

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?

A contraction is two words joined with an apostrophe.

The apostrophe takes the place of the missing letters.

When I can find the two words inside the contraction, I can read and spell it.

THIS WEEK'S FOCUS

Contractions

from “Crash”

A contraction joins two words with an apostrophe. The missing letters are replaced by the apostrophe, as in did not becomes didn't. This week we study contractions from “Crash.”

This deck teaches **contractions** 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 contraction syllables. A contraction joins two words with an apostrophe. The base words keep their syllable types. The apostrophe replaces the missing letters.”

▶ 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 contraction joins two words with an apostrophe. The missing letters are replaced by the apostrophe, as in did not becomes didn't. This week we study contractions from “Crash.””

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

PREP & MATERIALS: the Closed Syllables slide deck for Cluster 6 Module 1 . a class or student copy of “Crash” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a contraction."

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 contraction.

Read this sentence from the passage. Find the bold word and the two words and the apostrophe.

"I bumped the table and knocked it over. I **didn't** mean to."

I CAN | I can notice a contraction and name the two words and the apostrophe.

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Grade 3 · Cluster 6 · Syllable Types · Monday

TEKS 3.2(B) · Syllable Types · Week 25 of 36 · Cluster 6 · Module 1 · 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 contraction syllable."

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

"Listen as I read the sentence. I am looking for the contraction syllable in didn't."

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

ANSWER KEY: didn't. Did + not. The apostrophe takes the place of the o in not. Did is a closed syllable, and not is a closed syllable.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may not identify the two words and the apostrophe. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a contraction syllable? Look for the two words and the apostrophe.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a contraction."

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 contraction.

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

"I bumped the table and knocked it over. I **didn't** mean to."

A started • **B** broken • **C** didn't

I CAN | I can choose the contraction and explain how I know.

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Grade 3 · Cluster 6 · 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 contraction 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 contraction pattern."

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

ANSWER KEY: C. didn't. Didn't is did + not, a contraction. Started is a base plus -ed, and broken is a past participle.

CHECK FOR UNDERSTANDING

Ask a student to name the two words and the apostrophe in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the two words and the apostrophe.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the two words and the apostrophe.

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 contraction syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a contraction 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 contraction.

Read the sentence. In the bold word, name the two words and the apostrophe.

"I'm sorry, Mrs. Ramirez, she said."

I CAN | I can show the two words and the apostrophe.

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Grade 3 · Cluster 6 · 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 contraction syllable works."

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

"The bold word is I'm. Name the two words and the apostrophe."

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

ANSWER KEY: I'm. I + am. The apostrophe takes the place of the a in am. I is a single letter, and am is a closed syllable.

CHECK FOR UNDERSTANDING

Ask a student to point to the two words and the apostrophe 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 contraction 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 two words inside a contraction."

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 words and the apostrophe.

wouldn't
would / n't

I CAN | I can find the two words inside a contraction.

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Grade 3 · Cluster 6 · 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 two words inside a contraction."

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

"Wouldn't 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: would / n't. Would + not. The apostrophe takes the place of the o in not. The contraction keeps the base words' sounds.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in wouldn't 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 is a contraction."

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 words and the apostrophe.

"Amina knew *it's* important to tell the truth."

I CAN | I can prove that a word is a contraction.

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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 is a contraction."

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

"For it's, name the two words and the apostrophe and prove it."

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

ANSWER KEY: it's. It + is. The apostrophe takes the place of the i in is. It is a closed syllable. The contraction joins two words into one.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved it's follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the two words and the apostrophe. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern contraction? Yes, if it has the two words and the apostrophe.

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 contraction syllable.

Find a contraction on your own.

Go back to the passage. Find one contraction. Copy the sentence and name the two words and the apostrophe.

**Go back to the reading.
Find one contraction.
Copy the exact sentence. Then name the two words and the
apostrophe.**

I CAN | I can find a contraction and prove it.

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 contraction syllable on your own.”

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

“Copy the exact sentence. Then name the two words and the apostrophe.”

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

ANSWER KEY: Answers vary. One example: don't. Do + not. The apostrophe takes the place of the o in not.

CHECK FOR UNDERSTANDING

Scan for students who name the two words and the apostrophe together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the two words and the apostrophe.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the two words and the apostrophe.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE didn't. Did + not. The apostrophe takes the place of the o in not. Did is a closed syllable, and not is a closed syllable.

CHOOSE C. didn't. Didn't is did + not, a contraction. Started is a base plus -ed, and broken is a past participle.

SHOW I'm. I + am. The apostrophe takes the place of the a in am. I is a single letter, and am is a closed syllable.

OWN would / n't. Would + not. The apostrophe takes the place of the o in not. The contraction keeps the base words' sounds.

DEFEND it's. It + is. The apostrophe takes the place of the i in is. It is a closed syllable. The contraction joins two words into one.

YOUR TURN Answers vary. One example: don't. Do + not. The apostrophe takes the place of the o in not.

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 words and the apostrophe. 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 words and the apostrophe.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

"I bumped the table and knocked it over. I didn't mean to. ... I'm sorry, Mrs. Ramirez, she said."

Which word is a contraction?

A Amina's

B started

C didn't

D broken

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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 two words and the apostrophe.

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 Amina's
Amina's is a possessive, not a contraction. The apostrophe shows ownership.

B started
Started is a base word plus -ed, not a contraction.

C didn't Correct.
Didn't is did + not. The apostrophe takes the place of the o in not.

D broken
Broken is a past participle, not a contraction.

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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 a contraction syllable word and prove the rule.