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THE EFFECT OF POSITIVE REINFORCEMENT ON THE ACHIEVEMENT OF 3RD
GRADE STUDENTS' SPELLING

by
Leandra Pintel

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree
of
The Graduate School
at
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Approved by

Dr. Randall Robinson

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ABSTRACT

Leandra Pintel

THE EFFECT OF POSITIVE REINFORCEMENT ON THE ACHIEVEMENT OF 3RD GRADE STUDENTS' SPELLING

2006

Dr. Randall Robinson

Master of Science in Teaching

The purpose of this study was to determine the effect of positive reinforcement in the form of rewards on the achievement of 3rd grade students' end of the week post spelling test. The study was conducted on fourteen 3rd grade students in a kindergarten through sixth grade school in southern New Jersey. The researcher collected the students' grades for four weeks during which positive reinforcements in the form of rewards were not used and the grades for four weeks during which the students received positive reinforcements in the form of rewards every time the student earned a grade of ninety-two or above. The eight week study showed significant improvement in the grades of the students when they received positive reinforcement in the form of rewards than when the same students did not receive rewards. The implications of the study is that positive reinforcement can be used to obtain desired result that a teacher, or parent seeks for a student to achieve; and that when used correctly, positive reinforcement is very effective.

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Chapter 1 The Scope of the Study Introduction

Educators are constantly searching for ways to improve students' performance. Although there are numerous techniques available, they may not have the supporting studies and literature that educators seek. Even after one has chosen a technique, there is no guarantee that it will work the way that it was presented or advertised. Despite the abundance of new ideas for improving students' performance, there is an old technique that never fails. The technique of rewarding students for their work always results in better student performance and higher achievement. According to the author, when an educator says, "I've tried positive reinforcement and it doesn't work," that statement is an oxymoron because if a consequence did not function to increase a behavior, then it was not reinforcement (Maag, 2001).

There are many reasons why reinforcement will not work. One reason may be that the reinforcer is not reinforcing (Ormrod, 2004). An important element of positive reinforcement is the use of rewards or reinforcements. Reinforcements vary from child to child, therefore educators should be aware of the reinforcements that student values and use them. This means the reinforcer must be important to the student in order for positive reinforcement to work (Gargus, 2004)

Another reason why positive reinforcement does not work is because it is not done consistently. If the reinforcement is inconsistent, the student will not know whether he or she will receive a reward and therefore will be less likely to try their best on an

assignment or test (Ormrod, 2004).

Sometimes, reinforcements do not work because the individual either loses too much or gains too little by changing a behavior. A student is not going to stay up all night to study to get an A in a test only to receive a sticker. Neither will a student miss out on playing with his friends to study for a quiz that he is going to get a smile for doing well (Ormrod, 2004).

Another reason why positive reinforcement sometimes does not work is because shaping happens too quickly. Sometimes encouraging a desirable behavior requires a process of shaping that behavior and that process takes time. You will not get a “D” average student to immediately get an “A” average using positive reinforcements. You might have to first get the student to have a C average and then build up from there with the reinforcements (Ormrod, 2004).

Statement of the Problem

The effectiveness of positive reinforcement has been well documented in journals and books over the past twenty years, yet there are still so many teachers who are having difficulty implementing the technique. This is because teachers often do not understand how positive reinforcement works. Teachers often believe that positive reinforcement and punishment are things that are either given or taken away. A punishment, by definition, results in a decrease in behavior whereas, a positive reinforcement, results in an increase in behavior (Maag, 2001). The purpose of this study is to demonstrate that when used correctly, positive reinforcements can improve students’ performance in their spelling tests.

Statement of the Hypothesis

It was hypothesized that 3rd grade students who experience positive reinforcement in the form of rewards will have significantly higher grades on the end of the week spelling post test, than when the same students did not receive positive reinforcements in the form of rewards for the end of the week spelling post test.

Limitations of the Study

There were several limitations to this study. First, students with special needs may not necessary receive improvement when using positive reinforcements as rewards for obtaining better grades on spelling test. This is because the student may have a disability affecting the skills needed for taking spelling tests. The student's disability is not a result of a lack of motivation and therefore will not necessarily improve with a form of motivation. The student may want to receive the rewards and try their hardest to achieve the requirements and will fail if the requirements are outside their abilities.

This is also true for a physical disability, learning disability, or mental retardation that affects a student's ability to take a spelling test and show improvement when presented with rewards.

Another limitation to this study is a student who speaks English as a second language. An English learning student may also be limited in achieving higher grades in spelling tests with the use of rewards as positive reinforcements. An English Learning student may not have the necessary phonological foundation needed to do well in spelling test although they may be an excellent speller in their native language. The students may need more work on English phonological skills and vocabulary. Their performance in a spelling test may not be in any way related to a lack of motivation. If the student does not have the necessary skills to take spelling test in English, then no form of rewards or

positive reinforcements is going to change their performance.

The effect of having a student, who speaks English as a second language, could also have a completely opposite result. The student who speaks multiple languages may have a phonological advantage over the rest of the students who only speaks one language. That student may be able to use word origins, roots, and families from another language to help with spelling words in the English language. This is because the English language has origins from the Indo-European language family. This student's higher grades in spelling tests can not be completely attributed to a rewards system. For example, the student could have performed better in a spelling test because of the words tested on and not because of rewards.

The study was also limited by the number of subjects. There were only fifteen students in the class, but only fourteen participated in the study. One of the students did not participate in the study because he was always absent and refused to do work when he was present. According to the U.S. Department of Education's National Center for Educational Statistics, the classes in public school have an average of 23.6 students; the classes in private schools have an average of 18.8 students. The number of students in the study was compared to that of the public school because the study was conducted in a public school. The study group was significantly smaller than an average classroom and can have several effects on the results obtained in this study, as well as the interpretation of these results. This makes it difficult to know whether results on the spelling tests are a result of rewards or class size.

Definition of Terms

The following terms were used in this study. A definition of these terms has been provided to give the reader a better understanding of the study conducted.

Applied Behavior Analysis (ABA) is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in human behavior. ABA includes the use of direct observation, measurement, and functional analysis of the relations between environment and behavior (Ormrod, 2004).

Applied Research involves the process of collecting and analyzing information to develop or enhance a theory. It is conducted to evaluate its usefulness in solving practical educational problems (Airasian & Gay, 2003).

Institutional Review Board (IRB) is a board that focuses on the protection of human subjects in research. They are responsible for overseeing any project that is going to involve human subjects to make sure that the study is safe and protects the rights and privacy of the subjects. Before research begins, the IRB reviews the projected research and approves it.

Language Family is a collection of languages related through a common ancestor that existed long before recorded history (Rubenstein, 2003).

Positive Reinforcement is defined as “an event following a response that strengthens the tendency to make that response” (Weiten, 1992).

Reward number one (RI) is the form of positive reinforcement favored most by students from the list of rewards.

Spelling Test is a written exam in which the examiner calls a word out, and then uses the word in a sentence while the test taker writes the correct spelling of that word as used in the sentence on his or her paper. After all the words have been called the examiner checks the words that the test taker wrote for the correct spelling (Hallahan et al., 2005).

Test-Study-Test is a method in which the teacher pretests students to identify which words need to be learned. Then, after instruction and study, the teacher tests students again to determine which words have been mastered (Hallahan et al., 2005).

Chapter 2 Review of Literature Introduction

The purpose of this study was to investigate the effect of positive reinforcements on the performance of third grade students in their spelling tests. In chapter one, it was hypothesized that 3rd grade students who experience positive reinforcement in the form of rewards will have significantly higher grades on the end of the week spelling post test, than when the same students did not receive positive reinforcements in the form of rewards for the end of the week spelling test. One of the main purposes for the study is to show that positive reinforcement works when it is used correctly.

Several limitations to the study were established and explained in chapter one. The limitations included the inability to use positive reinforcements with students with learning disabilities, the inability to assess the effect of positive reinforcements on students who speak English as a second language, and the small sample size for the study. Chapter two discusses the literature available about the different topics involved in this study.

What is Learning?

Different psychologists have different concepts and definitions of learning. Some define learning as a relatively permanent change in behavior as a result of experience. A change in behavior refers to an external change that can be observed. The theory that learning involves a behavioral change comes from a group of theories collectively known as behaviorist (Ormrod, 2004).

Another definition for learning is a relatively permanent change in representations or associations as a result of experiences. A change in mental representations or associations involves an internal change that we cannot see. The theory that learning involves mental representations or associations is from a collective group of theories collectively known as cognitive (Ormrod, 2004).

For the purpose of this investigation, we will combine the two definitions to be sure that no form of learning was overlooked. Learning is a relatively permanent change in behavior, mental representations, or associations as a result of experience (Ormrod, 2004).

Learning takes several forms. Some instances of learning like when a child learns to tie his shoes are observable behaviors, whereas some other instances of learning are subtle such as when a child gains better understanding of a mathematical principle such as multiplication (Ormrod, 2004).

How Do We Learn to Spell?

Learning to spelling involves a combination of both observable and subtle learning. Learning to spell is often referred to as “breaking the code”. Students apply what they are learning about sound-symbol correspondences, through reading and writing. Their early spellings reflect what they know about phonics and spelling patterns, but as their knowledge increases, their spelling increasingly becomes conventional spelling (Tompkins, 2003).

In order to communicate effectively through writing, students need to learn to spell words conventionally. Researchers have identified five stages one must go through before becoming a conventional speller. The five stages of spelling identified through

observation are emergent spelling, letter-name spelling, within-word pattern spelling, syllables and affixes spelling, and derivational relations spellings (Tompkins, 2003).

Emergent spellers are usually 3-to 5-year-olds. Emergent spellers string, scribble, letters, and letter-like forms together with no association with any specific phonemes. At this stage, spelling is merely a representation of an early, natural expression of the alphabet and other writing concepts. In the beginning of this stage, the child writes randomly across the page in any direction in both upper and lowercase letters; but predominantly uppercase letters. A child who is an emergent speller may have a large variety of letter forms that they write, or a small number of letters that they write repeatedly. By the end of this stage, the child has an understanding of directionality, the distinction between drawing and writing, how to make letters, as well as the awareness that letters represent sounds in words through letter-sound matches (Tompkins, 2003).

In stage two, which usually occurs in 5-to 7-year-olds, the child becomes a letter-name speller, in that the child learns to represent phonemes in words with letters. In the beginning of the letter-name spelling stage, the child's spelling is abbreviated and represents only the most prominent sounds in the word. The letters chosen to represent a word are usually written in uppercase; for example, the child may spell the word "*You*" as "*U*". Half way through this stage, the child will use most beginning and ending consonants, and usually include a vowel in most syllables; for example, the child will spell the word "*like*" as "*lik*". By the end of this stage, a child will use the alphabetic principle, short vowel sounds, and consonant blends and digraphs to spell words like "*hat*" and "*win*," although he or she may still spell words like "*ship*" as "*sep*" (Tompkins, 2003).

Stage three which is within-word pattern spelling, usually occurs in 7-to 9-year-olds. In the beginning of this stage, the child can spell most one-syllable short vowel words, but are able to spell long-vowel patterns and r-controlled vowels by the end of the stage. During this stage, the child will learn about words that do not fit the vowel patterns such as “*come*” and “*bread*”. During this stage, the child may confuse spelling patterns and spell “*meet*” as “*mete*” and he or she may also reverse the order of the letters by writing “*gril*” instead of “*girl*”. By the end of this stage, the child will learn more complex consonant patterns such as “*-tch*” in “*catch*” and “*-dge*” in “*grudge*”, as well as other less common vowels patterns such as the “*oi*” sound of “*oy*” in the word “*boy*” (Tompkins, 2003).

A child in stage four does syllables and affixes spelling, this stage usually occurs in 9-to 11-year-olds. In this stage, the child applies what he or she has learned about one-syllable words to longer, multi-syllabic words. The child uses his or her knowledge about syllables to break words into syllables. During this stage, the child learns about inflectional endings such as (*-e*, *-es*, *-ed*, and *-ing*), the rules for adding inflectional such as changing the final “*y*” to “*i*” before adding an ending, syllabication, and homophones (Tompkins, 2003).

In the final stage before becoming a conventional speller, the child uses derivational relations spelling. In this spelling stage, the child is usually 11-to 14years old. During this stage, the child explores the relationship between spelling and word meaning. During this stage, the child will learn that words with related meaning are spelled the same regardless of vowel and consonant sounds, like in “*nation*” and “*national*”. The child will also learn about consonant alternations, vowel alternations,

Greek and Latin affixes and root words, and etymologies (Tompkins, 2003).

How Do We Teach Spelling?

The best way to teach spelling is through weekly spelling tests, but weekly spelling test only, should not be considered a complete spelling program. A complete spelling program teaches spelling strategies, matches instruction to students' stage of spelling development, provides instruction on spelling concepts and skills, provides daily reading and writing activities, and requires students to learn high frequency words (Tompkins, 2003).

Apart from weekly spelling tests, two of the most important ways that students learn to spell are through daily reading and writing activities. A child who is a good reader, tends to be a good spellers too because as he or she reads, he or she can visualize the shape of the word and the configuration of the letters in it (Tompkins, 2003).

The manner in which a child learns to spell can differ if the child speaks English as a second language or if the child has a learning disability. A child, who speaks English as a second language, learns to read and write many words using onsets and rimes. The onset is the constant sounds that precede the vowel, and the rime is the vowel and any consonant that follows that vowel. In the word "*show*" "*sh*" is the onset and "*ow*" is the rime. Also, if the child who speaks English as a second language, uses an alphabetic system in his or her native language, such as Spanish, he or she will learn phonemic awareness and phonics much more easily than a child whose native language employs a logographic system of symbols without sound correspondence, such as Chinese (Tompkins, 2003).

What is a Learning Disability?

Learning Disability is the disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (Ormrod, 2004).

Learning disabilities include conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. A learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (Ormrod, 2004).

What is Assessment?

Assessment is the process of collecting data for the purpose of making decisions about an individual or a group of people (Anastasi & Urbrina, 1998). Assessment is the general process of collecting, synthesizing, and interpreting information, whether formal or informal, numerical or textual (Airasian & Gay, 2003).

The major purposes of assessment are for selection, placement and classification of students. The placement assessment is a way of sizing up the student to examine their presenting problem to determine whether the student is eligible for special services. Diagnostic assessment is done to determine the students' strengths and weaknesses to make an accurate diagnosis. If it is determined that the student needs special services, further assessment is done to determine what kind of treatment plan such as IEP, counseling, or 504 plan the student will need. The teacher also has to do assessment to determine what instructional practices will best suit the student. After implementation, assessment is also done to determine whether the treatment plan for the student is

working (Anastasi & Urbrina, 1998). Assessment is done through tests, observations, and interviews (Airasian & Gay, 2003).

What are Tests?

Tests are systematic, usually paper-and-pencil procedure for gathering information about peoples' cognitive and affective characteristics (Airasian & Gay, 2003). Tests can be formal or informal, group administered or individually administered (Anastasi & Urbrina, 1998).

There are several forms of tests. The Mental Measurements Yearbooks, MMYs, published by the Buros Institute of Mental Measurements, provide information and reviews of published tests. The yearbooks, which can be found in most libraries as well as on the web, has information on subject area test, personality, intelligence, aptitude, speech and hearing, and vocational tests (Airasian & Gay, 2003).

Intelligences tests were first designed to be used as individual scales in the sense that they can be administered to only one person at a time. The Binet Intelligence tests, for example, is an individually administered test. It requires a highly trained examiner, oral responses from the examinee, manipulation of materials, or individual timing of responses. The Binet test concentrated primarily on measuring verbal ability and a little on numerical and symbolic relations. The Stanford-Binet Intelligence Test measures the intelligences quotient which is referred to as the IQ test. This intelligence test measures the ratio between the test taker's mental age and his or her chronological age (Anastasi & Urbrina, 1998).

Aptitude and achievement tests can both be administered individually or in a group. They are both norm-referenced tests. Aptitude tests were designed to measure

the factors not measured in an intelligence test. Through factor analysis, multiple aptitude batteries were designed to measure an individual's standing in a number of traits not indicated in intelligence test. Instead of a total score, a separate score is obtained for verbal comprehension, numerical aptitude, spatial visualization, arithmetic reasoning, and perceptual speed. Basically, an aptitude test is a more thorough form of an intelligence test (Anastasi & Urbrina, 1998).

Achievement test were designed to measure the outcome of school instruction. Examples of achievement tests include the SAT and the NJASK. Achievement test are used for educational purposes as well as in the selection of applicants for industrial and government jobs. Achievement test are standardized and very much like intelligences test except that they require prior instructions (Anastasi & Urbrina, 1998).

How is Spelling Assessed?

Measures of spelling skills are included in most standardized achievement batteries. The California Achievement Tests-5th Edition (CAT), the Wechsler Individual Achievement Test (WIAT), and the Peabody Individual Achievement Test (PIAT), all have a spelling subtest. Students with spelling problems usually have low scores on the CAT, WIAT, or PIAT. These tests are sometimes used to identify students with spelling deficits (Hallahan et al., 2005).

Spelling can be assessed in multiple ways. Some achievement batteries require students to write spellings for words as the examiner dictates. Examples of such batteries include the Metropolitan Achievement Test -7th edition, the WIAT, the Woodcock-Johnson-III, and the Wide Range Achievement Test-3. This form of testing best test skills that are required in actual school work (Hallahan et al., 2005).

Some batteries such as the Test of Written Language (TOWL), requires the student to do spontaneous writing that the examiner uses to measure the student's spelling skills in connected writing. The student's spontaneous writing is usually from a picture or sentence prompt. The examiner uses the number of misspelled words and the total number of words in the story to calculate the student's standard score. This method of testing does not contain the necessary orthographic patterns or frequency to determine whether the student has a spelling deficit (Hallahan et al., 2005).

Another form of assessing spelling skills is the use of selection. Many achievement tests have students select the correct spelling from several choices, or indicate whether or not a word is spelled correctly. Students may be able to identify the correctly spelled word or the misspelled word on a test and may not be able to write the correct spelling for the word when asked. The student may use a strategy other than spelling the word to identify the correctly or incorrectly spelled word (Hallahan et al., 2005).

Although many test include spelling subtests, some test were made specifically to measure spelling skills. These tests are predominantly used for screening. The Test of Written Spelling-3 (TWS-3) is an example of a spelling test that provides scores that can be used in screening and the identification of students who are eligible for special education (Hallahan et al., 2005).

Chapter 3 The Procedure Introduction

Psychologist, parents, and educators have all looked for a strategy to use to alter or stop certain behaviors in their patients, children, and students. The use of reinforcements to affect behaviors has been a well documented and debated strategy. This study demonstrated that the technique of using positive reinforcement produced higher achievements in third grade spelling test than when no reinforcements were used.

There were three limitations to the study established in chapter one. The limitations found in this study were the inability to get better grades from students with learning disabilities with the use of rewards, the uncertain impact of speaking English as a second language on students spelling abilities, and the use of only fourteen subjects in the study.

Chapter two provided an extensive background in the act of learning, spelling, assessment, and the rewards systems. Chapter three focuses on explaining the procedure by which the hypothesis was tested. After using Applied research with a group of students, for eight weeks, the students ($n = 14$) when instructed using positive reinforcements achieved significantly higher scores on the spelling test than they did when instruction did not include positive reinforcements. It was concluded that the positive reinforcements were effective in raising the achievement level of the participating students.

Description of Subjects

The fourteen participants in this study were selected from the third grade population of a kindergarten through sixth grade public elementary school in southern New Jersey. The school had only one class in each grade. The subjects of the study were fourteen of the fifteen students in the third grade class. The students were selected because they made up the entire third grade class. One student was not included because he was constantly absent. Sometimes, this student refused to do any class work when he was present because of his emotional problems. The participants in the study were between the ages of eight and nine. There were ten eight year olds and four nine year olds. There were a total of seven males and seven females. There were six African American students; four males and two females. There was one male Hispanic student. The remaining seven students were Caucasian; five females and two males. There were three students with IEP for learning disabilities.

Procedure

Before the treatment began, permission was requested and was granted from the school principal (appendix A). The researcher completed the necessary IRB training required for doing research and obtained the IRB board's approval (appendix B).

The teacher collected the students' results from their Friday spelling test for four consecutive weeks before any treatment was introduced. At the end of the four weeks, the teacher told the students that they will receive a reward for getting a grade of ninety-two or above on their Friday's spelling test. The teacher did a rewards tally sheet with the class to determine which reward they wanted to receive. The students raised their hands to indicate which reward they wanted to receive for getting a grade of ninety-two or above on their Friday's spelling test. After the tally the most favored reward was the

dip from the gift bag (appendix C). The most favored reward (R1) was used as the reinforcement for the study. The teacher bought several gifts for boys and girls. The gifts were mostly toys, writing and drawing materials, snacks, and hair accessories. The gifts were divided into two groups, boys' things, and girls' things. The boys' things were placed in a black bag, and the girls things were placed in a red bag. The teacher explained to the students that they will be dipping from the bags with their eyes closed if they received a grade of ninety-two or above on their Friday's spelling test.

Every Monday the students were given a pretest of fifteen words to study for Friday's spelling test. After the pretest, the teacher reviewed the words to make sure that all the students had the correct spelling to all the words. The students were reminded that they would receive a reward if they receive at least 92% correct on their Friday's spelling tests. The students wrote each word they misspelled eight times for homework on Monday. For homework on Tuesday, the students wrote a sentence using each of the words. On Wednesday, the students found the spelling words in a word search for homework. Finally, on Thursday, the students placed the words in alphabetical order for homework (appendix D).

The students stayed in the same classroom for spelling class. The same teacher gave all the pretests and Test. This was to reduce the likelihood that the difference in teacher affected the results. After the tests were collected, the students who received a grade of 92 or higher were called to the gift bags to dip for a gift. There was a bag for boys and a bag for girls to keep the gifts separated. The students dipped for their gifts with their eyes closed. The students who did not get a toy were reminded to try the following week. The positive reinforcement was used for four consecutive weeks.

Experimental Design

The design used in this study is the Applied Research design (table 1). This design allowed the researcher to use the rewards as the outside stimuli to improve students' performance. The researcher collected grades for four weeks without treatment and then four weeks with treatment to rule out coincidence as the reason for observed behavior changes. This design also provided reliability of the study.

table 1.
Experimental Design.

Session	Assignment	n	Treatment	Test
Baseline	class	14	No reinforcement	3 rd grade spelling test
Baseline	class	14	No reinforcement	3 rd grade spelling test
Baseline	class	14	No reinforcement	3 rd grade spelling test
Baseline	class	14	No reinforcement	3 rd grade spelling test
Baseline	class	14	Positive Reinforcement/reward	3 rd grade spelling test
Treatment	class	14	Positive Reinforcement/reward	3 rd grade spelling test

Treatment	class	14	Positive	3 rd grade
			Reinforcement/reward	spelling test
Treatment	class	14	Positive	3 rd grade
			Reinforcement/reward	spelling test
Treatment	class	14	Positive	3 rd grade
			Reinforcement/reward	spelling test

Description of the Instrument

The spelling test on words from the third grade spelling curriculum were used as the measuring instrument. Because they are part of the curriculum for the third grade, the words for the test were age and grade appropriate. They were specifically for third grade students between the ages of eight and nine. The level of difficulty of the words was constant. The teacher used the test-study-test method of testing the subjects in the study. The students were given fifteen spelling words in a pretest on Monday. These spelling words followed a spelling pattern. Twelve of the spelling words were tested with the use of dictation sentences in which the students spelled only the words. Three of the spelling words were tested in dictation sentences in which the student wrote the entire sentence. These three sentences were graded as language grades and were not factored into the Friday's spelling test grade.

Chapter 4 Analysis of Findings Introduction

The purpose of this study was to demonstrate that higher achievements can be obtained with the use of positive reinforcement. It was hypothesized that 3rd grade students who received positive reinforcements in the form of rewards will have significantly higher grades on their Friday spelling test, than when the same students did not receive positive reinforcements in the form of rewards for their Friday spelling test.

In chapter one, there were three established limitations to the study. The limitations were students with a learning disability, students who spoke English as a second language, and the small number of subjects who participated in the study.

In chapter two a review of the related literature was done to determine what learning is, how spelling is learned, how spelling is taught, and how spelling is assessed. It was stated that learning to spell involves a combination of both observable and subtle learning often referred to as “breaking the code”. There were five stages of spelling identified through observation becoming a conventional speller. They were emergent spelling, letter-name spelling, within-word pattern spelling, syllables and affixes spelling, and derivational relations spellings (Tompkins, 2003). It was also established that the best way for a student to learn spelling is through weekly spelling tests and through daily reading and writing activities.

In chapter three, the procedure in which the study was conducted and the experimental design of applied research design were explained. The study was done on a

group of fourteen third grade students. Grades from four of their weekly spelling test were collected before any treatment was done. Then, grades for four of the weekly spelling tests were collected during which the students receive positive reinforcements in the form of rewards.

In chapter four the results of this study will be presented and explained. The results of the tested were analyzed and presented on tables, charts, and graphs.

Analysis of Data

The t-test was used to determine the significance of the results of the study. The t-test showed that there was significant improvement in the achievements of the students' grades in their Friday spelling test when they received positive reinforcements in the form of rewards, than when these same students did not receive positive reinforcements in the form of rewards for their Friday spelling test. The researcher compared the students' grades in the first non-treatment test to their grades in the first treatment test using the t-test (table 2). The results showed that $t = 0.321$, the standard deviation = 15.3, the degrees of freedom = 26, and the probability of this result, assuming the null hypothesis, is 0.751. In the first group of non treatment tests the averages were 58.0, 67.0, 67.0, 67.0, 75.0, 83.0, 83.0, 92.0, 92.0, 92.0, 100, 100, 100, and 100. The mean = 84.0, with 95% confidence interval for the mean: 75.60 through 92.40. The standard deviation = 14.8, with the highest average of = 100 and the lowest = 58.0. The median = 87.5 and the average absolute deviation from median = 12.6.

In the first group of treatment tests the averages were 67.0, 83.0, 83.0, 83.0, 42.0, 67.0, 75.0, 83.0, 83.0, 92.0, 92.0, 92.0, 92.0, 92.0, 100, 100, and 100. The mean = 85.9, with 95% confidence interval for the mean: 77.45 through 94.26. The standard

deviation = 15.8, with the highest average of = 100 and the lowest = 42.0. The median = 92.0 and the average absolute deviation from median = 9.57.

table 2
Students' Non Treatment Test and Treatment Test #1

Student #	Non Treatment Test Scores	Treatment Test Scores
1	92	92
2	75	83
3	83	100
4	58	83
5	92	100
6	100	67
7	100	92
8	92	92
9	67	75
10	67	92
11	67	42
12	100	92
13	100	100
14	83	92

The researcher compared the students' grades in the second non-treatment test to their grades in the second treatment test using the t-test (table 3). The results showed that $t = 1.86$, the standard deviation = 9.73, the degrees of freedom = 26, and the probability of this result, assuming the null hypothesis, is 0.074. In the second group of non treatment tests the averages were 58.0, 75.0, 83.0, 83.0, 83.0, 83.0, 83.0, 83.0, 83.0, 92.0, 100, 100, 100, and 100. The mean = 86.1, with 95% confidence interval for the mean: 80.79 through 91.49. The standard deviation = 11.7, with the highest average of = 100

and the lowest = 58.0. The median = 83.0 and the average absolute deviation from median = 7.86.

In the second group of treatment tests the averages were 75.0, 83.0, 92.0, 92.0, 92.0, 92.0, 92.0, 92.0, 100, 100, 100, and 100. The mean = 93.0, with 95% confidence interval for the mean: 87.65 through 98.35. The standard deviation = 7.21, with the highest average of = 100 and the lowest = 75.0. The median = 92.0 and the average absolute deviation from median = 4.71.

table 3
Students' Non Treatment Test and Treatment Test #2

Student #	Non Treatment Test Scores	Treatment Test Scores
1	83	92
2	83	92
3	100	100
4	83	92
5	83	75
6	100	92
7	100	83
8	83	100
9	58	92
10	83	92
11	75	92
12	100	100
13	83	100
14	92	100

The researcher compared the students' grades in the third non-treatment test to their grades in the third treatment test using the t-test (table 4). The results showed that $t = -3.04$, the standard deviation = 7.33, the degrees of freedom = 26, and the probability of

this result, assuming the null hypothesis, is 0.005. In the third group of non treatment tests the averages were 75.0, 75.0, 83.0, 83.0, 83.0, 83.0, 92.0, 100, 100, 100, 100, 100, 100, and 100. The mean = 91.0, with 95% confidence interval for the mean: 86.98 through 95.02. The standard deviation = 10.1, with the highest average of = 100 and the lowest = 75.0. The median = 96.0 and the average absolute deviation from median = 9.00.

In the third group of treatment tests the averages were 92.0, 100,100, 100, 100, 100,100, 100, 100, 100, 100,100, 100, and 100. The mean = 99.4, with 95% confidence interval for the mean: 95.40 through 103.5. The standard deviation = 2.14 with the highest average of = 100 and the lowest = 92.0. The median = 100 and the average absolute deviation from median = 0.571.

table 4
Students' Non Treatment Test and Treatment Test #3

Student #	Non Treatment Test Scores	Treatment Test Scores
1	83	100
2	100	100
3	100	100
4	83	92
5	83	100
6	100	100
7	100	100
8	100	100
9	75	100
10	92	100
11	83	100
12	100	100
13	100	100

The researcher compared the students' grades in the fourth non-treatment test to their grades in the fourth treatment test using the t-test (table 5).

The results showed that $t = 0.164$, the standard deviation = 12.7, the degrees of freedom = 26, and the probability of this result, assuming the null hypothesis, is 0.871. In the fourth of non treatment tests the averages were 42.0, 92.0, 92.0, 92.0, 92.0, 92.0, 93.0, 100, 100, 100, 100, 100, 100, and 100. The mean = 92.5, with 95% confidence interval for the mean: 85.52 through 99.48. The standard deviation = 15.1, with the highest average of = 100 and the lowest = 42.0. The median = 96.5 and the average absolute deviation from median = 7.50.

In the fourth group of treatment tests the averages were 67.0, 83.0, 83.0, 83.0, 92.0, 92.0, 92.0, 92.0, 100, 100, 100, 100, 100, and 100. The mean = 91.7, with 95% confidence interval for the mean: 84.73 through 98.69. The standard deviation = 9.81, with the highest average of = 100 and the lowest = 67.0. The median = 92.0 and the average absolute deviation from median = 7.14.

table 5
Students' Non Treatment Test and Treatment Test #4

Student #	Non Treatment Test Scores	Treatment Test Scores
1	100	67
2	92	92
3	100	83
4	83	100
5	92	83
6	100	100

7	92	100
8	92	100
9	92	92
10	100	83
11	100	92
12	100	100
13	100	100
14	42	92

Table 6 compared the average of all the four non treatment tests and the average of all four treatment tests for each student. Table 6 shows that there was an improvement in the spelling grades of eight out of the fourteen students when they received positive reinforcements in the form of rewards for their Friday spelling test than when these same students did not receive positive reinforcement in the form of rewards on their Friday spelling test. One of the students' grades remained the same and five of the students got lower grades (table 6).

The results showed that $t = -1.47$, the standard deviation = 7.56, the degrees of freedom = 26, and the probability of this result, assuming the null hypothesis, is 0.154. In the group with the combined averages for all four non treatment tests the averages were 73.0, 73.0, 76.8, 81.2, 85.5, 87.5, 87.5, 89.5, 91.8, 95.8, 95.8, 98.0, 100, and 100. The mean = 88.2, with 95% confidence interval for the mean: 84.08 through 92.39. The standard deviation = 9.42, with the highest average of = 100 and the lowest = 73.0. The median = 88.5 and the average absolute deviation from median = 7.59.

In the group with the combined averages for all four treatment tests the averages were 80.5, 87.8, 89.5, 89.8, 89.8, 91.8, 91.8, 91.8, 93.8, 95.8, 96.0, 98.0, 98.0, and 100.

The mean = 92.4, with 95% confidence interval for the mean: 88.28 through 96.58. The standard deviation = 5.06, with the highest average of = 100 and the lowest = 80.5. The median = 91.8 and the average absolute deviation from median = 3.75.

table 6
Students' Total Non Treatment Tests and Treatment Tests

Student #	Total mean of Non Treatment Tests	Total Mean of Treatment Tests
1	89.5	87.75
2	87.5	91.75
3	95.75	95.75
4	76.75	91.75
5	87.5	89.5
6	100	89.75
7	98	93.75
8	91.75	98
9	73	89.75
10	85.5	91.75
11	81.25	80.5
12	100	98
13	95.75	100
14	73	96

Chapter 5
Summary, Conclusions, and Recommendations
Introduction

This study was done to demonstrate the effect of positive reinforcements on the achievements of third grade students in their spelling test. It was hypothesized that 3rd grade students who experience positive reinforcements in the form of rewards will have significantly higher grades on their Friday spelling test than when the same students did not receive positive reinforcements in the form of rewards for their Friday spelling test. There were three limitations to the study established in chapter one. The study was limited because positive reinforcements may not help students with learning disabilities because their problem may be more than a lack of motivation. The study was also limited because of the inability to assess the effect of positive reinforcement on the spelling of students who speak English as a second language. Finally, the study was limited because of the small number of participants in the study.

In chapter two it was determined that learning to spell involves both observable and subtle learning. Learning to spell involved five stages; which are emergent spelling, letter-name spelling, within word pattern spelling, syllables and affixes spelling, and derivational spelling. The best way to teach spelling is through weekly spelling test and daily reading and writing activities. Spelling can be assessed in a number of ways with a number of tests, but the most common and practical way to test spelling is when the students write the spelling of words that the examiner dictates.

Chapter three provides the description of the subjects in the study, the procedure

the researcher followed, the experimental design the researcher used, and the description of the instrument the researcher used in the study. The study was conducted on a group of fourteen third grade students from an elementary school in southern New Jersey. Seven boys and seven girls between the ages of eight and nine participated in the study.

The researcher collected test results from four of the students' Friday spelling test. Then the researcher introduced a system of positive reinforcement in which the student selected the reward used. The researcher gave the students a pretest on Monday and a test on Friday. Students who received a grade of ninety-two and above on Friday's spelling test dipped from a prize bag as a reward. The researcher used the positive reinforcement for four weeks and collected the test results.

Chapter four shows the results of the tests collected by the researcher during the eight weeks of the study. The t-test was done to better understand the results. According to the t-test, there was significant improvement in the achievements of the students' grades in their Friday spelling test when they received positive reinforcements in the form of rewards.

Chapter five provides a summary of the study and the conclusions the researcher reached after completing the study. It also tells the implications of the researcher's findings, and recommendations for other such studies.

Summary of the Problem

Parent and educators need a way to improve their children's or their students' performance. Although there are several recommendations available, parents and teacher do not always know which to use or how to apply it to their children or students. The use of positive reinforcement is a very simple and effective way to improve students'

achievement or another desired behavior. Positive reinforcement, although simple, has to be done properly in order to be effective. The reward must be rewarding to the students, meaning it is something that the student wants; it must be worth the students' effort, meaning that the reward must match the effort; and the reward must be constant, meaning that the students will get the reward every time the required behavior or achievement is reached. This study was done to show that positive reinforcement works when it is done in the correct way.

Summary of the Hypothesis

The researcher hypothesized that the 3rd grade students who experience positive reinforcements in the form of rewards will have significantly higher grades on the end of the week post test, than when the same students did not receive positive reinforcements in the form of rewards for the end of the week spelling post test.

Summary of the Procedure

The researcher started the study by first fulfilling the requirement of the IRB for conducting studies on children. Then the researcher conducted the study in a third grade class of an elementary school in southern New Jersey. There were fifteen students in the class, but fourteen participated in the study. The researcher collected four of the students' Friday spelling test in which no treatment was done. The researcher told the participants in the study that they will receive a reward for achieving a grade of ninety-two or higher on their Friday spelling test. The researcher told the students that they will be voting to decide what reward should be used in the study. The researcher did a rewards tally sheet with the study participants. The participants selected dipping from a gift bag as the reward. Then the researcher started using the rewards system with the participants of the

study. The researcher gave the students who achieved a grade of ninety-two or above on their Friday spelling test positive reinforcements in the form of rewards. This treatment was done for four consecutive weeks. The researcher collected the participants' grades for the four weeks of treatment and compared them to the participants' grades for the four weeks without treatment. The researcher conducted the t-test to determine the significance of the results of the study.

Summary of the Findings

After administering the t-test on the results of the study, the researcher found that the participants in the study showed significant improvement in their end of the week post test than when they did not receive positive reinforcement in the form of rewards. When the grades for each week without positive reinforcement in the form of rewards, was compared to the week of positive reinforcement in the form of rewards, there was significant improvement when positive reinforcement in the form of rewards was used. When the grades for each student's total non reinforcement tests were compared to their total reinforcement grade, there was significant improvement with the student's grades.

Conclusions

In conclusion, positive reinforcement in the form of rewards was able to significantly improve the achievement of 3rd grade students in their end of the week post spelling test.

Implications

The researcher's findings in this study, implies that teachers and parents can use positive reinforcement to improve students academic achievement or some other desired behavior. It also implies that the ability to get students to improve their spelling will also

be improving their communication skills because students need to spell words conventionally in order to be able to communicate effectively through writing.

Recommendations

It is recommended for further such studies that the researcher use a larger number of participants in the study. It is also recommended that the researcher obtain extensive information on the learning disabilities of participants in the study and that disability's effect on spelling or the components of spelling. The researcher also recommends that future researchers in this study look into the extent of the influence of speaking English as a second language on the spelling abilities of a student.

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Appendix A
Permission Letter from School Principal

(Date)

(School Address)

(Principal)

I, (researcher) am requesting permission to conduct research during my student teaching experience. One of my requirements for completing my Master of Science in Teaching is to write my thesis on research in education. My research is centered on regular curriculum teaching with the use of positive reinforcements for spelling test with third grade students.

Sincerely,

(Researcher)

Signature _____

Appendix B
IRB Training Certificate of Completion



Human Participant Protections Education for Research Teams

Completion Certificate

This is to certify that

Leandra Pintel

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 01/11/2006.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

Appendix C
Tally Sheet of Rewards Positive Reinforcements

The teacher should tell the students that they will be receiving rewards every time they get a grade of ninety-two or higher on their Friday spelling test. Tell them that you want to decide which rewards they would rather have for a reward. Tell the students that you will list the choices for the rewards then will give them to raise their hand after each reward is called to indicate which reward they prefer. Tell each student that they only have one choice so they can only vote once. The teacher will then will ask the students to raise their hand if they want reward a movie as a reward. The teacher should count the number of students with their hands raised. Then the teacher should follow the same procedure for each reward on the list. After the teacher is done taking the tally survey, he or she should count the total number of votes listed. The number of votes listed should be equal to the number of students in the classroom. If the number is not equal, the teacher should take the survey again. When the survey has been correctly taken, the teacher must count to see the reward with the most votes. The reward with the most votes will be used as the reward. The teacher should let the students know which reward will be used for the Friday spelling tests. If the reward with the most votes cannot be determined because of a tie, the teacher should allow the students who voted for other rewards not involved in the tie, to vote for one of the tied rewards to break the tie.

- a. Watch a Movie 2
- b. Deep from Gift Bag 9
- c. Certificate of Achievement 0
- d. Extra Time on the Computer 1
- e. Snacks to take Home 3

Appendix D
Lesson Plans

Week 1
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|------------|------------|-------------|
| 1. Curl | 7. Clerk | 13. skirt |
| 2. Burned | 8. Jerked | 14. first |
| 3. Perfect | 9. Dirt | 15. certain |
| 4. Thirty | 10. Shirt | |
| 5. Church | 11. Person | |
| 6. Firm | 12. Term | |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
C) Call out words for pre-test.
D) Ask students whether they noticed any pattern in the words.
E) Tell students that we are spelling words with the /r/ controlled sound.
F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition

F. Vocabulary and Concept Development

3.2 Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting

3.3 Speaking

- A. Discussion

3.4 Listening

- A. Active Listening

Week 2
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|------------|-------------|---------------|
| 1. pulled | 6. matter | 11. different |
| 2. begged | 7. supper | 12. jelly |
| 3. silly | 8. common | 13. hugged |
| 4. correct | 9. collect | 14. supper |
| 5. latter | 10. bottles | 15. lesson |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
- B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
- C) Call out words for pre-test.
- D) Ask students whether they noticed any pattern in the words.
- E) Tell students that we are spelling words with the double consonants.
- F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition

F. Vocabulary and Concept Development

3.2 Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting

3.3 Speaking

- A. Discussion

3.4 Listening

- A. Active Listening

Week 3
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|-------------|------------------|--------------|
| 1. does | 6. ready | 11. became |
| 2. doesn't | 7. first | 12. when |
| 3. terrible | 8. thought | 13. together |
| 4. happen | 9. throwing | 14. went |
| 5. grade | 10. accidentally | 15. friends |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
C) Call out words for pre-test.
D) Ask students whether they noticed any pattern in the words.
E) Tell students that we are spelling words we frequently misspell.
F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition

F. Vocabulary and Concept Development

3.2 Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting

3.3 Speaking

- A. Discussion

3.4 Listening

- A. Active Listening

Week 4
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|--------------|-------------|-------------|
| 1. strangest | 7. slimmer | 13. faster |
| 2. wisest | 8. wildest | 14. soonest |
| 3. louder | 9. tamer | 15. hottest |
| 4. cooler | 10. bigger | |
| 5. shorter | 11. whitest | |
| 6. kindest | 12. slowest | |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
C) Call out words for pre-test.
D) Ask students whether they noticed any pattern in the words.
E) Tell students that we are spelling words that compare things.
F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition

F. Vocabulary and Concept Development

3.2 Writing

A. Writing as a Process

B. Writing as a Product

C. Mechanics, Spelling, and Handwriting

3.3 Speaking

A. Discussion

3.4 Listening

A. Active Listening

Week 5
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|-------------|-------------|--------------|
| 1. farmer | 6. quietly | 11. safer |
| 2. useful | 7. thankful | 12. playful |
| 3. softly | 8. exactly | 13. teacher |
| 4. suitable | 9. readable | 14. harmful |
| 5. lonely | 10. nicer | 15. suddenly |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
- B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
- C) Call out words for pre-test.
- D) Ask students whether they noticed any pattern in the words.
- E) Tell students that we are spelling words with suffixes.
- F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition
- F. Vocabulary and Concept Development

3.2 Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting

3.3 Speaking

- A. Discussion

3.4 Listening

- A. Active Listening

Week 6
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|---------------|---------------|--------------|
| 1. everything | 6. dishwasher | 11. notebook |
| 2. bookcase | 7. sometimes | 12. pickup |
| 3. timeout | 8. everyone | 13. football |
| 4. outdoors | 9. sunset | 14. sunshine |
| 5. upstairs | 10. hallway | 15. baseball |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
C) Call out words for pre-test.
D) Ask students whether they noticed any pattern in the words.
E) Tell students that we are spelling compound words.
F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition

F. Vocabulary and Concept Development

3.2 Writing

A. Writing as a Process

B. Writing as a Product

C. Mechanics, Spelling, and Handwriting

3.3 Speaking

A. Discussion

3.4 Listening

A. Active Listening

Week 7
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|-----------|------------|-------------|
| 1. cowboy | 6. cactus | 11. welcome |
| 2. horses | 7. garden | 12. lasso |
| 3. corral | 8. tender | 13. Monday |
| 4. winter | 9. fifteen | 14. invite |
| 5. always | 10. basket | 15. until |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
C) Call out words for pre-test.
D) Ask students whether they noticed any pattern in the words.
E) Tell students that we are spelling words with the /cvc/ pattern.
F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
 - Find the words in the word search for Tuesday's homework.
 - Use each word in a sentence for Wednesday's homework.
 - Write the words in alphabetical order for Thursday's homework and study for the test on Friday.

C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition

F. Vocabulary and Concept Development

3.2 Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting

3.3 Speaking

- A. Discussion

3.4 Listening

- A. Active Listening

Week 8
Third Grade Spelling

A) Objective

At the end of this lesson, the students will be able to complete a spelling pretest on spelling words

- | | | |
|----------|------------|------------|
| 1. hotel | 6. music | 11. motel |
| 2. focus | 7. future | 12. baker |
| 3. miner | 8. behind | 13. cake |
| 4. pupil | 9. tiger | 14. grapes |
| 5. begin | 10. become | 15. safe |

B) Procedure

1. Introduction

- A) Tell students that we will be taking a Spelling pretest for new words and they will be tested on Friday.

2. Development

- A) Ask the students to take out their Spelling notebooks for spelling pretest.
- B) Ask students to write their names and student numbers with numbers 1-15 on a clean page.
- C) Call out words for pre-test.
- D) Ask students whether they noticed any pattern in the words.
- E) Tell students that we are spelling words with the /cvc/ pattern.
- F) Review spelling pretest words on the board.

3. Summary & Evaluation

- A) Ask students to
- Write the misspelled words eight times for Monday's homework.
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C) Materials

1. Integrated Language Arts
2. Spelling Practice Book
3. Word search sheet
4. Spelling notebook

NJCCS:

3.1 Reading

- B. Phonological Awareness
- C. Decoding and Word Recognition
- F. Vocabulary and Concept Development

3.2 Writing

- A. Writing as a Process
- B. Writing as a Product
- C. Mechanics, Spelling, and Handwriting

3.3 Speaking

- A. Discussion

3.4 Listening

- A. Active Listening