MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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

PREFIX DIS-

The prefix **dis-** means "not; the opposite of". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "The Recess Question"

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 prefix dis-. It means not; the opposite of."

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 prefix is a word part added to the beginning of a base word. It changes what the word means. 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 Prepare Cluster Module 1 · a class or student copy of "The Recess Question" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · Module 1

WORD PARTS IN THE READING

disagree (dis + agree): "You may disagree with someone, but you must listen respectfully."

disadvantages (dis + advantages): "We should consider the advantages and disadvantages of each choice."

disagree (dis + agree): "You may disagree with someone, but you must listen respectfully."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix dis-.

"You may disagree with someone, but you must listen respectfully."

I CAN I can find a word with the prefix dis- in our reading.

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 prefix dis- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-.*

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

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

ANSWER KEY: Disagree. It has the prefix dis-: dis + agree.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what dis- means.

The word disagree has the prefix dis-. What does dis- mean?

disagree = dis + agree

A. again B. not; the opposite of C. before

I CAN I can choose the meaning of the prefix dis-.

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 prefix dis-."

DO: *Read the task on the slide aloud: Choose what dis- means. The word disagree has the prefix dis-. What does dis- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding dis- 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: B. not; the opposite of. Disagree means to not agree, or to have a different idea.

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of dis- to explain the whole word disagree.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"We should consider the advantages and disadvantages of each choice."

disadvantages = _____ + _____

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

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 disadvantages into parts. What does it mean in this sentence?*

SAY: "First find the prefix. 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: Dis + advantages. In this sentence, disadvantages means the opposite of advantages, or the ways a choice is not helpful.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

Build a word with the prefix dis-. Use your new word in a sentence.

dis + like = ? • dis + honest = ? • dis + appear = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix dis- and use them correctly.

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 prefix dis- 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 prefix dis-. 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: dislike, dishonest, disappear. Answers vary. Example: I dislike waiting in a long line for the slide.

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · 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 starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

How do the prefix and the sentence prove what disagree means?

"You may disagree with someone, but you must listen respectfully."

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.

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 prefix and the sentence prove what disagree 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: Dis- means not, so disagree means to not agree. The sentence says you must still listen, which fits people who have different ideas.

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix dis- 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 prefix dis- 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: disadvantages (dis + advantages), which means the ways a choice is not helpful.

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · 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 starts with the same letters has the prefix. 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 prefix dis- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Disagree. It has the prefix dis-: dis + agree.
CHOOSE	B. not; the opposite of. Disagree means to not agree, or to have a different idea.
SHOW	Dis + advantages. In this sentence, disadvantages means the opposite of advantages, or the ways a choice is not helpful.
OWN	dislike, dishonest, disappear. Answers vary. Example: I dislike waiting in a long line for the slide.
DEFEND	Dis- means not, so disagree means to not agree. The sentence says you must still listen, which fits people who have different ideas.
YOUR TURN	Answers vary. One example: disadvantages (dis + advantages), which means the ways a choice is not helpful.

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: Disagree. It has the prefix dis-: dis + agree. CHOOSE: B. not; the opposite of. Disagree means to not agree, or to have a different idea. SHOW: Dis + advantages. In this sentence, disadvantages means the opposite of advantages, or the ways a choice is not helpful. OWN: dislike, dishonest, disappear. Answers vary. Example: I dislike waiting in a long line for the slide. DEFEND: Dis- means not, so disagree means to not agree. The sentence says you must still listen, which fits people who have different ideas. YOUR TURN: Answers vary. One example: disadvantages (dis + advantages), which means the ways a choice is not helpful.

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · 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.

You may disagree with someone, but you must listen respectfully.

The prefix dis- helps the reader understand that disagree means what?

A to agree with someone once again

B to agree before hearing an idea

C to agree very strongly with a friend

D to not agree with another person

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 dis- helps the reader understand that disagree 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 D. to not agree with another person

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · 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 D.

A **to agree with someone once again**
Once again is the meaning of re-, not dis-.

B **to agree before hearing an idea**
Before is the meaning of pre-, not dis-.

C **to agree very strongly with a friend**
Dis- does not make a word stronger. It means not.

D **to not agree with another person**
Correct. Dis- means not, so disagree means to not agree. The sentence says to still listen.

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 D. 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: D. A. to agree with someone once again: Once again is the meaning of re-, not dis-. B. to agree before hearing an idea: Before is the meaning of pre-, not dis-. C. to agree very strongly with a friend: Dis- does not make a word stronger. It means not. D. to not agree with another person: Correct. Dis- means not, so disagree means to not agree. The sentence says to still listen.

TEKS 3(C) · PREFIX DIS- · Week 1 of 36 · Prepare Cluster · 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 prefix dis- in another book they are reading.

TEKS 3(C)
SUFFIX -AL

MORPHEMES

WEEK 2 of 36

Grade 3 · Prepare Cluster · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -AL

The suffix **-al** means "relating to". 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 Mystery of the Traveling Shell"

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 -al. It means relating to."

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 Prepare Cluster Module 2 · a class or student copy of "The Mystery of the Traveling Shell" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

WORD PARTS IN THE READING

coastal (coast + al): "The label explained that the shell came from a coastal environment."

original (origin + al): "No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information."

coastal (coast + al): "Emsy sketched a tiny shell beside the word coastal and drew a question mark."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"The label explained that the shell came from a coastal environment."

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

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 -al 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 -al.*

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

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

ANSWER KEY: Coastal. It has the suffix -al: coast + al.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -al? 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 al have the suffix -al? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -al means.

The word coastal has the suffix -al. What does -al mean?

coastal = coast + al

A. without B. full of C. relating to

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

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 -al."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -al 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. relating to. Coastal means relating to the coast, near the ocean.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -al to explain the whole word coastal.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information."

original = _____ + _____

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

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 original 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: Origin + al. In this sentence, original means relating to the origin, the very first ones.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

nature + al = ? • music + al = ? • season + al = ?

Build one word. Use it in a sentence.

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

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 -al 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 -al. 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: natural, musical, seasonal. Answers vary. Example: My sister plays a musical instrument in the school band.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Emsy sketched a tiny shell beside the word coastal and drew a question mark."

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.

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 coastal 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 -al means relating to, so coastal means relating to the coast. Emsy draws a question mark because a coastal shell was found far inland.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -al 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 suffix -al 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: naturally (nature + al + ly), which means in a way that happens in nature.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

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 -al and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Coastal. It has the suffix -al: coast + al.
CHOOSE	C. relating to. Coastal means relating to the coast, near the ocean.
SHOW	Origin + al. In this sentence, original means relating to the origin, the very first ones.
OWN	natural, musical, seasonal. Answers vary. Example: My sister plays a musical instrument in the school band.
DEFEND	The suffix -al means relating to, so coastal means relating to the coast. Emsy draws a question mark because a coastal shell was found far inland.
YOUR TURN	Answers vary. One example: naturally (nature + al + ly), which means in a way that happens in nature.

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: Coastal. It has the suffix -al: coast + al. CHOOSE: C. relating to. Coastal means relating to the coast, near the ocean. SHOW: Origin + al. In this sentence, original means relating to the origin, the very first ones. OWN: natural, musical, seasonal. Answers vary. Example: My sister plays a musical instrument in the school band. DEFEND: The suffix -al means relating to, so coastal means relating to the coast. Emsy draws a question mark because a coastal shell was found far inland. YOUR TURN: Answers vary. One example: naturally (nature + al + ly), which means in a way that happens in nature.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

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.

SHOW WHAT YOU KNOW
SUFFIX -AL

MORPHEMES

WEEK 2 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

The label explained that the shell came from a coastal environment.

The suffix -al helps the reader understand that coastal means what?

A without any coast or ocean nearby at all

B full of shells from many places

C relating to the land near the ocean

D shells that came from the coast again

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -al helps the reader understand that coastal 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 C. relating to the land near the ocean

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

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 C.

A **without any coast or ocean nearby at all**
Without is the meaning of -less, not -al.

B **full of shells from many places**
The sentence names a shell, but -al does not mean full of.

C **relating to the land near the ocean**
Correct. Coast means land by the ocean, and -al means relating to.

D **shells that came from the coast again**
Again is the meaning of re-, not -al.

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 C. 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: C. A. without any coast or ocean nearby at all: Without is the meaning of -less, not -al. B. full of shells from many places: The sentence names a shell, but -al does not mean full of. C. relating to the land near the ocean: Correct. Coast means land by the ocean, and -al means relating to. D. shells that came from the coast again: Again is the meaning of re-, not -al.

TEKS 3(C) · SUFFIX -AL · Week 2 of 36 · Prepare Cluster · Module 2

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 -al in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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

PREFIX IM-

The prefix **im-** means "into; in". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "The Mystery of the Traveling Shell"

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 prefix im-. It means into; in."

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 prefix is a word part added to the beginning of a base word. It changes what the word means. 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 Prepare Cluster Module 3 · a class or student copy of "The Mystery of the Traveling Shell" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

WORD PARTS IN THE READING

import (im + port): "The people of Poverty Point had to import shells from the coast." **[Extra example, not from the passage]**

imprint (im + print): "A seashell pressed into wet clay can leave an imprint of its shape." **[Extra example, not from the passage]**

import (im + port): "Traders may have helped import the pearly shell into the village long ago." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix 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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the prefix.

Read this extra example sentence (not from the passage). Find the word with the prefix im-.

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"The people of Poverty Point had to import shells from the coast."

I CAN I can find a word with the prefix im- in our reading.

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 prefix im- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this extra example sentence (not from the passage). Find the word with the prefix im-.*

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

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Import. It has the prefix im-: im + port.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what im- means.

The word import has the prefix im-. What does im- mean?

import = im + port

A. into; in B. not C. before

I CAN I can choose the meaning of the prefix im-.

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 prefix im-."

DO: *Read the task on the slide aloud: Choose what im- means. The word import has the prefix im-. What does im- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding im- 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. into; in. Import means to bring into a place from somewhere else.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of im- to explain the whole word import.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"A seashell pressed into wet clay can leave an imprint of its shape."

imprint = _____ + _____

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

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 imprint into parts. What does it mean in this sentence?*

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

ANSWER KEY: Im + print. In this sentence, imprint means a mark pressed into something.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

Build a word with the prefix im-. Use your new word in a sentence.

im + port = ? • im + print = ? • im + plant = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix im- and use them correctly.

Grade 3 · Prepare Cluster · 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 prefix im- 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 prefix im-. 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: import, imprint, implant. Answers vary. Example: Our town has to import oranges from a warmer state.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

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 starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

How do the prefix and the sentence prove what import means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Traders may have helped import the pearly shell into the village long ago."

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.

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 prefix and the sentence prove what import 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: Im- means into, and port means carry. The sentence says traders brought the shell into the village, so import means to carry goods in.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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 prefix im- 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 prefix im- 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: naturally (natural + ly), which means in a natural way.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

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 starts with the same letters has the prefix. 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 prefix im- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Import. It has the prefix im-: im + port.
CHOOSE	A. into; in. Import means to bring into a place from somewhere else.
SHOW	Im + print. In this sentence, imprint means a mark pressed into something.
OWN	import, imprint, implant. Answers vary. Example: Our town has to import oranges from a warmer state.
DEFEND	Im- means into, and port means carry. The sentence says traders brought the shell into the village, so import means to carry goods in.
YOUR TURN	Answers vary. One example: naturally (natural + ly), which means in a natural way.

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: Import. It has the prefix im-: im + port. CHOOSE: A. into; in. Import means to bring into a place from somewhere else. SHOW: Im + print. In this sentence, imprint means a mark pressed into something. OWN: import, imprint, implant. Answers vary. Example: Our town has to import oranges from a warmer state. DEFEND: Im- means into, and port means carry. The sentence says traders brought the shell into the village, so import means to carry goods in. YOUR TURN: Answers vary. One example: naturally (natural + ly), which means in a natural way.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

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.

SHOW WHAT YOU KNOW
PREFIX IM-

MORPHEMES

WEEK 3 of 36

Test-Style Question · Slide 9 of 10

EXTRA EXAMPLE (NOT FROM THE PASSAGE). READ THIS SENTENCE.

Long ago, some villages had to import shells that came from far away.

The prefix im- means into. What does import mean in this sentence?

- **A** to send goods out of a place
- **B** to make goods again by hand
- **C** to keep goods from being used
- **D** to bring goods into a place

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 im- means into. What does import mean in this sentence?*

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 D. to bring goods into a place (This sentence is an extra example, not from the passage.)

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

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 D.

A **to send goods out of a place**
This is the opposite. Im- means into, not out of.

B **to make goods again by hand**
Again is the meaning of re-, not im-.

C **to keep goods from being used**
This does not use the meaning into.

D **to bring goods into a place**
Correct. Im- means into, so import means to bring or carry goods into a place.

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 D. 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: D. A. to send goods out of a place: This is the opposite. Im- means into, not out of. B. to make goods again by hand: Again is the meaning of re-, not im-. C. to keep goods from being used: This does not use the meaning into. D. to bring goods into a place: Correct. Im- means into, so import means to bring or carry goods into a place.

TEKS 3(C) · PREFIX IM- · Week 3 of 36 · Prepare Cluster · Module 3

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 prefix im- in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 4 of 36

Grade 3 · Prepare Cluster · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "more". 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 Recess Question"

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 -er. It means more."

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 Prepare Cluster Module 4 · a class or student copy of "The Recess Question" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

WORD PARTS IN THE READING

higher (high + er): "Max jumped higher each time the rope came around."

earlier (early + er): "She had joined their class only a few days earlier."

higher (high + er): "Max jumped higher each time the rope came around."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -er, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Max jumped higher each time the rope came around."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Higher. It has the suffix -er: high + er.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word higher has the suffix -er. What does -er mean?

higher = high + er

A. a person who B. more C. not

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

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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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: B. more. Higher means more high, going up farther than before.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word higher.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"She had joined their class only a few days earlier."

earlier = _____ + _____

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

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 earlier 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: Early + er. In this sentence, earlier means more early, at a time before now.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

fast + er = ? • tall + er = ? • short + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: faster, taller, shorter. Answers vary. Example: My brother is taller than me this year.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Max jumped higher each time the rope came around."

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.

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 higher 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 -er means more, so higher means more high. Each time means Max keeps jumping more high than his last jump.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -er 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 suffix -er 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: earlier (early + er), which means more early, before now.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Higher. It has the suffix -er: high + er.
CHOOSE	B. more. Higher means more high, going up farther than before.
SHOW	Early + er. In this sentence, earlier means more early, at a time before now.
OWN	faster, taller, shorter. Answers vary. Example: My brother is taller than me this year.
DEFEND	The suffix -er means more, so higher means more high. Each time means Max keeps jumping more high than his last jump.
YOUR TURN	Answers vary. One example: earlier (early + er), which means more early, before now.

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: Higher. It has the suffix -er: high + er. CHOOSE: B. more. Higher means more high, going up farther than before. SHOW: Early + er. In this sentence, earlier means more early, at a time before now. OWN: faster, taller, shorter. Answers vary. Example: My brother is taller than me this year. DEFEND: The suffix -er means more, so higher means more high. Each time means Max keeps jumping more high than his last jump. YOUR TURN: Answers vary. One example: earlier (early + er), which means more early, before now.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

She had joined their class only a few days earlier.

What does the word earlier mean in this sentence?

- **A** a person who joins a class
- **B** not early at all, but very late
- **C** at a time a little before now
- **D** on the very first day of school

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: What does the word earlier mean in this sentence?*

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 C. at a time a little before now

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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 C.

A **a person who joins a class**
A person who is the meaning of -er in words like teacher, not here.

B **not early at all, but very late**
The suffix -er does not mean not.

C **at a time a little before now**
Correct. Early + er means more early, so Lily joined a few days before.

D **on the very first day of school**
The sentence says a few days, not the first day.

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 C. 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: C. A. a person who joins a class: A person who is the meaning of -er in words like teacher, not here. B. not early at all, but very late: The suffix -er does not mean not. C. at a time a little before now: Correct. Early + er means more early, so Lily joined a few days before. D. on the very first day of school: The sentence says a few days, not the first day.

TEKS 3(C) · SUFFIX -ER · Week 4 of 36 · Prepare Cluster · Module 4

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 -er in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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

PREFIX UN-

The prefix **un-** means "not; the opposite of". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "The Pilgrims Chose Plymouth"

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 prefix un-. It means not; the opposite of."

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 prefix is a word part added to the beginning of a base word. It changes what the word means. 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 1 Module 1 · a class or student copy of "The Pilgrims Chose Plymouth" · the student tracking sheet · pencils

WORD PARTS IN THE READING

uncomfortable (un + comfortable): "Life on the ship was crowded and uncomfortable."

unloaded (un + loaded): "The harbor allowed ships to anchor safely while supplies were unloaded."

uncomfortable (un + comfortable): "Life on the ship was crowded and uncomfortable."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix un-.

"Life on the ship was crowded and uncomfortable."

I CAN I can find a word with the prefix un- in our reading.

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 prefix un- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix un-.*

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

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

ANSWER KEY: Uncomfortable. It has the prefix un-: un + comfortable.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what un- means.

The word uncomfortable has the prefix un-. What does un- mean?

uncomfortable = un + comfortable

A. again B. before C. not; the opposite of

I CAN I can choose the meaning of the prefix un-.

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 prefix un-."

DO: *Read the task on the slide aloud: Choose what un- means. The word uncomfortable has the prefix un-. What does un- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding un- 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. not; the opposite of. Uncomfortable means not comfortable; hard to rest or feel good.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of un- to explain the whole word uncomfortable.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"The harbor allowed ships to anchor safely while supplies were unloaded."

unloaded = _____ + _____

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

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 unloaded into parts. What does it mean in this sentence?*

SAY: "First find the prefix. 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: Un + loaded. In this sentence, unloaded means the opposite of loaded; taken off the ship.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

Build a word with the prefix un-. Use your new word in a sentence.

un + kind = ? • un + lock = ? • un + safe = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix un- and use them correctly.

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 prefix un- 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 prefix un-. 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: unkind, unlock, unsafe. Answers vary. Example: It is unsafe to ride a bike without a helmet.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · 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 starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

How do the prefix and the sentence prove what uncomfortable means?

"Life on the ship was crowded and uncomfortable."

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.

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 prefix and the sentence prove what uncomfortable 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: Un- means not, so uncomfortable means not comfortable. The word crowded shows the ship was too full to rest or feel good.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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 prefix un- 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 prefix un- 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: unloaded (un + loaded), which means taken off, the opposite of loaded.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · 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 starts with the same letters has the prefix. 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 prefix un- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Uncomfortable. It has the prefix un-: un + comfortable.
CHOOSE	C. not; the opposite of. Uncomfortable means not comfortable; hard to rest or feel good.
SHOW	Un + loaded. In this sentence, unloaded means the opposite of loaded; taken off the ship.
OWN	unkind, unlock, unsafe. Answers vary. Example: It is unsafe to ride a bike without a helmet.
DEFEND	Un- means not, so uncomfortable means not comfortable. The word crowded shows the ship was too full to rest or feel good.
YOUR TURN	Answers vary. One example: unloaded (un + loaded), which means taken off, the opposite of loaded.

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: Uncomfortable. It has the prefix un-: un + comfortable. CHOOSE: C. not; the opposite of. Uncomfortable means not comfortable; hard to rest or feel good. SHOW: Un + loaded. In this sentence, unloaded means the opposite of loaded; taken off the ship. OWN: unkind, unlock, unsafe. Answers vary. Example: It is unsafe to ride a bike without a helmet. DEFEND: Un- means not, so uncomfortable means not comfortable. The word crowded shows the ship was too full to rest or feel good. YOUR TURN: Answers vary. One example: unloaded (un + loaded), which means taken off, the opposite of loaded.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · 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.

The harbor allowed ships to anchor safely while supplies were unloaded.

The prefix un- helps the reader understand that the supplies were what?

A loaded onto the ships once again

B loaded before the ships sailed

C taken off the ships and onto land

D kept safe inside the harbor walls

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 un- helps the reader understand that the supplies were 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 C. taken off the ships and onto land

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · 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 C.

A **loaded onto the ships once again**
Once again is the meaning of re-, not un-.

B **loaded before the ships sailed**
Before is the meaning of pre-, not un-.

C **taken off the ships and onto land**
Correct. Un- means the opposite of, so unloaded is the opposite of loaded.

D **kept safe inside the harbor walls**
The word safely is nearby, but it does not define unloaded.

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 C. 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: C. A. loaded onto the ships once again: Once again is the meaning of re-, not un-. B. loaded before the ships sailed: Before is the meaning of pre-, not un-. C. taken off the ships and onto land: Correct. Un- means the opposite of, so unloaded is the opposite of loaded. D. kept safe inside the harbor walls: The word safely is nearby, but it does not define unloaded.

TEKS 3(C) · PREFIX UN- · Week 5 of 36 · Cluster 1 · 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 prefix un- in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 6 of 36

Grade 3 · Cluster 1 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "a person who". 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 Pilgrims Chose Plymouth"

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 -er. It means a person who."

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 1 Module 2 · a class or student copy of "The Pilgrims Chose Plymouth" · the student tracking sheet · pencils

WORD PARTS IN THE READING

settlers (settle + er): "Soon after arriving, the settlers began building shelters."

farmers (farm + er): "Rich soil helped farmers grow crops."

Workers (work + er): "Workers chopped trees and carried wood to construction sites."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Soon after arriving, the settlers began building shelters."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Settlers. It has the suffix -er: settle + er.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word settlers has the suffix -er. What does -er means?

settlers = settle + er

A. a person who B. more C. without

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

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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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. a person who. Settlers means people who settle, or make a new home, in a place.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word settlers.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Rich soil helped farmers grow crops."

farmers = _____ + _____

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

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 farmers 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: Farm + er. In this sentence, farmers means people who farm, or grow crops.

TEKS 3(C) · SUFFIX -ER · Week 6 of 36 · Cluster 1 · Module 2

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

teach + er = ? • paint + er = ? • build + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: teacher, painter, builder. Answers vary. Example: The painter used bright colors on the wall.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Workers chopped trees and carried wood to construction sites."

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.

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 Workers 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 -er means a person who, so workers are people who work. The sentence shows them chopping trees and carrying wood.

TEKS 3(C) · SUFFIX -ER · Week 6 of 36 · Cluster 1 · Module 2

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 -er 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 suffix -er 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: farmers (farm + er), which means people who farm.

TEKS 3(C) · SUFFIX -ER · Week 6 of 36 · Cluster 1 · Module 2

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Settlers. It has the suffix -er: settle + er.
CHOOSE	A. a person who. Settlers means people who settle, or make a new home, in a place.
SHOW	Farm + er. In this sentence, farmers means people who farm, or grow crops.
OWN	teacher, painter, builder. Answers vary. Example: The painter used bright colors on the wall.
DEFEND	The suffix -er means a person who, so workers are people who work. The sentence shows them chopping trees and carrying wood.
YOUR TURN	Answers vary. One example: farmers (farm + er), which means people who farm.

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: Settlers. It has the suffix -er: settle + er. CHOOSE: A. a person who. Settlers means people who settle, or make a new home, in a place. SHOW: Farm + er. In this sentence, farmers means people who farm, or grow crops. OWN: teacher, painter, builder. Answers vary. Example: The painter used bright colors on the wall. DEFEND: The suffix -er means a person who, so workers are people who work. The sentence shows them chopping trees and carrying wood. YOUR TURN: Answers vary. One example: farmers (farm + er), which means people who farm.

TEKS 3(C) · SUFFIX -ER · Week 6 of 36 · Cluster 1 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Rich soil helped farmers grow crops.

The suffix -er shows that the word farmers refers to what?

- **A** people who farm the land
- **B** crops that grow in the soil
- **C** the act of farming again
- **D** land that is more rich

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -er shows that the word farmers refers to 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 A. people who farm the land

TEKS 3(C) · SUFFIX -ER · Week 6 of 36 · Cluster 1 · Module 2

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 **people who farm the land**
Correct. The suffix -er means a person who, and the sentence says they grow crops.

B **crops that grow in the soil**
Crops are the thing grown, not the people who farm.

C **the act of farming again**
Again is the meaning of re-, and -er names a person.

D **land that is more rich**
More is another meaning of -er, but farmers are people.

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. people who farm the land: Correct. The suffix -er means a person who, and the sentence says they grow crops. B. crops that grow in the soil: Crops are the thing grown, not the people who farm. C. the act of farming again: Again is the meaning of re-, and -er names a person. D. land that is more rich: More is another meaning of -er, but farmers are people.

TEKS 3(C) · SUFFIX -ER · Week 6 of 36 · Cluster 1 · Module 2

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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 7 of 36

Grade 3 · Cluster 1 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -LY

The suffix **-ly** means "happening every". 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 "Life Along the Nile River"

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 -ly. It means happening every."

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 1 Module 3 · a class or student copy of "Life Along the Nile River" · the student tracking sheet · pencils

WORD PARTS IN THE READING

yearly (year + ly): "The yearly floods followed a regular pattern."

daily (day + ly): "The river influenced daily routines throughout the civilization."

yearly (year + ly): "The yearly floods followed a regular pattern."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ly, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"The yearly floods followed a regular pattern."

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

Grade 3 · Cluster 1 · 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 -ly 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 -ly.*

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

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

ANSWER KEY: Yearly. It has the suffix -ly: year + ly.

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ly? 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 ly have the suffix -ly? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ly means.

The word yearly has the suffix -ly. What does -ly mean?

yearly = year + ly

A. full of B. happening every C. not

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

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 -ly."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ly 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: B. happening every. Yearly means happening every year.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word yearly.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"The river influenced daily routines throughout the civilization."

daily = _____ + _____

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

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 daily 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: Day + ly. In this sentence, daily means happening every day.

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

week + ly = ? • month + ly = ? • hour + ly = ?

Build one word. Use it in a sentence.

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

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 -ly 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 -ly. 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: weekly, monthly, hourly. Answers vary. Example: Our class has a weekly spelling test on Friday.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"The yearly floods followed a regular pattern."

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.

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 yearly 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 -ly with a time word means happening every, so yearly means every year. A regular pattern shows the floods came again each year.

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

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 -ly 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 suffix -ly 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: daily (day + ly), which means happening every day.

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

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 -ly and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Yearly. It has the suffix -ly: year + ly.
CHOOSE	B. happening every. Yearly means happening every year.
SHOW	Day + ly. In this sentence, daily means happening every day.
OWN	weekly, monthly, hourly. Answers vary. Example: Our class has a weekly spelling test on Friday.
DEFEND	The suffix -ly with a time word means happening every, so yearly means every year. A regular pattern shows the floods came again each year.
YOUR TURN	Answers vary. One example: daily (day + ly), which means happening every day.

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: Yearly. It has the suffix -ly: year + ly. CHOOSE: B. happening every. Yearly means happening every year. SHOW: Day + ly. In this sentence, daily means happening every day. OWN: weekly, monthly, hourly. Answers vary. Example: Our class has a weekly spelling test on Friday. DEFEND: The suffix -ly with a time word means happening every, so yearly means every year. A regular pattern shows the floods came again each year. YOUR TURN: Answers vary. One example: daily (day + ly), which means happening every day.

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

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.

The river influenced daily routines throughout the civilization.

What does the word daily mean in this sentence?

- **A** happening only one time
- **B** full of floods and water
- **C** not during the daytime at all
- **D** happening every single day

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: What does the word daily mean in this sentence?*

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 D. happening every single day

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

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 D.

A **happening only one time**
A routine happens again and again, not once.

B **full of floods and water**
The river is nearby, but daily is about time.

C **not during the daytime at all**
The suffix -ly does not mean not.

D **happening every single day**
Correct. Day + ly means happening every day, like a routine.

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 D. 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: D. A. happening only one time: A routine happens again and again, not once. B. full of floods and water: The river is nearby, but daily is about time. C. not during the daytime at all: The suffix -ly does not mean not. D. happening every single day: Correct. Day + ly means happening every day, like a routine.

TEKS 3(C) · SUFFIX -LY · Week 7 of 36 · Cluster 1 · Module 3

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 -ly in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 8 of 36

Grade 3 · Cluster 1 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "more". 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 "Life Along the Nile River"

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 -er. It means more."

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 1 Module 4 · a class or student copy of "Life Along the Nile River" · the student tracking sheet · pencils

WORD PARTS IN THE READING

easier (easy + er): "Traveling by river was much easier than crossing the hot desert."

larger (large + er): "As trade and farming improved, cities along the Nile became larger and stronger."

stronger (strong + er): "As trade and farming improved, cities along the Nile became larger and stronger."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Traveling by river was much easier than crossing the hot desert."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Easier. It has the suffix -er: easy + er.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word easier has the suffix -er. What does -er mean?

easier = easy + er

A. a person who B. again C. more

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

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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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. more. Easier means more easy; less hard.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word easier.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"As trade and farming improved, cities along the Nile became larger and stronger."

larger = _____ + _____

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

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 larger 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: Large + er. In this sentence, larger means more large; bigger.

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

warm + er = ? • small + er = ? • cool + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: warmer, smaller, cooler. Answers vary. Example: The desert is warmer than the river valley.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"As trade and farming improved, cities along the Nile became larger and stronger."

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.

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 stronger 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 -er means more, so stronger means more strong. The word improved shows the cities grew better than before.

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 -er 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 suffix -er 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: larger (large + er), which means more large, bigger.

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Easier. It has the suffix -er: easy + er.
CHOOSE	C. more. Easier means more easy; less hard.
SHOW	Large + er. In this sentence, larger means more large; bigger.
OWN	warmer, smaller, cooler. Answers vary. Example: The desert is warmer than the river valley.
DEFEND	The suffix -er means more, so stronger means more strong. The word improved shows the cities grew better than before.
YOUR TURN	Answers vary. One example: larger (large + er), which means more large, bigger.

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: Easier. It has the suffix -er: easy + er. CHOOSE: C. more. Easier means more easy; less hard. SHOW: Large + er. In this sentence, larger means more large; bigger. OWN: warmer, smaller, cooler. Answers vary. Example: The desert is warmer than the river valley. DEFEND: The suffix -er means more, so stronger means more strong. The word improved shows the cities grew better than before. YOUR TURN: Answers vary. One example: larger (large + er), which means more large, bigger.

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Traveling by river was much easier than crossing the hot desert.

The suffix -er helps the reader understand that easier means what?

A a person who travels easily

B more easy than another way

C easy one more time again

D not easy, but very hard

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -er helps the reader understand that easier 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. more easy than another way

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

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 **a person who travels easily**
A person who is a different meaning of -er.

B **more easy than another way**
Correct. Easy + er means more easy, and the word than compares two ways.

C **easy one more time again**
Again is the meaning of re-, not -er.

D **not easy, but very hard**
This is the opposite. The river was the easy way.

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. a person who travels easily: A person who is a different meaning of -er. B. more easy than another way: Correct. Easy + er means more easy, and the word than compares two ways. C. easy one more time again: Again is the meaning of re-, not -er. D. not easy, but very hard: This is the opposite. The river was the easy way.

TEKS 3(C) · SUFFIX -ER · Week 8 of 36 · Cluster 1 · Module 4

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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -OUS

MORPHEMES

WEEK 9 of 36

Grade 3 · Cluster 2 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -OUS

The suffix **-ous** means "full of". 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 "Laura Ingalls Wilder"

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 -ous. It means full of."

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 "Laura Ingalls Wilder" · the student tracking sheet · pencils

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

WORD PARTS IN THE READING

adventurous (adventure + ous): "Pa was known for his adventurous spirit and willingness to move to new places."

dangerous (danger + ous): "At the same time, prairie fires, blizzards, and other natural events could create dangerous situations."

adventurous (adventure + ous): "Pa was known for his adventurous spirit and willingness to move to new places."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Pa was known for his adventurous spirit and willingness to move to new places."

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

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 -ous 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 -ous.*

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

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

ANSWER KEY: Adventurous. It has the suffix -ous: adventure + ous.

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

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ous? 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 ous have the suffix -ous? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ous means.

The word adventurous has the suffix -ous. What does -ous mean?

adventurous = adventure + ous

A. full of B. without C. again

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

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 -ous."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ous 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. full of. Adventurous means full of adventure; ready to try new things.

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

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ous to explain the whole word adventurous.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"At the same time, prairie fires, blizzards, and other natural events could create dangerous situations."

dangerous = _____ + _____

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

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 dangerous 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: Danger + ous. In this sentence, dangerous means full of danger; not safe.

TEKS 3(C) · SUFFIX -OUS · 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

joy + ous = ? • fame + ous = ? • poison + ous = ?

Build one word. Use it in a sentence.

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

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 -ous 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 -ous. 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: joyous, famous, poisonous. Answers vary. Example: Some mushrooms are poisonous, so we never eat them.

TEKS 3(C) · SUFFIX -OUS · 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Pa was known for his adventurous spirit and willingness to move to new places."

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.

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 adventurous 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 -ous means full of, so adventurous means full of adventure. Moving to new places shows Pa liked trying new things.

TEKS 3(C) · SUFFIX -OUS · 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 -ous 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 suffix -ous 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: dangerous (danger + ous), which means full of danger.

TEKS 3(C) · SUFFIX -OUS · 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 -ous and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Adventurous. It has the suffix -ous: adventure + ous.
CHOOSE	A. full of. Adventurous means full of adventure; ready to try new things.
SHOW	Danger + ous. In this sentence, dangerous means full of danger; not safe.
OWN	joyous, famous, poisonous. Answers vary. Example: Some mushrooms are poisonous, so we never eat them.
DEFEND	The suffix -ous means full of, so adventurous means full of adventure. Moving to new places shows Pa liked trying new things.
YOUR TURN	Answers vary. One example: dangerous (danger + ous), which means full of danger.

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: Adventurous. It has the suffix -ous: adventure + ous. CHOOSE: A. full of. Adventurous means full of adventure; ready to try new things. SHOW: Danger + ous. In this sentence, dangerous means full of danger; not safe. OWN: joyous, famous, poisonous. Answers vary. Example: Some mushrooms are poisonous, so we never eat them. DEFEND: The suffix -ous means full of, so adventurous means full of adventure. Moving to new places shows Pa liked trying new things. YOUR TURN: Answers vary. One example: dangerous (danger + ous), which means full of danger.

TEKS 3(C) · SUFFIX -OUS · 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.

At the same time, prairie fires, blizzards, and other natural events could create dangerous situations.

Based on the suffix -ous and the sentence, dangerous situations were what?

- **A** without any danger at all
- **B** full of danger and not safe
- **C** danger that happened before
- **D** fun places full of wildflowers

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: Based on the suffix -ous and the sentence, dangerous situations were 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. full of danger and not safe

TEKS 3(C) · SUFFIX -OUS · 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 **without any danger at all**
Without is the meaning of -less, the opposite of -ous.

B **full of danger and not safe**
Correct. Danger + ous means full of danger, like fires and blizzards.

C **danger that happened before**
Before is the meaning of pre-, not -ous.

D **fun places full of wildflowers**
Wildflowers are in the passage, but not in this sentence.

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. without any danger at all: Without is the meaning of -less, the opposite of -ous. B. full of danger and not safe: Correct. Danger + ous means full of danger, like fires and blizzards. C. danger that happened before: Before is the meaning of pre-, not -ous. D. fun places full of wildflowers: Wildflowers are in the passage, but not in this sentence.

TEKS 3(C) · SUFFIX -OUS · 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 -ous in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 10 of 36

Grade 3 · Cluster 2 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "a person who". 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 "Laura Ingalls Wilder"

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 -er. It means a person who."

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 2 · a class or student copy of "Laura Ingalls Wilder" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

WORD PARTS IN THE READING

writer (write + er): "Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier."

Travelers (travel + er): "Travelers crossed rivers, traveled through mud, and faced changing weather conditions."

Readers (read + er): "Readers enjoyed following her adventures and learning about life during the late 1800s."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Writer. It has the suffix -er: write + er.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word writer has the suffix -er. What does -er mean?

writer = write + er

A. more B. a person who C. not

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

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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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: B. a person who. Writer means a person who writes.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word writer.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Travelers crossed rivers, traveled through mud, and faced changing weather conditions."

Travelers = _____ + _____

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

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 Travelers 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: Travel + er. In this sentence, Travelers means people who travel.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

sing + er = ? • play + er = ? • help + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: singer, player, helper. Answers vary. Example: The best player on our team is also a great helper.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Readers enjoyed following her adventures and learning about life during the late 1800s."

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.

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 Readers 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 -er means a person who, so readers are people who read. The sentence says they enjoyed following her adventures in books.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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 -er 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 suffix -er 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: writer (write + er), which means a person who writes.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Writer. It has the suffix -er: write + er.
CHOOSE	B. a person who. Writer means a person who writes.
SHOW	Travel + er. In this sentence, Travelers means people who travel.
OWN	singer, player, helper. Answers vary. Example: The best player on our team is also a great helper.
DEFEND	The suffix -er means a person who, so readers are people who read. The sentence says they enjoyed following her adventures in books.
YOUR TURN	Answers vary. One example: writer (write + er), which means a person who writes.

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: Writer. It has the suffix -er: write + er. CHOOSE: B. a person who. Writer means a person who writes. SHOW: Travel + er. In this sentence, Travelers means people who travel. OWN: singer, player, helper. Answers vary. Example: The best player on our team is also a great helper. DEFEND: The suffix -er means a person who, so readers are people who read. The sentence says they enjoyed following her adventures in books. YOUR TURN: Answers vary. One example: writer (write + er), which means a person who writes.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Travelers crossed rivers, traveled through mud, and faced changing weather conditions.

The suffix -er shows that the word Travelers refers to what?

- **A** the roads that people travel on
- **B** travel that happens once again
- **C** the rivers and the mud they crossed on the way
- **D** people who travel from place to place

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -er shows that the word Travelers refers to 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 D. people who travel from place to place

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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 D.

A **the roads that people travel on**
Roads are places, and -er here names a person.

B **travel that happens once again**
Once again is the meaning of re-, not -er.

C **the rivers and the mud they crossed on the way**
These are things they crossed, not the travelers.

D **people who travel from place to place**
Correct. The suffix -er means a person who, and they crossed rivers.

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 D. 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: D. A. the roads that people travel on: Roads are places, and -er here names a person. B. travel that happens once again: Once again is the meaning of re-, not -er. C. the rivers and the mud they crossed on the way: These are things they crossed, not the travelers. D. people who travel from place to place: Correct. The suffix -er means a person who, and they crossed rivers.

TEKS 3(C) · SUFFIX -ER · Week 10 of 36 · Cluster 2 · Module 2

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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 11 of 36

Grade 3 · Cluster 2 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -FUL

The suffix **-ful** means "full of". 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 "Carmen Lomas Garza"

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 -ful. It means full of."

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 3 · a class or student copy of "Carmen Lomas Garza" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

WORD PARTS IN THE READING

meaningful (meaning + ful): "When Carmen became an artist, she decided to focus on subjects that were meaningful to her."

successful (success + ful): "Becoming a successful artist required dedication, patience, and hard work."

colorful (color + ful): "Viewers may notice smiling faces, colorful decorations, and busy family gatherings."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"When Carmen became an artist, she decided to focus on subjects that were meaningful to her."

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

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 -ful 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 -ful.*

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

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

ANSWER KEY: Meaningful. It has the suffix -ful: meaning + ful.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? 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 ful have the suffix -ful? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ful means.

The word meaningful has the suffix -ful. What does -ful mean?

meaningful = meaning + ful

A. without B. not C. full of

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

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 -ful."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful 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. full of. Meaningful means full of meaning; important to her.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word meaningful.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Becoming a successful artist required dedication, patience, and hard work."

successful = _____ + _____

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

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 successful 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: Success + ful. In this sentence, successful means full of success; doing well.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

hope + ful = ? • help + ful = ? • play + ful = ?

Build one word. Use it in a sentence.

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

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 -ful 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 -ful. 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: hopeful, helpful, playful. Answers vary. Example: My playful kitten chases every string I drag.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Viewers may notice smiling faces, colorful decorations, and busy family gatherings."

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.

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 colorful 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 -ful means full of, so colorful means full of color. Smiling faces and gatherings show a bright, lively scene.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful 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 suffix -ful 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: successful (success + ful), which means full of success.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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 -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Meaningful. It has the suffix -ful: meaning + ful.
CHOOSE	C. full of. Meaningful means full of meaning; important to her.
SHOW	Success + ful. In this sentence, successful means full of success; doing well.
OWN	hopeful, helpful, playful. Answers vary. Example: My playful kitten chases every string I drag.
DEFEND	The suffix -ful means full of, so colorful means full of color. Smiling faces and gatherings show a bright, lively scene.
YOUR TURN	Answers vary. One example: successful (success + ful), which means full of success.

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: Meaningful. It has the suffix -ful: meaning + ful. CHOOSE: C. full of. Meaningful means full of meaning; important to her. SHOW: Success + ful. In this sentence, successful means full of success; doing well. OWN: hopeful, helpful, playful. Answers vary. Example: My playful kitten chases every string I drag. DEFEND: The suffix -ful means full of, so colorful means full of color. Smiling faces and gatherings show a bright, lively scene. YOUR TURN: Answers vary. One example: successful (success + ful), which means full of success.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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.

SHOW WHAT YOU KNOW

SUFFIX -FUL

MORPHEMES

WEEK 11 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Becoming a successful artist required dedication, patience, and hard work.

The suffix -ful helps the reader understand that successful means what?

A without any success at all

B trying to succeed once again

C full of patience and hard work

D doing well and full of success

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ful helps the reader understand that successful 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 D. doing well and full of success

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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 D.

A **without any success at all**
Without is the meaning of -less, the opposite of -ful.

B **trying to succeed once again**
Once again is the meaning of re-, not -ful.

C **full of patience and hard work**
These words are nearby, but they do not define successful.

D **doing well and full of success**
Correct. Success + ful means full of success. Hard work led to it.

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 D. 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: D. A. without any success at all: Without is the meaning of -less, the opposite of -ful. B. trying to succeed once again: Once again is the meaning of re-, not -ful. C. full of patience and hard work: These words are nearby, but they do not define successful. D. doing well and full of success: Correct. Success + ful means full of success. Hard work led to it.

TEKS 3(C) · SUFFIX -FUL · Week 11 of 36 · Cluster 2 · Module 3

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 -ful in another book they are reading.

TEKS 3(C)
SUFFIX -IST

MORPHEMES

WEEK 12 of 36

Grade 3 · Cluster 2 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -IST

The suffix **-ist** means "a person who does or makes". 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 "Carmen Lomas Garza"

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 -ist. It means a person who does or makes."

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 4 · a class or student copy of "Carmen Lomas Garza" · the student tracking sheet · pencils

WORD PARTS IN THE READING

artist (art + ist): "Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families."

artists (art + ist): "Like many artists, she experimented with different ideas before developing her own style."

artists (art + ist): "Today, Carmen Lomas Garza is recognized as one of the most important Mexican-American artists in the United States."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ist, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families."

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

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 -ist 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 -ist.*

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

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

ANSWER KEY: Artist. It has the suffix -ist: art + ist.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ist? 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 ist have the suffix -ist? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ist means.

The word artist has the suffix -ist. What does -ist mean?

artist = art + ist

A. a person who does or makes B. full of C. without

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

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 -ist."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ist 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. a person who does or makes. Artist means a person who makes art.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ist to explain the whole word artist.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Like many artists, she experimented with different ideas before developing her own style."

artists = _____ + _____

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

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 artists 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: Art + ist. In this sentence, artists means people who make art.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

cycle + ist = ? • piano + ist = ? • violin + ist = ?

Build one word. Use it in a sentence.

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

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 -ist 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 -ist. 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: cyclist, pianist, violinist. Answers vary. Example: The pianist played a song at our school concert.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Today, Carmen Lomas Garza is recognized as one of the most important Mexican-American artists in the United States."

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.

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 artists 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 -ist means a person who does or makes something, so artists make art. The sentence says she is one of the most important ones.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ist 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 suffix -ist 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: paintings (paint + ing), which means pictures made with paint.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

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 -ist and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Artist. It has the suffix -ist: art + ist.
CHOOSE	A. a person who does or makes. Artist means a person who makes art.
SHOW	Art + ist. In this sentence, artists means people who make art.
OWN	cyclist, pianist, violinist. Answers vary. Example: The pianist played a song at our school concert.
DEFEND	The suffix -ist means a person who does or makes something, so artists make art. The sentence says she is one of the most important ones.
YOUR TURN	Answers vary. One example: paintings (paint + ing), which means pictures made with paint.

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: Artist. It has the suffix -ist: art + ist. CHOOSE: A. a person who does or makes. Artist means a person who makes art. SHOW: Art + ist. In this sentence, artists means people who make art. OWN: cyclist, pianist, violinist. Answers vary. Example: The pianist played a song at our school concert. DEFEND: The suffix -ist means a person who does or makes something, so artists make art. The sentence says she is one of the most important ones. YOUR TURN: Answers vary. One example: paintings (paint + ing), which means pictures made with paint.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Like many artists, she experimented with different ideas before developing her own style.

The suffix -ist shows that the word artists refers to what?

- **A** people who make art
- **B** pictures that hang on walls
- **C** the act of making art again
- **D** ideas that are different

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ist shows that the word artists refers to 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 A. people who make art

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

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 **people who make art**
Correct. The suffix -ist names a person who does or makes something.

B **pictures that hang on walls**
Pictures are what artists make, not the artists.

C **the act of making art again**
Again is the meaning of re-, and -ist names a person.

D **ideas that are different**
Different ideas are nearby, but they do not define artists.

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. people who make art: Correct. The suffix -ist names a person who does or makes something. B. pictures that hang on walls: Pictures are what artists make, not the artists. C. the act of making art again: Again is the meaning of re-, and -ist names a person. D. ideas that are different: Different ideas are nearby, but they do not define artists.

TEKS 3(C) · SUFFIX -IST · Week 12 of 36 · Cluster 2 · Module 4

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 -ist in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -LY

The suffix **-ly** means "in a ___ way". 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 "Why We Need Laws"

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 -ly. It means in a ___ way."

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 3 Module 1 · a class or student copy of "Why We Need Laws" · the student tracking sheet · pencils

WORD PARTS IN THE READING

quickly (quick + ly): "Many small problems quickly grew to one."

safely (safe + ly): "Drivers stop safely when the light turns red,"

safely (safe + ly): "Drivers stop safely when the light turns red,"

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ly, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Many small problems quickly grew to one."

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

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 -ly 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 -ly.*

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

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

ANSWER KEY: Quickly. It has the suffix -ly: quick + ly.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ly? 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 ly have the suffix -ly? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ly means.

The word quickly has the suffix -ly. What does -ly mean?

quickly = quick + ly

A. a person who B. in a ___ way C. again

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

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 -ly."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ly 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: B. in a ___ way. Quickly means in a quick way; fast.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word quickly.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Drivers stop safely when the light turns red,"

safely = _____ + _____

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

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 safely 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: Safe + ly. In this sentence, safely means in a safe way.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

kind + ly = ? • loud + ly = ? • neat + ly = ?

Build one word. Use it in a sentence.

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

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 -ly 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 -ly. 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: kindly, loudly, neatly. Answers vary. Example: Please write neatly on your spelling test.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Drivers stop safely when the light turns red,"

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 3 · Cluster 3 · 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 safely 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 -ly means in a ___ way, so safely means in a safe way. Stopping at a red light keeps people from getting hurt.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ly 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 suffix -ly 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: quickly (quick + ly), which means in a quick way.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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 -ly and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Quickly. It has the suffix -ly: quick + ly.
CHOOSE	B. in a ___ way. Quickly means in a quick way; fast.
SHOW	Safe + ly. In this sentence, safely means in a safe way.
OWN	kindly, loudly, neatly. Answers vary. Example: Please write neatly on your spelling test.
DEFEND	The suffix -ly means in a ___ way, so safely means in a safe way. Stopping at a red light keeps people from getting hurt.
YOUR TURN	Answers vary. One example: quickly (quick + ly), which means in a quick way.

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: Quickly. It has the suffix -ly: quick + ly. CHOOSE: B. in a ___ way. Quickly means in a quick way; fast. SHOW: Safe + ly. In this sentence, safely means in a safe way. OWN: kindly, loudly, neatly. Answers vary. Example: Please write neatly on your spelling test. DEFEND: The suffix -ly means in a ___ way, so safely means in a safe way. Stopping at a red light keeps people from getting hurt. YOUR TURN: Answers vary. One example: quickly (quick + ly), which means in a quick way.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Many small problems quickly grew to one.

Based on the suffix -ly and the sentence, the problems grew in what way?

A in a slow way, over years

B in a quick way, very fast

C full of speed and noise

D a person who is very quick

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: Based on the suffix -ly and the sentence, the problems grew in what way?*

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. in a quick way, very fast

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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 **in a slow way, over years**
This is the opposite of quick.

B **in a quick way, very fast**
Correct. Quick + ly means in a quick way, so the problems grew fast.

C **full of speed and noise**
Full of is the meaning of -ful, not -ly.

D **a person who is very quick**
A person who is the meaning of -er, not -ly.

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. in a slow way, over years: This is the opposite of quick. B. in a quick way, very fast: Correct. Quick + ly means in a quick way, so the problems grew fast. C. full of speed and noise: Full of is the meaning of -ful, not -ly. D. a person who is very quick: A person who is the meaning of -er, not -ly.

TEKS 3(C) · SUFFIX -LY · Week 13 of 36 · Cluster 3 · 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 -ly in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 14 of 36

Grade 3 · Cluster 3 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "a person who". 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 "Why We Need Laws"

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 -er. It means a person who."

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 3 Module 2 · a class or student copy of "Why We Need Laws" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

WORD PARTS IN THE READING

teachers (teach + er): "Students follow rules that their teachers have said."

leaders (lead + er): "With busy streets and leaders wearing crowns."

teachers (teach + er): "Students follow rules that their teachers have said."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -er, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Students follow rules that their teachers have said."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Teachers. It has the suffix -er: teach + er.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word teachers has the suffix -er. What does -er mean?

teachers = teach + er

A. more B. without C. a person who

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

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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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. a person who. Teachers means people who teach.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word teachers.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"With busy streets and leaders wearing crowns."

leaders = _____ + _____

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

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 leaders 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: Lead + er. In this sentence, leaders means people who lead.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

bake + er = ? • swim + er = ? • farm + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: baker, swimmer, farmer. Answers vary. Example: The baker made fresh bread for the whole town.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Students follow rules that their teachers have said."

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.

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 teachers 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 -er means a person who, so teachers are people who teach. Students follow the rules their teachers give.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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 -er 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 suffix -er 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: Drivers (drive + er), which means people who drive.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Teachers. It has the suffix -er: teach + er.
CHOOSE	C. a person who. Teachers means people who teach.
SHOW	Lead + er. In this sentence, leaders means people who lead.
OWN	baker, swimmer, farmer. Answers vary. Example: The baker made fresh bread for the whole town.
DEFEND	The suffix -er means a person who, so teachers are people who teach. Students follow the rules their teachers give.
YOUR TURN	Answers vary. One example: Drivers (drive + er), which means people who drive.

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: Teachers. It has the suffix -er: teach + er. CHOOSE: C. a person who. Teachers means people who teach. SHOW: Lead + er. In this sentence, leaders means people who lead. OWN: baker, swimmer, farmer. Answers vary. Example: The baker made fresh bread for the whole town. DEFEND: The suffix -er means a person who, so teachers are people who teach. Students follow the rules their teachers give. YOUR TURN: Answers vary. One example: Drivers (drive + er), which means people who drive.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

With busy streets and leaders wearing crowns.

The suffix -er shows that the word leaders refers to what?

A crowns that people wear

B streets that are more busy

C the act of leading again

D people who lead others

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -er shows that the word leaders refers to 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 D. people who lead others

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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 D.

A **crowns that people wear**
Crowns are nearby things, not the people.

B **streets that are more busy**
More is another meaning of -er, but leaders are people.

C **the act of leading again**
Again is the meaning of re-, not -er.

D **people who lead others**
Correct. The suffix -er means a person who. These leaders wore crowns.

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 D. 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: D. A. crowns that people wear: Crowns are nearby things, not the people. B. streets that are more busy: More is another meaning of -er, but leaders are people. C. the act of leading again: Again is the meaning of re-, not -er. D. people who lead others: Correct. The suffix -er means a person who. These leaders wore crowns.

TEKS 3(C) · SUFFIX -ER · Week 14 of 36 · Cluster 3 · Module 2

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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 15 of 36

Grade 3 · Cluster 3 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "more". 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 Lunchroom Discoveries"

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 -er. It means more."

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 3 Module 3 · a class or student copy of "The Lunchroom Discoveries" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

WORD PARTS IN THE READING

safer (safe + er): "His discoveries helped people learn how to make many foods safer."

harder (hard + er): "Before scientists understood germs, it was much harder to prevent disease."

louder (loud + er): "NARRATOR: The cafeteria becomes louder as lunch begins to end."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"His discoveries helped people learn how to make many foods safer."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Safer. It has the suffix -er: safe + er.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word safer has the suffix -er. What does -er mean?

safer = safe + er

A. more B. a person who C. not

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

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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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. more. Safer means more safe.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word safer.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Before scientists understood germs, it was much harder to prevent disease."

harder = _____ + _____

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

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 harder 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: Hard + er. In this sentence, harder means more hard; more difficult.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

cold + er = ? • fast + er = ? • quiet + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: colder, faster, quieter. Answers vary. Example: The hallway gets quieter after the bell rings.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"NARRATOR: The cafeteria becomes louder as lunch begins to end."

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.

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 louder 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 -er means more, so louder means more loud. As lunch ends, more students talk and move, so the room gets noisier.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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 -er 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 suffix -er 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: scientists (science + ist), which means people who study science.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Safer. It has the suffix -er: safe + er.
CHOOSE	A. more. Safer means more safe.
SHOW	Hard + er. In this sentence, harder means more hard; more difficult.
OWN	colder, faster, quieter. Answers vary. Example: The hallway gets quieter after the bell rings.
DEFEND	The suffix -er means more, so louder means more loud. As lunch ends, more students talk and move, so the room gets noisier.
YOUR TURN	Answers vary. One example: scientists (science + ist), which means people who study science.

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: Safer. It has the suffix -er: safe + er. CHOOSE: A. more. Safer means more safe. SHOW: Hard + er. In this sentence, harder means more hard; more difficult. OWN: colder, faster, quieter. Answers vary. Example: The hallway gets quieter after the bell rings. DEFEND: The suffix -er means more, so louder means more loud. As lunch ends, more students talk and move, so the room gets noisier. YOUR TURN: Answers vary. One example: scientists (science + ist), which means people who study science.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

His discoveries helped people learn how to make many foods safer.

The suffix -er helps the reader understand that safer foods are what?

A not safe to eat at any time at all

B people who keep foods safe

C more safe than they were before

D safe one more time again

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -er helps the reader understand that safer foods are 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 C. more safe than they were before

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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 C.

A **not safe to eat at any time at all**
The suffix -er does not mean not.

B **people who keep foods safe**
A person who is a different meaning of -er.

C **more safe than they were before**
Correct. Safe + er means more safe. Pasteur's discoveries helped.

D **safe one more time again**
Again is the meaning of re-, not -er.

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 C. 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: C. A. not safe to eat at any time at all: The suffix -er does not mean not. B. people who keep foods safe: A person who is a different meaning of -er. C. more safe than they were before: Correct. Safe + er means more safe. Pasteur's discoveries helped. D. safe one more time again: Again is the meaning of re-, not -er.

TEKS 3(C) · SUFFIX -ER · Week 15 of 36 · Cluster 3 · Module 3

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 -er in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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

PREFIX NON-

The prefix **non-** means "not; without". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "The Lunchroom Discoveries"

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 prefix non-. It means not; without."

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 prefix is a word part added to the beginning of a base word. It changes what the word means. 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 3 Module 4 · a class or student copy of "The Lunchroom Discoveries" · the student tracking sheet · pencils

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

WORD PARTS IN THE READING

nonfat (non + fat): "Alex picked a carton of nonfat milk to go with his lunch." **[Extra example, not from the passage]**

nonstop (non + stop): "The students talked nonstop about the germs they learned about in science." **[Extra example, not from the passage]**

nonfat (non + fat): "Jordan said nonfat milk still has the vitamins our bodies need." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the prefix.

Read this extra example sentence (not from the passage). Find the word with the prefix non-.

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Alex picked a carton of nonfat milk to go with his lunch."

I CAN I can find a word with the prefix non- in our reading.

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 prefix non- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this extra example sentence (not from the passage). Find the word with the prefix non-.*

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

DO: *Read the sentence aloud twice. Give think time, then have students write the word in the NOTICE box. Tell students this is an extra example written for this week, not a sentence from the passage.*

ANSWER KEY: Nonfat. It has the prefix non-: non + fat.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what non- means.

The word nonfat has the prefix non-. What does non- mean?

nonfat = non + fat

A. again B. not; without C. full of

I CAN I can choose the meaning of the prefix non-.

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 prefix non-."

DO: *Read the task on the slide aloud: Choose what non- means. The word nonfat has the prefix non-. What does non- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding non- 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: B. not; without. Nonfat means having no fat, or almost none.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of non- to explain the whole word nonfat.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"The students talked nonstop about the germs they learned about in science."

nonstop = _____ + _____

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

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 nonstop into parts. What does it mean in this sentence?*

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

ANSWER KEY: Non + stop. In this sentence, nonstop means without stopping.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

Build a word with the prefix non-. Use your new word in a sentence.

non + stop = ? • non + fat = ? • non + living = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix non- and use them correctly.

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 prefix non- 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 prefix non-. 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: nonstop, nonfat, nonliving. Answers vary. Example: A rock is a nonliving thing, but a germ is alive.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

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 starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

How do the prefix and the sentence prove what nonfat means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Jordan said nonfat milk still has the vitamins our bodies need."

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.

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 prefix and the sentence prove what nonfat 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: Non- means not or without, so nonfat means without fat. The sentence says it is still milk with vitamins, just without the fat.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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 prefix non- 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 prefix non- 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: harmful (harm + ful), which means full of harm.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

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 starts with the same letters has the prefix. 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 prefix non- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Nonfat. It has the prefix non-: non + fat.
CHOOSE	B. not; without. Nonfat means having no fat, or almost none.
SHOW	Non + stop. In this sentence, nonstop means without stopping.
OWN	nonstop, nonfat, nonliving. Answers vary. Example: A rock is a nonliving thing, but a germ is alive.
DEFEND	Non- means not or without, so nonfat means without fat. The sentence says it is still milk with vitamins, just without the fat.
YOUR TURN	Answers vary. One example: harmful (harm + ful), which means full of harm.

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: Nonfat. It has the prefix non-: non + fat. CHOOSE: B. not; without. Nonfat means having no fat, or almost none. SHOW: Non + stop. In this sentence, nonstop means without stopping. OWN: nonstop, nonfat, nonliving. Answers vary. Example: A rock is a nonliving thing, but a germ is alive. DEFEND: Non- means not or without, so nonfat means without fat. The sentence says it is still milk with vitamins, just without the fat. YOUR TURN: Answers vary. One example: harmful (harm + ful), which means full of harm.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

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.

EXTRA EXAMPLE (NOT FROM THE PASSAGE). READ THIS SENTENCE.

Many students choose nonfat milk in the lunchroom.

Based on the prefix non- and the sentence, what is nonfat milk?

A milk that has fat added again later

B milk that does not have fat in it

C milk with more fat than other kinds

D milk that germs have made people sick

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: Based on the prefix non- and the sentence, what is nonfat milk?*

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. milk that does not have fat in it (This sentence is an extra example, not from the passage.)

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

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 **milk that has fat added again later**
Again is the meaning of re-, not non-.

B **milk that does not have fat in it**
Correct. Non- means not or without, so nonfat milk is milk without fat.

C **milk with more fat than other kinds**
This is the opposite of what non- means.

D **milk that germs have made people sick**
This is a detail from the topic, not the meaning of nonfat.

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. milk that has fat added again later: Again is the meaning of re-, not non-. B. milk that does not have fat in it: Correct. Non- means not or without, so nonfat milk is milk without fat. C. milk with more fat than other kinds: This is the opposite of what non- means. D. milk that germs have made people sick: This is a detail from the topic, not the meaning of nonfat.

TEKS 3(C) · PREFIX NON- · Week 16 of 36 · Cluster 3 · Module 4

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 prefix non- in another book they are reading.

TEKS 3(C)
SUFFIX -OR

MORPHEMES

WEEK 17 of 36

Grade 3 · Cluster 4 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -OR

The suffix **-or** means "a person who". 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 "Benjamin Franklin and Electricity"

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 -or. It means a person who."

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 4 Module 1 · a class or student copy of "Benjamin Franklin and Electricity" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -OR · Week 17 of 36 · Cluster 4 · Module 1

WORD PARTS IN THE READING

inventor (invent + or): "Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways."

inventors (invent + or): "Years after Franklin's experiments, inventors developed new ways to generate and use electricity."

inventors (invent + or): "Years after Franklin's experiments, inventors developed new ways to generate and use electricity."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -or, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways."

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

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 -or 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 -or.*

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

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

ANSWER KEY: Inventor. It has the suffix -or: invent + or.

TEKS 3(C) · SUFFIX -OR · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -or? 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 or have the suffix -or? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -or means.

The word inventor has the suffix -or. What does -or mean?

inventor = invent + or

A. full of B. not C. a person who

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

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 -or."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -or 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. a person who. Inventor means a person who invents new things.

TEKS 3(C) · SUFFIX -OR · Week 17 of 36 · Cluster 4 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -or to explain the whole word inventor.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Years after Franklin's experiments, inventors developed new ways to generate and use electricity."

inventors = _____ + _____

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

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 inventors 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: Invent + or. In this sentence, inventors means people who invent new things.

TEKS 3(C) · SUFFIX -OR · Week 17 of 36 · Cluster 4 · 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

act + or = ? • sail + or = ? • visit + or = ?

Build one word. Use it in a sentence.

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

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 -or 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 -or. 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: actor, sailor, visitor. Answers vary. Example: The actor bowed after the class play.

TEKS 3(C) · SUFFIX -OR · 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 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Years after Franklin's experiments, inventors developed new ways to generate and use electricity."

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.

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 inventors 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 -or means a person who, so inventors are people who invent. The sentence says they developed new ways to use electricity.

TEKS 3(C) · SUFFIX -OR · 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 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -or 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 suffix -or 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: writer (write + er), which means a person who writes.

TEKS 3(C) · SUFFIX -OR · 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 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 -or and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Inventor. It has the suffix -or: invent + or.
CHOOSE	C. a person who. Inventor means a person who invents new things.
SHOW	Invent + or. In this sentence, inventors means people who invent new things.
OWN	actor, sailor, visitor. Answers vary. Example: The actor bowed after the class play.
DEFEND	The suffix -or means a person who, so inventors are people who invent. The sentence says they developed new ways to use electricity.
YOUR TURN	Answers vary. One example: writer (write + er), which means a person who writes.

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: Inventor. It has the suffix -or: invent + or. CHOOSE: C. a person who. Inventor means a person who invents new things. SHOW: Invent + or. In this sentence, inventors means people who invent new things. OWN: actor, sailor, visitor. Answers vary. Example: The actor bowed after the class play. DEFEND: The suffix -or means a person who, so inventors are people who invent. The sentence says they developed new ways to use electricity. YOUR TURN: Answers vary. One example: writer (write + er), which means a person who writes.

TEKS 3(C) · SUFFIX -OR · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways.

The suffix -or shows that the word inventor refers to what?

- **A** a person who invents new things
- **B** a new thing that was invented
- **C** the act of inventing once again
- **D** a problem that is hard to solve

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -or shows that the word inventor refers to 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 A. a person who invents new things

TEKS 3(C) · SUFFIX -OR · Week 17 of 36 · Cluster 4 · 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 A.

A **a person who invents new things**
Correct. The suffix -or means a person who, and he solved problems in new ways.

B **a new thing that was invented**
That is the invention, the object, not the person.

C **the act of inventing once again**
Once again is the meaning of re-, not -or.

D **a problem that is hard to solve**
Problems are nearby, but they do not define inventor.

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. a person who invents new things: Correct. The suffix -or means a person who, and he solved problems in new ways. B. a new thing that was invented: That is the invention, the object, not the person. C. the act of inventing once again: Once again is the meaning of re-, not -or. D. a problem that is hard to solve: Problems are nearby, but they do not define inventor.

TEKS 3(C) · SUFFIX -OR · Week 17 of 36 · Cluster 4 · 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 -or in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ITY/TY

The suffix **-ity/ty** means "the state or quality of being". 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 "Benjamin Franklin and Electricity"

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 -ity/ty. It means the state or quality of being."

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 4 Module 2 · a class or student copy of "Benjamin Franklin and Electricity" · the student tracking sheet · pencils

WORD PARTS IN THE READING

safety (safe + ty): "His invention saved property, reduced damage, and improved safety for countless people."

creativity (creative + ity): "People depended on hard work, creativity, and problem solving to meet their needs."

creativity (creative + ity): "His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -ity/ty, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

Read this sentence from the passage. Find the word with the suffix -ity/ty.

"His invention saved property, reduced damage, and improved safety for countless people."

I CAN I can find a word with the suffix -ity/ty in our reading.

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 -ity/ty 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 -ity/ty.*

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

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

ANSWER KEY: Safety. It has the suffix -ity/ty: safe + ty.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ity/ty? 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 ity/ty have the suffix -ity/ty? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ity/ty means.

The word safety has the suffix -ity/ty. What does -ity/ty mean?

safety = safe + ty

A. the state or quality of being B. a person who C. again

I CAN I can choose the meaning of the suffix -ity/ty.

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 -ity/ty."

DO: *Read the task on the slide aloud: Choose what -ity/ty means. The word safety has the suffix -ity/ty. What does -ity/ty mean?*

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ity/ty 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. the state or quality of being. Safety means the state of being safe.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ity/ty to explain the whole word safety.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"People depended on hard work, creativity, and problem solving to meet their needs."

creativity = _____ + _____

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

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 creativity 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: Creative + ity. In this sentence, creativity means the quality of being creative.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

Build a word with the suffix -ity/ty. Use your new word in a sentence.

active + ity = ? • loyal + ty = ? • able + ity = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the suffix -ity/ty and use them correctly.

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 -ity/ty 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 -ity/ty. 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: activity, loyalty, ability. Answers vary. Example: Reading every night grows my ability to read long books.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life."

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.

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 creativity 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 -ity means the quality of being, so creativity means being creative. Solving real problems in new ways shows that quality.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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 -ity/ty 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 suffix -ity/ty 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: countless (count + less), which means too many to count.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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 -ity/ty and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Safety. It has the suffix -ity/ty: safe + ty.
CHOOSE	A. the state or quality of being. Safety means the state of being safe.
SHOW	Creative + ity. In this sentence, creativity means the quality of being creative.
OWN	activity, loyalty, ability. Answers vary. Example: Reading every night grows my ability to read long books.
DEFEND	The suffix -ity means the quality of being, so creativity means being creative. Solving real problems in new ways shows that quality.
YOUR TURN	Answers vary. One example: countless (count + less), which means too many to count.

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: Safety. It has the suffix -ity/ty: safe + ty. CHOOSE: A. the state or quality of being. Safety means the state of being safe. SHOW: Creative + ity. In this sentence, creativity means the quality of being creative. OWN: activity, loyalty, ability. Answers vary. Example: Reading every night grows my ability to read long books. DEFEND: The suffix -ity means the quality of being, so creativity means being creative. Solving real problems in new ways shows that quality. YOUR TURN: Answers vary. One example: countless (count + less), which means too many to count.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

His invention saved property, reduced damage, and improved safety for countless people.

The suffix -ty helps the reader understand that safety means what?

- **A** a person who keeps others safe from harm
- **B** the state of being safe from harm
- **C** being safe one more time again
- **D** property that people own

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ty helps the reader understand that safety 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. the state of being safe from harm

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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 **a person who keeps others safe from harm**
A person who is the meaning of -er or -or.

B **the state of being safe from harm**
Correct. Safe + ty means the state of being safe. Damage was reduced.

C **being safe one more time again**
Once again is the meaning of re-, not -ty.

D **property that people own**
Property is nearby, but it does not define safety.

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. a person who keeps others safe from harm: A person who is the meaning of -er or -or. B. the state of being safe from harm: Correct. Safe + ty means the state of being safe. Damage was reduced. C. being safe one more time again: Once again is the meaning of re-, not -ty. D. property that people own: Property is nearby, but it does not define safety.

TEKS 3(C) · SUFFIX -ITY/TY · Week 18 of 36 · Cluster 4 · Module 2

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 -ity/ty in another book they are reading.

TEKS 3(C)
PREFIX IN-

MORPHEMES

WEEK 19 of 36

Grade 3 · Cluster 4 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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

PREFIX IN-

The prefix **in-** means "not". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "The Founding Fathers"

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 prefix in-. It means not."

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 prefix is a word part added to the beginning of a base word. It changes what the word means. 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 3 · a class or student copy of "The Founding Fathers" · the student tracking sheet · pencils

WORD PARTS IN THE READING

independent (in + dependent): "Their victory allowed the United States to become an independent nation."

independence (in + dependence): "However, gaining independence would require more than simply writing a document."

independent (in + dependent): "Others believed the colonies should become completely independent."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix in-.

"Their victory allowed the United States to become an independent nation."

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

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 prefix in- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix in-.*

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

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

ANSWER KEY: Independent. It has the prefix in-: in + dependent.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what in- means.

The word independent has the prefix in-. What does in- mean?

independent = in + dependent

A. again B. not C. full of

I CAN I can choose the meaning of the prefix in-.

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 prefix in-."

DO: *Read the task on the slide aloud: Choose what in- means. The word independent has the prefix in-. What does in- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding in- 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: B. not. Independent means not depending on another country; free.

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of in- to explain the whole word independent.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"However, gaining independence would require more than simply writing a document."

independence = _____ + _____

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

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 independence into parts. What does it mean in this sentence?*

SAY: "First find the prefix. 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: In + dependence. In this sentence, independence means freedom; not depending on another country.

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

in + correct = ? • in + complete = ? • in + active = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix in- and use them correctly.

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 prefix in- 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 prefix in-. 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: incorrect, incomplete, inactive. Answers vary. Example: My math answer was incorrect, so I fixed it.

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 starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

How do the prefix and the sentence prove what independent means?

"Others believed the colonies should become completely independent."

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.

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 prefix and the sentence prove what independent 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: In- means not, so independent means not depending on others. The colonies wanted to rule themselves instead of Great Britain.

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix in- 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 prefix in- 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: disagreements (dis + agree + ment), which means times people do not agree.

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

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 starts with the same letters has the prefix. 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 prefix in- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Independent. It has the prefix in-: in + dependent.
CHOOSE	B. not. Independent means not depending on another country; free.
SHOW	In + dependence. In this sentence, independence means freedom; not depending on another country.
OWN	incorrect, incomplete, inactive. Answers vary. Example: My math answer was incorrect, so I fixed it.
DEFEND	In- means not, so independent means not depending on others. The colonies wanted to rule themselves instead of Great Britain.
YOUR TURN	Answers vary. One example: disagreements (dis + agree + ment), which means times people do not agree.

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: Independent. It has the prefix in-: in + dependent. CHOOSE: B. not. Independent means not depending on another country; free. SHOW: In + dependence. In this sentence, independence means freedom; not depending on another country. OWN: incorrect, incomplete, inactive. Answers vary. Example: My math answer was incorrect, so I fixed it. DEFEND: In- means not, so independent means not depending on others. The colonies wanted to rule themselves instead of Great Britain. YOUR TURN: Answers vary. One example: disagreements (dis + agree + ment), which means times people do not agree.

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

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.

Their victory allowed the United States to become an independent nation.

The prefix in- helps the reader understand that an independent nation is what?

A a nation that depends on others again

B a nation that does not depend on others

C a nation full of soldiers and big armies

D a nation that depends on others more

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 in- helps the reader understand that an independent nation is 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. a nation that does not depend on others

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

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 **a nation that depends on others again**
Again is the meaning of re-, not in-.

B **a nation that does not depend on others**
Correct. In- means not, so independent means not dependent. It rules itself.

C **a nation full of soldiers and big armies**
The army is nearby, but in- does not mean full of.

D **a nation that depends on others more**
In- does not mean more. It means not.

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. a nation that depends on others again: Again is the meaning of re-, not in-. B. a nation that does not depend on others: Correct. In- means not, so independent means not dependent. It rules itself. C. a nation full of soldiers and big armies: The army is nearby, but in- does not mean full of. D. a nation that depends on others more: In- does not mean more. It means not.

TEKS 3(C) · PREFIX IN- · Week 19 of 36 · Cluster 4 · Module 3

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 prefix in- in another book they are reading.

TEKS 3(C)
SUFFIX -NESS

MORPHEMES

WEEK 20 of 36

Grade 3 · Cluster 4 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -NESS

The suffix **-ness** means "the state of being". 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 Founding Fathers"

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 -ness. It means the state of being."

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 4 Module 4 · a class or student copy of "The Founding Fathers" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

WORD PARTS IN THE READING

fairness (fair + ness): "The Founding Fathers believed that dividing power would help protect freedom and fairness."

willingness (willing + ness): "Their willingness to work together helped them make progress toward their goals."

willingness (willing + ness): "Their willingness to listen to different viewpoints helped them create a plan that many people could support."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"The Founding Fathers believed that dividing power would help protect freedom and fairness."

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

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 -ness 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 -ness.*

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

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

ANSWER KEY: Fairness. It has the suffix -ness: fair + ness.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ness? 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 ness have the suffix -ness? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ness means.

The word fairness has the suffix -ness. What does -ness mean?

fairness = fair + ness

A. before B. without C. the state of being

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

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 -ness."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ness 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. the state of being. Fairness means the state of being fair.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ness to explain the whole word fairness.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Their willingness to work together helped them make progress toward their goals."

willingness = _____ + _____

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

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 willingness 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: Willing + ness. In this sentence, willingness means the state of being willing, or ready to do something.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

happy + ness = ? • kind + ness = ? • sick + ness = ?

Build one word. Use it in a sentence.

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

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 -ness 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 -ness. 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: happiness, kindness, sickness. Answers vary. Example: Her kindness made the new student feel welcome.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Their willingness to listen to different viewpoints helped them create a plan that many people could support."

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.

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 willingness 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 -ness means the state of being, so willingness means being willing. Listening to different viewpoints shows they were ready to try.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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 -ness 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 suffix -ness 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: happiness (happy + ness), which means the state of being happy.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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 -ness and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Fairness. It has the suffix -ness: fair + ness.
CHOOSE	C. the state of being. Fairness means the state of being fair.
SHOW	Willing + ness. In this sentence, willingness means the state of being willing, or ready to do something.
OWN	happiness, kindness, sickness. Answers vary. Example: Her kindness made the new student feel welcome.
DEFEND	The suffix -ness means the state of being, so willingness means being willing. Listening to different viewpoints shows they were ready to try.
YOUR TURN	Answers vary. One example: happiness (happy + ness), which means the state of being happy.

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: Fairness. It has the suffix -ness: fair + ness. CHOOSE: C. the state of being. Fairness means the state of being fair. SHOW: Willing + ness. In this sentence, willingness means the state of being willing, or ready to do something. OWN: happiness, kindness, sickness. Answers vary. Example: Her kindness made the new student feel welcome. DEFEND: The suffix -ness means the state of being, so willingness means being willing. Listening to different viewpoints shows they were ready to try. YOUR TURN: Answers vary. One example: happiness (happy + ness), which means the state of being happy.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

The Founding Fathers believed that dividing power would help protect freedom and fairness.

The suffix -ness helps the reader understand that fairness means what?

A the state of being fair to all

B not being fair to anyone

C a person who acts fairly

D dividing power into three branches

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ness helps the reader understand that fairness 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 A. the state of being fair to all

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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 **the state of being fair to all**
Correct. Fair + ness means the state of being fair. Dividing power helped.

B **not being fair to anyone**
Not is the meaning of un- or in-, not -ness.

C **a person who acts fairly**
A person who is the meaning of -er, not -ness.

D **dividing power into three branches**
That is how they protected fairness, not what it means.

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. the state of being fair to all: Correct. Fair + ness means the state of being fair. Dividing power helped. B. not being fair to anyone: Not is the meaning of un- or in-, not -ness. C. a person who acts fairly: A person who is the meaning of -er, not -ness. D. dividing power into three branches: That is how they protected fairness, not what it means.

TEKS 3(C) · SUFFIX -NESS · Week 20 of 36 · Cluster 4 · Module 4

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 -ness in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -Y

The suffix **-y** means "having or full of". 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 "Henry Ford: Visionary of Travel"

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 -y. It means having or full of."

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 5 Module 1 · a class or student copy of "Henry Ford: Visionary of Travel" · the student tracking sheet · pencils

WORD PARTS IN THE READING

muddy (mud + y): "Roads were often rough, muddy, or dusty."

dusty (dust + y): "Roads were often rough, muddy, or dusty."

wealthy (wealth + y): "He thought transportation should not be limited to wealthy people."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -y, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Roads were often rough, muddy, or dusty."

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

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 -y 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 -y.*

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

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

ANSWER KEY: Muddy. It has the suffix -y: mud + y.

TEKS 3(C) · SUFFIX -Y · Week 21 of 36 · Cluster 5 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? 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 y have the suffix -y? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -y means.

The word muddy has the suffix -y. What does -y mean?

muddy = mud + y

A. having or full of B. not C. again

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

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 -y."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y 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. having or full of. Muddy means full of mud.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word muddy.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Roads were often rough, muddy, or dusty."

dusty = _____ + _____

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

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 dusty 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: Dust + y. In this sentence, dusty means full of dust.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

rain + y = ? • salt + y = ? • sand + y = ?

Build one word. Use it in a sentence.

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

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 -y 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 -y. 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: rainy, salty, sandy. Answers vary. Example: We built a castle at the sandy beach.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"He thought transportation should not be limited to wealthy people."

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.

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 wealthy 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 -y means having, so wealthy means having wealth, or lots of money. Henry wanted cars for more than just the rich.

TEKS 3(C) · SUFFIX -Y · Week 21 of 36 · Cluster 5 · 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y 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 suffix -y 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: dependable (depend + able), which means can be depended on.

TEKS 3(C) · SUFFIX -Y · Week 21 of 36 · Cluster 5 · 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 -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Muddy. It has the suffix -y: mud + y.
CHOOSE	A. having or full of. Muddy means full of mud.
SHOW	Dust + y. In this sentence, dusty means full of dust.
OWN	rainy, salty, sandy. Answers vary. Example: We built a castle at the sandy beach.
DEFEND	The suffix -y means having, so wealthy means having wealth, or lots of money. Henry wanted cars for more than just the rich.
YOUR TURN	Answers vary. One example: dependable (depend + able), which means can be depended on.

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: Muddy. It has the suffix -y: mud + y. CHOOSE: A. having or full of. Muddy means full of mud. SHOW: Dust + y. In this sentence, dusty means full of dust. OWN: rainy, salty, sandy. Answers vary. Example: We built a castle at the sandy beach. DEFEND: The suffix -y means having, so wealthy means having wealth, or lots of money. Henry wanted cars for more than just the rich. YOUR TURN: Answers vary. One example: dependable (depend + able), which means can be depended on.

TEKS 3(C) · SUFFIX -Y · Week 21 of 36 · Cluster 5 · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Roads were often rough, muddy, or dusty.

The suffix -y helps the reader understand that muddy roads were what?

A without any mud at all

B roads that were built again

C covered with and full of mud

D roads made by people who dig

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -y helps the reader understand that muddy roads were 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 C. covered with and full of mud

TEKS 3(C) · SUFFIX -Y · Week 21 of 36 · Cluster 5 · 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 C.

A **without any mud at all**
Without is the meaning of -less, not -y.

B **roads that were built again**
Again is the meaning of re-, not -y.

C **covered with and full of mud**
Correct. Mud + y means full of mud. The roads were rough.

D **roads made by people who dig**
A person who is the meaning of -er, not -y.

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 C. 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: C. A. without any mud at all: Without is the meaning of -less, not -y. B. roads that were built again: Again is the meaning of re-, not -y. C. covered with and full of mud: Correct. Mud + y means full of mud. The roads were rough. D. roads made by people who dig: A person who is the meaning of -er, not -y.

TEKS 3(C) · SUFFIX -Y · Week 21 of 36 · Cluster 5 · 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 -y in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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

PREFIX PRE-

The prefix **pre-** means "before". A prefix is a word part added to the beginning of a base word. It changes what the word means.

from "Henry Ford: Visionary of Travel"

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 prefix pre-. It means before."

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 prefix is a word part added to the beginning of a base word. It changes what the word means. 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 5 Module 2 · a class or student copy of "Henry Ford: Visionary of Travel" · the student tracking sheet · pencils

WORD PARTS IN THE READING

preplan (pre + plan): "Before buying a car, many families had to preplan long trips because travel took much more time."

pretest (pre + test): "Some families would pretest a new car on a short drive before a long trip." **[Extra example, not from the passage]**

preplan (pre + plan): "Henry Ford wanted drivers to preplan less because his cars were dependable." **[Extra example, not from the passage]**

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

Ask how the meaning of a word changes when you take the prefix 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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the prefix.

Read this sentence from the passage. Find the word with the prefix pre-.

"Before buying a car, many families had to preplan long trips because travel took much more time."

I CAN I can find a word with the prefix pre- in our reading.

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 prefix pre- in our reading."

DO: *Read the task on the slide aloud: Notice the prefix. Read this sentence from the passage. Find the word with the prefix pre-.*

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

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

ANSWER KEY: Preplan. It has the prefix pre-: pre + plan.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what pre- means.

The word preplan has the prefix pre-. What does pre- mean?

preplan = pre + plan

A. not B. before C. again

I CAN I can choose the meaning of the prefix pre-.

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 prefix pre-."

DO: *Read the task on the slide aloud: Choose what pre- means. The word preplan has the prefix pre-. What does pre- mean?*

SAY: "Cover the prefix with your finger. Read what is left. Now think: what does adding pre- 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: B. before. Preplan means to plan before, ahead of time.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of pre- to explain the whole word preplan.

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Some families would pretest a new car on a short drive before a long trip."

pretest = _____ + _____

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

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 pretest into parts. What does it mean in this sentence?*

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

ANSWER KEY: Pre + test. In this sentence, pretest means to test before.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

Build a word with the prefix pre-. Use your new word in a sentence.

pre + heat = ? • pre + pay = ? • pre + test = ?

Build one word. Use it in a sentence.

I CAN I can build new words with the prefix pre- and use them correctly.

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 prefix pre- 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 prefix pre-. 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: preheat, prepay, pretest. Answers vary. Example: We preheat the oven before we bake bread.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

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 starts with the same letters has the prefix. 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

How do the prefix and the sentence prove what preplan means?

EXTRA EXAMPLE (NOT FROM THE PASSAGE)

"Henry Ford wanted drivers to preplan less because his cars were dependable."

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.

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 prefix and the sentence prove what preplan 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: Pre- means before, so preplan means to plan before. The sentence says dependable cars meant less planning ahead before a trip.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think any word that starts with the same letters has the prefix. 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the prefix pre- 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 prefix pre- 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: wealthy (wealth + y), which means having a lot of money.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

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 starts with the same letters has the prefix. 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 prefix pre- and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Preplan. It has the prefix pre-: pre + plan.
CHOOSE	B. before. Preplan means to plan before, ahead of time.
SHOW	Pre + test. In this sentence, pretest means to test before.
OWN	preheat, prepay, pretest. Answers vary. Example: We preheat the oven before we bake bread.
DEFEND	Pre- means before, so preplan means to plan before. The sentence says dependable cars meant less planning ahead before a trip.
YOUR TURN	Answers vary. One example: wealthy (wealth + y), which means having a lot of money.

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: Preplan. It has the prefix pre-: pre + plan. CHOOSE: B. before. Preplan means to plan before, ahead of time. SHOW: Pre + test. In this sentence, pretest means to test before. OWN: preheat, prepay, pretest. Answers vary. Example: We preheat the oven before we bake bread. DEFEND: Pre- means before, so preplan means to plan before. The sentence says dependable cars meant less planning ahead before a trip. YOUR TURN: Answers vary. One example: wealthy (wealth + y), which means having a lot of money.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Before buying a car, many families had to preplan long trips because travel took much more time.

The prefix pre- helps the reader understand that preplan means what?

A to plan a trip before it starts

B to plan the same trip once again

C to not plan any trip at all

D to buy a car for a long trip

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 pre- helps the reader understand that preplan 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 A. to plan a trip before it starts

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

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 **to plan a trip before it starts**
Correct. Pre- means before, so preplan means to plan ahead, before the trip.

B **to plan the same trip once again**
Again is the meaning of re-, not pre-.

C **to not plan any trip at all**
Not is the meaning of un- or dis-, not pre-.

D **to buy a car for a long trip**
This is a detail from the sentence, not what preplan means.

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. to plan a trip before it starts: Correct. Pre- means before, so preplan means to plan ahead, before the trip. B. to plan the same trip once again: Again is the meaning of re-, not pre-. C. to not plan any trip at all: Not is the meaning of un- or dis-, not pre-. D. to buy a car for a long trip: This is a detail from the sentence, not what preplan means.

TEKS 3(C) · PREFIX PRE- · Week 22 of 36 · Cluster 5 · Module 2

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 prefix pre- in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 23 of 36

Grade 3 · Cluster 5 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -MENT

The suffix **-ment** means "the act or result of". 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 "Sam Walton: Visionary of Retail"

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 -ment. It means the act or result of."

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 5 Module 3 · a class or student copy of "Sam Walton: Visionary of Retail" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

WORD PARTS IN THE READING

improvements (improve + ment): "He encouraged workers to share ideas and suggest improvements."

employment (employ + ment): "New stores brought employment opportunities to communities across the country."

employment (employ + ment): "New stores brought employment opportunities to communities across the country."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"He encouraged workers to share ideas and suggest improvements."

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

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 -ment 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 -ment.*

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

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

ANSWER KEY: Improvements. It has the suffix -ment: improve + ment.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ment? 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 ment have the suffix -ment? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ment means.

The word improvements has the suffix -ment. What does -ment mean?

improvements = improve + ment

A. without B. a person who C. the act or result of

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

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 -ment."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ment 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. the act or result of. Improvements means changes that make something better.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ment to explain the whole word improvements.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"New stores brought employment opportunities to communities across the country."

employment = _____ + _____

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

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 employment 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: Employ + ment. In this sentence, employment means the act of being employed; having a job.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

enjoy + ment = ? • pay + ment = ? • agree + ment = ?

Build one word. Use it in a sentence.

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

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 -ment 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 -ment. 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: enjoyment, payment, agreement. Answers vary. Example: We made an agreement to share the swings.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"New stores brought employment opportunities to communities across the country."

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.

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 employment 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 -ment means the result of, so employment means having a job. New stores needed workers, so people in the town got jobs.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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 -ment 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 suffix -ment 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: shoppers (shop + er), which means people who shop.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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 -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Improvements. It has the suffix -ment: improve + ment.
CHOOSE	C. the act or result of. Improvements means changes that make something better.
SHOW	Employ + ment. In this sentence, employment means the act of being employed; having a job.
OWN	enjoyment, payment, agreement. Answers vary. Example: We made an agreement to share the swings.
DEFEND	The suffix -ment means the result of, so employment means having a job. New stores needed workers, so people in the town got jobs.
YOUR TURN	Answers vary. One example: shoppers (shop + er), which means people who shop.

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: Improvements. It has the suffix -ment: improve + ment. CHOOSE: C. the act or result of. Improvements means changes that make something better. SHOW: Employ + ment. In this sentence, employment means the act of being employed; having a job. OWN: enjoyment, payment, agreement. Answers vary. Example: We made an agreement to share the swings. DEFEND: The suffix -ment means the result of, so employment means having a job. New stores needed workers, so people in the town got jobs. YOUR TURN: Answers vary. One example: shoppers (shop + er), which means people who shop.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

He encouraged workers to share ideas and suggest improvements.

The suffix -ment helps the reader understand that improvements are what?

A changes that make the store better

B workers who share their ideas each day

C ways to make the store worse

D stores that are built again

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ment helps the reader understand that improvements are 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 A. changes that make the store better

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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 **changes that make the store better**
Correct. Improve + ment means the result of improving.

B **workers who share their ideas each day**
Workers are nearby, but they are not improvements.

C **ways to make the store worse**
This is the opposite of improve.

D **stores that are built again**
Again is the meaning of re-, not -ment.

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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. changes that make the store better: Correct. Improve + ment means the result of improving. B. workers who share their ideas each day: Workers are nearby, but they are not improvements. C. ways to make the store worse: This is the opposite of improve. D. stores that are built again: Again is the meaning of re-, not -ment.

TEKS 3(C) · SUFFIX -MENT · Week 23 of 36 · Cluster 5 · Module 3

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 -ment in another book they are reading.

TEKS 3(C)
SUFFIX -ER

MORPHEMES

WEEK 24 of 36

Grade 3 · Cluster 5 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ER

The suffix **-er** means "a person who". 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 "Sam Walton: Visionary of Retail"

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 -er. It means a person who."

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 5 Module 4 · a class or student copy of "Sam Walton: Visionary of Retail" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

WORD PARTS IN THE READING

shoppers (shop + er): "He noticed that some stores attracted many shoppers while others struggled to stay open."

managers (manage + er): "He listened to customers, employees, and managers."

Workers (work + er): "Workers were needed to stock shelves, help customers, manage inventory, and operate registers."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -er, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"He noticed that some stores attracted many shoppers while others struggled to stay open."

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

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 -er 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 -er.*

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

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

ANSWER KEY: Shoppers. It has the suffix -er: shop + er.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -er? 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 er have the suffix -er? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -er means.

The word shoppers has the suffix -er. What does -er mean?

shoppers = shop + er

A. a person who B. more C. not

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

Grade 3 · Cluster 5 · 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 -er."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -er 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. a person who. Shoppers means people who shop.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -er to explain the whole word shoppers.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"He listened to customers, employees, and managers."

managers = _____ + _____

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

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 managers 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: Manage + er. In this sentence, managers means people who manage, or are in charge.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

bank + er = ? • clean + er = ? • jog + er = ?

Build one word. Use it in a sentence.

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

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 -er 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 -er. 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: banker, cleaner, jogger. Answers vary. Example: The jogger ran three laps around the park.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Workers were needed to stock shelves, help customers, manage inventory, and operate registers."

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.

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 Workers 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 -er means a person who, so workers are people who work. The sentence lists their jobs, like stocking shelves.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -er 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 suffix -er 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: improvements (improve + ment), which means changes that make something better.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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 -er and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Shoppers. It has the suffix -er: shop + er.
CHOOSE	A. a person who. Shoppers means people who shop.
SHOW	Manage + er. In this sentence, managers means people who manage, or are in charge.
OWN	banker, cleaner, jogger. Answers vary. Example: The jogger ran three laps around the park.
DEFEND	The suffix -er means a person who, so workers are people who work. The sentence lists their jobs, like stocking shelves.
YOUR TURN	Answers vary. One example: improvements (improve + ment), which means changes that make something better.

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: Shoppers. It has the suffix -er: shop + er. CHOOSE: A. a person who. Shoppers means people who shop. SHOW: Manage + er. In this sentence, managers means people who manage, or are in charge. OWN: banker, cleaner, jogger. Answers vary. Example: The jogger ran three laps around the park. DEFEND: The suffix -er means a person who, so workers are people who work. The sentence lists their jobs, like stocking shelves. YOUR TURN: Answers vary. One example: improvements (improve + ment), which means changes that make something better.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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.

SHOW WHAT YOU KNOW

SUFFIX -ER

MORPHEMES

WEEK 24 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

He listened to customers, employees, and managers.

The suffix -er shows that the word managers refers to what?

A things that are managed by workers

B the act of managing a store all over again

C customers who shop in the stores

D people who manage and are in charge

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -er shows that the word managers refers to 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 D. people who manage and are in charge

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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 D.

A **things that are managed by workers**
This is the object, not the person.

B **the act of managing a store all over again**
Again is the meaning of re-, not -er.

C **customers who shop in the stores**
Customers are nearby, but they are not managers.

D **people who manage and are in charge**
Correct. Manage + er means a person who manages.

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 D. 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: D. A. things that are managed by workers: This is the object, not the person. B. the act of managing a store all over again: Again is the meaning of re-, not -er. C. customers who shop in the stores: Customers are nearby, but they are not managers. D. people who manage and are in charge: Correct. Manage + er means a person who manages.

TEKS 3(C) · SUFFIX -ER · Week 24 of 36 · Cluster 5 · Module 4

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 -er in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 25 of 36

Grade 3 · Cluster 6 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -FUL

The suffix **-ful** means "full of". 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 "Crash"

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 -ful. It means full of."

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 6 Module 1 · a class or student copy of "Crash" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · Module 1

WORD PARTS IN THE READING

peaceful (peace + ful): "The classroom was peaceful."

colorful (color + ful): "Jamal added colorful flowers and a bright sun in the corner of the poster."

careful (care + ful): ""We should be careful around classroom projects," one student said."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"The classroom was peaceful."

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

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 -ful 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 -ful.*

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

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

ANSWER KEY: Peaceful. It has the suffix -ful: peace + ful.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? 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 ful have the suffix -ful? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ful means.

The word peaceful has the suffix -ful. What does -ful mean?

peaceful = peace + ful

A. without B. full of C. again

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

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 -ful."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful 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: B. full of. Peaceful means full of peace; calm and quiet.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word peaceful.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Jamal added colorful flowers and a bright sun in the corner of the poster."

colorful = _____ + _____

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

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 colorful 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: Color + ful. In this sentence, colorful means full of color.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

hope + ful = ? • thank + ful = ? • fear + ful = ?

Build one word. Use it in a sentence.

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

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 -ful 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 -ful. 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: hopeful, thankful, fearful. Answers vary. Example: I am thankful for my friends at school.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

""We should be careful around classroom projects," one student said."

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.

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 careful 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 -ful means full of, so careful means full of care. After the jar broke, the students know to pay close attention.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful 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 suffix -ful 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: uncomfortable (un + comfortable), which means not comfortable.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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 -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Peaceful. It has the suffix -ful: peace + ful.
CHOOSE	B. full of. Peaceful means full of peace; calm and quiet.
SHOW	Color + ful. In this sentence, colorful means full of color.
OWN	hopeful, thankful, fearful. Answers vary. Example: I am thankful for my friends at school.
DEFEND	The suffix -ful means full of, so careful means full of care. After the jar broke, the students know to pay close attention.
YOUR TURN	Answers vary. One example: uncomfortable (un + comfortable), which means not comfortable.

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: Peaceful. It has the suffix -ful: peace + ful. CHOOSE: B. full of. Peaceful means full of peace; calm and quiet. SHOW: Color + ful. In this sentence, colorful means full of color. OWN: hopeful, thankful, fearful. Answers vary. Example: I am thankful for my friends at school. DEFEND: The suffix -ful means full of, so careful means full of care. After the jar broke, the students know to pay close attention. YOUR TURN: Answers vary. One example: uncomfortable (un + comfortable), which means not comfortable.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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.

SHOW WHAT YOU KNOW
SUFFIX -FUL

MORPHEMES

WEEK 25 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

The classroom was peaceful.

The suffix -ful helps the reader understand that the classroom was what?

A without any peace at all

B peaceful once more again

C full of peace and calm

D full of broken glass

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ful helps the reader understand that the classroom was 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 C. full of peace and calm

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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 C.

A **without any peace at all**
Without is the meaning of -less, the opposite of -ful.

B **peaceful once more again**
Again is the meaning of re-, not -ful.

C **full of peace and calm**
Correct. Peace + ful means full of peace. It was calm.

D **full of broken glass**
The glass breaks later, so this does not fit here.

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 C. 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: C. A. without any peace at all: Without is the meaning of -less, the opposite of -ful. B. peaceful once more again: Again is the meaning of re-, not -ful. C. full of peace and calm: Correct. Peace + ful means full of peace. It was calm. D. full of broken glass: The glass breaks later, so this does not fit here.

TEKS 3(C) · SUFFIX -FUL · Week 25 of 36 · Cluster 6 · 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 -ful in another book they are reading.

MORPHEMES

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -Y

The suffix **-y** means "having or full of". 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 "Crash"

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 -y. It means having or full of."

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 6 Module 2 · a class or student copy of "Crash" · the student tracking sheet · pencils

WORD PARTS IN THE READING

messy (mess + y): "Soil had spilled across the tile, creating a messy pile beneath the window."

healthy (health + y): "Everyone was proud of how healthy it looked."

messy (mess + y): "Soil had spilled across the tile, creating a messy pile beneath the window."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -y, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Soil had spilled across the tile, creating a messy pile beneath the window."

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

Grade 3 · Cluster 6 · 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 -y 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 -y.*

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

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

ANSWER KEY: Messy. It has the suffix -y: mess + y.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? 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 y have the suffix -y? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -y means.

The word messy has the suffix -y. What does -y mean?

messy = mess + y

A. before B. a person who C. having or full of

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

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 -y."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y 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. having or full of. Messy means full of mess; not neat.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word messy.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Everyone was proud of how healthy it looked."

healthy = _____ + _____

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

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 healthy 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: Health + y. In this sentence, healthy means having good health; strong and well.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

dirt + y = ? • rock + y = ? • cloud + y = ?

Build one word. Use it in a sentence.

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

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 -y 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 -y. 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: dirty, rocky, cloudy. Answers vary. Example: The sky was cloudy, so we played inside.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Soil had spilled across the tile, creating a messy pile beneath the window."

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.

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 messy 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 -y means full of, so messy means full of mess. Spilled soil on the tile shows the floor was not neat.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y 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 suffix -y 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: carefully (careful + ly), which means in a careful way.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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 -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Messy. It has the suffix -y: mess + y.
CHOOSE	C. having or full of. Messy means full of mess; not neat.
SHOW	Health + y. In this sentence, healthy means having good health; strong and well.
OWN	dirty, rocky, cloudy. Answers vary. Example: The sky was cloudy, so we played inside.
DEFEND	The suffix -y means full of, so messy means full of mess. Spilled soil on the tile shows the floor was not neat.
YOUR TURN	Answers vary. One example: carefully (careful + ly), which means in a careful way.

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: Messy. It has the suffix -y: mess + y. CHOOSE: C. having or full of. Messy means full of mess; not neat. SHOW: Health + y. In this sentence, healthy means having good health; strong and well. OWN: dirty, rocky, cloudy. Answers vary. Example: The sky was cloudy, so we played inside. DEFEND: The suffix -y means full of, so messy means full of mess. Spilled soil on the tile shows the floor was not neat. YOUR TURN: Answers vary. One example: carefully (careful + ly), which means in a careful way.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Everyone was proud of how healthy it looked.

What does the word healthy mean in this sentence?

A without any health at all

B a person who helps plants grow

C strong and having good health

D proud of the class project

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: What does the word healthy mean in this sentence?*

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 C. strong and having good health

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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 C.

A **without any health at all**
Without is the meaning of -less, not -y.

B **a person who helps plants grow**
A person who is the meaning of -er, not -y.

C **strong and having good health**
Correct. Health + y means having health. The plant was growing well.

D **proud of the class project**
Proud is nearby, but it tells how people felt.

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 C. 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: C. A. without any health at all: Without is the meaning of -less, not -y. B. a person who helps plants grow: A person who is the meaning of -er, not -y. C. strong and having good health: Correct. Health + y means having health. The plant was growing well. D. proud of the class project: Proud is nearby, but it tells how people felt.

TEKS 3(C) · SUFFIX -Y · Week 26 of 36 · Cluster 6 · Module 2

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 -y in another book they are reading.

TEKS 3(C)
SUFFIX -MENT

MORPHEMES

WEEK 27 of 36

Grade 3 · Cluster 6 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -MENT

The suffix **-ment** means "the act or result of". 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 Good Citizen"

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 -ment. It means the act or result of."

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 6 Module 3 · a class or student copy of "The Good Citizen" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

WORD PARTS IN THE READING

excitement (excite + ment): "His excitement made everyone smile."

disappointment (disappoint + ment): "When Maya finished, she expected to hear disappointment in the manager's voice."

excitement (excite + ment): "His excitement made everyone smile."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"His excitement made everyone smile."

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

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 -ment 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 -ment.*

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

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

ANSWER KEY: Excitement. It has the suffix -ment: excite + ment.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ment? 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 ment have the suffix -ment? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ment means.

The word excitement has the suffix -ment. What does -ment mean?

excitement = excite + ment

A. the act or result of B. without C. more

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

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 -ment."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ment 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. the act or result of. Excitement means the feeling of being excited.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ment to explain the whole word excitement.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"When Maya finished, she expected to hear disappointment in the manager's voice."

disappointment = _____ + _____

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

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 disappointment 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: Disappoint + ment. In this sentence, disappointment means the feeling of being let down.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

amaze + ment = ? • move + ment = ? • treat + ment = ?

Build one word. Use it in a sentence.

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

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 -ment 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 -ment. 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: amazement, movement, treatment. Answers vary. Example: The magic trick filled us with amazement.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"His excitement made everyone smile."

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.

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 excitement 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 -ment means the result of, so excitement is the result of being excited. Rusty's excitement makes everyone smile.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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 -ment 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 suffix -ment 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: dependable (depend + able), which means can be depended on.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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 -ment and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Excitement. It has the suffix -ment: excite + ment.
CHOOSE	A. the act or result of. Excitement means the feeling of being excited.
SHOW	Disappoint + ment. In this sentence, disappointment means the feeling of being let down.
OWN	amazement, movement, treatment. Answers vary. Example: The magic trick filled us with amazement.
DEFEND	The suffix -ment means the result of, so excitement is the result of being excited. Rusty's excitement makes everyone smile.
YOUR TURN	Answers vary. One example: dependable (depend + able), which means can be depended on.

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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: Excitement. It has the suffix -ment: excite + ment. CHOOSE: A. the act or result of. Excitement means the feeling of being excited. SHOW: Disappoint + ment. In this sentence, disappointment means the feeling of being let down. OWN: amazement, movement, treatment. Answers vary. Example: The magic trick filled us with amazement. DEFEND: The suffix -ment means the result of, so excitement is the result of being excited. Rusty's excitement makes everyone smile. YOUR TURN: Answers vary. One example: dependable (depend + able), which means can be depended on.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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.

SHOW WHAT YOU KNOW
SUFFIX -MENT

MORPHEMES

WEEK 27 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

When Maya finished, she expected to hear disappointment in the manager's voice.

The suffix -ment helps the reader understand that disappointment is what?

A a person who lets others down

B the feeling of being very proud

C the feeling of being let down

D a voice that is more loud

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ment helps the reader understand that disappointment is 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 C. the feeling of being let down

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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 C.

A **a person who lets others down**
A person who is the meaning of -er, not -ment.

B **the feeling of being very proud**
This is the opposite of being let down.

C **the feeling of being let down**
Correct. Disappoint + ment means the result of being disappointed.

D **a voice that is more loud**
More is the meaning of -er, not -ment.

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 C. 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: C. A. a person who lets others down: A person who is the meaning of -er, not -ment. B. the feeling of being very proud: This is the opposite of being let down. C. the feeling of being let down: Correct. Disappoint + ment means the result of being disappointed. D. a voice that is more loud: More is the meaning of -er, not -ment.

TEKS 3(C) · SUFFIX -MENT · Week 27 of 36 · Cluster 6 · Module 3

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 -ment in another book they are reading.

TEKS 3(C)
SUFFIX -Y

MORPHEMES

WEEK 28 of 36

Grade 3 · Cluster 6 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -Y

The suffix **-y** means "having or full of". 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 Good Citizen"

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 -y. It means having or full of."

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 6 Module 4 · a class or student copy of "The Good Citizen" · the student tracking sheet · pencils

WORD PARTS IN THE READING

sunny (sun + y): "The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon."

healthy (health + y): "Families visited to meet dogs, volunteers completed chores, and workers made sure the animals stayed healthy and safe."

sunny (sun + y): "The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon."

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

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 -y 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 -y.*

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

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

ANSWER KEY: Sunny. It has the suffix -y: sun + y.

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? 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 y have the suffix -y? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -y means.

The word sunny has the suffix -y. What does -y mean?

sunny = sun + y

A. again B. having or full of C. without

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

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 -y."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y 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: B. having or full of. Sunny means full of sunshine.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word sunny.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Families visited to meet dogs, volunteers completed chores, and workers made sure the animals stayed healthy and safe."

healthy = _____ + _____

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

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 healthy 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: Health + y. In this sentence, healthy means having good health; well.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

wind + y = ? • snow + y = ? • fog + y = ?

Build one word. Use it in a sentence.

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

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 -y 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 -y. 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: windy, snowy, foggy. Answers vary. Example: It was too windy to fly our small kite.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon."

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.

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 sunny 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 -y means full of, so sunny means full of sun. Warm weather is a clue it was a bright day for the park.

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y 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 suffix -y 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: playful (play + ful), which means full of play.

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 -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Sunny. It has the suffix -y: sun + y.
CHOOSE	B. having or full of. Sunny means full of sunshine.
SHOW	Health + y. In this sentence, healthy means having good health; well.
OWN	windy, snowy, foggy. Answers vary. Example: It was too windy to fly our small kite.
DEFEND	The suffix -y means full of, so sunny means full of sun. Warm weather is a clue it was a bright day for the park.
YOUR TURN	Answers vary. One example: playful (play + ful), which means full of play.

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: Sunny. It has the suffix -y: sun + y. CHOOSE: B. having or full of. Sunny means full of sunshine. SHOW: Health + y. In this sentence, healthy means having good health; well. OWN: windy, snowy, foggy. Answers vary. Example: It was too windy to fly our small kite. DEFEND: The suffix -y means full of, so sunny means full of sun. Warm weather is a clue it was a bright day for the park. YOUR TURN: Answers vary. One example: playful (play + ful), which means full of play.

TEKS 3(C) · SUFFIX -Y · Week 28 of 36 · Cluster 6 · Module 4

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Families visited to meet dogs, volunteers completed chores, and workers made sure the animals stayed healthy and safe.

The suffix -y helps the reader understand that the animals stayed what?

- **A** well and having good health
- **B** without any health or care
- **C** safe inside the shelter again
- **D** busy doing chores all day

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -y helps the reader understand that the animals stayed 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 A. well and having good health

TEKS 3(C) · SUFFIX -Y · Week 28 of 36 · Cluster 6 · Module 4

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 **well and having good health**
Correct. Health + y means having health. Workers took care of them.

B **without any health or care**
Without is the meaning of -less, not -y.

C **safe inside the shelter again**
Again is the meaning of re-, and safe is a different word.

D **busy doing chores all day**
Chores are what volunteers did, not the animals.

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. well and having good health: Correct. Health + y means having health. Workers took care of them. B. without any health or care: Without is the meaning of -less, not -y. C. safe inside the shelter again: Again is the meaning of re-, and safe is a different word. D. busy doing chores all day: Chores are what volunteers did, not the animals.

TEKS 3(C) · SUFFIX -Y · Week 28 of 36 · Cluster 6 · Module 4

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 -y in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 29 of 36

Grade 3 · Cluster 7 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -FUL

The suffix **-ful** means "full of". 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 "MLK: A Dream Can 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 suffix -ful. It means full of."

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 7 Module 1 · a class or student copy of "MLK: A Dream Can Grow" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · Module 1

WORD PARTS IN THE READING

hopeful (hope + ful): "Each person with a hopeful face."

thoughtful (thought + ful): "One thoughtful word, one caring deed,"

hopeful (hope + ful): "And see that hopeful lantern shine."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Each person with a hopeful face."

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

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 -ful 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 -ful.*

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

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

ANSWER KEY: Hopeful. It has the suffix -ful: hope + ful.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? 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 ful have the suffix -ful? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ful means.

The word hopeful has the suffix -ful. What does -ful mean?

hopeful = hope + ful

A. without B. before C. full of

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

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 -ful."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful 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. full of. Hopeful means full of hope.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · Module 1

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word hopeful.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"One thoughtful word, one caring deed,"

thoughtful = _____ + _____

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

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 thoughtful 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: Thought + ful. In this sentence, thoughtful means full of thought; kind and caring.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

cheer + ful = ? • joy + ful = ? • use + ful = ?

Build one word. Use it in a sentence.

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

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 -ful 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 -ful. 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: cheerful, joyful, useful. Answers vary. Example: Her cheerful song made the rainy day better.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"And see that hopeful lantern shine."

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.

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 hopeful 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 -ful means full of, so hopeful means full of hope. A lantern that shines gives light, like hope for the future.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful 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 suffix -ful 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: kindness (kind + ness), which means the state of being kind.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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 -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Hopeful. It has the suffix -ful: hope + ful.
CHOOSE	C. full of. Hopeful means full of hope.
SHOW	Thought + ful. In this sentence, thoughtful means full of thought; kind and caring.
OWN	cheerful, joyful, useful. Answers vary. Example: Her cheerful song made the rainy day better.
DEFEND	The suffix -ful means full of, so hopeful means full of hope. A lantern that shines gives light, like hope for the future.
YOUR TURN	Answers vary. One example: kindness (kind + ness), which means the state of being kind.

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: Hopeful. It has the suffix -ful: hope + ful. CHOOSE: C. full of. Hopeful means full of hope. SHOW: Thought + ful. In this sentence, thoughtful means full of thought; kind and caring. OWN: cheerful, joyful, useful. Answers vary. Example: Her cheerful song made the rainy day better. DEFEND: The suffix -ful means full of, so hopeful means full of hope. A lantern that shines gives light, like hope for the future. YOUR TURN: Answers vary. One example: kindness (kind + ness), which means the state of being kind.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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.

SHOW WHAT YOU KNOW

SUFFIX -FUL

MORPHEMES

WEEK 29 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

One thoughtful word, one caring deed,

Based on the suffix -ful and the line, a thoughtful word is what?

A a word full of care and kindness

B a word said without any thought

C a word that is said once again

D a word that is very long and hard

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: Based on the suffix -ful and the line, a thoughtful word is 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 A. a word full of care and kindness

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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 A.

A **a word full of care and kindness**
Correct. Thought + ful means full of thought, and caring deed is a clue.

B **a word said without any thought**
Without is the meaning of -less, the opposite of -ful.

C **a word that is said once again**
Once again is the meaning of re-, not -ful.

D **a word that is very long and hard**
Nothing in the line says the word is long.

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. a word full of care and kindness: Correct. Thought + ful means full of thought, and caring deed is a clue. B. a word said without any thought: Without is the meaning of -less, the opposite of -ful. C. a word that is said once again: Once again is the meaning of re-, not -ful. D. a word that is very long and hard: Nothing in the line says the word is long.

TEKS 3(C) · SUFFIX -FUL · Week 29 of 36 · Cluster 7 · 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 -ful in another book they are reading.

TEKS 3(C)
SUFFIX -LY

MORPHEMES

WEEK 30 of 36

Grade 3 · Cluster 7 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -LY

The suffix **-ly** means "in a ___ way". 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 "MLK: A Dream Can 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 suffix -ly. It means in a ___ way."

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 7 Module 2 · a class or student copy of "MLK: A Dream Can Grow" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

WORD PARTS IN THE READING

quietly (quiet + ly): "Would quietly ask something of me."

truly (true + ly): "The dream has never truly gone."

surely (sure + ly): "I think by now I surely know."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Would quietly ask something of me."

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

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 -ly 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 -ly.*

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

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

ANSWER KEY: Quietly. It has the suffix -ly: quiet + ly.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ly? 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 ly have the suffix -ly? 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ly means.

The word quietly has the suffix -ly. What does -ly mean?

quietly = quiet + ly

A. in a ___ way B. full of C. not

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

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 -ly."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ly 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. in a ___ way. Quietly means in a quiet way.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ly to explain the whole word quietly.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"The dream has never truly gone."

truly = _____ + _____

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

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 truly 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: True + ly. In this sentence, truly means in a true way; really.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

glad + ly = ? • slow + ly = ? • calm + ly = ?

Build one word. Use it in a sentence.

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

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 -ly 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 -ly. 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: gladly, slowly, calmly. Answers vary. Example: I gladly shared my crayons with a friend.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"I think by now I surely know."

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.

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 surely 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 -ly means in a ___ way, so surely means in a sure way. By now shows the speaker has learned and has no doubt.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ly 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 suffix -ly 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: kindness (kind + ness), which means the state of being kind.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

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 -ly and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Quietly. It has the suffix -ly: quiet + ly.
CHOOSE	A. in a ___ way. Quietly means in a quiet way.
SHOW	True + ly. In this sentence, truly means in a true way; really.
OWN	gladly, slowly, calmly. Answers vary. Example: I gladly shared my crayons with a friend.
DEFEND	The suffix -ly means in a ___ way, so surely means in a sure way. By now shows the speaker has learned and has no doubt.
YOUR TURN	Answers vary. One example: kindness (kind + ness), which means the state of being kind.

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: Quietly. It has the suffix -ly: quiet + ly. CHOOSE: A. in a ___ way. Quietly means in a quiet way. SHOW: True + ly. In this sentence, truly means in a true way; really. OWN: gladly, slowly, calmly. Answers vary. Example: I gladly shared my crayons with a friend. DEFEND: The suffix -ly means in a ___ way, so surely means in a sure way. By now shows the speaker has learned and has no doubt. YOUR TURN: Answers vary. One example: kindness (kind + ness), which means the state of being kind.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

The dream has never truly gone.

What does the word truly mean in this line?

- **A** full of dreams and hope
- **B** in a true way, really
- **C** not true at all
- **D** a person who tells truth

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: What does the word truly mean in this line?*

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. in a true way, really

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

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 **full of dreams and hope**
Full of is the meaning of -ful, not -ly.

B **in a true way, really**
Correct. True + ly means in a true way. The dream never really left.

C **not true at all**
The suffix -ly does not mean not.

D **a person who tells truth**
A person who is the meaning of -er, not -ly.

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. full of dreams and hope: Full of is the meaning of -ful, not -ly. B. in a true way, really: Correct. True + ly means in a true way. The dream never really left. C. not true at all: The suffix -ly does not mean not. D. a person who tells truth: A person who is the meaning of -er, not -ly.

TEKS 3(C) · SUFFIX -LY · Week 30 of 36 · Cluster 7 · Module 2

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 -ly in another book they are reading.

TEKS 3(C)
SUFFIX -FUL

MORPHEMES

WEEK 31 of 36

Grade 3 · Cluster 7 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -FUL

The suffix **-ful** means "full of". 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 "What Will You Give?"

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 -ful. It means full of."

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 7 Module 3 · a class or student copy of "What Will You Give?" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

WORD PARTS IN THE READING

useful (use + ful): "Give something useful you can share."

helpful (help + ful): "Find one worthwhile and helpful thing to do."

powerful (power + ful): "Yet powerful questions sometimes stay."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Give something useful you can share."

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

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 -ful 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 -ful.*

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

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

ANSWER KEY: Useful. It has the suffix -ful: use + ful.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ful? 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 ful have the suffix -ful? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ful means.

The word useful has the suffix -ful. What does -ful mean?

useful = use + ful

A. without B. full of C. again

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

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 -ful."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ful 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: B. full of. Useful means full of use; helpful to someone.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ful to explain the whole word useful.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Find one worthwhile and helpful thing to do."

helpful = _____ + _____

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

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 helpful 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: Help + ful. In this sentence, helpful means full of help; giving help.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

care + ful = ? • fear + ful = ? • thank + ful = ?

Build one word. Use it in a sentence.

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

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 -ful 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 -ful. 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: careful, fearful, thankful. Answers vary. Example: Be careful when you carry the fish tank.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Yet powerful questions sometimes stay."

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.

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 powerful 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 -ful means full of, so powerful means full of power. The questions stay with people, which shows how strong they are.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ful 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 suffix -ful 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: thoughtful (thought + ful), which means full of thought; kind.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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 -ful and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Useful. It has the suffix -ful: use + ful.
CHOOSE	B. full of. Useful means full of use; helpful to someone.
SHOW	Help + ful. In this sentence, helpful means full of help; giving help.
OWN	careful, fearful, thankful. Answers vary. Example: Be careful when you carry the fish tank.
DEFEND	The suffix -ful means full of, so powerful means full of power. The questions stay with people, which shows how strong they are.
YOUR TURN	Answers vary. One example: thoughtful (thought + ful), which means full of thought; kind.

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: Useful. It has the suffix -ful: use + ful. CHOOSE: B. full of. Useful means full of use; helpful to someone. SHOW: Help + ful. In this sentence, helpful means full of help; giving help. OWN: careful, fearful, thankful. Answers vary. Example: Be careful when you carry the fish tank. DEFEND: The suffix -ful means full of, so powerful means full of power. The questions stay with people, which shows how strong they are. YOUR TURN: Answers vary. One example: thoughtful (thought + ful), which means full of thought; kind.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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.

SHOW WHAT YOU KNOW
SUFFIX -FUL

MORPHEMES

WEEK 31 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

Give something useful you can share.

The suffix -ful helps the reader understand that something useful is what?

A without any use at all

B full of use and able to help

C used over and over again

D a person who shares things with others

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -ful helps the reader understand that something useful is 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. full of use and able to help

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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 **without any use at all**
Without is the meaning of -less, the opposite of -ful.

B **full of use and able to help**
Correct. Use + ful means full of use. It can be shared to help.

C **used over and over again**
Again is the meaning of re-, not -ful.

D **a person who shares things with others**
A person who is the meaning of -er, not -ful.

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. without any use at all: Without is the meaning of -less, the opposite of -ful. B. full of use and able to help: Correct. Use + ful means full of use. It can be shared to help. C. used over and over again: Again is the meaning of re-, not -ful. D. a person who shares things with others: A person who is the meaning of -er, not -ful.

TEKS 3(C) · SUFFIX -FUL · Week 31 of 36 · Cluster 7 · Module 3

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 -ful in another book they are reading.

TEKS 3(C)
SUFFIX -HOOD

MORPHEMES

WEEK 32 of 36

Grade 3 · Cluster 7 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -HOOD

The suffix **-hood** means "a group or area of". 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 "What Will You Give?"

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 -hood. It means a group or area of."

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 7 Module 4 · a class or student copy of "What Will You Give?" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

WORD PARTS IN THE READING

neighborhood (neighbor + hood): "A neighborhood is people near,"

neighborhoods (neighbor + hood): "It's neighborhoods and people too,"

neighborhood (neighbor + hood): "A neighborhood is people near,"

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -hood, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"A neighborhood is people near,"

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

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 -hood 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 -hood.*

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

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

ANSWER KEY: Neighborhood. It has the suffix -hood: neighbor + hood.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -hood? 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 hood have the suffix -hood? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -hood means.

The word neighborhood has the suffix -hood. What does -hood mean?

neighborhood = neighbor + hood

A. full of B. not C. a group or area of

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

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 -hood."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -hood 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. a group or area of. Neighborhood means an area of neighbors who live near each other.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -hood to explain the whole word neighborhood.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"It's neighborhoods and people too,"

neighborhoods = _____ + _____

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

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 neighborhoods 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: Neighbor + hood. In this sentence, neighborhoods means areas where neighbors live.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

parent + hood = ? • brother + hood = ? • knight + hood = ?

Build one word. Use it in a sentence.

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

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 -hood 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 -hood. 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: parenthood, brotherhood, knighthood. Answers vary. Example: Parenthood means caring for a family every day.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"A neighborhood is people near,"

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.

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 neighborhood 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 -hood means a group or area of, so a neighborhood is an area of neighbors. The line says it is people who live near.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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 -hood 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 suffix -hood 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: unfamiliar (un + familiar), which means not familiar; new.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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 -hood and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Neighborhood. It has the suffix -hood: neighbor + hood.
CHOOSE	C. a group or area of. Neighborhood means an area of neighbors who live near each other.
SHOW	Neighbor + hood. In this sentence, neighborhoods means areas where neighbors live.
OWN	parenthood, brotherhood, knighthood. Answers vary. Example: Parenthood means caring for a family every day.
DEFEND	The suffix -hood means a group or area of, so a neighborhood is an area of neighbors. The line says it is people who live near.
YOUR TURN	Answers vary. One example: unfamiliar (un + familiar), which means not familiar; new.

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: Neighborhood. It has the suffix -hood: neighbor + hood. CHOOSE: C. a group or area of. Neighborhood means an area of neighbors who live near each other. SHOW: Neighbor + hood. In this sentence, neighborhoods means areas where neighbors live. OWN: parenthood, brotherhood, knighthood. Answers vary. Example: Parenthood means caring for a family every day. DEFEND: The suffix -hood means a group or area of, so a neighborhood is an area of neighbors. The line says it is people who live near. YOUR TURN: Answers vary. One example: unfamiliar (un + familiar), which means not familiar; new.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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.

SHOW WHAT YOU KNOW

SUFFIX -HOOD

MORPHEMES

WEEK 32 of 36

Test-Style Question · Slide 9 of 10

READ THIS SENTENCE FROM THE PASSAGE.

It's neighborhoods and people too,

The suffix -hood helps the reader understand that neighborhoods are what?

A areas where neighbors live near

B people who are not neighbors

C neighbors who move away and come back again

D roads full of cars and trucks

The Writing Academy®, LLC

Grade 3 · Cluster 7 · Morphemes

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -hood helps the reader understand that neighborhoods are 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 A. areas where neighbors live near

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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 **areas where neighbors live near**
Correct. Neighbor + hood means an area of neighbors.

B **people who are not neighbors**
The suffix -hood does not mean not.

C **neighbors who move away and come back again**
Again is the meaning of re-, not -hood.

D **roads full of cars and trucks**
Full of is the meaning of -ful, not -hood.

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. areas where neighbors live near: Correct. Neighbor + hood means an area of neighbors. B. people who are not neighbors: The suffix -hood does not mean not. C. neighbors who move away and come back again: Again is the meaning of re-, not -hood. D. roads full of cars and trucks: Full of is the meaning of -ful, not -hood.

TEKS 3(C) · SUFFIX -HOOD · Week 32 of 36 · Cluster 7 · Module 4

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 -hood in another book they are reading.

TEKS 3(C)
SUFFIX -Y

MORPHEMES

WEEK 33 of 36

Grade 3 · Cluster 8 · Module 1

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -Y

The suffix **-y** means "having or full of". 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 "A Place to 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 suffix -y. It means having or full of."

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 8 Module 1 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

WORD PARTS IN THE READING

rocky (rock + y): "The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

snowy (snow + y): "The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

sunny (sun + y): "The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -y, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

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

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 -y 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 -y.*

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

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

ANSWER KEY: Rocky. It has the suffix -y: rock + y.

TEKS 3(C) · SUFFIX -Y · Week 33 of 36 · Cluster 8 · Module 1

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -y? 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 y have the suffix -y? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -y means.

The word rocky has the suffix -y. What does -y mean?

rocky = rock + y

A. having or full of B. again C. before

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

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 -y."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -y 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. having or full of. Rocky means full of rocks.

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -y to explain the whole word rocky.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

snowy = _____ + _____

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

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 snowy 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: Snow + y. In this sentence, snowy means full of snow.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

wind + y = ? • dust + y = ? • storm + y = ?

Build one word. Use it in a sentence.

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

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 -y 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 -y. 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: windy, dusty, stormy. Answers vary. Example: The stormy night kept us awake.

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

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.

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 sunny 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 -y means full of, so sunny means full of sun. The word warm is a clue that the land gets lots of sunshine.

TEKS 3(C) · SUFFIX -Y · Week 33 of 36 · Cluster 8 · 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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -y 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 suffix -y 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 value; worth a lot.

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 -y and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Rocky. It has the suffix -y: rock + y.
CHOOSE	A. having or full of. Rocky means full of rocks.
SHOW	Snow + y. In this sentence, snowy means full of snow.
OWN	windy, dusty, stormy. Answers vary. Example: The stormy night kept us awake.
DEFEND	The suffix -y means full of, so sunny means full of sun. The word warm is a clue that the land gets lots of sunshine.
YOUR TURN	Answers vary. One example: valuable (value + able), which means having value; worth a lot.

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: Rocky. It has the suffix -y: rock + y. CHOOSE: A. having or full of. Rocky means full of rocks. SHOW: Snow + y. In this sentence, snowy means full of snow. OWN: windy, dusty, stormy. Answers vary. Example: The stormy night kept us awake. DEFEND: The suffix -y means full of, so sunny means full of sun. The word warm is a clue that the land gets lots of sunshine. YOUR TURN: Answers vary. One example: valuable (value + able), which means having value; worth a lot.

TEKS 3(C) · SUFFIX -Y · Week 33 of 36 · Cluster 8 · 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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny.

The suffix -y helps the reader understand that snowy land is what?

A land without any snow

B land that is full of snow

C land that is snowed on again

D land that is green and fertile

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -y helps the reader understand that snowy land is 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. land that is full of snow

TEKS 3(C) · SUFFIX -Y · Week 33 of 36 · Cluster 8 · 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 **land without any snow**
Without is the meaning of -less, not -y.

B **land that is full of snow**
Correct. Snow + y means full of snow, and cold is a clue.

C **land that is snowed on again**
Again is the meaning of re-, not -y.

D **land that is green and fertile**
This describes a different kind of land.

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. land without any snow: Without is the meaning of -less, not -y. B. land that is full of snow: Correct. Snow + y means full of snow, and cold is a clue. C. land that is snowed on again: Again is the meaning of re-, not -y. D. land that is green and fertile: This describes a different kind of land.

TEKS 3(C) · SUFFIX -Y · Week 33 of 36 · Cluster 8 · 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 -y in another book they are reading.

TEKS 3(C)
SUFFIX -ABLE

MORPHEMES

WEEK 34 of 36

Grade 3 · Cluster 8 · Module 2

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 "A Place to 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 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 8 Module 2 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

WORD PARTS IN THE READING

valuable (value + able): "A desert may have valuable resources but little water."

affordable (afford + able): "Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families."

valuable (value + able): "And when something valuable was scarce in one place, trade could help people obtain it from somewhere else."

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.

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"A desert may have valuable resources but little water."

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

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: Valuable. It has the suffix -able: value + able.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -able means.

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

valuable = value + able

A. without B. able to be; can be C. a person who

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

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 valuable 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: B. able to be; can be. Valuable means having great value; worth a lot.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

CHECK FOR UNDERSTANDING

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

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families."

affordable = _____ + _____

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

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 affordable 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: Afford + able. In this sentence, affordable means can be afforded; not too expensive.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

wash + able = ? • enjoy + able = ? • fold + able = ?

Build one word. Use it in a sentence.

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

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, enjoyable, foldable. Answers vary. Example: The field trip was fun and enjoyable.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"And when something valuable was scarce in one place, trade could help people obtain it from somewhere else."

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.

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 valuable 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, and valuable things are worth a lot. People traded to get valuable things they did not have.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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.

MORPHEMES

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.

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: builders (build + er), which means people who build.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Valuable. It has the suffix -able: value + able.
CHOOSE	B. able to be; can be. Valuable means having great value; worth a lot.
SHOW	Afford + able. In this sentence, affordable means can be afforded; not too expensive.
OWN	washable, enjoyable, foldable. Answers vary. Example: The field trip was fun and enjoyable.
DEFEND	The suffix -able means able to be, and valuable things are worth a lot. People traded to get valuable things they did not have.
YOUR TURN	Answers vary. One example: builders (build + er), which means people who build.

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: Valuable. It has the suffix -able: value + able. CHOOSE: B. able to be; can be. Valuable means having great value; worth a lot. SHOW: Afford + able. In this sentence, affordable means can be afforded; not too expensive. OWN: washable, enjoyable, foldable. Answers vary. Example: The field trip was fun and enjoyable. DEFEND: The suffix -able means able to be, and valuable things are worth a lot. People traded to get valuable things they did not have. YOUR TURN: Answers vary. One example: builders (build + er), which means people who build.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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.

Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families.

Based on the suffix -able and the sentence, affordable cars are what?

- **A** cars that families cannot buy
- **B** cars that were invented by Henry Ford
- **C** cars that families are able to buy
- **D** cars that are built once again

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: Based on the suffix -able and the sentence, affordable cars are 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 C. cars that families are able to buy

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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 C.

A **cars that families cannot buy**
This is the opposite of affordable.

B **cars that were invented by Henry Ford**
The sentence says Ford did not invent the car.

C **cars that families are able to buy**
Correct. Afford + able means can be afforded, or paid for.

D **cars that are built once again**
Again is the meaning of re-, not -able.

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 C. 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: C. A. cars that families cannot buy: This is the opposite of affordable. B. cars that were invented by Henry Ford: The sentence says Ford did not invent the car. C. cars that families are able to buy: Correct. Afford + able means can be afforded, or paid for. D. cars that are built once again: Again is the meaning of re-, not -able.

TEKS 3(C) · SUFFIX -ABLE · Week 34 of 36 · Cluster 8 · Module 2

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.

TEKS 3(C)
SUFFIX -AL

MORPHEMES

WEEK 35 of 36

Grade 3 · Cluster 8 · Module 3

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -AL

The suffix **-al** means "relating to". 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 "A Place to 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 suffix -al. It means relating to."

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 8 Module 3 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

WORD PARTS IN THE READING

Coastal (coast + al): "Coastal areas can provide fish and access to waterways."

historical (history + al): "A shell might not seem like an important historical object until someone asks a question:"

Coastal (coast + al): "Coastal areas can provide fish and access to waterways."

CHECK FOR UNDERSTANDING

Ask a student to say one word they know that has the suffix -al, 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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Coastal areas can provide fish and access to waterways."

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

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 -al 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 -al.*

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

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

ANSWER KEY: Coastal. It has the suffix -al: coast + al.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -al? 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 al have the suffix -al? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -al means.

The word Coastal has the suffix -al. What does -al mean?

Coastal = coast + al

A. full of B. not C. relating to

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

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 -al."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -al 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. relating to. Coastal means relating to the coast, by the ocean.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -al to explain the whole word Coastal.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"A shell might not seem like an important historical object until someone asks a question:"

historical = _____ + _____

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

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 historical 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: History + al. In this sentence, historical means relating to history, from the past.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

nature + al = ? • person + al = ? • music + al = ?

Build one word. Use it in a sentence.

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

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 -al 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 -al. 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: natural, personal, musical. Answers vary. Example: Grass and trees are natural parts of a park.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"Coastal areas can provide fish and access to waterways."

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.

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 Coastal 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 -al means relating to, so coastal means relating to the coast. Fish and waterways are clues that these areas are by the ocean.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -al 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 suffix -al 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: location (locate + ion), which means a place where something is.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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 -al and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Coastal. It has the suffix -al: coast + al.
CHOOSE	C. relating to. Coastal means relating to the coast, by the ocean.
SHOW	History + al. In this sentence, historical means relating to history, from the past.
OWN	natural, personal, musical. Answers vary. Example: Grass and trees are natural parts of a park.
DEFEND	The suffix -al means relating to, so coastal means relating to the coast. Fish and waterways are clues that these areas are by the ocean.
YOUR TURN	Answers vary. One example: location (locate + ion), which means a place where something is.

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: Coastal. It has the suffix -al: coast + al. CHOOSE: C. relating to. Coastal means relating to the coast, by the ocean. SHOW: History + al. In this sentence, historical means relating to history, from the past. OWN: natural, personal, musical. Answers vary. Example: Grass and trees are natural parts of a park. DEFEND: The suffix -al means relating to, so coastal means relating to the coast. Fish and waterways are clues that these areas are by the ocean. YOUR TURN: Answers vary. One example: location (locate + ion), which means a place where something is.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

A shell might not seem like an important historical object until someone asks a question:

The suffix -al helps the reader understand that a historical object is what?

- **A** an object without any history
- **B** a person who studies history
- **C** a question that someone asks
- **D** an object relating to history

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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 suffix -al helps the reader understand that a historical object is 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 D. an object relating to history

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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 D.

A **an object without any history**
Without is the meaning of -less, not -al.

B **a person who studies history**
A person who is the meaning of -ist or -er.

C **a question that someone asks**
A question is nearby, but it is not the object.

D **an object relating to history**
Correct. History + al means relating to history, or the past.

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 D. 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: D. A. an object without any history: Without is the meaning of -less, not -al. B. a person who studies history: A person who is the meaning of -ist or -er. C. a question that someone asks: A question is nearby, but it is not the object. D. an object relating to history: Correct. History + al means relating to history, or the past.

TEKS 3(C) · SUFFIX -AL · Week 35 of 36 · Cluster 8 · Module 3

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 -al in another book they are reading.

TEKS 3(C)
SUFFIX -ION

MORPHEMES

WEEK 36 of 36

Grade 3 · Cluster 8 · Module 4

EXACT TEKS WORDING (FROM TEA)

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

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 -ION

The suffix **-ion** means "the act or result of". 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 "A Place to 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 suffix -ion. It means the act or result of."

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 8 Module 4 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

WORD PARTS IN THE READING

irrigation (irrigate + ion): "Farmers dig irrigation channels to carry water toward crops."

location (locate + ion): "The location offered resources the English settlers needed."

location (locate + ion): "A good location does not provide everything."

CHECK FOR UNDERSTANDING

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

RAISE THE THINKING

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

MORPHEMES

TODAY'S THINKING JOB

NOTICE

I can notice word parts.

EXACT TEKS WORDING

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Notice the suffix.

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

"Farmers dig irrigation channels to carry water toward crops."

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

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 -ion 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 -ion.*

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

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

ANSWER KEY: Irrigation. It has the suffix -ion: irrigate + ion.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Ask: where in the word did you find -ion? 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 ion have the suffix -ion? 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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Choose what -ion means.

The word irrigation has the suffix -ion. What does -ion mean?

irrigation = irrigate + ion

A. the act or result of B. without C. full of

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

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 -ion."

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

SAY: "Cover the suffix with your finger. Read what is left. Now think: what does adding -ion 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. the act or result of. Irrigation means the act of bringing water to crops.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

CHECK FOR UNDERSTANDING

Ask a student to use the meaning of -ion to explain the whole word irrigation.

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Show how the parts build the word.

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

"The location offered resources the English settlers needed."

location = _____ + _____

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

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 location 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: Locate + ion. In this sentence, location means a place where something is located.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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.

MORPHEMES

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 im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Own it. Build and use your own word.

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

act + ion = ? • protect + ion = ? • direct + ion = ?

Build one word. Use it in a sentence.

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

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 -ion 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 -ion. 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: action, protection, direction. Answers vary. Example: The coach gave us directions for the relay race.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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

"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful"

Defend the meaning.

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

"A good location does not provide everything."

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.

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 location 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 -ion means the result of, so a location is where something is located. The sentence says a place cannot give people everything.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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.

MORPHEMES

Your turn. Find more word parts.

Go back to the passage. Find another word with the suffix -ion 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 suffix -ion 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: settlers (settle + er), which means people who settle in a new place.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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 -ion and one word that only looks like it has it.

MORPHEMES

Answers across the five thinking levels.

NOTICE	Irrigation. It has the suffix -ion: irrigate + ion.
CHOOSE	A. the act or result of. Irrigation means the act of bringing water to crops.
SHOW	Locate + ion. In this sentence, location means a place where something is located.
OWN	action, protection, direction. Answers vary. Example: The coach gave us directions for the relay race.
DEFEND	The suffix -ion means the result of, so a location is where something is located. The sentence says a place cannot give people everything.
YOUR TURN	Answers vary. One example: settlers (settle + er), which means people who settle in a new place.

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: Irrigation. It has the suffix -ion: irrigate + ion. CHOOSE: A. the act or result of. Irrigation means the act of bringing water to crops. SHOW: Locate + ion. In this sentence, location means a place where something is located. OWN: action, protection, direction. Answers vary. Example: The coach gave us directions for the relay race. DEFEND: The suffix -ion means the result of, so a location is where something is located. The sentence says a place cannot give people everything. YOUR TURN: Answers vary. One example: settlers (settle + er), which means people who settle in a new place.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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.

MORPHEMES

READ THIS SENTENCE FROM THE PASSAGE.

Farmers dig irrigation channels to carry water toward crops.

What does the word irrigation mean in this sentence?

A a person who digs long channels for water

B crops that grow without water

C farmers who plant crops again

D the act of bringing water to crops

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~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: What does the word irrigation mean in this sentence?*

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 D. the act of bringing water to crops

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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 D.

A **a person who digs long channels for water**
A person who is the meaning of -er, not -ion.

B **crops that grow without water**
This is the opposite. Channels carry water to crops.

C **farmers who plant crops again**
Again is the meaning of re-, not -ion.

D **the act of bringing water to crops**
Correct. Irrigate + ion means the act of watering crops.

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 D. 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: D. A. a person who digs long channels for water: A person who is the meaning of -er, not -ion. B. crops that grow without water: This is the opposite. Channels carry water to crops. C. farmers who plant crops again: Again is the meaning of re-, not -ion. D. the act of bringing water to crops: Correct. Irrigate + ion means the act of watering crops.

TEKS 3(C) · SUFFIX -ION · Week 36 of 36 · Cluster 8 · Module 4

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 -ion in another book they are reading.