

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?

When I find a prefix, I can split it from the base word to read both parts.

A prefix changes the meaning of the base word.

When I know the prefix and the base, I can figure out the whole word.

THIS WEEK'S FOCUS

Prefix Review

from “The Great Chocolate Chip Cookie Mystery”

This week we review prefixes using words from “The Great Chocolate Chip Cookie Mystery.” We split each prefix from its base word to read and understand the whole word.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 5 • Prepare Cluster • Syllable Types

TEKS 5.2(B) • Syllable Types • Week 2 of 36 • Prepare Cluster • 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 a prefix syllables. A prefix is a word part added to the beginning of a base word. It changes the meaning. Common prefixes include un-, re-, dis-, pre-, and mis-.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“This week we review prefixes using words from “The Great Chocolate Chip Cookie Mystery.” We split each prefix from its base word to read and understand the whole word.”

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

PREP & MATERIALS: the Prefix Review slide deck for Prepare Cluster Module 2 . a class or student copy of “The Great Chocolate Chip Cookie Mystery” . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a prefix."

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 word with a prefix.

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

"Jordan stared as if someone had just **informed him that summer vacation had been canceled."**

I CAN | I can notice a word with a prefix and name the prefix and the base word.

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Grade 5 · Prepare Cluster · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 2 of 36 · Prepare Cluster · 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 a prefix 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 a prefix syllable in informed."

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

ANSWER KEY: informed. The prefix in- is added to the base word formed. In- means into, so informed means to have put information into someone's mind.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with a prefix syllable. Keep the demand at this level.

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with a prefix."

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 word with a prefix.

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

"Maya said her brother would not waste his time **stealing** cookies, because he was too **uninterested**."

A stealing • **B** cookies • **C** uninterested

I CAN | I can choose the word with a prefix and explain how I know.

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Grade 5 · Prepare Cluster · 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 a prefix 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 a prefix pattern."

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

ANSWER KEY: C. uninterested. Un- is the prefix, and interested is the base word. Un- means not, so uninterested means not interested. Stealing and cookies do not have prefixes.

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 a prefix syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with a prefix 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 word with a prefix.

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

"Ms. Ruiz said the cookies would be **replaced** on Monday."

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

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Grade 5 · Prepare Cluster · 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 a prefix syllable works."

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

"The bold word is **replaced**. Name the prefix and the base word."

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

ANSWER KEY: replaced. The prefix re- means again. The base word is placed. Replaced means placed again, or put back.

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 a prefix 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 the prefix from the base to read it."

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 prefix and the base word.

disagreed
dis / a / greed

I CAN | I can split the prefix from the base to read it.

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Grade 5 · Prepare Cluster · 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 the prefix from the base to read it."

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

"Disagreed 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: dis / a / greed. Dis- is the prefix meaning not or opposite. Agreed is the base word. Disagreed means did not agree. Split the prefix from the base to read the word.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in disagreed 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 a prefix."

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 prefix and the base word.

"The thief was still **unknown** after the first round of questions."

I CAN | I can prove that a word has a prefix.

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Grade 5 · Prepare Cluster · 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 a prefix."

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

"For unknown, 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: unknown. Un- is the prefix meaning not. Known is the base word. Unknown means not known. The prefix changes the base word to its opposite.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved unknown 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 a prefix? 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 a prefix syllable.

Find a word with a prefix on your own.

Go back to the passage. Find one word with a prefix. Copy the sentence and name the prefix and the base word.

**Go back to the reading.
Find one word with a prefix.
Copy the exact sentence. Then name the prefix and the base word.**

I CAN | I can find a word with a prefix 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 a prefix 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: untouched. Un- is the prefix meaning not. Touched is the base word. Untouched means not touched.

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 a prefix 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 informed. The prefix in- is added to the base word formed. In- means into, so informed means to have put information into someone's mind.

CHOOSE C. uninterested. Un- is the prefix, and interested is the base word. Un- means not, so uninterested means not interested. Stealing and cookies do not have prefixes.

SHOW replaced. The prefix re- means again. The base word is placed. Replaced means placed again, or put back.

OWN dis / a / greed. Dis- is the prefix meaning not or opposite. Agreed is the base word. Disagreed means did not agree. Split the prefix from the base to read the word.

DEFEND unknown. Un- is the prefix meaning not. Known is the base word. Unknown means not known. The prefix changes the base word to its opposite.

YOUR TURN untouched. Un- is the prefix meaning not. Touched is the base word. Untouched means not touched.

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.

“Jordan stared as if someone had just informed him. ... The cookies would be replaced on Monday. ... The thief was still unknown.”

Which word has a prefix that means not?

A cookies

B unknown

C pointed

D morning

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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 B.

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 B.

A cookies
Cookies does not have a prefix. It is a base word with a plural -s.

B unknown **Correct.**
The prefix un- means not. Unknown means not known.

C pointed
Pointed has the suffix -ed, not a prefix at the beginning.

D morning
Morning does not begin with a prefix. The mor- is part of the base word.

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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 B. 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 a prefix syllable word and prove the rule.