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Expressing Feelings and Opinions - Year 3

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Teacher quick-start

A five-lesson Year 3 English week

Children choose words for a fictional feeling, explain a clue, compare degree, give an opinion with reasons and adapt a message to its situation. Allow about 45 minutes per lesson. Prior learning: common feeling words, a short opinion sentence and a simple reason.

Prepare once

Read the five lesson plans. Open the editable Presentation and Quiz in a compatible presentation app. Print the pages needed for each lesson. The Unit Plan PDF contains all teacher plans and printables; Preview includes the deck pages for inspection. Answer examples follow matching worksheets. Keep answer pages for teacher use until pupils finish.

Equipment and practical use

Provide pencils, scrap paper, two counters per pair and scissors for adult-prepared card cutting. Print scene sheets S01–S12 and game sheets G01–G12 in colour or use their black and white copies. Each card set is one alternative, not an extra task. Retain game rules and boards for later retrieval. No actual scooter, pet or unsafe demonstration is needed.

Support and challenge

Read scenes aloud, let pupils rehearse with a partner, offer two plausible feeling words, or record a spoken answer. These supports preserve the reasoning target. Invite confident pupils to defend a different supported choice and explain what changes when a modifier changes. Use fictional situations throughout; pupils need not share upsetting personal experiences.

Teaching and assessment

Ask for a story clue rather than a guess or face. Explain degree as how strong the feeling sounds. Different feelings do not form one universal ladder. Stronger wording is useful when the context warrants it; it is not automatically more accurate or polite. Assess the independent two-page task and observed talk with the peer-criterion rubric. Quiz answers include explanations and defensible alternatives. Use the final reflection to choose a next step.

Lesson 1 – A feeling with a clue

Intention and success

Choose a possible feeling for a fictional character and explain a relevant story clue. Success: I name a fitting word, point to a detail and say why it fits. Equipment: Presentation slides 1–5, posters, reference mat, scene cards, supported/independent Feeling detectives sheets, pencils. Preparation: select S01/S02/S07 for modelling; keep their teacher examples out of pupil view.

5 minutes – Notice prior learning

Read S01 aloud. Ask pupils to offer a possible feeling and a clue. Record two responses without grading a feeling as good or bad. Ask whether a face alone would tell the whole story. Use this diagnostic to decide who needs two word choices.

8 minutes – Worked modelling

Say: Maya might feel disappointed because she looked forward to the dinosaur room and now the bus is late. She might also feel hopeful because she asks if there is still time. Working on the story details. Introduce pleased, worried, disappointed and calm with the path-word model S02: pleased fits finishing after three attempts. Explain that a supported alternative can make sense.

10 minutes – Guided talk

Pairs read S07 and choose pleased or disappointed. Each pair names the clue and explains it. Invite a second plausible word such as grateful with the same relevant evidence. Prompt: Which detail helps you? Guide pupils back to the passage if an imagined one is their only reason.

15 minutes – Independent practice

Use the supported sheet for S01/S02/S07/S12 or the independent sheet for S04/S05/S08/S11. Pupils circle/name a possible feeling, record the clue and explain the connection. Read aloud or scribe when needed. Confer with three pupils and note whether the explanation actually supports the word.

7 minutes – Check and next step

Invite two different pairs to show answers. Check one new scene orally, such as S06, with a word and reason. Support offer two words and rehearse a because sentence. Extend: explain two defensible feelings using different clues. Formative check: distinguish a relevant clue from an unrelated object or appearance. Reteach that connection before adding more vocabulary.

Lesson 2 – A change in degree

Intention and success

Compare how strong a feeling sounds and revise its degree without changing the feeling or event.

Success: I identify the changed words, explain degree and keep meaning clear. Equipment:

Presentation slides 6–8, word mat, Same feeling different degree and A small change in strength sheets. Preparation: display the two disappointed sentences; print the matching answers for later feedback.

5 minutes – Retrieve

Read S06. Ask for a fitting feeling and story clue. Retrieve the meaning of disappointed. Explain degree in plain language: how strong this feeling sounds. Changing our voice volume is not the language skill we are practising.

8 minutes – Worked modelling

Compare I am a little disappointed that the game changed with I am very disappointed that the game changed. Mark a little and very. Say: The feeling and event stay the same; there are three changes. Then compare worried with excited. These name different kinds of feeling, not simply weaker/stronger steps. Explain slightly as a small degree of worried.

10 minutes – Guided comparison

Read the four sentence pairs on the comparison sheet. Pupils decide whether each keeps the same feeling, circle the words and explain. Use the fourth pair to test meaning, not memorised ordering. Discuss shades of meaning when a pupil offers a related word; require a sentence and context rather than a universal ladder.

15 minutes – Independent revision

Complete the comparison explanations and reuse the two contextual messages on the revision sheet. Pupils make less strong and stronger versions, then name the changed words and explain what stayed the same. They may rehearse orally before writing. Check that a revision does not turn disappointed into glad or change the cancelled game into a different event.

7 minutes – Feedback and transfer

Reveal matching exemplars after pupils explain their own choices. Ask each pupil to revise I am worried about the missing book and justify one modifier. Support: supply a little, slightly and very as choices. Extend: explain why a different feeling word changes meaning. Formative check: a clear word-change explanation and unchanged event/feeling; use this evidence for tomorrow's opinion revisions.

Lesson 3 – An opinion with reasons

Intention and success

State an opinion with a relevant reason and revise how firm it sounds while retaining the position.

Success: I make a clear choice, explain it and identify a wording change. Equipment: Presentation slides 9–12, feeling/opinion/reason poster, scaffolded and independent opinion sheets. Preparation: arrange partner talk for reading-corner and display choices.

5 minutes – Retrieve and distinguish

Read I feel pleased that we finished and I think a puzzle club is a good idea. Ask which tells a feeling and which states a view about an idea. Explain that either can have a reason, but the sentences have different purposes.

8 minutes – Worked modelling

Model I would like the reading corner because it is quiet. Identify the choice and reason. Revise to I strongly prefer the reading corner because it is quiet. Mark strongly preferred. My position and reason stay the same; the preference sounds firmer. Show that insulting the other person would add an unnecessary judgement rather than improve the reason.

10 minutes – Guided choice

Pairs choose the reading corner or a window table. One partner states a preference and reason; the other checks whether that reason supports the place. Practice a more or less firm version. Hear two different sensible choices. Ask what stayed the same in each revision.

15 minutes – Independent writing

Use the scaffolded reading-place sheet when needed. In the independent sheet, choose a welcome display or book-review display and give two different reasons. Rewrite the opinion with deliberate strength, keeping the position and reasons. Explain the changed words and why they suit a class discussion. Ask a pupil with two nearly identical reasons to add a genuinely different one.

7 minutes – Share and assess

Partners identify the opinion, reason and wording change. Pupils explain one response without copying the teacher exemplar. Support: oral rehearsal, a because frame or adult-recorded response. Extend: defend a different choice with relevant reasons and a suitable degree of firmness. Formative check: a relevant reason and a revision that retains the original position. Use errors to plan a short conference in Lesson 4.

Lesson 4 – Words for the situation

Intention and success

Choose or rewrite a request, suggestion or safety instruction to suit its purpose, situation and listener.

Success: I explain why my wording fits and distinguish possibility from requirement. Equipment:

Presentation slides 13–17, message poster, message-match/modal/rewrite sheets, Message Match rules/board/cards, two counters per pair. Preparation: cut G01–G12; select colour or low-ink game copies.

5 minutes – Retrieve

Ask for a preference and reason from yesterday. Invite a firmer version with the same position. Ask whether stronger always means better. Explain that today's situations give a reason for choosing cautious or direct wording.

8 minutes – Worked modelling

Compare Could I borrow a pencil, please? with Stop riding now. The brake is broken. Tell an adult. Name the ordinary request and urgent safety purpose. Clear firm safety words can't be respectful. Compare It might rain after lunch with You must wear a helmet when you ride. The first expresses uncertain possibility; the second states a safety requirement. Do not teach that as one universal low-to-high ladder.

10 minutes – Guided decisions

Use Does the message fit? Read each context before judging the message. Correct a mismatch with a reason. Complete the four possibility/requirement decisions together, asking what the message means in that situation. Then demonstrate G01 using the game rules. Partners explain an appropriate message and another suitable version. Accept a justified zone when purposes overlap.

15 minutes – Apply and play

Pairs play Message Match for 8 minutes, taking turns and helping with reasons. Pupils then independently rewrite the ordinary rider request, club suggestion and scooter instruction. Use the possibility transfer sheet for pupils needing contextual practice; offer the two-readers extension to confident pupils. Collect the rewrite explanation as evidence rather than treating game movement as a score.

7 minutes – Check and feedback

Ask why a cautious suggestion fits an undecided club plan and why immediate wording fits a broken brake. Support: read cards aloud and offer two possible messages while keeping the explanation target. Extend: adapt the same request for a friend and teacher, explaining force and respect separately. Formative check: message purpose retained, strength justified and likelihood distinguished from a requirement.

Lesson 5 – Create, explain and reflect

Intention and success

Independently apply word choices to new fictional situations and explain a revision. Success: I support a feeling with a clue, compare degree, give reasons for an opinion and adapt a message. Equipment: Presentation slides 18–20, two Show what you know sheets, four-criterion rubric, reflection sheet and Quiz. Preparation: keep new Tess/kite and planting/shelf tasks unseen; prepare oral evidence recording if required.

5 minutes – Retrieve without teaching the answers

Ask pupils to explain what a story clue, a relevant reason and a degree word do. Retrieve a taught example from the game, then put models aside. Explain that more than one supported response may fit and that this task uses entirely new situations.

5 minutes – Explain the task

Read the assessment directions and stories aloud if needed. Pupils will choose a feeling, justify a clue, compare a little/very pleased and add a detail that would support a word. On the second page they will give a planting opinion with two reasons, revise its firmness, suggest a pot location and give an immediate safe shelf instruction. Clarify directions only, without supplying choices or reasons.

20 minutes – Independent assessment

Pupils complete both sheets. Allow familiar read-aloud, seeking spoken responses that preserve their own wording and explanation. Record the response meaning and the child's exact language. Observe without suggesting the feeling, modifying a reason. Use the rubric to record feeling/clue, degree/meaning, opinion/reasons and context adaptation separately. A supported alternative earns credit when its explanation is defensible.

8 minutes – Reflect and retrieve

After collecting assessment evidence, pupils choose an actual message and revision for My words my revision. Ask what changed, what stayed the same and why it fits. Use selected Quiz questions for retrieval, then reveal the friend's explanations. Do not substitute the quiz score for the independent work or infer a child's real emotional state.

7 minutes – Feedback and next teaching

Use matching answer examples and the rubric to discuss one strength and one next step. Support: rehearse a clue-because explanation with a fresh short scene. Extend: give two suitable messages for the same purpose and explain their different recipients. Reteach any confusion between degree and a different feeling, or possibility and requirement. Finish with Presentation slide 20 and retain the game for later practice.

Feeling, opinion and reason

We can tell more by using a feeling, an opinion and a reason.

FEELING

A word for how someone feels.

I feel pleased
because our team
finished the puzzle.



OPINION

What someone thinks
about a choice or idea.

I think a puzzle club
is a good idea because
we can work together.



REASON

Why the feeling or opinion
makes sense.

The team kept trying
and finished the puzzle.



A clue helps us choose a word.

A face alone cannot tell the whole story.

Look for clues in what the person says,
what is happening and the reason given.



Clues can be:

- ✓ words they use
- ✓ what is happening
- ✓ what they do
- ✓ the reason given

Try it:

Which sentence tells a feeling?

Which tells an opinion?

Point to a reason.

Words
help us understand.

Think → Look for clues → Choose

Different
clues give
a clearer
picture.



We can say it differently.

Same situation. Different purpose.

Words for the situation

Think about who will hear your message.

We can choose words that suit what we want to say.

PREFERENCE

— a choice I would like

"I would like the reading corner because it is quiet."



SUGGESTION

— an idea to consider

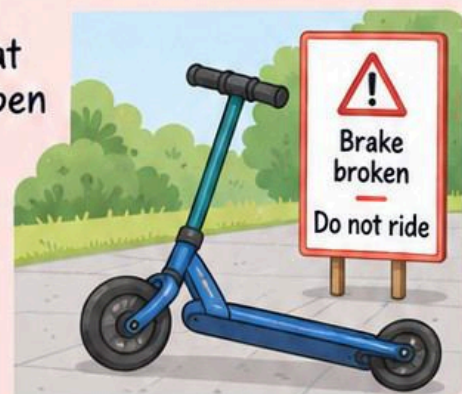
"We could move the chairs to make room."



SAFETY REQUIREMENT

— something that needs to happen

"You must stop riding. The brake is broken."



Think about the situation and who will hear the message.
Clear, firm words can still be respectful.
Stronger words are useful when there is a reason.



Different
situations.
Different
feelings.

Feeling words and useful modifiers

Words
help us
share how
we feel.

A personal reference mat for Year 3

GLAD / PLEASED

happy about something.



"I am pleased that
we finished."

WORRIED

thinking something may
go wrong.



"I am worried about
the missing book."

DISAPPOINTED

sad that something did not
happen as hoped.



"I am disappointed that
the trip is delayed."

CALM

settled and ready to think.



"I feel calm while I
watch the pet safely."

A LITTLE / VERY

show different degrees.

I am a
little
worried.



I am very
worried.



SAME FEELING, DIFFERENT DEGREE

I am a little
disappointed.



I am very
disappointed.



Words have different shades of meaning.
Glad, worried and disappointed are not steps
on one ladder. Use the situation to explain
your choice.

Read
Imagine
Discuss

Story scene cards 1

Stories
help us think
about how people
might feel.

S01

The delayed excursion

Maya packed her lunch for the museum trip. Before school, the teacher said the bus would arrive an hour late. Maya had been looking forward to the dinosaur room. She asked whether the class would still have time to visit it.



S02

The tricky puzzle

After three attempts, Leo and Priya finished the class puzzle. They checked the last pieces together and showed their teacher. Leo said he wanted to try another puzzle tomorrow. Priya thanked him for helping going when the middle section was difficult.



S03

The library book

Sam could not find the library book due today. He checked his bag and the reading shelf twice. He remembered lending it to a classmate but could not remember who. He asked the librarian what he should do next to find it.



Read the situation. Choose a possible feeling and explain a clue.

Read
Imagine
Discuss

Story scene cards 1

Stories
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S01

The delayed excursion

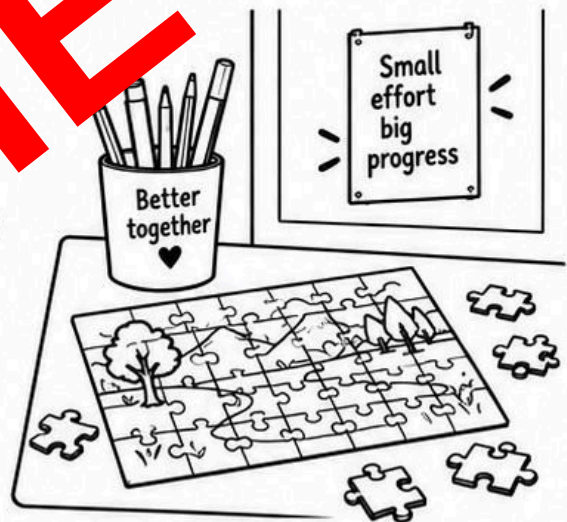
Maya packed her lunch for the museum trip. Before school, the teacher said the bus would arrive an hour late. Maya had been looking forward to the dinosaur room. She asked whether the class would still have time to visit it.



S02

The tricky puzzle

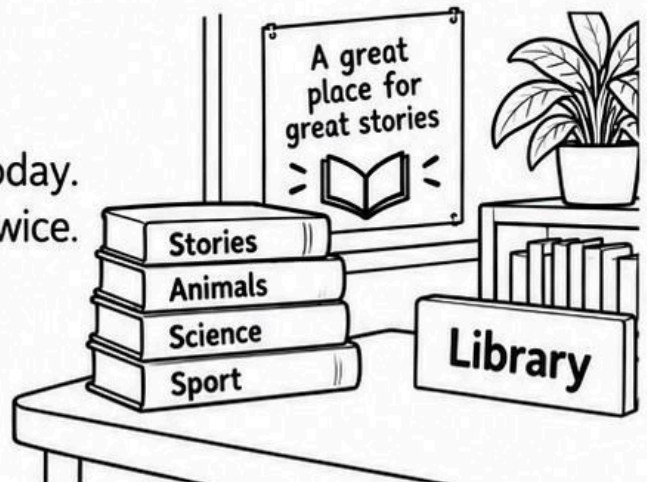
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S03

The library book

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Read the situation. Choose a possible feeling and explain a clue.

What might they be feeling?
What tells you?

Story scene cards 2

Small moments.
Big feelings.

S04 A new teammate

A new student joined the lunchtime team. Asha moved over to make a space and explained the first game. The new student said she had played it before. Asha asked her to help choose the next game so everyone could join in.



S05 The noisy rehearsal

The class rehearsed a song in the hall. Several children talked while Noah tried to hear the starting note. He asked the group to wait for the music. When the room became quieter, he found his place and sang with the others.



S06 A changed club plan

The lunch club planned a drawing game, but the pencils were needed elsewhere. The teacher offered a word game instead. Ruby had brought an idea for the drawing game. She asked whether the club could use her idea at their next meeting.



Read the situation. Choose a possible feeling and explain a clue.

What might they be feeling?
What tells you?

Story scene cards 2

Small moments.
Big feelings.

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S05

The noisy rehearsal

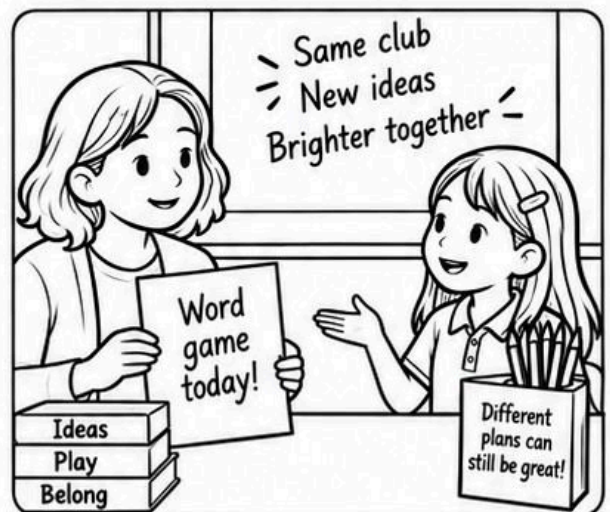
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S06

A changed club plan

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➤ Read the situation. Choose a possible feeling and explain a clue.

Story scene cards 3

Feelings help us understand stories.

Look for clues in what the characters say, do or what happens.

Read, think and talk about how the characters might feel.



S07 Help with the display

Ben was pinning a class display when a corner came loose. Isla held the paper while he fixed it. They stepped back to check that every picture could be seen. Ben thanked Isla and said her help had made the job much easier.



S08 Watching the class pet

The teacher asked Mia to watch the class pet through the closed enclosure. Mia sat nearby and spoke quietly. She knew the door needed to stay closed. She wrote down what the pet did and waited for the teacher before changing its water.



S09 The scooter brake

Eli tested his scooter before riding and found that the brake did not work. He put the scooter beside the wall and told an adult. His friend was about to borrow it. Eli needed to give a clear warning before anyone rode it.



Read the situation. Choose a possible feeling and explain a clue.

Story scene cards 3

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S09 The scooter brake

Eli tested his scooter before riding and found that the brake did not work. He put the scooter beside the wall and told an adult. His friend was about to borrow it. Eli needed to give a clear warning before anyone rode it.



Read the situation. Choose a possible feeling and explain a clue.

Story scene cards 4

What might they be feeling?
How do you know?

Think
Read
Explain



S10

Choosing a class game

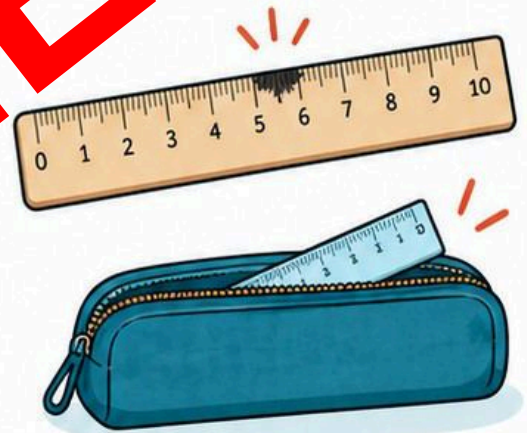
The class could choose a guessing game or a running game. Arlo preferred guessing because everyone could play inside during the rain. He listened to another suggestion and explained his reason. The teacher asked each group to choose a game that included everyone.



S11

Returning a borrowed ruler

Nina borrowed a small ruler to finish her map. She returned it to Tom and pointed out a mark she had noticed earlier. Tom said the mark was already there. Nina thanked him for lending it and put her own ruler in her bag.



S12

The weather plan

The class hoped to read outside after lunch. Dark clouds appeared, but the rain had not started. Zara suggested keeping the books inside until the teacher checked the forecast. She said the class might still go outside if the weather stayed dry.



Read the situation. Choose a possible feeling and explain a clue.

Story scene cards 4

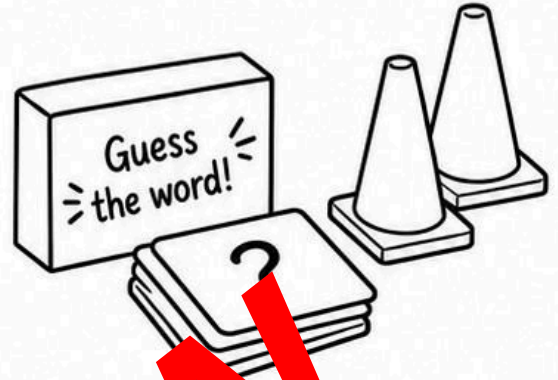
What might they be feeling?
How do you know?

Think
Read
Explain

S10

Choosing a class game

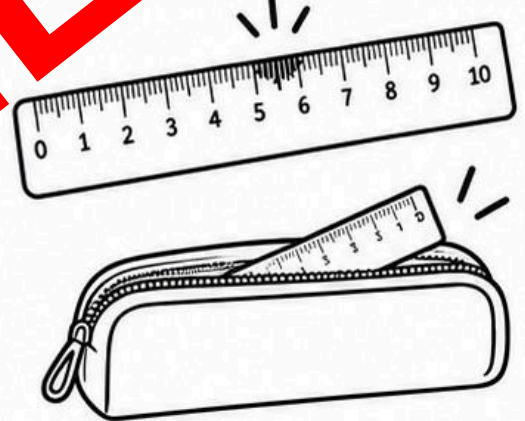
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S11

Returning a borrowed tool

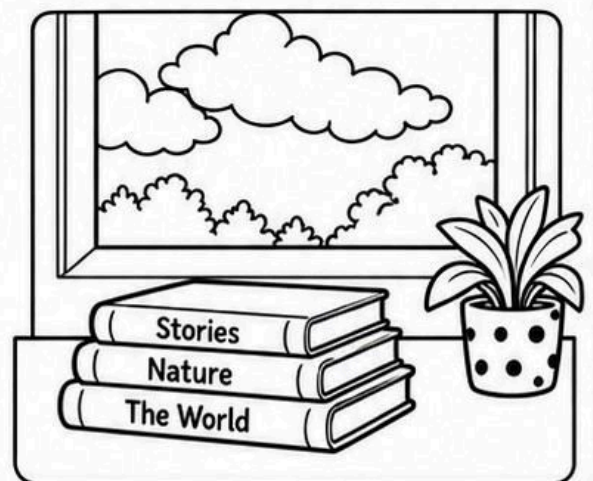
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S12

The weather plan

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Read the situation. Choose a possible feeling and explain a clue.

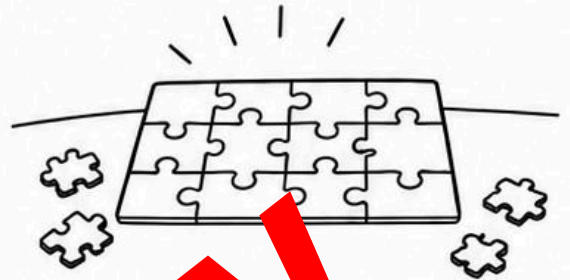
Name: _____

Feeling detectives — supported

Task: Read each scene card. Circle one possible feeling. Use a story clue to explain. A different supported feeling can also make sense.

Model: S02.

Pleased makes sense because the team finished after three attempts.



S01.

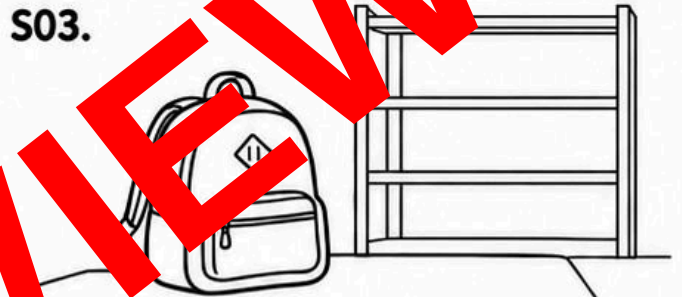


disappointed / hopeful

My clue: _____

This feeling makes sense because _____

S03.

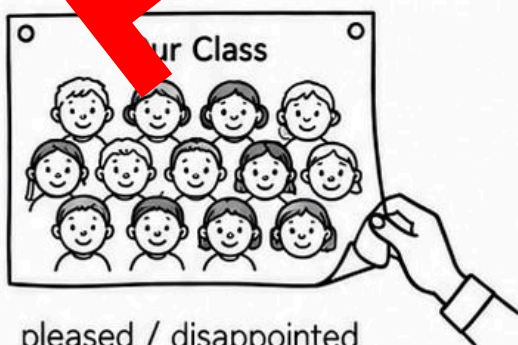


worried / calm

My clue: _____

This feeling makes sense because _____

S07.

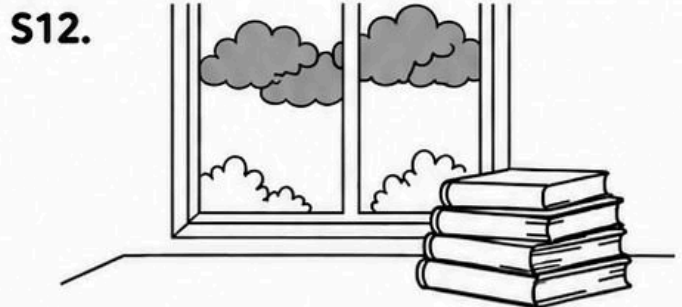


pleased / disappointed

My clue: _____

This feeling makes sense because _____

S12.



worried / hopeful

My clue: _____

This feeling makes sense because _____

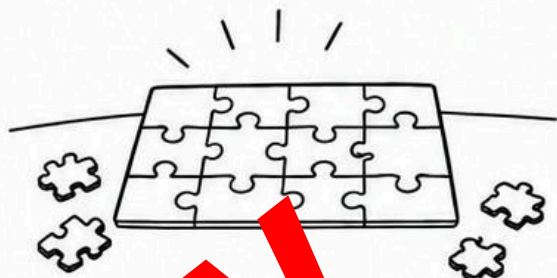
Name: **ANSWERS**

Feeling detectives — supported

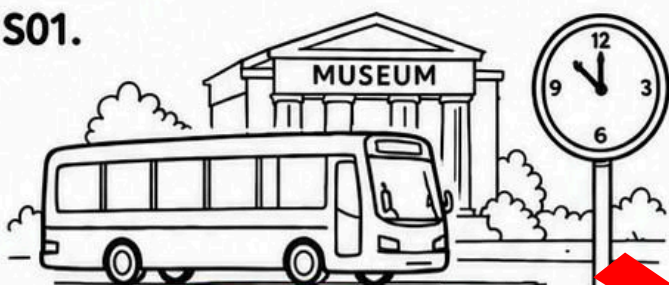
Task: Read each scene card. Circle one possible feeling. Use a story clue to explain. A different supported feeling can also make sense.

Model: S02.

Pleased makes sense because the team finished after three attempts.



S01.



disappointed / hopeful

My clue: Maya wanted to see the dinosaur room.

This feeling makes sense because she may be disappointed the time is shorter.
Hopeful also fits her question about still visiting.

S03.

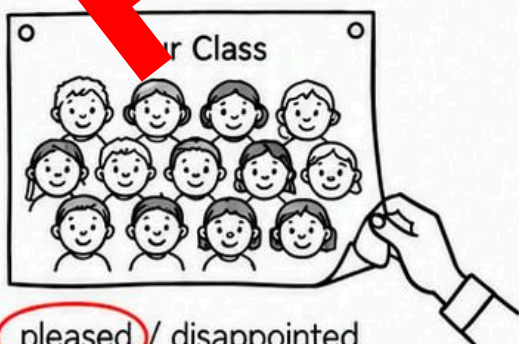


worried / calm

My clue: Sam checked twice and asked for help.

This feeling makes sense because he may worry about the missing book.
Calm fits only if supported by his sensible plan.

S07.

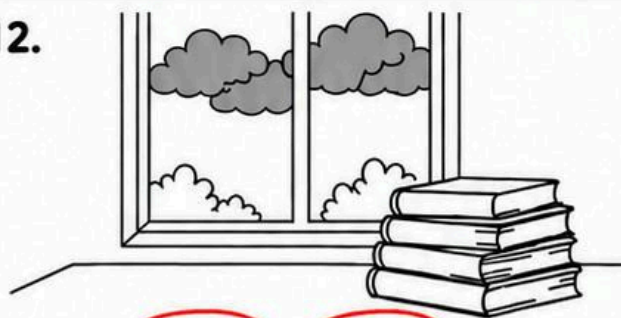


pleased / disappointed

My clue: Ben thanked Isla.

This feeling makes sense because her help made the job easier.

S12.



worried / hopeful

My clue: The clouds suggest possible rain.

This feeling makes sense because the class may still go outside if dry.
Accept either worried or hopeful.

Name: _____

Feeling detectives – independent

Task: Read scene cards S04, S05, S08 and S11. For each, name a possible feeling, give a story clue and explain your choice. More than one answer may fit.

S04 – Asha welcoming a new teammate



Feeling: _____

Story clue: _____

Why it fits: _____

S05 – Noah at the noisy rehearsal

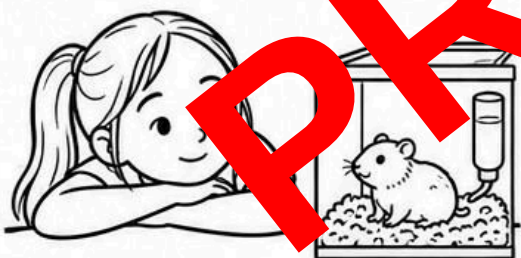


Feeling: _____

Story clue: _____

Why it fits: _____

S08 – Mia watching the guinea pig



Feeling: _____

Story clue: _____

Why it fits: _____

S11 – Nina returning the ruler



Feeling: _____

Story clue: _____

Why it fits: _____

Use the story, not just an imagined face.

Name: ANSWERS

Feeling detectives – independent

Task: Read scene cards S04, S05, S08 and S11. For each, name a possible feeling, give a story clue and explain your choice. More than one answer may fit.

S04 – Asha welcoming a new teammate



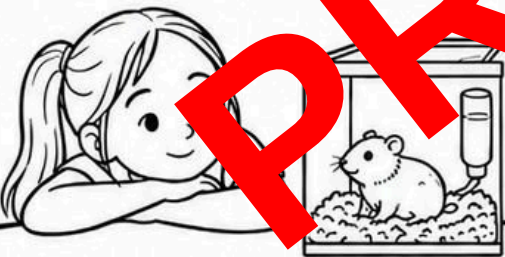
Feeling: Pleased.
Story clue: Asha made space and invited the newcomer to choose.
Why it fits: She seems glad to include her.

S05 – Noah at the noisy rehearsal



Feeling: Worried.
Story clue: Noah could not hear the note and asked for a sign.
Why it fits: He may worry about losing his place. Annoyed with the talking also fits.

S08 – Mia watching the guinea pig



Feeling: Calm.
Story clue: Mia sat quietly and waited for help.
Why it fits: Her careful actions fit feeling settled.

S11 – Nina returning the ruler



Feeling: Relieved.
Story clue: Tom said the mark was already there.
Why it fits: Nina may feel less worried about the ruler. Grateful fits her thanks.

Use the story, not just an imagined face.

Name: _____

Same feeling, different degree

Task: Compare each pair. Circle the words that change. Decide whether the feeling stays the same. Give a reason.

1.

I am a little pleased
that we finished.

I am very pleased
that we finished.



Same feeling?

YES / NO

Because:

2.

I am slightly worried
about the book.

I am very worried
about the book.



Same feeling?

YES / NO

Because:

3.

I am a little
disappointed about
the delay.

I am very
disappointed about
the delay.



Same feeling?

YES / NO

Because:

4.

I am worried about
the new game.

I am excited about
the new game.



Same feeling?

YES / NO

Because:

Which pair changes the kind of feeling rather than only its degree? Why?

Name: ANSWERS

Same feeling, different degree

Task: Compare each pair. Circle the words that change. Decide whether the feeling stays the same. Give a reason.

1.

I am a little pleased that we finished.

I am very pleased that we finished.



Same feeling?

YES / NO

Because:

a little / very changes the degree of pleased.

2.

I am slightly worried about the book.

I am very worried about the book.



Same feeling?

YES / NO

Because:

slightly / very changes the degree of worried.

3.

I am a little disappointed about the delay.

I am very disappointed about the delay.



Same feeling?

YES / NO

Because:

a little / very changes the degree of disappointed.

4.

I am worried about the new game.

I am excited about the new game.



Same feeling?

YES / NO

Because:

worried / excited changes the kind of feeling.

Which pair changes the kind of feeling rather than only its degree? Why?

Pair 4 changes the feeling. Worried suggests concern; excited suggests eager interest.

Name: _____

A small change in strength

Task: Keep the feeling and what happened the same. Write a less strong and a stronger version. Explain the words you changed.

Context 1: The drawing game has changed. Ruby hoped to share her idea.



"I am disappointed that the drawing game changed."

Less strong: _____

Stronger: _____

I changed: _____

Why the meaning still fits: _____

Context 2: Sam still can't find the library book after checking twice.



"I am worried about the missing book."

Less strong: _____

Stronger: _____

I changed: _____

Why the meaning still fits: _____

A stronger feeling is not a better feeling. Choose words that fit the story.

Name: ANSWERS

A small change in strength

Task: Keep the feeling and what happened the same. Write a less strong and a stronger version. Explain the words you changed.

Context 1: The drawing game has changed. Ruby hoped to share her idea.



"I am disappointed that the drawing game changed."

Less strong: I am a little disappointed that the drawing game changed.

Stronger: I am very disappointed that the drawing game changed.

I changed: a little / very.

Why the meaning still fits: Same feeling and event.

Context 2: Sam still can't find the library book after checking twice.



"I am worried about the missing book."

Less strong: I am slightly worried about the missing book.

Stronger: I am very worried about the missing book.

I changed: slightly / very.

Why the meaning still fits: The book remains missing; worry has a different degree.

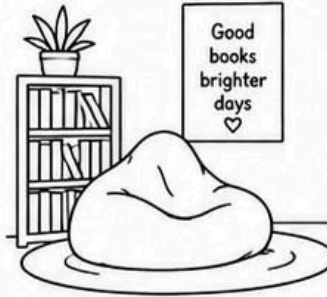
A stronger feeling is not a better feeling. Choose words that fit the story.

Name: _____

An opinion with a reason

Task:

The class will read quietly after lunch.
Choose the reading corner or a table
near the window. Explain your choice.



Reading corner



Table near the window

Model:

"I would like the reading corner because it is quiet."

My choice: _____

My opinion:

"I would like _____ because _____."

A firmer version:

"I strongly prefer _____ because _____."

What stayed the same?

Which words made the opinion firmer?

Partner check:

- ☐ Does the reason support the choice?
- ☐ Can someone prefer the other place for a sensible reason?

Name: **ANSWERS**

An opinion with a reason

Task:

The class will read quietly after lunch.
Choose the reading corner or a table
near the window. Explain your choice.



Reading corner



Table near the window

Model:

"I would like the reading corner because it is quiet."

My choice: the table near the window.

My opinion:

"I would like the table near the window because the light helps me see the words."

A firmer version:

"I strongly prefer the table near the window because the light helps me see the words."

What stayed the same?

the place and the reason.

Which words made the opinion firmer?

strongly prefer.

A different choice is valid when the reason supports it.

Partner check:

- ☒ Does the reason support the choice?
- ☒ Can someone prefer the other place for a sensible reason?

Name: _____

A class choice I can explain

Task:

The class will make either a welcome display or a book-review display.

Choose one. Give two different reasons.



My choice: _____

My opinion and first reason:

My second reason:

Rewrite your opinion so it sounds more confident and less firm. Keep your position and reasons the same:

I changed these words:

Why this version suits a class discussion:



Explain your view without insulting another choice.

Name: **ANSWERS**

A class choice I can explain

Task:

The class will make either a welcome display or a book-review display.

Choose one. Give two different reasons.



My choice: a welcome display.

My opinion and first reason:

I think we should make a welcome display because new students can find helpful class information.

My second reason:

Everyone can add a greeting or useful tip.

Rewrite your opinion so it sounds more confident. Keep your position and reasons the same:

I would prefer a welcome display because it helps new students and everyone can add a tip.

I changed these words:

should / would prefer.

Why this version suits a class discussion:

It keeps my view while inviting discussion.

Book-review display is equally valid with relevant reasons.



Explain your view without insulting another choice.

Name: _____

Does the message fit?

For each pair, mark FITS or NEEDS A CHANGE.

Explain and fix one mismatch below.

Think about:

- the situation
- the audience
- the purpose
- the tone



Choose words that work!

1. Ordinary pencil request:

"Could I borrow a pencil, please?"

FITS

NEEDS A CHANGE

2. Broken scooter brake:

"You might stop sometime if you feel like it."

FITS

NEEDS A CHANGE

3. An idea for moving chairs:

"We could move the chairs to make room."

FITS

NEEDS A CHANGE

4. Uncertain rain:

"It will definitely rain. I know for sure."

FITS

NEEDS A CHANGE

5. Your quiet-reading preference:

"I would like the reading corner because it is quiet."

FITS

NEEDS A CHANGE

6. Asking a club to hear your idea:

"You must hear my game. No one else can speak."

FITS

NEEDS A CHANGE

One mismatch I chose: _____

Why it does not fit:

My suitable message:

Name: ANSWERS

Does the message fit?

For each pair, mark FITS or NEEDS A CHANGE.
Explain and fix one mismatch below.

Think about:

- the situation
- the audience
- the purpose
- the tone



1. **Ordinary pencil request:**

"Could I borrow a pencil, please?"

FITS

NEEDS A CHANGE

2. **Broken scooter brake:**

"You might stop sometime if you feel like it."

FITS

NEEDS A CHANGE

3. **An idea for moving chairs:**

"We could move the chairs to make room."

FITS

NEEDS A CHANGE

4. **Uncertain rain:**

"It will definitely rain. I know for sure."

FITS

NEEDS A CHANGE

5. **Your quiet-reading preference:**

"I would like the reading corner because it is quiet."

FITS

NEEDS A CHANGE

6. **Asking a club to hear your idea:**

"You must hear my game. No one else can speak."

FITS

NEEDS A CHANGE

One mismatch I chose: 2. Broken scooter brake

Why it does not fit:

A broken brake needs a clear immediate safety instruction.

My suitable message: Stop riding now. The brake is broken. Tell an adult.

(Alternatives: 4. It might rain. Let us check.

6. Could we hear my game idea?)

Name: _____

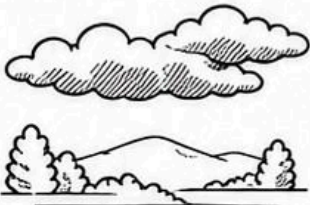
Year 3 English

Possibility or requirement?

Words
can have
different jobs.

Task: Circle POSSIBILITY or REQUIREMENT. Explain what the message means in its situation.
Words can have different jobs.

1. Dark clouds appear.



It might rain
after lunch.

Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

2. The teacher gives a safety rule.



You must wear
a helmet when
you ride.

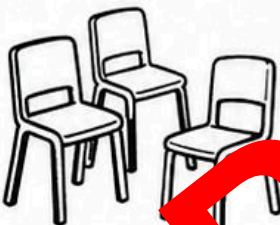
Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

3. The club needs more room.



We should
move the chairs.

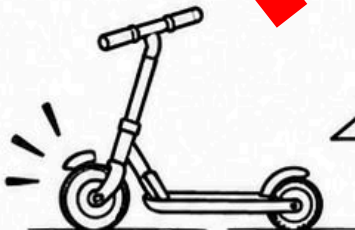
Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

4. The scooter brake is broken.



You must stop
riding now.

Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

The class is unsure whether reading outside is possible.
Write a suitable message and explain why you chose those words.

My message: _____

Explanation: _____

Name: ANSWERS

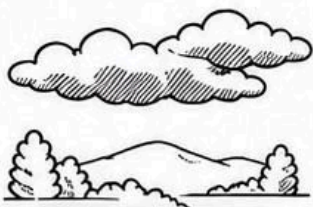
Year 3 English

Possibility or requirement?

Words
can have
different jobs.

Task: Circle POSSIBILITY or REQUIREMENT. Explain what the message means in its situation.
Words can have different jobs.

1. Dark clouds appear.



It might rain
after lunch.

Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

Rain may happen, but it is uncertain.

2. The teacher gives a safety rule.



You must wear
a helmet when
you ride.

Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

Wearing a helmet is a safety rule.

3. The club needs more room.



We could
move the chairs.

Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

Moving chairs is an idea to consider.

4. The scooter brake is broken.



You must stop
riding now.

Circle one:

POSSIBILITY

REQUIREMENT

Explain what the message means:

Riding must stop because the brake is unsafe.

The class is unsure whether reading outside is possible.
Write a suitable message and explain why you chose those words.

My message: We might read outside if the weather stays dry.

Explanation: Might fits because the plan is uncertain.

Name: _____

Messages that suit the moment

Choose
your words.
Make a better
moment.

Task: Rewrite each message for its situation. Keep the purpose clear.
Explain one word choice.

1 Ordinary request to a classmate for a ruler.

Old message: "Give me your ruler right now!"

My request:

Why it fits:



2 Suggesting a new place for the reading club.

Old message: "Everyone must use my place."

My suggestion:

Why it fits:

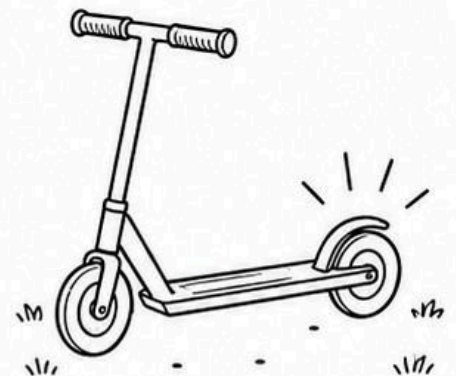


3 Warning a friend about a broken scooter brake.

Old message: "Maybe stop later."

My safe instruction:

Why it fits:



Name: **ANSWERS**

Messages that suit the moment

Choose
your words.
Make a better
moment.

Task: Rewrite each message for its situation. Keep the purpose clear.
Explain one word choice.

1 Ordinary request to a classmate for a ruler.

Old message: "Give me your ruler right now!"

My request:

Could I borrow your ruler, please?

Why it fits:

It gives the classmate a choice in an ordinary request.



2 Suggesting a new place for the reading club.

Old message: "Everyone must use my place."

My suggestion:

We could try the reading corner because it is quiet.

Why it fits:

Could provide a good idea for discussion.



3 Warning a friend about a broken scooter brake.

Old message: "Maybe stop later."

My safe instruction:

Stop riding now. The brake is broken. Tell an adult.

Why it fits:

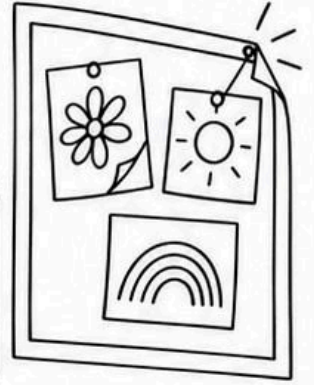
Now makes the urgent action clear.

Firm safety wording can be respectful.



Name: _____

Two readers, one purpose



Task: A class display corner has come loose. You want help before more pictures fall. Write two suitable messages for different people. No one is in danger.

Message to a friend working nearby:

Message to the teacher across the room:

What purpose stayed the same?

Which words changed, and why?

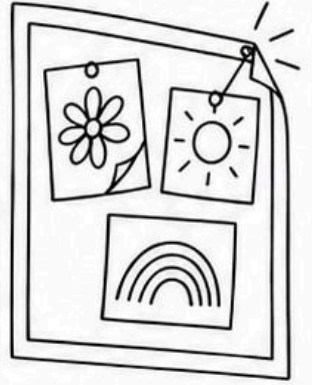
Could both messages be respectful but sound different? Explain:

Challenge: How would your wording change if someone was about to ride a scooter with a broken brake?



Name: **ANSWERS**

Two readers, one purpose



Task: A class display corner has come loose. You want help before more pictures fall. Write two suitable messages for different people. No one is in danger.

Message to a friend working nearby:

Could you hold this corner while
I fix it, please?

Message to the teacher across the room:

Please help us secure the display
before more pictures fall.

What purpose stayed the same?

ask for help with the loose display.

Which words changed, and why?

named the practical action for the nearby friend; gave the teacher the
reason for help

Could both messages be respectful but sound different? Explain:

Both can be respectful. Firmer is not automatically rude.

Challenge: How would your wording change if someone was about to ride a scooter with a broken brake?

Stop riding now. The brake is broken. Safety needs immediate clear action.

Message Match — how to play



Equipment: one board, cards G01–G12, two counters, scrap paper.
No dice needed.

- 1 Place the cards face down.
Put each counter at START.



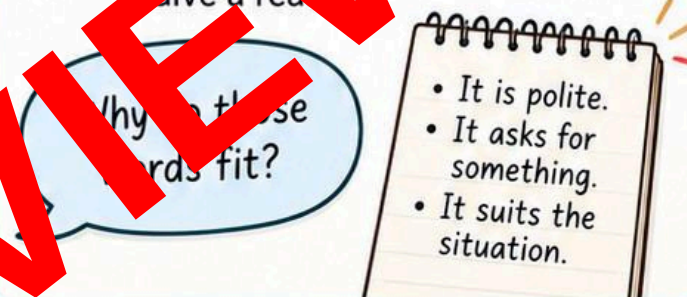
- 2 Take a card. Read the situation aloud.



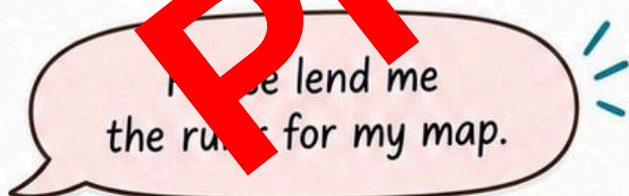
- 3 Say a message that fits.
Put the card beside the matching board zone.



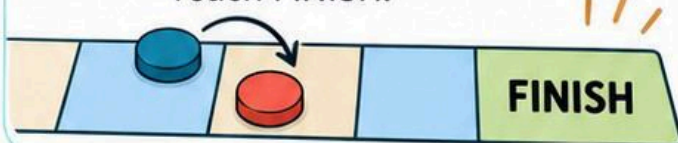
- 4 Your partner asks, "Why do these words fit?"
Give a reason.



- 5 Say a different suitable version. Keep the purpose or feeling the same.



- 6 If both players can explain the choice, move one step.
If unsure, check together, then try again. Take turns until both reach FINISH.



Model G01

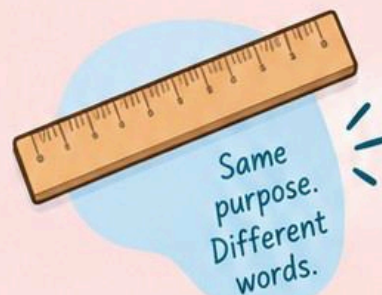
Situation: You see a classmate with a ruler. You need one for your work.

Message: "Could I borrow the ruler, please?"

Reason: It is an ordinary request, so my partner can choose.

Another version: "Please lend me the ruler for my map."

Clearer and firmer, with the same purpose.



Partners help each other. More than one message may fit.
Stronger is not always better.

Message Match — how to play

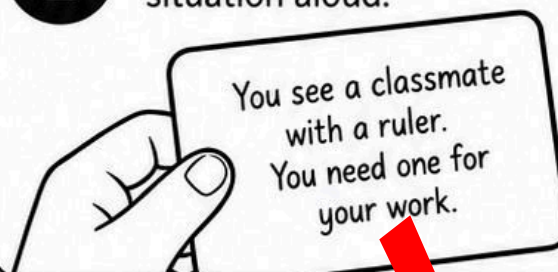


Equipment: one board, cards G01–G12, two counters, scrap paper.
No dice needed.

- 1** Place the cards face down.
Put each counter at START.



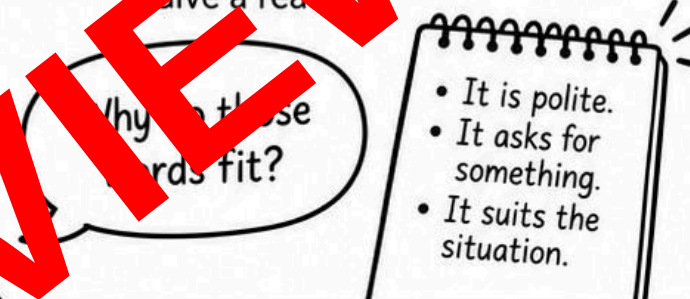
- 2** Take a card. Read the situation aloud.



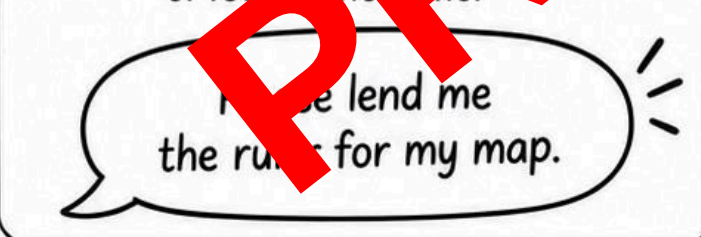
- 3** Say a message that fits.
Put the card beside the matching board zone.



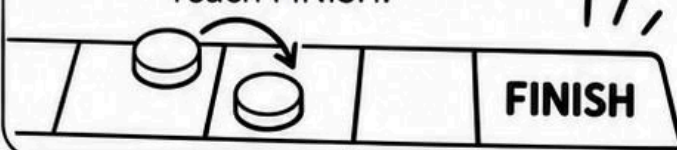
- 4** Your partner asks, "Why do these words fit?"
Give a reason.



- 5** Say a different suitable version. Keep the purpose or feeling the same.



- 6** If both players can explain the choice, move one step.
If unsure, check together, then try again. Take turns until both reach FINISH.



Model G01

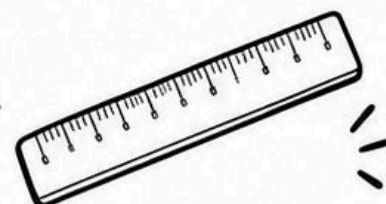
Situation: You see a classmate with a ruler. You need one for your work.

Message: "Could I borrow the ruler, please?"

Reason: It is an ordinary request, so my partner can choose.

Another version: "Please lend me the ruler for my map."

Clearer and firmer, with the same purpose.



Partners help each other. More than one message may fit.
Stronger is not always better.



Message Match — board

Read a message. Decide what it means. Place it in the matching space.

Small messages make a big difference!

FEELING:

How someone feels



PREFERENCE / OPINION:

A choice or view



REQUEST / SUGGESTION:

Asking or offering an idea



SAFETY REQUIREMENT:

An action needed for safety



PREVIEW

START



1

2

3

4

FINISH



Say a fitting message. Explain your reason.
Try another suitable version.





Message Match — board

Read a message. Decide what it means. Place it in the matching space.

Small messages make a big difference!

FEELING:

How someone feels



PREFERENCE /

OPINION:

A choice or view



REQUEST / SUGGESTION:

Asking or offering an idea



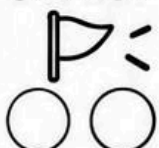
SAFETY REQUIREMENT:

An action needed for safety



PREVIEW

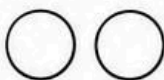
START



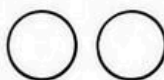
1



2



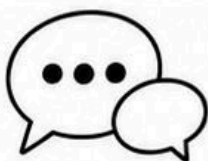
3



4



FINISH



Say a fitting message. Explain your reason.
Try another suitable version.



Message Match – challenge cards 1

Kind words make things work better!

Cut out the cards. Read the situation. Think about a helpful message to say. Then explain your wording.

G01

You need a ruler for a map. A classmate is using one. Ask to borrow it. Explain your wording.



Say it. Explain it. Change it.

G02

The reading club needs more space. Suggest moving the chairs. Give a reason.



Say it. Explain it. Change it.

G03

A friend is about to ride a scooter with a broken brake. Give a safe instruction.



Say it. Explain it. Change it.

G04

The drawing game changed. Ruby hoped to share her idea. Say a possible feeling with a reason.



Say it. Explain it. Change it.

G05

The class can choose a guessing game or a running game on a wet day. State a preference with a reason.



Say it. Explain it. Change it.

G06

Dark clouds appear before outside reading. Say a cautious message about the plan.



Say it. Explain it. Change it.

✂ Cut along the dashed lines.

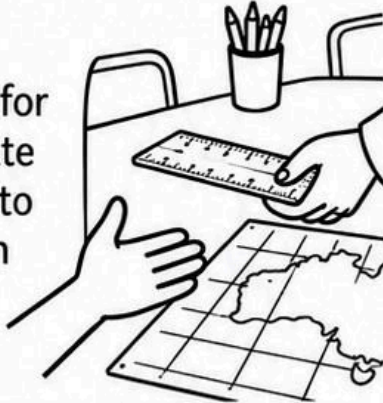
Message Match – challenge cards 1

Cut out the cards. Read the situation. Think about a helpful message to say. Then explain your wording.

Kind words make things work better!

G01

You need a ruler for a map. A classmate is using one. Ask to borrow it. Explain your wording.



Say it. Explain it. Change it.

G02

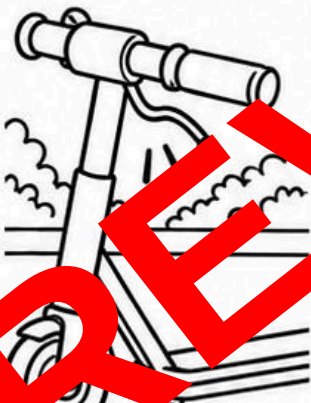
The reading club needs more space. Suggest moving the chairs. Give a reason.



Say it. Explain it. Change it.

G03

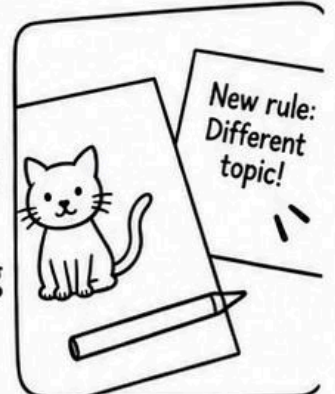
A friend is about to ride a scooter with a broken brake. Give a safe instruction.



Say it. Explain it. Change it.

G04

The drawing game changed. Ruby hoped to share her idea. Say a possible feeling with a reason.



Say it. Explain it. Change it.

G05

The class can choose a guessing game or a running game on a wet day. State a preference with a reason.



Say it. Explain it. Change it.

G06

Dark clouds appear before outside reading. Say a cautious message about the plan.



Say it. Explain it. Change it.

✂ Cut along the dashed lines.

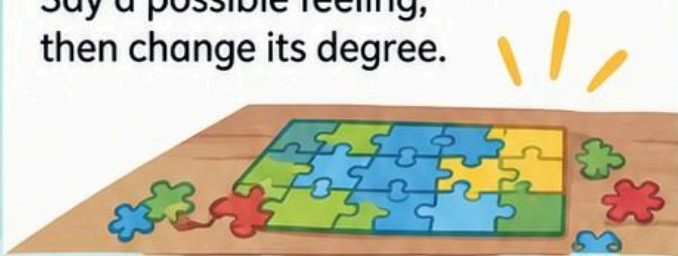
Message Match – challenge cards 2

Speak
Listen
Think
Connect

Cut out the cards. Read the situation. Use your speaking skills to complete the task.

G07

The team finished a tricky puzzle after three attempts. Say a possible feeling, then change its degree.



Say it. Explain it. Change it.

G08

The music is hard to hear because people are talking. Ask the group for quiet and explain why.



Say it. Explain it. Change it.

G09

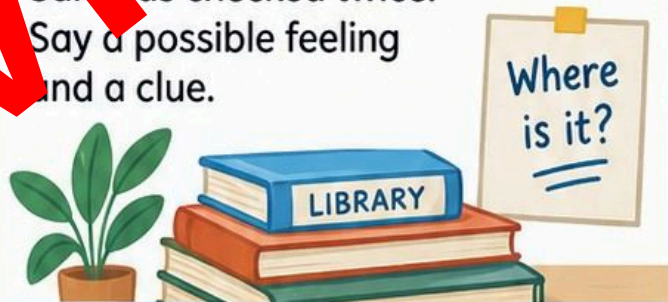
A new teammate joins the club. Suggest a way to help everyone take part.



Say it. Explain it. Change it.

G10

The library book is missing. Sam has checked twice. Say a possible feeling and a clue.



Say it. Explain it. Change it.

G11

The class will make a welcome display or a book-review display. State a view with a relevant reason.



Say it. Explain it. Change it.

G12

A class display corner is loose. Ask for help before the pictures fall. Explain the strength of your request.



Say it. Explain it. Change it.

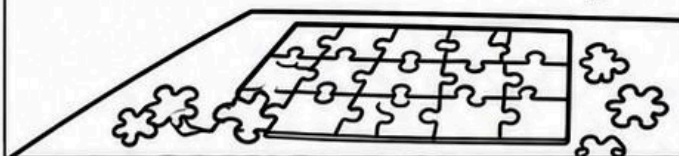
Message Match – challenge cards 2

Speak
Listen
Think
Connect

Cut out the cards. Read the situation. Use your speaking skills to complete the task.

G07

The team finished a tricky puzzle after three attempts. Say a possible feeling, then change its degree.



Say it. Explain it. Change it.

G08

The music is hard to hear because people are talking. Ask the group for quiet and explain why.



Say it. Explain it. Change it.

G09

A new teammate joins the club. Suggest a way to help everyone take part.



Say it. Explain it. Change it.

G10

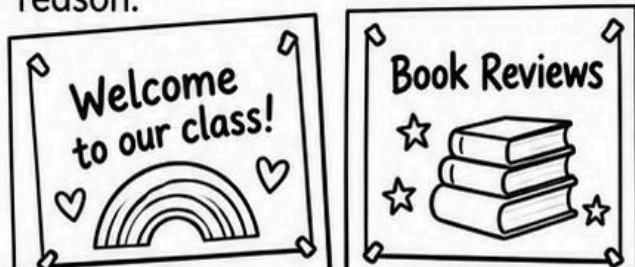
The library book is missing. Sam has checked twice. Say a possible feeling and a clue.



Say it. Explain it. Change it.

G11

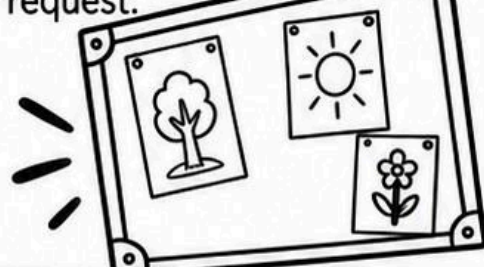
The class will make a welcome display or a book-review display. State a view with a relevant reason.



Say it. Explain it. Change it.

G12

A class display corner is loose. Ask for help before the pictures fall. Explain the strength of your request.

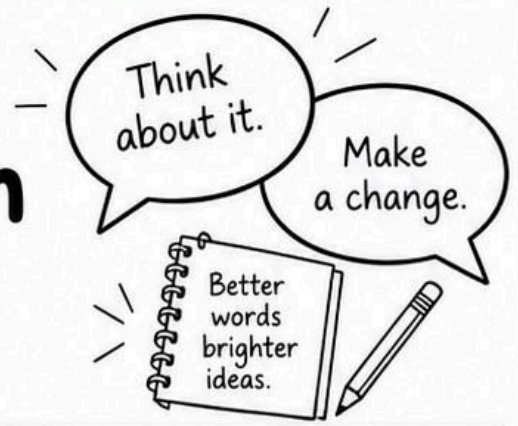


Say it. Explain it. Change it.

Name: _____

My words, my revision

Task: Look at one message you created in this unit.
Think about one useful change.



My original message:

My revised message:

I changed these words:

I changed this because:

My checklist:

- ☐ I kept the purpose or feeling clear.
- ☐ I used a clue or reason.
- ☐ My words suit the situation and listener.
- ☐ I can explain my change.

Next time I will try:

You can speak your reflection while someone records your words.

Name: _____

Scene cards — possible answers

Teacher guide.

These are possibilities, not the only answers.

Accept a feeling supported by the story.

A face alone is not evidence.



S01

disappointed / hopeful

Maya anticipated the dinosaur room and asks if there is still time.

S02

pleased / proud

the team finished after three attempts and wants another puzzle.

S03

worried

Sam checks twice and asks for help finding the book.

S04

pleased / welcoming

Asha makes space and invites the newcomer to choose.

S05

worried / annoyed

Noah cannot hear the noise and asks for quiet.

S06

disappointed / hopeful

Ruby brought an idea and asks about next time.

S07

pleased / grateful

Ben thanks Isla because her help made it easier.

S08

calm / interested

He sits quietly, observes and waits for the teacher.

S09

worried / cautious

Eli tests the broken brake and warns before riding.

S10

hopeful / confident

Arlo explains a reason for an indoor inclusive game.

S11

relieved / grateful

Tom confirms the mark was there and Nina thanks him.

S12

worried / hopeful

Zara notices clouds but says they may still read outside.



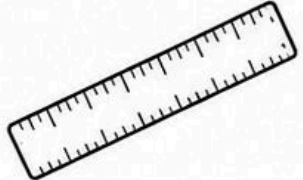
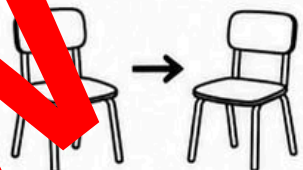
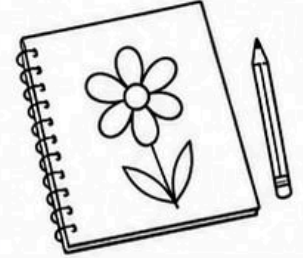
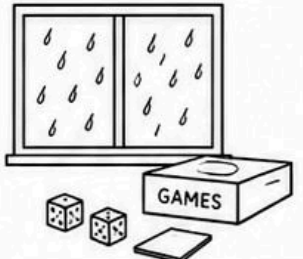
Which detail helps you choose that word?

Do not treat intensity as good or bad.

Name: _____

Message Match — teacher examples 1

Read the messages and notes. They show different ways to say things and why. There can be other good ways to say each message.

G01	Message: Could I borrow your ruler, please? Reason: An ordinary request allows a choice. Another version: Please lend me the ruler for my map.	
G02	Message: We could move the chairs to make more room. Reason: An idea is open for discussion. Another version: I think moving the chairs would help us.	
G03	Message: Stop riding now. The brake is broken. It's an accident. Reason: Immediate safety needs clear force. Another version: Do not ride this scooter until the brake is fixed.	
G04	Message: Ruby is a little disappointed because she hoped to share her drawing idea. Reason: A changed plan explains her feeling. Another version: Ruby is very disappointed that the drawing game changed.	
G05	Message: I would prefer guessing because we can all play inside. Reason: The reason fits the wet day. Another version: I strongly prefer guessing because we can all play inside.	
G06	Message: We might read outside if it stays dry. Reason: The rain and plan are uncertain. Another version: We could wait for the forecast before taking books out.	

Name: _____

Message Match – teacher examples 2

Each card shows a message, a reason and another version.
Read and notice how the reason supports the message.

Think
about the
message.

Give
a clear
reason.

G07	Message:	I am pleased that we finished after three tries.
	Reason:	The success supports the feeling.
	Another version:	I am very pleased that we finished after three tries.
G08	Message:	Please wait quietly so we can hear the music.
	Reason:	A reason makes the request clear.
	Another version:	We need quiet now to hear the starting music.
G09	Message:	We could let the new player choose a game.
	Reason:	The suggestion includes the newcomer.
	Another version:	I think giving the new player a turn would help.
G10	Message:	Sam may feel worried because he checked twice and still cannot find the book.
	Reason:	The missing book supports worry.
	Another version:	Sam may feel very worried about the missing book.
G11	Message:	I would like a welcome display because new students need useful class tips.
	Reason:	The reason supports the choice.
	Another version:	I strongly prefer a welcome display for that reason.
G12	Message:	Please hold the display corner while I secure it.
	Reason:	Clear practical help fits; it is not an emergency.
	Another version:	Could you help me secure the corner before more pictures fall?

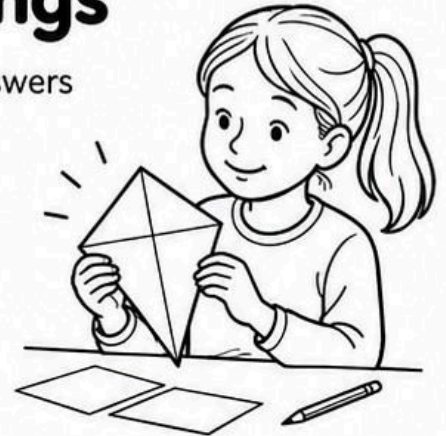
Name: _____

Show what you know – feelings

Work by yourself. Use the new story below. You may tell your answers to an adult who records your own words.

New story:

Tess practised folding a paper kite. The first two folds went wrong. On her third try, the folds lined up and the kite opened properly. Tess asked to show the class how she did it.



1. Choose a possible feeling for Tess.

A story clue: _____

Why your feeling fits: _____

2. Compare: "Tess is a little pleased with her kite." / "Tess is very pleased with her kite."

Which sounds stronger? _____

What changes? _____

What stays the same? _____

3. "Tess is worried about her kite" changes the kind of feeling.

Give a story detail that would make this new feeling fit:

Teacher evidence note:

Response recorded by pupil / spoken and recorded.

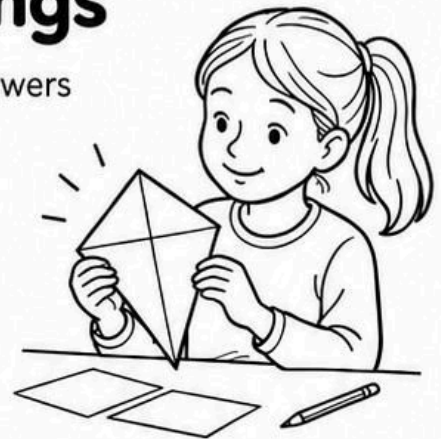
Name: **ANSWERS**

Show what you know – feelings

Work by yourself. Use the new story below. You may tell your answers to an adult who records your own words.

New story:

Tess practised folding a paper kite. The first two folds went wrong. On her third try, the folds lined up and the kite opened properly. Tess asked to show the class how she did it.



1. Choose a possible feeling for Tess.

Pleased.

A story clue: **On her third try, the kite opened properly and she wanted to show the class how she did it.**

Why your feeling fits: **She succeeded after practising and wanted to show her work, which fits pleased.**

2. Compare: "Tess is a little pleased with her kite." / "Tess is very pleased with her kite."

Which sounds stronger? **"Tess is very pleased with her kite."**

What changes? **The degree word changes from "a little" to "very".**

What stays the same? **Tess is still pleased about the same kite.**

3. "Tess is worried about her kite" changes the kind of feeling.

Give a story detail that would make this new feeling fit:

The kite paper is tearing at a fold, and Tess is unsure it will last.

This new detail gives a reason for worry.

Teacher evidence note:

Response recorded by pupil / spoken and recorded.

Name: _____

Year 3 English
Ages 8–9

Show what you know – messages

Use these new class situations. Explain your word choices.

Same idea.
Different words.
A clearer message.

- 1** The class will plant either flowers or herbs in two pots. Choose one.

My opinion and first reason:

A second different reason:

A more or less firm version, keeping my choice:

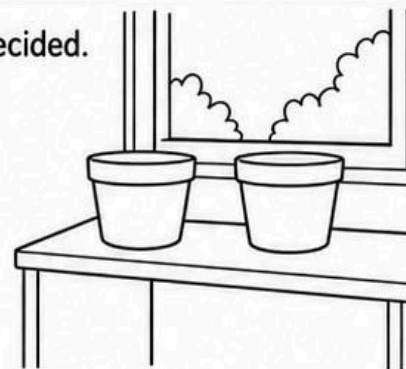
Words changed and why:



- 2** You want to suggest a place for the pots, but the class has not decided.

My suggestion:

Why the wording fits:



- 3** An adult says a loose shelf must be kept clear until it is fixed.
A classmate is about to place a pot there.

My safe instruction:

Why the wording fits:



Response recorded by pupil / spoken and recorded. _____

Show what you know – messages

Use these new class situations. Explain your word choices.

Same idea.
Different words.
A clearer message.

- 1** The class will plant either flowers or herbs in two pots. Choose one.

My opinion and first reason:

I think we should plant herbs because we can notice their smells.

A second different reason:

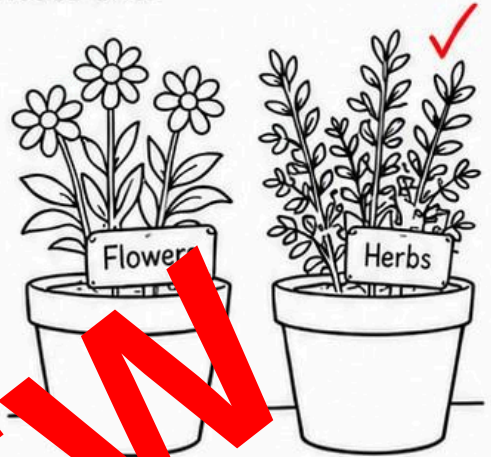
We can use leaves in a class observation.

A more or less firm version, keeping my choice:

I would prefer herbs for those reasons.

Words changed and why:

Changed 'should' to 'would prefer': less firm.
My choice stays herbs. Flowers don't fit with reasons.



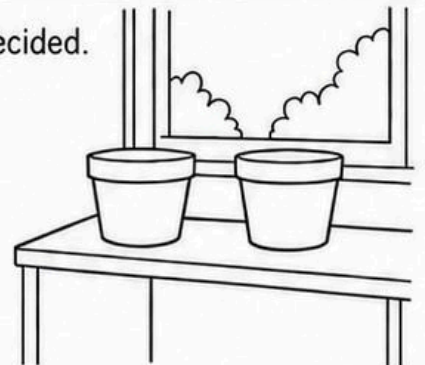
- 2** You want to suggest a place for the pots but the class has not decided.

My suggestion:

We could put the pots near the sunny window.

Why the wording fits:

Could offer an idea while the class decides.



- 3** An adult says a loose shelf must be kept clear until it is fixed.
A classmate is about to place a pot there.

My safe instruction:

Stop. Please keep the pot off that shelf until it is fixed.

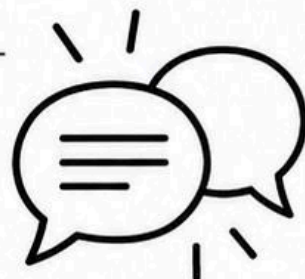
Why the wording fits:

Clear immediate words fit the adult safety instruction.
Accept suitable firm safe wording.



Response recorded by pupil / spoken and recorded. _____

Name: _____



Language choices – assessment rubric

Teacher use. Assess language and reasons, not a child's emotion, obedience or handwriting. Oral responses can show the same thinking.

CRITERION	WITH SUPPORT	DEVELOPING INDEPENDENCE	INDEPENDENT
Feeling and clue	Chooses a possible feeling with help to find a clue.	Chooses a fitting feeling and gives a relevant clue.	Chooses a precise fitting word and explains the clue clearly.
Degree and meaning	Needs help to compare degree and meaning.	Identifies the stronger degree in related sentence pairs.	Explains the changed degree and what meaning stays the same.
Opinion and reason	Gives a choice with help to add a reason.	Gives an opinion with a relevant reason.	Gives a clear opinion with two different relevant reasons.
Message and explanation	Chooses or rewords words with prompts.	Adapts wording to a situation and gives a reason.	Independently adapts wording and explains why it suits the purpose and recipient.

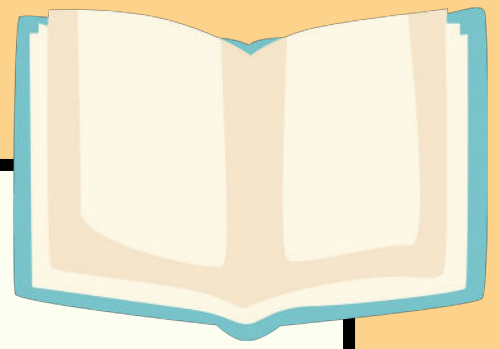
Evidence from: _____.

Next teaching step:

Expressing Feelings and Opinions

Year 3





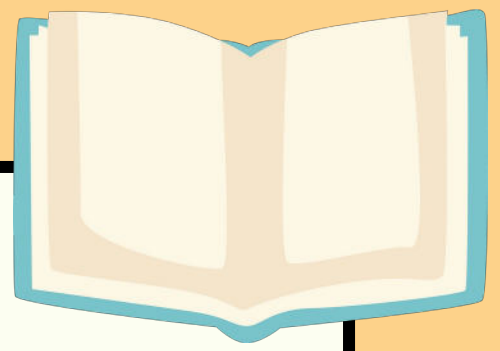
Words with a reason

Today we will choose words for feelings and opinions.

We will explain why they fit.

The excursion bus is late. Maya asks if there is still time for the dinosaur room. What might she feel?





A feeling and a clue

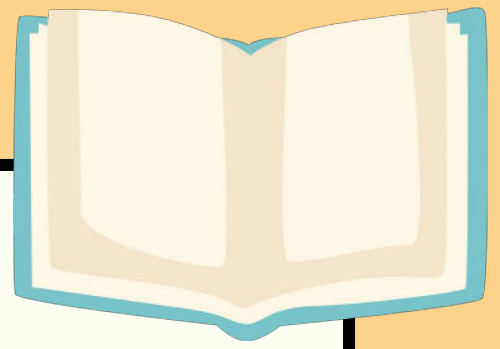
Maya might feel disappointed.

She looked forward to the dinosaur room.

She might also feel hopeful because she asks if there is still time.

The story clue helps to explain.





A precise feeling word

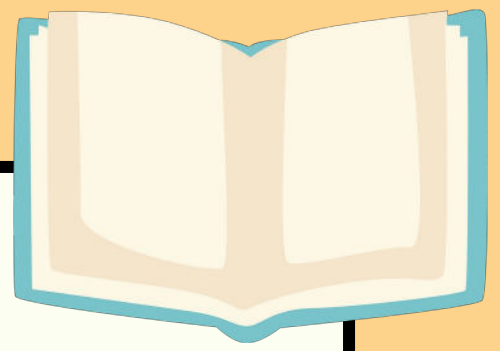
Pleased: happy about something.

Worried: thinking something may go wrong.

Disappointed: sad that something did not happen as hoped.

Which word fits the autumn trip? Give a clue.





A different scene

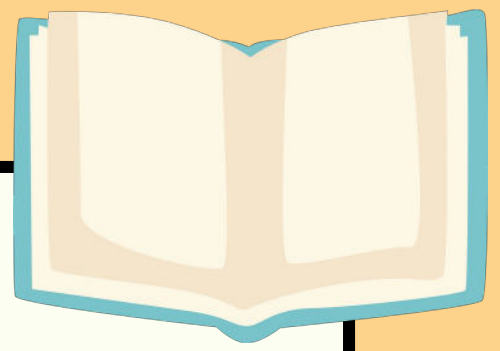
Ben thanks Isla for holding the display while he fixes it.

He says her help made the job easier.

Choose a possible feeling.

Explain the detail that helps you





How strong the feeling sounds

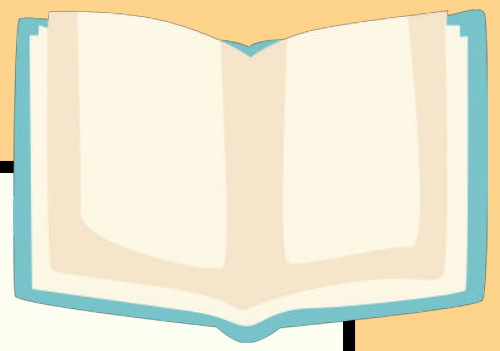
I am a little disappointed that the game changed.

I am very disappointed that the game changed.

Both tell the same feeling and even.

Very gives it a strong degree.





Degree or a different feeling?

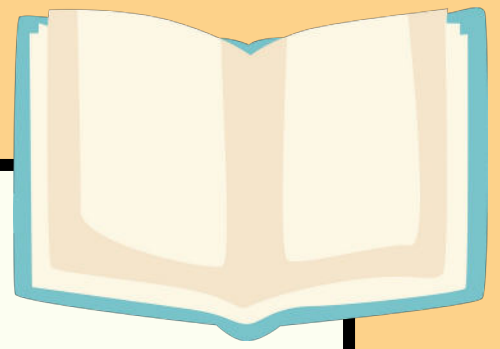
I am a little worried. / I am very worried.

The degree changes. The feeling stay worried.

I am worried. / I am excited.

The kind of feeling changes. These are not two steps on the same ladder.





A careful revision

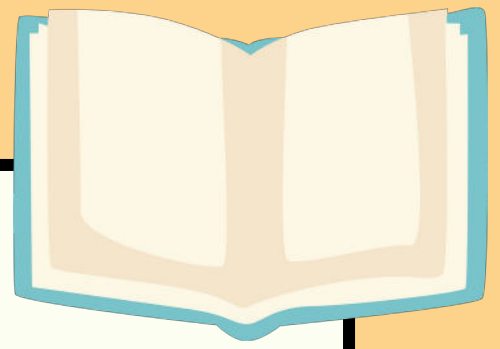
Sam cannot find his library book.

I am worried about the missing book.

Try a less strong version. Then try a stronger version.

Keep the feeling and content the same. Explain your change.





Feeling and opinion

I feel pleased that we finished the puzzle.

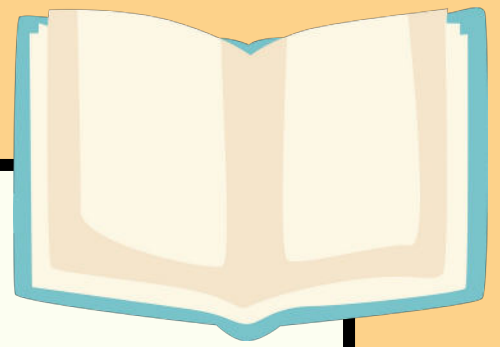
This tells a feeling.

I think a puzzle club is a good idea.

This tells what someone thinks about an idea.

Both can have a reason.





A preference with a reason

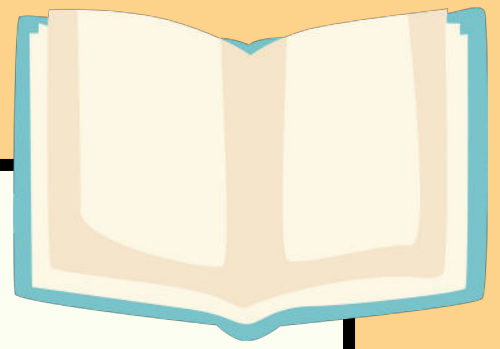
I would like the reading corner because it is quiet.

My choice: the reading corner.

My reason: it is quiet.

A different choice can also have a sensible reason.





A firmer opinion

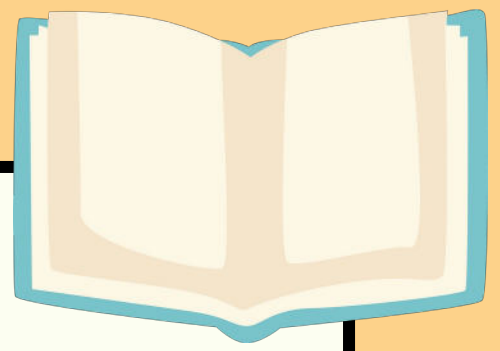
I would prefer the reading corner because it is quiet.

I strongly prefer the reading corner because it is quiet.

The choice and reason stay the same.

Strongly makes the preference firmer.





A choice to discuss

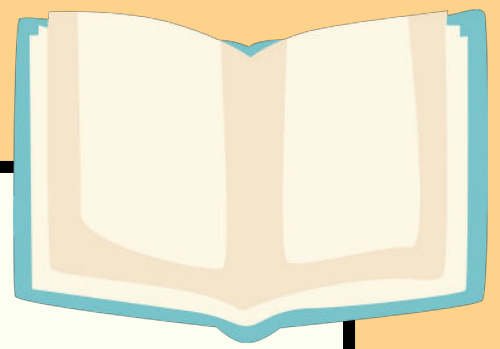
The class can make a welcome display or a book review display.

Choose one and give a reason.

Tell your partner a firm or less firm version.

Listen for what changed and what stayed the same.





The situation and preferences

Who will hear your message?

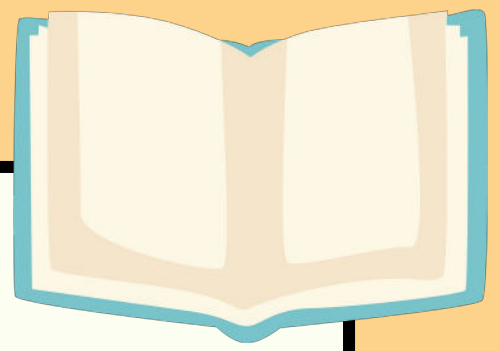
What needs to happen?

Could I borrow a pencil, please?

We could move the chairs to make room.

These ordinary requests and ideas allow discussion.





A clear safety instruction

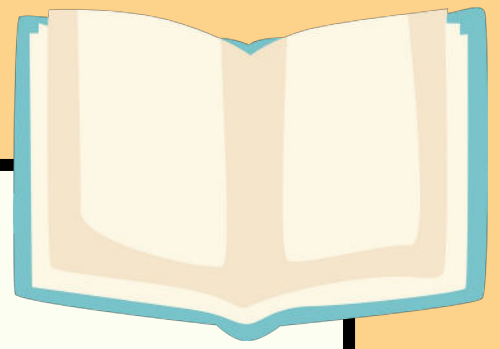
The scooter brake is broken. A friend is about to ride.

Stop riding now. The brake is broken. Tell an adult.

The words need to be clear and immediate.

Firm safety words can be respectful.





Possibility and requirement

It might rain after lunch.

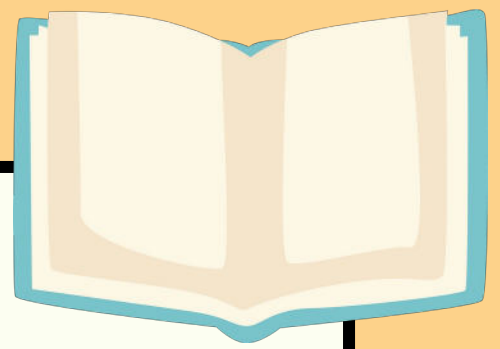
Rain may happen. We are unsure.

You must wear a helmet when you go.

This tells a safety requirement.

These words have different uses.

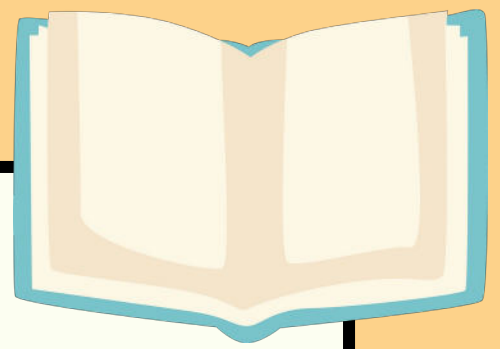




A message that fits

The class has not chosen a reading club place.
Everyone must use my place.
We could try the reading corner because it is quiet.
Which fits a suggestion? Explain why.
How could you improve the other message?





Message Match

G01: You need a ruler for a map. As to borrow a ruler.

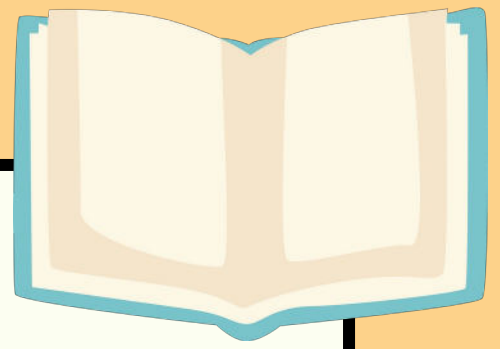
Could I borrow your ruler, please?

Reason: It is an ordinary request. My partner has a choice.

Another version: Please lend me the ruler for my map.

The purpose says the same.





Your new messages

Read the two assessment pages.

Choose a feeling and explain a clue.

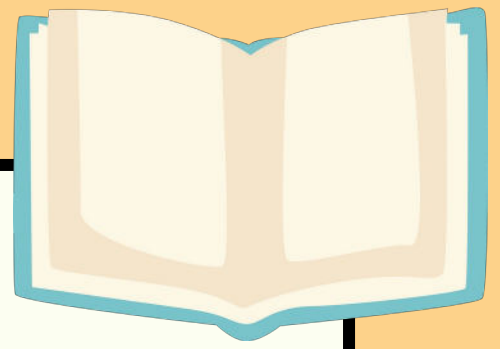
Compare its degree. Give an opinion and reasons.

Write a suggestion and a core instruction.

Explain why your words



A change I can explain



Read one message you created.

Which words did you change?

What stayed the same?

Why does the new version suit the situation and listener?





Well done!
You can choose words
and explain why they fit.



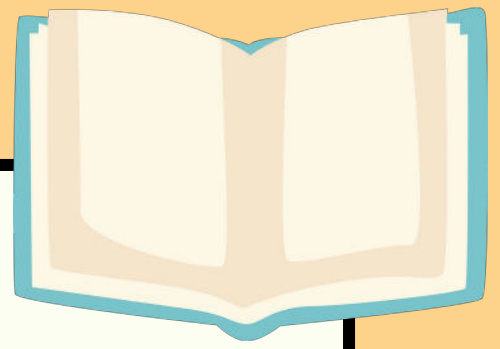
PREVIEW

Feelings and Opinions

Quiz

Year 3





A feeling with a clue

Jai checks his bag twice for a missing name. He asks the teacher for help.

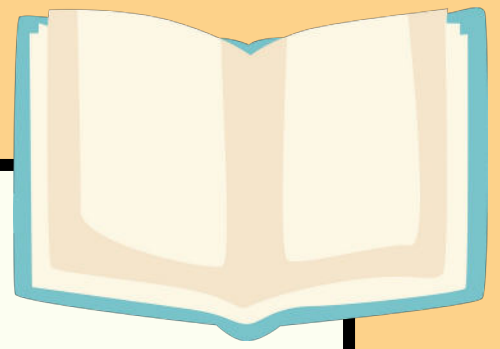
Which feeling fits best?

A. Worried

B. Pleased

Give a story clue.





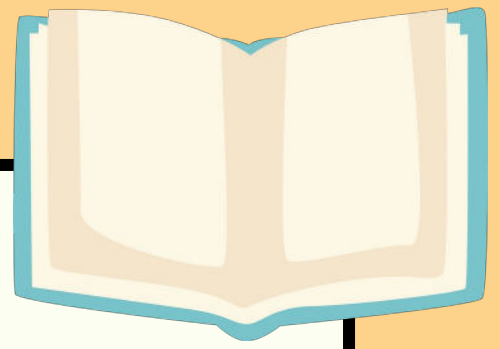
A feeling with a clue answer

A. Worried fits.

Jai checks twice and asks for help finding the note.

Another feeling can fit if you explain a sensible clue.





The degree of a feeling

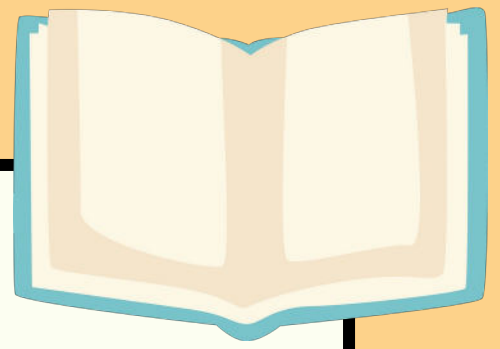
Rosa is pleased that her drawing is finished.

Which says a stronger degree of the same feeling?

A. A little pleased

B. Very pleased





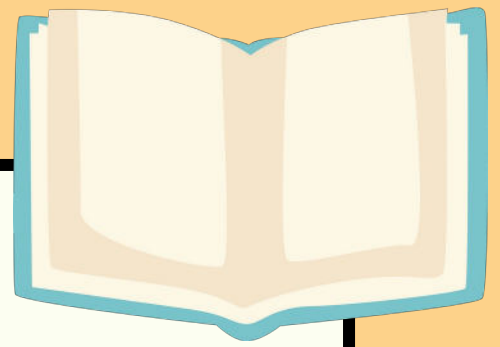
The degree of a feeling – answer

B. Very pleased.

Very gives a stronger degree

Rosa is still pleased about finishing her drawing.





A change that keeps meaning

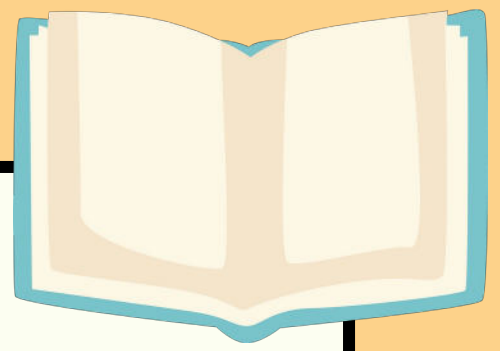
I am a little disappointed that the club is cancelled.

Which keeps the same feeling and event?

A. I am very disappointed that the club is cancelled.

B. I am excited that the club is cancelled.





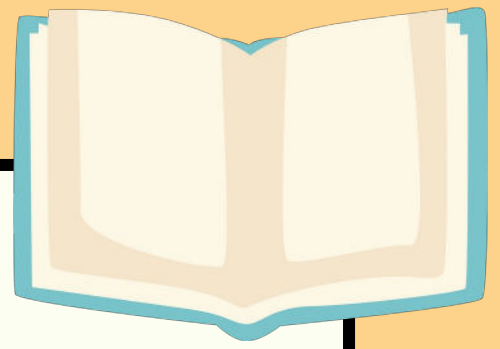
Same feeling – answer

A keeps the same feeling and event

A little changes to very.

B changes disappointed to a different feeling, excited.





An opinion or a feeling?

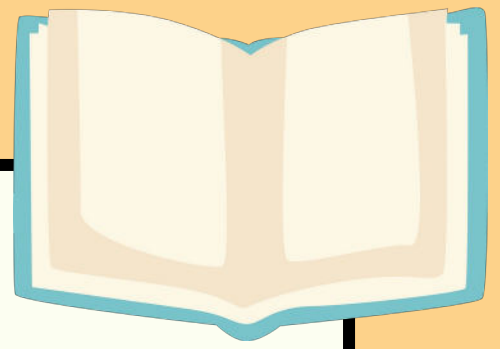
Which tells an opinion about a choice?

A. I feel calm as I read.

B. I think we should choose the library name.



An opinion or a feeling – answer

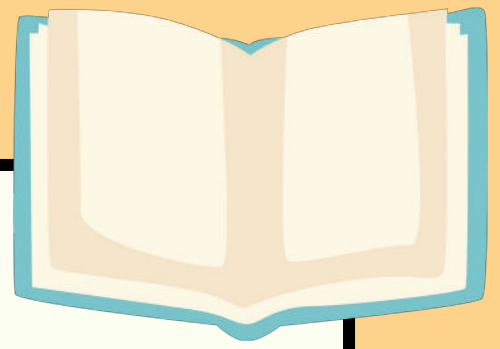


B tells an opinion about choosing a man

A tells how someone feels.

An opinion can include a reason.



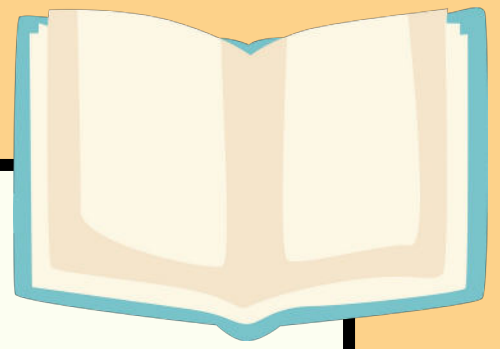


A reason that ~~fits~~

I would prefer the indoor game because
Which reason supports this choice to play?

- A. The wet playground is closed.
- B. My bag has a blue bag.





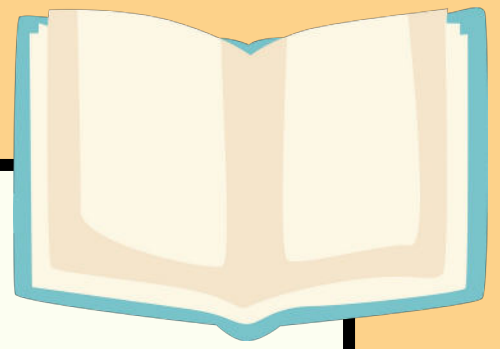
A reason that fits – answer

A. The wet playground is closed.

It explains why playing inside makes sense.

The bag zip does not help explain the same choice.



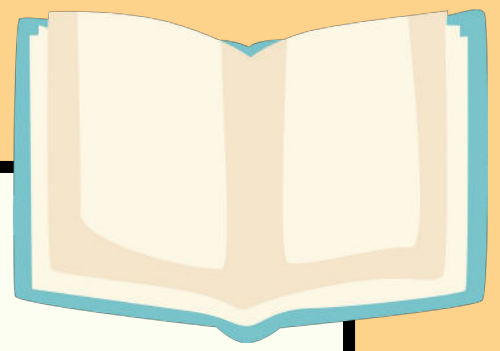


An idea to consider

The class has not decided where to put the books.
Which fits a suggestion?

- A. We could put the books on the table itself.
- B. You must use my suggestion for discussion.





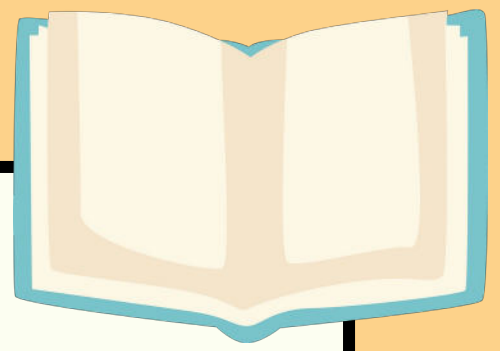
An idea to consider

A offers an idea for the class to consider.

Could suits a suggestion.

The class has time to discuss the





A safe instruction

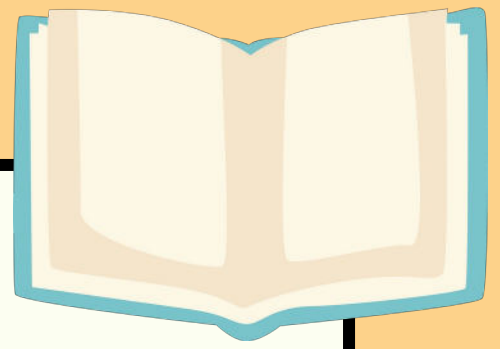
An adult says a loose shelf must stay empty until fixed. Someone starts placing books on it.

A. Maybe leave it empty later.

B. Stop. Keep the books off that shelf until it is fixed.

Which fits?





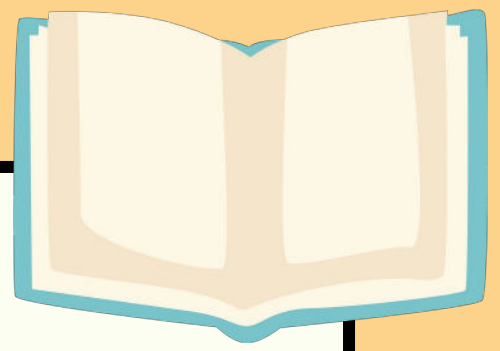
A safe instruction – answer

B gives a clear immediate instruction

The loose shelf needs to stay empty for safety

Firm words fit this situation. Strong wording is useful here for a reason.





Your wording and reason

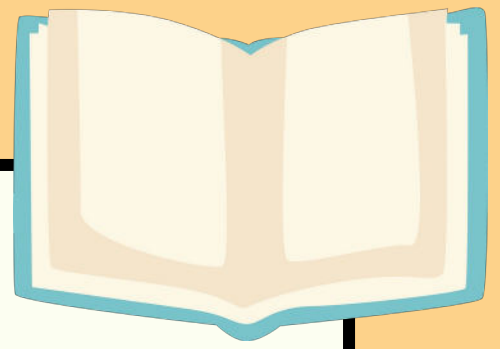
A friend has a ruler. You want to borrow for a map.

Say a suitable request.

Then say a firmer version with the same purpose.

Explain the words you changed.





Your wording and reason – answer

Example: Could I borrow your ruler please?

Firmer: Please lend me the ruler for my map.

The purpose stays borrowing the ruler.

Accept respectful versions with a sensible explanation.





Well done!
You have explained
your word choices.



PREVIEW