A Teacher’s Guide to Improve Vocabulary Development Through Strategies Using Pictures and Specific Written Practice Lessons

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A TEACHER'S GUIDE TO IMPROVE VOCABULARY DEVELOPMENT
THROUGH STRATEGIES USING PICTURES AND
SPECIFIC WRITTEN PRACTICE LESSONS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

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

by
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July, 1981
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A TEACHER'S GUIDE TO IMPROVE VOCABULARY DEVELOPMENT THROUGH STRATEGIES USING PICTURES AND SPECIFIC WRITTEN PRACTICE LESSONS

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A vocabulary enrichment program of one hundred and twenty words for use at the third grade level was developed. The program included thirty weekly sets of formal written lessons to provide the opportunity for students to practice the meaning or multiple meanings of each word. A picture was used to represent the meaning or multiple meanings of each word.
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Chapter 1
BACKGROUND OF THE STUDY

Understanding the meaning of words is an important basic skill in reading. Zintz (1970) referred to the significance of comprehending the meaning of reading vocabulary when he stated:

Growth in the ability to recognize words in print is the most basic skill in learning how to read. None of the other necessary abilities can develop until the child has a stock of words in his reading vocabulary to read with (131).

The knowledge of word meaning is the skill needed to give a reader understanding of the printed word. Without the understanding of words, the overall goal of reading comprehension cannot be achieved. Dechant (1964) discussed the importance of learning the meaning of words when he said:

Unless the pupil can associate meaning with a symbol, he has not learned to read. Understanding must escape him and reading without understanding is verbalism (322).

Statement of the Problem

The importance of establishing a meaningful reading vocabulary should not be neglected. A planned vocabulary program which teaches the meaning of the word and allows for student practice is needed. The fact that this directed learning is being overlooked was discussed by Bruland (1974) when he stated, "Incidental learning is the way students acquire most of their vocabulary" (214). The method of
incidental learning is a method by which the student is expected to learn the meaning of a word only through repeated exposure to the word in print. This exposure does not guarantee that the reader understands the actual meaning of the word. Recurring exposure to the word in context may result in the reader not being able to associate the word with a meaning or associating the word with an inappropriate meaning. This possibility of misunderstanding words through the use of incidental teaching was described by Dale and O'Rourke as quoted by Culyer (1978):

Vocabulary development in school must be a planned program. The research in the field indicates that this is a sound principle. Incidental teaching alone tends to become accidental teaching (317).

When a meaning of a word is taught by this incidental method, there is no assurance that the reader will comprehend the meaning of the word. If the word is not understood by the reader, the result could have a serious effect on reading comprehension. Dechant (1964) referred to word meaning as it relates to reading comprehension when he said:

The pupil also must interpret meaning in its broader contextual sense. The word has meaning as part of a sentence, the sentence as part of a paragraph, and the paragraph as a part of the story (322).

Incidental learning does not check for the reader's understanding of each word's meaning. As a result, the reader's comprehension of what is being read can be negatively effected. Since the incidental learning method does not guarantee the reader's understanding of the words, there is a need for planned reading vocabulary programs that are based on directed learning.
Purpose of the Study

The purpose of the study was to construct a vocabulary enrichment program for students in third grade. It included directions for use by teachers to teach the meaning or multiple meanings for each word. The study also provided opportunities for student practice of each word's meaning. Student evaluation through use of weekly vocabulary tests was included. Words selected for inclusion in the program were drawn from the vocabulary list in Keys to Your Reading by Ward Cramer (1961).

Limitations of the Study

Development of this study was limited to use at the third grade level. The vocabulary words used in the study were confined to the vocabulary list in Keys to Your Reading by Ward Cramer (1961).

Definition of Terms

For the purpose of this paper the following terms have been defined:

Directed Learning. Learning that is organized and directed by the teacher with a focus on a specific learning. Good (1959:314).

Incidental Learning. Learning occurring concomitantly with an activity or experience but toward which the activity or experience is not specifically directed, for example, learning how to spell the words Labrador and cyclone while studying geography. Good (1959:314).
**Reading Vocabulary.** The words that one understands when he sees them in print or writing. Good (1959:602).

**Visual Aid.** Any device by means of which the learning process may be encouraged or carried on through the sense of sight, for example, motion pictures, photographs, graphics, etc. Good (1959:23).

**Summary of the Following Chapters**

Chapter 2 reviews the related literature of the project. Chapter 3 describes the procedures used to develop the vocabulary enrichment program. Chapter 4 includes a teacher's guide and examples of the materials developed for the project. Chapter 5 summarizes the project and presents conclusions and recommendations for future study.
Introduction

The importance of the reader associating meaning with the written word has been a subject of reading research for several decades. However, since the early 1970's, there has been a change in the focus of reading vocabulary research. Gipe (1980) described this change as a movement from describing vocabulary development techniques to studying the theoretical bases for the methods used. The result of this transition, according to Gipe, has been more articles that question whether the suggested methods will enhance the student's understanding of the word.

This chapter summarizes research on the components related to teaching word meaning in a classroom setting. This chapter is divided into components under the headings of directed learning, vocabulary word lists, use of the dictionary, context clues, and visual aids.

Directed Learning

Good (1959) defined directed learning as "Learning that is organized and directed by the teacher with a focus on a specific learning." (314). Authors studied the use of directed learning for teaching the understanding of words found in reading. Culyer (1978) discussed the use of the directed learning method for teaching reading vocabulary.
He stated, "Numerous studies demonstrate the superiority of direct over incidental instruction in increasing pupil vocabulary." (317). Gipe (1980) cited the studies of Gray and Holmes and Petty, Herold, and Stoll which concluded "that direct teaching of vocabulary is beneficial." (398). Vaughan, Crawley, and Mountain (1979) recommended direct teaching of reading vocabulary. They cited the studies of Tomas, and Gray and Holmes and reported that both studies concluded that superior results occurred when the students learned the meaning of words by planned lessons. Culyer (1978) attributed retention of word meaning to directed learning. He said:

Like other information vocabulary is best retained when it is referred to periodically, in daily activities as well as through the systematic contact provided by vocabulary review tests. (319).

Gipe (1978) stated that periodic reviews and tests encouraged the students to practice the vocabulary with the result that the words would be remembered over a longer period of time. Gipe summarized her study of the directed learning method used for vocabulary development when she declared, "... it should be remembered that if a word is important enough to know, it is important enough to teach well." (642).

**Vocabulary Word Lists**

A method used for reading vocabulary instruction is the utilization of vocabulary word lists. There are different strategies by which these word lists are taught. Some studies supported particular methods for teaching word lists. One concern related to ways the word lists were chosen. Bruland (1974) wrote that the meaning of vocabulary words
is retained longer if the student has a sense of purpose for studying the words. Bruland explained that if a student is aware that words learned will be encountered in future reading, the understanding of their meaning becomes more important. Duffelmeyer (1980) cited the significance of choosing words related to the students' experiences. He stated that experienced-based words enhanced understanding because the known is associated with the unknown. Dale's statement from a 1969 vocabulary study was quoted by Duffelmeyer (1980):

One of education's hazards lies in the way in which words are learned. Often they are floating items unattached to real experience, and as a result the knowledge is merely verbal. The shell of the meaning is there, but the kernal is missing. (35).

Duffelmeyer (1980) wrote that the goal in developing word lists is to have the student understand the meaning of each word and not merely to recall the words.

Another question discussed in the literature was how to determine the number of vocabulary words to teach in one classroom lesson. Bruland (1974) said that teaching too many vocabulary words at a given time can also interfere with the understanding of the words. Bruland described the "scatter-gun" approach in which the teacher attempted to teach too many words. He concluded that this could result in a lack of understanding of the words being taught. Culyer (1978) said large numbers of words could be taught by grouping them. He recommended teaching words in cluster groupings according to their related meanings. Gipe (1980) cited the research of Collins and Quillian and Bower which concluded that there is a link between learning from organized groups
and the retention of the learning. Gipe (1978) studied the effectiveness of four methods for teaching word meaning. The grouping method was one of the four methods she studied. The conclusion of Gipe's study stated that grouping the words into categories often resulted in short-term memory of the vocabulary's meaning, and that other methods need to be used to assure long-term memory of the learned word. Another conclusion Gipe drew from her research was that similarly grouped words should be familiar to the student. Gipe explained that by associating previously known meanings, such as synonyms, related to the words being taught, a better understanding of the word occurs. In another article Gipe (1980) cited the studies of Mandler and Dean and Wickelgren which concluded that unknown words can be understood if familiar words are grouped with the new word being taught. Fillmer (1977) wrote that previous knowledge of synonyms could result in a broader understanding of a given word's meaning.

Culyer (1978) and Dechant (1964) discussed the question of teaching multiple meanings. Culyer (1978) stated that many words have multiple meanings and when a word is taught, the multiple meanings should be taught at the same time. Dechant (1964) said that when different meanings are introduced after the original introduction, the past learning tends to block the understanding of any new meanings. Culyer (1978) stated that if multiple meanings were not taught simultaneously, a "mind-set" of the first learned meaning
could develop for the reader. Culyer said that a "mind-set" could not be helped by presenting the word in a new context.

Another question related to word list teaching methods was whether the use of words should be taught in isolation or in context. Allington and McGill-Frazen (1980) concluded from their research that teaching word meaning in list form did not guarantee that the same words would be understood in context. Ekwall (1970) gave many examples of ways words could be taught in phrase or sentence groupings, rather than in isolation. Gipe (1978) wrote that teaching in context helped the students relate the conceptual meanings to the word. Gipe also stated that her study showed that the students who were taught with the words in context demonstrated a higher level of word understanding and longer retention of word meaning than the students who were taught the words in isolation.

**Use of the Dictionary**

The use of the dictionary for teaching reading vocabulary was discussed by numerous writers. Kaplan and Tuchman (1980) listed use of the dictionary as one of the four common methods for teaching word meaning. Fillmer (1977) stated that in many classrooms it is the only technique used for teaching new words. This common method of using the dictionary to teach the meanings of words was discussed by Gipe (1978), Bruland (1974), and Culyer (1978). Gipe (1978) said that initial learning of a word should not be based on use of the dictionary. Gipe explained that introducing a word
through use of the dictionary does not necessarily show the reader how to relate the dictionary definition and sentence examples to actual meaning of the word. Bruland (1974) stated that definitions are difficult for students to understand. Culyer (1978) wrote that understanding word meaning is difficult when students are uncertain which dictionary definition relates to their word. Another limitation to use of the dictionary for teaching word meanings was described by Jones (1980) who concluded that use of the dictionary for unknown words was most useful to an average or above-ability reader. He stated, "Faced with the task of using a dictionary, many poor readers would rather forget or guess at an unfamiliar word than look it up." (309). In addition, Kaplan and Tuchman (1980) wrote that dictionary use while reading may interrupt the flow of reading concentration and memory of what is being read.

Jones (1980) and Kaplan and Tuchman (1980) also described methods through which the dictionary can be a useful reference for learning word meanings. Jones (1980) referred to the dictionary as a valuable tool for reinforcing word meaning. He said that dictionary skills must be taught and time allotted for student practice of these skills. Kaplan and Tuchman (1980) stated that teachers should not assume that students know how to use the dictionary. They wrote that teachers should provide many opportunities for dictionary skill practice with teacher guidance.
Context Clues

The use of context clues for teaching word meaning was discussed by some writers. Gipe (1978), after studying four methods for teaching word meanings, wrote that the context method was the most effective. She added that the reason her study showed this result was the fact that using context clues encouraged the students to associate a meaningful concept to the word. Gipe (1978) stated that the use of familiar words in simple sentences was important when teaching words in context. Referring to the results of her study, Gipe said:

... methods for teaching new word meanings should introduce the new word in an appropriate contextual setting and that an attempt should be made to insure that this contextual setting is familiar. (642).

Bruland (1974) wrote that retention of the word's meaning was also increased as a result of using familiar words in context. Kaplan and Tuchman (1980) made the statement that contextual teaching should be encouraged. They said that contextual teaching can develop independent learners who can utilize the context skill to learn word meaning. The importance of teaching word meanings by using context was described by Ignoffo (1980). He cited Rankin's research on the cloze procedure as a study which showed that a contextual clue teaching strategy can be effective for learning word meanings.

Some authors described limitations to teaching with a context clue strategy. Bruland (1974) made the statement that the use of context clues must be taught and not left to the hope that students would naturally absorb this skill on
their own. Gipe (1978) wrote that various forms of practice should be encouraged. She mentioned that teachers should write the sentences when teaching the use of context clues to assure that clues were included in the sentences. The problem of sentences that do not contain context clues was discussed by Duffy and Sherman (1973). They wrote that limiting instruction to the use of context clues could leave students confused when the passage contained no clues for meaning. Gipe (1978) also said that teachers should be sure there are clues in each sentence. She stated that the sentences should relate to the person's personal experiences, and that many sentences be provided for each word. Gipe (1978) stated, "It is probably not sufficient for the teacher to assume that because the new word has been introduced in a familiar context that the student now understands the word." (642). Gipe stated that her research supported the practice of using a word in context several times. She said that if context was properly practiced, the student would be able to write sentences demonstrating that meaning was established. Fillmer (1977) stated that the ultimate goal of using context clues was to enable the reader to comprehend the meaning of the word. Dale, O'Rourke, and Bamman's description of the four levels of understanding word meaning was quoted by Fillmer (1977):

1. I never saw it before.
2. I've heard of it, but I don't know what it means.
3. I recognize it in context. It has something to do with . . .
4. I know it (55)
Fillmer stated that the goal of teaching word meanings through context clues was the highest understanding, knowing the meaning of the word.

**Visual Aids**

Good (1959) defined visual aids as "any device by means of which the learning process may be encouraged or carried on through the sense of sight." (23). Visual aids are used for teaching vocabulary development. Vaughan, Crawley, and Mountain (1979) cited research that supported the use of visual aids for vocabulary instruction. They reported that the studies of Paivio, Bower, and Reynolds and Flagg concluded that memory storage of the subject being taught was improved if an image of the subject was shown to the learner. Vaughan, Crawley, and Mountain (1979) stated, "Instructions to form images based upon the stimulus material lead to better retention than instructions to code material verbally." (436). According to these authors, Paivio's 1971 study showed that a learner had a better chance to remember the information being taught if the visual image presented was vivid. Vaughan, Crawley, and Mountain (1979) also stated that Paivio's 1971 study demonstrated a high correlation between a student's understanding of a word and the mental picture of the word's meaning. The research concerned with the effectiveness of visual aids on vocabulary instruction is limited. Vaughan, Crawley, and Mountain (1979) stated that the research they studied, Paivio, Bower, and Reynolds
and Flagg concluded that mental imagery increased the chances for retention.
Chapter 3

PROCEDURES OF THE STUDY

In the development of the vocabulary enrichment program at the third grade level the following procedure was used:

The first step in developing the project was the selection of the basic word list. To avoid being limited to a basal reading series, a general list was chosen. The list used was from the book, Keys to Your Reading Improvement by Cramer (1961) since it reflected scientific studies of the most commonly used words.

The second step in developing the project was the selection of specific words from Cramer's word list to incorporate into the materials. The criteria used for selection were:

1. Words chosen could be paired with a picture to illustrate the meaning or multiple meanings of the word.

2. Words not familiar to the majority of the third graders. This information was determined by the teacher's observation and judgment.

3. One hundred and twenty words were chosen for the project. (See Appendix A.)

The third step in developing the project was the selection of pictures. Pictures were chosen to be paired with the word to illustrate the meaning or multiple meanings of the words.

The fourth step was the scheduling of the words for presentation. The schedule included the following:

1. One word was presented each day, except for the test day.
2. Words were grouped into weekly sets of four words a week and assigned an order of presentation.

3. Thirty sets of words were grouped for one school year's program. (See Appendix A.)

The fifth step was the scheduling of the materials for presentation. The schedule included the following:

1. For each word in each set a picture was chosen and a written practice sheet and a vocabulary card were developed.

2. Three written review lessons were developed for each weekly set of words.

3. A written test was developed for the fifth day following four daily word lessons.

4. An oral test was developed for the week following the written test.

The sixth step was the development of the materials to use in the presentation of the words. The development of the materials corresponded to the schedule for presentation.

The development of the materials included:

1. A picture was chosen and paired with the word it represented. The picture was mounted and on the back was written the name of the word represented, the dictionary definitions used in the project, and the numbers that referred to the picture's order of presentation.

2. A daily student practice sheet which provided written practice for each word was developed. Each sheet was divided into five sections so the students could fold back each practice section of the paper as they worked. The practice sheet sections included the following:

   a. The name of the word underlined and one or more dictionary definitions used for the project.

   b. Two to three fill-in sentences that used the daily word in context.

   c. A two-part section. The word written three times with a letter missing in each was part one. A list of words all of which, except one, were synonyms, was part two.
d. The word and two sentences containing synonyms of the word used in context.

e. A quiz which presented a written activity for the students based on the meaning or multiple meanings for the word. A variety of formats was used in this section.

3. The word cards were developed. The numbers in the righthand corner represented the order of presentation. The cards were used for a vocabulary game.

4. Three written review lessons for each set of four words were developed.

5. A written test was designed for each set of words.

6. An oral test was designed for each set of words.

7. A word game which included a gameboard, one die, four markers, and the word card was developed.

Examples of the materials developed for the project are shown on pages 23 through 37 in Chapter 4.

The seventh step was the development of the teacher's guide which included the teaching methods to be followed in the presentation of the materials. An example of the teacher's guide is shown on pages 18 through 22 in Chapter 4.
Chapter 4

THE PROJECT

A Teacher's Guide for Use of the Reading Vocabulary Project

The purpose of this project is to provide a vocabulary enrichment program with specific teaching strategies. The activities of the project provide the opportunity for students to learn and practice the meaning or multiple meanings of selected words related to their reading experiences. The teacher's guide is presented in an outline form.

I. INTRODUCTION OF THE DAILY WORD

(Materials needed: the visual aid for the day)

The introduction of the word is directed by the teacher who pronounces the word and explains the definition(s) given on the back of the visual aid. The picture should be shown to the students and displayed in the classroom until the test at the end of the week.

II. DAILY STUDENT PRACTICE SHEET

(Materials needed: visual aid; student practice sheet for the day)

This activity is teacher directed. The students should be taught to fold the sheet accordion style and move to the new sections when they understand the completed section. The directions for administering each section of the student practice sheet follows.
A. Word and Definition(s) of the Word

This is a reinforcement of the teacher's introduction. Students should read this dictionary definition to themselves. This section does not need to be folded.

B. Fill in Sentences

Direct the students to fill in the blanks with the daily word and to read the sentences to themselves for a better understanding of how the word can be used. An oral reading of these sentences in class should be encouraged.

C. Pronunciation and Synonym Selection

Students are to fill in the letter in the appropriate blank provided in each word as the class practices pronouncing the word orally. This is done three times. In the synonym section direct the students to cross out the one word that is not a synonym, unless the instructions specify differently. Checking of this section should emphasize the oral reading of the synonyms and not the inappropriate word.

D. Synonyms Used in Context

Direct the students to circle the one synonym (or the number of words noted at the end of the sentence) and to write the word of the day above the synonym. The sentences should be read silently by the students with the word of the day used in place
of the synonym. The sentences should then be read orally in class for self-checking.

E. Understanding the Word

Direct the students to follow the directions given in this section. This section checks the student's understanding of the word and should be administered as a quiz. The students should be directed not to turn to the other sections of the practice sheet while completing this section. This section can be self-corrected by having some of the students read their correct answers orally. This student practice sheet can now serve as a study sheet for reviews and tests. (Note: The number in the lower righthand corner corresponds to the number of the set and the order of the word's presentation).

III. REVIEW QUIZZES

(Materials needed: Review quizzes numbers one, two, and three)

These reviews should be administered as quizzes. The possible exercises include the following directions:

1. Fill in the blank with one of the vocabulary words.

2. Circle the synonym in context and write the vocabulary word that means the same above. (Note: If a number is given at the end of a sentence, it indicates the number of words that need to be circled to form the synonym).

3. Fill in the blank and cross out the word that is not a synonym.

4. Use the word in context according to the directions given on the page.
5. Fill in the blank with a synonym for the vocabulary word.

6. Fill in the blank according to the directions given on the page.

Direct the students to use all the words once and to use one of the words more than once. Checking for correct answers can be done by the teacher or by the students together in class. (Note: The number in the righthand corner corresponds with the number of the week's set).

IV. WRITTEN TEST

(Materials needed: Test sheet for the set)
This sheet is a written test evaluating the student's understanding of the meanings of the words. The test should be administered after the presentation of the set of words. The pictures should not be present when the test is administered. Inform the students that all the words are referred to once and one of the words is referred to more than once. The exercises used are the same as those described under the section review quizzes #1-#6. This test should be teacher corrected. Note: The number in the righthand corner corresponds to the number of the week's set).

V. ORAL TEST

(Materials needed: The oral test card and a classroom check list)
The oral test includes the four words from the set and should be administered to the students individually to
test for the proper pronunciation of each word. The test should be administered the week following the written test.

VI. VOCABULARY GAME

(Materials needed: Game board, one die, four markers, a dictionary, and the vocabulary cards)

Place the pile of cards upsidedown. Each student rolls the die to determine who goes first. At every turn the player rolls the die and chooses the top card before moving. The player pronounces the word and then uses the word in a sentence that shows the meaning of the word is understood (i.e. refuge; The bird took refuge in the tree to hide from its enemy). When the pronunciation or use of the word in context is challenged, the dictionary is used for final judgment. If either the pronunciation of the word or the proper use of the word in context cannot be given, the player forfeits the turn and does not move the number of spaces specified on the die. If the player can meet both pronunciation and context requirements, the move is permitted. The first player to reach the finish is the winner.

Variations:

1. Pronounce the word and explain its meaning.
2. Pronounce the word and give a synonym.

(Note: The cards include the set and word number in the upper righthand corner that corresponds to the number of the weekly set and number of the word).
Little birds don't need to learn how to fly, they learn by ________.

Even as a child the famous pitcher had an ________ for throwing the ball perfectly.

_instinct_ a natural curiosity

_ instinct_ a natural feeling

in_tinct an ability

_ instinct_ a natural knowledge

The artist was very talented and had an ability for drawing.

The mother bear had the natural feeling to protect her cubs from the cougar. (2)

Write a sentence which tells about a dog's instinct. Use the word instinct in the sentence.

Name____________
peculiar
unusual or special

Everyone stared at him because he had a __________ way of walking that was different from everyone else.

This book had a __________ value; it belonged to George Washington

peculiar
special

p__culiar
unusual

peculia__
strange

natural

peculiar

That teddy bear was unusual because it was the only one that was as big as a man.

The strange fish had a long black tail and just one big tooth.

Tell about something peculiar you might see at a circus. Be sure you use the word "peculiar" in your sentence.

Name ________________
amuse
cause to laugh or smile or to keep interested

The clown will _________ the crowd by falling off his chair and squirting water out of his flower until they all laugh.

The new toy will _________ the baby and keep its mind off the fact the warm bottle is later than usual.

a__use
__muse
am__se

amuse

The juggler will entertain the people by juggling scarves, oranges, and brightly colored balls.

If you fall into the lake with all your clothes on, it will be laughable to me. (3)

Amuse means ______________________ and also_____
___________________________.

Name____________________

3
mingle

to mix or to associate with

The host will _________ with all the people that came to his party so he can get to know all of them.

Two rivers that join _________ their water systems together.

mingle

to mix

to become friends

to associate with

to blend together

mingle

Don't be so shy, go out and meet your guests. Go associate with everyone.

If we are not careful, the water system will mix with the chemicals and cause pollution.

If you mingle at a party, what are you probably doing?

If I mingle at a party I am ________________________________.

Name__________________
1. Baby otters don't go to school to learn how to swim. They learn by ________.

2. ________ = a natural feeling, an ability, a confusion (Cross out one).

3. Use peculiar in a sentence. ________________________________
Review No. 2

instinct amuse peculiar

1. ______________ = unusual, strange, natural, special
   (Cross out one).

2. The funny man will entertain the audience by pretending to be an elephant.

3. Tell about an animal that you think is peculiar. Use the word peculiar in your sentence. ______________

4. The talented child became a singing star because he had a natural ability for always singing the right note. (2)
1. A shy person doesn't like to _________ with the guests because she would rather sit in a corner and not talk to anyone.

2. Use the word amuse in a sentence that tells how a monkey might amuse someone. ____________________________
   ____________________________
   ____________________________

3. A crab has an unusual way of walking that is like walking sideways.

4. peculiar means ____________________________

5. The wolves had the natural feeling to stay away from the fire even though they wanted to be warmer. (2)
1. In a sentence, tell about something a baby duck could learn by instinct. Use the word instinct in your sentence. ____________________________________________________________________

2. amuse means _____________________________

3. She had a _____________ way of writing so I always knew when I got a letter from her because no one else wrote like that.

4. When you take care of a child, it is best to __________ the child with a toy, so it pays attention to the toy and not to the fact the parents are leaving.

5. Use the word mingle in a sentence. _____________________________
Set 3

instinct

peculiar

amuse

mingle

This is an example of the oral test which was developed for each set of words.
This is an example of the vocabulary cards that were developed for the vocabulary game.
This is the picture used to represent the meaning of the word instinct. The word and the definition, a natural feeling or ability, is included on the back of the picture.
This is the picture used to represent the meaning of the word, peculiar. The word and the definitions, unusual or special, are included on the back of the picture.
This is the picture used to represent the meaning of the word, amuse. The word and the definitions, cause to laugh or smile or to keep interested, are included on the back of the picture.
This is the picture used to represent the meaning of the word, mingle. The word and the definitions, to mix or to associate with, are included on the back of the picture.
This is the gameboard used for the vocabulary game developed for the project.
Chapter 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The vocabulary enrichment program included one hundred and twenty words chosen for use at the third grade level. The program included thirty weekly sets of formal written lessons to provide the opportunity for students to practice the meaning or multiple meanings of each word. A picture was used to represent the meaning of each word. Eight sets of the project were presented to two third grade classrooms for a two-month period. Formal written lessons and reviews were presented to both classes. Daily lessons for one class included a picture which illustrated the meaning of the day's word. The other class did not have this visual aid. At the conclusion of each week's presentation of four words, both classes were given written and oral tests. The scores were recorded and are presented on pages 40 through 43 of this chapter.

The weekly average test scores of Class No. 1 (program with visual aids) were consistently higher than the scores of Class No. 2 (program without visual aids). The range of differences between the average weekly test scores are presented on page 44 of this chapter. The scores show that Class No. 1 had consistently higher average written and oral test scores than Class No. 2.

Several factors may have contributed to the difference in test scores. The lower average test scores for Class No. 2
might be attributed to the fact that the students had more difficulty understanding or retaining word meanings without the visual aids. More students in Class No. 2 might have had lesser academic skills than the students of Class No. 1. The Hawthorne effect could also have been a factor as the author of the project taught Class No. 1.

Results which could not be measured through tests were observed by the teachers of Class No. 1 and Class No. 2. After three weeks of participating in the project, students from both classes started bringing reading material to school that contained words previously learned in project activities. Some of the students used the words in their daily conversations and called attention to speakers who used the words.

At the conclusion of eight weeks of presenting the materials, the program appears to be successful. One recommendation is to further evaluate this program. Also, more research is needed in the area of vocabulary enrichment. Another recommendation is to include other classes, such as a second or fourth grade class or special education classes, for participation. An additional recommendation is to expand the program to include more enrichment activities.
### WRITTEN TEST SCORES FOR CLASS NO. 1*

(with Visual Aids)

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Average - 87.8 93.3 93.6 91.2 88 95.8 92 91.2

*Test scores are given as the percentage correct.

NE = Not evaluated due to more than two absences per week.
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*Test scores are given as the percentage correct.

**NE** = Not evaluated due to more than two absences per week.
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**Average** - 98.9 98.9 99 98 99 98 96 97

*Test scores are given as the percentage correct.
NE = Not evaluated due to more than two absences per week.
ORAL TEST SCORES FOR CLASS NO. 2*
(without Visual Aids)

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Average - 93.47 96.87 89.58 91.75 91 92 95 91

*Test scores are given as the percentage correct.

NE = Not evaluated due to more than two absences per week.
DIFFERENCE BETWEEN CLASS NO. 1 AND CLASS NO. 2 ON THE AVERAGE TEST SCORES

### Written Test Score Differences*

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<th>Test</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
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<td>.8%</td>
<td>10.6%</td>
<td>8.7%</td>
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<td>6.2%</td>
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### Oral Test Score Differences*

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<tbody>
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<td>2.03%</td>
<td>9.42%</td>
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<td>1%</td>
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</table>

*Written and oral test score differences represent the differences in the weekly average test scores of Class No. 1 and Class No. 2. For each score Class No. 1's average was consistently higher than Class No. 2.
SELECTED REFERENCES


