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Comparison of flash card method of teaching spelling with Newlon-Hanna method in grades four and five

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School of Education

Thesis

Comparison of Flash Card Method of Teaching Spelling
With Newlon-Hanna Method
in Grades Four and Five

Submitted by
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(B. S. in Ed., Boston University, 1937)

In Partial Fulfillment of Requirements for
the Degree of Master of Education 1942

First Reader: Donald D. Durrell, Professor of Education
Second Reader: Helen Blair Sullivan, Assistant Professor of Education
Third Reader: W. Linwood Chase, Professor of Education

* -- *
Gift of R. C. Mundy
School of Education
Aug 4, 1942
23/29
COMPARISON OF THE
FLASH CARD METHOD OF TEACHING SPELLING
WITH THE NEWLON-HANNA METHOD IN GRADES FOUR AND FIVE
ACKNOWLEDGEMENTS

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Finally, thanks are due to Miss Carrie Durgin and Miss Ann Healy for their assistance in conducting the experiment.
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CHAPTER I

INTRODUCTION
INTRODUCTION

Statement of the Problem

This study was undertaken in order to ascertain whether the teaching of spelling by the Flash Card Method in Grades Four and Five was superior to the Newlon-Hanna Method.

For many years there have been experimental investigations as to the relative merits of the various methods of teaching. ¹ Thompson says, "The question of the best general method is not yet a closed one."

Spelling was considered by many teachers as a very easy subject and therefore received little advance preparation. Not until recently did teachers realize that spelling like other subjects could be taught by right and wrong methods.

² Tidyman states, "The teaching of no subject is simple. Spelling like handwriting, presents many confusing alternatives in the way of method. Fortunately teachers are now making as serious a study of the teaching of spelling as they have made of teaching other subjects."

³ Wallin states in his preface, "During the last decade the interest taken in the 'simplified spelling' movement and the improvement of teaching spelling has been widespread. This is not surprising in view of the fact that spelling is a fundamental social tool. No person can


be considered socially efficient, in all that these words imply, unless he is able skillfully to manipulate this tool. There are few elementary subjects in which inefficiency is more swiftly detected and more severely reprobated in later life than in spelling."

No one can deny annoyance at finding words misspelled. Like any other tool it is of no value unless it is used efficiently and skillfully.

1"Poor spelling is the surest sign that one is not educated," says Suzzalo.

2Foran states that, "Spelling is generally regarded by pupils, as a form of school drudgery, and any interest they have in it springs from its comparative ease rather than from genuine interest." This could probably be due to a lack of motivation on the part of the teacher.

3Gates states, "That lack of interest or application is frequently responsible for the lag of real achievement in spelling behind possible achievement, cannot be doubted. While the causes of lack of interest or application are probably many, it is quite likely that ineffective methods of learning to spell are among them."


Horn emphasizes the need for further investigations in the field of spelling methods and types of motivation when he says, "As a result of direct experimentation in spelling fairly satisfactory methods have been formulated; nevertheless there is still need for more refined knowledge of many factors. The determination of the effort of various types of motivation is an especially troublesome but promising field of investigation.

Gates also stresses the need for extensive investigation when he says, "The task of educational diagnosis and treatment is serious business demanding knowledge and skill that awaits the results of extensive investigation by scientific methods. Such research is essential, not only because it is plainly desirable to diagnose and remedy the conditions underlying disability, but because the development of general methods of instruction depends upon such knowledge as these achievements would provide. It is folly to expect children to learn functions as complex as reading and spelling economically and effectively without instruction, and it is equally futile to attempt to devise adequate methods of instruction without intimate knowledge of the constituents of these functions and the influence of a variety of factors upon them."


The purpose of this thesis is to compare and analyze the data derived from two methods of teaching spelling, namely the Newlon-Hanna method and the Flash Card method. The Newlon-Hanna method is the one now in use in the schools in which the experiment took place.

The aims of the study are:

1. To compare the Newlon-Hanna method with the Flash Card method in immediate recall for the two grades combined.
2. To compare the Newlon-Hanna method with the Flash Card method in immediate recall in grade four.
3. To compare the Newlon-Hanna method with the Flash Card method in immediate recall in grade five.
4. To compare the two methods in delayed recall for the combined groups.
5. To compare the two methods in delayed recall in grade four.
6. To compare the two methods in delayed recall in grade five.
7. To compare the results for the poorest pupils - total group, immediate recall.
8. To compare results for best pupils - total group, immediate recall.
9. To compare the results for poorest pupils - total group, delayed recall.
10. To compare results for best pupils - total group, delayed recall.
A study of the research in this field offers little in the way of evidence about the two methods used in this study.

1M. McCarthy in her study compares a flash card method with the study test method in grades two and three. She obtained the following results:

a. "The week by week comparison of methods showed a difference for each week in favor of the flash card method. In the second grade, statistically, significant gains were found in the first, fourth, and fifth weeks. In the third grade, statistically, significant gains were found in the third and sixth weeks.

b. A summary of total results of the week by week comparison showed that the flash card method was superior to the study test method in Grade II by a difference of 13.17, with a critical ratio of 6.89. The difference of 7.73 in Grade III was in favor of the flash card method with a critical ratio of 5.25.

c. The results of the test of sixty words a week after teaching showed a difference in four out of six lessons in favor of the flash card method in Grade II. In one lesson the difference was statistically significant.

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In Grade III there was a difference in each lesson in favor of the flash card method, and in five out of six cases the difference was statistically significant.

d. A summary of total results of the final test of sixty words showed a statistically significant difference of 7.68 in favor of the flash card method in Grade II.

In Grade III the difference of 14.66, in favor of the flash card method, was also statistically significant.

1Zyve in her study used a lantern slide to present the words instead of the black board. She states in her conclusion, "The use of a lantern for the presentation of words gave better results than the use of the blackboard, when a method which was the same in other respects was used."

Gilbert also carried on an experiment in spelling using a flash card method with a small group of children. There were but thirty-two subjects, and the experiment lasted five weeks. Due to the small number of subjects, results are generally considered unreliable.

2Gilbert, himself, states, "No final statement can be made as to the value of flash card spelling. It is significant that interest and attention were better in the experimental group."

1 Zyve, Clair T., "An Experimental Study of Teaching of Spelling Methods," Contributions to Education, Teachers' College, Columbia University, 1931., No. 466., p. 60.

The question arises as to whether the attention and interest were better because the method was new or because the visual form was stressed.

1 Foran expresses just such a thought when speaking of both Zyve's experiment and Gilbert's, when he says, "Both Gilbert's and Zyve's method involve novelty as well as emphasis on keeness of perception but which is the salient factor in the improvement observed, cannot be readily determined."

2 Geraldine Smith in her summary says, "Spelling could be improved by use of lantern and shutter, however not in isolation. The children must supply the association."

The use of lantern and shutter is expensive, and the suggestion has been made that a homemade tachistoscope be used. This might be valuable for individual work but hardly possible for classroom use.

3 Acomb in his thesis says, "Book and Harter feel that to prevent mistakes in spelling the pupil should observe and never guess the spelling of unfamiliar words. They stress a visual form of presentation."


Hildreth says, "Flash cards are not only pleasing to children but as a spelling device they are highly effective."

Suzzalo in his book recommends the use of flash cards because of the emphasis on speed and accuracy in observing the visual form of words. "To enforce full attention 'flash card' work has been used to compel the child to visualize quickly and accurately."

Tidyman says, "Individual differences in types of learning demand a varying emphasis upon the learning exercises. Finally the outstanding principles of learning spelling are the clear, vivid picturing of the word in whole and in part, the attentive repetition of the word and the frequent use of the word in drill and practice until it is spelled automatically."

Tidyman says in speaking of studies in spelling, "Some form of visual presentation, oral spelling and writing are found in practically every investigation."

Gates found in his study that, "Correlations show that word perception is an important factor in the determination of success in spelling."


Gates also states, "The most common cause of misspelling is to be found in inadequacy of acquaintance with the visual form of the word."

Horn says, "The emphasis in presenting the word should be upon visual imagery. Investigations reveal that visual presentation is an essential part of methods which give superior results. Poor spellers are relatively deficient in visual imagery."

Durrell says, "Failure to remember visual word forms is the basic difficulty in English spelling. The best method for overcoming the visual difficulty is the use of the flash card method of word study."

Zyve says, "There are four factors of about equal importance in the method by which spelling words are learned most effectively. The teacher must present them rather than leave the child to study by himself; the words should be used in context as well as studied in isolation; there must be teacher directed review, and the words must be presented by lantern projection rather than on the board."


Durrell says, "Teaching spelling through rules is of little value. Essentially spelling is a non-thinking automatic response to an ideational or visual stimuli. Spelling errors of individuals often result from the improper use of rules."

"The 'test study' spelling method has been advocated by many people on the ground that it saves time in locating words needing emphasis in each class. The chief argument against this method is that the child may practice errors unless he is successful in the initial presentation. The best criterion as to the test study method for a particular group is the per cent of words spelled correctly on the initial test. If ninety per cent of the words taught have already been mastered, the test study method probably saves time and results in little initial drill on errors. However, if a child misses thirty per cent of the words in the initial test, the method is obviously unsuited to him since it produces practice in confusion."

Thompson says, regarding the test study method, "Even its most enthusiastic advocates find its greatest merit in the saving of time. This saving of time is largely illusory except possibly where instruction has been completely individualized as in the Winnetka plan."

"During the course of this investigation, some supplementary data relative to the efficiency of the two methods—test study and study test—were made available. These data are not conclusive, but they support the evidence presented in the first chapter that the superiority of the

test-study method is not altogether established."

Evidence presented by Thompson is to the effect that the test study method is only very slightly superior. Speaking of the relative merits of the two methods, he suggests, "Perhaps a combination of the methods incorporating the strong features of each may be found superior."

Durrell believes that, "For faster learners, the test study method can be recommended, while for slow learners, presentation and study should precede testing."


CHAPTER II

PLAN AND CONDUCT OF THE EXPERIMENT
STATEMENT OF THE PROBLEM

What is the relative efficiency of one method over another? How much more effective and permanent are the results obtained from the one method over that of the other? This experiment does not compare children but compares the results of teaching spelling by two methods, namely the Newlon-Hanna method and the Flash Card method. The study aims to compare results for immediate recall and delayed recall.

Setting

The experiment deals with children in a small industrial town. A large percentage of the children come from homes in which a foreign language is spoken. The group includes a large number of Italians. As is often the case in sections such as this home conditions are not conducive to good work or study habits.

The schools in which the experiment was conducted are well organized and make use of many of the newer and more progressive methods in education.

The experiment was conducted under the direction of the writer in two different schools. The teaching in grades four and five in one building was done by the writer, while in the other building, it was done by the teachers of grades four and five respectively.

Plan

The following experiment was carried on in two fourth grades and two fifth grades. One fourth grade contained eleven children, while the other contained twenty-five. There were twenty-two children in each of


1673

In 1673, the Bordeaux market was hit by a severe epidemic of rabies. The disease spread rapidly, affecting both the local canine population and the human residents. The authorities implemented strict quarantine measures to contain the outbreak. The market was closed, and a cordon sanitaire was set up around the affected area. The epidemic was eventually brought under control, thanks to the combined efforts of public health workers and the local community.
the fifth grades, making a total of eighty pupils in all.

**Material Used in the Study**

The words used in this study were taken from the Newlon-Hanna Speller, Grades Four and Five, consisting of 20 words each week. The experiment was carried on for six weeks. A vacation period intervened, and a final test of the 120 words taught was given.

Twenty minutes per day was the maximum amount of time spent in spelling. No opportunity for review of previous lessons was allowed. Newlon-Hanna lessons are found on pages 60 - 71 in the Appendix. The Flash Card words as presented may be found on pages 72 - 83 in the Appendix.

**Procedure**

During the first week the words were presented to one fourth grade according to the Newlon-Hanna method and procedure. During the same week the words were presented to the other fourth grade by the Flash Card method of presentation.

The following week the methods were reversed. This same procedure was followed in grade five. See chart below:

<table>
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<tr>
<th>GROUP I</th>
<th>GROUP II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Week</strong></td>
<td>Flash Card Method</td>
</tr>
<tr>
<td></td>
<td>20 words</td>
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<tr>
<td><strong>Second Week</strong></td>
<td>Newlon-Hanna Method</td>
</tr>
<tr>
<td></td>
<td>20 words</td>
</tr>
<tr>
<td><strong>Third Week</strong></td>
<td>Flash Card Method</td>
</tr>
<tr>
<td></td>
<td>20 words</td>
</tr>
<tr>
<td><strong>Fourth Week</strong></td>
<td>Newlon-Hanna Method</td>
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<td>20 words</td>
</tr>
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<td><strong>Fifth Week</strong></td>
<td>Flash Card Method</td>
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<td>20 words</td>
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<tr>
<td><strong>Sixth Week</strong></td>
<td>Newlon-Hanna Method</td>
</tr>
<tr>
<td></td>
<td>20 words</td>
</tr>
<tr>
<td><strong>Test Given at End of Experiment</strong></td>
<td>120 wds. in two groups of 60 wds. each</td>
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### Table

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</tr>
<tr>
<td>2021</td>
<td>1200</td>
<td>450</td>
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</tr>
<tr>
<td>2022</td>
<td>1500</td>
<td>400</td>
<td>1100</td>
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Note: All figures are in thousands.
Newlon-Hanna Method - (Modified)

The Newlon-Hanna spelling method is a combination of the test-study and study test methods and procedures. It consists generally of:

1. A five to eight line introductory paragraph in which is discussed a topic of genuine out of school interest to children.
2. A list of spelling words that are used in the introductory paragraph or are closely related to the topic of the paragraph.
3. A series of activities which aid in mastering the words in the list and provide practice on special spelling problems.
4. It also consists of a group of review words selected systematically from previous lessons. These however were not included in this experiment.

The method employs a day by day procedure involving teacher directed study, double exposure to words in a theme or paragraph, and in a list. It includes the study test technique in presentation of the word and discussion on Monday, and the test study technique in the first test given on Tuesday, followed by study Wednesday and Thursday of the words misspelled on the initial test Tuesday. The activities provide opportunity for additional study. On Friday the test of 20 words taught through the week is given.

Flash Card Method

The Flash Card method is a method whereby the twenty words taught are divided into four groups of five words each. Five words are presented, discussed, taught, and written daily. This method involved the presentation of the word on a flash card, pronunciation of same, explan-
null
ation as to its meaning and its use in a sentence. The words are printed on oak tag cards measuring three inches wide by fifteen inches long. The card is held before the class during presentation and discussion. After all five words are presented in like manner, they are then flashed—not pronounced—three times with the direction, "Look and write."

After all five words have been thus presented, a sentence using all five words is dictated. The child is asked to write the sentence, a time limit being set. The child is given three opportunities to write the sentence.

This method combines the study test technique in that the child must study the words as flashed, write them, and then write them in a sentence from dictation. In this way he realizes that this is his only opportunity to learn the word as no opportunity for review is permitted.

The 20 words which have been taught through the week are tested in list form on Friday.

Preliminary Testing

1. Chronological Age Distribution of Subjects

Figure I, page 16 shows the chronological age distribution of the thirty-six children in grade four. Figure II, page 18 shows the chronological age distribution for the forty-four children in grade five.

In grade four the range was from eight years, six months, to twelve years, four months, a total of three years, eight months, with a mean of nine years, three months.

In grade five the range was from nine years, two months, to thirteen
FIGURE I

CHRONOLOGICAL AGE DISTRIBUTION - GRADE FOUR

Mean Age: 9 yrs., 3 mos.
years, a total of three years, ten months, with a mean of ten years, four months.

2. **Grade Achievement of Subjects**

Figure III shows the grade achievement of the pupils in grade four on the basis of the Iowa Every Pupil Test, Elementary Battery - Form L, which was administered prior to the conducting of the experiment.

Figure IV shows the grade achievement of the children in grade five on the same test.

3. **Subjects of the Study**

The subjects were 80 children taken from three different classrooms in two schools located in Framingham, Massachusetts. As previously stated many of the children came from homes in which a foreign language is spoken.

4. **Groups**

No effort was made to group these children. They were taken in the regular classroom to which they were assigned. Page 21 shows fourth grade groups, and page 22 shows fifth grade groups.

5. **Handwriting**

It is believed by many people in education that spelling achievement is effected by handwriting.

1 Durrell says, "Speed of handwriting is important for automatic, accurate spelling. While rapid writers make spelling errors, children with spelling difficulties are often slow writers.

FIGURE II
CHRONOLOGICAL AGE DISTRIBUTION - GRADE FIVE

Mean Age
10 years 4 mos.
FIGURE III
GRADE ACHIEVEMENT - GRADE FOUR

MEAN AGE: 4 yrs., 7 mos.
FIGURE IV
GRADE ACHIEVEMENT - GRADE FIVE

MEAN AGE: 5 yrs., 4 mos.

Grade Achievement Score

N. of Pupils obtaining score

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>3.5</td>
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<td>3.75</td>
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<td>4</td>
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Acomb reports a correlation $r = .58$ between spelling and speed of handwriting in Grades III and VI.

Gates reports, "Defective writing ability, when not associated with general motor incoordination, whether due to native inaptitude or failure to hit upon effective methods, seems to be in certain cases associated with backwardness in spelling although the correlation of spelling with writing is but $r = 0.18$. Often the association of poor spelling and writing is due to some other cause such as disinclination, habitual carelessness, etc."

Inasmuch as it is generally conceded that handwriting effects spelling achievement, it seemed advisable to consider the ability of the subjects of the study by giving a handwriting speed test.

This was done by having the pupils write for two minutes, the sentence, "Now is the time for all good men to come to the aid of their party." The number of letters written was then divided by two. A penalty score was inflicted if the word or letter was not legible.

Handwriting speed for the most part was equal to standards presented by Durrell.

Figure showing speed of handwriting grade four is found on page 24.

Figure showing speed of handwriting grade five is found on page 25.


FIGURE VI

HANDWRITING SPEED GRADE FOUR

Below Age in Speed

Above or Equal to Age in Speed

No. of Pupils
FIGURE V

HANDWRITING SPEED GRADE FIVE

Below Aqa in Speed

Equal or Above Aqa in Speed

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CHAPTER III

ANALYSIS OF DATA
ANALYSIS OF DATA

Eighty children were studied to compare the Newlon-Hanna method and the Flash Card method of teaching spelling in grades four and five. The data is interpreted in this order.

1. Comparison of results by two methods in immediate recall for the two grades combined.

2. Comparison of results of two methods in immediate recall in grade four.

3. Comparison of results of two methods in immediate recall in grade five.

4. Comparison of results of two methods in delayed recall for the combined groups.

5. Comparison of results of two methods in delayed recall in grade four.

6. Comparison of results of two methods in delayed recall in grade five.

7. To compare the results for the poorest pupils—total group in immediate recall.

8. To compare the results for the best pupils—total group in immediate recall.

9. To compare the results for the poorest pupils—total group in delayed recall.

10. To compare the results for the best pupils—total group in delayed recall.

Table I on page 29 shows the immediate recall results for the total group. The Newlon-Hannamethod is slightly superior. As can be seen
However, the difference is small and therefore not significant. (See Figure VII).

Table II on page 31 shows the week by week comparison of results in grade four. This indicates that in five out of six weeks the Newlon-Hanna method is slightly superior. However, the gains are not significant.

Table III, page 32 shows the total results for immediate recall in grade four, revealing a 91 word gain in immediate recall.

Table IV, page 33 is a comparison of results in immediate recall in grade four, but reveals only a slight superiority by the Newlon-Hanna method. The results are not significant. (See Figure VIII).

Table V, page 35 is a week by week comparison of results in grade five, revealing the superiority of the Newlon-Hanna method in every case.

Table VI, page 36 shows the weekly results in grade five, showing a word gain of 63 words by the Newlon-Hanna method.

Table VII, page 37 is the comparison of the total results in grade five, showing the Newlon-Hanna method slightly superior. The results are not significant. (See Figure IX).

Table VIII, page 39 shows delayed recall results in grades four and five, revealing only a slight superiority by the Newlon-Hanna method. (See Figure X).

Table IX, page 41 shows delayed recall results in grades four, revealing results which are not statistically significant in favor of the Newlon-Hanna method. (See Figure XI).

Table X, page 43 shows delayed recall results in grade five, revealing similar results. (See Figure XII).
Table XI, page 45 shows the results for the poorest pupils on immediate recall in grades four and five, indicating a mean gain of four words in favor of the Newlon-Hanna method with a critical ratio of 2.72. This is the largest gain revealed, but is not statistically significant. (See Figure XIII).

Table XII, page 47 shows results for the best pupils in grades four and five, and reveals nothing statistically significant. (See Figure XIV).

Table XIII, page 49 shows gains by Newlon-Hanna method in immediate recall made by the poorest and best pupils. In this we see that the poorest pupils made larger gains than the best pupils.

Table XIV, page 50 shows results in delayed recall for the poorest pupils. There is a slight superiority in favor of the Newlon-Hanna method, but it is again not significant. (See Figure XV).

In Table XV, page 52 we find the results for delayed recall for the best pupils indicating again a slight gain by the Newlon-Hanna method. However, it is not significant. (See Figure XVI).

Table XVI, page 54 revealing gains are made by the best pupils in the Newlon-Hanna method in delayed recall. However, the difference is extremely slight.
<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF PUPILS</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>( M_1 - M_2 )</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>80</td>
<td>56.112</td>
<td>.53</td>
<td>2.487</td>
<td>.926</td>
<td>2.57</td>
</tr>
<tr>
<td>Flash Card</td>
<td>80</td>
<td>53.625</td>
<td>.76</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>
FIGURE VII
IMMEDIATE RECALL RESULTS--TOTAL GROUP

[Diagram showing data related to immediate recall results for a total group.]
<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF PUPILS</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>M1 - M2</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>25</td>
<td>19.20</td>
<td>.982</td>
<td>1.56</td>
<td>1.26</td>
<td>1.23</td>
</tr>
<tr>
<td>Flash Card</td>
<td>11</td>
<td>17.64</td>
<td>.79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SECOND WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>11</td>
<td>17.09</td>
<td>1.09</td>
<td>1.11</td>
<td>1.30</td>
<td>.85</td>
</tr>
<tr>
<td>Flash Card</td>
<td>25</td>
<td>18.20</td>
<td>.644</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THIRD WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>25</td>
<td>18.12</td>
<td>.436</td>
<td>1.39</td>
<td>1.183</td>
<td>1.597</td>
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<tr>
<td>Flash Card</td>
<td>11</td>
<td>16.27</td>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>11</td>
<td>19.73</td>
<td>.135</td>
<td>.41</td>
<td>.294</td>
<td>1.39</td>
</tr>
<tr>
<td>Flash Card</td>
<td>25</td>
<td>19.32</td>
<td>.262</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>FIFTH WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>25</td>
<td>18.20</td>
<td>.44</td>
<td>2.30</td>
<td>1.16</td>
<td>1.98</td>
</tr>
<tr>
<td>Flash Card</td>
<td>11</td>
<td>15.90</td>
<td>1.19</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>SIXTH WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>11</td>
<td>17.27</td>
<td>1.05</td>
<td>1.03</td>
<td>1.35</td>
<td>.76</td>
</tr>
<tr>
<td>Flash Card</td>
<td>25</td>
<td>16.24</td>
<td>.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE III
TOTAL RESULTS FOR IMMEDIATE RECALL IN GRADE IV

<table>
<thead>
<tr>
<th>METHOD</th>
<th>1st. Wk.</th>
<th>2nd. Wk.</th>
<th>3rd. Wk.</th>
<th>4th. Wk.</th>
<th>5th Wk.</th>
<th>6th. Wk.</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>480</td>
<td>188</td>
<td>453</td>
<td>217</td>
<td>455</td>
<td>190</td>
<td>1983</td>
</tr>
<tr>
<td>Flash Card</td>
<td>194</td>
<td>455</td>
<td>179</td>
<td>483</td>
<td>175</td>
<td>406</td>
<td>1892</td>
</tr>
</tbody>
</table>

| TOTAL WORD GAIN | 91 |


TABLE IV
COMPARISON OF TOTAL RESULTS IN IMMEDIATE RECALL IN GRADE IV

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF SCORES</th>
<th>MEAN NO. OF WORDS</th>
<th>S. E. MEAN</th>
<th>M₁ - M²</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>108</td>
<td>18.36</td>
<td>0.232</td>
<td>0.94</td>
<td>0.401</td>
<td>0.47</td>
</tr>
<tr>
<td>Flash Card</td>
<td>108</td>
<td>17.52</td>
<td>0.328</td>
<td>---</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
FIGURE VIII
IMMEDIATE RECALL RESULTS GRADE FOUR

[Bar chart showing recall results for different categories of numbers from 50 to 450 across different weeks.]
### TABLE V

**A WEEK BY WEEK COMPARISON OF RESULTS**

**OF TEACHING BY NEWLON-HANNA AND FLASH CARD METHODS IN GRADE FIVE**

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF PUPILS</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>M^1 - M^2</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>22</td>
<td>19.09</td>
<td>.296</td>
<td>.09</td>
<td>.51</td>
<td>.176</td>
</tr>
<tr>
<td>Flash Card</td>
<td>22</td>
<td>19.00</td>
<td>.416</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>SECOND WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>22</td>
<td>19.27</td>
<td>.258</td>
<td>.32</td>
<td>.489</td>
<td>.652</td>
</tr>
<tr>
<td>Flash Card</td>
<td>22</td>
<td>18.95</td>
<td>.416</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>THIRD WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
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<td>19.00</td>
<td>.239</td>
<td>.68</td>
<td>.502</td>
<td>1.35</td>
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<tr>
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<td>18.32</td>
<td>.442</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>FOURTH WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>22</td>
<td>19.36</td>
<td>.185</td>
<td>.68</td>
<td>.450</td>
<td>1.51</td>
</tr>
<tr>
<td>Flash Card</td>
<td>22</td>
<td>18.68</td>
<td>.411</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>FIFTH WEEK</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Newlon-Hanna</td>
<td>22</td>
<td>19.41</td>
<td>.228</td>
<td>.82</td>
<td>.490</td>
<td>1.67</td>
</tr>
<tr>
<td>Flash Card</td>
<td>22</td>
<td>18.69</td>
<td>.434</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>SIXTH WEEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flash Card</td>
<td>22</td>
<td>18.86</td>
<td>.392</td>
<td>---</td>
<td>---</td>
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<td>METHOD</td>
<td>1st. Wk.</td>
<td>2nd. Wk.</td>
<td>3rd. Wk.</td>
<td>4th. Wk.</td>
<td>5th. Wk.</td>
<td>6th. Wk.</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Newlon-Jenn 104</td>
<td>420</td>
<td>424</td>
<td>418</td>
<td>426</td>
<td>427</td>
<td>415</td>
</tr>
<tr>
<td>Pleash Card</td>
<td>418</td>
<td>417</td>
<td>411</td>
<td>409</td>
<td>403</td>
<td>414</td>
</tr>
<tr>
<td>TOTAL WORD GAIN</td>
<td>837</td>
<td>845</td>
<td>828</td>
<td>838</td>
<td>836</td>
<td>829</td>
</tr>
</tbody>
</table>
TABLE VII
COMPARISON OF TOTAL RESULTS
IN IMMEDIATE RECALL IN GRADE FIVE

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF SCORES</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>$M_1 - M_2$</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash Card</td>
<td>132</td>
<td>18.73</td>
<td>.262</td>
<td>----</td>
<td>----</td>
<td>---</td>
</tr>
</tbody>
</table>
FIGURE IX
IMMEDIATE RECALL RESULTS GRADE FIVE

Newlon Hanna  Flash Card

Total: 2536
Total: 2473
### TABLE VIII

DELAYED RECALL RESULTS GRADES FOUR AND FIVE —

**NEWLON-HANNA VS. FLASH CARD**

<table>
<thead>
<tr>
<th>METHOD</th>
<th>No. OF PUPILS</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>M^1 - M^2</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>80</td>
<td>47.875</td>
<td>1.20</td>
<td>1.</td>
<td>1.79</td>
<td>.558</td>
</tr>
<tr>
<td>Flash Card</td>
<td>80</td>
<td>46.875</td>
<td>1.34</td>
<td>--</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
FIGURE X

DELAYED RECALL RESULTS—TOTAL GROUP

Newton Hanna  Flash Card

3850  3800
3750  3700
3700  3750
3800  3850

3762
## Table IX

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Scores</th>
<th>Mean</th>
<th>S. E.</th>
<th>S. E. M(^2)</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Holma</td>
<td>36</td>
<td>45.56</td>
<td>1.773</td>
<td>0.56</td>
<td>2.791</td>
</tr>
<tr>
<td>Flash Card</td>
<td>36</td>
<td>45</td>
<td>1.773</td>
<td>0.56</td>
<td>2.156</td>
</tr>
</tbody>
</table>
FIGURE XI
DELAYED RECALL RESULTS GRADE FOUR

Comparison Delayed Recall Results Gr 4
TABLE X
GRADE FIVE
DELAYED RECALL RESULTS

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF SCORES</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>M1 - M2</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>44</td>
<td>51.1</td>
<td>1.086</td>
<td>1.74</td>
<td>1.724</td>
<td>1.009</td>
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<tr>
<td>Flash Card</td>
<td>44</td>
<td>49.36</td>
<td>1.339</td>
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<td>----</td>
</tr>
</tbody>
</table>
FIGURE XII

DELAYED RECALL RESULTS GRADE FIVE

Newlon Hanna Flash Card

2238

2150

2100

1250

2200
### TABLE XI
IMMEDIATE RECALL RESULTS
POOREST PUPILS GRADE FOUR AND FIVE

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF PUPILS</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>$M^1 - M^2$</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>40</td>
<td>54.</td>
<td>0.873</td>
<td>4.0</td>
<td>1.47</td>
<td>2.72</td>
</tr>
<tr>
<td>Flash Card</td>
<td>40</td>
<td>50.</td>
<td>1.19</td>
<td>--</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
FIGURE XIII
IMMEDIATE RECALL RESULTS—POOREST PUPILS

Newton Hanna

Flash Card

2179
2100
2000
1900

20 36
2104
2000
1900
<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF PUPILS</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>M1 - M2</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>40</td>
<td>57.875</td>
<td>.119</td>
<td>.5</td>
<td>.285</td>
<td>1.75</td>
</tr>
<tr>
<td>Flash Card</td>
<td>40</td>
<td>57.375</td>
<td>.26</td>
<td>--</td>
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</tr>
</tbody>
</table>
FIGURE XIV

IMMEDIATE RECALL RESULTS—BEST PUPILS

Newlon Hanna  Hash Card

2358

2340

2329
### TABLE XIII

GAINS BY NEWLON-HANNA METHOD

IN IMMEDIATE RECALL - TOTAL GROUP

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO. OF PUPILS</th>
<th>DIFF. IN MEAN WORDS GAINED</th>
<th>S. E. DIFF.</th>
<th>DIFF. OF DIFF.</th>
<th>S. E. DIFF. OF DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorest</td>
<td>40</td>
<td>4.1</td>
<td>.567</td>
<td>3.925</td>
<td>.876</td>
<td>4.48</td>
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<tr>
<td>Best</td>
<td>40</td>
<td>.175</td>
<td>.661</td>
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</tr>
</tbody>
</table>
TABLE XIV

DELAYED RECALL RESULTS

POOREST PUPILS - TOTAL GROUP

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF SCORES</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>DIFF.</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>40</td>
<td>42.70</td>
<td>.442</td>
<td>2.</td>
<td>1.873</td>
<td>1.068</td>
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<tr>
<td>Flash Card</td>
<td>40</td>
<td>40.70</td>
<td>1.821</td>
<td>--</td>
<td>-----</td>
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</tr>
</tbody>
</table>
FIGURE XV
DELAYED RECALL RESULTS—POOREST PUPILS
### TABLE XV

**DELAYED RECALL RESULTS**

**BEST PUPILS - TOTAL GROUP**

<table>
<thead>
<tr>
<th>METHOD</th>
<th>NO. OF SCORES</th>
<th>MEAN</th>
<th>S. E. MEAN</th>
<th>DIFF.</th>
<th>S. E.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon-Hanna</td>
<td>40</td>
<td>54.5</td>
<td>.929</td>
<td>.1</td>
<td>1.321</td>
<td>.0757</td>
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<td>54.4</td>
<td>.940</td>
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</tr>
</tbody>
</table>
FIGURE XVI

DELAYED RECALL RESULTS—BEST PUPILS

Newton Hanna  Flash Card

2173
2150
2100

2180
2130
2100
### TABLE XVI

**GAINS BY NEWLON-HANNA METHOD**

**IN DELAYED RECALL — TOTAL GROUP**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO. OF PUPILS</th>
<th>DIFF. IN MEAN WORDS GAINED</th>
<th>S. E. DIFF.</th>
<th>DIFF. OF DIFF.</th>
<th>S. E. DIFF.</th>
<th>CR. RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best</td>
<td>40</td>
<td>2.91</td>
<td>.678</td>
<td>.46</td>
<td>1.109</td>
<td>.411</td>
</tr>
<tr>
<td>Poorest</td>
<td>40</td>
<td>2.45</td>
<td>.978</td>
<td>---</td>
<td>-----</td>
<td>---</td>
</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY AND CONCLUSIONS
SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the results of teaching spelling by two methods, namely Flash Card and Newlon-Hanna. The subjects of the study were 80 pupils in grades four and five. The study makes the following comparisons:

1. A comparison of the two methods for the total group in immediate recall.
2. A comparison of the two methods for the total group in delayed recall.
3. A week by week comparison of results in grade four.
4. A week by week comparison of results in grade five.
5. A comparison of results for delayed recall in grade four.
6. A comparison of results for delayed recall in grade five.
7. A comparison of results for the poorest pupils in immediate recall.
10. A comparison of results in delayed recall for the best pupils.

As has already been stated, there are no significant gains made by the one method over the other.

Throughout the experiment the Newlon-Hanna method is slightly superior.

In conclusion, it might be stated that as far as the subjects of this experiment are concerned, it is apparent that they would learn as
efficiently by the one method as by the other.
CHAPTER V

PROBLEMS FOR FURTHER RESEARCH
PROBLEMS FOR FURTHER RESEARCH

This study reveals the following suggestions for further research:


2. A comparison of results using flash cards printed and flash cards done in script.

3. A comparison of the flash card method using flash cards with a method using the lantern slide projector.

4. A comparison of results of the two methods in a group of slow learners.
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"An Experimental Study of the Teaching of Spelling - Abstract" - Proceedings of the Sixty-Eighth Annual Meeting of the National Education Ass'n. of the United States, Columbus, Ohio., No. 68, 1930.
The first newspapers that we know about were published long before America was discovered. These papers were hand-written instead of being printed by machinery. Because it took so long to write a newspaper, only a few copies were published. Many people read copies which were hung in public places. Today anybody may have his own newspaper.

**ACTIVITIES**

1. Complete this sentence: A p— p— which gives us the n— is called a n—

2. Which of these words should have capital letters: hung july tuesday mr. news

3. Copy the Story Word having four vowels.

4. Copy a Story Word having six consonants.

5. Copies is the plural of copy.

6. Write these words, filling in the missing letters:
   i-s--- c---es p---t d--c---

---

news copy discover date
papers copies discovered being
newspaper hung press front
written public print event
instead place printed anybody
Here are twenty words to study this week. Pronounce and use them in sentences.

**WORD LIST**

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>shut</td>
<td>cottage</td>
<td>present</td>
<td>lot</td>
</tr>
<tr>
<td>cart</td>
<td>chase</td>
<td>price</td>
<td>slip</td>
</tr>
<tr>
<td>hide</td>
<td>edge</td>
<td>quarrel</td>
<td>pleasant</td>
</tr>
<tr>
<td>mean</td>
<td>fear</td>
<td>queer</td>
<td>sure</td>
</tr>
<tr>
<td>beg</td>
<td>poor</td>
<td>fix</td>
<td>village</td>
</tr>
</tbody>
</table>

**ACTIVITIES**

1. It is very tiresome to hear the same word used over and over. Instead of repeating the same word many times in our speaking and writing, we use other words having the same meaning or nearly the same meaning. In place of the word big we sometimes say large, huge, great, or enormous. Words which have the same or nearly the same meaning are called synonyms.

   A synonym for shut is **close**. Think of synonyms for these words: village cart cottage pleasant

2. We can say, "The boy ran down hill" or "The child hurried down hill." Write the next two sentences in as many ways as you can. Synonyms will help you.

   Shut the large cottage door.
   Will you ride in my cart?

3. Copy the double-letter words in the Word List.

4. Notice the spelling of **pleasant**.
This is a sample text page for demonstration purposes. It contains a table and some paragraphs of text. The table has columns labeled with headings and rows filled with data. The paragraphs discuss various topics and provide information in a narrative format.

Table Example:

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data 1</td>
<td>Data 2</td>
<td>Data 3</td>
<td>Data 4</td>
</tr>
<tr>
<td>Data 5</td>
<td>Data 6</td>
<td>Data 7</td>
<td>Data 8</td>
</tr>
</tbody>
</table>


We keep a diary in our room. It is fun to keep a diary. Each day one of the pupils writes in the diary the things our class has done. It helps us to recall things we have done in the past. People of long ago kept diaries, too. John Winthrop, who was one of the leaders of the Puritans, kept a diary. From this diary we have learned many interesting facts about the Puritans.

ACTIVITIES

1. Be sure to pronounce interest correctly. Say it as if it were written like this: in ter est.

2. What Story Word has nearly the same meaning as pupil? Write it.

3. Notice the two words in herself.

4. How are sometime and somewhat alike?

5. Copy these sentences, filling in the right words:
   There is a l--- on the door.
   I like to write with a p------.
   I earn a little m--- each Saturday.
<table>
<thead>
<tr>
<th>Decade</th>
<th>Value</th>
<th>Changes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980s</td>
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<td>0.0</td>
<td></td>
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<td>1990s</td>
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</tr>
<tr>
<td>2010s</td>
<td>0.0</td>
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<td></td>
</tr>
</tbody>
</table>

**Figure**

- Description of the figure (if applicable)
- Any additional notes or information about the figure
GRADE FOUR

FOURTH WEEK

ALPHABETICAL ORDER

Here are twenty words to study this week. Pronounce and use them in sentences.

WORD LIST

empty
held
push
kite
throw
knife
ticket
knee
hate
tie
nose
smile
sore
sorry
true
trust
wife
note
tall
why

ACTIVITIES

1. In the third grade you learned to arrange words in alphabetical order using the first letter in the word:

   Suppose you have three words that begin with s -- small, soft, snow. You arrange them according to the second letter in the word: m, n, and o are in alphabetical order. soft

   What about three words whose first two letters are the same -- become, bed, been?

   These words are arranged according to the third letter: become bed
   Here c, d, and e are in alphabetical order. been

2. Write in alphabetical order the words in the list that begin with k. Arrange those that begin with t.

3. Arrange alphabetically the words in Column 1.
One of the important groups of islands which we own is the Hawaiian Islands. These islands are in the Pacific Ocean about two thousand miles from the western coast of the United States. Many people go to these islands on their vacations. The chief occupation of the Hawaiians is farming. Sugar cane and pineapples are the important crops, and the trade in these products is worth a great deal of money.

island  ocean  vacation  worth  
chief    rich    unless   trade 
coast   navy    vote     deal  
cane    offer   voted    map 
western Pacific sunshine nor 

ACTIVITIES

1. Write the Story Words in alphabetical order. Lesson IV-28 will help you.

2. The s in island is not sounded but must be written.

3. Notice the ie in chief.

4. Ocean is a difficult word to spell.

5. What Story Word is written with a capital?

6. Be plus ing makes being.

7. Copy four Story Words ending in silent e.
GRADE FOUR
SIXTH WEEK

THE TELEGRAPH

The telegraph is a wonderful instrument. By means of the telegraph we can easily send a message from one side of the world to the other in a very few moments. Our weather reports are sent by telegraph. Most of the news printed in our newspapers is also sent by telegraph. We hear about events in distant places almost as soon as they happen.

wonderful   distant   minute   printing
means       reports   moment   key
easily      office    dash     space
send        please    short    spent
message     pleasure  seem     telegraph

ACTIVITIES

1. Write Story Words that are synonyms for these:
   far       brief       gladness

2. Write the plurals of these words:
   dash       message   office   moment

3. Write the Story Words in alphabetical order.

4. The ph in telegraph is sounded like f.

5. How many times do you see eas in the Story Words? How many times do you see me?

6. Compare the sound of ea in please and pleasure.
AMERICANS

We who live in the United States call ourselves "Americans." We overlook the fact that all the people who live in North and South America are likewise Americans. Many of them live in different countries and speak different languages. Someone has suggested that the citizens of the United States be called "Usonians."

likewise rude language join
liked polite main member
someone laughed position equal
ourselves remark countries satisfy
letting kindest mighty knowing

ACTIVITIES

1. Mark the vowel sounds in these words:
   rude    remark    member    laughed

2. Divide these words into syllables and mark the accent: letting polite kindest satisfy

3. Study the word laughed.

4. Write a Story Word which is a synonym for:
   courteous, p-----    chief, m---
   impolite, r----    say, r-----
GRADE FIVE
SECOND WEEK

NORTH AMERICA IS VAST

North America is a vast country. Walking at the rate of 25 miles a day, you would need 175 days to walk from the southern boundary to the northern and 120 days to walk from the western coast to the eastern. Going northward you would pass from hot, tropical lands through the mild, temperate climate into the cold of the frigid zone.

southern  mild  difference  adventure
boundary  lower  limit  moving
northern  zone  comfort  apart
tip  farther  common  pleasing
eastern  division  central  aim

ACTIVITIES

1. Notice the a in boundary.
2. Copy the Story Words that have ern in them.
3. Divide these words into syllables and mark the accent: division difference adventure
4. Take the ing suffix from these words. Write the simple form of the words:
   moving  pleasing  comforting
5. Difference is a hard word. Study it.
6. What does tip spell backwards?
7. Copy these words, filling in the missing letters:
   z--e  south---  di-i-i--
   -i-i-  cent---  c-mm-n
ALASKA

Alaska is a beautiful region of rivers, mountains, and seashore. It is one of America's beauty spots. The natural timber is still standing, and gushing mountain streams are alive with fish. Wild life wanders about freely. We hope to spare Alaska the wasteful destruction that has ruined so much beauty in the United States.

natural frozen spare perhaps
remaining ruined guilty wander
cool ashamed solid region
act grab split timber
largely selfish standing leaving

ACTIVITIES

1. Copy three words from the story which are names of a country or a continent. Notice the capital letters.

2. Write these words without suffixes:
   leaving ruined standing remaining

3. Notice the self in selfish.

4. Write a Story Word which means the same as:
   to save, s--- to do, a--
   not warm, c--- maybe, p-----
   spoiled, r----- snatch, g---

5. What is added to large to make largely?
A WORLD'S FAIR

A city often celebrates a notable historical event by holding a World’s Fair. All the countries of the earth are invited to exhibit their wares and products. Medals of honor are awarded to the best exhibits. These exhibits attract great numbers of visitors who learn about places, objects, and events of which they would otherwise know very little.

medal  places  guest  stunt
object showed holding  style
objects ware  highly  besides
opened weave honor  getting
parade attract  point  otherwise

ACTIVITIES

1. Have you formed the habit of looking closely at a word? Be sure to practice this habit.

2. Notice the tt--t in attract; the ea in weave.

3. Write a homonym for wear.

4. Find in the dictionary a homonym for medal. Use each word in a sentence.

5. Add the ed and ing suffixes to:
point  object  parade  attract

6. Find object in the dictionary. How does changing the accent mark change its meaning?

7. Notice the silent u in guest.

8. What World’s Fairs do you know about?
FORMING POSSESSIVES

Pronounce and use these words in sentences:

WORD LIST

nurse  mouse  hammer  boss
maid  canary  fund  bonnet
couple  eagle lodge  sword
husband clown  purse  puddle
hotel  detective  diamond  turnip

ACTIVITIES

1. We may say, "The boy's dog is black and white." Or we may say, "The boy has a black and white dog." The first way is a little shorter. The one word boy's tells us that the dog belongs to the boy. This 's form of boy is called the possessive. The singular possessive is formed by adding 's to the word.

   The plurals of most words are formed by adding s or es. In plural words ending in s place the apostrophe showing ownership after the s: maids' bosses'

2. Write the singular possessive form of these words by adding 's: nurse  mouse  hammer

3. Write the plural forms of these words by adding s: eagle  clown  sword  husband  couple

4. Make the plurals in Activity 3 possessive by adding the apostrophe after the s of the plural. Plural--eagles. Plural possessive--eagles'

5. Some plural words, such as men and women, form the plural possessive by adding 's: men's and women's.
GRADE FIVE

SIXTH WEEK

NATURE--THE MAGICIAN

Nature had many mysterious tricks such as the transformation of a worm into a butterfly. Put a caterpillar in an empty box. Watch it frequently. The insect will disappear inside a curious, silky case called a cocoon. Months later nature will quietly bring forth her surprise—a gorgeous moth in place of the ugly worm.

insect  moth  curl  died
robin  became  hidden  forth
grown  begun  hardly  frog
mysterious  frequently  quietly  jumping
hatch  collect  worked  mount

ACTIVITIES

1. Write the singular possessive of these words:
insect  moth  woman  frog  boss

2. Write the plurals of the words in Activity 1.

3. Make the plurals of Activities 2 possessive.

4. Notice the grow in grown.

5. Mysterious is difficult. Study it carefully.

6. Complete these words: hat-- mo-- for--

7. Add ed and ing suffixes to: collect  hatch  mount

8. Write two words in the hatch family.
News was being written in papers before America was discovered.

A copy of a newspaper was hung in a public place.

Anybody can see the date of the event if we print it on the front page.

Franklin set out to discover a press which printed many copies instead of a few.
GRADE FOUR
SECOND WEEK - FLASH CARD

pleasant
sure
fix
edge
cart

Have a pleasant time but be sure to fix the edge of the cart.

poor
village
beg
queer
quarrel

The poor people in the village beg and the queer ones quarrel.

shut
present
price
cottage
lot

Shut the door and tell us the present price of the cottage and lot.

fear
chase
mean
slip
hide

I fear the chase and mean to slip away and hide.
The student forgot to finish the list he was writing.

I recall the fact that you were to inform him when the interest money was due.

Sometime in the past I learned that she herself wrote it.

Somewhat later the boy whose pencil was one inch longer broke the lock.
I took a knife, a kite, a ticket, a tie, and a note from my pocket.

His wife is tall, has a nice smile, is a true friend and one you can trust.

Her nose and her knee were sore that is why she held them.

"Sorry," she said, as she gave the empty box a push, "I hate to throw it away."
G R A D E  F O U R

F I F T H  W E E K  -  F L A S H  C A R D

island
Pacific
western
cost
vacation

It is an island in the Pacific off the western coast
used as a vacation place.

cane
chief
trade
worth
deal

Sugar cane, one of its chief products of trade, is worth
a great deal.

rich
map
voted
offer
unless

The rich men saw the map and voted to make an offer unless
you have done so.

nor
navy
vote
ocean
sunshine

Neither navy nor army men would vote for ocean or land
without sunshine.
means
telegraph
easily
send
message

By means of the telegraph we can easily send her the message.

reports
office
distant
short
space

Reports were sent to the office from distant places in a short space of time.

printing
wonderful
minute
spent
pleasure

Printing is a wonderful thing for every minute spent in reading is a pleasure.

please
dash
key
moment
seem

Please press the dash key a moment, as I seem to think that is the trouble.
GRADE FIVE

FIRST WEEK - FLASH CARD

Someone, knowing our position, laughed at his remark.

They are letting him join as an equal member to satisfy us.

Likewise we ourselves liked to use the kindest language.

Visitors find people in mighty countries are in the main polite not rude.
GRADE FIVE
SECOND WEEK - FLASH CARD

central
division
moving
eastern
boundary

The central division is moving toward the eastern boundary.
southern
lower
tip
mild
zone

The southern or lower tip is in a mild zone.
adventure
limit
comfort
common
aim

Adventure has a limit when the comfort of all is a common aim.
farther
apart
northern
pleasing
difference

The farther apart the northern countries are the more pleasing is the difference.
GRADE FIVE

THIRD WEEK - FLASH CARD

solid
timber
natural
region
standing

Much of the solid timber in this natural region is still standing.

wander
remaining
largely
split
ruined

As we wander about we see that the part remaining is largely split and ruined.

guilty
selfish
act
perhaps
ashamed

The one who is guilty of such a selfish act is perhaps ashamed.

cool
grab
spare
leaving
frozen

He was cool, thus he made a grab for the spare cover leaving us frozen.
GRADE FIVE

FOURTH WEEK - FLASH CARD

showed
medal
guest
honor
parade

She showed her medal to the guest of honor after the parade.

attract
otherwise
getting
places
objects

This will attract folks who otherwise have no way of getting news about places and objects.

besides
object
holding
weave
ware

Besides the object she is holding she can weave cloth and paint china ware.

point
style
opened
highly
stunt

They stayed at that point until the style show opened, but I was highly amused at the stunt show.
They had a canary, a mouse, an eagle, and also a clown at the lodge.

The detective met the couple at the hotel with a nurse and a maid.

Her husband laid his sword and hammer down, took her purse, and paid for the turnip.

The boss gave her a fund for finding the diamond in the bonnet in a puddle.
frequently
grown
collect
mysterious
pictures

Frequently grown people collect mysterious pictures.

insect
curl
hatch
forth
moth

The insect will curl up, hatch, and come forth as a moth.

jumping
frog
became
quietly
died

The jumping frog became tired and quietly died.

robin
begun
hidden
worked
hardly

The robin had begun to build his hidden nest and worked where he could hardly be seen.