

## EXACT TEKS WORDING (FROM TEA)

*“demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes”*

## WHAT DOES THIS MEAN TO ME?

A prefix is a word part added to the front of a word.

The prefix **de** means down or away; **trans** means across or through.

The base word keeps its spelling when you add the prefix.

## THE SPELLING RULE

Prefixes **de** and **trans**

**defrost defuse deform deflate transport**  
**transform translate transfer transplant**  
**transparent**

The prefix **de** means down or away; **trans** means across or through.

**WHERE THEY APPEAR:** “We will transport the food and defrost it later.”

This deck teaches **Prefixes de and trans** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~ 5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week our spelling rule is Prefixes de and trans.”**

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

**“Our words all share the same prefix: defrost, defuse, deform, and more. We already know these words, so now we learn the pattern inside them.”**

▶ Point to the five thinking levels at the bottom. Preview the week: we **NOTICE** the pattern, **CHOOSE** the right spelling, **SHOW** it with a word, **OWN** it with a new word, then **DEFEND** it in our own writing.

**PREP & MATERIALS:** the SPELLING slide deck for Cluster 1 Module 1 • a class or student copy of the reading • the student tracking sheet • pencils

TODAY'S THINKING JOB

## NOTICE

"I can notice the prefix."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

### Notice the prefix.

Find the prefix inside the word.

defrost = de + frost

**I CAN** I can notice the prefix in a word.



Grade 5 · CLUSTER 1 · Spelling · Monday

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 the prefix."**

▶ Read the I can statement aloud, then the task on the slide: Notice the prefix.  
Find the prefix inside the word.

**"Let's do this one together first, then you will try it on your tracking sheet."**

▶ Model the example on the slide, then have students write their own answer for NOTICE in that row of the tracking sheet. Guide, do not grade yet.

**ANSWER KEY:** defrost = de + frost.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

#### COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

#### POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

#### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about seeing the pattern. Keep the demand at noticing and trying; save mastery for later in the week.

#### RAISE THE THINKING → (move one level to the right)

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

TODAY'S THINKING JOB

# CHOOSE

"I can choose the correct spelling."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

## Choose the correct spelling.

Which spelling is correct?

transport • tranport • transsport

**I CAN** I can choose the correctly spelled word.



Grade 5 · CLUSTER 1 · Spelling · Tuesday

### 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 the correct spelling."**

▶Read the I can statement aloud, then the task on the slide: Choose the correct spelling. Which spelling is correct?

**"Let's do this one together first, then you will try it on your tracking sheet."**

▶Model the example on the slide, then have students write their own answer for CHOOSE in that row of the tracking sheet. Guide, do not grade yet.

**ANSWER KEY:** transport is correct.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

#### COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

#### POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

#### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about picking the correct spelling with support. Let students point to the pattern before they decide.

#### RAISE THE THINKING → (move one level to the right)

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

TODAY'S THINKING JOB

# SHOW

"I can show the rule with a prefix word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

## Show the rule.

Build or spell the word.

trans + form = \_\_\_\_\_

**I CAN** I can build the word correctly.



Grade 5 • CLUSTER 1 • Spelling • Wednesday

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 the rule with a prefix word."**

▶Read the I can statement aloud, then the task on the slide: Show the rule. Build or spell the word.

**"Let's do this one together first, then you will try it on your tracking sheet."**

▶Model the example on the slide, then have students write their own answer for SHOW in that row of the tracking sheet. Guide, do not grade yet.

**ANSWER KEY:** trans + form = transform.

TEKS (5.2.B.v) • Prefixes de and trans • Sheet 5 of 36 • Cluster 1

### CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

### COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

### POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

### RPLD EVIDENCE & ADVICE

SHOW at Independent is about applying the rule to a word from the reading. Students do the writing; you confirm.

### RAISE THE THINKING → (move one level to the right)

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

## TODAY'S THINKING JOB

## OWN

"I can own the rule with a new word."

## EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

## Own the rule.

Build a new word on your own.

de + flate = \_\_\_\_\_

**I CAN** I can spell a new word on my own.



Grade 5 · CLUSTER 1 · Spelling · Thursday

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 own the rule with a new word."**

▶Read the I can statement aloud, then the task on the slide: Own the rule. Build a new word on your own.

**"Let's do this one together first, then you will try it on your tracking sheet."**

▶Model the example on the slide, then have students write their own answer for OWN in that row of the tracking sheet. Guide, do not grade yet.

**ANSWER KEY:** de + flate = deflate.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

## CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

## COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

## POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

## RPLD EVIDENCE &amp; ADVICE

OWN at Advanced is about transferring the rule to a brand new word without a model.

## RAISE THE THINKING → (move one level to the right)

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

TODAY'S THINKING JOB

## DEFEND

"I can explain and transfer the rule."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes"

### Explain and transfer.

Explain the prefix, then spell one word of your own.

"We will translate the note and transport it," she said.

**I CAN** I can explain the prefix and use a word in my own writing.



Grade 5 • CLUSTER 1 • Spelling • Friday

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 explain and transfer the rule."**

▶Read the I can statement aloud, then the task on the slide: Explain and transfer. Explain the prefix, then spell one word of your own.

**"Let's do this one together first, then you will try it on your tracking sheet."**

▶Model the example on the slide, then have students write their own answer for DEFEND in that row of the tracking sheet. Guide, do not grade yet.

**ANSWER KEY:** The prefix keeps its spelling in every word; a correct student word might be defuse, deform, or deflate.

TEKS (5.2.B.v) • Prefixes de and trans • Sheet 5 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to point to the prefix and read it back. Expected: they can name the prefix and keep the base or root spelled correctly.

#### COMMON MISCONCEPTION

Students may spell by sound instead of by the pattern. Point them back to the rule and the word that models it.

#### POSSIBLE STUDENT QUESTION

What if I am not sure? Great instinct. Underline the part of the word that shows the pattern, then decide.

#### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining the why and using the word in original writing.

#### RAISE THE THINKING → (move one level to the right)

Ask a student to try the next move early, which primes them for the test-style question tomorrow.

**Your turn to spell.**

Build each word, then use one in a sentence about the reading.

de + frost → \_\_\_\_\_ de + flate → \_\_\_\_\_ trans + port → \_\_\_\_\_ trans + form → \_\_\_\_\_  
 \_\_\_\_\_ trans + late → \_\_\_\_\_

**I CAN** I can spell words with the prefix on my own.

**TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Tracking Sheet**

⌚ ~ 5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Your turn to spell."**

▶Read the directions: Build each word, then use one in a sentence about the reading. Give students quiet time to build each word on their tracking sheet.

**"When you finish, reread one of your words in a sentence about the reading."**

▶Circulate. Confirm the base or root keeps its spelling in every word before you move on.

**ANSWER KEY:** defrost, deflate, transport, transform, translate

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

Scan for the pattern in every built word. Reteach any word where the base or root spelling changed by mistake.

**RPLD EVIDENCE & ADVICE**

This is the independent practice row. Students should work without a model; offer only the rule as a reminder.

## Answers, across the five thinking levels.

### NOTICE

defrost = de + frost.

### CHOOSE

transport is correct.

### SHOW

trans + form = transform.

### OWN

de + flate = deflate.

### DEFEND

The prefix keeps its spelling in every word; a correct student word might be defuse, deform, or deflate.

### YOUR TURN

defrost, deflate, transport, transform, translate

## TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers

⌚ ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

### “Let’s check our answers across the five thinking levels.”

▶Reveal each row one at a time. Have students self-correct on their tracking sheet in a different color.

### “Notice how the pattern is the same in every word, even when the word is new.”

▶Celebrate correct thinking, not just correct spelling. Ask how they knew.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

### COMMON MISCONCEPTION

If a student changed the base or root spelling, show the matching answer row and rebuild the word together.

### RAISE THE THINKING → (move one level to the right)

Ask a student to add one more word of their own that follows the same pattern.

## READ THIS SENTENCE.

Each choice is one way to spell the same word.

Which word is spelled correctly?

A transport

B tranport

C transsport

D transportt

## TEACHER SAYS &amp; DOES • SLIDE 9 OF 10 • Test-Style Question

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Read the sentence, then read all four choices before you pick.”**

▶Read the sentence aloud once. Have students whisper-read the four options.

**“Find the choice that spells the pattern correctly and keeps the base or root whole.”**

▶Give think time. Ask students to underline the word part that helped them decide.

TEKS (5.2.B.v) • Prefixes de and trans • Sheet 5 of 36 • Cluster 1

## CHECK FOR UNDERSTANDING

Students should reject choices that change the pattern spelling, not just choices that look unusual.

## POSSIBLE STUDENT QUESTION

May I sound it out? Yes, but then check the pattern, because sound alone can trick you here.

## The answer is **A**.

**A transport** · Correct. trans + port keeps one s.

**B tranport** · Drops the s in trans.

**C transsport** · Doubles the s.

**D transportt** · Doubles the final t.

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

⌚ ~3 min

“ ” = say word-for-word · › = teacher direction (do not read aloud)

**“The correct answer is A, transport.”**

›Reveal the answer. Read the reason for the correct choice, then walk through why each other choice is a spelling trap.

**“Each wrong choice broke the pattern in some way. Good spellers check the pattern every time.”**

›Have students write one sentence in their own writing that uses a word with this pattern.

**ANSWER:** A is correct. Correct. trans + port keeps one s.

TEKS (5.2.B.v) · Prefixes de and trans · Sheet 5 of 36 · Cluster 1

#### COMMON MISCONCEPTION

Wrong choices often change one letter in the base or root. Train students to check that part first.

#### RPLD EVIDENCE & ADVICE

This item mirrors a STAAR or SST spelling item: choose the correctly spelled word in context.