A comparison between word analysis and prompting in oral reading.

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BOSTON UNIVERSITY
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Thesis

A COMPARISON BETWEEN WORD ANALYSIS
AND PROMPTING IN ORAL READING

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CHAPTER I
PROBLEM AND RELATED RESEARCH

Statement of the Problem

This study compares two methods of teaching word recognition in an oral reading situation. The first of these methods is prompting, whereby the child is told any unknown word immediately. The second method is word analysis, whereby the child must solve the unknown word by himself. In order to carry out this comparison the following criteria were set up to be tested:

1. The recognition of words
2. The meaning of words
3. The comprehension of words
4. The amount of reading covered.

Prompting Versus Analysis

For many years most educators have urged teachers to prompt the child who stumbles on a word rather than have him struggle through it. Hildreth states that the unfamiliar word should be supplied promptly so that the child can proceed rather than be interrupted and be required to start the reading

again. McKee \(^1\) warns that analysis work should be kept separate from oral reading. Betts \(^2\) feels that during oral reading, if the preparation has been adequate there should not be many words with which the child is unfamiliar. However, should such a situation arise the advice is to prompt rather than to analyze. Durrell, \(^3\) too, feels that word analysis during the oral reading lesson tends to spoil the pleasure of the group. He says the child should be helped out of his difficulties at once, but that the troublesome words should be noted for future study.

Although the authors favoring immediate prompting are in the majority, a few do advocate analysis of words in the oral reading situation. Dolch \(^4\) states the necessity of analyzing words in the teaching of reading. He says that analyzing a difficult word when it is met in oral reading should be done by the reader. This word attack must take place and the teacher should see that it does. Bond and Wagner \(^5\) come to the conclusion that the child should always figure out an unknown


\(^3\)Donald D. Durrell, Improving Reading Instruction, World Book Company, Yonkers-on-Hudson, New York, 1956, p. 150.


word by himself. The means of the discovery, however, vary according to the child's age. They say in the primary grades the child should use context clues while the older child should use word analysis. Knowlton states that many teachers believe analysis is the only way for a child to master any new word he may encounter. Such teachers, he contends, are very numerous today.

Related Research

As there is no known study directly concerned with our problem, the following is related research on the various ways in which sight vocabulary may be learned. Most authors agree that several methods of word attack should be used. Witty states that within the past few years there has been a growing acceptance of the fact that no one method of learning new words is adequate. McKee states that teaching word recognition should include the following:

1. Phonetic analysis
2. Structural analysis
3. Training in using verbal context
4. Training in using pictures
5. Training in using the dictionary.

Word Recognition Through Analysis

Betts \(^1\) says that phonics is important; but, because of the many exceptions to its rules, phonics is limited in its usefulness. Dolch \(^2\) tells us that context guessing is not to take the place of careful visual analysis. Such work does not teach word recognition, which is, after all, the essence of the ability to read. Broom, Duncan, Emig and Stuebert \(^2\) suggest that any mistakes made in reading should be corrected immediately by the teacher; but, they say that those same mistakes should be analyzed by the children after the reading period. The writers claim that the pupils' participation in word correction is much more effective than just teacher's help.

Mary Austin \(^4\) claims that the teacher must realize she is trying to supply each child with a means to meet and attack new words. She says that for this word attack phonics is necessary. There are many ways to attack new words, but she states that phonetic analysis is most prominent. Witty \(^5\)

\(^1\)Emmett A. Betts, "Unsolved Problems in Reading," *Elementary English* (February, 1946), Chicago, Illinois, 31:327.


\(^4\)Mary Austin, "Classroom Techniques in Improving Reading," *Conference on Reading*, Chicago University, Chicago, Illinois, 1953, p. 62.

reveals the importance of phonics. He says the child should be taught phonetics by words he already knows. Gray emphasizes the importance of phonics too, but after the first steps of beginning reading. He tells us that "look and say" is much less effective than phonics in the intermediate grades. Dolch brings out the point that children of low intelligence need much drill in phonics, while on the other hand bright children may develop their own methods of attacking words.

Word Recognition Through Meaning

Many leading educators emphasize the place of word meaning. They state that knowing the word is of little use to the child unless he knows and understands its meaning. Durrell states that unless the child has a clear understanding of the meaning of a word, recognition and pronunciation are difficult to teach. In general, meaning of the word should be taught before other types of word exercises.

Knowlton says context clues are more fundamental than phonetic clues, because they are directly concerned with the

1/William Gray, "Teaching Children to Read," The Twelfth Annual Conference and Course on Reading (1950), Pittsburgh, Penn., p. 109.


understanding of what is read. Yoakam 1/ contends that context clues are probably the more important, for they are the ones carried into later learning. The adult uses context clues more than any other kind. Buswell 2/ points out that reading consists of gaining ideas from groups of words rather than being a process of adding word to word. Hildreth 3/ says the young reader more quickly becomes independent when he learns to check his sounding against context clues. Word recognition and meaning should always be related.

Betts 4/ believes that the idea that the context will help one in recognizing words which otherwise are not easily recognized should be one of the understandings first developed with children. The ability to use the thought of the illustration, phrase, sentence, paragraph or story for identifications of new reading words is very important.

Gray 5/ tells us that there is an ever growing emphasis on practice in applying word analysis skills in the genuine reading situation. Here the child is called upon to associate


meaning as well as sound with the new words that he encounters. Gates makes full use of this belief in his "intrinsic method" which emphasizes the development of word recognition skills in the comprehension exercises. Yoakam also believes word meaning and word recognition must be developed simultaneously. Hildreth says that getting the meaning from what went before and reading ahead for clues to meaning is an essential technique for word recognition. Figuring out the meaning of words from the sentence sense is a technique the pupil has already learned in understanding oral language.

Gates says the fundamental purpose of reading is to obtain meaning. He also states that as the child becomes more proficient in reading "cue reduction" rapidly takes place and he reads with less attention to details of form and more attention to the meaning. Thus a word should never be let pass if it is an important and useful word, without attention given to its meaning and use. He says new words to be learned should not be put just anywhere in a story, but should be presented at intervals in a setting of clues so suggestive that the pupil can guess from meaning what the word must be.


He says progress in word recognition is greatly influenced by clearness, fullness, and vividness of the word meanings which come to a child's mind.

1/ Betts states that the visual impression or memory of a word will be strengthened to the degree that the child reads for meaning. Harris, like the earlier researchers, did not advocate doing away with phonics, but rather wanted to limit the amount and to subordinate it to a major emphasis on reading for meaning. Children should always read for a purpose so that meaning is uppermost in their mind. A question before reading will help.

2/ Yoakam says:

"As a child progresses in learning to read, he gradually encounters more and more strange and new meanings. Unless he learns to extend the meanings of words he already knows, he will be unable to make meaning out of much that he attempts to read. He must learn to construct new meanings from the words he reads and must have aid in learning the skills that are involved in the achievement of new meanings, as well as in deepening the meanings he already has."

4/ Gates says a child will learn a word easily if you make the meaning very dramatic. It will hold significance for him and he will remember it. "Words, like faces, have personalities.

1/ Emmett Betts, Foundations of Reading Instruction, op. cit., pp. 596-696.


3/ Gerald Yoakam, Basal Reading Instruction, op. cit., p. 162.

Some strike one as vivid, interesting, significant and these are likely to be easily learned. The more rich and challenging the use to which a particular word meaning is put, the more likely the children are to remember the word. If you present words in connection with a subject or activity in which they are interested, retention will be greater. Yoakam states that picture clues, illustrations in books, explanations, and definitions given by the teacher will help develop meaning of words. Many true to life experiences and observations, such as excursions, slides and movies, will aid the children. Help should also be given in such independent techniques as using the dictionary, encyclopedia and all reference books. However, McKee says the dictionary must be thoroughly taught for use as a check on word meanings derived from context, but not as the sole means of acquiring a vocabulary.

Betts lists several items that build reading for meaning:

1. Material of high interest value
2. Experience records
3. Labels
4. Bulletin boards

1/Gerald Yoakam, Basal Reading Instruction, op. cit., p. 163.
2/Paul McKee, op. cit., pp. 24-25.
5. Words in context
6. Guiding questions, comments, suggestions
7. Key sentences
8. Multiple choice activities
9. Completion sentences
10. Predictive events
11. Riddles.

The teacher may direct the reading so that new reading vocabulary is anticipated by the pupils. If a pupil cannot pronounce a word during silent reading, he may be helped by, "Read the rest of the sentence to see if it will help you tell what the word is."

Yoakam lists the following as activities which enhance reading for meaning:

1. Listening
2. Speaking
3. Reading
4. Sensory experiences
5. Observation
6. Pictures
7. Action
8. Questions
9. Discussion
10. Written explanations
11. Inferences

1/Gerald Yoakam, Basal Reading Instruction, op. cit., p. 169.
12. Definitions.

Gray mentions the following devices to improve comprehension:

1. Use of questions, both fact and judgement
2. Detailed studies of form, organization and structure of the passage
3. Interpretation in light of the broader context
4. Training in reading for different purposes.

A knowledge of the language structure also helps the child. Betts says that as the child gradually acquires the basic understandings of language he makes more effective use of context aid to recognition and to meaning. During the intermediate grades the child learns to use typographical aids to meaning. Attention is directed to a word with a special meaning by means of quotation marks, italics, boldface print, and asterisks. A special word may be explained in the footnote. Punctuation marks, capital letters, periods, apostrophes, and question marks are all clues to meaning.

Betts believes vocabulary should be repeated in a sufficient number of different situations to insure a large number of meaningful associations with each word. Gray.

4/William Gray, Improving Instructions in Reading, op. cit., p. 47.
reports that after a printed symbol has been introduced and the child is able to identify it in context, meaning association will be extended and strengthened as he meets the same word again.

In spite of all this advice, no proof has ever been shown, no study ever undertaken to see which way a child learns more in the actual reading situation: by analysis or by prompting. This is what the following study attempts to find out.
CHAPTER II

PLAN AND PROCEDURE OF THE STUDY

Introduction

This study compares two methods of teaching the recognition of words in the oral reading situation. The first of these methods is prompting, whereby the child is told any unknown word immediately. The second method is word analysis, whereby the child must solve the unknown word by himself. In order to carry out this comparison it was necessary to build stories which contained words outside the reading vocabulary of the children to be tested. These unknown words would be taught by both the prompting and analysis methods to determine which procedure resulted in better:

1. recognition of words
2. meaning of words
3. comprehension of stories
4. reading coverage.

Building of Materials--Grade 4

Topics.--The authors felt that for the purpose of this study it would be best to limit the number of areas which the stories covered. In this way, it would facilitate the incorporation of the unknown words. Thus the first step in the building of these stories was to select suitable topics. Four
subjects were chosen:

1. Sports
2. Western Expansion
3. Holidays

Each topic was felt by the testers to be of interest to fourth grade children. The decision was reached after a search of materials found in fourth grade reading books, and influenced by a knowledge of children’s interests.

Sports was chosen as a topic because of its universal interest among fourth grade children. The following are examples of the sources for the sport stories:

Sport Stories -- Bill Stern
Encyclopedia of Sports -- Frank Menke
Junior Sports Anthology -- Robert F. Kelley
Young Readers Outdoor Sport Stories -- A. L. Furman

Westward Expansion is a subject found in most fourth grade social studies books. It was also selected because the children of this age level show a great deal of interest in western programs on television. The following are examples of the sources for the Westward Expansion stories:

Wagon Trains -- Television Show
Let’s Travel On -- Arthur Gates and Jean Ayer

Deep Sea Diving was decided upon because stories about the sea are found in most fourth grade science books. In addition it was felt this topic would be suitable because
stories of such adventures would appeal to young readers. The following are examples of the sources for the deep sea diving stories:

See Through the Sea -- Millicent Selsam and Betty Morrow
Boy Beneath the Sea -- Arthur C. Clarke
Let's Explore Beneath the Sea -- William Knowlton
Handbook for Skin Divers -- George Bronson Howard

Holidays are familiar to all children. By the time youngsters have reached the fourth grade they know the name and date of practically every holiday celebrated. Thus it was believed the children would enjoy reading about the origin of five principal holidays. The following are examples of the sources for the holiday stories:

Book of Holidays -- J. Walker McSpadden
The Harvest Feast -- Wilhelmina Harper
The First Book of Festivals Around the World -- Alma Reck
The First Book of Holidays -- Bernice Burnett

Vocabulary.--The next step in this study was to choose unknown words that could be used in building materials around the four topics. Forty words were selected as a reasonable number; ten unknown words to be assigned to each of the four topics. In choosing the words the following criteria were established. The words chosen had to be:

1. In the listening but not the reading vocabulary of fourth grade children

2. of normal phonetic structure
3. pertinent to the topics.

Words were selected from the Durrell-Sullivan Reading List - Intermediate Grades and from fifth and sixth grade text books. In order to discover whether the words were in the listening, but not the reading vocabulary of the fourth grade child, they were tested on a population not to be used in the actual study. The children used were fourth grade children of above average intelligence. These thirty children were tested individually on a list of sixty words. Sixty words were selected as an ample number from which the final forty could be chosen. Words were discarded if more than half the children recognized them. Typical of words discarded because they were too easy were (1) journey, (2) modern, (3) realize, and (4) medical. The authors also discovered a few words that were too hard such as (1) goaded, (2) barbaric, and (3) laborious. Finally a list of forty words that met our needs was established. The following is a list of these words:

- obstacles
- ecstasy
- environment
- octopus
- frontier
- innovations
- perilous
- exhausting
- hostile
- pressure
- equipped
- desperation
- automatic
- destination
- efficiency
- venture
- monotonous
- episode
- volunteer
- itinerary
- taunted
- submerge
- expedition
- celebration
- apparatus
- adventurous
- obvious

optimistic    contained    eventually
unique       reluctantly incomparable
vengeance    championships examined
suggested    appealed
encouraged    imitate

Stories.--The above words were written into stories. Each tester selected one of the four topics mentioned previously and wrote five stories about it. In each of these five stories the same ten words were repeated. Special care was taken to make the stories vivid and exciting, to keep the sentence construction simple, to limit each story to three hundred words and to keep the vocabulary easy and familiar except for the ten words to be mastered. The following is a sample of a fourth grade story:

The Boy Who Hated to Swim

When he was a boy, Johnny was not as strong and healthy as most boys are. The doctors who examined him sadly shook their heads, for they felt that he did not have long to live. One of them finally suggested that Johnny try swimming as an exercise. There was one drawback to this plan, however. Johnny hated the water. He could not swim a single stroke, nor could anyone in his family. Up to this time he had never stepped into more water than could be contained in a bath tub.

Johnny took up swimming at the age of thirteen. He started paddling in the muddy water of the river near his home, hating every minute of it, hating every stroke that he took.
Again and again he wanted to give up, but the doctors and his parents encouraged him to keep on trying. Finally he learned to swim.

A short time later his family moved to a city that was on the edge of a large lake. Here Johnny reluctantly continued with his swimming. Before long he found that he was beginning to enjoy himself, and the more he liked it the more he swam. Now that his work appealed to him he soon became better and better at the once hated sport. He happened to see some really good swimmers. Just for the fun of it, he began to imitate their strokes. Before long he could do everything that they could do, only he could do it better.

Eventually this sick little boy who had to take up swimming to save his life became the world's most famous swimmer. He won many championships, but the greatest was his victory over his own weakness. He was the incomparable Johnny Weismuller.

Method of Conducting the Study

The children used for this study were from four different locales. Three groups of forty children each were from the fourth grade. These groups were from Braintree, from Burlington, and from Belmont. The fourth group of children, sixth graders, was from Wilmington. The total population of the study was four groups of forty children, making a total of one hundred and sixty children.

As described earlier, the materials, four sets of five
stories, were built containing forty key words. The children had been selected and the experiment was ready to be carried out. It was conducted over a three week period according to the rotation method. That is, the children were rotated as to the type of assistance they received when they met a key word. (see diagram which follows)

During the first two weeks of the study the children read the stories. One topic consisting of five stories was used at each meeting. To help insure the reliability of the experiment each story had a pre-arranged introduction. The following is the introduction used for "The Boy Who Hated to Swim":

**Introductions to Sports Stories**

**The Boy Who Hated to Swim.** We are going to read a story about a boy who had to do something that he hated, but it actually turned out to be not so bad.

Follow up questions:

1. Did Johnny really learn to swim well?

2. Was Johnny ten years old when he started to swim?

**The Mystery of the Unknown Outfielder.** This story is about baseball and a boy who could play very well.

1. Could Wilson field the ball well?

2. Did Wilson ever get to be a real champion?

**Jim Thorpe.** One of the most famous athletes of all times was Jim Thorpe, an Indian. This story is about him.

1. The Indians had the better track team.

2. The Indians had more men on their team.
Diagram of Method of Rotation

I

10 children
10 children

II

10 children
10 children

Analysis           Prompting

10 children
10 children

10 children
10 children

Prompting

10 children
10 children

10 children
10 children

Dates given

Group I

Jan. 20th  prompting (Sports)
Jan. 22nd  analysis  (Holiday)
Jan. 27th  Prompting  (Sea)
Jan. 29th  analysis  (Western Expansion Grade IV
                               Nature Grade V)

Group II

analysis  (Sports)
Prompting (Holiday)
analysis  (Sea)
Prompting (Western Expansion Grade IV
                               Nature Grade V)
Courage on Ice. This is a story about a famous ice skater and the strange experience he had with a veterinarian.

1. The skater was never able to do well on the ice again.
2. It did not take any courage to go through with the treatment the doctor prescribed.

Action on the Sidelines. Not all the action of a football game takes place on the playing field. Here is a story about that.

1. Had Bob Mills ever been hurt in a football game up to this time?
2. Did the coach take him out of the game because he had not been playing well?

In the analysis method one minute was allowed for analyzing a key word. This analysis included the teacher's writing the key word on the board and dividing it into syllables with the pupil's help. If, however, the word wasn't recognized and defined by the child within the time limit, the teacher would tell him the word and its meaning in context. In the prompting method the teacher supplied the word immediately if the child hesitated. It was decided beforehand that in either method the teacher would prompt any words other than the ten key words. At the conclusion of each story, in order to avoid discussion, two controlled response questions were asked. These questions, like the introductions were the same for all groups. The following is a sample:
Introductions to Sport Stories and Controlled Response Questions

The Boy Who Hated to Swim. We are going to read a story about a boy who had to do something that he hated, but it actually turned out to be not so bad.

Follow up Questions:

1. Did Johnny really learn to swim well?
2. Johnny was eleven years old when he started to swim?

The Mystery of the Unknown Outfielder. This story is about baseball and a boy who could play very well.

1. Could Wilson field the ball well?
2. Did Wilson ever get to be a champion?

Jim Thorpe. One of the most famous athletes of all times was Jim Thorpe, an Indian. This story is about him.

1. The Indians had the better track team.
2. The Indians had more men on their team.

Faith to a Fallen Giant. This is a story about a great football player and track star and his experience with a very young admirer.

1. Don Wilson was surprised that Glenn Richards wanted nothing from him.
2. Don Wilson would be able to play football again.

Action on the Sidelines. Not all action takes place on the playing field. Here is a story about that.

1. Had Bob Mills ever been hurt in a football game up to this time?
2. Did the coach take him out of the game because he had not been playing well?
A period of twenty minutes was assigned for each group’s reading, using as many of the five stories as possible. At the end of this twenty minutes the groups were dismissed.

The third week was used to check the vocabulary, word meaning and comprehension gains of each child. To test the vocabulary, each teacher had the forty children read individually a typed list of the key words. The teacher scored each word as follows:

1. If the child recognized the word immediately, a plus sign was recorded.
2. If the word was known after a slight hesitation, a check mark was recorded.
3. If the word was not recognized after seven seconds, a minus sign was recorded.

In scoring this test, two points were scored for a plus, one point for a check and no points were given a minus.

Word meanings were tested by matching tests. Each child was given a test and allowed as much time as needed. When tallied, one point was given for each correct answer. The following is a sample:

Matching Test for "Sports Stories"

1. designate
   a. good humor; ability to recover strength, spirits
2. deteriorate
   b. clever; resourceful
3. exorbitant
   c. to point out; to mark; to appoint
4. impartial
   d. unequalled; matchless
5. expectant
   e. to make or become worse; or lower in quality
| 6. incomparable | f. not able to satisfy |
| 7. ingenious | g. fair; just; favoring no one side or party more than another |
| 8. materialized | h. immense; over much; going beyond what is reasonable, just, or fair |
| 9. resiliency | i. slippery; slack; casual |
| 10. unquenchable | j. confident that something will happen |
|               | k. appeared in bodily form |
|               | l. knew; understood, believed |

Comprehension was checked by a multiple-choice test based upon each of the first two stories in each set. Again there was no time limit and one point was counted for each correct answer. The following is a sample of this test:

**Directions:** Circle the letters (either a, b, or c) that best answer the questions.

**Sport Stories**

**The Boy Who Hated to Swim**

1. Why did Johnny take up swimming as an exercise,
   a. Everyone in his family liked to swim.
   b. The doctor told him to learn to swim.
   c. All his friends knew how to swim.

2. How did Johnny become such a good swimmer?
   a. He copied the strokes of some good swimmers that he saw.
   b. He took lessons.
   c. He never learned to swim well.
3. What was Johnny's greatest victory?
   a. The championship of the world.
   b. He became strong and healthy.
   c. He was able to swim better than his brother.

4. How old was Johnny when he took up swimming?
   a. He was eight years old.
   b. He was ten years old.
   c. He was thirteen years old.

5. How did Johnny feel about swimming at first?
   a. He loved it.
   b. He hated it.
   c. He liked it.

The Mystery of the Unknown Outfielder

1. Who really was this unknown baseball player?
   a. Babe Ruth
   b. Woodrow Wilson
   c. Dwight D. Eisenhower

2. Where did this ball player get his start?
   a. In the minor league
   b. In the little league
   c. In the major league

3. How long ago did this story take place?
   a. Ten years ago
   b. Fifty years ago
   c. Twenty years ago
4. What kind of fielder was this boy?
   a. Pretty good
   b. Excellent
   c. Poor

5. Why did he stop playing ball?
   a. His father was sick
   b. He gave no explanation
   c. He was offered a better job

Building of Materials--Grade 6

Topics.--The author of the grade six material joined with the others of the group in the selection of the topics. It was decided that nature stories would be a more suitable subject for the sixth grade level than western expansion and the substitution was made.

The following are examples of the sources of the nature stories:

What Makes Garden Grow -- Lynn M. Watkins
Possum Without Passport -- Jack Dermid
Oyster-Eater Disappears -- Lynn Watkins

Vocabulary.--Forty words of greater difficulty than those chosen for the fourth grade were selected. In choosing the forty words, some of the identical standards were established as those for the fourth grade. The words chosen had to be:

1. of normal phonetic structure
2. easily adapted within the topics.

But, in contrast to the forty words within the fourth grade
study, the words did not need to be in the listening vocabulary of the sixth grade children. Words with differing numbers of syllables were chosen purposely to increase difficulty in word recognition, while others were selected on the basis of similarity of looks and structure; for example: goaded and gouged; unequivocal and unquenchable. The proper noun Aqua-Lung was used to emphasize the need to recognize proper nouns and their meanings at the sixth grade level. Various forms of the root word "anticipate" were used to test recognition of root words.

The words selected came from:
1. the Durrell-Sullivan Selected Vocabulary for grade 6
2. the Boston University word pronunciation list
3. resource material read
4. synonyms selected to replace words from the fourth grade list.

All the words were checked against the Thorndike list for incident of grade placement in order to insure the fact that the key words would be outside the reading vocabulary of the children to be tested. Many words were considered at this time and checked to meet the standards set. Typical of words considered but discarded were: (a) compact, (b) collision, (c) versatile, (d) agonize, and (e) inanimate.

2/ibid., pp. 393-394.
Then, as in the fourth grade study, in order to see if the forty key words would meet the criteria established, they were tested on a population not to be used in the actual study. The children used for this check were sixth and seventh grade children of above average reading ability. None of the words were discarded or replaced for they were not read easily within a seven second period. As a result, the list of forty words for the sixth grade stories was ready. The following is a list of these words:

- anticipated
- goaded
- spontaneous
- compassionate
- laborious
- submerge
- convulsed
- obvious
- designate
- gouged
- realization
- deterriorate
- instinctively
- unique
- exorbitant
- nefarious
- vengeance
- incomparable
- preliminary
- anticipation
- ingenious
- rudimentary
- Aqua-Lung
- materialized
- specify
- desolate
- expectant
- unequivocal
- ecstasy
- impartial
- barbaric
- impediments
- resiliency
- desperation
- impaired
- unquenchable
- efficiency
- inhalations
- episode
- spectacle

Stories.--Ten key words were assigned to each topic. Then five stories were written for each topic, with the ten key words repeated in each of the five stories. Some of the
sixth grade stories were based on the ones written by the authors of the fourth grade stories but adapted to the sixth grade key words.

In general, the following procedure was adopted in writing the stories. After scanning the key words, the stories were written freely incorporating the key words wherever possible. Later the stories were rewritten to space the key words as evenly as possible throughout the stories. However, special effort was made to keep the words surrounding the key words simple.

Method of Conducting the Study

The procedure employed was identical with that used in the fourth grade study.
CHAPTER III

ANALYSIS OF THE RESULTS
# Grade IV - Burlington

Table 2. Word Recognition Gains for Word Analysis Versus Immediate Prompting

<table>
<thead>
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<th>Prompting</th>
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The difference in the mean in word recognition between word analysis and immediate prompting is 1.0. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .43.
Table 3. Word Recognition Gains for Word Analysis Versus Immediate Prompting

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</table>

Mean 15.63 14.75
S.D. 6.40 7.75
S.E.M. 1.01 1.23
Diff. Ma-Mp .88
S.E.Diff. 1.59
C.R. .61

The difference in the mean in word recognition between word analysis and immediate prompting is .88. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .61.
Grade VI - Wilmington

Table 4. Word Recognition Gains for Word Analysis Versus Immediate Prompting

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Mean       | 25.625   | 25.625   |
S.D.       | 7.82     | 7.98     |
S.E.M.     | 10.24    |          |
Diff. Ma-Mp| 0        | 0        |
CR.        |          |          |

The difference in the mean in word recognition between word analysis and immediate prompting is 0. Therefore no critical ratio could be established.
Total Population

Table 5. Word Recognition Gains for Word Analysis Versus Immediate Prompting

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</table>

Mean 22.21  22.31
S.D. 11.07  10.875
S.E.M. .875  .859
Diff. Ma-Mp .10
S.E.Diff. 1.22
C.R. .08

The difference in the mean in word recognition between word analysis and immediate prompting is .10. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of .08.
Table 6. Word Meaning Gains for Word Analysis Versus Immediate Prompting

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The difference in the mean in word meaning between word analysis and immediate prompting is .15. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .20.
Grade IV - Burlington

Table 7. Word Meaning Gains for Word Analysis Versus Immediate Prompting

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Mean 8.35 9.10
S.D. 3.96 4.51
S.E.M. .63 .71
Diff. Ma-Pa .75
S.E. .95
C.R. .79

The difference in the mean in word meaning between word analysis and immediate prompting is .75. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of .79.
Table 8. Word Meaning Gains for Word Analysis Versus Immediate Prompting

<table>
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</table>

Mean          8.12 | 8.56
S.D.         4.47 | 4.47
S.E.M.       .71    | .71
Diff. Ma-Mp   .44
S.E. Diff.    1.0
C.R.         .44

The difference in the mean in word meaning between word analysis and immediate prompting is .44. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of .44.
# Grade VI - Wilmington

## Table 9. Word Meaning Gains for Word Analysis Versus Immediate Prompting

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The difference in the mean in word meaning between word analysis and immediate prompting is 1.20. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of 2.05.
### Total Population

**Table 10. Word Meaning Gains for Word Analysis Versus Immediate Prompting**

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The difference in the mean in word meaning between word analysis and immediate prompting is .375. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of .79.
Grade IV - Belmont

Table 11. Comprehension Gains for Word Analysis Versus Immediate Prompting

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Mean: Analysis = 12.70, Prompting = 12.55
S.D.: Analysis = 3.18, Prompting = 4.50
S.E.: Analysis = .50, Prompting = .71
Diff.: Analysis = .15, Prompting = .17
C.R.: Analysis = .87, Prompting = .17

The difference in the mean in comprehension between word analysis and immediate prompting is .15. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .17.
Grade IV - Burlington

Table 12. Comprehension Gains for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>18-20......</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15-17......</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>12-14......</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>9-11.......</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>6-8.........</td>
<td>3</td>
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<tr>
<td>3-5.........</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0-2.........</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>13.21</td>
<td>14.59</td>
</tr>
<tr>
<td>S.O.</td>
<td>3.15</td>
<td>2.31</td>
</tr>
<tr>
<td>S.E.M.</td>
<td>.50</td>
<td>.36</td>
</tr>
<tr>
<td>Diff. Ma-Mp</td>
<td>1.35</td>
<td></td>
</tr>
<tr>
<td>S.E.</td>
<td>.62</td>
<td></td>
</tr>
<tr>
<td>C.R.</td>
<td>2.18</td>
<td></td>
</tr>
</tbody>
</table>

The difference in the mean in comprehension between word analysis and immediate prompting is 1.35. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of .62.
### Table 13. Comprehension Gains for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>18-20</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>15-17</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>12-14</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>9-11</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>6-8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>3-5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>0-2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>10.75</th>
<th>12.7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S.D.</td>
<td>4.35</td>
<td>4.08</td>
</tr>
<tr>
<td></td>
<td>S.E.M.</td>
<td>.69</td>
<td>.65</td>
</tr>
<tr>
<td></td>
<td>Diff. Ma-Mp</td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.E. Diff.</td>
<td>.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.R.</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

The difference in the mean in comprehension between word analysis and immediate prompting is 1.95. Prompting has a slight advantage over analysis as is indicated by the critical ratio of 2.0.
Table 14. Comprehension Gains for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Promoting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>18-20...</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>15-17....</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>12-14....</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>9-11.....</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>6-8......</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3-5......</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0-2......</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean | 16.00 | 13.68 |
S.D. | 3.74  | 2.96  |
S.E.M. | .59  | .47  |
Diff. Ma-Mp | 2.32 |       |
S.E. Diff. | .75  |       |
C.R. |       | 3.1   |

The difference in the mean in comprehension between word analysis and immediate prompting is 2.32. Analysis has a slight advantage over prompting as is indicated by the critical ratio of 3.1.
Total Population

Table 15. Comprehension Gains for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis (2)</th>
<th>Prompting (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>15-17</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>12-14</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>9-11</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>6-8</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>3-5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>0-2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

| Mean       | 13.78        | 13.78         |
| S.D.       | 4.08         | 3.42          |
| S.E.M.     | .32          | .27           |
| Diff. Ma-Mp| 0            |               |
| S.E. Diff. | .419         |               |
| C.R.       | 0            |               |

The difference in the mean in comprehension between word analysis and immediate prompting is 0. Therefore no critical ratio could be established.
Grade IV - Belmont

Table 16. Word Difficulty Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>40...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>35-39</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>30-34</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>25-29</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>20-24</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>15-19</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>10-14</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5-9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0-4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean
S.D.
S.E.
Diff.
S.E.
C.R.

<table>
<thead>
<tr>
<th>Mean</th>
<th>23.25</th>
<th>24.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.D.</td>
<td>9.25</td>
<td>9.60</td>
</tr>
<tr>
<td>S.E.</td>
<td>1.46</td>
<td>1.52</td>
</tr>
<tr>
<td>Diff.</td>
<td>1.50</td>
<td></td>
</tr>
<tr>
<td>S.E.</td>
<td>2.11</td>
<td></td>
</tr>
<tr>
<td>C.R.</td>
<td>.71</td>
<td></td>
</tr>
</tbody>
</table>

The difference in the mean in word difficulty between word analysis and immediate prompting is 1.50. Prompting has a very slight advantage over analysis as is indicated by the critical ratio of .71.
Table 17. Word Difficulty Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis (2)</th>
<th>Prompting (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>35-39</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>30-34</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>25-29</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>20-24</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>15-19</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>10-14</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>0-4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean | 23.90 | 23.25 |
S.D. | 10.85 | 8.55  |
S.E. | 1.70  | 1.04  |
Diff. MaPa | .65 |
S.E. | 1.99  |
C.R. | .33   |

The difference in the mean in word difficulty between word analysis and immediate prompting is .65. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .33.
Grade IV - Braintree

Table 18. Word Difficulty Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>40...</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>35-39.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>30-34.</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>25-29.</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>20-24.</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>15-19.</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>10-14.</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>5-9</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>0-4</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

Mean          16.125   14.375
S.D.          10.05     8.65
S.E.M.        1.59      1.37
Diff. Ma-Mp   1.75
S.E. Diff.    2.1
C.R.          .83

The difference in the mean in word difficulty between word analysis and immediate prompting is 1.75. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .83.
Grade VI - Wilmington

Table 19. Word Difficulty Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>40...........</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35-39........</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>30-34........</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>25-29........</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>20-24........</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>15-19........</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>10-14........</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5-9..........</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0-4..........</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean 25.38 25.75
S.D. 8.15 7.95
S.E.M. 1.29 1.26
Diff. Ma-Mp .37 .37
S.E. 1.8 1.8
C.R. 1.21 1.21

The difference in the mean in word difficulty between word analysis and immediate prompting is .37. Prompting has a very slight advantage over prompting as is indicated by the critical ratio of .21.
Total Population

Table 20. Word Difficulty Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>C.I.</th>
<th>Analysis</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>40-49</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>35-39</td>
<td>15</td>
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<tr>
<td>30-34</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>25-29</td>
<td>23</td>
<td>25</td>
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<tr>
<td>20-24</td>
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<td>20</td>
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<tr>
<td>15-19</td>
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<tr>
<td>10-14</td>
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<td>6</td>
<td>18</td>
</tr>
<tr>
<td>0-4</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

Mean |
-----|
22.15|
22.00|

S.D.  |
-----|
10.415|
10.350|

S.E.M.|
------|
.823  |
.818  |

Diff. Ma-Mp|
------------|
.15        |

S.E. Diff.  |
------------|
1.532      |

C.R.       |
----------|
.098       |

The difference in the mean in word difficulty between word analysis and immediate prompting is .15. Analysis has a very slight advantage over prompting as is indicated by the critical ratio of .098.
Table 21. Reading Coverage Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>Topics</th>
<th>Amount Covered</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analysis</td>
<td>Prompting</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>The Sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undersea Discovery and Adventure</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The Beginnings of Diving</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The Sea, Itself</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>A Diving Ship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginnings of Diving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Boy Who Hated to Swim</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The Mystery of the Unknown Outfielder</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Jim Thorpe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courage on Ice</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Action on the Sidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valentine's Day</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Halloween</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>All Fool's Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Year's Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>About Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Western Expansion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trip West</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Learning Through Television</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The Indian Story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junipero Serra</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>The Wagon Master's Children</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

In the analysis method two stories were read in each twenty minute period. In the prompting method five stories were read in each twenty minute period. Prompting shows a definite advantage over analysis by a coverage ratio of 2.5:1.
Table 22. Reading Coverage Comparison for Word Analysis Versus Immediate Prompting

<table>
<thead>
<tr>
<th>Topics</th>
<th>Amount Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analysis</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>The Boy Who Hated to Swim.....</td>
<td>x</td>
</tr>
<tr>
<td>The Mystery of the Unknown Out-fielder</td>
<td>x</td>
</tr>
<tr>
<td>Jim Thorpe.....................</td>
<td>x</td>
</tr>
<tr>
<td>Faith to a Fallen Giant.......</td>
<td>x</td>
</tr>
<tr>
<td>Action on the Sidelines......</td>
<td></td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
</tr>
<tr>
<td>St. Valentine's Day...........</td>
<td>x</td>
</tr>
<tr>
<td>About April Fool's Day........</td>
<td>x</td>
</tr>
<tr>
<td>Halloween......................</td>
<td>x</td>
</tr>
<tr>
<td>About Thanksgiving............</td>
<td></td>
</tr>
<tr>
<td>New Year's Day...............</td>
<td></td>
</tr>
<tr>
<td>Sea</td>
<td></td>
</tr>
<tr>
<td>Undersea Discovery and Adventure</td>
<td>x</td>
</tr>
<tr>
<td>Treasures Under the Sea.......</td>
<td>x</td>
</tr>
<tr>
<td>The Sea, Itself...............</td>
<td>x</td>
</tr>
<tr>
<td>A Diving Ship................</td>
<td>x</td>
</tr>
<tr>
<td>The Beginnings of Diving......</td>
<td>x</td>
</tr>
<tr>
<td>The World of Nature</td>
<td></td>
</tr>
<tr>
<td>About Oyster Catchers.........</td>
<td>x</td>
</tr>
<tr>
<td>Nicky's Letter.................</td>
<td>x</td>
</tr>
<tr>
<td>The Murine Opossum or Marmosa.</td>
<td></td>
</tr>
<tr>
<td>If the Dog Could Talk.........</td>
<td></td>
</tr>
<tr>
<td>Snakes.......................</td>
<td></td>
</tr>
</tbody>
</table>

In the analysis method two stories were read in each twenty minute period. In the prompting method five stories were read in each twenty minute period. Prompting shows a definite advantage over analysis by a coverage ratio of 2.5:1.
Table 23. Words in Order of Difficulty

<table>
<thead>
<tr>
<th>Words Analyzed</th>
<th>Score</th>
<th>Words Prompted</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>unique</td>
<td>10</td>
<td>itinerary</td>
<td>15</td>
</tr>
<tr>
<td>ecstasy</td>
<td>16</td>
<td>ecstasy</td>
<td>16</td>
</tr>
<tr>
<td>efficiency</td>
<td>19</td>
<td>unique</td>
<td>19</td>
</tr>
<tr>
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## Table 24. Words in Order of Difficulty

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CHAPTER IV

SUMMARY AND CONCLUSIONS

Review of Experiment

This study was a comparison of two methods of teaching word recognition in oral reading. The first of these methods was prompting whereby the child was told certain key words immediately. The second method was word analysis whereby the child solved the key words himself. If he failed to recognize the word within a sixty second time limit, it was told to him.

Twenty original stories were written for the fourth grade level and twenty for the sixth grade level. A total of eighty unknown words were incorporated into these stories.

A total population of 160 children was used in the study. Three groups of forty children each were from the fourth grades of Belmont, Burlington and Braintree; a fourth group of forty children was from the sixth grade of Wilmington. The experiment was carried out according to the rotation method.

The study was carried on over a three week period. The first two weeks of this period were used to read the stories. During the third week testing based on these stories was done. The tests were given to determine which of the two methods of teaching was the better. The following were the criteria:
Conclusions

Test data were analyzed and the following conclusions were drawn:

1. Word Recognition. No significant difference was found in word recognition scores whether the words were taught by analysis or by prompting.

2. Word Meaning. No significant differences were found in growth in word meanings whether words were taught by analysis or by prompting.

3. Comprehension. No significant differences were found in the comprehension of the stories whether they were taught by word analysis or by prompting.

4. Reading Coverage. When teaching by the word analysis method two stories were read during the allotted time. When teaching by the immediate prompting method five stories were read during the allotted time.

Summary

The major advantage of immediate prompting was in the much greater amount of reading during the instructional period. Whereas only two stories were read when the unknown words were analyzed five stories or two and a half times.
as many were read when prompted. However, the two methods produced no significant differences in word recognition, word meaning or comprehension of stories.
APPENDIX - Grade Four
KEY WORDS

I. Western Stories

adventurous
frontier
environment
expedition
equipped
monotonous
innovations
exhausting
destination
itinerary

II. Stories About Holiday

optimistic
celebration
hostile
unique
obvious
taunting
vengeance
episod

efficiency
desperation

III. About the Sea

automatic
ecstasy
perilous
volunteered
submerge
apparatus
obstacle
octopus
pressure
venture

IV. Sport Stories

imitate
eventually
championship
incomparable
reluctantly
suggested
contained
examined
encouraged
appealed
Introductions to Western Stories

The Trip West. This is a story about a little girl named Nancy who has her own tale to tell. It is one which is important to all of us because it has to do with the story of our country. Now let's read to find out Nancy's story.

Follow up questions:

1. Do you think that Nancy's father was correctly named a Fort-Niner?

2. If it hadn't been for the Forty-Niners, do you think the railroad would have been built at that time?

Learning Through Television. There are many ways today by which we can learn about things. One means is the television. It can be a teacher of what happened in America years ago. Here is one example of television as a teacher of American history.

1. Do you think that television has both its good points and its bad points?

2. Would you like to play a part in a Western?

The Indian's Story. Here is another tale of early American life. This time the teacher is an Indian who lived many years ago. Let's hear about those days as the Indian knew them.

1. If you had lived years ago, would you have liked to have known running water?

2. Are the Navaho Indians friendly with our government today?
Junipero Serra. We have already learned that the state of California was known in 1849 for its gold. Today, one hundred years later, it is known for its many beautiful buildings. Let us read about one of the men who built some of these buildings, or missions as they are called.

1. Do you know anyone who has been in California and has seen any of these beautiful missions?

2. If you had a chance, would you have liked to have lived in Father Serra's time and have travelled with him?

The Wagonmaster's Children. One particular television play helps us know that the Wagon Train was the chief means of crossing America years ago. Now let's read the story of one wagon train master and his family.

1. Do you think that Billy and Bobby were lucky to be always moving from place to place?

2. Are you glad that now you can travel all across our country in only hours?
The Trip West

Nancy was a young girl who lived in an adventurous land. She and her parents were on the western frontier of the early United States. Her father played a big part in settling that section of our country. Nancy was the daughter of a Forty-Niner. Do you know where the name Forty-Niner comes from?

Let's look back and find out.

We must go back to the time when Nancy was just a baby. She was born while her parents were in their native environment of New England, probably where Massachusetts is today. When Nancy was less than a year old, her mother and father and she set out on a long expedition. As Nancy looks back, she thinks the time must have been around the beginning of the Gold Rush to the state of California in 1849.

Because those people were not well equipped with many of the things we have today, the trip west was long and monotonous. There were none of today's innovations that could be used. The only transportation was the covered wagon. You can well imagine how exhausting those long hours of travel were.

But with the passing of many months Nancy and her parents finally reached their destination. It was not too long before gold was found. Now, how quickly everyone forgot the trip.

So, in memory of that year, these workers are called the Forty-Niners. It was this group of people who developed our state of California. Because their itinerary was overland, it was also this group of people who brought about the building of America's first East-West railroad.
Today we are very lucky to be able to have television. Television is one of the innovations of modern life. Like most things though, it has both its good points and its bad points.

Cowboy pictures are a main part of the daily TV program. Most of these pictures tell about early American frontier life.

The role of the cowboy must be an adventurous part to play. I wonder if the cowboy knows the important place he had in the building of America's west.

Let's suppose we had a chance to play in a cowboy picture. We would probably live in an environment much different from our own. Homes would be many miles apart and we would probably go shopping about once every two weeks. Our houses would not be equipped with telephones or doorbells.

Every day would be monotonous and exhausting because everyone would have to help do all the work. While the girls and their mother cooked and sewed, the boys and their father would do all the outside jobs. There would be no maids to help.

If the land on our farm became poor, the family would have to move. We wouldn't know our destination because it would be decided only when we reached good farmland.

The route we'd follow wouldn't have a set itinerary. We could only hope we were moving in the right direction. Yes, the expedition would be long and dangerous.

We can agree then, that we are lucky to be living in 1959.
As we watch cowboy pictures on television now, we know more about the hard times of years ago. We thank the people who lived then for the way they helped our country grow.
The Indian Story

Do you ever wonder what life near a frontier in early American days must have been like? Let's try to answer this question by playing the role of someone who lived at that time.

My name is Running Water. I am now an old Indian and live a quiet life. But as a child I led an adventurous life.

At the age of ten I was living near the road of the itinerary followed by most travelers crossing early America. That expedition was long and hard for everybody, both white men and red men. The trip also had many risks. Remember fifty years ago there were none of today's innovations. There were no paved roads to follow and there were no policemen to protect people. Everyone had to take care of his own life and property.

I grew up in an environment that always kept man on his guard, watching out for anyone or anything which might bring harm to him. Just living was sometimes exhausting and monotonous. At times it seemed like it would be impossible to find food for the next meal. But all worry was forgotten when someone in the family came back from a good day of hunting. Now there was food.

The people who passed by were always a worry to us. They seemed to have no destination in mind, so we were afraid they would take our land. These people appeared to be looking for new land, no matter where it was. They needed food as their
wagons were not equipped well enough to store food for a long period of time.

But such hard times, I suppose, are the price we pay for discovery. My people and I, Navaho Indians, now live in our own part of the southwestern United States. Now we know that the white men who bothered us many years ago were only on their way to find and settle new land in the West and Mid-West United States.
Some of the most beautiful buildings in California are the missions. These are churches which are as old as the state itself. One of the first fathers of these buildings has an interesting life story.

Junipero Serra was only seventeen when he went into the Franciscan order of priests in his homeland. He lived on an island in the Mediterranean Sea, a short distance east of Spain.

Soon after he entered, Father Serra was sent to another land. His destination was Mexico. The environment in which this priest was going to live was very different from his own. Father now lived a monotonous and exhausting life among the Mexicans.

But then the ruler of Mexico decided to build first along the Pacific coast with a church, or mission, at each fort. Father Serra was chosen to lead this group of builders and had to lead the expedition. This trip went all the way to California.

It took Father Serra and his party forty-six days to reach one part of California. This trip was made by covered wagon and was a most adventurous journey. The itinerary followed was very hard as it did mean crossing the desert and mountains.

This good leader, Father Serra, was certainly an important person in the frontier life of the early West. I hope every American sees how much he helped us.

It is only because such brave men as Father Serra traveled
in poorly equipped wagons years ago, that we can enjoy modern living. We use many innovations which make life easy for us.
The Wagon Master's Children

Billy and Bobby were brothers. They were the sons of a wagon master. Their father was in charge of a Wagon Train so they and their mother were always following a different itinerary across our country. Because of this constant expedition the boys had their mother as their teacher most of the time.

Life was most adventurous for the boys because they never knew what was going to happen next. Besides being exciting though, everyday work was exhausting. Because their father was always busy with his work Billy and Bobby had to find the fire wood, get all the food, and also keep up with their schoolwork. Because their covered wagon was usually equipped with only a few things at one time, the boys had no toys with which to play. If they did have any free time, then playing with sticks soon became monotonous. Remember there were none of today's innovations so life was pretty hard.

These boys never knew ahead of time what their destination was. What difference would it make anyway? They just helped as much as they could and never asked too many questions. Because they never knew their next environment, the boys were always ready to protect their mother. Every day the boys kept a bow and arrow with them, in both work and play.

Wagon Train drivers and their families played an important part in the frontier life of years ago. Very few people know all about the hard times these travelers faced in helping America grow.
Introductions to Holiday Stories

Valentine's Day. Have you ever wondered why we give gifts on Valentine's Day? This story tells us one way the custom may have started.

Follow up questions:

1. Do people really know how St. Valentine's Day began?
2. Is hostile a good word to describe Brother Valentine?

Halloween. Witches, goblins, jack o'lanterns are all part of Halloween. Let's see how they came to play a part in this important day.

1. Are nuts and fruits a part of Halloween because Halloween is in the Fall?
2. Were people afraid of children in the early days of the American Halloween?

New Year's Day. The very first day of the year is a holiday. This holiday has quite a history. Let's read this story and learn this history.

1. Is the period of time from one new moon to the next called a month?
2. Was January first the day that the Senators of long ago finished their work?

Thanksgiving. In November we have Thanksgiving. Thanksgiving is a holiday celebrated in every country. Let's read the story about it.

1. Did the first American Thanksgiving have any connection with the harvest?
Thanksgiving (cont'd)

2. Does Thanksgiving fall on the last Thursday of November?

April Fool's Day. A favorite holiday of both young and old is the one that falls on the first day of April--April Fool's Day. Perhaps this is how the celebration of this day began.

1. Were people who were fooled on the first day of April sometimes called "April Fish"?

2. Is April Fool's Day supposed to be a day for getting even with all the people that you don't like?
Valentine's Day

Nobody really knows how St. Valentine's Day began. I like to think it began because of a poor monk named Valentine. This monk lived in Italy with many other monks or brothers. He was poor, kind and gentle, but he was bothered because he could not do anything very well. Because of this he was sad and could not look on the optimistic side of things.

All of the other brothers seemed to have some unique great gift. One of these was Brother Angelo, an artist, who painted very beautiful pictures. Another brother had such a beautiful voice that the chapel was always crowded with visitors to hear his singing. Another brother was a doctor who had found medicines to heal the sick. Father John, the wise head of the church, did everything with efficiency.

Only Valentine seemed not to have any special talent. This fact bothered him. Taunted by this thought and in desperation he grew a little garden where he loved to work. He used to gather his flowers and drop them over the church walls to the children as they passed below.

Somehow he found out the birthday of every child in the village. He brought gifts he had made himself to the children's homes. Then he would steal away before anyone saw him. But these episodes became known. It was obvious that everyone loved him, but he did not understand that this was his great talent.

After his death, people said, "Let us, too, give gifts to
our friends on Brother Valentine's birthday." Thus I believe that the celebration of St. Valentine's day is in honor of this poor monk who was hostile to no-one. He had love, no hate; forgiveness, no vengeance in his heart.
Halloween

The name Halloween means the night before All Saints Day. But long before the church gave a name to the day, our forefathers held a celebration in many parts of the world. Most of our Halloween customs of today began many, many years ago.

A long time ago people began the new year on November first. This marked their beginning of winter. On the evening before the feast people believed that ghosts arose from their graves to warm their bones at warm, cozy firesides. On this unique occasion, they thought that witches, riding through the air on broomsticks taunted the ghosts and people. Thus they built bonfires to protect themselves and the friendly spirits. These fires were built with great efficiency so they would last for many days. Just in case they didn't work, in desperation the people would dress in terrible costumes. They believed if you dressed in a horrible enough way, the witches would think you were one of them and do you no harm. This episode shows how the Halloween custom of "dressing up" and wearing masks started.

When you duck for apples you are doing as the Romans did—honoring the Roman goddess of apple orchards.

As the feast took place in November, it is obvious, how nuts and fruits became an important part of Halloween.

Jack O'Lantern was a make believe man who was so stingy he could not get into heaven. He not only couldn't get into heaven, but a devil wouldn't take him either. Jack O'Lantern
used to play jokes on the devil, so the devil had set his vengeance on him. Thus he was made to wander over the earth with a lighted lantern.

"Trick or treat" means of course that the young Halloween visitors will not play tricks if you will treat them. But in the earlier days of our American Halloween, people were not as optimistic about their visitors. They had to hide every movable object so that the children would not take them.

Today's "evil spirits" are just friendly spirits who are hostile to no-one, but are only having fun.
Thanksgiving

Many of us think that Thanksgiving is only an American holiday. But it is not unique with us, because the habit of giving thanks to God has been going on for many, many years. Down through the years each country has had some kind of thanksgiving day celebration.

It is obvious that farmers know better the joy of a good crop than the rest of us. After all, the farmers' hard work of tilling the soil makes the Fall mean a great deal to them. If the crop is good then everywhere in the world the farmer gives thanks to God and dances and sings with joy. But if the crop is not good then he may think he is suffering from God's vengeance.

The episode that we Americans remember was a real harvest feast. That first year the Pilgrims spent in Plymouth, Massachusetts (1620-1621) they had been taunted by hunger, sickness, and death. But finally they had become more optimistic because they found that they were no longer in desperation.

Their Governor set aside a time for thanksgiving. With much efficiency the Pilgrims made plans for this big day. They invited the Indians to this big party because the red men were no longer hostile to them. With the tables filled with fish, meat, fruits from the woods, corn, and vegetables from their gardens, all the people held their first American Thanksgiving. Now we have a Thanksgiving Day every year. It is on the last Thursday in the month of November. We set this one day aside to thank God for all of the things we have and use.
New Year's Day

Having a holiday the first day of the year is an old custom. Even long, long ago when there were no clocks or calendars it was obvious to the people that at certain times of the year the days became shorter and colder. Then they saw that the days grew longer and warmer. They found out that this kept on happening, time after time.

Taunted by seeing this happen, the people started working on plans for counting time. They called the period of time from one new moon to the next a "month"; they called the earth's twelve month journey around the sun a "year". Now everybody started to use the calendar.

Every person showed how happy he was at change of the four seasons in the year by carrying on with unique ceremonies. Another celebration would be held any other important episode. If there was no reason for a party then, in desperation, the ruler would blame God's vengeance on a small group of people.

One man who ruled at that time was the person who made up the calendar as we use it now. With much efficiency he made some changes on the one he was using. It was because the Senators started their work on January first that he made that day the first one in the year. Even today the new year begins on January first. It seems that at the beginning of each year we are most optimistic about what that year will bring.
The celebration of All Fool's Day, as the first of April is sometimes called, began so very long ago that no one is quite sure how it all started. But people all over the world seem to have a certain unique day when they can play silly jokes on one another.

Even if the reason for the holiday is not obvious, having it that first day of April may be explained by a change that was made in the calendar long, long ago. Up to 1564 the people of France used to welcome the new year on the twenty-fifth day of March. At that time the first day of April was still a part of the new year holiday. It was a pleasant custom of the time to visit back and forth on this date and to exchange gifts. When the calendar change was made, in desperation some hostile people refused to accept it, while others just plain forgot. Their smarter friends would then tease them and send them silly presents. A person so fooled was called an April fish, meaning one that is easily caught.

April Fool's Day is not a day for vengeance, but for fun. It is not a day for taunting one's enemies, but rather a day for teasing one's friends. Therefore, after a little thought to be sure that our fooling will work with efficiency, let's have our day of fun. So long as none of the episodes of the day really hurt anyone, we can all have an optimistic laugh that we won't be the next one fooled, and never give a thought or a care as to how the custom first began.
Introductions to Sea Stories

Undersea Discovery and Adventure. This is a story about two little boys who lived on an island. They were close friends but they disagreed on one important thing. Let's read and find out what it was.

Follow up questions:

1. Do these people choose their occupations in the same way we do?
2. Were Peter and Alex similar in every way?

The Beginnings of Diving. In this story the boys actually go on a diving trip. Let's read and find out why the men were diving.

1. Does this story take place in the summer?
2. Are the men looking for pearls?

The Sea Itself. Have you ever wondered about the sea and all the animals that live in it? I think you will learn some surprising facts in this story.

1. Are the fish at the top the fish we catch for food?
2. Will you see any red light about 150 feet down?

A Diving Ship. We have ships that go under the sea to great depths. In this story you will learn about one of the latest diving ships.

1. Did we receive our diving ships from the Swiss people?
2. Can the diving ship do everything that a frog man can do?
Beginnings of Diving. This is a story about why men wanted to explore the sea. It also tells us how they improved their equipment and learned to dive deeper and stay down under water longer.

1. Is today's apparatus very similar to the old apparatus?

2. Did Alex learn that diving was not really very dangerous?
Undersea Discovery and Adventure

Alex and Peter were two playmates who lived on an island surrounded by the sea. They were boys, ten years old, much like the boys and girls you know in America. They went to school, learned to read and write and liked to play outdoors in the sunshine. However, there was one big difference. Instead of choosing work they wanted to do when they grew up, most of the boys just automatically became divers. To them this life was filled with ecstasy. Oh, the wonders of the sea!

Alex could hardly wait until he was fifteen and was allowed to venture into the unknown seas. He wanted to see the sea creatures he had heard about from his father, one of the greatest divers of all times. His father was admired on the island for his courage and bravery. He was known for his many perilous journeys into the sea. Alex wanted to be like him. Alex had several times volunteered to go with his father, but each time he was told, "You must wait until you are a little bigger and stronger." Peter's father, as Alex's, was a famous diver, loved by all the people on the island. The boys had much in common, were always together, but they disagreed on one important thing. Alex loved the sea but Peter was afraid of the seas and hoped he would never have to submerge down, down, down into that horrible sea he had heard so much about. He was ashamed of himself, but just would never put on any diving apparatus, even if he had to run away from the island, his friends and his family. He had heard of the dangerous obstacle.
He shivered at the mere mention of the name "octopus". He thought only fish should go deep into the sea. The pressure was too much for any man to stand. He was sure he would never want to be a man fish.
Treasure Under the Seas

On October 12, the boys approaching their fifteenth birthday were told that they could venture out in the deep seas with their fathers.

As the boat swung out into the deep water, Alex watched with ecstasy every movement of the divers. Peter just sat quietly trying to get rid of the fears that were rising within him. The ship finally stopped moving and the men took out their apparatus to prepare for the first dive of the day. The boys were just to watch today, but after training at a school they would be diving themselves.

Today the men were going to search for sunken treasure on the ocean floor. This work is one of the most exciting works of diving and one with many dangerous obstacles. They had to keep their eyes open for any sign of danger and move slowly. But this was their work and they must volunteer to take risks. Who knows what buried treasure might be found in a sunken ship?

Alex's and Peter's fathers were the first to submerge into the sea. They knew exactly where the wreck lay as they had found it the day before. The wreck was only fifty feet under the sea so they would not have to worry much about the pressure of water. They were used to diving to this level and could easily adjust themselves to it.

After the men were under the water for about ten minutes, they came to the surface. The men were filled with excitement
as they boarded the ship. Alex's father told about the odd creatures seen on the ocean floor. Peter's father told about his adventures with a huge octopus. It was a perilous battle but it was all over with now. Glee was in the eyes of all when they showed shoe buckles, earrings, buttons and an automatic gun found near the wreck. Alex was excited beyond words and even Peter seemed to enjoy this adventure.
Peter's father said exploring a treasure ship is only one joy of deep sea diving. He told the boys about the beauty of the ocean and the creatures that live there. "It is like a different world. It fills me with ecstasy." He continued to tell the boys stories they had never heard.

"The fish at the top are the fish we catch for food. They are the common ones we all know about. But if we submerge a little more we will see new wonders. This is the strangest of all strange regions in the sea. It is neither the surface nor the ocean floor but somewhere in between. There is no sky above or ground below but water everywhere. No animal that lives here has a home like the clam in the mud. There is no place where he can go to escape obstacles. He is always moving about. We see glossy jellies and arrow worms. Clouds of Jellyfish pass by. If you are lucky you might even see an octopus. With the correct apparatus we are able to go still lower into the ocean. The light grows dim, then fades altogether. Red light soon fades, then yellow and then green. Down about 150 feet only blue light remains. There everything would seem blue as if you were wearing sun glasses. A little further down the last dim ray of blue light goes out and all is dark. Down here the waters are icy cold and it looks dark and gloomy. We now see fish coming toward us that look like ghosts with two automatic lights in their heads. Everywhere we look lights glitter and flash. The fish may have a row of
bright lights along each side. The pressure of the water does not bother them, although it would be perilous for us to stay there long. These fish were born to live there and they would not be happy in the warmer, shallower waters. If they should venture too far up they would blow to pieces. Each part of the sea is different, yet each beautiful and amazing!

To everyone's surprise Peter suddenly said, "I would like to see these animals of the sea. I would even volunteer to go down with my father."
A Diving Ship

Alex's father then told the boys about a new kind of ship that is being used in the United States for undersea diving. It is a diving ship bought from the Swiss people. It is the first one to carry men to the ocean floor and back by its own automatic power. It can dive as deep as 20,000 feet, nearly four miles and can stand pressure that would crush a house into an egg shell. It is made up of two parts. One of them is an empty steel ball attached to the bottom of a tank. The empty steel ball is the cabin of the ship. It is six feet across and weighs eleven tons. It can hold two men at a time. The men do not have to venture outside the ship but explore the deep ocean from inside the ball. They can see through little windows. In this manner they can check underwater sounds, sea movements, take pictures near the floor and check the life of the water creatures. It is not perilous work as the men are safe inside the vessel.

A tank is the second part of the apparatus. It is as long as a five story building is high. It is divided into ten rooms. The rooms together hold 20,000 gallons of gasoline. Iron weights which help the ship submerge into the sea are carried inside the tank. As the ship sinks, gas is pushed out of the tank. Water is allowed to enter and fill the empty space. To go up, weights are dropped to lighten the ship. There is then no obstacle to stop it from floating to the surface.
Alex' father told the boys that while visiting the United States he had been one of the first men to go down in the ship. They wanted men who knew a great deal about diving so he had volunteered. It was an exciting trip. He saw underwater caves, valleys, plants and animals. One of the strangest of animals was the many armed octopus who looked in the window of the ship as if he was saying hello. Even Alex's father had never hoped to go so deep. This trip indeed filled him with ecstasy.
The Beginnings of Diving

Peter became more and more interested in these stories about diving. He asked his father when men first submerged under the sea. He also wondered why a man would want to be like a fish. "Why would anyone volunteer to run the risk of obstacles just to stay under water?"

Peter's father told him there were many reasons. "First of all it's just as natural as flying. All men like to explore the unknown. Also maybe they want to return from where they came." The boys were filled with ecstasy when they heard this. They never realized that all life had begun in the sea.

The boys themselves then thought of other reasons. People wanted food, pearls and the treasures from sunken ships. Peter's father agreed. He told them that during the two world wars many ships were sunk with millions of dollars of gold and silver waiting to be found. But he told them that the first man who submerged for any length of time did it just for fun. For four days he sat on the bottom of the sea in a glass cage watching the fish swim by.

Today's apparatus is different than the first odd, heavy helmets and diving bells. Early diver's suits looked a lot like the suits of the spacemant of today. The early divers would be amazed at the frogmen of today who automatically get fresh air when they need it, without having to wear heavy suits. Men have learned a great deal about air and the changes in pressure. They realize that diving can be perilous
but they now know how to be careful. They know that the two big enemies of divers are the shark and the octopus. They will never venture to go down alone, or too deep unless they have a great deal of training.

Alex and Peter had both changed after hearing these stories. Alex was more excited than ever and Peter realized there was more to diving than he thought. He now knew that with training it was not dangerous but sounded like fun. He volunteered to start school the next week.
Introductions to Sports Stories

The Boy Who Hated to Swim. We are going to read a story about a boy who had to do something that he hated, but it actually turned out to be not so bad.

Follow up questions:

1. Did Johnny really learn to swim well?
2. Was Johnny ten years old when he started to swim?

The Mystery of the Unknown Outfielder. This story is about baseball and a boy who could play very well.

1. Could Wilson field the ball well?
2. Did Wilson ever get to be a real champion?

Jim Thorpe. One of the most famous athletes of all times was Jim Thorpe, an Indian. This story is about him.

1. Did the Indians have the better track team?
2. Did the Indians have more men on their team?

Courage on Ice. This is a story about a famous ice skater and the strange experience he had with a veterinarian.

1. Was the skater ever able to do well on the ice again?
2. Did it take any courage to go through with the treatment the doctor prescribed?

Action on the Sidelines. Not all the action of a football game takes place on the playing field. Here is a story about that.

1. Had Bob Mills ever been hurt in a football game up to this time?
2. Did the coach take him out of the game because he had not been playing well?
The Boy Who Hated to Swim

When he was a boy, Johnny was not as strong and healthy as most boys are. The doctors who examined him sadly shook their heads, for they felt that he did not have long to live. One of them finally suggested that Johnny try swimming as an exercise. There was one drawback to this plan, however. Johnny hated the water. He could not swim a single stroke, nor could anyone in his family. Up to this time he had never stepped into more water than could be contained in a bath tub.

Johnny took up swimming at the age of thirteen. He started paddling in the muddy water of the river near his home, hating every minute of it, hating every stroke that he took. Again and again he wanted to give up, but the doctors and his parents encouraged him to keep on trying. Finally he learned to swim.

A short time later his family moved to a city that was on the edge of a large lake. Here Johnny reluctantly continued with his swimming. Before long he found that he was beginning to enjoy himself, and the more he liked it, the more he swam. Now that his work appealed to him he soon became better and better at the once hated sport. He happened to see some really good swimmers. Just for the fun of it, he began to imitate their strokes. Before long he could do everything that they could do, only he could do it better!

Eventually this sick little boy who had to take up swimming to save his life became the world's most famous swimmer.
He won many championships, but the greatest was his victory over his own weakness. He was the incomparable Johnny Weismuller!
The Mystery of the Unknown Outfielder

One day, many years ago, a young lad appealed to one of the minor league baseball clubs for a job. He was strong, fast on his feet, had a powerful throwing arm, and could hit the ball a mile. He told the manager that his name was Wilson, and suggested that they try him out in the outfield. A little reluctantly, the manager gave him a chance, examining his playing carefully.

Wilson was incomparable in the field and batted very well too. He got the job, and soon the league contained no better outfielder. His fielding was perfect, and in game after game he played without making an error. Soon no base runner dared try to stretch a bit, for Wilson could throw the ball in to any base in a way that no other fielder could imitate. As for his hitting, he rapidly became one of the best in the league. In his first efforts he set a pace of .355, fancy hitting in any club.

All in all, it seemed that Wilson would eventually become a big success in baseball when a strange thing happened. One day he quit, giving no explanation. He packed his spiked shoes and left the club, and in a few weeks he was forgotten.

It is many years since all this happened, and no one ever heard again of the promising young baseball player. No one heard of him, that is, until a friend encouraged him to tell of his boyhood wish to play baseball. "Wilson" caused much excitement with his story, for this baseball player of fifty
years ago has won a far greater championship than he ever could have even in major league baseball. He is Dwight D. Eisenhower, president of the United States.
The incomparable Jim Thorpe is a shining memory in the history of sports, for the might Indian was one of the greatest all-round athletes that ever won a championship. When he was going to Carlisle College the whole track team was invited to a meet by Harold Bruce, coach of another school some distance away. The great day eventually came. Bruce went down to the station to greet and examine the famous Indians, for he had invited them without ever having seen them. He was a little nervous, more than half expecting to see a whole tribe of wild Indians come war-whooping off the train.

When the train finally pulled into the station Bruce ran up and down the platform searching for the team. All he saw were a couple of men who followed after a big man who was chewing on a whisp of straw. This was Pop Warner, the Carlisle coach. Bruce ran up to him.

"Where is your team?" he appealed. "Where are all your Indians?"

"These five men are my team," answered Pop Warner calmly.

"Did you say five? I have forty-six athletes ready for a fourteen event program, and you bring along five sleepy Indians. What kind of a joke is this?" asked Bruce, almost in tears.

Pop only laughed and suggested that Bruce should not worry, so Bruce reluctantly left the Indians and went back to report to his team. A little later, in a stadium that contained thousands of encouraging fans, Bruce saw those five
Indians whip his forty-six fine athletes. And Jim Thorpe, angry because he had only managed to place second in the hundred yard dash, went on to win the pole vault, the high jump, the shot-put, and the broad jump. Such a performance has never been imitated.

Needless to say, Carlisle won the meet, with a score of seventy-one for the five Indians and thirty-one for all the rest of the men.
Action on the Side-Lines

There are some plays in a football game that it would be better not to imitate. The story of Bob Mills, for example, is one of those. Bob, who played football for four years in high school before going to college, came up to the last game of his last year in school without ever having been hurt on the field. Not once, through eight years of football, had he even had a scratch.

Eventually he came to his last day of football. He was playing against a very rough team, battling it out for the championship. In the last quarter the head coach, after watching Bob's incomparable playing, decided to take him out of the game for a while to give him a little rest. Bob, unmarked as usual, reluctantly came off the field.

"Sit here, near me," suggested the coach. Bob pushed aside the bucket that contained the water and flopped on the bench. On the very next play there was a wild mix-up at the side-lines. One of the players was flung into the bench right where Bob was sitting. After the mess was straightened out, Bob was found stretched out on the bottom, cold and still. When they examined him, they saw that he had been kicked in the face, two teeth were knocked out, and his lip and chin needed medical attention.

"Try to get up," encouraged the coach. Bob looked up into the eyes of his coach. "Please, sir," he appealed through torn lips. "Please put me back in the game where it's safe!"
Courage on Ice

Once there was a championship skater who found that he was losing his skill because of a bad pain in his back. He appealed to the best doctors, but when they had examined him they all told him the same thing. They could not help him nor cure his pain in any way. His days as a skater seemed ended.

He met, quite by chance, an old horse doctor who encouraged him. This man promised to cure him, but warned that the treatment would be long and painful. His back would have to be broken, and then he would be strapped into a horse's harness until it healed. The skater agreed, although a little reluctantly, for it was his only chance. His back was broken and then reset. After many long months he was eventually cured. His doctor suggested that he try to skate again, but he never expected him to be able to equal his former championship records.

From then on his days contained nothing but hour after hour of skating. He tried over and over again to imitate his old form. Eventually he was successful. In fact, he managed to do what no other man has ever done, for he skated eight hundred six miles in the incomparable time of one hundred forty-six hours!
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>frontier</td>
<td>1. furnished, ready to use</td>
</tr>
<tr>
<td>exhausting</td>
<td>2. something to wear</td>
</tr>
<tr>
<td>equipped</td>
<td>3. always the same</td>
</tr>
<tr>
<td>destination</td>
<td>4. the place where a trip ends</td>
</tr>
<tr>
<td>monotonous</td>
<td>5. a very large animal</td>
</tr>
<tr>
<td></td>
<td>6. the unsettled part of a country</td>
</tr>
<tr>
<td></td>
<td>7. tiring or making one work hard</td>
</tr>
<tr>
<td>itinerary</td>
<td>1. brave and bold</td>
</tr>
<tr>
<td>expedition</td>
<td>2. what we use when we write</td>
</tr>
<tr>
<td>adventurous</td>
<td>3. one's own surroundings or neighborhood</td>
</tr>
<tr>
<td>environment</td>
<td>4. things which are modern and up-to-date</td>
</tr>
<tr>
<td>innovations</td>
<td>5. the name of our first state</td>
</tr>
<tr>
<td></td>
<td>6. a traveler's route he will follow</td>
</tr>
<tr>
<td></td>
<td>7. a trip or journey, usually by a group of people</td>
</tr>
</tbody>
</table>
Match the word on the left with its correct meaning on the right. Put the number of that meaning beside the word on the left.

hostile
1. the power to do things well

desperation
2. a means of getting from place to place

efficiency
3. bothered or urged on

episode
4. not friendly

taunted
5. something to eat

6. one certain event or happening

7. having no hope; despair

celebration
1. happy; seeing only the best in everything

obvious
2. to scold for some wrong doing

optimistic
3. different from all others; having no like or equal

unique
4. a large party for one special event

vengeance
5. a place for cooking meat

6. the return of an injury for an injury; revenge

7. easy to see and understand
Match the word on the left with its correct meaning on the right. Put the number of the meaning beside the word.

obstacles 1. difficulties
octopus 2. a person who waits on another
perilous 3. self acting
pressure 4. an eight footed animal
automatic 5. dangerous
6. weight
7. worry

venture 1. to offer oneself for service
volunteer 2. to please greatly
submerge 3. to risk
apparatus 4. to cover or become covered with water
ecstasy 5. to admit defeat
6. rapture
7. equipment
Match the word on the left with its correct meaning on the right. Put the number of the meaning beside the word.

suggested 1. held
encouraged 2. following
contained 3. recommended
reluctantly 4. awards for being able to do something better than anyone else
championships 5. gave hope
6. not willingly

appealed 1. copy
imitate 2. studied carefully
eventually 3. very brave
incomparable 4. begged hard
examine 5. better than any other
6. finally
Directions: Underline the word or group of words which best completes each sentence.

Western Stories

The Trip West

1. Nancy grew up in _______________.
   the western part of the United States  the eastern part of the United States  the southern part of the United States

2. Her father was called a _____________.
   Twenty-Niner  Forty-Niner  Sixty-Eighter

3. At that time people went from place to place by _____________.
   covered wagon  dog sled  airplane

4. This group of people settled the state of _______________.
   Massachusetts  Maine  California

5. Because of these hard working people our first _____________.
   car was used  railroad was built  telephone was made

Learning Through Television

1. Everyday we can watch cowboy pictures on the _____________.
   radio  television  telephone

2. If I was a real cowboy, my home would probably be _____________.
   out West  in the Northeast  in Alaska

3. Long ago when a cowboy's family needed new farmland the family _______________.
   went to the store and bought some  moved until some was found  gave up farming

4. Life for the cowboy long ago must have been _____________.
   happy and fun  good and easy  hard and busy

5. When we watch cowboys on TV now we should know that they _____________.
   are friends with the Indians  like to go to school  were important in helping the United States grow
Directions: Underline the word or words that best completes each sentence.

Holiday Stories

Valentine's Day

1. Brother Valentine lived in ____________.
   France       Italy       England

2. Brother Valentine liked to grow ____________.
   vegetables   trees       flowers

3. Brother Valentine would go to the children's homes and leave ____________.
   gifts        flowers     money

4. Brother Valentine knew every child's ____________.
   thoughts     birthday    name

5. Valentine lived with many ____________.
   Doctors      Artists      Brothers

Halloween

1. A long time ago people began the New Year on ____________.
   December 1   November 1  October 1

2. When you duck for apples you are following the customs of the ____________.
   Greeks       Arabs        Romans

3. The name Halloween means ____________.
   the day before All Saint's Day
   All Saint's Day
   the night before All Saint's Day

4. Bonfires were built to ____________.
   keep the ghosts warm  protect the people from evil spirits  brighten the night
Halloween (cont'd)

5. Jack O' Lantern was a man who ____________.

was a friend of the devils  a Saint in heaven
wandered over the earth
Directions: Underline the word or words that best completes each sentence.

**Sea Stories**

**Undersea Discovery and Adventure**

1. Alex and Peter lived on ____________.
   - a peninsula
   - an island
   - the edge of the sea

2. Alex could hardly wait until he was ____________.
   - fifteen years old
   - fourteen years old
   - eleven years old

3. ____________ was afraid of the sea.
   - Peter
   - Alex
   - Peter's father

4. Peter thought only ____________ could submerge into the sea.
   - men
   - submarines
   - fish

5. Peter's and Alex's fathers were thought to be ____________.
   - brave
   - strong
   - handsome

**Treasure Under the Seas**

1. Before the boys themselves could dive they had to ____________.
   - go to training school
   - do exercises
   - study changes in water

2. The men stayed under water for ____________.
   - ten minutes
   - twenty minutes
   - eight minutes

3. Among the articles found in the wreck was a ____________.
   - treasure chest
   - gun
   - wrench

4. The men knew that the pressure of the water ____________.
   - would be easy to adjust to
   - would change often
   - would be difficult to adjust to

5. Alex's father struggled with ____________.
   - an octopus
   - his helmet
   - a piece of wood
Directions: Circle the letters (either a, b, or c) that best answer the questions.

Sport Stories

The Boy Who Hated to Swim

1. Why did Johnny take up swimming as an exercise?
   a. Everyone in his family liked to swim.
   b. The doctor told him to learn to swim.
   c. All his friends knew how to swim.

2. How did Johnny become such a good swimmer?
   a. He copied the strokes of some good swimmers that he saw.
   b. He took lessons.
   c. He never learned to swim well.

3. What was Johnny's greatest victory?
   a. The championship of the world.
   b. He became strong and healthy.
   c. He was able to swim better than his brother.

4. How old was Johnny when he took up swimming?
   a. He was eight years old.
   b. He was ten years old.
   c. He was thirteen years old.

5. How did Johnny feel about swimming at first?
   a. He loved it.
   b. He hated it.
   c. He liked it.

The Mystery of the Unknown Outfielder

1. Who really was this unknown baseball player?
The Mystery of the Unknown Outfielder (cont'd)

a. Babe Ruth
b. Woodrow Wilson
c. Dwight D. Eisenhower

2. Where did this ball player get his start?
   a. In the minor league
   b. In the little league
   c. In the major league

3. How long ago did this story take place?
   a. Ten years ago
   b. Fifty years ago
   c. Twenty years ago

4. What kind of fielder was this boy?
   a. Pretty good
   b. Excellent
   c. Poor

5. Why did he stop playing ball?
   a. His father was sick.
   b. He gave no explanation.
   c. He was offered a better job.
APPENDIX - Grade Six
KEY WORDS

I. Nature Stories
   anticipated
   compassionate
   convulsed
   gouged
   instinctively
   nefarious
   preliminary
   rudimentary
   specify
   unequivocal

II. Stories About Holiday
   barbaric
   desparation
   efficiency
   episode
   goaded
   laborious
   obvious
   realization
   unique
   vengeance

III. About the Sea
   anticipation
   Aqua-Lung
   desolate
   ecstasy
   impediments
   impaired
   inhalations
   spectacle
   spontaneous
   submerge

IV. Sport Stories
   designate
   deteriorate
   exorbitant
   incomparable
   ingenious
   materialized
   expectant
   impartial
   resiliency
   unquenchable
The World of Nature—About "Oyster Catchers"

The day Nicky received a letter from his Uncle Bob, he opened it quickly; a feeling of great joy instinctively came to him.

"If you are willing to have few rudimentary comforts," he read, "come to visit me.

"As you know I am a trained conservationist, and I take care of all kinds of wild life here in The Everglades, a National Park in southern Florida.

"I anticipate a fine time together for your mother has written of your compassionate thoughtfulness and care of birds. She even sent me a photo of the feeding shelf and bird bath you made.

"You will have fun. To specify, one of the interesting things that you will see here is a shore bird, 'the oyster catcher'. It is an unequivocal fact that today these birds are extremely rare. There are many oysters, but nefarious bird hunters have not spared the 'oyster catcher'. These birds are about the same size as the gull but are black and white and have an orange colored bill. The bill is long and looks much like a knife blade. When they walk, they stalk along with a dignified manner. But, when alarmed, they become convulsed; and they run and half fly with their webbed feet patting on the water.

"You must see them open shells! Their preliminary act is to move about looking for an oyster or clam which is care-
lessly holding its two valves apart. When one is found, they quickly ram their bills in between the two parts of the shell, twist its head, and suck out the soft parts. If they are very hungry and cannot wait for an open shell, then they pick it up and wham it hard against a rock or another shell. Thus, they have their dinner gouged out and can enjoy their meal.

"Have I told you enough to make you want to visit me?"
Nicky wrote, "Mother gave an unequivocal 'yes' to your invitation, and I can now specify the time of my train arrival. I will see you at the station at 5:15 P.M. on Tuesday, July 15th.

"I'm amazed at how few rudimentary facts I know about nature and look forward to learning much from you. For instance, I really want to know how many eggs the cardinal lays in the bush, across our vacant lot; and why a cricket's chirp is different from a katy-did's; or why one jumps while the other crawls in spite of the fact that both have powerful hind legs.

"I anticipate getting it through my thick scull why, when a baby bird grows up, it knows instinctively how to make a nest--the same kind its mother made; and then, after it has made a couple, can improve on its earlier, rudimentary home.

"It is certainly a puzzle to me that a compassionate shore bird knows the exact time to stand over her nest, gouged out in the sand, so that, in her shadow, her eggs will not cook under a hot, tropical sun.

"I would get a lot of satisfaction knowing for sure what a dog hears when he suddenly wakens from a sound sleep, and sits convulsed before looking off into a dark corner and growling.

"I often wonder the 'why' of the preliminary sounds and what they mean, when the cardinal carries its mate a raisin, or some other new food that neither he nor she has ever seen before.
"I'm sure the nefarious garden spider, who constructs her web between two buildings or branches, looked carefully before building, to be sure that she'd have an excellent 'bug supply' in that place.

"Are all these simple things that you can answer?"
The Murine Opossum or Marmosa

When shipments of bananas arrive from the tropics, strange, foreign creatures are often found. One animal appears with such unequivocal regularity that it has been nicknamed the 'banana stowaway', but its real name is murine opossum or marmosa," said Uncle Bob.

"From the banana grove to your kitchen, the bananas get a great deal of handling. The preliminary work is cutting the bananas from the trees while they are still green; then, they are graded, weighed, dipped into a solution to kill insects, and loaded and unloaded many times. Also, they are moved from place to place, and finally stored to ripen.

"Regardless of all these difficulties, a murine opossum does arrive safely. One day, a worker, cutting away some bananas, found a nest the size of a grapefruit. He anticipated finding an empty nest, but did not take chances. He cautiously gouged out a hole with his knife. The little creature was convulsed, but it instinctively reared up in the nest, hissing with all its might. Its body was only five inches long, and its tail made up the rest of its twelve-inch length. It looked like a small, brown rat, but it had a long pointed muzzle and a mouthful of rudimentary teeth. The little monster was quickly captured and sent here to us.

"This murine opossum lived about two months after it was captured. But no matter how compassionate or friendly I tried to be, it would rear up, hiss, and flash its jaws. This would
specify a desire to be let alone. What a nefarious character!

"Such wickedness and wildness are not always shown. Some marmosas have made interesting and friendly pets. Perhaps someday you will hear of one coming to your town, Nicky."
One day, Nicky said, "I'm sure of one thing—a dog is man's best friend."

"Yes, but a man-dog relationship is always a one-sided affair," replied Uncle Bob. "Instinctively it gives more than it asks in return.

"Perhaps you have owned your dog for years, and felt very compassionate toward him. But do you really know him? Rudimentary knowledge you have, of course; but make no unequivocal statement that you do, for you don't. Also, he certainly knows you better than you know yourself. He knows all your nefarious thoughts as well. You have never fooled him. Sometimes he anticipates your need for him, and comes near to comfort you.

"But to his everlasting credit, regardless of your character, he will overlook it, specify his enthusiasm for you with a wag of his tail, and love you with a blind devotion."

"How fortunate it is my dog can't talk!" added Nicky. "I might not be happy to find out what he thinks of me."

Uncle Bob continued, "You might be convulsed with either laughter or shame. But all fooling aside, this domestic animal can set a good example for many of us."

"Not when he gouges out a piece of a mailman's leg," suggested Nicky.

"You are right," laughed Uncle Bob, "but when you hear a man proudly tell his friends 'I have finally succeeded in teaching that dumb dog of mine a few things,' he usually means the
dog has taken the preliminary step of finding out the man's thinking or wishes. Many times we do not teach a dog a thing. Our dog has merely found out what we have specified."
Snakes

Uncle Bob told Nicky that one of the many superstitions about snakes is the nefarious, old myth about the compassionate mother snake who is supposed to swallow her babies when she anticipates danger. And then, later, opens her mouth when she has reached a safe place for them all to crawl out.

"But although the adult snake can swallow her young, the preliminary fact is that she could not give them back alive, because the juices in her stomach would have killed them."

"Recently," Nicky added, "I heard a man specify that he'd watched a large black snake swallow all her young, race away, and then, later, he'd seen all the young come safely out of her mouth. To him, this was an unequivocal sight, and it would be useless to try to convince him that such a thing could not happen."

"But let us not be convulsed with laughter at his ignorance," suggested Uncle Bob. "For the fact that the snake was a black one gives a rudimentary half-truth to the 'swallowing act'. This variety of snake is a cannibal at times and has been known to swallow its young.

"One reason the mother snake does not swallow her young is because she just isn't there when the babies are born. Many kinds of snakes instinctively lay their eggs in rotting wood, dead leaves, sand or gouged-out places. From three to seven weeks later, the eggs hatch. When they do, mama snake may be dead or a long way away."
"Therefore, snakes are never compassionate," insisted Nicky. "I've seen them. When danger threatens, they only attempt to save themselves!"
Introductions to World of Nature Stories

Oyster Catchers. Today we will learn about a bird called the "Oyster Catcher" with a boy named Nicky. Let's read Uncle Bob's letter to his nephew, Nicky. Uncle Bob is a trained conservationist. Explain conservation, if necessary.

Follow up questions:
1. The "Oyster catcher" is an extremely rare bird. (yes)
2. Uncle Bob wants Nicky to visit him. (yes)

Nicky's Letter. Our second story about the World of Nature is Nicky's answer to his Uncle Bob's letter.
1. Nicky wants to find out from his Uncle Bob why birds and animals do so many things instinctively. (yes)
2. Nicky's mother will not let him go to visit Uncle Bob. (no)

If the Dog Could Talk. Our next story tells of a conversation between Uncle Bob and Nicky which takes place during Nicky's visit.
1. We have learned that a dog knows a person better than a person knows himself. (yes)
2. We learned that a dog can really talk to people. (no)

Murine Oppossum. In this story we are going to learn about a very small animal called the murine oppossum or Marmosa or banana stowaway. I'm sure that you've already guessed how it got its last name.
1. The murine oppossum is as large as the oppossum found here. (no)
Snakes. In this story we are going to learn if a mother snake takes care of her babies or not. This is another conversation between Nicky and his Uncle Bob.

1. Snakes are cannibals at times. (yes)
2. Snakes take good care of their babies. (no)
Introductions to Holiday Stories

Valentine's Day has been celebrated for many years, but no one knows the true story of how it began. Let us read about two suggestions. One of them may be the true one.

Follow up Questions:

1. St. Valentine was once known as the "Lover's Saint." (yes)

2. Another Father Valentine loved to work in his garden inside a monastery's walls. (yes)

April Fool's Day is another holiday that no one knows much about, but let us read to learn more about this day of fun.

1. April first has always been a day for fooling. (no)

2. April first used to be New Year's Day. (no)

Halloween is another holiday for fun-making. Long ago, people living in England were called Celts. Let's read to find out more about these people and how they celebrated Halloween.

1. Many years ago, in England, the Celts built bonfires to welcome friendly ghosts on Halloween. (yes)

2. Jack O'Lantern was a friendly person whom everyone loved. (no)

Thanksgiving is a day celebrated in many parts of the world. Let's read to learn more about Thanksgiving Days.

1. Thanksgiving Day is only an American Holiday. (no)

2. Farmers appreciate a day to give thanks more than most of us. (yes)

New Year's Day was not always celebrated on January first.
Let's read to find out more about that.

1. New Year's Day has always been celebrated on January first. (no)

2. It took many years and many wise men to invent the calendar we use today. (yes)
Saint Valentine's Day--February 14th

Nobody knows exactly how St. Valentine's Day began. History tells us that back in 271 A.D., there actually was a St. Valentine known as "the lovers' saint", who was ordered beheaded by the barbaric Emperor Claudius in vengeance for his goodness.

But perhaps this story is the true one. "Once, there lived in a monastery in Italy, a humble monk named Valentine. All the other brothers seemed to have some unique, great gift. One of these was Brother Angelo, an artist who painted very beautiful pictures. Another was Brother Vittorio who had such a beautiful voice that the chapel was always crowded with visitors to hear his singing. Another, Brother Anselmo, was a doctor. After laborious effort, and with great skill, he found medicines to heal the sick. And there were many others. Father John, the wise head of the monastery, managed everything with efficiency.

Only Valentine seemed not to have any special talent. The realization of this fact bothered him. Goaded by these thoughts, and in desperation, he grew a little garden where he loved to work. He used to gather his flowers and drop them over the monastery walls to the children as they passed underneath.

Somehow he found out the birthday of every child in the village. He liked to hang on the birthday child's door some gift that he'd made himself. Then, he would steal away before anyone saw him. But these episodes became known. It was
obvious that everyone loved him, but he did not realize that he, too, had a great talent.

After his death, people said, "Let us, too, give gifts to our friends on Brother Valentine's birthday."
About April Fool's Day

All Fool's Day, as April first is sometimes called, is a holiday that began so long ago no one is quite sure why we celebrate it. But people in all parts of the world seem to have a certain, unique day when they can play silly jokes on one another.

Even if the reason for celebrating is not obvious, the episode that may account for the particular date being celebrated was perhaps the change in our calendar. Up to 1564, France used to celebrate the new year on March 25th. Then, people were accustomed to give gifts and make social calls on April 1st. When the change came, maybe, in desperation, some people refused to accept it, and others forgot. Their smarter friends, on realization of these facts, goaded them with barbaric ceremonies and by sending them silly presents. A person so fooled was called an April fish, meaning one that is easily caught.

April Fool's Day is not a day for vengeance, but for fun. Therefore, after some rather laborious thinking to be sure that our fooling will work with efficiency, too, let's have our day of fooling, for nobody really cares how the custom first began.
Halloween--October 31st

Now, the name All Hallow's Eve, or Halloween, means the night before All Saints Day. But long before the church gave a name to the day, our barbaric ancestors celebrated this holiday in many parts of the world.

Years and years ago, the Celts and their Druid priests began the new year on November first. This marked their beginning of winter. On the evening before the feast, people believed that ghosts arose from their graves to warm their bones at familiar firesides. On this unique occasion, they thought that witches, while riding through the air on broomsticks, goaded the ghosts. In desperation, the ghosts looked for help from the bonfires which the Celts built with great efficiency to protect themselves and the friendly spirits.

When the Romans came to England in 55 B.C., they brought their own harvest festival with them. So it is obvious how nuts and fruits, especially apples, became part of the ceremonies.

Jack o' Lantern was a legendary man who was so stingy he was refused entrance to heaven. Because he had played jokes on the devil, the devil had set his vengeance on him, too. Thus, he was condemned to wander, with laborious steps, over the earth with his lighted lantern.

Boys and girls who dress in masked costumes and go from door to door threatening "trick or treat" have probably no realization that they are following an All Souls' Day episode of begging cakes for the dead.
About Thanksgiving

Many of us believe that Thanksgiving is only an American holiday. But it is not unique, for the custom of offering thanks to God has been going on for many thousands of years.

Down through the ages, each country, in its own way, has had some sort of thanksgiving day ceremony. It is obvious, too, that farmers have a deeper realization of the value of a good harvest than most of us. Their laborious tasks of cultivating the soil makes the results much more meaningful to them. No matter where in the world—when the harvest is good—the farmer gives thanks to God, dances, and sings with rejoicing. If the harvest is poor, he sometimes believes that he is suffering from God's vengeance due to his misdeeds.

The episode that we celebrate was a real harvest festival. That first year that the Pilgrims spent in Plymouth (1620-1621), they had been so goaded by starvation, sickness, and deaths that desperation had almost overwhelmed them. But when realization came to them that their crops were good enough to stop the fear of hunger that had gripped the colony, Governor Bradford proclaimed a thanksgiving festival. With great efficiency, they made plans for the celebration. Then with their barbaric Indian friends as guests and tables loaded with game, fish, wild fruits from the forest, corn, and vegetables from their new gardens, the Pilgrims—old and young—celebrated their first American harvest festival.
New Year's Day--January First

Celebrating the first day of the year is an age-old custom. But long, long ago, people had no clocks and calendars. Yet, it was obvious, that at regular times, the days became shorter, and the earth seemed to sleep. And then--as now--came the realization of an awakening when the world turned green and new.

Goaded by their curiosity, some of these barbaric people began working on plans for measuring time. They called the unique period from one new moon to the next new moon a "month" and the earth's twelve month journey around the sun a "year". For many years, wise men made laborious studies of the moon, stars, and sun, and invented calendars. People of the earth showed their joy at the miracle of the seasons by having special festivals and ceremonies. Sometimes, when the wise men could not explain some natural event, they would make up stories, and, in desperation blamed a god's vengeance for some particular episode.

Julius Caesar was partly responsible for the calendar we use today. With great efficiency, he worked changes on the one in use at the time. Because the Roman Senators took office on January first, that became the beginning of the year.
Introductions to Sea Stories

Undersea Discovery and Adventure. This is a story about two little boys who lived on an island. They were close friends but they disagreed on one important thing. Let's read and find out what it was.

Follow up Questions:

1. Both Peter and Alex loved the sea. (no)

2. Peter and Alex's fathers were divers. (yes)

Treasures Under the Sea. In this story, the boys actually go on a diving trip. Let's read and find out why the men are diving.

1. The men were diving for shells. (no)

2. The divers stayed down a half hour. (no)

The Sea Itself. Have you ever wondered about the sea and all the life that lives in it? I think you will learn many amazing facts in this story.

1. Peter's father thought the ocean very beautiful. (yes)

2. Peter decides that he'd like to go diving. (yes)

A Diving Ship. We have ships that go under the sea to great depths. In this story you will learn about one of the latest diving ships.

1. This new ship is called a bathysphere. (yes)

2. Alex's father thought an octopus had waved at him. (yes)

Beginnings of Diving. This is a story about why men wanted to explore the sea. It also tells us how they improved their
equipment and learned to dive deeper and stay under water longer.

1. Peter decided that he never wanted to go to diving school.  (no)

2. Alex and Peter learned, to their amazement, that all life had begun in the sea. (yes)
Under Sea Discovery and Adventure

Alex and Peter were two playmates who lived on an island surrounded by the sea. Here, on the island, were boys and girls very much like the boys and girls in the United States. They went to school, learned to read and write, and liked to play. However, there was one big difference. Instead of choosing work they wanted to do when they grew up, most of the boys would automatically become divers. To them, this life was filled with ecstasy.

Alex was waiting with eager anticipation the time when he would be fifteen years old. Then, if he remained healthy, there would be no impediments to his training. After that, as a diver, he would see for himself the marvelous spectacle of undersea life.

Alex's father was one of the greatest divers of all times, and was admired on the island for his courage and bravery. He was known for his many journeys into the sea. During his many trips under water, he'd used many different kinds of equipment to control his inhalations. Alex particularly wanted to try out his new aqua-lung. Peter's father, too, was a famous diver, loved by all the people on the island.

The boys had much in common, were always together, but they disagreed on one thing. Alex loved the sea, but Peter was afraid of it. Peter hoped that he would never have to submerge himself down into that horrible sea he'd heard so much about. He did not dare to express these desolate thoughts.
aloud. No matter how lonely he might become, the spontaneous idea kept running through his mind that he must run away from the island, from his friend, Alex, and his family. He kept remembering all the dangerous things that he'd heard about what had impaired some of the divers. He just couldn't stand the idea of becoming a diver. Yes, Peter was afraid!
Treasures Under The Sea

One day, the boys, who were nearing their fifteenth birthdays, were told that they could venture out into the deeper water with their fathers to watch the diving.

As the boat swung out into the deep, Alex watched every movement of the divers with ecstasy. Pete sat quietly, trying to submerge the desolate fears that were rising within him. The ship finally stopped moving and the men put on their apparatus, preparing for the first dive of the day.

Today, the men were going to search for sunken treasures on the ocean floor. (This can be one of the most exciting adventures for a diver, but also one where he may have to face many difficulties. He has to keep his eyes open for any danger and move very slowly, for this is often very perilous work.) Who could tell what buried treasure might be found!

Alex's and Peter's fathers after testing to be sure there were no impediments to prevent correct inhalations inside the diving suits, were the first to plunge into the sea. On this dive, they were not wearing their Aqua-Lungs, but heavier, more awkward equipment. However, they knew exactly where the wreck lay, as they had found it the day before. All their movements were spontaneous, for they were experts in their work.

After the men had been submerged for about ten minutes, a tug was felt on the lines. As the men boarded the ship, everyone was filled with excitement. Alex's father told them
about the wonderful spectacle seen on the ocean floor, while Peter's father told about his adventures with a huge octopus which had surprised him. Great anticipation and happiness shone in all eyes as the two divers showed shoe buckles, earrings, buttons, and an automatic gun they'd found in the wreck. Even Peter seemed to be enjoying this adventure!
The Sea Itself

Peter's father said, "Exploring a treasure ship is only one of the joys in the perilous work of deep sea diving."

The boys waited in keen anticipation for more of his stories.

He told the boys about the beauty of the ocean, the creatures that lived there, and continued with stories that they had never heard before: "If you submerge deep enough," he said, "you will see new wonders. Here is the place to see the strangest of all strange regions in the sea! There is no sky above or ground below, but water everywhere. No animal that lives there has a home like the clam in the mud. There is no place where it can go to escape impediments, so it is always moving about. In an Aqua-Lung, you have the best view; and if you are lucky, you will see new and different fish each time. With apparatus that provides correct inhalations, and nothing to impair your movements, you are able to go even deeper. Here the light grows dim, then fades altogether, and then everything appears dark and desolate. Down there, the waters are icy cold. But, with our lights turned on, we can see fish coming toward us that look like ghosts with two spontaneous lights in their heads. Then, what a spectacle! Everywhere you look, lights glitter and flash. Some fish even have a row of bright lights along each side. I am always in ecstasy when I see each part of the sea. Each is different, yet each is beautiful and amazing."
When Peter's father finished, to everyone's surprise, Peter suddenly said, "I would like to see these animals of the sea."
A Diving Ship

Alex's father then told the boys about a new kind of ship being used in the United States for under sea diving, called a bathysphere: "It can submerge itself as deep as 20,000 feet—almost four miles—and come back up under its own automatic power. It is made up of two parts. One of these is a steel ball, attached to the bottom of a blimp-like tank; this steel ball is the cabin of the ship. It is six feet across and weighs eleven tons. No need for Aqua-Lungs or other special apparatus. Inhalations are normal in its pressurized cabin. It can hold two men who can explore the deep ocean from inside the ball. It has windows through which the men can look at the spectacle of under-water life. Here too, they can study under-water sounds, sea movements, and take pictures.

"A blimp-like tank is the second part of the bathysphere. It is as long as a five story building is high, and divided into ten 'rooms' which together can hold 20,000 gallons of gasoline. Iron weights are carried inside the tank which help the ship to submerge. To go up, the weights are dropped to lighten the load. Then, providing that there are no impediments, to impair a safe return, the bathysphere floats easily to the surface."

While visiting the United States, Alex's father had volunteered to be one of the first men to go down in the ship. He had looked forward to the trip with keen anticipation.
He'd seen underwater caves, valleys, and strange creatures. One of the strangest was an octopus, which was certainly not dangerous at all, to an observer inside a bathysphere. It had seemed to be moving its eight arms as if to say hello.

Alex's father had never hoped to go so deep. This trip had, indeed, filled him with ecstasy.
The Beginnings of Diving

Peter became more and more interested in diving. He asked his father, "When did men first submerge under the sea? Why did men want to be like a fish? Why would anyone volunteer to run the risk of meeting so many impediments just to stay under the water?"

Peter's father told him there were many reasons. "Men have always wanted to explore the unknown. Perhaps they wanted to return from where they came."

The boys were filled with ecstasy when they heard this. They had never realized that all life had begun in the sea. The boys themselves then thought of other reasons. People wanted food, pearls, and the treasures from sunken ships.

Peter's father agreed. Then, he told them that one of the first men who submerged for any length of time did it just for fun. For four days, he sat on the bottom of the sea, in a glass cage, watching the spectacle of undersea life.

He continued, "Today's equipment is very different from the first odd, heavy helmets and diving bells. Early divers would be amazed at the frogmen of today who wear light-weight apparatus, such as the Aqua-Lung, that gives them correct inhalations of air, without having to wear heavy suits."

"Men realize diving can be dangerous if anything should impair their equipment and they learn to be very careful. They try to anticipate and then prevent any accident. They never go down alone to avoid any desolate feelings; or toe
deep, unless they have had a great deal of training.

All these stories had interested both Alex and Peter. Alex was more excited than ever; and Peter realized there was something to say for diving--with proper training, it was not dangerous. Spontaneously, he volunteered to start diving school the next week!
Introductions to Sport Stories

The Boy Who Hated to Swim. We are going to read a story about a boy who had to do something that he hated, but it actually turned out to be not so bad.

Follow up questions:

1. Did Johnny really learn to swim well? (yes)
2. Johnny was eleven years old when he started to swim. (no)

The Mystery of the Unknown Outfielder. This story is about baseball and a boy who could play very well.

1. Could Wilson field the ball well? (yes)
2. Did Wilson ever get to be a champion? (yes)

Jim Thorpe. One of the most famous athletes of all times was Jim Thorpe, an Indian. This story is about him.

1. The Indians had the better track team. (yes)
2. The Indians had more men on their team. (no)

Faith to a Fallen Giant. This is a story about a great football player and track star and his experience with a very young admirer.

1. Don Wilson was surprised that Glenn Richards wanted nothing from him. (yes)
2. Don Wilson would be able to play football again. (no)

Action on the Sidelines. Not all action takes place on the playing field. Here is a story about that.

1. Had Bob Mills ever been hurt in a football game up to this time? (no)
Action on the Sidelines (cont'd)

2. Did the coach take him out of the game because he had not been playing well? (no)
When he was a boy, Johnny was not as strong and healthy as most boys are. In fact, the doctors who examined him felt that he had deteriorated so much that he did not have long to live. One of them finally came up with the ingenious idea that Johnny try swimming as an exercise. There was one drawback to this idea, however. Johnny hated water, and he could not swim a single stroke.

But Johnny started swimming, or rather paddling, in a muddy river near his home at the age of thirteen. And he hated every minute of it. Again and again he wanted to quit, but the doctors and his parents encouraged him. Thus, through the aid of swimming his health and resiliency improved.

A short time later, circumstances caused his family to move to a city that was on the edge of a lake. Here, Johnny reluctantly continued swimming, but, soon, he was no longer paying an exhorbitant price for his health. For before long he found that he was enjoying himself as he became better and better at this once hated sport. Now, it was an expectant Johnny who looked forward to each day's swim.

One day, seeing some really good swimmers, he decided to imitate their strokes. Soon he could do everything that they could do. In fact, any impartial observer would have granted that he could do it better.

Eventually, this sick boy who had to take up swimming to save his life was designated the world's most famous swimmer,
for now with his unquenchable enthusiasm for the sport, he went on to win many championships. But the greatest victory that materialized from all these circumstances was the one over his own weakness! He was the incomparable Johnny Weismuller!
The Mystery of The Unknown Outfielder

One day many years ago, a young player appealed to the manager of one of the minor league baseball clubs for a job. He told the manager that his name was Wilson, and suggested that he be tried out in the outfield. Because of his unquenchable enthusiasm, but a little reluctantly, the manager gave this expectant athlete a chance.

Wilson was incomparable in the field, and batted very well, too. The coach designated a position for him to play. Soon, any impartial observer would have agreed that the league contained no better outfielder, for his fielding was perfect. In game after game, he never made an error, and he could throw the ball in to any base in a way that no other player could imitate. As for his hitting, he became one of the best in the league.

All in all, circumstances seemed to point to the fact that Wilson, with his great resiliency and talent, would eventually become a big success in baseball. But, after playing in only fourteen games, he quit. People could have understood if he'd begun to deteriorate, but he was as good as ever. He packed his spiked shoes, and left the club. In a few weeks, this ingenious player was forgotten.

It is many years since all this happened, and no one ever heard of this promising minor league player. No one heard of him—that is—until a friend encouraged him to tell of his boyhood dream to play baseball. "Wilson" caused much
excitement; for this baseball player of fifty years ago has won far more exorbitant honors and positions than could ever have materialized for him, even as a major league baseball player. He is Dwight D. Eisenhower, president of the United States.
Jim Thorpe

The incomparable Jim Thorpe is a shining memory in the history of sports, for all impartial observers agreed that the mighty Indian was one of the world's greatest all-around athletes. When Thorpe was going to Carlisle College, the whole track team was invited to a meet by Harold Bruce, coach of another school some distance away. The great day came, and Bruce went down to the station to greet them. He was a little nervous, more than half expecting a whole tribe of Indians to materialize.

When the train finally pulled into the station, Bruce ran up and down the platform, searching for the team. All he saw was a couple of men who followed a big man with a wisp of straw between his lips. This was Pop Warner, the ingenious Carlisle coach.

The expectant Bruce ran up to him. "Where is your team?" he appealed. "Where are your Indians?"

"I have designated these five men my team," answered Pop Warner.

"Did you say five? I have forty-six athletes ready for a fourteen event program, and you only bring five Indians! Why this exorbitant joke?" asked Bruce, almost in tears.

But Pop Warner only laughed and suggested that, under these circumstances, Bruce should not worry. And a little later, Bruce saw the five Indians whip his forty-six athletes.

For Jim Thorpe, with his unquenchable desire for victory,
and angry because he had only managed to place second in the hundred yard dash, called upon his great powers and his resiliency; and went on to win the pole vault, the high jump, the shot-put, and the broad jump. While Bruce's team, suffering from the extreme pressure, began to deteriorate.

Needless to add, Carlisle won the meet with a score of seventy-one for the five Indians, and a score of thirty-one for all the rest of the men!
Faith to a Fallen Giant

Every once and a while, you pick up a sports page and read how the incomparable Ted Williams or some other favorite athlete has visited a hospital to bring cheer to some sick child. The circumstances are different in this story.

One day, Don Herring, reluctantly leaning heavily on a cane for support, walked down a corridor in a hospital to try out a new artificial leg. Only months before, this almost unquenchable giant of a man had been a football and track hero. Then, there had been a football accident. Newspapers, with impartial frankness, stated, "Don Herring, Princeton football star, hurt in Brown game." Then, later, "Herring loses leg from accident."

Now, as he hobbled down the corridor, he thought of the exorbitant price he had paid just to play football. Once reporters had designated him one of the greatest track stars, and the mightiest discus-thrower in the world. With these thoughts, his spirits deteriorated sharply.

Then, abruptly, as if he had materialized from nowhere, down the corridor came a grinning, small boy. "Hello, Don," he called cheerily.

"Hello, kid," the giant grumbled back.

The boy reached up to take Herring's hand. "Gee, Don," said the ingenious boy. "I cut school today to get here. I'm Glenn Richards and I'm eight years old. Four years ago, I had a sled accident. I lost my leg. See, I've got a
wooden leg, too."

Don asked himself, "What kind of joke is this?" But, out loud, he asked, "What can I do for you, kid?"

The boy looked at him. "Gee," he said, "you can't do anything for me. I came to help you!"

Don looked down, expectant, at the sincere face. Some of his old resiliency returned to him. Much of his bitterness melted. Taking a tight grip on the boy's hand, he grinned and said, "Sure, kid. Glad to have your help."
Action on The Sidelines

There is often some action in a football game that any impartial observer should never imitate under any circumstance. The story of Bob Mills, for example, is one of these. Bob, who played very ingenious football for four years in high school before going to college, came up to the last game of his last year in school without ever having been hurt on the field. Not once through eight years of football had he even had a scratch!

Eventually his last day of football materialized. Bob was playing against a very rough team with his usual, unquenchable enthusiasm. In the last quarter, the head coach, after watching Bob's incomparable playing, designated another player to take his place in order to give Bob a rest. Bob, unmarked, as usual, reluctantly came off the field. He misunderstood the coach and honestly believed that somehow his usual resiliency had failed and that the coach thought that his playing had deteriorated. At the bench, he sat down next to the coach, expectant of a calling down.

But on the very next play, there was a mix-up at the sidelines. One of the players was flung on the bench right where Bob was sitting! After the mess was straightened out, Bob was found stretched out on the bottom cold and still. When they examined him, they found that he'd been kicked in the face, two teeth had been knocked out, and his lip and chin needed attention. What an exorbitant price to pay for just sitting on the bench!
Matching Test for Nature Stories

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>anticipated</td>
<td>a. very wicked; vicious; shameful; vile</td>
</tr>
<tr>
<td>compassionate</td>
<td>b. spontaneously; naturally</td>
</tr>
<tr>
<td>convulsed</td>
<td>c. absolutely clear, great, or sure; straightforward; perfect</td>
</tr>
<tr>
<td>gouged</td>
<td>d. to see in advance; foresee, expect; hope</td>
</tr>
<tr>
<td>instinctively</td>
<td>e. coming before and leading up to main events</td>
</tr>
<tr>
<td>nefarious</td>
<td>f. to be obliged; to be forced</td>
</tr>
<tr>
<td>preliminary</td>
<td>g. sprinkle; wet</td>
</tr>
<tr>
<td>rudimentary</td>
<td>h. showing sympathy, sorrow and tenderness for others</td>
</tr>
<tr>
<td>specify</td>
<td>i. made holes in something</td>
</tr>
<tr>
<td>unequivocal</td>
<td>j. incompletely or imperfectly developed, like an egg or seed</td>
</tr>
<tr>
<td></td>
<td>k. to state definitely, to tell, to name</td>
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<tr>
<td></td>
<td>l. shook; disturbed violently; stirred up; shocked</td>
</tr>
<tr>
<td></td>
<td>m. split; divide; break</td>
</tr>
</tbody>
</table>
### Matching Test for Holiday Stories

<table>
<thead>
<tr>
<th>1. barbaric</th>
<th>a. something understood fully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. desperation</td>
<td>b. place for boiling meat</td>
</tr>
<tr>
<td>3. efficiency</td>
<td>c. easy to see and understand</td>
</tr>
<tr>
<td>4. episode</td>
<td>d. different from all others; having no like or equal</td>
</tr>
<tr>
<td>5. goaded</td>
<td>e. involving or calling for much hard work</td>
</tr>
<tr>
<td>6. laborious</td>
<td>f. to scold for some wrong doing</td>
</tr>
<tr>
<td>7. obvious</td>
<td>g. an event or series of events complete in itself, but forming part of a larger one</td>
</tr>
<tr>
<td>8. realization</td>
<td>h. the state of having so little hope for improvement as to cause despair</td>
</tr>
<tr>
<td>9. unique</td>
<td>i. ability to accomplish the desired effect with a minimum of effort</td>
</tr>
<tr>
<td>10. vengeance</td>
<td>j. impressive because of age</td>
</tr>
<tr>
<td></td>
<td>k. wild; uncivilized; like a barbarian</td>
</tr>
<tr>
<td></td>
<td>l. prodded; urged on; driven by impulse</td>
</tr>
<tr>
<td></td>
<td>m. the return of an injury for an injury; revenge</td>
</tr>
</tbody>
</table>
Matching Test for The Sea

| 1. anticipation | a. willing, unforced, acting in accordance from natural feelings |
| 2. Aqua-Lung       | b. train; teach; practice |
| 3. desolate       | c. breathing into the lungs |
| 4. ecstasy        | d. to sink or plunge beneath the surface of the water |
| 5. impaired       | e. insisted; repeated; maintained |
| 6. impediments    | f. underwater equipment |
| 7. inhalations    | g. expectation; reckoning |
| 8. spectacle      | h. a feeling of overpowering joy |
| 9. spontaneous    | i. obstacles; anything that entangles or bars |
| 10. submerge      | j. something to look at, especially some strange or remarkable sights |
|                   | k. lonely; solitary |
|                   | l. damaged; injured; made weaker |
### Matching Test for Sports Stories

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>designate</td>
<td>a. good humor; ability to recover strength, spirits</td>
</tr>
<tr>
<td>deteriorate</td>
<td>b. clever; resourceful</td>
</tr>
<tr>
<td>exorbitant</td>
<td>c. to point out; to mark; to appoint</td>
</tr>
<tr>
<td>impartial</td>
<td>d. unequalled; matchless</td>
</tr>
<tr>
<td>espectant</td>
<td>e. to make or become worse; or lower in quality</td>
</tr>
<tr>
<td>incomparable</td>
<td>f. not able to satisfy</td>
</tr>
<tr>
<td>ingenious</td>
<td>g. fair; just; favoring no one side or party more than another</td>
</tr>
<tr>
<td>materialized</td>
<td>h. immense; over much; going beyond what is reasonable, just, or fair</td>
</tr>
<tr>
<td>resiliency</td>
<td>i. slippery; slack; casual</td>
</tr>
<tr>
<td>unquenchable</td>
<td>j. confident that something will happen</td>
</tr>
<tr>
<td></td>
<td>k. appeared in bodily form</td>
</tr>
<tr>
<td></td>
<td>l. knew; understood, believed</td>
</tr>
</tbody>
</table>
Directions: Underline the word or group of words that best completes each sentence.

Nature Stories

Oyster Catchers

1. Nicky received a letter from _________.
   a. his sister    b. his mother    c. his Uncle Bob

2. The letter told about _________.
   a. an "oyster catcher"    b. a snake    c. a marine opposum

3. The "oyster catcher" is a very _________.
   a. common bird    b. expensive bird    c. rare bird

4. The "oyster catcher" is _________.
   a. black and white, and has a long orange bill
   b. grey, and has a short yellow bill
   c. brown, and has a long orange bill

5. The "oyster catcher" has _________.
   a. webbed feet like a duck
   b. feet like a pigeon
   c. no feet—is shaped like a fish and has fins

Nicky's Letter

1. Nicky wrote that his mother _________.
   a. wouldn't let him go.    b. that his father would take him
   c. would let him visit

2. Nicky wrote that he wanted to learn ____ from his uncle.
   a. nothing    b. little    c. a great deal

3. Nicky wrote his uncle that he looked forward to _________.
   a. a visit from him    b. answers to his own questions
   c. taking the train
Nicky's Letter (cont'd)

4. Nicky wants to know why a shore bird knows when ________.
   a. to sit on her eggs  b. to put her shadow over her eggs  
   c. to fly north

5. Nicky wants to understand what the ________.
   a. cardinal says to its mate  b. cricket says to  
     the Katy did  c. spider says to its mate
Directions: Underline the word or words that best completes each sentence.

Holiday Stories

Valentine's Day
1. Brother Valentine lived in ________.
   France    Italy    England
2. Brother Valentine liked to grow ________.
   vegetables    trees    flowers
3. Brother Valentine would go to the children's homes and leave ________.
   gifts    flowers    money
4. Brother Valentine knew every child's ________.
   thoughts    birthday    name
5. Valentine lived with many ________.
   doctors    artists    brothers

April Fool's Day
1. A long time ago, people began the New Year on ________.
   December 25    November 25    March 25
2. When someone gets fooled on April 1st, he can be called an April ________.
   egg    fish    bird
3. The name April Fool's Day means ________.
   a day for fooling    New Year's Day    Easter
4. In olden times, some people forgot to change their money clothes habits (customs)
5. April Fool's Day is a day for ________.
   fun    parties    vengeance
The Sea

Undersea Discovery and Adventure

1. Alex and Peter lived on _________.
   a. peninsula  an island  the edge of the sea
2. Alex could scarcely wait until he was _________.
   fifteen years old  fourteen years old  eleven years old
3. _________ was afraid of the sea.
   Peter  Alex  Peter's father
4. Peter thought that only _________ should submerge into
   the sea.
   men  submarines  fish
5. Peter's and Alex's fathers were thought to be very _________.
   brave  strong  handsome

Treasures Under the Sea

1. Before the boys themselves could dive they had to go _______.
   to training school  do exercises  study changes in the
   water
2. The men stayed under water for _________.
   ten minutes  twenty minutes  eight minutes
3. Among the articles found in the wreck was a _________.
   treasure chest  gun  wrench
4. The men knew that the pressure of the water would _________.
   be easy to adjust to  change often  be difficult to
   adjust to
5. Peter's father struggled with a _________.
   an octopus  his helmet  a piece of wood
Directions: Circle the letters (either a, b, or c) that best answer the questions.

Sport Stories

The Boy Who Hated to Swim

1. Why did Johnny take up swimming as an exercise?
   a. Everyone in his family liked to swim.
   b. The doctor told him to learn to swim.
   c. All his friends knew how to swim.

2. How did Johnny become such a good swimmer?
   a. He copied the strokes of some good swimmers that he saw.
   b. He took lessons.
   c. He never learned to swim well.

3. What was Johnny's victory?
   a. The championship of the world
   b. He became strong and healthy.
   c. He was able to swim better than his brother.

4. How old was Johnny when he took up swimming?
   a. He was eight years old.
   b. He was ten years old.
   c. He was thirteen years old.

5. How did Johnny feel about swimming at first?
   a. He loved it.
   b. He hated it.
   c. He liked it.

The Mystery of the Unknown Outfielder

1. Who was this unknown baseball player?
The Mystery of the Unknown Outfielder (cont'd)

1. a. Babe Ruth  
   b. Woodrow Wilson  
   c. Dwight D. Eisenhower

2. Where did this ball player get his start?  
   a. In the minor league  
   b. In the major league  
   c. In the little league

3. How long ago did this story take place?  
   a. 10 years ago  
   b. 50 years ago  
   c. 20 years ago

4. What kind of fielder was this boy?  
   a. Pretty good  
   b. Excellent  
   c. Poor

5. Why did he stop playing ball?  
   a. His father was sick.  
   b. He gave no explanation.  
   c. He was offered a better job.
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