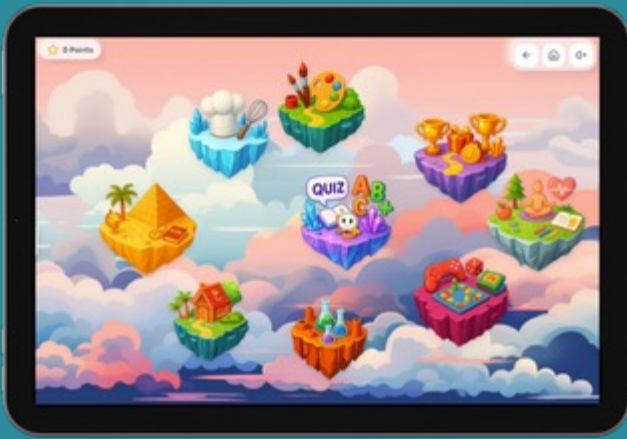


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Our Classroom Help Desk - Year 2

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Messages That Fit

Choose words, details and tone that help this listener understand and respond.

1 Name the listener and purpose.



2 Choose the mode.



3 Make the need clear.



4 Explain one choice.



Spoken to a classmate

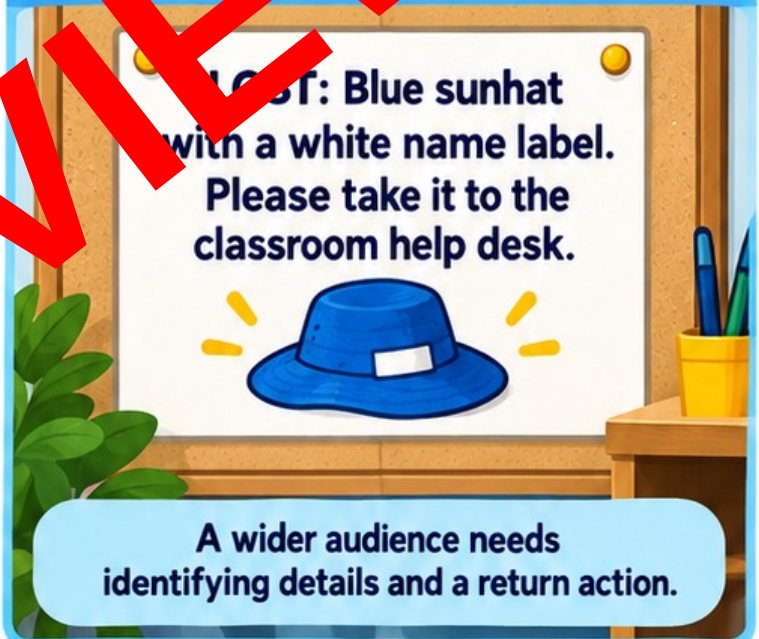
I can't find my blue sunhat.
Have you seen it near
the bag hooks?



The listener can answer now.
The detail helps.

Public written notice

Lost: Blue sunhat
with a white name label.
Please take it to the
classroom help desk.



A wider audience needs
identifying details and a return action.

Needs revision

Give me my hat!



Revision

I am looking for my blue
sunhat. Please bring it to the
help desk if you find it.



Respect can sound warm, direct or more formal.
The relationship, context and purpose guide the choice.

Our Classroom Help Desk — Teacher Guide

Year 2 English • Five lessons • 30–40 minutes each



Goal

Learners adapt spoken, written and simple digital messages for a listener, purpose and context, then explain one important choice.



1

Purpose and audience — compare a spoken lost-hat request with a public notice.

2

Conversation and notice — identify what changes when the audience widens.

3

Clear help requests — plan, rehearse and revise a playground equipment request.

4

Helpful replies — adapt tone and details for a new classmate.

5

Independent exchange — complete a paired request and reply in two modes.



Teaching routine



Name the listener and purpose.



Choose the mode.



Draft the message.



Rehearse with a listener.



Revise one consequential choice.



Explain why it fits.



Preparation, Access and Evidence



Equipment

Role cards • challenge cards • timer • observer sheet • pencils • optional AAC or communication supports



Before teaching

Print the cards and student pages. Choose pairs. Place role cues where learners can see them. Decide how spoken, written and digital responses will be represented safely without personal information.



Vocabulary

speaker — person sending the message

listener — person receiving

role — a person's part in the situation

request — asking for help or action

tone — how a message sounds or feels

clarify — make meaning easier to understand



Access

Use visual role cues, sentence stems and partner rehearsal. Accept AAC, signing, speech-to-text, pointing or a supported response when these preserve the learning target. Reduce reading and handwriting load when those skills are not being assessed.



Evidence

Observe the actual exchange. Record one reason tied to listener or purpose. Record one specific improvement after rehearsal.



Caution

Formal and informal language are not a good/bad pair. Relationship, context and purpose matter. Respect home languages and dialects.

Help-Desk Message Cards 1-3 — Lost Hat

Read each card. Name the listener, purpose and mode. Notice why the wording fits.

1

Spoken to a friend

I can't find my blue sunhat.
Have you seen it near
the bag hooks?

Fit: a friend can answer straight away.



2

Written public notice

**LOST: Blue sunhat with
a white name label.**
Please take it to the classroom
help desk.



Fit: any reader can identify and return it.

3

Simple digital class message

A blue sunhat with a white name label
is missing. Please reply to the teacher
if you saw it near the oval.

Fit: the class receives one clear action.



Same need, different audience and mode. Which details stay important?

Help-Desk Message Cards 4-6 — Playground Equipment

Compare the request, reply and public reminder.

4 Student to equipment monitor

Could I borrow a basketball for our game? We will return it at the bell.

Fit: item, purpose and return time are clear.



5 Equipment monitor reply

Yes. Please take one from the blue tub and bring it back when the bell rings.

Fit: the helpful reply gives a place and action.



6 Written reminder

PLAYGROUND EQUIPMENT:
Return balls and ropes to the
blue tub at the bell.



Fit: a public reader can act without asking a question.

Contrast: 'Ball!' leaves the listener to guess the need.

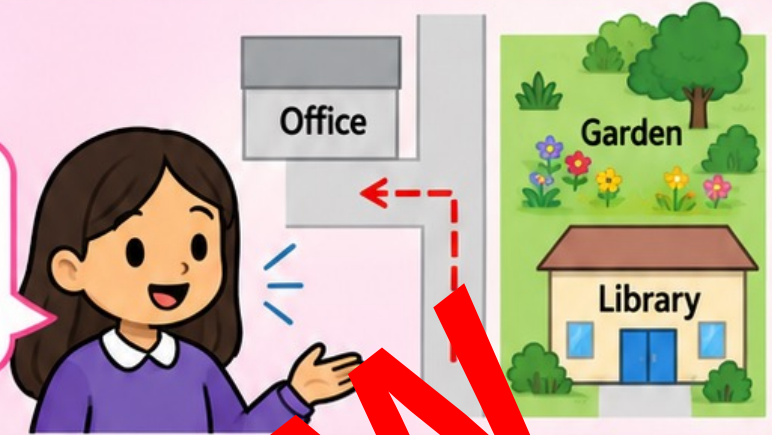
Help-Desk Message Cards 7-9 – Directions for a New Classmate



Notice what the new classmate needs to hear or see.

7 Spoken guide

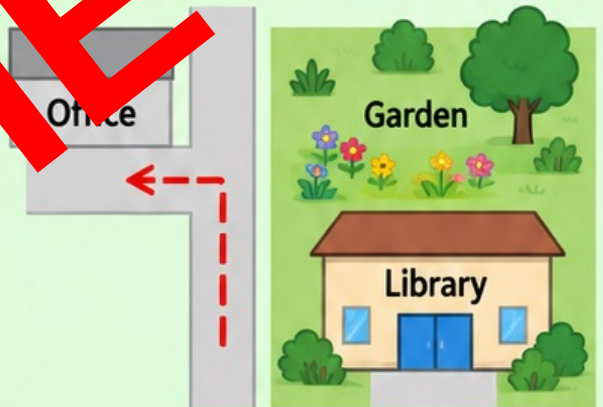
Walk past the office, then turn left.
The library is beside the garden.
Would you like me to walk with you?



Fit: the listener can ask a question.

8 Written direction card

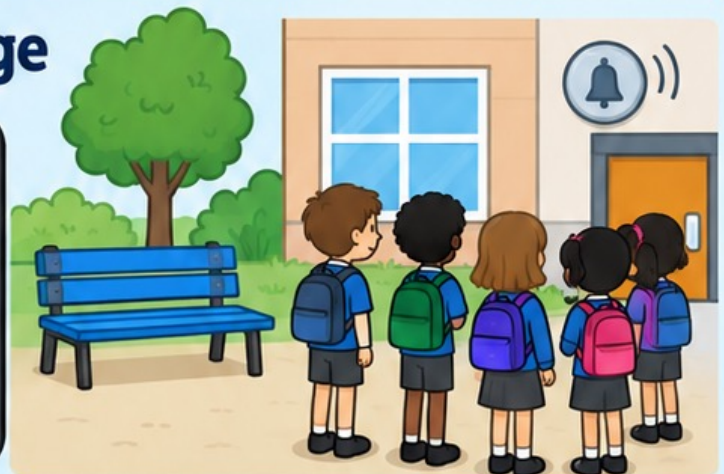
LIBRARY: pass the office,
turn left, look beside the
garden.



Fit: short steps can be checked while walking.

9 Simple digital message

Meet our class after lunch
beside the blue bench.
I can show you the line
before the bell.



Fit: the place, time and offer of help are clear.



Contrast: “It is over there” depends on shared knowledge.

Help-Desk Message Cards 10–12 — Adapt the Choice

One condition changes on each card. Decide what the message needs now.

10 Audience changes

A friend asks about a lost hat. Now write for anyone near the racks. Add the hat's colour and a return place.



11 Mode changes

You gave spoken directions to the art room. Now make a direction card. Use short ordered steps.



12 Purpose changes

The equipment monitor cannot hear the item. Clarify: 'A skipping rope, please, for our two-person game.'



Matched contrast

Longer and more formal does not always mean clearer. Keep the details the listener needs.



Name: _____

Date: _____

Request and Reply Planner — Guided Choices

Use the model to make four decisions. Write or point to your answer.

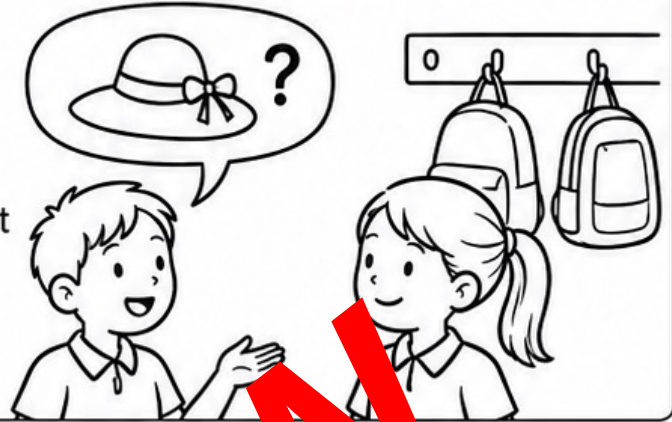
MODEL

Need: find a blue sunhat.

Listener: a classmate.

Spoken request: 'Have you seen my blue sunhat near the bag hooks?'

Reason: the listener can answer now.



1 Who is the listener in the model?

☐

a classmate

☐

everybody at school

2 What is the purpose?

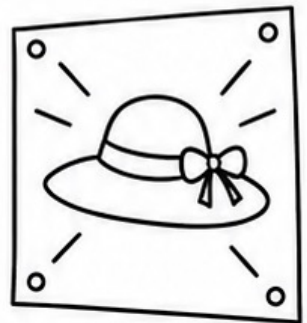
☐

ask for help

☐

tell a joke

3 Change the model into a public notice. Add one identifying detail.



4 Reply as the listener. Ask one useful clarifying question.



One choice that helps the listener is...

Name: **ANSWERS**

Date: _____

Request and Reply Planner — Guided Choices

Use the model to make four decisions. Write or point to your answer.

MODEL

Need: find a blue sunhat.

Listener: a classmate.

Spoken request: 'Have you seen my blue sunhat near the bag hooks?'

Reason: the listener can answer now.



1 Who is the listener in the model?



a classmate



very late at school

2 What is the purpose?



ask for help

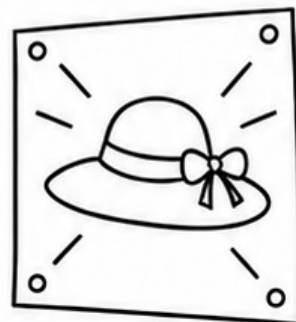


tell a joke

3 Change the model into a public notice. Add one identifying detail.

Blue sunhat with a white name label.

Please take it to the classroom help desk.



4 Reply as the listener. Ask one useful clarifying question.

Where did you last see it?



One choice that helps the listener is...

The colour helps the listener identify the hat.

Request and Reply Planner — Core Practice

Name: _____ Date: _____

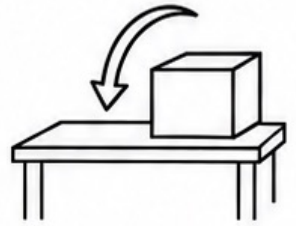
Complete six mixed decisions. There is no model on this page.

- ① Message: 'Please put it there.' Circle the missing detail.

item

rhyme

colour of the wall



- ② Write a clear request to the equipment monitor for a basketball.



- ③ Write a helpful reply that includes where to collect it.



- ④ Audience: anyone near the bag racks. Write one lost-hat notice detail.



- ⑤ A new classmate asks for the library. Choose spoken or written directions and state why.



- ⑥ Revise 'Give me the rope!' so the need and relationship are clear.



PREVIEW

Request and Reply Planner — Core Practice

Name: ANSWERS Date: _____

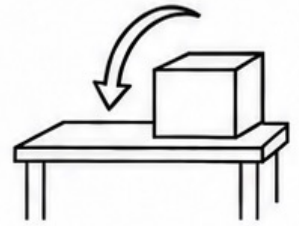
Complete six mixed decisions. There is no model on this page.

- ① Message: 'Please put it there.' Circle the missing detail.

item

rhyme

colour of the wall



- ② Write a clear request to the equipment monitor for a basketball.

Could I borrow a basketball for our game? We will return it at the bell.



- ③ Write a helpful reply that includes where to collect it.

Yes. Take one from the blue tub and return it to the bell.



- ④ Audience: anyone near the bag racks. Write one lost-hat notice detail.

Blue sunhat with a white name label.



- ⑤ A new classmate asks for the library. Choose spoken or written directions and state why.

Written directions, because the new classmate can check the steps while walking.



- ⑥ Revise 'Give me the rope!' so the need and relationship are clear.

Could I please borrow a skipping rope for our game?



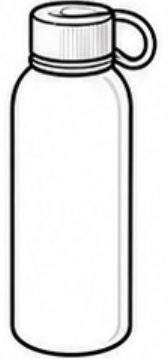
Name: _____

Date: _____

Request and Reply Planner — Transfer

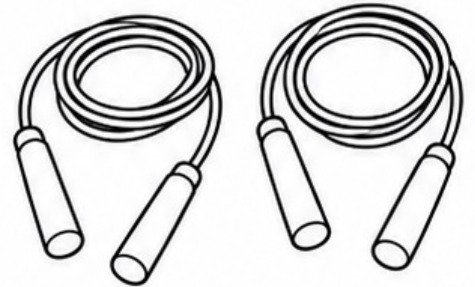
Respond to three new cases. Give a reason or evidence for each choice.

- 1 A blue drink bottle with a silver lid is missing from the bag area.
Write a simple digital class message.



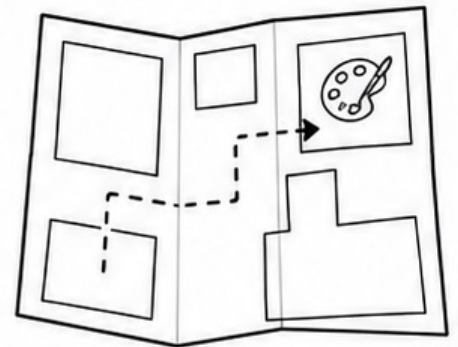
This fits the readers because...

- 2 Two skipping ropes are needed from the equipment monitor.
Write a spoken request.



One helpful detail from the choice is...

- 3 A new classmate needs the art room before first break.
Write short directions in a mode you choose.



I chose this mode because...

Name: **ANSWERS**

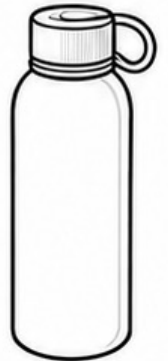
Date: _____

Request and Reply Planner — Transfer

Respond to three new cases. Give a reason or evidence for each choice.

- 1** A blue drink bottle with a silver lid is missing from the bag area.
Write a simple digital class message.

**A blue drink bottle with a silver lid is missing from the bag area.
Please take it to the classroom help desk if you find it.**

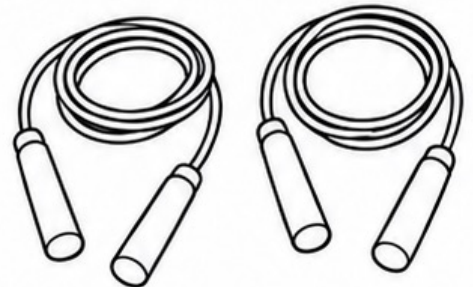


This fits the readers because...

Readers get identifying details and one clear action.

- 2** Two skipping ropes are needed from the equipment monitor.
Write a spoken request.

Could we please borrow two skipping ropes for our game? We will return them to the hall.

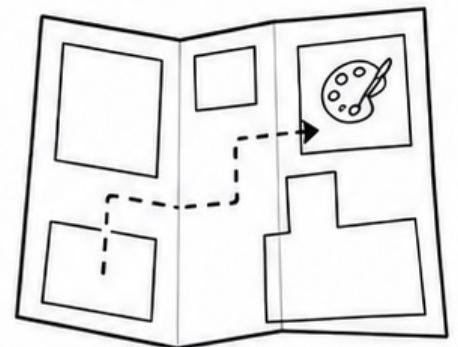


One helpful detail for your choice is...

The item, number, purpose and return plan are clear.

- 3** A new classmate needs the art room before first break.
Write short directions in a mode you choose.

Art room: walk past the office, turn right, and stop at the paintbrush sign.



I chose this mode because...

Written steps can be checked while walking.



Set up

Work with a partner. Choose a role card and challenge card. Place the quick-check key between you. Use a timer only to keep turns moving.



Each turn

- 1 Name the listener and purpose.
- 2 Give the request in the stated mode.
- 3 Listener replies or asks for clarification.
- 4 Speaker revises one important choice.
- 5 Explain why it fits.

Worked turn

Role: student and equipment manager.
Challenge: two skipping ropes are missing.
Request: 'Could I please borrow two skipping ropes for our game? We'll need them at the bell.'
Reply: 'Yes. Take them from the blue tub.'
Clarify: 'Which blue tub?'
Revised reply: 'The blue tub beside the oval gate.'



Quick-check key



The turn is ready when the listener and purpose are clear, the need can be acted on, the tone supports the relationship, and the speaker explains one choice.

Finish

Complete six useful turns or all twelve cards. There are no lost turns.



Help Desk Challenge Cards 1–6

Cut apart. On every turn, give the message and explain one choice.

1 Lost hat

Friend • Spoken

Ask where it was last seen.



2 Lost hat

Public audience • Written notice

Add two identifying details and a return place.



3 Equipment

Monitor • Spoken

Borrow one basketball and state the return time.



4 Equipment

Whole class • Written reminder

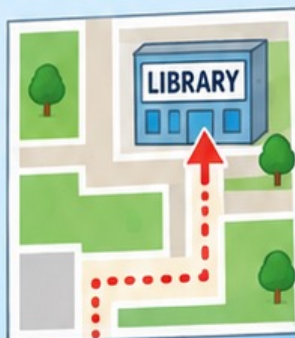
Tell readers where and when to return ropes.



5 New classmate

One listener • Spoken directions

Give two ordered steps to the library.



6 New classmate

One listener • Simple digital message

Give the lunch line place and time.



Help Desk Challenge Cards 7–12

Cut apart. The listener may ask one question before the speaker revises.

7

Lost hat

Teacher • Spoken



Report the missing item without blaming anyone.

8

Lost hat

Class group • Digital



Ask for help and protect personal information.

9

Equipment

Friend • Spoken



Ask to share a ball during the game.

10

Equipment

Monitor • Spoken

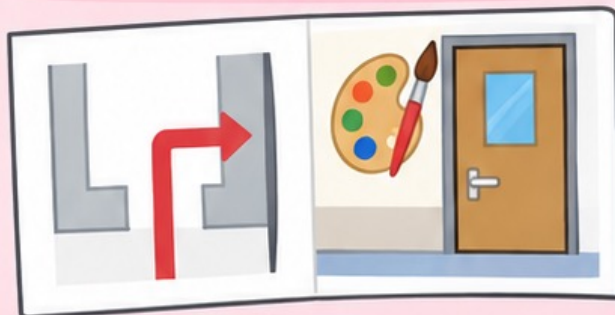


Clarify which blue tub the reply means.

11

New classmate

Written card



Give directions to the art room before first break.

12

New classmate

Spoken



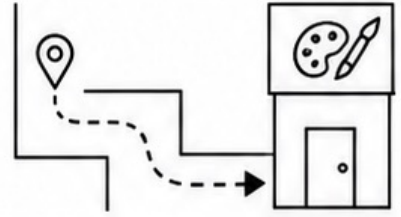
Answer an unexpected question about where to turn.

Two-Mode Exchange Rehearsal

Name: _____ Date: _____

Fresh case

A new classmate needs to reach the art room before first break.



Part A — Spoken

Plan what you will say. Include two ordered steps and a way to check understanding.

Part B — Written or simple digital

Write a short message the classmate can check while moving.

Part C — Reason

Explain one choice tied to the listener or purpose.

Rehearsal note

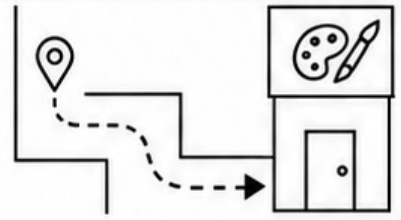
After practising, change one word, detail or delivery choice.

Two-Mode Exchange Rehearsal

Name: _____ **ANSWERS** _____ Date: _____

Fresh case

A new classmate needs to reach the art room before first break.



Part A — Spoken

Plan what you will say. Include two ordered steps and a way to check understanding.

Walk past the office, then turn right. The art room has a paintbrush sign.

Would you like me to say the steps again?

Part B — Written or simple digital

Write a short message the classmate can check while moving.

ART ROOM: pass the office, turn right, stop at the paintbrush sign.

Part C — Reason

Explain one choice made to the listener or purpose.

Short ordered steps help a new listener follow the route.

Rehearsal note

After practising, change one word, detail or delivery choice.

Pause after each spoken step.

Accept another accurate route when the listener, purpose and mode are clear.

Name: _____

Date: _____

**Our
Classroom
Help Desk**



Repair the Message



Claim

Formal words are always more respectful,
so use the longest words every time.



1 What is wrong with this claim?

2 Repair the claim so it explains what really guides message choice.

3 Compare: 'Please put it here' 'Please return the skipping ropes to the blue tub at the bell.' Which is better? Use exact evidence.

4 Rehearse one reply. Record one change to tone or detail.

Do not mark down a home language, dialect or accessible communication mode. Judge whether the message works for the listener, purpose and context.

Name: **ANSWERS**

Date: _____

**Our
Classroom
Help Desk**



Repair the Message

Claim

Formal words are always more respectful,
so use the longest words every time.



1 What is wrong with this claim?

Formal language is not automatically respectful or clear.

2 Repair the claim so it explains what really guides message choice.

A respectful message fits the relationship, context and purpose and gives the listener the details they need.

3 Compare: 'Please put it there.' 'Please return the skipping ropes to the blue tub at the bell.' Which is clearer? Use exact evidence.

The second message is clearer because it names the ropes, blue tub and bell time. 'There' leaves the place unclear.

4 Rehearse one reply. Record one change to tone or detail.

Example: slow down and stress 'blue tub', or add 'beside the oval gate' after the listener asks.

Do not mark down a home language, dialect or accessible communication mode. Judge whether the message works for the listener, purpose and context.

Two-Mode Help-Desk Exchange — Assessment

Name: _____

Date: _____

Partner: _____

Case

After lunch, the skipping ropes are missing from the equipment tub.

Part A — Spoken request

Partner A gives a spoken request to the equipment monitor.

Listener: _____

Purpose: _____

Exact request:

Tone or delivery choice:

Part B — Simple digital reply

Partner B gives a simple digital reply that tells when the ropes should be returned.

Exact reply:

Action and place:

Part C — Perform and explain

Perform the exchange. Each partner explains one choice tied to the listener or purpose.

Part D — Improve

After rehearsal, record one specific improvement.

Observer checks

- ☐ clear listener and purpose ☐ actionable detail ☐ fitting tone
☐ reason given ☐ specific improvement

Access: AAC, signing, speech-to-text, pointing or a supported response may be used when the same message choices are demonstrated.

Two-Mode Help-Desk Exchange — Assessment

Name: **ANSWERS**

Date: _____

Partner: _____

Case

After lunch, the skipping ropes are missing from the equipment tub.

Part A — Spoken request

Partner A gives a spoken request to the equipment monitor.

Listener: **equipment monitor**

Purpose: **borrow two ropes**

Exact request:

Could I please borrow two skipping ropes for our game? We will return them at the bell.

Tone or delivery choice:

warm, clear voice; say the number slowly

Part B — Simple digital reply

Partner B gives a simple digital reply that tells when the ropes should be returned.

Exact reply:

Yes. Take two ropes from the blue tub before the oval gate. Return them when the bell rings.

Action and place:

Return two ropes to the blue tub before the oval gate.

Part C — Perform and explain

Perform the exchange. Each partner explains one choice tied to the listener or purpose.

Reason: the number, place and return time help both listeners act.

Part D — Improve

After rehearsal, record one specific improvement.

Add the exact tub location or slow the spoken request so the listener hears the number.

Observer checks

- | | | |
|--|--|--|
| ☒ clear listener and purpose | ☒ actionable detail | ☒ fitting tone |
| ☒ reason given | ☒ specific improvement | |

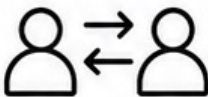
Credit an independently clear paired exchange in two modes, a listener/purpose reason and one specific rehearsal improvement. Ornate vocabulary alone does not earn credit.

Access: AAC, signing, speech-to-text, pointing or a supported response may be used when the same message choices are demonstrated.

Learning Evidence Rubric — Our Classroom Help Desk

Name: _____ Date: _____

Judge the observed exchange, explanation and revision. Do not convert this rubric to a percentage.

Criterion	Needs teaching	Developing with support	Target met independently
Message choice 	Uses unclear details or treats formal language as always better.	Chooses suitable words for a familiar model with a prompt.	Adapts words, details and tone for a fresh listener, purpose and mode.
Exchange 	Cannot yet complete the paired request and reply.	Completes both modes with a model or step prompts.	Completes a clear paired request and reply in two modes.
Reason and evidence 	Gives a guess or preference without message evidence.	Names a relevant detail but needs connecting it.	Explains a choice using a specific listener, purpose or text detail.
Transfer and revision 	Fresh context remains unclear or no revision is made.	Transfers with support and makes a prompted change.	Transfers to the new case and records one specific rehearsal improvement.

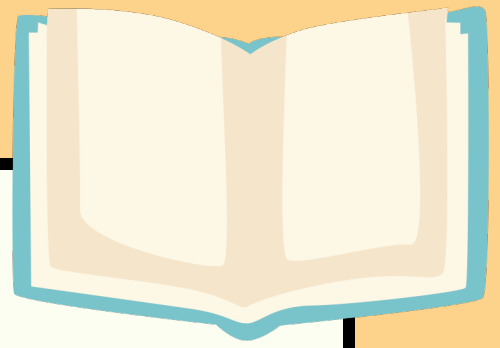
Observed evidence

Next teaching step

Accept home languages, dialects and accessible communication modes when the learner demonstrates the same target.

Our Classroom Help Desk





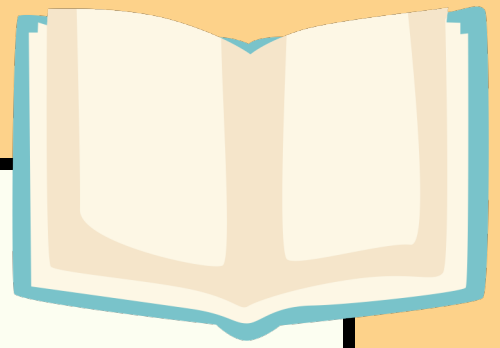
Message purpose and audience

Learning goal: choose words and tone that help a listener understand and respond.

Success: identify the speaker, sender, purpose and mode; adapt one important choice; explain why it fits.

Diagnostic: compare “I can’t find my blue sunhat. Have you seen it?” with “LOST: Blue sunhat with a white ribbon. Please take it to the classroom help desk.” What choices, and why?





Words for message choices

speaker — the person sending the message

listener — the person receiving it

role — the part a person has in the situation

request — asking someone to do or give something

tone — how the words sound or feel

clarify — make an idea easier to understand

One example: "Could you clarify which hat is missing?"





A message that fits

Before choosing words, name the listener and purpose.

Choose a mode the listener can use.

Make the need clear.

Use a tone that supports the relationship.

Explain one choice.

Use the Message That Fit display to guide your decision.





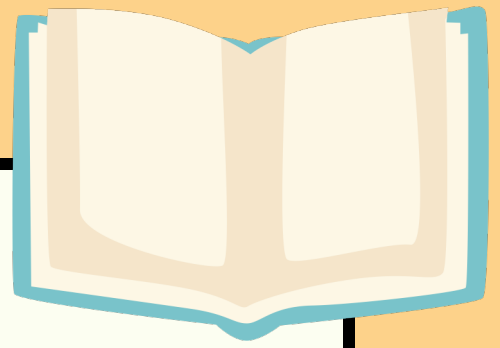
Lost hat conversation

Spoken message to a classmate:

“I can’t find my blue sunhat. Have you seen it near the dining hooks?”

Why it fits: the listener can answer with identifying detail helps; the warm, direct tone fits a classmate.





Lost hat public notice

Written notice:

“LOST: Blue sunhat with a white name label. Please take it to the classroom help desk.”

The public audience needs identifying details and a return action. Compare this with the conversation. Neither model is automatically better.





Playground request

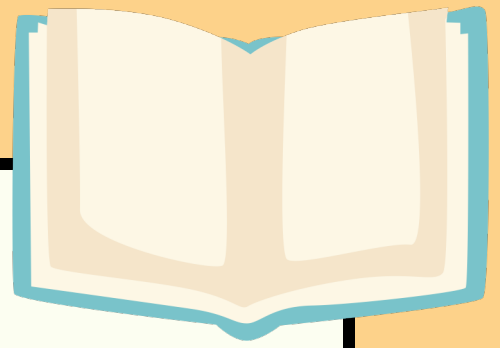
Pause and decide. You need a basketball for the gym class monitor.

A. "Give me a ball."

B. "Could I please borrow a basketball for our game? We will return it at the bell."

Which choice helps the listener respond, and why?





Playground request reasoning

The second request names the item, explains the purpose of the request, and promises a return time.

“Please” helps, but clarity and context are the main work. A friendly shorter request could also fit when the roles and situation are already clear.





Conversation or notice

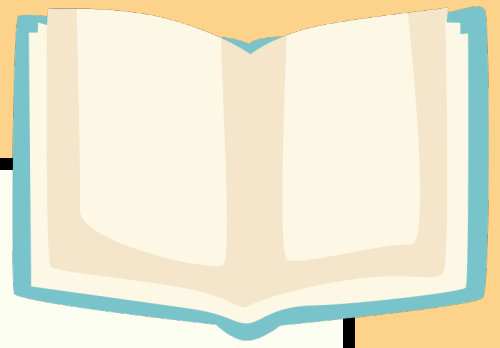
Fresh decision: a new classmate needs directions to the library.

A spoken message can respond to questions. A written direction card can be checked while walking.

Choose one mode and justify why it fits the listener and purpose.



Help-desk simulation turn



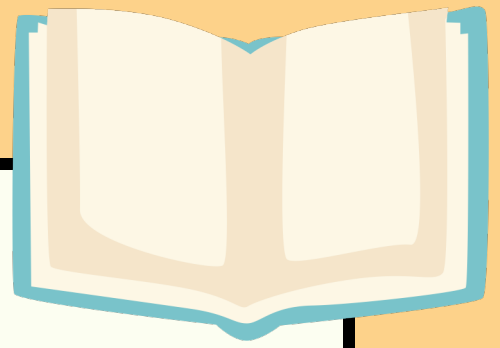
Role: equipment monitor. Challenge: too many requests are pressing.

Model the request, the listener reply, clarification and one revised sentence.

Then explain which word or tone you matched to the listener or purpose.



Independent challenge



A new classmate asks where to line up after lunch.

Name the audience, purpose and mode. Draft a useful message. Explain one choice.

Keep your own words – this slide does not reveal a model answer.



Respect depends on context.



Incorrect idea: "Formal words are always more respectful."

Correction: respectful communication can be warm, direct or more formal. The relationship, situation and purpose guide the choice. Home languages, dialects and accessible communication modes are valid.





Fresh transfer case

A new classmate needs directions to the dining room before first break.

Plan what to say, what the transfer needs to see and how to check understanding.

This prepares you for rehearsal without copying the final assessment.





One target, different access

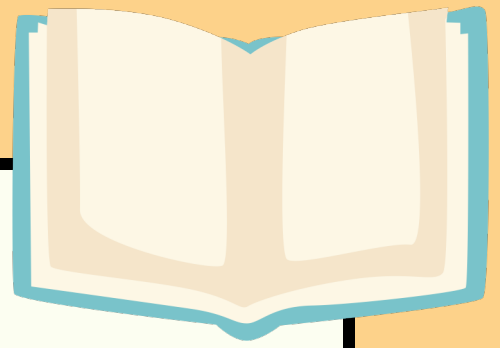
Support: visual role cue, sentence stem board, rehearsal, A for supported communication.

Core: adapt one spoken and one written digital message independently.

Extension: answer unexpected listener question and justify the revision.

All notes keep the same communication target.





Independent assessment

Use the playground equipment case. Partner A gives a spoken request. Partner B gives a simple digital reply. Swap roles or use an accessible communication mode.

Each learner states a reason tied to the listener or purpose and one rehearsal improvement. No model or peer appears.





Evidence and next step

What did my listener understand?

Which word, detail or tone helped?

What changed after rehearsal?

What will I try next time?

Gather actual observed evidence and name one precise next step.





Message choices across modes

Spoken messages allow immediate questions

Written notices reach a wide audience and need clear identifying details.

Simple digital messages can be brief but still need a clear recipient, purpose and action.

Strong communicators describe and explain.





Well done!
Choose words and one that help
your listener understand.



PREVIEW

Our Classroom Help Desk Quiz





Question 1

Mia says to a classmate, 'I can't find my green hat. Have you seen it near the oval?'
What is Mia's main purpose?

- A. entertain the class
- B. ask for help finding an item
- C. give directions
- D. announce a rule





Answer 1

B. Mia asks the classmate to help find an item. The classmate can place make the request clear.





Question 2

Compare these playground requests

A. 'Ball!'

B. 'Could I borrow a basketball for a game? I will return it at the bell.'

Which message helps the equipment monitor respond? Explain one reason.





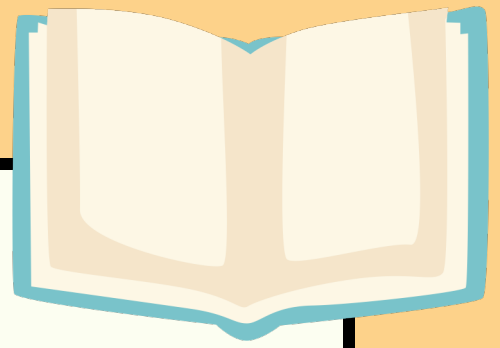
Answer 2

Message B gives the item, purpose and return time. A shorter message could fit if the listener already knows the situation, but 'Ball!' alone leaves the need unclear.



Question 3

A partner needs directions to the library. Give a spoken direction and a short written or digital direction. Make both clear for the same partner.





Answer 3

Example spoken: 'Walk past the office, then turn left. The library is beside the garden.
Would you like me to walk with you?'

Example written: 'Library: pass the office, turn left and look beside the garden.'

Credit clear match. Directions in two modes.





Question 4

Read: 'LOST: Red hat with a star patch' Please take 'Room 4.'

Name the audience and one feature that helps.





Answer 4

The audience is anyone who may see or find the hat, the collar, star patch and return place help the public audience act.





Question 5

A student first asks a friend, 'Have you seen...?' and how the message will become a public notice.

What one detail must be added, and why?





Answer 5

Add an identifying detail or return address, such as the date, time, and where to take it.
A public reader may not know the owner or situation.





Question 6

Kai says, 'The longest and most formal message is always the most respectful.'

What is the error? Repair the sentence.



Answer 6

Length and formality do not guarantee respect. A message could fit the relationship, context and purpose while remaining clear and considerate.





Question 7

Challenge card: A new classmate asks where to line up after lunch.

Name the listener and purpose. Give one useful message.





Answer 7

Listener: the new classmate. Purpose: help them reach the correct line.

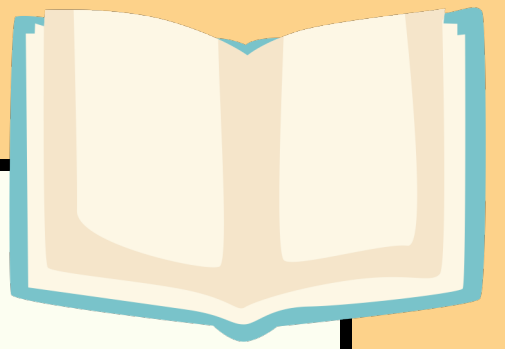
Example: 'After lunch, meet our class beside the bus bench. I can show you the spot now.'

Accept another clear supportive message.



Question 8

How is a spoken equipment request similar to a written lost item notice? Name one difference too.





Answer 8

Both need a clear purpose and enough detail for the intended reader to act. Spoken requests allow an immediate reply. Public notices need details that make sense without the owner standing there.



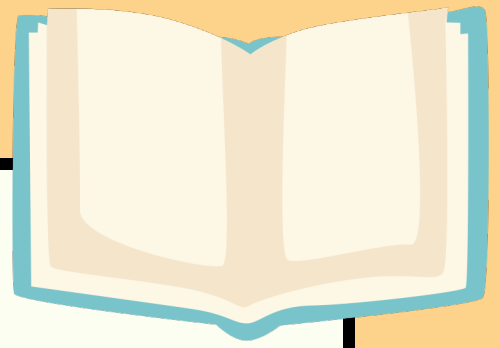


Question 9

Near transfer: A digital class message says, 'This gold 'Bring Back.'

Revise it for a missing blue bottle with a silver lid.



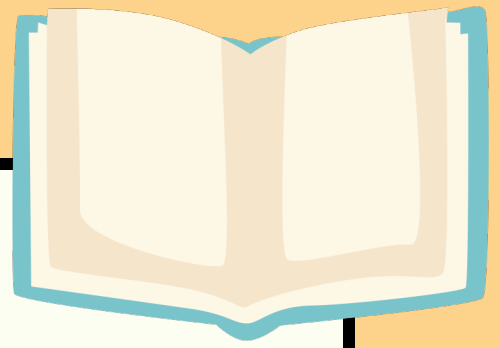


Answer 9

Example: 'A blue drink bottle with a silver lid missing from the bag area. Please take it to the classroom help desk if you find it.'



Question 10



Which exact detail in your revised message helps the reader identify the item? Why is a guess or preference not enough?





Answer 10

The colour and silver lid identify the bottle. Evidence points to words in the message. A guess does not show how the message helps to read.





Question II

Claim: 'A message with please is always respectful and clear.'

Do you agree? Give a counterexample or limitation.





Answer II

Qualify the claim. 'Please' can support a respectful tone, but 'please bring it' is still unclear when the listener does not know what or where. Context, clarity and delivery also matter.





Question 12

Final case: The skipping ropes are missing over lunch. Give a spoken request to the equipment monitor and a simple digital reply.

Explain one choice and name one technical improvement.





Answer 12

Credit a clear paired exchange in two modes (a read and a tied listener or purpose, and one specific improvement.

Example improvement: add where the rooms were last seen or slow the spoken delivery.





Well done!
Clear message for the listener,
purpose and mode.

