

# Prefix Review: Student Read Sheet with Words

## Vocabulary and Language Comprehension Focus

For this activity, students will practice reading words with prefixes. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

### Materials:

- suffix '-s' read sheet for each student
- highlighter for each student

### Directions:

This activity can be used with a whole class or in a small group.

Explain to the students, **"We will read each row of words three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read, we will be word detectives so we understand the meanings of the words we read."**

The initial reading of this page should focus on decoding the words accurately.

### Steps:

1. On the six lines at the top, model writing previously learned prefixes in lowercase letters. For example, while you write, say, "Prefix 'u', 'n', means not." Have students do this aloud for any prefixes that have been taught.
2. Have each student highlight the prefixes in the words. As they highlight, they say the matching prefix, for example, 'u', 'n' or 'r' 'e'.
3. Start with the first row and guide students to read the words.
4. To build fluency, read the page again. This time, after each word in the row has been read, have the students reread the row more fluently. Continue doing this for all words.

When your students are ready for it, you can also use these sheets to help them build their vocabulary and other language comprehension skills! This would be a great addition to day two or three of your lessons on a particular skill.

5. Have students read one row at a time on the read sheet. At the end of each row, you'll ask students a question pertaining to a different component of language. On the last page, you'll find examples of questions to ask. Embedding this work ensures students are developing both their word recognition and language skills simultaneously, so they'll be on the path to excellent reading comprehension.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Prefixes Review

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resend	reprint	respectful	recall
replay	retest	redo	recheck
unlock	relock	locks	locker
disappear	preschool	undo	rewrite
unkind	unclear	repair	rename

**I will resend the gift.**

**I will unlock the gate.**

**Can you repair my bike?**

**I need to rewrite my name.**

# Adding Language Development to Your Read Sheet Decoding Practice

1. Students read one row at a time accurately and at a good pace, focusing on accurate decoding.
2. After each row, stop and ask a question to develop language.
3. Follow this routine for asking questions to develop all domains of language.

resend

reprint

respectful

recall

**Ask a phonology question.**

Which word has 3 syllables?

Answer: respectful

replay

retest

redo

recheck

**Ask a morphology question.**

What does the prefix 'r', 'e' mean?

Answer: back or again

unlock

relock

locks

locker

**Ask a vocabulary question.**

Which word tells you what you might need to do if the door is locked?

Answer: unlock

disappear

preschool

undo

rewrite

**Ask a grammar question.**

Which word is a noun?

Answer: preschool

unkind

unclear

repair

rename

**Ask a context question.**

What does the word *unkind* mean in this sentence: "The boy was *unkind* when he took my pencil."

Answer: not kind or not nice