

Learning Resources for

Ballpark Mysteries Super Special # 1

The World Series Curse

By David A. Kelly

Background

About the Book

The World Series Curse is the first Super Special book in the Ballpark Mysteries series.

In **The World Series Curse**, Mike and Kate travel to Boston and Chicago to watch the World Series. It looks like the Cubs are going to win the series until a series of strange events start happening. Is it the Cubbie curse or is someone trying to sabotage the team? It's 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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Graphing The World Series

Book Tie-in:

This Super Special focuses on the World Series. The activity has students use information about the World Series. They will use this information to create a bar graph.

CCSS:

- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. (MD.2.9)
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (MD.3.3)

Objectives:

- Use data to create a bar graph.

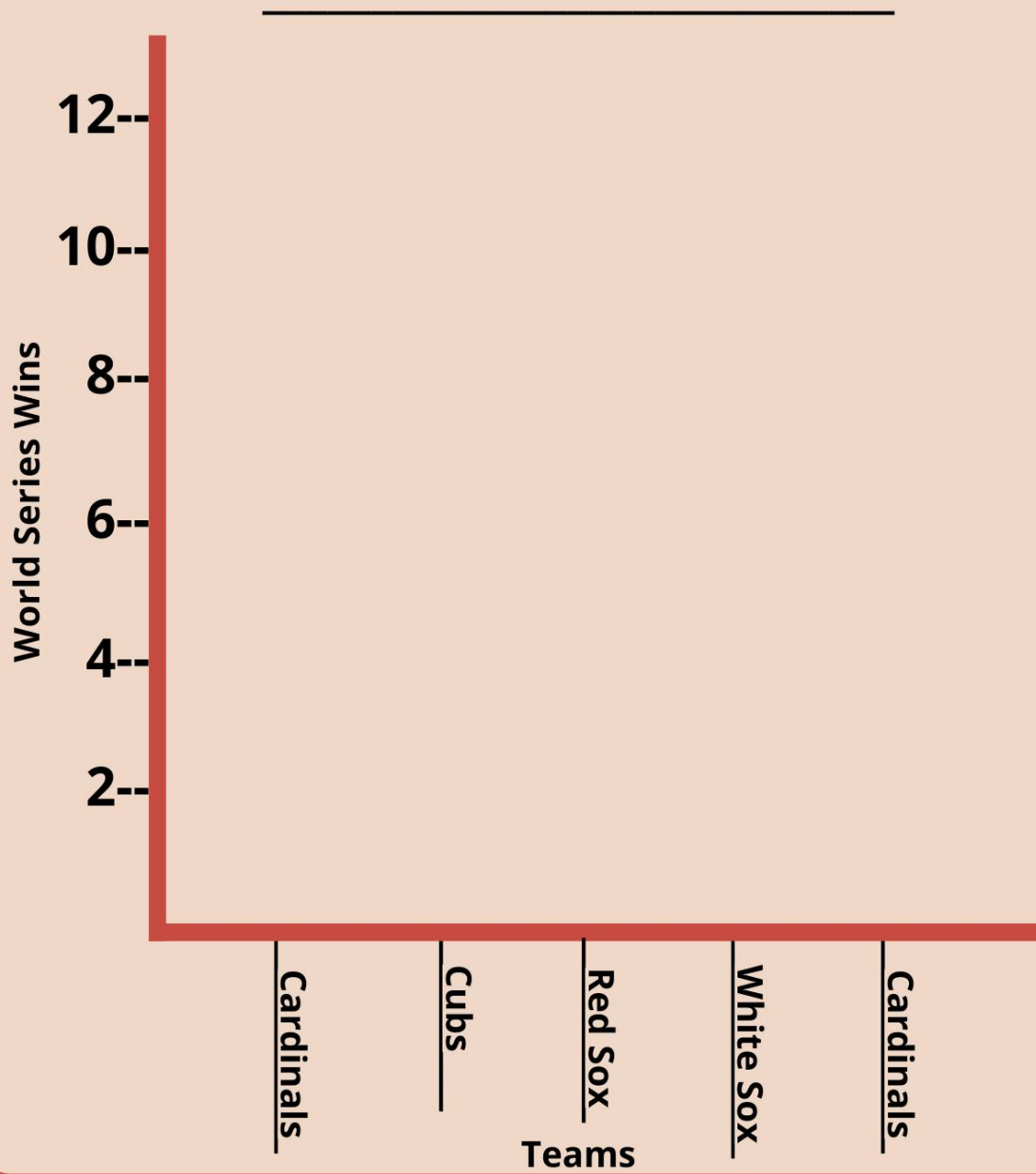
Procedure:

- Pass out the Graphing The World Series Worksheet and the World Series Wins Worksheet to students.
- Discuss the data on the World Series Wins Worksheet with students.
- Have students complete the bar graph using the data on the World Series Wins Worksheet.
 - Remind students that they need to include a title for their graphs.
 - Students should use different colors for the bars on the graph.

Name:

GRAPHING THE WORLD SERIES

Directions: Create a bar graph using the data that has been given to you. Use a different color for each tea. Then add a title to the graph.



Name:

WORLD SERIES WINS

Yankees: 27

GIANTS: 5

CARDINALS: 11

ATHLETICS: 5

RED SOX: 9

PIRATES: 5

REDS: 5

DODGERS: 5

TIGERS: 4

ORIOLES: 4

CUBS: 3

WHITE SOX: 3

TWINS: 2

MARLINS: 2

NATIONALS: 1

ASTROS: 1



Picturing The World Series

Book Tie-in:

This Super Special focuses on the World Series. The activity has students use information about the World Series. They will use this information to solve math problems.

CCSS:

- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. (MD.2.9)
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (MD.3.3)

Objectives:

- Interpret picture graph symbols.
- Use data to create picture graph symbols.

Procedure:

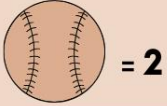
- Review the parts of a picture graph by using the [video](#). (2:47)
- Have students complete Picturing the World Series.
- Option: Using the World Series Wins Worksheet, have students create their own picture graphs.
 - This can be done individually or with partners.
 - Run multiple copies of the baseball pictures for each student or student pair.
 - Use chart paper to create the picture graphs.

Baseballs for picture graph. Make multiple copies

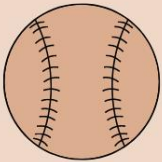


Name: _____

PICTURING THE WORLD SERIES

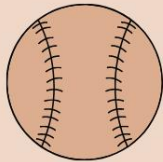
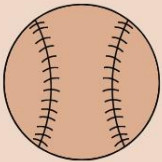


How many World Series have the Kansas Royals won?



_____ World Series

How many World Series have the Pittsburgh Pirates won?



_____ World Series

How many World Series have the Washington Nationals won?



_____ World Series

The Dodgers have won six World Series.
Draw baseballs to show this.



World Series Math

Book Tie-in:

This Super Special focuses on the World Series. The activity has students use information about the World Series. They will use this information to solve math problems.

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. (OA.2.1)

Objectives:

- Solve addition and subtraction word problems.

Procedure:

- Review the definitions for:
 - Equation
 - Units
- Complete the first word problem as a class.
- Choose one of the following options to complete the rest of the worksheet:
 - Whole class instruction
 - Partner work completion
 - Small group completion
 - Independent completion
- Encourage students to use:
 - Open number lines
 - Pictures/ drawings
 - Manipulatives

Name: _____

WORLD SERIES MATH

Directions: Solve the word problems. Write an equation and answer it. Make sure add units to your answer.

The New York Yankees have won 27 World Series. The St. Louis Cardinals have won 11. How many more World Series have the New York Yankees won?

The New York Yankees have won 27 World Series. The Boston Red Sox have won 9. How many more World Series have the New York Yankees won?

The St. Louis Cardinals have won 11 World Series. The Cincinnati Reds have won 5. How many more World Series have the New York Yankees won?

The Baltimore Orioles won their first World Series in 1966. They also won again four years later. What year did they win their second World Series?

The Baltimore Orioles won their second World Series in 1970. They won their third World Series 13 years later. What year did they win their second World Series?

The Chicago Cubs won their second World Series in 1908. They won their third World Series 108 years later. What year did they win their third World Series?

Name:

WORLD SERIES MATH

Directions: Solve the word problems. Write an equation and answer it. Make sure add units to your answer.

Key

The New York Yankees have won 27 World Series. The St. Louis Cardinals have won 11. How many more World Series have the New York Yankees won?

$$27 - 11 = 16$$

16 more World Series

The New York Yankees have won 27 World Series. The Boston Red Sox have won 9. How many more World Series have the New York Yankees won?

$$27 - 9 = 18$$

18 more World Series

The St. Louis Cardinals have won 11 World Series. The Cincinnati Reds have won 5. How many more World Series have the New York Yankees won?

$$11 - 5 = 6$$

6 more World Series

The Baltimore Orioles won their first World Series in 1966. They also won again four years later. What year did they win their second World Series?

$$1966 + 4 = 1970$$

They won their second World Series in 1970.

The Baltimore Orioles won their second World Series in 1970. They won their third World Series 13 years later. What year did they win their third World Series?

$$1970 + 13 = 1983$$

They won their third World Series in 1983.

The Chicago Cubs won their second World Series in 1908. They won their third World Series 108 years later. What year did they win their third World Series?

$$1908 + 108 = 2016$$

They won their third World Series in 2016.



Magic Mud

Book Tie-in:

In *The World Series Curse*, the author discusses the use of Lena Blackburne's mud. This article provides more information to students.

CCSS:

- 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)

Objectives:

- Improve reading comprehension
- Answer questions about informational text

Procedure:

- Read page 50 in *The World Series Curse*.
- Explain to students that they will be learning more about Lena Blackburne's Magic Mud.
- Read *Magic Mud* using one of the options below:
 - Teacher Read Aloud
 - Partner Reading
 - Guided Reading
 - Independent Reading
- Have students complete the comprehension questions.

Name:

MAGIC MUD

Did you know that every baseball that is used in the Major League Baseball game must be rubbed with mud? It's absolutely true! Not only that, each official baseball must be rubbed with Lena Blackburne Rubbing Mud.

Why do baseballs have to be coated in mud? When baseballs are made in the factories they are glossy and white. The glossy texture makes the baseballs slippery. Pitchers don't want a slippery ball. They want a ball that they can get a good grip on. Mud does the trick. Before a baseball is used in an official game, an equipment manager coats it with Lena Blackburne Rubbing Mud. It only takes a finger dab of mud to coat the entire ball.

Baseball teams had tried many different things to make baseballs less slippery. They tried shoe polish, tobacco juice, and dirt. But none of

them worked. But then, in the 1930s, Lena Blackburne, the third base coach for the Philadelphia Athletics discovered mud. Other teams tried using mud too. But only Lena's mud worked. So Lena Blackburne and his friend, John Haas started a mud company. This called their mud Magic Mud. By the 1950s every Major League Baseball team was using the mud.

Today a relative of John Haas runs the Lena Blackburne Mud Company. His name is Jim Bintliff.

The process of making the baseball mud is the same today as it was in the 1930s. First the mud is collected from a special area next to Delaware River. Jim takes the mud back to his house. He runs the mud through a strainer to remove the twigs and leaves. Then he puts the mud into a large container. Jim adds water to the mud and lets it sit. He continues to strain the mud

Name: _____

each week for five to six weeks. Once the mud is smooth and doesn't have any twigs or leaves in it, Jim puts the mud into containers. He mails the mud to every baseball team in the major leagues.

Each container costs \$100. Teams order four containers for each season. Besides selling the Magic Mud to the major leagues, Jim sells it to the minor leagues. He also sells the Magic Mud to half of the NFL. They put the mud on their footballs.



1. Why is mud put on baseballs? _____

2. How much does a container of Magic Mud cost? _____

3. Who else uses the Magic Mud? _____

4. Who makes the Magic Mud today? _____





The Possessive “S”

Book Tie-in:

Words with the possessive ‘s’ can be found throughout the book, *The World Series Curse*. As students read the book, encourage them to look for examples of the possessive ‘s’. Note: Students often confuse the possessive ‘s’ with the ‘s’ in contractions. Stress that the possessive ‘s’ shows that the noun belongs to someone or something.

CCSS:

- Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.C)
- Form and use possessives. (L.3.2.D)

Objectives:

- Form and use possessives

Procedure:

- Watch the video on possessive nouns. [Video](#) (4:09)
- Do the following examples on the board:
 - The bat that belongs to Kate → Kate’s bat
 - The glove that belongs to Mike → Mike’s glove
- Pass out The Possessive ‘s’ Worksheet. Complete the first three questions together. Then have students finish the sheet on their own.

Name: _____

THE POSSESSIVE "S"



To Show that an object belongs to someone or something, add an apostrophe at the end of the word and then the letter 's'.

The dog that belongs to John	—————→	John's dog
The library that belongs to the school	—————→	School's library

Directions: Turn each phrase into a possessive noun.

1. The phone that belongs to Kate

2. The rope that belongs to the goat

3. The bowtie that belongs to Red

4. The costume that belongs to Mike

5. The mud that belongs to Lena

6. The bat that belongs to Louie

7. The ruling that belongs to the umpire

8. The note that belongs to the suspect

9. The music that belongs to Mike

10. The doughnuts that belong Mom

Name: _____

Key THE POSSESSIVE "S"



To Show that an object belongs to someone or something, add an apostrophe at the end of the word and then the letter 's'.

The dog that belongs to John —————→ **John's dog**
The library that belongs to the school —————→ **School's library**

Directions: Turn each phrase into a possessive noun.

1. The phone that belongs to Kate

Kate's phone

2. The rope that belongs to the goat

goat's rope

3. The bow tie that belongs to Red

Red's bow tie

4. The costume that belongs to Mike

Mike's costume

5. The mud that belongs to Lena

Lena's mud

6. The bat that belongs to Louie

Louie's bat

7. The ruling that belongs to the umpire

umpire's ruling

8. The note that belongs to the suspect

suspect's note

9. The music that belongs to Mike

Mike's music

10. The doughnuts that belong Mom

Mom's doughnuts



Contraction Action

Book Tie-in:

Contractions can be found throughout the book, *The World Series Curse*. As students read the book, encourage them to look for examples of contractions.

CCSS:

- Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.C)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3)

Objectives:

- Define, identify, and use contractions correctly.

Procedure:

- Watch the contraction [video](#).
- Place students into pairs or groups of three. Assign each pair or group a chapter from *The World Series Curse*. Explain to students that they will be rereading their assigned chapter and looking for contractions.
- Give each pair or group sticky notes. Instruct students to use the sticky notes to write down the contractions that they find in their assigned chapter. Students should use one sticky note for each contraction.
- Have students place the contractions on chart paper. As a class, go over each contraction. Ask students to identify the two words that make up each contraction. Write the two words next to each sticky note.
- Pass out the Contraction Action Cards and plastic baggies. Each student will have their own set of cards and a plastic baggie. Note: For durability, run the cards off on card stock. Instruct students to cut out the cards and place them inside their baggies.
- Explain how to play Contraction Action to the students. This is a basic matching game.
 - Use only one set of cards
 - Place all cards face down on the desktop.
 - Players take turns trying to find pairs: a contraction and the two words that make up the contraction.
 - If a player finds a match, they get another turn.
 - The player with the most matches wins.
 - Students can also play this game by themselves. Place cards face up and match the contractions to the words that make up the contractions.

Contraction Action Cards

that's

that is

shouldn't

I'd

I would

**should
not**

weren't

were not

you've

Contraction Action Cards

**you
have**

I'm

I am

we're

we were

he's

he is

don't

do not

Contraction Action Cards

I'll

I will

You're

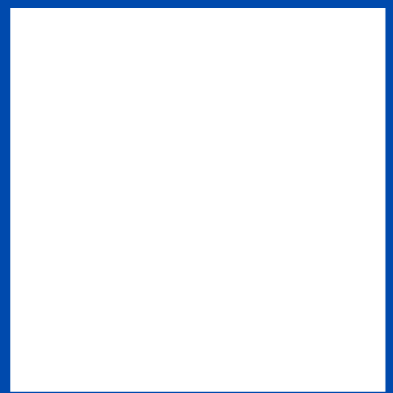
you are

they'll

they will

wouldn't

**would
not**





Compound Words

Book Tie-in:

In the book, *The World Series Curse* the author uses many compound words. Encourage students to look for compound words as they read the book.

CCSS:

- 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)

Objectives:

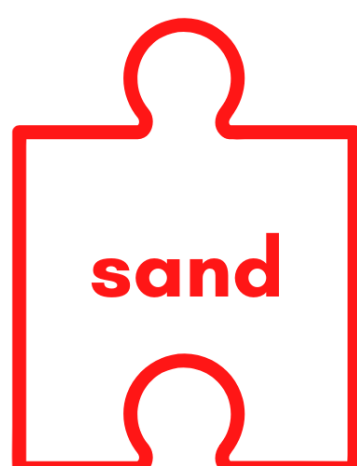
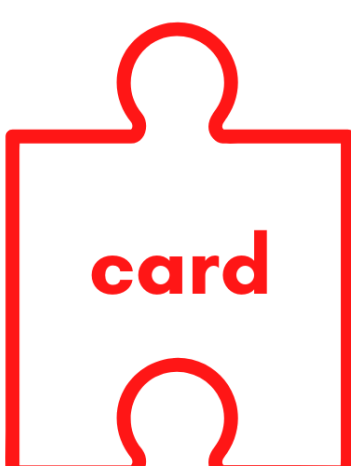
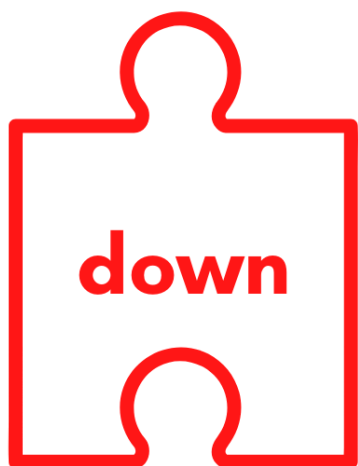
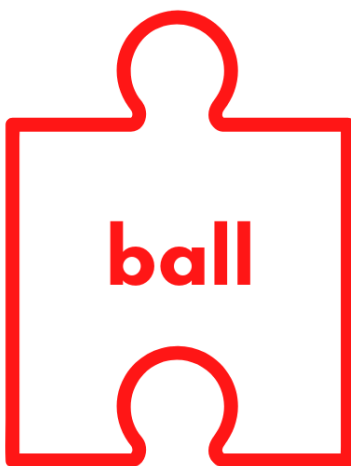
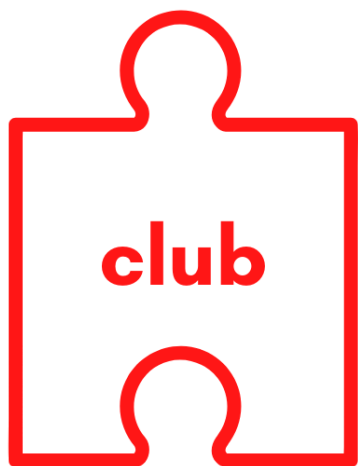
- Define, identify, and use compound words.

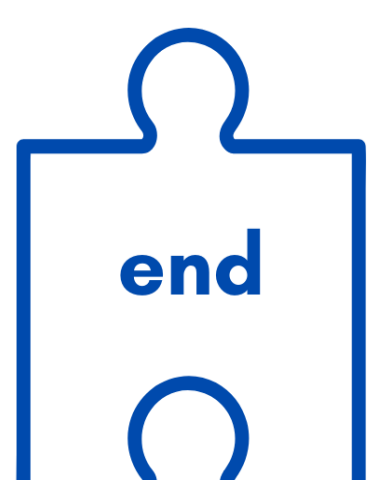
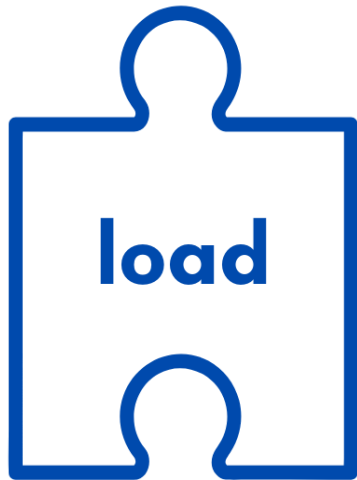
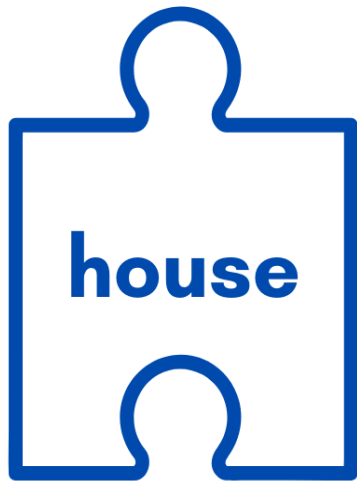
Procedure:

- Engage students in a compound word scavenger hunt. Divide students into two teams. Award points to the team that finds the compound word first. The team with the most points wins. Use the following clues:
 - You can find this compound word on page 3. It is a sport. (baseball)
 - You can find this compound word on page 3. It is a location on the Internet where pages of information are found. (website)
 - You can find this compound word on page 4. It is how you get to rooms in a building. (hallway)
 - You can find this compound word on page 4. It is a room where news reporters or the press meet. (pressroom)
 - You can find this compound word on page 7. It is a special type of paper that has sand on it. (sandpaper)
 - You can find this compound word on page 24. It describes Saturday and Sunday. (weekend)
 - You can find this compound word on page 33. It is what you do to get information from the Internet onto your computer. (download)
 - You can find this compound word on page 44. It is the area where you play baseball. (ballpark)
 - You can find this compound word on page 63. It is the part of the field that is far away from the homebase. (outfield)
 - You can find this compound word on page 109. It is the part of the field that is close to homebase. (infield)
 - You can find this compound word on page 117. It is the external part of something. (outside)
- Create a Language Arts center game. Run off the compound puzzle pieces on card stock. Cut the pieces out and then laminate them. Place the puzzle pieces in a baggie. Explain to students that they need to use the puzzle pieces to create compound words. Options:

- Make individual sets for students to use at home.
- Have students place the puzzle pieces face down on a desk and play a matching game.

Cut out the puzzle pieces. Match each red piece with a blue piece to create a compound work.







Grand Slam Summary

Book Tie-in:

There are many events in *The World Series Curse*. Students need to identify the main events at the beginning, middle, and end of the story. This will help students summarize the story.

CCSS:

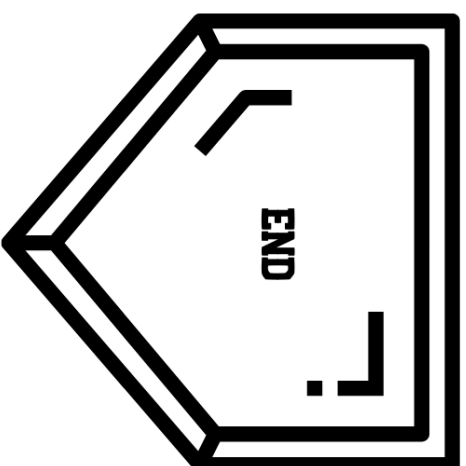
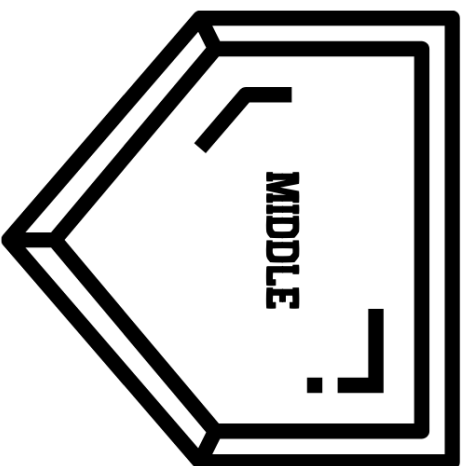
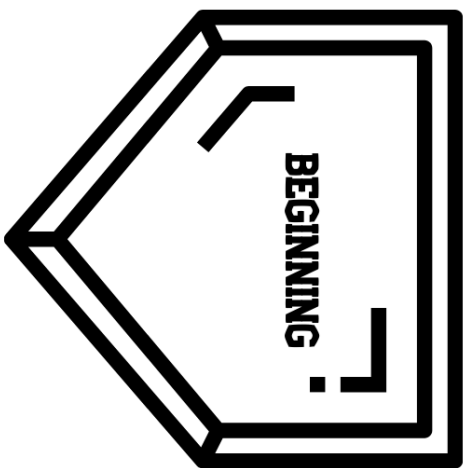
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)

Objectives:

- Identify the beginning, middle, and end of a story.
- Write a summary that includes a topic sentence, beginning, middle, end, and conclusion.

Procedure:

- Pass out the Beginning, Middle, End graphic organizer. Explain to students that they need to cut on the dotted lines before folding the paper in half. This will allow students to be able to lift the flaps and write down the information under each flap.
- After reading *The World Series Curse* have students identify the beginning, middle, and end of the story.
 - Beginning: Kate and Mike are at Fenway Park for the World Series when strange things start to happen with the Cubs.
 - Middle: Louie's bat is corked and he is thrown out of the game.
 - End: Kate and Mike figure out that Red corked the bat. Louie is allowed to play in the next game. The Cubs win the series.
- Next, have students use the graphic organizer to write a summary of the story. Provide the following topic sentence and conclusion to students:
 - Topic Sentence: In the book, *The World Series Curse* Kate and Mike are at Fenway Park for the World Series.
 - Conclusion: In the end, the Cubs win the World Series.





Just The Facts!

Book Tie-in:

In *The World Series Curse*, the Boston Red Sox and the Chicago Cubs are playing against each other. This activity provides facts about both teams.

CCSS:


- 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)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)
- Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

Procedure:

- Distribute the fact sheets on the Red Sox and Cubs.
- Discuss the facts on each sheet.
- Explain to students that they will be writing an informational paragraph on either the Red Sox or the Cubs. The informational paragraph should have the following:
 - Topic sentence
 - Three details
 - Conclusion sentence
- Teachers may provide a topic sentence to students:
 - The Boston Red Sox are a major league baseball team.
 - The Chicago Cubs are a major league baseball team.
- Have students write a rough draft and then edit the paragraph with students.
- Have students write the final draft using the provided paper. There are two versions of the paper: one has midlines and one doesn't.




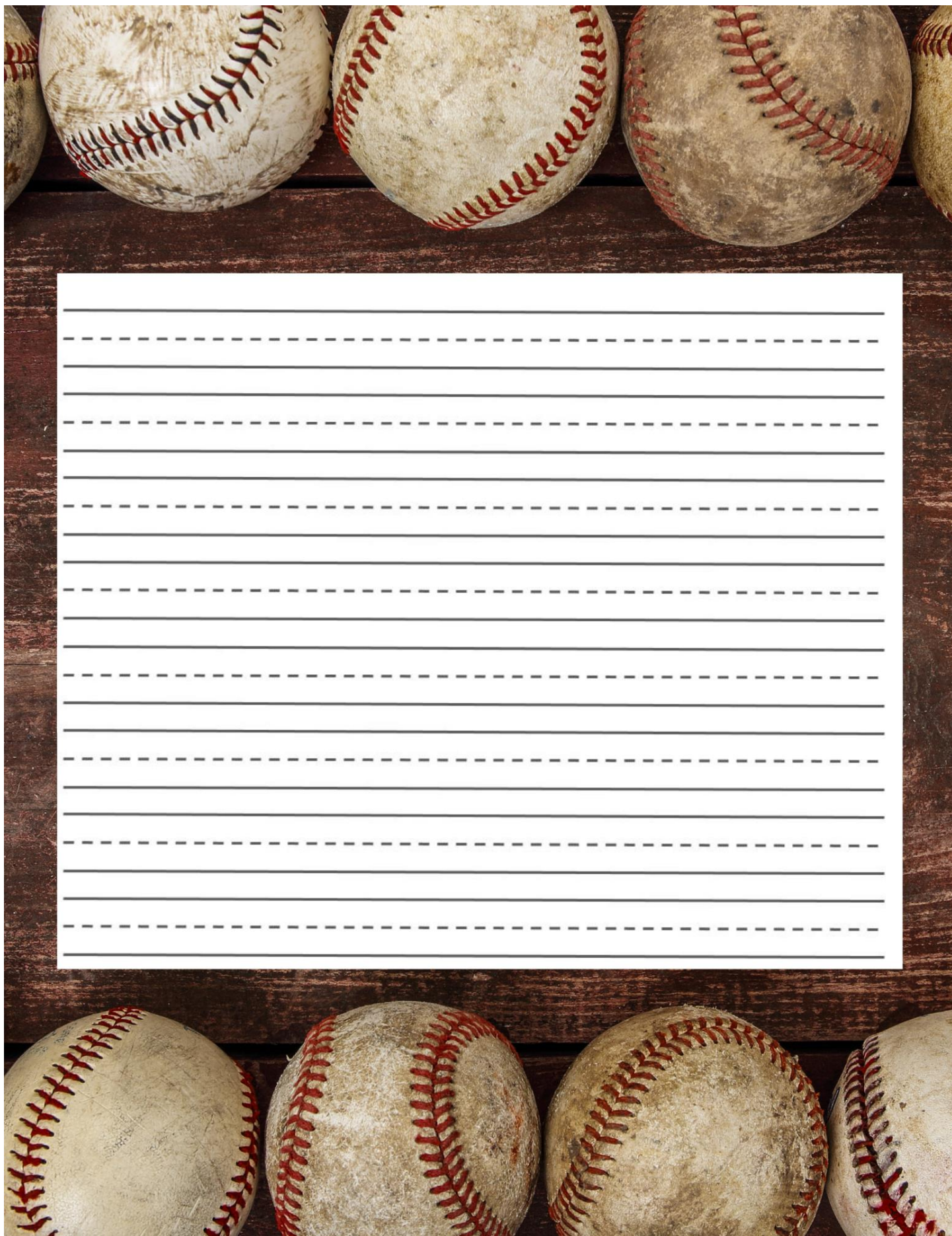
BOSTON RED SOX

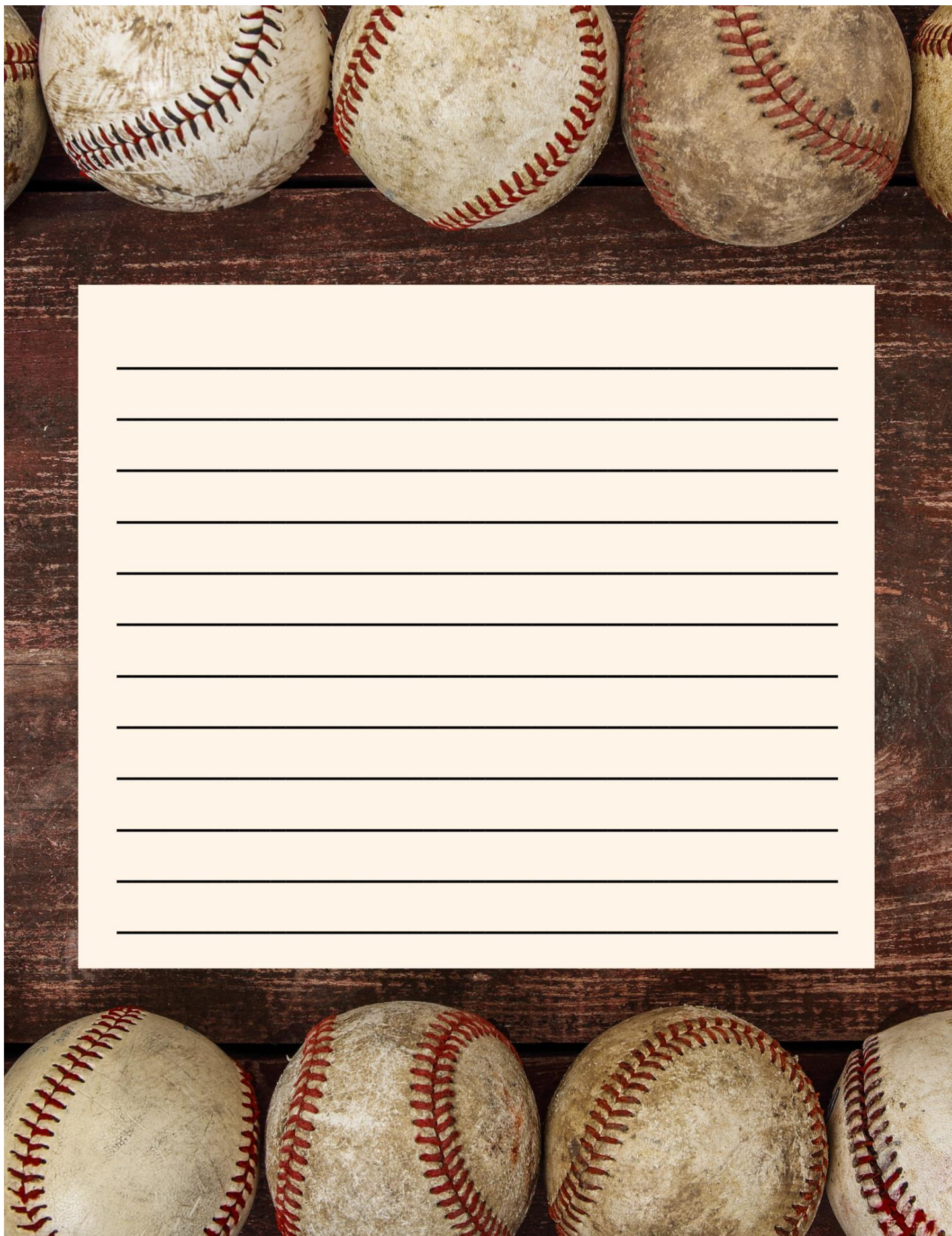
- Team was founded in 1901
 - Part of the American League East
 - Home stadium is Fenway Park
 - Fenway is the oldest baseball park in the major leagues
 - No Sunday games until 1932
 - Team colors are red, white, and blue
- 



CHICAGO CUBS

- Team was founded in 1870
 - Part of the National League Central
 - Home stadium is Wrigley Field
 - Has Boston Ivy in the outfield
 - First night game with lights was in 1988
 - Team colors are red, white, and blue
- 







Baseball Costumes

Book Tie-in:

In *The World Series Curse*, Mike and Kate have a Halloween Party. Their costumes are baseball themed.

CCSS:

- Produce, expand, and rearrange complete simple and compound sentences. (L.2.1.F)
- Produce simple, compound, and complex sentences. (L.3.1.I)

Objectives:

- Design a baseball themed costume.
- Write descriptive sentences.

Procedure:

- Remind students that Kate and Mike both had baseball theme costumes in the book. Ask the following questions:
 - What was Kate's costume? (Green Monster/Scoreboard)
 - What was Mike's costume? (Hot dog)
 - What was Louie's costume? (Big D)
 - What was Big D's costume? (Louie)
- Explain to students that they will be drawing a person wearing a baseball themed costume. Brainstorm ideas with students:
 - Popcorn
 - Peanuts
 - Cracker Jacks
 - Bat
 - Baseball
 - Bases
- After students have completed their drawings, have them write 1-3 descriptive sentences about their costume on a separate piece of paper.
- Display the drawings and writing in the classroom or hallway.

Name:



Create A Costume

Kate's Halloween costume is the Green Monster of Fenway.
Mike's Halloween costume is hot dog. Create a baseball
themed costume for yourself.