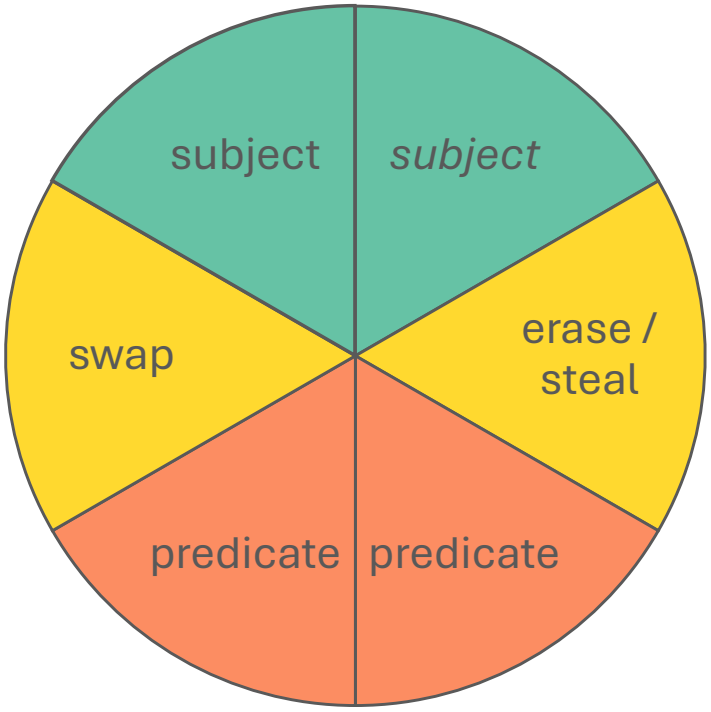
Spin a Sentence

Unit 1

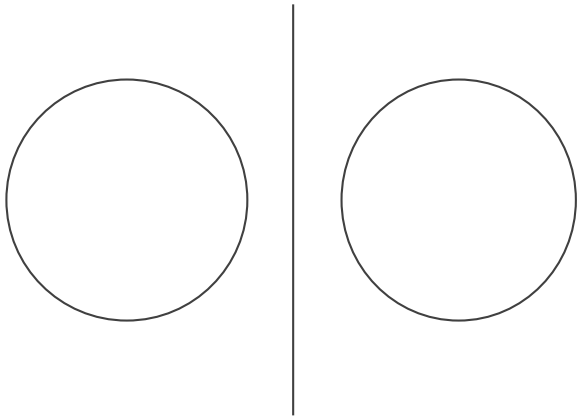
Who or what (verb)?



What has been said about the subject?

Focus word / morpheme:

The winning bubble map will look like this:



The winner will have **three** complete maps.

Spin a Sentence… How to play…

Unit 1

1. Spin the spinner and add the corresponding element to your BubbleMap
2. Build **three** complete subject – predicate BubbleMaps
3. If you spin "erase / steal", you can choose to erase one of your opponent's elements **OR** steal their element to use in your BubbleMap (but you cannot alter it in any way)
4. If you spin "swap" you MUST swap one of your elements for one of your opponent's. You may swap for any bubble – subject or predicate – even if it is part of one of your opponent's completed BubbleMaps)
5. Continue spinning and building subject and predicate bubbles until you have **three completed** maps.

The first to complete **three** BubbleMaps, wins the game.

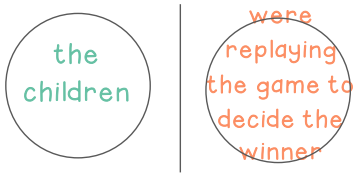
They must then write out their three complete sentences.

(Sentence complexity will vary depending on player's age / skill. For extra challenge, have student build five sentences)

Focus word / morpheme:

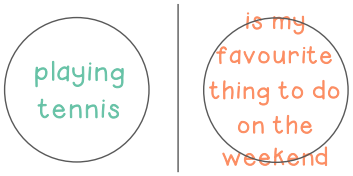
Identify a focus word (<replaying>) or morphemic element (<play>; <re->; <-ing>) from your sentence study. Every player must include this element somewhere in their sentence.

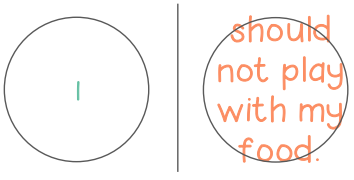
Bubble map samples:



Complete subject + complete predicate:
The children were replaying the game to decide the winner.

Complete subject + complete predicate:
Playing tennis is my favourite thing to do on the weekend.





Complete subject + complete predicate:
I should not play with my food.

Word Study at every step…

There are limitless ways to utilise your BubbleMaps to consolidate your student's understanding of key orthographic concepts:

- show the structure of a word from your sentence with hand gestures
- tap spell a word from your sentence
- Identify any digraphs or trigraphs within your sentence
- explore the grapheme / phoneme correspondences within a word (e.g. <t.ou.ch>)
- identify other graphemes that can spell a particular phoneme (e.g. / **ʌ /:** <u>, <o>, <ou> and, depending on your dialect, <a>)
- explore a particular grapheme and any associated positional constraints (e.g. the <oi> in avoid versus <oy>)
- identify any words containing a prefix / suffix (e.g. sandy, retracted, talks, apart, sparkle, instantly)
- identify any compound words (e.g. <playground>; what do you think about <almost>?)
- explore the function of unpronounced graphemes (e.g. the <g> in <sign>; the <l> in <talks>, the <e>'s in <eye>)
- identify any words containing a bound base (e.g. <st> in instantly)
- identify words that have spellings modified due to suffixing conventions (replaced <e>, doubled final consonant, <y> to <i> toggling (e.g. slimy → slime/ + y; stepped → step^{p} + ed; replied → re + ply/i + ed)
- select a word and build a word family
- construct a matrix for your focus word or element (e.g. <tract>: distract, extraction, protracted, attractive, contracting)
- explore the relationship between the suffix and the way the word is functioning within the sentence (e.g. the <ly> marks the word as an expander, and a possible adverb)
- identify any potential homophones within the sentence (e.g. <to> / <two>)

