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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 Raschksa 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.