Meaningful vocabulary practice in third grade reading,

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Boston University

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Boston University
Meaningful Vocabulary Practice

in Third Grade Reading
Boston University
School of Education

Thesis

Meaningful Vocabulary Practice
in Third Grade Reading

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In Partial Fulfillment of Requirements
for the Degree of Master of Education

1956
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Second Reader: Donald D. Durrell, Professor of Education
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Introduction

In primary grade reading it is important to add to the child's sight vocabulary every day. Children learn at different rates and in different ways. Varied techniques may result in more interest and stronger motivation for children. Repetition must be provided in order to guarantee mastery.

Therefore, this study is an attempt to develop and evaluate a series of exercises which provide meaningful oral responses for third grade reading.

This is one part of a group study. The research chapter may be found in the volume by Ash et al.
Chapter I

Plan of the Study
Chapter I

Plan of the Study

Statement of the Problem:

This study was made to see whether, through meaningful practices of silent reading followed by oral response, the words could be permanently fixed in the third grade child's vocabulary.

The vocabulary for this study was obtained from the word lists found in the two third grade readers of the Scott, Foresman and Company Curriculum Foundation Series. The vocabulary was re-listed alphabetically with each of four third grade teachers working with one-fourth of the approximately four hundred words. Table I shows the outline for the thirty lessons developed.
<table>
<thead>
<tr>
<th>Order of Lessons</th>
<th>Name of Practice</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>Would You Eat This?</td>
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<td>3.</td>
<td>Pick The Right Number</td>
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<tr>
<td>4.</td>
<td>What Am I Doing?</td>
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<tr>
<td>5.</td>
<td>Make It Rhyme</td>
</tr>
<tr>
<td>6.</td>
<td>What's My Name?</td>
</tr>
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<td>7.</td>
<td>Winter or Summer</td>
</tr>
<tr>
<td>8.</td>
<td>Who Am I?</td>
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<tr>
<td>9.</td>
<td>Larger or Smaller</td>
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<tr>
<td>10.</td>
<td>Word and Sound Game</td>
</tr>
<tr>
<td>11.</td>
<td>Is This Pleasant?</td>
</tr>
<tr>
<td>12.</td>
<td>Do These Rhyme?</td>
</tr>
<tr>
<td>13.</td>
<td>Could You Lift It Up?</td>
</tr>
<tr>
<td>14.</td>
<td>Would It Be Strange?</td>
</tr>
<tr>
<td>15.</td>
<td>Riddles</td>
</tr>
<tr>
<td>16.</td>
<td>Finish Me Off</td>
</tr>
<tr>
<td>17.</td>
<td>Is It Silly?</td>
</tr>
<tr>
<td>18.</td>
<td>Could It Really Happen?</td>
</tr>
<tr>
<td>19.</td>
<td>Silent Reading Commands</td>
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<tr>
<td>20.</td>
<td>Always or Never</td>
</tr>
<tr>
<td>21.</td>
<td>A Number Game</td>
</tr>
<tr>
<td>22.</td>
<td>Finish The Sentence</td>
</tr>
<tr>
<td>23.</td>
<td>Pantomime</td>
</tr>
</tbody>
</table>
Number Reading Game
Can You Wear Me?
Completion Exercises (Drawing)
Yes or No
Here Is The Meaning—
What Is The Word?
Who When Where?
(Classification)
Can You Eat This?

Population:

163 children in six third grade classrooms in three different communities, 81 experimental and 82 control were included in the study. Table II shows the mean chronological and mental ages for the two groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>C.A. Mean</th>
<th>S.D.</th>
<th>M.A. Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>81</td>
<td>102</td>
<td>5.55</td>
<td>109</td>
<td>12.80</td>
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<tr>
<td>Experimental</td>
<td>82</td>
<td>103</td>
<td>5.70</td>
<td>103</td>
<td>12.65</td>
</tr>
</tbody>
</table>

The chronological ages for the control group ranged from 96 months to 122 months with a mean of 102, and the experimental group from 80 months to 124 months with a mean of 103. The mental ages for the control group ranged from 80 months to 144 months with a mean of 109, and the experimental from 80 to 140 with a mean of 102.
Program:

Chronological and mental ages were taken from school records. The Detroit Reading Test was administered January 4, 1956. The exercises were taught for thirty consecutive days and the Detroit Test was repeated on February 16, 1956. All tests were given by the classroom teachers and scored by the writers. The results were analyzed and the data are presented in the next chapter.

Types Employed:

- Silent Reading Commands
- Classification
- Multiple Choice
- Pantomime
- Rhyme
- Riddles
- Seasons
- Size
- Words and Sounds
- Forming Judgements
- Number Reading Game
- Arithmetic Problem Reading
Exercises

1. Silent Reading Commands

Vocabulary:
- bicycle
- cook
- ladder
- dash
- dive
- witch
- flap
- tongues
- secret
- beat

Directions to the teacher:

The teacher has a set of cards with commands written on them. As the teacher holds up the cards one at a time, the children read the command silently. They then act out the command. This procedure is followed for each of the ten commands using the words in the vocabulary.

Sample of exercise:

Command: flap your arms up and down.

2. Would You Eat This?

Vocabulary:
- roast
- idea
- flat
- plates
- free
- crumbs
- tin
- save
- joy
- salt

Directions to the teacher:

The teacher has ten flash cards with phrases on them. The children have made two cards with the words YES and NO on them respectively. They have these cards on their desks. The teacher says to the children, "Today we are going to play a game. I will hold up a phrase card. You are to read the phrase silently. If the phrase means something to eat, you hold up the card that says YES. If you would not eat it, hold up your NO card."

Sample of exercise:

cake crumbs (Phrase card)
on their desks. The teacher says to the children, "Today we are going to play a game. I will hold up a phrase card. You are to read the phrase silently. If the phrase means something to eat, you hold up the card that says YES. If you would not eat it, hold up your NO card."

Sample of exercise:

cake crumbs (Phrase card)

3. Pick the right number

Vocabulary:
fawn      jacket      fruit
loaf      danger      prize
hurray!    racoon      gift
brave

Directions to the teacher:

The teacher has ten cards each containing three words. Each word is numbered 1, 2 or 3. The teacher tells the children that as she holds up the cards one at a time she will ask a question about the words. They are to read all three words silently and, using the cards they have made with the numbers: 1, 2, 3 on them, they are to hold up the correct number which answers the question.

Sample of Exercise:

Words on card:  fawn  cat  horse  
                 1      2      3

Question: Which of these is a baby deer?
4. What am I doing?
Vocabulary:
- marching
- kicking
- uncovering
- beating
- scattering

Directions to the teacher:
Children at their seats will have five word cards with the vocabulary on them. The teacher tells the children that she will act out one of the action words. When she finishes the acting they are to hold up the card which describes her action.

Sample of exercise:
The teacher throws or scatters little pieces of paper and asks, "What am I doing?" The children flash the card with the word 'scattering'.

5. What's my name?
Vocabulary:
- paddle
- chug
- sails
- peanut
- pillow
- smoke
- shadow
- racoon
- ticket
- salt

Directions to the teacher:
The teacher has the ten words on flash cards which she places on the chalk-ledge where the children can see them. She says to the children: "We are going to play a game with words. It is called WHAT'S MY NAME? Listen carefully while I read the clues to you. You are to find
the answer from the words on the ledge. When I say, 'What's My Name?', you are to answer all together.

Sample of exercise:

Clues:

I am a sound.
I do not ring.
I do not squeak.
I do not rattle.
I rhyme with bug and hug.
Engines make my sound.
WHAT'S MY NAME? (chug)

6. Classification: Winter or Summer

Vocabulary:

blocks
wearing
sharp
throwing
underneath
glasses
swimming
pastures
bushes
tent

Directions to the teacher:

The teacher has the vocabulary printed on ten flash cards. She has the children make two flash cards with words WINTER and SUMMER on them. The teacher says to the children: "When I show you a phrase that makes you think of 'winter' or cold, you are to hold your card "WINTER". When I hold up a phrase that reminds you of 'summer', you hold up your card "SUMMER".

Sample of exercise:

Phrase card:

Winter-- throwing snow balls
Summer-- green pastures
7. Larger or Smaller
Vocabulary:

cabin  hut  mountain  palace  pillow
monkey  owl  bicycle  empty  hay

Directions to the teacher:

The teacher has the children make two flash cards with the words LARGER and SMALLER on them. The teacher has a set of cards with phrases on them. She tells the children to read the phrase as she holds it up. If it tells about something that is larger than a child their size, they are to hold up the card that says 'larger'; if it tells about something smaller than a child, they are to hold up the card that says 'smaller' on it.

Sample of exercise:

Phrase:  a log cabin  (larger)

8. Word and sound game
Vocabulary:

band  clap  march  crawl  draw
beat  flap  stir  toot  pour
grumble  jingle  chug  throw

Directions to the teacher:

The teacher has flash cards with the vocabulary words on them. She says to the children: "This is a word and sound game. I will hold up some cards with words on them. You are to read the word on the card and then act
out or make the sound."

Sample of exercise:

toot (children make tooting sound)
stir (children stir in imaginary bowls)

9. Do these rhyme?

Vocabulary:

admitted alive ashamed creatures
least reason number entered
expected gun haste scratch
rumbling sparkled

Directions to the teacher:

The teacher tells the children that they are to use the set of YES and NO cards they have made for other exercises. The teacher has cards on which are two words that either rhyme or they do not rhyme. If the words rhyme, they are to hold up the YES card. If they do not rhyme, they are to hold up the NO card.

Sample of Exercise:

Card with rhyming words:
alive      hive
Card with non-rhyming words:
number     glass

10. Finish me off

Vocabulary:

clever jackets stranger storm
against eleven cabin pillow
Directions to the teacher:

The teacher has the pupils make the eleven words on cards. The teacher has sentence cards on which are incomplete sentences. The teacher flashes the sentence cards one at a time. The children select the best answer from the words on their desks.

Sample of exercise:

Sentence card:

The magician is very ______. (clever)

11. Could it really happen?

Vocabulary:

teeth monkey drove chipmunk
shadow cloth empty sea
smoke sky

Directions to the teacher:

The teacher has ten cards on which are phrases. Some of the phrases "really could happen" and some could not happen at all. The teacher tells the children to read the phrase as she holds one up. If the phrase tells something that could happen, they are to stand up quickly by their desks. If what it says could not happen, they are to remain seated and sit very still.

Sample of exercise:

Phrases: see a sea (could happen)
                        empty cup of milk (could not happen)
12. **Always-Never**

**Vocabulary:**
- glasses
- coins
- jackets
- mountain
- tickets
- grow
- stranger
- chipmunk
- desks
- eleven
- sail
- vacation
- pasture
- thick

**Directions to the teacher:**

The teacher has the children make two flash cards. On one card they write or print the word **ALWAYS**. On the other card they write or print the word **NEVER**. The teacher tells the children that the sentences she flashes are to be answered by their flashing the word **ALWAYS** or **NEVER**. They will be able to tell which card to flash by reading the sentence.

**Sample of exercise:**

- Cats wear glasses (NEVER)
- Boys wear jackets (ALWAYS)

13. **A number game**

**Vocabulary:**
- witch
- hut
- ladder
- tongue
- porch
- twin
- bicycle
- racoon
- pillow
- palace

**Directions to the teacher:**

The teacher gives each child a card with the number 1, 2, 3, or 4 on it. She tells them she will hold up some cards with questions on them. Each question is to
be answered by holding up the card with the correct number on it. The children are to read the question silently, then answer it with the number.

Sample of exercise:

Questions:

How many wheels on a bicycle? 2

14. Pantomime

Vocabulary:

appeared grabbed stir clap
served took threw wear

Directions to the teacher:

The teacher has eight phrases written and numbered on the board. She has the children make a set of cards numbered from one through eight. As the teacher acts out the phrases, the children are to hold up the number of the phrase which answers the action.

Sample of exercise:

Phrase:

1. appeared very sad

15. Can you wear me?

Vocabulary:

tent world landed son
witch held jacket glasses

Directions to the teacher:

The teacher has the children use their YES and NO cards. The teacher has eight flash cards with the
vocabulary on them. As she flashes one word at a time, the children are to answer whether they would wear it or not, by holding up either YES or NO.

Sample of exercise:

Word:

tent

16. Number reading game

Vocabulary:

eleven    nine

Directions to the teacher:

The teacher has the children make two flash cards. On one card they will write the word NINE; on the other card they will write the word ELEVEN. She also tells them that she will hold up some little Arithmetic Reading Problems. They are to read the problem and are to hold up the number which answers the problem.

Sample of exercise:

Five and four are _________. (Nine)
Six and five are _________. (Eleven)

17. Completion exercises with drawings

Vocabulary:

blocks     coins     glasses     rent     plates
puzzle     tent      sharp      hour     wrong

Directions to the teacher:

The teacher writes the above ten words on the board. The children copy them on ten separate cards. The
teacher or a child draws a simple illustration for each word. The children hold up the word which tells what picture was drawn.

Sample of exercise:

Drawing:

18. Yes-No

Vocabulary:
- peanuts
- ladder
- stranger
- licked
- north
- shore
- cabin
- bicycle
- size
- jingle

Directions to the teacher:

Give each child two cards with YES on one and NO on the other. The children may make these cards or use the cards from other games. The teacher will hold up cards with words on them. Each card has one of the vocabulary words on it. As the teacher holds up a card, she asks a question about the word. The children use their YES and NO cards to answer the question by holding them up.

Sample of exercise:

Teacher holds up a card with the word (peanuts) on it saying, "Can you eat
this?" Children hold up the YES card.

19. Classification - WHO  WHEN  WHERE

Vocabulary:

son  evening  soon  edge  deer
crowd  night  donkey  hour  underneath
pastures  air

Directions to the teacher:

The teacher has twelve phrases on cards or strips of oak tags. The children have three cards on their desks on which they have printed the words WHO on one card, WHEN on one, and WHERE on the third card. The teacher explains to the children that WHO means people or animals; WHEN means time; WHERE means place. She then tells them that as she holds up a phrase, they are to read it silently and answer by holding up the word that classifies the phrase.

Sample of exercise:

Phrases:

a little son (who)
fifth hour (when)
up in the air (where)

20. Can you eat this?

Vocabulary:

godmother  mystery  dessert  meat
lumber  bushel  sugar  soap
Directions to the teacher:

The teacher asks the children to use their YES and NO cards. As she flashes words in the vocabulary, they are to flash the YES card if they can eat what the word says; if they cannot eat what the word says, they are to flash the NO card.

Sample of exercise:

Words to be flashed:

godmother no
sugar yes
Chapter II

The Analysis of Data
Chapter II
The Analysis of Data

The data were analyzed to study the effect of the exercises on the reading achievement of the total population and for boys and girls separately.

Table III shows the distribution of the scores on the January reading test for both groups.

Table III
Distribution of January Test

<table>
<thead>
<tr>
<th>Step Interval</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Cases</td>
<td>Number of Cases</td>
</tr>
<tr>
<td>23-24</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>21-22</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>19-20</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>17-18</td>
<td>5</td>
<td>13</td>
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<td>15-16</td>
<td>4</td>
<td>6</td>
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<td>13-14</td>
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<td>7</td>
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<td>11-12</td>
<td>4</td>
<td>14</td>
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<td>9-10</td>
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<td>3</td>
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<td>7-8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5-6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3-4</td>
<td>(\frac{1}{81})</td>
<td>(\frac{1}{82})</td>
</tr>
</tbody>
</table>

The scores in the Control Group ranged from 3 to 24 with the largest number in the top interval. The Experimental Group ranged from 3 to 24 with only eight cases in the top interval.

Table IV shows the comparison of the two groups on the January reading test.
Table IV
Comparison of January Tests

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>Diff.</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>81</td>
<td>18.84</td>
<td>5.32</td>
<td>.59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>82</td>
<td>15.92</td>
<td>5.34</td>
<td>.59</td>
<td>2.92</td>
<td>.82</td>
<td>3.51</td>
</tr>
</tbody>
</table>

Explanation: The mean for the control group was 18.84 and the mean for the experimental group was 15.92. The critical ratio of 3.51 shows this difference is statistically significant in favor of the control group.

Table V shows the distribution of the scores on the February reading test for both groups.

Table V
Distribution of February Test

<table>
<thead>
<tr>
<th>Step Interval</th>
<th>Control Group Number of Cases</th>
<th>Experimental Group Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-24</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>21-22</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>19-20</td>
<td>15</td>
<td>14</td>
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<tr>
<td>17-18</td>
<td>6</td>
<td>8</td>
</tr>
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<td>15-16</td>
<td>7</td>
<td>11</td>
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<td>13-14</td>
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<td>9-10</td>
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<td>4</td>
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<td>7-8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5-6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>82</td>
</tr>
</tbody>
</table>

The scores in the Control Group range from 3 to 24 with the largest number in the top interval.

The scores in the Experimental Group range from 7 to 24. Seventy-seven fell at 13 and above compared to fifty-six cases in January. The improvement is significant.
Table VI shows the comparison of the two groups on the February reading test.

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>M-M</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>81</td>
<td>19.48</td>
<td>3.56</td>
<td>.39</td>
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<td></td>
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<tr>
<td>Experimental</td>
<td>82</td>
<td>19.11</td>
<td>4.00</td>
<td>.44</td>
<td>.27</td>
<td>.58</td>
<td>.63</td>
</tr>
</tbody>
</table>

The mean for the control group was 19.48 compared with 19.11 for the experimental group. The critical ratio of .63 showed the difference was not significant.

Table VII is a comparison of the control group on the January and February test.

<table>
<thead>
<tr>
<th>Control Group on January and February Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control No.</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Jan.</td>
</tr>
<tr>
<td>Feb.</td>
</tr>
</tbody>
</table>

The mean score in the Detroit reading test for the Control Group in January was 18.84, and in February 19.48. The critical ratio of .91 showed the gain was not statistically significant.
Table VIII is a comparison of the Experimental Group on the January and February Reading Test.

Table VIII

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>M-M</th>
<th>S.E.Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>82</td>
<td></td>
<td>15.92</td>
<td>5.34</td>
<td>.59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>82</td>
<td></td>
<td>19.11</td>
<td>4.00</td>
<td>.44</td>
<td>3.19</td>
<td>.73</td>
<td>4.31</td>
</tr>
</tbody>
</table>

The mean score in the Detroit Reading Test for the Experimental Group in January was 15.92. The February mean score was 19.11, a gain of 3.19. The critical ratio of 4.31 showed a statistically significant difference.

Table IX

Comparison of Gain

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.E.D.</th>
<th>Diff. in S.E. of Gain</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>81</td>
<td>.64</td>
<td>.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>82</td>
<td>3.19</td>
<td>.73</td>
<td>2.55</td>
<td>1.01</td>
</tr>
</tbody>
</table>

The experimental group gained 3.19 compared to .64 for the control group. The critical ratio of 2.52 was not statistically significant. There are 98 chances in 100 that it is a true difference in favor of the experimental group.

Table X shows the distribution of the scores on the January Reading Test for the boys and girls of the experimental group.
Table X

Distribution of January Test

<table>
<thead>
<tr>
<th>Step Interval</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-24</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>21-22</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>19-20</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>17-18</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>15-16</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>13-14</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>11-12</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>9-10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7-8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5-6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3-4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

The scores of the boys ranged from 3 to 24. The girls ranged from 5 to 24 with no significant number in any bracket.

Table XI

Comparison of Experimental Boys and Girls on the January Reading Test

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>$M^1 - M^2$</th>
<th>S.E.Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>40</td>
<td>16.62</td>
<td>5.30</td>
<td>.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>42</td>
<td>15.88</td>
<td>5.32</td>
<td>.82</td>
<td>.74</td>
<td>1.1</td>
<td>.67</td>
</tr>
</tbody>
</table>

The mean score of the boys was 16.62 and the mean score of the girls was 15.88. The critical ratio is .67 which is not significant.

Table XII

Table XII shows the distribution of the scores on the February Reading Test for boys and girls of the
Experimental Group.

Table XII

Distribution of February Test

<table>
<thead>
<tr>
<th>Step Interval</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-24</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>21-22</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>19-20</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>17-18</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>15-16</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>13-14</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>11-12</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9-10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7-8</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

The boys ranged from 9 to 24; the girls ranged from 7 to 24 with a greater number of scores for both groups in the upper intervals. Both made significant gains over the January scores.

Table XIII

Comparison of Boys and Girls on the February Reading Test

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.M.</th>
<th>M1^-M2</th>
<th>S.E.D.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>40</td>
<td>18.94</td>
<td>3.90</td>
<td>.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>42</td>
<td>19.08</td>
<td>4.62</td>
<td>.71</td>
<td>.04</td>
<td>.29</td>
<td>.13</td>
</tr>
</tbody>
</table>

The mean score of the boys was 18.94 and the mean score of the girls was 19.08. The critical ratio was .13, which was not significant.
Chapter III
Summary and Conclusions
Chapter III

Summary and Conclusions

The purpose of this study was to evaluate the effect a planned program in meaningful practice would have on the reading vocabulary of third grade children.

For this purpose a random sampling of 400 words were chosen from the Scott Foresman & Co., third grade readers. For the purposes of experimentation, the first 200 words which were selected from the second level book were used in the first thirty lessons. An additional twenty lessons were later made for the last hundred words.

The experimental program consisted of thirty lessons, each taking about five minutes, which were taught for thirty consecutive days.

A Detroit Reading Test was given to each experimental and each control group on the first day of the program. The same test was also given on the thirtieth day of the program to both groups. During the thirty day period, an Otis Quick Scoring Mental Ability Test was given to each group.

The study took place in two Greater Boston residential towns and one Rhode Island town. There were eighty-two children in the experimental group and eighty-one children in the control group.
Conclusions

1. The material appeared to be effective for improving reading achievement.
   a. The mean score for the experimental group in the January reading test was 15.92, and in February 19.11; a gain of 2.19. The control group gain for the same period was only .64.

2. There was little difference in achievement between boys and girls.
   a. The mean score for the girls on the February test was 19.08, and for the boys 18.94, a difference of .14.
Chapter IV

Suggestions for Further Research
Chapter IV
Suggestions for Further Research

1. To carry out the same type of experiment using a larger population.

2. Use the same type of exercises with as many different uses and meanings for the vocabularies.

3. Make a more thorough study of the effects of the experiment on the different reading-level groups, adjusting the intensity of the practice in class to the ability of the groups.

4. To carry out the same experiment using the same type of exercises with slow-learning groups apart from the other groups.
Appendix
Section I

Daily Lesson Plans
Silent Reading Commands

Vocabulary:

- bicycle
dive tongues
cook witch secret
ladder flap beat
dash

Directions to the teacher:

Teacher has set of cards with the commands written on them. She tells children to read each command, and do what it says.

Commands:

- ride a bicycle
- act like a witch
- cook dinner like Mother
- dive into the water
- tell a secret
- climb a ladder
- put out your tongues
- beat a drum
- flap your arms up and down
- dash to the window

Would You Eat This?

Vocabulary:

- roast
tin
idea save
flat joy
free salt
crumbs plates

Phrases:

- roast beef a tin can
- a good idea life savers
flat feet  full of joy
a free lunch  salt meat
cake crumbs  plates of candy

Directions to the teacher:

The teacher has ten flash cards with the phrases on them. The children have two cards on their desks, YES and NO. The teacher says to the children: "Today we are going to play a game. I will hold up a phrase card. If the words mean something to eat, you hold up the card that says YES. If you would not eat it, hold up the NO card."

Pick The Right Number

Vocabulary:

fawn  jacket  gift
fruit  danger  brave
loaf  prize
hurray!  racoon

Directions to the teacher:

Each card she holds up has three words on it. The teacher tells the children they are to read all three words. She then tells them that she will read a question. The words on the cards are numbered 1, 2 and 3. Only one word is the correct answer to the question. They are to read the words, find the answer and are to hold up the correct number which answers the question. (Each child has three cards on his desk numbered 1, 2, 3. These can be made by the children. The teacher helps with the first one.)
<table>
<thead>
<tr>
<th>Cards</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>fawn 1</td>
<td>Which of these is a baby deer? (1)</td>
</tr>
<tr>
<td>cat 2</td>
<td></td>
</tr>
<tr>
<td>horse 3</td>
<td></td>
</tr>
<tr>
<td>chair 1</td>
<td>Which of these can you eat? (2)</td>
</tr>
<tr>
<td>fruit 2</td>
<td></td>
</tr>
<tr>
<td>bed 3</td>
<td></td>
</tr>
<tr>
<td>gift 1</td>
<td>Which reminds you of bread? (3)</td>
</tr>
<tr>
<td>hate 2</td>
<td></td>
</tr>
<tr>
<td>loaf 3</td>
<td></td>
</tr>
<tr>
<td>go 1</td>
<td>Which is a shout of joy? (2)</td>
</tr>
<tr>
<td>hurray! 2</td>
<td></td>
</tr>
<tr>
<td>walk 3</td>
<td></td>
</tr>
<tr>
<td>jacket 1</td>
<td>Which of these keeps us warm? (1)</td>
</tr>
<tr>
<td>Jack 2</td>
<td></td>
</tr>
<tr>
<td>jump 3</td>
<td></td>
</tr>
<tr>
<td>stop 1</td>
<td>Which means unsafe? (3)</td>
</tr>
<tr>
<td>exit 2</td>
<td></td>
</tr>
<tr>
<td>danger 3</td>
<td></td>
</tr>
<tr>
<td>prize 1</td>
<td>Which do you get at a party? (1)</td>
</tr>
<tr>
<td>pony 2</td>
<td></td>
</tr>
<tr>
<td>pink 3</td>
<td></td>
</tr>
<tr>
<td>race 1</td>
<td>Which is an animal? (3)</td>
</tr>
<tr>
<td>run 2</td>
<td></td>
</tr>
<tr>
<td>raccoon 3</td>
<td></td>
</tr>
<tr>
<td>loaf 1</td>
<td>Which of these is a present? (2)</td>
</tr>
<tr>
<td>gift 2</td>
<td></td>
</tr>
<tr>
<td>hate 3</td>
<td></td>
</tr>
<tr>
<td>dirt 1</td>
<td>Which of these means not afraid (3)</td>
</tr>
<tr>
<td>broke 2</td>
<td></td>
</tr>
<tr>
<td>brave 3</td>
<td></td>
</tr>
</tbody>
</table>

To give added practice:

The children may make themselves a set of the ten vocabulary words. With all ten words on their desks they may answer the questions by holding up the right word.

What Am I Doing?

Vocabulary:

kicking  
marching  
skattering  
uncovering  
beating

Directions to the teacher:

Children at seats will have five word cards (kicking,
marching, scattering, uncovering and beating). Teacher will act one of these action words at a time. When she finishes, the children will flash a word card which describes what she did.

Sample:

Teacher marches in front of the class. While marching, she says "What am I doing?" Children should flash from their group of five cards the word card which reads MARCHING.

Words:

Kicking - Teacher kicks her leg and asks "What am I doing?" They'll flash to her the word card KICKING.

Scattering - Teacher throws little pieces of paper and asks "What am I doing?" They'll flash to her the word card SCATTERING.

Uncovering - Teacher uncovers cloth from table and asks "What am I doing?" They'll flash to her the word card UNCOVERING.

Beating - Teacher says "Make believe we're in the kitchen." She acts out beating an egg and asks "What am I doing?" They'll flash to her the word card BEATING.

This game may be reversed, pupils can do the acting while teacher flashes the word cards.

The following word-cards to be flashed by teacher:

Kick your left leg.

Scatter the seeds.
Beat the drums.
Uncover the box.
March around the room.

Make It Rhyme

Vocabulary:

<table>
<thead>
<tr>
<th>feel</th>
<th>welcome</th>
<th>hay</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>throne</td>
<td>mile</td>
</tr>
<tr>
<td>size</td>
<td>chug</td>
<td></td>
</tr>
</tbody>
</table>

Directions to the teacher:

Have children make eight flash cards with the above words written on them. The teacher says the rhyme leaving out the last word. Children must hold up the flash card with the word which completes the rhyme.

Rhymes:

1. A dog ate too big a meal
   How do you suppose he will__________________(feel)

2. All the flowers in a row
   The rain will make them__________________(grow)

3. Pinocchio told some lies
   And his nose grew to a larger__________________(size)

4. To visit the zoo, lots of children will come
   The animals will give them a glad______(welcome)

5. A king spoke on the telephone
   While sitting on his beautiful______(throne)

6. A bug sat on a rug
   And listened to a train go______________ (chug)
7. Little Boy Blue slept all day
   They found him in a pile of___________(hay)
8. The turtles walked for quite a while
   It seemed to them they had walked a ____ (mile)

   What's My Name?

Vocabulary:

- paddle
- peanut
- salt
- chug
- sails
- ticket
- pillow
- racoon
- shadow
- smoke

Directions to the teacher:

The ten vocabulary words are on flash cards. The teacher places them on the chalk ledge where the children can see them. She says to the children, "We are going to play a game with words. It is called WHAT'S MY NAME? Listen carefully while I read the clues to you. You are to find the answer from the words on the ledge. Then when I say, "What's My Name", you are to answer altogether with one word."

1. I am made of wood.
   I go with a boat.
   I dip in the water.
   There are two of me.
   WHAT'S MY NAME? (paddle)

2. I am a sound.
   I do not ring.
   I do not squeak
   I do not rattle
   I rhyme with bug and hug
   Engines make my sound
   WHAT'S MY NAME? (chug)
3. I am sometimes round.
   I am sometimes square.
   I can be almost any shape.
   I can be any color.
   But I am usually very soft.
   WHAT'S MY NAME? (pillow)

4. You cannot pick me up.
   When you jump, I jump.
   When you walk, I walk.
   When you stop, I stop.
   On cloudy days I go away.
   Sunshine is my best friend.
   WHAT'S MY NAME? (shadow)

5. I am little.
   I grow in a shell.
   I do not grow in the water.
   I am good to eat.
   WHAT'S MY NAME? (peanut)

6. I am usually white.
   I am made of cloth.
   I help boats move.
   WHAT'S MY NAME? (sails)

7. I live in a forest.
   I can live in a zoo.
   I am a funny looking animal.
   My nickname is "Ringtail".
   WHAT'S MY NAME? (raccoon)

8. You cannot hold me.
   You can smell me.
   Sometimes I'm white.
   Sometimes I'm gray.
   Sometimes I'm black.
   WHAT'S MY NAME? (smoke)

9. I am very useful.
   People need me.
   Animals need me.
   I am in the sea.
   I am not in tea.
   WHAT'S MY NAME? (salt)

10. You need me to ride a train.
    You need me to ride an airplane.
    You need me to see a movie.
    You do not need me to see TV.
    People buy me.
    WHAT'S MY NAME? (ticket)
To give added practice:

1. Children may sit together in pairs. To half the pairs give the clue cards. (One between two children). To the other half give the answer cards or clues. (One between two children). As one child reads the clue card on one team, a child on the other team answers from the word cards. Children may call on various ones to answer. This will give practice to as many as forty children.

2. Children may make word cards from the master cards. Each child will then have a set of ten cards. He can space them out on his desk where he can read them. As a child comes to the front of the room and reads from a clue card, or riddle, the children find the answer from the cards on their desks. This gives much practice in reading all the words as he must read them in order to answer the riddle. Teacher or children may read the riddle.

Classification-Winter or Summer

Vocabulary:

block                underneath
wearing              glasses
sharp                pastures
throwing             sleeping
bushes               salt

Directions to the teacher:

The teacher has ten phrase cards. She has the children copy from the chalk board the two words winter and
summer onto squares of paper or oak tag. The teacher says to the children: "When I show you a card with a phrase that makes you think of the cold winter, you are to hold up the card which says, 'winter'. When I show you a phrase card that makes you think of summer, you are to hold up the 'summer' card.

Phrase cards:

**WINTER**
1. blocks of ice.
2. wearing fur coats.
3. cold sharp wind.
4. throwing snow balls.
5. underneath the snow.

**SUMMER**
1. green pastures.
2. glasses of ice water.
3. rose bushes.
4. sleeping in a tent.
5. swimming in salt water.

Who Am I?

Words:
chipmunk raccoon donkey owl

Directions to the teacher:

The teacher will give a short description card to a bright pupil and the pupil will read aloud to the class. The class will flash from one of their four cards the animal or bird that was described on the card read by the pupil.

Description on the cards:

1. I look something like a squirrel, but I'm brownish in color and quite a bit smaller. My back has black stripes on it.

Who Am I? ——chipmunk
2. I'm about the size of a cocker spaniel dog. I'm a grayish-yellow long-haired animal, and my eyes have a black patch about them. In my tail I also have some black running through it.

Who Am I?----raccoon

3. I'm an animal with long pointed ears and look like something of a horse. Sometimes I can be very stubborn.

Who Am I?----donkey

4. I'm the wise old bird with those big eyes. At night I sing Too-hoo.

Who Am I?----owl

Larger or Smaller

Vocabulary:

- cabin
- hut
- mountain
- palace
- pillow
- monkey
- owl
- hay
- bicycle
- empty

Directions to the teacher:

Put the words larger and smaller on the board. Give each child two flash cards and have him print the word larger on one card and the word smaller on the other card. The teacher has a set of flash cards with phrases on them. She tells the class to hold up the card with the word larger on it if the phrase tells about something larger than the child, and to hold up the card with the word smaller on it if the phrase tells about something smaller.
Phrases:

a log cabin       an empty bag of candy
a funny monkey    a black owl
a pile of hay      Mother's pillow
a baby's bicycle  a hut
a tall mountain    the palace of a king

Word and Sound Game

Vocabulary:

band       clap       march
beat       flap       stir
toot       grumble    throw
chug       jingle     pour
crawl      draw

Directions to the teacher:

The teacher has flash cards with the vocabulary words on them. She says to the children: "This is a word and sound game. I will hold up some cards with words on them. You are to read the word on the card and act out or make the sound.

1. band (children pretend they are playing the instruments)
2. beat (children pretend to beat on their desks or in the air)
3. toot (children make tooting sound)
4. chug (children go chug, chug, chug)
5. clap (children clap hands quietly)
6. flap (children flap their arms like wings)
7. grumble (children make grumbling sounds)
8. jingle (children pretend to jingle bells)
9. crawl (children act as if they are crawling)
10. draw (children pretend to draw)
11. march (children make marching movements with feet)
12. stir (children stir in imaginary bowls)
13. throw (children throw into the air)
14. pour (children pour from imaginary pails)

To give added practice:
1. Teacher may give the actions and sounds; children give words.
2. An individual child may hold up a word; group acts.
3. Two or three children may go to front of room and act out a word; the group guesses the word from the actions.

Is This Pleasant?

Vocabulary:
- roast
- sight
- trunk
- mind
- enjoy
- safe
- grumble
- ought

Phrases:
- eating roast beef
- seeing a bad sight
- finding a treasure trunk
- having to mind
- enjoying television
- plane landing safely
- grumbling loudly

Directions to the teacher:
The teacher has the above phrases on cards. The children have two cards on their desks. On the cards are YES
and NO.

Directions to the children:

Some things are pleasant. Some things are not pleasant. When I show you a phrase that is pleasant, you hold up your YES card. When I hold up a card with a phrase that is not pleasant, you hold up your card with NO on it.

**Do These Rhyme?**

**Vocabulary:**

- admitted
- alive
- ashamed
- creatures
- least
- reason
- number
- entered
- expected
- gun
- haste
- scratch
- rumbling
- sparkled

**Directions to the teacher:**

Children will flash one of the YES-NO cards which have been used in the previous games. Teacher will flash card with two words on it. The class will flash a YES card if the two words rhyme, and a NO card if the two words do not rhyme.

**Sample:**

Teacher will flash a card with these two words written on it, luck and admitted. Children will hold up their NO card for the two words do not rhyme.
Word Cards to be Flashed:

- admitted
- alive
- ashamed
- creatures
- least
- reason
- number
- entered
- luck
- hive
- slow
- doors
- beast
- season
- glass
- centered

Could You Lift It Up?

Vocabulary:

- mountain
- porch
- loaf
- strange
- picnic
- secret
- plates
- cabin
- monkey
- pillow

Directions to the teacher:

Give each child two flash cards. Have him print YES on one and NO on the other. The teacher has a set of cards with the words or phrases written on them. If the child could lift up what the card says, he holds up the YES card. If he could not lift it up, he holds up the NO card.

Words or phrases:

- pillow
- mountain
- cabin
- secret
- porch
- a strange baby
- monkey
- plates
- picnic
- loaf of bread
Would It Be Strange?

Vocabulary:

fruit  child  frosting
loaf  monkey  wheels
wooden  nine  picnic
mountain  eleven  stone

Directions to the teacher:

The children each have a set of two cards, YES on one and NO on the other. They have these cards on their desks. The teacher says to the children: "I will read some sentences to you. Some of the sentences are strange in thought and some are not. I will read a sentence to you saying, 'Would it be strange if you saw a ______,' and I will hold up a word that completes the sentence making it strange or not strange. I will show you how to do the first one."

Sample: Would it be strange if you saw a chipmunk as big as an elephant? You are to hold up your card with YES on it because it would be strange if chipmunks were that big.

1. Would it be strange if you saw a boy eating fruit? (Teacher holds up card with word fruit on it).

2. Would it be strange if you saw a child flying in the room?

3. Would it be strange if you saw your mother
putting frosting on baked beans?

4. Would it be strange if you saw a loaf of bread in a store?

5. Would it be strange if you saw a monkey singing "Mary Had A Little Lamb"?

6. Would it be strange if you saw a man riding a bicycle without wheels?

7. Would it be strange if you saw someone eating wooden apples?

8. Would it be strange if you saw nine bears in your desk?

9. Would it be strange if you saw children at a picnic?

10. Would it be strange if you saw a mountain in your milk?

11. Would it be strange if you saw eleven boys playing a game?

12. Would it be strange if you saw a stone balloon floating in the air?

Riddles

Vocabulary:

<table>
<thead>
<tr>
<th>glass</th>
<th>reindeer</th>
<th>puzzle</th>
<th>frog</th>
</tr>
</thead>
<tbody>
<tr>
<td>donkey</td>
<td>crumbs</td>
<td>coin</td>
<td></td>
</tr>
<tr>
<td>bushes</td>
<td>begin</td>
<td>salt</td>
<td></td>
</tr>
</tbody>
</table>

Directions to the teacher:

The teacher puts the ten words on the board. The
children make themselves a set of the ten words on card.
(Separate cards) The teacher says to the children: "I know you like riddles. I am going to ask ten children to come to the front of the room. I will give each child a card with a riddle on it. As a child reads his riddle, you look at the cards on your desk and find the answer. Hold up the card that answers the riddle.

Riddles:

1. Ouch, someone pinned my tail.
   Who am I? (donkey)
2. I am green and I like to leap.
   Who am I? (frog)
3. People like to put me together.
   What am I? (puzzle)
4. I always go with pepper.
   What am I? (salt)
5. I am the opposite of end.
   Who am I? (begin)
6. Once I was a loaf of bread.
   What am I? (crumbs)
7. I pulled Santa's sleigh.
   Who am I? (reindeer)
8. Boys can spend me.
   What am I? (coin)
9. Roses grow on me.
   What am I? (bushes)
10. You drink from me.

What am I? (glass)

Finish Me Off

Vocabulary:
clever  eleven  nine
jackets  cabin  below
stranger  pillow  appeared
storm  against

Directions to the teacher:

All pupils will make the above eleven word cards.
Pupils will read the sentences which are on cards and which will be flashed by the teacher. Each sentence card will have an omission of one word and the pupil will supply that missing word from one of his word cards of the pile. They choose from their pile the word which will best complete the sentence.

Teacher flashes the following sentence cards:

WORDS

clever---  1. The magician is very_______.
eleven---  2. Ten comes before___________.
jackets--  3. In Fall we wear our___________.
cabin----  4. Another name for a small house is___.
stranger-  5. Someone you don't know is called a___.
pillow---  6. I like to sleep with a ___________.
storm----  7. She walked home during the___________.
nine-----  8. Six and three are___________.

WORDS

against--- 9. Jim bumped his head against the_____.
below----- 10. The sky is above, the ground is_____.
appeared-- 11. The teacher_______ in the room.

Is It Silly

Vocabulary:
buggy          raccoon         during
scattering     twin            empty
rushing        team

crowd          porch

Directions to the teacher:

Give out the flashcards with the YES-NO words on them. Tell the children that you will hold up some flashcards for them to read. If the card says something that is silly, they must hold up the YES card. If the card says something that is not silly, they must hold up the NO card.

Sentences:
1. A cat riding in a buggy.
2. A farmer scattering seed.
3. A mouse rushing to put out a fire.
4. Mother Racoon cooking dinner.
5. A girl dressed like her twin.
6. Elephants playing on a baseball team.
7. Lightning during a rain storm.
8. A bag of candy that is empty.
9. A camel sitting on a porch.
10. A crowd of people at the circus.
Could It Really Happen?

Vocabulary:

- teeth
- sky
- sea
- monkey
- shadow
- cloth
- drove
- chipmunk
- empty
- smoke

Directions to the teacher:

The teacher has ten cards on which are phrases. Some of the phrases "really could happen", and some could not happen at all, or are impossible. The teacher says to the children: "On these cards are some phrases. You are to read the phrase silently as I hold up a card. If what it says could really happen, you are to stand up quickly by your desks. If what it says could not happen, you are to remain seated and be very still. This is a reading and thinking game. Do not wait for others to stand. Read quickly and silently. Be sure you know what it says before you act.

1. brush our teeth
2. touch the sky
3. see a sea
4. a monkey reading
5. a shadow talking
6. cloth cake
7. a drove of cattle
8. a pet chipmunk
9. empty cup of milk
10. hard smoke

Silent Reading Commands

Vocabulary:

<table>
<thead>
<tr>
<th>throne</th>
<th>prince</th>
<th>shake</th>
</tr>
</thead>
<tbody>
<tr>
<td>king</td>
<td>princess</td>
<td>wink</td>
</tr>
<tr>
<td>queen</td>
<td>kneel</td>
<td>crown</td>
</tr>
<tr>
<td>palace</td>
<td>pretend</td>
<td></td>
</tr>
</tbody>
</table>

Directions to the teacher:

Commands:

Wink at the princess.
Kneel before the queen.
Pretend to crown the king.
Shake hands with the prince.
Walk to the palace.
Clap hands for the queen.
Serve roast beef to the prince.
Give coins to the princess.
March up to the princess.
Pretend to lower the flag.

These commands are written on the flash cards. The teacher picks two boys and two girls. The two boys are the king and the prince. The two girls are the queen and the princess. The kind and queen sit on chairs. The teacher flashes the commands calling on different children to follow them.

For added practice:
The teacher flashes the commands. All the children read them silently and raise their hands when they know what the card tells them to do. All may answer together.

**Always - Never**

Vocabulary:

<table>
<thead>
<tr>
<th>Always</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
<td>chipmunk</td>
</tr>
<tr>
<td>coins</td>
<td>desks</td>
</tr>
<tr>
<td>jackets</td>
<td>eleven</td>
</tr>
<tr>
<td>mountain</td>
<td>sail</td>
</tr>
<tr>
<td>tickets</td>
<td>vacation</td>
</tr>
<tr>
<td>grow</td>
<td>pasture</td>
</tr>
<tr>
<td>stranger</td>
<td>thick</td>
</tr>
</tbody>
</table>

Directions to the teacher:

Two flash cards saying **ALWAYS** and the other saying **NEVER** are made by each pupil. One of these cards will be flashed by children after the children read the sentence flashed by the teacher.

Teacher flashes the following sentence cards:

**Words**

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
<td>Cats wear <strong>glasses</strong>.</td>
</tr>
<tr>
<td>chipmunk</td>
<td>Do you sleep with a <strong>chipmunk</strong>?</td>
</tr>
<tr>
<td>coins</td>
<td>Do you eat <strong>coins</strong>?</td>
</tr>
<tr>
<td>desks</td>
<td>Do you play with <strong>desks</strong>?</td>
</tr>
<tr>
<td>jackets</td>
<td>Boys wear <strong>jackets</strong>.</td>
</tr>
<tr>
<td>eleven</td>
<td>Eight and three are <strong>eleven</strong>.</td>
</tr>
<tr>
<td>mountain</td>
<td>We feed the <strong>mountain</strong>.</td>
</tr>
</tbody>
</table>
Words:
sail  A sail boat needs a sail.
tickets  We need tickets for the train ride.
vacation  We have a Christmas vacation.
grow  If you drink milk you will grow.
pasture  Cows eat grass in the pasture.
stranger  We should ride with a stranger.

thick  We should stay away from ice if it isn't thick.

Vocabulary:

witch  hut  twin

tongue  porch  pillow

bicycle  racoon

palace  ladder

Directions to the teacher:

Give each child a card with the number 1, 2, 3 or 4 on it. Have as many cards as there are children. Hold up each card in turn. Have the children with the number which answers the question hold up their card. The teacher has a set of flash cards with the questions which she holds up in turn for the children to read.

Questions:

1. How many legs has a witch?
2. How many tongues do you have?
3. How many wheels on a bicycle?
4. How many walls on a hut?

5. How many steps to the porch? (draw 3 steps on the board)

6. How many tails on a racoon?

7. How many steps up the ladder? (draw ladder with 4 rungs)

8. How many children are twin boys?

9. How many pillows do you see? (draw 3 pillows on the board)

10. How many roofs on a palace?

_Finish The Sentence_

**Vocabulary:**

queen cloth eleven

danger wheels sails

cross ticket band

sea

_Directions to the teacher:_

The teacher has the twelve words on flash cards. She places these words on the chalk ledge where the children can see them. She tells the children that she will write some sentences on the board. They are to read them over **silently** and are to find the word on the ledge which will finish the sentences. They are not to say the word aloud. When all the sentences are on the board, the teacher and the children read together the sentences putting in the appropriate word to finish the sentence.

_Sentences:_

1. The people bowed to the _____. (queen)
2. Down the street comes the_____ . (band)
3. How many children were there? There were _______. (eleven)
4. The big red sign said, "________". (danger)
5. On the tea table was a pretty table_____. (cloth)
6. All the boats in the race had white_____. (sails)
7. The Junior Patrol will tell you when to_____. (cross)
8. On the silver chain hung a little silver_____. (cross)
9. The watch has a gold_________. (band)
10. English bicycles have very small_____. (wheels)
11. An ocean is sometimes called a_____. (sea)
12. At the game we bought our________. (ticket)

Vocabulary:
appeared took stir clap
served grabbed threw wear

Directions to the teacher:
The teacher has eight phrases printed and numbered on the board. She has the children make a set of eight cards numbered from one through eight. The teacher tells the children that she will act out one of the phrases. As she acts it out, they are to read the phrases and when they know the one they are to hold up the numbered card which answers the action.

Phrases:
1. appeared very sad       3. served the tea
2. grabbed her ear         4. stirring the cake
5. clapped her hands  7. threw a ball
6. took a nap  8. wearing a new hat

Variation:
A child acts out a phrase. The class holds up the right number.

Number Reading Game

Vocabulary:

eleven    nine

Also a review of the other numbers from one to twelve.

Directions to the teacher:

The children are to make two cards each. On one card will be the word eleven and one the other the word nine. The teacher says to the children: "I have some strips of oak-tag. On them are some little problems. You are to read them as I hold them up one at a time. You are to read the whole problem silently; then when you know the correct answer, you are to hold up the card which answers the problem. Then we will read the problem aloud together giving the correct number at the end of the problem.

1. Six and five are__________. (eleven)
2. Five and four are___________. (nine)
3. Three and four and two are_____. (nine)
4. One less than twelve are____. (eleven)
5. Seven and two are___________. (nine)
6. Ten and one are_____________. (eleven)
7. Zero and nine and two are_____. (eleven)
8. Seven and one and one are____. (nine)
9. Three and three and three are____. (nine)
10. Three more than eight are____. (eleven)

Yes-No

Can You Wear Me?

Vocabulary:

tent  witch
world  held
landed  jacket
son  glasses

Directions to the teacher:

Each pupil has two word cards; one saying Yes and the other saying No. The teacher will have eight word cards which she will flash one at a time to the pupils. If the card which she flash is something a person can wear then they should flash the Yes card. However, if the card the teacher flashes is something that a person cannot wear, then they should flash the No card.

Flash  tent ---wait for their flash card.
Flash  witch---wait for their flash card.
Flash  world---wait for their flash card.
Flash  held----wait for their flash card.
Flash  landed--wait for their flash card.
Flash  jacket--wait for their flash card.
Flash  son-----wait for their flash card.
Flash  glasses-wait for their flash card.
Completion Exercises With Drawings

Vocabulary:
- blocks
- coins
- glasses
- rent
- plates
- puzzle
- tent
- sharp
- hour
- wrong

Directions to the teacher:
The teacher writes the above ten words on the board. The children copy them on ten separate cards. The teacher draws a simple illustration for each word. She tells the children that they are to hold up the card with the word which tells what she has drawn.

Variation:
The teacher lets a child draw a picture with the class responding with the answers.

Drawings:
- block
- tent
- rent
- sharp
- hour
- plate
- puzzle
- wrong
- $2 + 2 = 5$
Vocabulary:
against  during
fruit  serve
puzzle  danger
tongue  mind
hour

Directions to the teacher:
Each pupil will have two cards, one saying right and the other saying wrong. The teacher explains that she is going to show them sentences which describe things that she has done. They will read these sentences and then decide whether she did right or wrong. If she did something which was right, then the pupils will flash the right card, which they have made previously. If the flash card told of some deed which was wrong, then they will flash the wrong card.

Flash the following sentence cards:
I leaned against the newly painted door. Right or Wrong?
I talked during a fire-drill. Right or Wrong?
I stole fruit from the store. Right or Wrong?
I ate all the ice cream and I didn't serve my pal any. Right or Wrong?
I broke up my sister's puzzle. Right or Wrong?
I skated near the danger sign. Right or Wrong?
I lapped my milk with my tongue. Right or Wrong?
Today, I didn't mind my mother. Right or Wrong?
Yesterday, I helped my mother for an hour Right or Wrong?
Yes-No

Vocabulary:
- peanuts
- licked
- cabin
- jingle
- ladder
- north
- bicycle
- stranger
- shore
- size

Directions to the teacher:

Give each child two cards with yes on one and no on the other. The teacher has a set of flash cards with a word written on each one. As she holds up the card, she asks the question that goes with it. If the answer to the question is yes, the children hold up the yes card. If the answer is no they hold up the no card. It will be easier of the teacher if the question is written on the back of the card.

Questions:
1. Can you eat this? Teacher holds up peanuts.
2. Can you wear this? Teacher holds up licked.
4. Could you climb this? Teacher holds up ladder.
5. Could you wear this? Teacher holds up north.
6. Could you ride on this? Teacher holds up bicycle.
7. Do you know this man? Teacher holds up stranger.
8. Can you go here on a hot day? Teacher holds up shore.
9. Could you find this with a ruler? She holds up size.
10. Could you hear this noise? Teacher holds up jingle.

Here Is The Meaning—What Is The Word?
Vocabulary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>palace</td>
<td>lean</td>
<td>racoon</td>
<td>queen</td>
</tr>
<tr>
<td>love</td>
<td>hate</td>
<td>danger</td>
<td>wooden</td>
</tr>
<tr>
<td>stone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions to the teacher:

The teacher has the ten vocabulary words on flash cards. She places them on the chalk-ledge where they can be seen by all of the children. She says to the children: "I will hold up some cards. You are to read the phrase on the card silently. Then you are to find the word on the ledge which means the same as the phrase on the card. When you know the word, raise your hands. Then I will say, 'Here is the meaning—What is the word?' You are to answer all together with the correct word."

1. Here is the meaning. What is the word?
   a queen's home
   palace

2. Here is the meaning. What is the word?
   wife of a king
   queen

3. Here is the meaning. What is the word?
   to like very much
   love

4. Here is the meaning. What is the word?
   not fat
   lean

5. Here is the meaning. What is the word?
   to dislike very much
   hate

6. Here is the meaning. What is the word?
   made from wood
   wooden

7. Here is the meaning. What is the word?
   very hard rock
   stone
8. Here is the meaning. What is the word? a fur bearing animal raccoon
9. Here is the meaning. What is the word? not safe danger
10. Here is the meaning. What is the word? to make believe pretend

Classification WHO WHEN WHERE

Vocabulary:
son evening soon edge
deer crowd night underneath
donkey hour pastures air

Directions to the teacher:
The teacher has twelve phrases on cards or strips of oag tag. The children have three cards on their desks on which they have printed the words, who, when, where. The teacher says to the children, "On these strips are some phrases. As I hold them up one at a time, you are to read the phrase silently. When you have read the phrase, you are to hold up the card on your desk which classifies the phrase. Who means people or animals; when means time; where means place".

Phrases:
1. little son
2. a small deer
3. Joco, the donkey
4. crowd of boys
5. fifth hour
6. let's begin soon
7. last evening
8. late at night
9. green pastures
10. near the edge
11. up in the air
12. underneath the table
Can You Eat This?

Vocabulary:

- godmother
- mystery
- meat
- soap
- sugar
- dessert
- lumber
- bushel

Directions to the teacher:

The teacher will flash one of these cards to the pupils and if the word she flashes is something they can eat, then they should flash back to her the yes card; if the word she flashes is something they cannot eat, then they will flash the no card.

- Flash - godmother
- Flash - sugar
- Flash - mystery
- Flash - dessert
- Flash - lumber
- Flash - meat
- Flash - soap
- Flash - bushel

Yes - No

Vocabulary:

- break
- parents
- blanket
- shop
- hook
- puppet
- dishes
- carpenter
beard        duke
footman      furniture
knife        clouds
contest

Directions to the teacher:

Teacher explains to the class that she will show some words to the class. Some of the words will be words which tell of things found in a home, other words will be things that are not found in the home. They will flash only the Yes word when it is a word which tells of something that can be found in the home.

Flash the following words:

Flash break  Flash blanket
Flash puppet  Flash carpenter
Flash shop    Flash duke
Flash beard   Flash furniture
Flash footman Flash clouds
Flash knife   Flash parents
Flash hook    Flash dishes, contest

Finish Me Off

Vocabulary:

bold          carpenter
eleven        beard
swimming      puppet
castle        dangerous
contest       plain
Directions to the Teacher:

Teacher will flash the following word cards but every word card will have one word which has been omitted. The children will select from their pile of the above ten cards (which will be made ahead of time) one word which will complete the word card sentence held up by the teacher.

Word card sentences to be flashed:

1. A mean person is one who is_______.
2. The man who uses a hammer is called a_______.
3. Nine and six are_________.
4. The man grew a long _______.
5. The girl wanted to go in_______.
6. She played with the wooden _______.
7. They looked into the queen's _______.
8. Swimming in deep water is_______.
9. She won the prize in the dog _______.
10. A hill out West is called a_______.

Always - Never

Vocabulary:

stage coach    furniture
puppet        duke
lumber        dangerous
timid         soap

Directions to the teacher:

Two flash cards one saying always and the other saying never are made by each pupil. One of the cards will be
flashed by the children after the children read the sentences flashed by the teacher.

Sentences to be flashed:

**Words:**
- stagecoach: Dogs drive a *stagecoach*.
- puppet: A little wooden doll is called a *puppet*.
- lumber: Houses are made of *lumber*.
- timid: A shy person is *timid*.
- furniture: Every home has *furniture*.
- duke: A duke eats *soap*.
- dangerous: Smoking in bed is *dangerous*.

**What Did I Do?**

**Vocabulary:**

sighed  yelled  chopped

Directions to the teacher:

Have the children make a card for each of the above words. Teacher will then act out one of the words at a time.

**Words:**
- sighed: Teacher lets out with a sigh.
- chopped: Teacher pretends she is chopping.
- yelled: Teacher says aloud "Help".

This game may be changed about by letting the pupils act out the word cards flashed by the teacher. Pupils will act out the words which are flashed by the teacher.

sigh  
chop  
yell
Sing A Song

Vocabulary:

- hour
- hate
- glasses
- hot
- witch
- world
- jackets
- grow

Directions to the teacher:

Pupils will make the above eight words ahead of time. Teacher will sing a song with one of the words above in it. The pupils will flash the word which was sung in the song.

Sample:

Button up your jackets please because it's cold outside.

Pupils will flash word card "jackets".

Words:

- hour Now if the hour when we must say good-bye. Wait for their flash card.
- hate I hate to scold you but you're naughty at times. Tune of "I Hate To Lose You". Teacher can say it if she does not want to sing.
- world It's a great big wonderful world.
  Tune of "Wonderful World".
- grow, hot, glasses Someday to be big boys and girls you know So always do the thing that Mommy asks of you, like eating good hot stew and drinking four big glasses of milk if she wants you to.
Tune of "Row, Row, Row".

Classification

Vocabulary:

<table>
<thead>
<tr>
<th>ocean</th>
<th>calves</th>
<th>perform</th>
<th>yelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>fifteen</td>
<td>moose</td>
<td>act</td>
<td>robe</td>
</tr>
<tr>
<td>forty</td>
<td>stove</td>
<td>pair</td>
<td>sugar</td>
</tr>
<tr>
<td>fifty</td>
<td>theater</td>
<td>twins</td>
<td>towel</td>
</tr>
</tbody>
</table>

Directions to the teacher:

The teacher has the children make for themselves a set of cards with the numbers 1, 2, 3 and 4. They are to place these cards on their desks with the numbers up. She then tells them that she will hold up a large card with four words on it. She has several of the cards. On each card there is one word which does not belong with the others. They are to read all four of the words and then they are to hold up the number of the word which does not go with the other three.

Word cards: Words in parentheses are correct answers for the teacher.

<table>
<thead>
<tr>
<th>1. (sugar)</th>
<th>2. robe</th>
<th>3. towel</th>
<th>4. soap</th>
<th>1. (house)</th>
<th>2. lake</th>
<th>3. ocean</th>
<th>4. sea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. both</td>
<td>2. twins</td>
<td>3. pair</td>
<td>4. (four)</td>
<td>1. fifteen</td>
<td>2. forty</td>
<td>3. fifty</td>
<td>4. (years)</td>
</tr>
</tbody>
</table>
1. silent  2. quiet
3. (yelled)  4. still

__Can This Talk__

Vocabulary:
- stagecoach
- stove
- robe
- engineer
- sugar
- prince
- nephew
- conductor
- soldier
- puppet
- parents
- gentleman

Directions to the teacher:
The teacher tells the children that she will hold up some cards with words on them. They are to read the word and ask themselves if what the word named can talk. If it can talk, they are to hold up their cards with YES on it, and if it cannot talk, they are to hold up the card with NO on it.

__Completion Game__

Vocabulary:
- gentlemen
- alarm
- terrified
- directions
- excuse
- spruce
- twinkle
- den
- autumn
- lonesome
- frozen
- market

Directions to the teacher:
The teacher prints the twelve words in the vocabulary on the board. She tells the children to make themselves a set of the words on small cards or pieces of paper squares. She then writes twelve sentences on the board. The children are to read silently the sentences, finding the word on their desks which answers or completes the sentence. When
they have found the answers, the teacher reads the sentences one at a time with the children holding up the word that completes the sentence.

Sentences:
1. The nice men were ________. (gentlemen)
2. When you are absent from school, you must bring an ________. (excuse)
3. The leaves turn different colors in the ________. (autumn)
4. Before we saw the fire we heard the ________. (alarm)
5. Some Christmas trees are ________. (spruce)
6. If you feel lonely, you are ________. (lonesome)
7. We find the freshest fruits in a roadside ________. (market)
8. In forest fires the animals are ________. (terrified)
9. At night the stars seem to ________. (twinkle)
10. Sleet is really rain that is ________. (frozen)
11. In school we learn to follow ________. (directions)
12. All winter bears sleep in their ________. (den)

For added practice:

The teacher may ask a child to come to the board and point to one of the sentences. The children then hold up the word that answers the blank. This is a completely silent game. They read and do.

Do You Know What This Is?

Vocabulary:

trail nephew meat engineer
chief parents turnip prince
Directions to the teacher:

The teacher has the above words printed on flash cards. She places them where the children can see them. She also has a statement about each word. As she reads the statement one at a time, the children read the words and find the one which relates to the statement the teacher made. When they have found the right word, they raise their hands. The teacher then either calls on individual children to answer, or she may let the class answer all together.

Statements:

1. This is a narrow path. (trail)
2. This may be the head of an Indian tribe. (chief)
3. This is more than two, but it is not a crowd. (group)
4. This is a large four-legged beast. (moose)
5. This may be either a boy or a man. (nephew)
6. These are your father and mother. (parents)
7. This is a very large body of water. (ocean)
8. This is a huge ugly animal or creature. (monster)
9. This is a food we eat almost every day. (meat)
10. This is also a food. It is a good vegetable. (turnip)
11. This is used to keep us warm in the winter. (blanket)
12. This is a person who helps the police find law-breakers. (detective)
13. This may be a man who runs a train, but it can also be a
man who plans and builds bridges or dams or roads. (engineer)

14. This is a boy or a man. He is the son of a king. (prince)

15. We may eat from this; we may stir a cake in one; we might plant flowers in one. (bowl)

16. This goes with a bow. It shoots through the air. (arrow)

A Completion Exercise

Vocabulary:

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<thead>
<tr>
<th>baggage</th>
<th>inch</th>
<th>spent</th>
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<td>age</td>
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<td>send</td>
<td>question</td>
</tr>
<tr>
<td>repeat</td>
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Directions to the teacher:

The teacher has these ten words on the board. The children are to copy them on ten separate cards. She tells the children that she will hold up some cards with incomplete sentences on them. The children are to read the sentences and complete from the words on their cards the sentences read. They are to hold up the card that finishes the sentence.

Sentences:

1. The baby is wearing a__________. (bonnet)
2. He asked a foolish__________. (question)
3. My money is all__________. (spent)
4. The television is a 2l__________. (inch)
5. Today is your birthday. What is your___? (age)
6. The sign says "No Smoking"__________." (allowed)
7. Say it again. Please____what you said. (repeat)
8. The porter carries the_____. (baggage)
9. The store_______are filled. (counters)
10. Please________me a Valentine! (send)

A Mystery Program

Vocabulary:
accident   halted   goodness
dead       question dreary
foreman    silent   introduce

Directions to the teacher:
The children copy these words from the board onto ten separate cards. The teacher has these questions printed on cards. She says to the children, "Do you like to watch a mystery on television? On the board are some words you hear when you listen to a mystery. Let's see if you know what they mean. A child will make a sentence. If you know what word or clue is missing, hold up the card with that word on it".

Questions:

1. Did you say two cars bumped?
   What would you call that? (accident)

2. When did the accident happen?
   It happened in the _____. (forenoon)

3. Was it a dark day?
   Yes, it was a _____day. (dreary)

4. Did the policeman stop the cars?
   Yes, he____them. (stopped)

5. Did the policeman talk to you?
   Yes, he asked me_________. (questions)

6. Did you answer the policeman?
   No, I was_________. (silent)
7. What did the policeman write in his report?
   One______cat. (dead)

8. My______. You were lucky! (goodness)

9. Did the program tell about the people in it?
   Yes, they______them. (introduced)

---

Vocabulary:

- crust
- favorite
- heat
- pleasure
- peaches
- steaming
- towel
- teakettle
- surface
- fifty

---

**Playing House**

Directions to the teacher:

The teacher prints ten commands (given below) on the board. They are numbered. She also has a set of ten cards numbered from one to ten. She gives the set of cards to ten individual children. The teacher then points to one of the commands. The child who has that number performs the command. This procedure is followed until all ten children have had a turn. The cards are then given to ten more children and the game continues.

Commands:

1. Put the teakettle on the stove.
2. Wipe the dishes with a towel.
3. Roll the piecrust.
4. Pick some peaches from the tree.
5. Jump! The teakettle is steaming.
6. Count up to fifty.
7. Select your favorite friend.
8. Show your pleasure by eating a lot.
9. Wipe the surface of the table.
10. Check the heat of our room.

**Vocabulary:**

- forty
- monster
- sweater
- turnips
- excellent
- bait
- stew
- theater
- safety
- cousin

**Directions to the teacher:**

The teacher has a set of cards with a vocabulary word printed on each one. As she holds up the card, she asks the class a question. The class responds by holding up either a yes or no card; whichever answers the question. It will be easier for the teacher if the question is written on the back of the card.

**Questions:**

1. Is this a number? Teacher holds up the word **forty**.
2. Would you like to see this animal? Teacher holds up **monster**.
3. Could you wear this? Teacher holds up the word **sweater**.
4. Could you eat this? Teacher holds up the word **excellent**.
5. Could you use this when fishing? Teacher holds up **bait**.
6. Could you eat this? Teacher holds up the word **stew**.
7. Could you see a play here? Teacher holds up **theater**.
8. Is this person a relative? Teacher holds up cousin.

9. Does this mean the opposite of danger? Teacher holds up the word safety.

10. Could you climb this? Teacher holds up the word turnips.

Vocabulary:

danger replied attic
safety giggle amused
sleep question halt
damp

Opposites

Directions to the teacher:

The teacher has a set of cards. The children have a different set of cards with which are opposite meanings to those of the teacher. As the teacher holds up one card, the class must hold up a card with a word that means the opposite. For example: If the teacher holds up the word yes; the children would hold up the word no.

Teacher's cards

danger
sleep
replied
 giggle
 attic
amused
gorgeous
autumn
halt

Children's cards

safety
wake
asked
cry
basement
sad
ugly
spring
start
Vocabulary:

- conductor
- necklace
- camp
- attic
- monster
- detective
- blazed
- ah
- tracks
- cheered
- office
- act
- bait
- sentence

Directions to the teacher:

Each child has a set of flash cards with a word on each one. As the teacher asks a question, the children hold up the card with the correct answer.

Questions:

1. Who collects the tickets on the train?
2. What do you wear around your neck?
3. Where do some children go in the summer?
4. What is the top room in the house?
5. Who is the man who solves a crime?
6. What did the fire do?
7. What do you say when you see something pretty?
8. On what does a train run?
9. What is a group of words that tell a complete thought called?
10. Where do most fathers work?
11. What is part of a play called?
12. What do you use to catch fish?
13. What is an ugly beast called?
14. What did the people at the ballgame do?

**What Happened?**

**Vocabulary:**
- broken
- delivered
- pricked
- drifting
- perfect
- born
- fault
- handle
- space
- firmly

**Directions to the teacher:**

Have the children make flash cards for the ten vocabulary words. The teacher reads a short story leaving out the last word. The class must tell what happened by holding up the word that finishes the story. The stories could also be printed on cards and one child chosen to read each story to the class.

**Stories:**

1. The dish fell off the table.
   It was ____________ broken.

2. Mother bought some groceries at the market.
   The man brought them in a truck.
   The groceries were __________ delivered.

3. There were thorns on the roses.
   I tried to pick some of the flowers.
   My finger got __________ pricked.

4. The boat left the dock.
   The oars were lost.
   The boat was __________ drifting.
5. I did my Arithmetic
   I got all my examples right.
   My paper was_________ perfect.
6. Mother Cat had three kittens.
   The kittens were_________ born.
7. My brother cut his finger.
   He didn't use the knife carefully.
   It was his_________ fault.
8. The man carried a suitcase.
   He held it by its_________ handle.
9. The men went to the moon.
   They traveled in a rocket ship.
   They traveled through_______ space.
10. I was carrying a bowl of goldfish.
    They didn't spill because I carried them_________ firmly.

What Am I?

Vocabulary:

- spoon
- lamb
- sir
- ranch
- cloak
- hedge
- lightning
- curving
- marble
- jewel

Directions to the teacher:

Have the children make flash cards for the ten vocabulary words. The teacher reads each riddle and the class answers the riddle by holding up the card with the correct
word. The riddles can also be printed on individual cards and a child chosen to read each one to the class.

Riddles:

1. You use me when you eat
   I am not a knife
   I am not a fork
   You must use me when you eat soup.
   What am I? (spoon)

2. I am in the West.
   Cattle are raised on me.
   Cowboys work on me.
   I am usually very big.
   What am I? (ranch)

3. I am a polite word.
   Use me when talking to a man.
   What am I? (sir)

4. You see me during a storm.
   You cannot hear me.
   Some children are frightened by me.
   What am I? (lightning)

5. I am used in bracelets, necklaces and rings.
   Sometimes I am a diamond.
   Sometimes I am a ruby.
   I can be any pretty stone.
   What am I? (jewel)
6. I am a baby animal.
   I am not a kitten.
   I am not a puppy.
   I am very soft and cuddly.
   What am I? (lamb)

7. I am a long coat.
   I am not tight.
   Magicians often wear me.
   What am I? (cloak)

8. I am a line.
   I am not a straight line.
   You cannot make me with your ruler.
   What kind of a line am I? (curving)

9. I am a thick bush.
   Sometimes I am used around a house.
   I must be cut often.
   What am I? (hedge)

10. I am white stone.
    I am used in statues.
    I am used in stairs.
    What am I? (marble)

Vocabulary:

ashes           destroy           dock
introduce       lake              midnight
ocean           shelter           pleasure
tunnel
Directions to the teacher:

The teacher writes the commands on the board. She divides the class into two teams. One team is the ARMY. The other team is the NAVY. The children take turns reading the commands. The score is kept for each team.

Commands:

Introduce your crew.
A pleasure to meet you.
Take off at midnight.
Fly over the ocean.
Take shelter.
Look for a lake.
Destroy the bridge.
Watch the dock.
I spy ashes
Go through the tunnel
Finish The Sentence

Vocabulary:

queen  band  eleven
danger  cloth  sails
cross  wheels  sea
cross  ticket  band

Directions to the teacher:

The teacher has the ten words on flash cards. She places these words on the chalk ledge where they can be seen by all the children. She tells the children that she will write some sentences on the board. They are to read them over
silently, and are to find the word on the ledge which will finish the sentence. They are not to say aloud either the words or the sentences. When all the sentences are on the board, the teacher and the children read together the sentences putting in the appropriate word to finish the sentence.

1. The people bowed to the_______. (queen)
2. Down the street comes the_______. (band)
3. How many children were there?
   There were_______. (eleven)
4. The big red sign said, "______". (danger)
5. On the tea table was a pretty table_____. (cloth)
6. All the boats in the race had white_____. (sails)
7. The Junior Patrol will tell you when to_____. (cross)
8. On the silver chain hung a little silver_____. (cross)
9. The watch has a gold_______. (band)
10. English bicycles have very small_______. (wheels)
11. An ocean is sometimes called a_______. (sea)
12. At the game we bought out_______. (ticket)
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unwise

unless

unwise

trim

V. vacation

until

up

trip

W. wait

troop

wearing

trouble

welcome

true

wheel

trunk

wicked

truth

wish

try

witch

tub

winter

tuck

wooden

Tuesday

world

tumble

wrong

tune

wrote

turnip

Uncle

twice

Uncovering

twinkle

under

twisted

underneath

U. uncle

uncovering

under