

# Writing with Ollie Otter

Grade Level: **2nd Grade**

Subject: **Language Arts**

## Standards

1. **CCSS.ELA-Literacy.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
2. **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. **CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
4. **CCSS.ELA-Literacy.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## Objectives

1. Students will dictate their partner's opinion and compare it to their own opinion with a concluding statement of their final opinion analysis.
2. Students will recall information presented during the Ollie presentation and create a text to give a summary.
3. Students will organize the phases of the Ollie presentation in sequential order and conclude with a summary of the program.
4. Students will discuss with partners and the teacher to edit their chosen form of writing.

## 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

- After the introduction discussion, have students write brief overview of the Ollie presentation on the lines on their Ollie writing practice sheet to reference as they complete the following activities.
- On the back of the Ollie handout, have students draw a T-chart.
- Have students turn to a partner, and tell Student A in each pair to give their opinion on whether or not they should sit in a booster seat as Student B writes notes about Student A's opinion in the first column of the T-chart.
- Now give Student B the opportunity to state their opinion on the same topic as Student A writes it in the first column on their own sheet.
- For each point on the right side of their T-charts, have the students write a reaction of their response to their partner's opinion, and whether they agree or disagree.
- Give students the option to write either an informative/explanatory text or a narrative about the Ollie presentation.
- On another sheet of the paper, have students write a rough draft of the text of their choosing.
  - Informative/Explanatory: Tell students to write about the facts given in the presentation, focusing on one or two they understood well (construction zone safety, booster seat requirements, wearing seat belts properly, etc.).
  - Narrative: Tell students to give a step-by-step re-telling of the Ollie presentation in sequential order using words to dictate what happened then, next, after, before, etc.
- Allow students to trade rough drafts with a partner, and provide time for discussion to improve their writing through the help of their peers. Make a special reminder to check for closure at the end of their writing.
- Have students write a final draft on a clean sheet of paper based on their peer review and what you have noticed after circling the classroom during the peer discussion.

- For students who finish early, have them draw a picture in the box on the handout of something they remember from the presentation.

### 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, as well as the final and rough drafts to check for improvement after peer review. 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>.

