

Syllable Types Tracking Sheet

Week 11 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 2 • MODULE 3 • TEKS 4.2(B) • ENDINGS -ABLE AND -IBLE from "Columbus's Arrival"

Name: _____

Date: _____



NOTICE

Monday

Notice the word with -able or -ible.

Read the sentence on the slide. Find the word with -able or -ible and name the base word and the -able or -ible ending.



CHOOSE

Tuesday

Choose the word with -able or -ible.

Which word is a word with -able or -ible? Write the letter and explain how you know.



SHOW

Wednesday

Show the word with -able or -ible.

In the word on the slide, name the base word and the -able or -ible ending.



OWN

Thursday

Own the rule. Read the longer word.

Split the word into its parts. Name the base word and the -able or -ible ending.



DEFEND

Friday

Defend the rule.

Why does the word follow the word with -able or -ible rule? Prove it with the base word and the -able or -ible ending.

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Syllable Types Tracking Sheet (Back)

Week 11 of 36

Show what you know and hunt for endings -able and -ible.

GRADE 4 • CLUSTER 2 • MODULE 3 • TEKS 4.2(B) • ENDINGS -ABLE AND -IBLE from “Columbus’s Arrival”

Your turn.

Go back to the passage. Find one word with -able or -ible. Copy the sentence and name the base word and the -able or -ible ending.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Word Detective

Find two more words that follow the word with -able or -ible rule. Name the base word and the -able or -ible ending.

WORD FROM THE READING	VOWEL AND CONSONANT	SHORT SOUND

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a word with -able or -ible and name the base word and the -able or -ible ending.			
I can choose the word with -able or -ible.			
I can show the base word and the -able or -ible ending.			
I can use the word with -able or -ible rule to read a longer word.			