What's the difference?

Sample 1
During the lesson the teacher had 3 columns displayed on the SMARTboard (prefixes, base words, and suffixes) and the students were reminded that their learning target was to identify the base words in words with prefixes and suffixes". The teacher moved the prefixes, suffixes, and base words around to construct new words. The teacher demonstrated combining the parts to make the word "replay" and "playful". Students then had the task of using their personal wipe off communicator boards to list their own examples of words that contained either a prefix or suffix. 10/10 students were able to list at least one word on their board. Students were encouraged by the teacher to walk around the room to look for words containing prefixes/suffixes or to manipulate the choices on the SMARTboard to create words. Feedback from the teacher was mainly general ("good try, nice job, not quite"). When the whole class debriefed and shared their words with the class, the teacher was extremely upbeat and positive which appeared to encourage students. However, some students gave incorrect examples (honestful, agreeful) but the teacher did not say they were incorrect or direct students on how to use a different suffix to make the word correct.

Sample 2:
While the lesson objective was clearly posted on the board in student friendly language ("I can identify the base words in words with prefixes and suffixes."), the expectations for the learning outcomes and criteria for ongoing assessment were confusing for the students because the lesson did not follow the targeted objectives. When the teacher was modeling the task, she did model how to identify the base word and then took the suffix "ful" and said, "well this means someone is full of this noun." However, she did not teach students the meanings of the other prefixes and suffixes (which was not a part of the learning target), however, this was the task she had them practice and apply. On the SMARTBoard were a number of base words, prefixes, and suffixes, and students were tasked with combining the base word with either a prefix or a suffix.

During the 10 min independent work time, because the students did not understand the meanings of the prefixes and suffixes, 6 out of 10 students struggled to create words and 2 were randomly choosing affixes to go with their base words. One student shared their word "agree-ful." The teacher recognized the student's effort and persistence by giving a point on the Class Dojo software for participation and said, "It makes sense in that it means full of agree, but able to agree is better," but never clarified why "able" was better. The teacher addressed a student who wrote "kind-ful" and informed him the proper suffix is "ness", but did not explain why it was "ness." She then prompted the student to approach the board and try the various suffixes with the word kind. She said, "Just slide the word down and see what works." The student tried and did not know which affix worked. I questioned one learner about how they would know when their answer was correct. Her reply was, "By reading it and seeing if it looks right." I prompted the student further to see if they had a strategy for seeking out the correct answer: "Is there anywhere you can look to check your answer?" The student responded, "I can check my answer with someone else." While this is one strategy, there is no guarantee the other student is correct either. It was also unclear to the student why "inpossible" was not correct and "impossible" was.