

# D2

Morpheme: **-ary**

Wall Card D2.1



## Canadian Wildlife

**Getting Started:** Before showing students **Card D2**, write **-ary** on the board and say:

- *Today's morpheme is the suffix **-ary**.* Say the letters *a-r-y*. *Where in a word does a suffix go?* (after a base element)
- *Just like with a prefix, when we refer to a suffix on its own, we say each letter: **a-r-y**. When we see the suffix **-ary** in a word, it is pronounced /air-ē/. Say it with me: /air-ē/.*
- Write **momentary** on the board. *The word **momentary** ends with this suffix. Do you hear /air-ē/ at the end? What does **momentary** mean?* ("relating to a moment or short time")
- *What other words can you think of that include this suffix?* List students' responses, circling the suffix in each.
- *Looking at these words, predict the meaning of the suffix.*

PAGE 1

### Introducing the Morpheme

Display page 1 of the digital version of the student card. Say: *Look at this page. What do you notice?* Students may talk about the photo, the title, or the **Vocabulary** words.

#### Etymology

- *Let's explore the etymology of the suffix **-ary**. What is the origin?* (Latin)
- *Let's compare the meaning of the suffix **-ary** with our predictions.* Discuss as appropriate.
- *Look at the example word, **dietary**. The base is diet. By adding the suffix **-ary**, we create the word **dietary**, meaning "relating to or connected with diet." Listen to this sentence: Be sure to consider your pet's **dietary** needs.*

Students may suggest the word **secretary** during their brainstorm. The Latin root *secretum* means "secret." The word **secretary** means "related to the keeping of secrets and confidential information; someone who can be trusted."

#### Vocabulary

- *Let's read aloud the **Vocabulary** words.*
- *Compare the list of words we created to the **Vocabulary** list on the page. Did we miss any words? Are there any words on our list that are not on the **Vocabulary** list?*
- Circle the suffix in each **Vocabulary** word. Discuss the base element in each.
- *Which of these **Vocabulary** words do you know the meaning of? Which are you unsure about?* Be sure to discuss how the meaning of the word connects to the meaning of the suffix.

#### Activating Prior Knowledge

You may want to encourage students to jot a quick list of Canadian wildlife while talking with their partners. Then, as ideas are shared with the whole class, students can add to their list.

Canadian Wildlife

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PAGES 2–3

## Reading Words in Context

Display pages 2 and 3. Read the text *to* students, pausing periodically for discussion. Then, invite students to read portions of the text *with* you.

- To assist students with comprehension, after reading about each animal, have students turn to a partner and explain the information from the paragraph.
- You might also ask students to share what else they know about each animal. If students have seen one of these animals in the wild, they may be excited to share their experiences.

### Vocabulary Connections

In addition to discussing the meaning of *solitary* as explained on the student card, support students with other **vocabulary** as needed: *diverse, ecosystems, iconic, customary, stature, legendary*.

### Time to Talk

Give students time to share interesting or surprising facts with a partner. Discuss how sometimes we might form questions when reading informational text. Consider recording a list of students' questions that they may decide to research at another time.

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## Consolidating Learning

### Word Study

Invite students to add the details about today's morpheme to their Word Study notebook. Post **Wall Card D2.1**.

**Predicted Meanings:** Students can complete the activity in their Word Study notebook. Correct responses:

- solo – “a performance one does alone” (typically music/dance)
- soloist – “one who performs a solo”
- solely – “by oneself; alone”
- isolate – “to make alone or set apart”

### Writing Connections

Depending on the time available, students could write questions or a paragraph about an animal. If they choose to write a paragraph, consider modelling the writing process beforehand: research an animal together, take jot notes, talk through the possible organization of the paragraph, and then write it together.

After writing, have students look for words they used with a suffix. You might use this opportunity to review suffixes learned previously.

### Extension

For the Predicted Meanings activity, you might choose to discuss other words derived from the root *solus*:  
*desolate* – “deserted of people; uninhabited; abandoned”  
*soliloquy* – “speaking one’s thoughts aloud, especially by a character in a play”

### Differentiation

If the research process is challenging for some students to complete independently, provide these students with the research you collect as a class. They can then use this information to write their paragraphs.  
 You may want to challenge some students to choose another animal that lives a **solitary** life.