



Bug Club

## Morphology

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# Kit A Connections to the Alberta English Language Arts and Literature (ELAL) Curriculum

Bug Club Morphology (BCM) supports the teaching of many outcomes in the Alberta Language Arts and Literature Curriculum. BCM supports the ELAL curriculum as a whole by

- providing a detailed explanation and related research about the concept of morphology
- using terminology (morphemes, prefixes, suffixes, affixes, bases, word origins, etc.) addressed in the curriculum
- increasing students' overall morphological knowledge

### Organizing Idea: Text Forms and Structures

BCM supports this strand of the curriculum by

- including a variety of text forms/structures/features in the reading passages
- offering prompts and suggestions for discussing these text forms/structures/features in the lesson
- exposing students to diverse Canadian content in culturally responsive and relevant texts, including current Indigenous content and ways of knowing in every kit

### Organizing Idea: Oral Language

BCM supports this strand of the curriculum by

- embedding opportunities for students to talk and listen to each other during every lesson (Activating Prior Knowledge, Time to Talk)
- enabling students to connect to their prior knowledge, articulate opinions, and construct meaning about the content of the reading passage
- providing time for collaborative work during word study activities and investigations

### Organizing Idea: Vocabulary

BCM supports this strand of the curriculum by

- analyzing the meanings of words and word parts (morphemes)
- including the specific affixes referenced in the ELAL curriculum in grades 3–6
- teaching roots with Greek and Latin origins
- providing students with opportunities to engage with vocabulary with the focus morphemes in authentic text
- supporting students in predicting meanings of unfamiliar words using morphological cues
- providing text and prompts through which students can develop vocabulary when reading, writing, listening, and speaking
- providing opportunities to integrate knowledge of vocabulary and word study across multiple literacy contexts
- supporting students in developing morphological knowledge to analyze and understand new words in context
- addressing many Tier 2 and 3 vocabulary words



## Organizing Idea: Phonics

BCM supports this strand of the curriculum by

- building on and reinforcing phonics knowledge

## Organizing Idea: Comprehension

BCM supports this strand of the curriculum by

- providing authentic opportunities for students to apply their language knowledge and skills to read cross-curricular content
- providing prompts for students to connect to their own experiences and make predictions and/or inferences about the text
- providing teacher script in the lessons to ensure teachers can support their students with comprehension of the reading passage

## Organizing Idea: Writing

BCM supports this strand of the curriculum by

- providing students with the opportunity to write in every lesson
- including reading passages that can be used both as a mentor text for student writing and as a springboard for generating ideas
- incorporating writing activities that focus on a variety of qualities, including purpose, audience, point of view, word choice, etc.
- encouraging students to use vocabulary with the morphemes being taught in their writing

## Organizing Idea: Conventions

BCM supports this strand of the curriculum by

- including the specific morphemes referenced in the ELAL curriculum in grades 3–6
- embedding the review and teaching of parts of speech in the lessons
- regularly demonstrating how morphemes change the part of speech and often the function of a word
- supporting teachers in their discussion about morphemes and the many related spelling conventions and patterns
- addressing inflectional suffixes, tense, and compound words

**Note:** In addition to the ELAL Curriculum, teachers will find many connections to outcomes in other subject areas, in particular, Mathematics and Science. Please see the Kit A correlation to specific outcomes in ELAL and other Alberta curricula that begins on the next page.

## Kit A Correlation to Specific Outcomes in ELAL and Other Alberta Curricula

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELAL Curriculum	STEAM and Other Curricula
A1	<b>Sunflowers</b> (life cycle of a sunflower)	<b>-s*</b> , <b>-es*</b> suffixes	<p><b>Review of Gr. 1 Vocabulary: Suffixes -s and -es</b></p> <p>Gr. 3 Text Forms and Structures: Labelled cycle diagram</p> <p>Gr. 3 Vocabulary: Analyze bases and affixes for meaning</p> <p>Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge</p> <p>Gr. 3 Conventions: Inflectional suffixes to create plurals</p> <p>Gr. 3 Conventions: Change <i>y</i> to <i>i</i> and add <b>-es</b></p>	<p>Science Gr. 2 Living Systems: Life cycle of a plant</p> <p>Science Gr. 3 Earth Systems: Soil</p> <p>Science Gr. 3 Living Systems: Light and plant growth</p>
A2	<b>Understanding Force</b> (pushing and pulling forces; simple machines)	<b>-ed*</b> , <b>-ing*</b> suffixes	<p><b>Review of Gr. 2 Vocabulary: Suffixes -ed and -ing</b></p> <p>Gr. 3 Text Forms and Structures: Informational text</p> <p>Gr. 3 Vocabulary: Analyze bases and affixes for meaning</p> <p>Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences</p> <p>Gr. 3 Writing: Descriptive sentences</p> <p>Gr. 3 Conventions: Inflectional suffixes to indicate tense</p> <p>Gr. 3 Conventions: Replace silent <i>e</i> with <b>-ing</b></p> <p>Gr. 3 Conventions: Double the letter before adding <b>-ing</b> or <b>-ed</b></p>	<p>Science Gr. 3 Energy: Contact forces (simple machines, such as a paddle, Inuit scraping tools, e.g., ulu)</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELAL Curriculum	STEAM and Other Curricula
A3	<b>Bigger or Smaller?</b> (making comparisons in various subject areas)	<b>-er*</b> , <b>-est*</b> suffixes	<b>Review of Gr. 2 Vocabulary: Suffixes -er and -est</b> Gr. 3 Text Forms and Structures: Informational text Gr. 3 Vocabulary: Analyze bases and affixes for meaning Gr. 3 Comprehension: Making predictions, making connections to background knowledge Gr. 3 Writing: Constructing a paragraph Gr. 3 Conventions: Change <i>y</i> to <i>i</i> and add <b>-er</b> or <b>-est</b> Gr. 3 Conventions: Double final consonant Gr. 3 Conventions: Inflectional suffixes to indicate comparison Gr. 3 Conventions: Apply endings that show comparisons	Science Gr. 1 Matter: Comparisons of measurements Mathematics Gr. 1 Measurement: Compare and order objects according to length (height, width, or depth) Mathematics Gr. 2 Number: Analyze quantity to 1000 (compare and order natural numbers) Art Gr. 3: Qualities and Details (texture); Media and Techniques (sculpture)
A4	<b>Reducing Waste</b> (refilling and reusing things)	<b>re-</b> prefix <b>-less</b> suffix	Gr. 3 Text Forms and Structures: Advertisement and social media posts <b>Gr. 3 Vocabulary: Prefix <b>re</b>-</b> Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences Gr. 3 Writing: Planning, drafting	Science Gr. 4 Matter: Methods of waste management that can reduce negative environmental impacts include reducing, reusing, recycling, repurposing, repairing, composting Science Gr. 4 Earth Systems: Conservation can be practised through personal actions, including reducing waste
A5	<b>Two Métis Structures</b> (Red River Cart and trapper's tent)	<b>struct</b> root <b>de-, re-</b> prefixes <b>-ure</b> suffix	Gr. 3 Text Forms and Structures: Informational text Gr. 3 Vocabulary: Analyze bases and affixes for meaning Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences	Science Gr. 2 Matter: Indigenous communities use natural materials to make objects with specific purposes, e.g., Red River Carts Science Gr. 3 Matter: Indigenous communities interact with natural materials for specific purposes, such as transportation

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				Social Studies Gr. 3 Time and Place: Métis developed unique ways of living and cultural practices
A6	Confederation Bridge REVIEW CARD (A1–A5)	<b>-s, -es</b> <b>-ed, -ing</b> <b>-er, -est</b> <b>re-</b> <b>struct</b>	<b>Gr. 1–3 Vocabulary</b> Gr. 3 Text Forms and Structures: Tourism brochure Gr. 3 Comprehension Gr. 3 Writing: Revision Gr. 3 Conventions	Science Gr. 3 Computer Science: Creativity is an important part of computer science, technology, and engineering
A7	<b>Natural Materials</b> (Ojibway uses of natural materials)	<b>-ly, -al</b> suffixes	Gr. 3 Text Forms and Structures: Interview (Q&A format) <b>Gr. 3 Vocabulary: Suffix -ly</b> Gr. 3 Oral Language: Interactions between generations; sharing of traditional knowledge Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, summarizing information Gr. 3 Conventions: use adverbs to describe verbs Gr. 3 Conventions: change y to i and add ly	Science Gr. 2 Matter: Natural and processed materials Social Studies Gr. 2 Time and Place: First Nations have a relationship with the land that is reflected in traditional ways of living Science Gr. 3 Matter: Indigenous communities interact with natural materials for specific purposes, such as medicines, transportation, ceremonies
A8	<b>Staying Safe Online</b>	<b>un-, dis-</b> prefixes	Gr. 3 Text Forms and Structures: Informational text (Q&A format) <b>Gr. 3 Vocabulary: Prefixes <i>un-</i> and <i>dis-</i></b> Gr. 3 Vocabulary: Antonyms Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences Gr. 3 Writing: Questioning	Science Gr. 3 Scientific Method: Authenticity and validity of data Physical Education and Wellness Gr. 3 Safety: Digital citizenship Science Gr. 4 Scientific Methods: Reliability and validity of data Physical Education and Wellness Gr. 4 Safety: Responsibility online

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELAL Curriculum	STEAM and Other Curricula
A9	<b>Fiction or Nonfiction?</b>	<b><i>non-, in-</i></b> <b><i>-ish</i></b> <b><i>suffix</i></b>	<p>Gr. 3 Text Forms and Structures: Informational text</p> <p><b>Gr. 3 Vocabulary: Prefixes <i>non-</i> and <i>in-</i></b></p> <p>Gr. 3 Vocabulary: Antonyms</p> <p>Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences</p> <p>Gr. 3 Writing: Writing for a variety of purposes (opinion writing)</p>	<p>Science Gr. 3 Scientific Methods: Authenticity and validity of data</p> <p>Science Gr. 4 Scientific Methods: Reliability and validity of data</p>
A10	<b>Below the Surface</b> (human-made underground and underwater structures)	<b><i>sub-, super-</i></b> <b><i>prefixes</i></b>	<p>Gr. 3 Text Forms and Structures: Informational text</p> <p><b>Gr. 3 Vocabulary: Prefixes <i>sub-</i> and <i>super-</i></b></p> <p>Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences</p> <p>Gr. 3 Writing: Questioning</p>	<p>Science Gr. 3 Computer Science: Creativity is an important part of computer science, technology, and engineering</p>
A11	<b>Ready for an Eruption?</b> (volcanic eruptions)	<b><i>rupt</i></b> <b><i>root</i></b>  <b><i>dis-, e-, inter-</i></b> <b><i>prefixes</i></b>  <b><i>-ive, -ure</i></b> <b><i>suffixes</i></b>	<p>Gr. 3 Text Forms and Structures: Procedural text (experiment)</p> <p>Gr. 3 Vocabulary: Analyze bases and affixes for meaning</p> <p>Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences</p> <p>Gr. 3 Writing: Organization, sequencing</p>	<p>Science Gr. 3 Earth Systems: Volcanic eruptions</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELAL Curriculum	STEAM and Other Curricula
A12	<b>An Unbelievable Day!</b> REVIEW CARD (A7–A11)	<i>-ly</i> <i>-un-, -dis</i> <i>non-, in-</i> <i>sub-, super</i> <i>rupt</i>	Gr. 3 Text Forms and Structures: Email <b>Gr. 3 Vocabulary</b> Gr. 3 Comprehension Gr. 3 Conventions: Spelling patterns	Social Studies Gr. 2 Citizenship: Making decisions and solving problems Physical Education and Wellness Gr. 3 Healthy Relationships: Conflict-resolution and problem-solving; relationship building and resolution
A13	<b>Scotty</b> (Canadian discovery of largest <i>Tyrannasaurus rex</i> skeleton)	<b>pre-</b> prefix	Gr. 3 Text Forms and Structures: Informational text with flow chart Gr. 3 Vocabulary: Analyze bases and affixes for meaning Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences Gr. 3 Writing: Research and text forms (reports, presentations, visual representations)	Science Gr. 3 Earth Systems: Paleontologists Science Gr. 3 Earth Systems: Fossilization and dinosaur bones Science Gr. 3 Living Systems: Carnivores, herbivores, omnivores Science Gr. 3 Scientific Methods: Using investigations to build knowledge
A14	<b>Scientists at Work</b> (Canadian scientists: Philip J. Currie, paleontologist; Sophia He, engineer)	<b>-or, -ar, -er, -ist</b> suffixes	Gr. 3 Text Forms and Structures: Biographical profiles <b>Gr. 3 Vocabulary: Suffixes -er, -or, -ar, and -ist</b> Gr. 3 Vocabulary: Recognize and use suffixes to name a person that does something Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge Gr. 3 Conventions: Inflectional suffixes to indicate comparisons	Science Gr. 3 Earth Systems: Paleontologists Science Gr. 3 Scientific Methods: Using investigations to build knowledge

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELAL Curriculum	STEAM and Other Curricula
A15	<b>Dictionary Numbers</b> (history of dictionaries)	<i>dict (dic)</i> root <i>co-, contra-</i> prefixes <i>-ate, -ion</i> suffixes	Gr. 3 Text Forms and Structures: Fact sheet with timeline Gr. 3 Vocabulary: Analyze bases and affixes for meaning Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge Gr. 3 Conventions: Dictionary as tool	Mathematics Gr. 2 Number: Analyze quantity to 1000 (compare and order numbers) Science Gr. 3 Scientific Methods: Data collection Mathematics Gr. 3 Number: Interpret place value within 100 000 (compare and order numbers)
A16	<b>Mistakes and Mishaps!</b> (using growth mindset to learn from mistakes)	<i>mis-, mal-</i> prefixes	Gr. 3 Text Forms and Structures: Fictional text (social media posts) <b>Gr. 3 Vocabulary: Prefixes <i>mis-</i> and <i>mal-</i></b> Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences Gr. 3 Writing: Sequencing and dialogue	Science Gr. 3 Scientific Methods: Authenticity and validity of data Physical Education and Wellness Gr. 3 Safety: Rules and guidelines
A17	<b>The Sacred Cedar</b> (Coast Salish uses of red cedar)	<i>-ness</i> suffix <i>a-, inter-</i> prefixes	Gr. 3 Text Forms and Structures: Informational text with map/legend and biographical profile Gr. 3 Vocabulary: Analyze bases and affixes for meaning Gr. 3 Oral Language: Interactions between generations; sharing of traditional knowledge Gr. 3 Comprehension: Making predictions, making connections to personal experiences and background knowledge, making inferences Gr. 3 Conventions: Change <i>y</i> to <i>i</i> and add <i>-ness</i>	Science Gr. 2 Scientific Methods: Knowledge Keepers Social Studies Gr. 2 Time and Place: First Nations have a relationship with the land that is reflected in traditional ways of living Science Gr. 3 Matter: Indigenous communities interact with natural materials for specific purposes, such as clothing, ceremonies

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELAL Curriculum	STEAM and Other Curricula
A18	<b>Serving More than Bread</b> REVIEW CARD (A13–A17)	<i>pre-</i> <i>-or, -ar, -er, -ist</i> <i>dict (dic)</i> <i>mis-, mal-</i> <i>-ness</i>	Gr. 3 Text Forms and Structures: News feature  <b>Gr. 3 Vocabulary</b>  Gr. 3 Comprehension	Physical Education and Wellness Gr. 3 Healthy Relationships: Sharing responsibility and using resolution to restore balance in communities  Social Studies Gr. 3 Citizenship: Civic actions; contributing to communities

Focus morphemes are in **bold**.

ELAL outcomes that match morphemes on the card are in **bold**.

\*Those morphemes with an asterisk are from earlier grade level curriculum, but will be reviewed in Kit A.