Individualized Instruction in Contrast to Total Classroom Instruction in Vocabulary Development

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INDIVIDUALIZED INSTRUCTION IN CONTRAST TO
TOTAL CLASSROOM INSTRUCTION IN
VOCABULARY DEVELOPMENT

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
James N. Haner
May 1970
APPROVED FOR THE GRADUATE FACULTY

____________________________________
Azella Taylor, COMMITTEE CHAIRMAN

____________________________________
Sam Rust, Jr.

____________________________________
Lloyd Gabriel
ACKNOWLEDGMENTS

The writer wishes to express his appreciation to the following persons for their assistance:

Special thanks to Dr. Azella Taylor, committee chairman, for her advice and supervision in writing this thesis. Also thanks goes to Dr. Sam Rust and Dr. Lloyd Gabriel who served on this committee.

The writer also wishes to thank Mr. Claude Gove and the members of his sixth grade class and the Ellensburg Public Schools, who helped make this study possible.

A special thanks to my wife, Kathy, who encouraged me to come back to school and get my Master's degree.
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

Before a person can comprehend what he reads he must have sufficient knowledge of the language. This not only applies to reading, but also to writing and ordinary conversational needs. A basic requirement for comprehension in reading is an understanding of the words used by the author. The development of a good vocabulary, then, is a necessary phase of good comprehension. If tests and other information indicate students have poor reading vocabularies, special attention should be given to vocabulary building. This will not only help reading improve, but also improve comprehension and word recognition skills.

The teaching of vocabulary is more than teaching the student to recognize words. It includes both the enriching and the extending of word meaning. Each and every experience that a student has contributes in some way to the enlargement of his meaning background.

Vocabulary is an important element of success in all aspects of life, not just in school. A rich vocabulary is essential if we are to think clearly, make
distinctions, learn well, and communicate effectively with others. Canavan and Heckman (1966) stated: "When we are able to use words precisely and to use a variety of words, society is ready to label us as experienced and mature and we can readily agree."

In reviewing the literature on vocabulary it was found that vocabulary was an important skill in reading and should be taught, but not through the use of word lists and the memorization of words. Also, due to the wide range of abilities in most classrooms an individual approach needs to be used in order to make vocabulary development have more meaning for the student.

The investigator found that if students could improve their vocabulary through individualized instruction, it might serve as a motivational factor in helping them improve their other reading skills. It was found that many of the students' problems in reading could be eliminated if they were able to increase their vocabulary (Cole, 1938; Canavan and Heckman, 1966; Strang, McCullough, and Traxler, 1967; Leedy, 1968).

In reviewing the literature the investigator discovered there were a number of controversies about the methods of teaching vocabulary—incidental versus direct or systematic teaching. No matter what method was employed to teach vocabulary, it had to be practical for the teacher and effective for the student. As there
is no one best way to teach reading, the same is true for teaching vocabulary development.

II. THE PROBLEM

Statement of the problem. The purpose of this pilot study was to test the null hypothesis there was no significant difference in methods used in teaching vocabulary development in an individualized method as opposed to normal classroom methods. It was also the purpose of this pilot study to: (1) compare the amount of progress in vocabulary development the girls made as to the amount of progress in vocabulary development the boys made; (2) compare the boys of the control group and the experimental group as to which made the greater gains in vocabulary development; (3) compare the girls of the control group and the experimental group as to which made the greater gains in vocabulary development; (4) compare the boys of the control group to the girls of the control group and the boys of the experimental group to the girls of the experimental group as to which made the greater gains in vocabulary development.

Importance of the study. One of the obstacles to literal comprehension is vocabulary. Persons with adequate reading vocabularies are more likely to understand what they read than those who are weak in word
meaning. Learning how to deal with words should help improve the students' reading.

According to Harris (1961), "In our highly verbal culture an accurate understanding of the meanings of words is a necessary prerequisite for reading with meaning." Apparently a minimum essential for comprehension in reading is an understanding of the words used by the author. The development of a reading vocabulary which is both extensive and accurate seems to be a necessary phase of good comprehension.

In reviewing the literature the investigator found there were students who were low in both comprehension and vocabulary and there were teachers who were giving students word lists to memorize and to be tested on at a later date (Deighton, 1960). It was also found the teaching of vocabulary development was being taught as a group lesson rather than an individual lesson (Cole, 1938; Deighton, 1960; Kingston, 1964). This concern prompted the investigator to try and develop an individual method of teaching vocabulary, so that words would have meaning to the student. With the individual approach to vocabulary development the student could work on a skill he needed to develop farther and the teacher could work with those students who needed extra help. Not only would the study of words have meaning to the student, but he would no longer be drilled on a skill
Vocabulary Development by Deighton (1964), and Harbrace Vocabulary Workshop by Schweitzer and Lee (1957).

The lessons for the control group were taken only from Vocabulary Development by Deighton (1964).

III. DEFINITIONS OF TERMS USED

Vocabulary. Words and their meanings in the writing, reading, listening, and speaking vocabularies in the English language.

Individualized instruction (reading). The differentiation of instruction according to individual needs in students. In this thesis the term means the self-selection of materials and self-pacing.

Lock-step instruction. All students are required to move at the same pace, through the same material, mastering the material to the same degree of thoroughness.

Job cards. A lesson for an individual vocabulary skill placed on 5" by 8" notecards.
CHAPTER II

REVIEW OF THE LITERATURE

I. VOCABULARY DEVELOPMENT

Most of the studies of vocabulary have been confined to word-frequency counts, to studies of the sizes of individual vocabularies, and to discoveries of what degrees of association exist between vocabulary and such other factors as mental ability and scholastic achievement.

Research concerning ways of improving vocabulary has been scant since the early work of Gray and Holmes (1938) in summarizing the apparent effectiveness of many specific techniques such as the use of context, word lists, and dictionaries. They found that the direct teaching of vocabulary in fourth grade social studies materials was superior in both silent and oral reading aspects of reading growth to incidental attention to vocabulary. Serra's review of research (1953) emphasized such factors as the need for systematic attention to extending the breadth and precision of meaningful vocabulary through vicarious and direct experience with particular attention to multiple meanings and the differentiation of levels of verbal concepts.
More recently, Eickholz and Barbe (1961) reported that self-instructional techniques were more effective than conventional techniques in improving vocabulary among seventh graders. In a study of individualized reading of a sixth grade class Rollins (1961) found that students made greater gains in reading skills and vocabulary than those receiving regular classroom instruction. Dickinson (1959) reported a study of a fourth grade class which, using individualized reading, made gains of 1.7 years in comprehension and 1.4 years in vocabulary.

Studies by Gates (1961) indicated that second and third grade children could recognize the meanings of substantially the same number of new as well as old words at the following grade level, a finding which suggests that the common technique of introducing new words in basal readers in advance of reading may need reconsideration. In a study by Sutton (1953) third grade students who were given direct vocabulary instruction made significant gains in reading improvement.

A specific aspect of reading development other than children's reading interests which has received the greatest research attention is growth in word meaning vocabulary. The significant finding is that vocabulary power increases with age. Williams (1961) found in a study of 216 children in England that vocabulary progress is rapid from ages six to eight and becomes slower after
eight and one-half years when the vocabulary scale is based upon a random sampling of the dictionary. Anderson (1961), in a study with 278 adults, aged eighteen to sixty-two years, and mostly from clerical and professional classes in western Australia, found significant increases in vocabulary development with age, but a decrease in reading speed and comprehension.

Changes in the qualitative aspects of word meaning have also been investigated. Russell (1954) explored the dimensions of depth, breadth, and number of word meanings known at upper grade and high school levels, noting general progressive change through some fluctuations in raw scores between grades and among tests. Feifel and Lorge (1950) showed that between the ages of six and fourteen, children tend to shift from concrete, functional definitions of words to more abstract classifications of word meaning. Similar results supporting Kruglov's earlier study (1953) were reported by Russell and Saadeh (1962) for the level of meaning selected—concrete, functional or abstract—on a multiple-choice vocabulary test by 257 pupils in grades three, six and nine. They found a definite decrease in choice of concrete definitions and increase in functional and abstract choices at each higher level, and especially between the third and sixth grades. Significant differences were obtained between all categories except functional choices in the sixth
and ninth grades. When children were classified according to their dominant response on the vocabulary test it was found that there was a significant difference between the mixed and both the functional and abstract groups at the 1% level of confidence.

Osgood and others (1957), using a semantic-differential technique, also found that older children gave more denotative meanings while younger children used more repetition-illustration inferior explanations in a study of word meanings in grades three, five, seven, and eight. Howards (1964) has likewise shown significant and progressive change for 526 pupils in grades four, five, and six in their ability to understand the multiple meanings of "easy" words, the idiomatic and figurative meanings of which proved to be a source of particular difficulty. Werner and Kaplan (1952) have also strikingly demonstrated that the ability to use the sentence context to determine the meaning of a given word improves with age.

Somewhat in contrast to the preceding studies, Flavell and Stedman (1961) found an absence of developmental change in children's ability in grades two through nine to make judgements of semantic similarity (synonyms, coordinates, contrasts and whole parts); rather, between grades three and five an adult pattern emerged which suggested to the authors that children are able to make
rather complex semantic judgements in categorizing words at a rather early age.

Many studies in vocabulary have been made in the correlation of vocabulary test and general intelligence. Miner (1961), on a short vocabulary test of twenty items and a test of intelligence found a correlation between the two to be .75. This figure compares favorably with a study made by Miner (1957), in which he summarized twenty-one studies of general intelligence and vocabulary and found a correlation of .83 for the longer and somewhat more reliable vocabulary test. Terman (1918) in a study found that intelligence can be measured with a vocabulary test. He also found that children of a given mental age have approximately the same vocabulary, regardless of chronological age. Edwards (1963) made a study of the vocabulary scores on the Stanford-Binet Intelligence Scale, and found that a good approximation can be made of the total mental age as well as an adequate device for establishing basal age.

In other related studies Gray (1960) reported that correlations between intelligence and reading achievement tests tend to cluster between .40 and .60. Potts (1960) found that word knowledge was a significant aspect of a general mental ability which predisposes to reading success among English children as early as seventy-two to seventy-eight months. Hilliard (1924) has shown that
intelligence and meaning vocabulary showed the highest positive relationships to reading comprehension among several factors studied. In a study of 101 students in grade twelve, O'Donnell (1962) secured only moderate correlations between level of comprehension and awareness of sentence structure, .44, and awareness of grammar, .46, but a high correlation between vocabulary and awareness of grammar, .90.

Results of a study by Doran (1907) found up to a certain age, about five or six years old, that boys were decidedly superior to the girls in vocabulary. He also found a definite correlation between letter grades and vocabulary.

Johnson (1962) made a study of the vocabulary in seven basal reading series for grades one through three. He compiled a list of the words believed to be the central core vocabulary used in the reading program for each grade level, to determine the overlap of vocabularies between publishers. He found there was very little overlap of vocabulary between publishing companies, and that vocabulary of basic reading series varies widely even though they are published for the same grade level.

Neher (1918), in reporting his study, found that the students doing the most reading had the largest vocabulary. He also found that boys have larger vocabularies than girls and that the correlation between grades
and vocabulary index was .54 on the Pearson coefficient correlation.

Some interest in special vocabularies has been evident. Many tests of pupils' knowledge of technical words or words peculiar to certain subject-matter fields, such as algebra, biology, and history, exist. Studies by Cole and Pressey (1933) were concerned with the vocabulary burden of textbooks, and technical vocabulary. Cole (1940) has collected lists of words that are important in thirteen school subjects from her study on technical vocabulary. In other studies of vocabulary word lists Lorge and Thorndike (1944) have made a study of the most frequently appearing thirty thousand words and Gates (1935) has compiled a list of fifteen hundred common words.

II. INDIVIDUALIZED READING

As long ago as 1888 educators were vehemently denouncing the lock-step method of instruction. Lock-step meant that all pupils in a class, as one, were required to move forward at the same rate, in the same book, mastering the same amount of material to the same degree of thoroughness. Preston Search (Twenty-Fourth Yearbook, 1923), who was strongly opposed to the lock-step practices, was hailed as the first voice in America to be raised in protest.
Over the years a number of approaches have been inaugurated in an attempt to deal with pupil differences. In the past fifty years instructional and administrative innovations have been numerous. These include the Dalton and Winnetka plans, activity-related programs, the experience approach utilizing experience derived materials, homogeneous and ability grouping, non-graded schools, the Joplin plan, the language experience approach, and programmed instructional materials.

"Individualized reading" in its pure form, as advocated by Veatch (1959) is a radically different approach to the individualization of reading instruction. It ideally involves, among other things, the self-selection by pupils of either trade books or textbooks for instructional purposes, adjustment by the teacher to the reading needs of pupils as they attempt to read such materials, and the conduct of instruction on an individual conference basis.

The concept of individualized reading is in essence a reaction to certain assumptions, materials, and practices exemplified in typical basal reading programs: the assumption that a sequence of skills appropriate for children can be preplanned, that the selection of reading materials primarily by adults rather than by children in accordance with their own individual needs and interests, and the inflexibility and undesirable
personal-social consequences frequently attributed to the typical three-group classroom organization for reading instruction.

The literature suggests that the major differences between individualized reading and present basal reading approaches in their philosophy, materials, and procedures, plus the fact that in practice the ideal type of completely individualized instruction is often modified or combined with some systematic group instruction, make valid experimental comparisons between the two approaches virtually impossible.

Research has been reported by Sartain (1960), Rothrock (1961), Wilson and Harrison (1963), and Healy (1963), which shows no significant differences in reading achievement between individualized reading and the basal reading approach. Bohnhorst and Sellars (1959) reported an experiment in which five primary teachers put only their most capable readers in an individualized program for eight weeks. Those in the individualized group did not gain significantly more than during eight weeks of work in basic groups. Karlin (1957) has summarized a doctoral study done by Walker. Two groups of children, matched on reading ability, I.Q., and socio-economic status, were taught by student teachers, one group with the basic reading method and the other with the individualized method.
Although the latter group showed more interest and read more, there were no significant differences between the groups in their gains in reading abilities.

Safford (1960) measured the rate of improvement in reading in seven classrooms, grades three to six, taught by an individualized method, over a year period. Neither the teachers nor the pupils knew that any special study was being made, thus avoiding the special motivation and extra effort that knowledge of being in an experiment often creates. In one year the mean gain in the individually taught classes varied from .16 to .79 years, with a median gain of .51 years; 73 percent of the children failed to make the expected gain of one year. In the rest of the same school district, the typical gain in classes at these grade levels was 1.25 years.

In classes where self-selection and individual conferences have been tried, interests of the children have been greatly stimulated, according to reports by Brant (1957), Fitts (1957), Mays (1958), Greenman and Kapilian (1959), Largent (1959), and Thompson (1956). Hilson and Thomas (1959), in a study of individualized reading versus basal reading programs, found no real differences in the gains of one experimental first grade and two control classes, although the experimental group seemed more enthusiastic about reading. Noall
(1961) made a study of 114 eleventh and twelfth graders in an individualized reading program which used multi-level, self-scoring material. In comparing the experimental group with a control group, there were no significant gains in reading.

Gordon (1961) studied two second grades, one under individualized reading and the other under ability grouping. There were significant differences in reading growth favoring the group that received the individualized reading program. Jackson (1956), in a study of six weeks with 17 children in grade three needing remedial help, found they achieved four months growth under individualized reading and one month growth under ability grouping. In the same period 17 such children in grade five gained 1.8 years growth under a program that was three-fourths individualized reading, while 1.0 years growth was gained under ability grouping. Smith and Becker (1960) compared the growth in reading under individualized reading for twenty pupils with the growth for the city as a whole. There were no differences in the two groups in intelligence. The study was carried on from January of one year to May of the next. The growth of the self-selection class in reading skills, from September to April, was twenty-one months, exceeding that for the city as a whole, which made gains of fifteen
months. There was a total difference of six months in favor of the group employing individualized reading.

Sartain (1960), Rothrock (1961), and Healy (1963) have found motivational or attitudinal differences favoring the individualized reading approach, as have MacDonald and others (1966) in studying the merits of one feature in this approach, the one to one instructional relationship in the first grade use of basal reading instructional materials. A study by Schwartzberg (1962) of 22 sixth grade pupils, whose I.Q.'s ranged from 72 to 105 and who were reading below grade level, found evidence showing changes in attitude and gains in amount of reading during the year of individualized reading.

The obvious desirability of the goal of individualized reading, to adapt reading instruction to pupil differences, has led Sartain (1960) to advocate the supplemental use of the self-selection of materials and the individual conference features of individualized reading with existing basal reading programs. Blakely and McKay (1963), through the use of a questionnaire, made a study as to which method the teachers preferred, a basal or individualized reading method, in grades four, five, and six. Of the 111 who answered the questionnaire, 108 teachers were favorable toward the use of individualized reading in conjunction with the basal reading
program. Witty (1959), in reviewing the literature, concluded that an adequate reading program must include the best features of both individualized and group instruction. Two other authors, Gray (1957) and Harris (1961b), seem to agree.

In studies measuring individual differences in the classroom, Anderson and Dearborn (1949), on a standardized test of students from an elementary school sixth grade, found that at a life age of 132 months, a total difference of more than ten years occurs among the boys. They also found, in a standardized reading test given to all the sixth grade students of an elementary school in Detroit, the students ranged from 3.5 grade score to 10.5 grade score, for a total difference of seven grades. Harris (1961a) has reported the results of an extensive survey involving 19,063 eighth grade students from New York City schools, in which the subjects were found to vary in reading achievement from below the third grade to the college level. Betts (1950) has reported that fifth grade students may vary in reading achievement from approximately the preprimer to twelfth grade level.

It appears that in most sixth and eighth grade classes there are youngsters who have the mental power of average third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth grade students. It is also apparent
that materials must be found to satisfy the wide range of individual differences in the classroom.

It was the intent of the investigator in this chapter to review the research and literature on vocabulary development and individualized reading. In summary, then, the following points have been made:

1. Research concerning ways of improving vocabulary has been scant since the early work of Gray and Holmes (1938).

2. The authorities are not in agreement as to which method is the best for teaching vocabulary development, a self-instructional technique or direct teaching of vocabulary.

3. Children progress from concrete definitions of words to the functional definitions of words as they grow with age.

4. Vocabulary may be used to help predict general intelligence of children.

5. Studies have been made as to the vocabulary content in basal readers and the vocabulary content in the content area textbooks.

6. Research shows there is no significant difference in reading achievement between individualized reading and the basal reading approach, but there were motivational or attitudinal differences favoring the individualized reading approach.
7. Adequate reading programs should include the best features of both individualized and group instruction.

8. In most sixth and eighth grade classrooms there was the mental ability of average third grade students to average tenth grade students.

Vocabulary is an important skill in the reading process and as such should be taught. In reviewing the literature, the investigator found there was a lack of agreement on how to teach vocabulary development; there was a wide range of abilities in a normal sixth grade classroom; there was little or no research into ways of teaching vocabulary development; and there were motivational or attitudinal differences favoring reading because of individualized reading. Further research on vocabulary development was needed, and as a result this pilot study was conducted.
CHAPTER III

PROCEDURE USED IN THE STUDY

The purpose of this pilot study was to test the hypothesis that there was no significant difference in methods used in teaching vocabulary development by an individualized method as opposed to normal classroom methods. It was also the purpose of this pilot study to: (1) compare the amount of progress in vocabulary development the girls made as to the amount of progress in vocabulary development the boys made; (2) compare the boys of the control group and the experimental group as to which made the greater gains in vocabulary development; (3) compare the girls of the control group and the experimental group as to which made the greater gains in vocabulary development; and (4) compare the boys of the control group to the girls of the control group, and the boys of the experimental group to the girls of the experimental group, as to which made the greater gains in vocabulary development.

The groups for this pilot study were drawn from the total population of adolescent boys and girls from a sixth grade classroom in an elementary school in Ellensburg, Washington, a city of 13,000. The sample consisted
of twenty-six boys and girls between the ages of eleven and twelve years. They were randomly selected and heterogeneously grouped from the total sixth grade population.

The students were divided into two groups, with one group being designated the control group and the other, the experimental group. Each group was selected from the classroom population by drawing their names at random. First a girl's name, then a boy's name, were drawn, until all the names were selected and each group had thirteen members. Both control and experimental groups had six boys and seven girls.

Students of both the control and experimental groups were pretested the last school day in December, 1969, in their classroom. The test used for both the pretest and the post-test was the vocabulary section, grade six, of the Iowa Test of Basic Skills Form I. Each student was given a dittoed test booklet and answer sheet. The directions were read to them as they followed along on their copies of the test booklets. They then worked the three examples, and once they understood what they were to do they began the test. The answers were placed on the answer sheets, and they were hand scored by the investigator for both the control and experimental groups. Testing time was seventeen minutes each for both pretest and post-test.
The results for the pretest for both groups can be found in Table I, along with the grade equivalent for each student. The scores are arranged from the highest to the lowest for the boys and girls of each group.

After the students had completed the pretest and the answer sheet and test booklets had been collected, the reason for their being tested was explained to them. They were told that they were part of an experiment; what that experiment was; its purpose; how it was going to work; how the groups were going to be chosen; and the purpose of the pretest and post-test. They were also told that upon returning to school on January 5, 1970, the experiment was to begin and that they would be given the results of the pretest, raw score only. The reason for telling the students about the experiment and giving them their raw scores was to provide the students with a purpose for participating in the experiment and to give them some direction or goal to attain.

Control group. The members of the control group, six boys and seven girls, received regular classroom instruction in vocabulary development through daily lessons presented by the investigator. These lessons were taken from Vocabulary Development, by Deighton (1964), typed on dittoes and presented to the group. They may be found in Appendix A.
Table 1
Results of Pretest in Vocabulary Development

<table>
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<td>Boys</td>
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<td>Girls</td>
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<td></td>
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<tr>
<td>F</td>
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<td>5.3</td>
</tr>
<tr>
<td>G</td>
<td>11</td>
<td>4.1</td>
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</tr>
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<tr>
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<td>C</td>
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<td>D</td>
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<td>6.7</td>
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<tr>
<td>Girls</td>
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<td></td>
</tr>
<tr>
<td>A</td>
<td>41</td>
<td>8.5</td>
</tr>
<tr>
<td>B</td>
<td>41</td>
<td>8.5</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
<td>8.3</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
<td>6.9</td>
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<td>E</td>
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<td>6.0</td>
</tr>
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<td>G</td>
<td>13</td>
<td>4.5</td>
</tr>
<tr>
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<td>213</td>
<td>49.3</td>
</tr>
<tr>
<td>Mean</td>
<td>30.43</td>
<td>7.0</td>
</tr>
</tbody>
</table>
The instructional period lasted for a period of eight weeks, from January 5, 1970, to February 25, 1970. They met twice a week, Monday and Wednesday, for thirty minutes each session. The control group was called Group I throughout the experimental period.

During the experimental period the group met in the front of the classroom for instruction in vocabulary development. A skill was introduced to the group. One or two examples, sometimes more, depending on how long it took for the students to understand the concept, were placed on the chalkboard for discussion. Once the students understood the concept presented they were given dittoed worksheets on that particular skill for an assignment. The investigator went through one problem on each worksheet with the group, making sure they understood the assignment just given. The students were then released from the group to work on that assignment. They were allowed to work in groups if they wished.

While the students were working the investigator moved around among the group giving assistance where needed. The assignments usually were completed during the thirty minute period.

The lesson given at one session was checked orally in the group the following session. There were no grades given for any assignment throughout the experiment, only positive comments. Once the previous
The assignment had been corrected, a short review of the skill followed, and an additional follow-up lesson or a new skill was introduced to the group.

At the end of each thirty minute period, the students worked on other reading skills that the classroom teacher had assigned them. The investigator then had no further contact with this group until the next learning session.

**Experimental group.** The members of this group consisted of six boys and seven girls, and they received individualized instruction in vocabulary development through the use of job cards. The job cards were developed by the investigator from materials in *Vocabulary Development* by Deighton (1964) and *Harbrace Vocabulary Workshop* by Schweitzer and Lee (1957). Because of the wide range of abilities in a normal classroom (Anderson and Dearborn, 1949; Betts, 1950; Harris, 1961a), the job cards ranged in grade level from third grade through high school. The job cards for grades three through six were taken from materials by Deighton (1964) and for grades seven through high school from materials by Schweitzer and Lee (1957). These job cards may be found in Appendix B. There were two sets of job cards, allowing more than one person to work on the same skill at the same time.

The instructional period lasted for a period of eight weeks, from January 5, 1970, to February 25, 1970.
They met twice a week, Monday and Wednesday, for thirty minutes each session. The experimental group was called Group II throughout the experimental period.

During the experimental period the group met in the front of the classroom with the investigator to be introduced to a basic concept in vocabulary development, but at no time during the experiment were they provided structured lessons to work on as a group. The time allotted to introduce these basic vocabulary concepts did not exceed fifteen minutes. The concepts were introduced with the aid of the chalkboard, and at no time was the group given dittoes to work from or on. After the investigator had introduced the basic concept in vocabulary development for the day, the students were then allowed to work on a vocabulary development skill of their choice. It may or may not have been the skill introduced that day.

The students, upon completing a job card, paper-clipped the card to the assignment to be checked. The papers were checked only to make sure the students understood the concept presented on each card. Only positive comments were used and no letter grade was given. The papers were reviewed and returned to the students as soon as possible for immediate reinforcement.

While the students were working on job cards the investigator moved among the group providing help to
those who needed it. At no time were students forced to work on a job card, nor did the investigator assign any one student a particular job card as an assignment.

Prior to the vocabulary development instruction the students worked on reading assignments given by the classroom teacher. The vocabulary concepts introduced to this group were the same as those introduced to the control group. All vocabulary concepts were presented orally to the students, and no other teaching device was employed, other than the chalkboard and job cards.

At the end of the eight week experimental period the post-test was given to both groups. These results can be found in Table II, along with the grade equivalent for each student.
Table 2

Results of Post-test in Vocabulary Development

<table>
<thead>
<tr>
<th>Students</th>
<th>Raw Score Post-test</th>
<th>Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>44</td>
<td>9.2</td>
</tr>
<tr>
<td>B</td>
<td>42</td>
<td>8.7</td>
</tr>
<tr>
<td>C</td>
<td>35</td>
<td>7.5</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
<td>6.4</td>
</tr>
<tr>
<td>E</td>
<td>11</td>
<td>4.1</td>
</tr>
<tr>
<td>F</td>
<td>15</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>172</td>
<td>40.8</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>28.67</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>44</td>
<td>9.2</td>
</tr>
<tr>
<td>B</td>
<td>41</td>
<td>8.5</td>
</tr>
<tr>
<td>C</td>
<td>38</td>
<td>8.0</td>
</tr>
<tr>
<td>D</td>
<td>32</td>
<td>7.2</td>
</tr>
<tr>
<td>E</td>
<td>35</td>
<td>7.5</td>
</tr>
<tr>
<td>F</td>
<td>10</td>
<td>3.8</td>
</tr>
<tr>
<td>G</td>
<td>11</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>211</td>
<td>48.3</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>30.14</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Experimental Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>45</td>
<td>9.5</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>C</td>
<td>38</td>
<td>8.0</td>
</tr>
<tr>
<td>D</td>
<td>26</td>
<td>6.5</td>
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<tr>
<td>E</td>
<td>33</td>
<td>7.3</td>
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<tr>
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<td>6.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>209</td>
<td>46.1</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>34.83</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>43</td>
<td>9.0</td>
</tr>
<tr>
<td>B</td>
<td>39</td>
<td>8.1</td>
</tr>
<tr>
<td>C</td>
<td>39</td>
<td>8.1</td>
</tr>
<tr>
<td>D</td>
<td>34</td>
<td>7.4</td>
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<td>E</td>
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<td>7.4</td>
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<td>F</td>
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<td>5.3</td>
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<tr>
<td>G</td>
<td>11</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>217</td>
<td>49.4</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>31.00</td>
<td>7.1</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESULTS

An analysis of the data disclosed many results that were not significantly different.

The hypothesis of no significant difference in methods used in teaching vocabulary development, as measured by the Iowa Test of Basic Skills Form I at the beginning and end of the study, could not be rejected. The t test analysis of the data disclosed no significant difference in methods used in teaching vocabulary development at the .05 level of confidence. Further analysis of the data showed there were significant gains made by the experimental group at the .05 level of confidence and no significant gains made by the control group at the .05 level of confidence. Results may be found in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Difference</th>
<th>t score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>.69</td>
<td>.61*</td>
</tr>
<tr>
<td>Experimental</td>
<td>2.46</td>
<td>2.03+</td>
</tr>
<tr>
<td>Control and Experimental</td>
<td></td>
<td>.95z</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level with 12 df.
+Significant at the .05 level with 12 df.
\[Not significant at the .05 level with 12 df.

31
In comparing the boys of both experimental and control group and girls of both experimental and group, as measured by the Iowa Test of Basic Skills Form I at the beginning and end of the study, there was significant difference favoring the boys when the groups were compared. Further analysis of the data showed there were significant gains made in vocabulary development favoring the boys at the .01 level of confidence and there were no significant gains made by the girls in vocabulary development at the .05 level of confidence. Results may be found in Table 4.

Table 4

<table>
<thead>
<tr>
<th></th>
<th>Mean Difference</th>
<th>t score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Control and Experimental)</td>
<td>3.50</td>
<td>3.72*</td>
</tr>
<tr>
<td>Girls (Control and Experimental)</td>
<td>.36</td>
<td>.33+</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>.36</td>
<td>2.14z</td>
</tr>
</tbody>
</table>

*Significant at the .01 level with 11 df.
+Not significant at the .05 level with 13 df.
zSignificant at the .05 level with 24 df.
In comparing the boys of both the control and experimental group as to which group made the greater gains in vocabulary development, as measured by the Iowa Test of Basic Skills Form I at the beginning and end of the study, there was no significant difference when the groups were compared. Further analysis of the data showed there were significant gains made by the experimental group in vocabulary development at the .05 level of confidence, and no significant gains made by the control group in vocabulary development at the .05 level of confidence. Results may be found in Table 5.

Table 5

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Difference</th>
<th>t score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (Boys)</td>
<td>1.67</td>
<td>1.88*</td>
</tr>
<tr>
<td>Experimental (Boys)</td>
<td>4.67</td>
<td>2.42+</td>
</tr>
<tr>
<td>Control and Experimental (Boys)</td>
<td>1.41z</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level with 5 df.
+Significant at the .05 level with 5 df.
zNot significant at the .05 level with 10 df.
In comparing the girls of both the control and experimental group as to which made the greater gains in vocabulary development, as measured by the Iowa Test of Basic Skills Form I at the beginning and end of the study, there was no significant difference when the groups were compared. Further analysis of the data showed there were no significant gains made in vocabulary development by either group at the .05 level of confidence. Results may be found in Table 6.

Table 6

<table>
<thead>
<tr>
<th>Group</th>
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<th>t score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (Girls)</td>
<td>.14</td>
<td>.08*</td>
</tr>
<tr>
<td>Experimental (Girls)</td>
<td>.57</td>
<td>.40+</td>
</tr>
<tr>
<td>Control and Experimental (Girls)</td>
<td>.18Z</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level with 6 df.
+Not significant at the .05 level with 6 df.
ZNot significant at the .05 level with 12 df.
In comparing the boys of the control group and the girls of the control group as to which made the greater gains in vocabulary development as measured by the Iowa Test of Basic Skills Form I at the beginning and end of the study, there was no significant difference when the groups were compared. Further analysis of the data showed there were no significant gains made in vocabulary development by either group at the .05 level of confidence. Results may be found in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Difference</th>
<th>t score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Control)</td>
<td>1.33</td>
<td>1.28*</td>
</tr>
<tr>
<td>Girls (Control)</td>
<td>.14</td>
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<tr>
<td>Boys and Girls (Control)</td>
<td>.97z</td>
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</table>

*Not significant at the .05 level with 5 df.
+Not significant at the .05 level with 6 df.
zNot significant at the .05 level with 24 df.
In comparing the boys of the experimental group and the girls of the experimental group as to which made the greater gains in vocabulary development, as measured by the Iowa Test of Basic Skills Form I at the beginning and end of the study, there was significant difference favoring the boys when the groups were compared. Further analysis of the data showed there were no significant gains made in vocabulary development by the girls at the .05 level of confidence, and there were significant gains made by the boys in vocabulary development at the .05 level of confidence. Results may be found in Table 8.

Table 8

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Difference</th>
<th>t score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (Experimental)</td>
<td>4.67</td>
<td>2.42*</td>
</tr>
<tr>
<td>Girls (Experimental)</td>
<td>.57</td>
<td>.40+</td>
</tr>
<tr>
<td>Boys and Girls (Experimental)</td>
<td>.57</td>
<td>2.91z</td>
</tr>
</tbody>
</table>

*Significant at the .05 level with 5 df.
+Not significant at the .05 level with 6 df.
zSignificant at the .01 level with 24 df.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This pilot study was conducted with twenty-six adolescent boys and girls from a sixth grade classroom in Ellensburg, Washington, to test the hypothesis that there was no significant difference in methods used in teaching vocabulary development in an individualized method as opposed to normal classroom methods.

Comparisons were made to: (1) compare the amount of progress in vocabulary development the girls made as to the amount of progress in vocabulary development the boys made; (2) compare the boys of the control group and the experimental group as to which made the greater gains in vocabulary development; (3) compare the girls of the control group and experimental group as to which made the greater gains in vocabulary development; (4) compare the boys of the experimental group to the girls of the experimental group, and the boys of the control group to the girls of the control group, as to which made the greater gains in vocabulary development.

The pilot study was conducted over an eight week period, from January 5, 1970, to February 25, 1970.
The students were divided into two groups, control and experimental. Each group was selected from the classroom population by drawing their names at random. First a girl's name, then a boy's name, were drawn, until all the names were selected and each group had thirteen members. Both control and experimental groups had six boys and seven girls.

The students were tested at the beginning of the study and again at the end with the vocabulary section, grade six, of the Iowa Test of Basic Skills Form I, to determine what growth had been made during the eight week session. Testing time was seventeen minutes each for both pretest and post-test. After the students had completed the pretest, they were told they were part of an experiment; what that experiment was; its purposes; how it was going to work; how the groups were going to be chosen; and the purpose of the pretest and post-test.

The control group received regular classroom instruction in vocabulary development through daily lessons, taken from *Vocabulary Development* by Deighton (1964), and presented to them by the investigator. They met twice a week, Monday and Wednesday, for thirty minutes each session.

The experimental group received individualized instruction in vocabulary development through the use of job cards. The job cards were developed by the
investigator from materials in *Vocabulary Development* by Deighton (1964) and *Harbrace Vocabulary Workshop* by Schweitzer and Lee (1957). There were two sets of job cards, allowing more than one person to work on the same skill at the same time. They were introduced each day to a basic vocabulary concept by the investigator and then worked on a vocabulary job card of their choice. The oral explanation did not exceed fifteen minutes, and at no time during the study were they provided with structured lessons to work on as a group.

II. CONCLUSIONS

The hypothesis of no significant difference in methods used in teaching vocabulary development could not be rejected. The *t* test analysis of the data disclosed no significant difference in methods used in teaching vocabulary development at the .05 level of confidence, but did show that both control and experimental groups made gains in vocabulary development. The results seem to support the findings of Sartain (1960), Rothrock (1961), Wilson and Harrison (1963), and others, in which they found no significant differences in reading achievement between individualized reading and the basal reading program.

The control group made gains, but not significant gains at the .05 level of confidence, while the
experimental group made significant gains at the .05 level of confidence. From the results of the data it would appear that individualized instruction through the use of job cards was the better method of teaching vocabulary development. These results seem to support the findings of Eickholz and Barbe (1961), Rollins (1961), and Dickinson (1959), that students made greater gains in vocabulary development when self-instructional techniques were employed.

In comparing the boys of both control and experimental groups, and the girls of both control and experimental groups, the t test analysis of the data revealed that the boys made significant gains in vocabulary development at the .01 level of confidence. The girls made gains in vocabulary development, but not significant gains at the .05 level of confidence. When the two groups were compared together, they made significant gains in vocabulary development at the .05 level of confidence. The results would suggest that no matter what method was employed to teach vocabulary development there were gains made by both girls and boys of both groups.

The significant gains in vocabulary development made by the boys may be attributed to the following reasons: (1) both the regular classroom teacher and the investigator were men, and the boys wanted to please both men by achieving better than the girls; and (2) because
the job cards for the experimental group and the daily lessons for the control group were developed by the investigator, the words may tend to be more boy oriented. The results would also support the research done by Doran (1907), in which he found that the girls were superior in vocabulary until about the ages of five or six, and after that the boys were distinctly superior to the girls in vocabulary.

In comparing the boys of the control and experimental groups, the t test analysis of the data revealed that both groups made gains in vocabulary development. The control group did not make significant gains at the .05 level of confidence, while the experimental group did make significant gains at the .05 level of confidence. When both groups were compared together there was no significant difference at the .05 level of confidence.

Although both groups made gains in vocabulary development, the data would suggest that individualized instruction through the use of job cards was the better method of teaching vocabulary development. The data would also support the findings of Eickholz and Barbe (1961), Rollins (1961), and Dickinson (1959), that students made greater gains in vocabulary development when self-instructional techniques were employed.

In comparing the girls of the control and experimental groups, the t test analysis of the data revealed
no significant gains made by either group at the .05 level of confidence. Both groups did make gains in vocabulary development, with the girls of the experimental group making greater gains than did the girls of the control group. One reason that the girls of either group did not make any significant gains could be that the investigator developed both the daily lessons for the control group and the job cards for the experimental group, and the words may tend to be more boy oriented.

The data would support the findings of Eickholz and Barbe (1961), Rollins (1961), and Dickinson (1959), that students made greater gains in vocabulary development when self-instructional techniques were employed.

In comparing the boys and girls of the control group, the t test analysis of the data revealed there was no significant gain made by either group at the .05 level of confidence. When the two groups were compared together, there was no significant difference at the .05 level of confidence. Both groups made gains in vocabulary development, with the boys making the greater gains. The boys making the greater gains might be attributed to the following reasons: (1) both the regular classroom teacher and the investigator were mean and the boys wanted to please both men by achieving better than the girls; and (2) because the job cards for the experimental group and the daily lessons for the control group were
developed by the investigator, the words may tend to be more boy oriented.

The results would support the findings of Doran (1907), in which he found that the girls were superior in vocabulary until about the ages of five or six and after that the boys were distinctly superior to the girls in vocabulary.

In comparing the boys and girls of the experimental group, the t test analysis of the data revealed that the boys made significant gains in vocabulary development at the .05 level of confidence. The girls made gains in vocabulary development, but not significant gains at the .05 level of confidence. When both groups were compared together they made significant gains in vocabulary development at the .01 level of confidence.

The results would support the research of Doran (1907), in which he found girls were superior to boys in vocabulary until about the ages of five or six, and after that the boys were distinctly superior to the girls in vocabulary.

Both groups made gains in vocabulary development, with the boys making the greater gains. The boys making the greater gains might be attributed to the following reasons: (1) both the regular classroom teacher and the investigator were men, and the boys wanted to please both men by achieving better than the girls; and (2) because
the job cards for the experimental group and the daily lessons for the control group were developed by the investigator, the words may tend to be more boy oriented.

III. RECOMMENDATIONS

In analyzing the data and completing the final evaluation of the pilot study, several circumstances became apparent that might profit from further research:

It would be worthwhile to conduct this pilot study again, increasing the length of time from eight weeks, to determine whether there would be any significant gains made during a longer period of time.

An analysis of the words used on the job cards for the experimental group and the daily lessons for the control group might reveal more boy oriented words, in which case more girl oriented words should be added.

The control group and experimental group were in the same classroom when they were divided into their respective groups. While a vocabulary skill was being explained to the control group, it was possible for the experimental group to observe the skill being taught. Thus, when it came time to explain the skill to the experimental group, they were being taught the same skill twice. It is advisable to use two classrooms, one for the control group and one for the experimental group, to increase the value of this pilot study and
to prevent any one group from learning the lesson beforehand.

The number of students involved in the pilot study limited the value. An additional study should be made with a larger number of students.
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REFERENCES


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APPENDIX A

LESSONS FOR CONTROL GROUP
DIRECTIONS: In each sentence a word is underlined. See if you can determine the meaning of the word by using the context clues in the sentences. Underline the context clue and write down the meaning of the underlined word.

1. In leukemia—one kind of cancer—too many white blood cells are produced in the body.

2. Many actions in your body take place without your knowing about them. The flow of saliva, the movement of your stomach and intestines, and the circulation of your blood are a few examples. These involuntary actions (you don't consciously make them happen) are all controlled by parts of your nervous system.

3. When you have a disease like measles or chicken pox, your body cells produce substances called antibodies which destroy the germs or make their poisons harmless. When you get well, you have enough of these antibodies left to protect you from getting the disease again. This protection, or immunity, against some diseases may last the rest of your life.

4. Contagious diseases, in other words, those that spread from one person to another, are carried in many different ways.

5. The lithosphere, that is, the crust of the earth, is only 25 miles thick at its deepest point. Only the top one-fifth of it has been entered by our oil well drills. You can see that we have hardly scratched the earth's surface.

6. To give a submarine the continual attention that it needs, the officers and crew are divided into watches. A watch is a four-hour period of duty. Each man on a watch has a job to do.

7. Certain plants, like peas and beans, which grow seeds in pods are called legumes. Legumes are grown on many farms in the South.

8. Today fresh fruits and vegetables are shipped to many places in refrigerated cars and trucks which keep them from spoiling. They are also kept from spoiling by canning, freezing, and dehydration. Dehydration means taking the water out. When water is added later, the vegetables and fruits taste almost as if they had just been picked.
REVIEW:

1. The first quarrel between North and South was about the tariff, a tax paid on goods brought into a country from foreign lands. The North wanted a high tariff; the South wanted a low tariff.

2. Strong cords and the yarns used to make carpets come from hemp, a plant that grows well in our southern states. Hemp is an important crop in Kentucky.

DIRECTIONS: For each underlined word in the sentences below find the meaning by the use of context clues we have studied so far.

1. The gum of the pine tree is made into turpentine, tar, and rosin. In colonial days, these products were known as naval stores.

2. After the trees were cut off the hillside, heavy rains carried off the top soil. In dry seasons, the wind blew the soil off in clouds of dust. In the spring, streams of melted snow wore gullies and ditches into the fields. Such washing away of soil is known as soil erosion.

3. The north Central States have abundant natural resources, especially fertile soil, lakes, forests, and minerals.

1. Several types of antennae have been developed for wireless communication. Sometimes radio waves must be sent in only one direction. One kind of antenna focuses, or beams, the waves toward one particular place. The antenna sends the waves in a beam similar to a beam of light.

2. You have probably discovered that when a magnet is brought near an iron nail, the nail is pulled toward it even though the magnet does not touch the nail. The magnetic field, the space around a magnet in which certain metal objects are affected, behaves in much the same way as an electric field.

3. Objects do not move by themselves. They move only when a force (a push or a pull) acts upon them.
4. Suppose you are looking at a picture. The picture is suddenly covered. The effect of the picture on the retina on the retina of your eye does not stop immediately. It seems to remain, or persist, after the picture is covered.

5. During a physical examination, the doctor will try to find out if your nerves are all right. He will ask you to cross your legs. Then he will tap your knee. He is looking for your knee-jerk reflex, that is, the upward jerk of your knee when it is tapped in this position.
DIRECTIONS: Look for definitions. Look for signal words and other devices that show when examples and restatements are coming. Read each passage carefully, looking for context clues, then write down the meaning of the underlined word or words.

1. There are many actions which take place in your body without your knowing about them. The action of your heart, the production of saliva, the act of swallowing, and the movement in your stomach and intestines are only a few of them. These involuntary actions are all controlled by the nervous system, but you are not conscious of them.

2. Within the skin lie the receptors—a group of cells—which are especially sensitive to heat, cold, and pressure. You can show how heat and cold receptors work by touching your skin in different places. In some places you will get the feeling of cold; in others, the feeling of heat.

3. Substances in foods that supply the body with energy and the materials for growth are called nutrients. One kind of nutrient—sugars and starches—supplies the body with energy, that is, the ability to do work. Another kind of nutrient—protein—supplies material for building and repairing body cells.

4. The peaks of the Rocky Mountains form a dividing line on the North American continent. All the rivers on one side of the ridge flow to the east. On the other side of the ridge, the rivers flow to the west. This ridge is called the Continental Divide.

5. During the winter the sheep grow their fleece—a thick, warm coat of wool. In the spring the ranch hands round up the sheep and shear, or clip off, the coat of wool with electric clippers. The shearing causes the sheep no pain, and they should be glad to lose their heavy coats before the heat of summer comes.

6. On July 4, 1776, Congress adopted, or accepted, the Declaration of Independence. The war that followed is sometimes called the Revolutionary War because the Americans revolted (rebelled) against their king. It is also called the War of Independence because afterward the Americans were free (not dependent) from England.
7. Boston is the capital of Massachusetts—the city where laws are made. The building in which the lawmakers meet is called the capitol.

8. A British sloop sailed up the Hudson River in 1780 laden with gold to pay the British troops. Sensing danger, the ship's captain turned about but ran upon a rock near Ward's Island. For a while it seemed that the sloop might be pinioned there for good, but the rising tide carried her off the rock and set her afloat again.
DIRECTIONS: Read the prefixes and their meanings below. Make new words by placing one of the prefixes before each root word listed. Opposite the new word that you have made, write a sentence using it.

inter--between, among; trans--across; fore--front;
pre--wrong, wrongly.

1. _______national_________________{ }__________
2. _______Atlantic_________________{ }__________
3. _______behave_________________{ }__________
4. _______paid_________________{ }__________
5. _______state_________________{ }__________
6. _______paw_________________{ }__________
7. _______heat_________________{ }__________
8. _______direct_________________{ }__________
9. _______continental_________________{ }__________
10. _______tell_________________{ }__________
non--not: mis--wrong: in--not: in--in or within: 
un--not: un--the opposite of: re--back: re--again: 
dis--the opposite of: dis--not.

DIRECTIONS: Write the word that fits the blank space in each sentence below. The word will begin with non-, mis-, or re-.

1. Another word for error is ____________.
2. An airplane that flies from New York to Chicago without landing makes a ____________ flight.
3. A ____________ is a person who does not vote.
4. If you pronounce a word wrong, you ____________ it.
5. If you put something back where you found it, you ____________ it.

DIRECTIONS: Both un- and dis- mean "not" and "the opposite of." Decide which meaning the prefix has in the words below. Write not or opposite.

1. untrue ____________ 5. untie ____________
2. disobey ____________ 6. unkind ____________
3. disappear ____________ 7. disconnect ____________
4. disloyal ____________ 8. unbind ____________

DIRECTIONS: The prefixes in-, dis-, and un- all have the meaning of not. Usually, however, we can add only one of them to a particular word. Which prefix will add the meaning of not to each word below? Write it.

1. __ correct 6. ____ common
2. ____ courteous 7. ____ clean
3. ____ accurate 8. ____ agreeable
4. ____ even 9. ____ friendly
5. ____ honest 10. ____ pleased
DIRECTIONS: Listed below are 15 prefixes and their meanings which account for 82% of all the words in which prefixes appear. You are to write three words for each prefix.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Prefix</th>
<th>Meaning</th>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>from</td>
<td>dis</td>
<td>apart</td>
<td>pre</td>
<td>before</td>
</tr>
<tr>
<td>ad</td>
<td>to</td>
<td>en</td>
<td>in</td>
<td>pro</td>
<td>in front of</td>
</tr>
<tr>
<td>be</td>
<td>by</td>
<td>ex</td>
<td>out</td>
<td>re</td>
<td>back</td>
</tr>
<tr>
<td>com</td>
<td>with</td>
<td>in</td>
<td>into</td>
<td>sub</td>
<td>under</td>
</tr>
<tr>
<td>de</td>
<td>from</td>
<td>in</td>
<td>not</td>
<td>un</td>
<td>not</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ab</th>
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</thead>
<tbody>
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<td>dis</td>
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<tr>
<td>sub</td>
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<td></td>
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<tr>
<td>un</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: For each of the words underlined in the following phrases, write three synonyms in the blanks. Use your dictionary.

EXAMPLE:
a dangerous position hazardous, perilous, precarious

1. a silly notion ____________________________
2. to predict the future ____________________________
3. listening with distrust ____________________________
4. very terse answer ____________________________
5. many benefits to the town ____________________________
6. a very important feature ____________________________
7. intrigues among the nobles ____________________________
8. useless attempts to escape ____________________________
9. excellent accomplishment ____________________________
10. a healthful effect ____________________________
11. most unusual events ____________________________
12. a gathering of citizens ____________________________
13. a blending of elements ____________________________
14. an immense statue ____________________________
15. cold areas of the north ____________________________
16. faint sounds in the night ____________________________
17. the luster of the cloth ____________________________
18. keeping careful watch ____________________________
19. to consider the evidence ____________________________
20. to mislead his followers ____________________________
**DIRECTIONS:** Use your dictionary to find which word in each of the following sets is not a synonym for the others. Write the number of this word in the blank.

<table>
<thead>
<tr>
<th>1. analogy</th>
<th>1. inordinate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. divergency</td>
<td>2. excessive</td>
</tr>
<tr>
<td>3. deviation</td>
<td>3. relevant</td>
</tr>
<tr>
<td>4. discrepancy</td>
<td>4. extravagant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. extract</th>
<th>1. intricate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. imbue</td>
<td>2. complicated</td>
</tr>
<tr>
<td>3. instill</td>
<td>3. knotty</td>
</tr>
<tr>
<td>4. diffuse</td>
<td>4. perspicuous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. conglomeration</th>
<th>1. peculiarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. aggregate</td>
<td>2. orthodoxy</td>
</tr>
<tr>
<td>3. dissemination</td>
<td>3. idiosyncracy</td>
</tr>
<tr>
<td>4. amassment</td>
<td>4. eccentricity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. impending</th>
<th>1. arable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. inveterate</td>
<td>2. barren</td>
</tr>
<tr>
<td>3. looming</td>
<td>3. sterile</td>
</tr>
<tr>
<td>4. imminent</td>
<td>4. fallow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. bucolic</th>
<th>1. telepathic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. urban</td>
<td>2. clairvoyant</td>
</tr>
<tr>
<td>3. cosmopolitan</td>
<td>3. imperceptive</td>
</tr>
<tr>
<td>4. metropolitan</td>
<td>4. psychic</td>
</tr>
</tbody>
</table>
DIRECTIONS: Beside each word in the following columns write a synonym, an antonym, or a homonym, according to the heading of the column.

<table>
<thead>
<tr>
<th>SYNONYM</th>
<th>ANTONYM</th>
<th>HOMONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boisterous</td>
<td>Familiar</td>
<td>Weight</td>
</tr>
<tr>
<td>Devour</td>
<td>Junior</td>
<td>Reign</td>
</tr>
<tr>
<td>Obstacle</td>
<td>Fruitless</td>
<td>Piece</td>
</tr>
<tr>
<td>Dangerous</td>
<td>Empty</td>
<td>Cord</td>
</tr>
<tr>
<td>Yearly</td>
<td>Cheerful</td>
<td>Peel</td>
</tr>
<tr>
<td>Authentic</td>
<td>Odd</td>
<td>Tale</td>
</tr>
<tr>
<td>Devout</td>
<td>Plump</td>
<td>Stationery</td>
</tr>
</tbody>
</table>

DIRECTIONS: Beside each word in the following column write an antonym.

Hideous
Grief
Accredited
Contempt
Outset
Loyalty
Inquisitive
Thoroughbred
Ancestor
Scant
**DIRECTIONS:** Find the suffixes. Be careful! Some words have no suffix. Write the suffix if there is one. If there is no suffix write no suffix.

| 1. rainy       | 11. amazement  |
| 2. true        | 12. challenge  |
| 3. inaction    | 13. departure  |
| 4. purity      | 14. intention  |
| 5. failure     | 15. government |
| 6. cast        | 16. dependent  |
| 7. weakness    | 17. reservation|
| 8. third       | 18. appearance |
| 9. fairness    | 19. dependence |
| 10. musical    | 20. modernity  |

**DIRECTIONS:** Decide which meaning -able or -ible adds to each word below. Write able to be, or worth, or making and the word.

**EXAMPLE:** Profitable  making a profit
            Breakable     able to be broken
            Likable      worth liking

| 1. washable   | 6. admirable  |
| 2. believable | 7. horrible   |
| 3. lovable    | 8. wearable  |
| 4. pleasurable| 9. usable     |
| 5. sensible   | 10. readable  |

**DIRECTIONS:** With the words above in exercise two. Write a sentence using each word. There may be more than one word in a sentence or you may write a sentence for each word.
DIRECTIONS: All the words in each line are built on the same base word. Write the base word.

1. designate  resign  design
2. disgraceful  gracious  ungracious
3. informer  formally  conformation
4. unearth  earthenware  earthly
5. unreal  reality  realize
6. improve  approval  disapprove
7. impossible  possibly  possibility
8. publication  publicize  publicly
9. shapeless  unshaped  shapely
10. deserve  disservice  serviceable

DIRECTIONS: Look for the underlined word in each sentence. Write the base word from which it was made.

1. The people waited impatiently for the speeches to end.
2. The old car was no longer serviceable.
3. The unseasonable weather keeps people at home.
4. The boys were bored by the inactivity.
5. Paul made a remarkable gain in reading ability.

DIRECTIONS: At the left is a list of words with suffixes. At the right is a list of base words. Choose the base word for each word at the left.

1. decisive  hat  despair
2. deceptive  hate  expend
3. production  noble  number
4. desperate  nob  new
DIRECTIONS: Decide which ending is added to each word below to make an adjective. Add one of these: -ant, -ent, -ish, -ive, -al. Write the word.

1. reside
2. defy
3. attract
4. product
5. defense
6. expect
7. impress
8. boy
9. classic
10. invent

11. assist
12. person
13. ignore
14. girl
15. instruct
16. fool
17. rely
18. critic
19. act
20. fate

DIRECTIONS: Decide whether to add -our, or -ful to make an adjective out of each word below. Add the ending. Write the word. Remember your spelling rules.

1. awe
2. vary
3. mystery
4. power
5. wrong
6. courage
7. hope
8. watch
9. rest
10. fame
11. marvel
12. pain
13. respect
14. grace

DIRECTIONS: Decide which meaning -able or -ible adds to each word below. Write able to be, worthy of being, or making.

1. dependable
2. notable
3. valuable
4. remarkable
5. horrible
6. profitable
DIRECTIONS: Each word below has a suffix. First write the suffix. Then write the word to which the suffix was added. Remember your spelling rules.

EXAMPLE: difference

1. realization 11. vacation
2. refreshment 12. foundation
3. astonishment 13. definition
4. weakness 14. sadness
5. happiness 15. business
6. merriment 16. interruption
7. allowance 17. hindrance
8. strangeness 18. activity
9. improvement 19. enjoyment
10. kindness 20. reality

DIRECTIONS: The following suffixes are used to make nouns, but you cannot use just any one of them which comes to mind. Usually only one noun suffix can be added to a word.

-ence
-ment
-ity
-ance

-ness
-ion
-tion
-ation

Decide which suffix goes with each word below. Add it. Write the new word.

1. idle 6. sweet 11. rare
2. state 7. measure 12. arrange
3. depend 8. imagine 13. appear
4. bright 9. move 14. correct
5. sane 10. starve 15. amaze
DIRECTIONS: In each group of sentences below, one word is underlined. In two of the sentences this word has the same meaning. Find these two sentences. Write the letters that stand before them.

1. Field
   a. A herd of cows was scattered over the field.
   b. Our team was first on the field last Saturday.
   c. Jack won his promotion on the field of battle.
   d. The field was covered with brightly colored flowers.

2. End
   a. The meeting will end at three o'clock.
   b. For what end are you saving your money?
   c. The party came to an end all too soon.
   d. There is a big white house at the end of the road.

3. Fine
   a. The fine grains of sand blew right through the tent wall.
   b. It was a fine summer day.
   c. The powder then flows through very fine holes in the cloth.
   d. You will have to pay a fine if your books are overdue.

4. Mind
   a. I hope you don't mind lending me your notebook.
   b. Einstein must have had a marvelous mind.
   c. Sue has to stay home and mind the baby.
   d. Uncle Jack will mind the store while you are away.

5. Fast
   a. These people fast for three days each month.
   b. The policeman said the truck was going too fast.
   c. The picture is stuck fast to the wall.
   d. They threw out the lines and made the boat fast to the dock.
6. Weak
   a. Karen is getting better, but she is still quite weak.
   b. The high school has a weak team.
   c. The prisoner replied in a weak voice.
   d. There was only a weak current.

7. High
   a. The plane was a silver speck high up in the sky.
   b. I would like to buy this coat but the price is too high.
   c. The team was in high spirits.
   d. We could see a strange watchtower high up on the hill.

8. Jump
   a. This book is hard to read because it jumps from one thing to another without warning.
   b. Sir Oliver tried to jump across the stream, but he fell in.
   c. After the storm in Florida, the price of oranges jumped fast.
   d. Fred jumped up on the fence.

9. Turn
   a. A half mile from here, there is a turn in the road.
   b. Be sure to turn off the lights before you leave.
   c. Turn the book around so we can see the picture.
   d. Dad turned the car so that we could see the parade.
APPENDIX B

JOB CARDS FOR EXPERIMENTAL GROUP
Different tissues joined together form organs. An organ is a unit of the body which carries on a certain function or process.

The heart is an organ of the body. Several kinds of tissues are connected to form a heart. Nerve tissue, muscle tissue, connective tissue, and conductive tissue are arranged in a particular order to make up a heart.

The heart pumps blood to all parts of the body. Each tissue of the heart must perform a certain function so that the blood will be pumped. The nerve tissues transmit impulses to the muscle tissues. The muscle tissues contract. When the muscle tissues contract, the blood is pumped through the conductive tissues which make up veins and arteries.

Cells which are alike group together to form tissues, and that tissues group together to form organs. Similarly, organs work together to form systems. A system is a group of organs working together to carry on certain functions of a body.
1. We were about to witness their first flight in the vicinity of New York.

2. In the early days of aviation it was conceivable that adventurous spirits would gamble their lives in contraptions of linen, wood, and metal, in which they had complete faith.

3. As construction progresses, the test pilot's visits become more frequent and more critical for many vital parts will soon be concealed within the covering of wing and fuselage.

4. His eye for balance is often uncanny.

5. He opens the throttle gently at first, and then in a succession of blasts that cause the plane to strain at the impeding wheel-blocks.

6. When the pilot is satisfied that the motor is functioning properly he signals to have the blocks removed.
1. A test pilot operates and tests every device within the cockpit without putting the ship into motion. This static testing may continue for days before the ship is moved under her own power.

2. The first few moments after a plane leaves the ground on her initial flight are perhaps the most critical in her career.

3. The plane may prove to be gentle and tractable or she may develop treacherous tricks that need watching every minute.

4. To jeopardize the lives of loyal men, however, is a different matter.

5. Today planes are in actual flight that weigh as much as forty tons or the equivalent of the weight of thirty ordinary automobiles.

6. The reason for the crash has been surmised, but never proven.

7. As the pilot reached an altitude of twenty thousand feet diminishing oxygen made it difficult to get a full breath; his heart hammered at his ribs; a thick feeling was in his inner ear.
1. Look up the meaning of each word in the list.
2. Write the sentences and insert the correct word.

1. amiable amicable
   4. envious invidious
2. censor censure
   5. human humane
3. construct construe

1a. He seemed disposed to please those persons associated with him. In fact he was the most ______ gentleman I have ever known.

1b. The company and the union came to an ______ settlement of their dispute.

2a. The majority party in Parliament was barely able to defeat the latest vote of ______.

2b. Before a war correspondent sends a story to his newspaper, he must have that story approved by a military ______.

3a. Sometimes the citizen finds it hard to ______ what the candidate is saying.

3b. The company plans to ______ a large addition to its present plant.

4a. The man was ______ of his neighbor's wealth.

4b. The mother made an ______ comparison between her daughter and her daughter's friends.

5a. If you are kind to dumb animals, you have a ______ attitude.

5b. Let me plead, with the poet: To err is ______; to forgive, divine.
1. **List the words** from a story which have prefixes or suffixes.

2. Underline the root word.

3. Give the meaning of the prefix or suffix.

4. Give the meaning of the list of words from your story from question 1. Use a dictionary, if necessary.

5. Use the form below to list words from this story which have prefixes and suffixes. Make your own form. **DO NOT WRITE ON THIS CARD.**

<table>
<thead>
<tr>
<th>Word from Story</th>
<th>Prefix or Suffix</th>
<th>Meaning of Prefix or Suffix</th>
<th>Root word</th>
</tr>
</thead>
</table>
1. They had to wait for the storm to *abate* before they could drive further in their car.

2. Hugh Casey has admitted that he actually wrote the book *"My Name in Lights,"* using Dick Dare as his *nom de plume*.

3. After a slight *altercation* between the umpire and the first baseman over whether the runner was out, the game continued.

4. We want to get Herb on the basketball team because he is extremely *proficient* in shooting baskets.

5. Lesley told me her father was very *disgruntled* when he had to leave his office and come to school to pick her up.

6. It was most embarrassing to have to stand alone on the stage under the concentrated *scrutiny* of the whole audience.

7. "I shall never speak to you again as long as you live," she said *vehemently*.

8. With the picnic baskets piled on the porch to escape the rain, the Pearson family gazed *morosely* at the *inclement* weather.
1. Read the following paragraph; then rewrite it, replacing each underlined word with an antonym.

2. Read your paragraph again to make sure you have it right.

Jim entered the schoolroom slowly and slid miserably into his seat. His rumpled clothes and thin, dirty face showed that he had paid little attention to his appearance. He feared that the teacher would call on him to recite the poem he had chosen. Because it was hard for him to memorize, he hated to be called on.

When his name was called, he looked at the teacher fearfully and began in a weak, uncertain voice, "Afoot and lighthearted I take to the open road."

1. Below are listed prefixes which indicate number and come from the Greek language.

2. Write down the meaning of each prefix.

3. Make a word using the prefix and a root word. Write down the meaning of the root word, and the new word you have made.

4. Write a sentence using the word.

EXAMPLE: hemi - one half
sphere - a round ball
hemisphere - half ball
A hemisphere is half a sphere.

mono    pent(a)    ennea
bi      hexi(a)    deca
tri     hept(a)    hect(o)
tetra    octa    hec(a)
hemi    demi    kilo
1. Below are listed prefixes which indicate number and come from the Latin language.

2. Write down the meaning of each prefix.

3. Make a word using the prefix and a root word.
   Write a sentence using the word.

**EXAMPLE:**

- semi - one half
- annual - yearly
- semiannual - half year
  A semiannual event comes every half year.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni</td>
<td>quin(que)</td>
</tr>
<tr>
<td>du(o)</td>
<td>sex</td>
</tr>
<tr>
<td>tri</td>
<td>sept</td>
</tr>
<tr>
<td>quad(ri)</td>
<td>octo</td>
</tr>
</tbody>
</table>

**WORD ORIGIN:**

1. Separate the following words into prefix, root, suffix.

2. Write down the meaning of the root word. Also the origin of the word.

3. Write down the meaning of the word with prefix and suffix.

4. Use the word in a sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>abbreviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>annihilate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arrogant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coercion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cohesive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>convalescent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>composite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>connective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consecrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conspiracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>defendant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>corruptible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>corroborate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deceitful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>destitute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>decisive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disintegrate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANTONYMS:

1. For each of the following words write a simple antonym.

2. Write a sentence using the antonym.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>lenient</td>
</tr>
<tr>
<td>pleasant</td>
<td>vigorous</td>
</tr>
<tr>
<td>dangerous</td>
<td>sensible</td>
</tr>
<tr>
<td>smooth</td>
<td>obstinate</td>
</tr>
<tr>
<td>modern</td>
<td>clumsy</td>
</tr>
<tr>
<td>serious</td>
<td>calm</td>
</tr>
<tr>
<td>sudden</td>
<td>courteous</td>
</tr>
</tbody>
</table>

PREFIX:

1. Analyze the following words into prefix and root and give meanings of both.

2. Use each word in a sentence of your own.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Meaning</th>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>intercept</td>
<td>inter</td>
<td>between</td>
<td>cept</td>
<td>take</td>
</tr>
<tr>
<td>expire</td>
<td>recede</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collect</td>
<td>interj</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abduct</td>
<td>precede</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>postscript</td>
<td>propose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>support</td>
<td>comport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extend</td>
<td>transpose</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DICTIONARY USAGE:

1. Use your dictionary to find the plural of the following words.

2. Write a sentence using the plural form.

<table>
<thead>
<tr>
<th>Word</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>stadium</td>
<td>bandits</td>
</tr>
<tr>
<td>staff</td>
<td>go</td>
</tr>
<tr>
<td>grotto</td>
<td>get</td>
</tr>
<tr>
<td>alumnus</td>
<td>see</td>
</tr>
<tr>
<td>brother</td>
<td>grouse</td>
</tr>
<tr>
<td>index</td>
<td>court-martial</td>
</tr>
</tbody>
</table>
SYLLABICATION:  
1. Using the syllabication rules you have learned syllabicate the following words.
2. Check your dictionary to see if you are right.
3. Use each word in a sentence of your own.

atmospheric  paralysis  
beneficiary  patronize  
cosmopolitan  quarantine  
fanatical  scrupulous  
hesitation  sedimentary  
legitimate  tributary

SUFFIXES:  
1. Find out what the following suffixes mean; then write three words for each of the suffixes.
2. Use each word in a sentence.
3. Use a dictionary if necessary.

-algia  -fy  -osis  -emis  
-itis  -oid  -proof  -eer

SYNONYMS:  
1. For each of the following words write a simple synonym.
2. Write a sentence using the word and a sentence using the synonym each having a different meaning.
3. Use your dictionary if necessary.

environ  enigmatic  idiosyncracy  coeval  
precursor  enunciate  arrogant  infinite  
desiccate  paucity  turpitude  antithesis  
fetid  chicanery  sacerdotal  immerse  
catechize  interdict  labyrinth  demise
1. On one page of your vocabulary notebook, write the heading, Common Suffixes. Under this heading write down the suffixes that are given in the following lists.

2. At the right of each suffix write what it means as illustrated in the following chart.

3. Use each new word in a sentence.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>What it means</th>
<th>The Word</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>er</td>
<td>ess</td>
<td>ful</td>
<td>id</td>
</tr>
<tr>
<td>ern</td>
<td>est</td>
<td>ice</td>
<td>ing</td>
</tr>
</tbody>
</table>

**Suffix:**

1. Find one of the suffixes below that can be added correctly to each underlined word to make a different part of speech.

2. Write the suffix in the first column and the completed word in the second.

3. Write each new word in a sentence using it as the new part of speech you have developed.

4. **DO NOT WRITE ON THIS CARD.**

**EXAMPLE:** Add a suffix to favor and make an adjective.

- able
- favorable

-ment, -ize, -ance, -ous, -ful, -er, -ness, -able, -ly

1. Add a suffix to foolish and make a noun.
2. Add a suffix to embarrass and make a noun.
3. Add a suffix to suit and make an adjective.
4. Add a suffix to safe and make an adverb.
5. Add a suffix to keep and make a noun.
6. Add a suffix to critic and make a verb.
PREFIX AND SUFFIX:  

1. For each of the following words, write its prefix in the first column, its suffix in the second, and its base or root word in the third.

2. Notice that the spelling of the base or root words is sometimes changed when suffixes are added.

3. Add a new prefix and suffix to the base or root word to make a new word.

4. Write a sentence using your new word.

5. **DO NOT WRITE ON THIS CARD.**

**EXAMPLE:**

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>SUFFIX</th>
<th>BASE/ROOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>removal</td>
<td>re</td>
<td>al</td>
</tr>
<tr>
<td></td>
<td></td>
<td>move</td>
</tr>
</tbody>
</table>

1. recreation
2. unfaithful
3. departure
4. intermixture
5. transcontinental
6. prearrangement
7. autobiographical
8. biography
9. geographer
10. photographed

MEANINGS OF PREFIXES AND SUFFIXES:

1. Take five words and see how many words can be made by adding prefixes and suffixes and how they change the meaning of the words. Underline each prefix and suffix used.

2. Divide your paper in half, and on the left write the new word and on the right, write the new meaning or meanings of the word.

3. Use each new word in a sentence.

**EXAMPLE:**

Port

<table>
<thead>
<tr>
<th>transport</th>
<th>carry across</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation</td>
<td>means or way of travel</td>
</tr>
<tr>
<td>portable</td>
<td></td>
</tr>
<tr>
<td>support</td>
<td></td>
</tr>
</tbody>
</table>
ANTONYMS:  

1. For each of the following words write a simple antonym.

2. Write a sentence using the word and a sentence using the antonym.

3. Use your dictionary if necessary.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
<th>Extra Word</th>
<th>Extra Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarrelsome</td>
<td>sadness</td>
<td>influence</td>
<td>tyrant</td>
</tr>
<tr>
<td>ugly</td>
<td>lie</td>
<td>heritage</td>
<td>shape</td>
</tr>
<tr>
<td>confine</td>
<td>rash</td>
<td>heart</td>
<td>quell</td>
</tr>
<tr>
<td>poverty</td>
<td>reach</td>
<td>gang</td>
<td>proverb</td>
</tr>
<tr>
<td>top</td>
<td>stop</td>
<td>true</td>
<td>slavery</td>
</tr>
</tbody>
</table>

PREFIXES:  

1. By the use of a slant line (/), separate the prefix of each word below from the root word following the prefix.

2. What does the prefix mean?

3. Indicate what the root word means.

4. Indicate what the word and prefix mean together. Use the word in a sentence.

EXAMPLE:  

ab/solve
ab = from, away, off, away from
solve = to find the solution to a problem, etc.
absolve = to forgive, pardon
The man was absolved of the crime.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Root Word</th>
<th>Extra Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>adhere</td>
<td>arrogate</td>
<td>cataclysm</td>
<td>controvert</td>
</tr>
<tr>
<td>allure</td>
<td>attribute</td>
<td>circumscribe</td>
<td>correlate</td>
</tr>
<tr>
<td>anachronism</td>
<td>belittle</td>
<td>collaborate</td>
<td>deference</td>
</tr>
<tr>
<td>antipathy</td>
<td>biennial</td>
<td>complex</td>
<td>defunct</td>
</tr>
<tr>
<td>apoplexy</td>
<td>binomial</td>
<td>conjugate</td>
<td>delineate</td>
</tr>
</tbody>
</table>
CONTEXT CLUES:

1. Refer to your dictionary to find the meanings of the underlined words in the following sentences.

2. Write down the meaning of the word.

3. Write each new word in a sentence using the context clue to give the word meaning.

1. The horse was seventeen hands high.
2. Mother formed in the jar of liquid.
3. Yew trees were planted around the close.
4. The lion had a thorn imbedded in his pad.
5. The wound looked red and angry.
6. The barb galloped with speed and grace.
7. His attack of shingles was very painful.
8. The shepherd in the painting was carrying a crook.
9. The portrait showed that the daughter favored her mother.
10. The sagging house was shored with heavy beams.

PREFIXES:

1. The following words have prefixes that are less common than those with which you have been working. For each word, write the prefix and its meaning.

2. See how many words you can make by adding the prefix to another root word. Also write down the meaning of your new words.

EXAMPLE:

<table>
<thead>
<tr>
<th>word</th>
<th>prefix</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>amphibious</td>
<td>amphi</td>
<td>both, around, about</td>
</tr>
<tr>
<td>We all enjoyed the play in the amphitheater last night.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ambidextrous</td>
<td>dyspepsia</td>
<td>juxtapose</td>
</tr>
<tr>
<td>binaural</td>
<td>ectoplasm</td>
<td>Mesozoic</td>
</tr>
<tr>
<td>cisalpine</td>
<td>endocardium</td>
<td>preternatural</td>
</tr>
<tr>
<td>deuterium</td>
<td>exothermic</td>
<td>pseudonym</td>
</tr>
<tr>
<td>dichromatic</td>
<td>infrared</td>
<td></td>
</tr>
</tbody>
</table>
HOMONYMS: 

1. For each of the following words write a simple homonym.

2. Write a sentence using the original word and a sentence using its homonym.

3. Use your dictionary if necessary.

| principal | bole | sum | hare |
| know | pear | flea | herd |
| capital | carat | calendar | lien |
| coarse | rap | teem | bawl |
| buoy | bass | reed | marque |

CONTEXT CLUES:

1. Read an article or part of your library book.

2. From the context clues see if you can determine the meaning of any new words.

3. Write these meanings down in your own words.

4. Look up the new words in the dictionary and see if you are right. If not reread the sentence in which you found the new word, and see if you can locate the context clue and then unlock the meaning of the new word.

HOMONYM:

1. List twenty words of your own choice from your vocabulary.

2. Write a homonym for each word.

3. Use the original word in a sentence and use the homonym in a sentence.
MEANINGS OF PREFIXES AND SUFFIXES: JOB CARD NO.

1. Find the root of each underlined word in this paragraph from Ivanhoe. (Use your dictionary.) Break the words into their prefixes, roots, and suffixes. Then substitute other words that have the same meaning.

In the second encounter, the Templar aimed at the center of his antagonist's shield and the Disinherited Knight reeled in saddle. On the other hand, he had, in the beginning, directed the point of his lance toward Bois-Guilbert's shield, but, changing his aim almost at the moment of encounter, he addressed it to the helmet, a mark more difficult to hit, but which, if attained, rendered the shock more irresistible. Fair and true he struck the Norman on the visor, where his lance's point kept hold of the bars. Even at this disadvantage, the Templar sustained his high reputation; and had not the girths of his saddle burst, he might not have been unhorsed. As it chanced, however, saddle, horse and man rolled on the ground under a cloud of dust.

MULTIPLE MEANING: JOB CARD NO.

1. Read a chapter from your library book, or an article from a magazine.

2. List all new words from the chapter or article.

3. Find as many meanings for the word as you can.

4. Use the new words in sentences, each having a different meaning.

ANTONYM: JOB CARD NO.

1. Find antonym for any 25 words of your own choosing.

2. Make a crossword puzzle using the original word as the clue and the antonym as the word in the puzzle.
SUFFIXES:  

1. Read a short story, a chapter in your library book, or an article in a magazine of your choice.
2. List the words from your reading which have suffixes.
3. Underline the root word.
4. Give the meaning of the suffix.
5. Give the meaning of the list of words from your reading from question 1. Use a dictionary if necessary. Use the word in two sentences each having a different meaning.

WORD MEANING:  

1. Take ten new words from your reading (any ten).
2. Write down the meanings of these words.
3. Write one or two paragraphs using all ten words in proper context.

SYLLABICATION:  

1. Make a list of two syllable words from a story or article you have just read.
2. Make a vertical line to show where the syllables break in each word.
3. Show which syllable is accented.
4. What rule did you use for each word?
5. Use each word in a sentence having a different meaning than the story or article.
MULTIPLE MEANINGS:  

1. As you read a story you sometimes find words that you don't know the meaning of. When you look the word up in the dictionary, there is usually more than one meaning listed. EXAMPLE: Crook—to bend; grow crooked; a criminal.

2. After you have read a story, make a list of at least five words you don't know.

3. From a dictionary copy all of the meanings from each word and underline the meaning that best fits the word as it was used in the story.

4. Write down the name of the book and story you read and copy down the page number where you found the word.

WORD MEANING:  

1. Make a list of the words which are new to you in the story you have read.

2. Enter each of these words in your vocabulary book. Give (a) the pronunciation symbols, (b) the definition of the word which fits the context of the story, and (c) use each word in two or more sentences each having a different meaning.

DICTIONARY USAGE:  

From reading any story of your own choosing, find 10 words that are new to you.

1. List the words; the page where each word is found.

2. Go to your dictionary and find the meaning and write it after each word.

3. Use each word in a sentence.

4. Try to find ways to use these words once every day until they are easy for you to use.
SYNONYMS:

1. Read an article from a magazine, or a chapter in a book you are reading.
2. Write down any new words you don't know the meaning of.
3. Find a synonym for each new word.
4. Write a paragraph or two using both the new word and synonym.

PREFIXES:

1. Write as many words illustrating each of the prefix forms given below, as you can. Do at least three for each prefix.
2. Use each word in a sentence.
3. Use your dictionary if necessary.

EXAMPLE: in = Indelible; Inside; Inept
The man spilled indelible ink on his new suit.
Inside the house you will find a brown bear.
He was the most inept person I have ever known.

HOMONYM:

1. For each of the following words write a simple homonym.
2. Develop a crossword puzzle using the meaning of the homonym as the clue and the homonym as the word in the puzzle.

<table>
<thead>
<tr>
<th>fort</th>
<th>heel</th>
<th>leak</th>
<th>shone</th>
<th>flue</th>
<th>whorl</th>
<th>taut</th>
<th>barren</th>
<th>pistil</th>
<th>break</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoe</td>
<td>patience</td>
<td>sleigh</td>
<td>peel</td>
<td>stationery</td>
<td>dough</td>
<td>pier</td>
<td>scull</td>
<td>wry</td>
<td>nave</td>
</tr>
</tbody>
</table>
**PREFIXES:**

1. Take any five prefixes that are new to you.
2. Write down the meaning of each prefix.
3. See how many words you can make by adding the prefix to a root word, and write down its meaning.
4. Use each new word in a sentence or two each having a different meaning.

---

**PREFIXES:**

1. Use the form below to list words from a story or article which have prefixes. Make your own form. Do Not Write On This Card.

<table>
<thead>
<tr>
<th>Word from the story</th>
<th>Prefix</th>
<th>Meaning of Prefix</th>
<th>Root Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**SUFFIXES:**

1. Use the form below to list words from a story or article which have suffixes. Make your own form. Do Not Write On This Card.

<table>
<thead>
<tr>
<th>Word from the story</th>
<th>Suffix</th>
<th>Meaning of Suffix</th>
<th>Root Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Determine the meaning of the underlined word by checking for "clues" in the sentence. Write down the meaning of the word.

2. Use your new word in a sentence having a different meaning than the one on this card.

3. Use your dictionary to make sure you have the right meaning of the word.

1. A clean hospital room is apt to be **sterile**, while a dirty room may be infested with **germs**.
3. His character was as **pliable** as butter on a hot day.
4. Rudolph was boastful and **arrogant**, while Karl was modest and thoughtful of others.
5. A frightened man finds it difficult to be **rational** but a calm man is usually reasonable.
6. In crowds he was especially **timorous**, fearful to speak or to act.
7. He was as **obstinate** as a tired mule on a hot day.
8. But in this matter he was as **inflexible** as a steel post.
9. **Cuneiform**, wedge-shaped writing, was used in ancient Babylonia.
10. The balloon **ascended** to a height of six hundred feet.

**SYNONYMS:**

1. Read a new story.
2. List twenty words and find a synonym for each new word.
3. Construct a crossword puzzle of synonyms using the meaning of the synonym as the clue.
PREFIXES: JOB CARD NO.

1. Read a short story, a chapter in your library book, or an article in a magazine of your choice.
2. List the words from your reading which have prefixes.
3. Underline the root word.
4. Give the meaning of the prefix.
5. Give the meaning of the list of words from your reading from question 1. Use a dictionary if necessary. Use the word in two sentences each having a different meaning.

HOMONYMS: JOB CARD NO.

1. In each of the following sentences write down the correct homonym in parenthesis.
2. Be sure to use the one that fits the meaning in the sentence.
3. Use your dictionary if necessary.
4. DO NOT WRITE ON THIS CARD.

1. Do you (no, know) what happens when you burn a candle in a sealed jar?
2. Soon (there, their, they're) is no oxygen left in the jar.
3. The candle goes out when (there, their) is (no, know) oxygen.
4. Oxygen is (won, one) thing that fuel needs in order to burn.
5. Men (new, knew) long ago that there is no oxygen far above the earth.
6. Perhaps some of (your, you're) books tell about rockets.
7. These rockets carry (there, their, they're) own oxygen.
8. The rockets carry the oxygen in (its, it's) (tail, tale).
9. The oxygen is cooled until (it's, its) a pale (blew, blue).
10. This liquid oxygen does (knot, not) take up much space in the rocket.
SYLLABICATION:  
1. Divide the following words into syllables applying the rules you have learned.
2. Use a dictionary if necessary.
3. **DO NOT MARK ON THIS CARD.**

1. doctor
2. fairy
3. cement
4. express
5. idle
6. liberty
7. multiply
8. question
9. select
10. turtle

ROOT WORDS:  
1. Find the Latin root in each of the following words.
2. Write the root and its meaning.
3. **DO NOT MARK ON THIS CARD.**

1. revision
2. deportation
3. extraction
4. revolver
5. contractor
6. reporter
7. envision
8. devolve
9. importer
10. subtraction

PREFIX AND SUFFIX:  
1. Find the prefix and the suffix. Then find the Latin root word.

1. revolvable
2. impression
3. instructor
4. transference
5. regression
6. occurrence
7. injector
8. obstruction
9. transformation
10. destruction
11. revolver
12. dejection
13. constructing
14. rejection
15. defection
1. When we add *under* to a word, it may mean (1) *not enough* or (2) *beneath*.

2. When we add *over* to a word, it may mean (1) *too much* or (2) *above*.

3. Decide which meaning *over* and *under* have in each word below. Write *not enough*, *beneath*, *too much*, or *above*.

**EXAMPLE:** Overpass *above*

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>underweight</td>
<td>not enough</td>
</tr>
<tr>
<td>overworked</td>
<td>too much</td>
</tr>
<tr>
<td>overhead</td>
<td>beneath</td>
</tr>
<tr>
<td>underfoot</td>
<td>too much</td>
</tr>
<tr>
<td>undersized</td>
<td>not enough</td>
</tr>
<tr>
<td>underage</td>
<td>above</td>
</tr>
<tr>
<td>underground</td>
<td>beneath</td>
</tr>
<tr>
<td>overhang</td>
<td>above</td>
</tr>
<tr>
<td>overpass</td>
<td>above</td>
</tr>
</tbody>
</table>

---

MAKING ONE WORD FROM TWO:

1. Read the words below. If you can make a real word by adding *-ward* to one of the words, write it. If you can't make a real word, write *no word*.

**EXAMPLE:** Leeward

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>Leeward</td>
</tr>
<tr>
<td>back</td>
<td></td>
</tr>
<tr>
<td>off</td>
<td></td>
</tr>
<tr>
<td>down</td>
<td></td>
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<tr>
<td>over</td>
<td></td>
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<tr>
<td>east</td>
<td></td>
</tr>
<tr>
<td>from</td>
<td></td>
</tr>
<tr>
<td>to</td>
<td></td>
</tr>
</tbody>
</table>

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MAKING ONE WORD FROM TWO:

1. Read the words below. If you can make a real word by adding *-ward* to one of the words, write it. If you can't make a real word, write *no word*.

**EXAMPLE:** Leeward

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>Leeward</td>
</tr>
<tr>
<td>back</td>
<td></td>
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<tr>
<td>off</td>
<td></td>
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<tr>
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<tr>
<td>from</td>
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</tr>
<tr>
<td>to</td>
<td></td>
</tr>
</tbody>
</table>
MAKING ONE WORD FROM TWO:

1. Read each of the following sentences. Write the word that fits each blank space.

2. DO NOT WRITE ON THIS CARD.

1. A coat worn to shed the rain is a ________.
2. A man who keeps a store running is a ________.
3. A shot fired from a gun is a ________.
4. When a barber cuts your hair, you get a ________.
5. Something made by hand is ________.
6. Lights at the front or head of a car are ________.
7. A room where people work is a ________.

ROOT WORDS:

1. In each line below, all the words come from the same base word. Find the base word. Write it.

2. Use each base word in a sentence of your own.

3. DO NOT MARK ON THE CARD.

EXAMPLE: learner, unlearned, learning learn

1. formless, information, formative
2. unguarded, guardian, guardroom
3. debased, baseless, basely
4. unlined, linear, relined
5. discharge, charged, recharged
6. recovery, discover, uncovered
7. indirect, directive, director
8. improvement, disprove, unproven
9. finely, refine, finer
10. disclosed, unclosed, closure

HOMONYMS:

1. Use each of the following in a short sentence.

1. hour 6. too 11. right 16. new
2. our 7. two 12. write 17. know
3. their 8. to 13. hear 18. no
4. there 9. plain 14. here 19. deer
5. they're 10. plane 15. knew 20. dear
1. Find the meaning of the underlined word through the use of context clues.

2. DO NOT WRITE ON THIS CARD.

1. Certain plants, like peas and beans, which grow seeds in pods are called **legumes**. Legumes are grown on many farms in the South.

2. Today fresh fruits and vegetables are shipped to many places in refrigerated cars and trucks which keep them from spoiling. They are also kept from spoiling by canning, freezing, and dehydration. Dehydration means taking the water out. When water is added later, the vegetables and fruits taste almost as if they had just been picked.

3. You have probably discovered that when a magnet is brought near an iron nail, the nail is pulled toward it even though the magnet does not touch the nail. The magnetic field, the space around a magnet in which certain metal objects are affected, behaves in much the same way as an electric field.

4. Suppose you are looking at a picture. The picture is suddenly covered. The effect of the picture on the retina of your eye does not stop immediately. It seems to remain, or **persist**, after the picture is covered.

5. After the trees were cut off the hillside, heavy rains carried off the topsoil. In dry seasons, the wind blew the soil off in clouds of dust. In the spring, streams of melted snow wore gullies and ditches into the fields. Such washing away of soil is known as **soil erosion**.
1. In the sentences below certain words are underlined. See if you can determine the meaning of the underlined words from the context.

2. Write down the meaning of the word.

1. From ancient times, man has wondered about the stars and other bright objects in the sky. These he has referred to as **celestial bodies**.

2. The **equator** is an imaginary circle, halfway between the North Pole and the South Pole. The equator is also a **great circle**. A great circle is any circle that divides the earth into two equal parts.

3. In **leukemia**, one kind of cancer, too many white blood cells are produced in the body.

4. When you have a disease like measles or chicken pox, your body cells produce substances called **antibodies** which destroy the germs or make their poisons harmless. When you get well, you have enough of these antibodies left to protect you from getting the disease again. This protection, or immunity, against some disease may last the rest of your life.

5. **Contagious diseases**, in other words, those that spread from one person to another, are carried in many different ways.

---

**NEW WORDS AND MEANINGS:**

1. Use your social studies book to find five words that you do not know.

2. Look them up in a dictionary to find their meanings and pronunciations.

3. Write five sentences, using one of the new words in each sentence.
1. Using what you know about word parts, choose the right meaning for the underlined word from the sentences below.

2. Write a sentence of your own using the underlined word.

1. The ship was invisible in the darkness and fog.
2. From their discussion, the men evolved a plan.
3. Water expands when it gets cold enough, but many other substances contract in the cold.
4. The man in charge of the many skilled workmen engaged in putting up a new building is the contractor.
5. The apostrophe must be used in writing a contraction.
6. The dentist extracted Bob's bad tooth.
7. Our attention was distracted by the noise of machines working next door.
8. The criminal was ordered to be deported from the country.
9. Mary will go to the meeting and report to us on what happens.
10. No provision had been made for feeding the visitors.

ANTONYM:

1. Write an antonym for each word listed below.
2. Write a sentence for each antonym.
3. Use a dictionary if necessary.

EXAMPLE: always never
I am never happy when it rains.

1. bought 6. cowardly
2. clumsy 7. prompt
3. ancient 8. strong
4. reckless 9. bright
5. ashamed 10. small
MAKING NEW WORDS AND MEANINGS:  JOB CARD NO.

1. Pick a friend to work with you on this job card.

2. Pick any one word below and see how many words you can make from it.

3. First one person makes a word then the other person makes a word. (You cannot make a word that has already been made.)

4. For each word you make you get 1 point. If you can use it properly in a sentence you get 1 more point. If you don't use it properly in a sentence you get 0 point.

5. You will judge each other as to the correctness of the word and its usage in the sentence. If you catch the other person in a mistake you receive 1 point. The dictionary will be the book you use to help you judge. You may not use the dictionary to help you make a new word or sentence.

6. Write down the words you make as you go along so there won't be any mistake on whether or not the word has already been used.

Thanksgiving  Yellowstone  Grandfather  earthquake
Christmas  Yosemite  Grandmother  agriculture

PREFIX AND SUFFIX:  JOB CARD NO.

1. Can you recognize prefixes and suffixes?

2. Write the prefixes and suffixes in the words below.

3. Put the prefix or suffix with a new root word and make a new word.

4. What does your new word mean? Use it in a sentence.

5. DO NOT MARK ON THIS CARD.

1. roomful  8. deserve  15. revision
2. restless  9. undeserving  16. creative
3. unsafe  10. likely  17. creativeness
4. disarm  11. redevelopment  18. inaction
5. disarming  12. involve  19. information
6. meaningless  13. involvement  20. repression
7. impressionable  14. revise
DIRECTIONS: In each exercise, you are to decide which one of the four words has most nearly the same meaning as the underlined word above them. Then, on the answer sheet, find the line of letters numbered the same as the exercise you are working on. You are to circle the correct answer on the answer sheet.

To help you understand how to answer the test exercises, a practice test is given on this page. In each exercise, you are to decide which one of the four lettered words has most nearly the same meaning as the underlined word above them. You are to circle the correct answer on the answer sheet. **DO NOT MARK ON THIS BOOKLET.**

1. A **large** lake
   A) small  
   B) pretty  
   C) big  
   D) tiny

2. The **nice** lady
   A) man  
   B) woman  
   C) boy  
   D) girl

3. I am **glad**
   A) hungry  
   B) sleepy  
   C) sad  
   D) happy
40. Hide his astonishment  
   A) grief  
   B) surprise  
   C) feelings  
   D) despair

41. To mold the copper  
   A) scratch  
   B) shape  
   C) melt  
   D) bend

42. A feeble voice  
   A) gentle  
   B) strange  
   C) sad  
   D) weak

43. Appreciate its value  
   A) affect  
   B) realize  
   C) determine  
   D) guess

44. End the dispute  
   A) report  
   B) speech  
   C) quarrel  
   D) discussion

45. Affection for the baby  
   A) gift  
   B) protection  
   C) love  
   D) concern

46. A sacred book  
   A) holy  
   B) torn  
   C) favorite  
   D) familiar

47. To pledge support  
   A) request  
   B) lack  
   C) deserve  
   D) promise

48. Merely the beginning  
   A) only  
   B) really  
   C) probably  
   D) definitely

49. The first to perish  
   A) depart  
   B) die  
   C) go free  
   D) complain

50. A thorough search  
   A) useless  
   B) successful  
   C) complete  
   D) prompt

51. A narrow crevice  
   A) crack  
   B) strip  
   C) blade  
   D) escape

52. To estimate the size  
   A) reduce  
   B) judge  
   C) increase  
   D) indicate

53. The loyal servant  
   A) proud  
   B) polite  
   C) honest  
   D) faithful
<table>
<thead>
<tr>
<th>Question</th>
<th>Word</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.</td>
<td>An amusing incident</td>
<td>A) joke, B) happening, C) program, D) cartoon</td>
</tr>
<tr>
<td>55.</td>
<td>The fury of the king</td>
<td>A) rage, B) robe, C) power, D) reign</td>
</tr>
<tr>
<td>56.</td>
<td>Decline the honor</td>
<td>A) be proud of, B) deserve, C) expect, D) refuse</td>
</tr>
<tr>
<td>57.</td>
<td>To absorb the water</td>
<td>A) splash, B) make pure, C) soak up, D) drain off</td>
</tr>
<tr>
<td>58.</td>
<td>His daring plan</td>
<td>A) bold, B) sensible, C) remarkable, D) original</td>
</tr>
<tr>
<td>59.</td>
<td>A bird's plumage</td>
<td>A) coloring, B) feathers, C) food, D) nesting place</td>
</tr>
<tr>
<td>60.</td>
<td>To regret the error</td>
<td>A) be sorry about, B) make up for, C) make fun of, D) be ashamed of</td>
</tr>
<tr>
<td>61.</td>
<td>The site of the school</td>
<td>A) size, B) location, C) picture, D) opening</td>
</tr>
<tr>
<td>62.</td>
<td>A long stride</td>
<td>A) expedition, B) delay, C) drive, D) step</td>
</tr>
<tr>
<td>63.</td>
<td>They heartily agree</td>
<td>A) generally, B) hardly, C) fully, D) always</td>
</tr>
<tr>
<td>64.</td>
<td>To cherish the prize</td>
<td>A) treasure, B) acquire, C) furnish, D) present</td>
</tr>
<tr>
<td>65.</td>
<td>Transparent plastic</td>
<td>A) tough, B) clear, C) shiny, D) colored</td>
</tr>
<tr>
<td>66.</td>
<td>To ponder the idea</td>
<td>A) grasp, B) reject, C) propose, D) consider</td>
</tr>
<tr>
<td>67.</td>
<td>Arouse her jealousy</td>
<td>A) interest, B) sympathy, C) anger, D) envy</td>
</tr>
</tbody>
</table>
68. Sew irregular stitches
   A) invisible
   B) unusual
   C) uneven
   D) difficult

   69. Spend money extravagantly
   A) secretly
   B) willingly
   C) cautiously
   D) wastefully

   70. A gnarled tree
   A) twisted
   B) rotted
   C) splintered
   D) hollow

   71. Console the child
   A) bathe
   B) feed
   C) comfort
   D) amuse

   72. The specific book
   A) suitable
   B) particular
   C) essential
   D) elementary

   73. It's tedious work
   A) terrifying
   B) temporary
   C) tiresome
   D) thrilling

   74. A very solemn occasion
   A) important
   B) joyful
   C) special
   D) serious

   75. Repeat the query
   A) answer
   B) warning
   C) question
   D) message

   76. Recollect the address
   A) remember
   B) recognize
   C) request
   D) record

   77. A Chinese proverb
   A) gown
   B) saying
   C) painting
   D) word

   78. To predict the winner
   A) forecast
   B) applaud
   C) announce
   D) congratulate

   79. Efficient workers
   A) tireless
   B) capable
   C) typical
   D) lazy

   80. To execute the order
   A) carry out
   B) disobey
   C) issue
   D) cancel

   81. Restrained by his friends
   A) approved of
   B) deserted
   C) held back
   D) encouraged
82. Was decidedly wrong
   A) possibly
   B) often
   C) rarely
   D) definitely

83. To astound his listeners
   A) bore
   B) shock
   C) inform
   D) appeal to

84. Find several defects
   A) obstacles
   B) traces
   C) pieces
   D) faults

85. Choose their delegate
   A) representative
   B) president
   C) officer
   D) candidate
<table>
<thead>
<tr>
<th>PRACTICE TEST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A B C D</td>
<td></td>
</tr>
<tr>
<td>2. A B C D</td>
<td></td>
</tr>
<tr>
<td>3. A B C D</td>
<td></td>
</tr>
<tr>
<td>40. A B C D</td>
<td></td>
</tr>
<tr>
<td>41. A B C D</td>
<td></td>
</tr>
<tr>
<td>42. A B C D</td>
<td></td>
</tr>
<tr>
<td>43. A B C D</td>
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<td>44. A B C D</td>
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<td>45. A B C D</td>
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<td>46. A B C D</td>
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<td>47. A B C D</td>
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<td>48. A B C D</td>
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<td>85. A B C D</td>
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</tbody>
</table>
APPENDIX D

FORMULA USED TO COMPUTE $t$ SCORE
A shortcut t-test for a single sample case is possible for samples up to size \( n = 30 \) to 40 in size. The simplified formula is:

\[
 t = \frac{(5 \sqrt{N + 0.5} - 6) (\bar{X} - \mu_{hyp})}{\text{Range}}
\]

After calculation, simply use the t table with \( n - 1 \) d.f.

A shortcut t-test for comparing two independent sample means is also possible for samples of equal size, up to \( n = 20 \) each. The formula is:

\[
 t = \frac{(X_1 - X_2) (8 \sqrt{n + 2.4} - 14.3)}{\text{Range}_1 + \text{Range}_2}
\]

After calculation, simply use the t table with \( 2n - 2 \) d.f.

Please note: The calculation of standard errors, any type, is a laborious task. The shortcut tests above have 85% to 90% power of the classic formulas, and in most cases, will suffice.