



## EXHAUSTED ELECTRONICS Science Fiction

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.A, 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, W.5.3.E, L.K.2, L.1.2, L.2.2, L.3.2, L.3.2.C, L.4.2, L.4.2.B and L.5.2.

This is a great lesson for addressing electronics, practicing dialogue and writing Science Fiction.

Now for the lesson!

1. Tell the story line to your writers: "An electronic in your home comes to life and starts talking about its problem. You have to help solve its problem or battle it."
2. IF you have scenic calendar pages, have your student(s) choose a calendar picture. The student can incorporate the calendar scene into the story to make it fun. After writing the story, the child can draw the electronic and glue it onto the calendar picture for a simple art accent to accompany the story.
3. Brainstorm electronics and what they could say:
  - A TV says, "I'm tired of just sitting here, day after day, night after night."
  - A phone speaks from a purse, "Someone, please get me out of here."
  - An I-Pad says, "I miss my family."
  - A toaster says, "I'm bored."
4. Brainstorm electronic super powers:
  - Electronics talk
  - A toaster shoots painful bread crumbs
  - A TV turns invisible
  - An I-Phone shoots electric shocks
  - An I-Pad teleports to another location
5. Show the 5 sections on the board:
  - a. Dialogue (an electronic speaks)
  - b. Introduce the characters
  - c. All of a sudden,
  - d. Reaction/Action
  - e. Solution/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. *There is a K-1<sup>st</sup> example in italics for your own guidance.*

1. Begin the story with a conversation:

*"I'm bored," the toaster said.*

NOTE: If you want your student(s) to practice punctuating dialogue, start off slow. Verbalize the following steps for your writers:

- a. Write the opening quotation marks.
- b. Write what the character is saying. Begin the sentence with a capital letter.
- c. Finish the sentences with a ?, ! or comma.
- d. Write the closing quotation marks.
- e. Write who said it.

2. Second, name the main characters and write about the conversation.

*"Toaster? Is that you?" Jack asked.*

3. Write about the electronic and its problem.

*All of a sudden, the toaster jumped off the counter and shouted, "I want to play!"*

4. Write the characters reactions and actions.

*Jack was shocked. "Okay," he said.*

NOTE: If you are working with older students, this is a good time to encourage them to SHOW the reactions and feelings by describing in detail the character's actions.

For example, if a character is shocked, a student can write:

*Jack froze. He didn't say anything. His eyes were wide open.*

5. Write about how the problem gets solved and any thoughts for the future.

*Jack and the toaster played catch with pieces of toast every day after that.*