

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 ir- or in- at the start, the word means not that thing.

Ir- is used before words starting with r (irregular). In- is used before other letters.

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

THIS WEEK'S FOCUS

Prefixes ir and in

from “Making It Happen”

The prefixes ir- and in- mean not. Ir- goes before r- words (irregular), and in- before others (incomplete). This week we study these prefixes with words related to “Making It Happen.”

This deck teaches **prefixes ir and in** 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 word with ir- or in- syllables. The prefixes ir- and in- mean not. Adding them creates the opposite meaning of 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 prefixes ir- and in- mean not. Ir- goes before r-words (irregular), and in- before others (incomplete). This week we study these prefixes with words related to “Making It Happen.””

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

PREP & MATERIALS: the Prefixes ir and in slide deck for Cluster 3 Module 4 . a class or student copy of “Making It Happen” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with ir- or in-."

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 ir- or in-.

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

"Mr. Patel said his business plan was **incomplete until he got the bank loan."**

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

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Grade 4 · Cluster 3 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · 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 a word with ir- or in- 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 ir- or in- syllable in incomplete."

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

ANSWER KEY: incomplete (related vocabulary). In-com-plete. The prefix in- means not. Complete is the base. Incomplete means not complete.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with ir- or in- 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 ir- or in- syllable? Look for the prefix and the base word.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what the word would sound like without the word with ir- or in- pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with ir- or in-."

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 ir- or in-.

Read the sentence. Which word is a word with ir- or in-? Use the rule.

"Aaliyah realized her first idea was **incorrect** and she needed to think again."

A believed • **B** happen • **C** incorrect

I CAN | I can choose the word with ir- or in- 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 ir- or in- 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 ir- or in- pattern."

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

ANSWER KEY: C. incorrect. In-cor-rect. The prefix in- means not. Correct is the base. Incorrect means not correct. Believed has no prefix, and happen has no prefix.

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 ir- or in- syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with ir- or in- 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 ir- or in-.

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

"The hard work behind every business is often **invisible to the customers who buy the goods."**

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

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Grade 4 · Cluster 3 · Syllable Types · Wednesday

TEKS 4.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

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 ir- or in- syllable works."

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

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

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

ANSWER KEY: invisible (related vocabulary). In-vis-i-ble. The prefix in- means not. Visible is the base. Invisible means not visible or not able to be seen.

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 ir- or in- 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 ir- or in- 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.

irresponsible
ir / re / spon / si / ble

I CAN | I can split ir- or in- from the base to read the word.

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Grade 4 · Cluster 3 · Syllable Types · Thursday

TEKS 4.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

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 ir- or in- from the base to read the word."

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

"Irresponsible 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: ir / re / spon / si / ble. Ir is the prefix meaning not. Re is another prefix. Spon is closed. Si is open. Ble is the final stable syllable.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in irresponsible 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 ir- or in-."

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.

"In a free enterprise system, people are independent and can start their own businesses."

I CAN | I can prove that a word has ir- or in-.

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Grade 4 · Cluster 3 · Syllable Types · Friday

TEKS 4.2(B) · Syllable Types · Week 16 of 36 · Cluster 3 · Module 4 · 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 ir- or in-."

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

"For independent, 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: independent (related vocabulary). In-de-pen-dent. The prefix in- means not. Dependent is the base. Independent means not dependent on others.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved independent 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 ir- or in-? 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 ir- or in- syllable.

Find a word with ir- or in- on your own.

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

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

I CAN | I can find a word with ir- or in- 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 ir- or in- 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: irregular. Ir-reg-u-lar. The prefix ir- means not. Regular 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 ir- or in- 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 incomplete (related vocabulary). In-com-plete. The prefix in- means not. Complete is the base. Incomplete means not complete.

CHOOSE C. incorrect. In-cor-rect. The prefix in- means not. Correct is the base. Incorrect means not correct. Believed has no prefix, and happen has no prefix.

SHOW invisible (related vocabulary). In-vis-i-ble. The prefix in- means not. Visible is the base. Invisible means not visible or not able to be seen.

OWN ir / re / spon / si / ble. Ir is the prefix meaning not. Re is another prefix. Spon is closed. Si is open. Ble is the final stable syllable.

DEFEND independent (related vocabulary). In-de-pen-dent. The prefix in- means not. Dependent is the base. Independent means not dependent on others.

YOUR TURN irregular. Ir-reg-u-lar. The prefix ir- means not. Regular is the base.

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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.

“I had an idea, but I didn't have all the money I needed. ... People can come up with ideas and try to make them work.”

Which word has the prefix in- or ir-, meaning not?

A ideas

B inside

C interest

D incomplete

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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 D.

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 D.

A ideas

Ideas starts with i, but it is not a prefix meaning not.

B inside

Inside has in- but it means within, not "not."

C interest

Interest starts with in- but it is not a prefix meaning not here.

D incomplete Correct.

In-com-plete. The prefix in- means not. Incomplete means not complete.

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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 D. 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 ir- or in- syllable word and prove the rule.