

EVERY DROP COUNTS

Why is saving water so important?



LESSON OBJECTIVES

- Understand the importance of water conservation.
- Identify wasteful water practices
- Collaborate to come up with practical solutions to save water.
- Communicate their findings and solutions to peers.
- Enhance vocabulary related to water conservation.
- Develop language skills through group discussions and presentations.
- Review and use sentence structure: should/ shouldn't.
- Make a poster on saving water at home and at school.



Target learners

Primary students
(English level: A2)



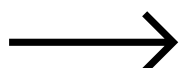
Duration

60 - 90 minutes



Preparation

- Art Supplies (A3 paper, crayons, ...)
- Flashcards






1 ENGAGE

Suggested teaching activities:

EXTRA INFO

 10 – 15 minutes

EXTRA MATERIALS



Scan to access the video

This stage is about getting students interested and helping them understand why water is important in our everyday lives.

Lead-in (Exercise A)

- Show a picture of water or bring a glass of water to class and ask if they know what it is.
- Ask the question *“What can we do with water?”*
- Game: Students list out the things they can do with water. The group with the most things wins.

Possible answers: *People need water to drink, bathe, wash hands, brush teeth, cook, wash clothes, wash dishes, clean the house, put out a fire, water the plants,...*

- Draw students' attention to the topic question *“Why is saving water so important to us?”* and have some students share their answers.

Why is water important?

Exercise B:

- Have students watch a video that tells the story of a kid who wastes water and the consequences he faces as a result.
- Go through the questions before the video. Make sure students understand them all.
- Have students watch the video and answer the questions.
- Have them share their answers friends. Monitor the conversations and elicit more thought-provoking ideas when necessary.

Exercise C: Think-Pair-Share

- Allow students a few moments to think about the question.
- Have them work with their friends/ group to discuss their answers.
- Ask some students share their answers with the whole class. Elicit follow-up questions after each sharing to raise students' awareness about saving water.

Answer key

B.

1. Cussly always wastes things.
2. Because he wasted his water.
3. Water is important.

C. (Students' answers vary.)

2 EXPLORE

EXTRA INFO

 15 – 20 minutes

MATERIALS

Flashcards from
pages 5 – 21
(single-sided printing)

Suggested teaching activities:

This stage is to explore how to use water in the correct manner and expand their vocabulary.

How to use water in the correct manner?

Exercise A:

- Draw students' attention to the pictures of using water without explanations.
- Ask them to describe what they see in the pictures.
- Have them point out the actions that might waste water and ask them to explain their answers.
- Ask students to tick the pictures describing using water correctly.

Find the bigger pictures at pages 22 – 28



Vocabulary

Exercise B:

- Have the students read the actions.
- Explain new vocabulary if any, use concept check and drill the words effectively. (*Teachers may explain the words presented in Exercise C and any words related to the topic of saving water that students don't know. This is to promote student-centeredness in the classroom.*)
- Have students match the actions with the pictures.
- Memory check: Play a game/activity to help students practice the words.

Exercise C:

- Have students read the words in the box and match them with their corresponding definitions.
- Correct their work and provide feedback.

Answer key

A. Pictures 1, 5, 6, and 7.

B. 4, 1, 2, 7, 5, 6, 3

C.

1. tap
2. to water
3. dishwasher
4. to wash
5. leak
6. hose
7. to report
8. to reuse

Vocabulary Game Ideas

Kim's Game:

Display the words on the smartboard for 30 seconds, then ask the students to remember and write down as many words as they can recall from the previous display.

Listen Quick:

Invite 2–3 students at a time. Show flashcards (image side only) on the board. Call out a word, and the fastest student to touch the correct word becomes the "teacher" who says a random word for others. Repeat for each group in 1–2 minutes.



EXPLAIN

EXTRA INFO

 10 – 15 minutes

Suggested teaching activities:

This stage is for students to explore and reinforce the use of "should / shouldn't". Students should be able to explain how to use these structures correctly.

Should/ shouldn't

Exercise A:

- Draw students' attention to the pictures and the sentences.
- Ask them to complete the sentences with should/shouldn't. They may need to look at exercise 2B.
- Have them complete the Learn This! box.
- Check their answers. Have them explain their choices and check their comprehension.

Exercise B:

- Have students practice the structure with should/shouldn't. Remember to model first.
- Have them work with a partner to practice the structure.
- Have some students say the sentences.

Answer key

A.

1. should
2. shouldn't
- a. should
- b. shouldn't



ELABORATE

EXTRA INFO

 15 – 25 minutes

MATERIALS

Art Supplies (A3 paper, crayons, ...)

Suggested teaching activities:

This stage fosters collaboration among students to create a poster promoting saving water at home and at school, applying the newly-learned language.

Making the poster

Exercise A: Divide the class into groups and have them choose 1 situation each. It is recommended that both situations are chosen.

- **Situation 1:** *Your school wants to raise awareness about water conservation. Design a poster that encourages your classmates to save water while at school.*
- **Situation 2:** *Your family wants to save water at home and reduce water wastage. Create a poster to show different ways you can save water in your daily life at home.*
- Go through the instructions as in the Student worksheet, making sure students remember and can follow them.

- Provide them with art supplies such as markers, colored pencils, crayons, and poster boards (or A3 paper).
- Monitor, remind students to use the newly-learned vocabulary and structure, and encourage creativity and collaboration.

Exercise B: Gallery Walk

- Have the groups display their work at different corners of the classroom.
- Ask each group to nominate a representative to present their work on the poster.
- Allow the other members of the groups to visit the other group displays, listen to the presentations, and vote for the best solutions.
- Observe the groups' presentations and encourage students to provide more details on their solutions.

**5 EVALUATE****Suggested teaching activities:**

This stage is for students to self-evaluate on what they have learned and apply it in real-life situations.

- Review and give feedback on the final poster.
- Ask questions about the poster to encourage students to discuss how they can apply the rules in their daily lives and whether there are any challenges they may face in doing so. (*Examples of questions include: "Do you find it easy to follow the instructions on the poster?", "Will you tell others about these ways to save water?", "What changes will you need to make in your daily routine to follow the water-saving rules?"*)
- Have students reflect on what they have learned today.
- Ask the students to write a self-reflective passage of about 30 words on why saving water is important and 2 things they will do to save water every day.
- Have some students share their writings.
- Summarize the key points of the lesson and emphasize the role of each students in saving water.

EXTRA INFO

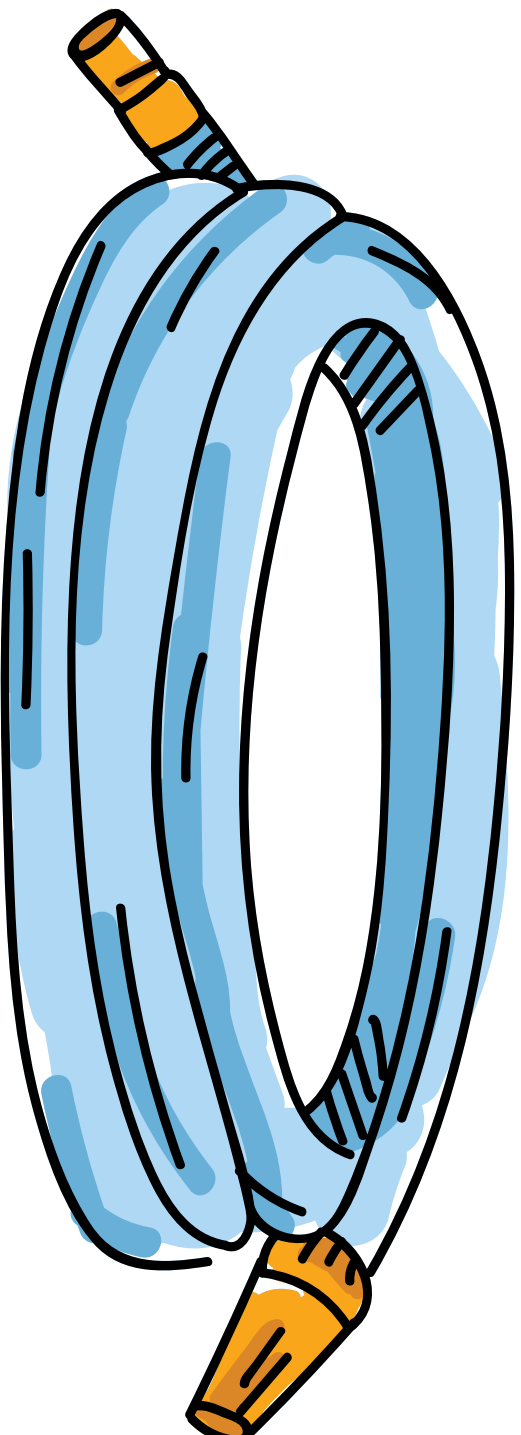
10 – 15 minutes



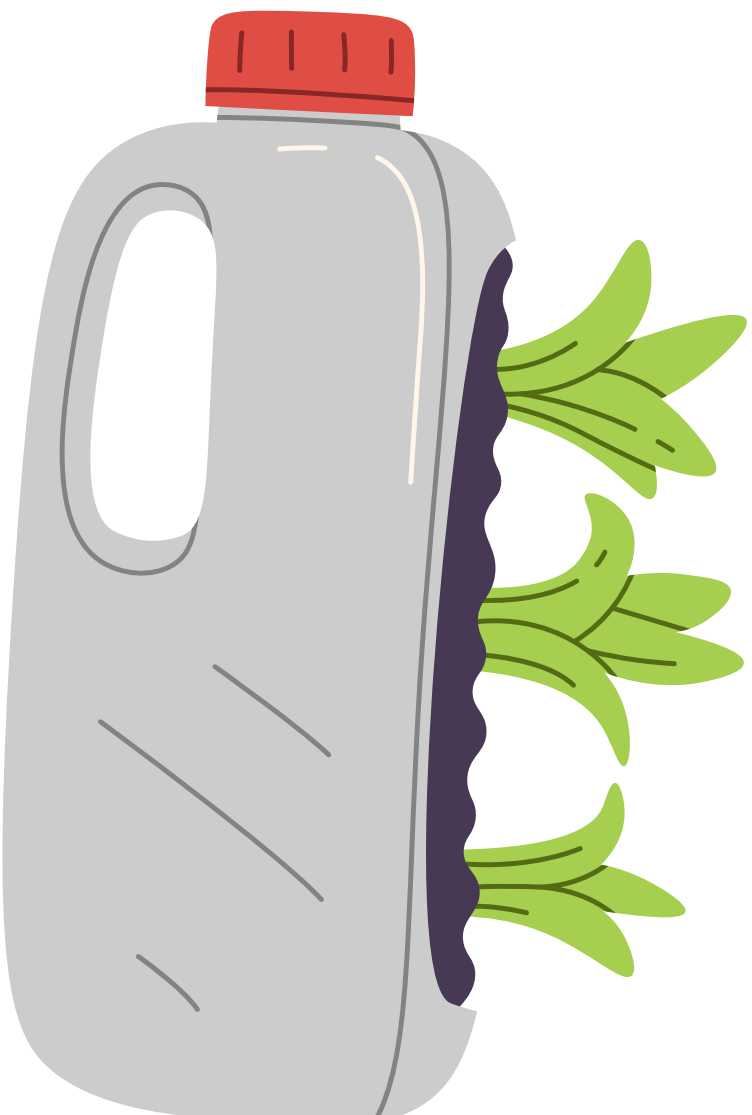
to report



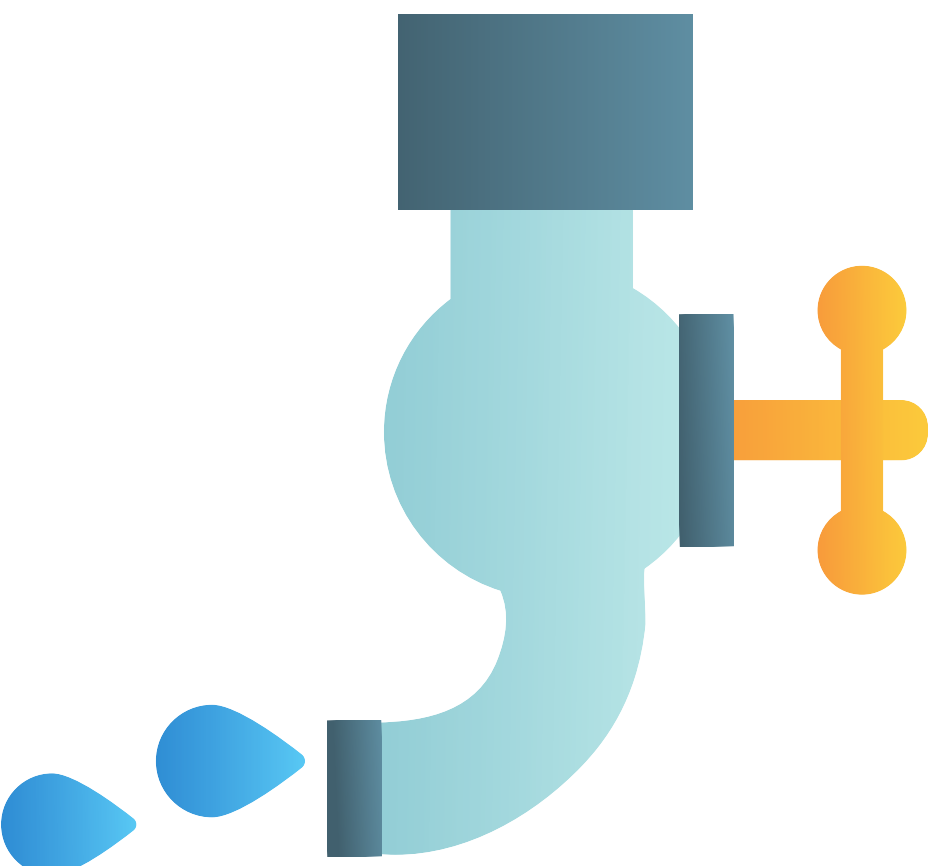
to wash



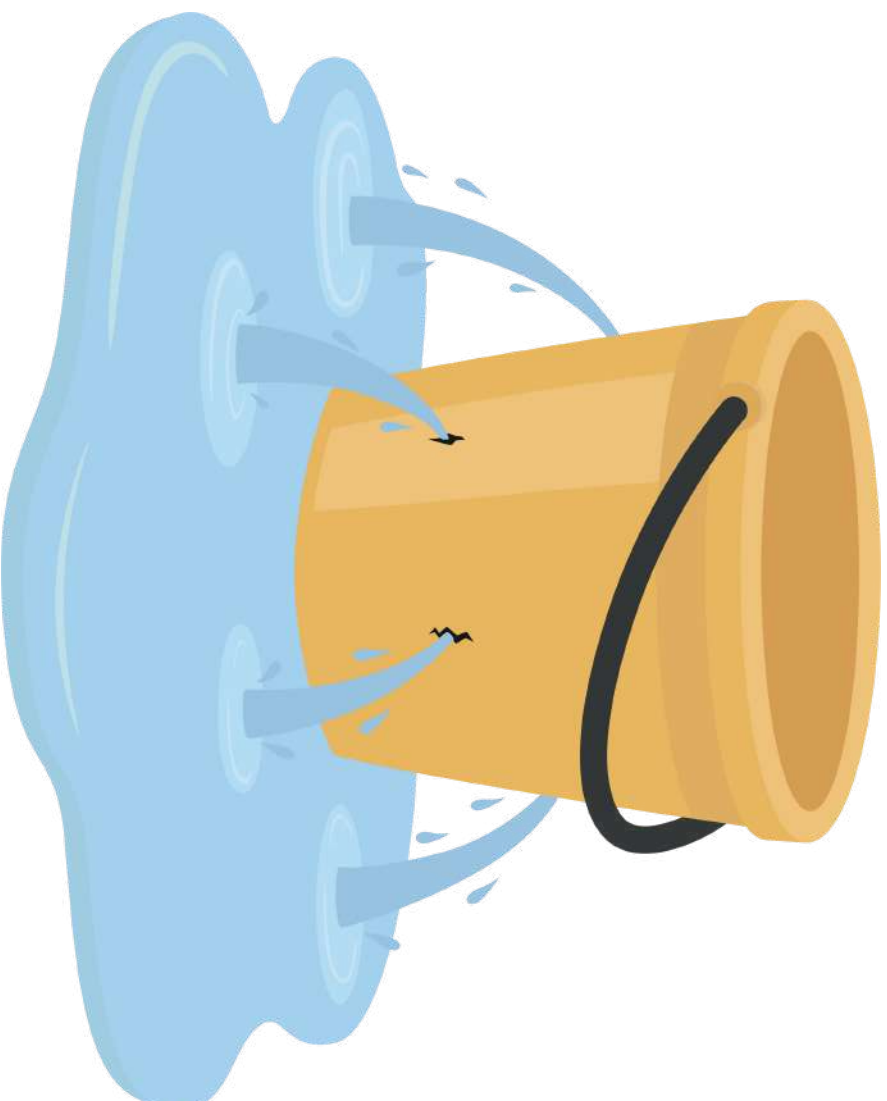
rose



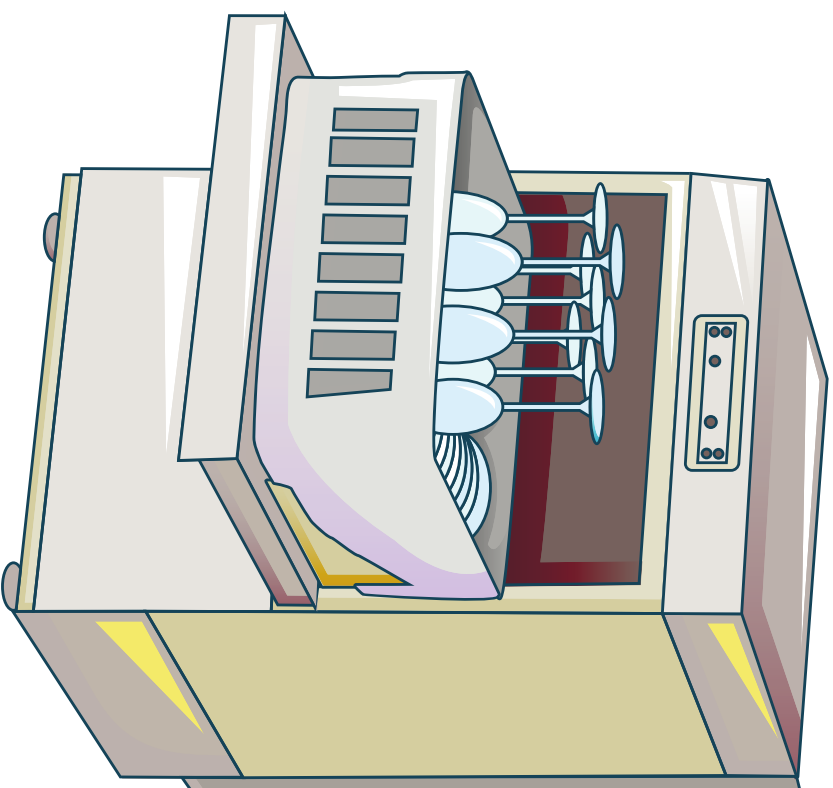
to reuse



tap



leak



Every Drop Counts

Flashcards

dishwasher



to water



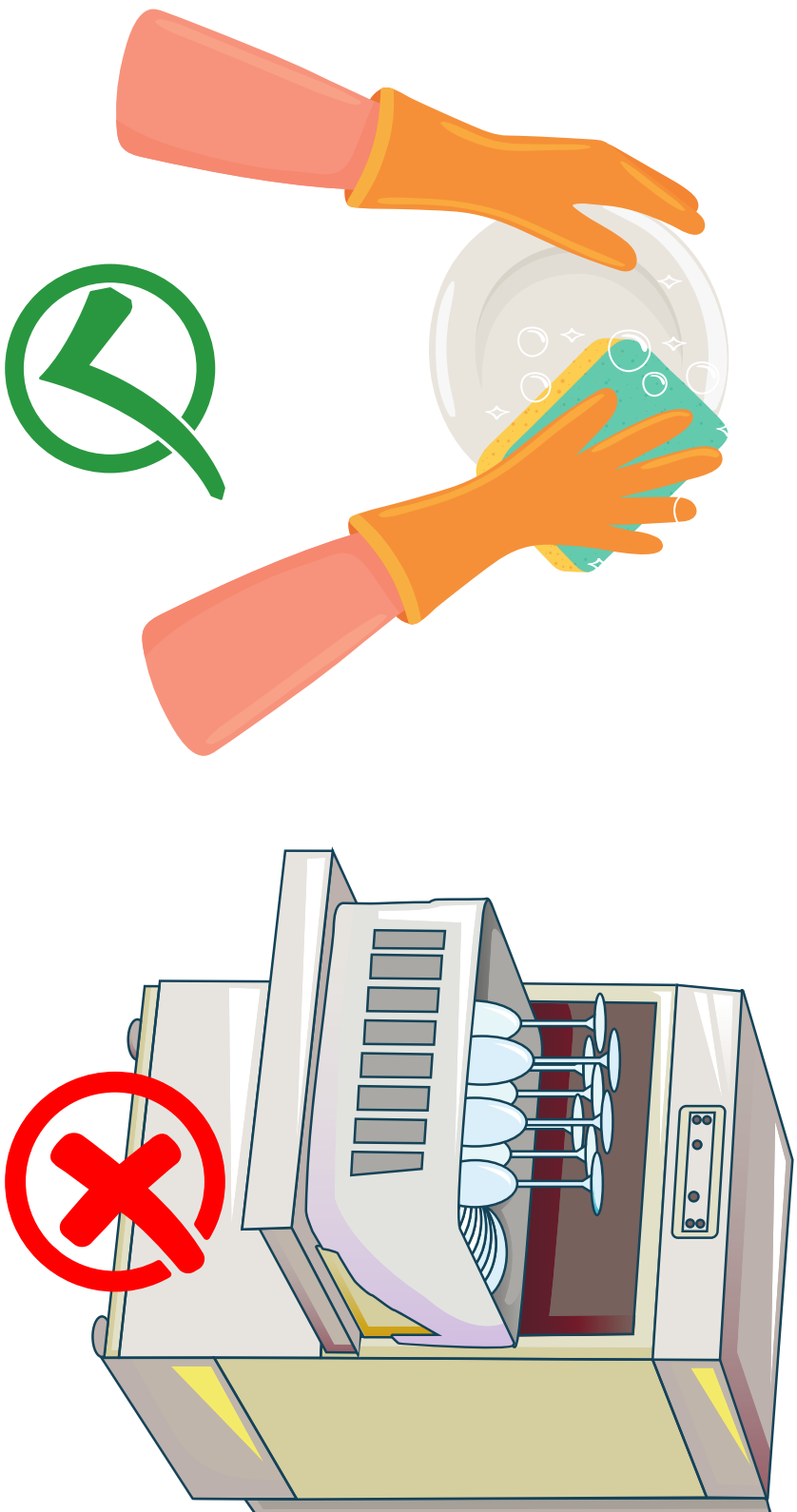


Every Drop Counts



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