

- Step 1: Provide a description, explanation, or example of the new term.
- Step 2: Ask students to restate the description, explanation, or example in their own words.
- Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.
- Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
- Step 5: Periodically ask students to discuss the terms with one another.
- Step 6: Involve students periodically in games that allow them to play with terms.

Name of Strategy: Sentence Patterning Chart and the Reading Game and the Trading Game

Marzano Step-1 and 6

Description: A strategy that uses patterning to teach parts of speech and a descriptive English sentence pattern. Extensions and variations make this strategy extremely effective. This is often referred to as the Blue Ribbon Strategy or the Best of Show. This strategy allows the students to play with the high academic vocabulary they have been learning in a new way.

Materials Needed-Chart paper, plural noun and red, black, green, blue and orange markers, sentence strips and post-it notes.

Procedures/Directions:

- Start with noun column—plural noun—teacher chooses
- Teacher uses correct academic terms, paraphrases/definitions or prompts to help students complete the chart. Always refer to parts of speech as their proper name, not by their color
- 10/2 to talk about each part of speech—have students tell what each part of speech is
- Brainstorm words (use the walls for high academic content vocabulary) for each part of speech
- Present tense verbs
- When demonstrating fill in noun, adjectives, verbs, prepositional phrase and do adverbs last to give consistency across the grade levels
- Primary (K-2) no adverbs. So, choose three adjectives when singing to the “Farmer and the Dell”
- Acts as a scribe, Copies and color codes words on chart
- Color chunked Adjective-describe(red)/Noun-person, place, thing, idea(black)/Verb-actions(green)/Adverb-“ly”how(blue)/Prepositional Phrase-where, when (orange)
- Teach the adverb-WELL
- Teacher Models the strategy
- Whole group sings the song after stickies are put on the chosen words. Choose 2 adjectives. Use noun,, then verb, adverb and prep. Phrase. Change sticky notes. Oral chanting of chart, whole class, then students volunteer to place post-its to create a new patterned sentence.
- This should not be used at the beginning of a unit. They have to feel comfortable with the vocabulary
- **Reading Game: Every team gets the number of cards to make the patterned sentence. No one can read upside down. The Reading and Trading Game are not played on the original day that the SPC is done.**
- **Trading Game: Teams get random word cards...must trade in order to get cards they need to make a sentence. Must use correct term for the part of speech...not by color. Again no reading upside down.**

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Other extensions include but are not limited to: synonyms, antonyms, comparative tense-smellier, Superlative tense-smelliest, past tense, move parts of speech around to teach various sentence openers, e.g. ly openers, prepositional openers, etc.

Time: 20 minutes for Sentence Patterning Chart, **20 minutes** for the Reading and Trading Game

References- *Bringing it All Together* by Marcia Brechtel page 139 or Key Trainers