

EXACT TEKS WORDING (FROM TEA)

*“identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo”*

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

ROOT PHOTO

The root **photo** means “light”. A root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin.

from “The Garden That Wouldn’t Grow”

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 root photo. It means light.”

**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 root is a word part that carries the main meaning of a word. Many roots come from Greek or Latin. 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 4 Module 1 · a class or student copy of “The Garden That Wouldn’t Grow” · the student tracking sheet · pencils

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · Module 1

WORD PARTS IN THE READING

**photosynthesis** (photo + synthesis): “Plants need sunlight to make food in their leaves through photosynthesis.”

**photograph** (photo + graph): “Kendrix took a photograph of the drooping plants each afternoon.”

[Extra example, not from the passage]

**photograph** (photo + graph): “By comparing each photograph, Kendrix could see how the plants changed.” [Extra example, not from the passage]

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the root photo, then tell what it means.

RAISE THE THINKING

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

TODAY'S THINKING JOB

# NOTICE

I can notice word parts.

EXACT TEKS WORDING

*"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"*

## Notice the root.

Read this sentence from the passage. Find the word with the root photo.

**"Plants need sunlight to make food in their leaves through photosynthesis."**

**I CAN** I can find a word with the root photo in our reading.

Grade 5 · Cluster 4 · 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 root photo in our reading."

**DO:** Read the task on the slide aloud: Notice the root. Read this sentence from the passage. Find the word with the root photo.

**SAY:** "Let's read the sentence together. Look at the middle or anywhere of each word. Which word has photo?"

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

**ANSWER KEY:** Photosynthesis. It has the root photo: photo + synthesis.

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### CHECK FOR UNDERSTANDING

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

### COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

### POSSIBLE STUDENT QUESTION

Is a root a whole word? Often it is not. The root photo carries meaning, and other word parts are added to it.

### 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

*"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"*

**Choose what photo means.**

The word photosynthesis has the root photo. What does photo mean?

photosynthesis = photo + synthesis

A. earth B. self C. light

**I CAN** I can choose the meaning of the root photo.

Grade 5 · Cluster 4 · 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 root photo."

**DO:** Read the task on the slide aloud: Choose what photo means. The word photosynthesis has the root photo. What does photo mean?

**SAY:** "Cover the root with your finger. Read what is left. Now think: what does adding photo 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:** C. light. Photosynthesis means the way plants use light to make food.

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CHECK FOR UNDERSTANDING

Ask a student to use the meaning of photo to explain the whole word photosynthesis.

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

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

"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Kendrix took a photograph of the drooping plants each afternoon."

photograph = \_\_\_\_ + \_\_\_\_

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

Grade 5 · Cluster 4 · 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 photograph into parts. What does it mean in this sentence?

**SAY:** "First find the root. Then find the root. 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. Tell students this is an extra example written for this week, not a sentence from the passage.

**ANSWER KEY:** Photo + graph. In this sentence, photograph means a picture made using light.

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CHECK FOR UNDERSTANDING

Ask: what does the root mean by itself? What does the root add?

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

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

*"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"*

Own it. Build and use your own word.

Build a word with the root photo. Use your new word in a sentence.

photo + graph = ? • photo + graph + er = ? • photo + copy = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the root photo and use them correctly.

Grade 5 · Cluster 4 · 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 root photo 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 root photo. 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:** photograph, photographer, photocopy. Answers vary. Example: The photographer waited for the morning light.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · 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 the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

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

*"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo"*

**Defend the meaning.**

How do the root and the sentence prove what photograph means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

**"By comparing each photograph, Kendrix could see how the plants changed."**

**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 5 · Cluster 4 · 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 root and the sentence prove what photograph 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. Tell students this is an extra example written for this week, not a sentence from the passage.

**ANSWER KEY:** The root photo means light, so a photograph is made with light. The sentence says Kendrix used photographs to see how the plants changed.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

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 root photo 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.

### 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 root photo 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: taller (tall + er), which means more tall.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · 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 the root alone is the whole meaning. The other word parts change the meaning too, and the sentence shows which meaning fits.

#### 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 root photo and one word that only looks like it has it.

## Answers across the five thinking levels.

**NOTICE**      Photosynthesis. It has the root photo: photo + synthesis.

**CHOOSE**      C. light. Photosynthesis means the way plants use light to make food.

**SHOW**      Photo + graph. In this sentence, photograph means a picture made using light.

**OWN**      photograph, photographer, photocopy. Answers vary. Example: The photographer waited for the morning light.

**DEFEND**      The root photo means light, so a photograph is made with light. The sentence says Kendrix used photographs to see how the plants changed.

**YOUR TURN**      Answers vary. One example: taller (tall + er), which means more tall.

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Grade 5 · Cluster 4 · 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: Photosynthesis. It has the root photo: photo + synthesis. CHOOSE: C. light. Photosynthesis means the way plants use light to make food. SHOW: Photo + graph. In this sentence, photograph means a picture made using light. OWN: photograph, photographer, photocopy. Answers vary. Example: The photographer waited for the morning light. DEFEND: The root photo means light, so a photograph is made with light. The sentence says Kendrix used photographs to see how the plants changed. YOUR TURN: Answers vary. One example: taller (tall + er), which means more tall.

TEKS 3(C) · ROOT PHOTO · Week 17 of 36 · Cluster 4 · 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.

**Plants need sunlight to make food in their leaves through photosynthesis.**

**The Greek root photo means light. What does photosynthesis most likely involve?**

- A** using light to make food
- B** using water to make soil
- C** taking pictures of leaves
- D** using earth to grow roots

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Grade 5 · Cluster 4 · Morphemes

**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 Greek root photo means light. What does photosynthesis most likely involve?*

**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 A. using light to make food

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**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 **A**.

- A** using light to make food  
Correct. Photo means light, and the sentence says plants use sunlight to make food.
- B** using water to make soil  
Water and soil are nearby ideas, not light.
- C** taking pictures of leaves  
A picture fits photograph, not this whole word.
- D** using earth to grow roots  
Earth is the meaning of geo, not photo.

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Grade 5 · Cluster 4 · Morphemes

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 A. 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: A. A. using light to make food: Correct. Photo means light, and the sentence says plants use sunlight to make food. B. using water to make soil: Water and soil are nearby ideas, not light. C. taking pictures of leaves: A picture fits photograph, not this whole word. D. using earth to grow roots: Earth is the meaning of geo, not photo.

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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 root photo in another book they are reading.