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

**List 3**  
Prefixes

- unimportant
- dishonest
- rearrange
- misbehave
- prepayment
- impatient

**List 4**  
Suffixes

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

**List 5**  
Prefixes and Suffixes

- unfriendly
- mistreatment
- dishonorable
- miscommunication

- replacement
- inescapable
- unsuccessful
- disagreement
- unforgettable
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.

During this activity, the student seemed:

☐ Actively engaged
☐ Somewhat engaged
☐ Passively cooperative
☐ Not interested
☐ Other: _______________

Additional Comments:
**Worksheet B** For use with Strategy: Recognizing Affixes

Student: ____________________________________________________ Grade: ________ Date: ___________

<table>
<thead>
<tr>
<th>List 3 Prefixes</th>
<th>List 4 Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>untrustworthy</td>
<td>retirement</td>
</tr>
<tr>
<td>disarmament</td>
<td>forgiveness</td>
</tr>
<tr>
<td>reconstruction</td>
<td>spineless</td>
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<tr>
<td>incomparable</td>
<td>meaningful</td>
</tr>
<tr>
<td>promotion</td>
<td>evasively</td>
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<td>antiperspirant</td>
<td>termination</td>
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<td>ambidextrous</td>
<td>audiologist</td>
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<td></td>
<td>advisable</td>
</tr>
<tr>
<td></td>
<td>incinerator</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>List 5 Prefixes and Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>respectfully</td>
</tr>
<tr>
<td>unconditional</td>
</tr>
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<td>ineligible</td>
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<td>expiration</td>
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<td>benefactor</td>
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During this activity, the student seemed:

- Actively engaged
- Somewhat engaged
- Passively cooperative
- Not interested
- Other: ____________

Additional Comments: