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## Feelings and Choices in Pictures - Foundation

| Table of Contents                              |  |
|------------------------------------------------|--|
| Presentation: Feelings and Choices in Pictures |  |
| Teacher Guide: Five Complete Lessons           |  |
| Display: Look, Listen, Check                   |  |
| Display: Feeling or Choice?                    |  |
| Worksheet: Match the Clear Message             |  |
| Worksheet: Words Tell Us More                  |  |
| Worksheet: What Could We Ask?                  |  |
| Worksheet: Put the Choice in Order             |  |
| Worksheet: A Choice Can Change                 |  |
| Worksheet: Picture Invitations                 |  |
| Cards: Picture-and-Message Scene Cards         |  |
| Stories: Three Choice Stories                  |  |
| Displays: Our Classroom Invitations            |  |
| Game: Clue Detectives                          |  |
| Activity: Make a Picture Message               |  |
| Quiz: Picture Message Quiz                     |  |
| Assessment: Visual Message Check               |  |
| Rubric: Picture Message Rubric                 |  |



# Teaching This Week

## Learning focus

Children interpret a preference in an original picture, story or invitation, connect picture clues with explicit words, check uncertain meaning and make a coherent message showing a personal choice. A feeling now can differ from a liked activity. A face alone cannot establish a definite preference.

## Five-lesson route

1. Pictures can help tell us. 2. A feeling is not always a like. 3. Follow the picture story. 4. Simple pictures invite us. 5. Make a clear choice message. Allow about 35–45 minutes per lesson, with shorter parts if needed.

## Prepare

Use the editable presentation, scene cards, story pages, displays, practice sheets, posters and complete Clue Detective set. Provide blocks, blocks, a puzzle, drawing materials and established AAC support if useful. The fictional clubs are examples; pupils need no opinion.

## Accessible participation

Read all captions and questions aloud. Accept speech, pointing, gesture, AAC, drawing or teacher scribing. Offer two clear choices and extra processing time. Children may use a fictional character instead of sharing a private experience or define an activity. Cutting, handwriting, eye contact and neat art are never necessary requirements.

## Assessment and feedback

Observe meaning and evidence during every lesson. The ten-question quiz supports review; the fresh Visual Message Check after teaching is the independent transfer task. Record the response mode and support on its teacher sheet, then apply the Picture Message Rubric. Do not score a child's preferred activity as right or wrong.

## Using answers

Six practice sheets each have an immediately following red answer duplicate. Keyed answers rely on the supplied words. Open personal messages and helpful checking questions can vary. Use the model as guidance rather than a compulsory sentence.

# Lesson 1: Pictures Can Help Tell Us

## Intention and success

Interpret an explicit picture message. A pupil can show what Ari chooses and identify the words, object or pointing that helped.

## Prepare and introduce

Use presentation slides 2–6, Look, Listen, Check and the first scene-card sheet. Show books and blocks as distinct choices. Read the card aloud and let pupils view it before answering.

## Explicit model

Say: “Ari says, ‘I choose a story.’ Ari points to the books. The words tell the choice and the books fit those words.” Point to each clue. Then show Sam’s unclear pointing card. Say: “A face or pointing alone may leave unsure. I can ask, ‘Which one do you choose?’” Do not supply a definite preference for the unclear card.

## Guided practice

Pairs hear “I choose painting” and point to painting rather than music. Ask, “Which clue helped?” Accept pointing at the caption or prop. Read a different clear card and check together. Take turns as listener and clue finder, with adult reading available.

## Independent practice

Use Match the Clear Message. Read each message without indicating an answer. Pupils circle, point to, or use AAC to select the matching option. Scribe only what the pupil communicates.

## Observe and differentiate

Record whether the selection follows explicit words, and whether the pupil can show one useful clue. Support: cover later rows, enlarge one card and offer two objects. Core: match all four messages. Extend: ask how the meaning would change if Ari said “I choose blocks.” Finish by practising one helpful checking question.

# Lesson 2: A Feeling Is Not Always a Like

## Intention and success

Distinguish a stated feeling now from an expressed like or choice. Pupils can identify each message and ask for more information when a preference is not expressed.

## Prepare and model

Use presentation slides 7–9, Feeling or Choice? and scene-card sheet 2. Read Sam's two statements: "I feel tired. I like gardening." Say: "Tired tells us how Sam feels now. Likes gardening tells us about an activity. Both statements can be true." A yawn is a picture clue, not a universal rule about a person.

## Second model

Read Ari's words: "I feel excited. I choose quiet reading." Explain that excitement does not require choosing a noisy activity. If we saw only a smile near two clubs, we would need a choice message or a checking question.

## Guided practice

Read "I feel tired" and "I like gardening" again. Pupils indicate "feeling now" or "like or choice". Show the three unclear scenes on What Could We Ask? Compare the offered questions. Model why asking a name does not clarify an activity choice.

## Independent practice

Use Words Tell Us and What Could We Ask? Read options aloud, one row at a time. Pupils choose a relevant checking question and supply their own through any response mode. Accept alternatives that ask about the unclear activity.

## Observe and differentiate

Look for reliance on message words rather than a guessed emotion from appearance. Support: use two large labels with adult reading and revisit one pair. Core: classify four statements and choose useful questions. Extend: suggest a different possible feeling in the same context and explain why checking helps. End with "A feeling and a choice can be different."

# Lesson 3: Follow the Picture Story

## Intention and success

Follow a choice through a three-frame story and recognise an explicitly changed preference. Pupils can order Ari's story and identify Sam's current choice from the words.

## Prepare and first model

Use presentation slides 10–12 and Three Choice Stories. Read Ari's story in order: Jo invites Ari to blocks; Ari says "I choose a story"; Jo acknowledges that choice. Point to the caption giving the invitation, choice and response. Both children continue with valid different activities.

## Models of change and quiet choice

Read Sam's story. Say: "First Sam chooses drawing. Jo offers puppets. Sam chooses to try. Now Sam chooses puppets." Trying is optional and a choice can change. Read Jo's quiet-puzzle story. Explain the asking for a quiet option is welcome and says nothing negative about Jo.

## Guided practice

Pairs use the story page to show first, next and last. Ask, "Which words show the choice?" Revisit the caption when answers differ. Pupils may point to panels; no cutting or memory-only retelling is needed.

## Independent practice

Use Put the Choice in Order: mixed frames B, C, A are the invitation, choice and acknowledgement. Then use A Choice Can Change to mark Sam's before/current choice. In the personal box a pupil may show a change, a choice staying the same, or a fictional example.

## Observe and differentiate

Record sequencing from captions and distinction between initial and current choice. Support: show one panel at a time, adult-read again and use two panels before three. Core: three-panel order and before/how. Extend: orally propose an alternative respectful final response. Finish by acknowledging that a changed choice is valid.

# Lesson 4: Simple Pictures Invite Us

## Intention and success

Interpret a simple classroom invitation and identify a relevant word or picture clue. Pupils can explain the offered activity while keeping their own choice personal.

## Prepare and explicit model

Use presentation slides 13–14, both Our Classroom Invitations posters and Picture Invitations. Read “Come build with us.” Say: “The maker invites us to build. The blocks, houses and roads show the activity. The poster does not prove what every child will feel.” Read Story Corner and identify its book picture and story invitation.

## Guided comparison

Contrast the invitation “Come share a story” with the neutral statement “These are books.” The first invites participation, the second describes. Pupils show the words and picture that help them understand each club. Either choice, or “not today”, is welcome.

## Cooperative clue game

Use the six-scene Clue Detectives board and all twelve tiles. Read tiles aloud. A pair chooses a scene, places its message/evidence tiles beside it and explains or points to a clue. Match story/books, painting/paint, quiet puzzle/puzzle, Sam's tire mess, filling gardening, changed choice/puppets, and uncertain scene/clarifying question. Use the scene-card words to verify; never diagnose a feeling from a face. Take turns without speed or elimination scoring.

## Independent practice

Use Picture Invitations. Read each prompt. Pupils identify the offered activity, inviting words and useful book clue, then communicate their own choice. A scribe records that choice without steering it.

## Observe and differentiate

Check whether the pupil uses a relevant visible clue, not decoration or a promised outcome. Support: one full poster and two options. Core: compare both. Extend: explain which factual detail could make an invitation clearer.

# Lesson 5: Make a Clear Choice Message

## Intention and success

Create a coherent picture message or simple invitation for a harmless classroom activity and explain its meaning in an accessible way.

## Prepare and model

Use presentation slides 15–18 and Make a Picture Message. Say: “My choice is a quiet puzzle. I draw a puzzle or point to it. My message is ‘I choose a puzzle.’” Show how the image and words agree. Model an alternative invitation: “Come draw with me.” Ask which picture would help viewers understand. No perfect drawing or written sentence is required.

## Guided rehearsal

Pupils plan on the three-panel mat: a choice, a useful picture/scene and a message. They may draw, point to supplied contextual pictures, use AAC or have words scribed. A partner says what the message seems to mean; the maker confirms or clarifies. Accept either two-panel free-form story or a simple invitation.

## Independent transfer

After rehearsal, use Visual Message Check with the new Lee/collage scene. Read its words and prompts neutrally. Ask the pupil to show choice evidence, distinguish sleepy from drinking collage, and suggest a checking question if words were absent. Then the pupil makes a fresh personal/fictional message in the open area and explains it. Do not give the rehearsal a reward or choose the activity for them.

## Observe and differentiate

Use the separate teacher record and rubric for four areas: explicit preference evidence, picture/word links, checking uncertainty, coherent message. Note response mode and adult support. Support normal access such as reading/AAC; distinguish this from prompting the interpretation. Extend with an optional simple reason or changed-choice panel.

## Feedback and next step

Name the useful clue: “Your picture and words made the choice clear.” Re-teach only the area needing support. Review with the ten-question quiz if useful; every question has native feedback. Personal preferences are never marked wrong.

# Look, Listen, Check

1

Look for picture clues.



2

Listen to the words



I choose a story.

3

Check if you are unsure.



Pictures and words help us understand.

# Feeling or Choice?

How I feel now

I feel tired.



What I like

I like gardening.



Both can be true.

Ask the person if you are unsure.

Name: \_\_\_\_\_

# Match the Clear Message

Listen. Circle the matching choice.

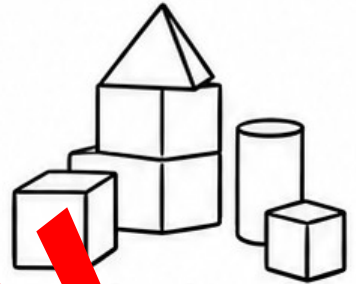
1.



Ari says  
"I choose  
a story."



books



blocks

2.



Sam says  
"I choose  
painting."



painting



music

3.



Leo says  
"I choose  
a quiet puzzle."



drum

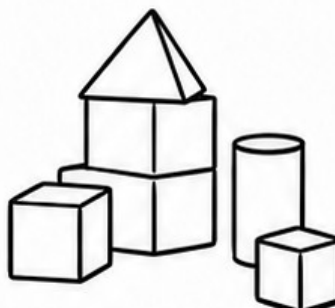


puzzle

4.



Ari says  
"I choose  
blocks."



blocks



books

Name: **ANSWERS**

# Match the Clear Message

Listen. Circle the matching choice.

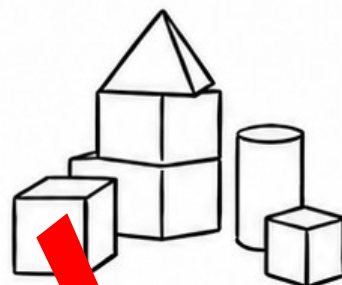
1.



Ari says  
"I choose  
a story."



books



blocks

2.



Sam says  
"I choose  
painting."



painting



music

3.



Leo says  
"I choose  
a quiet puzzle."



drum

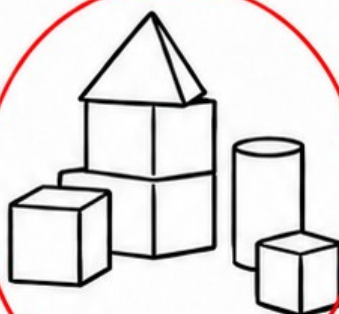


puzzle

4.



Ari says  
"I choose  
blocks."



blocks



books

Name: \_\_\_\_\_

# Words Tell Us More

Listen. Circle what each message tells us.

1.



I feel tired.

feeling  
now

like or  
choice

2.



I like  
gardening.

feeling  
now

like or  
choice

3.



I feel  
excited.

feeling  
now

like or  
choice

4.



I choose  
quiet reading.

feeling  
now

like or  
choice

A feeling and a choice can be different.

Name: **ANSWERS**

# Words Tell Us More

Listen. Circle what each message tells us.

1.



I feel tired.

feeling  
now

like or  
choice

2.



I like  
gardening.

feeling  
now

like or  
choice

3.



I feel  
excited.

feeling  
now

like or  
choice

4.



I choose  
quiet reading.

feeling  
now

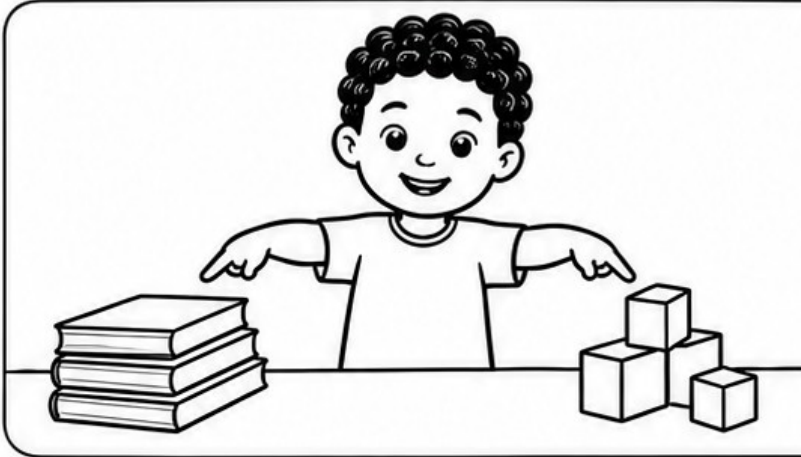
like or  
choice

A feeling and a choice can be different.

Name: \_\_\_\_\_

# What Could We Ask?

Listen. Circle the question that helps.



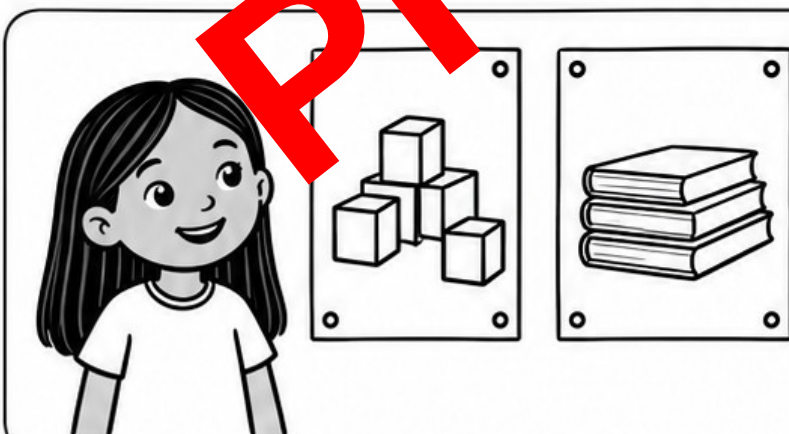
Do you choose books or blocks?

What is your name?



How old are you?

Which activity would you like?



Which club do you choose?

What colour is your shirt?

**My checking question**

---

---

Name: **ANSWERS**

# What Could We Ask?

Listen. Circle the question that helps.



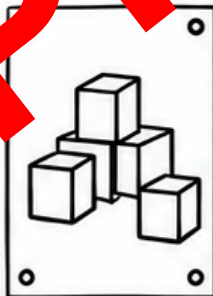
Do you choose books or blocks?

What is your name?



How old are you?

Which activity would you like?



Which club do you choose?

What colour is your shirt?

## My checking question

Example: Which one would you like?

Other helpful questions are welcome.

Name: \_\_\_\_\_

# Put the Choice in Order

Listen to the captions. Point or number the order.

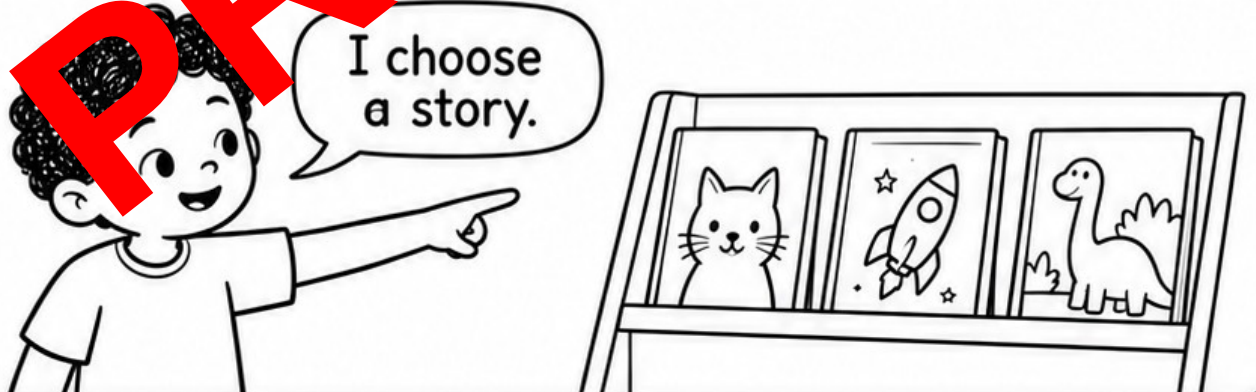
**A**



**B**



**C**



**First**

**Next**

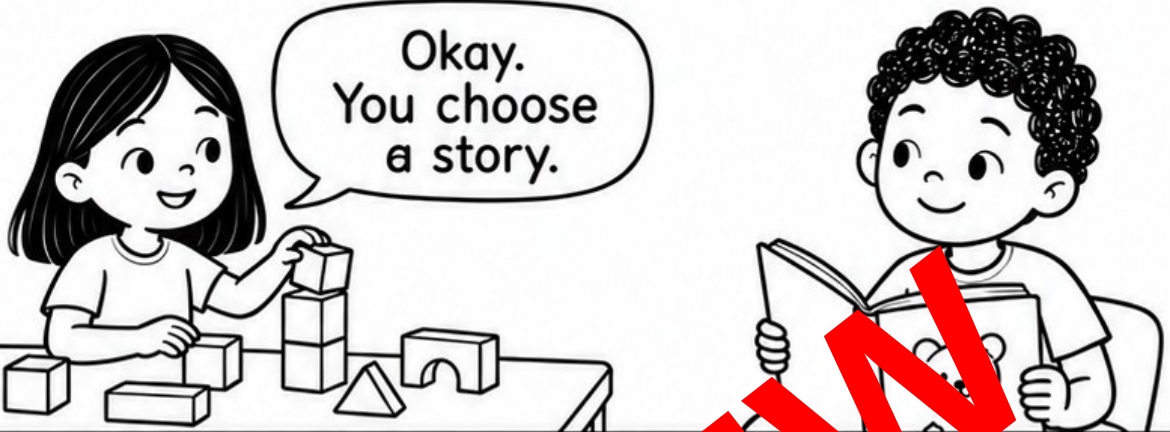
**Last**

Name: **ANSWERS**

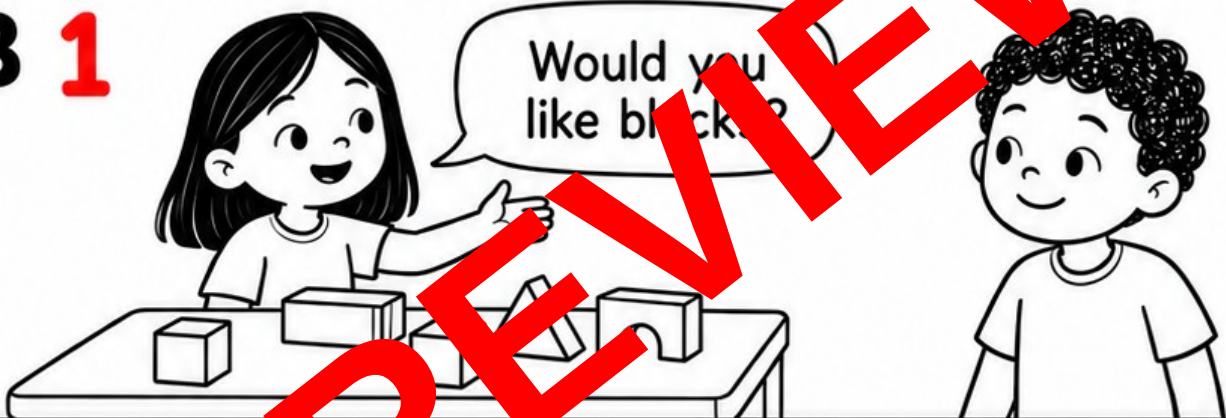
# Put the Choice in Order

Listen to the captions. Point or number the order.

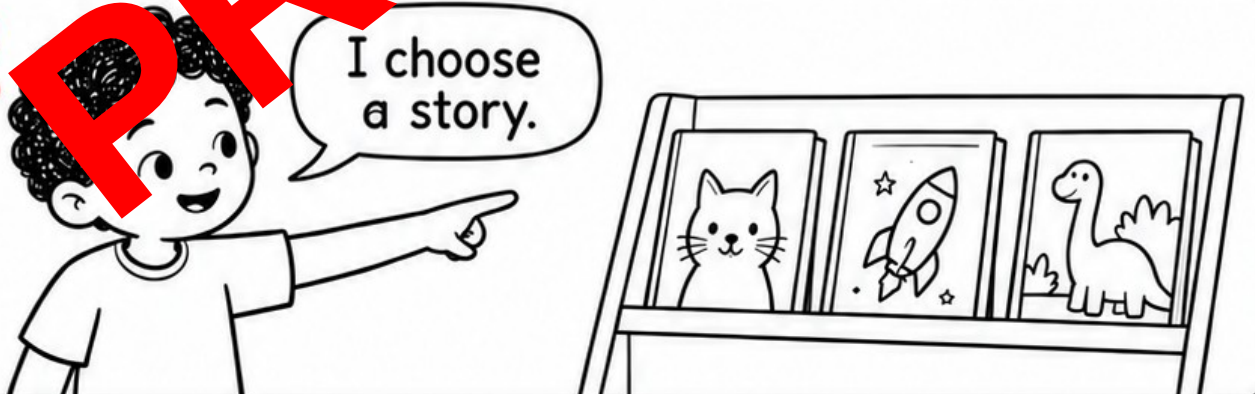
**A 3**



**B 1**



**C 2**



**First**

**B**

**Next**

**C**

**Last**

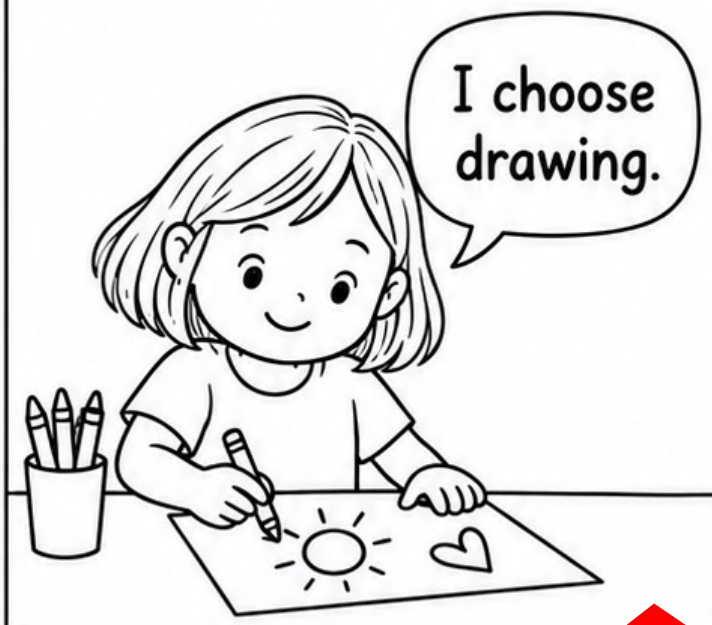
**A**

Name: \_\_\_\_\_

# A Choice Can Change

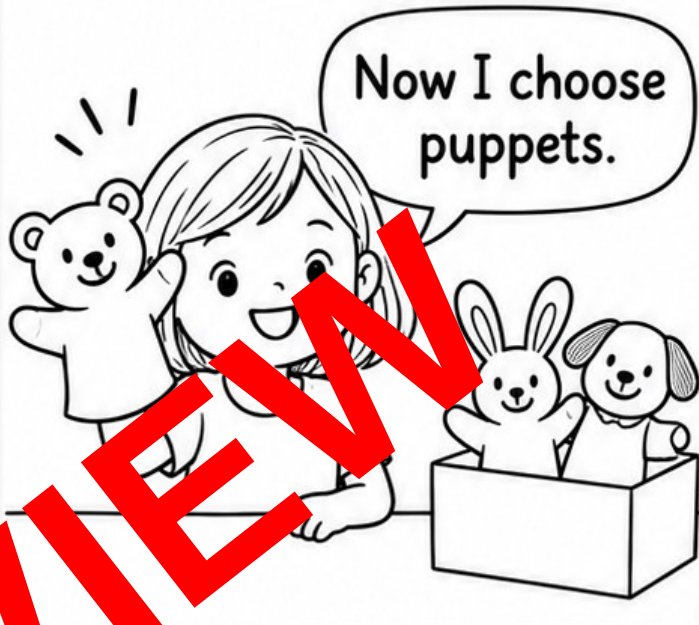
**Before**

I choose  
drawing.



**Now**

Now I choose  
puppets.



Before, Sam chose:

Now, Sam chooses:

My choice can change or stay the same.

My message: \_\_\_\_\_

Name: **ANSWERS**

# A Choice Can Change

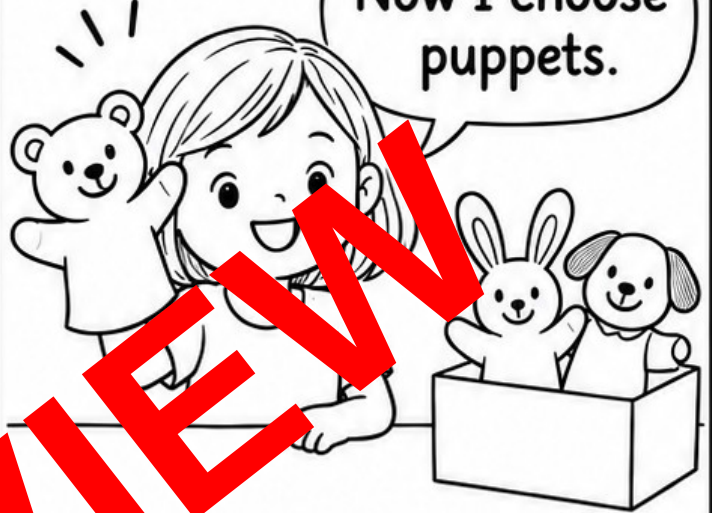
**Before**

I choose  
drawing.



**Now**

Now I choose  
puppets.



Before, Sam chose:

**drawing**

Now, Sam chooses:

**puppets**

My choice can change or stay the same.

Answers vary. A choice may  
change or stay the same.

My message: **Example: I still choose drawing.**

Name: \_\_\_\_\_

# Picture Invitations

Look. Listen. Tell or point.

## Build a Little Town



Come build with us.  
Make houses and roads.

## Story Corner



Come share a story.  
Look at books together.

1. What can you do at Build a Little Town?

\_\_\_\_\_

2. Which words invite you to Story Corner?

\_\_\_\_\_

3. Which picture helps explain Story Corner?

\_\_\_\_\_

4. Which would you choose?

\_\_\_\_\_

Name: **ANSWERS**

# Picture Invitations

Look. Listen. Tell or point.

## Build a Little Town



Come build with us.  
Make houses and roads.

## Story Corner



Come share a story.  
Look at books together.

1. What can you do at Build a Little Town?

**Build with blocks.**

2. Which words invite you to Story Corner?

**Come share a story.**

3. Which picture helps explain Story Corner?

**The open book.**

4. Which would you choose?

**Answers vary. Either choice is welcome.**

# Picture-and-Message Scene Cards



# Picture-and-Message Scene Cards

I feel tired.

I like gardening.

Grow  
Bright  
Things  
♥

QUIET  
READING



Animals  
Space  
Our World  
Big Ideas

I feel excited.  
I choose quiet  
reading.

Play  
Create  
Learn  
Together  
♥

I choose  
Story Corner.

Story  
Corner



Building  
Club



I choose  
building.

# Picture-and-Message Scene Cards

**We need to check.**



**Pictures and words agree.**

I choose  
the puzzle.



# Ari Chooses a Story

1

Would you like blocks?

2

I choose a story.

Books  
Bring  
Big Ideas

3

Okay. You choose a story.

Each choice is welcome.

# Sam Changes a Choice



A choice can change.

# Jo Chooses a Quiet Puzzle

1



2



3



# Build a Little Town

Come build with us.



Make houses and roads.



Try your own ideas.

# Story Corner

Come share a story.



Look at books together.



Choose a story.

# Clue Detectives

Story choice



Painting choice



Quiet puzzle



Tired gardener



Choice changed



Need to check



1. Choose a scene.
  2. Match a clue tile.
  3. Show or tell your evidence.
- Unsure? Ask a checking question.

# > Clue Detectives: Clue Tiles <

I choose  
a story.



The books  
match the  
words.



I choose  
painting.



The paint  
matches  
the words.



I choose  
a quiet  
puzzle.



The puzzle  
matches  
the words.



I feel  
tired.



I like  
gardening.



Now I choose  
puppets.



Sam's choice  
has changed.



We need  
to check.



Which one  
do you choose?



Match to the scene board. Explain or point to a clue.



# Make a Picture Message



## 1. My choice



## 2. My picture or gesture



## 3. My message



Speak, point, use AAC or ask someone to scribe.



Name: \_\_\_\_\_

# Visual Message Check

I feel sleepy.  
I choose collage.



1. What does Lee choose? Show a clue.

2. Does sleepy mean Lee dislikes collage?

3. If the choice words were missing, what could you ask?

## My own picture message

My message: \_\_\_\_\_

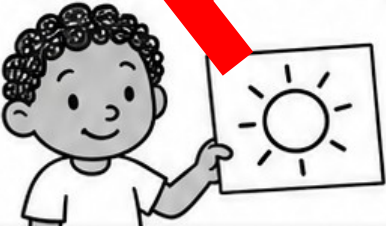
Read aloud. Accept spoken, pointed, AAC, drawn or scribed responses.

# Visual Message Check: Teacher Record

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Observe independent meaning-making after teaching.

|                                                                                                                                     |                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p><b>Reads an explicit preference clue</b></p>    | <p><b>Evidence / support used:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p><b>Distinguishes feeling from choice</b></p>   | <p><b>Evidence / support used:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p><b>Asks a relevant checking question</b></p>  | <p><b>Evidence / support used:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p><b>Makes an explicit message</b></p>          | <p><b>Evidence / support used:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> |

**Response mode:** speech / pointing / AAC / drawing / scribing

**Next teaching step:** \_\_\_\_\_

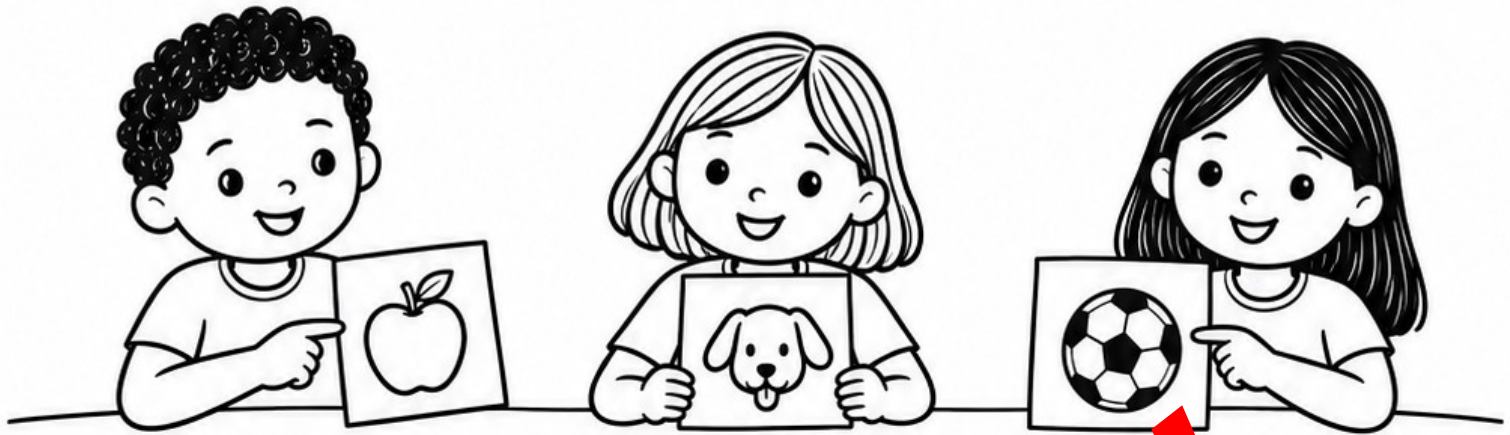


Lee chooses collage. The words and pointing support this.  
 Sleepy does not tell us Lee dislikes collage.  
 Ask which activity Lee chooses if words are missing.

Do not score art, handwriting, eye contact or a preferred club.

# Picture Message Rubric

Name: \_\_\_\_\_



| Learning focus                   | With support                   | Developing                                | Independent                                  |
|----------------------------------|--------------------------------|-------------------------------------------|----------------------------------------------|
| <b>Reads preference evidence</b> | Finds a clue with help         | Finds an explicit clue with a prompt      | Identifies an explicit preference clue       |
| <b>Links picture and words</b>   | Matches with modeling          | Links a picture and words with a prompt   | Links picture and word clues clearly         |
| <b>Checks unclear meaning</b>    | Uses a model checking question | Asks a relevant question with a prompt    | Checks instead of guessing certainty         |
| <b>Makes a clear message</b>     | Shares a choice with support   | Connects choice and picture with a prompt | Makes and explains a coherent choice message |

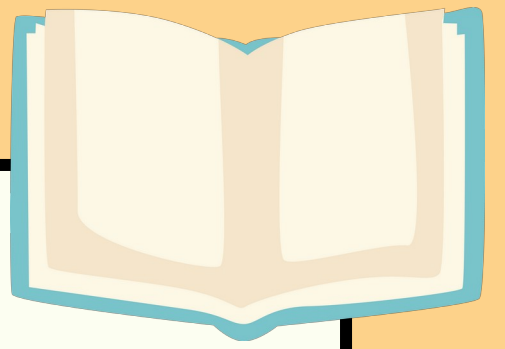


Accept speech, pointing, AAC, drawing or scribing.  
Assess meaning, not art or handwriting.

# Feelings and Choices in Pictures Foundation



# Pictures carry messages



We can find a choice in pictures and words.

We can check when we are unsure.

We can make our own clear message.



# Ari chooses a story



Ari says, "I choose a story."

Ari points to the books.

What does Ari choose?



# Clues work together



The words name the choice.

The pointing shows the books

The picture and words agree.



**We can check.**



Sam points between two objects.

We have no choice words yet.

Ask: "Books or blocks?"

**We need to check.**





# A clear message

Sam says, "I choose painting."

Choose the matching picture.

Show the clue that helped you.



# Feeling and liking differ



"I feel tired." tells how Sam feels now.

"I like gardening." tells what Sam likes.

Both can be true.



# Words help us understand



Ari says, "I feel excited.

I choose quiet reading."

Ari chooses reading. The smile alone

does not tell us.



# Our clue practice



Listen to each message.

Circle, point or say what it tells you.

Use a checking question when a choice is unclear.



# Ari and Jo choose



Jo invites Ari to blocks.

Ari chooses a story.

Jo accepts the choice. Both play.



# Sam changes a choice

First Sam chooses drawing.

Sam tries puppets by choice.

Now Sam chooses puppets.



# The story has an order



Which happened first?

Which words tell the choice?

What happens after the choice?

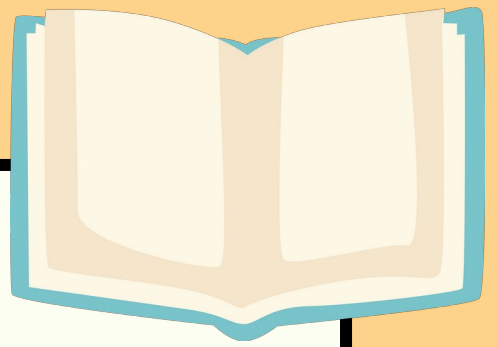


# A picture invites us

"Come build with us." invites us to join

The blocks show what we can do

Which clue explains the activity?



# Two different invitations

Story Corner offers books and stories.

Build a Little Town offers building toys.

Choose either, or say "not today".



# My message has meaning



My choice: a quiet puzzle.

My picture: a puzzle.

My words: "I choose a puzzle."

I can speak, point or use AAC

**Pictures and words agree.**



# My own picture message



Look at Lee's new message. Show a clue.

Make a picture or invitation for your choice.

Explain it in a way that works for you.



# Clues help us understand



A face alone cannot prove a choice.

Words and context help us understand.

A choice can change. We can ask.





Well Done!



PREVIEW

# Picture Message Quiz Foundation





# Question 1

Ari says, "I choose a story."

What does Ari choose?

A. Books or a story

B. Blocks



# Answer 1



A. Books or a story

Ari's words name the choice



## Question 2



Sam says, "I feel tired.

I like gardening." Can both be true?

A. Yes

B. No





## Answer 2

A. Yes

Feeling now and liking an activity can differ.



## Question 3



Sam points between books and blocks.  
There are no choice words. Do we know  
for sure?

A. Yes

B. No, we need to check



**We need to check.**



## Answer 3

B. No, we need to check

Ask which one Sam chooses





## Question 4

Jo says, "I do not want the drum today."

What do the words tell us?

- A. Jo never likes any music.
- B. Jo does not want the drum today.





## Answer 4

B. Jo does not want the drum today.  
The message is about this choice today.



## Question 5

Sam says, "Now I choose puppets."  
What is Sam's current choice?

- A. Drawing
- B. Puppets





## Answer 5

B. Puppets

Sam's words explain the changed choice.



## Question 6

Which order tells Ari's story?

- A. Invitation, choice, acknowledgement
- B. Acknowledgement, invitation, choice

**Ari Chooses a Story**

1. Would you like blocks?

2. I choose a story.

3. Okay. You choose a story.

**Each choice is welcome.**





## Answer 6

A. Invitation, choice, acknowledgement  
Jo invites. Ari chooses. Jo says okay.



## Question 7

"Come build with us."

What does this invitation offer?

A. Building with blocks

B. A drum lesson



## Answer 7



A. Building with blocks

The words and blocks show the activity.



## Question 8



Which clues explain Story Corner?

- A. The book picture and story invitation
- B. An unrelated decoration



## Answer 8



A. The book picture and story invitation  
Both clues point to sharing stories.





## Question 9

A smiling face has no choice words.  
Does it prove a particular sub choice.

A. Yes

B. No





## Answer 9

B. No

A smile alone does not prove a club preference.





## Question 10

A child points to a drawing and says 'AA'.

Can this make a clear choice message?

A. Yes, if the meaning is clear

B. No, only by writing counts



## Answer 10



A. Yes, if the meaning is clear

Different ways can communicate a choice.





Well Done!



PREVIEW