

Year 6		Theme: All About Water			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure Vocabulary Language Function
LISTENING	LV 6.1 (comprehension, inferences, justification)	ongoing questions and participation	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Pair learners. Ask: <i>What do we use water for?</i> Pairs write down ways how they use water in their everyday life.</li> <li>- Pairs share their water usages. Write them down on IWB. Ongoing discussion is encouraged.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Say: <i>Listen to the text. Tell me what it is about.</i> Read text.</li> <li>- Learners listen to the text. Elicit answers.</li> <li>- Share a set of questions and have learners read them. <i>Where did the first living things live? Which three amphibians are mentioned in the text? How are amphibians different from fish? Where do amphibians lay their eggs? List three reasons why our body needs water. Which vegetable needs 25 litres of water to grow? Which food needs 2,400 litres to be produced? Apart from drinking and eating, list two other reasons why we need water.</i></li> </ul>	text: 'Water'	LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.
	LV 6.2 (main idea/specific information)	worksheet	<ul style="list-style-type: none"> <li>- Read the text again. Elicit answers.</li> <li>- Learners read the questions on the worksheet.</li> <li>- Read the text and questions. Learners can start answering the questions.</li> <li>- Read the text and questions again and learners continue answering the questions.</li> <li>- Final revision.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>How can we save water?</i> Ongoing discussion is encouraged.</li> <li>- Show PPP 'Water Usage and Solutions'. For every fact ask <i>How we can we be water wise?</i> Elicit answers from learners. Then, click the button for the 'Solutions' textbox.</li> </ul>	worksheet: 'Water'	miniscule, cell, millennia, complex, amphibians, evolve, lifeless, organisms, essential, digesting, nutrients, sanitation, cotton plant, dye, manufacture ...  to inform, to persuade, to make suggestions

<b>READING</b>	RV 6.4 (engaging with online texts)		<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain the term 'Virtual Water' (the total amount of water used in the production of anything from a cup of tea to a hamburger).</li> <li>- Visit the site <a href="http://www.wsd.gov.hk">Water Supplies Department - Water Saving Tips - Virtual Water (wsd.gov.hk)</a> and the link <a href="http://www.wsd.gov.hk/virtual-water3.jpg">virtual-water3.jpg (1602x1185) (wp.com)</a> Link with the Listening Lesson. Ongoing discussion is encouraged.</li> <li>- Pre-teach vocabulary.</li> </ul>	<p>sites: <a href="http://www.wsd.gov.hk">Water Supplies Department - Water Saving Tips - Virtual Water (wsd.gov.hk)</a></p> <p><a href="http://www.wsd.gov.hk/virtual-water3.jpg">virtual-water3.jpg (1602x1185) (wp.com)</a></p> <p><a href="https://www.unwater.org/bethechange/">https://www.unwater.org/bethechange/</a></p> <p><a href="https://www.youtube.com/watch?v=pUkj3uwCPSE">https://www.youtube.com/watch?v=pUkj3uwCPSE</a></p> <p>reading text: World Water Day 2023</p> <p>worksheet: World Water Day 2023</p>	LAP 6.3
	RV 6.5 (using strategies/finding information)	ongoing questions and participation	<p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Learners view handout. Ask: <i>What do you think the text is about?</i></li> <li>- Elicit answers.</li> <li>- Say: <i>Read the text. Tell me what it is about. Is it a literary or an informational text?</i></li> <li>- Learners read text.</li> <li>- Elicit answers.</li> <li>- Ask: <i>When is World Water Day celebrated? What is the theme for World Water Day in 2023? What promise did the world commit to in 2015? Do you think this promise will be kept? Why? Mention two, water-related problems that certain countries are facing. How many people do not have access to safe drinking water? What diseases can one get from lack of clean water? From the text, find ways how we can make a change.</i></li> </ul>		<p>virtual water, accelerating change, awareness, global access, responsible use, water crisis, sanitation crisis,</p>
	RV 6.7 (expressing opinion)		<ul style="list-style-type: none"> <li>- Learners read text and look for answers to the above questions.</li> <li>- Elicit answers.</li> <li>- Read text.</li> <li>- Learners read text aloud.</li> <li>- Learners answer questions on the worksheet.</li> </ul>		<p>human right, defecate, gutters, alarming facts, cholera, typhoid, hygiene, essential, combatting, climate change, extreme weather events, droughts, floods, drastically, collective action, desperately needed, contamination, human wastes ...</p>
	RV 6.9 (reading for different purposes)	worksheet	<p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>- Visit the site <a href="https://www.unwater.org/bethechange/">https://www.unwater.org/bethechange/</a></li> <li>- Explain icons in the top right-hand corner (World Water Day, World Toilet Day, UN Water Conference).</li> <li>- Read and explain the meaning behind the story of the humming bird. (Story can be read from previous link and viewed on this link, <a href="https://www.youtube.com/watch?v=pUkj3uwCPSE">https://www.youtube.com/watch?v=pUkj3uwCPSE</a> ) Ongoing discussion is encouraged.</li> <li>- Have learners click on the different continents to identify the three most popular actions being taken to solve the water crisis.</li> <li>- Finally, go through the 'Choose your Actions' section. Have learners identify at least one action which they can adopt in their lifestyle in order to save water.</li> </ul>		<p>to inform, to persuade, to make suggestions</p>
RV 6.10 (informational texts)					

<b>LITERATURE</b>	LIT 6.6 (verbal response)	ongoing questions and participation	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Tell learners that you will play the ‘Balancing Act’ game. Put a book on your head. Try to balance it. Now walk along the length of the class making sure it doesn’t fall. Ask for volunteers. After a few tries, ask: <i>How does it feel to try and balance a book for a long time? Would it be difficult if it was heavier? Would it be harder if the distance was longer?</i></li> <li>- Elicit answers.</li> <li>- Show video <a href="#">(140) Walking for water - YouTube</a></li> <li>- Ask learners to share their thoughts about the situation. Ongoing discussion is encouraged.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Learners access the ebook <i>The Water Princess</i> via the link.</li> <li>- Ask: <i>Based on the cover of the book, can you determine where the story takes place? Can you tell who is the main character? Do you think this is going to be a fictional or true story? Why?</i></li> <li>- Elicit answers.</li> <li>- Say: <i>After reading the story, tell me what it is about.</i></li> <li>- Learners read text and answer the gist question.</li> <li>- Share a set of questions and have learners read them. <i>Who is telling the story? Describe Gie Gie’s kingdom. At what time does she wake up? Where does she go with her mum? What does Gie Gie and her mum do along the journey? What do Gie Gie and her mum do when they reach the well? Describe the water. How do they feel on their way back? What do they do with the water at home? Who joins Gie Gie and her mum? What does Gie Gie’s mum do at the end of the story?</i></li> <li>- Learners read text and look for answers to the above questions.</li> <li>- Elicit and discuss answers.</li> <li>- Explain why most sentences are short and to-the-point. (written in the first person narrative, by a child) and consist of a word (for effect). Ask <i>How does the author establish the setting? What is the problem?</i></li> <li>- Learners listen to a read aloud version of the ebook.</li> <li>- Learners read text aloud.</li> <li>- Learners work out Worksheet 1.</li> </ul> <p><b>Post-Task:</b></p> <p>Go through the questions on Worksheet 2 together. Ask learners to compare their life with Gie Gie’s and identify the differences. In pairs, learners work out Worksheet 2.</p>	<p>video: <a href="#">(140) Walking for water - YouTube</a></p> <p>ebook: <i>The Water Princess</i> <a href="https://fliphtml5.com/hwluh/aocu/basic">https://fliphtml5.com/hwluh/aocu/basic</a></p> <p>link to the read aloud version of <i>The Water Princess</i> <a href="https://www.youtube.com/watch?v=tIWAjQhCIKO">https://www.youtube.com/watch?v=tIWAjQhCIKO</a></p> <p>worksheets 1 - 2</p>	<p>LAP 6.3</p> <p>I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.</p> <p>as in previous lessons</p> <p>to narrate</p>
	LIT 6.10 (verbal response)	worksheet			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPEAKING (Info-Gap)</p>	<p>SR 6.5 (LO/HO questions)</p> <p>SR6.16 (fluency/accuracy, sentence structure, sound patterns)</p>	<p>ongoing questions and participation</p> <p>info-gap activity</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Link with Listening, Reading and Literature lessons.</li> <li>- Ask learners: <i>What did we listen to during the Listening lesson? What did we read about during the Reading lesson? What did we learn?</i></li> <li>- Elicit answers.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Revise the WH questions. Refer to word mat.</li> <li>- Pair pupils.</li> <li>- Give each pair two different worksheets. Both worksheets have the same text, but each text has different missing information (information gap). Pairs cannot show their text to their partner. Pairs are to ask questions to each other to fill in the missing information on their worksheet.</li> <li>- Go around the pairs and prompt/support where needed.</li> </ul> <p><b>Post-Task:</b></p> <p>Learners compare their worksheets.</p>	<p>worksheets A - B</p> <p>WH questions word mat</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p> <p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p> <p>WH questions words</p> <p>to ask questions</p>
--	---	--	---	---	--

<b>WRITING</b> (designing and producing a poster)	WR 6.6 (complex sentences)	poster	<b>Pre-Task:</b> <ul style="list-style-type: none"> <li>- Refer to the Reading, Listening, Literature and Speaking lessons.</li> <li>- Explain that learners will be planning and designing a poster to inform readers about the water and sanitation crisis our world is facing and to encourage them to be water wise.</li> </ul>	poster title: <i>You want to make other students in your school aware of the water and sanitation crisis.</i> <i>You want to encourage them to save more water. Design a poster to be posted on the school's main board.</i>	LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.			
	WR 6.11C (poster)		<b>Main Task:</b> <ul style="list-style-type: none"> <li>- Explain 'Pre-Writing' stage. Share title (GAP). Elicit from learners the genre, audience and purpose and discuss together each component in detail.</li> <li>- Elicit from learners the success criteria for poster writing.</li> <li>- Share the success criteria for poster writing.</li> <li>- Explain 'Drafting' stage. Share and explain poster writing frame. Learners can use the reading text and speaking worksheet for reference. Learners start organising ideas in the 'Saving Water' mind map.</li> <li>- Explain 'Revision' stage. Learners check that writing is relevant, ideas are organised properly ...</li> <li>- Explain 'Editing' stage. Learners check grammar, punctuation and spelling. Give feedback to individual learners by suggesting ways they can improve their poster (e.g. add an adjective, include a catchy slogan, write shorter sentences, etc.)</li> </ul>		poster writing frame (Writing Resource Pack)	LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.		
	WR 6.13 (sentence structure)		<b>Post-Task:</b>  Learners write the poster and share it with their classmates.			poster success criteria (Writing Resource Pack)	LAP 6.4 I can communicate effectively, altering my language choices according to purpose.	
	WR 6.14 (vocabulary)							as in previous lessons
	WR 6.15 (spelling)							to inform, to persuade
			'Saving Water' mind map					

Further links:

Poem – No More Water <https://poetry4kids.com/poems/no-more-water/>

Story – We are Water Protectors <https://www.youtube.com/watch?v=CD8shbwrK40>

Video – History of Toilets [History of toilets | LearnEnglish Kids \(britishcouncil.org\)](#)