A study to compare the Newlon-Hanna method of teaching spelling in grade three with a lantern slide method

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Thesis

A STUDY TO COMPARE THE NEWLON-HANNA METHOD
OF TEACHING SPELLING IN GRADE THREE
WITH A LANTERN SLIDE METHOD

Submitted by
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Approved by

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INTRODUCTION

Spelling has long been one of the fundamental subjects of the school curriculum, and has been in the process of constant change since its introduction. It was one of the original elementary school subjects. Spelling appeared first as a phase of reading. Later, with the introduction of Noah Webster's famous Blue-Backed Speller in 1783, spelling became a competitor of the primer. Spelling was enthusiastically received, and exciting spelling match contests were a consequent outcome. Spelling and reading were separated during the Nineteenth Century and texts for each were developed. The general belief that spelling was a good disciplining subject still prevailed.

Present-day aims in the field of spelling have come about gradually as a result of scientific investigations and experimental studies. Spelling is now recognized as a tool subject and as a skill primarily concerned with written language. Therefore the methods used in the teaching of spelling must promote facility in writing words. Although modern textbooks in spelling do not agree on details of methods, the majority stress the importance of directed teaching of the subject. The first step in spelling instruction is that of presenting the word to be learned. This
phase of instruction is one of the primary concerns of this study which has been undertaken to compare two methods through an experimental procedure.

This study compared a lantern slide method of instruction with the Newlon Hanna method in grade three. The data derived from the study were analyzed to determine whether one method produced results superior to the other. The comparative differences were obtained from immediate recall and delayed recall tests.

CHAPTER I
SUMMARY OF PREVIOUS RESEARCH

I. Need For Spelling Investigations

In the Eighteenth Yearbook, Ernest Horn states:
"Research in the improvement of instruction in spelling, like that in the improvement of instruction in all subjects, is heavily dependent upon a scholarly grasp of the subject matter itself."

At the beginning of the Twentieth Century, Henry Suzzallo\(^2\) suggests that methodologists:

will need to study our prevalent methods of teaching spelling by every approach; to note their genesis in terms of the various traditions and forces which have originated and molded them; to compare the uses and effects of various teaching procedures under different situations; and finally to measure the efficacy of our present methods; general and special, by the standards of scientific construction.

According to Starch, Stanton, and Koerth,\(^3\) any method which promotes the major aim of this subject— that of having


the pupils learn words for correct usage in written expression—i.e. worthy of consideration and investigation.

Breed¹ expresses the opinion that educators seem to know fairly accurately the words needed for instruction in spelling. These are based on present and future use by the children in their writing experiences. However, what is lacking are satisfactory methods of instruction. For the most part these methods have been formal and mechanical.

Investigations² in the field of research show a dissatisfaction with the results of spelling instruction as being carried on in the average classroom. They show marked interest and desire in obtaining reliable results from various methods of teaching and learning words.

Watson,³ after a thorough study of the psychology and pedagogy of spelling by experimental, theoretical, and other techniques, comes to the general conclusions that "The field itself has scarcely been broken, that it is open and inviting exploration, and that it is likely to prove a fertile one for further intensive cultivation."

II. Research on Spelling Objectives and Procedures

The following aim of spelling instruction is well stated by Gertrude Hildreth:¹ "The purpose of teaching Spelling is to enable pupils to write the words they need now and will need to write correctly later on in life."

According to Lee and Lee,² "An effective spelling program demands teaching which cannot be incorporated in any text. It can only be achieved by teacher-pupil discussion. It also demands direct personal attention on individual problems."

Through an analysis of over thirty reports in the field of spelling, Williamson³ found that the following factors are of vital importance:

1. Span of apprehension
2. Knowledge of meanings
3. Perception of word form
4. Verbal intelligence
5. Generalization of phonetic units
6. Rote memorizing
7. Desire to spell

It is interesting to note that as early as 1896, scientific studies were being carried on in the field of spelling Research. At that time, testing investigations by Dr. J. M. Rice⁴

disclosed that children who spent forty or fifty minutes a day on spelling, were no better spellers than those who devoted only ten or fifteen minutes a day to the subject.

Many educators feel that children's difficulty in spelling achievement is often the result of an overload of words. Sifferd,\(^1\) in a cooperative study of spelling ability of today and thirty years ago, found that one of the causes of inferior spelling is the excessive number of words presented.

"Many children are poor spellers because of the type of teaching they have received," states Garrison and Garrison.\(^2\)

In a controlled experimental study comparing spelling results of directed teaching and incidental learning, L. A. Wilson found that "Children who are taught how to learn to spell make higher marks in spelling".

On spelling procedure, T. G. Foran\(^4\) concludes: "A program of instruction which presents words in an effective way, which specializes in children's needs, and which involves suitable forms of motivation cannot fail to be successful."

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3 Louis A. Wilson, "Children's Spelling Needs and Their Implications for Classroom Procedure", The Elementary School Journal, 47;98-102, October, 1946.

(100⋅P) in order to achieve the desired synchronization. Subsequently, the output of the phase-locked loop is fed back to the oscillator to ensure the steady-state operation of the system. The synchronization process is crucial for maintaining accuracy and stability in various applications, such as communication systems and navigation technologies.

It is important to note that the synchronization process involves several key steps, including the detection of the reference signal, the estimation of the phase difference, and the adjustment of the local oscillator frequency to align with the reference signal. These steps are typically implemented using dedicated hardware or software algorithms, depending on the specific requirements and constraints of the system.

In conclusion, the synchronization of oscillators is a fundamental aspect of modern technology, enabling the accurate transmission of information and the precise control of various dynamic systems. By understanding the underlying principles and employing appropriate techniques, engineers and scientists can effectively synchronize oscillators in a wide range of applications, thereby enhancing the performance and reliability of these systems.
III. Research on Perception and Spelling

One of the first investigators of visual perception in relation to spelling was E. K. Carmen, who, in 1900 studied the differences between good and poor adult spellers. He stressed the direction of attention on the whole word in reading in order to establish the habit of observing the spelling.

Tinker reports on another early investigation in word perception. This was an attempt by J. M. Cattell to determine whether a word was perceived in parts or as a whole. Through the use of short exposures, he found no more time was necessary to perceive small words than single letters. He concluded that a word is recognized as a whole.

In 1913, Winch found through studying results of an experiment which compared the teaching of words by a visual method with an auditory and visual method combined, that there was a highly significant difference in favor of the combined method. "The method with pronounced auditory and articulatory factors, as well as visual ones, and with more direction of attention by the experimenter, showed itself definitely superior to a method more purely visual and with less direction of attention."

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2 Miles A. Tinker, "Visual Apprehension and Perception in Reading", *Psychological Bulletin*, 26:223-240, April, 1929.

The importance of visual perception in learning how to spell is stated by T. G. Foran\(^1\) as follows:

The abilities involved are undoubtedly numerous, but correlational analyses of achievement and studies of special disability indicate that visual perception is one of the most important if not the most important element in the combination of abilities by which learning is effected.

Foran\(^2\) continues his thoughts on visual perception by stating: "Such visual perception depends to a large extent on correlated, kinesthetic experience that strengthens the visual impressions and their retention."

Garrison and Garrison\(^3\) express the following views on presentation of words:

Furthermore, the researches dealing with the problem have shown that visual presentation is essential to superior achievement. While it is true that the visual methods should receive the major emphasis, other methods should not be neglected. Children should have opportunities to hear, see, write, and spell orally under attentive conditions.

Accurate visual perception was found important in an experiment carried on by Sister Mary of Visitation\(^4\) who tested children to estimate the part perception played in


\(^2\) \textit{Loc. cit.}


both reading and spelling. She found a high correlation present in respect to both subjects.

Tidyman\(^1\) generalizes on visual perception as follows:

Finally, the outstanding principles of learning spelling are the clear, vivid picturing of the word, and the frequent use of the word in drill and practice until it is spelled automatically.

On this subject Horn\(^2\) says:

The emphasis in presenting the word should be upon visual imagery. Not only have studies of types of imagery shown that children of the elementary school period are predominantly visual, but the direct investigation of the relative efficiency of various methods of learning to spell has quite uniformly revealed that visual presentation is an essential part of methods which give superior results. Poor spellers are relatively deficient in using visual imagery.

McKee\(^3\) refers to visual presentation in the following statement:

Upon the basis of the available evidence on the relative value of types of imagery in the presentation of words, it seems reasonable to conclude that the emphasis should be placed upon the visual type. This means that the teacher must place emphasis upon having the pupil see the words as a whole during the period of presentation.


Gates and Chase\(^1\) carried on an investigation to study the values of visual perception and motor activity with deaf children. Their study disclosed that deaf children were three to four years ahead of normal children having the same grade status.

Davis\(^2\) states: "The correct impression, a definite, vivid, association involves seeing the word right and getting a correct picture of it. Much of the trouble in learning to spell may be attributed to failure in this first step."

Williamson,\(^3\) on the basis of research studies concludes: "Poor spelling may be due also to inadequate visual perception habits in the detection of the make-up of a word."

Pertaining to visual imagery in relation to spelling, Dolch\(^4\) states:

It is still advisable to use many senses, but the chief reason is to make vivid and lasting impressions by use of repetition and variety. That is, when a child studies a word in three ways, by seeing, by hearing, and by writing, he has studied it three times and each time with a new interest. The chances are that each time both sound and visual images were strengthened. Therefore, the results are the more likely to be permanent.

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Bobbitt\(^1\) states: "A person learns the spelling of a word by seeing clearly and repetitiously the letter pattern that makes it up." This educator\(^2\) also emphasizes the importance of proofreading by the pupils. On this subject he says:

Certainly a teacher is not to proofread the papers of a pupil after the latter is mature enough in mind to work it out for himself and to learn to solve this problem, like every other, by solving it for himself. For a teacher to mark errors and indicate needed corrections is to deprive the pupil of much needed educational opportunity.

In summarizing evidence available pertinent to this subject, Gray\(^3\) includes the importance of the factor of presentation by stating: "Presenting words on flashcards gives rise to rapid learning when speed is emphasized."

Gilbert,\(^4\) in an effort to study the flashcard method of teaching spelling, observed from photographic study that poor spellers made many fixations and lacked systematic procedure. They invariably went over and over the word. On the other hand, good spellers made few regressions and less fixations. Accepting speed then, as a factor in spelling accomplishment, he next carried on an experiment to test the


\(^2\) Ibid., p. 252.


value of short exposure by means of the flashcard. The study was made with a small group of children, but control of variables was well established. The results showed that the group exposed to the flashcard method was far superior, even with less time for study. Their interest and attention were also better.

In an experiment comparing the flashcard method of teaching spelling with the study-test method in Grades Two and Three, McCarthy found statistically significant differences favoring the flashcard method. She concludes:

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

Gale favors the use of hand-made slides for spelling instruction. She used it in Grade Three with much success.

The employment of lantern slides is suggested by Smith: "Spelling and correct language usage could be improved by use of lantern and shutter, with or without contextual clues."

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2 Ann V. Gale, "Teaching Spelling with Hand-made Lantern Slides", Educational Screen, 20;65, February, 1941.

C. T. Zyve amplifies already existent data favoring teacher-directed study and perception in relation to spelling. She recommends increased attention to the visual form of the word. In an extensive experimental study of spelling methods, she found that: "The one which gave the largest gain in words was the one combining the list-context method, teacher-directed study, lantern presentation, and teacher-directed review. Each one of these factors had about the same amount of importance in the final result."

Scientific investigations have demonstrated the importance of visual, auditory, and kinesthetic perception in spelling instruction. One method which emphasizes this factor is the lantern slide method. With the exception of Zyve's study, quoted above, little evidence is available on its value. This study will attempt to compare a lantern slide method with the Newlon-Hanna Method of teaching spelling.

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CHAPTER II
PLAN AND CONDUCT OF EXPERIMENT

I. Statement of Problem

This experimental study is a comparison of a lantern slide method of teaching spelling with the Newlon-Hanna method of teaching spelling in grade three. Immediate recall results and delayed recall results will be studied in an effort to determine which method is superior, and to what relative degree of efficiency it excels the other method.

II. Procedure

Twenty minutes a day were devoted to spelling instruction in compliance with the regular time schedule in effect in the school system. A rotation system was used in the study. During the first week, one third-grade class was taught the words according to a lantern slide procedure, while the other third-grade group was being taught the same words by the Newlon-Hanna\(^1\) method of instruction. Each week the methods were reversed. The following chart illustrates this rotation technique:

\(^1\) J. H. Newlon and Paul R. Hanna, op. cit.
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<th>Group II</th>
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A Delayed Recall Test was given to each group a week after the experiment was concluded. The test was given in two parts, each part containing forty words.

**Newlon-Hanna Method**

The Newlon-Hanna Method\(^1\) follows the study-test procedure. Each lesson contains the following parts:

1. A short story of one or two paragraphs in length

2. A list of the ten spelling words, each of which appears in the preceding paragraph

3. A series of activities involving practice in mastery of the words

\(^1\) Ibid.
4. Two review words for additional study. These were eliminated from the experiment because of their review nature.

The day-by-day procedure is outlined in the text and consists of the following steps:

**Day One:** Reading and discussion of the story, pronouncing of each new word, and writing of each word.

**Day Two:** Writing of a set of activities known as "Word Study".

**Day Three:** Practice Test.

**Day Four:** Individual study of words missed and further practice by doing another set of activities known as "Word Practice".

**Day Five:** Final test in list formation.

**Lantern Slide Method**

The procedure for the lantern slide method of instruction is a modified plan of a spelling experiment conducted by Mrs. Claire T. Zyve\(^1\) of Columbia University. As already stated, the identical ten words were taught by this system. No text book was used during the experimental weeks. The words were lettered on slides and shown individually by a projector on a screen.

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\(^1\) Claire T. Zyve, *op. cit.*
Day One: Three words taught.

1. Flash slide with word on screen.
2. Children say word; use it in sentence, notice its parts, and discuss it.
3. Children look at word and spell it aloud.
4. Children copy word from the screen twice.
5. Removal of word while children write it from memory.
6. Reflash word for self-correction.
7. Remove slide, then children write word again.
8. Reflash word for correction.
9. Repeat the above procedure for each new word.
10. Remove slide and dictate all three words in list form.
11. Reflash for self-correction.

Day Two: Three additional words taught.

1. Review three words taught on day one.
2. Teach three new words in same procedure as day one.
3. Review all six words by dictating them and having children correct from slides.

Day Three: Four additional words taught.

1. Review all six words taught on Monday and Tuesday; same procedure as on Tuesday.
2. Teach four new words in same procedure as Monday.
Day Four:
1. Practice test of all ten words
2. Self-correction from lantern slides
3. Remainder of period:
   a. Those who got all words right—do practice exercise sheet of filling in blanks with the correct word.
   b. Those who made errors—in small groups study the words again at board or from the slide without lantern

Day Five:
1. For before-school work, those who made errors Thursday and so didn't fill in practice sheets may do so.
2. Regular testing period: list test

III. Materials Used in The Study

The spelling vocabulary used in this study was taken from the regular school text: The Newlon-Hanna Day-By-Day Speller for Grade Three.¹ Each weekly lesson contained ten new words. The two review words which appear in each lesson were omitted from this study. As the experiment was carried on for eight weeks, a total of eighty words were taught in all. The Newlon-Hanna lessons may be found in the Appendix.

The same words were presented on lantern slides which were prepared by the writer on three-by-four inch slides with

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¹ J. H. Newlon and Paul R. Hanna, op. cit.
India Ink. A regular lantern slide projector was used to flash these words. The order of presentation of words by this method may also be found in the Appendix.

IV. Preliminary Testing

The children who took part in the experiment were given two preliminary tests. The Kuhlmann-Anderson Intelligence Test was administered for background information on intelligence, and the Metropolitan Achievement Battery-Form I was given to obtain the grade achievement of each subject.

Chronological Age Distribution of Subjects

Figure I shows the chronological age distribution of the thirty-three children in Group I. The range was from seven years, eleven months, to ten years, one month. The mean chronological age for this group was eight years, six months.

FIGURE I

CHRONOLOGICAL AGE DISTRIBUTION - GROUP I

![Chronological Age Distribution Graph]

Mean: 8 yrs. 6 mos.
Figure II shows the chronological age distribution of the twenty-five children in Group II. In Group II, the range extended from eight years, zero months, to ten years, one month. The mean age was eight years, seven months.

FIGURE II

CHRONOLOGICAL AGE DISTRIBUTION - GROUP II

Grade Achievements of Subjects

Figure III shows the grade achievement of pupils in Group I on the basis of results from the Metropolitan Achievement Tests--Form L (Grades Three and Four).\textsuperscript{1} The test was administered prior to the introduction of the experiment. The total range extended from Grade 2.2, to Grade 4.9. The mean grade level was 3.5.

\textsuperscript{1} Gertrude Hildreth and others, Metropolitan Achievement Tests, Form R, World Book Company, New York, 1946.
Figure IV shows the grade achievement of pupils in Group II on the basis of the same test as above. The range for these twenty-five pupils was from Grade 2.9 to Grade 5.6, with a mean grade level of 4.1.
Distribution of Intelligence Quotients

Prior to the experimental period, the Kuhlmann-Anderson Intelligence Test for Grade III\(^1\) was administered. Figure V shows the distribution of intelligence quotients for Group I as derived from this test. The range for these thirty-three children extended from eighty-eight to one hundred twenty-nine, with a mean I. Q. of 103.92.

**FIGURE V**

**DISTRIBUTION OF KUHLMANN-ANDERSON INTELLIGENCE QUOTIENTS GROUP I**

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Figure VI shows the distribution of Kuhlmann-Anderson Intelligence Quotients for the twenty-five children in Group II. Their range extended from eighty-six to one hundred sixteen. The mean I. Q. was 102.84.

FIGURE VI
DISTRIBUTION OF KUHLMANN-ANDERSON INTELLIGENCE QUOTIENTS
GROUP II

Handwriting

Many people in the field of education feel that spelling achievement is affected by handwriting. Carter\(^2\) found a correlation of .0928 between speed of handwriting and spelling achievement. It therefore seemed important to include a study

---

1 Kuhlmann-Anderson, loc. cit.

of the subjects' handwriting by giving them a handwriting test. This was done by having the pupils write a simple sentence as many times as possible within a two-minute interval. The sentence used was "The girl who was playing ball had quite a hard time trying to catch it as it fell." Each child had an individual copy of the sentence. The number of letters written were then counted and divided by two. The standard of forty-five letters a minute was taken from the penmanship text\(^1\) in use in the classrooms. A distribution of the papers was made accordingly.

Figure VII shows the distribution in Group I. Three pupils were found to be below age in speed, while thirty pupils were found to be equal or above average in speed.

FIGURE VII

HANDWRITING SPEED - GROUP I

\[\text{FIGURE VII}\]

\[\text{HANDWRITING SPEED - GROUP I}\]

\[\text{Below average in speed} \quad \text{Equal or above average in speed}\]

\[\begin{array}{c}
\text{Below average in speed} \\
\text{Equal or above average in speed}
\end{array}\]

---

\(^1\) Frank N. Freeman and others, *Correlated Handwriting, Teachers' Manual 3*. Columbus, Ohio: Zaner-Bloser Company, 1927
Figure VIII shows the handwriting speed for Group II. Of these twenty-five pupils, two were found to be below average in speed, and the remaining twenty-three to be equal or above average in speed.

FIGURE VIII
HANDWRITING SPEED - GROUP II

V. Grouping

No attempt was made to group these children according to any controlled factors. They were taken in their regular classrooms. Because the rotation system was used, the children were not paired.

Table X (Appendix, page 42) shows the sex, chronological age, mental age, intelligence quotient, grade age, and handwriting speed of each of the pupils in this experiment.
VI. Duration of Experiment

The experiment was carried on for a period of eight consecutive weeks during the second semester. The time was chosen in order to avoid interruptions from stormy weather and vacation periods. The spelling period lasted for twenty minutes a day. This totalled one-hundred minutes a week.

VII. Setting

The town in which the experiment was carried out is an average-sized one, containing many industrial plants. The majority of the children who took part in the experiment came from homes of foreign background. Italian was the prevalent foreign element.

The selection of schools was based primarily on their similarity of surroundings in order to avoid interference from background and environmental factors. The experiment was conducted in two third grades located in two of the elementary schools. The schools are well staffed and directed by progressive, well-trained, and interested personnel.

The third grade instructed by the writer contained thirty-three children, while the other grade contained twenty-five children. Thus, a total of fifty-eight children were used for the study.
CHAPTER III
ANALYSIS OF DATA

Fifty-eight children were studied by means of an experiment to compare the Lantern Slide Method of teaching spelling with the Newlon-Hanna Method of teaching spelling in Grade Three. The data was evaluated in the following procedure:

1. Comparison of results by the two methods in immediate recall for the total group
2. A week-by-week comparison of the results of instruction by the two methods for the total group
3. Total results for immediate recall in the two groups
4. Comparison of total results in immediate recall for the total group
5. Comparison of delayed recall results for the total group
6. Comparison of immediate recall results of poorest pupils; Groups I and II
7. Comparison of immediate recall results of best pupils; Groups I and II
8. Comparison of delayed recall results of poorest pupils; Groups I and II
9. Comparison of delayed recall results of best pupils; Groups I and II
Table I shows the immediate recall results for the total group. The Lantern Slide Method is superior to the Newlon-Hanna Method with a significant difference. The critical ratio favoring the Lantern Slide Method is 3.83

**TABLE I**

**IMMEDIATE RECALL RESULTS - GROUPS I AND II**

**LANTERN SLIDE vs. NEWLON-HANNA**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Pupils</th>
<th>Mean No. of Words</th>
<th>S.E. M</th>
<th>l</th>
<th>2</th>
<th>S. E. Diff.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>58</td>
<td>39.40</td>
<td>.232</td>
<td>3.46</td>
<td>.904</td>
<td>3.83</td>
<td></td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>58</td>
<td>35.94</td>
<td>.874</td>
<td>----</td>
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<td></td>
</tr>
</tbody>
</table>

Table II shows the week-by-week comparison of results of teaching spelling by the Newlon-Hanna Method and the Lantern Slide Method in Grade Three. The Lantern Slide Method showed superior results each week. Significant differences were made by the Lantern Slide Method the first, second, sixth, and eighth weeks, when critical ratios of 2.35, 3.41, 4.55, and 5.20 were obtained.
### TABLE II

**A WEEK-BY-WEEK COMPARISON OF RESULTS OF TEACHING SPELLING BY THE NEWLON-HANNA METHOD AND THE LANTERN SLIDE METHOD IN GRADE THREE**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Pupils</th>
<th>Mean No. of Words</th>
<th>S.E. Mean</th>
<th>1 2 M - M</th>
<th>S. E. Diff. Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>33</td>
<td>9.91</td>
<td>0.091</td>
<td>.43</td>
<td>.183 2.35</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>25</td>
<td>9.48</td>
<td>0.156</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Lantern Slide</td>
<td>25</td>
<td>9.92</td>
<td>0.078</td>
<td>1.20</td>
<td>.352 3.41</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>33</td>
<td>8.72</td>
<td>0.344</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Lantern Slide</td>
<td>33</td>
<td>9.70</td>
<td>0.116</td>
<td>.38</td>
<td>.257 1.48</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>25</td>
<td>9.32</td>
<td>0.230</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Lantern Slide</td>
<td>25</td>
<td>9.92</td>
<td>0.005</td>
<td>1.16</td>
<td>.367 3.16</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>33</td>
<td>8.76</td>
<td>0.367</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Lantern Slide</td>
<td>33</td>
<td>9.82</td>
<td>0.123</td>
<td>.06</td>
<td>1.59 .037</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>25</td>
<td>9.76</td>
<td>0.102</td>
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</tr>
<tr>
<td>Lantern Slide</td>
<td>25</td>
<td>9.76</td>
<td>0.084</td>
<td>1.52</td>
<td>.344 4.41</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>33</td>
<td>8.24</td>
<td>0.334</td>
<td>----</td>
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</tr>
<tr>
<td>Lantern Slide</td>
<td>33</td>
<td>9.82</td>
<td>0.099</td>
<td>.30</td>
<td>.640 .47</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>25</td>
<td>9.52</td>
<td>0.640</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Lantern Slide</td>
<td>25</td>
<td>10.00</td>
<td>0.0</td>
<td>2.67</td>
<td>.515 5.20</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>33</td>
<td>7.33</td>
<td>0.515</td>
<td>----</td>
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<td>Column 1</td>
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<td>Column 3</td>
<td>Column 4</td>
<td>Column 5</td>
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<td>Value 21</td>
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<td>Value 23</td>
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<tr>
<td>Value 55</td>
<td>Value 56</td>
<td>Value 57</td>
<td>Value 58</td>
<td>Value 59</td>
<td>Value 60</td>
</tr>
</tbody>
</table>
Table III shows the total results for immediate recall in Groups I and II. The Lantern Slide Method was superior with a total word gain of 243.

**TABLE III**

**TOTAL RESULTS FOR IMMEDIATE RECALL IN GROUPS I AND II**

<table>
<thead>
<tr>
<th>Method</th>
<th>1st wk.</th>
<th>2nd wk.</th>
<th>3rd wk.</th>
<th>4th wk.</th>
<th>5th wk.</th>
<th>6th wk.</th>
<th>7th wk.</th>
<th>8th wk.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newlon Hanna</td>
<td>237</td>
<td>288</td>
<td>233</td>
<td>289</td>
<td>244</td>
<td>272</td>
<td>238</td>
<td>242</td>
<td>2043</td>
</tr>
<tr>
<td>Lantern Slide</td>
<td>327</td>
<td>248</td>
<td>320</td>
<td>248</td>
<td>324</td>
<td>244</td>
<td>325</td>
<td>250</td>
<td>2286</td>
</tr>
</tbody>
</table>

**total word gain:** 243

Table IV shows the comparison of total results in immediate recall in Groups I and II. The Lantern Slide Method is superior with a statistical difference. The Critical ratio in favor of the Lantern Slide Method is 7.94.

**TABLE IV**

**COMPARISON OF TOTAL RESULTS IN IMMEDIATE RECALL IN GROUPS I AND II**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Scores</th>
<th>Mean No. of Words</th>
<th>S.E.</th>
<th>1 2 Diff.</th>
<th>S. E.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>232</td>
<td>9.85</td>
<td>.034</td>
<td>1.04</td>
<td>.131</td>
<td>7.94</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>232</td>
<td>8.81</td>
<td>.127</td>
<td>----</td>
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</tr>
</tbody>
</table>
Table V shows the delayed recall results of the Lantern Slide Method and the Newlon-Hanna Method for Groups I and II. The Lantern Slide Method showed superior results with a statistical difference. The critical Ratio in favor of the Lantern Slide Method is 7.38.

**TABLE V**

**DELAYED RECALL RESULTS - GROUPS I AND II**

**NEWOLON-HANNA vs. LANTERN SLIDE**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Pupils</th>
<th>Mean</th>
<th>S. E.</th>
<th>1 2</th>
<th>S. E.</th>
<th>Diff.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>58</td>
<td>37.29</td>
<td>.528</td>
<td>5.16</td>
<td>1.289</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>58</td>
<td>32.13</td>
<td>1.177</td>
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</tr>
</tbody>
</table>

Table VI shows the immediate recall results for the poorest pupils in Groups I and II. The Lantern Slide Method is superior to the Newlon-Hanna Method with a statistical difference. The critical ratio favoring the Lantern Slide Method is 5.36.

**TABLE VI**

**IMMEDIATE RECALL RESULTS - POOREST PUPILS**

**GROUPS I AND II**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Pupils</th>
<th>Mean</th>
<th>S. E.</th>
<th>1 2</th>
<th>S. E.</th>
<th>Diff.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>29</td>
<td>38.79</td>
<td>.436</td>
<td>7.58</td>
<td>1.414</td>
<td>5.36</td>
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<tr>
<td>Newlon Hanna</td>
<td>29</td>
<td>31.21</td>
<td>1.346</td>
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</tbody>
</table>

(continued)
Table VII shows the immediate recall results for the best pupils in Groups I and II. The Lantern Slide Method is superior with a statistical difference. The critical ratio is 5.67 in favor of the Lantern Slide Method.

**TABLE VII**

**IMMEDIATE RECALL RESULTS - BEST PUPILS**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Pupils</th>
<th>Mean</th>
<th>S. E. Mean</th>
<th>l 2</th>
<th>S. E. Diff.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>29</td>
<td>40.00</td>
<td>.000</td>
<td>.76</td>
<td>.134</td>
<td>5.67</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>29</td>
<td>39.24</td>
<td>.134</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

Table VIII shows the delayed recall results for the poorest pupils in Groups I and II. The Lantern Slide Method is superior to the Newlon-Hanna Method with a significant difference. The critical ratio in favor of the Lantern Slide Method is 4.59.

**TABLE VIII**

**DELAYED RECALL RESULTS - POOREST PUPILS**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Pupils</th>
<th>Mean</th>
<th>S. E. Mean</th>
<th>l 2</th>
<th>S. E. Diff.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>29</td>
<td>34.69</td>
<td>.802</td>
<td>8.71</td>
<td>1.898</td>
<td>4.59</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>29</td>
<td>25.98</td>
<td>1.721</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>
Table IX shows the comparison of delayed recall results of the best pupils in Groups I and II. The Lantern Slide Method is superior to the Newlon Hanna Method with a significant difference. The critical ratio favoring the Lantern Slide Method is 4.60

**TABLE IX**

**DELAYED RECALL RESULTS - BEST PUPILS**

**GROUPS I AND II**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Scores</th>
<th>Mean</th>
<th>S. E. Mean</th>
<th>S. E. Diff.</th>
<th>Cr. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantern Slide</td>
<td>29</td>
<td>39.90</td>
<td>.056</td>
<td>1.45</td>
<td>.315</td>
</tr>
<tr>
<td>Newlon Hanna</td>
<td>29</td>
<td>38.45</td>
<td>.310</td>
<td>----</td>
<td>----</td>
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<td></td>
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</tr>
</tbody>
</table>
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the results of teaching spelling in Grade Three by the Newlon-Hanna Method and a Lantern Slide Method. Preliminary Tests were given to the fifty-eight children prior to the experiment. The children were tested for background information on intelligence and achievement. One group of children was taught spelling by a lantern slide method for a period of one week, while the other group was taught spelling by the Newlon-Hanna Method for that week. The following week the method of instruction for each group was reversed. This rotation of method was continued for a period of eight weeks. Ten new words were taught each week. The words were taken from the lessons in the Newlon-Hanna Speller for Grade Three.¹ At the end of each week, immediate recall tests were given to each group. A week after the conclusion of the eight-week period of study, a delayed recall test was given in two parts to all the children.

Comparisons were made on the following phases:

1. Immediate recall results for the total group

2. Immediate recall results; week-by-week for the total group

¹ J. Newlon and P. Hanna, op. cit.
attached and anonymized. How does one handle the situations and consider the potential outcomes in such cases? Specifically, what roles and responsibilities are necessary to ensure the integrity of the data and the confidentiality of the individuals involved? This requires a robust understanding of ethical principles and legal frameworks. The ethical considerations in handling such data are multifaceted, involving privacy, consent, and the protection of sensitive information. It's crucial to ensure that any research or analysis conducted respects these principles. Any violation could lead to serious consequences, both legally and ethically. Therefore, it is imperative to carefully evaluate the data, implement proper safeguards, and seek appropriate approvals before proceeding with any analysis. By following these guidelines, researchers and organizations can navigate the complexities of handling sensitive data ethically and responsibly.
3. Delayed recall results for the total group

4. Immediate recall results for total group; poorest pupils

5. Immediate recall results for the total group; best pupils

6. Delayed recall results for the total group; poorest pupils

7. Delayed recall results for the total group; best pupils

The statistical findings derived from this study show that this lantern slide method was superior to the Newlon-Hanna Method in both immediate and delayed recall situations. In immediate recall, the lantern slide method excelled the Newlon-Hanna Method with a critical ratio of 3.83. This difference is statistically significant.

In delayed recall, the lantern slide method excelled the Newlon-Hanna method for the best pupils, with a critical ratio of 5.67. This difference is statistically significant.

In immediate recall, the lantern slide method was superior to the Newlon-Hanna method for the poorest pupils with a critical ratio of 5.36. This is a statistically significant difference.

In delayed recall, the lantern slide method was superior to the Newlon-Hanna method for the best pupils, with a critical ratio of 4.60. This is statistically significant.

In delayed recall, the lantern slide method was superior to the Newlon-Hanna method for the poorest pupils, with
a critical ratio of 4.59. This difference is statistically significant.

It is evident that in this experiment, the Lantern slide Method employed was superior to the Newlon-Hanna Method in both immediate and delayed recall test situations. In both instances, statistically significant differences were present.
CHAPTER V

SUGGESTIVE PROBLEMS FOR FURTHER RESEARCH

The following problems would be interesting research studies in this area:

1. A study to compare a Lantern Slide Method of teaching spelling with the Flash-Card Method of teaching spelling.

2. A study to compare sex differences using the Lantern Slide Method.

3. A study to compare the Newlon-Hanna Method of teaching spelling with a Lantern Slide Method of teaching spelling in Grade Three with a larger number of children.

4. A study of the same two methods in intermediate grades.

5. A comparison of the test-study method vs. the study-test method utilizing the Lantern Slide Procedure.

6. A study to compare spelling results in list form with those in context form utilizing the Lantern Slide Method.

7. A study to compare the use of manuscript writing on slides with cursive writing on slides, utilizing the Lantern Slide Method.
BIBLIOGRAPHY


Tinker, Miles A., "Visual Apprehension and Perception in Reading", Psychological Bulletin, 26:223-240, April, 1929.


Zyve, Claire T., An Experimental Study of Spelling Methods, Contributions to Education, No. 466, Bureau of Publications, Columbia University, 1935.

APPENDIX
### TABLE X

#### THIRD GRADE PUPILS

##### GROUP I

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**GIRLS** 17  **BOYS** 16

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**GIRLS** 12  **BOYS** 13
Practice Sheet - Week One

DIRECTIONS:
1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. He had a ________ of milk for lunch.
2. We always ________ our hands before we eat.
3. The little dog likes to have a ________.
4. The children have ________ each day for lunch.
5. Jane helps her mother ________ the dishes.
6. The first ________ of the day is breakfast.
7. We ________ try to finish our work.
8. The third grade made five ________ rules.
9. They ________ their teeth three times each day.
10. The health rules will help them keep ________.

- dry well
  - glass health
  - brush fruit
  - wash should
  - heavy meal
  - bath
Practice Sheet - Week Two

DIRECTIONS:

1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. She takes very good _________ of her books.
2. When it gets _________, we put on the lights.
3. The flowers begin to grow in the _________.
4. When we start to draw we _________ our desks.
5. The boys were fixing the _________.
6. It is fun to _________ seeds in the garden.
7. In the _________ many people go to the beach.
8. The boys cut _________ for the camp fire.
9. He will _________ the broken airplane.
10. We _________ each sentence with a capital letter.

dark care
spring plant
fence winter
fix wood
summer begin
clear
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Practice Sheet - Week Three

DIRECTIONS:

1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. The boy ran and ________ behind a tree.
2. The children ________ to school on time.
3. There were ________ books on the table.
4. Jane had an ________ in her lunch box.
5. They put the ________ on the wall.
6. The girl had on a ________ dress.
7. There are ________ children in the third grade.
8. School starts at nine ________.
9. She made a picture of a big ________ lemon.
10. Each child had a colored ________ egg.

thirty  nine
pictures  hid
got  purple
hide  o'clock
Easter  orange

yellow
DIRECTIONS:

1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. They live in a very small ________.
2. The children like to ________ a card to each other.
3. John helped his mother ________ the bags.
4. Mary was going to ________ at ten o'clock.
5. The postman brings the ________ every day.
6. The boys had fun riding on the ________.
7. We keep the books in that ________.
8. They started to ________ the river in the boat.
9. Jack was ________ a horse when he fell.
10. It is fun to write ________ to our friends.

pony  town  
riding  cross  
send  mail  
letters  start  
rode  carry  
place
Practice Sheet - Week Five

DIRECTIONS:

1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. Mother was going to _______ some cookies.
2. Jane helps to _______ the table every day.
3. The second grade _______ went for a walk.
4. The children had _______ fun at the party.
5. It was _______ five o'clock when she went.
6. The boy tried to catch the ball in one _______.
7. Mother took the cake out of the _______.
8. We _______ our books to keep them clean.
9. She used white _______ to make the cake.
10. Billy sits in the row _______ to Bobby.

nearly set
next cover
break pan
flour class
bake hand

great
Practice Sheet - Week Six

DIRECTIONS:
1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. John was standing on the ________ of a pond.
2. The dog started to dig a ________ in the ground.
3. The boys were ________ through the ice.
4. She ________ the ball with one hand.
5. They have a ________ of books in their desks.
6. She was going to ________ a story about her trip.
7. It is fun to sail boats on a ________.
8. Father ________ plays with the children.
9. He likes to ________ up very tall.
10. The wind blew ________ the cracks in the window.

fishing  lot
through  stand
river  often
whole  bank
caught  tell

hole
Practice Sheet - Week Seven

DIRECTIONS:
1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. The water in the lake was very ________.
2. The man at the store ________ all the apples.
3. Tom _________ on Pine Street.
4. All the boys tried to _________ the ball.
5. There are many large buildings in a _________.
6. Her mother is a very good _________.
7. We read ________ books every afternoon.
8. The children put on their coats when they were _________.
9. Milk helps to make us _________.
10. John saw _________ fall from the tree.

catch  sold
something  strong
these  deep
city  cook
country  catch

ready
Practice Sheet - Week Eight

DIRECTIONS:

1. Read each sentence below.
2. Write the missing word in each blank.
3. Choose your words from the list below.
4. Watch out for the joker!

1. Dick ________ his leg when he fell.
2. Field ________ live out of doors.
3. The girl ate the ________ apple.
4. The children ________ Jane will soon be back at school.
5. A bunny is another name for a ________.
6. Most ________ have sharp teeth.
7. The boys started to ________ a garden.
8. The third grade was reading ________ stories.
9. A ________ is sometimes a very helpful animal.
10. We should remember to let animals ________.

dig          alone
rabbit       mice
hurt         snake
animal       whole
hole          rats

hope
IMMEDIATE RECALL TESTS

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Week Six
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lives
these
catch

Week Eight
animal
dig
whole
hope
snake
rats
rabbitt
hurt
alone
mice
Delayed Recall Test - Part One

well  He did not feel well yesterday.  well
hid  John hid behind the big tree.  hid
bake  Mother is going to bake some cookies.  bake
deep  The snow was deep last winter.  deep
bath  The puppy likes to have a bath.  bath
got  Their team got four points.  got
set  Mary helps mother set the table.  set
sold  Mr. Smith sold his house yesterday.  sold
meal  The first meal of the day is breakfast.  meal
class  Betty went to her dancing class.  class
lives  She lives in the white house.  lives
wash  Sometimes he helps wash the dishes.  wash
orange  He ate an orange at recess today.  orange
great  They had great fun at the ball game.  great
catch  He always tries to catch the ball.  catch
health  Try to have good health habits.  health
pictures  It's fun to draw pictures.  pictures
nearly  It was nearly time to leave.  nearly
city  Boston is a large city.  city
brush  We should brush our hair every day.  brush
purple  Mary wore a purple dress yesterday.  purple
hand  She raised her hand to ask a question.  hand
cook  Mothers love to cook.  cook
dry  She hung the clothes out to dry.  dry
thirty  She spent thirty cents at the store.  thirty
pan  The pan of muffins was baked.  pan
these  Write these words clearly.  these
should  We should sit straight when we write.  should
o'clock  At seven o'clock we have breakfast.  o'clock
cover  The cover on your book keeps it clean.  cover
ready  He is always ready on time.  ready
fruit  We should eat fruit every day.  fruit
yellow  There was a yellow bird on the tree.  yellow
flour  Mother mixed flour and milk together.  flour
strong  Milk helps us grow to be strong.  strong
glass  He wanted a glass of water.  glass
Easter  Easter is a very happy day.  Easter
next  She sits next to the window.  next
something  Something fell with a bang.  something
nine  She is nine years old.  nine
Delayed Recall Test - Part Two

care
We take good care of our books.

town
Framingham is a large town.

lot
He had a lot of papers in his desk.

hurt
The puppy hurt his paw.

dark
It was a dark, cloudy day.

send
Mother is going to send him on an errand.

hole
The dog dug a hole in the ground.

mice
Some children have white mice for pets.

clear
The water in the lake was clear and cold.

carry
She helped carry the books.

river
The ducks were swimming in the river.

whole
He ate his whole dinner.

plant
Let's plant some flower seeds.

start
The play will start at four o'clock.

often
He often makes a home run in baseball.

hope
I hope we can play outside today.

spring
In spring, the weather is warmer.

mail
The postman brought us some mail.

fishing
The boys went fishing in the pond.

rabbit
A bunny is another name for a rabbit.

wood
Our desks are made of wood.

pony
He had a pony ride at the Carnival.

tell
Try to tell your story in a loud voice.

rats
Rats sometimes chew through wood.

fix
Daddy helped fix the broken chair.

place
We place a period at the end of a statement.

bank
Tuesday is the day to bank.

dig
They started to dig in the garden.

summer
In the summer they go to the beach.

cross
Try not to cross the lawn.

through
The rain blew through the open window.

animal
She was drawing a circus animal.

fence
They have a white fence around their home.

riding
He went riding on his new bicycle.

caught
One boy caught three fish.

snake
A snake can travel very quickly.

begin
He was just about to begin.

letters
There were four letters in the mail.

stand
We stand to salute the flag.

alone
He was all alone in the house.
WEEK ONE

NEWLON-HANNA METHOD

The Story and the Study Words

Like every other boy and girl, you want to keep well and grow strong. To do that you must eat the right kinds of food. At every meal you should drink a glass of milk. Every day you should eat some fruit and some vegetables. Here are a few good health rules to follow.

1. Always wash your hands before you eat a meal or food between meals.
2. Brush your teeth at least once a day.
3. Take a bath at least three times a week.
4. Sleep at least ten hours every night.
5. Keep your feet dry on rainy days.

* * *

Talk about how to keep well. Do you practice the five rules for keeping well? Do you know any other good rules that boys and girls should follow? What are they?

well    meal    brush    fruit    health
bath    wash    dry     glass    should

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

------------------------

Word Study

1. Look at the last four letters in the word should. Do you remember two other words that end in ould? Write all three words.

2. Write each Study Word that has two vowels.

---

1J. Newlon and P. Hanna, op. cit., p. 25
3. Write each Study Word that begins with two consonants.

4. Remember the y in dry. Write dry twice.

5. See the ui in fruit. Write fruit twice.

6. Which Study Words end in th? Write them.

7. Write the Study Words that rime with:
   tell    suit    try    path

8. Do you see the ea in health and meal? Write health and meal.

First Test: Write your test of the Study Words

Word Practice

1. Use the Six Steps to study words missed in Lessons 23 and 24, the First Test of this lesson, and the Review Words: year flower

2. Read these sentences:
   Are you washing your hands?
   No, I am brushing my teeth.
   Now write wash, washing, brush, brushing.

3. Write the double-letter Study Words.

4. Write the plural of meal, fruit, and bath.

5. Write the correct Study Word for each blank.
   My dog eats only one 1 a day.
   How often 2 a dog be fed to keep it 3 ?
   May I have a 4 of water?

6. Write the correct Review Word for each blank:
   This violet is a wonderful 5 . It has bloomed the whole 6 .

Final Test: Write it in your notebook.
WEEK TWO

NEWLON-HANNA METHOD

The Story and the Study Words

A farmer has work to do on his farm all the year long. In the spring he must plow the ground and plant the seed. In the summer he cultivates his plants and cuts his hay. In the fall he harvests his grain. He must find time to keep his land clear of brush and weeds. He must fix his fence and cut his wood.

A farmer has to get up very early in the morning to begin his day's work. On winter mornings it is still dark when he goes out to take care of his horses and cows. If he doesn't have electricity on his farm, he carries a lantern at such times.

* * *

Talk about the farmer. How would you like to be a farmer? What are some of the things a farmer must do?

Say each Study Word with your teacher. Find each Study Word in the story. Write it.

---

Word Study

1. Remember the letter e at the end of care and fence. Write both words.

2. Do you see the letters ea in clear? Say c-l-e-a-r. Write clear twice.

3. Write the Study Word that rhymes with park.

4. Write each Study Word that has only one vowel.

---

5. In Lesson 3 you learned a word that is pronounced like wood. Write the correct word, wood or would, for each blank:

Tom _______ like to see the zoo.
Will you bring some ________ for the fireplace?

6. Remember the i in begin. Write begin twice.

7. See the mm in summer. Write summer.

First Test: Write your test of the Study Words.

Word Practice

1. Use the Six Steps to study words missed in the tests, and the Review Words.

Review Words. could done

2. Do you know different meanings for the word spring? Read these sentences:

I like spring best of all seasons.
I broke a spring in my bicycle.
My cat will spring at a mouse.
It isn't safe to drink from every spring.

Write spring.

3. Write the plural of plant and fence.

4. Write the correct Study Word or Review Word for each blank:

When does vacation _______? I must ________ my bicycle.
It will soon be too ________ to read without a light.
How ________ it be ________ so easily?

5. Write the Study Words that rime with:

dear good dare ring

Final Test: Write it in your notebook.
WEEK THREE

NEWLON-HANNA METHOD

The Story and the Study Words

Mother said that I might have an Easter egg hunt. I invited eight children. The day before the hunt Mother and I colored thirty eggs. We colored them orange, blue, purple, green, red, and yellow. We put pictures on a dozen white eggs.

The children came at nine o'clock in the morning. Mother hid all the eggs before anyone got her. What fun we all had hunting them! We liked to hunt so well that Mother hid all the eggs again. Then we had the hunt a second time.

* * *

Talk about the Story. Do you like to color Easter eggs? Do you know about the egg rolling party in Washington, D. C.?

hid nine purple yellow pictures

got orange thirty Easter o'clock

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

Word Study

1. Look at the word o'clock. This is a short way of saying of the clock. Remember the apostrophe ('). Write o'clock twice.

2. Remember the capital E when you write Easter.

3. See the ur in purple. Write purple twice.

4. Notice the i in hid. Write hid twice.

5. Remember the letter a when you write Easter. Write Easter twice.

6. Do you pronounce pictures correctly? Do you make the c sound like k? Say pic tures. Write pictures twice.

---

1 J. Newlon and P. Hanna, op. cit. p. 27.
7. Remember the letter e at the end of nine, orange, and purple. Write these words.

8. Write each Study Word that begins with a vowel.

9. See the i in thirty. Write thirty twice.

10. Notice the silent w in yellow. Write yellow.

---

First Test: Write your test of the Study Words.

---

Word Practice

1. Use the Six Steps to study words missed in the tests, and the Review Words.

   Review Words. that use

2. Write the Study Words that name colors.

3. Write the plural of picture and of orange.

4. Write the words for these numbers:
   
   6 8 10 7 9 12 30

5. Write each Study Word that has only three letters. Underline the vowel in each word.

6. Write the correct Review Word for each blank:

   Do you know ____ some people ____ dogs' teeth for money?

7. Write the Study Words that rime with lot, did, knock, and fellow.

8. Write a sentence in which you use hid.

9. Write the Study Words that end in silent e.

---

Final Test: Write it in your notebook.
The Story and the Study Words

Years ago some men wanted a faster way to carry mail from the East to California. The railroad went only as far as Saint Joseph, Missouri. So the men decided to start the Pony Express. Men riding ponies carried bags of letters between the town of Saint Joseph and the town of Sacramento. The Pony Express was fast, but it still took a letter a long time to cross the country and it cost a dollar or more to send it.

Today we send letters quickly to any place in the country for only a few cents.

* * *

Talk about the Story. Do you think people sent letters very often by Pony Express?

town   carry   mail   place   riding
send   start   pony   cross   letters

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

---

Word Study

1. Say the words carry and pony. Both words have the same sound of \( \ddot{y} \) at the end. Write carry and pony.

2. Write the singular of letters. See the tt.

3. The word place ends in e. Write place.

4. Remember the ai in mail. Write mail twice.

5. Write the word town. Now write another word that begins with d and ends in own.

6. Write the Study Word that rimes with end.

---

7. Here are some letters of the alphabet:

b n w c l y m d v

Divide these letters into three groups: letters near the beginning of the alphabet; near the middle; near the end. Write them.

8. See the i di in riding. Write riding.

---

First Test: Write your test of the Study Words.

---

Word Practice

1. Use the Six Steps to study words missed in the tests, and the Review Words.

Review Words: read count

2. Do you know three meanings for cross?

That church has a cross on it.
He is tired and cross.
Do not cross the street now.

Write cross twice.

3. Write Study Words that rime with:

hiding bend sail brown part Harry

4. Write the correct Study Word for each blank:

It is fun to ride a 1.
Can you say the 2 of the alphabet in order?
Shall we 3 for the city today?

---

Final Test: Write it in your notebook.
WEEK FIVE

NEWLON-HANNA METHOD

The Story and the Study Words

Our class went to the bakery. We saw the baker bake bread. First he put the flour, together with the yeast, salt, and fat, into the great mixing machine. The machine stirred the mixture around and around. Then the sticky dough ran out into great tubs. Next the dough was made into loaves. The baker did this by hand. He put each loaf into a pan. Then he put a cover over the pans and set them in a warm room. He left the dough there to rise. When the dough had risen nearly to the top of the pans, the baker put the pans into the oven.

How good the baking bread smelled! We each had a slice when it was done.

* * *

Talk about the Story. Have you visited a bakery? Does anyone bake bread at your home? What kind of bread do you like?

bake   class   hand   flour   nearly
set   great   pan   next   cover

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

Word Study

1. Remember the e at the end of bake. Write bake twice.
2. See the o in cover. Write cover twice.
3. Do you see the ea in great and the ou in flour? Write great and flour.
4. Remember the d in hand. Write hand twice.

---

1J. Newlon and P. Hanna, op. cit., p. 29.
5. In Lesson 14 you learned the word near. Today you have the word nearly. Near means close. Nearly means almost. What letters do you add to near to make nearly? Write near and nearly.

6. Write each Study Word that has only one vowel.

7. Write both the singular and the plural of:
   \begin{itemize}
   \item pan
   \item hand
   \item cover
   \end{itemize}

First Test: Write your test of the Study Words.

Word Practice

1. Use the Six Steps to study words missed in the tests, and the Review Words.

   \textbf{Review Words.} \textit{new} \textit{with}

2. Write the Study Words that have only three letters.

3. Write the Study Word that names a part of your body.

4. Write the correct Study Word for each blank:
   \begin{itemize}
   \item The shoe wasn't \textit{(n)} large enough for Tom.
   \item Wasn't the trip \textit{(g)} fun for the \textit{(c)}?
   \item What shall we do \textit{(n)}? I help \textit{Mother} sift the \textit{(f)} when we \textit{(b)} cookies.
   \end{itemize}

5. Write the correct Review Word for each blank:
   \begin{itemize}
   \item May I bring my \textit{game} me tomorrow?
   \end{itemize}

6. Write each Study Word that has two vowels side by side in it.

Final Test: Write it in your notebook.
WEEK SIX

NEWLON-HANNA METHOD

The Story and the Study Words

There are many different ways to fish. Sometimes a fisherman will stand on the bank of a lake or river and fish with a rod and line. Most fishermen do their fishing from boats. They fish in rivers, in lakes, and in the oceans. Some kinds of fish are caught in big nets. By using nets, a lot of fish can be caught at one time.

The Eskimos often fish through holes in the ice. They lower their lines into the water and wait for the fish to bite. Sometimes they sit by the hole and watch. When a fish comes up for air, the Eskimo spears it.

Almost every fisherman likes to tell a good story about some big fish that he almost caught.

* * *

Talk about fishing. Where have you fished? What kind of fish have you caught? How large were they?

lot river tell caught fishing
hole often bank stand through

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

Word Study

1. Notice the ough in through. Write through.

2. Write often. The letter t is silent. Say often. Were you careful not to sound the t?

3. Write the Study Words that have only one vowel.

---

1 J. Newlon and P. Hanna, op. cit., p. 31.
4. See the au in caught. The letters gh are silent. Write caught twice.

5. Write hole twice. Remember the silent e.

6. See the d at the end of stand. Sound the d plainly when you say stand. Write stand twice.

7. See the er in river. Write river twice.

---

First Test: Write your test of the Study Words

---

Word Practice

1. Use the Six Steps to study words missed in Lessons 29 and 30, the First Test of this lesson, and the Review Words: every street.

2. Bank has two meanings in these sentences:

   I slid down the bank.
   I have six dollars in the bank.

   Write bank.

3. Write tell and another word in the ell family.

4. What letters are added to fish to make the word fishing? Write them.

   Write the correct word, fish or fishing, for each blank:

   Yesterday I went ____. I caught a big ____.

5. Write these words in the singular and in the plural:

   bank    lot    hole    river

6. Write the Review Word that means each one.

---

Final Test: Write it in your notebook.
WEEK SEVEN
NEWLON-HANNA METHOD\(^1\)

The Story and the Study Words

Would you like to know something about tuna fish? The tuna fish lives deep in the ocean. Some tuna are very large and strong. Many of them weigh over five hundred pounds apiece.

Fishermen go out in small boats to catch these big fish. They use hooks and lines. Sometimes a big tuna will pull a boat several miles with the hook still in its mouth.

When a fisherman makes a catch of tuna, he takes it to a city. There the fish are sold to a cannery where they are packed in cans and made ready to cook. One large tuna will fill many cans. The cannery cooks thousands of cans of tuna at one time.

* * *

Talk about the Story. What canned fish do you eat?

deep lives city these strong
sold catch cook ready something

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

---

Word Study

1. What two words do you see in the word *something*? Write *something*.

2. See the letters *ea* in *ready*. Write *ready*.

3. *City* begins with the letter *c*. Write *city*.

4. *These* ends in the letter *e*. Write *these*.

\(^1\)J. Newlon and P. Hanna, *op. cit.*, p. 32.
5. Write catch twice. Remember the tch.

6. Write the two Study Words that have double vowels.

7. Write the Study Words that rime with:
   
song  pity  gives  look  old

8. Notice that ready and city end in y. Write ready and city.


10. Notice the e in lives. Write lives.

---

First Test: Write your test of the Study Words.

---

Word Practice

1. Use the Six Steps to study words missed in the tests, and the Review Words.

   Review Words.  tail  when

2. Read these sentences:

   James lives in the country.
   I live in the city.

   Write live and lives.

3. Write the correct word, catch or caught, for each blank:

   Can you ____ this ball? I ____ a fish once.

4. Write the double-letter Study Words.

5. Write the Study Words that mean about the same as:
   (1) given for money; (2) far down.

6. Write the correct Review Word for each blank:

   A kitten looks funny ____ it chases its ____.

7. Write the Study Word that ends in ng.

---

Final Test: Write it in your notebook.
The Story and the Study Words

A snake is an interesting animal. It has no feet, no legs, no fins, and no arms, but it can run on the ground, swim in water, and climb bushes and small trees.

Most snakes are useful to us. They eat insects in our gardens. They destroy mice and rats in fields and around buildings. They eat the gophers that dig up our yards. A large snake can swallow a whole rabbit.

Only a few snakes are dangerous. Most of them are afraid of people. They will not hurt you if you don't hurt them. I hope you will remember about useful snakes and that you will let alone the next one you see trying to get away from you.

* * *

Tell what you know about snakes. Do you have a pet snake? Some people think the little grass snake makes a good pet.

hurt whole rats snake rabbit
mice hope dig alone animal

Say each Study Word with your teacher. Find each Study Word in the Story. Write it.

---

Word Study

1. Remember the letter e at the end of snake, alone, mice and hope. Write these four words.

2. See the bb in rabbit. Write rabbit twice.

3. Say the word whole. Notice that the w is silent.

---

1J. Newlon and P. Hanna, op. cit., p. 33.
Hole sounds just like whole. Write the correct word, whole or hole, for each blank:

There is a ___ in the ice.
The snake ate a ___ rabbit.

4. Write the Study Word that ends in s.

5. What is the second letter in hurt? Write hurt twice.

6. Write animal. Draw a line under each vowel.

7. Write each Study Word that has only one vowel.

First Test: Write your test of the Study Words.

Word Practice

1. Use the Six Steps to study words missed in the tests, and the Review Words.

   Review Words. desk boat

2. Read these sentences:

   Our cat caught a mouse.
   Do you like mice?

   Mice is the plural of mouse. Write mice and mouse.

3. Write Study Words that mean about the same as: wish or expect; make holes in the ground.

4. Write the Study Words that name animals.

5. Write each Study Word that begins with the first letter of the alphabet.

6. Write the correct Review Word for the blank:

   When does the large ____ sail?

Final Test: Write it in your notebook.