Writing Structures and Patterns

Writing patterns build an understanding of sentence structure in a non-threatening manner. It is important to develop ideas and word banks through oral language and word banks. It will benefit the students to use words for the patterns that reflect common usage (see the list of 100 most used words in the English language).

I like ________.
I like to ________.

I like playing ________.
I like to play ________.

I have one ________.
I have two ________.

On the first day ________.
On the second day ________.

On the first day I see the wind blowing ________.
On the second day I see the wind blowing ________.

On the first day there is one ________.
On the second day there are two ________.
On the third day there are ________ ________.

On Sunday ________.
On Monday ________.

On Sunday the ________ is ________.
On Monday the ________ is ________.

In January ________.
In February ________.

In January the ________ can run in the ________.
In February the ________ can ________ in the ________.

I play ________.
I play in ________.
I play with ________.
I play on ________.

Build a word bank on a topic (e.g. animals), then use the following writing structure to use the words rhythmically.

_________ here,
_________ there,
_________ _________ everywhere.
Build ways of saying ‘good morning’ with the students creating a word bank. They would then write with the pattern:
“________,” said ________.
“________,” said ________.
The first blank would have a student representation of ‘good morning’ and the second blank in the sentence would have a student’s name. A word bank for different ways to say said would be another way to extend the possibilities. After doing practice writing the class could create a panoramic book. The students create a drawing of their face. Next the students build a panoramic book with bubbles of their versions of ‘good morning’. The book Yo! Yes! by Chris Raschka would also complement this pattern.

From This Land is Your Land by Woody Guthrie
This school is your school,
From the ________
To the ________,
From the ________
To the ________,
This school was made for you and me.

From Fortunately, Unfortunately by Remy Charlip
Fortunately ________.
But unfortunately ________.

From The Important Book by Margaret Wise Brown
The important thing about ________ is ________,
It can ________,
It can ________,
And it can ________,
But the important thing about ________ is ________.

From I Hear America Singing by Walt Whitman
I hear (name of school) singing,
The (person category) singing theirs as they ________.
I hear (name of school) singing,
The (person category) singing theirs as they ________.

Person category – e.g. custodian, student, principal, social worker
Examples include:
The librarian singing theirs as they shelve the books.
The student singing theirs as they shuffle their feet on the playground.

For more ideas look for predictable books to model patterns. There is a list of many predictable books on my website (www.eggplant.org). For some excellent hands-on publications with patterns by themes, look into books by Marlene and Bob McCracken at www.peguis.com.