The Acquisition of Vocabulary Presented in Categorized Word Lists Compared with Random Word Lists

Phyllis Gordon

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Abstract

The purpose of this study was to examine the effect of teaching vocabulary through the use of categorized word lists as compared to random word lists. An oral pretest and posttest was used as an evaluating device. Two groups of fifth grade students were presented vocabulary by categorized lists while two groups were presented the identical vocabulary by random lists.

A correlated $t$-test to compare individual students' scores and an analysis of covariance computing an F-ratio were used to test the hypotheses presented in this study.

The findings of this study suggest that performance of fifth grade students on an oral vocabulary posttest was directly related to the teaching of specific vocabulary words. There was no significant difference between the scores of those fifth grade students taught by categorized lists compared to those students taught by random lists.
THE ACQUISITION OF VOCABULARY PRESENTED IN CATEGORIZED WORD LISTS COMPARED WITH RANDOM WORD LISTS

THESIS

Submitted to the Graduate Committee of the Department of Curriculum and Instruction Faculty of Education State University College at Brockport in Partial Fulfillment of the Requirements for the Degree of Master of Science in Education

by

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June, 1976

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6-28-76
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Chapter I

Statement of the Problem

Educators recognize the importance of vocabulary development in the total reading process. "The development of vocabulary not only provides the means of oral and written communication, but also serves to extend and enrich experience through reading." (Gray and Holmes, 1938, p.1) With an ever increasing concept load and deluge of information at the elementary level, it is important for the student to be aware of new word meanings that may depart from his actual experiences.

Typically, vocabulary teaching has meant having students learn new words and new meanings without enough attention as to the reason or need for the instruction. Frequently the new words are not even introduced. Many teachers rely on students learning new meanings through the use of context. This situation may be justifiable for the above average reader but what about the average or below average reader who might have difficulty with word attack skills? Gray and Holmes (1938) studied the effects of direct and indirect methods of teaching vocabulary as used in history classes of fourth grade students. Those
students taught by the direct method made significant gains in vocabulary development.

A simple discussion of new words to be used in a new unit or encountered in a new story helps to clarify sentence meaning and increase reading comprehension. For example, a new science unit on bacteria might include the following words: anaerobic, culture, virus, et cetera. An interrelationship can be formed between all the words using a specific category (bacteria) while new meanings are introduced with that category in mind. For instance, the word culture as defined by Webster's dictionary is commonly known as "the traditions and way of life of specific groups of people." When the word culture is introduced along with the category of bacteria, a new meaning can immediately be affixed to the word. The word culture now becomes the nourishing substance on which bacteria can grow. This method of presenting new words through the use of categories may enable a student to learn vocabulary more easily. If students learn new words presented by categories easier, then should additional vocabulary be taught by the use of categorized lists? Will vocabulary taught by categorized word lists be more effectively learned than vocabulary taught by random word lists as compared by pretest and posttest scores?
Purpose

The purpose of this study was to examine the effect of teaching vocabulary through the use of categorized word lists as compared to random word lists.

Questions of this Study

The writer of this paper investigated the following questions:

1. Did the presentation of vocabulary by categorized word lists make a difference in the learning of word meanings?

2. Did students learn random lists of vocabulary words as well as the students who were presented the identical words in categorized lists?

3. When pretest and posttest scores were compared, did females score better than males?

4. Did the direct teaching of specific vocabulary words influence word meaning retention?

Definition of Terms

The following terms used in this study are defined as follows:

Vocabulary as defined by a Webster's dictionary means "all the words of a language" or "a list of words usually arranged alphabetically and defined."
Categorized Word Lists comprise lists using vocabulary taken from three basal readers (Scott Foresman and Company, Ginn and Company, and Allyn and Bacon and Company) at a fourth, fifth, and sixth grade level. The words were subjectively categorized by this investigator with the assistance of college reading seminar students.

Random Word Lists consist of the identical words used for the categorized word lists and were randomly placed on a list.

Need for the Study

Vocabulary growth begins early after birth and is very rapid during the preschool years. The extent of this development depends upon both the genetic and environmental variables available. When a child enters school, he usually has an extensive vocabulary upon which to build.

Russell (1961) has surveyed several vocabulary studies dealing with vocabulary growth during the preschool years. His findings suggest that reading success depends on the usefulness of a child's vocabulary along with depth of meaning related to specific concepts.

For many words the student knows but a single
meaning. One task of the teacher is to improve the child's understanding of commonly used words rather than present too many new words. Walter Petty (1968) states that students may sometimes understand a word and not use it, or only one meaning of a word may be known, or a word may not actually be understood but used.

Vocabulary is gained from experiences and the association of these experiences with words. An individual acquires vocabulary by hearing words and having meaning fixed to them by others as they point to certain objects, give verbal explanations or descriptions, or show the relationships of new words to words already known. The use of specific categories when teaching new vocabulary words would seem to permit an easier acquisition of new meanings.

Two skills are essential in vocabulary building. Tinker and McCullough (1968) recognized that the first is the child's skill in incorporating new words into his speaking and understanding vocabulary. Second, is his skill in identifying and recognizing the printed symbols with which these new words are to be associated. Proper coordination of these two aspects of vocabulary development produces comprehension, which is the purpose of reading.
The purpose of this study was to incorporate a direct method of presenting vocabulary words using categorized word lists as compared to presenting vocabulary by using random word lists. Since vocabulary development is an essential ingredient leading to greater reading comprehension, this study should be purposeful.

**Limitations**

There are several limitations of this study. First, the sample consisted of 109 students at the fifth grade level in one elementary school limiting the generalizations and conclusions that can be drawn from the data. Second, vocabulary words used in this study were randomly selected from three basal reading series at the fourth, fifth, and sixth grade levels of each series. (Scott Foresman and Company, Ginn and Company, and Allyn and Bacon and Company)

Third, categories were selected by this investigator and words grouped with the assistance of college reading seminar students. Finally, the reading ability of students who scored above eighty-five on the pretest indicating prior knowledge of the word meanings and those scores were eliminated from the study.
Summary

Research has shown the need for the study of vocabulary development. Vocabulary teaching has to be concerned with the child's actual experiences while at the same time expanding the child's word knowledge. Interrelationships formed between words of a specific category or lists of words pertaining to the same category may enhance vocabulary learning. When a child enters school, he usually has an extensive vocabulary upon which to build. Construction on this foundation should be extensive.
Chapter II
Review of the Literature

Purpose

The purpose of this study was to investigate if fifth grade students learn random lists of vocabulary words as well as fifth grade students who were presented the identical words in categorized lists.

The research related to this study has been divided into the following categories:

The Development of Vocabulary
Growth periods and factors that affect vocabulary development.
Difficulties in acquiring a meaning vocabulary.

Methods of Promoting Vocabulary Development

Vocabulary development is an essential key to the overall reading process and a necessary ingredient for masterful comprehension. Lexicographer Stuart Flexner, senior editor of the Random House Dictionary of the English Language states:

Words are changing faster today -- not merely on the slang level, but on every level. He illustrates this statement by stating that of the 450,000 "usable" words in the English language today, only perhaps 250,000 would be comprehensible to William Shakespeare. (Toffler, 1970, p. 169)
Evans (1968) concurs with Flexner that since Shakespeare's time, the number of words in the English language has quintupled, increasing from about 140,000 to somewhere between 700,000 and 800,000; as a natural growth of the language.

With this kind of increase in vocabulary, a wide meaning vocabulary is essential to excellence in reading comprehension.

One fact contributing to the rapid introduction and obsolescence of words is the incredible speed with which a new word can be injected into wide usage. (Toffler, 1970). New words can easily be introduced by mass media such as television, radio, newspapers, and magazines. Because of technological advancements, it is necessary to continually update and enrich vocabulary development which had very early beginnings in each and every one.

The Development of Vocabulary

Growth Periods and Factors That Affect Vocabulary Development

Vocabulary growth begins early after birth and is very rapid during the preschool years. The extent of this development depends upon both genetic and environmental variables. Late in his first year a baby begins to pay attention to the words of his parents and others.
as certain experiences occur. By about age two the child can effectively use short words in short sentences. Numerous studies have shown that there is a positive correlation between the socio-economic status of parents and the linguistic progress of children (Anderson, 1939; DeBoer, 1952; Rosenthal, 1956). There is evidence that intelligence is a highly significant factor in the acquisition of vocabulary.

When a child enters school, he usually has an extensive vocabulary upon which to build. Investigators have studied the rate of vocabulary growth and the periods during which meanings of words develop most rapidly. There is evidence that children in first grade may understand as many as 24,000 words (Smith, 1941). The period from nine to fifteen is particularly productive in the acquisition of meaning. Hamlin (1944) found that the absolute curve for vocabulary development from seven to fifteen years was so steep that it resembled a straight line.

Other studies suggest a person’s vocabulary continues to increase at a rapid rate until the age of twenty or more. Most investigators agree that the tendency is for vocabulary growth to slow significantly during the adult years. Fox (1955) compared the size of vocabularies and the qualities of definitions given by persons between
forty and forty-nine years and found no significant differences between these two age groups.

Tinker and McCullough (1968) state that:

growth in a child's vocabulary is fostered by several factors: reading to him, encouraging conversation in the home, trips near and far, play activities, watching TV programs, and a stimulating cultural background. (p. 133)

Providing opportunities for new, life-like, and interesting experiences is one of the best ways to build a child's vocabulary.

Difficulties In Acquiring A Meaning Vocabulary

The complexity of vocabulary development is further compounded by the fact that there is not just one "vocabulary" but four vocabularies--reading, listening, writing, and speaking. Maturation occurs in language development as well as in mental and physical development.

There are several reasons why children may have difficulty in language acquisition. One reason may be environmental factors, another reason may be sex. Templin (1957), in her study of language skills in children, found that girls were generally ahead of boys in most phases of preschool language development. Two factors seem to contribute to this difference between boys and girls. McCarthy (1953) explains these differences by pointing out that first, girls mature physically at an earlier age than boys and are ahead of boys in most aspects of their
growth. Second, society expects certain interests and actions from girls and others from boys.

A child's language development reflects his mental processes, his interests, and his orientation to the material and social world in which he lives. Piaget gives insight to vocabulary development through his studies of intellectual development (Piaget, 1932). One developmental stage that children pass through is called "nominal realism" by Piaget. In this stage the name of an object is but an inherent part of the object itself or the name is indivisible from what is named. In other words, very young children do not use synonyms when trying to give meaning to words. Brook (1967) did a study with children in the first, third, and fifth grades in which the subjects were asked questions to discern their views with regard to the origin of the names of items. Most of the children in first grade and about one-half of the children in fifth grade answered predominantly in terms of nominal realism. Even at the fifth grade only about one-half of the children gave answers indicating that names are arbitrary labels and have no inherent relationship to what is named.

According to Piaget the thinking of the seven to eleven age groups is the concrete operations period. This developmental stage is more like that of the adult
in that the thinking is in more logical terms. Piaget uses the term "operations" to represent mental acts of interaction and development whereby new syntheses are formed by discovery. Attributes are noted, objects classified, and categories determined during this stage. Since the students of this study fell within this age range, the categorization of word lists would seem to enable a student to learn vocabulary easier.

Research completed in the field of psychology concerning the role of organization in free-recall learning also deals with vocabulary. It is a basic assumption of Gestalt psychology that memory is governed by principles of organization. Studies by Bousfield (1953) and Tulving (1968) have provided important information about the operation of memory in free recall. These studies have shown that when grouping items into recall units and when given a randomly ordered word list, subjects formed consistent item groupings. So-called clustering can be based on conceptual categories or according to associative or other meaningful relations among the items. Tulving suggested that if some readily apparent basis for grouping the items was imposed on the materials, the subjects used this structure in their recall.

Ellis (1972) has also written on studies using a
free recall procedure to study memory organization processes. In several of these studies lists of words were randomly read to a subject. It was the task of the subject to remember as many words from the list as possible. A sample list (Ellis, 1972, p. 43) might be:

Apple  Tea  Elephant  Soda
Lion  Potatoe  Spinach  Pear
Coffee  Orange  Milk  Cow
Cabbage  Seal  Lemon  Carrot

Results showed that subjects consistently used a clustering pattern using specific categories in the free recall of the words. When there were no categories to use for clustering, the free recall of words was hindered and memorization of the list of words took longer.

In another study done by Entwistle (1966) it was found that the degree of conceptual encoding may increase developmentally. That is, second grade subjects may be encoding items on sound and graphemic features rather than on semantic dimensions, whereas, fifth grade subjects could encode using conceptual categories. A study done by Lappert (1974) also showed that older children evidenced a higher degree of clustering of conceptually related words and that younger children produced a higher degree of clustering of rhyme related words.

Some of the evidence from anthropology about the
relationships of language and thinking has been outlined by Erwin (1964, chapter 7). Erwin states that the whole system of categorizations called concepts adds efficiency to perceptual learning whatever is used. The child does not need to relearn tree for every new species encountered but can learn to distinguish tree and shrub or tree and forest. Further findings by Russell (1956) suggest that reading success depends on the usefulness of a child's vocabulary along with depth of meaning related to specific concepts. Concepts as defined by Brown (1958), Carroll (1964), and Russell (1960) involve generalizations which contain a number of examples in a single class or group and also discrimination which distinguishes the category from other classes or groups. "Concept development involves activities as labeling and categorizing" (Russell, 1968, p. 17).

Since concept development and vocabulary development go hand in hand, it would seem likely that the categorization of specific word lists such as presented in this study would affect the learning of vocabulary.

**Methods of Promoting Vocabulary Development**

Vocabulary is gained from experiences and the association of these experiences with words. An individual acquires vocabulary by hearing words and having meaning
fixed to them by others as they point to certain objects, give verbal explanations or descriptions, or show the relationships of new words to words already known. According to Thorndike, since many words have different meanings it follows that a student's knowledge of the meaning of words will vary from vague, partial, and approximate, to clear, accurate, and complete. When presenting vocabulary it is important to determine the specific meanings that are to be taught and their relation to the previous experiences of the pupils. Much research has been written on methods of promoting vocabulary development. A limited number of these studies will be presented in this paper.

O'Shea (1930) carried on a study among pupils in grades five to eight inclusive to determine the effect of interest in the development of vocabulary. She concluded that a child's vocabulary is greatest in fields of interest.

The findings of Gray and Holmes (1938) lend support to the view that some provision for the systematic study of word meanings is advisable both in the elementary school grades and high school. They studied the effects of direct and indirect methods of teaching vocabulary as used in history classes of fourth grade students. Those students taught by the direct method made significant
gains in vocabulary growth.

A major problem of teachers of all grade levels is helping children to acquire and use vocabularies of sufficient breadth and depth to make their receptive and expressive language as effective as it should be in terms of their maturity and intellectual levels (Greene and Petty, 1967, p. 270).

Many children learning to read are handicapped by inadequate vocabularies.

Dale (1968) states what is known about vocabulary development, the teacher can increase nearly every student's vocabulary by about 10 percent. This growth would come, first, from helping the student put into sharp focus those words now in a "twilight zone." And second, sharp growth could come from helping him master the prefixes, roots, and suffixes which have the greatest possibilities for generalization (Petty, 1968).

Dolch (1951, p. 73) in an analysis of the development of meaning for words, has distinguished four separate processes:

1. expanding vocabulary through the adding of new words with perhaps only minor additions to meaning, such as synonyms (sketch for plan)

2. obtaining new meaning from old meanings by learning finer distinctions of meaning (plan for a drawing or course of intended action that is detailed, and design for a drawing
or course of intended action that is only sketched and conveying an overall idea

3. undergoing new direct experiences

4. learning incidental vocabulary (from discussion and reading).

Many procedures can be used which appeal to children and develop word meanings. Some of these procedures follow: (Greene and Petty, 1968, p. 273 and 274)

1. List on the board and on charts new words encountered in classroom activities.

2. Keep lists of new words encountered for use in students' writing.

3. Make charts of "quiet" words, or perhaps "sound", or "happy" words. (It is easy to set up topics by categories for this activity.)

4. Find words and phrases that prompt images, such as "roaring sea", "dancing leaves."

5. Build words from root words by adding prefixes and suffixes.

6. Notice alliteration and rhyme in posters and slogans and in reading, in general.

7. Suggest ideas and topics for written compositions and reports that will use words in new ways.

8. Play word games such as crossword puzzles,
scrabble, rearranging letters of a word to make new words.

9. Find words whose meanings have shifted or new meanings added. For instance - swell, capsule.

10. Have vocabulary building campaigns - learn a new word each day, word of the week.

Many of the above mentioned activities have been incorporated into the lesson plans of this study. The research studies reviewed by this investigator have suggested that vocabulary can be developed by specific instruction with close attention to concepts, categories, as well as the use of context and general wide reading.

Chapter Summary

Words are the tools of thought and aid in the formulation of concepts. Most researchers agree that vocabulary growth begins early after birth and is very rapid during the preschool years. The review of literature shows vocabulary development to be greatly influenced by intelligence, the nature of instruction given, experience and cultural influences, sex, and interest.
Chapter III

The Research Design

**Purpose**

This study was designed to examine the effect of teaching vocabulary through the use of categorized word lists as compared to random word lists.

**The Hypotheses**

The null hypotheses investigated in this study were as follows:

1. There is no significant difference in words identified on an oral posttest between those students taught by categorized lists and those students taught by random lists.

2. There is no significant difference between the scores of males and females on the pretest and posttest.

3. There is no significant difference between mean scores on a posttest compared to mean scores on the pretest of individual students taught by categorized word lists or by random word lists.

**Methodology**

**Subjects**

The subjects involved in this study were fifth
grade students attending a suburban school in a predominantly upper-middle class area. The average age of these students was ten years and nine months.

A total of 109 students participated. There were sixty boys and forty-nine girls. All children were pre-tested using an informal vocabulary test specifically designed by this investigator. Twenty students, eight girls and twelve boys, were not included in the analysis of data because their scores on the pretest were 85 percent or above, indicating prior knowledge of the meaning of the words.

**Instruments and Procedures**

One hundred and twelve words were judged by this investigator to be an adequate number of words to present to fifth graders in a ten week period. These words were selected from a total of 4,785 words using a table of random numbers. The words were obtained from three basal readers: Scott, Foresman and Company, Allyn and Bacon and Company, and Ginn and Company at a fourth, fifth, and sixth grade level. The sources of the randomly selected words are presented in Table 1.
Table 1
Selected Random Words From Three Basal Readers

<table>
<thead>
<tr>
<th></th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basal Series</td>
<td>4 5 6</td>
</tr>
<tr>
<td>Scott, Foresman, and Company</td>
<td>11 5 8</td>
</tr>
<tr>
<td>Open Highway Series</td>
<td></td>
</tr>
<tr>
<td>Ginn and Company</td>
<td>11 16 14</td>
</tr>
<tr>
<td>Allyn and Bacon and Company</td>
<td>16 11 20</td>
</tr>
<tr>
<td>Total</td>
<td>38 32 42</td>
</tr>
</tbody>
</table>

A pretest and posttest were administered for the study. The tests were designed by this investigator and reviewed by college reading seminar students and advisor. Using a table of random numbers, twenty-five words were selected for each test from the pool of 112 words chosen from the three basal readers. Both the pretest and posttest were presented orally to all students to eliminate any difficulty a student might have in reading the words. These tests may be found in Appendix A.
After the development of the pretest and posttest, the words were first grouped into ten random word lists. Then the identical 112 words were regrouped into ten categorized word lists. These word lists were submitted to reading seminar students for review and assistance in classification. Word lists may be found in Appendix B.

The students were randomly grouped into four sections. Each group met for a forty minute period on a rotating schedule until ten separate lessons had been introduced. The development of the vocabulary lessons was controlled.

For those students learning new words by categorized lists, the category was discussed first or the children "guessed" the category before proceeding with the planned activity. The lessons and accompanying worksheets for each of the ten word lists may also be found in Appendix B.

For this reason, the lessons for each group were written in the same general format, and except for controlled differences in lists, all lessons followed this general format.

General Format for Each Lesson
1. Objectives
2. Introduction
3. Word Presentation
3. a. Pronunciation
   b. Definition
   c. Synonym

4. Planned Activity

5. Evaluation

Analysis of Data

An analysis of covariance, the ANCOV computer program of the State University of New York at Brockport, was used to test the hypotheses at the $\alpha = .05$ level. Test scores of those students who learned vocabulary by categorized lists were compared to the test scores of students who learned words by random lists. This analysis procedure was used to compensate for any differences there might have been between the two random groupings. A correlated $t$-test was then used to compare students' individual gains from the pretest to the posttest.

Summary

This study was designed to examine the effect of using specific word lists and comparing word meaning retention. An oral pretest and posttest was used as an evaluating device. Two groups of fifth grade students were presented vocabulary by categorized word lists while two groups were presented the same vocabulary by
random lists.

A comparison of scores was made between groups with an analysis of variance using the ANCOV computer program at $\alpha = .05$ level. The ANCOV program was also used to compare the scores of the boys to the scores of the girls. A correlated $t$-test was used to compare individual pre-test and posttest scores.
Chapter IV
Findings and Interpretations

Purpose

The purpose of this study was to determine through the comparison of a pretest and posttest, if fifth grade students learn vocabulary words better when presented words by categorized lists than fifth grade students who are presented vocabulary by random lists.

Analyzing the Findings and Interpreting the Data

The null hypotheses investigated in this study were as follows.

1. There is no significant difference in words identified on an oral posttest between those students taught by categorized lists and those students taught by random lists.

2. There is no significant difference between the scores of males and females on the pretest and posttest.

3. There is no significant difference between mean scores on a posttest compared to mean scores on the pretest of individual students taught by categorized word lists or by random word lists.

Significance for each of the null hypotheses was determined at the $\alpha = .05$ level. An analysis of covar-
The ANCOV computer program was used to test the first and second hypotheses. A correlated *t*-test was used to compare individual pretest and posttest scores, and test the third hypothesis.

The first null hypothesis states there will be no significant difference in words identified on an oral posttest between those students taught by categorized lists and those students taught by random lists. Table 2 shows the summary table for the analysis of covariance, comparing the posttest scores of all students who were presented categorized word lists with all students who were presented random word lists.

Table 2
Analysis of Covariance for Treatment Group on Informal Vocabulary Posttest

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F-Ratio</th>
<th>F .95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>1</td>
<td>353.52</td>
<td>353.52</td>
<td>4.48</td>
<td>5.20</td>
</tr>
<tr>
<td>Error</td>
<td>86</td>
<td>6708.80</td>
<td>78.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>7062.32</td>
<td>82.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above analysis did not produce an F-ratio significant at the $\alpha = .05$ level. Therefore the findings in Table 2 fail to reject this null hypothesis.

The second null hypothesis states there is no significant difference between the scores of males and females on the pretests and posttests. When the scores of the girls were compared to the scores of the boys using the analysis of covariance, no significant difference was found. The summary of analysis of covariance is shown in Table 3.

Table 3

Analysis of Covariance by Sex for Informal Vocabulary on Pretest and Posttest

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F-Ratio</th>
<th>F .95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>3</td>
<td>404.92</td>
<td>134.97</td>
<td>1.69</td>
<td>3.27</td>
</tr>
<tr>
<td>Error</td>
<td>84</td>
<td>6635.64</td>
<td>79.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>7040.55</td>
<td>81.87</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The F-ratio produced by this analysis was not significant at the $\alpha = .05$ level, therefore the findings in Table 3 fail to reject the second hypothesis. There
was no significant difference between the scores of the girls and the scores of the boys on pretest and posttest.

Table 4 presents the adjusted means using the posttest scores for boys and girls in both treatment groups. Adjusted means were used to compensate for differences in random groupings.

Table 4
Actual and Adjusted Posttest Means
for Combined Boys and Girls

<table>
<thead>
<tr>
<th>Actual Mean</th>
<th>Adjusted Mean</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorized</td>
<td>83.42</td>
<td>84.9</td>
</tr>
<tr>
<td>Word Lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Random Word</td>
<td>89.23</td>
<td>87.4</td>
</tr>
<tr>
<td>Lists</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The third null hypothesis tested in this study stated that there is no significant difference between mean scores on the pretest and mean scores on the posttest. A correlated t-test was used to test this hypothesis. These results are shown in Table 5.
Table 5
Means and Standard Deviations
of Pretest and Posttest Scores
of Two Treatment Groups

<table>
<thead>
<tr>
<th>Category</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorized Word Lists</td>
<td>$\bar{X} = 68.1%$</td>
<td>$\bar{Y} = 83.2%*$</td>
</tr>
<tr>
<td>Random Word Lists</td>
<td>$\bar{X} = 72.8%$</td>
<td>$\bar{Y} = 89.1%*$</td>
</tr>
<tr>
<td>S.D. = 10.1</td>
<td>S.D. = 10.6</td>
<td></td>
</tr>
<tr>
<td>S.D. = 7.8</td>
<td>S.D. = 7.9</td>
<td></td>
</tr>
</tbody>
</table>

*p .01

There was a significant difference at the .01 level on the pretest and posttest scores. Therefore, the third hypothesis that there is no difference between mean pretest and mean posttest scores is rejected. Both groups made significant gains in comparison of mean pretest and posttest scores as determined by a correlated $t$-test. The critical value used for this test was 2.75. The $t$-test value for those students who learned the categorized word lists was 9.35. The $t$-test value for those students who learned the random word lists was 10.84. See
Appendix C for the listings of raw scores. The group taught by categorized word lists had a mean score increase between pretest and posttest from 68.1% to 83.2%, while the group taught by random word lists had a mean score increase from 72.8% to 89.1%.

**Summary**

The findings presented in this chapter suggest that performance of fifth grade students on an oral vocabulary posttest was directly related to the teaching of specific vocabulary words. There was no significant difference between the scores of those fifth grade students taught by categorized lists compared to those students taught by random lists. The data also showed no significant difference between the scores of males and females on both the pretest and posttest.
Chapter V
Conclusions and Implications

Purpose
This study was designed to examine the effect of teaching vocabulary through the use of categorized word lists as compared to random word lists.

Conclusions
The results of this study clearly showed that the direct teaching of specific vocabulary words was notable in a comparison of pretest and posttest scores. All but one student of the eighty-nine students involved in the actual study showed an increase on the posttest score. Significance was determined at the .01 level using a correlated t-test to compare individual pretest and posttest scores.

Since categorization or classification of words into specific lists did not seem to affect vocabulary retention significantly, perhaps a closer look should be taken concerning Piaget's concept development. (Piaget, 1953)

When the test scores of the males were compared to the females, there was no significant difference indicating that boys and girls learn vocabulary equally well, whether presented words by categorized lists or random lists.
Implications for Classroom Practice

Students would benefit from a practical application of the findings of this study. Vocabulary development cannot be left to chance, but must be taught and strengthened through direct instruction and the use of context. The educator should determine the appropriate developmental stage (if possible) at which the student is functioning in order to challenge or meet the needs of the student. Tests such as the Stanford Diagnostic Reading Test could be used to measure vocabulary development. Based on this information, the educator could begin to strengthen vocabulary skills through various teaching techniques such as class discussions, crossword puzzles, word familiar, or other games.

Main factors affecting reading comprehension are vocabulary, concept load, and syntax. Teaching new meanings of words already known as well as presenting new words to students will increase reading comprehension. Students should be encouraged to incorporate new words in their speaking and in their writing vocabularies. In this way, understanding of vocabulary is further reinforced.

Implications for Further Research

There are many areas of vocabulary development to
be further researched. Meanings of words could be tested through a cloze procedure by taking word lists and comparing them to the use of a context as a whole.

Instead of using an oral, multiple choice pretest and posttest, this same study could be replicated using alternate testing measures. Other grade levels and populations could be used in replication of this study.

Another study might investigate and compare the reading scores of poorer readers to determine if they have the least success with learning words presented in categorized lists compared to learning words presented in random lists. Perhaps there is a specific age level for which the categorized presentation of words would definitely make a difference in vocabulary learning.

A closer look at the relationship between listening, speaking, and writing vocabularies would also be worthwhile. Perhaps there needs to be greater emphasis in actually using new words whenever possible.

An indepth study of various vocabulary programs available to teachers or instructional methods used in the classroom would be meaningful since vocabulary development is an integral key to increasing reading comprehension.
Summary

Students would benefit from an application of these findings. There is a definite increase in word knowledge through the direct presentation of words (Gray and Holmes, 1937) whether words are presented in categorized word lists or random word lists. A correlated $t$-test to compare individual students' scores and an analysis of covariance computing an $F$-ratio were used to test the hypotheses presented in this study.
Bibliography


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Appendix A

Vocabulary Pretest and Posttest
**Vocabulary Pretest and Posttest Directions**

Directions: After each number below there are four choices. I will read part of a sentence followed by the four words or groups of words. You will choose the word (or group of words) that best completes each sentence. Circle the correct letter.

**Pretest Sample:**
An escalator is:

a) a moving stairway  
b) a tall building  
c) a device that lifts or lowers  
d) an animal

**Posttest Sample:**
A firm mattress is:

a) hard  
b) soft  
c) old  
d) stuffed
Appendix

Vocabulary - Pre Test

Pre test questions read orally to subjects.

1. A parakeet is
   a) a small parrot  c) a reptile
   b) a pet  d) extinct

2. An aisle is
   a) an island  c) a passageway
   b) a direction  d) a church

3. A kayak is
   a) an Alaskan  c) a boat
   b) an Indian  d) a tree

4. A celebrity is
   a) a criminal  c) a party goer
   b) unknown  d) a famous person

5. Nickels are
   a) tokens  c) coins
   b) wooden  d) tools

6. To be downwind is
   a) to be cold  c) to face the wind
   b) to be hot  d) to be relaxed
7. An associate is
   a) a partner
c   b) an enemy
d) a relative

8. The innards are
   a) muscles
c   b) insides
d) lungs

9. Treading means to
   a) drive
c   b) sputter
d) trample

10. A milestone is
    a) a hill
c   b) a marker
d) unimportant

11. Propulsion means to
    a) go slow
c   b) go backward
   d) push forward

12. Ornaments are
    a) birds
c   b) decorations
   d) Christmas trees

13. When one makes a whimper
    a) one laughs
c   b) one dies
   d) one eats
14. Oversights are
   a) viewing platforms  c) binoculars
   b) omissions        d) eye glasses

15. A realm is
   a) a kingdom        c) a ghost
   b) a storm         d) an automobile

16. To hinder an activity means to
   a) speed it up       c) make fun of it
   b) paint it         d) prevent

17. When something is adjoining it is
   a) not connected    c) falling down
   b) connected       d) angry

18. To linger means to
   a) wait             c) eat
   b) fight           d) run

19. Publicity means
   a) information     c) people
   b) activity        d) secrets

20. When a device is invented it is
   a) destroyed       c) made for the first time
   b) found           d) turned inside out
21. A decision is a  
a) mistake       c) argument  
b) debate        d) settlement  

22. Pliers are  
a) tools     c) electric  
b) weights   d) metallic  

23. Something that is slung is  
a) buried     c) thrown  
b) picked up  d) dropped  

24. A firm mattress is one that is  
a) hard       c) old    
b) soft       d) stuffed  

25. To be entertained is to be  
a) afraid    c) tearful  
b) amazed    d) amused
Appendix

Vocabulary - Post Test

Post test questions read orally to subjects.

1. To be under pressure is to be
   a) under water          c) under force
   b) nervous             d) loose

2. Biscuits are
   a) boats               c) horses
   b) baked dough         d) candy

3. Patrons are
   a) customers           c) figures
   b) troops              d) cookies

4. Mufflers are
   a) dresses             c) scarves
   b) car engines         d) food

5. When something is calculated it is
   a) figured out         c) spread out
   b) thrown out          d) cut into pieces

6. Conservation is the practice of
   a) mathematics         c) talking
   b) wasting             d) saving
7. To shatter something means to
   a) cook it          c) stop it
   b) wear it          d) break it

8. When we merge we
   a) move together    c) get married
   b) sing             d) practice

9. When you have success you have
   a) a disease        c) failed
   b) been unlucky     d) achieved

10. A dictionary is
    a) an encyclopedia  c) an atlas
   b) a book of alphabetically listed words d) a way of speaking

11. Peasants are
    a) birds           c) managers
    b) dentists        d) farmers

12. A sensational job is
    a) well-known       c) dangerous
    b) exciting         d) boring
13. When you are popular you are
   a) mad                   c) sad
   b) funny                 d) well liked

14. Your conscience is
   a) a study               c) your work
   b) an inner voice        d) your teacher

15. When you practice you
   a) play a piano          c) fight
   b) repeat a task         d) ice skate

16. When you are sedate you are
   a) sick                  c) funny
   b) quiet                 d) active

17. An expert is one who
   a) learns                c) builds buildings
   b) knows all             d) writes books

18. A leopard is
   a) a wild animal         c) a coat
   b) an automobile         d) a cheetah

19. When something is threshed it is
   a) broken                c) separated
   b) cooked                d) lost
20. An analogy is
   a) a difference  c) a comparison
   b) a study of stars  d) an illness

21. Icicles are
   a) frozen water  c) candy
   b) snowflakes  d) blizzards

22. When you are wounded you are
   a) helped  c) injured
   b) healthy  d) killed

23. To be in agony is to be
   a) in pain  c) in a hurry
   b) in time  d) tired

24. A team is
   a) a drink  c) a dance
   b) a group  d) a game

25. A loom is used for
   a) sweeping  c) cooking
   b) cleaning  d) weaving
# Appendix

## Answers to Pre Test and Post Test

<table>
<thead>
<tr>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b</td>
<td>c</td>
</tr>
<tr>
<td>2. c</td>
<td>b</td>
</tr>
<tr>
<td>3. o</td>
<td>a</td>
</tr>
<tr>
<td>4. d</td>
<td>o</td>
</tr>
<tr>
<td>5. c</td>
<td>a</td>
</tr>
<tr>
<td>6. c</td>
<td>d</td>
</tr>
<tr>
<td>7. a</td>
<td>d</td>
</tr>
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<td>8. b</td>
<td>a</td>
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<td>9. d</td>
<td>d</td>
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<td>10. b</td>
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<td>11. d</td>
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<td>13. c</td>
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<td>24</td>
<td>a</td>
</tr>
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<td>25</td>
<td>d</td>
</tr>
</tbody>
</table>
Appendix B

Random Word Lists and Categorized
Word Lists With Lesson Plans
Appendix

Lesson plans incorporated in this study. Please note that the lessons were exactly the same for all study groups. The word lists made the only difference. Those students taught categorized word lists were first presented a category to which all words pertained. The students who learned random word lists began each lesson by pronouncing the words without a specific category being introduced.

Lesson Number One

Objectives

1. Students will be able to create their own picture dictionaries using vocabulary words presented in list one.

2. Students will be able to pronounce words as written on chalkboard.

3. Students will decide on a meaning of the word using a dictionary and draw a corresponding picture representing that meaning.

4. Pictures used in dictionaries will be drawn by student or cut from magazines.
Procedure

Words listed on chalkboard will be introduced and pronounced by the instructor then the students will pronounce the words. The group taught by categorized word lists will discuss the general category first. Explanation will be made on creating a dictionary. This activity will follow a discussion of the purpose of dictionaries and the arrangement of words in a dictionary.

Activity

Students will take twenty-six sheets of notebook paper, putting a consecutive letter of the alphabet on the top of each sheet. Next, words will be arranged in alphabetical order and placed on the corresponding pages. Students will look up the meaning of the word in a dictionary and draw a picture or cut a picture from a magazine representing the vocabulary word.

Evaluation

Students will meet individually with the instructor for a check-in of all work. A star will be placed on a chart upon completion of the assignment.
Appendix

Lesson Number One

**Categorized Word List**

**Man-Made Things**

1. bows
2. spectacle
3. gaiters
4. anklet
5. mufflers
6. ornaments
7. pliers
8. rifle
9. domes
10. nickels
11. milestone
12. kayak
13. loom
14. biscuits
15. dictionary
16. aisle

**Random Word List**

1. practice
2. criminals
3. raven
4. downward
5. popular
6. laughter
7. bows
8. treading
9. shuffled
10. parakeet
11. conscience
Appendix

Lesson Number Two

Objectives

1. Students will be able to pronounce words as written on chalkboard. (Category discussed for two of the groups.)

2. Words will be written by students on the appropriate page of their dictionary.

3. Working with a partner students will be able to act out or pantomine the meaning of their words while classmates try to guess the correct meaning.

Procedure

Words listed on chalkboard will be introduced and pronounced by the instructor then the students will pronounce the words. Students will pick a partner and draw a word written on a piece of paper from a container. Students will be given enough time to look up the meaning of their word in a dictionary and determine how they will act out the meaning of the word. Next, as their turn comes, the student will make gestures in pantomime so the class may guess the meaning of their word.

The words of this lesson will also be placed by the student on the appropriate page of their own dictio-
nary along with the correct meaning guessed by the class.

**Evaluation**

The students' dictionaries will be individually checked by the instructor to be sure words were placed on correct pages along with the meaning. A star will be placed on a chart upon completion of the assignment.
## Appendix

Lesson Number Two

<table>
<thead>
<tr>
<th>Categorized Word List</th>
<th>Random Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ways of Moving</strong></td>
<td></td>
</tr>
<tr>
<td>1. treading</td>
<td>1. crucial</td>
</tr>
<tr>
<td>2. shuffled</td>
<td>2. clansmen</td>
</tr>
<tr>
<td>3. sauntered</td>
<td>3. flown</td>
</tr>
<tr>
<td>4. vault</td>
<td>4. bewildered</td>
</tr>
<tr>
<td>5. trampling</td>
<td>5. fetch</td>
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<td>6. attack</td>
<td>6. stacked</td>
</tr>
<tr>
<td>7. linger</td>
<td>7. excitement</td>
</tr>
<tr>
<td>8. flown</td>
<td>8. resolutions</td>
</tr>
<tr>
<td></td>
<td>9. imitating</td>
</tr>
<tr>
<td></td>
<td>10. annually</td>
</tr>
<tr>
<td></td>
<td>11. ironic</td>
</tr>
</tbody>
</table>
Appendix

Lesson Number Three

Objectives

1. Students will be able to pronounce words as written on the chalkboard.

2. Students will be able to write words on the appropriate page of their dictionary.

3. Using worksheet provided, students will be able to identify and unscramble words and match with correct meaning or complete a sentence with the missing word to make sense.

Procedure

Words listed on chalkboard will be introduced and pronounced by the instructor, then the students will pronounce the words. Students will place the words of this lesson on the appropriate page of their own dictionary. Worksheets will be passed out to the students. The student will unscramble the words and match with the correct meaning or fill in the blank to make a complete sentence.

Evaluation

Worksheets will be corrected by instructor.
Individual student dictionaries will also be checked. A star will be placed on a chart upon completion of the assignment.
Appendix

Lesson Number Three

<table>
<thead>
<tr>
<th>Categorized Word List</th>
<th>Random Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words That Tell How,</strong></td>
<td></td>
</tr>
<tr>
<td>When and Where</td>
<td></td>
</tr>
</tbody>
</table>

- 1. despite
- 2. annually
- 3. thoroughly
- 4. awfully
- 5. solemnly
- 6. instantly
- 7. remarkably
- 8. notably
- 9. oversights
- 10. publicity
- 11. propulsion
- 12. despite
- 13. range
- 14. demure
- 15. gaiters
- 16. snowfield
- 17. fertile
- 18. wounded
- 19. conservation
Appendix

Worksheet to accompany lesson number three.

Can you unscramble these words to match their meanings?

1. sterosgihv  A careless mistake or omission.
2. citybliup  Commonly known; notice by the public.
3. sprouption  A push forward.
4. steepid  Insult; injury, a contemptuous act.
5. grena  A large open area on which livestock graze.
6. reemud  Sober, serious, sedate.
7. straige  A cloth or leather covering for the instep and ankle. A kind of high-topped shoe.
8. delfinows  A field of snow.
9. treefil  Rich in resources; able to produce.
10. downued  Injured; an injury in which the skin or other tissue is broken.
11. servacontion  The official care and protection of forests, rivers, etc.
Appendix

Worksheet to accompany lesson number three.

Category - Words That Tell How, When and Where

Unscramble the following words so they make sense in each of the sentences.

1. Steepid  The basketball player played in the game _______ his cold and high fever.
2. Launnaly  Your birthday comes _______.
3. Groughorly  He _______ explained the plot of the movie to me.
4. Wallyuf  Sam was _______ sorry he had been sick and missed the party.
5. Lemonsly  The parade marched _______ by the Queen.
6. Stinantly  The teacher told us to begin work _______.
7. Barrykleam  Scott did _______ well for a boy so young.
8. Bloanty  Henry Kissinger is _______ known for his statesmanship.
Appendix

Lesson Number Four

Objectives

1. Students will be able to list words in alphabetical order in their own dictionary.

2. Students will be able to pronounce words as written on the chalkboard.

3. Using clues the students will be able to complete a crossword puzzle containing list words.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor. Then the students will pronounce the words. The words presented in this lesson will be incorporated into the student's own dictionary. A crossword puzzle with clues will be passed out to students for completion.

Evaluation

Crossword puzzles will be corrected by instructor. Student dictionaries will also be checked at this time. A star will be placed on a chart upon completion of the assignment.
Appendix

Lesson Number Four

<table>
<thead>
<tr>
<th>Categorized Word List</th>
<th>Random Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>1. public</td>
<td>1. adjoining</td>
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<td>2. youth</td>
<td>2. dictionary</td>
</tr>
<tr>
<td>3. presence</td>
<td>3. expert</td>
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<td>4. practice</td>
<td>4. genuine</td>
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<tr>
<td>5. ironic</td>
<td>5. icicles</td>
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<td>6. formidable</td>
<td>6. formidable</td>
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<td>7. popular</td>
<td>7. agony</td>
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<td>8. demure</td>
<td>8. whimper</td>
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<td>9. ravages</td>
<td>9. sensational</td>
</tr>
<tr>
<td>10. episode</td>
<td>10. freedom</td>
</tr>
<tr>
<td>11. conscience</td>
<td>11. intricate</td>
</tr>
<tr>
<td>12. resolutions</td>
<td></td>
</tr>
<tr>
<td>13. freedom</td>
<td></td>
</tr>
<tr>
<td>14. success</td>
<td></td>
</tr>
<tr>
<td>15. yearning</td>
<td></td>
</tr>
<tr>
<td>16. oversights</td>
<td></td>
</tr>
</tbody>
</table>
Appendix

Lesson Four - Clues to Crossword Puzzle

Across
1. To cry with low, whining, broken sounds.
4. Causing great interest and excitement; using effects intended to excite, shock, thrill, etc.
6. To be next to; to lie close together.
8. One who is very skillful or highly trained and informed in some special field.
10. Hanging pieces of ice, formed by the freezing of dripping water.
11. A great mental or physical pain.

Down
2. Being able to act, move, use without hindrance; liberation from the control of some other person or power; liberty.
3. Causing dread, fear, or awe.
5. Hard to follow or understand because it is so complicated.
7. A book of alphabetically listed words in a language, with definitions, pronunciations, etc.
9. Really being what it is said to be; true, authentic.
Appendix

Worksheet to accompany lesson number four.

adjoining

dictionary

expert

genuine

icicles

formidable

agony

sensational

freedom

intricate

whimper
Appendix

Lesson Four - Clues for Abstract Concepts

Across

1. To dread, fear or be filled with awe.
3. A formal statement of opinion; a decision as to future action.
7. Directly opposite to what might be expected.
8. Liked by many people, having many friends.
9. A knowledge or feeling of right and wrong.
10. An incident; any part of a novel, poem, musical composition that is complete in itself.
12. Being able to act, move, use, etc. without hindrance, being free.
13. The acts of violently destroying; ruins.
14. Filled with longing or desire.

Down

2. Careless mistakes; omissions.
4. Belonging to the people as a whole; the people as a whole.
5. A favorable result.
6. To do or perform frequently; make a habit of, to do something repeatedly.
8. The fact or state of being present; attendance, company.

11. Sober, serious, sedate.

14. A young person, the period of life coming between childhood and maturity, adolescence.
Appendix

Worksheet to accompany lesson number four.

Category - Abstract Concepts

public  ironic  ravages  freedom
youth  formidable  episode  success
presence  popular  conscience  yearning
practice  demure  resolutions  oversights
Appendix

Lesson Number Five

Objectives

1. Students will be able to list words in alphabetical order in their own dictionary.

2. Students will be able to pronounce words as written on the chalkboard.

3. Original story will be written, in complete sentences, by student using new words presented.

4. Correct list word meanings in context will be used by students in their compositions.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor. Then the students will pronounce the words. The words of this lesson will be incorporated into the students' own dictionary. An original creative story using list words will be written by students. Words must have correct meaning as used in context.

Evaluation

Stories will be checked by the instructor to insure correct word usage in context. A star will be placed on a chart upon completion of the assignment.
# Appendix

Lesson Number Five

<table>
<thead>
<tr>
<th>Categorized Word List</th>
<th>Random Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Science Terms</strong></td>
<td><strong>Terms</strong></td>
</tr>
<tr>
<td>1. blizzard</td>
<td>1. public</td>
</tr>
<tr>
<td>2. icicles</td>
<td>2. blizzard</td>
</tr>
<tr>
<td>3. snowfield</td>
<td>3. firm</td>
</tr>
<tr>
<td>4. thickets</td>
<td>4. sauntered</td>
</tr>
<tr>
<td>5. timber</td>
<td>5. sphere</td>
</tr>
<tr>
<td>6. mead</td>
<td>6. thoroughly</td>
</tr>
<tr>
<td>7. range</td>
<td>7. milestone</td>
</tr>
<tr>
<td>8. fertile</td>
<td>8. concerned</td>
</tr>
<tr>
<td>9. slushy</td>
<td>9. sire</td>
</tr>
<tr>
<td>10. barren</td>
<td>10. entertained</td>
</tr>
<tr>
<td>11. raven</td>
<td>11. slushy</td>
</tr>
<tr>
<td>12. parakeet</td>
<td></td>
</tr>
<tr>
<td>13. leopard</td>
<td></td>
</tr>
<tr>
<td>14. rhinoceros</td>
<td></td>
</tr>
<tr>
<td>15. dorsal</td>
<td></td>
</tr>
<tr>
<td>16. conservation</td>
<td></td>
</tr>
</tbody>
</table>
Appendix

Lesson Number Six

Objectives

1. Students will be able to list words in alphabetical order in their own dictionary.

2. Students will be able to pronounce words as written on the chalkboard.

3. Word meanings will be entered into their own dictionaries by the students.

4. Students will be able to locate list words in a hidden puzzle.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor as well as the students. The words presented in the lesson will be incorporated into the students' own dictionary including word meanings. A hidden word puzzle composed of list words will be passed out for students to find the words.

Evaluation

The hidden word puzzles will be checked by the instructor. Dictionary entries and meanings will also be checked. A star will be placed on a chart upon completion of the assignment.
Appendix

Lesson Number Six

Categorized Word List

<table>
<thead>
<tr>
<th>People in Roles and Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. criminals</td>
</tr>
<tr>
<td>2. patrons</td>
</tr>
<tr>
<td>3. aviators</td>
</tr>
<tr>
<td>4. scholars</td>
</tr>
<tr>
<td>5. celebrity</td>
</tr>
<tr>
<td>6. team</td>
</tr>
<tr>
<td>7. surgeon</td>
</tr>
<tr>
<td>8. peasants</td>
</tr>
<tr>
<td>9. clansmen</td>
</tr>
<tr>
<td>10. expert</td>
</tr>
<tr>
<td>11. sire</td>
</tr>
<tr>
<td>12. threshed</td>
</tr>
<tr>
<td>13. invented</td>
</tr>
<tr>
<td>14. entertained</td>
</tr>
<tr>
<td>15. publicity</td>
</tr>
<tr>
<td>16. associate</td>
</tr>
</tbody>
</table>

Random Word List

| 1. anklets                      |
| 2. awfully                     |
| 3. celebrity                   |
| 4. episode                     |
| 5. scholar                     |
| 6. pressure                    |
| 7. threshed                    |
| 8. aviators                    |
| 9. patrons                     |
| 10. ochre                      |
| 11. dorsal                     |
Appendix

Funsheet to accompany lesson number six.

Can you find these hidden words?

Anklets  Scholar  Patrons
Awfully  Pressure  Ochre
Celebrity  Threshed  Dorsal
Episode  Aviators

P O Y S T L A S R O D E S F
P O Y S T L A S R O D E S F
R I O S E H E P U R O D N O
O D U T A Q R R K J X O O R
P A R E M O N E Y W Y S R G
U R A L O H C S S P O I T O
L J U K T H E S O H A P A T
S B O N N I L U G F B E P T
I Y L A W F E R E X S T D E
O S I D M O B E E R S J X N
N R A T R A R E Y L H T M A
R O S T H E I O R P A C U S
E O A V I A T O R S O B O T
F P R E T T Y L L U P W A Y
S A L A D M Y E Q R S T A M
Y O P N D E H S E R H S T I
Appendix

Funsheet to accompany lesson number six.

Category - People in Roles and Occupations

Can you find these hidden words?

<table>
<thead>
<tr>
<th>Criminals</th>
<th>Celebrity</th>
<th>Clansmen</th>
<th>Invented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrons</td>
<td>Team</td>
<td>Expert</td>
<td>Entertained</td>
</tr>
<tr>
<td>Aviators</td>
<td>Surgeon</td>
<td>Sire</td>
<td>Publicity</td>
</tr>
<tr>
<td>Scholars</td>
<td>Peasants</td>
<td>Threshed</td>
<td>Associate</td>
</tr>
</tbody>
</table>

```
FSALADMYEQRSTAM
OBASLANIMIRCAMT
RAWSARGEOSUYVYL
GLLSHASTTEPITY
OLYUCOFJYNXAIIE
TOTHZCOTAPTTRH
TFILOWABISEEBO
ENCYALFHTARRREM
NOINAKIMAETSSLA
AULSRVHYTPCEFE
SRBMSURGEONRGC
TSUESDETNVESTHOE
YOPNDEHSERHSTIN
ADRQFPATRONSBKT
RM OFFICE A PRON
```
Appendix

Lesson Number Seven

Objectives

1. Student will be able to list words in alphabetical order in their own dictionary.

2. Students will be able to pronounce words as written on the chalkboard.

3. Students will be able to develop crossword puzzles clues using standard dictionary meanings for list words.

4. Using graph paper students will be able to create various hidden word puzzles incorporating list words.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor. Then the students will pronounce the words. The words of this lesson will be listed alphabetically in the students' own dictionary. Students will select teams to work with (no more than four students per team). Graph paper will be passed out. The instructor will demonstrate how a crossword puzzle is constructed. A helpful
suggestion to students is to use the longest word of their list first. After a crossword puzzle has been set up on graph paper the students will be able to number words and write the clues obtained from a standard dictionary. Using the reverse side of the graph paper the students will create their own hidden word puzzles. These puzzles will then be collected and typed and presented as the next lesson for the group of students learning the same list words. (In other words, the two groups of students learning the categorized word list made the puzzles for each other, while the two groups learning the random word list exchanged their puzzles.)

Evaluation

All puzzles will be collected by the instructor. A star for each student who participated on the team will be placed on the chart.
Appendix

Lesson Number Eight

Objectives

1. Students will be able to list words in alphabetical order in their own dictionary.

2. Students will be able to pronounce words as written on the chalkboard.

3. Students will be able to exchange and complete crossword puzzles and hidden word puzzles created in the prior lesson.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor, then the student will pronounce the words. The words presented in this lesson will be incorporated into the students' own dictionary. The instructor will pass out funsheets containing crossword puzzles and hidden word puzzles constructed in lesson seven.

Evaluation

Both the crossword puzzles and hidden word puzzles will be corrected by the instructor. A star will be placed on a chart upon completion of the assignment.
Appendix

Lesson Number Seven and Eight

Categorized Word List

<table>
<thead>
<tr>
<th>Things That You Do</th>
<th>Random Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fetch</td>
<td>1. mufflers</td>
</tr>
<tr>
<td>2. imitating</td>
<td>2. nickels</td>
</tr>
<tr>
<td>3. slung</td>
<td>3. presence</td>
</tr>
<tr>
<td>4. groan</td>
<td>4. aisle</td>
</tr>
<tr>
<td>5. shatter</td>
<td>5. team</td>
</tr>
<tr>
<td>6. merge</td>
<td>6. spectacles</td>
</tr>
<tr>
<td>7. hinder</td>
<td>7. barren</td>
</tr>
<tr>
<td>8. whimper</td>
<td>8. analogy</td>
</tr>
<tr>
<td></td>
<td>9. hinder</td>
</tr>
<tr>
<td></td>
<td>10. pliers</td>
</tr>
<tr>
<td></td>
<td>11. linger</td>
</tr>
</tbody>
</table>
Appendix

Lesson Number Seven and Eight

Categorized Word List

Math and Physical

Science Terms

1. analogy
2. sphere
3. calculated
4. adjoining
5. crucial
6. propulsion
7. pressure
8. realm

Random Word List

1. trampling
2. youth
3. kayak
4. groan
5. shatter
6. loom
7. sedate
8. attack
9. rhinoceros
10. remarkably
11. notably
Appendix

Puzzles for Group A

Category - Things That You Do

Can you find these words in the various puzzles that Group B has made for you?

- fetch
- groan
- hinder
- imitating
- shatter
- whimper
- slug
- merge

**Puzzle 1**

```
WAHMFSSTHYXECCQVAHE
HACDFETCHNTQUITGCA
IFGKOAHCVNAAORGNNSN
MERGESSILBUSNAIER
PRZKEULGNINITAINE
EEUJBUNCANTCLUDRD
RTYXATNSNATDEMEVN
HTDOAPGPTAEAPIMI
IAQQEINIPNAVMNCAH
AHZRSJMACTLIQVEDG
ASYSUHVKLNSJQEIL
EMXUTBSSYWIPFUCCI
ZNZJESXYZQWNCANSN
LPBDBMAINESH IQLR
RQBDECCJLHANDASSO
ALODDASSNASSEXAUN
```
Puzzle 2

IDMSWXXQACABV
IBSLINSPIQRPS
MQWAABAWNAM
IMBWTNIISHIPMB
HVWDAILSQRPL
LXYGLOHQMTIPL
NEGREMNIIMPIM
DZYOHSLONGERS
ERAAMLZXYZURO
MOUNTNZRLRROL
BUMPSLEFRREMU
BGQRSVTEELZM
MENGNYHURTCBA
ILOISOISATCHO
CLOHIICYTORNHY
KOCMSYLROMNOGO
ESHLCONLASWHU
YTOHGNULSCHOY
MBTURYOKSINWFO
OUHROAATIAISN
UOIRFRGETYEOY
SODYECNUDSOOI
EFOLMUGYONUTS
DONALOUCCKP0

Puzzle 3

REPMIHWHQUXYPM
IDEFDMPHZEAONB
CNILMAICHARBAN
GNULSHATTERNCP
OLNEIXOEAWMANH
SCONVERFITNGAT
EVDOLSCITAIMOE
LEOKSOYORTNNRA
RNAMELOVEMERGE
Puzzle 4

K P G Q Z S H A T T O R H Y Q B A M
P O R N T N U T L R E W B N L H C L
N Q O Y I A S E A X Y S H A T T E R
Z L A S K T S J K G L I M N O D T O
S A N Z A E A P W X N M S L U G L O
E S T R I F F T N V V U U S C Y P P
N I P Y T E A L I W X E L Q X X Z U
Z Y K E G R E M M M R T S S Z X O M
X F E T C H Y M P Q I H X Z H N S B
Y S T U V Y X Z E T A M P E R P T W
D D E I V W T X R E P M I H W L N A
E D R E D N I H S R O E X P T Q O D
T E D E R H Y Z Z Z Z Z R Y X O R P
R T T F D P S H E T R G G S I R T C
A B C R C N S H A T E E R S T U N T
Appendix

Crossword Puzzles for Group A
Category - Things That You Do

Puzzle #1

Across
1. To follow as a pattern or model; to copy.
3. Past tense of sling; to throw.
4. To go and get; to go for and bring back.
6. To make a deep, moaning sound.

Down
2. To keep back or behind; to prevent starting, moving, acting, etc.
3. To cause something to be absorbed into something else.
4. To cry in a low, whining voice.
5. To break violently into many pieces; smash.
Puzzle #2

Across
1. To copy someone's actions.
3. To break into pieces.
5. To go together.
7. To prevent something.

Down
2. To moan about something.
4. To whine about something.
6. To retrieve something.
8. To throw something.
Puzzle #3

Across
1. To cry out.
3. Two things that come together.
5. To throw in the past tense.
6. To go get.
7. To copy.

Down
2. To prevent.
4. To moan.
5. To break.
Puzzle #4

Across
1. To copy.
3. To moan.
5. A kind of breaking.
7. A kind of crying.

Down
2. To meet.
4. To bring back.
6. To stop.
8. To throw in the past tense.
Appendix

Puzzles for Group B

Category - Math and Physical Science Terms

Can you find these words in the various puzzles that Group A has made for you?

analogy adjoining pressure
sphere crucial realm
calculated propulsion

Puzzle #1

Q O K A T H L E E N E Z X N
F S R D L B Q U M X N Y O Z
T G N Y Z K T V W Y L I M U
E T N G H J P R E S S U R E
T A P I I Q C W P L P F M R S
U D D H N W G X U P V N Y N
O E G C X I F P D L O U O L
O T Q B V Y O X L Z W E B O
S A G P A R Z J T U S S N S
N L U H P E D K D M U P V R
R U F T R J P A N A L O G Y
E C H I E D G K L L T M N O
A L R L A I C U R C H S C K
H A I S L K L K C I M O Y I
G C B O M C E J O Q S R T M
A F D J R T Q P E R E H P S
Puzzle #2

EHEFTSAEAXYPHEMEALLWH
FAREZOANSERSHEOBPRVEXJ
LPERQUTPNPHPCSABXACZPB
SSHANSHALNERSIBHWXVR
THSENAAPELNERASTRSSPO
ZAPSCSQTPPPGGWSUVUWRAXU
VVTSTNCTPJOJRTYRBSUSEQYL
VEACLMDNXOJQERTURWYGS
REAAAXADJOININGBPAINGI
WWPLIPAPBCZUXAUIUWRINGO
CHYECANAELYGFPLKSHBGAYN
LDDLKULSMATPHZOOGZXQWYC
MLAERTEWRYQCSDETAULCLA
ABZXCSEDSDRDLAVVXOCCLLA
AJAHPARSDDBBRIKGNIOOEPF

Puzzle #3

ISLHRPKEAJARJMLICD
ANADJOININGBHDGYVEED
NTLNREANNSZKNPLZZTJT
PQURACKKAPPYPDKYCADPT
JMLRRLLNORREAMTLOZNR
CANALOOMWEPROPULSION
TANKPPKGVRXUCCTUVWX
CGGREADLUAEOLYZSMLLR
PQAICURCPLPSAEQDQROON
PNREADETUGCQUIEKGUI
ETLETACINJEKPSHHRQPS
RATTILDLIMNOUTNTVXYZP
UNMINDNTMLINDELZURAN
SRREAITSPHREEILRYSVN
SJLOOPREAGINATHUERRA
EKIJNOLAUERLJORIDPER
RPDKPLINDYJCEYNOURYEC
PASNREALMREGINAPSPBB
LYYSSORRYYMEEKATSIMOKA
Puzzle #4

CPHGBADJOININGS
RRIJPMETZOXFQRO
YOKLSCPWNXOKP
CPMNPREPRESSUREQ
OUCPBAADJOININ
ILQRYEOLPOJPLIQZ
NSSTROEAABCDKVE
SIUEZXCALCULATED
XOVWXXONPRETTYTE
ZNQGGBQJILKMNAM
CRUCIALMRBYXOLL
PCERYQOXOXQVFQASP
NUWPHHSAUTPDDEEKA
LSPYELSPTXTXREPHEL
Appendix

Crossword Puzzles for Group B

Category - Math and Physical Science Terms

Puzzle #1

Across

1. A likeness between two things quite different in their natures.

3. A figure so shaped that every point on its surface is equal distance from the center of the figure.

6. To lie or be situated so as to touch.

7. Important; decisive.

8. A bearing down upon; force.

Down

2. A force or power that drives or urges forward.

4. Any region or state.

5. To figure out by arithmetic.
Puzzle #2

Across
1. Act or process of propelling.
3. To find out by adding, subtracting, multiplying, or dividing.
5. A region ruled by a king.
6. Important or necessary.

Down
1. A pressing or bearing down upon, a force.
2. A likeness between two things and their nature.
4. Any globe or ball shaped body such as the moon or a star.
7. Together or connected together.
Puzzle #3

Across
1. Two things together.
2. To push forward.
3. A small area or kingdom.
4. To find out by adding, subtracting, multiplying, or dividing.
5. A round ball.

Down
1. To exert a force.
2. A likeness between two things quite different in their nature.
3. Very important.
Appendix

Puzzles for Group C

Can you find these words in the various puzzles that Group D has made for you?

trampling  shatter  rhinoceros
youth      loom      remarkably
kayak      sedate    notably
groan      attack    

Puzzle #1

TRAMPLING ROAN L
HPRAMOOLNESPQKL
WYZLOYOMIAELI
XKCATTALMAEALII
YMPPKMTLSRENOUNK
LNRHQVKEEKSMEIS
MOEORYPPAPPYAO
QPRTESWRBYYQQOR
PLEAAOUMSLHAIEE
URTLIHTUOYERKLC
LATLORPEPRPSOMO
EPAOALLEYLBATON
AQQHLEPALPETUAI
ISSEDATEMSRUEIH
ACBDHBSTRQUPLER
Puzzle #2

S H Y M N A O R G O S V
L T S L A N D A K C O R
Y U R F B E I J A H R E
B O K A L O M I Y M E M
M Y P R M A T O A N C A
T P Q E T P T O K M O R
A R S T A K L T N T N K
Y D A T N A I I R W I A
A C U A A D E S N S H B
K E V H R U R U T G R L
P R W S E D A T E S T Y

Puzzle #3

L M P Q A D B S V X Y Z A B B U Y O Z E A Z
G R H I N O C K K L B C A V W A K L O E M O
J S H A T T E R B L A V Z S T R Q B L Y Y A
T T J P L R Y A S A R S H A T E O M H Z Z
P R O N N A Z L A R Y U Z T W Y V W C Y A K
R A H L K P N A O R G X M A R K H I L Y O E
Z M V I U K W K R E M A R K A B L Y P C A B
Y P Y Z N Y Z Y U V G X Q G R E G P Q L X U
L L O O M O W A B D H Z G T S R R W I G M N
P I U W C C C Q R S A V Y X Z V L Z X Y O R
F N T Z X A S E D A T E X W X A R Z B Q V S
E G H X X Y S T R U E U A Y Z P Q A A U X Y
H T V U L U R S Q O R Z S L I P Q C R P E Q
Q T T N O T A B L Y S S T A T E Y F G I J D
I A A T T A C K K W U Z Y O O Y Z M A N N Y
R B O N M R Q P Y N O Z U Z X C A L Z Y Z E
S T S U W X Y Z X A P S T O N B O V Y R O O
Appendix

Crossword Puzzles for Group C

Puzzle #1

Across
1. A big animal.
2. Unbelievable.
3. Siege
4. Quiet, calm or sober.

Down
1. Remarkable.
2. To dash, burst, or part violently into fragments.
3. To tread down or stamp.
4. To make a deep, moaning sound.
5. An eskimo canoe.
6. Youthfulness.
Appendix

Puzzle #2

Across
1. An African animal with a tusk.
4. A siege.
5. A noise when in pain.
7. A small eskimo boat.
8. To be quiet.
11. To stand out.

Down
2. To run over something.
3. A machine that weaves things.
6. Worth of being remarked.
9. To be young.
10. To dash, part, burst violently.
Appendix

Puzzle #3

Across
1. Large African animal.
3. Eskimo canoe.
5. Young person.
6. Stepping on.
7. Break into many pieces.
9. Weaving utensil.

Down
1. Unbelievably.
2. Moan.
4. Siege.
8. Calm and cool.
10. Stands out.
Appendix

Puzzle #4

Across
1. Unusual.
2. A large animal with a big tusk.
3. A machine for weaving cloth.
4. Worthy of note or notice.
5. To assail with weapons.

Down
1. To stamp on.
2. To damage, wreck.
3. Quiet, calm.
4. An Eskimo canoe.
5. To make a deep moaning sound.
6. A young person.
Appendix

Puzzles for Group D

Can you find these words in the various puzzles that Group C has made for you?

- mufflers
- nickels
- presence
- aisle
- team
- spectacles
- barren
- analogy
- hinder
- pliers
- linger

Puzzle #1

```
PLSITMNPSSQLUKWXMUVQPORNAF
RGSPECSTRMTUJVUYEWWLMXOTQL
EDZLDMETWUIZTBCCOPPIRBLL
SMXLITMEIKOMNTASSDNEPIQSV
EYVKDMCFPLTFQLINANERINLERTK
NLMMZRGPDIGWGSBRLEFGSSSTUA
CTRUARTEEETSOSRCQCTGMHWIVN
EKFDRKDGCQGFPQDPAAPPLIXYAP
LFEXYIAQWPWEPOTMFKXLZUL
ANALOOGYCCNERRABNCZEVZKVE
FIPGADGJKXMODOPMEYMREDNIH
SQQRBEHKUEWTNCGLPXDAWWJRT
TPRSFCILVYIVBMMHKSHOIEVZZW
MNOPQRSSTWZRSALIVVWCHMTOQG
```
Puzzle #2

A Z E X H R V K T Q J U N E P E R D X
C B A R R E N N P Y T P C G R S Y G N
B L F X P E E I D A Z N O M O H F N G
D A G E V U V Y L D E Y W R P G C T Y
F N I F R Q C I X S N Z A H C N O V O
I A V M G A N C E D U E M X L Z T Q E
P L I E R S H E R M I S T T I H W V R
G O K U J D P C S L I N G E R W H I V
Q G G I R O A E F R I G A A V E D S A
I Y L P C G W X C N O Z I M V A T R H
X H C H D R U S T T B N A S H V I L L
S B O O D M E L S I A T L Y Q M L T H
A A L C Q L N E I Q R C P E P A J E I
U R K A H S O K U D R Z L V D Y Z X D
Y R T T P R P C T O P S R E L F P F U M
C N M O J A I T R P E H U X S V W R E
N V I L L H I N D E R W O Q U E O T R

Puzzle #3

I S L A N P M U F F I E S R A H
M U F F E R S A D B G F S P I
F L B G A I S I U F G M A I S N
I U M H I N D R E A K Y T L S P
P T S H L S A I S LY V V W V E E
N L J Q E V Z L P A M A I G L R
M P I A M L S E O H S E H U A G
O I L E U B F P H O G S O R P T A
P E O U R G T U G L Y L O X C A
Z R Y H I N D E T I I D J K E T
C C H M A E T C X P P P H Q P F
S E L V W X O B A R R E N S T P
S T R C H A W Y J K M E P L W M A
P N E Y P E R C E P G P I R K R
E P H A I L I B A R N E S P S N
S I A H L S B A R R E P S X Q L
F G G A S E L F G M L H Y S N V
V J A I N O M E B A R R R R K J
X I E M A P J A K A M E S E A S
I L R T Y K A F P C N H H I P Y
L M A T Q U N C E H I V U L M Q
C P R E S E N C E H K N H P Z U
Appendix

Crossword Puzzles for Group D

Puzzle #1

Across
2. A likeness between two things quite different in their nature.
4. The fact of being in a certain place.
5. Bare
7. Something that deadens noises.
9. To keep behind.

Down
1. Eyeglasses.
3. To be slow.
4. Tools.
6. A group of persons at work, play, etc.
8. Silver-white metals.
Puzzle #2

Across
7. The state of being present.
8. People working together.
10. A walkway.
11. To hold back.

Down
1. Flat, where nothing is growing.
2. A coin worth five cents.
3. Part of a car.
5. To prevent.
Puzzle #3

Across
1. A flat plain with no vegetation.
3. Type of glasses.
7. Tools.
8. A device to reduce noises.
10. To prevent.
11. To be behind.

Down
2. A coin worth five cents.
4. Attending
5. A group of people that compete against other people.
Appendix

Lesson Number Nine

Objectives

1. Students will be able to list words in alphabetical order in their own dictionary.

2. Word meanings will be entered into their own dictionaries by the student.

3. Using thesauruses and dictionaries students will be able to work in teams to see which team can find the most synonyms for each list word.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor. Then the students will pronounce the words. The words presented in this lesson will be incorporated into the students' own dictionary. Students will be divided into two teams. Each team will have a specific amount of time in which to find as many synonyms as possible for each word in the list. A prize will be awarded to the winning team.

Evaluation

Student dictionaries will be checked by the instructor. A star will be placed on a chart upon completion of the assignment.
Appendix

Lesson Number Nine

<table>
<thead>
<tr>
<th>Categorized Word List</th>
<th>Random Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words that Describe</strong></td>
<td><strong>(2)</strong></td>
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<tr>
<td>1. downwind</td>
<td>1. solemnly</td>
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<tr>
<td>2. stacked</td>
<td>2. surgeon</td>
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<td>3. genuine</td>
<td>3. innards</td>
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<tr>
<td>4. intricate</td>
<td>4. invented</td>
</tr>
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<td>5. forked</td>
<td>5. rifle</td>
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<tr>
<td>6. firm</td>
<td>6. ravages</td>
</tr>
<tr>
<td>7. ochre</td>
<td>7. -slung</td>
</tr>
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<td>8. innards</td>
<td>8. mead</td>
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<td></td>
<td>9. associate</td>
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<td></td>
<td>10. instantly</td>
</tr>
<tr>
<td></td>
<td>11. vault</td>
</tr>
<tr>
<td></td>
<td>12. forked</td>
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</tbody>
</table>
Appendix

Lesson Number Ten

Objectives

1. Students will be able to list words in alphabetical order in their own dictionary.

2. Students will be able to pronounce words as written on the chalkboard.

3. Students will be able to make a set of matching vocabulary cards in order to play a game similar to "Go Fish" or "Old Maid".

4. Sets of cards made by students will be self correcting.

Procedure

Words listed on the chalkboard will be introduced and pronounced by the instructor. Then the students will pronounce the words. Words presented in this lesson will be placed in students' own dictionaries according to alphabetical order. Eight to twelve index cards (3x5) will be passed out to students. Each card will be cut in half. On each half of the card the word will be written. One card will be turned over. On the reversed side, the definition of the word on the
front side will be written. In this way the students may form teams. The cards with just the word on one side will be placed in the center of a table or on the floor with the word face down. Students will have eight to twelve cards (with both the word and definition) dealt to them. Next, students take turns randomly selecting cards from pile to make matches. Students may make up own rules, et cetera.

**Evaluation**

Student dictionaries will be checked by the instructor. As each student completes his/her set of vocabulary cards, the cards will be checked by the instructor. Upon completion of the activity a star will be placed on a chart.
### Appendix

**Lesson Number Ten**

<table>
<thead>
<tr>
<th>Categorized Word List</th>
<th>Random Word List</th>
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</thead>
<tbody>
<tr>
<td><strong>Feelings</strong></td>
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<td>1. laughter</td>
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<td>2. calculated</td>
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<td>3. bewildered</td>
<td>3. merge</td>
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<td>4. excitement</td>
<td>4. yearning</td>
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<td>5. concerned</td>
<td>5. ornaments</td>
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<td>6. agony</td>
<td>6. realm</td>
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<td>7. sedate</td>
<td>7. leopard</td>
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<td>8. sensational</td>
<td>8. thickets</td>
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<td>9. success</td>
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<td></td>
<td>10. domes</td>
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<td>11. timber</td>
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<td>12. biscuits</td>
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Appendix C

Raw Scores From Vocabulary
Pretest and Posttest
## Appendix

<table>
<thead>
<tr>
<th>Girls - Categorized</th>
<th>Boys - Categorized</th>
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<tbody>
<tr>
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