

EXACT TEKS WORDING (FROM TEA)

“determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter”

WHAT DOES THIS MEAN TO ME?

Big words are built from smaller parts. Each part carries meaning.

When I find a prefix, suffix, or root, I can use it to figure out a word I do not know.

I check my meaning in the sentence to be sure it makes sense.

THIS WEEK'S FOCUS

SUFFIX -ABLE

The suffix **-able** means “able to be; can be”. A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used.

from “The Energy We Use Everyday”

This week we move across five thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES · SLIDE 1 OF 10 ·
Introduce the Week

⌚ ~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: “This week we are word detectives. Our word part is the suffix **-able**. It means **able to be; can be**.”

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

SAY: “A suffix is a word part added to the end of a base word. It changes what the word means or how the word is used. When we know what a word part means, we can figure out words we have never seen before.”

DO: Point to the five thinking levels. Preview the week: we **NOTICE** the word part, **CHOOSE** its meaning, **SHOW** how the parts build the word, **OWN** it by building our own words, and **DEFEND** a word's meaning with the word part and the sentence.

PREP & MATERIALS: the Morphemes slide deck for Cluster 2 Module 1 · a class or student copy of “The Energy We Use Everyday” · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

WORD PARTS IN THE READING

Renewable (renew + able): “Renewable resources can be replaced over time and used again.”

dependable (depend + able): “Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies.”

renewable (renew + able): “This makes renewable resources valuable sources of energy for communities around the world.”

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix **-able**, then tell what it means.

RAISE THE THINKING

Ask how the meaning of a word changes when you take the suffix away.

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -able.

"Renewable resources can be replaced over time and used again."

I CAN I can find a word with the suffix -able in our reading.

Grade 4 · Cluster 2 · Morphemes · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·
Monday · NOTICE · Foundational

⌚ ~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is NOTICE. I can find a word with the suffix -able in our reading."

DO: Read the task on the slide aloud: Notice the suffix. Read this sentence from the passage. Find the word with the suffix -able.

SAY: "Let's read the sentence together. Look at the end of each word. Which word has -able?"

DO: Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box.

ANSWER KEY: Renewable. It has the suffix -able: renew + able.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -able? What is left when you take it off?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Does every word that ends with able have the suffix -able? No. Take the letters off. If a real base word is left and the meanings add up, it is the suffix.

RPLD EVIDENCE & ADVICE

NOTICE at the Foundational level is about recognizing the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for CHOOSE.

TODAY'S THINKING JOB

CHOOSE

I can choose the meaning of a word part.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Choose what -able means.

The word Renewable has the suffix -able. What does -able mean?

Renewable = renew + able

A. able to be; can be B. not able C. a person who

I CAN I can choose the meaning of the suffix -able.

Grade 4 · Cluster 2 · Morphemes · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 ·
Tuesday · CHOOSE · Developing

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is CHOOSE. I can choose the meaning of the suffix -able."

DO: Read the task on the slide aloud: Choose what -able means. The word Renewable has the suffix -able. What does -able mean?

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -able do to the word?"

DO: Read all three choices aloud. Have students hold up fingers for A, B, or C, then explain their choice.

ANSWER KEY: A. able to be; can be. Renewable means able to be made new again.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -able to explain the whole word Renewable.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

How do I know the other choices are wrong? Each wrong choice is the meaning of a different word part.

RPLD EVIDENCE & ADVICE

CHOOSE at the Developing level is about choosing the meaning of the word part. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for SHOW.

TODAY'S THINKING JOB

SHOW

I can break a word into parts.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Show how the parts build the word.

Break the word dependable into parts. What does it mean in this sentence?

"Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies."

dependable = _____ + _____

I CAN I can break a word into parts and build its meaning.

Grade 4 · Cluster 2 · Morphemes · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·
Wednesday · SHOW · Independent

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is SHOW. I can break a word into parts and build its meaning."

DO: Read the task on the slide aloud: Show how the parts build the word. Break the word dependable into parts. What does it mean in this sentence?

SAY: "First find the suffix. Then find the base word. Put their meanings together."

DO: Model the split on the board with a slash between the parts, then have students write the parts and the meaning.

ANSWER KEY: Depend + able. In this sentence, dependable means able to be depended on; reliable.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask: what does the base word mean by itself? What does the suffix add?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the spelling changes when the parts join? Sometimes a letter drops or changes, like happy and happiness. The meaning still adds up.

RPLD EVIDENCE & ADVICE

SHOW at the Independent level is about breaking a word into parts and building its meaning. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for OWN.

TODAY'S THINKING JOB

OWN

I can build and use new words.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Own it. Build and use your own word.

Build a word with the suffix -able. Use your new word in a sentence.

wash + able = ? • break + able = ? • read + able = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -able and use them correctly.

Grade 4 · Cluster 2 · Morphemes · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is OWN. I can build new words with the suffix -able and use them correctly."

DO: Read the task on the slide aloud: Own it. Build and use your own word. Build a word with the suffix -able. Use your new word in a sentence.

SAY: "You are the word builder now. Put the parts together, say the new word, and tell what it means."

DO: Have partners build all three words aloud, then write one sentence on the tracking sheet. Share two sentences.

ANSWER KEY: washable, breakable, readable. Answers vary.
Example: Be careful with that breakable glass vase.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to read their sentence and tell how the word part changed the base word's meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

Can I use a word that is not on the slide? Yes, if it truly has this word part and the meanings add up.

RPLD EVIDENCE & ADVICE

OWN at the Advanced level is about using the word part to build and use new words. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for DEFEND.

TODAY'S THINKING JOB

DEFEND

I can defend a word's meaning.

EXACT TEKS WORDING

"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter"

Defend the meaning.

How do the suffix and the sentence prove what renewable means?

"This makes renewable resources valuable sources of energy for communities around the world."

Use the word part AND the sentence to explain.

I CAN I can use a word part and the sentence to prove what a word means.

Grade 4 · Cluster 2 · Morphemes · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: "Today's thinking job is DEFEND. I can use a word part and the sentence to prove what a word means."

DO: Read the task on the slide aloud: Defend the meaning. How do the suffix and the sentence prove what renewable means?

SAY: "Good readers use two tools: the word part and the sentence. When both point to the same meaning, we can be sure."

DO: Ask students to underline the word part and circle a clue in the sentence, then write their explanation.

ANSWER KEY: The suffix -able means able to be, so renewable means able to be renewed. The passage says these resources can be replaced and used again.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Ask: which clue in the sentence agrees with the word part?

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the word part and the sentence seem to disagree? Reread the sentence. The author's meaning always has to fit the sentence.

RPLD EVIDENCE & ADVICE

DEFEND at the Reflective level is about defending a word's meaning with the word part and the sentence. Keep the demand at this level; save deeper analysis for later in the week.

RAISE THE THINKING

Ask a student to try the next move early, which primes them for new words in their independent reading.

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -able or another word part you know. Break it apart and explain it.

Go back to the reading.
Find one more word with a word part.
Write the word, break it into parts, and tell what it means.

I CAN I can break a new word into parts and explain its meaning.

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Grade 4 · Cluster 2 · Morphemes

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN

⌚ ~5 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: “Now it is your turn to be the word detective on your own.”

DO: Read the Your Turn task: Go back to the passage. Find another word with the suffix -able or another word part you know. Break it apart and explain it. Students work independently on the tracking sheet.

SAY: “Find the word part first. Then find the base word or root. Put the meanings together, and check that your meaning fits the sentence.”

DO: Circulate and note who can break a word into parts and explain its meaning without help.

ANSWER KEY: Answers vary. One example: valuable (value + able), which means having great value.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Scan for students who can name the word part, the base word or root, and the whole-word meaning.

COMMON MISCONCEPTION

Students may think any word that ends with the same letters has the suffix. Take the letters off: a real base word must be left, and the meanings must add up.

POSSIBLE STUDENT QUESTION

What if the letters are there but the meaning does not fit? Then those letters are not a word part in that word. Take the part off: if a real base word is left and the meanings add up, it is a word part.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill. Look for accurate splits and meanings that fit the sentence.

RAISE THE THINKING

Ask an early finisher to list three more words with the suffix -able and one word that only looks like it has it.

Answers across the five thinking levels.

NOTICE Renewable. It has the suffix -able: renew + able.

CHOOSE A. able to be; can be. Renewable means able to be made new again.

SHOW Depend + able. In this sentence, dependable means able to be depended on; reliable.

OWN washable, breakable, readable. Answers vary. Example: Be careful with that breakable glass vase.

DEFEND The suffix -able means able to be, so renewable means able to be renewed. The passage says these resources can be replaced and used again.

YOUR TURN Answers vary. One example: valuable (value + able), which means having great value.

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Grade 4 · Cluster 2 · Morphemes

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·
Review the Answers

⌚ ~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: “Let's check our work across the five thinking levels.”

DO: *Reveal the answer slide one row at a time. Have students check their own tracking sheet as you go.*

SAY: “If you missed one, that is where your learning is. Go back to the word, find its parts, and try again.”

DO: *Celebrate students who explained how the parts build the meaning, not just students who named the part.*

ANSWER KEY: NOTICE: Renewable. It has the suffix -able: renew + able. CHOOSE: A. able to be; can be. Renewable means able to be made new again. SHOW: Depend + able. In this sentence, dependable means able to be depended on; reliable. OWN: washable, breakable, readable. Answers vary. Example: Be careful with that breakable glass vase. DEFEND: The suffix -able means able to be, so renewable means able to be renewed. The passage says these resources can be replaced and used again. YOUR TURN: Answers vary. One example: valuable (value + able), which means having great value.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Students can explain how the word part and the base word work together, not just name the word part.

COMMON MISCONCEPTION

Naming the word part without using it to explain the whole word. Ask for the whole-word meaning every time.

POSSIBLE STUDENT QUESTION

Why do we check the sentence too? Because the sentence proves which meaning the author wants.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for word part plus sentence evidence.

RAISE THE THINKING

Ask a student to explain what would change if a different word part were added to the same base word.

READ THIS SENTENCE FROM THE PASSAGE.

This can cause mismanagement of energy resources if people do not plan carefully.

The prefix mis- helps the reader understand that mismanagement means what?

- A** managing something once again
- B** managing something badly or wrongly
- C** managing something before it starts
- D** a person who manages energy well

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: “Here is a test-style question, the kind you see on the state test.”

DO: *Read the sentence and the question aloud: The prefix mis- helps the reader understand that mismanagement means what?*

SAY: “Find the word part. Think about what it means. Then read all four choices and check which one fits the sentence.”

DO: *Give think time. Have students choose privately before any discussion.*

ANSWER KEY: The answer is B. managing something badly or wrongly

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Students choose by using the word part and the sentence, not by picking the answer that sounds fancy.

COMMON MISCONCEPTION

Choosing an answer that uses the meaning of a different word part. Ask: which word part would give that meaning?

POSSIBLE STUDENT QUESTION

What if two answers look close? Put each answer back into the sentence. Only one keeps the meaning of the word part and fits the sentence.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action: word part plus context under test conditions.

RAISE THE THINKING

Ask which word part each wrong answer seems to use, which leads into the next slide.

The answer is **B**.

- A** managing something once again
Once again is the meaning of re-, not mis-.
- B** managing something badly or wrongly
Correct. Mis- means wrongly or badly. Not planning carefully leads to bad managing.
- C** managing something before it starts
Before is the meaning of pre-, not mis-.
- D** a person who manages energy well
Mis- does not name a person, and it means badly, not well.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

SAY = read word for word · DO = teacher direction (do not read aloud)

SAY: “The correct answer is B. The most important part is understanding why.”

DO: *Reveal each choice's reason. Spend the most time on the wrong answers, where the learning lives.*

SAY: “Each wrong choice breaks one part of the thinking: the wrong word part, the wrong base word, or a meaning that does not fit the sentence.”

DO: *Have students write one sentence in their own words explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A. managing something once again: Once again is the meaning of re-, not mis-. B. managing something badly or wrongly: Correct. Mis- means wrongly or badly. Not planning carefully leads to bad managing. C. managing something before it starts: Before is the meaning of pre-, not mis-. D. a person who manages energy well: Mis- does not name a person, and it means badly, not well.

TEKS 3(C) · SUFFIX -ABLE · Week 9 of 36 · Cluster 2 · Module 1

CHECK FOR UNDERSTANDING

Students can explain why the correct answer matches the word part, the base word, and the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it sounds right? It may fit the sentence but not the word part, or fit the word part but not the sentence.

RPLD EVIDENCE & ADVICE

Explaining the wrong answers is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to find a word with the suffix -able in another book they are reading.