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An evaluation of the effectiveness of word meaning lessons on the learning and retention of spelling words in grade III.

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Thesis
Lloyd, F. E.
1956

AN EVALUATION OF THE EFFECTIVENESS OF WORD
MEANING LESSONS ON THE LEARNING AND RETENTION OF
SPELLING WORDS IN GRADE III

A Thesis

Presented to the Faculty
of the School of Education
Boston University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

Fern E. Lloyd
1956

Boston University
School of Education
Library

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

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Chapter I.--Statement of the Problem and Review
of Research

CHAPTER I.

INTRODUCTION

Statement of the Problem

The purpose of this study is to determine whether a series of word enrichment exercises, which will help to make the meaning of the words clearer, will improve the learning of the spelling of the words and the retention of them in the spelling vocabulary over a period of time.

It is hoped that this study will show that the more meaningful the words are to the pupils the more chance there is of correct spelling of those words.

¹
Dolch says, "All the words in the spelling list have meaning and the meaning is the chief source of interest for the spelling period.....Children should be taught more than one meaning for a word if it has more. Many "Drill Systems" for teaching spelling urge the teachers to make sure that the children know the meaning of the word. They point out that meaning is an aid to remembering the spelling since studies have shown that children remember the spelling of words of known meaning better than of words of which the meaning is largely unknown. In the spelling period unknown words may be met with, and it has been found that knowledge of meaning must precede knowledge of spelling. A second requirement is that meaning should include usage also."

1. Dolch, William, Better Spelling, Champaign, Ill: Gerrard Press, 1942, pp. 131-135, 140

Another one in favor of meaning is Smedley¹ who states,
"Good spelling is by no means perfectly correlated with excellence of memory, or of sight, and hearing. Some children with poor memory or with sensory defects rank high in spelling."

Thus Smedley concludes there must be a rational factor in spelling and that study based on meaning, derivation, and rules is to be recommended.

²
Linehan says,

"There is little doubt among authorities that meaning is an ~~important~~³ aid in the teaching of spelling. Earlier teaching neglected this, but with the re-appearance of the spelling book around 1913 much emphasis was placed on this method. "

A favorable comment was found in an article by Sudweeks³ who stated,

"It is important that the meaning and use of words be taught, if not already known, in connection with the spelling and that before the spelling itself."

1. Smedley, F. W., Child study Report, Report of the Commission of Education, pp. 1137-1138

2. Linehan, Eleanor, A Summary of Research of Spelling Methods, Boston: Boston University School of Education, 1946, (Master's Thesis)

3. Sudweeks, Joseph, "Practical Helps in Teaching Spelling", Journal of Education Research, 16:106-118

Further evidence of the use of meaning was found in a statement by Frederick S. Breed¹ who claims,

"Another type of special exercise is one designed to train and test children in the meaning of words. It is coming into use because investigators have found that there is a close relation between knowledge of the meaning of a word and the ability to spell it, a finding which seems easy to understand."

Horn and Otto² state,

"There is a positive relationship between spelling and word meaning and spelling and reading comprehension. The possession of a vocabulary of meaningful items is basic for reading as well as spelling. Children can be expected to learn to read or spell only when they have adequate concepts for the words they encounter in each of the two areas. Learning to read and spell is not altogether a dual task, for it is known that the high frequency words in reading and spelling are the same. The frequent reading of these words ordinarily contribute to the pupil's ability to spell them."

1. Breed, Frederick S., How to Teach Spelling, Dansville, N. Y.: F. A. Owen Publishing Co., 1930, p. 70

2. Horn, Thomas, and Otto Henry J., Spelling Instruction, Austin: University of Texas, 1954, p. 2

Research Pertinent to This Study

¹
Carson¹ conducted an intensive survey of teacher preferences in text arrangement in the field of spelling and found that among other things teachers prefer:

"1. Teaching the meaning of a word, and then the spelling."

²
Archer states,

"Vocabulary development is associated with spelling success as shown by high relationship between vocabulary tests and spelling ability. Failure to learn techniques or word mastery and development of bad habits of study are reflected in poor spelling scores in later years.

.....We know that a meaningful vocabulary is important in learning to spell."

³
Spache says,

"Vocabulary knowledge is a more significant determinant of spelling success than intelligence, particularly in the first five grades.....A low meaning vocabulary is important in learning to spell."

1. Carson¹, Olive G., Teacher Preferences in Text Arrangement in the Field of Spelling, Boston: Boston University School of Education, 1933 (Master's Thesis)

2. Archer, Clifford P., "Readiness For Spelling," Education Magazine, 76-268-269; Jan. 1956. Hingham, Mass.: Palmer Co.

3. Spache, George, "Spelling Disability," Journal of Educational Research, (April 1941)

¹
Johnson says,

"Learning to be effective must have meaning. When applied to spelling this means that a word whose meaning (or meanings) is unknown is not going to be used by the child in either spoken or written language. Not only the commonest meaning of a word, but common multiple meanings should be developed.Increased familiarity with words gives him a sense of word power and many spelling failures are eliminated. The child should not be tested on the new words until he becomes familiar with them from the meaning angle."

Gates² states,

"In spelling, as in reading, writing, speaking, and listening, the role of meaning is important.

.....Thus spelling must become a part of the school's program of word-meaning development."

1. Johnson, Eleanor, "Two Key Factors in Spelling Success," Education, 76: 262-263, Jan. 1956, Hingham, Mass.: Palmer Co.

2. Gates, Arthur I., "Developing the Basic Spelling Techniques in the Language Arts Program", Education, 76: 265-266, Jan. 1956, Hingham, Mass.: Palmer Co.

1
Tidyman claims,

"Obviously, it is unreasonable to require a child to learn to spell a word with the meaning of which he is not familiar.

.....To be on the safe side and to keep the relation of spelling to composition clearly before the class, the teacher should have all the words defined, or, preferably, used in sentences."

Another advocate of teaching word meaning along with spelling is Hollingworth² who states,

"On the basis of these data we conclude that the knowledge of meaning is probably in and of itself an important determinant of error in spelling; that children will produce sixty-six and two thirds per cent more of misspelling in writing words the meaning of which they are ignorant or uncertain, than they will produce in writing words the meaning of which they know."

1. Tidyman, Willard, The Teaching of Spelling, Yonkers, N.Y.: World Book Co., 1922, pp. 47-48

2. Hollingworth, Leta S., The Psychology of Special Disability in Spelling, Contributions to Education, New York: Columbia Teachers' College, 1918, 88:57-58

Other authorities also agree that meaning plays an important part in the correct spelling of words. Among these is Suzzalo¹ who claims,

"A word is never well taught unless sometime within a spelling period, or a series of periods, the teacher makes certain that the pupils have (1). its meaning. (2). its pronunciation. and (3). its spelling.

.....Too often in the past, pronunciation and spelling have been associated to the neglect of the meaning of the words taught. As spelling has improved in its methods of teaching, it has steadily given a larger place to the development of the meaning of words within the spelling exercise.

²
Peake further states,

"There is a tendency for high scores in spelling to accompany high scores in word meaning. The relatively high positive correlation between test scores in spelling and reading in most of the grades is evidence that ability in these 2 subjects tends to accompany each other."

1. Suzzalo, Henry, The Teaching of Spelling, Boston: Houghton Mifflin Co., 1913, pp. 37-39, 47

2. Peake, Nellie, "Relation between Spelling Ability and Reading Ability", Journal of Experimental Education, 9:192-194 Dec. 1940

¹
Scallan in her experiments on learning spelling used four types of presentation:

1. Meaning of the words given in context
2. Meaning of the words given in the glossary
3. Meaning of the words with oral presentation of meaning explained
4. Word analysis

The results of Scallan's research showed that the pupils learned best with word analysis and oral meaning of words was second best.

²
Shumway concluded,

"It is useless for children to learn how to spell a lot of words which hold no meaning for them.

The knowledge of word meaning is a positive factor in ability to spell unstudied words."

³
Durrell stressed the importance of a meaningful vocabulary when he said that lack of it might contribute to pupils' ability lack in retaining words. He feels that, usually, the enriched meaning technique should come before other types of word exercises.

⁴
Russell listed a considerable meaning vocabulary as a probable asset of good spellers.

1. Scallan, Ruth, The Incidental Learning of Spelling through Reading, Boston: Boston University School of Education, 1947. (Master's Thesis)

2. Shumway, Frances, An Analysis of 6th Graders' Ability to Spell Unstudied Words, Boston: Boston University School of Education, 1948 (Master's Thesis)

3. Durrell, Donald D., Improvement of Basic Reading Abilities, Yonkers, N. Y.: World Book Co., 1941, p. 64

¹
Russell believed that a person who had a large reading vocabulary was more apt to be a good speller.

Many people have tried many different ways of teaching spelling. Among them was Keyser ² who tried 4 different ways of teaching spelling to see which gave the best results.

These were: (1). Word analysis (2). Word meaning (3). Glossary (4). Reading in context

From the results of her survey she decided that the methods listed according to effectiveness are:

(1). Word analysis (2). Word meaning (3). Glossary (4). Reading in context

She also found that for low mental age groups the methods ranked thus: (1). Word meaning (2). Word analysis (3). Glossary (4). Reading in context

For a selected group she found that oral meaning was most effective and word analysis was second.

³
Spache further claims,

"The modern course of study in spelling aims to teach complete understanding and correct usage of words.

1. Russell, David H., "Characteristics of Good and Poor Spellers", Contributions to Education, No. 727, New York: Columbia Teachers' College, 1937, pp. 86-87

2. Keyser, Margaret L., Incidental Learning of Spelling, Boston: Boston University School of Education, 1948, (Doctor's Dissertation)

3. Spache, George D., "What's Wrong with Our Teaching of Spelling?", Education, 76:297-298, Jan. 1956

.....Teachers try to help children to learn spelling by constant use of it in recording their ideas on paper."

¹
Deacon declares,

"It appears that the spelling system based on the study of words needed by a child as he writes is individualizing a spelling program. This is especially true when contrasted with the word list system where the words studied do not necessarily have meaning for a child nor is there a guarantee that he will use the words in his written work after he has studied them."

²
Wagner asserts,

"Successful teachers provide opportunities for children to use their spelling words in many types of writing, stories, letters, outlines, descriptions, book reports, and reports on movies and T. V. programs.....They give a great deal of attention to the meaning and fluent use of the words as preparation for spelling."

³
n Betts further declares,

"The very first step in helping a child to learn to spell a given word is to make sure he knows how it is used--its meaning!

1. Deacon, Lawrence, "The Teaching of Spelling Can be Individualized", Education, 76:301-302, Jan. 1956

2 Jan. Wagner, Guy, "They Like to Spell", Education, 76:306; 1956, Hingham, Mass.: Palmer Co.

¹
Betts also says,

"There is no point in forcing a child to learn to spell a word which he cannot use.....Meaning is a key factor in learning a word and in remembering it.

From the foregoing research it can be seen that many authorities seem to think that teaching the meaning of a word is fundamentally important to teaching the child how to learn to spell the word and also to retain the spelling of the word.

It does no good to try to teach the child how to spell the word if the word has no meaning for him. He will not learn the spelling of the word because it has no interest for him and if he does not use it he will not remember the spelling of it.

In order for a child to learn the correct spelling of a word and to remember how to spell that word the word must have vivid meaning for the child so that he will want to remember and will retain its spelling.

1. Betts, Albert E., "What about Spelling?", Education 76:306; Jan. 1956, Hingham, Mass.: Palmer Co.

Chapter II.----Construction of Materials and
Conduct of Experiment

Chapter II

Construction of Materials and Conduct of Experiment

Restatement of the problem: The purpose of this study is to determine whether a series of word enrichment exercises, which will help to make the meaning of the words clearer, will improve the learning of the spelling of the words and also their retention in the spelling vocabulary over a period of time.

Construction of instructional material for the experimental group: At the beginning of the experiment, each member of the experimental group was given a typewritten copy of the 79 words divided into 5 classifications. The classifications were:

1. times or places
2. things or persons
3. action or helping words
4. words that describe or number
5. animals or birds

(The next page contains these 79 words.)

On the first day they went through all the words, pronouncing them and giving their meanings. Words with more than one common meaning were noted and the most common meanings given by the pupils. The teacher added any which the children did not know. After this initial lesson the experimental group was given a series of word enrichment lessons.

Words to be learned

times or places	Things or persons	action or helping	describe or number	animals or birds
late	moon	rang	asleep	mice
soon	ring	ringing	awake	mouse
later	toe	goes	warmer	bill
till	plant	move	right	bluebird
before	marbles	seeing	left	sheep
week	hoop	start	pink	robin
early	swing	pull	gold	bear
yet	game	starting	seven	zoo
behind	scooter	started	eight	
below	cocoon	skip	most	
	anything	done	nine	
	light	bringing	warm	
	men	push		
	mine	passed		
	child	pass		
	their	lit		
	Miss	runs		
	butterfly	turn		
	children	coming		
	teacher	teaches		
		meet		
		wished		
		paying		
		net		
		would		
		could		
		shall		
		cannot		
		or		

Some of the types of word enrichment exercises were:

1. Certain spelling words were listed along with some sentences with blanks left into which they would put the correct spelling word.
2. They were given certain spelling words and given 4 or 5 categories and told to put the words into the right category.
3. A series of spelling words was listed at the top of a paper. Below that a short paragraph was written. They were told to list under the paragraph the spelling words which might apply to the story.
4. A series of spelling words was listed at the top of the paper. Below this a story was started. They were to finish the story using as many of the words as they could in a given time.
5. Flash cards with the spelling words were flashed before them very quickly. Then they wrote the words from memory. After this was done, the words were written on the board so they could correct their own papers and find their mistakes.
6. Smaller flash cards containing the words were available so they could work in groups of 2 or 3 to teach each other the words. They seem to enjoy this small group work.
7. Other stories were given to them. These stories were incomplete. The pupils orally gave words from their

spelling list. The teacher wrote the words given on the board and the pupils orally gave the sentences using the spelling words. (Copies of these lessons are in the appendix.)

Conduct of Experiment: Both the experimental and control groups, composed of pupils in 5 third grades in Nashua, N. H., were given a pretest of 79 spelling words which comprised the spelling lessons for 6 weeks taken from Billington's Using Words We Write-----Lessons 25, 26, 27, 28, 29, and 31.

Billington's is the spelling textbook used in Grade III in Nashua. For 6 weeks the control group was taught in the regular method suggested by Billington while the experimental group was given a series of word enrichment lessons. The experimental group was taught in the regular way 2 days a week and by word enrichment methods (giving the words much meaning) 3 days a week. At the end of the 6 week period both the experimental and control groups were again tested on the same 79 words and these scores were tabulated. After a lapse of 3 weeks, one of which was a vacation week, the 2 groups were again tested on the 79 words and their scores charted.

Equation of groups: Before beginning the experiment, the pupils in all 5 classes were charted according to chronological age, mental age, and intelligence quotient. Then the groups were divided to be as nearly equal as possible according to mental age and initial spelling scores.

Type of pupil involved: The 5 third grades selected were from 2 schools located in the financially and socially inferior part of the city. The children came from homes where often both parents work. Quite a few of the boys and girls are from broken homes or from homes where either one or both of the parents have married 2 or 3 times. Some of the children are not always well fed or cared for. The school and social workers do as much as they can but they really cannot take the place of 2 good parents.

Chronological age of pupils: The 64 pupils finally selected range in age from 7 yr. 8 months to 10 yr. 9 months.

Mental age of pupils; The pupils range in mental age from 6 yr. 10 months to 11 yr.

Range of initial spelling scores: The 64 pupils selected had initial spelling scores ranging from 20 to 74 words correct from the list of 79 words. Some of the pupils were dropped from the experimental group because they had a very low initial score and that would give the experimental group an unfair chance to show greater gains. Other pupils were dropped from both the experimental and control groups because their initial score was so high that they wouldn't have much chance to show any gain.

Table I

CHRONOLOGICAL AGE

Number of cases		
Age	Control	Exper.
10-5 to 10-9	3	2
10-1 10-5	1	2
9-7 10-1	1	1
9-3 9-7	4	2
8-9 9-3	3	8
8-5 8-9	7	6
8-1 8-5	6	6
7-7 8-1	7	5
Mean	8 - 85	8 - 79

Table II
MENTAL AGES

Number of cases		
Age	Control	Exper.
10-6 to 11-0	3	0
10-0 10-6	2	0
9-6 10-0	6	3
9-0 9-6	7	3
8-6 9-0	8	9
8-0 8-6	2	7
7-6 8-0	3	6
7-0 7-6	1	3
6-6 7-0		1
Mean	9-1	8-4

Table III
INITIAL SPELLING SCORES

Number of cases

Scores	Control	Experimental
74-79	0	0
69-74	9	6
64-69	0	3
59-64	5	3
54-59	4	7
49-54	2	4
44-49	2	2
39-44	4	1
34-39	0	1
29-34	1	2
24-29	4	1
19-24	1	2
Means	53	53.12

Chapter III.-----Analysis of Data

Chapter III

Analysis of Data

The purpose of this study was to determine whether a series of word enrichment exercises, which would help to make the meaning of the words clearer, would improve the learning of the spelling of the words and the retention of them in the spelling vocabulary over a period of time.

At the beginning of the study, the control group had a mean of 53 words correctly spelled out of a possible score of 79 words while the experimental group had a slightly higher mean of 53.12 words. At the end of the 6 weeks experiment the control group had a mean of 70.94---a gain of 17.94 words--- while the experimental group had a mean of 75.97 words out of a possible 79 or they had made a gain of 22.85 words. Some of this gain was because of practice on these words but since the experimental group made a gain of 4.91 words over and above that of the control group it appears that the word enrichment exercises were a definite help in learning and retaining the spelling of the words. This is also particularly significant because the control group had a mean mental age of 9 yr. 1 mo. while the experimental's mean mental age was only 8 yr. 4 mo.

After a period of 3 weeks had passed following the final test (one of which was a vacation week) the pupils were again tested on the words and the control group had a mean of 69.28 or a loss of 1.66 words while the experimental group had a mean of 75.12 for a loss of only .85 words. Thus it will be seen that

the word enrichment method definitely aids retention over a period of time.

It was found that this method of teaching spelling not only helped in learning and retaining the spelling of the words but also added greatly to the interest of the class in spelling. They seemed to enjoy the method very much and would work on their spelling in their spare time without any help or suggestion on the part of the teacher. Thus it is a good method for motivation.

It also taught them cooperation and the ability to work together in small groups without the teacher having to do too much supervising. In this present day democracy of ours this ability to work harmoniously with one's fellow citizens is a very important asset and one which should be inculcated into our pupils. This method also gave the brighter ones a chance to help the slow ones and we also want to teach tolerance, understanding, patience, and helpfulness which the experiment apparently did. It also showed the boys and girls that many words have more than one meaning. It has stimulated an interest in meaning which will help them in their reading and language work as well as in their spelling.

Mental Age Distribution

Table A

Age	Number of Cases	
	Control	Experimental
10-5 to 11-0	4	0
10-0 10-4	1	0
9-5 9-11	8	3
8-11 9-4	5	6
8-5 8-10	9	7
8-0 8-4	1	6
7-5 7-11	3	8
7-0 7-4	1	1
6-5 6-11	0	1
Mean	9-1	8-4

Table B

Score	Initial Spelling Scores	
	Number of Cases Control	Experimental
69-74	9	6
64-69	0	3
59-64	5	3
54-59	4	7
49-54	2	4
44-49	2	2
39-44	4	1
34-39	0	1
29-34	1	2
24-29	4	1
19-24	1	2
Mean	53	53.12
S. D.	16.49	14.76
S. E. M.	2.91	2.61
Diff. M.		.12
S. E. D.		3.91
C. R.		.0307

Table C
Final Spelling Scores

Scores	Control	Experimental
74-79	16	24
69-74	7	6
64-69	3	1
59-64	3	0
54-59	1	1
49-54	1	0
44-49	0	0
39-44	1	0
Mean	70.94	75.97
S. D.	8.69	4.59
S. E. M.	1.54	.81
Diff. M.		5.03
S. E. D.		1.74
C. R.		2.89

Table D Delayed Test Scores		
Scores	Control	Experimental
74-79	14	24
69-74	6	5
64-69	5	2
59-64	4	0
54-59	1	0
49-54	1	1
44-49	0	0
39-44	1	0
Mean	69.28	75.12
S. D.	8.70	3.67
S. E. M.	1.54	.65
Diff. M.		5.84
S. E. D.		1.67
C. R.		3.49

Table E
Comparison of Gains by Control and Experimental Groups

Scores	Initial		Final		Delayed Test	
	Con.	Exper.	Con.	Exper.	Con.	Exper.
74-79	0	0	16	24	14	24
69-74	9	6	7	6	6	5
64-69	0	3	3	1	5	2
59-64	5	3	3	0	4	0
54-59	4	7	1	1	1	0
49-54	2	4	1	0	1	1
44-49	2	2	0	0	0	0
39-44	4	1	1	0	1	0
34-39	0	1	0	0	0	0
29-34	1	2	0	0	0	0
24-29	4	1	0	0	0	0
19-24	1	2	0	0	0	0
Means	53	53.12	70.94	75.97	69.28	75.12

Table E-Continued

Comparison of Gains By Control and Experimental Groups

Gains in Control Group

	Cases	Mean	S.E.M.	Diff.	S.E.D.	C. R.
Initial	32	53	2.91	17.94	3.29	5.45
Final	32	70.94	1.54	---	---	---

Gains in Experimental Group

	Cases	Mean	S.E.M.	Diff.	S.E.D.	C. R.
Initial	32	53.12	2.61	22.85	2.73	8.37
Final	32	75.97	.81	---	---	---

Comparison of Gains by Control and Experimental Groups

	Cases	Gain	S.E. M.	Diff.	S.E.D.	C. R.
Control	32	17.94	1.54			
				4.91	1.74	2.82
Exper.	32	22.85	.81			

Chapter IV.----Summary and Conclusions

Chapter IV

Summary and Conclusions

Purpose. The purpose of this study was to determine whether a series of word enrichment exercises, which would help to make the meaning of the words clearer, would improve the learning of the spelling of the words and the retention of those words in the spelling vocabulary over a period of time.

Summary of the experiment. The experiment for this study was conducted in 5 third grades in Nashua, N. H. There was a total of one hundred seventeen pupils in the five grades, but absences cut to approximately one hundred the average number with which the experiment was conducted.

First all the pupils involved were given intelligence tests. They were also given a pretest on the 79 words to be taught. Then they were divided into two groups as nearly equal as possible in intelligence and spelling ability. This was determined by the results of the intelligence test and their scores in the pretest in spelling. The control group might have had a slight advantage because their mean mental age was slightly higher than the experimental group.

For a period of six the control group followed the procedure suggested in the spelling text--Billington's Using Words We Write. This text uses the test-study method of teaching spelling. It introduces the new words for the week in a short story paragraph. It contains word exercises

involving pronunciation, syllabication, synonym work, etc. There are exercises for 5 days' work and on the third day a pretest is given.

During this 6 weeks the experimental group followed the text for 2 days a week and for 3 days they did a series of word enrichment exercises to give the words more meaning and to build associations around. (These exercises are described more fully in Chapter II and there are sample lessons in the Appendix.)

Conclusions. It was found that this method of studying spelling through word enrichment exercises was definitely a help to the children in learning the words and, more important still, in remembering their spelling over a period of time.

It was also found that the children very much enjoyed this way of learning their spelling. Undoubtedly that's one reason they learned them better and remembered them longer.

It also taught them important lessons in working together harmoniously in small groups and independently without too much help from the teacher.

Suggestions for further study.

1. It could be tried on a larger group for a longer period of time.
2. It could be tried on a different type of pupil-- from a higher class socially and economically.
3. It could be determined if this type of work helps most the slow, average, or bright.
4. It could be determined which type of exercise was most effective.

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Appendix

passed	cocoon	anything	could
pass	butterfly	scooter	mice
lit	coming	till	would
runs	shall	eight	their
or	cannot	mouse	Miss
turn	yet	awake	most

Under the following story list the words you might use about the story. Take the words from the lists above.

It was a beautiful day in April. The sun was shining and the birds were singing. The children were on their way home from school and they saw many interesting things.

One night Mary was asleep in her bed. It was late and she was very tired because she had been playing and jumping all day. She had a very strange dream. It was about-----

Finish this story in any way that you wish using the following words:

late	light
soon	ringing
moon	awake
mice	would
ring	could
rang	mouse
	asleep

Late one night the kitten was sitting on the fence. The moon was so bright that she would have been able to see any little mouse that happened to come along. Suddenly the night was filled with a ringing sound. It came from-----

Finish the story above in any way that you wish using the following words:

light	moon
ringing	mice
awake	ring
would	rang
could	hoop
mouse	skip
asleep	ring
late	
soon	
moon	

Read the following story and beneath it list all the words from your word list which apply to it.

Jimmie and Johnnie were fishing from the pier near their home. Suddenly Jimmie's line jerked in the water below him. When he tried to pull the line in, he had quite a struggle because there was a huge fish on it. After quite a tussle he finally pulled in the line and landed his fish.

Read the following story and beneath it list all the words from your word list which would apply to it.

About a week before Christmas two boys were shoveling snow off the walks near our house. They started talking about what they wanted Santa Claus to bring them. They became so interested in their conversation that they didn't notice the snow falling from the roof and suddenly they were covered with snow which fell from the low part of the roof. Some man had to dig them out before they suffocated.

Put the following words in the right list below.

marbles

done

push

hoop

bluebird

robin

skip

sheep

their

swing

bringing

Miss

bill

scooter

cocoon

game

names of birds, animals or about birds, animals, or insects

things to play with-----

actions-----

about people-----

Put the words on page 74 in the right group.

2 names of colors -----,-----

2 kinds of weather-----,-----

3 words with the word start-----,-----,-----

2 words meaning direction-----,-----

2 words referring to a person or persons-----,-----

2 words about working in the garden-----,-----

late	could	seeing	pull
soon	mouse	behind	early
moon	asleep	below	gold
mice	later	before	starting
ring	goes	seven	started
rang	till	eight	warmer
light	week	left	warm
ringing	men	toe	right
awake	mine	start	plant
would	move	pink	marbles

Place the words above in the group where they belong.

Words referring to things found either indoors or outdoors.

II. Words referring to places or persons

III. Words referring to time or weather

IV. Words referring to numbers or colors

passed	cocoon	anything	could
pass	butterfly	scooter	mice
lit	coming	till	would
runs	shall	eight	their
or	cannot	mouse	Miss
turn	yet	awake	most

Finish these sentences using words from the lists above.

1. It was about _____ o'clock.
2. We saw a beautiful _____ fly by us.
3. Suddenly it _____ on a flower.
4. We thought spring must be _____ soon.
5. We _____ be happy to see spring.
6. We _____ wait _____ spring comes.
7. Then the children will play with _____ marbles or other toys.
8. We heard a _____ in the pantry.
9. He kept everybody _____ with his noise.
10. Nobody _____ sleep.

Complete the sentences below using words from these lists.

marbles	right	goes in	push
hoop	left	till	sheep
game	starting	week	bill
bringing	early	mine	robin
scooter	toe	eight	bluebird

1. The boy had some pretty _____.
2. He won them in a _____ last week.
3. He is _____ them home _____ tomorrow.
4. He _____ to school _____ in the morning.
5. Sometimes he rides on his _____.
6. The robin had a worm in his _____.
7. The _____ had a pretty blue coat.
8. Another bird that is pretty is the ~~sheep~~ _____.
9. Will you help me _____ my big _____?
10. We will turn _____ and then _____.

Complete the sentences below using words from this list.

sheep	anything	most
scooter	men	mouse
their	child	zoo
Miss	butterfly	bear
cocoon	teacher	done

1. We get wood from _____.
2. We want _____ coats to be thick.
3. You could see a _____ at the _____.
4. _____ Smith is our _____.
5. That _____ has pretty wings.
6. The butterfly came from its _____.
7. The _____ ate the cheese.
8. The child had a ride on his _____.
9. The _____ are building a house and it is most _____.
10. The name of the _____ is Mary.

Finish the following sentences with the correct words taken from this list.

sheep	lit	gold
right	pink	move
butterfly	turn	mine
zoo	met	passed
bear	bluebird	most

1. As we walked down the street, we saw a man and woman coming toward us.
2. They were on the _____ side of the street.
3. The lady wore a _____ dress.
4. She also had a _____ bracelet.
5. When they saw us, they started to _____ aside.
6. They had to _____ very fast.
7. They soon _____ us.
8. We also saw a beautiful _____ with green wings.
9. The butterfly _____ on a flower.
10. I said, "I wish that butterfly were _____."

Finish the following sentences putting the right word in the right space.

Use the following words:

ringing	rang	moon
asleep	ring	hoop
mice	could	skip
soon	awake	runs
light	mice	late
would	hoop	mouse

1. It was getting dark because it was _____ at night.
2. Suddenly we heard the _____ of a bell.
3. What makes that bell _____?
4. Who _____ it?
5. Most everybody is _____ in bed.
6. That noise will make them all _____.
7. The _____ was very bright.
8. It gives the only _____ by which to see.
9. _____ it will be morning.
10. Do you think we _____ watch the sun rise?
11. No, I think mother _____ not like it.
12. I'll be as quiet as a _____.
13. Some _____ are not very quiet.

Complete the following sentences putting in the correct words from the list below.

pink	gold	early
their	toe	started
Miss	starting	warm
pull	warmer	right
start	left	plant

1. Soon we will _____ to _____ our gardens.
2. Some people have already _____.
3. Others will be _____ to work when the weather is a little _____.
4. They all want _____ gardens to be nice.
5. When the weather gets _____ than now there will be no snow.
6. After the plants start to grow, they will have to _____ the weeds.
7. Then they will have to work _____ in the morning.
8. The _____ sun will make the flowers grow.
9. We hope you will do the work _____ for _____ Smith.
10. The flowers may be the colors _____ or _____.