

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

ภาคผนวก

ภาคผนวก ก

รายนามผู้เชี่ยวชาญ

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อาจารย์โรงเรียนวัดสวนดอก

อำเภอเมือง จังหวัดเชียงใหม่

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ศึกษานิเทศน์

สำนักงานการประถมศึกษาอำเภอแม่สะเรียง

อำเภอแม่สะเรียง จังหวัดแม่ฮ่องสอน

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อาจารย์โรงเรียนทองสวัสดิ์วิทยาการ

อำเภอแม่สะเรียง จังหวัดแม่ฮ่องสอน

ภาคผนวก ข

แบบสอบถามความสนใจและต้องการของผู้เรียน

ชื่อ - สกุล

ให้นักเรียนทำเครื่องหมาย X ลงในช่องที่นักเรียนต้องการ

ลักษณะหนังสือที่นักเรียนชอบและอยากเรียน	ใช่	ไม่ใช่
1. หนังสือประเภทนิทาน เช่น นิทานสัตว์พูดได้ นิทานพื้นบ้าน เป็นต้น		
2. หนังสือประเภทวิธีการ เช่น การทำอาหาร การประดิษฐ์สิ่งของต่างๆ เป็นต้น		
3. หนังสือเกี่ยวกับเรื่องตื่นเต้น ผจญภัย		
4. หนังสือเกี่ยวกับการท่องเที่ยว		
5. หนังสือเกี่ยวกับธรรมชาติ สิ่งแวดล้อม		
6. หนังสือเกี่ยวกับวิทยาศาสตร์		
7. หนังสือสารคดีชีวิตสัตว์ต่างๆ		
8. หนังสือสารคดีชนชาติต่างๆ		
9. หนังสือที่มีภาพประกอบเรื่องเป็นภาพขาวดำ		
10. หนังสือที่มีภาพประกอบเป็นภาพสี		
11. หนังสือที่มีภาพประกอบเป็นภาพวาด		
12. หนังสือที่มีภาพประกอบเป็นภาพถ่าย		
รูปแบบกิจกรรมที่นักเรียนชอบและอยากเรียน	ใช่	ไม่ใช่
1. การทำกิจกรรมร่วมกันทั้งชั้นเรียน		
2. การทำกิจกรรมกลุ่มย่อย		
3. การทำกิจกรรมคู่กับเพื่อน		
4. การทำงานเดี่ยว		

รูปแบบกิจกรรมที่นักเรียนชอบและอยากเรียน	ใช่	ไม่ใช่
5. กิจกรรมการฟังต่างๆ เช่น การฟังนิทาน เพลง โคลงกลอน เป็นต้น		
6. กิจกรรมการอ่านหนังสือ โคลงกลอนสั้นๆ		
7. กิจกรรมการวาดภาพ ระบายสี		
8. กิจกรรมการแสดงออกต่างๆ เช่น การแสดงบทบาทสมมุติ ละคร การร้องเพลง การพูดหน้าชั้น เป็นต้น		
9. กิจกรรมที่ครูสั่ง		
10. กิจกรรมที่นักเรียนได้แสดงความคิดเห็น		
11. กิจกรรมที่ครูเป็นผู้ช่วย และแนะนำในการเรียน		
12. กิจกรรมที่นักเรียนได้ลงมือปฏิบัติเอง		

ภาคผนวก ค

แบบวัดความวิตกกังวลของนักเรียนในการเรียนภาษาอังกฤษ

ชื่อ - สกุล.....เลขที่.....

คำชี้แจง : แบบวัดความวิตกกังวลในการเรียนภาษาอังกฤษฉบับนี้มี 20 ข้อความเกี่ยวกับความรู้สึกของนักเรียนที่เกิดขึ้นขณะที่เรียนวิชาภาษาอังกฤษ ให้นักเรียนพิจารณาว่าข้อความเหล่านั้นตรงกับความรู้สึกของนักเรียนมากน้อยเพียงใด จากนั้นทำเครื่องหมาย X ลงในช่องที่นักเรียนเลือกทันทีที่อ่านข้อความเสร็จแต่ละข้อ โดยแต่ละช่องมีความหมายดังนี้

เห็นด้วยอย่างยิ่ง แสดงว่า นักเรียนรู้สึกตรงกับข้อความนั้นมากที่สุด

เห็นด้วย แสดงว่า นักเรียนรู้สึกตรงกับข้อความนั้น

ไม่เห็นด้วย แสดงว่า นักเรียนไม่ได้รู้สึกอย่างที่ข้อความนั้นกล่าว

ไม่เห็นด้วยอย่างยิ่ง แสดงว่า นักเรียนไม่เคยรู้สึกอย่างที่ข้อความนั้นกล่าวเลย

ที่	ความรู้สึกของนักเรียน ในการเรียนภาษาอังกฤษ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
1.	ฉันรู้สึกเครียดและกังวลต่อการเรียน วิชาภาษาอังกฤษ				
2.	ฉันรู้สึกมั่นใจและไม่วิตกกังวลขณะที่ใช้ ภาษาอังกฤษในห้องเรียน				
3.	ฉันตัวสั่นด้วยความกลัวเมื่อรู้ว่าจะถูกเรียก ให้ทำกิจกรรมในห้องเรียน				
4.	ฉันไม่อยากอาสาตอบคำถามภาษาอังกฤษ ในห้องเรียน				

ที่	ความรู้สึกของนักเรียนในการเรียนภาษาอังกฤษ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
5.	ฉันไม่รู้สีกังวลเมื่อฉันใช้ภาษาอังกฤษ ผิดพลาดในห้องเรียน				
6.	ฉันรู้สึกไม่มั่นใจเวลาทำกิจกรรมภาษาอังกฤษ ในห้องเรียนโดยไม่ได้เตรียมตัวมาก่อน				
7.	ฉันตื่นเต้นดีใจเมื่อถูกเรียกให้ทำกิจกรรม ภาษาอังกฤษในห้องเรียน				
8.	ฉันรู้สึกเสมอว่าเพื่อนๆ สามารถเรียนวิชา ภาษาอังกฤษได้ดีกว่าฉัน				
9.	ฉันไม่รู้สีกกวลเวลาสื่อสารภาษาอังกฤษกับ ชาวต่างประเทศ				
10.	ฉันรู้สึกกลัวที่ฟังไม่เข้าใจทุกคำพูดของครู เวลาครูพูดภาษาอังกฤษ				
11.	ถึงแม้ว่าฉันจะเตรียมตัวมาอย่างดี ฉันก็ยัง รู้สึกวิตกกังวลเวลาเรียนภาษาอังกฤษ				
12.	ฉันรู้สึกประหม่าและสับสนเวลาทำกิจกรรม ภาษาอังกฤษ				
13.	ฉันรู้สึกกังวลและไม่เข้าใจการตรวจผลงาน ของครู				
14.	ฉันรู้สึกดีใจเมื่อถึงเวลาเรียนภาษาอังกฤษ				
15.	ฉันรู้สึกว่าการเรียนการสอนภาษาอังกฤษ เป็นไปอย่างรวดเร็วจนกลัวว่าจะเรียน ตามเพื่อนไม่ทัน				
16.	ฉันกลัวเพื่อนๆ หัวเราะเวลาฉันทำ กิจกรรมภาษาอังกฤษ				

ที่	ความรู้สึกของนักเรียนในการเรียนภาษาอังกฤษ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
17.	ฉันไม่รู้สีกังวลใจที่ต้องตอบคำถามภาษาอังกฤษที่ไม่ได้เตรียมตัวล่วงหน้า				
18.	ฉันกลัวว่าจำทำข้อสอบภาษาอังกฤษได้คะแนนน้อย				
19.	ฉันไม่รู้สีกังวลเลยในขณะที่ทำข้อสอบวิชาภาษาอังกฤษ				
20.	ฉันรู้สีกังวลต่อผลผลของความล้มเหลวในการเรียนวิชาภาษาอังกฤษของฉัน				

หมายเหตุ : 1. แบบวัดฉบับนี้จะไม่ผลต่อคะแนนวิชาภาษาอังกฤษ

2. ข้อความทั้งหมดนี้ไม่มีคำตอบที่ถูกหรือผิด

ภาคผนวก ง

ตัวอย่างแผนการสอนที่ใช้วิธีการสอนแบบมุ่งประสบการณ์ภาษา

LESSON PLAN 1
(A TEXT-BASED UNIT)

Subject : English

Class : Prathom Suksa 4

Content : The Three Billy Goats Gruff. (Appendix A)

Time : 10 periods (30 minutes : 1 period)

Terminal Objective : Students should be able to

1. make their own Little Books.
2. read their own Little Books.

Procedures :

Phase 1 : Shared reading of the Starter Book.

Enabling Objectives : Students should be able to :

1. answer the easy questions to give their ideas and conclude the story that they listened.
2. put the pictures in the right order.
3. match the pictures with the words given.

- Activities :
1. Warm up by using a song "I'm Glad You Came to School".
 2. The teacher introduces the Starter Book, then leads the students discuss the author, illustrator and title of the book. The teacher helps the students respond in complete sentences. After that he teacher and students talk about the genre of the book.
 - What do you see on the cover of the book?
 - What words do you see on the cover of the book?
 - The name of this book is _____ .
 - It is "The Three Billy Goat Gruff".
 - The author of The Three Billy Goat Gruff is _____.

- The name of the illustrator who drew the pictures in this book is _____.

- Is this story true? Yes or No.

- Did the author make up this story? Yes or No.

- Can a goat speak? Yes or No? This is a folktale book.

3. The teacher starts to open the wordless picture book "The Three Billy Goat Gruff", using the pictures to tell the story to the class page by page. While telling the story, the teacher encourages each student to participate and answer these questions by using at least 4-5 words

- What do you think this book is about?

- What do you see in this picture?

- What do we call this animal in English?

- What happens in this picture? And what's going on then?

- Listen carefully. I'll read this story to you.

4. The teacher sticks the stripes of the narration on each page to narrate the pictures. Then the teacher reads the story to the class, points to the illustrations as reading, reads it expressively, uses facial expression, tone of voice, gestures and acting to make sure that every student understands fully what is happening in the story.

- Look at this. This is the first goat. It is very big.

- When the goat walked across the bridge, can you hear the sound?
Yes. Trip Trap! Trip Trap! Let's say, Trip Trap! Trip Trap!

- What does the troll say? What will happen next?

5. The teacher shows disordered pictures from the story, and asks the class to rearrange them in the right order.

- Which picture comes first/second.....the last one?

- Picture number 1? This one?

6. Wrap up by using Matching Game. The students work in groups of five to match the picture cards with the word cards given.

Teaching aids :

1. A song "I'm Glad You came to School"
2. The Starter Book "The Three Billy Goats Gruff"
3. Pictures from the story "The Three Billy Goats Gruff"
4. The narrative stripes of the story
5. Word cards and picture cards

Evaluation :

1. By observing the students' answers.
2. By observing the students' attention and participation.

Phase 2 : Exploring the world of the book.

Enabling Objectives : Students should be able to :

1. retell the story that they listened in sequences.
2. talk about what is contained in the story that they listened.
3. read the story aloud after the teacher.
4. mime and do the role play.

Activities

- : 1. Warm up by using the song "Sharing Time".
2. The teacher asks the students to recall, and then retell the story by using the pictures from the story and the guided questions.
- Do you remember the story we read? What was the title of the story?
 - What was the story about? Who was in the story?
 - What can you see in this picture? Do you like the troll?
 - What happened in this picture? What do you think? Did the troll die?
 - Look at this picture. What happened?
 - Who can tell the story? Raise your hand.
 - What happened first? What happened next?
 - What else happened? How did the story end?

After that the class talks about the story by answering the questions, and the teacher encourages the students to think and make comments.

- How many goats are there in this story?

- Who do you like most in this story? Why?
 - Do you like this story? Why? or Why not?
 - What did you do if you were the troll.
 - What did you learn from the story?
3. The students read aloud after the teacher, and act as the characters in the story that they listened.
4. Miming and role playing by volunteers. The teacher will not force the students to mime or act in any way. The students are asked to mime or do the role play as the characters in the story.
- Who can act like the first billy goat? Can you walk like him?
 - Who wants to be the second billy goat?
 - What was the sound of the three billy goats' walking like?
 - Who will be the third billy goat? Was he afraid of the troll?
 - Who likes to be the troll? Did the troll smile? What did he say?
- After that the students are wearing the masks of the characters in the story and doing a role play, and rest of them are joining the teacher in chorus reading the narration in between the dialogue.
5. Wrap up by "What am I? Game", the students work in small groups to mime as the commands in their miming cards.

Teaching aids :

1. The song "Sharing Time"
2. Pictures from the story
3. Masks of the characters from the story
4. Miming cards

Evaluation :

1. By observing the students' answers.
2. By observing the students' reading aloud.
3. By observing the students' miming and doing the role play.

Phase 3 : Negotiating a Group Text

Enabling Objectives : Students should be able to :

1. discuss what happened in the story in their own words to write their own story.
2. sequence the story in their own words.
3. draw the pictures related to the story.
4. read the story aloud together in whole class by themselves.
5. write the words in the right patterns.

- Activities : 1. To initiate making a Big Book, the teacher asks the students to recall the story; the characters' feeling or look, then leads the class to negotiate a Group Text, and agree on a suitable sequence of the events.
- How many goats in this story? What are their names?
 - What was under the bridge? Was the troll handsome?
 - What happened first? Then what happened next?
 - What happened at the end? Did the troll eat the third goat?
2. The teacher attaches a large sheet of paper on the board. While the students are giving an answer, the teacher is writing that sentence up on the sheet of paper, transforming the students' words into the written form before their eyes. If the suggested sentence is ungrammatical, the teacher has to say that sentence in the grammatically correct form. Each time finishing writing, the teacher asks the whole class to read it aloud as the teacher points to each word, then asks if they want to say it in different way or change the sentence if they want it improved. Do like this through the story. To emphasis telling the story in their own words, the teacher will not ask the students to remember the wordings of the Starter Book
- Now we can write the story in our own words and make it into a book.
 - What do you want to call our book? OK. I'll write it.
 - What shall I write first? What happened next?

- Can we say better? How do you want to finish our story?

While writing each page, the teacher is asking the students the place to draw an illustration on the Group Text. After finishing writing each page or the whole story, the teacher asks the students to work in groups of three to illustrate each page.

3. The teacher places each page of the Group Text on the board, and lets the students read the story aloud together after a volunteer.
4. To wrap up, the students do a writing exercise to copy the words in their worksheets.

Note : The students can work more on their illustrations in their free time.

Teaching aids :

1. Pictures from the story and sentence stripes
2. Masks of the characters from the story
3. Large sheets of paper , pens, pencils and colors
4. Worksheets

Evaluation :

1. By observing the students' answers.
2. By observing the students' group working.
3. By observing the students' drawing related to the text.
4. By observing the students' reading aloud.
5. By checking the students' writing worksheets by using the assessment form.

Phase 4 : Making the Group Big Book.

Enabling Objectives : Students should be able to :

1. read aloud their Big Books.
2. discuss and make the decision on the format and content of their Class Big Book, and their Group Big Books .
3. write the content of their Big Books with the right words, sentence spellings, and corrected punctuation.

4. illustrate the illustrations in their Big Books related to the story.

5. make the Class Big Book, and the Group Big Books.

- Activities : 1. Warm up by using the song "Baa Baa Black Sheep" with actions.
2. The students read aloud the story of the Group Text from Phase 3 posted on the board together after the volunteer acting as the teacher. After that the students discuss the initiating to make the Class Big Book, and make a decision on its size, number of pages and page formats.
3. The students break into groups of five or six to produce the Class Big Book. The teacher explains how to make the Big Book clearly, then each group is organized to write each page of the text from Phase 3, and makes covers. In each group, the more able students are writing the text, while the others are reading the text, and drawing the illustrations. If the students are unable to write, the teacher will give a copy of the Big Book without any illustrations, then they will draw the pictures. When they finish their work, they will read aloud the text together in their groups. Each group reassembles into the whole class, and gathers every page of the Big Book, then turn them to the teacher, and help her to make the complete Class Big Book.
4. The students break into groups of eight to produce their Group Big Books. Each group shares a decision-making on the Group Big Book format and content themselves.
5. To wrap up, two groups of the class present their Group Big Books, and reads aloud to the class expressively.

Note : the students can work more on their Group Big Books in their free time.

Teaching aids :

1. The song "Baa Baa Black Sheep"
2. Sheets of paper in suitable sizes, pens, pencils, colors, masking tape,

glue or paste and staples which are needed in making the Class Big Book and the Group Big Books.

Evaluation :

1. By observing the students' reading aloud by using the assessment form.
2. By observing the students' interaction and group working while they are doing group
3. By observing students' illustrations related to the text.
4. By checking the students' Group Big Books by using the assessment form.

Phase 5 : Using The Big Book for further reading and Activities in conjunction with Games.

Enabling Objectives : Students should be able to :

1. read aloud through the story.
2. identify and spell the words given by using the dictionary.
3. read and write the words and sentences similar to the words in the Big Book correctly.
5. write the sentences with the given words.
6. write the answers of the questions from the Class Big Book.
7. form the format of their own Little Books.

- Activities :
1. The students break into two groups to compete chorus reading the Big Books. After that the teacher presents how to use a dictionary, and assigns the students to do the exercise in their worksheets to practice the dictionary usage.
 2. The teacher uses the Horse Racing Game to enhance the students develop their reading and spelling skill. The students are divided into three groups standing in rows. The teacher makes five lines on the floor. Then they compete to read and spell words in the word cards. The group which is correct can go ahead one line. Do like this until the winner arrives to the win.

3. The teacher sticks a phonic chart on the board to present the phonic elements, provides some examples, then lets the students change the sounds of the first letters or the last letters to make new words.

The students do the words making contest in groups of five, then write them on their own worksheets.

4. The students work in pairs to rearrange the words given on the board into sentences, then write them on their own worksheets.

5. The students write the answers of the questions about the story from their Class Big Book in their worksheets. The whole class checks the answers together.

6. The students are assigned to work individually to make their own Little Books, using the group Big Book as a guide. They can change the details in their new story and design it freely by themselves with the teacher's supervision. After finishing making their works, the students' presentations, they show their Little Books to the class. The students make a vote to choose the best of their Little Books, and the winner will receive the reward

Note : 1. The students can work more on their Little Books in their free time or at home.

2. The students can do the other activities such as reading the new books, copying the poems, reading aloud the new stories,.....etc. after they have finished their work.

Teaching aids :

1. The Big Books
2. Dictionary or picture dictionary
3. Word cards
4. Phonic Elements chart
5. Worksheets
6. Materials that are needed in making the Little Books : sheets of paper, pens, colors,etc.

7. Picture Books; The Three Little Pigs, The Little Red Hen, Thumbelina, The Little Riding Hood, The Sly Fog and The Red Hen ...etc.

Evaluation :

1. By checking the students' reading aloud by using the assessment form.
2. By observing the students' dictionary usage.
3. By observing the students' spelling.
4. By observing the students' sentences arranging.
6. By checking the students' answers writing by using the assessment form.
7. By checking the students' Little Books by using the assessment form.

Appendix A

The Three Billy Goats Gruff

By Peter C Asbjornsen

The first billy goat Gruff. The second billy goat Gruff. The third billy goat Gruff. The troll. The grass. The bridge.

"I'm hungry," said the first billy goat Gruff.

"I'm going over the bridge to eat the grass."

Trip, trap! Trip, trap! Trip, trap!

Up jump the troll.

"I'm going to eat you up," said the troll.

"Oh, no," said the first billy goat Gruff.

"Don't eat me. Eat the second billy goat Gruff.

He's big and fat."

"I'm hungry," said the second billy goat Gruff.

"I'm going over the bridge to eat the grass."

Trip, trap! Trip, trap! Trip, trap!

Up jump the troll.

"I'm going to eat you up," said the troll.

"Oh, no," said the second billy goat Gruff.

"Don't eat me. Eat the third billy goat Gruff.

He's big and fat."

"I'm hungry," said the third billy goat Gruff.

"I'm going over the bridge to eat the grass."

Trip, trap! Trip, trap! Trip, trap!

Up jump the troll.

" I'm going to eat you up," said the troll.

" Oh, no, you're not," said the third billy goat
Gruff.

" I'm going to eat you up."

And that was the end of the troll!

มหาวิทยาลัยเชียงใหม่
Chiang Mai University

LESSON PLAN 2
(AN ACTIVITY-BASED UNIT)

Subject : English

Class : Prathom Suksa 4

Content : "How To Make A Kite" (Appendix A)

Time : 10 periods (30 minutes : 1 period)

Terminal Objective : Students should be able to

1. make their own Little Books.
2. Read their own Little Books.

Procedure :

Phase 1 : Demonstrate a structured activity.

Enabling Objectives : Students should be able to :

1. tell the names of the materials that are needed to make a kite.
2. answer the questions about the teacher's demonstration.

Activities : 1. To warm up the students, the teacher and students read a poem
 "Fly, Fly, Fly a Butterfly" acting out together.

2. The teacher shows the students a kite and pictures of many kinds of kites, and asks them with the following questions.

- Do you know what it is? It's called a kite.
- Do you want to make a kite?

OK. I'm going to show you how to make it.

3. To introduce the materials, the teacher brings out the materials that are needed, and tells them what each thing is called in English, then asks them some questions to trigger their imaginations about making the kite ; the sticks, the pieces of smooth paper, the string, glue or paste.

- What do we need to make a kite? Yes, the sticks. (Show two sticks.)
- What else do we need? The string. (Show a roll of string.)
- What do we need to cover the sticks?

Yes, the paper. (Show some pieces of paper.)

The teacher shows word cards of the materials, pronounces them, word by word, then the students pronounce them together. After that, the teacher lets the students pronounce all the words on their own.

4. The teacher demonstrates how to make the kite, step by step with slow and clear speech.

Step 1 : Tying the sticks together.

Step 2 : Binding the string around the sticks.

Step 3 : Cutting the paper.

Step 4 : Pasting the paper on to the kite.

Step 5 : Decorating the kite.

Step 6 : Tying on the kite string.

Step 7 : Making a tail.

Step 8 : Tying the tail.

To make sure that the students understand the directions, the teacher has to describe and demonstrate how to make it twice.

5. The teacher and the students review the new words and the directions how to make a kite together. Then the students do the vocabulary exercise in their worksheets.

6. To wrap up, the teacher leads the students to read the poem "Fly, Fly, Fly a Butterfly" and act out together again.

Teaching aids :

1. A poem chart "Fly, Fly, Fly, the Butterfly"
2. A kite and pictures of many kinds of kites.
3. Materials needed in making kites : sticks, smooth pieces of paper, rolls of string, glue or paste.
4. Worksheets

Evaluation :

1. By observing the students' attention and participation.
2. By checking the students' answers by using the assessment form.

3. By observing the students' pronunciation.
4. By checking the students' worksheets.

Phase 2 : Recount what was done.

Enabling Objectives : Students should be able to :

1. retell the directions to make a kite.
2. answer the questions about how to make a kite – the names of the materials and the sequences.
3. make a kite in groups.
4. tell how they make a kite in their own words.

- Activities : 1. To warm up, the students play "Matching Game" in groups of five, matching word cards and picture cards to recall the names of materials that are needed in making a kite.
2. The students make a kite as the whole class with the teacher asking directions.
- What do we need to make a kite?
 - What do we call this in English? (Shows a stick/ a piece of paper/....)
 - What do we do first/..next?
 - Where do we spread the glue/paste?
- The students conclude what is happening as it occurs and after something has been done, and the teacher lists that event on the board or on a large sheet of paper posted on the board.
3. The teacher and students use the pictures of the kites to talk about other shapes and colors of them. Then the students break into small groups (5-6 students per group), playing "Treasures Hunt Game" to recall the list of the materials that are needed. Then each group makes a kite of their choices under the teacher's supervision.
4. When the students have finished, the students reassemble in a whole class, two groups are chosen to show, and tell how to make the kite.

Teaching aids :

1. The materials that are needed for making kites for the class, and for

the small groups : sticks, smooth pieces of paper, glue or paste.

2. Pictures of many kinds of kites
3. A large sheet of paper
4. Word cards and picture cards

Evaluation :

1. By checking the students' reading aloud by using the assessment form.
2. By checking the students' answers by using the assessment form.
3. By observing the students' group working, and presentations.

Phase 3 : Negotiating a Group Text.

Enabling Objectives : Students should be able to :

1. discuss the directions of how to make the kite to negotiate a Group Text.
2. write words, sentences and punctuation.
3. read aloud after the teacher or volunteers.
4. draw pictures related to the text.

- Activities :
1. Preliminary Retelling. The teacher asks the students to recall and retell the sequences of making the kite with these questions :
 - What do you need to make a kite?
 - What do you do first/...second/...at last?
 2. To negotiate a Group Text, the students discuss to agree on the suitable sequence of events. Then the teacher tells the students that they can write the directions in their own words, and make it into a book. The teacher asks them the questions :
 - What do you want to call our book?
 - Tell me what you want to say, I'll write it. What shall we write first?
 - What did you do first? What did you do next?
 - What happened at the end? Can your kite fly?

The teacher or a volunteer writes the sentences on a large sheet of paper posted on the board in grammatical written forms, and says

each word as she writes it or asks volunteers to write words, sentences or insert punctuation. Each time a new sentence is added, the teacher or a volunteer asks the students to chorus read the text from the beginning or the last part of it.

- Now, let's read what we have written so far.
- Just the boys/girls/this group read.
- Let's read it aloud after (name) .

To edit the story, the teacher asks if the students want to revise that sentence after writing it.

- Is there a better way of saying this?
- Can we say this better? Can we say something more about this?
- Let's read it again to see if we can say anything better.

3. Illustrating negotiated text by every student will be done after the text on each page or all the text written has been finished.

The students will work individually, in pairs or in groups to illustrate the Group Text. As the students are drawing, the teacher asks them individually to describe their illustrations, and urges them to answer in the full sentences.

- What is this called? What color is it?
- What will you do on the next step? Let's read the text again.
- Is it right to draw like this on this page?
- You can do it with your friends.

The students choose the best picture for the text of each step to paste on each page. (The students can do this activity on their free time.)

Teaching aids :

1. Large sheets of paper, sheets of paper in the suitable size for students to draw pictures
2. Colors, pens, pencils and glue or paste

Evaluation :

1. By observing the students' answers.

2. By observing the students' discussion and negotiation in groups.
3. By checking the students' writing.
4. By observing the students' reading aloud.
5. By checking the students' pictures.

Phase 4 : Making a Big Book.

Enabling Objectives : Students should be able to :

1. read aloud the text on their own.
2. discuss and make decisions on their Group Big Book formats.
3. write words and sentences, and insert punctuation.
4. make the suitable illustrations for the text.
5. make the Group Big Books.

Activities : 1. Warm up the students by using "Words Train Game" to practice their word spelling. The students volunteer to lead the class reading aloud the text themselves.

2. To initiate making of a Big Book and decide the format for the book, the teacher and the students discuss, and make a decision on its size, pages, illustrations and covers. The teacher asks the directions to make the Big Book, and gives more explanation and advises.

3. The teacher and the students organize small groups to produce the Group Big Books. Each small group manages its own group working, writes the text neatly, then reads it aloud after finishing writing each pages, and draws the illustrations properly. The more able students will help those who are trying to read or write the text. After that, decorates covers and writes the members' names behind the back cover of the Group Big Book. At last, each group checks the order of the pages, covers, and the tidiness of the book, then staple the book together. Each small group presents its Group Big Book to the class, shows it and chorus reads the text.

4. To wrap up, the students sing and act out the song "Two Little Ducks".

Teaching aids :

1. Word Train Game
2. Materials to make the Group Big Books; pieces of paper, pens, pencils, colors, staples,...etc.
3. The song "Two Little Ducks"

Evaluation : 1. By observing the students' reading aloud by using the assessment form.

2. By observing the students' discussions in groups.
3. By checking the students' Group Big Books.
4. By observing the students' presentations.

Phase 5 : Using the Big Book for further learning.

Enabling Objectives : Students should be able to :

1. read the text aloud from the Big Book.
2. spell the words from the Big Book orally and in written form.
3. write the answers of questions from the Big Book.
4. tell the differences of the phonic elements.
5. read and write new sentences with new words.

Activities : 1. To warm up, the students read and act out the song "Bingo"

2. The teacher posts a chart printout of the text only of the Big Book on the wall, then the students volunteer to be the teacher, and lead the class to chorus read the text, then the students read aloud the questions from the Big Book in their worksheets, and write the answers
3. The students work in groups of five to do five activities with word cards, pictures, and sentences stripes. Each group chooses one of five activities to do.

Activity A : Tic Tac Toe Game to practice word spelling, pronunciation, sentence making and hand writing.

Activity B : Matching Game (words and pictures) to practice word meaning, word spelling, sentence making, and handwriting.

Activity C : A Sentence for a Picture Game (word cards and pictures)

to practice word meaning, sentence making, word spelling, and handwriting.

Activity D : Fill in the Missing Things Activity to practice word meaning, punctuation using and handwriting.

Activity E : Matching Game (sentences and pictures) to practice reading aloud, the whole story meaning and handwriting.

After each group has already finished its activity, the students can do other activities.

3. The students get to know phonic elements themselves with the teacher guided questions :

- Who can find the word that start s with s (...t / g...etc)? Let's say it.
- What is the first sound in the word "glue" (...paste/..middle...etc)?
- Find the word that ends with "d" sound.
- Look at these two words. (e.g. bind/kind)

What is the same about them?

Tell me another word that is like them. Write it on the board.

- What is this word?

Who can make a different word by changing the first letter?

What is our new word? Let's make a sentence with each one.

5. To recall how to make the kite, the teacher and students talk about the directions of making the kite again, then the teacher asks the students to create something new individually. The students have to think about the materials, the directions to make the things they decided. Finally, the whole class makes a decision what they will make, and talks about what they need to make that thing.

6. The students make new things on their own with the teacher's advises, then present their products to the class.

7. After that, the students are assigned to make their own Little Books about making things that the created, and present their books to the class.

Note : The students can work more on their free time.

Teaching aids :

1. The song "Bingo"
2. A chart of the text from the Big Book.
3. Worksheets
4. Word cards
5. Pictures
6. Sentence stripes
7. Materials to make the Little Books : pieces of paper, pens, pencils, colors, glue,....etc.

Evaluation :

1. By observing the students' reading aloud by using the assessment form.
2. By checking the students' writing worksheets by using the assessment form.
3. By observing the students' doing activities in groups.
4. By checking the students' spelling, punctuation using, sentences making, and handwriting by using the assessment form.
5. By checking the students' understanding about phonics elements.
6. By observing the students' discussion to make the creative things.
7. By checking their products by using the assessment form.
8. By checking their Little Books by using the assessment form.

Appendix A

How to Make a Kite.

Materials:

1. Two bamboo sticks: one 24 cm long and the other 30 cm long
2. A smooth piece of paper, 36 cm long and 30 cm wide
3. Glue or paste
4. A roll of thin string

What to do:

1. Tie the sticks together.
2. Bind the string around the sticks.
3. Cut the paper.
4. Paste the paper on to the kite.
5. Decorate the kite.
6. Tie on the kite string.
7. Make a tail.
8. Tie the tail to the kite.

Now your kite is ready to fly.

LESSON PLAN 3
(A TEXT-BASED UNIT)

Subject : English

Class : Prathom Suksa 4

Content : Hansel and Gretel (Appendix A)

Time : 10 periods (30 minutes : 1 period)

Terminal Objective : Students should be able to

1. make their own Little Books.
2. Read their own Little Books.

Procedures :

Phase 1 : Shared reading of the Starter Book.

Enabling Objectives : Students should be able to :

1. answer the questions from the story they listened.
2. tell the meanings of the words from the story.
3. sequence the story.

Activities : 1. Warm up by using "Beginning Letter Word Game" to practice the word spelling with the beginning letters given.

2. The teacher introduces the new book, then the teacher and the students talk about the Starter Book, and discuss the writer, the title, the illustrator and the genre of the book by asking the questions

- Do you like tales? Do you think a tale is funny?
- Today I'm going to read you the adventure of a boy and his sister.
- Can you guess the name of this book?

The title of this book is Hansel and Gretel..

- Who writes this book?

The authors (writers) of this book are Jacob and Wilhelm Grimm, the German writers.

- Let's look at this picture. (Point to the cover.)
 - Where are the boy and his sister? Yes, in the forest.
3. The teacher reads the book "Hansel and Gretel" to the class, uses the pictures to tell the story, and urges the students to answer the questions. Let them predict the next event of the story, and read aloud the repeated words and sentences such as "They all went deep into the wood.", "Wait here.", "I can't see the fire." or wider and wider. The teacher also uses gestures, acting, tone of voices to tell the story expressively and make sure that the students understand fully what happens in the story.
 4. The students work in groups of four to play "Jigsaw Game" to sequence the story.
 5. To wrap up, the students answer the questions from the story in their worksheets.

Teaching aids :

1. Beginning Letter Word Game
2. The Starter Book "Hansel and Gretel"
3. Jigsaw Game
4. Worksheets

Evaluation :

1. By observing the students' answers and participation.
2. By checking the students' sequence the story.
3. By checking the students' worksheets by using the assessment form.

Phase 2 : Exploring the world of the book.

Enabling Objectives : Students should be able to :

1. retell the story.
2. mime actions of the characters from the story.
3. do the role play.
4. read aloud the story.

Activities : 1. Warm up by using the song "The Farmer in the Dell".

2. The teacher asks the questions to recall the story. Then the teacher and the students talk about the illustrations.

- Yesterday we read the new story. What is its name?
- What was it about ? Do you like this story?
- Who was in this story? Who else?
- What is the name of the boy and the girl in the story?
- Why did their father leave them in the wood?
- How did them come back home at the first time?
- Look at this picture. Who is this?
- What do you call This? A pebble.
- Where did they go? What happened to Hasel and his sister?
- What did they find in the middle of the wood?
- Who is this? Is she beautiful? Is she kind?

3. The students retell the story in their own words by answering the questions from the story.

- Can you remember the story? Tell me what happened first.
- How did the story begin? Was the father a farmer?
- What happened next? Then what happened?
- What did they do? What did they find?
- Can you tell something more about that?
- Is that the end of the story? Very good.
- Did we leave anything out? What?
- Excellent! You remembered the whole story.
- You can tell the story very well.

4. The students work in groups of five to mime actions of the characters in the story.

- Who wants to act as Hansel? Who else?
- Who wants to act like Gretel? Who else?

- Who can act like the father, the woodcutter?
 - Who can act like the unkind stepmother?
 - Who want to act like birds? One, two, three, OK. Enough.
 - Who can act as the cruel witch? How does the witch laugh?
5. The volunteers are doing the role play the story, while the rest of the students read the narration of the story aloud together.
- Now we are going to act out the story.
- Who wants to be Hansel? Who wants to be Gretel?
 - What happen first? And then?
 - How did their father feel when he left his children?
 - How did the stepmother feel when she saw the children came back home?
6. Wrap up by using the poem "Jack and Jill".

Teaching aids :

1. The song "The Farmer in the Dell"
2. Role cards
3. The poem "Jack and Jill"

Evaluation :

1. By observing the students' retelling and answering the questions.
2. By observing the students' miming.
3. By observing the students' doing the role play.
4. By observing the students' reading aloud by using the assessment form.

Phase 3 : Negotiating a Group Text.

Enabling Objectives : Students should be able to :

1. discuss the construction their own version of a Big Book.
2. sequence the story in their own words.
3. illustrate the illustrations related to the text.
4. read the story aloud on their own.
5. write the words and sentences.

- Activities : 1. Warm up by using the song "Mary Had a Little Lamb".
2. The students work in groups of five to rearrange the pictures in the right sequences, and discuss how to construct their own story, after that they conclude the story to prepare the content of a Big Book in their own words. The teacher observes their discussion, gives advises and guides them to participate the activity.
- Now we can write a story in our own words. First, we should have the outline of our story.
 - We can write this story, and make it into a Big Book.
 - What do you want to call your story?
 - You tell me what you want to say, and I'll write it.
 - What shall we write first? I'll write it on a sheet of paper.
 - What happened next? Can we say that better?
 - What happened at the end?
- The teacher lets the students revise their story outline or change the sentences in different way. Each time finishing writing, the whole class read it aloud as a volunteer points to each word. While writing each page, the teacher asks the students the place to draw a picture for the Group Text.
3. The students work in groups of five to illustrate each page of the Group Text after finishing writing the whole story, and read aloud the text in their groups. Finally The teacher assigns the students to do writing exercise as their homework.

Note : This activity, each group can work more on their free time if they cannot finish their work in time.

Teaching aids :

1. The song "Mary Had a Little Lamb"
2. Large sheets of paper, pens, pencils, colors
3. Worksheets

Evaluation :

1. By observing the students' discussion.
2. By observing the students' group working.
3. By observing the students' reading aloud.
4. By checking the students' pictures.
5. By checking the students' worksheets by using the assessment form.

Phase 4 : Making a Big Book.

Enabling Objectives : Students should be able to :

1. discuss and make a decision on the initiating the making of a Big Book.
2. write the words, sentences and punctuation.
3. illustrate the illustrations related to the story.
4. make their Big Books.
5. read aloud their books.

Activities : 1. Warm up by using the poem "The End".

2. The teacher and the students discuss the initiating of making a Big Book, and make a decision in a whole class on the format of their Big Books; size, shape, and number of pages.

Now we are going to make our Big Books in groups.

- First we should make a decision on the format of our books.
- How big will we make our books?
- What shape do you want to make it?
- Look at this book, do you like this shape better?
- How many pages will we need?

3. The students work in groups of six to discuss and make a decision on the format of the pages and covers of their Big Books, then prepare the materials of making the Big Book; cut suitable size pages of paper, draw lines on each page of paper. The teacher should go around the groups to give advises and helps if they need.

- We have to decide what will go on each page.

What will go on the first page? Where will the first page end?

- Let's mark off where every page will end.
- Do you think this is enough writing for this page?
- Where will we put a picture on this page?
- What picture do you want on this page? How big is it?
- Where do you want to put the title of our book on the front cover?
- What colors will we want for Hansel's clothes?
- Draw lines to write on.

4. Each group makes its Big Book with the teacher's advises.

- Please write neatly. Do your best writing. Write in the same size.
- Make your drawings beautifully.
- How big is your picture on the cover?
- Make sure that the illustration is big enough on the page.
- Do you think the letters of your title too small?
- You should write the members' name in your back cover.
- Put covers and every page together.
- Make sure the pages are straight, then staple our book.
- It's a very nice work. You're excellent.

5. To wrap up, the class chose two groups to present and read aloud the Big Book.

Teaching aids :

1. The poem "The End"
2. Materials that are needed in making the Big Books

Evaluation : 1. By observing the students' working in groups.

2. By checking the students' Big Books by using the assessment form.

Phase 5 : Using the Big Book for further learning.

Enabling Objectives : Students should be able to :

1. read aloud their Big Books.
2. answer the questions from the Big Book.
3. read and write words and sentences from the Big Book.

4. compare the sounds of the words given; letters and vowels.
5. spell and give the meaning of new words given by using the dictionary.
6. write the sentences by using the given words and punctuation.
7. Design the format of their own Little Books.

- Activities : 1. Warm up by using riddles.
2. The students work in groups of six to read aloud their Big Books, then answer the questions from the Big Book orally in the whole class, after that write the answers in their worksheets.
 3. The teacher posts the chart printout of the text only of the Big Book on the board, cover one word for one sentence with a piece of paper, asks the students to tell the hidden word. After finishing answering, the teacher draw the cover off to show that word whether it is right or wrong. Do like this through the story. The teacher should arouses every student to participate the activity such as calling their names or giving reinforcement.
 4. The students work in pairs to write a sentence by using the given words from the Big Book, then each pair presents their sentence and post it on the board. The students write the sentences on the board, and underline the given words in their worksheets.
 5. The students work in groups of four to play "Look-a-Like Game", to get to know phonic elements and to practice word spelling.
- The teacher asks the students to find the words that start with "s / t..." or end with "d / s /..." Or have the sound " [a / e...] ".
- Who can find a word start with "f"? Yes, first. Let's say it.
- What is the last sound of the word "walk"? Right, [k], say it.
 - Look at these two words "net / get". What is the same about them?
 - Yes, the sound [e]. Tell me another word that is like them.

Write the word on the board.

- What is this word? Yes, "look". Who can make a new word by changing the first letter? What is our new word?

Right, "book". Another one? Yes, cook. What does it mean?

- Let's make a sentence with these words.

6. The students are divided into groups of six to play the "Matching Game", matching the pictures and sentences.
7. The students work in pairs to rearrange the words given into sentences with the right punctuation in their worksheets.
8. The students are assigned to produce their own Little Books, using the Big Book as a guide and they can share their idea with their friends, and change some characters or details if they need. The teacher should walk around to give some advises if the students need, and to observe the students' work.

Note : The students can do the other activities after they have finish their group work; read aloud the Big Book, practice their handwriting, play the word card games or read the other books at the book corner. The teacher can help the less able students while the others are working in groups or ask the more able students help their friends.

Teaching aids :

1. Riddles
2. Big Books
3. The big chart printout the text only from the Big Book
4. Word cards, picture cards
5. Look-a-Like Game
6. Matching Game
7. Worksheets
8. Materials that are needed in making the Little Books

Evaluation : 1. By observing the students' reading aloud by using the assessment form.

2. By checking the students' worksheets by using the assessment form.
3. By observing the students' group working.
4. By checking the students' sentences making in the assessment form.
5. By observing the students' understanding on phonic elements.
6. By checking the students' Little Books in the assessment form.

Note : The teacher can check the students' reading aloud one by one while the others are working in groups.

Appendix A

Hansel and Gretel

By Jacob and Wilhelm Grimm

Hansel and Gretel lived their father and step mother in a little house near a wood. Their father was a woodcutter, and he was very poor. They were all very hungry.

One day their father said, " We have no more food to eat."

" We must leave Hansel and Gretel in the middle of the wood," said their stepmother.

" No," said their father, but their stepmother said, " We must."

Hansel and Gretel were listening at the door.

" I have a plan," said Hansel. He went out to get some pebbles.

The next day they all went into the wood. Hansel dropped pebbles on the path.

" Wait here," said their father. " We are going to collect wood."

Hansel and Gretel waited all day. Then they followed the pebbles back home. The woodcutter was glad, but their stepmother was angry.

" There is not enough food for us all," she said.

" We must leave them deeper in the wood."

Hansel stepmother locked the door so that Hansel couldn't get out to collect pebbles.

The next day they all went deep into the wood. This time Hansel dropped breadcrumbs on the path.

"Wait here," said their father.

"We are going to collect wood."

Hansel and Gretel waited all day. Then they look for the breadcrumbs on the path. But the birds had eaten all the breadcrumbs. Hansel and Gretel went deeper into the wood. In the middle of the wood, they found a house made of sweets and cakes. The witch lived in that house. The witch planned to eat Hansel and Gretel. She locked Hansel in the cage.

"I will cook him in the fire," said the witch.

"Where is the fire?" said Gretel.

"Here," said the witch. And she opened the oven door.

"I can't see the fire," said Gretel.

The witch open the oven door wider and wider. Gretel pushed the witch in the fire, and locked the door. Gretel let Hansel out of the cage.

"Look at all this money," said Gretel. "We can take this home."

After a long walk Hansel and Gretel found their way home. Their father was very glad to see them.

"Your stepmother has gone," he said.

Finally, Hansel and Gretel and their father all lived happily in their little house near the wood.

LESSON PLAN 4

(AN ACTIVITY-BASED UNIT)

Subject : English

Class : Prathom Suksa 4

Content : "How to make fruit salad" (Appendix A)

Time : 10 periods (30minutes : 1 period)

Terminal Objective : Students should be able to

1. make their own Little Books.
2. Read their own Little Books.

Procedure :

Phase 1 : Demonstrate a structured activity.

Enabling Objectives : Students should be able to :

1. tell the names of the ingredients that are needed to make fruit salad.
2. answer the questions about making fruit salad.

Activities : 1. To warm up, the students play "Word Grouping Game" to practice reviewing vocabulary about animals and fruits.

2. The students guess the name of food in a picture, then the teacher shows the ingredients to make fruit salad, and asks the students the questions about them. After that the students practice to pronounce the new words from word cards after the teacher.

Look at this picture. What do we call this kind of food?

- This is "fruit salad". Say it again loudly, "fruit salad".
- Do you think it delicious or not?
- What does it made of? Yes, many kinds of fruit.
- What do we call this kind of fruit? Yes, apple.
- What is this ? Excellent! Banana. This one? Papaya.
- What do we call this? Pineapple/ Water melon/ Orange/ Rose apple/....

- Can you tell me again what this kind of fruit is?

Yes, lime, and this is lime juice.

- What's this? It's a pineapple, and this is pineapple juice.
- And this is orange juice.

3. The students observe and memorize how to make fruit salad demonstrated by the teacher, step by step. To make sure that the students understand every steps, the teacher should demonstrate the directions twice. Do you want to know how to make fruit salad?

- There are six steps to make fruit salad.
- Look carefully! I'll show you how to cook it.
- First, I prepare all the kinds of fruit by washing them; apple, banana, papaya, pineapple, water melon, orange, rose apple, and rambutan.
- Second, I peel off two bananas, a papaya, a pineapple, three oranges, and four rambutans, and make scoops of water melon.
- Third, I chop a red apple, a green apple, five rose apples (with peel), and other kinds of fruit into small pieces, then put them in a large bowl.
- Fourth, I blend all juice together; lime juice, pineapple juice, orange juice, and syrup in a small bowl. Stir until it is mixed well.
- Fifth, I pour the mixture over the fruit, stir the fruit softly until it is soaking.
- Sixth, I dress the fruit salad with some raisins and mint leaves.
- Finally, I serve the fresh fruit salad with ice cubes.

3. The students work in groups of five playing "Treasure Hunt Game" to practice telling the lists of ingredients to make fruit salad.

4. To wrap up, the students play "Jigsaw Game" to sequence the directions of making fruit salad in the whole class.

Teaching aids :

1. Word Grouping Game
2. Picture Fresh Fruit Salad
3. Ingredients to make fruit salad; red apples, green apples, bananas, papayas, pineapples, oranges, rose apples, rambutans, limes, raisins, mint leaves, syrup and salt.
4. Treasure Hunt Game
5. Jigsaw Game

Evaluation :

1. By observing the students' pronunciation.
2. By checking the students' answers by using the assessment form.
3. By observing the students' group working.
4. By observing the students' sequencing the directions of making fruit salad.

Phase 2 : Students recount what was done.

Enabling Objectives : Students should be able to :

1. retell the ingredients of fruit salad.
2. retell the directions of making fruit salad in their own words.
3. make fruit salad by themselves.

Activities : 1. To warm up, the students sing the song "I Like Apples".

2. The students retell the ingredients and the directions of making fruit salad in their own words by answering the following questions.

What do we need to make fruit salad? What kinds of fruit do we use?

- Do we use any salt? Do we use any juice? Do we use any syrup?
- What do we do first? What do we do next? Then?
- Who wants to stir the juice together? Who wants to add syrup?
- What do we use to dress our fruit salad?
- Can we use the other kind of leaf?
- What do we do at last step before serving fruit salad?

As the students retell the directions of making fruit salad, the teacher lists those sentences on the board or a large page of paper.

3. The students and the teacher talk about other kinds of salad;
Green Salad Egg Salad,etc.
 - Do you know the other kind of salad?
 - Do you like egg? We can make salad from egg too.
 - Can we make salad from vegetables?
4. Students break into groups of five to make fruit salad the teacher's supervision.
5. Students reassemble into a whole class, then two groups volunteer to show their fruit salad, tell the ingredients, and the directions of making fruit salad in their own words.
6. To wrap up, the students do their exercises in their worksheets to copy words and answer the questions about the directions of making fruit salad .

Teaching aids :

1. The song "I Like Apples"
2. Ingredients to make fruit salad; apples, bananas, papayas, pineapples, Oranges, rose apples, rambutans, limes, raisins, raisins, salt and mint leaves.
3. Worksheets.

Evaluation :

1. By observing the students' retelling the ingredients and the directions of making fruit salad by using the assessment form.
2. By checking the students' products by using the assessment form.
3. By observing the students' presentations.
4. By checking the students' worksheets by using the assessment form.

Phase 3 : Negotiating a Group Text.

Enabling Objectives : Students should be able to :

1. discuss and make a decision to write a Group Text

"How to make fruit salad".

2. write words, sentences, and punctuation.
3. read aloud after the teacher or a volunteer, and by themselves.
4. Draw pictures related to the text.

- Activities : 1. The students work in groups of five to do reordering word activity in their group worksheets to practice word spelling.
2. The students discuss the directions of cooking fruit salad, and make a decision on the proper sequences to write the Group Text.
- The teacher introduces the students to write it in their own words, and they can make it into a book later. After the students tell each sentence, the teacher revises it into the grammatical sentence, then volunteers write the sentences on the board. The students can edit that sentence before the volunteer writes it on a large sheet of paper. After writing each sentence, the students read aloud the text after the teacher or volunteers from the beginning or the last part of it.
- Can you tell the steps of making fruit salad in your own words?
 - How many steps are there to make fruit salad?
 - We will write them in our own words, and we can make a book later.
 - Who wants to write?
 - What title do you want to use?
 - What shall we write first? And then?
 - Can we write this better? Can we use the word "....." better?
 - Let's read it again to see if we can say anything better.
3. The students work in pairs to draw pictures related to the text in each step.
- Who wants to draw a picture of apples/ bananas/.....?
 - Who wants to draw the picture of step 1/ 2/ 3/.....?

Note : The students can work more on their free time or as their homework.

Teaching aids :

1. Worksheets
2. Large sheets of paper
3. Pens, pencils, colors

Evaluation :

1. By checking the students' worksheets.
2. By observing the students' answers.
3. By checking the students' writing by using the assessment form.
4. By checking the students pictures by using the assessment form.

Phase 4 : Making a Big Book.

Enabling Objectives : Students should be able to :

1. read aloud the text by themselves.
2. discuss to agree on their Group Big Book formats.
3. write words, sentences and insert punctuations.
4. make the proper illustrations for the text.
5. produce their Group Big Books.

- Activities :
1. To warm up, the students read the jazz chant "Orange Juice".
 2. The students work in groups of six to read aloud the text themselves
After that, the students recall the directions of making fruit salad by
Answering the following questions.
 - Can you remember how to make fruit salad? Can you tell me?
 - What are the ingredients of it?
 - What is the first step of making it? Then?
 - What is the next step?
 - What do we add before serving it?
 3. Each group initiates making of a Big Book, discusses and designs
the format for the book, then agrees on its size, number of pages,
illustrations and covers.
 4. Each group makes their Group Big Book with the teacher's

suggestion. The students organize their group working by themselves; writing, drawing, painting, and decorating covers. After finishing writing each page, they read aloud their text.

5. To wrap up, two groups are chosen to present their products; show their Big Books, tell the ingredients and directions of making fruit salad, and read aloud their books.

Teaching aids :

1. The jazz chant "Orange Juice"
2. Materials of making Big Books; pieces of paper, pens, pencils, colors, staples, scissors.....etc.

Evaluation :

1. By observing the students' reading the jazz chant.
2. By observing the students group working by using the assessment form.
3. By checking the students' products by using the assessment form.
4. By observing the students' presentations.

Phase 5 : Using the Big Book for further learning.

Enabling Objectives : Students should be able to :

1. identify words and give meanings of them by using dictionaries.
2. spell words orally and in written form.
3. read and write new words and sentences.
4. make food or drink such as fruit juice, papaya salad, omelet, milk shake or fruit punch.
5. tell their own recipes the food they made.
6. read the text aloud from the Big Book.
7. write the answers of questions from the Big Book.

Activities : 1. Warm up by acting the jazz chant "Orange Juice".
2. The students break to five groups to do the activity they chose.

Activity A : Fishbowl Game to practice pronunciation, word spelling,

sentence making.

Activity B : Alphabet Order Game to practice dictionary usage; Identifying and giving the meaning of the words given, and handwriting.

Activity C : Fun in Wordland Game to practice dictionary usage, word meaning, sentence making and handwriting.

Activity D : A sentence for a picture Game to practice pronunciation, sentence making, and handwriting.

Activity E : Reading Activity to practice comprehension, dictionary usage, word meaning, and handwriting.

3. A chart printout of the text only of the Big Book is posted on the board, the the students read aloud after a volunteer.
4. The students read aloud the questions from the Big Book in their worksheets, and write the answers.
5. The students break into groups of six to review fruit salad recipe, then discuss the other recipes of food or drink that they can make on their own. The students have to think about ingredients and directions of making that food or drink. Finally, each group makes a decision what food or drink they will make.
6. Each group makes food or drink that they chose (Each group has prepared materials already.), then write ingredients and directions on their worksheets. Two groups volunteer to present their recipes in their own words.
7. The students make their own Little Books about how to make food or drink from step 5., included the ingredients and a paragraph of directions from their worksheets.
8. To wrap up, the students act out the jazz chant "Orange Juice".

Teaching aids :

1. The jazz chant "Orange Juice"

2. Fishbowl Game, Materials of making Little Books; pieces of paper, pens, pencils, colors, staples, scissors... etc.

Evaluation :

1. By observing the students' group working by using the assessment form.
2. By observing the students' dictionary usage.
3. By observing the students' word spelling.
4. By checking the students' worksheets.
5. By checking the students' reading aloud by using the assessment form.
6. By checking the students' products by using the assessments form.
7. By checking the students' Little Books by using the assessment form.

Appendix A

How to Make Fruit Salad

By Cathy Byron

Ingredients

- | | | |
|----------------|----------------|-----------------|
| 1. limes | 6. pineapple | 11. mint leaves |
| 2. apples | 7. bananas | 12. syrup |
| 3. rose apples | 8. rambutans | 13. salt |
| 4. oranges | 9. water melon | 14. ice cubes |
| 5. papaya | 10. raisins | |

What to do:

1. To prepare, wash the fruit that we want to use.
2. Peel off a water melon, a pineapple, a papaya, two bananas, three oranges and four rambutans.
3. Then chop those fruit, and a red apple, a green apple, five rose apples (with peel) into small pieces. Put them in a large bowl.
4. Make fruit juice: lime juice, pineapple juice and orange juice.
5. Blend fruit juice, syrup and salt in a small bowl. Stir it until it is mixed well.
6. Pour the mixture over the fruit, stir the fruit softly until it is soaking.
7. Dress the fruit salad with raisins and mint leaves.
8. Before serving the fruit salad, add ice cubes.

แบบทดสอบการอ่านออกเสียง

The Three Billy Goats Gruff

Trip, trap!Trip, trap!Trip, trap!

Up jump the troll.

"I'm going to eat you up," said the troll.

"Oh, no," said the first billy goat Gruff.

" Don't eat me. Eat the second billy goat Gruff.
He's big and fat."



แบบทดสอบการอ่านจับใจความ

ตอนที่ 1 : ให้นักเรียนอ่านคำ ประโยคที่กำหนดแล้ววาดภาพ

1. a goat



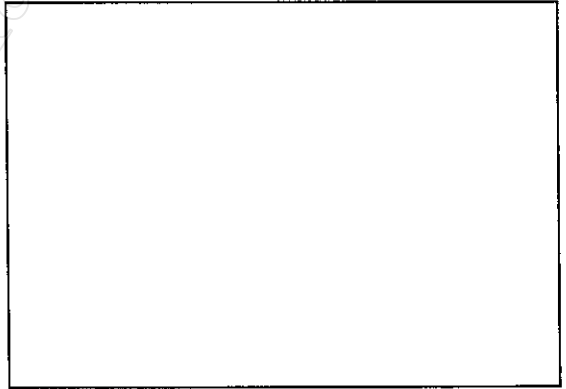
2. a troll



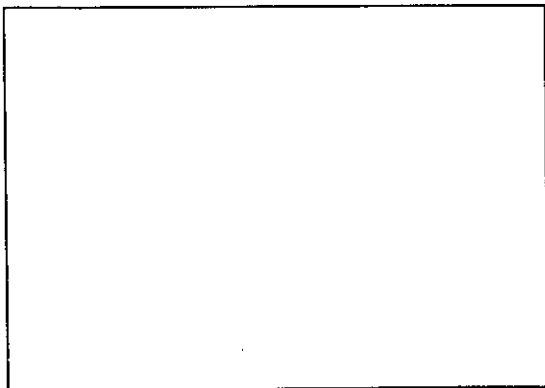
3. grass



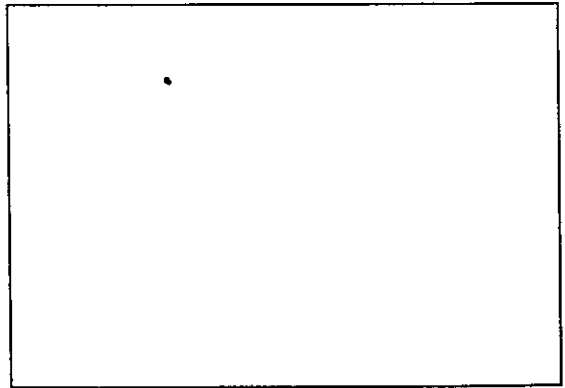
4. a bridge



5. eat



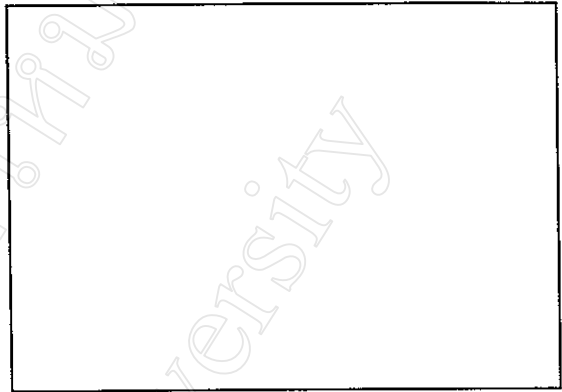
6. jump



7. The first billy goat Gruff is going
over the bridge.



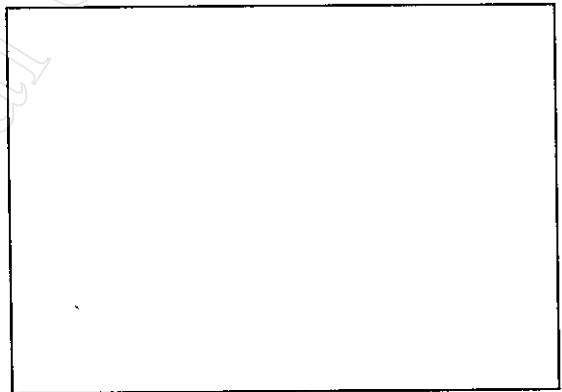
8. The second billy goat Gruff
is big and fat.



9. The third billy goat Gruff said,
"I'm going to eat you up."



10. That is the end of the troll.



ตอนที่ 2 : ให้นักเรียนเติมคำลงในช่องว่างให้ถูกต้อง

The three billy Gruff. The first billy goat Gruff. The second billy goat Gruff. The third billy goat Gruff. The troll. The grass. The bridge.

"I'm," said the first billy.....Gruff. "I'm going over the..... to eat the" Trip, trap! Trip, trap! Trip, trap!

Up the troll. "I'm going to eat you up," said the

"Oh, no," said the billy goat Gruff. "Don't eat me. Eat the second billy goat Gruff. He's and"

"I'm hungry," said the billy goat Gruff. "I'm going the bridge to the grass."

Up jump the troll. "I'm going to eat you up," the troll.

"Oh,," said the second billy goat Gruff. "Don't eat me. Eat the third billy goat Gruff. He's big and fat."

"I'm hungry," said the billy goat Gruff. "I'm going over the bridge to eat the grass."

Up jump the troll. "I'm to eat you up," said the troll.

"Oh, no, you're," said the third billy goat Gruff. "I'm going to you up."

And that was the of the troll.

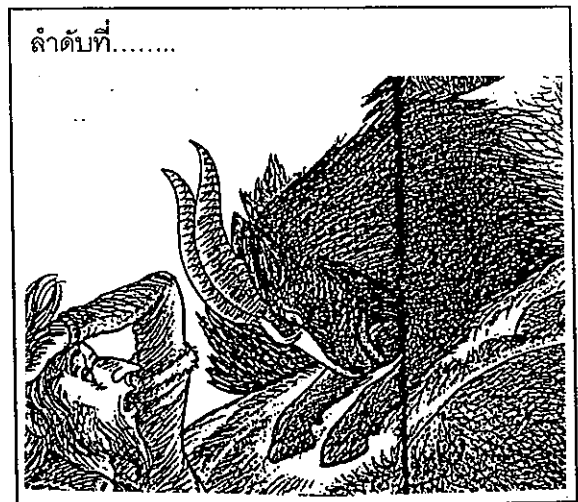
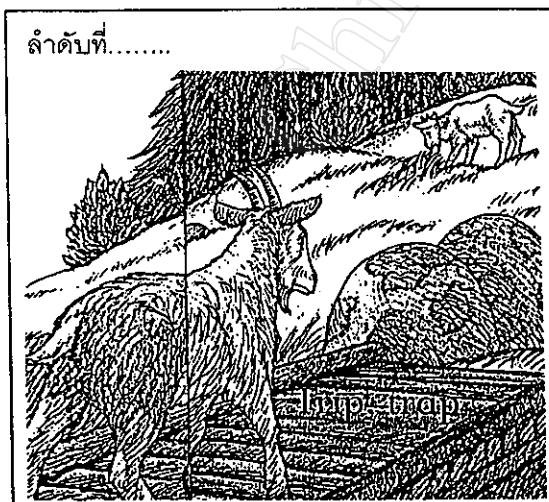
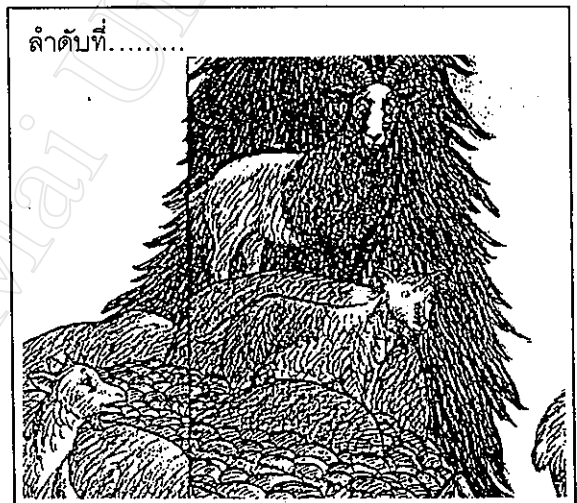
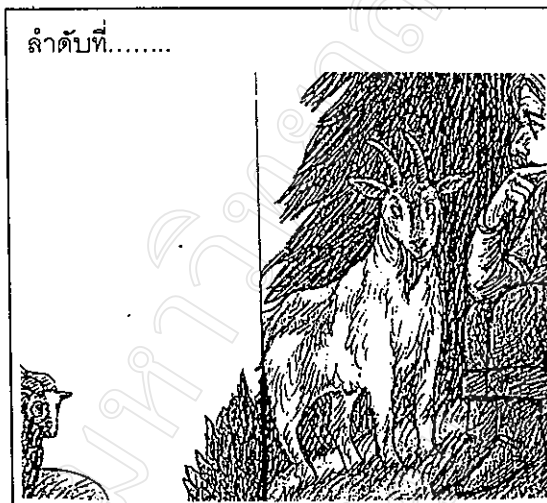
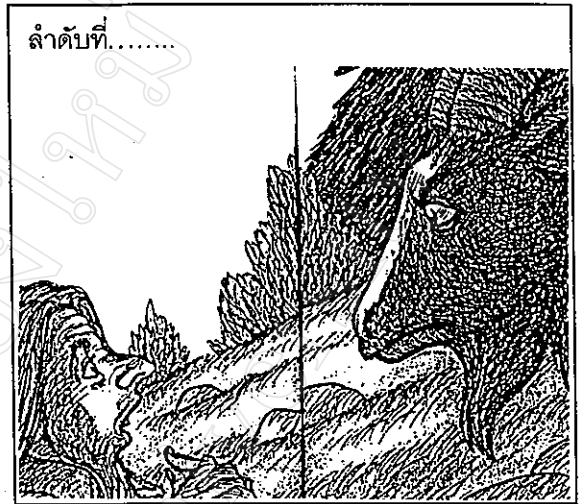
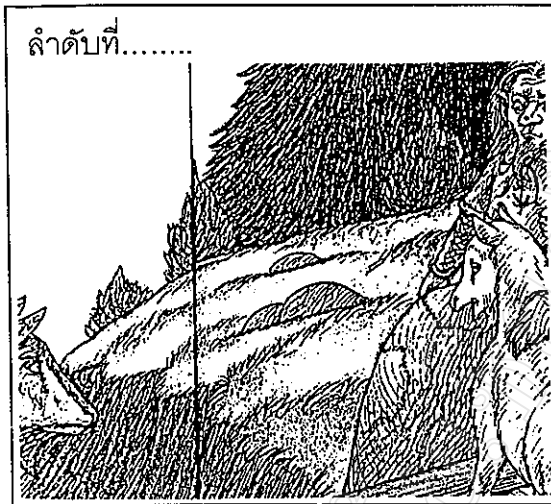


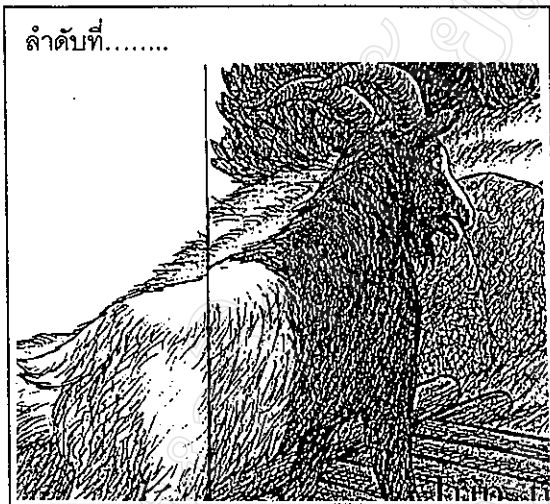
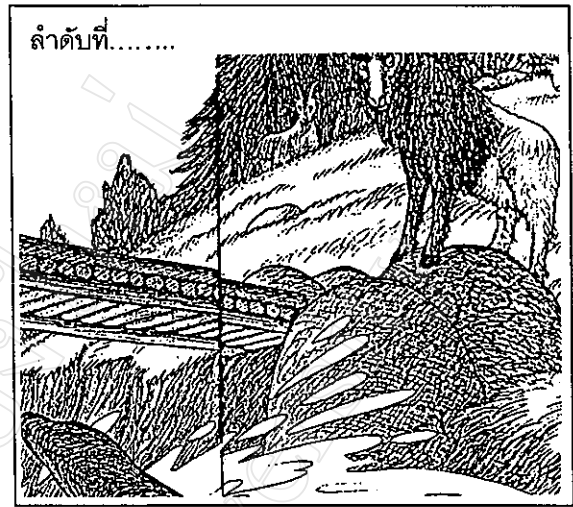
ตอนที่ 3 : ให้นักเรียนเลือกคำตอบที่ถูกต้องที่สุด

1. How many goats were there in this story?
 - a. Two
 - b. Three
2. How were the three billy goats Gruff feel?
 - a. Hungry.
 - b. Angry.
3. What were the three billy goats Gruff doing?
 - a. They were going over the bridge to eat the grass
 - b. They were going over the bridge to eat the troll.
4. Was the troll good looking?
 - a. Yes.
 - b. No.
5. Where was the troll?
 - a. On the bridge.
 - b. Under the bridge.
6. What did the troll do?
 - a. Jump up.
 - b. Eat up.
7. What did the troll said to the three billy goats Gruff?
 - a. "I'm going over the bridge to eat the grass."
 - b. "I'm going to eat you up."
8. What did the third billy goat said to the troll?
 - a. "I'm going to eat you up."
 - b. "Oh, no." "Don't eat me."
9. Did the troll eat the three billy goats Gruff?
 - a. Yes.
 - b. No.
10. What happened to the troll?
 - a. He was dead.
 - b. He was hungry.



ตอนที่ 4 : ให้นักเรียนใส่หมายเลขเรียงตามลำดับภาพ





Oh, when the numbers go marching in,

Oh, when the numbers go marching in.

We will count them one by one,

When the numbers go marching in.

Oh, one, two, three, and four, five, six,

And seven, eight, and nine, and ten.

When we finish all our numbers'

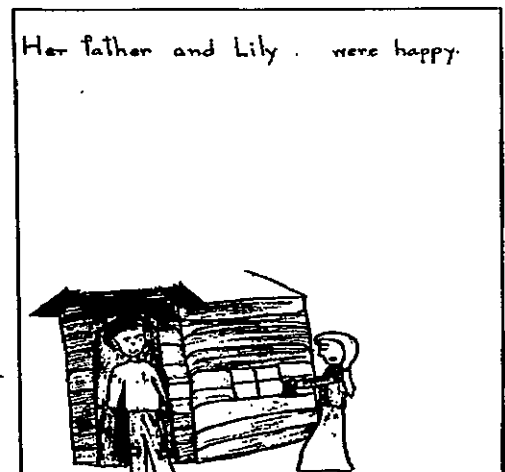
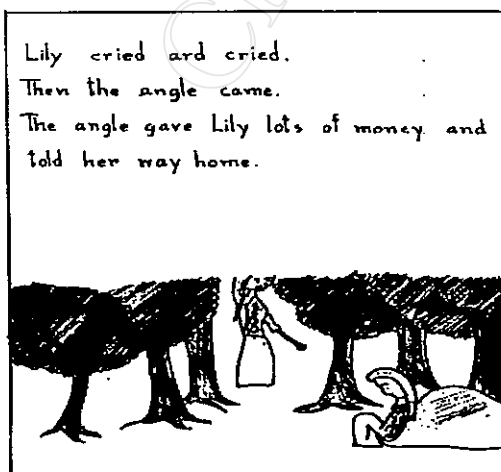
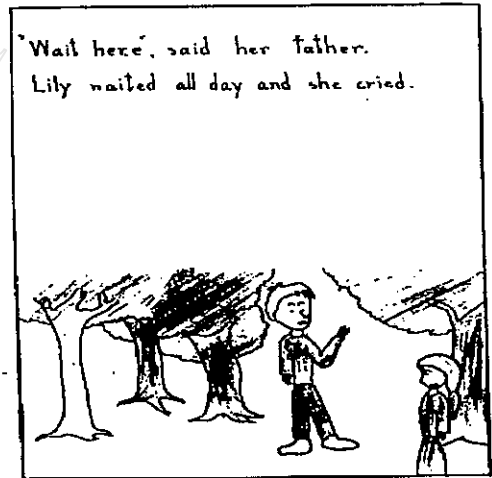
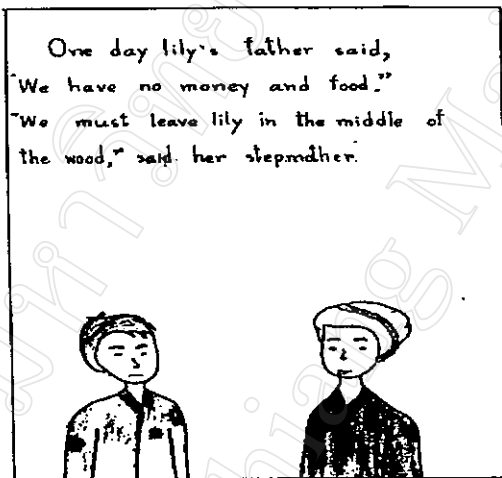
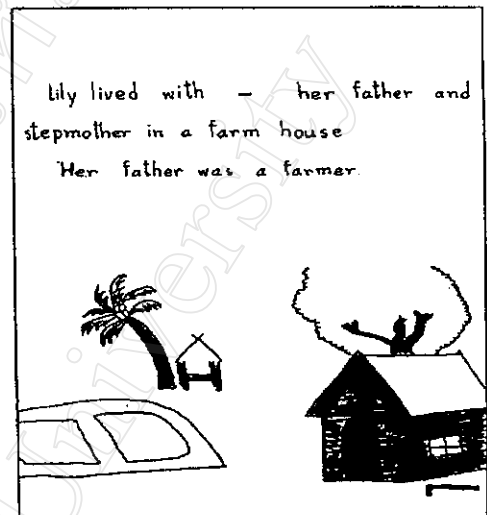
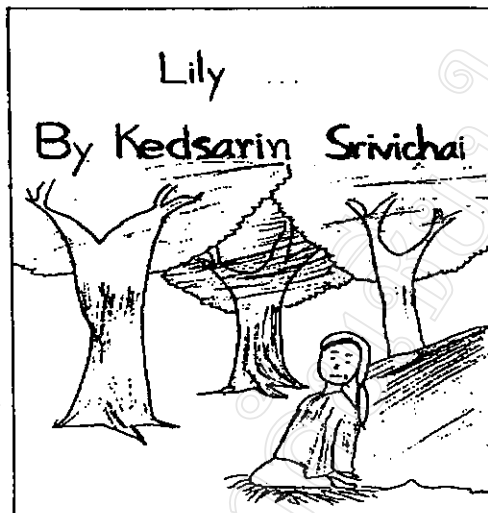
We will count them once again.

[illegible]

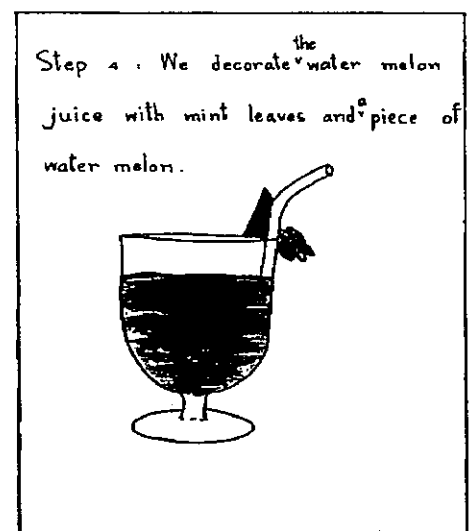
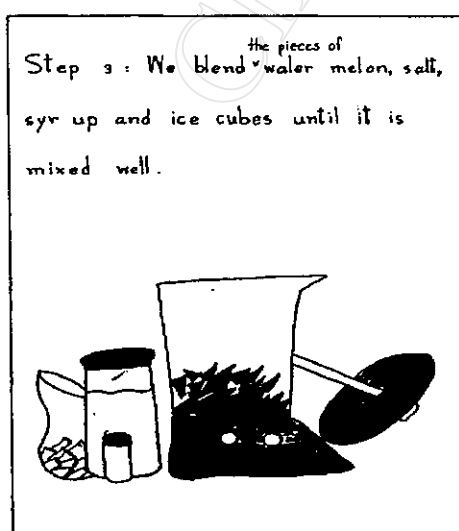
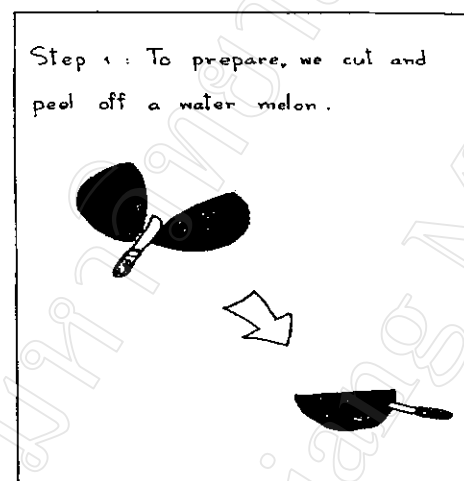
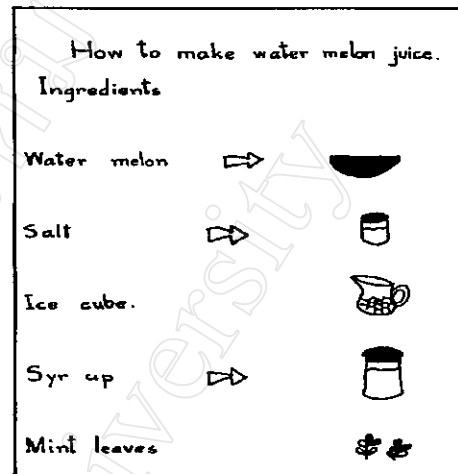
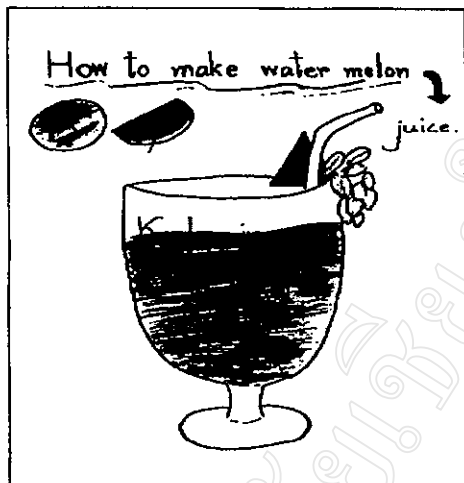
ภาคผนวก จ

ตัวอย่างผลงานหนังสือเล่มเล็กของนักเรียน

หนังสือเล่มเล็กจากแผนการสอนที่ 3



หนังสือเล่มเล็กจากแผนการสอนที่ 4



ประวัติผู้เขียน

ชื่อ – สกุล	นางสาวรังสิมา สง่าเมือง
วัน เดือน ปีเกิด	30 กันยายน 2504
การศึกษา	สำเร็จการศึกษาระดับปริญญาตรี คุรุศาสตรบัณฑิต วิทยาลัยครูเชียงใหม่
การทำงาน	2527 - 2535 ครูโรงเรียนบ้านแม่ลิด อำเภอแม่สะเรียง จังหวัดแม่ฮ่องสอน 2536 - ปัจจุบัน ครูโรงเรียนสังวาลย์วิทยา อำเภอแม่สะเรียง จังหวัดแม่ฮ่องสอน