

## Write to an Imaginary Pen Pal

**Overview:**

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.

**Objective:**

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.

**Materials:**

- *Aurora Alive* multimedia video playlist
- Highlighters
- STUDENT WORKSHEET: “Write an Imaginary Pen Pal”

**Activity Procedure:**

1. Hand out the STUDENT WORKSHEET: “Write an Imaginary Pen Pal” and ask students to work together to complete the brainstorming chart. The finished chart will contain words used to describe the various shapes of the aurora (quiet arcs, corona, patches, long aurora rays, and rayed arcs).
2. Ask students to write an imaginary pen pal. Students should imagine they have stayed up the whole night to watch the aurora as it changes shape over time. They will describe these aurora shapes using words gathered in the brainstorming activity. These pen pal letters should be at least two paragraphs long, and include a topic sentence and a closing sentence.
3. When students have completed their letters, ask them to highlight the topic and closing sentences.

**Answers to Student Worksheet:**

1. *Answers will vary, but should resemble the following:*

Aurora Shape	Description	Time of Day
Quiet arcs	Thin green curtain	Early evening
Rayed arcs	Pleats in a curtain	Later in the evening
Patches	Puffs of smoke or clouds	After midnight and early morning
Long aurora rays	Single columns of light	Anytime in darkness
Corona	Directly overhead	Anytime in darkness

2. *Answers will vary.*
3. *Answers will vary.*

<b>Write to an Imaginary Pen Pal</b>
--------------------------------------

Imagine having a pen pal living in another part of the world. He or she writes and asks for a description of the aurora. What words can be used to describe it?

**Directions:** Review Lesson 6: Glowing Shapes on the interactive *Aurora Alive* DVD.

1. Fill in the chart below. Complete the aurora shape name, description, and the time of night for each aurora shape.

Aurora Shape Name	Description	Time of Day

2. Write a letter to an imaginary pen pal. Imagine staying up all night to watch the aurora as it changes shapes. Describe these aurora shapes using words gathered in the brainstorming chart above. The letter should be at least two paragraphs long, and include a topic sentence and a closing sentence.
3. When the letter is complete, use a highlighter to highlight the topic and closing sentences. Staple your letter to this worksheet with the worksheet in front.