

Activity Plans for Cross-curricular Learning

“Wonderful Water”

Activity 1a	Shared reading
Number of lessons	3 (50 minutes each)
Focused Learning Targets and Objectives	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • KSb • KSc • KSf • ESb • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - stories • Vocabulary <ul style="list-style-type: none"> - <i>a slide, a climbing frame, swings, a cable car, a roller coaster, a swimming pool, a restaurant, a snack bar, a park, water droplets, holiday</i> • Language Focus <ul style="list-style-type: none"> - use nouns / noun phrases to refer to objects <i>e.g. a <u>climbing frame</u>, a <u>slide</u></i> - use nouns/noun phrases to identify activities <i>e.g. I like <u>riding on a roller coaster</u>.</i> - use the simple present tense to express interests <i>e.g. He <u>likes</u> playing on the slides.</i> - use ‘wh-’ questions to find out places and various information about activities <i>e.g. <u>Where’s</u> the cable car? <u>What</u> do you like doing in the park?</i> - use prepositions/prepositional phrases to indicate places/positions <i>e.g. The swings are <u>in front of</u> the see-saw. The slide is <u>on the left</u>.</i> - use imperatives to give directions <i>e.g. <u>Turn</u> left there.</i>

	<p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - locate specific information in response to simple instructions or questions • Speaking <ul style="list-style-type: none"> - use modelled phrases and sentences to communicate with teachers or other learners • Reading <ul style="list-style-type: none"> - recognize familiar words in new texts - predict the meaning of unfamiliar words by using context or picture cues - predict story, characters, topic of interest using pictures cues and book cover - locate specific information in a short text in response to questions • Writing <ul style="list-style-type: none"> - develop written texts by adding personal ideas and information when a model or framework is provided • Language Development Strategies <ul style="list-style-type: none"> - develop reference skills by locating simple information in materials such as book cover <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English
Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Coursebook: <i>New Welcome to English 3B</i> (Second Edition), Unit 2 (Longman) • Song: ‘Wonderful Water’ (Refer to Activity Sheet 4) • Song sheet
Procedures	<ul style="list-style-type: none"> • Sing a song ‘Wonderful Water’. • Pupils study the book cover of the storybook <i>Wonderful Water</i>: <ul style="list-style-type: none"> - to find out the title, the author and the publisher of the storybook; and - to predict the content of the storybook. • Teacher shared reads the whole storybook with the pupils.

	<ul style="list-style-type: none"> • Pupils are asked to identify the main characters, Winnie, Wilson, Wendy and William. • Teacher introduces the initial letter sound 'w' as in <u>w</u>ater and helps the pupils identify the letter sound 'w' in the book title and the names of the characters. • Teacher encourages pupils to find other words with the same letter sound. • Teacher reads pp. 1-4 of the storybook aloud. • Pupils learn about the park facilities and talk about what the characters are doing in the sky park on p. 2. <ul style="list-style-type: none"> - Teacher uses Unit 2 (pp. 5, 6 and 8) of the coursebook to introduce more vocabulary about the facilities and activities in the park. • Pupils re-read pp.1-4 of the storybook and try to answer the questions on p.3 based on their previous knowledge.
Remarks	<ul style="list-style-type: none"> • Before starting the module, the teacher decorates the noticeboard with an illustrated water cycle. The teacher should refer to the materials displayed on the board whenever the concepts come up in the storybook or discussion. • Teacher tells the pupils that there are some other books on the topic 'water' in the library for their reference. • Teacher encourages the pupils to read more books on the topic 'water' throughout the tryout period. • Teacher encourages pupils to read the small book <i>Wonderful Water</i> on their own at home. • In order to help the pupils to remember what they have learnt, teacher encourages the pupils to write down the vocabulary related to the topic 'water' in their notebook throughout the module.

活動 1b	水的循環
課節	3 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識水的奇妙之處 • 認識大自然中水的循環 • 認識水的三態變化所造成的一些自然現象
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識 3 下 A》第三課 (新亞洲出版社有限公司) • 作業：《小學常識 3 下 A》第三課 (新亞洲出版社有限公司) • 教育電視節目：《雲和雨》、《可愛的水》 • 簡報：「水的循環」、「製造彩虹」 • 活動工作紙一 • 實驗用具：透明膠樽、箱頭筆、間尺、水
教學步驟	<ul style="list-style-type: none"> • 教師利用英文故事書內小水滴從天上降到地下作為引入。 • 學生觀看教育電視節目《雲和雨》- 雲的形成(節錄)。 • 教師解說雲的形成。 • 教師讓學生分組討論，剛洗好的衣服或濕毛巾的水分去了哪裡，然後用實驗來證明水分會被蒸發 <ul style="list-style-type: none"> - 讓學生在空瓶內注入少量水，用筆記下水的高度，請學生在第二天或數天後量度水的高度，用筆記下，作一比較，看看瓶內的水有否被蒸發。 • 根據實驗結果，教師帶出水會蒸發成水蒸氣。 • 學生觀看教育電視節目《雲和雨》- 雨的形成(節錄)。 • 教師解說雨的形成。 • 教師利用簡報「水的循環」，着學生運用已有知識，解釋大自然中水的循環。 • 教師提出水在循環的過程中，會形成各種不同的自然現象。

	<ul style="list-style-type: none"> • 學生觀看教育電視節目《可愛的水》(節錄)有關霧和露的資料。 • 教師提出在水的循環中，除了霧和露的自然現象外，還有在下雨後可見的另一種自然現象 - 彩虹。 • 學生與教師一起利用實驗來顯示光通過水，折射後能顯出七色，方法如下： <ul style="list-style-type: none"> - 把盛水的透明膠樽放於窗前 - 在膠樽後放一白紙 - 陽光透過水便折射出七種不同顏色 - 亦可利用三稜鏡及電筒取代膠樽及太陽光 • 若沒有足夠陽光進行實驗，可利用簡報「製造彩虹」幫助說明光透過水能折射出彩虹七色。 • 教師派發活動工作紙一，<input type="checkbox"/>學生運用課堂所學的概念，各自設計不同「水的循環」旅程。
備註	<ul style="list-style-type: none"> • 因為大自然現象「霧和露」不是本課題的重點，所以不需作太詳細的解說。 • 大自然現象「彩虹」會於稍後的英文活動 9 中再次出現，應作較詳細解說。

Activity 2	Developing phonic skills
Number of lessons	3 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • KSb • KSf • ESb • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - stories - cartoons - captions • Vocabulary <ul style="list-style-type: none"> - <i>a witch, a worm, covered, a web, a magic wand, waving, a wagon, a washing machine</i> • Language Focus <ul style="list-style-type: none"> - use nouns to refer to objects <i>e.g. a <u>witch</u>, a <u>web</u></i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - discriminate between words with different initial consonant sounds, e.g. ‘w’ as in <u>w</u>ater, ‘f’ as in <u>f</u>an, ‘c’ as in <u>c</u>an. • Speaking <ul style="list-style-type: none"> - pronounce the sounds correctly • Reading <ul style="list-style-type: none"> - recognize familiar words in new texts - predict the meaning of unfamiliar words by using context or picture cues - locate specific information in a short text in response to questions • Writing <ul style="list-style-type: none"> - use the basic conventions of written English - develop written texts by putting words in a logical order to make meaningful phrases or sentences

	<ul style="list-style-type: none"> • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by generating new ideas by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking - develop self-motivation and positive attitudes by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading / confidence in using English • Keeness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of the language
Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Powerpoint: ‘Wilma the Witch’ • Powerpoint: ‘Hello! Do you know who I am?’ • Activity Sheets: 1 and 2
Procedures	<ul style="list-style-type: none"> • Pupils read pp. 1-6 of the storybook to get some ideas of the water cycle. • Pupils revise the letter sound ‘w’ as in <u>w</u>ater and find other words which start with the same letter sound in the classroom environment, from the coursebook or other storybooks. • Pupils work in groups. They think of as many words as possible which begin with the target sound ‘w’ as in <u>w</u>ater and write them on some word cards. • Teacher asks the groups to come out and stick their word cards on the blackboard to form a word ladder. • The group which forms the longest ladder is the winner. • Pupils watch the Powerpoint on ‘Wilma the Witch’ and listen to the teacher reading the passage ‘Wilma the Witch’ in Part A of Activity Sheet 1. • Then pupils finish Part B of Activity Sheet 1 by circling the words that start with the letter sound ‘w’. • Pupils read aloud the passage ‘Wilma the Witch’ again. • Pupils complete Parts C and D of Activity Sheet 1 to consolidate the vocabulary and the letter sound they have learned. • Pupils finish Part E of Activity Sheet 1 as homework. • Teacher tells the story of Mr Wan using the Powerpoint ‘Hello! Do

	<p>you know who I am?'</p> <ul style="list-style-type: none"> • Teacher draws the pupils' attention to the different initial consonants, e.g. <u>W</u>an, <u>f</u>an in the story. • Pupils finish Activity Sheet 2 to consolidate their knowledge of letter-sound relationship. • Pupils work in groups and make a class word tree on any of the initial letter sounds they have learnt or they like. • Teacher encourages the pupils to make their word trees in their notebooks.
<p>Remarks</p>	<ul style="list-style-type: none"> • The concept of water cycle which pupils acquired in the previous G.S. lesson can help them understand pp.1-6 of the storybook better. • Teacher must revise the letter sound 'w' as in <u>w</u>ater before introducing the story of 'Wilma the Witch' and 'Mr Wan'.

活動 3	水的三態
課節	1 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識水的奇妙之處 • 認識水存在的三種形態 • 認識水的三態之間的關係
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識 3 下 A》第二課 (新亞洲出版社有限公司) • 作業：《小學常識 3 下 A》第二課 (新亞洲出版社有限公司) • 教育電視節目：《可愛的水》 • 簡報：「水的三態」 • 活動工作紙二
教學步驟	<ul style="list-style-type: none"> • 教師利用生活經驗，帶引學生說出水的三種形態。 • 學生觀看教育電視節目《可愛的水》(節錄)，以了解的水的特點。 • 學生簡介水的三態: 液態、氣態、固態，及討論水的特點： <ul style="list-style-type: none"> - 沸點、冰點 - 無色、無味、無臭 - 能溶解某些物質 - 能隨不同環境改變其形狀 - 冰的體積會膨脹 • 學生觀看簡報「水的三態」；並完成活動工作紙二。 • 學生總結水的三態：a. 液態遇冷→固態 b. 液態遇熱→氣態 c. 固態遇熱→液態

備註	<ul style="list-style-type: none">• 從英文科故事書 <i>Wonderful Water</i> 及生活經驗，帶引學生說出水的三態及與我們生活的關係。• 除英文故事書外，教師亦要利用活動 1b「水的循環」來解說水的三態是怎樣形成。
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活動 4	本港食水的供應
課節	2 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識本港食水的供應情況 • 認識本港食水的處理情況
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識 3 下 A》第四課 (新亞洲出版社有限公司) • 作業：《小學常識 3 下 A》第四課 (新亞洲出版社有限公司) • 教育電視節目：《食水從哪裏來？》 • 一杯水 • 實驗用具：透明漏斗、透明盛水器皿、幼砂、小石、過濾棉
教學步驟	<ul style="list-style-type: none"> • 教師展示一杯水，並請學生講述「水的循環」。 • 教師□學生觀看教育電視節目《食水從哪裏來？》，了解雨水如何流至水塘。 • 教師利用圖解說明水由水塘輸送至用戶水喉的過程。 • 教師及學生進行水的清潔實驗，以了解水從水塘輸送至用戶水喉的過程中，如何被過濾。 • 教師解釋香港的食水主要是來自水塘及東江水。 • 學生分享遊覽香港水塘的經驗。 • 教師簡介香港水塘的歷史及分佈。 • 教師簡介地下水及其對人類的貢獻。

備註	<ul style="list-style-type: none">• 水點從天上，到地面，再到水塘及到達住戶家中水喉的過程與英文故事書 <i>Wonderful Water</i> 第五、六頁的內容有關。教師可利用有關資料來幫助教學及讓學生將英、常兩科的概念整合。• 當提及遊覽香港水塘時，可提及保持水塘清潔能直接影響食水的潔淨。• 介紹香港水塘的分佈及其歷史時，可瀏覽香港水務署的網頁。 (http://www.wsd.gov.hk/tc/education/index.html)• 教師在授課時要常常複習「水的三態」及「水的循環」等概念。
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活動 5a	水的用途
課節	2 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識水(淡水和鹹水)在日常生活中的用途 • 認識如何善用天然資源 - 水
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識 3 下 A》第一課 (新亞洲出版社有限公司) • 作業：《小學常識 3 下 A》第一課 (新亞洲出版社有限公司) • 教育電視《可愛的水》 • 字咭 • 活動工作紙三、四 • 英文工作紙 Activity Sheet 3
教學步驟	<ul style="list-style-type: none"> • 學生分享「何時會喝水」，帶出人類需要喝水才能生存，因為水是人類生命最重要的元素。 • 教師着學生到酒樓或快餐店搜集不同飲品的中、英文名稱，並完成英文工作紙 Activity Sheet 3。 • 學生進行分類遊戲「食物水分的多少」 <ul style="list-style-type: none"> - 學生分組在字咭上寫出日常喜愛的食物 - 各組報告並將字咭貼於黑板 - 教師引導學生將食物分為「較多水分」及「較少水分」兩類 • 教師鼓勵學生思考水除了可飲用及食用外，還有什麼用途。 • 學生觀看教育電視《可愛的水》(節錄)。 • 教師鼓勵學生討論淡水和鹹水在日常生活中的用途，並完成活動工作紙三。 • 學生統計三天內用水的情況，完成活動工作紙四，並用這統計資料來總結水在自己日常生活中的用途。

備註	<ul style="list-style-type: none">• 教師應常常與學生複習「水的三態」,「水的循環」等概念,以鞏固其學習。• 教師鼓勵學生多提出水(淡水和鹹水)的用途(可用圖片協助),以幫助日後在活動 5b 時作討論。• 飲品調查(Activity Sheet 3)是為活動 6 作準備。• 活動工作紙四將會於進行活動 7「用水的態度」時,作進一步的討論。
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Activity 5b	Discussing the uses of water
Number of lessons	2 (50 minutes)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • KSa • KSe • ESa • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - songs • Vocabulary <ul style="list-style-type: none"> - <i>nothing, without, life, drinking, cooking, washing, watering, cleaning, putting out fire</i> • Language Focus <ul style="list-style-type: none"> - use prepositions/prepositional phrases to indicate use <i>e.g. Water is <u>for drinking</u>.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identify main ideas • Speaking (Presentation) <ul style="list-style-type: none"> - use modelled phrases and sentences to communicate with teachers and other learners • Writing <ul style="list-style-type: none"> - develop written texts by adding personal ideas and information when a model or framework is provided, such as filling gaps • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by generating new ideas by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking - plan, manage and evaluate own learning by reviewing samples of own writing over time and note the improvement in areas such as accuracy and organization of ideas <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English

Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Activity Sheet: 4 • Pictures: Uses of water
Procedures	<ul style="list-style-type: none"> • Teacher reads the story aloud. • Then pupils read pp. 1-8 of the storybook. • Teacher makes use of the storybook and other reference books to show the different uses of water. • Pupils talk about the uses of water, e.g. bathing, washing clothes with the help of pictures. • Pupils read the lyrics and sing the song ‘Wonderful Water’. • Pupils rewrite the lyrics about the uses of water on Activity Sheet 4. • Pupils learn the sentence pattern, ‘Water is for <u>drinking/watering plants.</u>’ and write sentences using the ideas that they have talked about in the previous G.S. lessons. • Teacher guides pupils to suggest 5 to 10 games where water has to be used. If possible, the pupils in groups can make their own game book with the suggested ideas. • Teacher encourages pupils to comment on each other’s work. • Pupils make improvement based on the feedback from the teacher and peers.
Remarks	<ul style="list-style-type: none"> • Teacher encourages pupils to make use of the ideas and information about the uses of water learnt in G.S. (Activity 5a) in the discussion.

Activity 6	Conducting a survey on favourite drinks
Number of lessons	1 (50 minutes)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • ISe • KSa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - menus - dialogues - tables • Vocabulary <ul style="list-style-type: none"> - <i>coffee, tea, orange juice, apple juice, lemon tea</i> • Language Focus <ul style="list-style-type: none"> - use ‘wh-’ questions to find out various kinds of specific information about a person <i>e.g. <u>What</u> do you like drinking?</i> - use nouns/noun phrases to identify activities and express preferences <i>e.g. I like <u>drinking</u> cola.</i> - use pronouns to refer to people <i>e.g. <u>One of them</u> likes drinking cola.</i> - use simple present tense to express interests <i>e.g. Mary <u>likes</u> drinking tea.</i> - use formulaic expressions to express and respond to thanks <i>e.g. <u>Thank you for your help.</u> / <u>You’re welcome.</u></i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - locate specific information in response to simple instructions or questions - identify main ideas • Speaking <ul style="list-style-type: none"> - open an intention by greeting someone politely and eliciting a response - maintain an interaction by providing information in response to greetings - close an interaction by using simple formulaic expressions - use modelled phrases and sentences to communicate with

	<p>teachers or other learners</p> <ul style="list-style-type: none"> - use appropriate intonation in questions and statements <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> - gather and share information and ideas by using strategies such as interviewing • Language Development Strategies <ul style="list-style-type: none"> - develop self-motivation and positive attitudes by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties - work with others to complete a task <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	<ul style="list-style-type: none"> • Activity Sheets: 3 and 5
Procedures	<ul style="list-style-type: none"> • Teacher prepares some hot and cold drinks for the pupils. Pupils make guesses about the names of the drinks and tells the three states of water they have noticed in these drinks, <i>e.g. ice, steam.</i> • Pupils report on the names of hot and cold drinks they have found in restaurants or fast food shops (Activity Sheet 3). • Pupils interview their classmates to find out their favourite drinks by using the sentence pattern: ‘What do you like drinking?’ / ‘I like drinking...’ <ul style="list-style-type: none"> - Pupils ask their classmates about their favourite drinks using the dialogue in Part A of Activity Sheet 5. - They write down the information and finish Activity Sheet 5. - After the interview, the whole class finish Part B of Activity Sheet 5 based on the information collected. • Pupils report on the result of the survey orally in front of the class. • Teacher encourages pupils to conduct another survey on favourite drinks for practice after the lesson and complete Parts C and D of Activity Sheet 5.
Remarks	<ul style="list-style-type: none"> • Before the lesson, teachers should always reinforce and recap the concept of the three states of water which has been taught in G.S. lessons.

活動 7	用水的態度
課節	1 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 建立用水(淡水及鹹水)的正確態度 • 認識節省用水的方法
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識 3 下 A》第四課 (新亞洲出版社有限公司) • 作業：《小學常識 3 下 A》第四課 (新亞洲出版社有限公司) • 活動工作紙五 • 香港從前「制水」的圖片
教學步驟	<ul style="list-style-type: none"> • 教師提問學生在本港哪些月份是雨季？哪些月份是旱季？ • 學生分享家中在停止供水的一天的生活經驗(如有)。 • 教師講述香港從前「制水」的經驗。 • 學生分享在三天內用水的情況（活動工作紙四），並作出檢討。 • 學生分組商討五大慳水方法，並完成活動工作紙五，以鼓勵他們珍惜食水。 • 教師總結用水（淡水及鹹水）的正確態度。
備註	<ul style="list-style-type: none"> • 幫助學生建立用水的正確態度及明白節省用水如何能對環保作出貢獻，減輕污水處理的工作及減少污染海洋的機會。 • 活動 7 可協助學生理解活動 8a、8b 及 8c 所帶出的環保概念，如清潔的水可保護水中生物及利用製作告示牌提醒他人保持水的清潔和節約用水。

活動 8a	水的清潔
課節	1 (每節 50 分鐘)
學習重點	<ul style="list-style-type: none"> • 認識水的清潔的重要性 • 認識如何保持水的清潔
教學資源	<ul style="list-style-type: none"> • 課本：《小學常識 3 下 A》第四課 (新亞洲出版社有限公司) • 作業：《小學常識 3 下 A》第四課 (新亞洲出版社有限公司) • 「保持水的清潔」海報或「保持水的清潔」標語設計比賽的海報
教學步驟	<ul style="list-style-type: none"> • 讓學生了解香港食水在到達住戶家中前的處理方法。 • 教師提出我們的食水可經過濾水廠的處理，但水中生物卻受未經處理的污水影響。 • 透過個案分析及角色扮演，讓學生討論個案中人物的行為，並發表意見，從而讓學生反思無論淡水或鹹水都要保持清潔，因為污染的水會傷害水中的生物，最終受害的可能是人類「自己」。 • 學生分組討論如何鼓勵社會人士保持水的清潔。 • 教師提議學生參與校內舉辦的海報或標語設計比賽，藉以讓校內其他學生及教職員明白水的清潔的重要性，提高環保意識。
備註	<ul style="list-style-type: none"> • 若海報或標語的設計比賽可配合校內的德育活動更佳。 • 比賽的優異作品可張貼於校內各處來提醒其他學生保持水的清潔及節約用水。 • 此課節與英文活動 8b 'Getting to know the sea creatures' 及 8c 'Making signs and designing a poster' 有密切關連，教師應留意有關活動的連貫性。

Activity 8b	Getting to know the sea creatures
Number of lessons	1 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISe • KSa • KSb <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> - <i>octopus, jellyfish, dolphin, starfish</i> • Language Focus <ul style="list-style-type: none"> - use nouns to identify animals, <i>e.g. Water is home for the <u>jellyfish</u>.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identify main ideas - identify details that support a main idea • Speaking <ul style="list-style-type: none"> - pronounce correctly words in connected speech by linking words together and using appropriate stress - use modelled phrases and sentences to communicate with teachers or other learners • Reading <ul style="list-style-type: none"> - locate specific information in a short text (e.g. web pages) with teacher support • Writing <ul style="list-style-type: none"> - develop written texts by adding personal ideas and information when a model or framework is provided, such as filling gaps - revise and edit short written texts by <ul style="list-style-type: none"> ➤ using available sources such as a word bank ➤ making changes to incorrect spelling and adding details if necessary in response to suggestions from the teacher • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by <ul style="list-style-type: none"> ➤ distinguishing between positive and negative values ➤ recognizing and solving problems in a given situation - develop self-motivation and positive attitude by participating

	<p>actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties</p> <ul style="list-style-type: none"> - work with others by asking others for help with the meaning and pronunciation of words <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Activity Sheets: 6 and 7
Procedures	<ul style="list-style-type: none"> • Pupils visit some web sites and find out the names of sea creatures in their IT lessons. Then they finish Activity Sheet 6. • Pupils read the storybook from pp.1-14 with teacher support. • Teacher tells pupils that sea is home for the sea creatures with the help of the storybook <i>Wonderful Water</i> and explains the reasons for keeping water clean. • Pupils play a game and report their findings: <ul style="list-style-type: none"> - Teacher can use the pictures of sea creatures on the noticeboard for demonstration and ask the pupils to write down the name of a sea creature on a word card. - Teacher invites a volunteer to read out the name of the sea creature on his/her card and asks other pupils with the same sea creature to form a group. - Teacher repeats the previous step a few times and lets the pupils form some groups. - Pupils in each group discuss how to describe their sea creature and present it orally in front of the class. The rest of the class can make guesses. • Teacher writes down the names and the description of the sea creatures on the blackboard during the game. • Then pupils make use of Activity Sheet 6 and the information on the blackboard to write sentences, e.g. 'Water is home for ...' in Activity Sheet 7. This helps pupils to develop a better understanding of the importance of keeping water clean to protect the lovely sea creatures.

Remarks	<ul style="list-style-type: none">• Teacher co-ordinates with the IT teacher and makes necessary arrangements for browsing the web pages on sea creatures in the IT lesson before Activity 8b.• Pupils need to finish Activity Sheet 6 in the IT lesson.• Teacher encourages pupils to find more information about sea creatures from books, magazines, web sites etc.• Teacher relates the concepts learnt in Activity 8a to help pupils complete the task.
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Activity 8c	Making signs and designing a poster
Number of lessons	2 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISa • ISb • KSa • ESa <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - songs - signs - posters • Vocabulary <ul style="list-style-type: none"> - <i>fresh, greet, rain, earth, useful, different ways, forever, river, lake, pool, pond, well, stream, fountain, reservoir, old toys, plastic bags, cans</i> • Language Focus <ul style="list-style-type: none"> - use modals to express obligation and prohibition <i>e.g. You <u>must</u> keep water clean.</i> <i>You <u>mustn't</u> throw old shoes into the sea.</i> - use nouns to identify animals <i>e.g. Water is home for the <u>jellyfish</u>.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identify main ideas - recognize speakers' intentions and feelings supported by gestures and facial expression • Speaking <ul style="list-style-type: none"> - pronounce correctly words in connected speech by linking words together and using appropriate stress • Writing <ul style="list-style-type: none"> - develop written texts by adding personal ideas and information when a model or framework is provided, such as filling gaps - revise and edit short written texts by <ul style="list-style-type: none"> ➤ using available sources such as a word bank ➤ making changes to incorrect spelling and adding details if

	<p>necessary in response to suggestions from the teacher</p> <ul style="list-style-type: none"> • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by <ul style="list-style-type: none"> ➤ distinguishing between positive and negative values ➤ recognizing and solving problems in a given situation - develop self-motivation and positive attitude by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties - work with others by asking others for help with the meaning and pronunciation of words <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Song: ‘Wonderful Water’ (Refer to Activity Sheet 4) • Activity Sheet: 8 • Pictures of sea, lake, rivers etc.
Procedures	<ul style="list-style-type: none"> • Pupils read through pp.1-14 of the storybook. • Teacher talks about the sea creatures that have been mentioned in Activity 8b and discusses with pupils the importance of keeping water clean. • Pupils sing the song ‘Wonderful Water’. • Pupils discuss the places where we can find water (fresh and salty water) like sea, lakes, rivers, streams, reservoirs etc. • Pupils design some warning signs and finish Activity Sheet 8 with teacher support. • Pupils in groups choose a sign that they think is the best from Activity Sheet 8. They enlarge the sign using a large piece of paper and display it on the noticeboard to remind people of the importance of keeping water clean. • Teacher reminds pupils to join the poster design competition which has been mentioned in Activity 8a.
Remarks	<ul style="list-style-type: none"> • Teacher reminds the pupils to think of the ideas that they have come across in the G.S. lessons (Activity 8a) to help with the discussion

	on 'Keeping water clean'.
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Activity 9	Appreciating poems
Number of lessons	5 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • ISb • ISe • KSa • KSb • ESa • ESb • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - rhymes - poems - songs • Vocabulary <ul style="list-style-type: none"> - <i>bubbles, floating, lifting, dropping, popping, blow, catch, wind, still, purple, indigo, rainbow, between, clouds</i> • Language Focus <ul style="list-style-type: none"> - use noun phrases to identify objects and activities <i>e.g. I can see <u>a dog chasing a cat.</u></i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - recognize vocabulary items previously encountered in new spoken texts - work out the meaning of unknown words using extensive visual clues • Speaking <ul style="list-style-type: none"> - pronounce correctly words in connected speech by linking words together and using appropriate stress • Reading <ul style="list-style-type: none"> - use knowledge of basic sound-symbol correspondences to work out how to read a word aloud - recognize and name all the letters of the printed alphabet

	<ul style="list-style-type: none"> - recognize familiar words in new texts - predict the meaning of unfamiliar words by using context or picture cues <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> - write out a piece of work by using neat and legible handwriting - revise and edit short written texts by <ul style="list-style-type: none"> ➤ making changes to incorrect spelling, and adding details if necessary in response to suggestions from the teacher ➤ using appropriate format and conventions when writing notes <ul style="list-style-type: none"> • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by generating new ideas by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking - plan, manage and evaluate own learning by <ul style="list-style-type: none"> ➤ concentrating on one’s work ➤ reviewing samples of own writing over time and noting the improvement in areas such as accuracy and organization of ideas - develop self-motivation and positive attitudes by participating actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language • Appreciation of the beauty of the language
Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Poems: ‘Bubbles’, ‘Rainbow’, ‘Clouds’ • Activity Sheets: 9a, 9b and 10
Procedures	<ul style="list-style-type: none"> • Bubbles <ul style="list-style-type: none"> - Pupils read through pp.1-8 of the storybook with teacher support. - Teacher plays ‘Blow Bubbles’ game with the class in the playground. - Teacher reads the poem ‘Bubbles’ to the class.

- Teacher asks pupils to think about the action verbs in the poem, e.g. lifting, popping and try to do the actions.
- Pupils, in groups, read the poem with actions in front of the class.

- Rainbow

- Teacher talks about the colours that pupils can see in the bubbles.
- Teacher tells the pupils that they can also find beautiful colours in the sky and invites pupils to give suggestions.
- Pupils read through pp.1-15 of the storybook with teacher support.
- Teacher asks pupils to read the poem 'Rainbow'.
- Pupils play the game 'Colour picker'.
 - Pupils work in pairs. One of the pupils is 'A' and the other is 'B'. 'A' and 'B' will get Activity Sheets 9a and 9b respectively and a pile of colour cards (colours of the rainbow).
 - 'A' will draw a colour card from the pile of colour cards. Then he/she will colour one of the objects in Part A of Activity Sheet 9a according to the colour picked. 'A' and 'B' take turns to do this three/four times.
 - Teacher teaches the sentence pattern, 'Blue is the colour of ...'
 - Pupils need to fill in Part B using the sentence pattern learnt with reference to the colours of objects in Part A of both Activity Sheets 9a & 9b to form a poem.

- Clouds

- Pupils read through pp.1-17 of the storybook with teacher support.
- Teacher shows pictures of clouds. Pupils discuss the shapes, the sizes and the colours of clouds.
- Teacher encourages pupils to imagine the shapes of the clouds with the help of the decoration on the noticeboard.
- Pupils read the poem 'Clouds'.
- Pupils look at the clouds and tell which cloud the children see in Part A of Activity Sheet 10.
- Pupils draw their imaginary clouds in Part B of Activity Sheet 10.
- Pupils ask the other classmates to look at their imaginary clouds and tell what they see.
- Then pupils write down the ideas of the other pupils in Part C of Activity Sheet 10.

	<ul style="list-style-type: none">- Teacher encourages pupils to comment on each other's work.
Remarks	<ul style="list-style-type: none">• The poems will be introduced according to the sequence they appear in the storybook.

Activity 10	Writing a new story
Number of lessons	3 (50 minutes each)
<p>Focused Learning Targets and Objectives</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • KSa • KSb • KSe • ESc <p>Language Forms and Communicative Functions</p> <ul style="list-style-type: none"> • Text Types <ul style="list-style-type: none"> - stories - cartoons - captions • Vocabulary <ul style="list-style-type: none"> - <i>next journey</i> • Language Focus <ul style="list-style-type: none"> - use the simple present tense to express ideas <i>e.g. The water drops <u>rise</u> up into the sky. They <u>form</u> a cloud.</i> <p>Skills and Strategies</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identify main ideas • Reading <ul style="list-style-type: none"> - recognize familiar words in new texts - predict the meaning of unfamiliar words by using context or picture cues • Writing <ul style="list-style-type: none"> - develop written texts by putting words in a logical order to make meaningful phrases or sentences. - revise and edit short written texts by making changes to incorrect spelling and adding details if necessary in response to suggestions from the teacher • Language Development Strategies <ul style="list-style-type: none"> - develop thinking skills by <ul style="list-style-type: none"> ➤ generating new ideas and meanings by using an object, a

	<p>picture or other visual devices as a springboard for new ideas or ways of thinking</p> <ul style="list-style-type: none"> - develop reference skills by using given materials to find out required information - plan, manage and evaluate own learning by reviewing samples of own writing over time and note the improvement in areas such as accuracy and organization of ideas <p>Attitudes</p> <ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English
Resources	<ul style="list-style-type: none"> • Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Activity Sheet: 11 • Reference books about water from the school library
Procedures	<ul style="list-style-type: none"> • The whole class goes over the storybook again. • Teacher helps pupils to grasp the main concepts in the storybook by asking the following focus questions of the cross-curricular module: <ul style="list-style-type: none"> - Why is water wonderful? - How important is water to us? - How can we be a friend to water? • After reading the storybook, teacher asks pupils to write down any words that describe ‘water’. Pupils can use any words from the storybook, poems, their previous knowledge or other reference books. • Teacher helps pupils to draw a mind map using the words they provide: <ul style="list-style-type: none"> - Pupils work in pairs first. Each of them is given some small pieces of paper. They write down their own words and check with each other. They discard the repeated words. - Next they work in groups of four and check their words again. They discard the repeated words again. - Then they work in groups of seven or eight and repeat step 2. - Finally they report the words to the teacher. • Pupils check the word cards and try to sort them out according to some categories, e.g. uses of water, places where we can find water with teacher support. • After sorting the word cards, pupils make up a mind map with those words and try to make sentences with teacher support.

	<ul style="list-style-type: none"> • Pupils finish Activity Sheet 11 using the information on the mind map. • Teacher draws pupils' attention to the last page of the storybook. • Teacher takes pupils to the school library and read the books about water (Book display) so that they can get more ideas for the next journey of the water drops. • Teacher asks pupils to design the next journey of the water drops on a piece of paper. • After writing the story, some pupils are asked to present their ideas. The other pupils have to give comment on the stories presented.
Remarks	<ul style="list-style-type: none"> • Teacher draws pupils' attention to the information on the noticeboard, e.g. the water cycle, the sea creatures to revise the main concepts taught in the module. • In order to help pupils to recall what they have learnt, teacher asks them to refer to their notebooks to find the information they need when working on the mind map and writing the story.