

Activity Plans for Cross-curricular Learning

“Wonderful Water”

Activity 1a	Shared reading
Number of lessons	3 (50 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISb • KSb • KSc • KSf • ESb • ESc Language Forms and Communicative Functions • Text Types - stories • Vocabulary - <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 - 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</u>’s 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>

	Skills and Strategies • Listening - locate specific information in response to simple instructions or questions • Speaking - use modelled phrases and sentences to communicate with teachers or other learners • Reading - 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 - develop written texts by adding personal ideas and information when a model or framework is provided • Language Development Strategies - develop reference skills by locating simple information in materials such as book cover Attitudes • Enjoyment of reading • Confidence in using English
Resources	• 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	• Sing a song ‘Wonderful Water’. • Pupils study the book cover of the storybook <i>Wonderful Water</i>: - 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.

	• 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. - 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	• 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.

活动 1b	水的循环
课节	3 (每节 50 分钟)
学习重点	• 认识水的奇妙之处 • 认识大自然中水的循环 • 认识水的三态变化所造成的一些自然现象
教学资源	• 课本：《小学常识 3 下 A》第三课 (新亚洲出版社有限公司) • 作业：《小学常识 3 下 A》第三课 (新亚洲出版社有限公司) • 教育电视节目：《云和雨》、《可爱的水》 • 简报：「水的循环」、「制造彩虹」 • 活动工作纸一 • 实验用具：透明胶樽、箱头笔、间尺、水
教学步骤	• 教师利用英文故事书内小水滴从天上降到地下作为引入。 • 学生观看教育电视节目《云和雨》- 云的形成(节录)。 • 教师解说云的形成。 • 教师让学生分组讨论, 刚洗好的衣服或湿毛巾的水分去了哪里, 然后用实验来证明水分会被蒸发 - 让学生在空瓶内注入少量水, 用笔记下水的高度, 请学生在第二天或数天后量度水的高度, 用笔记下, 作一比较, 看看瓶内的水有否被蒸发。 • 根据实验结果, 教师带出水会蒸发成水蒸气。 • 学生观看教育电视节目《云和雨》- 雨的形成(节录)。 • 教师解说雨的形成。 • 教师利用简报「水的循环」, 着学生运用已有知识, 解释大自然中水的循环。 • 教师提出水在循环的过程中, 会形成各种不同的自然现象。

	• 学生观看教育电视节目《可爱的水》(节录)有关雾和露的资料。 • 教师提出在水的循环中，除了雾和露的自然现象外，还有在下雨后可见的另一种自然现象 - 彩虹。 • 学生与教师一起利用实验来显示光通过水, 折射后能显出七色，方法如下： - 把盛水的透明胶樽放于窗前 - 在胶樽后放一白纸 - 阳光透过水便折射出七种不同颜色 - 亦可利用三棱镜及电筒取代胶樽及太阳光 • 若没有足够阳光进行实验，可利用简报「制造彩虹」帮助说明光透过水能折射出彩虹七色。 • 教师派发活动工作纸一，着学生运用课堂所学的概念，各自设计不同「水的循环」旅程。
备注	• 因为大自然现象「雾和露」不是本课题的重点，所以不需作太详细的解说。 • 大自然现象「彩虹」会于稍后的英文活动 9 中再次出现，应作较详细解说。

Activity 2	Developing phonic skills
Number of lessons	3 (50 minutes each)
Focused Learning Targets and Objectives	Learning Targets • KSb • KSf • ESb • ESc Language Forms and Communicative Functions • Text Types - stories - cartoons - captions • Vocabulary - <i>a witch, a worm, covered, a web, a magic wand, waving, a wagon, a washing machine</i> • Language Focus - use nouns to refer to objects <i>e.g. a <u>witch</u>, a <u>web</u></i> Skills and Strategies • Listening - 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 - pronounce the sounds correctly • Reading - 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 - use the basic conventions of written English - develop written texts by putting words in a logical order to make meaningful phrases or sentences

	• Language Development Strategies - 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 Attitudes • 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	• 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	• 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

	you know who I am?’. • Teacher draws the pupils’ attention to the different initial consonants, <i>e.g.</i> <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.
Remarks	• 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'.

活动 3	水的三态
课节	1 (每节 50 分钟)
学习重点	• 认识水的奇妙之处 • 认识水存在的三种形态 • 认识水的三态之间的关系
教学资源	• 课本：《小学常识 3 下 A》第二课 (新亚洲出版社有限公司) • 作业：《小学常识 3 下 A》第二课 (新亚洲出版社有限公司) • 教育电视节目：《可爱的水》 • 简报：「水的三态」 • 活动工作纸二
教学步骤	• 教师利用生活经验，带引学生说出水的三种形态。 • 学生观看教育电视节目《可爱的水》(节录)，以了解的水的特点。 • 学生简介水的三态：液态、气态、固态，及讨论水的特点： - 沸点、冰点 - 无色、无味、无臭 - 能溶解某些物质 - 能随不同环境改变其形状 - 冰的体积会膨胀 • 学生观看简报「水的三态」；并完成活动工作纸二。 • 学生总结水的三态：a. 液态遇冷→固态 b. 液态遇热→气态 c. 固态遇热→液态

备注	• 从英文科故事书 <i>Wonderful Water</i> 及生活经验，带引学生说出水的三态及与我们生活的关系。 • 除英文故事书外，教师亦要利用活动 1b「水的循环」来解说水的三态是怎样形成。
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活动 4	本港食水的供应
课节	2 (每节 50 分钟)
学习重点	• 认识本港食水的供应情况 • 认识本港食水的处理情况
教学资源	• 课本：《小学常识 3 下 A》第四课 (新亚洲出版社有限公司) • 作业：《小学常识 3 下 A》第四课 (新亚洲出版社有限公司) • 教育电视节目：《食水从哪里来？》 • 一杯水 • 实验用具：透明漏斗、透明盛水器皿、幼砂、小石、过滤棉
教学步骤	• 教师展示一杯水，并请学生讲述「水的循环」。 • 教师着学生观看教育电视节目《食水从哪里来？》，了解雨水如何流至水塘。 • 教师利用图解说明水由水塘输送至用户水喉的过程。 • 教师及学生进行水的清洁实验，以了解水从水塘输送至用户水喉的过程中，如何被过滤。 • 教师解释香港的食水主要是来自水塘及东江水。 • 学生分享游览香港水塘的经验。 • 教师简介香港水塘的历史及分布。 • 教师简介地下水及其对人类的贡献。
备注	• 水点从天上，到地面，再到水塘及到达住户家中水喉的过程与英文故事书 <i>Wonderful Water</i> 第五、六页的内容有关。教师可利用有关资料来帮助教学及让学生将英、常两科的概念整合。 • 当提及游览香港水塘时，可提及保持水塘清洁能直接影响食水的洁净。 • 介绍香港水塘的分布及其历史时，可浏览香港水务署

	的网页。 • 教师在授课时要常常复习「水的三态」及「水的循环」等概念。
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活动 5a	水的用途
课节	2 (每节 50 分钟)
学习重点	• 认识水(淡水和咸水)在日常生活中的用途 • 认识如何善用天然资源 - 水
教学资源	• 课本：《小学常识 3 下 A》第一课 (新亚洲出版社有限公司) • 作业：《小学常识 3 下 A》第一课 (新亚洲出版社有限公司) • 教育电视《可爱的水》 • 字咭 • 活动工作纸三、四 • 英文工作纸 Activity Sheet 3
教学步骤	• 学生分享「何时会喝水」，带出人类需要喝水才能生存，因为水是人类生命最重要的元素。 • 教师着学生到酒楼或快餐店搜集不同饮品的中、英文名称，并完成英文工作纸 Activity Sheet 3。 • 学生进行分类游戏「食物水分的多少」 - 学生分组在字咭上写出日常喜爱的食物 - 各组报告并将字咭贴于黑板 - 教师引导学生将食物分为「较多水分」及「较少水分」两类 • 教师鼓励学生思考水除了可饮用及食用外,还有什么用途。 • 学生观看教育电视《可爱的水》(节录)。 • 教师鼓励学生讨论淡水和咸水在日常生活中的用途，并完成活动工作纸三。 • 学生统计三天内用水的情况，完成活动工作纸四，并用这统计资料来总结水在自己日常生活中的用途。

备注	• 教师应常常与学生复习「水的三态」,「水的循环」等概念, 以巩固其学习。 • 教师鼓励学生多提出水(淡水和咸水)的用途(可用图片协助), 以帮助日后在活动 5b 时作讨论。 • 饮品调查(Activity Sheet 3)是为活动 6 作准备。 • 活动工作纸四将会于进行活动 7「用水的态度」时, 作进一步的讨论。
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Activity 5b	Discussing the uses of water
Number of lessons	2 (50 minutes)
Focused Learning Targets and Objectives	Learning Targets • KSa • KSe • ESa • ESc Language Forms and Communicative Functions • Text Types - songs • Vocabulary - <i>nothing, without, life, drinking, cooking, washing, watering, cleaning, putting out fire</i> • Language Focus - use prepositions/prepositional phrases to indicate use <i>e.g. Water is <u>for drinking</u>.</i> Skills and Strategies • Listening - identify main ideas • Speaking (Presentation) - use modelled phrases and sentences to communicate with teachers and other learners • Writing - develop written texts by adding personal ideas and information when a model or framework is provided, such as filling gaps • Language Development Strategies - 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 Attitudes • Enjoyment of reading • Confidence in using English

Resources	• Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Activity Sheet: 4 • Pictures: Uses of water
Procedures	• 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	• 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)
Focused Learning Targets and Objectives	Learning Targets • ISb • ISe • KSa Language Forms and Communicative Functions • Text Types - menus - dialogues - tables • Vocabulary - <i>coffee, tea, orange juice, apple juice, lemon tea</i> • Language Focus - 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 cola</u>.</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> Skills and Strategies • Listening - locate specific information in response to simple instructions or questions - identify main ideas • Speaking - 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

	teachers or other learners - use appropriate intonation in questions and statements • Writing - gather and share information and ideas by using strategies such as interviewing • Language Development Strategies - 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 Attitudes • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	• Activity Sheets: 3 and 5
Procedures	• 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...' - 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	• 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.

活动 7	用水的态度
课节	1 (每节 50 分钟)
学习重点	• 建立用水(淡水及咸水)的正确态度 • 认识节省用水的方法
教学资源	• 课本：《小学常识 3 下 A》第四课 (新亚洲出版社有限公司) • 作业：《小学常识 3 下 A》第四课 (新亚洲出版社有限公司) • 活动工作纸五 • 香港从前「制水」的图片
教学步骤	• 教师提问学生在本港哪些月份是雨季？哪些月份是旱季？ • 学生分享家中在停止供水的一天的生活经验(如有)。 • 教师讲述香港从前「制水」的经验。 • 学生分享在三天内用水的情况（活动工作纸四），并作出检讨。 • 学生分组商讨五大慳水方法，并完成活动工作纸五，以鼓励他们珍惜食水。 • 教师总结用水（淡水及咸水）的正确态度。
备注	• 帮助学生建立用水的正确态度及明白节省用水如何能对环保作出贡献，减轻污水处理的工作及减少污染海洋的机会。 • 活动 7 可协助学生理解活动 8a、8b 及 8c 所带出的环保概念，如清洁的水可保护水中生物及利用制作告示牌提醒他人保持水的清洁和节约用水。

活动 8a	水的清洁
课节	1 (每节 50 分钟)
学习重点	• 认识水的清洁的重要性 • 认识如何保持水的清洁
教学资源	• 课本：《小学常识 3 下 A》第四课 (新亚洲出版社有限公司) • 作业：《小学常识 3 下 A》第四课 (新亚洲出版社有限公司) • 「保持水的清洁」海报或「保持水的清洁」标语设计比赛的海报
教学步骤	• 让学生了解香港食水在到达住户家中前的处理方法。 • 教师提出我们的食水可经过滤水厂的处理, 但水中生物却受未经处理的污水影响。 • 透过个案分析及角色扮演, 让学生讨论个案中人物的行为, 并发表意见, 从而让学生反思无论淡水或咸水都要保持清洁, 因为污染的水会伤害水中的生物, 最终受害的可能是人类「自己」。 • 学生分组讨论如何鼓励社会人士保持水的清洁。 • 教师提议学生参与校内举办的海报或标语设计比赛, 藉以让校内其他学生及教职员明白水的清洁的重要性, 提高环保意识。
备注	• 若海报或标语的设计比赛可配合校内的德育活动更佳。 • 比赛的优异作品可张贴于校内各处来提醒其他学生保持水的清洁及节约用水。 • 此课节与英文活动 8b ‘Getting to know the sea creatures’及 8c ‘Making signs and designing a poster’有密切关连, 教师应留意有关活动的连贯性。

Activity 8b	Getting to know the sea creatures
Number of lessons	1 (50 minutes each)
Focused Learning Targets and Objectives	Learning Targets • ISe • KSa • KSb Language Forms and Communicative Functions • Vocabulary - octopus, jellyfish, dolphin, starfish • Language Focus - use nouns to identify animals, e.g. Water is home for the <u>jellyfish</u>. Skills and Strategies • Listening - identify main ideas - identify details that support a main idea • Speaking - 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 - locate specific information in a short text (e.g. web pages) with teacher support • Writing - 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 ➤ 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 - develop thinking skills by ➤ 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 Attitudes • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	• Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Activity Sheets: 6 and 7
Procedures	• 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: - 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	• 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)
Focused Learning Targets and Objectives	Learning Targets • ISa • ISb • KSa • ESa Language Forms and Communicative Functions • Text Types - songs - signs - posters • Vocabulary - <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 - 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> Skills and Strategies • Listening - identify main ideas - recognize speakers' intentions and feelings supported by gestures and facial expression • Speaking - pronounce correctly words in connected speech by linking words together and using appropriate stress • Writing - 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 ➤ 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 - develop thinking skills by ➤ 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 • Attitudes • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language
Resources	• 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	• 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	• 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)
Focused Learning Targets and Objectives	Learning Targets • ISb • ISe • KSa • KSb • ESa • ESb • ESc Language Forms and Communicative Functions • Text Types - rhymes - poems - songs • Vocabulary - <i>bubbles, floating, lifting, dropping, popping, blow, catch, wind, still, purple, indigo, rainbow, between, clouds</i> • Language Focus - use noun phrases to identify objects and activities <i>e.g. I can see <u>a dog chasing a cat</u>.</i> Skills and Strategies • Listening - recognize vocabulary items previously encountered in new spoken texts - work out the meaning of unknown words using extensive visual clues • Speaking - pronounce correctly words in connected speech by linking words together and using appropriate stress • Reading - 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

	- recognize familiar words in new texts - predict the meaning of unfamiliar words by using context or picture cues • Writing - write out a piece of work by using neat and legible handwriting - revise and edit short written texts by ➤ 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 • Language Development Strategies - 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 ➤ 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 Attitudes • 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	• Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Poems: 'Bubbles', 'Rainbow', 'Clouds' • Activity Sheets: 9a, 9b and 10
Procedures	• Bubbles - 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.

	- Teacher encourages pupils to comment on each other's work.
Remarks	• 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)
Focused Learning Targets and Objectives	Learning Targets • KSa • KSb • KSe • ESc Language Forms and Communicative Functions • Text Types - stories - cartoons - captions • Vocabulary - <i>next journey</i> • Language Focus - 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> Skills and Strategies • Listening - identify main ideas • Reading - recognize familiar words in new texts - predict the meaning of unfamiliar words by using context or picture cues • Writing - 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 - develop thinking skills by ➤ generating new ideas and meanings by using an object, a

	picture or other visual devices as a springboard for new ideas or ways of thinking - 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 Attitudes • Enjoyment of reading • Confidence in using English
Resources	• Storybook: <i>Wonderful Water</i> (Education and Manpower Bureau, HKSAR) • Activity Sheet: 11 • Reference books about water from the school library
Procedures	• 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: - 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: - 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.

	• 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	• 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.