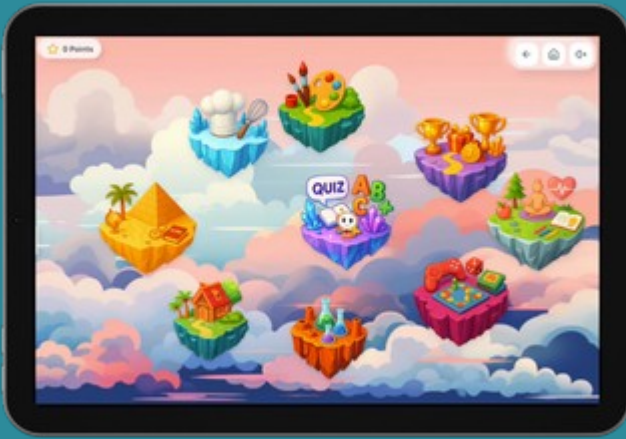


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Questions and Requests That Fit – Foundation

Table of Contents	
Presentation: Questions and Requests That Fit	
Teacher Lessons 1–6: Purposeful Exchanges	
Displays: My Message Has a Job / Useful Questions	
Displays: Clear Requests / Sharing My Choice	
Purpose Scene Cards · 4 pages	
People and Places Change Cards · 2 pages	
Purpose-to-Message Mats · 3 pages	
Message Starter Strips · 2 pages	
Worksheet: Question That Helps	
Worksheet: Make the Request Clear	
Worksheet: My Choice, Your Choice	
Game: Message Mission Board	
Activity: Message Mission Rules and Support	
Activity: Mission and Reply Cards · 2 pages	
Teacher Response Guide	
Quiz: Questions and Requests That Fit	
Assessment: Messages That Work · 2 pages	
Rubric: Messages That Work	



Teacher lesson 1 • 35 minutes



Learning intention:

choose a message to find out, ask for, or share a thought.



Success:

name or point to a purpose and explain what the speaker needs.



Materials:

My Message Has a Job, Purpose scene cards, three Purpose-to-Message mats; presentation slides 2–4.

1 Model • 8 min

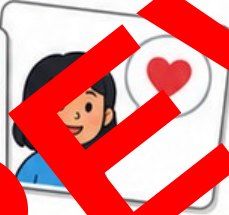


Show class paint, a jigsaw puzzle and a friend's activity choice.

Say: "I need to know where the paint is, so I ask where. And I need puzzle help, so I ask for help. With my friend I can share that I prefer drawing."

The jigsaw matter question can also ask for something.

2 Guided • 10 min



Read one card of each purpose. Children point to a mat. Ask "What does the person need?" Accept a reasoned alternative when the scene allows it.

3 Practice • 10 min



In pairs, choose a card and a listener. Say, point or use AAC for a fitting message; partner gives a plausible reply.

4 Check • 4 min



Hear one exchange per pair.
Record the purpose and useful words, rather than punctuation.

5 Reflection • 3 min



"My message helped because..."



Support:

- model two choices
- rehearse with a trusted adult
- teacher reads and scribes.



Extension: change the listener and explain which words still work.

Transfer: notice an ordinary class request later today.

Teacher lesson 2 • 35 minutes



Learning intention:

ask a relevant information question and use the reply.



Success:

ask about an actual unknown, then listen or choose a useful follow-up.



Materials:

Useful Questions, eight information scene cards, Find Out mat, Question That Helps and answer page; presentation slides 5–9.

1 Model • 8 min

Hold an art task without scissors. Say: “I need their location. ‘Where are the scissors?’ helps. ‘What is for lunch?’ does not help me find them.” Reply: “In the art tray.” Ask: “Where is the art tray?” Explain that a follow-up fills a new gap.



2 Guided • 9 min

Practise asking a classmate about a game rule, then a family member about a puzzle piece. Ask who is likely to know. Use who, what or where only when useful; do not test grammar labels.



3 Practice • 10 min

Partners take a scene card, ask a question and give a plausible reply. Switch home/school once. Read the worksheet choices aloud; children circle, point or dictate.



4 Check • 5 min

Ask “What did that answer help you do?” Accept several relevant questions.



5 Reflection • 3 min

Children share a useful follow-up by speech, picture or AAC.



Support:

offer two question choices and a picture cue for the unknown.



Extension:

reply incompletely so the learner requests the missing detail.



Transfer:

ask one real routine information question with adult support.

Teacher lesson 3 · 35 minutes



Learning intention:

make a clear request for an item, action or help.



Success:

tell the listener what is needed and clarify after a reply.



Materials:

Clear Requests, request scene cards, Ask For mat, Message starter strips, Make the Request Clear and sample answers; presentation slides 10–14.

1 Model · 8 min

- Say “Give me that.” Ask the class why a partner may not know what “that” means.
- Then say “Please pass the blue paint.”
- At a home puzzle say “Can you help me find the corner?”
- Explain that “Can I borrow the pencil?” is question-shaped but requests an item.



2 Guided · 9 min

- A partner asks “What do you need?” Learner adds the needed item or action.
- Rehearse asking a teacher to repeat an instruction, ask a family adult to open a container.



3 Practice · 10 min

- Pairs choose three request cards, say or select a request, repeat and clarify.
- Teacher adds to worksheet; use drawing, pointing or scribbling.



4 Safety model

- “Help! Someone is hurt!” is valid urgent help.
- Tell a trusted adult straight away; do not wait for a polite formula.



5 Check · 5 min



- Record whether a listener could act on the request and any added detail.

6 Reflection · 3 min

- “I made my request clearer by...”



Support:

- show item/action choices and permit AAC.
- Respect clear dialect and home-language forms.



Extension:

- change the person and decide what that listener needs to know.

Teacher lesson 4 • 35 minutes



Learning intention:

share a preference with a simple reason and respond to a difference.



Success:

choose, explain and make room for another choice.



Materials:

Sharing My Choice, opinion scene cards, Share mat, starter strips, My Choice, Your Choice and sample answers; presentation slides 15–18.

1

Model • 8 min

- Offer two story pictures.
- Say “I would choose the animal story because I like animals.”
- A partner chooses another story.
- Reply “We like different stories. That is okay.”
- Explain there is no correct favourite.



2

Guided • 9 min

- Practise a school game choice and a pretend home activity.
- Accept “I like...”, “I would choose...” or another cue for form.
- Ask why it suits the choice; do not demand persuasion or agreement with adults.



3

Practice • 10 min

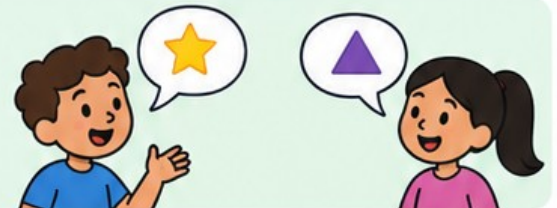
- Partners choose a card, give a preference/reason and listen to a different view.
- Teacher uses the worksheet; draw, point or dictate the two choices and reasons.

My Choice	Your Choice

4

Check • 5 min

- Record a clear preference, an understandable reason and a response acknowledging a different opinion.



5

Reflection • 3 min

- “We can think differently and still...”



Support:

- offer two pictured choices,
- a reason cue and
- trusted-partner rehearsal.



Extension:

- decide on a shared choice together without changing either person's stated preference by force.



Transfer:

- use the sequence during an ordinary class story or activity choice.



Do not score handwriting, accent, eye contact or performance confidence.



Teacher lesson 5 • 35 minutes



Learning intention:

transfer a purposeful message when person or place changes.



Success:

keep or adjust words and explain a useful choice.



Materials:

Message Mission board, rules/support and mission/response cards; all scene cards, People and Places cards, mats and starters; presentation slides 19–22.

1 Model • 7 min

At Find Out, ask a classmate “Where is the book?” Draw Teacher • classroom. Say “This teacher may know the shelf. I can ask where the class book belongs.” Explain that the same words may also work.



2 Guided • 8 min

Try one mission at each purpose station. Partner supplies a plausible reply; speaker listens and clarifies. Teacher asks “What does this listener know?”



3 Practice • 15 min

Groups cooperate through six board spaces. Choose a purpose scene, communicate a speed AAC/picture, partner replies, then draw one card and adapt.

Use pretend library, service adult scenes only inside class role-play; no real stranger contact. No racing, shouting or penalties for support.



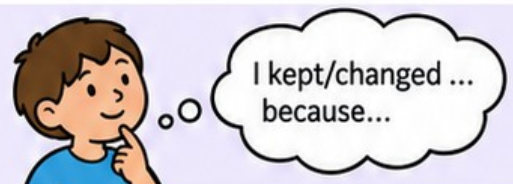
4 Check • 3 min

Hear one unchanged and one changed message with a simple reason. Note whether the message still meets the need.



5 Reflection • 2 min

“I kept/changed... because...”



Support:

teacher reads cards, reduces choices and joins a trusted pair.



Extension:

give an incomplete reply so the learner asks a relevant follow-up or clarifies a request.



Transfer:

revisit one purpose in tomorrow's classroom routine.

Teacher lesson 6 • 35 minutes, flexible over two short sessions.



Learning intention

show useful language choices across home and school.



Success

find out, request, share a preference, then respond or adapt.



Materials

- Messages That Work learner tasks, observation record, rubric, People and Places cards
- quiz slides for formative discussion
- presentation slide 23.



Prepare • 5 min

- Read the picture tasks privately with a trusted adult or partner.
- Demonstrate the communication modes, without giving the child's answer.
- Model access: "You can say, point, use AAC or ask me to write your words."



Assess • 20 min

- 1 **Task 1, class craft:** ask where glue is. Give a plausible incomplete reply and invite a follow-up.
- 2 **Task 2, pretend home:** request help finding a toy box. Ask what action is needed.
- 3 **Task 3, school free choice:** choose blocks or drawing and give a reason; partner chooses differently.
- 4 Draw a changed listener card for one task and ask whether words should change and why.
- 5 Record exact words/selected symbols, listener reply, adjustment, simple reason and support used.



Do not demand public speaking or family disclosure.



Respond • 5 min

- Use the rubric to identify one next teaching step.
- A clear supported message counts; support is recorded separately.



Reflection • 5 min

- Learner chooses a successful exchange to repeat in a routine.
- Support: offer pictured choices and rehearsal; note prompting accurately.



Extension

- add a second setting or unfamiliar reply.
- The ten-question quiz is teacher-read practice, not the sole evidence of learning.
- Never assess eye contact, accent, volume, handwriting or confidence.

My Message Has a Job



FIND OUT



ASK FOR



SHARE WHAT I THINK



A question can also ask for something.
The job is what matters.

Useful Questions

1. Notice what you need to know.



2. Ask a question that helps.



3. Listen and follow up.



This question is **relevant**.



It helps find the scissors.



This question is **not relevant**.



This does not help find the scissors.

Clear Requests

1 Who can help?



Think about a trusted adult or friend who can help.

2 What do I need?



Be clear about what you need.

3 Choose clear words.



Use kind and clear words. You can say "please".

4 Listen and make it clearer.



At home



At school



Safety: Getting help



Urgent help can be direct.
Tell a trusted adult straight away.

Sharing My Choice



My choice

What would you choose?

My reason

Why would you choose it?

Room for your choice

You can draw or write.



There is no correct favourite.

Purpose Scene Cards 1

Class scissors



Teacher · classroom

You need to know where the scissors are.

Library place



Librarian · school

You need to know where the library opens today.

Snack location



Family adult · home

You need to know where the snack is.

Game place



Classmate · classroom

You need to know how the game starts.

Book shelf



Teacher · classroom

You need to know which shelf holds the book.

Bag hook



Classmate · school

You need to know which hook to use.

Teacher reads. Say, point or use AAC. More than one clear message can work.

Purpose Scene Cards 2

Puzzle piece

Find out

You need to know where a puzzle piece is.
Sibling · home.



Art material

Find out

You need to know which paper to use.
Teacher · classroom.



Puzzle help

Ask for

You need help with a puzzle.
Family adult · home.



Borrow a pencil

Ask for

You need to borrow a pencil.
Classmate · classroom.



Open the container

Ask for

You need help opening your lunch container.
Teacher · school.



Join the game

Ask for

You want to join a game.
Classmate · playground.



Teacher reads. Say, point or use AAC. More than one clear message can work.

Purpose Scene Cards 3



Pass the paint

Ask for

You need blue paint passed to you.
Classmate • classroom.



Repeat the instruction

Ask for

You need an instruction repeated.
Teacher • classroom.



Find a lost item

Ask for

You need help finding a toy.
Sibling • home.



Take a turn

Ask for

You want a turn with the blocks.
Family adult • home.



Story choice

Share

Choose a class story and a reason.
Teacher • classroom.



Drawing colour

Share

Choose a drawing colour and a reason.
Classmate • classroom.

Teacher reads. Say, point or use AAC. More than one clear message can work.

Purpose Scene Cards 4

Game choice | Share

Choose a game and a reason.
Friend • playground.



Book choice | Share

Choose a book and a reason.
Sibling • home.



Play activity | Share

Choose a play activity and a reason.
Classmate • school.



Class display | Share

Choose a display picture and a reason.
Teacher • classroom.



Home activity | Share

Choose a pretend home activity and a reason.
Family adult • home.



Picnic food | Share

Choose a pretend picnic food and a reason.
Family adult • home.



Teacher reads. Say, point or use AAC. More than one clear message can work.

People and Places Change Cards 1

Teacher • classroom



Classmate • classroom



Sibling • home



Family adult • home



Librarian • school library



Service adult • pretend shop



Try the same purpose with this listener. Keep useful words or change them.
What does this person know?



People and Places Change Cards 2



Teacher · playground



Classmate · art table



Sibling · home game



Family adult · home kitchen



Librarian · pretend library



Service adult · classroom role-play



Try the same purpose with this listener. Keep useful words or change them.
What does this person know?



Find Out



What do I need?



Who is listening?

My message



The reply



Listen. Keep useful words or make it clearer.
Say, point, choose a picture or use AAC.



Ask For



What do I need?

Blank space for writing the answer to 'What do I need?'

Who is listening?



Blank space for writing the answer to 'Who is listening?'

My message



Blank space for writing the message.

The reply

Blank space for writing the reply.



Listen. Keep useful words or make it clearer.
Say, point, choose a picture or use AAC.



Share What I Think



What do I need?



Who is listening?



My message



The reply



Listen. Keep useful words or make it clearer.

Say, point, choose a picture or use AAC.



Words That Can Help



Where is ____?



What do I need to ____?



Who can help with ____?



Can I borrow ____?



Please help me ____.



Please pass ____.

Optional starters. Other clear words can work. A question can make a request.

Share and Make It Clearer



I like _____
because _____.



I would choose _____.



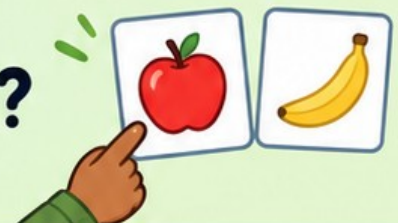
We like different
things. That is okay.



Can you say it again?



Can you show me?



Help! Someone is hurt!



Urgent help can be direct. Tell a trusted adult straight away.
Use words, pictures or AAC.



Name: _____

Question That Helps

Teacher reads. Circle or point to the question that helps.



☐ Where are the scissors?

☐ What is for lunch?



☐ When is the snack?

☐ What colour is your hat?



☐ How do we start?

☐ Where is the moon?

The answer is 'On the shelf.' There are two shelves.
What could you ask next?

Say, point, draw or ask the teacher to write.



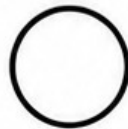
Name: **ANSWERS**

Question That Helps

Teacher reads. Circle or point to the question that helps.



Where are the scissors?



What is for lunch?



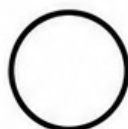
Where is the snack?



What colour is your hat?



How do we start?



Where is the moon?

The answer is 'On the shelf.' There are two shelves.
What could you ask next?

Example: Which shelf?

Accept a useful question about the missing location.

Say, point, draw or ask the teacher to write.



Make the Request Clear

Name: _____

Teacher reads. Say, point or draw what you need.



What **item** should the request name?

My clear request:



What **action** should the request name?

My clear request:

More than one clear request can work. The teacher can write your words.

Make the Request Clear

Name: **ANSWERS**

Teacher reads. Say, point or draw what you need.



What **item** should the request name?

My clear request:

Example: Please pass the blue paint.

Accept another clear request naming the needed item or action.



What **action** should the request name?

My clear request:

Example: Can you help me open the toy box?

Accept another clear request naming the needed item or action.

More than one clear request can work. The teacher can write your words.

My Choice, Your Choice

Name: _____

Teacher-read instruction: Choose, give a reason and listen.

1 At school: drawing or a puzzle?



My choice:

My reason:

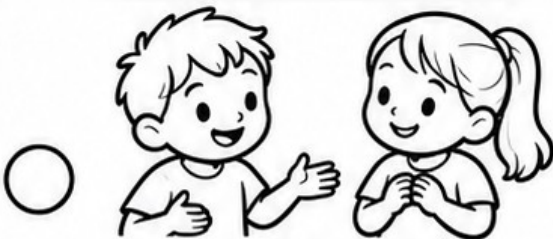
2 Pretend home: blocks or a book?



My choice:

My reason:

Teacher-read scenario: Your partner chooses differently. Circle or point to a useful reply.



We like different things.
That is okay.



You must choose
my favourite.

There is no correct favourite. Say, point, draw or ask the teacher to write.

My Choice, Your Choice

Name: **ANSWERS**

Teacher-read instruction: Choose, give a reason and listen.

1 At school: drawing or a puzzle?



My choice:

Drawing

My reason:

I like colours.

Examples only. Accept any stated choice with a simple relevant reason.

2 Pretend home: blocks or a book?



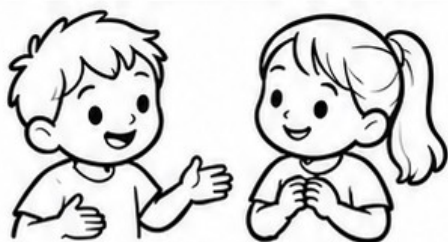
My choice:

Blocks

My reason:

I like building.

Teacher-read scenario: Your partner chooses differently, Circle or point to a useful reply.



We like different things.
That is okay.



You must choose
my favourite.

There is no correct favourite. Say, point, draw or ask the teacher to write.

Message Mission

Start together

1
Find out



2
Ask for



3
Share



4
Find out



5
Ask for



6
Share



Messages completed together

Choose a scene. Try a message. Partner replies. Change the person or place once.

Message Mission: How to Play

You need: board, purpose scene cards, mission/response cards, change cards and mats.



1 Start together.

Visit each space in number order.



2 Pick a scene

that matches the message job.



3 Say, point, choose a picture or use AAC for your message.



4 A partner gives a reply.

Listen and clarify if needed.



5 Draw a change card once.

Try the purpose with the new person or place.



6 Finish after all six spaces.

Everyone succeeds by taking part.



Support

Teacher reads.
Rehearse with a trusted partner.
Offer two choices.
Scribe exact words when useful.



Discussion

What did you need?
Who could help?
Why did your words fit?



No racing, shouting, public performance or penalties for dialect or AAC.
Library/shop scenes are pretend classroom role-play.

Message Mission Cards



Find out:

Ask where the class glue is.

Teacher • classroom.



Find out:

Ask where a pretend home toy belongs.

Sibling • home.



Ask for:

Ask to borrow a crayon.

Classmate • art table.



Ask for:

Ask for help opening a box.

Family adult • home.



Share:

Choose a class game and give a reason.

Teacher • classroom.



Share:

Choose a pretend home book and give a reason.

Sibling • home.



Choose useful words. More than one message can work.

Message Mission Reply Cards

**Give the information.
Then ask: Does that help?**



**Give part of the information.
The speaker can ask a follow-up.**



Ask: Which item do you need?



Ask: What help do you need?



**Share a different choice
and a reason.**



**Ask: Would those words work
with someone else?**



Use a plausible reply for the scene. Teacher models. Clarify; do not trick or punish.

Teacher Response Guide



Find out

Find out: 'Where is the snack?'

Reply: 'In the kitchen.'

Follow-up: 'Where in the kitchen?'

Look for a question linked to the actual unknown.



Ask for

Ask for: 'Can I borrow a pencil?'

Reply: 'Yes, this one.'

This is a request, although its form is a question.



Clarify

Help me: 'Help me.'

Reply: 'What do you need?'

Possible repair: 'Help me open the box.'
Look for an item or action on the listener's part.



Share

I choose blocks because I like building.

Reply: 'I prefer reading.'

Possible response: 'We like different things. That is okay.'
There is no correct favourite.



People and places

Ask what the listener knows.

Clear words may suit more than one person.

Do not assume all adults require formal language.



Urgent help

'Help! Someone is hurt!' is valid.

Tell a trusted adult straight away; do not delay for a polite formula.



Access

Read aloud; model two choices; accept AAC, pointing, home languages, dialects and scribing. Do not score eye contact, accent, volume, handwriting or confidence.



Stretch

Use an incomplete reply or switch the listener.

Ask for a simple reason.

Record exact words, reply, adjustment and support.

Name: _____

Messages That Work

Teacher reads. Say, point, choose a picture or use AAC.

1. Find out.

Class craft: you need glue.
Ask your teacher where it is.



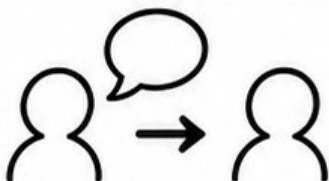
2. Ask for.

Pretend home: a toy box will
not open. Ask a family adult
for help.



3. Share

School free choice:
blocks or drawing?
Choose, give a reason and
listen to a different choice.



Change one listener.

Would you keep or change your words?
Why?

The teacher records your message and the reply.
No independent reading or writing required.

Messages That Work: Observation Record

Learner: _____ Date: _____

Communication mode: _____ Support used: _____

Find out • school



Exact words / symbols: _____

Listener reply: _____

Follow-up / clarification / response: _____

Evidence of purpose and useful detail: _____

Ask for • pretend home



Exact words / symbols: _____

Listener reply: _____

Follow-up / clarification / response: _____

Evidence of purpose and useful detail: _____

Share • school



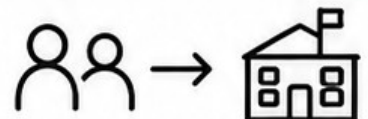
Exact words / symbols: _____

Listener reply: _____

Follow-up / clarification / response: _____

Evidence of purpose and useful detail: _____

Changed listener / setting



New person/place: _____

Kept or changed message: _____

Learner's simple reason: _____

Next teaching step: _____

Assessment notes: _____

Messages That Work: Rubric

Criterion	Developing with modelling	Using a suitable message	Transferring and explaining
Purpose and relevance	Chooses a purpose with a model	Message meets the actual need	Keeps purpose when the situation changes
Clear usable message	Adds detail after a model	Names useful information, item, action or preference	Clarifies missing detail after a reply
Listener and setting	Notices person/place with a prompt	Chooses words suitable to person/place	Keeps or changes words for a new listener
Responds and adapts	Responds with modelled choices	Uses the reply, acknowledges a different opinion	Adjusts and gives a simple reason

Evidence and support used:

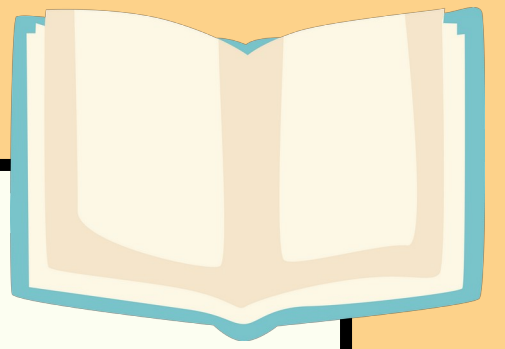
Next teaching step:

Speech, AAC, pointing and scribing are valid. Record support separately.
Do not assess eye contact, accent, volume, handwriting or confidence.

Questions and Requests That I Get



Our message choices



Find something out.

Ask for what we need.

Share what we think.





My message has a job

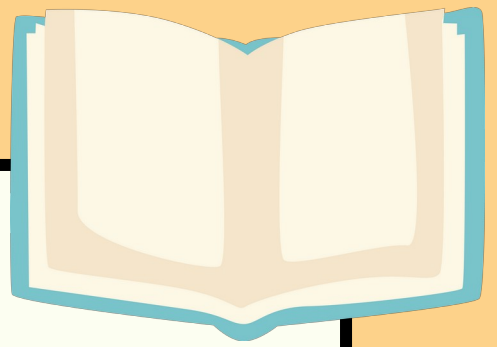
Where are the scissors?

Can you help with my puzzle?

I would choose drawing.



Think before you speak



What do I need?

Who can help?

Where are we?





Ask to find out



I asked the class scissors.

“Where are the scissors?”

“They are in the art tray.”





A question that helps



I need to find the scissors.

“Where are the scissors?” helps.

“What’s for lunch?” asks about something else.

Ask, listen, follow up



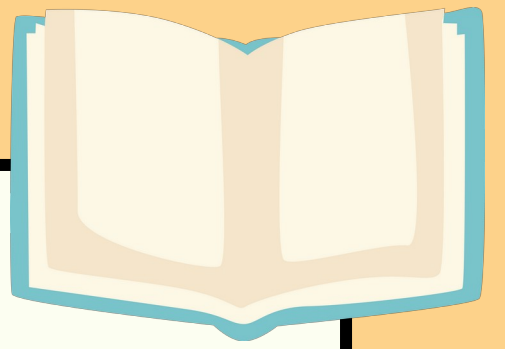
“Where is the art tray?”

“On the shelf.”

“Which shelf?”



Try a school question.



You do not know a game rule.

Ask a classmate who knows.

Listen and try the rule.





Try a home question



A puzzle piece is missing.
Ask a family member where it is.
What could you ask next?





Ask for what you need



"Help with this puzzle, please."

"Which part?"

"Can you help me find the corner?"



Make the request clear



“Give me that” leaves us guessing.

“Please pass the blue point” tells us the item.

Other clear words can work too.



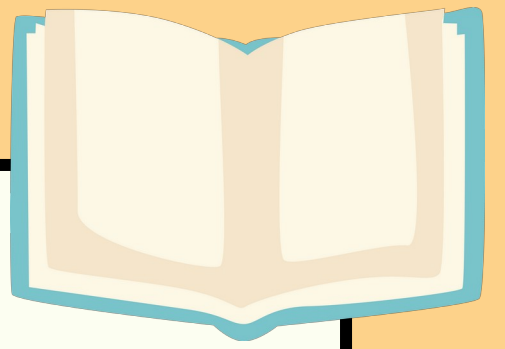
A question can be a request



“Can I borrow the pencil?”
The words ask a question.
The job is to ask for an item.



Listen and make it clearer



"Can you help?"

"What do you need?"

"Please return my lunch container."



Urgent help



If someone is hurt or unsafe:

Shout: "Someone is hurt!"

Tell a trusted adult straight away.





Share a choice

“I would choose the animal story.”

“Why?”

“I like finding out about animals.”



A different choice



"I like drawing."

"I like blocks."

"You like different things. That is okay."



Try a school opinion



The class is choosing a game.

Students point to your choice.

Give a simple reason.





Try a home preference



Choose a pretend home activity.

“I like ____ because ____.”

Listen to another choice.



Find-out station



Choose an information card.

Ask about what is missing.

Your partner replies.



Ask-for station



- Choose a request card.
- Explain the item, action or help.
- Listen and clarify if needed.

Share station



Choose an opinion card.
Give a choice and a reason.
Respond to a different choice.





Change the listener



Now ask a teacher instead of a friend.

What does this person know?

Keep useful words or change them.



Messages that work



Try all three message jobs.

Say, point, use AAC or choose a picture.

Expect one word choice.





Well Done!



PREVIEW

Questions and Requests That Fit Quiz





Question 1: Finding the scissors

You need the class scissors. Which question helps?

Where are the scissors?

What is for lunch?





Answer 1

Q Where are the scissors?

A It's about the information you need.





Question 2: A game's rule

You do not know how to start a game. What could you ask your classmate?





Answer 2

“How do we start?” is the useful question.
Accept when the question is about starting the game.



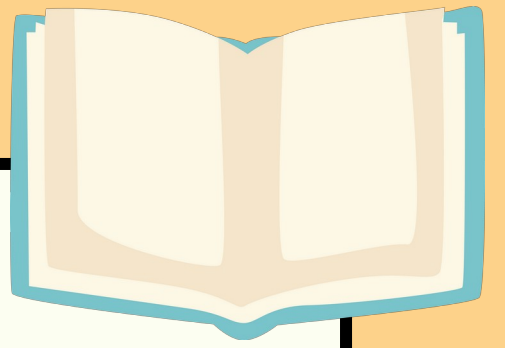


Question 3: Borrowing a pencil

“Can I borrow the pencil?”

What is the message trying to do?





Answer 3

It asks for an item.

A question can have a requesting job.





Question 4: The needed demand

“Help me” does not explain enough. You need your lunch
combine open a. What could you say?





Answer 4

“Please open my lunch container” is one clear request.

Accept other clear requests for this action.





Question 5: A choice and a reason

Which shows a choice and a reason?

A. I choose drawing because I like colours.

B. Where is my bag?





Answer 5

A. I choose drawing because I like colours.
Other fun and simple reasons are welcome.





Question 6: Different favourites

You like puzzles. Your friend likes drawing. What could you say?





Answer 6

“We like different things. That is okay.”

Accept another respectful response to the difference.





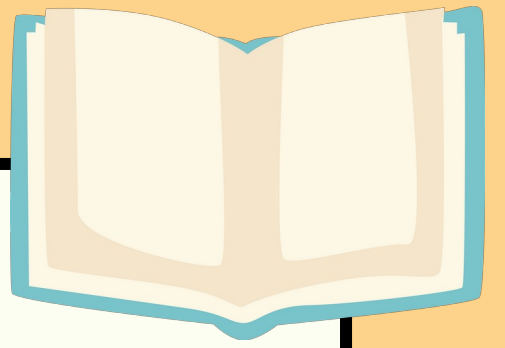
Question 7: A new librarian

Your sibling does not know where the class books are.

What should you ask, and why?



Answer 7



A teacher or classmate who knows the shelf could help.
The listener needs to know about the school setting.





Question 8: Listening to a reply

“The point is on the shelf.” There are two shelves. What could you ask next?





Answer 8

“Which shelf?” helps you find out the missing detail.
Accept on the useful follow-up about the location.





Question 9: Urgent help

Someone is hurt. Is “Help! Someone is hurt!” a useful
message?





Answer 9

Yes. Direct urgent help is appropriate.
All distressed adult straight away.





Question 10: More than one way

Which could ask for puzzle help?

A. Help me find the corner, please.

B. Can you help me find the corner?





Answer 10

Both can work.

The student can ask for the same useful help.





Well Done!



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