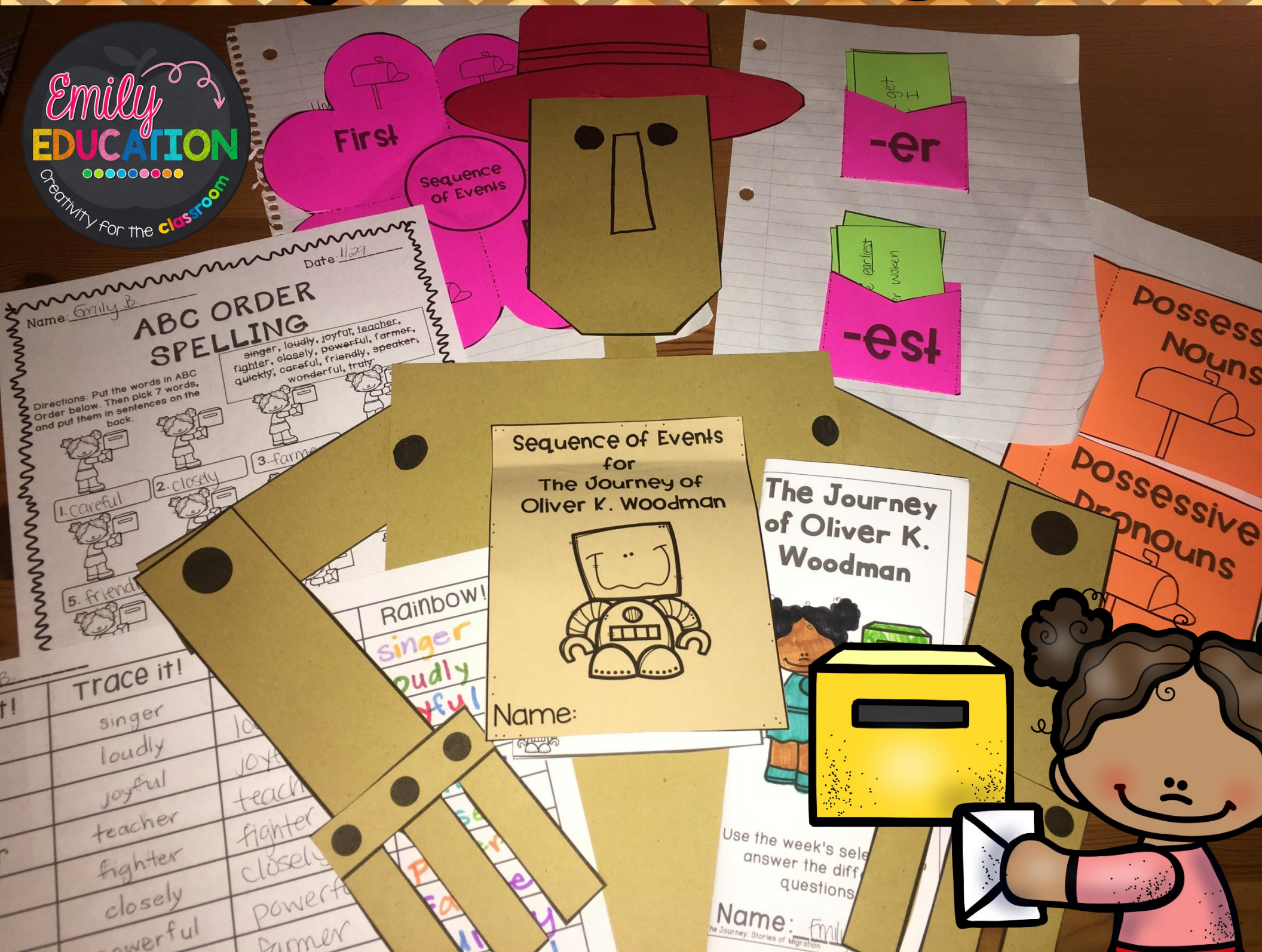


# The Journey of Oliver K. Woodman






## A circular logo with a dark grey background. The name "Emily" is written in a pink, cursive font at the top. Below it, the word "EDUCATION" is written in large, bold, multi-colored capital letters (yellow, orange, pink, blue, green). Underneath "EDUCATION" is a horizontal row of seven colored dots: green, yellow, cyan, blue, pink, red, and orange. At the bottom, the phrase "Creativity for the classroom" is written in a white, sans-serif font, with "classroom" in a larger, bolder font. A pink vine with a leaf and a curved arrow is on the right side of the circle.

# Comprehension Tri-fold

Print two-sided and fold like a brochure.



The sample tri-fold brochure is titled "The Journey of Oliver K. Woodman" and features a cartoon illustration of a boy holding a book. The text on the brochure is as follows:

**Why did Uncle Ray send Oliver to Woodport?**  
Because he was a bad boy and had made his kids worried about him.

**What happened while Oliver was in Albuquerque, New Mexico?**  
He made his first book. Then he probably got into the doghouse. The lady from Willa drew Oliver into a school book.

**What did the Clarence K. Woodman do with Oliver K. Woodman?**  
He had him to go into his school. Then they stayed like they did in the book. Then they went off to San Francisco.

**Draw a picture:**

The bottom section of the brochure has a drawing of a boy holding a book, a drawing of a train, and a drawing of a boy holding a book. The text on the bottom section is as follows:

**How did Oliver meet away the book?**  
He met the boy who was a bad boy and had made his kids worried about him.

**How did the story end?**  
The boy who was a bad boy and had made his kids worried about him.

**Draw a picture:**

The bottom section of the brochure has a drawing of a boy holding a book, a drawing of a train, and a drawing of a boy holding a book. The text on the bottom section is as follows:

**The Journey of Oliver K. Woodman**



**Use the word's definition to answer the different questions.**

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

**Use the word's definition to answer the different questions.**


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

could use this a couple of different ways; could have them do it together in small groups or you could also use it as an informal assessment at the end.

|   |  |
|---|--|
| <p><b>Possessive Nouns</b></p>     | <p>The <u>teacher's</u> melody was powerful in the song.</p> <p>The <u>lawyer's</u> fee is \$14,000.</p> <p>The <u>bird's</u> eggs are sitting under the rock.</p> |
| <p><b>Possessive Pronouns</b></p>  | <p>Have students write sentences using different possessive nouns and pronouns. I also suggest having the underline the</p>  |


[illegible]

# The Journey of Oliver K. Woodman



Journeys  
3<sup>rd</sup> Grade  
Unit 5  
Lesson 23

### of Oliver K. Woodman




Use the week's selection to answer the different questions.

|                  | Answer        |  |  |
|------------------|---------------|--|--|
| 1. wonderful     | amazing       |  |  |
| 2. truly         | really        |  |  |
| 3. hopeful       | optimistic    |  |  |
| 4. safely        | securely      |  |  |
| 5. listener      | listener      |  |  |
| 6. calmly        | calmly        |  |  |
| 7. sincere       | honest        |  |  |
| 8. conversations | conversations |  |  |
| 9. managed       | managed       |  |  |
| 10. inspired     | inspired      |  |  |


### STAY THINGS ABOUT OLIVER K. WOODMAN

Fill out each hand with something cool that Oliver did on his trip to see Laramie.




### WORD ORDER SPELLING


Directions: Put the words in word order boxes. Then pick words, and put them in sentences of the box.




1




2




3




4




5




6




7




8




9








10



11



12

|                |   |  |
|----------------|---|--|
|                |  | <b>Table of Contents</b><br>1. Explanation of Rack p.3<br>2. CCSS Addressed p.4<br>3. Vocab Flip-Flap p.5-4<br>4. ABC Order: Spelling Words p.10-11<br>5. Roll a Spelling word p.12-14<br>6. Possessive Pronoun and Nouns Interactive Journal Page p.15-16<br>7. Suffixes -er and -est Interactive Journal Pages p.17-19<br>8. Sequence of Events Interactive Journal Page p.20-21<br>9. Sequence of Events Oliver K. Woodman Craft p.22-23<br>10. Writing Letter Pages to Characters p.32-33<br>11. 5 Fab Things About Oliver K. Woodman p.34<br>12. Spelling Writing Pages p.35-36<br>13. Comprehension Trifold p.37-39<br>14. Thanks + Credits p.40 |
| Draw a picture |  | 7. Loveliest   |
| Draw a picture |  | 8. currently   |
| Draw a picture |  | 9. terror  |
| Draw a picture |  | 10. pleasure   |

[illegible]

# Spelling Sentences

**Interactive Journal Page**

**HOW it WORKS**

Print the pages two sides  
Then fold like a "hot-dog"

- Word on the front
- Definition and Sentence on the inside
- Picture on the back

1. example  
2. prewrite  
3. dripping  
4. cartoon  
5. complicated

How students put glue only in the center of the shape

Under the flaps they write the sequence of the story

## Roll a Spelling Word

Directions: Roll the die. Which ever number it lands on, write down the word under the correct column. Keep rolling until all squares are filled.

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|                       |  |
|-----------------------|--|
| <p>Draw a picture</p> | <p>2. conversation</p>  |
| <p>Draw a picture</p> | <p>3. managed</p>       |
| <p>Draw a picture</p> | <p>4. inspired</p>      |
| <p>Draw a picture</p> | <p>5. loaded</p>        |

**Roll & Spelling Words**

Directions: Roll the die, which ever number it lands on, write down the word under the correct column. Keep rolling until all squares are filled.

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**Interactive Pocket Journal Page**

The class I got the answer I was.

-er

Have students write sentences using words with the suffix -er or -est and place in the correct pocket. For an extra challenge have them write sentences using two words with the same suffix.