

PAYYAP UNIVERSITY

APPENDICES

APPENDIX A

**NEEDS ANALYSIS INTERVIEW
(Teachers' and parents' interviews)**

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Parent Interview form

The parents are asked to expand on their answers and give examples.

1. How old is your child?
2. How long has he/she been learning English?
3. Is English language important to your child?
4. What are your goals for your child's English language proficiency or his/her career?
5. Does your child have any exposure to English language at home (through English TV, reading etc.)?
6. Does your child try to speak English words and sentences at home? What is your response?
7. What is your child's attitude towards English language?
8. Do you think that it is important for your child to know how to think? Why?
9. Do you encourage your child to think? How?
10. Who chooses your child's clothing? Who arranges his/her timetable to play, bathe, study and eat?
11. Does your child tend to remember sentences easily after you have said them?
12. Have you tried to let your child study with other students as groups at home or elsewhere? Does he/she like it?
13. From the following activities, which one(s) is (are) your child's favourite?
 - a. watching movies
 - b. watching cartoons
 - c. reading cartoons
 - d. listening to stories
 - e. playing games
 - f. looking at pictures
 - g. drawing

Are there any other things your child likes to do?

14. Does your child have any exposure to computer, mobile phone or any other technology at home? Is it in Thai or in English? If your child plays games on computer, what kind of games are they?
15. Do you have any suggestions for the researcher?

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Teacher Interview form

The teachers are asked to expand on their answers and give examples if they want to.

1. Do your students like to work with a partner, in a group or individually? Have you tried any of these?
2. Do your students like to see pictures or visuals? Have you tried any of these?
3. Do your students like to listen to songs?
4. Do your students like to move around a lot?
5. Do your students like to have breaks while studying?
6. Do your students like to learn by using cartoons?
7. Do your students like to use their hands and body?
8. Do your students like to play games?
9. Do your students like to listen to stories?
10. In which skill- speaking, listening, reading and writing- do your students have most problems in?
11. In which areas are your students good at?
12. Do the students like English language?
13. Do your students have a part in choosing the content of study?
14. What topics are the students interested in?

APPENDIX B

RESULTS OF NEEDS ANALYSIS

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Needs analysis results of four classroom teachers and an English teacher

The teachers' interview can be summarized as following, corresponding to the question numbers.

1. Students prefer group activities. Sometimes, students get to work as groups.
2. Students like attractive visuals.
3. Students like the use of songs and music while they study.
4. Students like to use their senses but don't like to move around a lot.
5. They are not given breaks while studying a lesson.
6. Students like cartoons.
7. They use their hands and body for learning
8. Students like to play games.
9. Students like to listen to stories.
10. The students have problem with reading and writing skills because the school did not focus on these two skills but rather on speaking and listening skills.
11. The students are better in listening and speaking than reading and writing. They are fluent in English alphabets.
12. The students have a good attitude towards English language.
13. Students have never had a part in choosing the content.
14. They are interested in animals, food, songs and games.

Needs analysis results of 13 parents

The following is the summary of the needs analysis of parents' interview, corresponding to the question numbers.

1. The students are of 4-5 years of age.
2. They have been studying English for 2-3 years.
3. Most parents feel that English is as important as Thai language, while others feel that it is important but not as much as Thai.
4. The parents have not planned anything for their child's future but most parents want their child to learn naturally.
5. Most of the students have a chance to see English cartoons on the cable. 2 students have English games to play at home.
6. 2 out of 13 students have initiated talking in English to their parents, although not often.
7. All students except 1 have good attitude towards English.
8. All parents feel that it is important for their kids to know how to think so that they can make decisions in the future. Also, parents think that their children should be able to think by themselves in the future so that they can make decisions and not just gain knowledge through rote learning.

9. 3 out of 13 parents do not encourage students to think because they feel that the students will think themselves when the right time comes. However, most students are curious and ask questions to their parents.
10. All children except 1 have a part in choosing their clothes although the mother decides with them. However, most parents arrange timetables for students to study, bathe, eat and play.
11. 2 out of 13 students do not remember easily when something is said to them twice or thrice. Therefore, 11 students out of 13 have linguistic learning style as one of their learning styles.
12. Parents have not tried to let their children study with other friends out of school except for the child's sibling. However, children in neighborhood play together but study individually. This might make studying an individual task with no sharing of opinions and could be boring for students.
13. 11 out of 13 stated that watching cartoons was one of the top three choices of their child. 6 out of 13 students like to draw. This is approximately half. 4 students like to listen to stories. 6 students like to look at cartoon books although not as much as watching cartoons on the TV. 7 students like to play games and draw on the computer although 2 students are not exposed to computer at home.
14. All students are exposed to their parents' mobile phone and have tried operating it or playing a game in it. 3 parents have mobiles with Thai menu, while the rest have it with an English menu.
15. 2 parents stated that their children have short attention span.

APPENDIX C

THE PROTOSYLLABUS

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Course Objectives: The students will be able to

1. Communicate in English in a given context.
2. Use their nonverbal language along with verbal language to convey meaning.
3. Have a good attitude towards English.
4. Develop their critical thinking skills through learning English.

Protosyllabus

Objectives	Contents	Minor critical thinking skills	Major critical thinking skills	Lesson Timing (minutes)	Periods
1, 2, 3	Unit 1 Vocabulary: flag, colors, country, Thailand, America, China, Japan, England Task: Students draw their country's flag.	Identify, differentiate	Knowledge	45	1
1, 2, 3, 4	Unit 2 Vocabulary: What, why, when, who, which Task: Students make choices and give reasons.	Reasoning, predicting, choosing	Giving reasons	45	1
1, 2, 3, 4	Unit 3 Vocabulary: shapes, triangle, circle, square, numbers Task: Students create their own patterns	Pattern sequencing, predicting, designing/creating patterns	Analysis and synthesis	Lesson1- 45 Lesson2- 45	2
1, 2, 3, 4	Unit 4 Reading: 'The small book' Grammar: comparatives, superlatives Model: Cooperative learning model (jigsaw model) Task- Students will be able to create a book and evaluate their friend's books.	Compare and contrast, sequencing, choosing, creating, evaluating	Analysis, synthesis and evaluation	Lesson1- 45 Lesson2- 45 Lesson3- 45 Lesson3- 45	4
1, 2, 3, 4	Unit 5 Vocabulary: Name of the months Task: Students survey their partners' birthday months and name them.	Survey, tabulate, compare and contrast	Application and analysis	Lesson1- 45 Lesson2- 25	1

Objectives	Contents	Minor critical thinking skills	Major critical thinking skills	Lesson Timing (minutes)	Periods
1, 3, 4	<u>Unit 6</u> Vocabulary: summer, rainy season, raincoat, boots, shorts, umbrella, sun, goggles Task: Students create different dresses for different seasons.	Combine information, create	Analysis and Synthesis	Lesson1- 45 Lesson2- 45 Lesson3- 45	3
1,3,4	<u>Unit 7</u> Vocabulary: fruits Task: Students problem solve to buy fruits they like with limited budget.	Survey, choose, give reasons, problem solve	Problem solving, giving reasons and analysis	Lesson1- 45 Lesson2- 45 Lesson3- 25	3
1, 2, 4	<u>Unit 8</u> Vocabulary: related to color, animals, fruit, days of week Model: Concept development model Task: Students identify groups and create their own groups	Categorizing, labeling, creating, evaluating	Analysis and synthesis	Lesson1- 45 Lesson2- 45	2
1, 2, 3, 4	<u>Unit 9</u> Vocabulary: daily routines Task: Students sequence different tasks.	Sequencing, role-play	Application	Lesson1- 45 Lesson2- 45	2
1, 2, 3, 4	<u>Unit 10</u> Reading: Menus Vocabulary: Rice, bread, salad, hamburger, cake, ice-cream, fruit, fish, egg, milk, sticky rice Task: Students problem-solve by selecting a best menu for them.	Identify, calculate, compare and contrast, create, problem-solve	Comprehension, analysis, synthesis and problem-solve	Lesson1- 45 Lesson2- 45 Lesson3- 45 Lesson4- 45	4
1,2,3,4	<u>Unit 11</u> Vocabulary: airplane, train, bus, motorcycle, bicycle, boat Critical thinking skills: problem-solving, choosing Task: Students problem-solve a situation.	Problem-solve, identify and choose	Problem-solve, comprehend and analysis	Lesson1- 45 Lesson2- 45	2
1, 2, 3, 4	<u>Unit 12</u> Reading: Big book 'Mini goes to the jungle'. Vocabulary: related to the jungle, school, swimming Task: Students problem-solve a situation	Predicting, giving reasons, integrate information, problem solve	Analysis, synthesis, giving reasons and problem solve	Lesson1- 45 Lesson2- 25	2

Objectives	Contents	Minor critical thinking skills	Major critical thinking skills	Lesson Timing (minutes)	Periods
1, 3, 4	<u>Unit 13</u> Vocabulary: Swimming suit, books, bag, swimming cap, rubber, goggles, pencil Task: Students will be able to categorize items.	categorize	analysis	Lesson1- 45	2

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APPENDIX D

29 LESSON PLANS (13 UNITS)

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Unit 1: 1 lesson

Subject: English
 Level: Kindergarten 2
 No. of students:
 Content: 'flags'
 Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to put information together

Enabling objectives: Students will be able to

1. name the different colors
2. differentiate 5 country's flag
3. tell the colors in each flag
4. tell when the flags are up in their country

Task: Students draw flags.

Affective: Students will

1. have the feeling of nationalism
2. feel ownership of their flags

Procedure

Present:

1. The teacher greets the students and brings in five flags of five countries- Thailand, America, China, Japan, and England. (warm-up)
2. The teacher asks the students what colors they see in each flag. She says, "this is a flag." She says the different colors in each flag.

Practice:

3. She puts up each flag for the students and says the colors for the students to repeat and practice their pronunciation. The teacher points at different thing in the class for students to say various colors.
4. The teacher asks the students
 - which one of the 5 flags is Thailand's flag?
 If students cannot answer, the teacher hints that it is red, blue and white color. If they can point correctly, the teacher asks
 - what color is the Thai flag?
5. The teacher brings up America's flag and says
 - This America's flag. What colors does it have? Students answer.
6. She puts up America's flag and Thailand's flags and asks the students to point according to the country that she says.
7. Then, she puts up China's flag and says, "This is China's flag. What colors does it have?" Students answer.

8. The teacher puts up America's flag, China's flag and Thailand's flag and asks the students to point according to the country that she says.
9. Then, she puts up Japan's flag and says, "This is Japan's flag. What colors does it have?" Students answer.
10. The teacher puts up America's flag, China's flag, Japan's flag and Thailand's flag and asks the students to point according to the country that she says.
11. Then, she puts up England's flag and says, "This is England's flag. What colors does it have?" Students answer.
12. The teacher puts up all flags- America's flag, China's flag, Japan's flag, England's flag and Thailand's flag and asks the students to point according to the country that she says.
13. The teacher asks the students
 - When do you see flags?
 - Where do they see them?
 - When do they see them?
 - She helps by asking, "Do you see flags on king's birthday?"
 Students answer. She shows the queen's photograph and asks
 - Do you see flags on queen's birthday?" Students answer. She asks them on what other occasions they see flags on the road.

Production

14. The teacher groups the students and asks the students to choose their country's flag from the five flags on the board, draw it and color it. The instructions for this task might have to be in Thai if the students do not understand the English instructions because this is their first lesson where students perform critical thinking tasks.

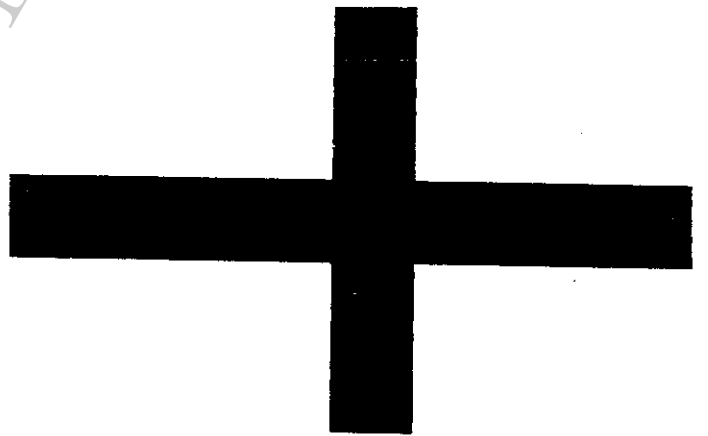
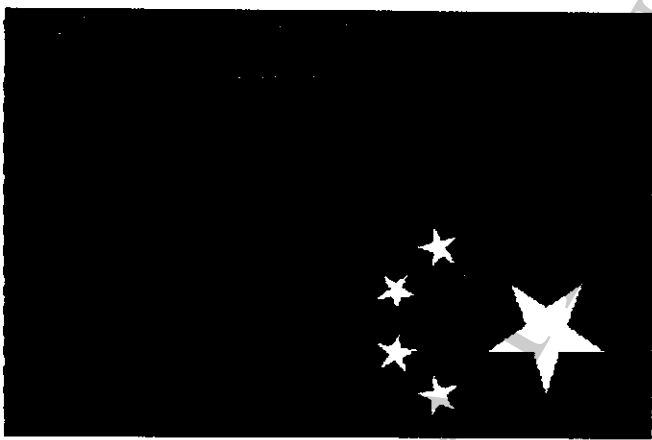
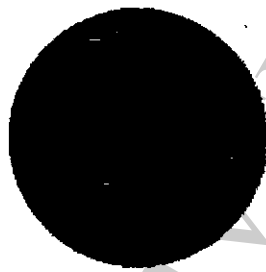
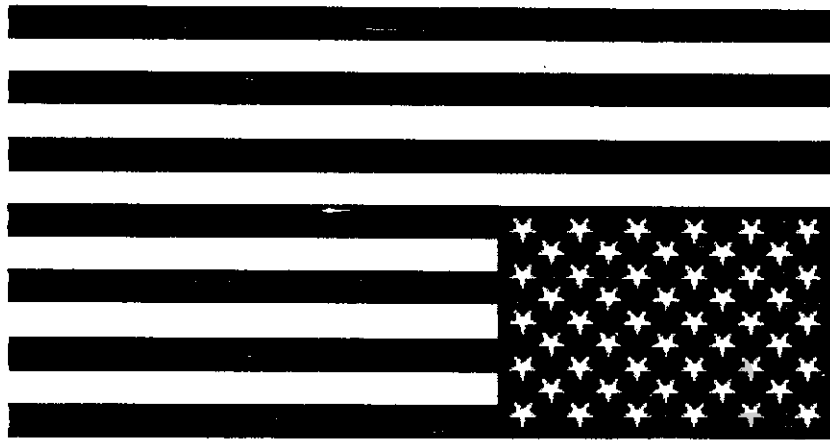
Evaluation- students' drawings of flags

Teaching Aids

1. 5 flags
2. King's photo
3. Queen's photo
4. Color

Rubric

- 1= Students draw and color the flag correctly
 0= Students draw and color their flag incorrectly



PRINCETON UNIVERSITY

Unit 2: 1 lesson

Subject: English

Level: Kindergarten 2

No. of students:

Content: what, who, why, how

Function: asking

Model: Direct Instructional Model

Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to give reasons.

Enabling objectives: Students will be able to

1. answer what, who, why, how questions
2. respond to this/ that/ these/ those questions

Task: Students choose the item they like and give reasons.

Procedure

Present

1. The teacher comes to the class and asks the students, "what is this?", pointing to the flag (from the previous class). Also, she asks, "what color is this?", writing 'what' on the board. She shows a chart with what, who, when, why, how and their meanings in Thai and puts it on the wall so that students can refer to it throughout the syllabus implementation.
2. Then, she says
 - "who am I?" She writes 'who' on the board. She points to the teacher assistant and asks,
 - "who is she?" Students say teacher Nuj. She points to a student and asks,
 - " who is he/she?" Students tell his/her name.
3. The teacher asks students,
 - " Do you like ice-cream?" "Why?" (showing ice-cream's picture)
 - " Do you like your mother?" " Why?"
4. The teacher shows a picture of different balls and asks the students, " Which ball do you like?" " Why?" for each ball. Students can use Thai but are encouraged to use English.
5. The teacher shows an apple to the students and asks, " what is this?" Students answer. She asks, "how do you know?" and writes 'how' on the board. She says, " because this is red."
6. Then, she shows a phone to the students and repeats the same above form and students give the reason. The answer is "it is a phone because it has numbers."

Practice

7. The teacher shows 4 pictures to the students and asks according to each picture:

- Picture 1 Who is he?
 What is he doing?
- Picture 2 What are these? .
 What are they doing?
- Picture3 Is the man happy? How do you know that?
 Is the buffalo happy?

Object (banana) What is this? How do you know that?

Production

8. The teacher places various items- a teddy bear, a ball, a big, red toy car, a white toy dog, a brown toy dog, a small, blue toy car and a vase of flowers.
9. She asks the students which one they like and why.

Evaluation- Students' answering of questions

Teaching Aids

1. a ball, a teddy bear and 2 toy cars, a toy dog
2. a banana, a phone, an apple
3. an ice-cream's picture
4. a vase
5. a picture of balls
6. questions to be asked

Rubric

- 1= the student tries to answer the question, giving reason, either verbally or non-verbally
0= the student does not try to answer the question, either verbally or non-verbally

Unit 3: 2 lessons

Subject: English

Level: Kindergarten 2

No. of students: Lesson 1- 10

Lesson 2- 9

Content: 'shapes'

Model: Concept attainment model

Time: 13:30-14:00, 60 minutes (2 periods)

Terminal objectives: Students will be able to analyze and synthesize the given information.

Enabling objectives: Students will be able to

1. name the shapes
2. count numbers
3. tell patterns

Task: Students design their own patterns.

Affective: Students will love solving problems cooperatively

Procedure

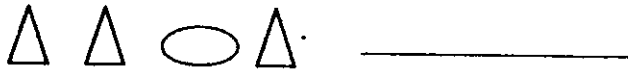
Present:

1. The teacher brings in 3 shapes, made of paper - a circle, a square and a triangle of different colors. (warm-up)
2. She asks the students, "Are they the same?" Students answer. She asks, "how are they different?" Students might say that they have different colors.
3. The teacher asks the students what else is different in them. She tells the students that the 'shapes' are different. She says, "this is a circle." And shows the circle along with drawing one on the board.
4. Likewise, she explains a square and a triangle. She draws a rectangle and a hexagon on the board and asks the students whether these are squares. She asks the students to differentiate between a square and these two figures and tells the students that a square has all equal sides.
5. The teacher asks what else has a shape of a circle. She starts from the class. She gives one e.g. like - a ball.
6. The teacher calls each student to come and draw a figure, that is, a square, a triangle or a circle on the board.

Practice:

7. The students answer. They can answer in Thai. The teacher writes all their responses in English under the picture of the circle.

8. After getting a few responses, the teacher repeats them with the students. Then, the teacher asks what has a shape of a square. The students answer and the teacher repeats all the responses after they have finished.
9. The teacher explains to the students how to predict patterns by using shapes. Then, she gives three examples and then asks the students to solve the following problem.



10. The students have to answer by naming the shape.
11. Then, the teacher gives the students another example of predicting the pattern of pictures. She shows pictures on a chart with predictable patterns and asks the students to solve the problem. She names each picture and the students to name the next picture. The pictures are attached.

(End of lesson 1)

12. The teacher divides the students into pairs. This makes six pairs. The teacher should select groups keeping in mind not to put good students together, less able students together and misbehaved students together in the same group.
13. Then, the teacher gives one problem to each pair. Each group has to predict the patterns for two problems. The students name the shapes and the teacher helps them name the pictures. The students name the answer, a shape or a picture. The problems are attached.
14. The students speak out their answers- one shape and one number. The teacher asks,
 - "What is the next shape?" and
 - "What is the next picture?"
15. The teacher collects the answers from each group. The teacher goes around asking students to evaluate each pair. The students can discuss together. After the students have evaluated, the teacher evaluates in front of the students so that students know whether they are right or wrong in evaluating their friends.

Production

16. The teacher writes down three patterns on the board in order to guide the students. Then, she asks the students to create their own pattern of anything and color their work. Each group creates one pattern and students present it to the class. Likewise, students evaluate their friend's work by saying 'right' or 'wrong'. To let all groups be evaluated, an alternative could be to put up all the groups' work on the board and then ask students to come up and evaluate each group. This would consume more time and will take another lesson. In that case, the following form will be provided to each group to carry out their assessments.

Group's name	V or X

Evaluation-

1. students' solution to the problems
2. students' creation of patterns

Teaching Aids for lesson 1

1. Problems for each group
2. Examples
3. 3 shapes
4. Chart with pictures (no. 11 above)

Teaching Aids for lesson 2

1. Chart with pictures
2. 2 problems for each group (6 problems altogether)
3. Students' answers from the previous class
4. Paper
5. Color

Rubric for lesson 1 (problem-solving)

- 2= the student patterns both problems correctly
 1= the student patterns one problem correctly
 0= the student patterns both problems incorrectly

Rubric for lesson 2 (creating patterns)

- 1= students create patterns correctly
 0= students create patterns incorrectly

Chart with pictures

Unit 4: 4 lessons
Lesson 1, 2 and 3

Subject: English
 Level: Kindergarten 2
 No. of students: 14
 Content: 'The small book'
 Language forms: comparatives, superlatives
 Function: narrating
 Model: Cooperative learning model (Jigsaw model)
 Time: 13:30-14:00, 60 minutes (2 periods)

Terminal objectives: Students will be able to synthesize information and create their own books.

Enabling objectives: Students will be able to

1. name the animals
2. sequence the size of animals
3. compare and contrast the given objects

Task: Students will write story books.

Psychomotor skills: Students will be able to draw and color according to their imagination

Affective: Students will feel proud to create their own book.

Procedure

Present

1. The teacher greets the students and shows the shapes from the previous class.
2. She draws a big triangle and a small triangle. Then, she asks the students which triangle is smaller. She makes gestures for student to understand small. After the students answer, the teacher tells them that today they will talk about small and big things (with gestures), apart from shapes. The teacher mentions that there are also small and big animals. She asks the students to give example of small animals first, and then big ones. It does not matter if the students name the animals in Thai. The teacher mentions to the students that let us see what these animals are called in English.
3. The teacher shows picture cards of a few animals- elephant, giraffe, bird, dog, monkey, ant, lion, fish, camel, bear and snake. The students name them. She makes sounds of some animals and students help. Students add more animal names if they remember. When the students name them, the teacher writes them on the board. (warm-up)
4. Then, the teacher and the students sit in a semi-circle with the teacher standing in the middle. The teacher shows 'the small book' to the students. While the small book is being read to the students, the pictures of the animals in the book should be stuck on

the board for students to compare easily because they would not be able to imagine or remember the previous animals in the book.

5. The teacher tells the story to the students.

Practice and Production

6. The teacher gives several examples of 'smaller than' and simply 'small'.
7. The teacher talks about the comparison 'smaller than' in the book and asks students questions like - 'who is smaller than (a student's name)?' and 'what is smaller an ant or a monkey?'
8. After students answer, the teacher says, 'an ant is smaller than a monkey' and 'a monkey is bigger than the elephant'. The teacher shows pictures of an ant and a monkey.
9. The students are divided into two teams. The teacher puts up two animal pictures on the board and asks the students to identify the smaller animal. She should stress that here they are talking about the actual size of the animals, not that in the pictures. Each team is asked three questions and their scores are recorded on the board.
10. The teacher shows two pictures and asks the students
 - which one is smaller, an elephant or an ant?
 Then, she asks
 - which one is bigger, an elephant or an ant?
 - She shows to the students that the answer for 'bigger than' is the opposite of the answer of 'smaller than'.
11. To keep the students on task, the teacher could divide them into two teams and they compete to answer the questions about 'smaller than' and 'bigger than'. Also, after one team answers, the teacher would ask the students to raise their hands if the answer is right or wrong. This allows each student to assess another team. Students in the team discuss with each other in order to answer. Hence, students practice the skill of comprehension, application and evaluation.
12. They are given three pictures and are asked which one is bigger.
13. Then they are given another two pictures of a camel and a bird and are asked which one is smaller and which one is bigger.
14. The students count their scores on the board.
15. The teacher divides the class into groups of four. The teacher asks the students to work together and divide their responsibilities. They should be able to tell the teacher what they are responsible for. All groups are assigned to create a big book. (end of lesson 1)
16. The teacher compares several animals at the start of lesson 2 again.
17. The teacher reads the story to the students again.
18. The teacher tells each group to create a book of 5 pages. She shows the class how to make a book. The first page is the cover page. The second page to the fifth page has pictures of animals with their names. The students should sequence their book systematically and plan ahead. The teacher writes the book's name on the board. The teacher circulates and helps the students.
19. The teacher asks students in each group to draw 5 animals on 5 pages and decide amongst themselves that which student would draw what animal. The students are asked to cooperate. Then, after they have drawn, the teacher asks them to sequence

the animals from the smallest to the biggest. She goes to each group and asks which one is the smallest? She tells them to write number one on the smallest animal in that group (according to its actual rather than the drawn size). Then, she asks which one is number 2, 3 etc.? (Jigsaw model)

20. The students are asked to write their names on the first page.
21. Students compare and contrast the actual animal sizes and sequence their books. They also write the book's name with the teacher's help, that is, 'the big book'. (end of lesson 2)
22. Students continue to draw the animals in the third lesson.
23. The teacher circulates and helps students practice naming the animals in their groups and helps them compare animals.
24. The teacher praises the students for their work and tells them that they would have to present their books tomorrow. (closure)

Evaluation - students' 'big book'

Teaching Aids

1. Picture cards of animals
2. 'the small book'
3. stapler
4. paper

Rubric

Sequence

2= all correct sequences

1= 1-2 wrong sequences

0= more than two wrong sequences

(students' reasoning will be considered, for instance, if they think that a big cat is bigger than a puddle dog.)

Cooperation

1= students helped their friends

0= students did not help their friends

Total score = 3

Lesson 2, 1 period

Subject: English
 Level: Kindergarten 2
 No. of students:
 Content: 'The big book' created by the students
 Language forms: comparatives, superlatives
 Function: comparing
 Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to evaluate their friend's books.

Enabling objectives: Students will be able to

1. name the animals
2. compare the animals by using comparative and superlative forms

Task: Students tell a story from their books.

Psychomotor skills: Students will be able to point at the corresponding information while talking about it.

Affective: Students will feel proud to talk about their own book.

Procedure

Present

1. The teacher greets the students and shows them all the 'big books' made by them. She praises them. She tells them today they will talk about their books and listen to their friends talk about their books and everyone would choose the best book. (warm-up)

Production

2. The students sit close to the presenting group so that they can see the pictures clearly. The teacher helps students to present. Students compare animal sizes while presenting (bigger than) and the animal on the last page is the 'biggest of all'.
3. The teacher gives out a form, where students write down their evaluation (as groups) as other groups present. The form is as follows:

2= all correct sequences of animal from the smallest to the biggest
 1= more than one correct sequence
 0= no correct sequences

Group	Ratings

4. At the back of this form, the students are asked to write their group's name, which they can decide on. Also, they write the names of the members in the group.
5. The teacher tells the students they would get 'behavior points' as follows:
1= overall good behavior
0= overall bad behavior
6. The teacher asks the students to sit in following manner, where 'T' represents the Teacher and 'O' represents the students.

7. Then, the teacher asks other groups to evaluate their friends by giving them the following criteria:

Sequence

2= all correct sequences

1= any wrong sequence

The teacher explains each criteria (may use Thai if students don't understand). The students evaluate their peers as groups. The students are encouraged to use body language and the teacher gives some examples of it. The teacher gives an example of evaluating friends. The teacher allows the students to correct their mistakes, if they have any. The students try again and again and then get evaluated by their friends. The teacher works with the students to help them evaluate successfully. She asks them whether all the sequences are correct or how many are correct.

8. After each group presents, the teacher should go around and see whether each group has evaluated and she should check to see whether the students evaluate other groups prior to their presentations. She should explain that students discuss about the books of other groups before giving them group a score. The teacher should spend some time to explain the correct procedures to the students because students have not done this before.
9. The teacher announces the behavior score.
10. The teacher collects the marks. The teacher announces the winning team(s) only (according to the students' evaluation). This is the sum of students' evaluation and the behavior points.

11. The students play 'hangman' game with the teacher in order to revise the animal names again. (closure)

Evaluation

1. From student's group presentation
2. From student's group evaluation of their friends

Teaching Aids

1. Evaluation criteria for the students
2. Evaluation criteria for the teacher

Rubric

Rubric 1 (students present about their own stories)

5 = Excellent, 4 = above average, 3 = average, 2 = below average, 1 = Poor

Criterion	Accuracy	Fluency	Comprehensibility
4	Only a few lexical errors.	Speaks without too great an effort. Stops only occasionally but continues himself/herself.	Easy for the listener to understand the speaker's intention and general meaning.
3	A few lexical errors but only one or two major errors causing confusion.	Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Sometimes helped by the group members or the teacher.	Most of what the speaker says is generally clear except more longer and complex sentences.
2	Several lexical errors, some of which cause confusion.	Rather halting delivery and fragmentary.	Only small sentences or phrases can be understood by someone who is used to listening to the speaker.
1	All lexicon cause confusion.	Very halting delivery and fragmentary.	Hardly anything of what is said can be understood.

Rubric 2 for terminal objective number 1 (Present about their own stories)

Peer-evaluation

- 1= the group evaluated the other groups reasonably
 0= the group evaluated the other groups unreasonably

Unit 5: 2 lessons

Lesson 1

Subject: English

Level: Kindergarten 2

No. of students: 9

Content: 'birthday months'

Time: 13:30-14:00, 30 minutes

Terminal objectives: Students seek for information

Enabling objectives: Students will be able to

1. name the twelve months
2. ask for information
3. report the data
4. count to find out the highest chosen month

Task: Students will be able to survey their friend's birthday month

Affective: Students will feel proud to look for information

Procedure

Present

1. The teacher greets the students and shows them the attached chart with names of months and their order numbers written accordingly. (warm-up)

Practice

2. The teacher says each month and the students repeat. Then, the teacher sticks the Thai month beside the English ones and students and the teacher read together for 3 times. This is so that students get more familiar with the 'month' concept. Then, they repeat after the teacher again.
3. The teacher repeats the English months several times with the students. She gives them some strategies to remember like 'F' for February etc.
4. The teacher divides the students into two teams. Each team names a month in order. Therefore, each team names six months. If a team answers correctly, it earns 1 point, if not the other team gets a chance to answer.
5. Then, the teacher assigns homework to the students that they go back home and ask their parents the students' birthday months (in Thai or in English). Also, the students ask their parents the ordered number of that month.
(End of lesson 1)

Production

6. The teacher puts up the month chart (only the English one).
7. The teacher pairs up the students and asks the students to survey their partners' birthday months. The teacher calls out each student and they tell the teacher the results of their survey (to find out the birthday months of their friends). When the

student is unable to name a friend's birthday month, the teacher should ask all the friends to help and name all the months in order until the months number of that student.

8. Likewise, students review all the months several times.
9. Then, the teacher ticks on the row of the corresponding month. This allows the students to practice survey skills and pronunciation skills.
10. The teacher and the students count the number of ticks on each month saying the month's name and counting the ticks. The conclusion is to find out the month with most birthdays.
11. The students sing happy birthday song once. (closure)
12. The teacher reviews the days of week for next class.

Evaluation- student's survey of their friend's birthday months

Teaching Aids

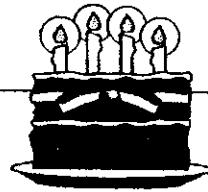
1. Chart with months written in rows
2. Pens to tick

Rubric

- P= the student surveys their friend's birthday month correctly
NP= the student surveys their friend's birthday month incorrectly

Chart of months

MONTH



HAPPY BIRTHDAY

1. JANUARY

2. FEBRUARY

3. MARCH



4. APRIL

5. MAY

6. JUNE

7. JULY

8. AUGUST



9. SEPTEMBER

10. OCTOBER

11. NOVEMBER

12. DECEMBER



Unit 6: 3 lessons

Subject: English
 Level: Kindergarten 2
 No. of students: 10
 Content: 'seasons'
 Time: 13:30-14:00, 40 minutes

Terminal objectives: Students will be able to put together information for real-life usage.

Enabling objectives: Students will be able to

1. tell the names of different clothes
2. tell the clothes to be worn in a season
3. tell the items that can be used for both the seasons
4. use the form 'this is....' to name the dresses in the pictures

Task: Students draw appropriate dresses for different seasons.

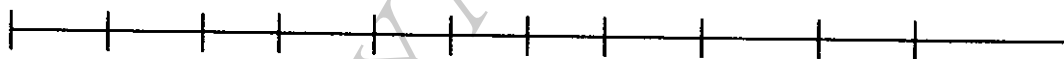
Procedure

Presentation:

1. The teacher greets the students and reviews the months from the previous class. She asks them when does it rains. Students try to guess the months. They could also answer in Thai.
2. Then, the teacher shows an umbrella to the students and opens it. She asks, "When do you use an umbrella?"

Practice

3. The teacher tells the students that we use an umbrella in 'the rainy season'. She says, "When does it rain in Thailand?" She says, "It rains during July, August and September." She helps the students to count which months are the rainy seasons. She brings up the month chart and reviews months with the students. The teacher circles the rainy time and asks a student to draw rain.



January February March April May June July August September October November December

4. The teacher asks the students
 - "what do you do when it is raining?" She shows a raincoat to the students and asks
 - "Do you use this when it is raining?" "Why?" Students might answer in Thai.
 - "So that you don't get wet", she says.
 - "What else do you use?" "An umbrella, a pair of boots, a raincoat." She shows the details with pictures on the chart.

5. She asks the students,
 - "Do you go out and play when it is raining?" Students answer.
 - "why?"
 - "What should we do in the rainy season?" Students answer. "Stay home, don't go out", she says, "rain will make you sick." She makes actions to explain 'sick'.
6. The teacher the items used in the rainy season.
7. The teacher makes actions of 'hot' and says
 - " Oh! It is hot!"
 - "are you feeling hot?"
 - "what do you do when it is hot?" and waits for students' answers
8. She asks, "When is it hot? During which months?" and tells that it is during March, April and May and students figure out the months. She circles the summer time and asks a student to draw a sun. Then, she asks them what do you wear when it is hot. After students respond, she says a pair of shorts, a T-shirt, a hat and goggles. She adds the details to the chart.
9. The teacher asks the students
 - "Do you play outside when it is hot?" Then, she asks
 - "Why?" She suggests
 - "because you will get sick."
 - "So, what should you do in summer?" The students answer. The teacher concludes
 - "You should wear clothes that will not make you feel hot, like shorts and T-shirt, drink a lot of water and stay away from the sun."
 - "Is it hot this month?"
 - "What month is this?"
10. The teacher shows the items on the chart belonging to summer and the rainy season accordingly.
11. The teacher and the students repeat what is worn during summer and rainy season and when they occur. The teacher says
 - 'hot', 'when is it hot' 'summer'
 - 'when does it rain' 'rainy season'
12. The students and the teacher look at the categories in the chart again. They look at the categories. The teacher asks the students whether any items can be added and whether some items can overlap in both categories. They go over each item again. The teacher should emphasize on this step because it is essential for the development of critical thinking skills (use of concept development model).
13. The students name the months of each season and the dresses worn in each season again. The teacher says
 - 'hot', 'when is it hot' 'summer'
 - 'when does it rain' 'rainy season'(end of lesson 1)
 The teacher sticks the 'Mr. Sun' song chart in the class in Lesson 1.
14. The teacher takes the students to the video room (the video cannot be played in the class). The students sing the song with the teacher twice before watching the video.
15. The students see the song 'Mr. Sun' in the Barney home video twice and the third time they dance together with the teacher looking at the chart with the written song. This time they only hear the song. The chart of the song is attached.

16. The teacher and the students sing it and dance for another two times, following the actions in the video. (end of period 2)

17. The teacher repeats the seasons and the dresses worn in each season with the students.

Production

18. She asks each students to draw a dress for summer and a dress for the rainy season. Hence, students draw two dresses in pairs.

19. Students color their pictures. They write their names on the pictures.

20. The teacher asks each pair to present their pictures by naming the clothes in the picture using the form 'this is _____ and this is _____'. The students present together.

Evaluation

1. Students' drawings of appropriate pictures
2. Students' labeling of pictures
3. Students' presentation of pictures
4. Students' answers to questions

Teaching Aids for lesson 1

1. The seasons chart
2. A jacket
3. A raincoat
4. A T-shirt
5. A pair of shorts
6. Goggles
7. An umbrella

Teaching Aids for lesson 2

1. chart from the previous class
2. color
3. preparation of video room and the video

Rubric

Students' drawings of appropriate pictures

2= all clothes match with the related seasons

1= all clothes except 1-2 match with the related seasons

0= less than 2 items match with the related seasons


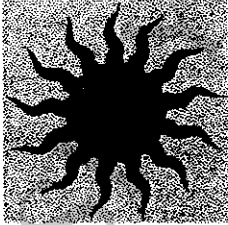


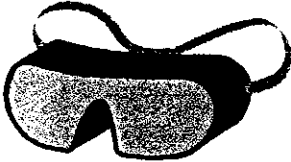


Students' presentation of pictures

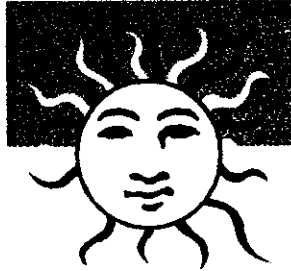
3 = good, 2 = above average, 1 = Fair, 0= Poor

Criterion	Accuracy	Fluency	Comprehensibility
3	Only a few lexical errors.	Speaks without too great an effort. Stops only occasionally but continues himself/herself.	Easy for the listener to understand the speaker's intention and general meaning.
2	Some lexical errors but only one or two major errors causing confusion.	Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Sometimes helped by the group members or the teacher.	Most of what the speaker says is generally clear.
1	Many lexical errors, some of which cause confusion.	Rather halting delivery and fragmentary.	Only some sentences can be understood by someone who is used to listening to the speaker.
0	All lexicon cause confusion.	Very halting delivery and fragmentary.	Hardly anything of what is said can be understood.

Total marks = 3+2= 5

The seasons chart

RAINY SEASON	SUMMER
<p data-bbox="150 535 245 573">RAIN</p>  <p data-bbox="145 925 564 1005">JULY, AUGUST & SEPTEMBER</p>	<p data-bbox="762 495 842 533">HOT</p>  <p data-bbox="762 835 1118 873">MARCH, APRIL, MAY</p>
<p data-bbox="145 1099 344 1137">RAINCOAT</p> <p data-bbox="150 1272 360 1310">UMBRELLA</p> <p data-bbox="150 1444 277 1482">BOOTS</p>  	<p data-bbox="767 1099 943 1137">GOGGLES</p> <p data-bbox="767 1272 938 1310">T - SHIRT</p> <p data-bbox="767 1444 916 1482">SHORTS</p> <p data-bbox="767 1615 847 1653">HAT</p>   

The song chart**MISTER SUN**

MR. SUN, SUN, MR. GOLDEN SUN

PLEASE SHINE DOWN ON ME.

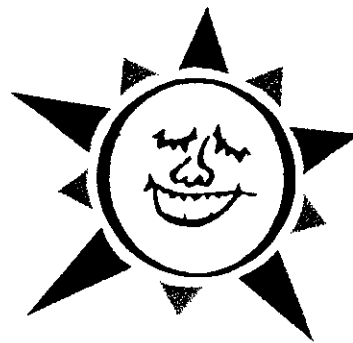
MR. SUN, SUN, MR. GOLDEN SUN

HIDING BEHIDE THAT TREE,

THESE LITTLE CHILDREN ARE ASKING YOU,

TO PLEASE COME OUT,

SO WE CAN PLAY WITH YOU.



Unit 7: 3 lessons
Lesson 1

Subject: English
Level: Kindergarten 2
No. of students: 10
Content: 'fruits'
Time: 13:30-14:15, 45 minutes

Terminal objectives: Students will be able to search for information and make reasonable choices.

Enabling objectives: Students will be able to

1. color the fruits according to their original colors
2. choose the fruits they like and give reasons
3. use the form 'he/she likes _____'

Task: Students survey their friend's favorite fruits and their reasons for it.

Affective: Students will feel proud of their survey skills

Procedure

Present

1. The teacher greets the students and checks attendance. She reviews the seasons from the previous class. She says in some seasons, some fruits are available and other fruits are not. She tells them that today they will talk about some fruits in Thailand.
2. The teacher brings in a banana, an apple, an orange and a coconut and asks the students, "what is this?" for each item.
3. The teacher puts a picture of fruits on the board and says these are 'fruits'.

Practice

4. The teacher shows the picture of cards of papaya, grapes, mango, apple, banana, orange, coconut and lychee one by one. The teacher asks the students to name two fruits on the name cards before bringing out the third one and asks them to name the three fruits on the cards before showing them the fourth one and so on. The teacher repeats after the students and asks them to repeat again in order to correct their pronunciation. The teacher especially stresses on 'lychee' because the students have been saying /linci/, which is what Thai people call the fruit, rather than /lici/.
5. The teacher asks them "how many fruits are here?" She counts with the students, "one fruit, two fruits,...." This is done so that the students are aware of what they are learning and also for them to pronounce 'fruit' and count. Unconsciously, they hear the plural form too.
6. The teacher asks the students, "what is this?" for each item putting the picture card up one by one. Then, she asks each student how they knew that fruit was papaya, lychee

etc. This helps the student to be aware of how they learn (metacognitive strategies). Here, students should be given some time for them to reflect on their thinking. Students' answers can also be in Thai because this would make them express their thinking fully.

7. The teacher reviews colors with the students. The students repeat after her for correct pronunciation.
8. The teacher points at the picture cards of each fruit and asks
 - "what is this?"
 - "what color is a/an (the name of the fruit)?"
9. Each student should name as many different fruits so that they do not lose their attention. Also, students will be attentive to listen to their friend's answer. When students answer, the teacher should ask the students if their friend's answer was right or wrong. This allows the students to practice 'evaluation' skills.

Production

10. The teacher pairs up the students. She asks the students to color the fruits on the sheet that she distributes for each pair. The fruits are drawn already and the students have to color them. (attached)
11. The teacher puts the picture cards on the board for students' ease of reference.
12. The teacher asks the students to survey their partners to find out what fruit they like and write their partner's name under the fruit that he/she likes (in the sheet that they have colored). Also, students find out why their friends like this fruit. The instruction should be clear from the beginning that the students should choose only one best fruit each.
13. In addition to the fruit's name, students should ask their friends for the reason(s) that they like this fruit. This also involves metacognitive thinking.
14. The teacher asks the students, "what fruit does (partner's name) like?" to each student. They answer, "He/she likes (fruit's name)." She asks the students whether they really like the fruit that their partner has mentioned.
15. To get students thinking, the teacher draws a boy's picture on one side of the blackboard and a girl's picture on the other end of the blackboard. She writes "He likes.." and "She likes..." under each picture respectively. After explaining their meaning, the teacher asks the students to analyze and choose the structure according to their partners and present which fruit their partner likes.
16. She asks a few students why their partner likes a particular fruit. If the students give reasons in Thai, the teacher should repeat them in English.
17. The teacher praises the students for their good job.

Teaching Aids

1. Drawn pictures for each pair
2. Color Pencils for students

Evaluation

1. Students' coloring of food
2. Students' survey of their partner's favorite fruit

Rubric for students' coloring of food

- 3= Students color 6-8 fruits correctly
 2= Students color 3-5 fruits correctly
 1= Students color 1-2 fruits correctly
 0= Students do not color any fruits correctly

* Students should color realistically but this does not mean that there is only one color of a fruit, for instance, an apple can be red, green or yellow, depending on the students' concepts. However, the teacher can ask the student to give reasons in case of confusion.

Rubric for students' survey of their partner's favorite fruit

- 1= students survey their friends and report correctly
 0= students survey their friends and report incorrectly

Total marks = 3+1= 4

Lesson 2 and 3

Subject: English
 Level: Kindergarten 2
 No. of students: Lesson 2- 9
 Lesson 3- 11
 Content: 'fruits'
 Model: Direct instruction model
 Time: 13:30-14:00, 45 minutes

Terminal objectives: Students will be able to make reasonable choices.

Enabling objectives: Students will be able to

1. create a song about fruits
2. choose the fruits they like
3. tell the names of fruits in the song (while singing the song)

Task: Students create a song from the fruit they choose and give reasons for their choices.

Affective: Students will appreciate the song that they have created with the teacher

ProcedurePresent

1. The teacher greets the students and asks them to name the fruits from last class.

Practice

2. The teacher brings out two apples, a bunch of bananas and places them on the desk. She says and writes on the board under the pictures of the fruit that an apple is 10 Baht and a banana is 2 Baht. How many apples and bananas can I get for 20 Baht?
3. The teacher demonstrates that if I buy two apples it is already 20 Baht. But if I buy an apple and 5 bananas, it is also 20 Baht. Another option is to buy no apples and buy all bananas for 20 Baht. This will give 10 bananas. The teacher asks the students to calculate with her.
4. The teacher writes down different options on the board and gives reasons.

Production

5. The teacher pairs up the students.
6. The teacher brings out a coconut and an apple. She says that there is 20 Baht and an apple is 5 baht each and a coconut is 10 Baht each. What would the students buy and why? The students answer in pairs and present to the class. the teacher should give paper money to the students and let them queue up to buy the real fruits. The teacher should use only real fruit. Students should count the money they have left. The teacher can help the students because they cannot add and subtract well. Use of one digit numbers would be helpful to solve the problem. Another option is to use 1 baht coin for ease of counting, but this would cause management problems. Therefore, the teacher gives each pair 5 coins of 5 baht each so that they can calculate easily.
7. The teacher helps around and praises the students.
8. The teacher encourages the different answers. Students name the fruits they buy, how many of each type of fruit and money left.
9. She says that now they would create their own song for fruits they like. She puts up the chart and the picture cards on the board. The teacher arranges all the picture cards of the fruits vertically.
10. The teacher starts with 'I like...' and asks them what fruit they like. In case the students have various responses, the teacher asks "who likes _____?" for each fruit. The teacher records the number of students who raise their hand under each fruit.
11. Then, the teacher writes the number of students who prefer a fruit against its picture. After the teacher has asked the students about all the fruits and written the number of students who prefer each fruit on the board, the students compare to see the highest, second highest and the third highest until the lowest chosen fruit. This increases student participation.
12. The teacher picks the majority chosen fruit and fills in. Suppose the highest number of students choose papaya, the teacher fills the first space in the chart with 'papaya'. She sings the first sentence of the song and students repeat. After singing the first sentence, she asks students what the next highest chosen fruit is from the number on the board and fills in the chart. Hence, the song would be somewhat like the attached chart depending on the fruits students have chosen.

(End of lesson 2)

13. The teacher and the students sing the song twice together. Then, the teacher asks the students to stand and make actions while singing the song twice.
14. The students are divided into teams and they sing and dance to see which team sings better and which team dances better. The teacher and the assistant teacher evaluate this.
15. The teacher praises the students and asks them to try and sing the song at home.

Teacher Aids

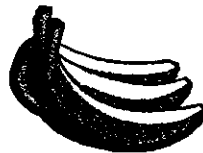
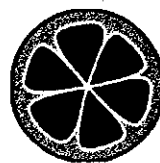
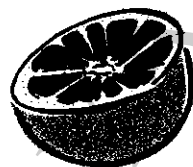
1. Form of the song
2. 2 pictures of fruits
3. picture cards

Evaluation- Students' reasons for their choices

Rubric for lesson 2

Students' reasons and calculations that affect their choices

- 2= the student is able to give reasons for his/her choices and his/her calculation is correct.
1= the student is able to make correct calculations but is unable to give reasons.
0= the student is unable to give reasons or calculate correctly.

Chart of the fruit song**The fruit song**I LIKE APPLEI LIKE BANANALYCHEE IS MY FAVOURITEORANGE, TOO.

- the underlined words are the fruits to be filled in the chart according to students' choices.

Unit 8: 1 lesson

Subject: English
 Level: Kindergarten 2
 No. of students:
 Content: categories
 Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to analyze and synthesize information to create their own groups

Enabling objectives: Students will be able to

1. categorize items (analysis)
2. give a group name to items (synthesis)
3. name items in a group
4. name the related vocabulary

Model: Concept development model

Task: Students categorize items.

Affective: Students will appreciate learning cooperatively with their friends.

Procedure

Present

1. The teacher reviews the fruits from the previous class by putting the picture cards and asking the students what they are.
2. The teacher puts up one line of 4 animals, one line of 4 fruits and one line of 4 colors on the board.
3. The students name each item on the board one by one. The teacher repeats each item until most of the students are able to recall them. Then, the teacher asks the students what each line is, i.e., what group these items belong to.
4. The teacher helps the students name each category- fruits, animals and colors. Then, the teacher takes out one item in the fruits and puts an animal. She asks the students
 - "are these fruits?"
 - "what item is not a fruit?"
 - "what should be taken out to call this group - fruits?"
 Similarly, the teacher replaces one item in the animal category and another item in the color category and asks students to name the group and take out the item that does not belong to the group.
5. The teacher writes three categories names horizontally and puts a picture of that category in front of it, for students' reference. This would be like the following:

Fruits

Animals

Colors

Then, the teacher can show an item of any of the above three for students to name the category and practice.

Practice

6. The teacher takes out all the pictures on the board and puts the following up number by number. The teacher uses pictures (attached) for all of the following questions:

a. Apple	banana	coconut	blue
b. Dog	red	elephant	giraffe
c. Lychee	papaya	white	mango
d. Orange (fruit)	yellow	white	green
e. Bird	banana	fish	ant
f. Red	black	pink	dog

7. The teacher asks the students to name the item that does not belong to this category. Then, the students name the group (animals, fruits and colors).

Production

8. The teacher divides the students into groups of A, B and C.
 9. She lets each group pick a chit. This chit is the name of a group of items that students will brainstorm and present. The groups are- colors, animals and fruits. The teacher writes the following on the board and students repeat once. When students pick a chit, they read the chit that they will present on.

1. animals
2. fruits
3. colors

10. The students orally present the items in their group. The teacher suggests that each member could remember a few items so that during the presentation the group comes up with a lot of items. (If the students try to write, they will be encouraged to do so.) The teacher asks the students to think of at least five items.
11. Each group picks a numbered chit, which tells the order of presentation. When students pick a number, they speak it out. The chits are numbered 1, 2 and 3.
12. The teacher tells the students to make a group of at least 5 items.
13. The students present according to their order. The teacher asks the students to count the number of non-repetitive items in each group so that they can help to find the real winning team. This is done to practice students to evaluate and to keep them listening.

14. The teacher writes down the number of non-repetitive items of each group and announces the winning team only.

Evaluation- Students create their own items in a group

Teaching Aids

1. Pictures of animals, fruits and colors
2. Order chits
3. Class exercise
4. Category chits

Rubric

Students create their own groups

3= the students can think of at least 5 items

2= the students can think of 3-4 items

1= the students can think of 1-2 items

0= the students can think of no items

PAYAP UNIVERSITY

Unit 9: 2 lessons

Subject: English

Level: Kindergarten 2

No. of students:

Content:

Time: 13:30-14:15, 90 minutes

Terminal objectives: Students will be able to role-play tasks.

Enabling objectives: Students will be able to

1. sequence the activities in their real life
2. role play their real life activities in order

Task: Students will role-play sequenced daily routine activities according to their real life occurrences.

Procedure

Present:

1. The teacher asks the students what they did before they came to school.
2. The teacher shows picture cards to the students and says the activity on the picture. Students repeat. Then, she shows the pictures again and students name the activities. After finishing 6 activities- wake up, brush your teeth, wash your face, take a shower, get dressed and comb your hair. The teacher pastes them in random on the board.
3. The teacher asks each student to name an activity that she points at.
4. The teacher divides students into groups of three with one group of two students. The students cooperate and answer when the teacher asks them to name an activity. The students are asked equal number of questions and the group that answer most questions wins the game.

Practice

5. Then, the teacher gives each student 6 Xeroxed pictures of daily routine activities.
6. The teacher asks the students to put number 1-6 under the pictures according to what they do first. The first activity they do would be number one, the second number two, and so on. Also, if students do not do a certain activity, they do not have to number it and can number only the remaining ones.
7. The teacher asks the students what's missing in this sequence that students do in real life.
8. The teacher asks each student on random what they do first and so on.
9. The teacher praises the students and collects the exercise. (End of lesson 1)

Production

10. In lesson 2, the teacher reviews the 6 daily routine activities.

11. The teacher distributes the exercises back to the students.
12. She asks the students to role-play the activities in the order that they do. She tells them to pretend and act.
13. While a student role-plays the activities, other students name them. As all the students role-play, students hear the activity names again and again. If students pronounce wrongly or are unable to name an activity, the teacher says the activity's name again.
14. The teacher says that she will record whether the activity that they say matches with the actions they perform.

Evaluation

1. students' naming of daily routine activities
2. students' role-play of activities

Teaching Aids

1. pictures of 6 activities (attached)
2. questions to be asked
3. xeroxed sheets for students

Rubric

Students' role-play of activities

2= 4-6 activities are sequenced

1= 1-3 activities are sequenced

0= none of the activities are sequenced

Unit 10: 4 lessons
Lesson 1

Subject: English
Level: Kindergarten 2
No. of students: 17
Content: Menu
Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to use menus.

Enabling objectives: Students will be able to

1. tell the names of food
2. find a dish in the menu

Task: Students use menus to tell the price of dishes.

Model: Direct instruction model

Affective: Students will be proud to evaluate their friends.

Procedure

Present

The teacher reviews the daily routine activities from the previous lesson. She asks the students what else do they do in the morning. Students answer. She tells them that we all have breakfast in the morning.

The teacher asks the students what they had in the morning. Students answer.

The teacher shows pictures of hamburger, ice cream, fish, fruit and egg and asks

- "what is this?"
- "did you eat this in the morning?"
- "do you like it?"

4. The teacher repeats the vocabulary of these pictures and sticks on the board. Most of the students would know some items like milk, hamburger, egg, fruit (from unit 7) and fish but will need help with correct pronunciation.

5. She brings out some rice and gives some students some of it. She asks, "what is this?"

6. Then, she brings out some bread and asks students to name it.

7. She shows a can of milk to the students and they repeat 'milk'.

8. She shows a northern food, sticky rice, to the students and they name it.

9. The teacher shows pieces of cakes to the students and distributes each piece to the students.

Practice

10. The students are divided into 2 groups. The teacher asks the students to name the item in the picture or the real item and asks students to answer. The teacher writes the following table on the board for the students to evaluate themselves.

Team A	Team B

If group A answers correctly, group B writes 1, if not group B writes 0 and vice versa. Students can help each other and the other teams.

Production

11. The teacher puts up one chart of menu- 'Restaurant A'.
12. They go over each item one by one and go over their prices.
13. The teacher asks each student to come up and asks, "where is?" and "how much is _____?"
14. Also, she asks "how much are two _____?" etc.
15. The teacher praises the students.

Evaluation- students' telling of pricesTeaching Aids

1. a tray of a bowl of rice, some bread, cakes and a glass of milk
2. pictures of salad, hamburger, ice-cream, fish, fruit, egg and pizza
3. menu of restaurant A
4. menu of restaurant B

Rubric

P= the student is able to tell the price of a dish correctly

NP= the student is not able to tell the price of a dish correctly

Lesson 2

Subject: English

Level: Kindergarten 2

No. of students: 17

Content: menu

Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to differentiate the price of items

Enabling objectives: Students will be able to

1. look for an item in the menu
2. tell the price of a particular item

Task: Students compare the prices of two menus.

Procedure

Present:

1. The teacher reviews the vocabulary from the previous class. The teacher puts up menus of restaurant A and B side by side and the class reads one of the menus and reviews the vocabularies from the previous lesson. The teacher can say "there is bread in menu A and B, but what is the difference?" so that students find out the differences by themselves.
2. The teacher asks the students to compare each item and see which item is cheaper in which menu. She gives the 1st example and puts a green sticker on the menu that has a cheaper item (next to that item).

Practice and Production

3. The teacher divides the students into 2 teams and gives one team some red stickers and another team some green stickers. She asks the students to come up and put the stickers on the menu that has a cheaper item (next to that item). She asks each group one by one. Now, she asks the students which menu has more number of cheaper items. Students love this activity because it is kinesthetic.
4. Then, students count the number of their teams' stickers.
5. The students and the teacher count the number of items.
6. Then, the teacher asks individual students "Is bread cheaper in menu A or B?"
7. The teacher asks the students that if they go to 'Restaurant A' and order a piece of bread and a cake, how much would they pay for it? She asks the students to point where the two items are so that they begin to recognize letters.
8. The teacher puts up another chart- 'Restaurant B' and reads it with the students. The teacher asks the students that if they ordered yogurt and a piece of bread in restaurant B, how much would it cost?
9. Then, she asks about other dishes.

Evaluation- students' comparison of prices

Teaching Aids

1. 2 menus
2. green stickers

Rubric

students' comparison of prices

P= the student compares the price correctly

NP= the student compares the price incorrectly

Lesson 3

Subject: English

Level: Kindergarten 2

No. of students: 17

Content: Menu

Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to create menus.

Enabling objectives: Students will be able to

1. Choose the items they like and put in their menus
2. Judge a suitable price for a dish
3. Discuss with group members about dishes and their prices and reach a consensus

Task: Students make menus of their own.

Affective: Students will feel ownership of their menus/restaurants.

Procedure

Presentation:

1. The teacher puts up both menus- Restaurant A and B.
2. She also puts up the pictures of the food items discussed in lesson 1, including two chart menus.
3. The teacher chooses a group and asks them to sit on the floor and think of their restaurant's name. She tells them that they are going to make a menu for their group's restaurant. The teacher focuses on the rest of the students and asks each group to sit on the floor after they have been grouped so that they can discuss easily.
4. She pairs up the students. She asks the students to create a menu with 5 items. Also, the students draw pictures for all the items.
5. The teacher holds 3 colors of papers and allows the most well behaved pair to choose the color for their menu first. The group should speak out the color they want.
6. The students can set up a price by themselves but it has to be realistic. The teacher asks the students to price their items 5 baht or 10 baht so that they can calculate in the next lesson. They can also add other items they want or ask the teacher to spell an item that is not in the two charts or in the pictures.
7. Students write their items and decorate their menus. They also color their menus or decorate it with other things. The students are required to name their restaurant and write it on their menus. The teacher tells the students to leave space on top of their menus in order to write their restaurant's names.
8. The students present their menus by saying the item's name and its price like, 'bread 5 baht, milk- 10 baht' etc.
9. The teacher shows an example so that students can follow. Also, both students are encouraged to come up, not only one student of a pair.

Evaluation- students' presentationTeaching Aids

1. paper and color
2. pictures of dishes
3. 2 menus

Rubric*Students' creation of menus*

5= students have 5 items and their prices in the menu

4= students have 4 items and their prices in the menu

3= students have 3 items and their prices in the menu

2= students have 2 items and their prices in the menu

1= students have 1 item and its price in the menu

* in case students have only a price or only an item's name, it will not be considered.

students' presentation

Criterion	Fluency	Comprehensibility
3	Speaks without too great an effort. Stops only occasionally but continues himself/herself.	Easy for the listener to understand the menu items and their prices
2	Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Sometimes helped by the group members or the teacher.	Most of what the speaker says is generally clear except 1-4 words
1	Rather halting delivery and fragmentary.	Most of what the speaker says is generally clear except 5-8 words
0	Very halting delivery and fragmentary.	Hardly anything of what is said can be understood. More than 8 words cannot be understood.

- 5 prices and 5 items make 10 words that students speak.
Total marks = 5+3 = 8

Lesson 4

Subject: English

Level: Kindergarten 2

No. of students: 17

Content: Menu

Time: 13:30-14:00, 30 minutes

Terminal objectives: Students will be able to apply information for real-life purposes

Enabling objectives: Students will be able to

1. Look for a dish and its prices
2. Calculate the cost of dishes
3. Tell the names of dishes that they buy

Task: Students solve problems by buying items in the menu.

Affective: Students will appreciate their peers' menus.

Procedure

Presentation:

(If some groups have not presented in the previous class, they will present in the beginning of the lesson)

1. The teacher brings out student-created menus from the previous class and praises the students for their job. She says the quality of a menu will be proven if it can be used.
2. She switches the students' menus so that each group does not have their own menu. She gives each group a blank paper each.
3. The teacher gives each group four five baht coins. This is to help students to calculate easily.
4. The teacher encourages all members of the group to participate.
5. Each group names the items they buy and the reasons for it. They also tell the amount of money left. The teacher helps the students with the calculations.
6. The teacher tells the students to draw the items they buy in the blank paper.
7. Then, she reshuffles the menus and gives each group a menu of an another group. The teacher asks the students to use their coins to buy what they like in this menu. Similarly, they can have some money left. Again, the teacher helps the students with the calculations by guiding them, in case they need help.
8. The students turn the paper given to them and draw what they buy in this menu on the other side of the paper.
9. Each group names the items they buy and the reasons for it. They also tell the amount of money left.
10. The teacher puts all the menus on the board.
11. Each group comes up and points at the menus that they used.

12. The teacher asks the students to compare what they bought in the first menu and what they bought in the second menu. They read the papers that they have recorded.
13. She asks the students what they bought in the first menu and why and what they bought in the second menu and why. Also, she asks which menu they liked and why. Students answer menu 1 or 2 and give reasons for it.

Evaluation- students' group participation

Teaching Aids

1. student created menus
2. paper money
3. paper for students to record the items they buy

Rubric

Students' choice of the menu they like from both menus they have used to problem solve

- 1= students choose the menu reasonably
0= students choose a menu unreasonably

PAYAP UNIVERSITY

RESTAURANT A

RICE

10

BREAD



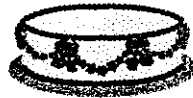
5

HAMBURGER



15

CAKE



5

ICE CREAM



10

FRUIT



15

FISH



20

EGG



10

RESTAURANT B



RICE

15

BREAD



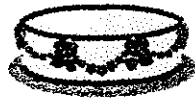
4

HAMBURGER



18

CAKE



10

ICE CREAM



10

FRUIT



10

FISH



25

EGG



10

Unit 11: 2 lessons
Lesson 1

Subject: English

Level: Kindergarten 2

No. of students: Lesson 1- 8

Lesson 2- 10

Content: 'transport'

Time: 13:30-14:15, 90 minutes

Terminal objectives: Students will be able to put together information to solve problems.

Enabling objectives: Students will be able to

1. tell the names of different modes of transport
2. tell the reason behind choosing a particular mode of transportation

Task: Students make decisions by choosing 3 items from various items to solve problems.

Affective: Students feel proud to make decisions on their own

Procedure

Present

1. The teacher greets the students and checks attendance. She tells them that after they eat at a restaurant from a menu from the previous class, they go home. She asks them how they would go home.
2. She asks the students how they came to school today. They might answer by car, by motorcycle etc.
3. The teacher shows a toy airplane, a toy car and a toy bus to the students and asks them "what is this?" and "who has traveled by an airplane/bus/ car?"

Practice

4. The teacher puts up a chart as attached with pictures of each items.
5. When students name a particular mode of transport, the teacher repeats in English and points to the picture on the chart and students say the word again.
6. Then, the teacher points at each one on the chart and says it. The students repeat.
7. The teacher uses another picture to close the words only and points at the pictures asking the students "what is this?" After students answer, she takes out the paper so that students can check their answers. This would make the students remember the alphabets for each mode, at least the initials.
8. The teacher asks each student to name at least one mode of transport that she points.
9. Then, the students play a game where a student will come and point to a mode of transport and the student (from the rest of the class) can name that mode of transport will be the next student to point at the transportation foot. This is a kinesthetic activity and the students feel empowered because they have a right to ask their friends to answer from the front of the class.

10. She asks them the following questions:

- If they had to go to another country, which mode of transport would they take? Why?
- If they had to go home, which mode of transport would they prefer? Why?
- If they had to go to Doi Suthep, which mode of transport would they prefer? Why?
- When would they use a motorcycle? Why?
- When would they use a bicycle? Why?
- When would they use a boat? Why?
- Which mode of transport is the best? Why? If students say a particular mode, the teacher presents another situation where another mode of transport would be used. (This makes the students realize that the best mode of transport depends on the situation they face.)

11. The teacher asks students to name at least one mode of transport that she points at before leaving the classroom. Those who answer correctly leave the classroom before the rest of the students.

12. The teacher draws the following problem on the board. She draws five students and a school. She draws arrows from the students to one school. Then, she speaks out the following problem:

There are five students who go to the same school, i.e., Baan Dek school. They have to go to school together. Which mode of transport from airplane, train, bus, bicycle, motorcycle, boat and car should they take? Why?

13. The teacher encourages students to have various answers and to accept their friends' viewpoint, if it is a possible alternative.

(End of lesson 1)

Production

14. The teacher asks the students to solve the following problem. She puts up a chart that has the following alternatives and their pictures. The teacher teaches the vocabulary on the chart before stating the problem. Also, she repeats several times for students to pronounce correctly. The teacher draws a boat and water on the board.

You are going on a boat. You can take only **THREE** things with you. You will be on the boat for three days. Which of the following will you take with you? Why?

Food
Water
Books
TV
Computer
Fruits
Torch
Umbrella

The teacher gives each student a paper and asks each student to draw a boat. The teacher individually asks the students what color their boats are. This is to show to the students that the teacher is interested in their work. Also, it is a good opportunity for the students to review colors.

15. Then, she tells the students to draw the three things that they will take with them and that are important for them. She reminds them that they will be on the boat for three days. The teacher has to explain clearly that this is not a trip but a situation that the students are solving in order to survive.
16. After the students finish, they color their boat and the three things. The teacher asks each student to name their three things and give their reasons for choosing these items.
17. The teacher collects their papers.
18. In case the student chooses an item like TV or books, the teacher would ask the reason for choosing it and would ask them that would they be able to live three days with these things and no food or water? The students can name the three things they would take with them again but their papers would not be changed in order to get true evaluation.

Evaluation

1. students' naming of modes of transport
2. students' choice of items

Teaching Aids for lesson 1

1. problem 1 and 2
2. chart about modes of transport
3. questions to be asked

Teaching Aids for lesson 2

1. chart about the problem students solve
2. color

Rubric*students' naming of modes of transport(lesson 1)*

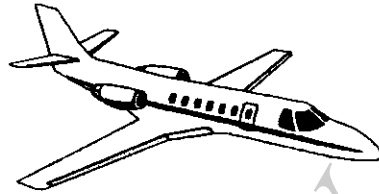
- 1= the student names the mode of transport correctly
0= the student names the mode of transport incorrectly

students' choice of items (lesson 2)

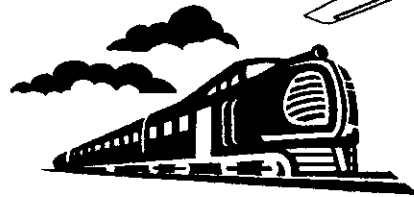
- 3= students' reasoning for all the three items fits with the items taken and the mode of transport
2= students' reasoning for two items fits with the items taken and the mode of transport
1= students' reasoning for one item fits with the items taken and the mode of transport
0= students' reasoning does not fit for any of the items taken and the mode of transport
* it is assumed that all students know the transport modes and can name them. In case a student is unable to name, 1 mark will be deducted for each mistake or inability to answer.

Chart of modes of transportation

AEROPLANE



TRAIN



BICYCLE



BUS



MOTORCYCLE



BOAT

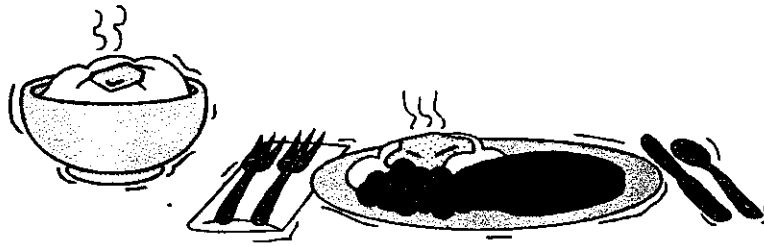


CAR



Problem 2

FOOD



WATER



BOOKS



TELEVISION



COMPUTER



PAYYAPPA UNIVERSITY

FRUITS



TORCH



UMBRELLA



PAYYAP UNIVERSITY

Unit 12: 2 lessons

Subject: English

Level: Kindergarten 2

No. of students:

Content: 'Mini goes to the jungle' (teacher made big book)

Time: 13:30-14:00, 45 minutes

Terminal objectives: Students will be able to analyze the text.

Enabling objectives: Students will be able to

1. tell the related vocabulary
2. tell the other items used/found in the same situation

Task: Students choose the items they take to the jungle and give reasons.

Affective: Students will appreciate the fun in reading the big book

Procedure

Present:

1. The teacher reviews the transportation modes from the previous class and asks the students what mode they have not mentioned about.
2. After the students answer, the teacher tells them that they did not mention 'by foot', in the previous lesson. She tells them that today they will read a story about someone who travels by foot.
3. The teacher shows the big book to the students and reads it to the students, asking them what it means by jungle and what they think the book will be about. (warm-up)
4. The teacher starts reading the first page. Students see the corresponding picture on the next page. Before the teacher turns the next page, the students predict what the contents on the next page will be. (The contents in big book can be predicted and the language pattern is repeated so that children feel comfortable reading it.)
5. The teacher asks questions like what else will you take to a jungle?

Practice

6. After reading the book twice, the students do the teacher made exercise at the back of the book. This exercise requires students to use thread to match words with pictures. The students pull the thread to the corresponding picture. The students say the words before matching them. This facilitates their recognition of alphabets and their pronunciation of words. It also creates their attention because they use their psychomotor skills to answer and learn. Students do this exercise twice so that all students get a chance to participate.
7. The teacher talks about the words that are colored blue (adjectives). She asks the students what is big and what is small. She asks the students to give examples of big and small items in this classroom.

8. The teacher asks the students if they remember what Mini found in the jungle and took with her.
9. She asks the students which animal Mini ran away from? What other animal could it have been in the jungle? The students help each other answer.
10. The teacher asks the students what could replace the animal from which Mini runs away.
 - Why did Mini run away from the snake?
 - What other animal could there be in the jungle?
11. Each student names at least an animal that can be found in a jungle. After each student answers, the teacher asks the class to verify whether the answer is correct. This leads to discussion.

(End of lesson 1)

Production

12. The teacher reads the big book again.
13. The teacher asks the students what other items could be taken to the jungle apart from those Mini finds in the jungle, i.e. bottle of water, a can of food and a torch.
14. The teacher asks what items should be taken to the jungle and why they are important. Students can use some Thai to answer this question. (sleeping tent, knife, etc).
15. The teacher puts up a chart with drawn items of food, water, books, television, computer, fruits, torch and umbrella. (Students are familiar with this chart from unit 11) She asks the students to choose which items can be taken to the jungle. She asks each student to choose at least one item on the chart that they think is the most important to be taken to the jungle if they go for one day and one night. She tells them to think of the reason why they chose this item. Also, she tells them not to ask their friends because their reasons could be reasonable.
16. The teacher asks each student what item they would take and the reason for it. They can think of more than one item if they want to. Students present in front of the class by naming the item they want to take and the reason for it.
17. For students whose reasons are not good enough, the teacher tells them why but their second answer will not be recorded.
18. When all the students have answered, the teacher asks four or five students who have good answers and reasons to answer again.

Evaluation- students' reasons

Teaching Aids

1. The big book (Appendix I)
2. Questions to be asked
3. Chart with pictures

Rubric (for lesson 1)

- 1= the students is able to correctly name an animal in the jungle.
 0= the students is unable to correctly name an animal in the jungle

Rubric (for lesson 2)

1= the students is able to correctly name an item to be taken to the jungle and give a reason for it.

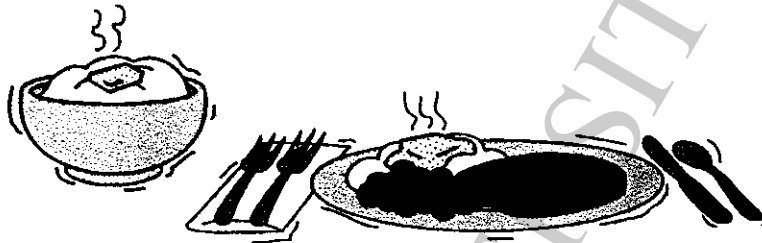
0= the students is unable to correctly name an item to be taken to the jungle and give a reason for it.

*1 Student' reasons could be in Thai but the teacher would repeat the key words in English and would ask the student to repeat her. If the student is not willing to repeat, he/she will not be forced to.

*2 Critical thinking requires students to express opinions.

Chart with problem

FOOD



WATER



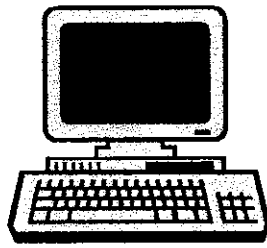
BOOKS



TELEVISION



COMPUTER



FRUITS



TORCH



UMBRELLA



PAYAP UNIVERSITY

Unit 13: 1 lesson

Subject: English

Level: Kindergarten 2

No. of students:

Content: 'school' and 'swimming pool'

Time: 13:30-14:00, 45 minutes

Terminal objectives: Students will be able to analyze and synthesize information

Enabling objectives: Students will be able to

1. tell the related vocabulary
2. tell the other items used in the same situation
3. categorize the items

Task: Students categorize items.

Affective: Students will appreciate the fun in drawing while learning.

Procedure

Present

1. The teacher tell the students that they know what things to be taken to the jungle but what about things to be taken to other places, like to the swimming pool' or to the 'school'.
2. The teacher asks the student what they have in their school. The teacher asks them until they say swimming pool (in Thai or English) and the teacher repeats it in English. (This is if the students have swimming pool in the school. In case students don't have, the teacher could skip number 2)
3. The teacher puts up a chart with the items uncategorized, as attached.
4. The teacher asks the students to look at the pictures beside each word and she points at each picture. She asks, "what is this?" for each picture. The teacher speaks each word and the students repeat. They do this twice.
5. In case students get confused with 'swimming suit' and 'swimming cap', the teacher should explain the meaning of each word in these phrases to the students by mentioning the meanings of 'cap' and 'suit' by showing the picture of each one to the students.

Practice

6. The teacher tells the students to grab their bags and bring out/raise the things that she names. The teacher also raises the things that she names. The teacher asks about 'a pencil', 'a rubber', 'a book' and 'a bag' and asks "who has a...?" for each item. This gets students interested because they see the realia for each picture that they see in the chart.
7. The teacher asks the students to name all the pictures again.

8. Then, the teacher places all the seven items - swimming suit, books, bag, swimming cap, rubber, goggles and pencil on the desk.

Production

9. The teacher puts up a chart with two columns with two pictures. The first column had a picture of a swimming pool and the second column had a picture of a school.
10. The teacher points at the picture of a swimming pool and says 'swimming pool'. Students repeat. The teacher does the same for school.
11. The students draw two columns with a picture of a swimming pool on top of one column and a picture of a school on another column. They are encouraged to draw their own pictures, without following that of the teacher's. The students color their pictures. Students name both the pictures before submitting the papers to the teacher. (End of lesson 2)
12. The teacher reviews the vocabulary from the previous class again and each student names them.
13. The teacher asks the students to pick each item in the chart and write under these columns.
14. The teacher pairs up the students into 7 pairs.
15. The teacher starts by asking the students to draw the two columns with pictures. Then, she asks the students to draw which items will be taken to the school or to the swimming pool. If students draw an item in columns, such as, goggles (to escape from the sun in school and in the pool), he/she will be asked the reason and will not be considered, depending on his/her reason.
16. The teacher asks one student in each group to come up and draw one picture under any column. A member of each group will come up and draw and then name the picture that he/she draws.

Evaluation- Students' categorizing of items.

Teaching Aids

1. Chart with drawn columns
2. chart with drawn items (vocabulary)
3. swimming suit, books, bag, swimming cap, rubber, goggles and a pencil

Rubric (marks given for the pair)

Critical thinking ability

- 2= the students categorize (draws) all seven items correctly under their categories
 1= the students categorize (draws) 3-5 items correctly under their categories
 0= the students categorize (draws) at least 2 item correctly

Language ability

- 2= the students name all the seven items correctly in English
 1= the students name 3-5 items correctly in English
 0= the students name at least 2 item correctly

* students can ask their peers because they would remember more from their peers than from the teacher.

Total score of the critical thinking ability and the language ability = 4

Chart with drawn items

BOOKS



BAG



SWIMMING SUIT



GOGGLES



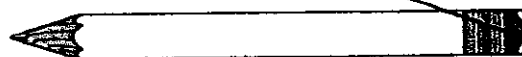
SWIMMING CAP



RUBBER



PENCIL



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APPENDIX E

THE PRETEST AND POSTTEST

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The following questions are asked to the students before and after the 13 units or 29 lessons in order to assess their critical thinking skills. Total 9 marks.

1. The teacher groups the students into 5 groups. She asks the students to group the following items and give a name to the group. She also uses materials so that students get the picture of words. In addition, the teacher gives one example.
e.g. dog elephant coconut

The teacher says that orange belongs to a different group and that dog and elephant are animals. Then, the teacher asks the following questions one by one, asking the students to name each picture that she puts. The teacher puts a picture/colored paper of each item below.

- a. Lychee banana elephant (1 mark)
- b. Fish bear orange (1 mark)

After the students create and name groups, the teacher asks them to name the group of items with the one item left. She groups the students into 5 groups and asks them to think of items under each group. The groups are color, animals, fruits. The students pick from 5 items and create items. Then, each group presents and the teacher asks the other groups to evaluate their friends using the following criteria:

- 1= five or more than five items
- 0= less than five items

Critical thinking skills- group items, synthesize (give group name), create, evaluate

Evaluation

1. students' answers to problems a. and b. (1 mark for each correct answer, 0 for incorrect)
2. students' creation of group- number of items
3. students' evaluation of other students (1 mark for correct evaluation, 0 for incorrect)

Rubric

students' creation of group

the teacher will record the number of items each group creates

more than 5 items (1 mark)

less than 5 items (0 mark)

(4 marks)

2. The teacher shows two objects to the students and asks them, "which object do you like?" After they say the object's name, the teacher asks, "Why?" The teacher asks the students to give reasons one by one.

Critical thinking skills- compare, contrast, give reason, choose

Evaluation

1. students' ability to reason
2. number of students that reason

Rubric

students' ability to reason (1 mark)

- 1= students use reasoning to answer the question
0= students are not able to answer the question

Students' ability to name the object (1 mark)

- 1= student is able to name the object he/she likes
0= student is unable to name the object he/she likes

(2 marks)

3. The teacher gives the following problem for the students to solve. The teacher draws each picture on a chart and sticks it on the board. She explains the problem slowly.

There are four things- an umbrella, a torch, a pencil, and a dog. If you had to go to school, Baan Dek, which one is the most important item for you to take to school? Why?

Critical thinking skills- problem-solving, reason

Evaluation- students' ability to reason

Rubric

students' ability to reason

- 1= students use reasoning after problem solving to answer the question
0= students are not able to answer the question or do not use reasoning to answer the question
(1 mark)

4. The teacher divides the students into 3 students per group. Students get a newspaper headline per group. The students scan for the following alphabets - 'a' and 'm'. The teacher asks them to raise the hand as soon as they find how many

times that alphabet occurs. She gives one example by putting up one headline on the board and scanning with the students to find alphabets - 'c' and 'o'.

Critical thinking skills- knowledge, comprehension

Evaluation- students' scanning of alphabets

Rubric

students' scanning of alphabets

The teacher will record whether the students scan and answer correctly
(1 mark)

5. The teacher asks the students to predict the pattern by telling the next picture. She gives one example. Then, the teacher puts up a chart with drawn pictures on the board (as following) and asks the students whether the next picture should be a girl or a banana. The teacher asks the students to raise their hands for each alternative to find the number of students who answer correctly.

Critical thinking skills- predict, analysis

Evaluation- students' answers

Rubric

students' answers

the teacher records whether the students answer correctly or incorrectly
(1 mark)

Teaching Aids for the pre-test

1. pictures (question number 1)
2. a bus and an airplane (question number 2)
3. a chart with drawn pictures (question number 3)
4. 7 newspaper headlines (question number 4)
5. a chart with drawn pattern (question number 5)

APPENDIX F

SPSS RESULTS OF THE PRETEST AND POSTTEST

PAYYAP UNIVERSITY

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	8.0782	11	.7054	.2127
	VAR00002	2.0700	11	1.6833	.5075

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	11	.747	.008

Paired Samples Test

		Paired Differences				t	
		Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference		
					Lower		Upper
Pair 1	VAR00001 - VAR00002	6.0082	1.2476	.3762	4.8160	7.2003	15.972

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	VAR00001 - VAR00002	10	.000

APPENDIX G

**THE LESSON PLAN EVALUATION FORM
(in English and in Thai)**

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Lesson plan evaluation form for the critical thinking syllabus for kindergarten two level

Lesson Plan No.

Teacher - Yuphadee S. (Preet) .

Unit No.

Instructions: Circle the number that best matches your opinion.

- Key: 1- Does not reflect what went on
 2- Only marginally reflects what went on
 3- Neutral
 4- Describes rather well what went on
 5- Is a totally accurate reflection of what went on
 n.a.- not applicable to this particular class

Learning Objectives

1. Objectives clearly state desired student performance outcomes. 1 2 3 4 5 n.a.
 2. Objectives clearly state critical thinking skills to be developed. 1 2 3 4 5 n.a.

Content

3. Content is appropriate to age level. 1 2 3 4 5 n.a.
 4. Sequencing is appropriate to age level. 1 2 3 4 5 n.a.
 5. Strategies selection effective. 1 2 3 4 5 n.a.
 6. Structures are taken out artificial drill contexts and are applied to real-life contexts 1 2 3 4 5 n.a.

Teaching procedures

7. The warm-up is appropriate. 1 2 3 4 5 n.a.
 8. The teacher is well prepared. 1 2 3 4 5 n.a.
 9. Groupings are appropriate and affective. 1 2 3 4 5 n.a.
 10. Error correction and feedback is appropriate. 1 2 3 4 5 n.a.
 11. The pacing of the lesson was appropriate. 1 2 3 4 5 n.a.
 12. The teacher's response to the students is personal and accepting (both verbally and non-verbally). 1 2 3 4 5 n.a.
 13. The teacher's action zone covers the whole class. 1 2 3 4 5 n.a.
 14. Students are encouraged to produce the language most of the time. 1 2 3 4 5 n.a.
 15. Students participated in the class activities. 1 2 3 4 5 n.a.
 16. The students are able to perform the task(s) by the end of the lesson. 1 2 3 4 5 n.a.

Classroom environment

17. The teacher uses eye contact appropriately. 1 2 3 4 5 n.a.
 18. General classroom management was good. 1 2 3 4 5 n.a.
 19. Class atmosphere was positive. 1 2 3 4 5 n.a.

Things that were good to see..

Things for the teacher to consider..

Observer/ Specialist signature

Name.....

Position.....

Province.....

Date: / / 2002

Surname.....

Institution.....

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แบบประเมินบทเรียนหลักสูตรการคิดแบบมีวิจารณญาณสำหรับอนุบาล 2 ระดับ

ครู - ยุพดี ส.

บทเรียนที่

วันที่

คำสั่ง : กรุณาทำเครื่องหมายวงกลมล้อมรอบตัวเลขที่ตรงกับความคิดเห็นของท่านมากที่สุด

1. ไม่สอดคล้องกับอะไรที่เกิดขึ้นเลยในห้องเรียน
2. สอดคล้องบ้างกับสิ่งที่เกิดขึ้นในห้องเรียน
3. สอดคล้องปานกลางกับสิ่งที่เกิดขึ้นในห้องเรียน
4. สอดคล้องค่อนข้างดีกับสิ่งที่เกิดขึ้นในห้องเรียน
5. สอดคล้องดีมากกับสิ่งที่เกิดขึ้นในห้องเรียน

กรุณากากบาทหน้าข้อที่ไม่สอดคล้องกับบทเรียนนี้

จุดประสงค์การเรียนรู้

- | | | | | | |
|--|---|---|---|---|---|
| 1. วัตถุประสงค์ระบุถึงการแสดงออก | 1 | 2 | 3 | 4 | 5 |
| 2. วัตถุประสงค์บอกถึงทักษะทางการคิดอย่างมีวิจารณญาณที่ถูกพัฒนาได้อย่างชัดเจน | 1 | 2 | 3 | 4 | 5 |

เนื้อหา

- | | | | | | |
|---|---|---|---|---|---|
| 3. เนื้อหาเหมาะสมกับระดับอายุ | 1 | 2 | 3 | 4 | 5 |
| 4. การเรียงลำดับของเนื้อหาเหมาะสมกับระดับอายุ | 1 | 2 | 3 | 4 | 5 |
| 5. การเลือกใช้กลยุทธ์อย่างมีประสิทธิภาพ | 1 | 2 | 3 | 4 | 5 |
| 6. การนำเอาโครงสร้างจากการทวีนในบริบทเทียมไปประยุกต์ใช้ในบริบทจริงได้ | 1 | 2 | 3 | 4 | 5 |

ขั้นตอนการสอน

- | | | | | | |
|---|---|---|---|---|---|
| 7. การวอร์มอัพเหมาะสม (การแนะนำเข้าบทเรียน) | 1 | 2 | 3 | 4 | 5 |
| 8. ครูผู้สอนเตรียมความพร้อมได้ดี | 1 | 2 | 3 | 4 | 5 |
| 9. การจัดกลุ่มเหมาะสมและมีประสิทธิภาพ | 1 | 2 | 3 | 4 | 5 |
| 10. การแก้ไขข้อผิดพลาดและข้อมูลย้อนกลับได้เหมาะสม | 1 | 2 | 3 | 4 | 5 |
| 11. การจัดวางจังหวะบทเรียนได้เหมาะสม | 1 | 2 | 3 | 4 | 5 |

12. การตอบสนองของครูต่อนักเรียนเป็นส่วนตัวและน่ายอมรับทั้งโดยคำพูดและไม่ใช้คำพูด	1	2	3	4	5
13. ครูดูแลนักเรียนทุกคนได้อย่างทั่วถึง	1	2	3	4	5
14. นักเรียนได้รับการกระตุ้นให้ผลิตภาษาเป็นเวลาส่วนใหญ่	1	2	3	4	5
15. นักเรียนมีส่วนร่วมในกิจกรรมของชั้นเรียน	1	2	3	4	5
16. นักเรียนสามารถแสดงงานตอนท้ายของชั่วโมงเรียน	1	2	3	4	5

สิ่งแวดล้อมในห้องเรียน

17. ครูใช้สายตาในการสื่อสารได้อย่างเหมาะสม	1	2	3	4	5
18. การจัดการห้องเรียนโดยทั่วไปดี	1	2	3	4	5
19. บรรยากาศในห้องเรียนอยู่ในทางที่ดี	1	2	3	4	5

สิ่งที่มีประสิทธิภาพในบทเรียนนี้

สิ่งที่ควรปรับปรุงในบทเรียนนี้

วันที่: / / 2545

ผู้ประเมิน / ผู้เชี่ยวชาญ

ชื่อ.....

ตำแหน่ง.....

จังหวัด.....

นามสกุล.....

สถาบัน.....

PAYAP UNIVERSITY

APPENDIX H

LIST OF EXPERTS THAT EVALUATED THE LESSON PLANS

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1. Ampa Norarat
Position: Principal
School: Baan Dek Kindergarten School
2. Nongnuit Suangka
Position: Assistant Principal
School: Baan Dek Kindergarten School
3. Shevket Simsek
Position: English Instructor
School: Fatih High School
4. Supote Sikanta
Position: English Instructor
School: Anubaan Chiang Mai School

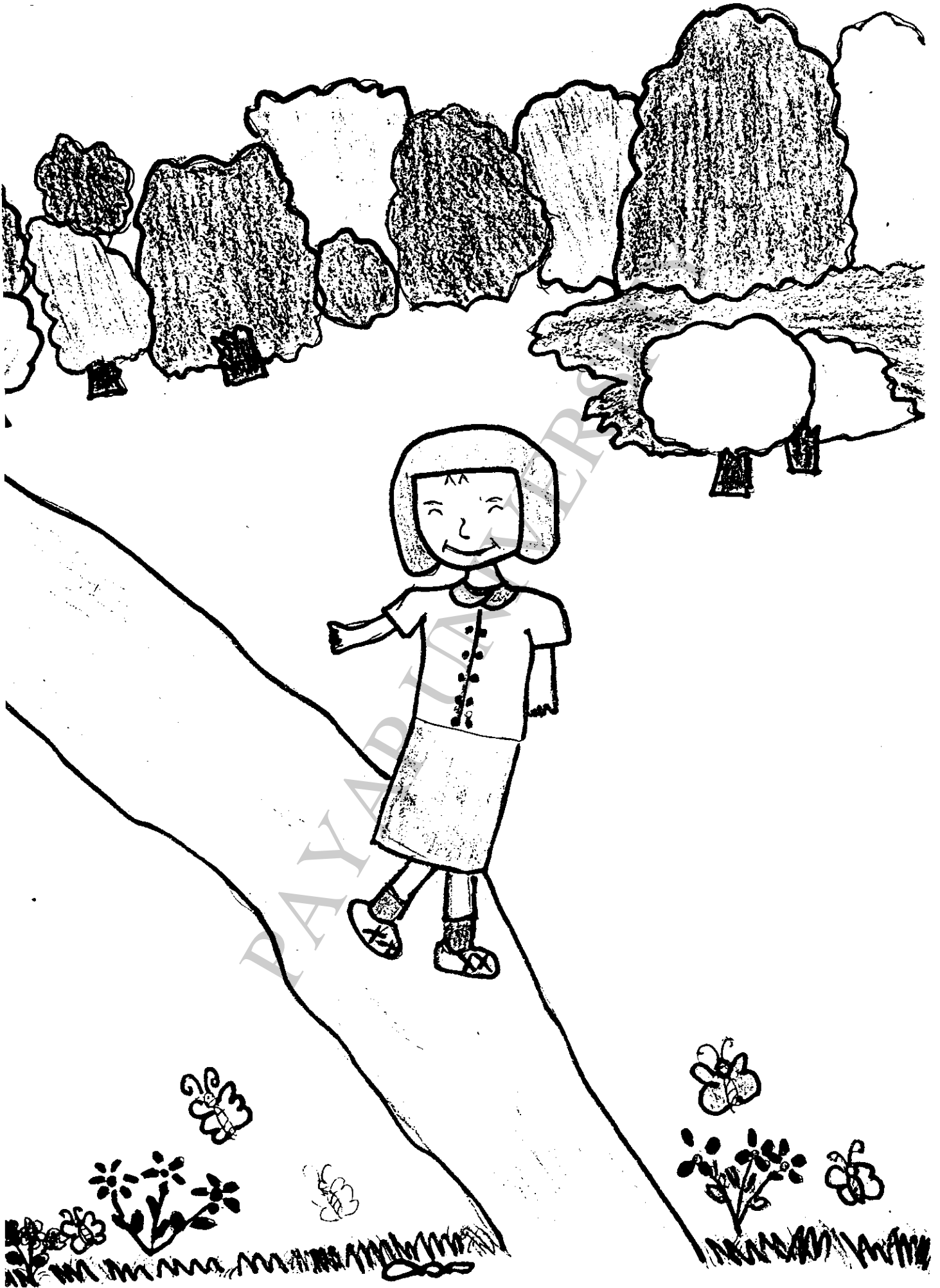
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APPENDIX I

THE BIG BOOK (UNIT 12)

PAYYAP UNIVERSITY

MINI WALKS,
MINI WALKS,
MINI WALKS TO
THE JUNGLE.



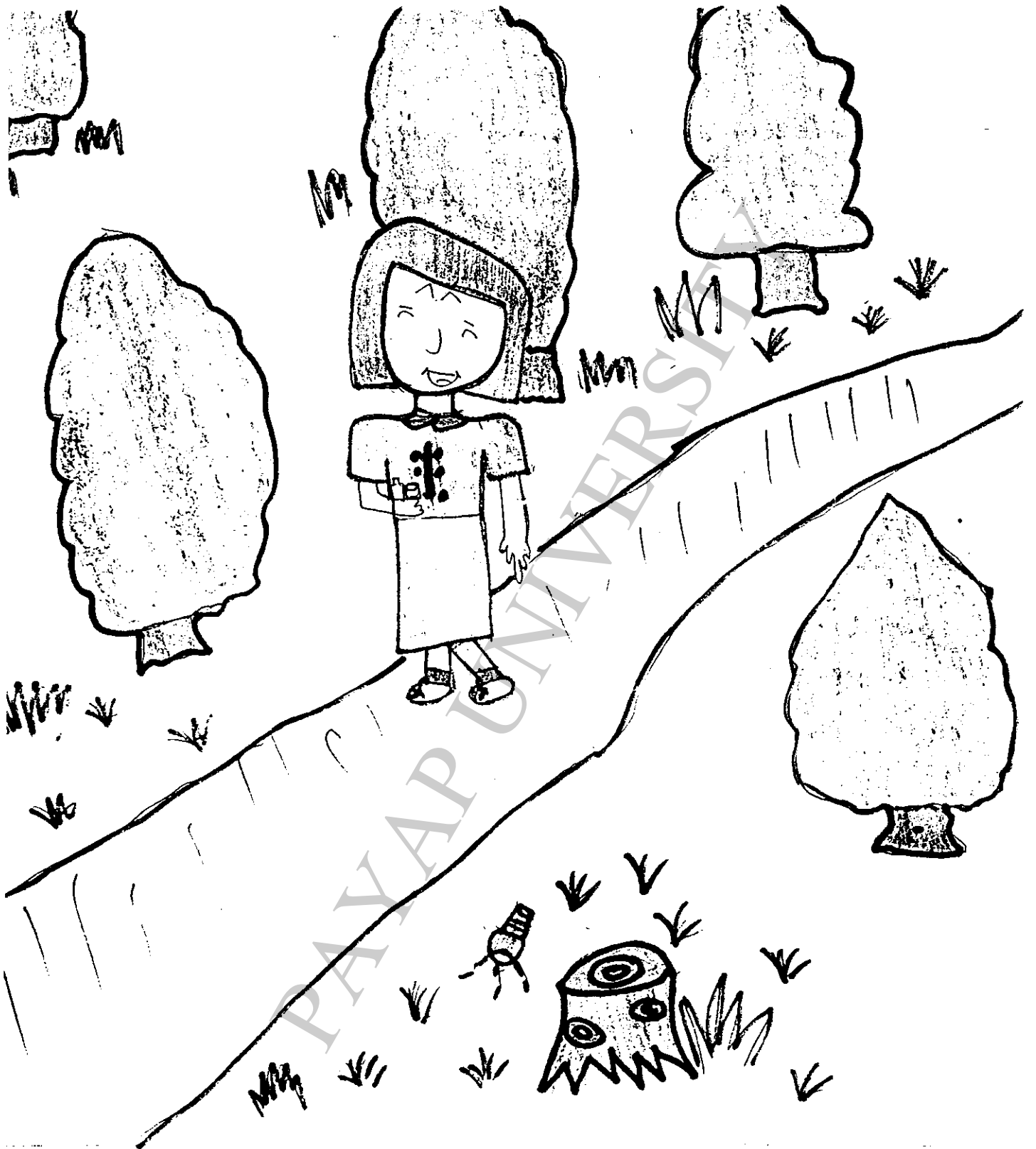
ON THE WAY,
MINI SEES A
SMALL BOTTLE
OF WATER. “OH, I
NEED THIS”,
SAYS MINI. MINI
WALKS, MINI
WALKS, MINI
WALKS TO THE
JUNGLE.



THEN, MINI SEES
A SMALL CAN OF
FOOD. "OH, I
NEED THIS",
SAYS MINI. MINI
WALKS, MINI
WALKS, MINI
WALKS TO THE
JUNGLE.



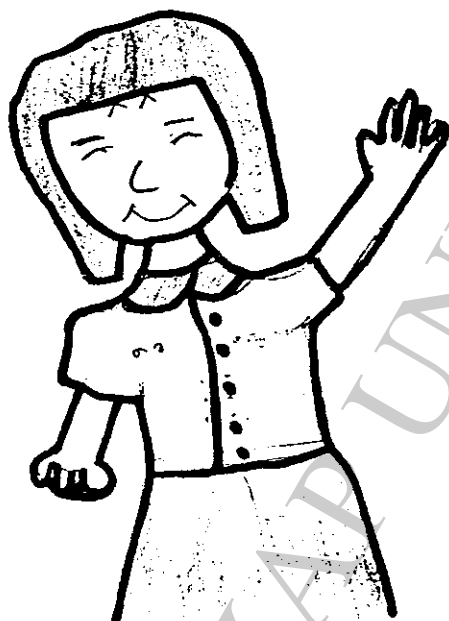
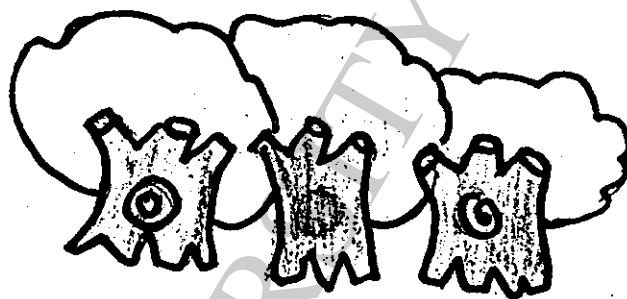
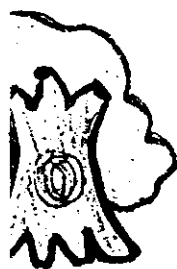
MINI SEES A
SMALL TORCH.
“OH, I NEED
THIS”, SAYS MINI.
MINI WALKS,
MINI WALKS,
MINI WALKS TO
THE JUNGLE.





PAYAP UNIVERSITY

MINI GOES TO THE JUNGLE



WRITTEN BY: YUPHADEE S.

FINALLY, MINI
SEES A BIG
SNAKE. "OH, I
DON'T NEED
THIS", SAYS
MINI. MINI
WALKS, MINI
WALKS, MINI
RUNS OUT OF
THE JUNGLE.

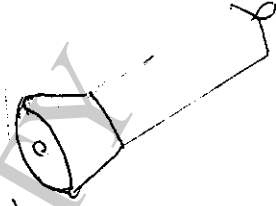
ORAL INSTRUCTIONS: MATCH THE FOLLOWING WORDS WITH THE PICTURES USING THE THREADS NEXT TO EACH WORD.

230

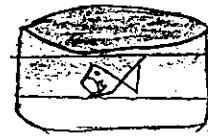
A BOTTLE OF
WATER



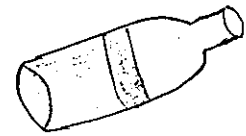
A CAN OF FOOD



A SNAKE



A TORCH



A SMALL TORCH

A BIG TORCH

