Student Card Features | Page 1

Note that review cards follow a different format.
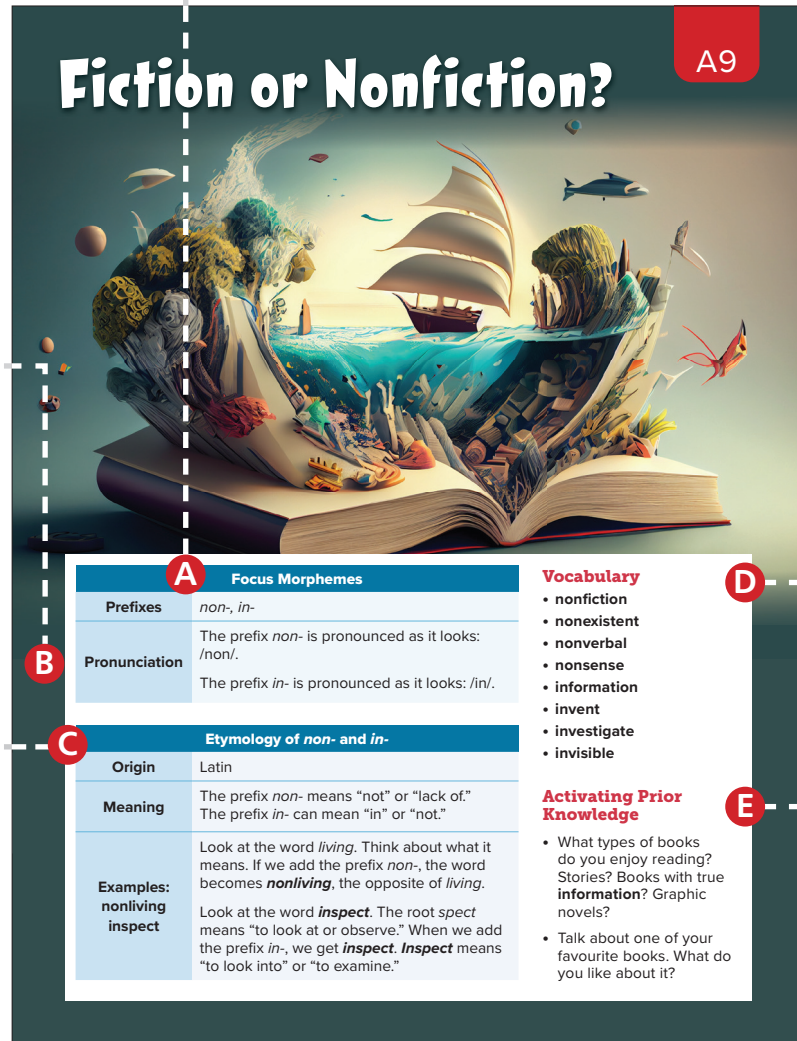
A Focus Morpheme(s)

The focus morpheme(s), the morpheme type, and the pronunciation are provided in this table.

D Vocabulary

The Vocabulary words, most or all of which appear in the reading passage, include the focus mor–pheme(s) and highlight various patterns or spelling conventions that are referenced during the lesson.

B Pronunciation Guide

In both student and teacher materials, pronunciations are shown within forward slashes. For example, the suffix -*y* is pronounced /ē/.

Fiction or Nonfiction?

A9

A Focus Morphemes	
Prefixes	*non-, in-*
Pronunciation	The prefix *non-* is pronounced as it looks: /non/. The prefix *in-* is pronounced as it looks: /in/.

C Etymology of *non-* and *in-*	
Origin	Latin
Meaning	The prefix *non-* means "not" or "lack of." The prefix *in-* can mean "in" or "not."
Examples: nonliving inspect	Look at the word *living*. Think about what it means. If we add the prefix *non-*, the word becomes **nonliving**, the opposite of *living*. Look at the word **inspect**. The root *spect* means "to look at or observe." When we add the prefix *in-*, we get **inspect**. **Inspect** means "to look into" or "to examine."

Vocabulary

- nonfiction
- nonexistent
- nonverbal
- nonsense
- information
- invent
- investigate
- invisible

Activating Prior Knowledge

- What types of books do you enjoy reading? Stories? Books with true **information**? Graphic novels?
- Talk about one of your favourite books. What do you like about it?

C Etymology of the Morpheme(s)

This table includes the origin (etymology) and meaning of the morpheme(s) and highlights one or more example words.

E Activating Prior Knowledge

Each student card presents prompts to help students make connections to their prior learning or gain background knowledge through discussion. Be sure to read the prompts aloud for students.

F Reading Passage

The text type/form of the reading passages vary. The text is intended for *shared reading*. After first reading the text *to* students, you may invite students to read portions of the text *with* you.

Fiction or Nonfiction?

F Finding Facts

Where do we find facts—in fiction or **nonfiction**?

When we read **nonfiction**, we are reading facts. The **information** is true. The author of a **nonfiction** book does not **invent** things about the topic. The main purpose of a **nonfiction** book is to **inform** readers.

When we read fiction, we are reading a story an author **invented**. Dragons and unicorns are **nonexistent** in the real world. But they can exist in stories!

Vocabulary Connections

The word *exist* means "to live" or "to be." The word **nonexistent** begins with the prefix *non-*. So, **nonexistent** means "to not exist or live."

Some people like fiction best. Others prefer **nonfiction**. Which do you enjoy more—or do you like reading both?

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G Vocabulary Connections

This feature either explores a word from the Vocabulary list or provides support for one or more words in the reading passage. Occasionally, this feature appears on page 4.

H Text Features

In addition to recurring text features such as subheadings, labels, and captions, various other types of text features (e.g., maps, fact boxes, timelines, flow charts) appear in reading passages across the four kits.

H True *and* Not True

Sometimes, fiction authors **include** facts—true **information**—in a story. But we don't expect everything in a story to be true! For example, a story about penguins might **include** some true **information**. It might give facts about where they live and what they eat. But the penguins in the story might be able to talk. Of course, in real life penguins are **nonverbal**!

Not everyone agrees on what is true. Have you heard of the Loch Ness Monster? Some people believe this creature—called Nessie—is real. They say it lives in Loch Ness, a lake in Scotland. People have spent years **investigating** the lake. They hope to find proof that Nessie exists. Others think it is foolish to believe that Nessie is real. They **insist** this creature is **nonexistent**.
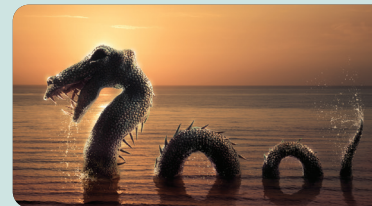
Is Nessie hiding in the water of Loch Ness?

J Time to Talk

Have you heard of yeti? These creatures are like an ape. Some people believe yeti live in the mountains of Asia. Others do not believe they exist. What do you think about these creatures—yeti and the Loch Ness Monster? Are they **invented** or real? Why do you think so?

This is what an artist thinks a yeti might look like.

©P

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I Bold Words

Words with the focus morpheme appear in bold print.

J Time to Talk

This feature provides questions designed to encourage all students to articulate their thinking and construct meaning from the reading passage. Some lessons include additional information and/or connections you can use to support the discussion.

K Word Study Table

This table summarizes information about the focus morpheme(s). Students add this table to their Word Study notebook. (For more information about Word Study notebooks, see pages 44–45.)

L Word Study Activity

This activity invites students to take a deeper dive into structural analysis, word meaning, spelling conventions, or parts of speech. The activity varies from card to card. Students can complete this activity in their Word Study notebook.

M Writing Connections

This activity provides independent writing opportunities, which often involve using vocabulary words with the lesson's morpheme(s) and/or a specific text form. Before starting to write, students could talk through their ideas with a partner, when appropriate.

Kit A

Bug Club Morphology

Word Study

In your Word Study notebook, add today's morphemes.

New Morphemes	Type of Morpheme	Origin	Meaning
non-, in-	prefix	Latin	*non-*: not; lack of *in-*: in; not

Word Sort: The prefix *in-* is tricky. It can mean different things. Sort the following words by the meaning of the prefix *in-*.

invisible   inside   independent   include
inexpensive   inspect   incomplete   indoors

in- meaning "in"	*in-* meaning "not"

Writing Connections

Choose one creature—the Loch Ness Monster or yeti. Might the creature exist? What is your opinion? Explain your thinking. Try to use some of the words from the Vocabulary list.

Pearson

When Do Students Complete Activities?

On the day you introduce a student card (other than a review card), it is recommended that you teach pages 1 to 3 and then have students complete the activities on page 4 on a subsequent day, to reinforce learning. (For more information, see A Suggested Approach for Teaching Lessons, page 46.)