Creative Writing

Lesson Plan for Grade 4, Writing

# OVERVIEW & PURPOSE

The purpose of this lesson is to have students practice their writing while incorporating new knowledge about the official Idaho State Facet, the Idaho Cut.

# EDUCATION STANDARDS

1. [CCSS.ELA-LITERACY.W.4.3](http://www.corestandards.org/ELA-Literacy/W/4/3/)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. [CCSS.ELA-LITERACY.W.4.3.D](http://www.corestandards.org/ELA-Literacy/W/4/3/d/)

Use concrete words and phrases and sensory details to convey experiences and events precisely.

1. [CCSS.ELA-LITERACY.W.4.10](http://www.corestandards.org/ELA-Literacy/W/4/10/)
   1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# OBJECTIVES

1. I can create a story based on what I know about the Idaho Cut.
2. I can use my 5 senses to write a story.
3. I can write creatively for an amount of time set by my teacher.

# MATERIALS NEEDED

1. Pencil and paper OR
2. Chromebook/computer and Word Processor (ie. Google Docs, Word)

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# ACTIVITY

*This activity relies on the fact that students have exposure to the Idaho Cut and know some facts about it. Refer to "Reading Comprehension and the Idaho Cut" for a passage about the Idaho Cut.*

1. Introduce the topic using the 5 senses. Ex: "I hear some students chatting. I see students with their tables cleared off and ready to learn. I smell lunch cooking in the cafeteria. I feel the heater blowing warm air. I taste the mint of my gum." Then ask students what you just used. Hopefully they know what the 5 senses are, but if not, take a minute to explain.
2. Show students pictures of the Idaho cut in various colors and sizes (<http://idahocut.com/> has examples). Brainstorm with students different senses to use in order to observe the gems and their cuts.
3. Explain that students will write a quick write about the Idaho cut and use their senses to describe what they observe.
4. This is a great time to break out a list of synonyms and adjectives to enrich student writing.

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