

Appendix A: Study Materials

Lamination Study Vocabulary Cards in the Montessori Primary Classroom

Teacher Instructions (Study Protocol)

This information describes the procedures to follow when participating in the Lamination Study. Follow the instructions carefully and record your findings as described on the attached forms. If you have any questions regarding how to implement this study, please contact Julia Volkman via email at juliav@maitrilearning.com or phone at 413-529-2868.

Materials

Included with this packet are the following study materials:

- Set A (thin laminate with square corners) of each of the following Vocabulary Card Packets: Around the House, Around Town, In the Kitchen, Tools
- Set B (thick laminate with rounded corners) of each of the following Vocabulary Card Packets: Around the House, Around Town, In the Kitchen, Tools
- Frequency of Use Form
- Children's Comments Form
- Teacher Questionnaire
- Enrichment of Vocabulary portion of Language Album (for your reference)
- Stamped return envelope (**all forms should be returned to Julia Volkman, 131 Tob Hill Road, Westhampton, MA 01027 by March 15, 2006**; the vocabulary cards are yours to keep)

Set A and Set B Packets with the same title (eg, Tools) are identical in every way except for the laminate and corners.

Preparation

Choose one packet of cards (eg, Around Town). Remove both Set A and Set B cards from their plastic bag. Place each set of cards in an identical basket next to each other on a shelf where you would normally place vocabulary cards (eg, in the language area of your classroom). The teacher control sheet is for your reference only. Do not place this on the shelf.

Each packet pair (eg, Set A and Set B of Tools) should remain on the shelf for two weeks (10 school days). After two weeks, please exchange one pair of packets (eg, Set A and Set B of Around Town) for another (eg, Set A and B of Around the House) so that all four packet pairs can be studied. If you do not get to study all four packet pairs, please complete the attached forms based on the packet pairs you did study.

Presentation

Invite the child to do the work with you.

Introduce the work to him/her and offer him/her the choice of Set A or Set B cards. For example, you might pick up an identical card from each basket and say, "*These are such beautiful cards.*" Give the child an opportunity to touch and hold each card. Then, you might say, "*Would you like to use these cards [and touch Set A] or these cards [and touch Set B]?"*"

If the child exhibits no preference, you may choose the basket but be sure to repeat the lesson with the child at a later time using the other set.

Proceed as you would normally present a vocabulary card lesson (eg, the three-period lesson with 3 or 4 cards) using the basket the child prefers. A copy of the presentation of vocabulary cards from the chief investigator's Language Album is attached for your reference.

When the lesson is complete and the child returns the basket to the shelf, restate that the child is now free to use either basket. For example, you might say, "*The next time you want to work with these cards, you can use this basket [and place your hand on Set A] or this basket [and place your hand on Set B]. You can choose.*"

Recording the Results

Use the attached three forms to record how often each basket is chosen, what the children say about the cards, and your own impressions of the cards. Return all completed forms in the envelope provided no later than March 15, 2006.

You are also encouraged to take photos and/or videos of the materials and the children using the materials throughout the course of the study. Please submit these along with your written findings upon completion of the study.

Lamination Study Frequency of Use Form

Number of Students Enrolled in Classroom: _____ **Location (State/Province):** _____

Use this form to keep a running tally (hash marks are fine) of how many times each card packet is chosen for the initial presentation/lesson and for independent work.

Packet Title	# Times Chosen			
	Set A (thin laminate, square corners)		Set B (thick laminate, round corners)	
	<i>Presentations*</i>	<i>Independent Work</i>	<i>Presentations*</i>	<i>Independent Work</i>
<i>Around the House</i>	<i>Presentations*</i>	<i>Independent Work</i>	<i>Presentations*</i>	<i>Independent Work</i>
<i>Around Town</i>	<i>Presentations*</i>	<i>Independent Work</i>	<i>Presentations*</i>	<i>Independent Work</i>
<i>In the Kitchen</i>	<i>Presentations*</i>	<i>Independent Work</i>	<i>Presentations*</i>	<i>Independent Work</i>
<i>Tools</i>	<i>Presentations*</i>	<i>Independent Work</i>	<i>Presentations*</i>	<i>Independent Work</i>

*If the child does not state a preference during the initial presentation, please note with an asterisk.

Lamination Study Children's Comments Form

Use this form to record statements you hear the children make when they are using the cards. Please attach additional paper if necessary.

Child's Age	Child's comment(s) (use quotes if verbatim, no quotes if paraphrase; specify which set of cards they are discussing)

Lamination Study Teacher Questionnaire

Please respond to the following questions after studying at least one packet in both formats A (thin laminate/square corners) and B (thick laminate/round corners).

1. Which packet(s) did you study? (circle all that apply)

Around the House *Around Town* *In the Kitchen* *Tools*

2. Please rate each set (place a check mark in the appropriate boxes):

	Set A (thin laminate/square corners)			Set B (thick laminate/round corners)		
	Excellent	Average	Poor	Excellent	Average	Poor
Ease of use						
Aesthetic appeal of photos						
Aesthetic appeal of laminate						
Aesthetic appeal of corners						
Durability						
Texture/feel						

3. Which set was easier for the children to handle (eg, separate the cards, layout, stack)?

Set A (thin/square corners) Set B (thick/round corners) No difference

4. Did the children treat the cards differently? Did they handle one set of cards more gently (with more care)?

Gentler/more careful with Set A (thin) Gentler/more careful with Set B (thick) No difference

5. Did the children damage any of the cards? _____ If yes, please answer the following questions:

A. Which set was damaged? Set A (thin) Set B (thick)

B. How was the card(s) damaged (eg, cut, folded, creased, immersed)? _____

C. How did the child respond to the damage? Did s/he try to repair it? Did s/he treat the cards differently afterwards?

6. Which set do you prefer?

Set A (thin/square corners) Set B (thick/round corners) No preference

7. When you laminate language cards, what type of laminate/laminator do you usually use? (circle all that apply)

pouch laminator roll laminator 1.5 ml laminate 3 ml laminate 5 ml laminate

