Pledging Through Pages:

WATER CONSERVATION IN WORDS AND ACTIONS

A Cross-curricular Learning Experience
at

SHUN TAK FRATERNAL ASSOCIATION LEE KAM PRIMARY SCHOOL

Ms Joanne CHAN, *English Panel Chair*
Ms Gigi LAM, *English Panel Chair*
Ms Melissa CHUNG, *NET*

Disclaimer
To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

Project Origin

Name of the Learning Community

Learning Community for Primary Chinese Language and English Language teachers on Integrating Priority Values into Chinese Language and English Language Cross-curricular Learning (2024/25)

Organised by

Language Learning Support Section, Education Bureau

RATIONALE

- 60th Anniversary of Dongjiang Water Supply to Hong Kong
- Water education and Valuing water
- Sustainable Development Goal 6 (SDG 6)
- Life-wide Learning

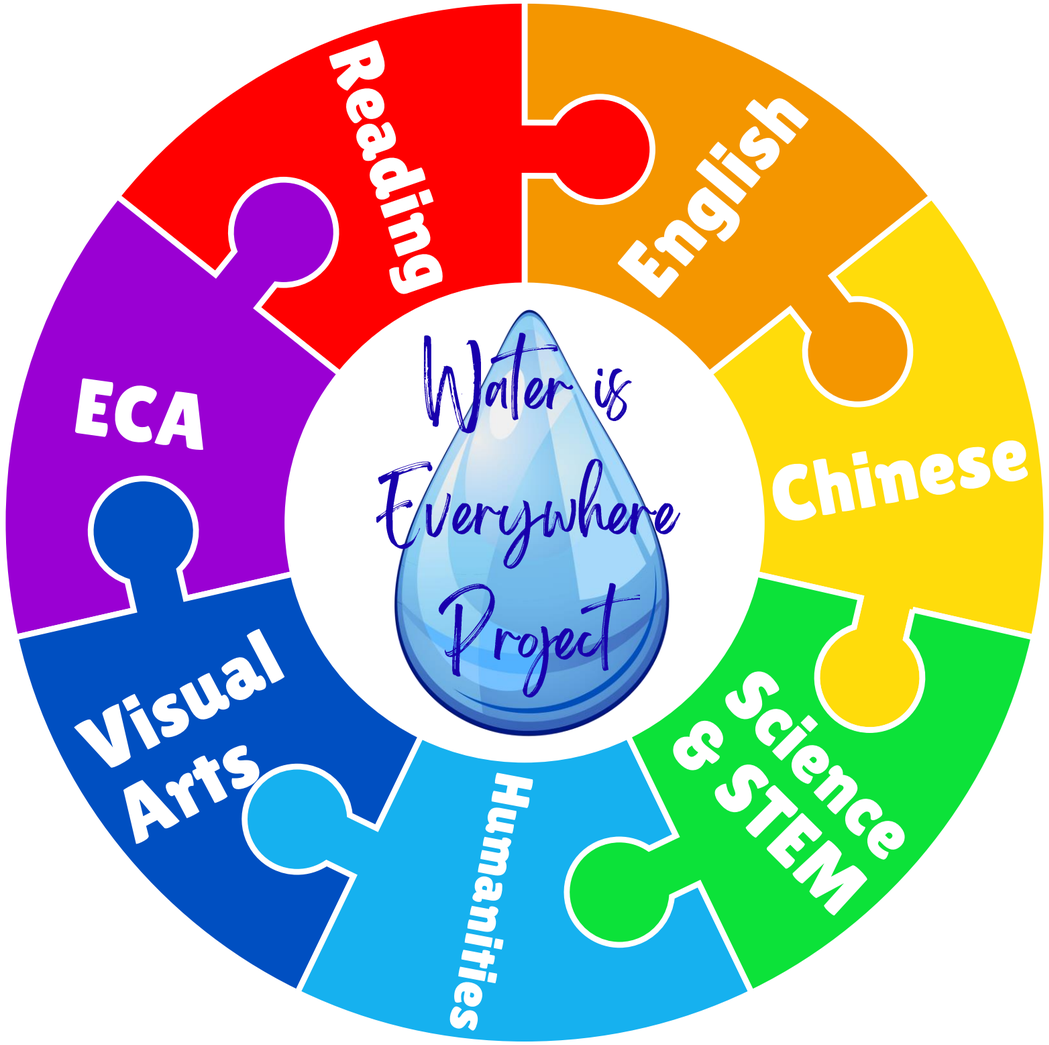
GOAL 6: *Ensure access to water and sanitation for all (United Nations)*

OBJECTIVES

Participants will:

- gain insights into a **cross-curricular** learning experience centered on the theme of water
- explore the **framework and design** of the project across subjects and how these enrich students' learning
- explore how the project design fosters **positive values**: responsibility , commitment , national identity

A CROSS-CURRICULAR PROJECT



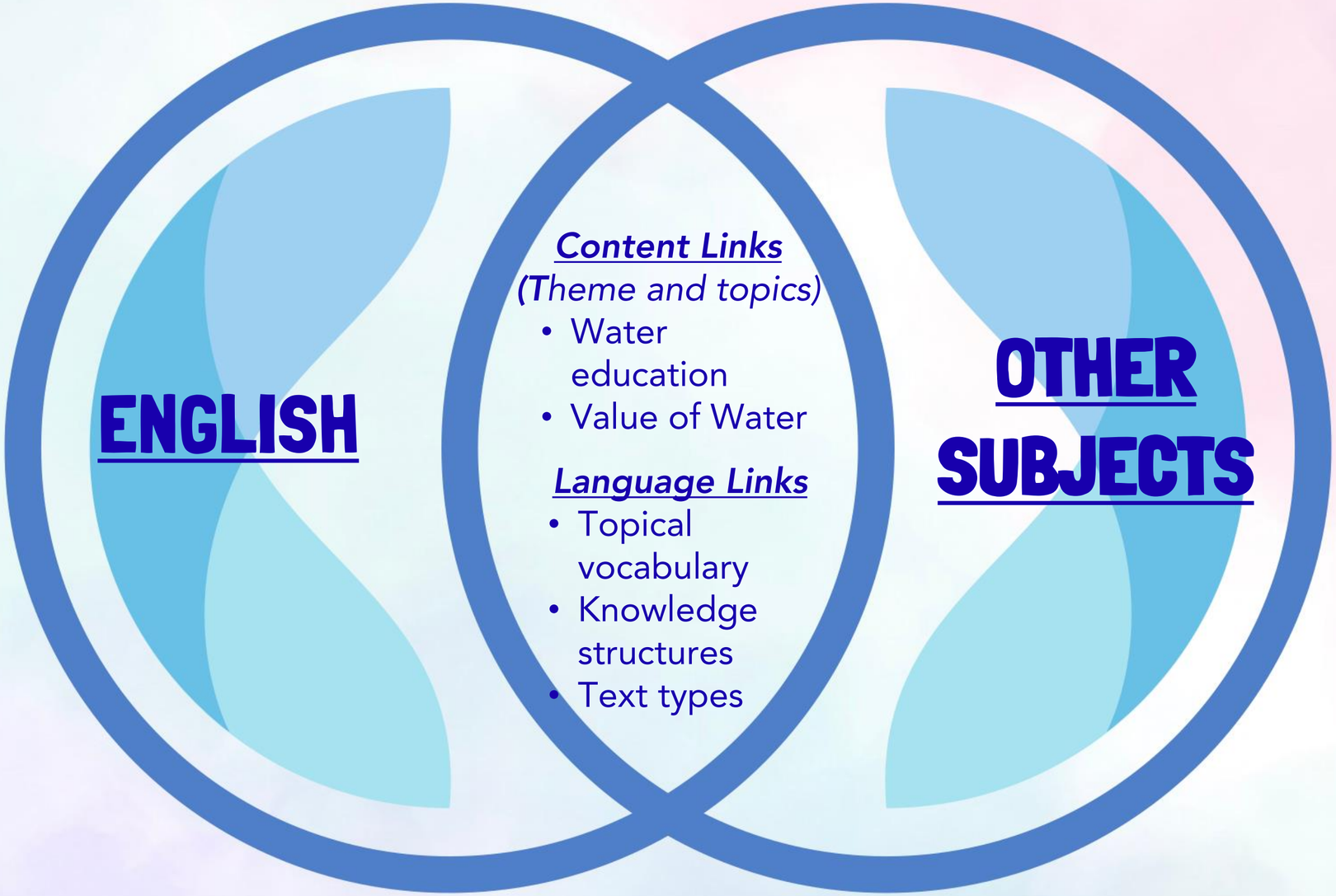
OVERALL FRAMEWORK

Timeline: February - June 2025

Target Group: Primary 4-5

SCIENCE & STEM	ENGLISH	CHINESE	HUMANITIES	ECA
• Properties of water • Role of water in nature • The water cycle • **EXPERIMENTS**	• Reading Month • Topical vocabulary • Literary activities • **ENGLISH DAY**	• Reading Month • Topical vocabulary • Literary activities • **WRITING and DESIGN COMPETITIONS**	• Uses of water • Water sources and availability • History of water in Hong Kong and relationship with Chinese Mainland • Responsibility and sustainability	• Live morning announcements • Assembly presentations • **FIELD TRIPS** (water reservoirs in Chinese Mainland along the Dongjiang water supply route) • **RUN FOR WATER**

CROSS-CURRICULAR LINKS



ENGLISH FRAMEWORK

	Theme/Topic	Skills / Text type
P1	What is water?	Reading
P2	What is water?	Reading
P3	The Water Cycle	Reading
P4	Water Pollution Water Filtration	Shared Reading Writing: Slogan Writing: Procedural text
P5	Water and the Environment Water Conservation	Shared Reading Writing & Speaking: Persuasive Speech
P6	The Water Cycle Water Conservation	Reading & Speaking: Reader's Theatre Writing: Narrative text

PRIMARY 4 ENGLISH LESSONS

Topic/Activity	Lesson allocation	
Shared Reading: *Freddy the Fish*	One 1-hour lesson	☺ English Workshop (NET)

- Reading *Freddy the Fish* to understand the impact of water pollution

PRIMARY 4 ENGLISH LESSONS

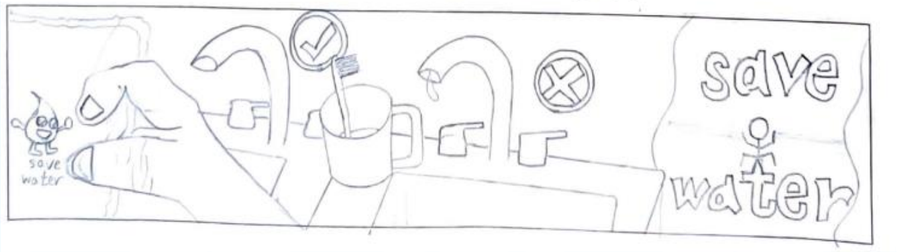
Topic/Activity	Lesson allocation	
Shared Reading: *Freddy the Fish*	One 1-hour lesson	English Workshop (NET)
Writing a Slogan	One 1-hour lesson	English Workshop (NET)

Try to save a drop of water every day And live your life in a water-loving way!

4C
Yumi

Water is important to the world. We cannot survive without water. We should Save Water and Love Water.

Save water to live better.



- Writing water slogans for a poster included in the Cross-Curricular Project

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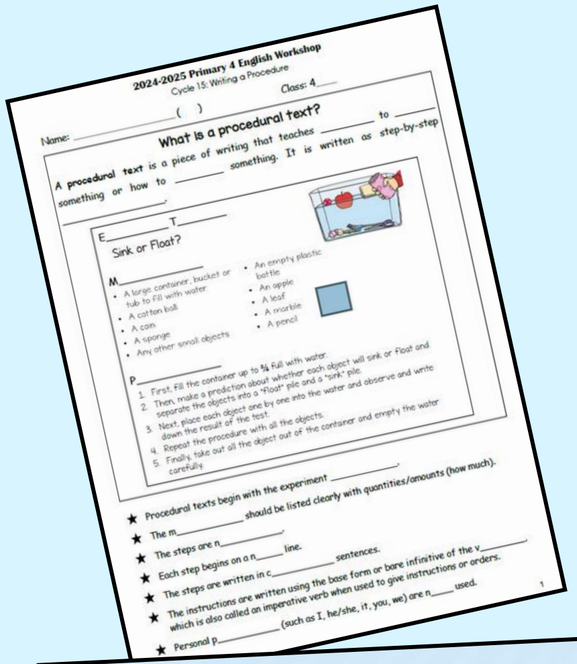
Water Filtration Experiment / Writing a Procedural Text	Three 1-hour lessons	English Workshop (NET)


2024-2025 Primary 4 English Workshop
Cycle 15: Writing a Procedure
Name: _____ ( ) Class: 4_____

What is a procedural text?

A procedural text is a piece of writing that teaches _____ to _____ something or how to _____ something. It is written as step-by-step _____.

E_____ T_____

Sink or Float?

M_____
- A large container, bucket or tub to fill with water
- A cotton ball
- A coin
- A sponge
- Any other small objects
- An empty plastic bottle
- An apple
- A leaf
- A marble
- A pencil

P_____
1. First, fill the container up to ¾ full with water.
2. Then, make a prediction about whether each object will sink or float and separate the objects into a "float" pile and a "sink" pile.
3. Next, place each object one by one into the water and observe and write down the result of the test.
4. Repeat the procedure with all the objects.
5. Finally, take out all the object out of the container and empty the water carefully.

★ Procedural texts begin with the experiment _____.
★ The m_____ should be listed clearly with quantities/amounts (how much).
★ The steps are n_____.
★ Each step begins on a n_____ line.
★ The steps are written in c_____ sentences.
★ The steps are written using the base form or bare infinitive of the v_____ which is also called an imperative verb when used to give instructions or orders.
★ The instructions are written using the base form or bare infinitive of the v_____ which is also called an imperative verb when used to give instructions or orders.
★ Personal p_____ (such as I, he/she, it, you, we) are n_____ used.

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Experiment Title

Materials

Procedure

Experiment title

The title of this experiment is:

- Writing a procedural text in English after completing the experiment in Science class and writing the procedure in Chinese

PRIMARY 4 ENGLISH LESSONS

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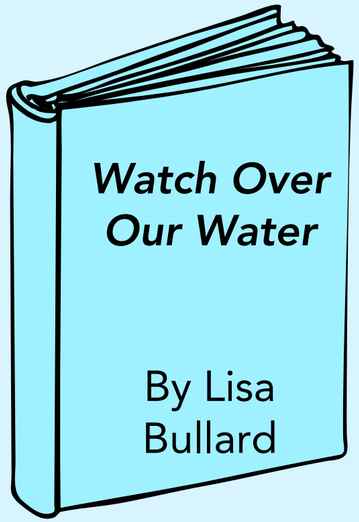
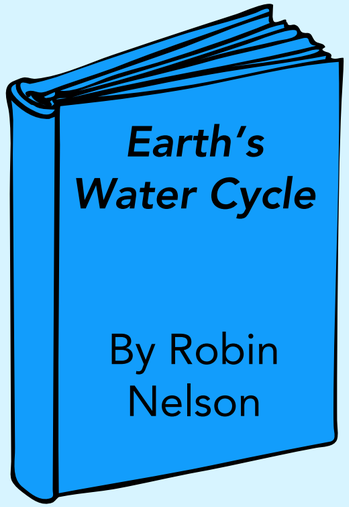
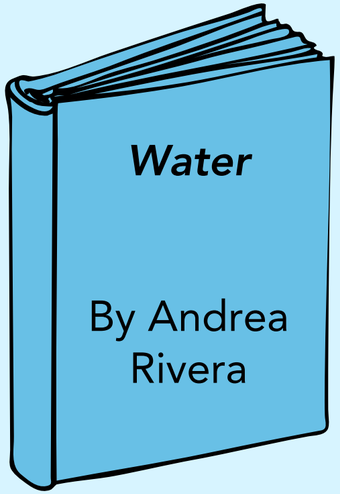
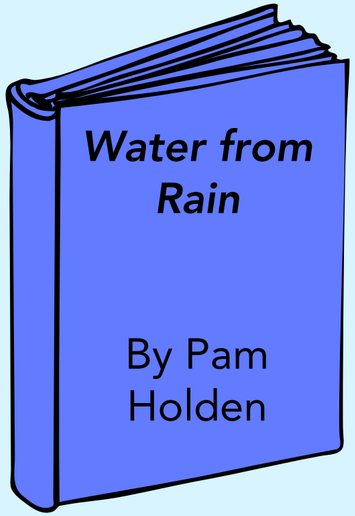
Water Filtration Experiment / Writing a Procedural Text	Three 1-hour lessons	English Workshop (NET)
Guided Reading *Levelled Readers about water*	1 GR session	English Workshop (NET)

- Books available on Epic
- Some examples:









- **Guided Reading using water-themed levelled books**

PRIMARY 5 ENGLISH LESSONS

Let's Get Writing Step 3: Writing a 1st ARGUMENT

1. Write your first argument by giving a **REASON** to support your point of view (opinion).

2. **ADD** a fact, example, evidence, or details to support and explain your reason. Use the websites below to find facts to support your reason.

https://kids.earth.org/life-on-land/understanding-the-importance-of-water-conservation/

https://www.bbc.co.uk/bitesize/guides/z6694xs/revision/1

https://www.worldvision.org/clean-water-news-stories/global-water-crisis-facts

https://changeforchildren.org/wp-content/uploads/2016/06/Global-Water-Facts.pdf

https://sdgs.un.org/goals/goal6

https://www.worldwildlife.org/stories/water-scarcity-8-facts-you-need-to-know

RESEARCH: BACKGROUND INFORMATION

- Earth.Org for Kids (kids.earth.org)
- BBC Bitesize (bbc.co.uk/bitesize)
- World Vision (www.worldvision.org)
- Change for Children (changeforchildren.org)
- United Nations Sustainable Development (sdgs.un.org)
- World Wildlife Fund (WWF) (www.worldwildlife.org)

Topic/Activity	Lesson allocation	
Shared Reading: *Freddy the Fish*	One 1-hour lesson	English Workshop (NET)
Writing and Presenting a Persuasive Speech	Six 30-minute lessons	GE Class
Guided Reading *Levelled Readers about water*	1 GR session	English Workshop (NET)

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HOW TO WRITE A PERSUASIVE SPEECH

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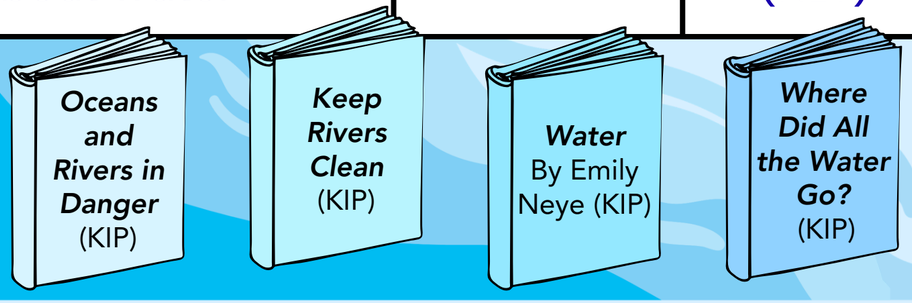
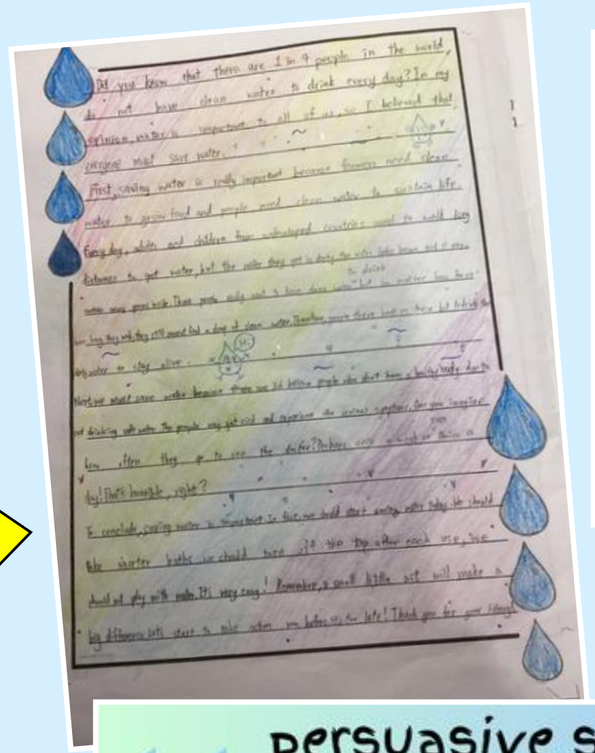
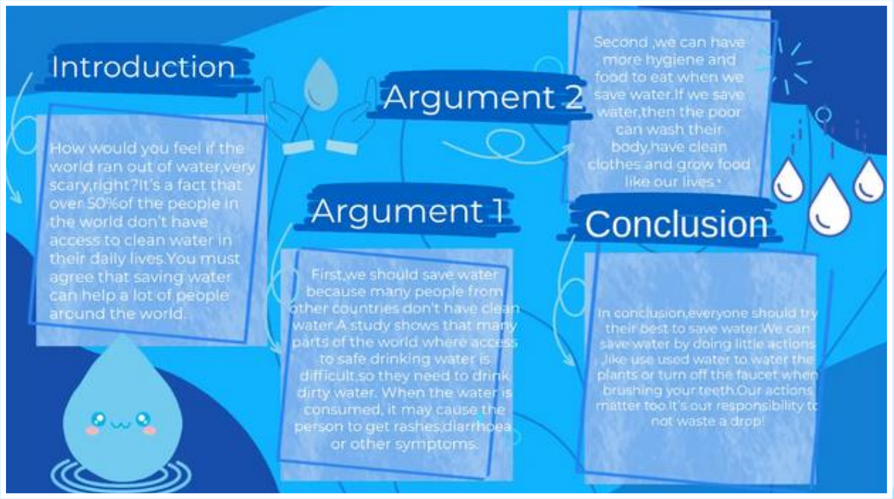
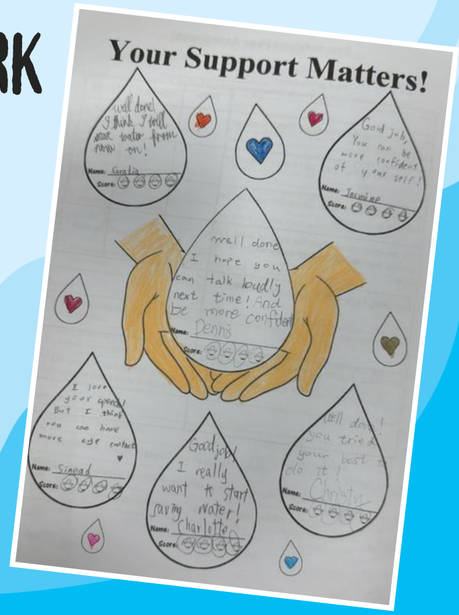




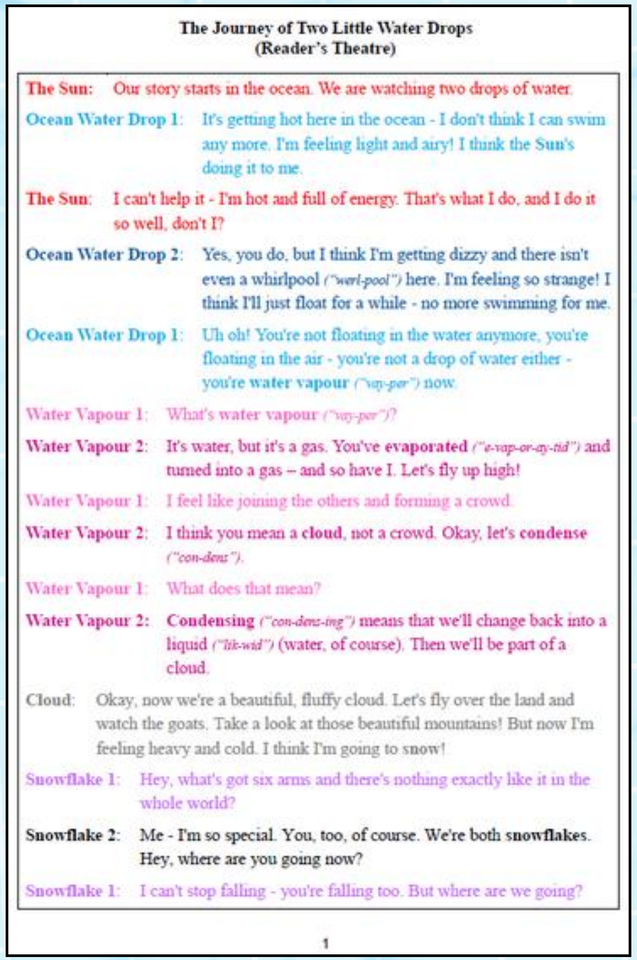


STUDENTS' WORK



PRIMARY 6 ENGLISH LESSONS

Topic/Activity	Lesson allocation	
Reader's Theatre *The Journey of Two Little Water Drops*	One 1-hour lesson	English Workshop (NET)
Writing Story to explain the Water Cycle	Three 1-hour lessons	English Workshop (NET)
Guided Reading *Levelled Readers about water*	1 GR session	English Workshop (NET)



The Journey of Two Little Water Drops
(Reader's Theatre)

The Sun: Our story starts in the ocean. We are watching two drops of water.

Ocean Water Drop 1: It's getting hot here in the ocean - I don't think I can swim any more. I'm feeling light and airy! I think the Sun's doing it to me.

The Sun: I can't help it - I'm hot and full of energy. That's what I do, and I do it so well, don't I?

Ocean Water Drop 2: Yes, you do, but I think I'm getting dizzy and there isn't even a whirlpool *("werl-pool")* here. I'm feeling so strange! I think I'll just float for a while - no more swimming for me.

Ocean Water Drop 1: Uh oh! You're not floating in the water anymore, you're floating in the air - you're not a drop of water either - you're **water vapour** *("vay-per")* now.

Water Vapour 1: What's water vapour *("vay-per")*?

Water Vapour 2: It's water, but it's a gas. You've **evaporated** *("e-vap-or-ay-tid")* and turned into a gas – and so have I. Let's fly up high!

Water Vapour 1: I feel like joining the others and forming a crowd.

Water Vapour 2: I think you mean a **cloud**, not a crowd. Okay, let's **condense** *("con-dens")*.

Water Vapour 1: What does that mean?

Water Vapour 2: **Condensing** *("con-dens-ing")* means that we'll change back into a liquid *("lik-wid")* (water, of course). Then we'll be part of a cloud.

Cloud: Okay, now we're a beautiful, fluffy cloud. Let's fly over the land and watch the goats. Take a look at those beautiful mountains! But now I'm feeling heavy and cold. I think I'm going to snow!

Snowflake 1: Hey, what's got six arms and there's nothing exactly like it in the whole world?

Snowflake 2: Me - I'm so special. You, too, of course. We're both **snowflakes**. Hey, where are you going now?

Snowflake 1: I can't stop falling - you're falling too. But where are we going?

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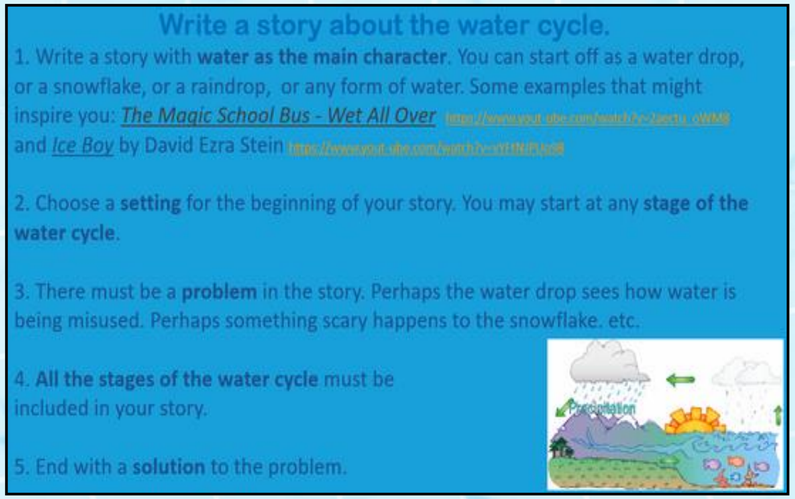
Reader's Theatre Script



Students' Writing Task

PRIMARY 6 ENGLISH LESSONS

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Stages of the Water Cycle Charades

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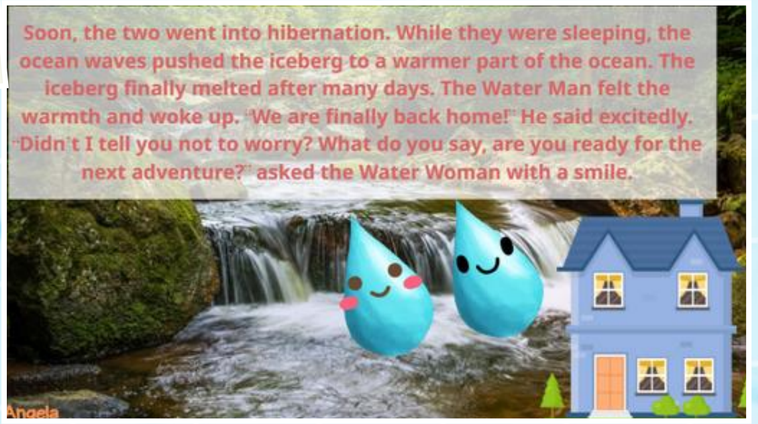
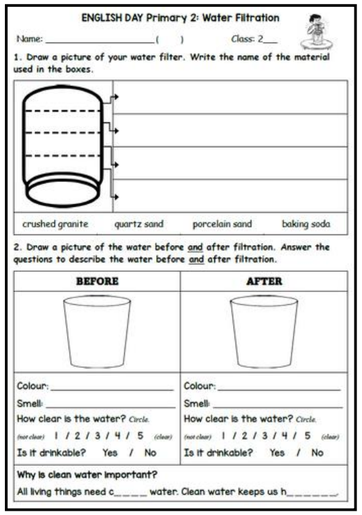
Books on Epic

Students' Stories (using Canva or Book Creator):



ENGLISH DAY

- **Primary 4** students led **Primary 2** students in doing the water filtration experiment



ENGLISH DAY Primary 2: Water Filtration

Name: _____( ) Class: 2__

1. Draw a picture of your water filter. Write the name of the material used in the boxes.

crushed granite | quartz sand | porcelain sand | baking soda

2. Draw a picture of the water before and after filtration. Answer the questions to describe the water before and after filtration.

BEFORE	AFTER
Colour: _____	Colour: _____
Smell: _____	Smell: _____
How clear is the water? Circle.	How clear is the water? Circle.
(not clear) 1 / 2 / 3 / 4 / 5 (clear)	(not clear) 1 / 2 / 3 / 4 / 5 (clear)
Is it drinkable? Yes / No	Is it drinkable? Yes / No

Why is clean water important?

All living things need c_____ water. Clean water keeps us h_____.

- **Primary 5** students hosted water-themed booth games for the whole school

Over 20 game booths

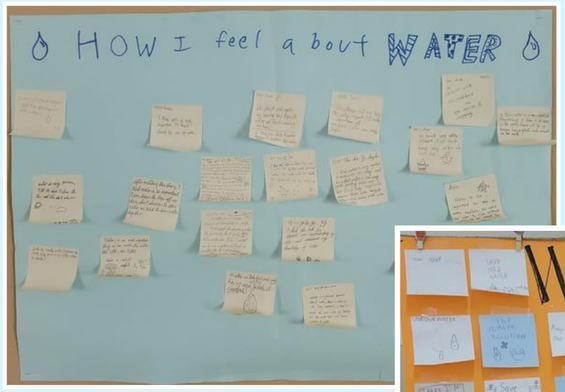
- **Primary 6** students shared their stories with **Primary 3** students and led a Water Cycle in a Bag experiment

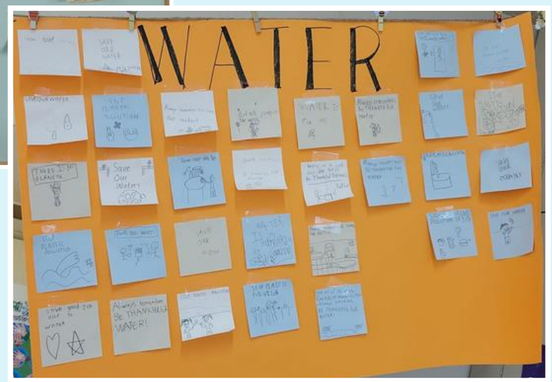
WHOLE-SCHOOL ACTIVITIES

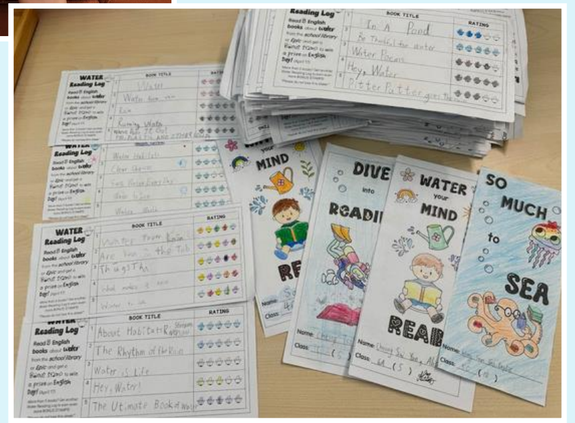
- School Librarian, English Panel Chairs and Chinese Panel Chairs curated and borrowed water-themed books from HKPL
- books placed on dedicated shelves in the school library for easy access

READING MONTH

- Students encouraged to read water-themed books in both English and Chinese
- Reader's Response board set up in every classroom
- Reading Log Bookmark for English Day







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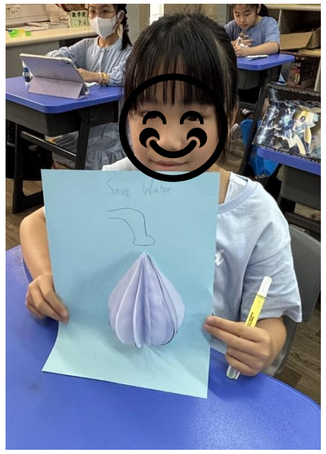
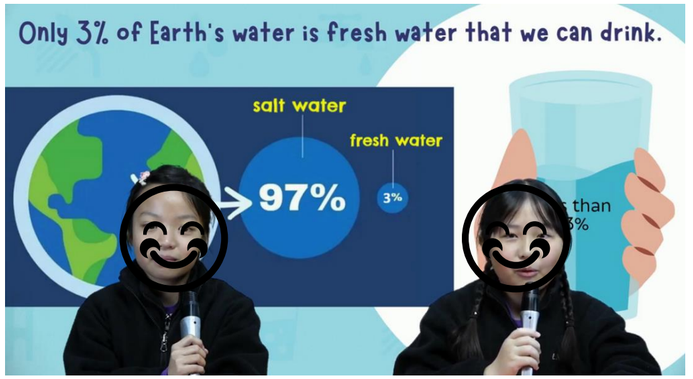


- Water drop crafts with important messages about water conservation

- Display

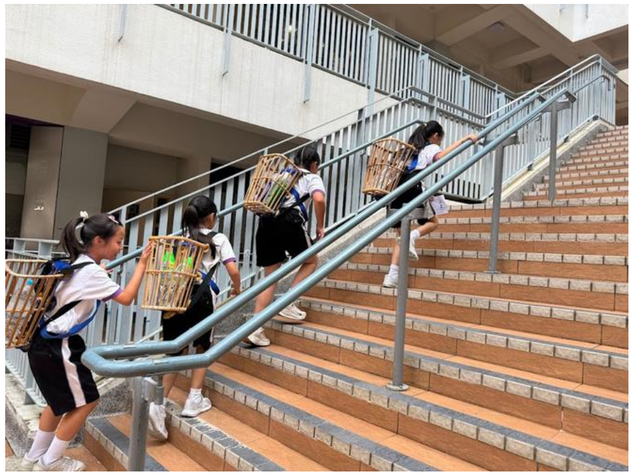


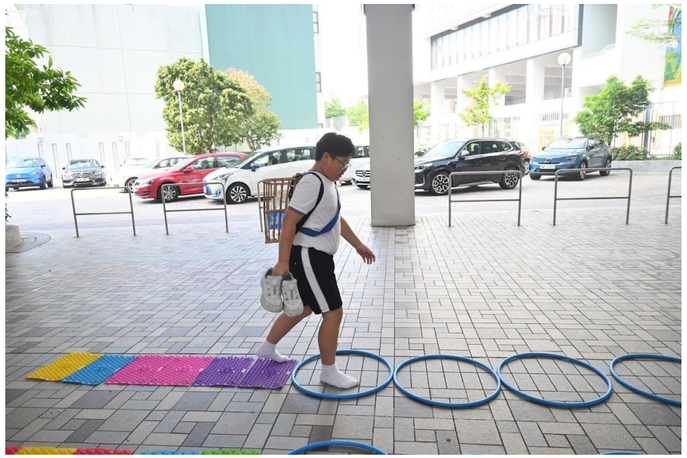
- Live video morning announcements

ECA

- **Primary 4** and **Primary 5** students had the opportunity to visit a water reservoir along the Dongjiang Water Supply route

- **Primary 5** students participated in the **Run for Water** event to experience having to carry and transport water





CONCERNS

- Time

- Learner diversity

- Material preparation

- Scope of the Project

REFLECTION

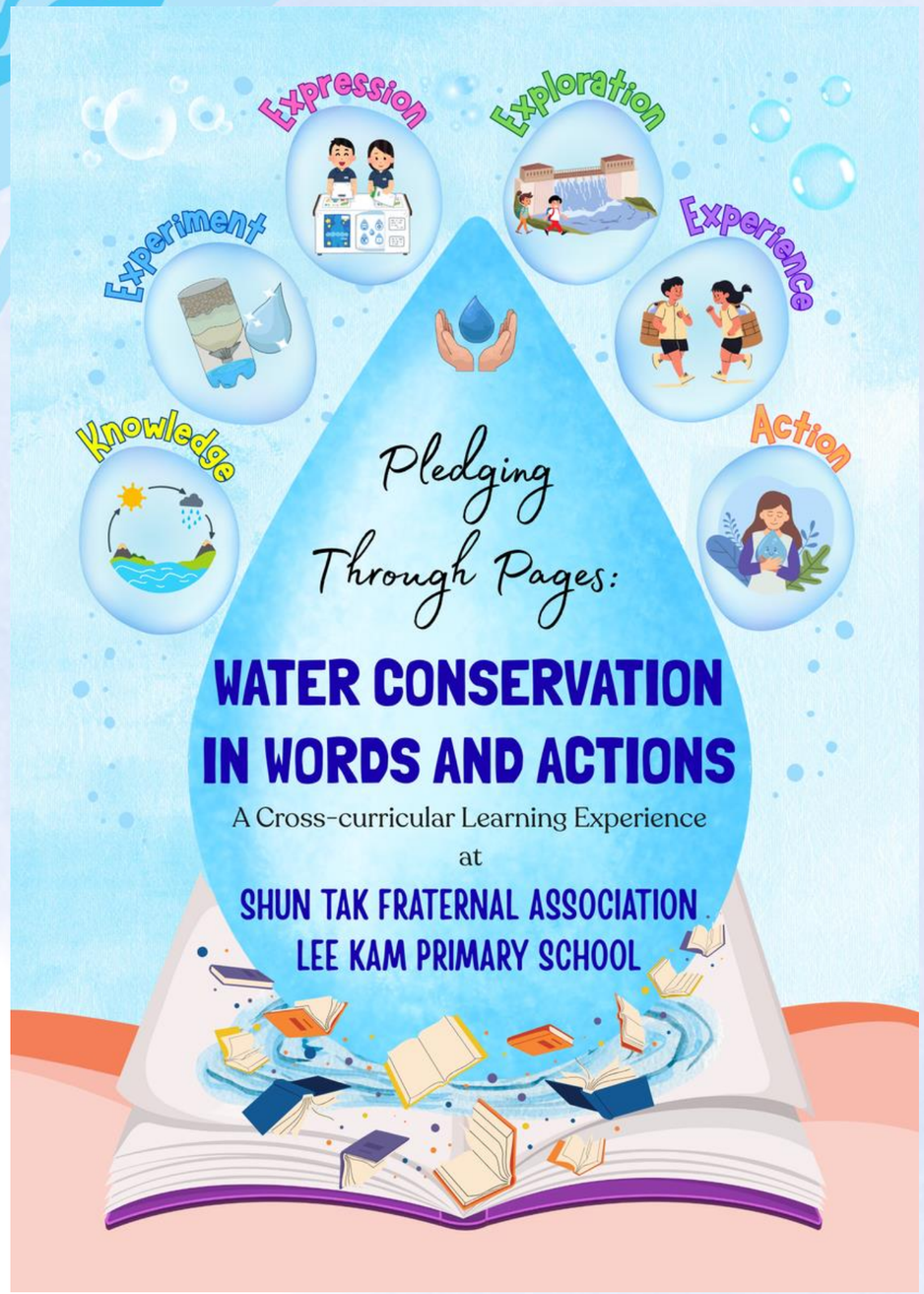
- Schedule: coordination between subjects

- Student interdependence

- Use of platforms and technology to make work manageable

- Teachers and students on board

Q & A


Expression
Exploration
Experiment
Experience
Knowledge
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Pledging
Through Pages:
WATER CONSERVATION
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A Cross-curricular Learning Experience
at
SHUN TAK FRATERNAL ASSOCIATION
LEE KAM PRIMARY SCHOOL

Thank You!