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A compilation, classification, and comparison of lists of spontaneous speaking vocabulary of children in kindergarten, Grade I, Grade II, and Grade III

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Thesis

A COMPILATION, CLASSIFICATION, AND COMPARISON
OF LISTS OF SPONTANEOUS SPEAKING VOCABULARY
OF CHILDREN IN KINDERGARTEN, GRADE I,
GRADE II, AND GRADE III

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INTRODUCTION

Language development has been studied for many years. The beginning vocabularies are easy to count and record. As the child grows and moves about, his speaking vocabulary increases very rapidly. Some estimates suggest that a minimum speaking vocabulary at six years would include three thousand words.

New words have come into children's speaking vocabularies as a result of modern technology since World War II. Lists of spontaneous vocabulary furnish material for teachers and textbook writers. The purpose of this study is to analyze two lists recorded in 1954 and 1955.

An attempt has been made to classify the new list. The lists were compared with three existing lists, Rinsland, International Kindergarten Union and Gates.
CHAPTER I

PREVIOUS RESEARCH
I. Vocabulary Studies

A. Collecting Vocabulary

Robinson and Conrad\(^1\) attacked the problem of securing adequate, verifiable measures of child behavior as it appeared in natural, nonlaboratory situations by measuring the frequency of talking and the frequency of appearance in a social situation. No attempt was made to qualify results by giving kinds of situations and activities used to stimulate talk.

Olsen and Koetzle\(^2\) presented a technique for securing a quantitative statement of amount and rate of talking in young children where the quantitative analysis of vocabulary and of sentence structure is not desired. This method was used to find the number of words spoken per minute by individual children by observation, using mechanical hand tally and a time-out stop watch.

Buckingham and Dolch\(^3\) compiled a combined word list from Thorndike's list of twenty thousand words, Horn's ten thousand word list, the nine thousand word list of the Free Association Study and words from eight other investigations.


in order to secure a wide basic testing list, making it possible to observe the principle of survey rather than sampling.

Larrick described five important methods of measuring vocabulary and the problems generally involved in making word lists. Even when tape recorders make accurate collections of words, we still have problems arising from meaning—difficulty in counting and agreeing about the number of different words the child has used, that is, basic and derivative words, extended meanings. The real debate is over the selection of the list of words and the size of the dictionary from which the scientific sampling will be taken. Seashore and Eckerson, using a 371,000 word dictionary, found vocabularies ten times as big as earlier studies had estimated, such as the study of Terman and Childs which utilized a dictionary of 18,000 words.

In the Corcoran study, recordings of speaking vocabulary were made in seven different schools between October and February. The vocabulary of 158 boys and 133 girls was obtained by: spontaneous conversation, discussion stimulated by questions and discussion stimulated by pictures. The study concluded that the spontaneous method of recording the child's vocabulary brought forth a greater variety of words as well as a larger running count. The total number of words

was 2,425 and the running count was 65,523.

B. Word Lists

The Gales recorded words spoken by three children for one month before each second birthday and one month before the third birthday of the eldest child. They estimated 700 words to be the typical vocabulary of a two-year-old child.

Mateer recorded vocabulary of a four-year-old boy during a period of ten weeks. The vocabulary totaled 1,020 words.

Pelser found the vocabulary of his daughter at age two to be 379 words; at age three, to be 681 words; at age four, 1,279 words; at age five, approximately 1,800 words. He excluded proper nouns and used only the present tense of verbs. Recording of the vocabulary took place for three weeks prior to each of the above birthdays.

Heilig started recording his daughter's vocabulary at the age of 23 months and continued until the age of three years. At three years of age the vocabulary included 2,153 words. The parents asked the child the meaning of some words to make sure she understood them.

1. Gale, M. D. and H., "The Vocabularies of Three Children in One Family at Two and Three Years of Age," The Pedagogical Seminary, 9: 422-33, March, 1902


Boyd\(^1\) started to record his child's vocabulary beginning with the first meaningful words spoken. At the age of four years, the vocabulary totaled 2,598 words.

Nice\(^2\) studied the development of her child's vocabulary. She recorded continuously up to the eighteenth month, then for one month before the third birthday, then from the 45th to the 47th month and all of the 48th month. The vocabulary was 1,506 at four years of age. She concluded that the four-year-old's language is far from being established since he is still mastering pronunciation, still makes mistakes in grammar and lacks essential words. Her second conclusion was that he still has little understanding of the abstract.

Grant\(^3\) recorded the words spoken by his daughter from the time she started to speak intelligently until 26 months. He reported 828 words at 24 months, 937 at 25 months, and 1,201 at 26 months.

Langenback\(^4\) obtained a vocabulary of 6,837 words by the fifth birthday of a precocious child. She recorded during six months before the fifth birthday.


2. Nice, Margaret Morse, "The Development of a Child's Vocabulary in Relation to the Environment", The Pedagogical Seminary, 22: 35-64, No. 1, 1915


During a period of ten days before the third birthday, Brandenburg\(^1\) reported a vocabulary of 2,283 words. He tested the child's understanding and knowledge of some words she might know but had not had occasion to use.

Horn and Packer\(^2\) in an attempt to find words most common to the average first grade child, studied eighty kindergarten and first grade children. Horn recorded 20,000 running words for the kindergarten children and Packer recorded 70,000 for the first grade children. Approximately 5,000 different words were recorded. They analyzed these 5,000 words and concluded that 1,082 were the most common.

Horn\(^3\) compiled a list of 10,000 words used in adult writing. He used sixty-five different sources, which were divided into three main groups. They were: 1. Personal letters, 2. business and professional letters, and 3. miscellaneous, such as excuses and minutes of meetings. He indicated the words that appear on Thorndike's\(^4\) list and showed relative frequency.


3. Horn, Ernest, *A Basic Writing Vocabulary*, College of Education, University of Iowa, 1926

Smith studied 273 children between the ages of eight months and six years, for the purpose of analyzing sentences and extent of vocabulary. She concluded, "The most significant differences in sentence development with age are an increasing length of sentence, a greater frequency of complete sentences, and a decrease in the amount of repetition of identical phrases." She also concluded: 1. The average number of words in children's vocabulary increases from 0 at 8 months to about 2,500 at 6 years; 2. The mental age is the most significant factor in the increase of vocabulary; 3. Girls are likely to start acquisition of a vocabulary earlier than boys, but after age 3, the sex factor is not important.

The Child Study Committee of the International Kindergarten Union compiled a list of 2,596 words spoken by kindergarten children. They obtained the vocabulary by recording conversations of children while in kindergarten, when stimulated by pictures, and while at home.

Gates revised his 1926 vocabulary list, and enlarged it to include 1,811 words selected as highly suitable for use in all forms of reading material in grades 1, 2, and 3.


criteria for selection of the words which appear on the list were: 1. interest of the word to the child, 2. utility of the word to the child, 3. relative frequency of the word in a large sampling of representative primary literature, 4. frequency of appearance of the word in children's spoken language.

Uhrbrock\(^1\) studied a five-year-old girl's vocabulary by analyzing what the child dictated into an ediphone during six weeks preceding her fifth birthday. The child used 1,885 different common words and 562 different proper nouns with varying frequencies. The running word count was 24,000 words; the average number of different words per 1,000 was 290 words. Three-fourths of the dictated material involved the use of only 141 different common words, each of which recurred 20 or more times.

Dolch\(^2\) estimated the vocabulary of a child beginning first grade at 2,703 words. To obtain the estimate he took 510 words from the I. K. U. list that had a frequency of 100 or more and presented them to teachers to see if they thought that children would know them. These 510 words were accepted as known to children. Then he tested children's knowledge of 609 words taken from four of the word groups of the Combined Word List. Two hundred eighty seven words were found to be known to 75% of the children.

Kyte compiled a list of 100 basic words usable by primary grade teachers in all phases of classwork involving words. To obtain this list he took the most common words from the primary grade lists of Gates, Hockett, and Stone. These words checked favorably with words from lists made by the Committee on Reading of the National Society for the Study of Education and the Child Study Committee of the International Kindergarten Union.

Thorndike analyzed reading matter to obtain a list of 30,000 words. The frequency of occurrence of each word was indicated on the Thorndike general count of 1931, the Lorge magazine count, the Thorndike count of 120 juvenile books, and the Lorge-Thorndike semantic count.

Rinsland attempted to find the frequency of use of words, grade by grade, from first to eighth grade of many children from all sections of the country. One hundred thousand two hundred twelve children's compositions from 708 schools were analyzed. His data showed: 1. that there is a wide range of words used by children; 2. almost any word may be used by a child if its meaning is understood and if it comes within the range of the writing; 3. there were 11,061 different words that occurred only once or twice in any grade in addition to a few slang or child expressions.

2. Thorndike, E. L., The Teacher's Word Book of 30,000 Words, Teachers College, Columbia University, New York, 1944
Hodgkins\textsuperscript{1} recorded the spontaneously spoken words of nursery school children ranging in age from 2 years, 3 months, to 4 years, 9 months, at time of enrollment. She obtained a running word count of 207,956. The number of different words was 2,792. The words were tabulated according to the age of the child who spoke the word. She indicated the words that appeared in the I. K. U. list but did not occur on her list, and indicated the words appearing on her list that were not in the I. K. U. list.

Hildreth\textsuperscript{2} compared the Dale, Dolch, and Rinsland word lists. The Dale list contains 769 easy words common to Thorndike's first thousand most frequent English words in reading context and the first thousand most frequent words known by children on entering the first grade. The Dolch list of 220 words common in the reading and speaking vocabulary of elementary school children as determined from a number of different word counts, makes up more than 50\% of elementary school textbook material. The Rinsland list of 256 words used most frequently by children, Grades I to VIII, in their writing and having a frequency of 3,000 or over, was combined with the Dale and Dolch lists into a new list. Hildreth found some overlapping in the lists as well as differences attributable to the nature of the lists and the way in which

\begin{itemize}
  \item[1.] Hodgkins, Alma M., "The Tabulation of the Spontaneous Speaking Vocabulary of 162 Two to Five-Year Old Children in a Nursery School," Master's Thesis, Boston University, 1947
  
\end{itemize}
their component words were selected. The list contains all words children should learn to spell and recognize in print and should take precedence in drill, as a frame-work on which to build vocabulary, adding other less commonly used words. Hildreth advises that this list should not be emphasized ahead of any other words and these words should not be drilled on in isolation. This combined list lends itself well to unified language teaching in the lower grades in line with an increasing tendency to combine reading and writing vocabularies in school practice for easier and more permanent word mastery.

McLatchy and Wadell\(^1\) made a study of the words used in primers and first readers, using 25 basal reading series most commonly in use throughout the country. They compiled a vocabulary list showing: 1. those words common to all primers and first readers, 2. those words found in all first readers, 3. those words found in 70% of the primers and first readers, and 4. those words found in more than 70% of the first readers and in less than 70% of the primers.

Battit et al\(^2\) recorded the spoken vocabulary of children from nursery-kindergarten through the third grade. The various types of stimulation used included questions, games, naming, movies, slides, television, imagination, dramatization,


trips, and pictures. A word list was compiled for each grade, tabulated to show the frequency, the sex of the speaker, and the age in months of the speaker. Three thousand four hundred nineteen words were obtained for nursery-kindergarten; 2,051 were obtained for grade 1; 1,415 were obtained for grade 2; and 3,149 were obtained for grade 3.

C. Criticism and Use of Word Lists

Wheeler and Howell\(^1\) compared the Gates word list, 1926 edition, with the vocabulary of ten primers and ten first readers published under the original copyright dates of 1922 or later. Seventy-four percent of the first 500 words in the Gates list were found in the readers.

Dale\(^2\) compared the I. K. U. vocabulary list to the most frequent thousand words in Thorndike's "Teacher's Word Book." Seven hundred sixty-nine words were found to be common to both lists and constituted Dale's List I. Dale's List II was made up of 230 words found in Thorndike but not found in the I. K. U. list. It was pointed out that all the words in the I. K. U. list are not known to all children entering the first grade.

Dolch\(^3\) compared lists of words used by children to secure

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a basic sight vocabulary. Included in the comparison were
the I. K. U. list, the first 500 words on the Gates list, and
the Wheeler and Howell list. It was found that 27 words in-
cluding such words as "upon", "its", "always", "such", "best",
"better", "goes", were found only in the first two lists but
were included in the basic sight vocabulary, although the cri-
teria was appearance on all three lists. Nouns were not in-
cluded on the list which is comprised of 220 words. Dolch
reported a list of "Ninety-five Nouns Common to the Three
Word Lists but not Recommended for a Basic Sight Vocabulary."

McKee¹, going under two fundamental hypotheses—one does
not read a symbol unless he realizes some degree of correct
meaning, the source of meaning in reading lies in the con-
cepts or meanings which the reader takes with him to the
printed page,—attempted to answer this question: "Does
the fact that the words constituting the vocabulary of a
given book can be found among the most important words of a
noteworthy reading-word list guarantee that the vocabulary of
the book is within the understanding of children for whom it
is intended?" This is an important question because authors
and publishers compare the vocabulary of books with Thorndike's
list which is also a reading vocabulary list, hence a list of
words used in previous books. Therefore a favorable compar-
ison does not necessarily mean the words involved are understood
by elementary school children. McKee stated that many

¹. McKee, Paul, "Word Lists and Vocabulary Difficulty in Read-
ing Matter," Elementary English Review, 13-14: 241-45,
November, 1937
high-frequency words are not in the understanding of children because they do not have the concepts the words represent. Many low frequency words are not found in lists but are understood by the children because they do have the meanings the words symbolize. Often, substituting a higher frequency word with the same concept for a low frequency word which is not understood, will not make vocabulary less difficult. Available word lists don't show the various meanings at given grade levels, but individual words are used with many different meanings in children's reading material. In summarizing, McKee concludes that the Thorndike list is the best available guide for determining vocabulary difficulty but in using it one must concern himself mainly with words and phrases to determine reading difficulty, while sentence structure also determines difficulty. The Thorndike list is a good instrument and this article is not a criticism of it but of its indiscriminate use by authors, publishers, and uncritical purchasers. He adds that, "It will be impossible to measure carefully the vocabulary difficulty of reading material until there is available a list of words, together with their different meanings which children understand at different grade levels."

Buswell¹ reported on the third revision, 1945 edition of the Teacher's Word Book by Thorndike including the 30,000 most common words in the English language. This book is

divided into five parts: Part I contains words occurring at least once per 1,000,000 words; Part II contains words occurring at least once per 4,000,000 words; Part III consists of explanatory notes, descriptions, references to descriptions of the word counts; Part IV contains the number of occurrences in the Lorge magazine count and the Lorge-Thorndike semantic count of words occurring 1,000 or more times in either of these counts; Part V lists the 500 words occurring most frequently and the 500 words occurring next most frequently.

The profession is indebted to Thorndike and Lorge because the labor and care involved are prodigious. Given words in the list occur once with one rating which is a composite of all the ways in which the word is used. The difficulty in a given case is related to the particular use of a word but the present word list throws no light on this factor. Words may vary in meaning from one grade level to another and totaling all the meanings together does not give sufficient guidance if one is preparing material for a particular grade. The value of a list such as this depends on how it is used and decisions must be subjective.

Kissling discusses research done by Seashore, undertaken in the psychology department at Northwestern University, investigating children's vocabularies, which revealed that children's use and knowledge of words is greater than supposed. Seashore believes that while the average classroom

reader introduces only 500 new words a year, the average child himself adds 5,000 new basic and derivative words annually to his vocabulary. In addition, Seashore feels that nothing short of an adequate sampling of an unabridged dictionary will serve as a valid measurement of total vocabulary sizes when collecting words for lists. People tested for vocabulary size must be given a chance to show all the words they know.

Seegers and Seashore discussed Seashore's findings in regard to the increased size of children's vocabularies which raised serious questions as to the accuracy of several widely held educational beliefs. For example the initial vocabulary of school children is small, rate of vocabulary growth is small, and it is necessary to control the number of new terms used in texts. The conclusion reached was that in collecting vocabulary, the larger the number of words in the dictionary from which word samples are taken, the greater will be the estimated size of vocabulary.

Dolch wrote a criticism questioning Seashore's vocabulary report. He cited the erratic inconsistency of the figures in the Seashore report and insisted that growth must follow some curve. Dolch reported how erratic figures may be caused. Dolch also showed that the figures violated everyday


experience because the preschool child would have had to learn ten new words per day and the second and third grade child, twenty new words per day. Dolch concluded that the whole subject of the Seashore Vocabulary Report should be studied and verified with new samplings. Seashore defended the Smith report, prepared under his supervision, and stated that a growth curve would have to be constructed in answer to the problem raised by Dolch. He stated that it would be necessary to retest the same pupils for twelve grades using alternate forms to avoid possible memory. He believed this would be a costly procedure.

Eldridge, Holton, and Sasso\(^1\) compared the vocabulary of Mother Goose to the vocabulary lists of Gates, Rinaland, the I. K. U. list and the Boston University Educational Clinic Primary Word List. The words common to one or more of these lists and to Mother Goose were tabulated. The purpose was to analyze which words would be meaningful to the child. The findings showed which words were common to a child's vocabulary and which words had to be taught for a maximum understanding of Mother Goose.

II. Related Studies

A. Teaching of Language

Wright\(^1\) found that the average adult uses less than 12,000 words. He stated that a human depends on muscular motions and language to show his mental reactions to the environment. The older a person gets, the more dependent he becomes on language.

Stone\(^2\) conducted a study of 107 primary grade books which included 5,314 different words. He concluded that independence in reading matter of a level comparable with that of a typical third grade reader requires a workable mastery of a relatively large vocabulary. This vocabulary cannot be introduced in the usual five-book series of primary grade readers.

Brittain and Fitzgerald\(^3\) reported the findings of Brittain who collected 200 themes from 18 second grade classrooms. About half, 1,729, of the themes were directed, i. e., written after discussion. The other half, 1,845, were undirected. Lists were kept of the words used, their


frequency, and the number of spelling errors. There was a
total of 122,283 running words and 3,072 different words
and expressions.

Gunderson\(^1\) attempted to determine what provision is made
by basic readers for widening vocabularies and what aid is
provided in the readers for "keeping alive" the need for
meaning. It was found that readers provide for the develop-
ment of meaning by the use of synonyms which increase in the
second and third readers. Meaning vocabulary increases as
the child sees relations between synonyms and basic verbs.

Selke\(^2\) studied reading to determine what words caused
most difficulty to pupils in second grade. He used 203 words
which were most common to 15 or more primers. He tested 1,700
pupils. He concluded that some words were learned with more
difficulty than others and that phonics instruction was not
functioning as it should. He cited the example "its" which
was known by 90% of the children and "sits" which was known
by 67%. The study showed words that caused most difficulty.

Dissatisfaction with results of usual methods of teach-
ing spelling led Gunderson\(^3\) to use a different method. She
substituted free writing for the usual spelling lessons. A

Meanings Vocabulary in Grades One, Two and Three,"
Elementary School Journal, 43: 41-6, September, 1942

2. Selke, Erich, "Word Recognition Difficulties of Second
Grade Pupils," Elementary English Review, 20: 155-6,
April, 1943

3. Gunderson, A. G., "Writing Vocabularies of Seven Year
Olds," Elementary School Journal, 43: 590-600, June,
1943
purpose was to find the correlation, if any, between the vocabulary used by a child in his free writing and the vocabulary of his spelling textbook. It was found that writing vocabularies are not general but individual and that there was a wide variance in the number of different words used by children.

Enright investigated 63 first grade reading books to determine the usual words which required a background of understanding by the child for comprehension. She found by means of a self-devised test that there were 652 unusual words in the readers used. It was also found that experience fields are not too well known by the children and that in no experience field was there complete understanding.

The purpose of Traxler's study was to try to provide more information on relationships between the knowledge of word meaning and over-all achievement. A high relationship was found to exist.

Krantz conducted a complete analysis of all primary grade reading materials. He found a wide variance in the rate of word introduction and little relationship between the range of difficulty and the intended grade placement. He concluded that better grading of the readers would reduce pupil failure and increase interest.

1. Enright, Elizabeth L., "Analysis of Kindergarten Children's Speaking Vocabulary in Relation to First Grade Reading Needs," Master's Thesis, Boston University, 1943


3. Krantz, L. L., "Engineering a Primary Grade Reading Program," Elementary School Journal, 45: 386-93, March, 1945
Fleisch, a fourth grade teacher, stimulated vocabulary growth by use of pictures. The better pupils drew pictures for their words while the less able pupils drew pictures first and then labeled them. The pictures were exhibited in the room so that the children were constantly surrounded by useful words. At the end of the year a standardized reading test revealed that the children's vocabularies were advanced two or three years beyond their grade level.

Weart drew pictures to portray action and give concept and meaning to words. These were drawn to explain more than one meaning in order to enlarge the number of conceptual images words inspire. The author found that words become more meaningful and vocabulary mastery mounts when children associate words and pictures.

Handlon presents ideas to be incorporated in the teaching of vocabulary since there is wide interest in vocabulary development on the part of teachers, students, and adults. Many basic understandings about language must be developed in conjunction with teaching vocabulary, such as how words acquire meaning, the fact that words have commonly accepted meanings for communication, that context is necessary for determining the appropriate meaning of a word in a given

selection, etc. It is important to have children gain the understanding that language is not rigidly fixed but words change in meaning, change from one part of speech to another, and that language comes first with rules following to show its pattern. The practice of analyzing, pigeonholing, and classifying words in classrooms, often in a pattern not consistent with current usage, defeats the development of these understandings.

Bond\textsuperscript{1} attempted to learn how word meanings are acquired and implied methods to improve reading in content fields. He concluded that there is a wide variation in the extent of vocabulary a child is able to assimilate and that the basis of word meaning is first hand experience.

Seashore\textsuperscript{2} reported that the average reading book introduces 500 new words per year, while the average child increases his vocabulary at the rate of approximately 5,000 new basic and derivative words per year.

Stude\textsuperscript{3} cited the ways in which students may best increase their mastery of words. He said that more attention should be given to learning additional meanings of words they already have in their vocabularies.

Dolch discussed the problems related to determining the difficulty of reading matter when vocabulary lists are used, and their relation to each problem dealt with. He asserts that "readable" means "readable after a certain amount of teaching," regardless of what lists are used in the beginning. Also discussed in this article is the method of developing readable materials. He concluded by listing the vocabulary studies to the date of writing.

Cox and Hughes based their study on records taken the first two months of the first grade during the free conversation period. Two classrooms of children were used. The words used by the children were compared to the preprimers and primers used in Los Angeles County during the period 1940-1946. The study excluded in the vocabulary count proper names and words which "denoted sounds or special action made by objects and animals." The vocabulary count was 1,097 different words. Four hundred one words were used in the readers. Three hundred thirty-one words were common to the speech of the children and the readers. The children's words were grouped in categories and when they were compared to the readers, it was found that words designating objects or things differed vastly. It was found that there was extensive overlapping of vocabulary in the readers.


by the children totalled 110 while those found in the readers totalled 39. Words denoting action used by the children totalled 314 while those used in the readers totalled 105.

Seashore and Morin\(^1\) reported a series of studies which showed that children's vocabularies are larger than originally believed. They stated that new teaching methods should therefore be used, but they did not specifically state these methods. They concluded that motivation had been neglected and should be improved by directed real experience and by vicarious experience.

Betts\(^2\) identified reading in the language sequence by showing some of the relationships of listening, speaking, and writing. Also described were some of the procedures for estimating language achievement so that guidance in reading can be initiated on a systematic basis.

Gray\(^3\) attempted to find out how students learn to transfer their reading vocabulary to their thinking, speaking, and writing. She found that written expression necessitating clear thinking and a wise choice of words set down in logical order helps build vocabularies. Also concluded was that reading vocabularies are larger than our own thinking, speaking, listening and writing vocabularies. Suggested were ways


to expedite the transfer of vocabulary and to enrich vocabulary meanings.

Dunn reported a study in the first grade which measured meanings for words taken from first grade reading books. A test of 73 words was given orally to each of 50 first grade children. It was found that first grade children need to have various meanings of the words in first grade readers; that 51 words had incorrect responses; 10 words had complete understanding; 9 words had no response; 26 words had 50% or less understanding; 14 words had less understanding than the word in another form.

Mattola studied the effect of teaching new words in isolation and in phrases in beginning reading in relation to their effect on the following: 1. acquiring a sight vocabulary, 2. reading achievement, 3. different intelligence levels, 4. learning rates of boys and girls. The difference between the two methods used in each area studied was consistently in favor of words taught in isolation.

Spainhour conducted a study to determine specific experiences needed by children in the first grade for beginning reading. The vocabulary used for the study was compiled from:

1. Dunn, Margaret V., "Word Meanings in the First Grade," Master's Thesis, Boston University, 1951

2. Mattola, Margaret D., "The Effect of Teaching Reading Vocabulary by Words in Isolation and Phrases in the First Grade," Master's Thesis, Boston University, 1951

beginning reading books and classified into 26 experience fields. The study concluded that first grade basal readers provide a fair degree of material related to children's experiences but enrichment in the field of nature could be heightened with supplementary books.

LaBrant et al\(^1\) stated that research has revealed the inadequacy of our present knowledge and understanding in the fields of teaching writing and learning how to write. They list a number of suggestions for research in the areas of vocabulary growth and use and semantic problems.

A study to determine the readability of supplementary material for first grade children and to arrange this material for convenient use by teachers of the primary grades was made by Hale\(^2\). She analyzed four reading series. Her findings were: 1. There were 750 different words in the vocabulary of the four series; 2. There were 272 words in the supplementary material which were in children's speaking vocabulary but were not included in the basal series.

Nutting\(^3\) studied the comparative effectiveness of teaching new words in isolation or in phrases in the middle of the


3. Nutting, Hazel J., "Comparison of Effectiveness of Two Methods of Presenting New Words in Reading in Middle Grade One," Master's Thesis, Boston University, 1952
first grade. She found that there was little difference, all of the differences being in the favor of teaching in isolation. Intelligence appeared to be unimportant in either method.

Herrick and Leary\(^1\) gave five directives for guiding the language development of children: 1. Keep a continuous record; 2. The school should know about a child's language experiences at home and outside school; 3. Knowledge of child development can contribute significantly; 4. Child development can help in determining the nature of developmental sequences, the best conditions for learning, and the developmental tasks in language; 5. The adequacy of the child's language development is dependent on the nature and speed of his developmental pattern at that time.

Strickland\(^2\) stresses the need to develop creativity in the young child. She states that a child's growth in creativity depends on faith in himself and others, a sense of personal worth and responsibility, initiative and industry.

Sternlieb\(^3\) suggested six devices for stimulating vocabulary growth. She includes collection and definition of new words, listening for new words used by others, giving different descriptive words for texture, sound, odor, color, etc.


Clark and Monahan\(^1\) reported that lists of words of each of four basal series from preprimer through the first reader were built. Sixty-seven words were common to the four series studied. Four stories were written, including all of the words in the four series. Results of testing the children after completing one preprimer showed that they knew the vocabulary of the preprimer studied but most of them were not able to read words from other systems. At the primer level it was found that thirty-two children read one hundred words that had not been taught. It was concluded that transfer from one system to another at the primer level was possible if new words present at one time are controlled.

Purinton\(^2\) attempted to survey the knowledge of first grade children for one hundred words of the vocabulary presented in the "Alice and Jerry Series", Row, Peterson and Company, 1948. Ninety boys and eighty girls were tested. She found that: 1. That area of the vocabulary test in which \(80\%\) of the responses were correct was the area most enriched by out-of-school associations for the first grade age child; 2. No areas tested were so familiar that more complete understanding would not be gained by an extensive enrichment program; 3. Many children lack experience in some part of each area surveyed.

Phillips conducted a survey to measure the background experiences needed for reading the Ginn Basic Readers for first grade. She administered a test to 93 boys and 74 girls at the first grade level. Her conclusions were:

1. There were no words known by all the children; 2. There were no experience areas tested that were not known to some of the children; 3. There were four experience areas in which more than 80% of the children knew the vocabulary—people, transportation, places, and science; 4. The girls scored higher in the areas of people, science, home, community, and play; the boys scored higher in the area of transportation.

Garber compared the grade one vocabularies of three basal reading systems—the "Curriculum Foundation Series", the "Reading Foundation Series," and the "Ginn Basic Readers." The "Scott, Foresman Curriculum Foundation Series" was used as the basic test set. The purpose was to discover the overlapping of vocabulary in the systems and to show what words must be taught to transfer from one system to another. The conclusion showed that many new words must be taught before one can switch from one system to another. The analysis tended to show a trend toward a core vocabulary in the first grade reading books.


B. Testing

Raja\textsuperscript{1} took the best known studies of vocabulary of children's themes—Jones, Bauer, and Tidyman—as representative of the written vocabulary of children, to compare the written and spoken vocabulary as to range, extent of overlap and type of words in overlap. Only words of the lowest grade placement in each theme study were used. The study concluded: theme lists are not adequate measures of vocabulary in certain phases of experience; nearly all words found in written vocabulary occur also in spoken vocabulary; some types of words arising in intimate situations and in the home are found in spoken vocabulary only; generally, spoken vocabulary provides a better measure of child's spelling needs than the best known theme studies.

Seashore and Eckerson\textsuperscript{2} conducted an experiment based on 370,260 words taken from the Funk and Wagnalls New Standard Dictionary of English Language, unabridged edition, to: build a set of tests to estimate the total size of general English vocabulary in terms of dictionary entries; determine average size, range, variability and norms among college graduates; determine accuracy by variations between odd and even items of a main test and their relations; to obtain preliminary data on the size of the vocabulary of actual use, written and spoken, and possible use; to investigate interrelations of


the size of recognition of vocabulary with other intellectual abilities. They concluded that vocabulary testing has not been developed intensively or extensively enough and that greater intensive investigation of children's vocabularies will show that their vocabularies should be described in thousands rather than in hundreds of words.

Gerwitz\(^1\) conducted studies in word frequency to construct and use tests for the word-fluency ability of children and to determine the relationships existing between word-fluency as measured by these tests and other measures of behavior: chronological age, Stanford-Binet mental age, the number of semesters spent by the children in preschool and the scope of vocabulary of the children as measured by two different types of vocabulary tests. It was also intended to determine the interrelationships among these variables. Written tests of the word-fluency ability for older age levels were used as a guide to composition of original tests for young children to measure their ability to produce words as distinguished from their ability to understand them. The results of the study determined that word-fluency tests, in general, had higher relationships with mental age than chronological age and that there are two abilities involved in word-fluency: that the rate of word association is dependent on the amount of restriction imposed.

Genua conducted a pictorial check of the experience background of 126 children. The test incorporated experiences in the basal reading books of the Winston "Easy Growth to Reading" series. The test produced the following conclusions: No item was known by all children tested and no item was not known by some; wide differences in background experiences were exhibited; majority of children were familiar with the experience areas involving toys and contemporary transportation, some dramatic characters, brownies, sandman, et al, were unknown to some testees; there was a lack of experiences in number concepts; there was greater acquaintance with zoo animals than farm animals; girls were slightly better equipped with basic background experiences than boys for the comprehension of first grade readers.

Hefler and Waters conducted a study of rural and city children to discover the background and experiences necessary for success in first grade reading. The interest fields used were: barnyard scene, birds, body parts, circus scene, community workers, fairies, farm animals, fire scene, flowers, foods, fruits and vegetables, home utensils, home scenes, meals, nature, parties, people, personal belongings, seasons, town and country, toys, transportation, wild animals, and miscellaneous. The study concluded: city children had better

1. Genua, F. P., "Background Experiences of First Grade Children from Winston Basal Readers for Grade One," Master's Thesis, Boston University, 1952

2. Hefler, M. Y., and Water, L., "A Study to Discover the Experiences and Background Necessary for Success in First Grade Reading," Master's Thesis, Boston University, 1952
knowledge of most of the words in each interest field; in no interest field was there complete mastery by both rural and city boys and girls; in the flower interest field only was there a total percent of less than 50% for both city and country children; and with the exception of the last twelve interest fields, the rural children evinced a good understanding of the words in each of the remaining fields.

Bryan administered tests to discover children's knowledge of vocabulary based on Seashore's assertion that children's vocabularies will be found to be much larger than formerly discovered, as in studies of Jones, Thorndike, Horn, Buckingham and Dolch, and Rinsland. Bryan felt that the periodic checking of vocabularies under different geographical conditions, at different seasons of the year, with common areas of experience used as response stimuli would probably bring out words otherwise dormant. The test consisted of a twelve-page booklet containing three separate tests—1. Free Association Test, 2. Stimulus-Response test using ten areas of common experience, 3. An exact copy of the multiple-choice English Recognition Vocabulary Test by Seashore and Eckerson. Public and private schools distributed over the United States in varying socioeconomic areas were used. A larger vocabulary was discovered using these techniques, for example, a 50% increase when free-association techniques are combined with stimulus-response techniques. Bryan did not find that children knew as many words as Seashore estimates but theoretically assumes they.

know more words when the testing is based on dictionary sampling than have been revealed by other techniques.

Cantu and Fitzgerald\(^1\) measured the understanding of 240 words given to third grade children. They reported on the basis of testing 150 pupils from two communities by the use of two different forms. It was concluded that: boys had a wider understanding than girls; words pair and shadow had the greatest number of errors; nine words were known by all.

C. Factors Influencing Language

Van Alstyne\(^2\) tested three-year-old children by using a questionnaire to be filled out by mothers and a picture test for the children. The findings were: average extent of vocabulary comprehension of three-year-olds is 975 words; correlations of environmental factors with vocabulary tests show consistently higher relationships than they do with the intelligence tests; no environmental factors were found which were more highly related to child's mental age than to a mother's intelligence nor were any found which showed reliable differences which were higher with the mother's intelligence than with the child's.

McCarthy\(^3\) recorded and analyzed samples of conversations


of 140 children ranging in age from 18 to 54 months of age with 20 children at each of the 7 age levels with 6-month intervals. Fifty consecutive verbal responses were recorded for each child. Responses were analyzed according to: length, function in relation to child's environment, complexity of sentence structure, word analysis according to the parts of speech. The conclusions of the study indicated: a more rapid development of language among girls; earlier language development among children of the upper socio-economic classes; vocabulary develops from a few single words at 18 months to several thousand in three years time, at which time sentences can be as long and complex as adult sentences; a ready command of all the language inflections and a use of language for general communication.

Issacs¹ studied the speech beginnings of children. He cites that an infant babbles playfully until he realizes his sounds have a social value and then he connects particular sounds with particular effects.

Kasser² conducted a study at Mooseheart, a self-contained community of orphans and widows of members of the Loyal Order of Moose, to discover the permanency of a slang vocabulary. This study was a follow-up of a similar study by L. W. Merryweather in 1930-31. Kasser defines slang as old words

with unauthorized meanings and new words created to fill a gap in children's vocabularies. The study was conducted by the adults and not mentioned to the children. The results indicated: 1. The slang vocabulary in Kasser's study was reduced. Some words were new to this study; many old words dropped out. Some of the new words were used nationally. 2. Nouns were most numerous and the adverb "dirty" was the only adverb to appear in both studies. 3. Slang words are created in several ways. 4. The majority of slang words originate with high school children and spread to younger ones. 5. Because the community used in the study is self-contained, few slang words of the "jitterbug era" appear.

Sperzel studied the effects of comic books on vocabulary growth and reading comprehension by administering the Gates Reading Survey Test to three groups of 15 pupils each with comparable ability, etc., from fifth grades. One group continued required reading in school classes while the other two groups read comic books for six weeks. Of these latter two groups, one group read as they pleased and the other kept a word list of words they liked, etc. At the end of six weeks, the Gates test was given again. The conclusion reached was that comic books have no appreciable effect upon growth in vocabulary and reading comprehension.

Seashore feels that teachers may be holding back progress in word learning by using instructional methods based on


limited vocabulary, representing a fraction of potential learning abilities. Some notions on the size of children's vocabularies are refuted by using experimental findings. His experiments show children know about 17,000 basic words plus 7,000 derivatives, that vocabulary increases for every year of life, and that vocabulary is the best single index for the prediction of achievements in other language skills. The testing which produced these general conclusions was based on 331 basic words drawn from an unabridged dictionary. The results leading to these conclusions showed that it is possible to double the rate of vocabulary growth by interesting children in learning significant things about new words, that children increase vocabulary through daily experiences, rate of growth does not taper off between the ages of 12 and 16 as the Stanford-Binet test seems to indicate, estimates of adult vocabulary are too low, and the way in which people learn words makes a difference in their retention of words. He concludes that there are discrepancies between children's vocabulary size and assumptions of textbook writers in limiting the number of words a child can learn in a year's time.

Dolch stated that a person who "knows the word" is different from a person "knowing the word." The former speaks of extent of vocabulary while the latter indicates depth of meaning. Dolch states that depth is gained from the following: years of living, many life activities, travel, wonder, imaginative living. He urged that the vocabularies of children continue to be extended but that the school should also

take account of the sources that may increase depth of meaning through these things.

Goyner\(^1\) studied children's language growth as related to their personality development. The general principles were used to evaluate an oral and written language program. The four criteria used were: 1. individual differences, 2. environment conducive to growth in language power, 3. how to learn, and 4. the concept of evolving language.

Shaftel\(^2\) in attempting to elicit the natural responses of emotion, feelings, etc. in children's language, prepared experimental stories that dramatized developmental tasks which confront children in middle and upper grades of elementary school. He concluded that this method of "testing" was enjoyed by children and proved to be good experience for them.

Boyl\(^3\) compared the rate of learning of abstract and colorful words in grade one. Thirty words were used. The conclusion showed: 1. The rate of learning was significantly in favor of colorful words. 2. There was no significant difference in the rate of learning between boys and girls. 3. There was a definite relationship between learning rate and reading achievement. 4. An analysis of the errors showed that the correct abstract word was substituted by an incorrect


abstract word 65 times and by an incorrect colorful word 24 times. 5. An analysis of colorful words showed that the correct colorful word was substituted by an incorrect colorful word 18 times and by an incorrect abstract word 16 times. 6. All of the colorful words were learned by 50 or more children and only 5 abstract words were learned by 50 or more children.

Dolch states that children's "word use" and word knowledge are vastly different and the lists arising out of word count investigations have the two difficulties of opportunity to use certain words and the interest or emotional set of the children. Dolch compared a combined list in the four major fields of children's interests, Home and House, Clothing, Recreation, and Animals, to the Interview Vocabulary Study in order to demonstrate that word counts can be a good basis for testing word knowledge and secondly, that the results of tested word knowledge are far from the frequency results of word counts. It was found that several items comprised "word knowledge" but were not found on the word counts. Dolch concluded that word counts tell what children may know about by discovering use of words by a few children but are unreliable due to the factors of opportunity and emotional set. The results showed words known to 75 out of 100 children and the frequency.

Wells considered some of the factors with the child

that enable him to acquire, retain, and improve language
skills. To acquire these complex language skills of reading,
writing, speaking, listening, she indicated some "equipment"
a child must possess: intelligence, sense of hearing, physical
structure, muscular coordination. She concludes that a
child whose intellectual potential is greater has a better
chance to develop in the language skills, and conversely,
mastery of language may serve as an index to intellectual
powers.

McCarthy discussed the factors influencing language
growth before a child comes to school such as individual
differences in language at school entrance, babbling in infancy,
mother-child relationships and speech problems, home atmos-
phere. The problem of bilingualism was discussed. Inter-
dependence of home and school atmospheres are another factor
that points up the fact that children have a variety of needs
in languages and have varying skills and handicaps making in-
dividualization of instruction necessary. Language disabili-
ties may be caused by emotional blocks, by the child's person-
ality and its contact with overprotecting parents or rejecting
parents. However, emotional security does not always cause a
language disorder for insecurity may cause bright children to
read exceptionally well in order to escape or gain attention.
The teacher who performs remedial work with children must be
a well-adjusted person and must have a warm, outgoing personal-
ity and show interest in the child. McCarthy summarizes by

1. McCarthy, D. A., "Factors that Influence Language Growth:
Home Influences," Elementary English Review, 29: 421-8,
November, 1952
stating that the mother is the first language teacher, it is necessary to help ease the transition from home to school, to help rejecting parents to become more accepting of their children and to help oversolicitous parents to release their children for independent growth. These steps will then free children from any emotional tensions so that they may take advantage of the opportunities for learning in language arts.

Strickland\(^1\) states that the language a child learns at home gives him security and if school language differs from it, he will be insecure and unhappy. The child's growth in language during elementary school is influenced by the teacher, by his fellow classmates and friends who are his peers, by his school environment and atmosphere, by books and reading and the interrelationships of language arts. The language behavior of the individual child is too complex in its manifestation for any single institution to be held entirely responsible for it.

Woodcock\(^2\) has concluded that a two-year-old child learns words he hears often, particularly those whose relationship to him he understands; that words adopted earliest are words for objects that belong to his experience and the processes he goes through himself; most of his first language refers to immediate phenomena.


Biber discussed the research which has taken place in the area of language development. M. K. Smith, Anderson, and Rossignol investigated oral language development. Sister Mary Shere, E. A. Davis, and J. A. Yedinack showed the importance of satisfactory articulation in the development of all other language activities. Biber analyzed the studies of Hoppes, Bear, Swenson, and Caldwell, LaBrant and Frognor, all of whom investigated the development of written language. Biber cited the studies of Dawson, Artley, Russell and Cole in the field of handwriting and spelling. Biber stated that handwriting is dependent upon the maturation of the child's nervous system to a large extent. The Article concludes by showing the processes by which the language arts are interrelated. It is stated that differences in language development are associated with differences in socio-economic status and personal factors.

Dolch spoke of two methods of vocabulary development. One develops new meanings from old; the other develops new words from new experiences. He showed how these are related and discussed vocabulary as something to be developed in a planned program by developing meaning vocabulary incidentally when the opportunity occurs and by giving new experiences to create new meanings. Dolch favored developing vocabulary through new experiences but said some benefit can be derived.


by getting new meanings from old meanings if new words put together heretofore unjoined experiences.

Russell\(^1\) reviewed some 200 studies on personality and its relationship to language activities. He concludes that these studies reveal gaps in our knowledge of the interrelationship of personality and language behavior and that there is some evidence to indicate the amount and type of language behavior is closely related to other personality phases.

McGuire\(^2\) in an editorial commented on what must have been one of the earliest educational experiments made by Emperor Frederick II. He quotes from The Portable Medieval Reader, published by the Viking Press: "His second folly was that he wanted to find out what kind of speech and what manner of speech children would have when they grew up, if they spoke to no one beforehand. So he bade foster-mothers and nurses to suckle the children, to bathe and wash them, but in no way to prattle with them or to speak to them, for he wanted to learn whether they would speak the Hebrew language which was the oldest, or Greek, or Latin, or Arabic, or perhaps the language of their parents, of whom they had been born. But he labored in vain, because the children all died. For they could not live without the petting and the joyful faces and loving words of their foster mothers."


Tomlinson's study\(^1\) on regional language preferences illustrates the effect of large scale migrations and shifts of population on teaching language in schools. He suggests that teachers: emphasize the richness of our language because of the contributions of regional variations; help children appreciate and understand these differences. Tomlinson concludes that by teaching regional differences through social studies units, children's literature, and records, children are helped to understand and overcome prejudice and realize the value of diversity in a language in a democracy.

Sister Maristelle\(^2\) stated that language in comics contains poor spelling, slang or slipshod expressions, word distortions, and faulty pronunciation. The child loses a taste for cultural language and his sense of artistic values is lessened. Teachers and parents must substitute good comics for bad comics.

Strickland\(^3\) felt that a child's language development would be retarded if he lacked self-confidence and self-respect. His behavior and his use of language reveals what he lacks. Through building up the child himself, his capacity to learn and achieve is also built up.

Deboer\(^4\) discussed two volumes of a report of the Commission


on English Curriculum of the National Council of Teachers in English. The first volume, "English Language Arts", described the overall modern language arts program from kindergarten through college. The second volume, "Language Arts for Today's Child," presents the language arts in the elementary school program. The reports reveal areas of agreement which exist between teachers and research workers. Deboer mentioned that in a study of language responses of 900 children between ages of 6 and 14, Feifel and Lorge found differences between responses of younger and older children. Younger children would perceive words and concrete ideas, while older children would stress abstract features. Deboer also mentions Khater's doctorate thesis done at the University of Chicago where Khater found that upper-class children of kindergarten age speak more about themselves and possessions and lower-class children tend to speak more about the outside world of people and things. Also in speaking about their experiences, upper-class children draw from immediate and remote, past and present while the lower-class children draw mostly from immediate present environment and project themselves into the future.

Martin studied developmental interrelationships among language variables in children of the first grade. He concluded that no parallel development in the language variables should be expected. Each child follows a sort of zig-zag pattern of development.

Lorge\textsuperscript{1} discusses communication as it is viewed by the psychologist. He states that communication involves sending and receiving signals, composing and understanding messages, and sharing and employing ideas. The transition from visual Morse code to auditory code is an indication that adults using the code originally, found it easier to get the messages by hearing than by seeing. Infants must develop in their ability to make sounds and in sensory modalities in order to receive signals. Within six months, the child develops the ability to utter any sound or pitch variation necessary to speak any vernacular. He adds that language learning means learning to behave as a human in society and learning about the culture in which one lives. Vocabulary, important in communication, probably increases steadily from the first year, having its foundations in the family unit. The language taught by the family is social. In any vernacular, word counts of the most frequent words and their most frequent meanings give a concrete measure of the more important aspects of society. Lorge mentions Thorndike and others and their assumption that the most frequent words in print were the ones a child should learn to understand. In later studies, the concept of frequency was used to measure the usualness of sentence structure. The most recent studies have codified the most frequent words by the frequency with which each of the different meanings was used in print. All these studies in regard to communication and in regard to vocabulary, especially, have affected the writing and publishing of textbooks.

\textsuperscript{1} Lorge, Irving, "How the Psychologist Views Communication," Teacher's College Record, Columbia University, November, 1955
CHAPTER II

PLAN OF STUDY
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I. Source of Vocabulary

This study is based on the vocabulary collected by
1. Battit et al. and Corcoran et al. Battit stated the
plan of study as follows:

"Source of Vocabulary

"The schools used in this study were located in four-
teen different communities (from semi-rural to suburban in
nature) all located within a hundred mile radius of Boston,
Massachusetts. Most of the children came from average mid-
dle class economic levels and parents were as a whole in-
terested in their schools.

"This study deals with children from nursery school
up to and including grade three.

"Recordings for this study were made by teachers,
student teachers, parents, and high school students. Re-
cording took place whenever and whereever possible and
under as many different situations as were possible. The

1. Battit, Agnes, et al. "The Spontaneous Speaking Vocab-
ulary of Children in Nursery-Kindergarten, Grades One,
2. Corcoran, Claire, Et al. "The Speaking Vocabulary of Kin-
dergarten, Grade I, Grade II and Grade III." Master's
task of recording was begun on November 15 and continued to January 15."

There were 395 children whose chronological age ranged from three years to ten years and one month.

"Included in the word list were nouns, verbs, pronouns, adjectives, contractions, colloquialisms, commercial words, sounds, and also two or more words that represent one concept in the child's mind that were considered as words by the child.

"Most of the recording done was taken in longhand; therefore it was impossible to record every word. However, all words which were recorded were included on the list.

"IV. TECHNIQUES USED TO STIMULATE CONVERSATION

"Naming. Children were asked to name as many different things as they could think of in connection with a topic suggested by the teacher." Some topics included were: clothes, countries, musical instruments.

"Discussions. Discussion by the children was undirected, or was directed by the topics suggested by teachers, film strips, pictures, movies, events, etc." Some topics discussed were: pets, jungle life, seasons.

"Tape recorded conversation.

"Spontaneous Conversation.

"Story completion (a story was begun and children were asked to complete it.)

"Recording at home (parents recorded conversations and unusual words)."
"Oral sentences containing spelling words.

"Unusual words (unusual words were recorded whenever heard.)

"Sharing Time.

"Movies and Filmstrips. The children were shown various movies and filmstrips. The discussions which followed were recorded.

"Slides. Slides of a trip taken by one of the children in the group.

"Viewmasters.

"Television. The children were asked to tell about two favorite television programs that they had seen recently. Howdy Doody. Dragnet.

"They were asked to describe their favorite television characters. The classmates would attempt to name the characters.

"Imagination.

"We are riding on a country road. We are looking out the window. What do you see?

"Let's pretend we are going to start a circus. What animals will I need to buy?

"Pretend you are an elf in Santa's workshop. What would your work be?

"During rest period close your eyes and dream. Tell me about your dreams.

"Letter writing.

"Dramatization. Children dramatized their favorite stories.
"Trips."
"Field Trip (public library)"
"Kindergarten."
1. Walks to the beach.
2. Bus trip.
3. Fire station.
"Trip to fire station."
"Games."
"Describe a friend in the room. The one who guesses may then have a turn."
"What's in the bag? - Kindergarten."
"I Wonder - Kindergarten."

The children were taken into an unfamiliar room and were asked what they thought they were going to do.
"Riddles (composing and guessing)."

"Holidays. Oral discussions concerning the different holidays were conducted during the Thanksgiving and Christmas seasons.

"What do you see on a Christmas tree?"
"What does Thanksgiving mean to you?"
"Tell the class about a holiday. The person who guesses it may then have a turn."
"What did you see when you went Christmas shopping?"
"What did you do to help your mother at Christmas time?"
"Tape recording (Thanksgiving dinner)."
"Pictures (Thanksgiving)"
"Pictures. Pictures were displayed pertaining to num-
erous subjects. The children described what they saw.

"A colored picture of a doctor visiting a sick child.
"A colored picture of mountains, scenery and a mounry.
"Nature.
"Parts of the body.
"Types of shelters (pictures were also used to stimulate.)
"Sky.
"Flowers.
"Kindergarten:

1. Each child brought something that could be planted in school.
2. Turtle.
3. Snow.
4. Weather. Describe a season. See if we can guess.

Tell me all you know about the sun.

"Alphabet. The various letters of the alphabet were distributed to individual children. Each child named as many words as he was able, beginning with the letter.

"Time. Telling and recording time.

Calendar. Kindergarten.

Days of the week.

"Stories. Read by the teacher.

"Story composition (picture shown of child saying grace)
"Oral composition (children make up thankful prayers)
"Stories were read to the children (The Big Fisherman and the Little Fisherman.)
IV. METHODS OF TABULATION.

"The recorded words were tabulated into an alphabetically arranged word list. In order to facilitate the recording, a small vertical mark was used to represent each repetition of a word. . ."

"The tabulations of each grade were combined to produce one word list for each grade.

"Thus, four different word lists were produced."

1. Corcoran stated the plan of study as follows:

"Definition of terms used in the study.

For clarification, the following terms used in this study are defined.

"The term spontaneous vocabulary refers to that vocabulary which occurred in conversation among the children, without specific stimulation from outside factors.

"The term discussion vocabulary refers to vocabulary recorded during group conversations which resulted from stimulation by the teacher's use of questions.

"The term picture vocabulary refers to vocabulary recorded during group discussions in which pictures were used as a means of stimulating conversation.

"Source of vocabulary.

"Seven different schools in six different communities located within twenty miles of Boston, Massachusetts were

included in this study. The type of community varied from a crowded tenement area to a small residential one of high socioeconomic level. Between these two extremes lay the majority of the group, made up of industrial communities of factory workers, community workers, salesmen, and professional people.

"The total number of children involved in the study was two hundred and ninety-one. There were one hundred and fifty-eight boys and one hundred and thirty-three girls. In three of the schools there were two kindergarten groups, making a total of ten classrooms.

"Methods of recording.

"Most of the recording was done by the teacher in longhand during the discussion periods. A tape recorder was used occasionally in one of the classrooms. Because of the time involved in writing longhand, some of the conversation was not recorded, but an effort was made to get as much of the vocabulary as possible.

"Vocabulary was recorded in the following manner:

"Spontaneous vocabulary was recorded by everyone whenever possible. It was recorded at recess, before and after school, during free play periods and work periods, during lunch time, and in the circle at sharing time.

"In addition, one person made visits to a kindergarten for two hours each week for eleven weeks, recording only the natural conversation between the children as they followed their usual routine. No attempt was made to stimulate this
vocabulary. Words spoken in songs or games were not included as their spontaneity was questioned. Periods of play and of block construction and drawing were found to be the most conducive to free conversation, in contrast to periods of story reading and music when little or no vocabulary was recorded.

"The following are excerpts from conversations recorded for this study. This particular section is vocabulary spoken spontaneously by boys and girls in kindergarten.

"Vocabulary was recorded during periods of discussions stimulated by questions from the teacher. This technique was used by some of the teachers with a group of five or six children or with the class as a whole. The periods were fifteen minutes in length and occurred twice each week from October through February. The teacher initiated the discussion by a question which was usually related to the current interest of the class, such as a holiday, the season, a project, or a trip.

"Vocabulary was also recorded during periods of discussion stimulated by pictures shown by the teacher. The whole class was present at the discussions in all except one classroom, in which groups of four were taken. The period of time was ten to fifteen minutes three times each week from October through February. Two periods were used in each period.

"The pictures were selected at random from magazines, reading readiness books, story books, calandars, commercial
publications. The subject matter was in relation to seasonal interests, places, things, action; or to people; or to current projects on the family, pets, community workers, transportation, holidays, the farm and so on.

"System of Tabulation"

The vocabulary was recorded between October 20, 1954 and February 15, 1955.

"The group working on discussion stimulated by questions consisted of three people. Each week they made an alphabetical list individually of the words recorded, and their frequency.

"Once a week these three people met to combine their individual lists. They made an alphabetical file of index cards with one card for each word. A cumulative record was kept on each card of the number of times the word occurred during the study. Each week, cards were added to the file for new words which were recorded during the week. This file was tabulated on the final list under the heading, discussion vocabulary.

"Also, once a week, each person added words recorded from spontaneous conversation to the master file on 'spontaneous vocabulary'.

"The group working on discussion stimulated by pictures consisted of four people. Each week, they made an alphabetical list individually of the words recorded and their frequency.

"Once a week these four met to combine their individual
lists. They made an alphabetical file of index cards with one card for each word. Cards were added to the file each week for the new words which were recorded during that week. This file was tabulated on the final list under the heading 'picture vocabulary'.

"Also, once a week, each of these four people added words recorded from spontaneous conversation to the master file on 'spontaneous vocabulary'.

"One person worked solely on spontaneous vocabulary. She made an alphabetical list the first week of the words recorded from spontaneous conversation. The then set up a master file, alphabetically, of the words and their frequency. One word was put on each card and thereafter a cumulative record kept of the number of times it was recorded. Cards for new words were added weekly. This file was tabulated on the final list under the heading, spontaneous vocabulary.

"Upon completion of the above three files, they were combined to make one inclusive alphabetical list.

"On this complete list, their were four headings: discussion, pictures, spontaneous, and total. Under each heading, the frequency of the word was marked. If the word had not occurred in one of the files, a dash was marked under the proper heading. The column under the heading 'total' was reached by adding across the other three columns.

"The final computation was a total down of each column.

"The total number of different words recorded was two
The total number of words recorded through discussion was sixteen thousand two hundred seventeen.

The total number of words recorded through spontaneous vocabulary was twenty-six thousand eight hundred fifteen.

The total number of running words was sixty-five thousand, five hundred and twenty-three.

Statement of compilation.

The two lists were checked simultaneously in order to combine them into one list at each grade level. The combined list may be found in the appendix.

Figure I

Kindergarten Level

<table>
<thead>
<tr>
<th>Battit</th>
<th>Frequency</th>
<th>Corcoran</th>
<th>Frequency</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1,496</td>
<td>a</td>
<td>1,783</td>
<td>3,279</td>
</tr>
<tr>
<td>able</td>
<td>5</td>
<td>able</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>about</td>
<td>56</td>
<td>about</td>
<td>113</td>
<td>169</td>
</tr>
<tr>
<td>above</td>
<td>7</td>
<td>above</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>absent</td>
<td>31</td>
<td>acorn</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

As shown in Figure I if a word appeared in both lists it appears in the new list with its combined frequency. If a word appeared in only one lists it was inserted alphabetically into the new list with its frequency.
II. System of Tabulation

Running word count. The running word count of the Battit study was combined with the running word count of the Corcoran study. This appears in Figure II.

Figure II

<table>
<thead>
<tr>
<th>Total Running Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battit</td>
</tr>
<tr>
<td>Kind.</td>
</tr>
<tr>
<td>Battit</td>
</tr>
<tr>
<td>Corcoran</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Frequency. A frequency of five was established as the criterion for inclusion of a word in the new list. It was found that the running word total for Grade Two was 180,957 as compared to Grade three, which was the second largest total running word count (142,973) and therefore was out of proportion to the other grades. A frequency of seven was established as the criterion for inclusion of a word in the new list at the Grade II level in the following way:

The running totals of the kindergarten, first and third grade's lists were added together and the sum was divided by three to find the average running total. The average running total was found to be 187,290. The second grade figure was simplified to 181,000. The following proportion (Figure III) was established in order to determine the
proper frequency for Grade Two.

**Figure III**

1.) \( \frac{5}{127,290} \times 81,000 \)

2.) \( 127,290x = 905,000 \)

3.) \( \frac{905,000}{127,290} = 7 \)

4.) Therefore \( x = 7 \)

The criteria of frequency appears in **Figure IV**.

**Figure IV**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>123,823</td>
<td>5</td>
</tr>
<tr>
<td>One</td>
<td>115,064</td>
<td>5</td>
</tr>
<tr>
<td>Two</td>
<td>180,957</td>
<td>7</td>
</tr>
<tr>
<td>Three</td>
<td>142,373</td>
<td>5</td>
</tr>
</tbody>
</table>

**Final Word Count.** The final word count was the total number of different words which remained in the list after the words below the frequency criteria were deleted. The final word count appears in **Figure V**.

**Figure V**

<table>
<thead>
<tr>
<th>Grade</th>
<th>No. of different words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2,271</td>
</tr>
<tr>
<td>One</td>
<td>1,190</td>
</tr>
<tr>
<td>Two</td>
<td>2,282</td>
</tr>
<tr>
<td>Three</td>
<td>2,403</td>
</tr>
</tbody>
</table>
III. Word Data

Classification. The object was to assign as many words as possible to specific areas. The first classifications established were areas of experience, including animals, people, home, school, recreation, entertainment, religion, transportation, miscellaneous, and farm.

This was revised. "Food", one of the subtopics of "home" was made an independent classification because the large number of words included under the subtopic seemed to warrant doing this.

The original classification "school" included all areas of study and the words commonly associated with school. Example: Teacher.

The subtopics which were made independent topics were: Health and safety, language, mathematical concepts, nature and science, and social studies.

The original area "farm" was dropped as a classification because there were few words pertaining to it, and these few fitted well into other classifications.

Further revision was necessary when work progressed on the assigning of words to the various headings. It was found that many words did not fit into the established classes but showed a relation to one another. In an effort not to classify them as miscellaneous words, the dictionary and Roget's Thesaurus were consulted. Roget's Thesaurus' "Spatial Relationships" suggested the final
topic "Time and Space Concepts". The headings "time" and "space" were grouped since it was found that many words were common to both.

Example: Come Comes

(1) The time will come when you will be old enough to go to school.
(2) Come over here.

The added classifications developed from the remaining unclassified words. These headings which appear in the final list include: Emotions, sensory and work.

The completed list of classifications appears as Figure VI.

Difference by grades. A separate classification list was established for each grade. Multi-meaning words sometimes vary from grade level to grade level in classification since it was believed that children in different grades may use a word in several ways but primarily in one way.

Use of basics and derivatives. The derivatives of a basic word were considered as different words.

Example: Wait, waited, waites, waiting

Use of proper nouns. Proper nouns were given a sub-classification under "miscellaneous" except when they qualified under another heading.
Figure VI
Categories

I. Animals
   A. Kinds
   B. Related Words

II. Emotions

III. Food
   A. Kinds
   B. Preparation
   C. Consumption
      1. Verbs for Eating
      2. Meal Names
   D. Utensils and Table Appointments
   E. Miscellaneous

IV. Health and Safety

V. Home
   A. Kinds of Homes
   B. Parts of Homes
   C. Furniture
   D. Domestic Activities and Related Objects

VI. Language
   A. Oral
   B. Written
   C. Literature
   D. Mechanics
   E. Slang
Figure VI (cont.)

F. Miscellaneous

VII. Mathematical Concepts
A. Numbers
   1. Ordinal
   2. Cardinal
B. Quantitative Words
C. Money
D. Geometric Concepts
E. Basic Processes

VIII. Miscellaneous
A. Proper Names
B. Nouns
C. Adjectives
D. Verbs
E. Adverbs
F. Prepositions
G. Conjunctions
H. Interjections
I. Pronouns and Contractions

IX. Nature and Science

X. People
A. Family Relationships
B. Special Names for People
C. Anatomy
D. Mental Powers
E. Physical Activities
F. Clothing and Accessories
Figure VI (cont.)

G. Grooming

XI. Recreation and Entertainment
   A. Toys and Equipment
   B. Games
   C. Spectator Activities
      1. Television
      2. Radio
      3. Movies
      4. Miscellaneous
      5. Theater
   D. Pastimes
   E. Arts
      1. Music
      2. Painting

XII. Religion
   A. Miscellaneous
   B. Morals

XIII. School

XIV. Sensory Words
   A. Sound
   B. Sight
   C. Touch
   D. Taste
   E. Smell
Figure VI (cont.)

XV. Social Studies
A. Community
B. Protection of Citizens
C. Holidays and Special Events
D. Historical Figures
E. Place Names

XVI. Time and Space Concepts
A. Time
1. Names of days of week, months, seasons
2. Adverbs meaning "when", a point or period of time
3. Words denoting passage of time.
4. Miscellaneous

B. Space
1. Containers
2. Directions in Space
3. Miscellaneous

C. Related to both Time and Space

XVII. Transportation
A. Land
B. Air
C. Water

XVIII. Work
A. Occupations
Figure VI (cont.)

B. Implements
C. Materials
D. Power Sources
E. Related Words
Example: California - Main heading is "Social Studies".
Sub heading is "Place Names".
Groucho Marx - Main Heading is "Recreation and Entertainment"
Sub heading is "Spectator Activities".

Comparison. The words in the unclassified lists with the accepted frequency or above for each grade level were compared to the following three vocabulary studies.

1. Rinsland, H. D., A Basic Vocabulary of Elementary School Children
3. Child Study Committee of the International Kindergarten Union, A Study of the Vocabulary of Children before entering the first Grade.

When the graded lists were compared to the Rinsland study the word was considered present in the list if it was found at any grade level.

The final list is presented in the next chapter.

CHAPTER III.

CLASSIFICATION
OF WORD LISTS
KINDERGARTEN
Kindergarten

ANIMALS

A. Kinds
alligator  monkeys  quack
bear       parakeet    scales
bears      parrot      stable
bee        pig         tail
bees       pigeons     wild
bird       piggy       wings
birdie     pigg       woof
birds      polar bear  zoo
bluebird    pony
bull       puppy
bunny      rabbit
butterfly  rat
camel      reindeer
camels     seal
cat        sheep
cats       skunk
collie dog snake
coy         sparrow
cows       spider
crocodile  squirrel
deer       squirrels
dog        starfish
doggie     tiger
dogs       tigers
donkey     turtle
elephant   turtles
elephants  wolf
fish       zebra
fox
frog

giraffe    animal
giraffes   animals
goat        aquarium
goats       bark
goldfish    barn
goose       cage
gorilla     cages
grasshopper den
hen         feathers
hens        fur
horse       furry
horses      hay
kangaroo    hibernate
kitten     horn
kittens    horns
kitty      jungle
leopard    nest
lion
monkey

B. Related Words
animal
animals
aquarium
bark
barn
cage
cages
den
feathers
fur
furry
hay
hibernate
horn
horns
jungle
nest
pet
pets
II. EMOTIONS

afraid
"as scared"
awful
bashful
cry
crying
dear
enjoy
exciting
frightened
glad
happy
laugh
laughing
like
likes
love
sad
scare
scared
scarey
smiling
sorry
tears
temper
want
wanted
wants
### III. FOOD

**A. Kinds**

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Food Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>hamburger</td>
</tr>
<tr>
<td>apples</td>
<td>Hoodies</td>
</tr>
<tr>
<td>banana</td>
<td>horsemeat</td>
</tr>
<tr>
<td>bananas</td>
<td>hot dog</td>
</tr>
<tr>
<td>bean</td>
<td>ice</td>
</tr>
<tr>
<td>beans</td>
<td>ice cream</td>
</tr>
<tr>
<td>bone</td>
<td>jam</td>
</tr>
<tr>
<td>bread</td>
<td>jelly</td>
</tr>
<tr>
<td>brownies</td>
<td>juice</td>
</tr>
<tr>
<td>butter</td>
<td>lamb</td>
</tr>
<tr>
<td>cake</td>
<td>lamb chops</td>
</tr>
<tr>
<td>dandy</td>
<td>lettuce</td>
</tr>
<tr>
<td>carrot</td>
<td>lobster</td>
</tr>
<tr>
<td>carrots</td>
<td>lollipop</td>
</tr>
<tr>
<td>cheese</td>
<td>lollipops</td>
</tr>
<tr>
<td>chicken</td>
<td>meat</td>
</tr>
<tr>
<td>chocolate</td>
<td>milk</td>
</tr>
<tr>
<td>chocolate milk</td>
<td>mince pie</td>
</tr>
<tr>
<td>chocolate pudding</td>
<td>nuts</td>
</tr>
<tr>
<td>cocoaanut</td>
<td>oatmeal</td>
</tr>
<tr>
<td>coffee</td>
<td>onion</td>
</tr>
<tr>
<td>cone</td>
<td>orange</td>
</tr>
<tr>
<td>cones</td>
<td>oranges</td>
</tr>
<tr>
<td>cookies</td>
<td>pancakes</td>
</tr>
<tr>
<td>corn</td>
<td>peaches</td>
</tr>
<tr>
<td>cracker</td>
<td>peanut butter</td>
</tr>
<tr>
<td>crackers</td>
<td>peanuts</td>
</tr>
<tr>
<td>cranberry</td>
<td>pear</td>
</tr>
<tr>
<td>cucumber</td>
<td>pie</td>
</tr>
<tr>
<td>cupcakes</td>
<td>pineapple</td>
</tr>
<tr>
<td>dessert</td>
<td>popcorn</td>
</tr>
<tr>
<td>drumstick</td>
<td>potato</td>
</tr>
<tr>
<td>duck</td>
<td>potato chip</td>
</tr>
<tr>
<td>ducks</td>
<td>potatoes</td>
</tr>
<tr>
<td>egg</td>
<td>prunes</td>
</tr>
<tr>
<td>eggs</td>
<td>pudding</td>
</tr>
<tr>
<td>fat</td>
<td>pumpkin</td>
</tr>
<tr>
<td>flour</td>
<td>raisins</td>
</tr>
<tr>
<td>frankfort</td>
<td>salad</td>
</tr>
<tr>
<td>frosting</td>
<td>salt</td>
</tr>
<tr>
<td>fruit</td>
<td>sandwich</td>
</tr>
<tr>
<td>gingerbread</td>
<td>sandwiches</td>
</tr>
<tr>
<td>graham crackers</td>
<td>sauce</td>
</tr>
<tr>
<td>grape</td>
<td>soda</td>
</tr>
<tr>
<td>grapefruit</td>
<td>soup</td>
</tr>
<tr>
<td>grapejuice</td>
<td>spaghettie</td>
</tr>
<tr>
<td>grapes</td>
<td>spinach</td>
</tr>
<tr>
<td>gravy</td>
<td>squash</td>
</tr>
<tr>
<td>gum</td>
<td>steak</td>
</tr>
<tr>
<td>hamburger</td>
<td>stuffing</td>
</tr>
<tr>
<td>hambuger</td>
<td>suns</td>
</tr>
<tr>
<td>horsemeat</td>
<td>tangerine</td>
</tr>
<tr>
<td>hot dog</td>
<td>tea</td>
</tr>
<tr>
<td>ice</td>
<td>toast</td>
</tr>
<tr>
<td>ice cream</td>
<td>tomatoes</td>
</tr>
<tr>
<td>jam</td>
<td>tonic</td>
</tr>
<tr>
<td>jelly</td>
<td>tuna fish</td>
</tr>
<tr>
<td>juice</td>
<td>turkey</td>
</tr>
<tr>
<td>lamb</td>
<td>vanilla</td>
</tr>
<tr>
<td>lamb chops</td>
<td>vegetable</td>
</tr>
<tr>
<td>lettuce</td>
<td>vegetables</td>
</tr>
<tr>
<td>lobster</td>
<td>water</td>
</tr>
<tr>
<td>lollipop</td>
<td>watermelon</td>
</tr>
<tr>
<td>lollipops</td>
<td>Wheaties</td>
</tr>
</tbody>
</table>

**B. Preparation**

- baked
- beat
- beating
- cook
- cooking
- French fried
- mixed
- peel
- pour
- pouring
- serve
- slice

**C. Consumption**

1. **Eating**
   - ate
   - bit
   - bite
   - chewing
   - choked
   - drank
   - drink
   - drinking
   - eat
   - eating
   - feed
   - feeding
   - gobble

2. **Meal Names**
   - breakfast
   - dinner
III. FOOD (continued)

2. Meal Names (cont.)
lunch
supper

D. Utensils and Table
Appointments
bowl
cup
cups
dish
dishes
fork
forks
glass
glasses
knife
knives
napkin
napkins
pans
plate
plates
pot
shaker
spoon
spoons
tablesloth
tea set

E. Miscellaneous
food
garbage
match
matches
ripe
rotten
straw
straws
toothpick
Kindergarten

IV. HEALTH AND SAFETY

ache
alarm
ambulance
bandage
Bandaids
bleeding
blood
bumped
bumps
burn
chickenpox
cough
coughed
coughing
crutches
cut
dentist
doctor
earache
energy
explode
eyeglasses
fall
falling
fell
fever
fire
fires
flames
grew
grow
growing
grows
headache
healthy
hospital
infection
iodine
killed
measles
medicine
murdered
operation
pills
poison
polio
safe
safety
scratched
sick

slip
slippped
smoke
sneeze
sneezed
sore
splinter
splinters
steam
stitches
strong
stronger
strongest
sunburn
tablet
tired
toothache
tooth decay
vaccination
virus
V. HOME

A. Kinds of Homes
   - cabin
   - cottage
   - home
   - homes
   - house
   - soups
   - ranch

B. Parts of Homes
   - attic
   - basement
   - bathroom
   - chimney
   - chimneys
   - closet
   - door
   - door knob
   - doors
   - fence
   - fireplace
   - floor
   - gate
   - gates
   - kitchen
   - living room
   - pantry
   - parlor
   - porch
   - roof
   - room
   - stairs
   - step
   - steps
   - wass
   - walls
   - window
   - windows
   - yard

C. Furnishings
   - bed
   - beds
   - bookcase
   - cabinet
   - clock
   - cupboard
   - desk
   - dresser
   - highchair

D. Domestic Activities
   - bathtub
   - clean
   - drain
   - faucet
   - faucets
   - iron
   - ironing
   - key
   - keychain
   - oven
   - phone
   - polish
   - refrigerator
   - sew
   - sewed
   - shine
   - shop
   - shopping
   - sink
   - soap
   - sponge
   - steam
   - stitches
   - stove
   - sweep
   - telephone
   - toaster
   - toilet
   - tub
   - vacuum

Kindergarten
## VI. LANGUAGE

### A. Oral
- ask
- asked
- call
- called
- hollers
- report
- said
- say
- saying
- says
- scream
- screaming
- talk
- talking
- tell
- telling
- tells
- told
- voice
- whisper
- whistle

### B. Written
- envelope
- erase
- eraser
- ink
- paper
- papers
- pencil
- pencils
- scribble
- scribbled
- write
- writing

### C. Literature
- "Alice in Wonderland"
- castle
- dragons
- ghost
- ghosts
- giant
- Humpty Dumpty
- magazine
- magic
- newspaper
- page
- pages
- poem

### D. Mechanics
- letter
- letters
- spell

### E. Slang
- ain't
- gimme
- gotta
- ha
- hey
- huh
- look-it
- o.k.
- spilt
- ugh
- yah

### F. Miscellaneous
- No words for this grade
VII. MATHMATICAL CONCEPTS

A. Numbers

1. Ordinal
   - first
   - second
   - seventh
   - third
   - half
   - heavy
   - little
   - lot
   - lots

2. Cardinal
   - eight
   - one
   - eleven
   - fifteen
   - fifty
   - five
   - four
   - fourteen
   - hundred
   - nine
   - one
   - seven
   - six
   - ten
   - thirteen
   - thirty
   - thousand
   - three
   - twelve
   - twenty
   - twenty-two
   - two
   - many
   - more
   - most
   - much
   - none
   - nothing
   - number
   - only
   - other
   - others
   - pair
   - piece
   - pieces
   - pile
   - rest
   - scraps
   - size
   - small
   - smaller
   - some
   - spot
   - tiny
   - weigh
   - weighing
   - whole

B. Quantitative Words
   - all
   - altogether
   - another
   - any
   - anything
   - big
   - bigger
   - both
   - bunch
   - each
   - enough
   - every
   - everything
   - extra
   - except
   - few
   - group

C. Money
   - allowance
   - bank
   - bought
   - buy
   - buying
   - cost
   - dime
   - dollar
   - dollars
   - money
   - nickel
   - nickels
   - penny
   - piggy bank
   - quarter

D. Geometric Concepts
   - circle
   - flat
   - line
   - round
   - shape
   - shaped
   - square
   - strips
   - thick
   - thin
   - triangle

E. Basic Processes
   - count
   - counted
   - counter
   - counting
## VIII. MISCELLANEOUS

### A. Proper Names
- Ann
- Barbara
- Barbara's
- Bonnie
- Carolee
- Charlotte
- Cynthia
- David
- Eileen
- Ellen
- Freda
- Gail
- Gary
- Gary's
- George
- Gerry
- Hazeld
- Harald's
- Jimmie
- Joel
- John
- Judy
- Larry
- Mr. Gould
- Mrs. Segel
- Nessa
- Peter
- Phyllis
- Regina
- Rudolph
- Sheila
- Stevie's
- Susan
- Tom

### B. Nouns
- cause
- kind
- kinds
- kit
- matter
- place
- shadow
- short cut
- stuff
- way

### C. Adjectives
- able
- all right
- alone
- alike
- beautiful
- best
- better
- braver
- broken
- different
- dry
- easy
- even
- fake
- fine
- great
- hard
- important
- loose
- lost
- lucky
- new
- nice
- poor
- pretty
- ready
- real
- rotten
- rough
- same
- selfish
- shiny
- special
- straight
- such
- terrible
- tight
- true
- ugly
- waterproof
- wet

### D. Verbs
- am
- are
- aren't
- be
- became
- begin
- been
- be
- can
- can't
- could
- couldn't
- did
- didn't
- dig
- do
- does
- doesn't
- doing
- done
- don't
- dripping
- excuse
- find
- finish
- finished
- found
- getting
- got
- had
- happen
- happened
- happens
- has
- hasn't
- have
- haven't
- having
- help
- helped
- helping
- helps
- leaves
- leave
- let
- let's
- been
- boos
- may
D. Verbs (cont.)

might
miss
missing
must
need
does
notice
own
owns
pick
picked
save
saved
send
sent
shall
share
shared
sharing
should
show
showed
spoiled
stuck
teasing
thank
thanks
took
tried
try
trying
use
used
uses
using
was
wasn't
were
will
won't
would
wouldn't

really
too
very
well
why

he's
him
his
I
I'd
I'll
I'm
it
it's
I've
me
mine
my
myself
our
ours
she
she'll
she's
that
that's
the
their
their's
them
these
they
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those
us
we
what
what's
which
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we're
who
who's
whose
you
you'll
your
yours
you've

F. Prepositions

for
from
of
with
without

G. Conjunctions

and
as
besides
because
but
'cause
even
if
instead
or
so
than
then
though
unless

H. Interjections

goodbye
good morning
hello
please
oh

I. Pronouns and Contractions

a
an
else
else's
he
he'd
he'll
her
hers
herself

E. Adverbs

almost
how
probably
no
not
IX. NATURE AND SCIENCE

- acorns
- air
- bark (tree)
- bay
- beach
- branch
- branches
- cloud
- clouds
- cloudy
- earth
- fall
- flower
- flowers
- forest
- freeze
- froze
- grass
- ground
- half moon
- hedges
- high tide
- hill
- hurricane
- icicle
- icicles
- jungle
- lawn
- leaf
- melt
- melted
- melts
- moon
- mountain
- mountains
- mud
- muddy
- narcissus
- ocean
- outdoors
- plant
- puddle
- puddles
- rain
- rainbow
- raining
- river
- rock
- rocks
- rose

sand
sandy
sea
sea weed
seeds
shell
shells
shore
sky
snow
snowed
snowflakes
snowing
star
stars
stick
sticks
stone
stones
storm
storms
sun
temperature
thunder
tide
trail
tree
trees
vine
waves
weather
wind
windy
woods
world
**Kindergarten**

**X. PEOPLE**

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<th>C. Anatomy</th>
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D. Mental Powers

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E. Physical Activities

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### Kindergarten

#### E. Physical Activities (cont.)

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<td>walks</td>
<td>knee socks</td>
<td>barrettes</td>
</tr>
<tr>
<td>went</td>
<td>leggings</td>
<td>bobby pins</td>
</tr>
<tr>
<td>wipe</td>
<td>mask</td>
<td>brush</td>
</tr>
<tr>
<td>woke</td>
<td>mitten</td>
<td>brushes</td>
</tr>
<tr>
<td><strong>F. Clothing and Accessories</strong></td>
<td></td>
<td>buttoned</td>
</tr>
<tr>
<td>apron</td>
<td>mittens</td>
<td>comb</td>
</tr>
<tr>
<td>aprons</td>
<td>necklace</td>
<td>dressed</td>
</tr>
<tr>
<td>bag</td>
<td>outfit</td>
<td>dressed-up</td>
</tr>
<tr>
<td>bags</td>
<td>overalls</td>
<td>dressing</td>
</tr>
<tr>
<td>bathing suit</td>
<td>pajamas</td>
<td>hairbow</td>
</tr>
<tr>
<td>belt</td>
<td>pants</td>
<td>haircut</td>
</tr>
<tr>
<td>blouse</td>
<td>panties</td>
<td>handkerchief</td>
</tr>
<tr>
<td>boots</td>
<td>petticoat</td>
<td>hook</td>
</tr>
<tr>
<td>polo shirt</td>
<td>pocket book</td>
<td>hooked</td>
</tr>
</tbody>
</table>
X. PEOPLE (cont.)

G. Grooming (cont.)
Kleenex
lipstick
perfume
sew
sewed
snap
snapped
snaps
stitches
thread
tissue
toothbrush
toothpaste
towel
towels
unbutton
wear
wearing
wears
wore
zip

Kindergarten
Kindergarten

XI. RECREATION AND ENTERTAINMENT

A. Toys and Equipment
- teddy bear
teddy bears
top
toy
toy
two-wheeler
trolley
trolley
wagon
wagon
wheel
wheel
bean bag
bicycle
bike
block
blocks
cart
card
cards
 crayon
 crayons
doll
doll carriage
dolls
dolly
dreidel
dreidels
electric train
fishing rod
football
fort
ice skate
ice skates
jack-in-the-box
clock
jump rope
puppet
puppets
puzzle
puzzles
rattle
robot
roller skates
skate
ski
sled
sleds
snowball
snowballs
snowmen
swing
target
tea set

B. Games
- coasting
colored
colors
game
games
play
played
playing
race
tag
winner
won

C. Spectator Activities
1. Television
- "Back in the Saddle"
- Clarabelle
- Ding Dong School
- Disneyland
- Dragnet
- Gene Autry
- Hopalong Cassidy
- Howdy Doody
- Lones Ranger
- Mickey Mouse
- Range Rider
- Roy Rogers
- space patrol
- superman
- superman's

2. Radio
- radio
- skating
- skiing
- swim
- swimming
- swim
- skiing
- skate
E. Arts
1. Music
drum
"Frosty the Snowman"
guitar
horn
norns
music
"Oh Susanna"
Peter Cottontail
phonograph
phonograph record
piano
record
record player
records
sang
sing
singing
song
songs
sung
trumpet
viotrola

2. Painting
crepe paper
design
draw
drawing
easel
fingerpaint
fingerpainting
fingerpaints
gallery
paint
painted
painting
paints
paint set
XII. RELIGION

A. Miscellaneous
   angel
   angels
   Archbishop Cushing
carols
Chanukah
Christmas
cross (church)
devil
God
God bless you
godmother
heaven
Hebrew
hymn
Jesus
Jewish
Judah Maccabee
Menorah
Merry Christmas
pray
prayed
Virgin Mary
shepherd
shepherds

B. Morals and Behavior
   bad
   good
   naughty
   right
   spanking
   wrong
abSENT
answer
blackboard
books
cardboard
chalk
cutting
desk
flag
grade
grades
housekeeping corner
junior high
lessons
library
paste
pasted
pasting
recess
ruler
salute
school
scissors
seat
stage
staple
stapler
stickers
taught
teacher
teachers
trace
tracing
## XIV. SENSORY WORDS

### A. Sound

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>sound</td>
<td>see</td>
</tr>
<tr>
<td>aloud</td>
<td>seen</td>
</tr>
<tr>
<td>bell</td>
<td>silver</td>
</tr>
<tr>
<td>bells</td>
<td>stripes</td>
</tr>
<tr>
<td>banging</td>
<td></td>
</tr>
<tr>
<td>banged</td>
<td>tan</td>
</tr>
<tr>
<td>hear</td>
<td>twinkle</td>
</tr>
<tr>
<td>heard</td>
<td>watch</td>
</tr>
<tr>
<td>honk</td>
<td>watched</td>
</tr>
<tr>
<td>jingle</td>
<td>watching</td>
</tr>
<tr>
<td>jingle bells</td>
<td>white</td>
</tr>
<tr>
<td>listen</td>
<td>yellow</td>
</tr>
<tr>
<td>listened</td>
<td></td>
</tr>
</tbody>
</table>

### B. Sight

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td></td>
</tr>
<tr>
<td>blonde</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>color</td>
<td></td>
</tr>
<tr>
<td>colors</td>
<td></td>
</tr>
<tr>
<td>dark</td>
<td></td>
</tr>
<tr>
<td>gold</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
</tr>
<tr>
<td>looked</td>
<td></td>
</tr>
<tr>
<td>looking</td>
<td></td>
</tr>
<tr>
<td>looks</td>
<td></td>
</tr>
<tr>
<td>peeked</td>
<td></td>
</tr>
<tr>
<td>peeping</td>
<td></td>
</tr>
<tr>
<td>picture</td>
<td></td>
</tr>
<tr>
<td>pictures</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td></td>
</tr>
<tr>
<td>plaid</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>saw</td>
<td></td>
</tr>
<tr>
<td>ight</td>
<td></td>
</tr>
<tr>
<td>bl a ck</td>
<td></td>
</tr>
<tr>
<td>blonde</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>color</td>
<td></td>
</tr>
<tr>
<td>colors</td>
<td></td>
</tr>
<tr>
<td>dark</td>
<td></td>
</tr>
<tr>
<td>gold</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
</tr>
<tr>
<td>looked</td>
<td></td>
</tr>
<tr>
<td>looking</td>
<td></td>
</tr>
<tr>
<td>looks</td>
<td></td>
</tr>
<tr>
<td>peeked</td>
<td></td>
</tr>
<tr>
<td>peeping</td>
<td></td>
</tr>
<tr>
<td>picture</td>
<td></td>
</tr>
<tr>
<td>pictures</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td></td>
</tr>
<tr>
<td>plaid</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>saw</td>
<td></td>
</tr>
</tbody>
</table>

### C. Touch

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td></td>
</tr>
<tr>
<td>feel</td>
<td></td>
</tr>
<tr>
<td>freeze</td>
<td></td>
</tr>
<tr>
<td>frosty</td>
<td></td>
</tr>
<tr>
<td>heat</td>
<td></td>
</tr>
<tr>
<td>hot</td>
<td></td>
</tr>
<tr>
<td>rough</td>
<td></td>
</tr>
<tr>
<td>sharp</td>
<td></td>
</tr>
<tr>
<td>smooth</td>
<td></td>
</tr>
<tr>
<td>tick</td>
<td></td>
</tr>
<tr>
<td>tickle</td>
<td></td>
</tr>
<tr>
<td>tickles</td>
<td></td>
</tr>
<tr>
<td>touch</td>
<td></td>
</tr>
<tr>
<td>touched</td>
<td></td>
</tr>
<tr>
<td>warm</td>
<td></td>
</tr>
</tbody>
</table>

### D. Taste

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>delicious</td>
<td></td>
</tr>
<tr>
<td>sweet</td>
<td></td>
</tr>
<tr>
<td>taste</td>
<td></td>
</tr>
<tr>
<td>tastes</td>
<td></td>
</tr>
<tr>
<td>thirsty</td>
<td></td>
</tr>
</tbody>
</table>

### E. Smell

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>smell</td>
<td></td>
</tr>
<tr>
<td>smells</td>
<td></td>
</tr>
</tbody>
</table>
Kindergarten

XV. SOCIAL STUDIES

A. Community

avenue
bakery
bridge
bridges
building
city
crossing
drugstore
farm
fields
five and ten
grocery
hardware
hospital
hotel
intown
library
mail
mail box
market
office
park
restaurant
road
sidewalk
sign
signal
signs
siro
smoke
station
store
stores
street
subway
tower
town
vote
voting

B. Protection of Citizens

army
bomb
fight
fire department
fire engine
fire engines

C. Holidays and Special Events

birthday
decorate
decorating
decoration
decorations
Halloween
holiday
parade
Santa
Santa Claus
Thanksgiving
trimmed
valentine
valentines

D. Historical Figures

Pilgrims
President
Eisenhower

E. Place Names

California
Canton
Connecticut
Empire State Building
Florida
Maine
Mexico
New York
Texas
Kindergarten

XVI. TIME AND SPACE CONCEPTS

A. Time
1. Calendar names
   - April
   - August
   - December
   - February
   - Friday
   - January
   - Monday
   - November
   - October
   - Saturday
   - September
   - spring
   - summer
   - summertime
   - Sunday
   - Thursday
   - Tuesday
   - Wednesday

2. Points in Time
   - always
   - afternoon
   - day
   - days
   - dead
   - early
   - ever
   - everyday
   - everytime
   - just
   - morning
   - never
   - night
   - now
   - often
   - once
   - past
   - present
   - someday
   - sometime
   - sometimes

3. Passage of Time
   - start
   - started
   - starting
   - starts
   - after
   - again
   - ago
   - already
   - before
   - calendar
   - fast
   - faster
   - fastest
   - finally
   - forever
   - hour
   - late
   - later
   - live
   - lived
   - lives
   - liming
   - minute
   - minutes
   - o'clock
   - old
   - quick
   - slow
   - soon
   - speed
   - still
   - time
   - times
   - until
   - while
   - year

4. Miscellaneous
   - yet

B. Space
1. Containers
   - barrels
   - basket
   - bottle
   - bottles
   - box
   - bucket
   - can
   - cans
   - cubby
   - holder
   - jar
   - jug
   - stopper
   - thermos

2. Directions in Space
   - about
   - above
   - across
   - against
   - along
   - apart
   - around
   - at
   - away
   - back and forth
   - before
   - behind
   - below
   - by
   - down
   - edge
   - everywhere
   - far
   - from
   - front
   - in
   - inside
   - inside out
   - into
   - left
   - near
   - north
   - off
   - on
   - out
   - outside
   - over
   - right
   - someplace
   - somewhere
   - through
   - to
Kindergarten

XVI. TIME AND SPACE CONCEPTS (cont.)

B. Space (cont.)
2. Directions in Space (cont.)
under
underneath
up
upside down
upstairs
west
where
where's

3. Miscellaneous
bottom
bottoms
deep
empty
fill
filling
full
high
hole
low
place
side
sides
space
spaces
tall
taller		
tallest
wide

C. Related to Time and Space
come
comes
coming
last
long
middle
next
short
shorter
shortest
stay
stayed
step
# Kindergarten

## XVII. TRANSPORTATION

### A. Land
- automobile
- beach wagon
- bicycle
- bike
- bus
- caboose
- car
- carriage
- cars
- drive
- driver
- drivers
- drove
- freight
- gas station
- hood
- horn
- horns
- jeep
- milk truck
- park
- Pontiac
- railroad
- saddle
- sleigh
- taxi
- tow truck
- track
- tracks
- train
- trains
- truck
- trucks
- tunnel
- tunnels
- turnpike

### B. Air
- aerial
- aeroplane
- airplane
- airplanes
- airport
- flew
- fly
- flying
- helicopters
- jet

### C. Water
- anchor
- boat
- boats
- drift
- raft
- row
- rowboat
- sail
- sailboat
- sails
- ship
- tugboat

### D. Miscellaneous
- passengers
- tickets
- tire
- tires
- traffic
- trip
- trunk
- wheel
- wheels
Kinderergarten

XVIII. WORK

A. Occupations
  baby-sitter
  baker
  barber
  carpenter
  chief
  cleaner
  cook
  dentist
  doctor
  engineers
  farmer
  janitor
  milkman
  plumber
  princess
  queen
  ranger

B. Implements
  axe
  compass
  hoe
  ladder
  magnet
  mop
  needle
  net
  pin
  rake
  rope
  scotch tape
  screw
  shovel
  snowplow
  step ladder
  string
  tack
  task
  thermometer
  tool
  tools
  typewriter
  wire

C. Materials
  board
  brick
  bricks

cement
clay
cloth
coal
iron
gas
gasoline
oil

D. Power Sources
  brake
  bulb
  bulbs
  candle
  candles
  electric
  elevator
  engine
  flashlight
  heater
  lamp
  lamps
  light
  lights
  machine
  radiator
  switch

E. Related Words
  build
  built
  company
  factory
  fix
  fixed
  fixes
GRADE I
I. ANIMALS

A. Kinds
animal	goat
goldfish
gorilla
gen
gen
horse
horses
kangaroo
kitten
kittens
kitty
lamb
lamb
lion
monkey
monkeys
mouse
octopus
owl
parakeet
penguins
pheasant
pig
pigeon
pigeons
pigs
polar bear
pony
puppies
puppy
rabbit
rabbits
raccoon
rat
rattlesnake
reindeer
robin
rooster
seal
seals
scotty
sheep
skunk
snake
squirrel
swan
swans
swordfish
tiger
turkey
turkeys
turtle
turtles
whale
wolf
woodchuck
woodpecker
worms
zebra

B. Related Words
barn
bow-bow
cage
cages
claw
claws
dairy
dog house
dog
farmer
farmer's
feather
feathers
fishing
fur
go
gobble
hay
hunting
kick
lap
lapping
milking
nest
not
pet
pinto
quack
ranch
reins
ride
riding
rode
rodeo
tail
tails
wild
wings
wool
zoo
II. EMOTIONS

afraid


hate
hates
like
liked
likes
love
mad
sad
scare
scared
scary
III. FOOD

A. Kinds
apple
apples
artichokes
banana
bananas
beans
beer
berries
bread
butter
cake
candy
candy cane
carrot
carrots
cereal
cherry
chocolate
coconut
coconuts
coffee
cookie
cookies
corn
crackerjacks
crackers
cranberries
cranberry
cream
cupcake
cupcakes
dessert
dough
doughnut
dog
eggs
egg
flour
food
frosting
fruit
gingerbread
grapes
gum
ham
hamburger
hominy
ice cream
jello
jelly
juice
lemon
lettuce
lollipops
meat
milk
onion
onions
orange
oranges
peanuts
peas
pepper
peppers
pie
popcorn
potato
potatoes
pumpkin
pumpkins
salad
salt
sandwich
sauce
shortcake
soup
spinach
squash
strawberries
string beans
sugar
tea
tomatoes
tonic
vegetable

B. Preparation
baked
cock
cooked
cooking

C. Consumption
1. Verbs for Eating
ate
bite
biting
dining
drank

D. Meal Names
breakfast
dinner
lunch
luncheon
supper

D. Utensils and Table Appointments
cup
cups
dish
dishes
fork
glass
glasses
knife
knives
lunch box
napkin
pan
pans
plates
pot holder
pots
saucer
spoon
thermos bottle

E. Miscellaneous
No words for this grade
IV. HEALTH AND SAFETY

accidents
ambulance
bandaids
burn
burned
care
chickenpox
crosswalk
crossing
fire
germs
headache
hospital
hurt
Kleenex
life preserver
life saver
matches
measles
mumps
scarlet fever
sick
smoke
sneeze
tissue
toothbrush
toothpaste
toothpowder
V. HOME

A. Kinds
- cabin
- homes
- hotels
- houses

B. Parts
- basement
- bathroom
- bedroom
- ceiling
- cellar
- chimney
- closet
- corner
- den
- downstairs
- fence
- fences
- fireplace
- floor
- furnace
- garage
- garden
- gate
- hall
- kitchen
- living room
- porch
- roof
- room
- shingles
- stairs
- step
- steps
- upstairs
- wall
- wallpaper
- window
- windows
- yard

C. Furniture
- bathtub
- bed
- beds
- bench
- blanket

D. Domestic Activities and Related Objects
- broom
- laundry
- refrigerator
- stove
VI. LANGUAGE

A. Oral
said
say
saying
says
talk
talked
talking
talks
tell
telling
tells
told
word
words

B. Written
library
paper
papers
pen
pencil
pencils
stamp

D. Mechanics
envelope
envelopes
letter
letters
read
reading
spell
typewriter
write
writing

E. Slang
ain't
hey
hi
nix
C.K.
shorty
yeah

F. Miscellaneous
No words for
this grade

C. Literature
bandits
book
books
castle
Donald Duck
Duck Tracy
dragon
elf
fairy
Flip
ghost
ghosts
giant
king
newspaper
page
pirate
princess
queen
robber
robot's
Santa
Santa Claus
story
witch
### Grade 1

#### VII. MATHEMATICAL CONCEPTS

##### A. **Numbers**

1. **Ordinal**
   - first
   - fourth
   - second
   - seventh
   - sixth
   - third

2. **Cardinal**
   - eight
   - eleven
   - fifteen
   - five
   - four
   - hundred
   - nine
   - one
   - ones
   - seven
   - seventeen
   - six
   - ten
   - three
   - twelve
   - twenty
   - two
   - zero

##### B. **Quantitative Words**

- about
- almost
- also
- another
- any
- big
- bigger
- biggest
- both
- couple
- each
- either
- enough
- every
- everything
- extra
- fat
- few
- full
- great

##### C. **Money**

- cents
- dollar
- dollars
- dime
- half dollar
- money
- nickel
- pennies
- penny
- quarter

##### D. **Geometric Processes**

- circle
- circles
- diamonds
- lines
- round
- side
- square
- straight

#### E. **Basic Processes**

- count
- measure
### VIII. MISCELLANEOUS

#### A. Proper Names

<table>
<thead>
<tr>
<th>Name</th>
<th>Mess</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>Name</td>
<td>Naughty</td>
</tr>
<tr>
<td>Betty</td>
<td>Mistake</td>
<td>New</td>
</tr>
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VIII. MISCELLANEOUS (cont.)

D. Verbs (cont.)

lost
may
mean
means
miss
mixed
must
open
opened
opens
pass
pay
peeped
shall
should
shouldn't
stuffed
stuffing
thump
was
wasn't
were
will
won't
would
wouldn't

E. Adverb

automatic
else
especially
forth
goodby
how
just
maybe
might
not
probably
quite
really
so
still
then
though
too
together
unless
usually

F. Prepositions

at
for
from
of
off
than
there
there's
to
when
where
where's
while
with
without

G. Conjunctions

and
as
because
but
by
course
ever
except
if
instead
or
until
yet

H. Interjections

good night
hello
no
oh
please
sure
thanks
yes

I. Pronouns and

Contractions

a

anybody

well
why

anyone
everybody
everyone
he
he'll
her
he's
him
himself
his
I
I'd
I'll
I'm
it
it's
I've
me
mine
my
myself
nobody
one's
our
she
she'll
she's
somebody
someone
that
that's
the
their
them
themselves
these
they
they'll
they're
they've
this
those
us
we
we're
what
what's
who
who's
you
VIII. MISCELLANEOUS (cont.)

I. Pronouns and Contractions
   you'd
   your
   you're
   yours
   yourself
   you've
IX. NATURE AND SCIENCE

acorn  pool
air    rain
beach  raining
branch  river
branches road
brook  rock
bushes  rocks
cactus  roses
cafe   sand
cave   sea
cloud  seeds
clouds sky
cotton snow
daisies snowball
daisy  snowballs
dam   snowing
dust  snowman
flowers snows
frost  snowy
grain  star
grass  stars
ground steam
grew  stone
grow  stones
growing storm
hill  straw
hills  sun
ice    sunny
icicle sunshine
jungle tree
lake  trees
land  tulips
log    water
melt   waves
melted weather
microscope wind
moon  windmill
mountain wood
mountains wooden
mud    woods
nature
North Wind
ocean
path
pine
plant
planting
plants
pond
X. PEOPLE

A. Family Relationships
- aunt
- aunts
- brother
- brothers
- children
- cousin
- cousin's
- cousins
- dad
- Daddy
- daughter
- family
- father
- father's
- fathers
- grandfather
- grandma
- grandmother
- grandmother's
- grandpa
- name
- mommy
- mother
- mother's
- mothers
- mummy
- sister
- sister's
- uncle
- uncles

B. Special Names
- babies
- baby
- baby's
- boy
- boy's
- boys
- bride
- Chinese
- company
- crowd
- Eskimo
- Eskimos
- friend
- friends
- girl
- girl's
- guy

C. Anatomy
- ankle
- arms
- back
- beard
- body
- ears
- eye
- eyebrow
- eyes
- face
- faces
- feet
- finger
- fingers
- foot
- hair
- hand
- hands
- head
- heart
- heels
- knee
- leg
- legs
- mouth
- mouths
- mustache
- neck
- nose
- skeleton

D. Mental Powers
- believe
- choose
- choosing
- dream
- forget
- forgot
- guess
- hope
- knew
- know
- knows
- learned
- nuts
- pretend
- pretended
- pretending
- question
- remember
- remind
- reminds
- secret
- suppose
- supposed
- surprise
- surprised
- think
- thinking
- thinks
- thought
- understand
- wish
- wonder

E. Physical Activities
- asleep
- bought
- break
- breaks
### Grade 1

#### E. Physical Activities (cont.)

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<td>pack</td>
</tr>
<tr>
<td>parking</td>
<td>parking</td>
<td>park</td>
</tr>
<tr>
<td>pat</td>
<td>pattering</td>
<td>pat</td>
</tr>
<tr>
<td>pick</td>
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<td>pick</td>
</tr>
<tr>
<td>picked</td>
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<td>pick</td>
</tr>
<tr>
<td>picking</td>
<td>picking</td>
<td>pick</td>
</tr>
<tr>
<td>play</td>
<td>playing</td>
<td>play</td>
</tr>
<tr>
<td>played</td>
<td>playing</td>
<td>play</td>
</tr>
<tr>
<td>plays</td>
<td>playing</td>
<td>play</td>
</tr>
<tr>
<td>plow</td>
<td>plowing</td>
<td>plow</td>
</tr>
<tr>
<td>pour</td>
<td>pouring</td>
<td>pour</td>
</tr>
<tr>
<td>pull</td>
<td>pulling</td>
<td>pull</td>
</tr>
<tr>
<td>pulled</td>
<td>pulling</td>
<td>pull</td>
</tr>
</tbody>
</table>
X. PEOPLE (cont.)

E. Physical Activities (cont.)

pulling
pumped
punched
push
pushed
pushes
pushing
put
puts
putting
ran
rest
roll
rolled
run
running
runs
sang
sat
save
saved
saving
scout
selling
send
set
sew
sewing
shake
sharpen
shop
shopping
show
showed
showing
sink
sit
sitting
skating
sleep
sleeping
slept
slide
sliding
slip
slipped
sneaked
socked

spin
squirt
stand
standing
stands
stay
stayed
stood
stop
stopped
stopping
stuck
swim
swimming
take
taken
takes
taking
thank
thankful
thanking
throw
throwing
tickle
tickling
tie
tied
tired
took
tried
try
trying
turn
turned
turns
use
used
visit
visiting
vote
wait
waiting
wake
walk
walked
walking
want
wanted
wants

wasted
watch
watched
watching
waving
wedding
went
whistle
woke

F. Clothing and Accessories

apron
bag
bathing suit
bathing suits
bathrobe
belt
belts
blouse
boots
bow-tie
bracelet
dap
caps

cloth
clothes
clothing
coat
cloats
collar
costume
costumes
dress
dresses
dungarees
girdle
glove
gloves
handkerchief
hat
hats
jacket
jackets
jersey
jewelry
leggings
mittens
necklace

Grade 1
X. PEOPLE (cont.)

F. Clothing and Accessories (cont.)

- haircut
- necktie
- overalls
- pajamas
- pants
- petticoat
- pocket
- pocket book
- raincoat
- rainhat
- ribbon
- ribbons
- rubber
- scarf
- shirt
- shirts
- shoe
- shoes
- shorts
- ski pants
- skirt
- slacks
- snowsuit
- socks
- stocking
- stockings
- suit
- suits
- suspenders
- sweater
- sweaters
- underwear
- wallet

G. Grooming

- barefooted
- barrette
- bath
- bathing
- button
- buttons
- clean
- cleaned
- cleaner
- comb
- dirt
- dirty
- dressed
- dressing
XI. RECREATION AND ENTERTAINMENT

A. Toys and Equipment

- arrow
- ball
- balloon
- balloons
- balls
- bicycle
- bike
- bikees
- block
- blocks
- bow
- bows
- coloring book
- doll
- dolls
- doll carriage
- doll house
- dolly
- dumptruck
- horn
- ice skates
- jack-in-the-box
- kite
- pail
- puppet
- sandbox
- seesaw
- skates
- ski
- sled
- sleigh
- swing
- teddy bear
- toy
- toys
- wagon
- wagons
- wheelbarrow

B. Games

- baseball
- checker
- football
- game
- games
- jigsaw
- player
- puzzle
- puzzles
- tag

C. Spectator Activities

1. Television
   - Howdy Doody
   - Pinky Lee
   - Range Rider
   - Superman
   - television
   - TV
   - Zoo Parade
   - record player

2. Radio
   - radio

3. Movies
   - cartoons
   - Laddy
   - movie
   - movies
   - Roy Rogers

4. Miscellaneous
   - boxing
   - circus
   - clown
   - clowns
   - parade

5. Theater
   - No words for this grade

D. Pastimes

- camera
- camp
- coloring
- comic
- fun
- funny
- joke
- merry-go-round
- picnic
- ski
- skiing
- tow

E. Arts

- artist
- bagpipes
- ballet
- band
XII. RELIGION

A. Miscellaneous
   angel
   angels
   catechism
   church
   devil
   God
   heaven
   holy
   Jesus
   organ
   prayers
   praying
   priest

B. Moral
   bad
   good
XIII. SCHOOL

absent
answer
bell
bells
blackboard
card
cardboard
cards
chalk
chalkboard
class
clay
crayon
crayons
desk
drill
grade
helpers
kindergarten
monitor
note
paste
recess
report
ruler
school
scissors
script
seat
seats
teach
teacher
teachers
test
### Grade 1

#### XIV. SENSORY WORDS

<table>
<thead>
<tr>
<th>A. Sound</th>
<th>B. Sight</th>
<th>C. Touch</th>
<th>D. Taste</th>
<th>E. Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>black</td>
<td>cold</td>
<td>sweet</td>
<td>No words for this grade</td>
</tr>
<tr>
<td>called</td>
<td>blond</td>
<td>colder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>calling</td>
<td>blue</td>
<td>cool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hear</td>
<td>bright</td>
<td>dried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heard</td>
<td>brown</td>
<td>dry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jingles</td>
<td>color</td>
<td>feel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen</td>
<td>colored</td>
<td>freezing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td>colors</td>
<td>hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loud</td>
<td>dark</td>
<td>sharp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td>gray</td>
<td>slippery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quiet</td>
<td>green</td>
<td>soft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quietest</td>
<td>light</td>
<td>touch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rang</td>
<td>lights</td>
<td>touched</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td>look</td>
<td>warm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ringing</td>
<td>looked</td>
<td>wet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>silence</td>
<td>looking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sounds</td>
<td>looks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- The list includes words for the senses of sound, touch, taste, and smell.
- Words for color perception are included, such as yellow.
- The text is organized alphabetically by sense.
- The list is designed for educational purposes, particularly for first-grade students.
XV. SOCIAL STUDIES

Grade 1

A. Community
bakery
bank
barber shop
bazaar
bridge
business
city
downtown
fire engine
flag
mail
mailbox
market
park
playground
police
police car
restaurant
restroom
sidewalk
sign
store
stores
street
streets
town
traffic
world

shells
shoot
shooting
shot
soldiers
submarine
tank
target
tent
war

Canada
Chicago
country
Disneyland
England
Florida
Germany
Hampton Beach
Illinois
Japan
Korea
Massachusetts
Michigan
New Hampshire
New York
North Pole

B. Protection of Citizens
army
bomb
bomber
bombs
cannon
fight
fighting
fired
fort
gun
guns
holster
march
marching
Navy
parachute
rifle
sailor

Canada
Chicago
country
Disneyland
England
Florida
Germany
Hampton Beach
Illinois
Japan
Korea
Massachusetts
Michigan
New Hampshire
New York
North Pole

C. Holidays and Special Events
birthday
celebrate
Christmas
Christmas tree
decorate
decoration
decorations
Easter
Halloween
holly
invite
invited
jack-o-lantern
manger
mask
party
present
presents
Thanksgiving
vacation
valentine
valentines
Valentine's Day
wreath

D. Historical Figures
Lincoln
Mayflower
pilgrim
pilgrims
Washington

E. Place Names
America
Boston
California
### A. Time

<table>
<thead>
<tr>
<th>Calendar names</th>
<th>Time</th>
<th>Time</th>
<th>Week</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>time</td>
<td>times</td>
<td>on</td>
<td>cut</td>
</tr>
<tr>
<td>Friday</td>
<td>week</td>
<td>weeks</td>
<td>over</td>
<td>place</td>
</tr>
<tr>
<td>Monday</td>
<td>year</td>
<td>years</td>
<td>south</td>
<td>top</td>
</tr>
<tr>
<td>Saturday</td>
<td>yesterday</td>
<td></td>
<td>through</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### 2. Points in Time

<table>
<thead>
<tr>
<th>Always</th>
<th>Generally</th>
<th>After</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beginning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>early</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ever</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>everytime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>never</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>night</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o'clock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>once</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>today</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tomorrow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tonight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yesterday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Miscellaneous

<table>
<thead>
<tr>
<th>Miscellaneous</th>
<th>No words for</th>
</tr>
</thead>
<tbody>
<tr>
<td>this grade</td>
<td></td>
</tr>
</tbody>
</table>

### B. Space

<table>
<thead>
<tr>
<th>Containers</th>
<th>Basin</th>
<th>Basin</th>
</tr>
</thead>
<tbody>
<tr>
<td>barrel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>basket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>baskets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Directions

<table>
<thead>
<tr>
<th>In Space</th>
<th>Across</th>
<th>Across</th>
</tr>
</thead>
<tbody>
<tr>
<td>away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>end</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>front</td>
<td></td>
<td></td>
</tr>
<tr>
<td>here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>here's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inside</td>
<td></td>
<td></td>
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<tr>
<td>into</td>
<td></td>
<td></td>
</tr>
<tr>
<td>middle</td>
<td></td>
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</tr>
<tr>
<td>near</td>
<td></td>
<td></td>
</tr>
<tr>
<td>north</td>
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</tr>
</tbody>
</table>

### C. Related to Both

<table>
<thead>
<tr>
<th>Time and Space</th>
<th>Ahead</th>
<th>Ahead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>round</td>
<td>round</td>
</tr>
<tr>
<td>Space</td>
<td>before</td>
<td>before</td>
</tr>
<tr>
<td>Time and Space</td>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>Time</td>
<td>faster</td>
<td>faster</td>
</tr>
<tr>
<td>Space</td>
<td>follow</td>
<td>follow</td>
</tr>
<tr>
<td>Time and Space</td>
<td>next</td>
<td>next</td>
</tr>
<tr>
<td>Time</td>
<td>past</td>
<td>past</td>
</tr>
<tr>
<td>Space</td>
<td>start</td>
<td>start</td>
</tr>
<tr>
<td>Time and Space</td>
<td>started</td>
<td>started</td>
</tr>
<tr>
<td>Time</td>
<td>starts</td>
<td>starts</td>
</tr>
</tbody>
</table>
# XVII. TRANSPORTATION

## A. Land
- bus
- buses
- car
- car's
- cars
- Chevrolet
- choo-choo
- coach
- oil truck
- Plymouth
- railroad
- taxi
- trailer
- train
- trains
- truck
- trucks

## B. Air
- airplane
- airplanes
- airport
- field
- fields
- flew
- flies
- fly
- flying
- helicopter
- helicopters
- jet
- jets
- landing
- pilot
- plane
- planes
- propeller
- propellers
- rocket
- rocket ship

## D. Related Words
- baggage
- crash
- crashed
- drive
- driver
- driveway
- driving
- drove
- engine
- engines
- gas
- gasoline
- luggage
- oil
- passenger
- station
- suitcase
- tires
- trucks
- trip
- tunnel
- wheel
- wheels

## C. Water
- boat
- boats
- float
- sail
- sailboats
- ship
XVIII. WORK

A. Occupations
barber
build
chop
chopped
chopping
cop
cowboy
cowboys
cowgirl
dig
digging
doctor
doctors
dump
fireman
G.E.
load
mailman
milkman
nurse
policeman
postman
raking
shoveling
weatherman
work
working
works

B. Implements
axe
bulldozer
chain
flashlight
hammer
hammers
hatchet
machine
machines
mill
motor
motors
rake
screwdriver
shovel
shovels
steamshovel
tools
tractor

C. Materials
board
boards
bricks
cement
iron
nail
nails
plastic
pipe
pipes
rope
rubber
steel
string
tin

D. Power Sources
electric
electricity

E. Related Words
No words for
this grade
I. ANIMALS

A. Kinds

<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>alligator</td>
<td>giraffe</td>
<td>reindeers</td>
</tr>
<tr>
<td>animal</td>
<td>giraffes</td>
<td>robin</td>
</tr>
<tr>
<td>animals</td>
<td>goat</td>
<td>rooster</td>
</tr>
<tr>
<td>ant</td>
<td>goats</td>
<td>seal</td>
</tr>
<tr>
<td>ants</td>
<td>goldfish</td>
<td>shark</td>
</tr>
<tr>
<td>bear</td>
<td>goose</td>
<td>sheep</td>
</tr>
<tr>
<td>bears</td>
<td>gorilla</td>
<td>skunk</td>
</tr>
<tr>
<td>beaver</td>
<td>hare</td>
<td>snail</td>
</tr>
<tr>
<td>bee</td>
<td>hen</td>
<td>snake</td>
</tr>
<tr>
<td>bees</td>
<td>hens</td>
<td>snakes</td>
</tr>
<tr>
<td>beetle</td>
<td>hippopotamus</td>
<td>spider</td>
</tr>
<tr>
<td>bird</td>
<td>hog</td>
<td>squirrel</td>
</tr>
<tr>
<td>birds</td>
<td>horse</td>
<td>stork</td>
</tr>
<tr>
<td>bluebird</td>
<td>horses</td>
<td>tiger</td>
</tr>
<tr>
<td>bluejay</td>
<td>insect</td>
<td>tigers</td>
</tr>
<tr>
<td>bluejays</td>
<td>kangaroo</td>
<td>tortoise</td>
</tr>
<tr>
<td>buffalo</td>
<td>kitten</td>
<td>tuna</td>
</tr>
<tr>
<td>bug</td>
<td>kittens</td>
<td>turkey</td>
</tr>
<tr>
<td>bugs</td>
<td>kitty</td>
<td>turkeys</td>
</tr>
<tr>
<td>bull</td>
<td>lamb</td>
<td>turtle</td>
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B. Related Words

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I. ANIMALS continued

B. Related Words continued

wild
wing
wings
zoo
II. EMOTIONS

ador
afraid
angry
cry
crying
enjoy
enjoyed
exciting
fear
glad
happy
joy
like
likes
lonesome
love
loved
mad
sad
scare
scared
scarey
want
wanted
wants
III. FOOD

A. Kinds

apple  
apples  
apricot  
bacon  
banana  
bananas  
beams  
beets  
bread  
broccoli  
butternut  
cabbage  
coke  
candy  
carrots  
celery  
cereal  
cheese  
cherry  
chicken  
chickens  
chocolate  
clider  
cocoa  
coffee  
cone  
cookies  
corn  
crackers  
cranberries  
cranberry sauce  
cream  
dough  
egg  
eggs  
four  
food  
frankfurter  
fruit  
fudge  
grapes  
gum  
honey  
Ice cream  
jam  
jelly  
juice  
ketchup  
lamb chops  
lemon  
lettuce  

liver  
loaf  
lobster  
lollipops  
marshmallows  
mint  
milk  
mushroom  
must  
olives  
onion  
orange  
oranges  
orange juice  
pancakes  
peaches  
peanut butter  
peanut  
pear  
peas  
pepper  
peppermint  
pickle  
pie  
pies  
pineapple  
popcorn  
pork  
potato  
potato chips  
potatoes  
prunes  
pudding  
pumpkin  
pumpkins  
raisins  
raspberries  
rice  
Rice Krispies  
salad dressing  
salmon  
salt  
sandwich  
sauce  
shrimp  
soup  
spaghetti  
spinach  
squash  
steak  
sugar  
tangerine  
tea  
tost  
tomato  
tomatoes  
tonic  
vegetables  
venison  
vinegar  
waffles  
wine  

B. Preparation

baked  
boiling  
cook  
cooked  
cooking  
fried  
pour  
roast  
slice  

C. Consumption

1. Verbs for Eating

ate  
drank  
drink  
eating  
et  
eats  
feed  
gobble  

2. Meal Names

breakfast  
dessert  
dinner  
feast  
lunch  
meal  

meal  
salad  
supper
III. FOOD continued

D. Utensils and Table Appointments

cup
cups
dish
dishes
fork
glass
glasses
knife
napkins
nutcracker
oven
pan
pans
pots
spoons
teaspoons

E. Miscellaneous

delicious
fresh
garbage
dairy
rotten
scraps
serve
set
sets
IV. HEALTH and SAFETY

accident
ache
ambulance
bleed
blind
blood
bumped
bumps
cough
hurt
injured
measles
medicine
bumps
pain
pills
Red Cross
safe
safety
sick
scratch
virus
vomit
wart
x-ray
V. HOME

A. Kinds of Homes
- cabin
- cabins
- cottage
- hut
- ranch-house
- ranch

B. Parts of Homes
- attic
- basement
- bathroom
- bedrooms
- breezeway
- ceiling
- cellar
- chimney
- closet
- dining room
- door
- doors
- fireplace
- floor
- furnace
- garage
- gate
- home
- kitchen
- living room
- piazza
- porch
- roof
- roofs
- room
- shelf
- shelves
- stairs
- wall
- walls
- window
- windows

C. Furniture
- alarm
- banister
- bed
- beds
- benches
- blankets
- bureau
- cabinet
- candle
- candles
- carpet
- chair
- chairs
- clock
- couch
- crib
- curtain
- curtains
- divan
- freezer
- furniture
- hose
- lamp
- lights
- mirror
- pillow
- quilt
- refrigerator
- rug
- shade
- sheet
- sink
- stove
- shear
- table
- tables
- tub
- wallpaper
- washing machine
- waste basket

D. Domestic Activities,
Related Objects

- broom
- buying
- clean
- cleaned
- cleaning
- dust
- fix
- fixed
- iron
- key
- knit
- lock
- match
- matches
- needle
- polish
- rubbish
- sew
- shellac
- shine
D. Domestic Activities, Related Objects continued

shop
shopping
sweep
sweeping
swept
thread
wax
yarn
## VI. LANGUAGE

### A. Oral
- explain
- manners
- said
- say
- saying
- says
- scold
- speak
- talk
- talked
- talking
- talks
- tell
- telling
- tells
- told
- word
- words

### B. Written
- envelopes
- letter
- letters
- note
- paper
- papers
- pen
- pencil
- signed
- write
- writing
- wrote

### C. Literature
- book
- books
- castle
- dragon
- Donald Duck
- dungeon
- elf
- elves
- fairies
- giant
- magazine
- page
- read
- reader
- reading
- reads
- stories

### GRADE II

- story
- tales
- Weekly Reader
- witch
- witches

### D. Mechanics
- period
- question
- question mark
- sentence
- title
- vowel

### E. Slang
- ain't
- 'em
- fa
- gee
- grapevine
- guy
- guys
- hi
- la
- nix
- ok
- sure
- wanna
- ya
- yeh
- zip
GRADE II

VII. MATHEMATICAL CONCEPTS

A. Numbers

1. Ordinal

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2. Cardinal

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B. Quantitative Words

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C. Money

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D. Geometric Concepts

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E. Basic Processes

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### VII. MISCELLANEOUS continued

#### D. Verbs continued

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#### F. Prepositions

- against
- at
- by
- for
- from
- if
- in
- into
- because
- of
- off
- on
- onto
- through
- to
- with
- without

#### G. Conjunctions

- and
- as
- but
- or
- and
- for
- if
- since
- so
- than
- though
- while

#### H. Interjections

- goodbye
- hello
- oh
- please
- welcome

#### I. Pronouns and Contractions

- he
- her
- his
- him
- herself
- his
- I
- I'd
- I'll
- I'm
- it
- it's
- me
- mine
- my
- myself
- our
- she
- she'll
- she's
- that
- that's
- themselves
- they
- there
- these
- this
- those
I. Pronouns and Contractions

there
there's
what
what's
we
we're
who
who's
whoever
whose
you
you'd
you'll
your
your're
yours
yourself
you've
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# X. PEOPLE

## A. Family Relationship

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<td>sister of your father or mother</td>
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<td>sister of your father's sister</td>
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<td>sibling of the same parent</td>
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<td>sibling of a cousin</td>
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<td>father</td>
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<td>male parent</td>
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<td>brother of mother</td>
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<td>female grandparent</td>
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<td>marriage</td>
<td>union of man and woman</td>
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<td>mommy</td>
<td>mother</td>
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<td>mother</td>
<td>female parent</td>
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<td>mother's</td>
<td>brother of father</td>
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<td>mother</td>
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## B. Special Names for People

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## C. Anatomy

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<td>finger</td>
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<td>throat</td>
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<td>tooth</td>
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## D. Mental Powers

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### Grade II

#### X. People continued

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## GRADE II

### X. PEOPLE continued

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### F. Clothing and Accessories

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XI. RECREATION and ENTERTAINMENT

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B. Games

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C. Spectator Activities

1. Television

| Howdy Doody       | Fishing           | Make-believe|
|                  |                  | Magic       |
|                  |                  | Parties     |
|                  |                  | Paste       |
|                  |                  | Play        |
|                  |                  |             |

D. Pastimes

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XI. RECREATION and ENTERTAINMENT continued

D. Pastimes continued

- played
- playing
- plays
- photography
- skating
- skiing
- slide
- slides
- sliding
- sports
- swim
- swimming
- swims

E. Arts

1. Music

- band
- dance
- dancing
- drum
- music
- piano
- record-player
- records
- scale
- sing
- singing
- sings
- song
- songs
- ukulele
- violin
- xylophone

F. Related Words

- celebrate
- clever
- climb
- climbed
- decorate
- decorated
- fooling
- funny
- joke
- jolly
- jump
- jumped
- jumping
XII. RELIGION

A. Miscellaneous

altar
angel
angels
choir
Bible
Christ
Christ Child
Church
God
grace
heaven
Herod
holy
Jesus
Lord
Lord's Prayer
manger
minister
pray
prayer
praying
priest
religion
steeple
Sunday School
worship
organ

B. Morals

bad
good
lie
lying
shame
trouble
true
truth
absent
aisle
answer
bell
bells
blackboards
boards
chalk
class
collect
correct
cut
desk
easel
erase
fence
globe
grade
kindergarten
learn
learned
learning
lesson
lessons
line leader
map
mistake
mural
name
named
names
order
project
recess
ruler
school
schools
seat
seats
sharpen
speakers
spelling
spells
staff
stage
stick
sticking
sticks
studies
study
studying
taught
teach
teaching
test
workshop
world
XIV. SENSORY WORDS

A. Sound

hear
heard
listen
sound
sounded
sounds
jingle
noise
ring
racket
whistle

smooth
touch

D. Taste

sweet
taste
tastes

E. Smell

smell

B. Sight

look
looked
looking
looks
see
seeing
seen
sees
black
blonde
blue
brown
colored
colorful
coloring
colors
dark
gold
golden
gray
green
noticed
peek
picture
pictures
pink
plaid
purple
red
saw
silver
white
yellow

C. Touch

feel
rough
XI. SOCIAL STUDIES

A. Community

bank
barn
beach
bridge
bridges
city
cub
community
country
crosswalk
crossing
department
farm
field
flag
hotel
house
houses
jail
library
lighthouse
market
mail
mailbox
museum
newspaper
park
pole
police
post office
road
sand
sidewalk
sign
signals
signs
stable
state
station
statue
store
stores
street
streets
town
village
vote

B. Protection of Citizens

army
bang
bomb
cavalry
explode
exploded
fighting
fort
march
navy
sailor
sailors
shot
shooting
soldier
soldiers

C. Holidays and Special Events

carols
Christmas
gifts
holiday
holly
jingle bells
ornament
present
presents
Santa
Santa Claus
Santa's
Thanksgiving
Tule
Valentine
valentines

D. Historical Figures

Abraham Lincoln
Columbus
George Washington

E. Place Names

America
Bethlehem
Boston
California
Cape Cod
Common (Bost.)
XVI. TIME and SPACE CONCEPTS

A. Time

1. Calendar Names
   afternoon
   April
   August
   autumn
   December
   February
   Friday
   January
   June
   March
   May
   Monday
   November
   October
   Saturday
   Summer
   Summers
   spring
   Sunday
   Thursday
   Tuesday
   Wednesday

2. Adverbs in
   when in point
   of time
   once
   after
   begin
   beginning
   date
   early
   eve
   evening
   everytime
   morning
   night
   noon
   now
   o'clock
   sometime
   sometimes
   start
   started
   starting
   starts
   today
   today's

   tomorrow
   tonight
   when
   yesterday
   birthday

3. Words of
   Passage in Time
   age
   again
   after
   afterwards
   ago
   arrive
   calendar
   day
   days
   ever
   hour
   minute
   minutes
   month
   overnight
   quick
   second
   time
   times
   twilight
   until
   vacation
   week
   weekend
   weeks
   year
   years
   yet

B. Space

1. Containers
   barrel
   barrels
   basket
   baskets
   bottle
   bowl
   box
   boxes
   package
   pail
   quart

2. Directions in
   Space
   back
   backstairs
   bottom
   down
   downstairs
   east
   front
   high
   inside
   left
   middle
   north
   out
   outdoors
   outside
   over
   right
   south
   straight
   under
   underneath
   up
   upstairs

3. Miscellaneous
   above
   across
   alone
   among
   apart
   approach
   around
   behind
   deep
   empty
   emptying
   far
   full
   low
B. Space continued

3. Miscellaneous

continued

near
tight
together
upon

C. Related to Both

Time and Space

already
always
before
beside
busy
came
come
coming
comes
end
ends
fast
faster
finally
finish
finished
followed
hurry
last
late
later
long
next
old
older
short
slow
space
stay
stayed
stop
stopped
stopping
stops
sudden
thick
thin
wide
young
XVII. TRANSPORTATION

A. Land

automobile
bus
buses
car
cars
cruiser
drive
drives
driving
drove
jeep
Oldsmobile
Pontiac
railroad
ride
rides
riding
rode
sleigh
subway
taxicab
tractor
tractors
train
trains
travel
travels
trolley
trolley car
truck
trucks
wheel
wheeler
wheels

ferry boat
rowboat
sail
ship
ships	
tugboat

D. Related Words

crashed
landed
route
steer
tire
trip
trips
zoom

B. Air

airplane
airplanes
flew
flies
flying
helicopter
jet
jets
plane
planes

C. Sea

boat
boats
XVIII. WORK

A. Occupations

artist
baker
busdriver
clove
clowns
conductor
cowboy
cowboys
dentist
doctor
doctor's
driver
drivers
farmer
farmers
fireman
firemen
jobs
mailman
nurse
operator
pilot
policeman
policemen
postman
President
shepherds
Sheriff
teacher
teacher's

B. Implements

axe
bulldozer
engine
engines
hook
ladder
ladders
machine
machines
motor
nail
rake
rod
dring
telephone
telephone pole
telephone poles

typewriter

type

c. Materials

bricks
building
bulb
cement
coal
cotton
leather
plastic
rayon
rope
silk
straw
velvet
wood
wool

D. Power Sources

electric
gasoline
heat
steam
oil

E. Related Words

advertise
build
built
make
made
makes
office
sawing
work
worked
working
works
GRADE III
I. ANIMALS

A. Kinds

- alligator
- monkey

- bear
- monkeys

- bird
- monster

- birds
- mouse

- bluejays
- moose

- bobcat
- ostrich

- bull
- owl

- bunny
- parakeet

- calf
- parrot

- camel
- phoeasant

- camels
- pig

- oat
- pigeon

- caterpillar
- pigeons

- cats
- pigs

- cattle
- pony

- chickens
- puppy

- chipmunk
- rabbit

- chipmunks
- rabbits

- colt
- raccoon

- cow
- raccoons

- cows
- rat

- crab
- reindeer

- crows
- rooster

- cub
- scottie

- deer
- seal

- deers
- seals

- doe
- shark

- does
- sheep

- dog
- skunk

- dogs
- snake

- donkey
- snakes

- dragon
- squirrel

- duck
- squirrels

- ducks
- tiger

- eagle
- tigers

- elephant
- toad

- elephants
- turkey

- faun
- turkeys

- fishes
- turtle

- fox
- turtles

- frog
- wolf

- frogs
- zebra

B. Related Words

- animal
- animals

- antlers
- bark

- barn
- birdhouses

- butted
- cage

- coop
- feather
II. EMOTIONS

afraid
appreciate
awful
brave
broken-hearted
cheerful
cried
cruel
cry
disgusted
dislike
dreary
dread
enjoy
excited
exciting
favorite
feel
feeling
feels
fit
fits
glad
happiness
happy
jealous
jolly
joy
laugh
laughing
laughs
like
liked
likes
lonely
mad
merry
mind
missed
sad
satisfied
scared
scared
scared
thankful
want
wanted
wants
### III. FOOD

#### A. Kinds

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<tr>
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<th>Grapes</th>
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<tr>
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<td>Gravy</td>
</tr>
<tr>
<td>Appleauce</td>
<td>Gum</td>
</tr>
<tr>
<td>Bacon</td>
<td>Gums</td>
</tr>
<tr>
<td>Banana</td>
<td>Ham</td>
</tr>
<tr>
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<td>Hamburg</td>
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<td>Beans</td>
<td>Honey</td>
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<td>Beets</td>
<td>Ice cream</td>
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<td>Jam</td>
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<td>Nuts</td>
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<td>Oatmeal</td>
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<td>Onions</td>
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<tr>
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<td>Orange</td>
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<tr>
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<tr>
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<td>Peaches</td>
</tr>
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<td>Pies</td>
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<tr>
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<td>Pumpkins</td>
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<tr>
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</tr>
<tr>
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#### B. Preparation

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<td>Mixed</td>
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<td>Mixed</td>
</tr>
<tr>
<td>Cereal</td>
<td>Mixed</td>
</tr>
<tr>
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<tr>
<td>Cherries</td>
<td>Mixed</td>
</tr>
<tr>
<td>Cherry</td>
<td>Mixed</td>
</tr>
<tr>
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<tr>
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<td>Mixed</td>
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<tr>
<td>Cookie</td>
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<td>Fish</td>
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<td>Flounder</td>
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<td>Tonic</td>
<td>Mixed</td>
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<td>Mixed</td>
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<td>Wheat</td>
<td>Wine</td>
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<tr>
<td>Whiskey</td>
<td>Mixed</td>
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</table>

#### C. Consumption

1. **Verbs for Eating**

   - ate
   - bit
   - bite
   - biting
   - dining
   - drank
   - drink
   - drinking
   - drinks
   - eat
   - eating
   - fed
   - feed
   - feeding
   - gobble
   - lick
   - licking

2. **Meal Names**

   - breakfast
   - dinner
   - lunch
   - supper
III. FOOD continued

D. Utensils and Table Appointments

- bowl
- breadbox
- cup
- dishes
- fork
- forks
- Frigidaire
- glass
- glasses
- kettle
- knife
- knives
- oven
- pan
- pans
- plates
- pots
- pottery
- refrigerator
- spoon
- spoons
- stove
- stoves
- straw
- straws

E. Miscellaneous

- dairy
- dessert
- feast
- food
- foods
- freezer
- freezes
- fresh
- hungry
- meal
- order
IV. HEALTH and SAFETY

accident
bandage
blind
blood
born
breath
bump
bumped
bumping
bumps
buried
burning
burns
careful
carefully
crash
crashed
cuts
danger
dangerous
die
died
dizzy
fire
flame
health
healthy
hospital
hurt
ill
kill
killed
lame
life
living
match
measles
mumps
pain
pills
poison
poisoned
polio
rescue
rest
safe
safety
sick
skinny
smoke
vicks
vitamins
weak
well
V. HOME

A. Kinds of Homes

building
buildings
bunk
bunks
cabin
cabins
camp
cave
cottage
dome
domes
igloo
log cabin
palace
ranch
shelter

B. Parts of Homes

address
attic
bathroom
bedroom
ceiling
ceilings
cellar
chimney
closet
den
door
doors
doorway
elevator
escalator
faucet
faucets
fence
fireplace
floor
garage
garden
gate
hall
kitchen
living room
pantry
porch
radiator
rails
roof
roofs
room
rooms

C. Furniture

bathtub
bed
beds
bench
blanket
bookcase
bunkbeds
bureau
chairs
chair
chairs
couch
curtains
dresser
furniture
lamp
piano
pillow
rug
shade
sink
stool
table
tablecloth
tables
telephone
towel
vase
wallpaper
wastebasket

D. Domestic Activities,
Related Objects

bought
broom
VI. LANGUAGE

A. Oral

answer
answered
ask
asked
call
called
calling
calls
hello
hollered
introduce
please
quarrel
question
questions
recite
reply
saying
says
scold
scream
shouted
speak
talk
talked
talking
talks
tell
telling
tells
thank
thanked
thanks
told
voice
whistle
yelling

comic
fairies
fairy
fumbles
ghost
ghosts
poem
read
reader
reading
reads
story
Superman

D. Mechanics

syllable
vocabulary
vowels
word
words

E. Slang

gee
nix
o.k.
whack

F. Miscellaneous

dictionary
language
letter
letters
news
secret

B. Written

abbreviate
abbreviation
invitation
write
writes
writing
wrote

C. Literature

book
books
Bo-Peep
Cinderella
VII. MATHEMATICAL CONCEPTS

A. Numbers

1. Ordinal

- biggest
- couple
- difference
- double
- dozen
- either
- else
- empty
- enough
- even
- every
- everybody
- everyday
- everyone
- everything
- everywhere
- exactly
- except
- extra
- few
- fill
- filled
- full
- giant
- great
- half
- hardly
- heavy
- high
- higher
- junior
- just
- large
- less
- little
- littlest
- load
- loads
- long
- longer
- longest
- lot
- lots
- low
- lowered
- many
- middle
- might
- mighty
- mile
- miles
- more
- most
- much
- nobody

- none
- nothing
- nowhere
- only
- other
- others
- pair
- pairs
- parts
- piece
- pieces
- pile
- poor
- pound
- pounds
- quiet
- remainder
- rich
- scraps
- single
- size
- small
- some
- somebody
- someone
- something
- sometime
- sometimes
- tall
- tiny
- together
- usually
- very
- whole
- young

2. Cardinal

- fifth
- first
- fourth
- second
- seconds
- twice

B. Quantitative Words

- about
- actually
- all
- almost
- a lot
- also
- altogether
- always
- another
- any
- anybody
- anything
- around
- barely
- big
- bigger
VII. MATHEMATICAL CONCEPTS continued

D. Geometric Concepts continued

- square
- tube
- zigzag

E. Basic Processes

- adding
- addition
- arithmetic
- count
- counted
- counting
- counts
- subtract

F. Miscellaneous

- allowance
- number
- numbers
- pay
- sold
- spend
- split
- valuable
- wages
# VIII. MISCELLANEOUS

## A. Proper Names

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<tbody>
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<td>crack</td>
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<tr>
<td>Diane</td>
<td>kind</td>
<td>cracked</td>
</tr>
<tr>
<td>Isabella</td>
<td>loose</td>
<td>covered</td>
</tr>
<tr>
<td>Jack</td>
<td>lovable</td>
<td>developed</td>
</tr>
<tr>
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<td>lucky</td>
<td>did</td>
</tr>
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<td>neither</td>
<td>didn't</td>
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<tr>
<td>Joseph</td>
<td>now</td>
<td>do</td>
</tr>
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<td>does</td>
</tr>
<tr>
<td>Linda</td>
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<td>doesn't</td>
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<td>earn</td>
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<td>out</td>
<td>had</td>
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<td>over</td>
<td>happen</td>
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<td>queer</td>
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<td>quiet</td>
<td>haven't</td>
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<tr>
<td>Richard</td>
<td>real</td>
<td>have</td>
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<td>Robert</td>
<td>regular</td>
<td>having</td>
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<td>Sue</td>
<td>rush</td>
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## B. Nouns

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VII. MISCELLANEOUS continued

B. Verbs continued

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shows
spread
stood
stuck
take
taken
takes
taking
tied
took
tried
trying
use
used
uses
was
wasn't
were
weren't
whirl
will
won't
would
wouldn't
wrap
wrapped

why
yes

F. Prepositions

at
by
from
if
of
on
the
to
whether
with
without

G. Conjunctions

and
as
because
but
or
so
while
than

H. Interjections

ah
bye
oh
welcome

I. Pronouns and Contractions

he
he'd
her
hers
herself
he's
him
himself
his
I
I'd
I'll
I'm
it
its
it's

E. Adverbs

certainly
charge
maybe
no
not
off
possible
probably
quickly
rather
really
settled
slowly
sudden
suddenly
sure
then
through
whatever
when
whenever
where
there
IX. NATURE and SCIENCE

A. Nature

ant  ant
beetle  beetle
branch  branch
branches  branches
brook  brook
brooks  brooks
bug  bug
bunch  bunch
bush  bush
bushes  bushes
cliff  cliff
cloud  cloud
clouds  clouds
dandelion  dandelion
dirt  dirt
flipper  flipper
flower  flower
flowers  flowers
goldenrod  goldenrod
goldfish  goldfish
grass  grass
ground  ground
hay  hay
haystack  haystack
hill  hill
hills  hills
holly  holly
insect  insect
jellyfish  jellyfish
jungle  jungle
lake  lake
lavae  lavae
log  log
logs  logs
maple  maple
mountain  mountain
mountains  mountains
muddy  muddy
nature  nature
nest  nest
oak  oak
ocean  ocean
octopus  octopus
outdoors  outdoors
pansies  pansies
pine  pine
pines  pines
plant  plant
planted  planted
planting  planting
plants  plants
poinsettias  poinsettias
pond  pond

B. Science

blow  blow
blowing  blowing
blows  blows
cold  cold
desert  desert
developmental  development
earth  earth
freeze  freeze
frozen  frozen
grow  grow
grown  grown
heat  heat
waves  waves
wet  wet
world  world

hurricanes  hurricanes
ice  ice
icicle  icicle
icicles  icicles
marsh  marsh
minerals  minerals
moon  moon
precipitation  precipitation
rain  rain
rainbow  rainbow
rained  rained
rains  rains
shadow  shadow
slope  slope
snow  snow
snows  snows
star  star
stars  stars
steaming  steaming
storm  storm
sun  sun
sunny  sunny
sunshine  sunshine
waves  waves
wet  wet
world  world
A. Family Relationships

aunt
two brother
brother's
two brothers
cousin
cousin's
cousins
daddy
daughter
family
father
father's
fathers
grandfather
grandmother
grandmother's
grandmothers'husband
mama
mother
mother's
mothers
parents
sister
sister's
sisters
son
uncle
wife
cub scouts
dwarf
elf
English
Eskimo
Eskimos
friend
friends
friend's
gang
ganged

girl
girl friend

girls

group

guy

Indians

Japanese

kids

king

knight

knights

ladies

lady

leader

leaders

man

man's

men

Miss

Mr.

Mrs.

pal

partners

people

princess

scout

Spanish

spooks

squaws

witch

witches

eye

eyebrow

eyes

face

faces

fat

feet

foot

hair

hand

hands

head

heart

hearts

hip

knee

knees

lap

legs

mouth

neck

necks

nose

shoulder

skeleton

skin

stomach

teeth

throat

toes

tonsils

tooth

wrist

B. Special Names for People

American

babies

baby

boy

boys

boy's

bride

Brownies

captain

catche

Chiefs

cild

children

children's

Chinese

compny

cowboy

cowboys

cowboy's

crowd

C. Anatomy

appendix

arm

arms

beard

body

bone

bones

ears

D. Mental Powers

certain

decided

dumb

forget

forgiven

forgot

friendly

guess

guesses

haté

hope

hoped

idea

imagine

interested

interesting

jumble

know
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### X. PEOPLE continued

#### F. Clothing and Accessories

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<tr>
<td>pins</td>
<td></td>
</tr>
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<td>pocket</td>
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</tr>
<tr>
<td>pocketbook</td>
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</tr>
<tr>
<td>pockets</td>
<td></td>
</tr>
<tr>
<td>powder</td>
<td></td>
</tr>
<tr>
<td>raincoat</td>
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</tr>
<tr>
<td>ribbon</td>
<td></td>
</tr>
<tr>
<td>ribbons</td>
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<tr>
<td>rubber</td>
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#### G. Grooming

<table>
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<th>Word</th>
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<tr>
<td>brush</td>
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</tr>
<tr>
<td>dressed</td>
<td></td>
</tr>
<tr>
<td>facecloth</td>
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</tr>
<tr>
<td>haircut</td>
<td></td>
</tr>
<tr>
<td>soap</td>
<td></td>
</tr>
<tr>
<td>undress</td>
<td></td>
</tr>
<tr>
<td>wash</td>
<td></td>
</tr>
<tr>
<td>washed</td>
<td></td>
</tr>
<tr>
<td>washing</td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td></td>
</tr>
<tr>
<td>wearing</td>
<td></td>
</tr>
<tr>
<td>wears</td>
<td></td>
</tr>
<tr>
<td>zip</td>
<td></td>
</tr>
</tbody>
</table>

#### H. Related Words

<table>
<thead>
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<tbody>
<tr>
<td>cigar</td>
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<tr>
<td>cigarette</td>
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</tr>
<tr>
<td>cigarettes</td>
<td></td>
</tr>
<tr>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>married</td>
<td></td>
</tr>
<tr>
<td>naughty</td>
<td></td>
</tr>
<tr>
<td>own</td>
<td></td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
<tr>
<td>persons</td>
<td></td>
</tr>
<tr>
<td>spit</td>
<td></td>
</tr>
<tr>
<td>tear</td>
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</table>
## XI. RECREATION and ENTERTAINMENT

### A. Toys and Equipment

<table>
<thead>
<tr>
<th>B. Games</th>
<th>C. Spectator Activities</th>
</tr>
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<tbody>
<tr>
<td>arrow</td>
<td>base</td>
</tr>
<tr>
<td>arrows</td>
<td>baseball</td>
</tr>
<tr>
<td>ball</td>
<td>baseman</td>
</tr>
<tr>
<td>balloon</td>
<td>bases</td>
</tr>
<tr>
<td>balls</td>
<td>beat</td>
</tr>
<tr>
<td>bat</td>
<td>beats</td>
</tr>
<tr>
<td>bats</td>
<td>bowling</td>
</tr>
<tr>
<td>bicycle</td>
<td>boxers</td>
</tr>
<tr>
<td>bike</td>
<td>boxing</td>
</tr>
<tr>
<td>bikes</td>
<td>football</td>
</tr>
<tr>
<td>block</td>
<td>hockey</td>
</tr>
<tr>
<td>bow</td>
<td>pitches</td>
</tr>
<tr>
<td>card</td>
<td>race</td>
</tr>
<tr>
<td>cards</td>
<td>races</td>
</tr>
<tr>
<td>checkers</td>
<td>scrimmage</td>
</tr>
<tr>
<td>dart</td>
<td>tackle</td>
</tr>
<tr>
<td>doll</td>
<td>tackled</td>
</tr>
<tr>
<td>doll carriage</td>
<td></td>
</tr>
<tr>
<td>doll face</td>
<td>tag</td>
</tr>
<tr>
<td>dolls</td>
<td>tagged</td>
</tr>
<tr>
<td>dolly</td>
<td>tags</td>
</tr>
<tr>
<td>erector</td>
<td>trace</td>
</tr>
<tr>
<td>Jack-in-the Box</td>
<td></td>
</tr>
<tr>
<td>jack-knife</td>
<td>traced</td>
</tr>
<tr>
<td>jack-stone</td>
<td>traces</td>
</tr>
<tr>
<td>jokers</td>
<td></td>
</tr>
<tr>
<td>mask</td>
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<td>masks</td>
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<tr>
<td>pall</td>
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<td>pool</td>
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</tr>
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<td>puppet</td>
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<tr>
<td>puzzle</td>
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</tr>
<tr>
<td>record</td>
<td></td>
</tr>
<tr>
<td>record player</td>
<td></td>
</tr>
<tr>
<td>records</td>
<td></td>
</tr>
<tr>
<td>roller skates</td>
<td></td>
</tr>
<tr>
<td>sled</td>
<td></td>
</tr>
<tr>
<td>sleds</td>
<td></td>
</tr>
<tr>
<td>sleigh</td>
<td></td>
</tr>
<tr>
<td>slide</td>
<td></td>
</tr>
<tr>
<td>soccer ball</td>
<td></td>
</tr>
<tr>
<td>swing</td>
<td></td>
</tr>
<tr>
<td>teddy bear</td>
<td></td>
</tr>
<tr>
<td>toy</td>
<td></td>
</tr>
<tr>
<td>toys</td>
<td></td>
</tr>
<tr>
<td>trumpet</td>
<td></td>
</tr>
<tr>
<td>violin</td>
<td></td>
</tr>
<tr>
<td>xylophone</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Theater

- aisle
- theater

### D. Pastimes

- band
- beach
- dance
- danced
- dive
- hobby
- ice skating
- parties
- picnic
- pipe
- pipes
- play
- played
- playing
- playing
- plays
- playground
- playgrounds
- roller skating
- sing
- singing
- slides
- sliding
- swim
- swim
- swimmer
- swimming
- swings
- trick
- tricks

### 4. Miscellaneous

- circus
XI. RECREATION and ENTERTAINMENT  continued

E. Arts

1. Music
   drum  drums  horn  hum  music  songs  tune  magic  masked  mischief  pageant  park  present  presents  pretend  pretended  pretending

2. Painting
   art  background  blend  coloring  decoration  decorations  design  designs  draw  drawing  drawings  drew  ornament  ornaments  paint  painted  painting  paints  pictures  prize  score  sports  surprise  team  teams  threw  throw  throwing  thrown  throws  trip  trunk  visit  visiting  won  wonderful

F. Related Words
   amusement  bar  bars  blind folded  challenge  choir  choose  chorus  dig  digging  disguise  dug  festival  fun  funny  funniest  game  games  goal  joke  jokes
XII. RELIGION

A. Miscellaneous

angel
believe
Christ
devil
God
Godmother
haunted
heaven
hymn
Jesus
Lord's
prayed
prayer

B. Moral Words

bad
best
better
fine
good
goodness
honest
lie
obey
right
steal
true
wrong
absent
alphabet
balcony
bell
bells
blackboard
board
boards
bulletin
chalk
class
collect
crayon
crayons
desk
desks
drills
dump
erase
eraser
excellent
fair
glue
grade
hard
harder
ink
learn
learned
learns
lesson
lessons
mark
marks
miss
mistake
name
named
names
paper
papers
pass
passed
passing
paste
pen
pencil
pencil sharpener
problem
rang
recess
refill
ring
rings
rules
### XIV. SENSORY WORDS

#### A. Sound
- hear
- heard
- jingle
- listen
- listened
- listening
- loud
- louder
- noise
- noises
- rung

#### B. Sight
- beautiful
- black
- blonde
- bright
- brown
- color
- colored
- colors
- dark
- gold
- golden
- gorgeous
- grey
- green
- light
- lighted
- look
- locking
- looks
- luxurious
- mess
- notice
- noticed
- prettiest
- pretty
- purple
- red
- seem
- see
- seen
- sees
- shiny
- sight
- silvery
- ugly
- view
- violet

#### C. Touch
- dried
- dry
- hot
- rough
- smooth
- soft

#### D. Taste
- sour
- sweet

#### E. Smell
- smell
- smelled
- smells
- sniffed
XV. SOCIAL STUDIES

A. Community

bank
city
country
downtown
drugstore
factory
factories
farm
farms
field
fields
fountain
hotel
island
join
joined
joins
library
mail
map
meeting
museum
neighbor
neighbors
sign
signs
stamps
store
stores
town

B. Protection of Citizens

army
bombs
bullets
fire engine
fire station
fought
free
freedom
gun
guns
helmet
help
helped
liberations
Navy
patrol
police
rifle

shoot
shooting
shot
spear
stripes
sword
war
wounded

C. Holidays and Special Events

celebrate
celebrating
Christmas
gift
gifts
holiday
Santa
Santa Claus
Thanksgiving
tinsel
Valentine
valentines
Valentine's Day
wreath

D. Historical Figures

Abraham Lincoln
George Washington
Lincoln
Mayflower
pilgrim
pilgrims
Pilgrims
Robin Hood

E. Place Names

America
Boston
California
Canada
Cape
Cape Cod
China
Concord
Empire State
Building
England
Italy

Korea
Manchester
Mount Vernon
New Hampshire
New York
Plymouth Rock
states
United States
Virginia
Washington
West
White House
GRADE III

XVI. TIME AND SPACE CONCEPTS

A. TIME

1. Calendar Names

<table>
<thead>
<tr>
<th>December</th>
<th>start</th>
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<tbody>
<tr>
<td>February</td>
<td>started</td>
</tr>
<tr>
<td>Friday</td>
<td>starting</td>
</tr>
<tr>
<td>June</td>
<td>starts</td>
</tr>
<tr>
<td>March</td>
<td>still</td>
</tr>
<tr>
<td>May</td>
<td>till</td>
</tr>
<tr>
<td>Monday</td>
<td>today</td>
</tr>
<tr>
<td>Saturday</td>
<td>tomorrow</td>
</tr>
<tr>
<td>Spring</td>
<td>tomorrows</td>
</tr>
<tr>
<td>Summer</td>
<td>tonight</td>
</tr>
<tr>
<td>Thursday</td>
<td>until</td>
</tr>
<tr>
<td>Tuesday</td>
<td>week</td>
</tr>
<tr>
<td>Wednesday</td>
<td>weekend</td>
</tr>
<tr>
<td>Winter</td>
<td>weekly</td>
</tr>
<tr>
<td>Wintertime</td>
<td>weeks</td>
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2. Adverbs of Time

<table>
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<th>when in time</th>
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<tr>
<td>after</td>
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<td>before</td>
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</tr>
<tr>
<td>eve</td>
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<td>hour</td>
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<td>keep</td>
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<td>morning</td>
</tr>
<tr>
<td>night</td>
</tr>
<tr>
<td>nights</td>
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<tr>
<td>night time</td>
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<tr>
<td>noon</td>
</tr>
<tr>
<td>now</td>
</tr>
<tr>
<td>nowadays</td>
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B. SPACE

1. Containers

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<thead>
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<tr>
<td>bags</td>
</tr>
<tr>
<td>basket</td>
</tr>
<tr>
<td>bottle</td>
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<td>bottles</td>
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<td>box</td>
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<tr>
<td>boxes</td>
</tr>
<tr>
<td>bucket</td>
</tr>
<tr>
<td>jar</td>
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<td>jars</td>
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2. Directions

<table>
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<tbody>
<tr>
<td>above</td>
</tr>
<tr>
<td>across</td>
</tr>
<tr>
<td>back</td>
</tr>
<tr>
<td>backwards</td>
</tr>
<tr>
<td>behind</td>
</tr>
<tr>
<td>below</td>
</tr>
<tr>
<td>beside</td>
</tr>
<tr>
<td>besides</td>
</tr>
<tr>
<td>bottom</td>
</tr>
<tr>
<td>corner</td>
</tr>
<tr>
<td>diagonal</td>
</tr>
<tr>
<td>distance</td>
</tr>
<tr>
<td>down</td>
</tr>
<tr>
<td>far</td>
</tr>
<tr>
<td>farther</td>
</tr>
<tr>
<td>here</td>
</tr>
<tr>
<td>here's</td>
</tr>
<tr>
<td>left</td>
</tr>
<tr>
<td>near</td>
</tr>
<tr>
<td>nearer</td>
</tr>
<tr>
<td>nearby</td>
</tr>
<tr>
<td>north</td>
</tr>
<tr>
<td>side</td>
</tr>
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</tr>
<tr>
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<td>south</td>
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<td>straight</td>
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<tr>
<td>top</td>
</tr>
<tr>
<td>toward</td>
</tr>
<tr>
<td>tunnel</td>
</tr>
<tr>
<td>under</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>upon</td>
</tr>
</tbody>
</table>
XVI. TIME and SPACE CONCEPTS continued

3. Directions in Space continued

- upper
- upside
- west

4. Miscellaneous

- already
- alone
- deep
- drop
- dropped
- edge
- fall
- fallen
- falling
- falls
- fell
- hole
- holes
- inside
- instead
- into
- shape
- shaped
- space
- spot
- spots
- tip
- wide

C. Miscellaneous - Related to both

- came
- come
- comes
- coming
- close
- end
- fast
- faster
- finally
- finish
- finished
- finishes
- finishing
- follow
- followed
- follows
- stay
- stayed
- stop
- stopped
## XVII. TRANSPORTATION

### A. Land

- automobile
- brake
- buggy
- Buick
- bus
- buses
- cars
- cart
- Chevrolet
- cross (walk)
- diesel
- Dodge
- drive
- driver
- driving
- Ford
- highway
- path
- Plymouth
- road
- speeding
- street
- tire
- tires
- tracks
- train
- trains
- truck
- trucks

### B. Air

- air
- airplane
- airplanes
- airport
- flies
- fly
- flyer
- flying
- helicopter
- jet
- land
- landed
- landing
- lands
- parachute
- plane
- rocket ship

### C. Water

- boat
- boats
- canoe
- canoes
- overboard
- paddle
- port
- river
- sail
- sailed
- sailing
- sea
- ship
- ships

### D. Related Words

- lugg go
- peak
- ride
- rides
- riding
- rode
- steer
- steering
- ticket
## XVIII. Work

### A. Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Implement</th>
<th>Source</th>
<th>Related Words</th>
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<tbody>
<tr>
<td>bus driver</td>
<td>screwdriver</td>
<td>make</td>
<td>build</td>
</tr>
<tr>
<td>business</td>
<td>screws</td>
<td>making</td>
<td>builds</td>
</tr>
<tr>
<td>carpenter</td>
<td>shovel</td>
<td>office</td>
<td>built</td>
</tr>
<tr>
<td>dancer</td>
<td>steam shovel</td>
<td>printing</td>
<td>fixed</td>
</tr>
<tr>
<td>dentist</td>
<td>string</td>
<td>work</td>
<td>fix</td>
</tr>
<tr>
<td>doctor</td>
<td>tacks</td>
<td>working</td>
<td>fixed</td>
</tr>
<tr>
<td>doctors</td>
<td>typewriter</td>
<td>work</td>
<td>fixes</td>
</tr>
<tr>
<td>doctor's</td>
<td>wheel</td>
<td>works</td>
<td>job</td>
</tr>
<tr>
<td>farmer</td>
<td>wheelbarrow</td>
<td></td>
<td>jobs</td>
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<tr>
<td>fireman</td>
<td>wheels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fisherman</td>
<td>whip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawyer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>magician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mailman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>owner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pilot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pilots</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>policeman</td>
<td></td>
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</tr>
<tr>
<td>president</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>principal</td>
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<td></td>
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<tr>
<td>queen</td>
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<td></td>
</tr>
<tr>
<td>robber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>runner</td>
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<td></td>
</tr>
<tr>
<td>shepherds</td>
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<td></td>
</tr>
<tr>
<td>sheriff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ventriloquist</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### B. Implements

- axe
- chisel
- equipment
- flashlight
- hammers
- hatchet
- hoe
- ladder
- ladders
- machine
- motor
- nail
- nails
- net
- plow
- plug
- rod
- rope

### C. Materials

- antenna
- antennas
- bamboo
- brick
- bulb
- film
- hinges
- iron
- leather
- lights
- lumber
- metal
- plaster
- plastic
- putty
- steel
- tile
- wires

### D. Power Sources

- coal
- electric
- electricity
- engine
- gas
- oil
- welding

### E. Related Words

- build
- builds
- built
- fix
- fixed
- fixes
- job
- jobs