



**CALIFORNIA STATE SCIENCE FAIR  
2002 PROJECT SUMMARY**

<b>Name(s)</b> <b>Shana Makos; Amanda Williams</b>	<b>Project Number</b> <b>J0323</b>
<b>Project Title</b> <b>Is a Picture Really Worth a Thousand Words? The Effect of an Illustration on a First Grader's Listening Comprehension</b>	
<p style="text-align: center;"><b>Abstract</b></p> <p><b>Objectives/Goals</b> The objective was to discover if first graders have better listening comprehension when viewing an illustration while listening to a story.</p> <p><b>Methods/Materials</b> A short story, an illustration, and questions were created. One hundred two students were tested. Half were girls and half were boys. Half of the boys and girls were read the story without the picture, and the others viewed the illustration while listening to the story. All were questioned without the illustration. All were individually read the story and tested without distractions from the classroom. After testing all students available, data was calculated and results found.</p> <p><b>Results</b> Students who viewed the illustration while listening to the story answered four out of the five questions more precisely than students who did not see the illustration.</p> <p><b>Conclusions/Discussion</b> First graders do have better listening comprehension when they view an illustration while listening to a story. First graders will remember more information if they have a visual aid.</p>	
<b>Summary Statement</b> Our project was to find out if viewing an illustration while listening to a story improved a first grader's listening comprehension.	
<b>Help Received</b> First grade teachers allowed us to test their students. Parents drove us to the library, elementary school, store for supplies, and each other's home. A college age cousin taught us how to make the graph on the computer.	