

Picture → Word → Sentence

Science | Notice accurately. Choose words. Explain the relationship.

SET UP

Write an explanation for a box with equal 10 N upward and downward forces. Explain what can and cannot be concluded about its motion.

PICTURE: NOTICE BEFORE INTERPRETING

Give quiet observation time. Ask for a detail learners can point to. Separate visible evidence from an inferred explanation.

WORD: CHOOSE A SMALL BANK

equal · opposite · resultant · velocity

SENTENCE: A POSSIBLE RESPONSE

The forces are equal and opposite, so the resultant force is zero. Its velocity does not change. It may be stationary or moving at constant velocity; the diagram alone cannot establish which.

CHECK THE MEANING

Name the zero resultant. Explain the implication for acceleration. Avoid assuming zero velocity.

FADE THE SUPPORT AND TRANSFER

Change the upward force to 15 N. Look for a 5 N upward resultant and acceleration in that direction.

ADJUST LANGUAGE SUPPORT

Start with pointing, key words and partner rehearsal where useful. Extend to connected explanations, qualifications and a new independent response. Keep the subject reasoning intact.

Picture → Word → Sentence

Humanities | Notice accurately. Choose words. Explain the relationship.

SET UP

A map shows dense population near the coast and sparse population inland. Describe the visible pattern, then say what the map cannot explain on its own.

PICTURE: NOTICE BEFORE INTERPRETING

Give quiet observation time. Ask for a detail learners can point to. Separate visible evidence from an inferred explanation.

WORD: CHOOSE A SMALL BANK

concentrated · coastal · inland · distribution

SENTENCE: A POSSIBLE RESPONSE

The population is more concentrated near the coast than in the interior. The map shows this distribution, but does not by itself explain why people settled there.

CHECK THE MEANING

Describe the visible distribution. Use a comparison. Distinguish observation from explanation.

FADE THE SUPPORT AND TRANSFER

Move the dense cluster inland. Ask learners to change the description while keeping causes separate from observations.

ADJUST LANGUAGE SUPPORT

Start with pointing, key words and partner rehearsal where useful. Extend to connected explanations, qualifications and a new independent response. Keep the subject reasoning intact.

Picture → Word → Sentence

English | Notice accurately. Choose words. Explain the relationship.

SET UP

An illustration shows a character paused at a doorway, holding a letter and looking away. Describe a visible detail, then offer a qualified interpretation.

PICTURE: NOTICE BEFORE INTERPRETING

Give quiet observation time. Ask for a detail learners can point to. Separate visible evidence from an inferred explanation.

WORD: CHOOSE A SMALL BANK

doorway · pauses · letter · may suggest

SENTENCE: A POSSIBLE RESPONSE

The character pauses at the doorway and looks away while holding a letter. This may suggest uncertainty, although the image alone cannot establish what the character is thinking.

CHECK THE MEANING

Name a visible detail. Connect it to an interpretation. Qualify what the image cannot establish.

FADE THE SUPPORT AND TRANSFER

Change the gaze or position in the illustration. Ask how this changes the possible interpretation. Accept defensible alternatives.

ADJUST LANGUAGE SUPPORT

Start with pointing, key words and partner rehearsal where useful. Extend to connected explanations, qualifications and a new independent response. Keep the subject reasoning intact.

Picture → Word → Sentence

Maths | Notice accurately. Choose words. Explain the relationship.

SET UP

Distance increases from 2 m at 0 s to 8 m at 3 s. Explain the average speed over that interval and show your reasoning.

PICTURE: NOTICE BEFORE INTERPRETING

Give quiet observation time. Ask for a detail learners can point to. Separate visible evidence from an inferred explanation.

WORD: CHOOSE A SMALL BANK

distance · interval · increases · average speed

SENTENCE: A POSSIBLE RESPONSE

The distance increases by 6 m over 3 s. Average speed is change in distance divided by time, so it is $6 / 3 = 2$ m/s.

CHECK THE MEANING

Use the change, not the final distance alone. Show the time interval. Include the unit m/s.

FADE THE SUPPORT AND TRANSFER

Change the final distance to 11 m at 3 s. The change is 9 m, so the average speed is 3 m/s.

ADJUST LANGUAGE SUPPORT

Start with pointing, key words and partner rehearsal where useful. Extend to connected explanations, qualifications and a new independent response. Keep the subject reasoning intact.