



Innovation Report

Developing English Reading Skills by using Phonetics through Cooperative Learning with electronic media, flashcards, and real objects for Level 1 (Grades 1-3) Non-Reader (NR) and Poor Reader (PR) students.



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Preface

In the area of education, transforming into proficient in reading is essential to both academic achievement and lifelong learning. Understanding the critical role phonetics plays in the formative years of language acquisition, this study sets out to improve Level 1 (Grades 1-3) non-reader (NR) and poor reader (PR) students' English reading abilities.

This study investigates the transformative potential of cooperative learning approaches in the search for efficient pedagogical strategies. It is complemented using electronic media, well-crafted flashcards, and tangible real-world objects. By combining these dynamic components, a comprehensive approach that caters to the various needs of students at the foundational stages of literacy is fostered and an engaging and immersive learning environment is created.

Our main objective as we proceed with this research is to close the literacy gap by providing specialized interventions that address the difficulties faced by students who are nonreaders and poor readers. We hope to foster a love of learning that goes beyond the walls of conventional classroom settings by utilizing the power of phonetics and modern teaching resources in addition to developing fundamental reading skills.

This study serves as evidence of the dedication to inclusive education and the unwavering search for cutting-edge approaches that enable learners to become proficient English readers and open the doors to an infinite amount of information.

Prepared by:

Mrs. Mary Ann A. Mercolita

Elective English Teacher

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Innovation Presentation Form

“Developing **English Reading Skills** by using **Phonetics** through **Cooperative Learning** with electronic media, flashcards, and real objects for Level 1 (Grades 1-3) Non-Reader (NR) and Poor Reader (PR) students.”

Title: “What’s This”

Teacher: Mrs. Mary Ann A. Mercolita

School: Marie Anusorn School, Buriram

Kind of Innovation:

Educational Administration

Learning Management

Supervision

1. The Importance of Innovation

The innovation of developing English reading skills through the **strategic integration of phonetics, cooperative learning, electronic media, flashcards, and real objects** for Level 1 (Grades 1-3) non-reader (NR) and poor reader (PR) students carries profound significance in the educational landscape. This approach heralds a paradigm shift in traditional teaching methods, offering a multitude of benefits that extend far beyond the confines of the classroom.

1. *Tailored Learning for Diverse Needs:* One of the paramount advantages of this innovation lies in its ability to cater to the diverse needs of non-reader and poor reader students. By acknowledging the individualized challenges each learner faces, this approach ensures a tailored and inclusive educational experience, fostering an environment where every student has the opportunity to thrive.

2. *Phonetic Mastery:* Phonetics, being the foundation of reading, gains heightened importance in this innovative approach. By placing a deliberate focus on phonetic principles, students are empowered to decode and comprehend written language more effectively. This not only aids in immediate reading improvement but also establishes a solid groundwork for advanced language skills.

3. *Engagement Through Technology:* The incorporation of electronic media injects a dynamic and interactive dimension into the learning process. In an era dominated by digital advancements, leveraging technology in education not only captivates the attention of young learners but also prepares them for the demands of a technologically driven future.

4. *Multi-Sensory Learning:* The use of flashcards and real objects introduces a multi-sensory aspect to the learning journey. This tactile and visual engagement enhances comprehension and retention, ensuring a holistic understanding of language constructs. Students are encouraged to connect abstract linguistic concepts with tangible, real-world examples, thereby solidifying their grasp on the subject matter.

5. *Cooperative Learning for Social Development:* The cooperative learning aspect of this innovation fosters collaboration, communication, and teamwork among students. Through shared experiences and mutual

support, learners not only enhance their reading skills but also develop essential social and interpersonal competencies, preparing them for a collaborative future.

6. *Early Intervention for Lifelong Impact: Targeting Level 1 students (Grades 1-3) underscores the significance of early intervention. By addressing reading challenges at an early stage, this innovation seeks to lay a robust foundation that will have a lasting impact on student's academic trajectories, instilling in them the confidence and skills needed for continuous learning.*

*In conclusion, the **innovative approach to developing English reading skills** outlined in this study represents a transformative step towards **fostering a more inclusive, engaging, and effective educational experience**. By embracing the **integration of phonetics**, cooperative learning, electronic media, flashcards, and real objects, educators and researchers alike contribute to shaping a future where **literacy** is not just a skill acquired but **a gateway to boundless opportunities and lifelong intellectual fulfillment**.*

2. Objectives:

The **objectives** of the innovation in developing English reading skills through phonetics, cooperative learning with electronic media, flashcards, and real objects for Level 1 (Grades 1-3) non-reader (NR) and poor reader (PR) students are meticulously designed to address the specific needs of these learners. The overarching aim is to create a comprehensive and inclusive learning environment that propels students toward reading proficiency while fostering a positive attitude toward language acquisition. The specific objectives include:

1. *Phonetic Proficiency:*

To instill a solid foundation in phonetic principles among non-reader and poor reader students.

To enable students to decode and pronounce words accurately, promoting fluency in English reading.

2. Customized Learning Experience:

To tailor instructional methods to the individual needs of non-reader and poor reader students, recognizing and addressing their unique challenges.

To provide differentiated learning materials and approaches that cater to various learning styles and paces.

3. Engagement Through Technology:

To integrate electronic media as a supplementary tool to enhance engagement and capture the interest of young learners.

To leverage technology for interactive and immersive learning experiences that complement traditional teaching methods.

4. Multi-Sensory Learning:

To utilize flashcards and real objects as tangible aids, fostering a multi-sensory learning environment.

To encourage students to associate abstract phonetic concepts with real-world examples, enhancing comprehension and retention.

5. Cooperative Learning and Social Development:

To implement cooperative learning strategies that promote collaboration, teamwork, and peer support.

To enhance social skills and communication abilities among non-reader and poor reader students through shared learning experiences.

6. Early Intervention and Skill Development:

To identify and address reading challenges at an early stage, aiming for effective intervention and skill development.

To equip Level 1 students (Grades 1-3) with the essential reading skills that serve as a foundation for their academic journey.

7. Enhanced Confidence and Motivation:

To cultivate a positive attitude towards reading by creating a supportive and encouraging learning environment.

To boost the confidence and motivation of non-reader and poor reader students through targeted interventions and successes in reading achievements.

8. Long-Term Impact on Academic Trajectory:

To establish a strong reading foundation that will contribute to the long-term academic success of non-reader and poor reader students.

To prepare students for a continuous and self-directed learning journey beyond the initial stages of reading development.

These objectives collectively underscore the holistic nature of the innovation, aiming not only to improve reading skills but also to nurture a love for learning and empower non-reader and poor reader students for a future rich in academic achievements.

3.The Scope of Operation

The scope of operation for the initiative "Developing English Reading Skills by Using Phonetics through Cooperative Learning with electronic media, flashcards, and Real Objects for Level 1 (Grades 1-3) non-reader (NR) and poor reader (PR) students" encompasses a comprehensive range of activities and considerations. This initiative is strategically designed to address the specific needs of Level 1 students who fall under the non-reader and poor reader categories. The scope includes:

3.1 Target Audience:

This initiative primarily targets Level 1 students, encompassing Grades 1 to 3, who are identified as non-readers (NR) and poor readers (PR).

3.2 Educational Institutions:

The initiative operates within Marie Anusorn School, such as the primary level, with a focus on integrating the innovative approach into the existing curriculum.

3.2 Collaboration with Educators:

Involves collaboration with teachers and educators to implement and adapt innovative strategies within the classroom setting.

3.3 Curriculum Integration:

The scope extends to integrating the phonetics-based approach, cooperative learning, electronic media, flashcards, and real objects seamlessly into the English language curriculum for Level 1 students.

3.4 Professional Development:

Includes provisions for professional development opportunities for educators to enhance their understanding and proficiency in implementing innovative teaching methodologies.

3.5 Learning Resources:

Involves the development and deployment of learning resources, including electronic media content, specially designed flashcards, and real objects that align with the phonetics-based approach.

3.6 Assessment and Progress Monitoring:

Incorporates mechanisms for ongoing assessment and progress monitoring to gauge the effectiveness of the initiative in improving the reading skills of non-reader and poor reader students.

3.7 Parental Involvement:

Recognizes the importance of involving parents or guardians in the learning process, providing them with insights into the innovative methodologies and offering guidance on supporting their children's reading development at home.

3.8 Technology Integration:

Encompasses the utilization of electronic media as an integral part of the initiative, leveraging technology to enhance engagement and provide interactive learning experiences.

3.9 Community Outreach:

Extends the scope to community outreach programs, where the benefits of the initiative are communicated to stakeholders, fostering a collaborative approach to support students' reading development.

3.10 Research and Continuous Improvement:

Encourages ongoing research to assess the impact of the initiative and identify areas for improvement, ensuring a dynamic and responsive approach to the evolving needs of non-reader and poor-reader students.

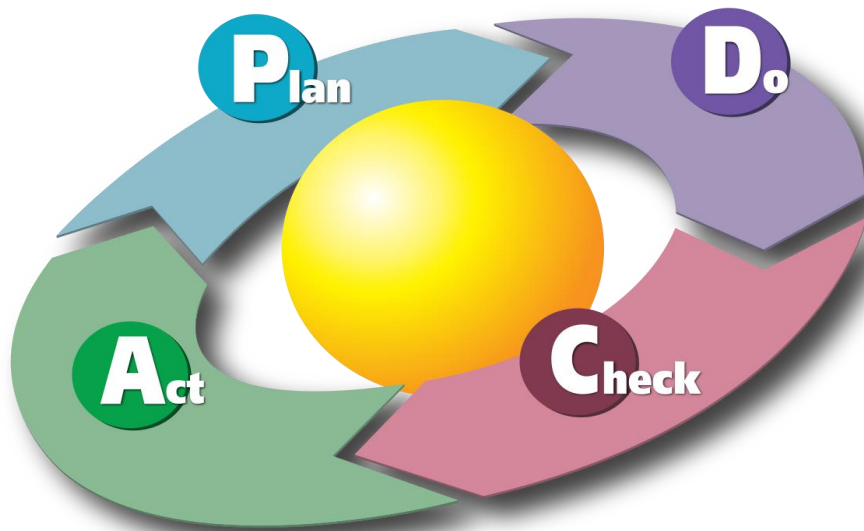
3.11 Scalability:

Considers the potential scalability of the initiative to other educational institutions and settings, to reach a broader audience and contribute to systemic improvements in English reading skills.

By encompassing these elements, the scope of operation for this initiative is designed to create a multifaceted, adaptable, and impactful framework that addresses the diverse challenges faced by non-reader and poor-reader students in the critical early years of their education.

4. Operation Steps

"Developing English Reading Skills by Using Phonetics through Cooperative Learning with Electronic Media, flashcards, and Real Objects for Level 1 (Grades 1-3) non-reader (NR) and poor reader (PR) students" will use the PDCA model of learning approach.



The PDCA (Plan-Do-Check-Act) approach is a systematic and iterative method for continuous improvement. Applying this approach to the initiative "Developing English Reading Skills by using phonetics through Cooperative Learning with Electronic Media, flashcards, and Real Objects for Level 1 (Grades 1-3) non-reader (NR) & poor reader (PR) students" involves the following operational steps:

1. Plan:

a. Needs Assessment:

Conduct a thorough needs assessment to identify specific challenges faced by non-reader and poor reader students in Grades 1-3 regarding English reading skills.

b. Curriculum Integration:

Develop a comprehensive plan to integrate the phonetics-based approach, cooperative learning, electronic media, flashcards, and real objects into the existing English language curriculum.

c. Professional Development:

Plan and implement professional development programs for educators to ensure they are equipped with the knowledge and skills necessary to execute innovative teaching methodologies.

2. Do:

a. Curriculum Implementation:

Implement the planned curriculum by incorporating phonetics, cooperative learning, and the use of electronic media, flashcards, and real objects in English language classes for Level 1 students.

b. Resource Development:

Create and distribute learning resources, including electronic media content, specially designed flashcards, and real objects, aligning them with the phonetics-based approach.

c. Cooperative Learning Activities:

Facilitate cooperative learning activities within the classroom, encouraging students to work collaboratively to enhance their reading skills.

3. Check:

a. Assessment and Monitoring:

Establish an assessment framework to regularly evaluate students' progress in reading skills and monitor the effectiveness of the innovative methodologies.

b. Feedback Collection:

Collect feedback from both educators and students to gain insights into the strengths and weaknesses of the initiative and identify areas for improvement.

c. Data Analysis:

Analyze assessment results and feedback data to make informed decisions about the success of the initiative and to identify any necessary adjustments.

4. Act:

a. Adjustment and Refinement:

Based on the analysis of assessment results and feedback, make necessary adjustments to the curriculum, teaching methodologies, and learning resources to enhance their effectiveness.

b. Continuous Improvement:

Develop a plan for continuous improvement, incorporating lessons learned from the initial implementation to refine and optimize the initiative over time.

c. Scaling Up:

Explore opportunities to scale up the successful aspects of the initiative to reach a broader audience, considering the potential for implementation in other educational institutions.

By following the PDCA approach, this operational framework ensures a cyclic and responsive process that not only addresses the immediate needs of non-reader and poor reader students but also facilitates ongoing improvement and scalability for sustained impact on English reading skills development of the Level 1 students of Marie Anusorn School.

5. Performance

- 5.1 “Developing **English Reading Skills** by Using **Phonetics** through **Cooperative Learning** with electronic media, flashcards, and real objects for Level 1 (Grades 1-3) Non-Reader (NR) and Poor Reader (PR) students.”
- 5.2 Effective English language teaching and learning.
- 5.3 Students gain knowledge and dare to learn how to read using the English language.
- 5.4 Learners can express and read themselves creatively.

6. Success Factors

The success factors of the innovative study on "Developing English Reading Skills by Using Phonetics through Cooperative Learning with electronic media, flashcards, and real objects for Level 1 (Grades 1-3) Non-Reader (NR) and Poor Reader (PR) students" can be attributed to various key elements. Here are some potential success factors:

6.1 Targeted Approach:

Tailoring the study specifically for Level 1 Non-Reader and Poor Reader students ensures a focused and relevant intervention.

6.2 Incorporation of Phonetics:

Phonetics plays a crucial role in improving reading skills. By incorporating phonetic elements, the study addresses the foundational aspects of language learning.

6.3 Cooperative Learning Strategies:

Cooperative learning fosters peer interaction, collaboration, and shared learning experiences. This approach can enhance students' engagement and understanding.

6.4 Multimodal Learning Tools:

Integration of electronic media, flashcards, and real objects provides a diverse and engaging learning environment. Different modalities appeal to various learning styles, making the study more inclusive.

6.5 Technology Integration:

Leveraging electronic media ensures that students are exposed to contemporary learning tools. This can make the learning experience more interactive and aligned with modern educational practices.

6.6 Individualized Learning Paths:

Recognizing the diverse needs of Non-Reader and Poor Reader students, the study may have incorporated individualized learning paths to address specific challenges and progress at a pace suitable for each student.

6.7 Regular Assessment and Feedback:

Continuous evaluation and feedback mechanisms are vital for monitoring progress and adapting instructional strategies accordingly. This allows for real-time adjustments to optimize learning outcomes.

6.8 Teacher Training and Support:

Providing teachers with appropriate training and ongoing support ensures the effective implementation of innovative teaching methods. Well-prepared educators are more likely to facilitate positive results.

6.9 Parental Involvement:

Involving parents in the learning process can contribute to a supportive home environment. Regular communication with parents regarding the study's objectives and progress may enhance overall effectiveness.

6.10 Research-Based Framework:

The study's design and methodologies are likely to be grounded in educational research, ensuring that the intervention is based on sound pedagogical principles and prior successful practices.

6.11 Sustainability and Scalability:

Consideration of how easily the study can be sustained over time and replicated in other educational settings is crucial for long-term success and wider impact.

6.12 Flexibility in Implementation:

A flexible approach that allows for adaptation to different classroom settings, student abilities, and educational contexts can contribute to the study's success in various environments.

By combining these factors, the innovative study can create a holistic and effective approach to developing English reading skills in Non-Reader and Poor Reader students.

7. Lesson Learned

The innovative study on "Developing English Reading Skills by Using Phonetics through Cooperative Learning with electronic media, flashcards, and real objects for Level 1 (Grades 1-3) Non-Reader (NR) and Poor Reader (PR) students" likely yielded valuable lessons that can inform future educational initiatives. Here are some potential lessons learned:

7.1 Individualized Instruction is Key:

Recognizing and addressing the unique needs of Non-Reader and Poor Reader students is crucial. Lessons learned may highlight the importance of tailoring instructional approaches to cater to individual learning styles and challenges.

7.2 Importance of Multimodal Learning:

The study likely underscored the effectiveness of incorporating various learning tools such as electronic media, flashcards, and real objects. This lesson emphasizes the significance of providing a diverse and engaging learning environment.

7.3 Cooperative Learning Enhances Learning Outcomes:

Lessons may highlight the positive impact of cooperative learning strategies on student engagement and comprehension. Collaborative activities could be seen as fostering a supportive and interactive classroom environment.

7.4 Technology Integration Should Be Thoughtful:

While electronic media can enhance learning, lessons learned may include insights into the importance of thoughtful integration. Balancing technology use with other instructional methods and ensuring accessibility for all students could be critical takeaways.

7.5 Continuous Assessment and Feedback are Essential:

Regular assessment and timely feedback are likely recognized as essential components for monitoring student progress. This lesson emphasizes the importance of ongoing evaluation to adapt teaching strategies and address evolving student needs.

7.6 Teacher Professional Development is Crucial:

The study may have highlighted the need for teacher training and support in implementing innovative approaches. Continuous professional development can empower educators to effectively use new tools and methodologies.

7.7 Parental Involvement Strengthens Learning:

The importance of involving parents in the learning process may be a key lesson. Engaging parents through regular communication and providing resources to support learning at home can contribute to overall student success.

7.8 Flexibility in Implementation is Valuable:

Lessons learned may emphasize the value of flexibility in adapting the study to different classroom settings, student abilities, and educational contexts. A flexible approach allows for customization based on specific needs.

7.9 Research-Based Approaches Yield Positive Outcomes:

The study's success may be attributed to its foundation in educational research. The lessons learned highlight the importance of grounding educational interventions in evidence-based practices.

7.10 Sustainability and Scalability Considerations:

Lessons may include insights into the sustainability and scalability of the intervention. Understanding how easily the program can be sustained over time and replicated in other educational settings is crucial for long-term success.

By reflecting on these lessons learned, educators and policymakers can refine future initiatives and build on the success of the innovative study to further enhance English reading skills in Non-Reader and Poor Reader students.

8. Publication of Work

- 8.1 Distribute to teachers in the Foreign Language Department.
- 8.2 English Teachers' Handbooks
- 8.3 Publicize through various social media such as Google site, Facebook, YouTube, and Line applications.
- 8.4 Research documentation.
- 8.5 Academic documents.
- 8.6 School journals.
- 8.7 Teaching documentation
- 8.8 Learning Experiences Set.
- 8.9 Parents and Teachers Handbooks
- 8.10 Brochures

Appendix

Students' Worksheets



Marie Anusorn School

Elective English Worksheet

English Worksheet

Q: What is it:

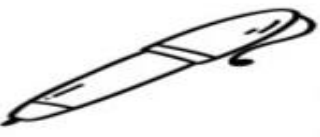
Ans:

1.  It is a _____.

2.  It is a _____.

3.  It is a _____.

4.  It is a _____.

5.  It is a _____.

| | | |
|-------------|--------------|-----------|
| Name: _____ | Class: _____ | No: _____ |
|-------------|--------------|-----------|



Marie Anusorn School

Elective English Worksheet

Concept: Q: What is it?

Ans: It is a _____.

Directions: Choose the correct word in the box.

pencil case sharpener crayon ~~bag~~
notebook rubber pen pencil



1- What is it? It's a bag.



2- What is it? It's a _____.



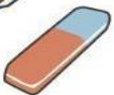
3- What is it? It's a _____.



4- What is it? It's a _____.



5- What is it? It's a _____.



6- What is it? It's a _____.



7- What is it? It's a _____.

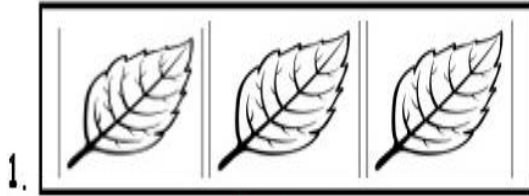


8- What is it? It's a _____.

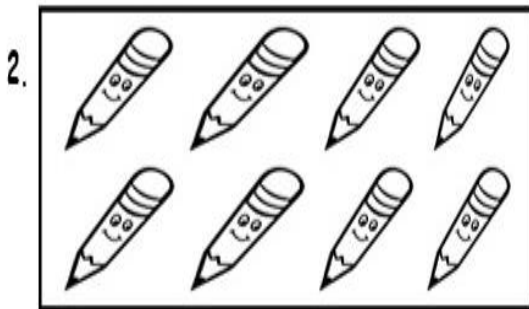
Name: _____ Class: _____ No: _____

English Worksheet

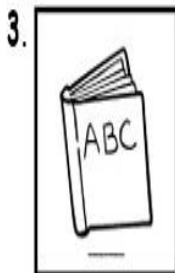
Q: How many are there?



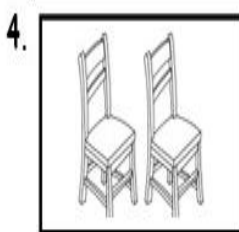
There are three leaves.



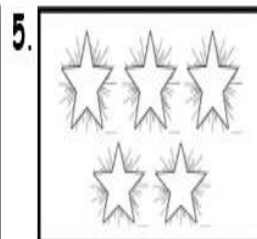
There are _____ pencils.



There is _____ book.



There are _____
chairs.

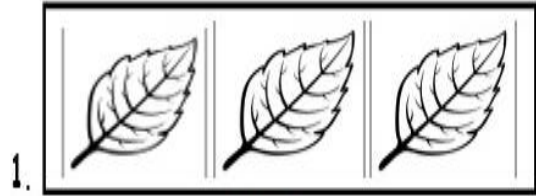


There are _____
stars.

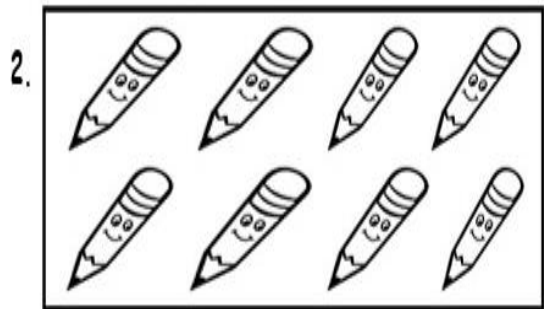
Name: _____ Class: _____ No: _____

English Worksheet

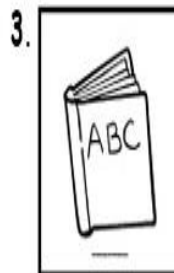
Q: How many are there?



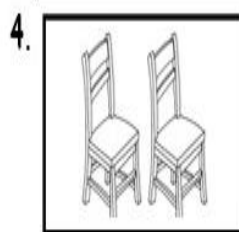
There are three leaves.



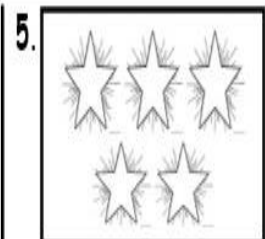
There are _____ pencils.



There is _____ book.



There are _____
chairs.



There are _____
stars.

Name: _____ Class: _____ No: _____



Marie Anusorn School

Elective English Worksheet

Directions: Answer the given exercises.

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| 10 | 19 | 2 | 7 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3 | 12 | 18 | 1 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 15 | 4 | 11 | 8 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5 | 13 | 9 | 16 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 20 | 6 | 14 | 17 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| three | twelve | two | twenty |
| seventeen | four | sixteen | fourteen |
| eleven | six | ten | nineteen |
| one | thirteen | eighteen | seven |
| eight | nine | five | fifteen |

Name: _____ Class: _____ No: _____



Marie Anusorn School

Elective English Worksheet

Directions: Answer the given exercises.

Draw lines from the color words to their real-world pictures.

blue

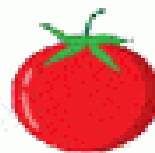
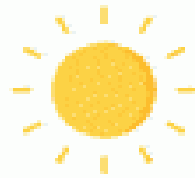
yellow

red

green

brown

pink



Name: _____ Class: _____ No: _____



Marie Anusorn School

Elective English Worksheet

Directions: Answer the given exercises.

Color Worksheet
Find The Color

| | |
|--|---|
|  A orange B blue A |  A brown B red |
|  A green B blue |  A brown B blue |
|  A blue B yellow |  A green B red |

Name: _____ Class: _____ No: _____




Marie Anusorn School

Elective English Worksheet

Voc:

Colors = สี

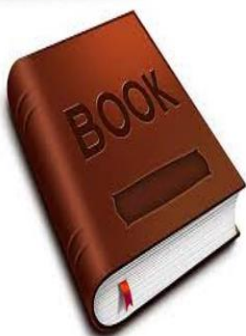
1. red = สีแดง = 
2. blue = _____ =
3. pink = _____ =
4. yellow = _____ =
5. brown = _____ =
6. purple / violet = _____ =
7. black = _____ =
8. white = _____ =
9. green = _____ =
10. orange = _____ =

Name: _____ Class: _____ No: _____



Marie Anusorn School

Elective English Worksheet



Name: _____ Class: _____ No: _____

3 PLC Lesson Plan

LP 1



Foreign Language Learning Group

Semester: 1

Year : 2023

Subject : Elective English

Course code: A11201

Unit : 2 "My Things"

Lesson: No. 1 "What is it?"

For Grade 2

Time : 50 mins.

Learning Standards

F1.3 Ability to present data, information, concepts, and views about various matters through speaking and writing.

Learning Objectives

Knowledge

The students understand the question words in asking about the things around them.

Process

The students pronounce the right sounds of the different words and answer questions about different kinds of shapes.

Attribute

1. Students have honesty and can be proud to create their work.
2. Students disciplined themselves during class developmental activities.
3. Students have the desire for knowledge by seeking them from various sources.
4. Students have a good attitude towards learning and using English for communication purposes.

Syllabus

Telling the different things around them.

Learning Content Vocabularies/Phrase

Telling vocabulary words about the different things around them.

Competencies of students

Communication ability

Life skills ability

Desired characteristics

Honest

Disciplined

Eager to learn

Public mind

Steps for organizing learning activities.

Warm-up

A. Sing a song (video clips @Youtube)

B. Review: *Identify the sound of each alphabet letter. (flashcards)

* Review the -at words.

*Ask some questions about the different things around them.

C. Drill: *Giving the sounds of the English alphabet using flashcards.

*Read the given words like book, pencil, bag, ruler, and other things in the classroom.

Presentation

1. Motivation

* Let the students watch the video on phonetic sounds of the alphabet.

*Let the student identify the picture introduced to them through PowerPoint and flashcards and express the initial sounds.

2. Unlocking Difficulties

Give the meaning of the following words: bag, chair, table, desk, pen, pencil, ruler, umbrella, eraser, paper, book, notebook, and other things in the classroom.

Practice

Skills Development

*Ask questions about the different school supplies.

(Use: Ppt/ flashcards/ real objects)

Q: What is it?

Ans: It is a _____.

Q: What are they?

Ans: They are _____.

Production

Skill Building (Have group work then let them match and identify the things in the classroom.)

*Ask more questions about the things in the classroom.

Q: What is it? Ans: It is a _____.

Q: What are they? Ans: They are _____.

Q: What is the initial/ beginning sound of this word?

Ans: It is _____.

Q: What is the final/last sound of this word?

Ans: It is _____.

Wrap up.

*Ask the students about the lesson of the day.

Materials

1. PowerPoint
2. textbooks
3. Worksheets
4. Video clips
5. flashcards
6. real objects

Suggested activities.

*Let each of the students read the given words of the day.

Measurement and evaluation

1. Evaluate the speaking and reading skills of the students.
2. Check the given worksheets.

_____oOo_____

Prepared by:

MRS. MARY ANN A. MERCOLITA

Elective English Teacher

Signed:

MRS. LA-ONG WAENSILA

Head Teacher

Foreign Language Departmen



Foreign Language Learning Group

Semester: 1

Year : 2023

Subject : Elective English

Course code: A11201

Unit : 2 "At School"

Lesson: No. 1 "Let's count?"

For Grade 1

Time : 50 mins.

Learning Standards

F1.3 Ability to present data, information, concepts, and views about various matters through speaking and writing.

Learning Objectives

Knowledge

The students understand the question words in asking about numbers.

Process

The students pronounce the right sounds of the different words and answer questions about the different numbers..

Attribute

1. Students have honesty and can be proud to create their work.
2. Students disciplined themselves during class developmental activities.
3. Students have the desire for knowledge by seeking them from various sources.
4. Students have a good attitude towards learning and using English for communication purposes.

Syllabus

Telling/pronouncing the different numbers and reading the number words.

Learning Content Vocabularies/Phrase

Telling vocabulary words about the different numbers.

Competencies of students

Communication ability

Life skills ability

Desired characteristics

Honest

Eager to learn

Disciplined

Public mind

Steps for organizing learning activities.

Warm-up

A. Sing a song (video clips @Youtube)

B. Review: *Identify the sound of each alphabet letter. (flashcards)

* Review the initial sounds.

*Ask some questions about the different things around them.

C. Drill: *Giving the sounds of the English alphabet using flashcards.

*Read the given words like zero, one, two, three four, until number twenty.

Presentation

2. Motivation

* Let the students watch the video on phonetic sounds of the alphabet.

*Let the student identify the picture introduced to them through PowerPoint and flashcards and express the initial sounds.

2. Unlocking Difficulties

Give the meaning of the following words: zero, one, two, three four, until number twenty.

Practice

Skills Development

*Ask questions about the different numbers.

(Use: Ppt/ flashcards/ real objects)

Q: What number is it?

Ans: It is a _____.

Q: How many are there?

Ans: There are _____.

Q: What is the initial/beginning sound of this number?

Ans: It is _____.

Q: What is the final/last sound of this number?

Ans: It is _____.

Production

Skill Building (Have group work then let them match and identify the numbers of the given objects.)

*Ask questions about the different numbers.

(Use: Ppt/ flashcards/ real objects)

- Q: What number is it? Ans: It is a _____.
- Q: How many are there? Ans: There are _____.
- Q: What is the initial/beginning sound of this number?
Ans: It is _____.
- Q: What is the final/last sound of this number?
Ans: It is _____.

Wrap up.

*Ask the students about the lesson of the day.

Materials

7. PowerPoint
8. textbooks
9. Worksheets
10. Video clips
11. flashcards
12. real objects

Suggested activities.

*Let each of the students read the given words of the day.

Measurement and evaluation

3. Evaluate the speaking and reading skills of the students.
4. Check the given worksheets.

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Prepared by:

MRS. MARY ANN A. MERCOLITA
Elective English Teacher

Signed:

MRS. LA-ONG WAENSILA
Head Teacher
Foreign Language Department



LP 3

Foreign Language Learning Group

Semester: 1

Year : 2023

Subject : Elective English

Course code: A11201

Unit : 2 "At School"

Lesson: No. 1 "What color is your pen?"

For Grade 1

Time : 50 mins.

Learning Standards

F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for the use of language appropriate to occasions and places

Learning Objectives

Knowledge

The students understand the question words in asking about colors.

Process

The students pronounce the right sounds of the different words and answer questions about the different colors.

Attribute

1. Students have honesty and can be proud to create their work.
2. Students disciplined themselves during class developmental activities.
3. Students have the desire for knowledge by seeking them from various sources.
4. Students have a good attitude towards learning and using English for communication purposes.

Syllabus

Telling/pronouncing the different colors of objects.

Learning Content Vocabularies/Phrase

Telling vocabulary words about the different colors.

Competencies of students

Communication ability

Life skills ability

Desired characteristics

Honest

Eager to learn

Disciplined

Public mind

Steps for organizing learning activities.

Warm-up

A. Sing a song (video clips @Youtube)

B. Review: *Identify the sound of each alphabet letter. (flashcards)

* Review the initial sounds.

*Ask some questions about the different things and colors of objects.

C. Drill: *Giving the sounds of the English alphabet using flashcards.

*Read the given words like red, orange, yellow, green, blue, purple, pink, gray, black, brown, and white.

Presentation

3. Motivation

* Let the students watch the video on phonetic sounds of the alphabet.

*Let the student identify the picture introduced to them through PowerPoint and flashcards and express the initial sounds.

2. Unlocking Difficulties

Give the meaning of the following words: red, orange, yellow, green, blue, purple, pink, gray, black, brown, and white.

Practice

Skills Development

*Ask questions about the different numbers.

(Use: Ppt/ flashcards/ real objects)

Q: What color is it?

Ans: It is a _____.

Q: What color are they?

Ans: They are _____.

Q: What is the initial/beginning sound of this number?

Ans: It is _____.

Q: What is the final/last sound of this number?

Ans: It is _____.

Production

Skill Building (Have group work then let them match and identify the colors of the given objects.)

*Ask questions about the different colors of objects.

(Use: Ppt/ flashcards/ real objects)

- Q: What color is it? Ans: It is a _____.
- Q: What color are they? Ans: They are _____.
- Q: What is the initial/beginning sound of this color?
 Ans: It is _____.
- Q: What is the final/last sound of this color?
 Ans: It is _____.

Wrap up.

*Ask the students about the lesson of the day.

Materials

13. PowerPoint
14. textbooks
15. Worksheets
16. Video clips
17. flashcards
18. real objects

Suggested activities.

*Let each of the students read the given words of the day.

Measurement and evaluation

5. Evaluate the speaking and reading skills of the students.
6. Check the given worksheets.

oOo

Prepared by:

MRS. MARY ANN A. MERCOLITA
Elective English Teacher

Signed:

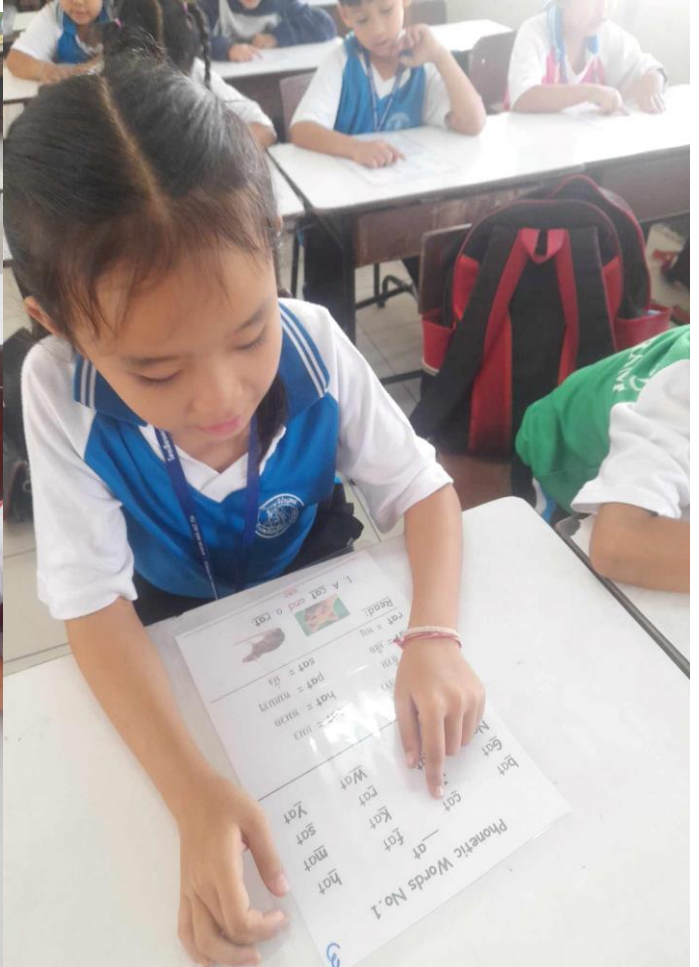
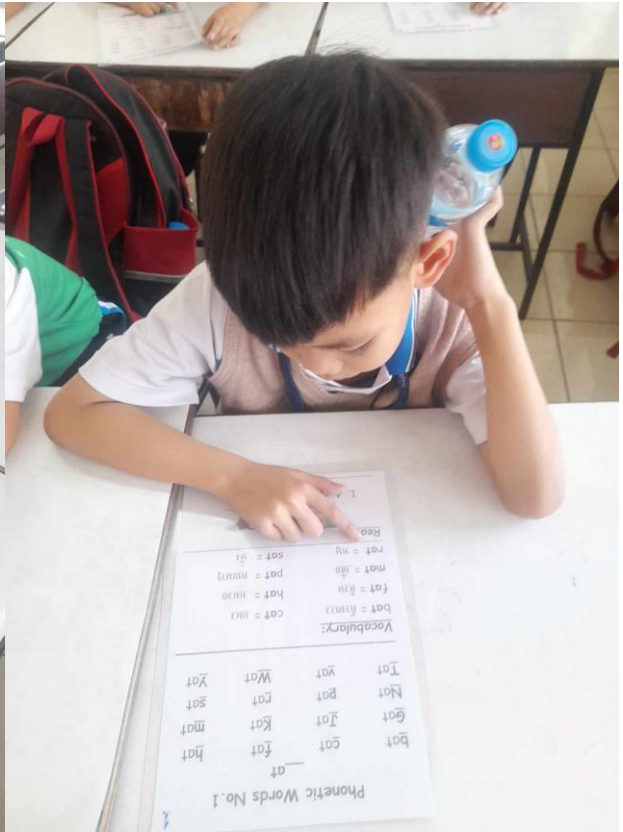
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Head Teacher
Foreign Language Department

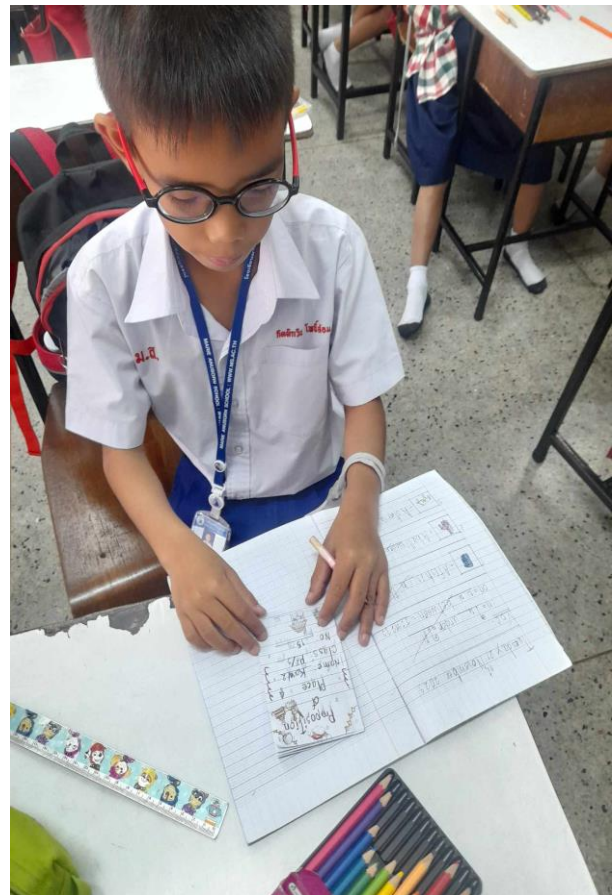
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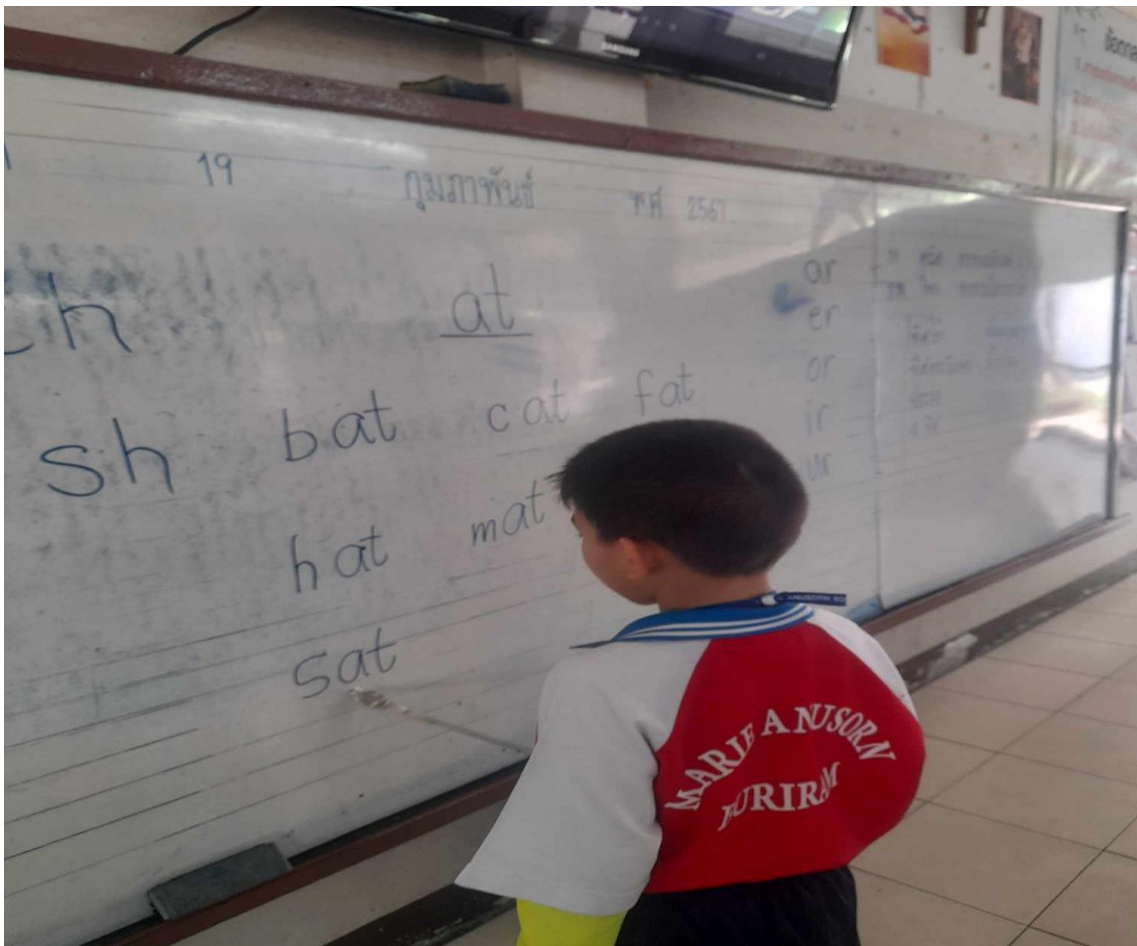
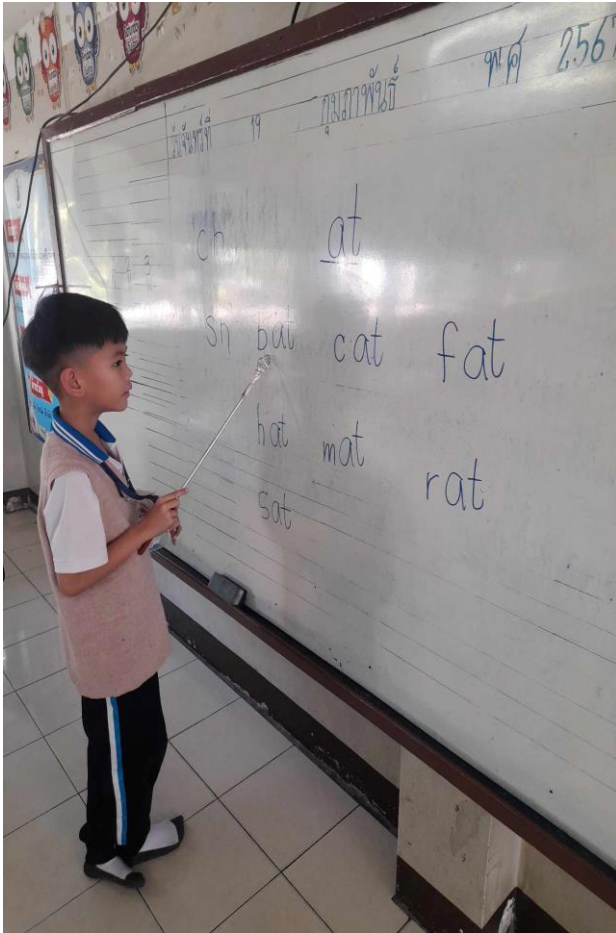
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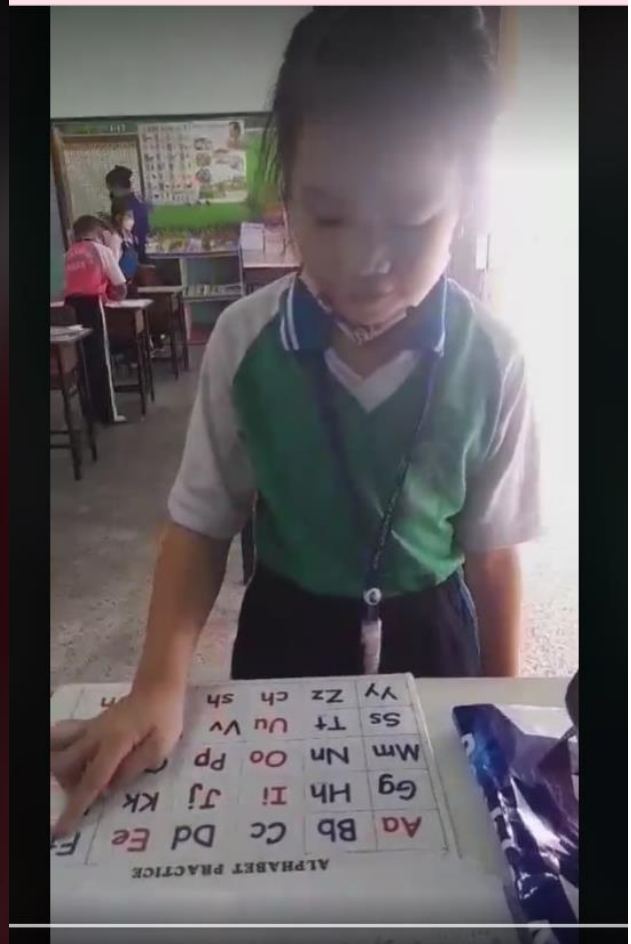
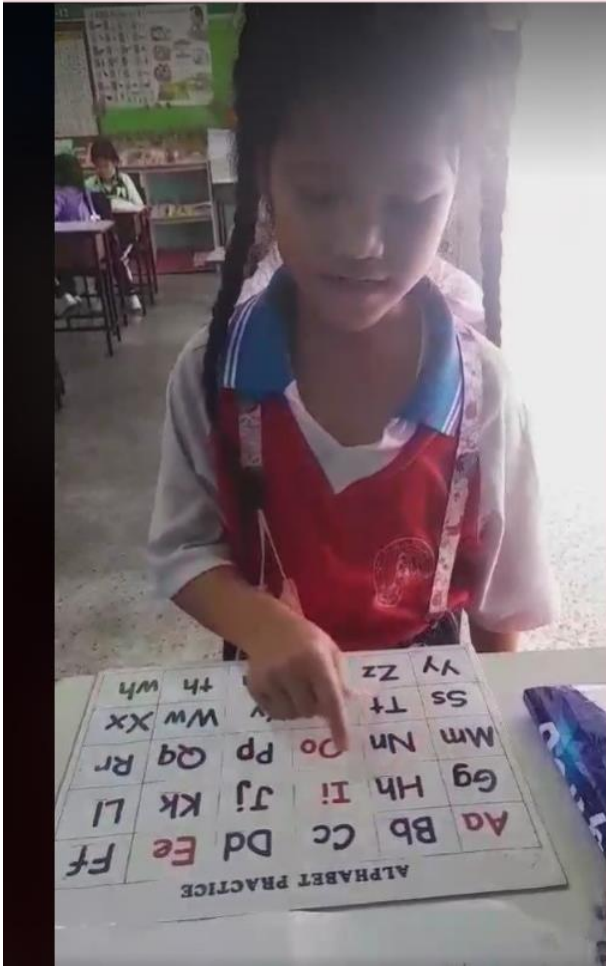
More Materials













Marie Anusorn School

Elective English Worksheet

Q:What is it?
Ans: It is a _____.

Q:What is it?
Ans: It is a flower.

Q:What is it?
Ans: It is a tree.

Q:What is it?
Ans: It is a bear.

Q:What is it?
Ans: It is a dog.

Q:What is it?
Ans: It is a cat.

Q:What is it?
Ans: It is a bicycle.

Q:What is it?
Ans: It is a robot.

Q:What is it?
Ans: It is a flower.

Q:What are they?
Ans: They are flowers.

Q:What is it?
Ans: It is a tree.

Q:What are they?
Ans: They are trees.

Q:What is it?
Ans: It is a bus.

Q:What are they?
Ans: They are buses.

Q:What are they?
Ans: They are buses.

Q: What is it?
Ans: It is a skateboard.

Q: What is it?
Ans: It is a bike.

Q: What is it?
Ans: It is a cat.

Q: What is it?
Ans: It is a dog.

Q: What is it?
Ans: It is a tree.

Q: What is it?
Ans: It is a kite.

Q: What is it?
Ans: It is a cat.

Q: What is it?
Ans: It is a dog.

Q: What is it?
Ans: It is a tree.

Q: What is it?
Ans: It is a kite.

Q: What is it?
Ans: It is a doll.

Q: What is it?
Ans: It is a flower.

Q: What is it?
Ans: It is a bear.

Q: What is it?
Ans: It is a bike.

Q: What is it?
Ans: It is a skateboard.

Q: What is it?
Ans: It is a robot.

Review:

cat = แมว

dog = หมา / สุนัข

tree = ต้นไม้

kite = ฟ้าว

flower = ดอกไม้

bear = หมี

bike = จักรยาน

skateboard = สเก็ตบอร์ด

doll = ตุ๊กตา

robot = หุ่นยนต์

Q: What are they?
Ans: They are flowers.

Q: What is it?
Ans: It is a tree.

Q: What are they?
Ans: They are trees.

Q: What is it?
Ans: It is a bus.

Q: What are they?
Ans: They are buses.

Q: What is it?
Ans: It is a house.

Q: What is it?
Ans: It is a laptop.

Q: What is it?
Ans: It is a robot.

Q: What is it?
Ans: It is a mask.

Q: What is it?
Ans: It is a flower.

Q: What is it?
Ans: It is a bus.

Q: What is it?
Ans: It is a pencil.

Q: What is it?
Ans: It is a tree.

Review:

house บ้าน

laptop แล็ปท็อป

robot หุ่นยนต์

mask หน้ากาก

flower ดอกไม้

bus รถบัส

pencil ดินสอ

tree ต้นไม้

AutoSave Numbers 1-20.pptx Saved to this PC Mary Ann A. Mercolita

File Home Insert Draw Design Transitions Animations Slide Show Record Review View Help

Clipboard Font Paragraph Drawing Editing Voice Add-ins Designer

1 Numbers 1-20

2

3

4

Numbers 1-20

NUMBERS Click and listen

| | | | | | |
|---------------|-----------------|----------------|----------------|---------------|-----------|
| 0 zero | 1 one | 2 two | 3 three | 4 four | 5 five |
| 6 six | 7 seven | 8 eight | 9 nine | 10 ten | |
| 11 eleven | 12 twelve | 13 thirteen | 14 fourteen | 15 fifteen | |
| 16 sixteen | 17 seventeen | 18 eighteen | 19 nineteen | 20 twenty | |

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Slide 1 of 4 Thai Accessibility: Investigate 27°C ENG 2:40

| | | | | | |
|------------------------------|------------------------------|-----------------------------|-------------------------------|------------------------------|-----------------------------|
| 3 <u>three</u> | 12 <u>twelve</u> | 6 <u>six</u> | 9 <u>nine</u> | 1 <u>one</u> | |
| 19 <u>nineteen</u> | 18 <u>eighteen</u> | 15 <u>fifteen</u> | 8 <u>eight</u> | 5 <u>five</u> | |
| 0 <u>zero</u> | 7 <u>seven</u> | 4 <u>four</u> | 10 <u>ten</u> | 20 <u>twenty</u> | 16 <u>sixteen</u> |
| 11 <u>eleven</u> | 14 <u>fourteen</u> | 2 <u>two</u> | 17 <u>seventeen</u> | 13 <u>thirteen</u> | |

Q: How many are there?

1.



= There are
three books.

4.



= _____

= _____

2.



= There is
one pencil.

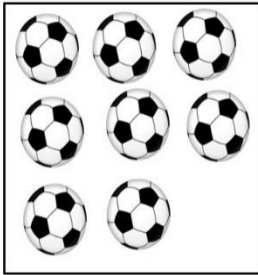
5.



= _____

= _____

3.



= _____

= _____

Numbers 1-20

NUMBERS  Click and listen 

| | | | | | |
|---------------|-----------------|----------------|----------------|---------------|-----------|
| 0 zero | 1 one | 2 two | 3 three | 4 four | 5 five |
| 6 six | 7 seven | 8 eight | 9 nine | 10 ten | |
| 11 eleven | 12 twelve | 13 thirteen | 14 fourteen | 15 fifteen | |
| 16 sixteen | 17 seventeen | 18 eighteen | 19 nineteen | 20 twenty | |

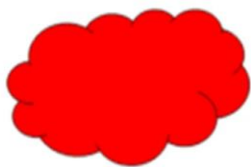
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Colors



Colors = สี



red

สีแดง



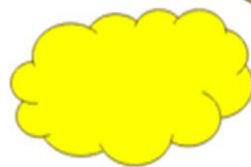
blue

สีฟ้า



pink

สีชมพู



yellow

สีเหลือง



brown

สีน้ำตาล



purple

สีม่วง



black

สีดำ



white

สีขาว



green

เขียว



orange

สีส้ม