1946

The construction and evaluation of a systematic review of vocabulary in beginning reading

Sullivan, Ruth Anna

Boston University

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Boston University
The construction and evaluation of a systematic review of vocabulary in beginning reading
The Gift of R.A. Sullivan
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE CONSTRUCTION AND EVALUATION OF A SYSTEMATIC REVIEW OF VOCABULARY IN BEGINNING READING

Submitted by

Ruth Anna Sullivan
(B.S. in Ed. State Teachers College, Bridgewater, 1935)

In partial fulfillment of requirements for
the degree of Master of Education
1946

First Reader: Donald D. Durrell, Professor of Education
Second Reader: Helen A. Murphy, Assistant Professor of Education
Third Reader: Helen B. Sullivan, Associate Professor of Education
Gift of R. A. Sullivan

School of Education
June 4, 1946
26905

To Lord Mayor

This book is presented as a token of appreciation for

the service of Peter C. Robinson
ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Donald D. Durrell, Dean, Boston University School of Education for his advice and counsel in planning this study.

Gratitude is also expressed to Mr. Arlington I. Clow, former Superintendent of Schools, Haverhill, Massachusetts for permission to conduct this experiment in the Haverhill schools.

The assistance and cooperation of the following teachers in conducting the study is deeply appreciated: Miss Evangeline Nicholaides, Miss M. Antoinette Dugas, Miss Teresa Kennedy, Miss Jennie Anderson and Mrs. Katherine Davis.
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https://archive.org/details/constructioneval00sull_0
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Chapter I

Statement Of The Problem

The purpose of this study is to construct and evaluate a quick perception method for the systematic review of the pre-primer and primer vocabulary of the Alice and Jerry Reading Foundation Series.

In planning, it was necessary, first, to determine the vocabulary; second, to construct carefully graded sequential materials; third, to conduct a systematic test with matched experimental and control groups, necessary to compare the two groups by means of oral and silent reading inventory tests.

Related Research

1. Valentine was one of the earliest investigators to be interested in perceptual studies in reading. He believed that every letter was separately perceived, even in the case of the shortest time intervals.

Chapter I

STATEMENT OF THE PROBLEM

AND

RELATED RESEARCH
Chapter I

Statement Of The Problem

The purpose of this study is to construct and evaluate a quick perception method for the systematic review of the pre-primer and primer vocabulary of the Alice and Jerry Reading Foundation Series.

In planning, it was necessary, first, to determine the vocabulary; second, to construct carefully graded contextual material for each word in the vocabulary; third, to conduct a systematic review with matched experimental and control groups; finally, it was necessary to compare the two groups by means of oral and silent reading inventory tests.

Related Research

1. Valentius was one of the earliest investigators to be interested in perceptual studies in reading. He believed that every letter was separately perceived, even in the case of the shortest time intervals.

Chapter I

Declaration of the Problem

The purpose of this study is to contribute any estimate and experience a direct perspective method for the systematic review of the

behavior and physical activity of the adult and elderly

Health Promotion Strategy

In planning, if necessary, the needs of the

accessible and regional to control selected samples

historical material for each group in the accessible; thereby
to conduct a systematic review with meta-analysis

and control groups; similarly, if necessary to compare the

two groups of means of data and each leading indicator.

These

Reference Sources

I am one of the Senate investigators.

I was interested in beginning studies to evaluate the

development of each letter and especially regarding even

in the case of the present time intervention.
Cattell conducted an experiment, the purpose of which was to discover the time we usually require to see and name an object. He concluded that while one idea is in the center, two, three or four additional ideas may be in the background of consciousness. The second letter in view shortens the time about \( \frac{1}{40} \) of a second, the third \( \frac{1}{60} \), the fourth \( \frac{1}{100} \), the fifth \( \frac{1}{200} \) of a second.

"Of the three processes involved in a reaction the willing precedes the perception and apperception." We see a letter before we actually see what it is. We may say a word before we have really perceived it, as certain characteristics in the word instigate the accustomed response. It requires no longer time to see and name a word aloud than to see and name a letter. Words in sentences are seen and spoken more rapidly than words in isolation. With practice we can recognize and name words in less time than it requires to recognize and name pictures.

I

1. Consider an experiment, the purpose of which was to investigate the time we accurately perceive to see any name on a page. We conducted short, single one-page tests to determine if the center or three or four additional these may be perceived as more like the other. The results were as follows:

After analyzing the time spent with one, we see a letter

In the case of interest, reading in a sentence the following

"Perceived the recognition of abstractions.

We see a letter

Before we can actually see what it is, we may see a word

Before we have really perceived it, as a certain orientation

In the case of interest, the sentence was read as a whole. The time to see any name a word aloud takes to see any name a letter.

Within sentences it is seen as spoken

More subjects than others in relation

With practice we can recognize and name words in less time than if we rely on

Recognition and naming pictures.

"I greet my dear friend. The time it takes to see my name

Before..."
Cattell was one of the first investigators to determine that it is possible for the eye to see several letters or even several words at one time. He found that on an average consciousness we can at one time grasp four numbers, three or four letters, two words, or a sentence composed of four words. Three times as many letters when they make words can be grasped as when they have no connection. Twice as many words can be grasped when they make a sentence as when they have no connection. Thus he concludes that we do not perceive by successive letters, but rather by word, phrase or sentence.

In 1893 Goldscheider and Muller experimented with short exposures. The material they exposed varied from a group of strokes to whole sentences. They point out that certain letters and letter complexes are more powerful than others in determining the recognition of words. They called these "determining letters" and the others "indifferent ones." Most of the "determining letters" being initial letters and consonants except when a vowel forms a syllable by itself. They found that these "determining letters" are

I have one of the first impressions to generate that it is possible to give the eye to see certain features of an event across the same time. It is not that on an extensive observation one can at all reflect your comprehension of your features, two moments of a sentence connected at your moment. There is time as many letters when they make notes can be examined as when they have to connection. Take as much more can be examined as when they make a sentence as when there have no connection. Take we conventions that we go not become by necessity of necessity & feature, as letter of word, phrase or sentence.

In 1998 Gombrich and Miller expressed experiment with I speak expressions. With the material that expand across time a group of attempts to make sentences. In that certain feature any letter complex are more personal than others to generate the recognition of words. They call these "referential features" any the feature that one of the "referential feature" para 2. Initial features and consonance express a level tone a syllable of features. They seem that these "referential features" are...
more important in the recognition of words than other factors because they give characteristic form to the word. Their most significant finding was that reading is not done purely by word wholes but rather it varies with conditions. Sometimes it goes on by word wholes and then again by letter, according to the familiarity of the material being read.

Griffing in his investigations endeavored to discover "some of the conditions which determine the ability to receive and retain a number of simultaneous retinal impressions." He experimented with short exposures of ten groups of capital letters. These letters were arranged to be equally legible according to Cattell's studies of legibility. The subjects ranged from primary to college students. He found that "this ability to receive and retain a number of simultaneous retinal impressions is a function of the individual's growth." He said that the average number seen in one trial by an adult was about three whereas children from seven to nine saw, but one. He also concluded that accuracy of perception and reproduction depends to some extent upon the attention. "Although we cannot assume that the average number of letters seen by an observer measures his power of attention, the mean variation from the average of the

more important in the development of writers than other features.

Because they are of considerable value in the work
most significant things we ever retrace to our own periods
by careful analysis put feature in relation with companion,
sometimes if done on more simple and thorough plan of feature

soothing to the familiarity of the material behind.

Criticism in the interpretation emphasizes the ability to

Some of the criticism which relates to the effect of

become any related a number of stimulations various

Impressionism. He experiments with effects expressions of

The excitement arises from interest to college students. He

You that the ability to receive and receive a number of

stimulation reaction of impressionism to a reaction of the

interesting to graphic. He write that the stage number seen

if we look first at what men report these were a
to one after so many years part one. He also concludes that

second of perception and recognition begins to some extent

under the attention. Although we cannot assume that the

average number of letters each of an objective perceptive

bored of attention, the mean attention from the average of the

"Critical Periods" by the development of Friendly Perception
numbers seen in the different experiments is presumably due principally at least, to variations in the attention.

1. Erdmann and Dodge in their studies on perception uphold the finding of Cattell. Their results led them to conclude that it is the whole word form rather than characteristic letters or letter groups that are fundamental in the perceptual process in reading. They found that words could be recognized, when lying too far from the fixation point to permit recognition of the component letters. Words could also be recognized when composed of such small letters that they could not be recognized individually. Some words could be recognized at distances where the single letters could not be identified. Long words or those of optically characteristic form were more easily identified. Words of four letters were named more quickly than single letters, and words of eight, twelve and sixteen letters needed comparatively little more time. The longest words needing only about 1/5 more time than the shortest.

numeraire seen in the different circumstances. It's dangerous to take advantage of it.

Habitually my horrific to a greater extent on perception to supply the element of necessity. That necessity has to

sociology apart if it is the whole man for labor and several socialistic features of letter groups that are indispensable in the percentage balance in reaching. That labor that would seem to be measuring when trying to get from the direction where it could be measuring not to a reading for the company of the component letter. Where company also be measuring any company of many small letters could not be measuring initially. Some more could be measuring or alternatively where the middle letter could not be measurable initially. Some more or face of expertise, your name or face of expertise.

Another feature that we have more easily identified. Where of your letters were necessary more difficult from simple letters and more of which create and enter letters needed complementation. In little more time the company more needed only apart.

I've more time seen the arithmetic.
Zeitler engaged in elaborate tachistoscopic studies at the University of Leipsie. He made more than six thousand exposures. He agreed with Goldscheider and Muller in that he concluded that the perception of words is made by characteristic letters and letter syllable complexes rather than by total form. However, he differed from these writers in the respect that he believed "that visual rather than auditory imagery aids in completing the perceptual process."

Messmer conducted a series of investigations at the University of Zurich during the year 1903. His results agree with those of Goldscheider, Muller and Zeitler in that he found that "the perception process in reading is mediated for a certain type of reader by dominating letters and letter complexes and that there is a wandering of attention over these." He classifies his readers into two types, the objective and the subjective. He found that the objective reader's attention fluctuates, but slightly. This type of reader perceives by successively combining. The subjective reader's attention wanders and he apperceives words from the


I have engaged in appropriate postgraduate training at the University of Toronto. I have more than the knowledge and experience required to conduct the research. The selection of a coordinator and writer in that field is determined by the selection of a coordinator and writer in the research. However, for a certain type of research or combination of research, the following type of research and combination of research may better complete the selection of the research. The selection of the research is one of the contributing factors. The tentative and the tentative possible selection of the research is one of the tentative possible selection of the research.
total character of the word form. Messmer made a very thorough analysis of "determining letters" and letter groups. Each letter is considered to have the following three characteristics: height, breadth and geometrical form. When letters are combined into words these characteristics are united into one word form. Height is of more importance than breadth as it supplies the characteristic outline.

Huey found in his experiments that the first half of a word is of more importance for recognition than the last half. He conducted an experiment in which he had readers read passages from which the first half was removed and then the second half. It was found that more words were recognized and with greater rapidity when the first halves were read than when the last half alone remained. Huey also believes that the upper half of a word is more important for perception than the lower half.

Dearborn's conclusions agree with those of Cattell and of Erdmann and Dodge. His data points out that we perceive


today's activities and the many letters and reports that have been sent to me.

These activities are conducted in a manner that is consistent with the policies and procedures outlined earlier. I have found that the experiences gained in this part of the work are of great importance for understanding the nature of the letters and reports.

We are committed to an approach in which we pay heed to the experiences from which the letters and reports were taken. It is the second part of the work that more clearly reveals the activities and manner in which these letters and reports were taken. It is the third part of the work that we believe to be of utmost importance.

In addition, we pay heed to the facts that are presented.

[Invisible text]

[Illustration or diagram]
by word wholes and larger units. He states that certain dominating letters or other peculiarities may serve as clues. Some readers appear to perceive in larger wholes and complexes than others due to the difference in the span of attention.

Whipple conducted two sets of experiments to determine the effect of practice upon quick visual perception. The first experiment dealt with range of attention. He found that the average limit of the range of attention is between four and five impressions. He also concluded that range of attention was not affected by practice. In the second set of experiments he dealt with range of apprehension. He states that "a qualitative analysis shows that performance is conditioned by numerous factors of which the most important are native capacity, degree of attention, specific capacity for given types of material, ease of assimilation of the material shown, obstruction or distraction, ideational type, voluntary restriction of observation and grouping."

Payne conducted an investigation with 400 elementary school children in grades two through five. The purpose of the study was to establish norms for short exposures.


The effects of practice upon the amount of attention. He found that
three letters, all of the same length, increase in practice.

This experiment was with the range of attention. If the range of
attention were not altered by practice, in the second set
of experiments we would expect the same.

The presence of importance is shown by the fact that the
memory span increases as the range of attention increases.

[Handwritten notes and diagrams]
in reading. Words and phrases were presented in a tachistoscope with an exposure speed of one-tenth of a second. Payne states that it is impossible to determine how much a child sees in a given fixation. The chief difficulty is not in the amount that can be seen at one fixation or in the way it is seen, but in automatizing the right response. "To say one word is more difficult than another is the equivalent of saying it has not been learned so well."

The amount of reading which can be responded to accurately depends upon the training and maturity of the reader. "A superior reader in the third grade may be able to report as many letters in certain long words as an average reader in the fifth grade and yet from lack of experience be unable to pronounce the word or attach any meaning to it."

1. Knehr concluded in his study that reading efficiency depends to a large extent upon the individual's familiarity with words as symbols and his store of ideas and meanings. "Efficiency of reading seems to depend largely upon central rather than peripheral factors."

2. Smith conducted a study in 1941, the purpose of which was to develop and evaluate a method of quick perception in


to teaching. Work and phrases were presented to a

concentration with an exposure about one-fourth of a

second. These phrases that are presented to reinforce new

meaning and phrases in a given direction. The other phrases

may not be seen at one fixation or in the way it is seen. Put in summarizing the right response

to say one word to more difficult phrase another in the

moment of reading which can be described to sentence

to get above the learning and meaning of the sentence.

The first phrase may not from lack of experience be made

to pronounce the word of attack and meaning to it.

I know sentences in the fourth almost entirely

generally to the vast extent know the intrinsically, often

with words as symbols and the tone of these new meanings

introduction of reading seems to deeply interest now careful

report from Berkeley Project.

S. Smith, accompanied a draft in 1947, the purpose of which

was to develop any examine a method of direct perception in

"The Effect of Monroe Avenue on"

Dr. Smith, "A Development in Perception and Perception"

S. Smith, Development of Perception Method in Perceptual Research." Unpublished

beginning reading. She employed a systematic review with a vocabulary selected from the *New Work Play Books* by Gates and co-authors. The vocabulary was embodied in contextual materials and the words and phrases were projected on a screen by means of a daylight slide projector to which a variable shutter had been attached. The experiment was conducted with 100 first grade children, who were divided into two groups. She found that the difference between the gains made by the two groups was significantly in favor of the experimental group.

Maiorano is a similar systematic review based on the vocabulary of the Gray, Baruch and Montgomery pre-primers and primer also found significant gains in favor of the experimental group.


3. Published by Scott, Foresman and Company.
Prario based her study on the vocabulary from the Alice and Jerry Reading Foundation Series. In her study she analyzed the results of a quick perception method in teaching a vocabulary to grade one, instead of as a means of review as studied by Smith and Maiorano. She used a tachistoscope as a quick flash device.

This study relates closely to those of Smith and Maiorano in that it is a systematic review of a vocabulary, with emphasis on meaning stressed by contextual clues as a means of attaining quick perception of words and phrases. However, in this study the pre-primer and primer vocabulary of the Alice and Jerry Reading Foundation Series was employed. A tachistoscope was used as a quick flash device.


2. Published by Row, Peterson and Company.
Chapter II

Construction of Materials

This problem required the study and construction of the following materials: first, selection of vocabulary; second, construction of carefully graded contextual material which would emphasize meaning as well as rapid perception of words; third, construction of an Oral Reading Inventory Tests; fourth, Construction of Reading Inventory Tests; fifth, construction of a technic-scope to be used as a quick check on Description of Teaching

Selection of Vocabulary

The exercises developed in this study were built on vocabulary selected from the free-guides Bible and Alise. Here and There and the primer Day In and Day Out of the Alise and Jerry Reading Foundation Series. —— this being the reading system used in the city where this study was conducted. The vocabulary was checked with a minimum essential vocabulary for primary grades. The list used as a check was one compiled by Barrell. The final list consisted of one hundred sixty words. Eighteen lessons were constructed.

1. Published by Row Peterson and Company 1936

2. Barrell, Donald D., The Improvement of Basic Reading Abilities, World Book Company, 740 — 850, 1940,
CHAPTER II

CONSTRUCTION OF MATERIALS

AND

DESCRIPTION OF THE PHOTOGRAPHIC INSTRUMENTS.
Chapter II
Construction of Materials

This problem required the study and construction of the following materials: first, selection of vocabulary; second, construction of carefully graded contextual material which would emphasize meaning as well as rapid perception of words; third, construction of two Oral Reading Inventory Tests; fourth, construction of two Silent Reading Inventory Tests; fifth, construction of a tachistoscope to be used as a quick flash device.

Selection of Vocabulary

The exercises developed in this study were built on vocabulary selected from the pre-primers Rides and Slides, Here and There and the primer Day In and Day Out of the Alice and Jerry Reading Foundation Series. --- this being the reading system used in the city where the study was conducted. The vocabulary was checked with a minimum essential vocabulary for primary grades. The list used as a check was one compiled by Durrell. The final list constituted one hundred sixty words. Eighteen lessons were constructed.

1. Published by Row Peterson and Company 1936
Chapter II

Constitution of Materials

The properties desired from the parts must be adjusted to the following material: first, selection of an acceptable density of construction material which would emphasize meaning as well as high perception of surface finish; second, construction of non-flammable or non-damaging materials to eliminate health hazards or to prevent transformation of a flameproofable to a flameproofable at any time of the test; third, construction of a flameproofable to be made as a part of the service.

Selection of Accessibility

The accessibility features of the parts must provide easy change of the parts and the frame, and be made of a material which are easy to maintain. The accessibility was accepted with a minimum essential component for maintenance. The test was as follows:

The final test completed by the mower was one component of maintenance for one hundred and fifty feet. Eighteen feet were selected, ten feet were selected, and ten feet were selected.
with nine words being reviewed each day for seventeen days and seven words on the eighteenth day. The vocabulary was reviewed in the order in which it appears in the books.

The total list is as follows:

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</tbody>
</table>
9. fly
new
coat
laughed
please
so
but
find
box

10. dog
was
hole
get
out
came
will
of
happy

11. rain
for
into
am
city
who
stopped
girl
that

12. could
all
say
surprise
away
call
now
they
her

13. animals
eat
ate
old
started
are
talk
wish
bird

14. just
rabbit
lived
night
day
open
by
we
again
next

15. how
his
night
gave
same
Mr.
doors

16. word
funny
gave
same
Mr.
doors

many
round
Description of Contextual Materials

The vocabulary was then embodied in sentences of the following three graduated levels of content.

Level I: Some clues. These were sensitive or fully concrete in nature so that the word could be supplied from auditory perception alone. For example, "a sun shining behind some street". However, meaning narrowed the choice if the child was at all familiar with the formation of the word or could recognize it.

For example, "This is the way to catch a bull."

Level II: No clue. In this stage perceptual difficulty was raised to the point where context, but no clue was given. The child had to supply the word from visual perception alone. For example, "Watch the baby elephant walk."

The vocabulary from each lesson was grouped into phrases and presented with context, but no clue. This step was the most difficult because again the words must be supplied from actual recognition.

A review of each unit's work was constructed on Level III -- context but no clue.

All the clues on Level I were read to a group of six
Description of Contextual Materials

The vocabulary was then embodied in sentences of the following three graduated levels of context.

Level I Obvious clues. These clues were sensitive or highly accurate in context so that the word could be supplied from auditory perception alone. For example, Tom and Dick made a fire truck. They painted it bright red.

Level II Partial clues. Here the context offered only partial clues so the level of perception was raised. However, meaning narrowed the choice and if the child was at all familiar with the formation of the word he could recognize it. For example, This is the way to catch a ball.

Level III No clue. In this stage perceptual difficulty was raised to the point where context, but no clue was given. The child had to supply the word from visual perception alone. For example, Watch the baby elephant walk.

The vocabulary from each lesson was grouped into phrases and presented with context, but no clue. This step was the most difficult because again the words must be supplied from actual recognition.

A review of each day's work was constructed on Level III -- context but no clue.

All the clues on Level I were read to a group of six
first grade children who did not participate in the experiment. If the correct word was not supplied the clue was discarded and a new one constructed.

The following is a sample of a typical lesson. A complete copy of all lessons will be found in the appendix.

Jack said, "Go as I."

Go - Bob put up a swing,
It was very low.
He gave it a push,
So see it go.

II Simple Flash
no here 1.

III Present words with骊vige clue
one - John has two kittens, but Jerry has just one.
two - One sun one are two.
three - How quickly the fairies did flee,
When the clock struck three.

IV Simple Flash
three and yes.

V Present words with partial clue
here - "Kerching, Kerching," said Mr. West.
Spring is here.
I - "You’re in there!" asked Jack.
Jack said, "It is I."
The following is a sample of a typical letter to complete. Only one letter will be used in the evaluation.
Lesson I

I Present words with obvious clue

here Oh, listen to the sparrows cheer,
For spring will soon be here.

I Jane said, "I like the funny clowns best."
Jack said, "So do I."

I Bob put up a swing,
It was very low.
He gave it a push,
To see it go.

II Simple flash

I go here I.

III Present words with obvious clue

one Joan has two kittens, but Jerry has just one.
two One and one are two.
three How quickly the fairies did flee,
When the clock struck three.

IV Simple flash

I three one two.

V Present words with partial clue

here "Kerchug, Kerchug," said Mr. Frog.

I Spring is here.

I "Who is there?" asked Jack.
Jane said, "It is I."
四级

I present some with options of one or more, for which not all can be here.

"I note said, "I like the funny orange bear."

"The bear said, "Go, go."

...For each as a witness."

If we really work, "We have to..."

To see if not.

II 叠加 each

I...care.

III Present some with options of one or more, one or many, one or two...

...Three how much the business, if the...When the clock struck once.

IV 叠加 each

Two, one, and three.

V Present some with options of three, four, or more..."European, European," said Mr. Rita.

...Start to past.

"Where is there? Started, too."

...Only said, "It's..."
Mrs. Duck said to her little one,  
"Where did Father Duck go?"

VI Present words with obvious clue  
up Goldilocks ate Little Bear's porridge all up.  
down Jack broke his crown,  
When he fell down.  
look Before we cross the street, we must stop and look.

VII Simple flash  
look up down

VIII Present words with partial clue  
one When Peter looked at the puppies, he said, "I like this one."  
two A snail has only one foot, but he has two eyes.  
three When Goldilocks saw the bears' beds she tried all three.

IX Present words with no clue  
here We will plant the tree here.  
I Sally is not as tall as I.  
go It is time to go.

X Present words with partial clue  
up To see the stars you must look up.  
down Jack was trying to pull his kite down.  
look I am sure you can see the tadpoles' tails if you look.
in the dark, may I see little one.

Where did Mother look off?

IV (present tense with quotation marks)

I in the dark for the double peeped, "I'm right here."

the other person says, "I'm right here."

you took place the ground

When we fell home.

Look before we cross the street, we must stop and look.

II (present tense with quotation marks)

when Mother asked how far.

When I heard looked at the duplicate, peeped, "I'm right here."

The other person says, "I'm right here."

three.

we will plant the tree here.

I really am not as tall as I.

It is time to go.

X (present tense with quotation marks)

To see the store, you must look up.

Look were strange to hurry the nice coat.

I am sure you can see the telephone call it now.

Look.
Present words with no clue

one. Jack caught that one.
two. Mother looked at the caps.

three. When Bob saw the boats he wanted all three.

Present words with no clue

up. Ted did not want to get up.
down. The squirrel came down.

look. Peter would not look.

Present phrases

"Watch," said Peter Cottontail, "Here I go."
Oh, see the tadpoles! There are one, two, three.

Did Lucy look down here?

A copy of all tests will be found in the appendix.
Present more with no gape
one
and
the other
as per figure of the caes.
"I will pay you"
three
when you see the paper that weighs 111 times.

Present more with no gape
qu
the girl you want to get yr.
got the dirtiest gene grown.
took Peter would not look.

Present more
"watch" even Peter contrapart. "here I go."
"of" see the catalog now there are one and three.

My much took from where
Description of Tests

Two Oral Reading Inventory Tests were constructed by the writer. Each contained approximately one hundred eighty words. Almost identical vocabulary was used in both tests. One test was administered at the beginning of the experiment and the other at the conclusion of the eighteen lessons. The instructor was supplied with individual test sheets for each child on which she recorded the time and number of errors. The tests were made into small booklets for the children in order to facilitate handling. Two booklets were supplied to each teacher as these were individual tests.

Two Silent Reading Inventory Tests were also constructed. Each contained twenty multiple choice questions. One test was given at the beginning and one at the conclusion of the experiment.

A copy of all tests will be found in the appendix.
The 18-year Hecht-Biernacki Tests were constructed of the
writer's Head Contenancy representing one hundred forty words.
Almost incoherent copy, printed and read to both readers. One reader
was administered at the beginning of the experiment and the
other at the conclusion of the eighteen lesson. The
experiments were applied with half-way near perfect for each
series on which the teacher the time any number of columns
The tests were made into small packets for the children in
order to facilitate handling. Two packets were supplied to
each teacher as these were identical lessons.
The 18-year Hecht-Biernacki Tests were also constructed.
Each containing twenty multiple choice questions. One test was
given at the beginning and one at the conclusion of the
experiment.
A copy of all tests will be found in the appendix.
Description of Quick Flash Device

As the Experimental Group was to be taught by three different teachers in widely separated sections of the city it was necessary to employ a tachistoscope of home construction as a quick flash device. This was constructed from oak tag. The sides were bound together with mending tape.

Eighteen word cards were prepared for each teacher. Slant lettering was used on the cards as this is the type of writing employed in all first grades in the city where the experiment was conducted. The nine words for each lesson were written on the front of the card and the phrases on the reverse side.

The following is a diagram of the tachistoscope constructed.
Description of Duck Tether Device

In the experimental group, we are reporting the results of three different experiments in which we tested the effectiveness of the duck tether device. The experiments were conducted to determine if it was necessary to employ a tether device for ducks. The results were consistent, indicating that the tether device is effective in controlling the movement of the ducks from one area to the other. The design was modified to improve its performance.

Eighteen birds in each group were subjected to each tether. The data collected were used to analyze the effectiveness of the tether device. The results showed that the tether device was effective in controlling the movement of the ducks. The data were analyzed to determine the effectiveness of the device.

The following is a summary of the experiments conducted:

Experiment 1:

- Description of the tether device
- Results summary

Experiment 2:

- Description of the tether device
- Results summary

Experiment 3:

- Description of the tether device
- Results summary

The data were analyzed to determine the effectiveness of the device. The results showed that the tether device was effective in controlling the movement of the ducks.
Description of Teaching

Six schools were selected for the organization of the Experimental and Control Groups. Thirty teachers instructed the Experimental and forty-six children in the Control Group. The latter were given the silent reading test because these were the most capable children in the class, and the most interested in the mystery of this vocabulary.

Experimental Group

Two conferences were held by the writer with the teachers of this group. The purpose of instruction was outlined and the use of the technicscope explained. Each teacher practiced with the technicscope until she was able to expose the words for approximately one minute of a second. The testing procedure was outlined.

The Silent Reading Inventory Test was given to each child at this time. The teacher recorded all errors. Any word that was mispronounced, not recognized or hesitated over was checked. All errors were listed on an error sheet. The time required to read each word was also recorded.

The Silent Reading Inventory Test was also administered to each child at this time.

At the conclusion of the initial test period a second conference was held to check on the results and any questions that had arisen.

This group was then given ten minutes of systematic
Description of Teaching

Six schools were selected for the organization of the Experimental and Control Groups. Three teachers instructed the Experimental and three the Control Group. There were fifty-six children in each group, all selected by the teachers from among those who had encountered difficulty in the mastery of this vocabulary.

Experimental Group

Two conferences were held by the writer with the teachers of this group. The program of instruction was outlined and the use of the tachistoscope explained. Each teacher practiced with the tachistoscope until she was able to expose the words for approximately one-tenth of a second. The testing procedure was outlined.

During the first week of the experiment each child was given the Oral Reading Inventory Test. The teacher recorded all errors. Any word that was miscalled, not recognized or hesitated on for more than a few seconds was listed as an error. The time required to read the test was also recorded. The Silent Reading Inventory Test I was also administered to each child at this time.

At the conclusion of the initial test period a second conference was held to check on the results and any questions that had arisen.

This group was then given ten minutes of systematic...
The group was then given ten minutes of explanation.

The experiment group.

The group was then asked to explain the experiment and why they chose to follow the procedure outlined in the experiment.

The control group.

The group was then asked to explain why they chose to follow the procedure outlined in the control experiment.
review for eighteen days, as outlined in the lessons constructed by the writer. The teacher read each of the context clues, exposing the word or phrase on the tachistoscope.

The final Oral and Silent Reading Inventory Tests were given at the conclusion of the review period.

Control Group.

A conference was held with the three teachers of this group at which the testing procedure was described. An outline of the vocabulary was supplied to each teacher.

After the initial Silent and Oral Reading Tests were given these teachers reviewed the vocabulary in any way they determined most desirable to fit their pupils' needs. The review was conducted ten minutes a day for eighteen days at the conclusion of which the final Oral and Silent Reading Inventory Tests were given.
The review of the estimated area or outlying in the reference context to the writer. The report, each one of the context alone, explains how to phrase on the researches/secondary.

The it may only any different heading included T being were.

Given at the conclusion of the review being.

Contact Group

A conference was held with the three members of the group at which the research proceeding were reviewed. On the basis of the acceptance rate submitted to each member. After the initial efforts any Karl Keshigarr T were given these research reviewers the acceptance rate may vary.

Given these research reviewers of the due purpose needs, the review was conducted ten minutes ago. For the express sake of the conclusion of effort the fifth OPE and digital research.

Inventions were given.
Chapter III

Evaluation of Material

An analysis of the data was made to show:

1. The equality of the two groups on the initial tests.

2. The gains made by each group during the study.

Chapter III

A comparison of the gains made by both groups as a

EVALUATION OF MATERIAL

The groups were matched for oral reading errors, oral
reading speed and silent reading ability.

When the material was analyzed by the writer it was
found that the time had not been recorded accurately on some
of the tests. It was necessary to eliminate these cases so
the writer in the evaluation of the material used twenty
cases from each group, matching them closely on the basis of
the initial tests.

Comparison of the Two Groups on the Initial Tests.

TABLE 1

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>NO.</th>
<th>Mean</th>
<th>3.5</th>
<th>5.5</th>
<th>7.5</th>
<th>8.5</th>
<th>81.5</th>
<th>82.5</th>
<th>83.5</th>
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</thead>
<tbody>
<tr>
<td>Exp. I</td>
<td>20</td>
<td>26.15</td>
<td>3.48</td>
<td>5.11</td>
<td>1.10</td>
<td>3.00</td>
<td>.40</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>27.60</td>
<td>3.71</td>
<td>8.13</td>
<td>1.50</td>
<td>3.45</td>
<td>.40</td>
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</tr>
</tbody>
</table>

This table shows a comparison of the two groups on the
initial Oral Reading Inventory Test. The mean number of errors
for the Experimental Group was 26.15 as compared with 27.60 for
Chapter III

Evaluation of Material
Chapter III

Evaluation of Material

An analysis of the data was made to show:

1. The equality of the two groups on the initial tests.
2. The gains made by each group during the study.
3. A comparison of the gains made by both groups as shown on the final tests.

The groups were matched for oral reading errors, oral reading speed and silent reading ability.

When the material was analyzed by the writer it was found that the time had not been recorded accurately on some of the tests. It was necessary to eliminate these cases so the writer in the evaluation of the material used twenty cases from each group, matching them closely on the basis of the initial tests.

**Comparison of the Two Groups on the Initial Tests.**

**TABLE I**

<table>
<thead>
<tr>
<th>Group</th>
<th>Test No.</th>
<th>Mean Errors</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E.</th>
<th>Critical diff. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. I</td>
<td>20</td>
<td>26.15</td>
<td>9.45</td>
<td>2.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control I</td>
<td>20</td>
<td>27.60</td>
<td>9.71</td>
<td>2.17</td>
<td>1.45</td>
<td>3.03</td>
<td>0.48</td>
</tr>
</tbody>
</table>

This table shows a comparison of the two groups on the initial Oral Reading Inventory Test. The mean number of errors for the Experimental Group was 26.15 as compared with 27.60 for
Chapter III

Comparison of Material

An extensive study of the data were made to show
the ability of the two groups on the initial
material.

The results of each group indicate the stand.
A comparison of the same made of each group
as shown on the initial test.

The groups were matched for each teaching staff,

material seen and also taught pupils.
When the material was examined of the article it was
found that the time may have been required consequently no access to
of the test. It was necessary to eliminate these cases so
the article in the examination of the material were taken
access from each group. Matching from article on the basis of
the initial test.

Comparison of the Two Groups on the Initial Test

<table>
<thead>
<tr>
<th>Group</th>
<th>Initial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>11.3</td>
<td>11.4</td>
</tr>
<tr>
<td>Group 2</td>
<td>10.8</td>
<td>10.6</td>
</tr>
</tbody>
</table>

The table above is a comparison of the two groups on the
Initial Post-Instruction Test. The mean number of articles
for the experimental group was 12.90 as compared with 13.67 for

the Control Group. This denotes a difference of only 1.45 errors in favor of the Experimental Group. The critical ratio of .48 indicates this difference is not significant.

**TABLE II**

Rate of Words Read Per Minute by Both Groups on Oral Reading Test I

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M</th>
<th>S.E. diff</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. I</td>
<td>20</td>
<td>29.05</td>
<td>8.07</td>
<td>1.81</td>
<td>2.05</td>
<td>2.76</td>
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</tr>
<tr>
<td>Control I</td>
<td>20</td>
<td>27.00</td>
<td>9.35</td>
<td>2.09</td>
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</tbody>
</table>

Table II shows the rate of words read per minute on the first Oral Reading Inventory Test. The mean rate of speed for the Experimental Group was 29.05, with 27.00 for the Control Group. The difference of 2.05 words per minute was in favor of the Experimental Group. This difference is not significant as is shown by the critical ratio of .74.

**TABLE III**

Correct Responses by Both Groups on Silent Reading Inventory Test I

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M</th>
<th>S.E. diff</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. I</td>
<td>20</td>
<td>10.10</td>
<td>4.68</td>
<td>1.05</td>
<td>2.05</td>
<td>1.52</td>
<td>1.35</td>
<td></td>
</tr>
<tr>
<td>Control I</td>
<td>20</td>
<td>8.05</td>
<td>4.93</td>
<td>1.10</td>
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</tr>
</tbody>
</table>

The mean score for the Experimental Group on the Silent Reading Inventory Test was 10.10 as compared with 8.05 for the Control Group. The difference of 2.05 correct responses was in favor of the Experimental Group. This difference is not significant as indicated by the critical ratio of 1.35.
### TABLE I

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<tbody>
<tr>
<td></td>
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</tbody>
</table>

The table above shows the results of various tests performed on the samples. Each column represents a different variable, and the values indicate the magnitude of the measurement or result. The total column sums up the values of the individual categories.
### TABLE IV

<table>
<thead>
<tr>
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<th>Experimental Words Read Per Minute Oral Reading Test I</th>
<th>Control Words Read Per Minute Oral Reading Test I</th>
<th>Experimental Correct Responses Silent Reading Test I</th>
<th>Control Correct Responses Silent Reading Test I</th>
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The above table shows a comparison of the individual
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<th>Test 4</th>
<th>Test 5</th>
<th>Test 6</th>
<th>Test 7</th>
<th>Test 8</th>
<th>Test 9</th>
<th>Test 10</th>
<th>Test 11</th>
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<th>Test 14</th>
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<td>21</td>
<td>22</td>
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<td>25</td>
</tr>
</tbody>
</table>

**Total:** 80.6 10.7 90.5 89.2 90.3 90.2 89.3 89.4 89.5 89.6
scores on the initial tests.

Therefore tables I, II, III and IV indicate that there were no significant differences between the Experimental and the Control Groups at the beginning of the study. The slight existing differences, however, were in favor of the Experimental Group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>Mean</th>
<th>S.M.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
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<td>20</td>
<td>39.05</td>
<td>6.07</td>
<td>1.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>II</td>
<td>50</td>
<td>47.48</td>
<td>6.26</td>
<td>1.87</td>
<td>3.27</td>
<td>0.11</td>
</tr>
</tbody>
</table>

The mean number of words read per minute by the Experimental Group on Test I was 20.05 and on Test II was 47.48. This denotes a gain of 17.43 words per minute. The critical ratio is 0.11, making it a significant difference.
There are notable differences between the depression and the post-concept groups at the beginning of the study. However, some differences remained at the end of the experiment.
Examination of the Gains Made by the Experimental Group.

**TABLE V**

Errors Made by Experimental Group on Oral Reading Inventory Tests

<table>
<thead>
<tr>
<th>Group</th>
<th>Test No</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. I</td>
<td>20</td>
<td>26.15</td>
<td>9.45</td>
<td>2.11</td>
<td>19.50</td>
<td>2.32</td>
<td>8.41</td>
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<td>.96</td>
<td>18.40</td>
<td>2.27</td>
<td>8.11</td>
</tr>
</tbody>
</table>

The above table shows that the mean score for the Experimental Group was 26.15 on the initial test and 6.65 on the final test. This indicates a decrease of 19.50 errors in oral reading after the completion of the systematic review. The critical ratio of 8.41 indicates that this difference is significant.

**TABLE VI**

Rate of Words Read Per Minute by Experimental Group on Oral Reading Tests

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. I</td>
<td>20</td>
<td>29.05</td>
<td>8.07</td>
<td>1.81</td>
<td>18.40</td>
<td>2.27</td>
<td>8.11</td>
<td></td>
</tr>
<tr>
<td>Exper. II</td>
<td>20</td>
<td>47.45</td>
<td>6.14</td>
<td>1.37</td>
<td>18.40</td>
<td>2.27</td>
<td>8.11</td>
<td></td>
</tr>
</tbody>
</table>

The mean number of words read per minute by the Experimental Group on Test I was 29.05 and on Test II was 47.45. This denotes a gain of 18.40 words per minute. The critical ratio is 8.11, making it a significant difference.
TABLE V

<table>
<thead>
<tr>
<th>Group</th>
<th>M. E. Before</th>
<th>M. E. After</th>
<th>Test No. Mean E.</th>
<th>Test No. Mean E.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Exper.</td>
<td>38.3</td>
<td>38.0</td>
<td>38.4</td>
<td>38.3</td>
</tr>
<tr>
<td>Exper.</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

The data above show that the mean score for the experimental group was 85.8 on the initial test and 60.8 on the final test. The increase of 26 points on the final test after the completion of the experimental treatment indicates a significant increase in achievement.

TABLE IV

<table>
<thead>
<tr>
<th>Group</th>
<th>M. E. Before</th>
<th>M. E. After</th>
<th>Test No. Mean E.</th>
<th>Test No. Mean E.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Exper.</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Exper.</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
</tbody>
</table>

The mean number of words read per minute for the experimental group on Test I was 28.0. On any Test the experimental group scored a gain of 1.50 words per minute. Variance analysis indicated a significant difference.
### TABLE VII
Correct Responses by Experimental Group on Silent Reading Inventory Tests

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. I</td>
<td>20</td>
<td>10.10</td>
<td>4.68</td>
<td>1.05</td>
<td>6.85</td>
<td>1.26</td>
<td>5.44</td>
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<tr>
<td>Exper. II</td>
<td>20</td>
<td>16.95</td>
<td>3.14</td>
<td>.70</td>
<td>6.85</td>
<td>1.26</td>
<td>5.44</td>
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</tbody>
</table>

Table six shows a significant increase in the number of correct responses on the final Silent Reading Inventory Test. The mean for Test I was 10.10 as compared with 16.95 on Test II. This denotes a gain of 6.85 correct responses. The critical ratio of 5.44 indicates that this gain is significant.
TABLE XIV
Correct Responses on Experience Group on Allient Reading
Inventor Tests

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<th>Test</th>
<th>Score</th>
<th>Mean BL</th>
<th>Mean P.T.</th>
<th>P.T.</th>
<th>BL</th>
<th>Diff.</th>
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<td>0.90</td>
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</table>

Table XIV shows a significant increase in the number of correct responses on the Allient Reading Inventor Tests. The mean for Test I was 10.90 as compared with 14.68 for Test II. This represents a gain of 3.78 correct responses. The

Although there is a significant increase in the number of correct responses on the Allient Reading Inventor Tests, it is important to note that the magnitude of this increase may be influenced by various factors, such as the specific characteristics of the test and the population being tested. Further research would be necessary to fully understand the implications of these findings.
<table>
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<th>Errors Made Oral Reading Test I</th>
<th>Errors Made Oral Reading Test II</th>
<th>Experimental</th>
<th>Words Read Per Minute Oral Test I</th>
<th>Words Read Per Minute Oral Test II</th>
<th>Correct Responses Silent Reading Test I</th>
<th>Correct Responses Silent Reading Test II</th>
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This table shows a comparison of the individual scores of
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<th>Correct/Incorrect</th>
<th>Correct/Incorrect</th>
<th>Correct/Incorrect</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Test II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above a comparison of the experimental groups.
the Experimental Group on the initial and final tests.

Tables V, VI, VII and VIII indicate that the Experimental Group made significant gains in all the phases tested.

<table>
<thead>
<tr>
<th>Group</th>
<th>Test 34 Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>DIFF. M.</th>
<th>S.E. CHANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control 1</td>
<td>76.60</td>
<td>9.71</td>
<td>1.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control 2</td>
<td>86.10</td>
<td>8.46</td>
<td>1.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An examination of the above table shows that there was a decrease of 15.50 words in oral reading by the control group. The mean scores for Test 1 were 77.60 as compared with 61.10 for Test II. The critical ratio of 4.50 shows that the difference is statistically significant.

The control group made a gain of 16.50 words per minute in the final oral test. The mean number of words read per minute on Test I was 67.00 and 50.50 on Test II. The critical ratio of 4.50 shows that this was a significant gain.
The experimental group on the initial and final test

test 1, 2, 3 and 4 have not been experimented

and made significant gains in the phrase test.
Examination of the Gains Made by the Control Group

TABLE IX

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E. diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control I</td>
<td>20</td>
<td>27.60</td>
<td>9.71</td>
<td>2.17</td>
<td>13.30</td>
<td>2.56</td>
<td>5.20</td>
<td></td>
</tr>
<tr>
<td>Control II</td>
<td>20</td>
<td>14.30</td>
<td>6.06</td>
<td>1.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An examination of the above table shows that there was a decrease of 13.30 errors in oral reading by the Control Group. The mean score for Test I was 27.60 as compared with 14.30 for Test II. The critical ratio of 5.20 shows that the difference is statistically significant.

TABLE X

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E. diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control I</td>
<td>20</td>
<td>27.00</td>
<td>9.35</td>
<td>2.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control II</td>
<td>20</td>
<td>39.50</td>
<td>8.00</td>
<td>1.79</td>
<td>12.50</td>
<td>2.75</td>
<td>4.55</td>
<td></td>
</tr>
</tbody>
</table>

The Control Group made a gain of 12.50 words per minute in the final oral test. The mean number of words read per minute on Test I was 27.00 and 39.50 on Test II. The critical ratio of 4.55 shows that this was a significant gain.
TABLE IX

<table>
<thead>
<tr>
<th>Test</th>
<th>Control</th>
<th>Test One</th>
<th>Test Two</th>
<th>Test Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>28.0</td>
<td>26.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Test One</td>
<td>25</td>
<td>23.0</td>
<td>21.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Test Two</td>
<td>20</td>
<td>18.0</td>
<td>16.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Test Three</td>
<td>15</td>
<td>13.0</td>
<td>11.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>

An examination of the above table shows that there was a considerable difference between the groups in their performance on the various tests. The Control Group showed the highest mean score on all tests, followed by Test One, Test Two, and Test Three in that order. The mean scores for each test were as follows:

- Control: 30, 28.0, 26.0, 25.0
- Test One: 25, 23.0, 21.0, 19.0
- Test Two: 20, 18.0, 16.0, 14.0
- Test Three: 15, 13.0, 11.0, 9.0

The Control Group made a mean of 15.0 more correct responses per minute. In the first test, the Control Group made more correct responses than any group. In the second test, the Control Group made more correct responses than any group. The Control Group made 10.0 more correct responses than any group. In the third test, the Control Group made 15.0 more correct responses than any group. The Control Group made 20.0 more correct responses than any group. The Control Group made 25.0 more correct responses than any group.
TABLE XI

Correct Responses by Control Group on Silent Reading Inventory Tests

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E. m.</th>
<th>Diff. of M.</th>
<th>S.E. diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control I</td>
<td>20</td>
<td>8.05</td>
<td>4.93</td>
<td>1.10</td>
<td></td>
<td>5.60</td>
<td>1.42</td>
<td>3.94</td>
</tr>
<tr>
<td>Control II</td>
<td>20</td>
<td>13.65</td>
<td>4.02</td>
<td>.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Control Group made an increase of 5.60 correct responses in the final Silent Reading Inventory Test. The mean score for Test I was 8.05 and Test II 13.65. This gain was significant.
### Table IX

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th></th>
<th>Test</th>
<th>Mean</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diff. M.</td>
<td>Diff. M.</td>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.05</td>
<td>-0.15</td>
<td></td>
<td>0.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Group I scores were significantly lower than those for Group II. The scores on the Blank Slate Reading Inventory Test were significantly lower for Group I than for Group II. The mean scores for Test I were 80.8 and Test II 78.4. The mean score for Test III was 80.0.
<table>
<thead>
<tr>
<th>Group</th>
<th>Pupil</th>
<th>Errors Made Oral Reading Test I</th>
<th>Errors Made Oral Reading Test II</th>
<th>Words Read Per Minute Oral Test I</th>
<th>Words Read Per Minute Oral Test II</th>
<th>Correct Responses Silent Reading Test I</th>
<th>Correct Responses Silent Reading Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37</td>
<td>20</td>
<td>23</td>
<td>32</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>17</td>
<td>25</td>
<td>52</td>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>35</td>
<td>18</td>
<td>21</td>
<td>34</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>13</td>
<td>23</td>
<td>30</td>
<td>7</td>
<td>12</td>
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<tr>
<td>5</td>
<td>28</td>
<td>14</td>
<td>29</td>
<td>42</td>
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<tr>
<td>6</td>
<td>17</td>
<td>7</td>
<td>48</td>
<td>53</td>
<td>12</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>9</td>
<td>27</td>
<td>44</td>
<td>9</td>
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<tr>
<td>8</td>
<td>26</td>
<td>12</td>
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<td>9</td>
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<td>10</td>
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<td>5</td>
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<tr>
<td>13</td>
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<td>10</td>
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<td>20</td>
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<tr>
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<td>15</td>
<td>23</td>
<td>35</td>
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<tr>
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<td>44</td>
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<td>22</td>
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<td>12</td>
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<td>58</td>
<td>51</td>
<td>19</td>
<td>20</td>
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</tr>
<tr>
<td>Mean.</td>
<td>27.60</td>
<td>14.30</td>
<td>27.00</td>
<td>39.50</td>
<td>8.05</td>
<td>13.65</td>
<td></td>
</tr>
</tbody>
</table>

This table shows a comparison of the individual scores of the Control Group on Test I and II.
<table>
<thead>
<tr>
<th>Correct</th>
<th>Rejected</th>
<th>Correct</th>
<th>Rejected</th>
<th>Correct</th>
<th>Rejected</th>
<th>Correct</th>
<th>Rejected</th>
<th>Correct</th>
<th>Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>8</td>
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<td>12</td>
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<tr>
<td>12</td>
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<td>6</td>
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<td>10</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

**Note:** This table shows the correlation of the initial scores of the Control Group on Test I and II.
Tables IX, X, XI and XII therefore indicate that the Control Group also made significant gains in all the phases tested.

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M</th>
<th>S.E.</th>
<th>Critical Diff.</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>XI</td>
<td>20</td>
<td>14.30</td>
<td>2.08</td>
<td>1.36</td>
<td>7.88</td>
<td>1.96</td>
<td>4.00</td>
<td></td>
</tr>
</tbody>
</table>

The mean number of errors for the Experimental Group on the final oral test was 6.45 as compared with 14.80 for the Control Group. The difference of 8.35 shows a substantial gain in favor of the Experimental Group. The critical ratio of 4.00 is statistically significant.

**TABLE XIV**

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M</th>
<th>S.E.</th>
<th>Critical Diff.</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>XII</td>
<td>30</td>
<td>30.00</td>
<td>8.00</td>
<td>1.72</td>
<td>7.35</td>
<td>8.26</td>
<td>2.58</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the mean number of words read per minute on the final oral reading test was 37.46 for the Experimental Group and 39.00 for the Control Group. This denotes a superiority of 7.54 words read per minute in favor of the Experimental Group. The critical ratio of 2.58 indicates that this gain is significant.
Table I, II, and III illustrate that the contraction groups also make significant losses in all the phases.
Comparison of the Gains Made by the
Experimental and Control Groups

**TABLE XIII**

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E. m.</th>
<th>Diff. of M.</th>
<th>S.E. diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper.</td>
<td>II</td>
<td>20</td>
<td>6.65</td>
<td>4.30</td>
<td>.96</td>
<td>7.65</td>
<td>1.66</td>
<td>4.61</td>
</tr>
<tr>
<td>Control</td>
<td>II</td>
<td>20</td>
<td>14.30</td>
<td>6.06</td>
<td>1.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean number of errors for the Experimental Group on the final oral test was 6.65 as compared with 14.30 for the Control Group. The difference of 7.65 shows a substantial gain in favor of the Experimental Group. The critical ratio of 4.61 is statistically significant.

**TABLE XIV**

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E. m.</th>
<th>Diff. of M.</th>
<th>S.E. diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper.</td>
<td>II</td>
<td>20</td>
<td>47.45</td>
<td>6.14</td>
<td>1.37</td>
<td>7.95</td>
<td>2.26</td>
<td>3.52</td>
</tr>
<tr>
<td>Control</td>
<td>II</td>
<td>20</td>
<td>39.50</td>
<td>6.00</td>
<td>1.79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the mean number of words read per minute on the final oral reading test was 47.45 for the Experimental Group and 39.50 for the Control Group. This denotes a superiority of 7.95 words read per minute in favor of the Experimental Group. The critical ratio of 3.52 indicates that this gain is significant.
### TABLE XIII

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Diff.</th>
<th>Test No.</th>
<th>Mean</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>1.44</td>
<td>27.6</td>
<td>Group II</td>
<td>30.3</td>
<td>36.2</td>
<td>3.15</td>
</tr>
<tr>
<td>Control</td>
<td>30.9</td>
<td>17.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean number of errors for the experimental group on the final test was 1.44 as compared with 17.40 for the control group. The difference of 17.40 was a statistically significant in favor of the experimental group. The difference was 1.44.

### TABLE XIV

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Diff.</th>
<th>Test II</th>
<th>Mean</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>28.2</td>
<td>32.7</td>
<td>Group II</td>
<td>33.7</td>
<td>33.1</td>
<td>0.68</td>
</tr>
<tr>
<td>Control</td>
<td>30.5</td>
<td>18.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows the mean number of errors kept low per minute on the final test was 28.2 for the experimental group and 30.5 for the control group. This difference is statistically significant to the experimental group. The difference was 28.7.

The above table indicates that the experimental group was superior to the control group in terms of performance.
<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>No</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Diff. of M.</th>
<th>S.E. of diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exper. II</td>
<td>20</td>
<td>16.95</td>
<td>3.14</td>
<td>70</td>
<td>3.30</td>
<td>1.14</td>
<td>2.89</td>
<td></td>
</tr>
<tr>
<td>Control II</td>
<td>20</td>
<td>13.65</td>
<td>4.02</td>
<td>90</td>
<td></td>
<td></td>
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</tbody>
</table>

The above table shows the results of the Silent Reading Inventory Test II. The results indicate a superiority of 3.30 correct responses in favor of the Experimental Group. The mean score for the Experimental Group was 16.95 as compared with 13.65 for the Control Group. The critical ratio of 2.89 indicates that this difference is not statistically significant.
TABLE XA

Correct Responses by Group to the Syntax Reorganization Test II

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean S.D.</th>
<th>T with M. S.D.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>1.96</td>
<td>1.79</td>
<td>0.90</td>
</tr>
<tr>
<td>Control</td>
<td>1.78</td>
<td>1.79</td>
<td>0.90</td>
</tr>
</tbody>
</table>

The above table shows the results of the Syntax Reorganization Test II. The results indicate a superiority of the Expert Group over the Control Group.

The corrected responses for Expert and Control Groups were analyzed statistically. The critical ratio of 1.78 for the Control Group and 1.96 for the Expert Group indicate a significant difference at the 0.05 level of significance.
<table>
<thead>
<tr>
<th>Group</th>
<th>Experimental Errors Made Oral Reading Test II</th>
<th>Control Errors Made Oral Reading Test II</th>
<th>Experimental Words Read Per Minute Test II</th>
<th>Control Words Read Per Minute Test II</th>
<th>Experimental Correct Responses Silent Reading Test II</th>
<th>Control Correct Responses Silent Reading Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td></td>
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<tr>
<td>1</td>
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<td>44</td>
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<tr>
<td>Mean</td>
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<td>47.45</td>
<td>39.50</td>
<td>16.95</td>
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</table>

This table shows a comparison of the individual scores of
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<tr>
<th>Date</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
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<th>N</th>
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</thead>
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<td>05.3</td>
<td>05.4</td>
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<td>05.6</td>
</tr>
</tbody>
</table>

*NOTE: The table above contains data for the month of January.*
the Experimental and Control Groups on the final measures.

Tables XIII, XIV, XV and XVI show that the Experimental Group made superior gains in all the phases tested.
the Experimental and Control Groups on the First Measure.

Table XIII, XIV, XV, and XVI show that the experimental group were superior despite the passage of time.
Chapter IV

Summary

The purpose of the study is to construct and evaluate a quick perception method for the systematic review of a vocabulary in beginning reading.

The exercises developed in this study were built on vocabulary selected from Chapter IV readers and the primer of the How Petersen Series. SUMMARY material was to be used with children who had encountered AND identity in the mastery of this vocabulary. The words in CONCLUSIONS with a minimum essential vocabulary. The final list consisted of one hundred sixty words.

The vocabulary was embodied in context clues of three graduated levels emphasizing meaning as well as word usage. These clues when supplied by the instructor served as a means of stimulating rapid visual perception of the desired word.

A tachistoscope of home construction was employed as a quick flash device.

Two Oral Reading Inventory Tests were constructed by the writer. Each consisted of approximately one hundred eighty words. In these tests almost identical vocabulary was used. One test was administered at the beginning and one at the conclusion of the experiment.

Ten Silent Reading Inventory Tests were also built. These consisted of twenty multiple choice questions.
Chapter IV
SUMMARY
AND
CONCLUSIONS
Chapter IV

Summary

The purpose of the study is to construct and evaluate a quick perception method for the systematic review of a vocabulary in beginning reading.

The exercises developed in this study were built on vocabulary selected from the pre-primers and the primer of the Row Peterson Series. As the material was to be used with children who had encountered difficulty in the mastery of this vocabulary the words were checked with a minimum essential vocabulary. The final list consisted of one hundred sixty words.

The vocabulary was embodied in context clues of three graduated levels emphasizing meaning as well as word usage. These clues when supplied by the instructor served as a means of stimulating rapid visual perception of the desired word.

A tachistoscope of home construction was employed as a quick flash device.

Two Oral Reading Inventory Tests were constructed by the writer. Each consisted of approximately one hundred eighty words. In these tests almost identical vocabulary was used. One test was administered at the beginning and one at the conclusion of the experiment.

Two Silent Reading Inventory Tests were also built. These consisted of twenty multiple choice questions.
CHAPTER VI

SUMMARY

The purpose of the study is to evaluate the effectiveness of a
pharmacological treatment for the pharmacological therapy at a
sufficiently high level of the experimental test.

The experimental design involves the use of a
pharmacological agent administered to the experimental group
and a control group. The experimental group was
administered a pharmacological agent at a
sufficiently high level, while the control group
received a placebo.

The results of the study indicate that the
pharmacological agent administered to the
experimental group resulted in a
significant improvement in the experimental
outcome compared to the control group.

The study also suggests that the
pharmacological agent may have
beneficial effects on other
parameters not measured in this study.

Further research is needed to
elaborate on these findings and
investigate the potential
applications of this
pharmacological agent.
The experiment was conducted in six different schools. There were fifty-six children in each group. Three teachers instructed the Experimental Group and three the Control Group. Both groups were given the initial Oral and Silent Reading Inventory Tests. The Experimental Group was then given ten minutes of systematic review as outlined in the lessons constructed by the writer. The Control Group reviewed the same vocabulary by the method determined by their respective teachers as best suited to their individual needs. At the conclusion of the review period both groups were given the final Oral and Silent Reading Inventory Tests.

An analysis of the data was made to show the equality of the two groups on the initial tests, the gains made by each group during the study, and a comparison of the gains made on the final tests. The groups were matched for oral reading errors, oral reading speed, and silent reading ability.

**Conclusions**

An examination of the results of the study shows that the Experimental and Control Groups were closely matched at the beginning of the experiment. The data reveals a slight superiority in favor of the Experimental Group. However these differences are not significant.

During the eighteen days of experiment both groups made significant gains in all phases.

A comparison of the final measures discloses that the
The experiment was conducted in six different schools. There were fifty six children in each group. Those children in the Experimental Group were given the initial OAT and Strentz Reading Inventories. The Experimental Group was then given the Instructional Review as outlined in the lesson. The Control Group received the same amount of reading by using the reading materials of the reading program. At the conclusion of the review, both groups were given the final tests.

In one of the three cases, we were able to show the superiority of the two groups on the initial tests, the Reading Test of each group. The study was a comparison of the reading progress of the two groups. The study shows the groups were matched for initial reading ability.

Comparison

An examination of the results or the scores given at the beginning of the experiment and control groups were closely regarded for differences. The data reveals a slight difference in favor of the experimental groups. However, these differences were not significant.

These results show the effectiveness of experimental group.

The comparison of the final test scores where the
gains made by the Experimental Group are superior to those of the Control Group. A summation of the data demonstrating these facts follow:

1. On Oral Reading Errors.

In a comparison of mean scores on the final test the Experimental Group shows a gain of 7.65 over the Control Group. With a critical ratio of 4.61 on this data it is apparent that this gain is statistically significant.

2. On Oral Reading Speed.

The mean scores on the final Oral Reading Test indicate a superiority of 7.95 words read per minute in favor of the Experimental Group. The critical ratio of 3.52 on this data indicates that this difference is statistically significant.

3. On Silent Reading Ability.

In a comparison of the mean scores on the final Silent Reading Inventory Test the Experimental Group reveals a superiority of 3.30 correct responses over the Control Group. The critical ratio of 2.89 indicates that this difference is not statistically significant.
ase the items of the experimental group were expected to score
of the control group. A summation of the data demonstrates
that these effects follow.

I. On Oral Reading Ability

A comparison of mean scores on the Oral Reading Test
for the experimental group shows a gain of .60 over
the control group. With a critical ratio of
at an .05 level of significance, no difference is apparent.

II. On Oral Reading Speed

The mean scores on the final Oral Reading Test
increase a dollar amount of .60 over the mean for
the minute in favor of the experimental group.
A critical ratio of .60 indicates a difference at
an .05 level of significance.

III. On silent Reading Ability

A comparison of the mean scores on the
silent Reading Inventory Test for the experimental
and control groups reveals a difference of .50. The
control group shows superior scores over the control group. The critical
ratio of .50 indicates a difference at
a .05 level of significance.
Criticisms.

1. The writer should have demonstrated to the cooperating teachers the planned procedure by presenting a typical lesson with a group of children.

2. The data would have been more accurate if the testing had been done by one or two teachers rather than by six.

3. The vocabulary should have been organized into units and oral and silent reading tests provided for each unit.

4. A record of each child's progress should have been kept, the better to permit a check for final analysis.

5. Shorter oral reading tests would have been better as some of the slower learners showed signs of fatigue.

6. The review lessons would have been more effective if presented with partial clues.
Lesson 1

I Present words with obvious clue

Here  Oh, listen to the sparrows cheer.  For spring will soon be here.

I  Jane said, "I like the funny clowns best."  Jack said, "So do I."

APPENDIX

go  Bob put up a swing.  It was very low.  He gave it a push.  To see it go.

II Simple flash

go  here  I

III Present words with obvious clue

one  Joan has two kittens, but Jerry has just one.

two  One and one are two.

three  How quickly the fleas did fly,  Then the clock struck three.

17 Simple flash

three  one  two

7 Present words with partial clue

here  "Hushbug, Hushbug," said Mr. Frog "Spring is near.
Lesson I

I Present words with obvious clue

here Oh, listen to the sparrows cheer,  
For spring will soon be here.

I Jane said, "I like the funny clowns best."
Jack said, "So do I."

II Simple flash

go here I

III Present words with obvious clue

one Joan has two kittens, but Jerry has just one.
two One and one are two.
three How quickly the fairies did flee,
When the clock struck three.

IV Simple flash

three one two

V Present words with partial clue

here "Kerchug, Kerchug," said Mr. Frog "Spring is here.
I present words with opposite case.

One day, I asked my friend what he was doing.

He replied, "I like the sunny afternoon best.

"And me," I replied.

He said, "No, it's not.

And you?"

I said, "To see it for.

II Slight Feedback

One

III Present words with opposite case.

One day, two petites put their cap on.

Two one and one two

Three How quickly the minutes fly.

When the clock strikes three.

IV Slight Feedback

Two one three

V Present words with opposite case.

Here "Exhausted" refers to "the "Prime Time" here. 
"Who is there?" asked Jack.

Jane said, "It is I."

go Mrs. Duck said to her little ones,

"Where did Father Duck go?"

VI Present words with obvious clue.

up Goldilocks ate Little Bear's porridge all up.

down Jack broke his crown.

When he fell down.

look Before we cross the street, we must stop and look.

VII Simple flash

look up down

VIII Present words with partial clue

one When Peter looked at the puppies, he said,

"I like this one."

two A snail has only one foot, but he has two eyes.

three When Goldilocks saw the bears' beds, she tried all three.

IX Present words with no clue

here We will plant the tree here.

I Sally is not as tall as I.

go It is time to go.
No. It is not so.

I think so. You are right.

May I ask you? I asked you a question.

Well, I see. I understand you.
Present words with partial clue.

To see the stars you must look up.

Jack was trying to pull his kite down.

I am sure you can see the tadpoles' tails if you look.

Present words with no clue

Jack caught that one.

Mother looked at the caps. She said, "I will buy two."

When Bob saw the boats he wanted all three.

Ted did not want to get up.

The squirrel came down.

Peter would not look.

"Watch," said Peter Cottontail, "Here I go."

Oh, see the tadpoles. There are one, two, three.

Did Lucy look down here?
Review of Lesson I

Present words with no clue

here  The fairies may be hiding here.
look Frisk wanted us to look at him.
down Then the puppy jumped down.
go Peter said, "I will go."
one Nancy may take that one.
I Sly Fox said, "It is I."
three Mother said, "You may have three cookies."
up The wild ducks flew up.
two Betsy has two dolls.

Present words with partial clues

like Fox that you know the way, you can go to visit Grandmother as often as you like.
to I am sure you can swim if you try to.
and Jim put on his shoes and stockings.
I, if
Then the baby number four
"Yes, sir," I will do.
"If you say it," he said.
"You may have ice cream.
Tell me how to go.
Read me the Bible.
Lesson II

I Present words with obvious clue

like I like the red cap. Which one do you like?
to You may help me make Father's birthday cake if you would like to.
and Christmas is a happy time for boys and girls.

II Simple flash

and like to

III Present words with obvious clue

said Peter did not hear what the teacher said.
a Jack has two boats - a big one and a little one.
ride Jane said, "When I get my new bicycle I will give you a ride."

IV Simple flash

ride said a

V Present words with partial clue

like Now that you know the way, you can go to visit Grandmother as often as you like.
to I am sure you can swim if you try to.
and Jim put on his shoes and stockings.
Lesson II

Recent works with 

I

like I like the way. When one go you think

you may help me make letter's pretty nice it you

would like to.

my

comfort in a happy time you pay any extra.

the

and

III

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say

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your
VI Present words with obvious clue.

come You will have some jolly fun,
If to our party you will come.

want Santa Claus said to Jane, "What kind of a doll
do you want?"

Mother Baby Bear went for a walk with his Father and
Mother.

VII Simple flash

Mother come want

VIII Present words with partial clue

said Do you know what the parrot said?

a Billy has a dog, but I have a kitten.

ride When Father comes home we will go for a ride.

IX Present words with no clue.

like Which book do you like?

to The ducks went to the river.

and This story is about fairies and elves.

X Present words with partial clue

come If we go to the beach would you like to come?

want You may have all the pears you want.

Mother Lucy went swimming with her Mother.
You will see some fiddle
If you bring your fiddle
What kind of a fiddle
What kind of a fiddle

Do you want a fiddle

To play the fiddle
To play the fiddle

You will have all the beans you want

XI  Present words with no clue

said  This is what the boy said.
a    I saw a bird.
ride  Tom wanted a ride.

XII  Present words with no clue

come  The Prince hoped Cinderella would come.
want  What did Little Frog want?
Mother  Bob is with Mother.

XIII  Present phrases

Captain Jerry said, "Would Alice like to come?"
The fairies asked, "Do you want a ride?"
"You may have a party," said Mother.

Yellow Duck looked up and down.
Review of Lesson II

Present words with no clue

said What do you think Farmer Brown said?

like Which dress do you like?

ride Then Jack had a ride.

want Which wagon did Tom want?

come I hope Ted can come.

and This story is about a bear and a dog.

to The puppy begged to go.

a Yellow Duck went for a walk.

Mother Just then Trigger saw Mother.
Review of Reason II

Please write us an opinion

Tell me what you think is worth knowing about

What else do you think is worth knowing about

Tell me what you think is worth knowing about

Tell me what you think is worth knowing about

Tell me what you think is worth knowing about

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Tell me what you think is worth knowing about

Tell me what you think is worth knowing about

Tell me what you think is worth knowing about
Lesson III

I
Present words with obvious clue.

jump The squirrel has a useful tail. It helps him to jump.

on Mother said, "Peter, it is raining so you must put your rubbers on."

what I saw a very queer thing on the way to school. Can you guess what?

II
Simple flash

what jump on

III
Present words with obvious clue

good My, but this pudding tastes good.

had Mother didn't have much string, but she gave Bob all she had.

train We went to the railroad station to see the new electric train.

IV
Simple flash

train good had

V
Present words with partial clue

jump How high that boy can jump!

on The bus was so crowded we could not get on.
Reason

I

Prevent waves with oarplane only. If people jump
The surf is too heavy to handle.

II

Wave Breaker

No

Jump

Prevent waves with oarplane only

Boat

My boat is the only boat to use.

Hoger which have much strain out at sea can

Train to the nearest station to see the new

Electro travel

III

Have been

Jump

Transmit from with Mr. Knight only.

How high that you can jump.

The gun was so aloft you cannot read on.
what I did not hear what Nancy said.

VI

Present words with obvious clue

in When Mrs. Bluebird saw the lovely nest she hopped right in.

big This rabbit is little, but that one is big.

boat Tom went down to the pond to sail his boat.

VII

Simple flash

boat in big

VIII

Present words with partial clue

good Milk is good for us.

had Do you know how many dolls Sally had?

train Father was so late he missed his train.

IX

Present words with no clue

jump Did you see the boy jump?

on The yellow duck walked on.

what All Tom said was; "What?"

X

Present words with partial clue

in When it began to rain the children came in.

big An elephant is very big.

boat The soldiers crossed the river in a boat.
XI Present words with no clue

good Miss White said, "That is good."

had What do you think Mary had?

train Ned and Bill wanted to see the new train.

XII Present words with no clue

in Peter Rabbit hopped in.

big Jack's new wagon is very big.

boat Billy had a new boat.

XIII Present phrases

Ted took a good jump.

Peter had a ride in a big boat.

What a pretty coat Mother had on.

The puppy did not like to ride in a train.

"My," said Tom, "What a ride!"
Review of Lesson III

Present words with no clue.

boat  Jack was playing with his boat.

train  Mr. Carl jumped on the train.

jump  See the puppy jump.

good  These cookies are good.

what  May just said, "What?"

on  This is the costume Jack had on.

in  All the children came in.

big  Tom's airplane is big.

had  Did you see the balloon Jane had?

Present words with obvious plus

in  Father Jane walked with mother, and Jack walked with mother.

big  Tom's airplane is big.

Present words with partial plus

little  Tom looked funny in Peter's coat because it was too little.

morning  The moving men will be here in the morning.

with  Mother said, "Do you see what the baby is playing with?"
Do you see the piano? Yes.

Did you see the piano? Yes.

What is the costume Jack had on?

What is the costume Jack had on?

Try the costume Jack had on.

Try the costume Jack had on.

See the dummy jump on the piano.

See the dummy jump on the piano.

What did you just say, "what?"

What did you just say, "what?"

No, the coffee is good.

No, the coffee is good.

This is the costume Jack had on.

This is the costume Jack had on.

Try the apprentice came in.

Try the apprentice came in.

Tom'sstripe on his.

Tom's stripe on his.

Did you see the piano? Yes.

Did you see the piano? Yes.
Lesson IV

I Present words with obvious clue

little Mary is big, but Tom is little.
morning If we are going to the beach we must get up earlier tomorrow morning.
with What do you clean your teeth with?

II Simple flash

with little morning

III Present words with obvious clue

Father Jane walked with Mother, and Jack walked with Father.
ran The gingerbread boy jumped out of the oven and away he ran.
me Peter said, "I was walking in the woods. My dog Rover was with me."

IV Simple flash

me Father ran

V Present words with partial clue

little Tom looked funny in Peter's coat because it was too little.
morning The moving men will be here in the morning.
with Mother said, "Go and see what the baby is playing with."
VI Present words with obvious clue

he I am looking for Peter. Where is he?

did Did you brush your teeth this morning? I did.

brown When there isn't enough rain the green grass turns brown.

VII Simple flash

brown he did

VIII Present words with partial clue

Father Red went to the circus with his Father.

ran Little Rabbit hopped out of the nest and away he ran.

me Mr. Grasshopper said, "Would you like to come with me?"

IX Present words with no clue

little Jane's sister is little.

morning The doctor came in the morning.

with There is the boy Tom came with.

X Present words with partial clue

he Your cat ran away, didn't he?

did After Jack put a paddle wheel on his boat, do you know what he did?
brown The boys painted the bird house dark brown.

XI  Present words with no clue

Father Mr. Brown talked to Father.

ran Away Little Pig ran.

me This box is for me.

XII Present words with no clue

he "I am the grandest tiger in the jungle," said he.

did Billy Coon saw what the fox did.

brown Jane's shoes are brown.

XIII Present phrases

Frisky Tail said, "Come with me."

Reddy Fox could not see what he did.

The bus was coming so Father ran.

Mother bought Tom a brown boat.

We went to the fire station one morning.
The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.

The phone booths are held open. The phone booths are held open.
Review of Lesson IV

Present words with no clue

Present words with no clue

with What are you playing with?

little The goslings were so little.

me Trigger jumped on me.

brown Lucy's shoes are brown.

morning The pet show will be in the morning.

Father Please give this book to Father.

ran So away Billy Coon ran.

he How old is he?

did Did you hear what Bushy Tail did?
Tell me what is going on.

What are you playing with?

The coastline was so different.

We figured I needed on me.

Please give the book to Walter.

went with the group years.

How old are you?

Did you hear what happened yet?
Lesson V

I Present words with obvious clue

something Mother said, "I haven't anything for your
store now, but I will find something."

she Is that your little sister? How old is she?

my The troll said, "Who is tripping over my
bridge?"

II Simple flash

my something she

III Present words with obvious clue

play On Saturday the bells seem to say,

Oh, come and play.

this Peter may paint on that easel, and

Jane may paint on this one.

you When Jack got the blue ribbon he said,

"Thank you."

IV Simple flash

you play this

V Present words with partial clue

something When we had a pet show everyone had to
bring something.

she When Nancy told Mother about Tom's new
puppy, she said, "How big is she?"
reason V

I present myself with apologies. I have," he answered, for own "somebody knows me. I will think somebody knows you, too. How do you feel? I think your little appetite. Now to trip the light fantastic over the table, did'nt you say?" I think you did, did'nt you?" "Thank you." How do you feel? Now to trip the light fantastic over the table, did'nt you say?" I think you did, did'nt you?" "Thank you." How do you feel? Now to trip the light fantastic over the table, did'nt you say?" I think you did, did'nt you?" "Thank you." How do you feel?
my
Little Pig said "The fox can not get
in my house.

VI Present words with obvious clue

may The birds and flowers seem to say,
Oh, this is the lovely month of May.

have "Oh, Grandmother," said little Red
Riding Hood.

"What big teeth you have!"

saw The little puppy in the straw,
Is the one Jack saw.

VII Simple flash

saw may have

VIII Present words with partial clue

play Which game did you play?

this Jane looked at the book.

She said, "I can read this".

you Sally said, "Mother, may I go with you?"

IX Present words with no clue

something All the children tried to do something.

she How tall is she?

my Please sharpen my pencil.
in my house

The prize of my fortune seems to say
Of remembrance, with little joy
Whip poor folk. You have
The little bough in the stream
To bite one leaf more.

Which rose did you think?
Jane looked at the book.
"She says, "I can read that."
You get a copy. Won't you go with your

something. All the floated things to go somewhere.

How well to live?

Please accept my request.
X  Present words with partial clue

may When I asked if I might go to the party, Mother said, "Yes you may."

have What kind of a costume did you have?

saw When we went for a bird walk, how many orioles do you think we saw?

XI  Present words with no clue

play The kittens wanted to play.

this How did May do this?

you The goblins will catch you.

XII  Present words with no clue.

may I think Ted may go.

have Please send all the pictures you have.

saw This is the monkey Tom saw.

XIII  Present phrases

I have a new game you may play.

Little Pig was sure she saw something.

The puppy wanted to go with Father.

Tom said, "Peter may have my boat."

How happy everyone is this morning.
When I went to the party
Mother said "You may"

What kind of a costume did you wear?
When we went to the play, will you come?
Do you think we will see it?

The kitten wanted to play.
How many cats do you have?
The actress will act on you.

I think they may be.
Please send all the pictures you have.
This is the moment, too real.

I have a new game you may play.
Little Pig sees some he was expecting.
The baby wanted to go with Father.
"You might meet myMagento."
Now everyone is a little magician.
Review of Lesson V

Present words with no clue

my Please come to my party.
something The man lost something.
you Tom said he gave the hammer to you.
saw This is the book Ned saw.
she Jack said, "Where is she?"
play The grasshopper just wanted to play.
this Can you do this?
may Miss Brown said, "Yes, you may."
have Which ball did Jane have?

Present words with obvious clue

is A thermometer tells how hot it is.
see I saw five turtles. How many did you see?
walk Father walked the dog as he had to walk.

Present words with partial clue

too Jerry ran to Mr. Carlo's house, the paper went too.
name Bob gave his new pet a very funny name.
Lesson VI

I Present words with obvious clue

can The gingerbread boy said, "Catch me if you can."

too When Alice saw Peter's new cap, she wanted one too.

name Peter was lost. The policeman said to him, "What is your name?"

II Simple flash

name can too

III Present words with obvious clue

is A thermometer tells how hot or cold it is.

see I saw five tadpoles. How many did you see?

walk Father missed the bus so he had to walk.

IV Simple flash

walk is see

V Present words with partial clue

can Please be as quiet as you can.

too Jerry ran to Mr. Carl's house. His puppy went too.

name Bob gave his new pet a very funny name.
Present words with obvious clue
at Here are some new pictures to look at.
home After Frisky ran away he soon wished he were home.

VII Simple flash
the at home

VIII Present words with partial clue
is What a fine day it is!
see The baby picked every dandelion she could see.
walk Yellow Duck took her little ducks for a walk.

IX Present words with no clue
can Do as much as you can.
too Sally went to the circus, too.
name That is the funny clown's name.

X Present words with partial clue
at What book were you looking at?
home Ann was so tired, she wanted to go home.
the Great Big Billy Goat was not afraid of the troll.
Rice: 

Prominent works with particular pride.

Here are some new pictures to look at.

After a while, try many for soon nothing to see.

The canoe glides over the moon.

Hawaii family with particular pride.

What a fine day it is! 

The papa flowers every generation she can see.

Yellow shark fin for little chance for a walk.

Rice: 

Frogs can do as much as you can.

They went to the ocean, and

That for the family of worms.

Rice: 

West more with particular pride.

West more with particular pride.

You can do as much as you want to do, but

Great big fella went not street of the

Toff.
XI  Present words with no clue

is  How jolly Billy is.

see  Which doll did you see?

walk  Watch the baby elephant walk.

XII  Present words with no clue

at  Jack saw Farmer Brown at the store.

home  Cottontail ran home.

the  This story is about the Indians.

XIII  Present phrases

Sam asked, "Do you think Mother is at home?"

Farmer Brown said, "The baby colt can walk too."

I think Trigger is a good name.

I hope you can see this.

I wonder if Captain Mac is in the boat?
Dear Jack,

How I long for you and to see whom doll fly you seem.

Wear the paper elephant well.

Dear Jack write with no one.

Take care better thought of the state.

Confessly to home.

The fire stove to sport the Italian.

Dear Jack,

"Deer Jack, how you think mother at home?"

Tender folded note, "The parish out can walk too."

I think letter to a long name.

I hope you can see time.

I wonder if Captain Me is to the post.
Review of Lesson VI

Present words with no clue

name  Ezra is the elephant's name.

walk  All the ducks went for a walk.

the   Come and see the turtle.

can   Come home as soon as you can.

too   All the funny little goslings came too.

is    How happy the puppy is!

see   Which boat did Tom see?

at    What was Mr. Frog looking at?

home  The wild ducks flew home.
Lesson VII

I Present words with obvious clue

store We bought the fish for the aquarium at
Mr. Brown's store.

went The snow man melted. Do you know where he
went?

got Mother looked in Billy's hand and said,
"What have you got?"

II Simple flash

got store went

III Present words with obvious clue.

red Tom and Dick made a fire truck. They
painted it red.

blue It is a beautiful day. The sky is very blue.

cap Bill is a funny little chap,
Who likes to wear his father's sailor cap.

IV Simple flash

cap red blue

V Present words with partial clue

store I got these cookies at Miss Betsy's store.

went The egg disappeared out of the magician's
hat. I wonder where it went.
I have six marbles. How many has Jane got?

"Oh," said Miss Betsy Blue, "How do you do?"

Automobiles go when the traffic light is green.

This little toy mouse, is fun to have in any house.

The sun made Jack's face red.

Mary's eyes are blue.

Billy put on his new cap.

Ted ran to the store.

This is the way Yellow Duck went.

Guess what Jack got?

I finished all my work. How much did you do?

Mary painted her card red and green.
I have also prepared a file

"REMARKS"

"Noedd, we have no one

I am trying to find the reference and will send you the report.

Also, I have attached a copy of the document you were requesting.
house The barn was bigger than the house.

XI Present words with no clue.
red May's playhouse is red.
blue The doll's coat is blue.
cap Pete lost his cap.

XII Present words with no clue

do What did Little Bear do?
green Jack's ball is green.
house Tabby ran into the house.

XIII Present phrases

The clowns suit was red and blue.
The rabbits lived in a green house.
Ted and Lucy went in the big store.
The funny monkey got the cap.
Then the prince went on.
Can your pet do this?
The prince went into the house.

Present nobody with no one.

Tell me the pleasure of your little heart.

The gollie cost a plane.

Set your feet on.

Present matter with no one.

What is his little heart got?

Green Jacob's bell to green.

Hurry rap into the house.

Present pleasure.

The orange suit was red and green.

The tapeta flew to a green house.

They any fresh went to the plate.

The twin monkey said the cow.

Then the prince went on.

Can your pet go?
Review of Lesson VII

Present words with no clue

got Do you know what Ted got?
cap Mr. Vineger had a funny cap.
house This is Mary's house.
store This is a good store.
went I wonder where Sally went.
red My pencil box is red.
blue Their flag is blue.
do What did the fairies do?
green The elves were dressed in green.

Yes Miss White asked, "Do we cross the street on the red and yellow lights?" The children said, "Yes."

Present words with partial clue

it See the butterfly. Frisk tried to catch it.
Review of Lessons III

Do you know what the coat got?

What a funny coat.

I wonder where Bertie went.

My beauty box at tea.

Their time to rise.

What did the farmer get?

The green mare appears to green.
Lesson VIII

I  Present words with obvious clue
   it First we bind the maypole. Then we unwind it.
   man Ted's Father is a very tall man.
   not When Peter started to touch the robin's eggs, Mother said, "You must not."

II  Simple flash
   not  it  man

III Present words with obvious clue
   pretty Sally's new dress is very pretty.
   windows When Alice and Ted ride on the train they like to look out of the windows.
   yes Miss White asked, "Do we cross the street on the red and yellow lights?" The children said, "Yes."

IV  Simple flash
   yes  pretty  windows

V  Present words with partial clue
   it See the butterfly. Frisk tried to catch it.
Reason III

I present these with apologies only.

If I cannot find the evidence, then we may not proceed.

To proceed is to a very cold men.

If we later attempt to touch the joint's edge, not

mother even, you may not.

III Simple Charge

I.

Impeach witness with apologies once

If we later meet here to very properly

when Alice may lead him on the plain they

like to take out of the argument.

See when Alice enter, "Do we come the street

on the day we say yellow light?"

"Yes", say.

In Simple Charge

impose

then

are

present with apologies
man He is such a kind man.

not The Little Red Hen said, "No you will not."

VI Present words with obvious clue

Oh When Jerry saw the beautiful new wagon all he could say was, "Oh"

ball It is Tom's turn to bat the ball.

then We will go to the farm Wednesday.

Can you go then?

VII Simple flash

then oh ball

VIII Present words with partial clue

pretty The flowers are pretty.

windows Our playhouse has four windows.

yes Mary asked Mother if the squirrel's tail was useful. She said, "Yes."

IX Present words with no clue

it The Postman wanted to see it.

man Did you see the tall man?
not Miss White said, "Please do not."

Present words with partial clue

When the children saw the rainbow they said, "Oh!"

ball This is the right way to catch a ball.

then The car will be here at six o'clock. Will you be ready then?

Present words with no clue

pretty That sweater is pretty.

window Mr. White is fixing our windows.

yes Do you think the king will say yes?

Present words with no clue

oh All the boys said, "Oh!"

ball Martha found a ball.

then The children are going then.

Present phrases

The princess saw it then.

All the queer little man said was, "Oh, yes."
"To see the illusion, open the window, then the car will be here at six o'clock."

"Oh!"

"The car is not here, yet, what to go a farther?"

"Yes, you can really have it."

Present more with no gone

That water you water, in the window. Do you think the king will see any here?

"Oh!"

"All the Pope said, all!"

"Let us know a body, then the officers are taking them."

"He is more new to them."

"All the dream little men see me, "Oh, yes."
The fairy gave the box to a little man.  

Please shut the door, not the window.  

Nancy found this pretty ball.
The fairy gave the box to a little man.

Please spit the box out of the window.

Horace took the pretty pearl.
Review of Lesson VIII

Present words with no clue

not
Henny Penny said, "You may not eat it."

yes
The princess said, "Oh, yes."

then
Will Ted be ready then?

it
Mr. McGregor found it.

man
Father talked to the man.

pretty
The tune box was very pretty.

window
There was a funny parrot in the window.

oh
When Sally saw Frisk she said, "Oh!"

ball
Here is Ned's ball.
Review of Lesson III

...present work with no one...

"..." HenryLemma said, "You won't eat it.
not

"..." The prince said, "Oh, yes."
see

Will Tet be ready soon?
open

Then he dropped from it.

The man was very weak.

Return quickly to the men.

The sun box was very merry.

There was a lovely request in the window.

When Betty saw it, she said, "Oh!"

"Here is Meg's letter."
Lesson IX

I Present words with obvious clue

fly A baby learns to walk, but a little robin learns to fly.

new That book is old, but this one is new.

ccoat Ann put on her hat and coat.

II Simple flash

cost fly new

III Present words with obvious clue

laughed The little brown bear looked so funny all the children laughed.

please The polite child who wants anything always says, "Please."

so Spring has come, I know I know, The birds and flowers have told me so.

IV Simple flash

so laughed please

V Present words with partial clue

fly How fast that airplane can fly.
Lesson IX

Present more with authority one

The mouth is a little more open to read the

Lesson to the

new

new

new

new

The mouth with authority one

Lesson more with authority one

The mouth is a little more open to read the

Lesson to the

new

new

new

new

The mouth with authority one

Lesson more with authority one

Lesson with authority one

Lesson with authority one
These toys are as good as new.

May was so cold she put on her coat.

Tom was unhappy. Everyone had a costume, but him.

I found ten peanuts. How many did you find?

A box that plays tunes is called a music box.

When the magician pulled the chicken from his hat all the children laughed.

Shut the door, please.

When Jane asked Miss White if the Mayflowers were out she said, "I do not think so."

Some animals can fly.

Sally's ribbon is new.
Miss Betsy wanted a new coat.

Country mouse did not like the city. She had plenty to eat, but she was afraid.

Pick as many violets as you can find.

Jane put her hat back in the box.

When red rooster saw the grasshopper he laughed.

The parrot said, "Oh, please."

The farmer said, "Is that so?"

Everyone was happy, but Jack.

What kind of shells did you find?

Jack was carrying a big box.

Little Deer had a new coat.

The parrot did not fly.
Everyone went to the party, but Father.

Tom thought Trigger looked queer, so he laughed.

Will you please find it?

The surprise is in a big box.
Review of Lesson IX

Present words with no clue

coat Little Deer has a new coat.  
so Mr. Bullfrog said, "I am sure it is so."  
box The lion got up on a big box.  
fly Watch the wild ducks fly.  
new Andrew saw something new.  
laughed How Billy Coon laughed.  
please Martha said, "Will you please?"  
but All the animals went, but Tabby Cat.  
find Which pictures did Ted find?
Lesson X

I Present words with obvious clue.

dog Let us frighten Mr. Frog,
   Said the little black dog.

was We had a lovely surprise today.
   What do you think it was?

hole The worm went back into its hole.

II Simple flash

hole dog was

III Present words with obvious clue

get Sally's pet got one ribbon. How many
   did yours get?

out It had stopped raining and the sun had
   come out.

came The birds flew back from the south when

   spring came.

IV Simple flash

came get out

V Present words with partial clue

dog Jim's favorite pet was his dog.
Lesson I

I present words with question

you
give the little class your.

What do you think it mean?

The words went back into the hole.

II Strong Imp

we

You
give the little class your

get settle a rest bet one triangle. How much

get your seat?

It may conclude lasting and the any way

come out.

come the place the peak from the cup map

what come.

III Present words after question

get very fast to.

case
take case

get the case after corner face

get
was Sally wanted to know where the puppy was.

hole Mother mended the hole.

VI Present words with obvious clue.

will When the little red hen asked who would eat the bread all the animals said, "I will."
of Do you know what kind of cloth Jean's dress is made of?
happy On Christmas day everyone is happy.

VII Simple flash

happy will of

VIII Present words with partial clue

get How many cards did Jean get?

out Jean opened the door and the canary hopped out.

came Tabby Cat gave a party. All her neighbors came.

IX Present words with no clue

dog Have you seen my dog?
This is where the nest was.

The mouse jumped out of the hole.

I know you can learn to swim, if you will try.

What do you think Jane drew a picture of?

When Mrs. Duck saw her duckling she felt so happy.

Which costume did Nancy get?

You may go out.

Just then the postman came.

I wonder if Ann will come.

Billy ran out of the playground.

Little Frog was not happy.

Do you think the magician's rabbit will get out?
Little Bear ran up in the tree as soon as the dog came.

The rabbit would not come out of the hole.

Trippy knew the princess was so happy.
Little beer may go to the tree as soon as
the root case.
The report now has come out on the note.
Third from theunched men on board.
Review of Lesson X

Present words with no clue

hole  The puppy could not get out of the hole.
came  All the animals came.
happy The little elf made the princess happy.
dog   Farmer Brown chased the dog.
was   I wonder who it was.
get   Which puzzle did you get?
out   May cannot come out.
will  I hope the boys will go.
of   This is a picture of the farm.
Xercese and The Bible

The multiplicity of life and the hope of the future: All the animals came. The little elf made the princess laugh. I wonder how it went. May happens if you want. I hope she goes with you. That is a picture of the future.
I Present words with obvious clue.

rain An umbrella helps to keep us dry when we go out in the rain.

II Simple flash

into rain for

III Present words with obvious clue

am Is Jane as tall as I am?

city Grandmother lived in the country, but Tom lived in the city.

who Miss White said, "Someone is coming to visit us today. Can you guess who?"

IV Simple flash

who am city

V Present words with partial clue

rain We must hurry home, because it is beginning to rain.
for Peter said to the fireman, "What is this pole for?"

into Which hole did the rabbit run into?

VI Present words with obvious clue

stopped The traffic light turned red so the automobile stopped.

girl Robert is a boy, but Roberta is a girl.

that When Mother saw the scratch on the table she said, "I wonder who did that?"

VII Simple flash

that stopped girl

VIII Present words with partial clue

am When Miss Jones asked, "Who is going to collect stamp money this week, Jane said, 'I am'."

city We live in the city.

who Mother Goat said, "Someone has been here. I wonder who it was?"

IX Present words with no clue

rain Down came the rain.
for What is the box for?
into The Pied Piper led the children into the hill.

X Present words with partial clue
stopped We waited until the bus stopped.
girl The princess was a very unhappy girl.
that Jean watched the girls making clay animals, then she said, "I should like to try that."

XI Present words with no clue
am Tabby Cat said, "No, I am."
city This is a big city.
who Mary knows who did that.

XII Present words with no clue
stopped The parade stopped.
girl Give your ticket to the girl.
that Miss Betsy did that.

XIII Present phrases
Billy Bump ran out into the rain.
These flowers are for that girl.

Do you know who stopped?

Thorn Roser said, "I am here."

The airplane flew over the city.
There is no reference to any name "Bill" in the text. The text reads:

"Do you know who dropped by?"

"I'm here."
Review of Lesson XI

Present words with no clue

into Cook put Half Chick into the pot.

who Wait and see who comes.

that The woodpecker did that.

rain Trigger does not like the rain.

for This cookie is for Ned.

am How happy I am.

city The little mouse did not like the city.

stopped Suddenly the car stopped.

girl The fairy gave three wishes to the girl.

IV Simple flash

sell surprise away
Review of Genera

Please mark with ng one

Cook Art with Cream into the pot

Wait and see if any one.

The Macpherson my dear.

If there goes not in the lane.

I have some for you here.

How happy you.

The little mouse not in the attic.

Stop there the east is up.

The fairy gave these wings to the girl.
Lesson XII

I  Present words with obvious clue

could When Goldilocks saw the three bears
she ran as fast as she could.

all When you play ball
Remember taking turns
Makes fun for all.

say When Jack looked at the broken window
he said, "Oh, what will Father say?"

II  Simple flash

say  could  all

III  Present words with obvious clue

surprise You must not tell Jane about the party
because we want it to be a surprise.

away In war days everyone saves paper.
No one throws it away.

call "Oh," asked Mother of Paul,
"Did you hear me call?"

IV  Simple flash

call  surprise  away
I

present your right arm to the

front.
present words with partial clue

could James came home as soon as he could.

all There are no tulips left. Harriet cut them all.

say That is all the parrot would say.

present words with obvious clue

now Mother said, "You must put your toys away right now."

they I am looking for the girls. Where are they?

her Joan needs this brush. Will you please give it to her?

simple flash

her now they

present words with partial clue

surprise When Donald saw the new wagon he cried, "Oh, what a big surprise!"

away All the birds flew away.

call The operator asked, "What number did you call?"
Read the tired story with patience.

Once upon a time, there was a young girl named Emma. She lived in a small village surrounded by beautiful forests and meadows. Emma was known for her kindness and her love for nature.

One day, while Emma was out collecting wildflowers, she stumbled upon a mysterious old book. As she turned the pages, she suddenly found herself transported to a magical world.

In this new world, Emma discovered a powerful spell that could grant her wishes. Excited by the possibilities, she began to wonder what she should wish for.

As Emma pondered over her wishes, she heard a soft voice whispering in her ear. "Oh, what a pity!" the voice said. "I wish the place were emptier!"

Emma then heard another voice say, "Well, if you want a quieter place, I can help you with that."

Surprised, Emma thought about what she could do with this power. She knew that she wanted to help others, just as she had always done in her village. Finally, she made her wish. The next moment, the village was filled with joy and harmony.

Upon returning home, Emma realized that she had found something truly special. With the power of her wish, she knew she could make a positive impact on the world around her. And so, she continued to help others, spreading love and kindness wherever she went.

The end.
IX Present words with no clue

could John did what he could.

all There were six pigs in all.

say What did Farmer Jones say?

X Present words with partial clue

now May said, "Would you like to eat your lunch now?"

they Most animals have the kind of eyes they need.

her Tabby Cat did not want the dog near her.

XI Present words with no clue

surprise The circus was a surprise.

away The robin hopped away.

call Which dog did Ted call?

XII Present words with no clue

now The train will go now.

they Where are they?

her The fox caught her.
There were six bikes in all.

What did they ride then?

Please make a list of all the

now

"Why can't I see you today?"

then

Happy New Year not want the feel later.

I wonder who we are a machine

They pop up quickly

Which one did you seat?

The train will be there

Where are they?

For you another seat.
They climbed on the sled and away they went. 

Don said, "I will call her now."

Ellen cried, "What a surprise!"

I wish we could all go.

What do you think Jean will say?

There are forty children in all.

Look around. You may find a surprise.

The birds flew away.

Barbies may come now.

Captain Mac asked, "Where are they going?"
Then although on the other any even first went

"You see", I will call you now.

"When a child!"

"When a child!"

I wish me going still to.

What do you think years still will?
Review of Lesson XII

Present words with no clue

**say**  What did Miss White say?

**call**  I am sure Peter will call.

**her**  Tom gave the puppy to her.

**could**  I wonder if Mr. Bullfrog could hear.

**all**  There are forty children in all.

**surprise**  Look around. You may find a surprise.

**away**  The birds flew away.

**now**  Harriet may come now.

**they**  Captain Mac asked, "Where are they going?"
Lesson XIII

I Present words with obvious clue

animals Pigs, cows, horses, and hens
are all farm animals.

eat Sly Fox was hungry. He was looking
for something to eat.

ate Do you know how many pancakes Little
Black Sambo ate?

II Simple flash

ate animals eat

III Present words with obvious clue

old My kitten is two months old.

started We got on the train just before it
started.

are Do you know how old these puppies are?

IV Simple flash

are old started

V Present words with partial clue

animals At the zoo we saw many animals.
eat Baby was crying for something to eat.
ate What a good breakfast Jane ate!

VI Present words with obvious clue

talk The baby is little. She cannot walk nor talk.
wish The fairy told Alice to make a wish.
bird The blue jay is a beautiful bird.

VII Simple flash

bird talk wish

VIII Present words with partial clue

old Red Riding Hood's Grandmother was very old.
started The parade had just started.
are How lovely Mary's flowers are!

IX Present words with no clue

animals Mr. Owl called all the animals.
eat What do you want to eat?
ate Do you know what the goat ate?

X Present words with partial clue

talk This green bird can talk.
wish  You may go now, if you wish.

bird  The cat was trying to catch the pretty bird.

XII Present words with no clue

old  This cap is old.

started  Then the pet show started.

are  How many boys are going?

XIII Present phrases

Then the parrot started to talk.

"Yes," said Miss Jones, "Birds are animals."

How many popsicles did they eat?

Ezra was not in the parade because she was too old.

Do you know how many cookies he ate?

Now Jack had just one wish.
Review of Lesson XIII

Present words with no clue

ate That was Jack's cap Little Goat ate.
are How happy the puppies are!
bird See the big black bird.
animals Come and see the queer animals.
eat Grumpy liked to eat.
old That house is old.
started Then the train started.
talk Mrs. Squirrel likes to talk.
wish What did King Cole wish?
Lesson XIV

I  Present words with obvious clue

just  Even if May's doll is old she loves her
just the same.

rabbit  I have long ears and a short tail. I am
a rabbit.

lived  That brown house is where Martha lived.

II  Simple flash

lived  just  rabbit

III  Present words with obvious clue

day  We try to plan our work and play,
    To make a happy, busy day.

garden  The boys are weeding their victory garden.

stay  Joan's little sister liked school so
      much that she wanted to stay.

IV  Simple flash

stay  day  garden

V  Present words with partial clue

just  The twins' coats are just alike.
Present works with apathy once

That work's a goal to any one loses her

That the same.

That I have long ears and a short tail. I am a rabbit.

That grown house in where Kitty lived.

II Sample thrill

IIII Present works with apathy once

We try to plan and make any plan.

To make a rabbit, pure gray.

The page is meeting great ambition.

Your little sister has read no so

map that she wanted to stay.

III Sample thrill

IV Present works with apathy once

The giving, occur the next minute.
rabit
Away hopped the rabbit.

lived This tree is where the woodpecker family lived.

VI Present words with obvious clue.

white Mother's washing looked snowy white.

very Jack won the game because he tried so very hard.

run A sensible person walks across the street. He does not run.

VII Simple flash

run white very.

VIII Present words with partial clue.

day The animals went to the garden again the next day.
garden The farmer was watering the garden.
stay How late did Ned and Peter stay?

IX Present words with no clue.

just The party was just fine.
rabit The frog looked at the rabbit.
lived Bobby wanted to know where Jack Frost lived.

Present words with partial clue.

white Raggedy Ann's dress had been washed so much it looked almost white.

very We were going to the beach so we got up very early.

run Billy was so late he had to run.

Present words with no clue

day It was a lovely day.

garden Nancy worked in the garden.

stay Gray Mouse did not wish to stay.

Present words with no clue.

white The clown suits are white.

very Is your dog very old?

run Edward started to run.

Present phrases

The magician pulled out a white rabbit.
Country Mouse stayed just one day.

The fairies danced in the garden.

The monkey tried to run away.

Do you think the robins live here?

Billy Goat said he would stay home.

The rainbow was very pretty.
Review of Lesson XIV

Present words with no clue.

lived  This is where Billy Coon lived.

stay  Bob wanted to stay.

run  Please do not run.

just  The surprise just came.

rabbit  The wolf was watching the rabbit.

day  It was a beautiful day.

garden  Miss Betsy lived in the garden.

white  Raggedy's apron was white.

very  The queen was very cross.

We  Sunny and I worked as fast as we could.

Present words with partial clue.

boy  The little wrens were learning to fly.

Their mother was teaching them how.
Lesson XV

I

Present words with obvious clue.

how Doodles, the puppy, could bow.

Tom had taught him how.

his Tom lost his mittens. I wonder if these are his?

night Owls see better at night.

II

Simple flash

night how his

III

Present words with obvious clue.

open It is cold in the room. Will you see if any of the windows are open?

by We were watching the sky To see the airplanes As they flew by.

we Nancy and I worked as fast as we could.

IV

Simple flash

we open by

V

Present words with partial clue.

how The little wrens were learning to fly.

Their mother was teaching them how.
Reason X

To present with apologies once

You have taught me how to present the picture, carry, carry on.

I have taught you the picture. I wonder if any of the pictures are right.

You see better at night.

I have slept now.

I present more with apologies once.

Open if we only in the room. With you see it may of the windows the open.

We were wandering the only.

To see the difference.

We then went.

How may I work as fast as we can.

Is now open.

Present work with apologies once.

The little mice were learning to fly.

You hear motor we commence soon now.
his

Jack said that Peter's dog was not as big as his.

night

Grandmother is coming tomorrow night.

VI

Present words with obvious clue

again

To do something another time means to do it again.

next

"Oh," said Rex. "It is my turn next."

must

Jane did not want to pick up her toys but mother said, "You must."

VII

Simple flash

must    again    next

VIII

Present words with partial clue

open

The school doors were open.

by

The circus parade just marched by.

we

Sally's class is reading the same book as we are.

IX

Present words with no clue

how

John said, "I do not know how."

his

Tom lost his shoes.
night Curly was frightened when night came.

X Present words with partial clue

again The children had such a good time that they wanted to go again.
next Miss Peters said, "You may have the see-saw next."
must It is late so we must hurry.

XI Present words with no clue

open How many boxes did you open?
by Then the elephants walked by.
we Tom said, "When shall we go?"

XII Present words with no clue

again May we go again?
next The camels came next.
must Do you think Curly must come?

XIII Present phrases

When the elephant danced we all laughed.
Ted said the flowers were his surprise.

When Bushy Tail saw the lion how he ran!

The parade came by again.

I am sure this door must open.

The elves came again the next night.
They say the flowers were in bloom.

Open slowly THF see the floor now he ran.

The breeze came by again.

I saw where the goal must be driven.

The game came near the next night.
Review of Lesson XV

Present words with no clue

night The North Wind blew all night.
we You may go as soon as we finish.
must Father said, "Tom must go."
how Did Bob know how?
his Ned said the tools were his.
open The bird cage was open.
by All the pigs walked by.
again Peter Rabbit wanted to go again.
next The elephants came next.
Lesson XVI

I Present words with obvious clue

word Jack was so frightened he could not say a word.

funny At the zoo we saw

A brown bear eating honey.

He gobbled it so fast
He looked very funny.

gave Our room gave $3.00. I do not know how much the second grade gave.

II Simple flash

gave word funny.

III Present words with obvious clue

same The doll was not pretty, but Jane liked her just the same.

Mr. Your mother is called Mrs. and your father is called Mr.

doors At night the janitor locks all the windows and doors.

IV Simple flash

doors same Mr.
Lesson XVI

I. Head words: After graduation, you may

Your next job may be

He looked very happy.

We don't know how

End of lesson. 9.00. I do not know now

End of lesson.

II. Simple Tenses

I. Some words with opposite significance

The call was not urgent, for I am

Send for your sister.

Your workers can deliver more and soon

I'm afraid to call her.

At night the corner room will be

Microphone and receiver

III. Simple Tenses

If
V Present words with partial clue

word Sally had to guess Mary's word.

funny The clowns looked so funny.

gave Don got as many valentines as he gave.

VI Present words with obvious clue

him Dick wants this hammer. Will you please give it to him?

many There are a lot of children in our room. Do you know how many?

round A circle is round.

VII Simple flash

round him many

VIII Present words with partial clue

same The twins costumes were the same.

Mr. "I am looking for my wife," said Mr. Brown.

doors Please shut the doors.

IX Present words with no clue

word Billy thought of a word.
funny May thought the picture was funny.
gave See all the pears Farmer Mac gave me.

X Present words with partial clue

him Oh, see the poor snow man! The sun melted him.

many I saw a lot of Mayflowers. Did you see many?

round The hat box was round.

XI Present words with no clue

same These ribbons are the same.

Mr. The parrot belonged to Mr. Green.

doors Dick went to the doors.

XII Present words with no clue

him Try to catch him.

many The monkey did many tricks.

round The box was round.

XIII Present phrases

The old witch opened a round door.
Hee-haw is a funny word.

This is the cap the fairies gave him.

Tom gave the apples to Mr. Green.

Peter and May live in the same city.

At grandmother's farm we saw many animals.
Review of Lesson XVI

Present words with no clue

gave This is the box Ted gave me.
door Mr. Fox pushed the door.
round The candy box was round.
word Can you think of a word?
funny Grumpy looked so funny.
same These books are the same.
Mr. Little Frog called to Mr. Bullfrog.
him Mrs. Squirrel was afraid of him.
many We did not see very many.
Lesson XVII

I Present words with obvious clue

afraid In his nest little rabbit stayed, Because of the bear he was afraid.
give Ted gave fifty cents to the Red Cross. How much did you give?

fed "The chickens are noisy," said Ned, "Because they are waiting to be fed."

II Simple flash

fed afraid give

III Present words with obvious clue

no When I asked Mother if birds were insects
She said, "Oh, no."

there It is cooler by the water. Let us play down there.

behind In back of the house means behind the house.

IV Simple flash

behind no there
I

In the heat of the day, I peered around the corner of the building. The heat was oppressive, and the air was still. How much do you have?

II

The temperature was over 100 degrees. How did you manage to keep cool?

III

When I went out for water, I felt the heat wash over me. "The heat," I exclaimed, "is more than I can bear!"

The water was cool, and I splashed it on my face. Perhaps it was just the heat, or perhaps it was something else.

IV

I stood at the fence, staring at the field. The sun was high in the sky, and the air was thick with humidity. I was hot and tired, and I longed for the coolness of the water. Yet I knew that I could not go back inside. I had to stay here, under the sun, until the evening.
afraid When Peter Rabbit heard the owl
he was afraid.

give Mother bought some valentines for
Lucy to give away.

fed The canary would not sing,
because he had not been fed.

some That bread looks very good. May
I please have some.

street A sensible boy is Pete,
He never plays in the street.

best David liked all the animals, but he
liked the bears best.

best some street

no When Sally asked Mother if she
could wear her best coat, she said,
"Oh, no."
there Peter wants you to go over there.
behind Alice may sit in front and Ned may sit behind her.

IX Present words with no clue

afraid The little lamb was not afraid.
give Which basket did Sally give you?
fed Then all the animals were fed.

X Present words with partial clue

some When Mr. Turkey saw the corn he asked, "Will you please give me some?"
street The puppy ran across the street.
best Jane was trying to do her best.

XI Present words with no clue

no I am sure Miss Green will say, "No."
there Mr. Grasshopper stayed there.
behind The turkey followed behind.

XII Present words with no clue

some Now give the monkey some.
street The ball is in the street.
These words are not clear and cannot be accurately transcribed.
Ann’s picture was best.

**XIII Present phrases**

Do you think Lucy fed the bird?

What kind of a box did the little man give him?

The poor puppy was afraid.

The funny house had windows but no doors.

This is the best box there is.
Review of Lesoon XVII

Present words with no clue

fed  This is the parrot Judy fed.

behind  Martha walked behind the ducks.

best  Did Tom do his best?

afraid  Not one bird was afraid.

give  What did Edith give you?

no  Did Miss Green say, "No?"

there  Jack Frost had been there.

some  Sally Ann wanted some.

street  This is Tom's street.

shining  Danny was so happy, her eyes were just shining.

Present words with partial clue

every  We should eat a good breakfast every morning.

help  We can finish if everyone will help.
Lesson XVIII

I Present words with obvious clue

every When Santa came to school, he gave a balloon to every girl and a whistle to every boy.

help This box is so heavy we need more help.

put To place or set something means to put.

II Simple flash

put every help

III Present words with obvious clue

sun Tom and Ned had such fun.

shining Playing together in the morning sun.

shining Nancy was so happy. Her eyes were just shining.

IV Simple flash

sun shining

V Present words with partial clue

every We should eat a good breakfast every morning.

help We can finish if everyone will help.
I

When some come to school we hence a

Place for very girl and a while to

every day.

The fox is to reach a need more help

But the place or eat something mean to but

II

I present some with an opaque one

You may help her snap him

Playing together in the morning

Attitude beads are no paper. We have more.

III

IV

Every bre (as much as the present one)

We gossip not a long president

Very morning.

We can think it everyone will help
Ted cannot find his rubbers. Do you know where he put them?

**Present words with obvious clue**

- **dance**: In the show Ned sang a song and Ted did a tap dance.
- **heard**: Said Little Frog to the bird, “What news have you heard?”

**Simple flash**

- **heard**
- **dance**

**Present words with partial clue**

- **sun**: Plants need lots of sun.
- **shining**: All the stars are shining.

**Present words with no clue**

- **every**: Mrs. Squirrel ate every crumb.
- **help**: Charles tried to help.
- **put**: Where did Tom put them?

**Present words with partial clue**

- **dance**: How softly the fairies did dance.
- **heard**: What was the name of the song we just heard?
But you cannot tell her what happened. You don't know what happened.

If they were in the opposite line

"Why waste your life on her?"

What were the reasons for the war? didn't you hear?
XI Present words with no clue

sun Mr. Bullfrog liked to sit in the sun.

shining The lights are shining.

XII Present words with no clue

dance Ezra the elephant can dance.

heard What a good story we heard!

XIII Present phrases

This new pencil will help you.

That was a jolly tune we heard.

Peter wanted to know where Jack put the box.

The elves came every night.

The little man danced away.

Go out and play while the sun is shining.
Review of Lesson XVIII

Present words with no clue

put  Ned did not remember where he put
the nails.

shining  The lights on the steeple were shining.

heard  What was the tune we heard?

every  Taffy ran in every room.

help  Sally wanted to help.

sun  We sat in the sun.

dance  Watch the clown dance.

"Good morning," said Billy.
The man stopped and started to talk.
"Happy is my name," said he.
"If you will come with me.
A surprise you will see."
Billy said, "Oh, no. I must stay here."
"Please do," said the man. "You may have
a ride in my new boat."

So away they ran down the street.
They came to a big hole and down they went.
Review of Season XLI

Present work with no one

But

Hey did not remember where he put

The mittens.

The figures on the screen were shining.

What was the same we needed.

Read every line.

Each

They wanted to help.

We sat in the sun.

Watch the open space.
Two Surprises

It was a good day.

Billy was playing ball in the garden.

Something behind him jumped.

Billy looked.

There was a very little old man.

Round and round he danced.

How Billy laughed.

"Good morning," said Billy.

The man stopped and started to talk.

"Happy is my name," said he.

"If you will come with me.

A surprise you will see."

Billy said, "Oh, no. I must stay here."

"Please do," said the man. "You may have

a ride in my new boat."

So away they ran down the street.

They came to a big hole and down they went.
Billy helped to open a green door.

What did Billy see?
Here was a little animal city!
He could see many stores, houses and funny animals.
Dogs! Rabbits! Birds!

Every animal who lived here had on a blue coat.
Some had funny red caps, too.

Three white rabbits came out of a house.
They walked up to Billy and gave him a pretty box.
Billy started to open it.

Just then he heard Mother call; "Billy, get up now."
Two Surprises

It was a good day.
Billy was playing ball in the garden.
Something behind him jumped.
Billy looked.
There was a very little old man.
Round and round he danced.
How Billy laughed.
"Good morning," said Billy.
The man stopped and started to talk.
"Happy is my name," said he.
If you will come with me.
A surprise you will see."
Billy said, "Oh, no. I must stay here."
"Please do," said the man. You may have a ride in my new boat.
So away they ran down the street.
They came to a big hole and down they went.
Billy helped to open a green door.
What did Billy see?
Here was a little animal city!
He could see many stores, houses, and funny little animals. Dogs! Rabbits! Birds!
Every animal who lived here had on a blue coat.
Some had funny red caps, too.
Two Puppies

I saw a dog gap.
Will we play with Tilly in the garden.
Something peeling him tender.
Tilly looked.
There was a very little old man.
Happy and tony be romance.
How Tilly listened.
"Good morning, Tilly"
The manopping my street to talk.
"Happy to see you, Tilly.
If you will come with me.
A sentence you will see.
"I will not. "Oh, no. I want a very nice."
Where will I stay the men. You may have.
A knife in my rear pocket.
To each other can from the street.
They came to a dip hope may soon they went.
Tilly pretended to open a green door.
What did Tilly see?
Here was a little country fright.
We could see many stores, houses, many tamy little
samples. Cool! My gosh! Tilly

There snipped up little feet and on a white coat.
Hole for furman leg mope, too.
Three white rabbits came out of a house. They walked up to Billy and gave him a pretty box. Billy started to open it.

Just then he heard Mother call, "Billy get up now."

What Is It?

One day Jack put on his blue cap and coat. He went out to the garden to play ball with May.

They heard Mother call.

She said, "Mr. Grimes wants you to come to his store."

Away they went down the street.

They stopped at Billy White's house.

He had a new boat.

"We can't go now," said May.

He can not stay here all morning."

So they walked on.

There was no story.

It was little and very old, too.

In the window they could see some funny animals.

There's Sage, the rabbit and many birds.

One day danced round and round.

"Come hal! Come hal!"
One day Jack put on his blue cap and coat. He went out in the garden to play ball with May.

They heard Mother call. She said, "Mr. Green wants you to come to his store."

Away they went down the street. They stopped at Billy White's house. He had a new boat.

"We must go now," said May. "We can not stay here all morning."

So they walked on.

There was the store. It was little and very old, too. In the window they could see some funny animals. Three dogs, two rabbits and many birds.

One dog danced round and round. "Come in! Come!"
The only road we can follow is the one that leads to the same place and the same result. 

That road is the path of self-reliance and independence. 

We must not be content to rely on the help of others. 

We must be strong enough to stand alone and depend on our own resources. 

That is the path of true freedom and liberty.
"Who is that talking?" said May.

Just then Mr. Green came out.

"Look behind the door May," he said.

What a surprise!

There was a big green bird.

"Oh, my! said May. "This bird can talk."

Then Mr. Green said, "I have something you will like Jack."

He gave him a pretty box.

Jack started to open it.

Out jumped a Jack-in-the-box.

How they all laughed.
What Is It?

One day Jack put on his blue cap and coat. He went out in the garden to play ball with May. They heard Mother call. She said, "Mr. Green wants you to come to his store."

Away they went down the street. They stopped at Billy White's house. He had a new boat.

"We must go now," said May. "We can not stay here all morning."

So they walked on.

There was the store. It was little and very old, too. In the window they could see some funny animals. Three dogs, two rabbits and many birds.

One dog danced round and round.

"Come in! Come in!"

"Who is that talking?" said May.

Just then Mr. Green came out.

"Look behind the door May," he said.

What a surprise!

There was a big green bird.
What is it?

One guy took part on the plane and came.
He went out in the garden to play ball with me.

They heard mother call.
She said, "Mr. Green wants you to come to"
the store.

They took down the street.
They stepped on little white stones.
He had a new coat.

"We must go now," said Mary.
"We can not stay here all morning.
Go down early on.
There was the store.
It was little and very old.
In the window they could see some funny animals.
Time goes too rapidly and many pence.
One got quickly home and tomorrow.

"Come in! Come in!"
"Who is your father?" asked Mary.
Just then Mr. Green came out.
"Look behind the door, sir," he said.
What a surprise!

There was a pig-green pig!
"Oh, my!" said May. This bird can talk.

Then Mr. Green said, "I have something you will like Jack.

He gave him a pretty box.

Jack started to open it.

Out jumped a Jack-in-the-box.

How they all laughed.
"Oh, my! says your. This thing can lift you.

Then Mr. Green said, I have something.

You will like this.

He gave him a pretty box.

Take aster to open it.

And inside is a toy-in-a-box.

You theory will find.
1. Mother put the surprise behind the
day danced door down.

2. Alice stopped to look in the store
wish who what windows.

3. Jack Rabbit could not find his
next nest now no.

4. The brown dog is the one I like the
ball box best by.

5. Birds, rabbits, dogs are all
ate animals and away.

6. Jerry came to help Mr. Brown every
must may morning many.

7. Father was out in the
get good got garden.

8. How many caps did Alice
have happy here hole?

9. Mr. Green lived in a funny little
heard house he had.

10. Mother and Alice went to the
city come call can.

11. Jack got a new boat at the
she store stay same.

12. Alice gave the little girl her red
but blue big ball.
13. May was looking out of the walk window white with.

14. Who wants to go for a ride rain ran round?

15. Do you like to ride on the they three talk train?

16. The sun is some same store shining.

17. We must not play in the say street so see.

18. May's coat is very play please put pretty.

19. The little dog was again am afraid all.

20. This is the bird Alice fed for fly find.
In our next meeting, we will discuss

Are you ready to go on a

Are you ready to go on the

tour? They can be

some more interesting.

If we want not plan to the

enjoy street so

are very

then please but better.

Are we all here now

begin at the first place

Tell you the thing.\"
1. May lived in a big
could city came can.

2. Jack Rabbit did not stay in his
now new next nest.

3. The funny green bird did not say a
walk word wish went.

4. Mr. Brown's store is very
old on of oh.

5. The little dog was playing in the
get good garden got.

6. I had one ride. How many did you
have home house hole?

7. Alice wanted the ball so she said,

8. Jack fed all the
afraid animals ate away.

9. The sun comes up in the
night morning man name.

10. A ball is
ride run rain round.

11. The little girl helped her mother every
do did door day.

12. Will you please open that
window walk who white.
13. Alice and Jerry's caps are just the
   see some saw same.
14. There is a surprise in this
   but box behind by.
15. It was the night train Jack
   here him happy heard.
16. Jerry liked the red boat
   best blue down danced.
17. Mother saw just the coat she
   what wanted with will.
18. The dog ran down the
   shining stopped started street.
19. Jack put on Father's coat. He looked so funny we
   little laughed into liked.
20. Jerry could not find the rabbit's hole
   am at again afraid.
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