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## The Importance of Vocabulary Development in the Primary Grades

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THE IMPORTANCE OF VOCABULARY DEVELOPMENT  
IN THE PRIMARY GRADES

by

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Instruction in partial fulfillment of the  
requirements for the degree of Master  
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## ABSTRACT

Research indicates a need for upgrading vocabulary development in the elementary school classroom. The purpose of this project is to aid in developing the young child's vocabulary as a foundation for future reading. By means of oral presentations of the children's literature and activities centered on the vocabularies generated by these selections, students will have the opportunity to expand their store of words and meanings.

The Importance Of Vocabulary Development  
In The Primary Grades

Where are American schools heading in terms of reading instruction? Is our goal to develop a lifetime reader, a person who reads books written by authors of historical and modern renown, or is our goal the creation of an individual who cannot comfortably absorb anything more than the newspaper or Sports Illustrated? The former would be a person tuned in to the act of reading, the latter, a functional literate.

There seem to be several factors which differentiate one from the other. They can be described as similar to the factors that separate a handyman from a master carpenter. The handyman has a tool chest containing the basics needed in plying his trade, a hammer, nails, a saw, and a measuring tape. He takes on the job of building a table and, using his basic skills and tools, he builds a usable, though rough, table. The master craftsman, on the other hand, has at his disposal a workshop filled with an astounding array of tools and a

knowledge of woodworking gained through years of study and hard work.

The finished tables produced by these two persons will be basically the same and yet vastly different. Both tables will have four legs and a top. The handyman's table might be slightly wobbly, a bit rough, and not at all pleasing to the eye; yet, it is a table and no one would deny it. On the other hand, the master carpenter's table is firm, steady on its legs, smooth, and highly polished, finished as only a master craftsman can do it.

The difference in the capabilities of these two persons is easily explained. One is highly skilled, due to extensive training, is motivated to produce a quality product, and is in possession of the proper tools to do the job. The other possesses only a basic knowledge of woodworking, minimal skills, and a few tools.

One could ask what carpenters have to do with readers, the answer is nothing and everything. The products of the two carpenters were tables, basically the same but very different in quality. The products of our schools are readers, some highly

skilled and able to cope with and enjoy myriad types of literature and some able to cope with reading only when the need arises. What kind of readers our schools produce depends, to a great degree, on the tools, skills, and motivation provided for them during the entire span of their educational careers.

Master carpenter and handyman, lifetime reader and functional literate-the process of creating them is very similar. Given the proper tools and knowledge to use them, the reader or the carpenter can become a master. Why then the vast differences in the degrees of skill development? Looking at both groups, carpenters and readers, and presuming both are in possession of equivalent intelligence, they could have had the same degree of success. However, some extrinsic factors during their educational experience probably influenced the final outcomes.

There seem to be basic tools and skills which lay the foundation for success. In most elementary schools reading instruction begins with phonics. This instruction continues until the end of the second grade and becomes a valuable tool (De Boer,



and Dallman 1970). This phonics instruction can be seen as similar to the carpenter's saw which is used to cut apart and shape the wood for the table. Phonics enables the student to take words apart and decode the symbols of our written language.

The next step the schools undertake is comprehension of the decoded symbols. This vital step progresses from literal to inferential to critical comprehension and, hopefully, beyond. Comprehension skills assist the reader in putting the words together into meaningful units and enables the reader to understand what the author is trying to convey. The carpenter uses the hammer in a similar way to put together the pieces of wood, which he has sawed, and to form them into a table.

Up to this point the schools, for the most part, could be seen as doing a good job. They have at their disposal many materials produced by highly respected textbook manufacturers. Modern basal reading programs contain some meaningful stories, beautiful illustrations, multitudes of ideas, and enough reproducible worksheets to keep the students busy all year. Primary and elementary grade

teachers make extensive use of these materials to teach reading.

However, in the junior high school, there is a change: the schools and textbook manufacturers feel that it is time to begin building advanced vocabulary to enable the students to read and understand some of the world's great classical literature. At this time they present the students with lists of words and their definitions. In fact, they present them with books of lists of words and their definitions. Each year through the students secondary career, they receive new books of lists of words and their definitions. These are typically to be memorized, and on a weekly basis the students are tested. Then the students often promptly forget the majority of the words (Kane and Anderson 1978).

Words are of course the sum and substance of the reading act, just as nails are the means by which the carpenter's tables are held together. The master carpenter uses the best finishing nails to get the best results, while the handyman will settle for common nails which he happens to have in his tool kit. The schools, in a like mode, may only be

providing the common nails or basic vocabulary for the students and may not be providing the finishing nails of a rich vocabulary with which lifetime readers are created.

Today's children are exposed to vocabulary in a greater variety of ways than at any other time in history. Considering the fact that they have access to abundant reading materials, television, movies, newspapers, magazines, and companions, it would seem that children's vocabularies would be richer than any preceding generation. However, with all the resources available, and all the exposure to these resources, today's child has in comparison to the educated child of the early twentieth century a limited vocabulary. Why this is happening to our children is evident if one looks at the common vocabulary contained in television, movies, newspapers, magazines, and childrens literature. Each of these sources, which could provide rich vocabulary, has lowered their vocabulary presentation in order to reach the largest segment of the population. Even the basal reading programs are written with highly controlled and limited

vocabularies. For many children, reading instruction is carried out with only these materials. The newspaper, probably the most commonly read of any of the printed media, is lacking in any significant or rich vocabulary. This is done to enable it to reach the widest readership, and considering the reading abilities of the average person, it is understandable that the printed media have lowered their standards.

Some factors in the decline of average reading abilities may be excessive television viewing by our children, the low movie standards and magazines that attempt to reach the widest audience by relying more on pictures than on words to get their points across. Peer group interactions are usually less than stimulating; and in our American society, family conversations are very limited except for the fortunate few.

Where does the child turn for help? The school is the place where this situation could be remedied. However the schools, in many instances, may not be doing all that they can in the area of developing or motivating our children to read.

The schools know that the act of reading is multi-faceted, and up to the point of vocabulary instruction, they do a good job of teaching reading. Yet there is a need for early vocabulary instruction, not beginning in the junior high when so many students become resistant learners but in the primary grades or even at the kindergarten level where most children love to learn.

The purpose of this project is to develop a set of enrichment activities for the primary and kindergarten level students. The model presented will use children's literature with an emphasis on introducing vocabulary and related concepts prior to presenting stories. Post reading activities, with this same vocabulary, will further reinforce the students' abilities to include these words in their vocabulary storehouse.

## REVIEW OF RELATED RESEARCH

The following research will clearly show that a link exists between vocabulary instruction and reading success. The literature indicates that what is needed today is not more research in this area but more action on the part of curriculum planners to create a more systematic curriculum for the teaching of vocabulary. The need is great if our children are to grow intellectually and truly become lifetime readers (O'Rourke 1974).

### Definitions

The term vocabulary is defined by Hodges (1984) as:

The vocabulary, or lexicon of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer. Contained within this lexical storehouse is a core vocabulary of the words used to name common and fundamental concepts and situations of a culture, as well as subsets of words that result from one's personal, social, and occupational experience. Probably the

most important influence on one's speech is the simple circumstance of the language spoken in the country of one's birth. Each of us grows up interacting with and interpreting the world around us, to a large degree through the medium of language. (p.2)

Shepherd (1984) looks at vocabulary learning in two ways. He uses the terms "learning vocabulary" and "using vocabulary". In case of vocabulary learning, the ability to associate a word with its definition or a synonym is the criteria for mastery. In the using of vocabulary, the emphasis is placed on using words to interpret the meaning of sentences and to comprehend texts.

Similarly, Chall (1983) looks at vocabulary in light of word recognition, or decoding, and word meaning. Word recognition can be thought of as the medium by which a message is conveyed, and word meaning can be seen as the message itself.

### Importance of Vocabulary

The reason that vocabulary development is so vital to the entire scope of a child's education, not only the reading act, is brought out by O'Rourke (1974). The very basic fact that all cognitive processes are fused with the language processes gives us so much more incentive to increase students language acquisition by actively teaching vocabulary and the related concepts. Such instruction will insure our children of an adequate word supply to fulfill their needs as communicators and as readers. Chall(1983) says that "word recognition vocabularies are important and highly predictive of achievement in other aspects of reading connected oral and silent reading, and reading comprehension, literal and inferential".(p.7)

A further example of the importance educators place on vocabulary development is given by O'Rourke (1974) when he states that:

Vocabulary development is a vital part of each students life. It affects his thoughts, actions, aspirations, and often his success. In general, success



with words means success in many areas, particularly in academic achievement. In a world expanding fast in every field the need to expand and enrich student's vocabularies is compellingly apparent.

(p.14)

Loban (1963) did a longitudinal study of 338 students, following them from kindergarten through grade six, in order to determine whether there was any correlation between language ability and reading ability. His study showed a high correlation between general language ability and the student's reading ability. He further suggested that more work was needed in the area of oral language instruction. Vocabulary, thus seems to be important to a good reading program.

Other educational researchers have stated similar findings concerning the importance of vocabulary development in relation to the reading act. O'Rourke (1974) mentions Smith (1955), Harris (1961), Brown (1959), Dale (1969), Strickland (1955), and Gray (1938). He notes their common underlying theme that a rich vocabulary signifies a

broad conceptual base of knowledge. The communication of that knowledge, whether oral or written, relies heavily on the vocabulary of the learner and the author or speaker. Without an adequate store of words and meanings communication is stifled.

#### Vocabulary Instruction

According to Dale (1974) there is presently no science of vocabulary development. The classroom teacher has no real guidelines to help with this vital part of a student's educational experience.

O'Rourke (1974) further points out that the typical approach to vocabulary teaching, as a means of improving comprehension in all areas of learning, is in asking students to learn lists of words and their meanings, or teaching words and meanings as they come up. Further evidence of the lack of systematic vocabulary instruction comes from Durkin (1978) who observed 4000 minutes of reading instruction in 24 elementary classrooms and found that only 2.6 percent of the total instructional time was devoted to word meanings. This corroborates the findings of Austin and Morrison (1963) who

concluded that stress is being placed on word recognition rather than on word meanings.

To assess the attention given to vocabulary instruction by publishers of ten widely used basal reading series Johnson and his associates (1984) sent a questionnaire to the reading editors of these ten basal series. Of the ten, eight responded. The editors seemed to give vocabulary instruction equal priority with other major skill areas. All eight editors said that their series did identify words for vocabulary instruction. Six of the eight respondents recommended that vocabulary be taught prior to the reading of a selection.

To determine the effect that basal reading manuals had on teacher behaviors during reading instruction, Durkin (1983) conducted an observational survey of sixteen classroom teachers. One of the specific research questions addressed in Durkin's study was whether any patterns could be found regarding which activities teachers used, skipped, or altered. She found that the basal manuals had little influence on the pre-reading activities and a major influence on post-reading

activities. Durkin summarized that little or no time went to new vocabulary, background information, or pre-reading questions, whereas considerable attention went to comprehension questions and written practice assignments.

A somewhat brighter picture emerged when Johnson(1984) and his associates undertook a field assessment of 359 teachers in seven school districts. This assessment consisted of a questionnaire regarding vocabulary instruction in elementary school classrooms. The survey was completed by 228 teachers of grades one through five. The results indicated that the teachers did place a high priority on vocabulary instruction, both as a pre-reading activity and in content area instruction. Direct vocabulary instruction as a separate area of learning, however, was not a high priority with them.

#### What Needs To Be Done

Tinker and McCullough (1968) relate that vocabulary development within the individual and the acquisition of new concepts occur simultaneously. The meaning of the word is the concept. The meaning

we grasp is embodied in a symbolic form, the word, to be shared with others in speaking and writing.

Tinker and McCullough continue their discussion by noting that the average child acquires a rather extensive hearing vocabulary and a somewhat smaller speaking vocabulary during his or her pre-school years. By the time the child enters school, vocabulary and concept knowledge have become relatively rich. Growth of the young child's vocabulary and concepts can be fostered in many ways, among them listening to stories, encouraging conversations, providing educational trips and discussing them, encouraging play activities and appropriate television viewing.

Tinker and McCullough further argue that the development of a meaningful vocabulary involves building concepts and understanding the words associated with them. This is best achieved by an instructional program which provides experiences, extensive reading, and the study of words. These approaches to teaching word meanings should be coordinated in a unified program. Both first hand and vicarious experiences are used. Word meanings

are extended by extensive reading of a variety of materials which are interesting and relatively easy. The learning of word meanings by direct study has a place in the balanced reading program, but this form of approach is justified only for the study of more important words encountered in context. Teaching words in isolation, as a general rule, is likely to be unproductive.

According to Chall (1983) most children in the primary grades understand more words than they can recognize in print. But at about grade four or five, the major difficulty, for most children, becomes the message or word meanings. The shift takes place because at about this time reading materials include content textbooks that use less familiar and more highly specialized words. Chall also tells us that Bettelheim (1982) decries the fact that "primers are not exciting for children because their vocabularies are highly controlled".(p.3) He argues that primary reading materials need larger vocabularies on the grounds that meaning vocabularies are in the thousands while the vocabularies presented in the basal readers are barely in the hundreds.

In an effort to fill the void created by such highly controlled and limited early grade readers, Durr (1973) advocates the use of student selected library books to supplement reading programs and to increase the student's exposure to a greater variety of vocabulary. Durr stated that using library books would help "fill the void" in vocabulary studies.

O'Rourke (1974) takes a firm stand on the need for systematic teaching of vocabulary which begins with young children and continues throughout an individual's educational career. Whether the research is old or new, the findings, he reports, are very similar. Children need vocabulary instruction.

#### History of Vocabulary Development

Barnes and Barnes (1972) help us understand better how basal reading vocabularies have evolved for the use of young readers. A look at the history of vocabulary development is in order. The need for a basic list of the most commonly used words was realized during the early part of the twentieth century by educators who saw too much discrepancy between the words used in beginning reading

programs, causing children who moved from one school to another to have great difficulty adjusting to new readers.

The history of the standardizing of vocabulary begins with Housh in 1919. Using repetition as a gauge for determining the value of a word, he engaged in a study of ten second grade text books; both reading and content area books were used. He investigated the vocabularies of all ten books to determine their common vocabulary and describe the similarities between the reading and content area texts. The format for his study was used by other vocabulary researchers for many years afterwards.

During his study, Housh tabulated all of the 143,789 "running words" in the ten books and indicated the frequency of use of each word. In compiling the list, he eliminated any word which was used less than fourteen times. His findings revealed that only 419 words were common to all of the books. He criticized the publishers of these texts for failing to repeat these and other words more often.



Barnes and Barnes (1972) also call to attention the more ambitious study carried out by Thorndike in 1921. They described his goal of creating a list of the most frequently used words from many varying sources. These included children's literature, school readers, primers, first readers, second readers, third readers, plus current day journals on farming, sewing, trades, and cooking, along with newspapers. Thorndike gave each word a place on one of his lists, based on the number of times it appeared in these sources. The first thousand word list contained words which were found a total of between 29 and 48 times. The second thousand word list was made up of words found between 19 and 28 times. He continued in descending order until lists of the ten thousand most frequently used words were formulated.

Barnes and Barnes (1972) noted that Gates (1926) challenged the validity of Thorndike's lists, based on the fact that only fourteen percent of his sources were children's literature. They catalog the development of other frequency lists such as Tidyman's list (1921), Gates Free Association list

(1926), and the Dolch Basic Sight Vocabulary of 220 Words (1936).

The Dolch list contains the 220 words, excluding nouns, which are most frequently used in children's books. Most of these words are introduced to the elementary school student before the end of the second grade. Barnes and Barnes (1972) stress that as much as sixty-five percent of the running words in primary texts are made up of words contained on the Dolch list. Since that list contains only 220 words, the variety of vocabulary in primary reading material can become extremely limited.

#### Summary

Blachowicz (1985) looked at clues from research into vocabulary development and formulated seven principles which emerge as an instructional guide for the reading teacher.

These principles are as follows:

1. Build a conceptual base for word learning.
2. Stress learner involvement.
3. Focus on usable vocabulary.
4. Create opportunities to use new vocabulary.

5. Make vocabulary instruction a long-term goal.
6. Introduce students to resources for word learning.
7. Develop transferrable skills.

These seven guidelines from research are but a few suggestions for intergrating vocabulary development in the curriculum. At a time when interest is building in developing theoretical models of how words are learned and in testing such models, educational practitioners should not only seek information from research but contribute to its advancement by structuring model programs based on sound classroom practices. Such programs can provide new ideas to help researchers refine and redesign instructional intervention to investigate the complex, provocative interaction between vocabulary instruction and reading comprehension. (pp. 879 & 880)

It seems, therefore, that researchers have been interested and concerned about vocabulary development for many years, and that interest has

resulted in sound ideas for the teaching of vocabulary. It is now up to the curriculum planners and the classroom teachers to take note of these ideas, and formulate the appropriate curriculum plans for vocabulary instruction.

#### PROCEDURES

Research, both current and historical, has pointed out a need for a curriculum of systematic vocabulary instruction ranging from the primary grades, and on through a student's entire educational experience. Research has further shown that this is not being done in all of our schools.

The main area of concern to be addressed by this project is the building of a curriculum model, using the vehicle of children's literature, in particular fairy tales, which will aid in the vocabulary development of primary grade students. Using fairy tales for the project has a sound research base, having been mentioned as a valuable tool by many vocabulary specialists.

Sallee and Sethi (1984) conducted a research project, using second grade students from a large metropolitan area. Their findings showed that the

students who received instruction using folklore averaged an increase of 25.3% on their raw scores of the California Achievement Test, administered to them at the beginning and at the end of a six month instructional period.

This and all of the aforementioned research, plus this authors experience with primary age children has led to a compilation of children's fairy tales which are cataloged for oral presentation by teachers. Along with these stories is a list of words, contained within the stories, which will probably be new to the students. These words should be presented and discussed as a pre-reading activity. The young learners enjoyment of the presentation should be enhanced by having a previous encounter with the new words, before having to deal with them in context. Post-reading activities, dealing with these same words follow each of the stories and focus on word meanings.

Each presentation is divided into three parts:

1. Presentation of pre-reading vocabulary.
2. Oral reading of the story, by the teacher.
3. Post-reading vocabulary activities.

This three part model of vocabulary instruction, for primary grade students, will give the young learners an opportunity to experience unfamiliar vocabulary in an enjoyable mode, namely listening to fairy tales. The post-reading activities will further aid the students in making the new words their own and provide an evaluation tool for the teacher to use, should one be desired.

## IMPLEMENTATION OF PROCEDURES

This section of the project is comprised of five stories taken from anthologies of children's literature by the Brothers Grimm, Hans Christian Anderson and a Puerto Rican folk tale. Each selection is accompanied by a vocabulary list, generated by the story, and pre and post reading activities to be used with each story.

Since the selections are antiquated, some of the vocabulary is also. The main emphasis is on the words which will be of value to the students in contemporary life, with an overview of the remainder.

The selections include:

Spindle, Shuttle and Needle by The Brothers Grimm

The Twelve Huntsmen by The Brothers Grimm

The Princess and the Pea by Hans Christian  
Anderson

The Emperor's New Clothes by Hans Christian  
Anderson

The Three Wishes a Puerto Rican folk tale.

The pre-reading vocabulary presentation is designed to allow for individual teaching preferences. At this time presentation of the words is of an overview nature and in depth understanding is not a goal.

Pre-Reading Activity:

1. Prior to class, write all of the vocabulary words accompanying one of the selections on the chalkboard or an overhead transparency.
2. Begin class by asking the students to scan the list silently and determine whether they can pronounce any of the words. Allow 3-5 min.
3. Ask for student input as to pronunciation and meanings of the listed words.
4. Pronounce each word and spell it. Instruct the students to do the same.
5. Probe for student input as to the word meanings now that they have heard the words.
6. Provide the meanings for any words not correctly identified by the students.
7. Inform the students that these words will all be heard in the story you are going to read to them.

This activity precedes the reading of any one of the following stories.



## Vocabulary List

Spindle, Shuttle, Needle by the Brothers Grimm  
 Taken from The Juniper Tree, 1974, Doubleday Canada  
 Limited, Toronto, Canada.

spindle	respects	twigs
shuttle	flax	dismounted
village	handsomely	treasury
cottage	decked	honor
spinning	curtsied	verse
weaving	suitor	meanwhile
orphan	rein	scurried
coffin	hares	wretched
bitterly	threshold	stags

### Spindle, Shuttle and Needle

Once upon a time there was a girl who lost her father and mother when she was still a little child. At the far end of the village, all alone in her cottage lived her godmother, who supported herself by spinning, weaving, and sewing. The old woman took the orphan in, encouraged her to work hard, and brought her up on love.

When the girl was fifteen years old, the godmother became ill and called the child to her bed and said, "Dear daughter, I feel my end drawing near. I leave you this house so you will be protected from wind and weather, and spindle, shuttle, and needle, so you can earn your keep." Then she laid her hands on the child's head, blessed her, and said, "Keep love in your heart, and all will be well with you." Then she closed her eyes, and when they carried her away to lay her in the earth, the girl walked behind the coffin, weeping bitterly, and paid her the last respects.

Now the girl lived all alone in the cottage and worked hard, spun, wove, and sewed, and the blessing of that good woman lay on everything she did. It

was as if flax increased of itself in that room, and when she had woven a piece of cloth or a carpet, or sewed a shirt, it always found a buyer who would pay her handsomely, so that she was never in need, and even had something over to share with others.

About this time the son of the king was traveling around the country looking for a bride. He could not choose a poor girl and did not want a rich one, so he said, "I will marry the girl who is at once the poorest and the richest." When he came to the village where the girl lived, he asked, as always, who was the richest in the place and who was the poorest. They named the richest first; the poorest, they said, was the girl who lived in the cottage at the far end of the village. The richest girl was sitting in front of her door, all decked out, and when she saw the prince coming she rose, walked up to him, and curtsied. He looked at her, said never a word, and rode on. When he came to the house of the poor one, the girl was not at the door but sat inside her little room. He drew rein and looked in at the window, through which the bright sun shone, and saw the girl sitting at her spindle,

busily spinning. She looked up, and when she saw the prince looking in, she blushed from head to toe, lowered her eyes, and went on spinning; whether the thread came out evenly as usual I don't know, but she spun and spun until the prince had ridden on his way. Then she walked to the window and opened it, saying, "How hot it is in this room," but she kept looking after him as long as she could make out the white feather of his hat.

Inside her room she sat down again to her work and went on spinning, and a little verse which the old woman used to say, sometimes, when she was working came into the girl's mind, and so she sat and she sang.

"Spindle, spindle, one two three,  
Bring my suitor home to me."

And guess what happened! The spindle leaped from her hand and out the door and when, in her surprise, she got up to look after it, she saw it dancing gaily away over the fields, drawing a shining golden thread behind it, until it was out of sight. As the girl did not have another spindle, she took up the shuttle, sat down at her loom, and began to weave.

But the spindle danced on and just as the thread was about to run out it caught up with the prince.

"What's this?" cried he. "I think the spindle wants to show me the way." And he turned his horse and followed the golden thread back.

Meanwhile, the girl sat at her work and sang:

"Shuttle, shuttle, three and four  
Bring my suitor to my door."

At once the shuttle leaped from her hand and out the door, and at the threshold it began to weave a carpet more beautiful than anything that you have ever seen: roses and lilies bloomed along the sides, and in the middle, on a field of gold, hares and rabbits leaped through green climbing vines from which stags and does raised up their heads; among the twigs sat colorful birds that did everything but sing. The shuttle scurried here and there; it was as if everything grew of itself.

Because the shuttle had run away, the girl sat down at her sewing and held the needle in her hand and sang:

"Needle, needle sharp and slim,  
Dust and sweep the house for him."

And the needle leaped out of her fingers and flew to and fro in the room, quick as lightning. It was just as if invisible spirits were at work, and soon green cloth covered tables and benches, velvet the chairs; silk curtains hung down the walls. The needle had no sooner done the last stitch than through the window the girl saw the white feather on the hat of the prince, whom the spindle had brought home at the end of its golden thread. The prince dismounted, stepped over the carpet into the house, and when he came into the room there stood the girl in her wretched dress and glowed like a rose on the bush. "You are the poorest and also the richest," he said to her. "Come with me and be my bride." She was silent but she gave him her hand. And so he gave her a kiss, and led her outside, lifted her onto his horse, and brought her to the royal palace, where the wedding was celebrated in great joy. Spindle, shuttle, and needle were guarded in the treasury and paid every honor.

## Vocabulary List

The Twelve Huntsmen by the Brothers Grimm

Taken from The Juniper Tree. (1974). Doubleday,

Canada

huntsmen	fulfilled	stirred
keepsake	realm	spinning wheels
fetch	resembled	welfare
proclaimed	former	disclosed
mourning	remarkable	accompanied
betrothed	antechamber	drew off
grieved	strewn	favor
faithlessness	tread	faint
considered	firm	fond
stature	summoned	

### The Twelve Huntsmen

Once upon a time there was a prince who had a bride and he loved her very much. Now one day he was sitting beside her, feeling happy, when there came news that his father was dying and asking to see him. And so he spoke to his beloved and said, "I must go away now and leave you here but I will give you this ring as a keepsake. When I am king I will come back and fetch you home." And so he rode away. When he arrived, his father was sick to death and failing and said to him: "Dearest son, I wanted to see you once more before I die. Promise me that you will marry according to my wishes," and he named a certain princess who should be his wife. The son was so unhappy he did not stop to think and said, "Yes, dear Father, I will do whatever you wish," and so the king closed his eyes and died.

Now when the son had been proclaimed king and the period of mourning was over, he had to keep the promise he had made his father, and sent to ask the princess for her hand in marriage and she was betrothed to him. When the first bride heard this she was so grieved at his faithlessness that she



began to waste away. Her father said to her, "Dearest child, why are you so unhappy? Tell me what you want and it shall be yours." She considered a moment, then she said, "Dear Father, I want eleven girls exactly like me in face, figure, and stature." Said the king, "If it is possible, your wish shall be fulfilled." And so he had a search made throughout the whole realm until there were found eleven young girls who exactly resembled his daughter in face, figure, and stature.

When they came to the princess, she had twelve hunting costumes made, one just like the other, and the eleven girls had to put on the eleven hunting costumes and she herself put on the twelfth. Then she said goodbye to her father and rode with them to the court of her former bridegroom, whom she loved so dearly. She asked him if he needed any huntsmen and if he would not take all twelve of them into his service. The king looked at her and did not know her; because they were such handsome folk, he said yes, he would be glad to have them, and so they were the king's twelve huntsmen.

But the king had a lion who was a remarkable animal, because he knew everything that was a hidden secret. One evening he happened to be talking to the king and said, "You think you've got twelve huntsmen there, don't you?" "Yes," said the king. "Twelve huntsmen is what they are." Said the lion, "You're wrong. They are twelve girls." The king answered, "That's not true. How can you prove it?" "Well, why don't you leave some peas strewn in your antechamber," answered the lion, "and you will see right away. Men have a firm tread; and they will walk on peas not a single one so much as stirs, but girls go slipping and skipping and scuffing along so that the peas roll all around." The king liked this plan very much and had peas strewn.

But there was a servant of the king's who was fond of the huntsmen and when he heard that they were being put to the test he went and told them everything and said, "The lion wants to make the king believe that you are girls." And so the princess thanked him and spoke to the girls and said, "Force yourselves to step on the peas with a firm tread." Now the next morning, when the king

had his twelve huntsmen summoned as they came into the antechamber where the peas lay, they stepped on them so firmly, with such a sure, strong tread, that not a single pea so much as stirred. And so they went away again, and the king said to the lion, "You lied to me. They walk like men." The lion answered, "They knew they were being tested and forced themselves. Why don't you have the twelve spinning wheels brought in the antechamber and they will walk over and they'll take pleasure in them; men don't do that." The king liked the plan and had spinning wheels set up in the antechamber.

But the servant who had the welfare of the huntsmen at heart went and disclosed the plan to them, and when the princess was alone with her eleven girls, she said, "You must force yourselves not to turn and look at the spinning wheels." Now the next morning, when the king summoned the twelve huntsmen, they walked through the anteroom without so much as looking at the spinning wheels. And once again the king said to the lion: "You lied to me. They are men because they did not look at the spinning wheels." The lion answered, "They knew

that they were being tested and they forced themselves." But the king would no longer believe the lion.

The twelve huntsmen accompanied the king on every hunt and the longer he knew them the better he loved them. Now it happened once while they were hunting the news came of the king's new bride approaching. When the true bride heard this, it pained her heart so that it almost broke and she fell to the earth in a faint. The king thought something had happened to his dear huntsman, came running and wanted to help him, and drew off his glove and saw the ring he had given to his first bride and when he looked into her face and he recognized her his heart was so moved he kissed her, and when she opened her eyes he said, "You are mine and I am yours. No man on earth can change that." As for the other bride, he sent a messenger to ask her to please go back home to her kingdom because he already had a wife. He who finds his old key again does not need a new one. And so the wedding was celebrated and the lion returned to favor. Hadn't he been telling the truth all along?

## Vocabulary List

The Princess and The Pea by Hans Christian  
Anderson taken from Hans Anderson Forty-two Stories.

(1959). A. S. Barnes and Company, New York

proper                      fearful                      dreadful

obstacle                      gracious                      quite

Princess                      figure                      chamber

Prince                      clothes                      treasure

certain                      eiderdowns                      slept

cast down

## The Princess and the Pea

Hans Christian Anderson

Once upon a time there was a Prince, and he wanted to get himself a Princess; but she must be a proper Princess. So he travelled all the world over to find one, but everywhere there was some obstacle. There were Princesses enough, but whether they were real proper princesses he could not be quite certain; there was always something not perfectly correct. So he came back home and was very much cast down, for he did so want to get a real princess.

One evening there was a terrible storm; it lighteninged and thundered and the rain poured down; it was quite fearful. There came a knock at the town gate and the old King went off to open it.

It was a Princess that was standing outside: but gracious! what a figure she was with the rain and bad weather! The water ran all down her hair and her clothes and in at the toes of her shoes and out at the heels; and she said she was a real Princess.

"Ah, we'll find out right enough," thought the old Queen to herself, but she didn't say anything;

she went into the bedroom took all the clothes off the bed and laid one dried pea on the bottom of the bed. Then she took twenty mattresses and laid them on top of the pea, and then twenty eiderdowns on top of the mattresses, and there the Princess was to sleep that night.

In the morning they asked her how she had slept, "Oh, dreadfully badly," said the Princess; "I hardly closed my eyes the whole night! There was something hard I lay on that has made me black and blue all over! It's quite dreadful."

Then they could see that this was a proper Princess, since she had felt the pea through the twenty mattresses and the twenty eiderdowns. Nobody could possibly have such tender skin but a real Princess.

So the Prince took her to wife, for now he knew that he had got a proper Princess; and the pea was put in the treasure chamber, where it is still to be seen, unless somebody has taken it away.

Now there is a proper story for you.

## Vocabulary List

The Emperor's New Clothes by Hans Christian  
Anderson taken from Hans Anderson forty-two stories.  
(1959). A. S. Barnes and Company, New York.

Emperor	misgiving	procession
fond	marvellous	gratification
council	anxious	knight's cross
swindlers	incompetent	noblest
weavers	minister	attendants
looms	spectacles	hose
extraordinarily	fared	mantle
property	splendid	securely
unfit	officials	train
realm	magnificent	canopy
accordingly	approval	borne
advance	occasion	



## The Emperor's New Clothes

Hans Christian Anderson

May years ago there lived an Emperor who was so very fond of fine new clothes that he spent all his money on being well dressed. He didn't care for going to a play, or driving out in the park, unless it was to show his new clothes. He had a coat for every hour in the day; and just as people say about a king, that "he's holding a council," so in this country they always said, "The Emperor is in his dressing room." In the great city where he lived, life was very pleasant, lots of strangers came there every day; and one day there arrived two swindlers. They gave out that they were weavers, and said they knew how to make the loveliest cloth that could possibly be imagined. Not only were the colors and patterns extraordinarily pretty, but the clothes that were made from the cloth had this special property: that they were invisible to anyone who was either unfit for his job or else was very stupid. "Very wonderful clothes those must be," thought the Emperor; "if I wore them I could tell which are the men in my realm who aren't fit for the job they

hold. I could tell clever people from stupid ones; to be sure that cloth must be made for me soon." Accordingly he gave the two swindlers a large amount of money in advance, so that they might begin their work. They set up two looms and pretended to be working but they hadn't anything on the looms. In hot haste they demanded the finest silk and the best gold, which they stuffed into their own pockets, and then worked away at the bare looms till late hours of the night.

"I should like to know how they are getting on with the cloth," thought the Emperor. But to tell the truth he had a little misgiving when he thought that anyone who was stupid or unfit for his job couldn't see the cloth. Of course, he was sure that he needn't be afraid for himself; all the same he decided to send someone else first to see how things were. Everybody in the whole city knew what a marvellous power was in the cloth, and everybody was anxious to see how incompetent and how stupid his neighbor was.

"I'll send my good old minister down to the weavers," thought the Emperor; "he can see how the

cloth is coming along; he's and intelligent man, and no one is better suited to his job than he."

So the old minister went into the hall where the two swindlers were sitting working at the bare loom. "Heaven help us," thought the old minister, staring with all his eyes; "I can't see a thing", but he didn't say so.

Both of the swindlers begged him to step nearer, and asked if this was not a pretty pattern, and beautiful colors; and they pointed to the bare looms, and the poor old minister kept staring at it, but he couldn't see anything, because there was nothing to be seen. "Gracious goodness!" thought he; "can I be stupid? I never thought so, and nobody must get to know it. Can I be unfit for my job? No, no! It won't do for me to say I can't see the cloth." "Well, have you nothing to say about it?" said the one who was weaving.

"Oh, it's beautiful! Most delightful!" said the old minister, looking through his spectacles. "The pattern! The color! Yes indeed, I must tell the Emperor I am very pleased with it."

"We are glad to hear it," said both the weavers, and proceeded to describe the colors, naming them, and the unusual pattern. The old minister listened carefully so as to be able to repeat it when he went back to the Emperor; and so he did. The swindlers now wanted more money and more silk and gold to be used in the weaving. They pocketed it all; not a thread was put up, but they went on, as before, weaving at the bare loom.

Very soon, the Emperor sent another honest man over to see how the weaving progressed and whether the cloth would be ready soon. He fared just like the minister. He looked and looked, but as there was nothing there but the empty loom, nothing could be seen.

"Well, isn't that a fine piece of cloth?" said both of the swindlers, showing the lovely patterns that weren't there at all. "Stupid, I am not," thought the man; "it must be my nice job that I'm not fit for. That would be a good joke! But I mustn't let people notice anything." He praised the cloth which he couldn't see, and assured them of his pleasure in the pretty colors and the wonderful

pattern. "Yes, it is very beautiful," he told the Emperor. Everybody in the city was talking about the splendid cloth.

At last the Emperor decided to see it, while it was still on the loom, with a large group of chosen people-among them the two officials who had been there before. He went over to the two clever swindlers, who were now weaving with all their might, only without a bit of thread.

"Now, is not that magnificent?" said both of the worthy officials "Will Your Majesty note the beauty of the pattern and the colors?" And they pointed to the bare loom, for they thought that all the rest could certainly see the cloth. "What's the meaning of this?" thought the Emperor. "I can't see a thing! This is terrible! Am I stupid? Am I not fit to be Emperor? That would be the most awful thing that could happen to me." "Oh, it's very pretty, it has my all-highest approval!" said he, nodding and looking on the empty loom: of course, he wouldn't say he could see nothing. The whole group of people he had with him looked and looked, but got no more out of that than the rest. However, they said, as

the Emperor had said: "Oh, it's very pretty!" And they advised him to put on this splendid new cloth for the first time, on the occasion of a great procession which was to take place soon.

"Magnificent! Excellent! Exquisite!" went from mouth to mouth; the whole group was in the highest state of gratification. The Emperor gave each of the swindlers a knight's cross to hang in his buttonhole and the title of "Gentleman in Weaving."

The whole night, before the morning on which the procession was to take place, the swindlers sat up, and had as many as sixteen candles lit; people could see that they were hard put to get the Emperor's new clothes finished. They pretended to be taking the cloth off the loom; they clipped with scissors in the air, they sewed with a needle without thread and finally they said: "Look now! The clothes are finished." The Emperor with the noblest of his attendants came forth. Each of the swindlers raised an arm in the air as if holding something up, and said: "See, here are the hose, this is the coat, this is the mantle, and so on. It is as light as a spider's web, you would think you had nothing

whatever on; but that is , of course, the beauty of it." "Yes," said all of the attendants; but they couldn't see anything, for there was nothing to be seen.

"Will Your Imperial Majesty be kind enough to take off your clothes?" said the swindlers. We can then put the new ones upon you here, before the large mirror." The Emperor took off all of his clothes, and the swindlers behaved as if they were handing him each piece of the new suit which was supposed to have been made; and they put their hands about his waist and pretended to tie something securely. It was the train. The Emperor turned and twisted himself in front of the mirror.

"Heaven! How well it fits! How beautifully it sets," said everyone. "The pattern! The colors! It is indeed a noble costume!"

"They are waiting, outside, with the canopy which is to be borne over Your Majesty in the procession." said the chief master of ceremonies. "Very well, I am ready," said the Emperor; "doesn't it set well?" Once more he turned about in front of the glass that it might seem as if he was really

examining his finery. The lords in waiting, who were to carry the train, fumbled with their hands in the direction of the floor as if they were picking the train up. They walked on, holding the air, they didn't want to let it be noticed that they could see nothing at all.

So the Emperor walked in the procession under the beautiful canopy, and everybody in the streets and at the windows said: "Oh my! How splendid the Emperor's new clothes are. What a lovely train he has to his coat! What a beautiful fit it is!" Nobody wanted to be detected seeing nothing; that would mean that he was no good at his job, or that he was very stupid. None of the Emperor's costumes had ever been such a success.

"But he hasn't got anything on!" said a little child. "And one person whispered to another what the child had said:" That little child there says he hasn't got anything on."

"Why, he hasn't got anything on!" the whole crowd was shouting at last; and the Emperor's face reddened, for it seemed to him they were right. "But all the same," he thought to himself, "I must go



through with the procession." So he held himself more proudly than before, and the lords in waiting walked on carrying the train that wasn't there at all.

## Vocabulary List

The three wishes - Alegra

## Puerto Rican Folk Tale

fairies	misery	vast
grant	meanwhile	persuaded
further	tongs	instantly
perplexed	sausage	wit
quality	fast	imposed
fretful	perceived	meantime
poverty	wretch	sup
prolong		

### The Three Wishes

There was once a poor man who had a pretty woman as his wife. One winter's evening as he sat by the fire they talked of the happiness of their neighbors who were richer than they. Said the wife, "if it were in my power to have what I wish, I should soon be happier than all of them."

"So should I too", said the husband, "I wish we had fairies now and that one of them was kind enough to grant me what I should ask."

At that instant they saw a beautiful lady in their room. She told them, "I am a fairy and I promise to grant you the first three wishes you shall wish, but take care: after you have wished for three things I will not grant one wish further."

The fairy disappeared; and the man and his wife were much perplexed. "For my own part," said the wife "If it is left to my choice, I know very well what I shall wish for. I do not wish yet, but I think nothing is so good as to be handsome, rich and to be of great quality."

But the husband answered, "With all these things one may be sick and fretful and die young. It would be much wiser to wish for health, cheerfulness and long life."

"But to what purpose is a long life with poverty?" said the wife. "It would only prolong our misery. In truth, the fairy should have promised us a dozen gifts, for there are at least a dozen things which I want."

"That's truth," said the husband; but let us take time. Let us consider from this time till morning the three things which are most necessary for us and then wish."

"I'll think all night," said the wife; "meanwhile let us have more fire for it is very cold." She took the tongs to put on the wood; and seeing there were a great many coals thoroughly lighted, she said without thinking, "Here's a nice fire, I wish we had a yard of sausage for our supper. We could dress it easily."

She had hardly said these words when down the chimney came tumbling a yard of sausage.

"Oh, you silly woman," said her husband; "here's a fine wish indeed! Now we have only two left! For my part I am so vexed that I wish the sausage were stuck to the tip of your nose."

The man soon perceived that he was sillier than his wife; for at this second wish up started the sausage, and stuck so fast to the tip of his poor wife's nose there was not means to take it off.

"Wretch that I am!" cried she, "you are a wicked man for wishing the sausage fast to my nose."

"My dear," answered the husband, "I did not think of it. But what shall we do? I am about wishing for vast riches and propose to make a golden case to hide the sausage."

"Not at all," answered the wife, "for I should kill myself were I to live with this sausage dangling at my nose. Be persuaded! We have still a wish to make; leave it to me or I shall instantly throw myself out of the window."

With this she ran and opened the window. But her husband who loved his wife called out, "Hold, my dear wife, I give you leave to wish for what you will."

"Well," said the wife, "my wish is, that this sausage may drop off."

At that instant the sausage dropped off, and the wife who did not lack wit said to her husband, "The fairy has imposed upon us. She was in right; possibly we should have been more unhappy with riches than we are at present. Believe me, friend, let us wish for nothing and take things as it shall please God to send them. In the meantime, let us sup on our sausage, since that's all that remains to us of our wishes."

The husband thought his wife judged right. They supped merrily and never troubled themselves again about the things which they had wished for.

### Post - Reading Activities

The post-reading activities emphasize building background and assimilation of the new vocabulary words into the students oral meaning vocabulary.

Teachers may choose as many of these activities as are needed to fulfill their objectives. Keep in mind that enjoyment and motivation to know more are the primary goals of this project. Critical evaluation of student progress may hinder the achievement of the primary goals.

### Activity 1

Group Size: Individuals or pairs of students

Materials: Word cards

Time: On going activity to be implemented as the students have free time

Procedure:

1. Choose words from the vocabulary list which you feel have value to your students.
2. Create sentences using these words.
3. Write the sentences on word cards, one word per card.
4. Place individual sentences in packets.
5. Distribute packets to students and instruct them to re-assemble the sentences.  
Students may work alone or in pairs.
6. After the sentence is correctly assembled the students will write it on paper.
7. Students will trade packets of word cards with one another.
8. At the end of the day each student will share one of the sentences with the class.
9. As each sentence is read the teacher will probe for the meaning of the vocabulary



word contained in the sentence.

Note: Depending on the time available for this activity, it may be continued the following day.

Sentence components are easier to keep track of if they are banded or placed in envelopes.

## Activity 2

Group size: Individual

Materials: Teacher made reproducible worksheet

Time: 10 - 15 minutes

Procedures:

1. Create a worksheet consisting of the vocabulary words generated by one of the stories, and sentences from which the chosen words have been omitted. Using the story context is helpful in creating this activity.
2. Distribute worksheet to the students after reading the story from which the vocabulary was taken.
3. Review vocabulary words with the students, stressing pronunciation and meaning of each word.
4. Instruct the students to choose the correct word from the choices, to fill the blank.
5. Correct orally by having the students read the completed sentences.

Note: Not all of the words on each list need to be presented. Choose 10 or more which appear to have contemporary value to the students.

### Activity 3

Group size: Whole Class

Materials: Word cards containing the vocabulary words from one of the story lists

Time: Approximately 25 - 30 minutes

Procedures:

1. Tell the students that they are going to help you place all of the words on the cards into special groups that have something in common.
2. Display the word cards one at a time to the students.
3. With each word probe the class for grouping such as person, place, thing, action word, describing word or any other classification they create.
4. After the words are in groups ask for volunteers to read each list.
5. Separate the students into smaller groups and assign each group one of the lists.
6. Instruct each group to take it's list and create sentences.
7. After 5 or 10 minutes one student from each group will read that groups, sentences aloud.

## Activity 4

Group size: Whole class

Materials: Chalkboard and word cards

Time: Approximately 20 minutes

Procedures:

1. Draw a baseball diamond on the chalkboard.
2. Create a set of word cards from one of the story lists.
3. Separate the class into 2 groups or teams.
4. Display a word card for the first child on one team; if the student correctly pronounces the word he or she will progress to first base. The next team member comes to "bat". If he or she is correct in the pronunciation of the next word the student goes to first base and the one on first goes to second base. However, if a student gives an incorrect response, he or she moves to the end of the line to await their next turn. When 3 students have "struck out" the opposing team comes to "bat".
5. Continue "pitching words" until each team has had several times at bat. Continue

recycling the words.

6. Points are scored by the number of players who cross "home plate".

### Activity 5

Group size: 2 to 4 students

Materials: A calendar with large daily squares, word cards of the same size as the squares on the calendar numbered to correspond to the calendar numbers and containing one of the vocabulary words.

Time: Approximately 20 minutes

Procedures:

1. Place the word cards in a pile.
2. Each child draws one card from the pile.
3. He or she must pronounce the word and place it on the corresponding space, matching the numbers on the calendar.
4. If the word is mispronounced it is returned to the bottom of the pile.
5. The child who correctly pronounces the word receives the number of points indicated by the number of the day on the card.
6. When all of the cards are placed on the calendar, the child with the greatest number of points is declared the winner.

### Activity 6

Group size: Whole class

Materials: Chalkboard and 1 story vocabulary list

Time: Approximately 10 - 15 minutes

Procedures:

1. Write all of the words from one list on the chalkboard.
2. Challenge the children to name all of the words that describe people.
3. Challenge the children to use these words in sentences.



### Activity 7

Group size: Whole class

Materials: Chalkboard and one story vocabulary list

Time: Approximately 10 - 15 minutes

Procedures.

1. Write all of the words from one list on the chalkboard.
2. Challenge the children to name all of the words from the list that answer the question, how?.
3. Underline these words and challenge the children to use them in sentences.

## Activity 8

Group size: 2 to whole class

Materials: Chalkboard and one story vocabulary list

Time: 10 - 15 minutes

Procedures:

1. Write all of the words from one story vocabulary list on the chalkboard.
2. Challenge the children to pronounce all of the words that are plurals.
3. Underline these.
4. Challenge the children to make plurals out of any other nouns on the board.
5. Challenge individual students to read all of the underlined words.
6. Challenge the children to create sentences using the underlined words.
7. Share these sentences with the class.

## Activity 9

Group size: 1 to whole class

Materials: Chalkboard and one story vocabulary list

Time: 10 - 15 minutes

Procedures:

1. On the chalkboard write the words, from one story list, which have proved to be difficult for the students to learn.
2. Review the pronunciation of each word.
3. Challenge the children to use each word in a sentence.
4. Write the sentences on the chalkboard.
5. The remaining words are to be found in a dictionary and defined, and discussed with the students.
6. Repeat step 3 and assist the students in creating sentences if help is still needed.
7. Challenge the individual students to read the sentences.

## Activity 10

Group size: Whole class

Materials: Word cards containing one story  
vocabulary

Time: 20 - 30 minutes

Procedures:

1. Separate the class into two teams.
2. Display the word cards, one at a time, to alternating teams.
3. Points are given as follows:
  - 1 point for correctly pronouncing the word
  - 2 points for defining the word
  - 3 points for using the word correctly in a sentence
4. Any word missed by one team is automatically given to the opposing team. If they miss it the word is placed at the bottom of the pile.

## BOOK LIST

The following list of anthologies of children's literature may be helpful to the teacher who wishes to pursue the vocabulary activities outlined by this project. All of the titles listed are available through the public library.

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### SUMMARY

It is evident from the research done by such eminent educators as Joseph P. O'Rourke, Jeanne Chall, Edgar Dale, Dolores Durkin and others that the need, to upgrade vocabulary instruction in our schools, is great. The methods chosen to accomplish the goal of greater vocabulary acquisition are multitudinous and this project presents only one possible model for attaining the goal.

Using various forms of children's literature, in particular fairy tales, as outlined in this curriculum project, will increase motivation on the part of the learner and give the teacher a tool which he or she, as well as the students will enjoy using. The desired outcome of this project is student motivation to know more, to hear and enjoy classics of children's literature, and to ultimately move on to enjoyment and comprehension of more advanced works of literature in the future, armed with the necessary oral meaning vocabulary.

Although only five selections are presented in this text, teachers will see the value of this type of instruction and, hopefully, will find and present

others using this three part model of pre-reading vocabulary, oral presentation, by the teacher, of a selection from childrens literature, and one or more of the post-reading vocabulary activities.

Our children need vocabulary enrichment, if they are to develop rich and varied vocabularies for their future. It is up to the educational community to see that they get these tools, which are so important to their future reading success.



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## APPENDIX

The vocabulary development model, created for this project, was demonstrated for a group of 13 teachers enrolled in a reading diagnosis class at Jacksonville University. The purpose of the demonstration was to receive their input as to the value they saw in the model, for use in primary grade classrooms.

Following the presentation and the question and answer period, each teacher was given a questionnaire to aid in her response to the model. The results were unanimously positive. Some of the group wrote additional comments on the back of the questionnaire. Their comments were as follows:

Two of the respondents would like to see this model upgraded for secondary students, using the works of Shakespeare and other literary figures.

One felt that the model could be adapted to history or social studies classes.

One wrote that this model should be implemented by all teachers, not only those who teach reading.

One felt that the implementation of the model would be "fun".

One added that unfortunately some teachers

would not use anything beyond what was presented by the basal series.

The whole group was very receptive and enthusiastic about the three part presentation of the vocabulary model. They saw the possibilities for real vocabulary enrichment as a result of using this model.

## VOCABULARY DEVELOPMENT MODEL

## QUESTIONNAIRE

	Yes	No
1. Do you feel that primary age students need more vocabulary instruction than they currently receive?	<u>13</u>	<u>          </u>
2. Do you feel that the model has value as a vocabulary enriching device?	<u>13</u>	<u>          </u>
3. Where the directions for the pre and post reading activities clear?	<u>13</u>	<u>          </u>
4. Do you feel that this model could be implemented in primary classrooms?	<u>13</u>	<u>          </u>
5. Would this model be easy to implement in a primary classroom?	<u>13</u>	<u>          </u>
6. Do you feel that		

- children would enjoy  
this format for  
vocabulary instruction?      13      \_\_\_\_\_
7. Do you feel that  
teachers would enjoy  
using this model?      13      \_\_\_\_\_
8. Do you feel the  
vocabularies of the  
students would be  
enriched through the  
use of this model?      13      \_\_\_\_\_
9. Would you use such a  
model with your  
students?      13      \_\_\_\_\_
10. Do you have any  
suggestions for  
improving this model?      \_\_\_\_\_      12

If the answer to #10 is yes; please elaborate  
on the reverse side of this paper.