



Kit A Connections to the Ontario Language Curriculum

Bug Club Morphology (BCM) supports the teaching of many strands and expectations in the Ontario Language Curriculum.

The BCM Scope and Sequence was developed using research-based guidelines that take into consideration both the complexity of the morphemes and the frequency of use in student text. By teaching Bug Club Morphology lessons, teachers are addressing morphemes that are timely and developmentally appropriate for students. Students will encounter the morphemes in authentic text and will be taught related spelling conventions, pronunciations, and meaning. They will also review morphemes taught in earlier grades (K, grades 1–2) where much of the work would have been oral.

A. Literacy Connections and Applications (grades 2–6)

A3 Applications, Connections, and Contributions

A3.1 Cross-Curricular and Integrated Learning

A3.2 Identity and Community

A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing

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
- exposing students to diverse Canadian content in culturally responsive and relevant texts
- providing First Nations, Métis, and Inuit voices and ways of knowing in every kit

B. Foundations of Language

B2 Language Foundations for Reading and Writing

B2.1 Word-Level Reading and Spelling: Using Phonics Knowledge (grades 2–3)

B2.2 Word-Level Reading and Spelling: Using Orthographic Knowledge (grades 2–3)

BCM supports this strand of the curriculum by

- building on students' Phonics Knowledge
- explicitly teaching Orthography (e.g., spelling conventions) throughout the resource

B. Foundations of Language

B2 Language Foundations for Reading and Writing

B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge (grades 2–3)

B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge (grades 4–6)

BCM supports this strand of the curriculum by

- providing a detailed explanation and related research about the concept of morphology
- using terminology (morphemes, prefixes, suffixes, affixes, bases, derivational suffixes, derivational word families) consistent with the curriculum
- including the specific morphemes referenced in the Ontario curriculum. Often these are addressed as additional morphemes, which include Wall Cards for teacher use.

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- supporting teachers in their discussion about word structure, meaning, and related spelling conventions. If teachers want to address a particular morpheme earlier than it is presented in the BCM scope and sequence, they will have the tools to do so.
- increasing students' morphological knowledge, making it significantly easier to introduce other morphemes to students
- teaching roots, which apply to the language curriculum and often have cross-curricular connections as well

B. Foundations of Language

B2 Language Foundations for Reading and Writing

B2.4 Vocabulary (grades 2–3)

B2.2 Vocabulary (grades 4–6)

BCM supports this strand of the curriculum by

- supporting students in “developing morphological knowledge to analyze and understand new words in context” (ON Language curriculum)
- by providing text and prompts through which students can develop vocabulary when reading, writing, listening, and speaking
- addressing the need for “both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts” (ON Language curriculum)
- asking students to look inside words “i.e., using morphological and structural analysis” (ON Language curriculum)
- addressing many Tier 2 and 3 vocabulary words
- exposing students to vocabulary in an appropriate context

B. Foundations of Language

B3 Language Conventions for Reading and Writing

B3.2 Grammar (grades 2–6)

BCM supports this strand of the curriculum by

- including the review and teaching of parts of speech
- regularly demonstrating how morphemes change the part of speech and/or function of a word

C. Comprehension: Understanding and Responding to Texts (grades 2–6)

C1. Knowledge about Texts

C1.1 Using Foundational Knowledge and Skills to Comprehend Texts

C1.2 Text Forms and Genres

C1.3 Text Patterns and Features

C1.4 Visual Elements of Texts

C1.5 Elements of Style

C1.6 Point of View

C1.7 Indigenous Context of Various Text Forms

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BCM supports this strand of the curriculum by

- including a variety of genres/features in the reading passages, including relevant, current Indigenous content
- providing teacher script in the lessons to support teachers in teaching all of these specific expectations

D. Composition: Expressing Ideas and Creating Texts (grades 2–6)

D1. Developing Ideas and Organizing Content

D1.1 Purpose and Audience

D1.2 Developing Ideas

D1.4 Organizing Content

D2. Creating Texts

D2.1 Producing Drafts

D2.3 Voice

D2.4 Point of View and Perspective

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 activities that focus on a variety of qualities, including purpose, audience, point of view, etc.

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

Kit A Correlation to Specific Expectations in Language and Other Ontario Curricula

Language Curriculum							
Card	Title (Topic)	Focus/ Additional Morpheme(s)	A. Literacy Connections and Applications	B. Foundations of Language	C. Comprehension: Understanding and Responding to Texts	D. Composition: Expressing Ideas and Creating Texts	STEAM and Other Curricula
A1	Sunflowers (life cycle of a sunflower)	-s*, -es* suffixes	A3.1 Cross-Curricular and Integrated Learning	<p>Review of K/Gr. 1 B2. Word-Level Reading and Spelling: Using Morphological Knowledge – suffixes -s and -es</p> <p>Review of Gr. 1 B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge – spelling convention: change y to i and add -es</p> <p>Review of Gr. 1 B3.2 Grammar: parts of speech – singular and plural nouns</p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	<p>C1.2 Text Forms and Genres: Labelled Cycle Diagram</p> <p>C1.3 Text Patterns and Features</p> <p>C1.4 Visual Elements of Texts</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>	<p>Draw and label a diagram of an adult sunflower:</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	Science and Technology Gr. 3 B. Life Systems: B2 Growth and Changes in Plants

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A2	Understanding Force (pushing and pulling forces; simple machines)	-ed*, -ing* suffixes	A3.1 Cross-Curricular and Integrated Learning	<p>Review of K/Gr. 1 B2. Word-Level Reading and Spelling: Using Morphological Knowledge – suffixes <i>-ed</i> and <i>-ing</i></p> <p>Review of Gr. 1 B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge – spelling conventions: replace silent <i>e</i> with vowel suffix; double final consonant; three pronunciations of suffix <i>-ed</i></p> <p>Review of Gr. 1 B3.2 Grammar: parts of speech – past and present tenses of verbs</p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – Knowledge and skills: applying morphological knowledge in reading and spelling</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – Knowledge and skills: applying morphological knowledge to vocabulary</p>	<p>C1.2 Text Forms and Genres: Informational Text</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C3.2 Making Inferences</p>	<p>Write a short paragraph describing a simple machine:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Science and Technology Gr. 3 C. Matter and Energy: C2 Forces and Motion</p>

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A3	Bigger or Smaller? (making comparisons in various subject areas)	<i>-er*</i> , <i>-est*</i> suffixes	A3.1 Cross-Curricular and Integrated Learning	<p>Review of Gr. 1 B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge – suffixes <i>-er</i> and <i>-est</i></p> <p>Review of Gr. 1 B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge – spelling conventions: change <i>y</i> to <i>i</i> and add <i>-er</i> or <i>-est</i>; double final consonant</p> <p>Gr. 2 B3.2 Grammar: parts of speech – comparative adjectives</p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	<p>C1.2 Text Forms and Genres: Informational Text</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>	<p>Write a paragraph about a favourite song, food, sport, or athlete:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Science and Technology Gr. 1 D. Structures and Mechanisms: D2 Everyday Materials, Objects, and Structures</p> <p>Mathematics Gr. 1 E2. Measurement: E2.2 compare several everyday objects and order them according to length, area, mass, and capacity</p> <p>Mathematics Gr. 3 B. Number: B1.2 compare and order whole numbers up to and including 1000, in various contexts</p> <p>The Arts Gr. 3 D. Visual Arts (sculpture, texture)</p>

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A4	Reducing Waste (refilling and reusing things)	<i>re-*</i> prefix <i>-less</i> suffix	A2.4 Digital Media Literacy: Forms, Conventions, and Techniques A2.5 Digital Media Literacy: Media, Audience, and Production A3.1 Cross-Curricular and Integrated Learning	Review of Gr. 1 B2.6 Word- Level Reading and Spelling: Using Morphological Knowledge – prefix <i>re-</i> Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – suffix <i>-less</i> Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: Advertisement and Social Media Posts C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences	Create a poster or digital slide about a way to protect the environment: D1.1 Purpose and Audience D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts D3.1 Producing Final Texts	Science and Technology Gr. 1 B. Life Systems: B1 Needs and Characteristics of Living Things (the responsibilities of humans in contributing to a healthy environment) Science and Technology Gr. 2 C. Matter and Energy: C1 Properties of Liquids and Solids (use, storage, and disposal of liquids and solids in the home)
A5	Two Métis Structures (Red River Cart and trapper's tent)	<i>struct</i> root <i>de-, re-*</i> prefixes <i>-ure</i> suffix	A3.1 Cross-Curricular and Integrated Learning A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	Review of Gr. 1 B2.6 Word- Level Reading and Spelling: Using Morphological Knowledge – prefix <i>re-</i> Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>de-</i>, suffix <i>-ure</i>	C1.2 Text Forms and Genres: Informational Text C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections	Design and draw a structure; complete three sentences about the structure: D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts	Science and Technology Gr. 2 D. Structures and Mechanisms: D1 Simple Machines and Movement Science and Technology Gr. 2, Gr. 3 A. STEM Skills and Connections: A1 STEM Investigation and Communications Skills (A1.3

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				<p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – bound bases</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	C3.2 Making Inferences		<p>use an engineering design process to design a structure)</p> <p>Science and Technology Gr. 3 D. Structures and Mechanism: D1 and D2 Strong and Stable Structures</p>
A6	Confederation Bridge REVIEW CARD (A1–A5)	<i>-s, -es</i> <i>-ed, -ing</i> <i>-er, -est</i> <i>re-</i> <i>struct</i>	<p>A2.4 Digital Media Literacy: Forms, Conventions, and Techniques</p> <p>A3.1 Cross-Curricular and Integrated Learning</p>	<p>Review of K, Gr. 1 B2.6, Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	<p>C1.2 Text Forms and Genres: Tourism Brochure</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.3 Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>	<p>Investigate the meaning of <i>revise</i> and explain why it is an important part of writing:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p> <p>D2.5 Revision</p>	<p>Science and Technology Gr. 3 D. Structures and Mechanism: D1 and D2 Strong and Stable Structures</p>

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A7	Natural Materials (Ojibway uses of natural materials)	-ly* suffix -al suffix	A3.1 Cross-Curricular and Integrated Learning A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	Review of Gr. 1 B2.6 Word- Level Reading and Spelling: Using Morphological Knowledge – suffix <i>-ly</i> Review of Gr. 1 B2.6 Word- Level Reading and Spelling: Using Morphological Knowledge – spelling conventions: change <i>y</i> to <i>i</i> and add <i>-ly</i> Review of Gr. 1 B3.2 Grammar: parts of speech – nouns, verbs, adjectives, and adverbs Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – suffix <i>-al</i> Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: Interview (Q&A Format) C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions		Science and Technology Gr. 3 B. Life Systems: B2 Growth and Changes in Plants (B2.6 and B2.7 ways in which Indigenous Peoples use plants)

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A8	Staying Safe Online	<i>un-*, dis-*</i> prefixes	A2.1 Digital Media Literacy: Digital Citizenship A2.2 Digital Media Literacy: Online Safety, Well-Being, and Etiquette A3.1 Cross-Curricular and Integrated Learning	Review of Gr. 1 B2.6 Word- Level Reading and Spelling: Using Morphological Knowledge – prefixes <i>un-</i> and <i>dis-</i> Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>dis-</i> Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: Informational Text (Q&A Format) C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences	Write answers to two given questions about staying safe online: D1.2 Developing Ideas	Health and Physical Education Gr. 2 D. Healthy Living: D2 Making Healthy Choices (D2.3 personal safety online) Health and Physical Education Gr. 3 D. Healthy Living: D2 Making Healthy Choices (D2.2 personal safety online)
A9	Fiction or Nonfiction?	<i>non-, in-*</i> prefixes <i>-ish</i> suffix	A3.1 Cross-Curricular and Integrated Learning	Review of Gr. 1 B2.6 Word- Level Reading and Spelling: Using Morphological Knowledge – prefix <i>in-</i> Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – suffix <i>-ish</i>	C1.2 Text Forms and Genres: Informational Text and Fiction C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections	Write an opinion piece on whether the Loch Ness Monster or yeti might exist: D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts D2.3 Voice	

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				<p>Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>non-</i></p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	C3.2 Making Inferences	D2.4 Point of View	
A10	Below the Surface (human-made underground and underwater structures)	<i>sub-, super-</i> prefixes	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>sub-</i></p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p>	<p>C1.2 Text Forms and Genres: Informational Text</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.3 Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.4 Monitoring of Understanding: Ongoing Comprehension Check (asking questions)</p>	<p>Write five questions about any or all of the topics of subterranean cities, subways, and submarines:</p> <p>D1.2 Developing Ideas</p>	<p>Science and Technology Gr. 2, Gr. 3 A. STEM Skills and Connections: A3. Applications, Connections, and Contributions (A3.1 practical applications of science and technology concepts)</p> <p>Science and Technology Gr. 3 D. Structures and Mechanism: D2 Strong and Stable Structures</p>

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				<p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p> <p>Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>super-</i></p>	<p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C3.2 Making Inferences</p>		
A11	Ready for an Eruption? (volcanic eruptions)	<p>rupt root</p> <p><i>dis-</i>, <i>e-</i>, <i>inter-</i> prefixes</p> <p><i>-ive</i>, <i>-ure</i> suffixes</p>	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>dis-</i>, suffix <i>-ure</i></p> <p>Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>inter-</i>, suffix <i>-ive</i>, bound bases</p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	<p>C1.2 Text Forms and Genres: Procedural Text (Experiment)</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C3.2 Making Inferences</p>	<p>Write step-by-step instructions for one of three given activities:</p> <p>D1.1 Purpose and Audience</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p> <p>D2.5 Revision</p>	<p>Science and Technology Gr. 2, Gr. 3 A. STEM Skills and Connections: A1 STEM Investigation and Communication Skills (A1.2 use a scientific experimentation process; A1.4 follow established health and safety procedures during science and technology investigations)</p> <p>Science and Technology Gr. 4 E. Earth and Space Systems: E2 Rocks, Minerals, and Geologic Processes (E2.1 geological processes that result in the formation of rocks)</p>

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A12	An Unbelievable Day! REVIEW CARD (A7–A11)	<i>-ly</i> <i>-un, -dis</i> <i>non-, in-</i> <i>sub-, super</i> <i>rupt</i>	A2.4 Digital Media Literacy: Forms, Conventions, and Techniques A2.5 Digital Media Literacy: Media, Audience, and Production A3.1 Cross-Curricular and Integrated Learning	Review of Gr. 1 B2.6, Gr. 2 B2.3, Gr. 3 B2.3, Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: Email C2.1 Prereading: Activating Prior Knowledge C2.3 Monitoring of Understanding: Making and Confirming Predictions C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences		Health and Physical Education Gr. 2 A. Social-Emotional Learning Skills: A1.4 use positive language as part of developing healthy relationships Health and Physical Education Gr. 3 A. Social-Emotional Learning Skills: A1.4 demonstrate awareness of doing or saying things in a way that acknowledges the unique characteristics of others in a positive way
A13	Scotty (Canadian discovery of largest <i>Tyrannasaurus rex</i> skeleton)	<i>pre-</i> prefix	A3.1 Cross-Curricular and Integrated Learning	Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix pre- Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: Informational Text with Flow Chart C2.1 Prereading: Activating Prior Knowledge C2.3 Monitoring of Understanding: Making and Confirming Predictions C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences	Research and write a short nonfiction text about a dinosaur: D1.1 Purpose and Audience D1.2 Developing Ideas D1.3 Research D1.4 Organizing Content D2.1 Producing Drafts D2.5 Revision D3.1 Producing Final Texts	Science and Technology Gr. 3 A. STEM Skills and Connections: A3 Applications, Connections, and Contributions Science and Technology Gr. 4 E. Earth and Space Systems: E2 Rocks, Minerals, and Geologic Processes (E2.5 fossils)

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A14	Scientists at Work (Canadian scientists: Philip J. Currie, paleontologist; Sophia He, engineer)	<i>-or, -ar, -er, -ist</i> suffixes	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – suffixes <i>-er, -or, and -ist</i></p> <p>Gr. 2 B3.2 Grammar: parts of speech – comparative adjectives</p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p>	<p>C1.2 Text Forms and Genres: Biographical Profiles</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>	<p>Use three sentence starters to write about a job:</p> <p>D1.2 Developing Ideas</p> <p>D2.1 Producing Drafts</p> <p>D2.3 Voice</p>	<p>Science and Technology Gr. 3 A. STEM Skills and Connections: A3 Applications, Connections, and Contributions</p> <p>Science and Technology Gr. 4 E. Earth and Space Systems: E2 Rocks, Minerals, and Geologic Processes (E2.5 fossils)</p>
A15	Dictionary Numbers (history of dictionaries)	<i>dict (dic)</i> root co-, contra- prefixes <i>-ate, -ion</i> suffixes	A3.1 Cross-Curricular and Integrated Learning	<p>Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>co-</i>, suffix <i>-ion</i></p> <p>Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – bound bases</p>	<p>C1.2 Text Forms and Genres: Fact Sheet with Timeline</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.3 Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.5 Monitoring of Understanding: Making Connections</p>	<p>Create two new words, write a dictionary definition for each word, and use each word in a sentence:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Mathematics Gr. 3 B. Number: B1.2 compare and order whole numbers up to and including 1000, in various contexts</p> <p>Mathematics Gr. 4 B. Number: B1.2 compare and order whole numbers up to and including 10 000, in various contexts</p>

Language Curriculum							
Card	Title (Topic)	Focus/ Additional Morpheme(s)	A. Literacy Connections and Applications	B. Foundations of Language	C. Comprehension: Understanding and Responding to Texts	D. Composition: Expressing Ideas and Creating Texts	STEAM and Other Curricula
				<p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p> <p>Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words</p> <p>Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – suffix <i>-ate</i></p>			
A16	Mistakes and Mishaps! (using growth mindset to learn from mistakes)	<i>mis-, mal-</i> prefixes	<p>A2.4 Digital Media Literacy: Forms, Conventions, and Techniques</p> <p>A2.5 Digital Media Literacy: Media, Audience, and Production</p> <p>A3.1 Cross-Curricular and Integrated Learning</p>	<p>Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>mis-</i></p> <p>Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words</p>	<p>C1.2 Text Forms and Genres: Fictional Text (Social Media Posts)</p> <p>C2.1 Prereading: Activating Prior Knowledge</p> <p>C2.3 Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.5 Monitoring of Understanding: Making Connections</p> <p>C3.2 Making Inferences</p>	<p>Create a comic with dialogue about mice that drank a miracle growth liquid:</p> <p>D1.2 Developing Ideas</p> <p>D1.4 Organizing Content</p> <p>D2.1 Producing Drafts</p>	<p>Science and Technology Gr. 2, Gr. 3 A. STEM Skills and Connections: A1 STEM Investigation and Communication Skills (A1.4 follow established health and safety procedures during science and technology investigations; A3.1 describe practical applications of science and technology concepts)</p>

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				Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words			Health and Physical Education Gr. 3 D. Healthy Living: D2 Making Healthy Choices (D2.2 Personal Safety and Injury Prevention: safety guidelines outside the classroom)
A17	The Sacred Cedar (Coast Salish uses of red cedar)	<i>-ness</i> suffix <i>a-</i> (schwa), <i>inter-</i> prefixes	A3.1 Cross-Curricular and Integrated Learning A3.3 First Nations, Métis, and Inuit Perspectives and Ways of Knowing	Gr. 2 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – suffix <i>-ness</i>, prefix <i>a-</i> (schwa) Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – prefix <i>inter-</i> Gr. 2, Gr. 3 B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: Informational Text with Map/Legend and Biographical Profile C1.7 Indigenous Context of Various Text Forms C2.1 Prereading: Activating Prior Knowledge C2.5 Monitoring of Understanding: Making Connections C3.2 Making Inferences	Create a schedule for a perfect day outside in nature: D1.2 Developing Ideas D1.4 Organizing Content D2.1 Producing Drafts	Science and Technology Gr. 3 B. Life Systems: B2 Growth and Changes in Plants (B2.6 and B2.7 ways in which Indigenous Peoples use plants; B2.8 ways in which plants and animals, including humans, depend on each other)

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A18	Serving More than Bread REVIEW CARD (A13-A17)	<i>pre- -or, -ar, -er, -ist dict (dic) mis-, mal- -ness</i>	A3.1 Cross-Curricular and Integrated Learning	Review of Gr. 2 B2.3, Gr. 3 B2.3, Gr. 4 B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge – uses developing knowledge of the meaning of words and morphemes to read and spell words Gr. 2, Gr. 3 B2.4 Vocabulary – uses morphological knowledge to analyze and understand new words	C1.2 Text Forms and Genres: News Feature C2.1 Prereading: Activating Prior Knowledge C2.3 Monitoring of Understanding: Making and Confirming Predictions C2.5 Monitoring of Understanding: Making Connections		Health and Physical Education Gr. 2, Gr. 3 A. Social-Emotional Learning Skills: A1 Social- Emotional Learning Skills (Healthy Relationships: build relationships, develop empathy, and communicate with others)

Focus morphemes are in **bold**.

Ontario Language expectations that match morphemes on the card are in **bold**.

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