1952

A workbook of exercises to enliven interest in meaningful spelling for grade five

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http://hdl.handle.net/2144/20619

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Service Paper

A Workbook of Exercises to
Enliven Interest in Meaningful
Spelling for Grade Five

Submitted By
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(B. S. in Ed., Hampton Institute, 1942)

In Partial Fulfillment of Requirements for the
Degree of Master of Education
1952
First Reader: Dr. Helen A. Murphy, Professor of Education

Second Reader: Dr. Helen Blair Sullivan, Professor of Education
Acknowledgment

It is the desire of the writer to express her sincere appreciation to Dr. Helen Blair Sullivan for her willingness to help in this study.
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Introduction

In the modern spelling program of teaching spelling, we find educators are concerned with the sequence of letters in a given word but more concerned with its meanings to children.

It discriminates between words of similar meanings and makes use of types of learning experiences with words as: origins of words, word building, and multiple meanings. Therefore, it can be considered a study of words as a tool of expression.

Billington stresses: "If the child is constantly led to discover and explore new meanings of known words, he gains an added experience in spelling and using words".

Justification for the Choice of the Problem - The writer feels that from experience and the opinion of other investigators in the field of spelling this type of study should be motivated to stimulate interest in meaningful spelling.

As Foran urges:

"There is certainly no value in being able to spell a word if its meaning is not known, for there can be no spontaneous use of the word. Meanings often govern spelling as in the case of homonyms. It is essential that the meanings of the words in the spelling lesson be taught if they are not already known. If the spelling vocabulary is well chosen and the words are properly graded pupils should have learned their meanings."


Chapter I - Previous Research
Review of Research

As previously stated the emphasis in this chapter will be placed on a review of research in relation to the different phases of the problem stated.

Ross points out:

"Spelling deals with a limited number of the most useful words in the language. To achieve permanent spelling ability it is necessary for children to absorb each of these words as a whole into his vocabulary. This means more than merely giving attention to the order of letters within a word. It means making the word a permanent part of the child's endowment for expression. It means providing these opportunities for using each word to express real meaning."

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Developing Word Meaning 1/

How much meaning a child attaches to a printed word is determined by a number of factors. First, there is the child himself, his home and environment, his experiences in life, his intelligence, his ability to organize experiences and give them meaning, the kind of instruction he has had in school, the breadth of his reading, and a number of other personal and school factors.

Words, to large extent, also determine the meanings that a reader shall have for them; for example, a concrete word is much more easily understood than an abstract one, literal meaning easier than a figurative one, a denotation meaning easier than a connotative, etc. And finally, what happens in the classroom determines the meanings that a child gets from the printed page.

/2/
Nolde in giving tests of homonyms to two sixth grade classes in addition to their regular spelling lists said:

"A start was made with two, too (two uses), to; and there, their, they're as these appear high up on lists of frequently misspelled words. The spellings and meanings were noted".

1/ Developing Word Meaning - Curriculum Department, Madison, Wisconsin Public Schools.

Frequently children are motivated to learn words in a school unit or activity which are thought important. Differentiation should be made, however, in the learning of meaning, use and spelling of words of this nature. While the spelling of some words met in such activities should not necessarily be taught, the meaning of all words so encountered should be understood. Some words need to be taught visually, aurally, and orally but not in formal spelling because the learner will not have need to write them. Accordingly, a teacher must know words and their use in order to direct children to learn and use them.

Meaning vocabularies prepare the child for writing and spelling. McKee says:

"But in writing one must be able to spell the words if he performs the activity successfully. Thus, because spelling presents such an important need in writing and does not present such an important difficulty in other activities, the selection of words which elementary school pupils should be taught to spell is limited to the vocabulary used in the writing activities of life."

Straub suggests an approach. He states that meaning should come first. Unfortunately the practice from parts to whole is a common spelling method. Moreover, as the child reaches the achievement of spelling the whole word, he generally looks up the meaning of the word for use in a sentence. Note how meaning here is a mere follow up of the process. Recall, too, that meaning makes for learning and that it is highly probably that an isolated word will not make meaning. Therefore, in the case of spelling, as in every other case, meaning should come first.

1/ Fitzgerald, James - A Basic Life Spelling Vocabulary, Bruce Publishing Company, Milwaukee, Wisconsin.


Dolch says: "Making sure of the meaning should be done by use in sentences and must include (1) explaining in some of the familiar, and (2) showing correct usages, in checking that teaching the meanings of words lessens the difficulty of learning to spell and therefore is worthy of its use."

Morphett and Washburne agreed: "It is desirable that children should know the meanings of words -- that it is probably absurd to train children to spell words correctly when they do not know the meanings.

Teachers can make a very happy and useful combination of spelling and vocabulary; the former to suffice for ordinary reading, the latter as preparation for more and more advanced literature.

Every attempt should be made to help develop interest in spelling for the child. Hildreth says -- "The pupil is helped to develop correct spelling habits whenever he writes something at school. Ideas to express and a vocabulary of word meaning in which to express them are prerequisites to learning to spell.

Hildreth also says: "Spelling is confined to words the student needs to write, whose meaning he already knows, or words whose meaning he is learning in connection with class projects.

4/ Hildreth, Gertrude - Learn the Three R's p. 498-1947
5/ Hildreth - op. cit.
Holmes says:

"Incidental meaningful use of a new word by the teacher is not enough to establish a new meaning unless, in addition, the teacher (a) draws pupils' attention consciously to the word and its meaning. Studies show that children need to learn to recognize the appearance of the word and to use it meaningfully themselves in speech and writing if they are to add the word to their vocabulary. How should an unfamiliar word be made meaningful to children? In general, however, it may be said that the meaning should be conveyed to the children in a variety of ways, and that each child should be given opportunity to associate the appearance and pronunciation of the word with its meaning."

"The language class is, of course, the natural place for word study, but every subject in the curriculum has its own special vocabulary, and every teacher, whatever her field, should have an interest in enlarging the pupils' range of words."

Durrell believes that in general reading ability and spelling ability are closely correlated because skill in word perception is essential if a child is to recall words vividly enough to write them. It has been found that poor reading is almost always accompanied by poor spelling.

Tidyman says: "In teaching, individual differences as may be acknowledged, these differences are to be found as widespread in spelling ability and achievement as in reading and arithmetic accomplishment. Individual differences in type of learning demand a varying emphasis upon the learning exercise."

G. L. Riemer says:

"Power over words is essential to the teacher, furthermore, because words have a large variety of meanings, so great a variety that no dictionary has yet been able to contain them all. Words, as is well known, have literature meanings, so to speak, as well as dictionary meanings. Words have one meaning, it may be said, when used in prose, another richer, somewhat more suggestive meaning, when used in poetry. There are so-called exact or real meanings to words, and meanings which are associated or connected with them due to usage, age or context. Such meanings the dictionary rarely gives. They must often be supplied by the teacher."

Gates emphasizes that writing words is the final purpose of spelling instruction. All other means should guide to this and since in life's activities we need to spell so that we may write.

Sudweeks stated that there is little doubt among authorities that meaning is an important aid in the teaching of spelling. Earlier teachings neglected this, but with the reappearances of the spelling book around 1913 much emphasis was placed on this method (meaning). It is the practice then to use the word in a sentence, paragraph or verses.

Breed stated: "It is important that the meaning and use of words be taught if not already known, in connection with the spelling, and that before the spelling itself."


Chapter II: The Problem and Plan of Study
The Problem

Statement of the Problem. The purpose of this study is to prepare exercises for developing word meanings and discrimination in different forms of motivation to be used on slow fifth grade pupils, to be evaluated later to ascertain which type of motivation had the greatest affect on the spelling interest and achievement of slow children in the fifth grade. These materials will provide work in the following skills.

1. The Best Meaning.
2. Multiple Meanings.
5. Meaning from Context.

This workbook has been arranged with thirty exercises with two exercises to be given daily for a using period of three weeks fifteen minutes daily.
Chapter III - Word List
ache  beginning  country  hat  plant
after  bell  crate  headquarters  port
again  big  damp  heat  purple
agree  bill  day  heel  rivers
aid  Boston  deep  hour  round
aircraft  branches  dimes  house  route
airplanes  building  distance  huge  sea
airships  bus  door  ice  show
animals  buy  each  island  small
area  by  eight  lake  snow
army  calender  factories  large  spring
ate  candy  fail  list  summer
athletics  cap  few  location  swift
auto  captured  first  many  switch
bare  Christmas  fish  moderate  trade
base  chum  for  nation  train
basket  climate  forest  next  traveler
battle  clothes  friends  note  trees
beak  cloudy  from  paper  vegetable
bear  clown  frost  pass  west
beautiful  coal  fruit  patch  wing
beaver  community  general  people  winter
because  costume  grass  pilot  year
                 yellow
Chapter IV - Exercises
East makes us think of west. Write the words of which these words make us think.

1. waves
2. valentines
3. valley
4. village
5. visiting
6. track
7. wife
8. took
9. umbrella
10. baseball

After each phrase to the right, write the number of the word to the left which means the same.

1. territory
2. distance
3. fierce
4. sound
5. headquarters
6. location
7. fail

savage, wild
place from which an officer sends out
place far away, space between
not succeed
position, place
free from injury, unhurt
land region
Fill the blank with the correct word from those in the parentheses.

1. We ______ our book.
   (shear, share)

2. My mother has ______ books.
   (to, too, two)

3. This is ______ home.
   (their, there)

4. The rabbit ran into his ______.
   (whole, hole)

5. Old Mother Hubbard's cupboard was ______.
   (bear, bare)

Write in the blanks words having three meanings or more.

1. You eat out of me.
   Word _____________________
   You can get me from a tree.
   The horse can do it.

2. I am a season.
   Word _____________________
   It is on my watch.
   I am water.

3. A bird has two.
   Word _____________________
   A house can have one too.
   A bird can go on a journey that way.
Draw a line under the best meaning.

damp (very wet) ← damp (moist)
polish (to rub) ← polish (to clean)

soil (dirt) ← soil (dirt)
basement (lower story) ← basement (lower story)

cloudy (dark) ← cloudy (dark)
snow (white flakes) ← snow (white flakes)

In each row cross out the word which does not belong.

1. sea factories rivers lakes
2. trees grass hoes plants
3. nation country people materials
4. industries factories land buildings
5. each third first second
Say these words to yourself: thirty; mother; proud; could.

Write the words in which

th sounds like th in think
ou sounds like ou in bounce
th sounds like th in them
ou sounds like ou in would

Draw a box around the word that belongs with the first word.

1. tree
2. planes
3. army
4. door
5. deer

branch
movies
church
house
day

gang
jobs
general
amp
horns
girl
pilots
office
car
stars
After each word below write its opposite meaning.

- wrong ________ different ________
- bottom ________ near ________
- crooked ________ foolish ________
- begins ________ brought ________

Draw a ring around the word which belongs with the first word in each line.

1. fish  hill  ocean  rock
2. night moon  sun  noon
3. eat horn  fin  paw
4. letter word  building  tree
5. door box  house  bank
6. bell blow  rub  ring
7. porpoise person  plant  animal
8. clown factory  circus  school
In each row check the words which mean the same or about the same.

1. little  pretty  tiny  small
2. huge  large  big  sad
3. fast  swift  travel  speedy
4. aircraft  bus  airships  planes
5. games  sports  gases  athletics

Write in the blanks a word having three or more meanings.

To be quiet.
The night is like it.
To guess or wonder.

To the woodpecker has one.
You have to pay it.
It was passed in the Senate.

It will stay with you for a while.
At the end of the line.
A show is made on me.
The same word belongs in each sentence; put the right word in them.

Word____________
1. He will _____________ at your store.
2. He learned the carpenter ____________.
3. I will _____________ my candy for your apple.

Word____________
1. I heard the _____________ of the wind.
2. The stories _____________ queer.
3. The "o" has a long _____________ in hope.

Word____________
1. The water _____________ are big.
2. He played a tune on his ____________.
3. He has three new _____________.

Write the first sound you hear in:

holly _________ whole _________
flow _________ study _________
wife _________ mama _________
preach _________ sister _________
map _________ cabbage _________
Say these words to yourself: ox; preach; whole; geese; thread.

Write the words in which you hear -

a long vowel sound: ________________________________

a short vowel sound: ________________________________

Read each sentence carefully and put the correct word in each group.

Word ____________________
1. A writing ____________ is required for spelling.

Word ____________________
2. We sometimes take headache ________________.

Word ____________________
3. A stone ____________ may mark a famous man's birthplace.

Word ____________________
1. The bell has ________________.

Word ____________________
2. Jack stepped in one ________________ of the ladder.

Word ____________________
1. The man will _____________ for president.

Word ____________________
2. The lady had a ________________ in her stocking.

Word ____________________
3. The porter's ________________ is to Norfolk.
Say the following words to yourself, and put a box around all words that have an "S" sound for "C".

rice cabin comb race
mice cellar city calf

Fill in with suitable words.

The man put the oar in the __________. A __________ is a place where you keep a car.

The __________ lived here a long time before the white man.

The first people to live here with the __________.

Man has depended upon the __________ to guide him at night.

At night the __________ shines.
Draw a line from the word to its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>frozen water</td>
</tr>
<tr>
<td>ice</td>
<td>place where ships land</td>
</tr>
<tr>
<td>harbor</td>
<td>head covering</td>
</tr>
<tr>
<td>hat</td>
<td>direction</td>
</tr>
<tr>
<td>north</td>
<td>some one you like</td>
</tr>
</tbody>
</table>

Draw a ring around the word that belongs with the first word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>weather</td>
</tr>
<tr>
<td>year</td>
<td>ice</td>
</tr>
<tr>
<td>ocean</td>
<td>auto</td>
</tr>
<tr>
<td>north</td>
<td>warm</td>
</tr>
<tr>
<td>vegetables</td>
<td>coast</td>
</tr>
<tr>
<td>fruit</td>
<td>trip</td>
</tr>
<tr>
<td>fertilizer</td>
<td>lake</td>
</tr>
<tr>
<td>paper</td>
<td>sun</td>
</tr>
<tr>
<td>visitor</td>
<td>west</td>
</tr>
<tr>
<td>orchard</td>
<td>train</td>
</tr>
<tr>
<td>juices</td>
<td>trip</td>
</tr>
<tr>
<td>winter</td>
<td>lake</td>
</tr>
</tbody>
</table>
Number the words in alphabetical order.

next
often
snow
plane
small
show
paper
from
day
away
lake
chin
warm
ice
tired
fist
fired
year

Draw a ring around the word which means the same or almost the same as the first word.

1. captured
2. chums
3. bill
4. costume
5. nickels

seize
zoos
head
birds
cones
release
friends
claw
fingers
dimes
order
shows
beak
clot
soles
Use the following words in sentences two different ways as:

Word staff - The shepherd leaned on his staff.

There are five lines in a music staff.

1. Word lose
2. Word pass
3. Word patch
4. Word note

Fill in the correct word.

1. I ______ dinner at six o'clock.
   (eight, ate)
2. Go and ______ me a two cent stamp.
   (buy, by)
3. I told you ______ !
   (know, no)
4. The ______ is in the box.
   (wood, would)
5. What ______ did you arrive?
   (our, hour)
Complete each sentence with a suitable word.

1. Sunset is at the close of _____________.

2. Land surrounded by water is an ________________.

3. The back part of the foot is the ________________.

4. An implement for rowing is an ________________.

5. This is ________________ father's house.

Listen carefully while I pronounce the following sounds and after each sound, put a word within which that sound is contained.

dàn ______________ gh ______________ ai ______________

ee ______________ ou ______________ th ______________
In each line draw a ring around the word that is opposite in meaning to the first word.

1. many \hspace{1cm} both \hspace{1cm} all \hspace{1cm} few
2. beautiful \hspace{1cm} pretty \hspace{1cm} ugly \hspace{1cm} nice
3. often \hspace{1cm} once \hspace{1cm} seldom \hspace{1cm} never
4. young \hspace{1cm} old \hspace{1cm} big \hspace{1cm} new
5. girl \hspace{1cm} woman \hspace{1cm} boy \hspace{1cm} dog

Complete by adding a word.

1. oak, maple, pine, ____________________.
2. island, mountain, hill, ____________________.
3. lion, giraffe, monkey, ____________________.
4. sway, dance, turn, ____________________.
5. large, huge, enormous, ____________________.
6. gay, happy, merry, ____________________.
7. house, window, door, ____________________.
Below are fifteen words. Listen carefully and check the ten that I pronounce.

1. ache
2. again
3. agree
4. battle
5. because
6. beginning
7. branches
8. colander
9. Christmas
10. community
11. damage
12. library
13. measure
14. newspaper
15. vacation

Check the best meaning.

1. weather
   (climatic
   (cold
   (grateful
   (gloomy
   (slender
   (tall
2. thankful
   (small nail
   (pocket time piece
   (to greet
   (swaying to and fro
3. thin
4. watch
5. welcome
Chapter V - Suggestions for Further Research
Suggestions for Further Research

1. To use the same kind of tests in spelling on a larger group of fifth graders.
2. To use the same kind of tests for a longer period of time.
3. To evaluate the progress with other spelling methods.
4. To determine whether these remedial devices are very effective in overcoming difficulties.
Bibliography


3. Developing Word Meaning - Curriculum Department, Madison, Wisconsin, Public Schools.


