

**Suggested Teaching Components**

- Use appropriate vocabulary (for general and specific, technical words)
- Listen to an explanation
- Ask and answer questions about an explanation
- Follow the text structure and language features of an explanation with visual cues
- Retell events in an explanation in correct sequence
- Develop self correction techniques through paying attention to articulation, intonation, stress, rhythm, phonological features at word, phrase and clause level

**Suggested Themes, Topics and/or Experiences**

Any curriculum area – e.g. life cycles, food chains, migration, periods in art, computers, conflict between Maori and white settlers over land, historical events, volcanoes, weather, water cycle, drugs, mathematical problems, technology

**Suggested Assessment Tasks**

- Sequence events or pictures
- Complete simple oral comprehension exercises (grid completion)
- Explain a diagram or other visual

**Sample Strategies****Teacher directed**

- Use visual stimuli/brainstorm activities (Think, Pair, Share) to elicit vocabulary and build field knowledge especially of technical terms
- Introduce explanations through the use of visual stimuli and audio tapes
- Model text structure and language features using visual support
- Demonstrate words that show cause and effect

**Joint/guided construction**

- Compare pictures or diagrams that relate to an explanation from two different sources, e.g. 'The Life Cycle of a Frog' and 'The Life Cycle of a Butterfly' to show differences and similarities
- Develop a set of questions focussing on time connectives, e.g. What happens first? What happens next?
- Make a class chart of the explanation stages
- Predict causes of a phenomenon

**Independent construction**

- Sequence events or pictures
- Retell a simple visually supported explanation
- Reconstruct a simple explanation using visual texts, e.g. flow charts, timelines
- Match pictures and diagrams to stages
- Complete oral cloze