



APPENDIX

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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APPENDIX A

List of the experts' names

The experts' names

1. Asst. Prof.Dr. Wirat Wiyakul
Retired Civil Servant
Education Faculty
ChiangMai University
2. Dr. Siriporn Salapun Jinana
Thepsadet School's administrator
Doisaket district
ChiangMai Education Service Area Office area 1
3. Ajarn Ladda Mitkiti
Ban Maekhan School
Doiloh Subdistrict
ChiangMai Education Service Area Office area 4

APPENDIX B

Learning substance and Thai language standards

Substance	Details of substance and standard
1. Reading	1.1 Application of reading process to compile knowledge to stimulate thinking, to make decision, to solve problems, to build up vision for living and to acquire reading habit.
2. Writing	2.1 Application of writing process to communicate: to be capable of writing essays, abstracts, and features different forms of information reports, education research reports effectively.
3. Listening, observing and speaking	3.1 Competency in selective listening and observing critically, speaking to explain knowledge, thought and feelings at different occasions and with consideration.
4. Principles on language application	4.1 Understanding language nature theory evolution power, wisdom, and preservation of language as national property. 4.2 Language application competency in search of knowledge, character building, identity, language relationship with culture, career, social activities and daily life.
5. Literature and literary outputs	5.1 Understanding appreciation and application of Thai literature and literary outputs, ability to express critical ideas and literary review.

Standards-based curriculum planning-The five day lesson plan

Grade: 6 Subject(s) Thai language

Unit 1 : Orientation and study of literature.

Lessons : The topic of literature “I don’t want to be a buffalo”

Dates

Standards and Point of Integration

1. Reading	2. Writing	3. Listening, observing and speaking	4. Principles on language application	5. Literature and literary outputs
Application of reading process to compile knowledge to stimulate thinking, to make decision, to solve problems, to build up vision for living and to acquire reading habit.	Application of writing process to communicate: to be capable of writing essays, abstracts, and feathers different forms of information reports, education research reports effectively.	Competency in selective listening and observing critically, speaking to explain knowledge, thought and feelings at different occasions and with consideration.	Language application competency in search of knowledge, character building, identity, language relationship with culture, career, social activities and daily life.	Understanding appreciation and application of Thai literature and literary outputs, ability to express critical ideas and literary review.
Assessment(s): - Assessment Checklist) Portfolio classroom observation				
Note for Lesson Preparation- Prepare a children book titled “I don’t want to be a buffalo” of Dr. Saisuri Jutikul and prepare a plan for 5 activities.				

Date	Benchmark	Inside classroom activities	Outside classroom activities
Monday	Reading Item 3. [Students] Capable of reading quietly (in mind) and out loud literatures and poetry fluently and correctly.	-Booktalk -Independent reading -Shared reading	- Telling stories from the reading to the family members at home.
Tuesday	Reading Item 1. [Students] Capable to read fluently and can grasp the meaning of words, proverbs, description, comparison, and contexts of the stories to understand the meaning of sentences, story contents, and the source of knowledge for development of their reading skill.	-read stories aloud -Literature circle	- Learn each component of books such as titles, author's names and the likes.
Wednesday	Writing Item 1. [Students] Capable of writing to communicate in ways which are appropriate for the opportunities and the objectives.	- To train writing of "Simulated diaries" - To arrange a small group to discuss about the writing of Simulated diaries	Learning the prominent character of each actor from the reading with parents.
Thursday	Writing Item 2. [Students] have right manners in writing and use them as writing skills. They can create diagrams to simplify opinions to develop the writing plan, writing implementation, and writing to communicate ideas according to the objectives with proper social manners.	- To do activity of diagram to look up and write words/vocabularies. - To survey of characteristic of actors and write down Venn's diagrams.	- To practice using the words/vocabulary to do activity at home with parents.
Friday	Reading Item 3. [Students] Capable of reading quietly (in mind) and read aloud literatures and poetry correctly and fluently.	-Rereading - Thought reflexive activity by choosing the memorable sentences to read, write and discuss.	-To bring books to read at home and share the reading by drawing pictures from the reading. The students pick the memorable parts of the story and draw pictures out of them.

Lesson Plan 1

Name ...Mrs. Sasithon Intoon.....
 Cooperating Teacher.....
 Grade level2.....
 Subject: Thai Language
 School KoropoKlangUppatum.....
 Date
 Composition of class Male Female

Theme /Title “ I don’t want to be a buffalo.”

1. Learning goal / Objectives

Learning Standard	Learning Objectives
Reading Item 3. [Students] Capable of reading quietly (in mind) and read aloud literatures and poem correctly and fluently.	1. To participate in the activity of “read together” and write motto about reading. 2. Sharing stories from the reading with friends

2. Methodology

What instructional strategies will you use?			Why did you choose these strategies/methods?
✓	Graphic organizer	Pair reading	To urge the students to choose to read the books of their interest. After the reading the students discuss about the stories they have read.
✓	Booktalk	✓ Independent reading	
✓	Shared reading	Book club	
✓	Telling stories from books	Oral reading	How will you group students for instruction? -Individual Reading is the reading of each student’s interest. After the reading, the student will share their reading to a small group of 3-5 students.
	Acting a play	✓ Discussion	
	Role playing	Others.....	

Inside classroom Activities	Outside classroom Activities
<p>1. The orientation activity is arranged. The teacher provides details of implementation of the arranged activity to promote reading habits.</p> <p>2. The students work in pair and do activity of “Reading together” and paint their hand fingers and paste it on the paper. Then they help each other to think of a motto relating to reading under the hand print-out mark (from the paint). The teacher may give example such as “Reading builds up life”. The student’s work will be hung on a thread line in the activity room so that it creates the atmosphere of reading cooperation.</p> <p>3. The teacher prepares children picture books about animals for the discussion so that the books will seduce students to read. The teacher provides knowledge on the book components such as covers, titles, authors and authors’ biographies.</p> <p>4. Each student can pick a book of each interest. Then the students must spend some 15 minutes to read the book in mind. Before reading, the student must guess the story from the book title first. While reading, the student must memorize the title, author of the book, and try to summarize the book content or remember the most enjoyable or impressive part of the book so that the student can share the story to friends after the reading. Then the comparison are made between before the reading if the student can guess the story correctly or not, any similarity or differences and why so?</p>	<p>- The students share the activity of “Relationship between school and home ... love reading” on the components of books (such as cover, title, author’s name) to parents. They do not only read books borrowed from school with their parents, but they also write up the activity plan of “Relationship between school and home... love reading”.</p>

What materials will you use?

What materials will you use?		Technology Utilized				
Teacher	Student					
-Children books prepared by teachers	- Books which are interesting for students to pick for school and home reading.	Tape Recorder			Radio	
-Activity of "Relationship between school and home love reading"		Overhead Projectors			Television	
		Cassettes/CDs				
		Computer				
		Internet			Other.....	

4. Assessment/ Evaluation

Evaluation Method applied					
	Self-Evaluation		Discussion		<p>How will you evaluate each student goals/outcomes?</p> <p>The teacher evaluates the activity of “Reading together” by evaluating the individual student’s reading and by evaluating the story sharing observation among the students in small groups.</p> <p>How will you use this information ?</p> <p>The data from each individual reading and the observation of story sharing will be used for making plan of group reading activity in Day 2 so that all students, both good and weak in reading, can participate in the group more or less the same. None (who are good at talking, self-confident or at reading) totally takes dominating roles in group discussion.</p>
✓	Parent Evaluation		Checklist		
	Peer Evaluation	✓	Quantitative Scales		
	Rubric		Journal		
✓	Observation	✓	Portfolios		
✓	Performance		Other.....		

Reflection after lesson implementation

1	To what extent did students learn what you intended ? How do you know ?
2	Did you do anything differently than what you planned ? If so, why?
3	If you were going to teach this lesson again to the same students, what would you do the same? Differently ?
4	How much time did you actually use? Were transitions smooth ?
5	Identify a group or individual who did well with the lesson. How do you account for this ? What might you do in the future to ensure their continued success ?
6	Identify a group or individual who had difficulty with this lesson. How do you account for this ? What interventions could you use this group/individual so that achieve the learning goal(s) ?
7	Are there any other comments, reactions, or questions about the lesson ? Was there anything you felt especially good, frustrated or confused about ?

School-Home Link

Child's name

Dear Family, Your child is learning to make reading an everyday habit.

- Read a book with your family. Write the title, author, and chapters

below

Title

Author

Chapter

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Parents' signature.....

School- Home Links

Child's name

Dear Family, Your child is learning about the different parts of a book, including the title page.

The title page tells the name of the book (title) and the name of the person (author) who wrote the book.

ALL ABOUT

BIRDS

By

Bill Tweets

- Find two books at home or school.
- Copy the titles and authors onto the blank title pages below:

.....

By

.....

.....

By

.....

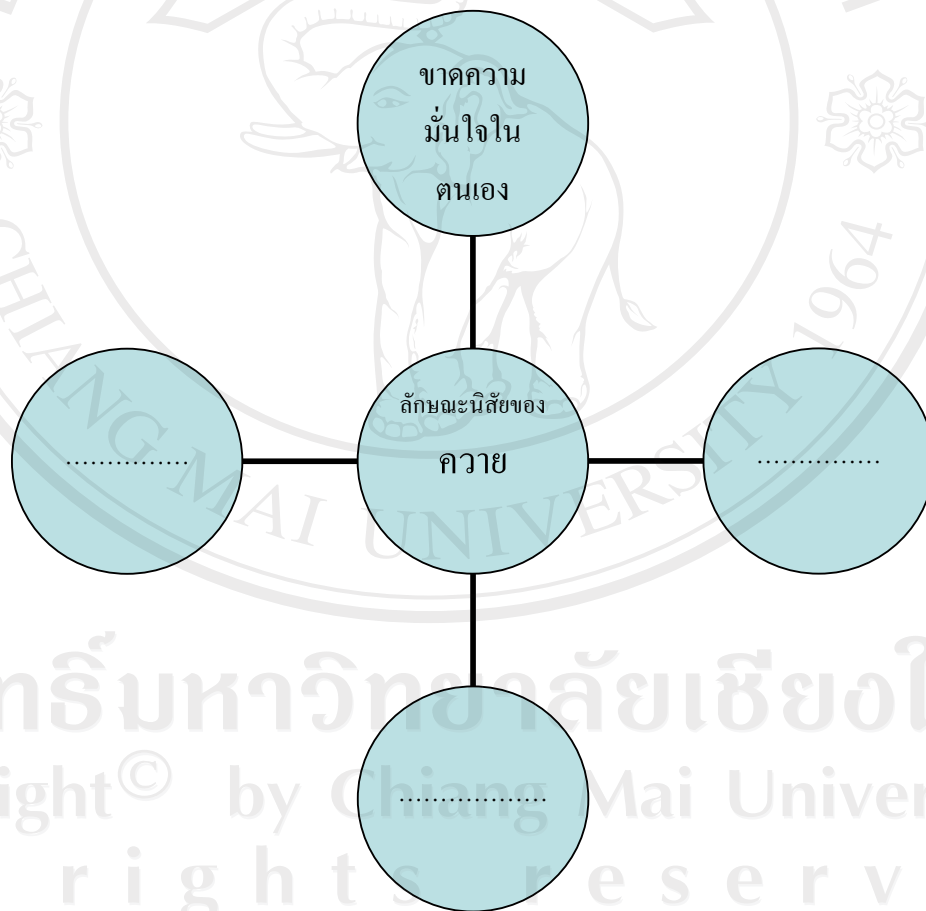
Parents' signature.....

School-Home Links

Child's name

Dear Family, Your child is learning about the characters of the

- Think about the characters in this book and write in the diagram below.



Parents' signature.....

School-Home Links

Child's name

Dear Family, Your child is learning to write the new words.

- Write the new words from the book in the blanks below
- Read the new words out loud to your family. Ask your family to help you think of a meaning for your words.

ก	ล	ง	เ	ก	ล	อ	ก
---	---	---	---	---	---	---	---

ห	ว	ง		
---	---	---	--	--

ล	อ			
---	---	--	--	--

บ	อ			
---	---	--	--	--

ล	อ			
---	---	--	--	--

เ	ล			
---	---	--	--	--

Parents' signature.....

School-Home Links

Child's name

Dear Family, Your child is learning about the characters of the story.

- Read the story out loud to your family. Ask your family to help you think of a good title for your picture.



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Appendix C

Research instruments

Evaluating the Effectiveness of the Lesson

Tick the appropriate column in terms of the effectiveness of the lesson plan you are checking

1 = Not at all, 2 = a bit, 3 = Fair, 4 = Good, 5 = very good.

No	Components of the lesson plan	Quality				
		5	4	3	2	1
1	Instructional objectives: -clear lesson objectives -Relevant to the Thai language standard.					
2	Lesson Content - to identify the lesson content shortly and clearly.					
3	Activities are appropriate and related to the contents.					
4	Instructional materials are related to the contents and activities.					
5	Methods of measurement are related to instructional activities.					
6	Reflexive Form after the arranged activity implementation. - to review the outcome of the students' learning and their potential (to be developed) and to evaluate the activity by identifying the strong and weak points and proposed improvement.					

Other Comments

.....

.....

.....

Students' self assessment for reading

Student's name Grade Date

Tick ✓ the appropriate column in terms that you are doing for reading .

	Lists	Frequency of the practice			
		regularly	often	Sometimes	never
Before reading I...					
1	Read title, introduction, and conclusion				
2	See picture/map/charts, and graphs.				
3	Thinks about the information of title.				
4	Predicts about				
During reading I...					
5	Reading for answer questions				
6	Stop reading at the end of each chapter and try to answer the questions.				
7	Try to understand the reading content by looking at the Title, map, diagram.				
8	Try to imagine while reading.				
9	Reread when not understand.				
After reading I...					
10	Review of the content in each chapter after the reading.				
11	Preparing the detail of reading by using maps, diagrams or summary.				

Rubric's portfolio

Student's name.....Subject.....Class

School.....Semester.....Academic Year.....

Criteria	Quality			
	Excellent(4)	Good(3)	Fair(2)	Improvement required(1)
1.Explanation about reasons to pick the assignment.	- To reveal the high development and progress in learning and reflect the positive attitude towards learning.	- To reveal the moderate development and progress in learning and reflect the positive attitude towards learning.	- to reveal the moderate development and progress in learning but no reflexive attitude revealed.	- to reveal minimum development and progress in learning with no reflexive attitude revealed.
2.The coverage of the content	The assignment covers the content of each subject and the assignment is various.	The assignment covers the content of each subject but no varieties.	The assignment does not cover the content of the subject but the assignment is various.	The assignment does not cover the content of each subject and no varieties.
3.System Management and its order.	All folders are well kept and in order.	Almost of folders are kept quite well and in order.	The folders are not well-organized but the assignment is arranged quite in order.	The folders are scattered and the assignment is arranged in disorder.
4.Attempt	To express the maximum attempt to complete the task.	To express the serious attempt to complete the task.	To express the moderate attempt to complete the task.	To express minimum attempt to complete the task.

Criteria	Quality			
	Excellence(4)	Good (3)	Fair (2)	Improvement required(1)
5.Creativity	The task and its binding are very creative, beautiful and interesting.	The task and its binding are beautiful and interesting.	The task and its binding are ordinary.	The task and its binding are not interesting.
6.Clarity and its completeness of the students' summary.	The summary is well-written, easy to understand as well as complete on style and content.	The summary is written in a way that is easy to understand, clear, complete on style and content.	The summary is written in a way that is easy to understand but lack clarity and completeness on certain issues.	The summary is written and understood.

Total Score ($\sum X$) =

Average Score ($\sum x / N$) =

SignatureEvaluator

(.....)

Date.....Month.....Year.....

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**The Evaluation Form of satisfaction students in their participation within the
arranged activities to promote good reading habits**

**On the following pages are 10 descriptions. You are to respond by indicating
how much these descriptions are you satisfied . For “ low” you ✕ the face ☹
, For “moderate ” you ✕ the face 😐, and If you “ A lot” ✕ the face 😊**

Item	Issues/Questions	☹	😐	😊
1	Students are satisfied with the method of arranged activities to promote reading habit			
2	Students are happy and enjoying the activities			
3	Students understand the explanation in doing the activities and steps in doing them			
4	Students can do activity in each step on their own			
5	Students are responsible for every assignment			
6	Students are satisfied with their own reading habits			
7	Students are satisfied with the benefit from joining the activities			
8	Students are satisfied with the assignments given by the teachers			
9	Students are satisfied with their participation in measuring and evaluating the activities			
10	Students are satisfied to express their opinions and accept other student's opinions.			

The Evaluation Form of satisfaction of the samples' parents levels of satisfaction towards their participation in the activity to promote reading.

On the following pages are 10 descriptions. You are to respond by indicating how much these descriptions are you satisfied . For “ low” you ✕ the face ☹, For “moderate ” you ✕ the face 😐, and If you “ A lot” ✕ the face 😊

Item	Issues/Questions	☹	😐	😊
1	Are you satisfied with the method of arranged activities to promote reading at home?			
2	Are you satisfied with the activities that the teachers assign to your children to do at home?			
3	Are you satisfied with devoting your time to do reading activity with your children at home?			
4	Are you satisfied with the reading materials used in the activity?			
5	Do you think that your children are always responsible for the reading assignments?			
6	Are you satisfied with the reading habits of your children?			
7	Are you satisfied that your children gain benefit from the activities?			
8	Are you satisfied with the reading assignments that you have to do with your children at home?			
9	Are you satisfied with the participation in the measurement and evaluation of activity such as signing name every time after doing activity with your children?			
10	Are you satisfied with the time of arranged activities at home?			

**The Evaluation Form of satisfaction of the students' teachers towards
the activity to promote reading habits**

On the following pages are 10 descriptions. You are to respond by indicating how much these descriptions are you satisfied . For “ low” you ✕ the face ☹ , For “moderate ” you ✕ the face 😐 , and If you “ A lot” ✕ the face 😊

Item	Issues/Questions	☹	😐	😊
1	Are you satisfied with the method of arrange activities to promote reading habit?			
2	Are you satisfied with your participation in the activity to promote reading habit?			
3	Are you satisfied with your part of taking care of students in reading?			
4	Are you satisfied with materials, equipment and technology used in the activities?			
5	Are you satisfied with your assigned responsibility towards your students?			
6	Are you satisfied with the reading habits of your students?			
7	Are you satisfied that your students gain benefits from doing the activity and bring their reading to apply in the subjects you teach?			
8	Are you satisfied with the time of arranged activities?			
9	Are you satisfied with the participation in the measurement and evaluation of the activities?			
10	Are you satisfied with the result of arranged activities on teachers, students and parents?			

Reading Log Scoring Rubric

4	<ul style="list-style-type: none"> ● Reading log entry is written in an integrated and thoughtful way and demonstrates an awareness of the audience ● Summarizes reading in a concise manner ● Infers the main idea ● Includes some details to help reader understand the events in the text ● Questions the author's purpose ● Makes a prediction ● Poses questions that extend beyond the text ● Makes a text-to-world connection
3	<ul style="list-style-type: none"> ● Fairly thoughtful and demonstrates an awareness of audience ● Summarizes reading in a concise manner ● Poses questions ● Makes a text-to-self/ text-text connection ● May have minor inaccuracies
2	<ul style="list-style-type: none"> ● Retells reading in own words ● Includes too many details ● May ask a question ● Has many inaccuracies
1	<ul style="list-style-type: none"> ● Retells reading with many inaccuracies ● Includes a minimal amount of information
0	<ul style="list-style-type: none"> ● Copies from text or has no entry

Independent Reading Rubric

4	<ul style="list-style-type: none"> ● You read the whole time. ● You stayed in one good reading spot the whole time. ● You have “just right” books. ● You are reading way down deep: you are lost in the book. ● You respected the readers around you. ● You stopped when it didn’t make sense. ● You read quietly. ● You made predictions. ● You talked back to the book in your mind and on post its. ● You had a plan for your reading.
3	<ul style="list-style-type: none"> ● You read most of the time. ● You stayed in one good reading spot the whole time. ● You have “just right” books. ● You talked back to the book you are reading at least once. ● You respected the readers around you. ● You tried certain strategies to get through the tricky spots. ● You read quietly. ● Your books are making sense or you stop and go back.
2	<ul style="list-style-type: none"> ● You read some of the time. ● You changed reading spots. ● You have some “just right” books; you could be a little more careful. ● You sort of understand what you read. ● You got through some tricky parts but maybe you just skipped some.
1	<ul style="list-style-type: none"> ● You wasted precious reading time. ● You moved around a lot. ● You didn’t have “just right” books; you were not so careful about book choice. ● You played the pretend game. ● You didn’t respect the other readers around you; You were off track.

Retelling Rubric for reading

Student Name.....

Category	4	3	2	1
Setting	Lots of vivid ,descriptive words are used to tell the audience when and where the story takes places.	Some vivid descriptive words are used to tell the audience when and where the story takes places.	The audience can Figure out when and where the story took place, but there isn't much detail.	The audience has Trouble telling when and where the story takes place.
Characters	The main characters are named and clearly described. The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described. The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters	It is hard to tell who the main characters are.
Problem	It is very easy for the audience to understand what problem the main character face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character face and but it is not clear why it is a problem.	It is not clear what the main character face.

Category	4	3	2	1
Knows the story	The booktalker knows the story well and has obviously practiced the booktalk several times. There is no need for notes and the speaker speaks with confidence.	The booktalker knows the story pretty well and has practiced the Booktalk once or twice. May need notes once or twice, but the speaker is relatively confident.	The booktalker knows some of the story, but did not appear to have practiced . May need notes 3-4 times, and the appears ill-at-ease.	The booktalker could not tell the story without using notes.
Audience Contact	Booktalker looks at and tells the story to all members of the audience.	Booktalker looks at and tells the story to a few people in the audience.	Booktalker looks at and tells the story to 1-2 people in the audience.	Booktalker does not looks at aor try to involve the audience.

Reading Log for the second grade students

Super ★★★★★

Good ★★★★★

Fair ★★

Poor ★

Date	Title and Writer	Comments:	Rating
		- Why I read it - Why I like/dislike it - Other comments	

Teacher's Notes:

.....
















.....

.....

.....

.....

.....

Reading Log for the second grade students		
Student's name grade		
Date	Title and Writer	Rating
		  
		  
		  
		  
		  

<p>Teacher's Note:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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Website profiler

Students' name Grade.....

Name (URL)	
Sponsor :	Date
Point of view:	Expertise:
Reaction	

Learning Log

This week I learn about

.....

What do you do activities in this learning unit ?

.....

I like the activity.....

Because.....

I do not like the activity.....

Because.....

You feel about the activity in this unit....



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Student's name.....

...../...../.....

**Mikulecky Behavioral
Reading Attitude Measure**

Name..... Instructor' name

Age Sex School.....

On the following pages are 20 descriptions. You are to respond by indicating how much these descriptions are either unlike you or like you. For “very unlike” you, ✕ the number 1. For “very like” you ✕ the number 5. If you fall somewhere between, ✕ the appropriate number.

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No.	Descriptions	1	2	3	4	5
1	You walk into the office of a doctor or dentist and notice that there are magazines set out.					
2	People have made jokes about your reading in unusual circumstances or situations.					
3	You are in a shopping center you've been to several times when someone asks where books and magazines are sold. You are able to tell the person.					
4	You feel very uncomfortable because emergencies have kept you away from reading for a couple of days.					
5	You are waiting for a friend in an airport or supermarket and find yourself leafing through the magazines and paperback books.					
6	It a good of acquaintances would laugh at you for always being buried in a book, you'd know it's true and wouldn't mind much at all.					
7	You are tired of waiting for the dentist, so you start to page through a magazine.					
8	People who are regular readers often ask your opinion about new books.					
9	One of your first impulses is to "look it up" whenever there is something you don't know or whenever you are going to start something new.					
10	Even though you are a very busy person, there is somehow always time for reading.					

No.	Descriptions	1	2	3	4	5
11	You've finally got some time alone in your favorite chair on a Sunday afternoon. You see something to read and decide to spend a few minutes reading just because you feel like it.					
12	You tend to disbelieve and be a little disgusted by people who repeatedly say they don't have time to read.					
13	You find yourself giving special books to friends or relatives as gifts.					
14	At Christmas time, you look in the display window of a bookstore and find yourself interested in some books and uninterested in others.					
15	Sometimes you find yourself so excited by a book you try to get friends to read it.					
16	You've just finished reading a story and settle back for a moment to enjoy and remember what you've just read.					
17	You choose to read non required books and articles fairly regularly (a few times a week)					
18	Your friends would not be at all surprised to see you buying or borrowing a book.					
19	You have just gotten comfortably settled in a new city. Among the things you plan to do is check out the library and book stores.					
20	You've just heard about a good book but haven't been able to find it. Even though you're tired, you look for it in one more book store.					

Interview form for students, teachers and parents who participate in the activity which attempts to solve the problems/obstacles for arranging activities to promote reading.

Interviewer's name
Interview recorder's name
Key Informant name
Status () student () Teacher () Parents
AddressVillage number.....Subdistrict.....District.....
Province..... Postal code.....
Interview DateMonth.....Year
Location.....
District.....Province.....

1. How do you perceive the objectives of arranging activities to promote reading habits among the second grade level students? How much will you allow your children/students participate in the reading activity?
2. How are the behaviors of students/ children before and after the participation of the activity to promote reading?
3. What are the behaviors of the students/children during the participation in the activity to promote reading?
4. After your children (students) participate in the activity to promote reading, what are their behaviors?
5. In your opinion, what are the problems occurring during the arranged activities to promote reading?
6. How would you think these problems can be solved?
7. Would you think that the arranged activities to promote reading habit can develop students to reading habit? Why?
8. Do you have additional suggestions about arranging the activities to promote reading habits? If yes, what are they?

**The questionnaires of evaluation of activities to promote good reading habits
in the family by the parents of samples**

Explanation

1. The objective of this questionnaire is to know the reading habit or activities done by you (the parents) with your children by making the sign X on choice corresponding to your own reading practice.

2. You are free to answer the questions and your answer will be useful for developing the activities to promote reading habits among your own children. Therefore it is preferably that you answer the questions seriously.

3. This questionnaire is composed of four multiples choices in forms of figure/numbers.

Please mark X on the choice that fits to your own practice. The criteria to pick the choices are as the followings:

- If you practice reading everyday, and every time, please mark X in the box number 5.

- If you practice once a week, please mark X on the box number 4.

- If you practice once a month, please mark X in the box number 3.

- If you practice occasionally, please mark X in the box number 2.

- If you have never practiced, please mark X in the box number 1

Item no	Contents	5	4	3	2	1
1	Reading together with children	.....	.....	.....	.....	.....
2	Creating environment, facilities, reading habits of children					
	2.1 Providing proper media, materials, equipment	.....	.....	.....	.....	.....
	2.2 Arranging books children like to read	.....	.....	.....	.....	.....
	2.3 Buying bestselling books or the books with awards for children	.....	.....	.....	.....	.....
	2.4 Telling stories about books children like to read to induce them to be interested in reading	.....	.....	.....	.....	.....
3	Implementing activities that promote reading habits in the families					
	3.1 Reading books as examples for children, at least 25 minutes a day	.....	.....	.....	.....	.....
	3.2 Arranging book corner or house that facilitate reading of children	.....	.....	.....	.....	.....
	3.3 Discussing or telling stories about reading experience to children	.....	.....	.....	.....	.....
	3.4 Talking about books children read	.....	.....	.....	.....	.....
	3.5 Helping children in reading, i.e. teaching pronunciation or read difficult words	.....	.....	.....	.....	.....
4	Implementation of activities that promote reading habits outside the house					
	4.1 Discussing with children about advertising boards, banners, packages/boxes of products, merchandize manuals found outside homes (markets, streets)	.....	.....	.....	.....	.....
	4.2 Reading books as example for children by bringing books with parents all the time, i.e. on vacation, visit physicians, etc.	.....	.....	.....	.....	.....
	4.3 Taking children to see or to participate in reading activities, arranged by libraries in community or other places	.....	.....	.....	.....	.....

Survey for current status and problems in reading habit

Thank you for taking part in this questionnaire. Don't try to write what you think teachers want you to write; tell us what you really think. This is anonymous, no one will know what answers you have given.

Part 1 About You

1. Are you a ☐ Boy ☐ Girl
2. How old are you ? years.
3. How much do you enjoy reading ? (Tick one box only)
☐ Not at all ☐ A bit ☐ Quite a lot ☐ Very much
4. On a scale of 1-10, how good a reader do you think you are ?
 (Tick one box only)

Not a very good reader	Average reader	Excellent reader
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/> 8 <input type="checkbox"/> 9
<input type="checkbox"/> 10		
5. How often do you read outside of school ? (Tick one box only)
☐ Every day or almost every day ☐ Once or twice a week
☐ Once or twice a month. ☐ Never or almost never
6. Do you think you read enough? (Tick one box only)
☐ Yes ☐ Yes, and I don't want to read more
☐ No, but I would like to read more ☐ No, and I don't want to read more
7. How many books do you think there are in your home? (Tick one box only)
☐ None ☐ 1 – 10 ☐ 11 – 50 ☐ 51 – 100
☐ 101 – 250 ☐ 250 – 500 ☐ More than 500
8. How often do you talk with your family about what you are reading ?
 (Tick one box only)
☐ Every day or almost every day ☐ Once or twice a week

☐ Once or twice a month.

☐ Never or almost

never

Part 2 (9) What do you think about reading (Tick one box for each statement)

		Strongly disagree 1	Nether agree more disagree 2	Strongly agree 3
9.1	Reading is more for girls than boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Reading is boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Reading is hard for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	Reading is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	I can't find books that interest me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	I read outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7	I like going to the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8	I would be happy if someone gave me a book as a present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9	I do not read as well as other students in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. I read because: (Tick as many as you like)

- ☐ It is a skill for life ☐ It will help me get a job
☐ It teaches me how other people live and feel
☐ It help me understand more of the world

- ☐ It is fun ☐ It helps me find out what I want / need to know
- ☐ It gives me a break ☐ I have to
- ☐ It helps me understand more about myself

11. Which of the following do you read outside of class ?

(Tick as many as you like)

- ☐ Websites ☐ Newspapers ☐ Magazines ☐ Jokes
- ☐ Factual books ☐ Fiction ☐ Graphic novels ☐
- Comics ☐ Annuals ☐ Manuals/instructions ☐ Text
- messages
- ☐ Poetry ☐ Plays ☐ Catalogues ☐ Song lyrics ☐ Posters / signs
- ☐ Cookbooks ☐ Book and magazines in a language other than English
- ☐ Book and magazines about TV programmes

12. What do you like reading ? (Tick as many as you like)

- ☐ Adventure ☐ Horror ☐ Romance/ relationships
- ☐ Animal-related ☐ Science-fiction/fantasy ☐ Comedy
- ☐ Crime/detective ☐ Sports-related ☐ War/spy-related
- ☐ Poetry ☐ I don't read fiction

13. Where do you like reading ? (Tick as many as you like)

- Home : ☐ Living room ☐ Bedroom ☐ Bath
- ☐ Toilet ☐ Garden

.....

School : ☐ Classroom ☐ School library ☐ Playground

.....

- Community : ☐ Travelling (bus, train ,car etc)
- ☐ food shop ☐ Town library ☐ park
- ☐ Friend's house ☐ temple
- ☐ Village newspaper display station

14. I would be more likely to read if: (Tick as many as you like)

- ☐ I had more time ☐ Books were cheaper
☐ It was about subject I am interested in
☐ I enjoyed it more ☐ Libraries were better
☐ Books had more pictures
☐ I knew what to read ☐ Someone read aloud to me ☐ The stories were shorter
☐ Libraries were closer ☐ I found reading easier ☐ My friends read more
☐ My school encouraged me more ☐ My parents encouraged me more
☐ I had better eyesight

15. Which activities would you like to do to help yourself and others read more?

(Tick as many as you like)

- ☐ Reading groups with friends
☐ Talking about my favorite reads
☐ Reading games
☐ Helping choose stock for the library
☐ Writing book reviews
☐ Helping younger children with their reading
☐ Designing displays for the library
☐ Reading for charity
☐ Meeting authors

Part 3 Reading with other people

16. Who taught you to read? (Tick as many as you like)

- ☐ Mum ☐ Dad ☐ Grandparent ☐ Brother/sister
☐ Friend ☐ Teacher ☐ Other

17 . Who do you read with ? And who do you talk about reading with ?

(Tick as many as you like

	Read with	Talk with		Read with	Talk with
Mum	<input type="checkbox"/>	<input type="checkbox"/>	Dad	<input type="checkbox"/>	<input type="checkbox"/>

Grandparent	<input type="checkbox"/>	<input type="checkbox"/>	Brother/sister	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>	Teacher	<input type="checkbox"/>	<input type="checkbox"/>
librarian	<input type="checkbox"/>	<input type="checkbox"/>			
Other	<input type="checkbox"/>	<input type="checkbox"/>			

18. Does your mum, dad encourage you to read ?

Mum :	<input type="checkbox"/> Yes, a lot	<input type="checkbox"/> Yes, sometimes	<input type="checkbox"/> No, not at all
Dad :	<input type="checkbox"/> Yes, a lot	<input type="checkbox"/> Yes, sometimes	<input type="checkbox"/> No, not at all

19 Does your mum, dad spend time reading?

Mum :	<input type="checkbox"/> Yes, a lot	<input type="checkbox"/> Yes, sometimes	<input type="checkbox"/> No, not at all
Dad :	<input type="checkbox"/> Yes, a lot	<input type="checkbox"/> Yes, sometimes	<input type="checkbox"/> No, not at all

20 Who should encouraged you to enjoy reading(Tick one box only)

<input type="checkbox"/> School	<input type="checkbox"/> Home	<input type="checkbox"/> Both
<input type="checkbox"/> Neither	<input type="checkbox"/> Don't know	

21. How many of the following do you have at home? (Tick as many as you like)

<input type="checkbox"/> A computer	<input type="checkbox"/> A desk of your own	<input type="checkbox"/> Books of your own
<input type="checkbox"/> Access to a daily newspaper	<input type="checkbox"/> Access to magazine	

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Focus group discussion questions

Reading Problems of the second grade students

1. Time , Place

.....

2. Moderator

2.1

2.2

3. Recorder

3.1

3.2

4. List of members

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

4.10

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Guideline of questions in the discussion

1. In your (students') opinion, what is reading activity?

.....

.....

2. According to your (students') feeling, how important is reading to you?

.....

.....

3. Actually reading relates to the daily living of everyone. We use the reading for study, for occupation and for daily life. Therefore many problems occur. Can you (the students) tell your problems in reading?

.....

.....

4. What do you (the students) perceive as the most important problem that affects your reading?

.....

.....

5. Can you (the students) tell about possible solutions for your reading problems? Please explain how to solve the problems.

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6. Students think they can solve the problem by following their proposed solutions above. Will you think that your reading problems can be solved? Why it is like that?

.....

.....

7. When you (students) have reading problems, who you seek for advice? Why so?

.....

.....

8. What do you (the students) think as the most formidable factors that affect on your successful reading?

.....

.....

9. How do you (the students) want the school, teachers to help on your reading?

.....

.....

10. How do you (the student) want the parents and the community to help on your reading?

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Thank you so much for devoting your time for the group discussion.

The survey of the reading problems among the second grade level who returned the survey forms on the issues of decision that they have reading problems or not.

		Problems	No Problems
--	--	-----------------	--------------------

Items	Contents	in reading	in Reading
1	Reading problems on social conditions 1.1 Spending time to watch TV or other things more than reading 1.2 Families do not support reading 1.3 Only certain kinds of books are read 1.4 Parents force students to read only textbooks	....................	....................
2	Reading problem related to the environment 2.1 Failure to find books students like to read 2.2 Failures to understand the books they read 2.3 No books to read 2.4 The activities to promote reading habits arranged by school not interesting	.........................	.........................
3	Reading problems related to reading materials 3.1 Books appear not interesting 3.2 The books fonts are hard to read (too small) 3.3 Books are beautiful but expensive 3.4 Books are cheap but not interesting 3.5 The book's contents are not enjoyable	.........................	.........................
4	Reading problems related to students' own conditions 4.1 Household chores 4.2 Students help families to earn extra income 4.3 A lot of home works 4.4 Abnormal eyesight	.........................	.........................

**The survey of the problems of arranging activities to promote reading habits
in school of teachers who answer “as problems” and “as not problems”
to the list of issues considered.**

Items	Issues Considered	Cited As Problem	Cited as Not Problem
1	Teachers' roles		
	1.1 Teachers fail to encourage students to read other books besides textbooks	.....	.....
	1.2 Teachers do not know books of interests for students	.....	.....
	1.3 Teachers have too much teaching burdens to find times to arrange activities to promote good reading	.....	.....
	1.4 Teachers lack of knowledge and understanding in arranging activities to promote reading	.....	.....
	1.5 Activities arrangement lacks interaction between schools, homes, and communities	.....	.....
	1.6 Teachers fail to be good examples for good readers for students	.....	.....
2	School-based activities on promoting reading habits		
	2.1 Students prefer watching TVs to reading books	.....	.....
	2.2 Schools do not spare times for students to read non-textbooks	.....	.....
	2.3 Activities arrangement fails to attract students' attention and participation	.....	.....
3	Lack of books		
	3.1 Lack of good books on contents, presentation, and reasonable prices	.....	.....
	3.2 The books are boring, dull pictures	.....	.....
	3.3 Children books are not sufficient for students' demands/needs	.....	.....

- 4 Administration and management
- 4.1 The administrators lack supports on activities to
promote reading
- 4.2 Lack of budgets to buy books or reading materials
arrangement continuously
- 4.3 Lack of follow-up and evaluation of activity
arrangement continuously
- 5 Facilities
- 5.1 Libraries are small and insufficient for activities
arranged
- 5.2 Arranged atmosphere in libraries fails to facilitate
arranged activities to promote reading habits, i.e. no
book display, lack of evaluation boards.

Other comments

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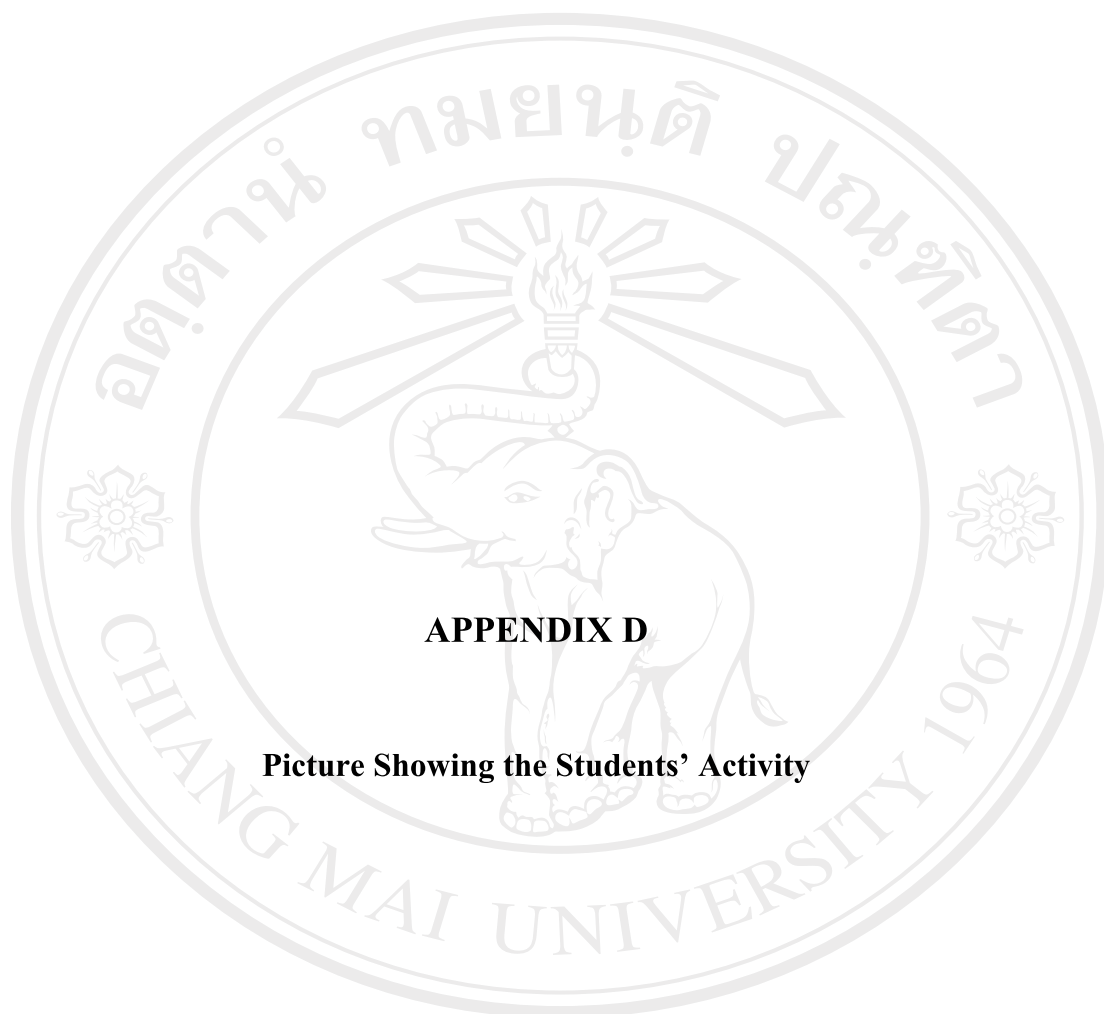
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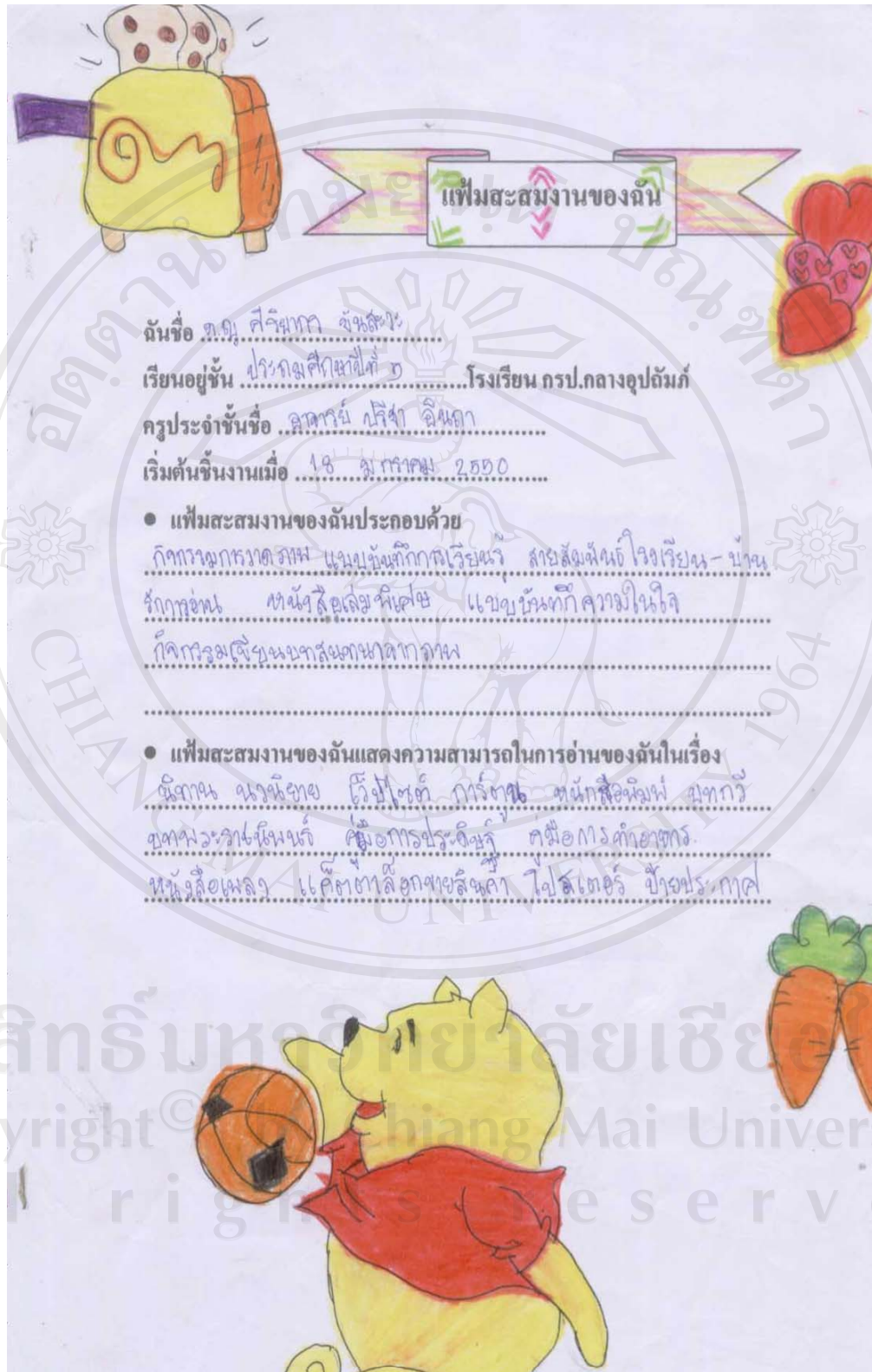


APPENDIX D

Picture Showing the Students' Activity

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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เพิ่มผลงานของฉัน
















ฉันชื่อ ด.ญ. ศิริมาศ จันทะ
 เรียนอยู่ชั้น ประถมศึกษาปีที่ ๖ โรงเรียน กรป.กลางอุปถัมภ์
 ครูประจำชั้นชื่อ คุณครู นริสา อินตา
 เริ่มต้นชิ้นงานเมื่อ 18 มกราคม 25๖0

● เพิ่มผลงานของฉันประกอบด้วย
กิจกรรมการวาดภาพ แบบบันทึกการเขียนวิสัยทัศน์โรงเรียน-บ้าน
รักการอ่าน หนังสือเล่มใหม่ แบบบันทึกความในใจ
กิจกรรมเขียนข่าวสัปดาห์จากข่าว

● เพิ่มผลงานของฉันแสดงความสามารถในการอ่านของฉันในเรื่อง
นิทาน นางเงือก วิ่งไต่บันได การ์ตูน หนังสือพิมพ์ นกแก้ว
ชุดละครเงาหุ่นขี้ผึ้ง คู่มือการประดิษฐ์ คู่มือการดำน้ำ
หนังสือเพลง แค็ตตาล็อกของสินค้า ไลน์เตอร์ ข้างประภาศ

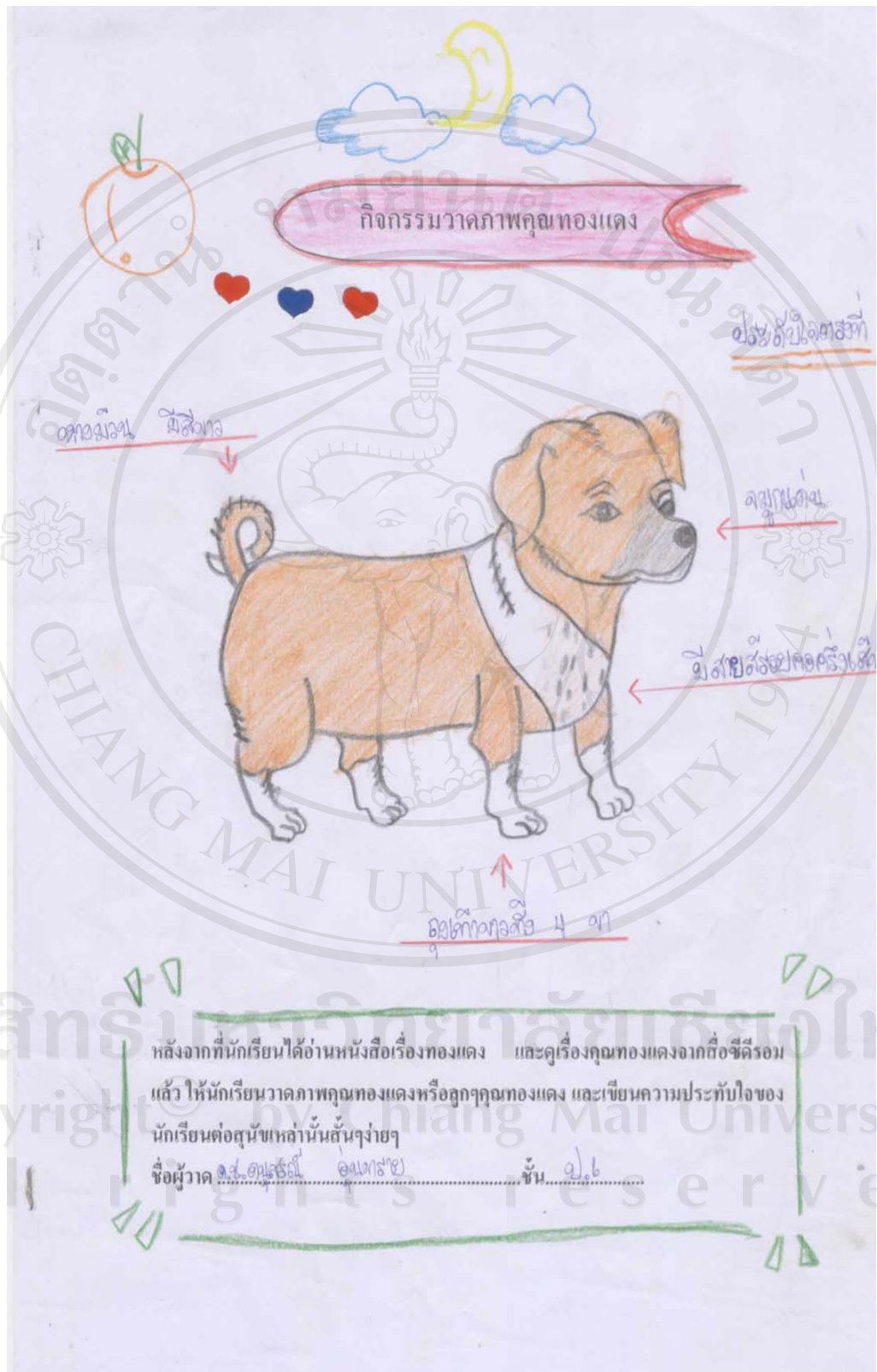
สำหรับนักเรียนช่วงชั้นที่ 2

ชื่อครู คุณครู ศศิธร ลิ้มบุญ ชื่อนักเรียน อ.ช. อนุสรณ์ ชื่นธารา

วันเดือนปี	ชื่อเรื่องและชื่อผู้แต่ง	การประเมินตนเองของนักเรียน ให้ระบายสีภาพที่ตรงกับ ความรู้สึกรักของนักเรียนหลังอ่าน
13/03/50	เรื่อง = แอ่งขุ่นมหาสมุทร ผู้แต่ง = ศิวพร เตชะมณีกา	  
13/03/50	เรื่อง = น้า ผู้แต่ง = ศรินทร์ ช่วงโชติ	  
10/03/50	เรื่อง = แพนด้า ผู้แต่ง = พนอ ธรรมนิยงอินทร์	  
13/03/50	เรื่อง = "ไก่คนละคร" ไกรอนันต์สวัสดิ์ ผู้แต่ง = โยธิตา อดิสาคร	  
13/03/50	เรื่อง = ผักชีสน อิศรา ผู้แต่ง = สมล รังดาพร	  

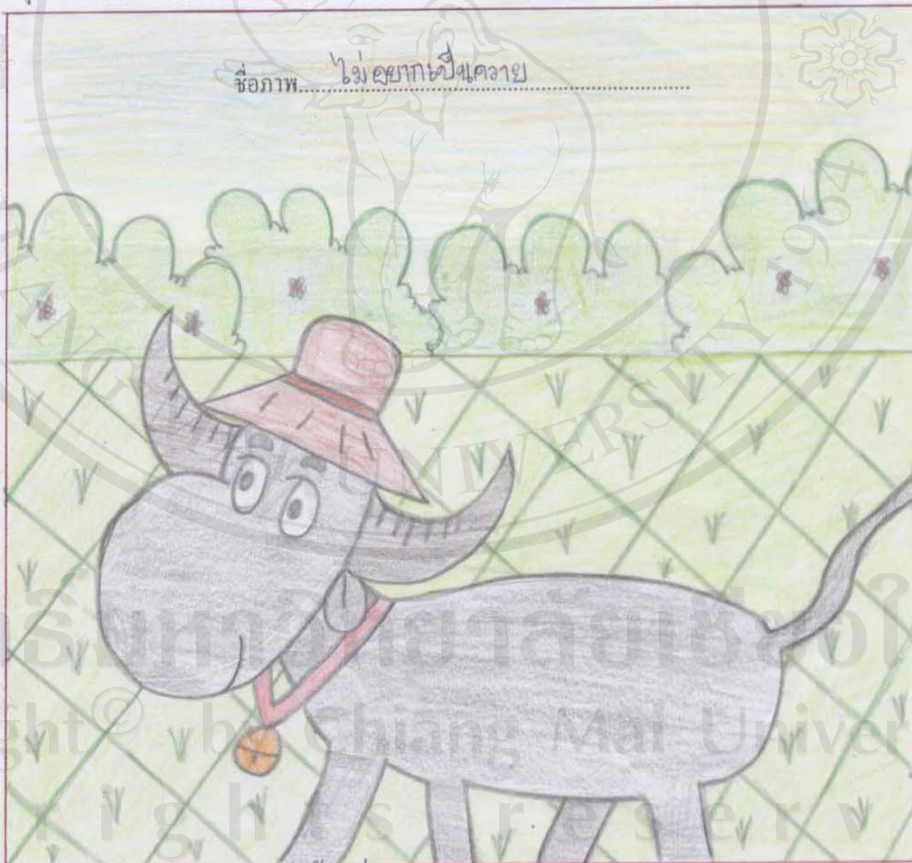
บันทึกเพิ่มเติมของครู

[illegible]



เรียนผู้ปกครอง

ชื่อภาพ..... ไม่ดูยากเกินไปเลย



นาง น้อย น้อยน้อย น้อยน้อย








ชื่อนักเรียน... ด.ญ. นิชกมล นพวง

เรียนผู้ปกครอง

วันนี้บุตรหลานของท่านได้เข้าร่วมกิจกรรมส่งเสริมนิสัยรักการอ่านที่โรงเรียน เพื่อปลูกฝังนิสัยรักการอ่าน กิจกรรมนี้จะประสบความสำเร็จได้ถ้าท่านใช้เวลาเพียง 5-10 นาทีพูดคุยกับบุตรหลานของท่าน โดยให้เขาเล่าเรื่องจากหนังสือที่อ่านจากโรงเรียนให้ฟัง

ขอให้ท่านเขียนแสดงความคิดเห็นและกรุณาส่งครูผู้จัดกิจกรรมในวันถัดไป

ขอขอบคุณ

ความเห็นของผู้ปกครอง

เป็นกิจกรรมที่ดีมาก เด็กจะรักการอ่าน


และจะได้พูดคุยกับพ่อและแม่ และการอ่าน

ทำให้เด็กมีค่านิยมมากขึ้น และแม่เด็กฉลาดขึ้น

ตั้งชื่อ... นาง ดาราณดา จอมแสง
 (.....)







สถาบันรักการอ่าน
ชมรมรักการอ่าน

ชื่อนักเรียน.....
 เรียนผู้ปกครอง

วันนี้บุคลากรของท่านได้เข้าร่วมกิจกรรมส่งเสริมนิสัยรักการอ่านที่โรงเรียน
 เพื่อปลูกฝังนิสัยรักการอ่าน กิจกรรมนี้จะประสบความสำเร็จได้ถ้าท่านใช้เวลาเพียง 5
 -10 นาทีพูดคุยกับบุคลากรของท่านโดยให้เขาเล่าเรื่องจากหนังสือที่อ่านจากโรงเรียน
 ให้ฟัง

ขอให้ท่านเขียนแสดงความคิดเห็นและกรุณาส่งครูผู้จัดกิจกรรมในวันถัดไป
 ขอขอบคุณ

ความเห็นของผู้ปกครอง
 เห็นชอบในใจอ่านหนังสือ (กิจกรรมส่งเสริมการอ่าน) เพก เทพวัน
 ไม่ควรงดอ่านหนังสือ เป็นงานที่ดีกว่างานอื่น ๆ ไม่ทำหนังสือเล่มอื่น ๆ ไม่ควรงด
 เป็นหนังสือ จากหนังสือจากหนังสือเล่มอื่น ๆ ถ้าโรงเรียนมีหนังสือเล่มอื่น ๆ
 หนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ
 อ่านที่อ่านไม่ได้อ่านหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ
 จากหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ จากหนังสือเล่มอื่น ๆ
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ลงชื่อ.....
 (.....)

หนังสือเล่มพิเศษ



หนังสือที่สนุกสนานที่ฉันเคยอ่านชื่อว่า
 หนังสือนิทานเรื่อง..... แต่งโดย..... เตือนใจ..... จรุงสิริวงศ์.....

หนังสือเล่มที่น่าตื่นเต้นที่ฉันเคยอ่านชื่อว่า
 หนังสือนิทานเรื่อง..... แต่งโดย..... ปรียา..... รุ่งอรุณ.....

หนังสือที่เกี่ยวกับสัตว์ที่ฉันชอบชื่อว่า
 หนังสือนิทานเรื่อง..... แต่งโดย..... ฟ้า..... สวรรค์.....

ถ้าฉันจะเขียนหนังสือสักเล่มฉันจะตั้งชื่อว่า..... ความรัก.....

ฉันชอบอ่านหนังสือที่..... นิทาน..... ที่ทำให้ฉัน.....




เพื่อนคู่อ่านของฉันชื่อ..... น.น..... รักทิมา..... นิธิ.....







๙๖

แบบบันทึกการอ่าน
สำหรับนักเรียนช่วงชั้นที่ 2

ชื่อ ค.ณ. งามวาท บ้านดอนทอง

เกณฑ์การให้ระดับคุณภาพ

ดีเยี่ยม ★★★★★

ดี ★★★

พอใช้ ★★

ปรับปรุง ★

วัน เดือน ปี	ชื่อเรื่องและชื่อผู้แต่ง	ข้อเสนอแนะ	ระดับ คุณภาพ
17/01/50	ไม่เอาจากเงินกลาง ดร. สำนักรัตน์ จตุกุล	อ่านแล้วสนุกดี	★★★★
19/01/50	ลูกนกเล็กน้อยใจ สฤตจันท์ นันทะชากุลภาณุวิฑิต	อ่านแล้วไว้มาก่อน	★★
22/02/50	ผีเสื้อกับดอกไม้ เกศินีใจ นวมสินธุ์	อ่านแล้วสนุกมาก	★★★★
24/02/50	ไม่เอา พูนพจน์ บุญประเสริฐ	อ่านแล้วไว้มาก่อน	★
12/03/50	เจ้าแม่เล็กเล็ก คุณณัฐวิภา จันทะสิทธิ์ นามานันท์	อ่านแล้วสนุกมาก	★★
	คุณณัฐวิภา จันทะสิทธิ์ นามานันท์	เล่ม	★★

บันทึกเพิ่มเติมของครู

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กิจกรรมการวาดภาพ

ชื่อนักเรียน ...จ. ธีรพงษ์ สงกนฺทา ...โรงเรียน ...

คำชี้แจง ให้นักเรียนเลือกวาดภาพปลาหรือสัตว์น้ำชนิดอื่นที่นักเรียนสนใจโดยศึกษาจากหนังสือชุดอนุรักษ์ทรัพยากรสัตว์น้ำ หรือหนังสืออ่านชุดปลาสวยงาม พร้อมระบายสี และให้เขียนเล่ารายละเอียดของสิ่งที่นักเรียนวาดลงในช่องว่างด้านล่างนี้



รายละเอียดของปลา หรือสัตว์น้ำที่นักเรียนวาด 1. ชื่อปลา 2. ลักษณะสี 3. ลักษณะของปลา 4. สัตว์ที่กินปลา 5. อาหารปลา 6. เมื่อปลาโตแล้ว

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