Guided Oral Practice Strategy:

Sentence Patterning Chart

Research base:
- Marlene and Robert McCracken

Rationale:
- Language patterning
- Using parts of speech within content
- Resource for writing
- Foundation for teaching students how to build complex sentences

KEY POINTS:
- Draw four or five columns on a large piece of butcher paper
- K-1: Adjective, Noun, Verb, and Prepositional Phrase
- 2- & above: Adjective, Noun, Verbs, Adverbs, and Prepositional Phrase
- Teacher writes Noun in the 2nd column and defines the term noun.
- Teacher writes the plural form of a noun pertinent to the unit of study in the column, explaining the meaning of “plural”
- Next the teacher writes the heading for the first column – Adjective
- Teacher defines adjective
- Teacher prompts students to think of adjectives to describe the noun using gestures and clues: “Look at those _________ they look so _________.” “Listen to those _________ they sound so _________.” “Touch those _________ they feel so _________.” etc.
- Students put their heads together to brainstorm adjectives
- Students choral call words as teacher writes them on the chart
- Teacher continues process with Verb, (Adverb), and Prepositional Phrase
- For K-1, the teacher chooses 3 adjectives, the noun, a verb and a prepositional phrase and sings it to the tune of “Farmer in the Dell”
- For grades 2 and above the teacher chooses 2 adjectives, the noun, a verb, an adverb, and a prepositional phrase and sings it to the tune of “Farmer in the Dell”
- Teacher leads students in singing the tune
- When able, students choose words and lead the group in the tune
- This process is accomplished over a number of days

VARIATIONS:
- For primary grades, teacher needs to sketch for each word
- Develop writing assignments from these words (check for understanding or summative)

NOTES: