

基隆市武崙國民小學

2025 自主學習節公開授課教案 (英語領域)

日期：114/11/26

時間：11:20-12:00 (第四節課)

班級：404

教學單元：My Mystery Box Market (康軒 Wonder World 3 Unit 3 – Be Honest – 延伸活動)

節數：3/3

授課教師：李家珍 Lily

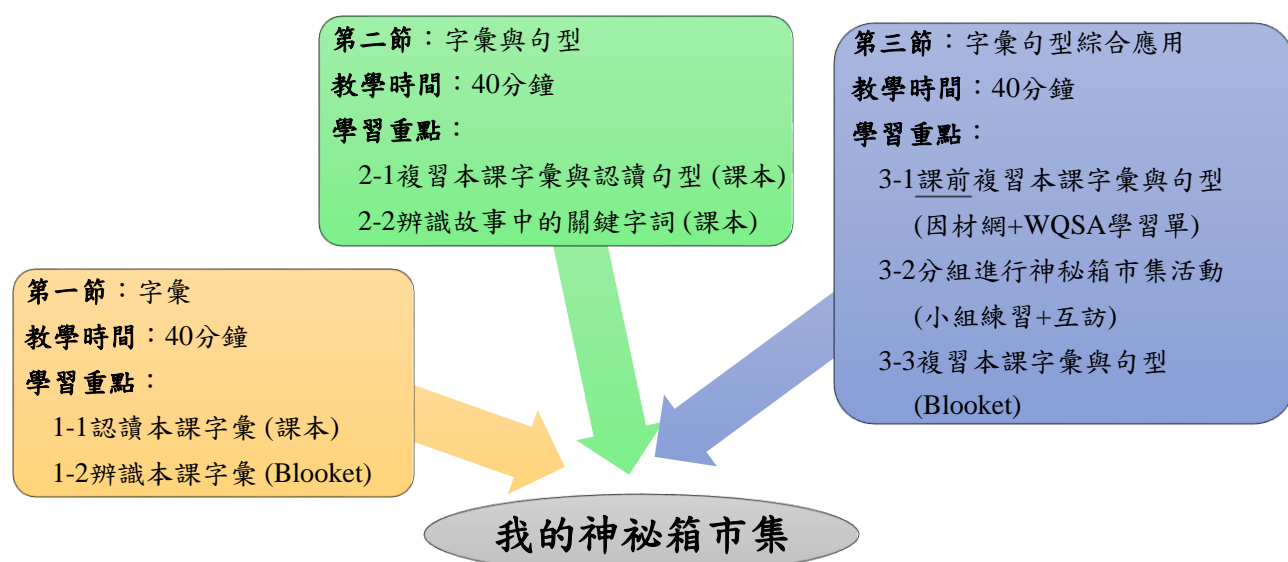
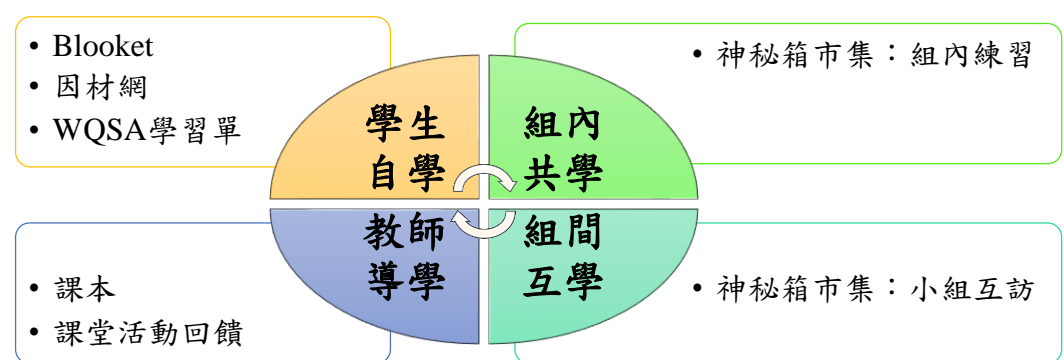
觀課教師：_____

四樓綜合三教室-教室座位配置圖

16 邱芷柔 Zoe 16		6 吳彥璋 Eric		19 吳沐宸 Momo		9 王榕葳 Vick		25 黃信維 Evan		22 林佳瑾 Luna 22	
23 劉思菲 Apphia		Team 6		3 許竣翔 Aaron		Team 5		14 連品煊 Shirly		24 楊紫琳 Claire	
								Team 4		11 李祐丞 Rico	
1 蕭君宇 David		21 吳佳芸 Nancy		17 劉珮 Luna 17		18 羅姿羽 Zoe 18		15 楊欣晏 Luna 15		20 廖于萊 Rose	
4 吳泯佑 Ollie		Team 3		12 董禹彤 Jubie		2 吳祐誠 Tony		Team 2		8 林品佑 Leo	
										5 廖御玆 Hugo	
										Team 1	
										10 魏辰歡 Teddy	
										13 許書瑀 Kelly	
觸控螢幕 & 黑板											

單元主題	My Mystery Box Market (康軒 Wonder World 3 Unit 3 – Be Honest 延伸活動)	課程時間	120 分鐘 (共 3 節)
學生年級	四年級	學生人數	25
設計理念			
<p>本課程以「神秘箱市集」為核心，進行課程相關活動設計，將英語學習轉化為沉浸式擬真互動體驗，透過「四學模式」替學生搭建學習框架：課堂中，學生先藉由個人練習內化單字與句型（學生自學），再經小組角色扮演模擬，深化所學（組內共學），接著輪流跨組互訪練習，增加學習體驗與加深學習印象（組間互學），最後教師總結、點評學生表現（教師導學），並讓學生使用即時互動學習平台（Blooket）進行單字句型複習，奠定學生學習觀念。</p> <p>抽選神秘箱物品的「未知性」能激發學生好奇心與學習動機，使機械式的單字和句型練習轉為有意義且具趣味性的溝通任務，設計重點在於融合語言準確性與對話流暢度，讓學生在「猜測-驗證」的樂趣中自然習得所有權問答，同時培養誠信互動等相關素養，確保語言學習之輸入、內化和輸出環環相扣，達成語言與品格教育的雙贏。</p>			

核心素養		
<input type="checkbox"/> A1 身心素質與自我精進	<input checked="" type="checkbox"/> B1 符號運用與溝通表達	<input type="checkbox"/> C1 道德實踐與公民意識
<input checked="" type="checkbox"/> A2 系統思考與解決問題	<input type="checkbox"/> B2 科技資訊與媒體素養	<input checked="" type="checkbox"/> C2 人際關係與團隊合作
<input type="checkbox"/> A3 規劃執行與創新應變	<input type="checkbox"/> B3 藝術涵養與美感素養	<input type="checkbox"/> C3 多元文化與國際理解
學科核心素養對應內容		
總綱	領綱	
<div>A2 系統思考與解決問題</div> <div>具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題。</div> <div>B1 符號運用與溝通表達</div> <div>具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。</div> <div>C2 人際關係與團隊合作</div> <div>具備友善的人際情懷及與他人建立良好的互動關係，並發展與人溝通協調、包容異己、社會參與及服務等團隊合作的素養。</div>	<div>英-E-A2</div> <div>具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。</div> <div>英-E-B1</div> <div>具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</div> <div>英-E-C2</div> <div>積極參與課內英語文小組學習活動，培養團隊合作精神。</div>	
本單元學習重點		
學習表現	學習內容	
1-II-7 能聽懂課堂中所學的字詞。 1-II-8 能聽懂簡易的教室用語。 1-II-10 能聽懂簡易句型的句子。 2-II-3 能說出課堂中所學的字詞。 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 3-II-2 能辨識課堂中所學的字詞。 3-II-3 能看懂課堂中所學的句子。 4-II-3 能臨摹抄寫課堂中所學的字詞。 4-II-4 能臨摹抄寫課堂中所學的句子。 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 6-II-1 能專注於教師的說明與演示。 6-II-2 積極參與各種課堂練習活動。 6-II-3 樂於回答教師或同學所提的問題。 6-II-4 認真完成教師交代的作業。 7-II-2 能妥善運用情境中的非語言訊息以幫助學習。	Ac-II-1 簡易的教室用語。 Ac-II-3 第二學習階段所學字詞。 B-II-1 第二學習階段所學字詞及句型的生活溝通。	

融入之議題 / 整合之領域	
社會領域：擬真情境中的角色扮演、溝通禮儀與團隊協作。	
學習目標	
1. 能看圖片說出本課所學與食物相關的應用字彙 (book, eraser, marker, pen, pencil, ruler)。 2. 了解並正確使用 Is this your _____? Yes, it is. / No, it isn't. 的句型，表達所有權。	
本單元所需之學生先備知識	本單元之目標語言內容
三年級： 在三年級康軒版英語課本中學習過下列 Yes/No 問答句型： 1. Is it a cat? Yes, it is. No, it's not. 2. Is she a doctor? Yes, she is. No, she's not. 可與本課單字句型延伸整合運用。	Vocabulary: book, eraser, marker, pen, pencil, ruler Sentence Pattern: Is this your _____? Yes, it is. No, it isn't.
課程安排	
<p>課程架構圖：</p>  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> 第一節：字彙 教學時間：40分鐘 學習重點： 1-1 認讀本課字彙 (課本) 1-2 辨識本課字彙 (Blooket) </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> 第二節：字彙與句型 教學時間：40分鐘 學習重點： 2-1 複習本課字彙與認讀句型 (課本) 2-2 辨識故事中的關鍵字詞 (課本) </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> 第三節：字彙句型綜合應用 教學時間：40分鐘 學習重點： 3-1 課前複習本課字彙與句型 (因材網+WQSA學習單) 3-2 分組進行神秘箱市集活動 (小組練習+互訪) 3-3 複習本課字彙與句型 (Blooket) </div> </div> <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 50px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 我的神秘箱市集 </div> </div>	
<p>自主學習架構圖：</p>  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> • Blooket • 因材網 • WQSA學習單 </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> • 神秘箱市集：組內練習 </div> </div> <div style="display: flex; justify-content: center; margin: 10px 0;"> <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="background-color: #f0f0f0; width: 50%; height: 50%; display: flex; align-items: center; justify-content: center;"> 學生自學 </div> <div style="background-color: #e0e0e0; width: 50%; height: 50%; display: flex; align-items: center; justify-content: center;"> 教師導學 </div> </div> <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="background-color: #e0ffe0; width: 50%; height: 50%; display: flex; align-items: center; justify-content: center;"> 組內共學 </div> <div style="background-color: #e0ffe0; width: 50%; height: 50%; display: flex; align-items: center; justify-content: center;"> 組間互學 </div> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> • 課本 • 課堂活動回饋 </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> • 神秘箱市集：小組互訪 </div> </div>	

使用教具/ 教學資源 / 網路連結

1. 電子教科書、教師用電腦、教室觸控螢幕、小白板、白板筆、教師文具、學生文具、神秘箱、學生用載具(iPad)
2. 課本、自學/小組活動學習單
3. 因材網：[\(https://adl.edu.tw/HomePage/home/\)](https://adl.edu.tw/HomePage/home/)
1-II-10-04-15 文具-Is this your pencil? -影片(2'57)、練習題、WQSA 學習單

單元第一節			
教學流程	所需資源及對應目標	時間	評量方式
發展活動與教師導學 1. 教師依序展示單字閃卡，並講解個別單字發音和拼寫方式。 	1-1 教師用電腦 教室觸控螢幕	12'	口語評量 課堂參與
2. 教師隨機念出單字，請學生展示該物品。	學生文具	3'	課堂參與
3. 教師隨機拿出文具，請學生說出單字。	教師文具	3'	口語評量 課堂參與
4. 教師播放電子書中的單字聽辨練習，學生依聽到的順序編號，並核對答案。	教師用電腦 教室觸控螢幕 電子教科書 課本	3'	書寫評量 課堂參與
5. 教師發下小白板和白板筆，並隨機展示文具，學生拼寫出單字。	小白板 白板筆 教師文具	4'	書寫評量 課堂參與
教師導學與學生自學 1. 教師開啟 Blooket 任務之題目列表，進行單字複習，並展示 Blooket 單字複習活動(Battle 模式) QR Code。 2. 學生掃描 QR Code 進入遊戲，教師於遊戲同時講解並帶念單字。	1-2 教師用電腦 教室觸控螢幕 學生用載具 教師用電腦 教室觸控螢幕	5' 10'	口語評量 課堂參與 載具實作 課堂參與

單元第二節

教學流程	所需資料及對應目標	時間	評量方式
<p>教師導學</p> <p>喚起舊經驗：</p> <ol style="list-style-type: none"> 教師隨機念出單字，請學生展示該物品。 教師隨機拿出文具，請學生說出單字。 <p>發展活動：</p> <ol style="list-style-type: none"> 教師帶念課本之重點句型： <p>Is it your _____?</p> <p>Yes, it is.</p> <p>No, it's not.。</p> 	<p>2-1</p> <p>學生文具</p> <p>教師文具</p> <p>教師用電腦 教室觸控螢幕 電子教科書 課本</p>	<p>2'</p> <p>3'</p> <p>5'</p>	<p>課堂參與</p> <p>口語評量 課堂參與</p> <p>口語評量 課堂參與</p>
<p>2. 教師隨機拿起學生文具並提問，學生進行重點句型語詞代換口語練習。</p>	<p>學生文具</p>	<p>10'</p>	<p>口語評量 課堂參與</p>
<p>組內共學：6 組，每組 4-5 人</p> <p>組內輪流隨機拿起自己或組員的文具進行重點句型問答練習，至少兩個循環。</p>	<p>課本 學生文具</p>	<p>10'</p>	<p>口語評量 課堂參與</p>
<p>教師導學</p> <ol style="list-style-type: none"> 教師播放 Unit 3 故事動畫，學生觀看後將本課關鍵單字和句型畫上底線。 教師帶念課文並與學生確認關鍵單字和句型出現位置。 	<p>2-2</p> <p>教師用電腦 教室觸控螢幕 電子教科書 課本</p>	<p>10'</p>	<p>口語評量 課堂參與</p>

單元第三節

教學流程	所需資料及對應目標	時間	評量方式
學生自學 教師指派因材網知識結構學習任務(1-II-10-04-15)，並請學生於課前完成任務和 WQSA 學習單內容。	3-1 家用載具 WQSA 學習單	課前	因材網 報表結果 書寫評量
教師導學與學生自學 喚起舊經驗： <ol style="list-style-type: none"> 1. 教師依據學生課前完成之知識結構學習任務報表和 WQSA 學習單內容，引導學生釐清學習盲點。 2. 教師發下「神秘箱市集」活動學習單，請學生自行完成第一部分：單字辨識與拼寫。 	教師用電腦 教室觸控螢幕 WQSA 學習單 活動學習單	2' 2'	口語評量 課堂參與 書寫評量 課堂參與 書寫評量
組內共學 ：6 組，每組 4-5 人 發展活動： <div style="background-color: yellow; display: inline-block; padding: 2px;">「神秘箱市集」</div> <ol style="list-style-type: none"> 1. 教師發給每組一個箱子，各組每位組員皆須放入「鉛筆、原子筆、螢光筆、橡皮擦、尺、英語習作」。 2. 各組輪流抽取箱內物品，再以本課句型進行問答練習，同時於學習單第二部份紀錄（每人共需紀錄兩樣物品）。 	3-2 學生文具 神秘箱 活動學習單 學生文具 神秘箱	2' 8'	課堂參與 書寫評量 口語評量 課堂參與
組間互學 ：6 組，每組 4-5 人 <ol style="list-style-type: none"> 1. 限時 6 分鐘，第 1-3 組分別到第 4-6 組抽取該組箱內物品，再以本課句型進行問答練習，同時於學習單第三部份紀錄（每人共需紀錄兩樣物品）。 2. 再限時 6 分鐘，第 4-6 組分別到第 1-3 組抽取該組箱內物品，再以本課句型進行問答練習，同時於學習單第三部份紀錄（每人共需紀錄兩樣物品）。 	活動學習單 學生文具 神秘箱 活動學習單 學生文具 神秘箱	6' 6'	書寫評量 口語評量 課堂參與 書寫評量 口語評量 課堂參與
教師導學 <ol style="list-style-type: none"> 1. 學生反思本節課表現並在學習單第四部份完成自評。 	活動學習單	2'	課堂參與 書寫評量

<p>2. 教師歸納統整本節課學習重點，釐清學生錯誤概念，並評析各組組內共學和組間互學的優缺點，最後給予口頭鼓勵。</p>		2'	課堂參與
<p>學生自學</p> <p>1. 教師展示 Blooket 單字句型複習活動 (Battle 模式) QR Code。</p> <p>2. 學生掃描 QR Code 進入遊戲，教師於遊戲同時講解並帶念單字句型。</p>	<p>3-3</p> <p>教師用電腦 教室觸控螢幕 學生用載具</p>	10'	<p>課堂參與</p> <p>口語評量</p> <p>載具實作</p>

Q₁ Listen and choose.

仔細聽，選出與題目敘述相符的圖片。

▶ 0:00 / 0:03

A



詳解

聽力題目為：

Is this your book? Yes, it is. 這是你書嗎？是的。

從題目可以知道主角詢問的書的確是對方的，因此正確答案為選項 2。

Q₂ Listen and choose.

仔細聽，選出與題目敘述相符的圖片。

▶ 0:00 / 0:05

A



詳解

聽力題目為：

Is this your eraser? No, it's not. My eraser is green.

這是你橡皮擦嗎？不是，我的橡皮擦是綠色的。

從題目可以知道對方的橡皮擦是綠色的，因此正確答案為選項 1。

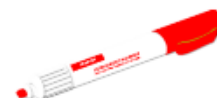
因材網知識結構學習自主學習單

班級 Class : _____ 座號 Number : _____ 姓名 Name : _____

日期 : _____ / _____ 領域科目 : 英語 English

因材網學習內容 : 1-II-10-04-15 Is this your pencil?

A. Look and Write 請寫出符合圖片的單字。



B. Read and Match 連連看，請將圖片與相符的對話連起來。

	●	●
	●	●
	●	●

: "Is this your eraser?"
: "No, it's not. My eraser is yellow."
: "Is this your ruler?"
: "No, it's not. My ruler is blue."
: "Is this your pencil?"
: "Yes, it is."



2025 Keelung Wulun Elementary School

Unit 3 Activity - Grade 4



Class: _____ Number: _____ Name: _____



My Mystery Box Market

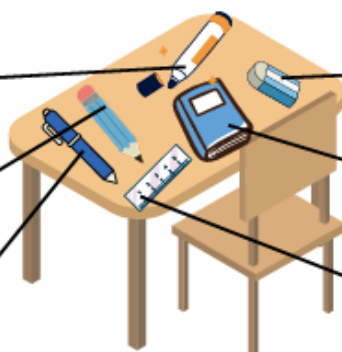



Part 1 - Look and Write

















Part 2 - Q&A with Team Members

What?
(pen, book)



Who?
(Amy, Kevin)



		Yes / No
		Yes / No

Part 3 - Q&A with Other Teams

What?	Who?	
		Yes / No
		Yes / No

Q: Is this your _____?

A: Yes, it is. / No, it's not.



Part 4 - Self Assessment

1. I can say the six words correctly.
我能正確說出六個單字。

1 / 2 / 3 / 4 / 5

2. I can use the sentence "Is this your ___?" correctly.
我能正確使用「Is this your ___?」這個句型。

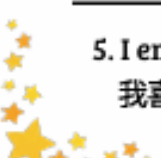
1 / 2 / 3 / 4 / 5

3. I can answer "Yes, it is." or "No, it's not." correctly.
我能正確回答「Yes, it is.」或「No, it's not.」。


1 / 2 / 3 / 4 / 5

4. I spoke English bravely during the activity.
我在活動中勇敢開口說英語。

1 / 2 / 3 / 4 / 5

- 
5. I enjoyed My Mystery Box Market activity.
我喜歡「神秘箱市集」這個活動。

1 / 2 / 3 / 4 / 5



Keelung Wulun Elementary School

2025 Self-Directed Learning Festival – English Lesson Plan

Date : 114/11/26

Time : 11:20-12:00 (the 4th class)

Class : 404

Unit : My Mystery Box Market (KNSH Wonder World 3 Unit 3–Be Honest–Activity)

Period : 3/3

Teacher : 李家珍 Lily

Participant : _____

4F Multipurpose Classroom - Seating Plan

<div>16 邱芷柔 Zoe 16</div> <div>23 劉恩菲 Apphia</div>	<div>6 吳彥璋 Eric</div> <div>7 廖賢祐 Jonnes</div>	<div>19 吳沐宸 Momo</div> <div>3 許竣翔 Aaron</div>	<div>9 王榕葳 Vick</div> <div>14 連品煊 Shirly</div>	<div>25 黃信維 Evan</div> <div>24 楊紫琳 Claire</div>	<div>22 林佳瑾 Luna 22</div> <div>11 李祐丞 Rico</div>
<div>1 蕭君宇 David</div> <div>4 吳泯佑 Ollie</div>	<div>21 吳佳芸 Nancy</div> <div>12 董禹彤 Jubie</div>	<div>18 羅姿羽 Zoe 18</div> <div>2 吳祐誠 Tony</div>	<div>15 楊欣晏 Luna 15</div> <div>8 林品佑 Leo</div>	<div>20 廖于萊 Rose</div> <div>5 廖御琮 Hugo</div>	<div>10 魏辰叡 Teddy</div> <div>13 許書瑀 Kelly</div>

Screen & Blackboard

Title	<u>My Mystery Box Market</u> (KNSH Wonder World 3 Unit 3 – Be Honest – Activity)	Total Time	120 minutes (3 classes in total)
Grade	Grade 4	Class Size	25
Curriculum Design Philosophy			
<p>This lesson is centered on the theme “My Mystery Box Market”, transforming English learning into an immersive, realistic interactive experience. The design adopts the “Four Learning Model” as its framework: students first internalize target vocabulary and sentence patterns through individual practice (Self-Learning), then reinforce their understanding through small-group role-play (Peer Learning within groups). Next, they interact with other groups (Inter-Group Learning) to broaden their learning experiences and deepen their impressions. Finally, the teacher summarizes and provides feedback (Teacher-Guided Learning) while students consolidate their knowledge using an interactive response system (Blooket) to strengthen language retention.</p> <p>The element of surprise in drawing mystery box items stimulates students’ curiosity and</p>			

motivation, turning repetitive vocabulary and sentence drills into meaningful and engaging communicative tasks. The core of the design lies in balancing language accuracy and communicative fluency, allowing students to naturally acquire ownership-related question-and-answer structures through the fun process of “guessing and verifying.” At the same time, the activity cultivates honesty, collaboration, and interpersonal respect, ensuring that language input, internalization, and output form a coherent cycle—achieving a dual goal of language proficiency and character education.

Core Competencies

- | | |
|---|--|
| <input type="checkbox"/> A1 Physical and Mental Wellness and Self Advancement | <input checked="" type="checkbox"/> B1 Semiotics and Expression |
| <input type="checkbox"/> C1 Moral Praxis and Citizenship | |
| <input checked="" type="checkbox"/> A2 Logical Thinking and Problem Solving | <input type="checkbox"/> B2 Information and Technology Literacy and Media Literacy |
| <input checked="" type="checkbox"/> C2 Interpersonal Relationships and Teamwork | |
| <input type="checkbox"/> A3 Planning, Execution, Innovation, and Adaptation | <input type="checkbox"/> B3 Artistic Appreciation and Aesthetic Literacy |
| <input type="checkbox"/> C3 Multi-cultural and Global Understanding | |

Subject-Specific Core Competencies

General Curriculum Guidelines

A2 Logical Thinking and Problem Solving

Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.

B1 Semiotics and Expression

Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.

C2 Interpersonal Relationships and Teamwork

Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.

Learning Area Curriculum Guidelines

E-A2

Possess the contemplative ability to explore problems, and through experience and practice, solve problems in daily life.

E-B1

Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life.

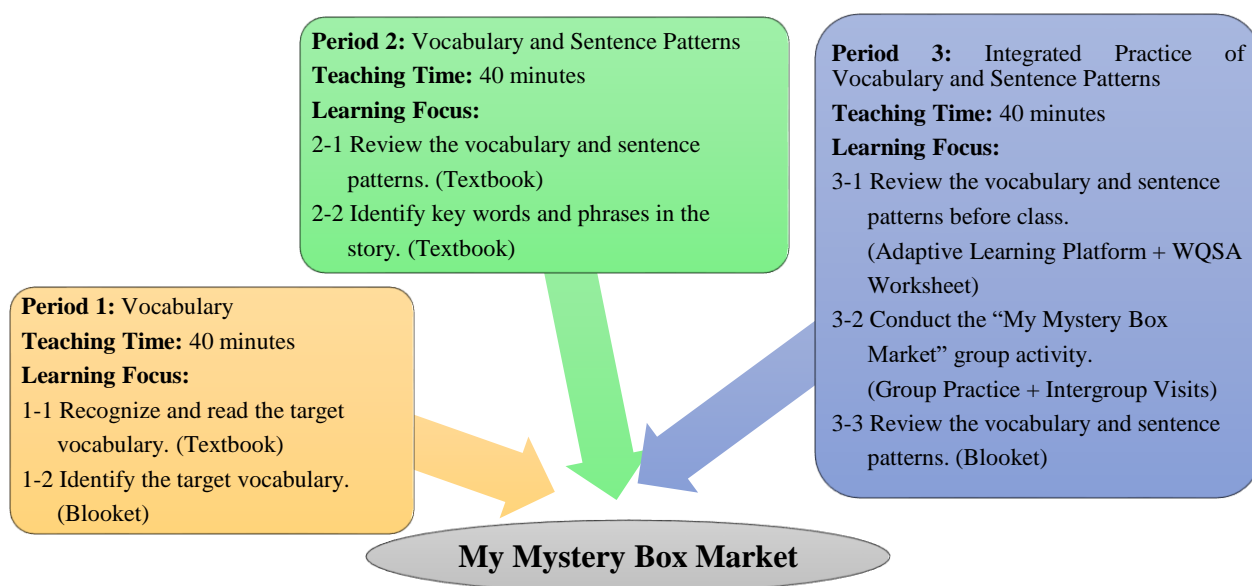
E-C2

Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.

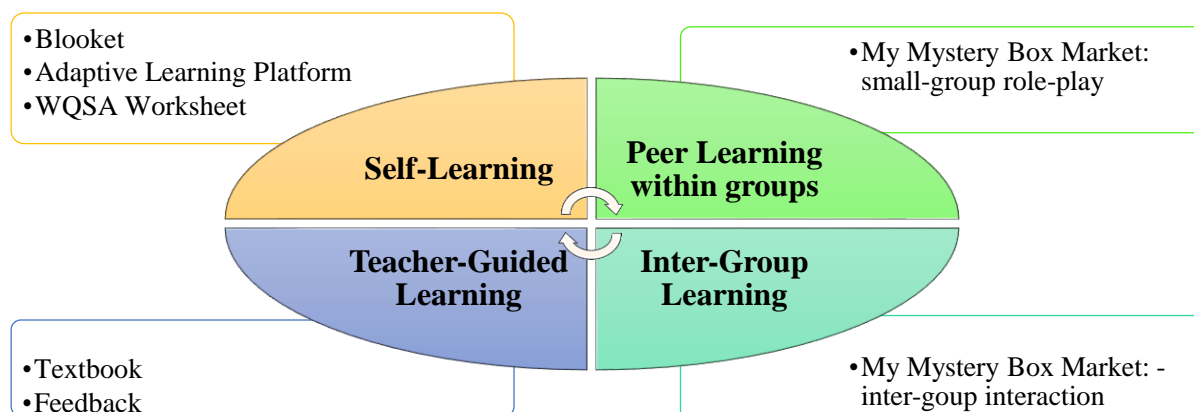
Essential Learning Focuses		
Learner Performance		Learning Content
1-II-7	Can comprehend words learned in class.	Ac-II-1 Simple classroom instructions
1-II-8	Can comprehend simple classroom instructions.	Ac-II-3 Vocabulary of Stage II level.
1-II-10	Can comprehend sentences of simple structures.	B-II-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.
2-II-3	Can say the words learned in class.	
2-II-6	Can speak sentences of simple structures with intelligible pronunciation and appropriate intonation.	
3-II-2	Can recognize the words learned in class.	
3-II-3	Can understand the sentences learned in class.	
4-II-3	Can trace the words learned in class.	
4-II-4	Can trace the sentences learned in class.	
5-II-3	Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed.	
6-II-1	Can focus on the teacher's explanation and demonstration.	
6-II-2	Participates actively in various class activities.	
6-II-3	Enjoys answering the teacher's or classmates' questions.	
6-II-4	Completes the homework dutifully.	
7-II-2	Can make good use of non-verbal cues in the context to enhance learning.	
Integrated Issues / Cross-Curricular Connections		
Social Studies Domain: Role-play in authentic situations, communication etiquette, and teamwork collaboration.		

Lesson Arrangement

Lesson Structure Diagram :



自主學習架構圖 Self-Directed Learning Framework :



Learning Objectives

- Students can identify and say the vocabulary related to classroom items (book, eraser, marker, pen, pencil, ruler) by looking at pictures.
- Students can understand and correctly use the sentence pattern “Is this your _____? Yes, it is. / No, it isn’t.” to express ownership.

Students’ Prior Knowledge Required for This Unit

In the Grade 3 KNSH English textbook, students have learned the following Yes/No question patterns:

- Is it a cat? — Yes, it is. / No, it’s not.
- Is she a doctor? — Yes, she is. / No, she’s not.

These sentence patterns can be further integrated and extended with the vocabulary and structures in this lesson.

Target Language of This Unit

Vocabulary:

book, eraser, marker, pen, pencil, ruler


Sentence Pattern:

Is this your _____?

Yes, it is.

No, it isn't.

Teaching Aids / Learning Resources / Links
<ol style="list-style-type: none">1. E-Book, Teacher's Computer, Classroom Touch Screen, Mini Whiteboard, Marker, Teacher's School Supplies, Students' School Supplies, Mystery Boxes, Student Tablets (iPads)2. Textbook, Individual / Group Activity Worksheets3. Adaptive Learning Platform: (https://adl.edu.tw/HomePage/home/) 1-II-10-04-15 School Supplies -Is this your pencil? -Video (2'57"), Video Exercises, WQSA Worksheets

Period 1			
Teaching Procedure	Materials & Corresponding Objectives	Time	Assessment Method
<p>Teacher-Guided Instruction</p> <p>1. Teacher presents flashcards, explains pronunciation and spelling, and asks students to name the correct items.</p> 	<p>1-1 Teacher's Computer Classroom Touch Screen</p>	12'	Oral Evaluation Class Participation
2. Teacher randomly says a word, and students show the corresponding item.	Students' School Supplies	3'	Class Participation
3. Teacher randomly holds up a piece of school supplies, and students say the word aloud.	Teacher's School Supplies	3'	Oral Evaluation Class Participation
4. Teacher plays the vocabulary listening practice from the e-book. Students number the items in the order they hear them and then check the answers.	Teacher's Computer Classroom Touch Screen E-Book Text book	3'	Written Evaluation Class Participation
5. Teacher distributes small whiteboards and markers. Teacher randomly shows an item of school supplies, and students spell the word on their whiteboards.	Mini Whiteboard Marker Teacher's School Supplies	4'	Written Evaluation Class Participation

Teacher-Guided Instruction & Self-Learning		1-2		
1.	Teacher shows the Blooket task question list to review the vocabulary and displays the QR code for Blooket vocabulary review activity (Battle mode).	Teacher's Computer Classroom Touch Screen	5'	Oral Evaluation Class Participation
2.	Students scan the QR code to review vocabulary through a Blooket game (Battle mode).	Student Tablets Teacher's Computer Classroom Touch Screen	10'	Class Participation

Period 2			
Teaching Procedure	Materials & Corresponding Objectives	Time	Assessment Method
Teacher-Guided Instruction Activating Prior Knowledge: <ol style="list-style-type: none"> Teacher randomly says a word, and students show the corresponding item. Teacher randomly holds up a piece of school supplies, and students say the word aloud. Main Learning Activity: <ol style="list-style-type: none"> Teacher explains sentence pattern using key vocabulary: Is it your _____? Yes, it is. No, it's not. ◦ <div data-bbox="272 985 903 1305" data-label="Image"> </div> Teacher randomly holds up Students' School Supplies and ask questions using key vocabulary and sentence pattern. Students practice saying them aloud. 	2-1 Students' School Supplies Teacher's School Supplies Teacher's Computer Classroom Touch Screen E-Book Textbook	2' 3' 5'	Class Participation Oral Evaluation Class Participation Oral Evaluation Class Participation
Peer Learning within groups: 6 teams, 4-5 students per team Students practice pair questions using their school supplies in their teams.	Textbook Students' School Supplies	10'	Oral Evaluation Class Participation
Teacher-Guided Instruction Teacher plays the video of Unit 3, and students underline key vocabulary and sentence pattern after watching the video.	2-2 Teacher's Computer Classroom Touch Screen E-Book Textbook	10'	Oral Evaluation Class Participation

Period 3			
Teaching Procedure	Materials & Corresponding Objectives	Time	Assessment Method
Self-Learning Students complete pre-class task (1-II-10-04-15) and WQSA worksheets.	3-1 Student Tablets at Home WQSA Worksheets	Before class	Report results Written Evaluation
Teacher-Guided Instruction and Self-Learning Activating Prior Knowledge: 1. Teacher review results of pre-class task, WQSA worksheets and clarify misconceptions.	Teacher's Computer Classroom Touch Screen WQSA Worksheets	2'	Oral Evaluation Class Participation Written Evaluation
2. Teacher gives out "My Mystery Box Market" worksheet, and student complete Part 1 (spelling exercise).	Activity Worksheets	2'	Class Participation Written Evaluation
Peer Learning within groups: 6 teams, 4-5 students per team Main Learning Activity: 「My Mystery Box Market」 1. Teacher gives each team a box. Every team member must place one of each item (pencil, pen, marker, eraser, ruler, and English workbook) into the box.	3-2 Students' School Supplies Mystery Boxes	2'	Class Participation
2. Each team takes turns drawing an item from the box and practices the target sentence pattern through Q&A. Students write down their interactions in Part 2 of the worksheet (each student must finish Q&A for two items).	Activity Worksheets Students' School Supplies Mystery Boxes	8'	Written Evaluation Oral Evaluation Class Participation
Inter-Group Learning: 6 teams, 4-5 students per team 1. Within a 6-minute time limit, Teams 1-3 take turns visiting Teams 4-6 to draw an item from their boxes and practice the target sentence	Activity Worksheets Students' School	6'	Written Evaluation Oral

<p>pattern through Q&A. Students write down their interactions in Part 3 of the worksheet (each student must finish Q&A for two items).</p> <p>2. Within another 6-minute time limit, Teams 4-6 take turns visiting Teams 1-3 to draw an item from their boxes and practice the target sentence pattern through Q&A. Students write down their interactions in Part 3 of the worksheet (each student must finish Q&A for two items).</p>	<p>Supplies Mystery Boxes</p> <p>Activity Worksheets Students' School Supplies Mystery Boxes</p>	<p>6'</p>	<p>Evaluation Class Participation Written Evaluation Oral Evaluation Class Participation</p>
<p>Teacher-Guided Instruction</p> <p>1. Students reflect on their performance in this lesson and complete the self-assessment in Part 4 of the worksheet.</p> <p>2. Teacher summarizes the key learning points of the lesson, clarifies misconceptions, and provides feedback on the strengths and weaknesses of each group's intra-group and inter-group learning. Teacher concludes with verbal encouragement.</p>	<p>Activity Worksheets</p>	<p>2'</p>	<p>Class Participation Written Evaluation</p>
	<p>3-3</p> <p>Teacher's Computer Classroom Touch Screen Student Tablets</p>	<p>2'</p> <p>10'</p>	<p>Class Participation Written Evaluation Class Participation</p> <p>Class Participation Oral Evaluation</p>
<p>Self-Learning</p> <p>1. Teacher displays the QR code for Blooket vocabulary and sentence pattern review activity (Battle mode).</p> <p>2. Students scan the QR code to join the game, and then Teacher explains and leads the class in reading the vocabulary and sentence patterns during game time.</p>			

Attachment 1 Video Exercises (Adaptive Learning Platform)

Q₁ Listen and choose.

仔細聽，選出與題目敘述相符的圖片。

▶ 0:00 / 0:03

A



詳解

聽力題目為：

Is this your book? Yes, it is. 這是你書嗎？是的。

從題目可以知道主角詢問的書的確是對方的，因此正確答案為選項 2。

Q₂ Listen and choose.

仔細聽，選出與題目敘述相符的圖片。

▶ 0:00 / 0:05

A



詳解

聽力題目為：

Is this your eraser? No, it's not. My eraser is green.

這是你橡皮擦嗎？不是，我的橡皮擦是綠色的。

從題目可以知道對方的橡皮擦是綠色的，因此正確答案為選項 1。

因材網知識結構學習自主學習單

班級 Class : _____ 座號 Number : _____ 姓名 Name : _____

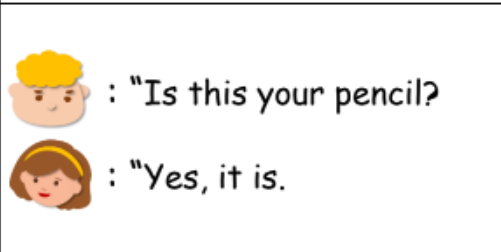
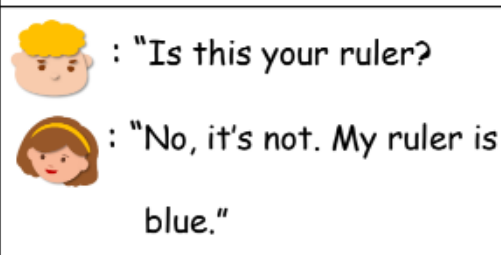
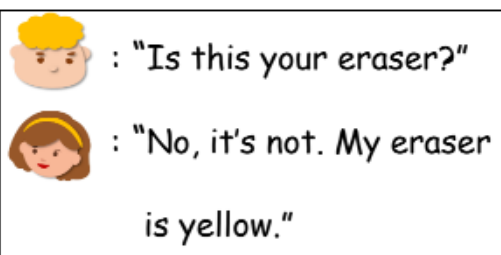
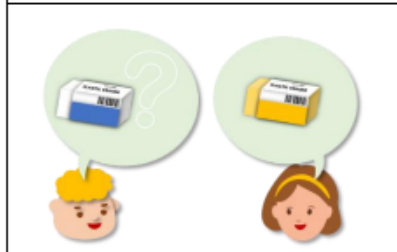
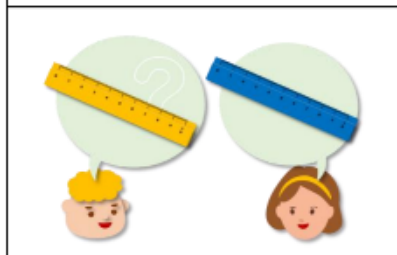
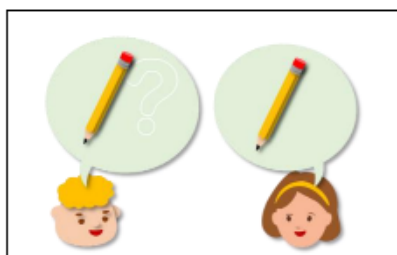
日期 : _____ / _____ 領域科目 : 英語 English

因材網學習內容 : 1-II-10-04-15 Is this your pencil?

A. Look and Write 請寫出符合圖片的單字。



B. Read and Match 連連看，請將圖片與相符的對話連起來。





2025 Keelung Wulun Elementary School

Unit 3 Activity - Grade 4



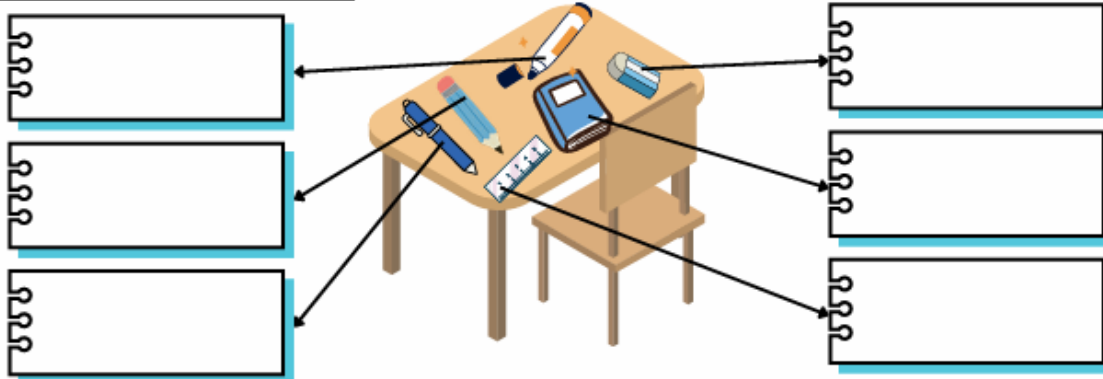
Class: _____ Number: _____ Name: _____



My Mystery Box Market



Part 1 - Look and Write



Part 2 - Q&A with Team Members

What?
(pen, book)



Who?
(Amy, Kevin)



		Yes / No
		Yes / No

Part 3 - Q&A with Other Teams

What?	Who?	
		Yes / No
		Yes / No

Q: Is this your _____?

A: Yes, it is. / No, it's not.



Part 4 - Self Assessment

1. I can say the six words correctly.

我能正確說出六個單字。

1 / 2 / 3 / 4 / 5

2. I can use the sentence "Is this your ___?" correctly.

我能正確使用「Is this your ___?」這個句型。

1 / 2 / 3 / 4 / 5

3. I can answer "Yes, it is." or "No, it's not." correctly.

我能正確回答「Yes, it is.」或「No, it's not.」。

1 / 2 / 3 / 4 / 5

4. I spoke English bravely during the activity.

我在活動中勇敢開口說英語。

1 / 2 / 3 / 4 / 5

5. I enjoyed My Mystery Box Market activity.

我喜歡「神秘箱市集」這個活動。

1 / 2 / 3 / 4 / 5

