

8-7-2012

The effect of the "20 Word Chant" on student sight word recall

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**THE EFFECT OF THE “20 WORD CHANT” ON STUDENT SIGHT WORD
RECALL**

by

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A Thesis

Submitted to the

Department of Language, Literacy, and Special Education

College of Education

In partial fulfillment of the requirement for the degree of

Master of Arts in Learning Disabilities

at

Rowan University

May 2012

Thesis Chair: S. Jay Kuder, Ed.D.

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Abstract

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The Effect of the “20 Word Chant” on Students Sight Word Recall
2011/2012
S. Jay Kuder, Ed.D.
Master of Arts in Learning Disabilities

This study was done to examine the effect of the “20 Word Chant” on student’s ability to recall sight words. The participants were from various backgrounds, ability levels, disabilities. The students were exposed to two presentation formats. The “20 Word Chant” was added to the daily routine as well as the daily flash card drill. The class was split into two groups and was exposed to both models. The students were given a one-on-one sight word fluency pre and post test. When looking at individual responses to each intervention, most students increased their sight word knowledge. Overall, when using the “20 Word Chant”, thirteen students increased the number of sight words, and three remained at the same number of sight words. When using traditional flash cards, fourteen students increased the number of sight words, and two remained at the same number of sight words. Specifically, both the “20 Word Chant” and traditional flash cards were effective in increasing sight words.

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Chapter 1

Introduction

Word identification is one of the critical early literacy skills that children are faced with in the process of learning to read, write, and speak. Having a strong knowledge of sight words provides children with a good base for beginning reading. These words must be recognized by sight because they cannot be decoded. Once children enter kindergarten they are expected to develop a bank of sight words. These are words that children will most frequently encounter in print. Some of the most commonly used sight word lists are the *Dolch list* and *Fry's List of Words*. The Dolch list is comprised of the 220 most common words that the children will find in print and listed in order of frequency. The Fry's list of words is a more comprehensive list. Dr. Fry expanded on the Dolch words by creating *Fry's 1000 Instant Words*. These words are also listed in order of frequency. Through his research Dr. Fry found that 25 words make up approximately 1/3 of all items published, 100 words comprise approximately 1/2 of all of the words found in publications, and 300 words make up approximately 65% of all written material (<http://www.uniqueteachingresources.com/Fry-1000-Instant-drills>). For the purpose of this study I will be using the Fry's list.

Hart & Risley (1995) found that children who are from low socioeconomic environments were at a significant disadvantage for the development of vocabulary identifying a 30 million word gap between children living in poverty and children of professionals. Not only do we have to overcome this lack of language spoken in the home but also the lack of book worthiness language.

Most children enter school with a sizeable speaking vocabulary. They are also able to identify environmental print such as *stop*, *McDonald's*, and *Target*. However many of these children do not have a large sight word bank, so they resorting to using what decoding skills they have to attempt to read any unknown word. This leads to lack of comprehension and a reader with little confidence. If consistent strategies are put in place to increase sight word knowledge, this may increase their ability to read fluently.

One popular way to learn sight words is the use of flash cards. This skill and drill method is not always effective and can be boring for students. Children love anything that gets them moving. Anything that is put to a song has the ability to get the most reluctant learner listening. I was introduced to a chant titled “The 20 Word Chant” last year during a literacy workshop. The sight words are listed in five rows of four word and the words are sang using an army style chant. The intent is that if the recite the chant every day they will likely be able to recall the twenty words more effectively than if they were to be exposed to them using a daily flash card drill. I decided to add the “20 Word Chant” to my daily routine to see if the student’s sight word recall increased. The question to be answered in this study: Will teaching sight words using the 20 word chant result in students learning the targeted sight words more efficiently than when taught using a daily flash card drill? This study will compare two presentation formats to teach sight words. The class will be split into two groups and they will both experience both models. My hypothesis is that the 20 word chant will be a more successful method of teaching sight words. Knowing this will help classroom teachers supplement the district curriculum to increase their student’s sight word recognition.

My interest began not only with my students but all the students within the community that I teach. The district I work in is classified by the New Jersey Department of Education as being a “District Factor A”, which is the lowest of the eight listed socioeconomic groups. Approximately 75% of the students receive a free or reduced lunch. My second grade classroom consists of myself as the regular education teacher, and a special education teacher. We co-teach using a Differentiated Instruction approach. Meaning we scaffold our learning based on the needs of the students and we use a small group approach to teaching and re-teaching skills. There are currently 16 students in my classroom, 9 of them are girls and 7 are boys. 2 students currently are classified. At the start of the school year 5 students were identified at-risk and in need of intensive interventions and 4 were identified as in need of additional support. As a second grade inclusion teacher it is my responsibility to provide explicit reading instruction to my students in an effort to bring the students to their current grade level. What other strategies can I employ to help these students master the reading of sight words?

Each year we teach the assigned curriculum and each year the students struggle. When I began to look closely at the areas of weakness, a strong sight word base stood out as one of those areas. At that point the students were only being exposed the high frequency words provided by the assigned curriculum. The students in my classroom were struggling with the basic sight words such as *of* and *were*. It became obvious that we needed to supplement the curriculum with explicit instruction in sight words. I suggested that we begin by designating a specific list of sight words to be taught to all students. Many of these words at that point were still not mastered by the second grade.

The list I chose was the Fry's List of 1000 words. This is an expanded list of words that are in order of frequency in print. It is further broken up into groups of 100 words. As a school it was determined that the students should know the first 100 words by the end of first grade, the second 100 by the end of second grade, and so on through fifth grade. It was determined that if we added this to the established curriculum, this would increase the students sight word base, fluency, and ultimately comprehension. The 20 word chant was a strategy suggested to the staff from a local consultant as a quick and fun alternative to the monotonous skill and drill flash cards. Many of the teachers use the chant however it is not consistently practiced.

Sight word recognition is at the foundation for young readers and necessary for fluency and reading comprehension. I am hoping to answer the question: Will teaching sight words using the "20 word chant" result in students learning the targeted sight words more efficiently than when taught using a daily flash card drill? By adding the element of a catchy tune I hope to determine if this will make a difference in my student's recall of sight words. I hypothesize that the "20 Word Chant" will be a more successful method of teaching sight words. This information will hopefully provide other teachers with an effective teaching strategy that may increase students learning of sight words.

Chapter 2

Literature Review

The purpose of this research is to determine the effectiveness of putting sight words into a chant to enhance students' sight word recall. The students in my research are primarily from a low socio-economic background. For the purpose of this research, this literature review will examine the importance of early literacy, studies regarding sight word acquisition, and a family perspective on word experience.

In 2001 the Center for the Improvement of Early Reading Achievement (CIERA) published a document titled "Put Reading First: The Research Building Blocks for Teaching Children to Read." This document is based on the report in 2000 by the National Reading Panel. This report was focused on helping to identify skills necessary for reading achievement and sharing what researchers have discovered about the skills that children must have to be successful readers. The National Reading Panel identified five components to reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The first area identified by the panel was phonemic awareness. The National Reading Panel defines phonemic awareness as *the ability to hear; identify; and manipulate individual sounds-phonemes-in spoken words*. This is necessary if students are going to read fluently and comprehend. Children also need this skill when they are learning how to spell. Phonics is the second area identified and is defined as *the relationship between the letters of written language and the sounds of spoken language*. The knowledge that the written letter represents sounds help children improve their word recognition and will also help with reading and comprehension. The third area identified

by the panel is fluency instruction. Fluency is defined as *the ability to read a text accurately and quickly*. If a student reading is slow and laborious they are going to have difficulty with comprehension. When a student reads fluently they are free to understand the passage being read. The next area identified is vocabulary. Vocabulary is defined as *the words we must know to communicate effectively*. This would include both our reading and speaking vocabulary. Vocabulary should be taught both directly and indirectly. The final area identified is comprehension. Text comprehension is defined as *the reason for reading*. Each area previously defined lead to comprehension. It is not just important to correctly decode a word or to read words. A “good” reader must use knowledge of words and comprehension strategies to navigate a text for purpose and meaning.

Research has found that children from lower socioeconomic groups may be especially at risk for acquiring a sight-word vocabulary. For example, Hart and Risley (2003) identified what they called the “30 million word gap by age 3” that is seen between children living in poverty and children of professionals. Their research began in the 1960’s when child development was on the forefront of many educators and researchers. They found that in the four years a child in a professional household experienced about 45 million words, a child in a working class family experienced 26 million words, and a child in a home of poverty experienced 13 million words. They also looked at the type of words that these children were experiencing. They found that the children in poverty were exposed to far more negative words that the children of professionals. They are also stuck in what Martin Joos (1967) refers to as the “Casual”

register of language. Meaning that they usually speak using a vocabulary of 400-800 words, use hand gestures, and often speak in incomplete sentences.

The conclusion of the study determined that the skill differences when the children enter school were much more important than they had thought. The experiences and lack of experiences in the first three years of life at home were indicators of later performance in school. They also made it clear the urgency of finding interventions to lead to a change.

Sight Word Instruction

The effects of two interventions to improve sight word recognition was studied in a kindergarten classroom and reported by Conley, Derby, Gwin, Wever, & McLaughlin (2004). This report studied five kindergarten students who were identified by their teachers as having delays in reading. None of the students were diagnosed with a Learning Disability. The two methods being observed were Picture-word Matching and Cover, Copy, Compare. The Picture-word matching method matched words to pictures and cover, copy, compare presented words alone. The goal of the strategies was to have the students identify each word in isolation and word retention. Words were randomly divided into two lists and presented to students in 4 ways: in isolation, in a sentence, in a sentence with a picture to match the target word, and in a sentence with a picture to match the target word along with three random pictures. Each time the sentences were read the student would be asked to identify the target word. For the Cover, Copy, Compare method the student was given a paper divided into three columns. The word was written in the first column, they were to trace the word in the second, and they were to write it in the third column. They were told to say each letter as they wrote them. The

students were exposed to each intervention. After achieving mastery the students were given a posttest. They were also asked to identify the words a week after the posttest to check if they had maintained the words. The results of the study indicated the Cover, Copy, Compare method to be most effective for the acquisition of sight words. The students identified 96% of the word correctly after using the Cover, Copy, Compare strategy and they maintained them at the 1 week checkup.

In a study conducted by Nist and Joseph (2008), the effectiveness of three instructional methods to improve sight word recognition was compared. The first method was the flashcard drill and practice method. For this method the students would practice the words using a traditional flashcard method with teacher support. They would then be exposed to the flashcards without the teacher support. The second method was the interspersal procedure. This is where the flashcards contain both known and unknown words. The third method was the incremental rehearsal. This procedure is when an unknown word is presented multiple times (i.e. 1 unknown to 9 known words). Six first graders whose teachers indicated they were showing signs of reading difficulties were chosen for this study. The study took place over a four week period and the methods were alternated. The words were considered learned when they were read correctly 3 times. The results of this study showed that the traditional flashcards was the most effective for reading performance. All the student showed that they read more words per minute using this method. The incremental rehearsal was the most effective for the students as a group. The students learned more words as a group using this method.

The effects of pairing reading racetracks (a strategy that uses a track with spots for 14 words that are repeated twice) and flashcards for teaching sight words was studied

in a Pacific Northwest first grade classroom. There were three students participating in this study. All three students were diagnosed with a learning disability. The words were chosen from the Dolch word list. Flashcards were also used to provide the students with additional support. One participant also used the copy, cover, and compare strategy. Once a baseline was attained the students were presented with the flashcards twice. They were then given the racetrack and would read the words twice, the second time being timed. Once they completed four racetracks they were given a review racetrack without using the flashcards first. The students were then asked to read the words from a list to check for generalization. Results of this study showed that adding the reading racetrack to the traditional flash cards was effective in increasing sight words in two of the students. The third student was able to improve sight word acquisition with the additional copy, cover, and compare strategy.

Howard Gardner's (1985) Theory of Multiple Intelligences supports the idea of using modalities to teach. The Musical-Rhythmic learner is defined as "involving the transfer of information through sound, song, music and listening to jingles, rhythms and rhymes". This would suggest that putting words to a rhythm, chant, or song would possibly increase attention and interest of students. An article by Jean McIntire (2007) discussed two learners who had difficulty mastering early literacy skills. The first student was a learning disabled student who used a copy of the lyrics of a favorite song to read and use to sing the song correctly. The second was a boy who had difficulty with spelling rules. The rules were put into a tune. His spelling improved following this intervention. Some of the literacy skills that McIntire linked to music are listening, decoding, communication, vocabulary, and memorization skills.

A study was done by Weaver (2009) on the effectiveness of putting individual sight words to music. This was a 6 week study of 17 kindergarten students in which basic sight words from the Dolch list were put to common nursery rhymes. This method was compared to common practices for learning sight words such as tracing the words in rainbow colors, unscrambling letters, and writing the words in a sentence. 13 of the students made greater gains during the weeks where music was the method. This study showed that putting individual words to music was effective for improving sight word acquisition in the kindergarten students from this study.

There are several lists of published sight word lists. In 1948 Dr. Edward W. Dolch published a book titled “Problems in Reading”. This book listed the most commonly used words found in children’s books. It contains the 220 basic sight words and is divided into grade leveled lists which were leveled according to the frequency with which they were found in print. Dolch has been labeled as the “Father of Sight Words”. He understood the necessity for exclusively teaching students the sight words they will see most often in print regardless of the subject matter.

An article published in *The Reading Teacher* in 1986 by Edward Fry and Elizabeth Sakiey focused on the assumption that the most common words in the English language are taught in the basal reading series. They looked at five major basal series at the time and used the *American Heritage Word Frequency Book* by Carroll, Davies, and Richman (1971) as their basis for the most common words in order of frequency. What they found was that the highest percentage of the common words was 59%. The best series only taught about 1700 high frequency words. What they also observed was the words that were the focus of the series were the subject matter words, which have

relatively low frequency. The suggestion was to supplement the reading series with lessons specifically geared towards teaching basic sight words.

In 1996 Edward Fry developed a version of the most common sight words that he titled Fry's *1000 Instant Words*. This is a list of words that should be recognized instantly. They are ranked in order of frequency. He found that 25 words make up approximately 1/3 of all items published, 100 words comprise approximately 1/2 of all of the words found in publications, and 300 words make up approximately 65% of all written material (<http://www.uniqueteachingresources.com/Fry-1000-Instant-drills>).

This study will examine two methods for increasing sight word knowledge. This study will focus on comparing traditional flash card drills and the "20 word chant". Rapid word reading is a critical skill to becoming a fluent reader. The findings of the National Institute for Literacy state that some vocabulary words must be taught directly. This study will focus on increasing sight word knowledge and fluency. A pre and post assessment will be used. The data and results will be noted and analyzed. The positive results seen in similar research provides support for the hypothesis that the "20 Word Chant" will be a successful method of teaching sight words. They will be used to make the present study useful to the educational community but especially to the children who will stand to gain from it.

Chapter 3

Methodology

Subjects and Setting

This research took place in a public elementary school in a rural community. The school consisted of 452 students and 36 teachers. The school includes 353 White students, 63 Black, 31 Hispanic, and 5 Hawaiian Native/Pacific Islanders. There were 323 students who received free lunch and 38 students who received reduced lunch indicating that most of the students come from low income families

The subjects in this study were sixteen second grade students in an inclusion classroom. This is a classroom with two teachers, a regular education teacher and a special education teacher who co teach. The class includes both regular education and special education students who are taught together. There were nine girls and seven boys who participated in the study. At the beginning of the year two students were classified as eligible for special education: one mild cognitive impaired and one as emotionally disturbed. Two students had a 504 plan for Attention Deficit Hyperactivity Disorder. Five students were identified at-risk and in need of intensive interventions and four were identified as in need of additional support. At the conclusion of this study three of the students identified as at-risk were classified as having a specific learning disability. The student ethnic background was 10 Caucasians, 3 Hispanics, and 3 African Americans.

Procedure

This research study began with a pretest at the beginning of the first week. The pretest consisted of forty words from the Fry's 1000 Instant Words. At this school, second grade students are responsible for the second hundred words on the Fry's 1000

Instant Words. Words 121 through 160 were chosen for this research study. The words were listed in two columns of twenty words and they were asked to read the words. They were given credit for words they recognized on sight within three seconds. Tests were scored giving one point for each correct answer for a total of twenty points per word set. Based on the pretest, 57% of the students knew less than 85% of the tested words. The words were divided into two lists of twenty words. One list was put into the “20 Word Chant” and the second list was made into flash cards.

Table 3.1: Word Sets

Set 1 20 word chant	Set 2 Flash cards
NAME	BOY
GOOD	FOLLOWING
SENTENCE	CAME
MAN	WANT
THINK	SHOW
SAY	ALSO
GREAT	AROUND
WHERE	FARM
HELP	THREE
THROUGH	SMALL
MUCH	SET
BEFORE	PUT
LINE	END
RIGHT	DOES
TOO	ANOTHER
MEANS	WELL
OLD	LARGE
ANY	MUST
SAME	BIG
TELL	EVEN

The groups were exposed to the words during their guided reading period. There were four guided reading groups in the classroom and two teachers. The students were grouped according to their guided reading levels. The teachers alternate groups every week. The students practiced the words everyday at the start of their group. Eight of the students practiced the “20 Word Chant” for two weeks and eight of the students would practice using flash cards for two weeks. At the conclusion of two weeks the students were given a post test. They would then switch methods for an additional two weeks. At the end of two weeks they would be given a post test. The post test was the same as the pretest.

Table 3.2: Testing Sequence

Group	Week 1	Week 2	Week 3	Week 4
1	Flash cards	Flash cards	Chant	Chant
2	Chant	Chant	Flash cards	Flash cards

Chapter 4

Results

In this study I looked at two presentation formats to teach sight words: traditional flash cards and the “20 Word Chant”. The class would experience both methods. The focus of this pre- post group design study was to determine if the “20 Word Chant” was a more successful method of learning sight words than the traditional flash card drills.

The results indicate that most students made an improvement in their sight word knowledge when using both the “20 Word Chant” and traditional flash cards.

Sixteen second grade students were administered a pre-test consisting of forty words from the Fry’s 1000 Instant Words. The words were divided into two groups of twenty words. The students practiced these words every day at the beginning of their guided reading group. At the conclusion of two weeks the students were given a post test. The methods and words were switched and the process was repeated for an additional two weeks. At the end of the second two weeks they were given another post test. The post tests were the same as the pretest.

Table 4.1 The 20 Word Chant Pre- and Post Intervention

	Pre-test	Post-test	Improvement (Post-test - Pre-test)
#1	0	0	0
#2	20	55	35
#3	20	65	45
#4	30	90	60
#5	60	95	35
#6	70	100	30
#7	70	85	15
#8	80	100	20
#9	80	95	15
#10	85	100	15
#11	90	100	10
#12	90	100	10
#13	95	100	5
#14	95	100	5
#15	100	100	0
#16	100	100	0
Mean	67.8125	86.5625	18.75
Standard Deviation	32.45349	26.75312	
N	16	16	
TTEST	98%		

Both methods provide the same analytical result, the differences observed are due to random errors.
 Null hypothesis: Both methods provide the same analytical result, the differences observed are due to random errors.
 Alternative hypothesis: The methods provide different analytical results

Table 4.2 Flash Cards Pre- and Post Intervention

	Pre-test	Post-test	Improvement (Post-test - Pre-test)
#1	0	0	0
#2	15	50	35
#3	25	65	40
#4	5	65	60
#5	40	80	40
#6	65	100	35
#7	55	100	45
#8	85	95	10
#9	40	90	50
#10	50	70	20
#11	95	100	5
#12	85	100	15
#13	85	100	15
#14	95	100	5
#15	95	100	5
#16	100	100	0
Mean	58.4375	82.1875	23.75
Standard Deviation	34.57932	27.44502	
TTEST	98%		

Both methods provide the same analytical result, the differences observed are due to random errors.
 Null hypothesis: Both methods provide the same analytical result, the differences observed are due to random errors.
 Alternative hypothesis: The methods provide different analytical results

The statistical method utilized for this data is as follows. First for each sample, the student-t statistical distribution was used to verify that the difference in scores pre and post test was statistically significant to a reasonable confidence level, and not random.

Once this was determined, the difference in scores was calculated as shown in Table 4.1 and Table 4.2, and a mean established from this so that the two sample methods could be compared.

When looking at individual responses to each intervention, most students increased their sight word knowledge. Overall when using the “20 Word Chant”, thirteen students increased the number of sight words, and three remained at the same number of sight words. When using traditional flash cards, fourteen students increased the number of sight words, and two remained at the same number of sight words.

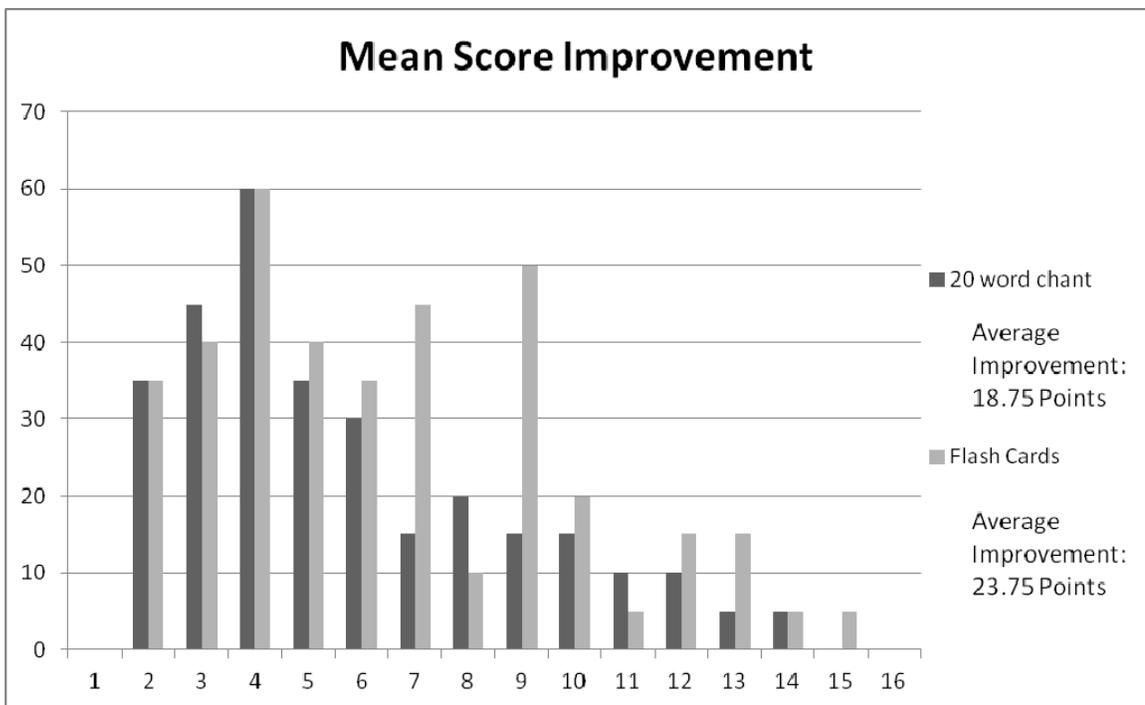


Figure 4.1 Mean Score Improvement

When looking at the comparison shown in Figure 4.1, of the sixteen subjects, seven students made more improvement using traditional flash cards. Three students made more improvement using the “20 Word Chant”. Three students made the same improvement using both methods. One student did not make any improvement, one

student knew all forty words on the pre and post test, and one student improved when using traditional flash cards and knew all of the words used in the “20 Word Chant”.

This study was done to determine if the “20 Word Chant” was a more successful method of learning sight words than the traditional flash card drills. Overall the amount of sight words was increased using both traditional flash cards and the “20 Word Chant”. In seven out of the sixteen subjects, traditional flash cards were a more effective method of learning sight words.

Chapter 5

Discussion

This study was done to examine the effect of the “20 Word Chant” on student’s ability to recall sight words. The participants were from various backgrounds, ability levels, and disabilities. The students were exposed to two presentation formats- the “20 Word Chant” as well as the daily flash card drill. The class was split into two groups and each group was exposed to both models. The students were given a one-on-one sight word fluency pre and post test. In seven out of the sixteen subjects, traditional flash cards were a more effective method of learning sight words. Overall the amount of sight words was increased using both traditional flash cards and the “20 Word Chant”.

Relation to Research

This study was not a replication of another but combined element of previous studies. This study used second grade students as its subjects to increase the amount of research for this demographic. This study also used a mixed population of gender, ability level, and disability.

There have been studies on increasing sight word recognition, such as those conducted by Conley, Derby, Gwin, Wever, and McLaughlin (2004). This report studied the effect of two methods for increasing sight words on five kindergartners. Another study done by Nist and Joseph (2008) compared three instructional methods to improve sight word recognition. In both studies students showed an improvement in sight word recognition. These studies, while useful, only target a small number of words. The present study targeted a larger group of words learned in a two week period.

A study was done by Weaver (2009) which put basic sight words to music. This study showed that putting individual words to music was effective for improving sight word acquisition in the kindergarten students from this study. The present study increased the number of words sung in a chant to twenty words, determining that adding “20 Word Chant” to the daily routine did increase sight word recall. I believe the chant did not work as well as traditional sight words due to the number of words the students were being exposed to in the chant. After singing the song numerous times they memorized the song. The students often would sing the chant without using the visual. With the traditional flash card drill the cards were shuffled and in a different order every day.

Limitations

There were some limitations to this study. It was only done in one school and in one classroom. There were only 16 students which is a relatively small sample size. The children involved represented the demographic make up of the community but not of the United States. Data was collected in a short time period rather than in a long-term study. Because of these reasons, the results cannot be extended to predict what would happen in other schools. They do, however, show that both the “20 Word Chant” traditional flash card drill done on a daily basis worked with this group of students. This suggests that the plan is worth trying as an intervention with this particular school as well as with similar groups of subjects elsewhere.

Practical Implications

The results of this study can be used by many people. The primary benefit would be increasing student's ability to read words by sight. Having a strong knowledge of sight words provides children with a base for beginning reading. Having a way to increase the sight word knowledge of students would give students a better opportunity to increase their reading fluency, which would increase their comprehension of what they are reading. This makes students more productive, increases their understanding of subject material, and confidence in school. I would recommend the use of the "20 Word Chant". I would alter the presentation format and use it as a classroom word wall drill so that the words were random and changed daily. This would keep the students focused on each identified word.

Teachers and classmates could benefit from adding the "20 Word Chant" or traditional flash cards into their daily classroom routines. Both methods provide a quick way to provide practice basic sight word recognition. Teachers are more likely to use an intervention that feels comfortable to them and requires little extra time from their day. Parents can also benefit from this intervention by practicing sight words at home with their children. Both the "20 Word Chant" and traditional flash cards are quick and easy ways to practice sight word recognition. As a classroom teacher, parents often ask what they can do at home with their child. Reading with and to them is always the first suggestion. Practice with sight word recognition is also a suggestion made to parents looking for strategies to practice at home.

Future Studies

The ultimate goal of increasing student's sight word knowledge is reading fluency and comprehension. Students in this study continued to receive the daily intervention after the data collection period. The follow up showed that the students sight word knowledge continued to increase and they were able to maintain the previously learned words. The student's oral reading fluency has also increased. Further study may be done on the effect increasing sight words using this method has on oral reading fluency.

Conclusion

Having a strong knowledge of sight words provides children with a good base for beginning reading. Current research shows that some vocabulary must be taught directly. The purpose of this research was to determine the effectiveness of putting sight words into a chant to enhance students' sight word recall. The current study found an increase in sight words. The students showed an improvement in sight word recognition regardless of the method used. This study shows that both daily word drills were effective in increasing sight words.

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