

Learning Resources for
Ballpark Mysteries #6
The Wrigley Riddle
By David A. Kelly



Background

About the Book

The Wrigley Riddle is the 6th 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 Wrigley Riddle**, Mike and Kate travel to the Windy City--Chicago. Mike and Kate discover that someone has been ripping patches of ivy off the wall of the stadium. Is it a Sox fan? 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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Traveling To Chicago

Book Tie-in:

The main characters in this story travel to Chicago by train.

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)

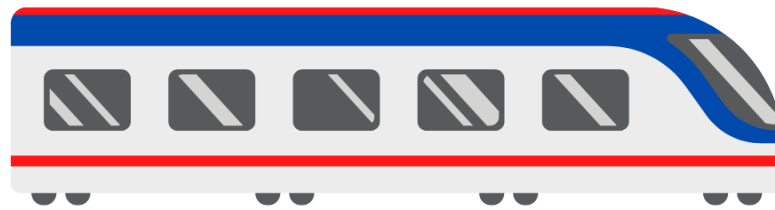
Objective:

- Use a website to gather needed information.

Procedure:

- Explain to students that they are going to use a web site to answer questions about a train trip to Chicago for Mrs. Hopkins, Kate, and Mike.
- Note: Some ticket types might not be available. Instruct students that if they find a ticket type that is not available to write, NA. This is also noted on the worksheet.
- Option: Discuss with students what type of train ticket they would purchase and why? What are the advantages and disadvantages of each type of ticket.

NAME: _____



TRAVELING TO CHICAGO!

It's time to make travel plans for Mrs. Hopkins, Kate, and Mike. They will leave from the train station in Utica, New York. **If a ticket is not available, write NA.** Use this website to answer the questions:

<https://www.amtrak.com/home>.

What day will they leave?

What time will they leave?

What time will they get to Chicago?

What day will they return?

How much does a saver coach ticket cost?

How much does a value coach ticket cost?

How much does a flexible coach ticket cost?

How much does a business ticket cost?

How much does a room ticket cost?



Synonym Search

Book Tie-in:

The author, David A. Kelly uses many different synonyms for the word, “said”. This makes his writing more exciting. As you read, *The Wrigley Riddle* see if you can find synonyms for “said”.

Standards:

- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (L.2.5.B)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (L.3.5.C)
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.C)

Objective:

- Define synonym.
- Identify synonyms for the verb, “said”.
- Define thesaurus and explain how a thesaurus is used.
- Use a thesaurus to find synonyms.

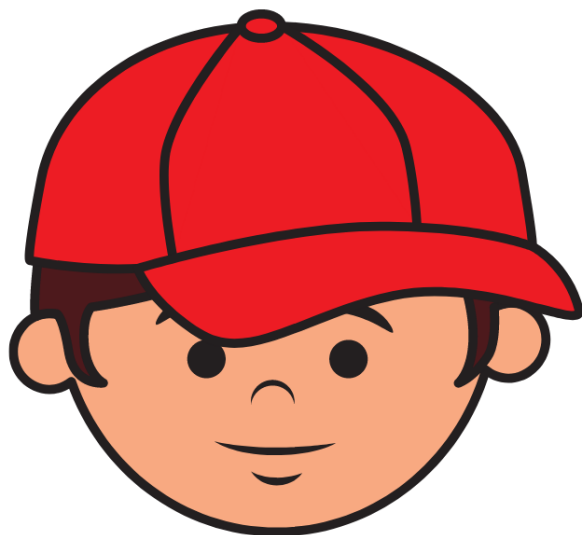
Procedure:

- Ask students to define, synonym (a word that has the same or similar meaning to another word)
- Put the following words on the board: happy, sad, cold. Ask students to think of synonyms for these words. Generate a list of synonyms as a class for the word, “happy”: cheery, jolly, merry, contented, joyful). Have students work in small groups to generate synonyms for sad and cold. Share out answers.
- Have students complete the Synonym Search worksheet.
- Explain to students that they can find synonyms using a resource called a thesaurus. Teach students how to use this resource. Recommended Resource: Scholastic’s Children’s Thesaurus. Note: students can also be taught how to use an online thesaurus as well.
- Assign each student a word to look up in a thesaurus. Have each student find at least two synonyms for their word.
- Pass out the ivy template for the word that they have chosen. Instruct students to write down their word and then color the ivy.

- Pass out additional ivy templates for the synonyms. Each student will get two of these. If students have more than two synonyms, they will need additional copies. Instruct students to write down the synonym for their word (one per leaf) and then color the ivy.
- Hole punch the ivy and tie string onto each of the dots. Then attach each leaf to another leaf so that ivy cascades down. Hang the ivy from the ceiling.

Name: _____

SYNONYM SEARCH



When writers use dialogue they use quotation mark. They also use the word, said. But using this word repeatedly would make the writing boring. Writers use synonyms for the word, said. Use the page numbers to help you search for synonyms for said.















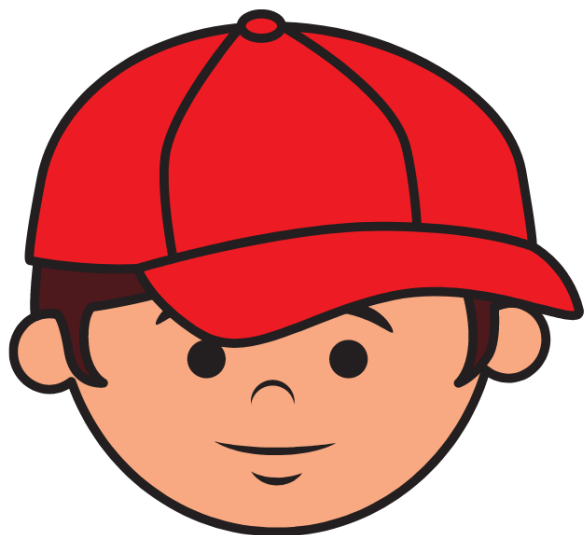


Pick one of the synonyms and use it in a sentence. Write the sentence on the back of the paper.

Name: _____

Answer Key

SYNONYM SEARCH



When writers use dialogue they use quotation mark. They also use the word, said. But using this word repeatedly would make the writing boring. Writers use synonyms for the word, said. Use the page numbers to help you search for synonyms for said.



cried



asked



exclaimed



grunted



called out



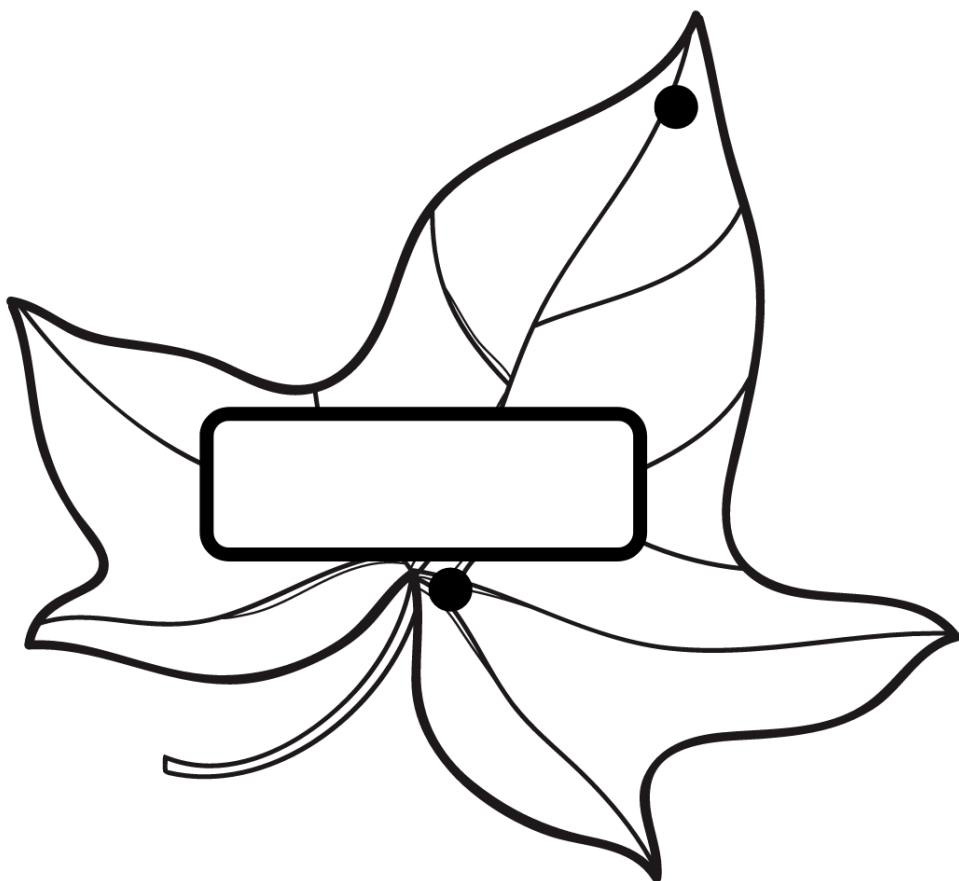
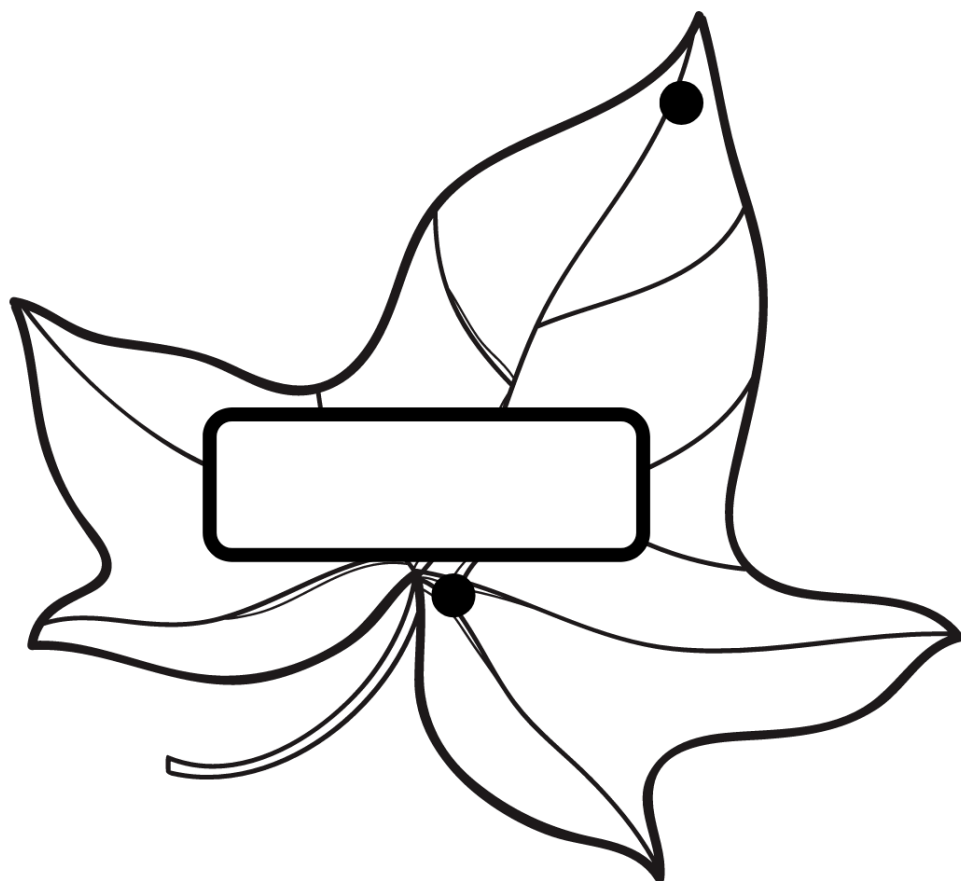
whispered



stammered



Pick one of the synonyms and use it in a sentence. Write the sentence on the back of the paper.





Willis Writing

Book Tie-in:

In *The Wrigley Riddle*, Mrs. Hopkins, Kate, and Mike visit the Willis Tower. We will be learning more about this famous landmark.

Standards:

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RI.2.1)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
- 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)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)

Objective:

- Improve reading comprehension.
- Write an informational paragraph.

Procedure:

- Watch [video](#)
- Watch [video](#)
- Pass out the fact sheet on the Willis Tower.
- Read and discuss the fact sheet with students. Ask students questions about the fact sheet to assess understanding.
- Explain to students that they will be writing an informational paragraph about Willis Tower. Pass out graphic organizer. Have students fill out the graphic organizer. Provide the topic sentence for them.

- Model the paragraph for students. They should write along with you. Once they have finished their paragraph, have students research the Empire State Building and write a paragraph on it. EPIC! Reading has several books on this skyscraper.

Writing Sample:

The Willis Tower is an amazing skyscraper. It was built in Chicago in 1970. This skyscraper is 1,760 feet tall. It has 110 stories. On a sunny day you can see four states from the skydeck.!

Writing Script:

Today we are going to work on writing a paragraph about the Willis Tower. We have filled out our graphic organizers so we have all the facts that we need.

The first thing I do is write down my name on the paper. When you write your name on the paper, make sure that you add your last name, too. Next, I am going to write down the title, "The Willis Tower". I want this to be in the center of the first line. Now, I will skip a line. I need to indent my paragraph so I will put two fingers down on my paper and then start writing my topic sentence. Next, I will write about when it was built and where it was built. Can someone suggest a sentence I should write? It was built in 1970. That is a great start. Can I add on to this sentence? It was built in 1970 in Chicago. Great! I have both facts in one sentence. Now, I am going to write about the measurements of the tower. I have two details. I have a fact about how tall it is and a fact about how many stories it has.. But this time I think I want two separate sentences. Good writers use both long and short sentences. I think it is time for me to use a few short sentences. Who can help me write a sentence about how tall it is in feet? It is 1,760 feet. Hmm. That is a pretty good sentence. But, I am thinking that I might want to use "This skyscraper is 1,760 feet tall.. Let's reread the paragraph and see if it sounds better. Yes, I like that much better. Since I used "This skyscraper at the beginning of the last sentence, this time I will use the pronoun, "it". Remember, our writing is more interesting if our sentences start in different ways. I will write down, "It has 110 stories." Now I am ready for my fun fact. I will write down, "On a sunny day you can see four states from the skydeck!" I am going to use an exclamation point because that is pretty amazing.

Now, let's reread our paragraph and check to make sure that we have capital letters at the beginning of each sentence and capitals for our proper nouns. Finally, let's take a look at the end of all our sentences. Do they have end marks?

Since we have done a main idea and detail paragraph together, it is time for you to write one on your own. You are going to write about another famous skyscraper. It is called the Empire State Building.



Willis Tower

- It is in Chicago, Illinois.
- Construction started in 1970 and it finished in 1973.
- It has 110 stories and is 1,730 feet tall.
- It took three years to build.
- You can see Michigan, Illinois, Wisconsin, and Indiana from the Skydeck.
- About 25,000 people enter the building every day
- It was originally called the Sears Tower. It became the Willis Tower in 2009.
- The Ledge, where you can see straight down, is on the 103rd floor
- It was the tallest building from 1973-1998.
- It has 104 elevators.
- The elevators move 1200 feet per minute.

NAME:

DATE:



BUILDING A PARAGRAPH

TOPIC SENTENCE

WHEN AND WHERE IT
WAS BUILT

FUN FACT

MEASUREMENTS

NAME:

Sample

DATE:



BUILDING A PARAGRAPH

TOPIC SENTENCE

The Willis Tower
is a famous
skyscraper.

WHEN AND WHERE IT WAS BUILT

- 1970
- Chicago

FUN FACT

- You can see
four states
from the
103rd floor.

MEASUREMENTS

- 1,730 feet tall
- 110 stories



Ballhawk Math

Book Tie-in:

In *The Wrigley Riddle*, Kate and Mike learn about ballhawks. Let's reread pages 18-25.

Standards:

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. (2.NBT.A.1)
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.A.3)

Objectives:

- Write 3-digit numbers in expanded form.
- Identify the number of hundreds, tens, and ones in a 3-digit number.

Procedure:

- Reread pages 18-25. These pages talk about ballhawks.
- Pass out the Ballhawk Math worksheet.
- Review expanded form with students on the board.
- Review the number of hundreds, tens, and ones in 3-digit numbers.
- Complete the Ballhawk Math worksheet.

Name: _____



BALLHAWK PLACE VALUE

A BALL HAWK IS A BASEBALL
FAN THAT WORKS TO CATCH
BALLS DURING BATTING
PRACTICE AND GAMES.



Zack Hamble is a ball
hawk. In 2019 he caught
472 balls.



Ball hawk, Zack Hamble
caught 507 balls in
2018.



Moe Mullins is another
ball hawk. He has caught
238 home run balls.



1. Write 472 in expanded form. _____
2. Write 507 in expanded form. _____
3. Write 238 in expanded form. _____
4. How many hundreds are in 472? _____
5. How many tens are in 472? _____
6. How many ones are in 472? _____



Name: Answer Key



BALLHAWK PLACE VALUE

A BALL HAWK IS A BASEBALL
FAN THAT WORKS TO CATCH
BALLS DURING BATTING
PRACTICE AND GAMES.



Zack Hamle is a ball
hawk. In 2019 he caught
472 balls.



Ball hawk, Zack Hamle
caught 507 balls in
2018.



Moe Mullins is another
ball hawk. He has caught
238 home run balls.



- Write 472 in expanded form. $400 + 70 + 2$
- Write 507 in expanded form. $500 + 7$
- Write 238 in expanded form. $200 + 30 + 8$
- How many hundreds are in 472? 4
- How many tens are in 472? 7
- How many ones are in 472? 2



How many of the Ballpark Mysteries have you read?

