

		Exemplary (3)	Satisfactory (2)	Unsatisfactory (1)	Comments
1	Context	Candidate provided detailed description of the students and the classroom context.	Candidate provided some description of the students and the classroom context.	Candidate provided little to no descriptions of the students or the classroom context.	2
2	Pre-Assessment	Candidate included a pre-assessment that closely aligned with the learning objectives.	Candidate included a pre-assessment that loosely aligned with learning objectives.	Candidate did not include a pre-assessment.	3
3	Analysis of Pre-assessment	Candidate reflected deeply and critically over the pre-assessment data and used that data to determine instructional decisions	Candidate referenced pre-assessment data, but data analysis did not impact instructional decisions.	Candidate made no reference to pre-assessment data.	2
4	Lesson plan	A detailed lesson plan was included that aligned with the instructional objectives and reflected the students' learning needs as determined by the pre-assessment.	A lesson plan was included that may have aligned with instructional objectives and may have reflected students' learning needs as determined by the pre-assessment.	A lesson plan was either not included or did not align with instructional objectives or did not reflect students' learning needs as determined by the pre-assessment.	3
5	Reflections on the Lesson	Candidate demonstrated deep, critical reflection about the lesson taught.	Candidate demonstrated some level of reflection about the lesson taught.	Candidate did not provide a reflection about the lesson taught.	2
6	Post-Assessment	A post-assessment was included that aligned with the objectives and with instruction.	A post-assessment was included that may have aligned with objectives and with instruction.	A post-assessment was not included.	3
7	Assessment of Student Learning	Candidate reflected deeply about the learning of each student, noting what each student did and did not learn and what might be done based on data analysis.	Candidate provided limited reflection about the learning of students, making some reference to the data analyzed in the post-assessment.	Candidate did not provide a reflection about the learning of students. No reference was made to post-assessment data analysis.	2
8	Final reflection	Candidate reflected deeply about the Assessment-Reflection-Instruction cycle and their own development as a constructivist teacher.	Candidate included some reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	Candidate did not include a reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	3

Cultures Portfolio

Opening Reflection

For this project, I am using a 5th grade classroom at local elementary school. I wanted to work with actual students, but was not sure how to find a willing teacher. A friend of mine works in the Computer Lab at this elementary school and said she would ask to see if there was a willing teacher. A 5th grade teacher agreed to let me borrow her class for 2 sessions to do this assignment. The other 5th grade teacher then wanted me to use her class, too! I am grateful for their flexibility and allowing me to invade their space.

The first class had 20 students and the second had 21. There is little ethnic diversity in these two classes – the majority of students are white. The school is in a more rural location and the majority of families come from low socioeconomic backgrounds. All of this I learned through talking with my friend and the 5th grade teachers; I did not know much about these students at all!

What Can You Already Tell Me?!

- a. Read through the paragraph given below. Circle any PREFIXES or SUFFIXES that you see. For each word that has a PREFIX, SUFFIX, or both, underline what you think is the ROOT of the word.

Katniss and Harry Potter were planning a trip to Kings Dominion. Together, they previewed all of the rides before heading to the park. Katniss disagreed with Harry Potter about which roller coasters to ride. She wanted to ride the Volcano, but Harry was unexcited. He felt the Volcano was unsafe and could be hazardous to his health. Katniss was discouraged with Harry's disinterest in the Volcano, but she was unsuccessful in changing his mind. They went to the park together anyway and had a wonderful time. Harry especially enjoyed the submarine ride. Both Katniss and Harry decided it was impossible to be unhappy at Kings Dominion and hoped to return biannually!

- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1.

2.

3.

4.

Cultures Portfolio

Pre-Assessment Reflection

I enjoyed giving the pre-assessment to the two 5th grade classes. The pre-assessment included a paragraph in which students had to find prefixes and suffixes, a section for them to define words with prefixes and suffixes, and then on the back of their paper they could tell me anything else they knew about prefixes and suffixes. I was a bit shocked when I started giving instructions for the open ended part how students almost did not know what to do with it. For some, it genuinely was because they did not know anything about prefixes and suffixes, for others it was just too open ended. I tried to guide with some ideas such as, "Can you draw me a picture of how prefixes and suffixes work?" or "Can you give me more examples of words with prefixes and suffixes?"

For the pre-assessment, I almost thought of just doing the activity I had them complete on the back of their page; but I'm really glad I did a more "traditional" assessment too. I think in different situations, where I would know the class better in general, I could vary the type of pre-assessment instead of just doing a paper "test." In this case, I'm not sure I would have gathered enough data to see what they knew! For instance, I think some of them knew more than they would have led me to believe from just an open ended assessment. I think it takes creative thinking to come up with a way for students to truly connect to their background knowledge. I do think that if these students had more practice with such "open ended" assessments, they would become more and more comfortable with them.

I realize now that there were too many instructions written for these classes. As I administered the assessment, I gave them simplified instructions and read the paragraph aloud. I should have been in more communication with the teacher before the pre-assessment, because not knowing anything about the students or their abilities made me a little unsure of the level of my pre-assessment. I really did not know much about these students at all, which I guess is how all teachers are at the beginning of the year.

How I Attempted to Make Sense of my Data and Analysis Reflection

I organized my data in a spreadsheet and went through each pre-assessment to determine who knew which prefixes and suffixes, and who could define words using them. I also made notes of helpful information students put on the back. It was a little overwhelming, because it was a lot of data! Some students did not have ANY prefixes/suffixes identified, some had more than others, but no one found all of them. This proves to me that each student had room to grow with their understandings of prefixes and suffixes.

I noticed that in general, students could identify prefixes more easily than suffixes. This made me want to include suffixes in my lesson plan. I also saw an interesting trend on the back of some pre-assessments. There were several students who thought compound words were prefixes and suffixes. From the definitions part, I could tell that many students did not know there was a direct relationship

between ~~a prefix or suffix~~ and the meaning of the word. This made me want to help them understand that a prefix/suffix has SO much to do with a word's meaning!

I did look at the total percent of each prefix/suffix found. I wanted to see if any prefix/suffix was so recognized that it did not need to be revisited. Some (pre, un, im) were recognized more than others, but no prefix/suffix was recognized all of the time (or even close to 100%). This made me conclude that all of them listed in the pre-assessment would be worth discussing in my lesson.

I also looked at the percent each individual student found. I was thinking I would take the students with the highest percent found and have them work together with new prefixes/suffixes, and the students with the lowest percents work together on words with the "easiest" found prefixes/suffixes. In all levels, there were students who missed different prefixes/suffixes – nobody had them all, so I was thinking that every student would have some knowledge to contribute in their groups.

Thus, I came up with the attached lesson.

class 1

Root?		Prefixes Identified					Suffixes Identified					Total	% found	Extras?
Name		pre (1)	dis (3)	un (4)	sub (1)	im (1)	bi (1)	ing, ed	ous (1)	ful (2)				
B (3)	no	0	0	0	0	0	0	1	0	1	2	13%	yes	
B (3)	no	0	0	0	0	0	0	2	0	0	2	13%	no	
A (2)	no	1	2	3	0	1	0	0	0	0	7	44%	no	
A (1)	yes	1	3	3	0	1	1	1	0	0	10	63%	no	
A (1)	yes	1	3	4	0	1	1	2	1	2	15	94%	no	
A (2)	no	1	2	2	0	1	1	1	0	0	8	50%	no	
B (3)	no	0	1	2	0	1	0	0	0	0	4	25%	yes	
A (1)	no	1	3	2	0	1	0	2	0	2	11	69%	no	
A (2)	no	1	1	3	0	0	1	0	1	0	7	44%	no	
A (2)	no	1	3	1	1	1	1	0	0	1	9	56%	no	
B (3)	no	0	1	1	1	0	0	0	0	0	3	19%	no	
B (3)	yes	1	2	2	0	1	1	2	0	1	10	63%	no	
B (3)	some	0	3	3	1	0	0	1	0	0	8	50%	no	
B (3)	yes	1	3	3	0	1	1	0	0	1	10	63%	no	
A (3)	no	0	0	1	0	0	0	0	0	0	1	6%	yes	
B (3)	no	0	0	1	0	0	1	0	0	0	2	13%	yes	
B (3)	no	0	2	3	0	1	0	0	0	0	6	38%	no	
B (2)	no	1	3	3	0	1	1	0	1	1	11	69%	no	
B (2)	some	1	1	3	0	1	1	0	0	0	7	44%	yes	
B (2)	no	1	0	2	0	0	0	1	1	1	6	38%	no	
A (3)	no	0	0	0	0	0	0	0	0	0	0	0%	yes	
totals		12	33	42	3	12	10	13	4	10				
total possible		21	62	84	21	21	21	42	21	42				
% found		57%	53%	50%	14%	57%	48%	31%	19%	24%				

of students

0% - 30% = 3
 30% - 60% = 2
 60% or > = 1

7 → 1 group of 3 / 106 4
 7 → some
 7 → some

Back

[illegible]

thinks prefix is word ending

disagreed	unsafe	unhappy	unexcited	defines prefix and suffix correctly!
previewed	disagreed	unexcited	unsafe	gave a couple examples - pretested

previewed disagreed unsafe gave a couple examples - pretested

unhappy impossible unexcited

unhappy unsafe unexcited disagreed

unsafe unexcited disagreed

unsafe	unhappy	hazardous
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unsafe submarine disinterest

impossible disagreed unexcited

disagreed unexcited unsafe

Disinterested
viewed
unexcited
unstable

of the
epidemiology

amoxicillin

100

unsuccessful disagreed unexcited

unexcited unhappy impossible

impossible unhappy

hazardous

gives MANY examples, says they change meanings
says doesn't know!

untie, unable

Summary

preamble, unnecessary:

prefix/suffix = before and after word

Name	Root?	Prefixes Identified						Suffixes Identified			Total	% found	Extras?
		pre (1)	dis (3)	un (4)	sub (1)	im (1)	bi (1)	ing, ed	ous (1)	ful (2)			
A (2)	no	1	2	3	0	1	0	0	0	0	7	44%	no
A (3)	no	0	1	2	0	1	0	0	0	0	4	25%	yes!
A (2)	mostly	1	3	4	0	1	0	0	0	0	9	56%	no
A (2)	no	1	3	2	1	0	0	0	0	1	8	50%	no
A (1)	no	1	1	3	1	1	1	1	1	1	11	69%	yes!
B (2)	no	1	2	2	0	1	1	0	0	0	7	44%	yes!
A (3)	no	0	0	0	1	0	0	0	0	0	1	6%	yes!
A (3)	no	1	1	0	0	0	1	0	1	0	4	25%	yes!
A (2)	some	1	2	4	0	0	1	0	0	1	9	56%	no
C (2)	no	1	2	3	0	1	1	1	0	0	9	56%	no
A (3)	yes	1	1	3	0	1	1	1	0	0	8	50%	no
A (3)	no	0	0	0	0	0	0	0	0	0	0	0%	no
A (2)	no	0	0	4	1	0	0	0	0	0	5	31%	yes
A (3)	no	0	0	0	0	0	0	0	0	0	0	0%	no
A (2)	no	0	0	4	1	0	0	0	0	0	5	31%	yes
A (3)	some	1	1	3	0	0	0	1	0	0	6	38%	no
A (1)	yes	1	3	4	0	1	1	1	1	1	13	81%	no
A (3)	no	1	0	2	0	0	0	0	0	1	4	25%	no
A (1)	no	1	2	3	1	1	0	0	0	2	10	63%	no
A (3)	no	0	0	0	0	0	0	0	0	0	0	0%	no
A (2)	some	1	0	3	1	0	0	0	0	2	7	44%	yes
totals		14	24	45	6	9	7	5	3	9			
total possible		20	60	80	20	20	20	40	20	40			
% found		70%	40%	56%	30%	45%	35%	13%	15%	23%			

of students

7 → 1 group of 3/1/4/4

10 → 2 groups of 3/1/6/2

3 → 3 groups

leg groups

		Correctly Defined Words				Back				
Name										
Payton	planning	hazardous	impossible	unsafe	knows successful and unsuccessful are related					
	unsuccessful	unexcited	previewed		defined disagreed					
	discouraged	disagree	wonderful		knows what prefixes and suffixes are and that they change meaning					
	impossible	wonderful			thinks prefixes/suffixes are compound words					
	impossible	unhappy	unsafe		underlines two parts of words					
	planning	ride	volcano	submarine	knows un and im are prefixes					
	didn't define	underlined words								
	did not define -	gave example sentences			used compound words for examples					
	unhappy	impossible	unexcited	disagreed						
	impossible	previewed	unhappy	unexcited	gave uncool as example, used compound word					
	unhappy	impossible			knows im is prefix of impossible					
	unsafe	unexcited	submarine							
	unsafe									
	unsuccessful	previewed	impossible	unhappy	gave 2 examples of prefix and suffix					
	unhappy	previewed	unsafe							
	unsuccessful	wonderful	unhappy							
	unsuccessful	discouraged								
	unhappy				did helpful, but treated like compound					

Lesson Plan Reflection

After talking with classmates and the professor about my lesson plan, I did make several major adjustments. I decided to completely switch my groupings and just do a random grouping. Since no student had identified all prefix/suffix, they would all have something to contribute in a random group. There was no clear cut pattern of how to best do the grouping, so I did conclude that a random grouping might work best for this lesson.

So, based on that decision, word sorts completely changed too. I did decide to give fewer words, and each group only sorted words with 4 different prefixes/suffixes. I was going to split students into 6 groups (to keep groups to 3 or 4 students), and there were going to be 3 different sets of words (so 2 groups per word sort). I still liked the idea of a carousel activity to allow students exposure to all 3 sets of words, so that stayed in my plans. I also realized that I had way too much planned, and probably wouldn't get too far in the practice section. I left some of it, just in case activities did go more quickly than anticipated.

I also decided to provide students with some "dictionary help." Though from the pre-assessment, I could tell that students had some knowledge of the definitions of the words in the word sort, I wanted to provide them definitions that truly helped them grasp the meaning of the prefix or suffix.

Also, I wanted students to record the different prefixes/suffixes they came across, including those that were not part of their group's word sort. So, I created a sheet for them to record their findings. This recording (summarizing what they were seeing on other's posters) was going to take place as they did the carousel activity.

To make things less complicated, I also decided to scrap the objective on understanding the difference between compound words and words with affixes.

I did feel a little more confident about my lesson and it going the direction I was envisioning after making these major changes.

A minor change was that I decided to change my anticipatory set and instead of doing a think-pair-share, I was just quickly going to toss the ball to have different students answer. I got this idea from a classmate sharing her lesson idea 😊.

Name _____

What Can You Already Tell Me?!

- a. Read through the paragraph given below. Circle any PREFIXES or SUFFIXES that you see. For each word that has a PREFIX, SUFFIX, or both, underline what you think is the ROOT of the word.

Katniss and Harry Potter were planning a trip to Kings Dominion. Together, they previewed all of the rides before heading to the park. Katniss disagreed with Harry Potter about which roller coasters to ride. She wanted to ride the Volcano, but Harry was unexcited. He felt the Volcano was unsafe and could be hazardous to his health. Katniss was discouraged with Harry's disinterest in the Volcano, but she was unsuccessful in changing his mind. They went to the park together anyway and had a wonderful time. Harry especially enjoyed the submarine ride. Both Katniss and Harry decided it was impossible to be unhappy at Kings Dominion and hoped to return biannually!

- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1. and this is my story
2. I'm all done with my home work
3. about how many is it
4. but it's this answers

Cultures Portfolio

Teaching Event Reflection

This lesson was okay, not great. I still did have too much planned.

The lesson started off okay, and they were thinking about words and their parts. They enjoyed the ball toss as well. Then, I lined students up to number them off for their groups, gave them their envelopes of words, a team checklist, and the "dictionary help" worksheet, and set them loose.

Students could sort the words very easily. Some teams were not self regulated, and needed to ask me each step of the way what they were to do next. It was difficult to monitor all 6 groups at all times. Some teams did very well following the written instructions, and even understood how to use the definitions to find the meaning of the prefix/suffix.

In the second class, after seeing how different teams operated, I explained or modeled each individual step for teams and then had them complete the step with their own words. This seemed easier for them to follow.

I wish in both classes, I would have modeled how to use the "dictionary help." I attempted to model it a bit in the 2nd class, but wish I would have done more in both. Some students were not realizing that I truly wanted them to define the prefix/suffix and were just going on to identify the meanings of the words. I tried to guide teams as I saw this happening and have them see what the words they knew had in common. Usually, teams then saw the commonality, and would label them meaning of their prefix/suffix. I feel like I had needed to show most teams this, so I wish I would have modeled a complete example for the whole class beforehand. I'm wondering if this would have made it less constructivist – but then again, students really weren't even sure what to do.

I did see the time ticking by way too fast, too. We didn't even get to my favorite part – the carousel! It ended up turning the opposite of constructivist. What I decided to just have students summarize definitions on the recording sheet with me. We did this as a whole class, and I modeled using the document camera. I would have a student shout out a prefix they worked with on their poster, and we would fill in the columns for prefix definition, word example, and word meaning together. We did this for each prefix (91) that different teams sorted. At this point, I decided to JUST do this for the prefixes, because we were still running out of time. Thus, we didn't even get to talk about the suffixes. As was advised, I wish I would have made this lesson ONLY on prefixes and saved suffixes for another. I think I did not want to this because I knew I was only there for 1 lesson, and I could tell from their pre-assessments that they had not been exposed yet to too many suffixes!

Also, since it became rushed, it became more direct instruction. I think some students saw how prefixes/suffixes changed the meaning of words, and we did discuss the idea – but I'm certain that discussion did not sink in with everyone.

Teams were interesting, too. Some teams worked like clock work with responsibility shared. Other teams had one person doing all of the work. A discussion on team work and what it looks like would have been beneficial. Most students were engaged during the lesson, but there was at least 1 student from each class who was a bystander of his team. I announced that each student must write on the poster at some point, but this was not necessarily a motivator for some.

I was assessing the entire lesson by observing what teams were writing, and questioning them on how they defined their words. I did give an exit ticket (similar to the pre-assessment) as closure, but it was so rushed that not all students even had a chance to complete it. Therefore, it's not a very accurate post assessment.

From my observations, I would definitely revisit this topic in the future. I would spend an entire lesson on some prefixes (maybe 2 lessons!) and at *least* one more on some common suffixes. I would encourage students to use the dictionary to determine what the prefixes/suffixes did to the word. I think more time and more practice would really help the students grasp the idea of how prefixes/suffixes work.

Cultures Portfolio

Student Learning Reflection

Everything was so rushed at the end that there truly is no way it met every student's needs. The exit tickets I collected from the one class of students (I just had to collect what they had because of time) were barely filled in, so they were not very substantial evidence of learning or lack of learning.

The posters were fun to look at too. After looking at them again, it appears to me that teams easily defined the prefixes. Some suffixes were not defined, but some were understanding the idea of trying to figure it out! For instance, one team wrote under "-less," "I think it means barely anything." This makes sense for words like fearless, useless, careless, and helpless. I am so excited to see them thinking and putting the definitions in their own words based on what they know!

From whole class discussion, students gave the correct meaning of their prefixes. From whole class discussion, a couple students could verbalize for me why we care about prefixes and suffixes. This does not tell me if true understanding is there, and it most definitely does not tell me if the entire class could answer such questions. The exit ticket was supposed to fulfill that purpose.

From the posters and discussion, I can tell that students were working towards the objectives, but I do not think there was time to solidify them.

I am attaching the work of 6 students. The work of these 6 shows the spectrum of growth, or lack of growth.

[redacted]'s pre-assessment shows me he does not understand prefixes/suffixes; how to find them or what they mean. His exit ticket shows he could circle several (he had some extras in there), and that he could define a word with the prefix "mis." He also stated that prefixes and suffixes can be helpful to us by "knowing what you mean." **His assessments do show some growth, but his understanding does not yet fully meet all objectives.** He seems to have a basic understanding of why we care about affixes, and recognizes a few common ones.

[redacted] pre-assessment shows he could identify several common affixes. He knows what prefixes/suffixes are. His exit ticket shows some improvement – he identified different prefixes than he did in the pre-assessment, but still did not identify all. He did not define words with a prefix or suffix, and had a simple answer for how they can be helpful to us. **I think the growth I see is only in being able to identify more affixes.**

[redacted] pre-assessment shows me she has no idea what prefixes/suffixes are. The only growth I see on her exit ticket is where she lists some words with affixes. **Very little growth, did not fully meet any instructional objectives.**

[REDACTED] pre-assessment shows she already is strong with affixes. Her exit ticket shows the same thing, but I think she did improve a little. She understands why we care about affixes, and he identified a couple prefixes that she missed on the pre-assessment.

[REDACTED] pre-assessment shows she does not have a grasp of what a prefix/suffix is. Her post assessment shows me she knows what they mean and how they are helpful, and she does list a few words with prefixes/suffixes! Again, there is growth, but objectives are not fully met.

[REDACTED] pre-assessment showed she had a little understanding of prefixes/suffixes, but she had a lot circled that were not correct. I like how her post assessment shows that she is using the definitions of the prefixes to define words! Again, there is evidence of growth, but objectives are not fully met.

I think the recurring observation is that there seems to be some sort of growth for most students, but the instructional objectives were not fully met – even if student's started strong. It would have been interesting to see if this type of activity could meet individual needs if there was more time!

[REDACTED]

[REDACTED]

[REDACTED]



Exit Ticket

Name [redacted]

Instructions: Circle any prefixes or suffixes you see in the paragraph:

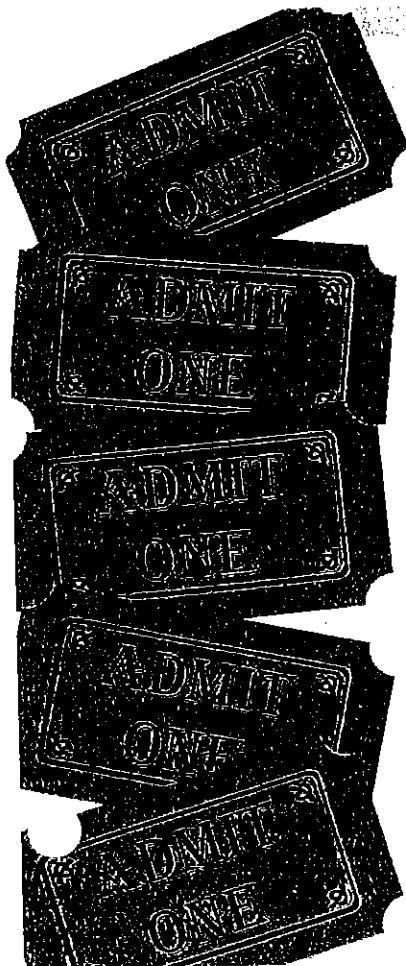
I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They MUST have a prefix or suffix.

Misunderstand not knowing
with you mean

How can prefixes and suffixes be helpful to us?

knowing not you mean



Exit Ticket

Name [redacted]

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They MUST have a prefix or suffix.

nobody not everybody
disagree not agree
immature not mature
misunderstand do not understand

How can prefixes and suffixes be helpful to us?

it will help us understand

Name _____

What Can You Already Tell Me?!

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- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1. Planning: to plan something ahead of time
2. hazardous: dangerous
3. wonderful: you like it alot
4. changing: to redo or change.

Exit Ticket

Name

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They MUST have a prefix or suffix.

disagree review unfold biweekly

How can prefixes and suffixes be helpful to us?

to learn

Exit Ticket

Name

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They MUST have a prefix or suffix.

biweekly review unfold disagree

How can prefixes and suffixes be helpful to us?

you to learn

What Can You Already Tell Me?!

- a. Read through the paragraph given below. Circle any PREFIXES or SUFFIXES that you see. For each word that has a PREFIX, SUFFIX, or both, underline what you think is the ROOT of the word.

Katniss and Harry Potter were planning a trip to Kings Dominion. Together, they previewed all of the rides before heading to the park. Katniss disagreed with Harry Potter about which roller coasters to ride. She wanted to ride the Volcano, but Harry was unexcited. He felt the Volcano was unsafe and could be hazardous to his health. Katniss was discouraged with Harry's disinterest in the Volcano, but she was unsuccessful in changing his mind. They went to the park together anyway and had a wonderful time. Harry especially enjoyed the submarine ride. Both Katniss and Harry decided it was impossible to be unhappy at Kings Dominion and hoped to return biannually!

I Don't know what they mean

- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1. volcano it is big and it is on an island
2. Impossible it is impossible for me to win
3. disagreed I disagreed with my friend
4. unhappy I am unhappy

Name _____

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- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1. unsuccessful - not successful
2. previewed - looked at early
3. impossible - not going to happen
4. unhappy - sad or not happy

Name _____

What Can You Already Tell Me?!

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- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1. impossible: can't do it
2. unhappy: not happy
3. unsafe: not safe
4. together: every one together

Exit Ticket

Name [REDACTED]

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They MUST have a prefix or suffix.

impossible-not possible

unbelievable-not to believe

review-to review again

submarine-machine under water

How can prefixes and suffixes be helpful to us?

They can help you understand words in passages.

Exit Ticket

Name [REDACTED]

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They MUST have a prefix or suffix.

unhappy

monorail

misplace

ridiculous

How can prefixes and suffixes be helpful to us?

you can have no idea what

a word means then you know

the definition you look at

the beginning or end

Name _____

What Can You Already Tell Me?!

- a. Read through the paragraph given below. Circle any PREFIXES or SUFFIXES that you see. For each word that has a PREFIX, SUFFIX, or both, underline what you think is the ROOT of the word.

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- b. From the words that you think have a prefix and/or suffix, choose 4 to write a definition for.

1. enjoyed, really likeing it.
2. unhappy, sad, fear mad
3. planning, scheduling something
4. hoped, wanted

Final Reflection

Writing out reflections for each step of this project has made me realize that I do constantly reflect, I just don't write it out! I think as teachers, it's natural to reflect on students' work, on instruction, and on students' responses. I think through this project and class readings and discussions, I learned that a constructivist atmosphere cannot appear instantly.

For instance, I had students working in teams for my lesson. As I reflected, I thought about how that part did not go very smoothly for all team members. I think for a constructivist classroom (or any classroom!) it would be beneficial to work with students on what working in a team looks like. At the beginning of the year or unit, students could be in teamwork situations in which understanding content is not the main goal, but discovering what teamwork looks like is. This idea could then be revisited throughout the year. I think the more it is practiced and students feel for themselves what effective teamwork feels like, constructivist lessons with team work will be more appealing and beneficial for students.

Also, I realized how teachers really need to know their students. I did go into my 2 classrooms quite blindly, not knowing students' names, backgrounds, cultures or abilities. To create a constructivist atmosphere, I feel strongly that a teacher must strive to learn all of these things about their students. My pre-assessment helped me see abilities for one particular piece of content, but in no way did it help me learn the students' personalities, backgrounds or cultures. Reflecting back when I taught, I realized how well I DID know my students – even from conversations, seeing them around school, and having them daily in class. Going into these 5th grade classrooms was a totally different feel from my past teaching experience. Again, it will take time to understand your students, but I think is very beneficial for a constructivist learning environment.

If students are not used to it, I think a constructivist atmosphere again will take time. From my 2 classrooms, activities in general took longer than I thought. This is partially because I was managing my time poorly, but partially because I don't think students are as used to working in the ways I had them working. I switched my lesson to more direct instruction towards the end because of the time. Students had not trouble making that switch, though, because I think they're used to that type of instruction. I think students are used to what they know, and it will take time and failures to figure out how to get them more open minded, flexible, and using their creative minds!

All in all, I think it was a good experience. I was reminded how assessment can be creative, and how it should align with my learning objectives. I need to get a feel for a starting point with my students. I also find it fun to figure out ways in which students can uncover knowledge themselves, but for me it takes careful thinking of how I will guide students – sometimes I think I can make things too complicated. I also do like the idea of reflecting on assessment to then improve instruction. The assessment-reflection-instruction cycle does just seem to make sense, but I think it's important to remember how implementing a constructivist classroom can be taken one step at a time.

1777. 1778. 1779.

Lesson Plan

ORIGINAL

Cultures Lesson Plan

Let's figure out some Prefixes and Suffixes...

Description of the learning environment

The students I am working with are 5th grade elementary students. This will take place in their general classroom. Their desks are arranged in groups of 4 or 5. The desks face a chalkboard and smartboard.

Materials

1. Word sorts on colored paper
2. List of student names in a hat
3. Large poster paper
4. Glue
5. Markers (each group needs a RED and BLUE marker)
6. Worksheet with steps to follow
7. Dictionary.com
8. Whiteboards
9. Exit tickets

Objectives

SOL 5.4 The student will expand vocabulary when reading.

c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

1. TSWBAT define prefix and suffix
2. TSWBAT explain why prefixes and suffixes are beneficial to us
3. TSWBAT identify common prefixes and suffixes and use them to define words
4. TSWBAT explain the difference between a compound word and a word with a prefix or suffix

Assessment

At the end of this lesson, I would like students to identify most prefixes and suffixes in a given paragraph. I would also like them to be able to define words using the prefixes and suffixes. Finally, I want them to be able to write at least one way we might use prefixes and suffixes to help us.

Prerequisites

Students should be able to read and spell the root words we will be dealing with. Students should know how to work with classmates. They should know how to compare words by looking at them.

Anticipatory Set (5 mins)

1. Think/pair/share (draw a name from the hat for who will share)
 - a. Let's think about words and word parts
 - b. I'm going to say a word in parts, you guys push the parts together and think what word I have
 - i. Gor/geous
 - ii. Dis/gus/ting
 - iii. Un/im/pressed
 - iv. Dis/cou/ra/ging
 - c. I'm going to give you a group of words, you guys think what do the entire group of words have in common
 - i. Recolor, redo, resurface

- ii. Marvelous, gorgeous, ridiculous
 - iii. Lipstick, doorknob, backbone
2. Tell students our goals for today – what to be watching out for as we look at words
 - a. By the end of this lesson, I hope you can tell me: what a prefix and suffix are, why they are helpful to us when we are reading or trying to figure out what a word means, what some common prefixes and suffixes are

Instruction (25 mins)

1. Students will be assigned groups and their group will sit somewhere together in the room
2. Students will complete a word sort (each group will have a set of compound words)
3. Students will then be asked to find 1 word in each column for which they KNOW the definition. This word will be placed at the top of that column.
4. Next, they will glue the words on their poster paper with a proper heading.
5. Whole group discussion on students' headings. First we will discuss the group of compound words, ask what they have in common. Then, we will discuss the word prefix and conclude what it means as a class. Then, go to suffix and conclude as a class what it means.
6. Next, students will be directed to write a definition by each prefix/suffix and then by at least 3? words from each column.
7. Come back as a whole class and discuss how we could tell what the meanings of the words are. What do prefixes and suffixes help us do? When would I use this strategy?

Practice (20 mins)

8. Carousel around the room. Each time they rotate they will have a different task to do with their groups. [Write or reveal each of these instructions on the board as we go so they can look back at them in the end]
 - a. Circle a prefix using RED. Circle a suffix using BLUE.
 - b. Write a new definition of one of the words on the list based on what you see
 - c. Add a new word to a prefix
 - d. Add a new word to ANY list and define it
 - e. Add a word to a suffix list
 - f. Now, you're back at your own poster. Look over it and compare it with the instructions. Is there anything you think is incorrect? Are there any words that you want to know whether or not they're words? I will search them quickly on dictionary.com if students have questions (we will discuss what students could do it themselves, but I will do it to save time).
9. As a whole class, play a word game with whiteboards? – 1 per each group (back at original tables), whiteboard is passed around. Students will hold up their board when they have it.
 - a. Write the word "do." Now add a prefix to make it mean "not do."
 - b. Define improper.
 - c. Define dislike.
 - d. Write an example of a word with a suffix.
 - e. Write the word brain. Now add a suffix to make it mean "without a brain"
 - f. Write a compound word.
 - g. Yes/no Do compound words have a prefix?
 - h. Write a word that means "full of thanks"
 - i. Write the word that means to "pay before"
 - j. Write the word courage less. Erase the suffix and the prefix "dis"
 - k. Why do we care about prefixes and suffixes when we read?

I. Listen to the sentence. Write a word with a prefix or suffix. Circle any prefix or suffix.

- i. My mom disagreed with me on where to shop.
- ii. Let's interweave the red and blue stripes.
- iii. I want to follow the butterfly on my bicycle.
- iv. Doris rode without a helmet. That was dangerous!
- v. Harry potter, you are so immature. Grow up!

Closure/Post Assessment (10 mins)

10. Complete the exit ticket and give it to [REDACTED]

Differentiation

- Grouped by what they already know
 - If they already grasp concept of prefixes/suffixes they will be given more challenging word sort
 - If they didn't grasp, they will have a more basic word sort with words they recognize
- Hands on and visual word sort
- Carousel – up and moving around
- Interpersonal since working with teams

Reflection

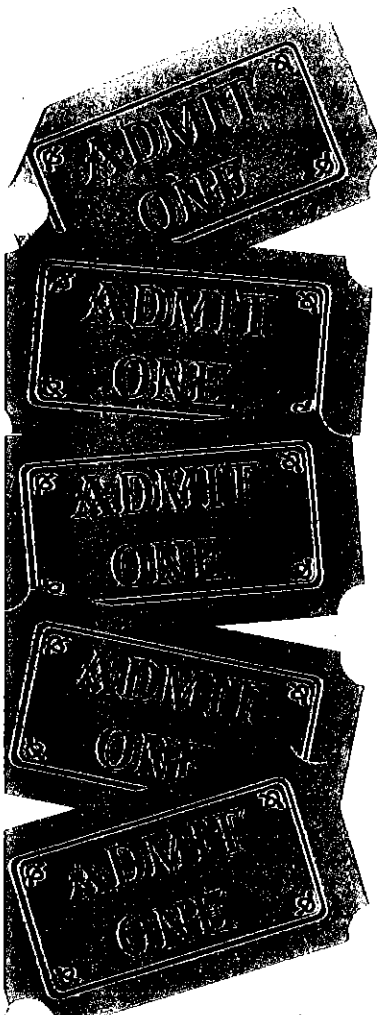
Name _____

Team To Do List

- ☐ Sort your words. Make columns of words that have something in common.
- ☐ Choose one word from each column that you know the meaning of. Put this word at the TOP of the column it belongs to.
- ☐ Once the teacher has checked, glue the columns nicely onto the poster paper. Leave space for more writing!
- ☐ Give each column a heading - ask the teacher if you're not sure.
- ☐ Write the correct definition beside each heading.
- ☐ Write a definition of 2 words in each column.
- ☐ You're finished! Asked [redacted] for masking tape to put it on the wall.

Things I want to remember...

[illegible]



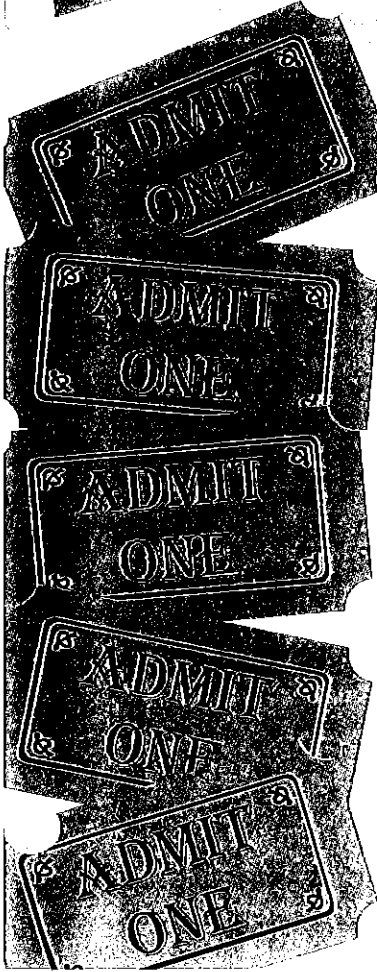
Exit Ticket

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very had with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play more games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They **MUST** have a prefix or suffix.

How can prefixes and suffixes be helpful to us?



Exit Ticket

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very had with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play more games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They **MUST** have a prefix or suffix.

How can prefixes and suffixes be helpful to us?

Group 1

Compound words	mis (wrongly)	bi	mono	ous	ible	inter
lifetime	misunderstand	biweekly	monolingual	dangerous	legible	intertwine
basketball	misplace	bicycle	monorail	courageous	audible	interweave
crosswalk	misspell	bilingual	monotone	wondrous	plausible	interstate
passport	mislead	3	3	mysterious	visible	intersect
4	mistreat			ridiculous	edible	interact
	misquote			5	credible	5
	misbehave				6	33

Group 2

Compound words	re	in	dis	ful	less (without)	sub
Grandmother	redo	impossible	discouraged	wonderful	useless	submarine
skateboard	readjust	impure	disable	cheerful	helpless	submerge
schoolhouse	review	immobile	discomfort	helpful	careless	subway
butterfly	recycle	immeasurable	disbelief	thankful	meaningless	sub-degree
	return	impatient	disagree	useful	fearless	subdue
	redesign	immature	5	careful	homeless	5
	remodel	immortal		6	6	

Group 3

Compound words	re	pre	un	in	ful	less
Firefly	redo	preview	untie	impossible	wonderful	useless
sunflower	readjust	preheat	unlock	impure	cheerful	helpless
rattlesnake	review	prepare	uncover	immobile	helpful	careless
airplane	recycle	prepay	unfold	immeasurable	thankful	meaningless
	return	predict	unhappy	impatient	useful	fearless
	re-design	precaution	unsure	immature	6	homeless
	remodel	preamble	unbutton	immortal	7	6
		prefix	7			

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Cultures Lesson Plan [FINAL]

Let's figure out some Prefixes and Suffixes...

Description of the learning environment

The students I am working with are 5th grade elementary students. This will take place in their general classroom. Their desks are arranged in groups of 4 or 5. The desks face a chalkboard and smartboard.

Materials

1. Word sorts on colored paper – already w/ removable adhesive on the back
2. Ball to toss
3. Large poster paper
4. Masking tape
5. Markers (each group needs a RED and BLUE marker)
6. Dictionaries
7. Carousel instructions for document camera
8. Notes page
9. Exit tickets

Objectives

SOL 5.4 The student will expand vocabulary when reading.

c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

1. TSWBAT define prefix and suffix
2. TSWBAT explain why prefixes and suffixes are beneficial to us
3. TSWBAT identify common prefixes and suffixes and use them to define words

Assessment

At the end of this lesson, I would like students to identify most prefixes and suffixes in a given paragraph. I would also like them to be able to define words using the prefixes and suffixes. Finally, I want them to be able to write at least one way we might use prefixes and suffixes to help us. I will assess this through the exit ticket. I will be assessing all throughout the activities by observation.

Prerequisites

Students should be able to read most of the root words we will be dealing with. Students should know how to work with classmates. They should know how to compare words by looking at them.

Anticipatory Set (5 mins)

1. Silent toss
 - a. Close your eyes. To get you thinking about words and their parts, I'm going to say a word in parts, you guys push the parts together and silently think what word I have. When you think you have it open your eyes. I will toss the ball to someone with their eyes open.
 - i. Gor/geous
 - ii. Dis/gus/ting
 - iii. Un/im/pressed
 - iv. Dis/cou/ra/ging
 - b. I'm going to give you a group of words, you guys think what do the entire group of words have in common

- i. Recolor, redo, resurface
 - ii. Marvelous, gorgeous, ridiculous
2. Tell students our goals for today – what to be watching out for as we look at words
 - a. By the end of this lesson, I hope you can tell me: what a prefix and suffix are, why they are helpful to us when we are reading or trying to figure out what a word means, what some common prefixes and suffixes are!

Instruction (25 mins)

1. Students will be assigned groups and their group will sit somewhere together in the room
2. Students will complete a word sort (each group will have some prefixes and some suffixes)
3. Students will put their words in columns on their poster paper and label each column with the proper heading
4. Using the "dictionary help," other words students already know, and dictionaries if necessary, students will determine as a team what the prefix/suffix means.
5. Once they have come to a consensus, they will write the definition of the prefix or suffix below their column heading
6. Then students will write a brief definition of 3 additional words from each column.
7. Come back as a whole class and discuss how we could tell what the meanings of the words are. What do prefixes and suffixes help us do? When would I use this strategy?

Practice (20 mins)

8. Carousel around the room. Each time they rotate they will have a different task to do with their groups. **[Write or reveal each of these instructions on the board as we go so they can look back at them in the end]**
 - a. EACH TIME, write down two prefixes/suffixes on your notes page.
 - i. Circle a prefix using RED. Circle a suffix using BLUE.
 - ii. Write a new definition of one of the words on the list based on what you see
 - iii. Add a new word to a prefix list and define it
 - iv. Add a word to a suffix list and define it
 - v. Add a new word to ANY list and define it
 - vi. Now, you're back at your own poster. Write the final 2 words on your notes page!
 - b. After each instruction I read, look at your poster. Is there anything you think is incorrect? Are there any words that you want to know whether or not they're words? We will look them up in the dictionary if, we are unsure. Anything else you want to share?
9. Pull out the book you are currently reading. Scan through a couple of pages to see if you can find a word that you think has a prefix or a suffix. Stand up when you have one. We will discuss what students find – and have them read the entire sentence to see if that helps us. If necessary, we may use dictionaries.
10. (as time allows) Guess the secret word – I will give students a word, and they have to describe it to the class w/o using the word itself. Students stand up when they think they know. Impatient, monotone, reapply, thankful, cautious, curious, immortal

Closure/Post Assessment (10 mins)

11. Complete the exit ticket and give it to _____

Differentiation

- Random grouping
 - Most students have some knowledge, can share what they know with the rest of the group

- Hands on and visual word sort
- Carousel – up and moving around for kinesthetic learners
- Interpersonal since working with teams

Reflection

wr (wrongly)
 misunderstand
 misplace
 misspell
 mislead
 mistreat
 misquote
 misbehave

pre (earlier, before)
 preview
 preheat
 prepay
 precaution
 preamble
 prefix

un (not)
 untie
 unlock
 uncover
 unfold
 unhappy
 unsure

mono (one)
 monolingual
 monorail
 monotone
 monologue
 monocle

danger (full of)
 dangerous
 courageous
 wondrous
 mysterious
 ridiculous

able (able to be)
 legible
 audible
 plausible
 visible
 edible
 credible

re (again, backward)

redo
 readjust
 review
 recycle
 remodel
 redesign

impossible
 impure
 immobile
 immeasurable
 impatient
 immature
 immortal

dis (do the opposite of)

discourage
 disable
 discomfort
 disbelief
 disagree

ful (full of)

wonderful
 cheerful
 helpful
 thankful
 useful
 careful

less (without)

useless
 helpless
 careless
 meaningless
 fearless
 homeless

bi (two)

biweekly
 bicycle
 bilingual
 biannual
 bifocals
 binational

sub (under, lower than)

submarine
 submerge
 subway
 sub-degree
 subdue

Team Checklist

With Your Team....

- ☐ Sort your words. Look for common spellings!
- ☐ Make columns of words that are alike on your poster paper.
- ☐ Label each column with the prefix or suffix each word has.
- ☐ Decide what the prefix or suffix means.
 - Use the "Dictionary Help" worksheet
 - Use your OWN knowledge
 - Use a dictionary if still unsure
- ☐ Write the definition of each prefix/suffix beneath your column headings.
- ☐ Write the definition below 2 words in each column.
- ☐ Talk with your teammates about what a prefix is and what a suffix is
- ☐ Talk with your teammates how prefixes and suffixes can help us when we read.
- ☐ Be ready to share your ideas with the class!

Dictionary Help

bi·fo·cal [bahy-foh-kuhl, bahy-foh-]

adjective

2. (of an eyeglass or contact lens) having two portions, one for near and one for far vision.

cheer·ful [cheer-fuhl]

adjective

1. full of cheer; in good spirits: a cheerful person.

dan·ger·ous [deyn-jer-uhs, deynj-ruhs]

adjective

1. full of danger or risk; causing danger; perilous; risky; hazardous; unsafe.

dis·com·fort [dis-kuhm-fert]

noun

1. an absence of comfort or ease; uneasiness, hardship, or mild pain.

im·pure [im-pyoor]

adjective

1. not pure; mixed with extraneous matter, especially of an inferior or contaminating nature: impure water and air.

leg·i·ble [lej-uh-buhl]

adjective

1. capable of being read or deciphered, especially with ease, as writing or printing; easily readable.

mis·un·der·stand [mis-uhn-der-stand]

verb (used with object), mis·un·der·stood, mis·un·der·stand·ing.

1. to take (words, statements, etc.) in a wrong sense; understand wrongly.

mon·o·lin·gual [mon-uh-ling-gwuhl or, Can., -ling-gyoo-uhl]

adjective

1. knowing or able to use only one language; monoglot.

pre·view [pree-vyoo]

noun

1. an earlier or previous view.

re·ad·just [ree-uh-juhst]

verb (used with object)

1. to adjust again or anew; rearrange.

sub·ma·rine [n. suhb-muh-reen, suhb-muh-reen; adj., v. suhb-muh-reen]

noun

1. a vessel that can be submerged and navigated under water

un·tie [uhn-tahy]

verb (used with object)

1. to loose or unfasten (anything tied); let or set loose by undoing a knot.

use·less [yoos-lis]

adjective

1. of no use; not serving the purpose or any purpose; unavailing or futile: It is useless to reason with him.

Carousel Instructions

EACH TIME, write down two new prefixes or suffixes on your notes page.

1. Circle a prefix. Box a suffix.
2. Write a new definition of one of the words on a list. Use what's already there to help you!
3. Add a new word to a prefix list and define it.
4. Add a word to a suffix list and define it.
5. Add a new word to ANY list and define it.
6. Now, you're back at your own poster. Write the final 2 words on your notes page!

Exit Ticket

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

Instructions: Define any 4 words you wish. They **MUST** have a prefix or suffix.

How can prefixes and suffixes be helpful to us?

Exit Ticket

Instructions: Circle any prefixes or suffixes you see in the paragraph:

I really don't want you to misunderstand me. We have been working very hard with prefixes and suffixes. Several weeks ago I gave you a preview of this information. I really hope you don't find this information useless, because it can help you understand new words! I am thankful that nobody acted immature as we learned. That would have made it impossible for some students to learn! I wish I would come back biweekly to play some games with you, but I think my teachers would disagree.

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