

# Writing with Ollie Otter

Grade Level: **3rd Grade** Subject: **Language Arts**

**\*this lesson can be split into three separate lessons using the same Ollie writing sheet\***

## Standards

1. **CCSS.ELA-Literacy.W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. **CCSS.ELA-Literacy.W.3.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. **CCSS.ELA-Literacy.W.3.1b** Provide reasons that support the opinion.
  - c. **CCSS.ELA-Literacy.W.3.1c** Use linking words and phrases to connect opinion and reasons.
  - d. **CCSS.ELA-Literacy.W.3.1d** Provide a concluding statement or section.
2. **CCSS.ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. **CCSS.ELA-Literacy.W.3.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. **CCSS.ELA-Literacy.W.3.2b** Develop the topic with facts, definitions, and details.
  - c. **CCSS.ELA-Literacy.W.3.2c** Use linking words and phrases to connect ideas within categories of information.
  - d. **CCSS.ELA-Literacy.W.3.2d** Provide a concluding statement or section.
3. **CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. **CCSS.ELA-Literacy.W.3.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. **CCSS.ELA-Literacy.W.3.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. **CCSS.ELA-Literacy.W.3.3c** Use temporal words and phrases to signal event order.
  - d. **CCSS.ELA-Literacy.W.3.3d** Provide a sense of closure.
4. **CCSS.ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

5. **CCSS.ELA-Literacy.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. **CCSS.ELA-Literacy.W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Objectives

1. Students will assess information gathered from the Ollie presentation to generate an opinion about riding in a booster seat.
2. Students will recall facts to summarize the information given about booster seat laws and requirements in Tennessee.
3. Students will re-construct the Ollie presentation through writing using sequential order.
4. Students will revise their writing based on editing suggestions from the teacher.
5. Students will rearrange sequential writing when necessary based on peer and teacher-led review.
6. Students will analyze facts and previous writings to revise and justify an opinion once writing of all three styles has been completed and reflected upon.

### Materials

Ollie writing practice sheet, pencils, pens, coloring materials

### 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 reviewing the Ollie Otter presentation in the introduction, pass out the Ollie writing practice sheets.

- Use one of the following prompts, based on chosen style:
  - Opinion: “Do you think you should sit in a booster seat?” Have students write their first thoughts in response to the question, and then allow small group discussions to hear the opinion of others, and share the opinion they have written down. On the sheet, have students write their opinion using the information they’ve gathered in the group, and solidify their decision with a sense of closure at the end.
  - Informative/Explanatory: “Who needs to sit in a booster seat, and why?” Through class discussion, review the aspects of the presentation in which the law was mentioned, stating you need to be in a booster seat if you are under 4’9” or under 9 years old, and the seat belt needing to hit you “Belts to Bones.” Have the students summarize the information they gathered during the presentation and through the discussion by writing an informative paragraph on the lines of the Ollie handout to answer the question, “Who needs to sit in a booster seat, and why?”
  - Narrative: “What happened during Ollie Otter’s visit to the school?” Allow students time to write the aspects of the presentation they remember before having them work in small groups to determine the correct order of events and add anything they had forgotten. If needed, summarize the event in steps through a whole-class discussion. Remind students of words used to describe sequential order, referencing examples when needed. Have students write a paragraph on the Ollie writing sheet about the order the events occurred in the presentation using the sequential words.
- Once students finish writing, have them draw a picture of either what they have written or any aspect of the presentation they thought was the most important to remember.
- In order to meet all standards listed, extend the lesson to last more than one day. For example, students could write their opinion piece first, followed by a narrative of the events. Assess the narratives, correct errors through peer review, and finalize a draft for inspection from the teacher. Once complete and students understand the revision process, have students write an informative/explanatory piece with the information gathered from revising their own narrative and reading through others belonging to their peers. If possible, allow students to look at the law online at <http://www.tn.gov/safety/newCRD.shtml> or do their own research about child passenger safety to gather more information about the topic. Have the peer review and teacher review before the final draft, and do one more opinion piece once the informative/explanatory writing to solidify their opinion about sitting in a booster seat when riding in a car.

## Closing

Discuss with the class what they have learned from the activity and how it applies to being safe in the vehicle. Lead the students in discussing how many of them do/do not need to be in a booster seat to remain safe while riding in the vehicle.

**Remember: Under 4'9" - It's Booster Time!**

### 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 see if they remember the height requirement for a booster seat.

Ask them to tell their parents what they learned, and 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>.