Name _____ Solve

Lesson 13-1
Equivalent Fractions: Use Models

I can ...
find equivalent fractions that name the same part of a whole.

Content Standards 3.NF.A.3a, 3.NF.A.3b
Mathematical Practices MP.2, MP.4, MP.5, MP.7

Solve & Share

Gregor threw a softball $\frac{3}{4}$ of the length of the yard in front of his house. Find as many fractions as you can that name the same part of the length that Gregor threw the ball. ***Solve this problem any way you choose. Explain how you decided.***

Gregor's yard

Look Back! **MP.5 Use Appropriate Tools** How can fraction strips help you tell if a fraction with a denominator of 2, 3, or 6 would name the same part of a whole as $\frac{3}{4}$?

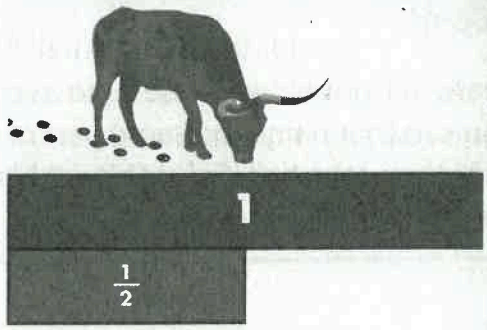
Learn Glossary A-Z

Essential Question

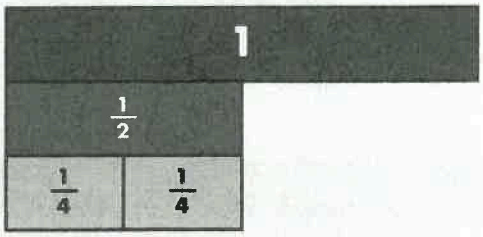
How Can Different Fractions Name the Same Part of a Whole?

A

The Chisholm Trail was used to drive cattle to market. Ross's herd has walked $\frac{1}{2}$ the distance to market. What is another way to name $\frac{1}{2}$?



B $\frac{1}{2} = \frac{\square}{\square}$ You can use fraction strips.

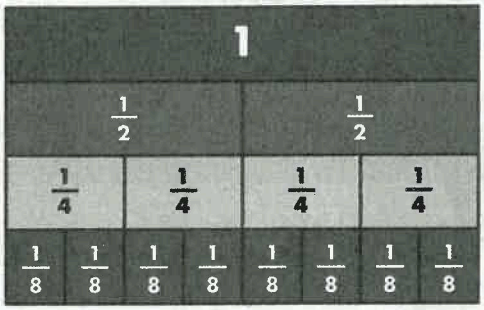


The fractions $\frac{1}{2}$ and $\frac{2}{4}$ represent the same part of the whole.

Two $\frac{1}{4}$ strips are equal to $\frac{1}{2}$, so $\frac{1}{2} = \frac{2}{4}$.

Another name for $\frac{1}{2}$ is $\frac{2}{4}$.

C You can find other equivalent fractions. Think about fractions that name the same part of the whole.



$\frac{1}{2} = \frac{4}{8}$ $\frac{3}{4} = \frac{6}{8}$

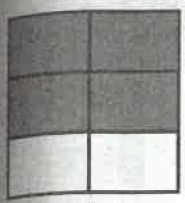
Convince Me! **MP.7 Look for Relationships** In the examples above, what pattern do you see in the numerators and denominators of the fractions that are equivalent to $\frac{1}{2}$? What is another name for $\frac{1}{2}$ that is not shown above?

Name _____

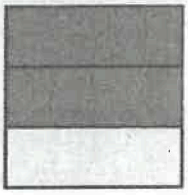
Practice Buddy | Tools | Assessment

Another Example!

You can find an equivalent fraction for $\frac{4}{6}$ using an area model.



$\frac{4}{6}$



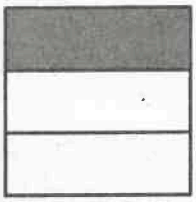
$\frac{2}{3}$

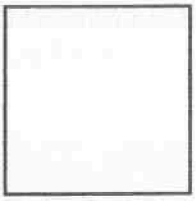
Both area models have the same-size whole.
One is divided into sixths. The other shows thirds.
The shaded parts show the same part of a whole.
Because $\frac{4}{6} = \frac{2}{3}$, another name for $\frac{4}{6}$ is $\frac{2}{3}$.

Guided Practice*

Do You Understand?

1. Divide the second area model into sixths. Shade it to show a fraction equivalent to $\frac{1}{3}$.

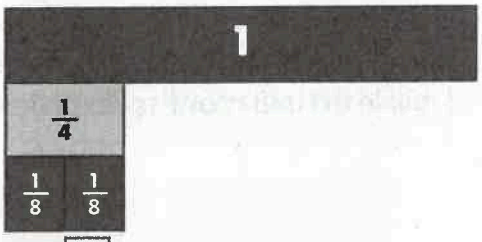




$\frac{1}{3} = \square$

Do You Know How?

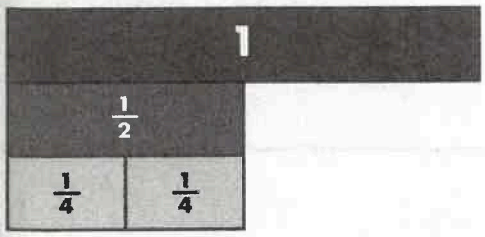
2. Use the fraction strips to help you find an equivalent fraction.



$\frac{1}{4} = \square$

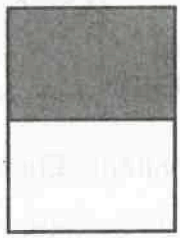
Independent Practice

3. Use the fraction strips to help you find an equivalent fraction.



$\frac{1}{2} = \square$

4. Divide the second area model into eighths. Shade it to show a fraction equivalent to $\frac{1}{2}$.



$\frac{1}{2} = \square$

In **5–8**, find each equivalent fraction. Use fraction strips or draw area models to help.

5. $\frac{3}{4} = \frac{\square}{8}$

6. $\frac{6}{6} = \frac{\square}{8}$

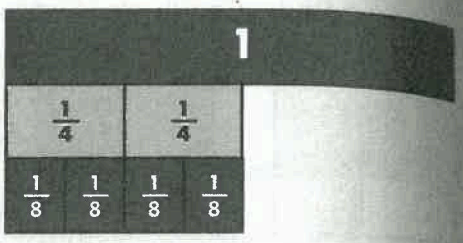
7. $\frac{2}{6} = \frac{\square}{3}$

8. $\frac{4}{8} = \frac{\square}{2}$

*For another example, see Set A on page 723.

Math Practices and Problem Solving

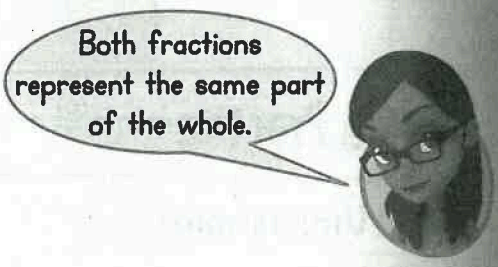
In **9** and **10**, use the fraction strips at the right.



9. Marcy used fraction strips to show equivalent fractions. Complete the equation.

$$\frac{\square}{4} = \square$$

10. **MP.4 Model with Math** Rita says the fraction strips show fractions that are equivalent to $\frac{1}{2}$. Explain what you could do to the diagram to see if she is correct.



11. **MP.2 Reasoning** A band learns 4 to 6 new songs every month. What is a good estimate for the number of songs the band will learn in 8 months? Explain.

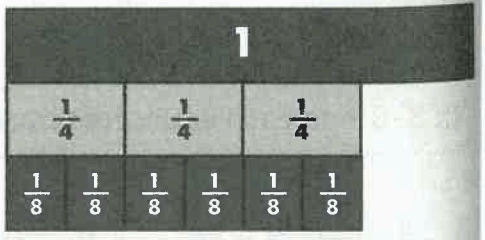
12. Three eighths of a playground is covered by grass. What fraction of the playground is **NOT** covered by grass?

13. **Higher Order Thinking** Aiden folded two strips of paper into eighths. He shaded a fraction equal to $\frac{1}{4}$ on the first strip and a fraction equal to $\frac{3}{4}$ on the second strip. Show the fractions Aiden shaded on the pictures to the right. Which fraction of each strip did he shade?

Common Core Assessment

14. Which fractions are equivalent? Choose all that apply.

- ☐ $\frac{1}{4}$ and $\frac{1}{8}$
- ☐ $\frac{3}{4}$ and $\frac{3}{8}$
- ☐ $\frac{1}{4}$ and $\frac{2}{8}$
- ☐ $\frac{3}{4}$ and $\frac{6}{8}$
- ☐ $\frac{2}{4}$ and $\frac{4}{8}$



me _____

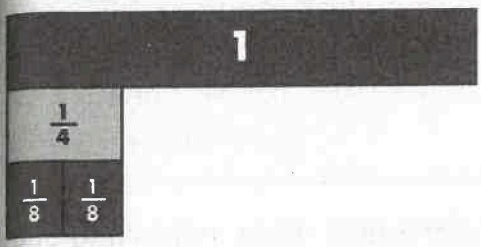
Help | Practice Buddy | Tools | Games

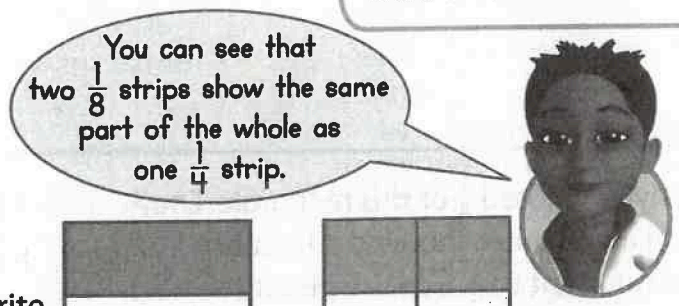
Homework & Practice 13-1

Equivalent Fractions: Use Models

Another Look!

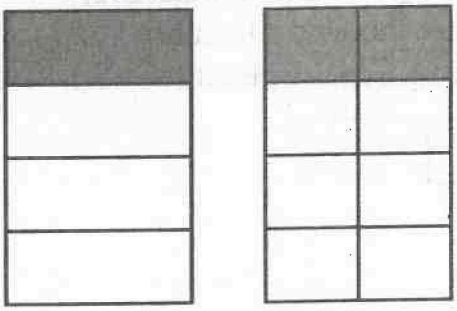
You can use fraction strips to find equivalent fractions.





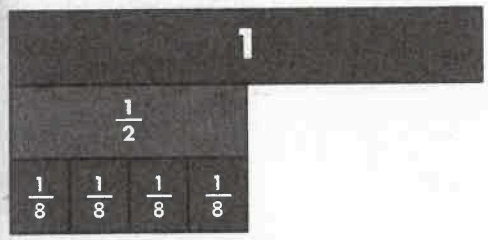
$\frac{1}{4}$ and $\frac{2}{8}$ are equivalent fractions because they name the same amount. You can write $\frac{1}{4} = \frac{2}{8}$.

You can also use area models to show that $\frac{1}{4}$ and $\frac{2}{8}$ are equivalent. You can see the two fractions name the same part of the whole.



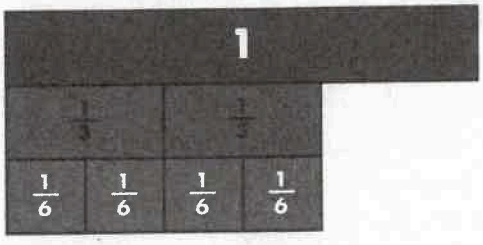
In **1–8**, find the equivalent fractions. Use fraction strips or draw area models to help.

1.



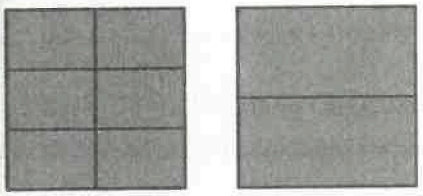
$\frac{1}{2} = \square$

2.



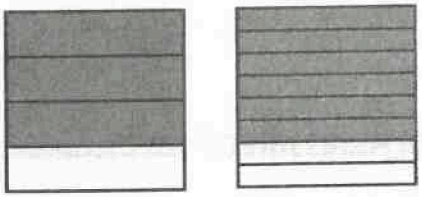
$\frac{2}{3} = \square$

3.



$\frac{6}{6} = \square$

4.



$\frac{3}{4} = \square$

5. $\frac{1}{3} = \frac{\square}{6}$

6. $\frac{4}{4} = \frac{\square}{3}$

7. $\frac{1}{2} = \frac{\square}{4}$

8. $\frac{3}{6} = \frac{\square}{2}$

9. **Vocabulary** Explain what equivalent fractions are and give an example.

10. **MP.5 Use Appropriate Tools** When you use fraction strips, how can you tell if two fractions are **NOT** equivalent?

11. Taylor colored $\frac{1}{4}$ of this rectangle. Draw an area model showing a fraction equivalent to $\frac{1}{4}$. Use the picture to help.

12. **Number Sense** Joyce is thinking of a 3-digit number. Her number has the digits 8, 4, and 6. To the nearest hundred, it rounds to 600. What is the number?

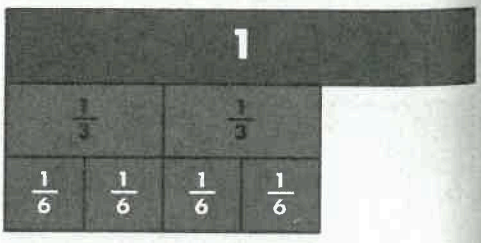
13. **MP.4 Model with Math** Dinner plates are arranged on 5 shelves, with 8 plates on each shelf. How many dinner plates are on all of the shelves? Draw a bar diagram and write an equation to solve.

14. **Higher Order Thinking** Fred says that $\frac{1}{2}$ and $\frac{7}{8}$ are equivalent fractions. Draw area models for $\frac{1}{2}$ and $\frac{7}{8}$ to show if Fred's statement is correct. Name two fractions that you know are equivalent to $\frac{1}{2}$.

Common Core Assessment

15. Which fraction pairs are **NOT** equivalent? Choose all that apply.

- ☐ $\frac{1}{3}$ and $\frac{1}{6}$
- ☐ $\frac{4}{6}$ and $\frac{2}{3}$
- ☐ $\frac{1}{3}$ and $\frac{3}{6}$
- ☐ $\frac{2}{3}$ and $\frac{3}{6}$
- ☐ $\frac{2}{6}$ and $\frac{1}{3}$



Name _____

Solve

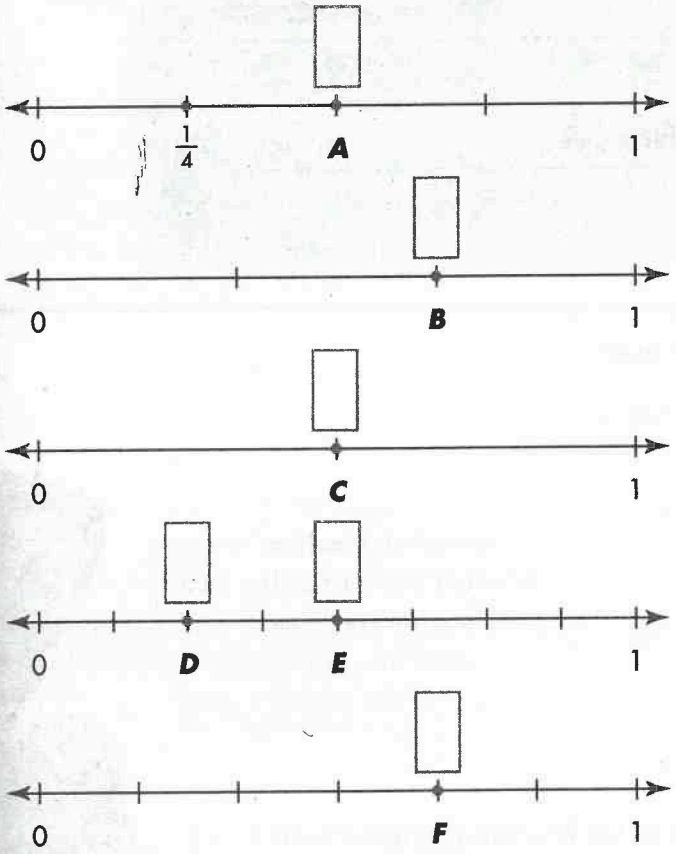
Lesson 13-2
Equivalent Fractions: Use the Number Line

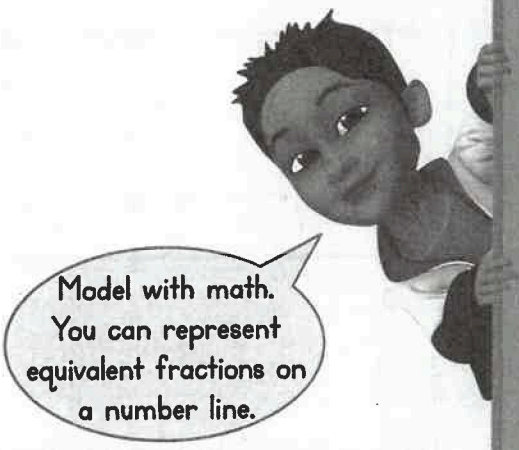
I can ...
use number lines to represent equivalent fractions.

© Content Standards 3.NF.A.3a, 3.NF.A.3b
Mathematical Practices MP.3, MP.4, MP.5

Solve & Share

The top number line shows a point at $\frac{1}{4}$. Write the fraction for each of the points labeled *A*, *B*, *C*, *D*, *E*, and *F*. Which of these fractions show the same distance from 0 as $\frac{1}{4}$?





Look Back! © **MP.3 Construct Arguments** How can number lines show that two fractions are equivalent?

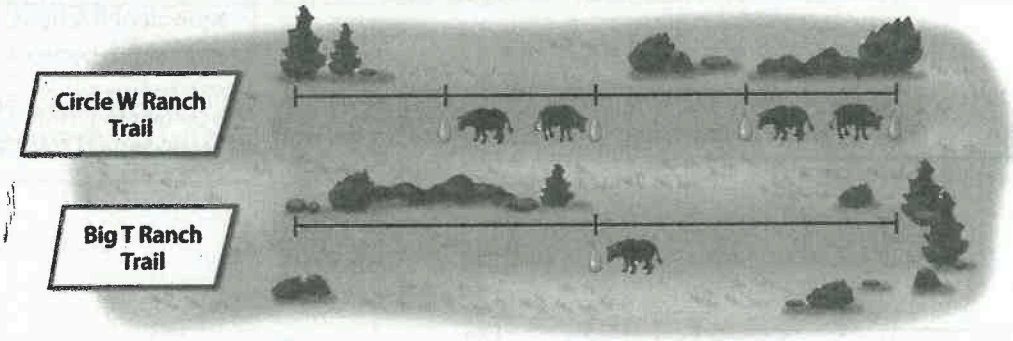
Learn Glossary A-Z

Essential Question

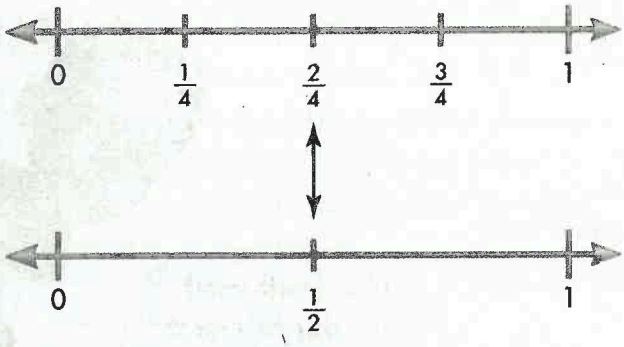
How Can You Use Number Lines to Find Equivalent Fractions?

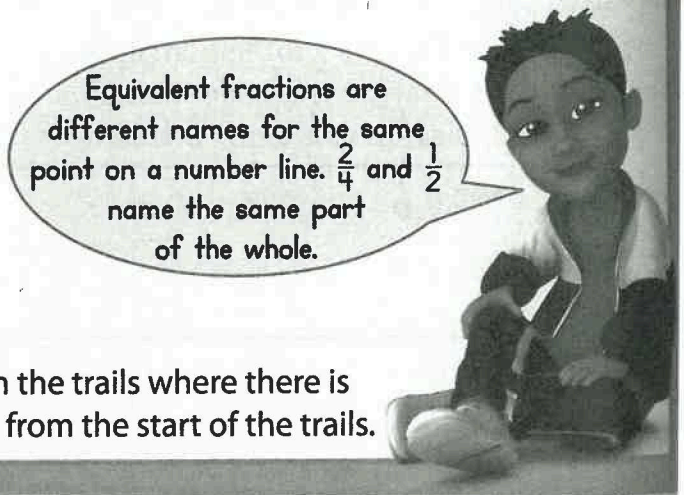
A

The Circle W Ranch 1-mile trail has water for cattle at each $\frac{1}{4}$-mile mark. The Big T Ranch 1-mile trail has water for cattle at the $\frac{1}{2}$-mile mark. What fractions name the points on the trails where there is water for cattle at the same distance from the start of each trail?



B You can use number lines to find the fractions.





$\frac{2}{4} = \frac{1}{2}$

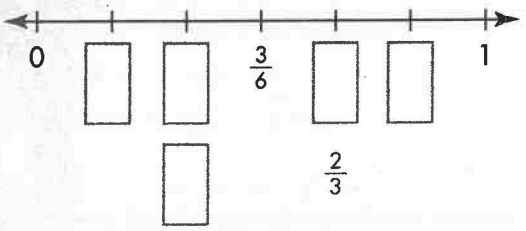
The fractions $\frac{2}{4}$ and $\frac{1}{2}$ name the same points on the trails where there is water for cattle. They are at the same distance from the start of the trails.

Convince Me! © MP.4 Model with Math Ian paints $\frac{6}{8}$ of a fence. Anna paints $\frac{3}{4}$ of another fence of equal size and length. Draw a number line to show that Ian and Anna have painted the same amount of each fence.

Guided Practice*

Do You Understand?

1. Complete the number line to show that $\frac{2}{6}$ and $\frac{1}{3}$ are equivalent fractions.

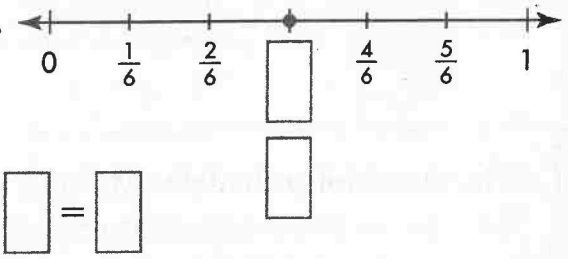


2. Sheila makes a number line to see if $\frac{4}{6}$ and $\frac{4}{8}$ are equivalent. She discovers that the fractions are **NOT** equivalent. How did Sheila know?

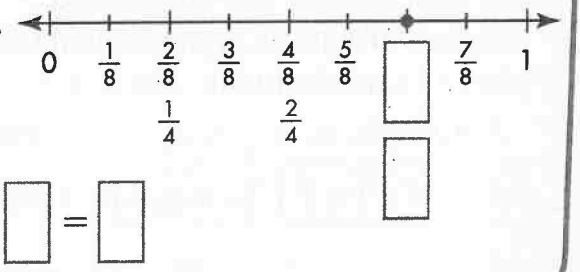
Do You Know How?

In **3** and **4**, write two fractions that name the same location on the number line.

3.



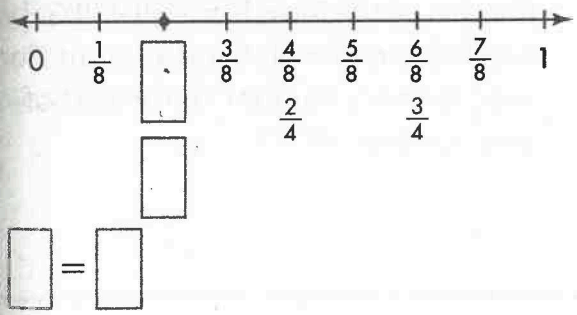
4.



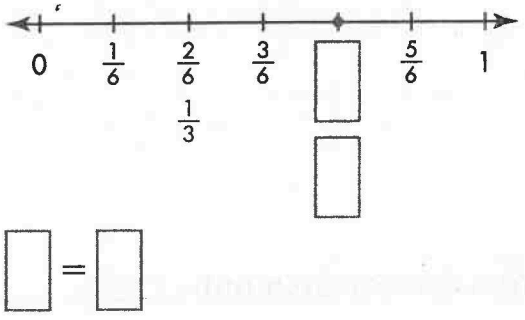
Independent Practice

In **5–8**, write two fractions that name the same location on the number line.

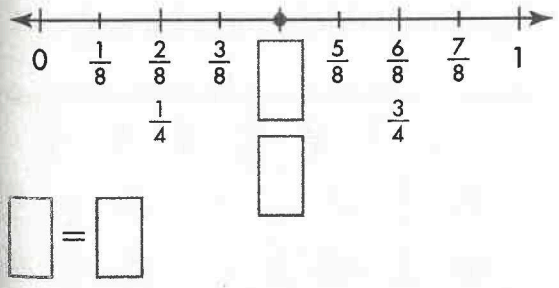
5.



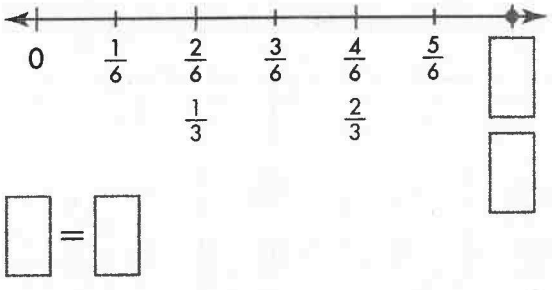
6.



7.



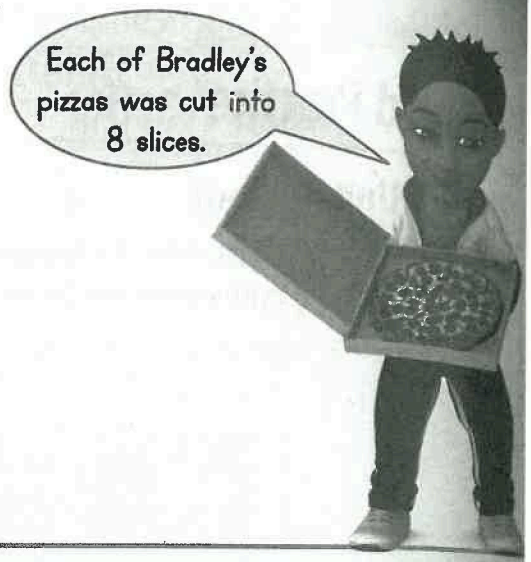
8.



*For another example, see Set B on page 723.

Math Practices and Problem Solving

9. Number Sense Bradley had 40 slices of pizza to share. How many pizzas did he have? Explain how you solved the problem.



10. MP.4 Model with Math Ms. Owen has 15 magazines to share among 5 students for an art project. How many magazines will each student get? Use the bar diagram to write an equation that helps you solve the problem.

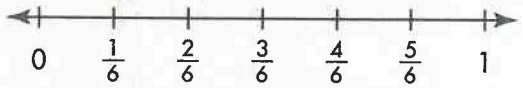
11. Yonita has 28 different apps on her computer. Casey has 14 music apps and 20 game apps on his computer. How many more apps does Casey have than Yonita?

12. MP.3 Construct Arguments How can you tell, just by looking at the fractions, that $\frac{2}{4}$ and $\frac{3}{4}$ are **NOT** equivalent?

13. Higher Order Thinking Fiona and Gabe each had the same length of clay. Fiona used $\frac{2}{3}$ of her clay. Using sixths, what fraction of the length of clay will Gabe need to use to match the amount Fiona used? Draw a number line as part of your answer.

Common Core Assessment

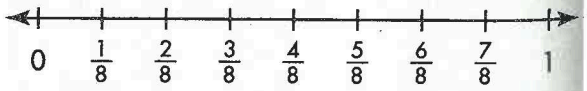
14. Which fraction is **NOT** equivalent to $\frac{3}{6}$?



Ⓐ $\frac{1}{2}$ Ⓒ $\frac{2}{4}$

Ⓑ $\frac{2}{3}$ Ⓓ $\frac{4}{8}$

15. Which fraction is equivalent to $\frac{4}{8}$?



Ⓐ $\frac{3}{8}$ Ⓒ $\frac{2}{4}$

Ⓑ $\frac{3}{4}$ Ⓓ $\frac{1}{4}$

Name _____

Help | Practice Buddy | Tools | Games

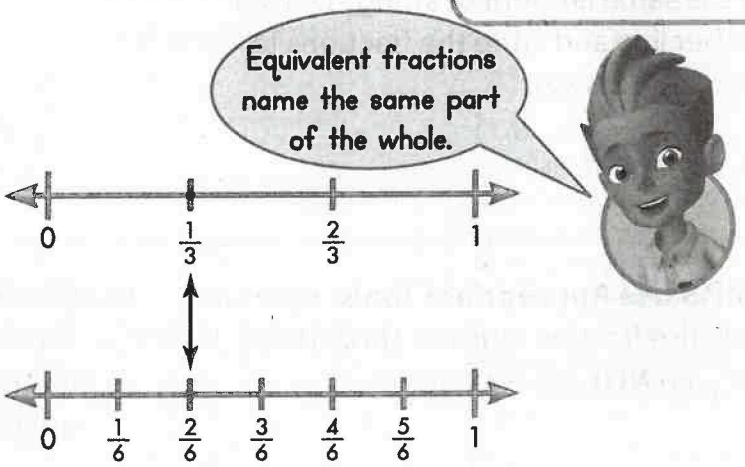
Homework & Practice 13-2
Equivalent Fractions: Use the Number Line

Another Look!

Leah shares a fruit roll with her sister. Her sister says that Leah took $\frac{1}{3}$ of the fruit roll. Leah thought that she took $\frac{2}{6}$ of the fruit roll. She drew two number lines to see if the two fractions were equivalent.

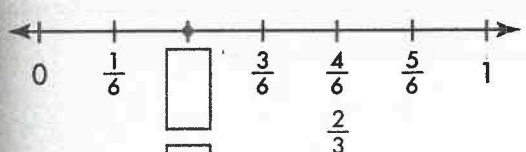
The fractions are at the same location on the number line, so the fractions are equivalent.

$\frac{1}{3} = \frac{2}{6}$



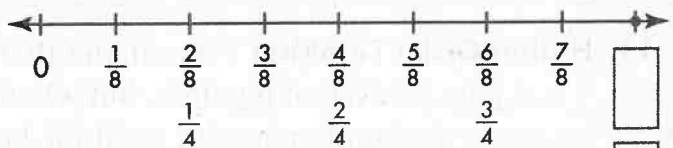
In **1–6**, write two fractions that name the same location on the number line.

1.



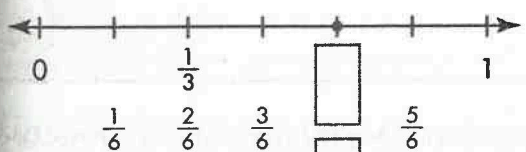
$\frac{\square}{\square} = \frac{\square}{\square}$

2.



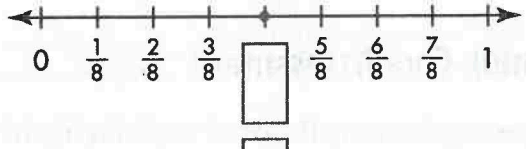
$\frac{\square}{\square} = \frac{\square}{\square}$

3.



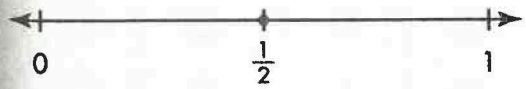
$\frac{\square}{\square} = \frac{\square}{\square}$

4.



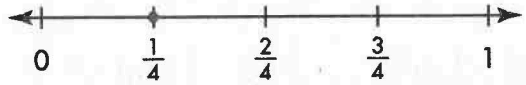
$\frac{\square}{\square} = \frac{\square}{\square}$

5.



$\frac{\square}{\square} = \frac{\square}{\square}$

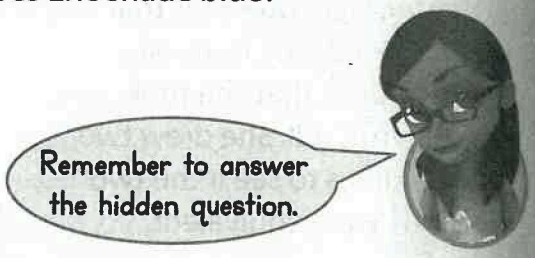
6.



$\frac{\square}{\square} = \frac{\square}{\square}$

7. **MP.4 Model with Math** Oliver and Peter had the same length of string. Oliver used $\frac{3}{4}$ of his string to tie a bundle of newspapers. Peter used $\frac{6}{8}$ of his string to tie a bundle of magazines. Did they use the same amount of string? Draw a number line and write the fractions to show your answer.

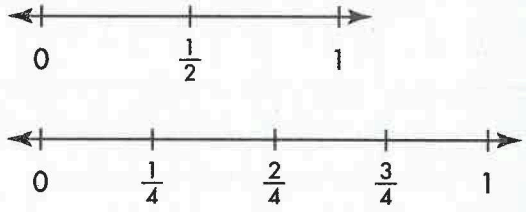
8. Eric divides a strip of paper into 8 equal parts. He cuts off 2 of the parts. He shades 4 of the remaining parts blue. What fraction of the remaining whole does Eric shade blue?



9. **MP.5 Use Appropriate Tools** How can Brady use fraction strips to show that $\frac{3}{4}$ and $\frac{7}{8}$ are **NOT** equivalent?

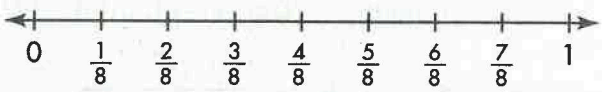
10. **MP.3 Critique Reasoning** Isabel divided 32 by 8 and got 4. She says that if she divides 32 by 4, the quotient will be greater than 4. Is she correct? Explain.

11. **Higher Order Thinking** Perry thinks that $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions. But when he draws the number lines to the right, he sees that $\frac{1}{2}$ and $\frac{2}{4}$ do not name the same location. Explain what is going on.



Common Core Assessment

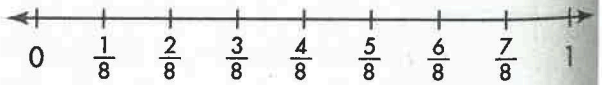
12. Tanner used two ribbons of equal length to wrap packages. One ribbon is $\frac{4}{8}$ yard. Which of the following is **NOT** a possible length for the second ribbon?



Ⓐ $\frac{4}{6}$ yard Ⓒ $\frac{1}{2}$ yard

Ⓑ $\frac{3}{6}$ yard Ⓓ $\frac{2}{4}$ yard

13. Stacy made a number line to show equivalent fractions. Which of the following fractions is equivalent to $\frac{6}{8}$?



Ⓐ $\frac{2}{3}$ Ⓒ $\frac{3}{6}$

Ⓑ $\frac{1}{2}$ Ⓓ $\frac{3}{4}$

Name _____ Solve

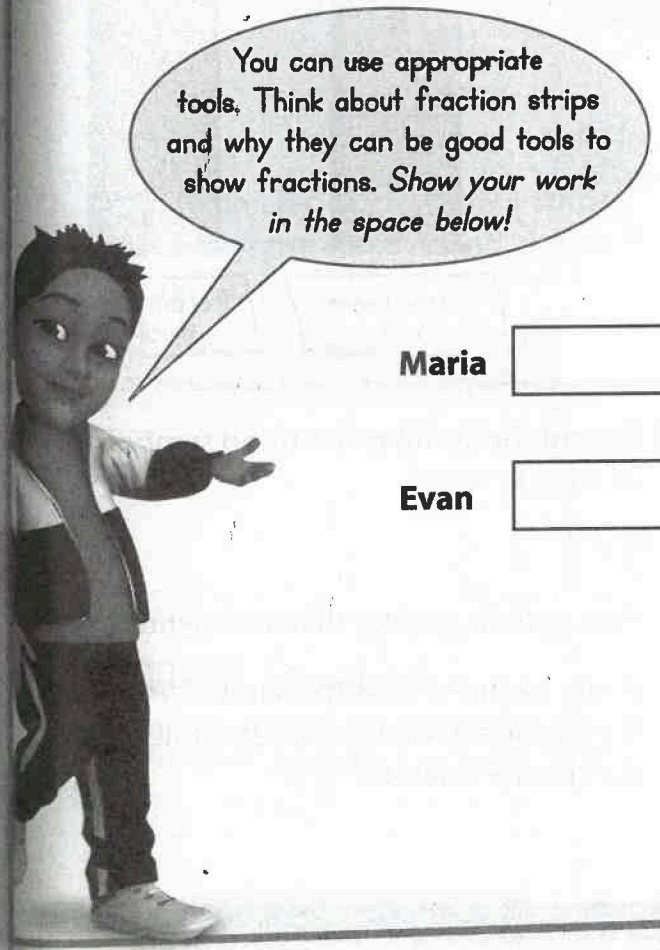
Lesson 13-3
Use Models to Compare Fractions: Same Denominator

I can ...
compare fractions that refer to the same-sized whole and have the same denominator by comparing their numerators.

Content Standard 3.NF.A.3d
Mathematical Practices MP.2, MP.3, MP.5, MP.6, MP.8

Solve & Share

Maria and Evan are both jogging a mile. Maria has jogged $\frac{7}{8}$ mile, and Evan has jogged $\frac{3}{8}$ mile. Who has jogged a shorter distance? ***Solve this problem any way you choose. Explain how you decided.***



Maria

Evan

Look Back! **MP.3 Construct Arguments** Would your answer change if Evan had jogged $\frac{5}{8}$ of a mile instead? Explain.

Learn Glossary A-Z

Essential Question

How Can You Compare Fractions with the Same Denominator?

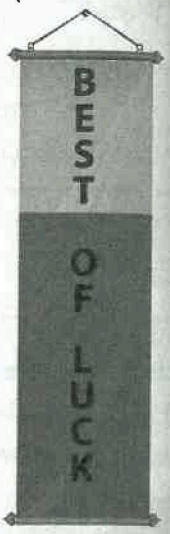
A

Two banners with positive messages are the same size. One banner is $\frac{4}{6}$ yellow, and the other banner is $\frac{2}{6}$ yellow. Which is greater, $\frac{4}{6}$ or $\frac{2}{6}$?

Remember, comparisons are valid, or true, only if they refer to the same-sized whole.

Use fraction strips to reason about the sizes of these two fractions.

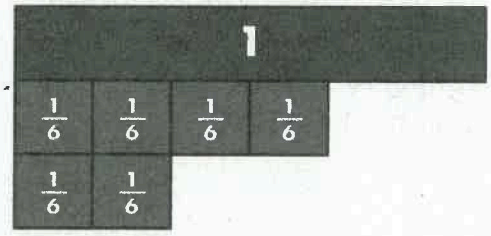
$\frac{4}{6}$ of this banner is yellow.



$\frac{2}{6}$ of this banner is yellow.

B $\frac{4}{6}$ is 4 of the unit fraction $\frac{1}{6}$.
$\frac{2}{6}$ is 2 of the unit fraction $\frac{1}{6}$.

So, $\frac{4}{6}$ is greater than $\frac{2}{6}$.



C Record the comparison using symbols or words.

$\frac{4}{6} > \frac{2}{6}$

Four sixths is greater than *two sixths*.

If two fractions have the same denominator, the fraction with the greater numerator is the greater fraction.

Convince Me! © **MP.2 Reasoning** Write a number for each numerator to make each comparison true. Use a picture and words to explain how you decided.

$\frac{\square}{8} < \frac{\square}{8}$ $\frac{\square}{3} > \frac{\square}{3}$

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

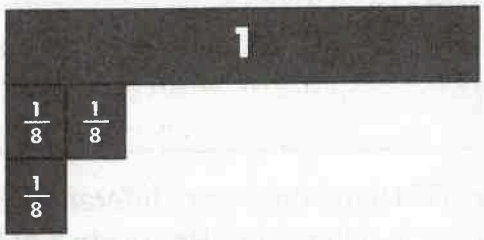
1. **© MP.5 Use Appropriate Tools** Explain how you can use fraction strips to show whether $\frac{5}{6}$ or $\frac{3}{6}$ of the same whole is greater.

2. Which is greater, $\frac{3}{4}$ or $\frac{2}{4}$? Draw $\frac{1}{4}$-strips to complete the diagram and answer the question.

Do You Know How?

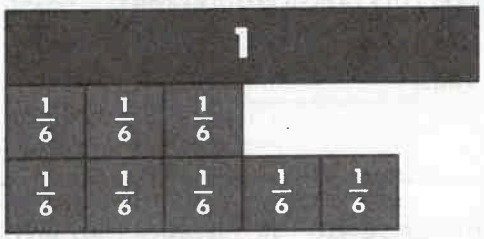
In **3** and **4**, compare. Write <, >, or =. Use the fraction strips to help.

3.



$\frac{2}{8} \bigcirc \frac{1}{8}$

4.

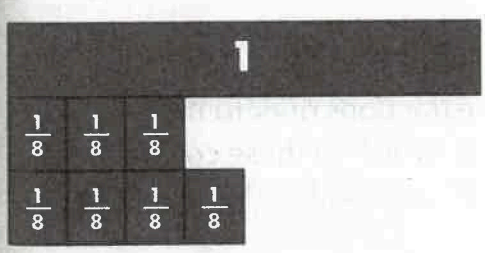


$\frac{3}{6} \bigcirc \frac{5}{6}$

Independent Practice

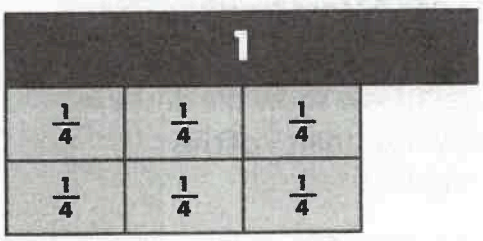
Leveled Practice In **5–14**, compare. Write <, >, or =. Use or draw fraction strips to help. The fractions refer to the same whole.

5.



$\frac{3}{8} \bigcirc \frac{4}{8}$

6.



$\frac{3}{4} \bigcirc \frac{3}{4}$

7. $\frac{6}{8} \bigcirc \frac{3}{8}$

8. $\frac{5}{8} \bigcirc \frac{7}{8}$

9. $\frac{1}{2} \bigcirc \frac{1}{2}$

10. $\frac{1}{3} \bigcirc \frac{2}{3}$

11. $\frac{6}{6} \bigcirc \frac{3}{6}$

12. $\frac{2}{8} \bigcirc \frac{3}{8}$

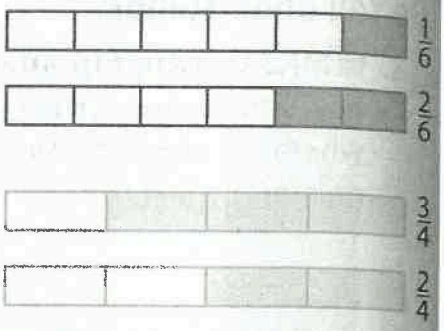
13. $\frac{3}{3} \bigcirc \frac{1}{3}$

14. $\frac{1}{4} \bigcirc \frac{3}{4}$

For another example, see Set C on page 724.

Math Practices and Problem Solving

In **15** and **16**, use the pictures of the strips that have been partly shaded.



15. Compare. Write $<$, $>$, or $=$.
The green strips show $\frac{1}{6} \bigcirc \frac{2}{6}$.

16. **MP.3 Construct Arguments** Do the yellow strips show $\frac{2}{4} > \frac{3}{4}$? Explain.

17. Izzy and Henry have two different pizzas. Izzy ate $\frac{3}{8}$ of her pizza. Henry ate $\frac{3}{8}$ of his pizza. Izzy ate more pizza than Henry. How is this possible? Explain.

18. **MP.8 Generalize** Two fractions are equal. They also have the same denominator. What must be true of the numerators of the fractions? Explain.

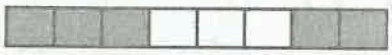
19. **Number Sense** Mr. Domini had $814 in the bank on Wednesday. On Thursday, he withdrew $250, and on Friday, he withdrew $185. How much money did he have in the bank then?

20. **Higher Order Thinking** Tom's parents let him choose whether to play his favorite board game for $\frac{7}{8}$ hour or for $\frac{8}{8}$ hour. Explain which amount of time you think Tom should choose, and why.

Common Core Assessment

21. The pictures below show tile designs. Which shows less than $\frac{4}{8}$ of the whole shaded?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

22. These fractions refer to the same whole. Which of these comparisons is **NOT** correct?

Ⓐ $\frac{5}{6} > \frac{3}{6}$

Ⓑ $\frac{2}{4} < \frac{3}{4}$

Ⓒ $\frac{3}{8} > \frac{1}{8}$

Ⓓ $\frac{2}{3} < \frac{1}{3}$

Name _____

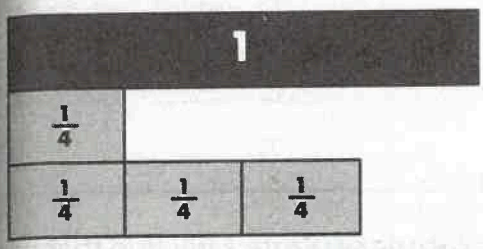
Help | Practice Buddy | Tools | Games

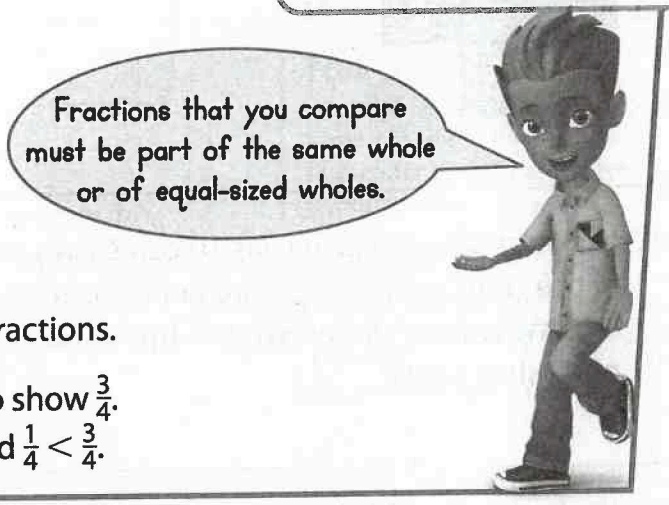
Homework & Practice 13-3
Use Models to Compare Fractions: Same Denominator

Another Look!

You can use fraction strips to compare fractions that have the same denominator.

Compare $\frac{1}{4}$ and $\frac{3}{4}$.

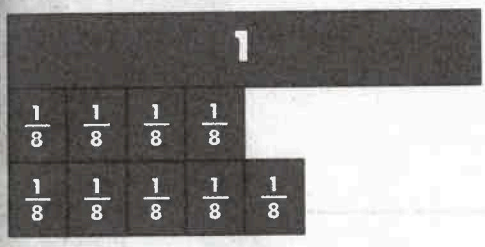




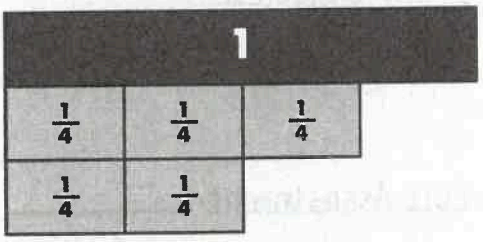
The denominator for each fraction is 4.
Use fraction strips to help you compare the fractions.

Use one $\frac{1}{4}$ strip to show $\frac{1}{4}$ and three $\frac{1}{4}$ strips to show $\frac{3}{4}$.
More $\frac{1}{4}$ strips are used to show $\frac{3}{4}$. So, $\frac{3}{4} > \frac{1}{4}$ and $\frac{1}{4} < \frac{3}{4}$.

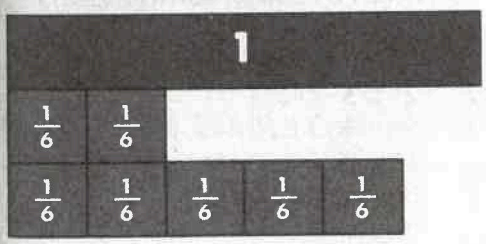
In **1–12**, compare. Write <, >, or =. Use or draw fraction strips to help. The fractions refer to the same whole.

1. 

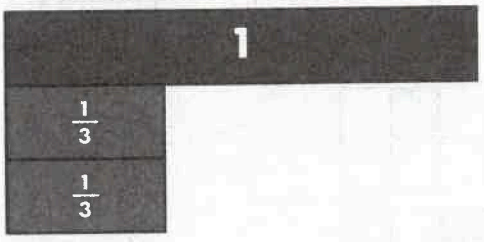
$\frac{4}{8} \bigcirc \frac{5}{8}$

2. 

$\frac{3}{4} \bigcirc \frac{2}{4}$

3. 

$\frac{2}{6} \bigcirc \frac{5}{6}$

4. 

$\frac{1}{3} \bigcirc \frac{1}{3}$

5. $\frac{4}{8} \bigcirc \frac{4}{8}$

6. $\frac{2}{4} \bigcirc \frac{1}{4}$

7. $\frac{7}{8} \bigcirc \frac{1}{8}$

8. $\frac{2}{6} \bigcirc \frac{3}{6}$

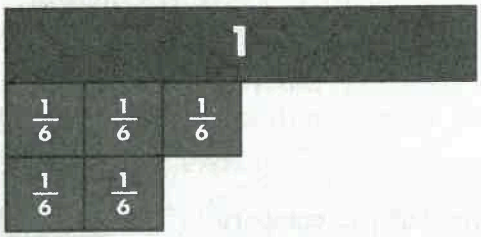
9. $\frac{5}{6} \bigcirc \frac{5}{6}$

10. $\frac{1}{8} \bigcirc \frac{2}{8}$

11. $\frac{4}{6} \bigcirc \frac{2}{6}$

12. $\frac{1}{6} \bigcirc \frac{5}{6}$

13. **MP.6 Be Precise** Ali is comparing fractions using fraction strips. Using the symbols $>$ and $<$, write two different comparisons for the fractions.

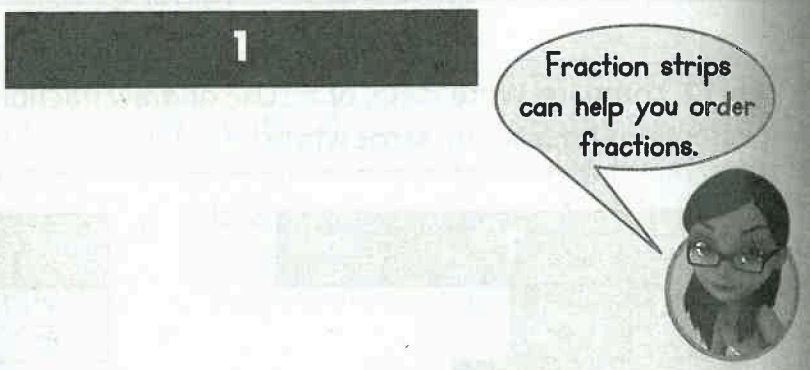


14. **MP.5 Use Appropriate Tools** How could you use fraction strips to help you decide which fraction is greater, $\frac{5}{8}$ or $\frac{6}{8}$?

15. **Number Sense** Keisha has 10 coins. Two of the coins are nickels, 6 are pennies, and the rest are dimes. What is the value of Keisha's coins?

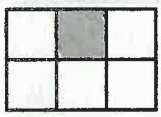
16. **Vocabulary** Write a fraction that has 6 as the denominator. Write a fraction that does not have 6 as the denominator.

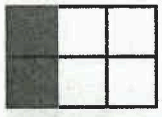
17. **Higher Order Thinking** Draw fraction strips to show the following fractions: $\frac{4}{6}$, $\frac{1}{6}$, and $\frac{5}{6}$. Then, write the three fractions in order from least to greatest.

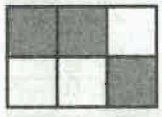


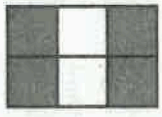
Common Core Assessment

18. The pictures below show tile designs. Which shows more than $\frac{3}{6}$ of the whole shaded?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

19. These fractions refer to the same whole. Which of these comparisons is **NOT** correct?

Ⓐ $\frac{2}{4} < \frac{3}{4}$

Ⓑ $\frac{5}{8} > \frac{7}{8}$

Ⓒ $\frac{2}{3} > \frac{1}{3}$

Ⓓ $\frac{1}{6} < \frac{5}{6}$

Home Letter

Dear Family,

This week we explore the question "How can people communicate over long distances?" In the fantasy selection **The Journey of Oliver K. Woodman,** children will read about how Oliver travels across the country with the aid of friends he meets along the way. Students will also read the informational text **Moving the U.S. Mail,** which provides a historical overview of mail delivery in the United States.

This week's...

Target Vocabulary: sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure

Phonics Skill: Suffixes *-ful, -y, -ous, -ly, -er*

Vocabulary Strategy: Suffixes *–er, -est*

Comprehension Skill: Sequence of events—tell the time order in which events happen

Comprehension Strategy: Analyze/evaluate—think about what you read and then form an opinion about it

Writing Focus: Narrative writing—dialogue

Activities to Do Together

Vocabulary
Discuss with your child how to behave with someone you're meeting for the first time or haven't seen for a long time. Try to incorporate this week's **Target Vocabulary** words in your conversation.

Let Me Tell You
Talk with your child about friends and family members who live far away. Discuss the different places they live and why they live there. Ask your child which of these places he or she would most like to visit.

All Aboard!
Ask your child to imagine that he or she is going on a train trip with a friend. Have him or her write a short dialogue between you and your friend as you ride the train.

Go Digital — Go to the *eBook* to read and listen to this week's selection.

Name _____ Date _____

Weekly To-Do List

Put an X in each box when you finish the activity.

Must Do

- ☐ Practice pages _____
- ☐  Comprehension and Fluency Literacy Center
- ☐  Word Study Literacy Center
- ☐  Think and Write Literacy Center
- ☐ Read
- ☐ Other _____
  _____
  _____

May Do

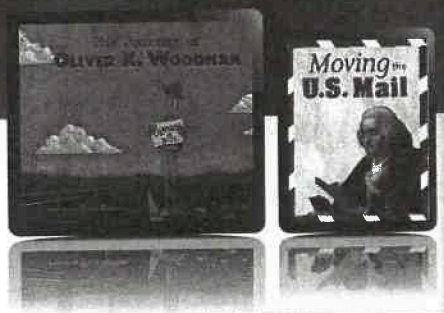
- ☐ Reading Log
- ☐ Vocabulary in Context Cards
- ☐ Spelling
- ☐ Writing
- ☐ Other _____
  _____
  _____

I read...

☐ **Monday**	
☐ **Tuesday**	
☐ **Wednesday**	
☐ **Thursday**	
☐ **Friday**	

Lesson

23



LANGUAGE DETECTIVE

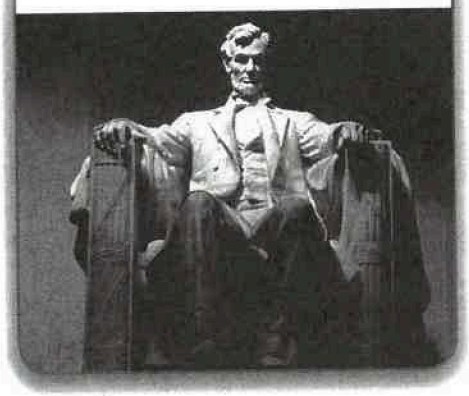
Talk About the Writer's Words

Work with a partner. Choose two Vocabulary words. Use them in the same sentence. Share your sentences with the class.

Vocabulary in Context

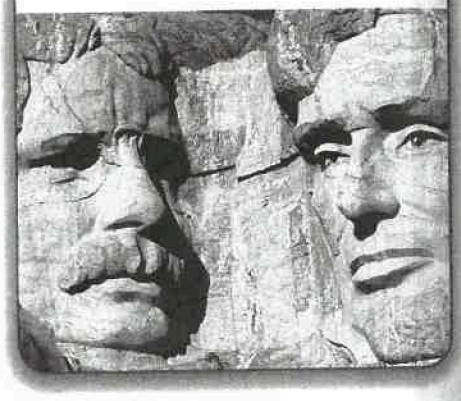
1 sincere

This President had sincere hopes. He truly wanted to change unfair laws.



2 managed

Artists managed to carve this special monument. It was not easy!



3 loaded

Before sailing, people loaded onto this swan boat. They piled on.

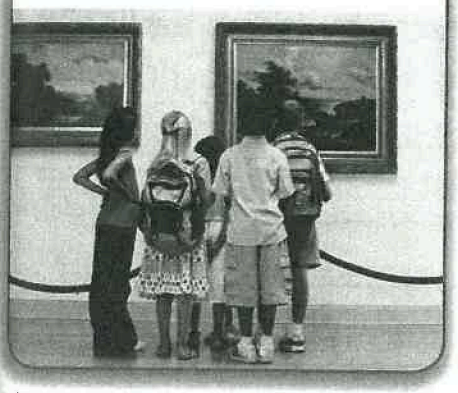
4 loveliest

Oregon's Crater Lake is one of the loveliest national parks. It is beautiful.

- Study each Context Card.
- Place the Vocabulary words in alphabetical order.

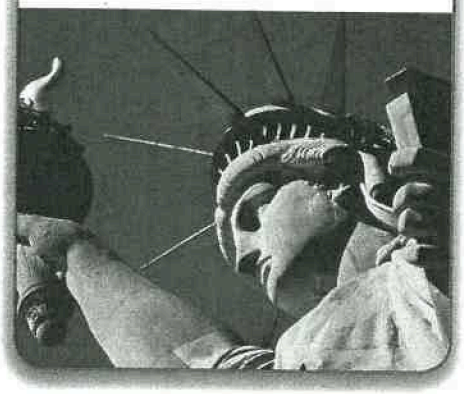
5 conversations

Conversations in a museum must be quiet. People should speak in whispers.



6 inspired

This statue has inspired people. It makes them believe in freedom.

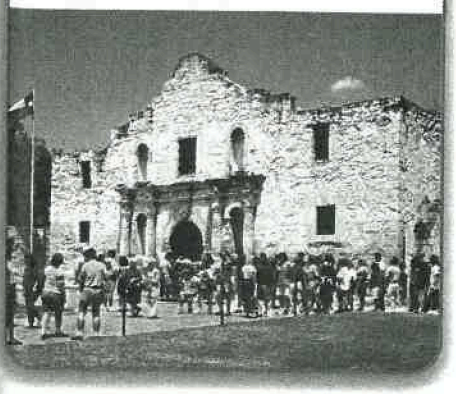


7 reunion

This family went camping for their yearly reunion, or gathering.

8 currently

Currently, this fort is a museum. Soldiers no longer live here.



9 pleasure

People get pleasure, or enjoyment, from riding this old merry-go-round.

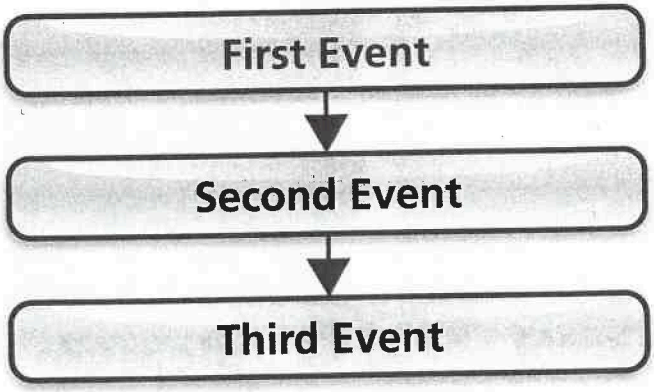
10 terror

When people look down at the Grand Canyon, they may feel terror, or fear.

Read and Comprehend

TARGET SKILL

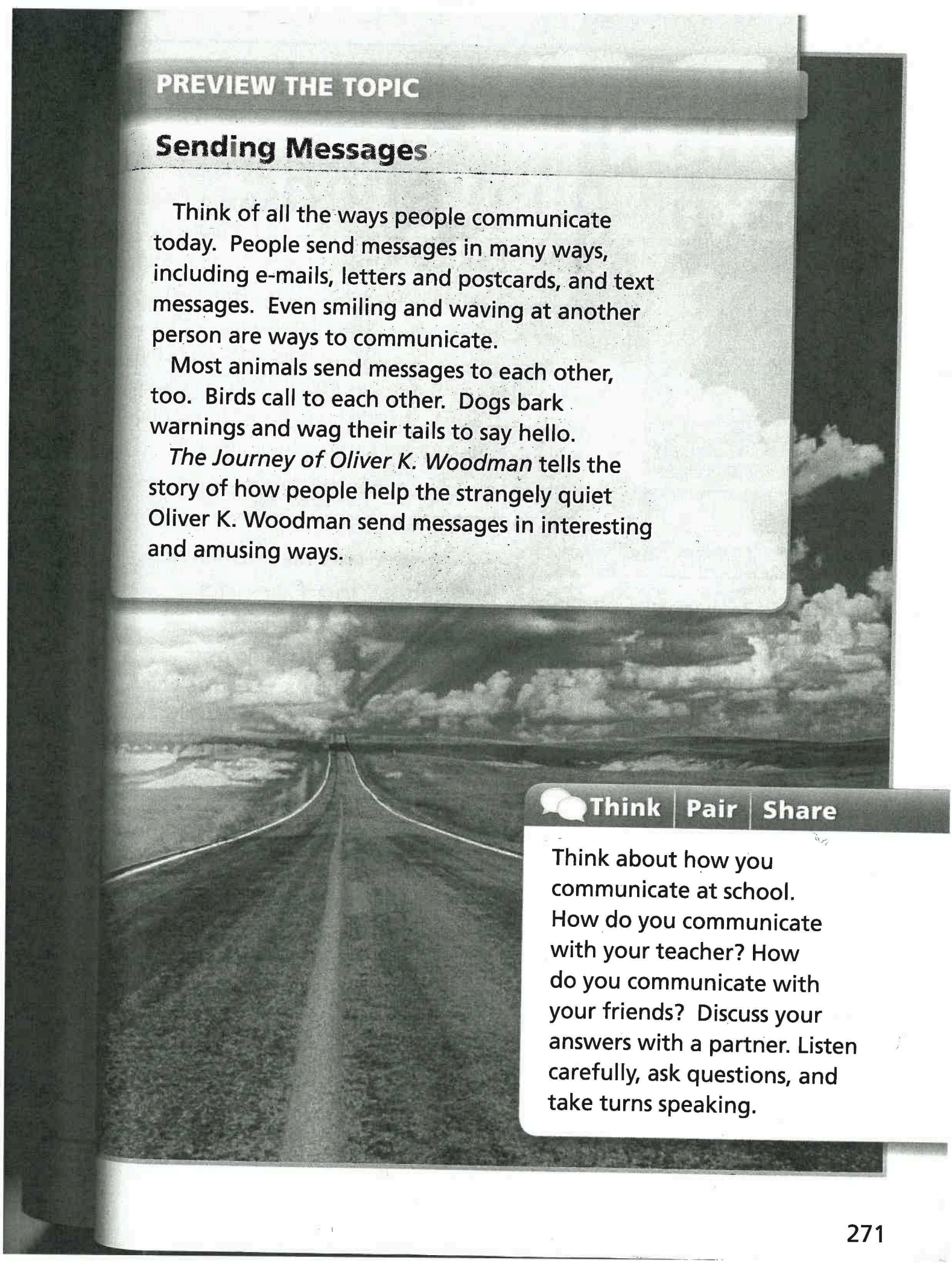
Sequence of Events As you read *The Journey of Oliver K. Woodman*, note the **sequence**, or order, in which things happen in the story. Clues such as dates, time of day, and signal words can help you determine the sequence. Use a chart like this one to record the events in sequence. The chart can help you describe how each event builds on earlier parts of the story.



TARGET STRATEGY

Analyze/Evaluate As you read *The Journey of Oliver K. Woodman*, pay attention to how the author chooses to tell Oliver's story. Use text evidence to **analyze** and **evaluate** whether or not you think this works well.

ELA RL.3.5, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d



PREVIEW THE TOPIC

Sending Messages

Think of all the ways people communicate today. People send messages in many ways, including e-mails, letters and postcards, and text messages. Even smiling and waving at another person are ways to communicate.

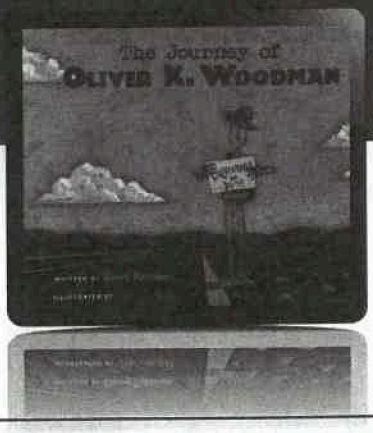
Most animals send messages to each other, too. Birds call to each other. Dogs bark warnings and wag their tails to say hello.

The Journey of Oliver K. Woodman tells the story of how people help the strangely quiet Oliver K. Woodman send messages in interesting and amusing ways.

Think | Pair | Share

Think about how you communicate at school. How do you communicate with your teacher? How do you communicate with your friends? Discuss your answers with a partner. Listen carefully, ask questions, and take turns speaking.

ANCHOR TEXT



GENRE

A **fantasy** is an imaginative story that could not happen in real life. As you read, look for:

- story events or settings that are not realistic
- characters that act in ways that are not real

MEET THE AUTHOR

Darcy Pattison

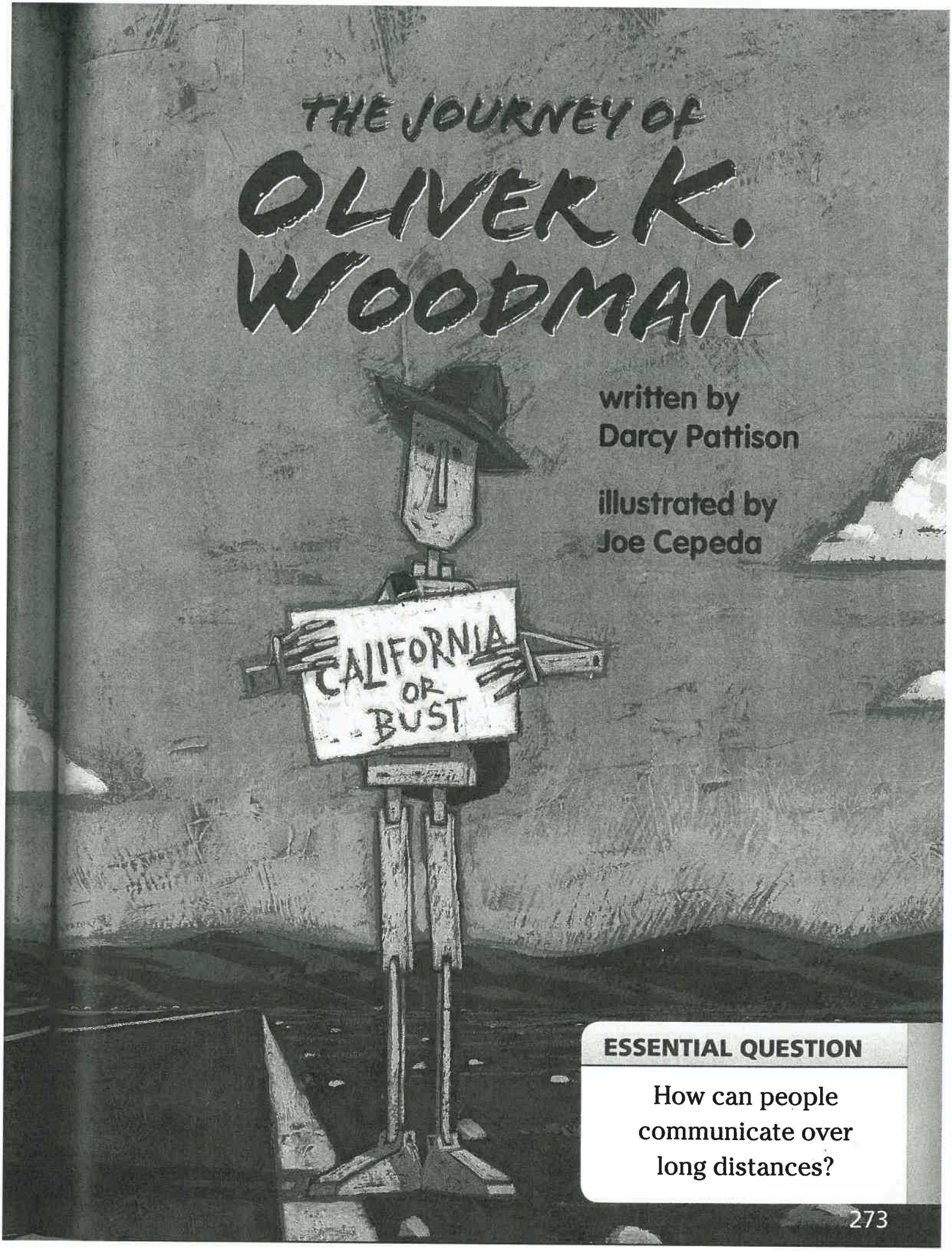
Oliver K. Woodman, the character Darcy Pattison created, has become so popular that students at schools in New York, Indiana, and other states have their own wooden models of him. Whenever they travel, they take Oliver with them and bring back photos and journal entries from his journey.

MEET THE ILLUSTRATOR

Joe Cepeda

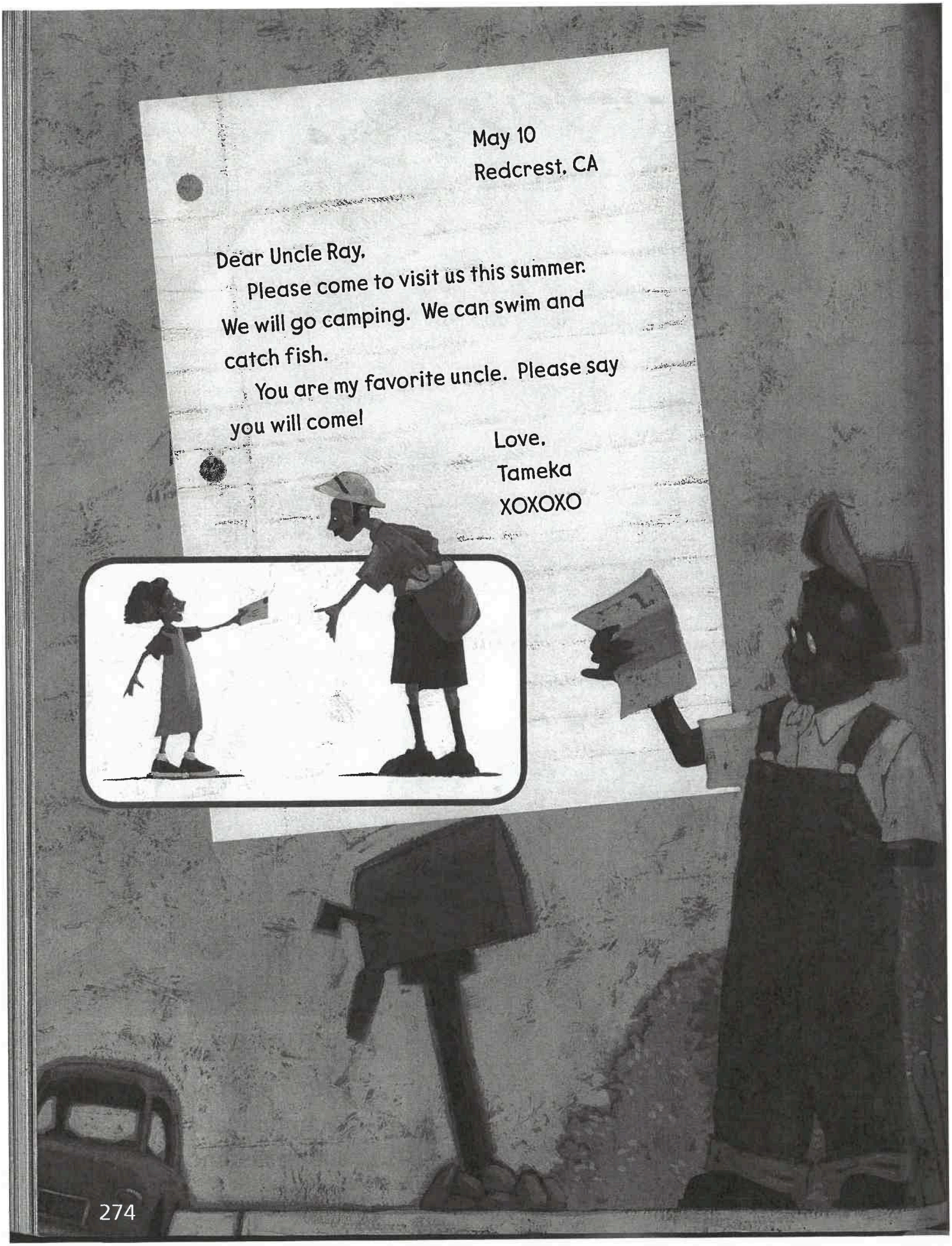
Joe Cepeda does woodworking as a hobby, so when he was illustrating this story, he drew Oliver K. Woodman as if he were really going to build the character out of wood. Author Darcy Pattison loves how Cepeda's art turned out. "Oliver has no mouth, yet you would swear that he's smiling at us," she says.

ELA RL.3.5, RL.3.10, RF.3.4a, RF.3.4b, L.3.3b



ESSENTIAL QUESTION

How can people communicate over long distances?


May 10
Redcrest, CA
Dear Uncle Ray,
Please come to visit us this summer. We will go camping. We can swim and catch fish.
You are my favorite uncle. Please say you will come!
Love,
Tameka
XOXOXO

May 17
Rock Hill, SC

Dear Tameka,

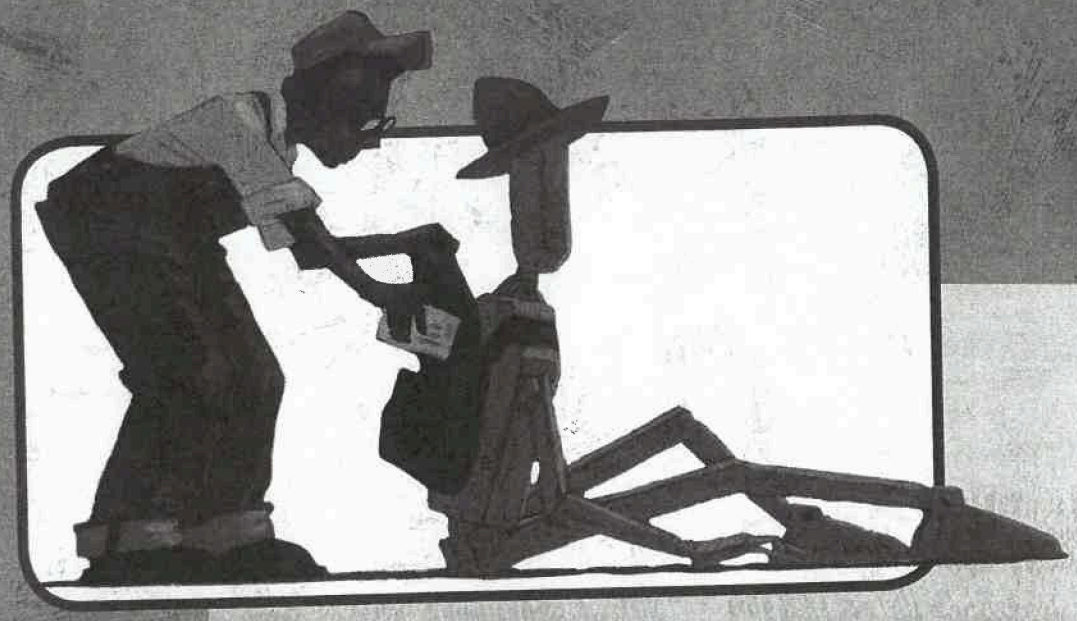
I'd love to come to California, but I can't. I will be building kitchen cabinets for some new apartments all summer.

But maybe my friend Oliver will come to visit!

Love,
Uncle Ray

ANALYZE THE TEXT

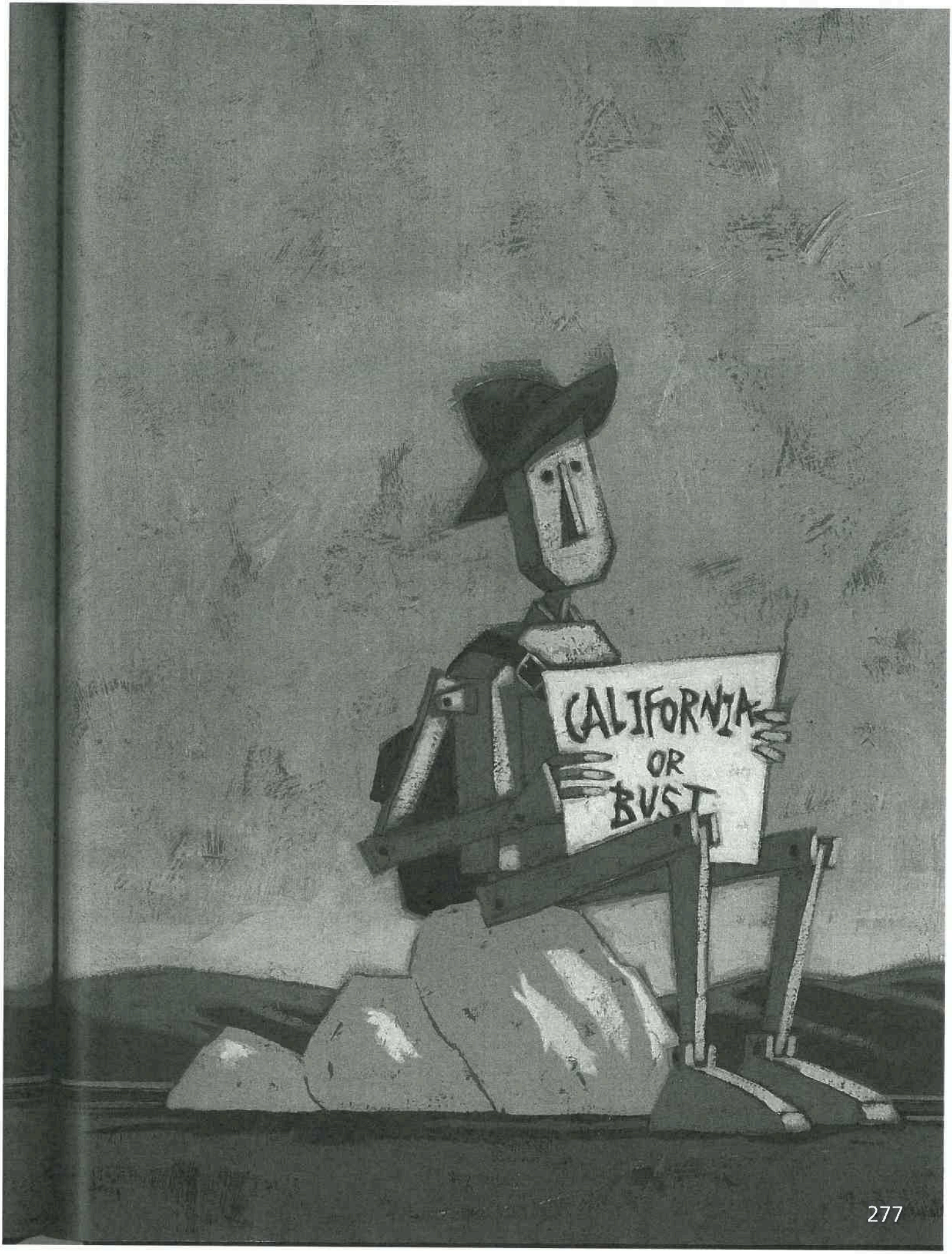
Sequence of Events Who wrote the first letter, Uncle Ray or Tameka? How can you figure this out?

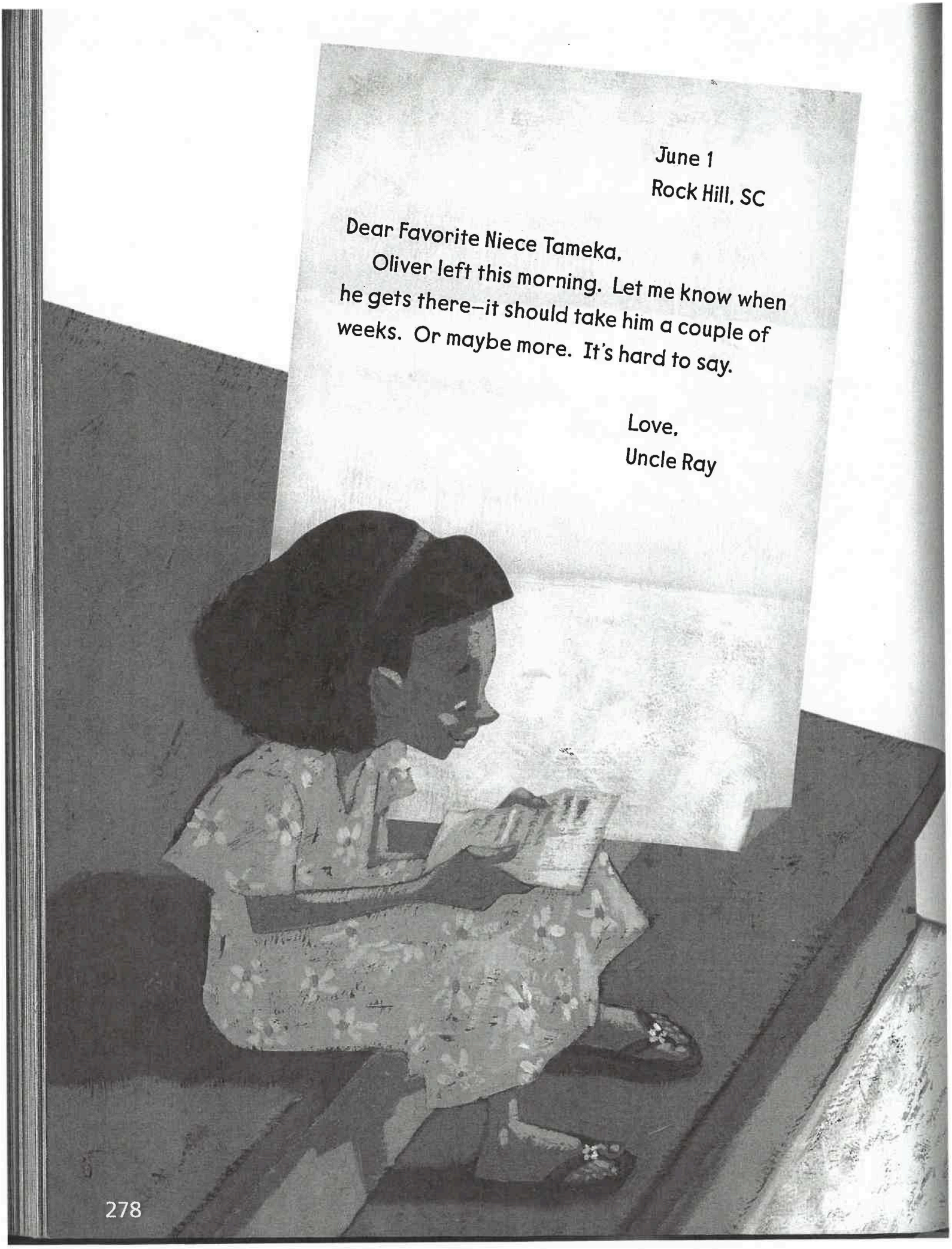


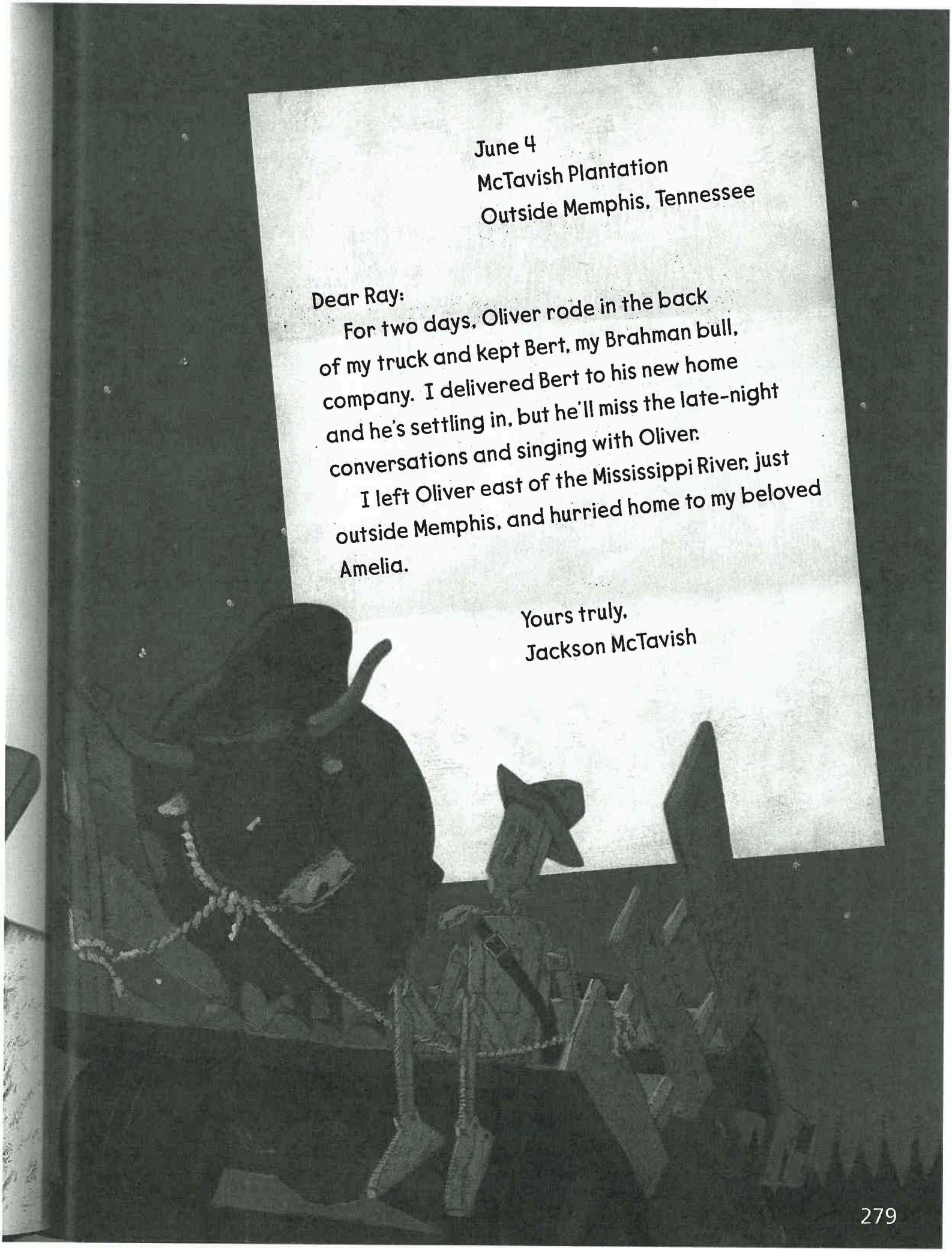
Dear Traveler,

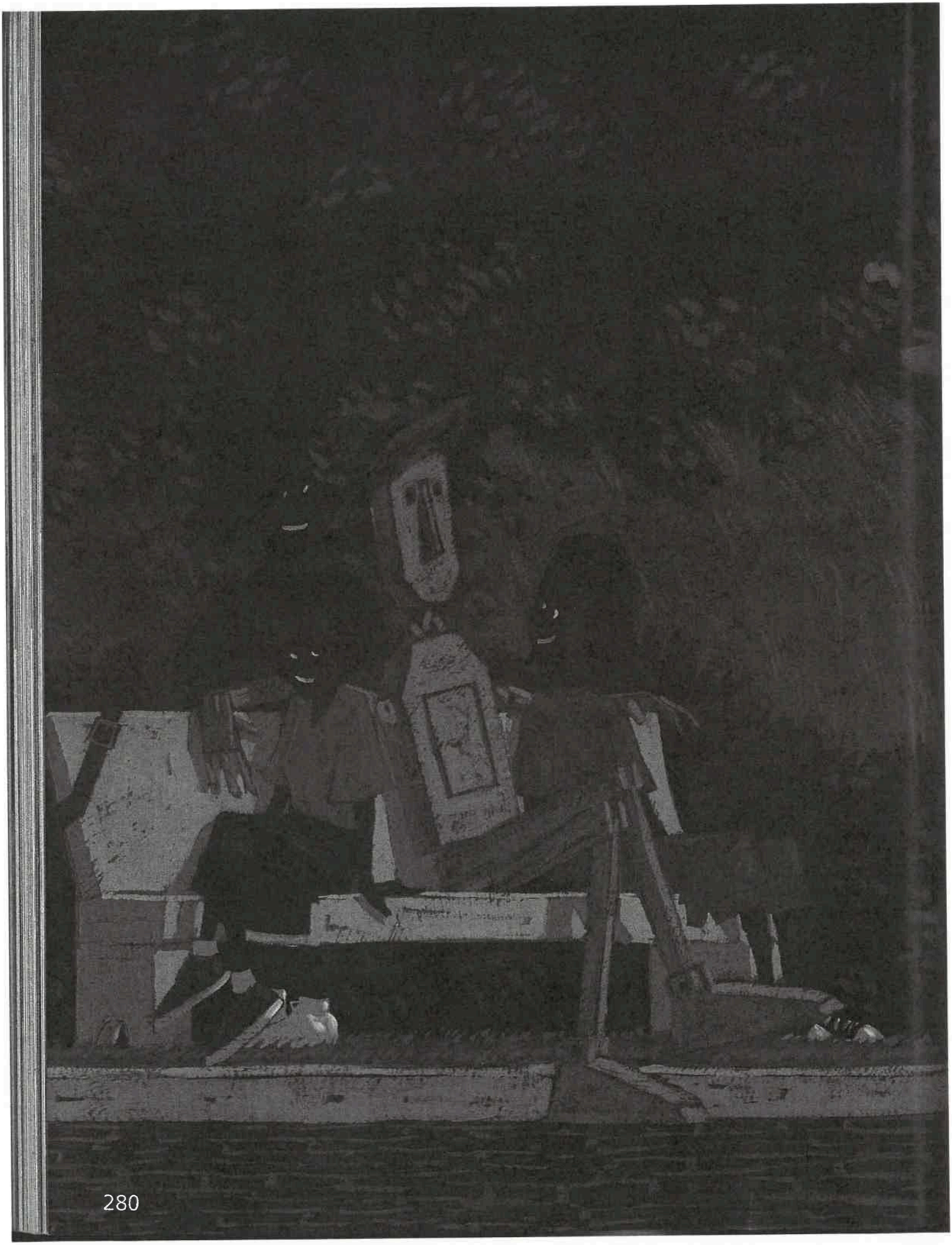
I am going to see Tameka Schwartz, 370 Park Avenue, Redcrest, California, 95569. Please give me a ride and help me get there. If you don't mind, drop a note to my friend Raymond Johnson, 111 Stony Lane, Rock Hill, South Carolina, 29730. He wants to keep up with my travels.

Thanks,
Oliver K. Woodman


CALIFORNIA
OR
BUST


June 1
Rock Hill, SC
Dear Favorite Niece Tameka,
Oliver left this morning. Let me know when he gets there–it should take him a couple of weeks. Or maybe more. It's hard to say.
Love,
Uncle Ray


June 4
McTavish Plantation
Outside Memphis, Tennessee
Dear Ray:
For two days, Oliver rode in the back of my truck and kept Bert, my Brahman bull, company. I delivered Bert to his new home and he's settling in, but he'll miss the late-night conversations and singing with Oliver.
I left Oliver east of the Mississippi River, just outside Memphis, and hurried home to my beloved Amelia.
Yours truly,
Jackson McTavish



June 8
Forrest City, AR

Hi! Mr. OK is OK. Quinn and Sherry went to a basketball game at The Pyramid in Memphis, Tennessee, last weekend and brought Mr. OK back. He hung out with us for a couple of days, and all the girls liked him better than Quinn. So when Quinn's cousin's boyfriend's aunt was leaving to visit her sick grandfather in Fort Smith, Arkansas, the guys loaded Mr. OK into the aunt's station wagon and sent him on his way. We didn't even get to say good-bye!

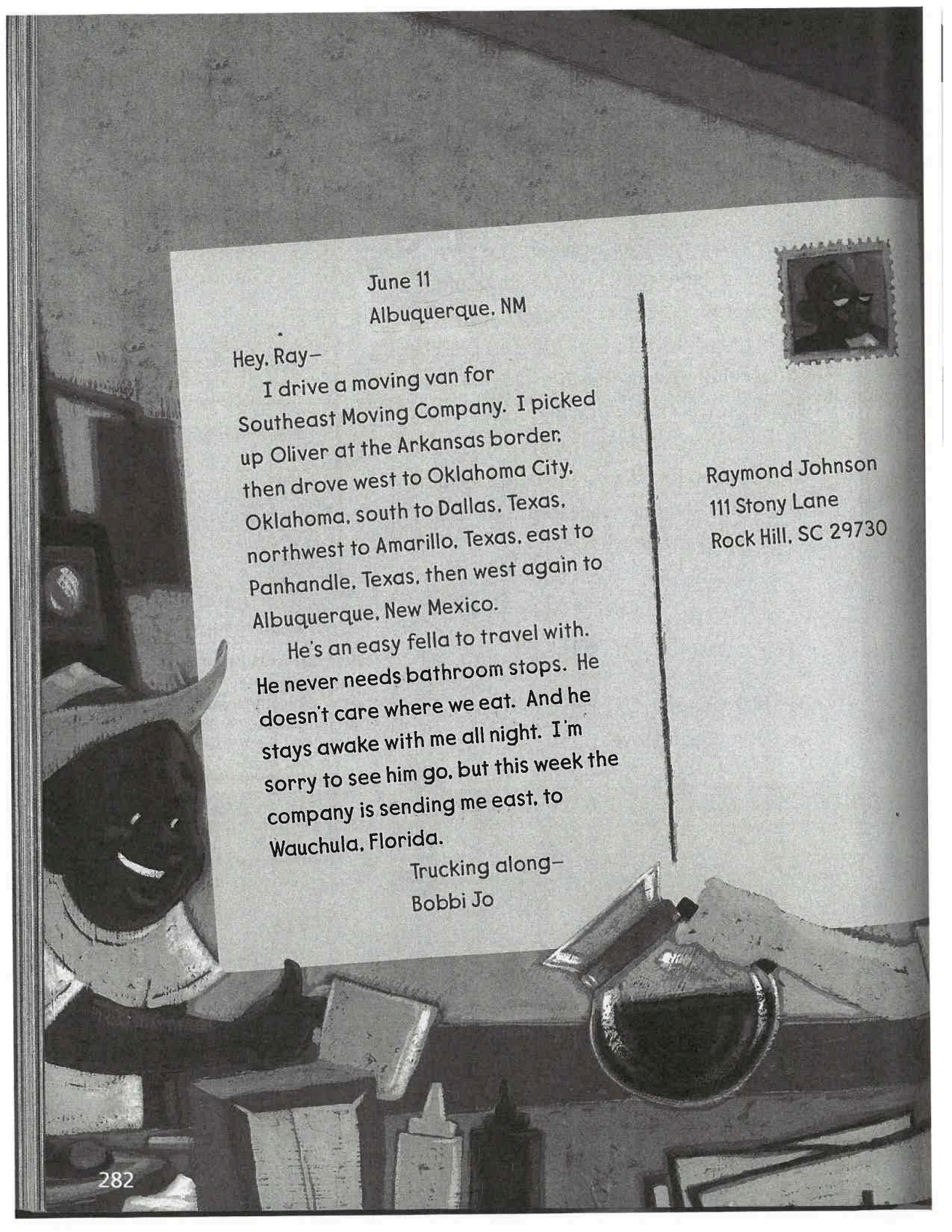
Cherry (Sherry's sister),
for the Gang

P.S. If you see Mr. OK again, tell him we all said good-bye.

Raymond Johnson
111 Stony Lane
Rock Hill, SC 29730

ANALYZE THE TEXT

Formal and Informal Language How does Cherry's letter sound different from Jackson's letter on page 279? Which words make it sound this way?


June 11
Albuquerque, NM

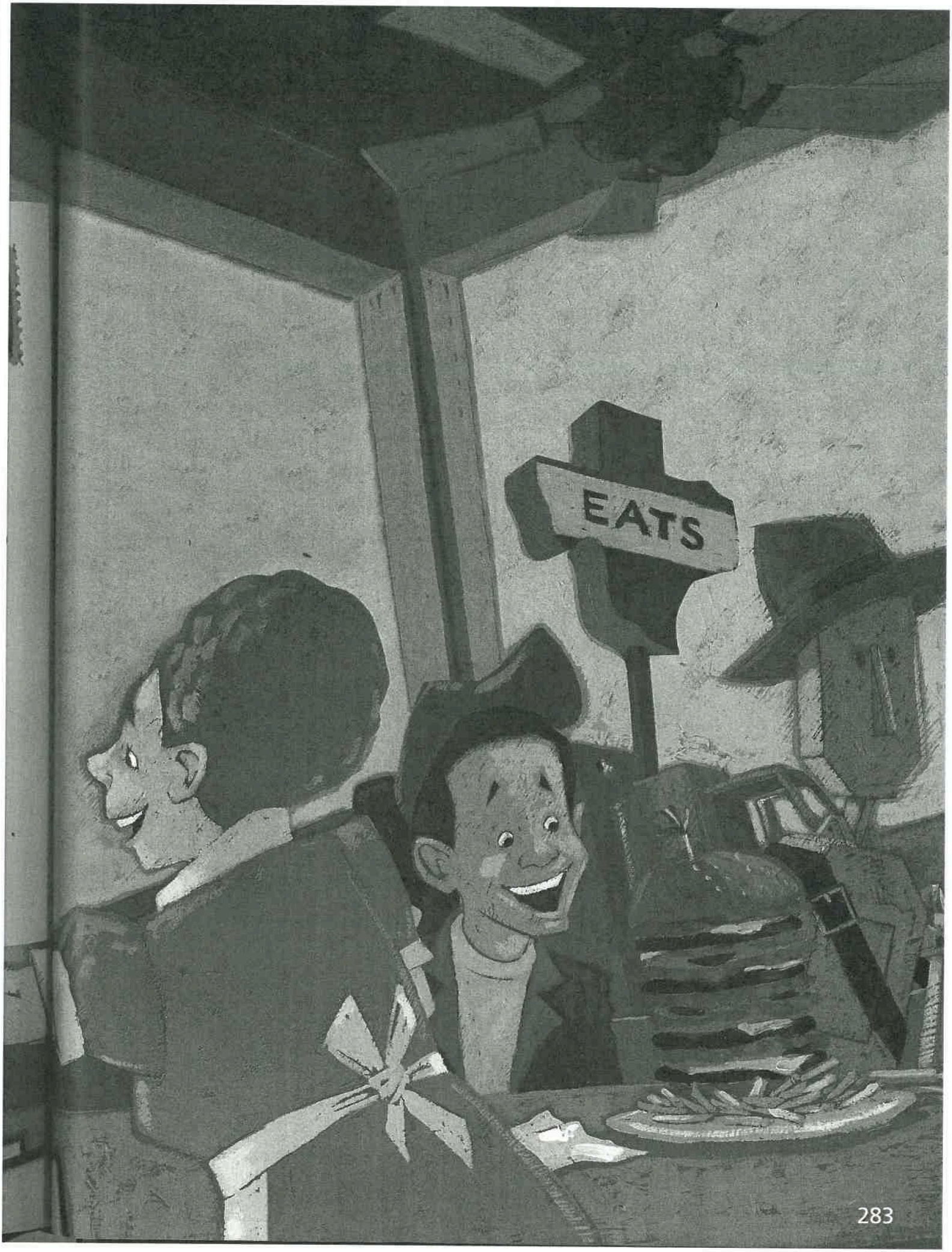
Hey, Ray–

I drive a moving van for Southeast Moving Company. I picked up Oliver at the Arkansas border, then drove west to Oklahoma City, Oklahoma, south to Dallas, Texas, northwest to Amarillo, Texas, east to Panhandle, Texas, then west again to Albuquerque, New Mexico.

He's an easy fella to travel with. He never needs bathroom stops. He doesn't care where we eat. And he stays awake with me all night. I'm sorry to see him go, but this week the company is sending me east, to Wauchula, Florida.

Trucking along–
Bobbi Jo

Raymond Johnson
111 Stony Lane
Rock Hill, SC 29730


EATS

June 28
Rock Hill, SC

Dear Tameka,

I've had no word from Oliver in seventeen days. I'm starting to worry. What if he is lost? Please call me if he turns up at your house.

Love,
Uncle Ray

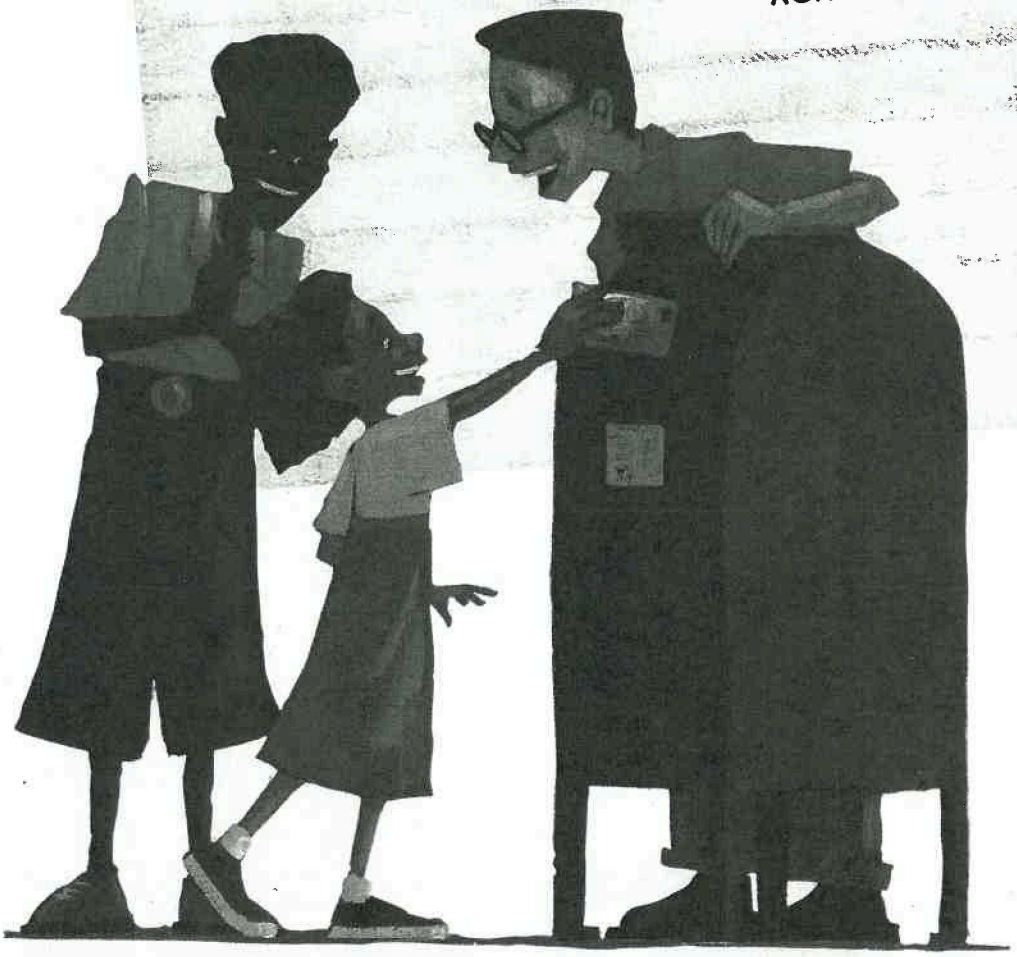
July 1
Redcrest, CA

Dear Uncle Ray,

No word from Oliver. Are you sure he's really coming?

I still wish we could see you. I asked Mama if we could come visit, but she said it costs too much. Daddy says he can't take off work that long. Ever since I asked, Mama keeps looking at family photo albums. When she sees your pictures, she says, "My baby brother!"

Love,
Tameka
XOXOXOX



July 4
Salt Lake City, UT

Dear Raymond Johnson:

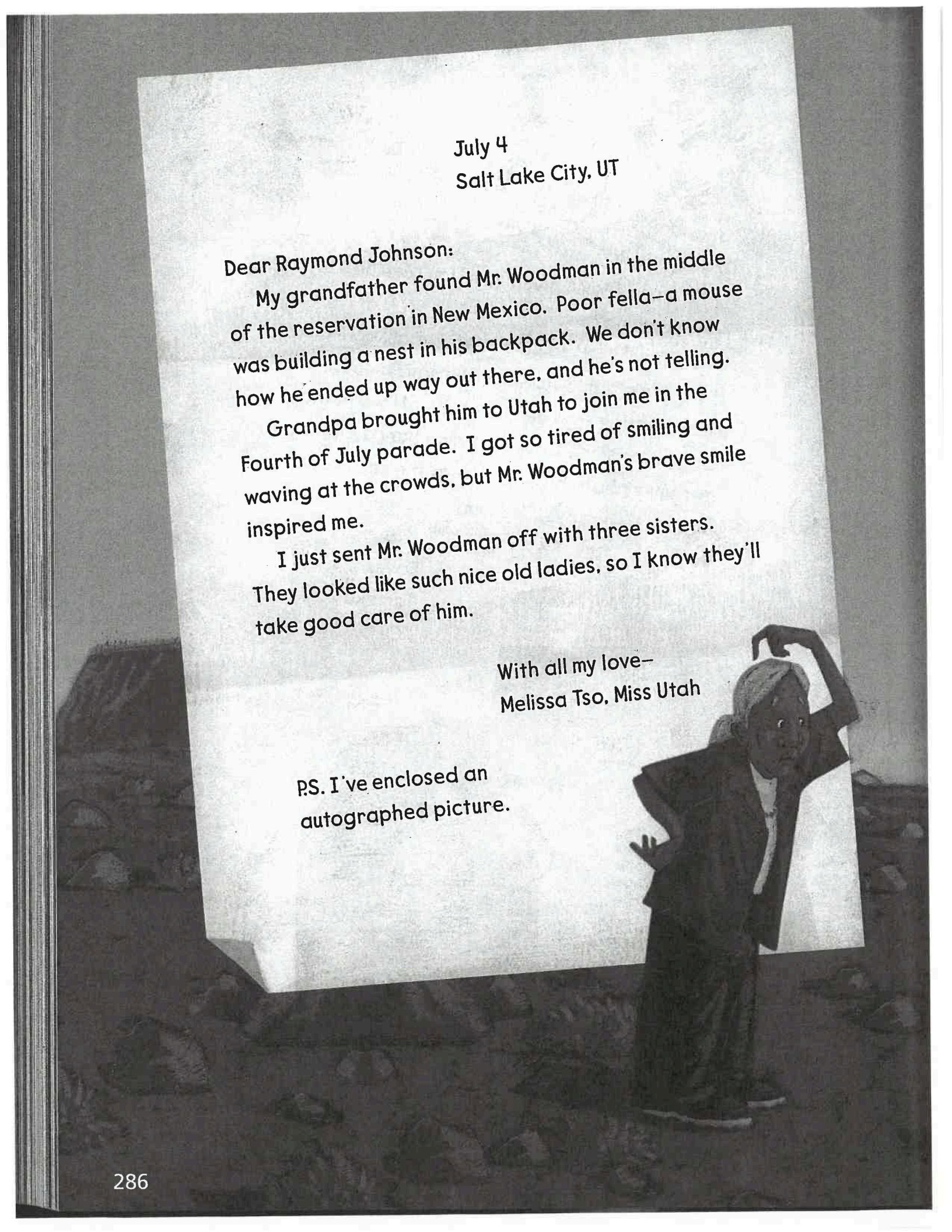
My grandfather found Mr. Woodman in the middle of the reservation in New Mexico. Poor fella—a mouse was building a nest in his backpack. We don't know how he ended up way out there, and he's not telling.

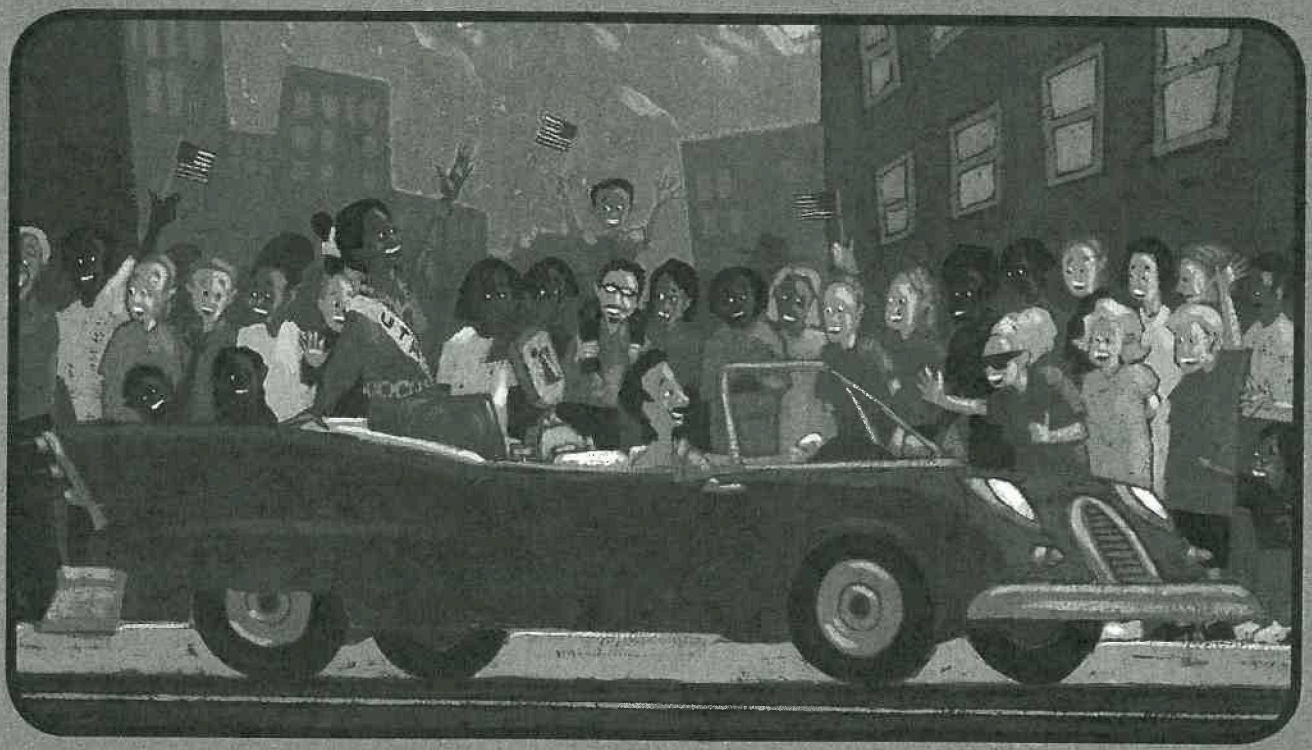
Grandpa brought him to Utah to join me in the Fourth of July parade. I got so tired of smiling and waving at the crowds, but Mr. Woodman's brave smile inspired me.

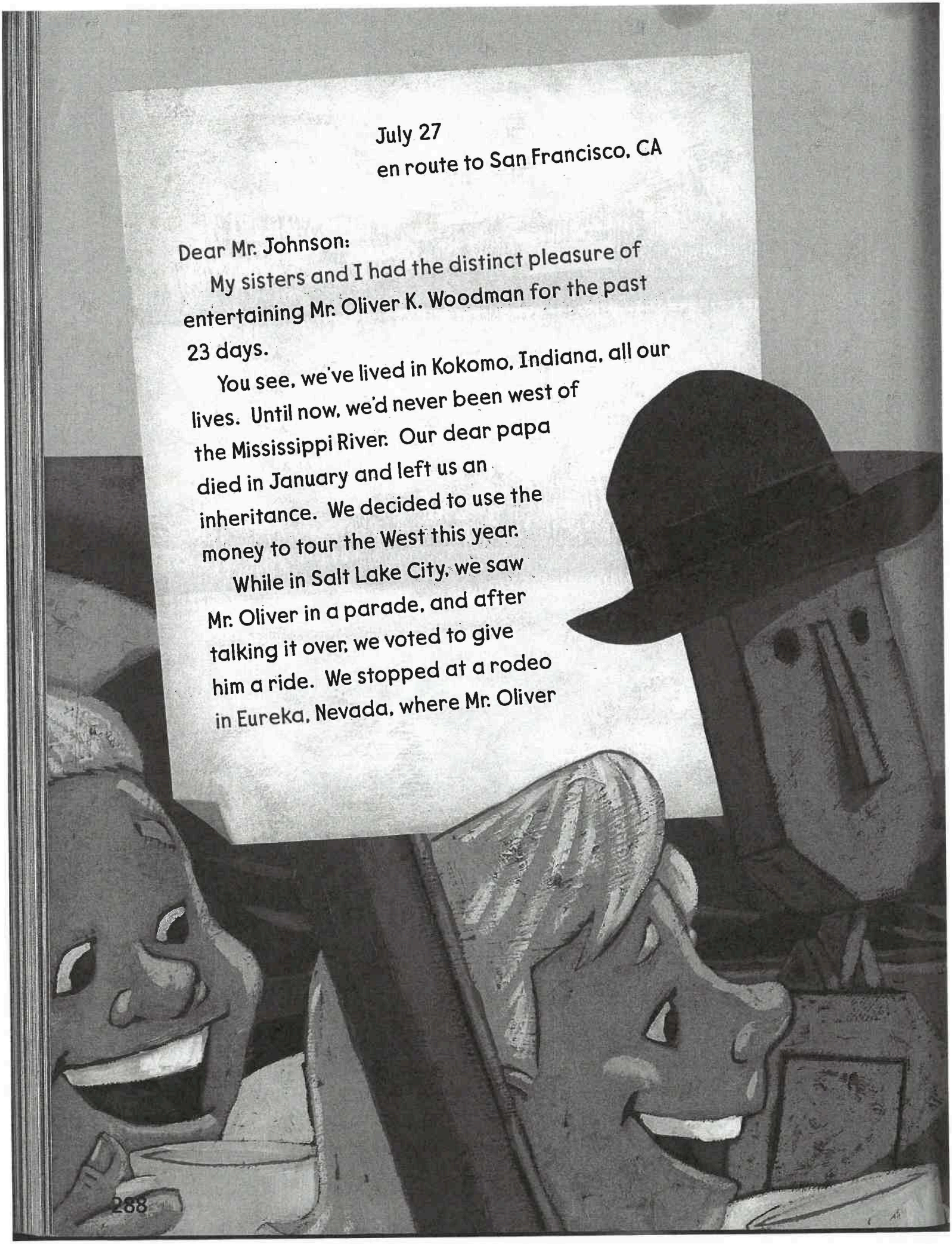
I just sent Mr. Woodman off with three sisters. They looked like such nice old ladies, so I know they'll take good care of him.

With all my love—
Melissa Tso, Miss Utah

P.S. I've enclosed an autographed picture.





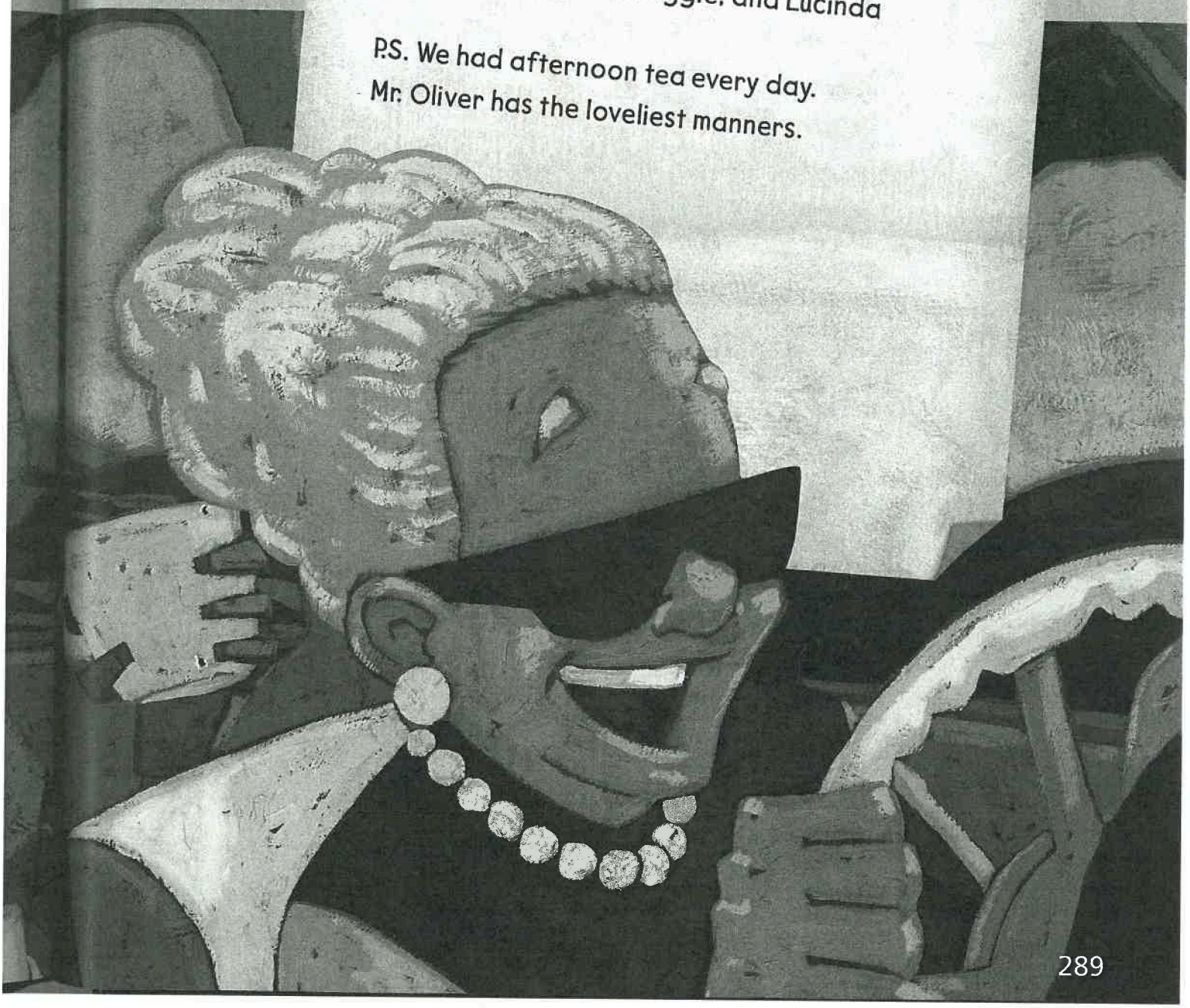

July 27
en route to San Francisco, CA
Dear Mr. Johnson:
My sisters and I had the distinct pleasure of entertaining Mr. Oliver K. Woodman for the past 23 days.
You see, we've lived in Kokomo, Indiana, all our lives. Until now, we'd never been west of the Mississippi River. Our dear papa died in January and left us an inheritance. We decided to use the money to tour the West this year.
While in Salt Lake City, we saw Mr. Oliver in a parade, and after talking it over, we voted to give him a ride. We stopped at a rodeo in Eureka, Nevada, where Mr. Oliver

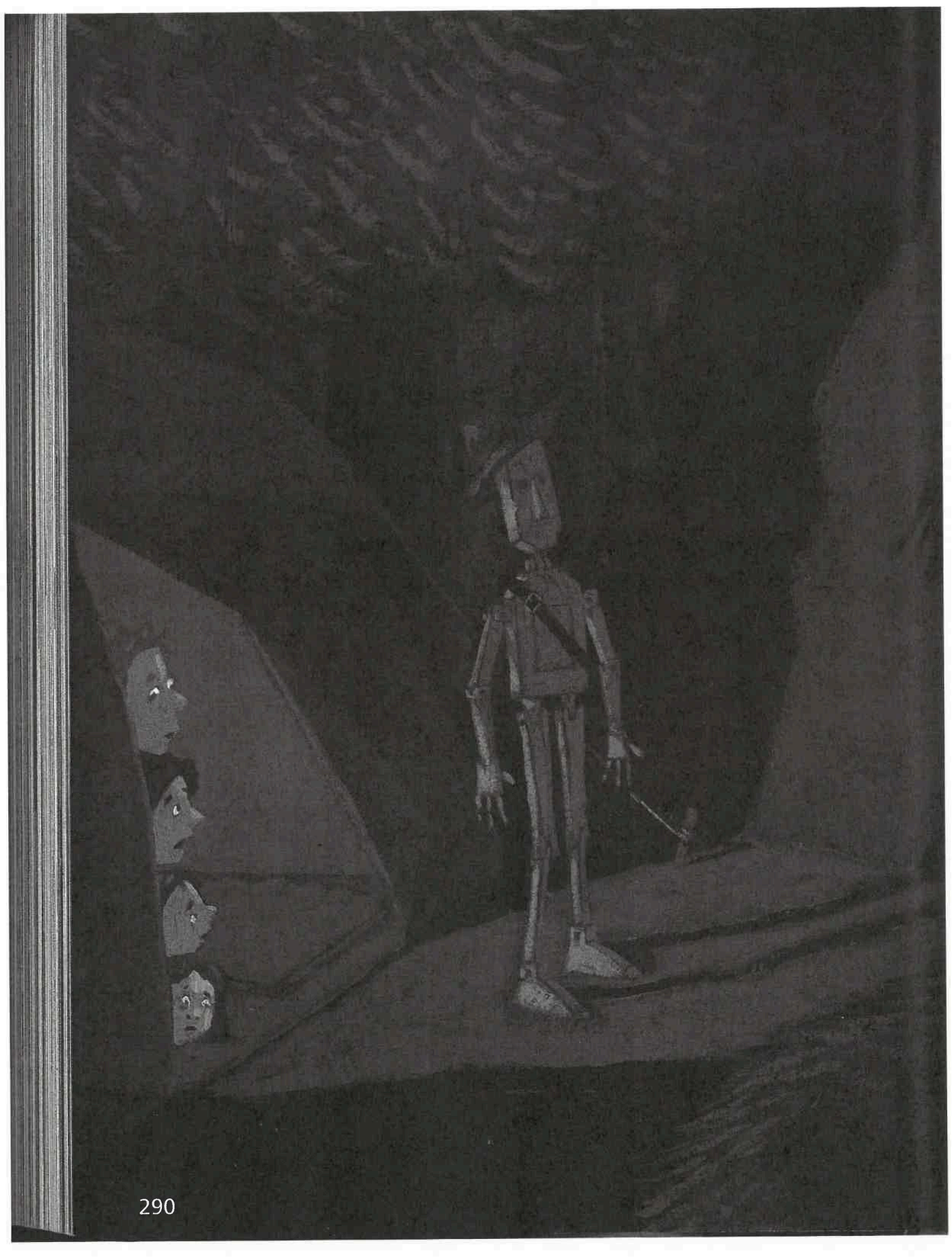
met an old friend named Bert. They had a moving reunion.

We are heading south to San Francisco to see the Golden Gate Bridge, so we left Mr. Oliver yesterday in Rough and Ready, California. He should be at Miss Tameka's soon.

The Claremont Sisters
Agnes, Maggie, and Lucinda

P.S. We had afternoon tea every day.
Mr. Oliver has the loveliest manners.





July 28
To: Raymond Johnson
Re: Mr. Oliver K. Woodman

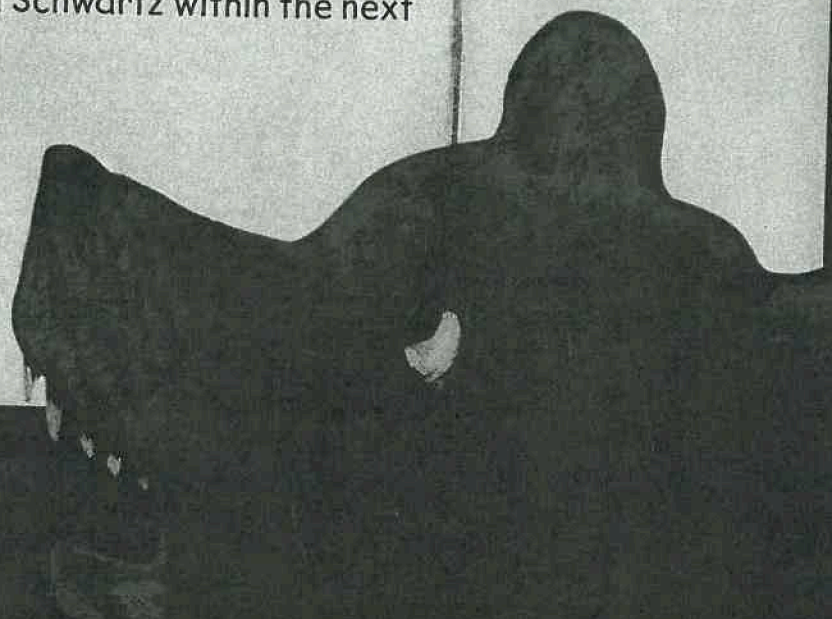
Our family, currently on vacation, picked up the above-named person in what I thought was a misguided goodwill gesture. Little did I know how lucky that gesture would be.

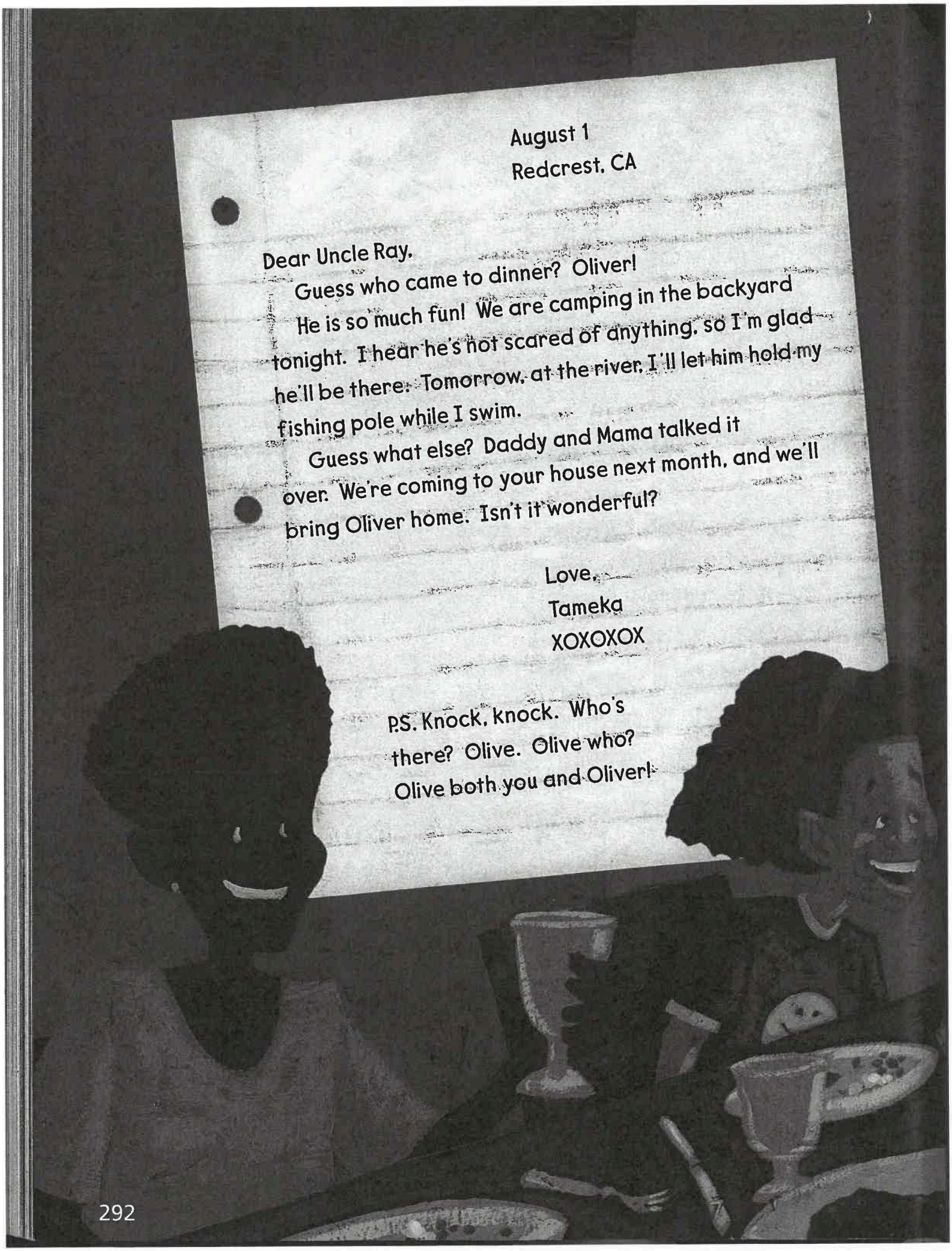
Last night, we pitched tents in the Redwood forest. I woke at 3:00 A.M. to screams of terror. Bears! Your friend managed to frighten them away. He saved our lives.

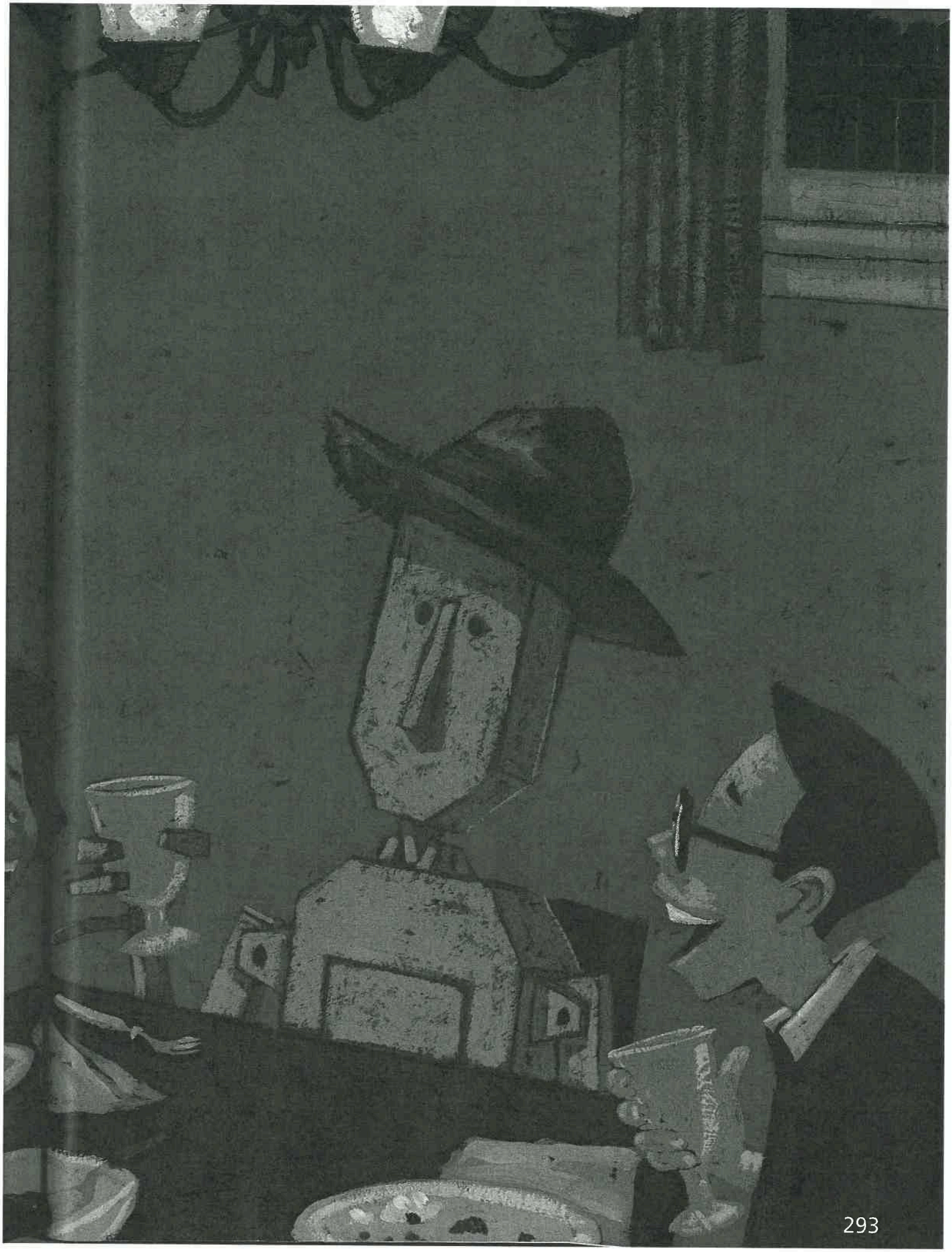
With the deepest and most sincere gratitude, we intend to deliver him to the doorstep of Tameka Schwartz within the next two days.

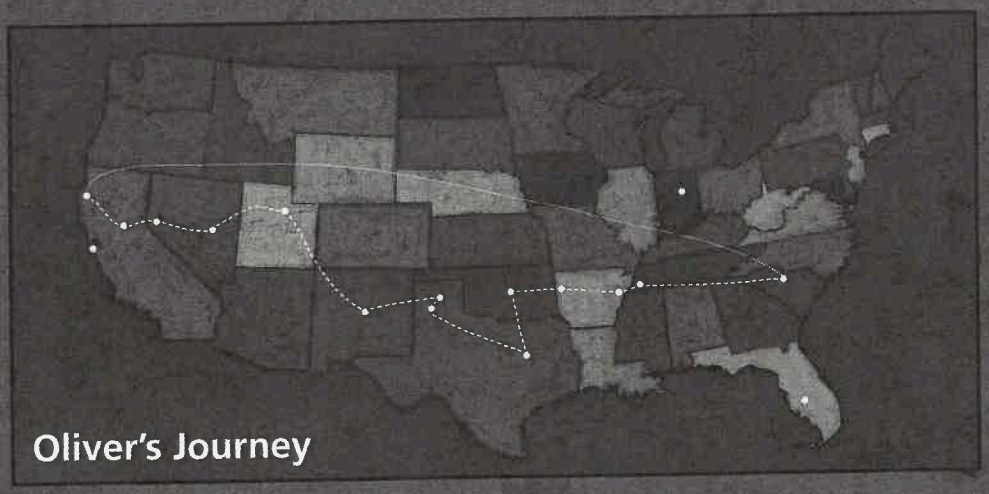
Gratefully yours,
Bernard Grape,
Attorney-at-Law

Raymond Johnson
111 Stony Lane
Rock Hill, SC
29730

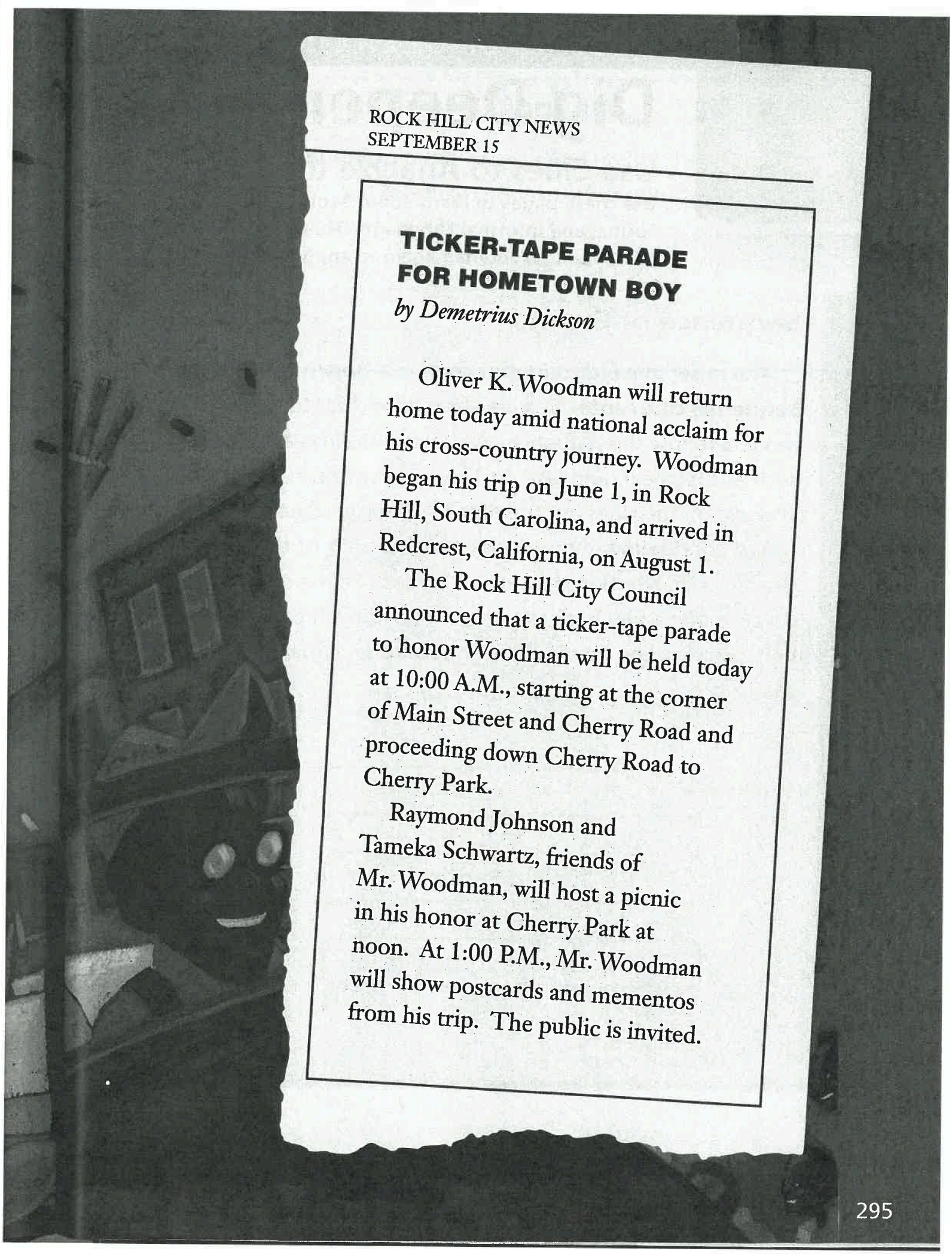



August 1
Redcrest, CA
Dear Uncle Ray,
Guess who came to dinner? Oliver!
He is so much fun! We are camping in the backyard
tonight. I hear he's not scared of anything, so I'm glad
he'll be there. Tomorrow, at the river, I'll let him hold my
fishing pole while I swim.
Guess what else? Daddy and Mama talked it
over. We're coming to your house next month, and we'll
bring Oliver home. Isn't it wonderful?
Love,
Tameka
XOXOXOX
P.S. Knock, knock. Who's
there? Olive. Olive who?
Olive both you and Oliver!





Oliver's Journey



ROCK HILL CITY NEWS
SEPTEMBER 15

TICKER-TAPE PARADE FOR HOMETOWN BOY

by Demetrius Dickson

Oliver K. Woodman will return home today amid national acclaim for his cross-country journey. Woodman began his trip on June 1, in Rock Hill, South Carolina, and arrived in Redcrest, California, on August 1.

The Rock Hill City Council announced that a ticker-tape parade to honor Woodman will be held today at 10:00 A.M., starting at the corner of Main Street and Cherry Road and proceeding down Cherry Road to Cherry Park.

Raymond Johnson and Tameka Schwartz, friends of Mr. Woodman, will host a picnic in his honor at Cherry Park at noon. At 1:00 P.M., Mr. Woodman will show postcards and mementos from his trip. The public is invited.

Background Today the United States Postal Service delivers billions of pieces of mail each year. Many, many people work hard to deliver mail to the right address at top speed. The mail service has come a long way since the early days, as you'll find out!

Setting a Purpose Read the text to learn about the history of the U.S. mail.

Moving the U.S. Mail

1 **Read** As you read, look for text evidence.

- Circle the title. Then circle the heading that tells about the text on this page.
- Underline the words that tell who delivered mail in colonial times.

The United States Postal Service

The United States Postal Service has changed over the years. In colonial times, all kinds of people helped deliver mail. Sometimes letters managed to get through. Sometimes they didn't.

2 Read As you read, look for text evidence.

- Circle the heading that tells about one section of text on this page.
- Underline a reason mail is now delivered faster.

Getting mail brings pleasure to many, but it has never been easy to deliver. Today the Postal Service makes a **sincere** effort to deliver all mail. Currently it delivers hundreds of millions of messages daily.

sincere:

Transportation Changes

Having conversations by mail has gotten much faster. Why is this? Transportation has improved. Long ago, people carried mail on foot, horseback, and **stagecoaches**. Today's mail is loaded onto trucks and planes.

stagecoaches:

3 Reread and Discuss Reread the page. Why has mail delivery improved so much? Cite text evidence in your discussion.

SHORT RESPONSE

Cite Text Evidence How has mail delivery changed from earlier times? How does this help people? Cite details from the text in your response.

4 **Read** As you read, look for text evidence.

- Circle the years on the timeline.
- Underline timeline text that tells about the fastest form of mail delivery.

Golden Moments of Mail History

inspired:

Gold was discovered in California in 1848. People rushed west. The California Gold Rush **inspired** faster mail delivery. It would be a long time until they could have a reunion with their families, so gold seekers wanted mail from home.

bandits:

Pony Express riders carried mail to California in 1860 and 1861. Their rides could be full of terror. They faced blizzards and **bandits**.

By 1869 the Transcontinental Railroad linked railroads in the east with California. The mail moved faster than ever.

Delivery Times
New York to San Francisco

1800	1900	2000
Pony Express 13–14 days by train to Missouri, then on horseback	**Transcontinental Railroad** 7 days	**Airplane** 6–7 hours

5 **Reread** Look at the timeline. What two big improvements happened in mail delivery after the Pony Express? Which one is more recent? Cite details from the text in your response.

6 Read As you read, look for text evidence. Circle a word that helps you understand the meaning of *delayed*.

Each year around February 14, mail from around the world takes a **detour**. This mail isn't slowed by blizzards or bandits—it's delayed by love! In honor of Valentine's Day, cards are mailed to the small town of Valentine, Texas. They get the town's postmark and go on to their final **destination**.

detour:

destination:

Each year, in Valentine, Texas, the school holds a design contest. The city council chooses the loveliest design to be used as that year's postmark.

7 Reread and Discuss Reread the page. What information can you learn from the caption that you can't learn from the image of the envelope or the main text? Cite text evidence in your discussion.

SHORT RESPONSE

Cite Text Evidence How is the information on this page different from what you learned on earlier pages? Cite text evidence in your response.

Name _____ Date _____

Route 66
Target Vocabulary

Target Vocabulary

Circle the best answer to each riddle.

Vocabulary
sincere
managed
loaded
loveliest
conversations
inspired
reunion
currently
pleasure
terror

1. This is a good feeling. pleasure terror managed
2. This is saying something that is true.
   loveliest currently sincere
3. This is being able to do something.
   reunion currently managed
4. These are held using a telephone.
   conversations loaded loveliest
5. This is when something has been put on a truck.
   sincere loaded terror
6. This is when family members get together.
   reunion inspired loaded
7. This is the best looking one. sincere managed loveliest
8. This is a strong fear. conversations terror pleasure
9. This is taking place right now.
   currently inspired reunion
10. This feeling can make a person want to get to work.
    terror loaded inspired

Name _____ Date _____

The Journey of Oliver K. Woodman
Phonics: Cumulative Review

Cumulative Review

Read the sentences. Circle the word that correctly completes each sentence. The first one has been done for you.

1. The sun shone **beautiful/beautifully**

2. The singer put on a **marvelly/marvelous** show.

3. We walked **calmeous/calmly** toward the exits.

4. Throw away that **smelly/smellful** milk!

5. He yelled **angreous/angrily** about the broken window.

6. Be quiet while the **speaker/speakful** is talking!

7. She is very **gracey/graceful** when she walks.

8. Look out for the **dangery/dangerous** falling rocks!

9. This book is by my favorite **writely/writer**.

10. This tool is **user/useful** for fixing leaks.

Name _____ Date _____

The Journey of Oliver K. Woodman
Vocabulary Strategies:
Suffixes *-er, -est*

Suffixes *-er, -est*

Read each set of sentences. Circle the letter of the answer that correctly completes the sentence.

1. Ann is tall. Beth is taller. Fred is the _____ of all.

A taller

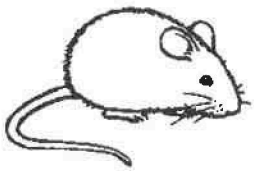
B tallest

2. Jill is loud. Bob is _____ than Jill.

A loud

B louder

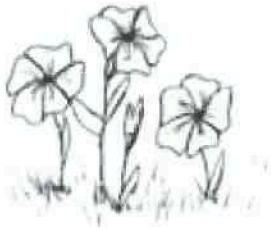
3. A dog is small. A cat is _____.
A mouse is the smallest of all.



A smaller

B smallest

4. The red flower is pretty. The blue flower is _____ than the red flower.



A prettier

B prettiest

5. Bob is short. Glen is shorter. Mike is the _____ of all.

A short

B shortest

6. Fran is _____. Fay is faster. Frankie is the fastest of all.

A fast

B faster

Name _____ Date _____

The Journey of Oliver K. Woodman
Phonics: Cumulative Review

Cumulative Review

Rewrite the words below with the correct endings.
Then use the new words in a short story.

1. trueful _____
2. farmy _____
3. friendous _____
4. stinkly _____
5. shineful _____
6. grateous _____

Name _____ Date _____

Suffixes *-er, -est*

Read each base word. Write two sentences. The first sentence should use the word with the ending *-er* added to it. The second sentence should use the word with the ending *-est* added to it.

1. **loud**

_____

_____

2. **tall**

_____

_____

3. **wide**

_____

_____

4. **big**

_____

_____

5. **ripe**

_____

_____

Name _____ Date _____

The Journey of Oliver K. Woodman
Phonics: Cumulative Review

Cumulative Review

Read each sentence. Think about the meaning of the underlined word. Draw a picture showing what the sentence means.

1. The powerful storm knocked over a tree.

2. The ship sailed around the dangerous rocks.

3. The boy and girl waved happily to each other.

4. The lumpy bed kept Mike awake.

Name _____ Date _____

Comprehension

Answer Numbers 1 through 10. Base your answers on the story "The Journey of Oliver K. Woodman."

1. What did Tameka ask her uncle to do in her first letter?

   Ⓐ write a letter
   Ⓑ come for a visit
   Ⓒ take her to the rodeo
   Ⓓ build kitchen cabinets

2. Which of the following is MOST LIKELY true?

   Ⓕ that Oliver never met Uncle Ray
   Ⓖ that Uncle Ray never met Tameka
   Ⓗ that Tameka saw Uncle Ray every single day
   Ⓘ that Tameka and Uncle Ray had visited before

3. Which words help the reader understand how Tameka felt about Uncle Ray?

   Ⓐ "favorite uncle"
   Ⓑ "favorite niece"
   Ⓒ "couple of weeks"
   Ⓓ "left this morning"

4. What did Uncle Ray do before he put Oliver on the side of the road?

   Ⓕ He went to visit Tameka.
   Ⓖ He wrote a letter to "Traveler."
   Ⓗ He built all of the kitchen cabinets.
   Ⓘ He wondered where Oliver could be.

Name _____ Date _____

5 Who was the FIRST person to give Oliver a ride?

Ⓐ Cherry
Ⓑ Tameka
Ⓒ Jackson
Ⓓ Bobbi Joe

6 What happened AFTER Oliver visited Cherry?

Ⓕ He got a ride with Quinn's cousin's boyfriend's aunt.
Ⓖ He did not say goodbye to Quinn's cousin's boyfriend's aunt.
Ⓗ He went to a basketball game with Quinn's cousin's boyfriend's aunt.
Ⓘ He went to Uncle Ray's house with Quinn's cousin's boyfriend's aunt.

7 What word BEST describes the language in Cherry's letter?

Ⓐ formal
Ⓑ informal
Ⓒ sad
Ⓓ serious

8 Which character wrote the MOST formal-sounding letter?

Ⓕ Tameka Schwartz
Ⓖ Bernard Grape
Ⓗ Melissa Tso
Ⓘ Bobbi Jo

Name _____ Date _____

9 Which of the following is the BEST example of formal writing?

Ⓐ "Knock, knock. Who's there?"

Ⓑ "Guess who came to dinner? Oliver! We had so much fun!"

Ⓒ "He hung out with us for a couple of days, and all the girls liked him better than Quinn."

Ⓓ "My sisters and I had the distinct pleasure of entertaining Mr. Oliver K. Woodman for the past 23 days."

10 Which of the following is the BEST example of informal writing?

Ⓕ "Dear Sir:"

Ⓖ "He's an easy fella to travel with."

Ⓗ "Our family, currently on vacation, picked up the above-named person in what I thought was a goodwill gesture."

Ⓘ "With the deepest and most sincere gratitude, we plan to deliver him to the doorstep of Tameka Schwartz within the next two days."

Mark Student Reading Level:
____ Independent ____ Instructional ____ Listening

The Journey of Oliver K. Woodman
Oral Language Dialogue

A Vacation Trip

Kumar and Lily are discussing Lily's trip. Read the roles with a partner. Then use the words *loaded*, *loveliest*, *pleasure*, *managed*, and *inspired* to describe a trip.

Kumar: Did you travel anywhere over the vacation?
Lily: We went to visit my uncle in Washington, D.C. We **loaded** the car and drove there!
Kumar: Did you have fun on your tour?
Lily: Yes. Washington, D.C., has the **loveliest** buildings. It was a real **pleasure** to be there!
Kumar: Washington, D.C., is one of my favorite places, too.
Lily: We were busy, but I **managed** to send you a postcard.
Kumar: Oh, thanks. It hasn't arrived yet.
Lily: Maybe when it comes, your family will be **inspired** to take a trip!