

Learning Resources for
Ballpark Mysteries #17
The Triple Play Twins
By David A. Kelly



Background

About the Book

The Triple Play Twins is the 17th 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 Triple Play Twins**, Mike and Kate travel to Minnesota. Mike and Kate meet two of the star players who play for Minnesota Twins-- Marco and Pedro. But something is up with Marco. He isn't acting like himself. It's up to Mike and Kate to figure out what is going on.

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



Grand Slam 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.

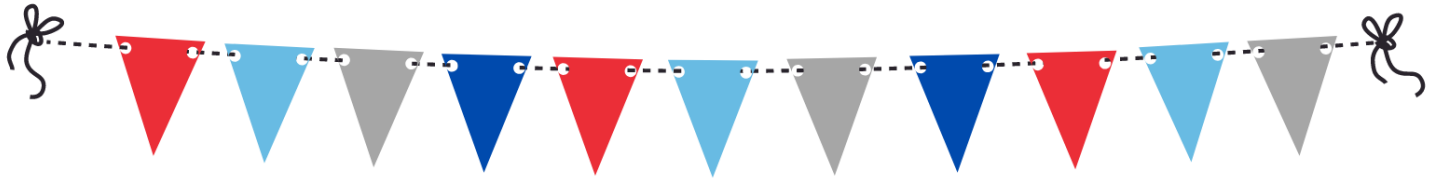
Objective:

- 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:
 - Footsteps
 - Thousands
 - Employee
 - Everything
 - Stadium
 - Wall
 - Floor
- Ask students to identify the number of the syllables in each word on the board. Ask students to tap out the number of syllables for each word.
- Next, pass out two index cards to each student. Instruct students to put their first name on one card and their last name on the other card. Ask students to identify the number of syllables in their first and last names. Attach tape to each index card. On the board write the following headings: one-syllable, two-syllables, three-syllables, and more than three-syllables. Have students place their names under the correct headings.
- Have students complete the Grand Slam Syllable Worksheet.
- Worksheet Answers:
 - One-syllable: mall, down, time, day
 - Two-syllable: someone, always, batted, walkway
 - Three-syllable: uniform, idea, tomorrow, amusement

Name: _____



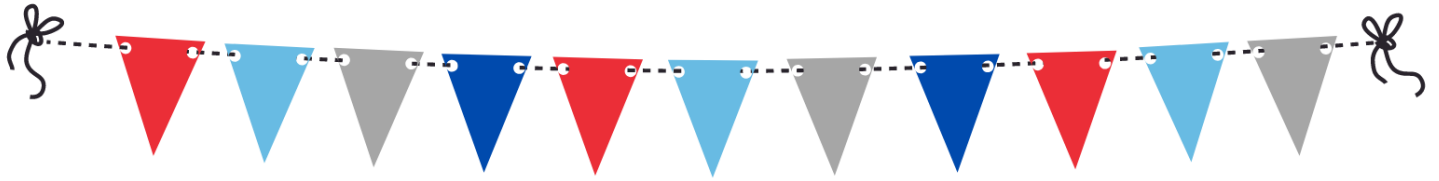
GRAND SLAM SYLLABLES

First Base:
1 Syllable Words

Second Base:
2 Syllable Words

Third Base:
3 Syllable Words

Name: _____



GRAND SLAM SYNONYMS

Directions: Cut out the words. Decide how many syllables each word has. Place each word on the correct base.





Antonym Adventure

Book Tie-in:

As students read, *The Triple Play Twins*, choose two words from each chapter. Ask students to identify an antonym for each of the words.

Standards:

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

Objective:

- Define and identify antonyms.

Procedure:

- Watch the video on antonyms. [Video](#)
- Put the following words on the board:
 - Hot
 - Thin
 - Fast
 - Float
 - Up
- Ask students to identify the antonym for each of the words on the board.
- Have students complete the Antonym Adventure Worksheet.

Name: _____

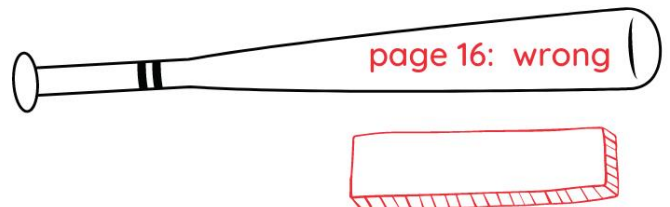
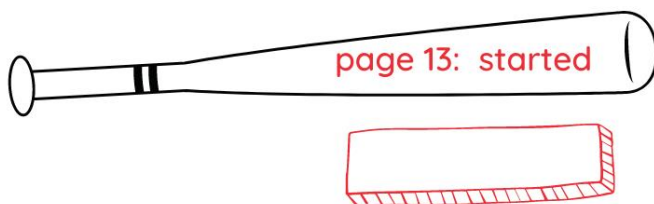
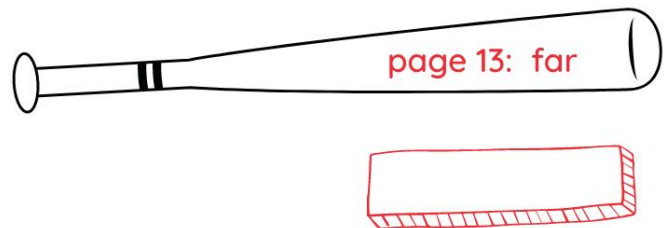
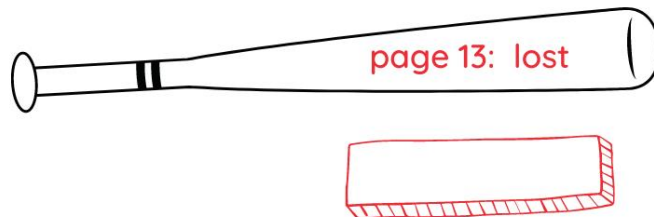
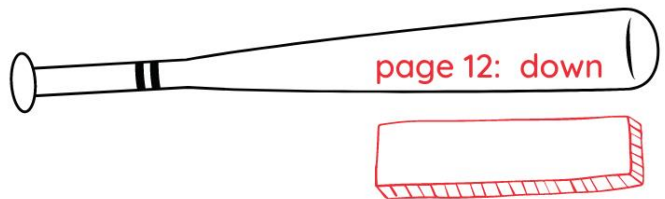
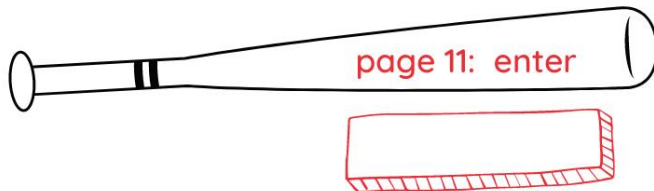
Antonym Adventure!



Antonyms are words with opposite meanings. Examples:

- hot and cold
- good and bad

Directions: Use the page numbers to find the antonym for each word.



Name: _____

Answer Key

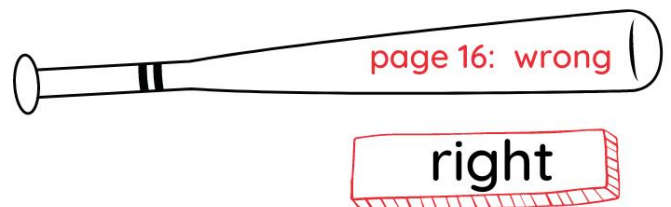
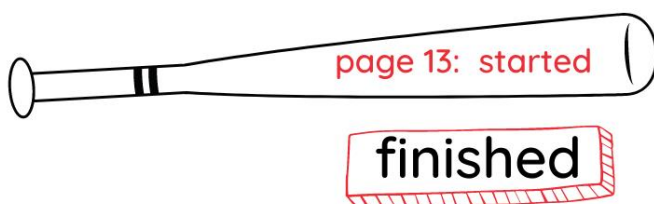
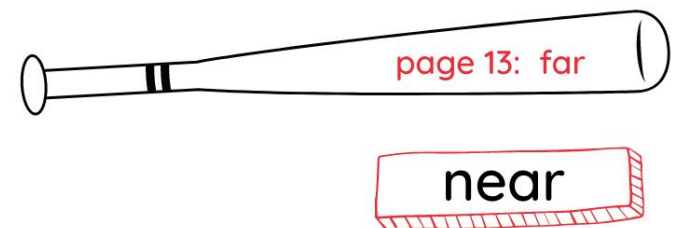
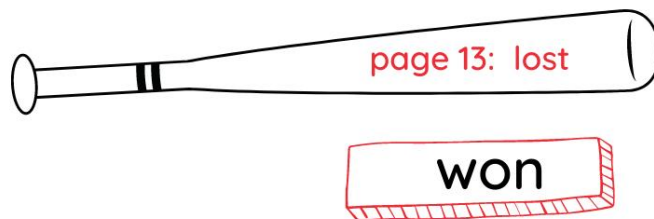
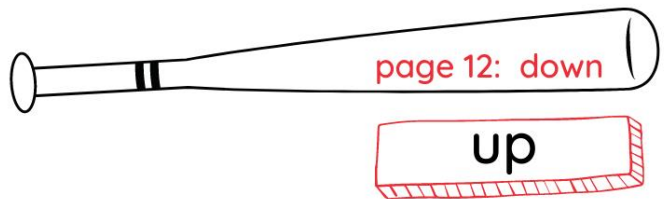
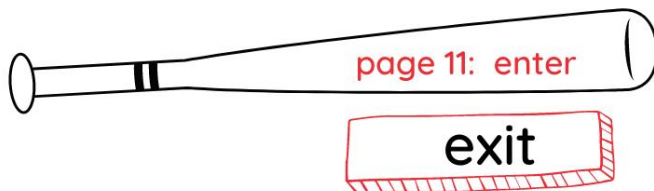
Antonym Adventure!



Antonyms are words with opposite meanings. Examples:

- hot and cold
- good and bad

Directions: Use the page numbers to find the antonym for each word.





Adjective Action!

Book Tie-in:

The author, David A. Kelly uses adjectives throughout the book. As students read, *The Triple Play Twins*, encourage students to identify adjectives and keep a list of in a reader's notebook.

Standards:

- L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.2.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Objective:

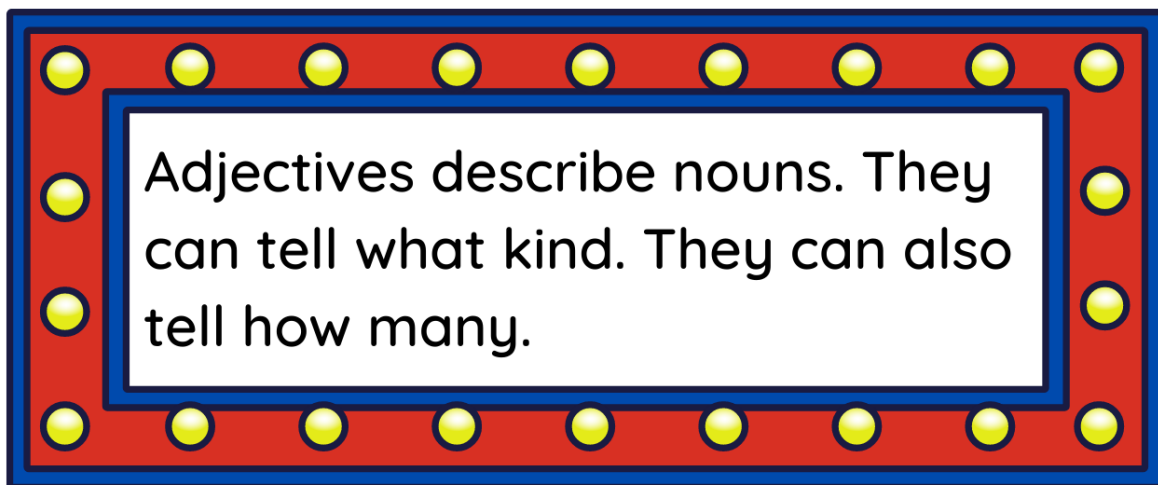
- Define, identify, and use adjectives.

Procedure:

- Define adjective: an adjective is a word that describes a noun.
- Put the following sentences from the book on the board:
 - Kate pointed to a **giant neon** sign above **center** field.
 - They said they'd meet us near the **largest** flagpole.
 - His **long** legs carried him fast.
- Ask students to identify the adjectives in each sentence.
- Then have students complete the Adjective Action! Worksheet.
- Extension: Have students write three sentences with adjectives. Have students underline the adjectives.

Name: _____

Adjective Action!



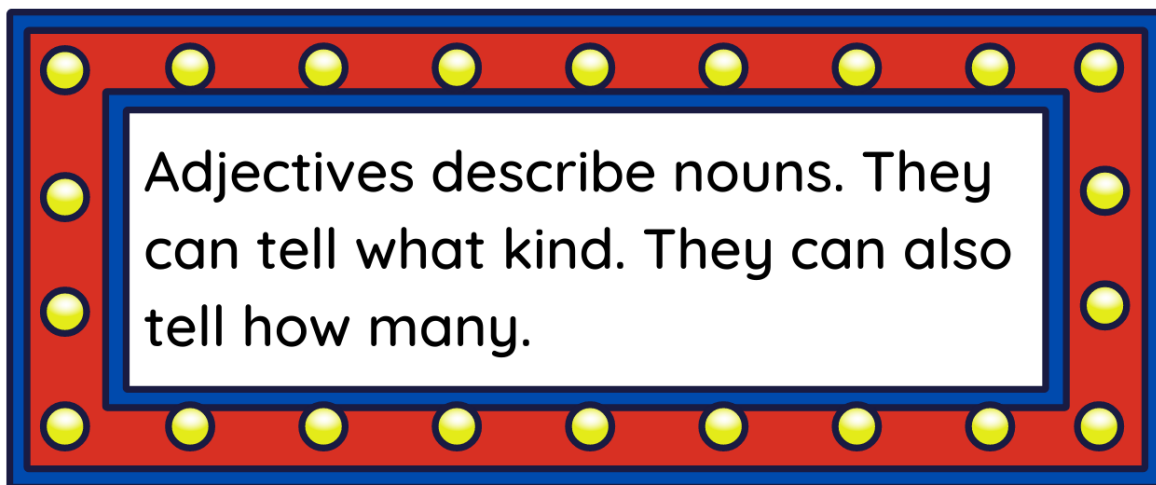
Directions: use the page numbers to find an adjective for each noun.



Name: _____

Answer Key

Adjective Action!



Directions: use the page numbers to find an adjective for each noun.



purple



new



pink



three



big



black



tall



main



Twin Cities

Book Tie-in:

In the book, *The Triple Play Twins*, the two largest cities in Minnesota are discussed. This activity provides additional information about the twin cities.

Standards:

- 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.8 Recall information from experiences or gather information from print and digital sources.

Objective:

- Use information to write a compare/contrast paper.

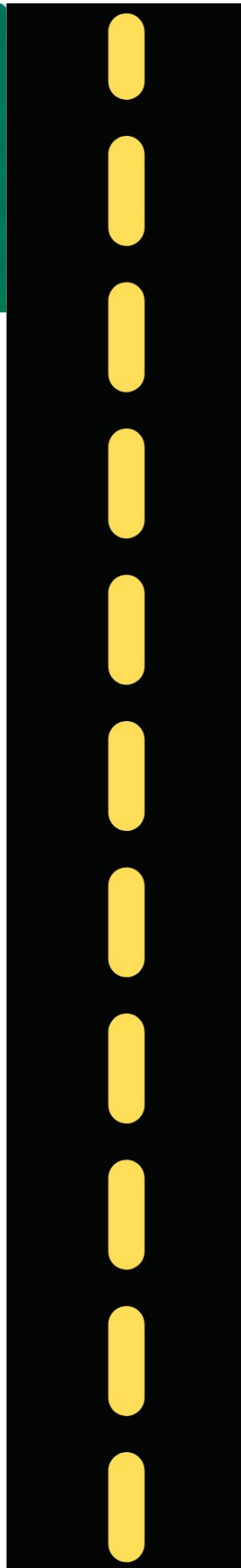
Procedure:

- Pass out the information sheet on Minneapolis and St. Paul. Go over the facts with students.
- Identify how Minneapolis and St. Paul are the same and different. Use a [Venn Diagram](#) to sort the facts.
- Pass out the Twin Cities Writing Paper. Use this template to write a compare/contrast paper on the two cities. Options include:
 - Whole class instruction/shared writing
 - Small group writing/guided writing
 - Individual student writing/Independent writing



Minneapolis

- Minneapolis means city of waters
- The Skyway is 69 blocks long
- It has 20 lakes
- Home to Mars Inc. makers Milky Way and Snickers
- Rated number one as the most bike friendly city
- Largest city in the state of Minnesota
- Professional Sport Teams:
 - Minnesota Twins
 - Minnesota Vikings
 - Minnesota Timberwolves
- Located on the Mississippi River



St Paul

- Originally called Pig's Eye
- The Skyway is 47 blocks long
- Home to 3M maker of Post-it notes
- 95 languages are spoken in the public school system
- Home to the state fair
- State capital of Minnesota
- Minnesota Children's Museum
- Minor League Baseball Team: St. Paul Saints
- Located on the Mississippi River

Name: _____



Twin Cities

Minneapolis and St. Paul are two cities in the state of Minnesota. They are often called Twin Cities.

Just like twins, Minneapolis and St. Paul have many things in common. First, they both _____

_____. Second, they both _____

Finally, they both _____

Minneapolis and St. Paul also have many differences.

Minneapolis _____ But St. Paul _____

Minneapolis _____ But St. Paul _____

Finally, Minneapolis _____ While St. Paul _____

These are just some of the ways that the two cities are similar and different.



Roller Coasters

Book Tie-in:

In the book, *The Triple Play Twins*, Mike and Kate go to the Mall of America. This Mall has an indoor amusement park with several roller coasters.

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.
- L.2.1.F Produce, expand, and rearrange complete simple and compound sentences.
- L.3.1.I Produce simple, compound, and complex sentences.
- K-2 ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Objectives:

- Use information to write a compare/contrast paper.

Procedure:

- Show the following videos:
 - [Rock Bottom Coaster](#)
 - [Fairly Odd Coaster](#)
 - [Orange Streak Coaster](#)
- Pass out the Roller Coaster Facts worksheets. Explain to students that they are going to use the first sheet with the facts about the three roller coasters to answer the questions on the second sheet.
- Once students have completed the Roller Coaster Facts worksheets, pass out the Design Your Own Roller Coaster worksheet. Explain to students that they are going to design their own roller coaster. Options:
 - Have students build their own model of a roller coaster
 - Have students build a marble run
 - Have students build a coaster online at [primary games](#).

- After students have completed the worksheet, have them write 3-5 sentences explaining their roller coaster. Have students complete this on lined paper or electronically.



Roller Coaster Facts

Which roller coaster is the oldest?

Which roller coaster is the newest?

Which roller coaster is the fastest?

Which roller coaster is the slowest?

Which roller coaster is the longest in length?

Which roller coaster is the shortest?

Which roller coaster has the longest ride?

Which roller coaster is the tallest?





Key

Roller Coaster Facts

Which roller coaster is the oldest?

Orange Streak

Which roller coaster is the newest?

Rock Bottom

Which roller coaster is the fastest?

Rock Bottom

Which roller coaster is the slowest?

Orange Streak

Which roller coaster is the longest in length?

Orange Streak

Which roller coaster is the shortest?

Fairly Odd

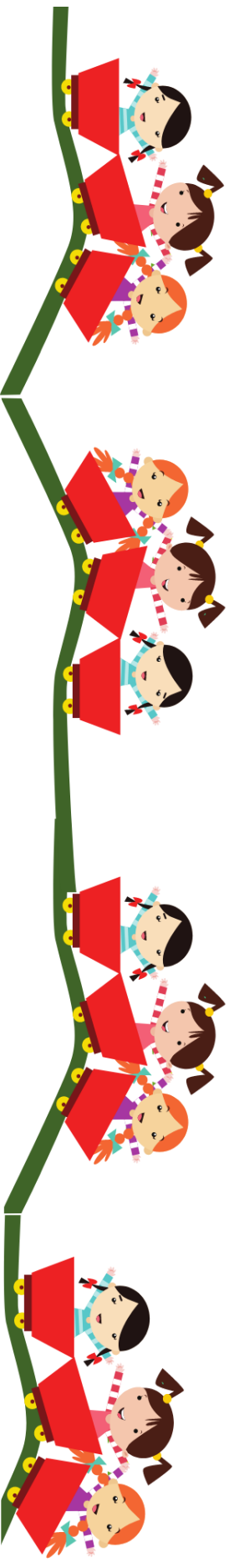
Which roller coaster has the longest ride?

Orange Streak

Which roller coaster is the tallest?

Rock Bottom





Design A Roller Coaster!

Directions: Design a roller coaster. Then write 3-5 sentences describing your roller coaster.