



Worksheet A For use with **Strategy: Recognizing Affixes**

Student: _____ Grade: _____ Date: _____

<p style="text-align: center;"><u>List 3</u> Prefixes</p> <p>unimportant dishonest rearrange misbehave prepayment impatient</p>	<p style="text-align: center;"><u>List 4</u> Suffixes</p> <p>artist commander forgetful changeless foolishly cleverness calculator announcement demonstration manageable</p>
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<p style="text-align: center;"><u>List 5</u> Prefixes and Suffixes</p> <p>unfriendly mistreatment dishonorable miscommunication</p> <p>replacement inescapable unsuccessful disagreement unforgettable</p>
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Worksheet A For use with Strategy: Recognizing Affixes

Student: _____ Grade: _____ Date: _____

Place a slash (/) on each word in List 3 the student found difficult.

- unimportant rearrange prepayment
- dishonest misbehave impatient

Did seeing the prefixes in words in this list help the student to read these words? Y or N

Explain:

Place a slash (/) on each word in List 4 the student found difficult.

- artist foolishly announcement
- commander cleverness demonstration
- forgetful calculator manageable
- changeless

Did seeing the suffixes in words in this list help the student to read these words? Y or N

Explain:

Place a slash (/) on each word in List 5 the student found difficult.

- unfriendly miscommunication unsuccessful
- mistreatment replacement disagreement
- dishonorable inescapable unforgettable

Did the instructional focus on recognizing affixes seem to help the student to read these words? Y or N

Explain:

Attach **Worksheet A** with the student's responses to this Student Record Form.

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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Worksheet B For use with **Strategy: Recognizing Affixes**

Student: _____ Grade: _____ Date: _____

<p>List 3 Prefixes</p> <p>untrustworthy disarmament reconstruction incomparable promotion antiperspirant ambidextrous</p>	<p>List 4 Suffixes</p> <p>retirement forgiveness spineless meaningful evasively termination audiologist advisable incinerator</p>
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<p>List 5 Prefixes and Suffixes</p> <p>respectfully unconditional ineligible telecommunication</p> <p>unquestionable abnormality immobilize innovative expiration benefactor</p>
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Worksheet B For use with Strategy: Recognizing Affixes

Student: _____ Grade: _____ Date: _____

Place a slash (/) on each word in List 3 the student found difficult.

- | | | |
|----------------|--------------|----------------|
| untrustworthy | incomparable | antiperspirant |
| disarmament | promotion | ambidextrous |
| reconstruction | | |

Did seeing the prefixes in words in this list help the student to read these words? Y or N
Explain:

Place a slash (/) on each word in List 4 the student found difficult.

- | | | |
|-------------|-------------|-------------|
| retirement | meaningful | audiologist |
| forgiveness | evasively | advisable |
| spineless | termination | incinerator |

Did seeing the suffixes in words in this list help the student to read these words? Y or N
Explain:

Place a slash (/) on each word in List 5 the student found difficult.

- | | | |
|-------------------|----------------|------------|
| respectfully | unquestionable | innovative |
| unconditional | abnormality | expiration |
| ineligible | immobilized | benefactor |
| telecommunication | | |

Did the instructional focus on recognizing affixes seem to help the student to read these words? Y or N
Explain:

Attach **Worksheet B** with the student's responses to this Student Record Form.

<p>During this activity, the student seemed:</p> <p><input type="checkbox"/> Actively engaged</p> <p><input type="checkbox"/> Somewhat engaged</p> <p><input type="checkbox"/> Passively cooperative</p> <p><input type="checkbox"/> Not interested</p> <p><input type="checkbox"/> Other: _____</p>	<p>Additional Comments:</p>
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