

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables”

WHAT DOES THIS MEAN TO ME?

An open syllable ends with a vowel that says its long name.

When y is the last letter after a consonant, it acts as a vowel.

Change y to i and add -es to make the plural.

THIS WEEK'S FOCUS

Plurals y to ies

from “Laura Ingalls Wilder”

An open syllable ends with a single vowel, so the vowel says its long name. The y at the end of words like story and family acts as a vowel. Change y to i and add -es for the plural.

This deck teaches **the y-to-ies plural pattern** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Cluster 2 • Syllable Types

TEKS 3.2(B) • Syllable Types • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying syllable types. Our focus is plural word syllables. An open syllable ends with a single vowel, so the vowel says its long name. When a word ends in consonant plus y, change y to i and add -es.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“An open syllable ends with a single vowel, so the vowel says its long name. The y at the end of words like story and family acts as a vowel. Change y to i and add -es for the plural.”

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, and DEFEND the pattern.

PREP & MATERIALS: the Open Syllables slide deck for Cluster 2 Module 3 . a class or student copy of “Laura Ingalls Wilder” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one plural word from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the plural word pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a plural word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Notice the plural word.

Read this sentence from the passage. Find the bold word and the base word and the -ies ending.

"Laura loved the **stories** her father told by the fire."

I CAN | I can notice a plural word and name the base word and the -ies ending.

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Grade 3 · Cluster 2 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a plural word syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Listen as I read the sentence. I am looking for the plural word syllable in stories."

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

ANSWER KEY: stories. Story ends in consonant plus y. Change y to i and add -es. The first syllable sto is open with the long o.

CHECK FOR UNDERSTANDING

Ask a student to explain the plural word syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the base word and the -ies ending. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a plural word syllable? Look for the base word and the -ies ending.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the plural word syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the plural word pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a plural word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Choose the plural word.

Read the sentence. Which word is a plural word? Use the rule.

"The **families** gathered for the **series** of celebrations."

A families • **B** gathered • **C** fire

I CAN | I can choose the plural word and explain how I know.

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Grade 3 • Cluster 2 • Syllable Types • Tuesday

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TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **CHOOSE**. I can choose a word with a plural word syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Read the sentence and all three choices. Only one word has the plural word pattern."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

ANSWER KEY: A. families. Family ends in y. Change y to i and add -es. Gathered is past tense, and fire is a VCe word.

CHECK FOR UNDERSTANDING

Ask a student to name the base word and the -ies ending in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the base word and the -ies ending.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the base word and the -ies ending.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the word the rule fits. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another plural word syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a plural word works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Show the plural word.

Read the sentence. In the bold word, name the base word and the -ies ending.

"Her **memories** of the prairie lasted a lifetime."

I CAN | I can show the base word and the -ies ending.

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Grade 3 · Cluster 2 · Syllable Types · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how a plural word syllable works."

▶ Read the I can statement aloud, then the task on the slide.

"The bold word is **memories**. Name the base word and the -ies ending."

▶ Take two or three answers. Push students to name all the parts.

ANSWER KEY: memories. Memory ends in consonant plus y. Change y to i and add -es. The first syllable mem is closed.

CHECK FOR UNDERSTANDING

Ask a student to point to the base word and the -ies ending in the word.

COMMON MISCONCEPTION

Students may name only part of the pattern. Require all parts.

POSSIBLE STUDENT QUESTION

Can a word have more than one plural word syllable? Yes, a longer word can.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the rule works. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the pattern were different.

TODAY'S THINKING JOB

OWN

"I can find the base word inside a y-to-ies plural."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Own it. Read the longer word.

Split the word into its parts. Name the base word and the -ies ending.

supplies
sup / plies

I CAN | I can find the base word inside a y-to-ies plural.

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Grade 3 · Cluster 2 · Syllable Types · Thursday

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can find the base word inside a y-to-ies plural."

▶ Read the I can statement aloud, then the task on the slide.

"Supplies is a longer word. Split it and read each syllable."

▶ Model the cover-and-read once, then have students split the word on the OWN row of the tracking sheet.

ANSWER KEY: sup / plies. Supply ends in y. Change y to i and add -es. Sup is a closed syllable. Plies has the vowel team ie.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in supplies and its type.

COMMON MISCONCEPTION

Students may read the first syllable with the wrong vowel sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know where to split the word? Look for the syllable boundary.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about using the rule inside a longer word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to apply the rule to another longer word.

TODAY'S THINKING JOB

DEFEND

"I can prove that a plural changes y to ies."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Defend the rule.

Prove the bold word follows the rule. Name the base word and the -ies ending.

"Laura told many **stories** about her life on the prairie."

I CAN | I can prove that a plural changes y to ies.

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Grade 3 · Cluster 2 · Syllable Types · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **DEFEND**. I can prove that a plural changes y to ies."

▶ Read the I can statement aloud, then the task on the slide.

"For series, name the base word and the -ies ending and prove it."

▶ Have students write a because statement on the **DEFEND** row, then share two strong answers.

ANSWER KEY: stories. Story ends in consonant plus y. Change y to i and add -es to get stories. The first syllable sto is open with the long o. This is the y-to-ies plural rule.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved series follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the base word and the -ies ending. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern plural word? Yes, if it has the base word and the -ies ending.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving the rule. Keep the demand at this level.

RAISE THE THINKING

Ask a student to defend why another word in the sentence is NOT a plural word syllable.

Find a plural word on your own.

Go back to the passage. Find one plural word. Copy the sentence and name the base word and the -ies ending.

Go back to the reading.
Find one plural word.
Copy the exact sentence. Then name the base word and the -ies ending.

I CAN | I can find a plural word and prove it.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to find a plural word syllable on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Copy the exact sentence. Then name the base word and the -ies ending.”

▶ Circulate and note who can name all the parts without help.

ANSWER KEY: puppies. Puppy ends in consonant plus y. Change y to i and add -es. The first syllable pup is closed.

CHECK FOR UNDERSTANDING

Scan for students who name the base word and the -ies ending together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the base word and the -ies ending.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is plural word and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the base word and the -ies ending.

RAISE THE THINKING

Ask an early finisher to check their word by reading it aloud.

Answers, across the five thinking levels.

NOTICE stories. Story ends in consonant plus y. Change y to i and add -es. The first syllable sto is open with the long o.

CHOOSE A. families. Family ends in y. Change y to i and add -es. Gathered is past tense, and fire is a VCe word.

SHOW memories. Memory ends in consonant plus y. Change y to i and add -es. The first syllable mem is closed.

OWN sup / plies. Supply ends in y. Change y to i and add -es. Sup is a closed syllable. Plies has the vowel team ie.

DEFEND stories. Story ends in consonant plus y. Change y to i and add -es to get stories. The first syllable sto is open with the long o. This is the y-to-ies plural rule.

YOUR TURN puppies. Puppy ends in consonant plus y. Change y to i and add -es. The first syllable pup is closed.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time. Have students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the word and find the pattern.”

▶ Celebrate students who explained the rule, not only students who named the word.

CHECK FOR UNDERSTANDING

Students can explain the rule, not just name the word.

COMMON MISCONCEPTION

Naming the word without the base word and the -ies ending. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not just memorize the list? Because readers meet new words in books and tests, and the rule reads them.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the base word and the -ies ending.

RAISE THE THINKING

Ask a student to explain what would change if the syllable type were different.

READ THIS PASSAGE EXCERPT.

“Laura loved the stories. ... The families gathered. ... Her memories lasted. ... She wrote a series of books.”

Which word changes y to i before adding -es?

A books

B stories

C lasted

D loved

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the excerpt and the question aloud.

“Read all four choices before you decide. The best answer is the one the rule fits.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students choose by the rule, not by which word looks familiar.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the pattern in each choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Check for the base word and the -ies ending.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

- A books**
Books just adds -s. The base word book does not end in y.
- B stories **Correct.****
Story ends in consonant plus y. Change y to i and add -es to get stories.
- C lasted**
Lasted adds -ed, not -es.
- D loved**
Loved adds -ed, not -es.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice is a real word from the reading, but it does not fit the pattern."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the rule.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is the second choice wrong? Because it has a different syllable type.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence using a plural word syllable word and prove the rule.