20)

false

5. "Now that's a good idea." (p. 25)

false



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

Olympics

Soccer

Football

Basketball

Check off the books you've read!

Babe Ruth

Miracle Mud

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