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How does learning about affixes (prefixes and suffixes) help English Language Learners (ELLS) understand the meaning and use of affixes?

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HOW DOES LEARNING ABOUT AFFIXES (PREFIXES AND SUFFIXES)
THROUGH GAMES AND SONGS HELP ENGLISH LANGUAGE LEARNERS
(ELLs) UNDERSTAND THE MEANING AND FUNCTION OF AFFIXES?

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Masters
of Arts in English as a Second Language

Hamline University

Saint Paul, Minnesota

August 2016

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TABLE OF CONTENTS

Chapter 1: Introduction.....	7
Prefixes and Suffixes.....	8
Games and Songs.....	9
Role of the Researcher.....	10
Background and Biases of the Researcher.....	11
Guiding Question.....	11
Summary.....	12
Chapter 2: Literature Review.....	13
Academic Language.....	14
Motivation and Engagement of Students.....	19
The Gap.....	23
Research Question.....	23
Summary.....	24
Chapter Three: Methodology.....	25
Mixed Method Research Paradigm.....	25
Data Collection.....	26
Procedure.....	29
Data Analysis.....	31
Verification of Data.....	32
Ethics.....	32

Conclusion.....	32
Chapter 4: Results and Analysis.....	34
Prefixes.....	34
Suffixes.....	41
Student Survey.....	47
Conclusion.....	49
Chapter 5: Conclusion.....	51
Experiences.....	51
Literature Review Revisited.....	52
Limitations.....	53
Further Research.....	53
Dissemination.....	54
Implications.....	54
References.....	56
Appendix A: Prefix Pretest and Posttest.....	60
Appendix B: Suffix Pretest and Posttest.....	62
Appendix C: Student Survey.....	64
Appendix D: Lesson Plans.....	65
Appendix E: Suffix Bingo.....	74
Appendix F: Call Me Irresponsible.....	77
Appendix G: Shake It Off.....	79
Appendix H: Letter Of Consent.....	80
Appendix I: Student Samples Prefix Pretest.....	82

Appendix J: Student Samples Prefix Posttest.....	98
Appendix K: Student Samples Prefix Pictures.....	114
Appendix L: Student Samples Suffix Pretest.....	122
Appendix M: Student Samples Suffix Posttest.....	138
Appendix N: Student Samples Suffixes 2 column chart.....	154
Appendix O: Student Samples Suffixes 3 column chart.....	162
Appendix P: Student Samples Student Survey.....	169

LIST OF TABLES

Table 1- The Most Common Prefixes in Printed School English grades 3-9.....	17
Table 2- English Suffixes Ranked by Frequency of Occurrence.....	18
Table 3- Pretest and Posttest Data for Prefixes.....	36
Table 4- Pretest Prefix Data.....	38
Table 5- Posttest Prefix Data.....	38
Table 6- Prefix Tests Class Totals.....	39
Table 7- Pretest and Posttest Data for Suffixes.....	43
Table 8- Pretest Suffix Data.....	44
Table 9- Posttest Suffix Data.....	44
Table 10- Pretest and Posttest Suffix Class Data.....	46
Table 11- Student Survey Data.....	47

TABLE OF FIGURES

Figure 1 Morphemes in English.....	16
Figure 2 Motivational Teaching Practices.....	21

CHAPTER ONE

Introduction

Academic English is essential for the success of English Language Learners (ELLs) in school settings. Knowledge of morphemes and affixes (prefixes, suffixes) are one part of academic English that may increase student achievement. I noticed in college that I often used affix knowledge to determine a novel word's meaning. In linguistics, I learned about digraphs. By looking at the word in parts, the prefix *di-* meaning two, *-graph* meaning a letter, I figured out the meaning of the word on my own, that a digraph is two letters together <ch> that make one sound [tʃ]. This got me thinking that prefixes and suffixes may also be helpful to ELLs. For the past few years, I have taught a unit on prefixes and suffixes to my 3rd grade students. Students seem to really enjoy learning about prefixes and suffixes and being word detectives. Some previous students have mentioned to me that they still use the strategies that I taught them in the prefix/suffix unit(s). Overall the lessons have been successful, but I would like to know: How does learning about affixes (prefixes and suffixes) through games and songs help ELLs understand the meaning and function of affixes?

Motivation can be an important factor in the success of students. While learning Spanish, one of my most memorable teachers used songs and games in the classroom. I liked the songs so much that I went and bought the CD and even listened to the music at home (I still know the words by heart to these songs, many years later). Songs and games were an effective activity that helped me learn Spanish and increased my engagement and

motivation in the classroom. I have used songs in my classroom. Students usually leave the class singing the song. I have even had a student one year later ask me if he could hear the song and said he had been listening to it at home with his mom.

Thinking of my experiences as a language learner and a language teacher has led me to many questions: Does affix knowledge help students understand words with affixes? How do songs and games help students learn and retain affix knowledge? How does morphological knowledge affect students' motivation and word deciphering skills? I have read some studies that address morpheme knowledge of 3rd and 4th grader native English speaker, but there is a gap in the literature about how affix knowledge can help ELLs specifically. Knowledge of Greek and Latin affixes is a required state standard for all students, but how specifically are ELLs affected by learning affixes?

These questions were the beginning of my research. In this chapter, I will present some general information including: the importance of morphological knowledge for ELLs, the use of games and songs in lessons, my role in the study, my background and biases. I will end the chapter with the specific research question that will guide my research.

Prefixes and Suffixes

According to Lems, Miller and Soro (2010), English is a morphophonemic language. Words contain both phonemic and morphological information. Morphemes are defined as the “smallest linguistic unit of meaning” (p. 225). The pronunciation of a morpheme may change depending on the surrounding sounds. (ex. *please, pleasure*) The sound may change but the morpheme information is still contained in the word. For ELLs to grow in their mastery of academic English, it is helpful for them to understand the

connections between words. It is important to understand that words with the same root are related to each other in meaning and to understand how affixes can change the meaning or lexical category of words. By understanding the relation between words students can understand new words by using morphological cues (Nagy & Anderson, 1984.)

Learning about Greek and Latin roots and affixes is a 3rd grade state standard. According to the Minnesota Academic Standards for English Language Arts (2010):

“Third grade students should be able to “Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words, including high frequency words” (p. 24).

Games and Songs

Student motivation is an important factor in student success (Dornyei, 2001). In an effort to increase student motivation and achievement, my lessons on affixes will include games and songs. Games and songs will be used as practice and reinforcement of new information. Games can provide students with opportunities to actively participate in their learning (Claxton, 2008 as cited by Shaw, 2009). By using games, students can practice and develop vocabulary in a manner that reinforces meaning and retention (Shaw 2009). Songs are another interactive classroom activity that may support the literacy development of ELLs (Coyle & Gomex Garcia 2014, Paquette & Rieg, 2008, Peregoy & Boyle 2013).

As a teacher, it is important to prepare lesson plans that have explicit goals and that help to engage student in the topic being taught. Games and songs could be used to help engage students in the lesson. Many students like games and songs. It also helps gives time for repetition of the lesson concepts. For prefixes, student will play *Prefix Pitfall* (Lakeshore, 2014). For my lessons on suffixes last year, I started using a pre-made bingo game from the Fountas and Pinnell program. (Fountas, & Pinnell, 2016). The bingo game has students match words that have the same suffix ending. Students really enjoyed playing this game during class and would moan loudly if we did not have time to play the game.

I also use songs in my lessons. When teaching prefixes, I use a song by Michael Buble *Call Me Irresponsible* (Buble, 2007, track 7). This song has many words that begin with prefixes. Students are given the lyrics for the song with the prefixes missing. As we listen to the song, students fill in the prefix they hear. For teaching suffixes, I use the song by Taylor Swift *Shake It Off* (Swift, 2014, track 3).

Role of the Researcher

I am an ESL teacher, working in three elementary schools within the same school district. I teach kindergarten through fourth grade ESL classes in a pullout model. Most third grade classes meet for 30 minutes three times a week.

My role during this research project will be that of teacher and evaluator/observer. For this study, I will give a pre-test to students on certain prefixes and suffixes. There will then be lessons covering the meaning of the affixes. For added motivation and to increase affix knowledge retention in students, the class will then have either a song or a game to help practice their new knowledge. After the lessons, I will give a posttest to see

how the students' scores change. Students will also complete a short survey about the usefulness of the lessons and the use of games and songs during the lessons. I will then analyze the data to determine if the lessons I will teach are effective.

Background and Biases of the Researcher

This topic is important to me professionally for a few reasons. First, I have personally found morpheme and affix knowledge helpful in deciphering new words. Second, the 3rd grade state standard states that 3rd graders should be able to “Know and apply grade-level phonics and word analysis skills in decoding words” (Minnesota Academic Standards: English Language Arts K-12, 2010, p. 24). Finally, I have been teaching a unit on affixes to third graders the last two years including songs and games. I want to know if my lessons are effective. I want to make revisions to my lesson plans as needed according to the data and data analysis of this study. I have some biases around these subjects. I believe from observation of my classes that songs and games can be very motivating for students. I also believe that ELLs having knowledge of affixes may increase word comprehension. Although it is beyond the scope of this capstone, I would also predict that an increase in word comprehension would help students with reading comprehension.

Guiding Question

My experiences as a language learner and language teacher have made me think about the importance of prefixes and suffixes in languages, especially as it pertains to ELLs. My experiences have also made me interested in increasing the motivation and engagement of students'. The guiding question for this paper is: How does learning about

affixes (prefixes and suffixes) through games and songs helps ELLs understand the meaning and function of affixes?

Summary

In Chapter One, my research question was introduced. I will analyze how teaching prefixes and suffixes to ELLs through games and songs help students understand the meaning and function of affixes. There was a brief introduction and an overview of the role, background and biases of the researcher. The purpose, significance and need for the study were also included. In Chapter Two, there will be a review of the relevant literature related to morphemic awareness, affix knowledge, role of games and songs in student learning and students' ability to understand new words. Chapter Three will include a description of the research and methodology that will guide this study. Chapter Four will present the results of the study. Chapter Five will include a reflection on the data collected. The limitations of the study, implications for further research and recommendations will also be included in Chapter Five.

CHAPTER TWO

Literature Review

The purpose of this study is to determine: How does learning about affixes (prefixes and suffixes) through games and songs help English Language Learners (ELLs) understand the meaning and function of affixes? This chapter will introduce the literature that describes morphology and why games and songs can be included in lessons for students in the primary grades. The first part looks at the current research on academic language, morphemes, and affixes, and why it is important to include these in instruction in an EL classroom. The literature will be used to describe what affixes are most common to determine what affixes can be taught first. The next section will explore how games and songs can be helpful to students in understand the meaning and function of affixes in English.

Academic Language

To be successful in American schools, ELLs need a large vocabulary and need to understand academic language (Nagy & Anderson, 1984). The distinction between Basic Interpersonal Communication Skills (BICS), now referred to as social language, and Cognitive Academic Language Proficiency (CALP), now referred to as academic language, is well known in ESL (English as a Second Language) circles. According to Cummins (1981), social language is the language ability needed for casual conversations

where there are context clues, for example, on the playground. Academic language is the language needed for academic skills and concepts, for example, in a school setting (as cited in Herrera & Murry, 2011). According to Biber (2006), academic language has more Latin and Greek vocabulary, morphologically complex words and nominalizations than conversational English. (as cited in Nagy, Townsend, Lesaux & Schmit, 2012). Many students learn social language quickly and speak at a native-like level but these students need more time to develop academic language skills in order to be successful in school.

A large amount of vocabulary will open to up to students who have knowledge of word-formation processes (Nagy & Anderson, 1984). The literature review by Nicole, Graves and Slater, (1984) shows that students should increase their vocabulary knowledge through the explicit teaching of prefixes or suffixes, (as cited in, White, Power & White, 1989). Two studies have had favorable results from the teaching of prefixes or prefixes and suffixes to elementary level students. In the study by White, Sowell and Yanagihara, 3rd grade students at a private school in Hawaii, received direct instruction on prefixes and suffixes, twice a week for 7-8 weeks. The results from four tests showed that “on each test, the scores of students who received the lessons were significantly higher than those of students in the control group” (White, Sowell & Yanagihara, 1989, p. 7). In the study by Nicol, Graves and Slater (1984), 4th, 5th and 6th grade students were taught 8 prefixes in three half hour lessons. “Students who received instruction showed substantial gains on test ex. 80% correct vs 57% correct for groups with no instruction on prefixes” (as cited in White, Power & White 1989, p. 7). The research by Baumann et al., (2002) had inconclusive findings about the effect of

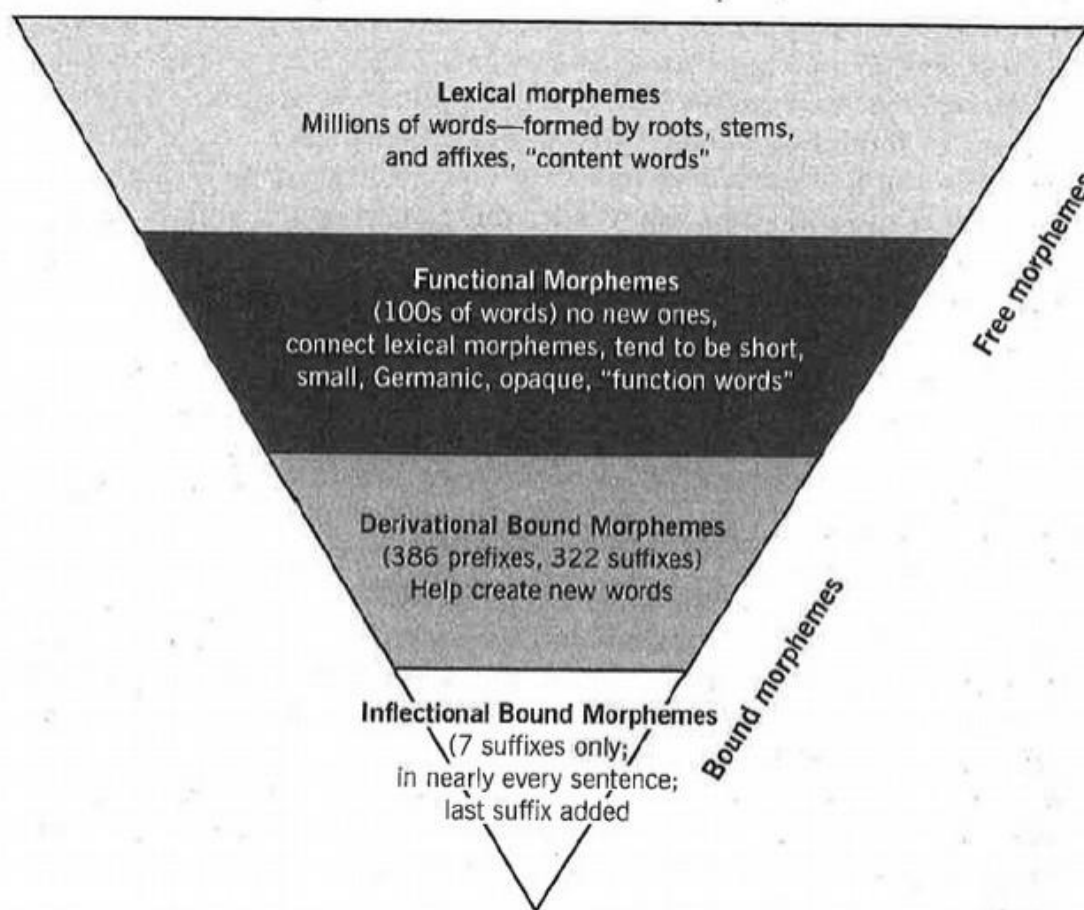
morphemic analysis on independent vocabulary learning and comprehension for students (Baumann, Edwards, Tereshinski, Kame'enui & Olejniket, 2002).

Morphology and Morphemes

Morphology is the study of how structure and the form of a language can show word meaning. Morphemes are the smallest unit of meaning within language. Many words are made up of just one free morpheme that does not need to attach to anything, for example *tree, jump*. There are also many words in English that contain more than one morpheme. English contains bound morphemes that need to be attached to a free morpheme. Bound morphemes are separated into two categories. The first category is inflectional morphemes. Inflectional bound morphemes include seven specific morphemes that show tense, number, possession or comparison. These include *-s/-es, 's, -ed, -en, -er* (comparison/not a person who does something), *-est, -ing*. Derivational bound morphemes include 386 prefixes and 322 suffixes that help to create new words. Derivational morphemes change words in three important ways. First, these morphemes can create new words when added to a root, stem or bound root. Second, they can change the meaning of a word, for example *friendly* changes when the prefix *-un* is added to form the word *unfriendly*. Third, derivational morphemes can change a word's grammatical category and also its meaning, for example *help* (verb) to *helpful* (adjective), *subtract* (verb) to *subtraction* (noun) (Lems & Soro, 2010). Derivational morphemes are one way of forming new but related words in English. For example, starting with the word *care*, we can make *careful, carefully, careless, carelessly* or even *carelessness*. Academic words tend to be multisyllabic and often contain morphemes from Greek and Latin. (Biber, 2006 as cited in Nagy, et al., 2012) The teaching of Latin

and Greek affixes may be helpful to ELLs (Nagy & Anderson, 1984) and furthermore it is part of the state standards for 3rd grade as mentioned in the Introduction chapter (Minnesota Academic Standards: English language Arts K-12, 2010, p. 24).

Figure 1- Morphemes in English



Adapted from Lems (2008) as cited in Lems & Soro, (p. 95, 2010).

Affixes

According to Nagy and Anderson (1984), the complexity of vocabulary increase that begins around 4th grade includes many words with a prefix, suffix or both. In printed school English words with affixes outnumber root words by almost 4 to 1 (as cited in White, Sowell, Yanagihara, 2010). So it may be helpful for students to look more closely

at affixes to be able to use word-part clues to determine the meaning of words with affixes.

In English the derivational morphemes are affixes. Affixes include prefixes and suffixes. As mentioned in the previous section, there are many different prefixes and suffixes in English. According to Lem, Miller, and Soro (2010), there are 386 prefixes and 322 suffixes that help to create new words. Since these affixes can create words, change the meaning of the word and change the grammatical category of a word, the explicit teaching of affixes may help ELL students increase their vocabulary.

Table 1: The Most Common Prefixes in Printed School English for Grades 3-9

Rank	Prefix	Number of different words with the prefix*	Percentage
1	<i>un-</i>	782	26
2	<i>re-</i>	401	14
3	<i>in-, im-, ir-, il-, 'not'</i>	313	11
4	<i>dis-</i>	216	7
5	<i>en-, em-</i>	132	4
6	<i>non-</i>	126	4
7	<i>in-, im-, 'in or into'</i>	105	4
8	<i>over- 'too much'</i>	98	3
9	<i>mis-</i>	83	3
10	<i>sub-</i>	80	3
11	<i>pre-</i>	79	3
12	<i>inter-</i>	77	3
13	<i>fore-</i>	76	3
14	<i>de-</i>	71	2
15	<i>trans-</i>	47	2
16	<i>super-</i>	43	1
17	<i>semi-</i>	39	1
18	<i>anti-</i>	33	1
19	<i>mid-</i>	33	1
20	<i>under- 'too little'</i>	25	1
	All others	100 (estimated)	3
Total		2,959	100%

*From John B. Carroll, Peter Davies, and Barry Richman, *The American Heritage Word Frequency Book*, Boston, MA: Houghton Mifflin, 1971.

Adapted from Carroll, Davies & Richman as cited in White, Sowell & Yanagihara, (1989, p. 303)

There are two types of affixes in English: prefixes and suffixes. A prefix is a morpheme added to the beginning of a word that changes the word, for example *happy* and *unhappy*. To decide what prefixes are important to teach, I looked at the occurrence rate of prefixes. Table 1 named the most common prefixes in printed school English for grades 3-9. According to the table, *un-* accounts for 26% of prefixed words, *re-* accounts for 14% of prefixed words, *in-* *im-*, *ir-*, *il-* account for 11% of prefixed words, and *dis-* accounts for 7%. So the most common prefixes account for approximately 78% of prefixed words in printed school English (Carroll, Davies & Richman, 1971 as cited in White, Sowell & Yanagihara, 1989).

Table 2- English Suffixes Ranked by Frequency of Occurrence

Rank	Suffix	Number of occurrences in sample	Percentage
1	-s, -es	673	31
2	-ed	435	20
3	-ing	303	14
4	-ly	144	7
5	-er, -or (agentive)	95	4
6	-ion, -tion, -ation, -ition	76	4
7	-ible, -able	33	2
8	-al, -ial	30	1
9	-y	27	1
10	-ness	26	1
11	-ity, -ty	23	1
12	-ment	21	1
13	-ic	18	1
14	-ous, -eous, -ious	18	1
15	-en	15	1
16	-er (comparative)	15	1
17	-ive, -ative, -itive	15	1
18	-ful	14	1
19	-less	14	1
20	-est	12	1
	All others	160	7
Total		2,167	100%*

The sample consisted of the 2,167 suffixed words appearing on 60 randomly selected pages in John B. Carroll, Peter Davies, and Barry Richman, *The American Heritage Word Frequency Book*, Boston, MA: Houghton Mifflin, 1971.

* The total actually exceeds 100% due to rounding upward on items in ranks 13-20.

Adapted from Carroll, Davies & Richman as cited in White, Sowell & Yanagihara (1989, p.304)

Suffixes are also a part of the affix category. Suffixes are morphemes applied to the end of a word that may change the word meaning. The inflectional bound morphemes are very common. The suffixes *-s/-es*, *-ed*, *-ing* account for 65 % of English suffixes. Therefore the inflectional bound morphemes should be taught to students, but this paper will focus on the teaching of the most common derivational bound morphemes. The most common derivational bound morphemes include *-ly* accounts for 7% of suffixed words, *-er*, *-or* accounts for 4% of suffixed words, *-ion*, *-tion*, *-ation*, *-ition* account for 4% of suffixed words and *-ible*, *-able* account for 2% of suffixed words. So the teaching of the most common derivational suffixes would account for 17% of suffixed words. The teaching of the most common inflectional bound morphemes along with the teaching of the most common derivational bound morphemes would account for the teaching of 82% of suffixed words (Carroll, Davies & Richman, 1971 as cited in White, Sowell & Yanagihara, 1989).

The research done and the frequency rate of affixes in English can be used to determine some common prefixes and suffixes that may help ELLs. The next section will discuss strategies for teaching elementary students affixes.

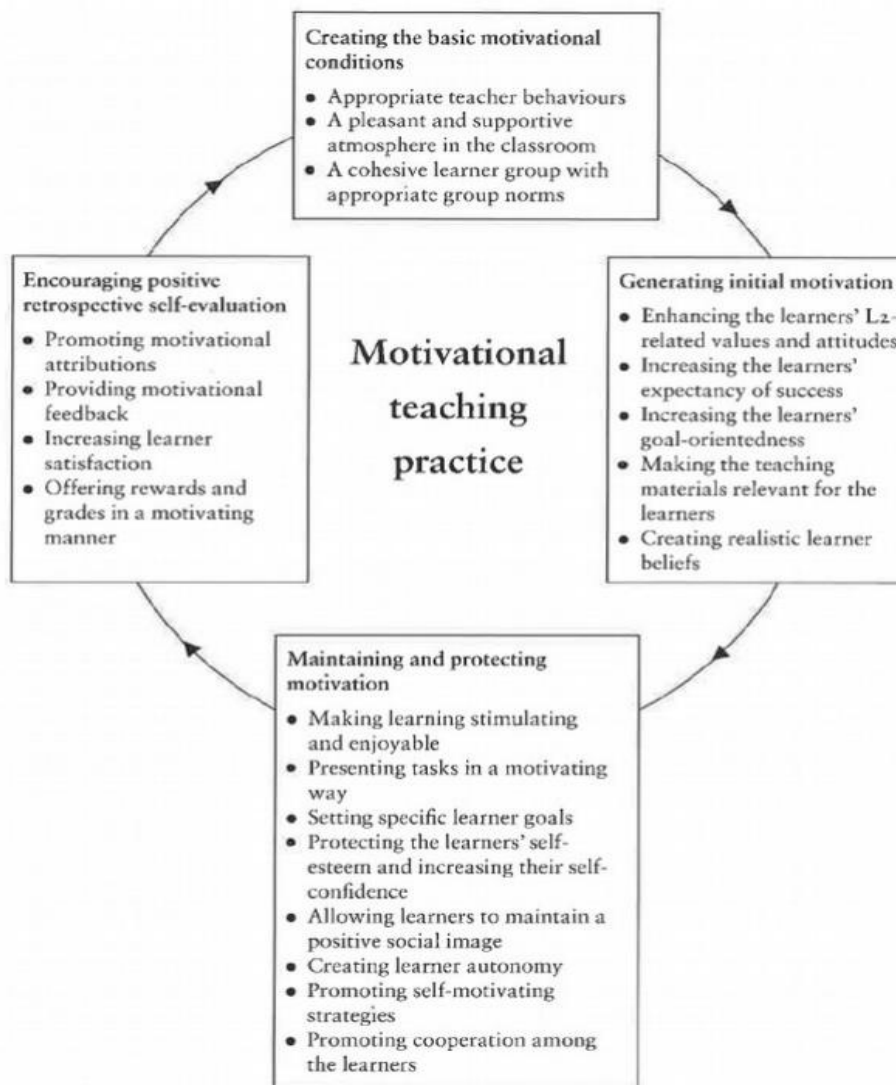
Motivation and Engagement of Students

Teachers can help students increase motivation in the classroom by making lesson interesting and engaging (Dornyei, 2001). Language teachers often talk about how motivated or unmotivated students are to learn and how this may affect the students' progress in the classroom. Motivation can affect students' achievement in the classroom "...during the lengthy and often tedious process of mastering a L2, the learner's

enthusiasm, commitment and persistence are key determinants of success or failure...regardless of their language aptitude or other cognitive characteristics” (Dornyei, 2001. p. 5), however motivation can be difficult to define and categorize. Motivation is internal so only the external components of it including enthusiasm, commitment and persistence can be observed. Dornyei (2001) suggests a process-orientated approach that accounts for change of motivation over time. This theory assumes that there are phases in increasing motivation. First, motivation needs to be generated. Second, motivation needs to be maintained and protected. Third, the learners’ retrospective evaluation of the past will affect future actions of the learners.

Motivation can be influenced by the quality of the learning experience (Dornyei, 2001). Teachers can assist students by creating quality-learning experiences. To make learning stimulating and enjoyable there are... “three main types of strategies: breaking the monotony of learning, making tasks more interesting and increasing the involvement of the students” (p. 73). Games and songs may be components of a quality-learning experience (Wright, et. al., 1983; Li & Brand, 2009). Even Mary Poppins knew this special trick, “In every job that must be done there is an element of fun. You find the fun and-snap! The job is a game. And every task you undertake becomes a piece of cake...” (from 1964 Disney motion pictures, Mary Poppins as cited in Dornyei, 2001, p. 113).

Figure 2: Motivational Teaching Practices



Adapted from Dornyei (2001, p. 29)

Games

Games can be fun and educational. They can create a chance for students to develop and retain vocabulary (Peregoy & Boyle, 2013, Shaw, 2009). According to

Wright, Betteridge & Buckby (1983), games help students maintain their interest and make students motivated to complete the task. They recommend the use of effective games in the everyday classroom and believe that games should not be only for rewards. Games can be thought of as central to a teacher's repertoire (Wright, et al., 1983).

Songs

Songs can also support the literacy development of ELLs (Coyle, Gómex Garcia 2014, Paquette & Rieg, 2008, Peregoy & Boyle, 2013). Singing may decrease learners' affective filters. According to Krashen (1982), the affective filter hypothesis explains that students' attitudes and feeling have an effect on learning. With a lowered affective filter, students are less stressed and worried about their performance in the class and more likely to have a good attitude about the class (as cited in Paquette & Rieg, 2008). Songs create an opportunity for students to be exposed to the same language over and over again. By listening to the same song over, students may start to comprehend more of the song each time. Songs have been used to teach the alphabet, animal names, clothing, colors, feeling, routines, manners, math, body parts and grammar.

The repetitive nature of songs along with the rhythm may enhance the learning and retention of vocabulary, grammatical structures and pronunciation (Li & Brand, 2009). Li and Brand (2009), compared the pretests and posttest of Chinese ELLs living in China in three separate groups all taught by the same teacher. Group one used only music in teaching target English language skills. Group two used music half the time in teaching. In group three there was no music used in the teaching. The results showed that the music group had the highest posttest scores, but surprisingly the no music group had the second highest score and the half music group scored the lowest. The researchers

thought this showed that music may be most effective when used intensively and not as effective when it is not used on a irregular basis in the classroom. The all music group had a more positive attitude toward their learning and the English instruction they received. One of the biggest advantages to using music in the classroom may be the positive effect the music has on students' attitudes.

The Gap

Vocabulary development can be a complex and complicated process for many learners. Although schools tend to emphasize vocabulary development in elementary school, many struggling students, including ELLs, have an ongoing deficit of known vocabulary words as compared to their on-grade level peers. Some studies focus on teaching roots and affixes to native English speakers (Nicol, Graves & Slater, 1984, White, Sowell & Yanagihara, 1989), but there is a gap in the current data regarding the effects of explicitly teaching affixes to elementary ELLs. I want to find out how the explicit teaching of prefixes and suffixes to ELLs through games and songs may influence the students' ability to understand and use affixes.

Research Question

In this paper, I am asking: How does learning about affixes (prefixes and suffixes) through games and songs help ELLs understand the meaning and function of affixes?

I want to find out how effective songs and games can be in students learning affixes. This is important because it can help students understand how affixes change a word and help increase knowledge of academic English vocabulary.

Summary

In chapter 2, I have reviewed the current literature on affixes and games/songs in the classroom. Academic language is an important part of any ELL program. Many words in academic language use affixes. Affixes include prefixes and suffixes. They may show tense, number, aspect, or change the meaning of a word or change the grammatical category of a word. Although there are many affixes in English, the top four prefixes account for 78% of prefixed words in school, while the top seven suffixes account for 82% of suffixed words (for the current study the top three suffixes will not be taught –*s*, –*es*, –*ed*, –*ing*, instead this study will focus on derivational bound morphemes). Student motivation can strongly affect student achievement. Games help students maintain their interest and make students motivated to complete the task. Songs are another interactive classroom activity that may support the literacy development of ELLs. Using games and songs in the classroom may have an effect on students' motivation and involvement. Chapter 3 explains the methodology for my action research. It describes the student data collected and explicit lesson plans for the intervention.

CHAPTER THREE

Methodology

This study explored the effects of teaching affixes to students through games and songs. In this study, I asked: How does learning about affixes (prefixes and suffixes) through games and songs help English Language Learners (ELLs) understand the meaning and function of affixes?

In this study, specific affixes were explicitly taught to ELL students. Games and songs were used to reinforce the affix knowledge of the students. Students were given a pretest before the first lesson and a posttest after the last lesson. Students also took a short survey to help understand the students' feeling about the effectiveness and engagement of the lessons.

This chapter will explain the methodologies used in this study. First, the research design will be explained. Then the data collection protocol will be presented. Relevant information about the participants and location will also be included along with the ethical considerations of completing an action research study.

Mixed Method Research Paradigm

According to Merriam (2009), there are many differences between quantitative and qualitative research. For this research paper, I used a mixed method research drawing on both quantitative and qualitative research paradigms. The research was a form of applied research since this study was looking for solutions to problems and could be used to improve the quality of teaching ELLs through the lessons developed for this paper.

Most of the data from this research was quantitative. The pretests and posttests were used to obtain quantitative data about the students' knowledge of affixes. The designs of the tests were structured and provided precise, numerical data concerning the students' knowledge of the meaning and use of affixes. Although the survey did also produce quantitative research, the main point of the survey was to get a glimpse into how the students felt about the experiences in class. The survey asked students what they thought about the helpfulness of learning about affixes, the probability of using affixes knowledge in the future during reading and writing, and the influence the use of games and music had on students' learning and motivation. My research was completed in a classroom. I was a participant/observer and I collected and analyzed the data. The end analysis was a mix of quantitative data and descriptive data. The information tried to explain what is happening in the classroom context in regards to learning about affixes and the effect songs and games have on students learning and motivation.

Data Collection

Location/Setting

This study was completed at a first ring suburban elementary school in the upper Midwest. The school was located in a middle class to upper middle class income neighborhood. The school had approximately 350 students in grades kindergarten through 4th. The demographics for the student population included 47% White students, 19% Black students, 12% Asian students, 11% Hispanic students and 11% of students with two or more races. 44% of the student population was eligible for free or reduced lunch (Public School Review, 2016). There were approximately 60 ELLs in the school. This accounted for about 6% of the student population. In 3rd grade there were about 80

students and 11 students receiving EL instruction. This accounted for about 7.5% of the students in 3rd grade. The ELL population itself is very diverse and students had many different home languages including (in order of most common to least common) Somali, Spanish, Telugu, Amharic, Arabic Filipino, Twi, Bengali, Oromo, Malayalam, Vietnamese, Ukranian, French, Swahili, Oromo, Tamil, Urdu, Khmer, French and Hmong.

Participants

The participants of this study were third grade, ELLs, who were reading at grade level. There were nine participants in the study. The students attended a pullout ESL class for 30 minutes three times a week. The students' home languages included Spanish, Telugu, Vietnamese, Somali, Amharic and Hmong. There were three Spanish-speaking students and one speaker of each of the other languages. Majority of students had attended American school since kindergarten and were intermediate to advanced English language learners.

Student #1. Student #1 was a native Spanish speaker. He was born in Mexico. He attended American schools for kindergarten and 1st grade. For 2nd grade, he returned to Mexico, but did not attend school. In 3rd grade he returned to American schools. Student spoke Spanish and English. According to test scores, student was not proficient in English and continues to receive ELL services.

Student #2. Student #2 was born in the United States. His parents were born in Mexico. He has attended American school from kindergarten to present. Student spoke Spanish and English. According to test scores, student was near native in his English skills and was exited from ELL service June 2016.

Student #3. Student #3 was born in India. She has attended American schools from kindergarten to present. She returned to India each summer to visit family. Student spoke Telugu and English. According to test scores, student was near native in her English skills and was exited from ELL service June 2016.

Student #5. Student #5 was born in the United States. His parents were born in Vietnam. The student has attended American school from kindergarten to present. Student spoke Vietnamese and English. According to test scores, student was near native in his English skills and was exited from ELL service June 2016.

Student #6. Student #6 was born in the United States. His parents were born in Somalia. He has attended American schools from kindergarten to present. The student spoke Somali and English. According to test scores, student was not proficient in English and continues to receive ELL services.

Student #9. Student #9 was born in the United States. Her parents are from Laos. She has attended American schools from kindergarten to present. The student spoke Hmong and English. According to test scores, student was near native in her English skills and was exited from ELL service June 2016.

Student #10. Student #10 was born in the United States. Her parents were born in Ethiopia. She has attended American schools from kindergarten to present. Student said she does not speak or know Amharic, but that she only speaks English. According to test scores, student was near native in her English skills and was exited from ELL service June 2016.

Student #11.

Student #11 was born in the United States. Her parents were born in Mexico. She has attended American schools from kindergarten to present. Student spoke Spanish and English. According to test scores, student was near native in her English skills and was exited from ELL service June 2016.

Data Collection Technique 1

The main technique I used in this research is testing (See Appendices A and B). Students were given a pretest before the teaching of certain affixes in the ESL classroom. Then students practiced the prefixes and suffixes in the classroom, through activities, games and songs. After the intervention, the students took the final posttest.

Data Collection Technique 2

The second technique I used was a student survey. After the posttest, students were given a survey. The survey tried to ascertain the students' feelings about the importance of learning about affixes and the effect the games and songs had on their learning and their motivation (see Appendix C).

Procedure**Pretest**

A pretest was given to student before beginning the intervention. The pretest was given to determine what the students already knew about prefixes and suffixes. Participants completed a pre-test on paper during class time (see Appendices A and B).

Intervention

The intervention composed of nine 30-minute classes focused on teaching the meaning and function of affixes in English. Lessons consisted of a short mini-lesson

followed by activities including games and songs to reinforce learning and increase student motivation. The lessons were planned to develop and reinforce students' learning (see Appendix D).

Games. I used games to help with learning prefixes and suffixes. For prefix practice students played a store bought game named *Prefix Pitfall* (Lakeshore, 2014). The game gave root words and then students rolled the dice with prefixes on them. When they could make a word with the prefix and the root word, they wrote it on their game board. Students also played a suffix bingo game that was made by the teacher. The bingo game has students match words that have the same suffix ending. Students will play the suffix bingo game in class to review suffixes. Students will have the opportunity to play suffix bingo a minimum of two times. When the game was played, the teacher reviewed suffixes and reminded students of their meanings and use, as needed (see Appendix E).

Songs. Students listened to the song "Call Me Irresponsible" by Michal Buble (Buble, 2007, track 7). This song contained many words that begin with prefixes (examples: irresponsible, unreliable, undeniable, impractical). The first time listening to the song students just listened. On the second and third listen, students had a sheet with the lyrics, with the prefixes missing. Students listened and wrote down the prefix that they heard. For review, the song was played at least one more time (minimum three times) in class (see Appendix F).

Students listened to the song "Shake it Off" by Taylor Swift (Swift, 2014, track 3). Students listened for *-er*, *-or* ending in the song and the class made alternate lyrics for the song. Instead of the "haters gonna hate, players gonna play, heartbreakers gonna

break” the class said “the teacher is going to teach, the readers are going to read” (see Appendix G).

Posttest

A posttest was given to student after the intervention was completed. The posttest was the same as the pretest and was given on paper during class time. The posttest was given to see if students made gains in their understanding of the meaning and function of affixes (see Appendices A and B).

Survey

Students took a short five-question survey at the end of the lessons. The survey was in a multiple chose format. The survey tried to ascertain the students’ feelings about the helpfulness of learning affixes and the probability of students using affixes in their future writings. The survey also tried to ascertain the students’ feelings about the effectiveness and/or increase in student engagement when games and songs were used in the classroom. The survey asked students about the helpfulness of learning affixes, the probability of them using affixes in the future during reading and writing, and the effect games and songs had on their learning and motivation (see Appendix C).

Data Analysis

This study needed data from the students. The pretest helped find out what students knew about affixes. The posttest was given after students had the opportunity to practice prefixes and suffixes through games and songs. Through analysis of the data, I drew some observations about the effectiveness of the classroom intervention on the understanding of the meaning and function of affixes. The data was of a small group of students, so the data was shown in a chart format. The chart shows if there were any

improvements during the intervention. Since, the group was so small I was not be able to compile statistical data, but rather I came to a generalization about the student's understanding of the meaning and function of affixes.

Verification of Data

The main form of information for this research was through researcher-generated documents, pre-tests, posttests and a survey. For verification of the data, I had other teachers review my test formats to give feedback about changes that could be made to make the test results more valid. I also piloted the tests on former students to assure the validity of the tests.

Ethics

This study used the following safeguards to protect the rights of participants:

1. Goals for research shared with students and parents
2. Written permission obtained (See Appendix H)
3. Human subjects review
4. Anonymity of participants
5. All data was kept secured (in my private desk and/or in a password protected file)

Conclusion

This research used the mixed method research paradigm. Student data included pretests and posttest. Between the two tests students' participated in an intervention. The student data collected from pretest and posttests can be calculated quantitatively. A student survey was included to try to determine students' feelings helpfulness of learning about prefixes and suffixes and students' feelings about the effectiveness and/or increase

in student engagement when games and songs were used in the classroom. Chapter 4 explains the results and analyses of the data from the study.

CHAPTER FOUR

Results

This study took place in spring of 2016. The data collected consists of pretests, posttests and a student survey. To test prefix and suffix knowledge, students were given a pretest before the interventions and a posttest after the interventions. The pretest and the posttest were exactly the same test. To try to better understand students' perceptions about the lessons a short multiple-choice survey was given at the end of the unit. Through the collection of this data, I was looking for an answer to the following question. How does learning about affixes (prefixes and suffixes) through games and songs help English Language Learners (ELLs) understand the meaning and function of affixes?

Prefixes

Students took a pretest on prefixes (see Appendix I). They were then taught the prefixes *un-*, *im-*, *in-*, *pre-*, *re-*, *mis-* in the classroom using games and songs. After the intervention, students took the posttest (see Appendix J).

Intervention

After completing the pretest (see Appendix I), students were involved in an intervention related to prefixes (see Appendix D). The intervention involved four 30-minute long classes designed to try to increase students' knowledge and understanding of prefixes. Day 1 included a mini-lesson with explicit instructions. On day 1, the teacher started by saying, "Prefixes are special letters added to the front of a word that changes the meaning of the word. For example when we add *un-* to a word it changes the meaning

of the word.” The teacher then acted out happy (smiling) and unhappy (frowning). The teacher continued with *im-* examples polite, impolite, and *in-* example complete, incomplete with a short explanation of the words. “When we say the homework is complete, we mean that the homework is finished or all done. When we say that the homework is incomplete, we mean that the homework is not finished or not done.”

Students participated in a think pair share with a partner to determine the meaning of the prefixes given. Then, the whole class had a discussion about the prefixes and came to the conclusion that these prefixes mean “not” or make the word opposite. The students looked at advertising for the Smart car. The advertising slogan for the Smart car was that the car was an “uncar”. It was “unbig” and “unpricey”. Students then had a discussion about the meaning of the advertising slogan and watched a short video about the Smart car. In discussion they then came up with many ways that the Smart car was different from other cars. Example the Smart car is “unpricey” but normal cars are pricey (see Appendix D).

On day 2, students listened to the song *Call Me Irresponsible* by Michael Buble. The teacher reminded them of the conclusions from the previous lesson that *un-*, *im-*, *in-*, mean not. Students had the lyrics written down with the prefixes missing. As the students listened to the song they filled in the negative prefixes that were used including *un-*, *im-*, *ir-*. Then student talked in pairs about the two questions given: Can you find other prefixes in the song that mean “not”? What does this song mean? (Look at the words and the prefixes.) We then had a full class discussion about the fact that *un-*, *im-*, and *ir-* all mean “not” and talked about the meaning of the song (see Appendix F).

On day 3, students learned about the prefixes *pre-*, *re-*, and *mis-*. Again, the teacher gave examples of words with the prefixes and students discussed the words with each other to try to determine the meaning of the prefix. Examples given included: Before we started this lesson we took a pretest. What do you think *pre-* means? I have to reheat my coffee in the morning. What do you think *re-* means? Sometimes, I mispronounce names. What do you think *mis-* means? Then there was a class discussion until we came to the knowledge that *pre-* means before, *re-* means again, and *mis-* means wrong. In pairs, students matched cards with a prefix with the meaning (example, unkind=not kind). Then they choose their own words with prefixes and drew a picture to show the meaning (see Appendix K).

On day 4, students played the game *Prefix Pitfall* (Lakeshore, 2014). It was a premade game from a teacher's store. On the board, there were many root words. Students rolled a dice to move their token to the space with a root word. Then students rolled the dice with the prefixes on it. If the combination of the prefix and root word made an actual word (there was a sheet included with all the possible words) the students wrote down the word. The team with the most words at the end won the game. On day 5, Students took the prefix posttest (see Appendix J).

Pretest and Posttest Data for Prefixes

Table 3- Pretest and Posttest Data for Prefixes

Prefixes	Student #	pretest /15	posttest/15	increase	pretest %	posttest%	% increase
	1	11	13	2	73%	87%	15%
	2	15	15	0	100%	100%	0%
	3	12	15	3	80%	100%	20%
	5	14	15	1	93%	100%	7%
	6	14	15	1	93%	100%	7%
	9	10	10	0	67%	67%	0%

	10	15	15	0	100%	100%	0%
	11	15	15	0	100%	100%	0%

Students were given a pretest to determine their knowledge of prefixes then after the intervention they were given a posttest to determine if their knowledge of prefixes had changed. (See appendices I and J) Some students had no change between their pretest and posttest. Students #2, #10 and #11 received perfect scores of 15 out of 15 on their pretest and their posttest. While student #9 received a 10 out of 15 on both the pretest and the posttest, so there was no change between the pretest and posttest. Students #5 and #6 scored a 14 on the pretest and a 15 on the posttest. Both students increased their score by 1 more item correct. Student #1 received an 11 on the pretest and 13 on the posttest, an increase of 2 more items correct. Student #3 received a 12 on the pretest and 15 on the posttest, the biggest increase of the group with 3 more items correct on the posttest. On the posttest, two students did not receive a perfect score, but six out of the eight students did receive a perfect score of 15. Three of these students also had a perfect pretest score, but the other three students all increased their scores by 1-3 more items correct on the posttest. The class as a whole increased their posttest scores by 7 items correct.

Some specific data can be obtained by looking more closely at the pretest and posttest of students as it refers to certain prefixes. Students #2, #10 and #11 were secure in their knowledge of prefixes on the pretest and the posttest. Student #1 increased the score in the questions for prefixes *un-*, *pre-*, *in-* but had a decreased score in the questions for *im-*. According to the data, students #1 increased knowledge of *un-*, *pre-*, *in-* but decreased knowledge of *im-*. Student #3 increased the score in the questions for prefixes *pre-*, *un-*. On the pretest this student got two wrong out of two on the prefix *pre-*, while

the student had these items answered correctly on the posttest. This student also increased the score for the prefix *in-*. The data shows that the student showed good growth in the knowledge of *pre-*. Student #5 showed an increase in score for the prefix *pre-*. Student #6 showed an increase in score for the prefix *im-*. Student #9 showed an increased score for prefixes *un-*, *im-*, *pre-*, but a decrease in score for the prefix *in-*.

Table 4- Pretest Prefix Data

prefix		Student 1	Student 2	Student 3	Student 5	Student 6	Student 9	Student 10	Student 11
re-	# correct	3/3	3/3	3/3	3/3	3/3	2/3	3/3	3/3
un-	# correct	2/3	3/3	3/3	3/3	3/3	1/3	3/3	3/3
im-	# correct	3/3	3/3	3/3	3/3	2/3	2/3	3/3	3/3
pre-	# correct	0/2	2/2	0/2	1/2	2/2	1/2	2/2	2/2
mis-	# correct	2/2	2/2	2/2	2/2	2/2	2/2	2/2	2/2
in-	# correct	1/2	2/2	1/2	2/2	2/2	2/2	2/2	2/2

Table 5- Posttest Prefix Data

prefix		Student 1	Student 2	Student 3	Student 5	Student 6	Student 9	Student 10	Student 11
re-	# correct	3/3	3/3	3/3	3/3	3/3	2/3	3/3	3/3
un-	# correct	3/3	3/3	3/3	3/3	3/3	2/3	3/3	3/3
im-	# correct	1/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3
pre-	# correct	1/2	2/2	2/2	2/2	2/2	2/2	2/2	2/2
mis-	# correct	2/2	2/2	2/2	2/2	2/2	2/2	2/2	2/2
in-	# correct	2/2	2/2	2/2	2/2	2/2	1/2	2/2	2/2

	:100% correct
	:33%-66% correct
	:0% correct

Table 6- Prefix Tests Class Totals

prefix	pretest	posttest	change	/out of
re-	23	23	0	/24
un-	21	23	2	/24
im-	22	23	1	/24
pre-	10	13	3	/16
mis-	16	16	0	/16
in-	14	15	1	/16
total	106	113	7	/120

As a full class, most students were secure in their knowledge of the prefixes *re-* and *mis-* before and after the intervention. Students had small gains on their test score and in their knowledge of prefixes *im-*, *in-* and *un-*. Since the growth was minimal, usually 1 point, and it was only a couple students and also some students scored lower on the posttest than pretest for these suffixes, it is difficult to conclude if the student knowledge of these prefixes increased. Students showed the most gains with the prefix *pre-*. Out of the 4 students who could increase their scores for the prefix *pre-*, 100% increased their scores on the posttest. This seems to indicate that students had an increase of knowledge of the prefix *pre-* its' meaning and how it changes a word. Increasing the class score by three points on the posttest for the prefix *pre-*. There was room for improvement after the posttest, but overall the class increased their total score by seven points.

Half of all of the students showed some growth in their knowledge of prefixes over the course of the intervention as measured by the pretests and posttests. For the prefix tests, three students scored a perfect score on the pretest and so they did not need the intervention on prefixes. One student showed no growth. Two students showed a minimal increase of 1 correct item. One student increased by 2 points and another

increased by 3. Excluding students with a perfect pretest score, four out of the five other students showed growth. A growth of 1 point on the test is minimal and does not clearly indicate if the student increased their knowledge. A growth of 2-3 points was statistically larger and seemed to indicate an increase in prefix knowledge. Out of the students who could show growth on the posttest, 2 out of 5 students or 40% of the group showed good growth and another 2 out of the 5 students or 40% of the group showed minimal growth. So 80% of participants showed some growth between the two tests, excluding student with a perfect pretest score. Out of the 4 students who could increase their scores for the prefix *pre-*, 100% increased their scores on the posttest. This seems to indicate that students had an increase of knowledge of the prefix *pre-* its' meaning and how it changes a word. The increase on the posttests for all prefixes were minimal for many students and some students had questions wrong on the posttest that they got right on the pretest. So it is difficult to conclude if the lessons really affected students' knowledge of all the prefixes, although there seems to be a trend showing that student did increase their knowledge of the prefix *pre-*.

The tests and intervention targeted five specific prefixes (*re-*, *un-*, *im-*, *pre-*, *mis-*, *in-*). These prefixes were picked because they are some of the most commonly used prefixes in English. According to the data collected students had varying degrees of knowledge of these prefixes. Students were mostly secure in their knowledge of prefixes *re-* and *mis-*, so these prefixes did not need to be taught to this group of students. There was inconclusive data about students' knowledge of the prefixes *in-*, *im-*, *un-*. Some student were secure in their knowledge, other student increased their scores on the posttest but still some other students decreased their scores on the posttest for these

prefixes. Students showed the most growth with the prefix *pre-*. 80% of participants showed some growth between the two tests, excluding student with a perfect pretest score. Since the majority of students saw an increase in their scores for the prefix *pre-* and no students saw a decline, the data seems to suggest that students did increase their knowledge of the prefix *pre-*. The next section will review the pretests and posttests of students concerning the suffixes *-er*, *-or*, *-tion* and *-sion*.

Suffixes

Students took a pretest on suffixes (see Appendix L). They were then taught the suffixes *-er*, *-or*, *-tion*, *-sion* in the classroom using games and songs. After the intervention, students took the posttest (see Appendix M).

Intervention

Students received four 30-minute lessons on suffixes (see Appendix D). On day 5 of the intervention they took the prefix posttest and the suffix pretest. On day 6, students had a mini-lesson on suffixes. The definition of suffixes was given by the teacher, “Suffixes are letters added to the end of the word that changes the word.” To help the students understand the concept of suffixes, first some common suffixes were discussed. The teacher made three charts on the whiteboard. One for noun vs. plural noun (chair/chairs), one for verb vs. past tense verbs (talk/talked) and the last with verbs vs. progressive tense verbs (run/running). Student then did a think, pair, share to answer the following questions: What is being added to the end of the words? How does the suffix change the word? Then there was a full class discussion. During the discussion, students shared that the *-s* was used to show more than one, the *-ed* was used to show it happened in the past and the *-ing* was used to show it was happening at the time or a specific time

in the past. The same format was followed to review the suffixes –*'s* (showing possession), *-er* (showing comparison between two things) and *-est* (showing a comparison between three or more things.) Students then played suffix bingo (a teacher made bingo game, see appendix) to review the suffixes reviewed during class (see Appendix E).

On day 7, students were introduced to the idea of derivational suffixes (suffixes that change the category of the word from verb to noun). The teacher said, “When we add *-er*, *-or*, to a verb, it changes the verb into a noun. The new words now means the person who does the action or the thing that does that action. A person who works is called a worker. Students completed a two-column chart for words such as bake- baker, visit- visitor, beg- beggar. At first, the teacher gave the verb and the student filled in the verb and wrote in the noun. As it continued, students started adding their own ideas with related verbs and nouns (see Appendix N).

On day 8, students learned about the suffixes *-tion* and *-sion*. Students completed a teacher made worksheet. The worksheet included finding nouns and verbs related to each other by underlining the related words in sentences. Students then completed sentences using the correct form of the word (with the correct suffix or no suffix). Finally students matched words together (confuse to confusion). After completing the worksheet, students completed a three column chart of words related to each other using the suffixes *-er*, and *-tion/-sion*. The teacher gave a few examples on the board of words related to each other (collect-collector-collection). Students used the worksheet and their own knowledge to add to the chart (see Appendix O).

On day 9, students completed the suffix posttest and the survey (see Appendices M and P). Then students were able to choose a game to play. As a class, they decided to play *Prefix Pitfall* (Lakeshore, 2014).

Pretest and Posttest Data for Suffixes

Table 7- Pretest and Posttest Data for Suffixes

Student #	pretest /15	posttest/15	increase	pretest %	posttest %	increase %
1	9	13	4	60%	87%	27%
2	15	15	0	100%	100%	0%
3	13	14	1	87%	93%	5%
5	13	15	2	87%	100%	13%
6	8	12	4	53%	80%	27%
9	10	11	1	67%	73%	5%
10	13	14	1	87%	93%	5%
11	15	15	0	100%	100%	0%

Students were given a pretest to determine their knowledge of suffixes and after the intervention they were given a posttest to determine if their knowledge of suffixes had changed (see Appendices M and N). Two students, #2, #11, received a perfect score of 15 on both the pretest and the posttest. All the other students increased their score from the pretest to the posttest. Students #3, #9 and #10 increased their score by 1 correct item, but did not end up with a perfect score on the posttest. Student #5 increased their score by 2 correct items and ended with a 15 out of 15 on the posttest. Students #1 and #6 showed the biggest increase between test scores. Both the students increased their score by 4 correct items. Student #1 received a 9 on the pretest and a 13 on the posttest. Student #6 received an 8 on the pretest and a 12 on the posttest. On the posttest, three students

received a perfect score, two of these students also had 100% on the pretest. The class as a whole increased their posttest scores by 13 items correct.

Table 8- Pretest Suffix Data

suffix		Student 1	Student 2	Student 3	Student 5	Student 6	Student 9	Student 10	Student 11
-tion	# correct	2/4	4/4	3/4	3/4	1/4	1/4	4/4	4/4
-sion	# correct	0/2	2/2	1/2	1/2	1/2	2/2	1/2	2/2
no suffix	# correct	0/2	2/2	2/2	2/2	1/2	1/2	2/2	2/2
-er	# correct	4/4	4/4	4/4	4/4	3/4	3/4	3/4	4/4
no suffix	# correct	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3

Table 9- Posttest Suffix Data

suffix		Student 1	Student 2	Student 3	Student 5	Student 6	Student 9	Student 10	Student 11
-tion	# correct	3/4	4/4	4/4	4/4	2/4	2/4	4/4	4/4
-sion	# correct	1/2	2/2	2/2	2/2	2/2	2/2	1/2	2/2
no suffix	# correct	2/2	2/2	2/2	2/2	2/2	0/2	2/2	2/2
-er	# correct	4/4	4/4	3/4	4/4	4/4	4/4	4/4	4/4
no suffix	# correct	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3

	:100% correct
	:33%-66% correct
	:0% correct

Some more specific information can be found in the data by looking more closely at what the suffix ending is for each correct answer to the question. The pretest and posttest both had four answers that include *-tion*, two answers that include *-sion*, four answers that include *-er* and seven questions whose answer did not contain a suffix. Students #2 and #10 were secure in their suffix knowledge on both the pretest and

posttest. Five students increased their scores for *-tion* from the pretest to the posttest. Four students increased their scores for *-sion* from the pretest to the posttest. Student #1 went from zero correct for answers with no suffix, to 2 answers correct for answers with no suffix on the posttest. This was the biggest gain in one particular category for the suffix portion on this paper, while student #9 saw a decrease in score for these questions. Since there is conflicting data about the answers with no suffixes, it is difficult to draw conclusions about the students' learning in this area.

Students seemed to have a good understanding of the suffix *-er* before the intervention, per the pretest. Five students were secure in their knowledge of *-er* per 100% correct on the pretest. Although student #2 went from four out of four on the pretest to three out of four on the posttest which is a decline of 1 point. There were three students who did not receive all the points on the pretest for the *-er* suffix. They received three out of four points on the pretest and they all received four out of four points on the posttest. These students increased their score by 1 more correct for *-er*. So 100% of students who could show growth between the pretest and posttest on the knowledge of the suffix *-er*, did show growth. Because the growth is minimal and another student had a loss in the same area, the data is inconclusive about the effectiveness of teaching the *-er* suffix.

Table 10- Pretest and Posttest Suffix Class Data

suffixes	pretest	posttest	change	out of
-tion	22	27	5	/32
-sion	10	14	4	/16
no suffix	12	14	4	/16
-er	29	31	2	/32
no suffix	24	24	0	/24
total	97	110	15	/120

The biggest gains on the tests were with the *-tion* and *-sion* suffixes. Five students showed growth on the suffix *-tion* and four students showed growth on the suffix *-sion*, remember that two students already had a perfect score on the pretest. Much of the growth in scores for suffixes *-tion* and *-sion* was a minimal growth of 1 point, but seeing as 4-5 students showed growth and no students saw a decrease contributed to the idea of the effectiveness of this intervention. According to the data, I would conclude that students did make some gains in their understanding of the suffixes *-tion* and *-sion*.

Students had a good understanding of the suffix *-er* before the intervention. Per pretest scores, this group did not need to be taught about the suffix *-er*. The data obtained was inconclusive about the increase in knowledge of the suffix *-er*. Students showed increased scores on their posttest regarding the suffixes *-tion* and *-sion*. Although the growth was minimal at 1 point, the fact that so many students increased their scores, leads to the conclusion that the students did increase their knowledge of these suffixes during the intervention. The next section will discuss the student survey and students' attitudes towards prefixes and suffixes and using games and music in the classroom.

Student Survey

Table 11- Student Survey Data

Survey	Questions/Answers	# of students
	1. What do you think about learning prefixes and suffixes?	
	a. very important	4
	b. important	4
	c. unimportant	0
	d. very unimportant	0
	2. How much did you know about prefixes and suffixes before the lessons?	
	a. I knew and used prefixes and suffixes.	3
	b. I knew about prefixes and suffixes.	4
	c. I heard of prefixes and suffixes before.	1
	d. I didn't know anything about prefixes and suffixes.	0
	3. Do you think it is helpful to learn about prefixes and suffixes?	
	a. very helpful	4
	b. helpful	4
	c. unhelpful	0
	d. very unhelpful	0
	4. Do you think you will use prefixes and suffixes in the future, when reading or writing?	
	a. very likely	6
	b. likely	2
	c. unlikely	0
	d. very unlikely	0
	5. Do you think the use of games and music during the lessons helped you learn more?	
	a. yes	7
	b. probably	0

	c. maybe	0
	d. no	1
	6. Do you think the use of games and music during the lessons made	
	the lessons more interesting and fun?	
	a. yes	7
	b. probably	1
	c. maybe	0
	d. no	0

The survey (see Appendix P) showed that the students believe learning about prefixes and suffixes is important or very important. They believe that this knowledge will be helpful in the future and that they will use this knowledge in the future while reading and/or writing. All students had some knowledge of prefixes and suffixes before the intervention occurred. According to the student survey, most students agreed that the music and games in the lessons made the classes more interesting and fun. The majority of students also thought the games and music helped them learn more. Most students seemed highly engaged during the lessons with music and games.

On the survey, one student did not think the games and music helped with learning. This student also had the lowest beginning knowledge of prefixes and suffixes per the answers on the survey. The student marked that she had heard of prefixes and suffixes before, but did not know or use them before the intervention. This student showed very minimal growth on the pretests and posttests. For prefixes there was no increase between the pretest and posttest. For suffixes, there was an increase of 1 correct. By reviewing the test scores and the student survey, I would agree with this student that

the music and games did not seem to increase her learning of prefixes and suffixes, since no or minimal growth was shown between the pretests and posttest.

Conclusion

In this chapter I presented the results of my data collection. As a class, most students were secure in their knowledge of the prefixes *re-* and *mis-* before the intervention. Students showed small gains on their tests scores for prefixes *im-*, *in-* and *un-*. The growth was minimal and it is difficult to draw conclusions from the data. 4 students had a perfect score for *pre-* on the pretest, but 100 % of students who did not receive a perfect score on the pretest increased their scores on the posttest (4 students). The data does suggest that students increased their understanding of the meaning and function of the prefix *pre-*.

As a class, most students had a good understanding of the meaning and function of the suffix *-er*, before the intervention. The biggest gains between the pretest and posttest were for the suffixes *-tion*, *-sion*. 5 students showed growth on the tests on the suffix *-tion* and four students showed growth on the tests for the suffix *-sion*. 2 students had a perfect score for *-tion* and *-sion* on the pretest. The data seems to indicate that students increased their understanding of the meaning and function of the suffixes *-tion* and *-sion*.

The survey showed that majority of the students thought the intervention was helpful. Most students felt like the games and songs helped them learn more and made the lessons more interesting.

Chapter 5 includes an overview of my experiences as the researcher and writer. It will also contain a review of the literature and discuss the limitations of the study. The

final topics of chapter 5 include further research suggestion, how the information will be disseminated and what the implications were from this study.

CHAPTER FIVE:

Conclusion

In this study I attempted to answer the question: How does learning about affixes (prefixes and suffixes) through games and songs help English Language Learners (ELLs) understand the meaning and function of affixes? This chapter will include an overview of my experience as the researcher and writer, a review of the literature, the limitations of the study, implication for further research and recommendations.

Experiences

I have learned many things during the process of writing this paper. The first lesson I learned was how to write a good research question that can be tested. I learned how to find data related to my topic by using the Hamline library and online databases. Searching through the data about how often certain prefixes and suffixes occur helped me decide what prefixes and suffixes to teach. By choosing commonly used prefixes and suffixes for my intervention, students will be able to use this knowledge over and over again. I also learned the importance of giving pretests before the intervention. I was surprised that several students were secure in their knowledge of prefixes and suffixes before the intervention. In the future, I will use pretests before giving a set of lessons for two reasons. Number one some student may not need the lessons and they could use their time more wisely. Number two students who showed an increase between the pretest and posttest seemed proud of themselves. Many students asked each other, “How much did

you increase?” I like how this really supports a growth mindset for learning and shows students that they are capable.

Literature Review Revisited

It was very helpful to read the literature related to morphemes, word part clues, teaching of affixes and supporting motivation for students. It helped shape my question and think about the subjects more deeply. The literature supported my idea of the importance of prefix and suffix knowledge for the understanding of academic language.

According to Nagy and Anderson (1984), the complexity of vocabulary increase that begins around 4th grade includes many words with a prefix, suffix or both. In printed school English words with affixes outnumber root words by almost 4 to 1 (as cited in White, Power & White, 1989). The literature on morphemes and more specifically the common occurrence of some prefixes and suffixes influenced what specific prefixes and suffixes I taught during the intervention (Carroll, Davies & Richman, 1971 as cited in White, Sowell & Yanagihara, 1989). The research by Dornyei helped me understand that teachers can help students increase motivation in the classroom by making lesson plans interesting and engaging and that motivation can affect students’ achievement in the classroom (Dornyei, 2001).

My data seems to reinforce my learning from the literature and is in agreement with the other studies I found related to this topic. Students showed the most growth with the prefix *pre-*. 80% of participants showed some growth between the two tests, excluding student with a perfect pretest score. The data seems to suggest that students did increase their knowledge. The biggest gains on the suffix tests were with the *-tion* and *-sion* suffixes. Five students showed growth on the suffix *-tion* and four students

showed growth on the suffix *-sion*. According to the data, I would conclude that students did make some gains in their understanding of the suffixes *-tion* and *-sion*. These results are in line with the favorable results found in the studies of Nicol, Graves, Slater (1984) and White, Sowell and Yanagihara, (1989). The data for the prefixes *in-*, *im-* and the suffix *-er*, was inconclusive. These results were similar to the findings of Baumann et al. (2002).

Limitations

The major limitation of this study is the small group of participants. Initially the study had eleven potential participants, which is still a small group. Two students declined to be part of the study and one student moved away making the group eight students in total. Out of these eight students three received a perfect score on the prefix pretest and two received a perfect score on the suffix pretest, so these students had no opportunity to increase their test scores. Because of the limited number of participants it is difficult to generalize the findings of this study.

Further Research

During this study, other questions have arisen that are beyond the scope of this Capstone. I wonder what influence the learners' first language had on learning prefixes and suffixes in English. Do students with a first language containing prefixes and suffixes learn the concept faster than students with a first language that does not contain prefixes and suffixes? How would the teaching of root word from Latin and Greek increase students' word knowledge? To be better word detectives, the knowledge of root words may also be helpful. When should prefixes and suffixes be taught? There is an increase of words with prefixes and suffixes around 4th grade. So it should probably be before 4th

grade, but at what age can students understand the concept of prefixes and suffixes? Are these lessons taught best as an intervention or should these be weaved into the lessons starting at an earlier age? It would be interesting to see if lessons taught over time have a bigger influence on students' knowledge of prefixes and suffixes.

Dissemination

The results of this study will be available through Hamline University. I am using these lessons in my teaching and I will share the lesson plans with other teachers. In addition, I plan to present at a conference and/or at workshop by giving a presentation including a demonstration of the classroom activities used in the lessons. I will use these findings to support the importance of teaching prefixes and suffixes to ELLs.

Implications

Knowledge of prefixes and suffixes are an important part of understanding academic English. This knowledge can help students with the increasing complexity of language that occurs throughout the schooling system. Students need to be word detectives and need to figure out new words for themselves, since there will never be enough time to explicitly teach each word to students. Students in 3rd grade seem to have differences in their knowledge base about how prefixes and suffixes work. Some students will already be secure in their prefix and suffix knowledge by 3rd grade and may not need further instruction. Some students have a basic understanding of prefixes and suffixes but need further instruction and practice. Knowing about prefixes and suffixes is a complex subject. First students need to understand how they change the word. Next they need to understand that the prefix and/or suffix changes different words in similar ways. Third they need to know the most common prefixes and suffixes and continue increasing their

knowledge. Teaching about prefixes and suffixes should be included for all students with special emphasis on the mostly commonly occurring to assure that all students learn about this important piece of academic English.

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Appendix A: Prefix Pretest and Posttest

Prefix Test-- (pretest and posttest)- page 1

1. On picture retake day, we take school pictures.
 - a. We take the picture for the first time.
 - b. We don't go to school.
 - c. We take the picture again.

2. She is unsatisfied with her job.
 - a. She is satisfied with her job.
 - b. She has a new job.
 - c. She is not satisfied with her job.

3. The test was impossible to read.
 - a. The test was new.
 - b. The test was super hard to read.
 - c. The test was super easy to read.

4. I need to preheat the oven to cook dinner.
 - a. I heat the oven before I cook.
 - b. I heat the oven after I cook.
 - c. I heat the oven again.

5. I reread the story.
 - a. It is the second time I read the story.
 - b. I can't read the story.
 - c. It is the first time I read the story.

6. Sometimes, I mispronounce students' names.
 - a. I pronounced the name correctly.
 - b. I did not spell the name correctly.
 - c. I pronounced the name wrong.

7. My homework is incomplete.
 - a. My homework is too easy.
 - b. My homework is finished.
 - c. My homework is not finished.

8. The dog was unable to go outside.
 - a. The dog is young.
 - b. The dog is outside.
 - c. The dog is inside.

Prefix Test- (pretest and posttest) page 2

9. The boy was inactive.
 - a. He was active.
 - b. He was funny.
 - c. He was not active.

10. Sometimes, I misbehave at school.
 - a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.

11. The students were impolite.
 - a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.

12. The room is unclean.
 - a. The room is not clean.
 - b. The room is clean.
 - c. The room is being cleaned again.

13. I saw a preview for the movie.
 - a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.

14. I had to reevaluate my plans.
 - a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.

15. The people were impatient.
 - a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

Appendix B: Suffix Pretest and Posttest

Suffix Test- Version A- (pretest, posttest,) page 1

Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 - a. Migrator
 - b. Migrate
 - c. Migration

2. River water can _____ the land and make rivers deeper.
 - a. erosion
 - b. erode
 - c. eroded

3. Our bodies _____ food.
 - a. digestion
 - b. digester
 - c. digest

4. _____ is the process of adding numbers together.
 - a. Addend
 - b. Additive
 - c. Addition

5. _____ of homework is required in school.
 - a. Competition
 - b. Completion
 - c. Complete

6. The teacher asked the student to _____ the word compare.
 - a. definitely
 - b. define
 - c. definition

7. A _____ occurred on the road, when two cars hit each other.
 - a. collision
 - b. collide
 - c. call

8. I finally made a _____ about what I want to be when I grow up.
 - a. decide
 - b. decipher
 - c. decision

Suffix Test- Version A- (pretest, posttest, retention test) page 2
Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other students are not. The quiet students 5, while the 6, talk the whole time they are on the bus. Finally, the bus driver finds the school. The 7 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

Appendix C: Student Survey

Student Survey

1. What do you think about learning prefixes and suffixes?
 - a. very important
 - b. important
 - c. unimportant
 - d. very unimportant

2. How much did you know about prefixes and suffixes before the lessons?
 - a. I knew and used prefixes and suffixes.
 - b. I knew about prefixes and suffixes.
 - c. I heard of prefixes and suffixes before.
 - d. I didn't know anything about prefixes and suffixes.

3. Do you think it is helpful to learn about prefixes and suffixes?
 - a. very helpful
 - b. helpful
 - c. unhelpful
 - d. very unhelpful

4. Do you think you will use prefixes and suffixes in the future, when reading or when writing?
 - a. very likely
 - b. likely
 - c. unlikely
 - d. very unlikely

5. Do you think the use of games and music during the lessons helped you learn more?
 - a. yes
 - b. probably
 - c. maybe
 - d. no

6. Do you think the use of games and music during the lessons, made the lessons more interesting and fun?
 - a. yes
 - b. probably
 - c. maybe
 - c. no

Appendix D: Lesson Plans

Day 1- prefixes

Objectives: I can recognize prefixes.

I can connect prefixes to their meaning.

I can show how a prefix changes a word.

Assessment: Venn diagram comparing car vs. uncar

Activites:

prefix pretest given before day 1

mini-lesson:

Today we will learn about prefixes. Prefixes are special letters added to the front of a word that changes the meaning of the word.

For example when we add *un-* to a word it changes the meaning of the word

Happy (show by smiling) unhappy (show by frowning)

When we add *im-* to a word it also changes the word

polite (say “please and thank you”) impolite (say “whatever”)

When we add *in-* to a word it also changes the word

When we say the homework is complete, we mean that the homework is finished or all done. When we say that the homework is incomplete, we mean that the homework is not finished or not done.

Think –Pair-Share

Talk with a partner about the meaning of the prefixes *un-*, *im-*, *-in-*.

Class discussion: What do you think these prefixes mean?

brainstorm chart on the board

Conclusion: *un-*, *im-*, *in-* changes the meaning of the work, it makes the word an opposite, these prefixes mean not

On the white board:

Prefix

un-, *im-*, *in-*

happy unhappy

polite impolite

complete incomplete



http://api.ning.com/files/dAYT8Y4D-wKtGxtARKvpWSyrtJztrd80KFme*ImPWZMzjj*1VkwNmSp5vcSOL5*7ipGXZQEiWlg-4JO3YWA7RS0yjgoDTfml/uncar.JPG?width=400

retrieved 4-10-2016

Topic of discussion- the smart car “the uncar, unboring, unroof etc.”

Videos:

an SUV offroading

<https://www.youtube.com/watch?v=K7qMmEuptU8>

retrieved 4-10-2016

Students will then see a video of the “uncar” trying to offroad

https://www.youtube.com/watch?v=Si-_VF3vCfw&nohtml5=False

retrieved 4-10-2016

Students make a Venn diagram to compare the SUV and the “uncar” using prefixes *un-*, *im-*, *in-*, to describe.

Day 2-prefixes

Objective: I can hear and write negative prefixes.

Assessment: Completed song lyrics sheet with prefixes filled in.

Activities:

mini-lesson:

We are still learning about prefixes- the special letters that come at the beginning of the word that change the meaning of the word

Last class, we talked about the prefixes *un-, im-, in-*.

We decided that these prefixes mean not and that they make opposite words.

Today we will listen to a song “Call me Irresponsible” by Michael Buble.

While you listen to the song, fill in the missing negative prefixes.

Listen to the song 2 times for students to listen and fill in prefixes.

Pair Discussion- Can you find other prefixes in the song that mean “not”?

What does this song mean? Look at the words and the prefixes?

Class Discussion- What other prefixes means “not”? Teacher writes on the board.

What does this song mean?

Students that want can stay and listen to the song one more time.

Day 3- prefixes

Objective: I can recognize the prefixes pre-, re-, mis-.

I know what the prefixes mean.

Assessment: Matching sheet for exit ticket.

Activities:

“Call me irresponsible” will be playing as students enter the classroom.

Today we will look at the prefixes *pre-, re-, mis-*. and decide what the meaning of these prefixes are.

Before we started this lesson we took a pretest.

Before kindergarten, many students go to preschool.

Think-Pair-Share... What do you think pre- means?

pre- means before

Teachers tell students to reread the book before taking a test.

I have to reheat my coffee in the morning.

Think-Pair-Share... What do you think re- means?

re- means again

Sometimes, I mispronounce names.

I also misspell words sometimes.

Think- Pair- Share... What do you think *mis-* means?

mis- means wrong

prefix sign

<http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/10/19/everything-prefixes/>

Word sort- in partners

student #1 says the word with the prefix

student #2 find the card with the meaning of the word

Then students switch.

prefix match cards

<http://www.thecurriculumcorner.com/wp-content/pdf/prefix/prefixmatch.PDF>

Students make words with prefixes and draw a picture to show the meaning

prefix pictures make your own word

<http://www.thecurriculumcorner.com/wp-content/pdf/prefix/prefixaddition.pdf>

Prefix sign

<http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/10/19/everything-prefixes/>

retrieved 4-10-2016





www.thecurriculumcorner.com

Prefix matching cards

<http://www.thecurriculumcorner.com/wpcontent/pdf/prefix/prefixmatch.PDF>

Day 4- Prefixes

Objectives: I can make words using prefixes

Assessment: Teacher Observation

Activities:

“Call Me Irresponsible” will be playing as students enter the classroom.

Turn to a partner and tell them one prefix and the meaning of the prefix

Then share with the group- the teacher will make a chart on the whiteboard.

Students will play the game Prefix Pitfall.

Day 5- Prefixes/Suffixes

Students take prefix posttest.

Students take suffix pretest.

Students complete prefix pictures, play prefix pitfall and/or listen to song.

Day 6- Suffixes

Objective: I can recognize common suffixes.

I can explain how the suffix changes the word.

Assessment: Teacher observation, class discussion

Activities:

Mini-lesson: Suffixes are letters added to the end of the word that change the word.

Some common suffixes include:

Teacher makes 3 charts on the board

1. noun/plural noun

chair/chairs student/students

2. verb/past tense verb

talk/ talked wait/ waited yell/ yelled

3. verb/progressive tense

run/ running walk/ walking

Think-Pair-Share-

What is being added to the end of the words?

How does it change the words?

Class discussion- group 1- we add an *-s* to show more than 1

group 2- we add *-ed* to show it happened in the past

group 3- we add *-ing* to show it is happening now or it was

happening at a specific time in the past

ex. I am singing. I was singing in the car.

Review- 's, 'er, 'est

Play Suffix Bingo

Day 7- Suffixes

Objectives: I can add the suffix *-er* to a verb

I understand that adding *-er* to a verb changes the word into a noun

I understand that the new word with *-er/-or* means the person who does the action

Assessment: Teacher observation:

Students complete a 2 column chart of verbs and nouns

Oral exit assessment-

Teacher: The teachers gonna.... Students: teach, teach, teach

Teacher: The learners gonna... Students: learn, learn, learn,

Teacher: The readers gonna... Students: read, read, read

Activities:

Review of common suffixes- Play Suffix Bingo

Mini-lesson

When we add *-er* to a verb, it changes the verb into a noun.

The new words now means the person or thing who does that action.

column 1 verbs, column 2 nouns

two column chart on board- students use their own white boards

Some words that can be used during the activity:

A person who works is called a worker.

-er

boater
 baker
 worker
 haircutter

-or

visitor
 actor/actress
 refrigerator (a thing with the *-or* ending)
 translator

-ar

beggar
 liar
 hangar (a thing with the *-ar* ending)

Listen to Taylor Swift song “Shake it off”

Add to your verb-noun 2 column chart

What words do you hear in the song that follows our pattern?

play player
 hate hater
 fake fakers
 break heart-breaker

Day 8- Suffixes

Objectives: I can say how the suffixes *-tion, -sion, -cion* changes a verb into a noun

I can connect the verb to the noun

Assessment: worksheet, Teacher observation

Activities:

Think-Pair-Share :

What happens when we add *-tion, -sion, -cion* to a verb?

Students use worksheet below to find pairs of verb- noun related words.

Students use worksheet to connect verb and nouns

Students complete a three column chart with verb and the related noun with *-tion, -sion, -cion*.

Students add their own words to their list.

collect – collector-- collection
 protect—protector-- protection
 solve –solver-- solution
 inform-- informer --information
 direct –director-- direction

Day 9- Suffixes

Students take suffix test.

Students complete survey.

Students can play one of the games again.

The music from the classes will be playing during game time.

Worksheet**Read the sentences below.****Highlight the noun and verb that are related.**

1. It is important to complete your homework. Completion of homework is required.
2. Migration is an interesting thing to learn about. Birds and butterflies move for several reasons. One reason they migrate is because the weather changes.
3. In second grade students learn addition. Students learn to add numbers together.
4. Students also learn about how our bodies digest food. Digestion is when your body absorbs the food.
5. At some schools, students learn about erosion. River water can erode land and make the river deeper.

Complete the sentences:

7. In 3rd grade I learn about _____ .
I _____ numbers together everyday.
 - a. multiply
 - b. multiplication

8. To _____ properly, people need to know about _____ .
 - a. communication
 - b. communicate

9. Some animals _____ during the winter.
When animals sleep all winter it is called _____.
 - a. hibernate
 - b. hibernation

Match the verb with the noun that is related.

verbs**nouns**

inform

information

collect

protection

solve

confusion

confuse

solution

protect

collection

Appendix E: Suffix Bingo

-includes suffixes *-s/-es*, *-ing*, *-'s*, *-ed*, *-er*, *-est*. Teacher reads suffix, students find a word on their board that has the same suffix. When a player gets 4 in a row they win the game.

LOTTO

washed	talking	Jim's	taller
pencils	shorter	tallest	played
students	talked	Jane's	playing
reading	shortest	chairs	faster

LOTTO

students	taller	chairs	talking
pencils	tallest	faster	played
reading	Jane's	talked	playing
shortest	shorter	washed	Jim's

-ing	-s/-es	-ed
's	-er	-est
-ing	-s/-es	-ed
's	-er	-est
-ing	-s/-es	-ed
's	-er	-est
-ing	-s/-es	-ed
's	-er	-est
-ing	-s/-es	-ed
's	-er	-est

Appendix F: Call Me Irresponsible

Michael Buble Lyrics " Call Me Irresponsible "

Call me __responsible

Call me __reliable

Throw in __dependable, too

Do my foolish alibis bore you?

Well, I'm not too clever, I

I just adore you

So, call me __predictable

Tell me I'm __practical

Rainbows, I'm inclined to pursue

Call me __responsible

Yes, I'm __reliable

But it's __deniably true

That I'm __responsibly mad for you

Do my foolish alibis bore you?

Girl, I'm not too clever, I

I just adore you

Call me __predictable

Tell me that I'm so __practical

Rainbows, I'm inclined to pursue

Go ahead call me __responsible

Yes, I'm __reliable

But it's __deniably true

I'm __responsibly mad for you

You know it's true

Oh, baby it's true

Michael Buble Lyrics

" Call Me Irresponsible "

Call me irresponsible
Call me unreliable
Throw in undependable, too

Do my foolish alibis bore you?
Well, I'm not too clever, I
I just adore you

So, call me unpredictable
Tell me I'm impractical
Rainbows, I'm inclined to pursue

Call me irresponsible
Yes, I'm unreliable
But it's undeniably true
That I'm irresponsibly mad for you

Do my foolish alibis bore you?
Girl, I'm not too clever, I
I just adore you

Call me unpredictable
Tell me that I'm so impractical
Rainbows, I'm inclined to pursue

Go ahead call me irresponsible
Yes, I'm unreliable
But it's undeniably true
I'm irresponsibly mad for you

You know it's true
Oh, baby it's true

Appendix G: Shake It Off

“Shake it Off” by Taylor Swift

I stay up too late, got nothing in my brain
 That's what people say mmm, that's what people say mm
 I go on too many dates, but I can't make 'em stay
 At least that's what people say mmm, that's what people say mmm

But I keep cruising, can't stop, won't stop moving
 It's like I got this music in my body and it's gonna be alright

'Cause the players gonna play, play, play, play, play
 And the haters gonna hate, hate, hate, hate, hate
 Baby, I'm just gonna shake, shake, shake, shake, shake
 I shake it off, I shake it off
 Heartbreakers gonna break, break, break, break, break
 And the fakers gonna fake, fake, fake, fake, fake
 Baby, I'm just gonna shake, shake, shake, shake, shake
 I shake it off, I shake it off

I'll never miss a beat, I'm lightning on my feet
 And that's what they don't see mmm, that's what they don't see mmm
 I'm dancing on my own (dancing on my own), I'll make the moves up as I go (moves up
 as I go)
 And that's what they don't know mmm, that's what they don't know mmm

But I keep cruising, can't stop, won't stop grooving
 It's like I got this music in my body saying it's gonna be alright

Chorus

I, I shake it off, I shake it off (x4)
 Hey, hey, hey, just think while you've been getting down and out about the liars and
 dirty, dirty cheats in the world you could have been getting down to this sick beat

My ex-man brought his new girlfriend
 She's like "oh my God", but I'm just gonna shake it
 And to the fella over there with the hella good hair
 Won't you come on over, baby, we can shake, shake, shake

Chorus, I, I shake it off, I shake it off (x6)

<https://www.youtube.com/watch?v=IP3CIHGmPMM> retrieved 5-9-2016

Appendix H: Letter of Consent

Letter of Consent- English, April 1st, 2016

Dear Parents or Guardians,

My name is Melissa Cook. I am your child's ESL (English as a Second Language) teacher and a graduate student working on a Master's Degree in teaching ESL at Hamline University, St. Paul, Minnesota. As part of my graduate work, I plan to do research in my classroom during April and May 2016. I am asking that your child be a part of my research. This research is public scholarship and the final paper will be available through **Hamline's Bush Library Digital Commons**, which is online and that it may be published or used in other ways.

I want to study how teaching 3rd grade students about prefixes and suffixes help their understanding of new words. In an effort for students to be able to determine the meaning and function of new words that contain prefixes and suffixes on their own without teacher support.

There is no risk for your child to participate. The potential benefit to the participants is that they may have a greater knowledge of the use of prefixes and suffixes in English and that they may have a new strategy for determining the meaning of new words. Participation includes 6-9 half hour classes, completed during regularly scheduled pullout ESL class, focused on learning prefixes and suffixes through games and songs. Participation also includes the completion of 2-3 tests with 15 questions each and a survey with 5 multiple-choice questions. The complete study will take less than 2 months. I am also asking for consent to use the information from the tests and survey to determine the effectiveness of the lessons. All results will be private and student names will not be used in the paper. I will not record information about individual students, such as their names, nor report identifying information or characteristics in the capstone. It is your choice if your child is involved in the study and you may decide at any time to not have your child be a part of the study without any negative consequences.

I have received approval for my study from the School of Education at Hamline University and from school district 197. Your child's identity and participation in this study will be kept private.

If you agree that your child may participate, keep this page. Fill out the duplicate agreement on page two and return to me at school no later than April 8th, 2016. If you have any question, please email or call me.

Sincerely,

Melissa Cook, ESL Teacher

Pilot Knob Elementary, 1436 Lone Oak Rd., St. Paul, MN 55121

melissa.cook@isd197.org, cell phone 952-297-4344

Informed Consent to Participate in Research
Keep this full page for your records.

I have received your letter about the study you plan on completing in which you will be teaching and testing students on the knowledge of prefixes and suffixes in words. I understand there is little to no risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

Parent/Guardian Signature

Date

Participant copy

Informed Consent to Participate in Research
Please return this paper to Melissa Cook.

I have received your letter about the study you plan on completing in which you will be teaching and testing students on the knowledge of prefixes and suffixes in words. I understand there is little to no risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

Parent/Guardian Signature

Date

Researcher copy

Appendix I: Student Samples Prefix Pretest

①

11/15

32

Test 1

Prefix Test-- Version A (pretest ~~and~~ ~~pretest~~)- page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

✓

UN - +1, -1
pre - -2
in - +1, -1
pre -

Prefix Test-- Version A- (pretest ~~XXXXXXXXXX~~) page 2

9. The boy was inactive.
- a. He was active.
 - b. He was funny.
 - c. He was not active.
10. Sometimes, I misbehave at school.
- a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.
11. The students were impolite.
- a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.
12. The room is unclean.
- a. The room is not clean.
 - b. The room is clean.
 - c. The room is being cleaned again.
13. I saw a preview for the movie.
- a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.
15. The people were impatient.
- a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

②

+15
15

32

12

Prefix Test-- Version A (pretest ~~and posttest~~)- page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A- (pretest ~~and pretest~~) page 2

9. The boy was inactive.
- a. He was active.
 - b. He was funny.
 - c. He was not active.
10. Sometimes, I misbehave at school.
- a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.
11. The students were impolite.
- a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.
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 - b. The room is clean.
 - c. The room is being cleaned again.
13. I saw a preview for the movie.
- a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.
15. The people were impatient.
- a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

③

+12
15

32

156
7Prefix Test-- Version A (pretest ~~and posttest~~) page 1

- ★ On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
- ★ She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
- ★ The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
- ✓ I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
- ★ I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
- ★ Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
- ★ My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
- ★ The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A-(pretest ~~and posttest~~) page 2

9. The boy was inactive.
- a. He was active.
 - b. He was funny.
 - c. He was not active.
10. Sometimes, I misbehave at school.
- a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.
11. The students were impolite.
- a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.
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 - b. The room is clean.
 - c. The room is being cleaned again.
13. I saw a preview for the movie.
- a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.
15. The people were impatient.
- a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

⑤

114
15

32

Test
IPrefix Test-- Version A (pretest ~~test~~)- page 1

- ★ On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.

- ★ She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.

- ★ The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.

- ✓ I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.

- ★ I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.

- ★ Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.

- ★ My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.

- ★ The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A-(pretest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

⑥

114
15

32

Test
7

Prefix Test-- Version A (pretest and posttest) - page 1

- ★ On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.

- ★ She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.

- ★ The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.

- ★ I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.

- ★ I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.

- ★ Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.

- ★ My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.

- ★ The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A (pretest and ~~pretest~~) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

9

+10
15

32

Test
1Prefix Test-- Version A (pretest ~~and posttest~~)- page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A-(pretest ~~and posttest~~) page 2

9. The boy was inactive.
- a. He was active.
 - b. He was funny.
 - c. He was not active.
10. Sometimes, I misbehave at school.
- a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.
11. The students were impolite.
- a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.
12. The room is unclean.
- a. The room is not clean.
 - b. The room is clean.
 - c. The room is being cleaned again.
13. I saw a preview for the movie.
- a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.
15. The people were impatient.
- a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

10

+15
15

32

Test 1

Prefix Test-- Version A (pretest and posttest)- page 1

- ★ On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
- ★ She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
- ★ The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
- ★ I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
- ★ I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
- ★ Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
- ★ My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
- ★ The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A-(pretest ~~and pretest~~) page 2

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- He was active.
 - He was funny.
 - He was not active.
10. Sometimes, I misbehave at school.
- I don't behave correctly.
 - I behave correctly.
 - I ask many questions.
11. The students were impolite.
- They said, "Thank you."
 - They said, "What time is it?"
 - They did not say please or thank you.
12. The room is unclean.
- The room is not clean.
 - The room is clean.
 - The room is being cleaned again.
13. I saw a preview for the movie.
- I saw the movie in the theater.
 - I saw a commercial for the movie, before seeing the movie.
 - I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- I made a plan for the first time.
 - I did my homework correctly.
 - I evaluated my plans again.
15. The people were impatient.
- The people were patient.
 - The people were not patient.
 - The people were poor.



$$+ \frac{15}{15}$$

32

 Test
1

 Prefix Test-- Version A (pretest and ~~posttest~~) - page 1

- ★ On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
- ★ She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
- ★ The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
- ★ I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
- ★ I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
- ★ Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
- ★ My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
- ★ The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

Prefix Test-- Version A-(pretest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

Appendix J- Students Samples Prefix Posttest

①

Prefix Post test
test #2

32

Prefix Test-- Version A (pretest and posttest)-page 1

1. On picture retake day, we take school pictures.

- a. We take the picture for the first time.
- b. We don't go to school.
- c. We take the picture again.

2. She is unsatisfied with her job.

- a. She is satisfied with her job.
- b. She has a new job.
- c. She is not satisfied with her job.

3. The test was impossible to read.

- a. The test was new.
- b. The test was super hard to read.
- c. The test was super easy to read.

4. I need to preheat the oven to cook dinner.

- a. I heat the oven before I cook.
- b. I heat the oven after I cook.
- c. I heat the oven again.

5. I reread the story.

- a. It is the second time I read the story.
- b. I can't read the story.
- c. It is the first time I read the story.

6. Sometimes, I mispronounce students' names.

- a. I pronounced the name correctly.
- b. I did not spell the name correctly.
- c. I pronounced the name wrong.

7. My homework is incomplete.

- a. My homework is too easy.
- b. My homework is finished.
- c. My homework is not finished.

8. The dog was unable to go outside.

- a. The dog is young.
- b. The dog is outside.
- c. The dog is inside.

+13
15

teacher underlined prefix

pre	-l,+l
im	-l,+l

Student underlined prefix

①

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

4(2) *

test 2 32

Prefix Test-- Version A (~~pretest~~ posttest) page 1

1. On picture retake day, we take school pictures.
 - a. We take the picture for the first time.
 - b. We don't go to school.
 - c. We take the picture again.
2. She is unsatisfied with her job.
 - a. She is satisfied with her job.
 - b. She has a new job.
 - c. She is not satisfied with her job.
3. The test was impossible to read.
 - a. The test was new.
 - b. The test was super hard to read.
 - c. The test was super easy to read.
4. I need to preheat the oven to cook dinner.
 - a. I heat the oven before I cook.
 - b. I heat the oven after I cook.
 - c. I heat the oven again.
5. I reread the story.
 - a. It is the second time I read the story.
 - b. I can't read the story.
 - c. It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
 - a. I pronounced the name correctly.
 - b. I did not spell the name correctly.
 - c. I pronounced the name wrong.
7. My homework is incomplete.
 - a. My homework is too easy.
 - b. My homework is finished.
 - c. My homework is not finished.
8. The dog was unable to go outside.
 - a. The dog is young.
 - b. The dog is outside.
 - c. The dog is inside.

15
15

2

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
- a. He was active.
 - b. He was funny.
 - c. He was not active.
10. Sometimes, I misbehave at school.
- a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.
11. The students were impolite.
- a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.
12. The room is unclean.
- a. The room is not clean.
 - b. The room is clean.
 - c. The room is being cleaned again.
13. I saw a preview for the movie.
- a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.
15. The people were impatient.
- a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

2 (3)

Test 2 32

Prefix Test-- Version A (~~pretest~~ and posttest)-page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

+15
15

3

33

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

35

first
2

32

Prefix Test-- Version A (pretest and posttest) page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

+15
15

5

33

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

6

test 2³²

Prefix Test-- Version A (pretest and posttest)-page 1

1. On picture retake day, we take school pictures.
 - a. We take the picture for the first time.
 - b. We don't go to school.
 - c. We take the picture again.
2. She is unsatisfied with her job.
 - a. She is satisfied with her job.
 - b. She has a new job.
 - c. She is not satisfied with her job.
3. The test was impossible to read.
 - a. The test was new.
 - b. The test was super hard to read.
 - c. The test was super easy to read.
4. I need to preheat the oven to cook dinner.
 - a. I heat the oven before I cook.
 - b. I heat the oven after I cook.
 - c. I heat the oven again.
5. I reread the story.
 - a. It is the second time I read the story.
 - b. I can't read the story.
 - c. It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
 - a. I pronounced the name correctly.
 - b. I did not spell the name correctly.
 - c. I pronounced the name wrong.
7. My homework is incomplete.
 - a. My homework is too easy.
 - b. My homework is finished.
 - c. My homework is not finished.
8. The dog was unable to go outside.
 - a. The dog is young.
 - b. The dog is outside.
 - c. The dog is inside.

6

33

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
- He was active.
 - He was funny.
 - He was not active.
10. Sometimes, I misbehave at school.
- I don't behave correctly.
 - I behave correctly.
 - I ask many questions.
11. The students were impolite.
- They said, "Thank you."
 - They said, "What time is it?"
 - They did not say please or thank you.
12. The room is unclean.
- The room is not clean.
 - The room is clean.
 - The room is being cleaned again.
13. I saw a preview for the movie.
- I saw the movie in the theater.
 - I saw a commercial for the movie, before seeing the movie.
 - I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- I made a plan for the first time.
 - I did my homework correctly.
 - I evaluated my plans again.
15. The people were impatient.
- The people were patient.
 - The people were not patient.
 - The people were poor.

(9)

Test 2

32

Prefix Test-- Version A (pretest and posttest) page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.

2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.

3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.

4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.

5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.

6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.

7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.

8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

+10
15

pre	-2
un	-1, +1
in	-1, +1
re	-1, +1

9
Prefix Test-- Version A- (~~pretest~~ and posttest) page 2

9. The boy was inactive.
- a. He was active.
 - b. He was funny.
 - c. He was not active.
10. Sometimes, I misbehave at school.
- a. I don't behave correctly.
 - b. I behave correctly.
 - c. I ask many questions.
11. The students were impolite.
- a. They said, "Thank you."
 - b. They said, "What time is it?"
 - c. They did not say please or thank you.
12. The room is unclean.
- a. The room is not clean.
 - b. The room is clean.
 - c. The room is being cleaned again.
13. I saw a preview for the movie.
- a. I saw the movie in the theater.
 - b. I saw a commercial for the movie, before seeing the movie.
 - c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
- a. I made a plan for the first time.
 - b. I did my homework correctly.
 - c. I evaluated my plans again.
15. The people were impatient.
- a. The people were patient.
 - b. The people were not patient.
 - c. The people were poor.

10

Test
2

32

Prefix Test-- Version A (██████████ and posttest) page 1

1. On picture retake day, we take school pictures.
- We take the picture for the first time.
 - We don't go to school.
 - We take the picture again.
2. She is unsatisfied with her job.
- She is satisfied with her job.
 - She has a new job.
 - She is not satisfied with her job.
3. The test was impossible to read.
- The test was new.
 - The test was super hard to read.
 - The test was super easy to read.
4. I need to preheat the oven to cook dinner.
- I heat the oven before I cook.
 - I heat the oven after I cook.
 - I heat the oven again.
5. I reread the story.
- It is the second time I read the story.
 - I can't read the story.
 - It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
- I pronounced the name correctly.
 - I did not spell the name correctly.
 - I pronounced the name wrong.
7. My homework is incomplete.
- My homework is too easy.
 - My homework is finished.
 - My homework is not finished.
8. The dog was unable to go outside.
- The dog is young.
 - The dog is outside.
 - The dog is inside.

$$\begin{array}{r} +15 \\ \hline 15 \end{array}$$

(10)

33

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

(11) *

Test
2

32

Prefix Test-- Version A (██████ and posttest) page 1

1. On picture retake day, we take school pictures.
 a. We take the picture for the first time.
 b. We don't go to school.
 c. We take the picture again.
2. She is unsatisfied with her job.
 a. She is satisfied with her job.
 b. She has a new job.
 c. She is not satisfied with her job.
3. The test was impossible to read.
 a. The test was new.
 b. The test was super hard to read.
 c. The test was super easy to read.
4. I need to preheat the oven to cook dinner.
 a. I heat the oven before I cook.
 b. I heat the oven after I cook.
 c. I heat the oven again.
5. I reread the story.
 a. It is the second time I read the story.
 b. I can't read the story.
 c. It is the first time I read the story.
6. Sometimes, I mispronounce students' names.
 a. I pronounced the name correctly.
 b. I did not spell the name correctly.
 c. I pronounced the name wrong.
7. My homework is incomplete.
 a. My homework is too easy.
 b. My homework is finished.
 c. My homework is not finished.
8. The dog was unable to go outside.
 a. The dog is young.
 b. The dog is outside.
 c. The dog is inside.

+15
15

Prefix Test-- Version A-(pretest and posttest) page 2

9. The boy was inactive.
a. He was active.
b. He was funny.
c. He was not active.
10. Sometimes, I misbehave at school.
a. I don't behave correctly.
b. I behave correctly.
c. I ask many questions.
11. The students were impolite.
a. They said, "Thank you."
b. They said, "What time is it?"
c. They did not say please or thank you.
12. The room is unclean.
a. The room is not clean.
b. The room is clean.
c. The room is being cleaned again.
13. I saw a preview for the movie.
a. I saw the movie in the theater.
b. I saw a commercial for the movie, before seeing the movie.
c. I saw a commercial for the movie, after seeing the movie.
14. I had to reevaluate my plans.
a. I made a plan for the first time.
b. I did my homework correctly.
c. I evaluated my plans again.
15. The people were impatient.
a. The people were patient.
b. The people were not patient.
c. The people were poor.

Appendix K: Student Samples Prefix Pictures

Name: _____

Date: _____

①

Prefix Addition

A prefix comes before a word.

- un
- re
- mis
- pre
- heat
- do
- spell
- place
- kind
- fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.

MISpell	Heat	MisFair	UnKind

2

Name: _____

Date: _____

Prefix Addition

A prefix comes _____ a word.

un re mis pre heat do spell place kind fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.



misspell

impolite

3

Name: _____

Date: _____

Prefix Addition

A prefix comes _____ a word.

- un
- re
- mis
- pre
- heat
- do
- spell
- place
- kind
- fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.

The grid contains two pre-filled boxes at the top left:

- Box 1: A drawing of a girl with the word "again" written below it.
- Box 2: A drawing of a bird with the word "done" written below it.

The remaining eight boxes are empty for student use.

redo

unfair

preheat

misspell

5

Name: _____

Date: _____





Prefix Addition

A prefix comes Changes a word.

un re mis pre

heat do spell place kind fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.

			
---	---	---	---

mis read

un polite

re heat

mis-behave

6

Name: _____





Date: _____

Prefix Addition

A prefix comes before a word.

un re mis pre heat do spell place kind fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.

			
---	---	--	---

redo

misplace

unfair

pretest

9

Name: _____ Date: _____

Prefix Addition

A prefix comes _____ a word.

- un
- re
- mis
- pre
- heat
- do
- spell
- place
- kind
- fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.

win heat

spell

10

Name: _____

Date: _____

Prefix Addition

A prefix comes BEFORE a word.

un re mis pre heat do spell place kind fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.

<p>Spelling test</p> 	<p>CUPCAKE PARTY</p> 	<p>I had to PRE heat the COOKIES BE FORN I got COOKIES</p> 	<p>he WASNT BEING NICE</p> 
--	--	--	--

Misspel

UNFair

pre heat

UN kind

11

Name: _____

Date: _____

Prefix Addition

A prefix comes before a word.

- un re mis pre heat do spell place kind fair

Make a word with a prefix. Write each word in the boxes at the bottom. Draw a picture to show the meaning of each word.



un kind

I do

Appendix L: Students Samples Suffix Pretest

T2

①

36

Suffix Test- Version A. (pretest, posttest, retention test) page 1
Pick the correct word to complete the sentence.

1. ~~A~~ _____ is an interesting thing to learn about.
a. Migrator
b. Migrate
c. Migration
2. River water can _____ the land and make rivers deeper.
a. erosion
b. erode
c. eroded
3. Our bodies _____ food.
a. digestion
b. digester
c. digest
4. ~~A~~ _____ is the process of adding numbers together.
a. Addend
b. Additive
c. Addition
5. _____ of homework is required in school.
a. Competition
b. Completion
c. Complete
6. The teacher asked the student to _____ the word compare.
a. definitely
b. define
c. definition
7. A _____ occurred on the road, when two cars hit each other.
a. collision
b. collide
c. call
8. I finally made a _____ about what I want to be when I grow up.
a. decide
b. decipher
c. decision

$$\frac{+9}{15}$$

①

37

Suffix Test- Version A- (pretest, ~~posttest~~, retention test) page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

71

(2)³⁶

Suffix Test- Version A- (pretest, posttest, retention test) page 1

Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

715
15

(2) 37

Suffix Test- Version A- (pretest, posttest, retention test) page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

T1

(3) 36

Suffix Test- Version A- (pretest, ~~posttest, retention test~~) page 1

Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

+13
15

3 37

Suffix Test- Version A- (pretest, posttest, retention test) page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

T2

5³⁶

Suffix Test- Version A- (~~pretest, posttest, retention test~~) page 1
Pick the correct word to complete the sentence.

- ★ 1. _____ is an interesting thing to learn about.
a. Migrator
b. Migrate
c. Migration
- ★ 2. River water can _____ the land and make rivers deeper.
a. erosion
b. erode
c. eroded
- ★ 3. Our bodies _____ food.
a. digestion
b. digester
c. digest
- ★ 4. _____ is the process of adding numbers together.
a. Addend
b. Additive
c. Addition
- ✓ 5. _____ of homework is required in school.
a. Competition
b. Completion
c. Complete
- ★ 6. The teacher asked the student to _____ the word compare.
a. definitely
b. define
c. definition
- ✓ 7. A _____ occurred on the road, when two cars hit each other.
a. collision
b. collide
c. call
- ★ 8. I finally made a _____ about what I want to be when I grow up.
a. decide
b. decipher
c. decision

$$\begin{array}{r} +13 \\ \hline 15 \end{array}$$

5

37

Suffix Test- Version A- (pretest, posttest, retention test)-page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

- ★ 1.
 a. writes
 b. wrote
 c. writer

- ★ 2.
 a. wrote
 b. writes
 c. writer

- ★ 3.
 a. drives
 b. drove
 c. driver

- ★ 4.
 a. drive
 b. driver
 c. drives

- ★ 5.
 a. reader
 b. read
 c. scream

- ★ 6.
 a. talkers
 b. walkers
 c. talk

- ★ 7.
 a. drivers
 b. teachers
 c. teach

11

6

36

$$\begin{array}{r} +8 \\ \hline 15 \end{array}$$

Suffix Test- Version A- (pretest, posttest, retention test) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 - a. Migrator
 - b. Migrate
 - c. Migration
2. River water can _____ the land and make rivers deeper.
 - a. erosion
 - b. erode
 - c. eroded
3. Our bodies _____ food.
 - a. digestion
 - b. digester
 - c. digest
4. _____ is the process of adding numbers together.
 - a. Addend
 - b. Additive
 - c. Addition
5. _____ of homework is required in school.
 - a. Competition
 - b. Completion
 - c. Complete
6. The teacher asked the student to _____ the word compare.
 - a. definitely
 - b. define
 - c. definition
7. A _____ occurred on the road, when two cars hit each other.
 - a. collision
 - b. collide
 - c. call
8. I finally made a _____ about what I want to be when I grow up.
 - a. decide
 - b. decipher
 - c. decision

6

37

Suffix Test- Version A- (pretest, posttest, retention test) page 2

Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
The story is about a bus 3 who gets lost on the way to school.
He 4 around and around. Some students are quiet on the bus, while other students are not. The quiet students 5, while the 6, talk the whole time they are on the bus. Finally, the bus driver finds the school. The 7 are waiting outside to make sure the kids are safe.

1.
a. writes
b. wrote
c. writer

2.
a. wrote
b. writes
c. writer

3.
a. drives
b. drove
c. driver

4.
a. drive
b. driver
c. drives

5.
a. reader
b. read
c. scream

6.
a. talkers
b. walkers
c. talk

7.
a. drivers
b. teachers
c. teach

T1

9 36

Suffix Test- Version A- (pretest, posttest, retention test) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

10
15

9

37

Suffix Test- Version A- (pretest, posttest, retention test) page 2

Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

T1

(10)

36

Suffix Test- Version A (pretest, ~~posttest~~, retention test) page 1

Pick the correct word to complete the sentence.

- ★ _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
- ★ 2. River water can _____ the land and make rivers deeper.
 a. erosion
 ? b. erode
 c. eroded
- ★ 3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
- ★ 4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
- ★ 5. _____ of homework is required in school.
 ? a. Competition
 b. Completion
 c. Complete
- ★ 6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
- ★ 7. A _____ occurred on the road, when two cars hit each other.
 ? a. collision
 b. collide
 c. call
- ★ 8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

+13
15

(10)

37

Suffix Test- Version A- (pretest, ~~posttest~~, retention test) page 2**Pick the word to complete the sentences.**

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

T2

11

36

Suffix Test- Version A (pretest, ~~posttest~~, retention test) page 1

Pick the correct word to complete the sentence.

- ★ 1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
- ★ 2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
- ★ 3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
- ★ 4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
- ★ 5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
- ★ 6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
- ★ 7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
- ★ 8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

$$\begin{array}{r} 715 \\ \hline 15 \end{array}$$

16

37

Suffix Test- Version A (pretest, ~~posttest~~, retention test) page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.



1.
 a. writes
 b. wrote
 c. writer



2.
 a. wrote
 b. writes
 c. writer



3.
 a. drives
 b. drove
 c. driver



4.
 a. drive
 b. driver
 c. drives



5.
 a. reader
 b. read
 c. scream



6.
 a. talkers
 b. walkers
 c. talk



7.
 a. drivers
 b. teachers
 c. teach

Appendix M: Student Samples Suffix Posttest

Posttest

36

①

Suffix Test- Version A- (~~protest~~, posttest, ~~retention test~~) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
a. Migrator
b. Migrate
c. Migration
2. River water can _____ the land and make rivers deeper.
a. erosion
b. erode
c. eroded
3. Our bodies _____ food.
a. digestion
b. digester
c. digest
4. _____ is the process of adding numbers together.
a. Addend
b. Additive
c. Addition
5. _____ of homework is required in school.
a. Competition
b. Completion
c. Complete
6. The teacher asked the student to _____ the word compare.
a. definitely
b. define
c. definition
7. A _____ occurred on the road, when two cars hit each other.
a. collision
b. collide
c. call
8. I finally made a _____ about what I want to be when I grow up.
a. decide
b. decipher
c. decision

$$\begin{array}{r} +13 \\ \hline 15 \end{array}$$

①

37

Suffix Test- Version A- (pretest, posttest, retention test)-page 2**Pick the word to complete the sentences.**

The 1 is working on a new story. She 2 everyday.
The story is about a bus 3 who gets lost on the way to school.
He 4 around and around. Some students are quiet on the bus, while other
students are not. The quiet students 5, while the 6, talk the
whole time they are on the bus. Finally, the bus driver finds the school. The 7
are waiting outside to make sure the kids are safe.

1.

- a. writes
 b. wrote
 c. writer

2.

- a. wrote
 b. writes
 c. writer

3.

- a. drives
 b. drove
 c. driver

4.

- a. drive
 b. driver
 c. drives

5.

- a. reader
 b. read
 c. scream

6.

- a. talkers
 b. walkers
 c. talk

7.

- a. drivers
 b. teachers
 c. teach

Posttest

36

2

15
15

Suffix Test- Version A- (pretest, posttest, retention test) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

(2)

37

Suffix Test- Version A- (pretest, posttest, retention test) page 2
Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1. a. writes
 b. wrote
 c. writer
2. a. wrote
 b. writes
 c. writer
3. a. drives
 b. drove
 c. driver
4. a. drive
 b. driver
 c. drives
5. a. reader
 b. read
 c. scream
6. a. talkers
 b. walkers
 c. talk
7. a. drivers
 b. teachers
 c. teach

Posttest

36

3

Suffix Test- Version A- (~~pretest~~ posttest, ~~retention test~~) page 1

Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

214
15

37

Suffix Test- Version A- (pretest, posttest, retention-test) page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1. a. writes
 b. wrote
 c. writer
2. a. wrote
 b. writes
 c. writer
3. a. drives
 b. drove
 c. driver
4. a. drive
 b. driver
 c. drives
5. a. reader
 b. read
 c. scream
6. a. talkers
 b. walkers
 c. talk
7. a. drivers
 b. teachers
 c. teach

Post test
36 (5)

Suffix Test- Version A- (pretest, posttest, retention test) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
a. Migrator
b. Migrate
c. Migration
2. River water can _____ the land and make rivers deeper.
a. erosion
b. erode
c. eroded
3. Our bodies _____ food.
a. digestion
b. digester
c. digest
4. _____ is the process of adding numbers together.
a. Addend
b. Additive
c. Addition
5. _____ of homework is required in school.
a. Competition
b. Completion
c. Complete
6. The teacher asked the student to _____ the word compare.
a. definitely
b. define
c. definition
7. A _____ occurred on the road, when two cars hit each other.
a. collision
b. collide
c. call
8. I finally made a _____ about what I want to be when I grow up.
a. decide
b. decipher
c. decision

+15
-15

5

37

Suffix Test- Version A- (pretest, posttest, retention test) page 2

Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.

- a. writes
 b. wrote
 c. writer

2.

- a. wrote
 b. writes
 c. writer

3.

- a. drives
 b. drove
 c. driver

4.

- a. drive
 b. driver
 c. drives

5.

- a. reader
 b. read
 c. scream

6.

- a. talkers
 b. walkers
 c. talk

7.

- a. drivers
 b. teachers
 c. teach

Posttest
 6

Suffix Test- Version A- (~~pretest~~, posttest, ~~retention test~~) page 1

Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 - a. Migrator
 - b. Migrate
 - c. Migration
2. River water can _____ the land and make rivers deeper.
 - a. erosion
 - b. erode
 - c. eroded
3. Our bodies _____ food.
 - a. digestion
 - b. digester
 - c. digest
4. _____ is the process of adding numbers together.
 - a. Addend
 - b. Additive
 - c. Addition
5. _____ of homework is required in school.
 - a. Competition
 - b. Completion
 - c. Complete
6. The teacher asked the student to _____ the word compare.
 - a. definitely
 - b. define
 - c. definition
7. A _____ occurred on the road, when two cars hit each other.
 - a. collision
 - b. collide
 - c. call
8. I finally made a _____ about what I want to be when I grow up.
 - a. decide
 - b. decipher
 - c. decision

+12
 15

6

37

Suffix Test- Version A- (pretest, posttest, retention test) page 2

Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.
 a. writes
 b. wrote
 c. writer

2.
 a. wrote
 b. writes
 c. writer

3.
 a. drives
 b. drove
 c. driver

4.
 a. drive
 b. driver
 c. drives

5.
 a. reader
 b. read
 c. scream

6.
 a. talkers
 b. walkers
 c. talk

7.
 a. drivers
 b. teachers
 c. teach

Post test
9

Suffix Test- Version A- (~~pretest~~, posttest, ~~retention test~~) page 1
Pick the correct word to complete the sentence.

1. C is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can A the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies A food.
 a. digestion
 b. digester
 c. digest
4. C is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. C of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to C the word compare.
 a. definitely
 b. define
 c. definition
7. A occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a C about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

+10
15

9

37

Suffix Test- Version A- (~~pretest, posttest, retention test~~) page 2
Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
The story is about a bus 3 who gets lost on the way to school.
He 4 around and around. Some students are quiet on the bus, while other
students are not. The quiet students 5, while the 6, talk the
whole time they are on the bus. Finally, the bus driver finds the school. The 7
are waiting outside to make sure the kids are safe.

- ★ 1.
a. writes
b. wrote
c. writer
- ★ 2.
a. wrote
b. writes
c. writer
- ★ 3.
a. drives
b. drove
c. driver
- ★ 4.
a. drive
b. driver
c. drives
- ★ 5.
a. reader
b. read
c. scream
- ★ 6.
a. talkers
b. walkers
c. talk
- ★ 7.
a. drivers
b. teachers
c. teach

Posttest
36
10

Suffix Test- Version A- (pretest, posttest, retention test) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
 a. Migrator
 b. Migrate
 c. Migration
2. River water can _____ the land and make rivers deeper.
 a. erosion
 b. erode
 c. eroded
3. Our bodies _____ food.
 a. digestion
 b. digester
 c. digest
4. _____ is the process of adding numbers together.
 a. Addend
 b. Additive
 c. Addition
5. _____ of homework is required in school.
 a. Competition
 b. Completion
 c. Complete
6. The teacher asked the student to _____ the word compare.
 a. definitely
 b. define
 c. definition
7. A _____ occurred on the road, when two cars hit each other.
 a. collision
 b. collide
 c. call
8. I finally made a _____ about what I want to be when I grow up.
 a. decide
 b. decipher
 c. decision

+14
—
15

10

37

Suffix Test- Version A- (pretest, posttest, retention test)-page 2

Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

1.

- a. writes
 b. wrote
 c. writer

2.

- a. wrote
 b. writes
 c. writer

3.

- a. drives
 b. drove
 c. driver

4.

- a. drive
 b. driver
 c. drives

5.

- a. reader
 b. read
 c. scream

6.

- a. talkers
 b. walkers
 c. talk

7.

- a. drivers
 b. teachers
 c. teach

Posttest
36
11

Suffix Test- Version A- (~~pretest~~, posttest, ~~repetition test~~) page 1
Pick the correct word to complete the sentence.

1. _____ is an interesting thing to learn about.
a. Migrator
b. Migrate
c. Migration
2. River water can _____ the land and make rivers deeper.
a. erosion
b. erode
c. eroded
3. Our bodies _____ food.
a. digestion
b. digester
c. digest
4. _____ is the process of adding numbers together.
a. Addend
b. Additive
c. Addition
5. _____ of homework is required in school.
~~a. Competition~~
b. Completion
c. Complete
6. The teacher asked the student to _____ the word compare.
a. definitely
b. define
c. definition
7. A _____ occurred on the road, when two cars hit each other.
a. collision
b. collide
c. call
8. I finally made a _____ about what I want to be when I grow up.
a. decide
b. decipher
c. decision

15
15

(11)

37

Suffix Test- Version A- (pretest, posttest, retention test) page 2
 Pick the word to complete the sentences.

The 1 is working on a new story. She 2 everyday.
 The story is about a bus 3 who gets lost on the way to school.
 He 4 around and around. Some students are quiet on the bus, while other
 students are not. The quiet students 5, while the 6, talk the
 whole time they are on the bus. Finally, the bus driver finds the school. The 7
 are waiting outside to make sure the kids are safe.

- ★ 1.
 a. writes
 b. wrote
 c. writer

- ★ 2.
 a. wrote
 b. writes
 c. writer

- ★ 3.
 a. drives
 b. drove
 c. driver

- ★ 4.
 a. drive
 b. driver
 c. drives

- ★ 5.
 a. reader
 b. read
 c. scream

this in no way would make sense

- ★ 6.
 a. talkers
 b. walkers
 c. talk

- ★ 7.
 a. drivers
 b. teachers
 c. teach

Appendix N: Student Samples Suffixes 2 column chart

(1)

Name: _____

	-or
visit	visitor
act	actor
translate	translator
refrigerator	refrigerator
play	player
hate	hater
heart + break	heart breaker

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TWO-COLUMN SORTING SHEET

Appendix P- 2 column sheets

Name: _____

(2)

	-or
visit get	visitor actor
translate	translator
refrigerate	refrigerator
play	player
hate	hate
heart break	heart breaker
shake	shaker
live	liver
cheat	cheater
drop	draper

Name: _____

(3) F

F O O

swt

	-OV
visit	
act	
translate	translator
Refrigerate	Refrigerator
beg	beggar
Play <small>bracket</small>	

Name: _____



Verb	Noun
Visit act translate refrigerate	visitor actor translator refrigerator
Verb	er
Bake work	Baker worker
Verb	ar
Begin hang	Beginner hangar
Play hate shake cheat	player hater shaker cheater

Name: _____

(6)

Visit	-or
Visit Act translate Refrigerate hate heatbreak cheater	Visiter Ader translater Refrigerator hater Player shaker Heatbreaker Siter Cheater

9

Name: _____

Word	Noun
Visit visit translate refrigerator	visitor doctor translator
Verb	CV
bake work	backer worker
Verb	OR
bed hang	bed OR hang OR
Play watch cheat shake	player watch cheater shaker

12
Name: _____

(10)

migrate	migrator	migration
add	adder	addition
Solve	solver	solution
Collect	collector	collection
Learn	learner	learning
inform	informer	information



Name: _____

Verb	noun -or
visit act	visitor actor
translate refrigerator	translator refrigerator
if	-or
beg hang	begger hanger

Appendix O: Student Samples Suffixes 3 column chart

①
Name: _____

migrate	migrator	Migration
subtract	subtractor	Subtraction
inform	informant	information
collect	collector	collection
protect	protector	protection

2

Name: _____

②

verb	-er	-tion
protect form solve erode	protector former solver eroder	protection formation solution erosion

3

③

Name: _____

Migrate	Migrator	Migration
Interrupt	Interrupter	interruption
Add	Adder	Addition
Protect	Protector	Protection
collect	collector	collection

5

(5)

Name: _____

Verb	Noun	Noun
run solve form erode	runner solver former eroder	running solution formation erosion

Add	Adder	addition
Act lotact Learn	Acter lotacter Learner	Actiton lotiten Learning

11

(11)

Name: _____

NOVA herb or fion	or	fion
complete act inform tion	complete actor inform	completion action information

Appendix P: Student Samples Student Survey

①

38

Student Survey

1. What do you think about learning prefixes and suffixes?
 - a. very important
 - b. important
 - c. unimportant
 - d. very unimportant

2. How much did you know about prefixes and suffixes before the lessons?
 - a. I knew and used prefixes and suffixes.
 - b. I knew about prefixes and suffixes.
 - c. I heard of prefixes and suffixes before.
 - d. I didn't know anything about prefixes and suffixes.

3. Do you think it is helpful to learn about prefixes and suffixes?
 - a. very helpful
 - b. helpful
 - c. unhelpful
 - d. very unhelpful

4. Do you think you will use prefixes and suffixes in the future, when reading or when writing?
 - a. very likely
 - b. likely
 - c. unlikely
 - d. very unlikely

5. Do you think the use of games and music during the lessons helped you learn more?
 - a. yes
 - b. probably
 - c. maybe
 - d. no

6. Do you think the use of games and music during the lessons, made the lessons more interesting and fun?
 - a. yes
 - b. probably
 - c. maybe
 - d. no

2

38

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3

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(6)

38

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9

38

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 - b. probably
 - c. maybe
 - c. no

10

38

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 - c. no



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