APPENDICES

1 U.S. KIDS INTERNATIONAL LANGUAGE SCHOOL PROFILE
2 CRAM SCHOOL TEXTBOOKS
3 STUDENTS PROFILE
4 PHONEMIC AWARENESS TEST
5 LESSON PLAN OF INDEPENDENT READING
6 LESSON PLAN OF GUIDED READING
7 LESSON PLAN OF SHARED READING
8 READING LOG
9 RUNNING RECORD
10 RESEARCH JOURNAL
11 THE PRETEST OF READING ATTITUDE QUESTIONNAIRE (CHINESE)
12 THE PRETEST OF READING ATTITUDE QUESTIONNAIRE (ENGLISH)
13 THE POSTTEST OF READING ATTITUDE QUESTIONNAIRE (CHINESE)
14 THE POSTTEST OF READING ATTITUDE QUESTIONNAIRE (ENGLISH)
15 THE INTERVIEW QUESTIONS (CHINESE)
16 THE INTERVIEW QUESTIONS (ENGLISH)
17 LESSON PLANS OF STORYTELLING
18 THE ABECEDARIAN READING ASSESSMENT-LETTER KNOWLEDGE
19 THE ABECEDARIAN READING ASSESSMENT-PHONOLOGICAL AWARENESS
20 ON TRACK READING BOOKS
21 WORKSHEETS
22 ABECEDARIAN READING ASSESSMENT SUMMARY FORM
Appendix 1

A. Information on the U.S. International Language school

The U.S. Kids International language school was founded on June 3, 2002. With a mission statement and objectives as follows:

*The future of the world depends on the education of our children. U.S. KIDS International American School’s mission is to provide a rich and nurturing environment for language acquisition and development so that our children have the tools to make a difference in tomorrow’s world.*
U.S KIDS International Language School aims at providing a high standard of education to international students: through English and Japanese curricula for 3-14 years old, using mainly the English medium as a foundation for higher education and training. (US Kids, 2004)

We encourage our students to be responsible, self-disciplined, tolerant, appreciative, sensitive and curious and open young people who will develop personal integrity and a global perspective. To achieve this, teachers provide learning programs which are student centered, challenging, differentiated, specialized and rewarding for all students. We seek to help students develop a love of learning, to acquire a broad range of skills across the curriculum, to be adaptable, self confident and self aware.

Website: http://www.uskids.com.tw
Appendix 2  Cram School Textbooks
1. **Spectrum Phonics grade 1** workbook features 160 pages of age-appropriate activities for reinforcing vocabulary knowledge and reading comprehension. Recently updated to current national testing standards, including nonfiction activities and a revised sequence for smooth transitioning between skills. This workbook for children ages 6 to 7 emphasizes phonics and word study as building blocks in reading proficiency. Phonics skills include:

- Beginning and ending consonant sounds
- Consonant blends
- Short and long vowel sounds
- Matching words and pictures
- Consonant and vowel pairs
- Rhyming sounds

*Spectrum Phonics* series features age-appropriate workbooks for Kindergarten to grade 6. Developed with the latest standards-based teaching methods that provide targeted practice in fundamentals to ensure successful learning!

2. **Spectrum Reading Grade 1**. Students get the practice they need in essential reading skills. Each lesson features an illustrated story followed by exercises in comprehension and basic skills. Perfect supplement for basal reading programs. 150+ pp.

- Activities that reinforce skills in phonemic awareness, phonics, word recognition, decoding, and reading comprehension
- Engaging, lively passages in curriculum content areas
- Proven method for developing reading proficiency
- Study skills that help students apply their reading skills to new tasks
- Comprehension exercises that help students draw conclusions, predict outcomes, and identify cause and effect
- Answer key

3. **Spectrum Spelling grade 1** workbook features 184 pages of instruction on grammar and usage. Recently updated to current national standards, including “Words Across the Curriculum” and new non-fiction activities. This workbook for children ages 6 to 7 includes grade-appropriate, cross-curricular words that apply to each lesson. Spelling skills include:

- Beginning consonant sounds
- Consonant blends
- Short vowel sounds
- Vowel pairs
- Long vowel sounds
- Blends with s
### Students Background Profile

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<thead>
<tr>
<th>No</th>
<th>Students' Name</th>
<th>Sex</th>
<th>Father’s Educational Background</th>
<th>Mother’s Educational Background</th>
<th>Learning in Cram School since</th>
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<td>3</td>
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<td>F</td>
<td>High School Degree</td>
<td>Bachelor Degree</td>
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<tr>
<td>4</td>
<td>Yoyo</td>
<td>M</td>
<td>Bachelor Degree</td>
<td>Bachelor Degree</td>
<td>3 years</td>
</tr>
<tr>
<td>5</td>
<td>Peter Huang</td>
<td>M</td>
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<td>Bachelor Degree</td>
<td>1 year</td>
</tr>
<tr>
<td>6</td>
<td>Amos</td>
<td>M</td>
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<td>Bachelor Degree</td>
<td>1 year</td>
</tr>
<tr>
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</tr>
<tr>
<td>8</td>
<td>Andrew</td>
<td>M</td>
<td>High School Degree</td>
<td>Bachelor Degree</td>
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</tr>
<tr>
<td>9</td>
<td>Jasmine</td>
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<td>M</td>
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</tr>
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<td>14</td>
<td>John</td>
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<td>Peter Hong</td>
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</tr>
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</table>
Appendix 4  Phonemic Awareness Test

Name: ___________________ Date: ___________________ Total: __________

A. Rhyme Detection: Ask the child if the following word pairs rhyme by marking a “○” or “×”.

(audio cues)

Example: 1. Pen/ten (○)  2. Dog/fish (×)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>goat/boat</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>tall/horse</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>book/came</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>right/light</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>mom/dad</td>
<td>10</td>
</tr>
</tbody>
</table>

B. Oddity Tasks: Ask the child if the following word pairs begin with the same sound by marking a “○” or “×”.  

(audio cues)

Example : 1. car/ cat (○)  2. dog/book (x)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>die/cry</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>mat/mud</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>say/sit</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>yell/tell</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>boat/bag</td>
<td>10</td>
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</tbody>
</table>

C. Phoneme Blending: Say each word sound by sound. Ask the child to say the following words.

Example : 1. /b/ /l/ /g/ big  2. /l/ /a/ /t/ light

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
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<td>M - ay</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>s – i - ck</td>
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<tr>
<td>3</td>
<td>b – a - ll</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>d – e - n</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>c – o - t</td>
<td>10</td>
</tr>
</tbody>
</table>
D. Segmentation: Say each word. Have the child say each word sound by sound. (audio cues) Example: 1. key /k/ /i/  2. hat /h/ /æ/ /t/

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pie</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Kit</td>
<td>7</td>
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<tr>
<td>3</td>
<td>Pig</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Log</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Nice</td>
<td>10</td>
</tr>
</tbody>
</table>

E. Phonemic Manipulation: Say each word. Have the child say the word without the first sound. (audio cues) Example: 1. big /Ig/  2. cat /æt/  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Say</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Pick</td>
<td>7</td>
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<tr>
<td>3</td>
<td>Got</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Boy</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Hop</td>
<td>10</td>
</tr>
</tbody>
</table>
Appendix 5 Lesson plan of Read – Aloud Plus

Date: March 01st 2008

Rationale:
After the first month of adaptations, sustaining classroom management, observing the students learning styles and background study and many other effects during teaching and learning process. I started to apply one of the instructions which is based on the conditions of students lacking fluency and comprehension with the school required textbooks.
I decided to use read aloud plus as a strategy that can be used whenever the students must read “tough text” (Jordan & Herrell, 2001). This is valuable for EFL young learners because it incorporate the modeling of fluent, expressive reading of English text with techniques for clarifying vocabulary, periodic checking for understanding, and the providing and activating of knowledge that helps students make connections between text and personal experience.

Materials:
- A4 papers
- Vocabulary cards
- Color markers
- Pencils
- Erasers

Objectives:
- Use their prior knowledge to comprehend events in a story
- Preview a story and periodically predict what will happen in the text based upon knowledge gained while reading and through discussion
- Learn new vocabulary
- Make personal connections to a text and encourage the students to speak more in class.

Instruction and Activities

Session 1: Interactive Read-Aloud

Before reading
Introduce the story, Dot has spots, and ask students to give reasons why a student might have to stay home from school. Ask students if they have ever been sick like having spot in their body because of chicken pox, what things they had to do to get better. Discuss vocabulary that will help in understanding the text, such as doctor, pills, and chess. Talk about what schools and students do when a student cannot come to school.
Ask if there is anything people can do to help someone who is sick (e.g., make them a get-well card, take them soup, bring book or game to play with). Tell students that I will be talking about what things we can do when people or friends get sick.
During reading

Ask questions to guide the discussion and highlight strategies that good readers use. The following questions can be asked as we read the corresponding page numbers, but remember that the reading should be *interactive* so take cues from our students and tailor our questions according to their needs and responses.

- **Page 4:** Who is Dot and Lotta? (They were best friends). Where are they? (They were at the beach.)
- **Page 7:** What do you notice on Dot’s hand, leg and nose? (She has spots.)
- **Page 9:** What is happening to Dot? (--she is getting sick). What did her mom do? (They go to the doctor.)
- **Page 12:** Why did Mom put Dot in her bed? (Dot felt hot.)
- **Page 14:** What did Dad do when Dot was sick? (Dad read Dot a storybook.)
- **Page 16:** How did Dot feel now? (She felt a little better.) What did she do? (She put on pajamas with red spots and a spot bow in her hair.)
- **Page 18:** What is happening to Dot? She was sick and her Mom and Dad stayed with her just to make her feel comfortable and getting better as soon as possible. Explain that good readers watch for patterns to help them predict what might happen next and to understand and remember the story.
- **Page 24-25:** What can you tell from the pictures about how the characters in the story are feeling? (she is starting to feel better) (her Mom and Dad always accompany her)

After reading

Tell students that everybody has the experience of being sick. When we are sick, we should take more rest and don’t be panic. We also must take care and cheer up those who are sick. Explain that there is a terrific way they can help keep everyone in the class healthy---maybe by washing their hands!

Making Own Book

The students were given the copies of the each pages of the books and also a piece of A4 paper as the cover of the book. They were conducted to illustrate and also write the title of the book at the front page. They also colored the cover, and after finished it, They need to re read the text aloud. By peers and also groups.

Evaluation

Reread the story book in front of the class with peers. The students were tested by vocabulary cards. They need to mention the name of the cards.
Appendix 6   Lesson Plan of Shared Reading

Date : May 7th - 2008

Interventions : Reading Partners

The children will work in partners independently or in a small groups. Working with partners for first graders, mostly they tend to pick partners they like to play with rather than partners they read well with. This was not an easy step, I need to keep the groups interchangeable during this strategy were implemented. It takes a long time for children to truly understand the meaning of partnership. I’ve found out that many children appreciate teacher’s input – especially at the beginning of the year. They’re usually relieved when I help them pick up the partners.

Notes:
The number of the students this month were changed. Two of the previous students leaved the school. Their parents decided to stop learning English in our school, actually I was a bit upset and kept reflecting in my teaching strategy. And kept enriching and improving myself in many ways until present.

Rationale :
Read Aloud plus Independent Reading is a good way to relate lessons, skills and foster a love of books. But in my class, I found that there was limitation on selected books for these EFL young learners. They didn’t know lots of vocabulary yet, some of them will feel anxious when they find out too many words in the books which they couldn’t read. So, in the second cycle I decided to use another strategy in balanced reading instruction which might help them to acquire and also build their letter knowledge, vocabulary, decoding, etc.

Shared Reading is the strategy where teacher and students sit close together to read and re read an enlarge text together. Children will be engaged in lively and enjoyable reading experiences while encouraged to attend to the print and share their responses to the text. The enlarged text can be big books, poetry, song charts, class logs or journals, recipes, directions, lists.

Materials:

| Big book | Songs |
| A4 papers | Poetry |
| Coloring | Flashcards |
| Rhymes | Take Home Books (Scholastic Phonics Readers) |
| Mini Lesson Plans ( Appendix ) |

Student Objectives :

- Participate actively in the reading process

- Build sense of story and the ability to predict from familiar text structures.

- Gain meaning from illustrations
• Develop oral language, vocabulary, fluency and phrasing through re-reading text early reading strategies & concepts of print, understanding of meaning, structure and visual cues.

Instruction and Activities

Before reading

● Introducing the text or book by examine the cover and predict from the illustrations on the cover. Encourage the students to talk about experiences they have had that relate to the topic of the book, chart, song or poem.
  “Do you ever go travel or go out without your mom and dad?”

During Reading

● Reading the book aloud and tracking the words as I read so the students can read along. Use a pointer to make sure the students are looking at and saying the word with me. Some of them don’t know all the words, but they will hear and pronounce them as I point to them.
● Stop at the appropriate times to discuss what is happening or to predict what will happen next. Use the illustrations to help support understanding of vocabulary. Ask students to point to parts of the illustrations to show comprehension of words or events in the story.
● Encourage students to talk about the story. Go back through the book and ask them talk about what happened on each page. This is a chance for the students to practice oral language and incorporate new vocabulary into their retelling of the story.
● Reread the book or text several times, tracking with a pointer. Encourage individual students to take turns reading a page or refrain aloud, use the pointer or turn the pages.

After Reading

Independent Reading and Illustrating their favorite part of the story and write about it. Dramatic Play by different characters, and teacher will simplify the story.

Physical Activities

As they were First graders I always try to design games for them which will encourage their motivation of study such as:
  - Balloons

Evaluation

✧ The students were tested by vocabulary cards. They need to mention the name of the cards and spelled correctly all the words.
✧ Self evaluation by illustrating their favorite page of the books.

Results

1. The students enjoy shared reading and most of them paid attention during the reading time.
2. During the reading, some of them don’t have enough confident to ask or answer in English, but they did pay attention and communicate directly in their mother language. So I needed to help them structured and simply the sentences.
3. I need more time to select the appropriate reading books for this strategy.
## Reading Log

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<th>Page</th>
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<th>Too Hard</th>
<th>Just Right</th>
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</tbody>
</table>

133
HOME READING LOG
Record of Books Read by ________________________________

Dear Families,

This reading log will come home each week in your child's book baggie. Please sign it whenever your child has shared the book with you. Feel free to enter comments for the books you share. It is very important that your child brings the books baggie to school everyday.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Comments</th>
<th>Signature</th>
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<tbody>
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</table>

*Grade-1 @ U.S. Kids International Language School*
### Appendix 9

**RUNNING RECORD SHEET**

Name: Amanda SG10       Date: June, 2008       Page: 11

**Book Title:** A Fat Cat

<table>
<thead>
<tr>
<th>Text</th>
<th>E</th>
<th>S</th>
<th>C</th>
<th>Information used</th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A cat.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A mat.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A mat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat on a mat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat sat on a mat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat and a rat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat and a rat sat on a mat</td>
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<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat and a rat and a bat.</td>
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<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A fat cat and a bat sat on a mat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>A rat on a bat on a cat in a hat on a mat.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Summary: Total Running Words: 26   Total miscues: 1   Total Self-corrections: 1

Error Ratio: 1 : 26   Accuracy Rate: 96 %

Assessment for this passage: ✔ Easy   ☐ Instructional   ☐ Hard

Adapted from Observation Survey (Clay, 2002) and AlphaAssess® (Hill & Feely, 2004)
Appendix 10

Researcher’s Journal RJ-15, BRI-session 10 Date: June, 24 2008

This morning, I arrived at the classroom at the same time with Annie. Annie told me that the student who would not show up today was SB 13. However, soon after that, SB 13 and SB15 appeared. Initially, SB13 and SB15 scheduled to participate in the preliminary races for the school’s Sports Day. However, it was cancelled due to the rain. I have the feeling that they do not reject this program after all these sessions and the freedom I granted them.

Today, SB13 and SB15 recorded four books each. As I was reading with SG10, I could feel that he is more confident in reading and willing to try. For some of the words, I left time for him to decode. He tried and came out with the words correctly. He even told me that the book “Rain” was easy. He seemed happy when I praised. He always tried to record more and beat SG13. I hope that this will be a virtuous competition.

SB13 and SB15 are complaining that SB13 did do the right job and cheated on the quantity of books he has read. SB13 even advised SB9 that he should try to read more otherwise he wouldn’t make any progress. SG10 answered that “Learning English is my own business!” I told SG10 that she was great in the attitude and I am not trying to force SB9 reading more and more. I will just let him do at his own pace.

For SB9, could it be that the story lines of books were not attractive to him? Is it because of the tension he felt that he has to record the books he read? Is it possible that SG3 allowed him too much freedom and even played with him? Can changing a reading buddy alter the situation that he is not reading more than what he has done so far? Later in the afternoon, the participants’ homeroom teacher and English teacher and I attended a workshop together. The other teacher told me that they seemed happy to go to the research site as they asked for permission to come right after they were aware of the cancellation of the race. The English teacher also told me that she noticed that SB13 was very attentive and aggressive in the previous 2 English class sessions only recently. What have I done to him? I was really happy to hear this. I told her that he seemed to make progress on reading and he became more confident in reading. It seems that BRI is a suitable and effective way of learning English for SB13!
Appendix 11

The Pre-test of Reading Attitude Questionnaires (Chinese Version)

親愛的同學你(妳)好:

這份問卷是想了解你(妳)對英文讀物的閱讀經驗和態度。這並不是考試，請放輕鬆作答，並根據自己真實的想法和情況來填寫。問卷結果僅供學術研究之用，資料將嚴格保密。非常謝謝你(妳)的合作和幫忙！

敬祝 健康快樂、學業進步

國立政治大學教育系碩士班

指導教授：周仲琪博士

學生：王寶佳研究生

一、基本資料

請根據你妳的狀況，在 □ 內打 "。

1. 性別：□ 男 □ 女
2. 學校：________________國民小學
3. 班級：_________年_________班
4. 姓名：________________
5. 父親教育程度：
   □1. 研究所(碩士、博士) □2. 大學 □3. 高中、高職
   □4. 國中 □5. 國小
6. 母親教育程度：
   □1. 研究所(碩士、博士) □2. 大學 □3. 高中、高職
   □4. 國中 □5. 國小
7. 是否有在校外補習英文的經驗？ □有(請接著做第9題) □沒有
8. 你妳在幾年級有在補習班學習英語？(複選題)
   □1. 幼稚園 □2. 一上 □3. 一下 □4. 二上 □5. 二下 □6. 三上 □7. 三下 □8. 四上
   □9. 四下 □10.五上

137
二、英文童書閱讀經驗

作答說明

1. 每一題都只有一個答案，請不要遺漏任何一題。
2. 請根據真實情形回答，若有任何作答上的問題，可發問。
3. 請你先讀每一題的內容，再把最符合你答的情形在方框內打勾。

舉例說明 例如：

你曾經在電視上或 VCD 看過或聽過英文故事嗎？

如果答案是“是”就在方框內打勾。

1. 你曾經在電視上或 VCD 看過或聽過英文故事嗎？
2. 你曾經聽過英文故事的 CD？
3. 你曾經閱讀過英文童書嗎？(自己閱讀、老師上課說過、和其他人一起閱讀都算)
4. 閱讀英文童書我大部分都看圖片。
5. 閱讀英文童書時，我會比較注意英文字的部分。
6. 父母親有幫我購買英文童書。
7. 父母親會講英文故事給我聽。
8. 父母親會帶我去圖書館或書局閱讀英文童書。
9. 父母親會鼓勵我去閱讀英文童書。
10. 學校圖書室有訂購英文圖書。
11. 班上圖書區有購置英文童書。
12. 老師會介紹我們一些英文童書去閱讀。
13. 老師會在課堂上講英文故事給我們聽。
14. 老師會鼓勵我們主動閱讀英文童書。
三、閱讀態度問卷 - 作答說明

1. 每一題都只有一個答案，請不要遺漏任何一題。
2. 請根據真實情形回答，若有任何作答上的問題，可發問。
3. 請你先選每一題的內容，再把你最符合你的情形在□內打勾。

舉例說明

例如：

都有很從
是時少不
這這這這
樣樣樣樣

「我喜歡下雨天」
□□□□

如果你有時這樣，就在□內打勾。

1. 當我閱讀英文童書時，我覺得輕鬆快樂的。
2. 我喜歡看英文童書。
3. 當我收到的禮物是一本英文童書時，我會覺得很興奮。
4. 我覺得在課堂上閱讀英文童書比上課本有趣。
5. 我喜歡到圖書館或班級圖書區翻開新的英文童書來看，
我樂在其中。
6. 放假時，閱讀英文童書對我來說是一件有壓力的事。
7. 我覺得看英文童書是一件很有趣的事，會吸引我去。
8. 閱讀英文童書對我而言是一件容易的事。
9. 我覺得閱讀英文童書能讓我英文能力進步。
10. 我覺得閱讀英文童書可以獲得更多知識。
11. 我覺得閱讀英文童書可以學到更多的單字。
12. 我覺得閱讀英文童書可以學到更多的句型。
13. 同學向我推薦一本英文童書時，我會去閱讀。
14. 不需要父母或老師的督促，我會自己閱讀英文童書。
15. 我會利用學校的下課時間閱讀英文童書。
16. 我從不主動閱讀英文童書。
17. 我希望父母親買英文童書給我閱讀。 □ □ □ □ □

18. 我希望父母親能陪我閱讀英文童書。 □ □ □ □ □

19. 我希望學校能購買英文童書給我們閱讀。 □ □ □ □ □
Appendix 12

The Pre-test of Reading Attitude Questionnaires (English Version)

Dear all:

This questionnaire is for understanding your reading experience and attitude toward English children’s books. All the information would be kept secret and be used for research. Please answer each question truly according to your own thoughts and circumstances. Thank you very much for your cooperation and help.

Department of Education in
National Cheng Chi University
Advisor : Prof. Chuig P. Chou, Ph. D.
Student : Shirly Wang

A. Your Background Information

Please fill in the blanks and choose an appropriate answer.

1. Gender : □ boy □ girl

2. School : __________________Elementary School

3. Class : __________________

4. Name : __________________

5. Father’s educational background:
   □1. graduated from graduate school or above □2. graduated from university
   □3. graduated from senior high/vocational school □4. graduated from junior high school
   □5. graduated from elementary school

6. Mother’s educational background:
   □1. graduated from graduate school or above □2. graduated from university
   □3. graduated from senior high/vocational school □4. graduated from junior high school
   □5. graduated from elementary school

7. Have you ever learned English in the cram school?
   □Yes (please continue answering Question 9)
   □No (If not, please jump to next page)
8. I learned/learn English in the cram school when I studied/study in ________.(You can select more than one).

☐ 1. the kindergarten  ☐ 6. the first semester of the third grade

☐ 2. the first semester of the first grade  ☐ 7. the second semester of the third grade

☐ 3. the second semester of the first grade  ☐ 8. the first semester of the fourth grade

☐ 4. the first semester of the second grade  ☐ 9. the second semester of the fourth grade

☐ 5. the second semester of the second grade  ☐ 10. the first semester of the fifth grade

☐ 11. the first semester of the fifth grade  ☐ 12. the first semester of the sixth grade
Your Experience of Reading English Children’s Books

**Instructions:**
1. Please remember to answer each question and give one answer for each question.
2. Please answer each question truly according to your own circumstances. If you have any question, please raise your hand.
3. Please read each statement carefully and choose the most appropriate answer.

**Example:**

<table>
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<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<td>Have you ever read or listen to an English story on TV program or VCD?</td>
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(If your answer is “Yes”, make a check in the square.)

1. Have you ever read or listened to an English story on TV program or VCD? ☐ ☐
2. Have you ever listened to CD with an English story? ☐ ☐
3. Have you ever read an English story?(including reading by yourself, teacher’s Storytelling in class, and reading with others) ☐ ☐
4. While reading English children’s books, I often look at the pictures. ☐ ☐
5. While reading English children’s books I pay more attention in English words. ☐ ☐
6. Parents bought English children’s books for me. ☐ ☐
7. Parents told English stories to me. ☐ ☐
8. Parents took me to the library or bookstore to read English children’s books. ☐ ☐
9. Parents encourage me to read English children’s books. ☐ ☐
10. There are English children’s books in the school library. ☐ ☐
11. There are English children’s books in the classroom shelf. ☐ ☐
12. My teacher introduced us to some English children’s books. ☐ ☐
13. My teacher told an English story for us in class. ☐ ☐
B. Your Reading Attitude

Instructions:

1. Please remember to answer each question and give one answer for each question.
2. Please answer each question truly according to your own circumstances. If you have any question.
3. Please read each statement carefully and choose the most appropriate answer.

Example:

I like a rainy day………………………………………….. □ □ □ □

(If your answer is “Yes”, make a check in the square.)

1. When I read English children’s books, I feel relaxed and happy. □ □ □ □
2. I like to read English children’s books. □ □ □ □
4. I like the time of going to the library or class library to read new English children’s books. □ □ □ □
5. I enjoy in looking for my favorite English children’s books in the library or bookstore. □ □ □ □
6. I feel pressured to read English children’s books in holidays. □ □ □ □
7. I think that it is more interesting in reading English children’s Books in class than having instruction of the textbook. □ □ □ □
8. I think that reading English children’s books is very interesting And attractive to me. □ □ □ □
9. It is easy for me to read English children’s books. □ □ □ □
10. I think that reading English children’s books can improve my English ability. □ □ □ □
11. I think that I can obtain more knowledge by reading English Children’s books. □ □ □ □
12. I think that I can learn more vocabulary by reading English
13. I think that I can learn more new sentence patterns by reading English children’s books.

14. I also read the English children’s book that my teacher does not Assign it as homework.

15. When my classmates recommend an English children’s book to me, I will read it.

16. I will read English children’s books without being pressed By parents and teachers.

17. I often read English children’s books to kill my time.

18. I read English children’s books in free time at home.

19. I spend break time to read English children’s books.


21. I hope my parents buy English children’s books for me.

22. I hope my parents can accompany me to read English Children’s books.

23. I hope that the school buy English children’s books for us.
Appendix 13

The Posttest of Reading Attitude Questionnaires (Chinese Version)

親愛的同學們你(妳)好:

這份問卷是想了解你(妳)對英文童書的閱讀態度和故事教學活動的看法。這並不是考試，請放輕鬆作答，並根據自己真實的想法和情況來填寫。問卷結果僅供學術研究之用，資料將嚴格保密。非常謝謝你妳的合作和幫忙！

敬祝 健康快樂、學業進步

國立政治大學教育系碩士班

指導教授：周祝瑞博士

學生：王寶佳研究生

一、基本資料

請根據你妳的狀況，在 □ 內打 √。

1. 性別：□ 男  □ 女
2. 學校：________________________國民小學
3. 班級：__________年__________班
4. 姓名：________________________

二、閱讀態度問卷 作答說明

1. 每一題都只有一個答案，請不要遺漏任何一題。
2. 請根據真實情形回答，若有任何作答上的問題，可發問。
3. 請你妳先讀每一題的內容，再把最符合你妳的情形在 □ 內打勾。

舉例說明 例如：

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如果你有時這樣，就在 □ 內打勾。

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146
5. 我喜歡到圖書館或教學試圖間閱新的英文童書來看，
我樂在其中。

6. 放假時，閱讀英文童書對我來說是一件有壓力的事。

7. 我覺得看英文童書是一件很有趣的事，會吸引我去做。

8. 閱讀英文童書對我而言是一件容易的事。

9. 我覺得閱讀英文童書能讓我英文能力進步。

10. 我覺得閱讀英文童書可以獲得更多知識。

11. 我覺得閱讀英文童書可以學到更多的單字。

12. 我覺得閱讀英文童書可以學到更多的句型。

13. 老師沒有指定的英文童書我也會閱讀。

14. 同學向我推薦一本英文童書時，我會去閱讀。

15. 不需要父母或老師的督促，我會自己閱讀英文童書。

16. 閱讀英文童書是我常打發時間的方法。

17. 在家時我在空閒時常會閱讀英文童書。

18. 我會利用學校的下課時間閱讀英文童書。

19. 我從不主動閱讀英文童書。

20. 我希望父母親買英文童書給我閱讀。

21. 我希望父母親陪我閱讀英文童書。

22. 我希望學校能購買英文童書給我們閱讀。

23. 我希望老師在課堂上能閱讀英文童書給我們聽。

二、故事教學活動的意見 請小朋友根據問題，簡單的講出自己的意見想法:

1. 老師所講的幾本故事中，從最喜歡排到最不喜歡 1-6 。(最喜歡寫 1，接著寫 2-6, 最不喜歡寫 6)
   □ 1. Brown bear, brown bear, what do you see?
   □ 2. Pussy in Boots.
   □ 3. Farm 123
   □ 4. Tom Thumb
   □ 5. Shopping
   □ 6. The Turnip

   * 我最喜歡第 ______ 本書的原因是因為：
   * 我最不喜歡第 ______ 本書的原因是因為：

2. 老師用那一種方式把故事講完，有幫助我了解故事內容？(可複選)
3. Phonic 拼音教學對你有什麼幫助？(可複選)
   - 咏出單字的音 因為: ______________________________
   - 背單字 因為: ______________________________
   - 其他 因為: ______________________________
   - 沒有幫助 因為: ______________________________

4. 對於這次的故事教學活動，我覺得有所收穫的地方是 : (可複選)
   - 發音 因為: ______________________________
   - 單字 因為: ______________________________
   - 句子 因為: ______________________________
   - 閱讀能力 因為: ______________________________

5. 在整個故事教學的過程中，我覺得困難的地方是: (可複選)
   - 發音 我的解決辦法是: ______________________________
   - 單字 我的解決辦法是: ______________________________
   - 句子 我的解決辦法是: ______________________________
   - 其他 我的解決辦法是: ______________________________

6. 對於這次的故事教學活動，我覺得 :
   - 滿喜歡 因為: ______________________________
   - 還可以 因為: ______________________________
   - 不喜歡 因為: ______________________________
Appendix 14

The Posttest of Reading Attitude Questionnaires (English Version)

Dear all:

This questionnaire is for understanding your reading experience and attitude toward English children’s books. All the information would be kept secret and be used for research. Please answer each question truly according to your own thoughts and circumstances. Thank you very much for your cooperation and help.

Department of Education in National Cheng Chi University

Advisor: Prof. Chuang, P. Chou, Ph. D.

Student: Shirly

A. Your Background Information

Please fill in the blanks and choose an appropriate answer.

1. Gender: □ boy □ girl

2. School: _______________Elementary School

3. Class: _______________

4. Name: _______________

B. Your Reading Attitude

© Instruction

1. Please remember to answer each question and give one answer for each question.
2. Please answer each question truly according to your own circumstances. If you have any question, please raise your hand.
3. Please read each statement carefully and choose the most appropriate answer.
Example: always sometimes seldom never

I like a rainy day……………………………… ☐ ☐ ☐ ☐

(If your answer is “Yes”, make a check in the square.)

always sometimes seldom never ☐ ☐ ☐ ☐

1. When I read English children’s books, I feel relaxed and happy.

☐ ☐ ☐ ☐

2. I like to read English children’s books.

☐ ☐ ☐ ☐

3. When I receive an English children’s books as a gift, I feel glad very glad very much.

☐ ☐ ☐ ☐

4. I think that it is a very good thing to save the pocket money to buy English children’s books

☐ ☐ ☐ ☐

5. I like the time of going to the library or class library to read new English Children’s books.

☐ ☐ ☐ ☐

6. I enjoy in looking for my favourite English children’s books in holidays

☐ ☐ ☐ ☐

7. I feel pressured to read English children’s books in holidays.

☐ ☐ ☐ ☐

8. I think that it is more interesting in reading English children’s books in class than having an instruction of the textbook.

☐ ☐ ☐ ☐

9. I think that reading English children’s book is very interesting and attractive to me.

☐ ☐ ☐ ☐

10. It is easy for me to read English children’s books.

☐ ☐ ☐ ☐

11. I think that reading English children’s books can improve my English ability.

☐ ☐ ☐ ☐

12. I think that I can obtain more knowledge by reading English children’s books.

☐ ☐ ☐ ☐

13. I think that I can learn more vocabulary by reading English children’s books.

☐ ☐ ☐ ☐

14. I think that I can learn more new sentence patterns by reading English children’s books.

☐ ☐ ☐ ☐
15. I also read the English children’s books that my teacher does not assign it as homework.

16. When my classmates recommend and English children’s book to me, I will read it.

17. I will read English children’s books without being pressed by parents or Teachers.

18. I often read English children’s books to kill time.

19. I read English children’s books in free time at home.


22. I hope that my parents buy English children’s books for me.

23. I hope that my parents can accompany me to read English children’s books.

B. Your opinions about storytelling

1. Please rank the six English stories that teacher told from the most favorite (write down "1") to the least favorite (write down "6").

   ______ (a) Brown bear, brown bear what do you see?

   ______ (b) Pussy in Boots

   ______ (c) Tom Thumb

   ______ (d) Shopping

   ______ (e) The Turnip

   ______ (f) Farm 123

  ■ I like ______________________ most because ________________________________.

  ■ I dislike ______________________ most because ________________________________.

2. What kind of teacher’s methods for storytelling can help me comprehend a story? (You can choose more than one item.)

  □ Read-aloud the story.
3. How does the phonics instruction help you? (You can choose more than one item.)
   - Pronounce a word
   - Memorize a word
   - Other help
   - No help because

4. After storytelling classes, I think I improve in: (You can choose more than one item.)
   - Pronunciation
   - Vocabulary learning
   - Sentence comprehension
   - Reading comprehension

5. During the process of the storytelling classes, I feel difficult most in: (You can choose more than one item.)
   - Pronunciation
   - Vocabulary learning
   - Sentence comprehension
   - My solution is _________________________________________________________________

6. Do you like the storytelling classes?
   - Like
   - So so
   - Dislike
Appendix 15

Interview Questions (Chinese Version)

英文童書閱讀態度

(一) 信念

1. 會讓你(妳)想閱讀英文童書的原因是什麼?
2. 你(妳)會因為富裕而閱讀英文童書來打發時間嗎? 為什麼?
3. 你(妳)會因為無聊而閱讀英文童書來打發時間嗎? 為什麼?
4. 你(妳)會把閱讀英文童書當作你的興趣嗎? 為什麼?
5. 你(妳)會寧願犧牲看電視或是玩樂的時間來閱讀英文童書嗎? 為什麼?
6. 閱讀英文童書比英文課本能獲得更多? 為什麼?

(二) 感覺

1. 你(妳)喜歡看英文童書嗎?
2. 當你(妳)閱讀英文童書時, 妳感覺如何?
3. 閱讀英文童書對妳來說是一件很痛苦的事嗎?
4. 當你收到的禮物或是獎品是一本英文童書時, 妳感覺如何?

(三) 行為

1. 你(妳)會主動閱讀英文童書嗎?
2. 同學或老師向妳推薦或介紹一本英文童書時, 妳會去閱讀嗎?
3. 你(妳)會利用學校的下課時間到圖英文童書館借書來看嗎?
4. 你(妳)會在空閒時間閱讀英文童書嗎?
5. 你(妳)會去書局翻閱英文童書嗎?
6. 你(妳)會去書局購買英文童書嗎?
7. 喜歡的英文童書妳妳會一看再看嗎?
平衡閱讀教學活動

1. 你(妳)喜歡老師在英文課講故事給妳聽嗎?
2. 你(妳)希望老師以後在課堂上講英文故事給你們聽嗎?
3. 你(妳)喜歡老師講的故事嗎?
4. 你(妳)最喜歡老師用哪一種方式把故事說完?
5. 你(妳)覺得在老師說故事的活動中有收穫嗎?什麼收穫?
6. 你(妳)覺得上完英文故事書的課程,你的英文閱讀能力是否有比以前進步?
7. 老師還沒教你之前,你看英文故事書的情形如何?
8. 老師教你之後,你看英文故事書的情形如何?
9. 老師說故事時,你會專心聽嗎?
10. 你覺得上課本比較好玩還是聽故事?
11. 你希望老師用英文還是中文講故事?或中英都要?
12. 你希望老師介紹故事給你們讀嗎?
13. 你對以後的講故事活動有什麼建議?
Appendix 16

Interview Questions (English Version)

A. About attitude toward reading English children’s books

(a) reading belief

1. Why do you read English children’s books?
2. Do you think that it is worth saving your pocket money to buy English children’s books? Why?
3. Would you read English children’s books when you feel bored? Why?
4. Would you regard reading English children’s books as your interest? Why?
5. Would you rather to read English children’s books than watch TV or play? Why?
6. Do you think that you can gain more by reading English children’s books than reading English textbook?

(b) reading feeling

1. Do you like to read English children’s books? Why?
2. How do you feel while reading English children’s books? Why?
3. Do you feel unhappy while reading English children’s books? Why?
4. How do you feel when you receive an English children’s books as a gift or a prize?

(c) reading behaviors

1. Would you read English children’s books spontaneously? Why?
2. Would you read the English children’s books recommended by classmates or teachers?
3. Would you use your break time to borrow English children’s books from school library?
4. Would you read English children’s books in free time?
5. Would you read English children’s books in the bookstore?
6. Would you buy English children’s books from the bookstores?
7. Would you read your favorite English children’s books more than one time?

B. About Balanced Reading Instruction

1. Do you like that the teacher tells an English story for you? Why?
2. Do you hope that the teacher tells an English story for you in the future classes? Why?
3. Do you like the stories that the teacher told for you? Why?
4. What kinds of methods that the teacher used to tell a story you like most?
5. Do you make progression after storytelling classes? In what aspect?
6. Do your English reading comprehension ability improve after storytelling classes?
7. How often do you read English children’s books before the teacher’s storytelling?
8. How often do you read English children’s books after the teacher’s storytelling?
9. Did you concentrate when the teacher told an English story? Why?
10. Do you feel interested in listening to an English story or being given an instruction of English textbook?
11. Do you hope the teacher tell an English story in English or Chinese? Or both of them?
12. Do you hope the teacher introduce English children’s books for you to read?
13. What are your suggestions to storytelling?
Appendix 17

A Summary Table of Content Analysis of the Selected Children’s storybooks

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Topic</th>
<th>Vocabulary</th>
<th>Sentence Pattern (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Bear, Brown bear what do you see?</td>
<td>Colors, animals</td>
<td>Brown bear, red bird, green frog, black sheep, goldfish, purple cat, yellow duck, blue horse, white dog, monkey</td>
<td>What do you see? I see a red bird, Looking at me.</td>
</tr>
<tr>
<td>Puss in Boots</td>
<td>Adjective, Colors, Animals</td>
<td>Poor, big, fat, beautiful, clever, handsome, scared, Silly, rich, happy</td>
<td>They were beautiful. The farmer looked very handsome. He was very silly. They had a big party.</td>
</tr>
<tr>
<td>Farm 123</td>
<td>Number words, Baby animals, Plural and Singular</td>
<td>Cat, mice, puppies, Pigs, sheep, cows,</td>
<td>One farm cat, two tiny mice, three new puppies, four muddy pigs, five woolly sheep, six hungry cows, seven hissing geese, eight speckled hens, nine quaky ducks, ten naughty rabbits</td>
</tr>
<tr>
<td>Tom Thumb</td>
<td>Sentences</td>
<td>An apple, a little boy, a fish, a magician, money, mother, father, left, right</td>
<td>Tom Thumb is very small. He is standing next to a flower. He is wearing a red coat and green boots. He is smiling.</td>
</tr>
<tr>
<td>Shopping</td>
<td>Differences, Shops</td>
<td>Shop, toy, cake, shoes, dress, fish, hat, butcher, fruit</td>
<td>Chants I go to the toy shop.</td>
</tr>
<tr>
<td>The Turnip</td>
<td>Family, Past tenses</td>
<td>Turnip, old man, old woman, girl, dog, cat, mouse, donkey, house, hat, rabbit, push and pull</td>
<td>The mouse pulled the cat. The cat pulled the dog. The dog pulled the girl. The girl pulled the old woman. The old woman pulled the old man. The old man pulled the turnip.</td>
</tr>
</tbody>
</table>
# Lesson Plan of Brown Bear, Brown Bear what do you see?

<table>
<thead>
<tr>
<th>Story</th>
<th>Author</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Bear, Brown bear what do you see?</td>
<td>Bill Martin Jr.</td>
<td>45 minutes</td>
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</table>

<table>
<thead>
<tr>
<th>Illustrator</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Carle</td>
<td>Henry Holt and Co</td>
</tr>
</tbody>
</table>

## Material Analysis
- This book content pattern that repeated over and over, until the pre-reader can chime in with the reader.
- Popular classic storybook which students can really acquire the theme of the book.
- Pre-school first grade book recommended by reviewer and editor.

## Teaching Objectives
1. Students can read and comprehend the story.
2. Students can speak out the target words and sentences pattern(s).
3. Students can be involved in activities.
4. Students can get familiar with the principle of Phonics.
5. Promote Students’ reading attitude and motivation toward English books.

## Teaching Procedures

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Teaching Aids</th>
<th>Time</th>
<th>Framework of Balanced Reading Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>Book</td>
<td>6’</td>
<td>whole</td>
</tr>
</tbody>
</table>

1. Teacher shows the cover of the storybook.

   T: What do you see in this picture?

   Ss: spontaneously answered “bear”

   T: Do you think this is a big bear or small bear?

   Ss: Big bear.

   T: What is this story want to tell about?

   Ss: bear.
### Presentation

1. Teacher tells the story. During the storytelling time, T asks Ss “What do you see?” What color is the frog?” ....”What is it?” It’s a bird, monkey, … to keep repeating the sentences pattern.
2. T introduces new words and asks the students to mark the words with the beginning and ending sounds.
3. T introduce sentence pattern.

   What do you see?

   I see a ______ looking at me.

### Practice

**Activity: Characters and Color**

1. Divide Ss into four groups
2. Put the book in front of the class.
3. T: How many animals do you see in this story? Or What is the first animal do you see?

   S: There are ______ animals in this story.

   T: What color do you see in this story? Or what is the color of frog?

   S: There are _____ colors in this color.

4. Who answer the correct answer will get points and every group have chance to read it in front the class and will get point from the other group which finalized by teacher. The points they get the bigger chance they win. Teacher prepared rewards for the winner. (Stickers, pencils, erasers).
Wrap Up (Reinforcement)
Discuss the summary of the story.
Game of color and animal match.

Stage 2
Warm up
1. Review the whole story: invite Ss to speak out the summary of the story.
2. Review new words and sentence patterns

Presentation
T gives a phonics instruction of the new words of the story. Then model for students and ask students to give other words they learned before. Students have to write down these words on their worksheet (part A).

<table>
<thead>
<tr>
<th>Phonics rule</th>
<th>Key word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning sounds</td>
<td>Brown</td>
<td>Bear, blue</td>
</tr>
<tr>
<td>b, g, y</td>
<td>Green</td>
<td>Yellow, red</td>
</tr>
<tr>
<td>Ending sounds</td>
<td>Duck</td>
<td>Dog</td>
</tr>
<tr>
<td>K, t, g.</td>
<td>Cat</td>
<td>Fish</td>
</tr>
<tr>
<td>Vowels</td>
<td>Dog, cat, duck</td>
<td>Red, Gold, fish</td>
</tr>
</tbody>
</table>

Hand out of Phonics Worksheet
Appendix 18

The Abecedarian Reading Assessment

Letter Knowledge – Student Sheet

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>s</td>
<td>a</td>
<td>U</td>
<td>V</td>
<td>!</td>
</tr>
<tr>
<td>O</td>
<td>H</td>
<td>q</td>
<td>r</td>
<td>T</td>
<td>B</td>
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<td>p</td>
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<td>g</td>
<td>E</td>
<td>n</td>
<td>w</td>
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<td>Z</td>
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<tr>
<td>b</td>
<td>u</td>
<td>J</td>
<td>f</td>
<td>S</td>
<td>8</td>
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<td>A</td>
<td>2</td>
<td>Y</td>
<td>a</td>
<td>K</td>
<td>l</td>
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<tr>
<td>R</td>
<td>g</td>
<td>e</td>
<td>I</td>
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<td>L</td>
<td>Q</td>
<td>W</td>
<td>4</td>
<td>j</td>
<td>m</td>
</tr>
<tr>
<td>i</td>
<td>y</td>
<td>t</td>
<td>G</td>
<td>v</td>
<td>X</td>
</tr>
<tr>
<td>?</td>
<td>c</td>
<td>P</td>
<td>D</td>
<td>h</td>
<td>z</td>
</tr>
</tbody>
</table>
Appendix 19

Phonological Awareness

Score Sheet A

<table>
<thead>
<tr>
<th>List A</th>
<th>Y/N</th>
<th>List B</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>PILL /HILL</td>
<td></td>
<td>LUCK/ TRUCK</td>
<td></td>
</tr>
<tr>
<td>HEAD/ NOSE</td>
<td></td>
<td>HAND/ FOOT</td>
<td></td>
</tr>
<tr>
<td>GAME/ NAME</td>
<td></td>
<td>FINE/ PINE</td>
<td></td>
</tr>
<tr>
<td>LAKE/ MAKE</td>
<td></td>
<td>HOSE/ NOSE</td>
<td></td>
</tr>
<tr>
<td>MOON/ SPOON</td>
<td></td>
<td>SAME/ GAME</td>
<td></td>
</tr>
<tr>
<td>FEAR/ FAR</td>
<td></td>
<td>SNAKE/ SNACK</td>
<td></td>
</tr>
<tr>
<td>MOST/ TOAST</td>
<td></td>
<td>WEST/ TEST</td>
<td></td>
</tr>
<tr>
<td>BIKE/ BAKE</td>
<td></td>
<td>LAKE/ LIKE</td>
<td></td>
</tr>
<tr>
<td>GREEN/ GRAIN</td>
<td></td>
<td>SMOKE/ SHOOK</td>
<td></td>
</tr>
<tr>
<td>SNAP / NAP</td>
<td></td>
<td>BEND/ END</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>TOTAL:</td>
<td></td>
</tr>
</tbody>
</table>

Phoneme Identity - Perception

<table>
<thead>
<tr>
<th>List A</th>
<th>Y / N</th>
<th>List B:</th>
<th>Y / N</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you hear /s/ in SAND?</td>
<td></td>
<td>Do you hear /s/ in SIT?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

161
Phonological Awareness- Score Sheet B

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HALL</td>
<td>1. NOW</td>
</tr>
<tr>
<td>2. MAKE</td>
<td>2. LATE</td>
</tr>
<tr>
<td>3. DEAR</td>
<td>3. WELL</td>
</tr>
<tr>
<td>4. HAIR</td>
<td>4. HAY</td>
</tr>
</tbody>
</table>

2. Do you hear /m/ in GUM? ________  2. Do you hear /m/ in HAM? ________
5. Do you hear /sh/ in SMELL? ________  5. Do you hear /sh/ in FLEW? ________
7. Do you hear /m/ in RAIN? ________  7. Do you hear /m/ in TRAIN? ________

Total : ___________________                Total : ______________________

Phonological Awareness- Score Sheet B

Student Name: ____________

Date : ____________________
5. RING ______    ______  
6. SACK ______    ______  
7. COOK ______    ______  
8. FLOAT ______    ______  
9. STREET ______    ______  
10. SHOUT ______    ______

Total : ______

Phoneme Identity – Production

List A:

1. Words that have the sound /t/ in them as in TAIL, LATE, and TEAR. ______    ______    ______

2. Words that have the sound /k/ in Them as in QUICK, LAKE, and CORN. ______    ______    ______

3. Words that have the sound /l/ in Them as in FARM, LEAF, and AFRAID. ______    ______    ______

4. Words that have the sound /l/ in Them as in LEAP, HILL, and GLOW. ______    ______    ______

5. Words that have the sound /p/ in
List B:

1. Words that have the sound /t/ in

Them as in TALK, ATE, and TIP. _______ _______ _______

Total: ____________

2. Words that have the sound /k/ in

Them as in KITE, QUEEN, and BIKE. _______ _______

3. Words that have the sound /f/ in

Them as in FOUR, HALF, and AFTER _______ _______

4. Words that have the sound /l/ in

Them as in LIGHT, CLAY, and SHELL _______ _______

5. Words that have the sound /p/ in

Them as in PLATE, SPRAY, and GULP. _______ _______

Total: ____________
Appendix 20  **On Track Reading books collection**

On Track Reading books are very practical and leveled books which appropriate for the EFL beginners to learn print by repetition and colorful pages.
Appendix 21   Students’ Worksheets

My name is Samantha.
I can see the fish, duck and egg.

Tony
Nat has a nest at the other.
Nat is going to have a new nest.
Nat the goose is in the nest.
This is my clown fish. It is small and orange and white. I like it so much.

Pictures by Eric Carle
Brown Bear
Brown Bear
by Bill Martin, Jr.
Dear

Bird

Duck

Horse

Dog

Cat

Frog

I know
Ice-cream
is yummy.

I want to know
red, white,
blue, orange,
and blue ice-cream.

Jenny

I learn
yellow, red,
blue.

Learn
## Reading Log

<table>
<thead>
<tr>
<th>Title and Author/Chapter</th>
<th>Pages</th>
<th>Too Easy</th>
<th>Too Hard</th>
<th>Just Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am little</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shapes</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Three Wishes</td>
<td>47</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Danger at the pond</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The boat ride</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>puss-in-Boots</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The little white hen</td>
<td>12</td>
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<td></td>
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<tr>
<td>The purple</td>
<td>12</td>
<td></td>
<td></td>
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<tr>
<td>Frogs</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the Venn diagram to compare farms and cities. In the outer circles, write what is different about the two. In the center, write about what they have in common.

Farm

City

same

different
different

fresh air

many animals

animal

people

house

small

people

like

trees
# Reading Log

<table>
<thead>
<tr>
<th>Title and Author/Chapter</th>
<th>Pages</th>
<th>Too Easy</th>
<th>Too Hard</th>
<th>Just Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where is it?</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The green balloon</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Steg the dinosaur</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. shopping t</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
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</tr>
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</table>
Appendix 22

Abecedarian Reading Assessment Summary Form

Student: Jessica  Grade: 1  Age: 7  First Administration: A Lists used on 5/12/08  Second Administration:

Background information
Jessica recently moved into the school district. Audrey’s father is in the military and the family has moved four times in the last two years. Audrey repeated Kindergarten last year. Her mother says Audrey seems anxious about school. Assessment began with an IRI but was discontinued when had difficulty identifying words in the pre-primer word list.

Letter Knowledge (only incorrect responses are marked, dk = “don’t know” or no response)

<table>
<thead>
<tr>
<th>M</th>
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<th>d</th>
<th>A</th>
<th>S</th>
<th>G</th>
<th>L</th>
<th>V</th>
<th>H</th>
<th>Q</th>
<th>W</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
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<td>W</td>
<td>?</td>
<td>c</td>
<td>P</td>
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<td>X</td>
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<td>Z</td>
<td>C</td>
<td>b</td>
<td>J</td>
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<tr>
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<td>b</td>
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<td>W</td>
<td>?</td>
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<td>l</td>
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<tr>
<td>H</td>
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<td>g</td>
<td>m</td>
<td>D</td>
<td>h</td>
<td>S</td>
<td>e</td>
<td>i</td>
<td>h</td>
<td>6</td>
</tr>
</tbody>
</table>
Notes on letter knowledge: Audrey stated she knew her letters but appeared to have some difficulty with easily confused letter shapes.

**Phonological Awareness**

<table>
<thead>
<tr>
<th>Task</th>
<th>List A score</th>
<th>List B score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming Perception</td>
<td>10 /10</td>
<td></td>
</tr>
<tr>
<td>Identity Perception</td>
<td>3 /10</td>
<td></td>
</tr>
<tr>
<td>Rhyming Production</td>
<td>9 /10</td>
<td></td>
</tr>
<tr>
<td>Identity Production</td>
<td>0 /5</td>
<td></td>
</tr>
</tbody>
</table>

Notes on phonological awareness: Audrey noted that she likes rhyming books.

**Phoneme Awareness**

<table>
<thead>
<tr>
<th>Task</th>
<th>List A score</th>
<th>List B score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest (Concepts of first and last)</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Task 1 (Visual)</td>
<td>7 /10</td>
<td></td>
</tr>
<tr>
<td>Last Sounds</td>
<td>5 /10</td>
<td></td>
</tr>
<tr>
<td>Phoneme Segmentation</td>
<td>1 /10</td>
<td></td>
</tr>
</tbody>
</table>

Notes on phoneme awareness: Phoneme segmentation was discontinued when 3 out of the first five items were missed.

**Alphabetic Principle**

<table>
<thead>
<tr>
<th>Task</th>
<th>List A score</th>
<th>List B score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 /10</td>
<td></td>
</tr>
</tbody>
</table>

Notes on alphabetic principle: Audrey frequently hesitated and sometimes appeared to be guessing when responding.

**Vocabulary**

<table>
<thead>
<tr>
<th>Task</th>
<th>List A score</th>
<th>List B score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>9 /10</td>
<td></td>
</tr>
<tr>
<td>Antonyms</td>
<td>8 /10</td>
<td></td>
</tr>
<tr>
<td>Synonyms</td>
<td>8 /10</td>
<td></td>
</tr>
</tbody>
</table>

Notes on vocabulary:

**Decoding**

<table>
<thead>
<tr>
<th>Task</th>
<th>List A score</th>
<th>List B score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregular Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Words</td>
<td></td>
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</tbody>
</table>

Notes on decoding: Decoding was not attempted as a result of difficulties in other sections.

1. Which Abecedarian subtests did Audrey pass? Which did she fail?
2. Characterize Audrey as a reader. What are her relative strengths and weaknesses?
3. What instructional strategy would you use with Audrey first? Why?
4. What instructional strategies would you use next? Why?