

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by: (i) 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 anti- at the start, the word means against something.

When I see mis- at the start, the word means done wrongly.

When I split the prefix from the base, I can read and understand both parts.

THIS WEEK'S FOCUS

Prefixes anti and mis**from “A Lone Star Choice”**

The prefix anti- means against, and mis- means wrongly. This week we study these prefixes with words related to “A Lone Star Choice.”

This deck teaches **prefixes anti and mis** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 • Cluster 3 • Syllable Types

TEKS 4.2(B) • Syllable Types • Week 14 of 36 • Cluster 3 • Module 2 • 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 word with anti- or mis- syllables. The prefix anti- means against. The prefix mis- means wrongly or badly. Both add a syllable to the base word.”

▶ 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 prefix anti- means against, and mis- means wrongly. This week we study these prefixes with words related to “A Lone Star Choice.””

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

PREP & MATERIALS: the Prefixes anti and mis slide deck for Cluster 3 Module 2 . a class or student copy of “A Lone Star Choice” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with anti- or mis- from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with anti- or mis- pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with anti- or mis-."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 word with anti- or mis-.

Read this sentence about the passage. Find the bold word and the prefix and the base word.

"If leaders **misjudge** the mood of the people, anger can grow quickly."

I CAN | I can notice a word with anti- or mis- and name the prefix and the base word.

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Grade 4 · Cluster 3 · Syllable Types · Monday

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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 word with anti- or mis- syllable."

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

"Listen as I read the sentence. I am looking for the word with anti- or mis- syllable in misjudge."

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

ANSWER KEY: misjudge. Mis-judge. The prefix mis- means wrongly. Judge is the base word. Misjudge means to judge wrongly.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with anti- or mis- syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the prefix and the base word. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with anti- or mis- syllable? Look for the prefix and the base word.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with anti- or mis- syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with anti- or mis- pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with anti- or mis-."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 word with anti- or mis-.

Read the sentence. Which word is a word with anti- or mis-? Use the rule.

"Some people **misread the situation and expected peace instead of war."**

A hopeless • **B** misread • **C** hopeful

I CAN | I can choose the word with anti- or mis- and explain how I know.

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Grade 4 · 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 word with anti- or mis- 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 word with anti- or mis- pattern."

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

ANSWER KEY: B. misread. Mis-read. The prefix mis- means wrongly. Read is the base. Misread means to read wrongly. Hopeless has the suffix -less, and hopeful has -ful.

CHECK FOR UNDERSTANDING

Ask a student to name the prefix and the base word in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the prefix and the base word.

POSSIBLE STUDENT QUESTION

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

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 word with anti- or mis- syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with anti- or mis- works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 word with anti- or mis-.

Read the sentence. In the bold word, name the prefix and the base word.

"By the 1800s, many Texans held strong **antislavery** beliefs."

I CAN | I can show the prefix and the base word.

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Grade 4 · 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 word with anti- or mis- syllable works."

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

"The bold word is antislavery. Name the prefix and the base word."

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

ANSWER KEY: antislavery (related vocabulary). An-ti-slav-er-y. The prefix anti- means against. Slavery is the base. Antislavery means against slavery.

CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and the base word 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 word with anti- or mis-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 split anti- or mis- from the base to read the word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 prefix and the base word.

misunderstand
mis / un / der / stand

I CAN | I can split anti- or mis- from the base to read the word.

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Grade 4 · 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 split anti- or mis- from the base to read the word."

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

"Misunderstand 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: mis / un / der / stand. Mis is the prefix meaning wrongly. Under-stand is the base. The word has two prefixes.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in misunderstand 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 anti- or mis-."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by: (i) 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 prefix and the base word.

"The poem warns that when people **mistreat** others, anger and conflict can follow."

I CAN | I can prove that a word has anti- or mis-.

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Grade 4 · Cluster 3 · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

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 anti- or mis-."

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

"For mistreat, name the prefix and the base word and prove it."

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

ANSWER KEY: mistreat (related vocabulary). Mis-treat. The prefix mis- means wrongly. Treat is the base. Mistreat means to treat wrongly or badly.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the prefix and the base word. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with anti- or mis-? Yes, if it has the prefix and the base word.

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 word with anti- or mis- syllable.

Find a word with anti- or mis- on your own.

Go back to the passage. Find one word with anti- or mis-. Copy the sentence and name the prefix and the base word.

Go back to the reading.
Find one word with anti- or mis-.
Copy the exact sentence. Then name the prefix and the base word.

I CAN | I can find a word with anti- or mis- 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 word with anti- or mis- syllable on your own."

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

"Copy the exact sentence. Then name the prefix and the base word."

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

ANSWER KEY: mismatch. Mis-match. The prefix mis- means wrongly. Match is the base.

CHECK FOR UNDERSTANDING

Scan for students who name the prefix and the base word together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the prefix and the base word.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is word with anti- or mis- and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the prefix and the base word.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE misjudge. Mis-judge. The prefix mis- means wrongly. Judge is the base word. Misjudge means to judge wrongly.

CHOOSE B. misread. Mis-read. The prefix mis- means wrongly. Read is the base. Misread means to read wrongly. Hopeless has the suffix -less, and hopeful has -ful.

SHOW antislavery (related vocabulary). An-ti-slav-er-y. The prefix anti- means against. Slavery is the base. Antislavery means against slavery.

OWN mis / un / der / stand. Mis is the prefix meaning wrongly. Under-stand is the base. The word has two prefixes.

DEFEND mistreat (related vocabulary). Mis-treat. The prefix mis- means wrongly. Treat is the base. Mistreat means to treat wrongly or badly.

YOUR TURN mismatch. Mis-match. The prefix mis- means wrongly. Match is the base.

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 prefix and the base word. 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 prefix and the base word.

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

"Its story still helps people see how choices reshape history. ... The war came to an end at last, but its effects were strong and vast."

Which word has the prefix mis-, meaning wrongly?

A hopeless

B history

C misjudge

D effects

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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 prefix and the base word.

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** **hopeless**
Hopeless has the suffix -less, not the prefix mis-.
- B** **history**
History does not have a prefix.
- C** **misjudge** **Correct.**
Mis-judge. The prefix mis- means wrongly. Misjudge means to judge wrongly.
- D** **effects**
Effects has the prefix ef- (a form of ex-), not mis-.

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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 word with anti- or mis- syllable word and prove the rule.