

# CAL SIOP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages

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Center for Applied Linguistics

www.cal.org/siop

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#### **Welcome and Introductions**











Lisa Tabaku



Maria Cieslak



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#### **CAL's Mission**

The mission of the Center for Applied Linguistics (CAL) is to promote language learning and cultural understanding by serving as a trusted source for research, policy analysis, services, and information.

Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.



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About CAL
The Center for Applied Linguistics (CAL) is a private, non-profit organization founded in 1959
and headquartered in Washington, D.C.
CAL has earned an international reputation for its contributions to the fields of
<ul> <li>dual language and bilingual education,</li> <li>English as a second language,</li> </ul>
<ul> <li>world languages education,</li> </ul>
<ul><li>language policy, assessment,</li><li>immigrant and refugee integration,</li></ul>
<ul><li>literacy</li><li>dialect studies, and</li></ul>
<ul> <li>the education of linguistically and culturally diverse adults</li> </ul>
Prefs. 12 ELL Education © 2015 Center for Applied Linguistics
Content Objectives
Content Objectives
Participants will be able to
<ul> <li>Identify features of distance learning that can help language learners access and produce language</li> </ul>
□ Describe the four overarching themes of CAL SIOP for
Dual Language (DL)  ☐ Name different types of scaffolding
☐ Use activities to help language learners learn
language, content, and become socioculturally competent
□ Replicate scaffolding techniques for virtual instruction
Prek-12 ELL Education  © 2015 Center for Applied Linguistics
Language Objectives
Language Objectives
Participants will be able to
<ul> <li>Provide written responses regarding technological tools for learning</li> </ul>
Read and react to questions using polls
<ul> <li>Compare and contrast bilingual anchor charts usng a question and response format in writing</li> </ul>
☐ Use spinners to generate language for learning word
parts
□ Complete a survey at the close of the webinar

#### **Cultural Objective**

#### Participants will be able to

☐ Interpret all strategies through the lens of teaching students who are learning in two languages

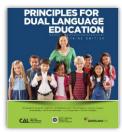


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#### **Dual Language Education**





http://www.cal.org/resource-center/publications-products/gp3-pdf



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#### **Definition of SIOP Instruction**

A means for making grade-level academic content (e.g., science, social studies, math, ELA, SLA) more accessible for language learners while at the same time promoting their language development (listening, speaking, reading, and writing).



#### The CAL SIOP Model for DL

- Eight components
- Modified for Dual Language classroom settings
- A marriage between SIOP and the Guiding Principles for Dual Language Education (3<sup>rd</sup> edition)
- Enhanced to include an increased focus on promoting cultural competence and language equity in the classroom
- Focused on four overarching themes



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### **SIOP Eight Components**

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment



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# SIOP Components with DL and Distance Learning in Mind

Lesson Preparation

Development of content, language and cultural objectives

Building Background

- Links made to students' background experiences
- Comprehensible Input
- Variety of techniques to make concepts clear (modeling, visuals, demonstrations, simulations, video, etc.)

Strategies

 Scaffolding techniques used consistently; tasks that promote higherorder thinking skills



# **SIOP Components** with DL and Distance Learning in Mind • Frequent opportunities for interaction • Clarify key concepts in L1 • Hands-on material/manipulative used • Integration of all language skills (L,S,R,W) • Ensuring student engagement · Appropriate pacing Review & Assessment · Regular feedback · Scaffolded assessment 13 SIOP for DL with Distance Learning in Mind Social-emotional support and information conduits for kids and Availability of technology, Internet access, and tech know-how Learning at home in the L1 without being online Paper packets Moving to online capabilities that serve language learners well Resource: Distance Learning for ELLs, Colorín Colorado. https://www.colorincolorado.org/distance-learning-ells#resources **SIOP** 14 SIOP for DL with Distance Learning in Mind offer academic content resources or engage students in activities to learn academic content or skills including language and literacy content and skills; Academic examples: tutorial on a new math skill, a Content simulation of a physics concept, visual resources such as a short video that describes a geographic formation. Tools SIUH

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#### SIOP with Distance Learning in Mind

# Digital Productivity Tools

- resources to help students plan, document, organize, and analyze content; these tools don't contain academic content
- examples: a slide presentation tool, a timeline tool, or a concept-mapping tool.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology— 21st Century Supports for English Learners, Washington, D.C., 2018. https://tech.ed.gov/educeh-english-learner-toolkits/educators/



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#### SIOP with Distance Learning in Mind

Digital Communicatior Tools

- offer resources students can use to communicate, collaborate, network, or share information; these tools don't contain academic content.
- examples: document-sharing tools to support joint work, or a journal or blog tool.

U.S. Department of Education, Office of Planning, Evaluation and Policy evelopment, Policy and Program Studies Service, National Study of English Learner, and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners, Washington, D.C., 2018. https://tech.ed.gov/edtech-english-learner-toolkits/educators/



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# Digital Support Features with Language Learners in Mind

#### Visual Support Features

Provide visual images or other visual support to assist a student in understanding and/or communicating a concept or idea.

Visual content replaces or lessens the language proficiency that would otherwise be required.

Examples: images, graphics, or short videos to explain a concept to students.

https://tech.ed.gov/edtech-english-learner-toolkits/educators/



#### **Digital Support Features** with Language Learners in Mind **Auditory** provide speech and/or other use of sound to Support assist a student in understanding or **Features** communicating a concept or idea. Examples: text-to-speech or "read-aloud" function and a record and playback function. These features allow students to hear text or hear their own speech played back to them for review before sharing the recording. https://tech.ed.gov/edtech-english-learner-toolkits/educators/ **SIOP** 19 **Digital Support Features** with Language Learners in Mind Translation provide embedded functions to translate from one Support language to provide a word, phrase, or longer text **Features** in another language, either spoken or in print. For example, an embedded translation function could let a student hear the Spanish version of a sentence in English. https://tech.ed.gov/edtech-english-learner-toolkits/educators/ **Siop** 20 **Digital Support Features** with Language Learners in Mind Collaboration provide functions to help students communicate, Support Features collaborate, work, or share information about academic content. For example, collaboration support features might offer students functions that assist them in sharing and jointly working on a document Allows students to collaborate with peers according to their proficiency levels (e.g., peers at the same Lexile reading comprehension level).

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**SIOP** 

https://tech.ed.gov/edtech-english-learner-toolkits/educators/

#### Educational technology collection sites to explore

US DOE Tool Kit, pp. 20 and 21, https://tech.ed.gov/edtech-english-learner-toolkits/educators/

- access to many different resources
- include Open Educational Resources (OER), which are free, openly licensed resources that you can use, reuse, adapt, and share.
- Some offer user and/or expert reviews
- . The lists provide collections of available resources and are not lists of researchbased resources.
- Also, they offer a wide range of resources that are not specific to English learners.
- The sites vary in how users are able to search.
- Some allow several different filters; others have less functionality.

As you use the filters to search, be aware that the criteria for meeting the definition of a resource that is for English learners will vary.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners, Washington, D.C., 2018.



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#### Resources Mentioned by Teachers in the Webinar

#### Note: None of these resources is endorsed by CAL. This list is provided in response to teachers' requests, and it is incumbent upon users to determine the quality,

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Reading A-Z — Dreambox — Freckle — Clever

		Reading A-Z	-	Dreambox	-	Freckle		Clever
	-	Newsela	_	PHET simulations for	_	Splashmath	-	ClassDojo
		Kahn Academy		math and science	_	Quizlet	-	Go noodle
		Brain Pop/ELL/espanol PBS Kids		Geogbra Compass learning:	Ė	Screencastify Mystery Science	÷	Screencastify MobyMax
		Howard Zinn Project Teaching Tolerance		Amplify Science simulations	-	AAA Math	Ξ	CommonLit
		Raz-kids Nearpod	-	Discover ED		Learnzillion Time for Kids	ī	Audioteca Getepic
		IXL Kidcitizen		AAA Math Learnzillion	-	Zearn	-	Flocabulary
		Seesaw National Geographic	-	Time for Kids	Ī	Prodigy Ted-ED	Ī	Sora Boom Cards
		Edpuzzle Panorama	Ī	Zearn Prodigy	-	Go Epic Learning	÷	Unite for Literac Splat!
		Mixbook Zoom	Ė	Schoology Symbaloo	Ī	Kahoot Canvas	Ē	Pear Deck
760		on	-	OneNote	Ī	Book creator Lifesize	-	Storymaker Tiny Cards
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	Thinkcentral		Tumblebooks		Brain breaks	-	Dojo Big Ideas
	Successmaker	-				-	Smithsonian
	readworks	-	ImagineLearning	-	Padlet		Folkways
		-	Story World	-	Flipgrid		Facing History and
	Learning Farm Splash learn	-	Google Expeditions	-	Prezi		Ourselves
-	Study Island	-	Cuento Cuentos	-	Google classroom	-	Pebble Go
-	Lalilo	-	Toolbox	-	Powerpoint	-	Arbolabc
-	Capstone	-	First in Math	-	Bookfix	_	Culturegrams
-	Reading eggs	_	Scholastic News	-	Time for Kids		Mi mundo en
- 1	Spanishexperiment.net Storvline	_	Britanica Español	-	Vimeo		palabras
- 2	Desmos	_	Starfall	-	Bilingual Planet	-	Bosque de fantasia
-	SALSA	-	Duo lingo	-	Google Lit Trips	-	Google Slides
-	Smarty ants English	-	Math Antics	-	Second Step (SEL)	-	lingt
	and espanol Adobe spark	-	Teams	-	Sanford Harmony (SEL)	-	Sway
_	Adobe spark	-	Flipgrid	-	Mindmapping	-	Splat!
		-	Showbie	-	Thinglink	-	Piktochart
	iop	-	ChatClass!	-	Classkick	-	Goose chase

#### Search for Resources

Thank you to one of our participants who suggested using the following site to search for additional teacher resources.

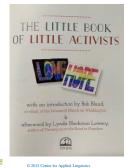
You can use this site to find descriptions of many of the virtual tools recommended by your fellow teachers.

https://www.amazingeducationalresources.com/



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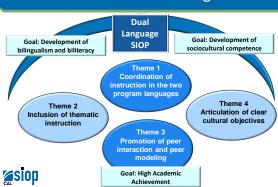
#### **Advocating for What Our Students Need**



PreK.19 RIJ. Education

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# **CAL SIOP for DL Overarching Themes**



#### Theme 1 – Coordinated Instruction

- DL SIOP Model emphasizes coordinating instruction in the two program languages to facilitate transfer of skills and promote language and literacy development in both languages
- Examples:
  - using similar instructional strategies and assessment formats in the two program languages
  - coordinating objectives so that they are complementary across languages
  - developing metalinguistic awareness by providing opportunities for comparing and contrasting languages



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#### Theme 2 – Thematic Instruction

- Using themes facilitates comprehension and production in the program languages.
- 6
- Cross-language spiraling maximizes student comprehension of content concepts by building on learning in each language.
- Content lessons not simply delivered in one language and then repeated in the other language
- Carefully considered building of knowledge and skills upon knowledge and skills in the two languages



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#### Theme 3– Peer Interaction and Collaboration

- Meaningful interaction teacher-to-student, student-to-teacher, and student-to-student
- Affords opportunities for students to model language use
- Emphasis on extended discourse





#### Theme 4 – Cultural Objectives



- Articulating clear cultural objectives aligned with content and language objectives
- Complementary across languages in order to promote greater transfer of learning.
- Targeting instruction on the development of cultural proficiency supports the sociocultural development of the students

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#### **Equity: The Heart of DL Programs**

Teachers and staff are committed to equity so they understand:



- the diverse needs of students
- cultural proficiency
- the importance of using multiethnic curricular materials
- how to integrate students' cultural values into the classroom
- ways to celebrate and encourage the use of all home language varieties
- having students to think critically and engage in learning activities that promote social justice
- And believe that all children can learn

(Alanís & Rodríguez, 2008; Banks & Banks, 2010; de Jong, 2011; García, Johnson, & Seltzer, 2016; Gay, 2010; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006).

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#### Critical Consciousness in DL Education

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

Paulo Freire, Pedagogy of the Oppressed



Scaffolding Strategies  Scaffolding for Understanding  Verbal Scaffolding Instructional Scaffolding Procedural Scaffolding Procedural Scaffolding
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Coeffolding for Understanding
Scaffolding for Understanding
Verbal Scaffolding  Modeling language use
Eliciting language with teacher feedback
<ul> <li>Providing supports for production</li> </ul>
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Nation, I.S.P. (2009). Teaching ESL/EFL reading and writing. New York: Routledge.

Repetition, Recast, Reformulation, Extension  - Repetition: The leacher repeals the student's words, modeling correct pronunciation as needed.  Reacher: I bit an insect or an amorbar?  The steacher provides needed academic vocabulary Teacher: Was it an Amorbid (A-cack-nid)  - Recast: The teacher provides needed academic vocabulary Teacher: What are those? Student: Spoker legis leaviers Teacher: Yes, those are the spider's pedipaips.  SSIOP  37  Verbal Scaffolding: Teacher Feedback  Repetition, Recast, Reformulation, Extension Reformulation The teacher repeals the student's utterace but restates and expands to to represent accurate language Unseque.  What else de you know about areachinds? Student: Two Dody part. Teacher: Yes, Anachinds have two main body parts.  SSIOP  38  Verbal Scaffolding: Teacher Feedback  Repetition, Recast, Reformulation, Extension  - Extend language use The leacher proprise extended discourse and provides a sea continued of the proprise active and the sea continued of the proprise active and the sea continued of the proprise active and the sea continued of the proprise active and anachinids.  Teacher: We have learned about insects and arachinids. Teacher: We have learned about the similarities and differences between insects and arachinids.	Verbal Scaffolding: Teacher Feedback	
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different.	Teacher: Use the Venn Diagram we created about how	
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( 11	Itura	un	jective
Cu	ıtura		

Tiger Wandering Spider Guatemala, Belize and Honduras

Sierra Cacachilas Spider from Baja California, Mexico





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#### Verbal Scaffolding: Teacher Feedback in DL

Repetition, Recast, Reformulation, Extension

- If the student doesn't respond in the target language...
- The teacher repeats, recasts, reformulates and extends in the target language of the classroom.

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#### **Verbal Scaffolding: Wait Time**

- Allows new learners the time to translate the question and then formulate a response
- More students will respond to questions
- Results in higher quality answers
- How long is best? 3-7 seconds (Rowe, 1986)



or Production
or reduction
to use academic language guages
arners with scaffolds so they eed to interact with others uage.
augo.
oing Scripts
interaction and academic
es and place them on an
d first and later co-constructed
uage for interaction.
e in pairs using an authentic
who use the scripts without
Disagreeing
<ul><li>I don't agree with you because</li></ul>
I see it another way.
·
My idea is different from yours.
I understand what

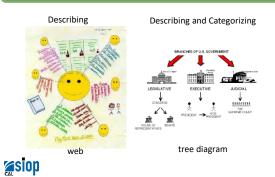
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Script	for Disagreeing	
	<ul><li>No estoy de acuerdo contigo porque</li></ul>	
	<ul><li>Lo veo de otra manera.</li></ul>	
	<ul> <li>Mi idea es algo diferente a la tuya.</li> </ul>	
	Entiendo lo que dices, pero	
<b>E</b> SIOP		·
16		
Script for Con	nparing and Contrasting	
differ from and provide a me		
and and	_ are similar because	
ана рючие а т	odo, comento.	
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+/		
Instruct	ional Scaffolding	
<ul><li>Instructional Scaffold</li><li>Using graphic orga</li></ul>		
<ul><li>Using graphic orga</li><li>For pre-reading</li></ul>		
<ul><li>Por pre-reading</li><li>During reading</li></ul>		
<ul><li>For pre-writing</li></ul>		
	al support for class discussions	
To provide visus	ar support for class discussions	

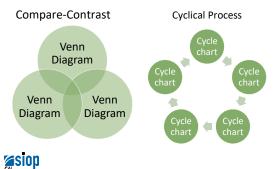
SION Nation, I.S.P. (2009). Teaching ESL/EFL reading and writing. New York: Routledge.

# **Graphic Organizers**



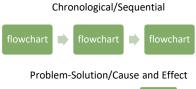
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# Graphic Organizers



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# **Graphic Organizers**





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# Animals Plants Plants DESCRIPTIVE Main Idea and Details Fossils Fossil

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# Scaffolding for Understanding

#### **Procedural Scaffolding**

- One-on-one teaching
- Small group
- Strategic pairing
- Modeling

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#### Procedural Scaffolding: Gradual Release Apply Practice ${|\!|\!|}$ Model Teach You Do You Do I Do I Do Watch You Help You Help Watch **siop**

CAL SIOP for DL	
Bilingual	
Scaffolding	
<b>z</b> siop	
55	
Preview-View-Review (PVR)	
A technique in which a brief introductory lesson is provided in the non-target language at the start of the	
<ul> <li>lesson, together with a brief summarizing discussion at the close of the lesson</li> <li>English – Spanish – English</li> </ul>	
□ Spanish – English – Spanish	
Prest. 12 ELL Education 0 2015 Center for Applied Linguistics 56	
56	
Preview-View-Review (PVR) Example 1.	
■ Math Block (in Spanish) ■ Preview: Introduction on math topic in English	
View: Bulk of lesson in Spanish Review: Post-discussion in English	
<ul> <li>Cautions</li> <li>Minimize duration of preview and review to protect time devoted to development of target language</li> </ul>	
<ul> <li>Consistently use systems to distinguish the two program languages</li> <li>Use only for students who need this</li> </ul>	
,	
Prefs. 12 ELL Education 0 2015 Center for Applied Linguistics 57	

_	Preview-View-Review (PVR) Example 2.		_
La	nguage Arts in Spanish and English		
	Target text is in Spanish		
	<ul><li>Preview text in English</li><li>View: read text in Spanish</li></ul>		
	Review: discuss in English		
	Target text is in English		
	<ul><li>Preview text in Spanish class</li><li>View: read text in English</li></ul>		
	Review: discuss in Spanish		
.44	Prof. 12 ELL Education 0 2015 Center for Applied Linguistics		
8			
	Bilingual Anchor Charts		
_			
	language features used during study of content themes)  Cognates and non-cognates		
	<ul> <li>Phonological and orthographic features (sounds and symbols, accent marks, and punctuation)</li> </ul>		
	Word order		
	<ul><li>Word parts (roots, base words and affixes)</li><li>Unique constructions hay vs. there are</li></ul>		
	Emaple delications may for allolo dro		
	A CALSolutions		
A	PreK-12 ELL Education © 2015 Center for Applied Linguistics		
59			
	Bilingual Anchor Charts	I	
_			
	Include students in the process of identifying key vocabulary/language features embedded in content/thematic		
	instruction Charte includes vieual cupport		
	Charts includes <b>visual support</b> Color-code posted print in the two partner languages (for		
	example: español, English)		
ш	Facilitate the <b>use and re-use</b> of target vocabulary/features by <b>posting</b> charts, <b>referring to them explicitly</b> during		
	instruction, and teaching students to use them independently to support learning		
	Praise students when they use the charts unprompted.		
	CALSolutions ed		

	Bilingual Anchor Charts
	Caution  Add words in non-target language intentionally and thoughtfully
	<ul> <li>Appreciate that cross-linguistic comparisons are handled differently in the early years than in later grades</li> <li>Be diligent in following color-coding system to distinguish</li> </ul>
	the two languages
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	CAL SIOP for DL
	<u> </u>
	Promoting
	Metalinguistic
	Awareness
<b>S</b> SI	iop
62	•
	Metalinguistic Awareness
_	Definition – The ability to identify, analyze, and
	manipulate linguistic forms (Koda & Zehler, 2008:4).  In a bilingual setting – The capacity to think and talk
	about language and to understand the relationships between languages. It plays a critical role in biliteracy development.
	Comparing and contrasting language features promotes language transfer and contributes to the development o
	metalinguistic awareness (Koda & Zehler, 2008)
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#### **Metalinguistic Awareness**

#### Morphology

The internal structure of words; how word parts are joined to make new meaning (prefixes, roots, base words, suffixes)



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# **Morphological Awareness**

- Does Spanish create new words as is done in English?
  - · Root or Base (Bound or Unbound morphemes)
  - English Affixes:
    - Derivational Prefixes (re-, in-/im-/-il)
    - Derivational Suffixes (-tion/-sion, -al, -able)
    - Inflectional Suffixes (possessive)
  - Spanish Affixes
    - DerivationalPrefixes (re-, in-/im-/-il)
    - Derivational Suffixes (-ción, -al, -able)
    - Inflectional Suffixes (fem or masc. nouns, nounadjective agreement, verb tenses and conjugation)



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## Spinner – Prefix





#### **Word Generator Game**

**Small Group Activity:** 

Count off by 4. This is your small group. Instructions:

- # 1 spins the spinner
- # 2 says the word
- #3 creates a sentence using the word generated
- # 4 provides a simple definition

Change roles 4 times.



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# **Prefix Spinner**

- #1 I just spun the spinner.
- What is the word I created?
- #2 The word is "unfit."
- #3 The solider is unfit for duty.
- #4 The solider is not fit for duty; she is not in a condition to perform required tasks.





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# Suffix Spinner – You Try It

- #1 I just spun the spinner.
- #2 What is the word I created?
- The word is "player." #3 Use the word in a sentence.
- The soccer player scored a goal.
- #4 Write the definition of the word.

The person who played soccer made a goal.





# Rueda de prefijos



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#### Rueda de raíces



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	:011!	
than	ık y <sup>ou!</sup> gracias!	
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