

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 see semi- at the start, I know it means half or partly.

When I see anti- at the start, I know it means against.

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

THIS WEEK'S FOCUS

Prefixes semi and anti**from “The Ocean Lesson”**

This week we study the prefixes semi- and anti- using words connected to "The Ocean Lesson." Semi- means half or partly. Anti- means against or opposite.

This deck teaches **prefixes semi and anti** 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 semi- or anti- syllables. The prefix semi- means half or partly. The prefix anti- means against or opposite. Both prefixes add a syllable and change the 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.

“This week we study the prefixes semi- and anti- using words connected to "The Ocean Lesson." Semi- means half or partly. Anti- means against or opposite.”

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

PREP & MATERIALS: the Prefixes semi and anti slide deck for Cluster 1 Module 3 . a class or student copy of "The Ocean Lesson" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

NOTICE

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

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 semi- or anti-.

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

"The students sat in a **semicircle** around the aquarium tank."

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

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Grade 5 · Cluster 1 · Syllable Types · Monday

TEKS 5.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 semi- or anti- 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 semi- or anti- syllable in semicircle."

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

ANSWER KEY: semicircle. Semi- means half. Circle is the base word. A semicircle is half of a circle.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

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

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 semi- or anti-.

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

"The exhibit used **antibacterial wipes near the touch tank."**

A antibacterial • **B** exhibit • **C** wipes

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

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Grade 5 · Cluster 1 · 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 semi- or anti- 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 semi- or anti- pattern."

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

ANSWER KEY: A. antibacterial. Anti- means against. Bacterial is the base. Antibacterial means working against bacteria. Semiformal has semi- (half), not anti-.

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 semi- or anti- syllable in the sentence.

TODAY'S THINKING JOB

SHOW

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

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

"In cold water, some fish produce a natural **antifreeze** that keeps their blood from freezing."

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

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Grade 5 · Cluster 1 · Syllable Types · Wednesday

TEKS 5.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 semi- or anti- syllable works."

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

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

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

ANSWER KEY: antifreeze. Anti- means against. Freeze is the base word. Antifreeze is a substance that works against freezing.

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 semi- or anti-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 semi- or anti- 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.

semifinal
sem / i / fi / nal

I CAN | I can split semi- or anti- from the base to read it.

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Grade 5 · Cluster 1 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 semi- or anti- from the base to read it."

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

"Semifinal 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: sem / i / fi / nal. Semi- means half or partly. Final is the base. A semifinal is the round before the final, or halfway to the final.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in semifinal 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 semi- or anti-."

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.

"Some ocean animals live alone and seem **antisocial, preferring deep water far from others."**

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

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Grade 5 · Cluster 1 · Syllable Types · Friday

TEKS 5.2(B) · Syllable Types · Week 7 of 36 · Cluster 1 · Module 3 · 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 semi- or anti-."

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

"For antisocial, 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: antisocial. Anti- means against. Social is the base word. Antisocial means against being social, or avoiding the company of others.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved antisocial 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 semi- or anti-? 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 semi- or anti- syllable.

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

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

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

I CAN | I can find a word with semi- or anti- 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 semi- or anti- 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: semiannual. Semi- means half. Annual means yearly. Semiannual means happening twice a year, or every half year.

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 semi- or anti- 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 semicircle. Semi- means half. Circle is the base word. A semicircle is half of a circle.

CHOOSE A. antibacterial. Anti- means against. Bacterial is the base. Antibacterial means working against bacteria. Exhibit and wipes do not have semi- or anti-.

SHOW antifreeze. Anti- means against. Freeze is the base word. Antifreeze is a substance that works against freezing.

OWN sem / i / fi / nal. Semi- means half or partly. Final is the base. A semifinal is the round before the final, or halfway to the final.

DEFEND antisocial. Anti- means against. Social is the base word. Antisocial means against being social, or avoiding the company of others.

YOUR TURN semiannual. Semi- means half. Annual means yearly. Semiannual means happening twice a year, or every half year.

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.

“The students sat in a semicircle. ... Some fish produce a natural antifreeze. ... Some ocean animals seem antisocial.”

In which word does the prefix mean against?

A turtles

B antifreeze

C ocean

D aquarium

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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 turtles**
Turtles does not begin with semi- or anti-.
- B antifreeze Correct.**
Anti- means against. Antifreeze works against freezing.
- C ocean**
Ocean does not begin with semi- or anti-.
- D aquarium**
Aquarium does not begin with semi- or anti-.

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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 semi- or anti- syllable word and prove the rule.