

# PATTERNED BOOKS

**Directions and suggestions for making patterned books:**

## **Materials Patterned Book 1**

**Make the Book** Have the student cut off the strip at the bottom and fold **Patterned Book 1** in half, then in half again to form a four-page book. Then, write in the student's information. Read the book aloud, then invite students to illustrate the book. You might suggest:

- Cover: a school photo of self-portrait
- Page 2: a symbol of the home country
- Page 3: something to represent his or her age or birthday
- Page 4: a picture of his or her home

**Match Speech to Print** Read the book aloud, pointing to each word as you say it. Read the book again, asking the student tracks the print as you read. If not, point out a space between two words and explain that it shows where one word stops and the next starts. Then reread the book, encouraging the student to chime in or echo your words. Once the student can read the book independently, encourage him or her to take the book home to read with family and friends.

## **Materials Patterned Book 2**

**Make the Book** Have the student cut out the panels for **Patterned Book 2** and staple them inside a blank cover. Explain that a book cover always has a title and that the title of this book is *In My Classroom*. Vocalize each word as you write it and have the student copy it onto the cover.

**Match Speech to Print** Read the book as the student tracks the print. After reading page 1, ask the student how many words he or she hears (four). Then have the student count the words to check for a match. Repeat for page 2, then finish reading the book as the student points to each word. Then, have the student read the book to you and point to each word. If the student says more or fewer words than appear in the text, ask: *How many words did you say? How many words did you see?* Encourage rereading until the student matches speech to print.

**Write to Extend Print** The student can add drawings of other classroom items on the blank pages of the book and write sentences following the pattern of the text.

## **Material Patterned Book 3**

**Make the Book** Have the student cut out the panels for **Patterned Book 3** and staple them in order to create a book. Read the book to students as they point to each word.

**Use Picture Clues** Tell the student that the pictures in a book go with the words. Read "Pick up one" on page 1, pausing to pretend that you do not know the word that comes next. Then point to the picture, name it, and say, *oh, this word must be notebook*. Invite the student to read the book aloud. If the student comes to the name of the school object and stops, ask a question that will prompt the use of picture clues: *What do you see*

*in the picture? What do you think the word might be?* Invite the student to then color the pictures as you name the colors of the markers or crayons.

### **Materials Strips for Patterned Book 4**

**Make the Book** Have the student cut apart the strips for **Patterned Book 4** and paste them into the blank book, placing the title on the cover, the strip with “It’s in my desk!” on the last page, and the other strips on any order. Page through the book, calling attention to the place named by each gray word. Invite the student to draw a picture showing how that place looks in your school and to trace the word. Also have them add page numbers.

**Use Text-Pattern Clues** Display the cover of the book and read the title. Explain that the rest of the book will answer the question in the title. Then read the book aloud as the student points to each word. Ask the students to echo each sentence and tell you how the text on the pages is alike. The student can then read the book aloud. If he or she comes to a word and stops or misreads a word, reread prior pages to give a sense of the text pattern and then ask the students to predict the word. If you’re working with more than one student, each student will have created books with pages in different orders. Encourage small groups to exchange and read each other’s books.

**Write to Extend the Book** Students can add drawings of other school locations on the blank pages of their books and write sentences in the pattern of the text.

### **Materials Panels for Patterned Book 5**

**Make the Book** Have the student cut apart the panels for **Patterned Book 5** and paste them at the top of each page in the blank book, placing the title on the cover and the other panels in any order. Also have the student number their pages. Read aloud the text in one speech balloon and have the student write in the missing word, matching the rebus to the labeled drawing on *Helping Handbook* page 5 as necessary. To complete the book, the student can draw (or cut and paste) a picture on each page of the person who is talking.

**Use Text-Pattern Clues** Display the cover of the book and read the title. Explain that the rest of the book will answer the question in the title. Then read the book aloud as the student points to each word. Ask the student to echo each sentence and tell you how the text on the pages is alike.

### **Material Patterned book 6**

**Make the Book** Have the students cut out the panels for **Patterned Book 6** and staple them to create a book. Read the title and point out the exclamation point. Explain that this mark tells us to say something with a lot of feeling. Reread the title with feeling and invite the student to echo you. Then read each page of the book, pausing before the blank to ask the student what word he or she could write to make the sentence go with the picture. The student might refer to *Helping Handbook* page 6 for correct spelling of the different foods.

**Use Picture and Text-Pattern Clues** Invite the student to read the book aloud as he or she tracks the print. If the student comes to the name of a food and stops or misreads the word, encourage him or her to look

again at the picture and make a prediction. If the student misreads the other words, reread prior pages to establish the text pattern and ask him or her to make a new prediction.

**Write to Extend the Book** Students can add drawings of more foods on the blank pages of their books and write sentences in the pattern of the text.

### **Materials Panels for Patterned Book 7**

**Make the Book** Have the student cut out the panels for **Patterned Book 7** and staple them in order to create a book. Read the title and point out the question mark. Explain that this mark means the sentence is asking a question. Explain that the rest of the book will answer the question in the title.

**Use Picture Clues** Read the book, pausing on each page before the gray word. Ask the students to look at the picture and use it to predict the word. Once the student has predicted correctly, he or she should trace the word and echo you as you read the complete sentence. Then, invite the students to read the book aloud. If the student comes to a verb and stops, ask a question that will prompt the use of picture clues: *What is happening to the ball in the picture? What do you think the word might be?*

### **Materials Strips for Patterned Book 8**

**Make the Book** Have the student cut apart the strips for **Patterned Book 8** and paste them into the blank book, placing the title on the cover, the strip with “Read a good book!” on the last page, and the other strips in any order. Page through the book, calling attention to the book named by each pair of gray words. Invite the student to draw a picture showing each type of book (including their favorite book for the last page) and to trace the pair of words on each page. Also have them add page numbers.

**Use Picture and Text-Pattern Clues** Invite the student to read the book aloud as he or she tracks the print. If the student comes to an adjective that describes a book and stops or misreads the other words, reread prior pages to establish the text pattern and ask him or her to make a new prediction.

**Write to Extend the Book** Brainstorm more ways to describe books and create a chart of adjectives. Students can then add drawings of more kinds of books on the blank pages of their books and write sentences in the pattern of the text.

### **Materials Strips for Patterned Book 9**

**Make the Book** Have the student cut apart the strips for **Patterned Book 9** and paste them into the blank book, placing the title on the cover, the strip with “Let’s go home!” on the last page, and the other strips on any order. Page through the book, calling attention to the vehicle named by each gray word. Invite the student to draw a picture of each vehicle (and his or her mom on the last page) and to trace the word. Also have the student add page numbers.

**Use Picture and Text-Pattern Clues** Invite the student to read the book aloud as he or she tracks the print. If the student comes to the name of a vehicle and stops or misreads the word, encourage him or her to look

again at the picture and make a prediction. If the student misreads the other words, reread prior pages to establish the text pattern and ask him or her to make a new prediction.

**Write to Extend the Book** Brainstorm more kind of vehicles and write their names on a chart. Students can then add drawings of these vehicles on the blank pages of their books and write sentences on the pattern of the text.

### **Materials Strips for Patterned Book 10**

**Make the Book** Have the student cut apart the strips for **Patterned Book 10** and paste them into the blank book, placing the tile on the cover and the picture of family members on the remaining pages, on person per page. Then read the first sentence on the remaining strips with the student and have the student paste an appropriate strip below each picture in his or her book. The student might refer to *Helping Handbook* page 10 for correct spelling of family member names.

**Write to Finish the Book** Discuss with the student the physical characteristics of family members. Encourage the student to verbalize the characteristic, or, if necessary, you describe the way family members look in the illustrations and invite the student to echo you. Write, or help the student write, to complete the sentence on each page. As you write, point out the period in the first sentence on each page. Explain that we write this mark at the end of a sentence that tells something. Then model adding a period at the end of the second sentence.

**Use Picture and Text-Picture Clues** Have the student pair up with another student and read their books to each other. Circulate to prompt reading strategies. For example, if the student misreads a physical attribute, direct attention back to the picture and ask a question to prompt a new prediction: *Are the father's eyes green or brown?* If the student misreads a word in the patterned text, read a few previous pages together to reestablish the pattern.

### **Materials Strips for Patterned Book 11**

**Make the Book** Have the student cut apart the strips for **Patterned Book 11** and paste them into the blank book in the order of the days of the week, leaving the first page blank. Invite the student to draw a favorite or typical activity for each day of the week on each page and then decorate the cover of the book, copying the words from page 8 to use as the book's title.

**Write to Finish the Book** Discuss with the student what he or she does each day of the week. Encourage the student to verbalize typical or favorite activities, or, if necessary, you describe the activities in the student's illustrations and have the student echo your words. Write, or help the students write, to complete the sentence on each page. As you write, remind the student to include a period at the end of each sentence.

**Use Picture and Text-Pattern Clues** Have the student pair up with another student and read their books to each other. Circulate to prompt reading strategies. For example, if the student misreads an activity word, direct attention back to the picture and ask a question to prompt a new prediction: *Are the people shopping or cleaning?* If the student misreads other words, read previous pages together to reestablish the pattern.