

# Lesson 4: Science Fiction

## Lesson Focus: Adding Detail to the Middle of a Story

### Objectives

#### Your child will:

- Learn how to write a science fiction story.
- Review or learn to identify different types of pronouns.
- Develop the middle of a story to make it more interesting.
- Learn about plot.

### Advance Prep

#### To print or copy from Student Worksheet Pack

- Activity Set 4:1 *Reading Log* (optional)
- Activity Set 4:3 *Blank journal page* (optional)

#### To make or prepare

- Activity Set 4:1 *Pronouns Fold-N-Go*
- Activity Set 4:2 *Serve a Sandwich*
- Activity Set 4:3 *Sci-Fi Hopscotch*
- Activity Set 4:7 *Photocopy or typed copy of your child's finished story*

### Materials Needed

#### Resource Packs

*Remove these pages from each Pack (or print them, if you have the digital version)*

- Level 1 Fold-N-Go Grammar Pack
  - ~ *Pronouns Fold-N-Go* pages
- Student Worksheet Pack
  - ~ Activity Set 4:3 *Journal Prompt*
  - ~ Activity Set 4:4 *Brainstorming*
  - ~ Activity Set 4:6 *Self-Editing Check*

#### Required Supplies for Lesson 4

- Everyday supplies as noted in Introduction, pp. 10-11

#### Activity Set 4:2

- Construction or scrapbooking paper in a variety of colors including tan or brown, orange or yellow, red, and green

#### Activity Set 4:3

- Chalk, masking tape, or painter's tape
- Fabric scraps or snack-size zipper storage bags and dried beans for hopscotch markers



Activity Set 4:5

- Magazine pictures or clipart from the Internet

Activity Set 4:7

- Manila file folder

### **Optional Supplies for Lesson 4**

Activity Set 4:1

- *I and You and Don't Forget Who: What Is a Pronoun?* by Brian P. Cleary

Activity Set 4:8

- Supplies for a science experiment (several matching flashlights and several different brands of batteries)

## ACTIVITY SET 4:1

### Fold-N-Go Grammar - Pronouns

#### At a Glance: Activity Set 4:1

- Fold-N-Go Grammar
- Reading Log

#### Advance Prep

Remove the six pages for Lesson 4 “Pronouns Fold-N-Go” from the Level 1 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Pronouns Fold-N-Go* and the two bookmarks.

Complete the *Fold-N-Go* activities, spreading the work over 2-3 days if needed.

To help your child gain confidence in understanding and identifying pronouns, supplement with the amusing book *I and You and Don't Forget Who: What Is a Pronoun?* from the *Words Are Categorical* series by Brian P. Cleary.

#### Reading Log

If your child continues to show interest in using a reading log, use this time to update the log and discuss her progress.

## ACTIVITY SET 4:2

### Lesson Overview

In previous lessons, your child learned to write a humorous story and an adventure. Beginning with today's Pre-Writing activity, Lesson 4 will introduce her to writing a science fiction story.

The science fiction genre (also known as "sci-fi") is fiction.

Most of the story is make-believe, even though some parts may be based on scientific fact. In a science fiction story, characters react to problems created by inventions or scientific experiments that go wrong.

Your child will also learn ways to add more detail to the middle of a story.

### At a Glance: Activity Set 4:2

- Lesson Overview
- Pre-writing Activity
- Model and Teach

### Pre-writing Activity - Serve a Sandwich

#### Advance Prep

Make the ingredients for three paper "sandwiches."

1. Remove the Activity Set 4:2 "Sci-Fi Sandwich Cards" page from the Student Worksheet Pack.
2. Cut the cards apart.
  - From *tan* or *brown* construction paper, cut out six 4-inch squares. These will be the slices of bread for the sandwiches.
  - From *orange* or *yellow* construction paper, cut out three 4-inch squares. These will be slices of cheese.
  - From *red* construction paper, cut out three 4-inch circles. These will be slices of tomatoes.
  - From *green* construction paper, cut out three 4-inch squares. These will be pieces of lettuce.
3. Glue the following cards on the tan bread slices, one card per square: *A1, A5, B1, B5, C1, C5*.
4. Glue the following cards on the orange cheese slices, one card per square: *A2, B2, C2*.
5. Glue the following cards on the red tomato slices, one card per circle: *A3, B3, C3*.
6. Glue the following cards on the green lettuce pieces, one card per square: *A4, B4, C4*.

## Directions

Do this pre-writing activity together to help demonstrate and model science fiction stories with at least three details in the middle of the story.

1. Place all the tan bread slices together face up in one pile, all the orange cheese slices in one pile, all the green lettuce slices in one pile, and all the red tomato slices in another pile.
2. Tell your child that you are practicing making stories with three details in the middle instead of just one, which produces a stronger and more interesting story.
  - Invite your child to choose one bread slice: A1, B1, or C1. Read the card on the slice together.
  - One by one, beginning with the orange cheese slice, pick up the remaining corresponding cards to that story in order from 2-5, reading each one aloud together. Continue until you finish with the final slice of bread. Stack the pieces to make a complete sandwich.
3. After making the first sandwich, explain that telling a story is like making a sandwich:
  - There is a *beginning*, like the first piece of bread.
  - There is a *middle*, like the cheese, tomato, and lettuce.
  - There is an *end*, like the last piece of bread.
4. Continue to build the other two story sandwiches together, reading each card aloud.

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### *Parents Say...*

*I was low on construction paper, so we used black sparkle paper for our bun. My son then imagined that the sandwich was a spaceman's sandwich, which helped add to the science fiction theme.*

*When working with two children, I had one pick the main character and let the other choose the setting. For the middle of the story, we alternated back and forth between the two to choose details. And together, they had to decide on an ending.*

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## Model and Teach

A sample dialogue will guide you to introduce and teach the science fiction story. You will also introduce your child to the importance of plot, or what happens in a story during the *beginning*, *middle*, and *end*. You will teach her that to help build a strong plot structure in a story, it is important to add details in order to develop the middle part of the story and make it more interesting to read.

“The sandwich activity was the highlight of the lesson. It really seemed to cement in his mind the idea of the different parts of the story.”

– Sandy, TX

Begin by reading aloud the following writing sample, “Out-of-Control Remote Control.” Explain that this story is fiction, or make-believe, and is science fiction because it tells about something that uses scientific experiments or inventions.

### Out-of-Control Remote Control

Last summer, Evan bought a new invention. It was a remote control that he saw on TV. If Evan pressed the button, it was supposed to cook breakfast, lunch, or dinner. But each time Evan pressed the button, it only popped popcorn! Evan had popcorn for breakfast, popcorn for lunch, and popcorn for dinner. Soon he got tired of popcorn. Evan sent back the remote control and ordered a new one. This time, every time he pressed the button, it only cooked onions. Yuck! Evan sent back the new remote control and ordered another one. This time, every time he pressed the button, it baked a chocolate cake. Evan decided to keep the remote control.

Here is a possible script or example of how to guide the writing through modeling. Since your child will answer differently, use it to help you think of similar ways to prompt her and steer conversation. Asking questions such as *what*, *where*, or *how* will help a reluctant child contribute more details to the story.

“Model and Teach is always the best part of the lesson.”

– Rolayne, IN

You: *A science fiction story is another kind of story people can write. The science fiction genre is fiction just like the adventure genre. Do you remember what “fiction” means?*

Child: *That it’s not real?*

You: *Yes. Fiction means that even though some parts may be based on scientific fact, most of the story is make-believe.*

*Sometimes science fiction is called sci-fi. It’s just a shorter way to say science fiction. The events taking place in the story often include scientific experiments or new inventions. In a science fiction story, characters respond to problems created by these experiments or inventions.*

*Why do you think it’s a problem that Evan’s new remote control only pops popcorn?*

Child: \_\_\_\_\_.

You: *In a science fiction story, the problem is usually about a scientific experiment or invention that goes wrong. In our practice paragraph today, we can use the same problem as Evan’s remote control, or we can think of a different problem. We can also use Evan as our main character, or we can pick a different main character.*

*Who would you like to be the main character?*

Child: \_\_\_\_\_.

You: *OK! Do you want to write about a remote control or another invention?*

Child: \_\_\_\_\_.

You: *That sounds like fun! We also need a setting. In the writing sample, the setting is in Evan's house. In our last lesson, we picked settings from all over the world. Where do you want the setting for today's story to take place?*

Child: \_\_\_\_\_.

You: *That's the "where." Another important part of setting is the "when." When will your story take place?*

Child: \_\_\_\_\_.

You: *Fun! OK, to start our story, we can use the year. We can also use the same sentence starter as the writing sample. I'll write down the beginning of the story. In the year \_\_\_\_\_, I bought a new...*

*What word comes next in our writing sample?*

Child: *Invention.*

You: *Great! ...I bought a new invention. (Write it on the page.)*

*We can use similar sentences to those in the writing sample. I'll write down the next two sentences. It was a \_\_\_\_\_ (insert your child's topic) that I saw on TV. If I pressed the button, it was supposed to \_\_\_\_\_ (do what)?*

Child: \_\_\_\_\_.

You: *Excellent! Let me write that down. (Write down these two sentences.)*

*Now let's work on the plot of the story. The plot is what happens in a story during the beginning, middle, and end. Adding details to the middle of a story makes it more interesting to read.*

*In the writing sample, there was a problem. Every time Evan pressed the button on his remote control, it only cooked popcorn. What problem do you want your story to have?*

Child: \_\_\_\_\_.

You: *So we could say: But every time I pressed the button, it \_\_\_\_\_ (did what)?*

Child: \_\_\_\_\_.

You: *That's a great start! I'll write that down. What else? Give a specific example of the problem your invention had.*

Child: *When I \_\_\_\_\_, it \_\_\_\_\_.*

You: *That's a fantastic detail to add to the middle of our story. It really makes it interesting! We need two more details for the middle of the story. What happened next?*

Child: *When I wanted it to \_\_\_\_\_, it \_\_\_\_\_ instead.*

You: *I love that! And then what happened?*

Continue gently guiding and prompting your child in this manner until finished. Be sure to add at least three details to the middle of the story. When you are finished, write the title at the top.

## ACTIVITY SET 4:3

### Skill Builder - Sci-Fi Hopscotch

#### At a Glance: Activity Set 4:3

- Skill Builder
- Journal Writing Practice

#### Advance Prep

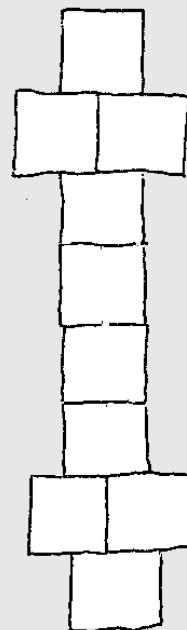
Practice adding details to the middle of science fiction stories by playing a variation of hopscotch with your child. (To learn how to play a regular version of hopscotch, look on the Internet for instructions or visit the site: <http://family-fun.kaboose.com/hopscotch.html>.)

If the weather is nice, you can play outside on a driveway or sidewalk by drawing the hopscotch grid with chalk as shown at right. Draw the boxes about 12 inches square or large enough for your child's foot to fit inside.

To play indoors, you can form a grid with masking or painter's tape, making 10 squares as shown. (Always test first to make sure the tape will not leave a sticky residue or damage the floor.)

Make three markers to toss. Here are some suggestions.

- Crumple three sheets of computer paper into balls.
- Make three paperclip chains, using four paperclips for each chain.
- Make three small beanbags. Here are two ideas:
  - ~ Put a handful of dried beans or rice in three snack-size zipper storage bags (you might double-bag the beans or rice for security).
  - ~ Place dried beans or rice in the center of three 10-inch squares of fabric. Gather up edges and corners and secure each pouch with a rubber band.



#### Directions

1. Explain that the first square represents the beginning of the story, the four middle squares represent the middle of the story, and the last square represents the end. (The two sets of side-by-side squares separate the middle of the story from the beginning and the end.)
2. Have your child stand on the hopscotch square, holding three markers in her hands.
3. *Beginning:* For the beginning of the story, tell her a science fiction story prompt. You may create your own story prompt or choose one from the Sci-Fi Story Prompts on pp. 121-22.



4. *Middle*: Ask your child to think of one detail to add to the middle of her story. This detail should include how the main character would respond to the problem stated in the story prompt.
  - When your child thinks of the detail and states it aloud, invite her to toss a marker and try to make it land (and stay) on one of the middle four squares of the hopscotch boxes.
  - If the marker doesn't land on one of the middle four squares, retrieve it and hand it to your child to toss again until it does.
  - Ask your child to think of two more details to add to the middle of her story. For each detail, have her toss another marker onto one of the middle four squares. (More than one marker can be on one square.)
  - When all three markers are on the hopscotch boxes, instruct her to hop down to the other end, skipping over the squares that have a marker.
5. *End*: Have her stop at the other end and stand in that square. Ask her to think of a possible ending to the story.
6. After your child has stated a possible ending, instruct her to hop back to the beginning, this time stopping to pick up all three markers.
7. If your child enjoys keeping score, she may score a point for each of the following:
  - Hopping from start to finish without stepping on a line
  - Hopping from start to finish without stepping outside the boxes
  - Hopping with only one foot in each square (except the first and last squares)
  - Hopping from start to finish without falling over
8. Repeat the activity as many times as your child is interested, using a story prompt each time and practicing adding three details to the middle of the story.

“Wow! What a great activity! I think we played this game for over an hour.”

– Lauren, WA

### **Sci-Fi Story Prompts**

- *Chloe was playing tennis on her Wii when suddenly, the tennis ball flew out of the screen and into her room.*
- *Michael got a toy remote-control spy plane for his birthday, but when he flew it, he discovered it was really spying on him.*
- *Ethan's pillow told him exciting bedtime stories. Every night the stories got longer and longer until Ethan couldn't get any sleep.*
- *Kayla invented a pencil that had a calculator inside, so it did the math when she wrote down the problem. One day, however, it started to answer everything wrong.*
- *Bella's uncle invented a board game with pieces that could move by themselves. Bella would tell the pieces where to move and they would obey her voice. One day, the pieces began ignoring her.*

- Hunter bought a robot that cleaned his room. But last week, the robot forgot how to do the chores.
- The dentist gave Abby a new Talk-a-Lot Toothbrush that told her how to brush her teeth better, but one day the toothbrush said it didn't like toothpaste.
- Sam discovered a new snack called Hunger Munchers. One small bite satisfied his hunger for hours. But after a few days, Hunger Munchers stopped working. In fact, with each bite, Sam grew hungrier and hungrier until he couldn't stop eating!

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*Parents Say...*

*If you're short on time or space, turn hopscotch into a tabletop game by using half sheets of paper for the grid and an eraser for a marker.*

*My three children and I played together. Each person chose a prompt and told their story one at a time using the hopscotch game.*

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## Journal Writing Practice - Writing Science Fiction

Give your child the Activity Set 4:3 Journal Prompt from the Student Worksheet Pack. Invite her to spend 5-15 minutes answering the prompt. When finished, add this page to your child's journal. Take time for her to share with you what she has written.

### **Alternative Journal Topics**

If your child does not want to write about the model airplane, provide her with a copy of a blank Journal Prompt page and let her choose one of the Sci-Fi Story Prompts from the hopscotch game.



“There are enough things in her life that have to be corrected. Journaling provides her with an opportunity to just write!”

— Traci, WY

## ACTIVITY SET 4:4

### Brainstorming

For this Writing Project, your child will write a science fiction story with a beginning, middle, and end. She will add three details in the middle of the story to add interest and to make the story plot stronger.

#### At a Glance: Activity Set 4:4

- **Brainstorming**

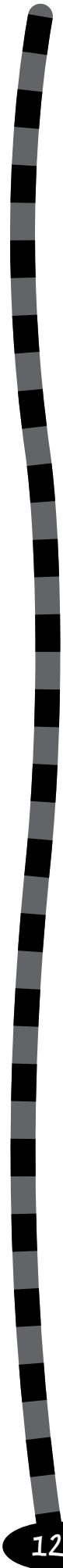
#### Directions

1. Give your child the Activity Set 4:4 “Brainstorming” worksheet from the Student Worksheet Pack.
2. Working on a large writing surface, use a marker to draw a large box with five sections similar to the one on your child’s worksheet.
  - Label the beginning, middle, and end sections on your drawing to correspond to your child’s worksheet.
  - Explain that a science fiction story has a beginning, middle, and end. The beginning is usually a problem about a scientific invention or experiment that has gone wrong. By adding three details to the middle of a story, it makes it more interesting.
3. *Plan the beginning.*
  - Ask your child to think of a scientific invention or experiment gone wrong that she would like to write about.
  - Invite her to choose a main character and a setting where the story takes place.
  - Discuss her ideas and write down her favorite choice inside the top section labeled *Beginning*. If she is having trouble thinking of one, she may choose to use one of the Sci-Fi Story Prompts from Activity Set 4:3.
  - Here are some suggestions to help your child plan the beginning of her story:
    - ~ \_\_\_\_\_ brought home a \_\_\_\_\_ last week.
    - ~ Yesterday, \_\_\_\_\_ invented a new \_\_\_\_\_ in his laboratory.
    - ~ This morning, I cooked a batch of \_\_\_\_\_ in Grandma’s kitchen.
    - ~ When he was 83, \_\_\_\_\_ invented a \_\_\_\_\_ in his basement.
    - ~ \_\_\_\_\_ flew to \_\_\_\_\_ in her new \_\_\_\_\_. One day, \_\_\_\_\_...
    - ~ In the year \_\_\_\_\_, \_\_\_\_\_ traveled to \_\_\_\_\_ to buy a \_\_\_\_\_.
    - ~ \_\_\_\_\_ bought a new \_\_\_\_\_ that (did what?). But on Saturday, it started to ...



#### Tip

Read ahead to Activity Set 4:5 “Smaller Steps” and “Flying Higher.” If you plan to do one of these activities with your child, brainstorm accordingly today.

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4. As you write the information on your brainstorming sheet, your child may choose to write down key words or draw pictures on her own worksheet. She shouldn't write entire sentences because this worksheet is only for thinking of and remembering ideas for when she writes her Writing Project.

5. *Plan the middle.*

- Spend time discussing what could happen in the middle of the story.
- List three details in the middle section.
- These details can include different ways the main character tries to solve the problem.

6. *Plan the ending.*

- Discuss how the main character finally solves the problem to bring a satisfying end to the story.
- Write down ideas for the ending.
- Finish your brainstorming session by writing suggestions for a title on the top.

**Tip**

If your child does not want to pick a brand-new topic for her story, she may use a topic she wrote about previously during Model and Teach, Sci-Fi Hopscotch, or Journaling.

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*Parents Say...*

*At dinner, we discussed some wacky inventions that each family member would create to make life easier. We then came up with ways these inventions could go wrong. These ideas were a catalyst for our brainstorming session.*

*Our family doesn't enjoy science fiction, so we related our invention to Leonardo Da Vinci and his attempted flying contraptions. This got us thinking on the right track.*

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## ACTIVITY SET 4:5

### The Writing Project - Writing a Science Fiction Story

For today's Writing Project, your child will write a science fiction story.

- The story will have a beginning, middle, and end.
- There will be a main character and a setting in this story.
- Your child will add three details in the middle. These details can be different ways the main character tries to solve the problem with a scientific invention or experiment.

#### At a Glance: Activity Set 4:5

- The Writing Project
- Smaller Steps or Flying Higher

“The kids were very ready to write. The story details were flying onto the page!”

– Kim, FL

#### Directions

1. Display the Writing Sample from Activity Set 4:2 “Out-of-Control Remote Control” (p. 118) as a reference while your child writes.
2. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy an additional challenge (see p. 126).
3. Provide grade-level writing paper for your child.
4. Encourage her to refer to the Lesson 4 brainstorming worksheet as she works so that she can incorporate her ideas into her actual story.
5. Remind her to indent the first line of the paragraph.
6. Instruct her to skip every other line. This provides space to write corrections during Editing and Revising.
7. As she writes, continue having her use her *Punctuation Marks Fold-N-Go* as a reference.



## Smaller Steps - Stretch the Middle

A younger or reluctant writer might gain more confidence if you work together to build each sentence she will write in her story.

1. Use clipart or find pictures on the Internet of a train engine and a caboose. Glue these to construction paper squares, each one on its own square.
2. Cut matching squares from construction paper for the boxcars in the middle of the train.
3. Look at the brainstorming worksheet and encourage your child to tell you the beginning of the story. Write this down on the picture of the train engine (or on the back if there's not enough room.)
4. Next invite your child to tell you the middle of the story, one detail at a time. Write each sentence on its own square of construction paper and put these squares (boxcars) in order behind the train engine.
5. Finally, have your child tell you the ending of the story and write this on the square of construction paper with the caboose. Your child may refer to the train and the boxcars as she writes. She may even copy it word-for-word.

## Flying Higher - Five-Paragraph Story

An accelerated learner might feel limited trying to tell her story in just one paragraph. Guide her to write a five-paragraph story instead. She may write one paragraph to set up the beginning of the story. The three details in the middle of can be expanded to be their own paragraphs, each with supporting details. Finally, she can add an entire paragraph for a satisfying conclusion.

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*Parents Say...*

*We accomplished a five-paragraph story by photocopying our brainstorming sheet and cutting it into five sections. We pasted each section to the top of a separate sheet of paper and reviewed how all sentences on that page must be about the idea at the top. It was an easy way to end up with a fine five-paragraph story!*

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## ACTIVITY SET 4:6

### Editing and Revising

#### ***Said It, Read It, Edit Bag***

1. Read your child's Writing Project together and invite her to choose a highlighter from the bag so she can do a "Job Well Done" search.
  - Encourage her to look over the science fiction story by herself and highlight a difficult word she spelled correctly.
  - Ask her to highlight a sentence she wrote correctly by starting it with a capital letter and using the correct punctuation.
2. Make sure her story has all the elements it needs. If not, discuss ideas for improvement.
  - Discuss how a fiction story has a beginning, a middle, and an end.
  - Review how a science fiction story has a main character that has a problem with a scientific experiment or new invention.
  - Discuss how a story is more interesting if it has three details in the middle.
3. Instruct her to read over the Writing Project aloud and make sure she used proper indentation, capitalization, and punctuation.
4. Have her circle, look up in the dictionary, and correct any difficult words whose spelling she is unsure about.

#### **At a Glance: Activity Set 4:6**

- **Editing and Revising**

“The cool thing is that they enjoy the editing!”

– Kristi, AZ

#### ***Fold-N-Go Grammar***

1. *Self-Editing Fold-N-Go*: Encourage your child to read over her story multiple times. As she works, guide her to write the correct proofreading marks on her paper. Tell her to use her *Self-Editing Fold-N-Go* so she continues using each different proofreading mark correctly.
2. *Punctuation Marks Fold-N-Go*: Remind her to correctly use the punctuation marks she learned in Lesson 1 using her *Punctuation Marks Fold-N-Go* as a reference.

#### ***Self-Editing Check***

When your child is ready, give her the Activity Set 4:6 "Self-Editing Check" page provided in the Student Worksheet Pack. Go down the checklist together. Have her check off each task that she already accomplished. If she has forgotten to do something, allow time for her to complete that task and then check it off the list.

#### ***Parent Editing***

When your child has finished editing her own work, take time to give it one final edit. Use the *Self-Editing Fold-N-Go* to write the correct proofreading marks on the page. Write the corrections on the blank spaces between the lines.



## Revising

- Have your child revise her writing.
  - She may write the corrections on the blank spaces between the lines.
  - If she chooses, she may rewrite her corrections on new paper.
  - Don't draw attention to any new errors that may appear on her final copy.
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### *Parents Say...*

*I've stopped spelling things for my son so he will have more correcting to do. Whenever he's not sure how to spell a word, he underlines it and we go over it during the editing stage.*

*I tell my son how many of each type of error there are (2 spelling errors, 2 capitalization errors, 1 sentence fragment, etc.). He has to find and fix them.*

*Editing is hard for my perfectionist son, so I loved the idea of having him edit a photocopy of his story. He didn't feel his original work was being ruined, which I found out was a big issue for him.*

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## ACTIVITY SET 4:7

Today your child will publish her science fiction story as a flap book that shows the beginning, the three details in the middle, and the end.

### At a Glance: Activity Set 4:7

- Publishing the Project

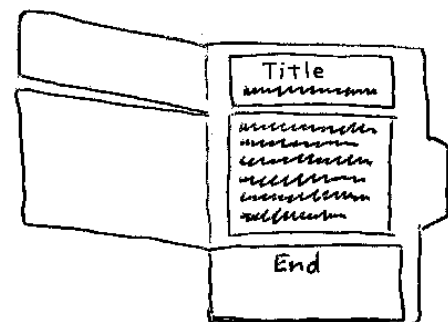
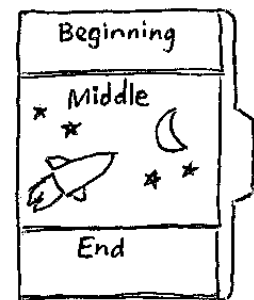
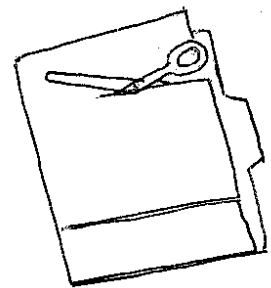
## Publishing the Project - Making a Lift-the-Flap Book

### Advance Prep

Since your child will be cutting her story into several pieces, you may want to photocopy the story in order to preserve the original. Alternatively, type it on the computer and print each part on its own piece of paper.

### Directions

1. Across the front of a manila folder, draw one horizontal line two inches from the top edge and another one two inches from the bottom edge.
2. Direct your child to cut along the lines, as shown. Be sure to stop at the fold and do not cut the back of the file folder at all. These form the top and bottom flaps for the lift-the-flap book.
3. Provide craft supplies and clipart for her to decorate the front of the flaps.
4. Label the top flap *beginning*, the middle flap *middle*, and the bottom flap *end*, as shown. Add stickers or draw pictures that relate to the story.
5. Help your child cut apart her story separating the beginning, the middle, and the end.
6. On the inside of the file folder, glue the three main parts of her story (beginning, middle, end) under the corresponding flaps. (If a section is too long, cut it into two pieces and staple the first strip on top of the other before gluing.) Be sure each part stays under the correct flap.
7. When finished, invite your child to share her story with a family member or friend, lifting the flaps to reveal each part.



## ACTIVITY SET 4:8

### Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 1-5 to evaluate your student's progress.

### Want to Do More?

#### ***Writing Across the Curriculum: Spotlight on Science***

Do a simple science experiment with your child. She may choose her own science experiment to conduct, or she can test the power of different batteries. Here's how.

1. To test the power of different batteries, gather materials for the experiment. You will need several matching flashlights and several different brands of batteries that fit inside the flashlights.
2. Have your child write a hypothesis about which battery she thinks will last the longest. For instance, her hypothesis could be: *If the batteries are more expensive, then they will last longer than the others.*
3. Guide your child to test the batteries by placing a different brand of battery inside each flashlight. Turn on the flashlights and monitor how long they shine. For more accurate results, turn off the flashlights when you need to leave, go to bed, or cannot observe them.
4. Record results of the experiment. Help your child state whether or not her hypothesis was correct.
5. When finished, invite your child to write a science fiction story about new batteries that have been invented and to create a problem the main character has to solve.

#### ***Computer Capers – Create a Pronoun Bank***

Guide your child to create a pronoun word bank on the computer.

1. Find a list of kid-friendly pronouns by exploring a grammar book together, or visit **[www.momswhothink.com/reading/list-of-pronouns.html](http://www.momswhothink.com/reading/list-of-pronouns.html)**.
2. Photocopy the list or print it from your computer.
3. Help your child choose her favorite pronouns and highlight them with a highlighter. Copy and paste (or help her type) the list on the computer.
4. Add clipart to decorate the poster.
5. Print out the poster and display it in your writing center. Laminate if desired.

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*Parents Say...*

*We copied and pasted the pronouns into a Microsoft Word document and printed it on colored card stock.*

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#### **At a Glance: Activity Set 4:8**

- **Evaluating the Student's Work**
- **Want to Do More? (optional) Writing Across the Curriculum**
- **Want to Do More? (optional) Computer Capers**

## Activity Set 4:2

### Pre-writing

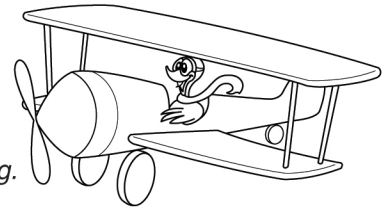
# SCI-FI SANDWICH CARDS

<p><b>Too Many Eggs</b></p> <p>Farmer Hu has a new food to feed his chickens so they will produce lots of eggs. It doesn't work right and the chickens lay too many eggs.</p> <p>A1</p>	<p><b>The Rain Machine</b></p> <p>Cody invents a rain machine that makes it rain. But the machine breaks, and it won't stop raining.</p> <p>B1</p>	<p><b>Kayla's Crayons</b></p> <p>Kayla cooks candy and crayons together and gets crayons that make a picture taste like candy. Kids start eating their coloring book pages. Parents aren't happy.</p> <p>C1</p>
<p>Farmer Hu makes a new food for his chickens to eat so they will stop laying eggs. The chickens don't like it, so they won't eat it.</p> <p>A2</p>	<p>"What can I do with all this water?" Cody cries. He tries to collect all the rain in buckets. The buckets overflow.</p> <p>B2</p>	<p>Kayla cooks fruits and vegetables together with crayons. Parents still aren't happy because there's still no nutrition in eating coloring book pages.</p> <p>C2</p>
<p>Farmer Hu invents special corn for the chickens to eat, but that only makes all the eggs bigger!</p> <p>A3</p>	<p>Cody decides to build giant fans to dry up the rain, but it creates a hurricane!</p> <p>B3</p>	<p>Kayla adds vitamins to her crayons. Now kids eat the pages of their coloring books and get all the servings of fruits and vegetables they need.</p> <p>C3</p>
<p>Next, Farmer Hu puts a special chemical in the water. Oh no! He spills the chemical and puts in too much. Now all the chickens lay big green eggs.</p> <p>A4</p>	<p>Not knowing what else to do, Cody buries the rain machine under the ground. It stops raining. But now the machine makes water underneath the ground.</p> <p>B4</p>	<p>Parents are happy with the results. The grocery stores start to sell coloring books and crayons in the fruit and vegetable aisle.</p> <p>C4</p>
<p>Everyone likes the big green eggs. To celebrate, Farmer Hu has a green eggs and ham party with his neighbors.</p> <p>A5</p>	<p>All that underground water makes a geyser that is the tallest one in the world. Cody opens a new Visitor's Park. People come from around the world to visit, and Cody becomes a millionaire.</p> <p>B5</p>	<p>Excited about her new invention, Kayla decides to experiment with turkey and chicken, too.</p> <p>C5</p>

# Activity Set 4:3

## Journal Prompt

Name: \_\_\_\_\_



Directions: Add three details to the middle of this science fiction story. Then write the ending.

Beginning	<p style="text-align: center;"><b>Outer Space Adventure</b></p> <p>For his birthday, Noah got a toy model airplane that could really fly. One day, however, the airplane took off like a rocket and blasted to the moon.</p>
Middle	Noah decided to
	Then Noah
	Next he
End	Finally,

Activity Set 4:4  
Brainstorming

Name: \_\_\_\_\_

The illustration depicts a hot air balloon basket with a chimney on the left side emitting smoke. The basket is divided into three horizontal sections labeled 'Beginning', 'Middle', and 'End' on the left side. The top section is labeled 'Title: \_\_\_\_\_'. The middle section is divided into three horizontal bands. The bottom section is labeled 'End'. The entire basket is surrounded by stylized flames and smoke, with several small circles floating above it.

Beginning

Middle

End

Title: \_\_\_\_\_