

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 inter-, I know it means between or among.

When I see over-, I know it means too much or above.

When I see under-, I know it means below or not enough.

THIS WEEK'S FOCUS

Prefixes inter, over, under

from “The Ocean Lesson”

This week we study the prefixes inter-, over-, and under- using words from “The Ocean Lesson.” Inter- means between. Over- means too much or above. Under- means below or not enough.

This deck teaches **prefixes inter, over, and under** 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 inter-, over-, or under- syllables. The prefix inter- means between or among. The prefix over- means too much or above. The prefix under- means below or not enough.”

▶ 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 inter-, over-, and under- using words from “The Ocean Lesson.” Inter- means between. Over- means too much or above. Under- means below or not enough.”

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

PREP & MATERIALS: the Prefixes inter, over, under slide deck for Cluster 1 Module 4 . 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 inter-, over-, or under- from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the word with inter-, over-, or under- pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with inter-, over-, or under-."

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 inter-, over-, or under-.

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

"Nyla visited a marine biology exhibit and watched creatures living underwater."

I CAN | I can notice a word with inter-, over-, or under- 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 8 of 36 · Cluster 1 · 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 inter-, over-, or under- 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 inter-, over-, or under- syllable in underwater."

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

ANSWER KEY: underwater. Under- means below. Water is the base word. Underwater means below the surface of the water.

CHECK FOR UNDERSTANDING

Ask a student to explain the word with inter-, over-, or under-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 inter-, over-, or under- syllable? Look for the prefix and the base word.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the word with inter-, over-, or under- syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the word with inter-, over-, or under- pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a word with inter-, over-, or under-."

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 inter-, over-, or under-.

Read the sentence. Which word is a word with inter-, over-, or under-? Use the rule.

"The guide explained how ocean creatures **interact with each other, and that **overfishing** threatens the balance."**

A overfishing • **B** creatures • **C** interact

I CAN | I can choose the word with inter-, over-, or under- and explain how I know.

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Grade 5 · Cluster 1 · Syllable Types · Tuesday

TEKS 5.2(B) · Syllable Types · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

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 inter-, over-, or under- 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 inter-, over-, or under- pattern."

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

ANSWER KEY: C. interact. Inter- means between or among. Act is the base word. Interact means to act together or among each other. Overfishing has over- (too much), not inter-.

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 inter-, over-, or under-syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a word with inter-, over-, or under- 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 inter-, over-, or under-.

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

"The tide pool was small and **overcrowded** with sea stars."

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 8 of 36 · Cluster 1 · 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 inter-, over-, or under- syllable works."

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

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

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

ANSWER KEY: overcrowded. Over- means too much. Crowded is the base word. Overcrowded means too crowded, more than the space can hold.

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 inter-, over-, or under- 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.

international
in / ter / na / tion / al

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

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Grade 5 · Cluster 1 · Syllable Types · Thursday

TEKS 5.2(B) · Syllable Types · Week 8 of 36 · Cluster 1 · 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 the prefix from the base to read it."

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

"International 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: in / ter / na / tion / al. Inter- means between. National relates to a nation. -Al is a suffix. International means between or among nations.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in international 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 inter-, over-, or under-."

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.

"Do not **underestimate** the power of the ocean, the guide warned."

I CAN | I can prove that a word has inter-, over-, or under-.

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Grade 5 · Cluster 1 · 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 inter-, over-, or under-."

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

"For underestimate, 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: underestimate. Under- means below or not enough. Estimate is the base word. Underestimate means to estimate below the true value, or to think something is less than it really is.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved underestimate 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 inter-, over-, or under-? 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 inter-, over-, or under- syllable.

Find a word with inter-, over-, or under- on your own.

Go back to the passage. Find one word with inter-, over-, or under-. Copy the sentence and name the prefix and the base word.

Go back to the reading.
Find one word with inter-, over-, or under-.
Copy the exact sentence. Then name the prefix and the base word.

I CAN | I can find a word with inter-, over-, or under- 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 inter-, over-, or under-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: overlook. Over- means above. Look is the base word. Overlook means to look from above, or to miss something by looking past it.

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 inter-, over-, or under- 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.

SYLLABLE TYPES

Answers, across the five thinking levels.

NOTICE underwater. Under- means below. Water is the base word. Underwater means below the surface of the water.

CHOOSE C. interact. Inter- means between or among. Act is the base word. Interact means to act together or among each other. Overfishing has over- (too much), not inter-.

SHOW overcrowded. Over- means too much. Crowded is the base word. Overcrowded means too crowded, more than the space can hold.

OWN in / ter / na / tion / al. Inter- means between. National relates to a nation. -Al is a suffix. International means between or among nations.

DEFEND underestimate. Under- means below or not enough. Estimate is the base word. Underestimate means to estimate below the true value, or to think something is less than it really is.

YOUR TURN overlook. Over- means above. Look is the base word. Overlook means to look from above, or to miss something by looking past it.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

 ~4 min

Review the Answers

" " = 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.

“Nyla watched creatures living underwater. ... Ocean creatures interact with each other. ... Do not underestimate the power of the ocean.”

In which word does the prefix mean between or among?

A turtles

B ocean

C interact

D biology

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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 turtles

Turtles does not begin with inter-, over-, or under-.

B ocean

Ocean does not begin with inter-, over-, or under-.

C interact Correct.

Inter- means between or among. Interact means to act among each other.

D biology

Biology does not begin with inter-, over-, or under-.

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TEKS 5.2(B) · Syllable Types · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

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 inter-, over-, or under- syllable word and prove the rule.