



**CALIFORNIA STATE SCIENCE FAIR
2004 PROJECT SUMMARY**

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Project Title Spell M-O-D-A-L-I-T-Y: Does Learning Style Affect a Child's Ability to Spell Accurately?	
Abstract Objectives/Goals We tested to see if a person's learning modality (style) visual (V), auditory (A), kinesthetic (K) affects their spelling scores. We did research at the USC library and found information on spelling and modality. Methods/Materials We tested 40 third graders, 20 from public school and 20 from private school. We first gave subjects a questionnaire that we created (based on other questionnaires we have been given) to determine their modality. After we conducted the modality-determining test, we gave each subject 3 modality-specific spelling tests. We then scored the tests to see if subjects performed better in the test which matched their learning modality. Results We didn't have sufficient auditory or kinesthetic subjects in our testing, and we think it affected our statistical results. There was no significant difference between subjects taking modality-specific spelling tests and non modality-specific spelling tests. However, according to a t-test, all types of learners performed significantly better on the kinesthetic tests. Conclusions/Discussion In conclusion, we found that a 3rd grader learns best when moving and doing as opposed to listening to or watching. We think that if we had had more time and more subjects that were auditory and kinesthetic, it would have given us more solid results.	
Summary Statement Does learning style affect a child's ability to spell accurately?	
Help Received Used library at USC library	