

Launching (Lesson 19) Pattern Writing

Minilesson Teaching Point: Students will practice writing high frequency words.

NOTE: This lesson is easily repeated and adapted as new high frequency words are introduced. It can also be adapted to make class books, or individual student writing booklets.

Standard(s):

Materials:

- . leveled texts or other familiar text with patterned writing
- Pre-made list of things (books, crayons, etc.) in a classroom with pictures (or a list of things on the playground or in the park, etc.)
- Chart paper and markers
- Pre-made booklets
- Sentence Frames (I see, I like, I love, I can, I go) – these should be introduced as a separate lesson for each sentence frame

[TIP: These frames could be made into a poster or cut into strips and laminated, then placed on a ring for students to access if they wish to write a patterned book or need the support for sentence writing.]

Connection:

“Writers, we have been learning about what writers do, what materials they need, and where they get ideas. We have read some books that have patterns. These pattern books gave me an idea for writing.” Share a familiar text to review with students.

Teach (modeling):

“The other day I was looking around the classroom and I made a list of the things I saw. (Or, you could make a list of things you saw on the playground or at the park.) Share the list. “Today I am going to make a book about the things I see. I will use a pattern for my writing. Watch me as I write a few sentences.”

Teacher models writing three sentences. I see _____. I see _____. I see _____.

Active Engagement (guided practice):

“Look around the classroom. Tell yourself one thing you see. Tell yourself another thing you see. Turn and talk to your neighbor and tell them something you see in the room. It can be something from my list or something else you see in our room.” (An alternate idea could be to have students close their eyes and make a picture of the things they see on the playground.)

ELD: *“I see _____.”*

Then ask a few students to come up to the chart paper and write their sentence. As an option, you may give each child a piece of paper to write their pattern sentence which can be made into a class book later.

Bridge to Independent Practice:

“For today’s writing you can write about something you see. Maybe it is in the classroom. Maybe it is outside. Maybe it is in your home. Begin your sentence by writing, ‘I see _____.’”

Closure:

Gather students on the carpet with their writing. Ask anyone if they wrote an “I see” sentence. Have those students share their writing.

Extensions: Pick a place, i.e., the playground, and have students list three things they see, and then one last sentence to be a summary or a ‘twist,’ something a little different.

I see the tire swing. I see the slide. I see the rock wall. I see the playground.

OR

I see the tire swing. I see the slide. I see the rock wall. What do you see?

Reflection:

Resources & References: (adapted from, acknowledgments)