

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?

When I see ai or ay together, they make the long a sound.

A vowel team is two vowels that work together for one sound.

When I can find the vowel team and the long a sound, I know the syllable type.

THIS WEEK'S FOCUS

Vowel Team Syllables

from “Why We Need Laws”

The vowel teams ai and ay both make the long a sound, as in say, way, and stay. Two vowels work together for one sound. This week we study long a vowel teams from “Why We Need Laws.”

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 vowel team syllables. A vowel team syllable has two vowels working together for one sound. The teams ai and ay both make the long a sound.”

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

“The vowel teams ai and ay both make the long a sound, as in say, way, and stay. Two vowels work together for one sound. This week we study long a vowel teams from “Why We Need Laws.””

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

PREP & MATERIALS: the Vowel Team Syllables slide deck for Cluster 3 Module 2 . a class or student copy of “Why We Need Laws” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a vowel team 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 vowel team syllable.

Read this sentence from the passage. Find the bold word and the two vowels and the long a sound they make.

"With laws to guide what people **say and do."**

I CAN | I can notice a vowel team syllable and name the two vowels and the long a sound they make.

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Grade 3 · Cluster 3 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · 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 vowel team syllable."

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

"Listen as I read the sentence. I am looking for the vowel team syllable in say."

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

ANSWER KEY: say. Say has the vowel team ay. The two vowels a and y work together for the long a sound.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the two vowels and the long a sound they make. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a vowel team syllable? Look for the two vowels and the long a sound they make.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a vowel team 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 vowel team syllable.

Read the sentence. Which word is a vowel team syllable? Use the rule.

"So people gathered, searching for a way."

A people • **B** searching • **C** way

I CAN | I can choose the vowel team syllable and explain how I know.

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Grade 3 · Cluster 3 · 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 vowel team 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 vowel team syllable pattern."

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

ANSWER KEY: C. way. Way has the vowel team ay, which makes the long a sound. People has a consonant-le ending, and searching has an r-controlled vowel.

CHECK FOR UNDERSTANDING

Ask a student to name the two vowels and the long a sound they make in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two vowels and the long a sound they make.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two vowels and the long a sound they make.

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 vowel team syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a vowel team 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 vowel team syllable.

Read the sentence. In the bold word, name the two vowels and the long a sound they make.

"To write fair rules that everyone would **obey."**

I CAN | I can show the two vowels and the long a sound they make.

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Grade 3 · Cluster 3 · 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 vowel team syllable works."

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

"The bold word is obey. Name the two vowels and the long a sound they make."

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

ANSWER KEY: obey. Obey ends with the vowel team ey, which makes the long a sound. The two vowels work together for one sound.

CHECK FOR UNDERSTANDING

Ask a student to point to the two vowels and the long a sound they make 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 vowel team 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 vowel team 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 two vowels and the long a sound they make.

fairway
fair / way

I CAN | I can use the vowel team rule to read a longer word.

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Grade 3 · Cluster 3 · 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 vowel team rule to read a longer word."

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

"Fairway 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: fair / way. Fair has the vowel team ai for the long a sound. Way has the vowel team ay for the long a sound. Both syllables are vowel team syllables.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in fairway 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 a vowel team."

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 two vowels and the long a sound they make.

"Strong voices won while quiet ones **stayed brittle."**

I CAN | I can prove that a word has a vowel team.

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Grade 3 · Cluster 3 · 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 a vowel team."

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

"For stayed, name the two vowels and the long a sound they make and prove it."

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

ANSWER KEY: stayed. Stayed has the vowel team ay, which makes the long a sound. Adding -ed does not change the vowel team. A vowel team syllable has two vowels for one sound.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the two vowels and the long a sound they make. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern vowel team syllable? Yes, if it has the two vowels and the long a sound they make.

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 vowel team syllable.

Find a vowel team syllable on your own.

Go back to the passage. Find one vowel team syllable. Copy the sentence and name the two vowels and the long a sound they make.

Go back to the reading.
Find one vowel team syllable.
Copy the exact sentence. Then name the two vowels and the long a sound they make.

I CAN | I can find a vowel team 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 a vowel team syllable on your own.”

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

“Copy the exact sentence. Then name the two vowels and the long a sound they make.”

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

ANSWER KEY: Answers vary. One example: day. Day has the vowel team ay. The two vowels work together for the long a sound.

CHECK FOR UNDERSTANDING

Scan for students who name the two vowels and the long a sound they make together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two vowels and the long a sound they make.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two vowels and the long a sound they make.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE say. Say has the vowel team ay. The two vowels a and y work together for the long a sound.

CHOOSE C. way. Way has the vowel team ay, which makes the long a sound. People has a consonant-le ending, and searching has an r-controlled vowel.

SHOW obey. Obey ends with the vowel team ey, which makes the long a sound. The two vowels work together for one sound.

OWN fair / way. Fair has the vowel team ai for the long a sound. Way has the vowel team ay for the long a sound. Both syllables are vowel team syllables.

DEFEND stayed. Stayed has the vowel team ay, which makes the long a sound. Adding -ed does not change the vowel team. A vowel team syllable has two vowels for one sound.

YOUR TURN Answers vary. One example: day. Day has the vowel team ay. The two vowels work together for the long a sound.

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 two vowels and the long a sound they make. 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 two vowels and the long a sound they make.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“With laws to guide what people say and do. ... So people gathered, searching for a way. ... To write fair rules that everyone would obey.”

Which word from the poem has a vowel team that makes the long a sound?

A grew

B way

C guide

D true

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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 two vowels and the long a sound they make.

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 **grew**

Grew has the vowel team ew, which makes the oo sound, not the long a sound.

B **way** **Correct.**

Way has the vowel team ay. The two vowels a and y make the long a sound.

C **guide**

Guide is a VCe syllable. The silent e makes the i say its long name.

D **true**

True has the vowel team ue, which makes the oo sound, not the long a 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 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 vowel team syllable word and prove the rule.