Use Similar Sentence Patterns for Effect

1. Focus

Explain Using Similar Sentence Patterns for Effect

Say: You can use sentence length to create certain effects in your writing. For example, longer sentences allow you to share a lot of information. They can give a relaxed, conversational tone. Several short sentences in a row can help you make a point or grab the reader’s attention. They can create suspense. Today I’m going to show you how to use similar sentence patterns for effect.

Model Using Similar Sentence Patterns for Effect

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen for a similar sentence pattern as you read aloud from “Hunza: The Land that Time Forgot.”

Modeling Text

In the valleys they grow buckwheat and lots of vegetables. They don’t use pesticides on their crops. They herd sheep and goats for their milk, from which they make cheese, butter, and yogurt. They rarely eat meat.

Say: What do you notice about the sentence pattern in this passage? Many of the sentences start with the word they. The author describes the way of life of the people of the Hunza Valley in several rhythmic sentences. By doing so, the author keeps my attention. These sentences also strengthen her point about the difference in the Hunzakut way of life compared to our own. The author is telling us that the way of life in the Hunza Valley has stayed the same for centuries. The sameness of the sentence pattern reinforces her meaning.

Objectives

In this mini-lesson, students will:

• Learn how to use similar sentence patterns for effect.
• Practice using similar sentence patterns for effect.
• Discuss how they can apply this strategy to their independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and practice text onto chart paper prior to the mini-lesson. If necessary, copy the sentence frame from “Strategies to Support ELs” onto chart paper.
2. Rehearse

Practice Writing with Similar Sentence Patterns for Effect

Display the practice text on chart paper or using the interactive whiteboard resources.

Though they work very hard and live in stone and wooden houses with little or no electricity, the people in this region lead stress-free lives.

Practice Text

Ask students to work with partners to rewrite the practice text as two or more sentences using a similar pattern. Pairs should write down their sentences and be prepared to read them to the class and explain how using sentences of a similar pattern created a certain effect.

Share Practice Sentences

Bring students together and invite partners to read aloud their revised sentences and explain the effect they were trying for. Record students’ sentences and post these as models for students to use as they draft or revise their informational reports.

3. Independent Writing and Conferring

Say: We just learned that sometimes we will want to write several sentences using the same pattern to achieve a certain effect. This strategy is especially useful when you want to hold the reader’s attention or you want to make a point. As you work on your research reports, think about the best way to structure your sentences to express your meaning.

Encourage students to keep this mini-lesson in mind as they continue to draft or revise their report. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite two or three students who have used sentence patterns for effect in their research reports to read aloud examples.

Strategies to Support ELs

Beginning
While the rest of the class works on the partner practice activity, work one on one with beginning ELs to practice saying and writing complete sentences about the neighborhood using the same sentence pattern. Provide students with a sentence frame for the activity, such as the one below. Model using the sentence frame. Say: There are cars. There are shops on the street. Help students write their sentences and then reread them together. There are ______.

Intermediate and Advanced
Pair ELs with fluent English speakers during the partner activity.

All Levels
If you have ELs whose first language is Spanish, share this English/Spanish cognate: similar/similar.