

WRITE TO AN IMAGINARY PEN PAL

Lesson Summary:

Students write a letter to an imaginary pen pal and describe aurora shapes using the vocabulary words learned in this unit. See “Infusing Native Language in the Science Curriculum” to incorporate Native language into this lesson.

Objectives:

The student will:

- brainstorm words for describing the shapes of the aurora; and
- write two or more paragraphs about the shapes of the aurora using words listed during the brainstorming session.

GLEs Addressed:

Science

- [5-8] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [9] SD3.2 The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by explaining the phenomena of the aurora.

Writing

- [5-6] 2.2.2 The student writes for a variety of purposes and audiences by writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing).
- [7] 3.2.2 The student writes for a variety of purposes and audiences by writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe.
- [8] 3.2.2 The student writes for a variety of purposes and audiences by writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe, or persuade.

Search Terms:

- writing
- vocabulary
- language arts
- quiet arcs
- rayed bands
- patches
- long aurora rays
- corona
- aurora
- Northern Lights