

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.

A final y can spell the long e sound.

When I see y at the end, I try the long e sound first.

THIS WEEK'S FOCUS

Open Syllables

from “Laura Ingalls Wilder”

A final y is an open syllable that spells the long e sound, as in busy, baby, and city. The y acts as a vowel at the end of the word. This week we study y-as-long-e words from Laura Ingalls.

This deck teaches **syllable types** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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 open syllables. An open syllable ends with a single vowel that says its long name. A final y can spell the long e sound, as in busy, baby, and city.”

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

“A final y is an open syllable that spells the long e sound, as in busy, baby, and city. The y acts as a vowel at the end of the word. This week we study y-as-long-e words from Laura Ingalls.”

▶ 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 4 . a class or student copy of “Laura Ingalls Wilder” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one open syllable from the reading and tell how they know.

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice an open syllable."

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 open syllable.

Read this sentence from the passage. Find the bold word and the vowel at the end and the long sound it makes.

"Laura was always **busy** with her chores."

I CAN | I can notice an open syllable and name the vowel at the end and the long sound it makes.

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Grade 3 · Cluster 2 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 12 of 36 · Cluster 2 · Module 4 · 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 an open syllable."

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

"Listen as I read the sentence. I am looking for the open syllable in busy."

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

ANSWER KEY: busy. The y at the end says the long e sound. The first syllable bus is closed. The second syllable y is open.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the vowel at the end and the long sound it makes. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is an open syllable? Look for the vowel at the end and the long sound it makes.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose an open syllable."

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 open syllable.

Read the sentence. Which word is an open syllable? Use the rule.

"Every day, Baby Rose had a tiny job."

A tiny • **B** baby • **C** had

I CAN | I can choose the open syllable 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 an open 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 open syllable pattern."

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

ANSWER KEY: B. baby. Baby ends in y that says long e. The first syllable ba is open with the long a. Had is a closed syllable.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel at the end and the long sound it makes in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel at the end and the long sound it makes.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel at the end and the long sound it makes.

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 open syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how an open syllable 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 open syllable.

Read the sentence. In the bold word, name the vowel at the end and the long sound it makes.

"The work was not **easy**, but Laura did not stop."

I CAN | I can show the vowel at the end and the long sound it makes.

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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 an open syllable works."

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

"The bold word is **easy**. Name the vowel at the end and the long sound it makes."

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

ANSWER KEY: easy. Easy ends in y that says long e. The first syllable ea is a vowel team. The final y is an open syllable.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel at the end and the long sound it makes 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 open 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 use the open syllable rule to read a longer 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"

Own it. Read the longer word.

Split the word into its parts. Name the vowel at the end and the long sound it makes.

family
fam / i / ly

I CAN | I can use the open syllable rule to read a longer word.

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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 use the open syllable rule to read a longer word."

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

"Family 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: fam / i / ly. Fam is closed. The i is open. The ly is open with the long e sound from y.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in family 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 word has an open syllable."

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 vowel at the end and the long sound it makes.

"The **daily** routine kept the household running."

I CAN | I can prove that a word has an open syllable.

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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 word has an open syllable."

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

"For daily, name the vowel at the end and the long sound it makes and prove it."

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

ANSWER KEY: daily. Daily ends in y that says long e. The first syllable dai has the vowel team ai. The y at the end is an open syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel at the end and the long sound it makes. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern open syllable? Yes, if it has the vowel at the end and the long sound it makes.

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 an open syllable.

Find an open syllable on your own.

Go back to the passage. Find one open syllable. Copy the sentence and name the vowel at the end and the long sound it makes.

**Go back to the reading.
Find one open syllable.
Copy the exact sentence. Then name the vowel at the end and
the long sound it makes.**

I CAN | I can find an open syllable 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 an open syllable on your own.”

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

“Copy the exact sentence. Then name the vowel at the end and the long sound it makes.”

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

ANSWER KEY: funny. Funny ends in y that says long e. The first syllable fun is closed with the short u.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel at the end and the long sound it makes together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel at the end and the long sound it makes.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel at the end and the long sound it makes.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE busy. The y at the end says the long e sound. The first syllable bus is closed. The second syllable y is open.

CHOOSE B. baby. Baby ends in y that says long e. The first syllable ba is open with the long a. Had is a closed syllable.

SHOW easy. Easy ends in y that says long e. The first syllable ea is a vowel team. The final y is an open syllable.

OWN fam / i / ly. Fam is closed. The i is open. The ly is open with the long e sound from y.

DEFEND daily. Daily ends in y that says long e. The first syllable dai has the vowel team ai. The y at the end is an open syllable.

YOUR TURN funny. Funny ends in y that says long e. The first syllable fun is closed with the short u.

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 vowel at the end and the long sound it makes. 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 vowel at the end and the long sound it makes.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Laura was always busy. ... Baby Rose had a tiny job. ... The work was not easy. ... The daily routine kept the household running.”

In which word does the final y spell the long e sound?

A work

B stop

C busy

D kept

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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 C.

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 vowel at the end and the long sound it makes.

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 C.

A work
Work has the r-controlled vowel or. There is no final y.

B stop
Stop is a closed syllable. The o says its short sound.

C busy Correct.
Busy ends in y that says the long e sound. The y is an open syllable.

D kept
Kept is a closed syllable. The e says its short sound.

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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 C. 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 an open syllable word and prove the rule.