



## POLAR POWER 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 arctic animals, practicing dialogue and writing Science Fiction.

Now for the lesson!

1. Tell the story line to your writers: "Arctic animals are playing. All of a sudden a problem happens. The arctic animals use their super powers to solve the problem."
2. Brainstorm arctic animal super powers. Examples include:
  - Arctic Foxes--Claws that extend really far and cut
  - Beluga Whale--Shoots Webs
  - Ermines--Lightning Fast
  - Musk Ox--Horns extend and crush anything in its path
  - Polar Bears--Lasers that freeze (or melt) anything in its path
  - Reindeer Horns--Shoot webs that freeze anything it catches
  - Seals---Super Whack
  - Snowshoe Hares--Blind people/animals with their whiteness
3. Brainstorm problems that could happen. Here are a couple examples to get you started:
  - The polar bears group together and go on an attack
  - A baby arctic fox gets lost
  - Glaciers start to melt fast
4. Show the 5 sections on the board:
  - a. Dialogue
  - 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:

*"This is fun!" yelled Flipps.*

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 them playing.

*Flipps was sliding with his friends.*

3. Write about what happens suddenly.

*All of a sudden, a huge polar bear came out.*

4. Write the character's reactions and actions.

*Flipps used his flipper to super whack up a lot of snow.*

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:

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

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

*The polar bear turned around. Flipp saved them!*