

1952

# A survey of the experience background of second grade children

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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

A SURVEY OF THE EXPERIENCE BACKGROUND  
OF  
SECOND GRADE CHILDREN

Submitted by

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

1952

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INTRODUCTION . . . . .

## INTRODUCTION

The following investigation is an attempt to discover the experiences needed for second grade children to read their basal readers. The analysis of experiences will be made in reference to the basal readers used in a medium-sized town.

Children coming to the second grade bring a great variety of experiences from their home, their community, and their first year in school. Some children come from homes where they have had opportunity for many experiences, others from environments where experiences have been limited. It is important that the teacher learn about and understand these varied backgrounds.

Therefore, this study is an attempt to discover the experience background of one hundred two children in the second grade using a diagnostic picture test for the Alice and Jerry Series of the Row, Peterson Company.

This study is a part of a group project.

CHAPTER I

PLAN OF STUDY

## CHAPTER I

### PLAN OF STUDY

In order to discover what type of experiences were necessary for the understanding of second grade books, it was suggested that a test could be made based on the experiences contained in the basic second grade readers. Thus, the teacher would have an actual experience record of the books the children would read.

The experiences used in this study were taken directly from Row, Peterson Basic Readers. These are the basic readers for grade two used in the schools included in the survey. The books included were:

1. Readiness Book Two: Down the River Road
2. Second Reader: Friendly Village

This study, then, is an attempt to discover what experiences the children of a given community have in reference to the basic reading books of grade two.

It was decided by the group that in order to find the experiences needed to read basic readers it would be necessary to classify the new vocabulary presented in the appendix of the basic readers.

Therefore, the first step in this study was to alphabetize the new vocabulary words presented in the word list in the appendix of the second grade Alice and Jerry Series, Readiness

Second Reader: Down the River Road and Second Reader:  
Friendly Village, published by Row, Peterson and Company.

The following is an alphabetized list of 367 new vocabulary words from the appendix of the second grade basic readers of the Row, Peterson Company series.

acting	cat	else	heels
afternoon	cattle	end	held
air	cellar	enjoy	herself
alive	cents	exciting	high
almost	Charlie	expected	Hogan
already	chicken	eye	hollows
America	chimney	ever	horn
among	chinaberry		horse
an	circus	fall	hot
answered	clam	family	howdy
ask	clambake	fastened	hundred
	clean	fault	hurt
bacon	climbing	feast	hurry
bake	clock	feel	
banana	closed	feeling	I'll
bang	clouds	fellow	I'm
bark	clown	feet	important
baseball	cobbler	fence	Indians
bee	cook	fiddle	interesting
began	corn	fields	interested
begin	corner	filled	isn't
believe	corral	fire	
berries	couldn't	fireplace	jelly
better	course	flapjacks	jam
biscuits	covered	flat	Joe
bicycle	crack	floats	joins
black	crowd	foot	joke
blackberries	cut	foolish	juice
blacksmith		forgotten	June
blankets	dancing	friend	
blind	dark	friendly	keep
blueberry	declare		kind
bones	deep	glad	kitchen
bottles	didn't	golden	
bought	dig	gone	ladder
bowl	dinner	grass	land
bracelet	discovery	Granny	late
bread	dishes	graze	laugh
brought	dollar	grazing	lazy
butter	done	frow	leaf
buy	donkey	great	learn
	don't	guess	Lem
cabin	dressed		less
cage	drove	hair	let
camp		hammer	life
cane	each	happen	listened
can't	ears	hard	live
captain	edge	haven't	log
careful	eight	hee-haw	lonesome

lost	plains	shiny	these
low	pointed	ship	think
Luck	potato	shiver	threw
Lucky	pots	shook	throw
	Preacher	shop	through
mean	prize	shore	ticked
melon	proudly	should	tied
middle	pop	shoulder	tired
miles	purred	shout	trading
mine		side	trails
minute	queer	sign	trouble
mischievous	question	silver	try
missed		since	turquoise
month	race	skinny	twirled
moons	rake	slept	
morning-glory	ranch	slid	umbrella
mountain	range	smell	uncle
mouth	rascal	small	under
most	read	smoke	understand
Mrs.	real	smooth	upset
music	remembered	soft-shelled	use
myself	rest	softly	
	rich	sold	Village
Navaho	rings	soles	
neck	rocks	sorry	wait
nice	rolling	spend	washed
noise	roof	spider	watch
nothing	root	stalks	waves
	rope	stand	week
ocean	rosebush	step	west
o'clock		sticky	wet
only	saddle	stone	wheels
own	sailed	stockings	which
	sand	story	white
pail	save	stories	whistle
pan	sea	straight	whiskers
pair	seashore	suddenly	win
pasture	seaweed	such	wind
patch	seconds	suit	wonder
pays	seem	supper	wonderful
peddler	seen	suppose	won't
pie	send		wore
pick	seven	tap	workbench
piglets	sheep	taste	worms
pine	shelf	tell	
pincers	shoe	tent	yellow
pipe	shell	than	
place	shines	themselves	

Next general classifications were obtained by observing the 367 new vocabulary words and attempting to group them. The following classifications were tentatively set up.

- I Excursions
- II Family
- III Food and Clothing
- IV Games
- V Home and Community
- VI Science
- VII Toys
- VIII Transportation

Then it was decided by pooling the tentative classifications made by each individual in the group to use the following classifications and as many sub-classifications as individuals felt necessary to include their "experience vocabulary".

- I Holidays
- II People
- III Places
- IV Play
- V Science
- VI Transportation

Since each person in the group had a different basic reader to analyze for experiences and in some cases a different grade level, it was necessary to make these headings general in order to include most of the group members' new vocabulary. On the other hand, not all of the new vocabulary would fit under these classifications, but it was felt too many classifications would be cumbersome.

The fourth step was to classify as many as possible of the 367 vocabulary words from the Alice and Jerry second grade basic readers under the classifications decided on by the group.

Table I shows 150 vocabulary words from the second grade basal readers classified under four headings and twenty sub-headings. Two headings decided on by the group were omitted in this study. Holidays was omitted because there were no words to classify under it and Transportation was omitted because the few words that could be classified there could also be classified under another heading.

TABLE I  
FIRST CLASSIFICATION OF EXPERIENCES

I People	I People(cont.)	II Places	III Play
<u>Family</u>	<u>Articles to use</u>	<u>Far away</u>	<u>Games</u>
family	bottle	America	baseball
fellow	bowl	camp	race
friend	cage	clambake	prize
	cents	corral	
<u>Helpers</u>	clock	fence	<u>Toys</u>
blacksmith	dishes	hogan	bicycle
captain	dollar	hollows	whistle
clown	hammer	land	fiddle
cobbler	ladder	log cabin	
cook	pail	melon patch	
crowd	pan	mountain	
fiddler	pot	ocean	
Indian	rake	pasture	
peddler	rope	ranch	
	saddle	rocks	
	wheel	rolling plains	
<u>Parts of body</u>		seashore	
bones		smoke	
ear		trading post	
eye		trail	
feet		wave	
hair		west	
heel			
mouth		<u>In a community</u>	
neck		blacksmith shop	
shoulder		circus	
whiskers		field	
		tent	
<u>Articles to wear</u>		village	
blanket		workbench	
bracelet			
cane		<u>In a house</u>	
pipe		cellar	
shoe		chimney	
silver		corner	
stockings		fireplace	
suit		floor	
turquoise		kitchen	
umbrella		shelf	

TABLE I (continued)  
 FIRST CLASSIFICATION OF EXPERIENCES

IV Science	IV Science (cont.)
<u>Animals</u>	<u>Number</u>
cat	seven
cattle	hundred
crab	<u>Plants</u>
donkey	chinaberry
grazing	grass
horse	leaf
piglets	morning-glory
pup	rosebush
sheep	seaweed
worms	<u>Sounds</u>
<u>Colors</u>	bang
golden	bark
white	hee-haw
yellow	horn
<u>Food</u>	purred
bacon	ticked
banana	tap
biscuits	whistle
berries	<u>Time</u>
blueberry pie	afternoon
bread	late
butter	minute
chicken	month
clams	seconds
corn	<u>Weather</u>
dinner	air
feast	cloud
flapjacks	dark
food	hot
fruit	moon
jelly	stars
juice	wind
melon	
potato	
supper	

All of the 367 new vocabulary words were not included in Table I. Many of the words could not be classified under the headings decided on by the group. A list of these words follow.

acting	hard	pair	stories
alive	held	patch	straight
	high	pays	suddenly
bake	hot	pick	suppose
blind	hurt	place	taste
	hurry	pointed	tell
clean		puts	themselves
climbing	important	proudly	think
closed	interesting		these
covered		queer	threw
crack	joins	question	throw
cut	joke		through
		rascal	tied
dancing	keep	remembered	tired
dig	kinds	rest	trouble
discovery		rich	try
deep	laugh	root	twirled
dressed	lazy		
drive	learn	sailed	under
	let	save	understood
each	life	send	upset
edge	listened	shines	use
eight	lonesome	shiver	
end	lost	shook	wait
enjoy	low	shoot	washed
exciting	lock	side	watch
expected		skinny	west
	mean	slept	wet
fall	middle	smell	wonder
fastened	miles	slid	wonderful
fault	mischief	small	wove
filled	missed	smooth	
flat	most	soft-shelled	
floats	Mrs.	softly	
forgotten	music	sold	
friendly		spend	
	noise	sorry	
glad	nothing	step	
gone		stand	
grow		sticky	
guess		story	

Still other words were omitted because it would be very difficult to find out whether or not the children understood that experience. The following is a list of these words:

almost	great
already	
among	happen
answered	haven't
ask	herself
	howdy
began	
begin	I'm
believe	I'll
better	isn't
bought	
brought	June
buy	
	less
can't	
careful	mine
couldn't	myself
course	
	nice
don't	
done	only
didn't	our
declare	own
	o'clock
else	
ever	read
	real
feel	
feeling	seem
foolish	should
	since
	such
	than
	which
	won't

Proper names were also discarded since children could not have had experience with them without reading the second grade basic readers of the Alice and Jerry Series.

Charlie  
Granny  
Jim  
Joe  
Lem  
Lucky  
Preacher Day

The next step in this study was to limit the classified experience words to a workable number in order to discover if children knew these experiences necessary to read the second readers in the Alice and Jerry Series. One hundred words was decided on by the group to be a workable number of experience words to build into a test.

In order to limit the 150 classified words to 100, the frequency of these words was obtained from the second grade basal readers. A tabulation was made of the number of times each word occurred in the basal readers. A high frequency in these books indicated that the word represented an experience important to the child's understanding of Down the River Road and Friendly Village. These high frequency words were just what was wanted to test children's experiences.

Another tool used in limiting the 150 words to a workable number was A Study of the Vocabulary of Children Before Entering the First Grade by the Child Study Committee of the International Kindergarten Union. This list shows the frequency of the words in the speaking vocabulary of kindergarten children.

For the purpose of this study, words were used that had a low frequency on the International Kindergarten Union List. This would eliminate from the list of experience words any words that children were already familiar with before entering first grade. A word that was high in a kindergarten child's speaking vocabulary indicated for our purposes that the child already understood that experience.

Therefore, if a word had a high frequency in the basal readers and a low frequency in the International Kindergarten Union Word List, it was given consideration as one of the hundred words necessary to test the children in this study.

Table II shows the frequency of words in the basal reader and their frequency in International Kindergarten Union Word List. It will be noted that in order to facilitate the checking for frequency, the words were arranged alphabetically regardless of their classification.

TABLE II  
FREQUENCY OF EXPERIENCE WORDS

Words	Freq. in Readers	Freq. in IKU List	Words	Freq. in Readers	Freq. in IKU List
afternoon	2	115	corner	7	85
air	1	98	crab	22	12
America	1	11	crowd	4	8
bacon	2	7	dark	2	75
banana	5	36	dinner	2	93
bang	2	33	dishes	2	131
bark	4	0	donkey	28	22
baseball	12	10	dollar	20	47
berries	20	17	cars	4	47
bicycle	9	51	eyes	21	157
biscuits	12	10	family	1	37
blacksmith	3	9	feast	6	0
blanket	4	17	feet	2	193
blueberry pie	22	0	fellow	1	11
bones	55	10	fence	15	90
bottles	4	30	fiddle	6	0
bowl	19	34	fiddler	30	7
bracelet	15	11	field	7	50
bread	1	170	five	2	321
butter	3	144	fireplace	2	25
cage	13	53	floor	4	220
captain	41	10	flapjacks	2	0
camp	1	13	food	4	70
cane	2	8	fruit	9	82
cat	4	208	friend	2	33
cattle	13	0	golden	1	19
cellar	8	42	grass	16	318
cents	2	53	graze	11	0
chicken	3	277	hair	3	202
chimney	2	179	hammer	7	79
chinaberry	4	0	hee-haw	4	0
circus	22	49	heel	1	9
clam	17	0	hogan	14	0
clambake	3	0	hollows	2	0
clock	2	85	horn	4	45
clothing	2	0	horse	30	186
cloud	6	22	hot	2	138
clown	5	17	hundred	1	83
cobbler	5	0	Indian	17	87
cook	2	77	jelly	7	31
cord	10	0	juice	1	14
corn	8	133	kitchen	12	48

TABLE II (continued)  
 FREQUENCY OF EXPERIENCE WORDS

Words	Freq. in Readers	Freq. in IKU List	Words	Freq. in Readers	Freq. in IKU List
ladder	14	42	saddle	1	0
land	3	29	sand	19	216
late	2	59	seashore	13	0
leaf	1	37	seconds	1	20
log cabin	15	0	seaweed	5	0
melon patch	4	0	seven	2	129
minute	2	85	sheep	7	111
month	1	44	ship	1	37
moon	2	106	shelf	1	14
morning glory	3	0	shoes	25	179
mountains	64	16	shoulder	2	7
mouth	1	89	silver	1	31
neck	2	66	smoke	3	56
ocean	4	32	stars	2	69
pail	10	22	stocking	2	58
pans	9	40	suit	26	115
pasture	3	13	supper	6	74
peddler	21	0	tap	22	9
piglet	10	0	tent	8	35
pinetrees	6	0	ticked	1	0
pipe	2	0	trails	16	0
pot	3	40	trading		
potatoes	7	105	post	6	0
prize	4	7	turquoise	9	0
pup	8	0	umbrella	5	56
race	13	29	village	26	0
rake	3	80	wave	5	8
ranch	7	13	west	1	7
rocks	9	34	wheel	13	24
roof	1	80	whiskers	3	20
rolling plains	13	0	white	5	488
rope	11	88	wind	2	171
rosebush	4	0	workbench	10	8
			worms	18	24
			yellow	3	365

The next step was to choose one hundred of the one hundred and fifty words in Table II. Some words were discarded due to their high frequencies on the International Kindergarten Union List.

cat	280
chicken	277
chimney	179
feet	193
fire	321
floor	220
grass	318
hair	202
sand	216
white	488
yellow	365

Other words were discarded because of their low frequency in the grade two basic readers:

afternoon	2	leaf	1
air	1	late	2
America	1	month	1
bread	1	minute	2
camp	1	moon	2
cents	2	mouth	1
clothing	2	neck	2
dinner	2	roof	1
dishes	2	saddle	1
family	1	seconds	1
fellow	1	seven	2
friend	2	ship	1
golden	1	shelf	1
heel	1	silver	1
hundred	1	stockings	1
hot	1	ticked	1
juice	1	west	1

Other words were discarded because they could not be pictured adequately in the test.

chinaberry	flapjacks	white
clambake	supper	wind
dark	trading post	yellow

The final list of one hundred words to be used in picture test is shown in Table III. These words are arranged again by headings and sub-headings.

TABLE III  
FINAL CLASSIFICATION OF ONE HUNDRED WORDS

I People	II Places	III Play	IV Science
<u>Helpers</u>	<u>Far away</u>	<u>Games</u>	<u>Animals</u>
blacksmith	corral	baseball	donkey
captain	fence	race	cattle
clown	hogan	prize	clams
cobbler	hollows		crab
cook	land	<u>Toys</u>	graze
crowd	log cabin	bicycle	horse
fiddler	melon patch	fiddle	piglet
Indian	mountain	whistle	pup
peddler	ocean		sheep
	pasture		worm
	ranch		
<u>Parts of body</u>	rocks		<u>Food</u>
bones	rolling plains		bacon
ear	seashore		banana
eye	smoke		berries
shoulder	trail		biscuits
whiskers	wave		blueberry pie
			butter
<u>Articles to wear</u>	<u>In a house</u>		corn
blanket	cellar		feast
bracelet	corner		food
cane	fireplace		fruit
pipe	kitchen		jelly
shoe			potatoes
suit			
turquoise	<u>In a community</u>		<u>Plants</u>
umbrella	circus		morning glory
	field		pinos
<u>Articles to use</u>	tent		rosebush
bottle	village		seaweed
bowl	workbench		bang
dollar			bark
cage			hee-haw
clock			horn
hammer			tap
ladder			
pail			<u>Weather</u>
pan			cloud
pot			star
rake			
rope			
wheel			

The next step was to construct a test to give to second grade children to discover experiences they needed to know more about. The group experimented with the idea of using each word in a question to be asked individually by the teacher. A sample would be: "Can a donkey say hee-haw?".

However, it was felt that it would be too much to ask a teacher to take each child in her class individually and ask them one hundred questions. The children, on the other hand, did not have a large enough reading vocabulary to be able to read the questions themselves.

It was decided, therefore, that a good method would be to design or obtain a series of pictures. The teacher could then administer the test to the group as a whole by reading one set of directions while the children marked the correct picture.

The picture test in this study consists of six pages of pictures containing eleven sub-tests. The first sheet, Test 1, is a full page picture of the seashore containing a sample and eleven experience words. The teacher reads the directions while the children mark the different items in this picture of the seashore. Two samples from Test 1:

"Put a cross on the captain in the picture."

"Put a 1 on the rake."

The second sheet consists of two half-page pictures folded in the middle so that the child looks at one picture at a time. This was done so there would be less sheets for

the individual teachers giving the tests to handle. Sub-test II on this second sheet is a picture of a peddler approaching a log cabin and tests eight experiences. Sub-test III contains pictures of a fiddler, cobbler, and blacksmith and tests five experiences.

The third sheet also contains two half-page pictures. Sub-test IV is a picture of a western scene containing seven experiences and sub-test V is a picture of cattle grazing in a pasture containing four experiences.

The last three sheets of the test are made up of individual pictures obtained for the most part from a children's dictionary. Sheets, four, five, and six are also folded, so that each sheet has two sub-tests. Sheet four contains sub-test VI and sub-test VII each testing eleven experiences. Sheet five is made up of sub-test VIII and IX each testing eleven experiences. Sheet six is made up of sub-test X testing ten experiences and sub-test XI containing eleven experiences.

The Test and directions to teachers will be found in the Appendix.

Each teacher was asked also to fill in a sheet with the following data about her pupils:

1. Child's name
2. Child's sex
3. Child's chronological age

Permission was obtained from the Superintendent of Schools to use any second grade class in the town for this study. Six second grade teachers in four different schools agreed to participate in this study.

The middle of February these picture tests were distributed to the teachers. When the teachers had concluded the tests, they returned them. The results of these tests were then used in the analysis of data to be found in the next chapter.

There were 102 second grade children in attendance on the days the test was given. This number includes seventy-one boys and thirty-one girls in six different classrooms representing four schools.

The schools were located in different sections of the town. The children came mainly from industrial homes representing middle and low socio-economic levels.

The total number of children in this study was 102, seventy-one boys and thirty-one girls. Their chronological ages ranged from six years, ten months to ten years. Table IV shows the mean chronological age of the group.

TABLE IV  
MEAN CHRONOLOGICAL AGE

Number	Mean C.A.	Standard Deviation
201	93.5 mos.	7.30

CHAPTER II

ANALYSIS OF DATA

## CHAPTER II

### ANALYSIS OF DATA

The data were analyzed from the diagnostic picture test administered to 102 second grade children to determine the experiences needed to read their basal readers. This analysis was accomplished by constructing the following tables.

1. Percentage of the children who understood each experience in the category.
2. The total experiences from high to low according to their percentage rank.
3. Percentages of girls and boys who understood each experience.
4. Girls' experiences listed from high to low according to their percentage rank.
5. Boys' experiences from high to low according to their percentage rank.
6. The four main categories, People, Places, Play, and Science, according to the percentage of pupils who understood the total experiences in each of these categories.
7. The mean percentage of experiences for all the children.

Table V shows the category People, with its sub-headings, analyzed according to the percentage who understood the experiences.

TABLE V  
 PEOPLE - ANALYZED ACCORDING TO PERCENTAGE  
 WHO UNDERSTOOD EXPERIENCE

(Main) Category	(Sub) Category	Experiences	No.	Percentage
I People	A. Helpers	blacksmith	58	56.9
		captain	102	100.0
		clown	101	99.0
		cobbler	75	73.5
		cook	101	99.0
		crowd	95	93.0
		fiddler	84	82.4
		Indian	102	100.0
		peddlar	84	82.4
	B. Parts of body	bones	74	72.6
		ear	98	96.0
		eye	102	100.0
		shoulder	69	67.7
		whiskers	93	91.2
	C. Articles to wear	blanket	88	86.3
		bracelet	95	93.0
		cane	99	97.0
		pipe	95	93.0
		shoe	100	98.0
		suit	94	92.2
		turquoise	19	18.6
		umbrella	100	98.0
	D. Articles to use	bottle	92	90.2
		bowl	99	97.0
		dollar	96	94.0
		cage	102	100.0
		clock	102	100.0
		hammer	100	98.0
		ladder	101	99.0
		pail	102	100.0
		pan	99	97.0
		pots	94	92.2
		rake	100	98.0
		rope	92	90.2
	wheel	97	95.0	

Examining Table V we find the following words were understood by all the children:

captain	dollar
Indian	cage
eye	pail

The following words were understood by ninety to ninety-nine per cent of the children:

bottle	ladder
bowl	pan
bracelet	pipe
cane	pots
clown	rake
cook	rope
crowd	shoe
dollar	suit
ear	umbrella
hammer	wheel
	whiskers

Only one word was understood by less than fifty per cent of the children. This was turquoise with 18.6 per cent of the children having this correct.

A few words were understood by fifty to eighty-nine per cent of the children.

blanket	cobbler
crowd	bones
peddlar	shoulder
	blacksmith

Twenty-seven out of thirty-five words in the category People were known by ninety per cent or more of the children. Only one experience, turquoise, was seriously lacking in the children's experience.

Table VI shows the category Places, with its sub-headings, analyzed according to the percentage who understood experiences.

TABLE VI  
PLACES - ANALYZED ACCORDING TO PERCENTAGE  
WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No.	Percentage
II Places	A. Far away	corral	86	84.3
		fence	95	93.0
		hogan	39	38.2
		hollows	5	5.0
		land	89	87.3
		log cabin	95	93.0
		melon patch	96	94.0
		mountain	99	97.0
		ocean	93	91.2
		pasture	66	64.7
		ranch	82	80.4
		rocks	97	95.0
		rolling plains	33	32.4
		seashore	85	83.3
		smoke	100	98.0
	trail	89	87.3	
	wave	93	9.12	
	B. In a house	cellar	82	80.4
		corner	92	90.2
		fireplace	100	98.0
		kitchen	101	99.0
	C. In a com- munity	circus	96	94.0
		field	101	99.0
		tent	100	98.0
		village	100	98.0
		workbench	98	96.0

Examining Table VI we find the following words were understood by ninety per cent or more of the children:

field	kitchen	fireplace
smoke	tent	village
mountain	workbench	rocks
circus	melon patch	fence
log cabin	ocean	wave
	corner	

Three words were understood by less than fifty per cent of the children:

hollows                  rolling plains                  hogan

Seven words were understood by fifty to eighty-nine per cent of the children:

land  
trail  
corral  
seashore  
cellar  
ranch  
pasture

Sixteen out of twenty-six words were understood by ninety to one hundred per cent of the children. Only three words were seriously lacking in the children's experience.

Table VII shows the category Play, with its sub-headings, analyzed according to the percentage who understood the experiences.

TABLE VII  
PLAY - ANALYZED ACCORDING TO PERCENTAGE  
WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No.	Percentage
III, Play	A. Games	baseball	93	91.2
		prize	90	88.2
		race	99	97.0
	B. Toys	bicycle	101	99.0
		whistle	80	79.4
		fiddle	95	93.0

Examining Table VII we find the following words understood by ninety to one hundred per cent of the children:

bicycle  
race  
fiddle  
baseball

The remaining two words under Play were understood by at least 79.4 per cent of the children.

prize  
whistle

There were no words seriously lacking under Play.

Table VIII shows the category Science, with its sub-headings, analyzed according to the percentage who understood the experiences.

TABLE VIII  
 SCIENCE - ANALYZED ACCORDING TO PERCENTAGE  
 WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No.	Percentage
IV Science	A. Animals	donkey	91	89.2
		clams	87	85.3
		crab	83	81.4
		cattle	92	90.2
		graze	52	51.0
		horse	89	87.3
		piglet	92	90.2
		pup	100	98.0
		sheep	100	98.0
		worm	100	98.0
	B. Food	bacon	88	86.3
		banana	96	94.0
		berries	87	85.3
		biscuits	99	97.0
		blueberry pie	79	77.5
		butter	92	90.2
		corn	99	97.0
		feast	71	69.6
		food	97	95.0
		fruit	94	92.2
		jelly	96	94.0
		potatoes	91	89.2
		C. Plants	morning glory	72
	pinos		93	91.2
	rosebush		74	72.6
	seaweed		77	75.5
	D. Sounds	bang	82	80.4
		bark	82	80.4
		hee-haw	86	84.3
		tap	53	52.0
		horn	99	97.0
	E. Weather	clouds	100	98.0
		star	99	97.0

Examining Table VIII, it can be observed that the following words were understood by ninety to one hundred per cent of the children.

clouds	food
pup	jelly
sheep	banana
worm	fruit
biscuits	pinet
corn	butter
horn	cattle
star	piglet

There were no words that were understood by less than fifty per cent of the children.

Seventeen words were understood by fifty to eighty-nine per cent of the children:

donkey	clams	seaweed
potatoes	hee-haw	rosebush
horse	crab	morning glory
bacon	bang	feast
berries	bark	tap
	blueberry	graze

In the category Science, sixteen out of thirty-three words were known by ninety to one hundred per cent of the children and seventeen out of thirty-three words were known by fifty to eighty-nine per cent of the children. Two words were very near fifty per cent and would need extra enrichment.

graze  
tap

Table IX shows the total experiences listed from high to low according to their percentage rank.

TABLE IX

TOTAL EXPERIENCES FROM HIGH TO LOW  
ACCORDING TO PERCENTAGE RANK

Experience	Per Cent	Experience	Per Cent	Experience	Per Cent
1. captain	100.0	30. biscuits	97.0	59. rope	90.2
2. Indian	100.0	31. corn	97.0	60. corner	90.2
3. eye	100.0	32. horn	97.0	61. cattle	90.2
4. clock	100.0	33. star	97.0	62. piglet	90.2
5. pail	100.0	34. ear	96.0	63. butter	90.2
6. cage	100.0	35. workbench	96.0	64. donkey	89.2
7. clown	99.0	36. wheel	95.0	65. potatoes	89.2
8. cook	99.0	37. rocks	95.0	66. prize	88.2
9. ladder	99.0	38. food	95.0	67. trail	87.3
10. kitchen	99.0	39. dollar	94.0	68. horse	87.3
11. field	99.0	40. melon patch	94.0	69. land	87.3
12. bicycle	99.0	41. circus	94.0	70. blanket	86.3
13. shoe	98.0	42. banana	94.0	71. bacon	86.3
14. umbrella	98.0	43. jelly	94.0	72. clams	85.3
15. hammer	98.0	44. crowd	93.0	73. berries	85.3
16. rake	98.0	45. bracelet	93.0	74. corral	84.3
17. smoke	98.0	46. pipe	93.0	75. hee-haw	84.3
18. fireplace	98.0	47. fence	93.0	76. seashore	83.3
19. tent	98.0	48. log cabin	93.0	77. fiddle	82.4
20. village	98.0	49. fiddle	93.0	78. peddler	82.4
21. pup	98.0	50. suit	92.2	79. crab	81.4
22. sheep	98.0	51. pots	92.2	80. ranch	80.4
23. worm	98.0	52. fruit	92.2	81. cellar	80.4
24. clouds	98.0	53. whiskers	91.2	82. bang	80.4
25. cane	97.0	54. ocean	91.2	83. bark	80.4
26. bowl	97.0	55. wave	91.2	84. whistle	79.4
27. pan	97.0	56. baseball	91.2	85. blueberry	
28. mountain	97.0	57. pines	91.2	pie	77.5
29. race	97.0	58. bottle	90.2	86. seaweed	75.5

TABLE IX (continued)

TOTAL EXPERIENCES FROM HIGH TO LOW  
ACCORDING TO PERCENTAGE RANK

Experience	Per Cent	Experience	Per Cent	Experience	Per Cent
87. cobbler	73.5	92. shoulder	67.7	97. hogan	38.2
88. bones	72.6	93. pasture	64.7	98. rolling	
89. rosebush	72.6	94. blacksmith	56.9	plains	32.4
90. morning glory	70.6	95. tap	52.0	99. turquoise	18.6
91. feast	69.6	96. graze	51.0	100. hollows	5.0

Examining Table IX it can be observed that six of the one hundred words tested were understood by all the children.

captain	clock
Indian	pail
eye	cage

Fifty-seven out of one hundred words tested were understood by ninety to ninety-nine per cent of the children.

Twenty out of one hundred words were understood by eighty to eighty-nine per cent of the children.

Seven out of one hundred words were understood by seventy to seventy-nine per cent of the children.

Six out of one hundred words were known by fifty to sixty-nine per cent of the children.

Four words were understood by less than fifty per cent of the children.

hogan	rolling plains
hollows	turquoise

Table X shows the category People, with its sub-headings, analyzed according to the per cent of girls and boys who understood the experiences.

TABLE X  
 PEOPLE - ANALYZED ACCORDING TO PERCENTAGE  
 OF BOYS AND GIRLS WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No. of Girls	Per Cent	No. of Boys	Per Cent
I People	A. Helpers	blacksmith	14	45.0	44	62.0
		captain	31	100.0	71	100.0
		clown	30	97.0	71	100.0
		cobbler	20	65.0	55	78.0
		cook	30	97.0	71	100.0
		crowd	27	87.0	68	96.0
		fiddler	26	84.0	58	82.0
		Indian	31	100.0	71	100.0
		peddlar	24	77.0	60	85.0
	B. Parts of body	bones	22	71.0	52	73.0
		ear	30	97.0	68	96.0
		eye	31	100.0	71	100.0
		shoulder	19	61.0	50	70.0
		whiskers	30	97.0	63	89.0
	C. Articles to wear	blanket	28	90.0	60	85.0
		bracelet	30	97.0	65	91.0
		cane	28	90.0	71	100.0
		pipe	28	90.0	67	94.0
		shoe	30	97.0	70	99.0
		suit	26	84.0	68	96.0
		turquoise	7	22.0	8	11.0
	D. Articles to use	umbrella	31	100.0	69	97.0
		bottle	29	94.0	63	99.0
		bowl	31	100.0	68	96.0
		pan	31	100.0	68	96.0
		pots	27	87.0	67	94.0
		dollar	29	94.0	67	94.0
		clock	31	100.0	71	100.0
		hammer	31	100.0	69	97.0
		ladder	31	100.0	70	99.0
		pail	31	100.0	71	100.0
		cage	31	100.0	71	100.0
		rake	31	100.0	69	97.0
		rope	30	97.0	62	87.0
	wheel	29	94.0	68	96.0	

Examining Table X it can be seen that all the girls understood the following twelve words.

bowl	eye
cage	Indian
captain	ladder
clock	pan
eye	pail
hammer	rake
	umbrella

All the boys understood the following nine words:

cane	cook
cage	clown
captain	eye
clock	Indian
	pail

Ninety to ninety-nine per cent of the girls understood thirteen words. Ninety to ninety-nine per cent of the boys understood sixteen experiences.

Eighty to eighty-nine per cent of the girls understood four words. Eighty to eighty-nine per cent of the boys understood five words.

Fifty to seventy-nine per cent of the girls understood the following words:

peddler  
bones  
cobbler  
shoulder

Fifty to seventy-nine per cent of the boys understood the following words:

cobbler  
bones  
shoulder  
blacksmith

Only two words were known by less than fifty per cent of the girls:

blacksmith  
turquoise

Only one word, turquoise, was known by less than fifty per cent of the boys.

As can be seen, there is not too great a difference between the girls and boys in their understanding of the experiences.

All the girls understood twelve words. All the boys understood nine words.

Ninety to ninety-nine per cent of the girls understood thirteen words. Ninety to ninety-nine per cent of the boys understood sixteen words.

Fifty to eighty-nine per cent of the girls understood eight words. Fifty to eighty-nine per cent of the boys understood nine words.

There were only two words for the girls and one for the boys that less than fifty per cent understood.

On five words, there was a significant difference of more than ten per cent between the boys and girls understanding of those words.

blacksmith  
blanket  
cobbler  
suit  
turquoise

Table XI shows the category Places, with its sub-headings, analyzed according to the per cent of girls and boys who understood experiences.

TABLE XI

PLACES - ANALYZED ACCORDING TO PERCENTAGE  
OF BOYS AND GIRLS WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No. of Girls	Per Cent	No. of Boys	Per Cent
II Places	A. Far away	corral	22	71.0	64	90.0
		fence	27	87.0	68	96.0
		hogan	14	45.0	25	35.0
		hollows	2	6.0	3	4.0
		land	26	84.0	63	89.0
		log cabin	30	97.0	65	91.0
		melon patch	29	94.0	67	94.0
		mountain	30	97.0	69	97.0
		ocean	28	90.0	65	91.0
		pasture	16	52.0	50	70.0
		ranch	20	65.0	62	87.0
		rocks	30	97.0	67	94.0
		rolling plains	7	22.0	26	37.0
		seashore	28	90.0	57	80.0
		smoke	30	97.0	70	99.0
		trail	25	81.0	64	90.0
		wave	30	97.0	63	89.0
	B. In a house	cellar	23	74.0	59	83.0
		corner	23	74.0	69	97.0
		fireplace	30	97.0	70	99.0
		kitchen	30	97.0	71	100.0
	C. In a com- munity	circus	28	90.0	68	96.0
		field	31	100.0	70	99.0
		tent	30	97.0	70	99.0
		village	29	94.0	71	100.0
		workbench	30	97.0	68	96.0

Examining Table XI it can be seen that all the girls understood two experiences, workbench and field. All the boys understood two words, village and kitchen.

Ninety to ninety-nine per cent of the girls understood thirteen words:

circus	rocks
fireplace	seashore
kitchen	smoke
log cabin	tent
melon patch	village
mountain	wave
ocean	

Ninety to ninety-nine per cent of the boys understood fifteen words:

circus	mountain
corner	ocean
corral	rocks
fence	smoke
field	tent
fireplace	trail
log cabin	workbench
melon patch	

Fifty to eighty-nine per cent of the girls understood eight words while fifty to eighty-nine per cent of the boys understood six words.

Three words were understood by less than fifty per cent of the girls.

hogan  
rolling plains  
hollows

The same three words were understood by less than fifty per cent of the boys.

There was not a great difference between boys and girls in their understanding of the words classified under Places.

All the girls understood two words and all the boys understood two words.

Ninety to ninety-nine per cent of the girls understood thirteen words, while ninety to ninety-nine per cent of the

boys understood fifteen words.

The same three words were understood by less than fifty per cent of the boys and girls.

On some words there was a significant difference of more than ten per cent between the boys' and girls' understanding of those words.

corner  
corral  
pasture  
ranch  
rolling plains

Table XII shows the category Play, with its sub-headings, analyzed according to the percentage of girls and boys who understood the experiences.

TABLE XII

PLAY - ANALYZED ACCORDING TO PERCENTAGE  
OF BOYS AND GIRLS WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No. of Girls	Per Cent	No. of Boys	Per Cent
III Play	A. Games	baseball	30	97.0	63	89.0
		prize	26	84.0	64	90.0
		race	29	94.0	70	99.0
	B. Toys	bicycle	31	100.0	70	99.0
		whistle	25	81.0	55	78.0
		fiddle	28	90.0	67	94.0

Examining Table XII it can be seen that all the girls understood the word bicycle.

Ninety to ninety-nine per cent of the girls understood three words:

baseball  
race  
fiddle

Ninety to ninety-nine per cent of the boys understood four words:

bicycle  
race  
fiddle  
prize

Seventy-five to eighty-nine per cent of the girls understood two words:

prize  
whistle

Seventy-five to eighty-nine per cent of the boys understood two words:

baseball  
whistle

There is little difference between the boys and girls in their understanding of the experiences under Play. There is no significant difference of more than ten per cent between boys and girls on any word.

Table XIII shows the category Science, with its sub-headings, analyzed according to the per cent of girls and boys who understood the words.

TABLE XIII  
SCIENCE - ANALYZED ACCORDING TO PERCENTAGE  
OF BOYS AND GIRLS WHO UNDERSTOOD EXPERIENCES

(Main) Category	(Sub) Category	Experiences	No. of Girls	Per Cent	No. of Boys	Per Cent
IV Science	A. Animals	donkey	30	97.0	61	86.0
		clams	25	81.0	62	87.0
		crab	24	77.0	59	83.0
		cattle	26	84.0	66	93.0
		graze	18	58.0	34	48.0
		horse	27	87.0	62	87.0
		piglet	27	87.0	65	91.0
		pup	31	100.0	69	97.0
		sheep	29	94.0	71	100.0
		worm	31	100.0	69	97.0
	B. Food	bacon	28	90.0	60	85.0
		banana	30	97.0	66	93.0
		berries	28	90.0	59	83.0
		biscuits	30	97.0	69	97.0
		blueberry pie	26	84.0	53	75.0
		butter	29	94.0	63	89.0
		corn	31	100.0	68	96.0
		feast	22	71.0	44	62.0
		food	31	100.0	66	93.0
		fruit	29	94.0	65	91.0
		jelly	30	97.0	66	93.0
		potatoes	29	94.0	62	87.0
	C. Plants	morning glory	19	61.0	53	75.0
		pinos	27	87.0	66	93.0
		rosebush	22	71.0	52	73.0
		seaweed	24	77.0	53	75.0
	D. Sounds	bang	26	84.0	56	79.0
		bark	25	81.0	57	80.0
		hee-haw	25	81.0	61	86.0
		tap	15	48.0	38	54.0
		horn	30	97.0	69	97.0
	E. Weather	clouds	30	97.0	70	99.0
		star	28	90.0	71	100.0

Examining Table XIII it will be observed that all of the girls understood four words:

pup  
worm  
corn  
food

All of the boys understood two words:

sheep  
star

Ninety to ninety-nine per cent of the girls understood thirteen words. Ninety to ninety-nine per cent of the boys understood thirteen words.

Seventy to eighty-nine per cent of the girls understood thirteen words. Seventy to eighty-nine per cent of the boys understood fifteen words.

Forty-five to sixty-nine per cent of the girls understood three words:

morning glory  
graze  
tap

Forty-five to sixty-nine per cent of the boys understood two words:

tap  
graze

There was no wide difference between the boys and girls in their understanding of the words under Science. In only one word was there more than a ten per cent difference between the understanding of boys and girls - morning glory.

Table XIV shows the girls' experiences listed from high to low according to percentage rank.

TABLE XIV

GIRLS' EXPERIENCES FROM HIGH TO LOW  
ACCORDING TO PERCENTAGE RANK

Experiences	Per Cent	Experiences	Per Cent	Experiences	Per Cent
1. captain	100.0	34. tent	97.0	67. pines	87.0
2. Indian	100.0	35. baseball	97.0	68. fiddle	84.0
3. eye	100.0	36. donkey	97.0	69. suit	84.0
4. umbrella	100.0	37. banana	97.0	70. land	84.0
5. bowl	100.0	38. biscuits	97.0	71. prize	84.0
6. pan	100.0	39. jelly	97.0	72. cattle	84.0
7. clock	100.0	40. horn	97.0	73. blueberry	
8. hammer	100.0	41. clouds	97.0	pie	84.0
9. ladder	100.0	42. bottle	94.0	74. bang	84.0
10. pail	100.0	43. dollar	94.0	75. trail	81.0
11. cage	100.0	44. wheel	94.0	76. whistle	81.0
12. rake	100.0	45. melon patch	94.0	77. clams	81.0
13. field	100.0	46. village	94.0	78. bark	81.0
14. workbench	100.0	47. race	94.0	79. hee-haw	81.0
15. bicycle	100.0	48. sheep	94.0	80. peddler	77.0
16. pup	100.0	49. butter	94.0	81. crab	77.0
17. worm	100.0	50. fruit	94.0	82. seaweed	77.0
18. corn	100.0	51. potatoes	94.0	83. cellar	74.0
19. food	100.0	52. blanket	90.0	84. corner	74.0
20. clown	97.0	53. cane	90.0	85. bones	71.0
21. cook	97.0	54. pipe	90.0	86. corral	71.0
22. ear	97.0	55. ocean	90.0	87. feast	71.0
23. whiskers	97.0	56. seashore	90.0	88. rosebush	71.0
24. bracelet	97.0	57. circus	90.0	89. cobbler	65.0
25. shoe	97.0	58. fiddle	90.0	90. ranch	65.0
26. rope	97.0	59. bacon	90.0	91. shoulder	61.0
27. log cabin	97.0	60. berries	90.0	92. morning	
28. mountain	97.0	61. star	90.0	glory	61.0
29. rocks	97.0	62. crowd	87.0	93. graze	58.0
30. smoke	97.0	63. pots	87.0	94. pasture	52.0
31. wave	97.0	64. fence	87.0	95. tap	48.0
32. fireplace	97.0	65. horse	87.0	96. hogan	45.0
33. kitchen	97.0	66. piglet	87.0	97. black-	
				smith	45.0
				98. turquoise	22.0
				99. rolling	
				plains	22.0
				100. hollows	6.0

It will be noted from observing Table XIV that all the girls understood nineteen words:

bicycle	Indian
bowl	ladder
cage	pup
captain	pan
corn	pail
clock	rake
eye	umbrella
field	workbench
food	worm
hammer	

Ninety to ninety-nine per cent of the girls understood forty-one words.

Seventy to eighty-nine per cent of the girls understood twenty-seven out of one hundred words.

Fifty to sixty-nine per cent of the girls understood six words.

Six words were understood by less than fifty per cent of the girls.

blacksmith	rolling plains
hogan	tap
hollows	turquoise

Table XV shows the boys' experiences listed from high to low according to percentage rank.

TABLE XV

BOYS' EXPERIENCES FROM HIGH TO LOW  
ACCORDING TO PERCENTAGE RANK

Experiences	Per Cent	Experiences	Per Cent	Experiences	Per Cent
1. captain	100.0	34. ear	96.0	67. rope	87.0
2. clown	100.0	35. suit	96.0	68. ranch	87.0
3. cook	100.0	36. bowl	96.0	69. clams	87.0
4. Indian	100.0	37. pan	96.0	70. horse	87.0
5. eye	100.0	38. wheel	96.0	71. potatoes	87.0
6. cane	100.0	39. fence	96.0	72. donkey	86.0
7. clock	100.0	40. circus	96.0	73. hee-haw	86.0
8. pail	100.0	41. workbench	96.0	74. peddler	85.0
9. cage	100.0	42. corn	96.0	75. blanket	85.0
10. kitchen	100.0	43. pipe	94.0	76. bacon	85.0
11. village	100.0	44. pots	94.0	77. cellar	83.0
12. sheep	100.0	45. dollar	94.0	78. crab	83.0
13. star	100.0	46. melon patch	94.0	79. berries	83.0
14. shoe	99.0	47. rocks	94.0	80. fiddler	82.0
15. bottle	99.0	48. fiddle	94.0	81. seashore	80.0
16. ladder	99.0	49. cattle	93.0	82. bark	80.0
17. smoke	99.0	50. banana	93.0	83. bang	79.0
18. fireplace	99.0	51. food	93.0	84. cobbler	78.0
19. field	99.0	52. jelly	93.0	85. whistle	78.0
20. tent	99.0	53. pines	93.0	86. blueberry	
21. race	99.0	54. bracelet	91.0	pie	75.0
22. bicycle	99.0	55. log cabin	91.0	87. morning	
23. clouds	99.0	56. ocean	91.0	glory	75.0
24. umbrella	97.0	57. piglet	91.0	88. seaweed	75.0
25. hammer	97.0	58. fruit	91.0	89. rosebush	73.0
26. rake	97.0	59. corral	90.0	90. bones	73.0
27. mountain	97.0	60. trail	90.0	91. shoulder	70.0
28. corner	97.0	61. prize	90.0	92. pasture	70.0
29. pup	97.0	62. whiskers	89.0	93. black-	
30. worm	97.0	63. land	89.0	smith	62.0
31. biscuits	97.0	64. wave	89.0	94. feast	62.0
32. horn	97.0	65. baseball	89.0	95. tap	54.0
33. crowd	96.0	66. butter	89.0	96. graze	48.0
				97. rolling	
				plains	37.0
				98. hogan	35.0
				99. turquoise	11.0
				100. hollows	4.0

Examining Table XV we can see that all the boys understood thirteen words:

- |         |         |
|---------|---------|
| cage    | eye     |
| cane    | Indian  |
| captain | kitchen |
| clown   | pail    |
| clock   | sheep   |
| cook    | star    |
|         | village |

Comparing this with Table XIV, all the girls understood nineteen words.

Ninety to ninety-nine per cent of the boys understood forty-seven words as compared to forty-one words understood by ninety to ninety-nine per cent of the girls.

Seventy to eighty-nine per cent of the boys understood thirty words; the same percentage of girls understood twenty-seven words.

Fifty to sixty-nine per cent of the boys understood three words.

From Table XIV we observed that less than half of the girls understood six words. Less than half of the boys, in comparison, understood the following five words:

- hogan
- hollows
- graze
- rolling plains
- turquoise

Table XVI shows the four categories according to the percentage of pupils who understood the total words in a category.

TABLE XVI  
COMPARISON OF TOTAL EXPERIENCES  
IN FOUR CATEGORIES

Category	Possible Number of Responses	Number Who Understood Experiences	Per Cent Who Understood Experiences
People	3,570	3,205	89.7
Places	2,652	2,212	83.4
Play	612	558	91.2
Science	3,366	2,882	80.6

It can be observed from Table XVI that Play was the category the most children understood. There were 91.2 per cent of the children who understood the experiences under Play.

Science was the category understood the least. Only 80.6 per cent of the children understood the experiences in this category.

People was understood by 89.7 per cent of the children.

Places was understood by 83.4 per cent of the children.

Table XVII shows the mean percentage of experiences for the total group of children.

TABLE XVII  
MEAN PERCENTAGE OF EXPERIENCES

Number	Mean	Standard Deviation	Standard Error
100	86.4	16.74	1.674

Table XVIII shows the mean percentage of experiences for boys and girls.

TABLE XVIII  
COMPARISON OF MEAN PERCENTAGE OF EXPERIENCES  
FOR BOYS AND GIRLS

	Mean	S.D.	S.E.	Diff.	S.E.D	C.R.
Boys	86.9	16.92	1.69	1.3	2.44	.532
Girls	85.6	17.70	1.77			

CHAPTER III

SUMMARY AND CONCLUSIONS

## CHAPTER III

### SUMMARY AND CONCLUSIONS

This study was an attempt to discover the experiences needed for 102 children, thirty-one girls and seventy-one boys to read and comprehend their basic readers.

The words checked were taken directly from the vocabulary of the basal readers. A diagnostic picture test was prepared from one hundred words found from the vocabulary in the basic readers.

The teachers included in this study administered the picture tests to second grade children.

The data obtained was analyzed and the concluding statements are listed below.

1. There is a need to enrich experiences of second grade children in order to aid in their comprehension of basic readers.
2. Six words were understood by all the children and do not need enrichment: cage, captain, clock, eye, Indian, pail.
3. Fifty-seven out of one hundred words were understood by ninety to ninety-nine per cent of the children.
4. Twenty out of one hundred words were understood by eighty to eighty-nine per cent of the children.

5. Thirteen out of one hundred words were understood by fifty to seventy-nine per cent of the children.
6. Four words were understood by less than fifty per cent of the children: hogan, rolling plains, turquoise, and hollows.
7. There were no words not known to at least some of the 102 children.
8. There was very little difference in the percentage of boys and girls who understood the words in this study. On only eleven out of the one hundred words was there a significant difference of more than ten per cent: blacksmith, blanket, cobbler, corner, corral, morning glory, pasture, ranch, rolling plains, suit, and turquoise.
9. The category Play rated the highest in the children's understanding. The category Science rated the lowest with 80.6 per cent of the children understanding these experiences.

CHAPTER IV

SUGGESTIONS FOR FURTHER RESEARCH

## CHAPTER IV

### SUGGESTIONS FOR FURTHER RESEARCH

#### Limitations:

1. Since this test was administered in January, some of the children tested had read the basic readers while others had not.
2. Not all of the vocabulary from the basic readers was tested.
3. The method used in this study was a picture test.

APPENDIX

I am attempting to measure experiences second grade children need to read the basic second grade books in the Row, Peterson system. I have limited the new vocabulary presented in these books to 100 words tested in these pictures. This test may be given as you wish; one page at a time, or two or three at a time. There are six pages of pictures. You give them as it is convenient to you. It does not matter what books your children have read. That will not affect the test in any way.

I think if the children use a black crayon to do the tests their answers will show up better.

All I would like you to do is fill in the names of your class, their sex, and their age in years and months on the paper attached. You may just put their age October 1 as it is in the register and make a note so that I will know.

I really appreciate this very much. I hope it won't inconvenience you in any way. If you have any questions just call me at Center School.

Thanks!!

Directions to children  
-----

Take a black crayon out of your box.

We are going to play a game. I will give you this picture. Do not mark the picture until I tell you to do so. (Pass out picture number 1.)

"Now look at this picture. I will ask you to do some things to it. Do just as I tell you. If you are not sure what to do on one leave it and do the next thing I tell you. I will do the first one with you."

"Put a 9 on a bird."

(Check to see children did it correctly. After this give no more help.) "Now listen and do just as I say.

"Put an x (Cross) on the captain in the picture." (Wait a few seconds.)

"Put a 1 on the rake."

Pause a few seconds each time for children's response.

"Put a 2 on the pail."

"Put a 3 on the whiskers."

"Put 2 crosses on a cloud."

"Put a 4 on the rocks."

"Put a 5 on the land."

"Put a 6 on the ocean."

"Put a circle on a wave."

"Put a 7 on the suit."

"Draw 2 lines under the seashore."

"Turn your papers over and put your name on the back." (collect papers.)

\*\*\*\*\*

## Test 2 &amp; 3

"Take out a black crayon.

I will give you another picture. Do not mark on it until I tell you to." (Pass out papers.) "Be sure you are looking at the picture with 2 on it. If you do not know how to do one thing leave it and do the next thing I tell you. Listen and do just as I tell you."

"Put a 1 on the peddler in the picture."

"Put an x (cross) on the trail."

"Put 2 lines under the log cabin."

"Put 2 crosses on the smoke."

"Put a 3 on the chimney."

"Put a 4 on the cellar."

"Put a 5 on a corner."

"Put a 6 on the melon patch."

"Put a circle around the thing that has bones."

"Turn your papers over so you can see the picture with the 3 on it. Look at the pictures and do just as I tell you."

"Put a 1 on the blacksmith."

"Put a circle around the fiddle."

"Put a 2 on the cobbler."

"Put a 3 on the fiddler."

"Put a cross on the thing that is going bang."

"Put your names on the back of your papers." (collect papers.)

## Tests 4 &amp; 5

"I will give you another picture." (Pass out tests 4 and 5.)

"Be sure you have your black crayon. Be sure you are looking at picture number 4. Listen and do just as I tell you to the picture."

"Put a 1 on the mountains."

"Put an x on the hollows."

"Draw a circle around the corral."

"Put a 2 on the ranch."

"Put a 3 on the rolling plains."

"Put a 4 on the fence."

"Put a 5 on the hogan."

"Now turn your paper over so you can see the picture with the number 5."

"Put a 1 on the cattle."

"Put a 2 on the field."

"Draw a line under the thing that grazes."

"Put a cross on the pasture."

"Turn your paper over and put your name on the back." (Collect papers.)

## Tests 6 &amp; 7

"Take out your black crayon. I will give you a paper with some pictures on it. Do not mark on it until I tell you to. (Pass out papers.) "Be sure you are looking at the pictures with the number 6 at the top. Listen and do just as I tell you. You

may have to mark one picture more than once. I will do one with you."

"Put an x on the fire." (Check to see if they do it correctly. Don't give any more help.) Fire is in fireplace. Now do the rest by yourselves. Listen and do just as I say.

"Put a 1 on the morning glory."

"Put a 2 on the jelly."

"Put a 3 on the fireplace."

"Put a 4 on the star."

"Put a 5 on the tent."

"Put a 6 on the biscuits."

"Put a 7 on the rosebush."

"Put a 8 on the ladder."

"Put a 9 on the bicycle."

"Draw a line under the wheel."

"Put a circle around the food."

"Now look at the other side of the paper at the pictures under number 7. Remember you may mark a picture more than once."

"Put a 1 on the corn."

"Put a 2 on the pup."

"Put a 3 on the umbrella."

"Put a 4 on the bracelet."

"Put a 5 on the hammer."

"Put a 6 on the clock."

"Put an x on the thing that goes tap-tap."

"Put an 8 on the potatoes."

"Put 2 crosses on the turquoise."

"Put a 10 on the blueberry pie."

"Put a circle around the thing that barks."

"Put your name on the back of the paper." (Collect papers.)

Tests 8 & 9

"Take your black crayon out. I will give you another paper with some pictures on it. (Pass out papers.) Be sure you are looking at the pictures under the number 8. Listen and do just as I tell you. You may mark a picture more than once. If you do not know what to do for one thing leave it and do the next thing I tell you."

"Put a 1 on the pines."

"Put a 2 on the village."

"Put a 3 on the shoulder."

"Put a 4 on the circus."

"Put a 5 on the Indian."

"Put a 6 on the pot."

"Put a 7 on the worm."

"Put an 8 on the sheep."

"Draw a circle around the cook."

"Draw a line under the clown."

"Put a 9 on the clams."

"Turn your paper over so you can see the pictures under number 9. Listen and do just as I tell you."

"Put a 1 on the prize."

"Put a 2 on the cane."

"Put a 3 on the ear."

"Put a 4 on the kitchen."

"Put a 5 on the butter."

"Put a 6 on the pan."

"Put a 7 on the eye."

"Put an 8 on the rope."

"Put a 9 on the dollar."

"Draw a line under the place you would fix a feast."

"Put a 10 on the pipe."

"Put your name on the back of the paper." (Collect papers.)

Tests 10 & 11

"Take out your black crayon. I am going to give you some more pictures. Do not make a mark on your paper until I tell you to." (Pass out papers.) "Listen and do just as I tell you. You may mark a picture more than once. Be sure you are looking at the pictures with the 10 at the top of the page." (Check to see.)

"Put a 1 on a shoe."

"Put a 2 on the horn."

"Draw a circle around the berries."

"Put a 3 on the banana."

"Put a 4 on the fruit."

"Put a 5 on the bottle."

"Put a 6 on the cage."

"Put a 7 on the whistle."

"Put an 8 on the bacon."

"Put a 9 on the blanket."

"Now turn your paper over and look at the pictures under number 11. Listen and do just as I tell you."

"Put a 1 on the piglet."

"Put a 2 on the horse."

"Put a 3 on the boy playing baseball."

"Put a circle around the crab."

"Put a 4 on the seaweed."

"Put a 5 on the workbench."

"Put a 6 on the race."

"Put a 7 on the donkey."

"Put an 8 on the crowd."

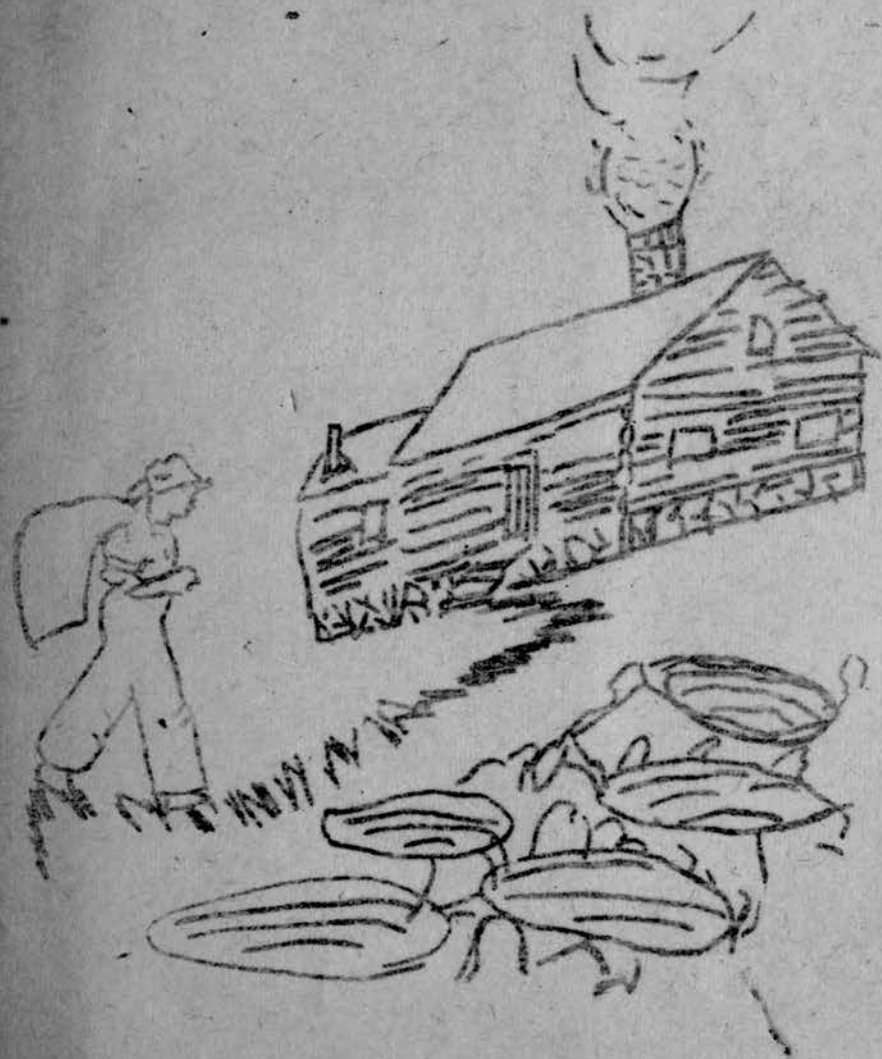
"Put a 9 on the bowl."

"Draw a line under the thing that says hee-haw."

"Put your name on the back of the paper." (Collect papers.)



2.

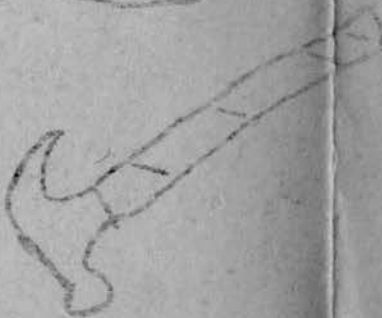
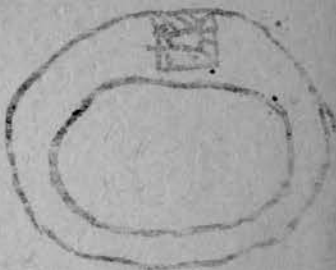
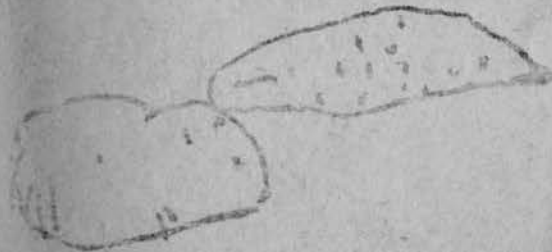
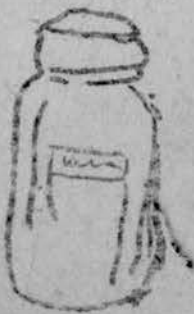
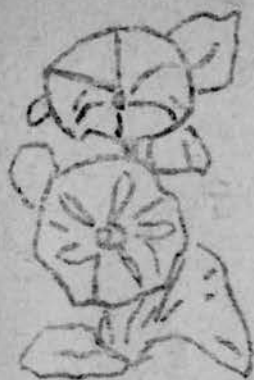


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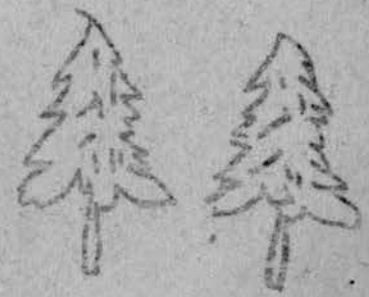




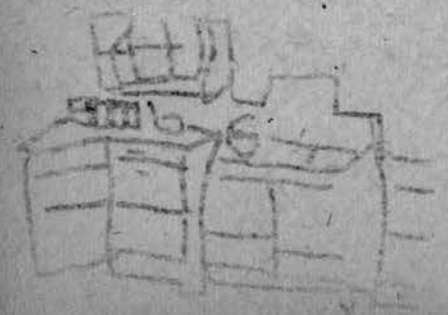
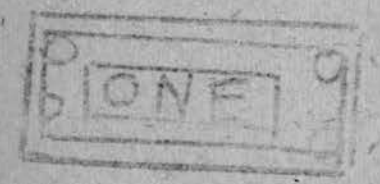
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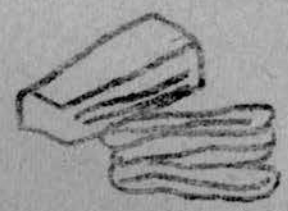


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