

COMPARATIVE VALUE OF TWO TYPES OF TEACHING READING

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	v
Chapter	
I. INTRODUCTION	1
Purpose of the Study	
Source of Data and Organization of Groups	
Definition of Terms	
II. PROCEDURE AND ANALYSIS OF MATERIAL	11
III. PROGRESS MADE BY GROUP I AND GROUP II ON WORD RECOGNITION, SENTENCE READING, VOCABULARY, AND STORY TELLING	29
IV. CASE STUDIES	43
V. OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS	56
Observations	
Conclusions	
Recommendations	
APPENDIX	62
BIBLIOGRAPHY	87

LIST OF TABLES

Table	Page
1. The Intelligence Quotients and Reading Readiness Scores of Each Pupil in Group I and in Group II	4
2. The Test Score, Reading Grade, and Reading Age of Each Pupil in Group I and in Group II on the <u>Gates Primary Reading Test, Type I</u> . . .	31
3. The Test Score, Reading Grade, and Reading Age of Each Pupil in Group I and in Group II on the <u>Gates Primary Reading Test, Type II</u> . .	33
4. The Number of Words Named by the Pupils in Group I and in Group II for Each Symbol Studied	35
5. Points Made by Each Pupil in Group I and in Group II on His Ability to Tell Stories and on His Ability to Put Endings on Stories Told to Him	37
6. The Intelligence Quotient and the Progress Made by Each Pupil in the Upper Fifty Per Cent in Both Group I and Group II, Expressed in Grade Attainment	39
7. The Intelligence Quotient and the Progress Made by Each Pupil in the Lower Fifty Per Cent in Both Group I and Group II, Expressed in Grade Attainment	41

LIST OF ILLUSTRATIONS

Figure	Page
1. Work sheet type 1	63
2. Work sheet type 1 (continued)	64
3. Work sheet type 2	65
4. Work sheet type 3	66
5. Work sheet type 4	67
6. Work sheet type 4 (continued)	68
7. Work sheet type 5	69
8. Work sheet type 6	70
9. Work sheet type 7	71
10. Work sheet type 8	72
11. Work sheet type 9	73
12. Work sheet type 10	74
13. Work sheet type 11	75
14. Work sheet type 12	76
15. Picture representing the story, "Three Little Pigs)	77

CHAPTER I

INTRODUCTION

Purpose of the Study

The major purpose of this study is to compare the progress in the general reading ability of a group of pupils taught by the phonic method of word recognition, with the progress of a group taught by the same method plus the study of stories to determine whether the study of stories aids word recognition ability and, in turn, general reading ability.

This study was carried on in two first-grade rooms of the East Ward School of Graham, Texas, during the school term of 1942-1943.

Source of Data and Organization of Groups

Two groups of pupils were measured by the California Test of Mental Maturity Pre-primary S-Form, to match the individuals from the standpoint of mentality; by Gates' Reading Readiness Test, to measure readiness for beginning reading, to predict rate of development of reading ability,

to diagnose the pupils' status, and thus to reveal their needs in each of several of the most important abilities required in learning to read; and by Gates Primary Reading Test, Type I and Type II, to make a final check to determine progress.

This study was in the form of an experiment. The results are shown by comparison obtained from the results of teaching by a phonic method of word recognition, with the results of teaching phonics by introducing the study with oral presentation of a story, followed by definite study of the story.

The California Test of Mental Maturity was given to the children of two first-grade rooms of forty-four and forty-one pupils, respectively. A Reading Readiness Test was given these same groups.

The California Test of Mental Maturity, Pre-primary S-Form, was given to get their language, non-language, and total intelligence quotients so as to match the pupils mentally. The test was given to groups of from five to seven pupils at a time. All tests were administered by the same person.

The Gates Reading Readiness Tests were given to measure readiness for beginning reading, to predict rate of development of reading ability, to diagnose each pupil's status, and thus to reveal his needs in each of several of the most

important abilities required in learning to read. Test I tested abilities to listen to what the examiner was saying, to understand what was said, to grasp and make use of various important abilities required in learning to read, to remember for a short time what was said, to interpret illustrations such as are found in beginning books (getting the meaning of the whole picture, locating objects in it, etc.), and to employ all the above in executing the directions. Hence this test measured the ability to sustain attention in an activity similar to a typical "group" oral lesson in school. Test II tested the child's familiarity with printed words. Test III tested word perception of each child. Test IV tested the child's familiarity with and sensitivity to the sound or phonic characteristics of words.

From the results of these mental tests and reading readiness tests, twenty-eight children of room number seven were considered evenly enough matched with twenty-eight children of room number five for study. The children thus paired for study had a similar degree of mentality and reading readiness ability. In mental intelligence there were not more than 0.27 points of difference, and in reading readiness there were not more than 6.25 points of difference.

Table 1 gives the pairing of fifty-six boys and girls.

TABLE 1

THE INTELLIGENCE QUOTIENTS AND READING READINESS SCORES
OF EACH PUPIL IN GROUP I AND IN GROUP II

Paired Number of Pupil	Gates Reading Readiness Test		California Test of Mental Maturity		
	Raw Score	Percentile Score	Non-language Intelligence Quotient	Language Intelligence Quotient	Total In- telligence Quotient
Group I					
1....	15.25	50.00	121	75	94
2....	19.00	83.75	103	134	117
3....	19.00	76.75	118	109	109
4....	21.25	96.75	115	95	101
5....	7.00	10.00	89	88	88
6....	15.50	50.50	114	85	97
7....	17.50	71.00	112	104	106
8....	17.25	68.25	101	102	105
9....	14.00	40.75	104	95	100
10....	15.25	49.50	78	89	83
11....	19.50	85.00	123	116	121
12....	14.50	45.00	115	84	96
13....	16.75	45.00	91	73	80
14....	18.75	73.00	118	134	126
15....	18.00	78.75	105	101	111
16....	20.50	91.00	103	96	99
17....	15.00	49.50	100	90	94
18....	19.75	76.25	128	116	123
19....	16.75	63.25	118	84	97
20....	18.25	77.50	113	87	96
21....	19.75	91.25	108	93	100
22....	16.50	60.00	120	86	100
23....	15.00	48.25	133	88	105
24....	21.25	88.75	114	116	116
25....	14.25	45.25	122	87	100
26....	19.00	84.50	121	112	117
27....	10.50	22.75	114	90	100
28....	17.00	88.75	90	90	90

TABLE 1 -- Continued

Paired Number of Pupil	Gates Reading Readiness Test		California Test of Mental Maturity		
	Raw Score	Percentile Score	Non-language Intelligence Quotient	Language Intelligence Quotient	Total In- telligence Quotient
Group II					
1....	15.25	48.50	109	83	94
2....	19.00	83.75	118	112	115
3....	17.75	77.50	128	90	105
4....	20.75	95.50	112	95	103
5....	7.50	7.75	105	84	93
6....	15.50	50.75	114	84	95
7....	17.75	73.00	111	92	100
8....	17.50	67.00	100	100	100
9....	14.50	40.00	92	93	93
10....	16.00	54.00	84	78	85
11....	19.75	86.75	103	113	108
12....	13.25	42.00	76	85	90
13....	13.75	38.75	87	85	85
14....	18.25	70.00	110	92	99
15....	19.00	81.25	101	98	100
16....	20.25	93.25	112	93	103
17....	15.25	52.50	107	87	94
18....	17.75	76.25	106	101	104
19....	17.25	65.00	106	82	91
20....	18.50	73.75	103	83	91
21....	19.75	87.50	119	89	101
22....	16.00	54.25	105	90	95
23....	14.75	43.75	126	96	109
24....	19.00	85.00	122	89	102
25....	14.50	42.50	104	82	91
26....	19.50	87.50	125	98	113
27....	12.50	28.75	99	89	92
28....	20.50	84.25	110	85	94

Case 1 of the control group had a total intelligence quotient of ninety-four. His reading readiness percentile score was 50.00. Case 1 of the experimental group had a total intelligence quotient of ninety-four and a reading readiness percentile score of 48.50. Case 1 of the control group was paired with case 1 of the experimental group. Case 2 of the control group was paired with case 2 of the experimental group. In this fashion fifty-six boys and girls were arranged into twenty-eight pairs for study.

The control group was to be in class twenty-five minutes a day. The experimental group was to be in class twenty-five minutes a day plus time taken for the story study of each new letter.

The teaching of phonics was divided into four distinct steps:

. . . (1) teaching the elementary sounds of the English language; (2) teaching the phonograms which represent these sounds; (3) teaching the blending of the sounds into monosyllables; and (4) teaching the pronunciation of polysyllables.¹

The chief features of the phonic system used which distinguish it from all others are:

. . . (1) careful attention to the blending of consonant and following vowel; (2) ample practice in the short vowel sounds in ideal syllables (that is, syllables consisting of a vowel flanked by consonants), such practice preceding the teaching of the

¹J. H. Bassett and C. H. Norton, Beacon Reading -- A Manual of Instructions for Teachers Using the Beacon Readers, p. 65.

long vowel sounds; (3) clear differentiation between words that are phonetic and words that are unphonetic; (4) adequate preparation for natural syllabication and spelling and the use of the dictionary; (5) the inculcation of the best standard of pronunciation.²

The teacher's problems enumerated were:

1. Teaching ten phonograms: "s," "f," "t," "p," "h," "c," "m," "n," "r," and "a."
2. Blending these phonograms into words.
3. Teaching short-i words.
4. Teaching short-o words.
5. Teaching short-u words.
6. Teaching short-e words.
7. Teaching consonant combinations.
8. Teaching consonant digraphs.
9. Teaching long vowel with final "e."
10. Teaching long-vowel digraphs.
11. Teaching modified vowel sounds.
12. Teaching diphthongs.

In addition to the above program a story was presented orally to the experimental group. These children were shown a picture illustrating the story, with the name of the story and the sound for study printed below the picture.

In choosing the stories the five requirements to be made of a real child's story were kept in mind.

²Ibid., p. x.

Let it be truly child-like, that is, both simple and full of fancy; let it form morals in the sense that it introduces persons and matters which, while single and lively, call out a moral judgment of approval or disapproval; let it be instructive and lead to thoughtful discussions of society and nature; let it be of permanent value; let it be a connected whole, so as to work a deeper influence and become the source of a many-sided interest.

.....

A good story always finds its setting in the midst of nature or society and touches up with a simple, homely, but poetic charm, the commonest varieties of human experience. The appeal to the sensibilities and moral judgment of pupils is direct and spontaneous, because of the interests and sympathies that are inherent in persons and touch directly the childish fancy. And, lastly, the irrepressible traditional demand that children shall learn to read is fairly and honestly met and satisfied.³

Definition of Terms

Phonics deals with the sounds of our language as represented by the letters of the alphabet.

California Test of Mental Maturity, Pre-primary S-Form, is a short-form mental test of power rather than speed. The test yields three mental ages and three intelligence quotients, a non-language mental age and intelligence quotient, and a language mental age and intelligence quotient. The test also illustrates the chronological age and grade placement status of each pupil in relation to mental age.

Gates Reading Readiness Test is a test used to measure readiness for beginning reading, to predict the rate of

³Charles A. McMurry, Primary Reading, pp. 52, 68.

development of reading ability, to diagnose the pupil's status, and hence to reveal his needs in each of several of the most important abilities required in learning to read.

Group I is the control group taught by a regular method of phonics.

Group II is the experimental group taught phonics by a regular method plus the oral presentation of a story for each sound and definite study of the story.

Phonogram is a character or combination of characters used to represent a single speech sound ("a").

Vowel is a phonogram representing an open, unobstructed speech sound ("a," "e," "i," "o," "u").

Consonant is a phonogram representing an elementary sound.

Digraph is a phonogram of two letters representing an elementary speech sound (as "ai" in "mail").

In a Vowel Digraph the first vowel is generally long and the second silent (as "oa" in "road").

In a Consonant digraph the sound represented is different from either consonant ("sh").

Diphthong is a phonogram made up of two vowels representing a compound speech sound ("oi").

Phonetic or Phonic word is a word pronounced as spelled.

Unphonetic word is a word taught as a whole.

A Helper is the portion of the word preceding and including the vowel element.

CHAPTER II

PROCEDURE AND ANALYSIS OF MATERIAL

Group I was taught the sounds of the phonograms as the symbol was shown to them. The sound of the phonogram was given, and the children repeated the sound. Sometimes it was necessary to show the children the correct positions of the organs of speech. After two or three familiar words beginning with the sound in study were given, the children were asked to give words beginning with the sound. The words given by the children after each new sound was presented were recorded for comparison with the words given by the experimental group.

"S," a whispered sound, was the first to be studied. After the children had learned the sound of "s" and had given words beginning with the sound, each child was given a work sheet prepared by the teacher. This sheet consisted of pictures of objects, the names of which began with "s," and also a list of words, some beginning with "s" and some beginning with other letters of the alphabet. On this sheet the child learned to make the letter "s" in manuscript, colored the pictures, and drew a circle around the words

that began with the letter "s." The papers were checked each day in order to locate individual difficulties.

The other whispered sounds, "f," "t," "p," "h," and "c," were taught next, one each day. As new sounds were taught, old ones were reviewed until every child had learned them. Work sheets varied in type as new sounds were learned.

Several types of work sheets are here described. (A copy of each type described will be found in the appendix.)

1. A page blocked off in squares, in each square a symbol. A second page of pictures, names beginning with the sounds of the symbols on the first sheet. Second page of pictures to be colored, cut, and pasted in squares under correct symbols on first page.

2. A page blocked off into a desired number of columns, at the top of each column a symbol. Varied arrangement of symbols below the columns to be cut and pasted in correct columns.

3. A page blocked off into twenty blocks, in each block a picture. Under each picture three symbols. A ring to be drawn around the symbol represented by the picture. The picture to be colored.

4. A page blocked off into three columns of four squares each. In the first square of each column a picture plus the capital and the small symbol of the picture. An extra sheet of nine pictures minus symbols to be colored, cut, and pasted in correct columns.

5. Half a page blocked into six squares, each containing a capital and a small symbol of the same letter. Half a page blocked into six squares containing pictures corresponding to symbols. Pictures to be colored, cut, and pasted in squares containing corresponding symbols.

6. A column of symbols down the middle of the page, pictures on each side of the column of symbols. A line to be drawn from each symbol to the corresponding picture. The picture to be colored.

7. Four rows of pictures, five pictures to a row. Four sounds under each row of pictures. A line to be drawn from each symbol to the corresponding picture (leaves one picture on each row unmarked). Pictures to be colored.

8. A page of pictures. Correct symbols to be drawn under each picture. Pictures to be colored.

9. A page blocked off into twelve blocks of pictures. Under some pictures several symbols, some repeated. Under some pictures no symbols. A ring to be drawn around all symbols in each block corresponding to pictures in that block. Symbol to correspond with picture drawn if no symbol is given.

10. A page blocked off into twelve blocks, a picture in each block, a word in each corner of the block. A ring to be drawn around the word that names the picture. Picture to be colored.

11. A picture in the center of each of twelve blocks. A word or symbol in the corner of each block. A ring to be drawn around the word or symbol corresponding to the picture.

12. For consonant digraphs (as "ck"). Pictures with names under them. The "ck" in each name to be circled. Words to be studied orally.

Only the short sounds were taught at first. The rate of introduction of new symbols depended upon the speed with which the children could learn them with security. After the whispered sounds had been learned, the voiced sounds, "m," "n," "r," and "a," were introduced in a similar manner.

After each sound was taught, the letters were put in a conspicuous place so they could be seen at all times by the children. The letter names were not taught, since they were not needed until spelling was begun.

After the above nine consonants and the short sound of "a" had been presented, they were reviewed and drilled upon so that the children would be sure of these first ten sounds.

The drill should emphasize the sounds especially. "What does it say?" and "What do you hear?" are good questions to ask as the phonograms are flashed for quick recognition. The auditory image which each letter represents is the goal. This is accomplished by thinking the sound as the letter is seen. A phonic lesson should always be discontinued as soon as the children show signs of fatigue. Forced attention is often harmful.¹

¹Fassett and Norton, op. cit., p. 67.

The blending of a consonant and a vowel was the next step to take. To make this step clear the blackboard was used to an advantage. To prepare the children for this step and to prepare them for page three of the phonic chart:

. . . the letter s is placed on the blackboard, and at some distance to the right of it is placed the letter a. The teacher calls attention to the space between them and asks the class to say them as they appear, that is, with a pause between. The two letters are then placed closer together, and attention is directed to the small space now between them. In this position they should be spoken nearly together. This represents an approach to the blend that is to follow in the next position of the letters, where they stand as in a word.

s	a
s	a
	sa

The exercise makes an interesting lesson. The quicker pupils will lead the slower ones, and some of them will be sure to affect a close blend after a few trials. By imitation the others will speak the blend without further delay. S and a, m and a, then f and a, and finally n and a are thus presented until the four blends have been completed. It may be well to place these blends, sa, ma, fa, and na, on the blackboard by themselves for drill. This order is important, and these should be the first four blended.

The next day, after reviewing these four helpers (for that is the name by which they are to be known), others may be added by comparing them with those that have already been developed. "Tell me this helper, children." "Fa." "Now as I place t with a, who can tell me the new helper, ta? Who can tell the helper, pa? this one, ha? this easy one, ra? and this one, ca? Shall we give all of them without a mistake, -- sa, ma, fa, na, ra, ha, pa, ta, ca?" The slower children may require much practice to avoid a pause between the consonant and a. The two sounds must finally be pronounced together, with no break between them. A stress of voice on the vowel will often assist in accomplishing this result. The children will require time to take this step successfully. At the outset haste is best made slowly.

. . . For the next step in the blend -- that which ties the final consonant to the helper -- it is well to proceed as in blending the helper. Place ca at the left and p at the right some distance apart for the first step; then move ca to the right for the second step. Finally ca should be as near p as it appears in a word. By reading these three lines as they then appear, the blending of the word will be accomplished as easily as was the blending of the helper at the outset. Some practice on these blends will be necessary before all the children can pronounce the words correctly by putting their sounds together.²

The following chart form is a good exercise for review in blending:

			a		
s	sa	sa t		ha t	hat
m	ma	ma n		pa n	pan
f	fa	fa t		ma p	map
n	na	na p		ra t	rat
r	ra	ra n		ca n	can
h	ha	ha m		sa p	sap
p	pa	pa t		fa n	fan
t	ta	ta p		ca p	cap
c	ca	ca t		ta n	tan

3

First review the sounds in column 1 and the helpers in column 2; then run along the lines of the first three columns (s sa sa t, m ma ma n), slowly at first, then more rapidly, until the children are able to pronounce helper and final consonant together as in the spoken word.⁴

The next phonograms introduced were "b," short "i," and "ss." The following chart was used for blending with "b," short "i," and attention was called to "ss":

²Ibid., pp. 68-69.

³James H. Fassett, The New Beacon Phonetic Chart, p. 3.

⁴Fassett and Norton, op. cit., p. 69.

	b	i	ss	
n	ni	ni p	si t	sit
r	ri	ri m	ri b	rib
f	fi	fi t	hi t	hit
m	mi	mi ss	bi b	bib
t	ti	ti n	fi n	fin
s	si	si p	ti p	tip
p	pi	pi n	pi t	pit
h	hi	hi m	hi ss	hiss
b	bi	bi t	bi n	bin

5

Letter cards of "bi," "hi," etc., were then mixed with letter cards of "ta," "ha," etc., to work for quick recognition. These were studied from flash cards and from a chart. When using the chart, the instructor covered the final consonant with her pointer. Time was given for the slow as well as the fast to study the helper. When the helper was touched with another pointer, all the children gave the sound. The final consonant was then uncovered, and after a few minutes of study it was touched by the second pointer, which was a signal for the children to pronounce the final consonant. Pronunciation of the whole word was then called for. Each child was called to the chart for a few words so as to discover the weaker pupils.

Study was continued in this fashion with "l," short "o," and "ll"; with "g," short "u," and "ff"; with "w,"

⁵Fassett, op. cit., p. 4.

"k," and "e"; and with "d," "j," and "v." The child was taught to omit the blending as soon as he was able to give the words without blending.

Phonetic words of four letters were next introduced. First the helper was given, then each consonant in turn was added.

The next step was to teach the consonant digraphs, "dk," "tch," "ng," "nk," "sh," "th," "ch," and "wh," as phonograms and then blend them into words.

Longer helpers were formed by two consonants and the following vowel. Both consonants were blended with the vowel. The children were taught to sound the initial consonant and then the second consonant with the vowel. They did this once or twice before blending them. By this time practically all such words could be pronounced by most of the children after a little study on their part.

The next problem was that of teaching the long vowel sound.

To teach the long-vowel sound the "company" story is recommended. This story seems real to children because it springs from a common experience in every home, that of making preparations for company. . . . "I know a little girl whose name is Elizabeth. My! but that's a long name for a little girl to have, isn't it? That's what her father and mother think, and so they have shortened it for her everyday name. They call her Betty. That is easier to say, and it doesn't take so long to say it. Elizabeth thinks the long name is prettier, but she loves her father and mother, so when they and she are by themselves she doesn't care if they do call her Betty. But when company comes to see her she always wants to be called by her long name, because she thinks it is prettier.

She calls it her company name. Whenever company comes to see you, you want to wear your company clothes, don't you? I do. So Elizabeth's father and mother never forget, whenever company comes, to call her by her company name, which I told you is her long name. The same thing is true with ă. She has a "company" name, and it, too, is a long, pretty name. It is ā. Show me with your hands how long it is (teacher stretches her hands apart to show the children how). This is a picture of the 'company' letter that visits ă. When it comes along the street to a house in which ă lives, it stays outside because the door is shut, and it keeps perfectly still. But remember then when ă has company on the doorstep her names changes to ā. We must be very careful to call her ā whenever we see the 'company' letter. . . .

"Study the top word to see if you can pronounce it when ă has company. Remember that you must call her ā. Study the second word, then try to pronounce it.

cape e

cane e

mad e

man

When the company arrives at the third house, where ă lives, what word will be formed? What is the last ī word? Without a visitor ă has her short, everyday name." Next, erase the e's and ask for the pronunciation of the words; add the e's again and have the words pronounced.⁶

Several words were put upon the board for drill, and individual pupils were called upon.

The following questions help to fix the principle of final e: "What is your word, Dick?" "Fate." "What says ā in the word? Show me with your finger. Now point to what you see that makes it say ā. What did we call that letter?" "The 'company' letter." "Good for you! Dick, what does it say?" "Nothing." "All right, but what does it do?" "It changes ă to ā." "Can you change the ā back to ă?" Dick erases the e. "That's good, Dick; now let me see if you can change the ă back to ā again." Dick takes a piece of crayon and adds e to fat. A thorough development of this sort with each child will help pupils very much in the application of this principle to their pronunciation problems.⁷

⁶Fassett and Norton, op. cit., pp. 76, 78.

⁷Ibid., p. 78.

Page 19 of the chart was used for review and drill of the final "e."

cap	cape	rip	ripe
can	cane	hid	hide
mad	made	fin	fine
mat	mate	bit	bite
tap	tape	dim	dime
not	note	tub	tube
rod	rode	cut	cute
hop	hope	cub	cube
name	like	home	tune
safe	ride	bone	mule
late	time	mole	cure

8

Some child was called upon to give the words in the "short-a" column ("cap," etc.). Another child was asked to study the word "cape" and pronounce it, attention being called to the "company" letter in it. A yardstick was placed under the words "cap" and "cape" in order to cover the words "can" and "cane." A child was called upon to pronounce "cap," then "cape." The study was continued in this way until the last pair of words was reached. The children were again asked to tell what "ă" says when company comes. The long vowels, "i," "o," and "u" were introduced and taught in the same manner as long "a."

Next the vowel digraphs were studied. To introduce the vowel digraphs the word "here" was used. The children pronounced the word, found the company letter, pronounced

⁸Fassett, op. cit., p. 19.

the word again, and then gave the sound of "ě" when company comes. They were asked to point to the letter that said "ē" and then to the company letter again. It was recalled that the company letter says nothing but changes "ě" to "ē." The instructor then asked the following questions:

" . . . Do you leave your visitors outdoors like that when they come to visit you?" "Oh, no." "When visitors come to your homes, what do you do?" "Invite them to come in." "Of course you do, and ě does the same thing with her company almost every time. Watch carefully." (Teacher writes fe on the board.) "What is this helper?" "Fe." Teacher says, "Come in, company," as she adds the e thus, fee. "What is this?" "Fee." "Now I'll close the dōor." "Feed." "Let's try it again: fe fee feel, fe fee feet." If the teacher writes first the helper, next the silent e, and then the final consonant, the children will follow with the correct pronunciation of each form about as fast as the steps are written. In this way many words like the following can be built rapidly:

se	see	seed	we	wee	weed	be	bee	beet	she	shee	sheep
	seen			week		beef				sheet	⁹

New visitors, "a," and "i," were taught in like manner.

Final "ce" was taught as "s," and final "ge" as "j."

In some words the vowel is modified by a consonant.

"Er," "ir," and "ur" do not look alike, but they sound alike when in words. The coloring method was used to make this clear to the children. Three children of the same Christian names were called up before the class. The attention of the class was called to the fact that these three children did not look alike but had names alike. "Er,"

⁹Fassett and Norton, op. cit., pp. 79-80.

"ir," and "ur" were then printed on the board. The children were told that these sounds did not look alike but that they say the same thing.

Broad "a" was developed from the words "saw" and "all," long "oo" from "too." The two diphthongs "ou" and "oi" were taught from the known words "out" and "boil." "Cu" changes to "ow," and "oi" changes to "oy" when at the end of a word.

Analogical words, one from each group, were taught as sight words, and others of the same group were taught by comparison with the first. Some words taught by sight were "book," "old," "blind," "bread," and "grow."

Games were often used to add zest and interest to the work. They provided drill work and testing of the pupils' knowledge of phonics. The post-office game was a favorite. Cards of symbols or words were arranged in sight. The cards represented mail. Each child called for his mail by asking for one of the cards. If the postmaster failed to find the card called for, the person calling for the mail became postmaster.

With Group II the study of the sounds was introduced by using the story method. The instructor had previously prepared a chart containing a large picture in color representing the story to be told. Under the picture was placed the name of the story. The beginning symbol of the most

important word in the name of the story was the symbol for study. Lower on the chart at the extreme left was placed the capital form of the letter; on the right was placed the small form of the letter.

For clarifying the description the letter "p" will be used as the symbol for study. The instructor put the chart before the class and said, "The story I am going to tell you today is 'Three Little Pigs.'" Turning to the chart, she ran the pointer under the name of the story and repeated it. The teacher repeated the word "pigs" about three times (emphasizing the sound "p" each time). The flash card "p" was put on the word chart. The children gave the sound "p." The following story was told by the instructor:

THE THREE LITTLE PIGS

There was once a mother pig who was so poor that she could not keep her three little ones at home. "You must go out into the world and seek your fortune," she said. And the three little pigs trotted forth.

The first little pig had not gone far when he met a man with a bundle of straw. "Please give me that straw to build a house," said he.

"I will," said the man, and the pig built a house.

Before long a wolf passed that way, knocked at the door and called out, "Little pig, little pig, let me come in."

"No, no, by the hair of my chinny, chin, chin," answered the pig.

"Then I'll huff, and I'll puff, and I'll blow your house in," said the wolf. So he huffed, and he puffed, and he blew the house in, and ate up the little pig.

The second little pig met a man with a bundle of furze. "Please give me that furze to build a house," said he.

"I will," said the man, and the pig built a house.

Then along came the wolf, knocked at the door, and called out, "Little pig, little pig, let me come in."

"No, no, by the hair of my chinny, chin, chin," answered the pig.

"Then I'll huff, and I'll puff, and I'll blow your house in," said the wolf. So he huffed and he puffed, and he huffed and he puffed, and at last he blew the house in, and ate up the little pig.

The third little pig met a man with a load of bricks. "Please give me those bricks to build a house," said he.

"I will," said the man, and the pig built a house.

Then along came the wolf, knocked at the door, and called out, "Little pig, little pig, let me come in."

"No, no, by the hair of my chinny, chin, chin," answered the pig.

"Then I'll huff, and I'll puff, and I'll blow your house in," said the wolf. So he huffed and he puffed, and he huffed and he puffed, and at last he gave up in despair, and called out, "Little pig, I know where there is a nice field of turnips."

"Oh, do you? Where?" asked the pig.

"In Mr. Smith's field. Would you like to come with me to get some?"

"Yes," said the little pig. "When?"

"At six o'clock tomorrow morning."

The next morning the little pig got up at five o'clock, went to Mr. Smith's field, and got the turnips. At six o'clock the wolf knocked at his door, and called out, "Are you ready?"

"Ready!" said the little pig. "I have been to the turnip field, and my turnips are now boiling in the pot."

The wolf felt very angry when he heard this, but he was determined not to be beaten, so he said, "Little pig, I know where there is a nice apple tree."

"Oh, do you? Where?" asked the pig.

"In Mr. Brown's garden. Would you like to come with me to get some apples?"

"Yes," said the little pig. "When?"

"At five o'clock tomorrow morning."

The next morning the little pig got up at four o'clock and went to Mr. Brown's garden. No smoke rose from the chimney of the little red-tiled cottage. Very likely Mr. Brown was asleep. Even if not, there was a broad river between the house and garden, and the little pig would have time to escape before Mr. Brown crossed the bridge. The apple tree was on the bank of

the river. The little pig climbed up, and was enjoying a ripe, rosy-cheeked apple when lo and behold! there was Mr. Wolf at the foot of the tree.

"Ah! little pig, you have got here before me," said the wolf. "Aren't they nice apples?"

"Yes, very," said the frightened little pig. "Here you are," and he threw one down. But he threw it so that it fell on the green bank of the river. Then it rolled and rolled, and the wolf had to run a long way after it. Quick as lightning the little pig climbed down, and ran for his life till he reached home safe and sound.

The next day the wolf came again to the little pig's house, and called out, "Little pig, I know where there is a fair."

"Oh, do you? Where?" asked the little pig.

"At Shanklin. Would you like to come with me?"

"Yes," said the little pig. "When?"

"At three o'clock tomorrow morning."

The next morning the little pig got up at two o'clock, went to the fair, and bought a butter churn. On his way home he was dismayed to see the wolf coming up the hill. In a terrible fright he jumped into the churn to hide. But the churn did not stay still. It rolled down the hill with the pig in it. This frightened the wolf so much that he did not go to the fair, but after a rest trotted slowly home.

In the afternoon he went round to the little pig's house, knocked, and called out, "Little pig, I got a terrible fright as I went to the fair this morning. A big round thing rolled down the hill and nearly knocked me over. I was too much afraid to look to see what it was."

"Ho, ho, ho, ho, ho!" laughed the little pig.

"I can tell you all about that. The big round thing was a butter-churn that I bought at the fair, and I was inside it."

Then the wolf was wild with rage, and called out, "I mean to eat you up now, anyhow. I'm coming down the chimney."

"Oh, are you?" said the little pig, and he took the lid off a large pot of boiling water that was on the fire. Down jumped the wolf and tumbled into the pot. In a moment the little pig had popped on the cover again, and after the wolf had boiled for some hours the little pig ate him for supper, and lived happily ever afterwards.¹⁰

¹⁰Our Wonder World, In the Home, IX, 40-42.

The story was presented orally because:

. . . Oral presentation is more lively, natural, and realistic. The teacher can adapt the story and the language to the immediate needs of the class as no author can. The oral manner is the true way to let the children delve into the rich culture content of stories and to awaken a taste for their beauty and truth. The difficulties of formal reading will be partly overcome by familiarity with the harder names and words. . . .

. . . The oral story is a perfectly transparent medium of thought. A child can see the meaning of a story through oral speech as one sees a landscape through a clear window pane.¹¹

After oral presentation of the story, the class talked about it. The instructor then recalled the story and asked for a statement from its beginning. If the sentence given was suitable, it was written on the board. In this fashion the story was condensed and read by the children. The symbol for study was marked and emphasized each time it appeared at the beginning of a word in the sentences on the board.

Following is a condensed form of the story of "Three Little Pigs":

Three Little Pigs

One little pig made a straw house.

Another little pig made a stick house.

The wolf blew the houses in and ate the pigs up.

The third little pig made a brick house.

¹¹McMurry, op. cit., p. 173.

Bad wolf could not blow it in.

The wolf asked the little pig to go get turnips and apples with him.

He asked him to go to the fair with him.

Each time the pig went earlier than the wolf planned.

On the way from the fair the pig frightened the wolf.

The wolf was angry.

He went down the little pig's chimney.

Plump! he fell into a pot of hot water and was boiled.

On the following day a manuscript form of the condensed story and a picture representing the story were handed to each child. The story was read and the symbol for study understood each time it appeared at the beginning of a word in the story. The children colored the accompanying pictures. (See Appendix for picture used.) The completed papers were filed in individual booklet forms and kept in the individual desks so as to be at each child's disposal at any time he might like to refer to them.

Following is a list of symbols and the story used for each:

"S" "s" -- "The Tongue Cut Sparrow."

"F" "f" -- "Bambi, the Fawn."

"T" "t" -- "Tom Tit Tot."

"P" "p" -- "Three Little Pigs."

"H" "h" -- "Hansel and Gretel."

- "C" "c" -- "The Camel and the Pig."
 "M" "m" -- "The Magic Pot."
 "N" "n" -- "Follow Your Nose."
 "R" "r" -- "Little Red Riding Hood."
 "A" "a" -- "Andrew's Red Cap."
 "B" "b" -- "The Story of the Three Bears."
 "I" "i" -- "An Igloo for Nooky."
 "L" "l" -- "The Lambkin."
 "O" "o" -- "The Straw Ox."
 "G" "g" -- "Three Billy Goats Gruff."
 "U" "u" -- "Ugly Duckling."
 "W" "w" -- "The Three Wishes."
 "K" "k" -- "Three Little Kittens."
 "E" "e" -- "The Circus Elephant."
 "D" "d" -- "Drakestail."
 "J" "j" -- "Jack and the Beanstalk."
 "V" "v" -- "Betty Visits Grandmother."

After completion of each story story, words beginning with the letter for study were given by the children. (See Appendix for vocabulary of Group I and Group II.) From this point on Group II was taught by the same methods as Group I.

CHAPTER III

PROGRESS MADE BY GROUP I AND GROUP II ON WORD RECOGNITION, SENTENCE READING, VOCABULARY, AND STORY TELLING

During the time of this study various tests were made by the teacher and were given to determine the progress made by those pupils of the control group and those of the experimental group.

Preceding the experiment, Gates Reading Readiness Test was given to the pupils. The scores from these tests and the scores from the California Test of Mental Maturity were used in order to pair, for study, the children of similar abilities. Table 1 (pages 4-5) shows the final pairing of fifty-six boys and girls. Tests I, II, III, and IV of the Gates Reading Readiness Tests were used. These tests were chosen in order to measure readiness for beginning reading, to predict the rate of development of reading ability, to diagnose the pupil's status, and in this way to reveal his needs in each of several of the most important abilities required in learning to read.¹

Gates Primary Reading Test, Types I and II, were given

¹Arthur I. Gates, Manual of Directions for Gates Reading Readiness Test, p. 1.

at the close of the study to determine the progress made by Group I in comparison with the progress made by Group II. Gates Primary Reading Test, Type I, is a word recognition test. Gates Primary Reading Test, Type II, is a sentence reading test.

On test Type I the child was to draw a ring around the one word chosen from four words which named or best described the accompanying picture. Time given for the test was fifteen minutes. Table 2 gives a comparative study of the test scores, reading grades, and reading ages of Group I and Group II on Gates Primary Reading Test, Type I.

Table 2 shows that the average test score for Group I on Gates Primary Reading Test, Type I, was 26.39, the average reading grade 2.42, and the average reading age 7.78. The average test score for Group II was 32.96, the average reading grade 2.72, and the average reading age 8.07.

From Table 2 we find that Group II, the experimental group, is reading at a high second grade level (2.72) and Group I, the control group, is reading at a lower second grade level (2.42). The respective reading grades indicate that on an average Group II is 0.30 grade superior to Group I in reading ability for word recognition. This superiority of Group II, the experimental group, is evidence enough to make us believe that the extra instructional activities in phonic teaching by the story study method

TABLE 2

THE TEST SCORE, READING GRADE, AND READING AGE OF
EACH PUPIL IN GROUP I AND IN GROUP II ON THE
GATES PRIMARY READING TEST, TYPE I

Paired No. of Pupil	Group I			Group II		
	Test Score	Reading Grade	Reading Age	Test Score	Reading Grade	Reading Age
1....	21	2.20	7-6	28	2.43	7-9
2....	22	2.23	7-6.3	46	3.31	8-9.1
3....	46	3.31	8-9.1	45	3.30	8-9
4....	45	3.30	8-9	45	3.30	8-9
5....	2	1.27	6-5.5	15	1.90	7-2
6....	13	1.80	7-1	35	2.80	8-3
7....	21	2.20	7-6	29	2.47	7-9.5
8....	24	2.30	7-7	29	2.47	7-9.5
9....	33	2.65	8-1	31	2.55	7-11
10....	20	2.15	7-5.5	18	2.05	7-4.5
11....	42	3.25	8-8.5	45	3.30	8-9
12....	14	1.85	7-1.5	38	3.05	8-6.5
13....	10	1.65	6-10	14	1.85	7-1.5
14....	36	2.90	8-5	46	3.31	8-9.1
15....	37	3.32	8-9.2	39	3.10	8-7
16....	37	3.00	8-6	40	3.15	8-7.5
17....	13	1.80	7-1	25	2.33	7-7.3
18....	34	2.70	8-2	33	2.65	8-1
19....	17	2.00	7-4	10	1.65	6-10
20....	19	2.10	7-5	30	2.50	7-10
21....	27	2.40	7-8	36	2.90	8-5
22....	21	2.20	7-6	28	2.43	7-9
23....	24	2.30	7-7	44	3.29	8-8.9
24....	40	3.15	8-7.5	36	2.90	8-5
25....	38	3.05	8-6.5	30	2.50	7-10
26....	33	2.65	8-1	46	3.31	8-9.1
27....	7	1.50	6-8	23	2.27	7-6.7
28....	33	2.65	8-1	39	3.10	8-7
Total	26.39	2.42	7.78	32.96	2.72	8.07

as given to Group II are of assistance to the pupil in word recognition.

Gates Primary Reading Test, Type II, was given to test the children on sentence reading. Each section of Type II contained three sentences and six pictures. The picture corresponding to the first sentence was to be marked with one mark (/); that corresponding to the second sentence was to be marked with two marks (//); and that corresponding to the third sentence was to be marked with three marks (///). The time allowed for this test was fifteen minutes. Table 3 presents a comparative study of the test scores, reading grades, and reading ages of Group I and Group II on Gates Primary Reading Test, Type II.

Table 3 shows that the average test score for Group I on Gates Primary Reading Test, Type II, was 20.89, the average reading grade 2.02, and the average reading age 7.28. The average test score for Group II was 25.29, the average reading grade 2.20, and the average reading age 7.49.

From Table 3 it is apparent that Group II, the experimental group, is reading at a grade level of two and two tenths (2.20) and Group I is reading at a grade level of two and two hundredths (2.02). These results show that on the average Group II is reading at a grade level of 0.18 superior to Group I in sentence reading ability. This

TABLE 3

THE TEST SCORE, READING GRADE, AND READING AGE OF
EACH PUPIL IN GROUP I AND IN GROUP II ON THE
GATES PRIMARY READING TEST, TYPE II

Paired No. of Pupil	Group I			Group II		
	Test Score	Reading Grade	Reading Age	Test Score	Reading Grade	Reading Age
1....	13	1.57	6-8.7	20	1.80	7-1
2....	11	1.53	6-8.3	34	2.60	8-0
3....	42	3.30	8-9	21	1.90	7-2
4....	31	2.45	7-9	45	3.45	8-11
5....	2	1.30	6-6	3	1.35	6-6.5
6....	20	1.80	7-1	27	2.25	7-6.5
7....	30	2.40	7-8	18	1.70	6-11
8....	7	1.47	6-7.7	25	2.15	7-5.5
9....	26	2.20	7-6	18	1.76	6-11
10....	10	1.52	6-8.2	23	2.00	7-4
11....	38	2.90	8-5	45	3.45	8-11
12....	8	1.55	6-8.5	28	2.30	7-7
13....	10	1.52	6-8.2	20	1.80	7-1
14....	17	1.65	6-10	42	3.30	8-9
15....	43	3.35	8-9.5	29	2.35	7-7.5
16....	26	2.20	7-6	30	2.40	7-8
17....	7	1.47	6-7.7	16	1.67	6-9.5
18....	29	2.35	7-7.5	33	2.55	7-11
19....	12	1.55	6-8.5	20	1.80	7-1
20....	11	1.53	6-8.3	17	1.65	6-10
21....	34	2.60	8-0	31	2.45	7-9
22....	23	2.00	7-4	22	1.95	7-3
23....	16	1.62	6-9.5	24	2.10	7-5
24....	38	2.90	8-5	23	2.00	7-4
25....	29	2.35	7-7.5	12	1.55	6-8.5
26....	16	1.62	6-9.5	44	3.40	8-10
27....	4	1.40	6-7	8	1.48	6-7.8
28....	32	2.50	7-10	30	2.40	7-8
Average	20.89	2.02	7.28	25.29	2.20	7.49

slight superiority of Group II over Group I gives us evidence enough to believe that Group II has profited in sentence reading ability by the extra instructional activities in phonic teaching by the story study method.

The story study method of phonics benefited the children in more ways than in general reading ability. It aided in expanding their vocabulary. Each time a new symbol was taken for study, Group I was given the sound, a few words beginning with the sound, and then asked to think of other words beginning with the sound. Group II was given an oral presentation of a story. The beginning symbol of the most important word in the name of the story was the symbol to be used. As the story was presented, the sound of the symbol to be studied was emphasized each time that it appeared. After discussion and condensation of the story, the children were asked for words beginning with the sound that was being studied. The words named by each group were recorded in order to compare vocabularies of the two groups. Table 4 presents a comparative study of the number of words named by Group I and Group II for each symbol studied.

Group I gave an average of thirty-four words per symbol in the vocabulary study, and Group II named an average of 48.50 words per symbol. Group II definitely has a much larger speaking vocabulary than Group I. It is seen that

TABLE 4

THE NUMBER OF WORDS NAMED BY THE PUPILS
IN GROUP I AND IN GROUP II FOR EACH
SYMBOL STUDIED

Symbol	Number of Words Named	
	Group I	Group II
s....	36	91
f....	25	37
t....	51	68
p....	63	78
h....	53	71
c....	58	89
m....	20	38
n....	13	25
r....	33	48
a....	19	37
b....	63	74
i....	3	10
l....	62	66
o....	6	9
g....	41	51
u....	4	5
w....	47	54
k....	15	18
e....	8	12
d....	76	73
j....	28	39
v....	24	34
Average	34.00	48.50

Group II has been greatly benefited by the introduction of each symbol with a story. Opening up avenues of thought and stimulation, the story helps to put the child's mental

factors on the alert. Drill exercises alone neglect attention to complex human drives, interests, or needs. Interest and need should be determinants of method. Uniform and inflexible procedures are indefensible because large and varied individual differences lead to many levels of understanding and many and diverse needs for new experiences. Limited drill exercises are inadequate in meeting these needs.

The story presentation and study were also influential in enabling the children to tell stories and complete stories in a more lively, detailed, and varied way. At the close of the term each group was tested on its ability in the telling of stories. They were scored 1, 2, 3, 4, and 5 on the ability to tell complete stories. One point had the highest value and five points had the lowest value. Table 5 presents a comparative study of the points made by each pupil in Group I and in Group II on his ability to tell complete stories and on his ability to put endings on stories.

Group II rated 0.68 higher than Group I in telling stories and 0.39 higher in completing stories. When Group I and Group II were asked to decide upon a story to tell, ten children in Group I were ready and twenty-three children in Group II were ready. Children of Group II were as a whole more anxious to tell their stories than the

TABLE 5

POINTS MADE BY EACH PUPIL IN GROUP I AND IN GROUP II
ON HIS ABILITY TO TELL STORIES AND ON HIS ABILITY
TO PUT ENDINGS ON STORIES TOLD TO HIM

Paired Number of Pupil	Group I		Group II	
	Telling Stories	Ending Stories	Telling Stories	Ending Stories
1....	3	3	4	4
2....	5	5	3	2
3....	2	1	3	4
4....	2	2	1	1
5....	4	5	4	5
6....	4	4	2	3
7....	1	3	3	3
8....	5	5	2	3
9....	4	4	2	2
10....	4	4	1	3
11....	1	1	1	1
12....	1	3	2	3
13....	4	4	3	3
14....	4	4	2	3
15....	2	3	3	2
16....	2	3	5	4
17....	5	5	3	4
18....	1	1	1	1
19....	5	5	4	4
20....	2	1	5	4
21....	5	4	1	3
22....	3	3	1	3
23....	3	4	2	2
24....	3	4	2	2
25....	1	1	3	4
26....	1	1	1	3
27....	5	5	2	3
28....	4	4	1	2
Average	3.07	3.28	2.39	2.89

children of Group I. When first called upon individually to tell a story, fifteen children of Group I and four children of Group II said that they knew no story.

Use of the story in introducing each new sound gave the children of Group II a variety of stories at their command when they were asked to tell a story. Having had the earlier study of the stories, they were able to express themselves much more easily and with more feeling than the children of Group I, who had not had the previous study. Group II often used the language of the animals of the stories, thus making the stories more interesting to the listeners. Since the tales brought pleasing pictures to their minds and were beautiful in theme and language, they began to form a taste for beautiful language. Besides getting the plot they absorbed words and experiences. In reproducing the stories they often used the exact phrases and sentences that had been used by the narrator. The stories widened their experiences and in turn helped to develop personalities and shape characters. Through stories the children received a type of pleasure that was wholesome and that could be used to set a pattern of action for other experiences. The story hour was a period of joy in which the child wandered into the land of enchantment.

Because of the background of rich experiences obtained from the study of the stories, Group II excelled Group I

in story telling ability. They were more able to vary endings, and to give detailed endings, as well as to tell complete stories dramatically. Moreover, Group II had a better choice of words at their command.

Using intelligence as a basis, Table 6 shows the upper fifty per cent of the two groups compared.

TABLE 6

THE INTELLIGENCE QUOTIENT AND THE PROGRESS MADE BY EACH PUPIL IN THE UPPER FIFTY PER CENT IN BOTH GROUP I AND GROUP II, EXPRESSED IN GRADE ATTAINMENT

Paired Number of Pupil	Group I		Group II		Difference in Progress	
	I. Q.	Reading Grade Attainment	I. Q.	Reading Grade Attainment	Group I	Group II
2....	117	1.53	115	2.60	....	1.07
3....	109	3.30	105	1.90	1.40	....
4....	101	2.45	103	3.45	....	1.00
7....	106	2.40	100	1.70	.70	....
8....	105	1.47	100	2.15	....	.68
11....	121	2.90	108	3.45	....	.55
14....	126	1.65	99	3.30	....	1.65
15....	111	3.35	100	2.35	1.00	....
16....	99	2.20	103	2.40	....	.20
18....	123	2.35	104	2.55	....	.20
21....	100	2.60	101	2.45	.15	....
23....	105	1.62	116	2.10	....	.48
24....	116	2.90	102	2.00	.90	....
26....	117	1.62	113	3.40	....	1.78
Average	111	2.31	105	2.56	....	....

It was found that the experimental group attained an average grade placement of 2.56, while the control group attained an average grade placement of 2.31, which was an average difference of 0.25 year more in the experimental group than in the control group. Five pupils in the control group showed progress over five pupils in the experimental group. This gain was from 0.15 year to 1.40 years. Nine pupils of the experimental group showed gain over nine pupils of the control group. This gain was from 0.20 year to 1.65 years.

Using intelligence as a basis, Table 7 shows the lower fifty per cent of the two groups compared.

It was found that the experimental group attained an average grade placement of 1.84 years, while the control group attained an average grade placement of 1.73 years, which was an average difference in gain of 0.11 year more in the experimental group than in the control group. Four pupils in the control group showed progress over four pupils of the experimental group. This gain was from 0.05 year to 0.80 year. Ten pupils of the experimental group showed gain in progress over ten pupils of the control group. This gain was from 0.05 year to 0.75 year.

The result of the comparison, based upon intelligence, was an indication that progress through the use of the story method is more effective when teaching children of

TABLE 7

THE INTELLIGENCE QUOTIENT AND THE PROGRESS MADE
BY EACH PUPIL IN THE LOWER FIFTY PER CENT
IN BOTH GROUP I AND GROUP II, EX-
PRESSED IN GRADE ATTAINMENT

Paired Number of Pupil	Group I		Group II		Difference in Progress	
	I. Q.	Reading Grade Attainment	I. Q.	Reading Grade Attainment	Group I	Group II
1....	94	1.57	94	1.80	....	.23
5...	88	1.30	93	1.35	....	.05
6...	97	1.80	95	2.25	....	.45
9...	100	2.20	93	1.76	.44	....
10...	83	1.52	85	2.00	....	.48
12...	96	1.55	90	2.30	....	.75
13...	80	1.52	85	1.80	....	.28
17...	94	1.47	94	1.67	....	.20
19...	97	1.55	91	1.80	....	.25
20...	96	1.53	91	1.65	....	.12
22...	100	2.00	95	1.95	.05	....
25...	100	2.35	91	1.55	.80	....
27...	100	1.40	92	1.48	....	.08
28...	90	2.50	94	2.40	.10	....
Average	94	1.73	92	1.84	....	....

higher mental abilities than when dealing with children of lower mental abilities. However, enough children in the experimental group of the lower fifty per cent showed progress over the control group of the lower fifty per cent to justify the use of the story study method as an aid to general reading ability.

Progress made by Group II over Group I in word recognition ability of 0.30 year, in sentence reading ability of 0.18 year, in vocabulary of 14.50 points, in story telling ability of 0.68 points, in ability to end stories of 0.39 points, of gain by the upper fifty per cent of pupils of 0.25 year in grade attainment, and of gain by the lower fifty per cent of 0.11 year in grade attainment is evidence enough to make us believe that the extra instructional activities in story study as given to Group II were of assistance to the pupil in improving general reading ability.

CHAPTER IV

CASE STUDIES

This study in the evaluation of the two methods of teaching reading has revealed important differences in reading abilities of two groups of individuals. Each child is an individual and each individual's ability varies. These variations are of the utmost importance to the teacher, since she is faced with the task of developing with promptness and efficiency the reading skills which are fundamental to the child as an individual and as a member of the group. Most individuals will grow in interest and ability in reading when the instruction is adjusted to their needs.

Rapid gains are often the result of adjusting the instruction to the child's learning rate. When the instruction is thus adjusted in the regular classroom work, the need for remedial classes is not so great. The goal of reading instruction is to enable each child to advance in skill and interest as rapidly as his abilities permit. In this chapter will be given detailed diagnoses of a few individual cases taken from the experimental group to illustrate the extent of differences within a single group.

"Case 1" was a girl of six years and ten months (chronological age) who had a total intelligence quotient of 104. She liked to read and was a rapid reader almost from the start, but often while reading she would look off her book and complete a sentence in her own way. She was given the California Short-form Test of Mental Maturity, Pre-primary S-Form, and the Gates Reading Readiness Test. Results of the California Short-form Test of Mental Maturity showed: vision, normal; non-language intelligence quotient, 106; language intelligence quotient, 101; total intelligence quotient, 104. Results of the Gates Reading Readiness Test showed scores as follows: picture directions, twenty-eight of a possible thirty-six; word matching, twelve of a series of eighteen; word-card matching, seventeen of the twenty listed; and rhyming, fourteen, which was a perfect score.

The conclusion drawn from this study was that the taste and interest of "Case 1" exceeded her mechanical ability. Phonic and word analysis were taught. She had no trouble in learning the initial sounds but had difficulty in blending. Special attention and time were given her in blending exercises. For weeks she mispronounced when blending. Then suddenly she began to mispronounce on first trial but her own error on second trial was corrected. Obviously, therefore, extra time, practice, and patience solved the difficulty. Before the end of the year she was

having no difficulty with correct and rapid attack of words. She transferred this ability to her reading in general and beamed with pride on the day that, at first sight, she successfully read an unfamiliar story to her classmates without help from anyone. Happy in her own achievement, she checked the book from the library at the close of the day so that she could show her mother and father what she had done. From that time on, "Case 1" continued to find new friends on the library table.

Gates Primary Reading Test, Type I and Type II, were given at the end of the term to check progress. Type I, a word recognition reading test, showed "Case 1" with word recognition ability at a grade level of 2.65, which was a reading age of eight years and one month. Type II, a sentence reading test, showed "Case 1" doing sentence reading at a reading grade of 2.55, which was a reading age of seven years and eleven months. Therefore, "Case 1" shows all indications of being a strong second-grade pupil. Through points of emphasis in phonic training the mechanical abilities of "Case 1" were increased to match her taste and interest. She acquired the ability to derive from the printed page knowledge and information relating to her activities, questions, and problems.

"Case 2" was a boy of six years and eight months, with a total intelligence quotient of ninety-three. The validity

of the total intelligence quotient was in doubt, however, since it was noticed that he marked his answers at random, often not even considering all the words or pictures given for study on the mental test. On Gates Reading Readiness Test the scores were as follows: picture directions, twenty; word matching, two; word-card matching, five; and rhyming, three.

"Case 2" was emotionally unstable and answered to inquiries with short incomplete sentences as if he were a three-year-old. Instructions had to be given one at a time to the child by the teacher's going to his desk and telling him individually what to do. If he had a picture to color and cut out, two trips to his desk were necessary. After he had finished coloring his picture, he would state in loud tones of a few words that he had finished. The instructor would then go back to his desk to explain that now he was to cut the picture out. "Case 2" did not know his colors. At first he was thought to be color-blind, but with much practice finally learned most of the color names and associated them with the proper colors.

When his work was completed, it was always inferior. On some days he could recognize more words than he could on other days. He did not have good use of his hands, and in walking he often had difficulty in balancing himself as a normal child would.

After conferences with the mother, who was gravely concerned and unusually cooperative, it was found that "Case 2" had been seriously ill for months soon after birth. When found to be so retarded, he was taken to the doctor for examination. The doctor reported that his mental and physical development had been greatly retarded, and that he was an unusually nervous child. He would always be so slow to learn that double effort would be necessary in order for him to progress. It was then decided that this child's first year in school should be one in which he would learn to play with the other children, gain in experience, and be happy in whatever he could do.

By the end of the year "Case 2" was able to write legibly only three or four letters of his name, and he could recognize only a few words. He had learned to play less to himself and more with the crowd. From time to time much effort had been expended by the instructor to engage the child in conversation, and a little progress had been made in his ability to converse intelligently. Discipline was no longer a problem after he had learned to speak more quietly in the schoolroom. He especially liked to listen to stories, and his face would glow as he lived the experiences of the characters. At the end of the year "Case 2" was still inferior and inconsistent in his work. According to the doctor, this deficiency would probably

remain with him throughout life. He had advanced slightly in his agility but was even then decidedly backward for a child of his age. "Case 2" was retained in grade one, and there is little hope of his ability to make the work in another year. Phonic training in this instance failed to improve the work of "Case 2" because of inherent physical and mental defects.

"Case 3" looked unusually intelligent and stable. He was six years and nine months old. On the California Short-form Test of Mental Maturity, Pre-primary S-Form, his non-language intelligence quotient was ninety-nine; his language intelligence quotient was eighty-nine; and his total intelligence quotient was ninety-two. On Gates Reading Readiness Tests, the scores for "Case 3" were: picture directions, twenty-five; word matching, six; word-card matching, nine; and rhyming, ten.

"Case 3" was left-handed and at first wrote his name mirror fashion. No matter how hard he tried to do what was asked of him, it was in vain. At the end of twelve weeks nothing seemingly had been accomplished. His marks on class work were very low. His mother wrote a despairing note to the instructor, asking what was wrong with her child. She was desperate, frantic, and somewhat impatient with the teacher. The mother was invited to visit school and observe, but she was unable to do so, excusing herself

because of home obligations. The instructor decided to use the need of a costume for the child as an excuse to visit in the home. At first sight of the visitor the mother was rather curt and cold. The instructor deftly led the conversation into safe channels by noticing the activities of a younger child in the room, and the mother was soon talking freely, first about the younger child and then about the poor progress being made by "Case 3." The instructor found that the six-year-old child had grown up without children's books, pencils, colors, or writing materials at his disposal. He had never helped his mother count the eggs when they were brought in. In fact, the child had grown only physically. The instructor went away with a happy heart. Suggestions offered for help at home had been gladly accepted by the mother, who had vowed then that the second child should have some occasion for mental growth, too. Extra effort and time were expended on all work for "Case 3" in the schoolroom.

The progress that "Case 3" had made by the end of the term was almost unbelievable. At the close of the term "Case 3" was given Gates Reading Test, Type I and II, to determine his progress. On Type I, a word recognition test, "Case 3" showed a reading grade of 2.65 and a reading age of eight years and one month. His chronological age at this time was seven years and five months. On Type II, a

sentence reading test, "Case 3" showed a reading grade of 1.48, which is a reading age of six years and 7.8 months. "Case 3" showed a need of more easy reading, since the time allowed for Test Type II was too brief for his capacity. His improvement from the first of the term had been so great that the instructor believed that, with a little more time, "Case 3" would show much more improvement in speed in reading. Both phonic training and word study had influenced the rapid development of "Case 3." Considering the fact that this child had not received the usual pre-school training in the home, the teacher felt that his improvement was even greater than the scores of the Primary Reading Tests indicated. The instructor felt well rewarded for all efforts when, at the close of school, she received a note of appreciation from the mother of "Case 3," thanking her for her patience, effort, and interest.

"Case 4" was small of stature, with the sad expression on her face of an undernourished, pushed-aside child. She was six years and two months old with a total intelligence quotient of seven years and six months. Results from the Gates Reading Readiness Test showed scores as follows: picture directions, nineteen; word matching, seventeen; word-card matching, eleven; and rhyming, six. "Case 4" came to school for two weeks and then went west for four weeks to work in the cotton fields. When she returned to school,

she had missed so many of the basic operations that she felt her inferiority and was ashamed of her own efforts. During art period, if she saw the instructor nearing her desk, she would practically cover her work with her left hand as she continued slowly working with her right hand. She was ignored for a short time, the instructor passing her desk without openly noticing her. After she showed some slight progress, the instructor said one day as she passed her desk, "That's good work. I like the gingerbread boy's eyes." Never again did "Case 4" try to cover her work. Afterwards she would often hold her paper up for the instructor and the other pupils to see.

Progress began after "Case 4" was placed on the hot-lunch list. In phonic instruction she was unsure and slow at first, but with much drill she was soon able to give all the single sounds. She did not have so much trouble in blending as with the single sounds. Suddenly, as overnight, she began to show unusual interest in reading. The instructor thinks the real cause of her interest in reading was due to her love for stories. After a few of the first phonic stories had been presented, she began taking library books home from the table and attempting to read them by herself. Often in the classroom she would take three and four books at a time and sit deep in thought, as if drinking in every detail of the pictures and trying to read the

stories for herself. Since she was one of the children who had to wait for the bus, she began remaining in the room after the other children were gone in order to spend more time with the library books. A cousin, not so advanced as "Case 4" and rating lower in mental capacity, was having trouble with her reading. The instructor suggested that "Case 4" help the cousin and read some of the library stories to her. This pleased "Case 4." As a result of her effort to read to the cousin, her reading speed increased, and she gained confidence in her own ability. "Case 4" had an older sister failing in third grade work with a low first and second grade average. To avoid a similar plight, the teacher thought that if "Case 4" could be kept in school and her interest could be held to a very high pitch, she would continue to show improvement.

On Gates Primary Reading Test, Type I and II, given as a check on progress at the close of the term, "Case 4" showed a word recognition grade ability of 3.05, which is a reading age of eight years and 6.5 months. Her chronological age at this time was six years and nine months. She showed a sentence reading grade ability of 2.30, which is a reading age of seven years and one month. The instructor thinks that the hot lunches, a little praise, the consequent confidence in her own work, and oral presentation

of stories all helped to awaken "Case 4" and put her in a position to get much self-enjoyment from reading. "Case 4" definitely improved in her general reading ability because of both phonic training and story study. The stories studied gave "Case 4" a series of new experiences which were recognized as being closely related to her needs and purposes. Her interests were identified and their development gave direction and purpose to her activity and meaning to her experience. New and more enduring interests were constantly created and developed in order to understand her more fully and to furnish the proper guidance. Her progress in reading was intimately related to her growths in insights, understandings, attitudes, and interests; to the development of behavior patterns; and to the modification of personality.

"Case 5" was an intelligent little girl with a non-language intelligence quotient of 100, a language intelligence quotient of 100, and a total intelligence quotient of 100. Results from Gates Reading Readiness Test showed scores as follows: picture directions, thirty-five; word matching, twelve; word-card matching, sixteen; and rhyming, seven. Her chronological age was six years and eight months.

"Case 5" was socially maladjusted. She came from a family of high-tempered people. The father punished, when

he thought necessary, the two older children by unmercifully beating them. The boy was in senior high school, and the older girl was in junior high school. The older girl was a problem child. She had tantrums, got along with none of the children, took things which did not belong to her, and took advantage of her teachers when possible. "Case 5" was as yet favored by the father but showed tendencies of following in the older sister's footsteps. At the beginning of school, she slapped the other children forcefully when they did not do to suit her. The instructor appealed to her in almost every manner, yet she continued her rude manners. The instructor began to give "Case 5" special attention and called upon her for little favors and accommodations. When she was given an important part on the assembly program, she carried it out in an excellent manner. Her dealings with the other children gradually became more normal, and before the end of the term "Case 5" was mixing with the children and having her chums as all normal children do. The instructor feared that the home environment in this particular case was so strong that "Case 5" might slip back into her old habits of hatefulness without much effort. Tests given at the close of the term to determine progress showed good results. On Gates Primary Reading Test, "Case 5" had the ability of grade 2.47, which was a

reading age of seven years and 9.5 months. Her chronological age at this time was seven years and three months. She had a sentence reading ability grade of 2.15, which was a reading age of seven years and 7.5 months. Since the reading ability of "Case 5" was slightly above her chronological age, the instructor feels that her academic work is not a real problem. However, in this case the study of phonics and stories made possible more reading, which in turn should open up new avenues of thought and thus help to stabilize her emotions. The teacher thinks that "Case 5" will continue to get along well in her school work if her emotional maladjustment is successfully met and coped with.

CHAPTER V

OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Observations

From the foregoing study the following observations were made:

1. Natural and vivid rendering of thought seems to spring spontaneously from interesting thought studies.
2. Supplying the child with individual booklets and papers encourages browsing in the homeroom library.
3. Reading to one another from individual booklets and papers encourages and benefits the individual.
4. The homeroom library is well used in search of original stories, the condensed form of which is in personal possession of the child. In the search many interesting pictures catch the child's questioning eye, and, as a result, other stories are read.
5. Stories can open the door to a wide variety of significant experiences, interpretations of the ways of life, and insights into human characteristics and relationships.
6. The oral story has the tendency to give the children a restful feeling. Taut postures relax, the puckered

brows straighten, and the faces grow happy and contented or become enveloped in smiles. Group II, the experimental group, has a much longer attention span than Group I, presumably because of the more interesting approach used with Group II.

7. Free informal discussion of stories brings interesting comments from the most timid and the least advanced of the class. This gives opportunity for self-expression.

8. Stories arouse in the children a full consciousness of the delights and the practical values of reading.

9. Stories help to develop a sense of humor.

10. Stories help to teach good English. The English used by the narrator of the story and by the characters loved in the story comes to be the English that the children speak.

11. A story develops expression. The children retell the stories, and in so doing their feeling and expression grow.

12. The teller of the story has influence upon the children through the compelling power of love. The story brings happiness to the children; therefore, the children love the story-teller. The story develops a bond of sympathy between the children and the narrator.

13. Intensely valuable from good reading are the

emotional rewards, as well as a deeper understanding of customs, problems, and desires of other people.

14. Change of the attitude of the poor learner is an effective way of overcoming emotional instability.

Conclusions

1. When the teacher and the children share charming stories and stimulating information, the pupil has more to offer to the recitation and finds other opportunities for using the ideas gained in the recitation. The thought and interest awakened in this oral work are helpful in keeping up a lively effort on the part of the children. The thought material in a good story is itself a mental stimulus, for it provides a wakefulness which is favorable to imprinting the forms as well as the thought.

2. Study of sound plus visual aid accompanied by exercising the imagination through the realm of make-believe tends to result in more rapid learning processes than result from study of sound alone because Group II, when taking the sentence reading test in which it was necessary to read the sentence, select and mark one picture from a group of pictures in which the sentence was represented, proved that their earlier training in observation and correlation of pictures and sounds or combination of sounds enabled them to read and observe the contents of the picture

more accurately than Group I; therefore, training in recognition of sounds is most valuable when accompanied by supplementary work which offers stimulus both to the imagination and the power of observation.

3. If one used the sound method alone, the power of suggestion would totally be absent from the teaching and learning process, and the child would learn that one sound without associating it with other sounds or thoughts; whereas the child who is taught phonics by the story method accompanied by visual aid not only learns one isolated sound but also has suggested to him through the telling and oral discussion of the story innumerable sounds which tend to enrich the child's vocabulary and causes him to make more rapid progress in the fields of reading, logical thinking, and oral expression.

4. Group II developed a sense of self-confidence and a self-sufficiency which caused them to be more eager and able to express themselves in public than Group I were. This conclusion was reached after giving the children of both groups an opportunity to select and tell a story to their groups. It was found that the thought stimulation and the varied channels of thought through which Group II learned enabled them to select more quickly and tell with more accurate detail the story of their own choice.

5. The child does not necessarily improve in his ability to read when taught sounds alone; but just as many

muscles have to coordinate before the child can learn to walk, so do many mental associations have to coordinate before the child can become a ready reader.

6. Progress through the use of the story method was more effective when the instructor taught children of higher mental abilities. Children of lower mental abilities were stimulated to a more rapid learning process when they were not subjected to the usual drill but were allowed a more liberal amount of material from which to learn and a more informal method of recitation which accompanies oral discussions.

Recommendations

A critical study of the data presented in the foregoing chapters warrants the following recommendations:

1. The story study program might be applied to regular classroom teaching.

2. A study should be made of each child to determine his learning capacity, his special difficulties, his type of weaknesses, and his needs.

3. The materials of instruction should be adjusted to the child's ability and learning rate, with each lesson motivated so that interest and attention will be maintained at a high level.

4. In each child should be established a sense of

security and a realization of steady growth, an essential to a child's success in reading.

5. The child should be encouraged and praised for his efforts.

6. Early reading should be in familiar fields of common experience.

7. During the practice in word analysis, the words used should be in the child's hearing and speaking vocabulary so that the word will have meaning for the child.

8. Instruction in word analysis should be delayed until the child has a vocabulary of seventy-five to one hundred words.

9. Ear training is essential to all work in beginning reading.

10. The use of the story study method is a valuable aid to general reading ability.

APPENDIX

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Fig. 1. -- Work sheet type 1.

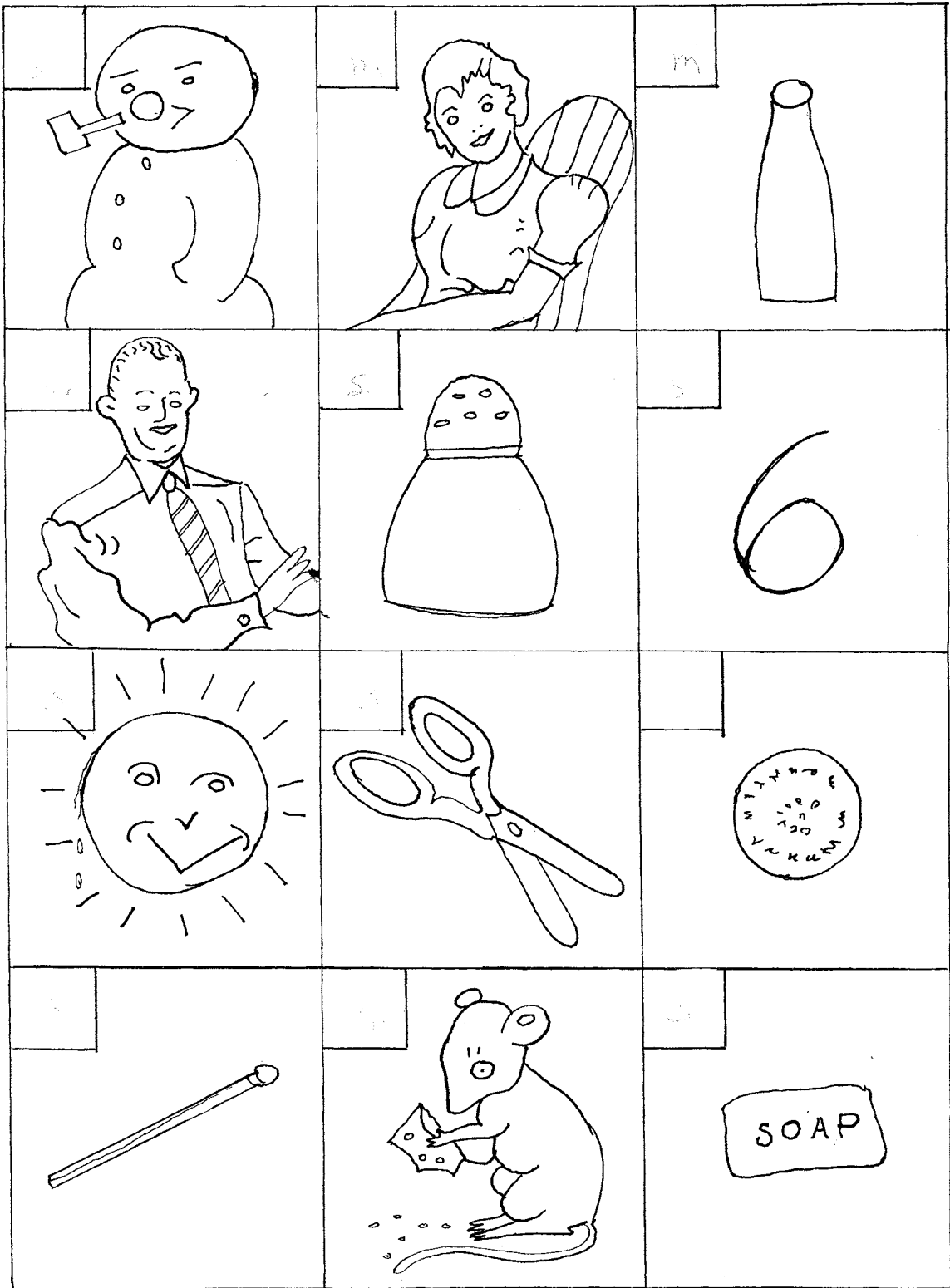


Fig. 2. -- Work sheet type 1 (continued)

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Fig. 3. -- Work sheet type 2

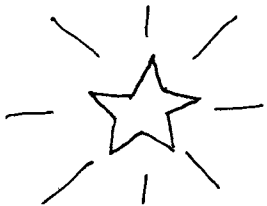
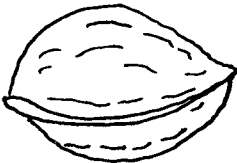
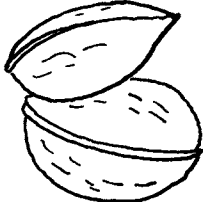

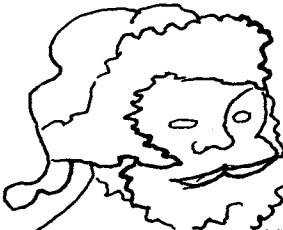

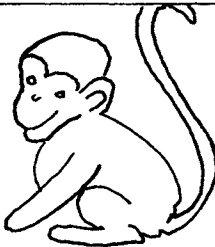


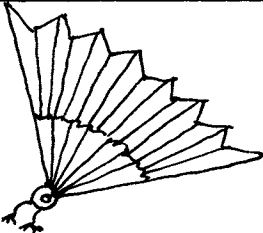
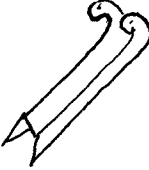
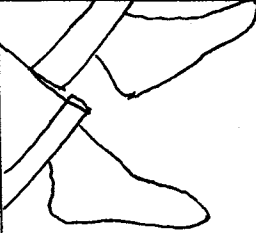







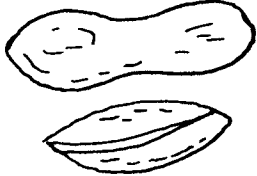
			
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Fig. 4. -- Work sheet type 3

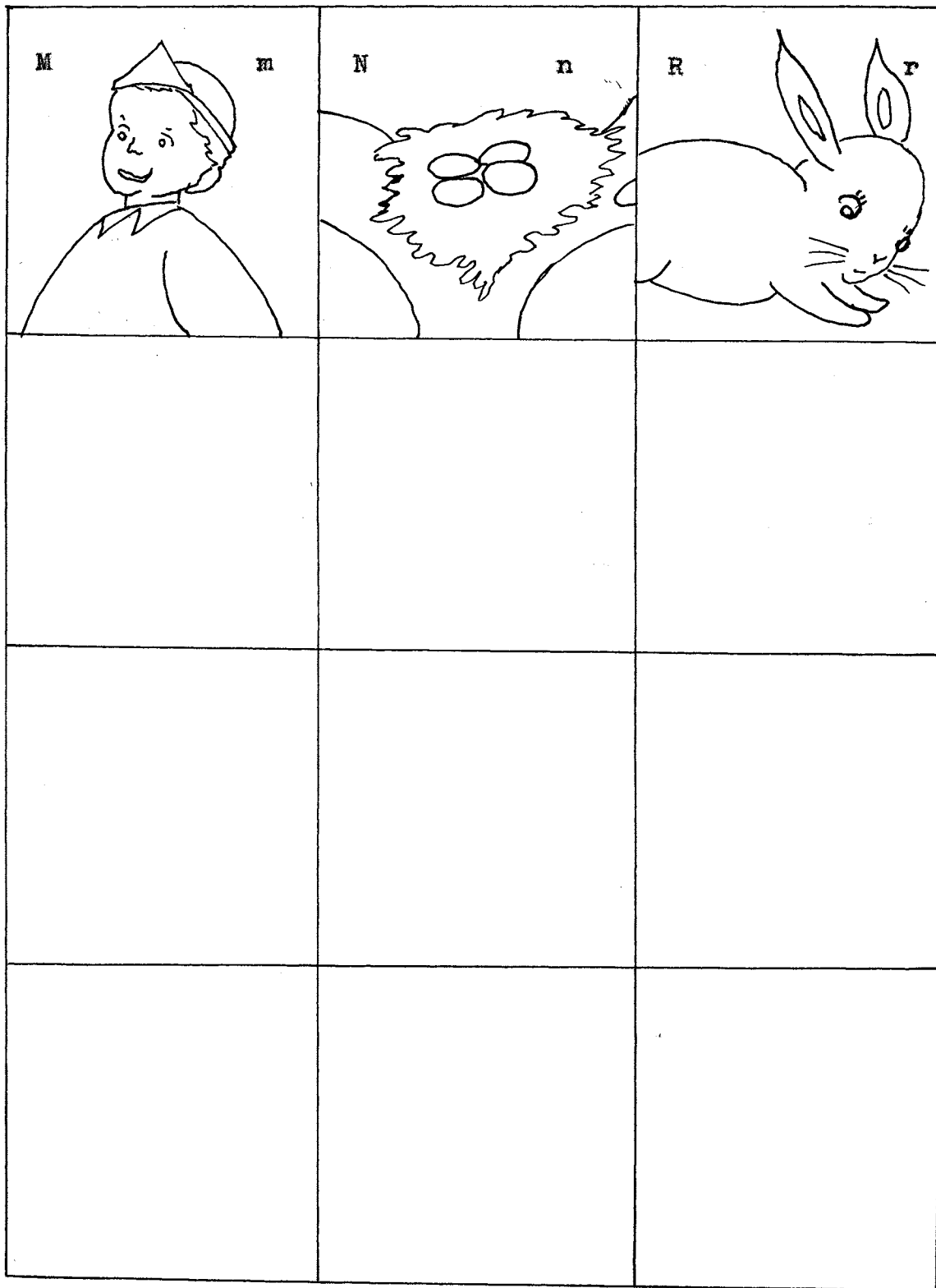


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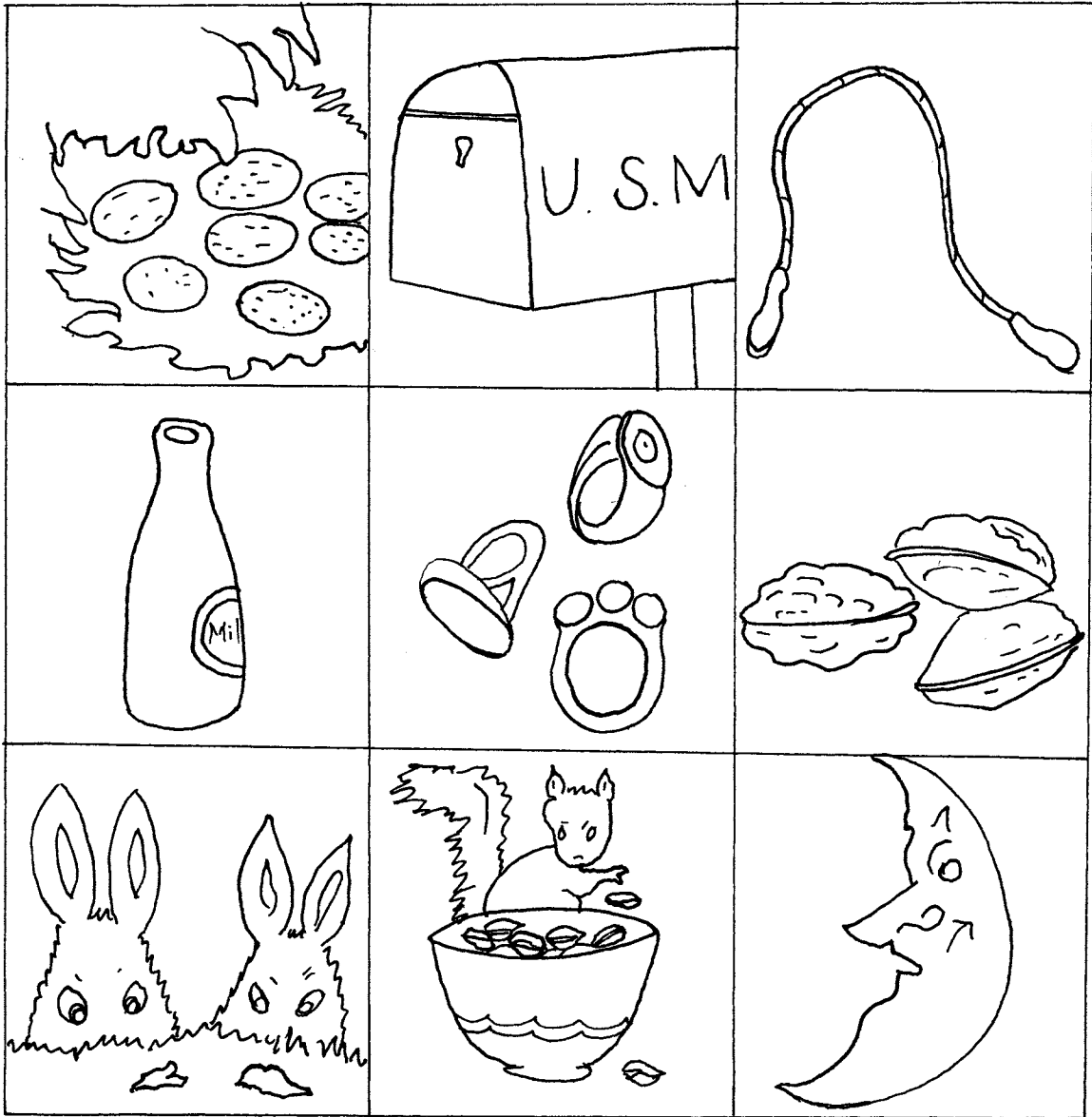


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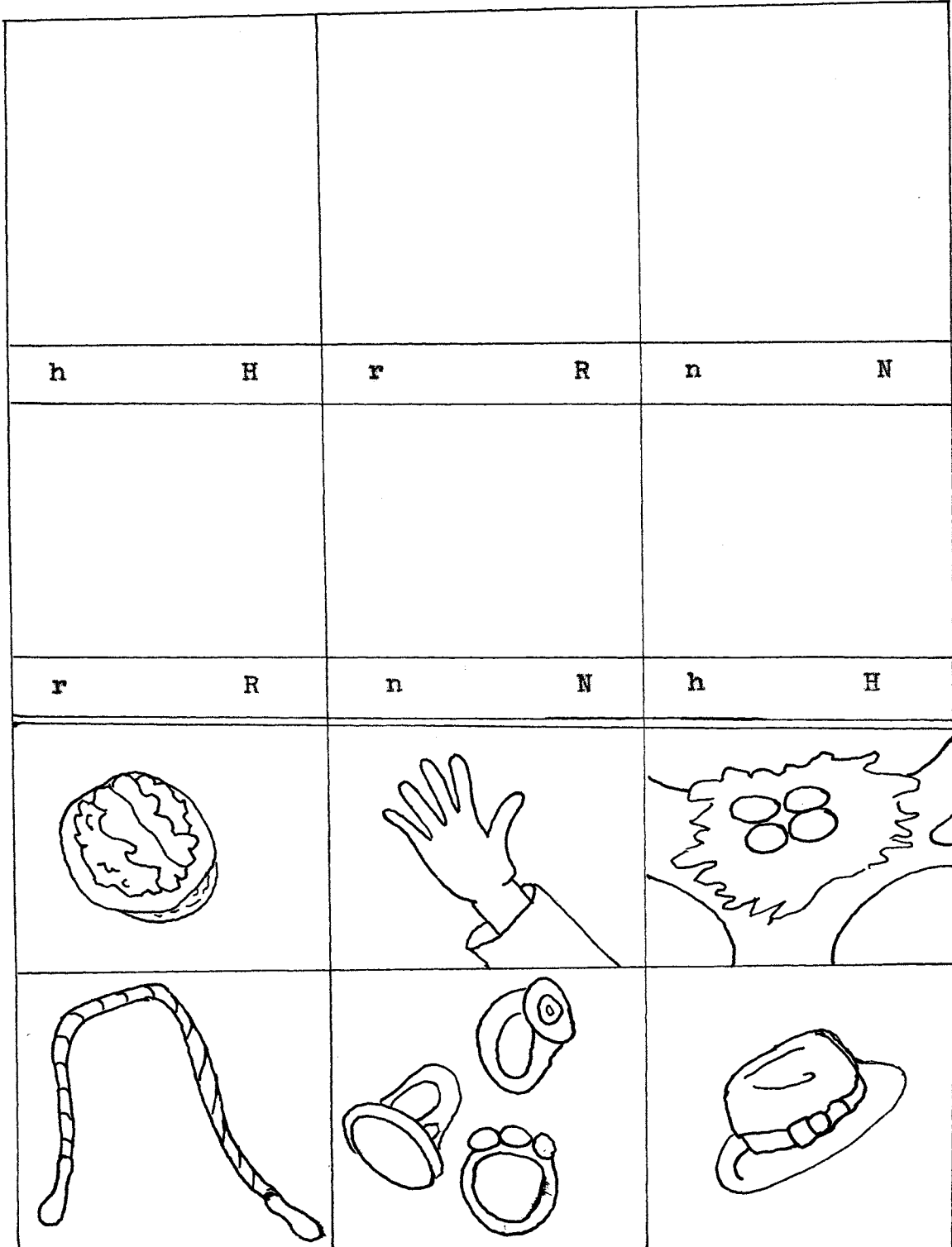


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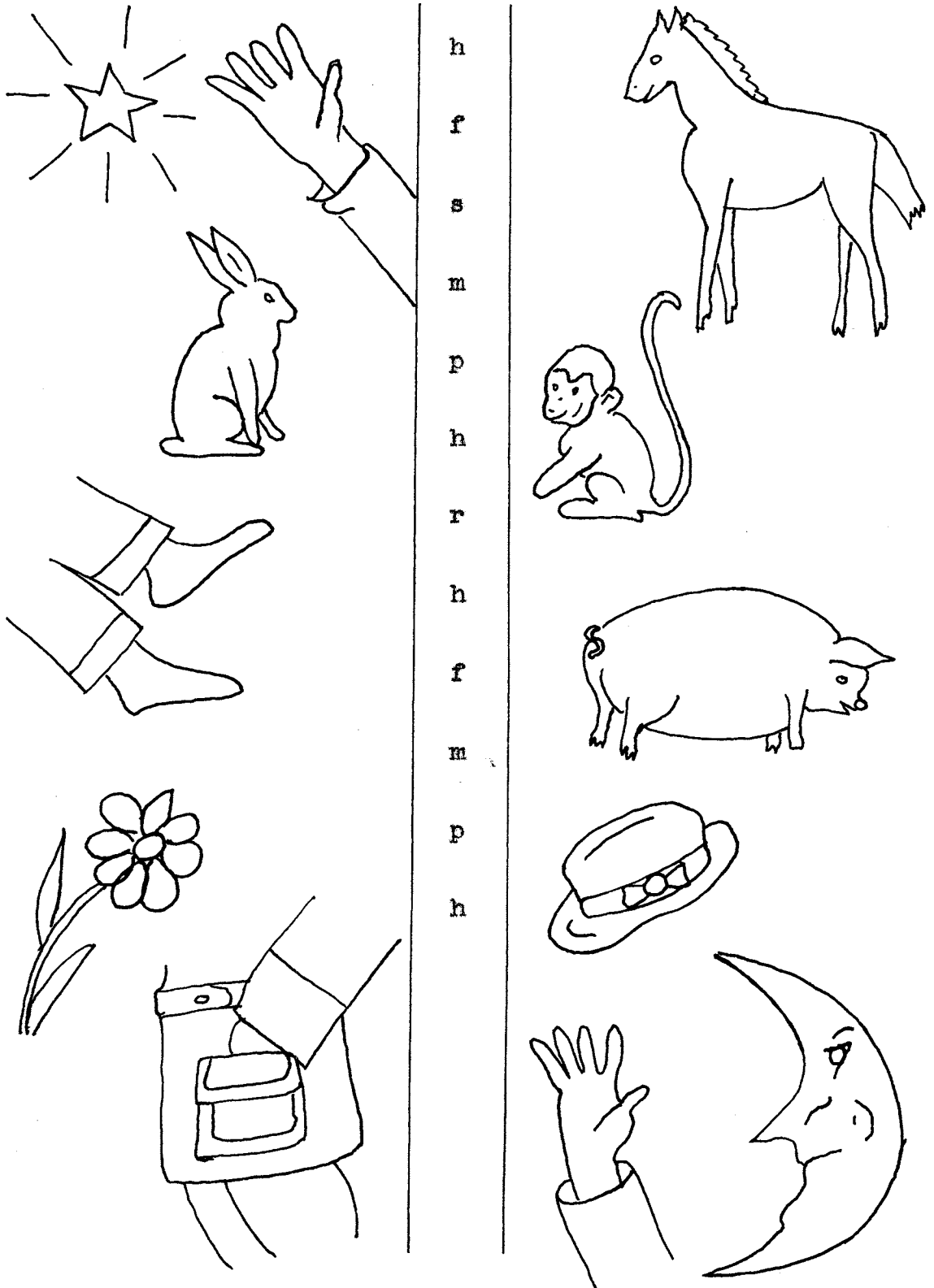


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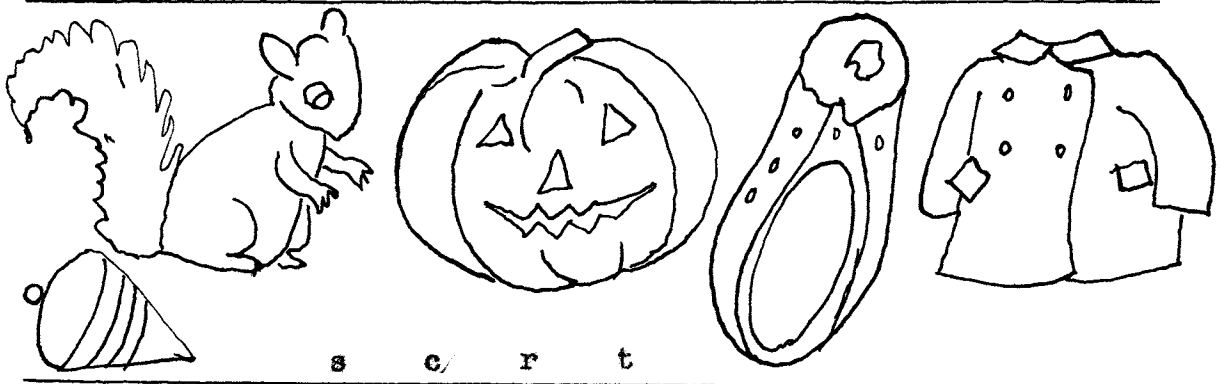
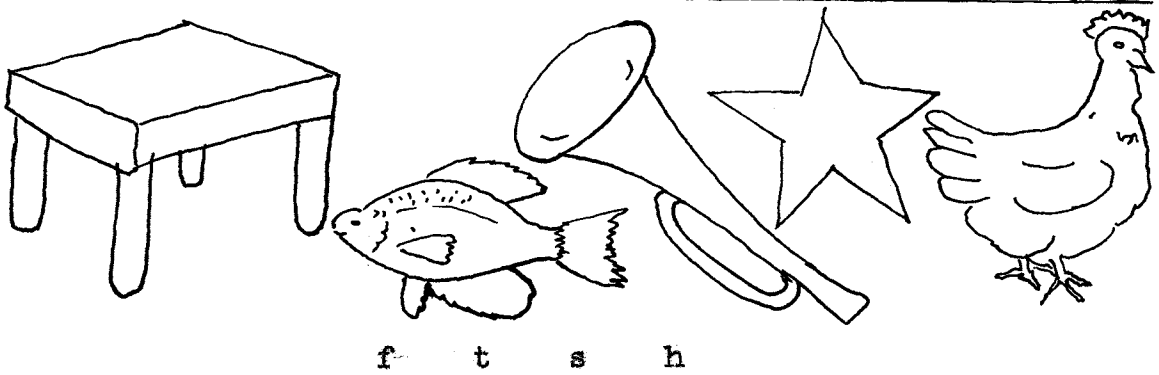
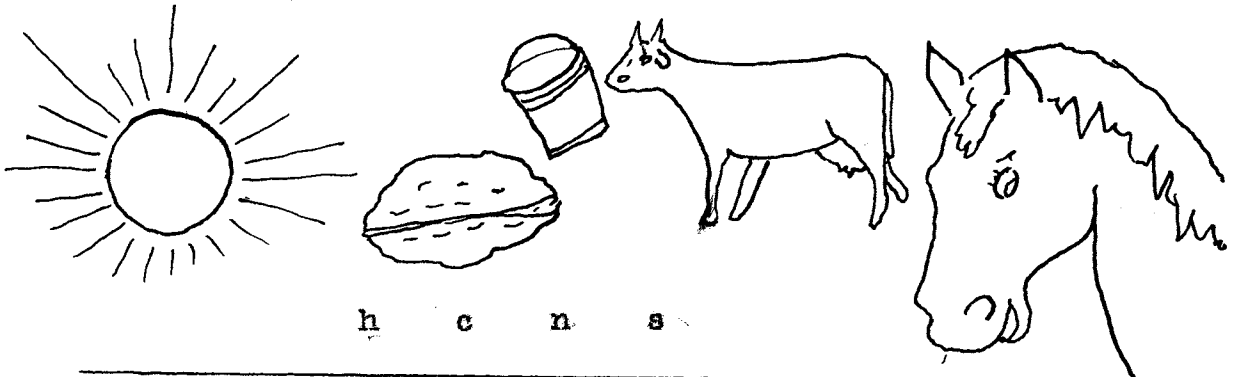
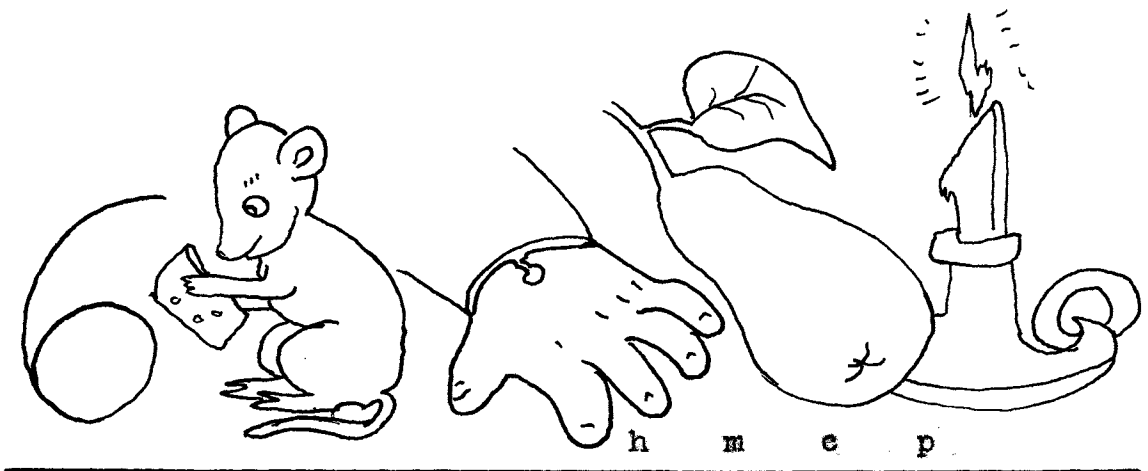


Fig. 9. -- Work sheet type 7.



Fig. 10. -- Work sheet type 8.

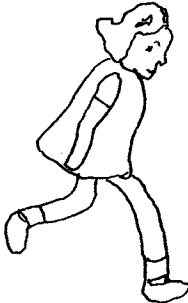
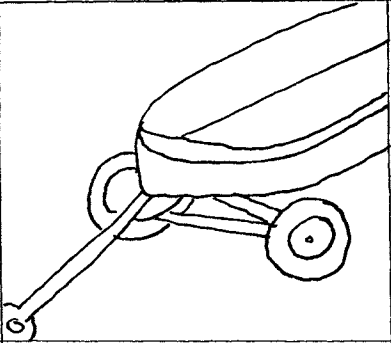

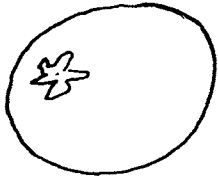
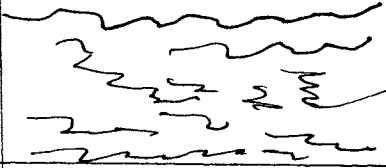
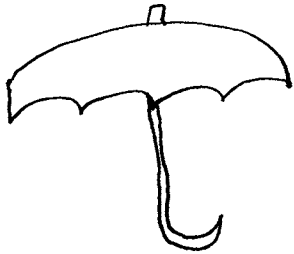
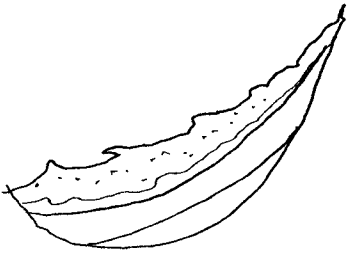
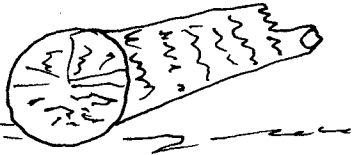
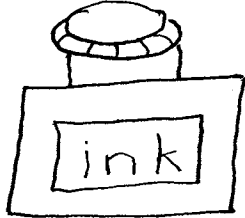
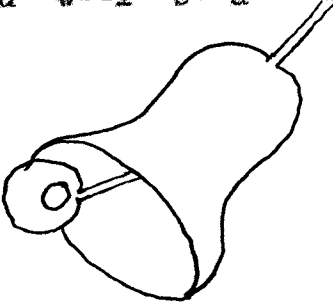
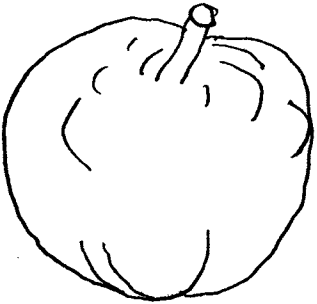
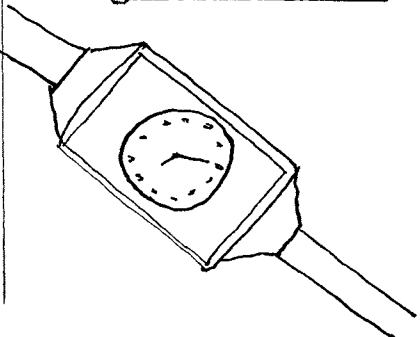
		
<p>h a g t c</p>	<p>w o q u</p>	<p>u l i b a w</p>
		
<p>o w o l b</p>	<p>u i a c w</p>	<p>a b u w i</p>
		
<p>u w l b a</p>	<p>i w l a g</p>	<p>b g i w a</p>
		

Fig. 11. -- Work sheet type 9


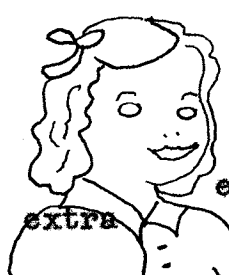

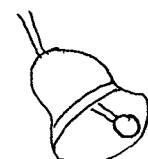

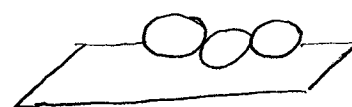
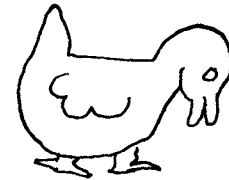


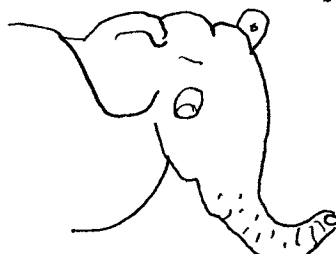

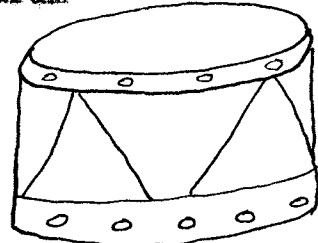
<p>egg leg</p>  <p>peg Meg</p>	<p>Elsie every</p>  <p>extra every</p>	<p>dull done</p>  <p>doll did</p>
<p>ding sing</p>  <p>hang pang</p>	<p>every</p>  <p>elf</p>	<p>eggs elf</p>  <p>Elsie Edna</p>
<p>duck luck</p>  <p>buck tuck</p>	<p>eggs legs</p>  <p>pegs begs</p>	<p>Ed said</p>  <p>wed bed</p>
<p>extra every</p>  <p>elephant elf</p>	<p>tuck luck</p>  <p>buck duck</p>	<p>drum</p>  <p>done dart</p>

Fig. 12. -- Work sheet type 10.



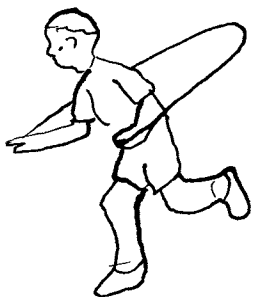
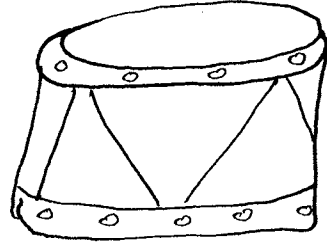
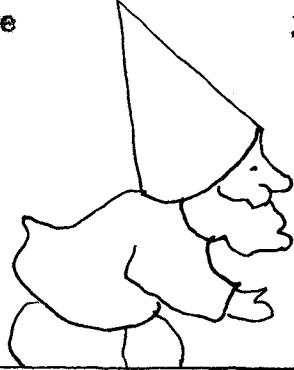

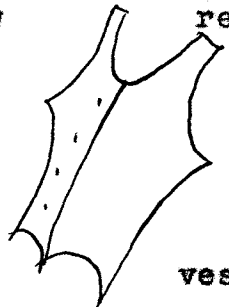


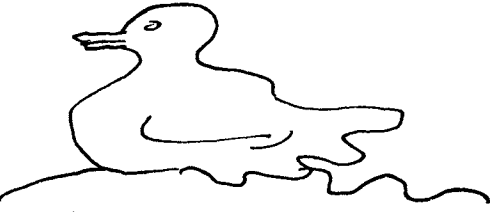
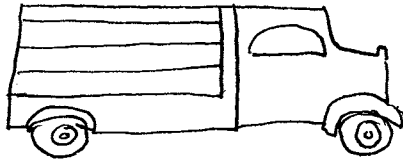
 <p>d p e j</p>	<p>doll j</p>  <p>t baby</p>	<p>j e</p>  <p>r d</p>
 <p>d t b p</p>	<p>e d t s</p> 	<p>e j</p>  <p>p t</p>
<p>j d</p>  <p>b e</p>	<p>d j</p>  <p>v r</p>	<p>cow rest</p>  <p>best vest</p>
<p>e v</p>  <p>t r</p>	<p>car tar</p>  <p>rose jelly</p>	<p>j d</p>  <p>b c</p>

Fig. 13. -- Work sheet type 11.

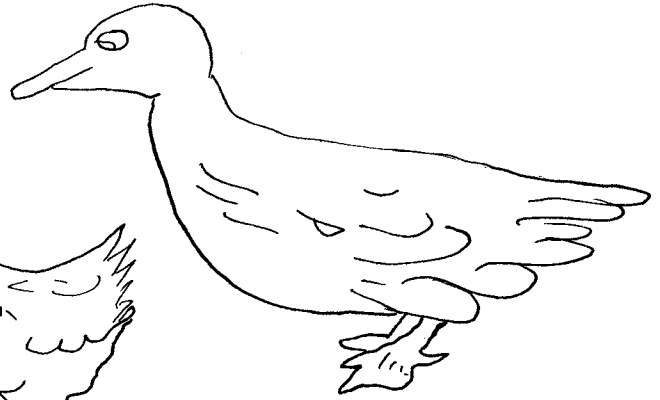
ck



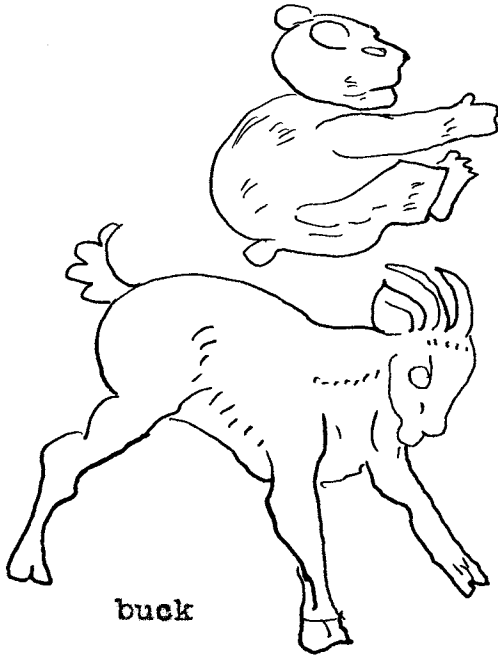
truck



cluck



duck



buck



pluck

truck

buck

neck

kick

cluck

pluck

peck

tick

duck

luck

lick

brick

Fig. 14. -- Work sheet type 12.



Fig. 15. -- Picture representing the story, "Three Little Pigs."

VOCABULARY OF GROUP I AND GROUP II

Group I

s	Fay	to	paw	puzzle
said	feather	toad	pea	
sand	feet	toast	pealing	h
sat	fin	toddle	peanut	hail
scissors	five	toe	pecans	hair
secret	flag	tomb	Peggy	hall
see	flat	tongue	pen	hang
seen	float	tools	pencil	hands
send	fluffy	tooth	penny	happier
set	food	top	perfume	happy
seven	fool	tough	pert	has
sick	foot	towel	pet	hasn't
sight	for	town	pickle	hat
silent	fruit	toy	picture	have
six	fun	train	pig	Harry
slack	funnel	tree	pill	hay
slap	funny	tub	pillow	Hazel
seed	Fuzz	tube	pin	head
slid	fuzzy	tuck	pine	hear
slide		tug	pineapple	heat
slight	t	Tulley	pink	Helen
slip	table	tunnel	pipe	help
slop	tack	turkey	plane	hem
soap	tadpole	turtle	play	hen
sock	tag	two	please	her
soup	talk	Tyler	police	hide
sour	tallow	typewriter	pone	him
spider	tan		pony	hit
spoon	tardy	p	pop	hog
spot	tat	paddle	post	ho
spotted	tea	pass	postman	hoe
stool	Teague	pat	potato	hog
string	team	pail	powder	hold
Sue	teeth	paint	pretty	hole
suit	tell	pal	primer	home
sweater	ten	palace	prints	hominny
swing	tent	pallet	propeller	honey
	tick	pan	prunes	honk
f	tickle	paper	pudding	hood
fair	tie	park	pull	hook
fan	tiger	parrot	puppy	horse
Fanny	tight	paste	purple	hose
fast	tin	pat	purse	hot
fat	tinker	Patsy	push	house
father	tire	Patty	put	Howard

hub	cot	nothing	apple	brush
hug	cotton	nut	arrow	bubble
hull	cough		ash	bucket
hum	could	r	at	buckle
humpty	count	rabbit	aunt	bud
hun	counting	racket	axe	buddy
hung	cow	radio		buffalo
hungry	cowboy	radiator	b	bug
hunt	cowlick	rag	baby	buggy
hurt	Cox	rail	bad	bull
hut	Christmas	rain	ball	bumble
	crumb	ran	balloon	bun
c	cry	rat	banana	bunny
cage	cuff	red	band	but
cake	cup	rent	banjo	butter
calendar	curly	rest	barn	button
calf	cut	ribbon	bat	by
call		rig	bath	
came	m	ring	bead	i
camp	maa	rite	bean	in
can	Mack	road	bear	is
candle	mamma	robe	beat	it
candy	man	rock	beau	
cane	marry	rocker	bed	l
cap	mat	roof	bee	lace
cape	match	room	bell	ladder
car	matter	rooster	belt	lady
cat	me	rose	Benny	lake
catch	meal	rosy	Betty	lamb
cattle	meat	rope	Bill	lamp
caught	mend	rough	Billy	land
clean	milk	round	bingo	lantern
clock	monkey	Rover	bird	late
clothes	moo	rubber	bit	laugh
club	moon	rum	bite	lay
coal	moose	run	big	lead
coat	move	Ruth	black	lean
cocoa	mower		blue	leap
coconut	muff	a	bluff	leaf
coffee		aerial	board	leather
cold	n	age	boat	leave
comb	nail	air	Bob	led
come	name	airplane	book	Lee
company	Nancy	Alice	bone	leg
Connie	nat	Allison	boat	lemon
cook	Nell	am	bottle	Lena
color	net	ambulance	bought	Leonard
cookie	nest	and	bounce	Leroy
cooking	nickel	Andy	bow-wow	let
coon	night	Ann	boy	letter
coop	no	Annie	brad	lettuce
Corkey	not	ant	brown	lie

life	good	weed	Eddie	dollar
light	got	weeping	Edmund	dolly
like	Graham	well	Edward	domino
limb	grab	want	eggs	Don
Lincoln	grade	were	Evans	Donald
line	grader	west	Evelyn	done
linen	grain	Westlake	every	dong
liner	grand	wide	d	donkey
living	grape	wife	dad	doors
lion	Grapette	will	daddy	Doris
little	grass	Willard	dainty	Dorothy
live	grave	Willie	dale	dot
lizard	gravel	Wilma	Dallas	double
load	gravy	wilts	dam	dough
loaf	Gray	wind	Dan	doughnut
loan	gray	Windle	dance	Douglas
local	great	wing	dandy	dove
log	green	winter	Danny	down
Lois	greetings	wish	darling	Downey
lonesome	grime	witch	darning	drill
long	Grimes	with	dates	drink
look	grind	woo	David	drug
loop	gripe	wood	day	Duane
lope	ground	wool	Dayne	duck
loose	group	wolf	dead	Duffer
lose	growl	woman	deaf	dull
lost	guess	women	deal	Dugan
Louise	guide	won	Dean	dumb
love	gum	wonder	dear	dummy
low	gun	word	deed	dump
lucky	guy	work	defense	dumplings
lungs		worms	den	Dunkin
lux	u	wouldn't	desk	j
	ugly		Dennis	Jack
o	under	k	Dewitt	Jackie
odd	up	kaiser	Dick	jail
of	us	Key	did	Jane
oil		Kemp	dig	January
orange	w	Kenneth	dill	Japan
organ	wallow	Kent	dim	Japanese
Ott	Wanda	key	dinner	jar
	wagon	kid	ding	jay
g	walk	kill	dingles	Jean
Gale	Wally	kin	dip	Jeffries
garden	Walter	kind	dirt	jelly
get	waltz	king	dish	Jessie
girl	want	kiss	dive	Jill
give	war	kite	do	Jim
Glen	was	kitten	doctor	Jimmy
Glenda	wash	kitty	does	Jip
go	water		dog	Joan
God	Wayne	e	doll	Jo-Boy
gold	we	Ed		

Joeko
Joe
John
Joyce
Judy
jug
jump
June
jingle

v
valley
valve
Valentine
van
Vaughn
Vee
velvet
vent
Vera
very
Veta
vex
Vick
Victoria
victory
victim
vile
vine
violin
violets
Virginia
volcano
vote
vowel

Group II

s	string	Faline	tardy	turban
sack	slid	fan	tea	turkey
sad	slide	fast	team	turtle
sag	smother	fat	Ted	twelve
said	smut	father	teddy	twenty
sail	snap	feet	teeth	twine
sake	soap	fell	telephone	two
salt	sock	find	tell	
salute	something	fine	ten	p
sand	soon	finger	tent	pad
sandle	sorry	fire	terrapin	pail
sang	soup	fish	Tibby	paint
sank	sour	five	tick	pair
save	spaghetti	flames	tickle	pan
saw	Spanish	float	tie	pants
say	sparrow	floor	tight	paper
soot	speck	Florence	Tim	parade
scoot	speckled	flour	time	parrot
school	spend	flower	tin	party
scramble	spin	fly	tingle	paste
scrape	spinach	foam	tinkle	pasteboard
screen	spit	for	tint	pat
seat	split	foot	tiny	patch
see	spoon	forest	tip	Patsy
see-saw	spot	frightened	tire	Patty
seen	spray	free	tit	pay
send	squirt	from	to	peach
set	stand	fry	toad	peal
seven	star	fudge	Toby	peanuts
sew	stop	fun	tock	pear
sick	strap	funny	toe	peas
side	stretch	fur	Tom	pebble
silk	string	Fuzz	Tommy	pen
silly	stripe		tong	pencil
sing	suds	t	tongue	penny
sink	sun	table	Tony	people
sit	surrender	tack	top	person
six	survey	tad	tot	pet
skate	suspender	tadpole	tough	pick
skunk	swatter	tag	towel	pickle
slacks	sweater	tail	town	picnic
slam	sweep	take	toy	picture
sleep		Taken	tractor	pie
Smith	f	talk	trail	piece
smoke	faint	tam	train	pigeon
snow	fair	tan	trot	pigs
stack	fairest	tap	tub	pill
step	fairy	tape	Tucker	pillow
stove				

pin	hard	hurry	cold	mark
pinch	harm	hurt	collar	mash
pink	has	hush	color	mast
pine	Harvey	hustle	colt	master
pit	hat	hut	comb	match
pitch	hatch		come	matches
plants	hatchet	c	cone	me
plate	hate	cab	cook	meat
play	have	cabbage	cookie	meow
player	hay	cabin	coal	milk
please	he	cabinet	coop	miss
plum	head	cage	cop	mitten
pocket	hear	cake	copper	mob
pole	heard	calf	cord	monkey
Polly	hedges	call	corral	monster
pond	hello	came	cork	moo
pony	help	camel	corn	moon
pool	her	camera	cot	mop
pop	Herbert	camp	cotton	moss
porridge	here	can	cough	moth
pot	hide	candle	could	mother
powder	high	candy	count	mouse
pray	him	cane	country	move
prayer	ho	cans	cow	ruff
pretty	hob	cap	crab	mummy
pudding	hoe	car	crack	mumps
puddle	hog	capital	cradle	mash
puff	hold	card	crane	music
pug	hole	care	crank	musician
pull	holiday	Carroll	crayola	must
pumpkin	Holland	carrot	crayon	my
punch	hollow	cart	cream	
pup	home	carry	creek	n
purple	hoop	case	cried	nail
purr	hop	cat	crime	Nan
purse	hope	cartridge	crow	Nancy
push	horn	cattle	crown	napkin
Puss	hoot	cave	crust	nat
put	horse	claim	cry	naughty
	hot	clap	crying	nearer
h	house	clasp	cup	needle
had	how	clay	curl	neigh
hack	hub	clean	cut	nerve
hair	Hubbard	climb		nest
hail	huff	clown	m	net
hall	huffy	club	mad	new
ham	hug	coal	made	nibble
handsome	hum	coat	maize	nice
hands	humble	cob	make	nickel
hang	hump	cocoa	mamma	night
Hansel	hun	coffee	man	nine
happy	hungry	coffin	map	no
harbor	hunt			

nod	rule	bag	bug	lead
nose	run	bait	building	led
not	Russia	bake	bulb	leak
note	rust	ball	bull	lean
nurse	rut	balloon	bumble	leap
nut		Bambi	bun	leaven
	a	band	bunny	Lee
r	absent	bank	bus	leg
rabbit	acid	bar	bushes	Leroy
racer	add	Barbara	but	let
rain	Addison	basket	butcher	letter
rainbow	air	bat	butter	lettuce
raisin	airplane	bath	butterfly	lie
rake	alibi	beans	buy	light
ran	Alice	bear	buying	lightning
ranch	allies	beat	by	like
ranger	ally	beau	bye	lily
rats	Alma	bed		limb
rattle	am	bee	i	limber
Ray	Amarillo	been	Icky	limp
razor	ambulance	bell	idiot	Linda
read	an	bend	igloo	lint
ready	ancestors	bicycle	ignorant	lion
red	anchor	big	in	lip
reindeer	and	Bill	Indian	lipstick
rent	Andrew	bingo	injure	Lipton
rest	Andy	bird	ink	little
ribbon	animals	bite	is	live
rice	Anna	black	it	load
rich	Annie	block		lobby
ride	answer	blue	l	lobster
ridge	ant	boat	lace	lock
rifle	apple	board	Lacy	locket
rind	as	Bob	ladder	log
ring	ash	Bobby	lake	Lois
ringworm	ashes	Bomb	lamb	long
right	ask	bonds	lambkin	Lonnie
rime	aspirin	bone	lamp	look
rip	asthma	boo	land	loop
ripe	at	book	lap	loose
rise	attic	boot	lantern	lope
river	aunt	bought	last	lost
road	axe	bow	latch	loud
robber		bow-wow	late	lousy
rock	b	bowl	Latin	love
rod	baa	bowling	laugh	lump
roof	babe	boy	laundry	lunch
rope	baby	bridge	law	
rot	back	brown	lawn	o
Rover	bad	bubble	lay	octopus
row	badge	bud	lazy	oil

of	green	Williams	every	door
orange	Gretchen	Willis	d	Doris
olive	grind	Wilma	daddy	Dorothy
Olney	groceries	Wilson	Dale	dot
Oscar	ground	wind	dam	dough
ox	grow	wine	damp	Douglas
oxen	grub	wings	Dan	down
	gruff	wink	dance	Doyle
g		wipe	darling	doze
gain	u	wire	darning	Drakestail
gallop	ugly	wise	date	dresses
gamble	umbrella	witch	day	drown
gander	under	with	dead	drug
gar	up	woo	deaf	drum
garden	us	wood	death	dry
gardener		wolf	dear	dub
gas	w	won	death	duck
gauze	wade	worn	Delois	duckling
gave	wag	work	den	dug
gay	wagon		dent	dummy
Gayle	wait	k	desk	dump
geese	walk	key	Dick	dust
get	wall	keep	did	dusty
ghost	wallow	Kemp	die	duty
girl	Walter	Kenneth	dig	dye
give	Wanda	Kent	dill	
go	want	kick	dim	j
goard	was	kids	dining	Jack
goats	wash	kin	dinner	Jackie
gobble	waste	king	ding	jag
God	water	kinky	dining	jail
going	wave	Kinney	dip	jam
gold	wax	kiss	dirt	James
golf	way	kit	dirty	Jane
gone	Wayne	kite	dishes	Janice
good	we	kittens	Dixie	janitor
good-by	weak	kitty	do	Japanese
goody	wean	kodak	dobie	jay
goose	weary	kix (corn)	doctor	Jean
got	wedding		does	jeep
Grace	weeds	e	dog	jello
Gracie	weigh	echo	doggie	jelly
grader	weep	Ed	doll	Jenny
graduate	well	Edgar	dollar	Jerry
Graham	wet	Edmund	dollie	Jessie
grain	wig	Edward	Don	Jim
grand	wiggle	eggs	Donald	Jimmy
granny	willow	elephant	done	Jip
grass	win	elm	dong	job
grave	winter	Eskimo	donkey	Jo-Boy
gray	Willard	Etna	Donnell	Jocko
grease	William	Evans	don't	Joe

John
Johnny
jokr
Jones
joy
Joyce
judge
Judy
jug
jump
junior
junk
just

v

vaccination
vacuum
Valentine
valley
valve
Van
Vane
Vanhoosier
VaRue
vase
vat
Vee
vein
velden
velvet
Vera
verse
vest
Veta
vex
vicks
Victor
victory
village
Vina
vine
vineyard
violin
visit
vitamin
volley
vote
vowel

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