

Writing with Ollie Otter

Grade Level: **1st Grade** Subject: **Language Arts**

Standards

1. **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2. **CSS.ELA-Literacy.W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
3. **CSS.ELA-Literacy.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
4. **CCSS.ELA-Literacy.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Objectives

1. Students will review an Ollie presentation through questions presented by the teacher during whole class discussion.
2. Students will collaborate to form lists of events and place them in sequential order.
3. Students will write the Ollie presentation as a sequenced event.
4. Students will create an explanatory text about booster seat safety.

Materials

Ollie writing practice sheet, pencils, colored pencils/crayons/markers

Introduction

Engage the students in a discussion to review the safety concepts presented in the Ollie Otter presentation. The three points to focus on are road construction (slow down), seat belt safety (always buckle up), and booster seat requirements (under 4'9" or nine years old). Discover what the students recall and reiterate the importance of being safe when riding in a vehicle.

Remind the students the importance Ollie place on height and “Belts to Bones.” Show them a measuring poster similar to the poster used to measure a select few of students during the presentation. (This can be replaced by any type of measurement tool available.) Emphasize that the 4’9” mark is the height you need to be for a seat belt to fit correctly when using it in the car (Belts to Bones).

Procedure

- Tell students to turn to a partner and tell each other the sequence of events during the Ollie presentation.
- Whole class discussion to fill in any events they don’t remember - leading questions also follow chronological order for the assignment: “What is the first thing the presenter did when she came into the gym?”(Talked about Tennessee Road Builders Association.) “What do road builders do?” “Remember the volunteer she called up front? What did she put on him/her?” (Hard hat.) “Why was the hat hard?” “What color was the vest?” (Orange.) “What do you say to your parents when you see road builders or barrels on the road?” (Please slow down!) “What happened next? Who was the special friend the presenter brought with her?” (Ollie Otter.) “What is the first thing you should do when you get in a car?” (Buckle up!) “Where should your seat belt hit on your body?” (‘Belts to Bones’ so collarbone and hipbones.) “If you’re under 4’9” or 9 years old, what do you need to sit in when riding in a car?” (A booster seat.) “Remember how we did the Ollie cheer next?” “And what did Ollie do when you left the gym?” (Gave everyone a high five.)
- On the front of the Ollie writing practice sheet, have the students write down a chronological summary of the event. Review temporal words if necessary.
- Allow students to read their work aloud and discuss the correct order of sequences in the presentation.
- Ask if they enjoyed the presentation, and have them write an explanatory text on the back of their worksheet about the important information they learned in the presentation (booster seat requirements, Belts to Bones, construction zone safety, always buckle up, etc.)
- When finished writing, have the students draw and color a picture of their favorite part in the presentation in the box at the bottom of the worksheet.

Closing

Discuss with the class what they have learned from the activity and what they can do to help everyone be safe. Ask them to tell their parents/siblings/guardians about the presentation, and tell all of them to buckle up!

Assessment and Follow-Up

Collect the Ollie writing practice sheets to check for comprehension. On future days in the classroom, ask students how many of them ride in a booster seat, and ask how many of them remember to tell everyone in the car to buckle up.

If they haven't already, allow them to draw a picture or write a story about Ollie and how to be safe in a car. Send their artwork to:

TTU BusinessMedia Center
C/O Ollie Otter
P.O. Box 5103 JH 425
1105 N. Peachtree Avenue
Cookeville, TN 38505

and we will mail you a set of coloring books. Students can view their art on our website at <http://www.seatbeltvolunteer.org/inbox>.