



## LEPRECHAUN (or any extraterrestrial) ATTACK

Science Fiction, like fantasy, is fun because students can make ANYTHING happen in their story.

NOTE: This lesson can address the following Common Core State Standards: CCSS.ELA-LITERACY.W.K.3, W.1.3, W.2.3, W.3.3, W.3.3.B, W.3.3.C, W.3.3.D, W.4.3, W.4.3.A, W.4.3.B, W.4.3.C, W.4.3.D, W.4.3.E, W.5.3, W.5.3.A, W.5.3.B, W.5.3.C, W.5.3.D and W.5.3.E.

Key elements often found in Science Fiction include:

A futuristic setting

Another location (outer space, under the oceans, another dimension of existence)

Aliens on Earth, humans that have changed or humans on an alien planet

Advanced technology

Strange powers

An antagonist (troublemaker)

A protagonist (hero)

Problem

Solution

This prompt can be used any time of the year. Simply remove the leprechauns and replace them with aliens of some kind.

For St. Patrick's Day, you can guide the students to write a Science Fiction story in which leprechauns attack planet Earth. Or, the leprechauns can be friendly, but terribly lost and need help getting back to their home.

Now for the lesson!

1. Tell the storyline: *A boy or girl is in a futuristic setting doing an ordinary activity. He/she notices unusual green in various places and encounters one or more leprechauns. The encounter can be problematic or friendly. The ending can be anything.*
2. Give the students some information about leprechauns to spur ideas.  
Leprechauns typically have a beard, wear a coat and hat, are mischievous, make or mend shoes, have a hidden pot of gold, are enslaved and grant 3 wishes to anyone who can free them.
3. Brainstorm characters and everyday superpowers:  
Ability to fly, supernatural strength, telekinesis (lift/move something with the mind) etc.
4. Brainstorm things found in a futuristic setting:  
Flying cars and skateboards, family robots, holograms (Holograms are 3-D images appearing in a light beam.) Holograms can serve as a futuristic "phone call"-where a person talks to someone in person through the hologram.
5. Brainstorm unusual places and ways to find green:  
Faucet-green water, all stoplights shine green only, rivers turn green, increase in moss, vines and grass, broccoli or spinach in the fridge multiplies etc.
6. Brainstorm problems:  
Leprechauns are mean and attacking with green, tying people's shoes together and tripping them or tricking people with false images of gold etc.  
OR friendly leprechauns are lost, begging for help to get back home.



7. Think about a solution for your problem:  
Leprechauns grant 3 wishes to be freed, leprechauns promise to tell where gold is if freed OR humans defeat the leprechauns by....
8. Show the 5 steps
  1. Character's ordinary day in a futuristic setting
  2. Notices unusual green
  3. Encounters leprechauns/Problem
  4. Reaction and Action
  5. Solution and Conclusion

Remember: K-1<sup>st</sup> Graders are encouraged to write 1 sentence for each section,  
2<sup>nd</sup> Graders 2 sentences, 3<sup>rd</sup> Graders 3 sentences and so on.

Now to write!

Guide the students through the following steps. They are free to use their own words. Remind them that ANYTHING can happen in their story as long as they follow the steps to keep their story organized. (I've written a sample story in italics for your own guidance.)

1. For the first section, start the story by naming the character and describing in detail what the character was doing in his/her ordinary day. The story should reveal his/her superpower that is very normal in this setting.  
*It was an ordinary day. Joshua plugged in his flying hover-board to charge.*
2. In the second section, describe when and where the character notices green in an unusual place.  
*He got dressed and brushed his teeth. To his surprise, the water was green! He went downstairs to use the kitchen sink. It was green too.*
3. Older students can name a 2<sup>nd</sup> and 3<sup>rd</sup> time and place he/she notices green.  
*Joshua looked outside and noticed that the green grass on the lawn had doubled in length and thickness. "What is going on?" he thought. He reached into the fridge to get milk for his cereal. It was green! Now scared, Joshua hologrammed to his mom. She didn't answer.*
4. For the third section, describe the encounter with the leprechaun(s). Name the problem.  
*All of a sudden, Joshua felt something tug at his laces. He looked down and there was a tiny LEPRECHAUN! "Your shoes were untied, sir," it said casually. Then, Joshua couldn't step. The leprechaun had tied his laces together.*
5. For the fourth section, write the character's reaction and action.  
*"Enough trouble!" Joshua shouted. Using his telekinesis Joshua stared at the leprechaun and suspended him in midair. The leprechaun kicked and squirmed.*
6. Write about the solution and ending to the story:  
*The leprechaun got scared. "Don't hurt me. I think I'm in the wrong place. I'll grant you three wishes if you let me go." Joshua asked for.... The leprechaun dropped to the floor and scurried away. All the green followed him.*