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Oral recall from reading and films.

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School of Education

Thesis

ORAL RECALL FROM READING AND FILMS

Submitted by

Meave Sullivan

(B.S. in Ed. Framingham Teachers College, 1939)

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Master of Education

August 1952
First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen B. Sullivan, Professor of Education
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CHAPTER I

INTRODUCTION AND REVIEW OF THE PREVIOUS RESEARCH IN ORAL RECALL

Introduction

How much of a story that a child has read can he recall?
How much of a movie can he recall?
Does the combination of a story and a movie aid a child's recall?

This experiment with sixty children in the second grade has tried to answer these questions. The film readers used were the Let's Find Out series by D. C. Heath Co. and the films were produced by Encyclopaedia Brittanica Films Inc. These materials were the first available with which to make a valid comparison. The medium is unlike but the content is practically identical.

Pertinent Previous Research in Recall

There have been few studies made of oral recall---in any phase.

Potter's study concluded that children in the third, fourth, fifth, and sixth grades reproduce easy material in writing as well and even better than they reproduce it orally; and that when these same children are given material difficult for their grade, their oral recall is superior to their written recall.

Bushnell's study of tenth grade children showed that written

---Potter, Ruth, "Comparison of Oral Recall With Written Recall Of Silent Reading in the Middle Grades." Unpublished Master's Thesis, Boston University 1934

---Bushnell, Paul P., "An Analytical Contrast of Oral With Written English." Contributions to Education 451 Teachers College Columbia 1920
expression at this age level was consistently superior to oral expression in quality of thought content and sentence structure.

In a study of 176 children in six fourth grades using multiple choice tests of thirty items Joney\(^3\) concluded that hearing is superior to silent reading in both easy and difficult material with no statistical significance; that silent reading followed by oral questions appears to be slightly superior to silent reading with silent reading check; that the correlation between reading and hearing was \(0.65 \pm 0.03\); between IQ and hearing was \(0.44 \pm 0.05\); between IQ and reading as \(0.55 \pm 0.04\).

Courtney, Bucknam, Durrell\(^4\) in their article, made the following correlations; between oral and written recall \(0.68\); between written recall and multiple choice recall \(0.76\). An analysis of individual scores showed wide individual variations in fluency of oral and written recall. The article was based on individual studies done by Courtney and Bucknam with ninth and fifth grade children respectively.

Torrant\(^5\) in a study of 50 fourth grade children, above average in intelligence, concluded that errors in oral recall are not confined to any one level of mentality and that there is no significant relation between rate of recall and number of ideas expressed. The correlation made was \(0.49\). Also the study concluded that unaided oral recall is inferior to multiple choice recall. The C. R. established was 16.5.

---

\(^3\) Joney, Olive L., "A Comparison of Reading and Listening in Teaching Factual Materials in Grade Four." Unpublished Master's thesis, Boston University 1942


\(^5\) Torrant, Katherine E., "Fluency in Oral Expression." Unpublished Master's Thesis, Boston University 1940
A negligible correlation between speech maturity and reading maturity was found by Simonson in a study of 164 children in the second, third, fourth, fifth, and sixth grades who had an articulatory defect, functional in origin.

Thirty-one pre-school children at the Institute of Child Welfare associated with the University of Minnesota were studied by McCarthy to determine their response in two different situations. The mean number of words in the first situation was 4.00 per response. In the second situation the mean number of words was 4.19 per response. The correlation found was .54 with different children responding differently in both situations. On the secondary school level Richardson and Smith ran a study with the following results: mean score on the pre-test of 55 Junior High School students taught with films 31. Retest of the same group showed a mean of 45, an increase of 45%. A group of 65 pupils from the same grades were taught with reading material. The mean score on their pre-test was 31 also. Their retest score was 48. Likewise, 113 Senior High School students taught with films received a pre-test mean score of 36. Their retest mean score was 45, an increase of 25%. 104 students at the same grade level were taught with reading material and received a pretest mean score of 37. Their retest mean score was 40%.

---


8 Richardson, Adeline Claff and Smith, Gertrude Hjorth. "Movies vs Reading." Clearing House 22: 15-19 September 1947
an increase of 8%.

At the college level, Anderson\(^9\) refers to a course at Allegheny College in "Oral and Written English" which is offered to train students to deliver extemporaneous speeches. The "quid pro quo" argument is that "90% of our English is oral and only 10% is written." (Second quotes are Anderson's) The requirements for such a course state that the student must read extensively on his problem, submit his proposed speeches in written form, then deliver the speeches extemporaneously. This reference is cited, without benefit of scientific data, to indicate the thinking along college lines regarding the study herein approached.

**Summary of the Research**

Since the research in the area of oral recall has been comparatively slight, the data available will, of necessity, give little opportunity for controversy on the one hand or convincing proof on the other.

In adult life it appears that proficiency in oral recall is more important than an ability in written recall, yet from the third grade on the student's written recall is superior to his oral recall.

The comparisons that were made of learning potential from movies and/or books showed films to be superior to books.

Intelligence and verbal fluency were shown to have little bearing on oral recall.

---

\(^9\) Anderson, Hurst Robins, "Experiment in Oral and Written English." *School and Society* December 16 1933
CHAPTER II

METHOD OF INVESTIGATION

Material Used

For this experiment film readers and corresponding sound films by D. C. Heath Co. and the Encyclopedia Britannica Films Inc. respectively were used. The readers belong to the series *Its Fun To Find Out*. The titles used in this study were: *Gray Squirrel*, *Shep the Farm Dog*, *The Mailman*, and *A Day at the Fair*.

Recall from silent reading with the film as introduction was tested.

Recall from silent reading was also tested with no film as an introduction.

The readers varied slightly in length. There were approximately 950 words in each. The average number of pages was 27. Black and white pictures, one-half the size of the page, were on each page. These pictures were stills from the movies. The text of the readers was identical with most of the sound track of the film. Some slight additional information was incorporated in the commentary of the film.

Quoting from a communication from the publishers D. C. Heath:

"The sound track of the film was used for developing the vocabulary, but there was no attempt made to use any vocabulary list in controlling the vocabulary. Since the vocabulary lists are made from quite different sources than would be used in developing a motion picture, it seemed to us that such lists would be of little use and might indeed be confusing.

"Roughly, there is a sequence in which the books might best be used, although there is no attempt to have sequential development of vocabulary from book to book; nor is there any attempt to have 100% carry-over of words from one book to another. This procedure, which is of doubtful value even in other types of material, probably would
do little to stimulate the acquisition of a semi-permanent vocabulary for children in the use of this type of material."

The try-outs for the films were made in 1947 by Encyclopedia Britannica. Thirteen school districts in California and Illinois, grades one to three and one remedial grade (ungraded) served as the proving ground for *Gray Squirrel*.

**SUBJECTS**

The children tested were sixty children from two classes of the same school in Green Bay, Wisconsin.

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. A.</td>
<td>7.4</td>
<td>9.0-6.11</td>
</tr>
<tr>
<td>M. A.</td>
<td>7.8</td>
<td>9.5-5.6</td>
</tr>
<tr>
<td>IQ</td>
<td>101</td>
<td>122-74</td>
</tr>
<tr>
<td>Reading Age</td>
<td>2.8</td>
<td>4.3-1.3</td>
</tr>
</tbody>
</table>

**Technique of Testing**

The testing was carried on during a period of four weeks at the close of the first semester. Each class was divided into two groups, A. and B. Group A. consisted of the top and middle reading groups as they were organized within each class. Group B. consisted of the low reading group from each class. Each group A. had completed the first of the two basic readers at the second grade level. Each group B. was working in a first grade supplementary reader.

The rotation for testing was as follows:

---

1 Obtained, KUHLMAN ANDERSON TEST B. Personnel Press Inc., Baltimore, Md. Administered 10/5/47
2 Obtained. *ibid.*
3 California Achievement Primary Test. Form AB, California Test Bureau, Los Angeles, Calif. Administered 10/5/47
**SCHEDULE FOR TESTING**

<table>
<thead>
<tr>
<th>CLASS I</th>
<th>CLASS II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRAY SQUIRRELL</strong></td>
<td><strong>GRAY SQUIRRELL</strong></td>
</tr>
<tr>
<td>FILM</td>
<td>READERS</td>
</tr>
<tr>
<td>READERS</td>
<td>TEST GROUP A.</td>
</tr>
<tr>
<td>TEST GROUP A.</td>
<td></td>
</tr>
<tr>
<td><strong>SHEP THE FARM DOG</strong></td>
<td><strong>SHEP THE FARM DOG</strong></td>
</tr>
<tr>
<td>READERS</td>
<td>FILM</td>
</tr>
<tr>
<td>TEST GROUP A.</td>
<td>READERS</td>
</tr>
<tr>
<td></td>
<td>TEST GROUP A.</td>
</tr>
<tr>
<td><strong>THE MATHMAN</strong></td>
<td><strong>THE MATHMAN</strong></td>
</tr>
<tr>
<td>FILM</td>
<td>READERS</td>
</tr>
<tr>
<td>READERS</td>
<td></td>
</tr>
<tr>
<td>TEST GROUP B.</td>
<td>TEST GROUP B.</td>
</tr>
<tr>
<td><strong>A DAY AT THE FAIR</strong></td>
<td><strong>A DAY AT THE FAIR</strong></td>
</tr>
<tr>
<td>READERS</td>
<td>FILM</td>
</tr>
<tr>
<td></td>
<td>READERS</td>
</tr>
<tr>
<td>TEST GROUP B.</td>
<td>TEST GROUP B.</td>
</tr>
</tbody>
</table>
Each child's silent reading was tested with the film and without the film.

Identical presentation of vocabulary was submitted to the group that was to see the film and the group that was not. When the film was used it was shown prior to the reading.

Upon completion of silent reading of the text, a tape recording was made of each child's recall. The recall was unaided. The question to each child was ---"What do you remember about the movie you have just seen and/or the book you have just read?" When there was extreme hesitation the only additional question permitted was---"Can you tell me one thing that you remember?"

All of the children had been given many opportunities previously to "tape" their voices before the experiment. The recorder had been used in language and reading lessons. The majority of the children felt very much at ease during the testing. Those few who showed signs of nervousness were prone to be uneasy during any recitation period. One marked case of stuttering was in this latter group.

In order to simulate a normal reading situation the testing was done in the classroom during the regular morning reading period by the classroom teacher.

However, the film was shown in the projection room.

Twenty minutes was allowed for showing of the film; approximately twenty minutes was needed for all to complete the silent reading; and about twenty minutes was necessary to make the tape recordings.

The responses on the tape recordings were tabulated on a check list of memories for each story. The memories were as follows:
MEMORIES

GRAY SQUIRREL

1. Spring
2. Mother Gray Squirrel lives in oak tree.
3. hole in tree is door to home
4. eats tender buds
5. three babies
6. one week old - eyes closed
7. drink mother's warm milk
8. nap after dinner
9. two weeks old - eyes open
10. learning to climb
11. summer - summer home
12. leaves and twigs
13. cool
14. babies climb up
15. careful not to fall
16. hold on with paws
17. like to play on branches
18. Brother Squirrel holds on with hind legs
19. eat lunch on stump
20. hold acorns in front paws
21. late summer
22. Brother Squirrel drinks water from brook
23. likes cool water
24. finds acorn under oak tree
25. holds acorn in front paws
26. bites hole in hard shell
27. tired - sleeps on branch
28. autumn
29. Brother Squirrel hides acorns
30. digs hole in ground
31. covers with dirt and leaves
32. winter
33. Brother Squirrel lives in winter home
34. comes out on sunny days to find food
35. sniffs cold air
36. digs
37. finds acorn
38. Red Fox looking for something to eat
39. sees Brother Squirrel
40. chases Brother Squirrel
41. Brother Squirrel safe
42. in home in tree
MEMORIES

SHEP THE FARM DOG

1. Shep
2. a farm dog
3. helps Tommy
4. Tommy helps father
5. milk cows
6. Shep drives cows
7. to pasture
8. where they will eat grass
9. all day
10. When Shep has dirt in paws bites out
11. with sharp teeth
12. licks his paws
13. pulls burrs out with teeth
14. Shep barks at chickens
15. to get them out of garden
16. Shep eats meat and eggs
17. for breakfast
18. Tommy has surprise for Shep
19. a big bone
20. Shep sits up
21. catches bone
22. in mouth
23. bites meat with sharp front teeth
24. chews on bone with back teeth
25. buries bone
26. Tommy and Shep have fun together
27. jump over fence
28. Shep hears woodchuck
29. chases woodchuck into hole
30. woodchuck safe
31. Tommy and Shep go to pond
32. Tommy throws stick into water
33. Shep gets it
34. Shep drinks water
35. Tommy swims
36. Shep pulls Tommy out
37. Shep comes out and shakes himself
38. rolls on grass
39. to dry hair
40. late
41. hurry home
42. after supper
43. Shep watches chicken house
44. watches Tommy's house, too.
45. Shep sleeps
46. in own house
47. will wake if hears anything
48. good farm dog
1. Glenn Tucker
2. is sick
3. Mr. Dolan
4. the mailman
5. Glenn and Mr. Dolan are good friends.
6. Mr. Dolan has letter for Glenn.
7. Mr. Dolan works at postoffice, too.
8. sorts mail
9. puts letters for each family in the right place
10. ties magazines and newspapers in bundles
11. easy to carry
12. puts some mail in big mailbag
13. truck takes big mailbag to big mailbox
14. mail clerk
15. has registered letter
16. Mr. Dolan signs for it
17. person who gets letter must sign, too.
18. special care; important letter
19. Mr. Dolan comes to each house at almost same time each day
20. When bag empty Mr. Dolan gets more mail from box.
21. truck left it
22. must leave P. O. by 8 o'clock
23. Mr. Dolan leaves mail at many places
24. Mr. Dolan knows all the people on his route.
25. Mr. Dolan takes to P. O. other letters from another box.
26. Mr. Hamm.
27. rural mailman.
28. mail to people in the country.
29. car.
30. stops at mailboxes.
31. close—so they are easy to reach.
32. flag up, mailman stops.
33. big box.
34. for Becky.
35. and mother.
36. baby chickens.
37. holes in box.
38. chickens get air.
39. farmer waits to get.
40. money order.
41. for seeds.
42. safe way to send money.
43. mailmen go everywhere.
44. in cold and snow.
45. in rain.
46. in desert.
47. rides bicycle.
48. goes to apartment houses.
49. opens mailboxes with key.
50. shuts and looks them

51. mailman everyone's friend
MEMORIES

A DAY AT THE FAIR

1. state fair
2. held every year
3. people from all over the state come
4. bring things raised to show
5. Olsens
6. Ann 4 white pigs
7. Johnny calf
8. Bob calf
9. Father best corn
10. many kinds of cattle brought
11. Bob and Johnny get calves ready
12. brush them
13. feed them
14. proud of them
15. Ann brushes pigs
16. puts white powder on them
17. proud of them
18. go sightseeing
19. Johnny fish
20. Ann 4-H Club show of model rooms
21. by 4-H Club girls
22. wants to make own room like model
23. Bob exhibit of butterflies
24. by 4-H Club boys
25. cases boys
26. Ann and Mother canned fruit
27. cakes
28. judge
29. feels
30. and tastes cake
31. Johnny and Father corn
32. Judge
33. feels corn
34. lunch time
35. lunch stand
36. 4-H Club chicken
37. picnic lunches
38. after lunch Bob sees jet plane
39. jet planes go fast
40. Bob sees tractors next
41. parade
42. floats
43. go to grandstand to see
44. horse races
45. show calves in arena
46. Bob's calf good but not one of best
47. Johnny wins ribbon for his
48. midway
49. ride on Ferris wheel
50. ride on whip
51. time to go home
52. fine day
Multiple choice exercises were provided for all the children--those who were to be tested in oral recall at that time, and those who were not to be tested then.

It was possible to test 17 children from group A. during the time available. Their recall, was on whole, fluent and rapid.

Not more than 10 children in group B. could be tested at one time. Their recall was quite labored or very cursory.

The testing apparatus was so situated in the room to minimize the chance of over-hearing any previous reports. The exercises in multiple choice recall that were being done simultaneously served as excellent deterrents in this regard.

For each reader there were four types of exercises. Each child did as many as he could within the time alloted. Many children completed all the exercises.

Multiple choice questions of comprehension were tested in Part I.

Part II was a list of words to which structural analysis had to be applied.

Multiple choice structural analysis in sentences was tested in Part III.

Visual discrimination through multiple choice was tested in Part IV.

Although multiple choice recall was not an integral part of this experiment it was interesting to test it informally with these exercises.  

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3 See Appendix

4 See Table V, p. 25
CHAPTER III

ANALYSIS OF RESULTS

Table I shows the total raw scores in oral recall of all groups from all the Readers with and without the Films.

TABLE I

TOTAL RAW SCORES IN ORAL RECALL FROM FILMS AND READERS

<table>
<thead>
<tr>
<th>READER</th>
<th>FILM</th>
<th>NUMBER OF MEMORIES</th>
<th>NUMBER OF CHILDREN TESTED</th>
<th>TOTAL MEMORIES</th>
<th>GREATEST SCORE</th>
<th>LEAST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAY SQUIRREL</td>
<td>YES</td>
<td>42</td>
<td>16A*</td>
<td>119</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>GRAY SQUIRREL</td>
<td>NO</td>
<td>42</td>
<td>18A</td>
<td>188</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>SHEEP THE FARM DOG</td>
<td>YES</td>
<td>48</td>
<td>17A</td>
<td>213</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>SHEEP THE FARM DOG</td>
<td>NO</td>
<td>48</td>
<td>12A</td>
<td>202</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>THE MAILMAN</td>
<td>YES</td>
<td>51</td>
<td>8B</td>
<td>72</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>THE MAILMAN</td>
<td>NO</td>
<td>51</td>
<td>8B</td>
<td>46</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>A DAY AT THE FAIR</td>
<td>YES</td>
<td>52</td>
<td>10B</td>
<td>58</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>A DAY AT THE FAIR</td>
<td>NO</td>
<td>52</td>
<td>10B</td>
<td>47</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

* Letter refers to Group.
The scores from this series of tests indicate that there is little consistent significant difference in the quantity of recall from silent reading with and without sound films of the test. The graph in Table II demonstrates the individual differences in test scores from the two methods.
TABLE II

COMPARISON OF INDIVIDUAL ORAL RECALL SCORES WITH AND WITHOUT FILMS

LEGEND

- WITH FILM
- WITHOUT FILM

INDIVIDUAL CHILDREN
A comparison of the oral recall responses from the text only and from the text with the film is shown in Table III. The variabilities are neither very great nor consistently different. What consistency there is appears in the scores of the Mailman, and a Day at the Fair. The CR of 6.6 for the Gray Squirrel test appears to be significant; the difference is probably real and not merely chance.

It is indicated, then, that there is less inconstancy among the poorer readers in their responses to oral recall tests, no matter what the medium used. There were a few marked exceptions to this, however.

TABLE III

COMPARISON OF TEXT ONLY VS TEXT WITH FILM AS MEASURED BY ORAL RECALL RESPONSES

<table>
<thead>
<tr>
<th>READER</th>
<th>WITH FILM</th>
<th>TEXT ONLY</th>
<th>DIFFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SEM</td>
<td>Film Text</td>
</tr>
<tr>
<td>GRAY SQUIRREL</td>
<td>7.4</td>
<td>.95</td>
<td>10.4 1.1</td>
</tr>
<tr>
<td>SHEP</td>
<td>12.5</td>
<td>1.9</td>
<td>16.3 1.69</td>
</tr>
<tr>
<td>MAILMAN</td>
<td>6.5</td>
<td>.88</td>
<td>4.6 .89</td>
</tr>
<tr>
<td>FAIR</td>
<td>5.8</td>
<td>.81</td>
<td>4.7 .81</td>
</tr>
</tbody>
</table>


The combined scores in oral recall gave a very low CR of \( .04 \). This difference between the means is not of significant difference.

**TABLE IV**

**COMPARISON OF COMBINED SCORES IN ORAL RECALL**

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>SE m</th>
<th>DIFF.</th>
<th>SE diff.</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>WITH FILM</td>
<td>8.5</td>
<td>1.13</td>
<td>.5</td>
<td>12.3</td>
<td>.04</td>
</tr>
<tr>
<td>TEXT ONLY</td>
<td>9.0</td>
<td>.97</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The tape recordings indicate that there is greater fluency among the so-called "poorer" readers - in this case Group B - when their reading has been preceded by the Films.

As an informal check of multiple choice recall, a simultaneous test of comprehension, structural analysis, and visual discrimination was given. Table V shows that the scores of the "poorer" readers are higher when sound films are used; the remaining scores of the top and intermediate groups are virtually parallel.

It was observed that the rate of reading was greater when the film had been seen beforehand. This was true of all the children.

1 See Appendix
### TABLE V

**Comparison of Multiple Choice Recall Scores with and without film**

<table>
<thead>
<tr>
<th>Scores For Which There Is No Pair</th>
<th>With Film</th>
<th>Without Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td></td>
<td></td>
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<tr>
<td>70</td>
<td></td>
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<tr>
<td>55</td>
<td></td>
<td></td>
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<tr>
<td>40</td>
<td></td>
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<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- With Film
- Without Film

**Individual Children**

1 6 9 13 17 21 25 29 33 37 41 45 49 63 67
Tables VA and VB show a mean of 69.0 of multiple choice responses with the film and the text, and a mean of 51.5 with the text only. A CR of 1.5 was discovered; the ratio is not very high; in approximately 85 chances out of 100 there exists a difference that is probably real.

**TABLE VA**
COMPARISON OF TEXT ONLY VS TEXT WITH FILM AS MEASURED BY MULTIPLE CHOICE RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SE m</th>
<th>DIFF.</th>
<th>SE diff</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Film</td>
<td>69.0</td>
<td>7.3</td>
<td>17.5</td>
<td>10.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Text Only</td>
<td>51.5</td>
<td>8.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE VB**
MEAN SCORES ON MULTIPLE CHOICE TEST OF GOOD READERS VS POOR READERS

<table>
<thead>
<tr>
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<th>15 Poor Readers</th>
<th>40 Better Readers</th>
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<tr>
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It appears that the scatter or oral recall scores in relation to reading ability is more evenly distributed without the film than with the film. Similarly, the scatter of oral recall scores in relation to Mental Age appears to be more evenly distributed without the film than with the film. Tables VI, VII, VIII, and IX demonstrate this.

**TABLE VI**

**ORAL RECALL SCORES WITH THE FILM IN RELATION TO READING GRADE PLACEMENT**
TABLE VII

ORAL RECALL SCORES WITHOUT THE FILM IN RELATION TO READING GRADE PLACEMENT

CALIFORNIA ACHIEVEMENT TEST - PRIMARY FORM AA
California Test Bureau, Los Angeles, Cal.
TABLE VIII

ORAL RECALL SCORES WITH FILMS IN RELATION TO M.A.

MENTAL AGE

ORAL RECALL SCORES
# TABLE IX

**ORAL RECALL SCORES WITHOUT FILM IN RELATION TO MA**

<table>
<thead>
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<th>1</th>
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The relationships between the scores are tabulated in Table X below.

**TABLE X**

CORRELATIONS OF ORAL RECALL FROM SILENT READING WITH FILMS

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
<td>WITHOUT FILMS</td>
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<tr>
<td>MENTAL AGE</td>
<td>-.32</td>
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<tr>
<td>READING GRADE</td>
<td>.39</td>
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<tr>
<td>MULTIPLE CHOICE RECALL</td>
<td>.66</td>
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</table>

The correlation between oral recall from silent reading which has been preceded by the film of the text with the oral recall from silent reading without the film is .42. The sign indicates that there is a positive relationship, that there is a tendency for the two values to vary in the same direction, but the size of the coefficient is not of sufficient magnitude to be conclusively significant.

A negative correlation -.32 was found to exist between oral recall from silent reading with the film and mental age. The sign indicates an inverse relationship, that the values tested vary in opposite directions. A close analysis of individual scores would show a wide variance.

Reading grade levels and oral recall from silent reading with the film carry a positive correlation of .39. Here again, it is felt that the correlation is not sufficiently high statistically significant.

The highest correlation of all is found between multiple choice recall from silent reading preceded by the film and oral recall under the
same circumstances. The correlation is .66. This coefficient indicates a closer relationship between oral and multiple choice recall than any of the other values tested.
CHAPTER IV

CONCLUSIONS

All of the tests of oral recall in this study taken collectively or individually point to the fact that the medium used has little bearing on the results; that the child of average intelligence and average reading ability shows but a slight degree of superiority over the child of lesser intelligence and poorer reading ability; that, in turn, the keener child shows but a slight degree of superiority, if any, over the average child.

Poor organization, omissions, substitutions, and errors were characteristic of all the responses to a greater or lesser degree. Volubility seemed to be a characteristic of personality rather than of greater intelligence, greater reading power, or type of material used.

Keeping in mind that the rate of forgetting is most rapid during the first day following learning, and that the retention curve gradually levels off, this experiment was a typical demonstration of the most common inadequacies of memory and errors of omission.¹ The recall was falsified by the transposition in the time, order, and space arrangement of the items.

The correct recall of one item, feature, or idea in a group of closely related items, features, or ideas did not guarantee the correct recall of the other items, features, or ideas, as closely connected as they might have been.²

¹ Tiedeman, Herman R., "A Study in Retention of Classroom Learning," J. Ed. Res. 41 516-31 March 1948

² Gates, Jersild, McConnell, Challman. Educational Psychology. 392-411 MacMillan Co. N. Y. 1948
A more accurate and better organized recall was evidenced by the children of average intelligence and reading ability after the first test. The tapes were played back and constructively criticized by the children themselves. Instruction was given to demonstrate good recall and the immediate beneficial results were evidenced in the second test, Shep the Farm Dog.

Fluency of oral recall was poorest with the children of weak reading ability and of low intelligence. Emotion seemed to be a contributing factor to this poor recall. In this same low group, four children received special speech instruction. However, according to Simonson there is no significant relation between speech maturity and reading maturity in the elementary grades.

In the opinion of the writer, there should be a closer relationship between IQ and reading level and oral recall. It is obvious that the need is great when a child leaves school. Therefore, it would appear that the schools could offer more help to children in this area of learning.

In answer to the questions posed at the outset - How much of a story that a child has read can he recall? How much of a story can he recall? Does the combination of a story and a movie aid the child's recall? - this study has revealed that recall at this level is relatively poor, and that the medium used has little bearing on the results, with the exception of a few poorer readers whose recall was benefited by the film.

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GRAY SQUIRREL

1. Where does Mother Gray Squirrel live?
   in the house  in an oak tree  in the barn

2. What does Mother Gray Squirrel eat for breakfast?
   buds  acorns  balls

3. How many babies does Mother Gray Squirrel have?
   two  three  four

4. What is the babies' nest made of?
   leaves  snow  grass

5. What is good for baby squirrels?
   nuts  acorns  milk

6. Where do baby squirrels sleep?
   close to their mother  far from their mother

7. When baby squirrels are one week old their eyes are
   open  shut

8. When baby squirrels are two weeks old their eyes are
   open  shut

9. In the summer Mother Gray Squirrel builds a home high up in the oak tree because
   it is cool up there.
   it is warm up there.

10. How do the squirrels get to their summer home?
    they climb up the tree
    they climb down the tree
11. The squirrels are careful not to fall. They hold on with their pins.

12. When Brother Squirrel is upside down he holds on with his front legs.

13. When the squirrels eat their lunch they hold the acorns in their front paws.

14. The squirrels like to eat their lunch sitting on a branch.

15. Brother Squirrel is a big squirrel.

16. He likes to drink water from the brook. He likes the cool water.

17. An acorn has a hard shell.

18. In the autumn there are many acorns on the ground.

19. Brother Squirrel hides some acorns and eats all of them.

20. After Brother Squirrel puts the acorns in the hole he covers them with dirt and leaves he eats them.

21. In the winter Brother Squirrel lives in a nest high up in the tree.

22. In the winter Brother Squirrel finds an acorn on the ground and finds an acorn in a hole under the snow.
23. Why does Red Fox run after Brother Squirrel?

He wants to play        He wants something to eat

24. When Brother Squirrel is home he is

safe        hungry        ready
II

GRAY SQUIRREL

DRAW A RING AROUND THE ROOT WORD

woods  eyes
eating  drinking
buds   sleeps
holds  weeks
paws   falls
lives  building
climbs builds
looks  twigs
goes  makes
squirrels branches
running eats
climbing sleepy
playing lies
runs  hides
hanging comes
legs  covered
likes  sniffs
acorns digs
finds  stops
bites  wants
sees  looking
1. Mother Gray Squirrel is eating her breakfast.

2. She holds the buds in her front paws.

3. She eats the buds in her front paws.

4. She takes a nap after dinner.

5. Mother Gray Squirrel climbs the tree.

6. Brother Squirrel is sleeping in their nest of leaves.

7. Mother Gray Squirrel is building a summer home for her babies.

8. The baby squirrels learn to climb.

9. They take a nap after dinner.

10. This squirrel is going to get the baby squirrels.

She is going to get the baby squirrels.

She is going to get the baby squirrels.

She is going to get the baby squirrels.

She is going to get the baby squirrels.

She is going to get the baby squirrels.
IV

GRAY SQUIRREL

1. Mother Gray Squirrel eats the tender__________.
   bugs    buds    rug    mud

2. She holds them in her front__________.
   paws    saw     caws

3. When baby squirrels are one week old their eyes are ________.
   she      but     shut

4. The baby squirrels take a ________after dinner.
   cap      nap

5. She builds the home of leaves and__________.
   digs     twigs   twins

6. The squirrels' home is______.
   come     cool    school

7. Brother Squirrel is hanging from a branch. He holds on with
   his_________legs.
   find      hand    hind

8. The squirrels sit on a_________to eat their lunch.
   street    jump    stay    stump

9. The acorn has a hard__________.
   tell      she     shell    well

10. Brother Squirrel runs around and_________the cold air.
    if snow    sniffs   it
I

SHEP THE FARM DOG

1. Where does Shep live?
   - on a farm
   - in the city

2. What does Tommy help his father do?
   - drive a truck
   - milk the cows

3. How does Shep show Tommy he is ready to help?
   - he runs away
   - he wags his tail

4. Where does Shep drive the cows?
   - to the pasture
   - to the garden

5. The cows go
   - over the gate
   - through the gate

6. The cows eat grass in the pasture
   - all morning
   - all day

7. How does Shep get the dirt out of his paws?
   - He bites it out with his sharp teeth.
   - He jumps in the water.

8. How does Shep get the chickens out of the garden?
   - He barks at them.
   - He wags his tail.

9. What does Shep eat for breakfast?
   - milk and acorns
   - meat and eggs

10. What is the surprise that Tommy has for Shep?
    - a big bone
    - a big ball

11. What did Shep learn to do?
    - Sit up and catch the bone in his mouth.
    - Lie down and roll over.
12. Why does Shep put the bone in the hole and cover it up?
   Some day he will be hungry again and will dig up the bone.
   He has fun doing it.

13. Shep and Tommy are good pals. good pups.

14. The woodchuck lives in a hole in a tree. in a hole in the ground.

15. Shep cannot get the woodchuck. The woodchuck is safe in his hole. high up the tree.

16. Shep and Tommy have fun at the pond. Tommy throws Shep into the water. the stick into the water.

17. Shep holds the stick with his paws. with his teeth.

18. "Nice work, Shep!" Tommy says. Tommy is proud of Shep. looking for Shep.

19. Shep stops for a drink. He drinks the water in the pond. in the dish.

20. What does Shep do first when he comes out of the water? He rolls on the grass. He shakes the water out of his hair.

21. Why do Tommy and Shep start home? It is getting late. It is starting to rain.

22. What does Shep do after supper? He goes for a swim. He watches the chickens house.

23. Shep is a good farm dog because He will wake up if he hears anything. He lies down to sleep.
What is the root word?

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III

SHEP THE FARM DOG

1. Shep is _________ for Tommy.
   wait         waits         waiting

2. Shep _________ Tommy on the farm.
   help         helps         helping

3. Tommy is _________ Shep to get the cows.
   tell         tells         telling

4. Shep _________ his tail.
   wag          wags          wagging

5. Shep _________ the cows to the gate.
   drive        drives        driving

6. They will _________ grass in the pasture all day.
   eat          eats          eating

7. Tommy and Shep _________ fast.
   walk         walks         walking

8. Shep _________ his paws.
   lick          licks         licking

9. Shep _________ the burrs out with his teeth.
   pull          pulls         pulling

10. Shep will _________ the chickens out of the garden.
    get           gets          getting

11. Shep _________ the bone in Tommy’s hand.
    see           sees          seeing
12. They have fun______many things.
do  does  doing

13. Tommy likes to______too.
jump  jumps  jumping

14. Shep will______to get the stick for Tommy.
try  tries  trying

15. Tommy is______ready for his swim.
get  gets  getting
1. Tommy helps his father _______ the cows.
   milk       silk       most
2. The cows eat grass in the _______ all day.
   pretty     garden     pasture
3. Shep will get the _______ out of the garden.
   chickens   children
4. Tommy puts up the bars of the _______.
   late       plate      gate
5. Shep wags his tail. He is _______.
   ready      reading
   burrs      barks      dark
7. Sometimes _______ get in Shep's hair.
   burrs      barks      dark
8. Shep _______ the bone in his mouth.
   watches    catches    cats
9. He _______ out the dirt with his sharp teeth.
   bites      white
10. Shep digs a hole in the _______.
    round      ground
11. Tommy has a _______ for Shep.
    second     surprise
12. Shep likes burrs bones
13. He on the bone with his back teeth. chicken new chews
14. Shep his tail. was wags tag
15. Tommy and Shep come to a high fence field for
16. Shep over the fence. bumps jumps Jack
17. The lives in a hole in the ground. chicken cow groundhog
18. Shep cannot get the woodchuck. The woodchuck is in his hole. sand says safe
19. Shep comes out of the water. He the water out of his hair. makes shakes she
20. Shep lies down to sleep. But he will up if he hears anything. wake make take cake
THE MAILMAN

1. Why does Glenn Tucker sit near the window?
   He watches for the mailman.
   He sees the mailman coming.

2. Why is Glenn happy to see Mr. Dolan?
   He wants to wave to the mailman.
   He likes to get mail.

3. What does Mr. Dolan do at the postoffice?
   He sorts the mail.
   He delivers the mail.

4. To sort the mail means
   to put every letter in the right place
   to deliver the mail to every house

5. Mr. Dolan ties the magazines and newspapers in bundles.
   to make them easy to carry
   to leave them at stores and houses

6. Why does Mr. Dolan put some mail into a big mailbag?
   there is too much mail to carry
   to make it easy to carry

7. What is the name of an important letter?
   registered letter
   magazine
8. What must the person who gets a registered letter do?
   He must read it.
   He must sign his name for it.

9. How does Mr. Dolan show that this is an important letter?
   He takes special care of it.
   He puts the letter in his mailbag.

10. When must Mr. Dolan leave the postoffice?
    early in the morning
    in the afternoon

11. Mr. Dolan comes to every house
    at almost the same time every morning
    at eight o'clock

12. When Mr. Dolan's mailbag is empty he gets more mail to deliver
    from a big mailbox
    from the postoffice

13. Mr. Dolan is
    a city mailman
    a rural mailman

14. Mr. Hamm is
    a city mailman
    a rural mailman

15. A rural mailman takes mail to people who live
    in the city
    in the country

16. Mr. Hamm carries his mail
    in a mailbag
    in his car
17. A rural mailman must stop his car
   close to the mailbox
   far from the mailbox

18. When the flag on the country mailbox is up it means
   there is mail for the mailman to take back to the postoffice
   there is mail left by the mailman

19. Mr. Hamm gave Becky and her mother a big box
   of baby chickens
   of baby pigs

20. The big box had many holes in it because
   the mailman was not careful with it
   the baby animals had to get air

21. A money order is
   a safe way to send money
   an order for money

22. When it is cold and snowy
   the mailman does not deliver the mail
   the snow does not stop the mailman

23. In a desert town
   it is too hot to deliver the mail
   the mailman rides a bicycle

24. In an apartment house the mailman
   opens the mailboxes with a key
   delivers the mail to a box on a pole
## THE MAILMAN

What is the root word?

<table>
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<th>sits</th>
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</table>
III

THE MAILMAN

1. Glenn________ near the window.
sit sits sitting

2. Glenn________ to Mr. Dolan.
wave waves waving

3. Mr. Dolan________ the letters first.
sort sorts sorting

4. He________ some of the mail into a big mailbag.
put puts putting

5. The mail clerk tells Mr. Dolan to________ for the
registered letter.
sign signs signing

6. Mr. Dolan________ special care of this letter.
take takes taking

7. Mr. Dolan________ many kinds of mail.
carry carries carrying

8. Mr. Dolan________ to every house at almost the same time
every morning.
come comes coming

9. Mr. Dolan________ more letters from the mailbox.
get gets getting

10. These letters were________ in the mailbox.
drop drops dropping dropped
11. Then the letters will **go** to many places.

12. They are **wait** for the mailman to bring the mail.

13. The baby chickens **get** air through the holes.

14. Becky, Mother, and the dog **look** at the baby chickens.

15. The farmer **wait** for Mr. Hamm.

16. The money order will **pay** for the seeds.

17. He **walk** through the snow to every house.

18. Today it is **rain**.

19. The mailman **open** some mailboxes with a key.

20. **Look** at all these mailmen!
IV

THE MAILMAN

1. Mr. Dolan has a __________ for Glenn.
   letter       little

2. To __________ the mail means to put the letters for each family
   in the right place.
   sand         short        sort

3. Mr. Dolan ties the __________ and newspapers in bundles.
   many         mother       magazines

4. He ties them in bundles to make them __________ to carry.
   easy         hard         each

5. The mail __________ has an important letter for Mr. Dolan to deliver.
   box          bag          man          clerk

6. Mr. Dolan must __________ for the registered letter.
   sing          thing        sign

7. Mr. Dolan must leave the __________ before eight o'clock.
   postman       postoffice   house

8. The person who gets a __________ __________ must sign
   his name, too.
   registered letter       apartment house

9. Mr. Hamm is a __________ mailman.
   ready         rural

10. A country mailbox is on a __________.
    pole          pond         pull
11. Mr. Hamm always stops his car __________ to the mailbox.
   clean clothes close

12. The baby chickens get __________ through the holes in the
   all there air

13. The farmer wants to buy some __________.
   see weeds seeds

14. He knows a money __________ is a safe way to send his money.
   or under order

15. The money order will __________ for the seeds.
   may say pay day
A DAY AT THE FAIR

1. When is the state fair held?
   every day    every year

2. What did Mr. Olsen take to show at the fair?
   canned fruit    4 white pigs
   corn             a calf

3. What did Mrs. Olsen take to show at the fair?
   canned fruit    4 white pigs
   corn             a calf

4. What did Johnny take to show at the fair?
   canned fruit    4 white pigs
   corn             a calf

5. What did Ann take to show at the fair?
   canned fruit    4 white pigs
   corn             a calf

6. What did Bob take to show at the fair?
   canned fruit    4 white pigs
   corn             a calf

7. What do boys and girls do to get their calves ready for the show?
   They brush them.
   They race them.

8. What do boys and girls do to get their white pigs ready to show?
   They put white powder on them.
   They are proud of them.
9. Who went to see the fish?
   Ann    Johnny    Bob

10. Who went to see the butterflies?
    Ann    Johnny    Bob

11. Who went to see the 4-H Club show?
    Ann    Johnny    Bob

12. Who wanted to make her room at home look like a model room?
    Mother    Ann

13. What is a good way to exhibit butterflies?
    in cans    in cases

14. How does the judge tell which cake is the best?
    She feels the cake then tastes it.
    She takes the cake and smells it.

15. How does the judge tell which corn is the best?
    He tastes it.
    He feels it.

16. Where do some people have lunch at the fair?
    at lunch stands
    at their homes

17. Jet planes go
    very fast
    very slow

18. Bob drives
    his father's tractor
    his own tractor
19. There are many
    boats in the parade
    floats in the parade

20. People watch the horses races from
    the grandstand
    the parade

21. The boys show their calves
    in the arena
    in the barn

22. Who won a ribbon for his calf?
    Bob
    Johnny

23. Where is the Ferris wheel and the whip?
    on the midway
    in the arena
II

A DAY AT THE FAIR

What is the Root Word?

things shows
raises games
farms looked
bringing vegetables
boys climbed
girls canned
animals cakes
getting feels
putting tastes
working exhibits
pigs looking
brushes thinks
wants stands
goes eating
bigger tables
catches lunches
likes tractors
rooms climbs
cases drives
fruits floats
horns watching
begins started
ribbons shines
III

A DAY AT THE FAIR

1. This is the fairground where the state fair is_____ every year.

hold holds holding held

2. Soon people from all over the state will_____ to the fairground.

come comes coming came

3. They will bring things_____ on their farms to show at the fair.

raise raises raising raised

4. These boys and girls are_____ their animals to the fair.

bring brings bringing brought

5. The Olsens are_____ ready to go to the state fair.

get gets getting got

6. Ann is_____ her four white pigs.

take takes taking took

7. Johnny is_____ his calf into the truck.

put puts putting

8. Many kinds of cattle are_____ to the fair.

bring brings bringing brought

9. Boys and girls are_____ in the barn.

work works working worked

10. They_____ the calves and feed them.

brush brushed brushes brushing

11. Then she_____ white powder on them.

put puts putting
12. These butterflies were ________ by the 4-H Club boys.
   catch       catches      catching      caught

13. Some of them have ________ ribbons.
   win         wins         winning      won

14. ________ at this table of cakes!
   Look         Looks       Looking      Looked

15. The judge ________ the cake.
   taste        tasting     tasted

16. ________ cakes must be fun.
   Judge        Judges      Judging     Judged

17. The judge is ________ at the corn.
   look         looks       looking      looked

18. These boys are ________ lunch at a lunch stand.
   eat          eats        eating      ate

19. Chicken ________ good to hungry boys.
   taste        tastes      tasting

20. Bob ________ the band.
   hear         hears       hearing

21. A race has ________.
   start        starts      starting    started

22. They are ________ for the judge to look at the calves.
   wait         waits       waiting     waited

23. Picnic lunches ________ good to hungry people.
   taste        tastes      tasting
24. Bob and Johnny__________ their calves will win ribbons.
   hope    hopes     hoping

25. The judge__________ in at last.
   come    comes     coming

26. Last of all they__________ on the whip.
   ride    rides     riding

27. The time has__________ to go home.
   come    comes     coming
IV

A DAY AT FAIR

1. This is the big_________barn at the fairground.
   cat            cattle            catch

2. Bob and Johnny are in the big cattle barn with their_________.
   calves         cats              corn

3. They_________the calves and feed them.
   branch         brush             push

4. Ann puts white_________on her pigs.
   pretty         pigs              powder

5. Bob goes to see the_________of butterflies.
   exhibit        each              every

6. Ann wants to make her room at home look like a _______room.
   more            model

7. The_________feels and tastes the cake.
   judge           jump              just

8. Bob drives his father's_________.
   train           truck            tractor

9. _________planes go fast!
   Let              Wet              Get              Jet

10. It is time for the parade. Tom hears the_________.
    hand             band             sand

11. Here is one of the_________in the parade.
    boats            flowers          floats
12. This is the grandstand where many people are watching the horse_____.
   faces       runs      races

13. The_______has shows and games of every kind.
   way        hid      midway

14. The wheel begins to turn. Up they go on the_______wheel.
   Friend      Friday   Ferris

15. The_______goes round and round.
   what       why      whip      skip