

**A Focus Morpheme(s) and Additional Morpheme(s)**

The focus morpheme(s) and any additional morphemes (prefixes and/or suffixes) explicitly referenced in the lesson are indicated here. Focus morphemes in this list are in bold print.

**B Wall Cards and Line Masters**

The wall card(s) and any line masters for the lesson are indicated here. (Optional line masters are not listed here but are noted in bold print in the lesson text.)

**C Getting Started**

This text indicates how to introduce the focus morpheme(s) before displaying or providing students with the student card.

**D Introducing the Morpheme(s)**

This part of the lesson helps you guide students to explore various aspects of the focus morpheme(s) by looking at words containing the morpheme(s). Students also engage in discussion related to the topic of the reading passage on pages 2 and 3.

**E Etymology**

This text supports you in guiding students through the information about the focus morpheme(s) on page 1 of the student card.

**F Vocabulary**

This section guides you in reading and discussing the Vocabulary words with students.

**G Activating Prior Knowledge**

This section cues you to discuss with students the Activating Prior Knowledge prompts on the student card. In some lessons, information to support students' discussion is included.

The screenshot shows a lesson card for the word "Scotty". At the top left, it is labeled "A13" and "Wall Card A13.1 LM A13.1". The word "Scotty" is prominently displayed next to a picture of a dinosaur. A dashed box labeled "A" highlights the morpheme "pre-". A dashed box labeled "B" encompasses the entire card. A dashed box labeled "C" highlights the "Getting Started" section, which includes instructions for writing "pre-" on the board and a list of questions about the prefix. A dashed box labeled "D" highlights the "Introducing the Morpheme" section, which instructs to display page 1 of the digital version and discuss the picture, title, or vocabulary words. A dashed box labeled "E" highlights the "Etymology" section, which explores the origin of the prefix "pre-" and compares it to the word "predict". A dashed box labeled "F" highlights the "Vocabulary" section, which includes a note about pronouncing "present" and a list of challenging words. A dashed box labeled "G" highlights the "Activating Prior Knowledge" section, which prompts a discussion about the words on the page. The card also includes a "Connections" section with definitions for "prepare" and "prevent", and a page number "1" at the bottom left.

## Lesson Card Features | Page 2

### H Reading Words in Context

This part of the lesson supports you in guiding students through the content on pages 2 and 3 of the student card.

### J Consolidating Learning

The final part of the lesson includes support for the activities on page 4 of the student card; these activities help students consolidate their learning.

### I Bold Morpheme Words

Words with the lesson's focus morpheme(s) are typically bold. Some of these words do not appear on the student card. You may choose to discuss them with students as additional examples of words containing the focus morpheme(s).

### K Word Study

Answers for Word Study activities—such as sorting words, predicting word meanings, or identifying the types of morphemes in a word—are included here.

### L Writing Connections

Support and additional information for the writing activity are provided here.

A13 Scotty

## H Reading Words in Context

PAGES 2–3

- Display page 2. Before reading, invite students to look at the page, **predict** whether the text is fiction or nonfiction, and explain why they think so. Then, remind students that nonfiction text **presents** factual information.
- Read the text on pages 2 and 3 to students, pausing periodically for discussion. Then, invite students to read portions of the text *with you*.
- After reading, discuss with students the various text features.

## J Consolidating Learning

PAGE 4

### I Bold Morpheme Words

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### K Word Study

Invite students to add the details about today's morpheme to their Word Study notebook. Post **Wall Card A13.1**. Students' tables of **predicted** word meanings might resemble the one below. (*Note:* In their sentences, students may add a suffix to the word if needed.)

Word	Predicted Meaning	Sentence
<b>prepay</b>	to pay before	I will <b>prepay</b> for my gas before I fill up the car.
<b>preheat</b>	to heat before	The recipe says to <b>preheat</b> the oven before baking.
<b>preview</b>	to view or watch before	I will <b>preview</b> the video before showing it to friends.

(Possible words from pages 2 and 3 that use familiar **prefixes** and suffixes: *biggest, amazed, longer, taller, buses, uncover, getting, herbivores, carnivores, omnivores.*)

### L Writing Connections

Engage in a *shared* writing experience to model how to research and write nonfiction text by writing about a dinosaur other than T. rex. Demonstrate taking jot notes during the research. When writing, be sure to model the use of the following text features to **present** information: title, picture (drawing or photo), label or caption for the picture, and a “Did You Know?” fact box. Then, invite students to create their own nonfiction text about a dinosaur of their choice. Provide them with age-appropriate books or websites to conduct their own basic research about dinosaurs.

### M Differentiation

You could provide students who need more scaffolding with the writing template on **LM A13.1**.

### Time to Talk

Establish with students that T. rex ate meat. Ask: *Why might T. rex's large, sharp teeth be a clue that this dinosaur was a carnivore?* (Large, sharp teeth are needed to tear flesh from the body of an animal.) You might invite students to share any prior knowledge they have about T. rex.

### Extension

Consider exploring the etymologies of other words used on the student card, such as *paleontologist, dinosaur, and fossil*. Or, you could explore the etymologies of these dinosaur names: Triceratops, Velociraptor, Spinosaurus.

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Scotty

### M Differentiation

In some lessons, a suggestion for differentiating an activity is included. (See also pages 47–48 for general tips on differentiation.)