

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 phon in a word, I know it connects to sound.

The root phon appears in words like telephone, microphone, and phonics.

When I find the root, I can figure out the word's meaning.

THIS WEEK'S FOCUS

Root phon

from “A Day That Changed”

The root phon means sound. Telephone carries sound far away. Microphone makes small sounds big. This week we study the root phon.

This deck teaches **the root phon (sound)** 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 the root phon syllables. The root phon comes from Greek and means sound. Words with phon connect to 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 root phon means sound. Telephone carries sound far away. Microphone makes small sounds big. This week we study the root phon.”

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

PREP & MATERIALS: the Root phon slide deck for Cluster 6 Module 2 . a class or student copy of "A Day That Changed" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one word with the root phon from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with the root phon pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with the root phon."

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 the root phon.

Read this sentence about the passage. Find the bold word and the root phon and its meaning (sound).

"Jayden used the **telephone** to call his mother when the rain started."

I CAN | I can notice a word with the root phon and name the root phon and its meaning (sound).

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Grade 4 · Cluster 6 · Syllable Types · Monday

TEKS 4.2(B) · Syllable Types · Week 26 of 36 · Cluster 6 · 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 word with the root phon 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 the root phon syllable in telephone."

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

ANSWER KEY: telephone (related vocabulary). Tel-e-phone. The root phon means sound. The root tele means far. A telephone carries sound far away.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with the root phon syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the root phon and its meaning (sound). Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a word with the root phon syllable? Look for the root phon and its meaning (sound).

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with the root phon syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with the root phon pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with the root phon."

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 the root phon.

Read the sentence. Which word is a word with the root phon? Use the rule.

"Ms. Rios spoke into a microphone so every student in the gym could hear the weather lesson."

A microphone • **B** sunshine • **C** happened

I CAN | I can choose the word with the root phon and explain how I know.

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Grade 4 · 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 word with the root phon 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 the root phon pattern."

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

ANSWER KEY: A. microphone. Mi-cro-phone. The root phon means sound. Micro means small. A microphone makes small sounds bigger. Sunshine is a compound word, and happened has no root phon.

CHECK FOR UNDERSTANDING

Ask a student to name the root phon and its meaning (sound) in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the root phon and its meaning (sound).

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the root phon and its meaning (sound).

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 the root phon syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with the root phon 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 the root phon.

Read the sentence. In the bold word, name the root phon and its meaning (sound).

"Earlier that morning, the class had practiced **phonics by reading words aloud."**

I CAN | I can show the root phon and its meaning (sound).

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Grade 4 · 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 word with the root phon syllable works."

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

"The bold word is phonics. Name the root phon and its meaning (sound)."

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

ANSWER KEY: phonics (related vocabulary). Phon-ics. The root phon means sound. Phonics is the study of speech sounds in reading.

CHECK FOR UNDERSTANDING

Ask a student to point to the root phon and its meaning (sound) 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 the root phon 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 root phon to figure out a word's meaning."

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 root phon and its meaning (sound).

saxophone
sax / o / phone

I CAN | I can use the root phon to figure out a word's meaning.

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Grade 4 · 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 use the root phon to figure out a word's meaning."

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

"Saxophone 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: sax / o / phone. The root phon means sound. A saxophone is a musical instrument named after its inventor Sax and the root for sound.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in saxophone 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 the root phon."

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 root phon and its meaning (sound).

"That evening, Jayden listened to a **symphony** on the radio while doing homework."

I CAN | I can prove that a word has the root phon.

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Grade 4 · Cluster 6 · 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 the root phon."

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

"For symphony, name the root phon and its meaning (sound) and prove it."

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

ANSWER KEY: symphony (related vocabulary). Sym-pho-ny. The root phon means sound. Sym means together. A symphony is sounds played together.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may name the whole word instead of the root phon and its meaning (sound). Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern word with the root phon? Yes, if it has the root phon and its meaning (sound).

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 the root phon syllable.

Find a word with the root phon on your own.

Go back to the passage. Find one word with the root phon. Copy the sentence and name the root phon and its meaning (sound).

Go back to the reading.
Find one word with the root phon.
Copy the exact sentence. Then name the root phon and its meaning (sound).

I CAN | I can find a word with the root phon 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 the root phon syllable on your own.”

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

“Copy the exact sentence. Then name the root phon and its meaning (sound).”

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

ANSWER KEY: headphones. Head-phones. The root phon means sound. Headphones carry sound to your ears.

CHECK FOR UNDERSTANDING

Scan for students who name the root phon and its meaning (sound) together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the root phon and its meaning (sound).

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the root phon and its meaning (sound).

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE telephone (related vocabulary). Tel-e-phone. The root phon means sound. The root tele means far. A telephone carries sound far away.

CHOOSE A. microphone. Mi-cro-phone. The root phon means sound. Micro means small. A microphone makes small sounds bigger. Sunshine is a compound word, and happened has no root phon.

SHOW phonics (related vocabulary). Phon-ics. The root phon means sound. Phonics is the study of speech sounds in reading.

OWN sax / o / phone. The root phon means sound. A saxophone is a musical instrument named after its inventor Sax and the root for sound.

DEFEND symphony (related vocabulary). Sym-pho-ny. The root phon means sound. Sym means together. A symphony is sounds played together.

YOUR TURN headphones. Head-phones. The root phon means sound. Headphones carry sound to your ears.

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 root phon and its meaning (sound). 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 root phon and its meaning (sound).

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

“Some students were disappointed, but Ms. Rios saw it as a chance to explain. ... This is weather, she said.”

Which word has the root phon, meaning sound?

A weather

B temperature

C condition

D telephone

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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 root phon and its meaning (sound).

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 weather
Weather has no root phon.

B temperature
Temperature has no root phon.

C condition
Condition has no root phon.

D telephone Correct.
Tel-e-phon. The root phon means sound. A telephone carries sound far away.

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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 the root phon syllable word and prove the rule.