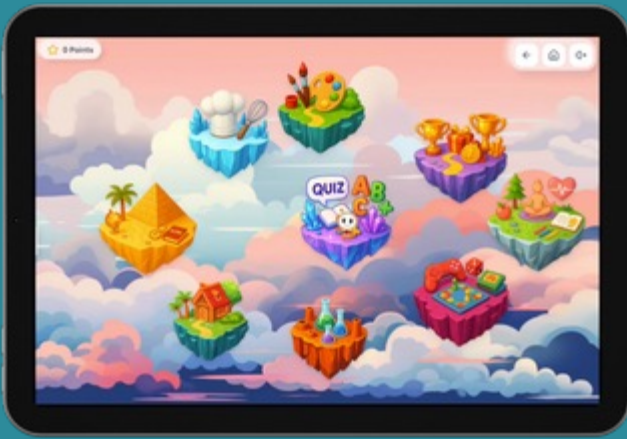


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Explain It Clearly - Year 5

Table of Contents	
Presentation: Explain It Clearly	
Classroom Display: Rainwater Collection System	
Role Cards: Visitors and New Students	
Role Cards: Garden Club and Caretaker	
Worksheet 1: Guided Explanation Planner	
Worksheet 2: Core Explanation Planner	
Worksheet 3: Changed-Condition Transfer	
Game: Rehearsal Listener-Feedback Stations	
Game: Rehearsal Challenge Cards	
Worksheets: Digital Transfer and Listener Record	
Quiz: Explain It Clearly	
Assessment: Final Informative Delivery	
Rubric: Observed Explanation	



Teaching goal and evidence

Students plan, create, rehearse and deliver a 2–3-minute informative explanation of a simple rainwater collection system for a named audience. Evidence is the observed delivery, a useful labelled digital visual, two accurate complex sentences, defined technical terms, separate pitch/tone/pace/volume observations and one explained rehearsal change. A written planner alone is insufficient.

Factual brief

Rain falls on a roof. The gutter gathers roof water and guides it to a downpipe. A leaf screen can reduce leaves and larger debris, but does not purify water. The downpipe carries water to a tank for storage. A tap or connected pipe can release stored water for a garden. A high overflow outlet directs excess water to suitable drainage when the tank is full. A detached downpipe interrupts the intended route; a leaf screen may impede flow and needs adult maintenance. Stored roof water is not automatically safe to drink.

Original model speech

Imagine rain falling on our school roof. Where does it go? In a simple rainwater collection system, the roof is the starting surface. When rain reaches the gutter, the gutter gathers it and guides it towards a downpipe. The gutter matters because it keeps the water on a planned path instead of letting it fall straight from the roof edge. A leaf screen can stop some leaves and larger debris, but it does not make the water safe to drink.

Next, the downpipe carries the collected water into a tank. The tank stores water until someone uses a tap or connected pipe, perhaps to water a garden. If the tank becomes full, an overflow path takes extra water towards suitable drainage. That prevents us from pretending the tank has endless space.

Look at my three-stage diagram as I name each part: collect, direct, then store and use. The arrows show where water travels. I will pause at each arrow so you can match my words to the diagram. What would happen if the downpipe were disconnected? The planned path to the tank would be interrupted.

Preparation and diagnostic

Display the native presentation and R1 diagram. Prepare R2 role cards, R3 planners, R4 rehearsal kit, and a classroom presentation app. Students need speaking cue cards and a listener record. No account, public upload or filming is required. Before teaching, ask where roof rain goes after the gutter and whether a screen makes water drinkable. Record each misconception; retrieve only insecure prerequisites.

Lesson 1 — audience and accurate facts (45–60 min)

Model the three-stage route using R1. Compare the accurate model with “the tank makes rain” and “the screen purifies water.” In pairs use V1–V3; each learner tells a visitor the route and gives a reason for one part. Check one response per learner. Support with role cues and oral sentence stem; extend by adding a question for a younger listener.

Lesson 2 — cause and sequence (45–60 min)

Revisit only the recorded insecure entry item. Think aloud a fresh full-tank case: a high overflow outlet directs excess to drainage. Complete R3 guided page 1, then ask learners to explain the changed condition, not copy the model. Check whether they name both the changed route and its cause. Use the matching answer page immediately after practice.

Lesson 3 — sentence and terms (45–60 min)

Model “When water reaches the gutter, it moves towards the downpipe” and “The gutter matters because it guides roof water.” Define gutter, downpipe and overflow in audience-ready language. Work one full R4 station turn, including an inaccurate purification claim and constructive correction. Learners complete R3 core page 2 and rotate through R4 cards. Observe the reason they give, not mere turn-taking. Use R2 models as the teacher key for R4; accept accurate equivalent wording.

Lesson 4 – digital visual and rehearsal (45–60 min)

Use a fresh blocked-screen case from R5. Learners make a native three-stage labelled diagram: collect, direct, store/use. They distinguish spoken explanation from brief on-screen labels, reveal each stage when named, and rehearse with a listener. Use R3 transfer, R5 digital transfer and listener record. Record a specific correction to one sentence or one voice choice, then check a fresh application. Keep visual hierarchy legible; avoid flashing animation.

Lesson 5 – observed delivery and reflection (45–60 min)

Without displaying the model answer, recap the criteria. Each learner independently delivers the 2–3-minute explanation to a real listener, using the accurate complex sentences, technical definitions and a useful digital visual. Use R6 to record actual speech, listener response, pitch, tone, pace, volume and one rehearsal-to-delivery change. Apply R7 using observed evidence and select one precise next teaching step. The quiz checks reasoning but cannot replace delivery evidence.

Access, differentiation and marking

Support: visible role cues, sentence stems, partner rehearsal and AAC or supported communication. Core: independent adapted delivery. Extension: an unexpected listener question with instant response. Do not assess accent or a fixed pitch/loudness norm. Accept a valid alternative explanation when facts, sequence and cause are clear. For R3 and R5, use the red matching answers immediately after each student page; R6 red page provides sample criterion evidence, not a fictitious observed learner. R2 model cards provide the R4 challenge key.

Equipment

Display and native classroom presentation software; supplied rainwater facts and diagram; speaking cue cards; listener record. Adult handles any real system maintenance.

Rainwater Collection System

Explain the path and why each stage matters.

1 COLLECT

Rain falls on the roof and the gutter collects it.

2 DIRECT

The downpipe carries collected water to the tank.

3 STORE AND USE

The tank stores the water. A tap releases it for the garden. If the tank is full, overflow flows to suitable drainage.



Visitor role cards

V1

Trace the path

Task:

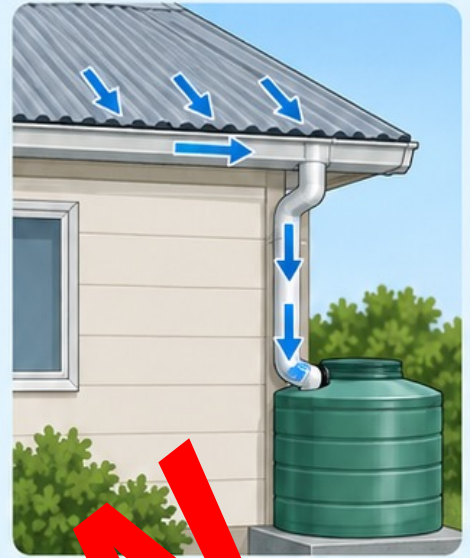
Tell a Year 3 visitor how roof rain reaches the tank.

Model:

The gutter gathers roof rain, and the downpipe carries it to the tank.

Listener asks:

Why is the downpipe needed?



V2

Explain gutter

Task:

Explain gutter in familiar words.

Model:

A gutter is a channel along the roof edge that catches the rain.

Listener asks:

Where does it guide the water?



V3

Point and explain

Task:

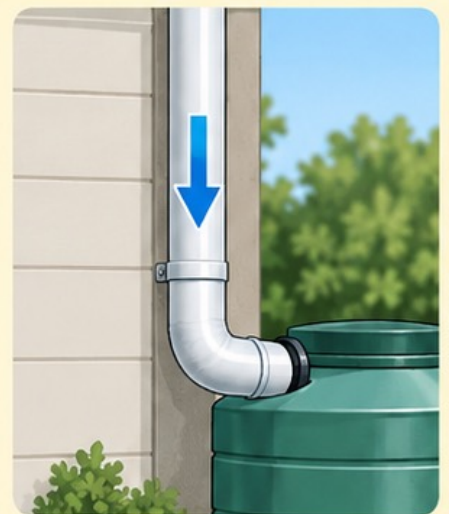
Point to the downpipe and say why it matters.

Model:

The downpipe moves collected water towards the tank.

Listener asks:

What comes before it?



Not:

The tank makes rain.

Better:

The roof receives rain;
the tank stores it.

New student role cards

N1 Leaf screen

Task: Explain what a leaf screen helps keep out.

Model: 'It reduces leaves and larger debris entering the system.'

Listener asks: 'What does it not do?'

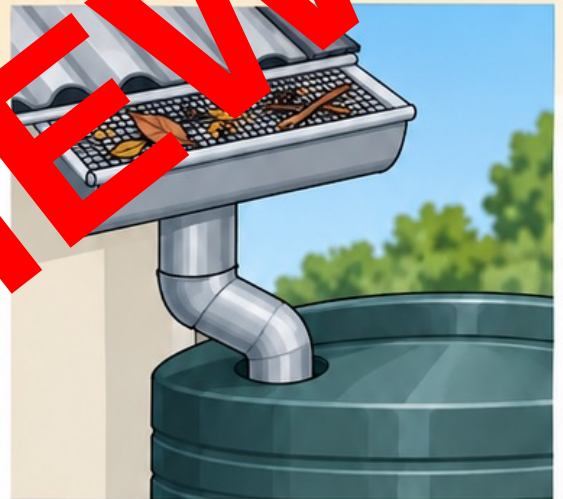


N2 Safe to drink?

Task: Correct a claim about the screen.

Model: 'The screen does not make collected water safe to drink.'

Listener asks: 'What does the screen actually do?'



N3 After the tank

Task: Explain how stored water can be used.

Model: 'A tap can release stored water for suitable use, such as a garden.'

Listener asks: 'What if the tank is full?'



Not: The screen purifies water.



Better: It reduces leaves and debris.

Garden club role cards

G1 Use stored water

Task: Explain how a tap helps the garden club.

Model: The tap releases water stored in the tank for the garden.

Listener asks: Where did that water come from?



G2 Blocked screen

Task: Explain a blocked leaf screen carefully.

Model: A blockage may slow the flow and needs adult maintenance.

Listener asks: Why does it stay in there? How do we fix it?



G3 Full tank

Task: Explain why the tank cannot hold unlimited water.

Model: When it is full, an overflow path carries excess water to suitable drainage.

Listener asks: Where is overflow on the diagram?



Not: A tank holds all rain forever.



Better: Overflow carries excess away.

Caretaker helper role cards

C1 Detached downpipe

Task: Explain the effect of a detached downpipe.

Model: The planned path from gutter to tank is interrupted.

Listener asks: Which connection must be restored?



C2 Overflow route

Task: Describe what happens when the tank is full.

Model: Excess water exits near the top through overflow to suitable drainage.

Listener asks: Why is overflow needed?

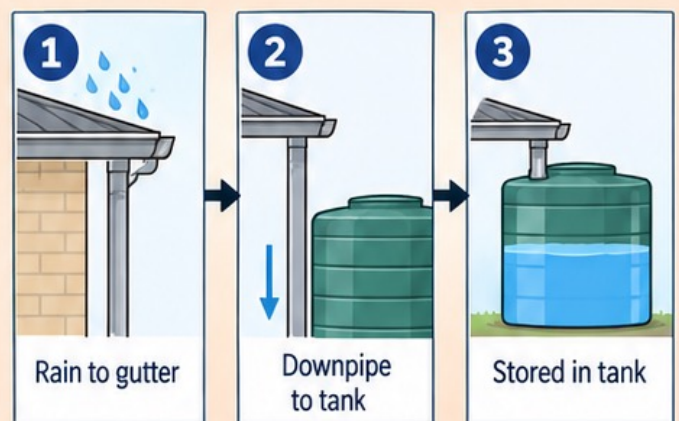


C3 Visual timing

Task: Choose when to reveal a three-stage diagram.

Model: Reveal each labelled stage as you explain it.

Listener asks: How does that help me follow?



Not: A bright picture is the whole explanation.

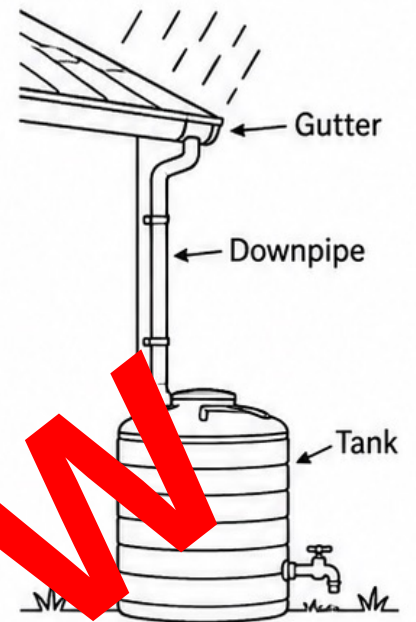
Better: Speak the cause and sequence while pointing to labels.

Name: _____

Explanation stage and sentence planner — guided

Roof/gutter collect → downpipe directs → tank stores and tap releases.

1. Put gutter, downpipe and tank in order. Why this order?



2. Why does the downpipe matter?

3. Finish: When rain reaches the gutter, ...

4. Repair: The leaf screen purifies water.

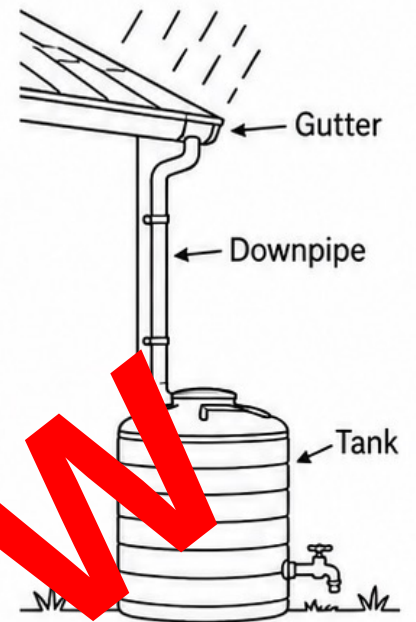
Name: **ANSWERS**

Explanation stage and sentence planner — guided

Roof/gutter collect → downpipe directs → tank stores and tap releases.

1. Put gutter, downpipe and tank in order. Why this order?

Gutter → downpipe → tank. Rain follows this route.



2. Why does the downpipe matter?

It carries collected roof water from the gutter to the tank.

3. Finish: When rain reaches the gutter, ...

When rain reaches the gutter, it moves towards the downpipe.

4. Repair: The leaf screen purifies water.

A leaf screen reduces leaves and debris; it does not make water safe to drink.

Name: _____

Explanation stage and sentence planner — core

1. Explain gutter for a Year 3 visitor.

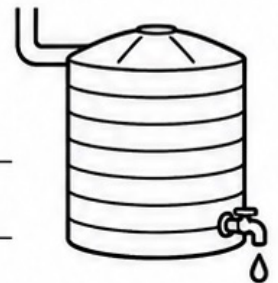


2. What follows the downpipe?



3. Write a because sentence about the gutter.

4. What happens when the tank is full?



5. What changes if the downpipe is detached?

6. Name one useful label for a three-stage diagram and say why.

PREVIEW

Name: **ANSWERS**

Explanation stage and sentence planner — core

1. Explain gutter for a Year 3 visitor.

A gutter is a roof-edge channel that gathers rain.



2. What follows the downpipe?

The tank stores water after the downpipe.

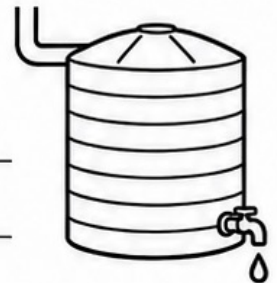


3. Write a because sentence about the gutter.

The gutter matters because it guides rain down to the downpipe.

4. What happens when the tank is full?

Overflow carries excess water to suitable drainage.



5. What changes if the downpipe is detached?

The planned route to the tank is interrupted.

6. Name one useful label for a three-stage diagram and say why.

Downpipe: it shows where water travels after the gutter.

Name: _____

Explanation stage and sentence planner — transfer

Case A: Leaves block the screen during rain.

What changes?

Why?



Case B: The tank is full during continued rain.

What changes?

Why?



Case C: The downpipe is detached from the gutter.

What changes?

Why?



Name: **ANSWERS**

Explanation stage and sentence planner — transfer

Case A: Leaves block the screen during rain.

What changes?

Flow may slow or stop.



Why?

Leaves obstruct the screen; an adult should maintain it.

Case B: The tank is full during continued rain.

What changes?

Excess water leaves through overflow.



Why?

The tank has limited space, so overflow directs water to drainage.

Case C: The downpipe is detached from the gutter.

What changes?

The path to the tank is interrupted.



Why?

The downpipe no longer connects the gutter to the tank.

Rehearsal Listener-Feedback Stations

How it works:

- 1 Choose a role card and audience.
- 2 **Speaker** gives a 45-second explanation.
- 3 **Listener** names one accurate idea and asks one question.
- 4 **Speaker** revises a sentence or one voice choice.
- 5 **Swap roles**; finish after two turns each.



Speaker

Give a clear explanation about the rainwater collection system.



Listener

Listen carefully, name one accurate idea and ask one question.

A simple roof rainwater collection system



Worked turn (example)

Speaker The leaf screen reduces leaves entering the gutter.

Listener Does it make the water safe to drink?

Speaker revision No. It reduces leaves, but it does not make the water safe to drink.

My record (one change)

My change: _____ Why it helped my listener: _____





Rehearsal challenges – visitors and new students



V1

Tell a Year 3 visitor how roof rain reaches the tank.



Explain → listener question → revise

V2

Explain gutter in familiar words for a Year 3 visitor.



Explain → listener question → revise

V3

Point to the downpipe and say why it matters.



Explain → listener question → revise

N1

Explain what a leaf screen helps keep out.



Explain → listener question → revise

N2

**Correct the claim:
A leaf screen makes water safe to drink.**



Explain → listener question → revise

N3

Explain how stored water can be used after it enters the tank.



Explain → listener question → revise



Rehearsal challenges — garden and caretaker



G1

Explain how a tank tap helps a garden club.



Explain → listener question → revise

G2

Explain what may happen if leaves block the screen.



Explain → listener question → revise

G3

Explain why a tank cannot hold unlimited water.



Explain → listener question → revise

C1

Explain the effect of a detached downpipe.



Explain → listener question → revise

C2

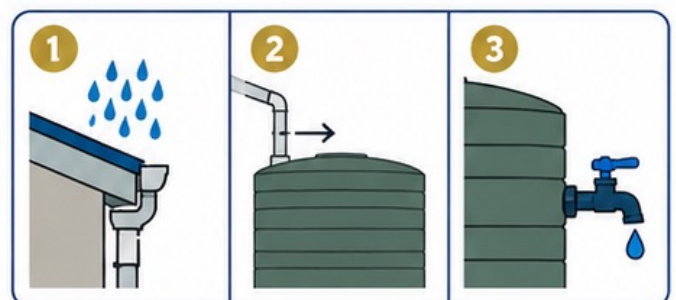
Describe overflow when a tank is full.



Explain → listener question → revise

C3

Choose when to reveal a three-stage labelled diagram.



Explain → listener question → revise



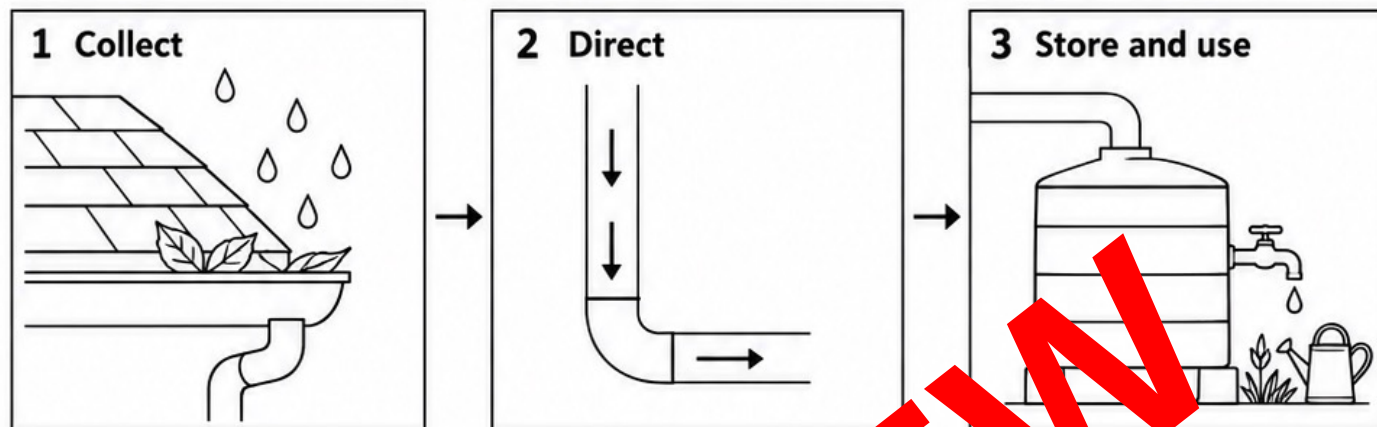
Name: _____

Year 5

Transfer: plan a useful digital explanation

Case: Leaves block the screen while rain continues.

Use native classroom presentation software to make a three-stage labelled diagram. Show where the blockage affects the route. Reveal one stage as you name it.



	What I will say	What my audience will see
1 Collect		
2 Direct		
3 Store and use		

Write a when or because sentence that explains a cause.

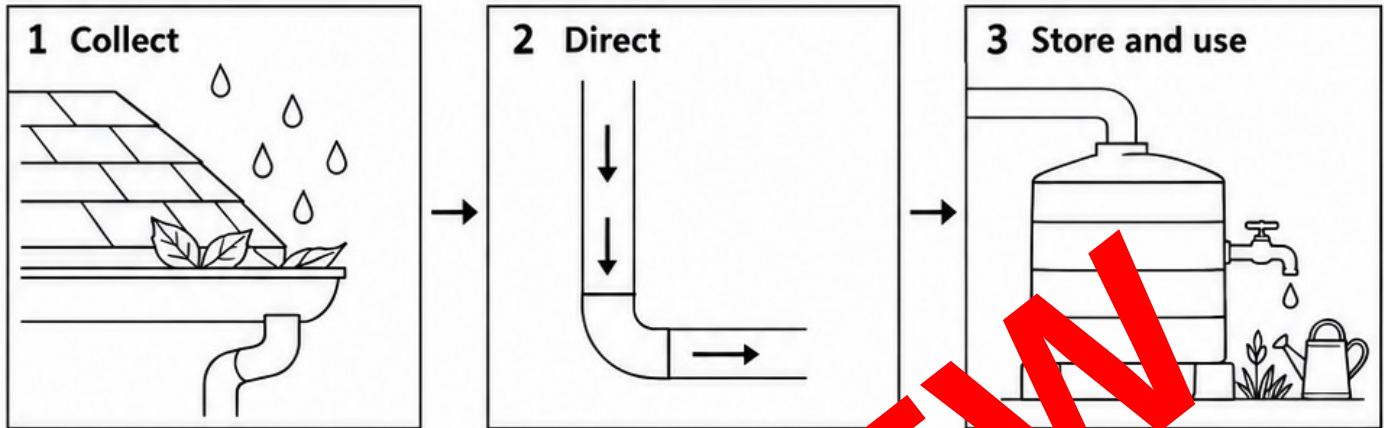
Why will your visual help this audience?



Transfer: plan a useful digital explanation

Case: Leaves block the screen while rain continues.

Use native classroom presentation software to make a three-stage labelled diagram. Show where the blockage affects the route. Reveal one stage as you name it.



	What I will say	When my audience will see
1 Collect	Roof rain enters the gutter.	Roof and gutter label.
2 Direct	Leaves can block the screen and slow down the flow.	Screen and downpipe; blocked point.
3 Store and use	The tank stores water that reaches it.	Tank and tap label.

Write a when or because sentence that explains a cause.

When leaves block the screen, less water may reach the tank.

Why will your visual help this audience?

A timed reveal helps listeners follow where the route changes.

Transfer: rehearsal listener record

Explain the system to a new school visitor; rehearse, listen, revise and deliver again.



Pitch (intonation): what did the listener hear?

Tone (attitude): what suited this audience?

Pace (rate and pauses): what happened?

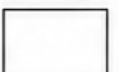
Volume (audibility in this setting): what happened?

Listener's actual question:

What I said / what my audience saw:

One specific change from rehearsal to second delivery:

Why it helped my listener:



Transfer: rehearsal listener record

Explain the system to a new school visitor; rehearse, listen, revise and deliver again.



Pitch (intonation): what did the listener hear?

Rose slightly for the opening question.

Tone (attitude): what suited this audience?

Calm and helpful for a new visitor.

Pace (rate and pauses): what happened?

Paused after naming the downpipe.

Volume (audibility in this setting): what happened?

Audible to the nearby listener.

Listener's actual question:

Where does extra water go when the tank is full?

What I said / what my audience saw:

I explained overflow and revealed its arrow.

One specific change from rehearsal to second delivery:

I added an overflow sentence and paused before the final arrow.

Why it helped my listener:

The listener could match the words to the route.

Final delivery: explain it clearly

Task: Deliver a 2–3-minute explanation of how a simple rainwater collection system works to a real listener.

Requirements:

- ☐ Logical three-stage sequence with relevant detail
- ☐ Two accurate complex sentences using *when* or *because*
- ☐ Explain technical words such as gutter, downpipe or overflow
- ☐ Use a useful labelled digital visual and reveal it at the right time
- ☐ Use pitch, tone, pace and volume deliberately
- ☐ Document one specific change from rehearsal to delivery.

Audience and purpose:

Teacher-observed evidence from actual delivery:

Pitch:

Tone:

Pace:

Volume:

Listener response or question:

My rehearsal change and why it helped:

Final delivery: explain it clearly

Task: Deliver a 2–3-minute explanation of how a simple rainwater collection system works to a real listener.

Requirements:

- ☐ Logical three-stage sequence with relevant detail
- ☐ Two accurate complex sentences using *when* or *because*
- ☐ Explain technical words such as gutter, downpipe or overflow
- ☐ Use a useful labelled digital visual and reveal it at the right time
- ☐ Use pitch, tone, pace and volume deliberately
- ☐ Document one specific change from rehearsal to delivery.

Audience and purpose:

Sample: Year 3 visitor; explain the path clearly.

Teacher-observed evidence from actual delivery:

Sample: speaker named roof/gutter → screen/downpipe → tank/tap/overflow; used two accurate *when/because* sentences; defined gutter and overflow; revealed labels in time.

Pitch:

Sample: varied for opening question

Tone:

Sample: Calm and helpful.

Pace:

Sample: Paused at each stage.

Volume:

Sample: Audible to listener in this room.

Listener response or question:

Sample: Where does extra water go?

My rehearsal change and why it helped:

Sample: Added an overflow sentence and paused at its arrow so the listener could follow.

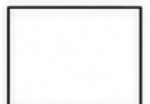
Observed explanation rubric

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Uses a misconception or inaccurate representation.	Correct on familiar models with a prompt; insecure on contrast.	Applies the system relation accurately to a fresh case.
Application / procedure	Cannot complete the explanation task yet.	Completes with a model or step-by-step prompts.	Delivers the 2–3-minute explanation with useful visual and voice choices.
Reason / evidence	Guess or label only.	Relevant detail supplied; connection needs prompting.	Explains with a specific accurate detail or reason.
Transfer / communication	Response unclear or fresh case insecure.	Clear with support; fresh context insecure.	Communicates coherently and applies learning in a fresh matched context.

Actual observed delivery evidence:

Listener/purpose reason and rehearsal-to-delivery change:

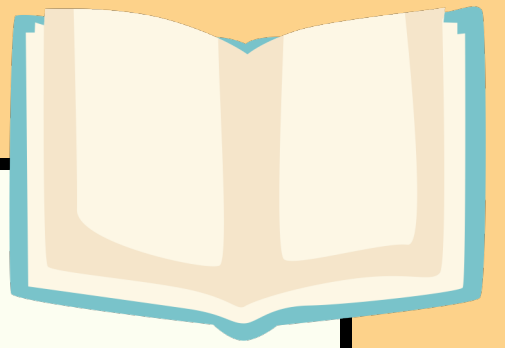
Next teaching step:



PREVIEW

Explain It Clearly





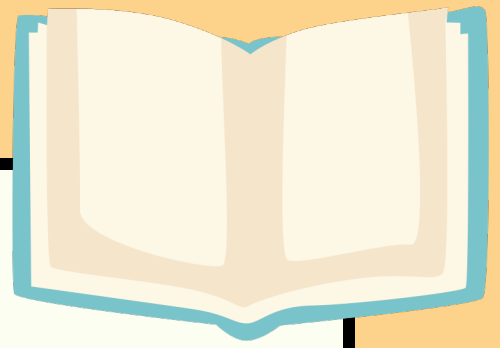
Purpose and starting check

Explain how a simple rainwater collection system works to a real audience.

Before teaching, ask: Where does rain go next?

Ask: Does a leaf screen make water safe to drink? Record each idea.





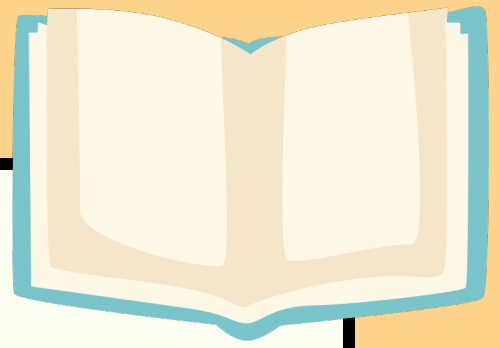
Words that help a listener

Audience is who listens; purpose is why we explain.

Sequence is the order. Technical words name exact parts.

Emphasis highlights a key idea; pace shows rate and pauses.

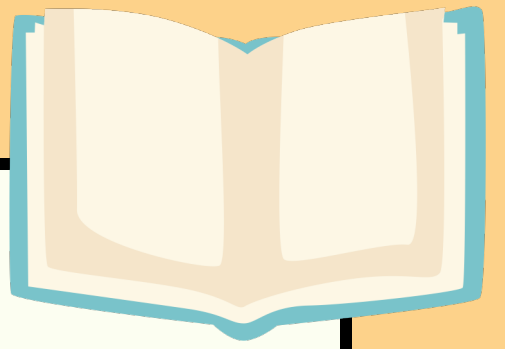




The three-stage system

- 1 Collect: rain falls on roof; gutter gathers it.
- 2 Direct: a leaf screen reduces debris, downspout carries water.
- 3 Store and use: tank stores; tap releases; overflow handles excess.





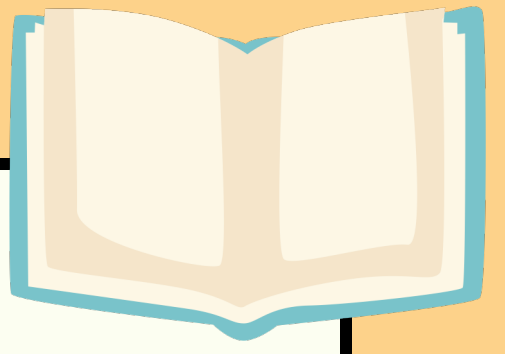
Model for a younger visitor

“When rain reaches the gutter, it moves towards the downpipe.”

“When” tells the listener when the movement happens.

Point to the gutter, then reveal the downpipe arrow.





A careful contrast

Weak claim: “The tank makes clean drinking water.”

The tank stores collected roof rain. A screen reduces leaves.

A leaf screen does not by itself make water safe to drink.





Guided decision

Place these in the water's route: tank, gutter, downpipe.

Why does the downpipe matter?

Pause; explain your reason to a partner before we reveal it.





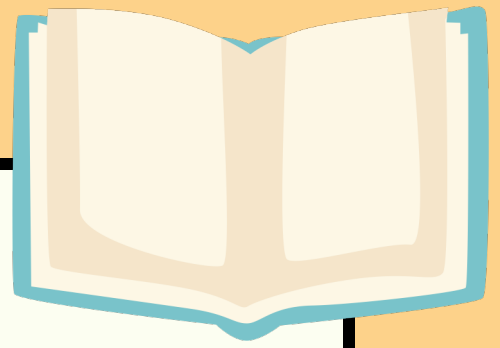
Answer and reason

Gutter → downpipe → tank.

The gutter gathers roof rain; the downpipe carries it to the tank.

A list of labels is weaker than a reason about movement.





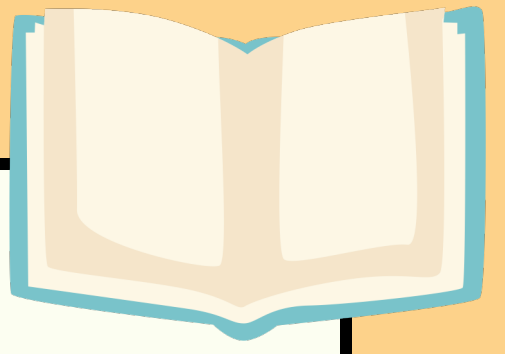
A full tank changes the route

When a tank fills, it cannot store unlimited water.

A high overflow outlet carries excess to suitable drainage.

Explain why the overflow matters; point to its arrow.





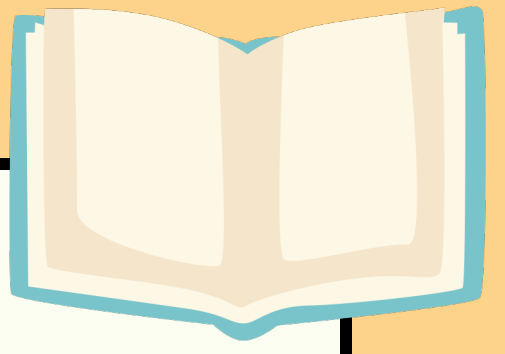
One full station turn

Speaker: "The leaf screen reduces leaves entering the gutter."

Listener: "Does it make the water safe to drink?"

Revision: "No. It reduces leaves, but it does not purify water."





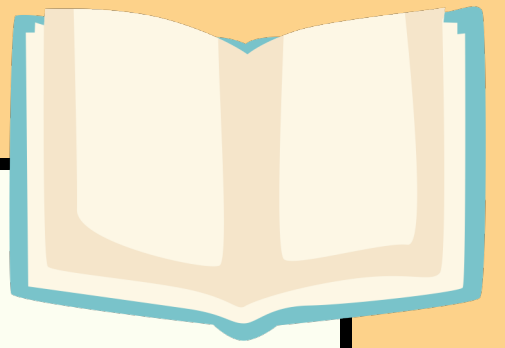
Independent challenge

A caretaker helper asks about a detached road pipe.

Name the changed route and explain why the tank may not receive the water.

Let your listener ask one question, revise one sentence.





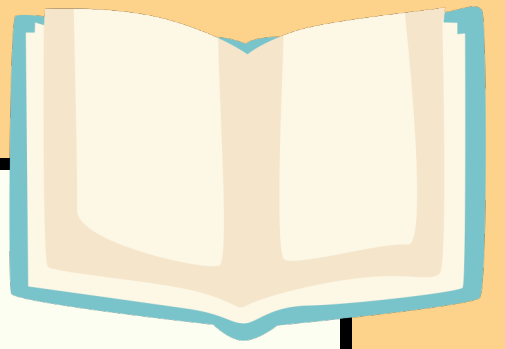
A diagram is not delivery

A bright picture alone does not show an observed explanation.

Speak the cause and sequence while revealing short labels.

Record what a listener heard and on a useful response.





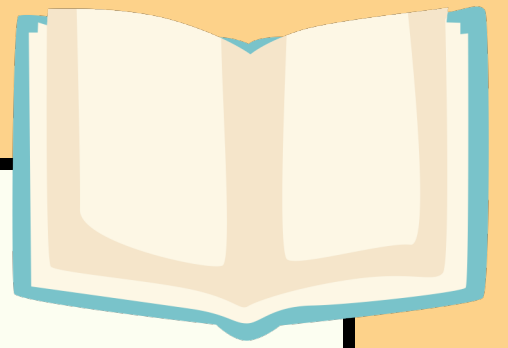
Fresh transfer: blocked screen

Leaves block the screen while rain continues.

Explain what may change, why, and which page is affected.

Plan what you will say and what your audience will see.





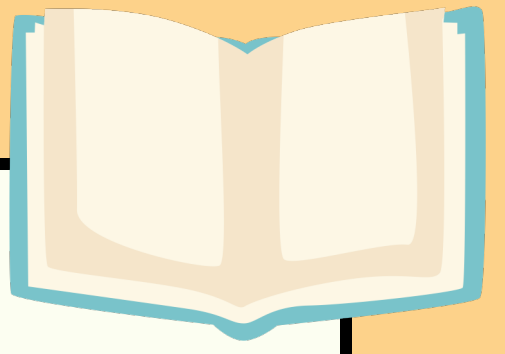
Three access routes

Support: role cue, sentence stem and prompt rehearsal; AAC is welcome.

Core: give an independent adapted explanation with a useful visual.

Extension: answer an unexpected listener question with a reason.





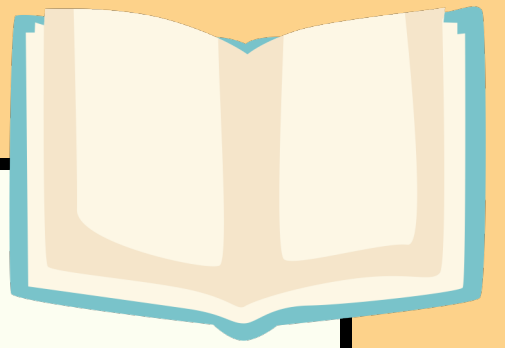
Independent delivery task

Give a 2–3-minute explanation with an accurate logical sequence.

Use two complex sentences, explained technical terms and a useful visual.

Make a specific voice change after rehearsal; deliver to a real listener.





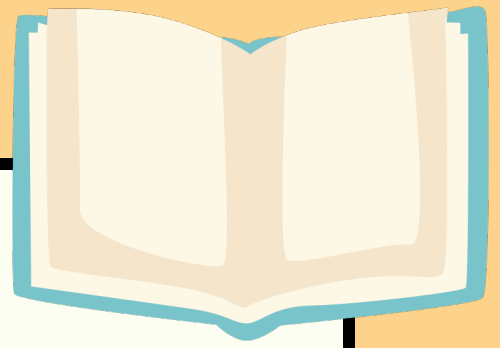
Evidence-based reflection

What did the listener actually hear for pitch, tone, pace and volume?

What question or response showed their understanding?

What changed from rehearsal to delivery, and why did it help?





What clear explanation needs

Accurate stages and reasons, not isolated labels.

Complex sentences and defined technical words for the audience.

A timely visual, observed delivery and a specific improvement.





Well done!
Name one stage, one reason and
one improvement.



PREFE

Explain It Clearly Quiz



Question 1

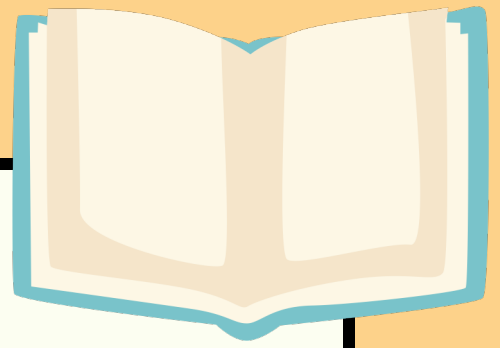


Which sentence helps a Year 3 visitor understand where roof rain goes?

Pause. Explain your reason before the answer.



Answer 1



“When rain reaches the gutter, it travels towards the downpipe.” It names a stage and movement.



Question 2

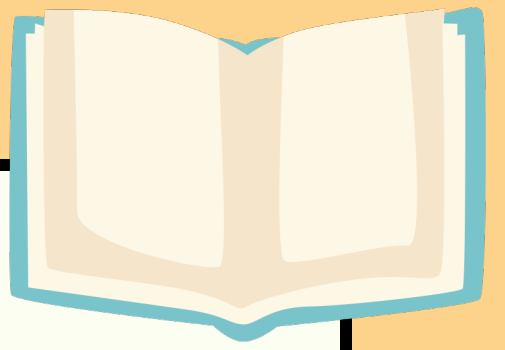


A speaker says “the screen purifies the water.” Who must change?

Pause. Explain your reason before the answer.



Answer 2



A leaf screen reduces leaves and larger debris but does not by itself make water safe to drink.



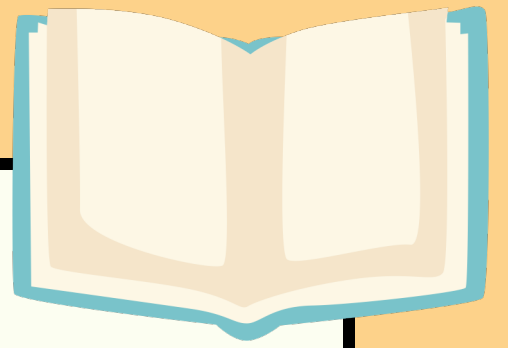
Question 3



What must an observed final explanation show?

Pause. Explain your reason before the answer.





Answer 3

Logical stages; two accurate complex sentences and defined terms; a useful visual; observed voice and rehearsal change.



Question 4

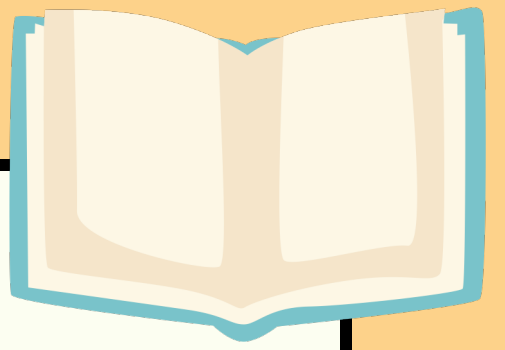


Put roof/gutter, downpipe and tank tap in order.

Pause. Explain your reason before the answer.



Answer 4



Roof/gutter collect → downpipe carries to tank and tap releases.



Question 5



If the downpipe is detached, can rain follow the intended path to the tank?

Pause. Explain your reasoning before the answer.



Answer 5



No. The route from gutter towards tank interrupted at the disconnected pipe.



Question 6

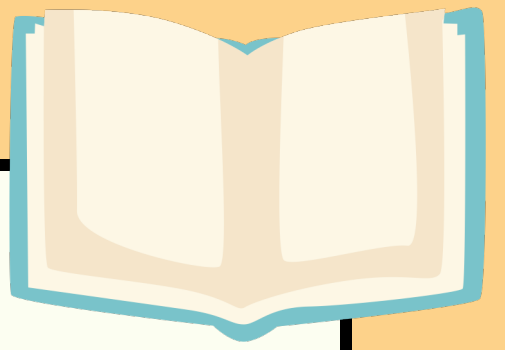


Is a beautiful full-screen photo enough to tell the digital visual?

Pause. Explain your reason before the answer.



Answer 6



No. A visual should add legible stage information at the time the speaker explains it.



Question 7

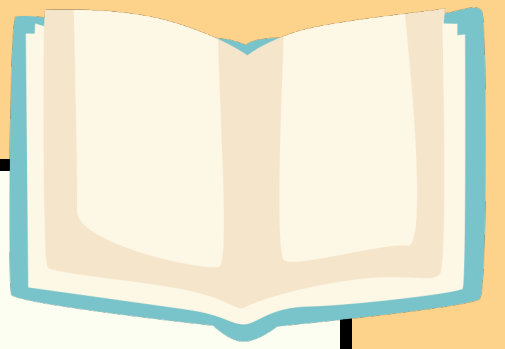


What happens when a rainwater tank is full?

Pause. Explain your reason before the answer.



Answer 7



Excess water can leave through a high level outlet to suitable drainage.



Question 8



How might an explanation for a visitor differ from one for a caretaker?

Pause. Explain your reasoning before the answer.



Answer 8



Keep the same accurate facts; define technical words for a younger visitor, use concise terms for an older visitor.



Question 9



Write a “because” sentence about why the gender matters.

Pause. Explain your reason before the answer.



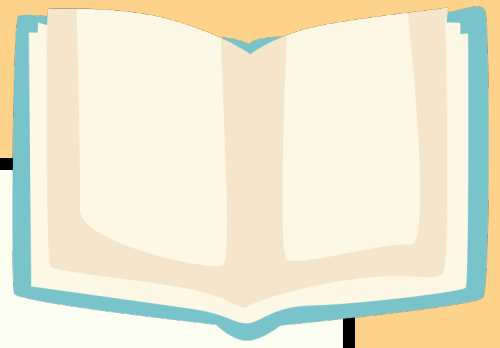
Answer 9



Example: The gutter matters because it catches the roof rain and guides it towards the downpipe.



Question 10

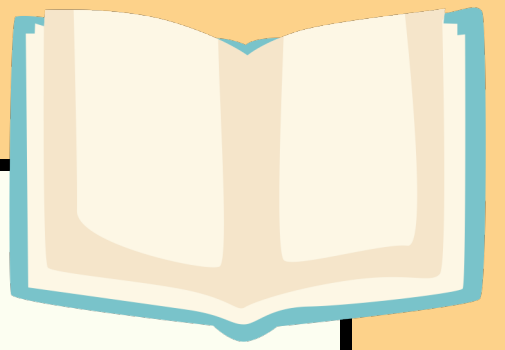


Which detail in that sentence supports the claim?

Pause. Explain your reason before the answer.



Answer 10



The gutter gathers and guides roof water. It does not clean the water.





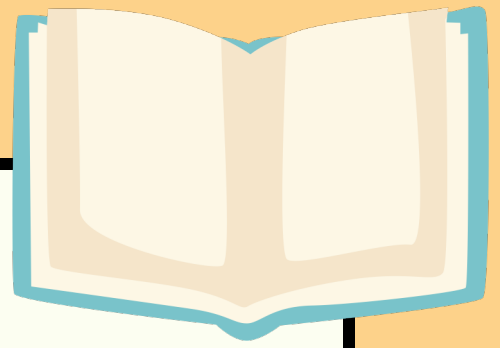
Question II

Accept or correct: “A leaf screen makes collected rainwater safe to drink.”

Pause. Explain your reason before the answer.



Answer II



Correct it. The screen reduces leaven and debris; it does not establish drinking-water safety.



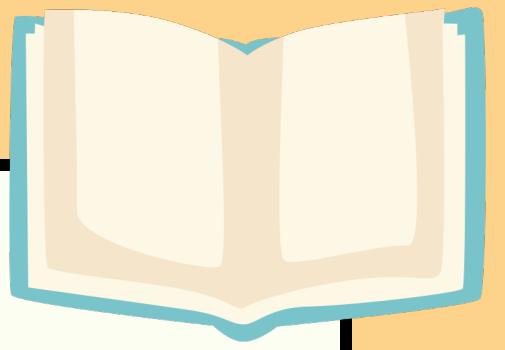
Question 12



A listener misses the last stage. What specific rehearsal change could help?

Pause. Explain your reason before the answer.





Answer 12

Name the tank and tap, pause, reveal the final labeled arrow, and check whether the listener follows.





Well done!
Name one stage, one reason and
one improvement.

