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The creation, teaching, and evaluation of lessons designed to increase the oral language of children in grade II

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE CREATION, TEACHING, AND EVALUATION OF
LESSONS DESIGNED TO INCREASE THE ORAL LAN-
GUAGE OF CHILDREN IN GRADE II

Submitted by

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CHAPTER I
INTRODUCTION

INTRODUCTION

Language is of vital importance in every aspect of human life. It is through oral communication that men exchange most of their ideas, transact the bulk of their business activities, attain their social goals, and express their emotions. An extensive oral vocabulary, then, is essential for the fullest participation in life. It is, therefore, especially important that the school concentrate on helping children to speak both clearly and expressively.

STATEMENT OF THE PROBLEM

It is the aim of this study to create, teach, and evaluate lessons designed to increase the oral vocabulary of children in grade II.

JUSTIFICATION OF THE PROBLEM

The importance of a rich and varied vocabulary is widely recognized. This study attempts to show how the teaching of a series of fifteen lessons built around each of the five senses, and including emotional responses, can cause a child to increase his use of words.

CHAPTER II
REVIEW OF THE LITERATURE

The Importance and Value of Vocabulary

"Language is, and since its invention or discovery always has been, the most important tool man ever devised. Man is sometimes described as a tool-using animal; language is his basic tool. It is the tool more than any other with which he makes his living, makes his home, makes his life. As man becomes more and more a social being, as the world becomes more and more a social community, communication grows more and more imperative. And language is the basis of communication. Language is also the instrument with which we think, and thinking is the rarest and most needed commodity in the world." (Laird)^{1/}

"Language," says O'Shea^{2/} "is the primary means by which a child is inducted into the life of society." In discussing the extreme importance of oral language, the National Council of Teachers of English^{3/} states:

"Throughout his school days and throughout his life, the child will probably use oral communication much more than any other of the language arts except listening. For every word he reads or writes, he will speak or listen to a thousand. He will find in speech an outlet for his emotions, a means of presenting and defending his opinions, a way of making himself a part of his vocational or social group, and a basic tool for all his school work. His speaking will help him to cooperate with other people; at the same time it will help him to maintain his identity as an individual. What he says, and, to a great extent, how he says it, will be a part of his total personality."

Through speaking, state Dawson and Zollinger,^{4/} human beings:

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- ^{1/} Charlton Laird, The Miracle of Language, New York: World Publishing Company, 1953, p. 269.
 - ^{2/} M. V. O'Shea, Linguistic Development and Education, London: MacMillan Company, 1907, p. 2.
 - ^{3/} National Council of Teachers of English, The English Language Arts, New York: Appleton-Century-Crofts, Inc. 1954, p. 107.
 - ^{4/} Mildred A. Dawson, Marian Zollinger. Guiding Language Learning, New York: World Book Company, 1957, p. 250.

"...exchange most of their ideas, express their emotions, attain their social purposes, and transact the bulk of their business. It is therefore especially important that the school concentrate on helping children to speak with satisfying clarity and impressiveness."

"Language," says Hayakawa,^{1/} "...is the indispensable mechanism of human life..." Greene and Petty^{2/} further develop this thought when they say, "Language, the means by which ideas, thoughts, feelings, and emotions are communicated, is a vital part of every activity in which each of us engages."

A very broad definition of the word "language" advanced by Ruth Washburn^{3/} is "any means vocal or other of expressing or communicating feelings or thought..." Makey^{4/} defines the term "vocabulary" in rather more specific terms, thus:

"...a vocabulary is a number of words which are so associated with ideas that the words tend to evoke the ideas and the ideas tend to evoke the words from the depths of the subconscious. A vocabulary is the tool which the mind uses in propounding problems, in making decisions, and in making judgments. It is a mental counterpart of one's disparate experiences, relations, and emotions--a counterpart whose units can be combined and recombined at will, subject only to the laws of mental activity."

Laird^{5/} tells us that good brains are in part good brains because

1/ S.I. Hayakawa, Language in Thought and Action, New York: Harcourt Brace and World, Inc. 1949, p.17.

2/ Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary School, Boston: Allyn and Bacon, Inc. 1959, p.25.

3/ Ruth Washburn, Children Have Their Reasons, New York: D. Appleton-Century Company, 1943, p.189.

4/ Herman O. Makey, "Not The Sauce" The English Journal, (May, 1952), 41:254.

5/ Laird, op. cit., p.270.

they have large vocabularies to work with.

"In modern terms we might call a vocabulary an intellectual checking account, an instrumentality by which we bank our learnings and draw upon them at will. But intellectual checking accounts are infinitely assorted; they vary not only in size, but in the nature of the assets they contain, and in the readiness with which we can use them."

Makey^{1/} also discusses vocabulary with regard to intellect:

"Since a word is a symbol of an idea, a single word will enable one to have only one idea--or as many ideas as the word has meanings, for each meaning is equivalent to a word; for example, here and hear are different words. For thought, however, words must be combined. The fewer words in one's vocabulary, the fewer the combinations (thoughts) possible."

We are told by Greene and Petty^{2/} that:

"A reasonable mastery of the language skills is of primary importance to our educational thinking and planning. It enables us to think clearly and logically, to communicate these thoughts to others, and to preserve them for the use and guidance of future generations. Language is not a separate subject in the school curriculum to be studied for content only or for cultural or disciplinary purposes. It is a tool that is needed constantly in every walk of life. It is an absolute necessity in the conduct of our business and social affairs, the preservation of our ideas, and the expansion and growth of social responsibilities in the future."

Hildreth,^{3/} in full agreement with Greene and Petty, says,

"Language is the basic equipment for social communication, a skill that contributes to thinking, deepens understanding, and enriches living. The use of language develops the personality and is recognized as preparation for the fullest participation in life."

^{1/} Makey, op. cit., p.254.

^{2/} Greene and Petty, op. cit., p.30.

^{3/} Gertrude Hildreth, Learning the Three R's, Minneapolis: Educational Publishers, Inc. 1947, p.27.

Traxler^{1/} points out that "The existence of a relationship between vocabulary and general achievement in school has long been recognized. Every teacher is probably aware that, on the whole, the pupils with the greater knowledge of word meaning do the better school work." It has been suggested by McKee^{2/} that:

"Persons who possess a meager vocabulary are at times unable to make interesting any topic which they may attempt to discuss. When one's vocabulary is broad and appropriate his conversation usually takes on added interest and appeal. It seems important therefore to develop the speaking vocabulary of children and to consider this job as part of the program on conversation."

Hildreth^{3/} also feels that:

"Language expression is an essential phase of living indispensable to the healthy development of every normal child. Language enables the child to adapt to his environment, to think, solve problems, and to systematize his knowledge. Language also serves as a vehicle for play, for phantasy, and for emotional release."

Hildreth^{4/} goes on to explain that there are both utilitarian and recreational or creative uses of language. Children's functional purposes in using language include:

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- 1/ Arthur E. Traxler, "The Relationship Between Vocabulary and General Achievement in Elementary School," The Elementary School Journal, (February, 1945) 45:331.
 - 2/ Paul G. McKee, "An Adequate Program in the Language Arts," National Society for the Study of Education, Teaching Language in the Elementary School, Forty-Third Yearbook, 1944, Part II, University of Chicago, p.101.
 - 3/ Hildreth, op. cit., p.28.
 - 4/ Hildreth, op. cit., p.48.
-

"1-Speaking: expressing ideas, making requests, conversing socially, relating events, answering the telephone, giving directions.

2-Writing: writing letters, taking notes, writing reports, writing out directions, writing creatively - stories, poems, songs, rudimentary editorial work.

3-Comprehending the spoken and written word."

Strickland^{1/} says, "The child's oral vocabulary is of first importance in the elementary school because it forms the basis for the development of reading and writing vocabularies. Children need guidance to add words to their vocabularies..." Dawson and Zollinger^{2/} agree that the affairs of daily living are largely carried on through oral communication: "The language program in all grades, therefore, should give major emphasis to the improvement of oral expression."

Factors Influencing Language Development

Piaget^{3/} tells us that the talk of small children may be divided into two large groups: the ego-centric and the socialized.

"When a child utters phrases belonging to the first group, he does not bother to know to whom he is speaking nor whether he is being listened to...This talk is ego-centric partly because the child speaks only about himself, but chiefly because he does not attempt to place himself at the point of view of his hearer."

1/ Ruth G. Strickland, The Language Arts, Boston: D.C. Heath Company, 1951, p.185.

2/ Dawson and Zollinger, op. cit., p.56.

3/ Jean Piaget, The Language and Thought of the Child, Third Edition, London: Routledge & Kegan Paul Ltd. 1959, p.9.

Piaget^{1/} later explains that it is between the ages of seven and eight that the desire manifests itself to work with others:

"Now it is in our opinion just at this age that ego-centric talk loses some of its importance and it is at this age...that we shall place the higher stages of conversation properly so-called as it takes place between children. It is also at this age, that children begin to understand each other in spoken explanations, as opposed to explanations in which gestures play as important a part as words."

Gesell^{2/} describes the early stages of children's language growth thus:

"The age at which the child likes to talk, will talk to anyone, and has an interest in using new and large words is five years. At six years of age he uses language aggressively, asks many questions, and has fairly good pronunciation and grammatical form. The seven year old uses language competently; and he is interested in meaning and spelling of words. Language is used almost as fluently as an adult by the eight year old; while the nine year old uses language more as a tool, to express subtle and refined emotions."

It is the belief of Dawson and Zollinger^{3/} that:

"Children can express themselves clearly and enthusiastically only to the extent that they have observed and experienced in those areas in which they are expected to speak or write; therefore, considerable emphasis is given to the intake of ideas. Listening, the enjoyment of literature, learning through trips and experience units, skills in using books and libraries are among the intake activities emphasized."

1/ Piaget op. cit., pp. 41, 42.

2/ Arnold Gesell and Francis L. Llg, The Child from Five to Ten, New York: Harpers Brothers Company, 1946, pp. 445, 446.

3/ Dawson and Zollinger, op. cit., p. IV.

Dawson and Zollinger^{1/} also inform us that the child develops meanings for words through use of his senses:

"It is only as words take on meaning that they are useful in speech, writing, or reading. In the beginning, all meanings are derived from the child's direct experiences. He touches, manipulates, tastes, smells, watches, hears, throws, and strikes the objects in his immediate environment and thus, through his own senses, builds up meanings. By imitating the speech of his elders, he acquires words to express those meanings. Therefore, experience is an important factor in getting meanings, not only in early childhood, but throughout life, as unfamiliar situations are faced."

Baker^{2/} agrees that vocabulary development begins as soon as the child begins to interpret the meaning of words. "Its growth will depend to a great extent upon the child's environment." Greene and Petty^{3/} indicate that the establishment of a desirable physical environment is not a simple matter:

"Little creative stimulation will come from a classroom that does not have many shelves of colorful and interesting books. Wall decorations and displays that are interesting and thought provoking, materials for science and social studies in abundance, attractive furnishings, and other thoughtful and artistic decorative touches are all important in making the classroom a stimulating place."

Herrick and Howell^{4/} urge the development of a healthy classroom atmosphere:

1/ Dawson and Zollinger, op. cit., p. 213.

2/ Zelma W. Baker, The Language Arts, the Child, and the Teacher, San Francisco: Fearon Publishers, 1955, p. 140.

3/ Greene and Petty, op. cit., p. 353.

4/ Virgil E. Herrick and Miriam Howell, "Growth in the Maturity of Writing Vocabularies of Primary and Middle-grade Children," Elementary School Journal, (February, 1954) 54:344.

"Provide the children with a climate which will encourage and support expression, both oral and written. A classroom in which a high premium is put on being quiet above all else, a classroom in which the children are confined to one-word answers, and filling in blanks, is not conducive to either oral or written expression. Children need opportunities to use words and sentences. A relaxed and happy teacher-child relationship, with the teacher acting as an advisor, and a flexible program free from pressure creates an atmosphere in which a desire for self-expression can develop."

The educational climate of the classroom is of major importance in bringing forth from each child his best creative expression, state Greene and Petty.^{1/} "The classroom conditions must be such as to foster good will, respect and friendliness on the part of both teacher and pupil. Every effort should be made to have each child feel relaxed, at ease, and an accepted and important member of the group." According to Dawson,^{2/} "...the school has a responsibility for setting up a democratic situation in which teacher and children plan together, work together, and evaluate together. In so doing, language becomes vital communication." Hildreth^{3/} also feels that the best background for language work at school is found in the natural, purposeful situations in which pupils must speak and write. "Children are best motivated to master desirable habits of expression when they themselves

^{1/} Greene and Petty, op. cit., p. 353.

^{2/} Mildred A. Dawson, Language Teaching in Grades 1 and 2, New York: World Book Company, 1957, p. 10.

^{3/} Hildreth, op. cit., p. 80.

sense the need and are convinced that it serves a real and life-like purpose."^{1/}

According to McKee,^{2/} "Vocabulary growth takes place best under conditions in which there is a thought or feeling requiring definition and expression, that is, in connection with natural situations in which there is an immediate need for expression." Strickland^{3/} also feels that: "The kind of communicating a child does depends in a number of ways on his experience. If the child's experience has given him meaning for the words he hears, he can react to them with his mind."

Tidyman and Butterfield^{4/} submit that children might have sufficient background, but still not be able to express themselves:

"Perhaps much of the unresponsiveness of children in language situations is due to a feeling of not having anything to say. This helplessness is commonly caused not by lack of worthy experiences but by failure to identify and recall phases of experience suitable for expression. Suitable material for language activities is found in children's personal experiences in the home and community, as in play and games, trips, pets and hobbies; and in the school, in both curricular and extra-curricular endeavors."

^{1/} Greene and Petty, op. cit., p. 186.

^{2/} McKee, op. cit., p. 304.

^{3/} Ruth G. Strickland, "Creative Expression in Language," Childhood Education, (September, 1957) 34:9.

^{4/} Willard F. Tidyman and Marguerite Butterfield, Teaching the Language Arts, New York: McGraw Hill Book Company, Inc., 1951, p. 264.

Friday^{1/} further clarifies this point:

"Unfortunately, not all children have a background that leads them to appreciate the magic power of words. Yet, with the help of words, a child can enjoy and interpret his surroundings, in the present, and can increase his potential to share a more understanding relationship with society-at-large, in the future."

In keeping with this thought, Russell^{2/} states:

"In ordinary conversation or writing, the ability to use not only the correct word, but occasionally, a vivid and meaningful word adds greatly to the charm and effectiveness of the idea presented. The child's ability to read, to write, to speak, and to think, are conditioned by his vocabulary...vocabulary development is closely related to...a stimulating environment."

As every opportunity for oral or written language at school becomes a learning experience in verbal expression, Hildreth^{3/} indicates that: "The modern school provides a rich experiential background, since growth in language depends so largely on personal experiences of the learner."

It is Baker's^{4/} feeling that:

"The development of vocabulary is an integral part of the total school program. It involves getting ideas and expressing ideas. Vocabulary development is more than the learning of new words; it is developing concepts which give meaning to words and the ability to use words in daily living. Since vocabularies grow out of daily experiences, the teacher's task is to provide meaningful experiences centered around children's interests and

^{1/} Mary H. Friday, "Words are Fun," Illinois Education, December, 1954, 43:143.

^{2/} David H. Russell, Children Learn to Read, Boston: Ginn and Company, 1951, p. 116.

^{3/} Hildreth, op. cit., p. 50.

^{4/} Baker, op. cit., p. 151.

needs. Classroom activities especially adaptable to vocabulary building are: sharing experiences, practicing social courtesies, using audio-visual materials, developing creativeness, reading stories and poems, utilizing special occasions, playing games and using dictionaries and word books."

Hildreth^{1/} also agrees that, "In every good school today there are live activities going on which afford countless opportunities to speak and write." Dawson and Zollinger^{2/} sum it up nicely by saying, "Vocabulary growth thrives best in an integrated program in which children learn through activities that bring concrete, interrelated learnings."

"Conversing, like any art, must be learned."^{3/} Baker^{4/} feels that, "It is the job of the teacher to set up an environment that will stimulate the creative potentialities of the children with whom she works and provide experiences for each youngster on his level of learning." Tyndall^{5/} urges that:

"The development of an adequate speaking and hearing vocabulary cannot be over-emphasized. Children who speak in monosyllables, or who resort to gesture to express their meaning, need specific training in the use of oral language. Since the meaning of words can probably be learned best by using the word, the teacher should plan many opportunities for discussions, telling, reporting, explaining, listening, to stories, and other language arts activities."

^{1/} Hildreth, op. cit., p. 50.

^{2/} Dawson and Zollinger, op. cit., p. 228.

^{3/} Mauree Applegate, Easy in English, Illinois: Row, Peterson and Company, 1962, p. 163.

^{4/} Baker, op. cit., p. 81.

^{5/} Ruth B. Tyndall, "Vocabulary Building in the Primary Grades," The Grade Teacher, (February, 1957) 68:102.

Hildreth^{1/} is sure that "Every teacher realizes that to improve in language, children need to talk more and to hear their child contemporaries talk more." Pooley^{2/} suggests that, "Unless spurred on to use the range of words they know, children tend to employ a rather limited vocabulary in their speech and writing."

Leary^{3/} feels that teachers should deliberately develop meanings for words in order to prevent children from becoming confused and bewildered when they see familiar words in strange settings. To children, says Weart^{4/}, words are in themselves, "intrinsically meaningless. It is only as children associate actions, thoughts, and concepts with recognized groupings of letters that words begin to acquire meaning." Makey^{5/} adds to this idea when he states:

"Not only is it the duty of the teacher to secure understanding of words; he must also insist that the pupils use the words as occasion for them arises. A word used meaningfully several times usually becomes attached to the meaning permanently."

We are told by Baker^{6/} that:

1/ Hildreth, op. cit., p. 58.

2/ Robert C. Pooley, Teaching English Usage, New York: Appleton-Century-Crofts, Inc., 1946, p. 188.

3/ Bernice Leary, "The Word Leaps Forth to Life," Educational Method, (April, 1942) 21:335.

4/ Ruth M. Weart, "Picture Aids for Vocabulary Mastery," The Grade Teacher, (January, 1946), 63:24.

5/ Makey, op. cit., p. 256.

6/ Baker, op. cit., p. 151.

"The development of vocabulary is an integral part of the total school program; it involves getting ideas and expressing ideas. Vocabulary development is more than the learning of new words; it is developing concepts which give meaning to words and the ability to use the words in daily living. Vocabulary building requires a direct approach for fluency with words."

Vocabulary is acquired, not by sitting down to learn some words, states Hildreth,^{1/} "but through interesting and vivid experiences about which one thinks, reads, talks, and writes."

Dawson and Zollinger^{2/} offer these suggestions to the teacher:

"The teacher must ... delve into the previous experiences of a pupil. She must decide which information is unfamiliar to him and what explanations he will need to give him a clear understanding of a concept. Too, she must remember that the pupil will acquire general and abstract terms gradually through repeated contacts. She cannot expect understanding to come quickly or fully through any single experience."

Greene and Petty^{3/} feel that the development of fluency and spontaneity in speech is of the utmost importance:

"At the top of the list of objectives in the teaching of language to young children is the development of fluency and naturalness in expression. The desire to express himself is instinctive in the child, but quite often his willingness to do so must be encouraged by giving him many satisfying experiences with these activities. No matter how many ideas he might have or how much language skill he may possess, there must be a desire to impart these ideas to others. One of the most important elements in the development of fluency and spontaneity in expression is an abundance of experiences that will provide the child with plenty to talk about. Fluency comes from having had many interesting and personal experiences. Some pupils will

1/ Hildreth, op. cit., p. 86.

2/ Dawson and Zollinger, op. cit., p. 214.

3/ Greene and Petty, op. cit., p. 67.

come to school with a rich background of experiences, but most of them will need the stimulation of an understanding teacher in addition to many satisfying school experiences to help develop the desired spontaneity."

^{1/}Hildreth states that the teacher should avoid teaching language strictly through texts, as there will then be little tie-up with daily activities, and the work in language will remain a detached school subject, remote from actual use.

It is Hammerman's^{2/} view that:

"(a)...technique that is very satisfactory for introducing new words is through informal, or incidental teaching. Such instances crop up innumerable times each day. It might occur during a sharing period first thing each morning, that a child will use a 'choice word' in the sharing of some information with the rest of his classmates. The teacher may take time to point out the particular word, and explore its various meanings and uses with the class, or, better yet, other members of the class may take note of new words as they are spoken. The development of vocabulary is naturally a continuous project, not just a subject to be dealt with one hour a day, but an ever-expanding search for new words which can vitalize every subject or topic discussion."

^{3/}Applegate, in full agreement with this, says, "...if anything happens which especially 'sings to the eye', take time during school hours to talk about it trying together to find adequate words. Make this teaching as subtle and as natural as possible."

^{1/} Hildreth, op. cit., p. 97

^{2/} Donald Hammerman, "Vitalizing Vocabulary," Elementary English, (April, 1954) 31:209.

^{3/} Mauree Applegate, Helping Children Write, Scranton, Pennsylvania: International Textbook Company, 1949, p. 133.

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Dawson^{1/} feels that, "It is through the imitation of the teacher's word-rich vocabulary that children grow in their own." Mitchell^{2/} also believes that the teacher's enthusiasm for developing vocabularies is transmitted to the children: "The teacher's personality is an important factor in setting the physical-environmental tone of the classroom. Her own enjoyment of literature, her enthusiasm for the feeling of words, and qualities of language will arouse an aesthetic response from her pupils." In full agreement with this, Strickland^{3/} says: "Creative activities begin with a creative teacher, one who is forever reaching out for personal enrichment. She is interested in trying new things, in knowing and dealing with interesting people." "Take time to introduce children to interesting new words with the same care you would use to have them meet a cherished friend," says Applegate^{4/}.

Strickland^{5/} reminds us that:

1/ Dawson, op. cit., p. 143.

2/ Mary Alice Mitchell, "Creative Writing in the Elementary Grades." Education, (February, 1945) 65:338.

3/ Ruth G. Strickland, "Creative Activities in the Language Arts in the Elementary School," Elementary English (March, 1955) 32:147.

4/ Applegate, Easy in English, op. cit., p. 146.

5/ Strickland, "Creative Expression in Language," op. cit., 34:9.

"All communication through language is communication of meaning. Teachers are concerned with developing each child's communication skills to the highest and most effective level he is capable of attaining. But they are deeply concerned with what the child communicates--the content of his mind. Teachers are concerned with the mental pictures a child has stored away and accuracy and wholesomeness of the knowledge he has amassed."

Tidyman and Butterfield^{1/} also feel that:

"Primary emphasis in the early years is properly placed on what is said--on content. The teacher can aid the pupil in forming a habit of saying something worthwhile by helping him select a topic within his interest, knowledge, and experience. Children need training in choosing good topics--such as those which provide opportunities for expressing personal feelings..."

Dawson,^{2/} too, feels that: "The teacher of language must be concerned with what children say as well as with how they say it--that is, with impression (intake of ideas) as well as with expression (outgo)."

"Of all the aspects of behavior, those which are the most difficult to classify and grade are the emotions."^{3/} Young children, says Hildreth,^{4/} on first entering school, are frequently shy and inarticulate. Occasionally a child, for a period of weeks, will not talk at all or talk to the

^{1/} Willard F. Tidyman and Marguerite Butterfield, Teaching The Language Arts, New York: McGraw-Hill Book Company, Inc., 1959, p. 41.

^{2/} Dawson, op. cit., p. 20.

^{3/} E. H. Watson, Growth and Development of Children, Chicago: The Year Book Publishers, 1951, p. 97.

^{4/} Hildreth, op. cit., p. 37.

teacher only in whispers." Greene and Petty,^{1/} too, mention that in some way, the teacher must encourage the very shy child who fears to express himself or fears that he has nothing to say and who therefore will not talk. The same authors^{2/} discuss creativity with regard to the emotions:

"Special emphasis needs to be given in the language program to the development of children's creative abilities. The basis for creativity and fluency is a wealth of rich experience and strong emotional feelings which result in a rush of ideas and emotions that the child feels compelled to express in verbal form. In order for this spontaneous type of creativity to be properly encouraged there must be first, a complete absence of strain in the creative situations, and second, an abundance of opportunities for enriching and stimulating experiences. No child can be creative when his imagination is not stimulated..."

^{3/}
LaBrant states:

"Language can produce emotional effects which change body temperature, blood content, and rate of heart beat."

^{4/}
Hansen sums it up for us very neatly when he says:

"We feel, think, and act in accordance with our emotions. Thus, skill in the arts of speaking, writing, reading, and listening becomes of vital concern in living. The growth of human beings to a realization of their own maximum potentialities and in their understanding of each other is in direct ratio to their ability to communicate, to receive, and to interpret through all the language arts."

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- 1/ Greene and Petty, op. cit., p. 27.
 - 2/ Greene and Petty, op. cit., p. 187.
 - 3/ Lou LaBrant, Fred Marcus, and Erwin Steinberg, "Needed Research in Language Expression," Elementary English, (January, 1952) 29:38.
 - 4/ Carl F. Hansen, Language Arts Curriculum Bulletin, Public Schools of the District of Columbia, 1950, p. 1.
-

Methods of Increasing Vocabulary

"In the preparation of a unit of instructional material in language for a given age or grade level the teacher and the curriculum builder face many practical questions such as the following: What kinds of language activities should the unit provide? In what amounts and at what performance levels should these be provided? What emphasis should be given to the selected general abilities? What specific speech and written skills should be emphasized at this level?"^{1/}

^{2/}
Schottman also recognizes that a meaningful vocabulary is of importance to every boy and girl:

"Research has shown some ways in which their needs can be met. Instruction in word recognition skills must be direct, not indirect. There must be a plan which covers the various aspects of a program in developing independence in word recognition and which allows for the development of a meaningful vocabulary by providing as many meaningful experiences as possible."

^{3/}
Dawson and Zollinger say:

"Research has shown that incidental teaching of new words is not so effective as direct teaching. The teacher should give direct attention to new words in the following ways:

- 1 - Take time to discuss unfamiliar words.
- 2 - Phrase questions in such a way that new words are called for in the child's answer.
- 3 - List key vocabulary on the chalkboard in summarizing main ideas in a situation.
- 4 - Display pictures that will clarify and enrich the meaning of critical terms.
- 5 - Provide activities that will require the use of new words as children plan, carry through, report on, and evaluate them.
- 6 - Generally impress upon pupils the meaning and usefulness of new terms."

^{1/} Greene and Petty, op. cit., p. 55.

^{2/} Thomas Schottman, "Encouraging the Growth of Vocabulary," Elementary English, (October, 1952) 25:335, 355.

^{3/} Dawson and Zollinger, op. cit., p. 220.

Baker^{1/} feels that the language arts program, "should use classroom conversation such as morning greetings, planning the day's work, planning special activities, evaluating individual and group work, and practicing social courtesies to help children develop skill in oral communication."

Hildreth^{2/} agrees that language should be taught with practical application in the classroom:

"Teaching language in conjunction with curriculum units and all phases of the daily program insures learning that is practical and realistic in contrast to the artificial exercises of formal language programs. Practice in reading and writing is gained in connection with firsthand experience instead of dealing with the remote and abstract. Matters of everyday experience furnish the best topics for writing and for conversation. Children take genuine satisfaction in language work that has some immediate use."

Hildreth^{3/} has several suggestions for possible areas from which the teaching of language skills can originate:

- "1. The prepared course of study for language and the accompanying text books in which English experts prescribe details of procedure and furnish the context--pictures to describe, sentences to speak and write, corrective exercises to use.
2. Exercises prepared by the teacher based on his own conception of language teaching and observations of what his pupils require. The teacher may construct drill exercises for each pupil based on research reports of language 'demon' frequency counts in speaking and writing.
3. The enterprises children carry on in connection with school studies and the occasions for language learning that arise in their daily activities at

^{1/} Baker, op. cit., p. 43.

^{2/} Hildreth, op. cit., p. 52.

^{3/} Hildreth, op. cit., p. 49.

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school. The teacher may help the pupil decide what to talk and write about, but usually the activities carried on determine the content of oral and written work...Through this third arrangement, improving children's language expression becomes a general objective not restricted to isolated school subjects or to an English period."

^{1/}Hildreth also feels that children of all ages need more experience in giving oral descriptions of things. Greene and Petty^{2/} say:

"Creative expression, both oral and written, should be a vital part of the language program at all levels, for the greatest part of the expression of the adult is spontaneous and original. This does not mean that planning is not involved. The child should learn early that he will speak more interestingly and coherently if he knows exactly what he is going to say before he starts talking. This does not mean memorization, but it does imply definite planning for what is to be said and how it is to be said."

The following are considered by Greene and Petty^{3/} to be desirable language skills:

- "1 - Recalling events in proper sequence.
- 2 - Using descriptive words and phrases.
- 3 - Speaking loudly and distinctly enough for all to hear.
- 4 - Avoiding fragmentary and run-on sentences.
- 5 - Using gestures to add interest and audience appeal.
- 6 - Speaking easily and without self-consciousness.

^{4/}Wolfe points out that:

^{1/} Hildreth, op. cit., p. 59.

^{2/} Greene and Petty, op. cit., p. 71.

^{3/} Greene and Petty, op. cit., p. 72.

^{4/} Don M. Wolfe, Language Arts and Life Patterns, New York: The Odssey Press, Inc., 1961, p. 299.

"In teaching descriptions of persons and descriptions of places, the teacher has an excellent opportunity to show the effect of specific language. When we use words like beautiful, and ugly, mean and kind, can the listener or the reader see what we see? Have the children talk over the kinds of descriptions that make good snapshots..."

1/
Dawson informs us that:

"Children enjoy looking at meaningful pictures that portray action and represent experiences that they are able to interpret and enjoy. Very interesting language can be centered about such pictures...In discussing a picture, the teacher can purposely introduce a new word that the children might well add to their speaking vocabulary. She can encourage the children in the group to describe persons, objects, or places in the picture."

2/
Applegate adds to this idea when she says:

"Beginning in the lower grades and continuing throughout the elementary school, stop to appreciate together the choice words or phrases found in your reading aloud. Encourage the children to share with each other the word gems found in their own reading. On bulletin boards top picturesque phrases with illustrative pictures, thus showing graphically that there are picture-written words as well as picture-talked words and word-talking pictures."

3/
Applegate goes on to say:

"Whatever you wish children to use and appreciate, let him live with every day. Our appreciations are only the loves we have lived with and listened to. What a teacher would encourage, he makes popular through praise, posting, and a positive approach--be it words or wars."

1/ Mildred Dawson, Language Teaching in Grades One and Two, World Book Company, New York, 1941, p. 81.

2/ Applegate, Easy In English, op. cit., p. 151.

3/ Applegate, op. cit., p. 37.

McKee^{1/} is of the opinion that vocabulary growth takes place best under conditions in which there is a thought or feeling requiring definition and expression, that is, in connection with natural situations in which there is an immediate need for expression. "Teachers wishing to develop children's language skills do not depend solely on direct instruction, but on enrichment through manifold experiences as well" states Hildreth^{2/}. The same author^{3/} develops this idea further when she states:

"The modern school makes every attempt to give meaning and purpose to language. The thinking side is stressed rather than mechanical perfection in grammatical usage. Capacity to express ideas moves ahead coincidentally with assimilation of ideas and information from experiences.

Actual happenings as well as vicarious experiences gained through reading furnish the material for oral and written expression. Most of the content children write or talk about in school lies in their own experiences...Natural expression is encouraged. Instructional emphasis is placed on the immediate needs of pupils..."

Meighen^{4/} lists these activities for the teacher who wishes to build up the vocabulary of the children in her group:

- "1. Build up a stimulating atmosphere which coincides with the child's interests and challenges his thinking.

1/ Paul G. McKee, Language in the Elementary School, Boston: Houghton Mifflin Company, 1934, p. 304.

2/ Hildreth, op. cit., p. 51.

3/ Hildreth, op. cit., p. 50.

4/ Mary Meighen, "Vocabulary Building," The Grade Teacher, (February, 1954) 71:58.

2. Provide flexible instruction for differentiated groups.
3. Emphasize the meaning of vocabulary through wide reading.
4. Give attention to the following steps in the development of a new word--hearing, seeing, saying, using.
5. Keep reading materials fitted to the child's interests and ability.
6. Call attention to unusual words in poems and stories.
7. Keep lists of new words from nature study and other interests.
8. Dramatization--Encourage the child to use original conversation freely.
9. Make children aware of words which apply to local and world news.
10. Have children report on interesting trips or experiences.
11. Compliment children on the use of interesting new words.
12. Introduce vocabulary games that will challenge children to acquire new words."

^{1/}Smith clearly points out the importance of language in our contemporary society when she says:

"The degree of literacy necessary to participate effectively in modern life increases with the years. The extent of effectiveness with which each pupil can face his task in life will depend in large measure upon the level of skill in the communicative arts with which the school is able to equip him."

^{1/} Dora V. Smith, "A Curriculum in the Language Arts For Life Today," The English Journal, (February, 1951) 40:80.

CHAPTER III
PLAN OF PROCEDURE

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Introduction

It is the aim of this study to create, teach, and evaluate lessons designed to increase the oral vocabulary of children in grade II. The authors attempted to provide situations which could motivate second grade children to become aware of, and to realize the importance of descriptive words. The children were also encouraged to use descriptive words in an exchange of ideas.

Selection of the Population

The sixteen children in this study were from one second grade class of a school located in a low socio-economic section of a middle-class suburb of Boston. Based on the Otis Quick Score A_s , the range of I.Q.s for the group was from 120-87 with a mean I.Q. of 100.

Plan of the Teaching

Teaching was based on fifteen lessons. The first six lessons dealt with the senses: hearing, seeing, feeling, tasting, smelling. The remaining nine lessons were based on the senses as well as on the emotional responses of the children. The teaching of these lessons took place over a period of four weeks. An average time of twenty-five minutes was taken to complete each lesson.

Plan of the Testing

In order to get levels for comparison, a series of 12 tests were chosen. Two of these tests required a child to describe a theoretical situation presented to him by the examiner. In the remaining ten tests the child was asked to describe a particular tape recorded sound.

Two groups, totaling 16 children, were selected from a second grade public school class. The children of each group were then given a pre-test comprised of one situation test and five sound tests. During the following four-week interval 15 specially designed lessons were presented to the entire class. The children of both groups were then given a post-test, each group receiving the six tests given to the other group as a pre-test. In this fashion, each child received equivalent but not identical pre and post-tests. This tended to eliminate the recall and duplication of a pre-test response on a post-test which is found when a child is given the same pre and post-tests.

The individual tests used to make up the pre and post-tests were as follows:

TEST	TYPE
1. Heart's desire	Situation
2. Room	Situation
3. Jet plane	Sound
4. Happy baby	Sound
5. Parade	Sound
6. Door	Sound
7. Crash	Sound
8. Tea kettle	Sound
9. Crying baby	Sound
10. Traffic	Sound
11. Old car	Sound
12. Hammering and sawing	Sound

All responses by the children were recorded on a tape recorder.

Compilation of the Data

To analyze the data, according to parts of speech, each word that the child said was transcribed from the tape directly onto paper. This written record was then scanned and the following were excluded: the article adjectives a, an, the; all prepositions, conjunctions, and imitations of noises. Infinitives were excluded when they stood independently, example: "to buy candy," but included as part of the verb, example: "wanted to buy candy." Contractions were lengthened to original form. After this, each word was classified and listed by part of speech.

Example: "I'd like to get my doll a suitcase and I don't have her a suitcase. I got to get it with my money that I earned."

Nouns: doll, suitcase, money

Adjectives: my

Pronouns: I, her, it

Adverbs: not

Verbs: would like to get, do have, got to get, earned.

This procedure was followed for each test for each child.

After the words were arranged according to parts of speech, the number of words per part of speech per child were counted. These totals were listed by part of speech for each

of the individual tests. From these word counts, analyses of data were made.

CHAPTER IV
ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

It is the aim of this study to create, teach and evaluate lessons designed to increase the oral vocabulary of children in grade II.

A group's performance on each of the individual tests comprising the pre and post-test was evaluated in terms of the difference in number of nouns, pronouns, adjectives, adverbs and verbs contained in the responses of the individual children.

Critical ratios yielding P values of greater than 0.1, 0.05 and 0.01 are regarded respectively as just significant, significant and highly significant.

The results¹ are summarized in the following tables:

¹Formulae used in statistical tests are from: Bancroft, Huldah, Introduction to Biostatistics, New York: Hoeber-Harper Company, 1957.

GROUP I

A. Pre-test: Heart's Desire, Post-test: Imaginary Room

Table 1

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	8-26	15.21	6.17	2.77			
Post-test	24-94	54.80	55.50	24.91	39.59	9.52	4.15

The difference of means is significant.

Table 2

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	3-9	5.80	5.65	2.53			
Post-test	3-14	8.20	8.65	3.88	2.40	3.35	1.40

The difference is not significant although the post-test mean is greater than that of the pre-test.

Table 3

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-14	8.80	7.82	3.50			
Post-test	15-43	29.20	53.10	23.81	20.40	6.00	3.33

The difference is significant.

Table 4

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.E.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	7-25	13.80	14.0	6.28			
Post-test	8-61	28.40	70.0	31.40	14.60	7.12	2.02

The difference is not significant although the post-test mean is more than twice that of the pre-test.

Table 5

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-15	6.03	4.58	2.05			
Post-test	2-17	7.05	18.42	8.25	1.02	0.92	1.08

The difference is not significant.

B. Pre-test: Jet Plane, Post-test: Tea Kettle

Table 6

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-18	9.35	12.39	5.05			
Post-test	9-25	13.28	14.65	5.98	3.93	3.44	1.14

The difference is not significant but shows an increase in the mean.

Table 7

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-9	3.74	4.96	2.02			
Post-test	2-6	4.22	4.46	1.82	0.48	0.89	0.53

The difference is not significant.

Table 8

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-8	3.80	4.75	1.04			
Post-test	3-11	6.75	7.40	3.02	2.95	2.12	1.39

The difference is not significant but shows an increase in the mean.

Table 9

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-18	7.81	10.31	4.21			
Post-test	7-17	10.09	10.28	4.20	2.28	1.83	1.25

The difference is not significant but shows an increase in the mean.

Table 10

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-6	2.89	3.46	1.41			
Post-test	1-5	3.82	9.16	3.74	0.93	0.68	1.36

The difference is not significant but shows an increase in the mean.

C. Pre-test: Happy baby, Post-test: Crying baby

Table 11

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-16	7.48	9.25	3.77	6.10	2.57	2.37
Post-test	7-20	13.58	15,38	6.28			

The difference is just significant.

Table 12

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-5	3.03	3.52	1.43	3.36	1.41	2.38
Post-test	2-13	5.39	7.46	3.04			

The difference is just significant.

Table 13

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-13	6.31	7.79	3.18			
Post-test	5-15	8.58	9.30	3.79	2.27	2.68	0.85

The difference is not significant but shows an increase in the mean.

Table 14

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	3-16	8.65	9.84	4.02			
Post-test	7-20	11.10	12.22	4.99	2.45	1.63	1.50

The difference is not significant but shows an increase in the mean.

Table 15

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-8	3.72	9.56	3.90			
Post-test	0-9	4.87	5.62	2.05	1.15	0.78	1.47

The difference is not significant but shows an increase in the mean.

D. Pre-test: Parade, Post-test: Traffic

Table 16

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	8-15	10.50	14.25	5.03			
Post-test	2-19	12.70	12.74	5.29	2.20	3.81	0.58

The difference is not significant but shows an increase in the mean.

Table 17

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-6	2.30	5.16	2.13			
Post-test	0-8	4.20	3.30	1.36	1.90	3.57	0.53

The difference is not significant but shows an increase in the mean.

Table 18

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-8	4.22	10.74	4.43			
Post-test	6-14	8.72	4.78	1.98	4.50	2.80	1.60

The difference is not significant but shows a post-test mean double that of the pre-test.

Table 19

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-10	6.32	9.04	3.73			
Post-test	0-14	7.33	7.24	2.99	1.01	1.20	0.84

The difference is not significant.

Table 20

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-4	1.87	4.94	2.04			
Post-test	0-7	4.08	2.06	0.85	2.21	0.86	2.58

The difference is highly significant.

E. Pre-test: Door, Post-test: Old Car

Table 21

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	5-11	6.62	7.08	2.89			
Post-test	7-25	13.21	14.65	5.98	6.61	2.81	2.35

The difference is just significant.

Table 22

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-9	3.58	4.66	1.90			
Post-test	2-9	4.25	4.92	2.01	0.73	0.76	0.96

The difference is not significant.

Table 23

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-7	4.14	4.56	1.86			
Post-test	3-16	7.82	9.18	3.74	3.72	1.25	2.97

The difference is significant.

Table 24

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-16	6.39	8.41	3.43			
Post-test	4-10	5.80	6.32	2.58	-0.59	2.26	-0.26

The difference shows a decrease in the mean.

Table 25

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-4	1.87	5.30	2.16			
Post-test	0-9	3.02	4.58	1.87	1.15	1.08	1.06

The difference is not significant.

F. Pre-test: Crash, Post-test: Hammer and saw

Table 26

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	6-17	9.84	11.52	4.70			
Post-test	6-19	12.58	13.45	5.49	2.74	3.18	0.81

The difference is not significant but shows an increase in the mean.

Table 27

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-9	4.33	5.29	2.16			
Post-test	2-10	5.21	5.83	2.38	0.88	1.77	0.49

The difference is not significant.

Table 28

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-13	5.74	7.58	3.09			
Post-test	4-13	7.53	8.40	3.43	1.79	3.10	0.51

The difference is not significant but shows an increase in the mean.

Table 29

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	5-16	10.07	11.30	4.61			
Post-test	6-16	9.26	10.24	4.18	-0.81	3.02	-0.26

The difference shows a decrease in the mean.

Table 30

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-7	3.30	4.29	1.75			
Post-test	2-6	4.09	4.28	1.74	0.79	1.10	0.72

The difference is not significant.

GROUP II

A. Pre-test: Imaginary Room, Post-test: Heart's Desire

Table 31

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	7-41	15.27	19.00	5.75			
Post-test	16-61	41.00	42.70	12.90	25.73	2.19	11.74

The difference is highly significant.

Table 32

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-15	3.69	5.75	1.74			
Post-test	6-15	9.45	9.85	2.98	5.76	1.58	3.65

The difference is highly significant.

Table 33

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	5-21	10.63	12.21	3.68			
Post-test	20-45	32.18	33.25	10.04	21.55	1.50	14.33

The difference is highly significant.

Table 34

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-40	8.45	14.25	4.31			
Post-test	15-72	35.27	39.18	11.84	26.82	4.29	6.25

The difference is highly significant.

Table 35

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-19	4.63	7.78	2.35			
Post-test	2-23	9.27	11.33	3.41	4.64	1.36	3.41

The difference is highly significant.

B. Pre-test: Tea kettle, Post-test: Jet Plane

Table 36

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	5-21	12.92	13.92	4.34			
Post-test	12-25	15.45	15.50	4.84	2.53	1.33	1.90

The difference is just significant.

Table 37

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-11	5.63	4.43	1.40			
Post-test	0-10	5.75	6.16	1.95	0.12	0.88	0.14

The difference is not significant.

Table 38

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-9	5.17	5.69	1.80			
Post-test	8-17	11.69	12.21	3.86	6.52	1.46	4.46

The difference is highly significant.

Table 39

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	4-26	14.43	17.30	5.47			
Post-test	4-23	12.75	10.79	3.41	-1.68	5.54	-3.30

The difference shows a decrease in the mean.

Table 40

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-12	5.43	6.85	2.17			
Post-test	1-13	5.48	6.48	2.03	0.05	1.64	0.03

The difference is not significant.

C. Pre-test: Crying Baby, Post-test: Happy Baby

Table 41

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	5-11	7.32	7.62	2.41			
Post-test	9-22	13.98	14.40	4.55	6.66	1.31	5.08

The difference is highly significant.

Table 42

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-9	4.31	5.00	1.58			
Post-test	1-11	5.67	6.85	2.17	1.36	0.83	0.61

The difference is not significant but shows an increase in the mean.

Table 43

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	3-12	5.82	6.64	2.10			
Post-test	6-19	12.65	13.58	4.30	6.83	1.17	5.84

The difference is highly significant.

Table 44

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-20	8.86	10.92	3.46			
Post-test	4-28	14.06	14.86	4.70	5.20	2.24	2.32

The difference is significant.

Table 45

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-7	3.10	4.10	1.30			
Post-test	1-8	4.19	5.48	1.73	1.09	0.70	0.64

The difference is not significant but shows an increase in the mean.

D. Pre-test: Traffic, Post-test: Parade

Table 46

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.E.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	5-21	11.07	11.85	3.75			
Post-test	7-32	21.92	23.72	7.50	10.85	2.43	4.47

The difference is highly significant.

Table 47

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-9	3.88	4.65	1.47			
Post-test	0-11	6.91	7.20	2.28	3.03	1.11	2.75

The difference is significant.

Table 48

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-25	6.13	9.15	2.90			
Post-test	6-21	14.04	14.79	4.68	7.91	1.45	5.45

The difference is highly significant.

Table 49

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	2-34	10.97	4.59	1.45	5.34	2.50	2.14
Post-test	4-38	16.31	19.40	6.14			

The difference is just significant.

Table 50

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-12	4.45	6.41	2.03	1.62	1.32	1.23
Post-test	1-5	6.07	7.09	2.24			

The difference is not significant.

E. Pre-test: Old Car, Post-test: Door

Table 51

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-34	12.22	14.20	4.49			
Post-test	9-26	19.13	19.62	6.20	6.91	2.51	2.76

The difference is significant.

Table 52

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-9	4.84	5.64	1.78			
Post-test	2-13	6.75	7.63	2.41	1.91	1.12	1.70

The difference is not significant but shows an increase in the mean.

Table 53

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-13	4.93	7.24	2.29			
Post-test	2-17	10.68	11.51	3.64	5.75	1.15	5.00

The difference is highly significant.

Table 54

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-33	11.57	14.75	4.67			
Post-test	4-32	13.51	14.54	4.60	1.94	2.57	0.75

The difference is not significant but shows an increase in the mean.

Table 55

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-11	3.91	5.15	1.63			
Post-test	1-10	4.60	5.50	1.74	0.69	0.98	0.70

The difference is not significant.

F. Pre-test: Hammer and saw, Post-test: Crash

Table 56

Comparison of Mean Number of Nouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	3-20	10.92	12.55	3.97			
Post-test	12-25	17.62	18.40	5.82	5.85	2.27	2.57

The difference is significant.

Table 57

Comparison of Mean Number of Pronouns Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-10	5.31	6.86	2.17			
Post-test	4-16	8.28	9.20	2.91	2.34	0.89	2.60

The difference is significant.

Table 58

Comparison of Mean Number of Adjectives Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-10	5.72	6.65	2.10			
Post-test	8-22	14.10	14.71	4.66	8.06	1.51	5.34

The difference is highly significant.

Table 59

Comparison of Mean Number of Verbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	1-20	11.00	12.76	4.04			
Post-test	9-39	20.16	21.85	6.91	9.09	2.19	4.15

The difference is highly significant.

Table 60

Comparison of Mean Number of Adverbs Before and After Teaching

Test	Range	Mean	S.D.	S.E. _m	Diff. _m	S.E. _d	C.R.
Pre-test	0-11	4.53	5.34	1.69			
Post-test	2-13	7.91	8.07	2.56	2.73	2.14	1.21

The difference is not significant but shows an increase in the mean.

TABLE 61

Summary of the results of significance tests for both groups by parts of speech.

Part of Speech	Diff. not significant	Diff. just significant	Diff. significant	Diff. highly significant	Total significant	No. of significant responses expected by chance alone
NOUN	3	3	3	3	9	Less than 1.2
PRONOUN	8	1	2	1	4	"
ADJECTIVE	4	0	2	6	8	"
VERB	8	1	1	2	4	"
ADVERB	10	0	0	2	2	"

From an examination of Table 61, it can be seen that for nouns, pronouns, adjectives, verbs and adverbs, the number of significant increases in mean number of words from pre to post-test is greater than could be expected by chance alone.

For both nouns and adjectives there were more significant than non-significant differences.

CHAPTER V
SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

It was the purpose of this study to create, teach and evaluate lessons designed to increase the oral vocabulary of children in grade II.

The oral vocabularies of two groups of children were tested before and after teaching and compared with respect to mean number of nouns, pronouns, adjectives, verbs and adverbs. As shown in Table 61, there were significant increases in the mean number of words for all parts of speech.

Analysis of Difference by Parts of Speech

This increase was most striking in both nouns and adjectives. With respect to nouns, nine of 12 differences yielded critical ratios which fitted our categories of significance. These were evenly scattered between "just significant" and "highly significant."

With respect to adjectives, eight of 12 differences yielded critical ratios in some category of significance, and of these, six were highly significant.

With regard to both pronouns and verbs, four of 12 differences were significant. These, too, were varied in their degrees of significance.

Adverbs demonstrated two of 12 differences which were highly significant and ten which were not significant. This

was the greatest number of non-significant differences for any part of speech.

For all parts of speech taken collectively, 27 of 60 differences yielded critical ratios which fitted a category of significance. Of the 33 non-significant differences, 19 showed an increase in the mean, 11 little change and 3 a decrease.

Individual Variation

Tables 1 - 60 show that similar ranges of responses were found on pre and post-tests. The greatest range was 70 words, the smallest four words and the mean about 12 words.

General Conclusions

A significant increase in the size of children's oral vocabularies is seen in the post-tests. Three variables must be considered:

First, the time interval between the pre and post-tests. Had this been long it is likely that the children might have learned enough new words during this period to significantly alter their post-test performance. In this study the pre and post-tests were separated by four weeks, an interval considered too short for significant learning of new words.

Secondly, the familiarity with the nature of the test situation gained by the children after taking the pre-tests might have contributed to better post-test performance.

Again, however, this variable is not considered significant.

Therefore, the conclusion that the lessons accounted for the significant increase in oral language seems justified. Further, since the lessons were designed to enhance the use of words the children already knew rather than to teach new words, the increase in oral language as measured by our tests is probably the result of increased word utilization rather than increased vocabulary size.

CHAPTER VI
SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

1. Use the same experiment on a larger, more heterogeneous population.
2. Use a control group which shall be tested on the same schedule as the experimental group, but which will not be given the lessons. This would more accurately assess the role of the time and test familiarity variables.
3. Use the same experiment in grades 3 and 4 to test the efficacy of improving oral language through the 5 senses.
4. Develop more efficient objective testing techniques.

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APPENDIX A

INDIVIDUAL TEST

Today we are going to play a "Let's Pretend" game. Let's pretend that your mother and father are going to build a beautiful, special new house--just exactly the way they want it. Now, they are going to call you and ask how you would like your room to look. It would be your very, very own room, and you could have anything you want in it, no matter how strange it might seem. Think of your room as it is now, then think of how you'd change it if you could build it all over again. Think of all the things that you'd like to have in a room of your very own--the things you'd play with, the things you'd like to look at, and touch, the colors that you like--Close your eyes for a moment and picture how this brand-new room would look. Open your eyes, now, and tell me about it. Describe all the things in it. Make me know the size, color, and the kinds of things in the room.

INDIVIDUAL TEST

Teacher: I think that it would be a lot of fun to play a guessing game with you. Here's how we'll play the game. You tell me about something that you have always wanted, but don't tell me what it is--tell me so much about it that I can practically touch it. Then I will see if I can guess what it is that you have always wanted.

Close your eyes now and think about it.

Are you ready to tell me about it? Open your eyes now. Let me see if I can guess what it is that you have always wanted.

Motivating Questions--If Needed

Teacher: Tell me all the different colors it is.

What size and shape is it?

Tell me all the words you can think of that will make me know how it smells.

Tell me all the words that will make me know how it tastes.

Tell me all the words that describe the noise it makes.

Teacher: Why have you always wanted a? Where did you first see? How did this thing make you feel at first? How does this thing make you feel now when you think about it?

Teacher: If this was the last in the world and you still wanted it what would you do to get it?

SOUND TEST

We are going to play a game now. The object of this game will be to see how many words you can use. I will play a sound on this tape recorder, and then ask you some questions about it. I want you to listen very, very carefully, and tell me as many things about the sound as you can.

Questions

Have you ever heard this sound before?

Tell me all the different things that might make this sound.

Tell me all the different places that you could be where you might hear a sound like this.

What do you suppose happened before this sound was made?
What do you think happened after this sound was made?

Tell me all the different ways this sound makes you feel.
Why?

Tell me any colors that you think of as you listen to the sound. Why?

Sounds

Group I

Old truck starting
Baby crying
Traffic
Hammering and sawing
Whistling teakettle

Group II

Squeaky door
Parade passing by
Car crash
Jet taking off
Sounds of happy baby

Introductory Lesson

The Five Senses

Objective:

The objective of this lesson is to develop an awareness and understanding of the meaning of the five senses in order that the terminology will carry meaning to the child.

Method:

This lesson will be conducted on a question and answer basis.

Teacher: If suddenly you were to find yourself in a strange place how do you suppose you could find out where you were?

Procedure:

Teacher: Suppose this place is very dark, so dark that you couldn't see, then how could you find out about this strange place?

Suppose that this strange place were very quiet, how would you be able to find out about this strange place?

How would you be able to find out if there were anything growing in this place, like flowers or trees or bushes?

How would you be able to find your way out of this place if you could not see where you were?

Now let's stop and think a minute about all the ways we were able to find out about this strange, pretend place. If this were a real thing that had happened to you how would you go about finding out where you were and how you would get home.

What parts of our body did we use to help us out of this mystery.

Evaluation and conclusion: Have each child select one of the five senses and draw a picture of this sense with special emphasis on the part of the body used in isolating that sense. Of these pictures select the best and use these as picture headings for the material developed in the individual lessons on each of the five senses.

Lesson #12

Animal #4

Smelling and Tasting

Objective:

To give the children a situation where they can use the words that they had thought of in the previous smelling and tasting lessons.

To think of and use new words to describe smells and tastes.

Method:

Place the animal in a familiar situation.

Question and answer.

Procedure:

If _____ were to come to visit with you at dinnertime - what would you give him to eat?

Teacher:

What kinds of things does this animal like to eat? Why?

What does it taste like to him?

What kind of smell does it have?

If he had to make a choice between _____ and _____ which would he choose? Why?

What smell do you think (Name) finds to be the most delicious smell in the whole world?

If we stood near our animal what are all the different things we would smell?

Lesson #13

Animal #5

Story Telling

Objective:

To tell a story involving the animal in a make-believe situation.

Method:

Children sit in groups of five to make up stories that answer the questions listed below. Let each person in each group answer one question.

Teacher:

Remember the other day when we talked about the sounds _____ makes when he walks on all his different kinds of feet, and when he flies?

Who can tell me some of those sounds?

Do you know what I wonder --

Where in the world he could have been going --

He is such an unusual animal, don't you think that he would go to unusual places, places where it would be difficult for animals without wings and those different kinds of feet and tail to go.

Let's see if we can make up a story that answers these questions:

1. Where is he going and why?

2. How does he get there and what does he see on the way?
3. What kinds of adventures does he have on the way?
4. What will he do when he gets there?
5. What happens to him when it's time to go home?

Lesson #14

Projecting

Objective:

To permit the children to use words relating to the senses.

Method:

Projecting into a situation - telling a story.

Procedure:

Teacher:

Remember _____, the animal that stayed with us for one week and then disappeared?

Remember how many animals he really was - all put together?

How do you suppose he got to be that way?

Do you suppose he was trying to decide which kind of animal he wanted to be - and couldn't make up his mind?

If you could be any animal in the whole world - or even two animals at the same time - what would you be.

Close your eyes and think about it for a minute.

Now - who would like to be the first to tell us what kind of animal he would like to be - and why he would like to be that animal?

Related Activities:

Have children draw pictures of imaginary animals.

Lesson #15

Motion

Objective:

To elicit words that describe the way things move.

To name and use words that describe motion.

Method:

Question and answer.

Completion of sentences.

Procedure:

Let's see if we can think of some words today that tell how things move.

Have you ever noticed the way things move?

Do they all move at the same speed?

What would be a really good word that describes how a snake moves?

Does a horse slither? What is a good word that describes how a horse moves when it is moving fast?

Questions in remainder of lessons devoted to finding out how the following objects and animals move:

A frog, old car, jet, hippopotamus, turtle with a heavy shell, ball, giant.

Play guessing game, "I'm thinking of something that is colored _____, feels _____ (eats?) and _____ when it moves."

APPENDIX B

PRETEST

HEARTS DESIRE

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
allowance	mouth	he	all very
antique	movies	her	
arms	nothing	him	big white
			black
baby bottle	one	I	your
bank		it	clothes
bell	paint	me	cold
bicycle	pictures	one	else
bike	project		enough
bond	rectangle	she	first
brother	right	somebody	good
cameras	rubber	that	gray
children	school	then	happy
circle	stamp	they	hot
comic strip	shapes	us	little
cousin	skids	we	my
desk	skin	what	nice
dollars	speed	who	old
dress	square	you	orange
electricity	squeeks		own
eyes	steel		our
father	store		red
feet	street		sad
flats	stuff		savings
	time		second
hand	two wheeler		small
home	water		some
	Zayre's		suppose
kids			this
kind			toy
			twenty
legs			two
mama			United States
man			
middle			
money			
mother			
motor			
motorcycle			

PRETEST

HEARTS DESIRE

AdverbsVerbs

about	ask	save up
all		saw
always	bought	say
around	break	see
		sell
before	can push	smell
	can put	start getting
down	can ride	suppose
	could get	
even	could ride	take
every		thank
	do have to use	use
fine	do want	used to have
		to grind
good	feed	
	feel	was
just	felt	will get
		would buy
like	gave	would die
	get	would drink
maybe	give	would give
	go	would let
no	goes	would like
not	got broken	would show
		would save
once	had	would trade
	has	
sometime	have been saving	
	have to use	
that		
then	is	
too	is smashed up	
when	like to show	
where	live	
yes	make	
	pedal	
	play	
	put to sleep	
	ride	
	run	

POST TEST

IMAGINARY ROOM

Nouns

apples	dart set	kitten	racing car set
	desk	kind	racing track
banana	dog	knife	rat
bang	doll		real
bank		laboratory	record
Bean Bag		lamp	record player
Bucaneer		leg	ride
bed		light	rocking chair
beef	dresser	lima bean	room
beetle	drugs		rose
bird	duck		rug
blackboard	dump truck	man	
blow		meat	
boat	electricity	medicine	salt
bookcase	eraser	meow	sandwich
bottom	eye	microscope	school
bow-wow		model airplane	school clothes
bridge	fire truck	money	scientist
brother	floor	mother	scream
bug	flower		ship
building	fly	no	shoe
bunk	fly's wing		shoe polish
bureau	food	orange	siren
	friend		sister
cabinet	fruit	paper	skunk's tail
candy		parchisi	soap
cat	game	parchisi game	something
catsup	glass	parrot	sound
ceiling	golf stick	peach	spaghetti
chair	grandfather	pear	splinter
chalkboard	grape	pencil	spot
checker	grapefruit	pen	spring
cheese	ground	people	squash
chicken		perfume	stars
chestnut		pet	stereo
aphid		picture	store
claw		pizza	string bean
closet	ham	place	stuff
clothes	hamburg roll	plane set	suit
college	hand	play clothes	surprise
corner	hand cream		
couch	hide and go seek		
cousin	hole		table
	hot do	poodle	tag
daisy	house	pot holder	television
dark			thing
	jar	rabbit	tooth brush
		racer	tooth paste

Lesson #2

Hearing

Objective:

To bring out adjectives and adverbs which will describe how different activities sound.

To develop importance of listening to determine activity.

Materials:

Scott Foresman record Sounds Around the Town

Method:

Play Sounds Around the Town.

Discuss the action taking place, the object making the sound, and describe the sound being heard. Elicit descriptive phrases about specific activity on the record. Write these phrases on board or chart.

Evaluation and Conclusion: Have children bring in a sound-making device from home. Play a guessing game as to the nature of the object making the sound. Ask for words that would describe the sound. Make a list of these words and use under the topic hearing.

Lesson #3

Seeing

Objective:

To bring out adjectives and adverbs which are descriptive of nouns.

To paint a word picture.

Method:

Question and answer.

Procedure:

Teacher:

Let's think back to the lesson on the five senses--How did you find out where you were?

What were all the different ways we found out where we were?

What could you find out about a thing by looking at it?

I think that it would be wonderful if we wrote a letter to the Japanese children who sent those wonderful pictures to us. Let's tell them all about our room--how it looks, all the things we have in it, and the way our room looked when we had their wonderful pictures in here.

What are all the different things that we

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have in our room? (Color, shape, size, etc.)

How does this room look when the sun shines into it?

How does the room look on rainy gray days?

How did the children's pictures make us feel?

How did our room look when we had the pictures in here?

Teacher writes all responses on board--words, phrases, etc. Then teacher divides class into 6 groups of 4 which have been carefully chosen. Teacher assigns one child of high ability to each group to serve as secretary. Each group composes a letter, with the understanding that the best letters will be sent to the Japanese children.

(Since letter-writing has not been formally taught, the teacher will supply the secretaries with the correct letter-writing form, when they begin to write the final draft.)

Lesson #4

Feeling

Objective:

To elicit adjectives and adverbs which describe the sensations involved with touch.

Materials:

Fabric samples of cotton, silk, velvet, carpeting, corduroy, polished cotton, woven matting. Also, sandpaper, ice, shiny paper, cotton batting, wallpaper paste, and hot water. All of these items are tagged with numbers.

Method:

Question and answer. The class is arranged in small groups so that each child will have a chance to feel each of the samples.

Procedure:

Teacher:

Let's look at article #1. What are all the different things that you can tell me about this article?

Have you ever seen anything like it before?

Is there any way that you can find out more about this?

Now, pick it up and pass it around so that everyone

can see how it feels.

Tell me everything that you can find out about this thing by touching it.

What are all the different things that you could use this for?

Follow this procedure with all items, writing the responses on the board as they are given. Refer back to the responses by having the children take turns using the descriptive words in a guessing game.

(Example:

"I am thinking of something that is scratchy and rough and feels prickly when you touch it. What is it?"

Answer:

Sandpaper, cactus, etc.)

Lesson #5

Tasting

Objective:

To elicit responses to how different things taste--
sweet, sour, bitter, salty.

Method:

Using the sense of taste. Question and answer.

Materials:

Samples of salt, sugar, vanilla, vinegar, unsweetened
chocolate, orange, apple, lemon. All of these samples
are numbered.

Pictures:

A boy eating watermelon; Bread strawberries and straw-
berry jam; Vegetables; Candyland.

Procedure:

Select and taste numbered samples. List responses on
board.

Teacher:

How can we find out about this?

What color is this?

What sounds does it make when you eat it?

How do you suppose it feels?

How do you suppose it tastes?

Tell me all of the things that you can think of

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that might taste the same, or nearly the same.

How does it make you feel to taste this?

Where would you have to be to taste something like this?

Summary and Conclusion: Make a list of things with home help under the categories of sweet, sour, salty, and bitter, and a list of those that don't seem to fit. Make a list of "Things I Like to Taste" and tell why. List "Things I Don't Like to Taste" and tell why.

Lesson #6

Smelling

Objective:

To name objects that have particular odors and tell how these odors smell.

To classify these odors as pleasant or unpleasant.

Method:

Question and answer.

Materials:

Baby powder, floral scented perfume, pine scented spray, sachet, aftershave lotion, smelly cheese.

Pictures:

Children picking flowers.

Procedure:

Smell selected samples.

List responses on chart.

Teacher:

How may we find out what this is? (hold up sample)

Do you think it wise to taste this - Why not?

If you couldn't hear it, or see it or feel it, how would you know that it was still there?

Let's smell this and see how it smells.

Tell me everything that this reminds you of.

Tell me all the smells that you can think of that you could find in places like these:

A kitchen; a barn; an old dark cave; mother's room; the home of a fairy princess that liked only beautiful, pleasant things; an old, old, haunted house.

Lesson #7

Emotion

Objective:

To elicit responses to how different situations make us feel.

Method:

Projecting into a situation.

Question and answer.

Materials:

Pictures that show these situations:

1. Crying boy with two fish
2. A screaming angry baby
3. A cornered lion
4. Boy sitting in a tree
5. Two children in a classroom
6. Trying on new shoes
7. walking through puddles

Procedure:

Show a picture - Discuss as follows:

1. What do you think is happening in this picture?
2. Why do you think this is happening?
3. How would you feel if you were the person in this picture?

4. What do you think is going to happen? - and then?
5. What kinds of sounds would you make?
6. How would other people feel when they heard your sounds.

Summary and Conclusion: Responses to each picture will be written on paper and posted under each picture. Make a master list of words and refer to these words in writing a composition about the pictures.

Lesson #8

Circus

Objective:

To name all the animals, and people at the circus.

Tell as much about each as possible.

Method:

Informal story telling.

Materials:

Many circus pictures posted about the room.

Procedure:

Start the story by saying I went to the circus and when I was there I saw an enormous, gray leathery skinned animal with long tusks and flappy ears and a bristly tail. Do you know what I saw? Tell me -- Who will describe what animal they saw at the circus? Who will tell me about the different things that they saw happening at the circus.

Lesson #9
Using Animal

Objective:

To elicit nouns and adjectives describing the animal.

Method:

Have the picture of the composite animal posted at child-height in a conspicuous place in the room. The teacher doesn't say anything about it until she is asked. Discussion.

Teacher:

I've noticed that a very strange animal got into our room somehow. Do any of you know how it got here? I've been looking at it---and looking at it---but I just can't seem to decide what kind of animal it is. Who can help me tell what kind of animal this is?

There are some things about this animal that remind me of lots of other animals that I know, like the beard, which makes me think of a goat. What do you see on this animal that makes you think of other animals?

(Whiskers, stripes, horn, ear (rabbit), hoof, claw, spots, scales, hand, foot, face (lion), body (horse), wing, etc.)

Teacher writes all responses on board and also animals that children name. (example: ear---rabbit)

Teacher leaves this on the board until all of the lessons are over. This will be used, whenever needed, as a reference point for later lessons.

Discuss personal traits of animal - (quiet, brave, etc). Name the animal.

Lesson #10

Animal #2

Feeling

Objective:

To bring out adjectives that describe the different parts of the animal's body - and how they feel to the touch.

Method:

To isolate the different parts of the animal's body - and how they feel. Teacher writes all responses on board.

Procedure:

Teacher:

Yesterday, when we were talking about our animal, we said that one part of its body reminds us of a rabbit. Who remembers which part that was? (ear) If its ear looks like a rabbit's ear, what do you suppose it feels like? How do you think it would feel if you touched it? What sounds do you think our animal likes to hear? Why? Does anyone remember what the animal's mane reminded us of yesterday. Etcetera.

Lesson #11

Animal #3

Hearing**Objective:**

To bring out descriptive adjectives and adverbs that describe how the animal sounds.

Method:

Placing the animal in a hypothetical situation involving sound - question and answer.

Procedure:**Teacher:**

Our animal reminds us of so many different animals that I just wonder what it would sound like if it tried to talk. What kind of voice would it have? What would its voice sound like? How would listening to its voice make you feel? What do you think it would sound like when you tickled it? When it coughed? If it sneezed? Just look at all the different feet it has! Could you imagine what it sounds like when it walks? How do you think each of its feet sounds when it walks over a hard piece of metal? Pebbles? When it runs? How would it sound if it hopped on its claw-foot and its hand-foot at the same time?

How does it sound when it flies?

POST TEST
IMAGINARY ROOM

<u>Nouns (con't)</u>	<u>Pronouns</u>	<u>Adjectives</u>	
toy	anything	all	light
train		another	little
train set	he	any	long
tulip	her		loud
turkey	him	back	lovely
turnpike	his	banging	
T.V.		beautiful	more
twin beds	I	better	much
typewriter	it	big	my
		black	
universe	me	blue	new
		bouncy	nice
vegetable	nobody	brown	
	nothing	bumpery	one
wall			orange
wall paper	one	clicking	other
way		colorful	own
weaving set	she	creamy	pink
wedding	some	cuddley	pounding
wood			pretty
wool	that	dark	purple
	them	dead	
yes	there		quiet
Yogi Bear	they	fancy	
		fast	red
	we	feathery	regular
	what	fire	round
	where	fluffy	
		forth	sad
	you	four	same
			sauce
		glass	scarey
		good	screaming
		green	shiney
		growling	ship
		gun	shot
			silver
		happy	singing
		hard	sinkey
		her	slow
		his	smooth
			soft
		itchy	some
			sour
		juicy	square
			sweet

POST TEST

IMAGINARY ROOM

<u>Adjectives (con't)</u>	<u>Adverbs</u>	<u>Verbs</u>	
that	about	am touching	have
those	all	are	hides
two	almost	are popped out	hurts
turquoise	anymore		
	anyway	be	is
ugly	around	bite them	is biting
		blind folded	
very	back	bound up	jumped up
	between	build	
watery			keep
way	everytime	calls	kept
whistling		can find	know
white	just	can go	
		can make	left
yellow	like	can put	like
your		can rest	look
yummy	no	can see	
	not	can think	make
		chase	might hang up
	only	could buy	
	out	could sleep	play
	outside	crawls	put
	probably	did feel	rub
		do have	run
	real	do know	
	really	do like	scratch
	right	do move	screams
		do smell	see
	slowly		sit
	sometimes	experiment	sleep
			sounds
	then	fall off	talk
	through	feel	taste
	too	fell	think
		find	though
	when	fly	touch
		found	trace
			try to find
		get	
		go	used to have
		grow up	used to go down
			used to play
		had to wash	used to sleep
		hang down	
			wake up

POST TEST
IMAGINARY ROOM

Verbs (con't)

want to be
want to get
want to make
was
was getting
was using
wear
will be
will be talking
will feel
will say
would
would be
would chase
would eat
would fall
would get
would have
would have gone
would go
would let
would let put
would like
would like to buy
would like to have
would like to make
would like to put
would like to sleep
would play
would put
would sleep
would taste
would watch

PRETEST

JET

Nouns

airbase
air force
airliner
airport
all

base
Blue Angels

caps
clouds
cops

day

ears

fare
father
fun

gray

ice skating

jet

lightening

machine

man
men

naval
noise

outside

passengers
people
pilots
place
plane
planes

sea
something
sound
sounds
suitcases

tornado

wet
wind
wintertime

Pronouns

he
his

I
it

me

some

them
there
they

we
where

you

Adjectives

all

big
black
blue
Blue Angels

funny

good
gray

happy
his

my

new
no

rainy

testing
that

white

PRETEST

JET

Adverbs

again
around
away

just

like

not

once
out
over

sometimes

up

well
when

Verbs

are
are going

blow
bring out

do know

felt

go off

had to get
had to put on
hate
have to test
hears

is

liked
like to see
love

makes

packed
put

reminded

saw
see
started
struck

take-off
taking off
think

used to be blowing
used to come
used to scare

was
watching
wear
went
would break
would do
would get

POST TEST

TEAKETTLE

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
air	outside	any	airplane
airbase		anything	all
airplane	plane		any
airport		him	
	rain		black
body	red light	I	brown
bumps	rocket	it	
	roof		clanging
car		she	cold
clouds	school		
coat	skids	that	fiery
coffee	sky	there	funny
	sound	they	
dump truck	street		glad
		when	gold
engine	teakettle		good
	The West	you	grounding
fence	time		
fire	things		happy
flames	toy		hard
floor	trees		
			laughing
gas	vacuum cleaner		
	Weymouth airport		no
house	wheels		noisy
	wind		
jet airplane	wires		one
			our
kitchen	yes		
			purple
lady			
landing			red
launching pad			
loud			silver
low			smooth
			soft
moon			squeak
motor			
much			too
navy base			white
no			
noise			yellow
			your

POST TEST

TEAKETTLE

AdverbsVerbs

all	are	vacuuming
just	blow	was
like	came in	was blowing
more	come	was flying
near	could hear	was made
not	crash	was putting
off	did say	was sweeping
out	does make	walk
over	do know	watch
real	feel	wear
right	go	went
sometimes	going	went up
up	had crashed	would be
when	hear	
	is moving	
	like	
	like to hear	
	look	
	make	
	mean	
	might be	
	ran out of	
	see	
	skid	
	sound	
	sounds	
	stop	
	take off	
	turn off	
	used to hear	

PRETEST

BABY

Nouns

baby things
 bed tree
 bottle
 boy way
 brother wolf
 busy woods

 car
 cat
 children
 coconut
 color
 crib

 diapers
 different
 door
 drink

 girl

 Hawaii
 house

 kind

 mad
 matter
 milk
 mother

 New York
 noise

 old
 other
 outside

 pacifier

 room

 something
 sound
 stairs

Pronouns

everything

 he
 her
 him

 I
 it
 its

 me

 she
 someone

 that
 those

 we
 what

 you

Adjectives

any white

 baby years
 black yellow
 blue
 brown

 dark

 else

 funny

 good

 happy
 his

 itchy

 little

 my
 much

 nervous

 open
 orange
 our

 pretty

 sad
 shut
 sick
 some
 sorry

 tan
 that
 three
 two

 ugly

PRETEST

BABY

<u>Adverbs</u>	<u>Verbs</u>	
almost	are	said
also		scream
awful	came	sit up
	climb up	sound
beside	could see	spit
better	cry	stop crying
down	did have	think
	did want	thought
just	do know	took
	do like	
kind	do think	want
		was
like	feel	was crying
	fell	woke
maybe		
	gave	
no	giggie	
not	got	
	growling	
probably		
	had	
so	hate	
sometimes	hear	
	hold	
then		
	is	
when	is busy	
	is shut	
yes		
	laugh	
	left	
	like	
	lost	
	make	
	made	
	might be	
	might have felt	
	might have wanted	
	must have	
	pick up	
	play	
	pull down	
	put to bed	

POST TEST

BABY

Nouns

baby
bang
bed
blanket
bottle
brat
breakfast
brother

car
cat
cereal
clothes

door

face
father
food
fur

guy

hair
hospital
house

kids
kind

lot

meat
mess
milk
mother

night
no
noise

oat meal
once
outside

pants
pillow
place
potato

sheet
shirt
shoes
skin
something
sound

tail
taste
tears
then
thing
time
toy

vegetables

while

yes

Pronouns

anyone

everything

he
her
him

I
it
its

me

one

she
some
somebody
someone

that
them
they

what
when

you

Adjectives

baby food
bad
black
blue
brown

creamy

fast
fine
funny

good
grayish

hard
he
her
his

little
long

milk
my

new

one
only

peeping

red

sad
scared
scary
screaming
smooth
soft
squashy

POST TEST

BABY

<u>Adjectives (con't)</u>	<u>Adverbs</u>	<u>Verbs</u>
that	after	broke
there	again	
	ago	came
very	around	came home
		cry
white	before	crying
		could have
	just	could hear
	like	did fall
		did hurt
	maybe	do know
		do like
	near	
	next	eating
	not	
	out	fed
		feel
	sometimes	gave
		gets
	then	got
	there	
		happened
	up	has
		has got to stop
	very	hear
		heard
	when	hit
		is
		is pulling
		laugh
		let go of
		made
		mean
		might be
		might have felt
		put back to sleep

POST TEST

BABY

Verbs (con't)

run away

said

saw

skinned

sleepy

start crying

stop crying

stopped

talk

think

touch

trying to get

want

want to eat

was

was crying

was sleeping

was throwing

was walking

watching

woke up

would have to be

would have to eat

would like

PRETEST

PARADE

Nouns

all
bands
Boston
bugle
cars
circus
cities
clowns
crowd
drums
floor
flutes
home
horns
instruments
lot
marching
men
movies
music
New York
nice
ones
parade
people
Quincy
road

soldiers
somewhere
sounds
street
stuff
suits
things
truck
traffic
traffic jam
trumpets
water
wind

Pronouns

I
it
me
none
that
them
there
they
what

Adjectives

big
bigger
biggest
blue
brown
funny
green
happy
musical
orange
other
pretty
red
some
that
white

PRETEST

PARADE

<u>Adverbs</u>	<u>Verbs</u>
always	are
by	come down
	could have
no	could stop
not	crawl
over	did
	do know
sometimes	feel
then	follow
when	get shot
	go
yes	had
	have
	heard
	is marching
	like
	lined up
	makes
	march
	play
	put
	stand up
	start blowing
	stop
	wait
	walk
	was
	was getting
	watch
	wear
	went
	went out
	were coming up
	would drive

POST TEST

TRAFFIC

Nouns

airbase policeman
 all propeller

 bang red light
 baseball game road
 busses

 car sky
 sound
 street
 door stuff
 suit

 engine things
 football game traffic
 tire
 garage train
 gas truck
 grease

 wagons
 home wheel
 horn whistle
 house whirring
 hubcap windows

 kinds yes

 line
 lot

 man
 middle

 New York
 no
 noise

 off
 oil
 outside

 people
 place
 plane

Pronouns

everything

 he
 him

 I
 it

 one
 other

 some
 someone

 that
 them
 there
 they

 we
 when
 where

 you

Adjectives

all
 awful

 beeping
 big
 black
 blue
 booming
 brown
 busy

 crashing
 crazy

 each

 far
 fast
 funny

 green

 happy
 hard
 his
 huge

 it

 little
 loud

 mashing
 mumbling
 my

 nice
 no
 noisy

 orange

 pleasant
 purple

POST TEST

TRAFFIC

<u>Adjectives (con't)</u>	<u>Adverbs</u>	<u>Verbs</u>
red	after	are going
scared	all	beep
silver	almost	blow
smooth	around	
soft	before	check
their		could hear
this	just	crash
those	like	do know
way	loud	
white	near	get run over
yellow	not	getting ready to start up
your	outside	has to take
	over	have to go
	probably	is
	right	keep on going
	sometime	might go across
	there	start
	through	started to go up
		stop
		think
		used to be
		used to beep
		used to blow
		used to hear
		was
		was going
		was made
		was starting up
		wear
		watching
		went
		were going
		were taking
		would be
		would know

PRETEST
SQUEAKY DOOR

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
bike	Volcano	anyone	any
bomb			awful
Boston	way	everyone	
	wind		big
California	World War II	I	black
car		it	blue
coloring book			brown
crash		me	
			cold
Europe		no	crowded
factory		that	funny
field		them	
fire		there	good
fire engines		they	
			my
Hawaii		you	
highway			nervous
horns			no
house			
			orange
Japan			
			real
motor			red
mountains			
			silver
noise			shaky
outside			that
people			
plane			
Quincy			
scooter			
something			
storm			
street			
tire			
thing			
truck			

PRETEST

SQUEAKY DOOR

Adverbs

everytime

no

not

probably

sometimes

when

where

yes

Verbs

am moving

are

can do

do have

do know

erupt

erupting

feel

gets

got dropped

got killed

have

hear

have come to get

is

keep

made

makes

might be

put out

ruins

run

shopping

sounds

stopped

think

used to fight

used to use

POST TEST

OLD CAR

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
airport	radio	he	any
airport man	roof	here	
	round	him	back
bang		himself	beeping
boat	school		big
bulldozer	seats	I	black
	sidewalk	it	blue
car	sound		brown
	still	me	bumpy
dirt	store		
	storekeeper	none	cold
engine	stuff		
		some	front
father	tape recorder		
food	television	that	glidish
	things	them	good
garage	tire	there	grayish
garage man	train	they	greasy
gasoline	train station		
	truck	when	happy
helicopter			hard
Holbrook	wheels	you	hot
home	wind		
house	windows		itchy
	work		its
man			
men	yard		lazy
metal	yes		loud
motor			
mud puddles			mad
			my
no			
noise			nice
nothing			noisy
oil plugs			other
paper			red
part			
pick-up-truck			scared
place			slippery
plane			smooth
			some

POST TEST

OLD CAR

<u>Adjectives</u> (cont'd)	<u>Adverbs</u>	<u>Verbs</u>
that	almost	are
these	alone	
tooting	around	blowing
	as	
white		did have
wide	down	do know
	fine	get
		get out of
	inside	
	like	had to put on
		have
	not	is
		is trying to get out
	out	
	over	like to hear
		looking
	probably	
		make
	so	meant
		might happen
	there	
	too	put
	was	saying
		see
		stalled
		stopping
		started
		starting up
		stuck
		took to be fixed
		towed
		used to hear
		was
		watching
		work
		would leave alone

PRETEST

CRASH

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
air	skid	both	all
all	sky		
Boston	smash up	he	big
brother	something	him	black
buildings	sound		blue
car	store	I	
cars	street	it	each
city	stiff		
colors		one	four
country	train	other	funny
crash-up	truck		
day		someone	good
driver	way		green
	wheels	that	
engine	wind	then	happy
	windows	them	
fire		there	mad
fire-department		they	most
			my
gas	years	we	nervous
grandmother		where	no
guy			not
guys			
			old
hospital			one
house			orange
houses			
			red
inside			
			sad
light			some
noise			that
Norman			this
			two
one			
			white
people			
pieces			yellow
police			your
red light			
road			

PRETEST

CRASH

Adverbs

Verbs

always

breaking

took

bad

came

used to run

coming

used to use

down

crashed

crossing

was blowing

even

was coming

just

did have

was dead

did stop

was going

did watch

was looking

mostly

do know

went up

do like

were cleaning

not

do stop

were coming

driving

were going

only

would know

get

would look out

read

gets going

going

so

got

sometimes

got killed

where

had to wait

have

yes

hit

is

keep on growing

kept going

knew

let go by

likes

made

might have been

might have caught

seen

shopping

smashed up

smashing

POST TEST
HAMMER AND SAW

Nouns

all
 baby
 ball
 boo
 break
 buggies
 building

 cart
 ceiling
 cellar
 color
 countries

 dog
 doghouse
 door

 edge

 garage
 gas
 ghost
 ghostly
 glove
 guy

 hammer
 handle
 house

 inside

 leather
 loud

 man

 no
 noise
 nothing

oil
 outside

 pan
 pants
 people
 place
 pointed things

 rubber

 saw
 shirt
 something
 sound
 spot
 street
 stuff

 thing
 town
 toy

 vacation

 way
 wood
 world

 yes

Pronouns

all
 any

 he

 I
 it

 someone

 that
 they
 them

 we
 what
 when

 you

Adjectives

all whipping
 awful white

 bad zizzle
 bang
 big
 black
 blue
 broken-down
 brown

 funny

 glad
 good

 happy
 hard
 his

 leather
 little
 louder

 my

 nice

 other

 punching
 purple

 quiet

 red

 sad
 same
 scratching
 silver
 soft
 squeaky

 that

POST TEST

HAMMER AND SAW

Adverbs

across
after
all

down

like

not
now

out
over

peaceful

round

sometime

when
where

Verbs

are building
are rubbed

can hear
can think of

did
do know

get
going to hear
going to stop
got tired

had
hammering
hear
holler

is
is finished
is punching with
is sawing

live
looked

made
might be

playing
punching

ran
running

said
smell
stop
stopped punching

used to come out
used to do

wants to make
wants to paint
was hammering
was made
was playing
was punching
went to play
were
would be
would hear

PRETEST

IMAGINARY ROOM

Nouns

animals	elevator	oranges	teddy bear
antenna	erector set		teeth
apple		pair	thing
apple pie	father	paper	three
	flower	Parchessi	time
battery	flower smell	Patty	tired
bed	food	pearls	top
bird	four	peppermint	toy
blackboard	frankfurts	perfume	tree
blanket	furs	pieces	truck
blouse		police car	
bolt	games	pork chops	uncle
book	gas station	puppy dogs	wall
booties	grade	purse	wall paper
brother	guns		warm
bureau		quilt	warmness
	hand		way
cake	hat	record	wind
candies	horse	record player	window
candy		rifle	
canes	ice cream	rocking chair	year
carriage		room	
cars	jewelry kit	rose	
cat			
Chatty Cathy	kind	saddle	
cherry		screws	
chest	lamb chops	seaweed	
chicken	lamp	sheet	
Christmas	lemon	shelf	
clothes	light	sister	
coat		skirt	
colar	macaroni	soap	
color	mice	something	
covers	Michael	soup	
crib	mirror	spring	
	money	square	
design	monster	steak	
desk	mother	stuff	
dinosaur	Mrs. Regan	suitcase	
dog		suppertime	
doll	name	Suzy Smart	
downstairs	night	sweet	
dresser	night time		
	nuts		

PRETEST

IMAGINARY ROOM

<u>Pronouns</u>	<u>Adjectives</u>		<u>Adverbs</u>	
anything	all	our	about	yes
he	any	own	after	
her	baby	pink	all	
hers	baby's	play	also	
him	baked	pretty	always	
his	best	purple	around	
himself	big		as	
I	black	real	beside	
it	blowing	red	better	
me	blue	sister's	especially	
nothing	blueish	small	ever	
she	brother's	soft	every	
some	brown	some	good	
that	fake	stuffed	hard	
them	first	sweet	how	
they	five	these	inside	
we	furry	this	just	
what	giant	toy	like	
you	good	two	most	
	goeey	warm	much	
	gray	white	no	
	grayish	yellow	not	
	green	your	now	
	hard		off	
	her		real	
	his		really	
	last		right	
	like		so	
	little		that	
	long		then	
	lower		there	
	mechanical		together	
	my		too	
	new		well	
	nice		when	
	orange			
	other			

PRETEST

IMAGINARY ROOM

Verbs

bring up	like to see
	look
call	
can	make
can bite	might get
can make	move
can put	
can read	need to put
can smell	
come	paste
could have	play
	put
did get	
do have	read
do know	ride
does	
does cry	said
does feel	say
does like	see
	shaped
earn	sleep
eat	smell
	squeeking
feel	
forget	take off
	talk
get	taste
go to sleep	turn
going	
got	used to enjoy
got to get	used to go
had	want
has	was
have	will come out
have got	will have
have tasted	will show
help	wish
	would
	would have
is	would like
	would like to have
like	would like to get
like to eat	
like to paste	
like to play	

POST TEST

HEARTS DESIRE

Nouns

air	car	dolls	gun powder
airplane	care	downstairs	grandmother
airport	cat	dress	grass
air tanks	cave	duck pants	ground
all	cellar		hair
animal	chair	ears	hand
apples	chance	elephant	hat
arms	chicken	engine	horn
army	Christmas	Enie	hay
	Christmas tree	everything	head
back	chunkes	eyebrows	helmet
back yard	church bell	eyes	high
bank	circus	face	hiss
bang	clang	farm	holders
barn	clank	father	home
bear	class	feet	hook
beds	claws	fender	horse
bells	click	field	hour
big bruiser	click clack	fight	house
bird	cloak	fin	ice
birthday	clock	finger	ice cream
body	cloud	fire	inch
bones	club house	fish	inside
books	clump	fleas	
boom	clunk	flipper	Jack
bounty	coca cola	floor	jeeps
box	colors	Florida	Joyce
boy	communion	flowers	jungle
brakes	cookie	food	
bridge	cotton	fort	Karen
brother	creatures	friend	Kerplunk
bubbles	crow's nest		kids
bumps	cuckoo clock	gardner	kind
button		gas	knock
	day	gas station	
cake	dead		lady
camel	ding-aling-a-ling		lamb
candy	ding dong	germs	laughing hyena
canned food	dishes	girl	leather
canned meat	dog	glass	legs
cannons	dog bisquit	goggles	lever
cap	dog food	gun	lotion cream
cape	dollars		

POST TEST
HEARTS DESIRE

Nouns (con't)

lion	puppies	sorts	yard
lots		sound	yes
	rabbit	speedometer	
magicians	racer	spring	zoo
man	racing car	square	
material	radio	squeak	
meat	rattlesnake	steel	
metal	record player	steering wheel	
miles	rectangle	stick	
milk	rest	stomach	
money	ribbon	store	
monsters	ride	stuff	
month	rifle	tail	
mother	road	tall	
motor	rock	tanks	
mouth	roof	taste	
mud	room	ten fifteen	
	round	then	
name	roses	thing	
neck	rubber	tick tock	
no		time	
noise	safety belt	tire	
nose	sandwich	tools	
nothing	Santa Claus	Tony	
now	school	top	
numbers	screaming	trick	
nurse	sea	trigger	
	seats	truck	
one o'clock	shakes	wall	
outside	shape	wallet	
	sharks	wand	
paint	shine	Wanda	
paper	shoe	war	
part	side	watch	
patch paw	silk	water	
people	sister	way	
persons	size	wheels	
pirate gun	skin	while	
pirate ship	skin diving	winding thing	
place	smell	windows	
plane	smooth	wings	
plastic wood	snakes	woman	
points	snow	wood	
powerful	Somerville	wrist	
propeller	something		

POST TEST
HEARTS DESIRE

PronounsAdjectives

anybody
anything

everything

he
him
himself

I
it
its
itself

me

one

she
some
someone

that
them
there
they
this

us

we
what
whatever
when
where

afraid
ago
all
another
any
army
awful

baby
bad
bang
banging
barking
better
big
bigger
bit
black
blackish
blue
brave
bright
brown
bumpy
bumpety

chewy
clean
click
click-clack
clicking
cold
cotton
crunchy
curly

dark
dead
delicious
delighted
different
dirty
dizzy
dog
dull

enough
every
excited

fast
few
five
fizzy
flat
fluffy
four
fresh
funny
furry

gay
glad
gold
good
grassy
gray
green
growling

happy
hard
heavy
her
his
hoppy

inch
inches
itchy
its

joyful

kids
knocking

leathery
light
little
long

mad
magic
metally
milky
motor
more
much
my

new
nice
ninety
no
not

older
one
orange
other
our

pink
plain
plastic
pointy
pop
pretty
purple
purplish

red
reddish
regular
right
roaring
rough
round
rubbery
rusty

sad
scared
scratchy
sea
shakey
shiny

POST TEST
HEARTS DESIRE

Adjectives (con't)

short
shorter
sick
silver
siren
sixty
sleigh
slow
small
smokey
smokiny
smooth
soft
some
something
sometimes
squeaking
stamping
striped
strong
sunny

wind blowing
wonder

yellow
your

tasty
tearing
ten
terrible
that
these
thick
thirty five
this
those
three
ticking
too
toy
triangle
twenty five
two and one half

warm
watery
what
white

Adverbs

about
across
all
all right
always
anyway
anywhere
apart
around
as
away

back
before

down

early

fast

hard
here
high

inside

just

like

maybe
much

never
no
not
nothing

once
only
over

past

real
really
right

sideways
slow
so
something
still

then
there
through
too
twice

under
upside-down

POST TEST

HEARTS DESIRE

Verbs

appear	could get	get spoiled
are	could get out	give
are driving	could have	go
asked	could hear	go diving
	could hide	goes
bangs	could keep	going
bark	could lock	going up
be	could ride	go plan
been	could sit	go riding
been gone	could slide	got
be sharp	could smell	growl
broke	could use	
buckle	crash	had
built	crashed	had felt
	cries	had to go
	cry	has
call		have
came		have seen
can	decide to get out	have to break open
can do	did	have to clean
can eat	did get	have to do
can fall off	did see	have to have
can get	do	have to learn
can hide	does	help
can paint	does make	hopes
can say	does move	hurt
can see	does say	
can teach	do have	is
can train	do hurt	is chasing
can try	doing	is covered
carry	do know	is going
catch	do like to play	is hungry
chase		
clean	eat	jumps
clean up		
climb	feel	keeps
come out	fell	kill
coming	felt	knocks down
comes off	fighting	know
cost	fit	
could	fly	
could be	following	left over
could climb up		let get
could feel	get	lick
could fly	get in	like

POST TEST

HEARTS DESIRE

Verbs (con't)

like playing	see	wash	would use
like to look	shaped	was hunting	would want to get
like to play	should be	was selling	killed
live	should do	went	would work
look down	sink down	were	would wreck
looked	sitting	were moving	
	sleep	will come out to be	
made	smarts	will fit	
made feel	smelled	will get	
make	smells	will go	
make go	starting up	will go swimming	
makes	sticking out	will guess	
might be		will have	
might come to be		wind up	
might get	stopping	won't taste	
might go	strickes	work	
might have		would be	
might hurt	take	would break	
might see	take out	would buckle	
moves	talk	would bug	
	taste	would clean up	
needs	tells	would come	
	think	would do	
pay	thought	would eat	
pick up	throw	would feel	
plant	ticks tocks	would get	
polish	tie	would get run over	
pull	told	would give	
push	touch	would go hide	
put	train	would go up	
put in	tried to race	would guess	
	try to do	would have	
race	twirl	would help	
reflects		would hurt	
ride	use	would like to buy	
rings		would look	
rolls	walk	would make	
runs	want	would name	
rush	want to go	would pop	
	was	would put	
	was afraid	would say	
said	was coming home	would smell	
saw	was driving		
says	was going	would taste	
scratches		would try	

PRETEST

TEAKETTLE

Nouns

air
airplane
airport

all

baby
base
bike
birthday
bit
black
bombs
Boston
bottle
brother
bullets

car
children
chilly
cold
color
coming

dinner
dirty

eyes

faces
father
feet
fire
fire-truck
five

garage
gas
good
grandmother
grass
gray
green
ground

happy
hand-granades
home
house
hurricane

ice
inside

jet

kind

lot

mask
men
milk bottle
moon
mother

night
noise

one
outside

paper
pilot
place
plane

Quincy

restaurant
rocket
rocket ship

sad
school
ship
sidewalk
siren
something
sound

street
store

tea
teakettle
television
thing
toes
tornado

white
wind
window

yards

Pronouns

anything

everybody
everything

he
herself

I
it

me

nothing

same
some
someone

that
this
them
there
they

we
what
where
which

you

PRETEST

TEAKETTLE

Adjectives

all
 any
 big
 black
 blowing
 blue
 bumpy
 busy
 cold
 different
 dirty
 every
 four
 gray
 hot
 little
 long
 my
 new
 nice
 oranges
 own
 pink
 red
 screaming
 some
 that
 those
 two

very
 white
 wrong
 yellow
 your

Adverbs

again
 all
 along
 allright
 always
 around
 as
 away
 back
 before
 by
 closer
 else
 even
 ever
 good
 hard
 hardly
 how
 just
 like
 maybe
 next
 no
 not
 now
 only
 out
 probably
 right
 sometimes
 somewhere

then

when

yes

PRETEST

TEAKETTLE

Verbs

are	made feel	would be ready
blowing	make	would drop
	might be	would go
	might blow	would have to be
came		would have put
can be	paint	would make
can see	play	would stay
come	put	would stop
could be	put out	would tell
do	reminded	yell out
does	run	
do know		
drive	say	
	scared	
feel	see	
fell	something	
felt	sound	
flying	sounded	
forgot	start	
	start to go	
get		
get ready	take-off	
go	think	
going to be burned	thought	
going to do	turn	
going to get		
going to make	use	
going up	used to put	
had	wait	
has	walk	
hear	watch	
heard	was	
	was fixed	
is	went down	
is to find	went up	
	were blowing	
kill	were coming	
know	were supposed to go	
	will find out	
laugh	will land	
let	will pick	
like	would	
lost	would be getting	

POST TEST

JET

Nouns

air
 aircraft carrier
 airplane
 airport
 all
 Army Base
 astronaut
 aunt
 away

 ball
 battery
 brother
 building

 car
 city
 cloud
 color
 country
 cousin
 crash

 dirt

 ear
 engineer

 father
 fire
 fish
 flight gallery
 flight off

 gas
 glass
 good-bye

 Hawaii
 hideout
 home
 house

 Jet

 ladies
 lightning

 Maine
 man
 Mars
 men

 no
 noon
 nothing
 number A
 number B

 outside

 park
 people
 picture
 place
 plane
 police

 Quincy

 railroad
 railing
 rain
 rock
 roof
 Russian

 sixteen
 sky
 smell
 something
 sorts
 sound
 space
 storm

 taste
 The West
 thing
 Thunderbird

Pronouns

all
 any
 anything

 everything

 here
 I
 it

 me

 now

 one

 some
 someone
 somebody

 that
 them
 they

 we
 what
 when
 where

 you

POST TEST

JET

Adjectives

afraid
 all
 any
 aqua
 awful

 big
 black
 blue
 brown

 clean

 dark
 different

 electrocuted
 enough

 far
 fast
 first
 fresh

 gassy
 good
 gray
 great
 green

 happy
 hard
 high

 joyful

 knocking

 last
 lazy
 lightning
 louder

 mad
 my

no
 noisy

 other

 pink
 plain
 purple

 rain
 red

 scared
 silver
 small
 smooth
 soft
 some
 sour
 stiff
 sweet

 terrible
 this
 tight

 white
 wild

 yellow

Adverbs

all
 around

 down

 else

 fast

 instead

 just

 like

 maybe

 near
 not

 off
 often
 once
 out
 over

 real
 really

 so
 stiff

 together

 up

 way

Verbs

am
 are
 asked

 baby sit
 bang
 block

 can see
 come up
 could feel
 could get up
 could go
 could smell
 could touch
 come up
 crash

 do get on
 do know
 do think
 do want to happen

 feel
 flew
 fly
 followed

 gathered
 get
 go
 go up
 going to crash
 got on
 greet

 has
 have

 is

 land
 like to kill
 live
 look

POST TEST

JET

Verbs (con't)

made would like to go
mean would see
might be would watch
might feel

play

reminded

see
sit
smell
sound
stand
start
stop going

take
take off
taste
think
thought
try

unblock

wait for
wait to go
wait to see
want
want to jump
was
was banging
was going
was hanging
was taking off
went
went to see
were
were saying
would be
would die
would feel
would get
would happen

PRETEST

BABY

<u>Nouns</u>	<u>Pronouns</u>	<u>Adjectives</u>	<u>Adverbs</u>
baby	he	black	ago
bassinet	him	blue	always
bed		brown	asleep
brother	I		awful
	it	funny	
crib	its		like
		good	
diapers	me	green	no
			not
friends	she	happy	now
		he	
headache	that	hiding	so
house	they	his	sometimes
			sure
kitchen sink	we	little	
		long	yes
mama			
mommy		my	
mother			
		not	
neighbors			
noise		old	
Norman		orange	
		our	
outside			
		pink	
pest		purple	
place			
		red	
rattle			
record player		sad	
room			
		that	
school		two	
stuff			
		white	
telephone			
thing		yellow	
time			
years			

PRETEST

BABY

Verbs

am	started crying
are	started to holler
	starts crying

breaking	takes
calling	taking out
came	tried to talk
can talk	
comes up	used to make cry
could talk	
could sleep	was
crying	was born
	watching

do
do know
does want to go

feel
fell

got hurt
got quiet

had
has to go
hate to see
have got
heard

is
is going

know

lost

make

play
playing

screaming
shaking
sounded

POST TEST

BABY

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
anything	no	anyone	all
apple	nothing		another
applesauce		he	away
apron	outside	him	awful
baby	pants	it	baby
baby food	park	I	big
back yard	Paul Vincenzo		bit
bed	people	me	black
bib	playground		bleeding
bottle		one	blue
boy	rock-a-bye		brown
brother		she	
	shirt	some	cold
car	shoes	somebody	crash
cereal	sister	someone	crying
clothes	skin		
color	smell	that	dark green
cookies	smoke	them	
cousin	something	then	glad
	sort	they	good
diapers	sound		grayish
dinner	spot	us	green
	stripes		
father		we	had
finger	thing	when	happy
food	toy		her
flavor	train	you	his
front yard			hot
	uncle		hungry
girl			
	yes		its
hair			
home			laughing
house			like
			little
kind			
			mad
living room			most
			my
mama			
milk			nice
more			noisy
mother			
			orange

POST TEST

BABY

<u>Adjectives (con't)</u>	<u>Adverbs</u>	<u>Verbs</u>
orchid	about	are
own	again	
	after	banging
pink	all	bite
plain	always	
purple	away	can say
		can think
red	else	comes
		comes out
sad	just	cook
scratchy		could smell
screaming	like	cry
smooth		
soft	maybe	did feed
some		did feel
sour	not	do know
strange		do like
sweet	only	do treat
	over	
tan		feel
tapping	really	forgot
their	so	get
those		give
tired	too	go
		going away
warm		got
white		
		has been
yellow		hit
your		hurt
		is
		is aching
		is getting
		is playing
		is trying to sing
		laugh
		left
		let cry
		look around
		make feel
		mash up
		might calm down

POST TEST

BABY

Verbs (con't)

paddle
pick up
play

say
scream
sit down
smell
sound
start laughing
start talking
start to cry
start to sing
stepped
stick out
stop
stop crying

take
talk
taste
think
touch
treat
try to talk

walk
want
was made
was playing
was pulling
was trying
woke up
would be hit
would be minding

PRETEST

TRAFFIC

Nouns

Pronouns

airplane
all

Maine
man
Massachusetts
men

tree
truck
uniform

anything
everything

baby
back
bit
boat
boatman
Boston
brakes
bridge

morning
mountain
noise
one
outside

Volcano
water

his
I
it

me
nothing

car
choo-choo train
children
circus train
city
color
crowd

people
place
playing
pole
policeman
post

some
someone

that
them
then
there
they

dock
dog
door
fast
fire
first
Friday

railroad track
raft
road
rock
rope

us
when
you

hair
hole
horn
house
hurt

sad
see
side
sidewalk
somethings
sound
street

ice
jet
kind
lots
loud

telephone pole
thing
tool
top
traffic
traffic cop
train
train station
train track

PRETEST

TRAFFIC

Adjectives

afraid
all
any

better
big
black
blue
brown
busy

dark

fine

glad
good
great
green

hard
hardest

light
little

much

other

red

sad
scarey
slippery
smooth
some
sorry
steel

their
this
those

very

white
whole

yellow

Adverbs

again
also
around
as

bad
by

down

else

hardly

if

like

maybe
more

near
no
not

only

right
round

so
sometime

then
too

yes

Verbs

are
are walking

beep

came
can
can think
chop
close
come
come out
could get
cry

did
do like
do know

feel
felt
fight

go
go back
go shopping
got hurt
got ready
got wrecked

had
happen
have
heard

is

let
let go
let see
like
like to hear

POST TEST

PARADE

Nouns

animal
 bacon
 bang
 band
 bassdrum
 bones
 boom-bang
 boot
 boss
 brother

 cage
 California
 candy
 car
 child
 chimpanzee
 chipmunk
 circus
 clothes
 clowns
 color
 convertible
 cookies
 cousin
 cymbals

 dinosaur
 door
 dots
 drum
 dungarees

 elephant

 face
 family
 father
 feather
 feet
 fire engine
 first
 flag
 flute

freezer
 french fries
 friends

 girls
 gloves
 gorilla
 grandfather
 grandmother

 hat
 home
 horn
 horse
 hot dog
 house

 ice cream
 ice cream soda
 instrument
 it

 kind

 leader
 leaves
 line
 lions
 load
 lot

 men
 milk
 monkey
 mother
 mountain
 music

 Natick
 neck
 no
 noise

 paints
 pajamas

parade
 pants
 park
 part
 perfume
 people

 Quincy

 ride
 room

 shade
 shirt
 show
 side
 sidewalk
 sky
 soldiers
 sound
 spokes
 square
 stick
 store
 street
 stuff
 suits

 teacher
 Texas
 thing
 tiger
 time
 ting-a-ling
 town
 tree
 trumpet

 violins

 way
 Weymouth
 wheels
 wire

 yes

Pronouns

all
 anything

 everybody
 everything

 he
 here

 I
 it

 me

 one

 some
 somewhere
 such

 that
 them
 then
 there
 they
 those

 we
 when

 you

POST TEST

PARADE

Adjectives

afraid
all
another

banging
big
black
blue
bluish-green
brass
brown
bumpy
buried

circus
clanking
cracking

different

excited

fast
fluffy
funny
furry

good
glad
gold
gray
green

happy

kind

light blue
light green
little
long
loud

magnificent
my

nice
no

orange
old-fashioned
open
other
own

pink
plain
positive
pretty
purple

quiet

real
red

scratching
smooth
slow
soft
some
sour
sweet

that
their
turquoise

white
whole

yellow
your

Adverbs

after
again
all
always
around

beside
by

down

excitingly

funny

good

just

like

maybe

near
next
not
now

over

probably

real
regular
right

slow
so
sometimes

together

up
usually

Verbs

am
are
are going
are playing
are walking
are watching

can
can be shopping
can taste
come
cooking
could be
could be wondering
could come
could hear
could smell
could touch

did have
do
do bother
do have
do have to go
do know
dressed up

eat

feel
float

get away
get out
get ready
get to watch
go by
give

happen
have
hear
hold

is
is going to be

POST TEST

PARADE

Verbs (con't)

is over	was going
jump	was playing
know	was walking
	was wearing
	was wondering
like to be	watch
look	went home
	were coming
make	were practicing
march	were waiting
mix	were wearing
move	will come
	wish
pat	works
part	would be
play	would be coming
poke	would go
put	would like to ride
	would start
rap	
said	
see	
shake	
sit	
smell	
sound	
stand up	
start	
stick out	
stop	
take	
tap	
taste	
think	
used to live	
walk	
wall	
want	
was coming	

PRETEST

OLD CAR

Nouns

all
 airport
 animal

 backfire
 back yard
 boom
 boss
 brick
 brickyard
 brother

 California
 car
 children
 color

 dark
 day
 drill

 elephant
 engine
 explosion

 father
 first

 gas
 grandmother
 ground

 hole
 house

 ice cream cone

 jet
 jungle

 line
 logs
 lot

men
 meow
 mink
 motorcycle

 night
 noise

 one
 outside

 parade
 place
 playing
 people

 Quincy

 race
 racoon coat

 shovel
 sky
 smoke
 snow
 snowplow
 something
 sort
 sound
 steam shovel
 store
 street
 stuff

umbrella

 wall
 water
 waterfall
 way
 Weymouth
 wind
 window
 wrong

Pronouns

he
 him

 I
 it

 me

 some
 somebody
 someone

 that
 them
 there
 they

 us

 we
 where

 you

PRETEST

OLD CAR

Adjectives

afraid
 all

 big
 black
 blue
 brown

 different

 every
 excited

 first
 four
 funny

 good
 gray
 green

 happy
 hard
 his

 long

 more
 my

 no

 old
 old-fashioned

 red

 same
 some
 surprised

 that
 their
 these

those
 three
 two

 white
 whole
 windy

 yellow
 your

Adverbs

again
 ahead
 also
 always

 down

 happy

 just

 like

 kind

 maybe

 near
 no
 not

 only

 right

 sometimes

 that
 then
 there

 usually

 way
 well
 what
 when
 where
 without

Verbs

are

 backfire
 bang

 be
 be driving
 be playing
 break

 come
 come down
 come up
 could be

 did have
 dig
 does
 do know

 feel

 go
 go shopping
 got

 had
 had to stop
 had to wait
 happen
 has
 has caught
 have
 have to be to hear
 heard

 is
 is blowing
 is going to be
 raining
 is ready to go
 is sliding

 know

PRETEST

OLD CAR

Verbs (con't)

made	went up
made feel	were going to buy
make	were starting up
might be	work
might have been	would come
must have gone	would have to be watching
must have lined up	would make
	would stop
play	would win
put	
ran out	
remind	
ride	
see	
sound	
start off	
start out	
start to go	
start up	
stop	
think	
thought	
told to do	
took	
try	
try out	
try to find	
try to park	
was	
was drilling	
was going	
was hoping	
was made to be	
was scared	
was starting	
watch	
went	
went back up	
went to do	

POST TEST
SQUEAKY DOOR

Nouns

air
airport
alarm
allies
animal

baby
bathroom
bear
bed
books
bottom
brakes
brother
bumps
bush
buzz

cage
candy
cannon
car
cellar
chairs
children
circus
cleaner
cliff
color
cotton

distance
dog
door
door knob
dust

Eddie
elephant
eyes

father
floor
flowers
footprints

forest
Friday
friend
fur
furnace

games
garden
giraffe
grapes
ground
gun
gun smoke

ham
home
hound
house

jet
jungle

Ka Ka
Ka Kaleen
kind
kitten

lamb chops
Lassie
Laughing Hyena
lion
lot

man
marbles
minute
mirror
moose
most
motor

name
no
noise

outside

pacifier
paper
park
paths
peanuts
people
piece

rabbit
red
refreshments
rest
roar
rocks
room
rubber

school
scratch
screaming
skid
smell
smoke
soft
somebody
something
sound
square part
stone
stuff

table
tape recorder
Tarzan
television
things
time
tonic

Pronouns

anything
anywhere

else

he
here
him
his

I
it

me

one

she
someone

that
them
there
they
this

when

you
yourself

POST TEST
SQUEAKY DOOR

Adjectives

any
aqua
awful

bad
banging
barking
big
black
blue
brother
brown
bumpy

crack
cranky

different
dirty

fast
ferocious
fire

glad
gold
good
gray
great
green

halfway
happy
hard
high
his
hurt

like
little
long

maybe
my

nice
noisy

one
orchid
others

powerful
purple

red
roaring
round

sad
scared
scary
scratchy
shakey
silver
smooth
soft
some
stickey
sunny
sweet

that
their
those
tired

violet

white
whole
windy

Adverbs

after
again
all
already

bad
before

even

in

just

like

maybe

not

off
once
out

probably

quick

somewhere

too

usually

Verbs

are covered
are crying

blowing
broke

call
can say
can take
can think
can touch
can turn
closing
comes on
comes out
could
could be
could be waiting
could have
could have fell
could hear

did
does want
do know

fallen off
feel
firing

get murdered
go
going to stop
got
got off
got on
got out
got shot
got wrecked

had
had to get ready
have to be
happened
hurry

POST TEST

SQUEAKY DOOR

Verbs (con't)

is	waiting to do
is banging	wake up
	was
knocking down	was crying
	was going up
left	watch
let	watching
let go	went
look	went off
looked	went wild
	went up
made	were knocked down
make	were shut
make feel	would be
might be	would be going
missed	would be playing
moving	would be swimming
must have been	would feel
must have lost	would go wild
	would have to be
playing	would stop
pounding	would swing
quiet down	
roll	
run	
said	
saw	
scared	
see	
should	
sitting down	
smelled	
started crying	
started screaming	
started up	
start to make	
tapping	
taste	
think	
thought	
took out	
touch	

PRETEST

HAMMER AND SAW

<u>Nouns</u>		<u>Pronouns</u>	<u>Adjectives</u>
all	nice	anything	ago
animal	noise		all
		it	any
banging	outside	I	
beeps			big
blocks	people	me	black
blue	piece		brown
brickyard	place	some	
building		somebody	color
	quiet	someone	
car			frightened
	rubber	that	front
color		them	
	saw	themselves	glad
day	sawing	then	good
dog	school	there	gray
door	side	they	green
	sidewalk		
elephant	somebody	we	happy
	something	what	
finger	sort		itchy
	sound		
garage	speed		jungle
good			
green	thing		late
	toy		light
hand	tree		little
hammer			
home	water		mad
house	way		more
	while		my
jungle	window		
	wood		nervous
kind	workshop		new
knocking			next-door
	zoo		nice
leaves			not
lollipop			
lot			other
man			pet
monkey			poor
nail			red
neighbor			

PRETEST

HAMMER AND SAW

<u>Adjectives (con't)</u>	<u>Adverbs</u>	<u>Verbs</u>	
some	all	are	made
sorry	allright	are banging	made feel
		are building	make
tan	before	are going	might be building
tannish	beside	are sawing	might have sawed
that		ask	
their	good		pound
		bang	
white	half	bark	remember
	here	beep	remind
yellow		build	
	just		saw
		can find	sit down
	like	could hear	sound
	long	could hurt	start to make
		could make	stops
	no	could watch	
	not	cut	think
	maybe	did	use
	more	did make	
		did want	want
	off	do have	was
	only	do like	was building
	out	do want	was coming
			was finished
	probably	feel	was going to be
		felt	was playing
	scratch		was sleeping
	so	get	was starting to
	sometimes	get married	build
		go	watch
	then	got	went to buy
	together		went to get
	too	happen	were
		have to do	were building
	when		were getting ready
		is	were waking up
	yes	is building	will build
		is cemented	work
		is going to be	would be walking
		is knocking	would be trying to
		is working	find
			would build
		like	would go
		like to have	

PRETEST

HAMMER AND SAW

Verbs (con't)

would like to have
would saw
would see
would think

POST TEST

CRASH

Nouns

accident
 ash tray
 automobile

 bang
 bed
 beep
 bell
 bike
 break
 bump
 bus stop

 cabinet
 car
 card
 cart
 clothespin
 corner
 crash up

 day
 doctor
 driver
 drive way

 face
 father
 fender
 fighting
 finger
 fire
 fire department
 fireman
 fire truck
 Four Corner
 friend

 gas
 gas lever
 glass
 glasses
 guy

hair
 home
 honk
 horn
 hospital
 house

 ice
 inside

 kids

 lady
 late
 light

 man
 men
 mother
 motor
 money
 mountain

 no
 noise
 nothing

 oil
 outside

 paint

 pants
 part
 play yard
 police
 policeman

sidewalk
 siren
 smell
 something
 sound
 steel part
 stretcher
 street
 street corner
 stuff

 telephone pole
 thing
 tire
 tow truck
 tree
 trip
 truck

 way
 wheel
 whistle
 wife
 window
 wind shield
 wise guy

 yes

Pronouns

all
 anybody
 anything

 both

 everybody
 everyone
 everything

 he
 here
 him

 I
 it

 me

 one
 other

 she
 somebody
 someone

 that
 them
 then
 there
 they
 we
 when
 where

 you

POST TEST

CRASH

Adjectives

another
any
awful

bad
banging
beautiful
black
blue
brown
bumpy

clank
clinking
crack
cracking

dark
ding-ding

each
excited

fast

gassy
glossy
good
gray
green

happy
hard
his
hot
hurt

its

late

more
my

nice
noisy

oily
old
other
our

purple

red
right
rough

sad
scared
scarey
scratching
scratchy
screaming
shiny
sick
silver
skidding
smooth
snowy
soft
sorry
strange
sunny

tapping
terrible
that
their
this
those
ticklish
two

whistle
white
whose

Adverbs

across
after
all
always
around
as
away

bad
before
by

close

down

else

fast

hardly

just

like

maybe

near
not

off
out

real
right
round

so
straight
still

too

up
yet

POST TEST

CRASH

Verbs

are	had to call	touch
bang	heard	turn
bang up	hurt	
break		walk
burn	is	walk down
bury		was
	knew	was bent
came	know	was breaking
came screamg		was broken
can touch	like	was coming
catch on fi	live	was cranked up
could die	look	was dead
could feel		was dragged
could go	made	was driving
could have t hurt	may be	was going
could hear	might be going	
could run	might have been dead	
could see	might have got	wash
could touch	might have stayed	was heard
crash		was looking
crash up	open	was trying to stop
		went
did know	push	went crack
did see	put	went to stop
died		were
do know	race	were bumped
do let	ran	were driving
do think	ride	were smashed
dragged	run	will be
		wish
feel	saw	would be
felt	say	would be let
flown	see	would be chasing
	skid	would be screaming
get	snap	would get out
get going	sound	would go
go	stand	would have
going to be arrested	start	would help
got burned up	start up	would hurt
got crashed	stop	would say
got hurt		
got on fire	take	
got washed	think	
	thought	
	took	