A JOURNAL FOR OTIS: RESPONDING TO LITERATURE
GRADE 3-4 - Lesson Plan

OVERVIEW
This lesson provides a model of reflection for students as they listen to stories, begin to read stories, and develop their own written stories. The lesson can be used with any story; however in this case, the story of Otis’s the Turtle gets Water Wise allows for a personal connection by having students interact with the Otis water drop and write about their own adventures with Otis.

STUDENT OBJECTIVES

Students will:
- Listen to a story and respond orally and in writing
- Develop an adventure story using the Otis character
- Complete activity and assessment sheets

INSTRUCTIONAL PLAN

Materials
1. Lesson Plan
2. Otis the Turtle book
3. Otis the Turtle plush toy
4. Song sheets
5. Reflection activity sheets
6. Activity sheets
7. Otis Assessments
8. Otis schedule
9. Parent letter
10. Otis journal/home surveys
11. Hidden picture sheets
12. Otis CD
13. Clear folder
14. Colorful folder
15. Postage paid envelope

Preparation
1. Read and become familiar with Otis the Turtle gets Water Wise.
2. Read the instruction plan to understand the correlation between Otis and water conservation.
3. Review materials included with this lesson plan.
4. After reading the instruction plan, establish a schedule for students to take Otis home.

Instruction and Activities
1. Begin by reading Otis the Turtle gets Water Wise (or have students listen to CD). While reading, ask questions such as:
   - What do you think will happen next?

2. After reading the story, ask (or if students listened to CD have them answer) questions such as:
   - Who was Otis?
   - How much water does a California Friendly plant save?
   - How did Christopher and his sister feel after Otis talked with them?
   - How would you feel?
   - Would you do the same thing? Why?

3. After reading and discussing the story together, sing the songs and then distribute the Otis the Turtle gets Water Wise activity sheets (Reflection, Hidden Picture, and Word Search) and model how the sentences can be completed on the reflection activity. Encourage students to come up with their own ideas and then ask them to complete the activity sheet. Once students have completed the activity sheets, invite them to share the parts they liked in the story, the reasons why they liked those parts, and their drawings.

4. Distribute and have students complete EMWD/RCWD assessment sheet. Place sheets in postage paid envelope, which will be returned to EMWD after the following activity.
5. Advise students that they will each have a turn taking Otis home for one night. Tell them that you will be the first one to take Otis home and that you will write about your adventure with Otis. The next school day, share your home survey and story (and possibly a drawing) with the class as a model.

6. Establish a schedule for each child to take Otis home in the clear folder which will include, Otis the Turtle gets Water Wise book, Otis the turtle plush character, and a journal sheet. The folder will also contain a letter explaining the project to parents. The parent letter is included in your materials packet.

7. Begin each day by taking a couple of minutes to have a student tell or read his or her story about his or her adventure with Otis. During this activity, have students sit in a circle. This will minimize any anxiety over speaking in front of the class. After the child shares his or her story, ask questions such as:

   - What would you do if you were Otis?
   - What did Otis think?

Model how dialogue can be used in the story to enable Otis to speak and interact.

8. After every student has had the opportunity to take Otis home and write about the adventure add all of the journal sheets to the postage paid envelope and return to EMWD. Once your packet has been received by EMWD, the journals will be put together into a spiral-bound booklet and returned to you to share with your students.

Extensions
- E-mail other classes also participating in this activity and ask about what Otis is doing in their class.
- Enlist the help of older students to work with younger students who may need help in reflecting and writing.

STUDENT ASSESSMENT/REFLECTIONS

Evaluation
- Review student activity sheets
- Evaluate students' contributions to the classroom book
- Observe while students discuss the stories they have written

CALIFORNIA CONTENT STANDARDS

<table>
<thead>
<tr>
<th>Third Grade</th>
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Now that you have heard the story or listened to the CD, *Otis the Turtle gets Water Wise*, please think about how you would answer the following questions:

**Who is Otis?**

____________________________________________________________________________________

When Otis moved in with his new family, did they save water or waste it? _______Save _______ Waste

**What did Christopher do after Otis talked with him?**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

California Friendly plants use how much less water than grass? _____20% _____40% _____50%

**What will you do to save water?**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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Name: ___________________________ Date: __________________

Title of book: Otis the Turtle gets Water Wise

I liked the part when: ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________

I thought the most important part was: ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________

When Otis noticed the family was wasting water it reminded me of a time when I:
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________
                                                                 ________________________________________________

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HELP OTIS GET TO THE SPRINKLER

WORD JUMBLE

WTSAE

WERTA WSIE

DNPIIRPG

SRELNPRKKS

PRUIECSO

Unscramble the words to find out what kind of landscape Otis knows is Water Wise! (Please use the vocabulary words on the back of this paper)

Reorder by calling 951.928.3777, extension 4405

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California Friendly - Plant life that does not require much water.

Dripping - A liquid (such as water) that falls in drops (like from a leaky faucet).

Faucet - Something used to control the flow of water from a pipe or other opening.

Landscape - An area of plant life such as bushes, flowers, and trees.

Lawn - An area of grass.

Precious – Something that is of high value or worth.

Sprinklers - Device for watering the lawn or plant life.

Survive - To remain alive or exist.

Waste - To throw away without a care.

Water Wise - To use water wisely and not throw away without a care.
Dear Parent(s),

Our class recently enjoyed a presentation about water conservation called *Otis the Turtle gets Water Wise*. Now the students are going to create their own wise water use adventure.

During the day Otis the Turtle lives in our classroom. Each night he travels home with a different student for a new adventure.

Please read the enclosed book, *Otis the Turtle gets Water Wise*, with your child. After reading the story spend some time talking about Otis the Turtle and what his adventure will be with your family. Next, using the “Home Survey and Journal” paper provided, please help your child write a two- to three- sentence adventure story about Otis the Turtle’s stay at your home. Your child may also draw a picture to illustrate the story.

Once you have completed the assignment with your child, please place Otis the Turtle, the *Otis the Turtle gets Water Wise* book, the “Home Survey and Journal” paper and this letter into the clear plastic folder and have your child return it to class tomorrow. After your child shares his or her adventure and drawing with the class we will submit the work to Eastern Municipal Water District to create a classroom book that will include all of Otis the Turtle’s adventures.

Thank you and have fun with Gobi and your child!

Items to return:
- Otis the Turtle,
- *Otis the Turtle gets Water Wise* book
- Home Survey and Journal paper,
- This letter
- Clear folder

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Please complete the following survey with an adult who is 18 or older, living in your home.

1. How many people helped you with your homework? _____________

2. Where do we use most of our water? (circle the correct answer):
   A. Washing our car
   B. Watering the lawn
   C. Brushing our teeth

3. Where does most of our water in Southern California come from? (circle the correct answer):
   A. Colorado River/The Delta (Northern California)
   B. The Gulf of Mexico and the Pacific Ocean
   C. The Salton Sea and the Nile River

4. Approximately what percent of the Earth is covered with water? (circle the correct answer):
   A. 25%
   B. 50%
   C. 75%
   D. 100%

5. Do we use more water indoors or outdoors? (circle the correct answer):
   A. Indoors
   B. Outdoors

**Did you know:**
- Most water use and waste occurs **outdoors**.
- EMWD gets most of its water from **The Delta and the Colorado River**.
- Watering the lawn uses more water than brushing our teeth or washing our car.
- Approximately **75%** of the Earth is covered with water.

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Write at least two paragraphs about your experience when Otis visited you at your home (use back of paper if necessary):
<table>
<thead>
<tr>
<th>Student name</th>
<th>Date Otis will leave</th>
<th>Date Otis will return</th>
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Can you find these items?:

timer  glasses  bucket  sprinkler  nozzle  dog bowl  watering can  spray nozzle  water drop  hose  glove  shovel  sponge
Can you spot the 16 things wrong with this picture?
If you’re water wise and you know it, clap your hands! (CLAP! CLAP!)
If you’re water wise and you know it, clap your hands! (CLAP! CLAP!)
If you’re water wise and you know it, then your life will surely show it!
If you’re water wise and you know it, clap your hands! (CLAP! CLAP!)

If you’re water wise and you know it, stomp your feet! (STOMP! STOMP!)
If you’re water wise and you know it, stomp your feet! (STOMP! STOMP!)
If you’re water wise and you know it, then your life will surely show it!
If you’re water wise and you know it, stomp your feet! (STOMP! STOMP!)

If you’re water wise and you know it, shout turn it off! (TURN IT OFF!)
If you’re water wise and you know it, shout turn it off! (TURN IT OFF!)
If you’re water wise and you know it, then your life will surely show it!
If you’re water wise and you know it, shout turn it off! (TURN IT OFF!)

If you’re water wise and you know it, do all three!
(CLAP! CLAP! – STOMP! STOMP! – TURN IT OFF!)
If you’re water wise and you know it, do all three!
(CLAP! CLAP! – STOMP! STOMP! – TURN IT OFF!)
If you’re water wise and you know it, then your life will surely show it!
If you’re water wise and you know it, do all three!
(CLAP! CLAP! – STOMP! STOMP! – TURN IT OFF!)

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