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- ที่ 6 ในโรงเรียนสังกัดสำนักงานคณะกรรมการการศึกษาเอกชน กรุงเทพมหานคร.
 วิทยานิพนธ์ครุศาสตร์มหาบัณฑิต ภาควิชามัธยมศึกษา. จุฬาลงกรณ์มหาวิทยาลัย.
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 ทางการเรียน แรงจูงใจและความคงทนในการเรียนรู้วิชาวิทยาศาสตร์ของนักเรียนชั้น
 มัธยมศึกษาปีที่ 1 ที่ได้รับการสอนแบบสืบเสาะหาความรู้.
 วิทยานิพนธ์ศึกษาศาสตรมหาบัณฑิต สาขาวิชาวิทยาศาสตร์ศึกษา บัณฑิตวิทยาลัย
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ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจแผนการสอนและ แบบวัดแรงจูงใจ มีรายนามดังต่อไปนี้

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คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่

ภาคผนวก ข

**ตัวอย่างแผนการสอนการอ่านภาษาอังกฤษเพื่อความเข้าใจ
ที่ใช้วิธีการสอนแบบตรง**

Lesson plan 1

- Topic** : Julie's Race
- Level** : 3th grade
- Time** : 3 periods
- Language Function** : Giving information
- Language Area** : 1) Structure: Past simple tense
2) Vocabulary: dogsled, race, finish line, starting gate, sled, frozen, valley, booties, racers
3) Skill: reading
- Terminal Objective** : Students should be able to comprehend the passage by answering the questions.
- Enabling Objectives** : Students should be able to:
- match the definitions with the words
 - use the vocabulary by filling the suitable words in the blank,
 - choose true or false of each statement after reading the story, and
 - rearrange the sentences into correct order.

Procedure:

Step 1: *Setting clear goals for students and making sure they understand these goals*

1. The teacher greets the student. The teacher tells the objectives and the expectations of the lesson.
2. The teacher tells the student that today you are going to read a story about "Julie's Race" You will have exercises to learn vocabulary and test your comprehension skills of the passage. You will have worksheets on matching, filling in the blank, choosing true or false statements from the story, rearranging the sentences into correct order, and doing multiple choice comprehension questions.

Step 2: *Presenting a sequence of well-organized assignments.*

3. The teacher says, first we will start to learn new vocabulary used in the story today.
4. The teacher shows a flashcard of each vocabulary word; say the vocabulary word, write the context sentences, and explain the meaning of the word.
5. The teacher has the student pronounce the words, read the sentences, and read the definitions after the teacher so that the student can remember the words better. The teacher may want to have the student repeat these items multiple times to make sure the student comprehends. If the student has difficulty comprehending, the teacher continues to teach until the student understands.

6. For example, the teacher shows the picture, the flashcard and says:
 - a. a. **“sled”** The teacher has the student repeat the word “sled” after the teacher. The teacher shows and says examples of the word in sentences: “When it snowed, the kids in the neighborhood got a *sled* to slide down the hill.” “I only use my sled once a year when it snows.” “The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “sled means a vehicle built to slide on snow when going downhill or when pulled by horses or dogs”. The teacher has the student repeat the meaning of the word.
 - b. **“dogsled”** The teacher has the student repeat the word “dogsled” after the teacher. The teacher shows and says examples of the word in sentences: “The *dogsled* race was about to begin”. The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “dogsled means to travel by dogs pulling your sled”. The teacher has the student repeat the meaning of the word.
 - c. **“valley”** The teacher has the student repeat the word “valley” after the teacher. The teacher shows and says examples of the word in sentences: “They ran over snowy hills and down into frozen *valleys*.” “This valley is very beautiful.” The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “valley means low area of land between mountains or hills”. The teacher has the student repeats the meaning of the word.
 - d. **“racers”** The teacher has the student repeat the word “racers” after the teacher. The teacher shows and says examples of the word in sentences: “She passed many *racers* at the end to get to first place.” “There will be only one winner out of all the racers.” The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “racers mean people who compete in a race”. The teacher has the student repeats the meaning of the word.
7. If the student can say it and tell the meaning of the word correctly, the teacher reinforces the student with comments such as “well done, great, good job, very good”.

Step 3: Give the students an opportunity to practice through showing examples and correcting mistakes with repetition and encouragement.

8. The teacher gives worksheet 1 for the student to practice his understanding of the words; match each word with the right meaning.
9. If the student can match all the words with the right meaning, the teacher gives reinforces with “good job” to encourage the student.
10. If the student is not able to match all the words with the right meaning, the teacher reviews the flashcards again with the student to practice understanding the meaning. Then have the student try worksheet 1 again. Repeat this until the student is able to do worksheet 1 correctly.
11. The teacher activates the student’s background knowledge about Alaska by showing pictures and asking them questions.
 - a. Have you ever been to Alaska?
 - b. Have you ever seen snow?
 - c. Do you know what sled is?
12. After the student answers the questions, then the teacher gives the guiding questions.
 - a. Did Julie’s team win the race?
 - b. How many accidents did Julie’s team have in the race?
13. The teacher gives 20 minutes for the student to read the passage.
14. While reading, if the student needs help, the teacher will assist the student.
15. After the student finishes reading the story, the teacher asks the student to give the answers to the guiding questions.
16. Then the teacher lets the student do worksheet 2: Fill in the blank with the correct word.
17. If the student cannot fill all the words correctly, the teacher teaches the word and explains the meaning again and lets student do the work sheet2 again. Do this step until the student is able to do the worksheet 2 correctly.
18. When the student can do the worksheet 2 correctly, the teacher gives reinforcement to the student. Then, the teacher continues the next step.

Step 4: *Evaluating if the students understand the assignments with continued support from teacher and rewarding them when correct.*

19. The teacher presents worksheet 3 to the student: True False Statements. Explain clearly that the student needs to read each statement carefully. If the student thinks the statement is correct according to the story, write T (true). If the statement is not correct according to the story, write F (false) in the blank located in front of each statement.
20. If the student can do worksheet 3 correctly, the teacher reinforces the student. If the student incorrectly answers on any statement, the teacher

corrects the mistake and helps the student understand the story until the student can answer every statement correctly.

21. The teacher checks the students understanding the sequence of events in the story through worksheet 4. The teacher should tell the student to put the events of the story in the correct order.
22. If the student can do worksheet 4 correctly, the teacher reinforces the student. If the student does not put the events in the correct order, the teacher corrects the mistake and helps the student understand the story. Then, the teacher lets the student do the worksheet again until the student can do it correctly.

Step 5: *Giving students frequent opportunities to practice on their own what they have learned.*

23. The teacher gives comprehension questions worksheet 5. Choose the best answer to each question according to the passage “Julie’s Race”. Allow the student to complete the worksheet on his own.
24. The teacher checks if the student can comprehend the passage by answering the questions correctly. If any question is not answered correctly, the teacher needs to go back and work with the student until the student can answer the questions correctly.
25. Upon completion of the worksheet 5 correctly, the teacher reinforces the student for completing the entire lesson and give small reward.

Evaluation:

Observe form class activities and the student’s participation

Materials:

- Reading passage
- Worksheets

Julie's Race

by Wanda Hann

The dogsled race was about to begin. Julie's team of dogs was lined up at the starting gate. Julie stood behind them. The air was so cold that she could see her breath. Other teams were lined up, too, and the dogs were excited. Julie kept her eyes on the clock. At exactly ten o'clock, she and the other racers yelled, "Mush!" The dogs knew that meant "Go!" They leapt forward and the race began!

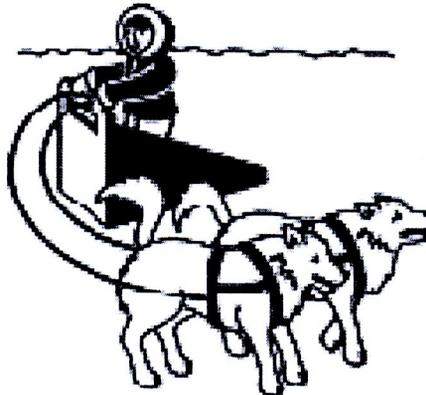
Julie had trained months for this race, and she hoped she and her dogs would win. Hour after hour, day after day, Julie's dogs pulled the sled in order to get in shape for the race.

Now, they ran over snowy hills and down into frozen valleys. They stopped only to rest and eat. They wanted to stay ahead of the other teams. The racers had to go a thousand miles across Alaska. Alaska is one of the coldest places on Earth. The dogs' thick fur coats helped keep them warm in the cold wind and weather. In many places along the route, the snow was deep. Pieces of ice were as sharp as a knife. The ice could cut the dogs' feet. To keep that from happening, Julie had put special booties on their feet.

At first, the dogs seemed to pull the sled very slowly. They were still getting used to the race. But on the third day out,

they began to pull more quickly. They worked as a team and passed many of the other racers. Once, one of the sled's runners slid into a hole and broke. Julie could have given up then, but she didn't. She fixed it and they kept going.

When they finally reached the finish line, they found out that they had come in first place! It was a great day for Julie and her dogs.



Worksheet 1

'Julie's Race'

(A) Match each word with the right meaning.

- | | |
|------------------|--|
| 1. dogsled | a. where you begin the race |
| 2. train | b. a cold place |
| 3. booties | c. practice over and over to get better at something |
| 4. sled | d. a long piece under the sled that makes it slid |
| 5. racers | e. socks or special shoes |
| 6. valleys | f. race with dogs pulling sleds |
| 7. starting gate | g. where you end the race |
| 8. Alaska | h. group of people in a competition together |
| 9. sled's runner | i. the low area between 2 hills |
| 10. finish line | j. slides on the snow |

Worksheet 2

"Julie's Race"

Choose the suitable word from the word bank and fill it in each blank.

Word Bank:

dogsled

ice

race

finish line

starting gate

sled

frozen

snow

valley

first place

1. The person who finishes the race in the very front gets the _____.
2. I like to ride my _____ when it snows outside.
3. When the pond is _____ we can go ice-skating.
4. When I am standing in the _____ I cannot see the top of the mountain.
5. I like to _____ against my friends.

6. When I am at the _____ I listen closely for the signal to begin the race.
7. The _____ is very slippery to walk on.
8. The dogs in the _____ races run very fast.
9. When I cross the _____ my race is over.
10. I like to make _____ balls and throw them at my friends.

Worksheet 3**"Julie's Race"**

According to the story, write T (true) or F (false) in each statement.

- 1) Julie's dogs had never worked together before the race.
- 2) The racers yelled "Mush!" to start the race.
- 3) The race was 100 miles long.
- 4) The dogs get very cold when they are racing.
- 5) At the beginning of the race Julie's dogs were going fast.
- 6) Julie's sled fell into a hole and broke and she was able to fix it.
- 7) It was so cold Julie could see her breath.
- 8) Julie's dogs cut their feet and Julie had to put special booties on them.
- 9) Julie finished after other racers.
- 10) Julie didn't think her team of dogs could win.

Worksheet 4

Sequence of Events Julie's Race

Put the events in the correct order by writing 1 through 5 in the blank in front of the statement. Start with the number 1 as the first event.

_____ When they finally reached the finish line, they found out that they had come in first place!

_____ Now, they ran over snowy hills and down into frozen valleys.

_____ Julie's team of dogs was lined up at the starting gate.

_____ Julie had trained months for this race, and she hoped she and her dogs would win.

_____ Once, one of the sled's runners slid into a hole and broke.

Worksheet 5

"Julie's Race"

Choose the best answer according to the passage "Julie's race"

1. The author of "Julie's Race" wrote the story in order to
 - a. describe how dogs stay warm in cold weather
 - b. tell about a dogsled race
 - c. explain how cold it can be in winter
 - d. entertain the reader with funny stories about dogs

2. Where does the dogsled race take place?
 - a. In Antarctica
 - b. On a track
 - c. In Alaska
 - d. In a field

3. What happened BEFORE the dogs began running?
 - a. The dogs pulled the sled slowly.
 - b. Julie and the dogs lined up at the starting gate.
 - c. The runner on Julie's sled broke.
 - d. The dogs pulled the sled over hills into valleys.

4. Read this sentence from the story.
Julie's team of dogs was lined up at the starting gate.
What does *team* mean?
 - a. Friends and family
 - b. To join together
 - c. Many dogs
 - d. A group working together

5. Why don't the dogs freeze in the cold weather?
 - a. Julie puts special booties on their feet.
 - b. They sleep by the fire at night.
 - c. Their thick fur coats keep them warm.
 - d. It doesn't get very cold in Alaska.

6. Why did Julie train before the race?
 - a. She liked being out in the cold weather.
 - b. She wanted to get the dogs in shape for the race to win.
 - c. She wanted to see the other racers.
 - d. She liked riding a sled.

7. Why did Julie's dogs have special booties on their feet?
 - a. They would help her see the dogs in the snow.
 - b. To keep their feet warm.
 - c. To protect their feet from getting cut.
 - d. To help them not sink in the snow.

8. How many days did the race last?
 - a. One day
 - b. Two days
 - c. Three days
 - d. Four days

9. What happened in the race that could have made Julie quit?
 - a. Julie was tired and hungry.
 - b. Julie's dogs got cuts on their feet.
 - c. Julie and her dogs were very cold.
 - d. Julie's sled broke.

10. Why did Julie stop during the race?
 - a. To eat and sleep
 - b. To warm up the dogs
 - c. She wanted to quit
 - d. She wanted to see the other racers

Lesson plan 2

- Topic** : Lucy and the Chicken
- Level** : 5th grade
- Time** : 3 periods
- Language Function** : Giving information
- Language Area** : 1) Structure: Past simple tense
 2) Vocabulary: henhouse, fasten, coyote, admired, hauling, scurried, despair, feed, intention
 3) Skill: Reading
- Terminal Objective** : Students should be able to comprehend the passage by answering the questions.
- Enabling Objectives** : Students should be able to:
- match the definitions with the words
 - use the vocabulary by filling the suitable words in the blank,
 - choose true or false of each statement after reading the story, and
 - rearrange the sentences into correct order.

Procedure:

Step1: *Setting clear goals for students and making sure they understand these goals*

19. The teacher greets the student. The teacher tells the objectives and the expectations of the lesson.
20. The teacher tells the student that today you are going to read a story called “Lucy and the Chickens”. Then, you will have exercises to learn vocabulary and test your comprehension skills of the passage. You will have worksheets on matching, fill in the blank, choosing true or false statements from the story, rearranging the sentences into correct order, and doing multiple choice comprehension questions.

Step 2: *Presenting a sequence of well-organized assignments.*

21. The teacher says, first we will start to read new vocabulary used in the story today.
22. The teacher shows a flashcard of each vocabulary word; say the vocabulary word, write the context sentences, and explain the meaning of the word.
23. The teacher has the student pronounce the words, read the sentences, and read the definitions after the teacher so that the student can

remember the words better. The teacher may want to have the student repeat these items multiple times to make sure the student comprehends. If the student has difficulty comprehending, the teacher continues to teach until the student understands.

24. For example, the teacher shows the picture, the flashcard and says:
- e. **“henhouse”** The teacher has the student repeat the word “henhouse” after the teacher. The teacher shows and says an example of the word in a sentence: “The hens live in the *henhouse*”. The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “henhouse means a small shed or house where female chickens, called hens, are kept”. The teacher has the student repeats the meaning of the word.
 - f. **“fasten”** The teacher has the student repeat the word “fasten” after the teacher. The teacher shows and says an example of the word in a sentence: “It’s important to *fasten* the door tight after you leave the house”. The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “fasten means close or join securely. The teacher has the student repeats the meaning of the word.
 - g. **“coyote”** The teacher has the student repeat the word “coyote” after the teacher. The teacher shows and says an example of the word in a sentence: “Don’t let the chickens out or the *coyote* might eat them”. The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “coyote means a wolf like wild dog”. The teacher has the student repeats the meaning of the word.
 - h. **“admired”** The teacher has the student repeat the word “admired” after the teacher. The teacher shows and says an example of the word in a sentence: “*admired* how pretty the flowers were in the garden”. The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “admired means look at something with pleasure or approval”. The teacher has the student repeats the meaning of the word.
 - i. **“haul”** The teacher has the student repeat the word “haul” after the teacher. The teacher shows and says an example of the word in a

- sentence: She hauled the heavy bucket of water in her wagon.” The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “haul means pull or drag with effort or force”. The teacher has the student repeats the meaning of the word.
- j. **“scurried”** The teacher has the student repeat the word “scurried” after the teacher. The teacher shows and says an example of the word in a sentence: “When the door opened the chickens *scurried* all around the yard.” The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “scurried means move very fast with short quick steps”. The teacher has the student repeats the meaning of the word.
 - k. **“despair”** The teacher has the student repeat the word “despair” after the teacher. The teacher shows and says an example of the word in a sentence: “She had given up and sat there crying in despair.” The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “despair means complete loss of hope”. The teacher has the student repeats the meaning of the word.
 - l. **“intention”** The teacher has the student repeat the word “intention” after the teacher. The teacher shows and says an example of the word in a sentence: “You had a good intention but did not think through the situation first.” The teacher has the student repeat the sentence. After that, the teacher tells the meaning of the word in the context of this story: “intention means a plan or goal”. The teacher has the student repeats the meaning of the word.
25. If the student can say it and tell the meaning of the word correctly, the teacher reinforces the student with comments such as “well done! great! good job! very good!”.

Step 3: *Give the students an opportunity to practice through showing examples and correcting mistakes with repetition and encouragement.*

26. The teacher gives worksheet 1 for the student to practice his understanding of the words, match each word with the right meaning.
27. If the student can match all the words with the right meaning, the teacher gives reinforces with “good job” to encourage the student.
28. If the student is not able to match all the words with the right meaning, the teacher reviews the flashcards again with the student to practice

- understanding the meaning. Then have the student try worksheet 1 again. Repeat this until the student is able to do worksheet 1 correctly.
29. The teacher activates the student's background knowledge about chickens by showing pictures and asking them questions.
 - Have you ever raised chickens?
 - Have you ever collected eggs from chickens?
 - Have you ever seen a group of chickens scurrying around when you get close to them?
 30. After the student answers the questions, then the teacher gives the guiding questions.
 - a. Why did Lucy go into the henhouse?
 - b. What happened after Lucy went into the henhouse?
 31. The teacher gives 20 minutes for the student to read the passage.
 32. While reading, if the student needs help, the teacher will assist the student.
 33. After the student finishes reading the story, the teacher asks the student to give the answers to the guiding questions.
 34. Then the teacher lets the student do worksheet 2: Fill in the blank with the correct word.
 35. If the student cannot fill all the words correctly, the teacher teaches the word and explains the meaning again and lets student do the work sheet2 again. Do this step until the student is able to do the worksheet 2 correctly.
 36. When the student can do the worksheet 2 correctly, the teacher gives reinforcement to the student. Then, the teacher continues the next step.

Step 4: *Evaluating if the students understand the assignments with continued support from teacher and rewarding them when correct.*

19. The teacher presents worksheet 3 to the student: True False Statements. Explain clearly that the student needs to read each statement carefully. If the student thinks the statement is correct according to the story, write T (true). If the statement is not correct according to the story, write F (false) in the blank located in front of each statement.
20. If the student can do worksheet 3 correctly, the teacher reinforces the student. If the student incorrectly answers on any statement, the teacher corrects the mistake and helps the student understand the story until the student can answer every statement correctly.
21. The teacher checks the students understanding the sequence of events in the story through worksheet 4. The teacher should tell the student to put the events of the story in the correct order.

22. If the student can do worksheet 4 correctly, the teacher reinforces the student. If the student does not put the events in the correct order, the teacher corrects the mistake and helps the student understand the story. Then lets the student do the worksheet again until the student can do it correctly.

Step 5: *Giving students frequent opportunities to practice on their own what they have learned.*

23. The teacher gives comprehension questions worksheet 5. Choose the best answer to each question according to the passage “Lucy and the Chickens”. Allow the student to complete the worksheet on his own.
24. The teacher checks if the student can comprehend the passage by answering the questions correctly. If any question is not answered correctly, the teacher needs to go back and work with the student until the student can answer the questions correctly.
25. Upon completion of the worksheet 5 correctly, the teacher reinforces the student for completing the entire lesson and give small reward.

Evaluation:

Observe from class activities and the student’s participation

Materials:

- Reading passage
- Worksheets

Lucy and the Chickens

1 Lucy's family had lots of animals. They had cows, horses, and pigs. They also had a dog, a cat, and a bird. Lucy's favorite animals were the chickens. She enjoyed collecting eggs from the henhouse. But she wasn't allowed to gather the eggs by herself.

2 "The hook that keeps the henhouse door closed is too high," Dad explained. "You're not tall enough yet to reach the hook and then fasten it again. If you don't shut the door tightly, the chickens could get out. They might become supper for a coyote or some other wild animal." Lucy's eyes widened. She promised never to open the henhouse door by herself.

3 The next morning Dad went to town to get a part to fix the tractor. Mom was talking on the phone to Grandma. All by herself Lucy swept the front porch. She put water in the dog's bowl. By noon the bright sun was shining overhead. Lucy felt thirsty after doing her chores outside.

4 Lucy went inside the house. She heard her mother still talking to Grandma. Lucy got a cool drink of water. Then she went back outside and admired the flower garden. "I'd better water the flowers," Lucy said to herself. "They're probably thirsty."

5 After watering the flowers, Lucy glanced toward the henhouse. "I should give the chickens some water. They're probably thirsty, too."

6 Lucy filled a big bucket with water. She could barely lift it. She tried dragging the bucket, but the water sloshed out. So she went to get her wagon. Hauling the water in the wagon was easier than carrying it by hand.

7 At last Lucy stood at the henhouse door. The hook was high. Even when she stretched on her tiptoes, she couldn't reach it. She looked around and saw a stick on the ground. Using the stick, she pushed and poked at the hook. Soon the hook was free. Slowly the door swung open. Twenty chickens stared at her.

8 Lucy considered what her father had said. She remembered her father's warning that a coyote might harm the chickens. However, she did not want the chickens to be thirsty, either.

9 "Look what I brought you," she said. She went to get the bucket of water. Carefully she lifted the heavy bucket and set it on the ground. When she turned back around, the chickens were rushing through the open door.



10 "No!" Lucy cried, waving her arms. "Get back in there! Shoo!"

11 But it was too late. Lucy started chasing the chickens around the yard. They ran this way and that. They scurried here and there. They flew and flapped. They fluttered and hopped. The more Lucy chased them, the more they scattered. They went behind trees and haystacks. They went under the tractor and wagon. The chickens didn't seem to understand that Lucy was trying to save them.

12 By the time Dad got home, Lucy had given up. She was sitting in front of the henhouse crying in despair. Dad noticed the open door. He saw the bucket full of water. It didn't take him long to guess what was wrong.

13 "Let's get those chickens back in the henhouse," he said firmly. He went to get some chicken feed in a bucket. "Here, chick, chick, chick," he called. He spread the feed on the ground near the henhouse. Soon all the chickens came to eat the feed. One by one, Lucy and Dad caught the chickens. When all the chickens were back in the henhouse, Dad hooked the door. Now the chickens were safe from coyotes.

14 Lucy and Dad walked back to the house. "Your intention was good, and I know that you meant well," Dad said. "Giving the chickens some water was a fine thought. But it would have been better not to open the door by yourself." He stopped and looked at Lucy. "It's a lot easier to keep chickens in than to catch them once they get out. Do you know what I mean?"

15 Lucy nodded. She knew exactly what he meant. She also knew that this was a lesson she would never forget.

Worksheet 1

"Lucy and the Chickens"

Match each word with the right meaning.

- | | |
|---------------------------|---|
| 1. Lucy's favorite animal | a. food for chickens |
| 2. coyote | b. what Lucy did to the heavy bucket |
| 3. henhouse | c. how Lucy looked at the flowers |
| 4. admired | d. Lucy's plan to help |
| 5. hauling | e. a wolf-like dog that would eat the chickens |
| 6. scurried | f. the chickens flew about in a nervous way |
| 7. despair | g. the chickens moved very quickly when Lucy opened the gate |
| 8. feed | h. how Lucy felt when she couldn't get the chickens back inside |
| 9. intention | i. chickens |
| 10. fluttered | j. a small house for female chickens to live |

Worksheet 2

"Lucy and the Chickens"

Choose the suitable word from the word bank and fill it in each blank.

Word Bank:

henhouse

fasten

coyote

admire

haul

scurried

despair

feed

intention

fluttered

1. The mice _____ about when I turned on the lights.
2. I have a _____ at my house where I keep my chickens.
3. My dad has a big truck that we are using to _____ wood from the forest to the city.
4. When I scared the birds they _____ all about making lots of noise.
5. I saw a _____ in the mountains today.

6. I felt complete _____ when my bike broke and I could not fix it.
7. I scattered _____ all over the grounds for my chickens to eat.
8. A fully-grown _____ is about the size of an average-sized dog.
9. My mom tells me to _____ my seat belt when I get in the car.
10. I _____ my dad because he is so smart.

Worksheet 3

"Lucy and the Chickens"

According to the story, write T (true) or F (false) in each statement.

- 1) Lucy promised her dad that she would not open the henhouse door.
- 2) Lucy only had chickens at her house.
- 3) The coyote ate the chickens after Lucy let them out.
- 4) Lucy opened the henhouse door because she wanted to gather eggs.
- 5) Lucy was chasing the chickens all around when her dad came home.
- 6) Lucy's dad used chicken feed to get the chickens back in the henhouse.
- 7) It's easier to keep the chickens in than to catch them once they get out.
- 8) Lucy's dad was angry and did not talk to Lucy after she let the chickens out.
- 9) The chickens were scared when Lucy tried to save them.
- 10) Next time, Lucy should open the henhouse door by herself.

Worksheet 4**Sequence of "Lucy and the Chickens"**

Put the events in the correct order by writing 1 through 9 in the blank next to the statement. Start with the number 1 as the first event.

_____ Lucy watered the flowers.

_____ Lucy's dad told her not to open the henhouse door.

_____ Lucy swept the front porch.

_____ Lucy's dad spread the chicken feed on the ground.

_____ Lucy had chickens at her house.

_____ Lucy chased the chickens.

_____ Lucy's dad went into town to fix the tractor.

_____ The chickens got out.

_____ Lucy got water for the chickens.

Worksheet 5

Comprehension Questions "Lucy and the Chicken"

1. Where does Lucy live?

- a) By a meadow
- b) In the city
- c) Near a lake
- d) On a farm

2. Paragraph 11 is mainly about —

- a) what happens when Lucy tries to catch the chickens
- b) why the chickens don't understand Lucy
- c) why Lucy needs to save the chickens
- d) how far chickens can fly

3. How does Dad help Lucy catch the chickens?

- a) He runs up fast behind them.
- b) He sets out a bucket of water.
- c) He calls each chicken by its name.
- d) He puts out feed for the chickens.

4. Why are the chickens kept inside the henhouse?

- a) To keep them from bothering the other animals
- b) To keep them from trying to reach the hook
- c) To keep them from chasing Lucy around the farm
- d) To keep them safe from wild animals

5. Why isn't Lucy allowed to gather eggs from the henhouse by herself?

- a) She might let the chickens out.
- b) She might fall trying to reach the hook.
- c) She might drop some of the eggs.
- d) She might break the hook while trying to open the door.

6. Which of the following is the best summary of the story?

- a) Lucy's father comes home from town and sees the henhouse door open. He uses chicken feed to get the chickens back into the henhouse.
- b) Lucy is too short to reach the hook on the henhouse door. She promises her father that she will never try to open the door by herself.
- c) Lucy is not supposed to open the henhouse door by herself, but she wants to give the chickens some water. When she opens the door, the chickens get out. Lucy and her father must catch them.
- d) Lucy helps around the family farm on a hot day. She sweeps the porch, gives water to the dog, and waters the flowers. Then she begins to worry that the chickens are thirsty, too.

7. Why does Dad go to town?

- a) To buy some feed for the chickens
- b) To get a part to fix the tractor
- c) To sell some of the chickens' eggs
- d) To get more flower seeds

8. What will Lucy probably do the next time she thinks that the chickens are thirsty?

- a) Realize that chickens don't need much water
- b) Spray water on the henhouse
- c) Open the hook on the henhouse door again
- d) Ask her parents to help

9. Which of these best tells about Lucy in paragraph 7?

- a) She is tired of standing on her tiptoes.
- b) She is surprised at the number of chickens.
- c) She keeps trying to open the door.
- d) She wants to see the inside of the henhouse.

10. Lucy opens the door to the henhouse because —

- a) it is time for the chickens' supper
- b) she wants to give the chickens some water
- c) her mother asked her to gather the eggs
- d) she wants to play with the chickens

ภาคผนวก ก

แบบวัดความเข้าใจในการอ่านภาษาอังกฤษ

A Secret Place

1 Spring was warming into summer when Carmen decided to make a special meeting place. She would not have to build it independently. Building it by herself wouldn't be much fun. Her friends La Shonda and Robin would help her. The three of them had formed a group called Friends Forever. They all lived on the same street and did everything together. They wanted a secret place to have their group meetings.

2 The girls were at La Shonda's house trying to come up with ideas. "I've got just what we need to make a house for our secret meetings," La Shonda said. She pointed to a huge empty cardboard box in her garage.

3 Carmen thought about the idea. "Remember when we made that cardboard house for your kitten?" she asked Robin. "It got soggy when it rained, and we had to pick up the wet pieces from all over the yard."

4 "I forgot about that," Robin said. "That was a big mess! What about getting an old sheet and hanging it over the clothesline at Carmen's house? Then we could nail the corners down to make a tent."

5 The girls thought Robin's idea was great. They were about to get to work when Carmen thought about her dog Rex. She reminded her friends about the time when her mother had almost given Rex away. Rex had pulled her mother's clean towels off the clothesline and chewed on them in the mud.

6 “Now what should we do?” La Shonda asked sadly. “What else can we use for our meeting place?” Robin and Carmen shrugged their shoulders. The girls sat in silence, trying to think of another idea.

7 “Let’s go to my house and see what we can find,” suggested Robin.

8 The girls began walking through the large field that was between La Shonda’s house and Robin’s house. The neighborhood children often used the field for baseball games. There was a patch of sunflowers at the back of the field. Many times the children had lost the baseball in the area covered with the sunflowers. The game would have to be stopped so everyone could look for the ball.



9 As the girls walked, Robin told her friends about her mother’s childhood playhouse. “Mom told me that when she was little, she had tea parties with her friends. They crawled under the bushes beside her house. No one could see them under there,” Robin explained.

10 “Hey! I have a great idea!” La Shonda exclaimed. “We can have our group meetings in the sunflowers. We always have trouble finding the baseball in there. Why can’t we make a place in the sunflowers for our secret meetings? No one will be able to find us there.”

11 “I think it’s a wonderful idea!” agreed Carmen.

12 “Me, too!” Robin cheered.

13 Finally Carmen, Robin, and La Shonda were able to have their first Friends Forever meeting. Sitting on an old blanket, they looked around and talked about the leafy walls of their secret place. Suddenly Carmen signaled for her friends to be still. La Shonda and Robin sat motionless and listened carefully. They could hear a bird singing in a nearby tree. Its sweet song gave Carmen another idea.

14 “Let’s make bird feeders. When the sunflowers make their seeds, we’ll put the seeds in our bird feeders,” she said. “But let’s save some seeds. We’ll want to make sure plenty of seeds are planted here for next year’s secret place!”

Pretest-Posttest
Reading Comprehension Questions
'Secret Place'

1. What is the main problem in the story?
 - a. The girls cannot think of a place to have meetings.
 - b. Carmen's dog always chews towels.
 - c. The friends are trying to save money to buy sunflower seeds.
 - d. The cardboard house they made gets wet.

2. Read the first sentence of the summary below:
Summary: *Carmen and her friends start a group called Friends Forever.*
Which of the following best completes the summary?
 - a. They try to think of a secret place to meet. They find a special place to meet in the sunflowers.
 - b. They make a house out of their cardboard to have their meetings. The house gets soaked in rain.
 - c. They like to have secret meetings in different places. They once had a meeting under a bush.
 - d. They meet to think of ideas about something nice to do. They decide to give sunflower seeds to the birds.

3. What do the girls learn in this story?
 - a. You may have to try several ideas before one works.
 - b. Baseball is something that everyone can enjoy.
 - c. Dogs are good pets for families with young children.
 - d. Every child should become a member of a group.

4. What did Carmen think about Robin's idea to use a big empty cardboard box for their secret meeting place?
 - a. She thought it was a great idea and they started making it right away.
 - b. It worked for her kitten to live in so it would be a great place for the girls.
 - c. A baseball might hit it and knock it over.
 - d. It might get wet when it rained and make a mess.

5. In paragraph 6, why were the girls sad?
 - a. Carmen's mom gave her dog Rex away.
 - b. It rained on their cardboard box and made a big mess.
 - c. Their first two ideas for their secret place were not going to work.
 - d. The girls got in a fight and were mad at each other.

6. What is paragraph 9 mainly about?
 - a. How to make a playhouse in the bushes
 - b. Why Robin's mother had tea parties
 - c. Why people hiding in bushes cannot be seen
 - d. What Robin's mother used for a playhouse

7. When the girls remember why their first two ideas will not work, they ...
 - a. Decide to make a tent at Robin's house
 - b. Wish Carmen's mother had given Rex away
 - c. Still want to make a house out of cardboard
 - d. Are disappointed because they cannot think of another idea

8. Why are the girls walking through the field?
 - a. Robin's mother called to them.
 - b. They are going to pick sunflowers seeds.
 - c. They are looking for a baseball.
 - d. They are walking to Robin's house.

9. The sunflowers in the field are important to the story because -
 - a. They give La Shonda the idea about where to have the meetings
 - b. The girls find Rex hiding in the sunflowers
 - c. They keep baseballs from going out into the field
 - d. Robin's mother had a special place there.

10. Why do the girls decide not to make a tent on the clothesline at Carmen's house?
 - a. Carmen's mother would have told them no.
 - b. Rex would have pulled the tent down.
 - c. The sheet would have blown away in the wind.
 - d. The kitten would have torn holes in the sheet.

11. Why did Carmen and her friends want to build a special place?
 - a. They wanted their own place to meet and talk.
 - b. They needed a safe place to put their cardboard box.
 - c. They wanted a good place to watch the baseball games.
 - d. They needed a big place to make a tent from a sheet.

12. In paragraph 13, which word helps the reader know what the word motionless means?
 - a. Suddenly
 - b. Still
 - c. Carefully
 - d. Sweet

13. Which sentence shows the friends are upset when they cannot find a place for their meetings?
 - a. They wanted a secret place to have their group meetings.
 - b. "I forgot about that," Robin said.
 - c. "Now what should we do?" La Shonda asked sadly.
 - d. Suddenly Carmen signaled for her friends to be still.

14. What do the neighborhood children often do at the field?
 - a. They plant sunflower seeds.
 - b. They read books to each other.
 - c. They play baseball.
 - d. They water the sunflowers and pull weeds.

15. What happens before La Shonda gets her ideas about meeting in the sunflowers?
 - a. The girls listen to a bird singing in a tree.
 - b. Robin tells a story about when her mother was little.
 - c. The girls decide to make bird feeders.
 - d. The friends sit on a blanket in the sunflowers.

16. Why were the girls such good friends that they formed the group called Friends Forever?
 - a. They knew each other since they were babies.
 - b. They lived on the same street and did everything together.
 - c. They liked to play baseball together.
 - d. They met in the sunflower fields listening to the birds sing.

17. Where was the first Friends Forever meeting held?
- In a cardboard box
 - Under a tent on the clothesline
 - In the bushes
 - On a blanket in the sunflower field
18. What were the walls made of in their secret place?
- Sunflowers
 - Cardboard boxes
 - A tent
 - Baseballs
19. Why did the girls make bird feeders?
- There were too many sunflowers so they needed to use the seeds.
 - They loved hearing the birds sing from their new secret hiding place.
 - The birds helped them find the baseballs.
 - They were scared the birds might eat their food.
20. Why did the girls not use all the seeds?
- They wanted to save some seeds for more sunflowers to grow next year.
 - They didn't want the birds to eat too much.
 - The girls wanted to take the seeds home and plant them in their backyards.
 - There were too many birds singing.

ภาคผนวก ง
แบบวัดแบบแรงจูงใจในการอ่าน

แบบวัดแรงจูงใจในการอ่านภาษาอังกฤษ

คำชี้แจง

แบบวัดฉบับนี้ เป็นแบบวัดความรู้สึกความคิดเห็นเกี่ยวกับการอ่านภาษาอังกฤษ มีลักษณะการวัด 4 ระดับ ไม่มีคำตอบใดถูกหรือผิด เพราะแต่ละคนย่อมมีความรู้สึกนึกคิดแตกต่างกัน ขอให้ นักเรียนตอบให้ตรงกับสภาพความเป็นจริงของนักเรียนมากที่สุด เพราะจะมีประโยชน์ต่อการเรียนการสอนและคำตอบจะไม่ส่งผลกระทบต่อผลการเรียนของนักเรียน

ให้นักเรียนทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับสภาพความเป็นจริง

Content	Level			
	Very different from me	A little different from me	A little like me	A lot like me
1) I like hard, challenging books.				
2) I know that I will do well in reading next year.				
3) I think reading is boring for me.				
4) If the teacher discusses something interesting, I might read more about it.				
5) I read because I have to.				
6) I don't like it when questions in books make me think.				
7) I am a good reader.				
8) I don't like to read for my brother or my sister.				
9) I like hearing the teacher say I read well.				
10) I often have a hard time trying to finish a reading passage.				
11) I don't look forward to finding out my reading grade.				
12) It is important for me to see my name on a list of good readers.				
13) I don't like reading something when the words are too difficult.				
14) I make picture in my mind when I read.				
15) Finishing every reading assignment is very important to me.				

16) I want to talk to my friends about what I am reading.				
17) I hardly read outside the classroom.				
18) If a book is interesting, I don't care how hard it is to read.				
19) I don't like to discuss what I read with other people.				
20) It is very important to me to be a good reader.				
21) It takes me a long time to finish reading one book.				
22) I like to get compliments for my reading.				
23) I believe that reading would bring me a future success.				
24) I want to gain my knowledge by reading more.				
25) I don't enjoy reading most of the time.				
26) I don't like to tell my family about what I am reading.				
27) I do as little schoolwork as possible in reading.				
28) I like to listen to a story more than to read.				
29) I like to help my friends with their schoolwork in reading.				
30) I feel like reading makes me feel tired.				

ประวัติผู้เขียน



ชื่อ - สกุล

นางสาวปนัดดา ปานะนิล

วันเดือนปีเกิด

19 พฤษภาคม 2515

การศึกษา

2540

ประกาศนียบัตรมัธยมศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ
จังหวัดกรุงเทพฯ

2545

ปริญญาตรี ศิลปศาสตรบัณฑิต (ภาษาอังกฤษ) มหาวิทยาลัยพายัพ
จังหวัดเชียงใหม่

ประวัติการทำงาน

2540 – ปัจจุบัน มัคคุเทศก์อิสระ บริษัท Covenant Tour

2545 – ปัจจุบัน นักแปลอิสระ องค์กรยูนิเซฟนานาชาติ

2542 – 2551 อาจารย์สอนภาษาอังกฤษ

โรงเรียนสอนภาษาเกียรติพัฒนาเชียงใหม่

